St. Mary's County Public Schools
Division of Supporting Services

Bridge to Excellence
Master Plan

Review of Adequacy of
Existing School Facility Needs

Partners
In
Education

Maintenance
Capital Planning

Design & Construction
Food Services

Operations
Transportation
Part VI.1 – Section Introduction

With the passage of the No Child Left Behind Act in January 2002, our nation stands on the threshold of implementing the most important federal education law since the initial enactment of the Elementary and Secondary Education Act of 1965. As a result of its passage, a clear message is reverberating throughout the nation. The message will require public school systems to ensure that each student receives a high quality meaningful education. The standards for successful implementation of this law are the acceleration of academic achievement for all students and the elimination of achievement gaps among children.

Maryland fully embraces this goal. The Maryland State Board of Education and the State Department of Education have established the acceleration of student achievement and elimination of gaps as their top priority. To drive changes needed to achieve this goal, Maryland is fortunate to have two additional powerful forces in play at this time. These are the recommendations from the Visionary Panel for Better Schools and the recently enacted Bridge to Excellence in Public Schools Act.

The Bridge to Excellence Act restructures Maryland’s public school finance system and increasing State aid to public schools to $2.2 billion over six fiscal years (FY 2003 – FY 2008). The funding formula adopted by the General Assembly ensures equity and adequacy for Maryland’s public school systems by linking resources to the needs of students and distributing $74 of State aid inverse to local wealth. The new finance structure is modeled after the recommendations of the Commission on Education Finance, Equity and Excellence (Thornton Commission).

As a result of this legislation, Maryland has embraced a standards-based approach to public school financing. Under this approach, and consistent with the federal No Child Left Behind Act of 2001, the State must set academic content and student achievement standards, ensure that schools and students have sufficient resources to meet those standards, and hold schools and school systems accountable for student performance.

As part of the Bridge to Excellence Master Plan, each school system is required to review the impact of implementing the master plan with regards to the planning, design, construction, operation, maintenance, and management of its educational facilities. The planning team should address capital improvements necessary to implement prekindergarten programs for economically disadvantaged students and full-day kindergarten for all students by the 2007 – 2008 school year. Also, capital improvements may be required to support other educational program services and strategies for summer school programs, after school programs, class size reductions, and alternative programs.

In developing the master plan, the planning team included the following descriptions:

- The process, participants, and timeline that will be used to determine the capital improvements required to carry out the master plan;
- Capital improvements necessary to implement prekindergarten programs for economically disadvantaged students and full-day kindergarten for all students by the 2007 – 2008 school year; and
- Capital improvements required to support other educational programs and services and the strategies (e.g. special programs for identified populations, alternative programs, class size reduction) proposed in the master plan. If a specific approach to capital improvement has been determined, discuss this approach. If alternative solutions are being studied, explain those alternatives; and
- Non-capital improvement approaches to facility needs that are being considered (e.g. leasing relocatables and/or space in other existing buildings).
The approach to developing the facility needs component of the St. Mary’s County Public Schools Master Plan has been a collaborative effort between the Division of Instruction and the Division of Supporting Services. This holistic approach to developing the capital improvements plan in conjunction with the Bridge to Excellence Master Plan has resulted in a program that provides equity and adequacy for delivery of educational services. The cohesive nature of the educational and facilities master plan ensures that there is adequate support for all programs, based on identified needs.

As partners in education, the Division of Supporting Services, which is comprised of the Departments of Capital Planning, Design and Construction, Food Service, Maintenance, Operations, and Transportation are an integral part of a development of the Bridge to Excellence Master Plan adopting and embracing the goals to ensure that no child is left behind. Each department within the division understands their role in supporting this effort and has developed a mission statement, which supports the vision and goals of the school system. The mission of the Division of Supporting Services is as follows: “As an integral partner in the educational process, the mission of the Division of Supporting Services is to promote achievement in education through a coordinated effort to provide the highest quality learning environments.”

Part VI.2 – The Planning Process

**Role of the Board of Education** - The Board of Education is responsible for the formulation and adoption of policies to guide the operation of the school system. The Board determines the philosophy of the school system, the overall goals to be achieved, the means for evaluation, and reports to the public as to current status and needs of the school system.

