
Multi-Year Improvement Plan for All Schools

Baltimore County Public Schools & Baltimore County Government
Final Report

2021 / 2022

CANNONDESIGN





CannonDesign and our partner firms Educational Facilities Planning LLC, GIS LLC, and **JRS Associates** extend sincere appreciation to the 200+ students, parents, teachers, school administrators, civil servants, elected officials, and community members who collectively contributed thousands of hours to the development of the MYIPAS.

Your passion for students and the role that public education plays in Baltimore County was an inspiration to all.

This report is dedicated to you.

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Forward

Dear Baltimore County Residents,

Baltimore County Public Schools (BCPS) is the 25th largest school district in the nation and more than 111,000 students are educated across 176 schools, programs, and centers in our geographically, racially, and economically diverse jurisdiction. We have the third largest and fifth oldest school building portfolio in Maryland; most of our schools were built over 50 years ago. As a result, our aging infrastructure is in need of significant investments in order to make sure that every student goes to school in a modern, safe school building. That’s why two years ago Baltimore County Government and BCPS jointly commissioned the Multi-Year Improvement Plan for All Schools (MYIPAS) led by Cannon Design, Inc. to develop a long-term capital plan focused on meeting the needs of our school communities equitably and in a fiscally responsible manner. The attached report is the culmination of two years of meticulous and collaborative work of Cannon Design, Baltimore County Public Schools, Baltimore County Government, and countless educators, parents, students, and community members.

MYIPAS assesses the facility needs of all 175 BCPS schools, programs, and centers and recommends an equitable roadmap to address significant overcrowding, poor facility conditions, and educational inadequacies through a 15-year, \$2.5 billion capital investment plan. The investments provide a place for every student within the school building – ending the practice of placing our children in trailers. It invests meaningfully in community schools, career and technology education (CTE), science, technology, engineering, and math (STEM) education, and special education and alternative schools. It also ensures that buildings receive necessary routine maintenance to operate efficiently and effectively.

This plan provides a roadmap for current and future school construction projects and enhancements and is designed to adapt as communities change and investments are sustained or grown. Although the plan identified opportunities for additional investments, the suggested solutions in MYIPAS were equitably scaled to align with funding projections. While \$2.5 billion

represents a historic commitment to our schools, we are committed to equitably raising the bar even further for all school communities by securing additional investments at the State and local levels. Specifically, we know that increased investments are needed in our oldest high schools, to expand full-day pre-k, improve safety features in schools, and modernize classroom environments.

Thank you, members of the Baltimore County Board of Education, for your flexibility, willingness to help, and contribution to the MYIPAS to ensure all students have the structures in place to achieve and succeed in the 21st century.

At the time final interim recommendations were produced in July 2021 and this more detailed report, complete with capital planning sequencing, was composed, Baltimore County Government began advocating for additional school capital funding in the FY23 State capital budget. Our collective efforts, along with the support of Governor Hogan, Speaker of the House Adrienne Jones, and our state legislators, enabled us to set the ambitious goal to increase our school capital budget to \$3.3 billion over the next 15 years -- \$800 million more than originally envisioned by MYIPAS.

The good news is we are well on our way to meeting that goal, with over \$176 million in new capital investments included in the FY23 capital budget alone. We will continue to advocate for additional investments to raise the bar for all of our communities in the years ahead to help every child in Baltimore County succeed.

Sincerely,

John A. Olszewski Jr.

Dr. John “Johnny O” Olszewski, Jr.
Baltimore County Executive

Darryl L. Williams

Dr. Darryl L. Williams
Baltimore County Public Schools Superintendent



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1 Purpose



In 20 years BCPS should be at a point where equity and diversity are normal... I would like to see that each student, no matter which school, has the same opportunities to succeed.

Randallstown High School Senior

Purpose

Equitably providing safe and inviting schools that will nurture and inspire a growing and increasingly diverse student population



Published in 2021, the Multi-Year Improvement Plan for All Schools (MYIPAS) is a 15-year strategic plan. It provides a roadmap for equitably prioritizing and implementing public school facility projects countywide, resulting in a **quality school environment for every child, regardless where they live.**

Commissioned under the partnership of Baltimore County Government and Baltimore County Public Schools, MYIPAS was developed by the CannonDesign team in collaboration with over 100 school stakeholders and input from over 25,000 BCPS community members in a transparent, data-driven process.

MYIPAS outlines a sequence of strategic capital investments that **maximize State funding** and provide all students and teachers the basics of a **safe, comfortable, and inspiring environment** to teach and learn in, with enough capacity in each community to provide **a space for every student.** It also prescribes flexible, fully equipped classrooms needed to support best practices in **modern, student-centered instruction and learning**, as well as equity-driven facilities to house vital community support programs that serve the **unique needs of BCPS' most vulnerable populations.**

Background

A large public school system facing a wide range of educational and operational challenges

Baltimore County Public Schools (BCPS), the third largest school system in Maryland and the 25th largest in the United States, operates and maintains over 18 million square feet of buildings that serve more than 110,000 students attending 175 different school communities.

BCPS schools span the 682 square miles of Baltimore County ranging from dense, near-urban neighborhoods around the Baltimore beltway, through sprawling suburban communities, to rural areas stretching up to the Maryland-Pennsylvania border. Schools range in size from less than 200 student elementary schools to crowded high schools topping 2,000 students in the rapidly expanding Northeast region.

In 2020, BCPS faced three mounting trends presenting strategic challenges in administering the ongoing capital improvement program.



1. Rapid enrollment growth

A number of areas in Baltimore County are experiencing intensive residential growth, including the area around the campus of the University of Maryland Baltimore County in Catonsville; the I-795 corridor to the northwest; the Towson downtown area and the I-83/York Road corridors leading to the north; the I-95 corridor passing through the White Marsh area in the northeast; and the former Bethlehem Steel site at Sparrows Point, now being renewed as the Tradepoint Atlantic industrial and commercial development.

Spurred by this residential development, BCPS' enrollment increased by more than 11,000 students

from 2009 to 2019 (more than 1% growth per year) to reach a total of 113,000 students countywide. Also, BCPS enrollment projections indicate that growth will continue, with an additional 5,000 students attending BCPS schools by 2026-27.

Over the same period, BCPS constructed and replaced 13 schools, deployed dozens of additional relocatable classrooms, and implemented periodic attendance boundary adjustments as stop-gap capacity solutions. To address a student body that is growing faster than construction can keep up with it, the school system operates 275 modular classrooms, some as semi-permanent facilities with poured foundations and internal restrooms, but most as separate relocatable units dispersed across a portion of the school campus. However, despite these strategies, many individual schools and entire regions of BCPS schools are operating in severely crowded conditions, particularly in elementary and high schools.

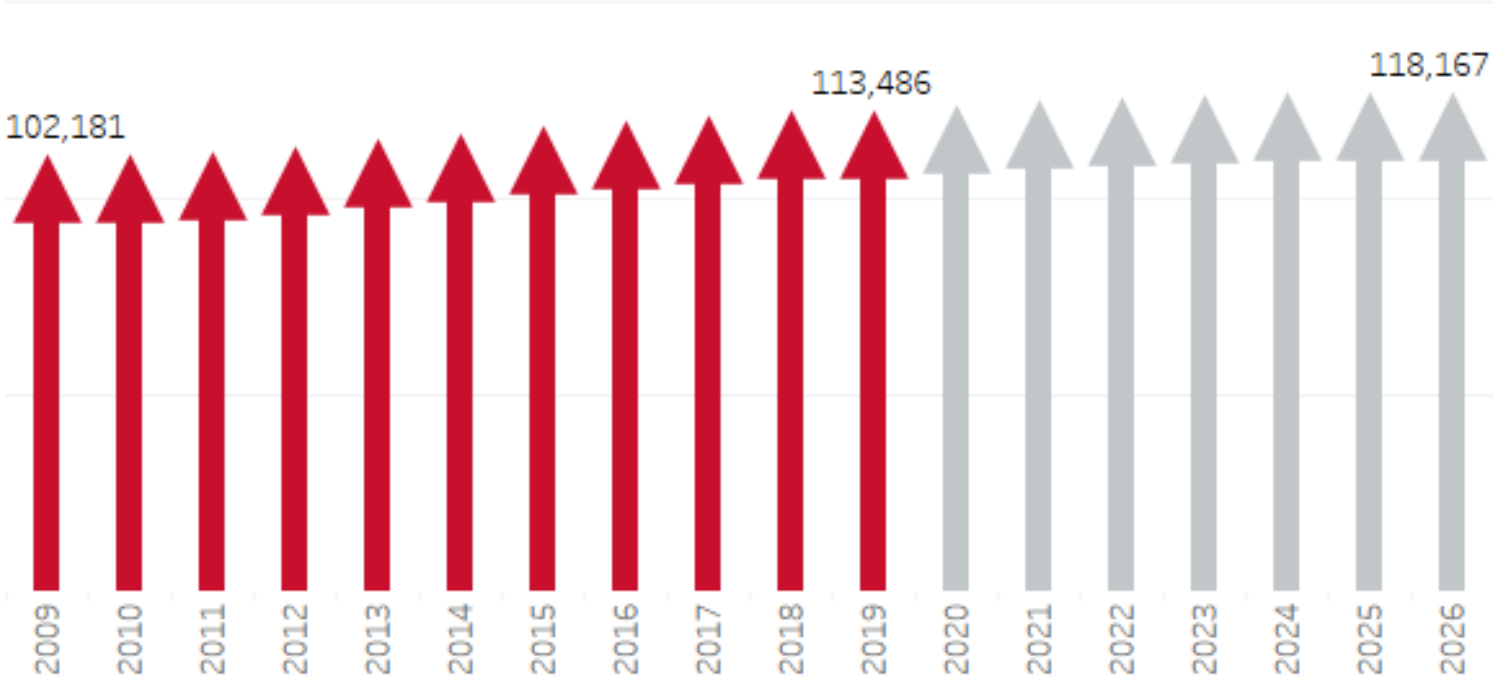
Schools are ideally enrolled within a balanced range of 80% - 100% percent of capacity, but in 2019-20, the last pre-pandemic school year, 77 BCPS schools operated outside of this optimal range, with 21 extreme outlier cases of capacity utilization over 115%.

This dramatic demographic growth has resulted in school sizes that push resources to the limits of manageability, as confirmed by priorities expressed by more than 25,000 community members surveyed by BCPS.

Our spaces were designed and built for warehousing students during the baby-boom, but the spaces don't fit the... needs of today and tomorrow.

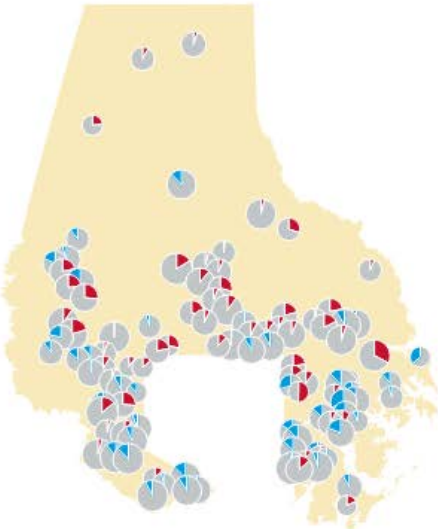
- BCPS English/Language Arts teacher

Historical and Projected Enrollment, 2009-2026
(Source: BCPS)

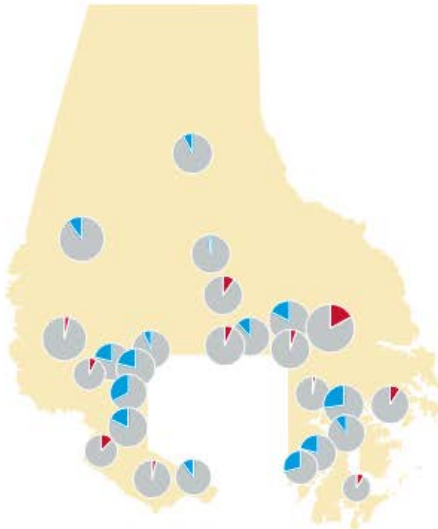


Capacity Utilization - Filled, Surplus, and Shortage
Projected 2026

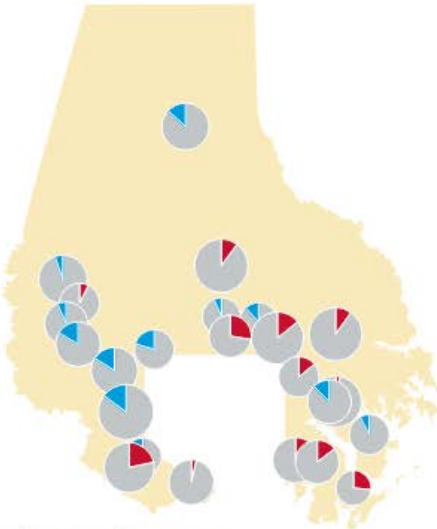
Elementary School



Middle School



High School



■ capacity shortage 2026
■ capacity filled 2026
■ capacity surplus 2026



2. Aging facilities built for a different era of education

Facility Age and Condition: BCPS school buildings date back to 1908 (Randallstown Elementary, renovated in 2000), and even with 13 new state of the art facilities constructed since 2010, the **average building is 50 years old** (weighted by square foot).

Baltimore County Public Schools should be congratulated for effectively prioritizing and implementing maintenance, as confirmed in the 2020 MYIPAS Facility Condition Assessment (FCA) findings, which found relatively low facility condition indexes and normal levels of Priority 1 deficiencies. However, many of BCPS's aging facilities require age-driven upkeep that has begun to outpace current funding levels, with \$1.4 billion in near term repairs forecasted through the 2026-27 school year.

Baltimore County and the State of Maryland typically invest approximately \$140 million combined per year on all school capital improvements, with the majority designated for new construction. This leaves little funding for renovations of existing schools, a challenge faced by most public school systems in the US.

Adequacy & Equity. At the same time, most Baltimore County public school buildings were originally designed to support an outdated instructional model that has since evolved. The campuses include handsome historic buildings that need their interiors to be updated to support 21st century learning programs, as well as a number of buildings built in the 1960s and 1970s that still operate with undesirable open-plan classrooms characteristic of that episode in American educational philosophy.

These challenges are not unique to Baltimore County or the State of Maryland. The majority of US

public schools were built in the mid-20th century in response to the Baby Boom with an expected serviceable life of 50-60 years. Suburban growth has continued as these buildings began crossing this age threshold, pushing growth and capital renewal needs well beyond available budgets.

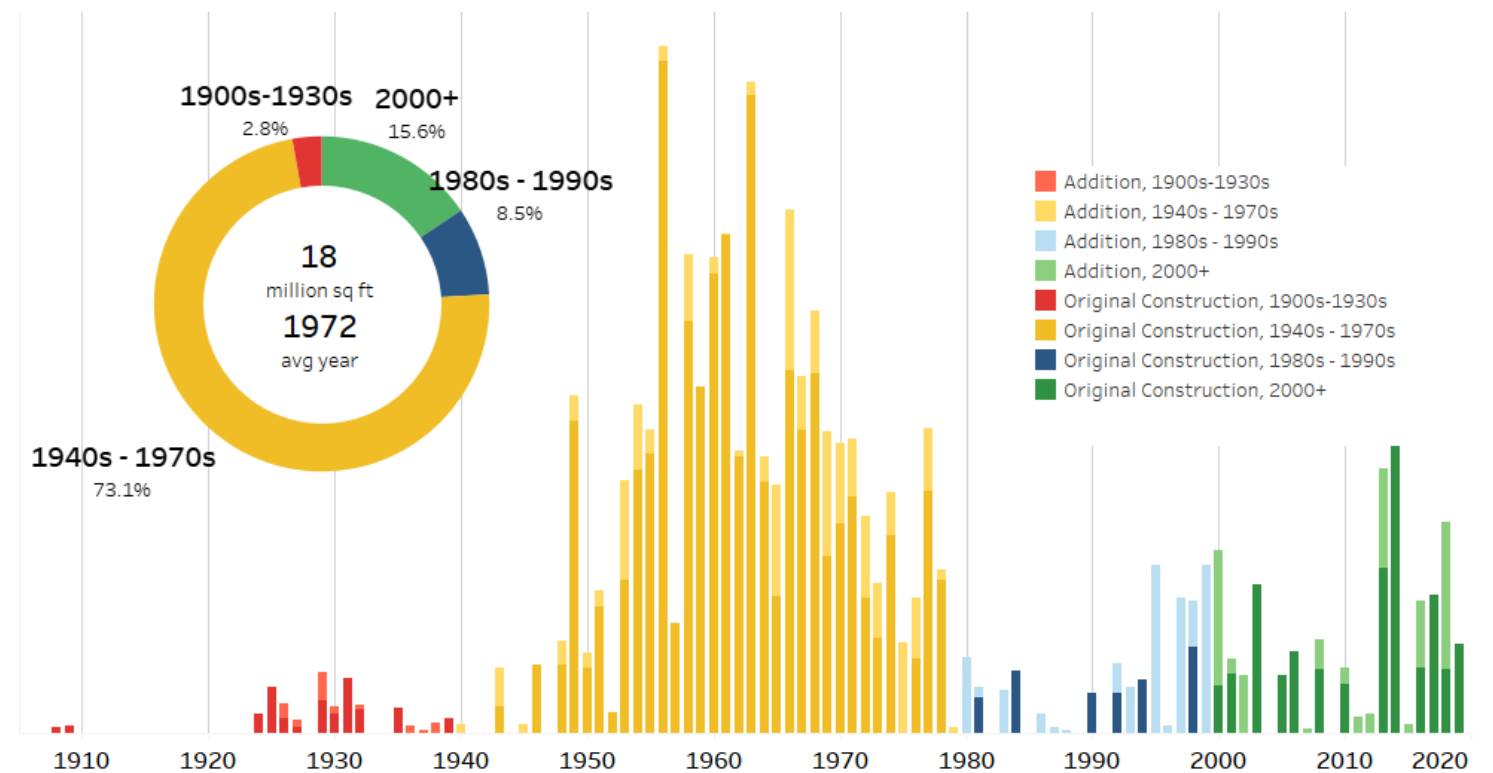
As concluded in the 2020 MYIPAS Educational Adequacy and Equity Assessment, most BCPS schools fall short to some degree against state minimum standards and local Educational Specifications, lacking sufficient up-to-date and specialized facilities for critical academic content areas of Science, Technology, Engineering, and Math (STEM), Career Technical Education (CTE), and Visual and Performing Arts, as well as specialized spaces for the delivery of special education and language learner services and building strategies to provide school security.

BCPS aims to refresh its portfolio from outdated buildings to modern, 21st century educational facilities that support best practices in teaching pedagogy. Modern facilities built new or retrofitted today provide a diverse array of learning spaces, arranged such that students and teachers have access to a variety of learning environments and tools in close-proximity with visual transparency and acoustic separation.

Education has changed, but our buildings have not.

- BCPS math teacher

History of BCPS School Original Construction and Additions
(Square Feet by Year - Source Maryland IAC)





3. Expanding needs for a diverse student population

BCPS students come from a broad variety of cultural, ethnic, socioeconomic backgrounds, and physical and mental abilities, requiring schools to provide a wider variety and heightened degree of academic, social, and health supports than ever before.

This increasing diversity is born out in student demographic data. Minority students now comprise nearly 2/3 of the total student population, with the Hispanic population being the fastest-growing cohort. Approximately 8% of BCPS students are enrolled in English for Speakers of Other Languages (ESOL) programs, with over a dozen world languages spoken at home and in school. More than half of the total student body is eligible for free or reduced meals, and of concern is a growing body of BCPS students facing the challenge of homelessness, for whom the school building may offer a haven of security in an otherwise unstable environment. In addition, 11% of BCPS students receive special education services, and BCPS serves thousands of students with disabilities. Moreover, the pandemic has inflicted ubiquitous isolation and unprecedented emotional trauma to countless students, demanding a renewed focus on student mental health.

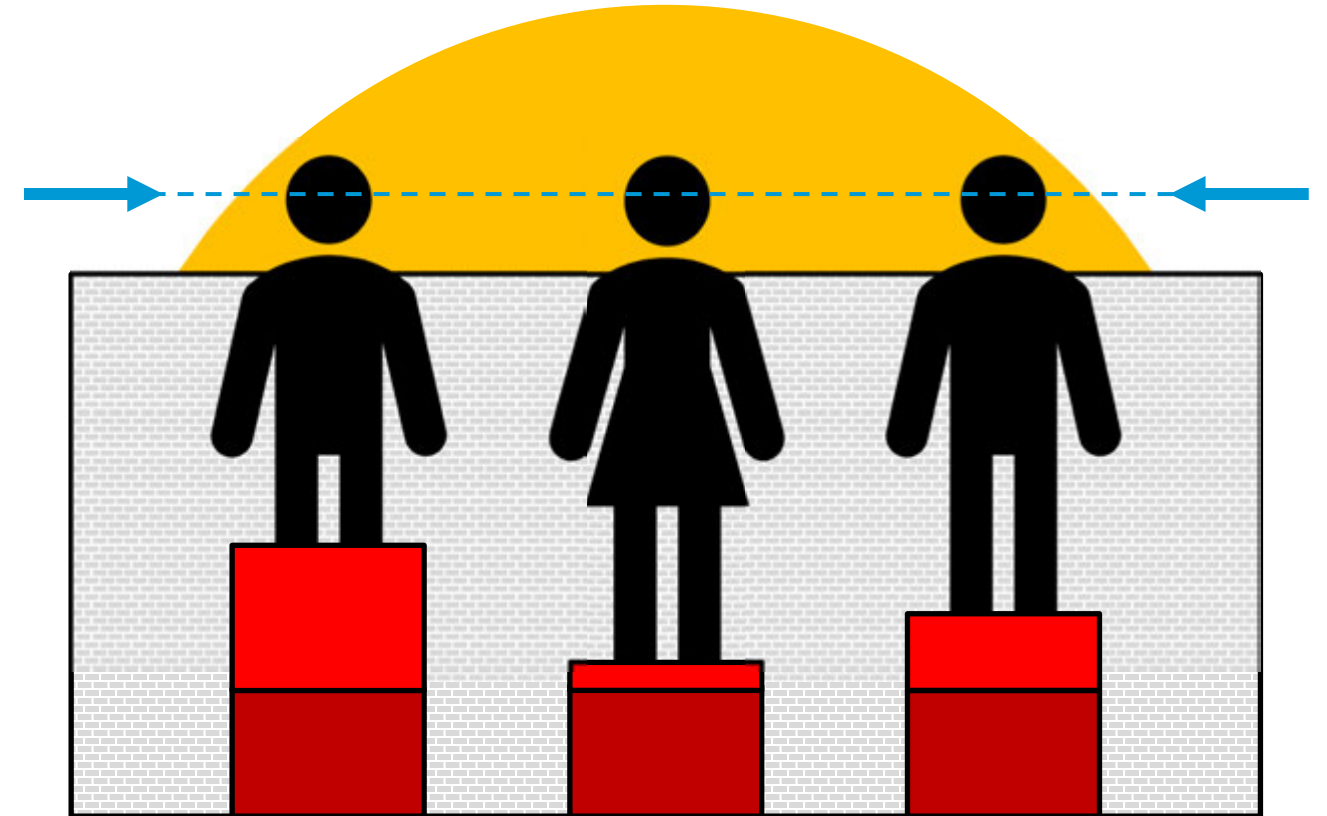
These children often require specialized education programs to ensure that they achieve academic progress and personal development, ranging from one-on-one or small group instruction, to assistance from in-class aides, to electronic devices and programs to support their accommodation into the regular school environment. While many students with special needs prosper in the company of their regular peers, it is also true that students who are facing challenges in the home or community environment, or who struggle with academics and socialization, can have a disproportionately disruptive influence on the learning environment and on the ability of their peers to achieve success.

Working in tandem with BCPS's equity office and facilities leadership, CannonDesign developed an **enhanced equity framework** for the MYIPAS facility assessment, which accommodates the unique needs of each school's student population, variably raising facility standards as dictated by student demographic indicators. This progressive assessment approach ensures that targeted community supports such as shower, laundry, and food pantry facilities for homeless students, family health and counseling spaces, and resource rooms for language and academic interventions are identified and prioritized. This approach also factors any unmet equity needs into each school's benchmarked assessment scores, elevating the schedule priority of schools serving students who struggle with equity gaps.

Additionally, BCPS is committed to evidence-based capital and professional development investments and policy reforms to **expand pre-kindergarten** opportunities in Baltimore County in alignment with the requirements of the Maryland *Blueprint for Education* legislation of 2020. Preliminary demographic analysis suggests that under Blueprint guidelines the number of 3–4-year-old children qualifying for public and private pre-kindergarten in Baltimore County could be as high as 10,000, whereas approximately ~4000 are currently served by BCPS. Depending on numerous undetermined factors such as the split of responsibility between public and private schools and extent of half versus full-day programming, the facility capacity impact of pre-kindergarten expansion will vary.

We need flexible spaces for special ed, breakout rooms, quiet spaces, spaces that were created for a sensory diet...

- BCPS special education teacher



Solution

A Strategic Capital Roadmap Founded on Values, Data, Stakeholder Voice, and Equity

It is within the context of these challenges that elected leaders and civil service staff from both Baltimore County Government and Baltimore County Public Schools envisioned **a new approach to planning and implementing facility projects** that would improve opportunities and outcomes for all BCPS students, no matter where they live or which school they attend.

In early 2020, the **Multi-Year Improvement Plan for All Schools (MYIPAS)** was launched, BCPS’ first combined facility assessment and facility master planning initiative to review all buildings comprehensively in terms of **three strategic ‘pillars’ of assessments**, while engaging the community for guidance and input under a transparent, structured, data-driven planning process. The three pillars of the MYIPAS are:

- 1) facility condition,
- 2) capacity utilization, and
- 3) educational adequacy and equity

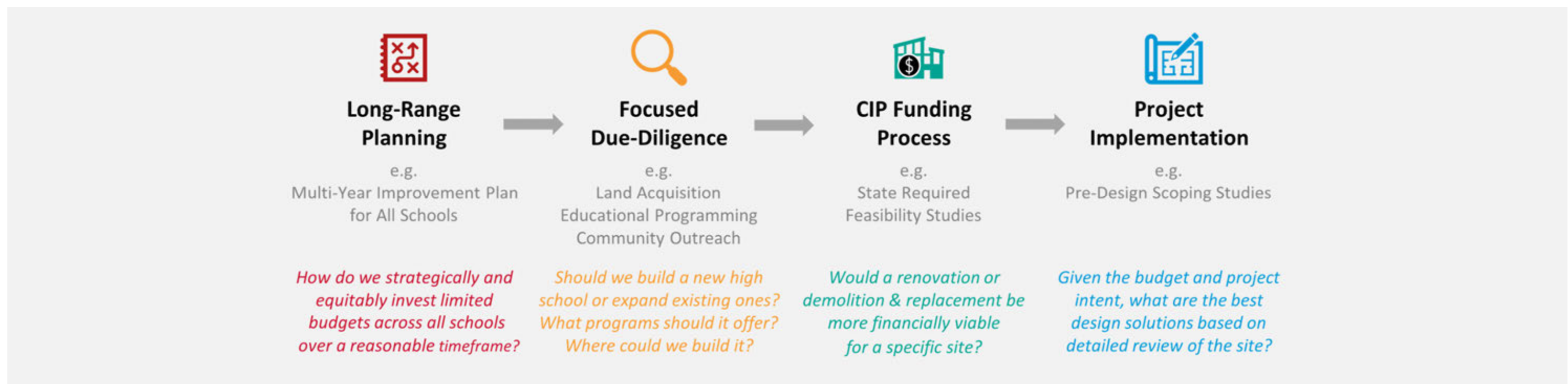
As the name implies, MYIPAS aims to improve the process and outcomes of capital planning in a manner that **benefits all BCPS students equitably**, regardless of their school, neighborhood, or background.

In January 2021, informed by a heightened level of data and insights from the 2020 MYIPAS Facility Assessments (summary findings included in Appendix C), the planning phase of MYIPAS began to provide a 15-year roadmap for equitably prioritizing

and implementing public school facility projects countywide, and to achieve the following primary goals:

- It provides a **long-term overview of facility needs**, balancing current demands with future requirements and creating an orderly process to accommodate the many competing factors that affect every decision about the utilization and enhancement of school facilities.
- The planning process establishes a **forum for discussion** where all stakeholders, from students to community members to government officials, can express their views, nurturing the community engagement that is essential in a democratic society.
- When agreed to, it represents a **stable guideline for future action**, preserving the essential goals and structure of the initial decisions while providing a flexible structure within which detailed decisions on project scope, schedule, and cost will be made over many years.
- In an environment of fiscally constrained capital resources, it allows the funding entities – the County Government and the State of Maryland – to **reasonably predict the funding required** for school construction, so that facility needs can be balanced with other pressing governmental imperatives.
- It allows the staff of Baltimore County Public Schools to rationally **plan for the staffing and other resources it will need** to carry out its ambitious, complex capital program.
- It is developed to formulate projects strategically in such a way as to **maximize State funding** participation.





Comparing MYIPAS to other CIP studies

Different studies have different purposes and address different questions

Like other school systems across Maryland, BCPS conducts a variety of studies, assessments, and plans throughout the capital improvement cycle as illustrated in the chart above. Because these initiatives often involve the same projects, these different studies are easily conflated, causing confusion among elected officials, administration, staff, and community stakeholders alike.

When comparing different studies, it's important to understand that each fulfills a specific purpose and seeks to answer different questions, whether it's to set long-range countywide priorities, determine a course of action for specific projects, fulfill administrative requirements to apply for State funding, or define project scope at the

implementation point of design and construction.

Previous BCPS long range plans

Although MYIPAS represents a new direction for BCPS, one that comprehensively encompasses equity as a primary principle of action, it builds on previous planning efforts. In the late 1990s, a study was undertaken by an engineering firm to identify deficiencies in building conditions across the entire school system. Beginning with the elementary schools, this plan led to upgrades and replacements of building systems in many facilities, but it did not assess whether the instructional spaces in these schools were adequate to support the educational programs that they housed. To address this need, changes were made in the 2000s, leading to a number of Limited Renovation Projects (as designated by the State) that addressed specific educational deficiencies within existing schools as well as building conditions.

In 2014, the Board undertook a facility assessment study in which a third party architectural/

engineering team evaluated the condition of all the facilities in the school system, providing the basis for the **Schools for Our Future (SFOF)** initiative that has resulted in the completion of an initiative for air-conditioning at all schools county-wide, as well as over a dozen major renovations and replacement projects. The remaining eight SFOF projects as well as the replacement of Lansdowne High School, are in the current request for State funds, with an expectation that this significant initiative will be entirely completed by the 2026-27 school year.

In 2018, the Sage Group was engaged to conduct a community engagement process to solicit public preferences on high school capacity solutions in Baltimore County. The resulting report outlined a thorough analysis and a set of options for consideration by the Board of Education.

In contrast to MYIPAS, the scope of the **Sage Study** focused exclusively on high school capacity utilization and did not include a comprehensive educational adequacy and equity assessment. Unlike MYIPAS, the scope of the Sage Study did not

account for the needs of the 150 elementary, middle, and special schools in BCPS' portfolio, and did not consider the ramifications that capital-intensive high school projects might have on the County's ability to address these needs equitably within the context of limited capital budget constraints.

To provide this systemwide and comprehensive perspective, addressing the needs of **all** schools in the system and providing a guide to capital planning for at least the next decade, BCPS initiated the MYIPAS process: a multi-year improvement plan for all schools. CannonDesign, in collaboration with Educational Facilities Planning LLC and Geographic Information Solutions LLC, adhered to this vision throughout the MYIPAS planning process. The plan that is offered in this report will, it is hoped, provide the basis not only for the next round of capital projects, but will also serve as a framework that can be continuously updated as new conditions emerge and that will retain its integrity for decades to come.

2 Process

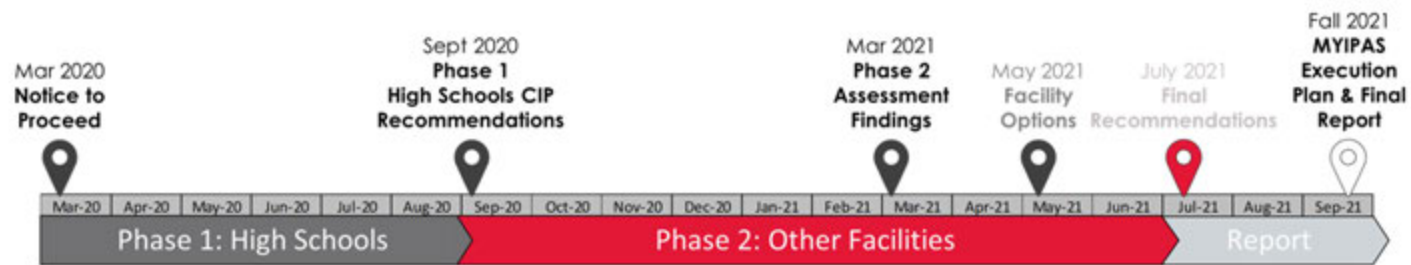


I love seeing students participating in this important work. Their perspectives are inspiring and keep us focused on what this is truly about.

Stakeholder Advisory Committee member

Process

Uplifting Student and Community Voice in Long-Range Capital Planning



The MYIPAS was developed with the participation of **more than 100 local BCPS stakeholders** from all parts of the county who collectively dedicated thousands of hours with the united goal to improve their schools by participating in a collaborative, transparent planning process tailored to meet the needs of Baltimore County’s unique communities. Moreover, the plan has been informed by **survey responses from than 25,000 students, parents, teachers, administrators and community members** representing all of BCPS’ 170 school communities.

The MYIPAS is:

- A county-wide plan for all of BCPS’ 170 public schools with an extensive assessment and analysis of facility condition, capacity, enrollment, and funding, making this the first comprehensive strategic plan of its kind in Baltimore County.
- A partnership between the County, school system, and the community in which cross-sectional focus groups and planning committees collaborated iteratively to articulate a long-range vision, review data prepared by third party experts, consider options, and express priorities for solutions, yielding transparent design-thinking, and fully-documented recommendations.
- Developed by a third-party consultant team with overt engagement of BCPS stakeholders under a structured planning process, rather than by the county or school system, allowing community values and grassroots agency to drive outcomes.
- Data-driven, as stakeholders considered a comprehensive study of the condition and adequacy and equity of each campus, projected enrollment and capacity of each school, and the availability of capital available funding while developing solutions, and applied objective criteria to rank priorities by measurable degrees of need, ensuring consistency and equity for all schools countywide.
- The product of inspired collaboration, conceived and developed in respectful “safe-zone” discussions with an openminded “yes, if...” perspective about obstacles (instead of dismissing ideas with a facile “no, because...”), resulting in innovative, transformative recommendations that genuinely reflect community needs and preferences.

Process Overview

Designing ‘with, not for’

The MYIPAS was launched shortly before the global pandemic caused abrupt and near-complete disruption of face-to-face school operations and community functions. CannonDesign worked closely with BCPS to rethink the means, methods, and processes necessary to deliver on the project’s intent. Deploying innovative technologies such as web-based video-conferencing, virtual breakout rooms, cloud-based documents, and live polling, these unprecedented challenges were overcome to facilitate critical interactive educational visioning workshops, building early momentum and stakeholder enthusiasm.

With the goal of establishing consensus among stakeholders for this large, diverse countywide school system, the MYIPAS planning process features authentic school community engagement in which stakeholders are actively involved in the strategic design process.

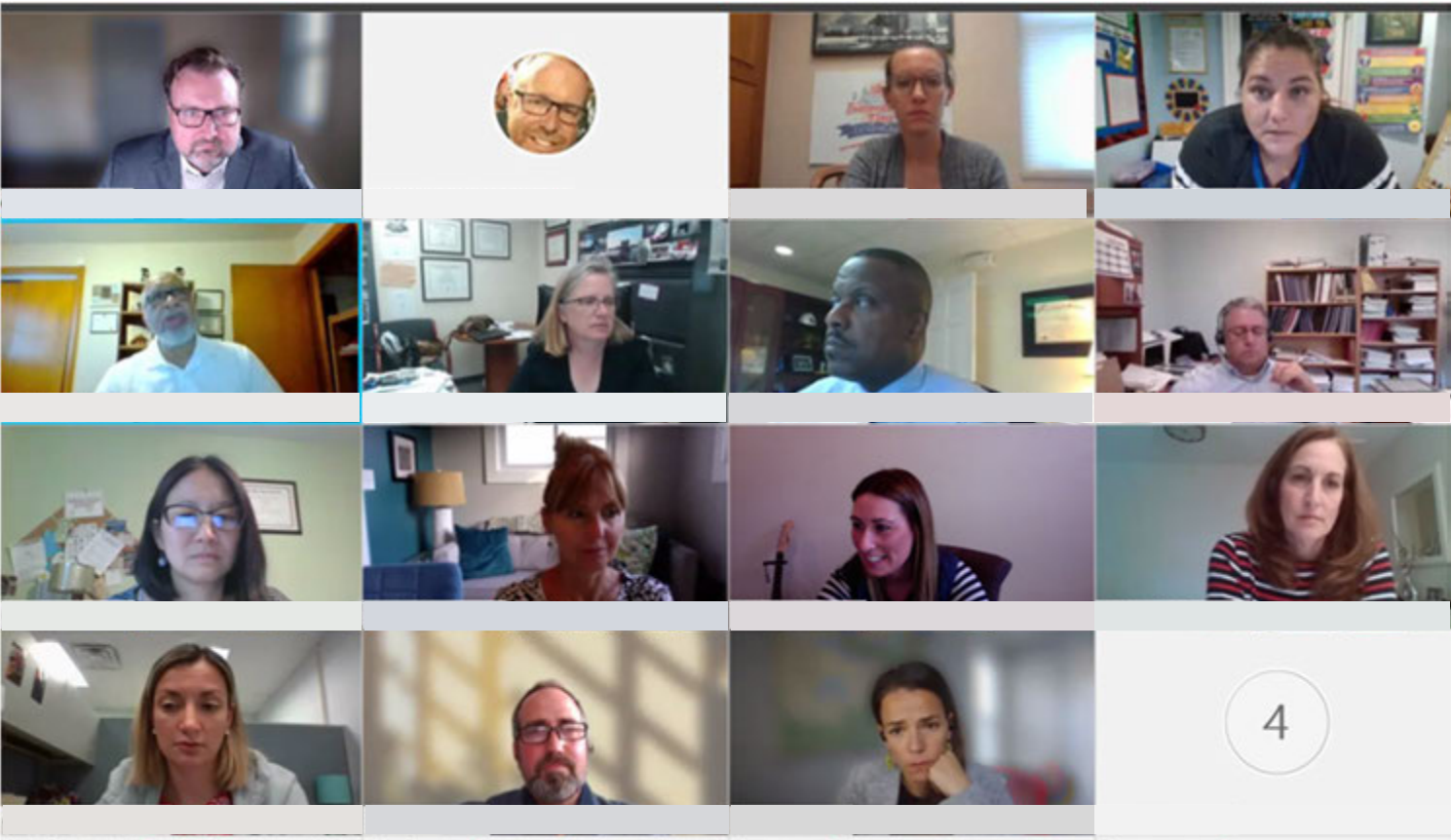
Participants

CannonDesign helped BCPS commission cross-sectional representative committees of more than 100 internal and external school stakeholders working in facilitated partnership to define guiding principals, validate and understand planning data, and co-design and vet operational and capital scenarios.

To achieve transparency and procedural equity, MYIPAS participants were organized in an intentional committee framework and sequence of steps to participate in developing facility plans on a countywide scale, weighing in on the needs of all schools. These participants served in five cross-sectional committees:

- **3 Focus Groups** of 10-20 stakeholders each to steer each of the three facility assessments. The **Facility Focus Group (FFG)**, **Capacity Focus Group (CFG)**, **Educational Adequacy and Equity Focus Group (EFG)** were assembled with an intentional balance of leadership and staff from both the County and BCPS as well as student and community representatives. Each Focus Group participated in interactive workshops, weighing-in and validating assessment methodologies and informing composite decision-making parameters for each assessment.
- **Focus Group Summit (FGS)** was comprised of 59 members from each of the three Focus Groups described above (Facility, Capacity, Educational Adequacy & Equity) who reviewed data findings, suggested operational and capital options, considered community and Stakeholder Advisory Committee input, and informed consultant third party recommendations.
- **Stakeholder Advisory Committee (SAC)** comprised of 85 students, teachers, parents, and local business and community leaders. SAC members were nominated by BCPS and school leadership with intentionally balanced cross-sectional composition, to ensure diversity of perspective, location/school affinity, and role/relationship to BCPS. The role of the SAC membership was to act as liaisons to the community at large, study background data, review and provide feedback on the FGS’s draft options in diverse small groups, and inform the FGS with the relative level of support for proposed recommendations. **Liaison representatives** of the SAC attended FGS workshops to heighten transparency.

All participating stakeholder committee members are listed in Appendix D acknowledging their contributions to MYIPAS and a positive equitable future for all BCPS students.





Community Engagement

Central to the engagement strategy was a series of open-invitation virtual community forums highlighted by small group workshops and live polls with facilitated discussion.

- **4 Community Forums** (CF) were held in virtual video conferences with open invitation to the community at large in which they had an opportunity to review proposed options and considerations, and provide feedback, both through virtual meetings and online surveys.
- **2 Community Surveys** were conducted to 1) inform objective needs-weighting for facility assessments, 2) inform strategic priorities and decision criteria, and 3) to weigh in on draft options.

Using an online survey deployed in the district’s nine prevalent languages, input from more than 22,000 community members was successfully solicited including over 2500 students, yielding statistically-significant measures of stakeholder values and broad understanding of patterns of stratification. By harnessing objective survey data disaggregated by role, neighborhood, language, and ethnicity scenario design discussions were heightened with otherwise immeasurable perspective into the different needs and values of all students and community groups, empowering MYIPAS co-designers to confidently embrace nuanced solutions to accommodate differences and disrupt cycles of one-size-fits-all outcomes.

Survey results for planning cluster options are included in the Options Development documentation in Appendix B.

Options Development

All Outcomes Considered 'On-The-Table'

Central to the MYIPAS planning process was a transparent and iterative sequence of design workshops in which the **Focus Group Summit** and **Stakeholder Advisory Committee** members contributed to the development, vetting, and revision of a series of **72 draft options** for programs and facilities at 26 geographically proximate clusters of schools. These Options were explored and

developed with consideration of a comprehensive set of data:

- student demographics and enrollment;
- educational programs such as CTE, Special Education, Alternative Programs, and ESOL;
- campus size, developable site, and proximity to students, other schools, and community assets;
- facility condition, adequacy/equity, and capacity;
- measures of stakeholder preferences for planning criteria.

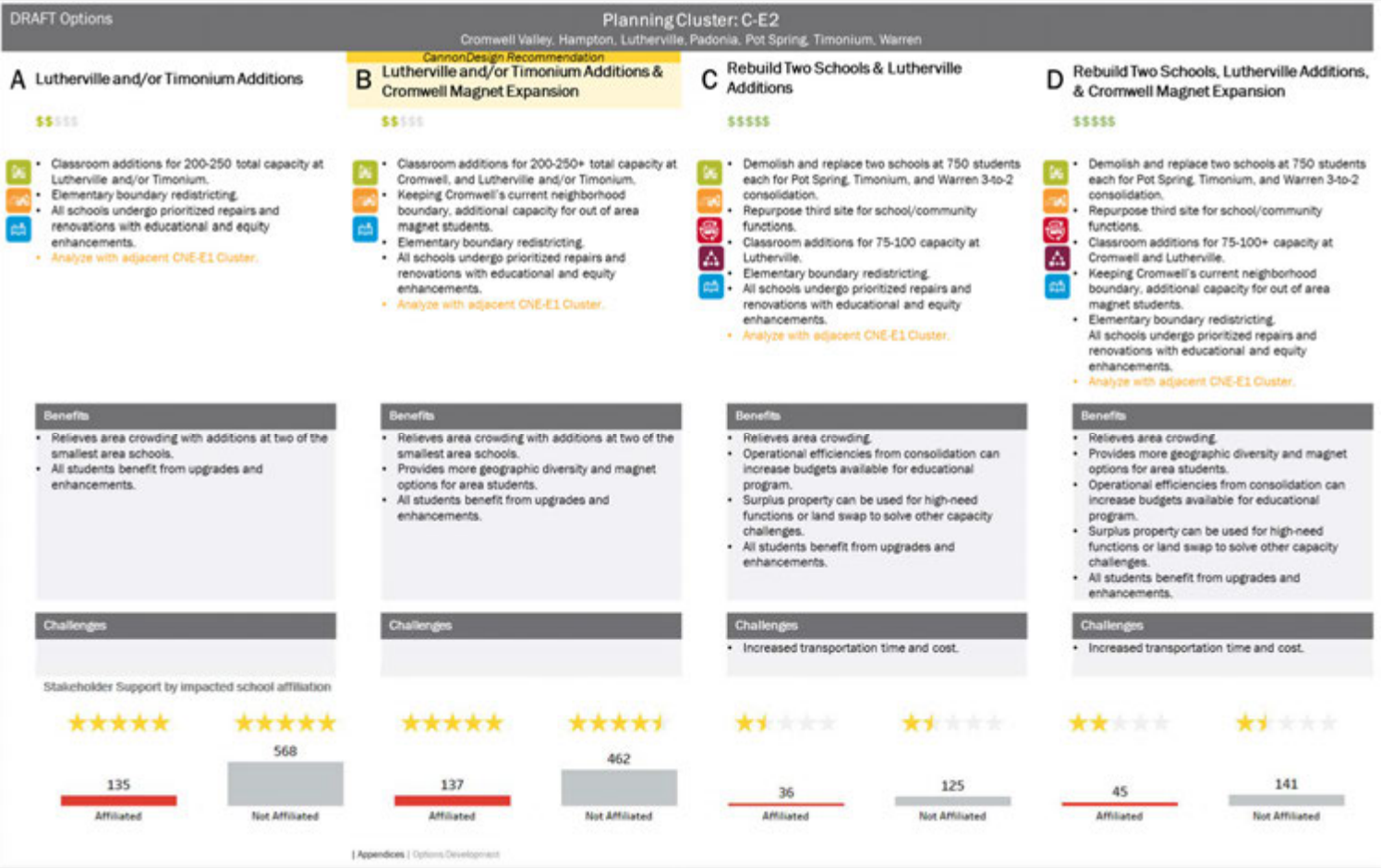
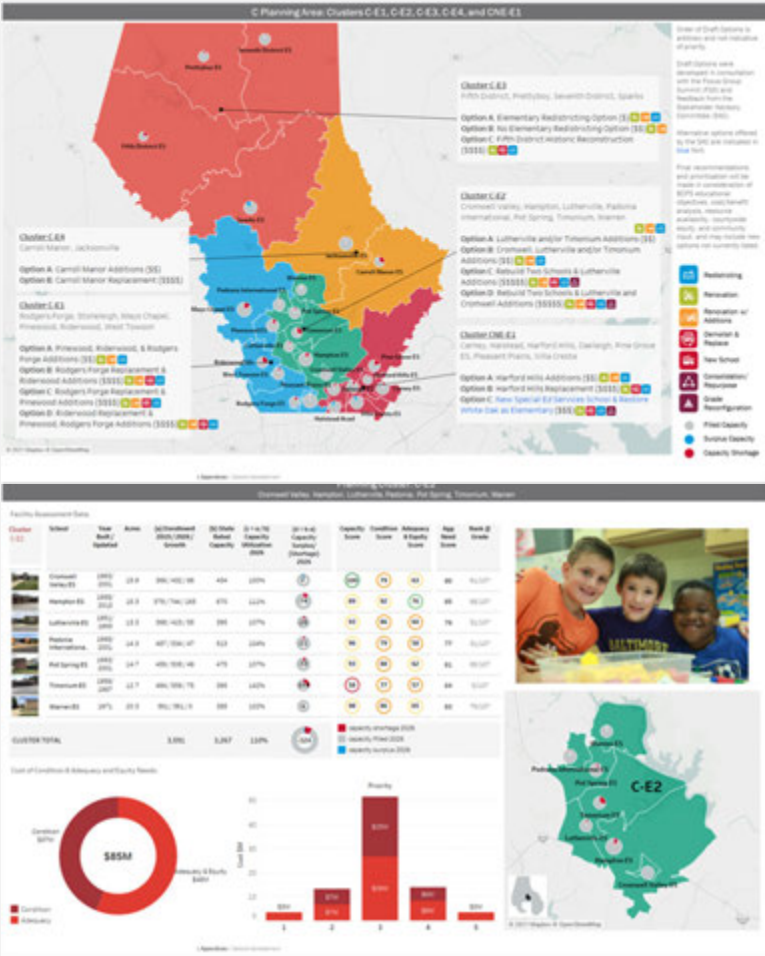
In addition to facility solutions such as **new schools**, **replacement schools**, **renovations**, and building **additions**, MYIPAS stakeholders considered systemic solutions and alternative operational outcomes, including **grade-band reconfiguration**, non-capital capacity solution of attendance boundary **redistricting**, ‘newer-fewer’ **consolidation** scenarios, and thematic **magnet schools**. At minimum, all schools were planned for prioritized renovations and enhancements.

Draft options were communicated to the Board of Education and presented to open-invitation virtual Community Forums featuring small group

discussions, and a countywide survey was deployed solicit community preferences. The community survey findings were disaggregated by geography, school affinity, ethnicity, and relationship to BCPS to inform final recommendations.

Thorough documentation of the 72 Draft Options is included in Appendix B.

Not only do these reports indicate the final results, but they also serve as a detailed journal of the planning process outlining planning data considered, color-coded iconographic indicators of project outcomes, cost/benefit and challenges associated with each option, alternate orange font to convey comments (or entire options) proposed by the SAC, graphic measures of community survey responses broken down by affected school affinity, and indicators for the CannonDesign team’s final recommendations.



3 Results

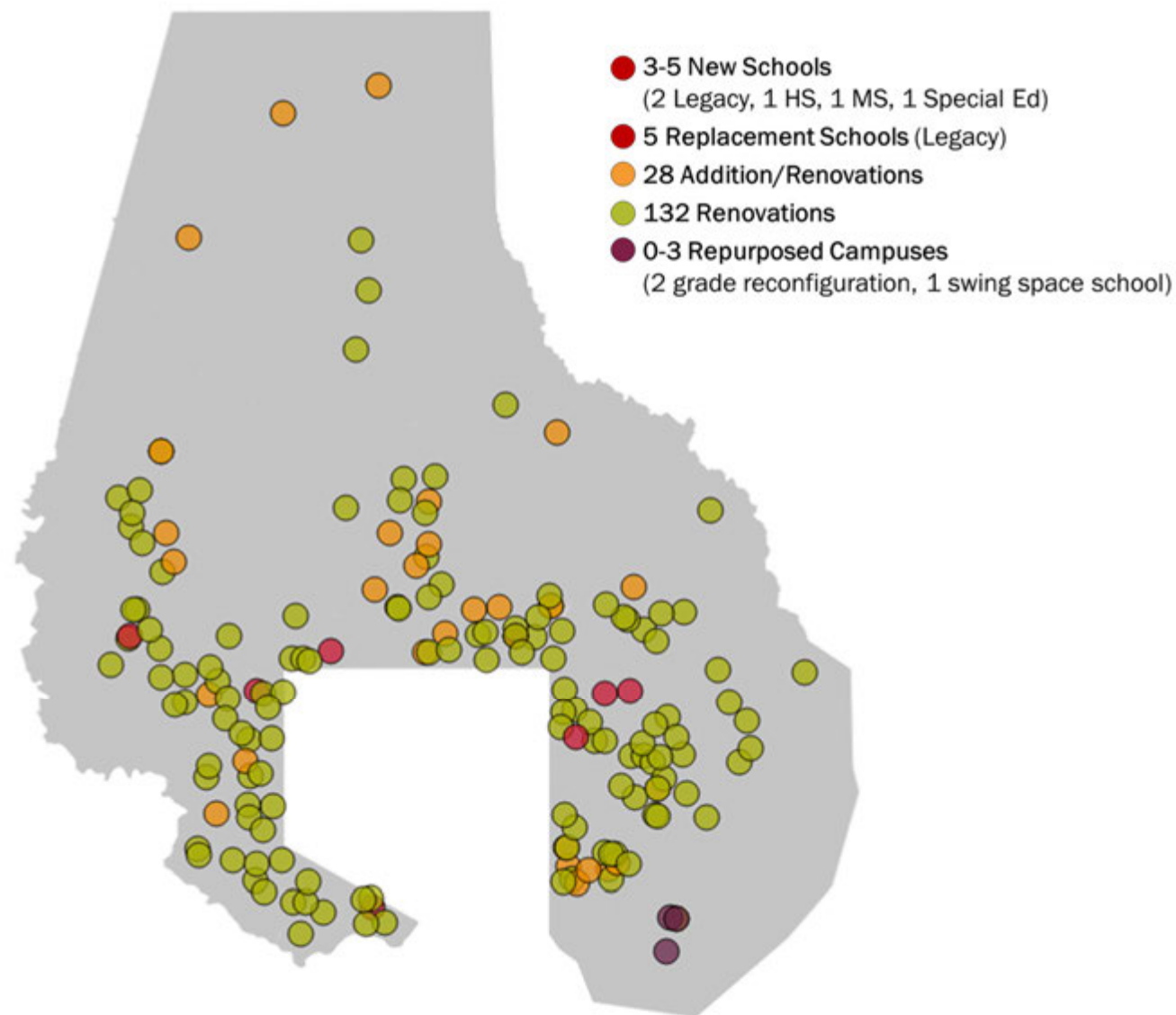


All communities deserve structurally sound, safe, clean, non-overcrowded schools where teachers are allowed to teach and build meaningful relationships with their students.

Special Education Teacher

Results

Achieving countywide equity through a consistent, disciplined approach to prioritizing projects



With facility options developed and vetted in transparent collaboration with BCPS school community stakeholders and input from more than 25,000 stakeholders in two surveys, the BCPS Multi-Year Improvement Plan for All Schools required careful consideration of community priorities and available resources. By applying an equitable prioritization rationale described below, the following outcomes were successfully achieved:

- Program fits available budget.
- ALL schools are improved within 15 years.
- ALL previously approved projects are included.
- Additions and redistricting brings capacity utilization down to 100% by 2026.
- Educational Strategy projects expand equity and opportunity countywide.
- Special Education & Alternative Education program enhancements prioritized.
- Expanded Pre-K contingency plan would add one year to program timeline.

Community Priorities

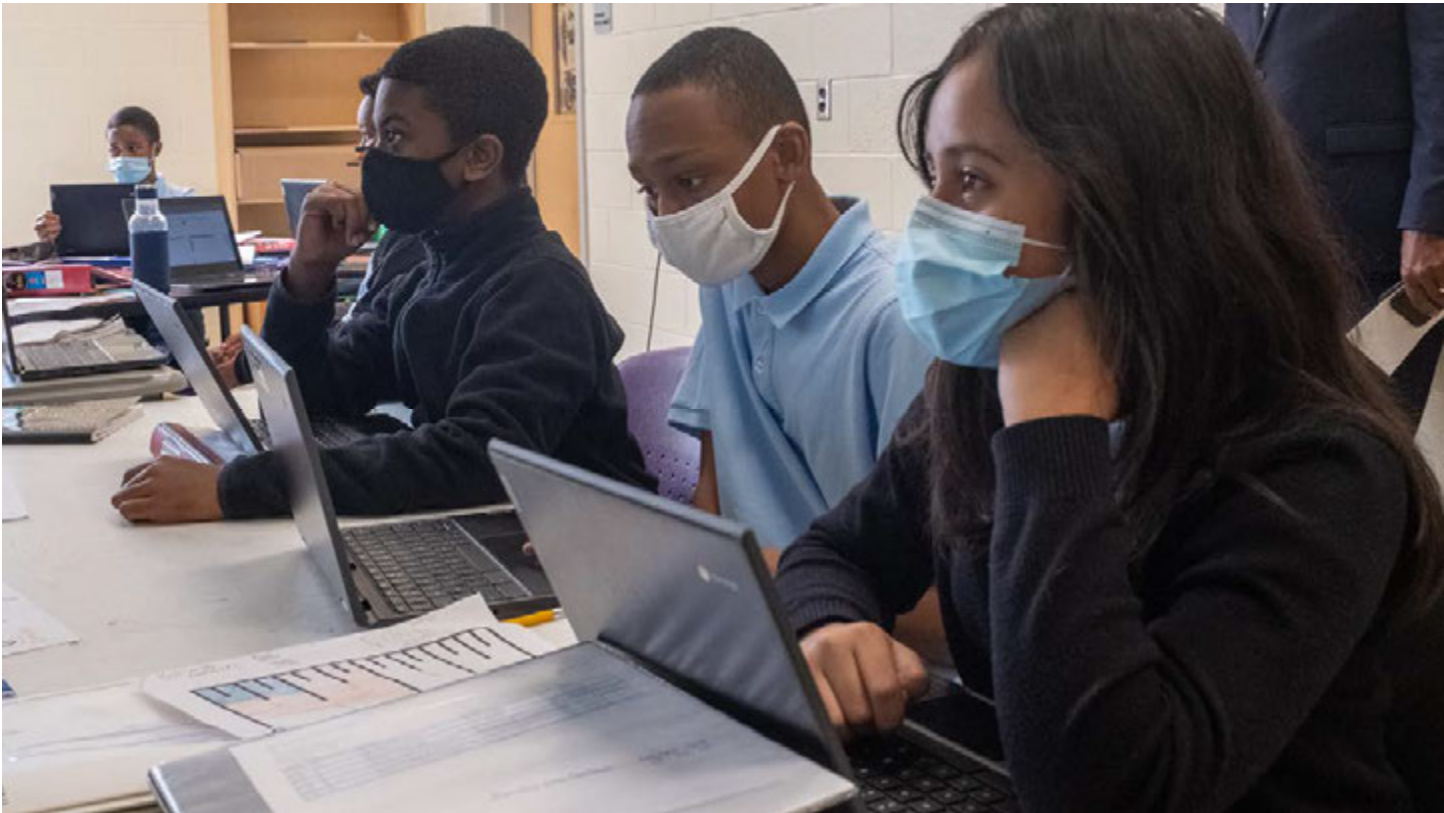
Framing a capital strategy informed by well-aligned stakeholder feedback

The second MYIPAS community survey conducted in March 2021 garnered more than 6,000 responses with representation from all of BCPS’ school communities. In addition to soliciting feedback on specific draft options, the survey gauged stakeholder input into decision-making criteria, revealing three key strategic implications for master plan timelines and priorities:

1. Equitable distribution of resources. First, an overwhelming 90% of responding BCPS stakeholders expressed support for a capital investment strategy that benefits as many students as possible, implying a mandate for an equitable funding strategy.

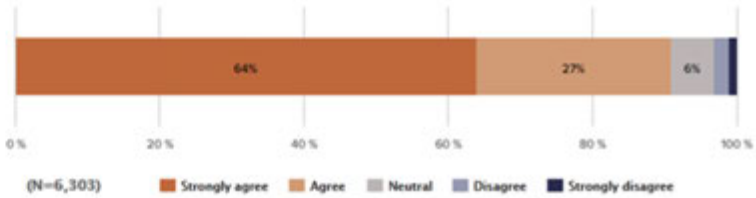
2. Reasonable implementation timeline. When asked the longest students should go without a major building renovation, 82% of BCPS stakeholders preferred 15 years or less, with nearly half of all responders preferring less than five years. This question was posed in the context of a timeline leading to a new facility, suggesting that patience for renovations outright would be even shorter.

3. Priority on educational equity and capacity. When asked to rank several factors to improve student opportunities for academic success and well-being, the top-three responses of **educational access, capacity, and safe/supportive environment** measurably stood out from other factors such as building condition and systemic maintenance. This response underscores assessment data identifying outdated facilities in need of programmatic upgrades and extreme capacity overutilization.



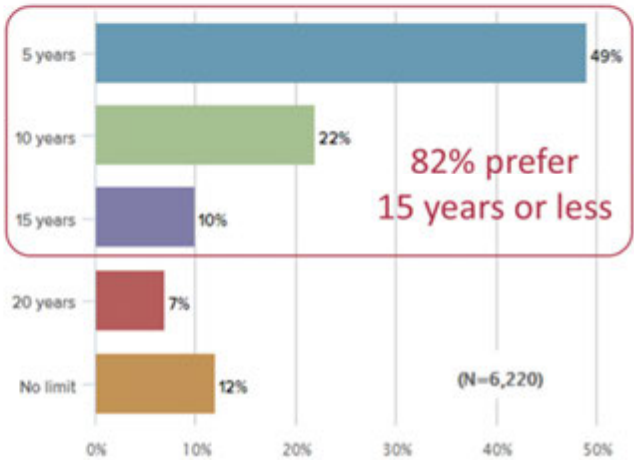
Take-away #1: equitable distribution of resources

BCPS MYIPAS Survey, March 2021:
Funding for facilities should be allocated to benefit as many students as possible.



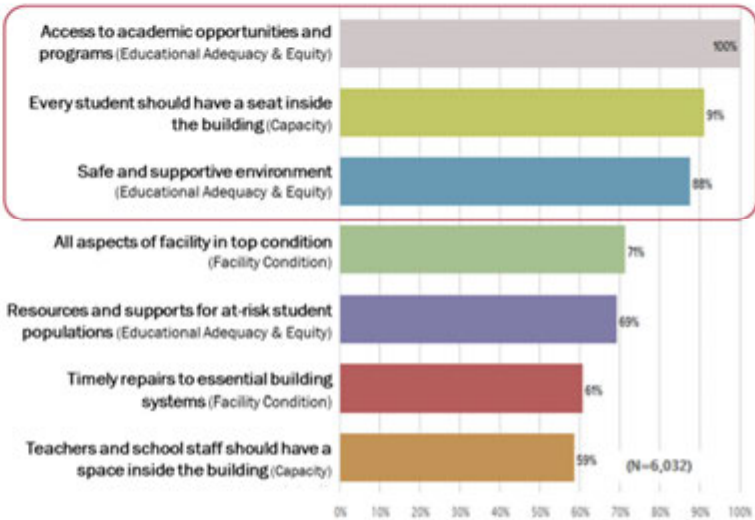
Take-away #2: reasonable implementation timeline

BCPS MYIPAS Survey, March 2021:
What is the longest that students should go without a major building renovation in anticipation of a replacement school?



Take-away #3: focus on Educational Equity & Capacity

BCPS MYIPAS Survey, March 2021:
Rank these factors for achieving equitable access and opportunity to maximize academic success and social/emotional well-being.



Needs and Budget

Balancing needs with available budget

Measuring Capital Needs

The cost impact of MYIPAS assessments and planning options totals **\$4.7 billion**, based on order of magnitude cost estimates developed for all projects implied by the 72 draft planning options described above. (To avoid double-counting, the most expensive of mutually-exclusive planning options is applied to each campus.)

For most BCPS campuses this presumes renovations identified by the MYIPAS facility assessments. While the scope of these discrete improvements would provide responsible upkeep of facilities and dramatic educational and equity enhancements in many parts of each campus, it does not represent complete gut-renovation overhauls or widespread building demolition-replacement projects, which if applied at countywide scale **would more than double this already out-of-reach total.**

15-Year CIP Budget

A **15-year planning horizon** was established for MYIPAS, consistent with State of Maryland general obligation bond maturity span, and based in part on renewal schedules of major system life-cycles and the average duration within which buildings and building components are expected to retain their initial condition. This timeline is also confirmed by BCPS stakeholder survey feedback for reasonable timelines for renovation, and loosely aligns with a student’s entire PK-12 school experience, meaning that almost every student and every community can expect to see some improvement to their school.

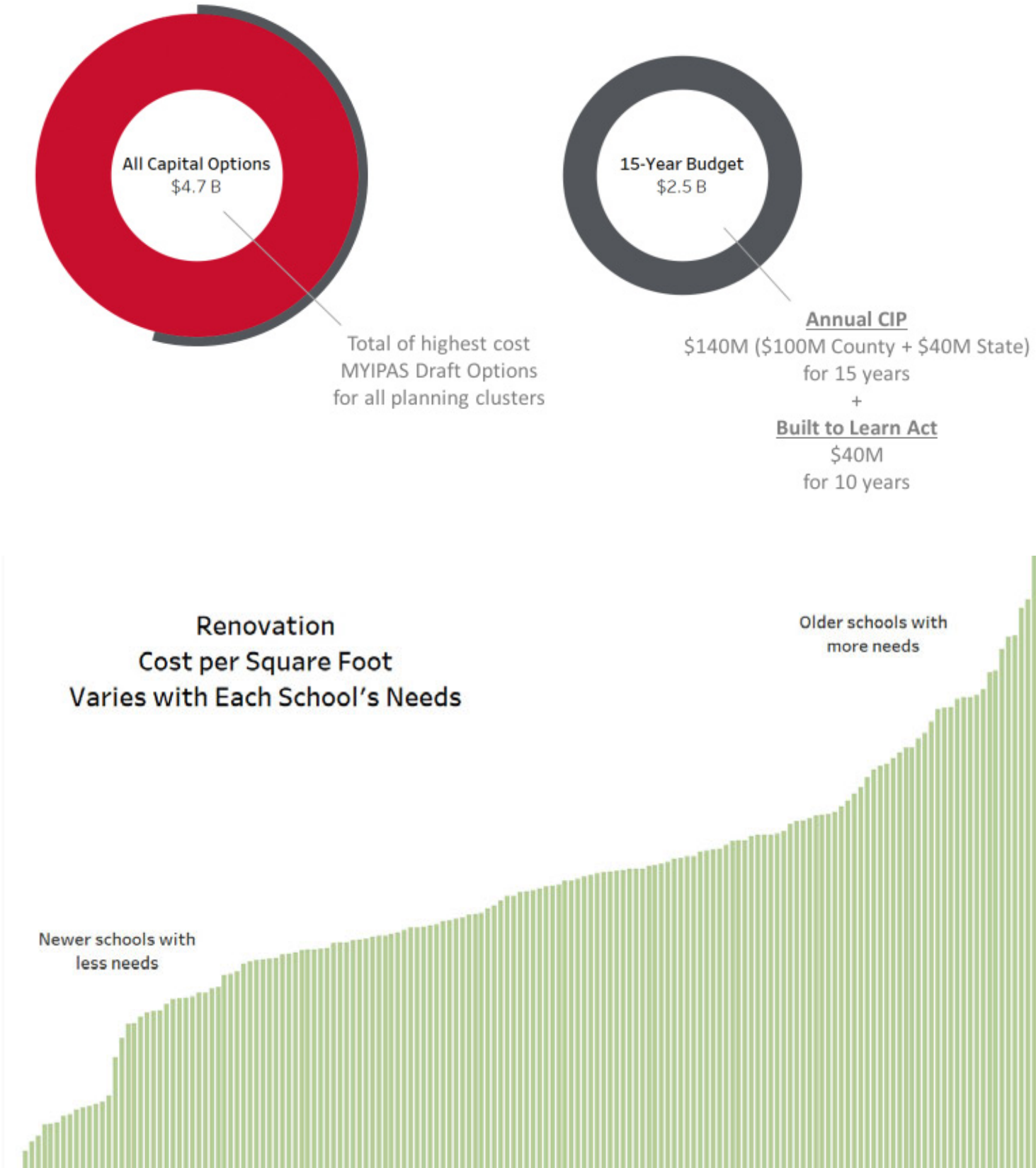
Not all schools will require extensive investment within the next 15 years, particularly BCPS’ newer and more recently renovated campuses whose facility assessments indicate low levels of need. However, based on building system life-cycle

renewal schedules, at minimum it is recommended to plan for minor renovations at each school within this timeframe.

