Frederick County Public Schools

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Superintendent's Recommended
Educational Facilities Master Plan Annual Update
Including FY2027 Capital Budget







June 11, 2025




SUPERINTENDENT'S RECOMMENDED
Educational Facilities Master Plan
Annual Update

INCLUDING:
FY 2027 Capital Budget

June 11, 2025

Prepared for the Frederick County Board of Education by the
Superintendent of Schools and the Office of the Chief Operating Officer

Superintendent

Dr. Cheryl L. Dyson

Chief Operating Officer

Dr. Paul Lebo

Executive Director of Facilities

Veronica Hill

Director of Capital Programs

Brian Staiger

Planning Data and GIS Analyst

Amber Millison

Facilities Planner I

Connor Wahl

Board of Education of Frederick County

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DEAN ROSE,VICE PRESIDENT
NANCY ALLEN
COLT BLACK
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June 11, 2025

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Kathryn Fostik, Senior Executive Secretary
Veronica Hill, Executive Director of Facilities Services
Tina Murray, Executive Secretary

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Tammie Smith, Executive Secretary
Elizabeth Pasierb, Supervisor of Facilities Planning
Amber Millison, Planning Data & GIS Analyst
Connor Wahl, Facilities Planner I
Brad Ahalt, Senior Project Manager
Nancy Boyd, Senior Project Manager
Tom Mulligan, Project Manager III
Vernon Beals, Project Manager III

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Lloyd Mills, Senior Manager of Maintenance
Ed Reinhold, Senior Manager of Operations
Ian Moise, Senior Manager of Sustainability and Compliance
Patrick Little, Project Manager IV
George Tracey, Project Manager III
Tim Eccard, Project Manager III
Eric Richardson, Project Manager III
Kevin Leatherman, Project Manager II

FISCAL SERVICES

Heather Clabaugh, Associate Superintendent of Fiscal Services
Dawn Worrell, Construction Accountant



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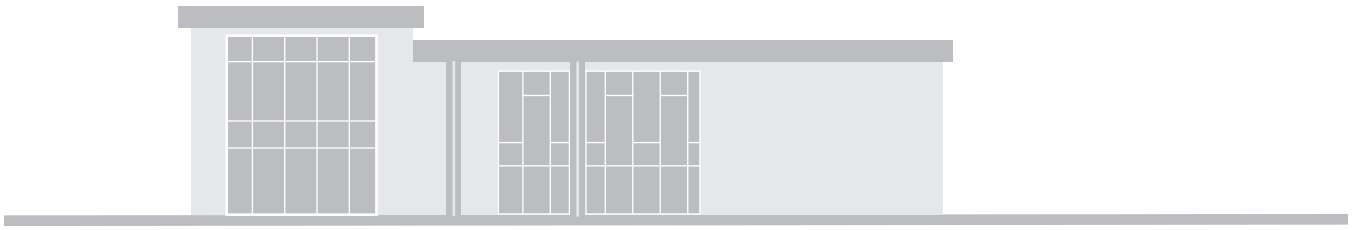
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Superintendent's Recommended
2025 Frederick County Public Schools Educational Facilities Master Plan

Executive Summary

OUR MISSION

Public education is at the heart of our community. It shapes who we are. In Frederick County, our promise is to empower our young people no matter who they are and no matter their backgrounds or circumstances. Frederick County Public Schools (FCPS) provides a diverse and inclusive learning environment, where excellence in college and career preparedness are paramount. The commitment to our community is to provide exceptional education and equity for "**every child, every day**".

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

OUR PLAN

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

FCPS uses the EFMP regularly; it guides our facility plans. Among other things, it includes the enrollment projections for each of our 71 schools (including 4 public charter and special schools), coordinates school facility needs with the county and municipal plans for residential growth, establishes our facility and funding priorities with state and local officials, and guides our plan for construction and modernization projects. However, the EFMP must also be accessible and useful to our many partners: elected officials, other state and local agencies, parents and the taxpayers of Frederick County. The EFMP includes information that is helpful to all of us—long-range enrollment projections and trends, school-by-school capacity data, descriptions of FCPS educational programs, Board of Education (BOE) policies and regulations regarding school use, attendance boundaries, construction and maintenance, and other up-to-date information about all our county schools.

The 2025 EFMP is formatted with digital use in mind. Links throughout the document allow the reader to click between chapters or visit other reference documents and webpages. Many of the maps are now interactive maps online where users can search locations of interest and view layers of information. A story map of this executive summary is highlighted on page 4.

OUR PROCESS

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

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

KEY ELEMENTS

Frederick County, and our state and world as a whole, are experiencing a moment of great change. More than ever, FCPS must rise to the challenge to continue to serve our students and prepare them for the future. In this 2025 update, FCPS addresses the following topics:

Enrollment Growth

Frederick County has experienced significant residential growth over the past several years. However, the residential housing market recently slowed, with approximately 1,600 residential building permits issued in 2024, compared to a high of nearly 2,800 permits issued in 2021.

Despite this slowdown in residential development, enrollment in Frederick County Public Schools (FCPS) continues to grow. FCPS remains the fastest growing public school system in Maryland. Between 2018 and 2023, FCPS enrollment (K–12, excluding pre-K) increased by 4,675 students, representing an 11.3% growth rate, during a period when statewide enrollment declined by 0.82%. The next fastest-growing school systems during this time were Carroll County (3.3%) and Charles County (1.6%).

FCPS is actively monitoring areas of growth and evaluating when and where new capacity projects will be necessary. In particular, residential development is concentrated within the City of Frederick and on the east side of the County north of I-70. To address projected capacity needs, the Educational Facilities Master Plan (EFMP) includes three new elementary schools, one new middle school, and one new high school. Chapter 4 highlights the updated 2025–2034 enrollment projections, and Chapter 5 outlines the 10-year capital improvement plan.

Modernization of Older Facilities

As discussed in Chapter 2, FCPS has 33 buildings that are more than 35 years old; 7 of which are older than 70 years. While our facilities have been well-maintained, FCPS has placed the renovation or replacement of our buildings that have reached the end of their useful life as a priority in our 10-year plan. In addition, limited renovations extending the life of existing buildings are also included in the EFMP. The Monocacy ES limited renovation was completed during the summer of 2024. Limited renovations at Ballenger Creek and Spring Ridge elementary schools are in construction and will be delivered in the fall of 2025. Construction for limited renovations at Twin Ridge and Hillcrest elementary schools will begin in the summer of 2026 and will be completed by the 2027-28 school year. FCPS will also consider the consolidation of small older schools to better align our facilities with educational needs.

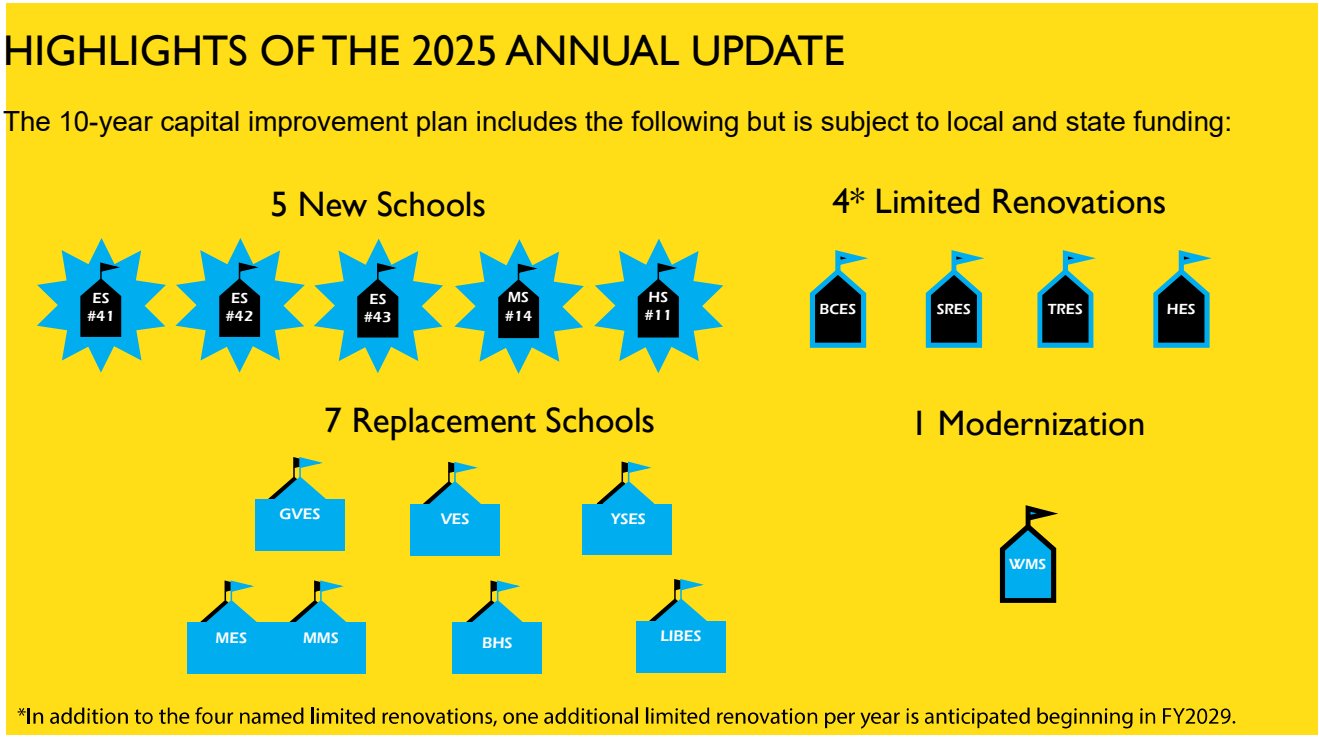
Expansion of Prekindergarten Program

The Blueprint for Maryland's Future Act (Act), established in February 2021, broadened the availability of high-quality prekindergarten and school readiness services. The provisions of this Act were implemented beginning in the 2022-23 school year. FCPS is expected to have 96 prekindergarten in the 2025-26 school year and continue to expand the program over the next several years. To fully meet the need of the expanded prekindergarten program, FCPS will utilize available classroom space, high school-based classrooms, relocatable classrooms and attendance boundary adjustments where appropriate.

Completion of New Projects Improves Learning for Students

Crestwood Middle School opened in fall of 2024. Adjustments to middle school attendance boundaries made by the BOE during the Crestwood Area Redistricting Study were implemented with the opening of the addition, moving about 200 students from Monocacy MS to Crestwood MS. The most recent redistricting study was approved by the Board of Education in February 2025 and revised attendance boundaries for Brunswick and Valley elementary schools. This redistricting study aimed to balance enrollment at these two schools after both school buildings were replaced with an expanded capacity. A redistricting study is currently underway for the new elementary school #41, which is expected to relieve the overcrowding projected for Oakdale ES and balance enrollment at other schools in the area when the new elementary school opens in August of 2026. See Chapter 5 for additional details.

Replacement schools for Valley and Green Valley elementary schools will be completed in September 2025, providing both modern facilities and much needed added capacity to these school communities. Replacement schools are also currently in construction for Yellow Springs ES as well as Middletown Elementary and Middle schools. The new Yellow Springs ES will open in September 2026. The new co-located Middletown Elementary and Middle schools will open the following year in September 2027. The New Elementary School #41 is currently under construction and will open in September of 2026.

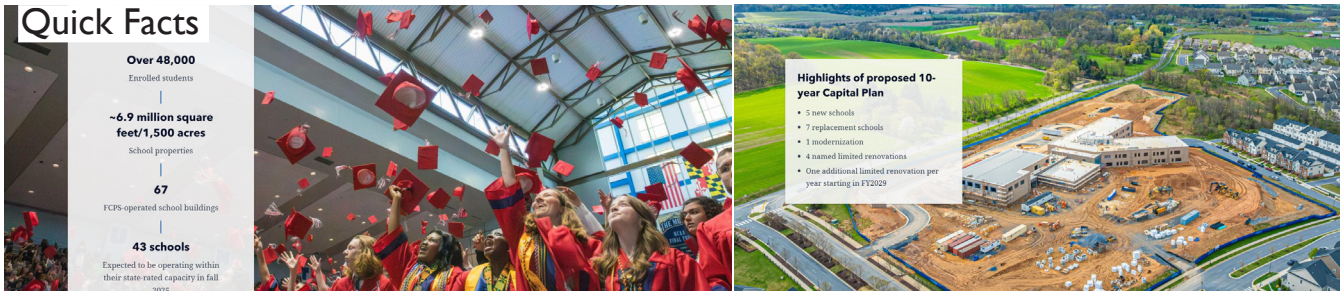


FAST FACTS

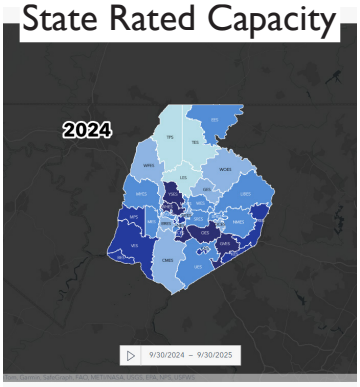
- FCPS has a September 2024 total enrollment of over 48,100 students
- 43 schools are projected to be operating within the state rated capacity in fall 2025
- FCPS has approximately 6.9 million square feet and 1,500 acres in our school portfolio
- FCPS operates 67 school buildings
- 33 school buildings are currently older than 35 years, with 7 older than 70 years
- 8 new or replacement schools, 3 additions and 2 limited renovations were completed in the last 10 years
- 6 new or replacement schools and 4 limited renovations are currently in design or under construction

EFMP EXECUTIVE SUMMARY STORY MAP

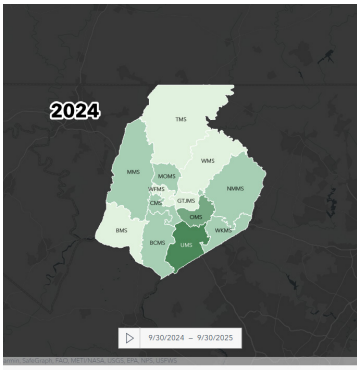
The interactive story map online features quick facts about FCPS, state rated capacities over time, a tour of growth areas in Frederick County, prekindergarten program locations and the proposed capital projects in the 10-year capital plan. [Visit the story map](#).



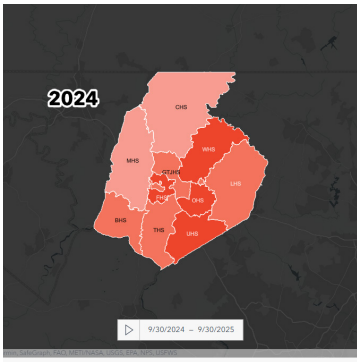
State Rated Capacity



Elementary school capacity trends, 2024-2034.

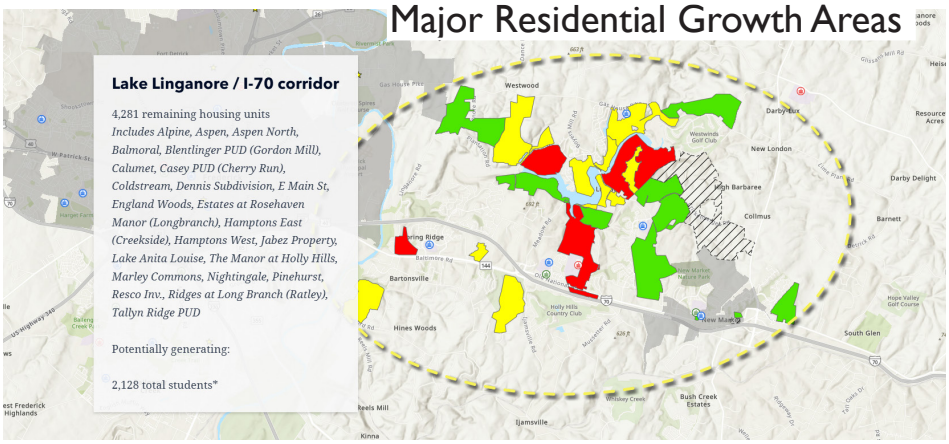


Middle school capacity trends, 2024-2034.

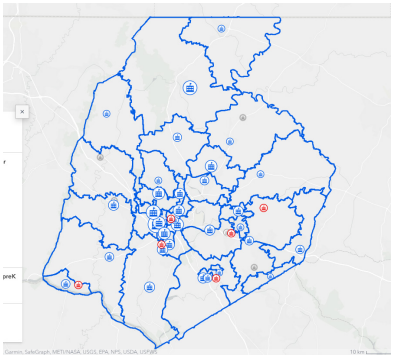


High school capacity trends, 2024-2034.

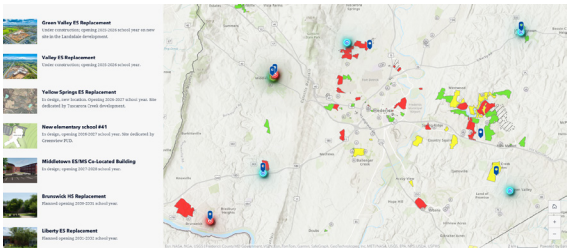
Major Residential Growth Areas

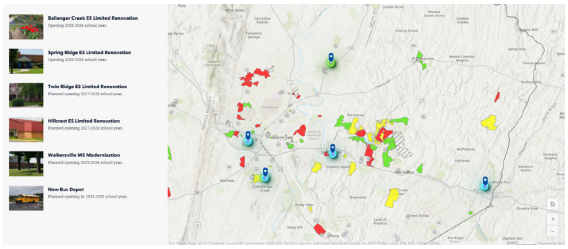


Planned Prekindergarten Programs

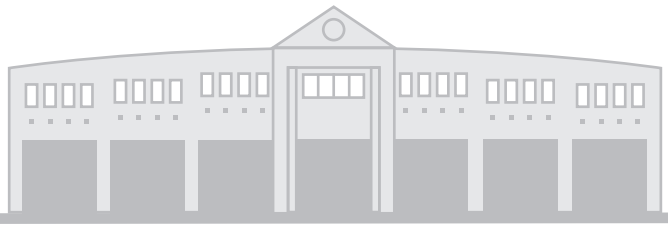


Planned Capital Projects





1



1. Planning Context

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

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

BOARD OF EDUCATION MANDATE

Board of Education (BOE) Policy 202.1 requires FCPS to maintain a long-term facilities master plan (see Appendix Q). It states:

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

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BOARD OF EDUCATION STRATEGIC PLAN

The BOE developed a strategic plan to guide all facets of FCPS operations toward meeting the mission statement. Beginning in the 2022-2023 school year, systemic goal areas were established by FCPS Superintendent Dr. Cheryl L. Dyson. These goal areas—organizational culture of achievement, operational excellence, safety and wellbeing, stakeholder engagement, and student and staff experience—are aligned to the existing five FCPS strategic goals (see below). Furthermore, for each of the goal areas, key performance indicators (KPIs) were established. KPIs are used to measure progress on specific outcomes over a period of time (e.g., increasing student performance on assessments). These KPIs were established in collaboration with the BOE, Superintendent, FCPS staff, and community. Throughout the school year, staff will continue to collaborate and present data on the progress of each of the KPIs.

FCPS' Educational Facilities Master Plan (EFMP) speaks directly to these goals. The projects included in this 10-year plan maximize limited capital funding to plan, design and construct new and renewed facilities that will enable students to be an empowered learner and engaged citizen, support staff in their roles, promote safety and wellbeing, allow for engagement with parent and community stakeholders and

provide a positive experience for all building occupants. In addition, this plan outlines potential redistricting studies that may be necessary as new or enlarged facilities are planned in order to rebalance student populations and make the best use of scarce resources.

Table 1A: Systemic Goal Areas and BOE Strategic Goals

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

PURPOSE OF THE EFMP

FCPS projects enrollments and identifies facility needs 10 years into the future to allow the time necessary to plan, design and construct new or renovated facilities. Included in this 10-year EFMP is the proposed FCPS FY27 capital budget that serves as the basis for annual capital funding requests to the state and county (see Appendix A) in the fall.

Our 10-year EFMP is designed to:

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

EFMP APPROVAL PROCESS

FCPS updates the EFMP each year in accordance with the requirements in the Maryland Public School Construction Program Administrative Procedures Guide (APG). While FCPS prepares its own master plan, it is guided by the state's APG which defines the required content of the plan. The annual EFMP update process includes steps to ensure that our facilities' needs and recommended improvements are clearly identified, and to provide opportunity for review and comment by the community prior to the BOE's action. These steps are:

Table 1B: EFMP Process

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

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

RELATED FCPS PROCESSES

Comprehensive Maintenance Plan

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

Operating Budget

The operating budget process takes place each year separately from the capital budget process established by this EFMP. Starting in October, the BOE discusses priorities and individual departments begin to identify their needs. In December FCPS hosts a community budget forum. The Superintendent releases the recommended operating budget in January, and the BOE holds work sessions to review it. A public hearing on the FCPS operating budget is held in February. Once the BOE approves their operating budget request, it is forwarded to the County Executive for consideration and inclusion in the County Executive's proposed County budget. The County Executive releases a recommended draft operating and capital budget in April, including proposed FCPS funding. If the County Executive's proposed budget does not provide the full amount of the BOE's requested funding, the BOE adjusts its proposed operating budget in April/May. The final operating budget approved by the BOE and the County Council in May/June goes into effect on July 1.

Board of Education Policy and Regulations

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

INTERGOVERNMENTAL CONTEXT

This EFMP is also guided by the goals established in other planning documents prepared by the Frederick County Government, municipalities and the state. While not all these planning documents focus on educational facilities, their goals depend in part on meeting school facility needs. See Chapter 3, Appendix F and Appendix G for additional details on comprehensive plans.

State of Maryland

Blueprint for Maryland's Future Act:

In 2020, a piece of landmark legislation was passed, the Blueprint for Maryland's Future Act (HB 1300). The intent of this legislation is to improve and enhance the quality of public education in Maryland. In its 235 pages, the bill contains policy and funding recommendations from the Kirwan Commission on Innovation and Excellence in Education. In 2021, HB 1372 was passed to complement and update HB 1300. House Bill 1300 and House Bill 1372 should both be considered and cross-referenced to fully understand policy provisions and funding found in the Blueprint. The Blueprint for Maryland's Future is a multi-billion dollar investment in public education first implemented in 2021 and to be continued over 10 years



The Blueprint for Maryland's Future provides the foundation needed to elevate every child to reach their full promise and potential by transforming Maryland's education system into a world-class model. It is organized into five distinct policy areas (pillars):

Each Local Education Agency (LEA) is required to submit a plan at various stages of implementation. FCPS' "Blueprint for Maryland's Future: Initial Implementation Plan," submitted on March 15, 2023 and revised on May 12, 2023, has been approved. The Plan can be found on the FCPS website at https://www.fcps.org/blueprint/plan

State School Sufficiency Standards:
The Interagency Commission on School Construction (IAC) established the Maryland Public School Facilities Educational Sufficiency Standards in May 2018 to provide acceptable minimum levels for the physical attributes, capacity, and educational suitability of existing school buildings. See Chapter 5 for additional details.

State Facility Assessment Study:
Following the creation of the Educational Sufficiency Standards, the IAC hired a consultant to evaluate all public school facilities in Maryland as required by the Blueprint for Maryland's Future Act. The study was completed in 2021. The committee voted to delay implementation of changes to school construction funding regulations that are based on the results of the facilities assessment for 2 years. See Chapter 5 for additional details. The IAC is required to review and update the school facility assessment for one-third of the schools in each county annually. In spring of 2025, the IAC updated the assessment of 15 FCPS schools.

A Better Maryland Plan:
On Aug. 19, 2017, Governor Larry Hogan signed Executive Order 01.01.2017.18 directing the creation of a new State Development Plan (Plan). The Plan was required to include the following:

- Guidelines that articulate the purpose and objectives of the Plan, and
- A State Planning Digital Resource Center that establishes a transparent and organized collection of State and local plans and related planning resources used to plan and coordinate responsible growth and resource protection.

The final plan is the culmination of almost two years of outreach, engagement, partnerships, and collaboration. A Better Maryland embraces the opportunity to focus on education, technical assistance, and resource delivery to help communities realize their own vision of their future.

FUNDING

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

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

- *Capital Improvement Program:* Provides State funding for eligible new, replacement, additions, renovations and capital maintenance (or systemic) public school construction projects approved by the IAC. The State's share of an eligible school construction project is periodically reviewed and updated. Currently, the State's share of a school construction project in Frederick County is 67%. The Capital Grant Program for Local School Systems with Significant Enrollment Growth or Relocatable Classrooms (EGRC) was established in 2015 and is distributed through the CIP as supplemental funds to the traditional CIP funds. Frederick County was eligible for EGRC funding in fiscal years 2021 through 2026 and received, on average, $6.3 million of EGRC funds annually.
- *Built to Learn (BTL) Program:* Provided up to $2.2 billion in school construction project funding through Maryland Stadium Authority (MSA)-issued special revenue bonds. The IAC approved the proposed projects and MSA managed the BTL funds. Frederick County received approximately $87 million in BTL funding in fiscal years 2023 through 2024. The funding was used to accelerate the reimbursement of the County's forward funding for Brunswick ES and Waverley ES replacement building projects, as well as accelerating the start of the Green Valley ES and Valley ES replacement buildings. There are currently no additional funds available in this program for FCPS.
- *Aging School Program (ASP):* Provides State funds to address the needs of aging school buildings. This program was established in 1997. From FY98 to FY25, a total of $5,560,446 was approved for 87 projects in Frederick County. FCPS has been provided an allocation of $182,622 for FY26. Per Education Article § 5-324, the FY26 cycle of ASP is the final program cycle because the program will sunset after 6/30/2026.
- *School Safety Grant Program:* Provides grants to address the need for school security improvements. Established in 2018, the Governor is required to provide an annual allocation of $10 million for the program beginning in fiscal year 2019. From FY19 to FY25, a total of $2,862,832 was approved for 78 projects in Frederick County. The FY26 funding allocation has not been determined.
- *Healthy School Facilities Fund (HSFF):* Provides funds to address health and safety needs in public school facilities. From FY21 to FY25, a total of $837,950 was approved for 4 projects in Frederick County. The FY26 funding allocation has not been determined.

The level of state funding available to FCPS each year has varied considerably. During the last 20 years, state Capital Improvement Program (CIP) funding (excluding Enrollment Growth and Relocatable Classroom (EGRC) funds) varied from a low of $14 million in FY2011 to a high of $26.8 million in FY2024. Over the past five years, state funding (excluding EGRC funds) averaged approximately $19.8 million each year. Appendix E outlines State funding priorities.

Frederick County Government also provides funding for major new school construction projects. Sources of County capital funds for school projects are general fund dollars, general fund bonds, impact fees, impact fee bonds and school mitigation fees. School capital projects usually include both state and county funding, although some capital projects may not qualify for state funding and are funded only with county capital funds. The entire amount of eligible state funds for school capital projects are rarely given to the County in one fiscal year. This requires the County government to forward fund the state's share of capital funding to keep the project on schedule. The state's share of the school construction project costs is then reimbursed to the County over several fiscal years but cannot be reimbursed beyond one fiscal year following project closeout and last payment to the contractor.

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

Finally, developers also contribute to new funding for school construction. To meet the requirements of the County's Adequate Public Facilities Ordinance (APFO), a developer has the option to fund, in whole, 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. There has only been one developer who chose to fund the required improvement in whole. The addition to Tuscarora HS was funded by a developer in 2005. Previous APFOs also included an option to pay a school mitigation fee for the level at which the development failed to demonstrate adequate school facilities and then move forward with the development (see Chapter 3 for additional details). School mitigation fees were allocated to pay, in part, for the addition to Urbana MS in FY16. They were also used to construct the addition to Oakdale MS in FY20 and the addition to Crestwood MS in FY24. BOE policy 202.7 offers guidelines for considering similar projects in the future (see Appendix Q).



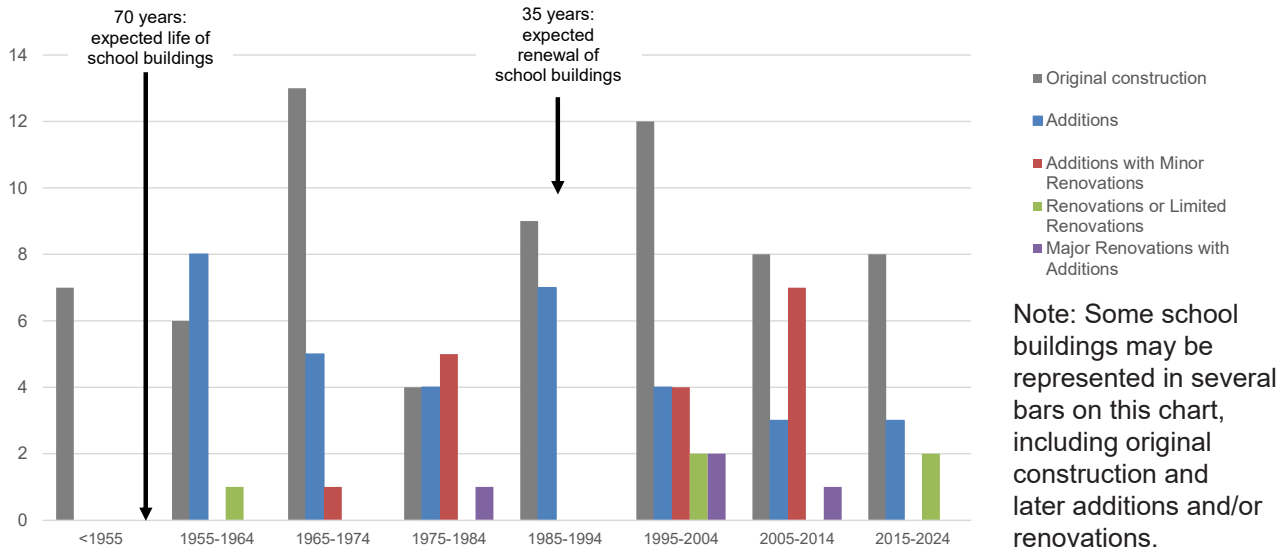
2. Inventory of School Facilities

INTRODUCTION

As of May 2025, FCPS operates and maintains 67 school buildings, totaling almost 6.7 million square feet occupying almost 1,500 acres. In order to keep pace with evolving educational programs, changing enrollments and aging building systems, FCPS pursues new construction and devotes increasing resources to maintaining and renovating existing buildings.

Figure 2A shows the distribution of original building construction and improvements completed over time. At FCPS, the goal is to renovate a building at 35 years of age and to fully renew the building at approximately 70 years of age. However, a feasibility study of a building may indicate a need for a renovation or replacement on a different timeline. Available funding may also impact the time when a building is renovated or replaced.

Figure 2A: FCPS Buildings and Improvements Over Time



Note: Some school buildings may be represented in several bars on this chart, including original construction and later additions and/or renovations.

There are 33 buildings that are more than 35 years old, seven of which are older than 70 years old. Of the seven, three were renovated more than 40 years ago, two had limited renovations more than 40 years ago, and two have had no renovations. Of the remaining 26 buildings that are more than 35 years old, only four have had major renovations. Because of the delay in meeting renovation and replacement needs, FCPS has placed a priority on renovations and replacements over the next 10 years (see Chapter 5 for details). See Appendix BB for a full historical timeline of capital building projects.

STATE RATED CAPACITY

In addition to tending to the physical condition of buildings, FCPS must provide capacity based on student enrollment. The state rated capacity (SRC) of a school is defined in the Maryland Public School Construction Program's "Administrative Procedures Guide" (APG) and approved by the Maryland Interagency Commission on School Construction (IAC) based on the number of various types of classrooms. A description of the calculation is given for each level in the sections below. The SRC is defined as "the number of students that the IAC or its designee determines that an individual school has the physical capacity to enroll and can be reasonably accommodated in a facility." Relocatable, or 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, a school has been renovated or the use of an existing school changes due to programmatic changes, FCPS recalculates the SRC. The new SRC is submitted to the IAC staff for approval. All Counties were required to recalculate the SRC for every school in 2019 and submit the new SRCs to the Maryland Department of Planning for approval. FCPS again updated the SRC for every school in February 2022. Several schools with program changes received SRC updates in May 2024. This document utilizes the most recent SRC.

BOARD OF EDUCATION CAPACITY POLICY

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

> *The Board will use prototype designs whenever possible. Schools will be constructed to maximum approximate capacities:*
>
> - *Elementary schools - 700 students*
> - *Middle schools - 900 students*
> - *High schools - 1600 students*
>
> *All other schools will be constructed to accommodate the number of students determined by the Board to be appropriate to the school's function. The Board of Education may authorize exceptions to the capacity figures shown above.*

With the replacement of Waverley ES, the BOE authorized an exception to the maximum elementary school size and allowed for a capacity of 1019 to accommodate expected enrollments on the west side of Frederick City given that no other land was available at the time for construction of a school in this part of the County. Likewise, the BOE directed staff to maximize the number of students that can be accommodated at the future Elementary School #41 due to overcrowding at nearby schools.

INVENTORY OF FACILITIES AND UTILIZATION

The latest inventory information on FCPS facilities can be found in Appendix M: FCPS Facilities Inventory IAC/PSCP 101.1.

This EFMP uses a range of SRC percentages to evaluate utilization of schools. Corresponding colors are used throughout the plan to indicate utilization according to these ranges, as shown in Table 2A.

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

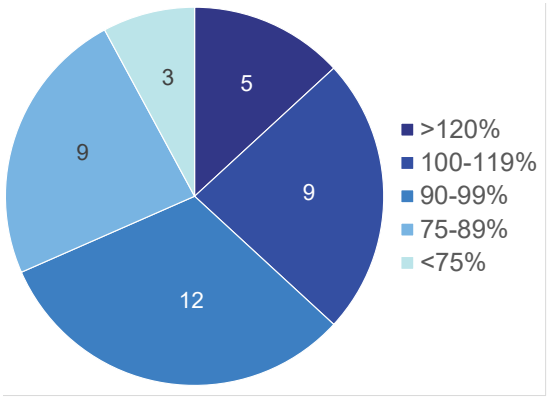
Table 2A: FCPS Percent of SRC Categorization

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

Elementary Schools

For the 2025-26 school year, FCPS will operate 38 primary and elementary schools plus 4 public charter schools. The SRC for these schools varies in size from 138 to 1,016 seats. FCPS provides a full day of elementary education to students from kindergarten through grade 5, and provides full-day or half-day Prekindergarten (pre-K) programs at select schools as described in the space programming section below and in Appendix L. The Thurmont and Middletown communities have paired schools with separate administrations consisting of a primary school (pre-K through grade 2) and an elementary school (grades 3-5). New Midway/Woodsboro ES is one elementary school housed in two buildings. See Appendix L for a list of school facilities and grades served.

Figure 2B: Number of Elementary Schools* by SRC Range (September 30, 2024)



*Excludes charter schools because capacity is determined by contract.

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

Prekindergarten	*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*

The system-wide elementary school SRC for the 2025-26 school year will be 22,525. This is an increase from the previous year's system-wide capacity of 22,055 due to the opening of two new replacement elementary schools, Green Valley and Valley, where SRC increased by 224 and 246, respectively. The system-wide percent of SRC at the elementary level for 2025-26 is projected to be 100% and reach a high of 110% by 2034 if no additional elementary schools are constructed. See Figure 5D for projected percent SRC over time based on various funding scenarios.

Excluding charter schools, 14 elementary schools were at or over 100% of SRC as of September 30, 2024, including 5 that were at 120% of SRC or higher. For the 2025-26 school year, 14 elementary schools are projected to be at or over 100% capacity, with 4 schools at or over 120%. The four elementary schools with the highest projected percentage of SRC in 2025 are Oakdale ES at 154%, Yellow Springs ES at 144%, Whittier ES at 131%, and Tuscarora ES at 126%. A replacement for Yellow Springs ES is in design and will open in September 2026 adding 292 seats. A new elementary school #41 is intended to relieve Oakdale ES. Funding has been approved for FY2026. The County prioritized this project and it will open in August 2026.

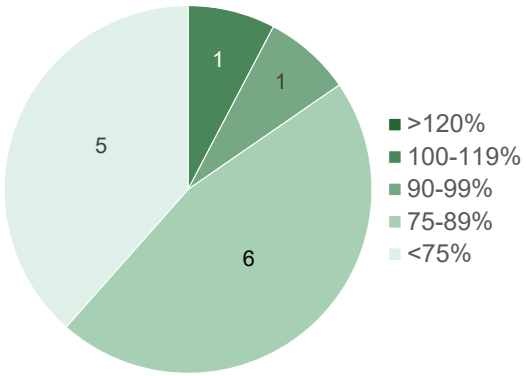
Middle Schools

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 17 middle schools including Carroll Creek Montessori, Frederick Classical, Monocacy Valley Montessori and Sabillasville Environmental Public charter schools. These schools vary in size from an SRC of 774 to 1,168 with the exception of the charter schools, which have capacities as low as 69.

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

Figure 2C: Number of Middle Schools* by SRC Range (September 30, 2024)



*Excludes charter schools because capacity is determined by contract.

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

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 2024-25 school year, the system-wide middle school SRC totaled 12,843 seats. The system-wide middle school SRC will total 13,162 for the 2024-25 school year due to the opening of the Crestwood MS addition and other adjustments in SRC due to program changes. The system-wide projected SRC percentage at the middle school level for the 2025-26 school year will be 82% and is expected to reach 100% system-wide by 2034 if no new middle school additions or schools are constructed.

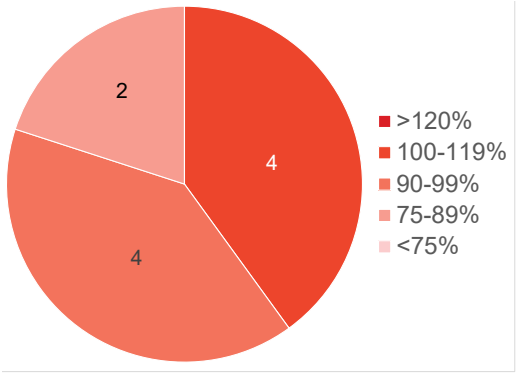
Although system-wide enrollments are acceptable, the capacity at individual schools varies as shown in Figure 2C above. Most middle schools have capacity available except for Urbana MS, which is projected to be slightly over 100% capacity in the 2025-26 school year. Monocacy MS had historically been operating close to its capacity. The Crestwood Area Redistricting Study examined opportunities

to rebalance middle school enrollments in the Frederick City area. The study was approved in December 2023 and went into effect in the fall of 2024. Approximately 200 students moved from Monocacy MS to Crestwood MS. As a result, Monocacy MS is projected to remain below capacity for the entire 10-year projection period, and Crestwood MS is projected to remain below 100% capacity until 2032. This redistricting created the first three-way split feeder in FCPS, where Crestwood Middle School will feed to 3 different high schools. No middle schools are projected to operate above 120% SRC until 2032.

High Schools

FCPS currently has 10 high schools serving students in grades 9-12 and one charter school, Monocacy Valley Montessori School, currently serving students in 9th and 10th grade. Additional grades will be added to Monocacy Valley Montessori each year until September 2026 when the school will serve grades 9-12. High schools encourage students to grow personally and academically by providing a wider range of course offerings than middle schools. FCPS high school facilities are built to accommodate a wide-ranging curriculum. High schools also provide facilities that are often unique and heavily used by the larger community. High school buildings contain auditoriums, multiple gymnasiums, stadiums and other athletic facilities. FCPS encourages use of these facilities by community groups when they are not needed for the school program. High schools in Frederick County have attendance areas that incorporate one to three middle school attendance areas.

Figure 2D: Number of High Schools* by SRC Range (September 30, 2024)



*Excludes charter schools because capacity is determined by contract.

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

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*
Career Tech	*0.85 x 20 x number of classrooms*

The SRC at high schools varies from 928 at Brunswick HS to 2,171 at Governor Thomas Johnson HS. The system-wide high school SRC for the 2024-25 school year was 15,262 seats. The system-wide projected percent of SRC at the high school level for 2025-26 is 98%, with four schools operating at or over 100% of SRC, including Frederick HS at 111%, Oakdale HS at 106%, Urbana HS at 105%, and Walkersville HS at 104%. The percent capacity as of September 30, 2024 is shown in Figure 2D above.

Charter Schools

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

Carroll Creek Montessori School is located in leased space on Corporate Court in the Ballenger Creek area. The school is projected to have an enrollment of 311 students in grades pre-K through 8 in the 2025-26 school year. This school offers an instructional program centered on the Montessori method with emphasis on the acquisition of Spanish language. At their May 1, 2024 meeting, the BOE directed staff to negotiate a lease with the Carroll Creek Montessori School for use of the current Yellow Spring ES building when the new Yellow Springs building opens in September 2026.

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 378 students in the 2025-26 school year.

Monocacy Valley Montessori School is located in Frederick City in a former office building. This school offers an instructional program centered on the Montessori Method for grades pre-K through 10 as of the 2024-25 school year. One additional grade will be added at the high school level each year until the school serves grades pre-K through 12 in 2026. The school is projected to have an enrollment of 445 students in the 2025-26 school year.

Sabillasville Environmental Public Charter School is located in leased space in the former Sabillasville Elementary School building owned by FCPS. The school integrates a focus on environmental science to provide students the opportunity to develop an appreciation of classical liberal arts, the environment and agriculture. The school is projected to have an enrollment of 200 students for the 2025-26 school year in grades K-8.

Other Frederick County Public School Facilities

Heather Ridge School is a 31,553 square foot alternative middle/high school educational facility for students who require a highly structured setting. The school offers appropriate curriculum in the context of individualized behavior-management programs, family counseling, and other services. Additional information regarding this school can be found in Appendix S. Enrollment in September 2024 was 51 students.

Rock Creek School is located in a 79,474 square foot facility on a shared campus with Walkersville MS in the Town of Walkersville. Rock Creek provides individualized special education programs for students from 3-21 years of age. An appropriate curriculum is offered in self-contained classrooms, as well as related services in such areas as adaptive physical education, physical therapy, swimming, pre-vocational training and occupational therapy. Additional information regarding this program can be found in Appendix T. Enrollment in September 2024 was 72 students.

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

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

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

Future School Sites

As noted in Chapter 3, FCPS has obtained future school sites from developers through the development review process. As of May 2024, FCPS owns six sites available for future schools with five additional sites planned, but not yet dedicated. Two additional sites were purchased by Frederick County in 2024 but have not yet been transferred to the BOE. Three sites to be dedicated through the development approval process are still owned by the developer and will be transferred to the BOE in accordance with approved Memorandums of Understanding. Eight of the future school sites are elementary school sites ranging from 8-29 acres. Two sites are middle school sites and one site is planned for a high school. FCPS is continuing to work with developers and the City and County governments to obtain additional future school sites when possible. Additional details on the future school sites are shown in Appendix J.

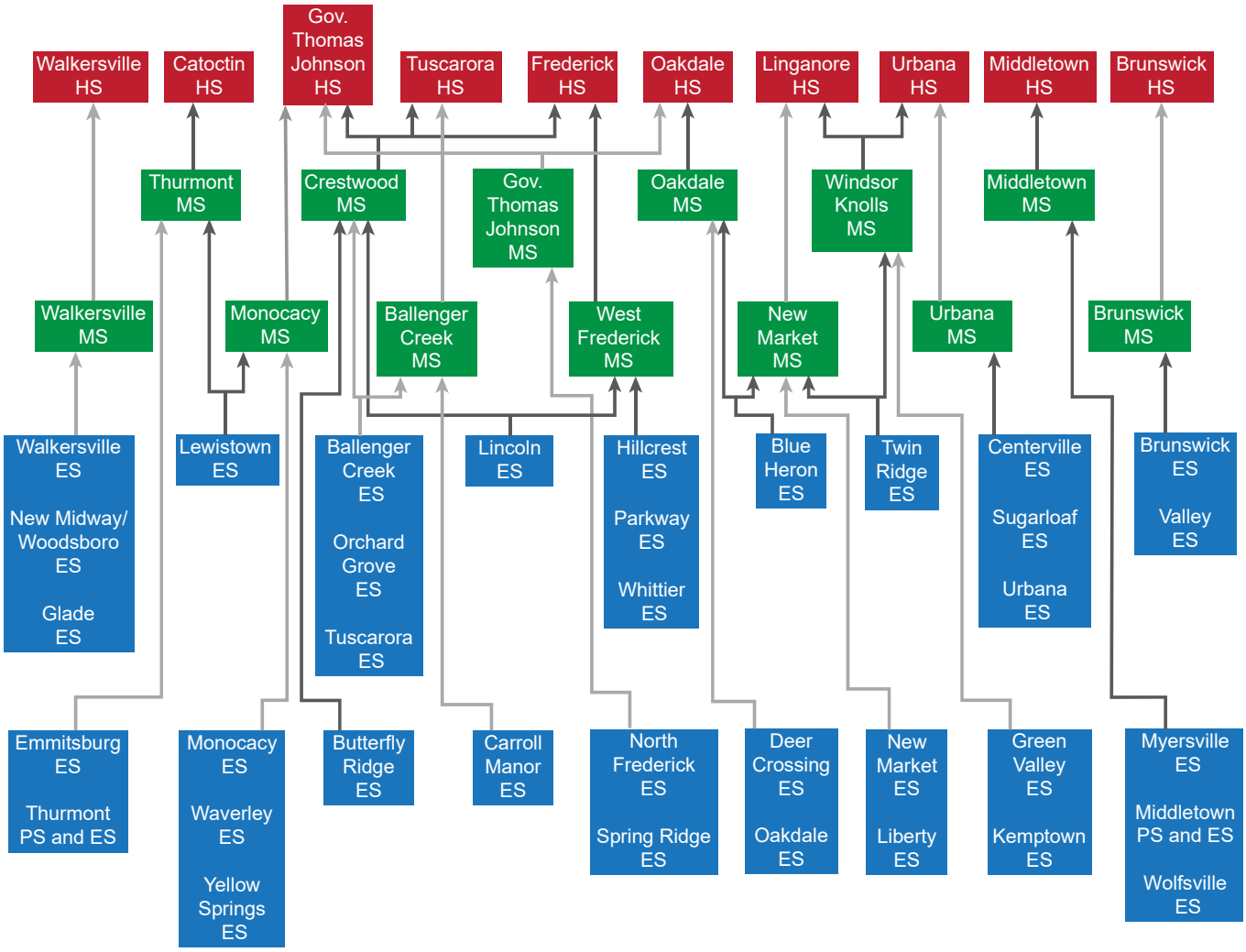
Due to capacity needs in areas where sites have not been dedicated, future school sites will need to be dedicated by developers as their projects are approved or purchased with County capital funds collected as part of the impact fees paid at the time a residential building permit is issued. See Chapter 5 for a discussion of how future school sites are evaluated for acquisition.

Feeder Patterns

FCPS is organized into 10 feeder patterns around each high school, excluding charter schools (see Figure 2E). In general, two to five elementary schools (shown in blue) feed to each middle school (shown in green) and one to three middle schools feed to each high school (shown in red). While allowable under the BOE's attendance boundary policy, FCPS has tried to reduce the number of split feeders where one elementary feeds to two middle schools or one middle school feeds to two or three high schools. However, sometimes split feeders are necessary to balance student populations. Maps depicting the relationships between elementary, middle and high school attendance areas can be found in Appendix AA.