**Role of the Superintendent and Staff** - The Board of Education looks to its Superintendent for professional recommendations before adoption of policies. The Board expects the Superintendent to administer its policies and to operate the schools in accordance with state laws, State Board of Education Bylaws, regulations, and guidelines. Members of the central office staff advise the Superintendent in their areas of special competencies. Directors and supervisors make recommendations as to facilities needed to achieve the desired goals in specific subject areas. The Chief Administrative Officer is particularly charged with coordinating data for submittal to the Superintendent and Board.

**Role of Lay Persons** - It is vital that lay people be actively involved in the planning of school facilities. It is vital because:

- lay people have specialized information and competencies often not available among the education personnel,

- involvement promotes support,

- and, most important, these are the schools of and for the public.

At the inception of each project, the school principal appoints a school committee on construction composed of lay persons, members of the school professional staff and community, including student input. Central office personnel serve as advisors to the committee.

Immediately after the Interagency Committee approves a project, the planning committee continues as the construction committee for that particular project. This committee of lay and professional persons reports to the Superintendent.
There are other countywide lay advisory committees whose recommendations may have implications for school construction. These include the committees for Vocational Education, Title I (ESEA), Environmental Education, Health and Family Life Education, the Citizens’ Advisory Committee for Special Education, and the Growth Management Advisory Committee.

**Role of Teachers** - Teachers serve on various school and county committees. They are the best experts for advice on what facilities are needed to promote learning in specific subject areas at the different grade levels.

**Role of Students** - Students serve on various school and county committees and hold a student-member position on the Board of Education. They provide valuable advice on what programs, activities, and facilities are needed to promote learning.

**Coordination with Other Community Agencies** - Educational personnel coordinate their efforts and cooperate with other community agencies to ensure that the school construction program is consistent with community needs. This is achieved through:

- The planning committee process (as indicated above).

- Consultation with county agencies, such as the Board of County Commissioners, Department of Recreation and Parks, and the Department of Planning and Zoning.

**Decision Making** - The desired characteristics of the facilities must be those which promote realization of the educational specifications. The Board and the Superintendent utilize the advice of members of the professional staff, lay committees and persons, State Department of Education personnel, staff of the Interagency Committee, architects, engineers, and consultants. Reevaluation and updating the planning process will be achieved through:

- County Commissioners provide budget estimates for current and next five-year capital improvement program budgets.

- Board evaluation of results achieved, including opinions of the Advisory Committee on School Affairs.

- In-house evaluation by the Superintendent and appropriate staff.

- Conferences with staff of Interagency Committee.

- Advice of outside consultants.

**Role of the Division of Supporting Services** – The division has six departments: Capital Planning, Design and Construction, Maintenance, Operations, Transportation, and Food Service. The division and its individual departments always strive for cost effectiveness and efficiency for the delivery of services and the construction of our facilities, keeping them functional and attractive yet economical to operate. It promotes energy conservation by using conservation equipment and processes, and by increasing staff and student conservation awareness. It ensures that buildings are well maintained and it strives to provide timely preventive maintenance of key building components to extend their useful life. These management efforts enable students and staff to function in a facility that supports the goal to fulfill the promise in every child.
This division will continue to be challenged to provide classrooms to accommodate increased enrollment while modernizing and updating older facilities to meet changing educational program needs. Maintaining and renewing aging facilities through programs such as the Aging Infrastructure Program is a priority. There is also a continued need to modify such spaces in existing schools to support programmatic changes such as technology labs so that all schools can offer programs similar to those in new and modernized facilities. The increasing number and complexity of construction projects requires good planning and deployment of resources so that projects can be completed on time.

**Department of Capital Planning** - In order to support the Board of Education’s goals, the Department of Capital Planning analyzes student enrollment projections and develops plans and strategies to assure that adequate capacity is available both for the system as a whole and for each individual school, not only for current students and programs but also for future students and program changes. The division is responsible for evaluating the enrollment projections and developing effective facility plans to meet capacity and program needs and maintaining accurate data regarding the physical condition of all facilities.

Based on the enrollment projections, staff analyzes the utilization of every school in the system to determine whether adequate capacity exists in the short and long-term to provide classrooms and program space for all students. Plans are then drafted to address areas where solutions are required. A variety of solutions are studied, including temporary relocatable classrooms, boundary changes, and construction of new and renovated facilities. Staff works closely with the school community and other St. Mary’s County Public School staff to develop the rationale and justification for the draft facilities plan before presenting formal capital improvements requests to the Superintendent and the Board of Education for review and approval. The department provides ongoing review and analysis of demographics, economic, social, technological, and educational trends in support of St. Mary’s County Public Schools Educational Facilities Master Plan.

