

Educational Facilities Master Plan FY 2019



**Gale-Bailey Elementary School
Charles County Public Schools
La Plata, Maryland
June 2018**

Prepared

For

THE BOARD OF EDUCATION OF CHARLES COUNTY

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June 2018

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GOALS, STANDARDS AND GUIDELINES

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

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

A. GRADE ORGANIZATION PATTERN

Public schools in Charles County are organized into three levels: elementary schools are from pre-K through grade 5; middle schools are grades 6 through 8; and high schools are grades 9 through 12. The Stethem Educational Center houses alternative programs for students at the middle and high school levels. The F.B. Gwynn Center houses programs serving students from infants and toddlers through middle school. At the seven Title I schools, a three-year old full day program is offered. In addition, at the seven Title I schools there are 2 to 3 pre-K classrooms in order to accommodate all income eligible students in a full day program. At the non-Title I schools, there is only one pre-K classroom which accommodates half-day programs. Title I schools include C. Paul Barnhart, Mt. Hope/Nanjemoy, Indian Head, J. P. Ryon, Dr. Samuel Mudd, Eva Turner and Dr. Gustavus Brown. Three Title I schools, (C. Paul Barnhart, Dr. Samuel Mudd, and Eva Turner) are served by the Judy Center Grant, and provide early childhood and family support within and beyond the school building. This program is based at Dr. Mudd Elementary currently housed in the Charles County Public Schools Transition School, but each school has a dedicated Family Service Coordinator on staff full time.

Adult Education Services is comprised of several programs at the Lifelong Learning Center and is currently located at the Robert D. Stethem Educational Center in Pomfret, as well as schools in the Waldorf area. The National External Diploma Program® at the Lifelong Learning Center is an alternative to the GED® exam. It is based on skills achieved through life experiences. The Lifelong Learning Center has several programs for adults, including adult basic education, family literacy, GED® preparation, English language and civics classes, and English as a second language classes. Off-site classes include GED®, NEDP®, Adult Basic Education, and ESL at Dr. Mudd Elementary at the Transition School, ESL classes at Peace Lutheran Church, ESL

at Waldorf West Library, GED® preparation at the Charles County Detention Center, and a GED® to college transition class at the College of Southern Maryland.

B. STUDENT STAFFING RATIOS

A low student-teacher ratio provides a more individualized instructional program. Presently, Charles County Public Schools average 25 pupils or less for every one teacher. In addition to classroom teachers, other professionals staff the system's early childhood, library, guidance, reading, math, special education, and gifted education programs. Itinerant staff is deployed on an as-needed basis including pupil personnel workers, school psychologists, speech therapists, nursing personnel, and special education specialists. Specific program needs may also impact student-teacher ratios such as recent initiatives in reading and the three-year old program.

C. TRANSPORTATION POLICIES

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

D. ATTENDANCE ZONES AND REDISTRICTING POLICIES

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

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

- school capacity
- impact on educational program quality
- student enrollment trends
- age or condition of buildings

- transportation
- impact on the community
- limiting movement in elementary/middle schools to once in three years
- limiting movement after enrollment in ninth grade.

The redistricting committee develops two proposals and holds at least one public hearing. From the committee's report and initial public input, the Superintendent presents a redistricting proposal to the Board of Education. The Board holds at least one public hearing on the Superintendent's redistricting proposal. The final decision is made by the Board with at least 90 days notice prior to implementation. There were no school boundary changes during the 2017-2018 school year.

The Superintendent implemented a moratorium on new construction within four attendance blocks at Milton Somers Middle School. The change sent any new homes occupied after July 15, 2016, to neighboring Benjamin Stoddert Middle School.

The Board approved a comprehensive elementary school redistricting on June 13, 2017 that will adjust the boundaries of 15 existing elementary schools and create the attendance area for Billingsley Elementary School. The comprehensive elementary school redistricting will take effect for school year 2019-2020.

E. GIFTED EDUCATION SERVICES

Gifted education provides advanced academic experiences for students who perform or show the potential to perform at high levels of accomplishment. A learning resource teacher who works directly with the gifted education program is part of the instructional leadership team at each elementary and middle school. At the elementary and middle school levels, the learning resource teacher also serves as the testing coordinator, and therefore, requires a secure area for testing materials.