Redistricting occurs when attendance boundaries are established for a newly constructed school or to balance enrollments between existing adjoining schools. More on redistricting can be found in Chapter 5 and Appendix O.

Figure 2E: 2025-2026 Feeder Patterns



Administrative Facilities

Administrative facilities are housed in several locations. The headquarters of the FCPS central office are located at 191 South East Street in downtown Frederick City. Maintenance and Operations and Transportation are located at the Hayward Road and Thomas Johnson Drive complex, on the north side of Frederick City. Bus storage and vehicle maintenance also take place at this complex. The Department of Technology Infrastructure, the Capital Programs Department, and Food and Nutrition Services occupy an office building at 110 Thomas Johnson Drive. The warehouse is located in leased space at 7118 Geoffrey Way. FCPS maintains an office for the Frederick County Virtual School and the Learning and Leadership Center; both on Frederick Street in Walkersville.

FCPS completed a feasibility study in September 2017 evaluating the Transportation Department's facilities and future needs. The study recommended replacement of the existing facility and eventual construction of a satellite facility totaling 48,500 square feet as well as a need for additional bus parking space totaling 10.6 acres. The construction of a new bus depot is planned for FY27.

PROVISIONS FOR SPECIAL EDUCATION, ALTERNATIVE EDUCATION, AND CAREER AND TECHNOLOGY EDUCATION

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

Prekindergarten Program:

FCPS' prekindergarten (pre-K) program serves children ages three and four. Pre-K enrollment is prioritized based on income eligibility or factors that increase a child's risk of not being successful in school. Total enrollment in the pre-K program has increased significantly since the program began in 2005, from 374 students to 1,602 total students in September 2024.

It is anticipated that we will need a total of 96 pre-K classrooms for the 2025-26 school year to implement the requirements of the Blueprint for Maryland's Future Act. The 96 classrooms include 56 general education classrooms, 6 of which are at Brunswick, Frederick, Linganore, Oakdale, Tuscarora, and Urbana high schools, as well as 35 special education classrooms and five charter pre-K classrooms for a total of 1,511 equated pre-K seats. To meet the future pre-K need, FCPS will utilize available classroom space, high school-based classrooms, relocatable classrooms and attendance boundary adjustments where appropriate. Moreover, additional pre-K classrooms will be added to the educational specifications for the construction of new elementary schools. FCPS will also explore a variety of other options for additional pre-K space in the coming years. Finally, FCPS will continue to encourage private providers to participate in the pre-K program. For the 2025-26 school year, seven private pre-K providers have expressed interest in housing a pre-K program with state-funded seats.

Special Education:

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

Delta Program:

FCPS programming has been expanded at the elementary level to support students without an individualized education program in kindergarten through second grade who are not responding to current building level behavior interventions and are struggling to demonstrate age expected emotional regulation. The FCPS Delta program offers a small class size and more intensive instruction and support in behavioral, social and emotional skills acquisition. Students have opportunities to practice and apply these skills throughout. Staff includes a K-2 classroom teacher, a Behavior Support Specialist, and two instructional assistants. The goal of the program is to equip students with the skills needed to successfully integrate into their grade level classroom without adult support. In the 2025-2026 school year, FCPS operated three regional sites.

Community Schools Program

The Blueprint for Maryland's Future Act expanded the Community Schools program, which enables schools that receive Concentration of Poverty Grants to hire additional staff to provide wrap-around services to students and families to enhance students' ability to be successful. In addition to office space for the Community Coordinators and Nurses hired for the program, the staff host programs that require space during the school day. A family education/resource room is needed to allow a place to store

clothing, food and other resources as well as a place to hold family education events. Also, with the additional per pupil allocation grants, money is often allocated for additional staff members who deliver a variety of wraparound services. Often these wraparound service providers need access to locations in the school that provide privacy for families and students. Wraparound services that are offered in the schools can include behavioral therapy services, additional guidance counselors, restorative practice coaches, pupil personnel workers, additional community liaisons etc. Additional office staff who are often bilingual also require additional space in schools implementing the community school strategy.

During the 2024-25 school year, FCPS had nine Community Schools: Butterfly Ridge ES, Hillcrest ES, Lincoln ES, Monocacy ES and Waverley ES, Crestwood MS, Heather Ridge School, Monocacy MS, and West Frederick MS. For the 2025-2026 school year, 1 additional school will be added: Lewistown ES.

Remote Virtual Program

The Remote Virtual Program (RVP) is a high-quality remote learning experience for sixth through twelfth grade students. FCPS teachers, utilizing the FCPS curriculum, instruct students in a remote learning setting that includes regular, live synchronous and asynchronous learning opportunities. The continued implementation of this new program offers a personalized pathway to success for FCPS students. Additional details on the RVP are found in Appendix S. While the students attending the RVP are not physically housed in a building, teachers and staff for this program must be located within FCPS buildings. As of September 30, 2024, there were 373 students enrolled in the RVP program with 103 at the middle school level and 270 at the high school level. Enrollment for the 2024-25 school year was less than the 2023-24 school year enrollment of 414 students. Beginning in the 2025-26 school year, the RVP program serves students at the middle and high school levels only.

Media Centers and STEAM Education

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

Student Support Spaces

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

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

Community Use of School Facilities

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

- Recreation: There are currently 14 schools with Community Recreation Centers using gym and field space and an additional 7 schools are scheduled for outdoor parks and recreation programming. Joint use agreements are considered each time FCPS begins the design process for a school. An additional Community Recreation Center (gym and field) will be added in FY26 with the opening of the new Valley ES building.
- Judy Centers: The goal of Judy Centers is to improve school success through early intervention and comprehensive services to families with children from birth to kindergarten. Butterfly Ridge ES, Hillcrest ES, Lincoln ES, Monocacy ES, Tuscarora ES and Waverley ES house Judy Centers.
- School-Based Health Clinic: Hillcrest ES hosts a school-based health clinic, whose purpose is to offer medical care and treatment to all students enrolled in the school, and particularly those without health insurance.
- Childcare: To meet the needs of students and families before and after the school day, four local childcare providers have a three-year contract (July 2024-August 2027) to offer care at 27 elementary schools. One of the four daycare providers also provides before and after school care at four Community Schools, which fall under the Maryland State Department of Education's Blueprint for Maryland's Future. There are a total of 31 elementary school locations with before/after school care

In addition to the partnerships above, non-profit organizations may apply to use FCPS indoor and outdoor facilities for minimal fees used to cover staff time for supervision and maintenance of the facilities. During the 2024-25 school year, a total of 353 groups reserved space at an FCPS location.

Table 2B: Community Use of Facilities Statistics, FY25 as of April 28, 2025

	Indoor Space	Outdoor Space	Total
Number of locations	67	60	67
Number of event dates booked	46,628	20,820	67,448
Number of event hours booked	290,621.5	147,818.5	438,440.

Data includes all community user groups (Contracted and Priority 1-5). However, it does not include usage for FCPS Athletics, School Sponsored and Central Office events, which also falls under the Priority 1 Grouping. Full details on Priority Groups can be found on www.fcps.org/uof.

Additional information on specific programs can be found here:

- Appendix S: Alternative Education Program
- Appendix T: Special Education Program Description
- Appendix U: Career and Technology Education Program Description

3. Community Analysis

BACKGROUND

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

Geographically, Frederick County is the largest county in Maryland. It stretches north-south from the Mason-Dixon Line to the Potomac River and east-west from the rolling Piedmont along Sam's Creek, across Catoctin Mountain to South Mountain.

The county has 12 incorporated municipalities ranging in population from about 160 to over 91,000 along with many unincorporated communities. The City of Frederick is the county seat and commercial and population hub. Frederick City's current population is 91,054. Frederick City is currently growing at a rate of over 2% annually and the population has grown 9.73% since the 2020 census.

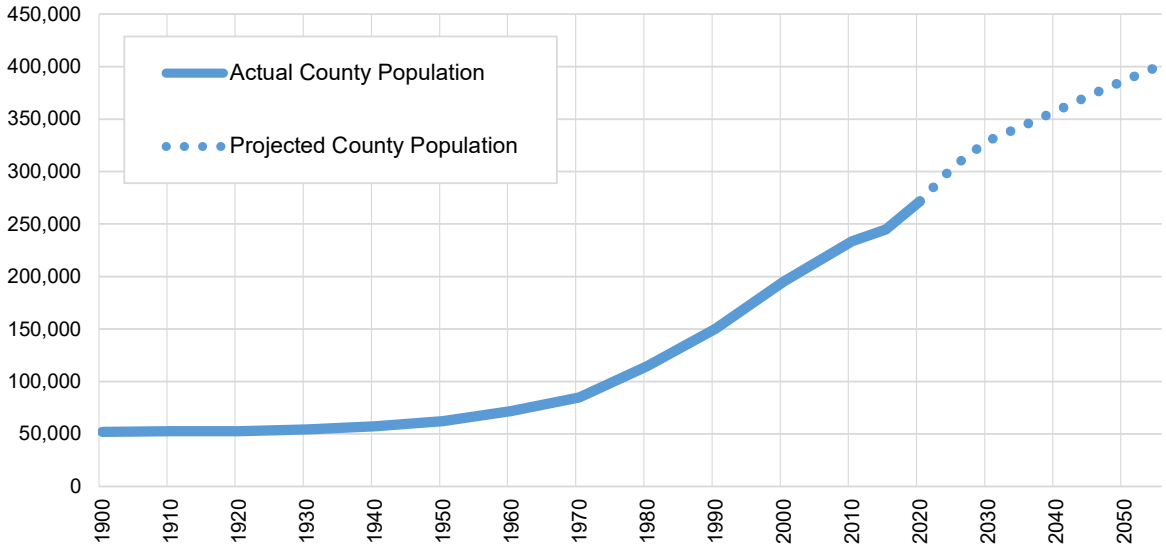
Historically, Frederick County relied primarily on an agricultural economy. Today the county's economy has expanded and diversified with strong bio-tech, tourism and service industries. Migration was encouraged by the construction of I-70 and I-270 in the 1950s and the continued expansion of business and government agencies. Many Frederick County residents are employed by government agencies headquartered in Washington, DC and Montgomery County, MD. Historically, teleworking opportunities offered by many government agencies have encouraged migration to Frederick County and enabled Frederick County residents to seek federal employment without having to commute to a central office. However, many federal teleworking opportunities have been revoked and it is unclear how this may affect the economy of Frederick County.

County Population Projections

Influenced by employment growth around the two metropolitan areas, Frederick County's population growth rate increased significantly after 1970 and has remained fairly steady, as shown in Figure 3A. 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 30 years from 1990 to 2020, Frederick County's population increased by approximately 121,000 or an average of 4,000 persons per year. According to the 2025 Maryland Department of Planning (MDP) preliminary projections, Frederick County's population is expected to increase by more than 115,000 between 2020 and 2050, or an average of about 3,800 persons per year. These population projections are inconsistent with the last five years of actual population growth for Frederick County which has been an increase of approximately 6700 persons per year. FCPS will continue to monitor population growth and projections including school aged population.

Figure 3A: County Population 1900-2055 (projected)



Sources: Maryland Department of Planning Preliminary Historical and Projected Total Population for Maryland's Jurisdictions (March 2025).

Housing Growth

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

There is a strong demand for housing in Frederick County due to a lower median home price in comparison to other counties in the Washington metropolitan area, good schools and a large pool of qualified homebuyers. In the last five years, the number of housing permits issued has increased to an annual average of 2,250 permits. This number of permits issued is higher than the previous 5-year period where 1,864 permits were issued annually on average.

In 2021, the number of housing permits issued reached a new high of almost 2,800. Nearly 2,600 were issued in 2022. In both 2023 and 2024, the number of housing permits issued dropped to approximately 1,600 units per year. An even greater drop in building permits issued was seen in the first quarter of 2025, with 187 permits issued. Based on the number of approved developments outstanding, it is anticipated that the number of building permits issued may begin to climb again.

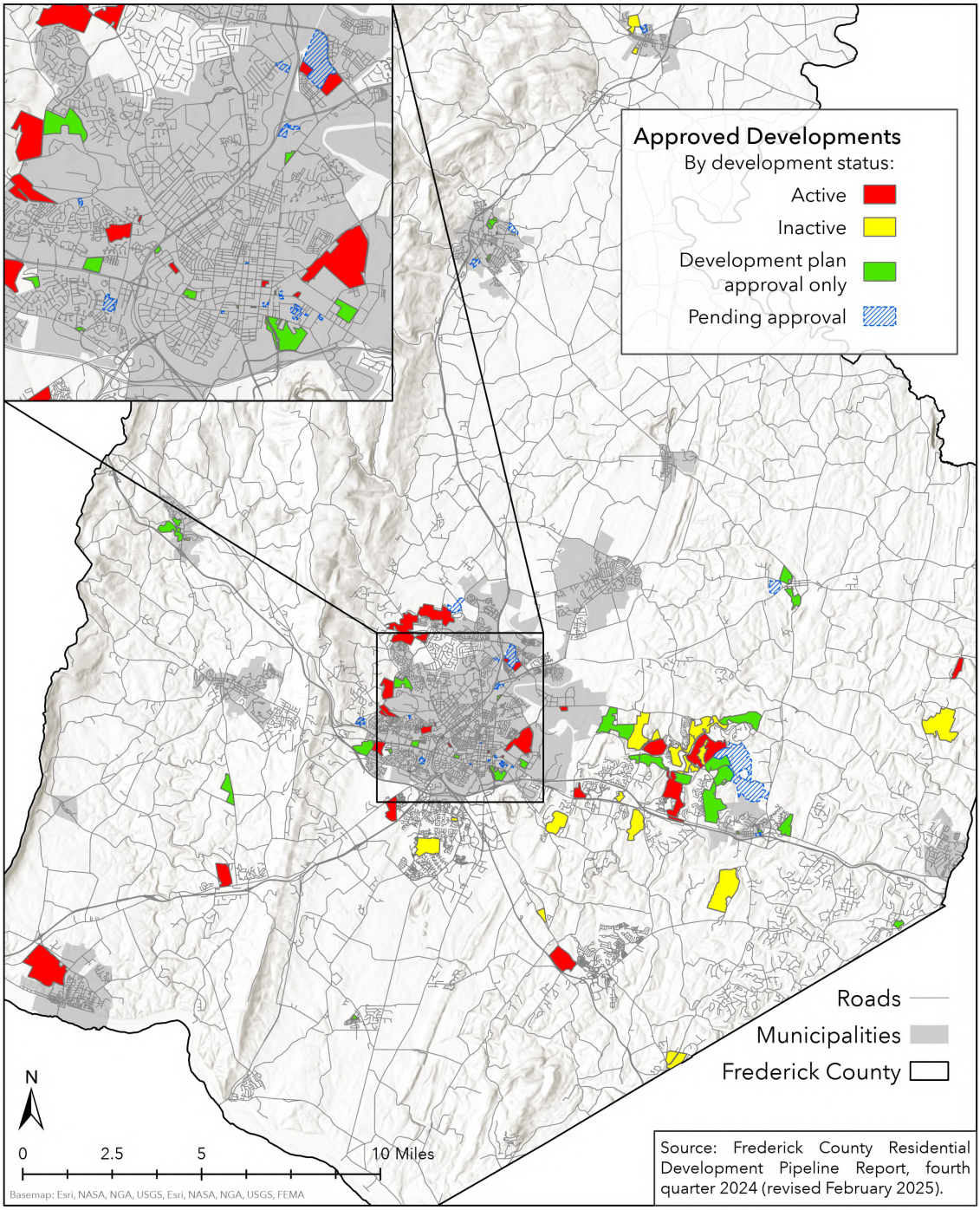
FCPS Capital Programs Department staff review proposed residential subdivision plans in the County and municipalities, commenting on the impact on existing school facilities and proposed pedestrian and vehicular transportation improvements. Where school sites are dedicated as part of the residential subdivision approval, staff also works with the developer to identify an appropriate school site within the development and reviews plans for proposed utilities, stormwater management and amenities that will impact the future school site. In addition, staff prepare the school adequacy tests as required by the Adequate Public Facilities Ordinance (APFO) for Frederick County and municipalities. Staff also tracks progress of the buildout of large residential developments.

There are many large residential projects in the pipeline that are either in construction or have some level of development approval (see Appendix H). At the end of 2024, there were 13,335 dwellings in the available pipeline (excluding active adult communities), with approximately 67% (about 9,000 dwellings)

in the county's municipalities. The City of Frederick has by far the greatest share with 7,673 dwellings in its pipeline. The county's primary areas of new residential development include the areas on the outer edge of Frederick City as well as infill development in the central city area, and communities on the north side of the I-70 corridor. Outside the major growth areas, smaller (but not insignificant) areas of residential development can be found throughout the County.

Figure 3B shows the locations of new residential development that either have some form of development approval or are seeking approval. The interactive map provides additional detail on the number of remaining (approved but unbuilt) housing units by type and expected student generation.

Figure 3B: Residential Development Pipeline
Visit the interactive map.



COORDINATION WITH LOCAL GOVERNMENTS

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

Frederick County Livable Frederick Plan

The County adopted a new comprehensive plan in September 2019 called Livable Frederick Master Plan (LFMP). This Plan has a broad, strategic focus, establishing a vision for the future of Frederick County. To implement the LFMP, Frederick County planning staff is developing area plans, as well as infrastructure and functional plans. As these plans are adopted, the comprehensive plan and zoning maps may be amended, such as when the Sugarloaf Treasured Landscape Plan was adopted in 2022. The County's 2012 Land Use Plan map identifies the need and general location of 12 future school sites to address school capacity needs in the next 20 years. This map is shown in Appendix F. It will be amended to reflect County Council approval of the South Frederick Corridors Plan on April 2, 2024 and the subsequent adoption of the Plan on April 16, 2024. The amendments include the need for seven new school sites in the planning area.

The Livable Frederick plan includes a vision statement and four vision themes: Our Community, Our Health, Our Economy, and Our Environment. These themes are intended to support the public and private sectors, institutions, and nonprofit partners in enhancing and maintaining a high quality of life for Frederick County residents. The Action Framework section of the Plan highlights County goals and initiatives that will support achievement of the vision within the vision themes (see Appendix F for a summary list of goals and initiatives referencing schools).

Finally, the Development Framework section utilizes scenario planning and a thematic plan map that illustrates a preferred geographic distribution of future growth, continued efforts to conserve our natural resources through the Green Infrastructure component, and an ongoing commitment to the protection and preservation of the County's farmland and agricultural economy through the Agriculture Infrastructure component. The theme of coordinating development with infrastructure needs such as schools is discussed throughout the plan.

County Area and Functional Plans

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

The aforementioned South Frederick Corridors plan is focused on the existing commercial and industrial land to the south of downtown Frederick City along Urbana Pike (MD-355) and Buckeystown Pike (MD-85). This area constitutes 20% of the county's jobs, 15% of the county's business establishments, and 15% of the county's total wages. The South Frederick Corridors Plan seeks to reinforce economic strengths and assets, support existing business and industries, foster innovation and opportunity, and support the creation of walkable, mixed-use communities. The adopted plan calls for 10,000 new housing units in the planning area, the majority of which are expected to be multi-family. Approximately 2,500 elementary, 1,300 middle and 1,300 high school students are expected to be generated by these new housing units. Acquisition of school sites and construction of schools to serve students residing in the planning area will be needed to realize the plan vision and goals.

Functional plans underway include the Water Resources Element, which addresses the County's capacity to provide potable water and manage wastewater associated with future growth, and the Triennial Update of the Water and Sewerage Plan. This plan guides where public water and sewer will be provided by the County or a municipality. Both the Water Resources Element and the Triennial Update of the Water and Sewerage Plan were adopted in early 2025. Due to the completion of the adoption of these plans, the Green Infrastructure Plan and the Housing Element is now initiated . The provision of affordable housing in the County is the primary focus of the Housing Element. An economic opportunity plan – Investing in Workers and Workplaces – is also scheduled for development through 2025, with plan completion and implementation aimed for winter 2025.

Frederick City's Comprehensive Plan

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

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

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

Other Municipal Plans[1]

- The City of Brunswick is located in the southwestern corner of Frederick County and has a population of about 8,300 residents. Brunswick ES, Brunswick MS and Brunswick HS are located within the town limits. The Brunswick Forward Comprehensive Plan was published in August 2023. The plan contains three theme areas: Livable and Connected, Prosperous and Innovative and Healthy and Sustainable. The plan anticipates approximately 3,300 new residents by 2045, which are expected to generate approximately 550 additional students. Growth is expected to occur via infill development and expansion of the City's growth boundary. The plan does not identify any potential future school sites. The replacement of Brunswick ES opened in the fall of 2023. FCPS owns a small 8-acre site dedicated by the developer of Galyn Manor on the east side of the city. However, this site is too small to construct a school and would require the acquisition of additional adjoining land. A replacement for Brunswick HS, which will be located at Brunswick HS's current location, is in the planning stage and is slated to open in August 2031.

- The Town of Burkittsville is located on the western side of Frederick County, nestled in the Appalachian Mountains and has a population of approximately 150 residents. A comprehensive plan was published in 2015 and goals include to preserve Burkittsville's integrity as a rural historic village, to preserve Burkittsville's quiet rural character and quality of life, to protect sensitive areas within Burkittsville, and to restore potable water resources and effective wastewater treatment for the residents of Burkittsville. There are no existing or future planned school sites in Burkittsville.
- The Town of Emmitsburg is located in northern Frederick County and has a population of about 2,900 residents. Emmitsburg ES is located within the Town. The comprehensive plan was published in 2015 and it follows an outline of the State's 12 Visions. The land use decision-making guidelines include a provision to "consider logical future locations relative to potential school facility needs." The Town of Emmitsburg has completed their 2025 comprehensive plan draft, which the town will use until 2040.
- The Town of Middletown has a population of about 5,300 residents and is located on the western side of Frederick County along alternate US Route 40 and MD-17. Middletown Primary School (PS), Middletown ES, Middletown MS and Middletown HS are located within the Town of Middletown. The 2023 Middletown Comprehensive Plan was approved in March 2024 with five goals: provide for a quality living environment, protection of important natural resources and historic landmarks, encouragement of a sound economic base, management of Middletown's future growth and sustainability of Middletown's future growth. The plan calls for a high growth projection of approximately 6,000 total residents in 2040, an increase of about 700 residents in 15 years.
- The Town of Mount Airy has a population of approximately 9,900 total residents and is located in both Frederick and Carroll counties. About 37% of the Town's population lives within Frederick County. Twin Ridge ES is located within the Town of Mount Airy. The Town recently approved their 2023 Master Plan in February of 2025. The plan lays out a vision for the next ten years to 2033. The visions of the 2023 Comprehensive Master Plan are to provide more-than-adequate public facilities, promote responsible growth, provide an array of housing options, focus commercial development in specific locations, and grow industrial districts while protecting and preserving the environment, health and safety, cultural and historical resources, and community identity.
- The Town of Myersville has about 1,900 residents and is located north of I-70 in the western part of Frederick County. The Town's 2022 comprehensive plan was adopted in January 2023. Much like the previous 2016 plan goals, the 2022 plan goals focus around preservation of the town's small-town character, historical resources, water resources and environmentally sensitive areas; provision of adequate public facilities, including schools; implementation of smart and sustainable growth practices and improvement of pedestrian connectivity, particularly near Myersville ES which is located within the Town.
- The Town of New Market is located just north of I-70 in the eastern part of the county and has a population of approximately 1,600 residents. New Market ES and New Market MS are located within the Town. The most recent comprehensive plan was published in 2016. The four visions outlined in the plan are preservation of New Market's historic identity, careful geographic expansion and population growth, economic development sensitive to the historic downtown, and preservation of natural resources. The plan emphasizes a need to provide for the adequacy of the local schools.
- Rosemont is a village in the southwest part of Frederick County adjacent to Brunswick City with a population of almost 300 residents. Rosemont does not exercise planning and zoning authority and therefore does not have a comprehensive plan.
- The Town of Thurmont is located in the northwest part of the county, nestled at the foot of Catoctin Mountain and has a population of about 6,200. Thurmont PS, Thurmont ES and Thurmont MS are located within the Town of Thurmont. The Town of Thurmont Master Plan: 2040 Envisioned was approved in April 2022. The goals of the plan are development of the local economy and tax

1. Municipal population data from U.S. Census Bureau Municipal Population Estimates April 1, 2020 to July 1, 2023: https://planning.maryland.gov/MSDC/Pages/pop_estimate/popest-muni.aspx

base, revitalization of downtown Thurmont to support businesses and preserve historic buildings, connect neighborhoods with outstanding open spaces and streets, and guide the future residential development. A comprehensive rezoning was completed in July 2022. Due to excess capacity in the schools and limited proposed housing growth, the plan does not identify any future school sites.

- The Town of Walkersville is located in central Frederick County, northeast of Frederick City, and has a population of about 6,600 residents. Glade ES, Walkersville ES, Walkersville MS and Walkersville HS are located within the Town of Walkersville. The 2023 Comprehensive Plan was approved in September 2024. The plan's vision for the Town of Walkersville is "to maintain its small town character by limiting growth and maintaining the agricultural buffer that separates the Town from surrounding communities. The plan notes that much of the projected overcrowding in the schools located in Walkersville is due to growth occurring within the City of Frederick. No recommendations are made for schools in the Walkersville Comprehensive Plan.
- The Town of Woodsboro is located northeast of Walkersville and has a population of about 1,150. The Woodsboro building of the New Midway/Woodsboro ES is located in Woodsboro. A comprehensive plan was published in 2008. The plan's goals included increasing involvement in the comprehensive planning process and implementation, protection and conservation of environmental resources, promotion of Woodsboro's cultural heritage, provision of a safe transportation network, provision of adequate community facilities, manage the Town's growth rate to provide adequate services and infrastructure and facilitate a compatible mix of land uses.

Annexations

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

In 2024, the City of Frederick approved four annexations, totaling approximately 379 acres. The City has four pending residential annexations, which have a potential to add approximately 3,100 dwelling units to the City of Frederick and yield approximately 433 elementary, 330 middle and 332 high school students. The Town of Myersville annexed a total of 25 parcels (approximately 17.8 acres) of existing residential property with the zoning classification of "R1-SG, Residential Smart Growth" in April 2022.

In November 2022, the Town of New Market annexed the land for the England Woods development. Planned Development District zoning was approved in November 2023. This development will consist of 537 total senior housing units of various types.

No residential annexations were approved in 2024 in the municipalities of Brunswick, Burkittsville, Emmitsburg, Mt. Airy (Frederick County portion), Rosemont, Thurmont, Walkersville or Woodsboro.

Table 3A lists the annexations under consideration and their potential impacts to FCPS.

Table 3A: Proposed Future Residential Annexations

Municipality	Property	Acreage	Proposed Zoning	Initial Date Submitted	Proposed Housing Units	Estimated Students Generated if Approved
Brunswick	Cooper Farm	26	R1	2/25/2025	550 age-restricted units	N/A
	Vista Pointe	72	R1	2/25/2025	660 age-restricted units	N/A
City of Frederick	Blentlinger	57	R4	1/27/2020	114 single family, 114 townhome	YSES – 44 MOMS – 30 GTJHS – 29
	Sage Way	25	R16	3/20/2023	350 units	BRES – 70 CMS – 32 FHS – 42
	Frey	143	R16	3/22/2023	2,300 units	LES – 276 MOMS – 253 GTJHS – 230
	Great Southern	72	R4	7/19/2023	265 units	WHES – 43 WFMS – 24 FHS – 32
Middletown	Foxfield Section 6	94	R20	1/30/2018	148 active adult units	N/A
Thurmont*	Simmers' Subdivision	17	R5	12/12/2024	11 single family, 89 townhome, 60 age-restricted units	TPS/TES – 17 TMS – 9 CHS – 12

**Approximately 22 proposed units in the Simmers property are already within town limits.*

Adequate Public Facilities Ordinance

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

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

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

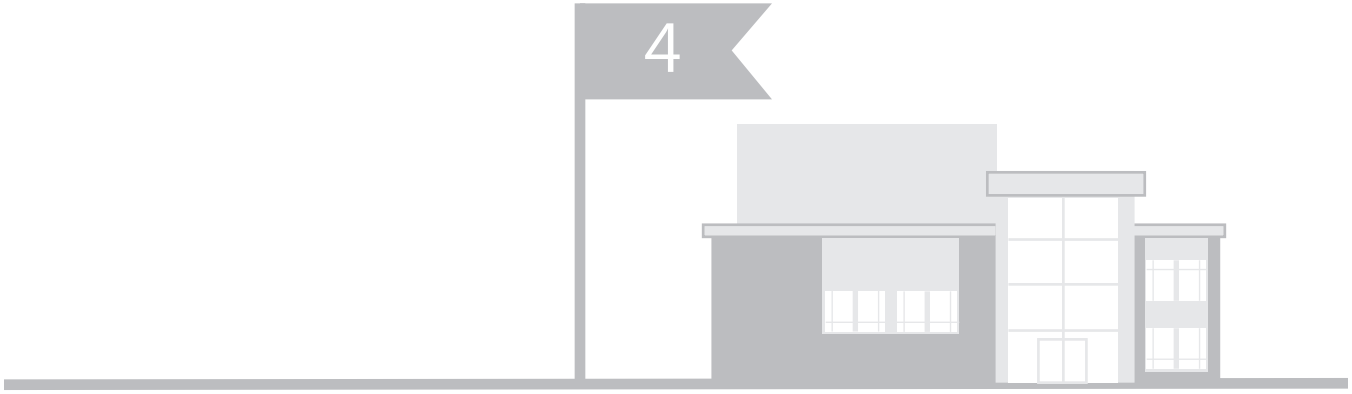
forward with the project. A school is considered adequate if capacity improvements are scheduled in the first two years of the County CIP within the project's attendance area.

Development projects served by schools at or over 100% of capacity fail the County's APFO test for school adequacy. Other projects may also fail due to the number of students generated from the proposed development as well as other developments approved but not yet constructed, and background growth. In 2011, the County amended the APFO to include a provision that allowed residential developments that failed the school adequacy test to move forward after paying a school construction fee (commonly referred to as the mitigation fee) and complying with certain provisions of the APFO. Even though this provision was repealed in 2016, developments with a Development Rights and Responsibilities Agreement (DRRA) approved prior to July 20, 2016 can still continue to build out after paying the fee. As of December 31, 2024, the county has collected $53.3 million in school construction fees and expects to collect an additional $43.6 million.

Municipalities may also adopt an APFO that would apply to developments within their boundaries. Each municipality is unique in its approach to determining adequacy; each may include different facilities to be tested and have different standards of adequacy for schools, as shown in Table 3B below.

Table 3B: APFO Summary by Jurisdiction

Jurisdiction	School Adequacy Limit (% of SRC)	School Levels Tested	School Constr. Fee?	Repercussions of Failure to Meet Adequacy
Frederick County	<100%	All	No*	Project must wait until adequate facilities are available or the developer may provide the improvements necessary to meet adequacy. *Developments with a DRRA prior to July 20, 2016 may pay a school construction fee and move ahead.
Brunswick	<105% <110% <110%	Elem. Middle High	No	Project must wait until adequate facilities are available or the developer may provide the improvements necessary to meet adequacy.
Emmitsburg	<100%	All	No	Project must wait until adequate facilities are available or the developer may provide the improvements necessary to meet adequacy.
Frederick City	<100%	All	Yes	Project must be retested each year for 5 years before a development will be permitted to proceed, or the developer may pay a School Construction Fee to move forward.
Mount Airy	<100%	All	No	Project must wait until adequate facilities are available or the developer may provide funds, direct facility improvements, or donation of facilities.
Myersville	<100%	All	No	Project must wait until adequate facilities are available or the developer may provide the improvements necessary to meet adequacy. Phasing may be requested for elementary schools not exceeding 115% of SRC and secondary schools not exceeding 120% of SRC.
Thurmont	<100%	All	No	Project must wait until adequate facilities are available or the developer may provide the improvements necessary to meet adequacy.
Walkersville	<105%	All	No	Project must wait until adequate facilities are available.



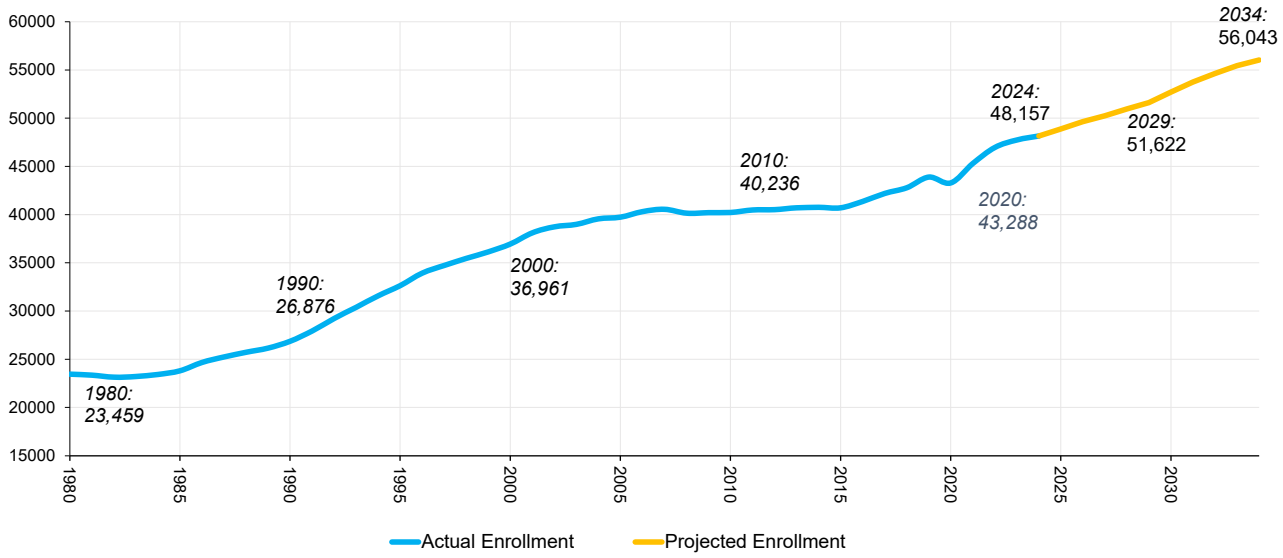
4. Enrollments and Capacity Needs

SYSTEM-WIDE ENROLLMENT TRENDS

Historic Enrollments

As shown in Figure 4A, FCPS experienced the greatest rate of historic enrollment growth in the 1990's when enrollment increased by 10,085 students over the decade. Between 2000 and 2010, total enrollment increased by 3,275 students. Between 2010 and 2020, enrollment increased by 3,052 students. The total number of pre-K through 12th grade students is anticipated to increase by 9,826 students between 2020 and 2030, a growth of 23%. FCPS is currently the fastest growing public school system in Maryland. In the five years between 2018 and 2023, FCPS enrollment (K-12, not including pre-K) increased by 4,675 students or 11.3% during a time when the state's enrollment declined by 7,129 students or .82%. The next fastest growing school systems during this time are Carroll County at 3.3% and Charles County at 1.6% growth.

Figure 4A: Total Enrollments 1980-2034[1]



1. Figure 4A uses total enrollments counting every child that is served by FCPS. Other tables and figures in this report use equated enrollments assigning a value based on the portion of day and number of days a week pre-K students spend at school (half day or full day, half week or full week). Equated enrollments are used in funding formulas, school capacity calculations and planning future school facility needs.

Projected Enrollments

System-wide enrollment projections (excluding pre-K students), developed with information provided by the Maryland Department of Planning, were submitted to the Maryland Department of Planning for approval in March 2025.

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 the ratio of births to kindergarten using historic birth to kindergarten ratios and birth data supplied by the Maryland Department of Planning.
3. Determine the county-wide K-12 total projected enrollment for any year by totaling each grade's projected enrollment for all schools.

This method has proven to be very accurate in projecting total system-wide enrollments. In the past 10 years, projected enrollments have been within 0.19% and 1.53% of the actual enrollments with the exception of September 2020, as shown in Table 4A. Due to the COVID-19 pandemic, and families' choices for educating their children during the pandemic, enrollments in September 2020 decreased from the previous year despite a robust residential housing market and an increase of County residents. FCPS enrollment data indicates that the number of students opting for home instruction and private school increased following the announcement that a virtual education program would be in place beginning in the 2020-21 school year. Projections for September 2020 were within 3.93% of actual enrollments. Data gathered during the 2020-21 school year regarding the number of students who moved to private schools and to home instruction that year, as well as the assumptions regarding the number of students who would return to public school once in-school instruction returned, resulted in a September 2021 enrollment projection that was within 0.75% of actual enrollments.

Table 4A: Enrollment Variance – 2015-16 to 2024-25

School Year	Projected Total Enrollment	Actual Total Enrollment	% Variance
2015-2016	40,869	40,720	-0.36%
2016-2017	40,815	41,378	1.38%
2017-2018	41,876	42,204	0.78%
2018-2019	42,989	42,789	-0.47%
2019-2020	43,598	43,900	0.69%
2020-2021	45,059	43,288	-3.93%
2021-2022	45,642	45,300	-0.75%
2022-2023	46,358	46,974	1.33%
2023-2024	47,661	47,752	0.19%
2024-2025	48,905	48,157	-1.53%

While the cohort survival method has been very accurate in projecting system wide enrollments, this method has been problematic at some schools in projecting individual school enrollments, especially for attendance areas with high transient populations or new rapid residential growth. Historic grade succession rates for schools in areas with newly approved large residential developments, are less likely to accurately reflect grade succession for that school once the new homes begin to be occupied. However, grade succession rates from other areas of the County experiencing similar residential growth can be used in these instances rather than the historic grade succession rates for that particular school. It is likely to take a few years of actual growth to discern an appropriate historic grade succession rate to use in these attendance areas. Areas with high transient populations can also be difficult to project enrollments as trends vary widely in these areas making it difficult to determine which historic grade succession rates to use.

The total systemwide projected K-12 enrollments included in the EFMP must be within 5% of the state's projections. If the Local Education Authority's (LEA) projections are not within 5%, then the LEA must submit data and assumptions justifying their projections that deviate more than 5% from the state's projections. As shown in Appendix W, FCPS projections are within 5% of the state's projections for Frederick County Public Schools.

Figure 4B: Annual Equated Enrollment Increase - 1990 to 2033

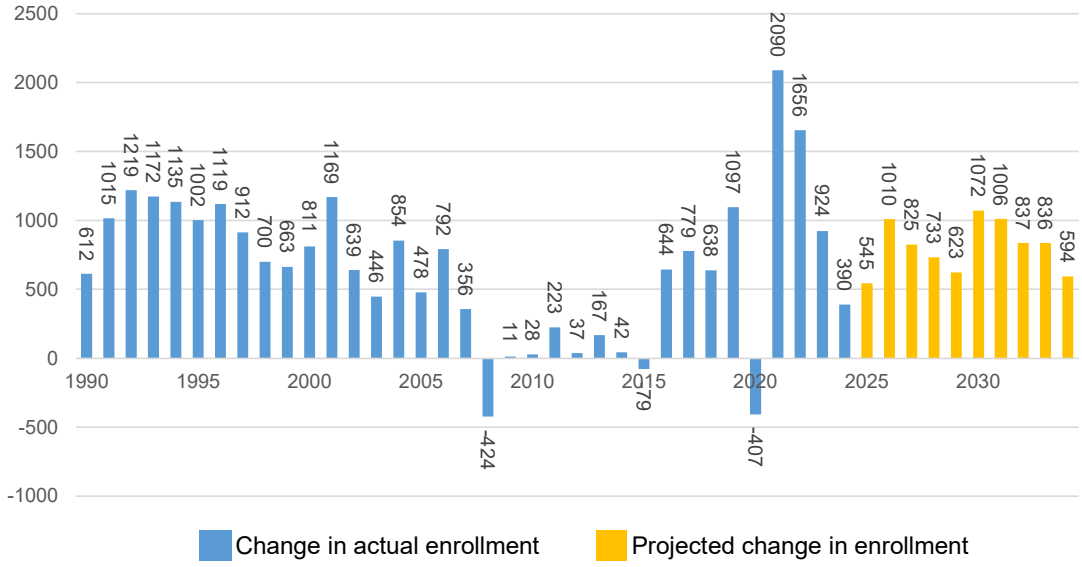
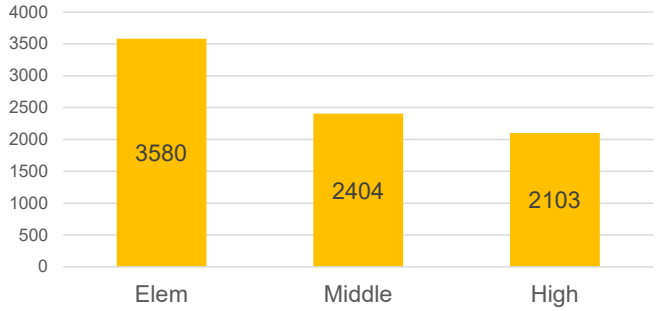


Figure 4B illustrates the change in equated enrollments since 1990. Equated enrollments adjust total enrollments to account for pre-kindergarten students who attend school for half the day only. Between 1990 and 2000, equated enrollments increased annually by 950 students on average. Between 2000 and 2010, enrollments increased, on average, 430 students each year. The last decade, between 2010 and 2020, equated enrollments increased an average of 310 students each year. It is projected that equated enrollment will increase annually by 987 students, on average, between 2020 and 2030 making this the fastest growing decade since the 1990's.

Figure 4C: Projected Equated Enrollment Growth by Grade Level[2] - 2024 to 2034



2. Figure 4C does not include projected students enrolled in special schools.

Enrollments will increase at all three school levels over the next 10 years as shown in Figure 4C. Of the more than 8,000 projected student increase in equated enrollment between 2024 and 2034, FCPS expects the increase in students to be the greatest at the elementary level, with about 3,580 more elementary school students. Middle and high school enrollments are also projected to increase over the next 10 years, with 2,404 more middle school students and 2,103 more high school students.

Geographic Locations of Enrollment Growth

Enrollment growth at individual schools will be influenced by the location of major residential development activity. FCPS continuously monitors county and municipal plans as well as residential building permits to keep track of potential for student growth. The data and maps indicate that major residential developments, approved or under construction, are predominantly located in the Frederick City area, or along the I-70 corridor east of Frederick City. See Chapter 3 and Figure 3B for details on housing developments and projected pupil yields.

SCHOOL TRENDS

Projected Enrollments by Schools

Table 4B: FCPS Equated Enrollment Projections

Includes capacity with anticipated construction funding. State rated capacity (SRC) as of the 2025-26 school year.