**Department of Design and Construction** - The Department of Design and Construction manages facilities design and construction activities for the Board of Education Capital Improvements Program (CIP). The office secures/procures architectural engineering services, coordinates design activities, construction bidding, and secures approvals for plans and specifications. They also prepare plans for minor modifications that are completed by in-house staff or contractors. Some of these projects include:

- Aging School Projects
- Relocatable Classrooms
- Addition/Renovation Projects
- Monitoring all construction work for compliance with plans and specifications and ensuring that the project is completed on time
- Office Modifications
- Development of special capital projects such as accessibility modifications for individuals with disabilities
- Roof and HVAC Systemic Renovations

**Department of Maintenance** - The Department of Maintenance serves all St. Mary’s County Public Schools facilities, providing maintenance, repairs, and minor alterations. Service is provided through one central location. The maintenance area is responsible for preventive and major maintenance work at all facilities as needed. Maintenance also provides snow removal, painting,
carpet replacement, and specializes in handling delivery of materials and equipment. The maintenance area also performs through staff or contracted major repairs on heating, cooling, and electrical systems.

**Department of Operations** - The Department of Operations provides support services to all St. Mary's County Public Schools in the following areas: custodial, supplies, trash removal, pest control and staffing assistance. The building service staff located at each school is responsible for the daily operation and care of the school building. Utilizing assistance from the Department of Operations for training, organizing and coordinating custodial efforts, the effectiveness of each school operation is enhanced. Major areas of focus include:

- Health and Safety
- Daily Service
- Preventative Maintenance
- Major Projects
- Supplies Inventory
- Custodial Care
- Integrated Pest Management (IPM)
- Support of Scheduled Events at Schools

**Department of Transportation** - This department is responsible for the safe, effective, timely and economical transportation of students. Transportation Office personnel are responsible for planning, monitoring, and coordinating daily operations, supervising contractors, training of all over-the-road personnel and the inspection of equipment. Safe, reliable, and efficient transportation by bus to school is available to every St. Mary's County Public Schools student who:

- Lives more than one-half mile from an elementary school
- Lives more than one mile from a secondary school
- Lives within prescribed walking distance from school, but encounters unsafe walking conditions
- Attends special education classes and requires special transportation.

In addition to transportation to and from school each day, program bus services are provided for field trips and special instructional programs, athletic and music events, as well as extended day, before and after school programs, evening and summer programs, and the addition of the Judy Hoyer Center Program. Transportation of special needs students includes special needs students at home schools, transportation of the homeless, and teen parents. Transportation is also provided to our students who attend special state schools, such as Maryland School for the Deaf and Maryland School for the Blind, RICA, Edgemeade, High Roads Academy and Leary.

**Department of Food Services** - Food services are those activities, which have as their purpose the preparation, and serving of regular meals in connection with school activities. Implementation of the food services program is carried out by a staff of cafeteria workers and support personnel under the direction of the Chief Administrative Officer. The food service personnel prepare and serve breakfast and lunch in twenty-five kitchens. After-school snack programs are also supported in nine schools. At George Washington Carver Elementary and Lexington Park Elementary the Maryland Meals for Achievement Program provides breakfast in the classroom for all students. Results include decreased absenteeism, fewer nurse visits, fewer behavioral referrals and increased student attentiveness. Summer programs
are supported with meal service at various locations, with over 1000 meals per day served in the summer. Studies show that students who consume a balanced diet perform better in school, both behaviorally and intellectually. Nutrition supports the cognitive process.

**Administrative Procedures for Preparing, Adopting, and Implementing the School Capital Improvement Program** - The following is a digest of essential steps:

1. Division of Supporting Services staff members review needs and prepare a list of recommended projects.

2. Board of Education members study and evaluate proposed projects, make tentative revisions, and give preliminary approval.

3. Advisory committee evaluates project and provides input.

4. Department of Capital Planning and central office staff members make appropriate revisions, additions, or deletions.

5. Board of Education gives final approval.

6. Detailed report is given to the Board of County Commissioners, legislative delegation, and general public.

The actual implementation of a specific construction project is handled by local school construction staff and architectural firm personnel. Progress meetings are held as often as necessary and desirable. Frequent progress reports are made to the Board of Education.