The estimated 15-year capital funding from the State and the County Government is **\$2.5 billion**, which includes a one-time \$400 million infusion from the unique Built to Learn Act (BTL) approved by the General Assembly in the 2021 session.

Cost Assumptions:

- Due to schedule uncertainty for discrete projects, all MYIPAS project cost estimates are expressed in **current baseline 2021 figures** and should be budgeted each year with actual escalated cost figures at the point of implementation.
- It is assumed that State and County CIP budgets will gradually increase over time at an average rate equivalent to market escalation.
- In accordance with industry standard best practices, these estimates were based on local cost per square foot figures for new construction, and consistent application of Maryland-specific models for site development and non-construction soft-costs, such as professional architecture and engineering design services.
- Square feet per student assumptions accurately model BCPS’ preferred ed spec design standards, which exceed Maryland’s minimum standard funding basis.
- In light of recent impacts of the pandemic on the construction industry, a 10% baseline markup was applied to prevailing new construction costs, [At time of this report update, recent construction bids suggest higher immediate impact than assessed in 2021, suggesting BCPS conduct in-depth review of costs and reconsider project scopes accordingly.]
- The actual scope of each project must be developed at the time of design, and may vary from the discrete improvements identified through the MYIPAS assessment. In order for BCPS’ equity objectives to be upheld, consistent and disciplined of managing scope within budget is strongly recommended.



Closing the Budget Gap

To address such a large discrepancy between the measured \$4.7B need and \$2.5B available resources, a disciplined approach to prioritizing, scoping, scheduling, and funding projects is required.

Effectively, only three paths exist (or a combination): to extend the timeframe for carrying out the work; to increase the annual funding level; or to reduce the scope of projects:

- **Extending the timeframe.** At the anticipated rate of capital funding from the State and the County, it would require over 30 years to carry out the full improvement program of \$4.7 billion. While nominal extensions of project timelines are reasonably accommodated, delaying high priority projects to such an extreme would result in protracted and extreme overcrowding, accelerated degradation of facility conditions, as well as heightened capital outlay due to escalating construction costs.
- **Increasing capital funding.** Another route is to either raise local taxes, acquire additional State funding, or garner alternative funding sources through public private partnerships.

MYIPAS community survey results suggest there may be limited appetite for local tax increases in Baltimore County, which would require extensive information campaigns to communicate the long-term economic and social benefits of increased investments in public education.

Securing additional funding from the State through additional sustained or one-time investments like the Built to Learn Act allocation is highly-recommended and would enable the County to marginally close the budget gap, accelerate projects, and/or ‘raise the bar’ on project scope. Both the County and the State have very strict capital spending limits, measures that are in place to ensure that these governmental units retain their excellent bond ratings and thus deliver capital projects to taxpayers at the lowest rate possible. Since the governmental units cannot increase their capital funding

without threatening the bond rating – an outcome that would probably lead to an increase in the property tax rate – it is not reasonably expected that the revenue stream will increase.

Local Education Agencies in the United States are only beginning to capitalize on alternative funding sources such as the Public Private Partnerships (PPP or P3) arrangements that have been used effectively in Canada and European nations. The concept is manifested in numerous ways, and essentially leverages the agency’s capital land value through long-term leases to private entities in exchange for front-end capital investments. P3 implies risk and requires experienced oversight to deliver successfully.

Using a P3 model that includes design, build, finance, maintain and operate within the private vendor’s responsibilities in exchange for an availability payment, Prince Georges County Public Schools is currently undergoing a PPP delivery of six prototype middle schools, a first in Maryland and possibly the nation. It is recommended that BCPS monitor these projects and consider launching a pilot program to explore P3. BCPS has several multi-school opportunities that could be explored to determine the feasibility of P3.

- **Reduction of scope.** Given the undesirability of extending the MYIPAS timeframe beyond 15 years, and the limited likelihood of significantly increasing the capital revenue stream, the only realistic avenue to accomplishing the program equitably is to reduce the overall scope of the work across all regions of BCPS. Using this Prioritized Renovation approach, the most essential educational deficiencies and building systems will be addressed, but the schools will not achieve a “like-new” complete renovation quality. The consultants propose this approach, in agreement with the BCPS leadership and staff, and as widely confirmed in community surveys illustrating a near-unanimous regional support for prioritized cost-effective solutions that will deliver benefits for all students within the 15-year timeframe.



Extend Time

24-30+ years



More/New Funding

\$80M+ / year more

private partnerships & alternative funding



Reduce Scope

redistricting vs additions

addition/renovation vs replacement

prioritized renovations

Prioritization

Achieving countywide equity through a consistent, disciplined approach to prioritizing projects

Even with the landmark Maryland Built to Learn Act, current capital funding falls far short of addressing the needs discovered through the MYIPAS process. Therefore, it is essential to prioritize projects on an objective basis, and to consistently adjust the scope of projects so that every student will benefit from a MYIPAS improvement within 15 years.

Accordingly, the capital projects implied by the MYIPAS planning options were grouped into prioritized classifications as outlined below:

Legacy Projects that were previously approved by the Board of Education and partially funded by the County Government in the FY22-23 capital budget are given the highest priority as commitments made that must be fulfilled.

Managed Growth Projects providing classroom and core-space building additions to existing schools received a high priority due to the critical degree of capacity overutilization experienced in many schools, and as adequate space in a permanent facility is a fundamental prerequisite for effective education and should be treated as a right to be enjoyed by every student.

Educational Strategy Projects comprise strategic educational initiatives to equitably expand student opportunities countywide in areas such as Career and Technical Education, as well as high priority capacity and grade reconfiguration projects that require long-lead time due-diligence feasibility studies, educational programming, and continued stakeholder outreach before selecting options and defining project scope.

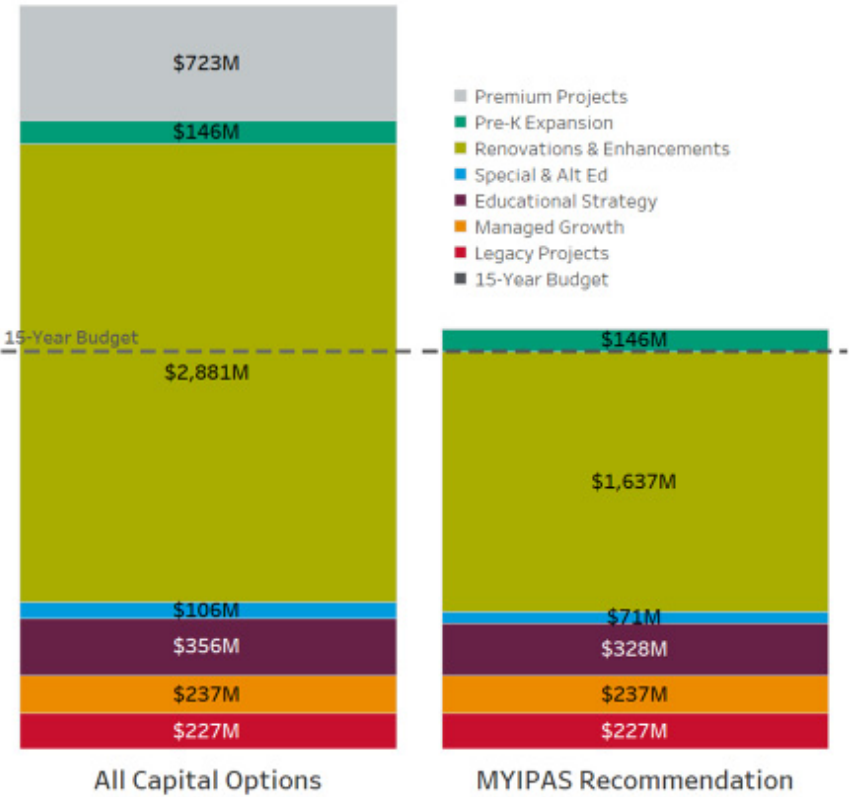
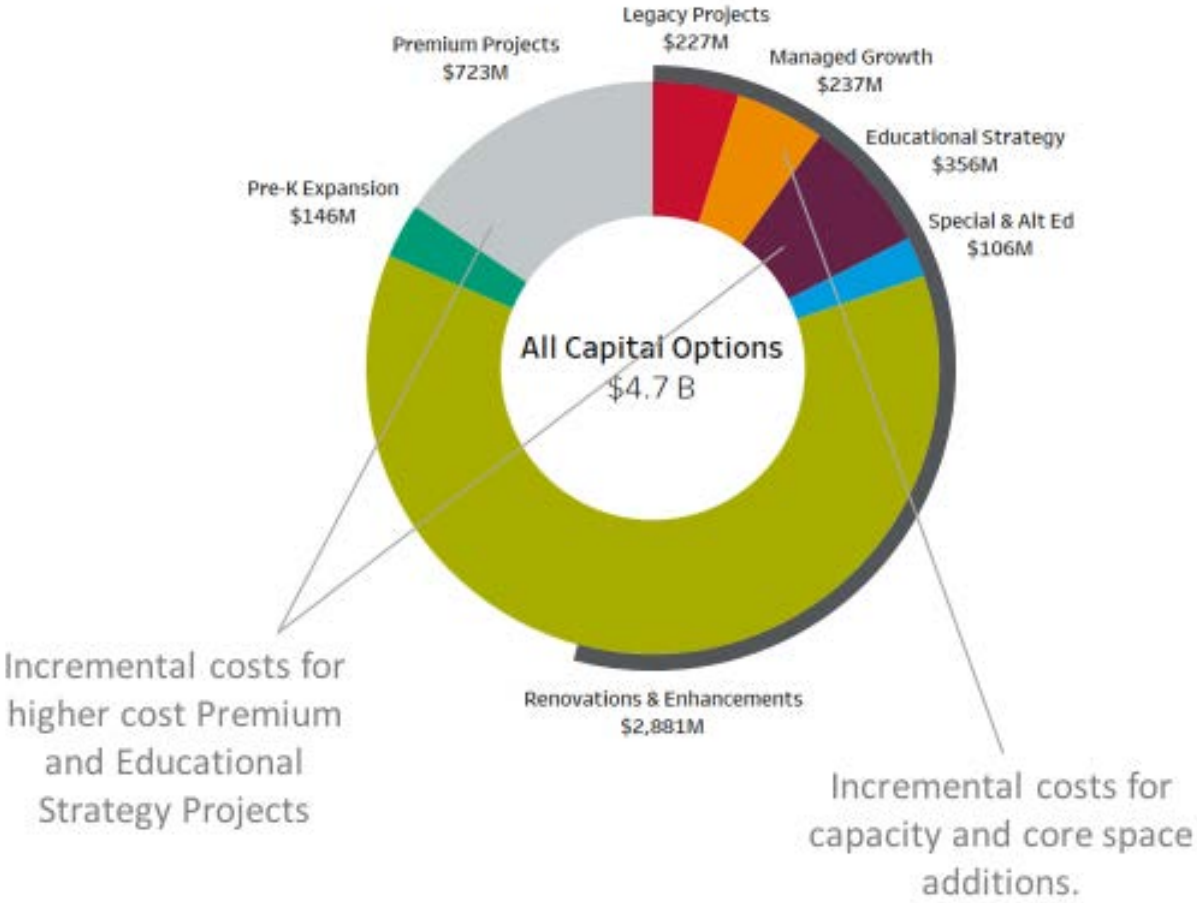
Special and Alternative Education Projects consist of renovations to current regional centers and a

countywide initiative to enhance special and alternative education programs at schools countywide and to provide space to transition at-risk students from regional centers back to the home school.

Pre-K Early Education Projects will enable the strategic expansion of preschool programs in concert with the *Maryland Blueprint for Education* legislation through renovations, additions, and new construction. The requirements and timeline are presently undefined, and preliminary analysis suggests that the capital cost impact could amount to one year's CIP budget. As such, it is recommended to introduce Pre-K projects into the CIP when requirements are known and to extend the overall MYIPAS program timeline by one year to fund this strategic initiative.

Prioritized Renovation and Enhancement Projects are applicable to the majority of BCPS schools, including those with additions in *Managed Growth* above. After all of the previous project categories are accounted for, it is recommended to dedicate the remaining available 15-year budget to renovating existing schools, funding roughly 60% of the identified facility assessment deficiencies.

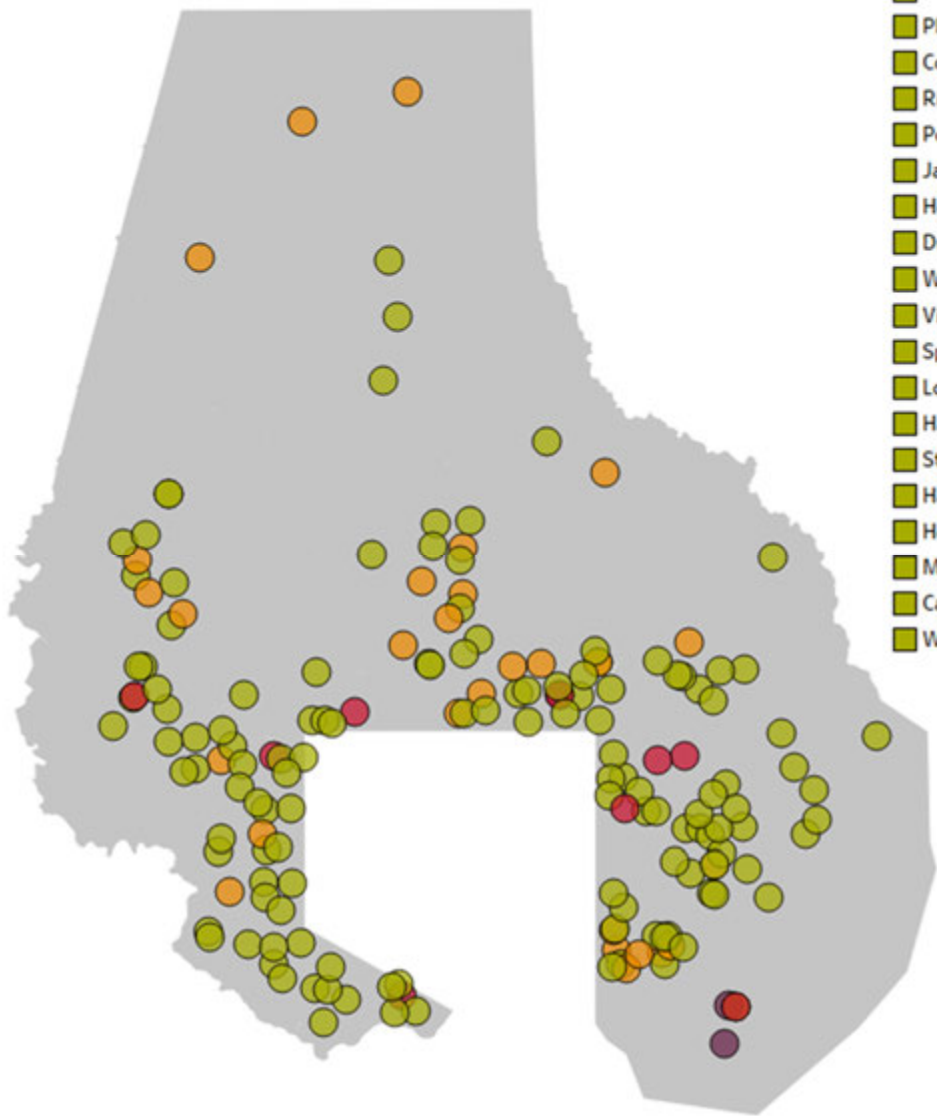
Premium Projects comprise projects surfaced by stakeholders during the planning process that are **not recommended** at this time based on limited budgets and equity objectives. These were included among options presented to the community for input and given full consideration among other priorities before final recommendations were made. It should be noted that the estimated \$723M incremental cost of premium projects is primarily attributable to a handful of proposed replacement schools - and would be several times higher had proportional investments been included at more schools countywide.



The Result:

A 15-Year, \$2.5B Plan for All BCPS Schools

Based on the prioritization rationale outlined above, each school community benefits from capital improvements within the 15-year planning horizon. Recommended project categories for each school are annotated here by region, project type, and facility assessment priority ranking.



C	NE	NW	SE	SW
<div>New Special Education Center</div>	<div>NE Elementary</div>	<div>Summit Park ES</div>	<div>Sparrows Point MS</div>	<div>Lansdowne HS</div>
<div>White Oak</div>	<div>NE High</div>	<div>Bedford ES</div>	<div>Chesapeake Terrace ES</div>	<div>Featherbed Lane ES</div>
<div>Carroll Manor ES</div>	<div>NE Middle</div>	<div>Deer Park ES</div>	<div>Edgemere ES</div>	<div>Woodbridge ES</div>
<div>Timonium ES</div>	<div>Red House Run ES</div>	<div>Owings Mills ES</div>	<div>Logan ES</div>	<div>Catonsville Center</div>
<div>Seventh District ES</div>	<div>Gunpowder ES</div>	<div>Scotts Branch ES</div>	<div>Dundalk HS</div>	<div>Maiden Choice</div>
<div>Towson HS</div>	<div>Pine Grove MS</div>	<div>Reisterstown ES</div>	<div>Grange ES</div>	<div>Meadowood Center</div>
<div>Fifth District ES</div>	<div>Crossroads Center</div>	<div>Cedarmere ES</div>	<div>Bear Creek ES</div>	<div>Catonsville MS</div>
<div>Riderwood ES</div>	<div>Rosedale Center</div>	<div>Campfield ECC</div>	<div>Norwood ES</div>	<div>Catonsville HS</div>
<div>Pinewood ES</div>	<div>Pine Grove ES</div>	<div>Deer Park MS</div>	<div>Patapsco HS</div>	<div>Lansdowne MS</div>
<div>Dulaney HS</div>	<div>Fullerton ES</div>	<div>Milbrook ES</div>	<div>Deep Creek ES</div>	<div>Johnnycake ES</div>
<div>Rodgers Forge ES</div>	<div>Perry Hall ES</div>	<div>Chatsworth ES</div>	<div>Battle Monument</div>	<div>Winfield ES</div>
<div>Prettyboy ES</div>	<div>Elmwood ES</div>	<div>Owings Mills HS</div>	<div>Sparrows Point HS</div>	<div>Arbutus ES</div>
<div>Lutherville ES</div>	<div>Perry Hall MS</div>	<div>Wellwood International ES</div>	<div>Sussex ES</div>	<div>Powhatan ES</div>
<div>Loch Raven HS</div>	<div>Shady Spring ES</div>	<div>Northwest Acad</div>	<div>Sandalwood ES</div>	<div>Halethorpe ES</div>
<div>Cromwell Valley ES</div>	<div>Perry Hall HS</div>	<div>Glyndon ES</div>	<div>Seneca ES</div>	<div>Western Tech</div>
<div>Ridge Ruxton</div>	<div>Eastern Technical HS</div>	<div>Church Lane ES</div>	<div>Stricker MS</div>	<div>Hebbville ES</div>
<div>Padonia International ES</div>	<div>Golden Ring MS</div>	<div>Franklin ES</div>	<div>Holabird MS</div>	<div>Woodmoor ES</div>
<div>Oakleigh ES</div>	<div>Joppa View ES</div>	<div>Winand ES</div>	<div>Sandy Plains ES</div>	<div>Southwest Acad</div>
<div>Pleasant Plains ES</div>	<div>Parkville HS</div>	<div>Randallstown ES</div>	<div>Mars Estates ES</div>	<div>Arbutus MS</div>
<div>Cockeysville MS</div>	<div>Overlea HS</div>	<div>Timber Grove ES</div>	<div>Hawthorne ES</div>	<div>Windsor Mill MS</div>
<div>Ridgely MS</div>	<div>Vincent Farm ES</div>	<div>New Town ES</div>	<div>Dundalk MS</div>	<div>Riverview ES</div>
<div>Pot Spring ES</div>	<div>Carney ES</div>	<div>Pikesville MS</div>	<div>Charlesmont ES</div>	<div>Chadwick ES</div>
<div>Jacksonville ES</div>	<div>Orems ES</div>	<div>Franklin MS</div>	<div>Middleborough ES</div>	<div>Edmondson Heights ES</div>
<div>Hereford MS</div>	<div>Chapel Hill ES</div>	<div>Hernwood ES</div>	<div>Chase ES</div>	<div>Woodlawn MS</div>
<div>Dumbarton MS</div>	<div>Harford Hills ES</div>	<div>Fort Garrison ES</div>	<div>Battle Grove ES</div>	<div>Baltimore Highlands ES</div>
<div>Warren ES</div>	<div>Middlesex ES</div>	<div>Randallstown HS</div>	<div>Chesapeake HS</div>	<div>Hillcrest ES</div>
<div>Villa Cresta ES</div>	<div>McCormick ES</div>	<div>Milford Mill HS</div>	<div>Oliver Beach ES</div>	<div>Westchester ES</div>
<div>Sparks ES</div>	<div>Middle River MS</div>	<div>Franklin HS</div>	<div>Deep Creek MS</div>	<div>Woodlawn HS</div>
<div>Loch Raven MS</div>	<div>Glenmar ES</div>	<div>Woodholme ES</div>	<div>Deep Creek ES</div>	<div>Dogwood ES</div>
<div>Hampton ES</div>	<div>Stemmers Run MS</div>	<div>New Town HS</div>	<div>Berkshire ES</div>	<div>Lansdowne ES</div>
<div>Stoneleigh ES</div>	<div>Kenwood HS</div>	<div>Pikesville HS</div>	<div>Colgate ES</div>	<div>Catonsville ES</div>
<div>Halstead Acad</div>	<div>Parkville MS</div>	<div>Sudbrook Magnet MS</div>	<div>Dundalk ES</div>	<div>Westowne ES</div>
<div>Hereford HS</div>	<div>Martin Boulevard ES</div>	<div>Lyons Mill ES</div>		<div>Relay ES</div>
<div>Mays Chapel ES</div>	<div>Kingsville ES</div>			
<div>Carver HS</div>	<div>Seven Oaks ES</div>			
<div>West Towson ES</div>	<div>Essex ES</div>			
	<div>Victory Villa ES</div>			
	<div>Honeygo ES</div>			

- 3-5 New Schools
(2 Legacy, 1 HS, 1 MS, 1 Special Ed)
- 5 Replacement Schools (Legacy)
- 28 Addition/Renovations
- 132 Renovations
- 0-3 Repurposed Campuses
(2 grade reconfiguration, 1 swing space school)

Note that the scope and cost of renovation projects varies widely depending on each school's needs driven by building age and previous improvements, and specific scopes will be determined at the time of implementation. Project sequence will ultimately be determined by numerous factors, such as: funding cashflow, assessment priority order, educational program impact, sequence logic, project delivery strategy, swing space, etc.

Community Alignment

Measuring community preferences through disaggregated analysis of survey responses

The second MYIPAS survey solicited and measured community feedback about all specific draft options developed in collaboration with BCPS stakeholders.

Planning options were described objectively in written and video formats, highlighting the associated benefits and challenges associated with each option, including implied opportunity trade-offs.

In all but one planning cluster, BCPS community members overwhelmingly supported the options that enable more equitable distribution of funding, as opposed to those that subsequently came to be classified as Premium Projects, which do not support equitable improvements across the county. (It should be noted that the term “Premium Projects” was not created until after the results of the survey were complete and final recommendations were being prepared.)

The sole exception was the Central Region high school cluster’s Option B, which proposed the demolition and replacement of Dulaney and Towson high schools in lieu of the more modest Option A

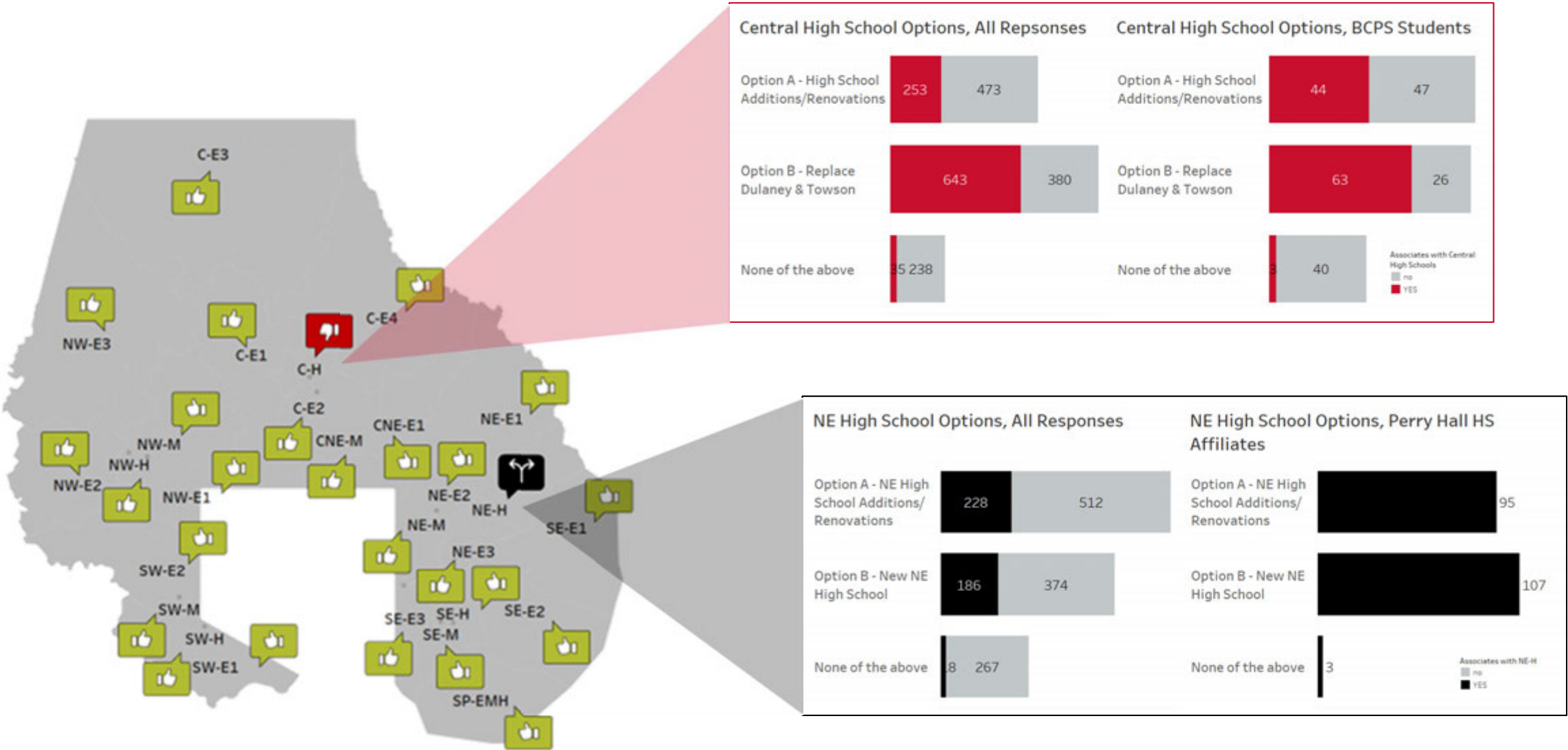
proposing prioritized renovations. In the tally of survey responses below, the margin of support for renovating (Option A) versus replacing (Option B) by students alone (44 vs 63) was much narrower than all responses which included a large segment of adults mobilized through social media (253 vs 643).

In the Northeast, support for additions to existing area high schools versus a new high school was slightly greater both countywide (512 vs 374) and by those who indicated affiliation with a NE school (228 vs 186). However, those who indicated affiliation with Perry Hall High School, the County’s second largest school topping 2000 students indicated a narrow preference for solving crowding with a new

school rather than more additions at existing schools (107 vs 95). These ‘too close to call’ results and small sample sizes underscore the MYIPAS recommendation to defer the final decision regarding a NE high school capacity solution until after further due diligence and more in-depth stakeholder outreach.

The fact that these survey responses indicate **near unanimous support** for MYIPAS recommended options should provide BCPS leadership and policy makers confidence that MYIPAS and the equitable outcomes it prescribes represent the will of BCPS’ diverse communities.

4800+ community survey responses confirm broad support for recommended facility options that enable more equitable distribution of capital investments.



Trade-Offs

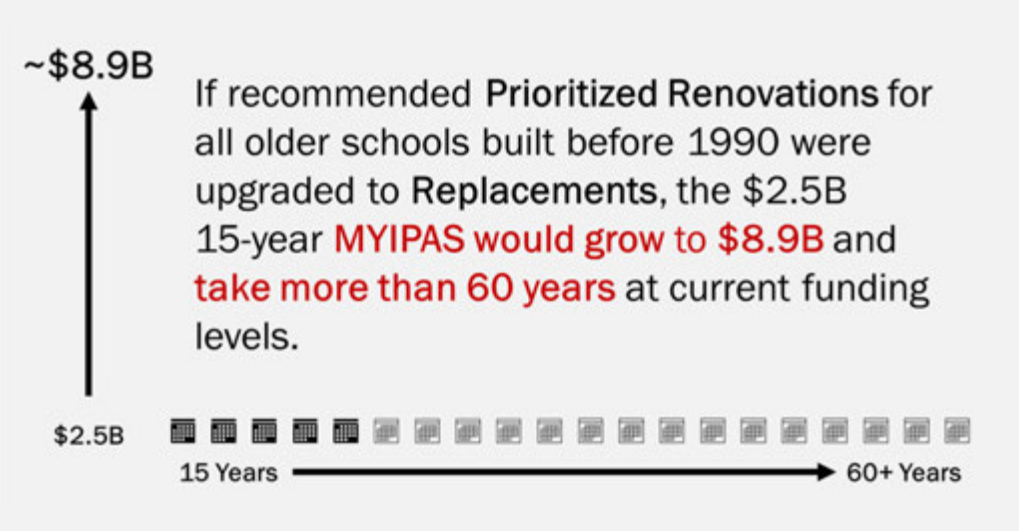
After receiving a presentation of MYIPAS recommendations in September of 2021, the BCPS Board of Education requested that analysis be performed estimating the potential impact of implementing Premium Projects on other schools.

As illustrated in the graphic below, the estimated \$723M for premium projects

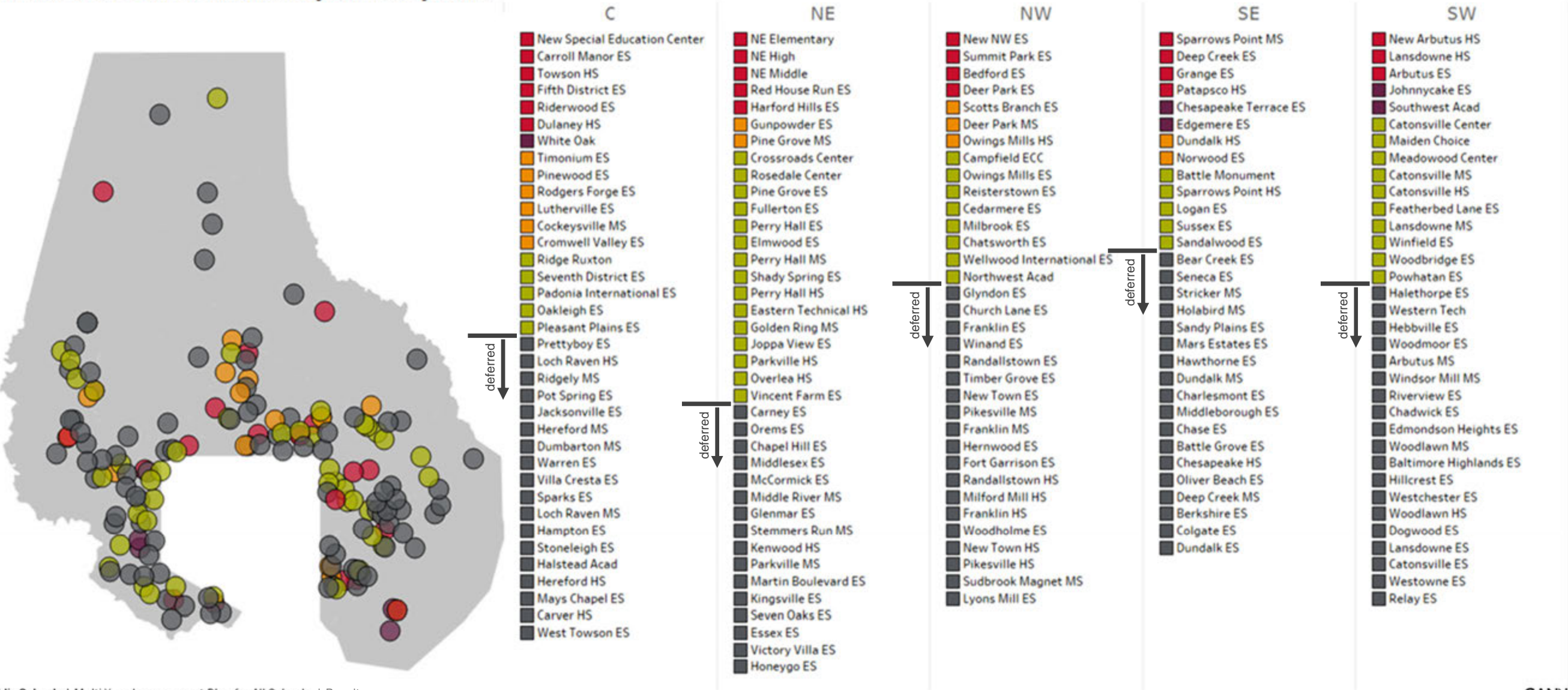
considered in the MYIPAS process (and not recommended by CannonDesign) would eclipse the recommended prioritized renovation projects of the 90 lowest-priority schools, annotated in grey - (more than half of the BCPS 170 school portfolio) - effectively deferring them well beyond the 15-year planning horizon.

It should be noted that these premium projects include only the handful of proposals made by committee members

during the planning process, and that if proportional replacement investments were made countywide, the costs would balloon even higher. In fact, as illustrated in a trade-off study to determine the impact of equitably replacing all older schools countywide instead of performing the recommended Prioritized Renovations, the cost would approach \$9 billion in today's dollars, which would take over 60 years to implement at current funding levels.



Performing ALL Premium Projects defers 90 renovations beyond 15 years



4 Recommendations



In the future, every Baltimore County student and teacher should be in a building that that is healthy, efficient, and comfortable... Let's put the effort and funding behind exceptional facilities now so that in 20 years we can look back and celebrate our accomplishment with gratitude to our school leaders in 2021.

Parent, Ridgely Middle School

Recommendations

Setting a course of equitable investments in Baltimore County's educational infrastructure

Commissioned under the partnership of Baltimore County Government and Baltimore County Public Schools and developed by the CannonDesign team in collaboration with over 100 school stakeholders and input from thousands of community members in a transparent, data-driven process, the **Multi-Year Improvement Plan for All Schools** is a \$2.5 billion 15-year capital improvement plan that outlines a strategic framework for project implementation and prioritized sequence of capital investments.

This framework outlines scope, baseline costs, recommended actions, schedule milestones, and benefits for six strategic classifications of capital projects.



Legacy Projects

- Schools for Our Future, Lansdowne HS



Managed Growth

- Addition/renovation/redistricting



Educational Strategy

- New programs, grade reconfiguration, consolidation



Special & Alternative Education

- New construction & renovations for stand-alone centers



Renovations & Enhancements

- Prioritized repairs and educational equity improvements



Pre-K Early Education

- Blueprint for Maryland's Future



Legacy Projects (\$227M*)

Fulfilled promises and preserved momentum

Recommended Actions:

Place high priority on completing projects previously approved by the Board of Education and partially funded by the County Government in the FY22-23 capital budget. These include large scale projects that provide sorely-needed capacity relief in the form of building additions and the demolition and reconstruction of small, aging facilities with larger modern schools, and bring closure to the landmark 2011 *Schools for Our Future* program.

These projects for which the County has fully-funded design and/or construction are:

- NE Area ES at Ridge Road New School
- Red House Run ES Replacement
- Bedford ES Replacement
- Summit Park ES Replacement
- New NE Area MS New School
- Pine Grove MS Addition and Renovation
- Deer Park ES Replacement
- Scotts Branch ES Addition and Renovation**
- Lansdowne HS Replacement

** The \$227M cost figure covers the balance of work to be funded on these in-progress projects.*

*** The original Scotts Branch Elementary project scope was upgraded to a demolition/replacement based on additional local and State dollars raised in FY23 and planned to be raised in future years.*

Schedule / Milestones	Benefit to BCPS Students
<ul style="list-style-type: none">- Approximate timeframe for completion of these projects is three years.	<ul style="list-style-type: none">- New and larger replacement schools will provide a net increase of 4,259 capacity, including in the critically overcrowded Northeast Area.- Improved educational environments for nearly 5,000 students.- New schools could inspire voters to consider heightened investment in educational facilities through increased revenues, alternative funding sources such as PPP, and cost saving measures.





Managed Growth (\$237M*)

A place in the permanent building for every student

Recommended Actions:

Launch near-term building additions for classrooms, specialized learning spaces, and core operational spaces such as right-sized cafeterias to relieve 28 existing campuses that have projected capacity utilization as high as 140%. As cashflow allows, it is recommended to conduct prioritized renovations of the existing campus while expanding existing buildings so as to disrupt schools only once. Continue monitoring enrollment levels, and upon completing new capacity projects consider decommissioning any unneeded relocatable classroom buildings freeing up school sites for recreational and outdoor learning amenities.

Addition/renovation projects are recommended for the following clusters of schools, with the relative split of capacity to be determined when design begins based on updated enrollment projections.

- Pinewood ES, Riderwood ES, & Rodgers Forge ES
- Cromwell ES, Lutherville ES & Timonium ES
- Fifth District ES, Prettyboy ES, & Seventh District ES
- Carroll Manor ES
- Dulaney HS, Loch Raven HS, & Towson HS**
- Gunpowder ES
- Owings Mills other NW ES's
- Deep Creek ES
- Grange ES, Logan ES, & Norwood ES
- Dundalk HS & Patapsco HS
- Woodbridge ES & Featherbed ES

* The \$237M cost represents the capacity component of addition/renovation projects only. Renovation costs at these schools are included in the separate Renovation & Enhancements category.
** The original Dulaney and Towson project scopes were upgraded to demolition/replacement based on additional local and State dollars raised in FY23 and planned to be raised in future years.

Schedule / Milestones	Benefit to BCPS Students
<ul style="list-style-type: none">- Approximate timeframe for completion of these mission critical projects is seven years.	<ul style="list-style-type: none">- Pivoting from a <i>demo and replace</i> strategy to one of <i>expand and renovate</i> will enable BCPS to more quickly address extreme capacity overutilization above 115% already experienced by 16,000 students today and is a cost-efficient solution allowing resources to be more equitably invested across BCPS schools.- Additions for capacity can also include specialized program spaces such as science labs, art rooms, and CTE classrooms.



Educational Strategy (\$328M)

Innovation in education and project delivery

Recommended Actions:

New NE HS vs Additions

- Initiate near-term land procurement due-diligence, focused stakeholder outreach, and program and curriculum design to determine whether to create a new high school in the high-growth Northeast Area or continue to expand some of BCPS' largest high schools.
- To enable other projects to proceed without tying up more budget than immediately needed, a new NE high school should be designed for phased expansion with initial core capacity for 1800 and initial classrooms for 1000.

Sparrows Point MS and HS Separation

- Initiate near-term land procurement due-diligence, focused stakeholder outreach, and program and curriculum design to determine which option to pursue, potentially resulting in SPMS having its own campus apart from SPS.
- Monitor potential mixed developments in adjacent Tradepoint Atlantic site for potential land acquisition or PPP opportunities.

Schedule / Milestones

- Establish a decision deadline in 2023 for both the Northeast and Sparrows Point so that critical capacity expansion projects may proceed as soon as possible.
- Develop CTE Master Plan by 2024 to inform systemwide renovation projects.

Program Improvements

- Construct classroom additions to enable grade reconfiguration of Norwood/Holabird from inequitable current case to standard PK-5, 6-8.
- Construct classroom and core space additions to enable expansion of magnet program at Cromwell.
- Initiate a Career Tech Education Master Plan in collaboration with Curriculum and Instruction and school leadership to define systemwide CTE pathways strategy and define renovations countywide and CTE center in the Northwest.

PPP Pilot

- Study P3 potential for cost-neutral delivery of capital improvements by leveraging existing assets. Could include replacement/consolidation options that are not currently recommended due to high cost of new construction, which if implemented, will offer 'trade up' outcomes for impacted students. These are:
 - Arbutus/Halethorpe (SW-E1 Option D)
 - Pot Spring/Timonium/Warren (C-E2 Options C and D)
 - Golden Ring (NE-M Option B)

Benefit to BCPS Students

- Addresses high school overutilization with responsible consideration of alternatives.
- Rectifies inequitable outlier grade configurations at Sparrows Point and Norwood/Holabird.
- Expands Career Tech Ed opportunities for students countywide and develops new program akin to Western Tech and Eastern Tech in the Northwest.





Special & Alternative Education (\$71M)

Prioritized needs of BCPS' most vulnerable students

Recommended Actions:

Special Education

- Initiate a Special Education Master Plan in collaboration with Curriculum and Instruction and school leadership to define systemwide strategy and define projects to improve special education services countywide.
- Implement prioritized renovations at stand-alone center facilities: Maiden Choice, Battle Monument, Ridge Ruxton and renovations, additions, and/or relocations to other schools.
- Design and construct a new state-of-the-art, purpose-designed special education service center accessible to the community with ample storage space for the program currently at White Oak; follow with renovation of the White Oak facility for swing space, capacity relief, or other BCPS functions.

Alternative Education

- Initiate an Alternative Education Master Plan in collaboration with Curriculum and Instruction and school leadership to define systemwide while child wellness strategy and define projects countywide.
- Implement prioritized renovations at stand-alone center facilities: Crossroads Center, Rosedale, Meadowood, Catonsville Center, and renovations, additions, and/or relocations to other schools that improve student transitions back to the home school.

Schedule / Milestones

- Develop Special Education and Alternative Education Master Plans by 2024 to inform systemwide renovation projects, to be implemented across the entire 15-year program.
- Initiate study of new purpose-built Special Education facility at the White Oak site, with follow-on conversion of existing White Oak facility to other purposes.

Benefit to BCPS Students

- Intentionally addresses educational environments for high-need and at-risk students countywide.
- Cost and schedule savings provided by conversion of White Oak for interim swing space and/or capacity relief can be invested in other priorities for students countywide.



Pre-K Early Education

Preparing life-long learners for a brighter future in Baltimore County

Recommended Actions:

Continue BCPS and County research and professional development for the strategic expansion of preschool programs in concert with the *Maryland Blueprint for Education* legislation, which prescribes full-day Pre-Kindergarten for children from disadvantaged households and a balance of public schools and private providers.

Initiate an [Early Childhood Education Master Plan](#) in collaboration with Curriculum and Instruction, school leaders, and County Government to understand the operational and capital impacts of expanded Pre-K and define a [systemwide portfolio strategy](#) for local and/or regional centers, alignment with high school childhood development CTE pathways, and capital project strategy within the context of an already challenged capacity scenario.

The requirements and timeline are presently undefined, and preliminary analysis suggests that the capital cost impact could amount to one year's CIP budget. As such, it is recommended to introduce Pre-K projects into the CIP when requirements are known and to extend the overall MYIPAS program timeline by one year to fund this strategic initiative. Where possible, Pre-K facility improvements should be economically and effectively combined with Managed Growth and Renovations and Enhancement of existing spaces.

Monitor legislative requirements, geographical demand, availability of private vendors, and advocate for additional State funding. If action is required and no new funding is available, extend renovations program by one or two years.

Schedule / Milestones

- Continue to monitor legislative requirements, demand, capacity of private vendors, and advocate for additional State funding.
- Develop Pre-Kindergarten Master Plan by 2024 to inform systemwide capital projects, to be implemented across the entire 15-year program.
- If action is required and no new funding is available, extend MYIPAS by ~1 year.

Benefit to BCPS Students

- Early skills development in language and literacy, thinking, socialization, and self-esteem.
- Closes equity gaps.
- Provides parents with more choices for the early instruction of their children.





Renovations & Enhancements (\$1.6B)

ALL schools updated within 15 years

Recommended Actions:

After completing high-priority Legacy and Managed Growth Projects, it is recommended to commit the majority of BCPS' available CIP budgets to the upkeep and improvement of existing facilities.

Prioritized Renovations

The MYIPAS facility assessments identified \$2.9 billion in discrete building deficiencies and educational and high-impact equity improvements that do not comprise complete gut-renovation overhaul but do provide responsible upkeep of facilities and dramatic educational and equity enhancements in many parts of each campus. The outcomes fall under the assessment categories indicated to the left, and also include facility supports for BCPS' most vulnerable students, such as showering and laundry provisions for homeless students, spaces for English learners, parent resources, and special education services.

With only \$1.6 billion (corresponding to about 58% of all assessment deficiencies) available for the wide majority of BCPS schools, transition BCPS schools onto a periodic cycle of Prioritized Renovation Projects along reasonable 15-year timelines between renovations. Employ discipline in managing project scopes to budget for individual projects, a challenge considering the extent to which needs exceed available resources.

Renovation/Enhancement projects can be economically and effectively combined with Managed Growth projects in order to reduce disruption to the educational program and ensure the most efficient use of funds.

Strategic Systemic Renovation Program

Continue BCPS' successful systemic repairs strategy and allocate a small fraction of each school's Prioritized Renovation budget to address the annual replacement of major building systems as identified in the FCA. This is particularly important during the first four years in which CIP budgets are nearly fully committed to Legacy and critical Managed Growth projects.



Educational Program



Safety & Security



Relationships & Collaboration



Technology & Furniture



Wellness



Operational Utility



Schedule / Milestones

- Starting in 2021, use MYIPAS facility condition assessment to forecast upcoming systemic repairs that need to be delivered outside of the prioritized renovation schedule.

Benefit to BCPS Students

- Refreshed facilities will improve wellness of students and staff and expand educational opportunities and close equity gaps for BCPS' most vulnerable students.
- This strategy proactively addresses the fiscal reality Baltimore County faces, and more equitably serve all BCPS students.

Implementation

Timeline

The general CIP timeline by prioritized project classifications is illustrated to the right, with schedule priority in Years 1 to 3 given to Legacy Projects, long-lead feasibility studies for Sparrows Point and NE High Schools, initiating educational master plans for CTE, Special Education, and Alternative Education, and launching critical Managed Growth projects.

Timing is intended to outline the general sequence of projects with reasonable expectation of periodic changes and does not comprise a defined project delivery schedule. Durations shown here account for initial pre-design studies, design, bidding, and construction, and are subject to change, based on funding cashflow, enrollment fluctuations, educational priorities, and State mandates.

A detailed listing of projects within each group is included in Appendix A.

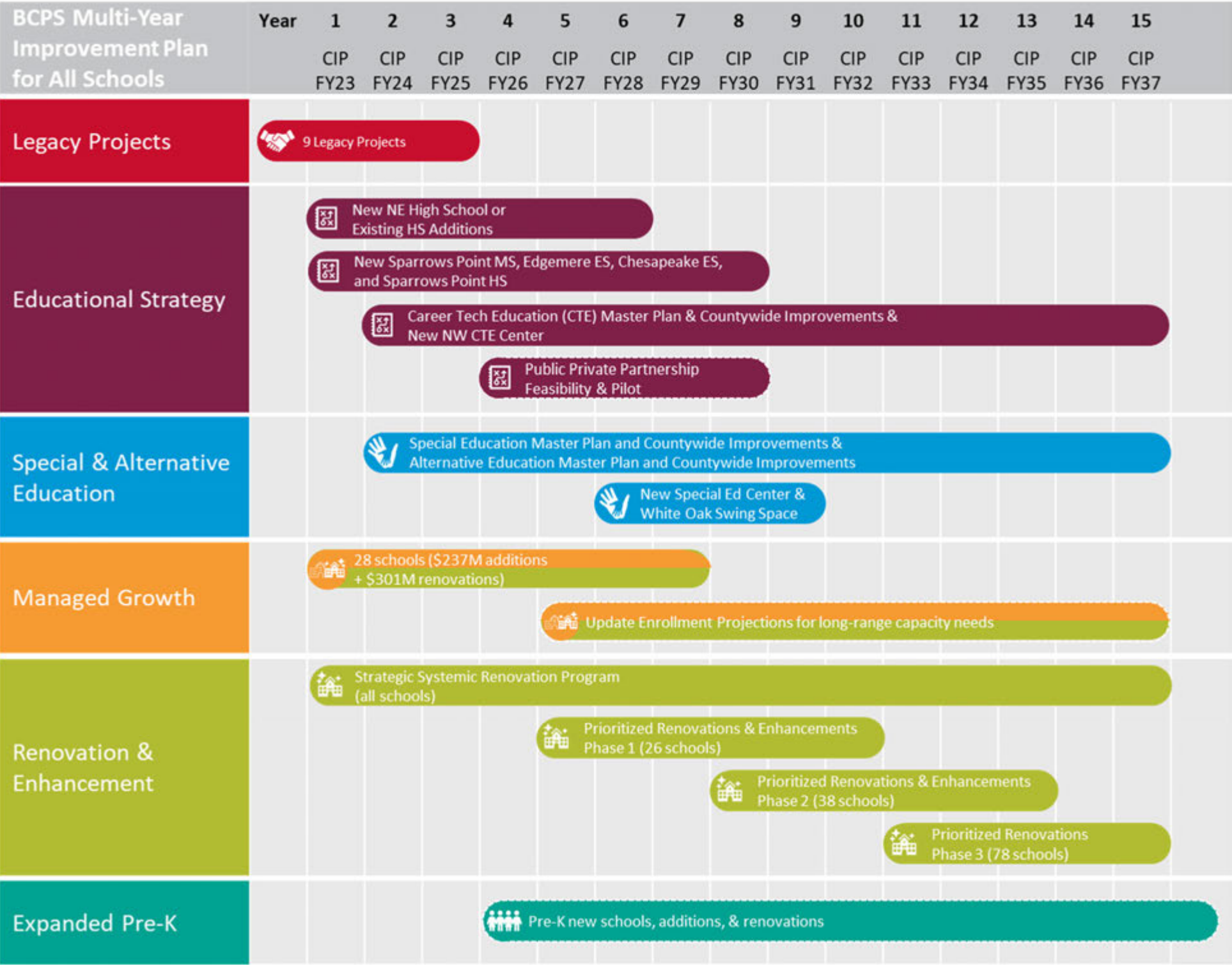
Best Practices

Baltimore County Public Schools should establish procedures and responsible parties to monitor the progress of MYIPAS implementation and ensure coordination between the MYIPAS recommendations, the annual capital improvement program, and the annual maintenance program.

Baltimore County Public Schools should also implement a budgetary control process to ensure that individual project scopes remain within budget bounds to ensure that all schools receive improvements within the 15-year timeframe of the plan.

Baltimore County Public Schools should annually monitor enrollment projections and update the facility assessment every five years to incorporate new information on facility condition, capacity, and educational adequacy, adjusting the scopes of projects and their priorities through a deliberative process that accounts for new educational and social needs that cannot be anticipated at this time.

Baltimore County Public Schools and the County Government should advocate for increased State capital funding for schools, joining with the other large school systems of Maryland to communicate the on-going need for school facility improvement and to stress the capital implications of legislative initiatives like the Maryland Blueprint for Education.



A Recommended Projects



Recommended Projects

Recommended capital projects, outlined further in this appendix are those implied by the recommended planning options for each geographical planning cluster of schools, outlined to the right. (Refer to *Appendix: Options Development* for further details about the planning clusters and options developed and considered.)

Recommended projects total \$2.5 billion to match BCPS’ expected 15-year capital budget plus approximately \$400 million from *Built to Learn Act* funding. Projects are sequenced in strategic priority order informed by the MYIPAS assessment measures of need, with approximate annual timelines for each project’s implementation along a 15-year schedule. Cost and schedule assumptions are outlined below.

Note that in the Northeast High Schools and Sparrows Point Feeder planning clusters where the recommendation is to conduct near-term land due-diligence, feasibility study, educational programming, and stakeholder outreach, [the highest cost option is included in the overall \\$2.5 billion program budget](#).

Pre-K Expansion projects are recommended to be integrated into the CIP when requirements are more fully defined, which are expected to extend the overall MYIPAS program timeline by approximately one year.

Note: this project list aligns with initial MYIPAS recommendations published in 2021 and does not account for subsequently expanded project scopes for Towson High School, Dulaney High School, and Scotts Branch Elementary School initiated by Baltimore County with additional State funding sought to ‘raise the bar’ on project quality for all BCPS schools.

Planning Cluster	Planning Option Description	Cost of Projects (\$M 2021)*
C-E1	● Option A: Pinewood, Riderwood, & Rodgers Forge Additions (\$\$)	48.5
	● Option B: Rodgers Forge Replacement & Riderwood Additions (\$\$\$\$)	87.7
	● Option C: Rodgers Forge Replacement & Pinewood Additions (\$\$\$\$)	87.7
	● Option D: Riderwood Replacement & Pinewood, Rodgers Forge Additions (\$\$\$\$)	89.0
C-E2	● Option A: Lutherville and/or Timonium Additions (\$\$)	59.2
	● Option B: Cromwell, Lutherville and/or Timonium Additions (\$\$)	61.9
	● Option C: Rebuild Two Schools & Lutherville Additions (\$\$\$\$\$)	155.2
	● Option D: Rebuild Two Schools & Lutherville and Cromwell Additions (\$\$\$\$\$)	158.6
C-E3	● Option A: Elementary Redistricting Option (\$)	32.5
	● Option B: No Elementary Redistricting Option (\$\$)	35.8
	● Option C: Fifth District Historic Reconstruction (\$\$\$\$)	66.6
C-E4	● Option A: Carroll Manor Additions (\$\$)	21.4
	● Option B: Carroll Manor Replacement (\$\$\$\$)	56.4
C-H	● Option A: Dulaney, Loch Raven, & Towson Additions (\$\$\$\$)	151.5
	● Option B: Dulaney & Towson Replacement (\$\$\$\$\$+)	442.2
CNE-E1	● Option A: Harford Hills Additions (\$\$)	63.5
	● Option B: Harford Hills Replacement (\$\$\$\$)	100.1
	● Option C: New Special Ed Services School & Restore White Oak as Elementary (\$\$\$)	103.2
CNE-M	● Option A: Pine Grove MS Addition (\$\$)	113.1
	● Option B: Pine Grove MS Addition & Cockeysville Expansion (\$\$\$)	117.2
NE-E1	● Option A: Gunpowder Additions (\$\$)	27.1
	● Option B: Kingsville Additions (\$\$)	27.1
	● Option C: Seven Oaks Additions (\$\$)	27.1
NE-E2	● Option A: New NE Elementary School & Red House Run Replacement (\$\$\$\$\$)	59.4
NE-E3	● Option A: Elementary Redistricting Option (\$)	35.6
	● Option B: No Elementary Redistricting Option (\$)	35.6
NE-H	● Option A: Overlea, Parkville HS, Perry Hall HS Additions (\$\$\$)	184.0
	● Option B: New NE Relief High School on site TBD (\$\$\$\$\$)	280.8
NE-M	● Option A: New NE Middle School (\$\$\$\$\$)	120.2
	● Option B: New NE Middle School & Repurpose Golden Ring as Special School (\$\$\$\$\$)	146.5
NW-E1	● Option A: Bedford and Summit Park Replacements & Scotts Branch Additions (\$\$\$\$\$)	103.5
NW-E2	● Option A: Deer Park ES Replacement (\$\$\$\$)	53.9
NW-E3	● Option A: Franklin, Owings Mills, and Timber Grove Additions (\$\$)	74.8
	● Option B: New NW Elementary Relief School on site TBD (\$\$\$\$)	111.8
NW-H	● Option A: Redistrict & Renovations and Enhancements (\$)	122.0
	● Option B: Owings Mills HS Additions & No Redistricting (\$\$)	125.6
NW-M	● Option A: Middle School Redistricting Option (\$)	83.7
	● Option B: No Middle School Redistricting Option (\$)	83.7
	● Option C: Deer Park Addition; No Redistricting (\$\$)	86.6
SE-E1	● Option A: Renovations and Enhancements (\$)	28.5

Planning Cluster	Planning Option Description	Cost of Projects (\$M 2021)*
SE-E2	● Option A: Deep Creek Additions (\$\$)	56.1
	● Option B: Deep Creek Replacement (\$\$\$\$)	83.6
SE-E3	● Option A: Elementary Redistricting; Holabird Remains 4th-8th Grade (\$)	79.9
	● Option B: No Elementary Redistricting; Holabird Remains 4th-8th Grade (\$\$\$)	90.0
	● Option C: Elementary Redistricting; Holabird Reverts to 6th-8th Grade Middle School (\$\$\$)	91.5
	● Option D: No Elementary Redistricting; Holabird Reverts to 6th-8th MS (\$\$\$)	101.6
	● Option E: Grange Replacement; Holabird Reverts to 6th-8th Grade Middle School (\$\$\$\$\$)	140.3
SE-H	● Option A: Dundalk HS and Patapsco Additions (\$\$\$)	85.9
	● Option A: Dundalk HS Additions & Patapsco Replacement (\$\$\$\$\$)	217.9
SE-M	● Option A: Renovations and Enhancements (\$)	49.7
SP-EMH	● Option A: Sparrows Point HS & MS Additions (\$\$\$)	68.9
	● Option B: New Sparrows Point MS on Chesapeake Terrace; Consolidated ES on Edgemere (\$\$\$\$\$)	193.4
	● Option C: New Sparrows Point MS on Edgemere; Consolidated ES on Chesapeake Terrace (\$\$\$\$\$)	193.4
	● Option D: New Sparrows Point MS on new site TBD (\$\$\$\$)	150.2
SW-E1	● Option A: Elementary Redistricting Option (\$)	54.4
	● Option B: No Elementary Redistricting Option (\$)	54.4
	● Option C: Arbutus ES/ Halethorpe Additions (\$\$)	58.4
	● Option D: Arbutus ES Replacement (\$\$\$\$)	97.6
	● Option E: Arbutus/Halethorpe Consolidation (\$\$\$\$)	109.0
SW-E2	● Option A: Woodbridge Additions (\$\$)	90.0
	● Option B: Woodbridge and Featherbed Additions (\$\$)	90.0
	● Option C: New Southwest Academy MS on Johnnycake (\$\$\$\$)	150.1
	● Option D: Featherbed Replacement (\$\$\$\$)	129.7
SW-H	● Option A: Lansdowne HS Replacement (\$\$\$\$\$)	150.1
	● Option B: Lansdowne HS Replacement & Catonsville HS Additions (\$\$\$\$\$)	167.2
	● Option C: Lansdowne HS Replacement & New Arbutus HS (\$\$\$\$\$+)	265.6
SW-M	● Option A: Middle School Redistricting Option (\$)	95.2
	● Option B: No Middle School Redistricting Option (\$)	95.2
	● Option C: New Southwest Academy MS on Johnnycake (\$\$\$\$)	109.4
BC-PC	● Option A: Special Ed and Alt Ed Center Enhancements	48.6
BC-PK	● Option A: Pre-K Expansion	145.6
BC-CTE	● Option A: CTE	50.0

● Recommended Option	2,500.0
● Further Study Recommended	
● Recommended to integrate into CIP once requirements are known, extending program ~ 1 yr.	
● Option Not Recommended	

Recommended Projects

Cost and Schedule Assumptions:

Due to schedule uncertainty for discrete projects, all MYIPAS project cost estimates are expressed in current baseline 2021 figures and should be budgeted each year with actual escalated cost figures at the point of implementation.

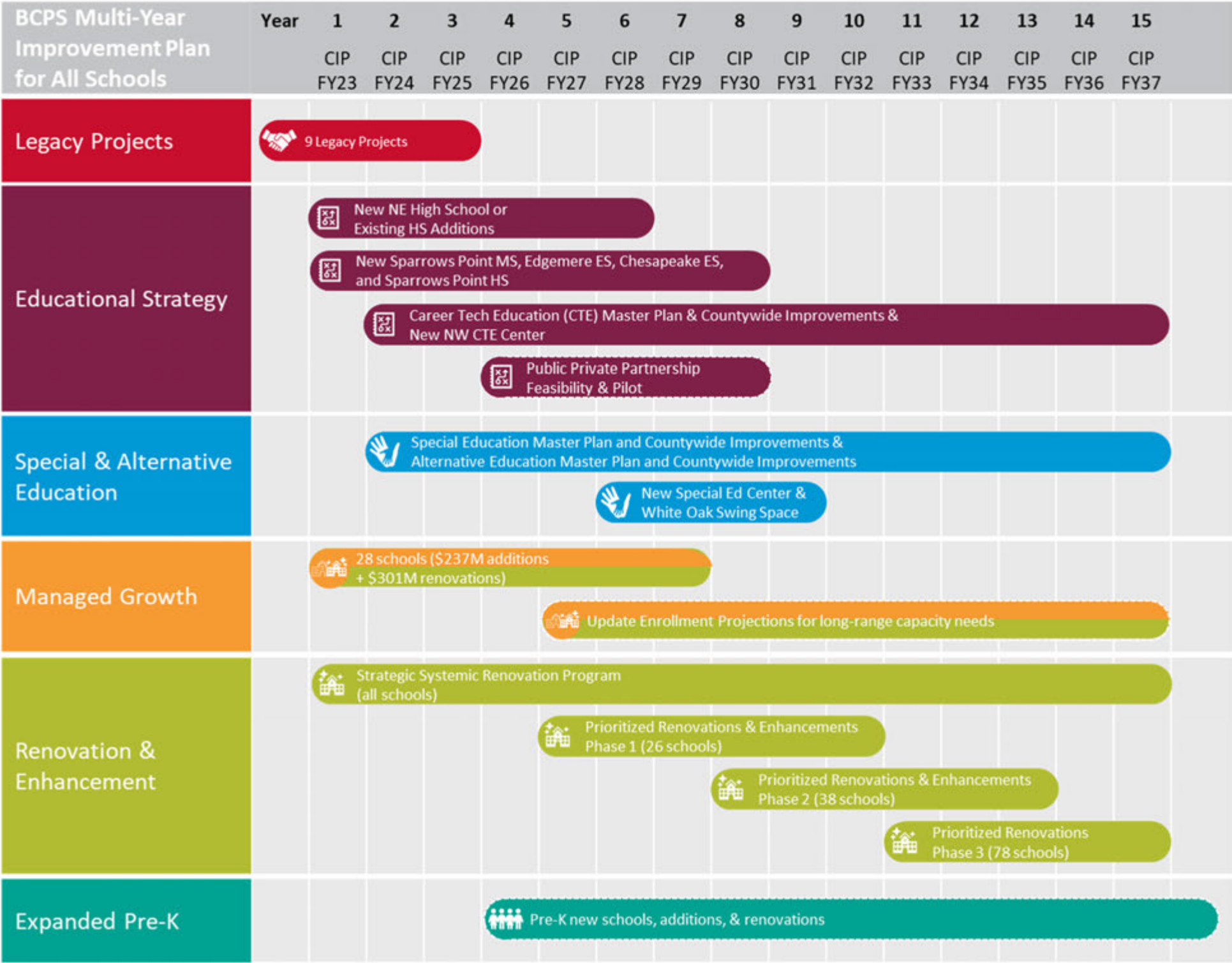
It is assumed that State and County CIP budgets will gradually increase over time at an average rate equivalent to market escalation.

In accordance with industry standard best practices, these estimates were based on local cost per square foot figures for new construction, and consistent application of Maryland-specific models for site development and non-construction soft-costs, such as professional architecture and engineering design services.

Square feet per student assumptions accurately model BCPS’ preferred ed spec design standards, which exceed Maryland’s minimum standard funding basis.

In light of recent impacts of the pandemic on the construction industry, a 10% baseline markup was applied to prevailing new construction costs, [At time of this report update, recent construction bids suggest higher immediate impact than assessed in 2021, suggesting BCPS conduct in-depth review of costs and reconsider project scopes accordingly.]

The actual scope of each project must be developed at the time of design, and may vary from the discrete improvements identified through the MYIPAS assessment. In order for BCPS’ equity objectives to be upheld, consistent and disciplined of managing scope within budget is strongly recommended. Deviation from intended scope and budgets will result in longer timelines.