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

F. SPECIAL EDUCATION

Special education services are customized for each student through the Individualized Education Program (IEP) or the Individual Family Service Plan process. The main focus of both of these processes is to keep students with IEPs in regular classroom settings and students with IFSPs in the natural environment. Every school has a

designated room or office for testing, meetings, and services, where confidential student files are centralized.

Early intervention special education services are available for children from birth – 3 through the F. B. Gwynn Center and/or the Health Department. Service providers go to the homes of students and implement a wide range of instructional, behavioral, physical, and communication strategies to improve outcomes for very young children. They also provide support to families in working with their children and ensure that they are aware of community-based resources that are available to assist them. Children can also access services in daycare settings and at the F.B. Gwynn Center.

Special Education services for preschool age students are delivered in a variety of ways and are determined by the needs of the students and their families. Many of our students attend Preschool Special Education Programs that are located in most elementary schools; these programs include a strong philosophy and a co-teaching model. Special Education Preschool programs are available in 17 elementary schools.

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

Students with Autism Spectrum Disorder are served through the Structured Teaching, Opportunities for Social Inclusion, Active Learning and Rigor (SOAR) program. This regionalized program is designed to address the academic, social, and behavioral needs of students with severe communication and behavior disorders. The program serves students from preschool through grade 12. The classrooms operate using the principles of an applied behavior analysis model. Students learn skills necessary to function independently across academic, social, and behavior domains. Students are provided with inclusion opportunities as specified in their IEP. Student -placement in the SOAR program is determined by the IEP team. Instruction in this program focuses on academics, personal management, community access; communication and socialization. All classes are located in elementary, middle, and high schools within the county, thus ensuring that students are educated within the least restricted

environment. Each student is regularly included with their same age peers in daily activities and instruction, as appropriate. During the 2017-2018 school year, SOAR programs were available in 14 elementary schools, 4 middle schools, 2 high schools, and at the F.B. Gwynn Center.

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

Adult Independence Program (AIP) services are available for students with moderate intellectual disabilities from ages 18 – 21. This program assists students in obtaining supportive employment opportunities that will often translate into full-time employment once the students leave the program. Additionally, students are provided instruction in accessing community-based supports and resources. The purpose of this program is to enable students to seamlessly transition into adulthood.

G. CAREER AND TECHNOLOGY EDUCATION

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

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

Career Research and Development (CRD) is a Career and Technology Education (CTE) program of study, which falls under Maryland State Department of Education's Career Cluster Framework. This program prepares students with the academic, technical and workplace skills necessary to seek further education and employment in a career field of their interest upon graduating high school.

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

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

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

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

Career Technology Education Completer Programs by Career Clusters

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

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

Arts, Media and Communication Cluster

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

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

Business Management and Finance Cluster

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

Construction Development Cluster

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

Carpentry instruction is based on modules from the National Center for Construction and Education and Research (NCCER) national standards and provides students with

instruction and hands-on experiences in the construction industry. Students master a variety of construction skills and apply their knowledge and skills by participating in both lab based and work based projects. This program will be phased out in SY 2020-2021.

The Construction Design and Management program is a four course CTE Program of Study. Students will develop an understanding of the built world through the design and construction process. Each course uses a project based learning approach to advance students' understanding of the design-build-maintain process. Advanced architectural drafting and design skills are developed through lab based instruction using Autodesk software tools (AutoCAD and Revit Architecture). Throughout the program, students will develop a portfolio to demonstrate knowledge of each phase of the design and construction management process. Students will also have the opportunity to earn industry certification in AutoCAD.

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

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

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

Consumer Services, Hospitality & Tourism Cluster

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

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

The Culinary Arts (ACF) program prepares students for successful careers in the food and beverage industry with a focus on Culinary Arts or Professional Baking. The program includes education in food production, professional cooking, baking, cost control, nutrition, sanitation, and food marketing. When combined with science classes, this program will provide the necessary skills for further education and career success. American Culinary Federation (ACF) is the culinary leader in offering educational resources, training, apprenticeships, and programmatic accreditation.