**Part VI.3 – History of the Capital Improvements Program**

The fundamental goals of facilities planning are to provide a sound educational environment to meet all of the needs of the school system. In FY 1993, the school system embarked on an aggressive capital improvements program to improve and modernize our schools and to meet the anticipated capacity needs. Through a $144 million dollar capital program we have successfully completed the expansion and modernization of seven elementary schools, which represents 56% of our elementary facilities, one middle school, with a second to begin construction in the summer of 2003, all three high schools, with a the career and technology center currently under construction, and the construction of one new elementary school. The school system currently has a replacement school in the design phase. Through this program the school system has been able to dramatically change the equity in education for students by reducing the average age of our schools from 38 years in 1993 to 18 years in 2003. In addition to the expansion and modernization projects, the school system has aggressively restored our aging infrastructure and implemented new educational opportunities through projects such as: roof replacements, HVAC replacements, science lab modifications, open pod space enclosure, Technology In Maryland projects, prekindergarten additions and improved physical environments through the American’s with Disabilities Act.

In order to complete the program, the school system has utilized funds from local and state capital improvements programs, Aging School Program, Recycled Tire Grants, Qualified Zone Academy Bonds, and the Federal School Renovation Program Grant, which did not require local matching funds.
The major trends impacting the capital plan in the future include a weak economy, an increasing current and projected enrollment growth, an increase in the birth rate, growing pressure to reduce class size and an increasing reliance on state aid as a large share of local capital funding. Together these five trends interact to produce a complex environment for developing long-range plans for the school system. The growth rate in student population throughout the state is expected to continue at a slower rate than has been experienced recently. However, St. Mary’s County has seen an increase in both the birth rate and in current enrollment. This increased rate of growth and weak economy will reshape plans to accommodate new student growth and long-range plans as the system turns the corner on growth at the elementary level and then at the secondary level.

In addition to reviewing the instruction and capital plans as a result of the Bridge to Excellence Act, the school system is in the process of completing a countywide adequacy survey of all schools, as a part of a statewide task force study. The survey results will be provided to the Task Force to Study Public School Facilities for their review and determination of statewide needs. The results of this survey will potentially require modifications to the capital improvements programs to address issues as identified by the school system’s review or through future state wide educational program initiatives.

The school system has been able to maintain its aggressive Capital Improvements Plan with the financial support provided by the state and the St. Mary’s County Board of County Commissioners. Maintaining this level of funding is critical to the school system’s ability to maintain its schedule to modernize and expand our aging infrastructure and meet programmatic requirements.

**Part VI.4 – Capacity Needs (Goal 1 – Objective 11 & 15)**

St. Mary’s County Public Schools has 16 elementary schools, 4 middle schools, 3 high schools, and 1 career and technology center serving 16,076 students in grades PreK-12 as of September 30, 2003. Enrollment in St. Mary’s County Public Schools is never static. The fundamental goal of facilities planning is to provide a sound educational environment for a changing enrollment. The number of students, their demographic distribution, and the demographic characteristics of this population must all be addressed in the analysis and evaluation of the capital improvements program. Enrollment changes in St. Mary’s County do not occur at a uniform rate throughout the county in which a full range of population density from rural to urban is present.

In March of 2003 the Department of Capital Planning, working with the Maryland Department of Planning, prepared enrollment projections for the next ten (10) years. These projections show an increasing enrollment through 2013 at the elementary level. The school system has worked with the Maryland Department of Planning to increase the state’s enrollment projections this year based on discussions regarding the increased birth rate and elementary population over the past several years.

The changes in the capital improvements program were reviewed against all of the established criteria. This plan allows the flexibility for growth, with designated schools that could provide additional capacity across the county. With the completion of the new George Washington Carver Elementary School in FY 2007, the school system will have capacity to operate between 94% - 171%, with an average of 118% utilization based on local rated capacity (based on current enrollment projections). This utilization necessitates the need for additional capacity within our schools, for increased enrollment and the need to implement full day kindergarten initiatives, prekindergarten for disadvantaged students, reduce class size and allow for flexibility for future educational program changes.