Projects and Implementation Timeline

Recommended Project Sequence					Target Implementation Timeline																
Ref	CIP Category	School - Project Type	MYIPAS Planning Cluster / Option	Project Cost (\$M 2021)*	(Feasibility / Educational Programming / Design / Construction)																
					Legacy	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30	FY31	FY32	FY33	FY34	FY35	FY36	FY37	
1	🟢 Renovation and Enhancement	Strategic Systemic Renovation Program ¹	(All)	(included)		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
2	🔴 Legacy Projects	Red House Run ES - Replacement ²	NE-E2/Option A	0.0		■	■														
3	🔴 Legacy Projects	Summit Park ES - Replacement	NW-E1/Option A	21.7		■	■	■													
4	🔴 Legacy Projects	Scotts Branch ES - Addition/Renovation	NW-E1/Option A	24.8		■	■	■													
5	🔴 Legacy Projects	Bedford ES - Replacement	NW-E1/Option A	21.9		■	■	■													
6	🔴 Legacy Projects	Deer Park ES - Replacement	NW-E2/Option A	22.2		■	■	■													
7	🔴 Legacy Projects	Pine Grove MS - Addition/Renovation	CNE-M/Option A	15.9		■	■	■													
8	🔴 Legacy Projects	NE Elementary - New School ²	NE-E2/Option A	0.0		■	■														
9	🔴 Legacy Projects	NE Middle - New School	NE-M/Option A	46.6		■	■	■													
10	🔴 Legacy Projects	Lansdowne HS - Replacement	SW-H/Option A	80.7		■	■	■	■												
11	🟡 Managed Growth	Dundalk HS - Addition/Renovation	SE-H/Option A	37.9			■	■	■												
12	🟡 Managed Growth	Towson HS - Addition/Renovation ⁵	C-H/Option A	46.7			■	■	■	■											
13	🟡 Managed Growth	Dulaney HS - Addition/Renovation ³	C-H/Option A	52.8			■	■	■	■	■										
14	🟣 Educational Strategy	NE High Schools - New High School or Additions ⁴	NE-H/Option B	147.2			■	■	■	■	■	■	■	■	■	■					
15	🟡 Managed Growth	Deep Creek ES - Addition/Renovation	SE-E2/Option A	16.5				■													
16	🟡 Managed Growth	Carroll Manor ES - Addition/Renovation	C-E4/Option A	14.3				■	■	■	■										
17	🟣 Educational Strategy	Countywide - CTE equity Program ⁶	BC-CTE/Option A	50.0				■	■	■	■	■	■	■	■	■	■	■	■	■	■
18	🟢 Special & Alternative Education	Countywide - Special & Alt Education Program ⁶	BC-SP/Option A	48.6				■	■	■	■	■	■	■	■	■	■	■	■	■	■
19	🟡 Managed Growth	Pinewood ES - Addition/Renovation ⁸	C-E1/Option A	13.8					■												
20	🟡 Managed Growth	Fifth District ES - Addition/Renovation	C-E3/Option B	10.0					■	■	■	■									
21	🟡 Managed Growth	Reisterstown ES - Addition/Renovation	NW-E3/Option A	13.6					■	■	■	■									
22	🟡 Managed Growth	Riderwood ES - Addition/Renovation ⁸	C-E1/Option A	12.2					■	■	■	■									
23	🟡 Managed Growth	Loch Raven HS - Addition/Renovation ⁵	C-H/Option A	27.4					■	■	■	■									
24	🟣 Educational Strategy	Chesapeake Terrace ES - Reno/Replace/Repurpose ⁹	SP-EMH/Option B	56.2					■	■	■	■									
25	🟡 Managed Growth	Cedarmere ES - Addition/Renovation	NW-E3/Option A	11.9					■	■	■	■									
26	🟡 Managed Growth	Patapsco HS - Addition/Renovation	SE-H/Option A	28.2					■	■	■	■									
27	🟡 Managed Growth	Featherbed Lane ES - Addition/Renovation	SW-E2/Option B	11.8					■	■	■	■									
28	🟡 Managed Growth	Timonium ES - Addition/Renovation ¹	C-E2/Option B	13.4					■	■	■	■									

Projects and Implementation Timeline

Recommended Project Sequence					Target Implementation Timeline																
Ref	CIP Category	School - Project Type	MYIPAS Planning Cluster / Option	Project Cost (\$M 2021)*	(Feasibility / Educational Programming / Design / Construction)																
					Legacy	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30	FY31	FY32	FY33	FY34	FY35	FY36	FY37	
29	Managed Growth	Owings Mills ES - Addition/Renovation	NW-E3/Option A	10.3																	
30	Educational Strategy	Edgemere ES - Reno/Replace/Repurpose ⁹	SP-EMH/Option B	62.2																	
31	Renovation and Enhancement	Catonsville MS - Renovation	SW-M/Option B	16.6																	
32	Renovation and Enhancement	Deer Park MS - Renovation	NW-M/Option A	23.4																	
33	Managed Growth	Woodbridge ES - Addition/Renovation	SW-E2/Option B	13.4																	
34	Renovation and Enhancement	Perry Hall MS - Renovation	NE-M/Option A	16.1																	
35	Renovation and Enhancement	Catonsville HS - Renovation	SW-H/Option A	30.0																	
36	Managed Growth	Rodgers Forge ES - Addition/Renovation ⁸	C-E1/Option A	13.4																	
37	Renovation and Enhancement	Lansdowne MS - Renovation	SW-M/Option B	22.9																	
38	Managed Growth	Lutherville ES - Addition/Renovation ⁷	C-E2/Option B	10.9																	
39	Managed Growth	Seventh District ES - Addition/Renovation ¹¹	C-E3/Option B	13.5																	
40	Renovation and Enhancement	Golden Ring MS - Renovation	NE-M/Option A	16.2																	
41	Renovation and Enhancement	Northwest Acad - Renovation	NW-M/Option A	19.0																	
42	Managed Growth	Gunpowder ES - Addition/Renovation ¹⁰	NE-E1/Option A	8.8																	
43	Renovation and Enhancement	Pine Grove ES - Renovation	CNE-E1/Option C	11.8																	
44	Renovation and Enhancement	Owings Mills HS - Renovation	NW-H/Option A	28.8																	
45	Special & Alternative Education	New special school - New School	CNE-E1/Option C	22.5																	
46	Educational Strategy	Sparrows Point HS - Renovation ⁹	SP-EMH/Option B	62.0																	
47	Educational Strategy	Sparrows Point MS - New School/Renovation ⁹	SP-EMH/Option B	6.2																	
48	Educational Strategy	Norwood ES - Addition/Renovation	SE-E3/Option D	18.9																	
49	Educational Strategy	Cromwell Valley ES - Addition/Renovation ⁷	C-E2/Option B	10.6																	
50	Renovation and Enhancement	Fullerton ES - Renovation	NE-E2/Option A	13.2																	
51	Renovation and Enhancement	Perry Hall HS - Renovation ⁴	NE-H/Option B	37.0																	
52	Special & Alternative Education	White Oak - Reno/Repurpose	CNE-E1/Option C	24.1																	
53	Renovation and Enhancement	Parkville HS - Renovation	NE-H/Option B	27.9																	
54	Renovation and Enhancement	Overlea HS - Renovation ⁴	NE-H/Option B	15.8																	
55	Renovation and Enhancement	Dundalk MS - Renovation	SE-M/Option A	18.1																	
56	Renovation and Enhancement	Western Tech - Renovation	SW-H/Option A	20.2																	

Projects and Implementation Timeline

Recommended Project Sequence						Target Implementation Timeline																
Ref		CIP Category	School - Project Type	MYIPAS Planning Cluster / Option	Project Cost (\$M 2021)*	(Feasibility / Educational Programming / Design / Construction)																
						Legacy	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30	FY31	FY32	FY33	FY34	FY35	FY36	FY37	
57	●	Renovation and Enhancement	Cockeysville MS - Renovation	CNE-M/Option A	18.9												■	■	■			
58	●	Renovation and Enhancement	Ridgely MS - Renovation	CNE-M/Option A	13.2												■	■	■			
59	●	Renovation and Enhancement	Kenwood HS - Renovation ⁴	NE-H/Option B	26.3												■	■	■			
60	●	Renovation and Enhancement	Middle River MS - Renovation	NE-M/Option A	12.1												■	■	■			
61	●	Renovation and Enhancement	Hereford MS - Renovation	CNE-M/Option A	12.3												■	■	■			
62	●	Renovation and Enhancement	Stricker MS - Renovation	SE-M/Option A	20.6												■	■	■			
63	●	Renovation and Enhancement	Franklin ES - Renovation	NW-E3/Option A	7.4												■	■	■			
64	●	Renovation and Enhancement	Timber Grove ES - Renovation	NW-E3/Option A	7.9												■	■	■			
65	●	Renovation and Enhancement	Eastern Technical HS - Renovation	NE-H/Option B	26.5												■	■	■			
66	●	Renovation and Enhancement	Holabird MS - Renovation	SE-E3/Option D	17.9												■	■	■			
67	●	Renovation and Enhancement	Randallstown HS - Renovation	NW-H/Option A	28.4												■	■	■	■		
68	●	Renovation and Enhancement	Perry Hall ES - Renovation	NE-E2/Option A	10.9												■	■	■	■		
69	●	Renovation and Enhancement	Milford Mill HS - Renovation	NW-H/Option A	18.5												■	■	■	■		
70	●	Renovation and Enhancement	Pikesville MS - Renovation	NW-M/Option A	16.0												■	■	■	■		
71	●	Renovation and Enhancement	Chesapeake HS - Renovation	SE-H/Option A	19.8													■	■	■		
72	●	Renovation and Enhancement	Franklin MS - Renovation	NW-M/Option A	14.6													■	■	■		
73	●	Renovation and Enhancement	Franklin HS - Renovation	NW-H/Option A	18.7													■	■	■		
74	●	Renovation and Enhancement	Southwest Acad - Renovation	SW-M/Option B	15.8													■	■	■	■	
75	●	Renovation and Enhancement	Elmwood ES - Renovation	NE-E2/Option A	7.8													■	■	■	■	
76	●	Renovation and Enhancement	Stemmers Run MS - Renovation	NE-M/Option A	16.3													■	■	■	■	
77	●	Renovation and Enhancement	Woodlawn HS - Renovation	SW-H/Option A	19.2														■	■	■	
78	●	Renovation and Enhancement	Windsor Mill MS - Renovation	SW-M/Option B	11.7														■	■	■	
79	●	Renovation and Enhancement	Arbutus MS - Renovation	SW-M/Option B	15.7														■	■	■	
80	●	Renovation and Enhancement	Hereford HS - Renovation	C-H/Option A	19.6														■	■	■	
81	●	Renovation and Enhancement	Shady Spring ES - Renovation	NE-E2/Option A	10.4														■	■	■	
82	●	Renovation and Enhancement	New Town HS - Renovation	NW-H/Option A	13.3														■	■	■	
83	●	Renovation and Enhancement	Parkville MS - Renovation	NE-M/Option A	12.9														■	■	■	
84	●	Renovation and Enhancement	Pikesville HS - Renovation	NW-H/Option A	14.3														■	■	■	

Projects and Implementation Timeline

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Ref	CIP Category	School - Project Type	MYIPAS Planning Cluster / Option	Project Cost (\$M 2021)*	Legacy	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30	FY31	FY32	FY33	FY34	FY35	FY36	FY37	

- Notes:**
- 1 Annual program for discrete systemic renovation projects (roofs, boilers, etc.) which may take place on a separate timeline from Prioritized Renovation projects, whose budgets should be adjusted accordingly.
 - 2 Legacy Projects fully funded in FY23
 - 3 Determine reno/replace outcomes for Towson and Dulaney and initiate educational programming. Determine allocation of capacity among Towson, Dulaney, and Loch Raven based on updated enrollment projections at time of implementation
 - 4 Initiate feasibility studies, educational programming, and stakeholder outreach to determine New NE high school or expansion of existing area high schools.
 - 5 Allowance for phased countywide capital improvements to be defined in near term specialized educational master plans for Special Education and Alternative Education.
 - 6 Allowance for phased countywide capital improvements to be defined in near term specialized educational master plans for Career Tech Education.
 - 7 Determine allocation of capacity among Timonium, Lutherville, and Cromwell Valley based on updated enrollment projections at time of implementation
 - 8 Determine allocation of capacity among Pinewood, Riderwood, and Rogers Forge based on updated enrollment projections at time of implementation
 - 9 Budgets for Chesapeake Terrace, Edgemere, Sparrows Point MS/HS may be reallocated pending outcome of feasibility studies, educational programming, and stakeholder outreach for Sparrows Point HS and feeder school options.
 - 10 Determine allocation of capacity among Gunpowder, Kingsville, and Seven Oaks based on updated enrollment projections at time of implementation
 - 11 Managed Growth addition projects at Bear Creek, Grange, Logan, and Prettyboy scheduled later than other schools' additions as neighboring school capacity surpluses can be utilized in near term, whereas others' cannot.
 - 12 Pine Grove Middle School's Prioritized Renovation project scheduled at the back end of the program due to it's being on the Legacy Project list for a smaller renovation.
- Gen
- * Timeline assumes CIP budgets escalate gradually over time at same rate as construction costs. Escalate budgets over time at actual point of implementation. Without additional/new funding sources, every budget that is exceeded will result in diminished scope and/or longer timelines for other projects.

B Options Development



Options Documentation

Thorough documentation of the 72 Draft Options is included in this Appendix. Not only do these reports indicate the final results, they also serve as a **detailed journal of the planning process** outlining planning data considered, color-coded iconographic indicators of project outcomes, cost/benefit and challenges associated with each option, alternate orange font to convey comments (or entire options) proposed by the SAC, graphic measures of community survey responses broken down by affected school affinity, and indicators for the CannonDesign team’s final recommendations.

Navigation

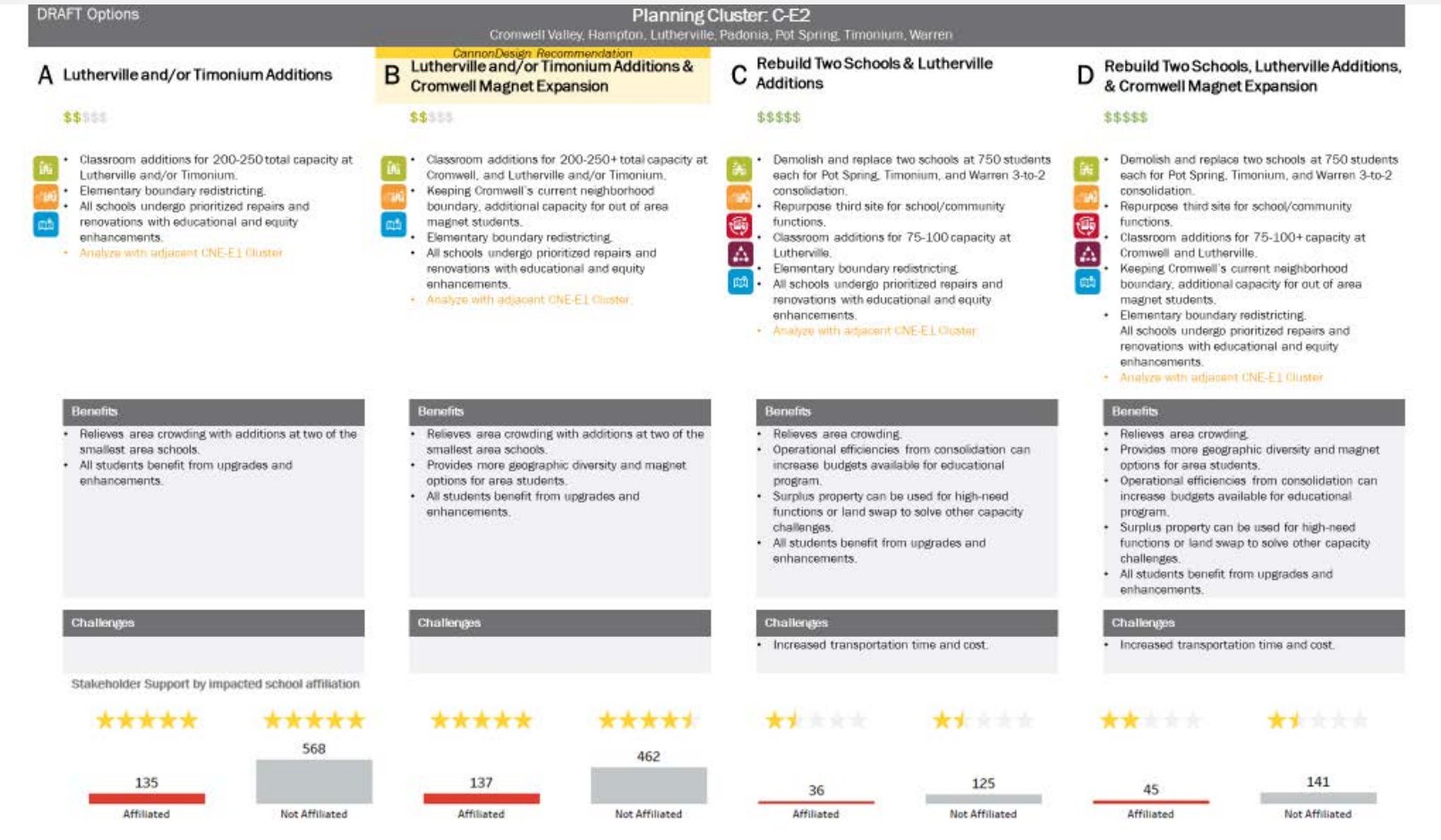
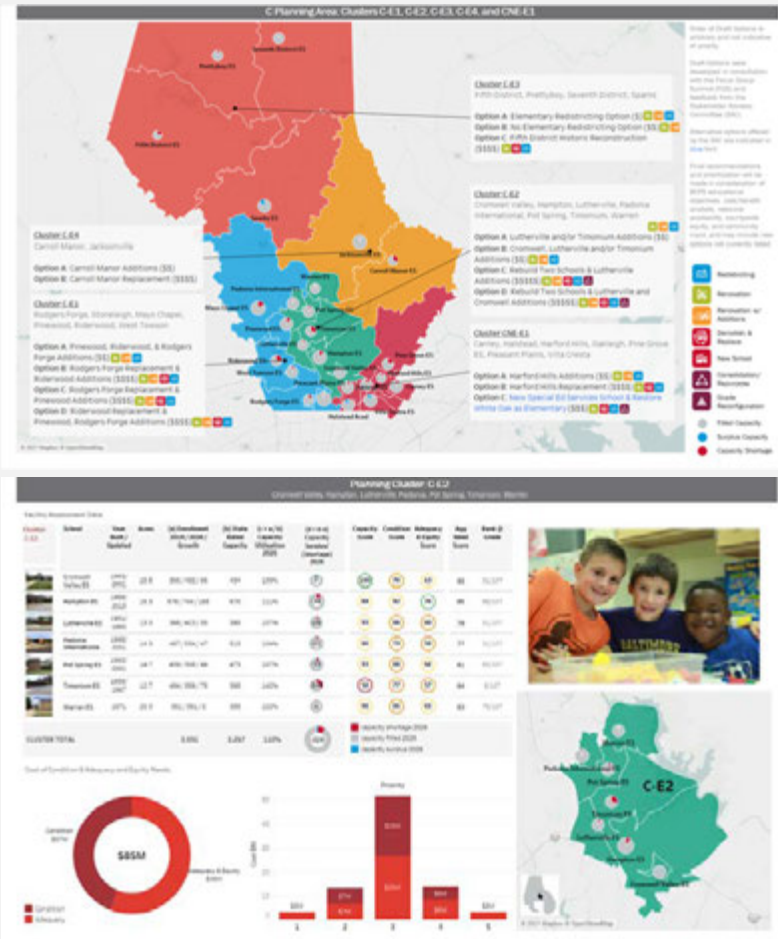
This Appendix is organized as follows:

- **List of schools by cluster** (5 pages)
- **Planning Options at a Glance** and explanation video links (1 page)
- **Options Development Reports:** Central, Northeast, Northwest, Southeast, Southwest (72 pages)

Options Development Reports

Each Planning Area and Planning Cluster includes a report with the following documentation:

- **Planning Area Summary Map** outlining the draft options for 1-5 planning clusters, illustrating school locations and capacity utilization.
- **Cluster Data Reference**, with dashboard summary of key planning data used to understand challenges and develop options
- **Options Matrix**, describing and comparing relative costs, benefits and challenges, with Stakeholder Advisory Committee annotations, and community survey measures, and final recommendations.



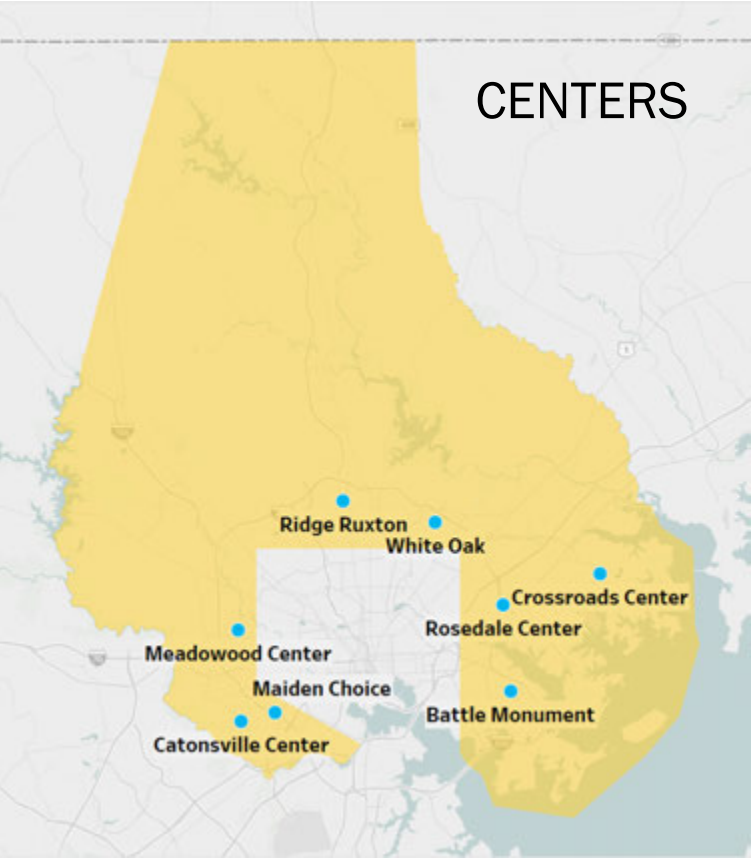
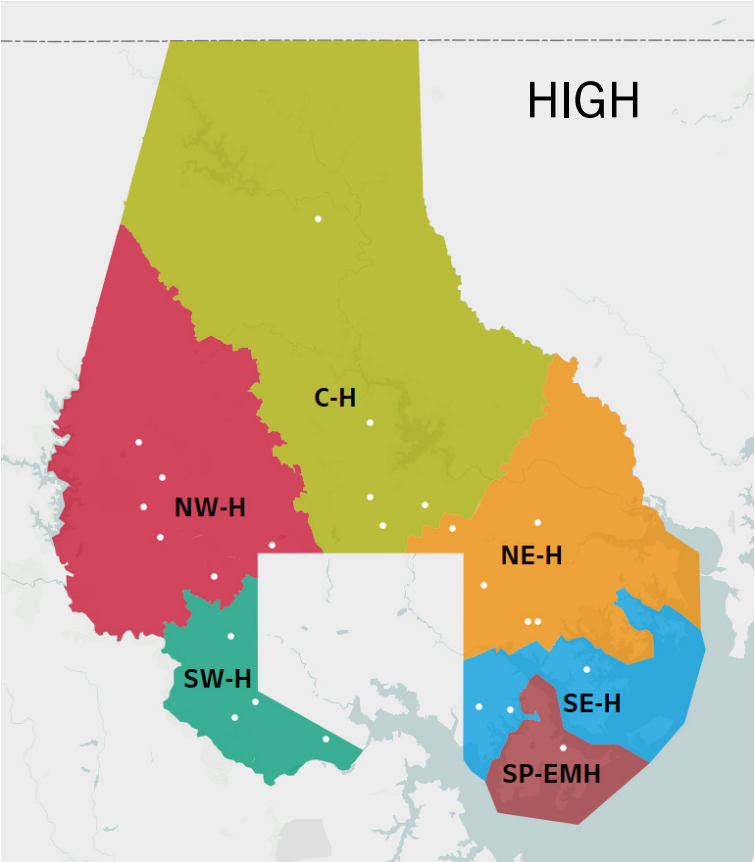
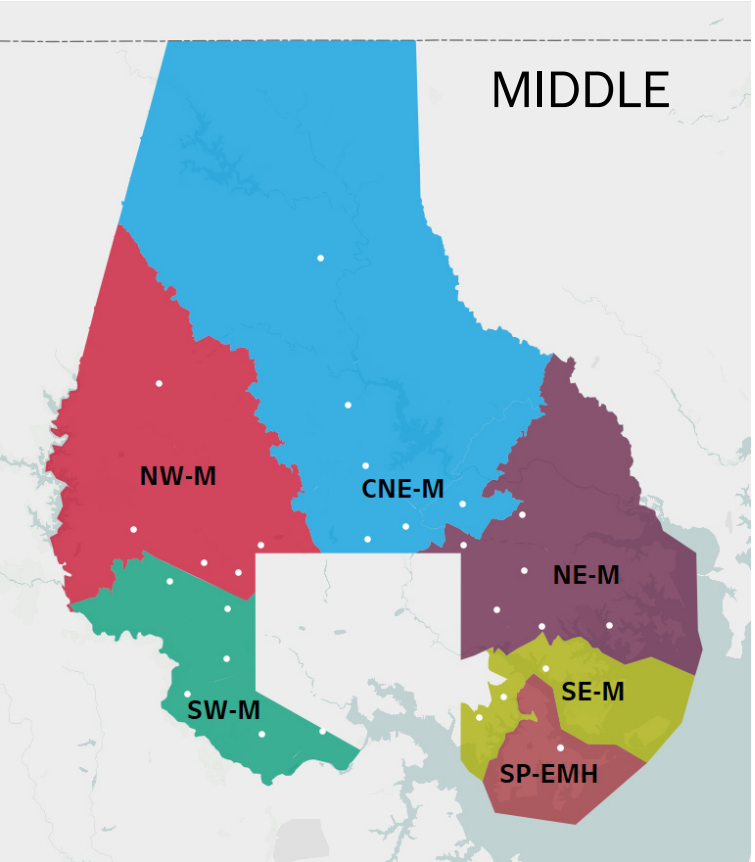
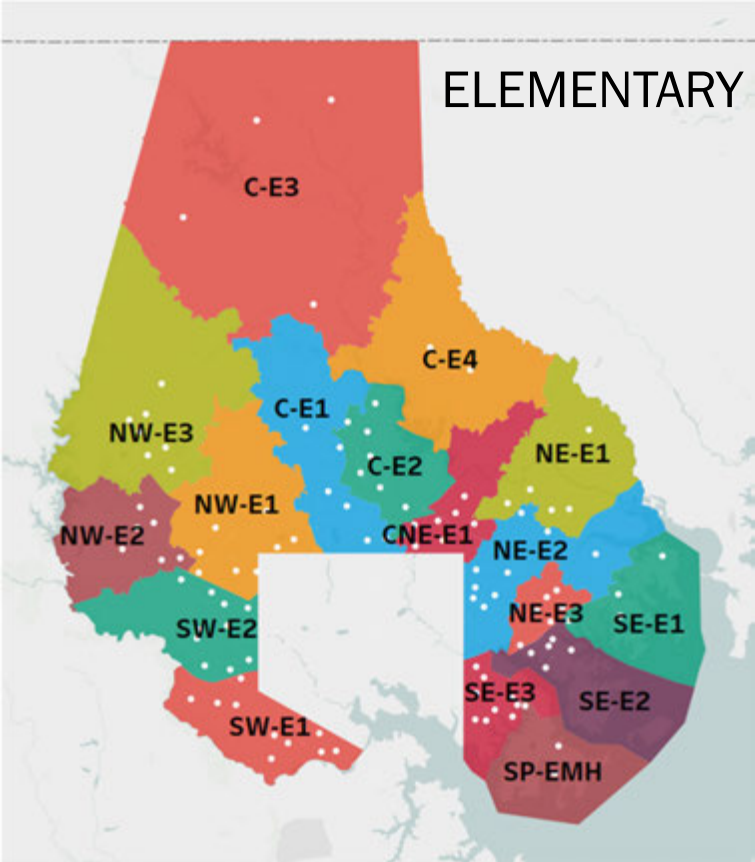
Planning Clusters

In order to focus on BCPS as a system of educational programs, the schools were organized in localized planning clusters based on geography and grade level.

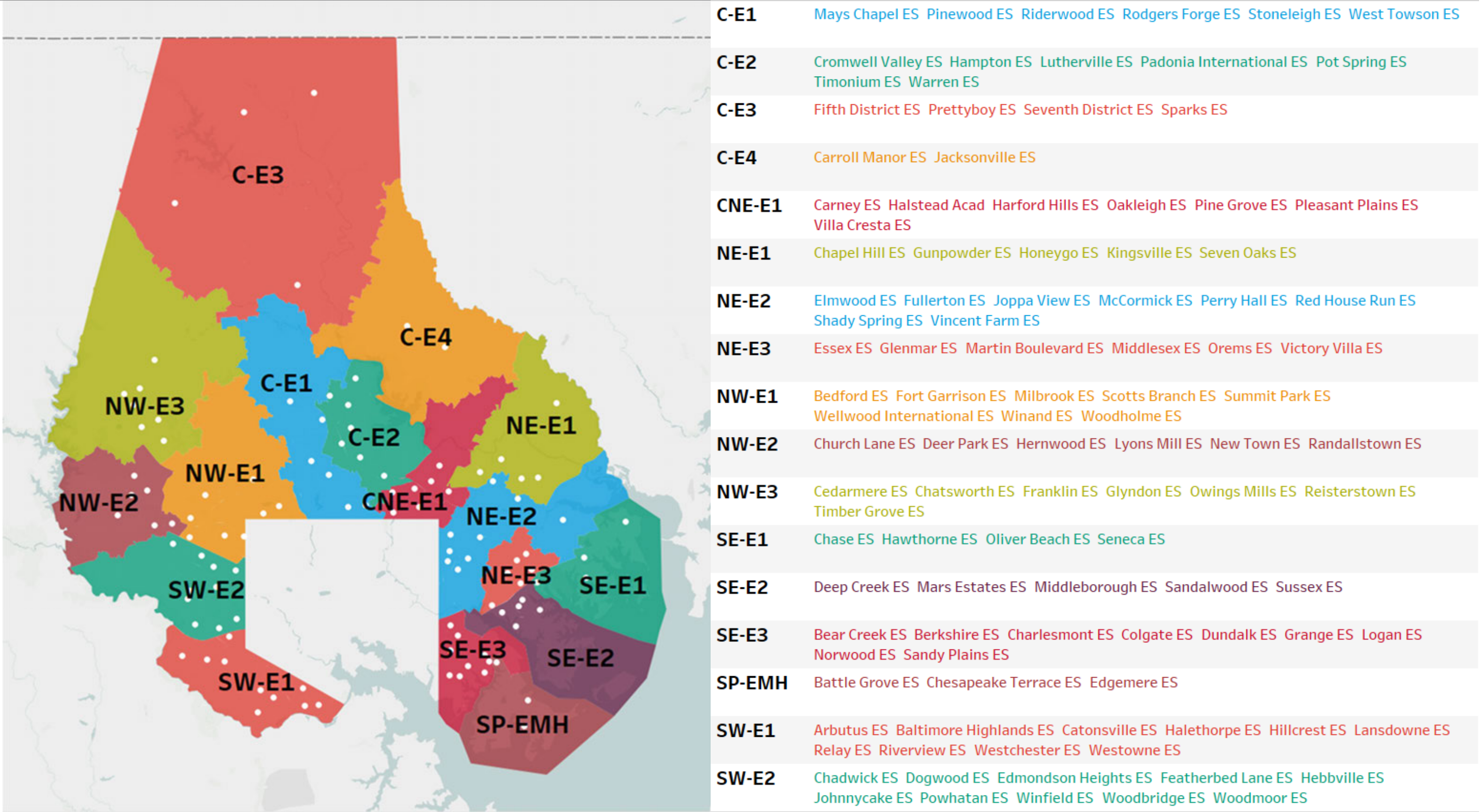
These planning clusters, depicted to the right, closely align with BCPS’ traditional Planning Areas (Southwest, Northwest, Central, Northeast, and Southeast), with some cross-area adjacencies (C-NE for Elementary and Middle, as well as Sparrows Point’s Elementary, Middle, and High School cluster designed to address its unique geography and outlier shared Middle and High School campus.

The MYIPAS process also featured exploration of facility options for BCPS’ vital special and alternative education programs both in conjunction with other planning clusters as well as focused engagements with internal and external BCPS stakeholders.

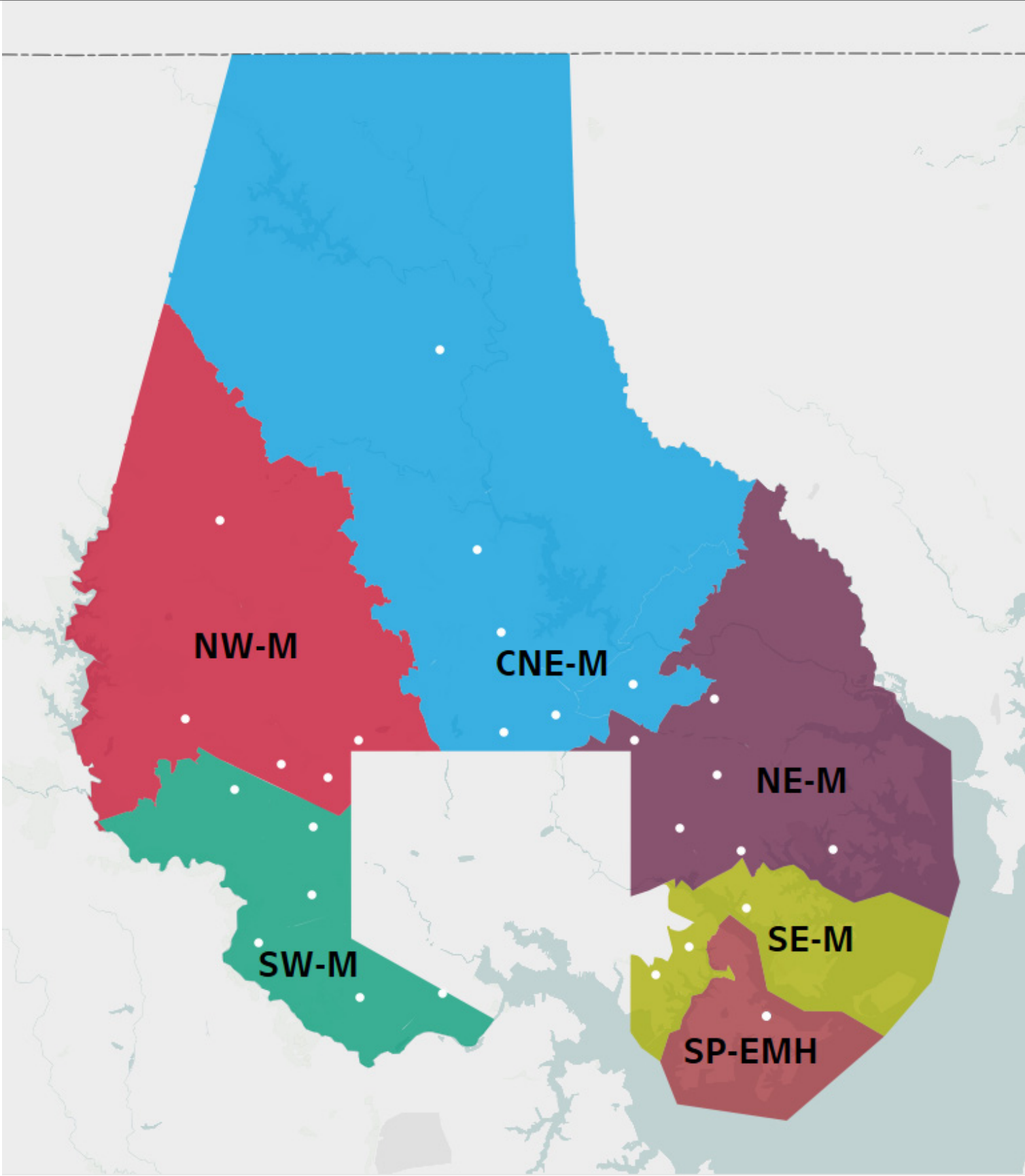
While MYIPAS used planning clusters as a starting point for organizing options planning, schools from geographically adjoining clusters or grade articulation affinities were routinely considered.



16 Elementary School Planning Clusters + Sparrows Point

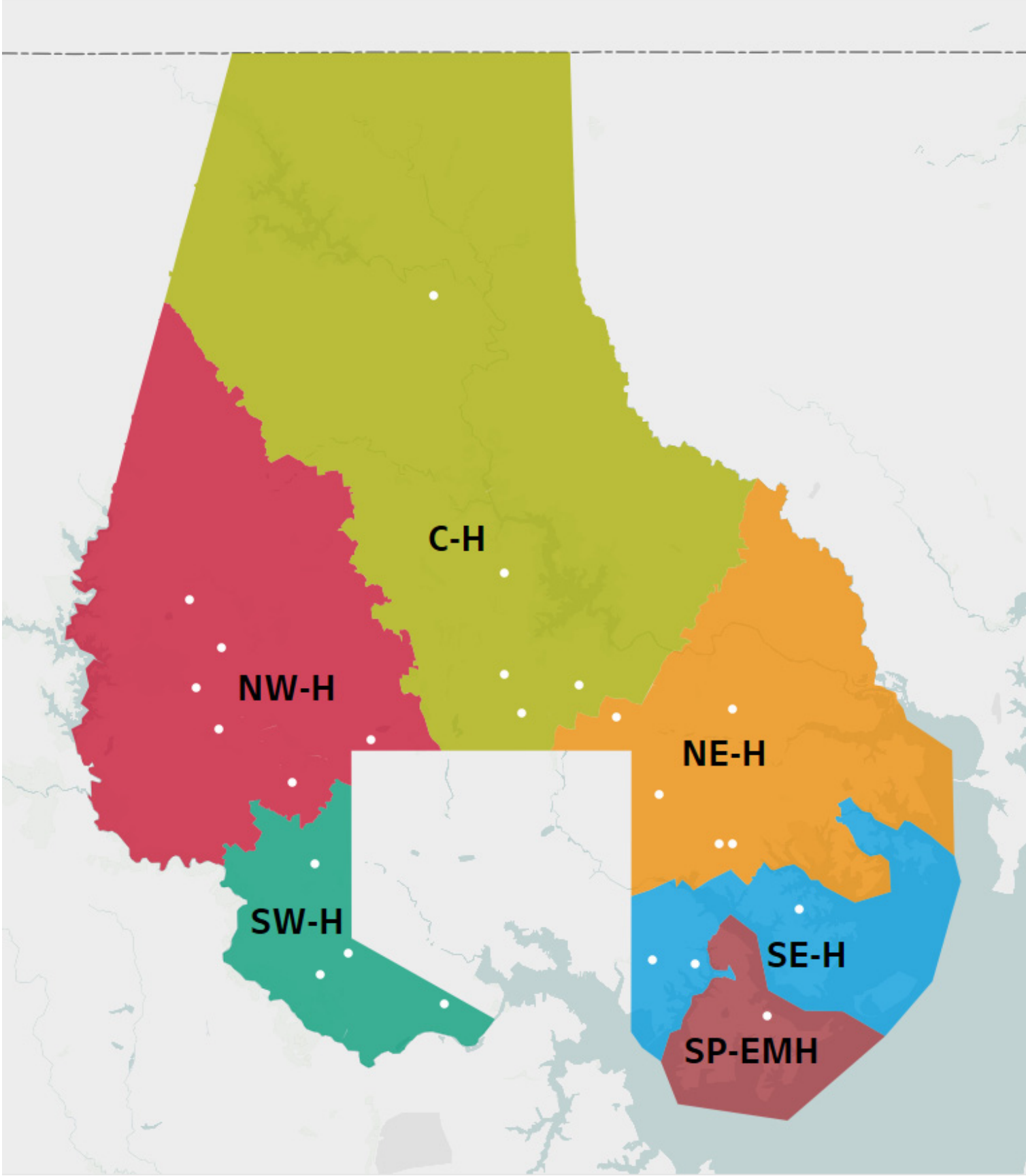


5 Middle School Planning Clusters + Sparrows Point



CNE-M	Cockeysville MS Dumbarton MS Hereford MS Loch Raven MS Pine Grove MS Ridgely MS
NE-M	Golden Ring MS Middle River MS New Relief MS NE Parkville MS Perry Hall MS Stemmers Run MS
NW-M	Deer Park MS Franklin MS Northwest Acad Pikesville MS Sudbrook Magnet MS
SE-M	Deep Creek MS Dundalk MS Stricker MS
SP-EMH	Sparrows Point MS
SW-M	Arbutus MS Catonsville MS Lansdowne MS Southwest Acad Windsor Mill MS Woodlawn MS

5 High School Planning Clusters + Sparrows Point



C-H	Carver HS Dulaney HS Hereford HS Loch Raven HS Towson HS
NE-H	Eastern Technical HS Kenwood HS Overlea HS Parkville HS Perry Hall HS
NE-M	New Relief HS NE
NW-H	Franklin HS Milford Mill HS New Town HS Owings Mills HS Pikesville HS Randallstown HS
SE-H	Chesapeake HS Dundalk HS Patapsco HS
SP-EMH	Sparrows Point HS
SW-H	Catonsville HS Lansdowne HS Western Tech Woodlawn HS

Specialized Centers



BC-PC	Battle Monument	Campfield ECC	Catonsville Center	Crossroads Center	Maiden Choice
	Meadowood Center	Ridge Ruxton	Rosedale Center	White Oak	

MYIPAS Planning Options at a Glance

Below is an outline of all MYIPAS draft options, with indications as to final recommendations, as well as web links to explanatory videos filed in Baltimore County’s YouTube library.

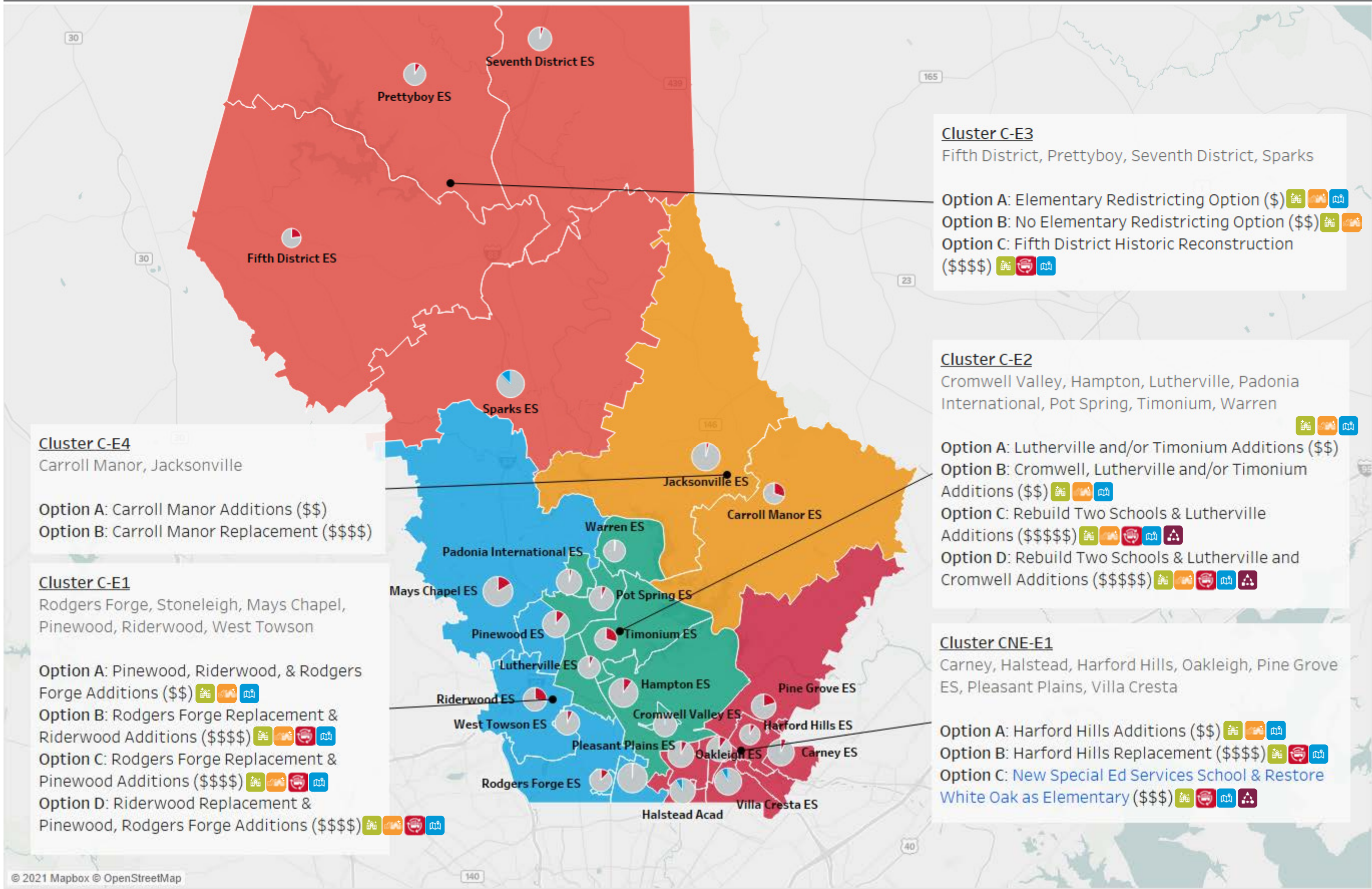
Planning Cluster	Planning Option Description	Video Explanation
C-E1	<div><div></div>Option A: Pinewood, Riderwood, & Rodgers Forge Additions (\$\$)</div> <div><div></div>Option B: Rodgers Forge Replacement & Riderwood Additions (\$\$\$)</div> <div><div></div>Option C: Rodgers Forge Replacement & Pinewood Additions (\$\$\$\$)</div> <div><div></div>Option D: Riderwood Replacement & Pinewood, Rodgers Forge Additions (\$\$\$\$)</div>	https://www.youtube.com/watch?v=nsBcgLgruYA&t=35s
C-E2	<div><div></div>Option A: Lutherville and/or Timonium Additions (\$\$)</div> <div><div></div>Option B: Cromwell, Lutherville and/or Timonium Additions (\$\$)</div> <div><div></div>Option C: Rebuild Two Schools & Lutherville Additions (\$\$\$\$)</div> <div><div></div>Option D: Rebuild Two Schools & Lutherville and Cromwell Additions (\$\$\$\$)</div>	https://www.youtube.com/watch?v=7eWbZZqMSxQ&t=5s
C-E3	<div><div></div>Option A: Elementary Redistricting Option (\$)</div> <div><div></div>Option B: No Elementary Redistricting Option (\$\$)</div> <div><div></div>Option C: Fifth District Historic Reconstruction (\$\$\$\$)</div>	https://www.youtube.com/watch?v=rw84IKlXP5Q&t=86s
C-E4	<div><div></div>Option A: Carroll Manor Additions (\$\$)</div> <div><div></div>Option B: Carroll Manor Replacement (\$\$\$\$)</div>	https://www.youtube.com/watch?v=jGeX0gpzLcs&t=3s
C-H	<div><div></div>Option A: Dulaney, Loch Raven, & Towson Additions (\$\$\$\$)</div> <div><div></div>Option B: Dulaney & Towson Replacement (\$\$\$\$+)</div>	https://www.youtube.com/watch?v=jXSBcNxAa1w
CNE-E1	<div><div></div>Option A: Harford Hills Additions (\$\$)</div> <div><div></div>Option B: Harford Hills Replacement (\$\$\$\$)</div> <div><div></div>Option C: New Special Ed Services School & Restore White Oak as Elementary (\$\$\$)</div>	https://www.youtube.com/watch?v=uJ8ZA3CwrWg
CNE-M	<div><div></div>Option A: Pine Grove MS Addition (\$\$)</div> <div><div></div>Option B: Pine Grove MS Addition & Cockeysville Expansion (\$\$)</div>	https://www.youtube.com/watch?v=Q3Rj4fxeV_k&t=68s
NE-E1	<div><div></div>Option A: Gunpowder Additions (\$\$)</div> <div><div></div>Option B: Kingsville Additions (\$\$)</div> <div><div></div>Option C: Seven Oaks Additions (\$\$)</div>	https://www.youtube.com/watch?v=Q3Rj4fxeV_k&t=68s
NE-E2	<div><div></div>Option A: New NE Elementary School & Red House Run Replacement (\$\$\$\$)</div>	https://www.youtube.com/watch?v=qvvGfVWLKGE
NE-E3	<div><div></div>Option A: Elementary Redistricting Option (\$)</div> <div><div></div>Option B: No Elementary Redistricting Option (\$)</div>	https://www.youtube.com/watch?v=yP-ic2CxFSQ
NE-H	<div><div></div>Option A: Overlea, Parkville HS, Perry Hall HS Additions (\$\$)</div> <div><div></div>Option B: New NE Relief High School on site TBD (\$\$\$\$)</div>	https://www.youtube.com/watch?v=0paqCIQsdoQ
NE-M	<div><div></div>Option A: New NE Middle School (\$\$\$\$)</div> <div><div></div>Option B: New NE Middle School & Repurpose Golden Ring as Special School (\$\$\$\$)</div>	https://www.youtube.com/watch?v=nFH372VZfiA
NW-E1	<div><div></div>Option A: Bedford and Summit Park Replacements & Scotts Branch Additions (\$\$\$\$)</div>	https://www.youtube.com/watch?v=iT2zieooQVs
NW-E2	<div><div></div>Option A: Deer Park ES Replacement (\$\$\$\$)</div>	https://www.youtube.com/watch?v=IG5d9KT1oHk
NW-E3	<div><div></div>Option A: Franklin, Owings Mills, and Timber Grove Additions (\$\$)</div> <div><div></div>Option B: New NW Elementary Relief School on site TBD (\$\$\$\$)</div>	https://www.youtube.com/watch?v=EaB-lmVnEj4
NW-H	<div><div></div>Option A: Redistrict & Renovations and Enhancements (\$)</div> <div><div></div>Option B: Owings Mills HS Additions & No Redistricting (\$\$)</div>	https://www.youtube.com/watch?v=9A4yTccckTY
NW-M	<div><div></div>Option A: Middle School Redistricting Option (\$)</div> <div><div></div>Option B: No Middle School Redistricting Option (\$)</div> <div><div></div>Option C: Deer Park Addition; No Redistricting (\$\$)</div>	https://www.youtube.com/watch?v=r8FnDOWZycE

Planning Cluster	Planning Option Description	Video Explanation
SE-E1	<div><div></div>Option A: Renovations and Enhancements (\$)</div>	https://www.youtube.com/watch?v=raINTLXgeUY
SE-E2	<div><div></div>Option A: Deep Creek Additions (\$\$)</div> <div><div></div>Option B: Deep Creek Replacement (\$\$\$\$)</div>	https://www.youtube.com/watch?v=MKkwj2l-7bY
SE-E3	<div><div></div>Option A: Elementary Redistricting: Holabird Remains 4th-8th Grade (\$)</div> <div><div></div>Option B: No Elementary Redistricting: Holabird Remains 4th-8th Grade (\$\$)</div> <div><div></div>Option C: Elementary Redistricting: Holabird Reverts to 6th-8th Grade Middle School (\$\$)</div> <div><div></div>Option D: No Elementary Redistricting; Holabird Reverts to 6th-8th MS (\$\$)</div> <div><div></div>Option E: Grange Replacement; Holabird Reverts to 6th-8th Grade Middle School (\$\$)</div>	https://www.youtube.com/watch?v=DIwMAAGXnAU
SE-H	<div><div></div>Option A: Dundalk HS and Patapsco Additions (\$\$\$)</div> <div><div></div>Option A: Dundalk HS Additions & Patapsco Replacement (\$\$\$\$)</div>	https://www.youtube.com/watch?v=7tp6S0XxH_E
SE-M	<div><div></div>Option A: Renovations and Enhancements (\$)</div>	https://www.youtube.com/watch?v=TzSbLdGm1a8
SP-EMH	<div><div></div>Option A: Sparrows Point HS & MS Additions (\$\$)</div> <div><div></div>Option B: New Sparrows Point MS on Chesapeake Terrace; Consolidated ES on Edgemere (\$\$\$\$)</div> <div><div></div>Option C: New Sparrows Point MS on Edgemere; Consolidated ES on Chesapeake Terrace (\$\$\$\$)</div> <div><div></div>Option D: New Sparrows Point MS on new site TBD (\$\$)</div>	https://www.youtube.com/watch?v=P1McwXsZh7s
SW-E1	<div><div></div>Option A: Elementary Redistricting Option (\$)</div> <div><div></div>Option B: No Elementary Redistricting Option (\$)</div> <div><div></div>Option C: Arbutus ES/ Halethorpe Additions (\$\$)</div> <div><div></div>Option D: Arbutus ES Replacement (\$\$\$\$)</div> <div><div></div>Option E: Arbutus/Halethorpe Consolidation (\$\$\$\$)</div>	https://www.youtube.com/watch?v=inYJpgcqi6E
SW-E2	<div><div></div>Option A: Woodbridge Additions (\$\$)</div> <div><div></div>Option B: Woodbridge and Featherbed Additions (\$\$)</div> <div><div></div>Option C: New Southwest Academy MS on Johnnycake (\$\$\$\$)</div> <div><div></div>Option D: Featherbed Replacement (\$\$\$\$)</div>	https://www.youtube.com/watch?v=MKkwj2l-7bY
SW-H	<div><div></div>Option A: Lansdowne HS Replacement (\$\$\$\$)</div> <div><div></div>Option B: Lansdowne HS Replacement & Catonsville HS Additions (\$\$\$\$)</div> <div><div></div>Option C: Lansdowne HS Replacement & New Arbutus HS (\$\$\$\$+)</div>	https://www.youtube.com/watch?v=dnZZilmnfDc
SW-M	<div><div></div>Option A: Middle School Redistricting Option (\$)</div> <div><div></div>Option B: No Middle School Redistricting Option (\$)</div> <div><div></div>Option C: New Southwest Academy MS on Johnnycake (\$\$\$\$)</div>	https://www.youtube.com/watch?v=vEC0xaVQWiA
BC-PC	<div><div></div>Option A: Special Ed and Alt Ed Center Enhancements</div>	
BC-PK	<div><div></div>Option A: Pre-K Expansion</div>	
BC-CTE	<div><div></div>Option A: CTE</div>	
<div><div></div>Recommended Option</div> <div><div></div>Further Study Recommended</div> <div><div></div>Recommended to integrate into CIP once requirements are known, extending program ~ 1 yr.</div> <div><div></div>Option Not Recommended</div>		

Central



C Planning Area: Clusters C-E1, C-E2, C-E3, C-E4, and CNE-E1



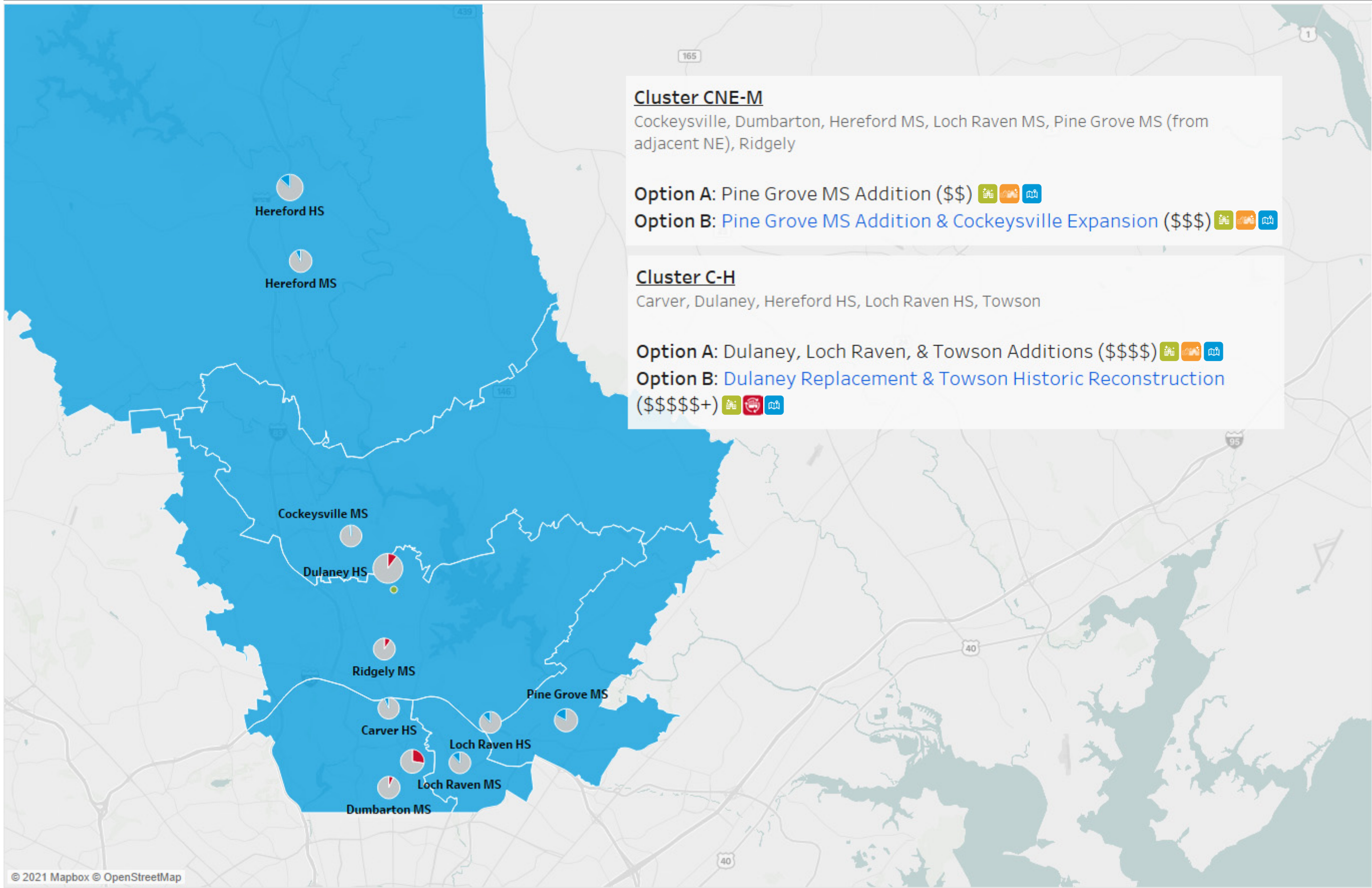
Order of Draft Options is arbitrary and not indicative of priority.

Draft Options were developed in consultation with the Focus Group Summit (FGS) and feedback from the Stakeholder Advisory Committee (SAC).

Alternative options offered by the SAC are indicated in blue font.

Final recommendations and prioritization will be made in consideration of BCPS educational objectives, cost/benefit analysis, resource availability, countywide equity, and community input, and may include new options not currently listed.

C Planning Area: Clusters CNE-M and C-H



Order of Draft Options is arbitrary and not indicative of priority.

Draft Options were developed in consultation with the Focus Group Summit (FGS) and feedback from the Stakeholder Advisory Committee (SAC).
































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Planning Cluster: C-E1

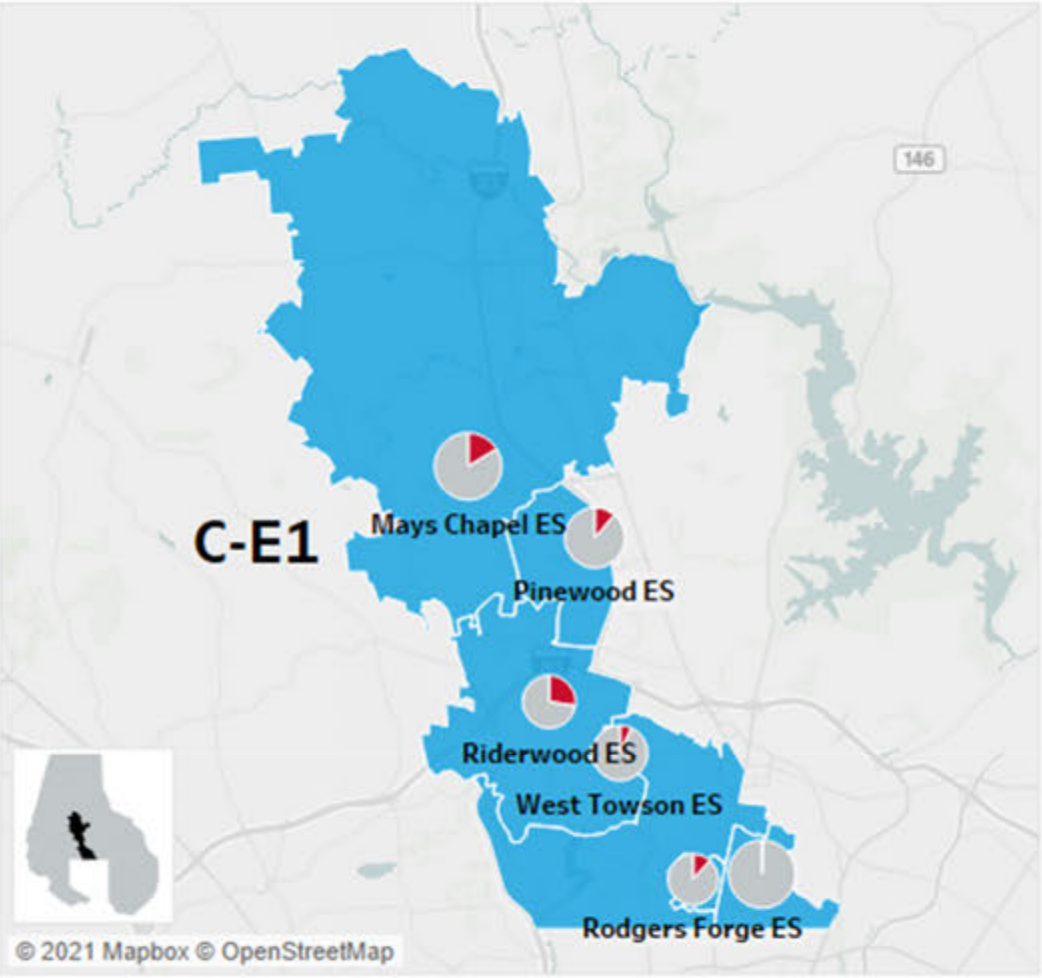
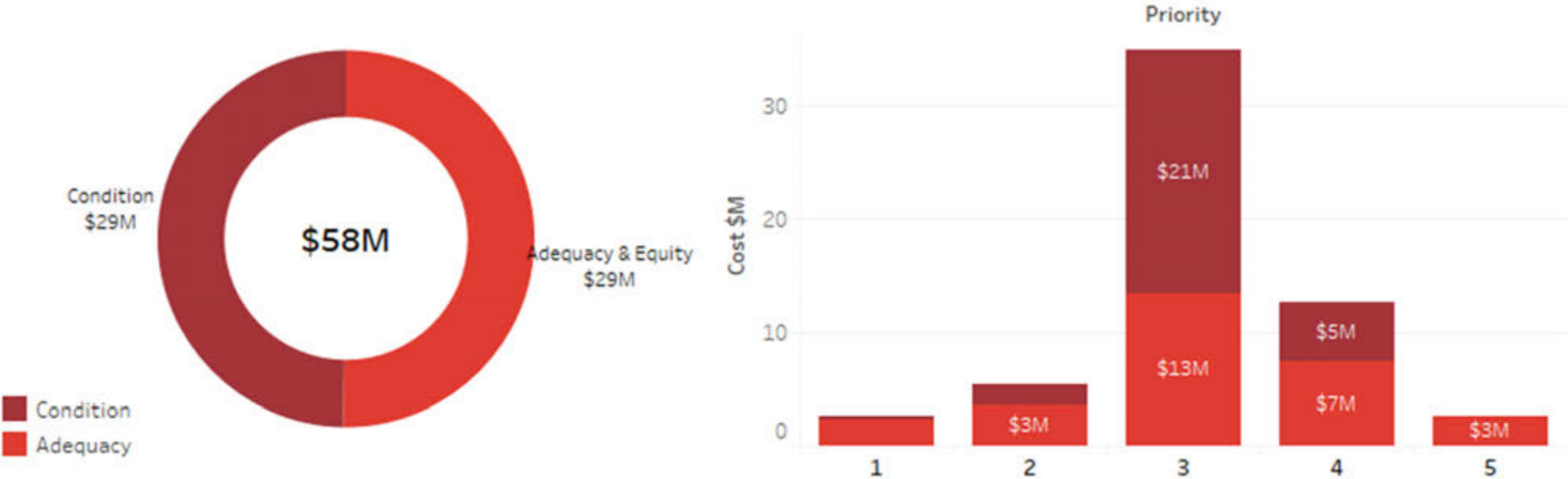
Mays Chapel, Pinewood, Riderwood, Rodgers Forge, Stoneleigh, West Towson

Facility Assessment Data:

Cluster C-E1	School	Year Built / Updated	Acres	(a) Enrollment 2019 / 2026 / Growth	(b) State Rated Capacity	(c = a / b) Capacity Utilization 2026	(d = b - a) Capacity Surplus / (Shortage) 2026	Capacity Score	Condition Score	Adequacy & Equity Score	Agg Need Score	Rank @ Grade
	Mays Chapel ES	2014	20.2	704 / 839 / 135	702	120%	 -137	 80	 100	 83	88	97/107
	Pinewood ES	1966 / 2001	20.5	581 / 640 / 59	568	113%	 -72	 87	 76	 58	73	23/107
	Riderwood ES	1965 / 2001	14.9	453 / 606 / 153	440	138%	 -166	 62	 79	 65	69	13/107
	Rodgers Forge ES	1951 / 2000	13.2	468 / 450 / -18	396	114%	 -54	 86	 76	 73	78	43/107
	Stoneleigh ES	1930 / 2014	15.4	748 / 704 / -44	700	101%	 -4	 99	 93	 68	86	95/107
	West Towson ES	2010	8.3	486 / 516 / 30	480	108%	 -36	 93	 100	 82	91	99/107
CLUSTER TOTAL				3,755	3,286	114%	 -469	<div><div></div> capacity shortage 2026</div> <div><div></div> capacity filled 2026</div> <div><div></div> capacity surplus 2026</div>				



Cost of Condition & Adequacy and Equity Needs:






CannonDesign Recommendation

A

Pinewood, Riderwood, & Rodgers Forge Additions

\$\$\$\$\$



- Classroom additions for 475-500 total capacity at Pinewood, Riderwood, and Rogers Forge.
- Elementary boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.