Health & Biosciences Cluster

The Academy of Health Professions prepares college-bound students for medical careers. Students will learn to use technology to provide all aspects of health services. The program includes classroom instruction as well as hands-on laboratory and clinical experiences at local health care facilities. Students will also take courses such as anatomy/physiology, nutrition, and speech. Students are expected to take multiple science classes, including Advanced Placement Biology and Chemistry. Students at North Point High School earn a Certified Nursing Assistant certification. Students attending the program at Robert D. Stethem Educational Center are prepared to take the Pharmacy Technician Certification Board (PTCB) exam in the pharmacy technician specialty course. They can also specialize in the Physical Rehabilitation specialty course.

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

complete the program are prepared for employment and further education at two and four-year college levels.

Human Resource Services Cluster:

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

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

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

The Teacher Academy of Maryland (TAM) aligns with the Interstate New Teacher Assessment and Support Consortium (INTASC) and the Maryland Essential Dimensions of Teaching (EDoTs). The program focuses on teaching as a profession, human growth and development, learning theory, and curriculum and instruction. Upon completion of the program and passing the ParaPro assessment, high school graduates are ready for entry level employment as an instructional aide in the teaching profession or can continue their education at a four-year college.

Information Technology Cluster

The CISCO Networking Academy prepares students for industry certification (CCNA) and advanced study in information technology. Emphasis is placed on solving networking problems through decision making and problem solving techniques, involving applications of science, mathematics, and communication skills. Students are able to enroll in the Cybersecurity specialty course resulting in additional industry certifications.

Computer Science courses prepare students for success in computer science and related informational technology degrees, as well as related fields such as engineering. Courses cover topics such as computer programming and computational thinking, web development, network technologies, and PC troubleshooting and repair. Students use a variety of programming languages, including Java, virtual robots, animation software, and professional web development applications. Middle School Computer Science courses are available to students in grades 6-8 and in elementary school through PLTW Launch in grades K-2.

Manufacturing, Engineering & Technology Cluster:

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

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

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

Transportation Technologies Cluster

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

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

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

H. EDUCATIONAL SUPPORT POLICIES

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

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

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

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

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

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

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

I. SCHOOL CLOSING PROCEDURES

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

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

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

J. CONCLUSION

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

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CAPACITY & PROJECTED ENROLLMENT* COMPARISON

SCHOOLS	SY 18 - 19			SY 19 - 20			SY 20 - 21			SY 21 - 22			SY 22 - 23		
	RATED CAP.	PROJ ENROLL	EXCESS (SHORT)	RATED CAP.	PROJ ENROLL	EXCESS (SHORT)	RATED CAP.	PROJ ENROLL	EXCESS (SHORT)	RATED CAP.	PROJ ENROLL	EXCESS (SHORT)	RATED CAP.	PROJ ENROLL	EXCESS (SHORT)
ELEMENTARY															
C. Paul Bamhart	608	723.0	(115.0)	608	733.0	(125.0)	608	742.0	(134.0)	608.0	725.0	(117.0)	608	736.0	(128.0)
Berry	656	987.0	(331.0)	656	1,013.0	(357.0)	656	1,031.0	(375)	656	993.0	(337)	656	948.0	(292.0)
Dr. Gustavus Brown	381	468.0	(87.0)	381	478.0	(97.0)	381	477.0	(96.0)	381.0	477.0	(96.0)	381	484.0	(103.0)
Dr. James Craik	406	523.0	(117.0)	406	538.0	(132.0)	406	559.0	(153)	406	587.0	(181)	406	597.0	(191.0)
William A. Diggs	816	818.5	(2.5)	816	820.5	(4.5)	816	829.5	(13.5)	816.0	839.5	(23.5)	816	832.5	(16.5)
Gale-Bailey	438	378.0	60.0	438	383.0	55.0	438	396.0	42	438	407.0	31	438	419.0	19.0
Dr. Thomas L. Higdon	447	410.0	37.0	447	417.0	30.0	447	414.0	33.0	447.0	420.0	27.0	447	427.0	20.0
Indian Head	404	478.0	(74.0)	404	487.0	(83.0)	404	466.0	(62)	404	489.0	(65)	404	464.0	(60.0)
Daniel of St. Thomas Jenifer	495	596.0	(101.0)	495	590.0	(95.0)	495	596.0	(101.0)	495.0	599.0	(100.0)	495	609.0	(114.0)
Malcolm	417	423.0	(6.0)	417	413.0	4.0	417	424.0	(7)	417	418.0	(1)	417	411.0	6.0
T. C. Martin	486	451.0	35.0	486	424.0	62.0	486	424.0	62.0	486.0	429.0	57.0	486	442.0	44.0
Mary H. Matula	554	794.0	(240.0)	554	837.0	(283.0)	554	870.0	(316)	554	801.0	(247)	554	755.0	(201.0)
Arthur Middleton	439	497.0	(58.0)	439	505.0	(66.0)	439	516.0	(77.0)	439.0	536.0	(97.0)	439	539.0	(100.0)
Walter J. Mitchell	606	693.5	(87.5)	606	701.5	(95.5)	606	716.5	(111)	606	703.5	(98)	606	719.5	(113.5)
Mt. Hope/Nanietoy	373	316.0	57.0	373	318.0	55.0	373	332.0	41.0	373.0	353.0	20.0	373	361.0	12.0
Dr. Samuel A. Mudd	343	438.0	(95.0)	343	435.0	105.0	343	450.0	107.0	343.0	467.0	124.0	343.0	477.0	134.0