		State Rated Capacity	Actual	Projected								
			2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
1	Ballenger Creek Elementary	636	718	738	755	759	772	784	809	840	857	882	899
2	Blue Heron Elementary	728	670	672	688	699	709	740	767	780	784	789	794
3	Brunswick Elementary	725	786	693	683	714	719	716	719	715	723	730	734
4	Butterfly Ridge Elementary	773	590	593	590	599	619	626	635	652	662	672	688
5	Carroll Creek Montessori	240	218	219	219	219	219	219	219	219	219	219	219
6	Carroll Manor Elementary	592	523	523	528	537	546	562	562	579	582	583	589
7	Centerville Elementary	598	465	466	440	415	424	443	444	454	459	460	466
8	Deer Crossing Elementary	608	529	535	562	583	615	629	649	666	669	674	678
9	Emmitsburg Elementary	225	214	222	223	228	232	246	233	232	229	228	229
10	Frederick Classical	250	250	252	250	248	246	244	242	240	240	240	240
11	Glade Elementary	625	552	547	545	540	544	549	546	551	551	555	565
12	Green Valley Elementary	725	852	841	890	941	971	991	1034	1067	1058	1077	1087
13	Hillcrest Elementary	534	581	606	604	584	593	607	614	625	630	636	639
14	Kemptown Elementary	388	448	456	474	453	468	451	449	463	449	464	471
15	Lewistown Elementary	209	148	148	153	146	155	166	171	177	173	170	166
16	Liberty Elementary	271	265	281	295	301	307	316	326	342	346	350	354
17	Lincoln Elementary	706	623	646	665	659	683	688	711	726	736	747	752
18	Middletown Elementary	480	460	475	467	457	443	471	460	459	460	474	467
19	Middletown Primary	432	459	454	485	488	504	501	504	506	509	507	507
20	Monocacy Elementary	550	523	530	527	515	509	512	523	535	540	547	556
21	Monocacy Valley Montessori	210	202	206	210	212	214	217	221	225	226	228	229
22	Myersville Elementary	434	402	410	404	394	393	385	391	400	406	407	412
23	New Market Elementary	627	571	582	556	556	533	563	595	613	623	629	637
24	New Midway/Woodsboro Elementary	314	269	272	282	286	295	291	298	306	305	310	314
25	North Frederick Elementary	752	662	698	716	721	738	737	746	763	768	771	777
26	Oakdale Elementary	730	1148	1127	1214	1242	1260	1296	1358	1395	1400	1412	1422
27	Orchard Grove Elementary	618	605	602	594	599	599	602	606	617	621	626	629
28	Parkway Elementary	236	264	267	269	267	267	275	277	283	284	287	288
29	Sabillasville Environmental	138	136	138	138	138	138	138	138	138	138	138	138
30	Spring Ridge Elementary	647	606	625	640	667	664	681	687	695	699	703	704
31	Sugarloaf Elementary	754	829	820	847	850	861	892	946	992	1014	1032	1040
32	Thurmont Elementary	483	283	283	302	312	334	317	317	310	305	311	317
33	Thurmont Primary	470	347	347	374	381	389	388	388	391	393	392	392
34	Tuscarora Elementary	633	778	798	826	825	837	866	890	916	932	948	956
35	Twin Ridge Elementary	681	700	713	743	748	780	806	800	819	822	827	834
36	Urbana Elementary	764	728	747	778	786	787	805	822	844	852	861	869
37	Valley Elementary	745	525	659	670	674	681	678	679	703	719	733	745
38	Walkersville Elementary	701	696	701	711	717	748	768	772	787	794	802	820
39	Waverley Elementary	1016	949	970	1,022	1,109	1,119	1120	1148	1176	1195	1206	1214
40	Whittier Elementary	624	772	816	854	852	837	838	856	890	892	894	895
41	Wolfsville Elementary	200	163	164	176	186	192	188	198	205	203	200	199
42	Yellow Springs Elementary	453	628	653	677	686	704	705	732	755	767	776	786
	ELEMENTARY SCHOOL TOTAL	**22,525**	**22,137**	**22,495**	**23,046**	**23,293**	**23,648**	**24,017**	**24,482**	**25,051**	**25,234**	**25,497**	**25,717**
	TOTAL PERCENT OF CAPACITY*		**100%**	**100%**	**101%**	**102%**	**103%**	**105%**	**107%**	**107%**	**108%**	**109%**	**110%**

Elementary enrollments are equated for half day Pre-K programs

Percent SRC	<75%	75-89%	90-99%	100-119%	≥120%

		State Rated Capacity	Actual	Projected								
			2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
	Remote Virtual Program		103	107	100	100	100	100	100	100	100	100	100
43	Ballenger Creek Middle	859	765	741	749	764	759	745	741	737	761	779	805
44	Brunswick Middle	957	634	630	648	685	666	672	682	728	748	737	733
45	Carroll Creek Montessori (2)	90	90	92	90	90	90	90	90	90	90	90	90
46	Crestwood Middle	1168	988	1058	1086	1079	1107	1119	1128	1152	1173	1198	1233
47	Frederick Classical (3)	126	126	126	126	126	126	126	126	126	124	122	120
48	Gov. Thomas Johnson Middle	943	558	560	594	580	605	602	657	665	674	675	687
49	Middletown Middle	998	782	769	799	825	857	852	832	811	832	852	880
50	Monocacy Middle	914	694	677	680	691	729	738	729	731	747	778	803
51	Monocacy Valley Montessori	90	89	90	90	90	91	91	91	90	93	95	98
52	New Market Middle	774	675	661	675	717	787	745	741	722	797	844	876
53	Oakdale Middle	1158	1081	1131	1157	1227	1231	1307	1340	1377	1459	1536	1589
54	Sabillasville Environmental	69	60	62	62	68	69	69	69	69	69	69	69
55	Thurmont Middle	924	499	465	460	472	483	497	499	515	497	489	490
56	Urbana Middle	1020	1083	1100	1128	1195	1187	1199	1154	1146	1214	1268	1339
57	Walkersville Middle	1105	770	772	806	829	800	788	783	803	825	830	834
58	West Frederick Middle	1094	812	850	894	937	925	906	913	924	961	961	983
59	Windsor Knolls Middle	978	813	896	947	1041	1056	1120	1127	1161	1228	1252	1297
	MIDDLE SCHOOL TOTAL	**13,267**	**10,622**	**10,787**	**11,091**	**11,516**	**11,668**	**11,766**	**11,802**	**11,947**	**12,392**	**12,675**	**13,026**
	TOTAL PERCENT OF CAPACITY*		**80%**	**81%**	**84%**	**88%**	**89%**	**90%**	**90%**	**91%**	**95%**	**97%**	**99%**
	Percent SRC			<75%		75-89%		90-99%		100-119%		≥120%	

		State Rated Capacity**	Actual	Projected								
			2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
	Remote Virtual Program		270	273	250	250	250	250	250	250	250	250	250
60	Brunswick High	928	882	904	927	926	930	943	975	976	978	1006	1017
61	Catoctin High	1043	783	786	771	750	724	727	721	688	718	710	699
62	Frederick High	1601	1809	1771	1809	1868	1907	1969	2038	2066	2089	2140	2162
63	Gov Thomas Johnson High	2171	1995	1971	1998	1999	1974	1882	1901	1912	1977	1994	2016
64	Linganore High	1642	1629	1615	1663	1693	1789	1904	2049	2187	2218	2278	2296
65	Middletown High	1328	1029	1044	1025	1035	1042	1069	1132	1168	1202	1208	1177
66	Monocacy Valley Montessori	240	90	149	209	239	239	240	240	240	240	240	240
67	Oakdale High	1596	1683	1696	1723	1744	1828	1841	1901	1988	2016	2106	2167
68	Tuscarora High	1749	1678	1692	1686	1706	1709	1719	1742	1731	1748	1743	1740
69	Urbana High	1899	1964	1997	2005	2026	2082	2066	2189	2223	2195	2245	2195
70	Walkersville High	1065	1159	1106	1088	1071	1059	1079	1122	1124	1130	1131	1115
	HIGH SCHOOL TOTAL	**15,262**	**14,971**	**15,004**	**15,154**	**15,307**	**15,533**	**15,689**	**16,260**	**16,553**	**16,761**	**17,051**	**17,074**
	TOTAL PERCENT OF CAPACITY		**98%**	**98%**	**99%**	**100%**	**102%**	**103%**	**106%**	**108%**	**109%**	**111%**	**111%**
	Percent SRC			<75%		75-89%		90-99%		100-119%		≥120%	

Other:													
	(Rock Creek, Heather Ridge,Virtual School, SUCCESS)	268	216	205	210	210	210	210	210	210	210	210	210
	TOTAL EQUATED	**51,322**	**47,946**	**48,491**	**49,501**	**50,326**	**51,059**	**51,682**	**52,754**	**53,761**	**54,597**	**55,433**	**56,027**
	TOTAL PERCENT OF CAPACITY*		**94%**	**94%**	**96%**	**97%**	**98%**	**99%**	**102%**	**103%**	**105%**	**107%**	**108%**

***Includes projects with anticipated construction funding.**

****Does not include preK classrooms when located at a high school.**

Source: Frederick County Public Schools, Capital Programs Department; April 2025

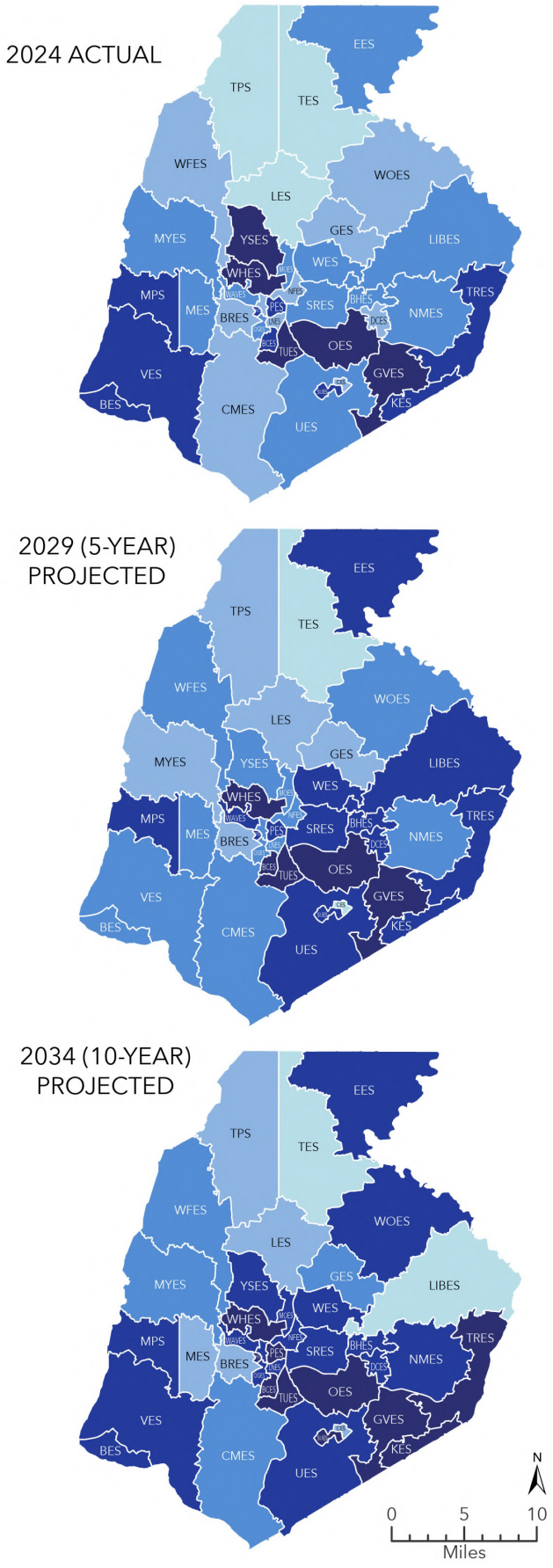
Elementary School Trends

Individual elementary school utilization varies. In general, school enrollments are growing in and around Frederick City and in the fast-growing area of the I-70 corridor. Schools outside of growth areas generally have relatively stable enrollments, although the school itself may be overcrowded if the area was growing previously. School enrollments in the north and northwestern part of the county are generally stable or slightly growing, though at a lower rate than the rest of the County. Individual school trends are summarized in Chapter 5. FCPS projects that at least 18 elementary schools will see growth and exceed capacity over the next five years.

Enrollments at Oakdale ES remain at 157% of SRC. Under current attendance areas, Oakdale ES is expected to continue to climb to 195% of SRC by the end of the ten-year period. Blue Heron ES, Deer Crossing ES, New Market ES and Spring Ridge ES are also experiencing high enrollments and continued growth throughout the 10-year period. However, the new elementary school #41 is expected to relieve capacity at Oakdale ES and balance enrollments at the other schools in this area when it opens in fall of 2026. The new elementary school #41 is planned for a higher than typical capacity of 882 students but may still not be able to accommodate all of the expected enrollment growth in this part of the County. With the new 882-seat school built, the 2034 projections for this area are still 13 seats greater than the available capacity in this area.

Green Valley ES is also significantly over capacity at 170% of SRC. While a replacement school for Green Valley ES adding approximately 225 seats will open in August of 2025, the school is expected to remain between 116% to 150% after the new building opens if attendance boundaries are not revised. Neighboring schools in the area including Kemptown ES, Twin Ridge ES and Urbana ES are all expected to exceed capacity within the next decade. If the current growth trends continue, an additional 700 elementary seats may be needed by 2034 in this part of the County to accommodate growing enrollments. If additional seats are not available, a redistricting may be required to balance elementary school enrollments in this area of the County.

Figure 4D: Elementary School Percent of SRC Over Time



<75%	75-89%	90-99%	100-119%	≥120%

Note: Projected percent capacities include additional capacity from anticipated construction funding as indicated in the FY26 Proposed County CIP. Only schools with established attendance areas are shown in this map. New schools that are included in the County CIP but do not yet have an established attendance area or enrollment projections are not shown in these figures.

Tuscarora ES is currently at 123% of SRC and expected to reach 151% by 2034. Ballenger Creek ES is at 113% of capacity and will reach 141% of capacity by the end of the ten-year period. Orchard Grove ES is at 98% and will continue to grow to 102% SRC. While Lincoln ES is currently at 88% of capacity, its anticipated growth will bring the school to 107% by 2034. Together, this area of the county will need approximately 643 additional seats by 2034, justifying the need for elementary school #42.

While many elementary schools in the County exceed capacity due to the rapid residential growth, a few areas are experiencing minimal growth and stable enrollments. New Midway/Woodsboro ES is a small elementary school occupying two buildings located about 3 miles from each other in the communities of Woodsboro and New Midway. The total SRC for this school is 314. New Midway/Woodsboro ES is projected to grow about 4-5 students per year, on average, and just meet their capacity by the end of the 10-year period. Liberty ES is experiencing moderate enrollment growth. Two recently approved residential subdivisions are likely to continue to add to the enrollment growth resulting in a projected enrollment for Liberty ES at 131% of its existing SRC by 2034. A replacement of Liberty ES with a 725-seat elementary school is included in the ten-year plan. This new building will add approximately 450 seats to the attendance area. While additional seats are needed for this attendance area, anticipated growth at Liberty ES over the next 10 years will only justify an elementary school with 354 seats. However, if New Midway/Woodsboro ES buildings are closed and consolidated with the new Liberty ES building, FCPS could justify a school of 668 seats for state participation.

Staff recommends considering a shift to larger elementary schools which can offer some relief to the dilemma FCPS faces with numerous, aging school buildings. While our capital renewal backlog is unfortunate, it presents a situation in which FCPS can focus on this pool of deficient schools collectively, and in a more strategic manner that strengthens the overall viability of our facility portfolio. In general terms, the common space requirements for individual elementary schools are virtually identical, regardless of the total seating capacity of the school. All schools require hallways, lobbies, offices, gymnasiums, media centers, and cafeterias. As a result, and when possible, it makes more sense to house 700 students in one facility, as opposed to dividing that same student population into 350-seat schools. It is estimated that such a consolidation (i.e., housing 700 students into one facility, versus two) results in a 30% reduction in the overall gross square-feet.

The economy-of-scale evident in construction costs is also evident in the recurrent facility costs. The operating-budget unit costs are inversely proportional to facility size and student population. There are many other operating-budget advantages to larger schools. Economic and logistical advantages can be found in reductions in staffing, utility consumption, snow removal, mowing, and other business expenses such as insurance.

See maps in Figure 4D for projected growth of elementary attendance areas over time and see Table 4B for 10-year enrollment projections. The percent SRC over time is also displayed on the 2024-2034 elementary school enrollment timelapse interactive map.

Middle School Trends

Trends at middle schools will vary over the next 10 years depending on location in the County. Growth is projected in and surrounding 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 2,400 students. See map in Figure 4E for projected growth of middle school attendance areas over time. The percent SRC over time is also displayed on the 2024-2034 middle school enrollment timelapse in the Executive Summay interactive map.

The system-wide capacity at the middle school level is at 80% of SRC as of September 30, 2024. Over the course of the next 10 years, middle school enrollments are expected to increase to 99% of capacity

systemwide. An addition to Crestwood MS of 286 seats opened in the fall of 2024 to address middle school capacity needs in the Frederick City area. The Crestwood Area Redistricting Study was approved in December 2023 and moved approximately 200 students from Monocacy MS to Crestwood MS to fully utilize this new building capacity. This brought Monocacy MS down to 76% SRC in 2024, down from 100% SRC in 2023. Crestwood MS was at 85% capacity in the fall of 2024 but enrollment growth anticipated in the attendance area will put the building over capacity by 2032. Monocacy MS is projected to remain below capacity for the entire 10-year period.

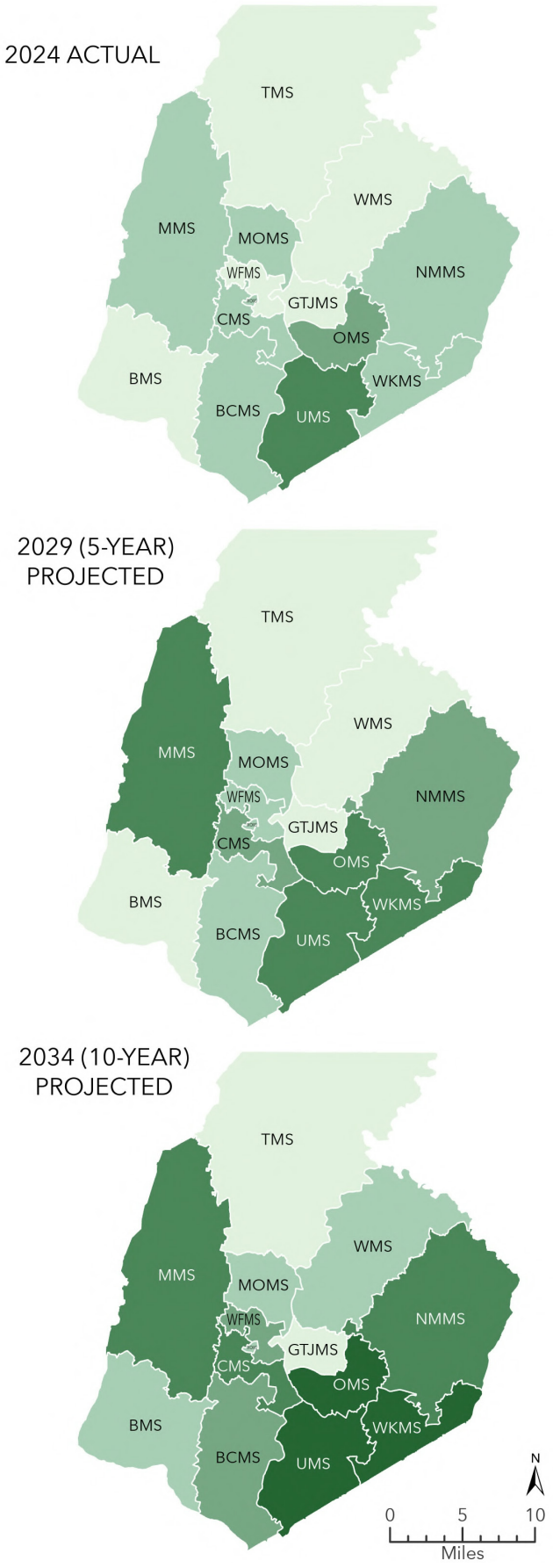
Oakdale MS is currently at 93% of capacity but is expected to reach 100% by 2026 and reach a high of 137% by 2034 due to the rate of housing growth in the attendance area and the large class cohorts currently enrolling at the elementary level. The adjoining New Market MS is also expected to exceed capacity by the end of the ten years. In total, this area is expected to need another 533 seats by 2034.

The Urbana MS and Windsor Knolls MS are also anticipated to be operating well over capacity by the end of the 10 years. Windsor Knolls Middle is at 83% of capacity but is expected to exceed capacity by 2027 and reach 133% by 2034, largely influenced by enrollment growth coming from the Landsdale development. Urbana MS is currently at 106% of capacity and expected to grow to 131% of SRC by 2034. This area is expected to need another 638 seats by 2034. Because of anticipated growth in these areas, a new middle school will be needed in the next 10 years to provide relief on the eastern side of the county. A middle school site north of New Market in the Gordon Mill development will be dedicated to the BOE for future middle school #14.

High School Trends

Four of the high schools, Frederick, Oakdale, Urbana and Walkersville, are currently over capacity and are anticipated to remain over capacity throughout the next ten years. By 2034, 6 out of the 10 FCPS

Figure 4E: Middle School Percent of SRC Over Time



<75%	75-89%	90-99%	100-119%	≥120%

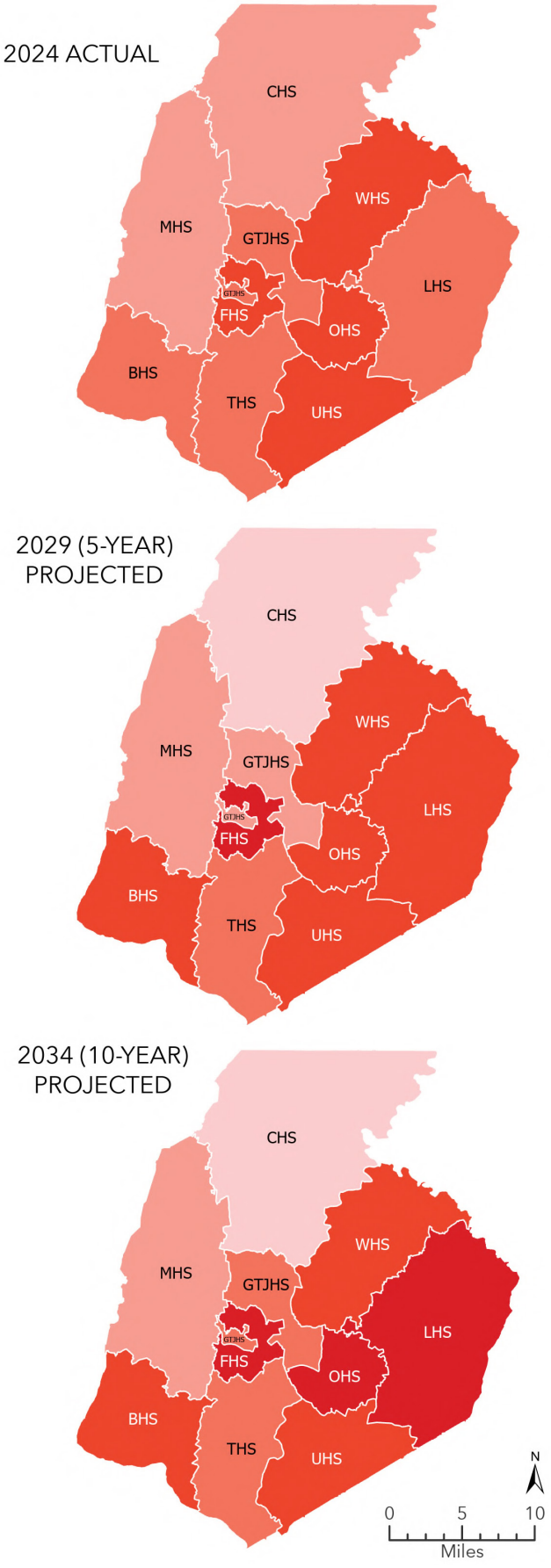
Note: Projected percent capacities include additional capacity from anticipated construction funding as indicated in the FY26 Proposed County CIP. Only schools with established attendance areas are shown in this map. New schools that are included in the County CIP but do not yet have an established attendance area or enrollment projections are not shown in these figures.

high schools (excluding charters) are projected to be over 100% capacity, 3 of which will exceed 130% of their capacity. On the east side of the county, Linganore, Oakdale, Urbana, and Walkersville are projected to be at 140%, 136%, 116%, and 105%, respectively, by 2034. These four high schools serving the County east of Frederick City will collectively be almost 1,600 students over capacity by 2034, indicating the need for a new high school #11 to serve the eastern portion of the County within the 10-year time period.

Current projections estimate over 500 additional high school seats may be needed in the Frederick City area by 2034, primarily due to enrollment pressures at Frederick High School. Governor Thomas Johnson (TJ) High School, also serving this area, is expected to remain under capacity; however, historic grade succession rates at TJ have been low, which may understate future growth as new residential development increases enrollment. Conversely, Frederick High has historically experienced strong grade progression and rapid growth, but this is expected to slow as nearby developments are completed. Since projections rely on past trends that are likely to shift, enrollment at Frederick High may be overestimated, while growth at TJ may be underestimated over the next decade. Given the inherent uncertainty of long-range projections, particularly in the latter half of the planning period, FCPS will continue to monitor demographic and development trends closely to validate assumptions and determine appropriate facility responses over time.See map in Figure 4F for the projected growth of high school attendance areas over time. The percent SRC over time is also displayed on the 2024-2034 high school enrollment timelapse interactive map.

In addition to capacity issues, modernization has become a priority with several high schools. The 60-year-old Brunswick HS has had no renovations other than minor systemic repairs and has an FCI of 69%. Middletown HS is 51 years old with an FCI of 72%. Walkersville HS is 49 years old with an FCI of 71%. Catoctin HS is 56 years old with an FCI of 47%. Finally, the Career and Tech Center is 48 years old with an FCI of 58%. Modernizing our aging high schools has become a need that can no longer be put off as the schools continue to age and funding for systemic repairs and limited renovations are diminished.

Figure 4F: High School Percent of SRC Over Time



<75%	75-89%	90-99%	100-119%	≥120%

Note: Projected percent capacities include additional capacity from anticipated construction funding as indicated in the FY26 Proposed County CIP. Only schools with established attendance areas are shown in this map. New schools that are included in the County CIP but do not yet have an established attendance area or enrollment projections are not shown in these figures.



5. Facility Needs Analysis

FCPS EVALUATION OF FACILITIES AND NEEDS

FCPS has robust systems in place to evaluate school facilities. The Maintenance and Operations and Capital Programs departments each have responsibilities for evaluating the facilities.

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

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

Enrollment Projections

Each year, Capital Programs staff prepares 10-year systemwide enrollment projections as well as 10-year projections for each school. The systemwide projections are submitted to the Maryland Department of Planning for approval in April. The 10-year projections for each school are included in the EFMP. These projections are the basis for determining capacity needs. Once actual enrollments are calculated each September, the next year's projections are revised. The revised projections are used to identify schools that are closed to out of district transfers, determine the next year's staffing needs, and prepare the operating budget. See Chapter 4 for the 10-year equated enrollment projections for each school.

Feasibility and Limited Renovation Studies

When schools are identified as needing improvements based on building condition or capacity issues, FCPS completes a feasibility study or limited renovation study. These studies consider all building systems (e.g. plumbing, roofing, windows, flooring, heating and air conditioning, etc.) and existing spaces are compared to the current programs outlined in FCPS' Educational Specifications. A feasibility study considers a complete renovation, renovation/addition and replacement of the school. The feasibility study is prepared in accordance with IAC guidelines. The result of a feasibility study is the scope of work for a major construction project that will become part of FCPS' long range Capital Improvement Program. A limited renovation study seeks to improve at least five building systems in order to extend the life of

the building but does not include additions to or demolition of portions of the building. Limited renovation studies result in a package of projects that can be completed over one or more summer breaks using both county and state capital funds. State regulations require a feasibility study whenever 50 percent or more of the building will be demolished.

Residential Plan Review

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

Residential Development Monitoring

In order to stay abreast of Frederick County's fast paced residential development and its impact on changing enrollment patterns, Capital Programs staff monitors progress of residential developments by reviewing the County's quarterly residential pipeline reports and analyzing the data spatially and in the context of school enrollment. Capital Programs staff records the data for all active residential developments and maintains the data in an electronic dashboard. Additionally, staff occasionally contact developers and builders directly to gather more detailed information about construction timelines and goals for individual developments of interest.

Pupil Yield Rates

In order to estimate the number of students that may be generated by future housing developments, the County regularly conducts a study of the number of students living in each type of housing. A pupil yield rate, by school attendance areas, is then published for single family detached, single family attached (townhouse), and multifamily (apartments or condos) dwelling units. A county-wide average is used for two-over-two type townhouse units due to their scarcity. The official pupil yield rates (see Appendix I) are used for APFO testing (as discussed in Chapter 3 and for long term planning to identify areas of growth. Pupil yield rates are applied to approved but unbuilt residential developments in order to estimate the number of students that will be generated from that development once construction is completed. While pupil yield rates are a useful tool to predict growth, there is sometimes a lag between the time a development completely builds out and when school enrollments start to increase, because sometimes families moving into new developments do not have children yet or they have children that are not yet school-aged. Capital Programs Department staff routinely conduct additional studies of pupil yield for individual neighborhoods to evaluate changes in rapidly developing areas and to identify older stable neighborhoods that are experiencing demographic changes due to re-sell of homes to families with young children. These studies help inform the assumptions made for enrollment projections and to identify neighborhoods with changing student age cohorts. Appendix I lists the current approved 2022 pupil yield rates.

Managing Development's Impact on Schools

School sites are often located in residential areas, some of which are still developing. Capital Programs staff coordinates with developers to manage the impacts of residential development activities on existing schools and future school sites, including improvements to existing school sites by developers that were negotiated through the residential development approval process. These activities include obtaining easements for utility or road work that encroach on school sites, acting as a liaison between the developer

and school staff to coordinate timing of disruptive activities, upholding the Code of Maryland Regulations (COMAR) and BOE policies and regulations, and inspecting improvements completed by developers on BOE property.

School Site Evaluations

Although renovation or replacement of school buildings is sometimes able to increase enrollment capacity, population growth also requires the acquisition of new school sites and construction of new schools. Sites may be dedicated or donated by developers or purchased by FCPS as discussed in Chapter 3. Before acquisition, FCPS evaluates proposed school sites using the following criteria:

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

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

School Redistricting Planning

The BOE has established policies and procedures that govern changes to attendance areas. BOE Policy 200 lists factors that the BOE considers when establishing new attendance area boundaries. This policy was recently updated by the BOE to clarify the study process, enhance community engagement, and redefine the factors that must be considered during a redistricting study. FCPS policies and procedures for redistricting can be found in Appendix O.

The most recent redistricting study was approved by the Board of Education in February 2025 and revised attendance boundaries for Brunswick and Valley elementary schools. The replacement Brunswick Elementary School opened in 2023 with an expanded capacity, and the Valley Elementary replacement building, also with expanded capacity, will open in 2025. This redistricting study aimed to balance enrollment at these two schools. The revised attendance areas were the result of a comprehensive redistricting study launched in August 2024. The process involved presenting the initial study area (August 7, 2024) and a draft proposal (October 9, 2024) to the BOE, alongside extensive community engagement through in-person and virtual sessions (August/October 2024). Community input was also collected via surveys and a feedback form facilitated by Cropper GIS. Staff presented this feedback to the BOE on December 11, 2024, culminating in a public hearing on January 15, 2025. No changes were made to the Brunswick Middle and High School boundaries.

Separately, the Board approved a new redistricting study on March 12, 2025, to establish an attendance area for Elementary School #41, slated to open in fall 2026. This study, expected to conclude by December 2025 and to be implemented in the 2026-2027 school year, will also address overcrowding at Oakdale ES and balance enrollment across nearby elementary schools, including Blue Heron ES, Deer Crossing

ES, New Market ES, and Spring Ridge ES. At the middle school level, Gov. Thomas Johnson, New Market, and Oakdale middle schools' attendance areas may also be adjusted to align feeder patterns. No changes will be made to any high school attendance areas.

Redistricting studies will continue to occur primarily in connection with the opening of new schools but may also occur in locations where adjoining schools have unbalanced enrollments based on current or projected enrollment growth and school overcrowding. Candidate projects will be recommended on an annual basis.

STATE ANALYSIS OF FACILITIES

State Sufficiency Standards

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

State School Assessment Study

The state sufficiency standards are also used in the evaluation of existing public school facilities. In 2020, the IAC contracted with Bureau Veritas North America (BVNA) to perform the initial assessment of the condition and educational sufficiency of all public school facilities in Maryland. BVNA performed an assessment of FCPS schools in spring 2021. A final assessment report of all state public school facilities was published in 2022. The initial assessments of one-fourth of all schools will be updated by the IAC each year, allowing for all schools to be updated every four years.

Facility Condition Index

One important measure for evaluating the current condition of schools is the Facility Condition Index (FCI). The FCI is the ratio of deferred maintenance costs to the current replacement value. FCI values help Capital Programs Department staff identify buildings for modernization and replacement. The Interagency Commission on School Construction (IAC) staff have a schedule to evaluate all buildings on a four year cycle and update the FCI scores. Please refer to the IAC website for additional information and statewide FCI scores.

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

FACILITY GOALS

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

Project Selection Criteria

Based on the ongoing and long-term evaluations, FCPS includes major capital projects to meet identified facility needs in the updated EFMP. The types of capital projects are described in the following sections.

Each type of capital project employs similar selection criteria including:

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

State-funded projects are priority ranked by Interagency Commission on School Construction (IAC) staff in accordance with criteria established by the IAC. All state projects are evaluated based on current and projected enrollments for the school in question as well as adjacent schools. Projects that add capacity must demonstrate the need for the additional capacity at that school as well as adjacent schools in order to receive planning approval. The state share of the construction funding may be adjusted based on the demonstrated capacity need for the school construction project as well as capacity need at adjacent schools. Although the County establishes priorities for its local capital program, the evaluation of these priorities with respect to the school construction project priorities for the entire state, as well as the limited available state funds, is a responsibility of the IAC. The IAC may recommend that local priority construction projects be deferred so that projects in other counties with a higher critical need may be funded. Appendix E contains the state's project priority classifications.

Sustainability

FCPS incorporates principles of sustainability in existing and new school buildings. The FCPS Sustainability, Energy, and Utility Manager monitors energy bills and works with other maintenance staff to reduce energy and water usage. All new school buildings are built to the silver level of the US Green Building Council's Leadership in Energy and Environmental Design (LEED) standard, although certification is not required. Several schools have pursued additional sustainability initiatives such as composting, installation of additional bike racks, and educational campaigns to increase walking and biking to school. Led by administrators, students, and families, seven FCPS schools have achieved the Maryland Green School certification from the Maryland Association for Environmental and Outdoor Education.

FCPS is exploring how to further integrate sustainability principles into future renovation and construction projects. This includes studying strategies for using renewable energy, where feasible, across its K-12 schools and support facilities. The district is reviewing policies, procedures, energy data, and design standards and considering updates that will enable renewable energy, where practical, and higher levels of energy efficiency in future renovation and new construction projects.

Efficiency and Flexibility

As planning and design for schools begins, FCPS strives to make buildings as flexible as possible to allow for changes in educational programming and capacity need over time. The current approved educational specifications provide centralized office and support staff spaces in rooms the size of a typical classroom. This also allows classroom groupings to be adjusted and classrooms to be added inside the building if enrollment grows.

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

PROJECT TYPES

FCPS uses the project selection criteria noted above to identify and prioritize major capital projects. Depending on the needs identified, FCPS may pursue new capacity, modernization, limited renovation, or emergency systemic projects. Decisions about which schools will be considered for a modernization, renovation, or replacement are based in part on the age of the building and the Facility Condition Index (FCI) as discussed above. Table 5A shows FCPS' desired timeline for building renewal and modernization. These goals are consistent with the facilities-maintenance plan outlined in the FCPS Comprehensive Maintenance Plan (CMP) updated each year.

Table 5A: FCPS Goals for Building Renewal and Modernization

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

All of the projects listed in this plan are also 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.

Depending on the project type and size of the building, a major capital project takes five to seven years from the start of the planning process to the completion of construction, demolition of an old building (if applicable) and final site work (Figures 5A and 5B). Additions may be designed and constructed more quickly depending on the extent of the work and the delivery method selected.

Figure 5A Elementary School Capital Project Timeline

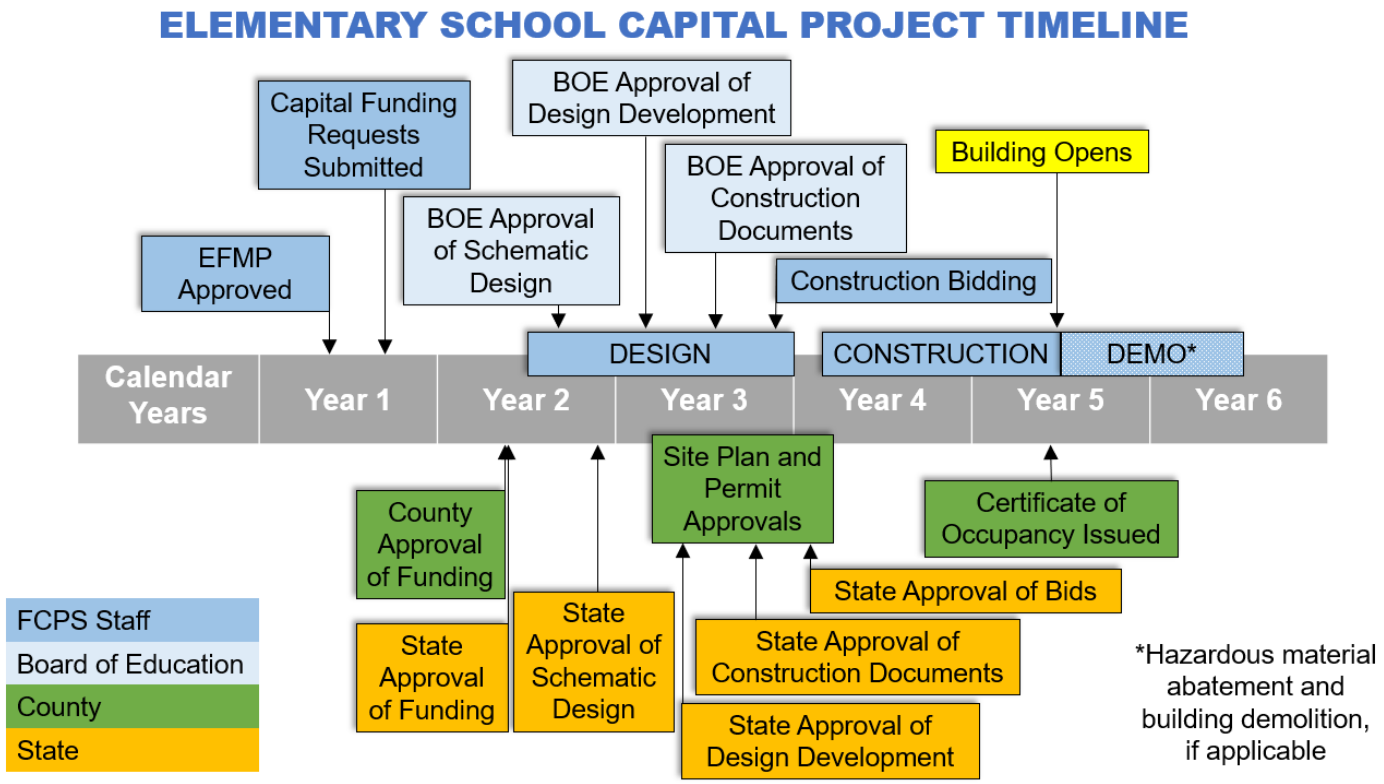
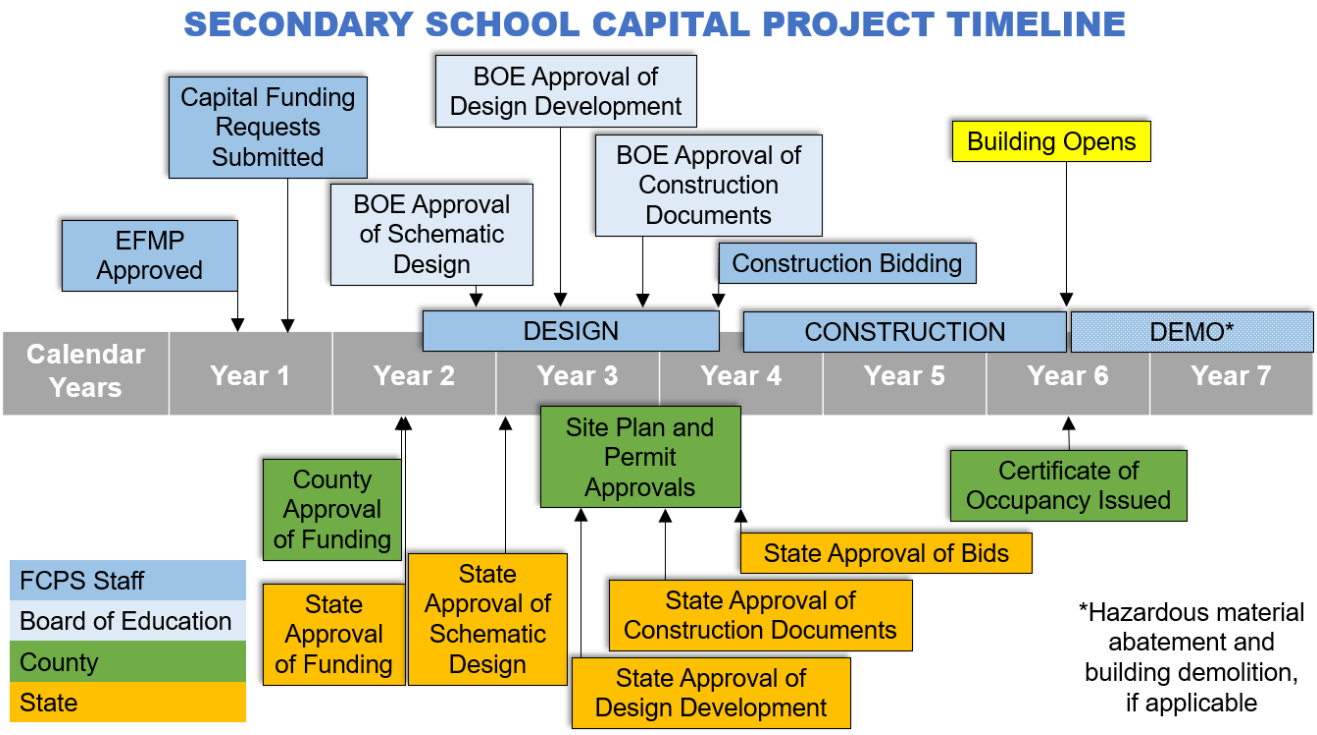


Figure 5B Secondary School Capital Project Timeline



New Capacity Projects

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

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

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

Modernization

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

Limited Renovations

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

School buildings that are over 35 years old are not ideal candidates for Limited Renovation projects, mainly due to existing conditions in these buildings that do not meet current ADA requirements and may require extensive internal modifications to meet current codes. The Limited Renovation projects are scheduled across two summer breaks to minimize disruptions to school operations and to avoid costs associated with temporary swing spaces. The Capital Programs Department is planning to assess schools within our portfolio that fall between 30 and 35 years old to evaluate the feasibility of limited renovation projects for these buildings in FY25.

Limited Renovation candidates are identified in the Comprehensive Maintenance Plan that is updated and submitted to the BOE for approval every year. The Capital Programs Department will continue to

coordinate with the Maintenance and Operations Department to identify the next schools in need of limited renovations and include those schools in future EFMP updates.

Systemic Projects

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

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

DELIVERY METHODS

In the construction industry, different types of project delivery methods are available for the owners to mitigate risks associated with major construction projects in terms of cost, schedule, quality, and safety. FCPS has, in the past, used the traditional design-bid-build method to complete capital projects. In this type of project delivery, the design is completed, and permit is obtained before a general contractor is selected based on low bid.

This method was used in conjunction with the Construction Manager Agency (CMa) method beginning about 27 years ago. It is only used now for occasional small construction projects. The design-bid-build method exposes the owner of the project to risks during the construction phase due to errors and omissions in the design documents, or unforeseen conditions. Within the last few years, FCPS has moved to also use the Construction Manager at Risk (CMaR), and Design-Build delivery methods. These methods are described in more detail below.

Construction Manager Agency

FCPS has been primarily utilizing the CMa method for the past 27 years to help mitigate some of the risks associated with the traditional design-bid-build method. The CMa model is similar to the traditional design-bid-build method, as the work is completed by low bid prime contractors after the design is completed. To minimize risks associated with quality of design documents, site logistics, and other schedule related risks, a construction management firm is hired at the beginning of the project, sitting on the project design team. The CMa works as an agent for FCPS and reviews the design drawings as they progress to provide their input, which is incorporated into the drawing revisions. The CMa helps through the bidding process and provides on-site management during construction to ensure safety, and quality while managing the project schedule.

Construction Manager at Risk

CMaR is a relatively newer project delivery method for FCPS. This method is allowed by the IAC with prior approval. The replacement of Brunswick ES was our first CMaR project. The CMaR is hired early in the project, separately from the design consultant. As the drawings are developed by the project design team through the various stages of design (Schematic, Design Development, Permit, and Construction), the CMaR is responsible to review the documents at each stage, and develop plans for site logistics and project schedule. Once the design documents are completed, the CMaR is responsible for bidding and providing the owner with a Guaranteed Maximum Price (GMP). Once a GMP is established, and agreed upon between the owner and the CMaR, the CMaR is responsible for completing the construction of the

project for the agreed-upon GMP amount. Unless the scope of the project is changed by the owner, the CMaR is not entitled to any change orders on the project. This method allows FCPS to transfer the risk associated with market volatility as well as missing or incomplete information on the design documents, over to the CMaR prior to starting construction. FCPS has been implementing this method on all new major capital projects, beginning with Brunswick ES replacement that opened in the fall of 2023.

Design-Build

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

FUTURE PROJECT NEEDS

This EFMP proposes a scheduled program of new capacity and modernization projects which can be found in Table 5B below. Figures 5A and 5B show the timeline for major projects and the impact on capacity over the 10-year planning horizon. The sections that follow summarize the projects by school level and by feeder area.

To address the backlog of aging buildings, two buildings older than 70 years are included in the 10-year plan for capital improvements: Liberty ES and Middletown MS. Two buildings older than 60 years, Walkersville MS and Yellow Springs ES, are also part of the plan. Finally, Green Valley ES, Valley ES, each older than 50 years, are under construction and will be completed in 2025. Brunswick HS is 60 years old and is planned for replacement. Four limited renovation projects are timed to renew buildings approximately 30 to 35 years of age: Ballenger Creek ES, Hillcrest ES, Spring Ridge ES and Twin Ridge ES.

Table 5B: Summary of New Capacity and Modernization Projects, 2025-2034

Name	*Project Type*	*Proposed Opening Date*	*Status*	*Added Capacity*
ELEMENTARY SCHOOLS				
Yellow Springs ES replacement	Replacement	August-2026	Under Construction	292
Elementary School #41	New School	August-2026	Under Construction	882
Twin Ridge ES	Limited Renovation	August-2027	In Design	0
Middletown ES*	Replacement	August-2027	Under Construction	43
Hillcrest ES	Limited Renovation	August-2027	In Design	0
Liberty ES	Replacement	August-2031	Future Project	454
Elementary School #42	New School	August-2032	Future Project	745
Elementary School #43	New School	August-2034	Future Project	745
			Total Additional Capacity	**3161**
MIDDLE SCHOOLS				
Middletown MS*	Replacement	August-2027	Under Construction	-159
Walkersville MS	Modernization	August-2033	Future Project	0
			Total Additional Capacity	**-159**
HIGH SCHOOLS				
Brunswick HS	Replacement	August-2030	In Design	63
High School #11	New School	August-2035	Future Project	1600
			Total Additional Capacity	**1663**

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

Figure 5C: Proposed Timeline for Major Projects and Impacts on Capacity, Fiscal Years 2025-2034

School Year	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033	2033-2034	2034-2035
Fiscal Year	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
MAJOR PROJECTS										
Green Valley ES Replacement	Open									
Valley ES Replacement	Open									
Yellow Springs ES Replacement		Open								
Middletown Co-Located ES/MS			Open							
New Elementary School #41	Redistricting	Open								
Brunswick HS Replacement						Open				
Liberty ES Replacement					Potential Redistricting		Open			
Walkersville MS Modernization									Open	
New Middle School #14										Potential Redistricting
New High School #11									Potential Redistricting	
New Elementary School #42 (east or south Frederick area)					Potential Redistricting			Open		
New Elementary School #43 (east or north Frederick City area)							Potential Redistricting			Open
Middletown HS Replacement										
MINOR PROJECTS										
Ballenger Creek ES Limited Renovation	Open									
Spring Ridge ES Limited Renovation	Open									
New Bus Depot							Open			
Twin Ridge ES Limited Renovation*			Open							
Hillcrest ES Limited Renovation*			Open							
Limited Renovations (Locations TBD)					At least one building opening per year					

	Planning	Design	Construction
Elementary			
Middle			
High			
Other			
Level TBD			

*Limited renovations are completed over summer, leading to construction in half of each fiscal year

SYSTEMWIDE STATISTICS

Elementary										
Projected Enrollment	22,495	23,046	23,293	23,648	24,017	24,482	25,050	25,234	25,497	25,717
Total State Rated Capacity (includes new capacity)	22,525	23,699	23,742	23,742	23,742	23,742	24,196	24,941	24,941	25,686
New Capacity	470	1174	43	0	0	0	454	745	0	745
Projected Percent SRC (includes new capacity)	100%	97%	98%	100%	101%	103%	104%	101%	102%	100%
Middle										
Projected Enrollment	10,787	11,091	11,516	11,668	11,766	11,802	11,947	12,392	12,675	13026
Total State Rated Capacity (includes new capacity)	13,162	13,162	13,003	13,003	13,003	13,003	13,003	13,003	13,003	13,003
New Capacity	0	0	-159	0	0	0	0	0	0	0
Projected Percent SRC (includes new capacity)	82%	84%	89%	90%	90%	91%	92%	95%	97%	100%
High										
Projected Enrollment	15,004	15,154	15,307	15,533	15,689	16,260	16,553	16,761	17,051	17074
Total State Rated Capacity (includes new capacity)	15,262	15,262	15,262	15,262	15,262	15,325	15,325	15,325	15,325	15,325
New Capacity	0	0	0	0	0	63	0	0	0	0
Projected Percent SRC (includes new capacity)	98%	99%	100%	102%	103%	106%	108%	109%	111%	111%

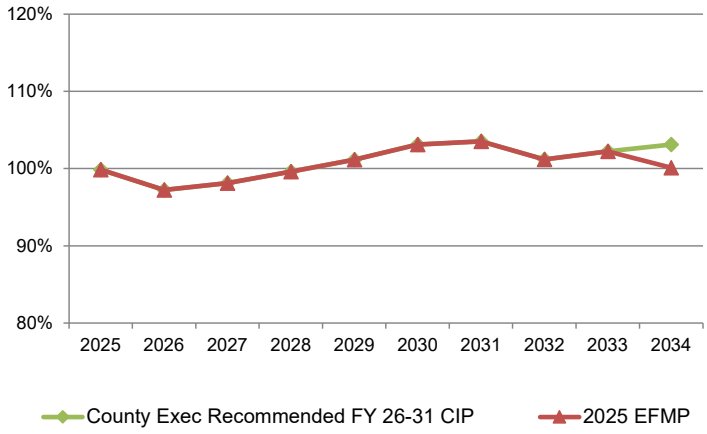
* Includes funding for projects anticipated in 2024 County Executive's recommended CIP.