Benefits

- Relieves area crowding without costly building replacements.
- Capital investment spread among more schools.
- All students benefit from upgrades and enhancements




Challenges

- Historic buildings at Stoneleigh may require additional renovation costs or limit redevelopment options.
- Program Open Space (POS) construction restrictions at Mays Chapel.
- Confirm Riderwood enrollment projects in light of 2021 enrollment (shifting enrollment pattern).

B

Rodgers Forge Replacement & Riderwood Additions

\$\$\$\$\$



- Demolish and replace Rodgers Forge at 750 capacity.
- Classroom additions for 100-125 capacity at **Riderwood**.
- Elementary boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.

Benefits

- Relieves area crowding.
- All students benefit from upgrades and enhancements.




Challenges

- Rocky soil conditions at Rodgers Forge may require additional site costs or limit redevelopment options.
- Historic buildings at Stoneleigh may require additional renovation costs or limit redevelopment options.
- Program Open Space (POS) construction restrictions at Mays Chapel.
- Confirm Riderwood enrollment projects in light of 2021 enrollment (shifting enrollment pattern).

C

Rodgers Forge Replacement & Pinewood Additions

\$\$\$\$\$



- Demolish and replace Rodgers Forge at 750 capacity.
- Classroom additions for 100-125 capacity at **Pinewood**.
- Elementary boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.

Benefits

- Relieves area crowding.
- All students benefit from upgrades and enhancements.




Challenges

- Rocky soil conditions at Rodgers Forge may require additional site costs or limit redevelopment options.
- Historic buildings at Stoneleigh may require additional renovation costs or limit redevelopment options.
- Program Open Space (POS) construction restrictions at Mays Chapel.
- Confirm Riderwood enrollment projects in light of 2021 enrollment (shifting enrollment pattern).

D

Riderwood Replacement & Pinewood, Rodgers Forge Additions

\$\$\$\$\$



- Demolish and replace Riderwood at 750 capacity.
- Classroom additions for 100-125 total capacity at **Pinewood and Rodgers Forge**.
- Elementary boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.

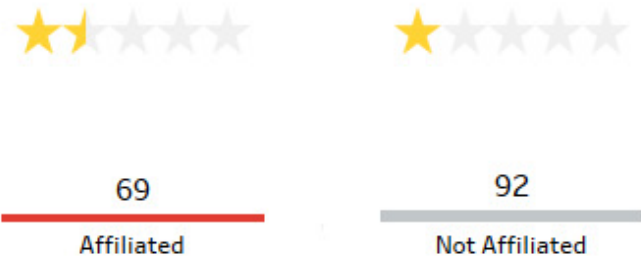
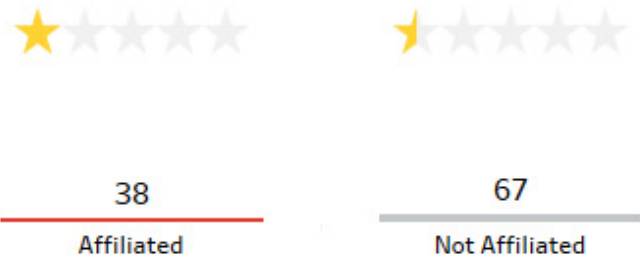
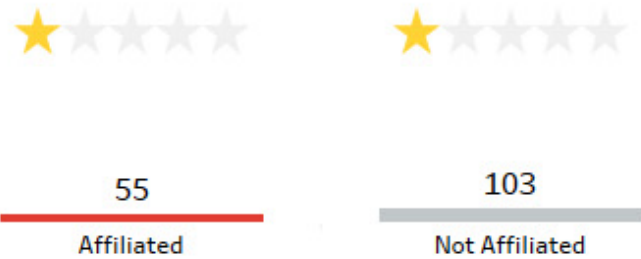
Benefits

- Relieves area crowding.
- All students benefit from upgrades and enhancements.

Challenges

- Rocky soil conditions at Rodgers Forge may require additional site costs or limit redevelopment options.
- Historic buildings at Stoneleigh may require additional renovation costs or limit redevelopment options.
- Program Open Space (POS) construction restrictions at Mays Chapel.
- Confirm Riderwood enrollment projects in light of 2021 enrollment (shifting enrollment pattern).








Stakeholder Support by impacted school affiliation



Planning Cluster: C-E2

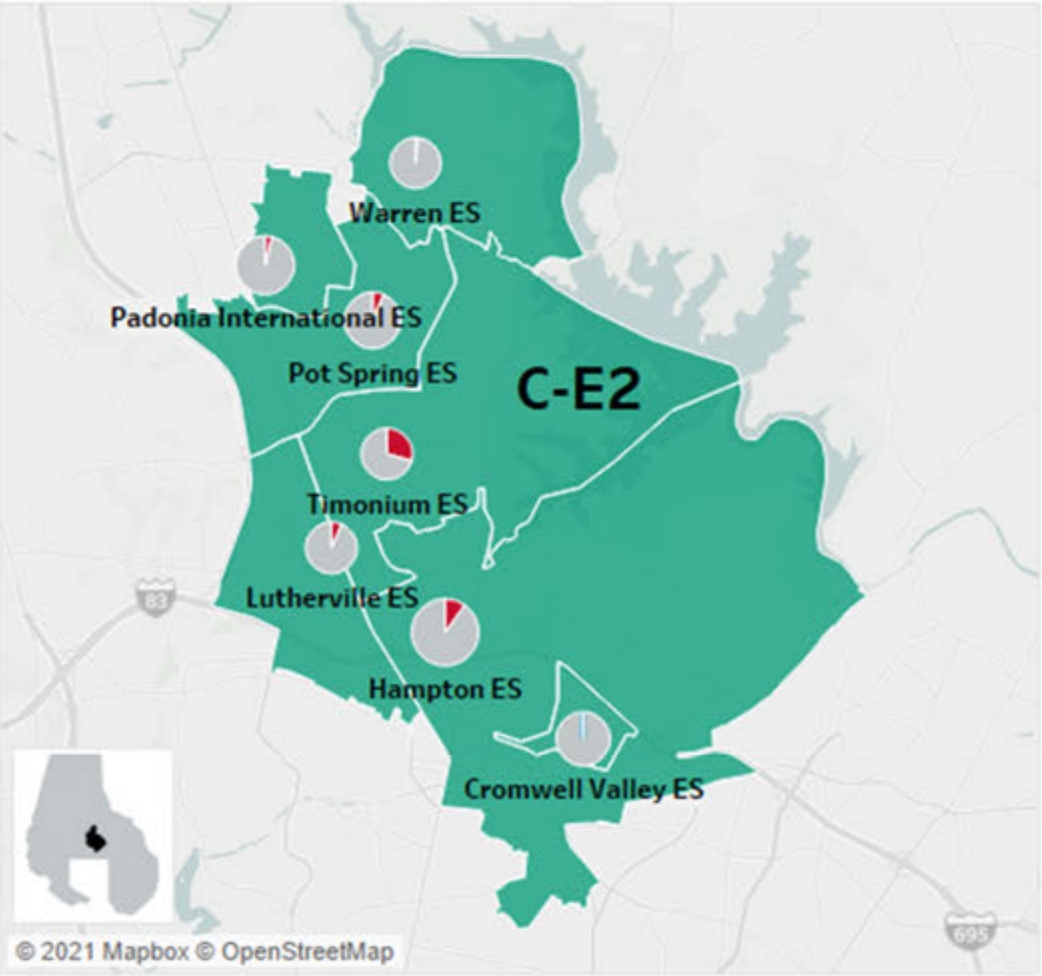
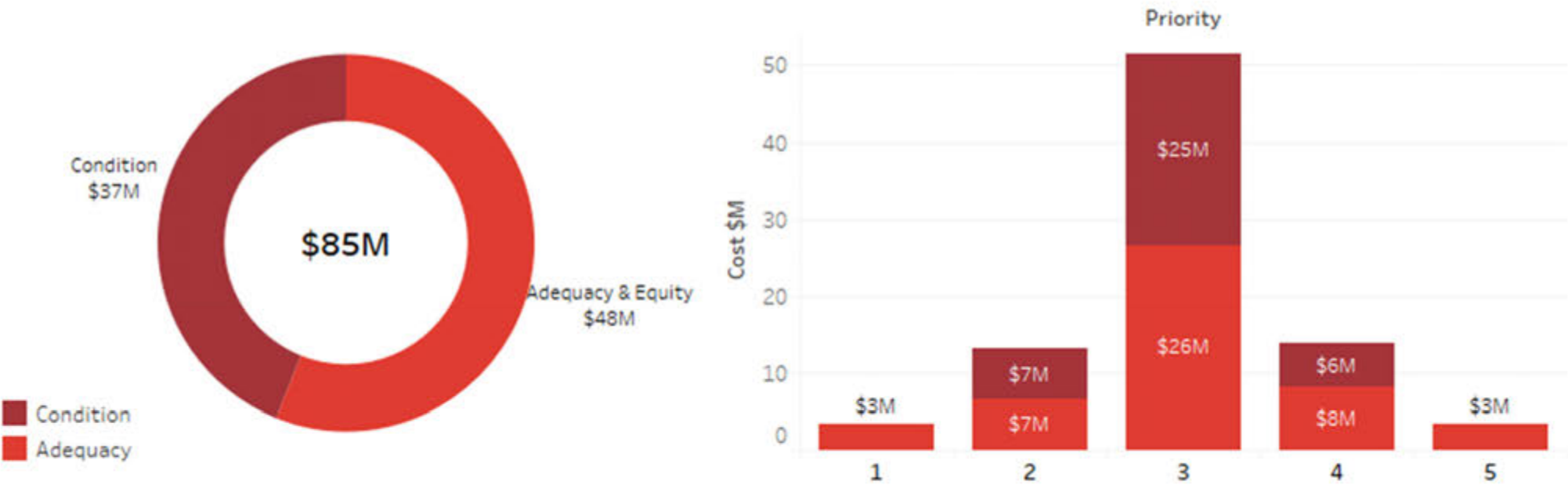
Cromwell Valley, Hampton, Lutherville, Padonia, Pot Spring, Timonium, Warren

Facility Assessment Data:

Cluster C-E2	School	Year Built / Updated	Acres	(a) Enrollment 2019 / 2026 / Growth	(b) State Rated Capacity	(c = a / b) Capacity Utilization 2026	(d = b - a) Capacity Surplus / (Shortage) 2026	Capacity Score	Condition Score	Adequacy & Equity Score	Agg Need Score	Rank @ Grade
	Cromwell Valley ES	1963 / 2001	15.8	366 / 432 / 66	434	100%	2	100	79	63	80	61/107
	Hampton ES	1958 / 2013	15.3	579 / 744 / 165	670	111%	-74	89	92	76	85	88/107
	Lutherville ES	1951 / 1993	13.3	368 / 423 / 55	395	107%	-28	93	86	60	79	51/107
	Padonia Internationa..	1968 / 2001	14.3	487 / 534 / 47	513	104%	-21	96	79	58	77	31/107
	Pot Spring ES	1963 / 2001	14.7	459 / 508 / 49	475	107%	-33	93	88	62	81	65/107
	Timonium ES	1959 / 1967	12.7	484 / 559 / 75	395	142%	-164	58	77	57	64	5/107
	Warren ES	1971	20.3	391 / 391 / 0	385	102%	-6	98	86	65	83	79/107
CLUSTER TOTAL				3,591	3,267	110%	-324	<div><div></div>capacity shortage 2026</div> <div><div></div>capacity filled 2026</div> <div><div></div>capacity surplus 2026</div>				






Cost of Condition & Adequacy and Equity Needs:



A Lutherville and/or Timonium Additions

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-  Classroom additions for 200-250 total capacity at Lutherville and/or Timonium.
-  Elementary boundary redistricting.
-  All schools undergo prioritized repairs and renovations with educational and equity enhancements.
- Analyze with adjacent CNE-E1 Cluster.

- Benefits
- Relieves area crowding with additions at two of the smallest area schools.
 - All students benefit from upgrades and enhancements.




- Challenges
-

Stakeholder Support by impacted school affiliation



CannonDesign Recommendation
B Lutherville and/or Timonium Additions & Cromwell Magnet Expansion

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-  Classroom additions for 200-250+ total capacity at Cromwell, and Lutherville and/or Timonium.
-  Keeping Cromwell's current neighborhood boundary, additional capacity for out of area magnet students.
-  Elementary boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.
- Analyze with adjacent CNE-E1 Cluster.






- Benefits
- Relieves area crowding with additions at two of the smallest area schools.
 - Provides more geographic diversity and magnet options for area students.
 - All students benefit from upgrades and enhancements.

- Challenges
-



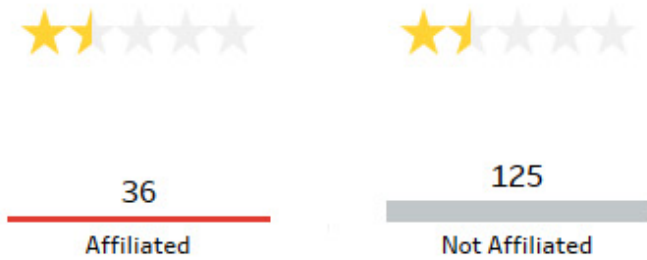
C Rebuild Two Schools & Lutherville Additions

\$\$\$\$\$

-  Demolish and replace two schools at 750 students each for Pot Spring, Timonium, and Warren 3-to-2 consolidation.
-  Repurpose third site for school/community functions.
-  Classroom additions for 75-100 capacity at Lutherville.
-  Elementary boundary redistricting.
-  All schools undergo prioritized repairs and renovations with educational and equity enhancements.
- Analyze with adjacent CNE-E1 Cluster.






- Benefits
- Relieves area crowding.
 - Operational efficiencies from consolidation can increase budgets available for educational program.
 - Surplus property can be used for high-need functions or land swap to solve other capacity challenges.
 - All students benefit from upgrades and enhancements.

- Challenges
- Increased transportation time and cost.



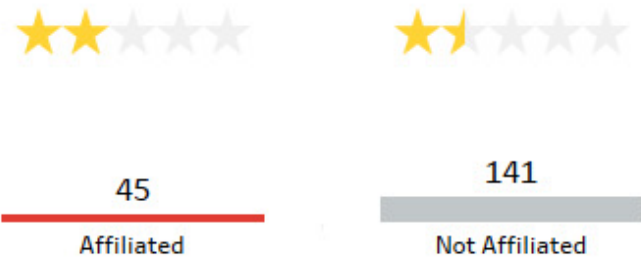
D Rebuild Two Schools, Lutherville Additions, & Cromwell Magnet Expansion

\$\$\$\$\$

-  Demolish and replace two schools at 750 students each for Pot Spring, Timonium, and Warren 3-to-2 consolidation.
-  Repurpose third site for school/community functions.
-  Classroom additions for 75-100+ capacity at Cromwell and Lutherville.
-  Keeping Cromwell's current neighborhood boundary, additional capacity for out of area magnet students.
-  Elementary boundary redistricting. All schools undergo prioritized repairs and renovations with educational and equity enhancements.
- Analyze with adjacent CNE-E1 Cluster.






















- Benefits
- Relieves area crowding.
 - Provides more geographic diversity and magnet options for area students.
 - Operational efficiencies from consolidation can increase budgets available for educational program.
 - Surplus property can be used for high-need functions or land swap to solve other capacity challenges.
 - All students benefit from upgrades and enhancements.

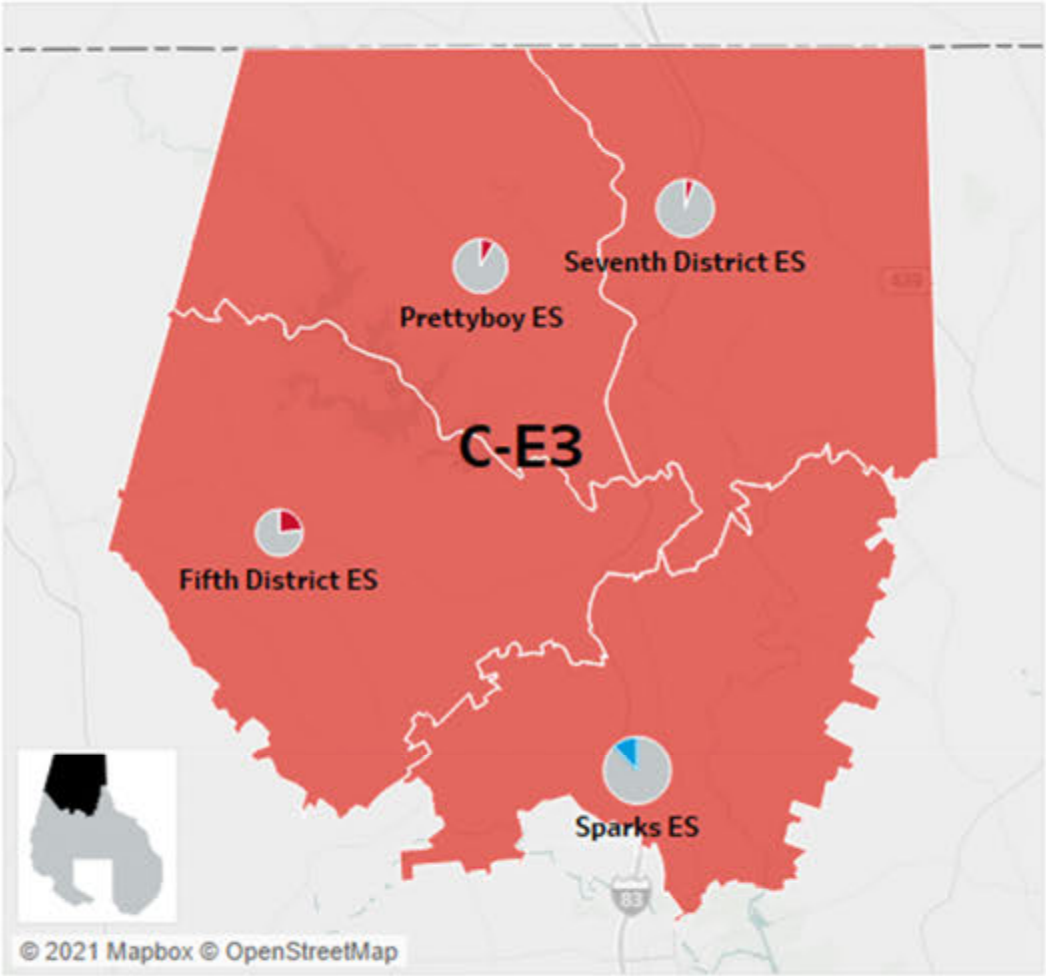
- Challenges
- Increased transportation time and cost.



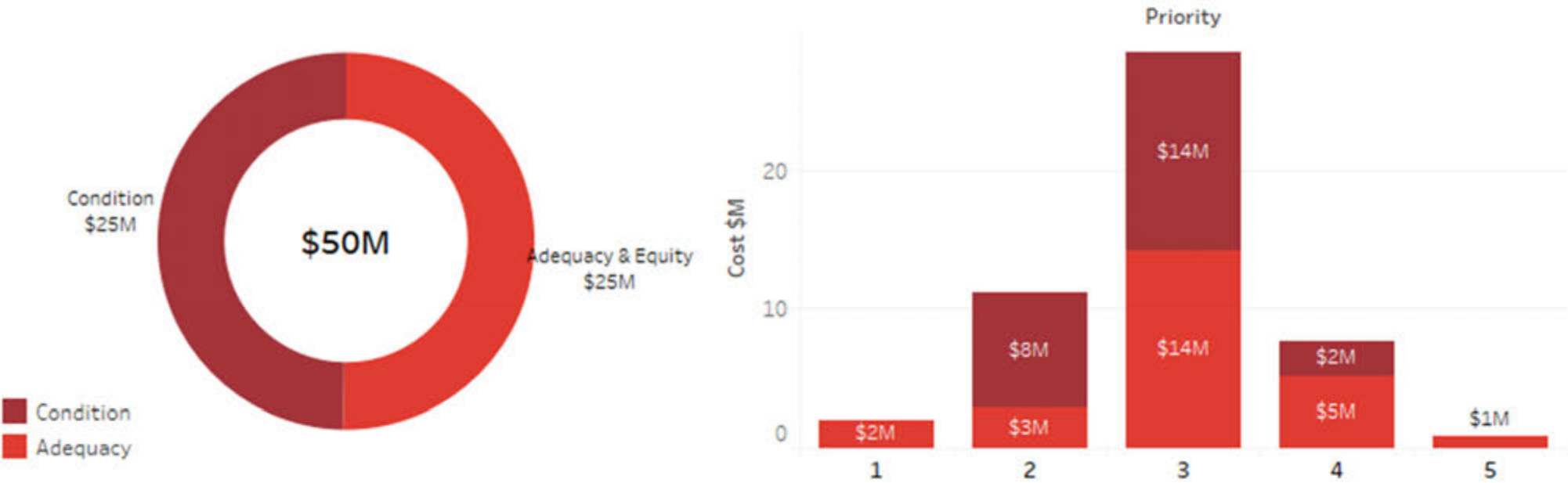
Planning Cluster: C-E3 Fifth District, Prettyboy, Seventh District, Sparks

Facility Assessment Data:

Cluster C-E3	School	Year Built / Updated	Acres	(a) Enrollment 2019 / 2026 / Growth	(b) State Rated Capacity	(c = a / b) Capacity Utilization 2026	(d = b-a) Capacity Surplus / (Shortage) 2026	Capacity Score	Condition Score	Adequacy & Equity Score	Agg Need Score	Rank @ Grade
	Fifth District ES	1932 / 2000	19.5	322 / 386 / 64	296	130%					68	10/107
	Prettyboy ES	1931 / 2000	15.1	422 / 422 / 0	387	109%					79	47/107
	Seventh District ES	1969 / 1997	19.6	396 / 465 / 69	441	105%					64	6/107
	Sparks ES	1909 / 2015	63.0	509 / 530 / 21	604	88%					84	84/107
CLUSTER TOTAL				1,803	1,728	104%		<div> <div></div>capacity shortage 2026 <div></div>capacity filled 2026 <div></div>capacity surplus 2026 </div>				



Cost of Condition & Adequacy and Equity Needs:



A Elementary Redistricting Option

CannonDesign Recommendation
B No Elementary Redistricting Option

C Fifth District Historic Reconstruction

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- Classroom additions for 75-100 capacity and cafeteria expansion at 5th District.
- Elementary boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.

- Classroom additions for 75-100 capacity and cafeteria expansion at 5th District.
- Classroom additions for 50 capacity at Prettyboy and 25 capacity at Seventh District.
- No elementary boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.

- Selective demolition and historic reconstruction of 5th District with master-planned core capacity for 700 with classrooms for 400.
- Elementary boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.

Benefits

- Relieves area crowding without costly building replacements and avoidable additions.
- All students benefit from upgrades and enhancements.

Benefits

- Relieves area crowding without costly building replacements.
- All students benefit from upgrades and enhancements.

Benefits

- Relieves area crowding.
- All students benefit from upgrades and enhancements.

Challenges

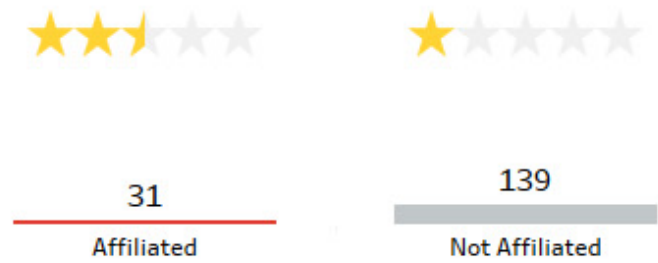
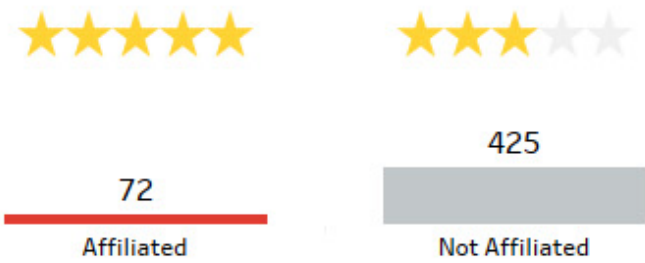
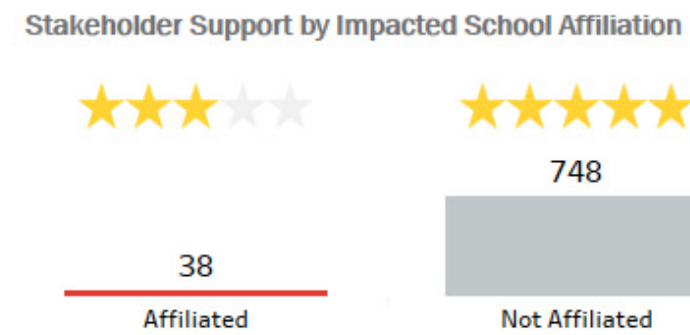
- Historic buildings at Fifth District and Prettyboy may require additional renovation costs or limit redevelopment options.

Challenges

- Historic buildings at Fifth District and Prettyboy may require additional renovation costs or limit redevelopment options.

Challenges












- Historic buildings at Fifth District and Prettyboy may require additional renovation costs or limit redevelopment options.

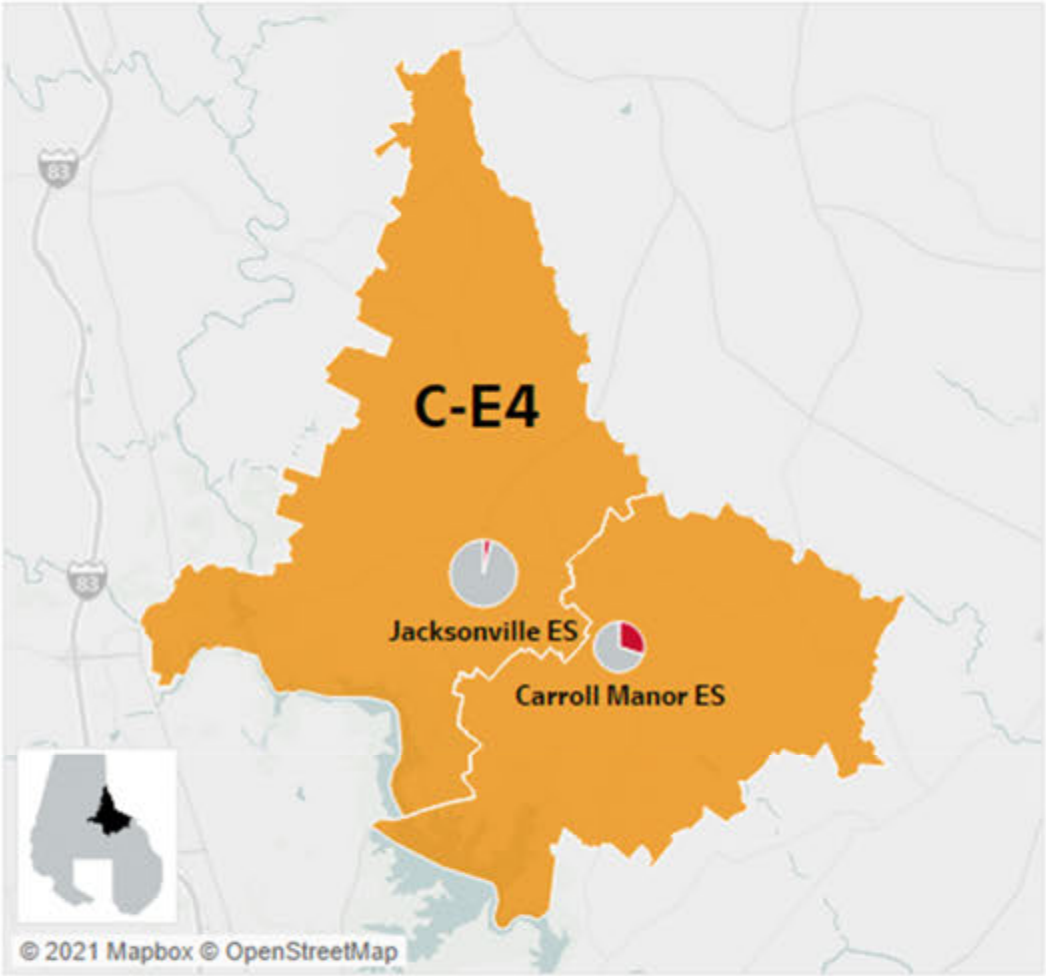


Planning Cluster: C-E4

Carroll Manor, Jacksonville

Facility Assessment Data:

Cluster C-E4	School	Year Built / Updated	Acres	(a) Enrollment 2019 / 2026 / Growth	(b) State Rated Capacity	(c = a / b) Capacity Utilization 2026	(d = b - a) Capacity Surplus / (Shortage) 2026	Capacity Score	Condition Score	Adequacy & Equity Score	Agg Need Score	Rank @ Grade
	Carroll Manor ES	1935 / 2000	17.4	389 / 522 / 133	365	143%					63	4/107
	Jacksonville ES	1994	28.5	550 / 665 / 115	640	104%					81	67/107
CLUSTER TOTAL				1,187	1,005	118%		<div> <div>capacity shortage 2026</div> <div>capacity filled 2026</div> <div>capacity surplus 2026</div> </div>				




Cost of Condition & Adequacy and Equity Needs:




CannonDesign Recommendation

A Carroll Manor Additions


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- Classroom additions for 175-200 capacity at Carroll Manor.



- Minor or deferable elementary boundary redistricting.






- All schools undergo prioritized repairs and renovations with educational and equity enhancements.

Benefits
<ul style="list-style-type: none">Relieves area crowding without costly building replacements and avoidable additions.Faster timeline.All students benefit from upgrades and enhancements.

Challenges
<ul style="list-style-type: none">Historic buildings at Carroll Manor may require additional renovation costs or limit redevelopment options.Student/parent/staff affinity for the historic building has to be studied and considered.

B Carroll Manor Replacement

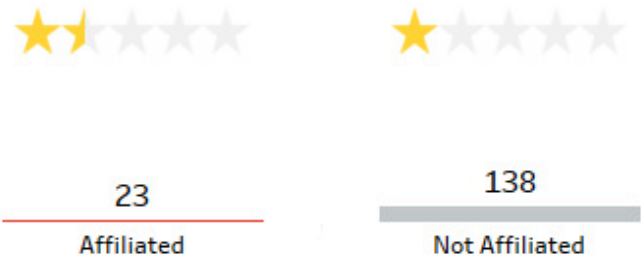
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- 
 - Selective demoltion and historic reconstruction of 5th District with master-planned core capacity for 700 with classrooms for 550.
- 
 - Minor or deferable elementary boundary redistricting.
- 
 - Jacksonville undergoes prioritized repairs and renovations with educational and equity enhancements.

Benefits
<ul style="list-style-type: none">Relieves area crowding.All students benefit from upgrades and enhancements.

Challenges
<ul style="list-style-type: none">Historic buildings at Carroll Manor may require additional renovation costs or limit redevelopment options.Student/parent/staff affinity for the historic building has to be studied and considered.Longer funding, design, and construction timeline.





































Stakeholder Support by impacted school affiliation



Planning Cluster: CNE-E1

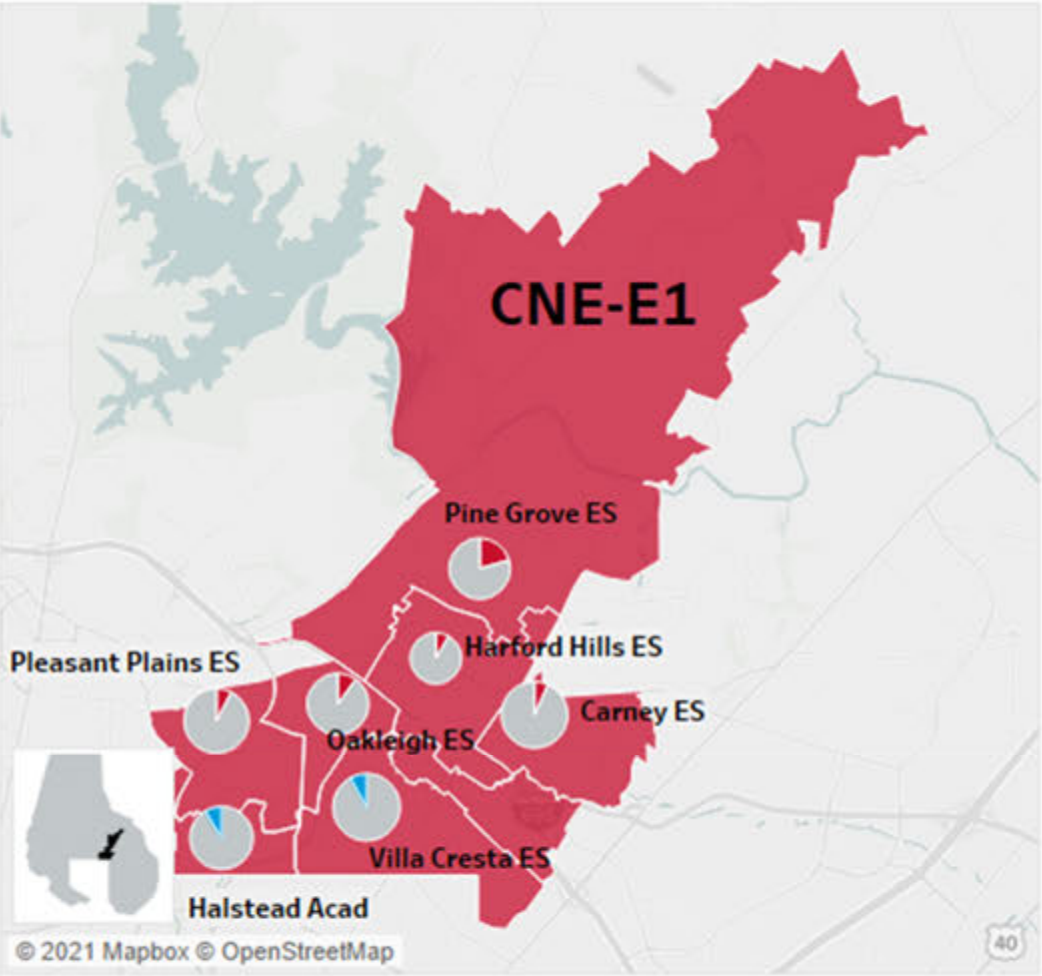
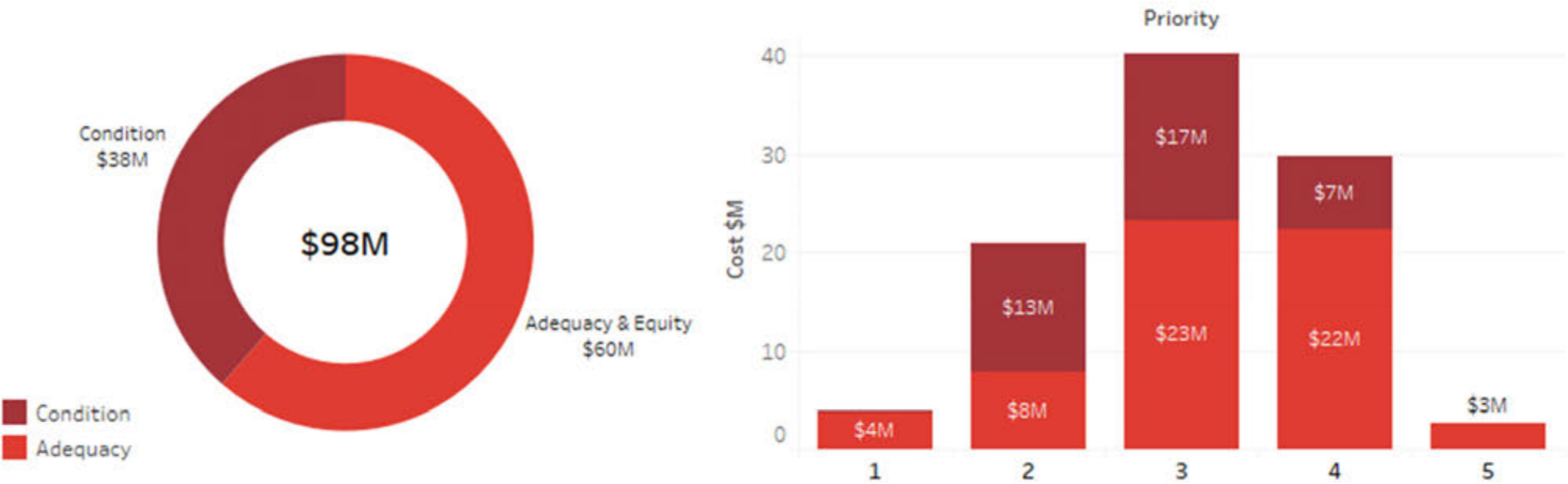
Carney, Halstead, Harford Hills, Oakleigh, Pine Grove ES, Pleasant Plains, Villa Cresta

Facility Assessment Data:

Cluster CNE-E1	School	Year Built / Updated	Acres	(a) Enrollment 2019 / 2026 / Growth	(b) State Rated Capacity	(c = a / b) Capacity Utilization 2026	(d = b - a) Capacity Surplus / (Shortage) 2026	Capacity Score	Condition Score	Adequacy & Equity Score	Agg Need Score	Rank @ Grade
	Carney ES	1965 / 1998	17.0	619 / 615 / -4	574	107%					78	44/107
	Halstead Acad	1962 / 2001	16.3	508 / 471 / -37	516	91%					86	94/107
	Harford Hills ES	1962 / 2001	21.9	354 / 370 / 16	339	109%					80	54/107
	Oakleigh ES	1955 / 1999	20.3	542 / 547 / 5	493	111%					77	32/107
	Pine Grove ES	1969 / 2001	20.1	582 / 608 / 26	483	126%					65	7/107
	Pleasant Plains ES	1958 / 1974	13.2	680 / 590 / -90	545	108%					78	37/107
	Villa Cresta ES	1952 / 2000	22.6	683 / 537 / -146	584	92%					83	81/107
CLUSTER TOTAL				3,738	3,534	106%		<div><div></div>capacity shortage 2026</div> <div><div></div>capacity filled 2026</div> <div><div></div>capacity surplus 2026</div>				



Cost of Condition & Adequacy and Equity Needs:



A Harford Hills Additions

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- Classroom additions for 200-225 capacity at Harford Hills.
- Elementary boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.
- See also SAC-created NE-E1 Cluster Option C, which would include additions to Seven Oaks to relieve Pine Grove and Carney.

Benefits

- Relieves area crowding without costly building replacements.
- Faster timeline.
- All students benefit from upgrades and enhancements.

Challenges

- Study and incorporate enrollment peaks after official count date.
- Community and homeowner resistance to redistricting.
- Redistricting fatigue.

B Harford Hills Replacement

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- Demolish and replace Harford Hills with master-planned core capacity for 700 with classrooms for 550.
- Elementary boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.

Benefits

- Relieves area crowding.
- All students benefit from upgrades and enhancements.

Challenges

- Study and incorporate enrollment peaks after official count date.
- Longer timeline.
- Community and homeowner resistance to redistricting.

C New Special Ed Services School & Restore White Oak as Elementary

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- (Stakeholder Advisory Committee -created Option)
- Construct new right-sized specialty program service center, perhaps on fields between White Oak and Oakleigh ES.
- Update White Oak for relief elementary school.

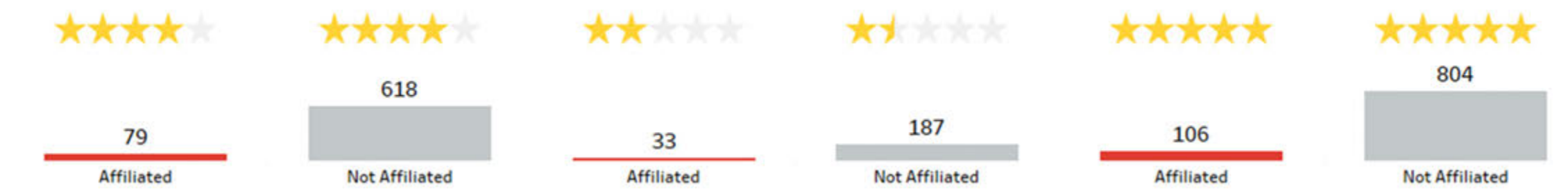
Benefits

- Relieves area crowding.
- Less premium cost than Option B.
- Enhances special ed program services.
- All students benefit from upgrades and enhancements.

Challenges

- Would displace staff operations currently on White Oak site.
































Stakeholder Support by Impacted School Affiliation



Planning Cluster: CNE-M

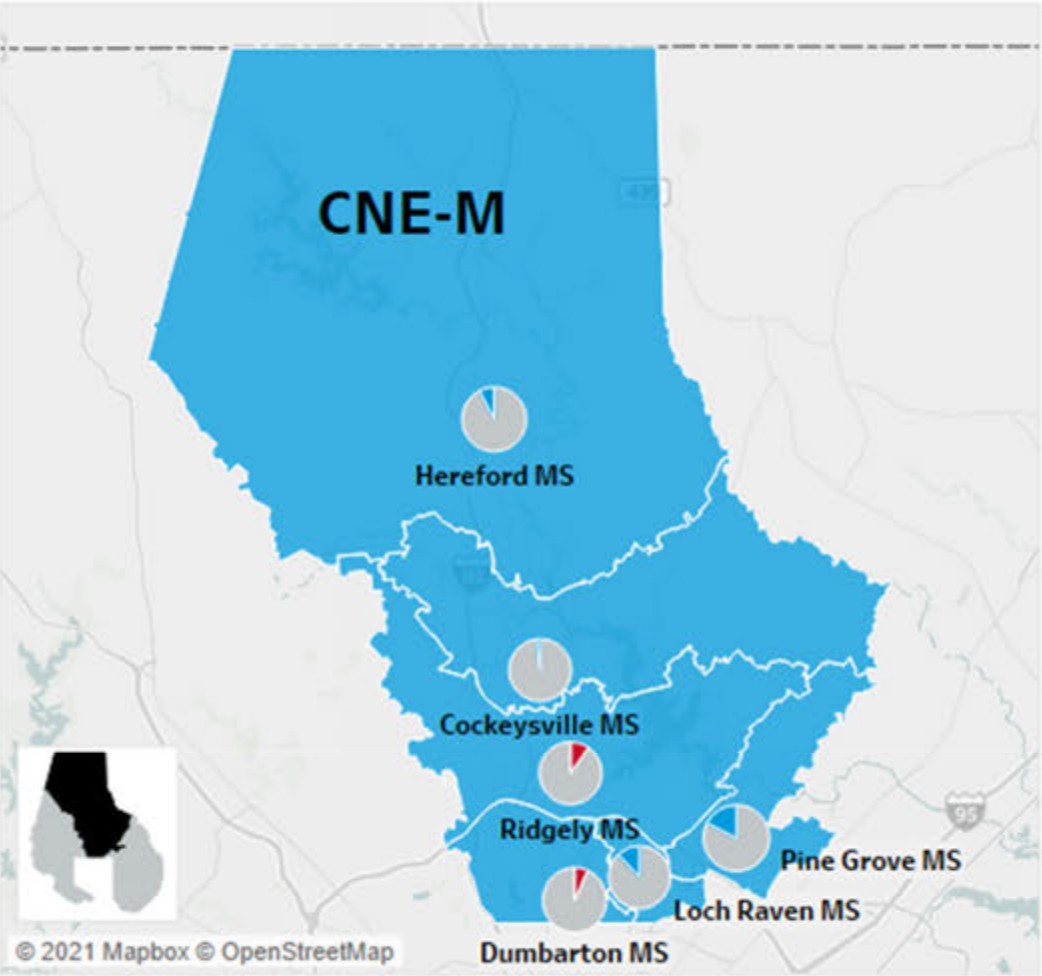
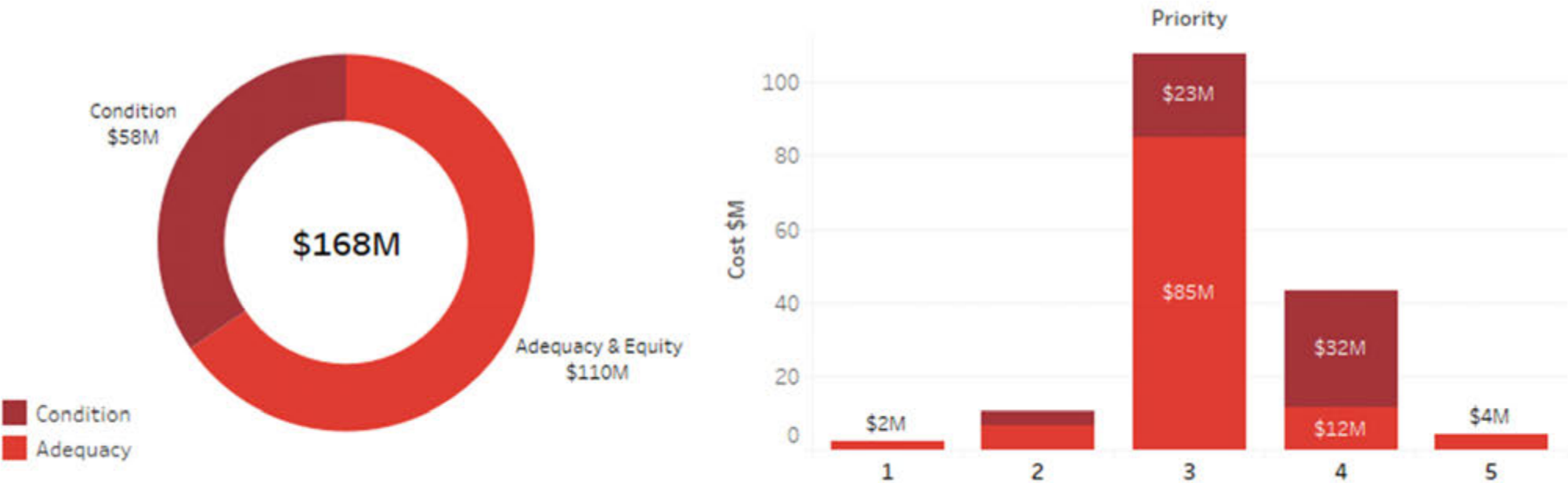
Cockeysville, Dumbarton, Hereford MS, Loch Raven MS, Pine Grove MS (from adjacent NE), Ridgely

Facility Assessment Data:

Cluster CNE-M	School	Year Built / Updated	Acres	(a) Enrollment 2019 / 2026 / Growth	(b) State Rated Capacity	(c = a / b) Capacity Utilization 2026	(d = b - a) Capacity Surplus / (Shortage) 2026	Capacity Score	Condition Score	Adequacy & Equity Score	Agg Need Score	Rank @ Grade
	Cockeysville MS	1967 / 2008	31.8	910 / 1040 / 130	1,059	98%					80	12/27
	Dumbarton MS	1956 / 2018	20.3	1225 / 1197 / -28	1,115	107%					82	24/27
	Hereford MS	1984 / 2009	34.7	972 / 1051 / 79	1,137	92%					81	15/27
	Loch Raven MS	1972 / 2004	32.8	823 / 923 / 100	1,049	88%					85	25/27
	Pine Grove MS	1974 / 2012	34.6	960 / 988 / 28	1,197	83%					75	4/27
	Ridgely MS	1960 / 2008	27.2	1113 / 1187 / 74	1,070	111%					80	13/27
CLUSTER TOTAL				6,386	6,627	96%		<div><div></div> capacity shortage 2026</div> <div><div></div> capacity filled 2026</div> <div><div></div> capacity surplus 2026</div>				



Cost of Condition & Adequacy and Equity Needs:



CannonDesign Recommendation

A Pine Grove MS Addition

\$\$\$\$\$

• Complete legacy Pine Grove MS addition project for 80 capacity.

• Middle boundary redistricting.

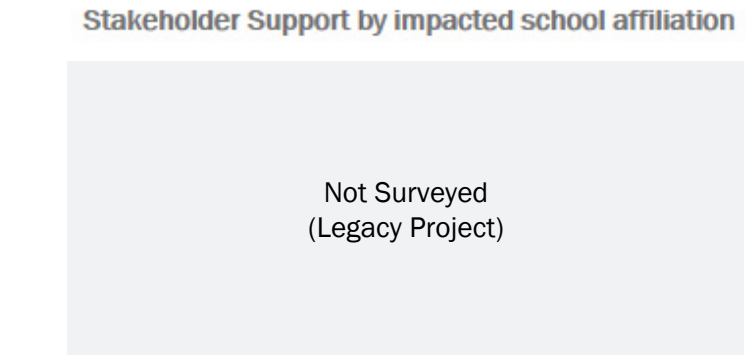
• In addition to the capacity additions, all schools undergo prioritized repairs and renovations with educational and equity enhancements.

Benefits

- Relieves area crowding without costly building replacements and avoidable additions.
- Completes partially-funded projects.
- Part of Schools of Our Future.
- All students benefit from upgrades and enhancements.

Challenges

- Economic line challenges.
- Distance to Hereford MS challenging for redistricting.
- Consider reservoir and boundary lines for Ridgely.



B Pine Grove MS Addition & Cockeysville Expansion

\$\$\$\$\$

• (Stakeholder Advisory Committee -created Option)

• Same as Option A, but also includes conversion of open space area and/or additions at Cockeysville and redistricting with Ridgely.

• Complete legacy Pine Grove MS addition project for 80 capacity.

• Middle boundary redistricting.

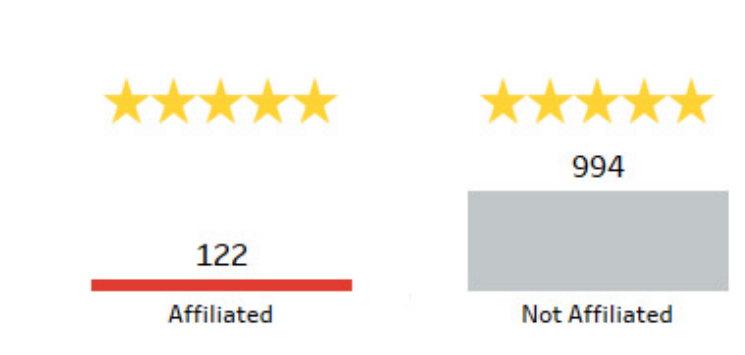
• All schools undergo prioritized repairs and renovations with educational and equity enhancements.

Benefits

- Less transportation for redistricting.
- Neighborhoods may be more amenable because of distance to Pine Grove.
- Relieves area crowding without costly building replacements.
- Completes partially-funded projects.
- All students benefit from upgrades and enhancements.
- Reduces feeder splits.



























Challenges

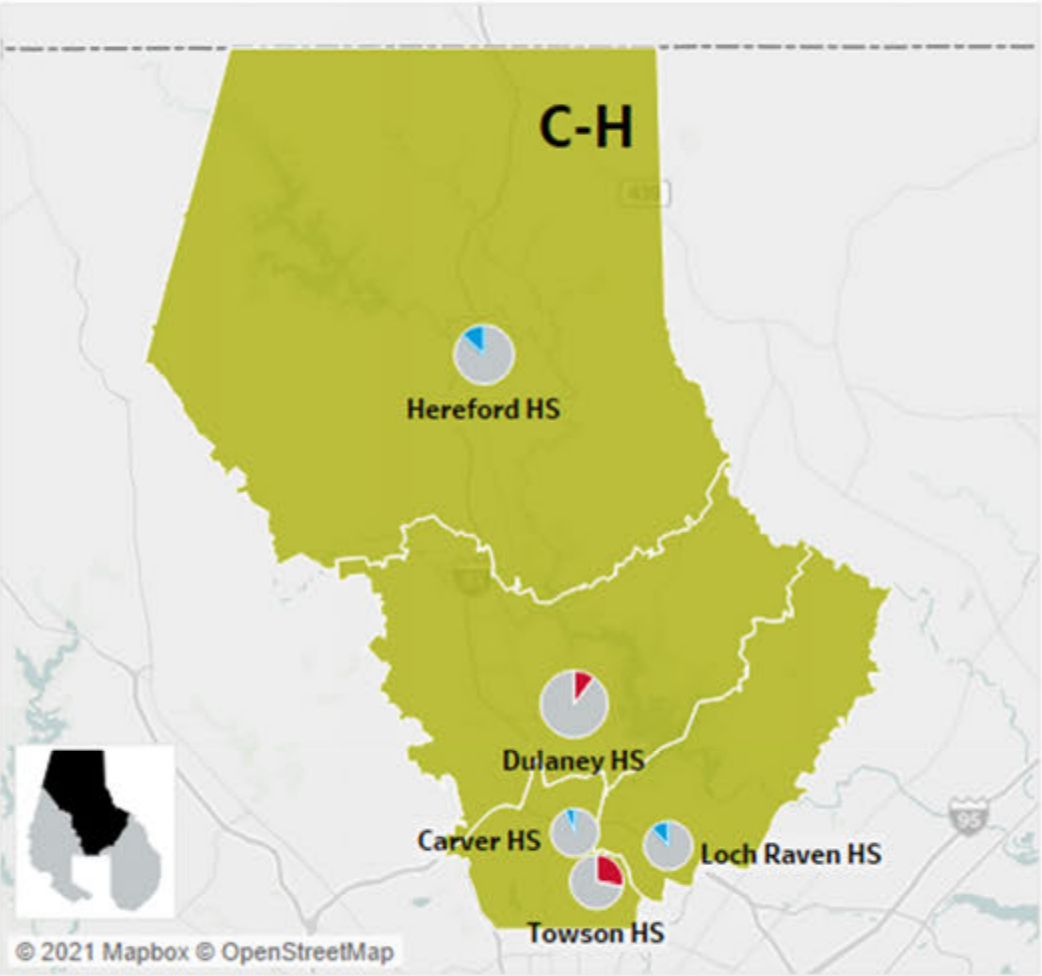
- Higher cost might not be supported by State due to neighboring capacity.



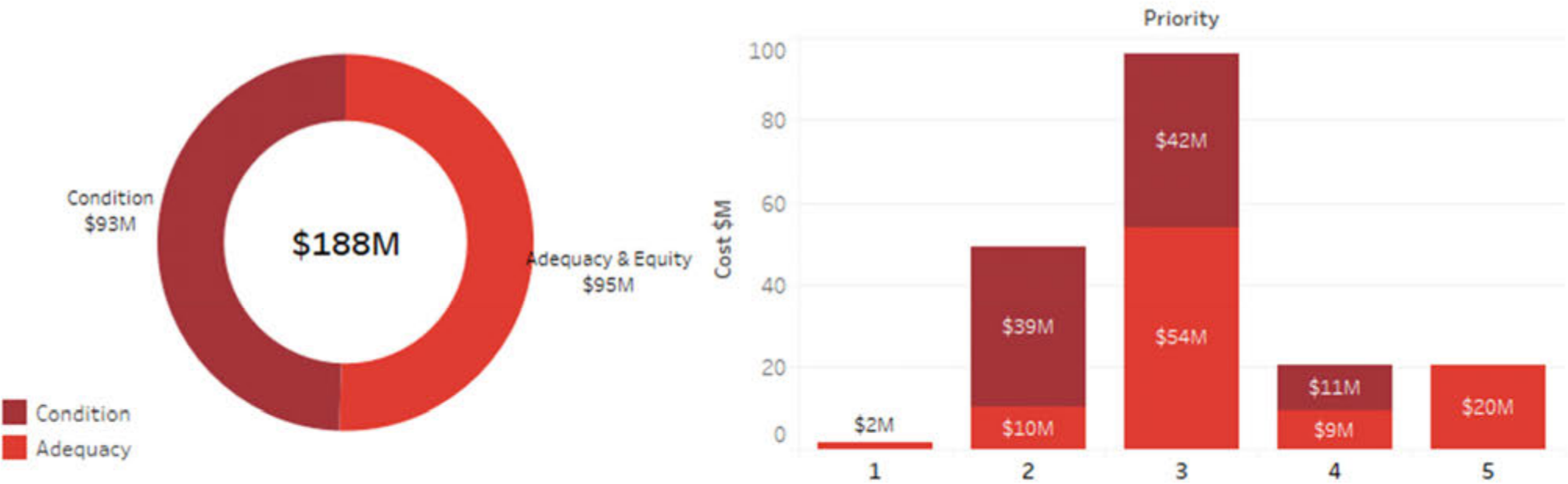
Planning Cluster: C-H
Carver, Dulaney, Hereford HS, Loch Raven HS, Towson

Facility Assessment Data:

Cluster C-H	School	Year Built / Updated	Acres	(a) Enrollment 2019 / 2026 / Growth	(b) State Rated Capacity	(c = a / b) Capacity Utilization 2026	(d = b - a) Capacity Surplus / (Shortage) 2026	Capacity Score	Condition Score	Adequacy & Equity Score	Agg Need Score	Rank @ Grade
	Carver HS	1949 / 2014	27.8	961 / 961 / 0	1,029	93%					91	24/24
	Dulaney HS	1964 / 2001	43.8	1914 / 2208 / 294	1,984	111%					75	6/24
	Hereford HS	1953 / 2016	103.2	1295 / 1344 / 49	1,548	87%					86	21/24
	Loch Raven HS	1961 / 2009	46.0	874 / 924 / 50	1,049	88%					80	13/24
	Towson HS	1949 / 1999	28.5	1619 / 1740 / 121	1,260	138%					65	2/24
CLUSTER TOTAL				7,177	6,870	104%		<div><div></div> capacity shortage 2026</div> <div><div></div> capacity filled 2026</div> <div><div></div> capacity surplus 2026</div>				




Cost of Condition & Adequacy and Equity Needs:





CannonDesign Recommendation

A

Dulaney, Loch Raven, & Towson Additions & Renovations

- \$\$\$\$\$
- 
 - Masterplan high school campuses for long-term phased redevelopment.


 - Classroom additions for 500-700 total capacity and cafeteria expansions at Dulaney, Loch Raven, and/or Towson.

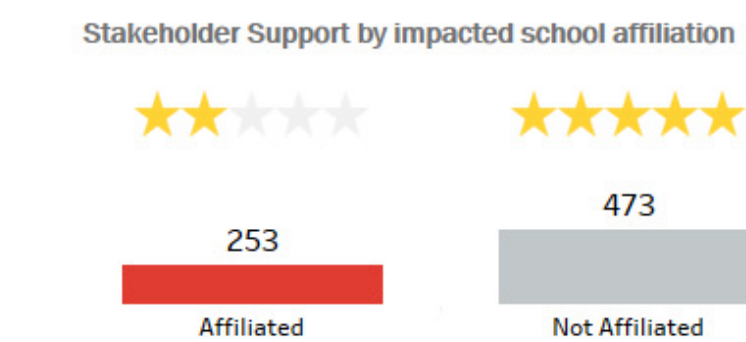

 - (Scale could be reduced if new NE relief HS option is implemented.)
 - High school boundary redistricting.
 - In addition to the capacity additions, all schools undergo prioritized repairs and renovations with educational and equity enhancements.
 - Consider growing Carver capacity, currently limited by staffing.

Benefits

- Capital investment spread among more schools.
- All students benefit from upgrades and enhancements.


Challenges


- Affected schools grow to large size compared to traditional BCPS high schools, but average among peer districts in Maryland.
- Redistricting with Hereford HS implies longer distances and transportation time/cost.
- Challenging construction phasing on crowded sites.
- Historic buildings at Towson may require additional renovation costs or limit redevelopment options.




B

Dulaney & Towson Replacement / Historic Reconstruction Feasibility Study

- \$\$\$\$\$+
- 
 - (Stakeholder Advisory Committee-created Option)


 - Complete feasibility study to explore viability of partial-to-full phased demolition and reconstruction of Dulaney and Towson for combined 3600-4000 capacity.

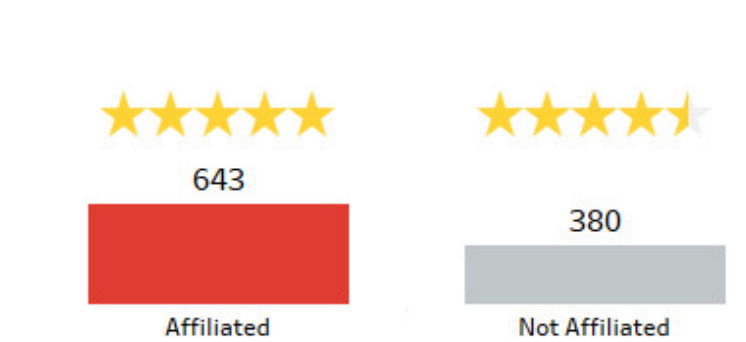

 - Depending on outcome, high school boundary redistricting may or may not be required.
 - All other schools undergo prioritized repairs and renovations with educational and equity enhancements.

Benefits

- Relieves crowding.
- All students benefit from upgrades and enhancements.

Challenges

- High-cost solution that benefits fewer students.
- Delays other BCPS capital priorities for years.
- Facility assessment data do not imply outright replacement versus renovations and additions.
- State may not fund surplus capacity
- Challenging construction phasing on crowded sites.
- Historic buildings (registered with Maryland Historic Trust) at Towson may require additional costs and



Northeast



NE Planning Area: Clusters NE-E1, NE-E2, and NE-E3

Cluster NE-E1

Chapel Hill, Gunpowder, Honeygo, Kingsville, Seven Oaks

Option A: Gunpowder Additions (\$\$) 🏠 🏡 🏢

Option B: Kingsville Additions (\$\$) 🏠 🏡 🏢

Option C: Seven Oaks Additions (\$\$) 🏠 🏡 🏢

Cluster NE-E2

Elmwood, Fullerton, Joppa View, McCormick, NEW NE @ Ridge Rd, Perry Hall ES, Red House Run, Shady Spring, Vincent Farm

Option A: New NE Elementary School & Red House Run Replacement (\$\$\$\$\$) 🏠 🚗 🏢 🏡

Cluster NE-E3

Essex, Glenmar, Martin Boulevard, Middlesex, Orems, Victory Villa

Option A: Elementary Redistricting Option (\$) 🏠 🏢











Option B: No Elementary Redistricting Option (\$) 🏠

Order of Draft Options is arbitrary and not indicative of priority.

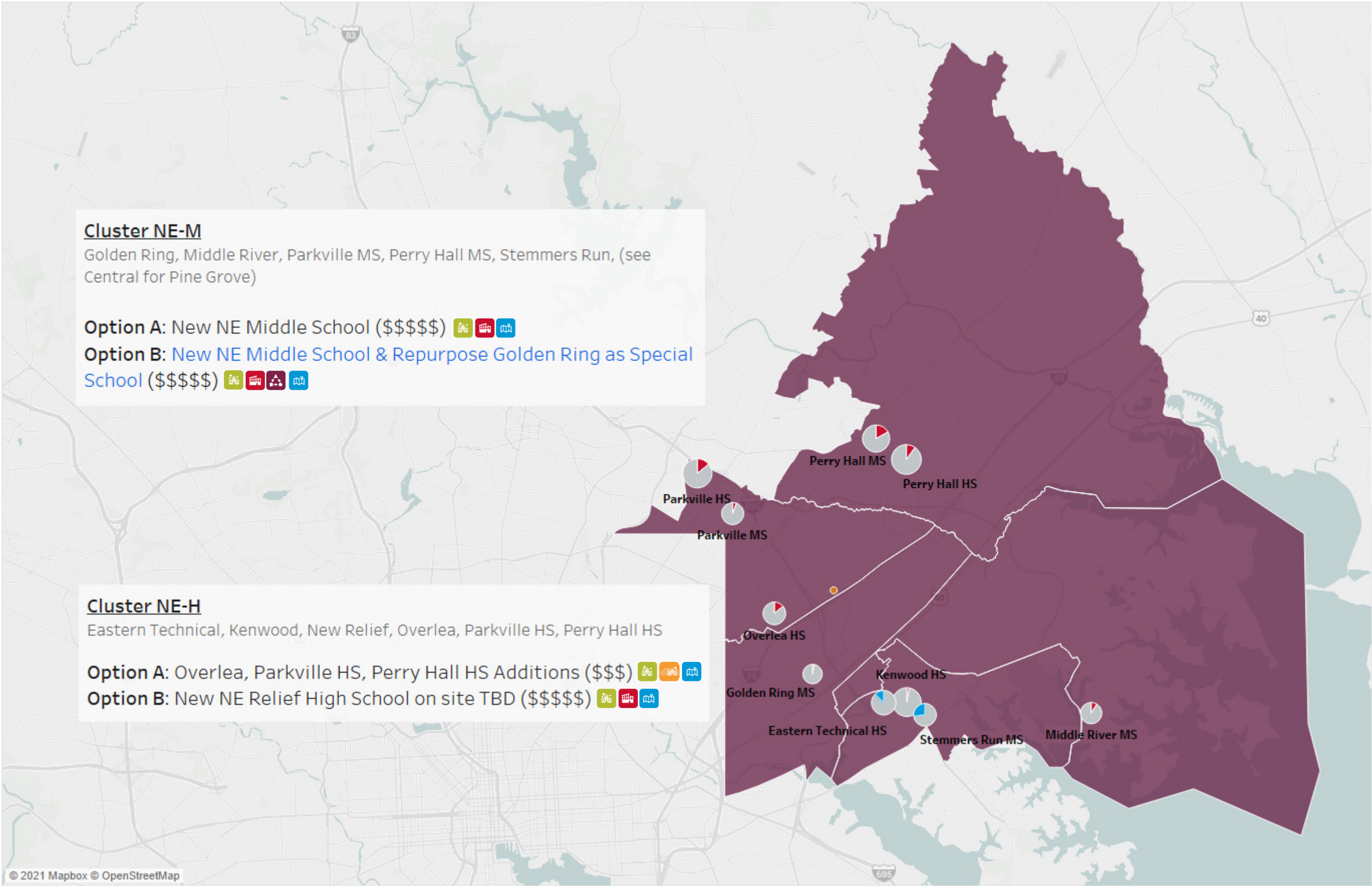
Draft Options were developed in consultation with the Focus Group Summit (FGS) and feedback from the Stakeholder Advisory Committee (SAC).