Mary Burgess Neal	791	706.0	85.0	791	695.0	96.0	791	700.0	91.0	791.0	704.0	87.0	791	717.0	74.0
J. C. Parks	656	720.0	(64.0)	656	733.0	(77.0)	656	767.0	(111)	656	788.0	(132)	656	789.0	(133.0)
J. P. Ryon	656	754.0	(98.0)	656	762.0	(106.0)	656	750.0	(94.0)	656.0	736.0	(80.0)	656	754.0	(98.0)
Eva Turner	391	425.0	(34.0)	391	441.0	(50.0)	391	456.0	(65)	391	466.0	(75)	391	471.0	(80.0)
William B. Wade	672	664.5	7.5	672	664.5	7.5	672	677.5	(5.5)	672.0	686.5	(14.5)	672	697.5	(25.5)
Billingsley Elementary	758	N/A	758.0	758	N/A	758.0	758	N/A	758	758	N/A	758	758	N/A	758.0
New Elementary #23	N/A	N/A	---	N/A	N/A	---	N/A	N/A	---	N/A	N/A	---	N/A	N/A	---
TOTAL ELEMENTARY	11,793	12,263.5	(470.5)	11,990	12,388.5	(398.5)	11,990	12,593.5	(603.5)	11,990.0	12,600.5	(610.5)	11,990	12,649.5	(659.5)
MIDDLE															
Theodore G. Davis	1,112	872.0	240.0	1,112	870.0	242.0	1,112	866.0	246.0	1,112.0	873.0	239.0	1,112	915.0	197.0
John Hanson	843	838.0	5.0	843	852.0	(9.0)	843	875.0	(32)	843	874.0	(31)	843	904.0	(61.0)
Matthew Henson	659	795.0	(136.0)	659	827.0	(168.0)	659	837.0	(178.0)	659.0	846.0	(187.0)	659	781.0	(122.0)
Mattawoman	890	1,015.0	(125.0)	890	1,052.0	(162.0)	890	1,069.0	(179)	890	1,055.0	(165)	890	1,023.0	(133.0)
Piccoaxen	544	425.0	119.0	544	430.0	114.0	544	429.0	115.0	544.0	427.0	117.0	544	455.0	89.0
General Smallwood	659	549.0	110.0	659	553.0	106.0	659	567.0	92	659	567.0	92	659	577.0	82.0
Milton M. Somers	802	993.0	(191.0)	802	1,035.0	(233.0)	802	1,003.0	(201.0)	802.0	1,013.0	(211.0)	802	989.0	(187.0)
Benjamin Stoddert	711	765.0	(54.0)	711	767.0	(56.0)	711	784.0	(73)	711	795.0	(84)	711	763.0	(52.0)
New Middle #9	N/A	N/A	---	N/A	N/A	---	N/A	N/A	---	N/A	N/A	---	N/A	N/A	---
TOTAL MIDDLE	6,220	6,252.0	(32.0)	6,220	6,386.0	(166.0)	6,220.0	6,430.0	(210.0)	6,220.0	6,450.0	(230.0)	6,220	6,407.0	(187.0)
HIGH															
Henry E. Lackey	1,539	1,070.0	469.0	1,539	1,098.0	441.0	1,539	1,146.0	393.0	1,539.0	1,120.0	419.0	1,539	1,104.0	435.0
La Plata	1,162	1,114.0	48.0	1,162	1,188.0	(26.0)	1,162	1,221.0	(59)	1,162	1,236.0	(74)	1,162	1,338.0	(176.0)
Maurice J. McDonough	1,200	918.0	282.0	1,200	957.0	243.0	1,200	991.0	209.0	1,200.0	1,006.0	194.0	1,200	925.0	275.0
North Point	1,600	1,718.0	(118.0)	1,600	1,783.0	(183.0)	1,600	1,810.0	(210)	1,600	1,820.0	(220)	1,600	2,036.0	(436.0)
St.Charles	1,511	1,292.0	219.0	1,511	1,331.0	180.0	1,511	1,345.0	166.0	1,511.0	1,360.0	151.0	1,511	1,499.0	12.0
Thomas Stone	1,513	1,203.0	310.0	1,513	1,269.0	244.0	1,513	1,287.0	226	1,513	1,307.0	206	1,513	1,214.0	299.0
Westlake	1,203	1,247.0	(44.0)	1,203	1,291.0	(88.0)	1,203	1,309.0	(106.0)	1,203.0	1,324.0	(121.0)	1,203	1,432.0	(229.0)
TOTAL HIGH	9,728	8,562.0	1,166.0	9,728	8,917.0	811.0	9,728.0	9,109.0	619.0	9,728.0	9,173.0	555.0	9,728	9,548.0	180.0
OTHER															
Stethem Educational Center	396	82.0	314.0	396	21.0	375.0	396	70.0	326	396	70.0	326.0	396	70.0	326.0
TOTAL OTHER															
GRAND TOTAL *	27,741	27,159.5	581.5	27,938	27,712.5	225.5	27,938	27,399.5	(231)	27,938	28,293.5	(355.5)	27,938	28,674.5	(736.5)