Elementary Schools

The bulk of the major capital projects planned are at the elementary level. FCPS is presenting a 10-year plan that provides an additional 3,631 seats including three new elementary schools and five replacements with additional capacity. The five replacement projects are Green Valley ES, Liberty ES, Middletown ES, Valley ES and Yellow Springs ES. Four limited renovation projects are not expected to increase capacity but will revitalize the educational environment and address our aging school needs.

FCPS is using several innovative strategies to address facility needs at the elementary level. Based upon the logistical and schedule challenges associated with limited renovations, FCPS is using a modified Design-Build delivery method for the Ballenger Creek ES, Hillcrest ES, Spring Ridge ES and Twin Ridge ES limited renovation projects. This is the same delivery method used for the recent Thurmont ES and Monocacy ES limit renovation projects.

Figure 5D: Systemwide Percentage of SRC for Elementary Schools



For the Green Valley ES, Middletown ES/MS, Valley ES and Yellow Springs ES replacement projects, FCPS is using the Construction Manager at Risk (CMaR) delivery method to help mitigate risks associated with cost and logistics of working next to occupied schools. The IAC has reviewed and approved the delivery method for these projects. FCPS is co-locating two schools on the same campus at Middletown to one building since both buildings warranted replacement at the same time. Co-locating the schools at one facility allowed for efficiencies of construction and operation of the schools. Finally, FCPS will consider consolidation of small, underutilized elementary schools to improve efficiencies and allow broader access to educational programs.

Elementary school enrollments are projected to increase by 3,580 equated students between September 2024 and September 2034. With the additional 3,631 seats included in the EFMP, we expect to reach 100% of capacity system-wide at the elementary level by the fall of 2034 if all projects are funded as shown in Figure 5D. With projects constructed in accordance with the County Executive's recommended County FY26-31 Capital Improvement Plan (CIP), FCPS would be at 103% of SRC at the elementary level at the end of the 10-year period.

Middle Schools

A replacement of one middle school, the modernization of another and the construction of a new middle school are part of the upcoming 10-year plan. The replacement of Middletown MS, co-located with an elementary school replacement, is in design. The modernization of Walkersville MS is planned for the end of the ten year period. With an FCI of 76% and 62% respectively, Middletown and Walkersville middle schools are in critical need of attention. A new middle school #14 is planned to relieve overcrowding on the eastern side of the county.

Approximately 2,400 additional middle school students are projected between 2024 and 2034. The 10-year enrollment projections indicate that FCPS will reach 99% of capacity at the middle school level over the next 10 years, as shown in Figure 5D and Table 4B.

High Schools

High school enrollment is expected to increase by approximately 2,103 students between 2024 and 2034. The system wide percent of SRC at the high school level is currently 98% with four high schools over capacity. High school enrollment is expected to continue to grow reaching 100% of state rated capacity in 2027 with five high schools over capacity, and a high of 112% of systemwide SRC by 2033 (see Figure 5F).

Figure 5E: Systemwide Percentage of SRC for Middle Schools

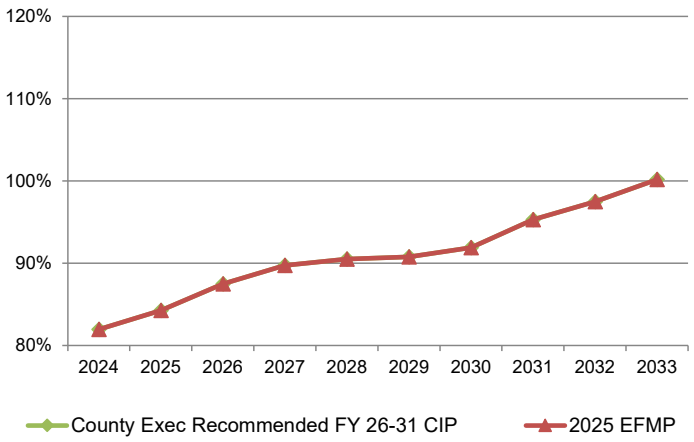
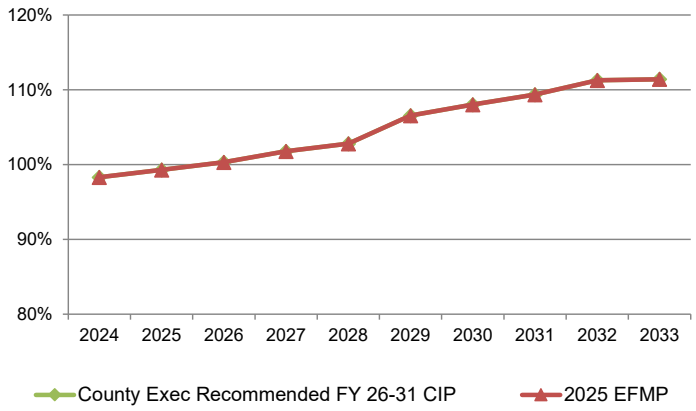


Figure 5F: Systemwide Percentage of SRC for High Schools



This plan proposes replacements of Brunswick HS with 63 additional seats and Middletown HS with no additional capacity. Design for a new high school #11 with 1600 seats is planned to begin in 2031, however this planned school will not provide relief until after the 10-year period. Only Brunswick HS is fully funded in the County Executive's recommended County FY26-31 Capital Improvement Plan (CIP).

Due to concentrated enrollment growth in the eastern part of the county, high school #11 is planned to relieve overcrowding at Walkersville, Linganore, Oakdale and Urbana high schools. Enrollment projections indicate that enrollments at these high schools together will exceed their capacity by 1,571 seats at the end of the 10-year period. Approximately 1,800 additional high school seats will be needed across the County by 2034. Since the additional seats needed are unevenly distributed across multiple high schools, a redistricting may be required to balance the enrollments rather than building a new high school #12 at this time.

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

Special Schools

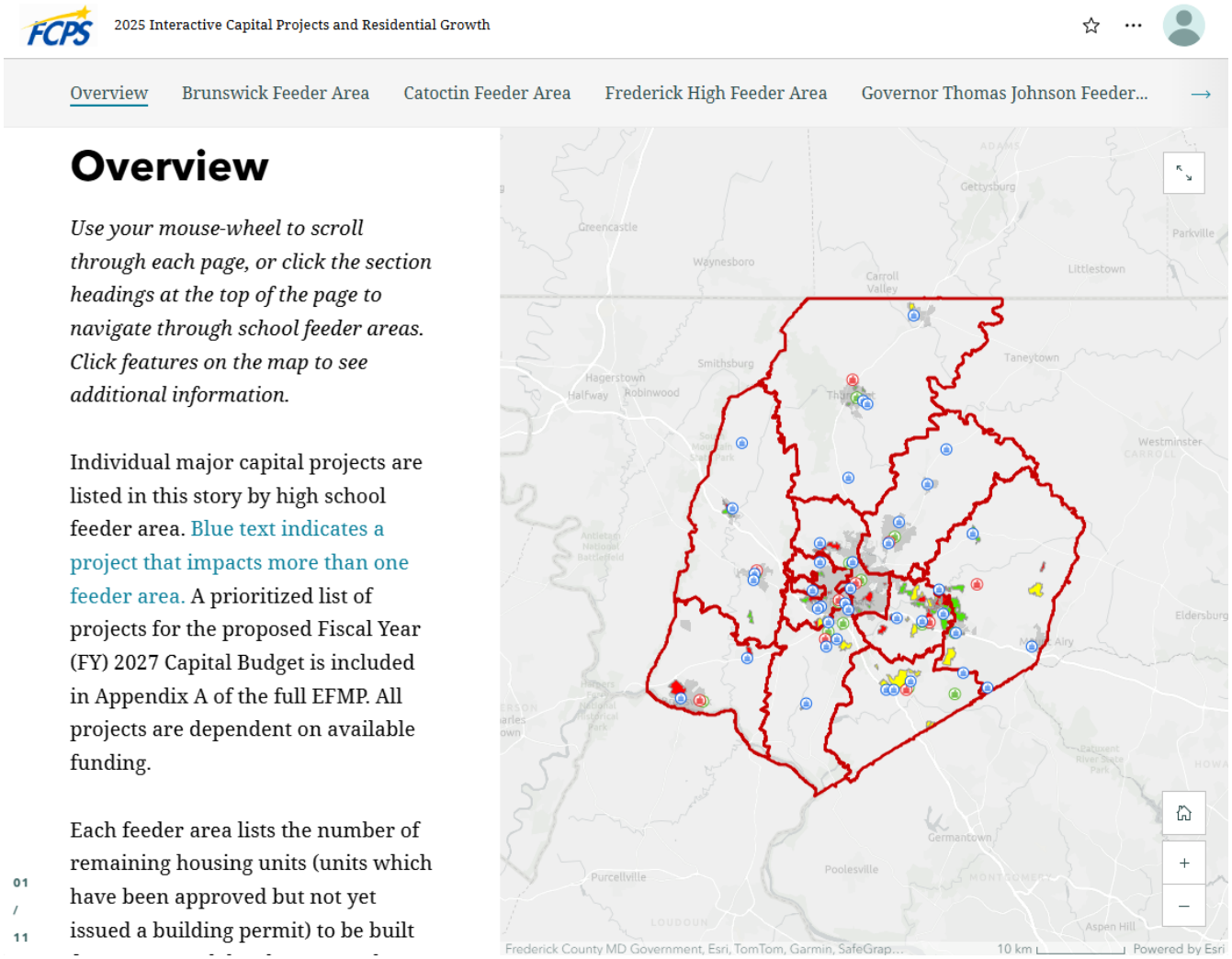
The Career Tech Center (CTC), located on the Frederick Community College campus, serves students in grades 10 through 12. Students remain enrolled in their home high school but attend classes in career programs provided at the CTC for half a day or the entire day. The CTC was originally constructed in 1977 with an addition in 1986. There have been no major modernizations done to the building since its original construction. FCPS will evaluate the CTC program and 48-year-old building to determine the facility needs over the next ten years.

PROPOSED PROJECTS BY FEEDERS

Individual major capital projects are detailed below by high school feeder area. A prioritized list of projects for the proposed FY27 Capital Budget is included in Appendix A.

FCPS has created an interactive map to help illustrate the proposed projects as well as provide information on approved housing units and potential student generation. All data was provided by Frederick County Public Schools and Frederick County Government. See Figure 5G below.

Figure 5G: Interactive Projects Map
Visit the interactive map.



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. While enrollment at Brunswick Elementary and Middle Schools is projected to remain stable or grow slowly, Brunswick High School is expected to exceed capacity by 2034. Ongoing residential growth in the Brunswick Crossing development will continue to impact this feeder area. The Woodbourne Manor subdivision in Jefferson has now reached buildout.

Table 5C: Brunswick Feeder Summary

School	9/30/2024 Actual Percent SRC	9/30/2025 Projected Percent SRC	9/30/2034 Projected Percent SRC	Attendance Area Trend	Capital Projects Planned
Brunswick ES	108%	96%	101%	Stable Enrollment	Redistricting of Brunswick ES and Valley ES for opening of Valley ES in fall 2025 to help balance enrollments
Valley ES	105%	88% (with additional seats from new building)	100% (with additional seats from new building)	Slow growth	Replacement of building on site at 745 student capacity opening in fall 2025
Brunswick MS	66%	66%	77%	Slow growth	
Brunswick HS	95%	97%	103% (with additional seats from new building)	Growing Enrollment	Design of replacement planned to begin in FY26

Catoctin Feeder

Located in the northern portion of Frederick County, this feeder includes the communities of Lewistown, Sabillasville, Thurmont, and Emmitsburg. Most schools in this feeder show stable or slow growth trends, with the exception of Catoctin High School, which is projected to experience a gradual decline in enrollment through 2034. Modest residential growth is anticipated, primarily in Thurmont.

Table 5D: Catoctin Feeder Summary

School	9/30/2024 Actual Percent SRC	9/30/2025 Projected Percent SRC	9/30/2034 Projected Percent SRC	Attendance Area Trend	Capital Projects Planned
Emmitsburg ES	95%	99%	102%	Stable enrollment	
Lewistown ES (split feeder to GTJHS)	71%	71%	79%	Declining enrollment	
Thurmont ES	59%	59%	66%	Slow growth	
Thurmont PS	74%	74%	83%	Slow growth	
Thurmont MS	54%	50%	53%	Stable enrollment	
Catoctin HS	75%	75%	67%	Declining enrollment	

Frederick Feeder

This feeder covers most of western Frederick City. Several residential developments under construction or nearing completion on the west and central side of the City are expected to drive substantial enrollment growth, particularly at Whittier ES and Frederick High School, both of which are projected to significantly exceed capacity by 2034.

Table 5E: Frederick Feeder Summary

School	9/30/2024 Actual Percent SRC	9/30/2025 Projected Percent SRC	9/30/2034 Projected Percent SRC	Attendance Area Trend	Capital Projects Planned
Butterfly Ridge ES	76%	77%	89%	Growing enrollment	
Hillcrest ES	109%	113%	120%	Growing enrollment followed by stable enrollment in last four years	Limited renovation planned to open in fall 2027
Lincoln ES (split feeder to THS)	88%	92%	107%	Stable enrollment	
Orchard Grove ES (split feeder to THS)	98%	97%	102%	Growing enrollment	
Parkway ES	112%	113%	122%	Stable enrollment	
Whittier ES	124%	131%	143%	Growing enrollment	
Crestwood MS (split feeder to GTJHS and THS)	85%	91%	106%	Growing enrollment	
West Frederick MS	74%	78%	90%	Growing enrollment	
Frederick HS	113%	111%	135%	Rapidly growing enrollment	

Governor Thomas Johnson Feeder

Serving the north and east sides of Frederick City, along with parts of the west side near West Patrick Street, this area is projected for steady enrollment growth, particularly at Spring Ridge ES, Yellow Springs ES, and Waverley ES. Active and upcoming residential development with the City is expected to contribute to enrollment growth. Several schools in this feeder are projected to exceed capacity by the end of the 10-year period, and new elementary school construction is planned to address these needs.

Table 5F: Governor Thomas Johnson Feeder Summary

School	9/30/2024 Actual Percent SRC	9/30/2025 Projected Percent SRC	9/30/2034 Projected Percent SRC	Attendance Area Trend	Capital Projects Planned
Lewistown ES (split feeder to CHS)	71%	71%	79%	Stable enrollment	
Monocacy ES	95%	96%	101%	Stable enrollment with slow growth in last four years	
North Frederick ES	88%	93%	103%	Growing enrollment	
Spring Ridge ES (split feeder to OHS)	94%	97%	109%	Growing enrollment	Limited renovation opening in fall 2025
Waverley ES	93%	95%	119%	Rapidly growing enrollment	
Yellow Springs ES	139%	144%	106% (with additional seats from new building)	Growing enrollment	Replacement building on nearby new school site at a capacity of 745 to relieve capacity issues in fall 2026
Crestwood MS (split feeder to FHS and THS)	85%	91%	106%	Growing enrollment	
Governor Thomas Johnson MS (split feeder to OHS)	59%	59%	73%	Growing enrollment	
Monocacy MS	76%	74%	88%	Growing enrollment	
Governor Thomas Johnson HS	92%	91%	93%	Stable enrollment	
Future Elementary School #42					Design and a potential redistricting planned to begin in FY30
Future Elementary School #43					Design and a potential redistricting planned to begin in FY32

Linganore Feeder

The eastern side of Frederick County, along the I-70 corridor and including the communities of Libertytown, Green Valley/Monrovia, Mount Airy and New Market are part of the Linganore feeder pattern. Some residential growth is expected in this feeder area, primarily within the Town of New Market and Libertytown. Recent growth from the Landsdale development in Monrovia has contributed to substantial enrollment growth in this area. An elementary site was dedicated as a condition of approval for the Landsdale development and will be the home of the replacement for Green Valley ES opening in fall 2025.

Table 5G: Linganore Feeder Summary

School	9/30/2024 Actual Percent SRC	9/30/2025 Projected Percent SRC	9/30/2034 Projected Percent SRC	Attendance Area Trend	Capital Projects Planned
Blue Heron ES (split feeder to OHS)	92%	92%	109%	Growing enrollment	
Green Valley ES (split feeder to UHS)	170%	116% (with additonal seats from new building)	150% (with additional seats from new building)	Steady growth	Replacement building on future school site in Landsdale development in progress to open fall 2025 adding 224 seats
Kemptown ES (split feeder to UHS)	115%	118%	121%	Stable enrollment	
Liberty ES	98%	104%	49% (with additional seats from new building)	Growing enrollment	Replacement planned to open in fall 2031 with potential redistricting in FY30
New Market ES	91%	93%	102%	Growing enrollment	
Twin Ridge ES	103%	105%	122%	Growing enrollment	Limited renovation planned to open in fall 2027
New Market MS	87%	85%	113%	Rapidly growing enrollment	
Windsor Knolls MS (split feeder to UHS)	83%	92%	133%	Rapidly growing enrollment	
Linganore HS	99%	98%	140%	Growing enrollment in first few years followed by rapid enrollment growth	Future high school #11 (below) anticipated to relieve capacity issues.

Continued on next page

Future Middle School #14					Anticipated to relieve capacity issues at New Market MS as well as three other middle schools; planned to start design and a potential redistricting in FY35
Future High School #11					Anticipated to relieve capacity at Linganore HS as well as three other high schools; Design of new school planned to begin in FY32

Middletown Feeder

This feeder includes the communities of Wolfsville, Myersville, and Middletown in central western Frederick County. While enrollment growth is generally minimal, Middletown Middle School is projected to exceed capacity by 2034, with modest growth expected in the second half of the projection period.

Table 5H: Middletown Feeder Summary

School	9/30/2024 Actual Percent SRC	9/30/2025 Projected Percent SRC	9/30/2034 Projected Percent SRC	Attendance Area Trend	Capital Projects Planned
Middletown ES	96%	99%	89% (with additional seats from new building)	Stable enrollment	Replacement co-located Middletown ES/MS to open in fall 2027
Middletown PS	106%	105%	117%	Slow growth	
Myersville ES	93%	94%	95%	Stable enrollment	
Wolfsville ES	82%	82%	100%	Slow growth followed by stable enrollment	
Middletown MS	78%	77%	105%	Growing enrollment	Replacement co-located Middletown ES/MS to open in fall 2027 with a lower capacity than the existing MS building.
Middletown HS	77%	79%	89%	Stable enrollment for the first half of 10-year period followed by growth in second half	Design for replacement planned to begin in FY35.

Oakdale Feeder

Centered around the Lake Linganore community and the surrounding areas of Spring Ridge, Bartonsville, and Holly Hills, this is one of the fastest-growing feeders in the County. All schools are projected to exceed capacity, with Oakdale ES expected to operate at nearly 200% of its SRC by 2034 under its current attendance area. Continued development in the Eaglehead/Linganore PUD is expected to add over 1,000 students. A redistricting study is currently underway for the new elementary school #41, which is expected to relieve much of the overcrowding projected for Oakdale ES when the new elementary school opens in August of 2026. New middle and high schools are also planned to relieve enrollment pressures, although these new schools are not planned to open until after the 10-year plan. FCPS will continue to closely monitor growth in this area.

Table 5I: Oakdale Feeder Summary

School	9/30/2024 Actual Percent SRC	9/30/2025 Projected Percent SRC	9/30/2034 Projected Percent SRC	Attendance Area Trend	Capital Projects Planned
Blue Heron ES (split feeder to LHS)	92%	92%	109%	Growing enrollment	
Deer Crossing ES	87%	88%	112%	Growing enrollment	
Oakdale ES	157%	154%	195%	Rapidly growing enrollment	Capacity to be relieved by future Elementary School #41 opening in fall 2026.
Spring Ridge ES (split feeder to GTJHS)	94%	97%	109%	Growing enrollment	Limited renovation opening in fall 2025.
Governor Thomas Johnson MS (split feeder to GTJHS)	59%	59%	73%	Growing enrollment	
Oakdale MS	93%	98%	137%	Rapidly growing enrollment	
Oakdale HS	105%	106%	136%	Rapidly growing enrollment	Future High School #11 (below) anticipated to relieve capacity issues
Future Elementary School #41					Redistricting in FY26 to balance enrollments. New 882-seat school opening in fall 2026 in Greenview PUD.
Future Elementary School #43					Design and a potential redistricting planned to begin in FY32

Continued on next page

Future Middle School #14					Anticipated to relieve capacity issues at New Market MS as well as three other middle schools; planned to start design and a potential redistricting in FY35
Future High School #11					Anticipated to relieve capacity at Oakdale HS as well as three other high schools; Design of new school planned to begin in FY32

Tuscarora Feeder

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

Table 5J: Tuscarora Feeder Summary

School	9/30/2024 Actual Percent SRC	9/30/2025 Projected Percent SRC	9/30/2034 Projected Percent SRC	Attendance Area Trend	Capital Projects Planned
Ballenger Creek ES	113%	116%	141%	Rapidly growing enrollment	Limited renovation opening in fall 2025
Carroll Manor ES	88%	88%	99%	Growing enrollment	
Lincoln ES (split feeder to FHS)	88%	92%	107%	Growing enrollment	
Orchard Grove ES (split feeder to FHS)	98%	97%	102%	Stable enrollment	
Tuscarora ES	123%	126%	151%	Rapidly growing enrollment	
Ballenger Creek MS	89%	86%	94%	Stable enrollment followed by slow growth at end of 10 years	
Crestwood MS (split feeder to FHS and GTJHS)	85%	91%	106%	Growing enrollment	
Tuscarora HS	96%	97%	99%	Growing enrollment in first half followed by stable enrollments	
Future Elementary School #42					Design and a potential redistricting planned to begin in FY30

Urbana Feeder

Located in the southeastern portion of the County along the I-270 corridor, this feeder has experienced significant growth from the Urbana PUD and Urbana Northern MXD. Most schools will continue to grow through the decade, though at a slower pace as development nears completion. Sugarloaf ES is projected to reach 138% of capacity by 2034, indicating continued enrollment pressures in this area. FCPS will continue to closely monitor capacity and evaluate the need for relief.

Table 5K: Urbana Feeder Summary

School	9/30/2024 Actual Percent SRC	9/30/2025 Projected Percent SRC	9/30/2034 Projected Percent SRC	Attendance Area Trend	Capital Projects Planned
Centerville ES	78%	78%	78%	Stable enrollment	
Green Valley ES (split feeder to LHS)	170%	116% (with additional seats from new building)	150% (with additional seats from new building)	Steady growth	Replacement building on future school site in Landsdale development in progress to open fall 2025 adding 224 seats
Kemptown ES (split feeder to LHS)	115%	118%	121%	Stable enrollment	
Sugarloaf ES	110%	109%	138%	Growing enrollment	
Urbana ES	95%	98%	114%	Growing enrollment	
Urbana MS	106%	108%	131%	Growing enrollment	
Windsor Knolls MS (split feeder to LHS)	83%	92%	133%	Rapidly growing enrollment	
Urbana HS	103%	105%	116%	Growing enrollment	Future High School #11 (below) anticipated to relieve capacity issues.
Future High School #11					Anticipated to relieve capacity at Urbana HS as well as three other high schools; Design of new school planned to begin in FY32

Walkersville Feeder

This feeder includes the towns of Walkersville and Woodsboro along with portions of northeastern Frederick City. Moderate enrollment growth is expected at Walkersville ES and MS. Walkersville HS is projected to remain slightly over capacity, and a modernization project is planned to begin design in FY31.

Table 5L: Walkersville Feeder Summary

School	9/30/2024 Actual Percent SRC	9/30/2025 Projected Percent SRC	9/30/2034 Projected Percent SRC	Attendance Area Trend	Capital Projects Planned
Glade ES	88%	88%	90%	Stable enrollment	
New Midway/ Woodsboro ES	86%	87%	100%	Slow growth	
Walkersville ES	99%	100%	117%	Growing enrollment	
Walkersville MS	70%	70%	75%	Stable enrollment followed by slow growth at end of 10-year period	Modernization planned to begin design phase in FY31
Walkersville HS	109%	104%	105%	Declining enrollments followed by slow growth. Net steady enrollment between first and last year of projections	Future High School #11 (below) anticipated to relieve capacity issues at Walkersville HS
Future High School #11					Anticipated to relieve capacity at Walkersville HS as well as three other high schools; Design of new school planned to begin in FY32

Special Schools

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

Other Facilities: New Bus Depot

The FCPS Transportation Department operates out of the Hayward Road Annex at 7446 Hayward Road, located on the north side of Frederick City. All management, routing, dispatch, training, and payroll operations take place at this facility. Maintenance for roughly 450 buses and 226 fleet vehicles primarily take place at the Hayward Road Annex in a 5-bay, 5,500 sq. ft. shop. The Hayward Road Annex accommodates less than a third of the refueling and parking needs; other buses refuel at Linganore High School, County fueling stations, or at gas stations using a fueling credit card and are parked in 29 locations around the county or at the homes of their drivers.

A new satellite bus depot facility is planned for the Urbana area. FCPS is responsible for transporting approximately 32,000 students every day from all corners of the county using close to 450 school buses to provide this service. These buses also provide transportation for field trips, mid-day programs, and after-school programs. The Hayward Road Annex does not meet the current and future needs of the transportation department. Expansion of the annex on its current property is not feasible because of the site constraints and associated costs. Additionally, the annex does not provide enough long-term parking and maintenance repair opportunities to meet the needs of our growing county. As more growth occurs on the south and east side of the County, and more buses are in service there, staff at the current location are experiencing difficulty responding to bus maintenance needs timely and efficiently. More recently, it has become increasingly problematic to access the needed fuel and service with the increasing miles from the work or parking location to the service location. The bus satellite depot project seeks ways to optimize the Transportation Department's operations to conserve physical and financial resources, while simultaneously improving the health and safety of FCPS staff. Construction is expected to begin in FY2030 and open in 2032.



APPENDICES

APPENDIX A: DRAFT FY2027 BOARD OF EDUCATION CAPITAL BUDGET

Source: Frederick County Public Schools, May 2025

FREDERICK COUNTY PUBLIC SCHOOLS
PROPOSED CAPITAL BUDGET
Fiscal Year 2027

PROJECT DESCRIPTION	Funding Request* LOCAL	STATE (000's omitted)	TOTAL
Yellow Springs ES Replacement - Construction	$0	$5,549	$5,549
Middletown Co-Located ES/MS-Construction	$37,813	$40,589	$78,402
New elementary school #41 - Construction	$0	$34,125	$34,125
Brunswick HS Replacement - Design/Construction	$28,228	$64,651	$92,879
Liberty ES Replacement - Design	$0	$0	$0
New Bus Depot	$1,500	$0	$1,500
Subtotal	$67,541	$144,914	$212,455
BUILDING/SITE IMPROVEMENTS:			
Portable Classroom Relocation/Replacement	$2,500	$0	$2,500
Hillcrest ES Limited Renovation - Design	$14,191	$0	$14,191
Future Limited Renovation - Design	$6,750	$0	$6,750
Middletown HS Roof Replacement (Section A)	$297	$764	$1,061
Tuscarora HS Roof & Flashing Replacement (Sections 6, 12, 13)	$81	$207	$288
Walkersville MS Roof Replacement (Sections E, G)	$840	$2,161	$3,001
Playground Equipment Replacement	$350	$0	$350
Systemic Contingency	$750	$0	$750
TOTALS	$93,300	$148,046	$241,346

***Major construction project budgets reflect current budget estimates and may be revised at time of submission to the County and State in fall 2025. State funding request includes new requests only and does not include request for repayment of capital dollars forward funded by the County.**

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

APPENDIX B: FREDERICK COUNTY EXECUTIVE JESSICA FITZWATER'S PROPOSED FY 26-31 CAPITAL IMPROVEMENT PROGRAM (CIP) AND FREDERICK COUNTY APPROVED FY 25-30 CIP

Source: Frederick County, April 2025 and July 2024

FY2026 - 2031 Proposed Capital Improvement Program
Board of Education

Project	6-year	Total Project	Prior	2026	2027
New/Modernizations					
Dedicated Reserve for Future Years for School Construction	65,270,726	86,617,164	21,346,438	(16,347,434)	(4,441,235)
Yellow Springs ES Replacement	9,179,808	61,361,950	52,182,142	9,179,808	0
Middletown Co-located ES/MS replacement	95,891,033	125,465,445	29,574,412	58,077,681	37,813,352
Liberty ES: Replacement	66,387,546	66,466,046	78,500	0	0
Brunswick HS: Replacement	155,658,745	155,844,753	186,008	5,427,694	28,228,532
New ES Site #41	66,939,259	72,939,259	6,000,000	66,939,259	0
New ES Site #42	61,037,460	63,037,460	0	0	0
Walkersville MS: Modernization	7,773,943	77,601,304	0	0	0
FCPS Bus Facility	3,000,000	11,163,695	8,163,695	1,500,000	1,500,000
Total: New/Modernizations	531,138,520	720,497,076	117,531,195	124,777,008	63,100,649
Systemic					
Systemics - Generic	22,526,000	28,866,050	6,340,050	5,276,000	3,250,000
Limited Renovations Systemic	33,750,000	33,877,965	127,965	0	6,750,000
Twin Ridge ES Limited Renovations	20,752,658	20,752,658	0	20,752,658	0
Hillcrest ES Limited Renovations	19,191,500	19,191,500	0	5,000,000	14,191,500
New Buses-Capacity	460,000	1,694,802	1,234,802	460,000	0
Portable Classrooms FY2026	7,500,000	7,500,000	0	2,500,000	1,000,000
Total: Systemic	104,180,158	111,882,975	7,702,817	33,988,658	25,191,500
Total Expense	**635,318,678**	**832,380,051**	**125,234,012**	**158,765,666**	**88,292,149**
Funding					
General Fund	189,633,455	224,220,179	29,031,724	32,170,754	29,493,957
General Fund Bonds & Capital Leases	87,218,295	147,385,592	30,687,528	13,649,421	15,925,231
Recordation Tax & Bonds	30,750,000	31,014,508	264,508	14,000,000	1,250,000
Impact Fees & Bonds	50,884,680	60,274,047	9,389,367	15,203,185	800,000
School Mitigation Fee	25,768,322	28,768,322	3,000,000	18,768,322	0
Grants	90,290,465	124,814,243	34,523,778	15,290,465	15,000,000
Other	160,773,461	215,903,160	18,337,107	49,683,519	25,822,961
Total Funding Sources	**635,318,678**	**832,380,051**	**125,234,012**	**158,765,666**	**88,292,149**

FY2026 - 2031 Proposed Capital Improvement Program
Board of Education - Continued

Project	2028	2029	2030	2031	Costs After
New/Modernizations					
Dedicated Reserve for Future Years for School Construction	(539,142)	27,388,921	28,840,534	30,369,082	0
Yellow Springs ES Replacement	0	0	0	0	0
Middletown Co-located ES/MS replacement	0	0	0	0	0
Liberty ES: Replacement	0	13,731,990	50,455,556	2,200,000	0
Brunswick HS: Replacement	80,000,000	30,000,000	12,002,519	0	0
New ES Site #41	0	0	0	0	0
New ES Site #42	0	0	14,799,520	46,237,940	2,000,000
Walkersville MS: Modernization	0	200,000	0	7,573,943	69,827,361
FCPS Bus Facility	0	0	0	0	0
Total: New/Modernizations	79,460,858	71,320,911	106,098,129	86,380,965	71,827,361
Systemic					
Systemics - Generic	3,250,000	3,250,000	3,750,000	3,750,000	0
Limited Renovations Systemic	6,750,000	6,750,000	6,750,000	6,750,000	0
Twin Ridge ES Limited Renovations	0	0	0	0	0
Hillcrest ES Limited Renovations	0	0	0	0	0
New Buses-Capacity	0	0	0	0	0
Portable Classrooms FY2026	1,000,000	1,000,000	1,000,000	1,000,000	0
Total: Systemic	11,000,000	11,000,000	11,500,000	11,500,000	0
Total Expense	**90,460,858**	**82,320,911**	**117,598,129**	**97,880,965**	**71,827,361**
Funding					
General Fund	27,453,121	31,931,960	36,810,649	31,773,014	5,555,000
General Fund Bonds & Capital Leases	3,694,750	25,126,869	24,527,095	4,294,929	29,479,769
Recordation Tax & Bonds	3,000,000	5,000,000	4,000,000	3,500,000	0
Impact Fees & Bonds	4,500,000	1,859,873	16,031,113	12,490,509	0
School Mitigation Fee	0	0	3,000,000	4,000,000	0
Grants	15,000,000	15,000,000	15,000,000	15,000,000	0
Other	36,812,987	3,402,209	18,229,272	26,822,513	36,792,592
Total Funding Sources	**90,460,858**	**82,320,911**	**117,598,129**	**97,880,965**	**71,827,361**

FY2025 - 2030 Adopted Capital Improvement Program
Board of Education

Project	6-year	Total Project	Prior	2025	2026
New/Modernizations					
Dedicated Reserve for Future Years for School Construction	142,848,819	142,848,819	0	21,346,438	22,447,156
Yellow Springs ES Replacement	37,021,638	54,289,142	17,267,504	34,914,638	2,107,000
Middletown Co-located ES/MS replacement	104,737,267	113,553,482	8,816,215	20,758,197	77,754,070
Liberty ES: Replacement	55,931,688	56,010,188	78,500	0	0
Brunswick HS: Replacement	134,147,898	134,333,906	186,008	0	0
Valley ES Replacement/Addition	0	56,060,976	56,060,976	0	0
New ES Site #41 (formerly Eastern ES)	60,773,164	63,773,164	3,000,000	0	19,766,044
Green Valley ES Replacement/Addition	0	53,053,655	53,053,655	0	0
New ES Site #42 (Southern Frederick area ES)	46,116,217	48,116,217	0	0	0
Walkersville MS: Modernization	200,000	68,495,961	0	0	0
FCPS Bus Facility	4,500,000	11,163,695	6,663,695	1,500,000	1,500,000
Total: New/Modernizations	586,276,691	801,699,205	145,126,553	78,519,273	123,574,270
Systemic					
Systemics - Generic	17,735,000	17,735,000	0	4,235,000	2,500,000
Limited Renovations Systemic	20,250,000	20,377,965	127,965	0	0
Monocacy ES Limited Renovations	0	18,110,610	18,110,610	0	0
Spring Ridge ES Limited Renovations	5,492,890	18,206,259	12,713,369	5,492,890	0
Ballenger Creek ES Limited Renovations	2,778,284	14,950,284	12,172,000	2,778,284	0
Twin Ridge ES Limited Renovations	20,752,658	20,752,658	0	0	14,622,055
Hillcrest ES Limited Renovations	19,191,500	19,191,500	0	0	850,000
New Buses-Capacity	314,802	1,234,802	920,000	314,802	0
Portable Classrooms FY2025	7,500,000	7,500,000	0	2,500,000	1,000,000
Total: Systemic	94,015,134	138,059,078	44,043,944	15,320,976	18,972,055
Total Expense	**680,291,825**	**939,758,283**	**189,170,497**	**93,840,249**	**142,546,325**
Funding					
General Fund	189,259,094	200,219,954	7,779,453	27,498,785	40,324,878
General Fund Bonds & Capital Leases	109,382,656	171,062,535	36,679,879	21,232,306	16,425,162
Recordation Tax & Bonds	9,513,950	26,898,458	17,384,508	1,058,950	3,000,000
Impact Fees & Bonds	46,067,857	68,838,557	22,770,700	4,018,667	7,660,691
School Mitigation Fee	19,775,796	25,054,968	5,279,172	1,264,692	2,000,000
Grants	98,385,860	185,081,529	86,695,669	23,385,860	15,000,000
Other	207,906,612	262,602,282	12,581,116	15,380,989	58,135,594
Total Funding Sources	**680,291,825**	**939,758,283**	**189,170,497**	**93,840,249**	**142,546,325**

FY2025 - 2030 Adopted Capital Improvement Program
Board of Education - Continued

Project	2027	2028	2029	2030	Costs After
New/Modernizations					
Dedicated Reserve for Future Years for School Construction	23,636,856	24,380,361	25,135,772	25,902,236	0
Yellow Springs ES Replacement	0	0	0	0	0
Middletown Co-located ES/MS replacement	6,225,000	0	0	0	0
Liberty ES: Replacement	0	17,383,342	36,348,346	2,200,000	0
Brunswick HS: Replacement	11,938,676	27,139,664	85,838,558	9,231,000	0
Valley ES Replacement/Addition	0	0	0	0	0
New ES Site #41 (formerly Eastern ES)	38,807,120	2,200,000	0	0	0
Green Valley ES Replacement/Addition	0	0	0	0	0
New ES Site #42 (Southern Frederick area ES)	0	0	16,776,330	29,339,887	2,000,000
Walkersville MS: Modernization	200,000	0	0	0	68,295,961
FCPS Bus Facility	1,500,000	0	0	0	0
Total: New/Modernizations	82,307,652	71,103,367	164,099,006	66,673,123	70,295,961
Systemic					
Systemics - Generic	2,500,000	2,500,000	3,000,000	3,000,000	0
Limited Renovations Systemic	0	6,750,000	6,750,000	6,750,000	0
Monocacy ES Limited Renovations	0	0	0	0	0
Spring Ridge ES Limited Renovations	0	0	0	0	0
Ballenger Creek ES Limited Renovations	0	0	0	0	0
Twin Ridge ES Limited Renovations	6,130,603	0	0	0	0
Hillcrest ES Limited Renovations	13,750,000	4,591,500	0	0	0
New Buses-Capacity	0	0	0	0	0
Portable Classrooms FY2025	1,000,000	1,000,000	1,000,000	1,000,000	0
Total: Systemic	23,380,603	14,841,500	10,750,000	10,750,000	0
Total Expense	**105,688,255**	**85,944,867**	**174,849,006**	**77,423,123**	**70,295,961**
Funding					
General Fund	27,643,249	30,575,049	35,177,147	28,039,986	3,181,407
General Fund Bonds & Capital Leases	11,182,762	14,316,987	40,240,689	5,984,750	25,000,000
Recordation Tax & Bonds	1,955,000	1,500,000	2,000,000	0	0
Impact Fees & Bonds	6,270,000	4,204,873	14,801,536	9,112,090	0
School Mitigation Fee	11,511,104	0	2,000,000	3,000,000	0
Grants	15,000,000	15,000,000	15,000,000	15,000,000	0
Other	32,126,140	20,347,958	65,629,634	16,286,297	42,114,554
Total Funding Sources	**105,688,255**	**85,944,867**	**174,849,006**	**77,423,123**	**70,295,961**

APPENDIX C: PROPOSED CALENDAR FOR THE EFMP AND FY2027 CAPITAL BUDGET

Source: Frederick County Public Schools, May 2025

RECOMMENDED CALENDAR
for the
EDUCATIONAL FACILITIES MASTER PLAN
and the
FY 2027 CAPITAL BUDGET

June 2024	Superintendent's Recommended Educational Facilities Master Plan presented to the Board of Education
June 2024	Board of Education accepts public comment and takes action to adopt the Educational Facilities Master Plan and confirm FY25 priorities
October 2024	Board of Education FY 2026-2031 requests for state funded projects due to the Interagency Commission (IAC) on School Construction. County Executive communicates support to IAC
October 2024	FY 2026-2031 CIP requests due to county staff
October and November 2024	IAC staff review of requests for state funded projects
December 2024	IAC preliminary approval of school construction allocation
January and February 2025	County staff workshops on CIP requests
April 2025	County Executive proposed FY 2026-2031 CIP issued
May 2025	County Council's public hearings on County Executive proposed FY 2026 Capital Budget and FY 2026-2031 CIP
June 2025	IAC final approval of school construction allocation
June 2025	County adopts FY 2026 Capital Budget and FY 2026-2031 CIP

APPENDIX D: FREDERICK COUNTY CAPITAL IMPROVEMENT PROGRAM POLICIES

Source: Frederick County Budget Office, September 2024

CAPITAL IMPROVEMENTS PROGRAM POLICIES

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

1. The County will prepare and adopt a six-year Capital Improvements Program (CIP), update it annually, and make all capital improvements in accordance with the Capital Budget.

2. The County will attempt to budget pay-go funding for capital improvements at an amount equal to 7% of General Fund operating revenues. All pay-go sources will be considered in total in reaching this goal except for direct third party donations or grants. Other capital funding will be obtained by general obligation bonds/leases state and federal grants, enterprise fund resources and other sources.

3. The Budget Office will annually review the County's debt affordability standards, update the study to keep within the Fixed Cost Policy, and compare to the County's peer group. The results will be submitted to the County Executive for review.

4. It shall be the goal of each six-year CIP to provide sufficient funding to achieve a County-wide school capacity equal to 90% of the state-rated school capacity based on six-year projected enrollments system-wide.

5. The County will attempt to utilize funds collected through the school construction fee option (§ 1-20-62 of the Frederick County Code) for school improvements within the feeder pattern where the fee was collected.

6. A capital project in the CIP shall have the following characteristics:

    a. The project will add to the government's public infrastructure

    OR

    The project will result in a major repair of a fixed asset that significantly adds to or preserves the life of the original asset

    OR

    The project will establish or enhance internal computer/program systems. This excludes routine expenses such as maintenance, license renewals, etc.

    OR

    The project will meet long-term regulatory requirements

b. The project will have an estimated individual project cost totaling $100,000 or more. Projects of less than $100,000 will only be permitted when required for State or Federal funding. Multiple projects in a single category, that total $100,000 or more will also be considered if they meet all other characteristics.

c. Acquisition of land for future projects (land banking) will be eligible when it has been identified as a need in the six-year CIP, in the Livable Frederick Master Plan or associated planning documents, or when it can be shown as necessary in the implementation of community and corridor plans or other County policies.

d. Municipal projects will be considered if the project is not exclusively for municipal residents or if the project is a cooperative effort by municipal, county and/or state agencies.

7. Eligible capital costs will include Land Acquisition, Real Estate, Site Improvements, Planning, Design, Construction, Inspection/Overhead, Technology Equipment/Infrastructure, Capital and Non-Capital Equipment/Vehicles (related to start-up costs or comprehensive replacement plan), and Project Management.

8. All capital costs listed in the CIP will be in current dollars and updated annually when submitted for inclusion in the CIP. Any change in project costs from the previously approved CIP must be justified in writing and include a new project summary form along with the reasons for the change in the project cost.

9. Construction of a project must be forecast within two years of completion of design work before funding for design will be approved unless the nature of the project warrants otherwise. Some examples are large purchases of land easements and state concurrence on project documents.

10. A project's construction bid process must be anticipated to begin in the upcoming fiscal year for it to be funded in the Capital Budget.

11. When construction funds are approved and construction is not undertaken within two years, the project will be evaluated for possible dis-appropriation in the Capital Budget and re-appropriation in the revised construction year. Under §512 of the County Charter, a capital project is considered abandoned if 3 fiscal years elapse without any expenditure from or encumbrance of the appropriation.

12. All capital projects will be reviewed and approved in accordance with Annotated Code of Maryland Land Use Article § 3-205 regarding consistency with the Livable Frederick Master Plan and associated implementation documents. The Livable Frederick Technical Committee may be consulted to provide input regarding consistency determinations. The Planning Commission will vote on the consistency based on the County Executive's proposed budget.

13. A Capital Improvements Program Committee shall be established and managed by the Budget Office. At a minimum a representative from the Budget Office, Finance Division, Planning and Permitting Division, and the County Executive's Office shall serve on the committee.

14. The Capital Improvements Program Committee will evaluate the merits of each requested project and recommend to the County Executive projects for inclusion in the County Executive Proposed Budget based on the following criteria:

    a. The project supports the "Development Framework" of the Livable Frederick Master Plan by directing capital investments to designated growth areas.

    b. The project implements a component of an approved Community, Corridor, Large Area or Functional Plan, or an approved facility or master plan.

    c. The project is consistent with and timed with other capital projects.

    d. The project does not duplicate service areas of other public facilities or services.

    e. The project will be implemented in a timely manner.

    f. The project reduces the cost of operations or energy consumption whenever possible.

    g. The project provides for the health, safety, and welfare of the community.

    h. The project meets regulatory requirements.

15. Projects scheduled in previously approved CIPs should be considered when establishing priorities for future CIP programs.

16. Every project will have a designated division or agency responsible for the execution and management of the project. For projects funded under the categories of Community College, Board of Education, and Municipalities those respective organizations will be responsible for the execution and management of their projects.

17. Following adoption of the CIP a project may be split into "sub-projects" for tracking and accounting purposes. However, the adopted project will retain the definition of a "project" as it relates to County policies, the County Code, and the County Charter.

18. Following completion of a project, any and all remaining surplus of County capital funds will revert to an unallocated account until reallocated through the Annual Budget process or through an amendment to the Capital Budget as provided in §513 of the County Charter.

19. The County will attempt to match timing of bond issues with construction needs. Use of General Fund surplus to forward fund projects will be minimized to the extent possible. The feasibility of establishing lines-of-credit and other short-term borrowings will be investigated to control cash flow requirements in accordance with existing policies, procedures and legislation.

20. Any new capital project proposed outside of the annual CIP process may only be considered as an amendment to the capital budget, must comply with §513 of the County Charter, and must adhere to the characteristics of a capital project as stated in policy #6 and #7.

APPENDIX E: STATE IAC FUNDING PRIORITIES

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

(2) Amendments must follow the same procedural steps as the original requests. The appropriate forms must be completed showing the amendments and must be clearly marked as amendments. All forms affected by the amendment must be revised, including Form 102.4.

(3) If amendments change the priority order of projects, submit the projects in new priority order, and change the Table of Contents and Form 102.4 appropriately.

b. All amendments must be approved by the local board of education. A cover letter signed by the superintendent indicating local board approval is sufficient.

c. The letter of support from the local government (see Section 102.1.B.6) must address all amended as well as unchanged project requests.

d. Late submission of extensive amendments to the scope or priority of projects, or inclusion of new projects, may jeopardize the inclusion of these projects in the recommendations that the PSCP staff will make to the IAC in early December for January approval by the BPW.

2. Amendments to an Approved Capital Improvement Program

a. Amendments to an approved CIP may be requested at any time.

b. The LEA should prepare the appropriate Forms 102.1, 102.2, and 102.4, and submit them along with appropriate justification and back-up information.

(1) Forms shall be clearly marked "Amendment," dated, and must be approved in writing by the board of education and the local government.

(2) After review, the LEA will be informed of IAC staff recommendations and IAC and BPW action. Opportunities for LEA appeal before the IAC and the BPW are the same as for the normal CIP approval process.