Alternative options offered by the SAC are indicated in blue font.

Final recommendations and prioritization will be made in consideration of BCPS educational objectives, cost/benefit analysis, resource availability, countywide equity, and community input, and may include new options not currently listed.

-  Redistricting
-  Renovation
-  Renovation w/ Additions
-  Demolish & Replace
-  New School
-  Consolidation/Repurpose
-  Grade Reconfiguration
-  Filled Capacity
-  Surplus Capacity
-  Capacity Shortage

NE Planning Area: Clusters NE-M and NE-H



Order of Draft Options is arbitrary and not indicative of priority.

Draft Options were developed in consultation with the Focus Group Summit (FGS) and feedback from the Stakeholder Advisory Committee (SAC).





















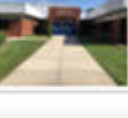





Alternative options offered by the SAC are indicated in blue font.

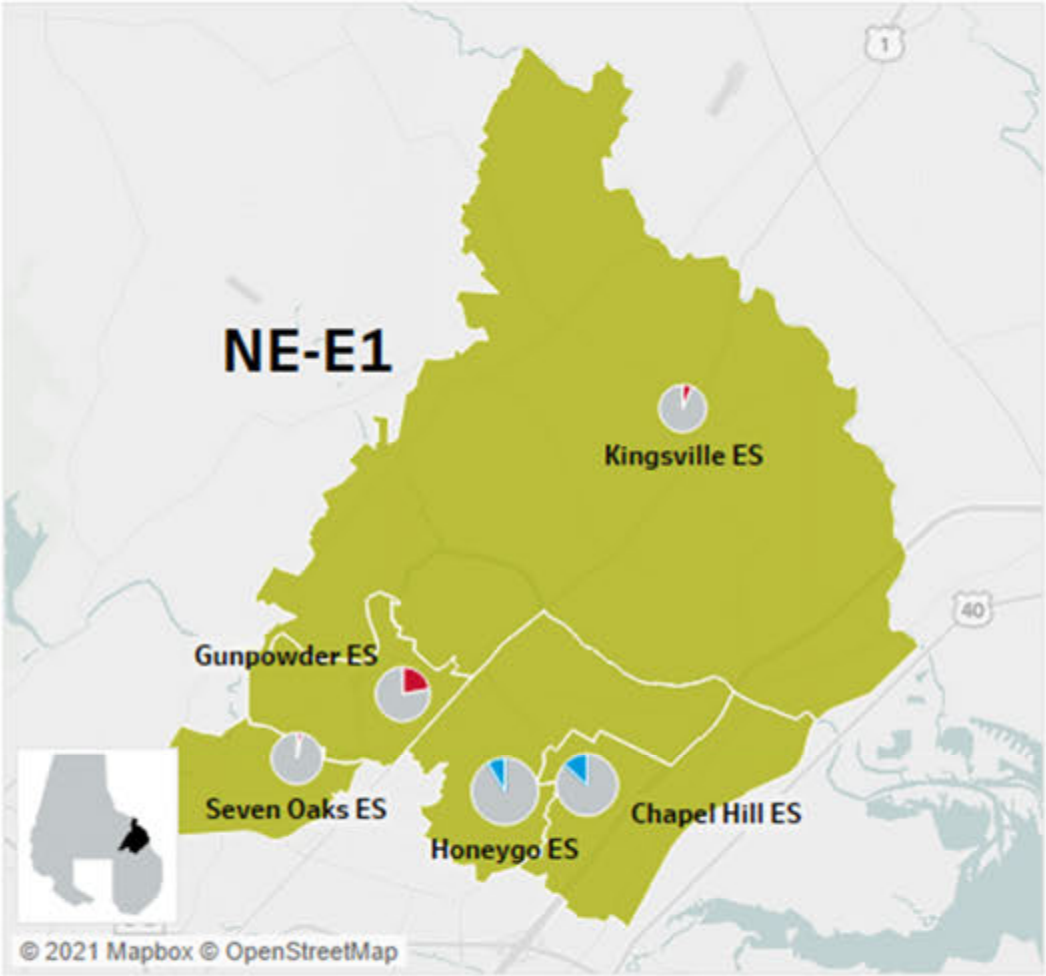
Final recommendations and prioritization will be made in consideration of BCPS educational objectives, cost/benefit analysis, resource availability, countywide equity, and community input, and may include new options not currently listed.

Planning Cluster: NE-E1

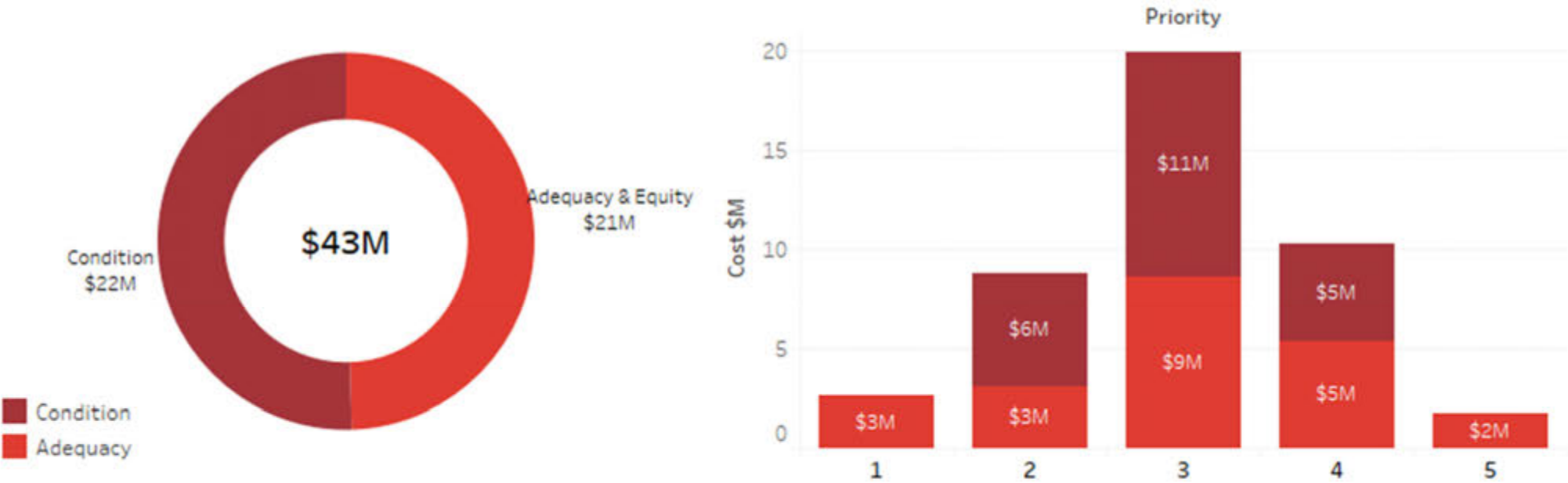
Chapel Hill, Gunpowder, Honeygo, Kingsville, Seven Oaks

Facility Assessment Data:

Cluster NE-E1	School	Year Built / Updated	Acres	(a) Enrollment 2019 / 2026 / Growth	(b) State Rated Capacity	(c = a / b) Capacity Utilization 2026	(d = b-a) Capacity Surplus/ (Shortage) 2026	Capacity Score	Condition Score	Adequacy & Equity Score	Agg Need Score	Rank @ Grade
	Chapel Hill ES	1962/ 2001	20.1	646 / 536 / -110	617	87%					79	52/107
	Gunpowder ES	1970/ 2001	19.5	538 / 615 / 77	479	128%					72	20/107
	Honeygo ES	2019	20.0	643 / 663 / 20	725	91%					95	104/107
	Kingsville ES	1954/ 2012	18.1	326 / 390 / 64	365	107%					85	86/107
	Seven Oaks ES	1992	24.5	440 / 442 / 2	428	103%					86	90/107
CLUSTER TOTAL				2,646	2,614	101%		<div> <div></div> <div>capacity shortage 2026</div> </div> <div> <div></div> <div>capacity filled 2026</div> </div> <div> <div></div> <div>capacity surplus 2026</div> </div>				



Cost of Condition & Adequacy and Equity Needs:



CannonDesign Recommendation: Defer decision on location/s until time of implementation based on updated enrollment projections.

A Gunpowder Additions

B Kingsville Additions

C Seven Oaks Additions

\$\$\$\$

- Classroom additions for 25-50 capacity and cafeteria expansion at Gunpowder.
- Elementary boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.

\$\$\$\$

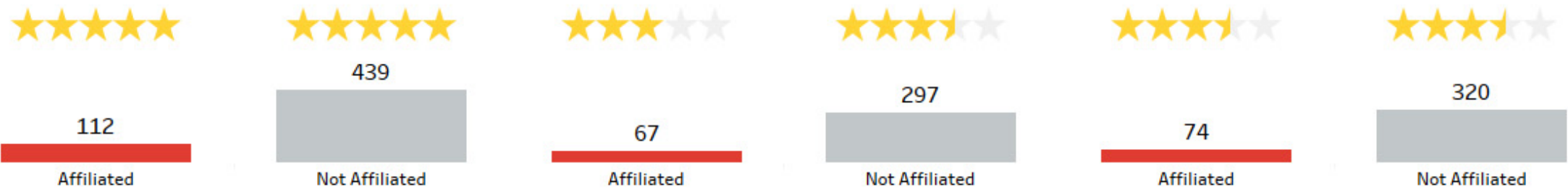
- Classroom additions for 25-50 capacity and cafeteria expansion at Kingsville.
- Elementary boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.

\$\$\$\$

- (Stakeholder Advisory Committee -created Option)
- Classroom additions for 25-50 capacity at Seven Oaks to relieve Pine Grove and Carney (in CNE-E1 Cluster.)
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.

<div>Benefits</div> <ul style="list-style-type: none">Relieves area crowding without costly building replacements and avoidable additions.All students benefit from upgrades and enhancements.	<div>Benefits</div> <ul style="list-style-type: none">Relieves area crowding without costly building replacements and avoidable additions.All students benefit from upgrades and enhancements.	<div>Benefits</div> <ul style="list-style-type: none">Proactive for central growthRelieves area crowding without costly building replacements and avoidable additions.All students benefit from upgrades and enhancements.
<div>Challenges</div> <ul style="list-style-type: none">Resistance to redistricting.	<div>Challenges</div> <ul style="list-style-type: none">Redistricting to distant Kingsville could be difficult.	<div>Challenges</div> <ul style="list-style-type: none">Resistance to redistricting.









Stakeholder Support by Impacted School Affiliation

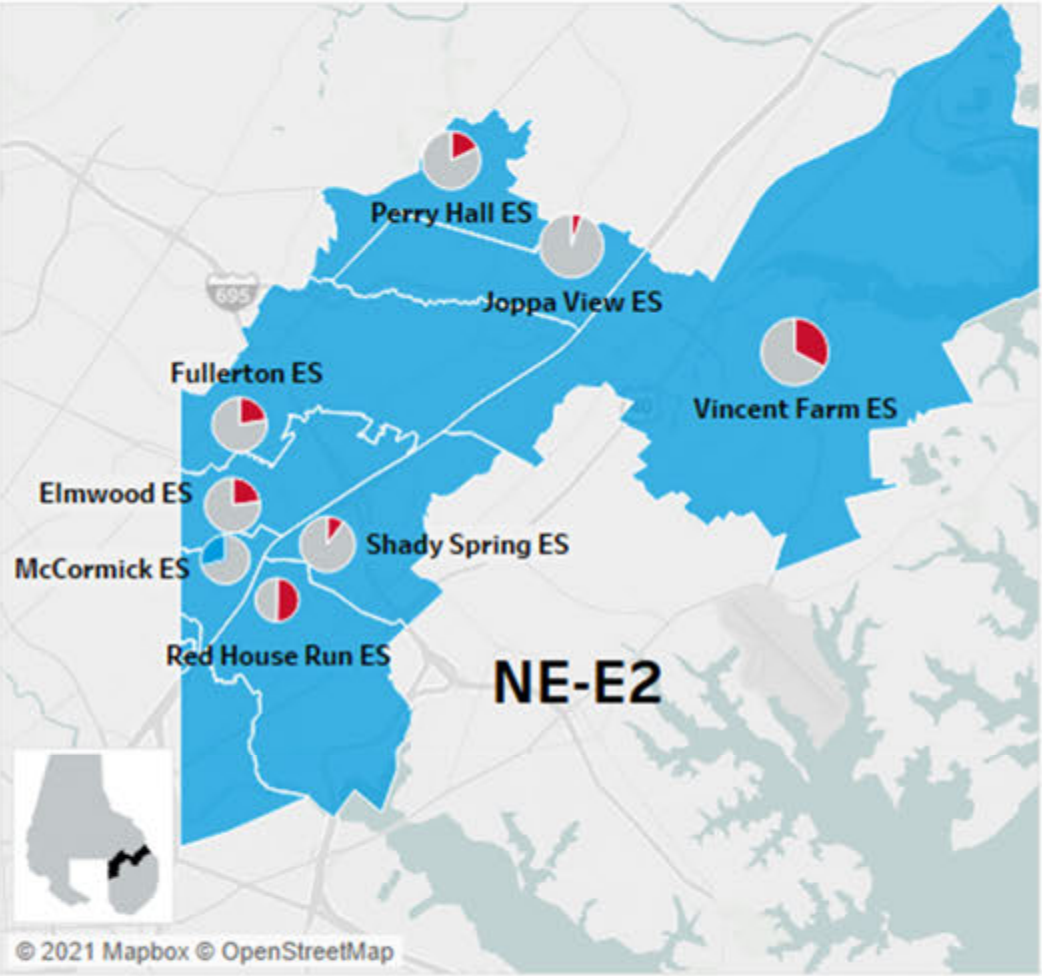


Planning Cluster: NE-E2

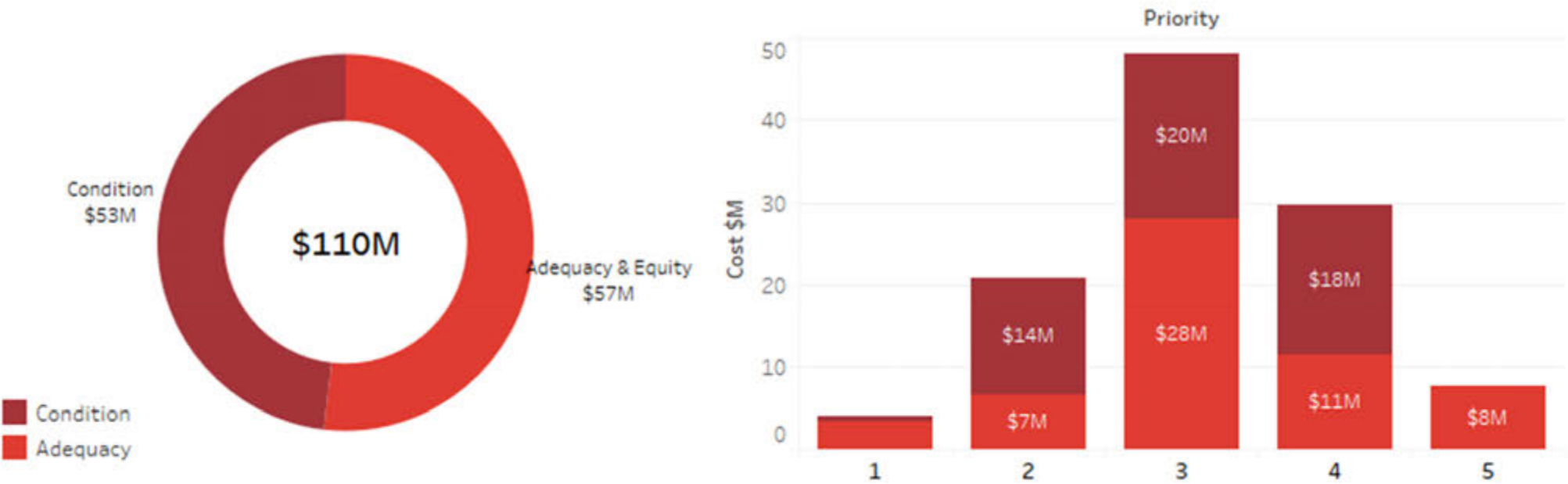
Elmwood, Fullerton, Joppa View, McCormick, Perry Hall ES, Red House Run, Shady Spring, Vincent Farm

Facility Assessment Data:

Cluster NE-E2	School	Year Built / Updated	Acres	(a) Enrollment 2019 / 2026 / Growth	(b) State Rated Capacity	(c = a / b) Capacity Utilization 2026	(d = b - a) Capacity Surplus/ (Shortage) 2026	Capacity Score	Condition Score	Adequacy & Equity Score	Agg Need Score	Rank @ Grade
	Elmwood ES	1958/ 1977	11.4	550 / 615 / 65	474	130%	-141	70	85	59	71	19/107
	Fullerton ES	1976	21.3	598 / 596 / -2	463	129%	-133	71	71	57	66	8/107
	Joppa View ES	1990/ 1995	20.3	729 / 670 / -59	635	106%	-35	94	81	58	77	33/107
	McCormick ES	1971/ 2001	16.5	319 / 264 / -55	373	71%	109	100	71	71	80	62/107
	Perry Hall ES	1956/ 2000	14.7	603 / 643 / 40	528	122%	-115	78	71	61	70	16/107
	Red House Run ES	1966/ 2001	15.6	568 / 604 / 36	299	202%	-305	0	65	50	39	1/107
	Shady Spring ES	1977/ 2000	19.8	568 / 528 / -40	476	111%	-52	89	74	58	73	22/107
	Vincent Farm ES	2008	27.1	741 / 1038 / 297	699	148%	-339	52	100	81	78	38/107
CLUSTER TOTAL				4,958	3,947	126%	-1,011	<div><div></div>capacity shortage 2026</div> <div><div></div>capacity filled 2026</div> <div><div></div>capacity surplus 2026</div>				







Cost of Condition & Adequacy and Equity Needs:



CannonDesign Recommendation

A New NE Elementary School & Red House Run Replacement

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- Complete legacy New NE Elementary School on Ridge Road at 700 capacity.
- Demolish and replace Red House Run at 750 capacity.
- Elementary boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.
- Consider redistricting Vincent Farm to Chase and/or Oliver Beach in adjacent SE-E1 cluster, could result in smaller first phase classroom capacity and save short term budget for other priorities.

Benefits

- Relieves area crowding.
- Completes partially-funded projects.
- Part of Schools of Our Future.
- All students benefit from upgrades and enhancements.

Challenges

- Long timeline for funding, design, and construction.
- Residents of walkable neighborhoods won't want to be redistricted.
- This area is historically redlined, and this option further stratifies along socio-economic/racial lines.
































Stakeholder Support by Impacted School Affiliation

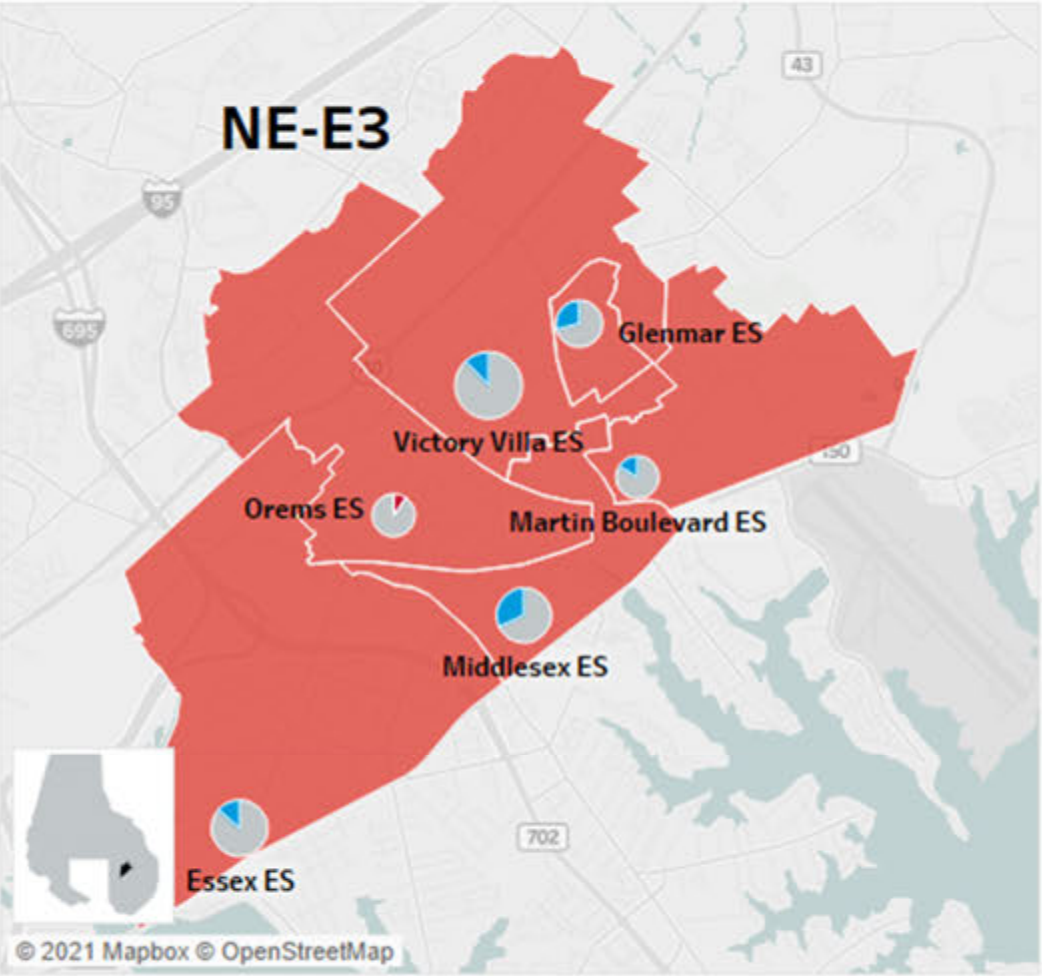
Not Surveyed
(Legacy Project)

Planning Cluster: NE-E3

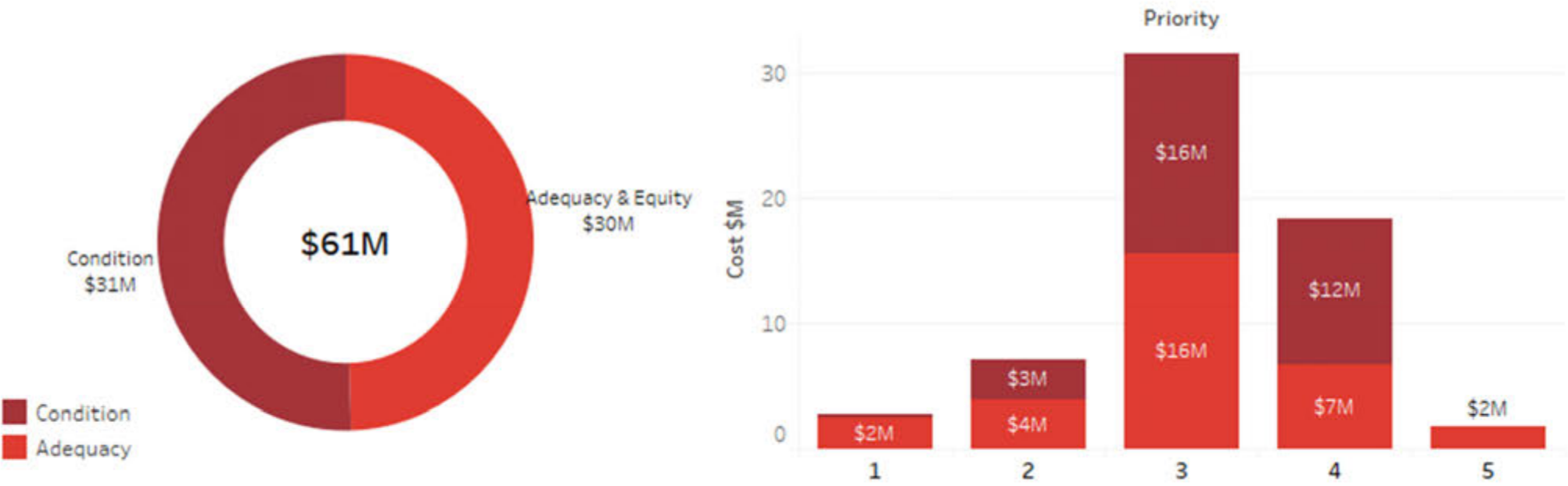
Essex, Glenmar, Martin Boulevard, Middlesex, Orems, Victory Villa

Facility Assessment Data:

Cluster NE-E3	School	Year Built / Updated	Acres	(a) Enrollment 2019 / 2026 / Growth	(b) State Rated Capacity	(c = a / b) Capacity Utilization 2026	(d = b-a) Capacity Surplus/ (Shortage) 2026	Capacity Score	Condition Score	Adequacy & Equity Score	Agg Need Score	Rank @ Grade
	Essex ES	1925/ 1995	12.1	464 / 449 / -15	520	86%					86	93/107
	Glenmar ES	1957	20.8	305 / 257 / -48	363	71%					81	68/107
	Martin Boulevard ES	1927/ 1999	7.8	284 / 252 / -32	301	84%					84	83/107
	Middlesex ES	1956/ 2000	15.8	399 / 336 / -63	494	68%					80	59/107
	Orems ES	1960	14.5	374 / 336 / -38	303	111%					79	49/107
	Victory Villa ES	1943/ 2018	13.4	673 / 646 / -27	735	88%					93	101/107
CLUSTER TOTAL				2,276	2,716	84%		<div><div></div> capacity shortage 2026</div> <div><div></div> capacity filled 2026</div> <div><div></div> capacity surplus 2026</div>				



Cost of Condition & Adequacy and Equity Needs:



A Elementary Redistricting Option

CannonDesign Recommendation
B No Elementary Redistricting Option

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- Elementary boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.



- All schools undergo prioritized repairs and renovations with educational and equity enhancements.

Benefits

- Balances capacity utilization without avoidable additions.
- All students benefit from upgrades and enhancements.

Benefits

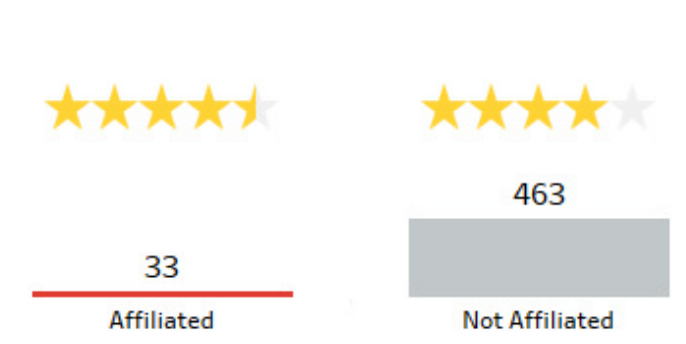
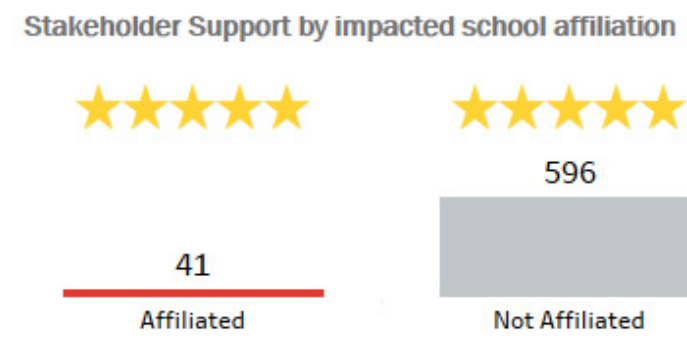
- Avoids redistricting.
- All students benefit from upgrades and enhancements.

Challenges

- Consider walkability near Martin Blvd, Middlesex, Victory Villa - specifically regarding railroad lines.

Challenges











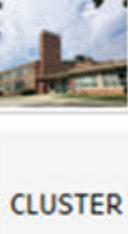















- Orem operates with 33 capacity shortage, 111% utilization.



Planning Cluster: NE-M

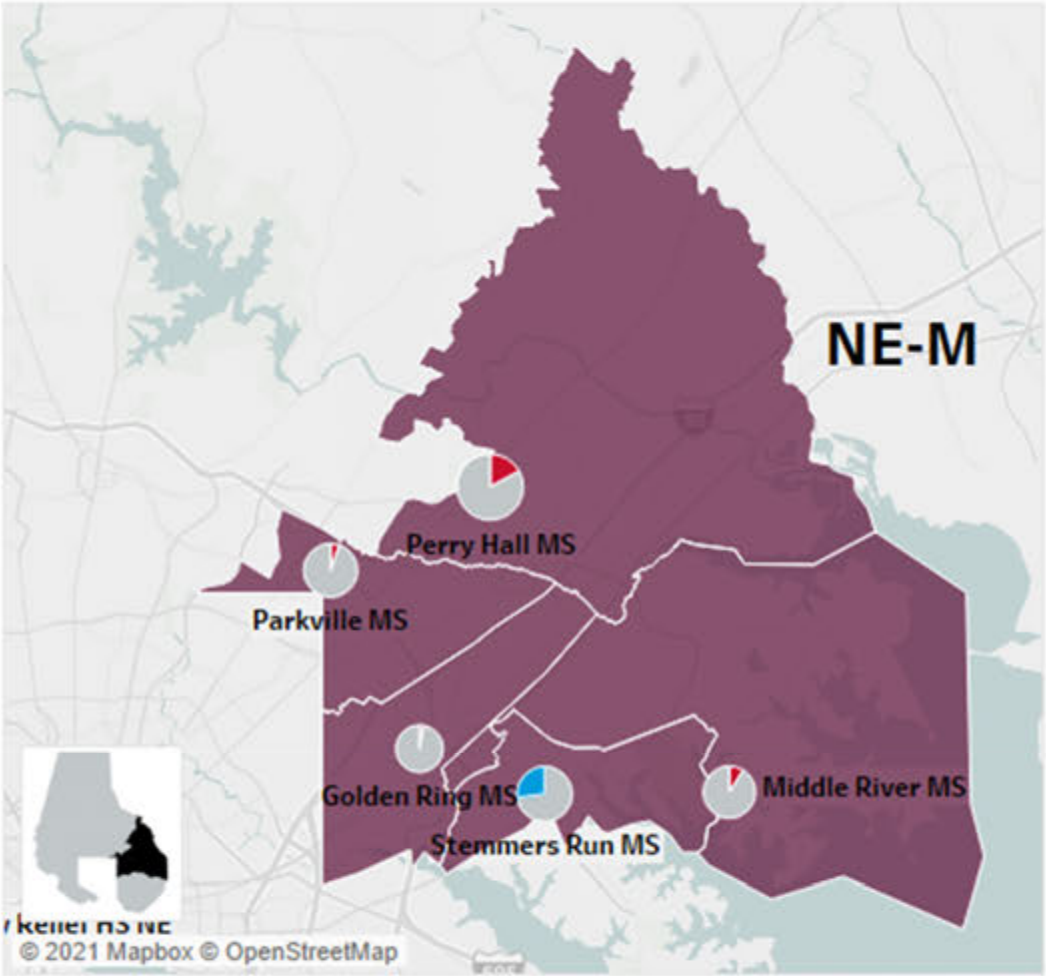
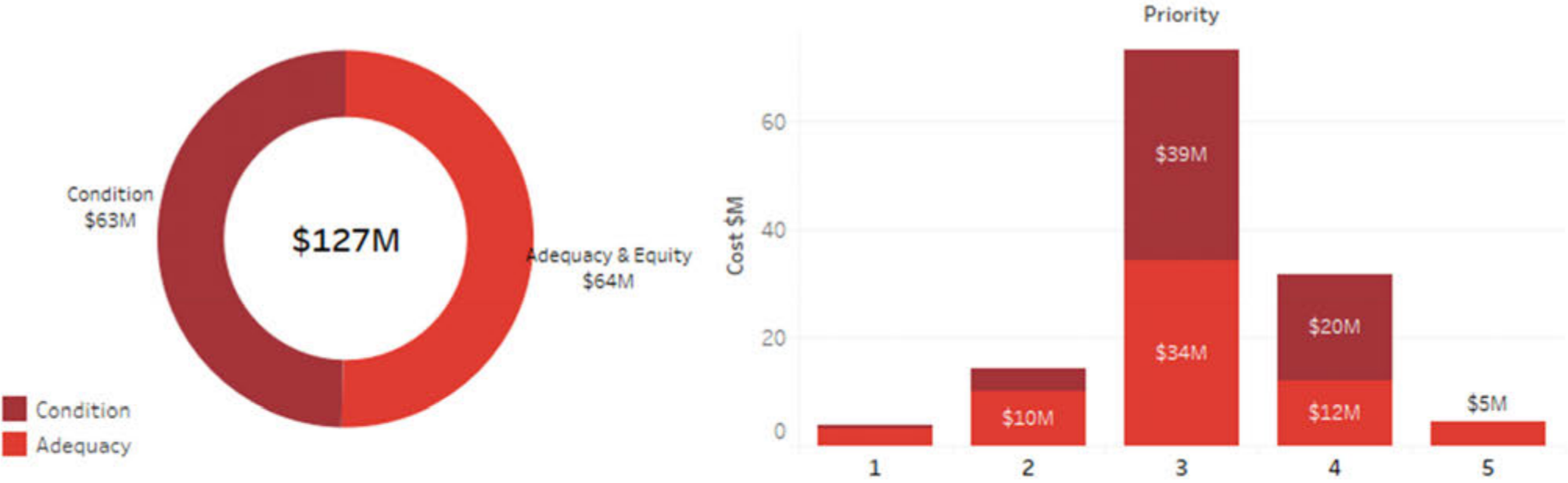
Golden Ring, Middle River, Parkville MS, Perry Hall MS, Stemmers Run, (see CNE-M for Pine Grove)

Facility Assessment Data:

Cluster NE-M	School	Year Built / Updated	Acres	(a) Enrollment 2019 / 2026 / Growth	(b) State Rated Capacity	(c = a / b) Capacity Utilization 2026	(d = b-a) Capacity Surplus/ (Shortage) 2026	Capacity Score	Condition Score	Adequacy & Equity Score	Agg Need Score	Rank @ Grade
	Golden Ring MS	1931/ 2006	21.2	793 / 870 / 77	844	103%					76	6/27
	Middle River MS	1959/ 2004	32.1	1094 / 1118 / 24	1,018	110%					81	14/27
	Parkville MS	1953/ 2003	24.4	1126 / 1150 / 24	1,089	106%					82	22/27
	Perry Hall MS	1963/ 2008	23.3	1925 / 1980 / 55	1,643	121%					72	3/27
	Stemmers Run MS	1949/ 2003	20.7	807 / 841 / 34	1,154	73%					81	19/27
CLUSTER TOTAL				5,959	5,748	104%		<div><div></div> capacity shortage 2026</div> <div><div></div> capacity filled 2026</div> <div><div></div> capacity surplus 2026</div>				



Cost of Condition & Adequacy and Equity Needs:






CannonDesign Recommendation: Proceed with Option A and monitor enrollment projections with future consideration of Options B and/or C.

A New NE Middle School

B New NE Middle School & Repurpose Golden Ring as Special School





C New NE Middle School & Convert Golden Ring MS to New NE Relief High School

\$\$\$\$\$







- Complete legacy New NE Middle School at 1400 capacity.
- Middle boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.

\$\$\$\$\$



- (Stakeholder Advisory Committee -created Option)
- Repurpose Golden Ring as specials school, potentially expand program.
- Upon completion of new NE middle school there will be sufficient surplus MS capacity to consolidate Golden Ring with other area schools.
- Could house Crossroads and/or Rosedale.

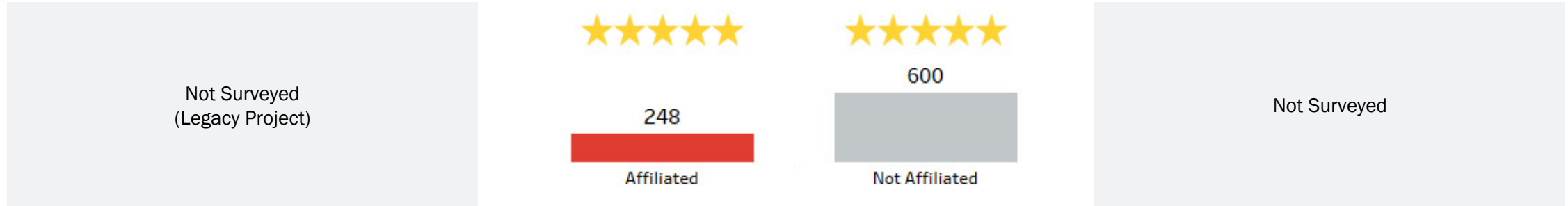
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- (Stakeholder Advisory Committee -created Option for NE High Schools, Option C, which would be additive to NE-M Option A)
- Use Golden Ring site (originally a high school) instead of acquiring new land for a new High School.
- Upon completion of new NE middle school there will be sufficient surplus MS capacity to consolidate Golden Ring with other area schools.

<div>Benefits</div> <ul style="list-style-type: none">Relieves Perry Hall MS, largest middle school in the state.Creates capacity surplus that could be used for new programs.Completes partially-funded projects.Part of Schools of Our Future.All students benefit from upgrades and enhancements.	<div>Benefits</div> <ul style="list-style-type: none">Making good on previous promise to community and addressing equity and safety issuesPotentially eliminates lease costs for Crossroads, Rosedale.Creating permanent seatsIncreasing graduation rateAll students benefit from upgrades and enhancements.	<div>Benefits</div> <ul style="list-style-type: none">Lower cost and shorter timeline than new high school site.Interim mitigationReduces school/class sizes while allowing the county more time for land acquisition and fundingHelps Overlea + KenwoodAll students benefit from upgrades and enhancements.
<div>Challenges</div> <ul style="list-style-type: none">Historic buildings at Golden Ring and Stemmers Run may require additional renovation costs or limit redevelopment options.	<div>Challenges</div> <ul style="list-style-type: none">Historic buildings at Golden Ring and Stemmers Run may require additional renovation costs or limit redevelopment options.	<div>Challenges</div> <ul style="list-style-type: none">Historic buildings at Golden Ring and Stemmers Run may require additional renovation costs or limit redevelopment options.






























Stakeholder Support by Impacted School Affiliation

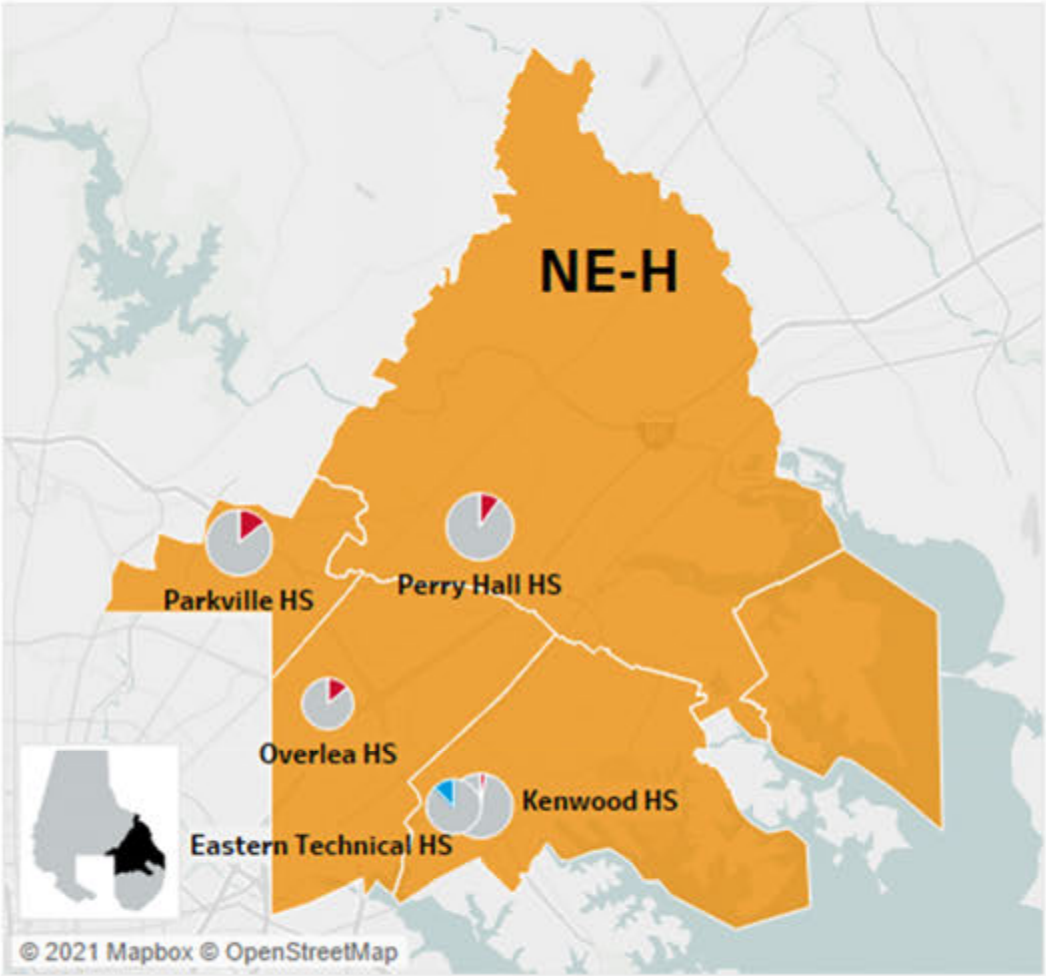


Planning Cluster: NE-H

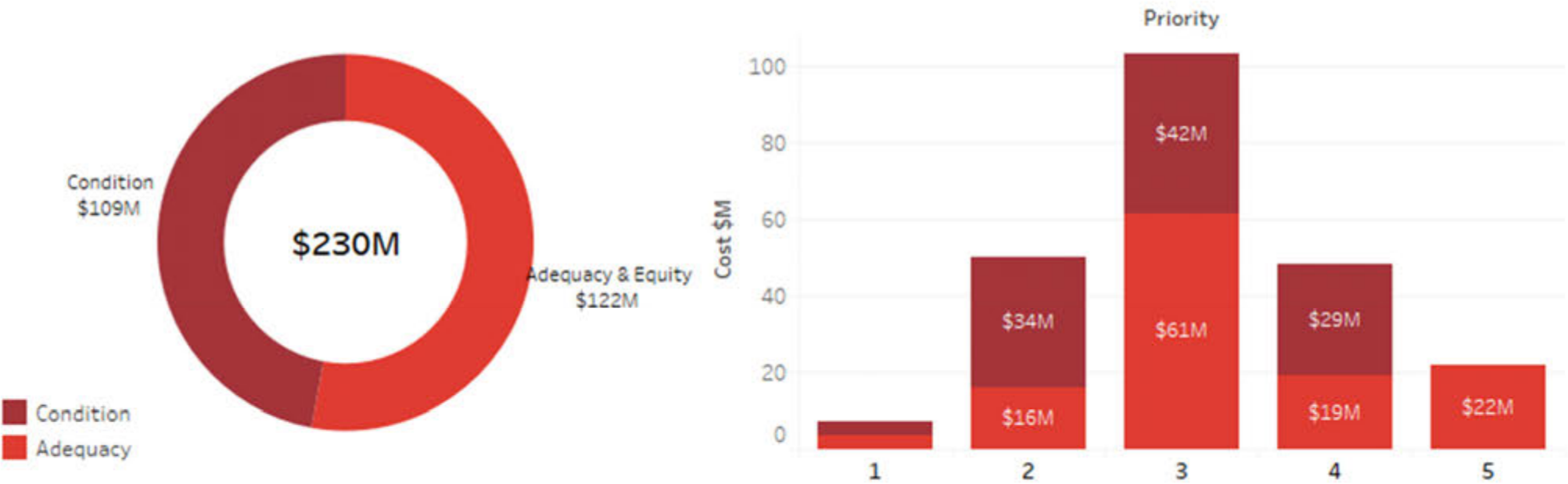
Eastern Technical, Kenwood, Overlea, Parkville HS, Perry Hall HS

Facility Assessment Data:

Cluster NE-H	School	Year Built / Updated	Acres	(a) Enrollment 2019 / 2026 / Growth	(b) State Rated Capacity	(c = a / b) Capacity Utilization 2026	(d = b-a) Capacity Surplus/ (Shortage) 2026	Capacity Score	Condition Score	Adequacy & Equity Score	Agg Need Score	Rank @ Grade
	Eastern Technical HS	1970/ 2004	29.9	1172 / 1172 / 0	1,339	88%					76	9/24
	Kenwood HS	1955/ 2008	45.5	1657 / 1895 / 238	1,842	103%					82	14/24
	Overlea HS	1961/ 2000	34.0	1020 / 1334 / 314	1,148	116%					78	11/24
	Parkville HS	1958/ 2013	29.9	2074 / 2218 / 144	1,902	117%					78	10/24
	Perry Hall HS	1967/ 2004	45.2	1969 / 2187 / 218	1,971	111%					75	8/24
CLUSTER TOTAL				8,806	8,202	107%		<div>  capacity shortage 2026  capacity filled 2026  capacity surplus 2026 </div>				



Cost of Condition & Adequacy and Equity Needs:



CannonDesign Recommendation: defer decision based on near-term land feasibility, educational programming, and focused stakeholder outreach.

A Overlea, Parkville HS, Perry Hall HS Additions

B New NE Relief High School on site TBD

C Convert Golden Ring MS to New NE Relief High School

\$\$\$\$\$



- Masterplan high school campuses for long-term phased redevelopment.
- Classroom additions for 700 total capacity and cafeteria expansions at Kenwood, Overlea, and/or Perry Hall HS.
- High school boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.
- Look into expanding magnet schools when schools are redistricted.
- Look into transportation support for students mid-cycle.
- Confirm projections account for residential development at Rte 43 + Campbell Blvd.

\$\$\$\$\$



- Acquire land and construct new master-planned high school with core capacity for 1800 with initial classrooms for 1000.
- High school boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.
- Look into expanding magnet schools when schools are redistricted.
- School may have a piece of land - as part of athletic complex.
- Look into rezone to residential [409 houses anticipated]
- Confirm projections account for residential development at Rte 43 + Campbell Blvd.

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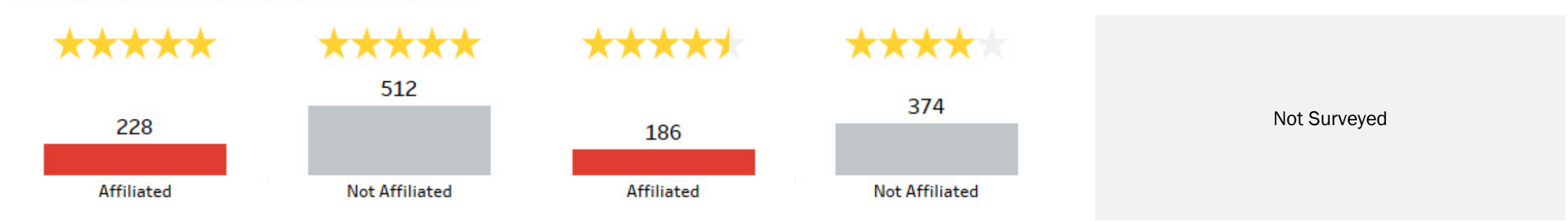


- (Stakeholder Advisory Committee -created Option)
- Similar to Option B except use Golden Ring site (originally a high school) instead of acquiring new land.
- Upon completion of new NE middle school there will be sufficient surplus MS capacity to consolidate Golden Ring with other area schools.

Benefits	Benefits	Benefits
<ul style="list-style-type: none">Capital investment spread among more schools.All students benefit from upgrades and enhancements.	<ul style="list-style-type: none">Maintain current school sizes.Positions high-growth Northeast for long term.Could reduce scale of classroom additions required at central and southeast high schools.All students benefit from upgrades and enhancements.	<ul style="list-style-type: none">Lower cost and shorter timeline than Option B.Interim mitigationReduces school/class sizes while allowing the county more time for land acquisition and fundingHelps Overlea + KenwoodAll students benefit from upgrades and enhancements.

Challenges	Challenges	Challenges
<ul style="list-style-type: none">Affected schools grow to large size compared to traditional BCPS high schools, but average among peer districts in Maryland.More bodies = congestion in hallways - safety issue.More congested vehicle traffic.	<ul style="list-style-type: none">Major capital investment concentrated on one area school, benefiting fewer students.Lengthy and costly land acquisition process.	<ul style="list-style-type: none">Major capital investment concentrated on one area school, benefiting fewer students.School closure and repurpose.

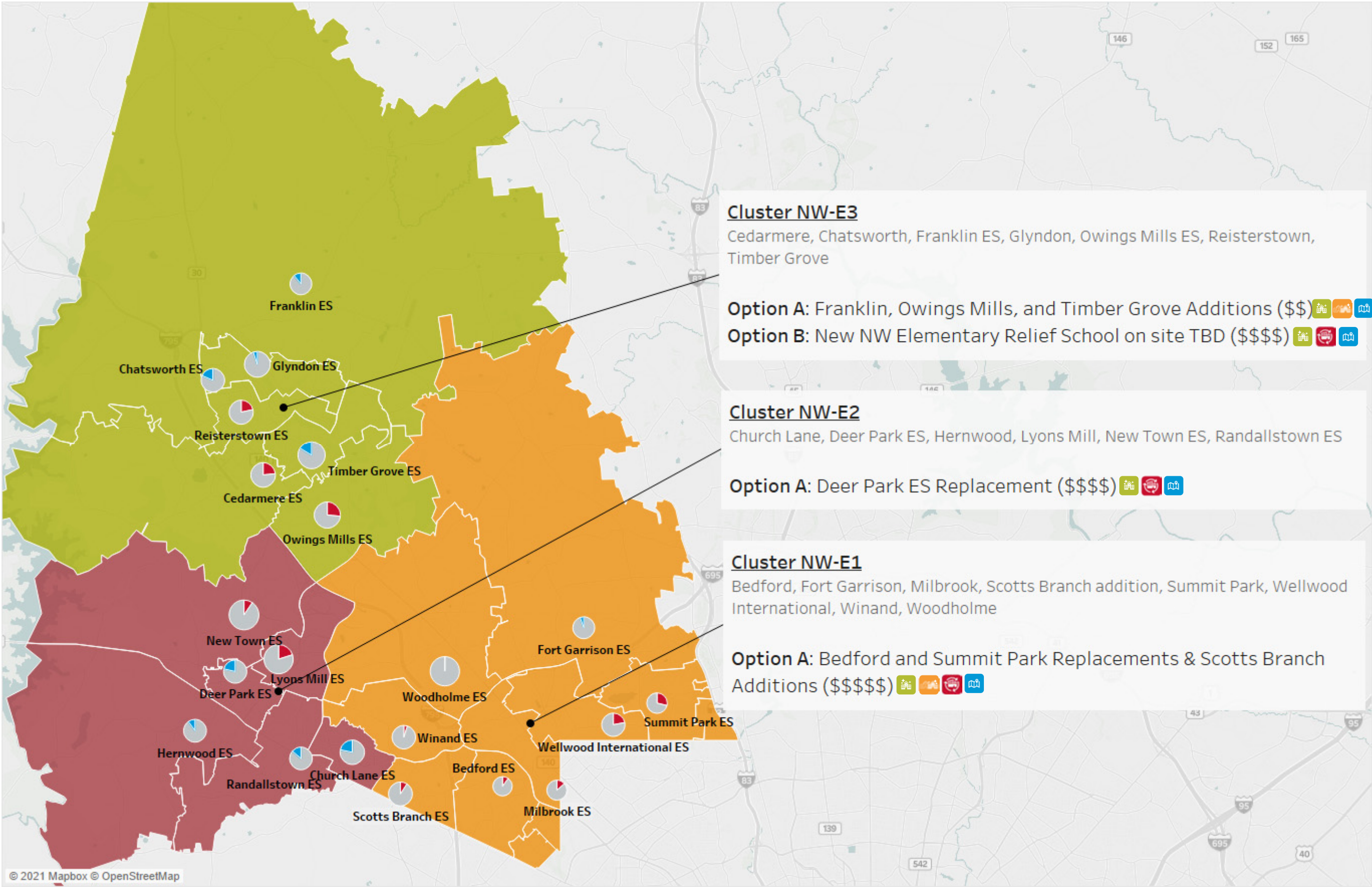
Stakeholder Support by Impacted School Affiliation



Northwest



NW Planning Area: Clusters NW-E1, NW-E2, and NW-E3



Order of Draft Options is arbitrary and not indicative of priority.

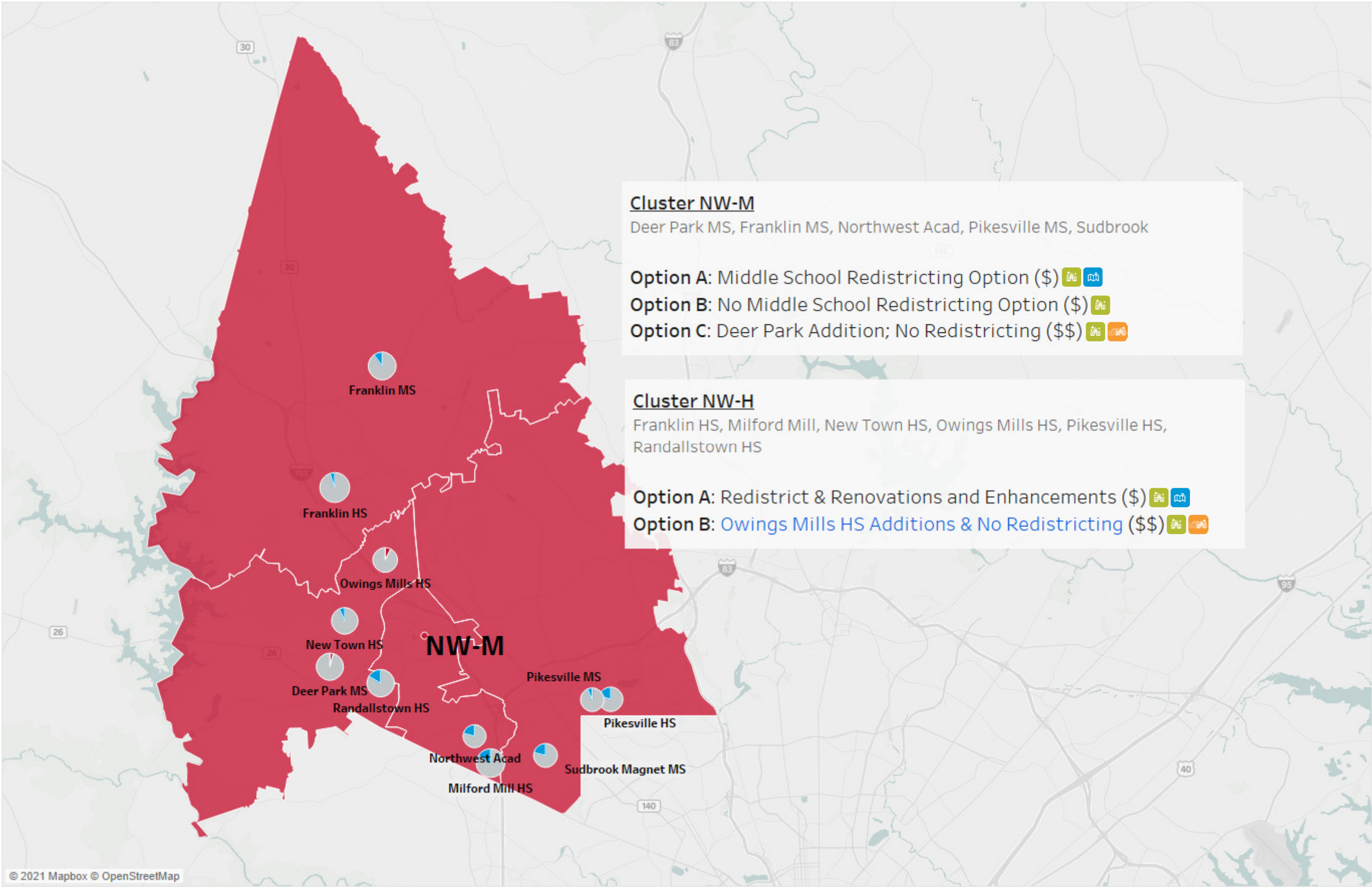
Draft Options were developed in consultation with the Focus Group Summit (FGS) and feedback from the Stakeholder Advisory Committee (SAC).

Alternative options offered by the SAC are indicated in blue font.

Final recommendations and prioritization will be made in consideration of BCPS educational objectives, cost/benefit analysis, resource availability, countywide equity, and community input, and may include new options not currently listed.

- Redistricting
- Renovation
- Renovation w/ Additions
- Demolish & Replace
- New School
- Consolidation/ Repurpose
- Grade Reconfiguration
- Filled Capacity
- Surplus Capacity
- Capacity Shortage

NW Planning Area: Clusters NW-M and NW-H



Order of Draft Options is arbitrary and not indicative of priority.

Draft Options were developed in consultation with the Focus Group Summit (FGS) and feedback from the Stakeholder Advisory Committee (SAC).









Alternative options offered by the SAC are indicated in blue font.

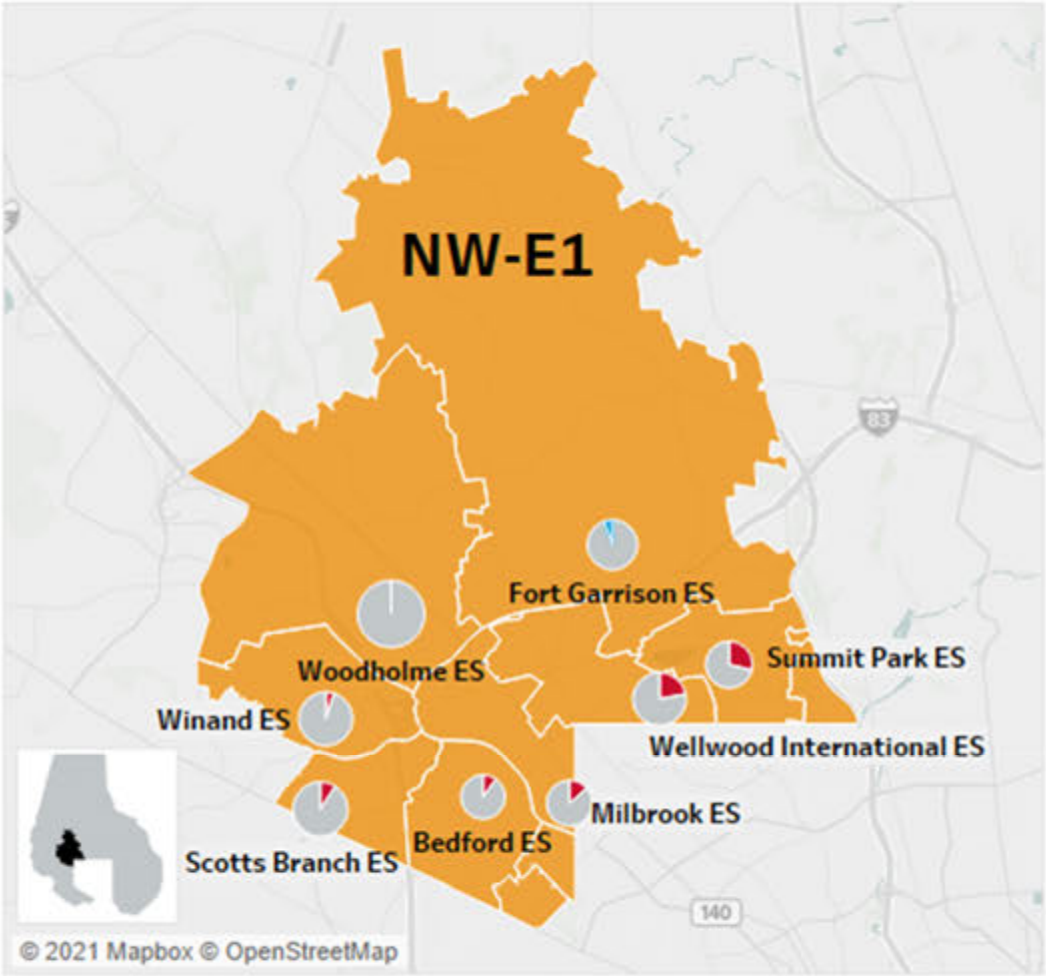
Final recommendations and prioritization will be made in consideration of BCPS educational objectives, cost/benefit analysis, resource availability, countywide equity, and community input, and may include new options not currently listed.

Planning Cluster: NW-E1

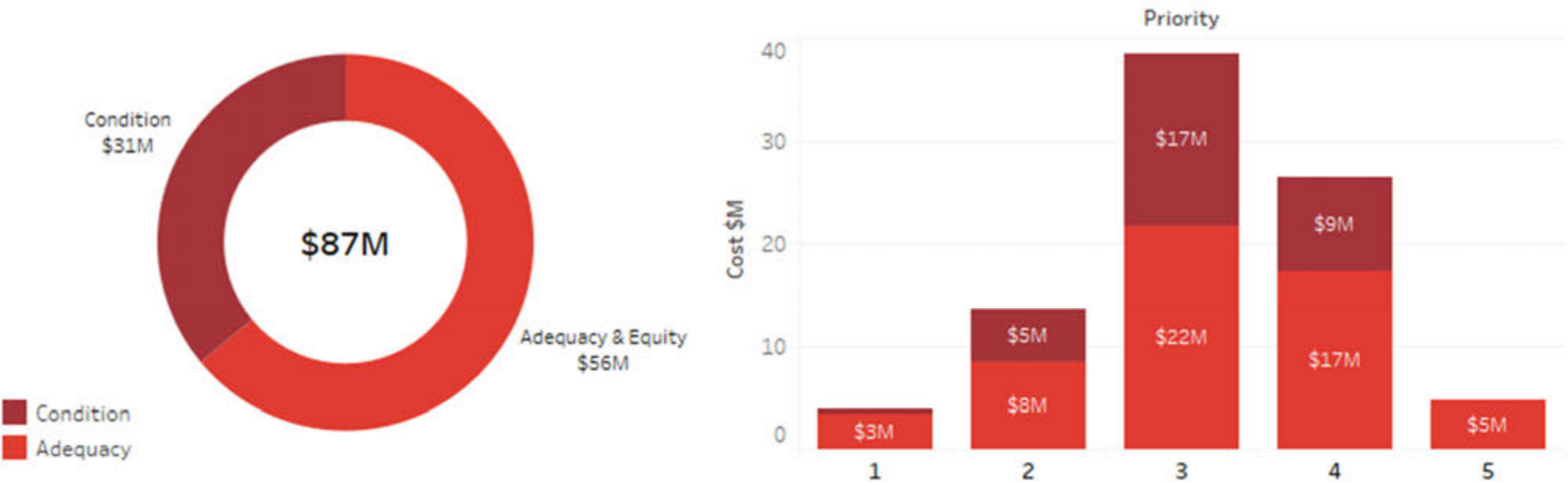
Bedford, Fort Garrison, Milbrook, Scotts Branch addition, Summit Park, Wellwood International, Winand, Woodholme

Facility Assessment Data:

Cluster NW-E1	School	Year Built / Updated	Acres	(a) Enrollment 2019 / 2026 / Growth	(b) State Rated Capacity	(c = a / b) Capacity Utilization 2026	(d = b-a) Capacity Surplus/ (Shortage) 2026	Capacity Score	Condition Score	Adequacy & Equity Score	Agg Need Score	Rank @ Grade
	Bedford ES	1962/ 1979	12.9	331 / 332 / 1	299	111%	-33	89	65	56	69	15/107
	Fort Garrison ES	1951/ 1995	15.3	313 / 361 / 48	382	95%	21	100	81	66	82	74/107
	Milbrook ES	1967/ 2001	12.8	394 / 373 / -21	322	116%	-51	84	77	60	73	24/107
	Scotts Branch ES	1960/ 1976	15.1	543 / 502 / -41	456	110%	-46	90	65	50	68	11/107
	Summit Park ES	1966/ 2001	19.6	470 / 472 / 2	336	140%	-136	60	65	43	56	3/107
	Wellwood International ES	1956/ 2000	15.0	489 / 555 / 66	433	128%	-122	72	91	69	77	34/107
	Winand ES	1966/ 2001	17.7	430 / 464 / 34	441	105%	-23	95	75	71	80	58/107
	Woodholme ES	2005	20.0	714 / 685 / -29	684	100%	-1	100	88	70	85	89/107
CLUSTER TOTAL				3,744	3,353	112%	-391	<div><div></div>capacity shortage 2026</div> <div><div></div>capacity filled 2026</div> <div><div></div>capacity surplus 2026</div>				







Cost of Condition & Adequacy and Equity Needs:



CannonDesign Recommendation

A Bedford and Summit Park Replacements & Scotts Branch Additions

\$\$\$\$\$

- 
 - Complete legacy Bedford and Summit Park demo/replace projects at 700-750 capacity each.
- 
 - Complete legacy classroom additions for 360 capacity at Scotts Branch.
- 
 - Elementary boundary redistricting.
- 
 - All schools undergo prioritized repairs and renovations with educational and equity enhancements.