* Equivalent Count (Including Pre-K Equiv.)

CAPACITY & PROJECTED ENROLLMENT* COMPARISON

SCHOOLS	SY 23 - 24			SY 24 - 25			SY 25 - 26			SY 26 - 27			SY 27 - 28		
	RATED CAP.	PROJ ENROLL	EXCESS (SHORT)	RATED CAP.	PROJ ENROLL	EXCESS (SHORT)	RATED CAP.	PROJ ENROLL	EXCESS (SHORT)	RATED CAP.	PROJ ENROLL	EXCESS (SHORT)	RATED CAP.	PROJ ENROLL	EXCESS (SHORT)
ELEMENTARY															
C. Paul Bamhart	608	738.0	(130.0)	608	740.0	(132.0)	608	744.0	(136.0)	608	750.0	(142.0)	608	755.0	(147.0)
Berry	656	904.0	(248.0)	656	862.0	(206.0)	656	820.0	(164.0)	656	810.0	(154.0)	656	800.0	(144.0)
Dr. Gustavus Brown	381	484.0	(103.0)	381	491.0	(110.0)	381	497.0	(116.0)	381	501.0	(120.0)	381	509.0	(128.0)
Dr. James Craik	406	577.0	(171.0)	406	580.0	(174.0)	406	582.0	(176.0)	406	569.0	(163.0)	406	580.0	(174.0)
William A. Diggs	816	837.5	(21.5)	816	845.5	(29.5)	816	849.5	(33.5)	816	810.5	5.5	816	814.5	1.5
Gale-Bailey	438	409.0	29.0	438	411.0	27.0	438	415.0	23.0	438	416.0	22.0	438	422.0	16.0
Dr. Thomas L. Higdon	447	425.0	22.0	447	423.0	24.0	447	426.0	21.0	447	423.0	24.0	447	423.0	24.0
Indian Head	404	464.0	(60.0)	404	477.0	(73.0)	404	486.0	(82.0)	404	494.0	(90.0)	404	503.0	(99.0)
Jenifer	495	593.0	(98.0)	495	599.0	(104.0)	495	603.0	(108.0)	495	620.0	(125.0)	495	627.0	(132.0)
Malcolm	417	406.0	11.0	417	400.0	17.0	417	405.0	12.0	417	426.0	(9.0)	417	424.0	(7.0)
T. C. Martin	486	442.0	44.0	486	444.0	42.0	486	450.0	36.0	486	443.0	43.0	486	454.0	32.0
Mary H. Matula	554	699.0	(145.0)	554	666.0	(112.0)	554	671.0	(116.0)	554	655.0	(101.0)	554	663.0	(109.0)
Arthur Middleton	439	542.0	(103.0)	439	545.0	(106.0)	439	546.0	(107.0)	439	547.0	(108.0)	439	551.0	(112.0)
Walter J. Mitchell	606	721.5	(115.5)	606	719.5	(113.5)	606	726.5	(120.5)	606	721.5	(115.5)	606	738.5	(132.5)
Mt. Hope/Nanietoy	373	362.0	11.0	373	374.0	(1.0)	373	382.0	(9.0)	373	383.0	(10.0)	373	386.0	(13.0)
Dr. Samuel A. Mudd	540	483.0	57.0	540	487.0	53.0	540	495.0	45.0	540	496.0	44.0	540	500.0	40.0
Mary Burgess Neal	791	756.0	35.0	791	754.0	37.0	791	750.0	41.0	791	743.0	48.0	791	751.0	40.0
J. C. Parks	656	769.0	(113.0)	656	766.0	(110.0)	656	772.0	(116.0)	656	778.0	(122.0)	656	780.0	(124.0)
J. P. Ryon	656	757.0	(101.0)	656	734.0	(78.0)	656	748.0	(92.0)	656	758.0	(102.0)	656	763.0	(107.0)
Eva Turner	391	462.0	(71.0)	391	463.0	(72.0)	391	459.0	(68.0)	391	450.0	(59.0)	391	443.0	(52.0)
William B. Wade	672	688.5	(16.5)	672	691.5	(19.5)	672	710.5	(38.5)	672	693.5	(21.5)	672	696.5	(24.5)
New Elementary #22	758	N/A	758.0	N/A	N/A	758.0	758	N/A	758.0	758	N/A	758.0	758	N/A	758.0