102.5 EVALUATION AND APPROVAL OF PROJECT REQUESTS

A. General

1. Projects will generally be evaluated on the basis of past and projected enrollments, not only at the school in question, but at adjacent or nearby schools, and on consistency with the EFMP.

a. Projects for additional capacity may not be recommended for planning approval or funding where adequate capacity is available at adjacent schools. See Section 102.4.B.2. and 102.4.B.4.b.

b. In most cases, enrollment projections of the subject and adjacent schools must show that the school will be at least 50% occupied at the completion of the project and will be fully utilized within seven years of the date of project submission.

2. Priority Order.

a. Although the LEA establishes priorities for its local capital program, the evaluation of these priorities with respect to other projects in the State and the limited State funds available is a function of the IAC and the BPW.

b. Generally, the IAC will follow the local priority order to the extent that projects are eligible and funds are anticipated to be available. Exceptions may be made:

(1) To approve projects that address State statutory mandates (e.g. full day kindergarten or prekindergarten for economically disadvantaged children) or State initiatives (e.g. high school science classroom renovations).

(2) At the request of the local Board, with concurrence by the local government.

c. Projects may be recommended for deferral or modification so that the most critically needed projects in the subdivision or in other subdivisions may proceed.

d. The IAC may also place a higher priority on projects that respond to State mandates or initiatives.

B. Procedure

1. Projects will be evaluated and assigned a project status code of "A," "B," "C," or "D." Project approval status is determined and assigned to a project based upon an evaluation of project merit and a number of technical factors specific to the project type, as follows:

a. "A" - Approved for planning or construction funding. All PSCP and LEA staff questions, problems, or comments are currently resolved; the project is approved; and project development should proceed. (Note: Projects will be shown as “A” in CIP documents submitted to the BPW following IAC approval, pending approval by the BPW.)

b. "B" - Deferred but eligible for planning or construction funding. All PSCP and LEA staff questions, problems, or comments are resolved; the project is eligible for funding but is deferred due to fiscal constraints.

c. "C" - Deferred based on issues yet to be resolved. The project as currently proposed or as it currently stands in the planning process is not eligible for approval until outstanding technical questions or problems have been resolved. Problem areas differ for different types of projects, and may include but are not necessarily limited to: site approval, capacity/enrollment, scope, estimated cost, availability of local funds, alternative solutions available, master plan inconsistency, other agency approvals, and progress of educational specifications or design documents,.

d. "D" - Denied: Ineligible project. The Project does not meet PSCP funding guidelines and is therefore ineligible for State approval of planning or funding. Typical causes for denial include but are not limited to:

(1) Systemic Renovation project has a total construction value less than the required minimum;

(2) Project type does not correspond to a CIP category (Section 102.1.C). The project may be eligible through another State funding program.

(3) School was renovated or system was installed too recently (Section 102.1.C.1)

2. All projects will be reviewed periodically prior to mid-April based on the stated criteria in order to be considered for planning approval or funding in the next fiscal year. New information submitted by the LEA may be considered for reclassification of project approval status. LEAs will be regularly notified of project status and outstanding issues of concern through formal and informal communications.

3. All requests will be reviewed for consistency with existing State and local priorities, rules, regulations, procedures, and laws that are applicable to State funded public school construction projects.

C. State Prioritization Methodology for Planning Requests

1. Steps in the Planning Prioritization Process

a. For each submitted CIP project that is eligible for planning approval (Project Status Code B, see above Section 102.5.B.1), a numerical score will be calculated based on the factors in 2. below, and the criteria factors that involve judgment outlined in 3. below will also be reviewed.

b. The points are intended to provide guidance to the staff of the Program in developing recommendations for consideration by the IAC. Other factors, including the judgment factors cited below as well as knowledge of each school system's needs and priorities, will influence the recommendations.

c. For each LEA that submits a request for planning, the eligible project that has the highest local priority will be assessed in order to ensure that each LEA that makes a request for planning approval receives consideration for at least one project.

d. The prioritized list that results from Step (3) will be continually revised until early April to incorporate new project information received during the CIP process as well as new estimates of total project funding.

2. Quantifiable Planning Criteria (each factor has a range of 1 to 5 (low to high))

a. State Educational Priority. Reflects scope of the project in terms of minor or major impact on educational programs and numbers of students, and whether the project addresses State educational mandates or initiatives, such as full day kindergarten, pre-kindergarten for economically disadvantaged children, or high school science.

b. Enrollment Priority. This factor measures the degree of overcrowding at a proposed school and its adjacent schools.

(1) For a renovation or addition project, the projected enrollment of the school for the seventh school year following the year of submission is divided by the current State Rated Capacity (SRC) to arrive at a decimal figure.

(2) For new schools, the aggregate projected enrollment of the adjacent schools for the seventh school year as shown in Form 102.2 is divided by their respective SRCs.

(3) The highest points go to the 20% of projects that have the greatest impacts, with lower point values awarded similarly by quintiles.

c. State Planning Goals. Reflects the impact that the proposed project will have on statewide planning goals to foster communities and mitigate sprawl. The possible points are awarded for school location as follows:

5 points: Community location (within Designated Neighborhoods or within corporate limits).
4 points: Certified Priority Funding Area adjacent to residential development.
3 points: Certified Priority Funding Area not adjacent to residential development.
2 points: County Growth Area with water and sewer planned.
1 point: Rural Area

d. Average Age of Building Area - This factor gives priority to older buildings. In order to determine the average age of the square footage for each building, the date of each addition and renovation is listed with its respective square footage. To determine the average of square footage:

(1) The proportion of area built or renovated in each year, based on the total square footage, is calculated.

(2) The age of each area of the building is multiplied by the proportion of total area it represents; the sum of these calculations is the average age of the building.

e. Special Populations - Beyond a certain threshold for each category of student, this factor reflects the percentage of students at the school who are receiving special education services outside the regular classroom, are eligible for free and reduced price meals (FRPM), and/or are English language learners reported as Limited English Proficient (LEP). The respective thresholds are:

(1) Greater than 10% of students receive special education services outside of the regular classroom more than 60% of the time;

(2) Greater than 40% of students receive FRPM; and/or

(3) Greater than 10% of students are LEP.

f. Other factors determined by the IAC, e.g.: One additional point for capacity projects that remove adequate public facility ordinance closure of housing in designated growth areas.

3. Planning Factors That Entail Judgment.

a. LEA's Backlog of Previously Approved Projects. If an LEA has a large backlog of projects to which the State has committed funds, additional projects will generally not be added to the list. If, however, the LEA is able to carry projects in the backlog to construction without immediate reimbursement from the State, planning approval for pressing new projects may be considered. Planning approval may also be considered to ensure that all LEAs that need them have future projects at some stage of development.

b. Local Capacity to Proceed with the Project. Some LEAs and local governments may have the capacity to proceed with the design of a project even if they do not receive State planning approval; others may require the commitment of funding implicit in State planning approval before they will proceed.

c. Total Cost of the Project, and When State Funds Will Be Required. A very large project, although it has a high priority, may block several other projects of lower priority; in this case, the State may, in consultation with the LEA, consider by passing the higher priority project. On the other hand, it may be that the costly project will extend over several years, and the impact on State funds will be relatively small in any one funding year.

d. Eligibility for State Reimbursement Using Bond Proceeds. For a locally funded project that is submitted for both planning and funding approval, if a project schedule indicates that delayed approval will require the use of State Pay-go funds rather than bond proceeds for reimbursement, the project may receive higher consideration. However, a locally funded project that has been completed and is only eligible for reimbursement with State Pay-go funds will generally receive lower consideration, based on an assessment of Pay-go fund availability.

e. Impact on Local Growth Outside of Priority Funding Areas. A capacity project in a county-designated growth area that is currently closed because of a local Adequate Public Facility Ordinance restriction may receive higher consideration.

f. Other. Other factors will be considered that may be specific to a school system or to a particular school project. These may include the impact that the proposed school project will have on the fiscal viability of the school district; the effect of the project on significant student behavior and/or achievement issues; the requirements of rural schools; and schools where a safety issue is present.

2.6 STATE MAXIMUM CONSTRUCTION ALLOCATION

Maximum Gross Area Allowance

1. General

a. The Maximum Gross Area Allowance is the size of the facility that, in the judgment of the IAC, can reasonably accommodate the number of students and the educational program.

b. The Maximum Gross Area Allowance is the product of the approved student enrollment and the maximum gross area allowance per student.

(1) The maximum gross area allowance per student is set by the Board of Public works upon recommendation of the IAC.

(2) The PSCP will periodically review the allocation of area per student for different grade levels and for different educational programs and may recommend changes to the IAC. The review will be based on current educational practice.

(3) See Appendix 102-B for:

i. Currently approved gross area allowance per student.

ii. Gross area allowance for specific program elements.

c. The maximum gross area allowance is the limit for State participation in a project. Costs of that part of a project which exceeds the maximum gross area allowance will be a local responsibility.

d. The maximum gross area allowance shall not be considered a minimum State space design standard. An LEA may build a school to a size larger or smaller than that determined through the calculation of the Maximum Gross Area Allowance.

(1) If the project area is larger than the Maximum Gross Area Allowance, the excess area is ineligible for State participation.

(2) If the project area is smaller than the Maximum Gross Area Allowance, the State participation will be based on the actual size of the project.

e. In some circumstances, the IAC may approve a Maximum Gross Area Allowance in excess of that derived from the Capacity and Space Formula. Examples include but are not limited to:

(1) Additions for programmatic purposes that result in a building that is larger than the Maximum Gross Area Allowance.

APPENDIX F: EXCERPTS FROM LIVABLE FREDERICK MASTER PLAN, ADOPTED BY FREDERICK COUNTY, SEPTEMBER 2019 AND SEPTEMBER 2012 FREDERICK COUNTY COMPREHENSIVE PLAN MAPS SOUTH FREDERICK CORRIDORS PLAN, ADOPTED APRIL 2024

Source: Frederick County, September 2012, September 2019, and April 2024

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

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

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

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

5,423

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

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

2017-2027 ES: +1,034

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

2017-2027 MS: +732

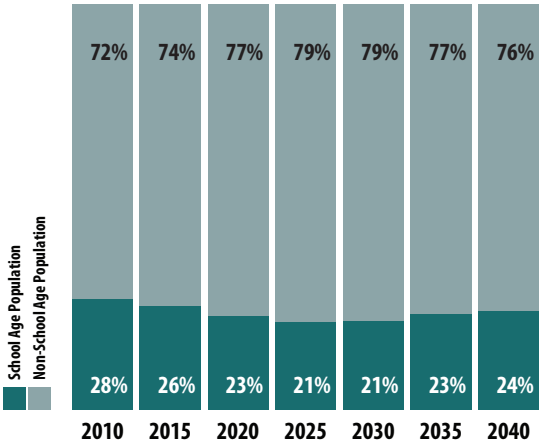
Between 2017 and 2027, public middle school enrollment was projected to increase by 732.

2017-2027 HS: +1,855

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

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

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



2010 POPULATION: 234,196

Estimated county population in 2010 was 234,196.

2025 POPULATION: 288,700

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

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

2010 ENROLLMENT: 40,236

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

2025 ENROLLMENT: 45,695

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

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

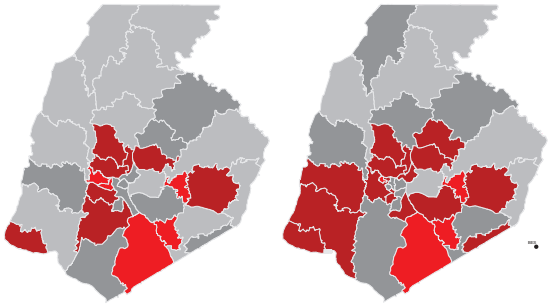
..and capacity in our school system remains a big challenge...

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

150%

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

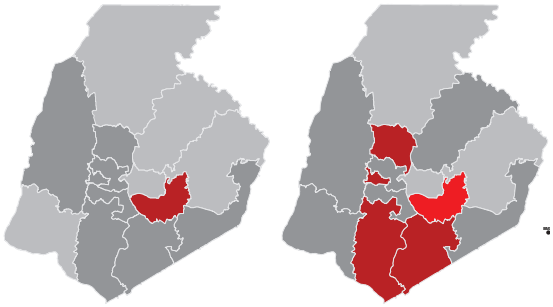
Elementary School



2016 Actual School Capacity by District

2026 Projected School Capacity by District

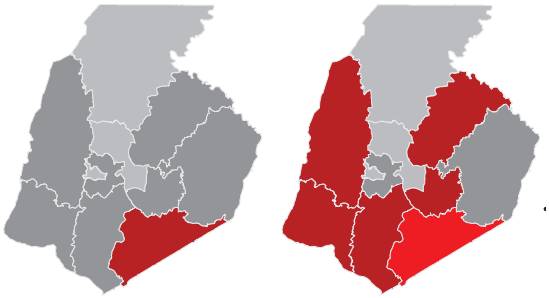
Middle School



2016 Actual School Capacity by District

2026 Projected School Capacity by District

High School



2016 Actual School Capacity by District

2026 Projected School Capacity by District

Percent of State Rated Capacity

<80%	80-99%	100-119%	≥120%

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

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

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

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

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

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

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

57%

012-2016 Frederick County Public Schools 5 Year Technology Plan

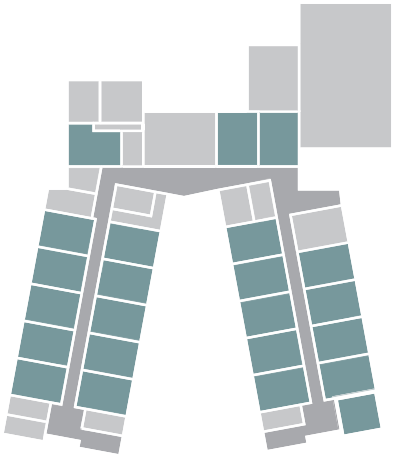
Building design affects attendance, concentration, & performance. Designs that provide good acoustics, quality indoor air, and plenty of daylight support learning.

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

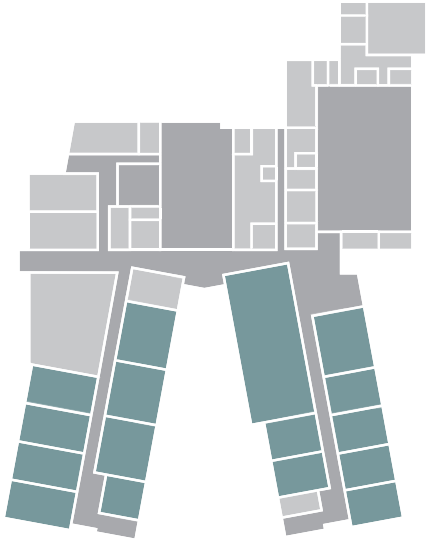
Recent school designs support the planning strategy of providing common areas and breakout spaces for group learning.

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

STANDARD ELEMENTARY SCHOOL FLOOR PLAN



TYPICAL SECOND FLOOR PLAN

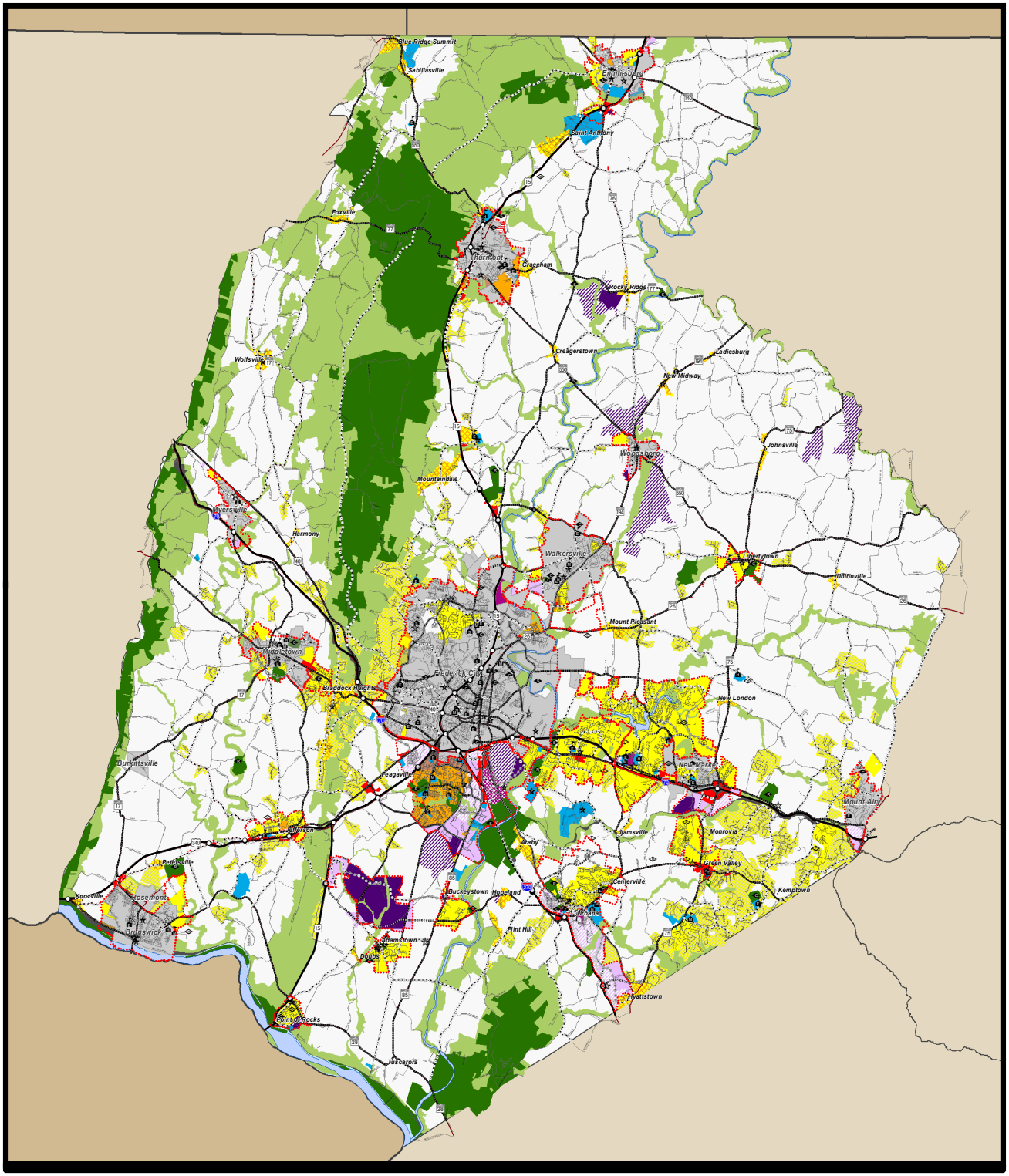


TYPICAL FIRST FLOOR PLAN

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

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

ECONOMY		
	Access to Education: Ensure that all students, regardless of age, have access to high quality educational opportunities and programs available in Frederick County to prepare them for jobs of the future or to enable them to become part of the workforce, contribute to the economy, and maintain a high quality of life.	
		Early Childhood: Expand opportunities for early childhood education programs and services in the county to ensure that all children have access to high quality early educational programs, which are predictors to success later in life.
		1) Work in collaboration with the public school system to plan and provide adequate facility space for public school early educational programming, especially as the needs for those program opportunities expand in the future. 3) Expand the number of county-run early educational facilities to increase the number of opportunities available and the number of students who have access to county or FCPS early childhood educational programming.
		Primary and Secondary: Continue to place top priority on the provision of outstanding educational facilities and opportunities to assist students in preparing for work and post-secondary education.
		1) Support efforts to increase opportunities for students to be trained in science, technology, engineering and mathematics to encourage students to pursue careers in those areas that will provide the workforce of the future. 2) Support continuous student exposure throughout K-12 education to the environmental sciences to instill a value for nature in future decisions about careers, life choices, and informed participation in public policy development. 3) Support strategies than can increase the percentage of individuals within specified racial, ethnic, gender, age, and military groups that have obtained high-quality post-secondary educational degrees or credentials. 4) Expand opportunities for additional Career and Technology Education (CTE) programs that will prepare students for a wide range of high-wage, high-skill, and high-demand jobs. 5) Seek opportunities to co-locate specialized educational programming regionally or within area colleges and universities. 6) Encourage and actively support the collaboration between schools, colleges, businesses, and other training organizations, such as with the LYNX program at Frederick High School (Linking Youth to New Experiences), in order to expose and encourage students to train for new businesses and industries emerging in our region and to tailor training and education to meet labor demands. 7) Extend agricultural educational opportunities into primary and secondary schools and encourage partnerships, such as with the Great Frederick Fair, on agricultural education initiatives. 8) Support arts centers and robust arts opportunities during and after school, which can pay dividends in ensuring students are skilled, optimistic, and positively engaged and prepared for today's economy.
HEALTH		
	Our Children: Improve the lives of all children by ensuring that no child is prevented from achieving positive goals, fulfilling their potential, or taking part in their community.	
		School Readiness: Support school readiness for all children in the county such that all children are ready for school, families are ready to support their children's learning, and schools are ready for children.



Comprehensive Plan

Adopted as part of the Countywide Comprehensive Plan Resolution #10-06, Effective: April 8, 2010

Amended: Resolution #12-19, Effective: September 13, 2012

Amended: Resolution #22-46, Effective: October 31, 2022

Frederick County, Maryland
Division of Planning & Permitting

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Community Growth Area

Land Use Plan Designations

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

Community Facilities*

Existing / Proposed

- Schools: Elementary (E), Middle (M), High (H), Special (S)
- Parks: Community (C), Regional (R), Special (S)

Existing / Proposed

- Fire Station (F)
- Landfill (LF)
- Library (L)
- Police Station (P)
- Transit Station (T)

* The symbols for proposed community facilities are not fixed on the specific properties, but identify appropriate general locations.

Highways

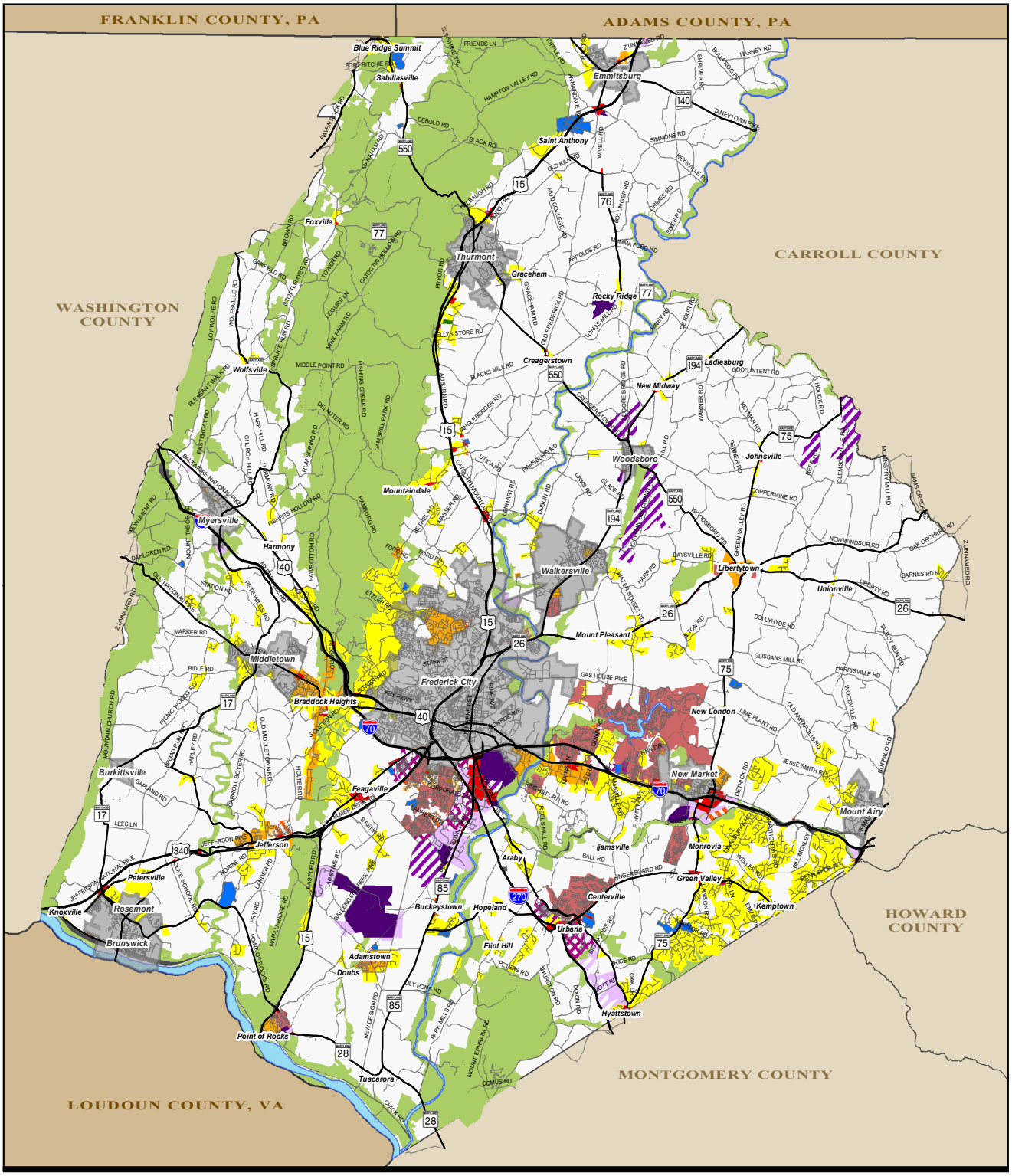
Existing / Proposed

- Freeway / Expressway
- Major Arterial
- Minor Arterial
- Collector
- Transit Easement

0 1 2 4
Miles

N

Projection: NAD 1983 State Plane



Zoning

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

Amended:
#10-27-562, 11-23-2010,
#12-25-600, 03-08-2012,
#12-22-617, 09-13-2012,
#12-28-623, 11-28-2012,
#13-14-642, 07-11-2013,
#13-26-654, 12-05-2013,
#14-03-658, 05-08-2014,
#14-04-659, 05-29-2014,
#14-17-672, 10-09-2014,
#14-18-673, 10-09-2014,
#14-20-675, 10-23-2014,
#14-27-682, 11-24-2014,
#14-29-684, 11-24-2014,
#14-28-683, 11-24-2014,
#17-02-002, 07-11-2017,
75-80 Properties, LLC v. RALE, Inc., 470 Md. 598 (2020),
#20-05-005, 11-10-2020,
#20-05-006, 11-10-2020
#22-04-004, 6-28-2022
#22-05-005, 6-28-2022
#22-07-007, 10-31-2022

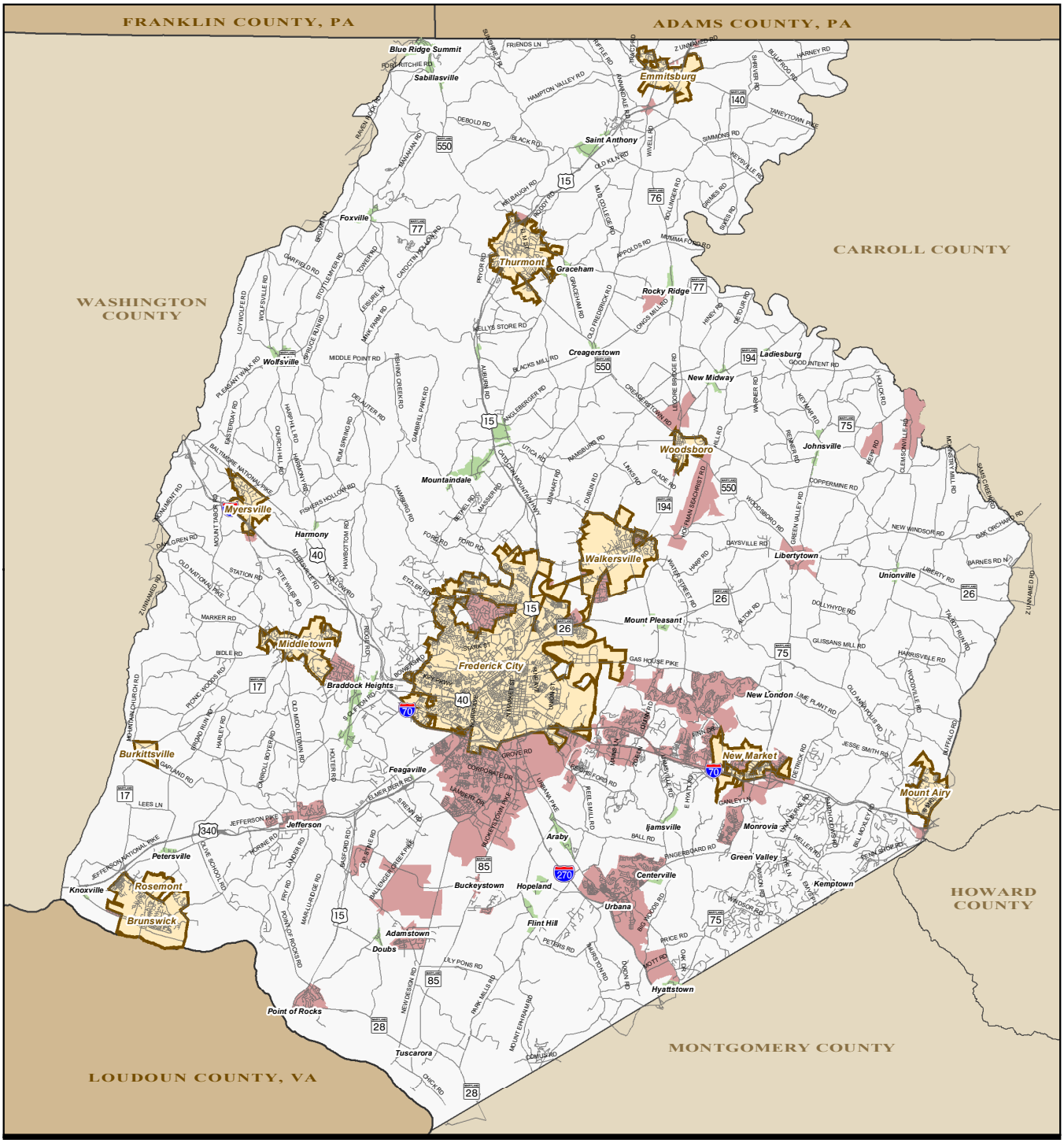
- A – Agricultural
- RC – Resource Conservation
- OSR- Open Space Recreation
- R1 – Low Density Residential
- R3 – Low Density Residential
- R5 – Middle Density Residential
- R8 – Middle Density Residential
- R12 – High Density Residential
- R16 – High Density Residential
- PUD – Planned Unit Development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

N

Frederick County, Maryland
Division of Planning & Permitting

0 2 4 8 Miles

Projection: NAD 1983 State Plane Maryland FIPS 1900 Feet
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Priority Funding Areas

Frederick County, Maryland

Division of Planning & Permitting

Priority Funding Areas

- County
- Rural Village
- Municipality

0 2 4 8 Miles

N

February 13, 2024
Frederick County GIS

Projection: NAD 1983 State Plane Maryland FIPS 1900 Feet

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.

MAPID:00123

Excerpts from South Frederick Corridors Plan (Frederick County Government, April 2024)

1.1.2.5. School Sites

Four new elementary schools, two new middle schools, and one new high school are provided along the trail circuit and in locations within the planning area in support of residential development. Two elementary schools are on the east side of I-270 in the South Frederick Triangle sector, one is on the west side of I-270 in the Ballenger Creek East sector, and a fourth is in the Lime Kiln sector. Two new middle schools are provided, with one located in the Central Crescent subdistrict and the other located in the West Bend subdistrict, and a new high school site is located in the South Frederick Corridors planning area, with location to be determined as residential development occurs.

Our Economy/Education, Jobs, and Workforce Development/Access to Education

Economic growth and education are empirically linked.[1] Places with a workforce that possesses high literacy and critical thinking skills demonstrate better economic growth outcomes. However, it is cognitive skills that matter, not simply educational

1 Bulut, Umit & Bulut, Ahsen. (2018). Education-growth nexus in middle-income countries: an empirical examination for schooling rates. International Journal of Social Sciences and Education Research

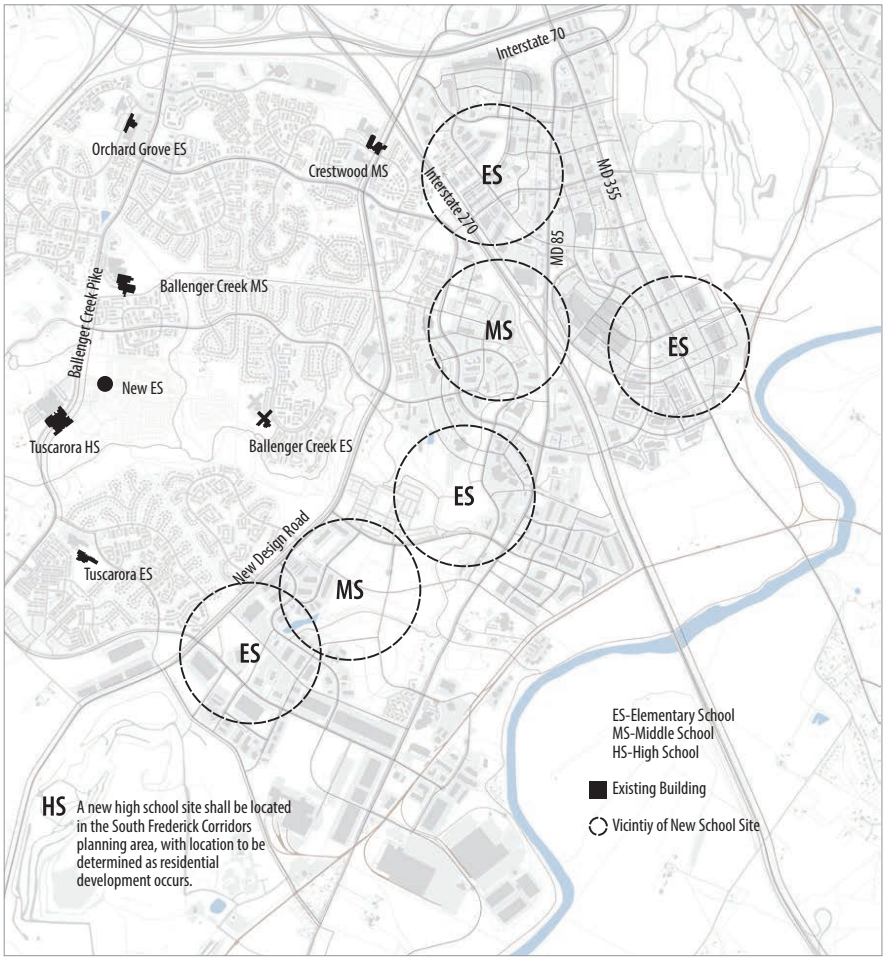
attainment.[1] It is logical to conclude that having high quality school buildings that aren't overcrowded can better support the development of those cognitive skills.

The development and nurturing of strong cognitive skills within our school-age population is best achieved within facilities that are well-suited to this mission. Schools that are pushed beyond their physical limits do not support the vision articulated in the Livable Frederick Master Plan. Neighborhood schools, often perceived as the centers of their communities, provide benefits that extend beyond the classroom, offering both neighborhood sanctuary, and a central location for the provision of key community services and the exercise of individual democratic responsibilities. "Our schools belong to all of us and are used by the entire community." - FCPS Educational Facilities Master Plan (June 2021).

Frederick County has established standards for the provision of quality schools tied to the development of new dwellings. Average rates that correlate different types of dwellings with the number of students that those dwellings will generate are regularly determined (countywide pupil yield rates contained in the Educational Facilities Master Plan prepared by the Frederick County Public School system). While average pupil yield rates are determined for multi-family housing for each school district at each school level (elementary, middle, and high), it is anticipated that the multi-family housing in the South Frederick Corridors may result in higher pupil yield rates than are reflected in existing averages.

This is due to a number of factors. First, an average rate measured within an entire school district creates a central value for a range of data points, some of which may individually have values that are far from center. However, those individual values could better reflect the causal circumstances that would affect pupil yield in the South Frederick Corridors, things like the demographic and economic profile of homebuyers, the portion of school age children in the population, the number of bedrooms per multi-family unit, the amount paid in rent or mortgage, the size and age of buildings, and the proximity and perceived desirability of certain schools. Second, the aspiration of creating a more people-oriented, amenity rich environment that offers a diversity of multi-family housing options, strongly suggests broad appeal to a variety of demographic groups, including not only young, single people and older people, but also families.

Figure 16: Proposed School Locations (approximate)



1 *Education and Economic Growth, Eric A. Hanushek, Ludger Woessmann, 2010, Economics of Education (Amsterdam: Elsevier, 2010), pp. 60-67*

Therefore, in order to provide a more conservative basis for analyzing pupil yield than would the use of a district-wide average, an average pupil yield for multi-family dwellings was developed using several reference projects[1] in the County. All of these projects offer similar housing options in desirable school districts, and generally have higher than average pupil yield rates per project. The pupil yield rates developed from these projects are used in the analysis of the number of students that will result from the addition of 10,000 dwellings, shown in figure 17. This analysis assumes new dwellings will consist of multi-family housing types, and that student generation rates will not change along with an evolving residential market.

Future school capacity needs are met through a variety of methods, including additions to existing buildings, redistricting, modifying standards, and construction of new buildings. Therefore, the determination of the need for a new school building is not always straightforward, especially in a setting such as the South Frederick Corridors where a number of existing school districts intersect. One important measure of need is geographic proximity between school buildings and dwellings, with general rules of thumb for each school level that inform the extent of this proximity. Therefore, based on a general understanding of proximity targets in combination with the notion that determining and accommodating school facility needs is a layered process of assessment, seven new school sites are identified within the planning area for four elementary schools, two middle schools, and one high school.

In the South Frederick Corridors, where most land has already been developed, the identification of sites for new schools will require creative solutions. Under historically predominant models of development involving the conversion of rural land to suburban land, school sites are identified that will satisfy important land area requirements for school facilities that correspond to the development patterns of their settings. In the South Frederick Corridors, redevelopment will result in a conversion from suburban land to urban land. Therefore, school sites must be identified that correspond to settings where development is focused. This implies smaller sites, taller buildings, and alternative facility usage schemes, while at the same time maintaining facility equivalence with schools on larger sites.

Figure 17: School Capacity Analysis

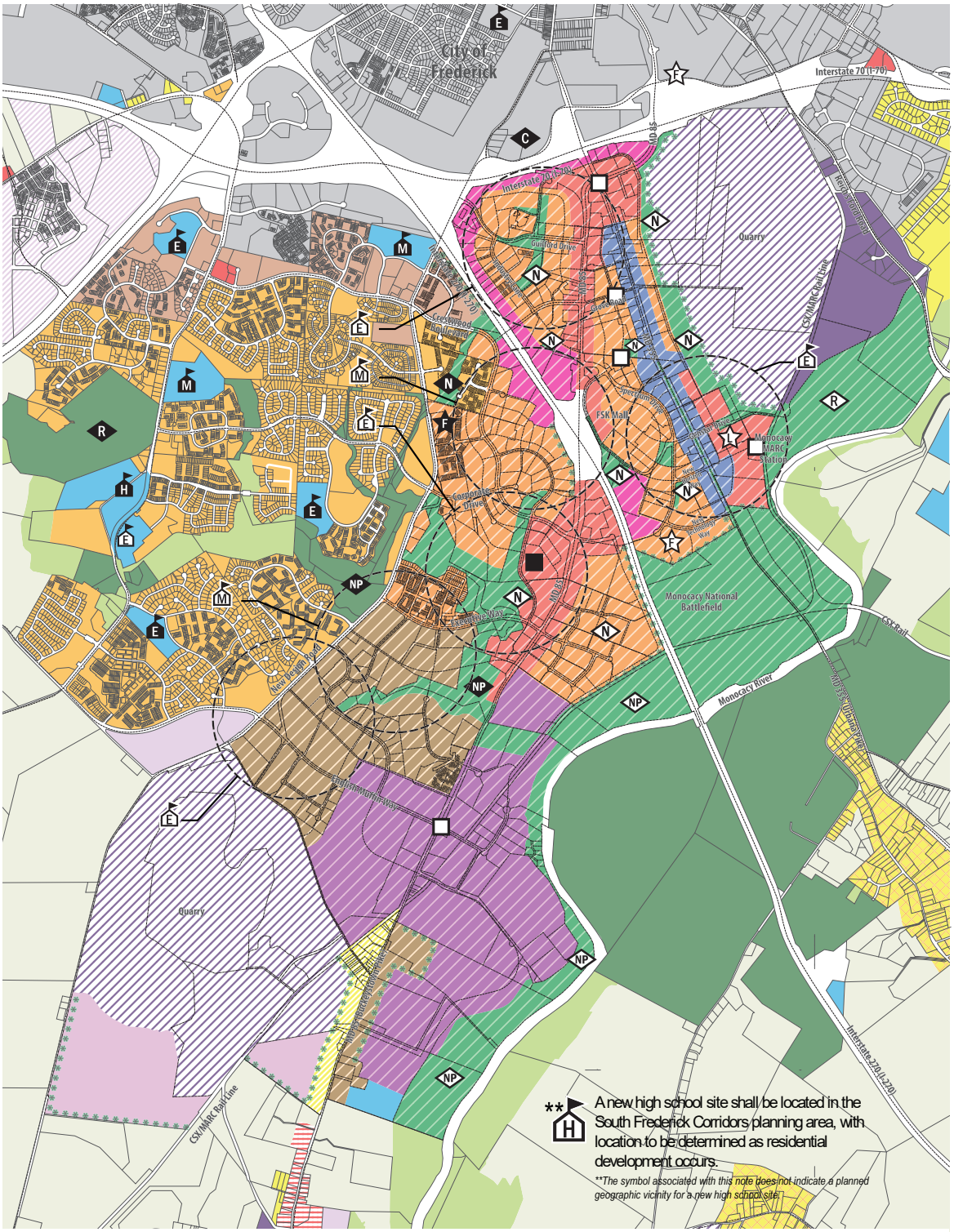
	Elementary Schools				*Middle Schools*			*High Schools*			
	Ballenger Creek	Tuscarora	Oakdale	Carroll Manor	Ballenger Creek	Oakdale	Crestwood	Tuscarora	Oakdale	Frederick	Urbana
Capacity of Existing Schools											
State Rated Capacity	636	633	707	573	859	1,158	1,168	1,749	1,512	1,601	1,899
2024 Projected Enrollment	731	796	1,253	571	788	1,063	1,010	1,672	1,707	1,765	1,976
Percent Capacity	115%	126%	177%	100%	92%	92%	86%	96%	113%	110%	104%
Projected 2024 Surplus/Deficit	-95	-163	-546	2	71	95	158	77	-195	-164	-77
	-802				324			-359			
Students Generated from Plan											
Pupil Yield Rate	0.25				0.13			0.13			
Additional Dwellings Planned	10,000										
Additional Students from Plan	2,500				1300			1300			
Additional Capacity Needed	3,302				976			1,659			

source: FCPS 9/30/2024 Enrollment Projections

1.1.2.6. Water and Sewer

The New Design Water Treatment facility currently operates under a Water Appropriation and Use Permit for the Potomac River supply that allows the withdrawal of 26 million gallons per day (MGD) and has a current treatment capacity of 25MGD. The projected demand under current land use plans through 2040 for this facility is under 12 MGD. Assuming a water demand rate of 250 gallons per day per household, 10,000 dwellings in the planning area will generate an additional demand of 2.5 MGD. If this is added to the 2040 demand estimate, then a new estimate of 14.5 MGD results. This is below the permitted withdrawal and the existing treatment capacity for water supply.

1 Urban Green, Jefferson Place, Westview South, Tallyn Ridge, Linganore Town Center, Ballenger Run



MAP 09: ADOPTED COMPREHENSIVE PLAN MAP- COMMUNITY FACILITIES

E	P	
☆	T	Transit Stop/Center
E	E	Elementary School
M	M	Middle School
H	H	High School
N	N	Neighborhood Park
R	R	Regional Park
NP	NP	Nature Park
S	S	Special Park

E	P	
F	☆	Fire Station
L	☆	Library
■	□	Plaza
		Planning Area
	○	General Location of Facility

E=Existing
P=Proposed

0 MILES ¼ N W E S

APPENDIX G: EXCERPTS FROM CITY OF FREDERICK 2020 COMPREHENSIVE PLAN

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

PURPOSE OF THE COMPREHENSIVE PLAN

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

VISION AND MISSION

VISION STATEMENT

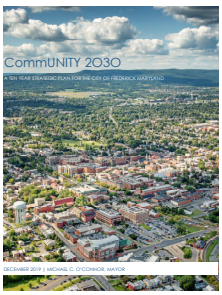
"TO MAKE FREDERICK THE MOST LIVABLE CITY IN THE MID-ATLANTIC REGION BY 2040."

MISSION STATEMENT

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

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

COMMUNITY 2030 VISION STATEMENT



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

City of Frederick's Livability Index

NEIGHBORHOOD QUALITY



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

TRANSPORTATION



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

ENVIRONMENTAL QUALITY



Water Quality
Air Quality
Waste Management
Land Contamination

HOUSING



Housing Options
Housing Affordability
Housing Supply

ENGAGEMENT



Civic Engagement
Community Involvement

OPPORTUNITIES



Economic Opportunity
Educational Opportunity
Income equality
Age Diversity

OBJECTIVES

2010 COMPREHENSIVE PLAN OBJECTIVES

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

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

COMMUNITY 2030 GOALS (AND OBJECTIVES)

CommUNITY 2030 contains the following six strategic goals:

SUSTAINABLE URBAN PLANNING
We will manage thoughtful and sustainable urban growth.

SG1

SOCIAL WELL-BEING
We will provide balanced housing and human services, recreational opportunities, and cultural enrichment.

SG2

SAFE AND VIBRANT COMMUNITY
We will strengthen our vibrant downtown and develop dynamic livable neighborhoods.

SG3

COMPETITIVE EMPLOYMENT
We will promote competitive business and employment opportunities.

SG4

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

SG5

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

SG6

2020 COMPREHENSIVE PLAN OBJECTIVES

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

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

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

SUPPORTING POLICIES AND PLANNING EFFORTS AT THE NEIGHBORHOOD LEVEL
The purpose of this Plan is to guide land use decisions and address citywide issues on a macro-level. It can be challenging to ensure that the policies recommended in this plan will meet the needs of every neighborhood or have the necessary level of detail to solve a particular neighborhood's unique challenges. Therefore, the Plan recommends more detailed analysis of each neighborhood in the form of Small Area Plans. A Small Area Plan gives residents a chance to weigh-in on future development and/or changes to their neighborhood as well as predictability about their neighborhood's future. It also provides feedback to business owners about where development or services best fit into each neighborhood. Although each Small Area Plan is unique with distinct opportunities and challenges, the policies are reinforced by the citywide vision and policies of the Comprehensive Plan.