Benefits

- Relieves area crowding.
- Creates capacity surplus that could be used for new programs.
- Completes partially-funded projects.
- *Part of Schools of Our Future.*
- All students benefit from upgrades and enhancements.

Challenges







Stakeholder Support by Impacted School Affiliation

Not Surveyed
(Legacy Project)

Planning Cluster: NW-E2

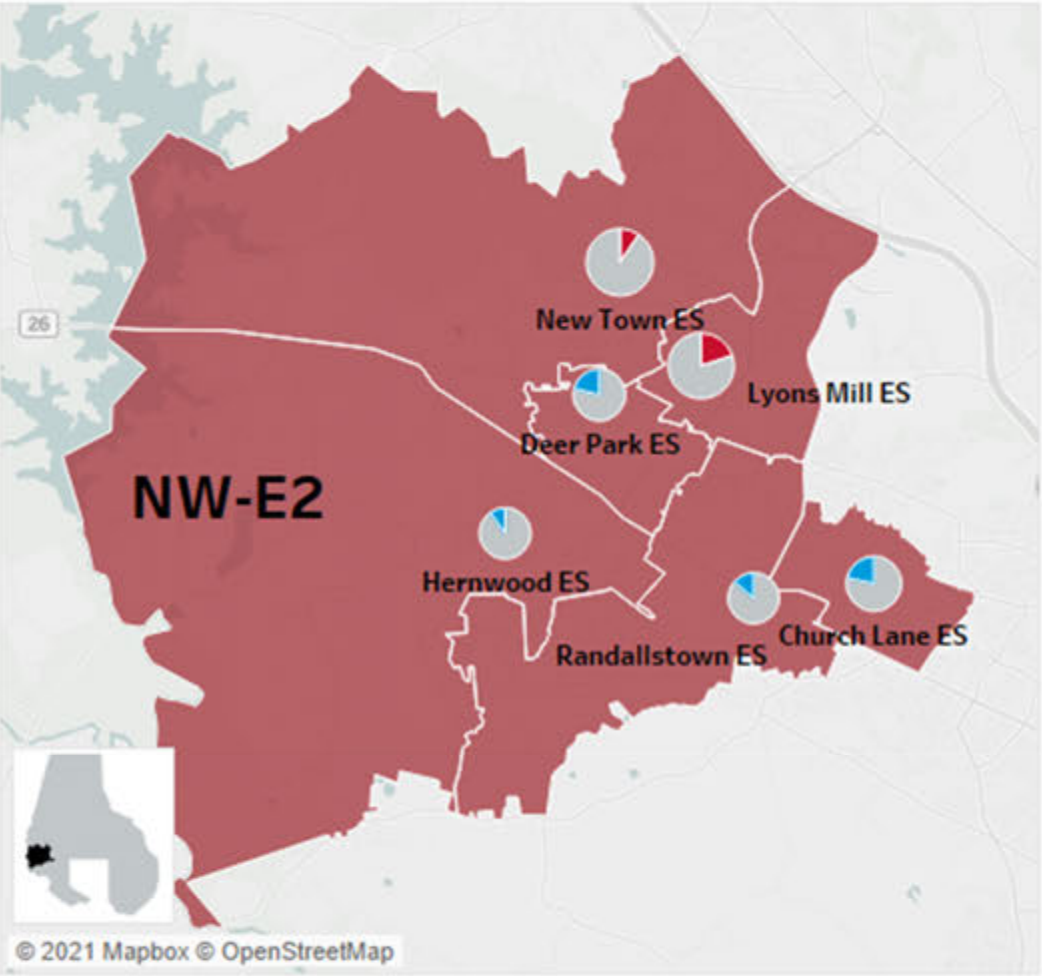
Church Lane, Deer Park ES, Hernwood, Lyons Mill, New Town ES, Randallstown ES

Facility Assessment Data:

Cluster NW-E2	School	Year Built / Updated	Acres	(a) Enrollment 2019 / 2026 / Growth	(b) State Rated Capacity	(c = a / b) Capacity Utilization 2026	(d = b-a) Capacity Surplus/ (Shortage) 2026	Capacity Score	Condition Score	Adequacy & Equity Score	Agg Need Score	Rank @ Grade
	Church Lane ES	1963/ 2001	18.4	355 / 374 / 19	478	78%	104	100	80	56	78	39/107
	Deer Park ES	1970/ 2001	24.0	391 / 339 / -52	431	79%	92	100	65	53	72	21/107
	Hernwood ES	1967/ 2001	19.4	362 / 374 / 12	415	90%	41	100	73	73	82	71/107
	Lyons Mill ES	2016	6.9	759 / 852 / 93	681	125%	-171	75	100	87	87	96/107
	New Town ES	2001	37.3	811 / 782 / -29	708	110%	-74	90	82	70	81	64/107
	Randallstown ES	1908/ 2002	8.7	400 / 354 / -46	411	86%	57	100	85	58	80	63/107
CLUSTER TOTAL				3,075	3,124	98%	49	<div><div></div> capacity shortage 2026</div> <div><div></div> capacity filled 2026</div> <div><div></div> capacity surplus 2026</div>				






Cost of Condition & Adequacy and Equity Needs:



CannonDesign Recommendation

A Deer Park ES Replacement

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- 
 - Complete legacy Deer Park ES demo/replace project at 735 capacity.
- 
 - Elementary boundary redistricting.
- 
 - All schools undergo prioritized repairs and renovations with educational and equity enhancements.

Benefits

- Relieves area crowding.
- Creates capacity surplus that could be used for new programs.
- Completes partially-funded projects.
- *Part of Schools of Our Future.*
- All students benefit from upgrades and enhancements.

Challenges

- Historic buildings at Randallstown ES may require additional renovation costs or limit redevelopment options.





































Stakeholder Support by Impacted School Affiliation

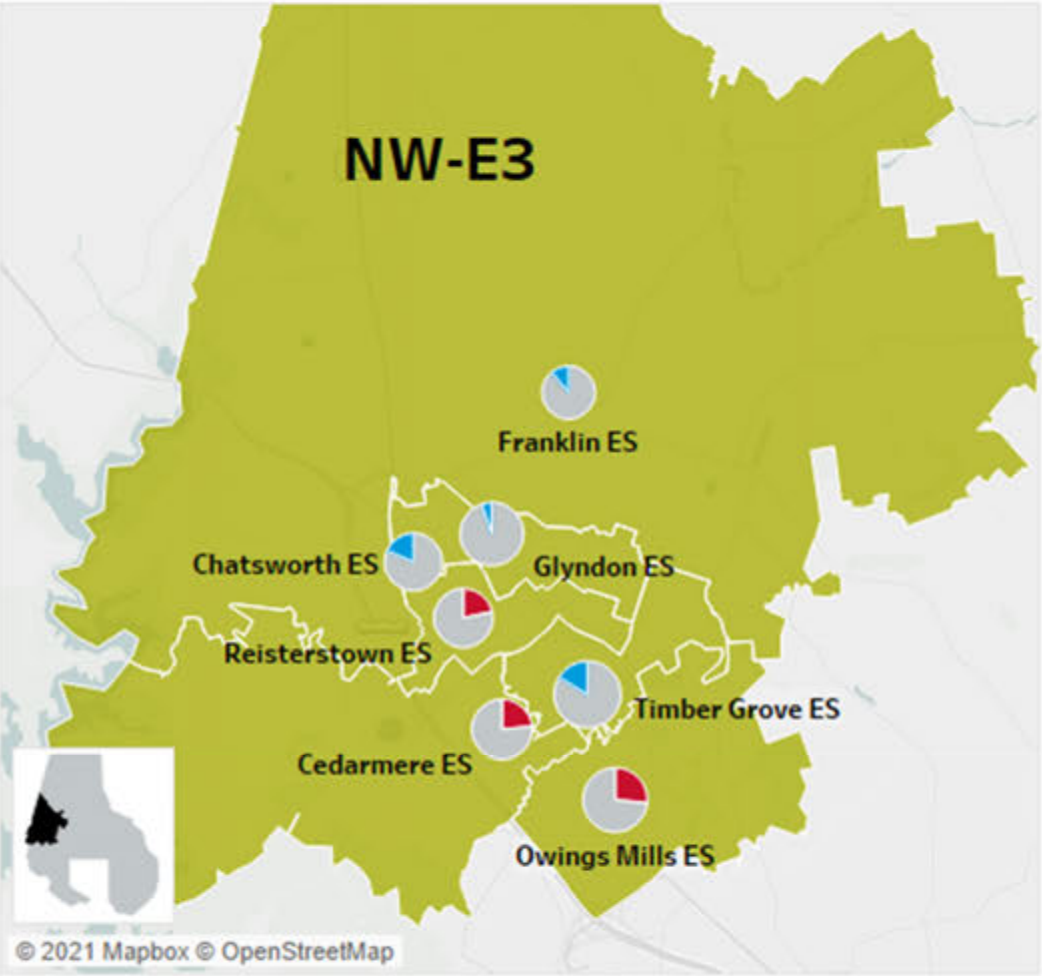
Not Surveyed
(Legacy Project)

Planning Cluster: NW-E3

Cedarmere, Chatsworth, Franklin ES, Glyndon, Owings Mills ES, Reisterstown, Timber Grove

Facility Assessment Data:

Cluster NW-E3	School	Year Built/ Updated	Acres	(a) Enrollment 2019 / 2026 / Growth	(b) State Rated Capacity	(c = a / b) Capacity Utilization 2026	(d = b - a) Capacity Surplus/ (Shortage) 2026	Capacity Score	Condition Score	Adequacy & Equity Score	Agg Need Score	Rank @ Grade
	Cedarmere ES	1971/ 2011	17.5	523 / 631 / 108	483	131%					71	18/107
	Chatsworth ES	1974	8.6	359 / 360 / 1	442	81%					75	25/107
	Franklin ES	1956/ 2000	23.3	409 / 334 / -75	375	89%					79	50/107
	Glyndon ES	1978/ 1999	18.5	535 / 505 / -30	532	95%					78	42/107
	Owings Mills ES	1926/ 2000	6.2	760 / 744 / -16	547	136%					66	9/107
	Reisterstown ES	1963/ 2001	13.5	544 / 589 / 45	462	127%					68	12/107
	Timber Grove ES	1968/ 2001	19.3	542 / 495 / -47	592	84%					80	66/107
CLUSTER TOTAL				3,658	3,433	107%		<div><div></div>capacity shortage 2026</div> <div><div></div>capacity filled 2026</div> <div><div></div>capacity surplus 2026</div>				



Cost of Condition & Adequacy and Equity Needs:



CannonDesign Recommendation

A Franklin, Owings Mills, and Timber Grove Additions

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- Replace 1990s modular buildings with new classroom additions for 225-250 total capacity at Franklin, Owings Mills, and/or Timber Grove.

- Pedestrian safety improvements, **such as flashing lights, speed bumps, gates, mirrors, enforcement.**

- Elementary boundary redistricting.

- All schools undergo prioritized repairs and renovations with educational and equity enhancements.

B New NW Elementary Relief School on site TBD

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- Acquire land and construct new master-planned elementary school with core capacity for 700 with classrooms for 400.

- (Optional) Demo 1990s modular buildings at Franklin, Owings Mills, and/or Timber Grove and restore site for outdoor learning and/or athletics.

- Elementary boundary redistricting.

- All schools undergo prioritized repairs and renovations with educational and equity enhancements.

Benefits

- Replaces substandard modular buildings with permanent construction.
- Capital investment spread among more schools.
- Opportunity to evaluate location and facility needs of support services offices.
- All students benefit from upgrades and enhancements.

Challenges

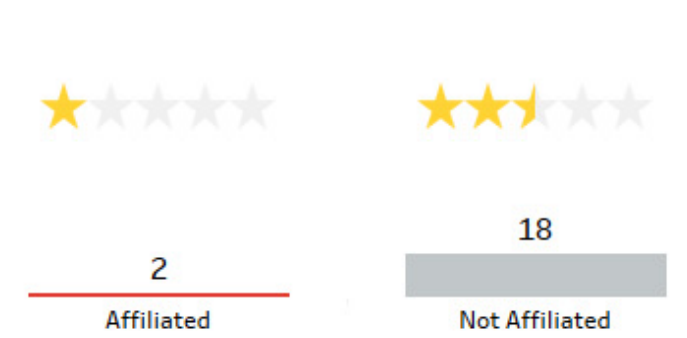
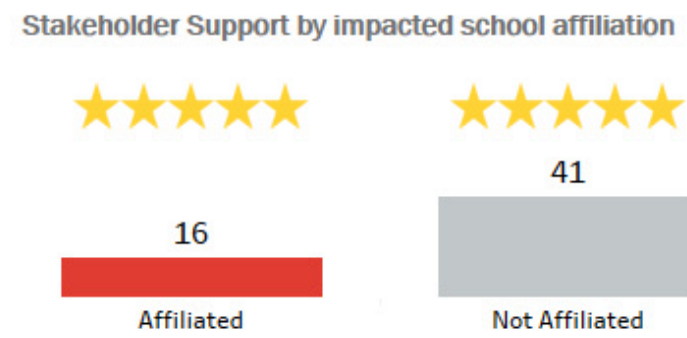
- Historic buildings at Owings Mills may require additional renovation costs or limit redevelopment options.
- Increased vehicular traffic.**
- Close proximity of schools could limit redistricting options.**
- Owings Mills small site and flood plain restrictions.**
- Difficult site to build on.**

Benefits

- Replaces substandard modular buildings with outdoor programs and serves NW area for long term elementary capacity needs.
- All students benefit from upgrades and enhancements.

Challenges



























- Major capital investment concentrated on one area school, benefiting fewer students.
- Lengthy and costly land acquisition process.
- Close proximity of schools could limit redistricting options.**

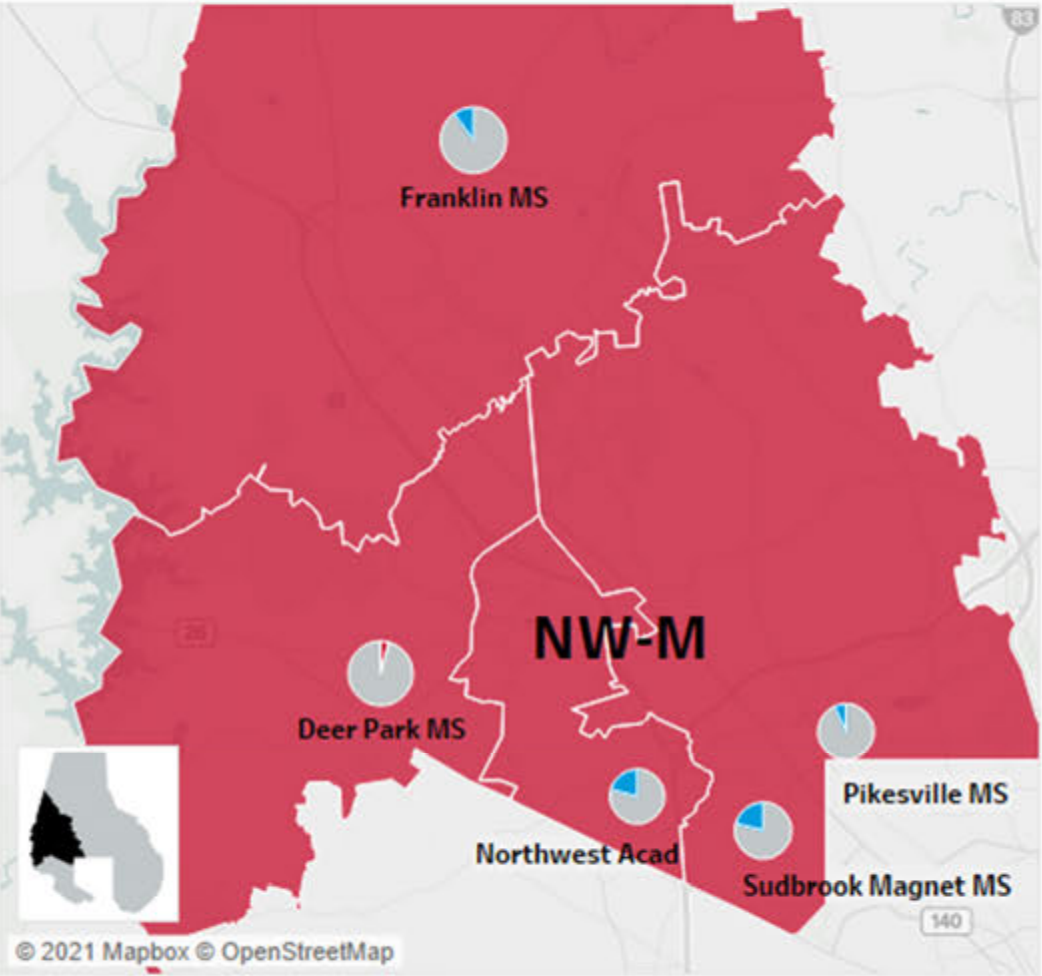


Planning Cluster: NW-M

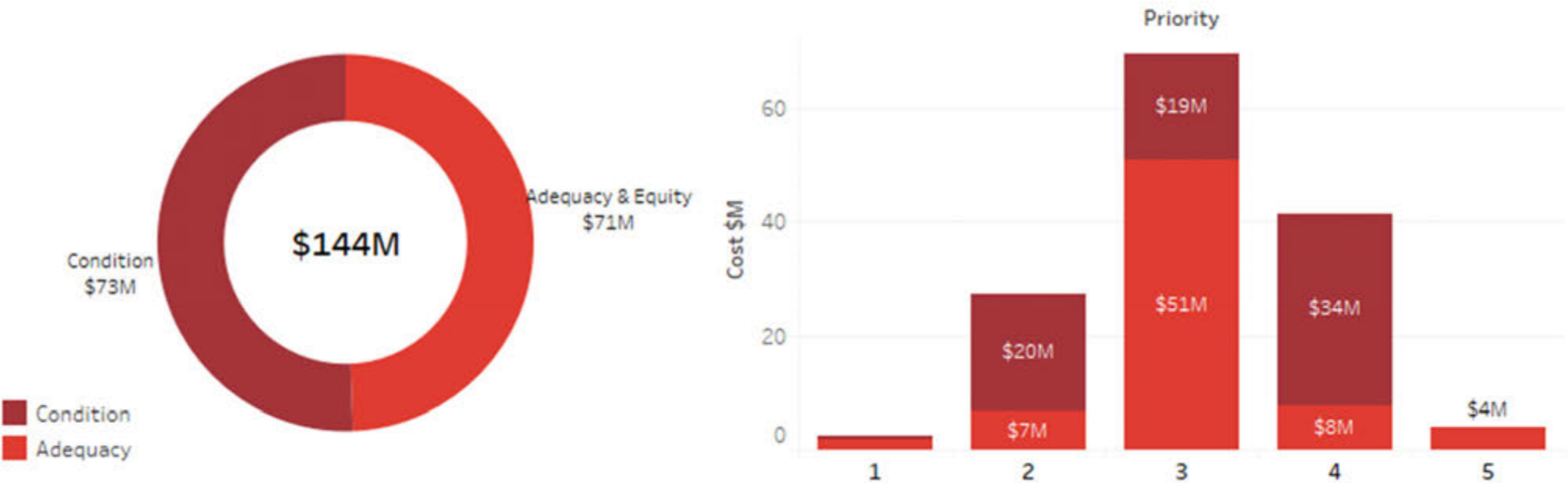
Deer Park MS, Franklin MS, Northwest Academy, Pikesville MS, Sudbrook

Facility Assessment Data:

Cluster NW-M	School	Year Built / Updated	Acres	(a) Enrollment 2019 / 2026 / Growth	(b) State Rated Capacity	(c = a / b) Capacity Utilization 2026	(d = b-a) Capacity Surplus/ (Shortage) 2026	Capacity Score	Condition Score	Adequacy & Equity Score	Agg Need Score	Rank @ Grade
	Deer Park MS	1973/ 2000	37.3	1365 / 1426 / 61	1,368	104%					72	2/27
	Franklin MS	1929/ 2004	25.0	1242 / 1289 / 47	1,433	90%					81	17/27
	Northwest Acad	1966/ 2012	28.5	785 / 777 / -8	983	79%					77	7/27
	Pikesville MS	1968/ 2010	31.9	972 / 959 / -13	1,029	93%					81	16/27
	Sudbrook Magnet MS	1956/ 2010	31.5	998 / 836 / -162	1,060	79%					87	27/27
CLUSTER TOTAL				5,287	5,873	90%		<div><div></div> capacity shortage 2026</div> <div><div></div> capacity filled 2026</div> <div><div></div> capacity surplus 2026</div>				





Cost of Condition & Adequacy and Equity Needs:



CannonDesign Recommendation

A Middle School Redistricting Option

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- 

 - Middle boundary redistricting.
 - All schools undergo prioritized repairs and renovations with educational and equity enhancements.
 - Look into expanding staff-constricted capacity at Sudbrook, provides relief to SW-area middle schools.


Benefits

- Balances capacity utilization without avoidable additions.
- All students benefit from upgrades and enhancements.

Challenges

- Historic buildings at Franklin MS may require additional renovation costs or limit redevelopment options.
- Resistance to redistricting.
- Deer park students impacted by redistricting would have to go north to Franklin.
- Confirm where magnets limit potential for redistricting.
- Feeder splits disrupt student relationships.

B No Middle School Redistricting Option

- \$\$\$\$\$
- 

 - No middle school boundary redistricting.
 - All schools undergo prioritized repairs and renovations with educational and equity enhancements.



Benefits

- Avoids redistricting.
- All students benefit from upgrades and enhancements.

Challenges

- Deer Park MS operates with 58 capacity shortage, 104% utilization.
- Historic buildings at Franklin MS may require additional renovation costs or limit redevelopment options.
- Feeder splits disrupt student relationships.

C Deer Park MS Addition & No Redistricting

- \$\$\$\$\$
- 

 - Classroom additions for 50-75 capacity at Deer Park MS.
 - No middle school boundary redistricting.
 - All schools undergo prioritized repairs and renovations with educational and equity enhancements.

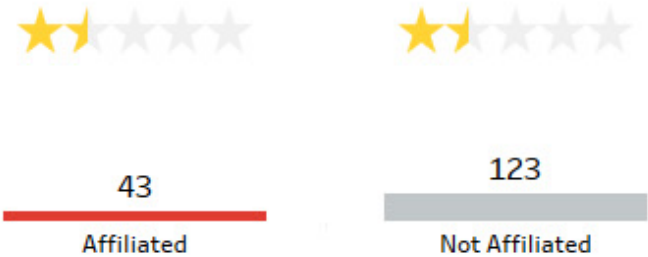
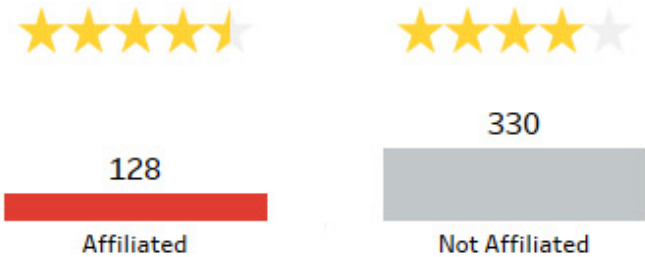
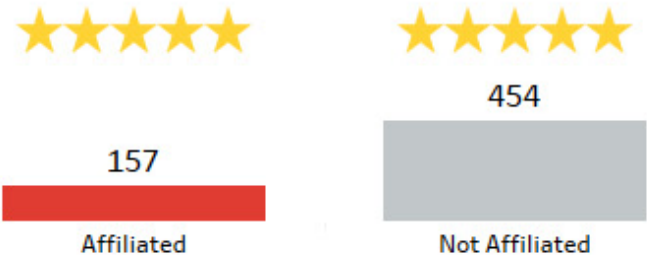
Benefits

- Relieves modest overutilization at Deer Park MS without redistricting.
- All students benefit from upgrades and enhancements.

Challenges

- State may not fund due to surplus capacity in region.
- Historic buildings at Franklin MS may require additional renovation costs or limit redevelopment options.
- Feeder splits disrupt student relationships.







Stakeholder Support by Impacted School Affiliation



Planning Cluster: NW-H

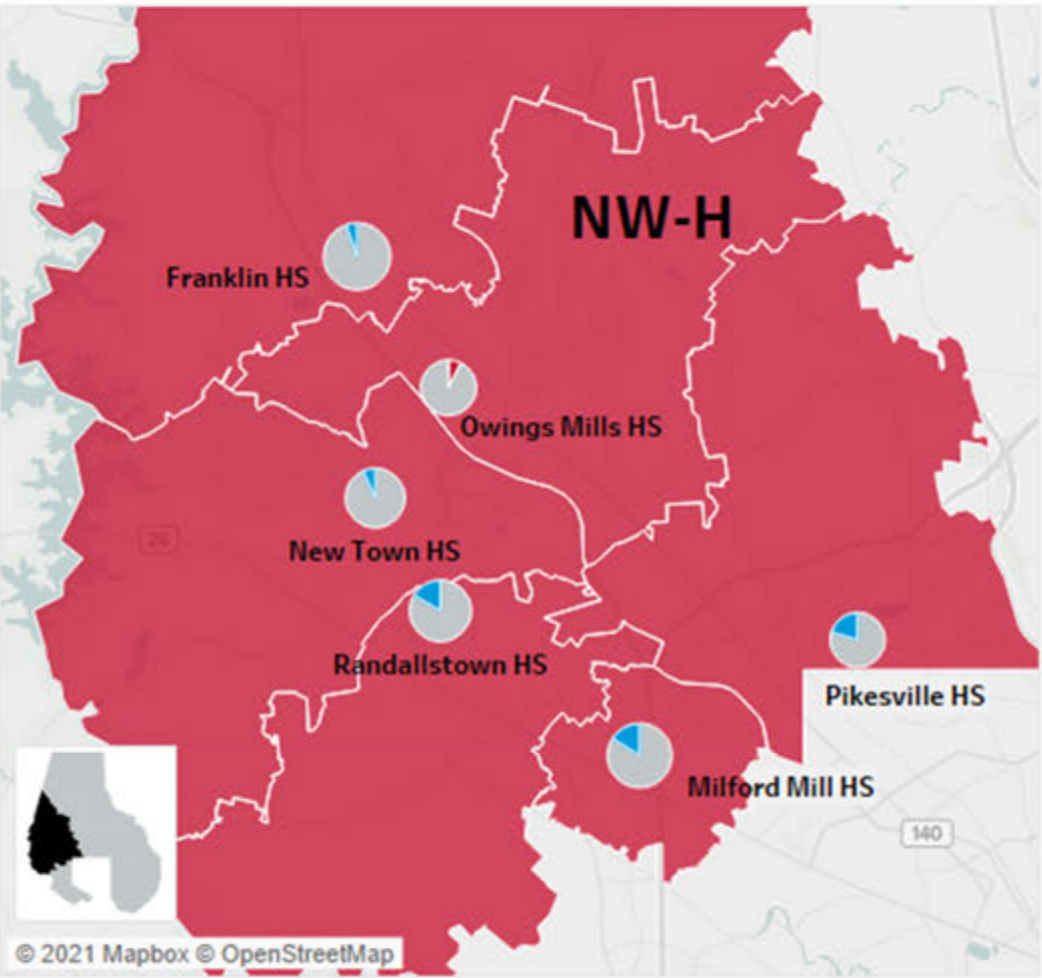
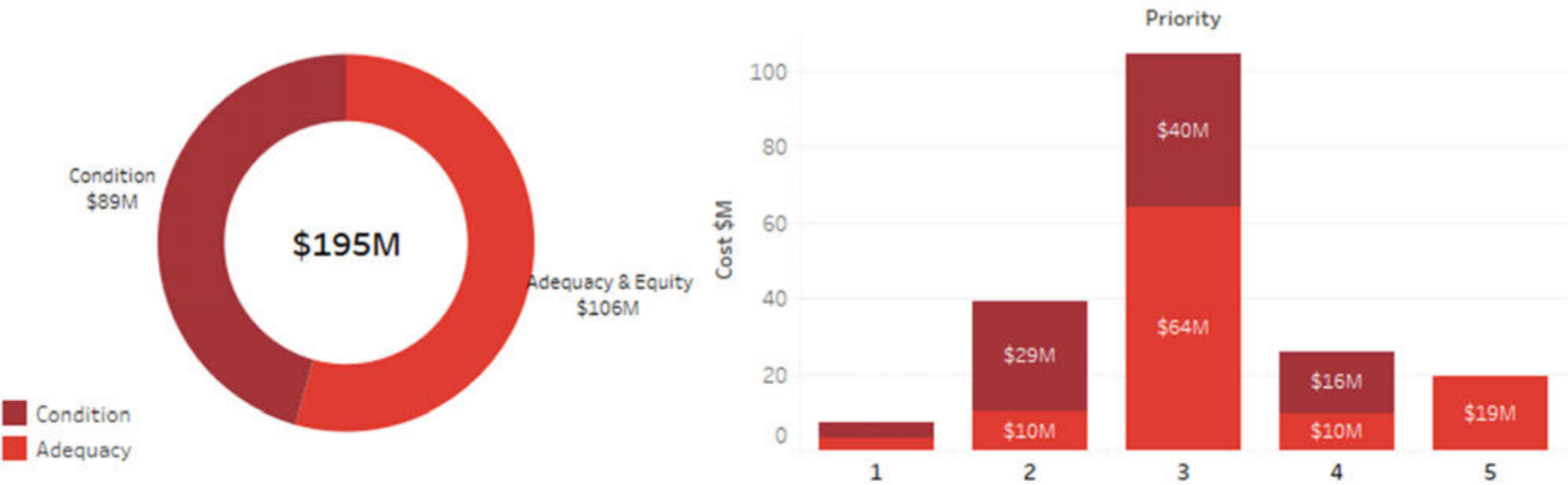
Franklin HS, Milford Mill, New Town HS, Owings Mills HS, Pikesville HS, Randallstown HS

Facility Assessment Data:

Cluster NW-H	School	Year Built / Updated	Acres	(a) Enrollment 2019 / 2026 / Growth	(b) State Rated Capacity	(c = a / b) Capacity Utilization 2026	(d = b-a) Capacity Surplus/ (Shortage) 2026	Capacity Score	Condition Score	Adequacy & Equity Score	Agg Need Score	Rank @ Grade
	Franklin HS	1960/ 2002	39.0	1511 / 1559 / 48	1,647	95%	88	100	91	63	84	18/24
	Milford Mill HS	1949/ 2012	34.1	1251 / 1273 / 22	1,517	84%	244	100	88	64	83	16/24
	New Town HS	2003	64.1	1168 / 1215 / 47	1,303	93%	88	100	96	65	86	22/24
	Owings Mills HS	1978/ 2001	39.4	1189 / 1221 / 32	1,131	108%	-90	92	76	58	75	7/24
	Pikesville HS	1964/ 2017	42.4	922 / 880 / -42	1,107	79%	227	100	92	70	87	23/24
	Randallstown HS	1969/ 2004	52.9	1048 / 1167 / 119	1,398	83%	231	100	86	63	82	15/24
CLUSTER TOTAL				7,315	8,103	90%	788	<div><div></div> capacity shortage 2026</div> <div><div></div> capacity filled 2026</div> <div><div></div> capacity surplus 2026</div>				





Cost of Condition & Adequacy and Equity Needs:



CannonDesign Recommendation

A

Redistrict & Renovations and Enhancements

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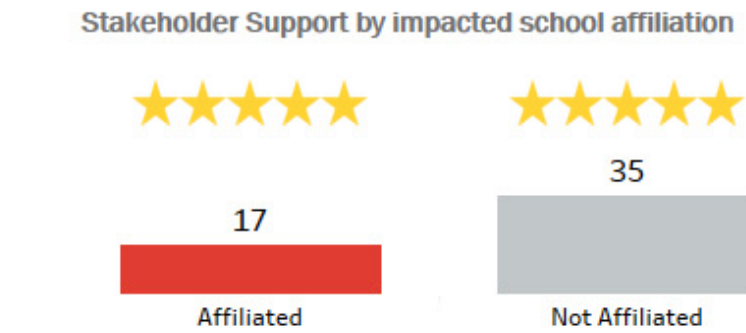
 - High school boundary redistricting to relieve Owings Mills HS.
 - All schools undergo prioritized repairs and renovations with educational and equity enhancements.
 - Expand magnet program, e.g. law enforcement program at Franklin HS.

Benefits

- Balances capacity utilization without avoidable additions.
- All students benefit from upgrades and enhancements.
- Potential capacity relief for other high schools by attracting students to high demand programs.



Challenges

- Historic buildings at Milford Mill may require additional renovation costs or limit redevelopment options.



B

Owings Mills HS Additions & No Redistricting

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- 

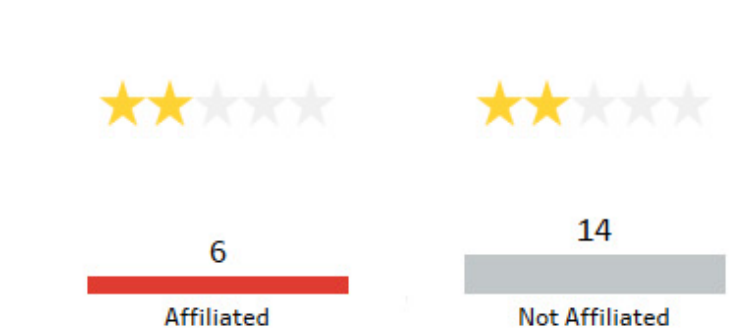
 - (Stakeholder Advisory Committee-created Option)
 - Classroom additions for 100 capacity at Owings Mills HS.
 - No high school boundary redistricting.
 - All schools undergo prioritized repairs and renovations with educational and equity enhancements.

Benefits

- Relieves modest overutilization at Owings Mills HS without redistricting.
- Addresses future growth beyond projections.
- All students benefit from upgrades and enhancements.

Challenges

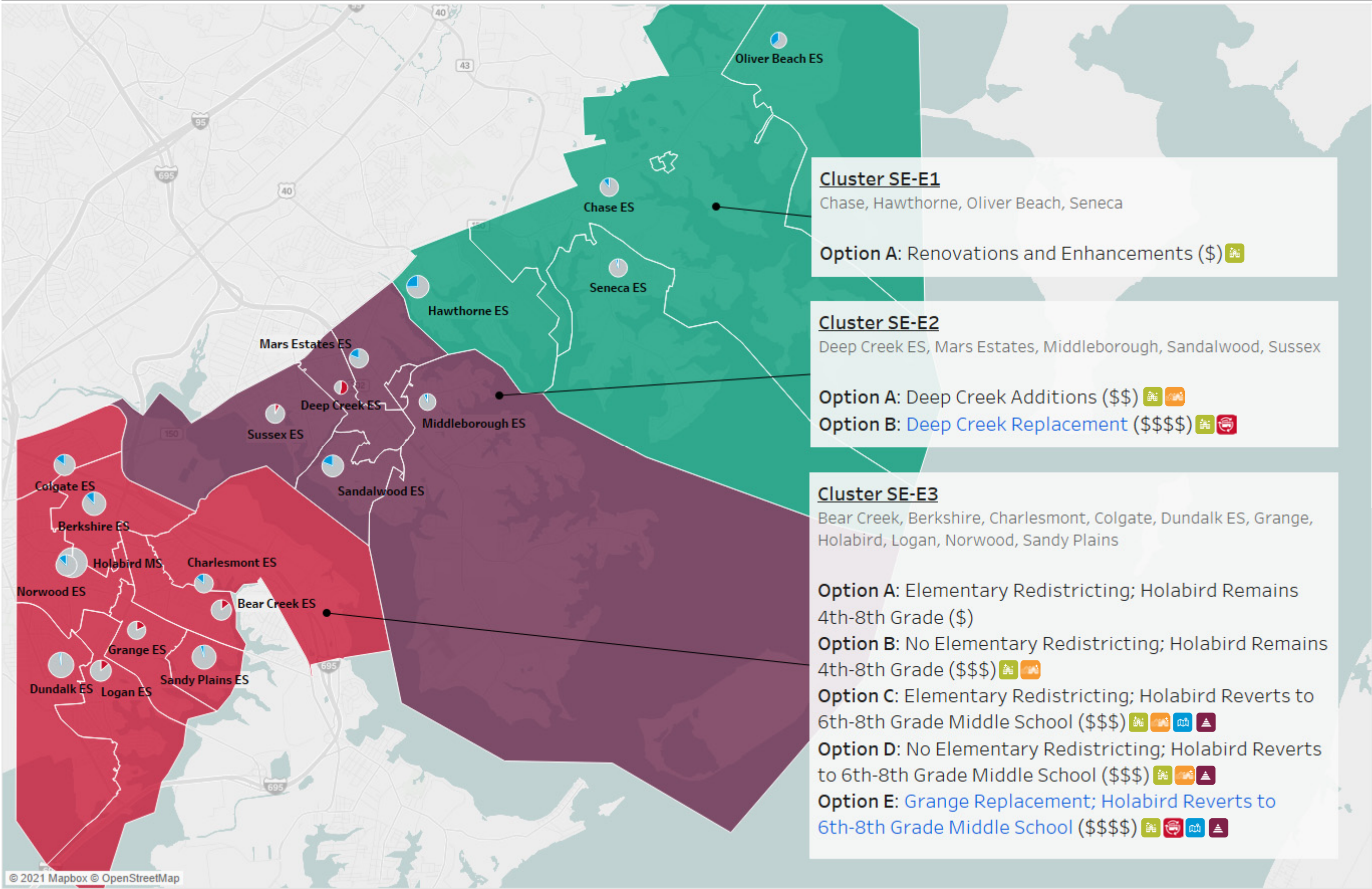
- State may not fund due to surplus capacity in region.
- Historic buildings at Milford Mill may require additional renovation costs or limit redevelopment options.



Southeast



SE Planning Area: Clusters SE-E1, SE-E2, and SE-E3



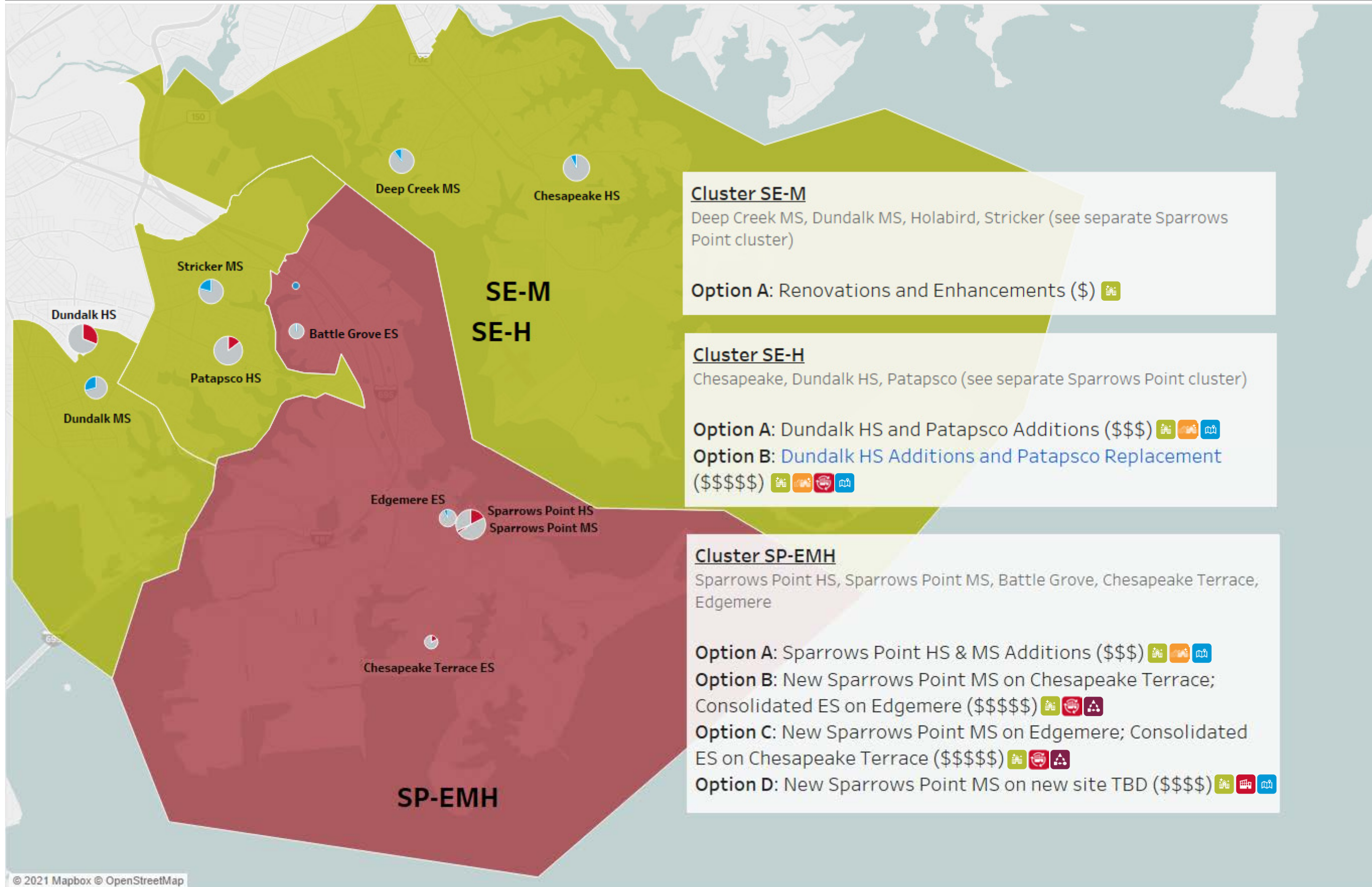
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Alternative options offered by the SAC are indicated in blue font.

Final recommendations and prioritization will be made in consideration of BCPS educational objectives, cost/benefit analysis, resource availability, countywide equity, and community input, and may include new options not currently listed.

SE Planning Area: Clusters SE-M, SE-H, and SP-EMH










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Draft Options were developed in consultation with the Focus Group Summit (FGS) and feedback from the Stakeholder Advisory Committee (SAC).






















Alternative options offered by the SAC are indicated in blue font.

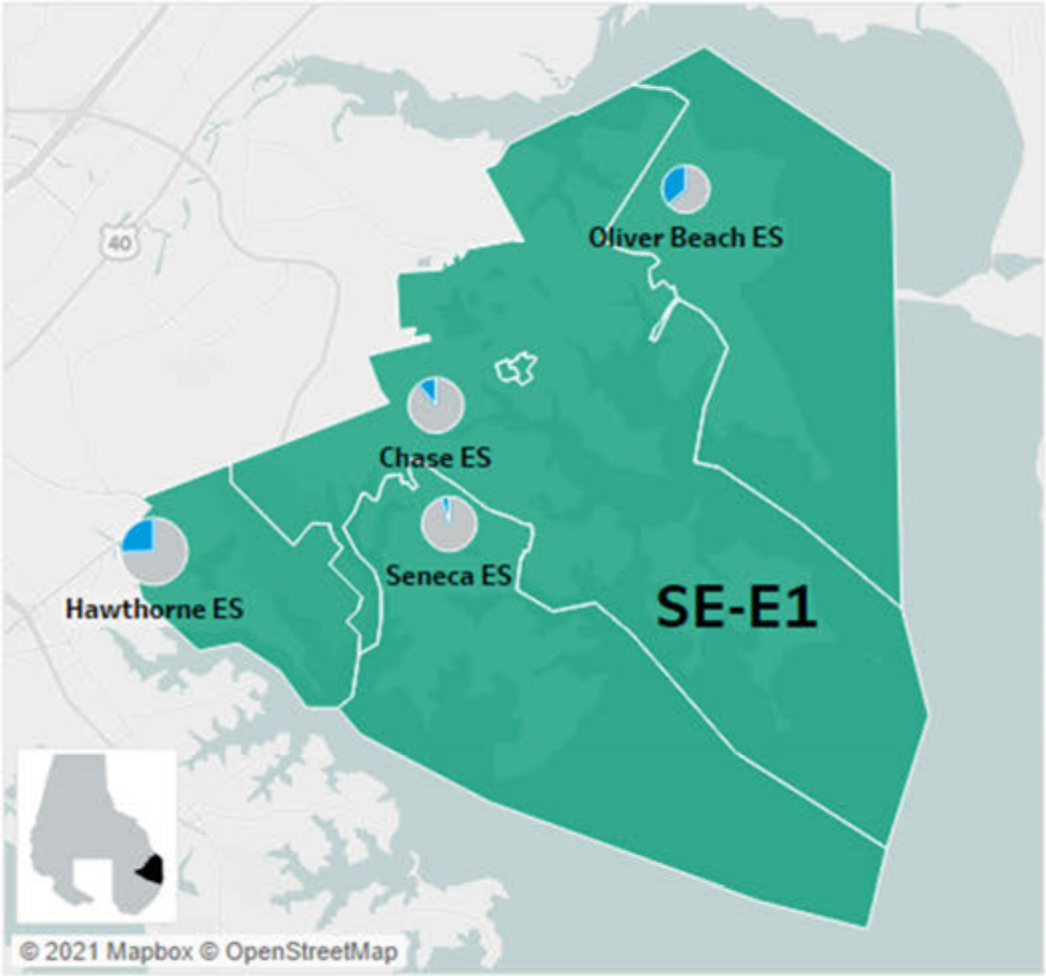
Final recommendations and prioritization will be made in consideration of BCPS educational objectives, cost/benefit analysis, resource availability, countywide equity, and community input, and may include new options not currently listed.

-  Redistricting
-  Renovation
-  Renovation w/ Additions
-  Demolish & Replace
-  New School
-  Consolidation/Repurpose
-  Grade Reconfiguration
- Filled Capacity
- Surplus Capacity
- Capacity Shortage

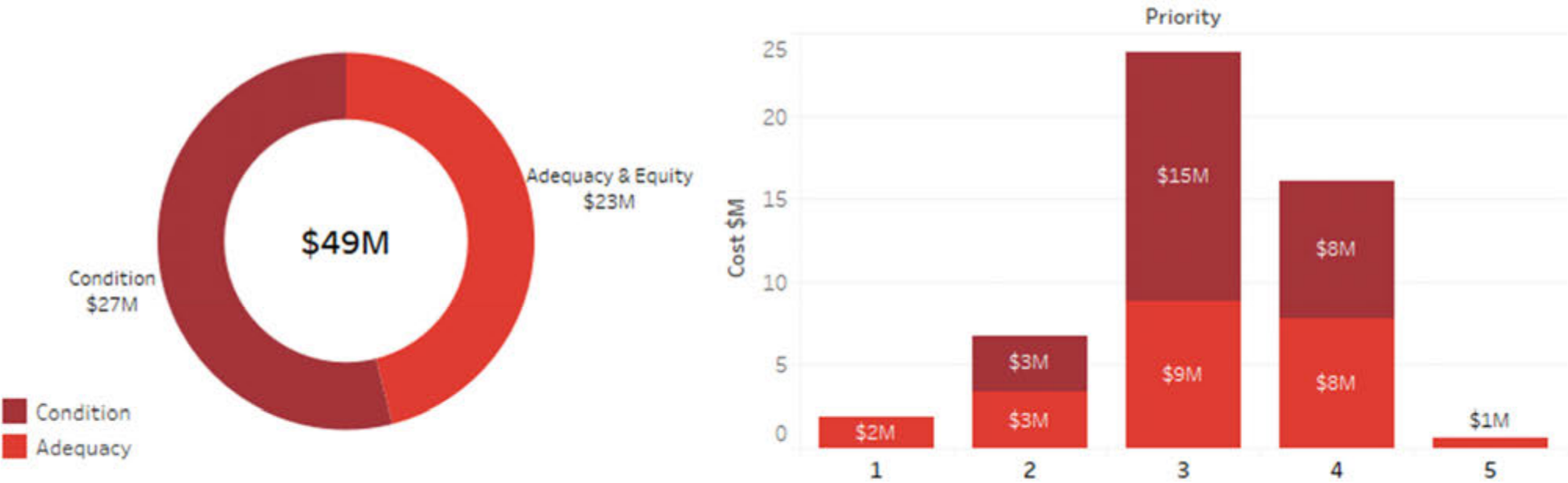
Planning Cluster: SE-E1 Chase, Hawthorne, Oliver Beach, Seneca

Facility Assessment Data:

Cluster SE-E1	School	Year Built / Updated	Acres	(a) Enrollment 2019 / 2026 / Growth	(b) State Rated Capacity	(c = a / b) Capacity Utilization 2026	(d = b-a) Capacity Surplus / (Shortage) 2026	Capacity Score	Condition Score	Adequacy & Equity Score	Agg Need Score	Rank @ Grade
	Chase ES	1939 / 1999	11.6	378 / 351 / -27	395	89%					82	76/107
	Hawthorne ES	1954 / 2000	11.3	520 / 436 / -84	584	75%					80	53/107
	Oliver Beach ES	1981	19.2	179 / 187 / 8	294	64%					86	92/107
	Seneca ES	1960 / 2001	17.1	403 / 367 / -36	385	95%					79	46/107
CLUSTER TOTAL				1,341	1,658	81%		<div> <div></div>capacity shortage 2026 <div></div>capacity filled 2026 <div></div>capacity surplus 2026 </div>				




Cost of Condition & Adequacy and Equity Needs:



CannonDesign Recommendation

A Renovations and Enhancements

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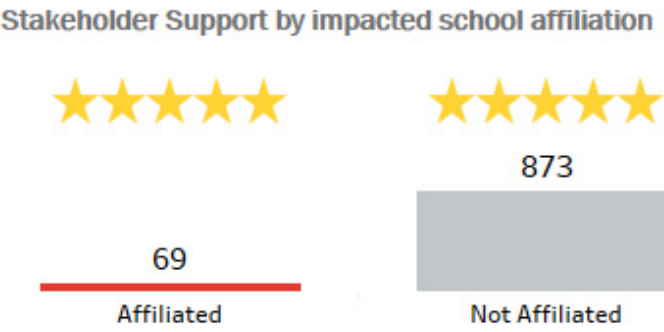
- 
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.
 - Confirm enrollments and capacity account for Judy center at Hawthorne and SELS.
 - Look into magnet programs at facilities with excess capacity (possibly IB to feed existing programs at MS HS)
 - Look into moving programs at Hawthorne to Oliver Beach

Benefits

- No redistricting or portfolio changes that would be geographically challenging.
- All students benefit from upgrades and enhancements.

Challenges



























- Three schools operate at <400 enrollment and two schools at <75% capacity utilization, limiting scale of program offerings.
- Historic buildings at Chase may require additional renovation costs.

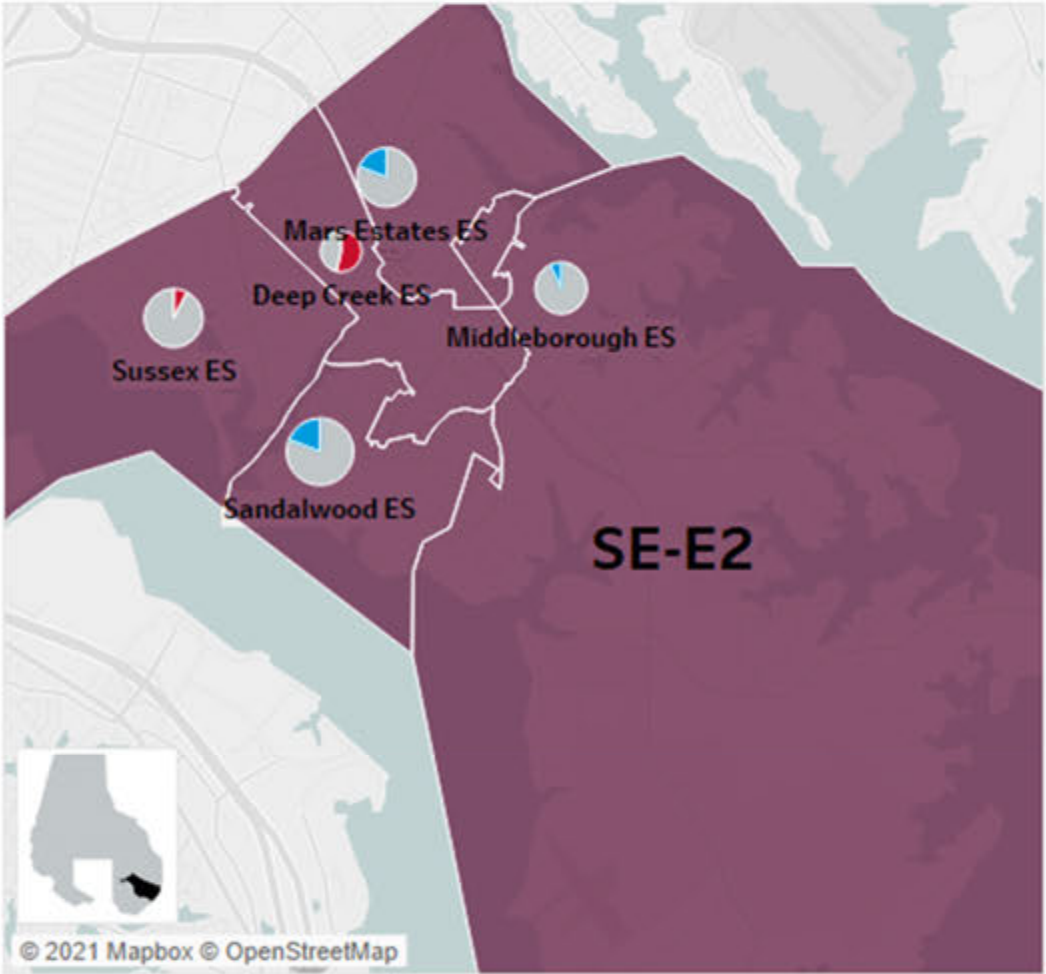


Planning Cluster: SE-E2

Deep Creek ES, Mars Estates, Middleborough, Sandalwood, Sussex

Facility Assessment Data:

Cluster SE-E2	School	Year Built / Updated	Acres	(a) Enrollment 2019 / 2026 / Growth	(b) State Rated Capacity	(c = a / b) Capacity Utilization 2026	(d = b - a) Capacity Surplus / (Shortage) 2026	Capacity Score	Condition Score	Adequacy & Equity Score	Agg Need Score	Rank @ Grade
	Deep Creek ES	1963 / 2001	32.9	458 / 447 / -11	207	216%					44	2/107
	Mars Estates ES	1950 / 2000	11.3	363 / 344 / -19	425	81%					80	57/107
	Middleborough ES	1960 / 1969	15.2	338 / 303 / -35	326	93%					82	73/107
	Sandalwood ES	1971 / 1975	16.4	517 / 442 / -75	546	81%					78	40/107
	Sussex ES	1955 / 2000	19.7	429 / 450 / 21	416	108%					77	30/107
CLUSTER TOTAL				1,986	1,920	103%		<div><div></div>capacity shortage 2026</div> <div><div></div>capacity filled 2026</div> <div><div></div>capacity surplus 2026</div>				




Cost of Condition & Adequacy and Equity Needs:




CannonDesign Recommendation

A Deep Creek Additions

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- Replace 1990s modular buildings with new classroom additions for 225-250 capacity at Deep Creek.



- No elementary boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements, including supports for wrap-around services.
- Look into bringing Pre-K back from Hawthorne (Cluster SE-E1) to Deep Creek.

Benefits


- Replaces substandard modular buildings with permanent construction.
- No redistricting or portfolio changes that would be geographically challenging.
- All students benefit from upgrades and enhancements.

Challenges


- Two schools operate at <350 enrollment, limiting scale of program offerings.

B Deep Creek Replacement

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- (Stakeholder Advisory Committee -created Option



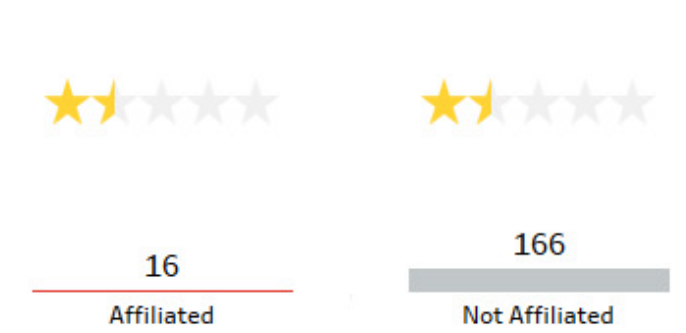
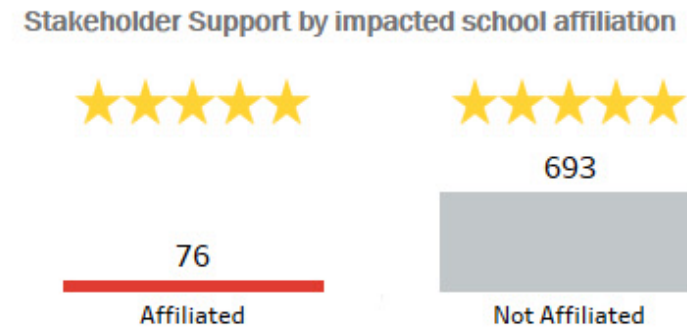
- Replace Deep Creek ES as upgraded alternative to Option A.
- No elementary boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements, including supports for wrap-around services.
- Look into bringing Pre-K back from Hawthorne (Cluster SE-E1) to Deep Creek.

Benefits

- Replaces substandard modular buildings with permanent construction.
- No redistricting or portfolio changes that would be geographically challenging.
- All students benefit from upgrades and enhancements.

Challenges











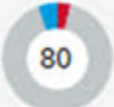
- Two schools operate at <350 enrollment, limiting scale of program offerings.

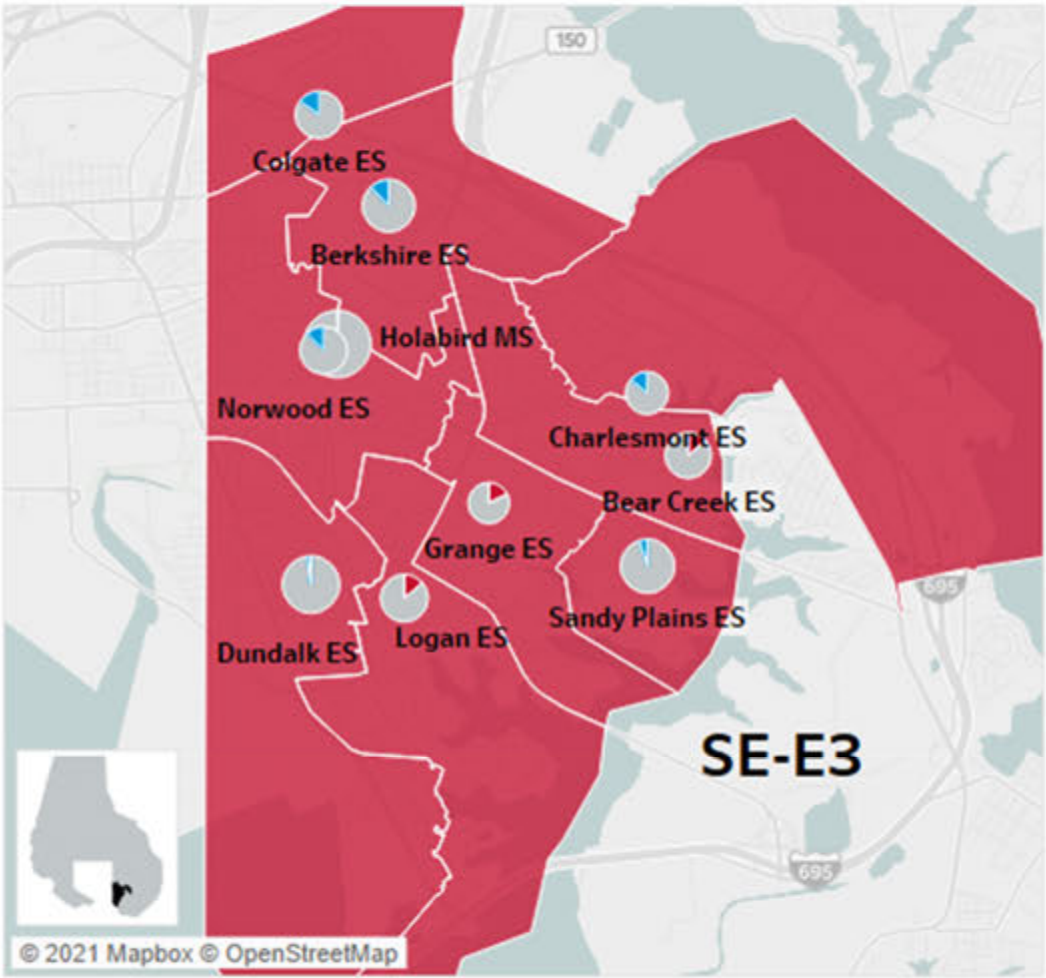


Planning Cluster: SE-E3

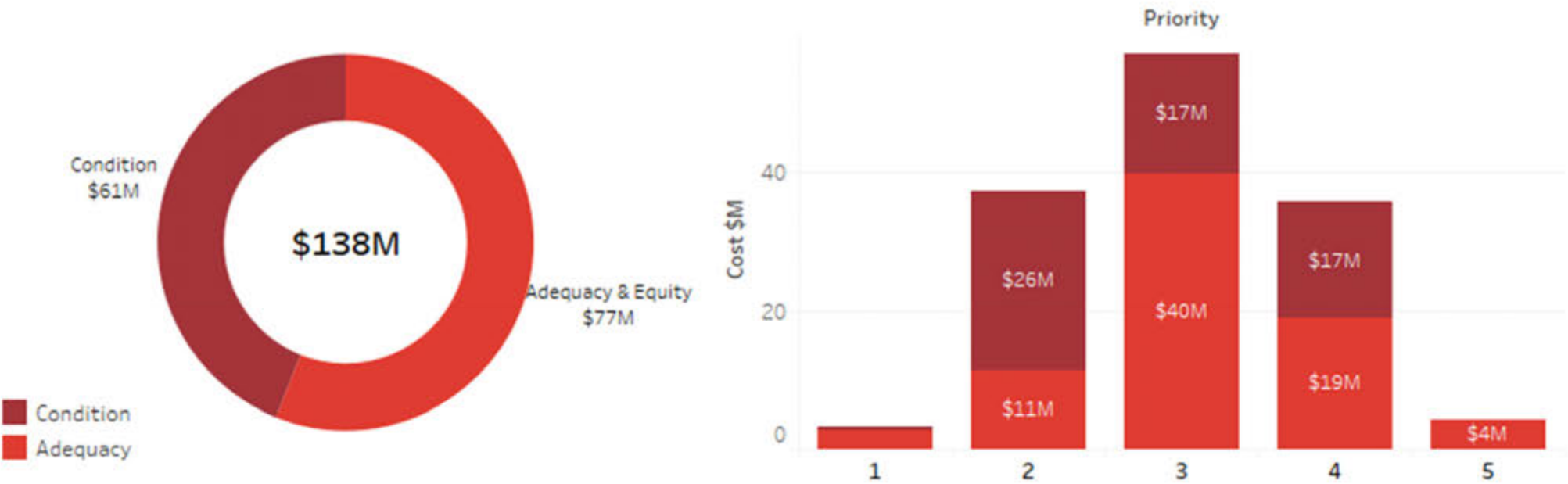
Bear Creek, Berkshire, Charlesmont, Colgate, Dundalk ES, Grange, Holabird, Logan, Norwood, Sandy Plains

Facility Assessment Data:

Cluster SE-E3	School	Year Built / Updated	Acres	(a) Enrollment 2019 / 2026 / Growth	(b) State Rated Capacity	(c = a / b) Capacity Utilization 2026	(d = b - a) Capacity Surplus/ (Shortage) 2026	Capacity Score	Condition Score	Adequacy & Equity Score	Agg Need Score	Rank @ Grade
	Bear Creek ES	1955/1984	21.2	476 / 561 / 85	484	116%	-77	84	89	64	78	48/107
	Berkshire ES	1954/1984	14.2	446 / 554 / 108	631	88%	77	100	100	72	90	98/107
	Charlesmont..	1962/2001	11.7	364 / 360 / -4	418	86%	58	100	81	61	80	60/107
	Colgate ES	1924/1966	5.4	433 / 441 / 8	520	85%	79	100	100	78	92	100/107
	Dundalk ES	1925/1987	14.7	745 / 729 / -16	745	98%	16	100	100	86	95	107/107
	Grange ES	1950/1968	20.7	469 / 469 / 0	385	122%	-84	78	90	66	78	36/107
	Holabird MS	1961/2008	22.5	970 / 1031 / 61	1,025	101%	-6	99	79	60	79	9/27
	Logan ES	1968/2001	12.2	533 / 600 / 67	517	116%	-83	84	68	57	69	14/107
	Norwood ES	1957/2000	16.9	470 / 455 / -15	521	87%	66	100	82	63	81	69/107
	Sandy Plains ..	1966/2001	9.1	597 / 630 / 33	664	95%	34	100	75	66	80	56/107
CLUSTER TOTAL				5,830	5,910	99%		<div><div></div> capacity shortage 2026</div> <div><div></div> capacity filled 2026</div> <div><div></div> capacity surplus 2026</div>				



Cost of Condition & Adequacy and Equity Needs:



A

Elementary Redistricting; Holabird Remains 4th-8th Grade

B

No Elementary Redistricting; Holabird Remains 4th-8th Grade

C



Elementary Redistricting; Holabird Reverts to 6th-8th Grade Middle School



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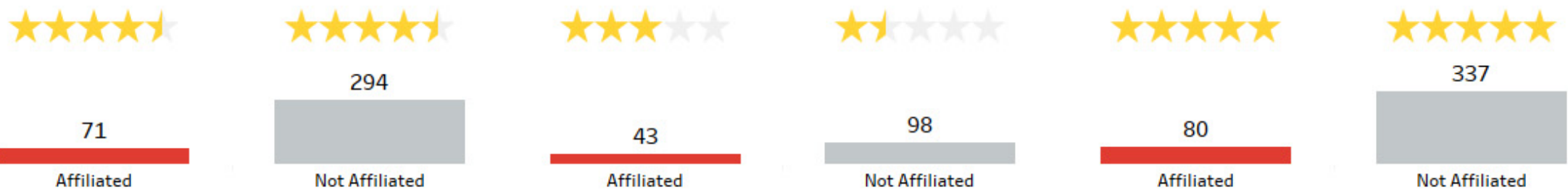
 - Elementary boundary redistricting.
 - All schools undergo prioritized repairs and renovations with educational and equity enhancements.
- 

 - Classroom additions for 75-100 capacity each at Bear Creek, Grange, and Logan.
 - No elementary boundary redistricting.
 - All schools undergo prioritized repairs and renovations with educational and equity enhancements.
 - Holabird remains a 4th-8th grade program
- 

 - Norwood classroom additions to enable Holabird 4th and 5th grades to return.
 - Holabird becomes traditional 6th-8th middle school.
 - Elementary boundary redistricting.
 - All schools undergo prioritized repairs and renovations with educational and equity enhancements.