New Elementary #23	766	N/A	766.0	766	N/A	766.0	766	N/A	766.0	766	N/A	766.0	766	N/A	766.0
TOTAL ELEMENTARY	12,756	12,519.5	236.5	12,756	12,472.5	283.5	12,756	12,537.5	218.5	12,756	12,487.5	268.5	12,756	12,583.5	172.5
MIDDLE															
Theodore G. Davis	1,112	920.0	192.0	1,112	914.0	198.0	1,112	944.0	168.0	1,112	934.0	178.0	1,112	940.0	172.0
John Hanson	843	911.0	(68.0)	843	890.0	(47.0)	843	911.0	(116.0)	843	892.0	(116.0)	843	932.0	(116.0)
Matthew Henson	659	789.0	(130.0)	659	816.0	(157.0)	659	852.0	20.0	659	844.0	20.0	659	804.0	20.0
Mattawoman	890	1,008.0	(118.0)	890	1,028.0	(138.0)	890	1,087.0	(253.0)	890	1,068.0	(253.0)	890	1,053.0	(253.0)
Piccoaxen	544	439.0	105.0	544	431.0	113.0	544	436.0	67.0	544	434.0	67.0	544	457.0	67.0
General Smallwood	659	562.0	97.0	659	547.0	112.0	659	561.0	99.0	659	554.0	99.0	659	587.0	99.0
Milton M. Somers	802	1,004.0	(202.0)	802	995.0	(193.0)	802	1,004.0	(216.0)	802	1,030.0	(216.0)	802	1,007.0	(216.0)
Benjamin Stoddert	711	762.0	(51.0)	711	784.0	(73.0)	711	808.0	(123.0)	711	804.0	(123.0)	711	785.0	(123.0)
New Middle #9	N/A	N/A	---	N/A	N/A	940.0	940	N/A	940.0	940	N/A	940.0	940	N/A	940.0
TOTAL MIDDLE	6,220	6,395.0	(175.0)	7,160	6,405.0	755.0	7,160	6,603.0	198.0	7,160	6,560.0	198.0	7,160	6,565.0	198.0
HIGH															
Henry E. Lackey	1,539	1,176.0	363.0	1,539	1,229.0	310.0	1,539	1,254.0	85.0	1,539	1,254.0	85.0	1,539	1,231.0	85.0
La Plata	1,162	1,284.0	(122.0)	1,162	1,279.0	(117.0)	1,162	1,236.0	(488.0)	1,162	1,236.0	(488.0)	1,162	1,400.0	(488.0)
Maurice J. McDonough	1,200	979.0	221.0	1,200	1,049.0	151.0	1,200	1,034.0	48.0	1,200	1,043.0	48.0	1,200	1,008.0	48.0
North Point	1,600	1,923.0	(323.0)	1,600	1,874.0	(274.0)	1,600	1,829.0	(792.0)	1,600	1,816.0	(792.0)	1,600	2,095.0	(792.0)
St.Charles	1,511	1,517.0	(6.0)	1,511	1,603.0	(92.0)	1,511	1,664.0	(153.0)	1,511	1,646.0	(135.0)	1,511	1,535.0	(24.0)
Thomas Stone	1,513	1,249.0	264.0	1,513	1,297.0	216.0	1,513	1,310.0	(124.0)	1,513	1,299.0	(124.0)	1,513	1,240.0	(124.0)
Westlake	1,203	1,428.0	(225.0)	1,203	1,433.0	(230.0)	1,203	1,335.0	(579.0)	1,203	1,322.0	(579.0)	1,203	1,509.0	(579.0)
TOTAL HIGH	9,728	9,556.0	172.0	9,728	9,764.0	(36.0)	9,728	9,662.0	(250.0)	9,728	9,616.0	(250.0)	9,728	10,018.0	(250.0)
Stethem Educational Center	396	70.0	326.0	396	70.0	326.0	396	70.0	326.0	396	70.0	326.0	396	70.0	326.0
GRAND TOTAL *	28,704	28,540.5	163.5	29,644	28,711.5	932.5	29,644	28,872.5	771.5	29,644	28,733.5	910.5	29,644	29,236.5	407.5
* Equivalent Count (Including Pre-K Equiv.)															