**Elementary Schools** - Based on the FY 2004 State and local enrollment projections, system-wide our elementary schools are currently in a period of increasing enrollments. During the period of
FY 2004 through FY 2007 the enrollment shows a steady period of enrollment with a rise in enrollments again in FY 2010 and FY 2013. The elementary school enrollment will have to be monitored closely to see the effects of the birth rate over the next several years.

With the completion of the new George Washington Carver Elementary School in FY 2007, there will still be a need for additional capacity in the central portion of the county, based on the current enrollment projections. Over the last several years, the school system has gained 463 new elementary students and reduced the elementary school capacity by 964 seats to program and class size reductions. Based on state rated capacity, there is a projected need for two and a half new 541 capacity elementary schools by FY 2013, when the elementary school capacity will be short by 1,335 students, including the phase-in of full day kindergarten. The inclusion of prekindergarten programs for disadvantaged students is currently being reviewed by the planning team and will generate additional capacity needs, which will increase the need for additional elementary school capacity.

Middle Schools – At the middle school level the current enrollment projections indicate a period of rapid growth, starting in FY 2000 and continuing through FY 2009. In FY 2010, the current enrollment projections indicate a period of rapid growth in enrollments through FY 2013, as a result of increased birth rate and elementary school enrollment.

In FY 1999 the State Public School Construction Program granted planning approval for the Margaret Brent Middle School Addition/Renovation project. Based on deferral of planning funds for two years on this project, the completion of this project has been deferred until FY 2005. Planning funds were reinstated in FY 2001. Construction funds for this project were approved in FY 2003. This project will increase the capacity of the facility from 790 to 1,060.

The projections indicate that there will be a shortfall of capacity at the middle school until FY 2006 when the Margaret Brent Middle School project is completed. The enrollment will begin to increase and within three years, there will be inadequate capacity. Based on state rated capacity the middle school capacity will be short 490 seats by FY 2013. At the same time, there will be an increase in high school enrollment. The school system has included a new science and engineering high school within the capital improvements program, which through a phase-in of the student population will address both the middle and high school shortfall of capacity.

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High Schools - All three high schools have been modernized and expanded. The current high school enrollment projections indicate a period of sustained growth that started in FY 1995 and will continue through FY 2013, with a projected shortfall of 653 seats by FY 2013. Current enrollment projections indicate that there will be inadequate capacity at the high school level beginning in FY 2007. As stated above, the school system has included a new science and engineering high school request for planning approval in FY 2006, in the capital improvements program.

The Dr. James A. Forrest Career and Technology Center supports the career and technology education program for students attending all three high schools. Since 1988, the enrollment at the Technical Center has increased from 337 students to 986 for the 2002 - 2003 school year. The continual increase of student interest in career and technology programs has resulted in the need to establish an application process, which places students, based on the available program availability. In response to this capacity, educational program and aging facilities needs, the school is currently under construction for expansion from a 320 capacity facility to a 620 capacity facility. Students from all three high schools can attend the Dr. James A. Forrest Career and Technology Center for a portion of their academic day.
Part VI.5 – Prekindergarten Implementation (Goal 1 – Objective 25)

Through the No Child Left Behind legislation, the school system has reviewed what the impact of implementing the Bridge to Excellence Master Plan will have on the planning, design and construction, operation, and maintenance of its educational facilities. The planning should address capital improvements necessary to implement prekindergarten programs for economically disadvantaged students by the 2007 – 2008 school year. The school system currently offers prekindergarten to 540 students at thirteen out of sixteen elementary schools, which exceeds the amount required for our economically disadvantaged students. The remaining three elementary school students are offered prekindergarten opportunities through other elementary school prekindergarten programs. The school system is reviewing the need for additional capacity to house prekindergarten at all elementary schools and will include capital projects to address the needs through prekindergarten additions or through consolidation through a new elementary school.

Part VI.6 – Kindergarten Implementation (Goal 1 – Objective 25)

Through the No Child Left Behind legislation, the school system has reviewed what the impact of implementing the Bridge to Excellence Master Plan will have on the planning, design and construction, operation, and maintenance of its educational facilities. The planning should address capital improvements necessary to implement full-day kindergarten programs for all students by the 2007 – 2008 school year. The school system currently offers full-day kindergarten to 306 students at nine out of sixteen elementary schools. The school system has budgeted for the expansion of the program in FY 2004 to serve 531 students at ten elementary schools. The school system will fulfill the requirement to offer all full-day kindergarten through kindergarten classroom additions at three schools, replacement of the existing George Washington Carver Elementary School with a larger capacity facility, and the construction of a new elementary school. As the elementary school enrollment continues to increase, the school system will need to monitor the capital program to ensure that additional capacity projects are included to meet the enrollment needs. In the interim, facility plans will continue to rely on relocatable classrooms to accommodate growth until completion of scheduled capital improvements projects occur.