<div>Benefits</div> <ul style="list-style-type: none">• Low-cost scenario that balances capacity utilization without classroom additions.• No impact to existing Holabird program.• All students benefit from upgrades and enhancements.• Opportunity to reunited neighborhoods through redistricting.	<div>Benefits</div> <ul style="list-style-type: none">• Balances capacity utilization without redistricting.• No impact to existing Holabird program.• All students benefit from upgrades and enhancements.	<div>Benefits</div> <ul style="list-style-type: none">• Balances capacity utilization without avoidable classroom additions.• Aligns Holabird grade configuration with the rest of BCPS.• All students benefit from upgrades and enhancements.• Opportunity to reunited neighborhoods through redistricting.
<div>Challenges</div> <ul style="list-style-type: none">• Holabird remains unique 4th-8th grade configuration.• Increased transportation time and cost.	<div>Challenges</div> <ul style="list-style-type: none">• Holabird remains unique 4th-8th grade configuration.• Higher cost might not be supported by State due to neighboring capacity.	<div>Challenges</div> <ul style="list-style-type: none">• Grade reconfiguration transition. Increased transportation time and cost.


Stakeholder Support by Impacted School Affiliation





CannonDesign Recommendation

D

No Elementary Redistricting; Holabird Reverts to 6th-8th Grade Middle School

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 - Combination of Options B and C.


 - Additions/Renovations at Bear Creek, Grange, and Logan to balance capacity utilization without redistricting


 - Norwood classroom additions to enable Holabird 4th and 5th grades to return.
 - Holabird becomes traditional 6th-8th middle school.

Benefits


- Balances capacity utilization without redistricting.
- Aligns Holabird grade configuration with the rest of BCPS.
- Frees up surplus capacity at Holabird for other program uses.
- All students benefit from upgrades and enhancements.


Challenges


- Grade reconfiguration transition.
- Higher cost might not be supported by State due to neighboring capacity.


E

Grange Replacement; Holabird Reverts to 6th-8th Grade Middle School

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 - (Stakeholder Advisory Committee -created Option, alternative to Options C and D)


 - Replace Grange Elementary School instead of additions at three schools.


 - Elementary boundary redistricting.

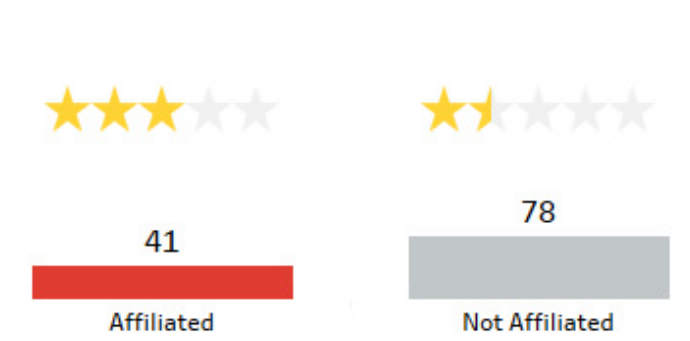
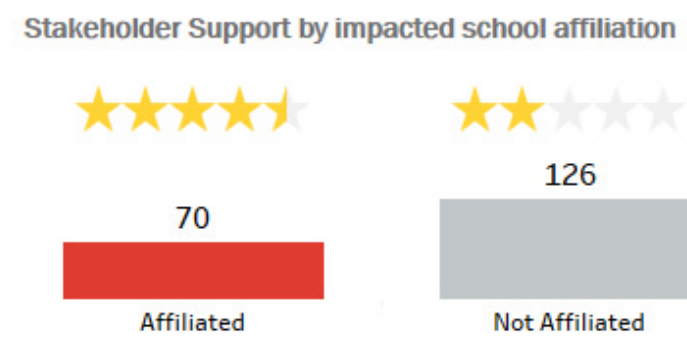

 - All schools undergo prioritized repairs and renovations with educational and equity enhancements.
 - Holabird becomes traditional 6th-8th middle school.

Benefits

- Balances capacity utilization.
- Aligns Holabird grade configuration with the rest of BCPS.
- Frees up surplus capacity at Holabird for other program uses.
- All students benefit from upgrades and enhancements.

Challenges


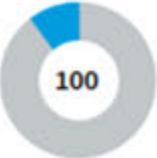









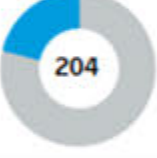




- Grade reconfiguration transition.
- Higher cost might not be supported by State due to neighboring capacity.
- Longer implementation timeline.



Planning Cluster: SE-M

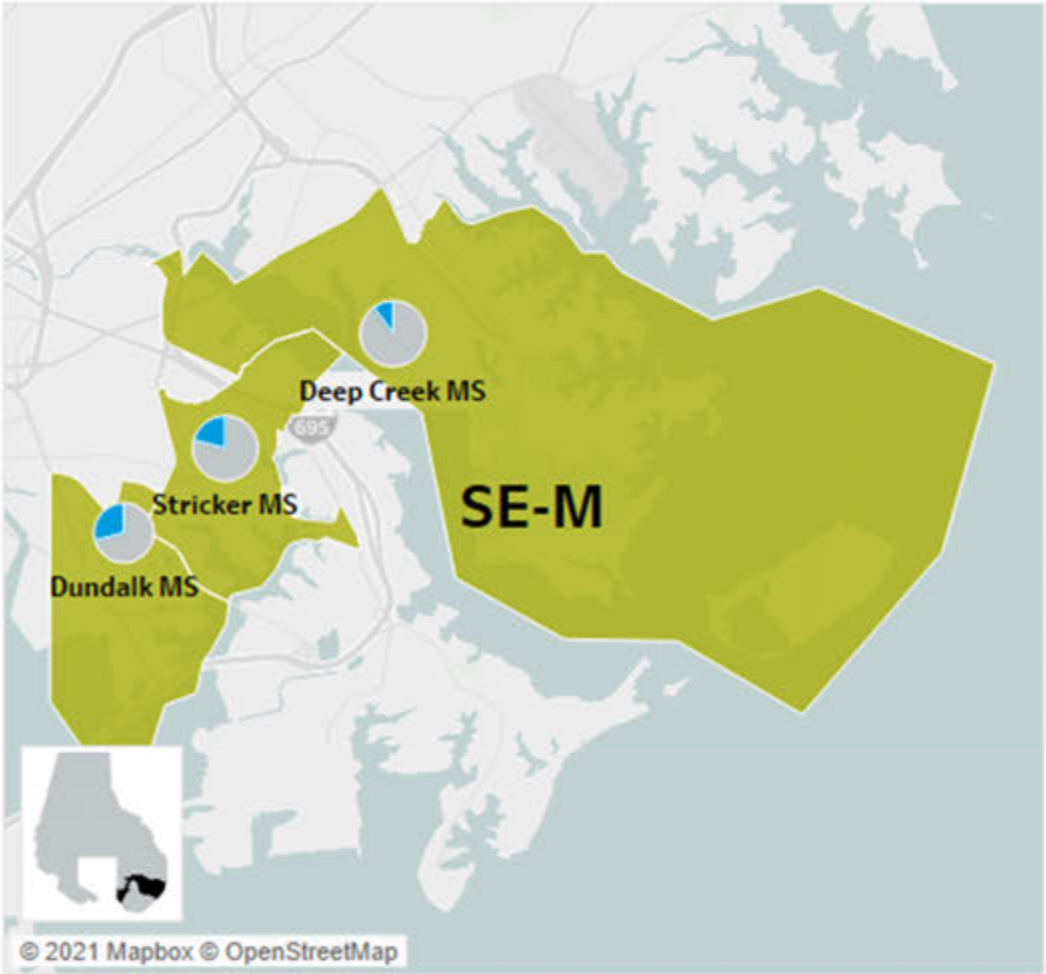
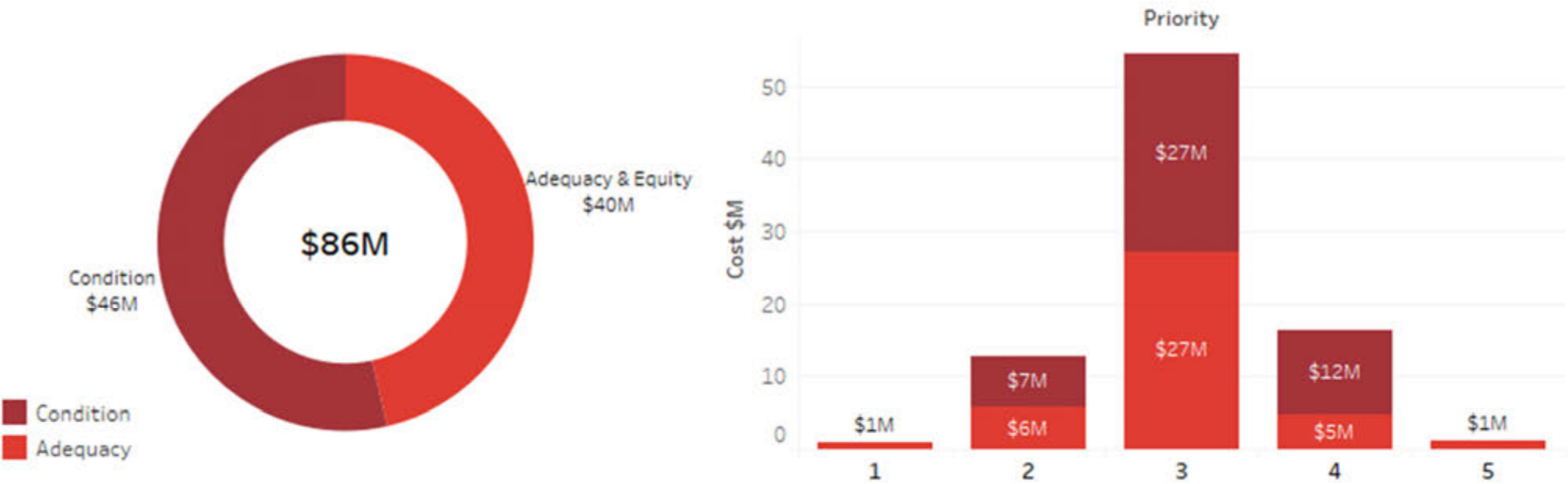
Deep Creek MS, Dundalk MS, Stricker (see separate clusters for Sparrows Point and SE-E3 for Holabird)

Facility Assessment Data:

Cluster SE-M	School	Year Built / Updated	Acres	(a) Enrollment 2019 / 2026 / Growth	(b) State Rated Capacity	(c = a / b) Capacity Utilization 2026	(d = b-a) Capacity Surplus / (Shortage) 2026	Capacity Score	Condition Score	Adequacy & Equity Score	Agg Need Score	Rank @ Grade
	Deep Creek MS	1963 / 2001	36.6	911 / 887 / -24	987	90%					86	26/27
	Dundalk MS	1946 / 2003	24.1	793 / 577 / -216	814	71%					80	11/27
	Stricker MS	1968 / 2011	27.3	793 / 769 / -24	973	79%					79	8/27
CLUSTER TOTAL				2,233	2,774	80%		<div><div></div> capacity shortage 2026</div> <div><div></div> capacity filled 2026</div> <div><div></div> capacity surplus 2026</div>				



Cost of Condition & Adequacy and Equity Needs:



CannonDesign Recommendation

A Renovations and Enhancements

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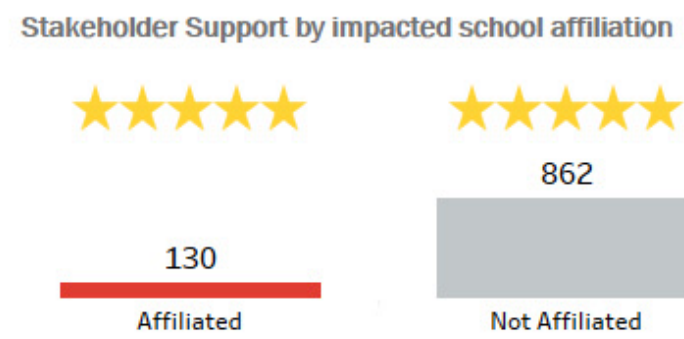
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.
- Look into creating MS magnet programs to align with HS programs.

Benefits

- Surplus capacity exists at all schools, requiring no boundary redistricting.
- All students benefit from upgrades and enhancements.

Challenges

















- Historic buildings at Dundalk MS may require additional renovation costs or limit redevelopment options.



Planning Cluster: SE-H

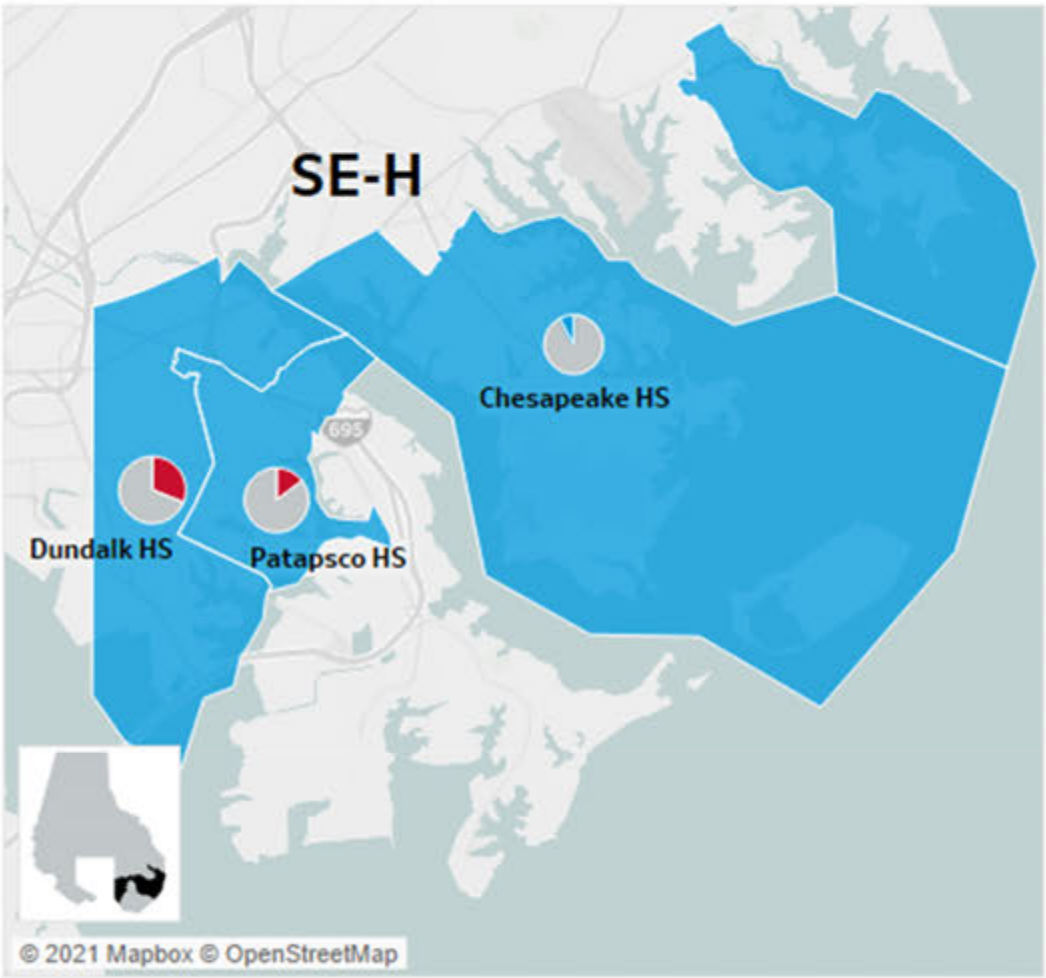
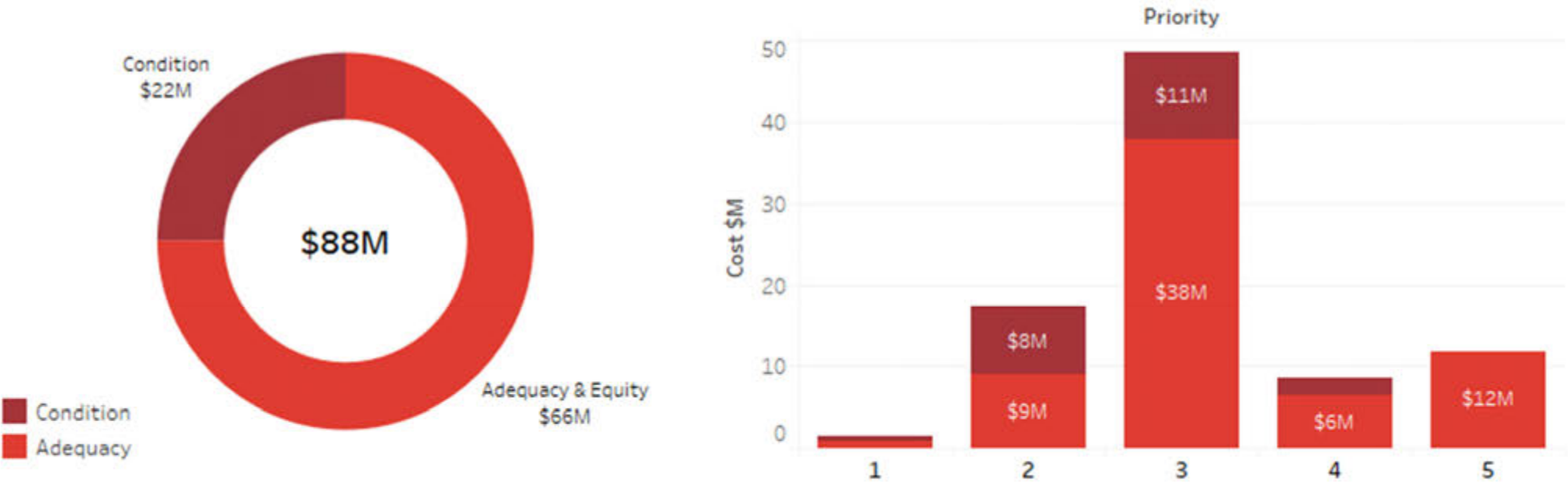
Chesapeake, Dundalk HS, Patapsco (see separate Sparrows Point cluster)

Facility Assessment Data:

Cluster SE-H	School	Year Built / Updated	Acres	(a) Enrollment 2019 / 2026 / Growth	(b) State Rated Capacity	(c = a / b) Capacity Utilization 2026	(d = b-a) Capacity Surplus/ (Shortage) 2026	Capacity Score	Condition Score	Adequacy & Equity Score	Agg Need Score	Rank @ Grade
	Chesapeake HS	1977/ 2004	54.0	982 / 1041 / 59	1,127	92%					84	17/24
	Dundalk HS	1959/ 2014	45.3	1782 / 2097 / 315	1,446	145%					71	5/24
	Patapsco HS	1963/ 2002	28.9	1434 / 1563 / 129	1,334	117%					84	19/24
CLUSTER TOTAL				4,701	3,907	120%		<div><div></div> capacity shortage 2026</div> <div><div></div> capacity filled 2026</div> <div><div></div> capacity surplus 2026</div>				




Cost of Condition & Adequacy and Equity Needs:




CannonDesign Recommendation

A Dundalk HS and Patapsco Additions


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- Masterplan high school campuses for long-term phased redevelopment.



- Classroom additions for 900 total capacity at Dundalk HS and Patapsco.




- (Scale could be reduced if new NE relief HS option and location is adjacent to southeast, and/or new Sparrows Point MS options)


- High school boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.
- Replacement of Patapsco considered, but would demolish recently renovated space.

B Dundalk HS Additions and Patapsco Replacement


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- (Stakeholder Advisory Committee-created Option)



- Complete feasibility study to explore viability of partial-to-full phased demolition and reconstruction of Patapsco High School.



- Depending on outcome, high school boundary redistricting may or may not be required.



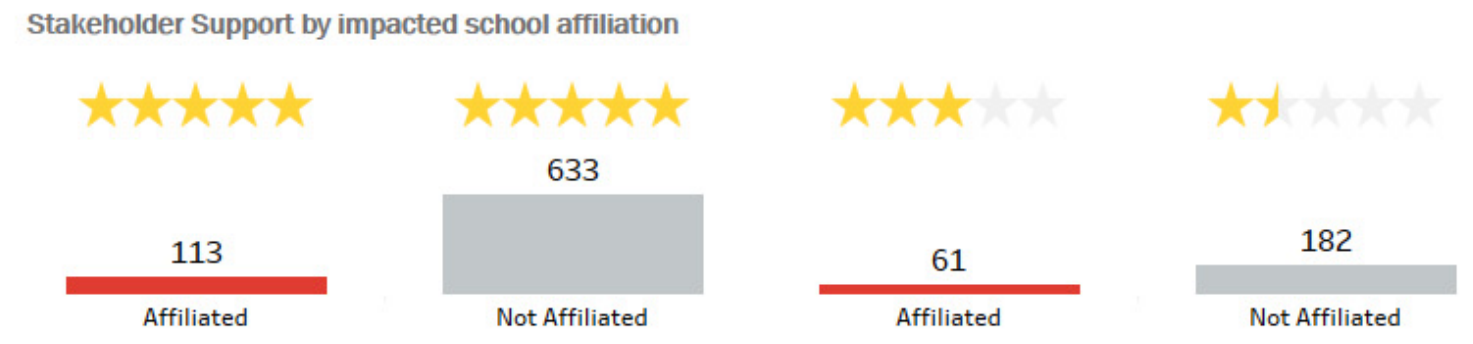
- All other schools undergo prioritized repairs and renovations with educational and equity enhancements.

Benefits
<ul style="list-style-type: none">Relieves acute area overcrowding without costly relief school.Fast implementation no need for land.

Challenges
<ul style="list-style-type: none">Affected schools grows to large size compared to traditional BCPS high schools, but average among peer districts in Maryland.

Benefits
<ul style="list-style-type: none">Relieves crowding.All students benefit from upgrades and enhancements.

Challenges
<ul style="list-style-type: none">High-cost solution that benefits fewer students.Delays other BCPS capital priorities for years.Facility assessment data do not imply outright replacement versus renovations and additions.State may not fund due to recent renovations at Patapsco.Challenging construction phasing on crowded site.








Sparrows Point

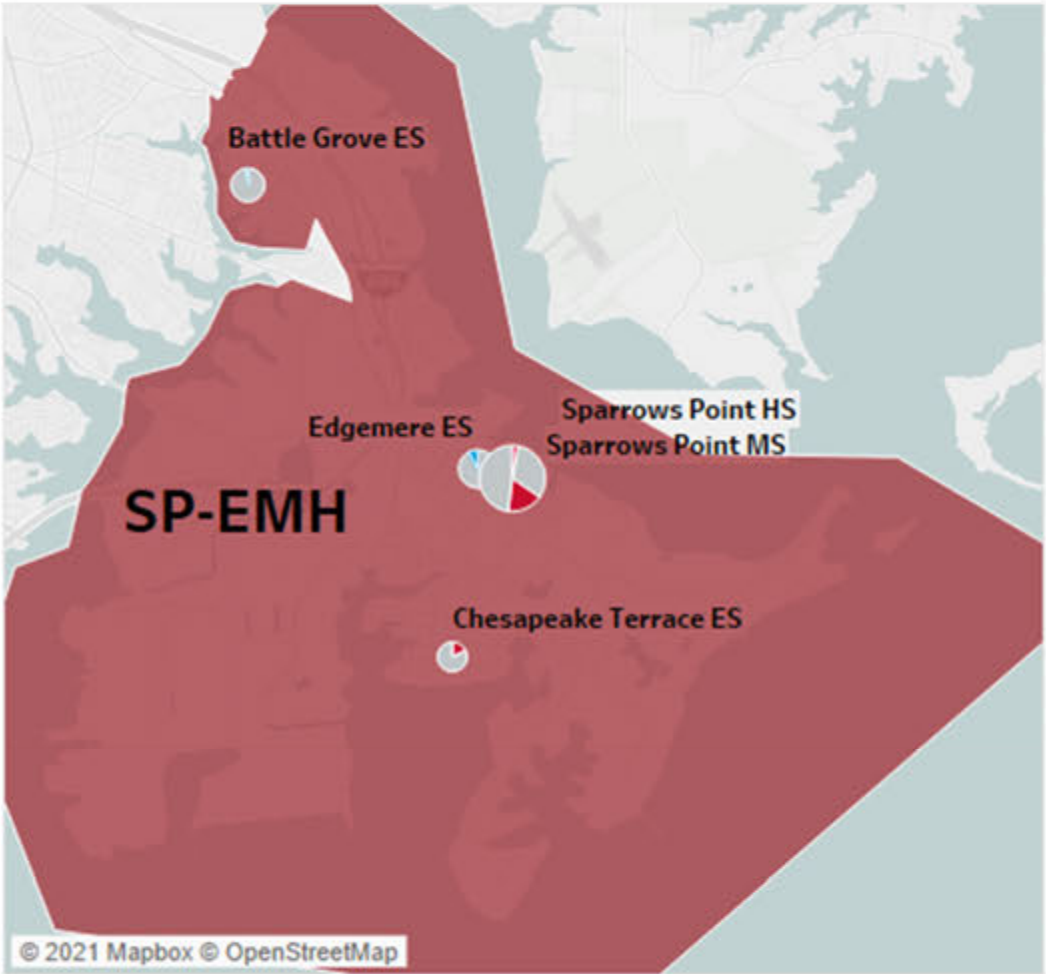


Planning Cluster: SP-EMH

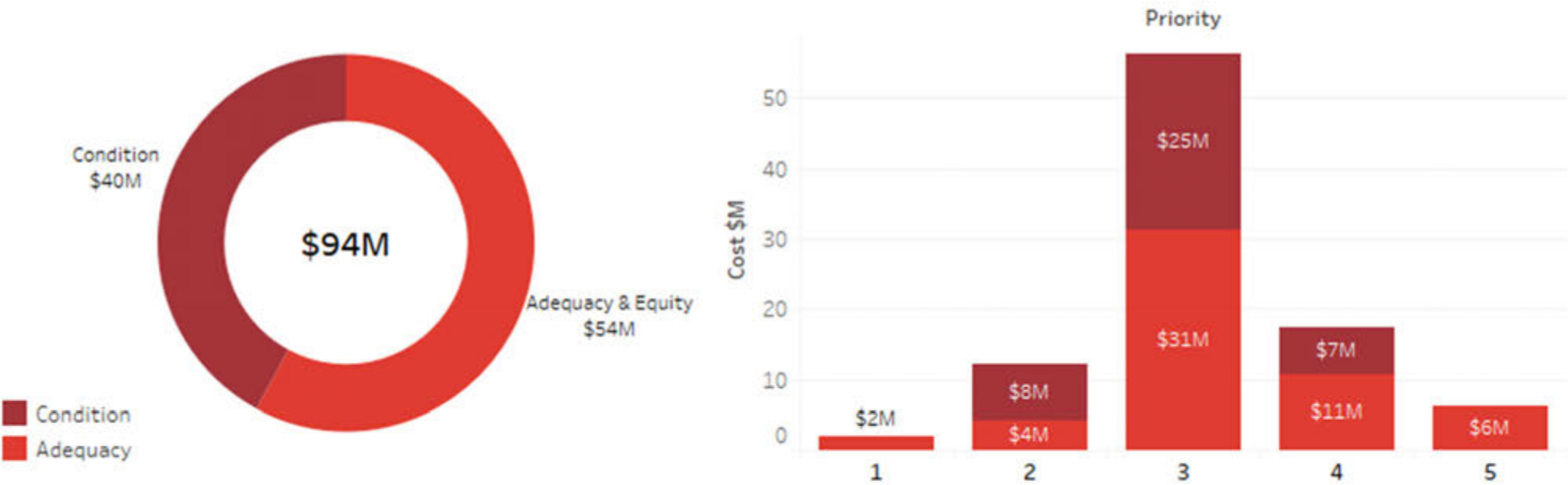
Sparrows Point HS, Sparrows Point MS, Battle Grove, Chesapeake Terrace, Edgemere

Facility Assessment Data:

Cluster SP-EMH	School	Year Built / Updated	Acres	(a) Enrollment 2019 / 2026 / Growth	(b) State Rated Capacity	(c = a / b) Capacity Utilization 2026	(d = b-a) Capacity Surplus/ (Shortage) 2026	Capacity Score	Condition Score	Adequacy & Equity Score	Agg Need Score	Rank @ Grade
	Battle Grove ES	1959/ 1966	16.2	311 / 371 / 60	376	99%	5	100	90	62	83	82/107
	Chesapeake Terrace ES	1930/ 2000	13.0	276 / 359 / 83	294	122%	-65	78	80	55	71	17/107
	Edgemere ES	1924/ 1998	14.7	453 / 448 / -5	486	92%	38	100	73	74	82	75/107
	Sparrows Point HS	1956/ 2009	33.7	1109 / 1188 / 79	871	136%	-317	59	85	47	63	1/24
	Sparrows Point MS	1956/ 2009	11.6	660 / 627 / -33	573	109%	-54	93	85	62	79	10/27
CLUSTER TOTAL				2,993	2,600	115%	-393	<div><div></div>capacity shortage 2026</div> <div><div></div>capacity filled 2026</div> <div><div></div>capacity surplus 2026</div>				



Cost of Condition & Adequacy and Equity Needs:



CannonDesign Recommendation: defer decision based on near-term land feasibility, educational programming, and focused stakeholder outreach.

A Sparrows Point HS & MS Additions

B New Sparrows Point MS on Chesapeake Terrace; Consolidated ES on Edgemere

C New Sparrows Point MS on Edgemere; Consolidated ES on Chesapeake Terrace

D New Sparrows Point MS on new site TBD

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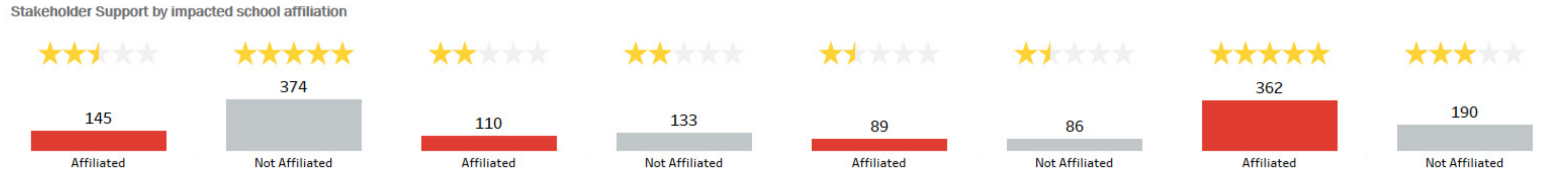
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- Master plan SHS/SMS campus and construct classroom additions for 350-375 total capacity.
- Elementary boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.
- Implement SPMS magnet programs aligned with SPHS.
- Construct new Sparrows Point MS (core capacity 1000, classroom capacity 660) on Chesapeake Terrace.
- Construct new consolidated ES (~800 capacity) on Edgemere. Consider preserving some/all of existing Edgemere campus (newer 1998 facility).
- Master plan SHS campus and renovate vacated Sparrows Point MS space for SHS, and potentially relieve Patapsco.
- Battle Grove undergoes prioritized repairs and renovations with educational and equity enhancements.
- Implement SPMS magnet programs aligned with SPHS.
- Same as Option B, except swap sites.
- Construct new Sparrows Point MS (core capacity 1000, classroom capacity 660) on Edgemere.
- Consider preserving some/all of existing Edgemere campus (newer 1998 facility).
- Construct new consolidated ES (~800 capacity) on Chesapeake Terrace.
- Master plan SHS campus and renovate vacated Sparrows Point MS space for SHS, and potentially relieve Patapsco.
- Battle Grove undergoes prioritized repairs and renovations with educational and equity enhancements.
- Implement SPMS magnet programs aligned with SPHS.
- Perform feasibility study to acquire land and construct new Sparrows Point MS with core capacity 1000, classroom capacity 660.
- Master plan SHS campus and renovate vacated Sparrows Point MS space for SHS, and potentially relieve Patapsco.
- Elementary boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.
- Implement SPMS magnet programs aligned with SPHS.

Benefits	Benefits	Benefits	Benefits
<ul style="list-style-type: none">Relieves area overcrowding without costly replacements or new schools.Faster implementation.No need for land.	<ul style="list-style-type: none">Relieves acute area overcrowding.Separates middle school from high school students.Operational efficiencies from consolidation can increase budgets available for educational program.Vacated SMS space could relieve Patapsco HS.	<ul style="list-style-type: none">Relieves acute area overcrowding.Separates middle school students from high school students.Operational efficiencies from consolidation can increase budgets available for educational program.	<ul style="list-style-type: none">Relieves acute area overcrowding for less cost than Options B and C.Separates middle school students from high school students.

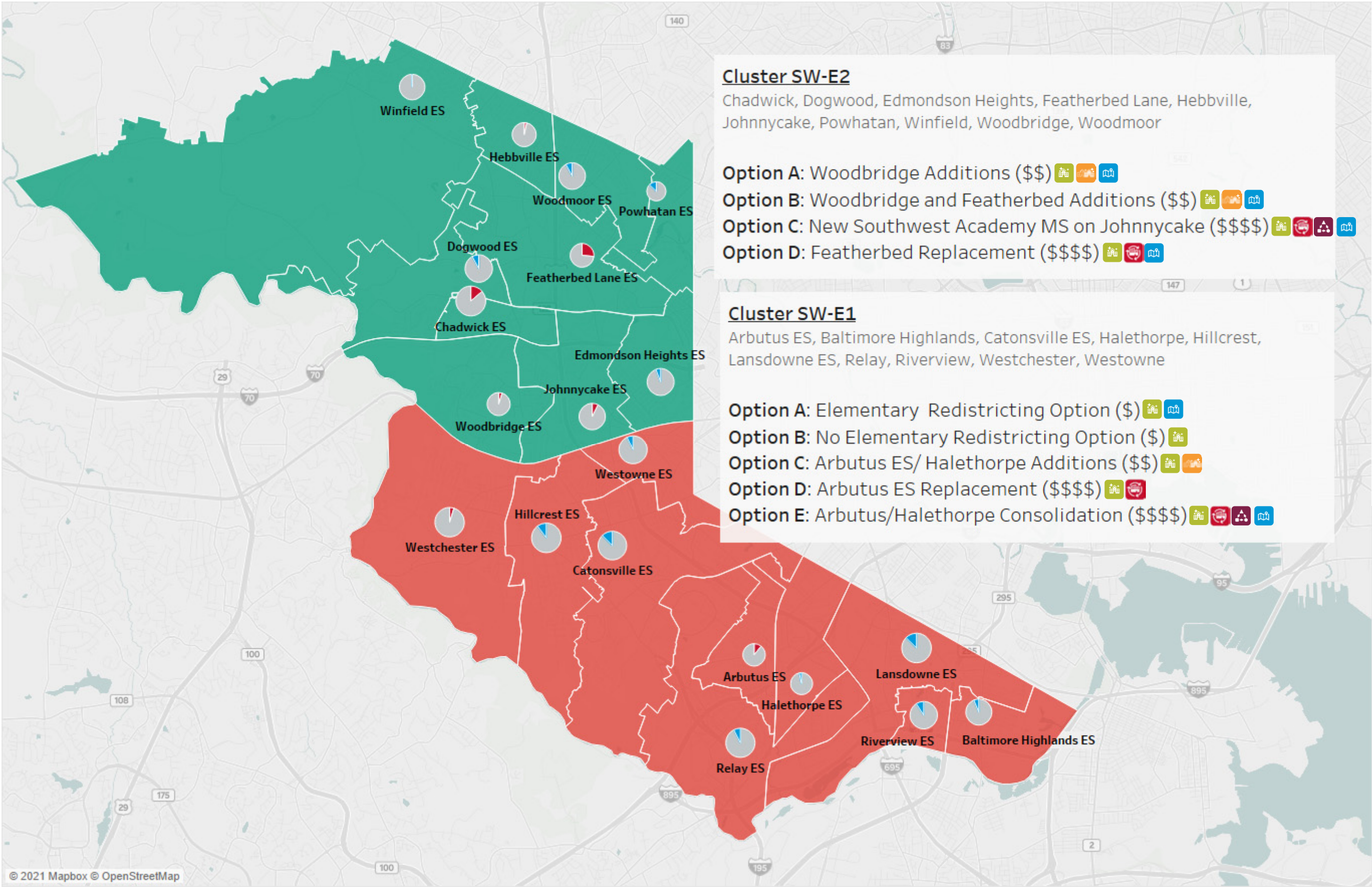
Challenges	Challenges	Challenges	Challenges
<ul style="list-style-type: none">Middle school students remain on same campus as high school students (only case in BCPS).Limited space for additions – front lawn is being redesigned for bus loop and parking.Packed SHS/SMS campus is difficult to expand.Requires complicated phasing and swing space.	<ul style="list-style-type: none">Swing space during construction - consider construction on fields, then demo old buildings and restore sites.Long duration of multi-phased sequence of projects.Large 800 student elementary schoolNarrow roads, transportation issues.	<ul style="list-style-type: none">Swing space during construction - consider construction on fields, then demo old buildings and restore sites.Long duration of multi-phased sequence of projects.Large 800 student elementary school	<ul style="list-style-type: none">Limited land options. Depending on feasibility study might not be a viable option.Lengthy and costly land acquisition process.



Southwest



SW Planning Area: Clusters SW-E1 and SW-E2



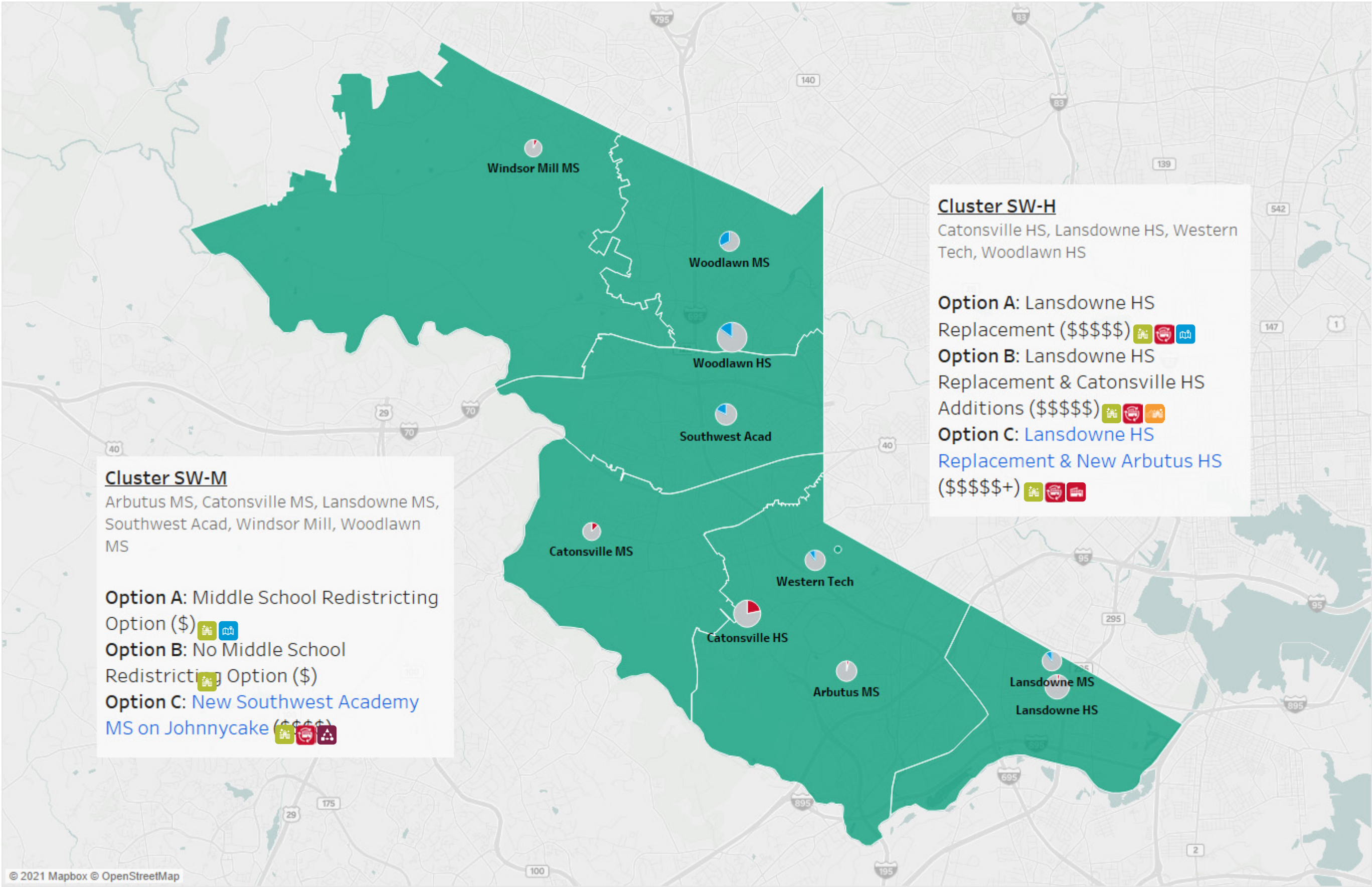
Order of Draft Options is arbitrary and not indicative of priority.

Draft Options were developed in consultation with the Focus Group Summit (FGS) and feedback from the Stakeholder Advisory Committee (SAC).

Alternative options offered by the SAC are indicated in blue font.

Final recommendations and prioritization will be made in consideration of BCPS educational objectives, cost/benefit analysis, resource availability, countywide equity, and community input, and may include new options not currently listed.

SW Planning Area: Clusters SW-M and SW-H



Order of Draft Options is arbitrary and not indicative of priority.

Draft Options were developed in consultation with the Focus Group Summit (FGS) and feedback from the Stakeholder Advisory Committee (SAC).












Alternative options offered by the SAC are indicated in blue font.

Final recommendations and prioritization will be made in consideration of BCPS educational objectives, cost/benefit analysis, resource availability, countywide equity, and community input, and may include new options not currently listed.

Planning Cluster: SW-E1

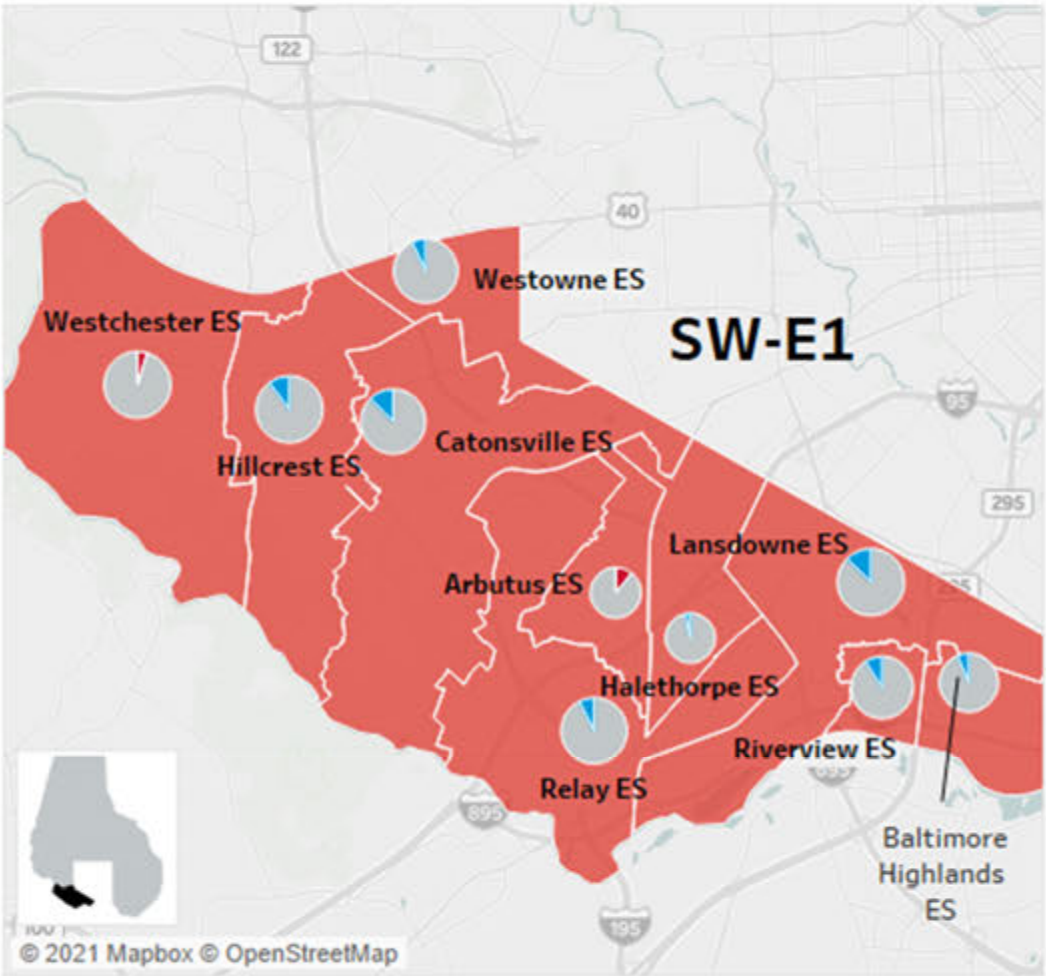
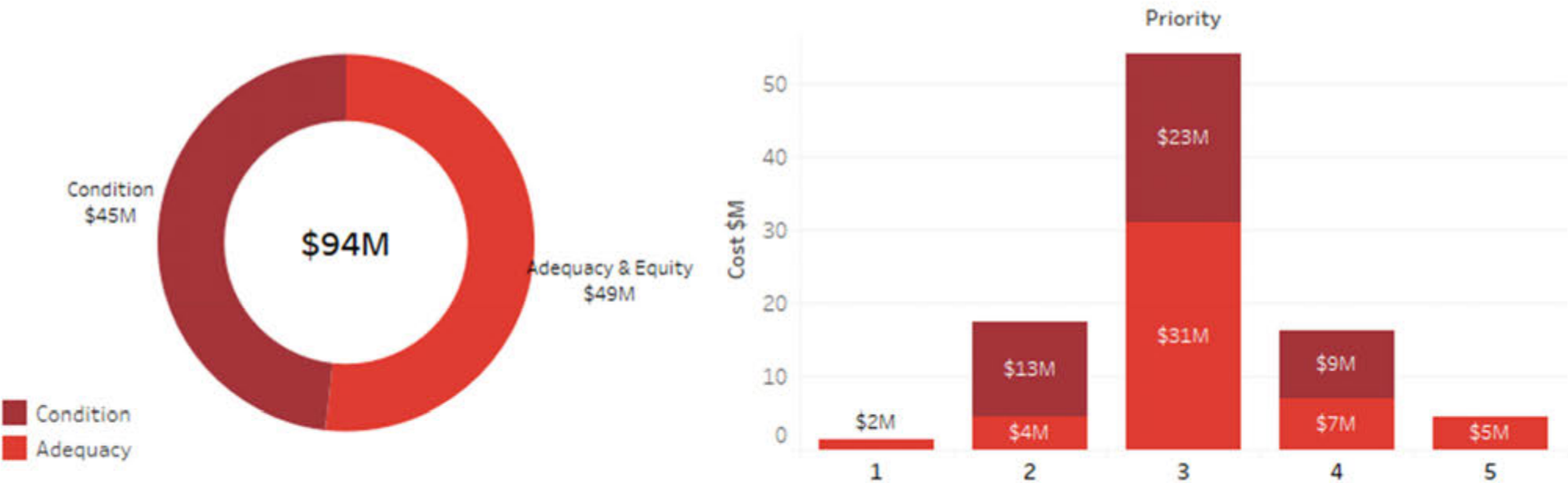
Arbutus ES, Baltimore Highlands, Catonsville ES, Halethorpe, Hillcrest, Lansdowne ES, Relay, Riverview, Westchester, Westowne

Facility Assessment Data:

Cluster SW-E1	School	Year Built / Updated	Acres	(a) Enrollment 2019 / 2026 / Growth	(b) State Rated Capacity	(c = a / b) Capacity Utilization 2026	(d = b - a) Capacity Surplus / (Shortage) 2026	Capacity Score	Condition Score	Adequacy & Equity Score	Agg Need Score	Rank @ Grade
	Arbutus ES	1925/1971	9.3	388 / 458 / 70	408	112%	-50	88	71	74	77	35/107
	Baltimore Hi..	1960/1995	12.4	517 / 516 / -1	551	94%	35	100	81	68	83	80/107
	Catonsville ES	2017	11.7	642 / 581 / -61	664	88%	83	100	100	83	94	103/107
	Halethorpe ES	1976/2001	17.5	339 / 378 / 39	392	96%	14	100	70	67	79	45/107
	Hillcrest ES	1968/2011	11.5	687 / 635 / -52	708	90%	73	100	82	73	85	85/107
	Lansdowne ES	1965/2019	18.3	601 / 619 / 18	709	87%	90	100	100	82	94	102/107
	Relay ES	1965/2018	26.3	639 / 639 / 0	691	92%	52	100	100	86	95	106/107
	Riverview ES	1957/2000	17.1	540 / 556 / 16	612	91%	56	100	86	61	82	72/107
	Westchester..	1998/2018	23.7	696 / 737 / 41	702	105%	-35	95	83	79	85	87/107
	Westowne ES	1951/2017	14.8	651 / 604 / -47	650	93%	46	100	100	85	95	105/107
CLUSTER TOTAL				5,723	6,087	94%		<div><div></div>capacity shortage 2026</div> <div><div></div>capacity filled 2026</div> <div><div></div>capacity surplus 2026</div>				



Cost of Condition & Adequacy and Equity Needs:



A Elementary Redistricting Option

B No Elementary Redistricting Option

C Arbutus/Halethorpe Additions

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- Elementary boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.

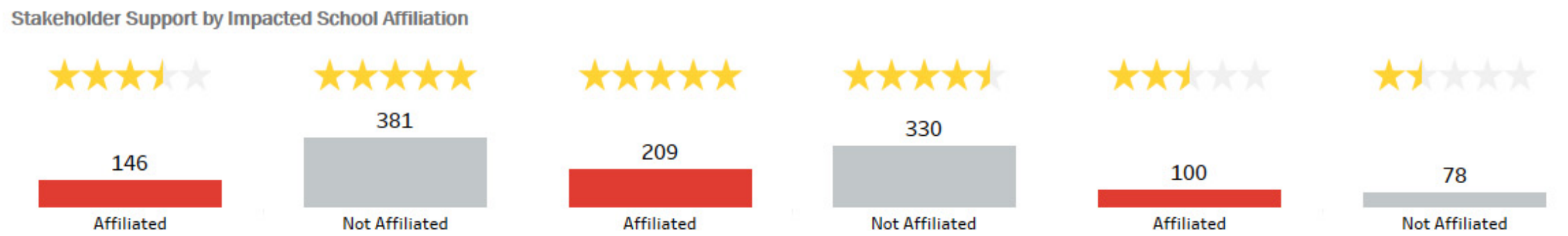
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- No elementary boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.

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- Classroom additions for total 50 capacity at Arbutus and/or Halethorpe.
- No elementary boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.

<div>Benefits</div> <ul style="list-style-type: none">Relieves low level of capacity overutilization without costly building replacements and avoidable additions.All students benefit from upgrades and enhancements.	<div>Benefits</div> <ul style="list-style-type: none">Avoids redistricting.All students benefit from upgrades and enhancements.	<div>Benefits</div> <ul style="list-style-type: none">Avoids redistricting.All students benefit from upgrades and enhancements.
<div>Challenges</div> <ul style="list-style-type: none">Historic buildings at Arbutus may require additional renovation costs or limit redevelopment options.	<div>Challenges</div> <ul style="list-style-type: none">Arbutus ES operates with 50 capacity shortage, 112% utilization. Westchester operates with 35 capacity shortage, 105% utilization.Historic buildings at Arbutus may require additional renovation costs or limit redevelopment options.	<div>Challenges</div> <ul style="list-style-type: none">State may not fund due to surplus capacity in region.Historic buildings at Arbutus may require additional renovation costs or limit redevelopment options.



D Arbutus ES Replacement

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- 
- Selective demolition and historic reconstruction of Arbutus ES with master-planned core capacity for 700 with classrooms for 450-500.
 - No elementary boundary redistricting.
 - All schools undergo prioritized repairs and renovations with educational and equity enhancements.

Benefits





- Avoids redistricting.
- Creates surplus capacity that could be used for other programs.
- All students benefit from upgrades and enhancements.

Challenges

- State may not fund due to surplus capacity in region.
- Costly option concentrating investment in one site.
- Historic buildings at Arbutus may require additional renovation costs or limit redevelopment options.

E Arbutus/Halethorpe Consolidation

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- Demolish and replace Halethorpe at 750 capacity for consolidation with Arbutus ES. Repurpose Arbutus for school/community functions.
 - Elementary boundary redistricting.
 - All schools undergo prioritized repairs and renovations with educational and equity enhancements.

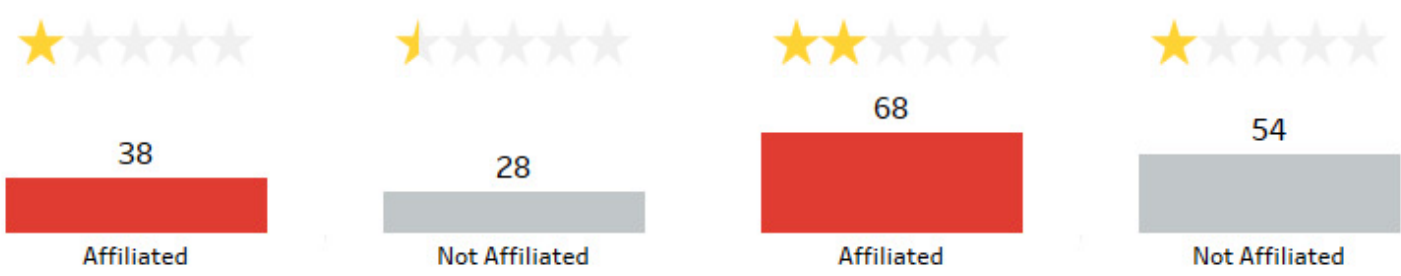
Benefits

- Operational efficiencies from consolidation can increase budgets available for educational program.
- Surplus property can be used for high-need functions or land swap to solve other capacity challenges.
- All students benefit from upgrades and enhancements.

Challenges

- State may not fund due to surplus capacity in region.
- School closure.
- Historic buildings at Arbutus may require additional renovation costs or limit redevelopment options.











Stakeholder Support by impacted school affiliation

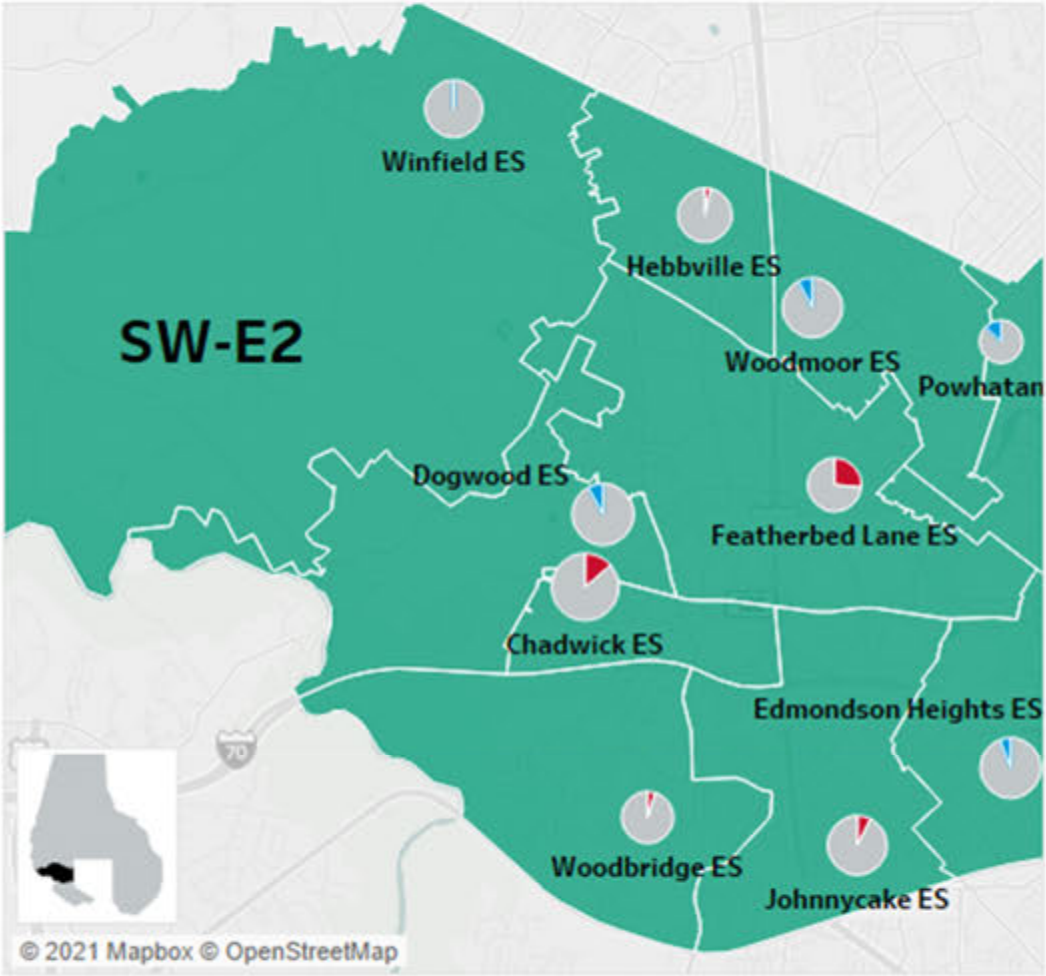


Planning Cluster: SW-E2

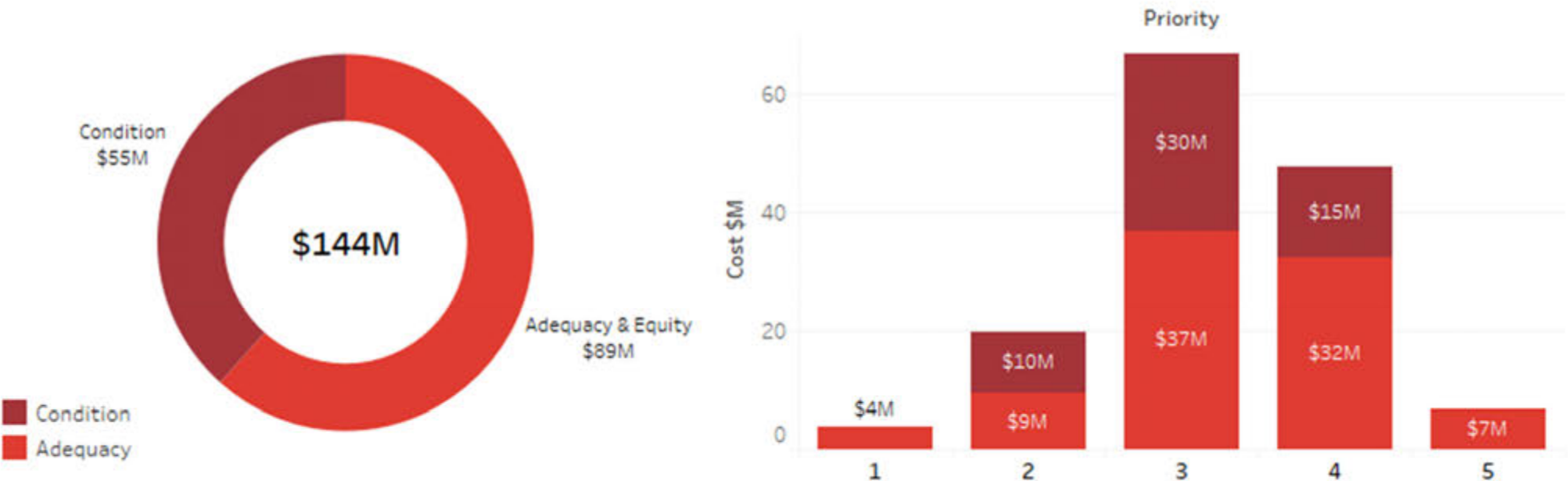
Chadwick, Dogwood, Edmondson Heights, Featherbed Lane, Hebbville, Johnnycake, Powhatan, Winfield, Woodbridge, Woodmoor

Facility Assessment Data:

Cluster SW-E2	School	Year Built / Updated	Acres	(a) Enrollment 2019 / 2026 / Growth	(b) State Rated Capacity	(c = a / b) Capacity Utilization 2026	(d = b-a) Capacity Surplus/ (Shortage) 2026	Capacity Score	Condition Score	Adequacy & Equity Score	Agg Need Score	Rank @ Grade
	Chadwick ES	1966/2001	19.5	617 / 836 / 219	721	116%	-115	84	100	64	82	77/107
	Dogwood ES	2000/2010	12.6	664 / 563 / -101	612	92%	49	100	85	74	86	91/107
	Edmondson ..	1956/2000	14.3	486 / 555 / 69	589	94%	34	100	83	66	82	78/107
	Featherbed L..	1958/2002	18.7	551 / 626 / 75	460	136%	-166	64	89	72	75	26/107
	Hebbville ES	1961/2000	16.6	495 / 488 / -7	471	104%	-17	96	83	62	80	55/107
	Johnnycake ..	1959/2001	13.3	661 / 610 / -51	565	108%	-45	92	87	50	76	27/107
	Powhatan ES	1966/2001	14.8	242 / 262 / 20	301	87%	39	100	78	58	78	41/107
	Winfield ES	1966/2001	19.4	476 / 527 / 51	529	100%	2	100	68	61	76	28/107
	Woodbridge ..	1974	16.8	431 / 452 / 21	430	105%	-22	95	81	54	76	29/107
	Woodmoor ES	1956/2000	16.8	576 / 530 / -46	575	92%	45	100	90	56	81	70/107
CLUSTER TOTAL				5,449	5,253	104%	-196	<div><div></div>capacity shortage 2026</div> <div><div></div>capacity filled 2026</div> <div><div></div>capacity surplus 2026</div>				



Cost of Condition & Adequacy and Equity Needs:



A Woodbridge Additions

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- Classroom additions for 200 capacity at Woodbridge.
- Elementary boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.

Benefits

- Relieves area crowding.
- All students benefit from upgrades and enhancements.
- Build out open-plan schools with new 21st century learning environments.

Challenges

B Woodbridge and Featherbed Additions

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- Classroom additions for 200 capacity total at Featherbed and Woodbridge.
- Elementary boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.

Benefits

- Relieves area crowding.
- Replaces substandard modular buildings with permanent construction.
- All students benefit from upgrades and enhancements.
- Build out open-plan schools with new 21st century learning environments.

Challenges

C New Southwest Academy MS on Johnnycake

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- (Stakeholder Advisory Committee -created Option – see SW-M Cluster Option C.)
- Build new Southwest Academy Campus at crowded Johnnycake.
- Repurpose Southwest Academy facility for new home of Johnnycake ES.

Benefits

- Relieves crowding and avoids redistricting.
- Improves high school program for Southwest Academy, which has to use other facilities for electives and athletics.

Challenges

- State may not fund due to existing capacity at neighboring schools - may require 100% local funding, delaying other priorities.
- Complicated phasing and swing space.

D Featherbed Replacement

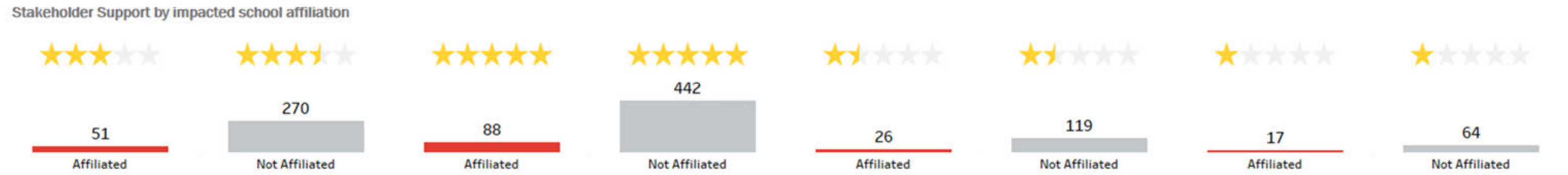
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- Demolish and replace Featherbed at 700 capacity.
- Elementary boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.
- Consider new magnet program at Powhatan, a smaller elementary campus.