Project Schedule

Charles County Public Schools

FY2019 Educational Facilities Master Plan

PROJECT	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Billingsley Elementary	Construction									
Dr. Samuel Mudd ES - Renovation	Construction	✓								
Berry ES FDK Addn.	Construction	✓								
Dr. James Craik ES FDK Addn.	Construction	✓								
Dr. Gustavus Brown ES - Open Space	Construction									
John Hanson MS Roof SR	Construction									
Eva Turner ES - Renovation	Construction									
Benjamin Stoddert MS - Renovation	Construction									
McDonough HS - Renovation, Phase 1	Construction									
Matthew Henson MS Waterline	Construction									
Westlake HS Roof SR	Construction									
Indian Head ES Boiler SR	Construction									
J.P. Ryon ES FDK Addn.	Construction									
Malcolm ES FDK Addn.	Construction									
LaPlata HS - Renovation, Phase 1	Construction									
T.C. Matin ES - Renovation	Construction									
Piccowaxen MS Boiler SR	Construction									
Martin ES Roof/UV/Condensers SR	Construction									
Smallwood MS Chill/H&V/UV/Roof SR	Construction									
Matula ES Roof SR	Construction									
Mattawoman MS Roof SR	Construction									
Stethem Educational Center SR	Construction									

Planning /Design

Construction

School Opens

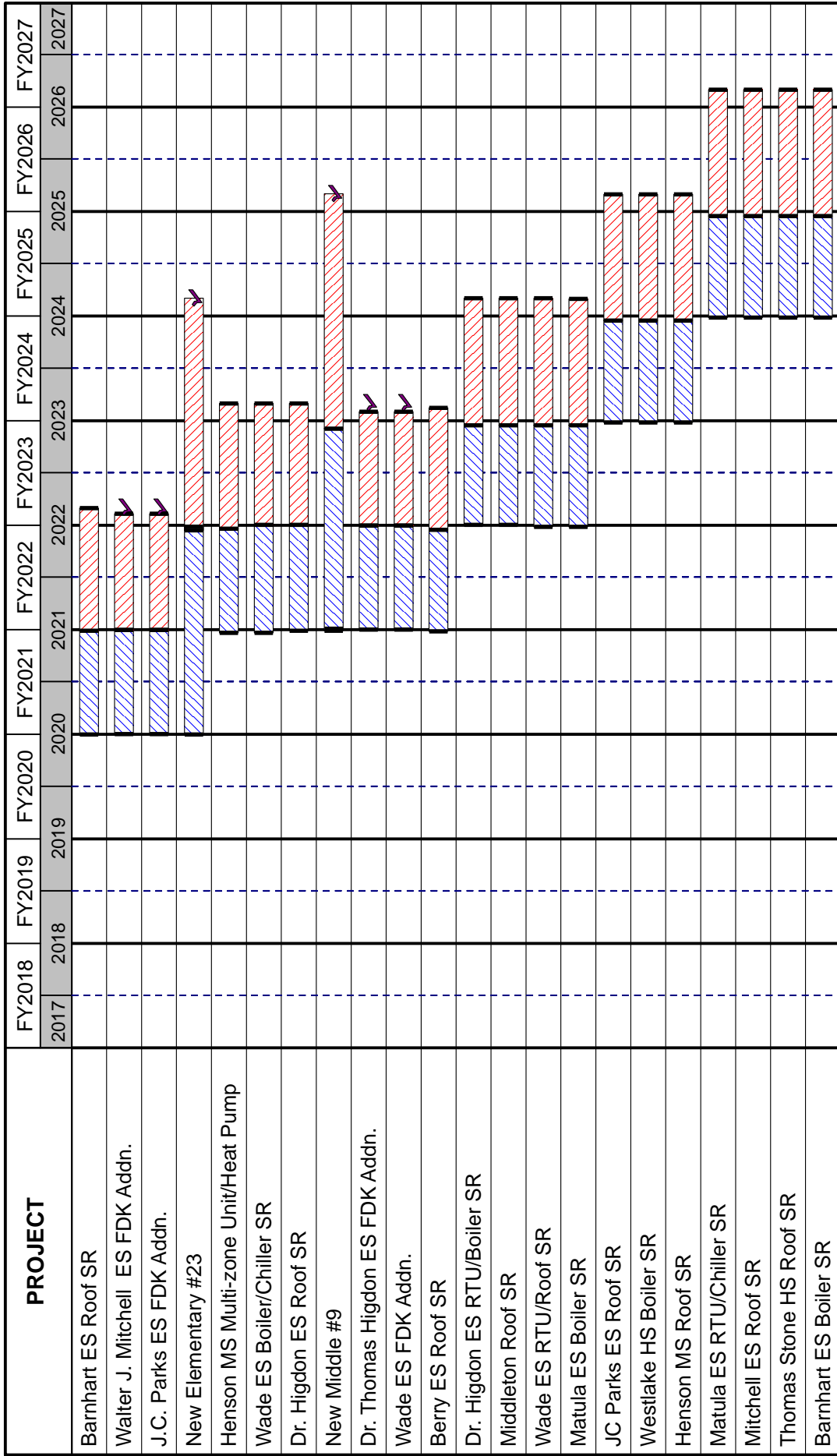
Funding Approved

Planning Approved

Project Schedule

Charles County Public Schools

FY2019 Educational Facilities Master Plan



Planning /Design
 Construction
 School Opens
 Funding Approved
 Planning Approved

SYSTEMIC RENOVATIONS

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

* Local funds only.

SYSTEMIC RENOVATION PROJECTS

FY 2018

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

FY 2019

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

FY 2020

Dr. Gustavus Brown Elementary	Open Space Enclosure
Piccowaxen Middle	Boiler Replacement
T. C. Martin Elementary	Roof/UV Replacement
General Smallwood Middle	Chiller/UV/Roof Replacement

FY 2021

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

SYSTEMIC RENOVATION PROJECTS (Continued)

FY 2022

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

FY 2023

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

FY 2024

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

FY 2025

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

FY 2026

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

FY 2027

Henry E. Lackey High	Roof Replacement
J.P. Ryon Elementary	Roof Replacement
C. Paul Barnhart Elementary	RTU/Chiller Replacement