With the approval of the FY 2004 budget, the school system will offer full-day kindergarten at the following schools:
**School** | **Partial Implementation** | **Full Implementation** | **No. of Classes**
--- | --- | --- | ---
Benjamin Banneker | 2001 - 2002 | 2002 - 2003 | All classes
Dynard | 2001 - 2002 | 2002 - 2003 | 1 class
George Washington Carver | 2002 - 2003 | 2003 - 2004 | All classes
Green Holly | 2000 - 2001 | 2001 - 2002 | All classes
Lexington Park | 2000 - 2001 | 2003 - 2004 | All classes
Park Hall | 2000 - 2001 | 2003 - 2004 | All classes
Piney Point | 2002 - 2003 | 2003 - 2004 | 1 class
Ridge | 2001 - 2002 | 2003 - 2004 | 1 class
White Marsh | 2001 - 2002 | 2003 - 2004 | 1 class

Additional full day Kindergarten programs will be implemented in future fiscal years based on funding and available capacity.

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**Part VI.7 – Class Size Reduction (Goal 1 – Objective 25)**

Since 1993, the school system has reduced elementary school capacity by 1,594 seats to accommodate class size reductions, implement new programs such as prekindergarten, and to ensure that adequate spaces for instructional support were available. At the same time, the school systems’ elementary school enrollment grew by 1,765 new students since 1997. The school system utilizes a reduced class size at grades 1 and 2 of 21 students per class, versus the 25 per student class size at the state rated capacity. This class size reduction results in a difference of 482 seats between the local and state rated capacities, which is equivalent to one elementary school. The new elementary school, which is currently included in the capital improvements program does not address the difference in class size, only the need for additional capacity over the state rated capacity. The school system utilizes 62 relocatable classroom units to address capacity needs at the elementary school level. The school system could use one new elementary school today for students currently housed in relocatables which are supporting lower class size. As the planning team continues their review and development of the *Bridge to Excellence Master Plan*, additional capital projects may be required to address the capacity needs generated by class size reduction.
Part VI.8 – Alternative Programs (Goal 4 – Objective 3)

As the planning team continues monitoring the Bridge to Excellence Master Plan, additional capital projects may be required to address alternative programs, such as the Alternative Learning Center students and those students who attend schools outside of the county based on special needs programs. Today, the alternative learning center is located in eight (8) relocatables. A permanent structure is planned within the next six to ten year timeframe.

Part VI.9 – Special Programs for Identified Populations (Goal 2 – Objective 1 & 25)

As the planning team continues to monitor the Bridge to Excellence Master Plan, additional capital projects may be required to address special programs for identified populations. Present and future capital improvements projects will be inclusive of spaces required to meet the needs identified to achieve the goals and objectives outlined in the master plan. Specifically, the new high school will provide a comprehensive program aimed at maximizing the full potential of each student’s intellectual, technological and affective skills in science and engineering.

Part VI.10 – Non-Capital Improvement Approaches

The Division of Supporting Services Department of Maintenance has been critical to our ability to meet programmatic changes without capital investment. The department has been instrumental in conversion of existing spaces to meet new programs such as industrial labs to technology labs. In addition, the school system will need to explore the opportunities for exempt financing for relocatables and grant funding.

Part VI.11 – Summary

The Division of Supporting Services has and will continue to work closely and collaboratively with the Division of Instruction to ensure that our students receive equitable and high quality educational opportunities and facilities. The Bridge to Excellence Master Plan will serve as an extension of the ongoing collaboration and will assist with requesting capital funds in a challenging economic timeframe. All resources of the Division of Supporting Services will work together with instructional staff, students, teachers, and parents to ensure that the funds being expended are serving the county well into the future. The school system will continue to build on partnerships in education with our local government, businesses, and citizens to direct the capital investment into providing educational opportunities to fulfill the promise in every child.