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

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



VIBRANT NEIGHBORHOODS

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

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



CONNECTED COMMUNITY

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

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

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



SUSTAINABLE CITY

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



PREDICTABLE FUTURE

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

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

PLAN LAYOUT

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

THE 2020 COMPREHENSIVE PLAN PROCESS

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

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

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

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

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

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

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

GROWTH'S IMPACTS ON PUBLIC SERVICES AND COMMUNITY FACILITIES

DEVELOPMENT IMPACTS

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

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

Table 4-9: Impact Estimate on Facilities and Services

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

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

2. Ratio does not include administrative or support staff.

3. Varies by unit type.

4. See City Engineering Division FLOW CAPACITY MATRIX.

PUBLIC SCHOOLS

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

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

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

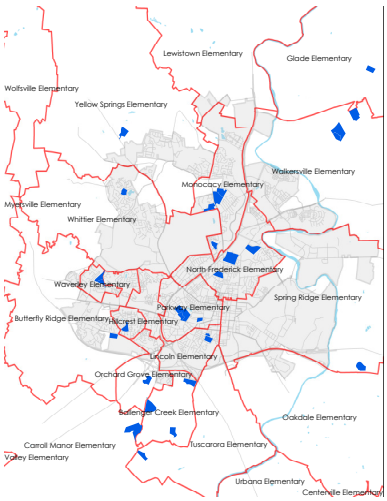


Figure 4-12: Elementary School Boundary

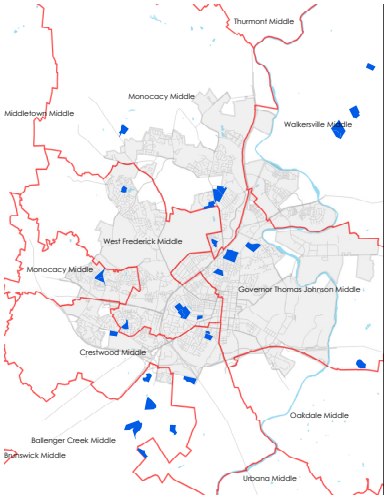


Figure 4-13: Middle School Boundary

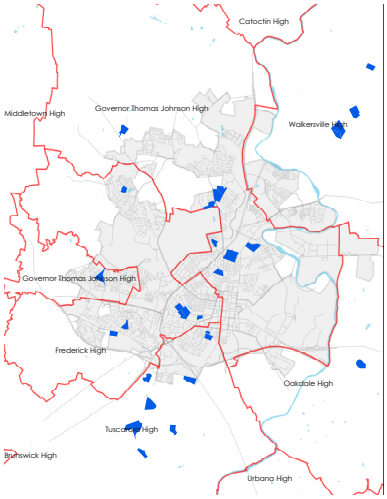


Figure 4-14: High School Boundary

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

		Total Enrollment	Equated Enrollment*	State Rated Building Capacity	Percentage Capacity
Elementary Schools					
1	Ballenger Creek	589	571	614	93%
2	Butterfly Ridge	676	649	734	88%
3	Hillcrest	751	683	537	127%
4	Lewistown*	195	181	174	104%
5	Lincoln	599	571	656	87%
6	Monocacy*	613	591	574	103%
7	North Frederick	668	638	735	87%
8	Oakdale	793	793	624	127%
9	Orchard Grove	635	601	598	101%
10	Parkway	242	242	228	106%
11	Spring Ridge	484	449	523	86%
12	Walkersville*	678	661	683	97%
13	Waverley*	548	513	355	145%
14	Whittier*	718	675	626	108%
15	Yellow Springs*	471	471	421	112%
	TOTAL	**8660**	**8289**	**8082**	**103%**
Middle Schools					
1	Ballenger Creek	818	818	859	95%
2	Crestwood	690	690	850	81%
3	Governor Thomas Johnson*	555	555	827	67%
4	Monocacy*	970	970	914	106%
5	Oakdale	872	872	775	113%
6	Walkersville*	879	879	1105	80%
7	West Frederick	952	952	1049	91%
	TOTAL	**5736**	**5736**	**6379**	**90%**
High Schools					
1	Frederick	1508	1508	1601	94%
2	Governor Thomas Johnson*	1729	1729	2001	86%
3	Tuscarora	1586	1586	1749	91%
4	Walkersville*	1185	1185	1039	114%
	TOTAL	**6008**	**6008**	**6390**	**94%**

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

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

Table 4-11: School Enrollment Forecast Total Housing Units

School Enrollment Forecast Total Housing Units: All Dwellings	2,020	2,025	2,030	2,035	2,040	2,045
Households*	30,900	34,100	35,200	35,900	36,600	36,700
Elementary School Students	5,871	6,479	6,688	6,821	6,954	6,973
Middle School Students	3,090	3,410	3,520	3,590	3,660	3,670
High School Students	4,017	4,433	4,576	4,667	4,758	4,771
Total Number of Students**	**12,978**	**14,322**	**14,784**	**15,078**	**15,372**	**15,414**

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

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

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

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

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

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

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

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

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

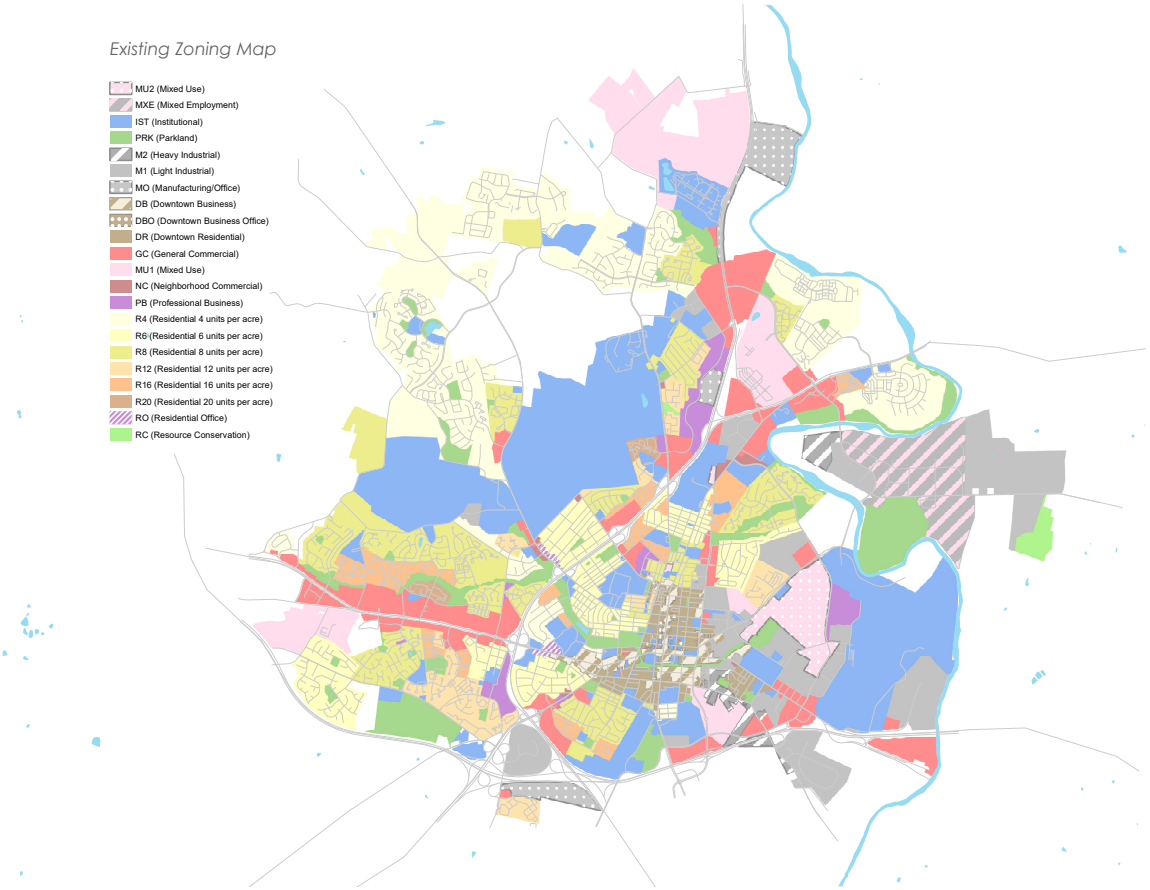
ZONING

/ˈzəʊnɪŋ/ *noun.*

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

ZONING IS ABOUT WHAT IS ALLOWED NOW...

Zoning maps show how land can be used and what (structure) can be built on any given property. In contrast with land use, Zoning Districts are more specific and come with a set of regulations that clarify what uses are allowed and how buildings may be developed or altered.



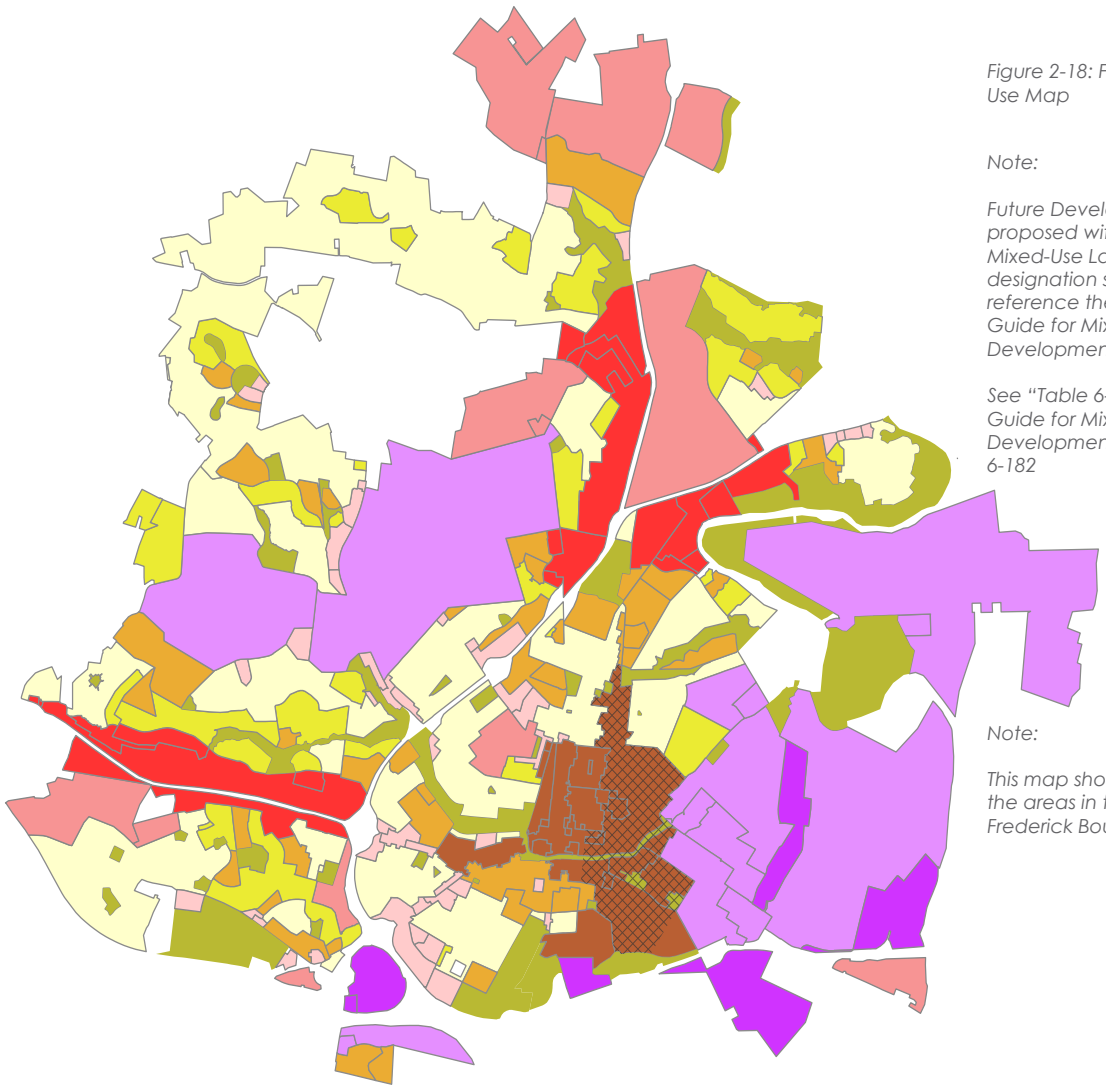


Figure 2-18: Future Land Use Map

Note:

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

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

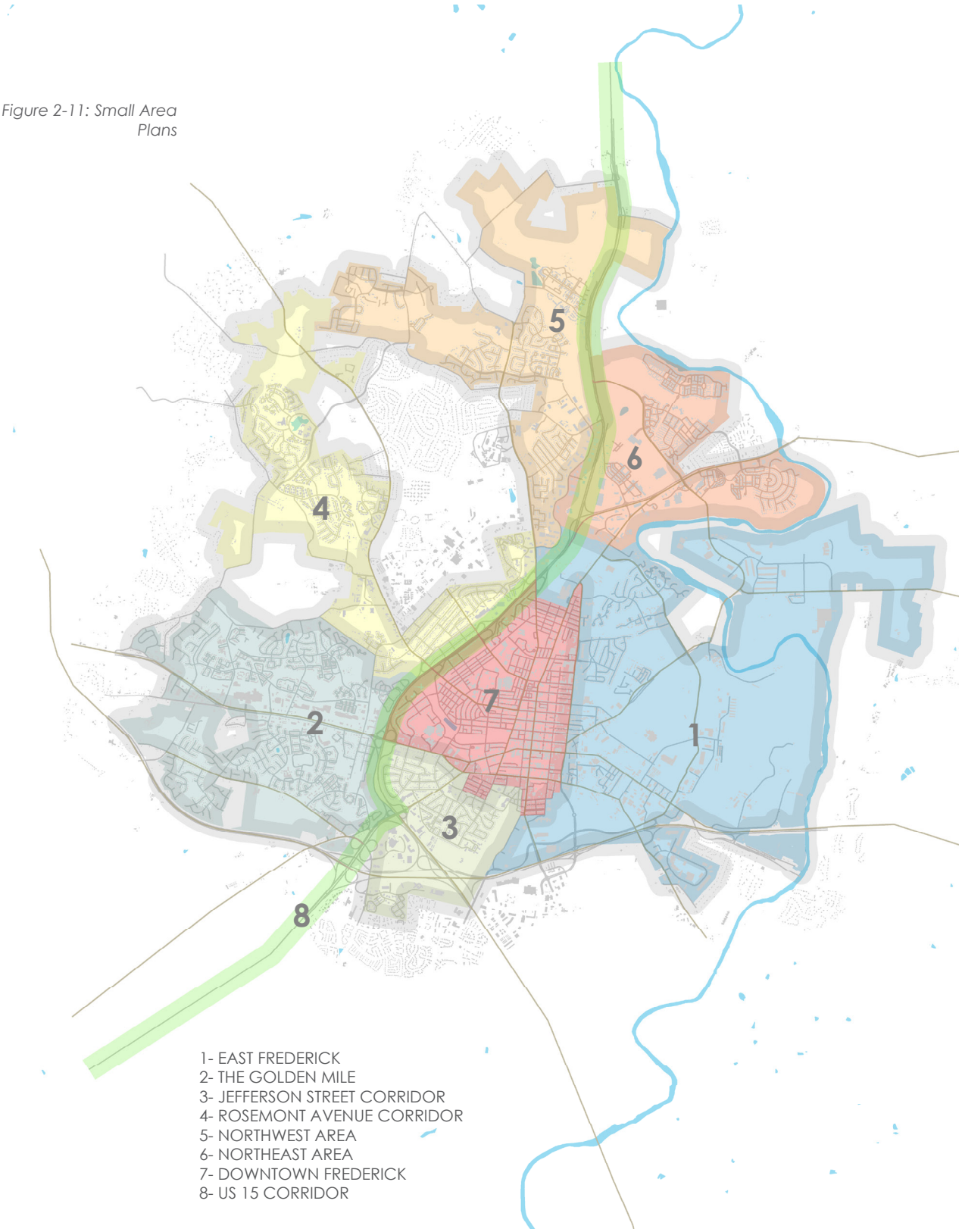
Note:

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

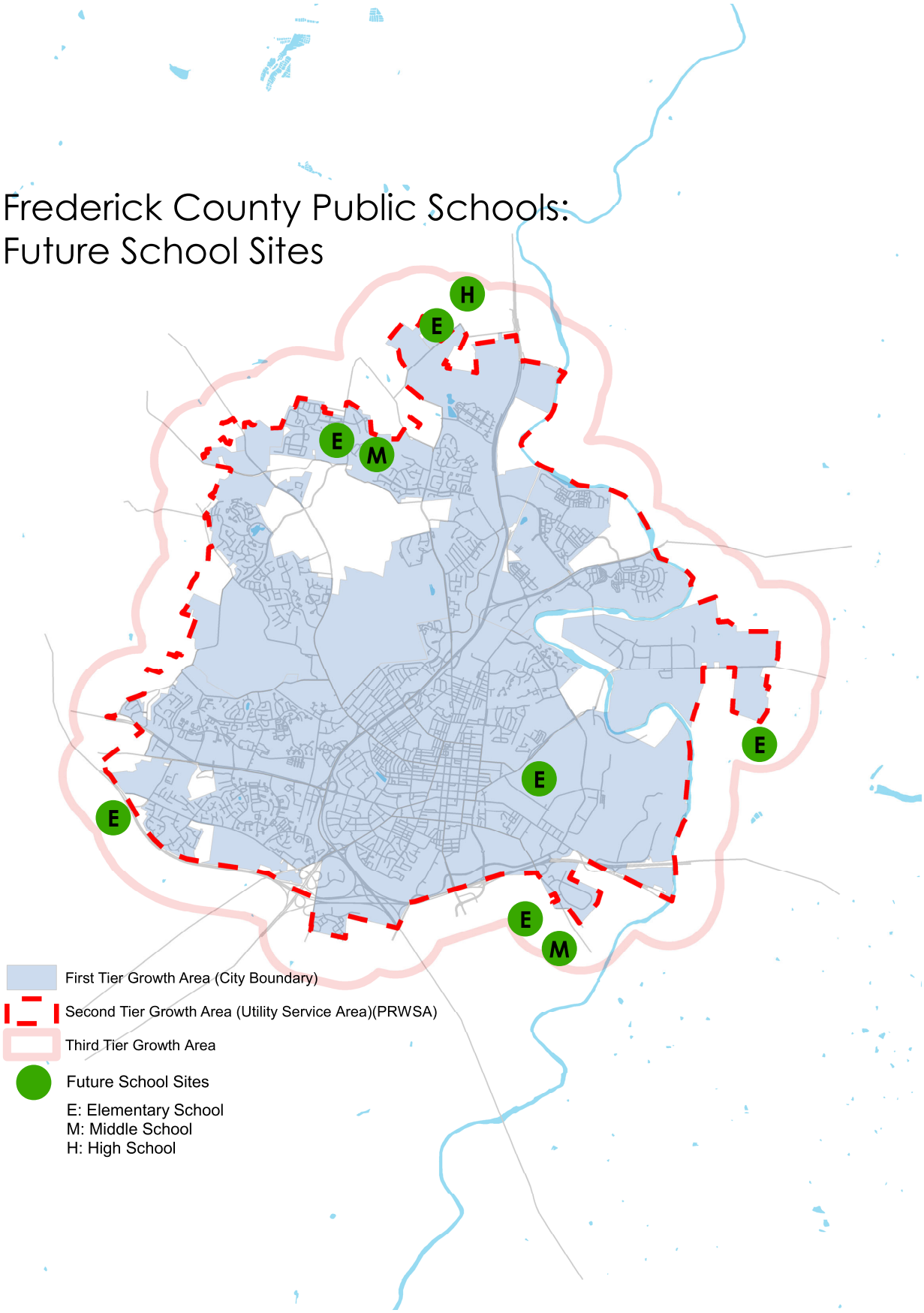
2020 Future Land Use

- Moderate Density Residential
- Medium Density Residential
- High Density Residential
- Neighborhood Mixed Use
- Community Mixed Use
- Corridor Mixed Use
- Downtown Mixed Use
- Industrial Mixed Use
- Business Park
- Open Space
- Density Enhancement Area

Figure 2-11: Small Area Plans



Frederick County Public Schools: Future School Sites



APPENDIX H: FREDERICK COUNTY AND MUNICIPAL RESIDENTIAL DEVELOPMENTS

Source: Q4 2024 Residential Development Pipeline Report, Frederick County Planning and Permitting Division. February, 2025

24-25 ES Attendance Areas	Subdivision	Approved Units A	Recorded Lots* B	Developed/Permitted Units C	Available Pipeline A-C
BCES	Ballenger Run PUD	691	691	638	53
BCES	Villas At Manchester (Crestwood Manor)	120	2	60	60
	TOTAL Ballenger Creek ES	811	693	698	113
BHES	Aspen	243	234	144	99
BHES	Aspen North	117	117	108	9
BHES	Balmoral	78	78	72	6
BHES	Hamptons West	406	406	380	26
BHES	Woodridge	475	414	390	85
	TOTAL Blue Heron ES	1,319	1,249	1,094	225
BES	Brunswick Crossing	1,423	1,240	1,163	260
	TOTAL Brunswick ES	1,423	1,240	1,163	260
BRES	Grove Hill	68		0	68
BRES	Summers Farm	310		0	310
BRES	West Park Village	285		269	16
BRES	Jefferson Park West MXD (Harrington Terrace)	235	235	225	10
	TOTAL Butterfly Ridge ES	898	235	494	404
CMES	Carroll Manor PUD (Enclave at Carrollton)	39	0	0	39
CMES	Park Place at Ballenger	29	0	0	29
	TOTAL Carroll Manor ES	68	0	0	68
DCES	Calumet	925	0	0	925
DCES	Blentlinger Property PUD (Gordon Mill)	610	0	0	610
DCES	Coldstream	235	234	226	9
DCES	Lake Anita Louise	128	126	122	6
DCES	Nightingale	34	34	21	13
DCES	Pinehurst	731	697	676	55
DCES	Resco Inv.	248	0	0	248
	TOTAL Deer Crossing ES	2,911	1,091	1,045	1,866
EES	Brookfield	145	145	143	2
EES	Southgate	46	36	33	13
EES	Emmit Ridge II	48	0	0	48
	TOTAL Emmitsburg ES	239	181	176	63
GVES	Bennett Preserve (Crossroads Farm)	37	37	36	1
GVES	Landsdale PUD	1,100	1,100	1,073	27
	TOTAL Green Valley ES	1,137	1,137	1,109	28
KES	Daisey's Ridge	5	0	0	5
	TOTAL Kemptown ES	5	0	0	5
LIBES	Daysville Glen PUD	95	0	0	95
LIBES	Libertytown Gardens	14	0	0	14
LIBES	Mayne Property	193	0	0	193
LIBES	Mill Creek	141	0	0	141
	TOTAL Liberty ES	443	0	0	443

24-25 ES Attendance Areas	Subdivision	Approved Units A	Recorded Lots* B	Developed/Permitted Units C	Available Pipeline A-C
LNES	226 W South Street	7		0	7
LNES	Belle Air Farm	220		216	4
LNES	Rock Hill	56		0	56
LNES	W All Saints Street Habitat	12		0	12
LNES	Westridge route 40	244		0	244
	TOTAL Lincoln ES	539		216	323
MES	Mollie McGuire Subdivision of Lots 1&2	1	0	0	1
MES	Estates of Old Middletown	3	0	0	3
	TOTAL Middletown PS/ES	4	0	0	4
MOES	57 Thomas Johnson Drive	112		0	112
	TOTAL Monocacy ES	112	0	0	112
MYES	Harshman Property	1	1	0	1
MYES	Meadowridge Knoll	16	16	16	0
MYES	Meadowridge Knoll Section II	5	1	0	5
MYES	Quail Run	110	13	0	110
MYES	Waters Farm	1	1	0	1
MYES	Williams Glen	5	5	4	1
	TOTAL Myersville ES	138	37	20	118
NMES	E Main St	42	0	0	42
NMES	Jabez Property	27	0	0	27
NMES	Marley Commons	11	0	0	11
NMES	Casey PUD (Cherry Run)	1,010	0	0	1,010
NMES	Hamptons East (Creekside)	435	0	0	435
	TOTAL New Market ES	1,525	0	0	1,525
WOES	Arnold Place	9	9	9	0
WOES	Shoemaker-Dorsey Division	1	0	0	1
WOES	Copper Oaks Court	1	0	1	0
	TOTAL New Midway/Woodsboro ES	11	9	10	1
NFES	Madison on Market	60		0	60
NFES	Spring Bank	87		79	8
NFES	Wormans Mill Court Apartments	315		0	315
	TOTAL North Frederick ES	462		79	383
OES	Alpine	83	0	0	83
OES	Town Center	1,185	1,098	779	406
OES	Ridges at Long Branch (Ratley)	43	0	1	42
OES	Tallyn Ridge PUD	441	423	427	14
OES	The Manor at Holly Hills	21	21	19	2
	TOTAL Oakdale ES	1,773	1,542	1,226	547
OGES	The Courtyards at Overlook	32		0	32
	TOTAL Orchard Grove ES	32		0	32

24-25 ES Attendance Areas	Subdivision	Approved Units A	Recorded Lots* B	Developed/Permitted Units C	Available Pipeline A-C
PES	401 N Market	9		0	9
PES	Brooklawn	39		0	39
PES	Parkview	68		57	11
PES	The Junction at 511	115		115	0
PES	The Junction at 524	64		64	0
PES	The Terrace	300		0	300
PES	The Woods	11		4	7
	TOTAL Parkway ES	606		240	366
SRES	411 E Patrick Street	82		0	82
SRES	404-420 E Patrick Street	106		0	106
SRES	800 E Patrick Street	16		0	16
SRES	Brickworks	1,260		0	1,260
SRES	Cannon Hill	34		0	34
SRES	Chapel Alley	8		8	0
SRES	East Pat Lofts	17		0	17
SRES	Galleria	230		0	230
SRES	Hamilton Place	16		0	16
SRES	Highland Trail	550		0	550
SRES	Lucas Village	222		0	222
SRES	Overlook East	85		10	75
SRES	Renn Quarter	1,050		459	591
SRES	Riverwalk Apartments	168		98	70
SRES	Visitation Academy	33		11	22
SRES	Westridge	400	0	0	400
SRES	Estates at Rosehaven Manor (Longbranch)	103	103	36	67
	TOTAL Spring Ridge ES	4,380	103	622	3,758
SUES	Urbana Northern MXD (Town Center)	610	610	597	13
	TOTAL Sugarloaf ES	610	610	597	13
TES	Hammaker Hills Phase 2	22	22	0	22
TES	Hobb's Division	4	2	0	4
TES	Mechanicstown	31	0	0	31
TES	Meunier Subdivision	1	1	0	1
TES	Mountain Brooke	11	0	0	11
TES	Oak Forest (concept)	36	0	0	36
TES	Simmers' Subdivision (concept)	40	0	0	40
TES	Eyler Road Property (Leal Homes Subdivision)	6	0	0	6
	TOTAL Thurmont PS/ES	151	25	0	151
TRES	Dennis Subdivision	5	0	0	5
TRES	Harvest Hills	3	3	2	1
TRES	Hattery Farm	24	24	22	2
	TOTAL Twin Ridge ES	32	27	24	8

24-25 ES Attendance Areas	Subdivision	Approved Units A	Recorded Lots* B	Developed/Permitted Units C	Available Pipeline A-C
UES	Kidwiler Park/Farms	35	35	18	17
	TOTAL Urbana ES	35	35	18	17
VES	Woodbourne Manor	197	194	195	2
	TOTAL Valley ES	197	194	195	2
WES	Frederick Health Village	750		0	750
WES	Monocacy Center	457		449	8
	TOTAL Walkersville ES	1,207		449	758
WAVES	Birdseye	41		0	41
WAVES	Bowers	18		0	18
WAVES	Sycamore Ridge	456		353	103
WAVES	The Corner at Willowdale	14		0	14
WAVES	Waverley View	732		522	210
	TOTAL Waverley ES	1,261		875	386
WHES	Kellerton WHES south	299		287	12
WHES	Sycamore Springs (Barrick)	274		0	274
	TOTAL Whittier ES	573		287	286
YSES	Christoff Annexation	228		0	228
YSES	Kellerton YSES north	451		173	278
YSES	Tuscarora Creek	807		781	26
	TOTAL Yellow Springs ES	1,486		954	532
	Countywide Total	**24,994**	**8,408**	**11,831**	**13,163**

APPENDIX I: FCPS PUPIL YIELD RATES

Source: Frederick County Pupil Yield Study, November 2022

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

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

Middle Schools	Single-Family	Townhouse	Multi-Family	Total
Ballenger Cr MS	0.11	0.13	0.05	0.11
Brunswick MS	0.10	0.08	0.02	0.09
Crestwood MS	0.10	0.10	0.05	0.09
Gov TJ MS	0.09	0.07	0.03	0.06
Middletown MS	0.10	0.17	0.06	0.10
Monocacy MS	0.10	0.15	0.10	0.11
New Market MS	0.10	0.12	0.02	0.10
Oakdale MS	0.16	0.12	0.05	0.14
Thurmont MS	0.07	0.08	0.05	0.07
Urbana MS	0.18	0.19	0.08	0.18
Walkersville MS	0.11	0.09	0.02	0.09
West Frederick MS	0.09	0.13	0.05	0.09
Windsor Knolls MS	0.11	0.13	0.06	0.11
Countywide Average	**0.11**	**0.12**	**0.05**	**0.10**

High Schools	Single-Family	Townhouse	Multi-Family	Total
Brunswick HS	0.14	0.10	0.04	0.13
Catoctin HS	0.10	0.11	0.06	0.10
Frederick HS	0.14	0.17	0.06	0.12
Gov TJ HS	0.12	0.13	0.06	0.10
Linganore HS	0.14	0.14	0.06	0.14
Middletown HS	0.14	0.20	0.06	0.14
Oakdale High	0.20	0.15	0.04	0.17
Tuscarora HS	0.15	0.15	0.07	0.14
Urbana HS	0.22	0.23	0.10	0.22
Walkersville HS	0.15	0.14	0.03	0.13
Countywide Average	**0.15**	**0.15**	**0.06**	**0.14**

Countywide Average all Schools	**0.45**	**0.50**	**0.21**	**0.42**

2 Over 2 Dwellings	**Elementary 0.18**	**Middle 0.09**	**High 0.09**	**0.08**

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

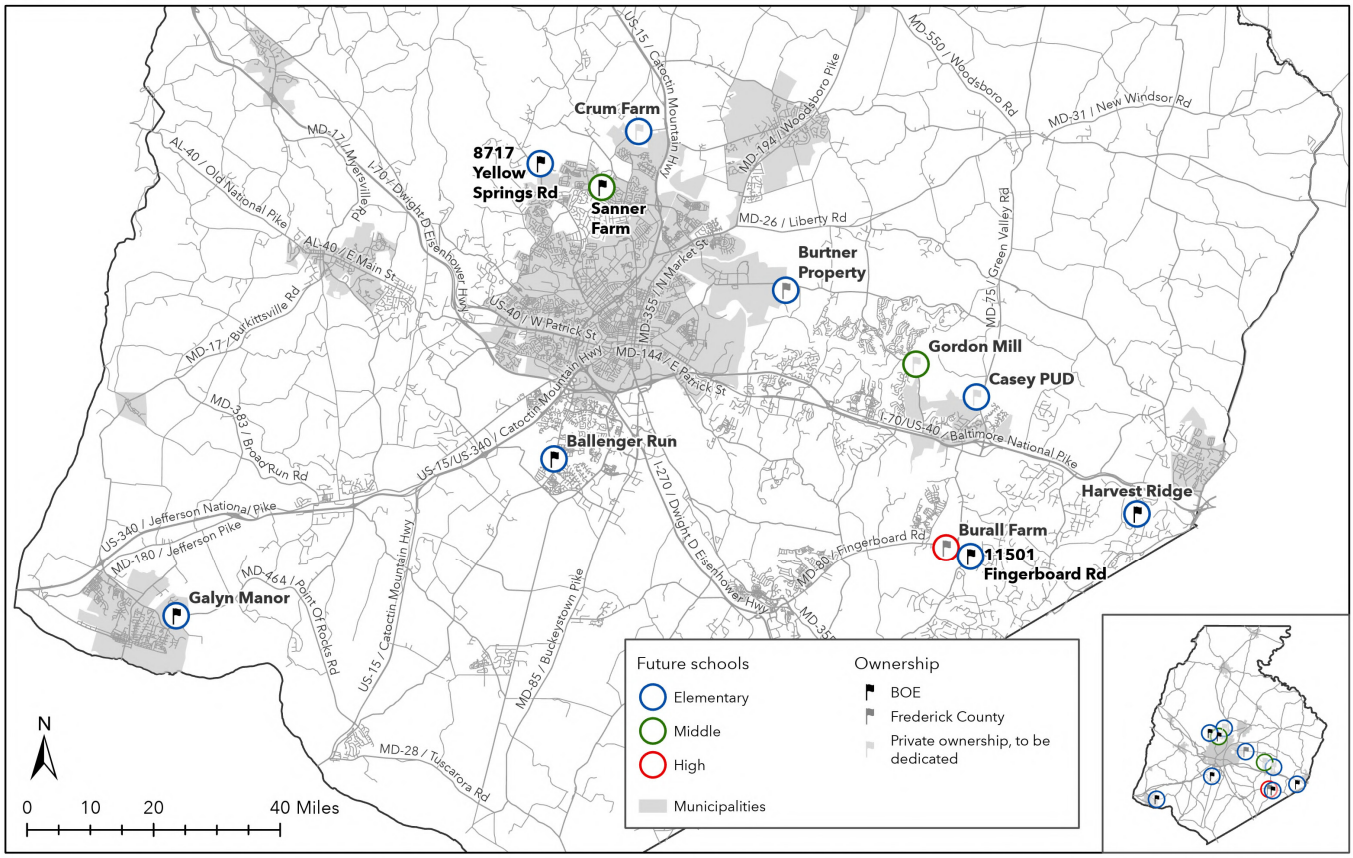
Source: Frederick County Pupil Yield Study, November 2022

APPENDIX J: FUTURE POTENTIAL SCHOOL SITE LOCATIONS

Source: Frederick County Public Schools, May 2025

FREDERICK COUNTY PUBLIC SCHOOLS
MARYLAND

Future Potential School Sites



Includes all sites that are either owned by the FCPS BOE (black flag), purchased by Frederick County for the purpose of a future school site (medium gray flag), or are planned to be dedicated to the BOE through approved rezoning, annexed properties, or preliminary plan approvals (light gray flag).

	Site	Location	Current Ownership	Approx. Acres	Within Priority Funding Area
1.	11501 Fingerboard Rd	Monrovia	Board of Education	29	No
2.	8717 Yellow Springs Rd	West of Frederick City	Board of Education	18	No
3.	Ballenger Run	Ballenger Creek Pike	Board of Education	13	Yes
4.	Burall Farm	MD-75 / MD-80	Frederick County	62	No
5.	Burtner Property	Gas House Pike near Linganore Rd	Frederick County	22	No
6.	Casey	West of MD-75/ Crickenberger Rd	Eugene B. Casey Foundation	20	No
7.	Crum Farm	Willowbrook Road	Bloomfields, L.L.C.	21	Yes
8.	Galyn Manor	Brunswick	Board of Education	8	Yes
9.	Gordon Mill	Boyers Mill Road	Blentlinger, LLC	25	Yes
10.	Harvest Ridge	Autumn Crest Dr. and Lomar Dr. (Kemptown Area)	Board of Education	16	No
11.	Sanner Farm	Christophers Crossing	Board of Education	29	Yes

APPENDIX K: RELOCATABLE CLASSROOM ASSIGNMENTS FOR AUGUST 2025

Source: Frederick County Public Schools, May 2025

FREDERICK COUNTY PUBLIC SCHOOLS
RELOCATABLE CLASSROOMS
2025-2026 SCHOOL YEAR

School	Modular Units (each cell represents one room)	# Classrooms	# Other	Notes
Ballenger Creek Elementary	C C C C	4	0	Attached directly to the school with internal corridor
Deer Crossing Elementary	C S M M E E	1	5	Empty (2), Storage (1), Music (2)
Hillcrest Elementary	C C C C C C C C C R R R M M HC HC PR PR R R	9	11	Resource (3), Music (2), School-based health center (2), parent resource center (2), cafeteria (2)
Lewistown Elementary	R R M R	0	4	Music (1), Resource (3)
Liberty Elementary	M S O	0	3	Music (1), Storage (1), Office (1)
Middletown Primary	C C A M	2	2	Attached directly to the school with internal corridor
Monocacy Elementary	O S R O C O M C R C R C	4	8	Reset Room, Book Resource Room, Office (3), Storage (1)
New Market Elementary	M M S	0	3	Music (2), Storage (1)
New Midway Elementary	M R R	0	3	Music (1), Resource(1), Offices (1)
Oakdale Elementary	C C C C C C C C C C C C C C	14	0	All units have internal circulation
Orchard Grove Elementary	M M M O O	0	5	Music (4), Offices (2)
Parkway Elementary	C C	2	0	
Tuscarora Elementary	C C C C C R	5	1	Resource (1)
Whittier Elementary	C C C C C M R CO	5	3	Music (1), Resource (1)
Yellow Springs Elementary	C C C C C C C C R	8	1	Restroom (1)
Monocacy Middle	C C C C C C	6	0	
Urbana Middle	C C	2	0	
Urbana High	C C C C	4	0	
Walkersville High	C C C C C C C C R	8	1	Testing Classroom (1)
Heather Ridge	C C C C C	5	0	
Career & Tech Center	C C C C C	5	0	
Total		84	50	
All Portable Buildings		134		

Key

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

FCPS Owned

FCPS Leased

State Owned

APPENDIX L: FCPS SCHOOL FACILITIES WITH ABBREVIATIONS AND GRADES SERVED

Source: Frederick County Public Schools, May 2025

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

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

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

SCHOOLS AND PROGRAMS		
Carroll Creek Montessori Public Charter School	CCMPCS	Pre-K to 8th
Frederick Classical Charter School	FCCS	K to 8th
Heather Ridge School	HRS	6th to 12th
Monocacy Valley Montessori Public Charter School	MVMPCS	Pre-K to 11th
Remote Virtual Program	RVP	4th to 12th
Rock Creek School	RCS	SpEd Pre-K to 12th
Sabillasville Environmental Public Charter School	SEPCS	K to 8th
Success Program	SP	Ages 18 to 21
Frederick County Virtual School	FCVS	9th to 12th

APPENDIX M: FCPS FACILITIES INVENTORY IAC/PSCP 101.1

Source: Frederick County Public Schools, May 2025

SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL EQ. ENROL 2024	Percent Utilized	ACREAGE	BUILDING DATA Date A=Added R=Renovated LR=Limited Renovation	BUILDING DATA SQ. FT. Does not include demolitions	Facility Condition Index (FCI) Score	COMMENTS GENERAL	COMMENTS Portable Classrooms 24-25
Ballenger Creek Elem 5250 Kingsbrook Drive Frederick, MD 21703	PreK-5	636	718	113%	19.29	1991(Orig)	64,187	63.46%	PFA*	4
Ballenger Creek Middle 5525 Ballenger Creek Pike Frederick, MD 21703	6-8	859	765	89%	25	1990(Orig)	113,850	52.97%	PFA*	None
Blue Heron Elem 7100 Eaglehead Drive New Market, MD 21774	SpEdPreK-5	728	670	92%	15	2021 (Orig)	95,085	9.13%	PFA*	None
Brunswick Elem 400 Central Avenue Brunswick, MD 21716	PreK-5	725	786	108%	34.1	Total Orig 2023 (Replacement)	96,475	0.00%	PFA*	None
Brunswick High 101 Cummings Drive Brunswick, MD 21716	9-12	928	882	95%	48	Total 1965(Orig) 1979 A 1983 A 1983 R 1993 A	166,066 139,890 1,296 4,740 2,000 20,140	69.34%	PFA*	None
Brunswick Middle 301 Cummings Drive Brunswick, MD 21716	6-8	957	634	66%	29.7	Total 1985(Orig) 2006A 2006R	119,539 79,743 39,796 22,170	50.05%	PFA*	None
Butterfly Ridge Elementary 601 Contender Way Frederick, MD 21703	PreK-5 SpEdPreK	773	590	76%	12.12	2018 (Orig)	105,515	18.57%		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	57.98%	PFA*	5
Carroll Manor Elem. 5624 Adamstown Road Adamstown, MD 21710	PreK-5 SpEdPreK	592	523	88%	18.9	Total 1965(Orig) 1992 A 2010 A 2010 R	77,593 33,847 21,000 22,746 5,334	63.04%	PFA*	None
Catoctin High School 14745 Sabillasville Rd. Thurmont, MD 21788	9-12	1,043	783	75%	88	Total 1969(Orig) 1994 A 2000 A 2000 R	179,045 125,246 2,170 51,629 51,485	47.04%	PFA*	None

SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL EQ. ENROL 2024	Percent Utilized	ACREAGE	BUILDING DATA Date A=Added R=Renovated LR=Limited Renovation	BUILDING DATA SQ. FT. Does not include demolitions	Facility Condition Index (FCI) Score	COMMENTS GENERAL	COMMENTS Portable Classrooms 24-25
Centerville Elem. 3601 Carriage Hill Drive Frederick, MD 21704	SpEdPreK-5	598	465	78%	16	2005(Orig)	87,175	40.57%	PFA*	None
Crestwood Middle 7100 Foxcroft Drive Frederick, Maryland 21703	6-8	1,168	988	85%	23.08	2004(Orig) 2024 A	129,448 22,236	49.87%	PFA*	None
Deer Crossing Elementary 10601 Finn Drive New Market, MD 21774	PreK-5	608	529	87%	22	1997(Orig)	77,966	59.88%	PFA*	6
Earth & Space Sciences Laboratory 210 Madison Street Frederick, MD 21701	Special Elem Sci Programs	N/A	N/A	N/A	2	Total 2009 (Orig) 2012 A	10,771 10,624 147	43.00%	PFA*	None
Emmitsburg Elementary 300 South Seton Avenue Emmitsburg, MD 21727	PreK-5	225	214	95%	13.35	1974(Orig)	45,080	67.26%	PFA*	None
Frederick High 650 Carroll Parkway Frederick, MD 21701	9-12 PreK	1,601	1,809	113%	28	Total 2017 (Replacement)	270,618 270,618	21.36%	PFA*	None
Glade Elementary 9525 Glade Road Walkersville, MD 21793	PreK-5 SpEdPreK	625	552	88%	13.35	1995(Orig)	66,500	64.51%	PFA*	None
Governor Thomas Johnson High 1501 North Market Street Frederick, Maryland 21701	9-12	2,171	1,995	92%	39.31	Total 1966(Orig) 2000 A 2000R	312,533 303,302 9,231 303,000	56.40%	PFA*	None
Governor Thomas Johnson Middle 1799 Schifferstadt Blvd Frederick, MD 21701	6-8	943	558	59%	25.31	2000(Orig)	126,700	57.88%	PFA*	None
Green Valley Elementary 11501 Fingerboard Road Monrovia, MD 21770	K-5	501	852	170%	31.22	1971(Orig)	51,888	66.99%		16
Heather Ridge School 1445 Taney Avenue Frederick, MD 21702	6-12	148	51	34%	10	Total 1988(Orig) 2011 A 2011 R	31,553 30,000 1,553 1,369	54.33%	PFA*	5
Hillcrest Elementary 1285 Hillcrest Drive Frederick, MD 21703	PreK-5	534	581	109%	12.7	Total 1988(Orig) 1990 A	62,305 55,970 6,335	54.43%	PFA*	14

SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL EQ. ENROL 2024	Percent Utilized	ACREAGE	BUILDING DATA Date A=Added R=Renovated LR=Limited Renovation	BUILDING DATA SQ. FT. Does not include demolitions	Facility Condition Index (FCI) Score	COMMENTS GENERAL	COMMENTS Portable Classrooms 24-25
Kemptown Elementary 3456 Kemptown Church Rd. Monrovia, MD 21770	SpEdPreK-5	388	448	115%	39.46	1981(Orig)	53,800	64.65%		None
Lewistown Elementary 11119 Hessong Bridge Rd. Thurmont, MD 21788	SpEdPreK-5	209	148	71%	13	Total 1961(Orig) 1967 A	50,898 31,928 18,970	52.13%		3
Liberty Elementary 11820 Liberty Road Frederick, MD 21701	PreK-5	271	265	98%	11.64	Total 1927 (Orig) 1950 A 1967 A 1982 A 1982 R	40,720 14,182 18,768 7,520 14,432 18,000	75.01%	PFA*	1
Lincoln A Building 250 Madison Street Frederick, MD 21701	Success Program Special Ed	N/A	67	N/A	3.153	1974(Orig)	20,334	40.47%	PFA*	None
Lincoln Elementary 200 Madison Street Frederick, MD 21701	PreK-5	706	623	88%	11	Total 2012 (Replacement) 2012 R	98,463 87,423 11,040	35.83%	PFA*	None
Linganore High School 12013 Old Annapolis Rd. Frederick, MD 21701	9-12 PreK	1,642	1,629	99%	50	Total 2010 (Replacement)	253,565 253,565	32.05%		None
Middletown Elementary 201 East Green Street Middletown, MD 21769	3-5	480	460	96%	8	1974(Orig)	54,854	64.28%	PFA*	None
Middletown High 200 Schoolhouse Drive Middletown, MD 21769	9-12	1,328	1,029	77%	39	Total 1974(Orig) 1998 A 1997 R (Sci) 1998 R	189,641 158,850 30,791 12,327 8,645	72.37%	PFA*	1
Middletown Middle 100 Martha Mason Street Middletown, MD 21769	6-8	998	782	78%	24	Total 1953(Orig) 1957 A 1976 A 1995 A	114,974 53,668 17,100 9,006 35,200	76.11%	PFA*	None
Middletown Primary 403 Franklin Street Middletown, MD 21769	PreK-2 SpEdPreK	432	459	106%	20.026	2006 (Orig)	70,288	52.51%	PFA*	4
Monocacy Elementary 7421 Hayward Road Frederick, MD 21702	PreK-5	550	523	95%	12.55	1989 (Orig) 2024 LR	57,900	53.62%	PFA*	12

SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL EQ. ENROL 2024	Percent Utilized	ACREAGE	BUILDING DATA Date A=Added R=Renovated LR=Limited Renovation	BUILDING DATA SQ. FT. Does not include demolitions	Facility Condition Index (FCI) Score	COMMENTS GENERAL	COMMENTS Portable Classrooms 24-25
Monocacy Middle 8009 O'possumtown Pike Frederick, MD 21702	6-8	914	694	76%	20.38	1981(Orig)	114,445	63.31%	PFA*	6
Myersville Elementary 429 Main Street Myersville, MD 21773	K-5	434	402	93%	12	Total 1971(Orig) 1993 A	54,889 39,497 15,392	64.84%	PFA*	None
New Market Elementary 93 W. Main Street New Market, MD 21774	PreK-5	627	571	91%	12.3	Total 1933 (Orig) 1962 A 1977 A 1979 R 1979 A 2008 A 2008 R	88,983 9,212 29,800 25,860 30,895 930 23,181 13,160	63.52%	PFA*	2
New Market Middle 125 West Main Street New Market, MD 21774	6-8	774	675	87%	19.9	1974 (Orig)	114,936	66.00%	PFA*	None
New Midway Elem. 12226 Woodsboro Pike Keymar, MD 21757	3-5	148	127	86%	6.6	Total 1930 (Orig) 1963 A 1983 A 1983 R	21,894 9,520 9,906 2,468 8,914	62.36%	PFA*	2
North Frederick Elem. 1010 Fairview Avenue Frederick, MD 21701	PreK-5 SpEdPreK	752	662	88%	15.01	Total 2014 (Replacement)	95,613 95,613	31.73%	PFA*	None
Oakdale Elem. 5830 Oakdale School Road Ijamsville, MD 21754	K-5	730	1,148	157%	13.931	Total 2001 (Orig) 2012 A 2012 R	89,566 71,706 17,860 2,111	48.77%	PFA*	14
Oakdale High 5850 Eaglehead Drive Ijamsville, MD 21754	9-12 PreK	1616**	1,683	104%	49.1	2008 (Orig)	241,061	48.42%	PFA*	None
Oakdale Middle 5810 Oakdale School Road Ijamsville, MD 21754	6-8	1,158	1,081	93%	22.3	Total 2002 (Orig) 2021 A	129,858 109,089 20,769	47.08%	PFA*	None
Orchard Grove Elem. 5898 Hannover Drive Frederick, MD 21703	PreK-5 SpEdPreK	618	605	98%	15.68	1996 (Orig)	70,142	59.85%	PFA*	4

SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL EQ. ENROL 2024	Percent Utilized	ACREAGE	BUILDING DATA Date A=Added R=Renovated LR=Limited Renovation	BUILDING DATA SQ. FT. Does not include demolitions	Facility Condition Index (FCI) Score	COMMENTS GENERAL	COMMENTS Portable Classrooms 24-25
Parkway Elementary 300 Carroll Parkway Frederick, MD 21701	PreK-5	236	264	112%	5	Total 1930 (Orig) 1961 A 1982 A 1982 R	32,223 25,856 2,167 4,200 28,023	65.26%	PFA*	2
Rock Creek School 55B West Frederick Street Walkersville, MD 21793	Special Ed	120	72	60%	13	2021(Orig)	79,474	6.30%	PFA*	None
Sabillasville Environmental School A Classical Charter 16210-B Sabillasville. Rd. Sabillasville, MD 21780	K-8	207	190	92%	15	1964(Orig)	27,000	63.80%		None
Spring Ridge Elem. 9051 Ridgefield Dr. Frederick, MD 21701	PreK-5 SpEdPreK	647	606	94%	20	1991(Orig)	66,276	67.86%	PFA*	None
Sugarloaf Elementary 3400 Stone Barn Drive Frederick, Maryland 21704	K-5	754	829	110%	12.9	2018 (Orig)	97,869	18.49%	PFA*	None
Thurmont Elementary 805 East Main Street Thurmont, MD 21788	3-5	483	283	59%	15.31	Total 1955(Orig) 1959 A 1976 A 2023 LR	64,250 18,550 20,729 24,971	50.79%	PFA*	None
Thurmont Middle 408 East Main Street Thurmont, MD 21788	6-8	924	499	54%	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	58.37%	PFA*	None
Thurmont Primary 7989 Rocky Ridge Road Thurmont, MD 21788	PreK-2 SpEdPreK	470	347	74%	13.47	Total 2001 (Orig) 2006 A 2006 R	66,334 49,600 16,734 2,850	53.07%		None
Tuscarora Elementary 6321 Lambert Drive Frederick, Maryland 21703	PreK-5	633	778	123%	13.39	2004 (Orig)	86,938	50.76%	PFA*	6

SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL EQ. ENROL 2024	Percent Utilized	ACREAGE	BUILDING DATA Date A=Added R=Renovated LR=Limited Renovation	BUILDING DATA SQ. FT. Does not include demolitions	Facility Condition Index (FCI) Score	COMMENTS GENERAL	COMMENTS Portable Classrooms 24-25
Tuscarora High 5312 Ballenger Creek Pike Frederick, MD 21703	9-12 PreK	1,749	1,678	96%	46.49	Total 2003 (Orig) 2008 A	257,062 224,652 32,410	54.93%	PFA*	None
Twin Ridge Elem. 1106 Leafy Hollow Circle Mount Airy, MD 21771	SpEdPreK-5	681	700	103%	17	1992 (Orig)	68,900	65.03%	PFA*	None
Urbana Elementary 3554 Urbana Pike Frederick, MD 21704	SpEdPreK-5	764	728	95%	19.87	Total 2020 (Replacement)	98,178	7.08%	PFA*	None
Urbana High 3471 Campus Drive Ijamsville, MD 21754	9-12 PreK	1,899	1,964	103%	59.7	Total 1995 (Orig) 2005 A	249,609 208,000 41,609	56.99%	PFA*	4
Urbana Middle 3511 Pontius Court Ijamsville, MD 21754	6-8	1,020	1,083	106%	26.18	Total 2006 (Orig) 2015 A	145,135 125,049 20,086	54.20%	PFA*	2
Valley Elementary 3519 Jefferson Pike Jefferson, MD 21755	PreK-5	499	525	105%	31.71	Total 1967 (Orig) 1974 A 1974 R	59,989 40,404 19,585 2,485	66.35%	PFA*	1
Walkersville Elem. 83 Frederick Street Walkersville, MD 21793	PreK-5	701	696	99%	15	Total 1974 (Orig) 2011A 2011R	89,514 54,454 35,060 12,163	54.29%	PFA*	None
Walkersville High 81 Frederick Street Walkersville, MD 21793	9-12	1,065	1,159	109%	35	Total 1976 (Orig) 1999 A 1998 R (Sci) 1999 R	181,416 156,500 24,916 8,522 2,130	71.19%	PFA*	9
Walkersville Middle 55 Frederick Street Walkersville, MD 21793	6-8	1,105	770	70%	28.68	Total 1961 (Orig) 1985 A 1998 A 1998 R	119,353 75,880 3,241 40,232 7,355	62.16%	PFA*	None
Waverley Elem. 201 Waverley Drive Frederick, MD 21702	PreK-5	1,016	949	93%	18.17	Total 2022 (Replacement)	130,641	3.14%	PFA*	None
West Frederick Middle 515 West Patrick St. Frederick, MD 21701	6-8	1,094	812	74%	12	Total 1958 (orig) 2010 R 2010 A	166,439 143,363 143,363 23,076	46.75%	PFA*	None

SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL EQ. ENROL 2024	Percent Utilized	ACREAGE	BUILDING DATA Date A=Added R=Renovated LR=Limited Renovation	BUILDING DATA SQ. FT. Does not include demolitions	Facility Condition Index (FCI) Score	COMMENTS GENERAL	COMMENTS Portable Classrooms 24-25
Whittier Elementary 2400 Whittier Drive Frederick, MD 21702	PreK-5 SpEdPreK	624	772	124%	10.126	1998 (Orig)	81,244	54.43%	PFA*	8
Windsor Knolls Middle 11150 Windsor Road Ijamsville, MD 21754	6-8	978	813	83%	57	Total 1993 (Orig) 1999 A	116,644 98,000 18,644	61.12%		None
Wolfsville Elem. 12520 Wolfsville Rd. Myersville, MD 21773	PreK-5	200	163	82%	14	Total 1959 (Orig) 2000 A 2000 R	41,657 20,091 21,566 5,000	66.36%	PFA*	None
Woodsboro Elementary 101 Liberty Road Woodsboro, MD 21798	PreK-2	166	142	86%	5	Total 1952 (Orig) 1959 A 1973 A	28,557 8,425 175 19,957	61.99%	PFA*	None
Yellow Springs Elem. 8717 Yellow Springs Rd. Frederick, MD 21702	PreK-5	453	628	139%	17	Total 1957 (Orig) 1966 A 1974 A	52,600 20,442 7,013 25,145	62.27%		8
					1494.975		6,945,959			
			46,476							

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

**SRC incudes preK classrooms

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

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

POLICY	BOARD OF EDUCATION OF FREDERICK COUNTY, MARYLAND

UNUSED SCHOOL SYSTEM PROPERTY	POLICY 108

108.1 Disposal or Relocation of Unused School System Property

108.2 Retention

108.3 Lease

108.4 Sale

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

108.1 Disposal or Relocation of Unused School System Property

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

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

108.2 Retention

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

108.3 Lease

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

108.4 Sale

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

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

Title 13A STATE BOARD OF EDUCATION

Subtitle 02 LOCAL SCHOOL ADMINISTRATION

Chapter 09 Closing of Schools

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

.01 Adoption of Procedures to Govern School Closings.

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

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

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

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

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

(a) The public hearing shall take place before any final decision by a local board of education to close a school;

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

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

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

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

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

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

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

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

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

.02 Date of Decision.

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

.03 Appeal to State Board of Education.

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

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

Effective date: August 2, 1982 (9:15 Md. R. 1516)
Regulations .01 and .03 amended effective August 26, 1985 (12:17 Md. R. 1707); January 15, 1989 (15:27 Md. R. 3131)

APPENDIX O: FCPS REDISTRICTING POLICY 200 AND REGULATION 200-01

Source: Frederick County Board of Education, 2024

Frederick County Public Schools
Board of Education
SCHOOL ATTENDANCE AREAS AND REDISTRICTING
Policy 200

A. Policy Purpose

To define the conditions and process by which school attendance areas will be developed, adjusted, and adopted, and to outline the process for closing or consolidating schools.

B. Definitions

1. "Child care center", for the purposes of this Policy, is defined to mean a facility run by an individual, an agency, or an organization that offers child care services for part or all of any day, at least two (2) days a week.

2. "Specialized programs", for the purposes of this Policy, is defined to mean programs for students with disabilities whose placements are made through the County Individualized Education Program (IEP) process. These programs include self-contained special education classrooms that are housed in a number of comprehensive school buildings throughout the County.

C. Policy Statement

1. The Board of Education (Board) recognizes the need for an orderly and public process for the determination of school attendance areas. Feedback from the community during the process is essential to providing qualitative data for analysis and evaluation.

2. The Board has a primary responsibility to provide school facilities that address the need of students and sustain high quality educational programs. There will be times of population growth, enrollment fluctuations, opening or closing of schools, and changes to the educational landscape that indicate the need to adjust attendance areas, redistrict, or even close schools. The Board believes in establishing collaborative relationships between the school system and the community to address capacity and utilization impacts across the district.

3. Rooted at the center of any redistricting study conducted by Frederick County Public Schools (FCPS) is a focus and emphasis on student well-being. To this end, the Board is committed to ensuring that each and every student is provided a world class education~~,~~ and empowered to take ownership of their learning so they are ready to achieve a positive impact in the local and global communities. The Board's commitment also relies on nurturing relationships with families and the community. These relationships support a shared responsibility for and pride in student success and our school system.

4. The Board recognizes redistricting decisions are complicated and difficult, and must be centered on meeting the needs of all students throughout the district.

5. The Board recognizes the value of diverse and inclusive school populations when establishing school attendance areas. To this end, the Board is committed to ensuring students have access to educational excellence and equity and a safe, secure teaching and learning environments at each and every school.

D. Implementation

1. **Attendance Areas**
   a. The county shall be divided into appropriate school attendance areas by the Board. With the exception of some specialized programs, students are expected to attend the school assigned based on their primary residence.
   b. The Superintendent will prepare regulations concerning attendance areas.
   c. If the Superintendent 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.
   d. 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.
   e. The Superintendent has discretion to make minor adjustments to attendance area maps without Board approval under the following conditions where:
      i. Attendance area boundary lines divide properties.
      ii. Maps do not clearly define school assignments of current or future students.
      iii. Maps may not accurately identify current school assignments due to unforeseen factors.
   f. The Chief Operating Officer will be responsible for updating attendance area maps annually to reflect any changes in boundary maps.
   g. The Board reserves the right to modify proposals, alternatives or recommendations presented by the Superintendent, Frederick County community members, or during Board votes.
   h. Requests for enrollment outside of a designated attendance area may be considered in accordance with FCPS Regulation 400-15, *Out-of-District Enrollment*.

2. **Redistricting Process**
   a. The Board may consider school attendance area adjustments under one or more of the following conditions:
      i. Construction of a new school, an addition to, or renovation of an existing school building.
      ii. Closure or significant damage of an existing school facility.
      iii. Changes to student enrollment numbers or projections that are outside of the target capacity utilization range of 100-110%.
      iv. Program changes that impact a school's state rated capacity.

v. Any situation that would compel an attendance boundary adjustment to promote student safety and well-being, enhance efficiencies, or adapt to shifts in program delivery requirements.

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 non-exhaustive list of factors (presented in no particular order of importance) evaluated analytically in developing school attendance area boundaries:
   i. Efficient use of available capacity across the district;
   ii. Long-range enrollment projections, capacity needs, and planned capital projects;
   iii. Fiscal responsibility to minimize capital and operating costs whenever feasible;
   iv. Proximity to schools in order to maximize walkers and minimize distance or time of bus routes;
   v. Establish areas that are, as much as practical, made up of contiguous communities;
   vi. Student demographic characteristics; specifically, socioeconomic composition of each school's student population, number of multilingual learners, and students receiving special education supports. This data is used to help ensure the needed supports are available to students once revised attendance boundaries are enacted;
   vii. Creating boundaries that keep groups of students together from one school to the next. (e.g., avoid split feeders of less than 15% at the receiving school).

3. **Redistricting Study Process**
   a. 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.
   b. No two redistricting processes are identical, and the community engagement plan should be tailored to meet the needs of the schools in the study area. At a minimum, the community engagement plan will outline the study process, timelines, and planned activities with the community throughout the redistricting process. The community engagement plan may include a variety of engagement strategies emphasizing maximum community involvement and transparency, such as community forums, online presentations, virtual forums, and online surveys. The engagement strategy(ies) to be employed will depend on the particular needs of a redistricting study, which may include strategies not listed here.
   c. A communication concerning the proposed redistricting study and the community engagement plan will be disseminated to the Frederick County community via a Find Out First notification.
   d. Following initial data collection and before an option is developed, 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. Feedback will be gathered regarding questions and concerns about the proposed redistricting.

e. School system staff will then develop a school attendance boundary option utilizing information and data gathered and the factors outlined above. A proposed option for consideration by the superintendent will be finalized, approved, and presented to the Board. This option, with any directed revisions from the Board, will then be presented to the school communities as a discussion starting point, in accordance with the community engagement plan, for review and comment.
f. 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.
g. The Board may direct the Superintendent to provide additional information or develop an alternative attendance boundary option for the Board's consideration.
h. The Board will have a final public hearing and take final action at a public meeting.
i. Consideration will be given to granting exemptions to the redistricting decision to students entering 5th, 8th, 11th, and 12th grades if space and staffing is available. Schools that are over capacity may remain restricted from exemptions.

4. **School Closing or Consolidation**
   a. If the superintendent recommends the closing or consolidation of a school, the Board will receive a list of multiple measures for schools for review such as: (1) enrollment, (2) actual square feet per student, (3) facility cost per student, (4) students per staff, and (5) percentage above or below Every Student Succeeds Act (ESSA) average per level. If the Board wants to consider closing or consolidating a school, the Board shall direct the Superintendent to examine the feasibility of such action. The Superintendent shall prepare such reports as necessary to describe proposed closing or consolidation to and allow adequate public review and comment.
   b. At a minimum, the following shall be considered when evaluating criteria for closing a school:
      i. Student enrollment trends in relation to state rated capacity;
      ii. Age and/or condition of school buildings;
      iii. Transportation;
      iv. Educational programs;
      v. Racial composition and levels of poverty of student body;
      vi. Financial considerations;
      vii. Student relocation;
      viii. Impact on community in geographic attendance area for both the proposed closing school and schools impacted by relocating students; and
      ix. Any other factors the Board deems relevant to rendering its decision.
   c. 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.
   d. **Procedures for Community Engagement**
      i. **Public Hearing**
         1. A public hearing shall take place before any final decision by the Board to close a school.
         2. Time limits on the submission of oral and written testimony and data shall be clearly defined in the notification of the public meeting.

ii. Adequate Public Notification
    1. 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
    2. The newspaper notification shall include the procedures to be used by the Board in making a final decision.
    3. The newspaper notification will be placed at least two weeks prior to any public hearing held by the school system on the proposed closing.
    4. Staff will also alert the community through Find Out First notifications, and any appropriate social media platforms identified by staff.

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

E. Related Information

1. **Board Policy**
    a. Policy 102, *Meetings*
    b. Policy 105, *Appeal and Hearing Procedures*
    c. Policy 108, *Unused School System Property*
    d. Policy 202, *Construction, Renovation and Maintenance*
    e. Policy 430, *Attendance at Schools*
    f. Policy 444, *Educational Equity and Excellence*

2. **Code of Maryland Regulations (COMAR)**
    a. COMAR 13A.01.05, *Appeals to the State Board of Education*
    b. COMAR 13A.02.09, *Closing of Schools*
    c. COMAR 13A.16.01.02, *Child Care Centers, Definitions*
3. **FCPS Regulations**
    a. Regulation 100-02, *Redistricting*

b. Regulation 400-07, *Enrollment Residency Requirements*
c. Regulation 400-15, *Out-of-District Enrollment*
d. Regulation 444-01, *Educational Equity and Excellence*

4. **FCPS Resources**
   a. FCPS Enrollment Website
   b. Find Your Feeder Area Website
   c. Out of District (Attendance) Area Application Form
   d. Schools Closed to Out of District Transfers List

5. **Maryland Statutes**
   a. Md. Code Ann., Educ. § 4-109, *Public Schools and Attendance Areas*
   b. Md. Code Ann., Educ. § 4-115, *Land, School Sites, or Buildings Used for School Purposes*

F. Policy History (Maintained by Legal Services)

Responsible Office	Chief Operating Officer
Adoption Dates	09/24/03
Review Dates	2015, 2016, 2020, 2021, 2023, 2024
Revision Dates	09/26/07, 07/13/16, 03/24/21, 03/27/24

Frederick County Public Schools
Reach. Challenge. Prepare.

Frederick County Public Schools
Regulation
REDISTRICTING
Regulation 200-01 (formerly 100-02)

A. Purpose

To provide guidance and expectations to Frederick County Public School (FCPS) staff regarding the process by which school attendance areas will be developed, adjusted, and adopted.

B. Background

School attendance areas boundaries may need to be adjusted periodically due to current and/or projected enrollments to better utilize available classrooms, establish attendance area boundaries for new schools, or adjust attendance area boundaries when a school is closed.

C. Definitions

1. "Parent" is defined to mean a biological or adoptive parent, a court-appointed custodian or guardian, a foster parent, or a caregiver (as defined by the Education Article of the Maryland Annotated Code or as designated by the United States Department of Health and Human Services, Office of Refugee Resettlement).

D. Procedures

1. **Temporary Adjustments.** Temporary measures shall be examined and considered prior to any permanent change in attendance areas.
   a. 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:
      i. Use of old school facilities as buffers for crowded schools when feasible during periods of growth and where cost effective.
      ii. Use of portable classrooms.
      iii. Use of rental properties.
      iv. Change in grade structure.
      v. Other arrangements as may be necessary.
   b. The Superintendent may hold public meetings to provide an opportunity for affected citizens to react to recommendations for temporary adjustments for housing students.
   c. The Superintendent implements temporary adjustments.

2. **Redistricting Approval Process**
   a. If the Chief Operating Officer determines that the temporary adjustments will be inadequate to handle enrollments, they will consult with Department of System

conducted in accordance with the process and factors found in Board Policy 200, *School Attendance and Redistricting*.

c. The Chief Operating Officer will ensure that relevant records of all public comments are maintained and forwarded to the Superintendent and the Board for their consideration.
d. The Deputy Superintendent and the Chief of Schools and Accountability are responsible for implementing the new attendance boundaries as approved by the Board.
e. Parents of current students will be provided with written notification of any changes to school attendance boundaries.

3. **Minor Adjustments**
   a. The Superintendent has discretion to make minor adjustments to attendance area maps without Board approval under the following conditions:
      i. Attendance area boundary lines divide properties.
      ii. Maps do not clearly define school assignments for current or future students.
      iii. Maps may not accurately represent current school assignments due to unforeseen factors.
   b. Changes to attendance areas will be based on the Chief Operating Officer's recommendation, following consultation with school principals, the Transportation Department, and the Department of Special Education and Student Services.
   c. Changes to attendance areas that affect current students will be made with advanced written notification to parents.
   d. The Division of Operations is responsible for updating attendance area maps annually to reflect any changes in boundary maps.

E. Related Information

1. **Board Policy**
   a. Policy 200, *School Attendance and Redistricting*

2. **Maryland Statutes**
   a. Md. Code Ann., Educ § 7-101(c)

F. Regulation History (Maintained by Legal Services)

APPENDIX P: FCPS USE OF SCHOOL FACILITIES REGULATION 203-01

Source: Frederick County Public Schools Office of the Superintendent, October 2024

Frederick County Public Schools
INSPIRE ★ MOTIVATE ★ INNOVATE

Frederick County Public Schools
Regulation
RENTAL OF SCHOOL FACILITIES
Regulation 203-01 (formerly 100-01)

A. Purpose

To establish guidelines and procedures for the use of Frederick County Public Schools (FCPS) facilities by approved community user groups, ensuring that such use is consistent with FCPS's mission and that operational and maintenance costs are appropriately managed.

B. Background

The Board of Education of Frederick County (Board) recognizes in Board Policy 203, *Facilities and Grounds*, that FCPS facilities are public buildings. Subject to Maryland school laws, the Board encourages the use of FCPS facilities by approved community user groups (CUGs) when the facilities are not needed 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 Board; provided, however, that the costs of operation and maintenance are defrayed by the CUG. *See* Board Policy 203, *Facilities and Grounds*.

C. Definitions

None.

D. Procedures

1. **Rental of Frederick County Public Schools (FCPS) Facilities**
   a. **Non-Profit 501(c)(3) Organizations**
      i. FCPS buildings and grounds may be used for educational, civic, social, religious, and recreational activities only by approved 501(c)(3) non-profit CUGs.
      ii. 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.
   b. **For-Profit Organizations.** Rental of FCPS property by a for-profit business or CUG is not permitted.

2. **FCPS Facilities Restricted for Outside Use**
   a. Because of the special purpose design of Rock Creek School, Career and Technology Center, Heather Ridge School, Earth and Space Science Lab, FCPS Learning & Leadership Center (LLC) 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.
   b. Related CUGs using the Rock Creek School will include only groups 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.

3. **Special Operating Requirements.** The Board 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 Board. These agreements may contain provisions which sometimes may be at variance with Board policy or FCPS regulation in order to meet the needs of specific situations.

4. **Classification of Users and Charges.** Table I, *FCPS Community User Group Priority List,* and Table II, *Community User Group Fee Schedule*, as linked in 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.

5. **Applications to Become an Approved Community User Group (CUG)**
   a. 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.
   b. 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.

6. **Standard Operating Procedures (SOP) for Use of Facilities**
   a. 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.
   b. 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.

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

event dates cannot extend past the end of the current fiscal year (June 30). *See* SOP for full details, including the timeline for submission/processing of requests.

c. 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.

d. An SRF received after the established deadline may be considered at the discretion of the principal or designee.

8. **Priority Schedule.** Use of facilities shall be determined in accordance with the order of priority as identified in Table I, *FCPS Community User Group Priority List*.

9. **Charges – *See* Table II, *Community User Group Fee Schedule*.** The total fee could consist of:

   a. **Facility Fee:** Charges levied to offset costs of building operations and maintenance (applies to second, third, fourth and fifth priority users – See Table I, *FCPS Community User Group Priority List*).

   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, *FCPS Community User Group Priority List*).

   c. As a general rule, when a CUG uses FCPS facilities during an 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.

   d. FCPS staff will review Table II, *Community User Group Fee Schedule*, rates periodically and revise the rate schedule as appropriate, with approval of the Board (per Board Policy 203.3).

10. **Restrictions and Conditions Regarding Use of the Facilities**

    a. 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.

    b. 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 the facility on behalf of a for-profit group that they are not sponsoring.

    c. 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.

    d. All CUGs must comply with Board Policy 112, *Promoting a Drug-Free, Alcohol-Free, and Tobacco/Vape-Free Environment*. Violations of the policy will result in permanent revocation of the CUG's status as an approved user of FCPS facilities.

11. **Permitted Activities.** Board 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.
    a. 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.
    b. FCPS buildings shall not be used for events or activities private in nature such as birthdays, anniversaries, weddings, receptions, funerals, or memorial services.
    c. FCPS buildings and grounds may be used for non-partisan political debates and issues forums sponsored by FCPS or non-partisan organizations.
    d. 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.
    e. Nothing in the above shall serve to restrict the county Board of Elections in the administration of Election Day activities.

12. **Overnight Use Prohibited.** 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.

13. **Signs.** 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.

14. All use of buildings and/or grounds is restricted to the area and to the activity as described on the SRF.

15. 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.

16. **Reporting of Misuse by School Administrator.** 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).

17. Occupancy of buildings or rooms shall not exceed capacities established by the fire marshal.

18. Vehicles will be parked in authorized parking areas only. Operation of vehicles on FCPS lawns and play fields is prohibited.

19. All after-hour use of FCPS facilities must be supervised by a person at least 21 years of age representing the user group.

20. 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.

21. 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.

22. Under no condition will an SRF for after-hour activities be approved where the SRF requires persons to be on a building roof. This includes firefighting practices, rappelling demonstrations, and other such activities.

23. The school principal may exercise their discretion to determine what areas/rooms may be available to a CUG, except that the following areas shall not be available to the CUG: portables, computer labs, locker rooms (except in conjunction with pool usage), and high school concessions.

24. **Indemnification Provision**. To the extent allowed by law and subject to the applicable sovereign immunity limits, each party to this agreement shall indemnify and save harmless the other parties for any liability arising out of their respective negligence arising from the operation and implementation of the terms herein. Nothing in this agreement shall be constructed to affect in any way the rights, privileges, immunities or defenses of any party, which may exist by statute or common law with regard to any claim, action, or cause of action by or on behalf of any third person.

25. **Indemnification Clause specific to State of Maryland Agencies**. To the extent allowed by the laws of the State of Maryland and the opinions of the State Attorney General, and subject to an appropriation of funds by the Maryland General Assembly, and subject to the applicable sovereign immunity limits, each party to this agreement shall indemnify and save harmless the other parties for any liability arising out of their respective negligence

arising from the operation and implementation of the terms herein. Nothing in this agreement shall be constructed to affect in any way the rights, privileges, immunities or defenses of any party, which may exist by statute or common law with regard to any claim, action, or cause of action by or on behalf of any third person.

26. **Principal's Responsibility**
    a. 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.
    b. 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.
    c. The principal or designee is responsible for maintaining proper relationships with CUGs that use their facility.
    d. 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.

27. **User's Responsibility**
    a. 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.
    b. The CUG must include all set-up requirements on the SRF. In no event are electrical power capacities to be exceeded.
    c. 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.
    d. 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.
    e. 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.
    f. 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.
    g. The CUG recognizes that FCPS facilities are not to be used for personal financial gain.
    h. The CUG acknowledges that the charges for the facility shall be in accordance with Table II, *Community User Group Fee Schedule*, 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.

i. CUGs are advised that technical equipment in FCPS facilities requires the attention of properly trained FCPS personnel.
    i. A CUG may not use FCPS computer equipment unless special permission is received by the school principal.
    ii. When the kitchen portion of the cafeteria is requested, at least one of the Food & Nutrition Services staff must be on duty.
    iii. 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.)
    iv. 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.)
    v. Services provided in ii-iv above will incur a labor charge to the CUG. (*See* Table II, *Community User Group Fee Schedule*.)
j. The CUG agrees that alcoholic beverages, controlled dangerous substances, and games of chance are prohibited.
k. The CUG agrees to provide adequate supervision to ensure that good order is maintained.
l. The CUG agrees that fire regulations shall be strictly followed.
m. 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.
n. The CUG may impose an admission charge to cover expenses.
o. 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 website at http://www.cdc.gov.
p. 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.
q. For the protection of the CUG, the Board requires that the CUG furnish to the Board a certificate of insurance satisfactory to the Board 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 canceled 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.)

28. **Pool Use**
    a. 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.
    b. 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.
    c. 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.
    d. 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.
    e. 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.
    f. 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.
    g. Reservations for any swimming pool will not be granted for longer than six (6) months at a time.
    h. The maximum pool capacity shall not exceed seventy-five (75) users in the water at any given time.
    i. The charges for swimming pool use for all users are listed below:
        i. $80 per hour: Youth CUG that books and uses 150 or more hours during a 6-month period
        ii. $90 per hour: Youth CUG that books and uses less than 150 hours during a 6-month period
        iii. $100 per hour: Adult CUG that books and uses for any length of time
    j. 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.
    k. 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, *Community User Group Fee Schedule*.
    l. FCPS may establish such hours of operation and holiday schedules as it deems appropriate for efficient operation of the facility.

m. 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.

29. **Field Use Cancellation**
    a. Use of any school field by a CUG may be canceled at the discretion of the principal or the Chief Operating Officer based on weather and field conditions. (*See* SOP for more details.)
    b. Use of any FCPS field may be canceled 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:
        i. Use of the field by a CUG directly interferes with a scheduled FCPS event.
        ii. At least one-third of the field's turf cover has significantly deteriorated.
        iii. The field has unacceptable compaction levels or other safety-related concerns.
        iv. A repair program for the field is underway as a consequence of overuse, turf disease, or vandalism.
        v. Use of the field interferes with construction under way at the FCPS facility.
        vi. 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).

30. **Rental of Central Office Facilities**
    a. Rental of the central office facilities at 191 South East Street, Frederick, MD 21701, by an approved CUG is limited to the first-floor boardroom and conference room 1A.
    b. Use of the board room by a CUG is limited to meetings, presentations, conferences, public hearings, or similar events. The boardroom 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 boardroom.
    c. Activities scheduled in the central office board room must conclude no later than 10:00 p.m.
    d. Activities scheduled in the central office board room on weekends or holidays will require custodial support at the labor rates outlined in Table II, *Community User Group Fee Schedule*.
    e. The rental fee for the central office board room is identified in Table II, *Community User Group Fee Schedule* (*see* Note 3).
    f. 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.
    g. All other procedures and requirements as outlined in this regulation will apply to the rental of the central office board room.

E. Related Information

Board Policy

a. Policy 112, *Promotion of a Drug-Free, Alcohol-Free, and Tobacco/Vape-Free Environment*

b. Policy 203, *Facilities and Grounds*

FCPS Regulations
a. Regulation 100-05, *Auxiliary Custodians*
b. Regulation 200-29, *School Security and Safety*

FCPS Resources
a. FCPS Community User Group Priority List (Table I)
b. Community User Group Fee Schedule (Table II)
c. Use Of Facilities Standard Operating Procedures
d. Use of FCPS Facilities Website

Federal Statutes
a. 26 USC § 501

Internal Resources
a. Inside FCPS Use of Facilities Webpage

F. Regulation History (Maintained by Legal Services)

Responsible Office	Office of the Chief Operating Officer
Adoption Dates	01/01/86
Review Dates	01/29/20, 05/10/23
Revision Dates	08/01/23; 08/27/24; 10/10/24

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

Source: Frederick County Board of Education, July 2016

POLICY	BOARD OF EDUCATION OF FREDERICK COUNTY, MARYLAND
CONSTRUCTION, RENOVATION AND MAINTENANCE	**POLICY 202**

202.1 Facilities Master Plans

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

202.2 New School Buildings

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

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

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

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

202.3 School Site Acquisition

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

- The site is consistent with the land use plans prepared and approved by Frederick County, the City of Frederick or municipality.

- The site is adequate in size and physical characteristics to meet site design requirements for the size and type of school intended for the site.

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

- The site is in compliance with State, County and Municipal site development regulations.

- Adjoining, existing and future planned land uses of the site are compatible with the type of school planned.

- The site has acceptable utility, road and pedestrian access available.

202.4 Specific Project Approval

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

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

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

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

202.6 Easements or Rights-of-Way

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

202.7 Developer-Funded School Construction Projects

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

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

A. Developer Responsibilities

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

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

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

B. Board Responsibilities

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

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

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

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

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

C. Staff Responsibilities

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

APPENDIX R: FCPS TRANSPORTATION POLICY 441

Source: Frederick County Board of Education, March 2022

POLICY	BOARD OF EDUCATION OF FREDERICK COUNTY, MARYLAND

TRANSPORTATION OF STUDENTS	POLICY 441

441.1 Parental Responsibility
441.2 Student Eligibility for Bus Transportation
441.3 Bus Routing
441.4 Students with Disabilities
441.5 School Bus Ridership
441.6 Standing on Buses
441.7 Transportation of an Out-of-State Student
441.8 Transportation of Students Living Within Mileage Limit

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

441.1 Parental Responsibility

A. Getting students to and from school safely is a partnership between the home and the school. Frederick County Public Schools (FCPS) will provide parents with educational information and resources on pedestrian and bus safety in addition to the training and resources provided to students.

B. Parents are responsible for the safety and conduct of their children from the time they leave home until they board the school bus or enter school property and from the time they leave the school bus or exit school property at the end of the day.

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

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

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

D. Parents may be held responsible for the reimbursement of damages to the property of other students on the school bus and for damage to equipment on the bus. Parents may also be held responsible for the damage caused by objects thrown from the bus.

E. Parents are responsible for identifying the appropriate walk route from home to school or the bus stop. FCPS will provide to parents national, state and/or local information and recommendations to assist parents in identifying an appropriate walk route.

F. It is recommended that parents walk with or make provisions for providing assistance for taking very young children to the bus stop or school in the morning and meeting the bus or students leaving school in the afternoon

G. In order to determine if schools are closed, delayed, or dismissing early, parents are expected to check local radio and television broadcasts, as well as the FCPS webpage for announcements of the delayed opening or closing of schools.

441.2 Student Eligibility for Bus Transportation

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

A. Elementary

With the exceptions as outlined in sections D and E, elementary students are not eligible for school bus transportation to school unless the most practical, direct walking route is longer than 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 <u>without</u> 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 <u>with</u> 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 ½ 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 ½ hour prior to the start of school and to pick up students within ½ hour of dismissal.

441.4 Students with Disabilities

A. Students with disabilities attending a Maryland State Department of Education approved school during the regular school year may be provided daily transportation if they live within 50 miles of the school.

B. Students with disabilities living beyond the 50-mile limit established above shall be eligible for two (2) round trips each school year.

C. Certain resident students with disabilities attending Maryland State Department of Education approved public or nonpublic schools shall have transportation available to and from their home areas on weekends.

441.5 School Bus Ridership

A. As provided in regulations of the Maryland Department of Transportation Motor Vehicle Administration, the driver of a school bus shall be in full charge of the bus and students, except in the presence of a teacher.

B. A school bus driver shall not permit or allow children not enrolled in a school program or any unauthorized adult on any school bus.

C. Except for regular routes to and from school during the school year, utilization of county-owned buses will be limited to trips sponsored by the public schools of Frederick County for approved school activities. An exception will be made for official business trips sponsored by the County Council for Frederick County, Maryland. School buses involved in field trips will be driven only by approved and certified board school bus drivers.

441.6 Standing on Buses

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

441.7 Transportation of an Out-of-State Student

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

441.8 Transportation of Students Living Within Mileage Limit

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

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

APPENDIX S: ALTERNATIVE EDUCATION PROGRAM

Source: Frederick County Public Schools, April 2025

Alternative Education

Heather Ridge School

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

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

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

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

Frederick County Virtual School

The Frederick County Virtual School (FCVS) provides blended online courses to expand learning options for FCPS students. FCVS utilizes a blended learning model where synchronous (face-to-face and/or video conferencing) sessions are a requirement of the learning process. Courses are aligned to FCPS Essential Curricula and represent a variety of course options. All instructors are highly-qualified FCPS teachers with special training in working with students in a virtual setting. Students interact with an online community of teachers and students as they complete assignments, respond to

discussion board posts, and take exams within established timelines. Hands-on science courses may involve laboratory time to conduct experiments and build projects.

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

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

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

The offices are located at the former Walkersville Library building where FCVS utilizes one conference room, two administrative offices, nine cubicles and storage area.

Remote Virtual Program

The FCPS Remote Virtual Program is a grade 4-12 remote virtual program that will follow the same 180-day FCPS academic calendar year set forth by the FCPS Board of Education, which meets the time and attendance requirements outlined in COMAR. Students are instructed in the FCPS curriculum in a virtual synchronous setting that includes asynchronous opportunities. Students follow a specially designed schedule that adheres to the COMAR regulations and supports online synchronous instruction. Live classes occur daily, Monday through Friday, with schedules aligned to that of our traditional school schedules. Synchronous learning opportunities are maximized throughout the day, with some asynchronous work time included.

For grades 4-8, students have access to all grade level core courses and will meet the same state course and COMAR requirements as the FCPS face-to-face program. Students have access to grade level courses that include mathematics, ELA, science, social studies, physical education, health, fine arts, and computer science. Students are expected to successfully complete all grade level courses in order to be promoted to the next grade. Promotion to the next grade level follows the same procedures as in-person learners outlined in FCPS Regulation 500-10: Placement and Promotion of Students.

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

APPENDIX T: SPECIAL EDUCATION PROGRAM DESCRIPTION

Source: Frederick County Public Schools, April 2025

SPECIAL EDUCATION

FCPS' Special Education Program supports students with disabilities from age 3 through 21, ensuring they receive appropriate instruction through the individualized education program (IEP) team process. Services are provided in the least restrictive environment; this includes services at the student's home school, a specialized program within a comprehensive school, separate day school, or private/residential placement. Extended School Year (ESY) services are available for students with IEPs as determined annually through the IEP team process.

Each school has an IEP team to assess eligibility, develop plans, and determine services. Parents are encouraged to participate.

For more info, call 240-586-8652, email specialeducation@fcps.org.

Special Education services are provided to students with disabilities who are learning along with their non-disabled peers with the implementation of their Individualized Education Program (IEP). There is a range of special education services in the general education setting offered at each building to meet students' individual educational needs.

These services include:

Consultation
No direct services are provided to the student. Special educators and/or related service personnel review the student's performance in general education classes at least quarterly. The provider of the consultative service also consults with the IEP team and general education staff who work with the student to discuss strategies that support the student's continued progress.

Co-Taught
Co-teaching is a partnership or collaboration between two or more instructors. Frequently, this partnership consists of one general educator and one special educator, but it can be any pairing of instructional staff including but not limited to general educator, special education teacher, intervention teacher, school-based specialist or related service provider. It involves the distribution of responsibility for planning instruction and evaluation for a classroom of students.

Push In
Special educators schedule services on a flexible basis. Schedules are coordinated with the general educator based on student need in inclusive classrooms where student(s) with disabilities are accessing general education curriculum. The push-in model is not a traditional "co-teaching" model. The special educator may provide services in multiple classrooms within the same instructional period. In the push-in model the special educator's role can include, but is not limited to: modifying curricular resources, planning with the content teacher(s) and leading differentiated groups, as well as planning and implementing re-teaching or modified versions of any learning episodes

Open Resource
An Open Resource room is available to students with an IEP at any point during their instructional day for access to accommodations, supplementary aids and services, test preparation or completion, completing assignments, guided practice with an emerging skill, and/or re-teaching. Students should not access the resource room during direct instruction of their content area classes. The resource room is open throughout the day and is monitored by a trained staff member (special educator, SEIA, general educator, etc.).

Pull Out Resource
Students are scheduled to meet with a provider to support IEP implementation, including accommodations, supplemental aids, goals/objective instruction, pre-teaching or re-teaching. The student's service hours on his or her IEP reflect how often and how long a student is "pulled" for the resource. Best practice suggests that students are pulled during non-academic times or non-direct instruction. This location can be in a special educator's classroom or in any specified room in the school.

Specialized programs are housed throughout the county in many general education buildings. Students may also receive special transportation and other related services as appropriate, determined through their Individualized Education Program (IEP).

1) 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 the 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. For information, call the Frederick County Developmental Center, 301-600-1612.

2) Child Find Services: Child Find is a process for screening, evaluating, and identifying all children from birth through age 21 who have special needs. Parents of school-age children who suspect their child may have an educational disability should contact their community school. If the child is 2 years and 9 months or older and not enrolled in school, parents should contact the Child Find office at 301-644-5292. For information regarding the Child Find process for children younger than 2 years and 9 months, contact the Frederick County Developmental Center, 301-600-1611.

3) Special Education Pre-Kindergarten: FCPS offers a continuum of special education programming for children ages 3-5 who require additional support. All settings educate students using academic standards while implementing Individualized Education Programs (IEPs) for eligible children who have been identified with a disability. Services are available at an itinerant, half-day, and full-day level based on student needs. Eligible services are provided across educational settings including with and without general education peers as necessitated by the IEP. Participation in this program provides opportunities for all students to strengthen their social and academic skills through a preschool setting designed to prepare them for kindergarten.

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

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

5) 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 on the Essential Elements of the Maryland College & Career Readiness Standards. Students pursue a High School Certificate of Completion and graduation status is reviewed annually.

6) Pyramid Program: Pyramid provides integrated support to students with significant social and emotional needs. 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 are pursuing a high school diploma.

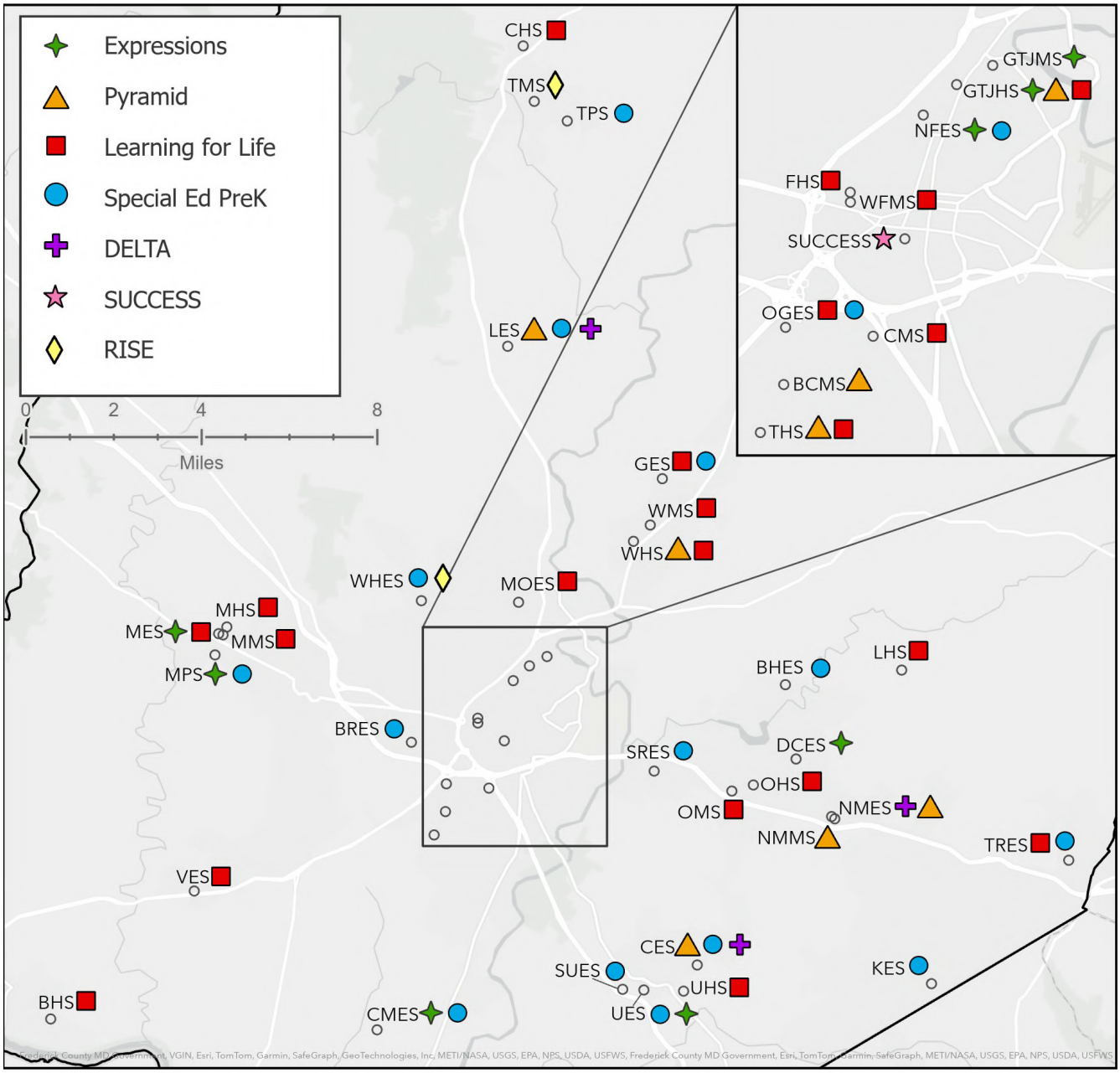
7) SUCCESS Program: SUCCESS is a transition-education program for students ages 18-21 who have an IEP and are pursuing a Maryland High School Certificate of Completion. Students considered for the program have completed at least 4 years in a comprehensive high school, have had work experience and exhibit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

8) Rock Creek School: 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.

9) RISE Program: The RISE Program (Responsive Interventions for Student Excellence) provides integrated supports to students with autism spectrum disorders, emotional disabilities, or other educational disabilities. The RISE Program is available for students who exhibit social communication needs and have not shown IEP progress at their home campus. The purpose of RISE is to support students through the use of specially-designed instruction and evidence based practices in the area of social communication, pragmatics, executive functioning, behavior skills, and academic needs. The RISE program provides a small group setting with high staff to student ratio in an environment working towards grade-level curricular standards with opportunities for inclusion with non-disabled peers

FREDERICK COUNTY PUBLIC SCHOOLS
MARYLAND

Special Programs 2025-26



Expressions
Carroll Manor ES
Deer Crossing ES
Middletown ES
Middletown PS
North Frederick ES
Urbana ES
Gov. TJ MS
Gov. TJ HS

Pyramid
Centerville ES
Lewistown ES
New Market ES
Ballenger Creek MS
New Market MS
Gov. TJ HS
Tuscarora HS
Walkersville HS

Learning for Life
Glade ES
Middletown ES
Monocacy ES
Orchard Grove ES
Twin Ridge ES
Valley ES
Crestwood MS
Middletown MS
Oakdale MS
Walkersville MS
West Frederick MS
Brunswick HS
Catoctin HS
Frederick HS
Gov. TJ HS
Linganore HS
Middletown HS
Oakdale HS
Tuscarora HS
Urbana HS
Walkersville HS

Special Ed PreK
Blue Heron ES
Butterfly Ridge ES
Carroll Manor ES
Centerville ES
Glade ES
Kemptown ES
Lewistown ES
Middletown PS
North Frederick ES
Orchard Grove ES
Spring Ridge ES
Sugarloaf ES
Thurmont PS
Twin Ridge ES
Urbana ES
Whittier ES

DELTA
Centerville ES
Lewistown ES
New Market ES

SUCCESS Program
Lincoln A Building

RISE Program
Whittier ES
Thurmont MS

APPENDIX U: CAREER AND TECHNOLOGY EDUCATION PROGRAM DESCRIPTION

Source: Frederick County Public Schools, April 2025

CAREER & TECHNICAL EDUCATION

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

Brunswick High School
Agriculture Education
- Animal Science
- Plant Science
- Mechanics

Automotive Mechanics
Business Education
- Accounting and Finance
- Admin Services
- Business Management
- Marketing

Career Research and Development
Child Development Associate
Computer Science
Computer Science and Engineering Education
Interactive Digital Media
Youth Apprenticeship

Frederick High School
Academy of Health Professions
Agriculture Education
- Animal Science
- Plant Science

Architecture Engineering and Construction Management
Business Education
- Accounting and Finance
- Admin Services
- Business Management
- Marketing

Career Research and Development
Child Development Associate
Computer Science
Computer Science and Engineering Education
Construction Design and Manufacturing
Culinary and Hospitality
Interactive Digital Media
Youth Apprenticeship

Catoctin High School
Agriculture Education
- Animal Science
- Plant Science
- Mechanics

Business Education
- Accounting and Finance
- Admin Services
- Business Management
- Marketing

Career Research and Development
Child Development Associate
Computer Science
Computer Science and Engineering Education
Construction Design and Manufacturing
Youth Apprenticeship

Governor Thomas Johnson High School
Aeronautics Drone Operation
Architecture Engineering and Construction Management
Business Education
- Accounting and Finance
- Admin Services
- Business Management
- Marketing

Career Research and Development
Child Development Associate
Computer Science
Computer Science and Engineering Education
Construction Design and Manufacturing
Naval Junior Reserve Officers Training Corps (NJROTC)
Youth Apprenticeship

Middletown High School
Agriculture Education
- Animal Science
- Plant Science
- Mechanics

Business Education
- Accounting and Finance
- Admin Services
- Business Management
- Marketing

Career Research and Development
Child Development Associate
Computer Science
Computer Science and Engineering Education
Construction Design and Manufacturing
Interactive Digital Media
Youth Apprenticeship

Linganore High School
Agriculture Education
Animal Science
Plant Science
Mechanics
Architecture Engineering and Construction Management
Business Education
Accounting and Finance
Admin Services
Business Management
Marketing
Career Research and Development
Child Development Associate
Computer Science
Computer Science and Engineering Education
Project Lead the Way Engineering
Construction Design Management
Youth Apprenticeship

Oakdale High School
Agriculture (Animal Science and Plant Science)
Architecture Engineering and Construction Management
Business Education
Accounting and Finance
Admin Services
Business Management
Marketing
Career Research and Development
Child Development Associate
Computer Science
Construction Design and Manufacturing
Interactive Digital Media
Youth Apprenticeship

Urbana High School
Agriculture Education
Animal Science
Plant Science
Architecture Engineering and Construction Management
Business Education
Accounting and Finance
Admin Services
Business Management
Marketing
Career Research and Development
Child Development Associate
Computer Science
Computer Science and Engineering Education
Construction Design and Manufacturing
Interactive Digital Media
Youth Apprenticeship

Tuscarora High School
Agriculture Education
Animal Science
Plant Science
Business Education
Accounting and Finance
Admin Services
Business Management
Marketing
Career Research and Development
Child Development Associate
Computer Science
Computer Science and Engineering Education
Construction Design and Manufacturing
Interactive Digital Media
Project Lead the Way Bio Medical
Project Lead the Way Engineering
Youth Apprenticeship

Walkersville High School
Agriculture Education
Animal Science
Plant Science
Mechanics
Business Education
Accounting and Finance
Admin Services
Business Management
Marketing
Career Research and Development
Computer Science
Computer Science and Engineering Education
Construction Design and Manufacturing
Project Lead the Way Engineering
Youth Apprenticeship

External Location*
Fire and Rescue (County Training Center)
Youth Apprenticeship (Work-Based Locations)

*Available to students from all HS's

Career and Technology Center

This specialized high school offers 24 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:

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

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

APPENDIX V: STAFFING RATIOS

Source: Frederick County Public Schools, May 2025

Teacher Staffing Model

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

Elementary Schools:

Classroom Teacher (Tier 1):	Kindergarten: 1.0 teacher position per 24.0 full-time equivalent students Grades 1 – 5: 1.0 teacher position per 25.8 full-time equivalent students
Classroom Teacher (Tier 2 and 3):	Grades K – 2: 1.0 teacher position per 23.0 full-time equivalent students Grades 3 – 5: 1.0 teacher position per 25.8 full-time equivalent students
Art/Music/PE Teacher:	3.0 specials teachers for every 15 classroom teachers in grades K – 5
Instrumental Music Teacher:	0.4 teacher position per elementary school
English Learner Teacher:	1.0 teacher position per 30 identified students based on the English Learner projection for June 30
Special Education:	1.0 teacher position per 10 – 15 special education students

Middle Schools:

Classroom Teacher:	Calculation uses a value of 26.8 full-time equivalent students adjusted by a factor of 0.746 to allow for teacher planning time, resulting in a student-teacher ratio of 20.00 full-time equivalent students per teacher.
English Learner Teacher:	1.0 teacher position per 30 identified students
Special Education:	1.0 teacher position per 15 – 20 special education students

High Schools:

Classroom Teacher:	Calculation uses a value of 24.51 full-time equivalent students adjusted by a factor of 0.885 to allow for teacher planning time, resulting in a student-teacher ratio of 21.69 full-time equivalent students per teacher.
English Learner Teacher:	1.0 teacher position per 30 identified students
Special Education:	1.0 teacher position per 15 – 20 special education students

Elementary School Teacher Staffing Model

Classroom Teacher (Tier I):	Kindergarten:	1.0 teacher per 24.0 full-time equivalent student
	Grades 1 - 5:	1.0 teacher per 25.8 full-time equivalent student
Classroom Teacher (Tier II &III):	Grades K - 2:	1.0 teacher per 23.0 full-time equivalent student
	Grades 3 - 5:	1.0 teacher per 25.8 full-time equivalent student
Art/Music/PE Teacher:	3.0 Specials Teachers for every 15 classroom teachers	

Elementary School Administrative and Support Staffing Model

Four-Tiered Staffing Model																		
Enrollment	**350 or Fewer (A)**			**351 - 449 (B)**			**450 - 699 (C)**			**700 - 899 (D)**			**900 - 1,099 (E)**			**1,100 or More (F)**		
	Tier I	**Tier II**	**Tier III**	**Tier I**	**Tier II**	**Tier III**	**Tier I**	**Tier II**	**Tier III**	**Tier I**	**Tier II**	**Tier III**	**Tier I**	**Tier II**	**Tier III**	**Tier I**	**Tier II**	**Tier III**
Principal	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
AP	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0
Secretary (12)	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	2.0
Secretary (10)	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	2.0	1.0	2.0	2.0
Administrative	**2.0**	**2.0**	**2.0**	**3.0**	**3.0**	**3.0**	**4.0**	**4.0**	**4.0**	**4.0**	**5.0**	**5.0**	**7.0**	**7.0**	**7.0**	**7.0**	**8.0**	**8.0**
School Counselor	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	2.0	3.0	3.0	3.0	4.0	4.0	4.0	4.0	4.0	5.0
Behavior Support*	0.0	1.0	1.0	0.0	1.0	1.0	0.0	2.0	2.0	1.0	1.0	2.0	2.0	2.0	3.0	2.0	2.0	3.0
Media Specialist**	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.4	1.4	1.4	1.6	1.6	1.6	2.0	2.0	2.0
Literacy Specialist***	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Math Specialist***	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	2.0
Academic Support	0.0	1.0	1.0	0.0	1.0	2.0	1.0	2.0	2.0	2.0	3.0	4.0	3.0	4.0	5.0	4.0	5.0	6.0
IA	1.0	1.0	1.0	1.0	1.0	1.0	2.0	3.0	3.0	2.0	4.0	4.0	4.0	5.0	5.0	5.0	6.0	6.0
Resident Substitute	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	1.0	2.0	2.0	1.0	2.0	2.0	2.0	3.0	3.0
	6.0	**8.0**	**8.0**	**6.0**	**8.0**	**9.0**	**9.0**	**14.0**	**15.0**	**13.4**	**17.4**	**19.4**	**18.6**	**21.6**	**23.6**	**23.0**	**26.0**	**29.0**

**Behavior Support: In enrollment band A, tier 2, schools with enrollment fewer than 200 receive 0.0 FTE BSS. In enrollment band C, tier 2, schools with enrollment fewer than 550 receive 1.0 FTE BSS.*

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

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

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

Middle School Teacher Staffing Model

Classroom Teacher: Calculation uses a value of 26.8 full-time equivalent (FTE) students adjusted by a factor of 0.746 to allow for teacher planning time. This results in a student-teacher ratio of 20.00 FTE per teacher.

Middle School Administrative and Support Staffing Model

Four-Tiered Staffing Model												
Enrollment	**500 - 699 (A)**			**700 - 899 (B)**			**900 - 1,199 (C)**			**1,200 or More (D)**		
	Tier I	**Tier II**	**Tier III**	**Tier I**	**Tier II**	**Tier III**	**Tier I**	**Tier II**	**Tier III**	**Tier I**	**Tier II**	**Tier III**
Principal	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
AP^	1.0	2.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Secretary (12)	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0
Secretary (10)	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	1.0
Registrar (11)	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Administrative	**5.0**	**6.0**	**6.0**	**6.0**	**7.0**	**7.0**	**7.0**	**7.0**	**7.0**	**8.0**	**8.0**	**8.0**
School Counselor (11)	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
School Counselor (10)	1.0	2.0	3.0	2.0	2.0	3.0	2.0	3.0	3.0	3.0	3.0	4.0
Behavior Support	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Media Specialist	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Literacy Specialist**	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Math Specialist**	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Academic Support	0.5	1.5	2.5	0.5	2.0	3.0	1.0	2.0	3.0	1.5	2.0	3.0
IA	1.0	2.0	3.0	1.0	2.0	3.0	2.0	3.0	4.0	3.0	3.0	4.0
Resident Substitute	1.0	2.0	2.0	1.0	2.0	2.0	1.0	2.0	2.0	1.0	2.0	2.0
Support Total	**8.5**	**12.5**	**15.5**	**9.5**	**13.0**	**16.0**	**11.0**	**15.0**	**17.0**	**13.5**	**15.0**	**18.0**
	13.5	18.5	21.5	15.5	20.0	23.0	18.0	22.0	24.0	21.5	23.0	26.0

^AP: In enrollment band B, tier 2, reduce AP to 2.0 FTE unless enrollment is greater than 850.

**Behavior Support: In enrollment band A, tier 1, schools with enrollment fewer than 600 receive 0.0 FTE BSS.*

***Literacy and Math Specialists are 11-month positions.*

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

High School Teacher Staffing Model

Classroom Teacher: Calculation uses a value of 24.51 full-time equivalent (FTE) students adjusted by a factor of 0.885 to allow for teacher planning time. This results in a student-teacher ratio of 21.69 FTE per teacher.

High School Administrative and Support Staffing Model

Four-Tiered Staffing Model																		
Enrollment	**700 - 899 (A)**			**900 - 1,199 (B)**			**1,200 - 1,499 (C)**			**1,500 - 1,799 (D)**			**1,800 - 2,100 (E)**			**2,101 or More (F)**		
	Tier I	**Tier II**	**Tier III**	**Tier I**	**Tier II**	**Tier III**	**Tier I**	**Tier II**	**Tier III**	**Tier I**	**Tier II**	**Tier III**	**Tier I**	**Tier II**	**Tier III**	**Tier I**	**Tier II**	**Tier III**
Principal	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
AP	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	4.0	4.0	4.0	4.0	5.0	5.0	5.0	5.0	5.0	6.0
Secretary (12)	2.0	2.0	2.0	2.0	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Secretary (10)	1.0	1.0	1.0	2.0	2.0	2.0	3.0	3.0	3.0	4.0	4.0	4.0	5.0	5.0	5.0	5.0	5.0	5.0
Registrar (12)	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0	2.0	2.0	1.0	2.0	2.0
Administrative	**7.0**	**7.0**	**8.0**	**9.0**	**9.0**	**9.0**	**11.0**	**11.0**	**12.0**	**13.0**	**13.0**	**14.0**	**15.0**	**16.0**	**16.0**	**15.0**	**16.0**	**17.0**
School Counselor (11)	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
School Counselor (10)	1.0	1.0	2.0	1.0	2.0	2.0	2.0	2.0	3.0	3.0	3.0	4.0	4.0	4.0	5.0	4.0	4.0	5.0
Behavior Support*	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Media Specialist	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Academic Specialists (11)**	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Academic Support	0.0	0.0	1.0	0.0	0.0	1.0	0.0	1.0	1.0	0.0	1.0	1.0	0.0	2.0	2.0	0.0	2.0	2.0
IA	5.0	5.0	5.0	5.0	5.0	5.0	6.0	6.0	6.0	8.0	8.0	8.0	9.0	9.0	9.0	10.0	10.0	10.0
Resident Substitute	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	1.0	2.0	2.0	1.0	2.0	2.0	2.0	2.0	3.0
DLL Mentor	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Support Total	**14.0**	**14.0**	**16.0**	**14.0**	**15.0**	**16.0**	**16.0**	**18.0**	**19.0**	**19.0**	**21.0**	**22.0**	**21.0**	**24.0**	**25.0**	**23.0**	**25.0**	**27.0**

***Academic Specialist may include Literacy Specialists, Math Specialists, or College and Career Specialists.*

LYNX High School Additional Staffing:
1.0 FTE - Assistant Principal
4.0 FTE - LYNX Advocates

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

APPENDIX W: MDP APPROVAL TO USE LOCAL ENROLLMENT PROJECTIONS

Source: Maryland Department of Planning
May 2025

Wes Moore, Governor
Aruna Miller, Lt. Governor

Rebecca L. Flora, AICP, LEED ND / BD+C, Secretary
Kristin R. Fleckenstein, Deputy Secretary

Maryland
DEPARTMENT OF PLANNING

5/16/2025

Dear Dr. Cheryl L. Dyson,

Thank you for submitting Frederick County enrollment projections for 2025-2034, in accordance with the regulations of the Interagency Commission on School Construction (IAC).

The Maryland Department of Planning reviewed your submission and compared your data to the school enrollment projections generated by the State Data & Analysis Center (see attached) and have found the difference to be less than five percent for the years 2025-2034. Therefore, your projections can be used to prepare your 2025 Educational Facilities Master Plan (EFMP) and 2026 Capital Improvement Program submissions.

When preparing your EFMP submission, please ensure the 2024 actual enrollment on your calculation worksheet is consistent with the official enrollment figure generated by the Maryland State Department of Education. The Maryland Department of Planning recognizes the Maryland State Department of Education's K-12 enrollment figure as the official enrollment for the 2024/2025 school year.

We look forward to receiving your EFMP in July. A copy of this letter and its attachment should be included in the plan. If you have any questions or concerns, please don't hesitate to contact me at alfred.sundara@maryland.gov or (410) 767-4456.

Sincerely,

Alfred Sundara

Alfred Sundara, AICP
Director, State Data & Analysis Center

cc: Alex Donahue, Executive Director, Interagency Commission on School Construction
Charles W. Boyd, AICP, Assistant Secretary of Planning Services
Jamie Bridges, Planning Manager, Interagency Commission on School Construction
Graham Twibell, Regional Planner, Interagency Commission on School Construction

Maryland Department of Planning • 120 E. Baltimore St., Suite 2000 • Baltimore • Maryland • 21202

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

Jurisdiction	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
Frederick	**46,468**	**47,023**	**47,867**	**48,472**	**49,180**	**49,847**	**50,935**	**51,965**	**52,853**	**53,661**	**54,268**
MDP	46,468	46,830	47,550	48,260	49,070	49,870	50,830	51,630	52,340	53,030	53,510
Diff	0	193	317	212	110	-23	105	335	513	631	758
% Diff	0.00%	0.41%	0.67%	0.44%	0.22%	-0.05%	0.21%	0.65%	0.98%	1.19%	1.42%

APPENDIX X: STATEMENT OF NON-DISCRIMINATION

Source: Frederick County Public Schools, May 2024

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.



May 6, 2025

Superintendent
Frederick County Public Schools

Date



May 6, 2025

President
Board of Education of Frederick County

Date

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

Source: Frederick County Division of Planning & Permitting, June 2024

To be added when document is received.

APPENDIX Z: STATEMENT FROM LEA CERTIFYING ACCEPTANCE OF THE PLAN

Source: Frederick County Board of Education, June 2024

To be added when document is approved by BOE.

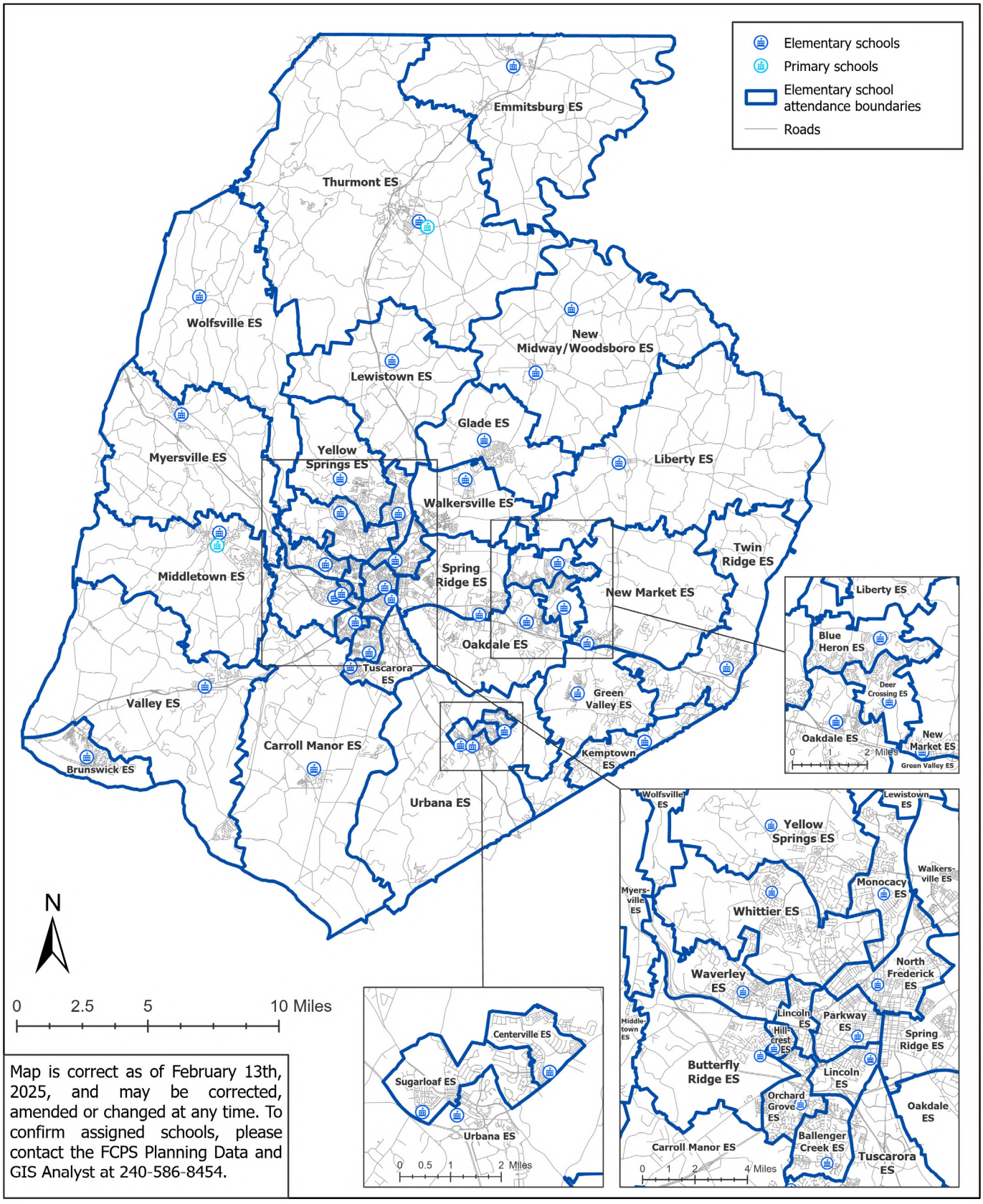
To be added when document is approved by BOE.

APPENDIX AA: FCPS ATTENDANCE BOUNDARY MAPS AND FEEDER PATTERN RELATIONSHIPS FOR THE 2025-26 SCHOOL YEAR

Source: Frederick County Public Schools, February 2025

FREDERICK COUNTY PUBLIC SCHOOLS
MARYLAND

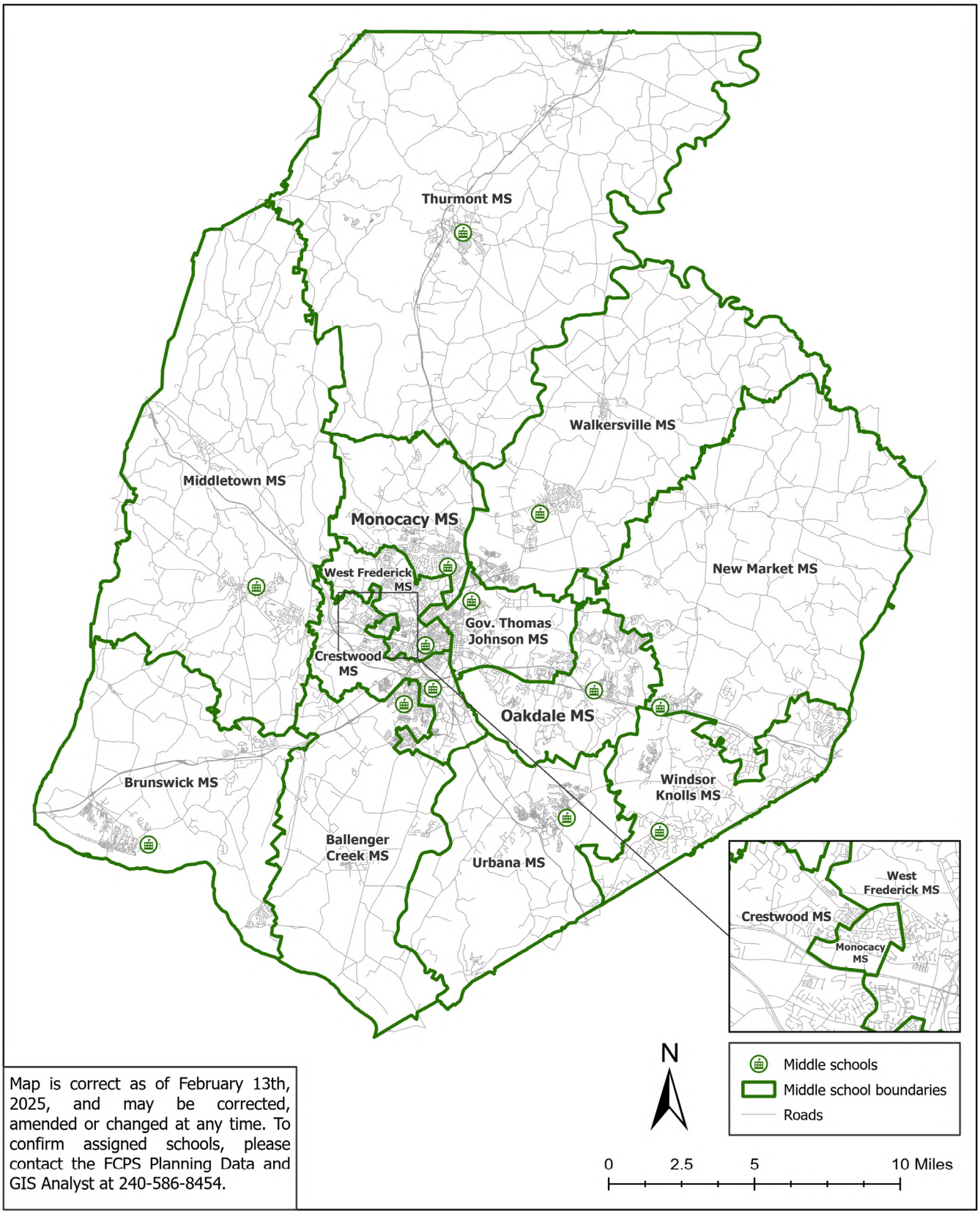
Frederick County Elementary Schools 2025-2026



Map is correct as of February 13th, 2025, and may be corrected, amended or changed at any time. To confirm assigned schools, please contact the FCPS Planning Data and GIS Analyst at 240-586-8454.

FREDERICK COUNTY PUBLIC SCHOOLS
MARYLAND

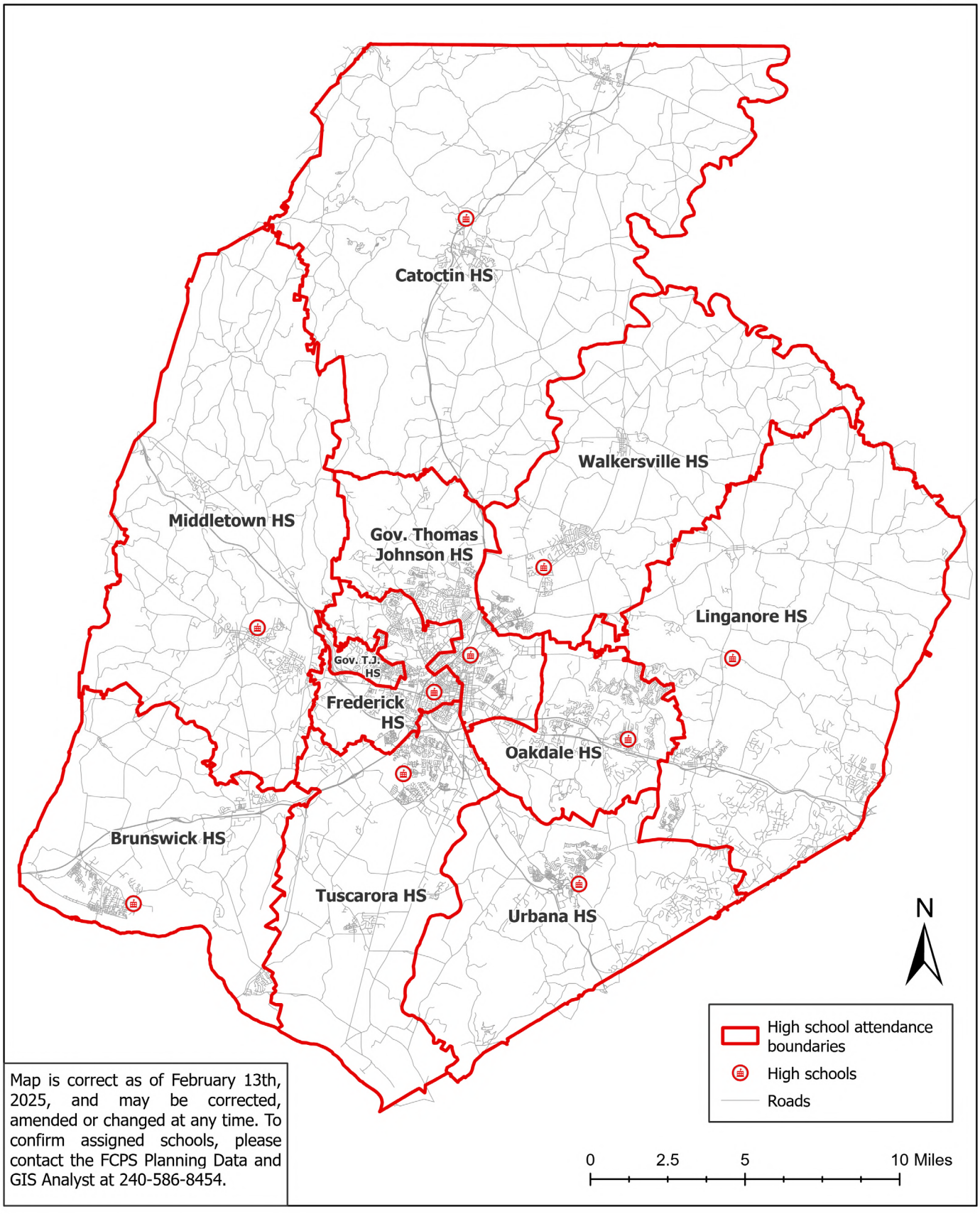
Frederick County Middle Schools 2025-2026



Map is correct as of February 13th, 2025, and may be corrected, amended or changed at any time. To confirm assigned schools, please contact the FCPS Planning Data and GIS Analyst at 240-586-8454.

FREDERICK COUNTY PUBLIC SCHOOLS
MARYLAND

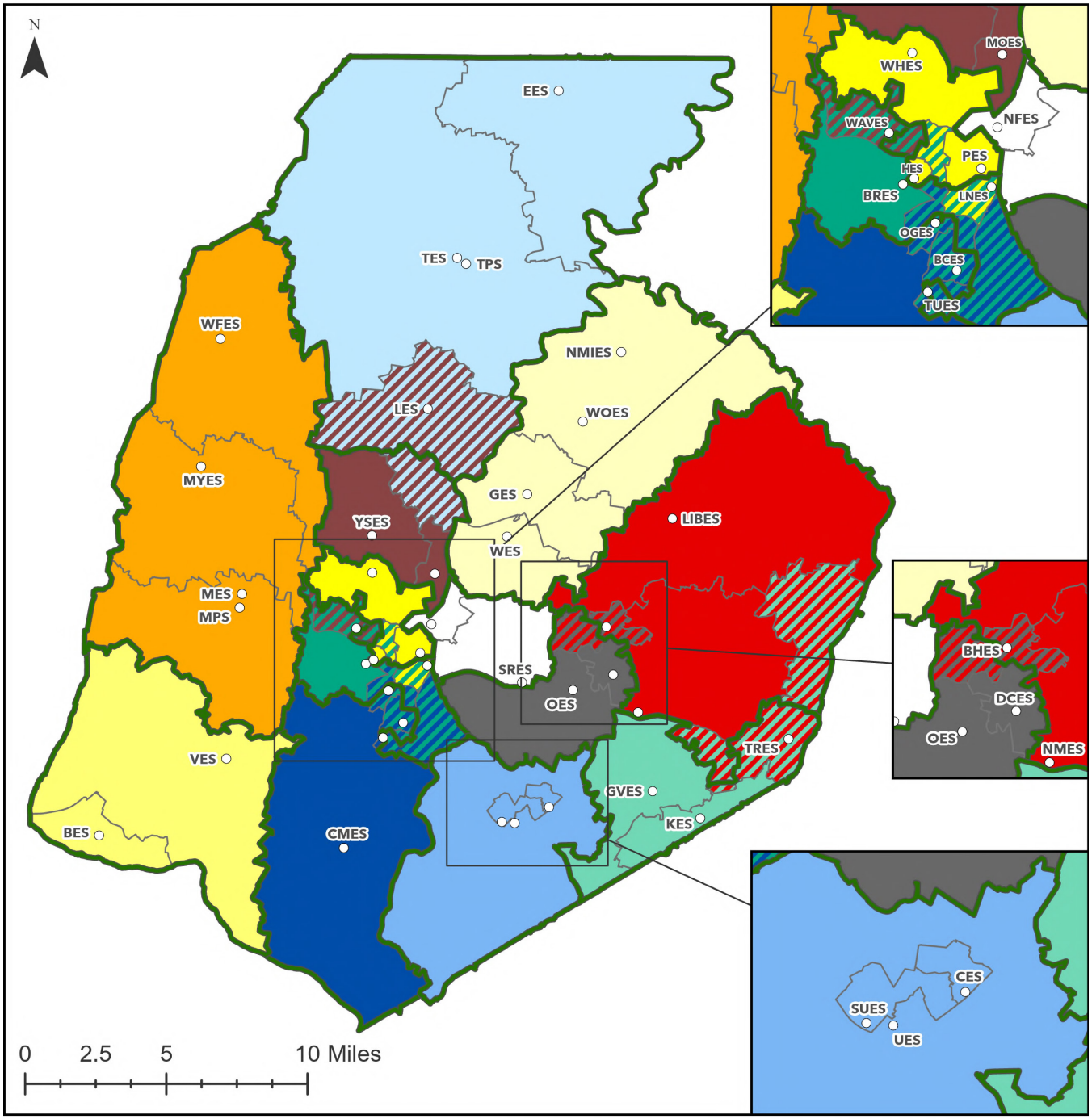
Frederick County High Schools
2025-2026



Map is correct as of February 13th, 2025, and may be corrected, amended or changed at any time. To confirm assigned schools, please contact the FCPS Planning Data and GIS Analyst at 240-586-8454.

FREDERICK COUNTY PUBLIC SCHOOLS
MARYLAND

Elementary to Middle School Feeders



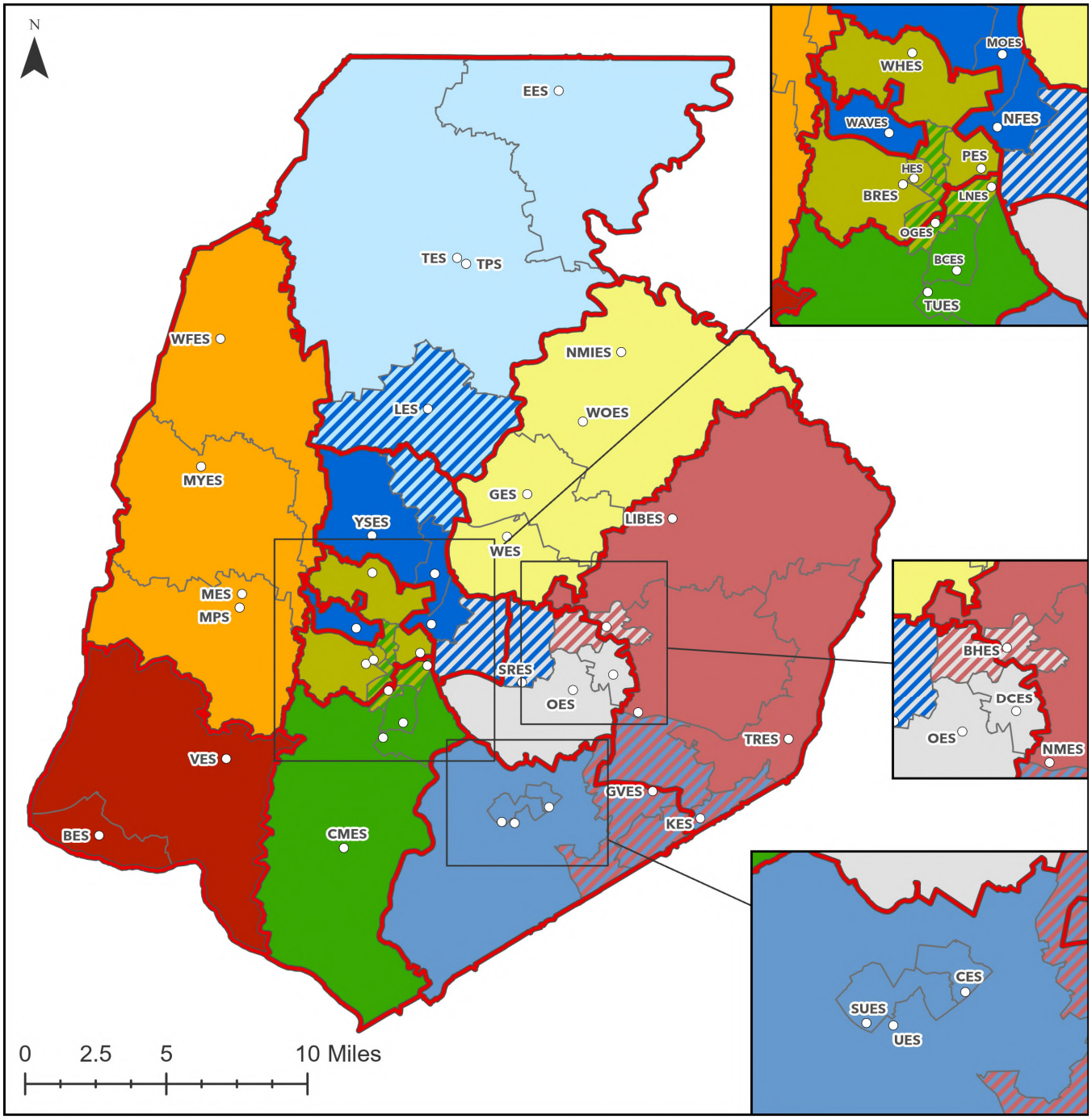
Feeder School(s)

- Ballenger Creek MS (CMES)
- Brunswick MS (BES, VES)
- Crestwood MS (BRES)
- Gov. Thomas Johnson MS (NFES, SRES)
- Middletwon MS (MES/MPS, MYES, WFES)
- Monocacy MS (MOMS, YSES)
- New Market MS (LIBES, NMES)
- Oakdale MS (DCES, OES)
- Thurmont MS (EES, TES/TPS)
- Urbana MS (CES, SUES, UES)
- West Frederick MS (HES, PES, WHES)
- Windsor Knolls MS (GVES, KES)
- Walkersville MS (GES, NMIES/WOES, WES)
- Split: Ballenger Creek MS, Crestwood MS (BCES, OGES, TUES)
- Split: Crestwood MS, Monocacy MS (WAVES)
- Split: Crestwood MS, West Frederick MS (LNES)
- Split: Monocacy MS, Thurmont MS (LES)
- Split: New Market MS, Windsor Knolls MS (TRES)
- Split: New Market MS, Oakdale MS (BHES)

- Middle school attendance areas
- Elementary school attendance areas
- Elementary school locations

FCPS FREDERICK COUNTY PUBLIC SCHOOLS MARYLAND

Elementary to High School Feeders

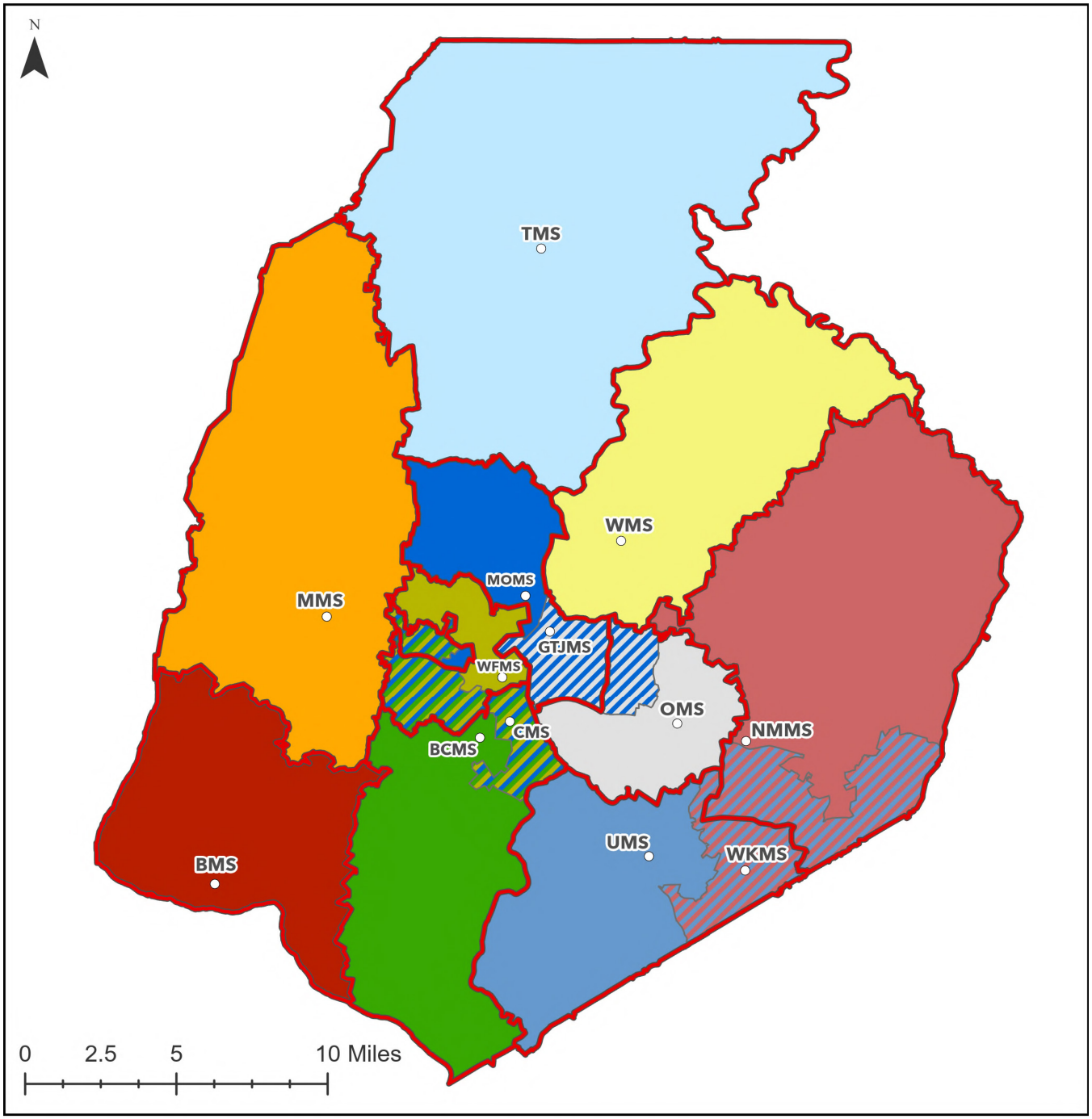


Feeder School(s)

- Brunswick HS (BES, VES)
- Catoctin HS (EES, TES/TPS)
- Frederick HS (BRES, HES, PES, WHES)
- Gov. Thomas Johnson HS (MOES, NFES, WAVES, YSES)
- Linganore HS (LIBES, NMES, TRES)
- Middletown HS (MES/MPS, MYES, WFES)
- Oakdale HS (DCES, OES)
- Tuscarora HS (BCES, CMES, TUES)
- Urbana HS (CES, SUES, UES)
- Walkersville HS (GES, NMIES/WOES, WES)
- Split: Catoctin HS, Gov. Thomas Johnson HS (LES)
- Split: Frederick HS, Tuscarora HS (LNES, OGES)
- Split: Gov. Thomas Johnson HS, Oakdale HS (SRES)
- Split: Linganore HS, Oakdale HS (BHES)
- Split: Linganore HS, Urbana HS (GVES, KES)
- High school attendance areas
- Elementary school attendance areas
- Elementary school locations

FCPS FREDERICK COUNTY PUBLIC SCHOOLS MARYLAND

Middle to High School Feeders



Feeder School(s)

- Brunswick HS (BMS)
- Catoctin HS (TMS)
- Frederick HS (WFMS)
- Gov. Thomas Johnson HS (MOMS)
- Linganore HS (NMMS)
- Middletown HS (MMS)
- Oakdale HS (OMS)
- Tuscarora HS (BCMS)
- Urbana HS (UMS)
- Walkersville HS (WMS)
- Split: Frederick HS, Gov. Thomas Johnson HS, Tuscarora HS (CMS)
- Split: Gov. Thomas Johnson HS, Oakdale HS (GTJMS)
- Split: Linganore HS, Urbana HS (WKMS)
- High school attendance areas
- Middle school attendance areas
- Middle school locations

APPENDIX BB: FCPS HISTORICAL TIMELINE OF SCHOOL CONSTRUCTION

Source: Frederick County Public Schools, April 2025

Key
Original construction
Original construction with no additions or renovations
Additions
Additions with Minor Renovations
Renovations or Limited Renovations
Major Renovations with Additions

FCPS Facility Timeline

New Construction	Year	Additions and Renovations
New Midway ES, Parkway ES	1930	
New Market ES	1933	
	⋮	
Liberty ES, Thurmont MS	1950	
Woodsboro ES	1952	
Middletown MS	1953	
Thurmont ES	1955	Thurmont MS
Yellow Springs ES	1957	Middletown MS
West Frederick MS	1958	Thurmont MS
Wolfsville ES	1959	Thurmont ES, Woodsboro ES
	1960	Thurmont MS
Lewistown ES, Walkersville MS	1961	Parkway ES
	1962	New Market ES
	1963	New Midway ES
Brunswick HS, Carroll Manor ES	1965	
Gov. Thomas Johnson HS	1966	Yellow Springs ES
Valley ES	1967	Lewistown ES, Liberty ES
Catoctin HS	1969	
Green Valley ES, Myersville ES	1971	
	1972	
	1973	Woodsboro ES
Emmitsburg ES, Lincoln A Bldg, Middletown ES, New Market MS, Middletown HS, Walkersville ES	1974	Valley ES, Yellow Springs ES
	1975	
Walkersville HS	1976	Middletown MS, Thurmont ES, Thurmont MS
Career and Technology Center	1977	New Market ES
	1979	Brunswick HS, New Market ES
Kemptown ES, Monocacy MS	1981	
	1982	Liberty ES, Parkway ES
	1983	Brunswick HS, New Midway ES
Brunswick MS	1985	Walkersville MS
	1986	Career and Technology Center
Heather Ridge School, Hillcrest ES	1988	
Monocacy ES	1989	
Ballenger Creek MS	1990	Hillcrest ES
Ballenger Creek ES, Spring Ridge ES	1991	
Twin Ridge ES	1992	Carroll Manor ES
Windsor Knolls MS	1993	Brunswick HS, Myersville ES
	1994	Catoctin HS
Glade ES, Urbana HS	1995	Middletown MS
Orchard Grove ES	1996	
Deer Crossing ES	1997	Middletown HS
Whittier ES	1998	Middletown HS, Walkersville MS, Walkersville HS
	1999	Walkersville HS, Windsor Knolls MS
Gov. Thomas Johnson MS	2000	Catoctin HS, Gov. Thomas Johnson HS, Wolfsville ES
Oakdale ES, Thurmont PS	2001	
Oakdale MS	2002	Thurmont MS, Waverley ES
Tuscarora HS	2003	
Crestwood MS, Tuscarora ES	2004	
Centerville ES	2005	Urbana HS
Middletown PS, Urbana MS	2006	Brunswick MS, Thurmont PS
Oakdale HS	2008	New Market ES, Tuscarora HS
Earth & Space Sciences Laboratory	2009	
Linganore HS (replacement)	2010	Carroll Manor ES, West Frederick MS
	2011	Heather Ridge School, Walkersville ES
Lincoln ES (replacement)	2012	Earth & Space Sciences Laboratory, Oakdale ES
North Frederick ES (replacement)	2014	
	2015	Urbana MS
Frederick HS (replacement)	2017	
Butterfly Ridge ES, Sugarloaf ES	2018	
Urbana ES (replacement)	2020	
Blue Heron ES, Rock Creek School (replacement)	2021	Oakdale MS
Waverley ES (replacement)	2022	
Brunswick ES (replacement)	2023	Thurmont ES
	2024	Monocacy ES, Crestwood MS
Green Valley ES (replacement), Valley ES (replacement)	2025	Ballenger Creek ES, Spring Ridge ES



FREDERICK COUNTY PUBLIC SCHOOLS