Benefits

- Relieves area crowding.
- All students benefit from upgrades and enhancements.







Challenges



Planning Cluster: SW-M

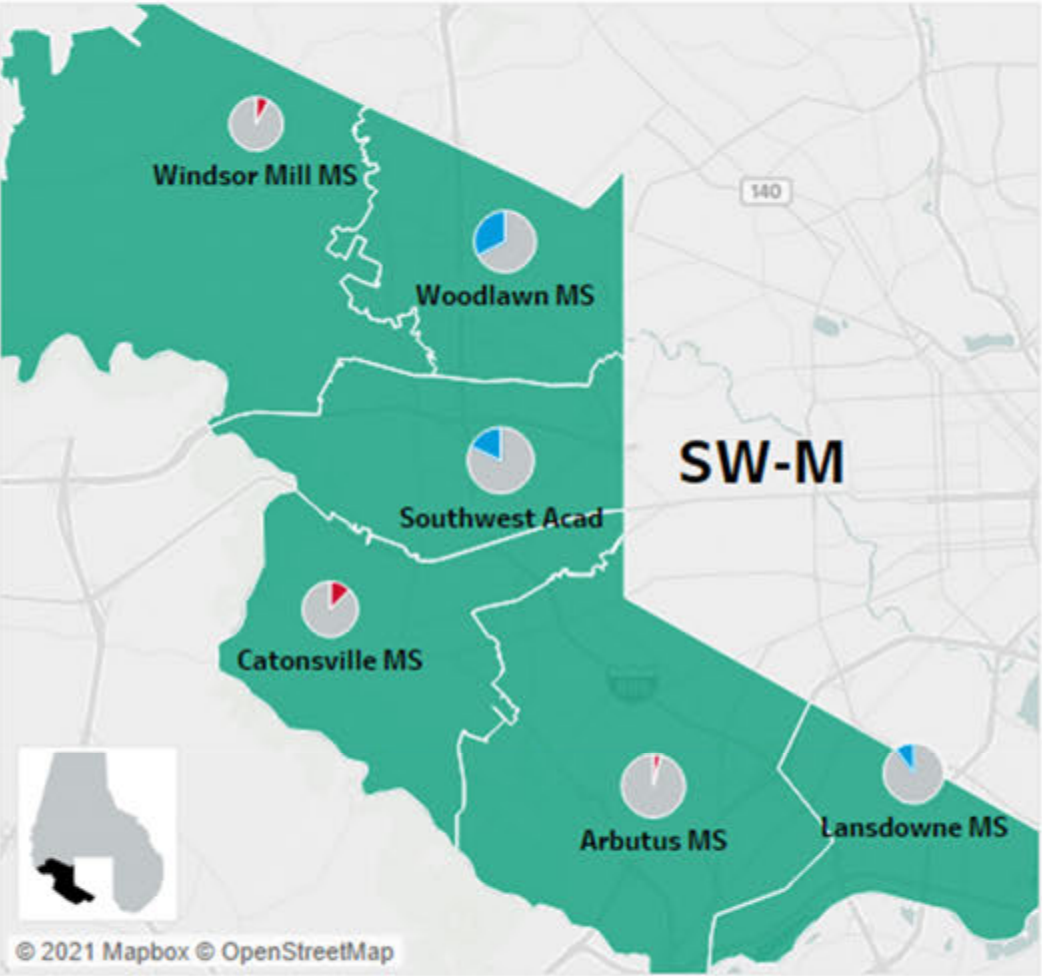
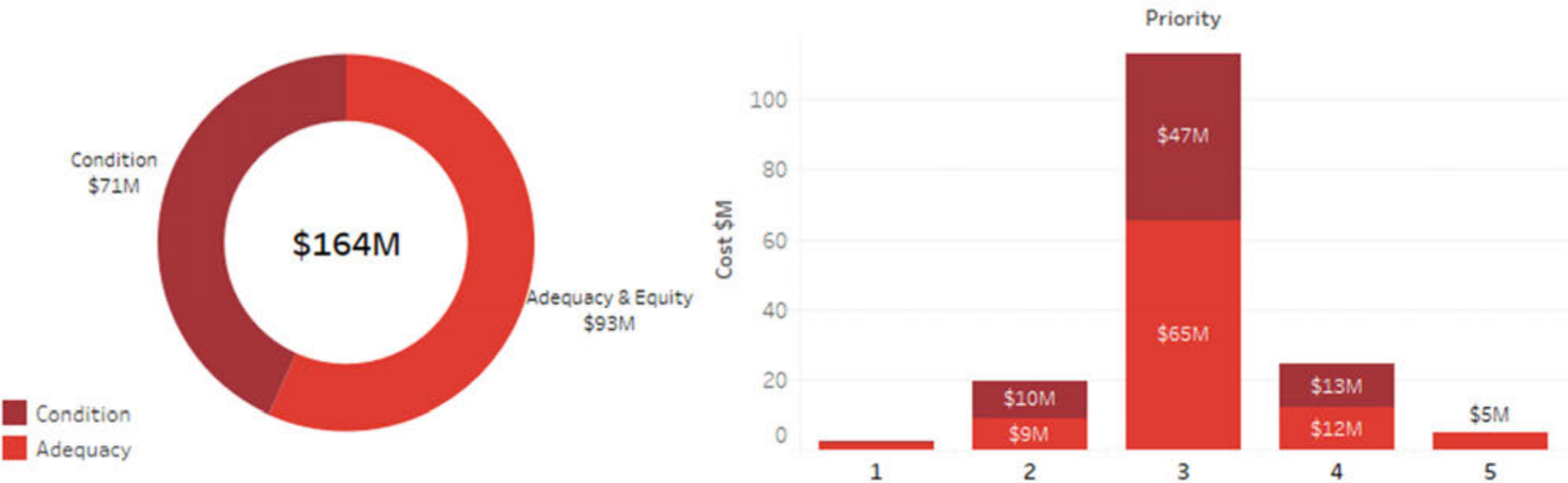
Arbutus MS, Catonsville MS, Lansdowne MS, Southwest Academy, Windsor Mill, Woodlawn MS

Facility Assessment Data:

Cluster SW-M	School	Year Built / Updated	Acres	(a) Enrollment 2019 / 2026 / Growth	(b) State Rated Capacity	(c = a / b) Capacity Utilization 2026	(d = b - a) Capacity Surplus/ (Shortage) 2026	Capacity Score	Condition Score	Adequacy & Equity Score	Agg Need Score	Rank @ Grade
	Arbutus MS	1958/ 2008	33.4	951 / 1051 / 100	1,011	104%					82	21/27
	Catonsville MS	1963/ 2010	15.3	850 / 884 / 34	774	114%					70	1/27
	Lansdowne MS	1971/ 2008	26.9	866 / 828 / -38	923	90%					75	5/27
	Southwest Acad	1960/ 2008	30.6	823 / 903 / 80	1,101	82%					81	18/27
	Windsor Mill MS	2006	27.6	674 / 781 / 107	720	108%					82	20/27
	Woodlawn MS	1962/ 2010	35.1	622 / 643 / 21	953	67%					82	23/27
CLUSTER TOTAL				5,090	5,482	93%		<div><div></div>capacity shortage 2026</div> <div><div></div>capacity filled 2026</div> <div><div></div>capacity surplus 2026</div>				



Cost of Condition & Adequacy and Equity Needs:




A Middle School Redistricting Option

CannonDesign Recommendation


B No Middle School Redistricting Option

C New Southwest Academy MS on Johnnycake

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- Middle boundary redistricting.



- All schools undergo prioritized repairs and renovations with educational and equity enhancements.


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- No middle school boundary redistricting.

- All schools undergo prioritized repairs and renovations with educational and equity enhancements.


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- (Stakeholder Advisory Committee -created Option)

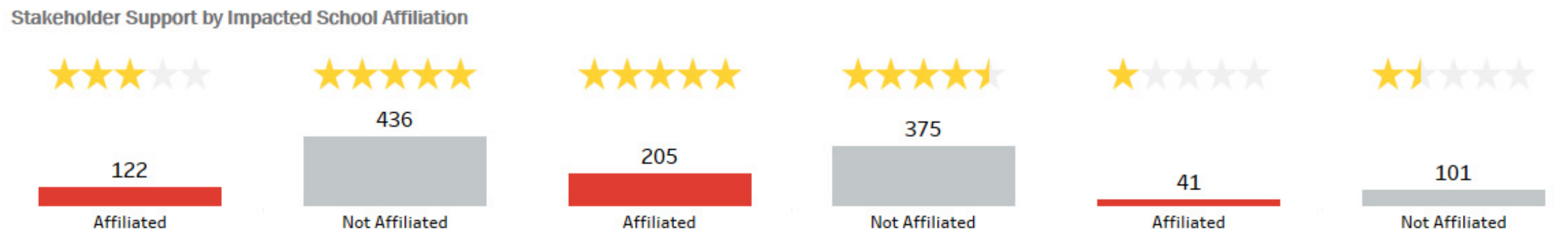


- Build new Southwest Academy Campus at crowded Johnnycake (in SE-E2 Cluster).




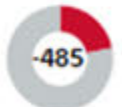


















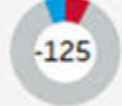
- Repurpose Southwest Academy facility for new home of Johnnycake ES.

<div>Benefits</div> <ul style="list-style-type: none">Balances capacity utilization without avoidable additions.All students benefit from upgrades and enhancements.	<div>Benefits</div> <ul style="list-style-type: none">Avoids redistricting.All students benefit from upgrades and enhancements.	<div>Benefits</div> <ul style="list-style-type: none">Relieves crowding and avoids redistricting.Improves high school program for Southwest Academy, which has to use other facilities for electives and athletics.
<div>Challenges</div> <ul style="list-style-type: none">Redistricting resistance.Confirm Catonsville MS core spaces, cafeteria, etc are sufficient as school was originally an elementary school.	<div>Challenges</div> <ul style="list-style-type: none">Arbutus MS (40/104%), Catonsville MS (110/114%), Windsor Mills (61/108%) capacity shortage/utilization.Confirm Catonsville MS core spaces, cafeteria, etc are sufficient as school was originally an elementary school.	<div>Challenges</div> <ul style="list-style-type: none">State may not fund due to existing capacity at neighboring schools - may require 100% local funding, delaying other priorities.Complicated phasing and swing space.



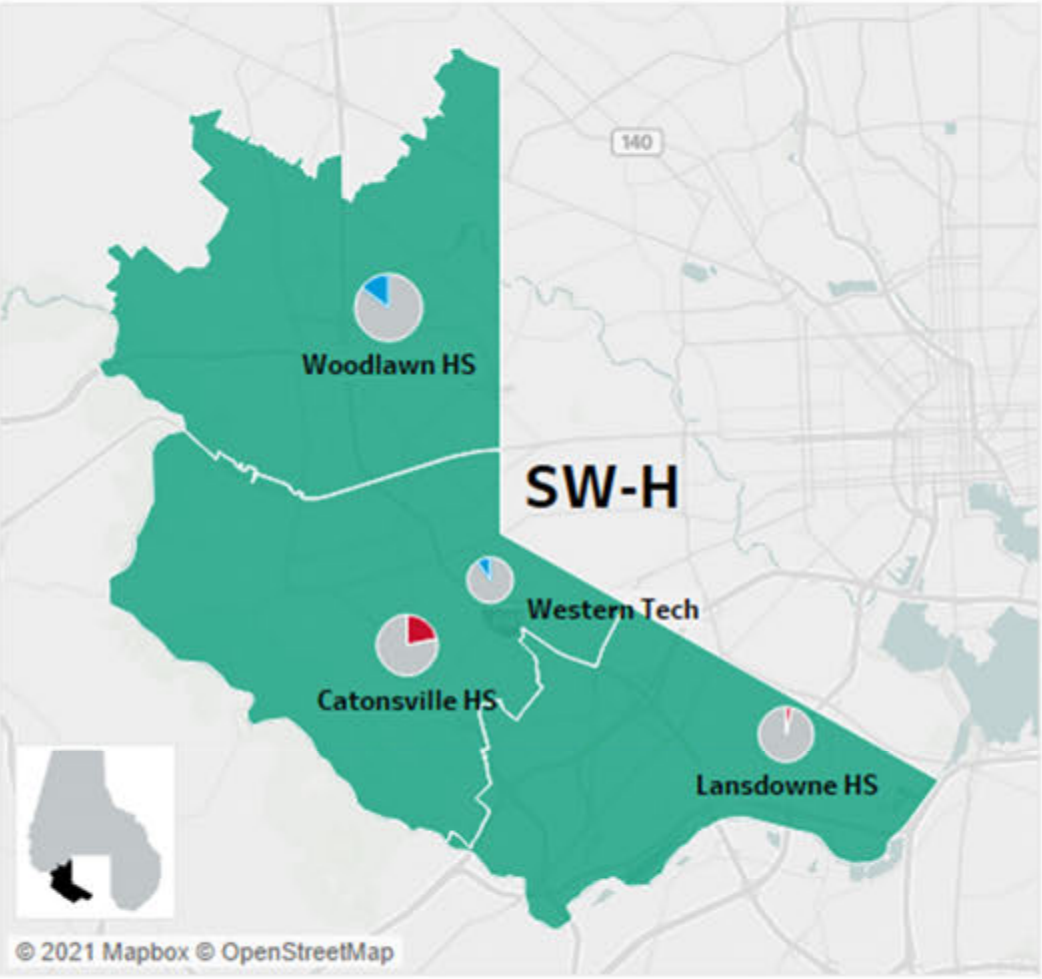
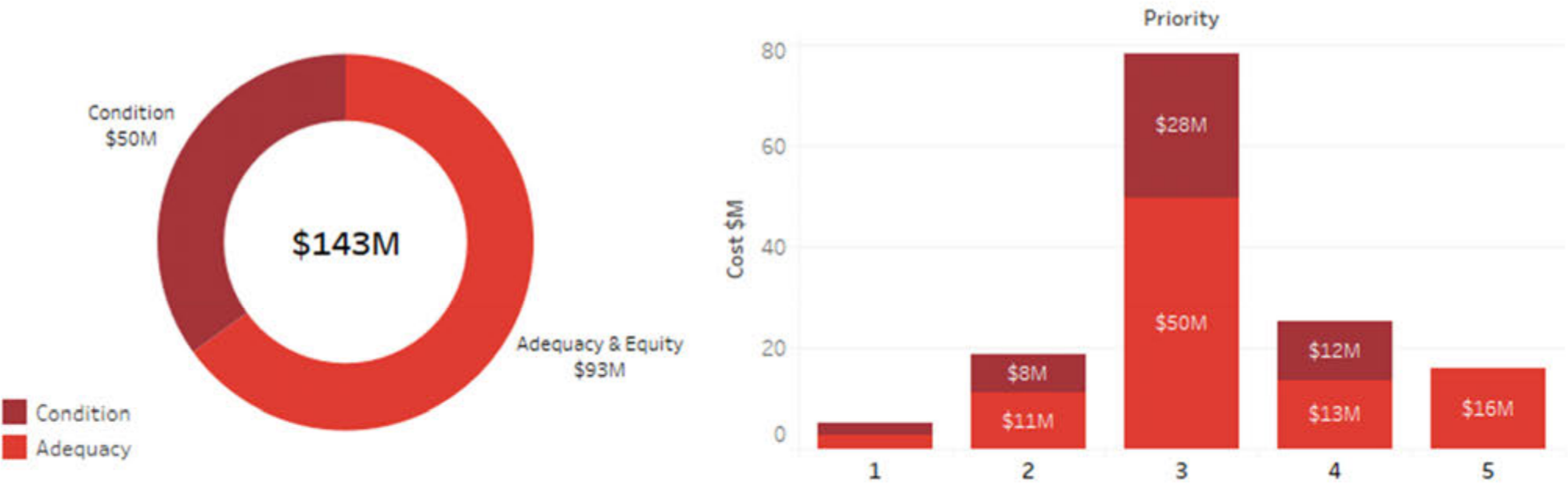
Planning Cluster: SW-H
Catonsville HS, Lansdowne HS, Western Tech, Woodlawn HS

Facility Assessment Data:

Cluster SW-H	School	Year Built / Updated	Acres	(a) Enrollment 2019 / 2026 / Growth	(b) State Rated Capacity	(c = a / b) Capacity Utilization 2026	(d = b-a) Capacity Surplus/ (Shortage) 2026	Capacity Score	Condition Score	Adequacy & Equity Score	Agg Need Score	Rank @ Grade
	Catonsville HS	1954/ 2012	64.4	1826 / 2235 / 409	1,750	128%					71	4/24
	Lansdowne HS	1963/ 2000	38.2	1326 / 1473 / 147	1,420	104%					68	3/24
	Western Tech	1970/ 1997	31.8	892 / 892 / 0	989	90%					79	12/24
	Woodlawn HS	1961/ 2011	56.9	1656 / 1813 / 157	2,129	85%					86	20/24
CLUSTER TOTAL				6,413	6,288	102%		<div><div></div>capacity shortage 2026</div> <div><div></div>capacity filled 2026</div> <div><div></div>capacity surplus 2026</div>				






Cost of Condition & Adequacy and Equity Needs:



CannonDesign Recommendation

A Lansdowne HS Replacement

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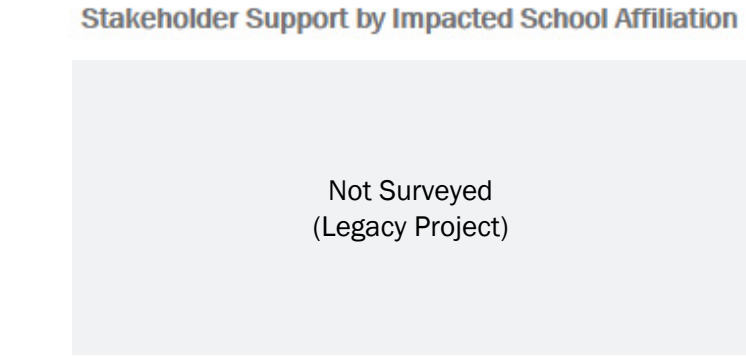
- Complete legacy Lansdowne HS demo/replace project at 1800 capacity.
- High school boundary redistricting.
- All schools undergo prioritized repairs and renovations with educational and equity enhancements.

Benefits

- Relieves area crowding.
- Completes partially-funded projects.
- All students benefit from upgrades and enhancements.




Challenges

- Redistricting resistance.



B Lansdowne HS Replacement & Catonsville HS Additions

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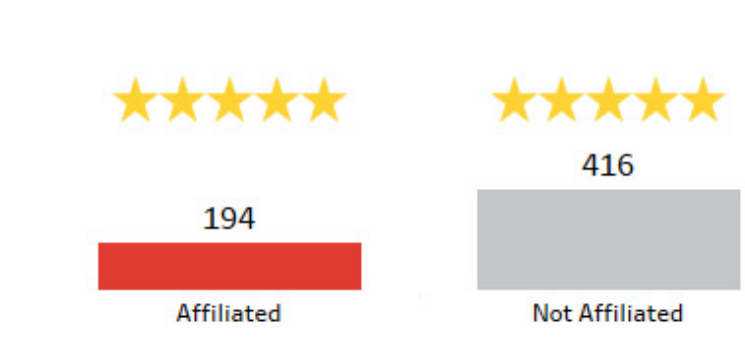
- (Stakeholder Advisory Committee -created Option)
- Same as Option A, plus Additions to Catonsville HS to alleviate local crowding without redistricting.

Benefits

- Avoids unpopular redistricting.




Challenges

- State may not fund due to existing capacity at neighboring schools.
- May require 100% local funding, delaying other priorities.



C Lansdowne HS Replacement & New Arbutus HS

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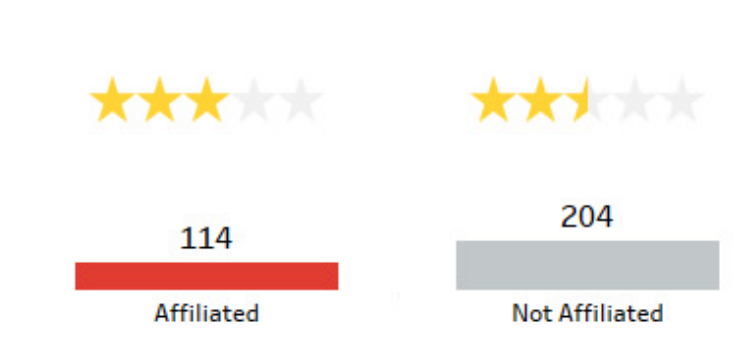
- (Stakeholder Advisory Committee -created Option)
- Same as Option A, plus construct new Arbutus-area high school to relieve Catonsville HS.

Benefits

- Aligns Southwest feeders K-12.
- Avoids unpopular redistricting.

Challenges

- State may not fund due to existing capacity at neighboring schools.
- May require 100% local funding, delaying other priorities.
- Land procurement time and cost.

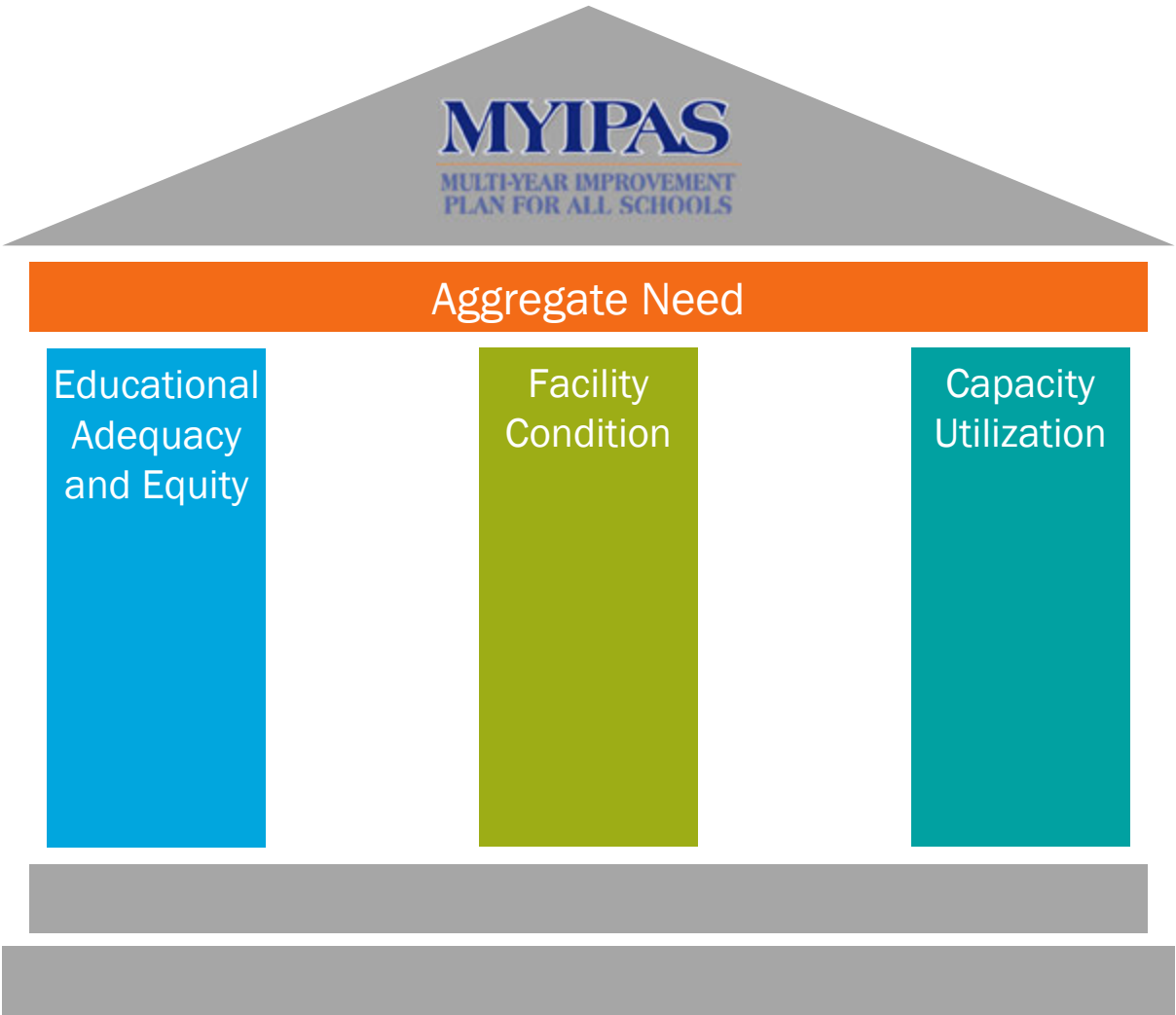


C Facility Assessment Reference Tables



3-Pillar Facility Study

Equitably providing safe and inviting schools that will nurture and inspire a growing and increasingly diverse student population



In early 2020, the Multi-Year Improvement Plan for All Schools (MYIPAS) was launched, BCPS’ first combined facility assessment and facility master planning initiative to review all buildings comprehensively in terms of three strategic ‘pillars’ of assessments, while engaging the community for guidance and input under a transparent, structured, data-driven planning process.

The three pillars of the MYIPAS are: facility condition, capacity utilization, and educational adequacy and equity.

At the conclusion of each study, every school assessed was assigned a measured score for each of the three assessments and ultimately one weighted Aggregate Need Score and Ranking (by grade level) based on 22,000+ responses to a county-wide survey.

The assessment results were used as criteria to consider whether to renovate or replace buildings, to inform the development of draft facility options, to equitably scope and budget renovation projects, and to inform an objective sequencing strategy for CIP projects.

In general, priority and scheduling decisions followed a *the greater the need, the higher the priority* perspective, but occasionally circumstances such as educational initiatives and readiness, land availability, funding and cashflow, cost efficiency, and critical path scheduling call for strategic exceptions.

Ultimately, because of the consistent and data-driven nature of these assessments as well as intentional allowances for diverse student needs, BCPS equity objectives are upheld.

BCPS is encouraged to periodically update these living-breathing planning tools to flexibly account for dynamics in enrollment, educational programs, and new State mandates.

Facility Assessment
Reference Tables

Each of the three studies performed by CannonDesign yielded lengthy detailed findings, with millions of data records, thousands of pages of photographs, documented conditions, and compiled analytics.

The intent of this appendix is to provide readers of the MYIPAS Final Report quick-reference summary tables from the three facility assessments.

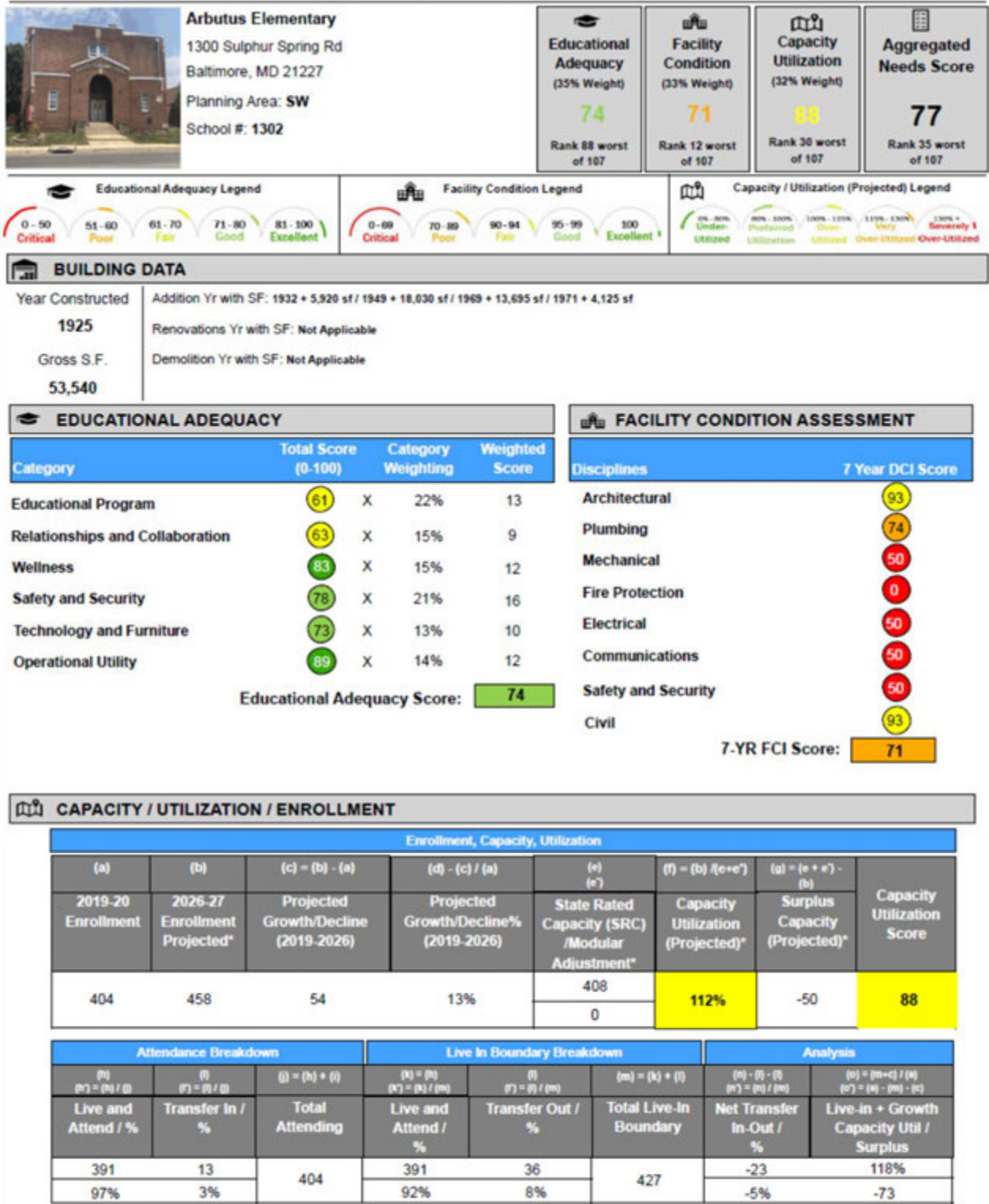
A useful companion document to this MYIPAS Final Report is the one-page per school **Assessment Summary Report** (sample to the right). This concise document outlines the metrics and benchmarks building up to the school’s assessed scores and served as a daily reference tool for MYIPAS committee members throughout the planning process.

CannonDesign also developed an adhoc data dashboard for interactive inquiry into the assessment findings, found at www.cannondesign.com/bcps-dashboard

Navigation

This Appendix is organized as follows:

- **Assessment Scores and Aggregate Need Rankings** (3 pages)
- **Enrollment and Capacity Utilization Dashboards** (7 pages)
- **Educational Adequacy and Equity KPI Matrix** (6 pages)
- **Facility Condition Assessment Indicators Matrix** (5 pages)



Assessment Scores and Aggregate Need Rankings (1 / 4)

			Educational Adequacy & Equity Score	Facility Condition Score	Capacity Score	Aggregate Need Score
Elementary School	1/107	Red House Run ES	50	65	0	39
	2/107	Deep Creek ES	59	72	0	44
	3/107	Summit Park ES	43	65	60	56
	4/107	Carroll Manor ES	52	79	57	63
	5/107	Timonium ES	57	77	58	64
	6/107	Seventh District ES	56	74	63	64
	7/107	Pine Grove ES	51	72	74	65
	8/107	Fullerton ES	57	71	71	66
	9/107	Owings Mills ES	55	81	64	66
	10/107	Fifth District ES	54	80	70	68
	11/107	Scotts Branch ES	50	65	90	68
	12/107	Reisterstown ES	51	82	73	68
	13/107	Riderwood ES	65	79	62	69
	14/107	Logan ES	57	68	84	69
	15/107	Bedford ES	56	65	89	69
	16/107	Perry Hall ES	61	71	78	70
	17/107	Chesapeake Terrace ES	55	80	78	71
	18/107	Cedarmere ES	70	74	69	71
	19/107	Elmwood ES	59	85	70	71
	20/107	Gunpowder ES	70	74	72	72
	21/107	Deer Park ES	53	65	100	72
	22/107	Shady Spring ES	58	74	89	73
	23/107	Pinewood ES	58	76	87	73
	24/107	Milbrook ES	60	77	84	73
	25/107	Chatsworth ES	44	82	100	75
	26/107	Featherbed Lane ES	72	89	64	75
	27/107	Johnnycake ES	50	87	92	76
	28/107	Winfield ES	61	68	100	76

			Educational Adequacy & Equity Score	Facility Condition Score	Capacity Score	Aggregate Need Score
Elementary School	29/107	Woodbridge ES	54	81	95	76
	30/107	Sussex ES	67	73	92	77
	31/107	Padonia International ES	58	79	96	77
	32/107	Oakleigh ES	55	89	89	77
	33/107	Joppa View ES	58	81	94	77
	34/107	Wellwood International ES	69	91	72	77
	35/107	Arbutus ES	74	71	88	77
	36/107	Grange ES	66	90	78	78
	37/107	Pleasant Plains ES	58	85	92	78
	38/107	Vincent Farm ES	81	100	52	78
	39/107	Church Lane ES	56	80	100	78
	40/107	Sandalwood ES	57	79	100	78
	41/107	Powhatan ES	58	78	100	78
	42/107	Glyndon ES	62	74	100	78
	43/107	Rodgers Forge ES	73	76	86	78
	44/107	Carney ES	56	88	93	78
	45/107	Halethorpe ES	67	70	100	79
	46/107	Seneca ES	69	68	100	79
	47/107	Prettyboy ES	67	79	91	79
	48/107	Bear Creek ES	64	89	84	78
	49/107	Orems ES	59	90	89	79
	50/107	Franklin ES	57	82	100	79
	51/107	Lutherville ES	60	86	93	79
	52/107	Chapel Hill ES	59	81	100	79
	53/107	Hawthorne ES	58	83	100	80
	54/107	Harford Hills ES	71	78	91	80
	55/107	Hebbsville ES	62	83	96	80
	56/107	Sandy Plains ES	66	75	100	80

Assessment Scores and Aggregate Need Rankings (2 / 4)

			Educational Adequacy & Equity Score	Facility Condition Score	Capacity Score	Aggregate Need Score
Elementary School	1/107	Red House Run ES	50	65	0	39
	2/107	Deep Creek ES	59	72	0	44
	3/107	Summit Park ES	43	65	60	56
	4/107	Carroll Manor ES	52	79	57	63
	5/107	Timonium ES	57	77	58	64
	6/107	Seventh District ES	56	74	63	64
	7/107	Pine Grove ES	51	72	74	65
	8/107	Fullerton ES	57	71	71	66
	9/107	Owings Mills ES	55	81	64	66
	10/107	Fifth District ES	54	80	70	68
	11/107	Scotts Branch ES	50	65	90	68
	12/107	Reisterstown ES	51	82	73	68
	13/107	Riderwood ES	65	79	62	69
	14/107	Logan ES	57	68	84	69
	15/107	Bedford ES	56	65	89	69
	16/107	Perry Hall ES	61	71	78	70
	17/107	Chesapeake Terrace ES	55	80	78	71
	18/107	Cedarmere ES	70	74	69	71
	19/107	Elmwood ES	59	85	70	71
	20/107	Gunpowder ES	70	74	72	72
	21/107	Deer Park ES	53	65	100	72
	22/107	Shady Spring ES	58	74	89	73
	23/107	Pinewood ES	58	76	87	73
	24/107	Milbrook ES	60	77	84	73
	25/107	Chatsworth ES	44	82	100	75
	26/107	Featherbed Lane ES	72	89	64	75
	27/107	Johnnycake ES	50	87	92	76
	28/107	Winfield ES	61	68	100	76

			Educational Adequacy & Equity Score	Facility Condition Score	Capacity Score	Aggregate Need Score
Elementary School	29/107	Woodbridge ES	54	81	95	76
	30/107	Sussex ES	67	73	92	77
	31/107	Padonia International ES	58	79	96	77
	32/107	Oakleigh ES	55	89	89	77
	33/107	Joppa View ES	58	81	94	77
	34/107	Wellwood International ES	69	91	72	77
	35/107	Arbutus ES	74	71	88	77
	36/107	Grange ES	66	90	78	78
	37/107	Pleasant Plains ES	58	85	92	78
	38/107	Vincent Farm ES	81	100	52	78
	39/107	Church Lane ES	56	80	100	78
	40/107	Sandalwood ES	57	79	100	78
	41/107	Powhatan ES	58	78	100	78
	42/107	Glyndon ES	62	74	100	78
	43/107	Rodgers Forge ES	73	76	86	78
	44/107	Carney ES	56	88	93	78
	45/107	Halethorpe ES	67	70	100	79
	46/107	Seneca ES	69	68	100	79
	47/107	Prettyboy ES	67	79	91	79
	48/107	Bear Creek ES	64	89	84	78
	49/107	Orems ES	59	90	89	79
	50/107	Franklin ES	57	82	100	79
	51/107	Lutherville ES	60	86	93	79
	52/107	Chapel Hill ES	59	81	100	79
	53/107	Hawthorne ES	58	83	100	80
	54/107	Harford Hills ES	71	78	91	80
	55/107	Hebbsville ES	62	83	96	80
	56/107	Sandy Plains ES	66	75	100	80

Assessment Scores and Aggregate Need Rankings (3 / 4)

			Educational Adequacy & Equity Score	Facility Condition Score	Capacity Score	Aggregate Need Score
Elementary School	57/107	Mars Estates ES	72	69	100	80
	58/107	Winand ES	71	75	95	80
	59/107	Middlesex ES	58	84	100	80
	60/107	Charlesmont ES	61	81	100	80
	61/107	Cromwell Valley ES	63	79	100	80
	62/107	McCormick ES	71	71	100	80
	63/107	Randallstown ES	58	85	100	80
	64/107	New Town ES	70	82	90	81
	65/107	Pot Spring ES	62	88	93	81
	66/107	Timber Grove ES	68	75	100	80
	67/107	Jacksonville ES	67	80	96	81
	68/107	Glenmar ES	64	80	100	81
	69/107	Norwood ES	63	82	100	81
	70/107	Woodmoor ES	56	90	100	81
	71/107	Hernwood ES	73	73	100	82
	72/107	Riverview ES	61	86	100	82
	73/107	Middleborough ES	66	81	100	82
	74/107	Fort Garrison ES	66	81	100	82
	75/107	Edgemere ES	74	73	100	82
	76/107	Chase ES	64	84	100	82
	77/107	Chadwick ES	64	100	84	82
	78/107	Edmondson Heights ES	66	83	100	82
	79/107	Warren ES	65	86	98	83
	80/107	Baltimore Highlands ES	68	81	100	83
	81/107	Villa Cresta ES	66	85	100	83
	82/107	Battle Grove ES	62	90	100	83
	83/107	Martin Boulevard ES	74	78	100	84
	84/107	Sparks ES	62	91	100	84

			Educational Adequacy & Equity Score	Facility Condition Score	Capacity Score	Aggregate Need Score
Elementary School	85/107	Hillcrest ES	73	82	100	85
	86/107	Kingsville ES	73	91	93	85
	87/107	Westchester ES	79	83	95	85
	88/107	Hampton ES	76	92	89	85
	89/107	Woodholme ES	70	88	100	85
	90/107	Seven Oaks ES	72	89	97	86
	91/107	Dogwood ES	74	85	100	86
	92/107	Oliver Beach ES	75	84	100	86
	93/107	Essex ES	79	80	100	86
	94/107	Halstead Acad	65	95	100	86
	95/107	Stoneleigh ES	68	93	99	86
	96/107	Lyons Mill ES	87	100	75	87
	97/107	Mays Chapel ES	83	100	80	88
	98/107	Berkshire ES	72	100	100	90
	99/107	West Towson ES	82	100	93	91
	100/107	Colgate ES	78	100	100	92
	101/107	Victory Villa ES	81	100	100	93
	102/107	Lansdowne ES	82	100	100	94
	103/107	Catonsville ES	83	100	100	94
	104/107	Honeygo ES	85	100	100	95
	105/107	Westowne ES	85	100	100	95
	106/107	Relay ES	86	100	100	95
	107/107	Dundalk ES	86	100	100	95

Assessment Scores and Aggregate Need Rankings (4 / 4)

			Educational Adequacy & Equity Score	Facility Condition Score	Capacity Score	Aggregate Need Score
Middle School & Other	1/27	Catonsville MS	51	74	86	70
	2/27	Deer Park MS	48	75	96	72
	3/27	Perry Hall MS	57	82	79	72
	4/27	Pine Grove MS	45	83	100	75
	5/27	Lansdowne MS	51	77	100	75
	6/27	Golden Ring MS	50	82	97	76
	7/27	Northwest Acad	56	78	100	77
	8/27	Stricker MS	58	80	100	79
	9/27	Holabird MS	60	79	99	79
	10/27	Sparrows Point MS	62	85	93	79
	11/27	Dundalk MS	61	81	100	80
	12/27	Cockeysville MS	61	81	100	80
	13/27	Ridgely MS	63	90	89	80
	14/27	Middle River MS	63	90	90	81
	15/27	Hereford MS	55	90	100	81
	16/27	Pikesville MS	62	83	100	81
	17/27	Franklin MS	59	87	100	81
	18/27	Southwest Acad	64	82	100	81
	19/27	Stemmers Run MS	66	80	100	81
	20/27	Windsor Mill MS	69	85	92	82
	21/27	Arbutus MS	64	87	96	82
	22/27	Parkville MS	66	87	94	82
	23/27	Woodlawn MS	59	90	100	82
	24/27	Dumbarton MS	59	97	93	82
	25/27	Loch Raven MS	63	93	100	85
	26/27	Deep Creek MS	71	90	100	86
	27/27	Sudbrook Magnet MS	68	94	100	87

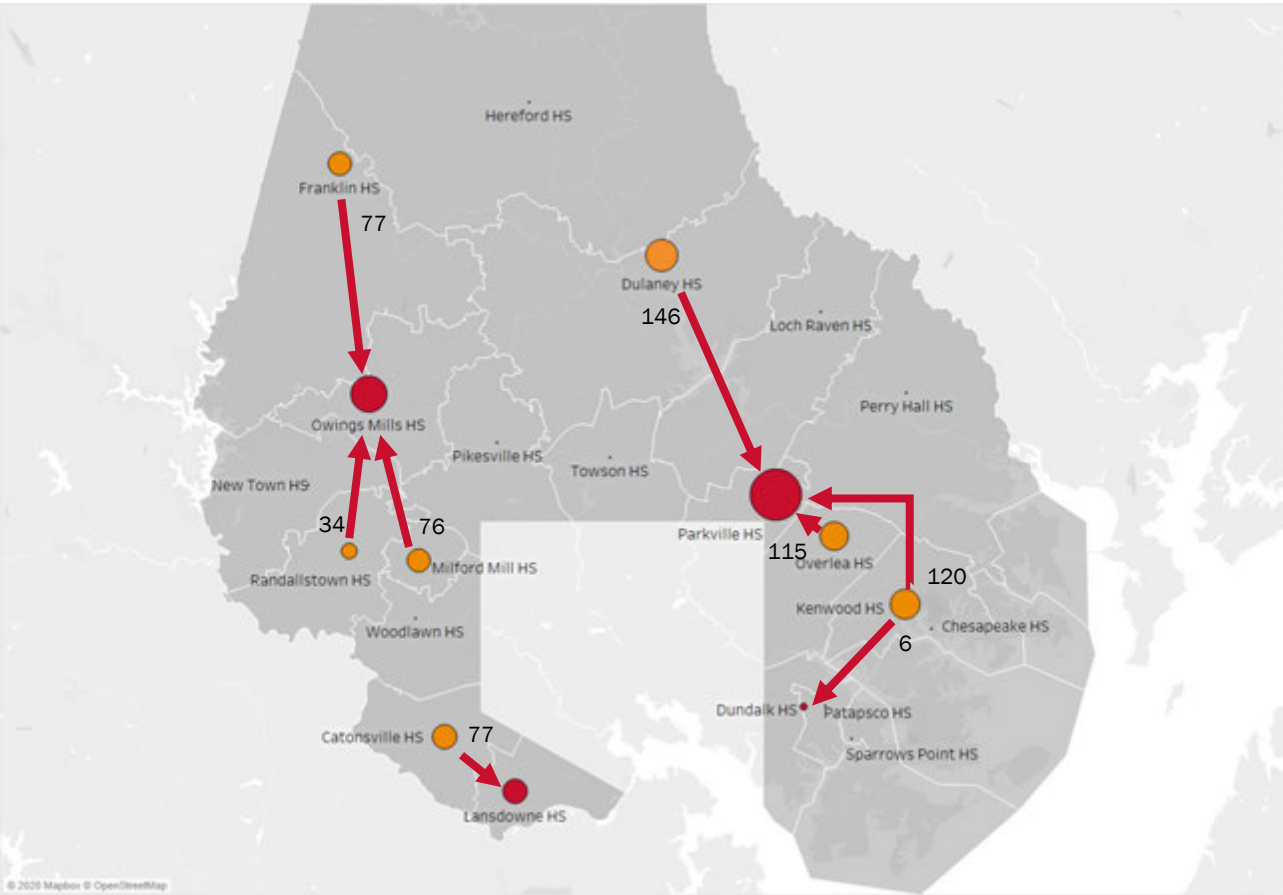
			Educational Adequacy & Equity Score	Facility Condition Score	Capacity Score	Aggregate Need Score
High School	1/24	Sparrows Point HS	47	85	59	63
	2/24	Towson HS	57	78	62	65
	3/24	Lansdowne HS	35	75	96	68
	4/24	Catonsville HS	58	85	72	71
	5/24	Dundalk HS	60	100	55	71
	6/24	Dulaney HS	53	83	89	75
	7/24	Owings Mills HS	58	76	92	75
	8/24	Perry Hall HS	59	78	89	75
	9/24	Eastern Technical HS	50	79	100	76
	10/24	Parkville HS	62	88	84	78
	11/24	Overlea HS	55	96	84	78
	12/24	Western Tech	60	79	100	79
	13/24	Loch Raven HS	59	84	98	80
	14/24	Kenwood HS	59	90	97	82
	15/24	Randallstown HS	63	86	100	82
	16/24	Milford Mill HS	64	88	100	83
	17/24	Chesapeake HS	68	84	100	84
	18/24	Franklin HS	63	91	100	84
	19/24	Patapsco HS	72	98	83	84
	20/24	Woodlawn HS	62	96	100	86
	21/24	Hereford HS	71	89	100	86
	22/24	New Town HS	65	96	100	86
	23/24	Pikesville HS	70	92	100	87
	24/24	Carver HS	75	100	100	91

Enrollment and Capacity Utilization Dashboards (1 / 7)

For the Multi-Year Improvement Plan for All Schools (MYIPAS), CannonDesign used BCPS-provided 2019 FTE Actual Enrollment Baseline and 2026 FTE Enrollment Projections, consistent with the State of Maryland’s practice of considering 7-year enrollment projections for capacity utilization analysis and capital funding justification.

To model BCPS’ planned phased transition from regional ESOL programs to local programs, CannonDesign applied **additive adjustments** to the enrollment projections at schools with planned near-term new local ESOL programs and **corresponding deductive adjustments** to the schools hosting regional ESOL programs where the students currently attend. The magnitude of these adjustments is the 2019 actual out-of-boundary attendance by students in ESOL programs.

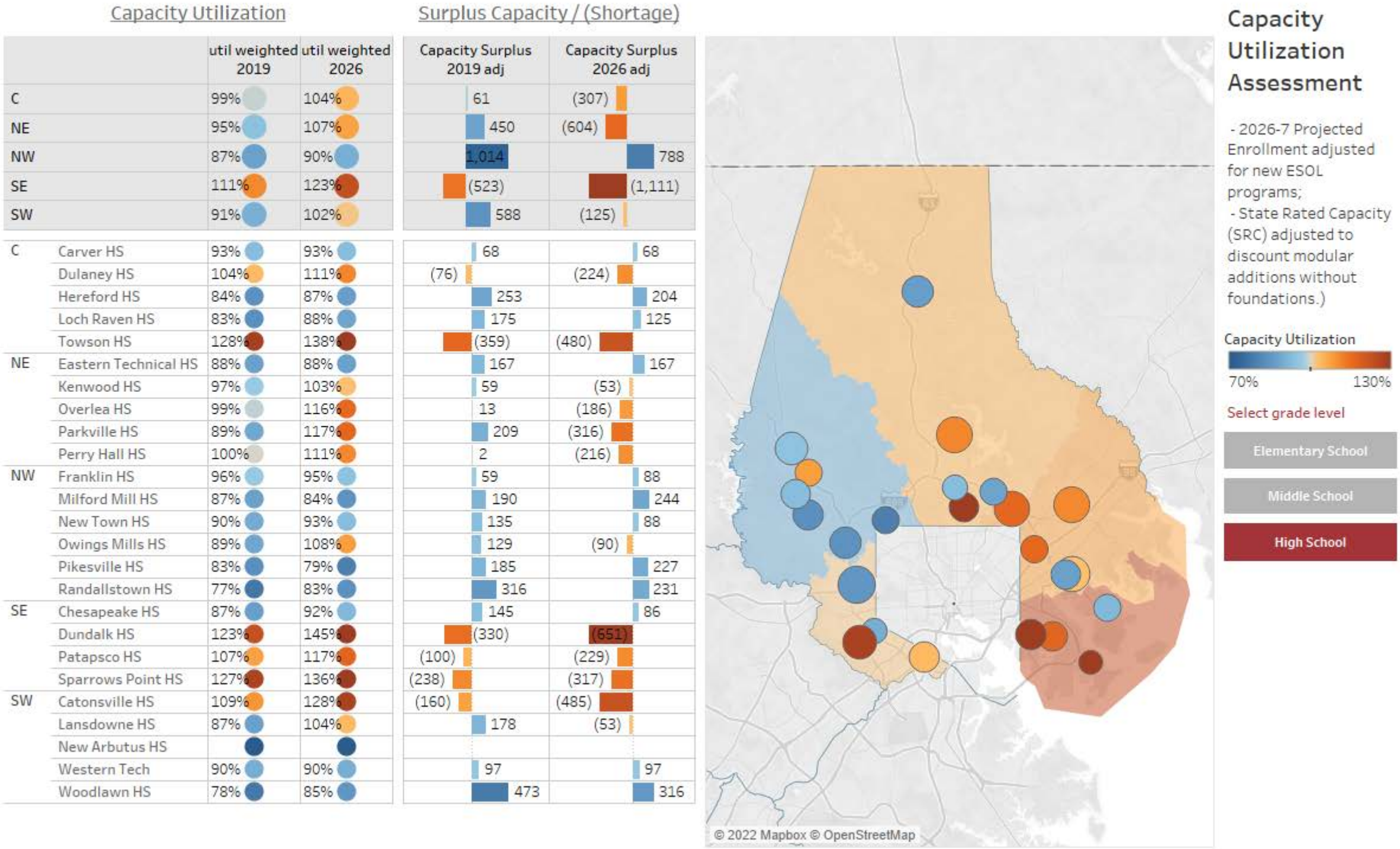
See chart below for calculations on the affected schools.



School	A: Baseline 2026 Enrollment Projection (Based on Current Regional ESOL Model)	B: Adjustments for planned phased transition to new local ESOL programs (based on 2019 students)							C = A + B: Adjusted 2026 Enrollment Projection
		Year 1		Year 2			Year 3	"Priority"	
		Milford Mill (from Owings Mills)	Overlea (from Parkville)	Dulaney (from Parkville)	Franklin (from Owings Mills)	Kenwood (from Parkville and Dundalk)	Randallstown (from Owings Mills)	Catonsville (from Lansdowne)	
Milford Mill HS	1,197	76							1,273
Owings Mills HS	1,408	-76			-77		-34		1,221
Overlea HS	1,219		115						1,334
Parkville HS	2,599		-115	-146		-120			2,218
Dulaney HS	2,062			146					2,208
Franklin HS	1,482				77				1,559
Kenwood HS	1,769					126			1,895
Dundalk HS	2,103					-6			2,097
Randallstown HS	1,133						34		1,167
Catonsville HS	2,151							84	2,235
Lansdowne HS	1,557							-84	1,473

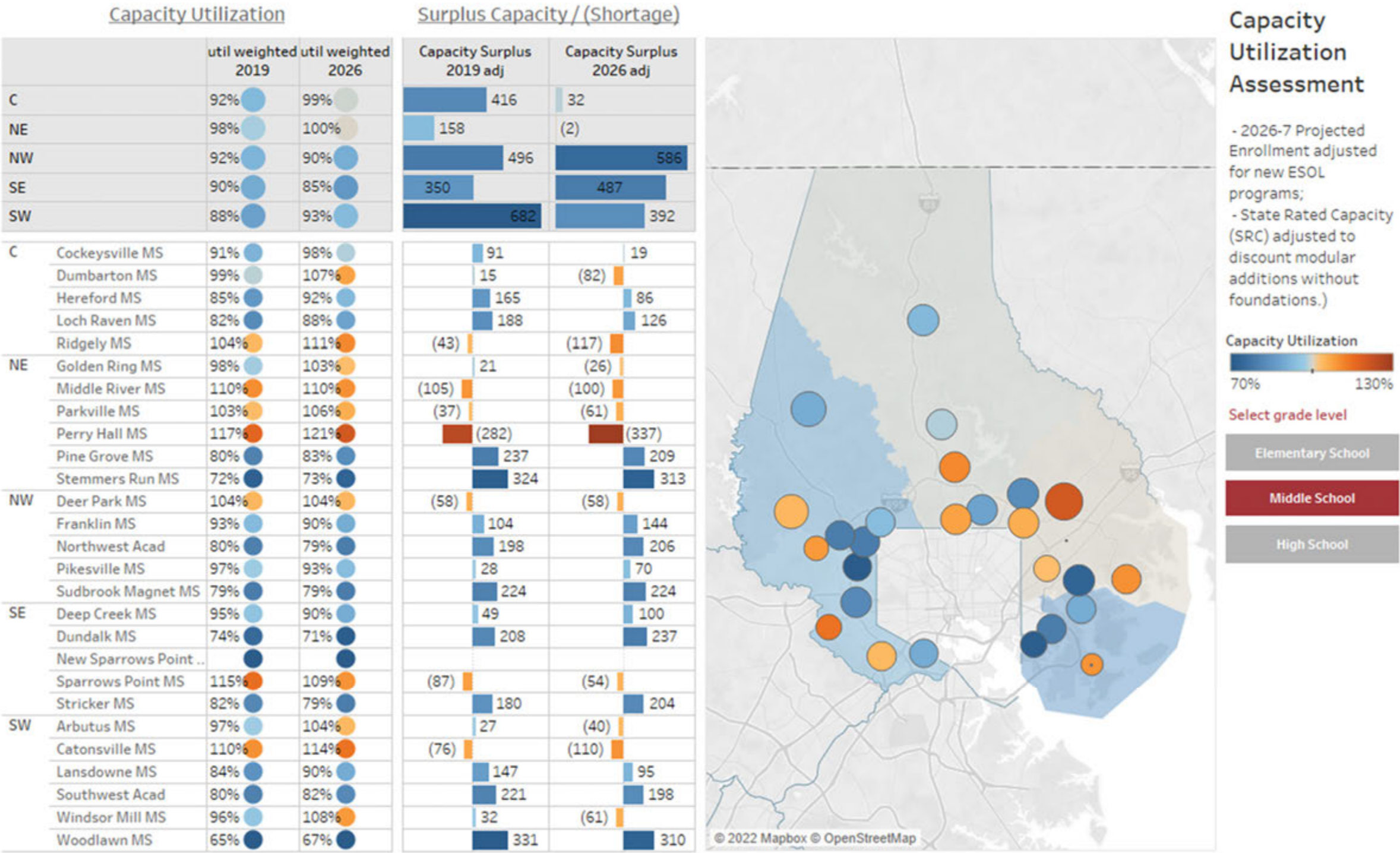
Enrollment and Capacity Utilization Dashboards (2 / 7)

High Schools



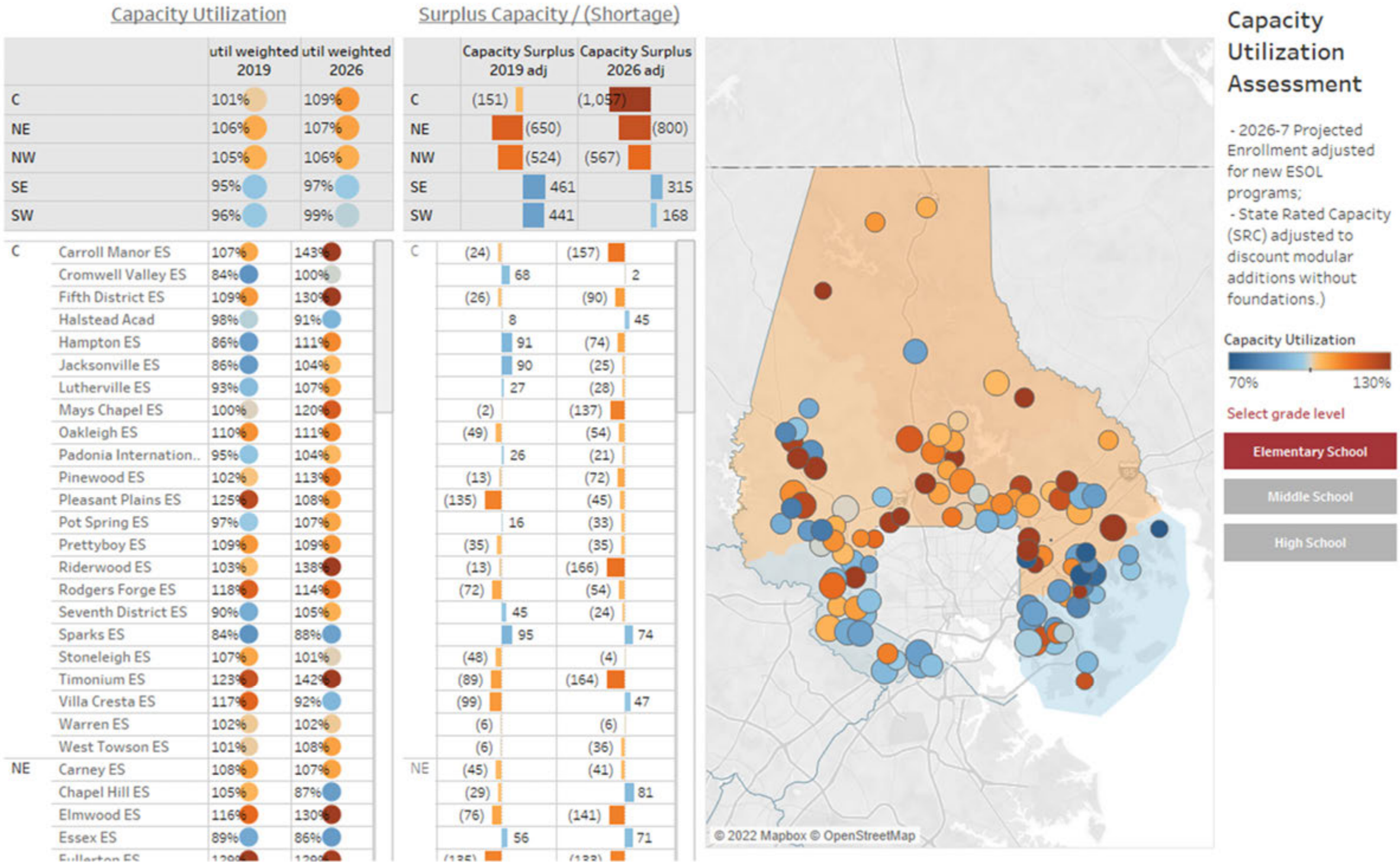
Enrollment and Capacity Utilization Dashboards (3 / 7)

Middle Schools



Enrollment and Capacity Utilization Dashboards (4 / 7)

Elementary Schools



Enrollment and Capacity Utilization Dashboards (5 / 7)

Elementary Schools

Capacity Utilization

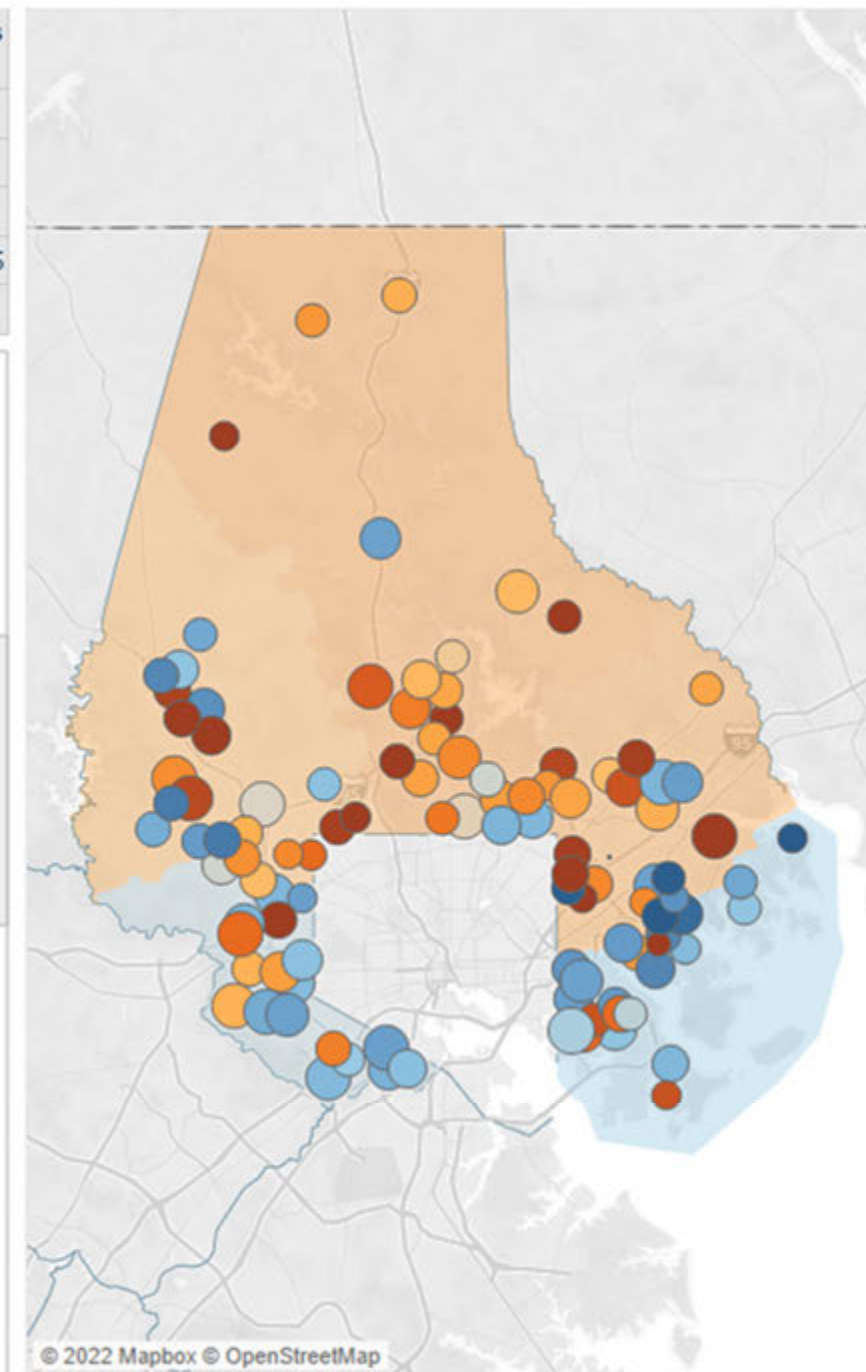
	util weighted 2019	util weighted 2026
C	101%	109%
NE	106%	107%
NW	105%	106%
SE	95%	97%
SW	96%	99%

Area	Location	2019	2026
NE	Glenmar ES	84%	71%
	Gunpowder ES	112%	128%
	Harford Hills ES	104%	109%
	Honeygo ES	89%	91%
	Joppa View ES	115%	106%
	Kingsville ES	89%	107%
	Martin Boulevard ES	94%	84%
	McCormick ES	86%	71%
	Middlesex ES	81%	68%
	NEW Relief ES NE		
	Orems ES	123%	111%
	Perry Hall ES	114%	122%
	Pine Grove ES	120%	126%
	Red House Run ES	190%	202%
	Seven Oaks ES	103%	103%
	Shady Spring ES	119%	111%
	Victory Villa ES	92%	88%
	Vincent Farm ES	106%	148%
NW	Bedford ES	111%	111%
	Cedarmere ES	108%	131%
	Chatsworth ES	81%	81%
	Church Lane ES	74%	78%
	Deer Park ES	91%	79%
	Fort Garrison ES	82%	95%
	Franklin ES	109%	89%
	Glyndon ES	101%	95%
	Hernwood ES	87%	90%
	Lyons Mill ES	111%	125%

Surplus Capacity / (Shortage)

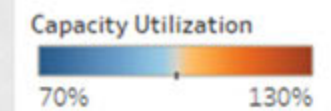
	Capacity Surplus 2019 adj	Capacity Surplus 2026 adj
C	(151)	(1,057)
NE	(650)	(800)
NW	(524)	(567)
SE	461	315
SW	441	168

Area	Location	2019	2026
NE		58	106
	(59)		(136)
	(15)		(31)
		82	62
	(94)		(35)
		39	(25)
		17	49
		54	109
		95	158
	(71)		(33)
	(75)		(115)
	(99)		(125)
		(269)	(305)
	(12)		(14)
	(92)		(52)
		62	89
	(42)		(339)
NW	(32)		(33)
	(40)		(148)
		83	82
		123	104
		40	92
		69	21
	(34)		41
	(3)		27
		53	41
	(78)		(171)



Capacity Utilization Assessment

- 2026-7 Projected Enrollment adjusted for new ESOL programs;
- State Rated Capacity (SRC) adjusted to discount modular additions without foundations.)

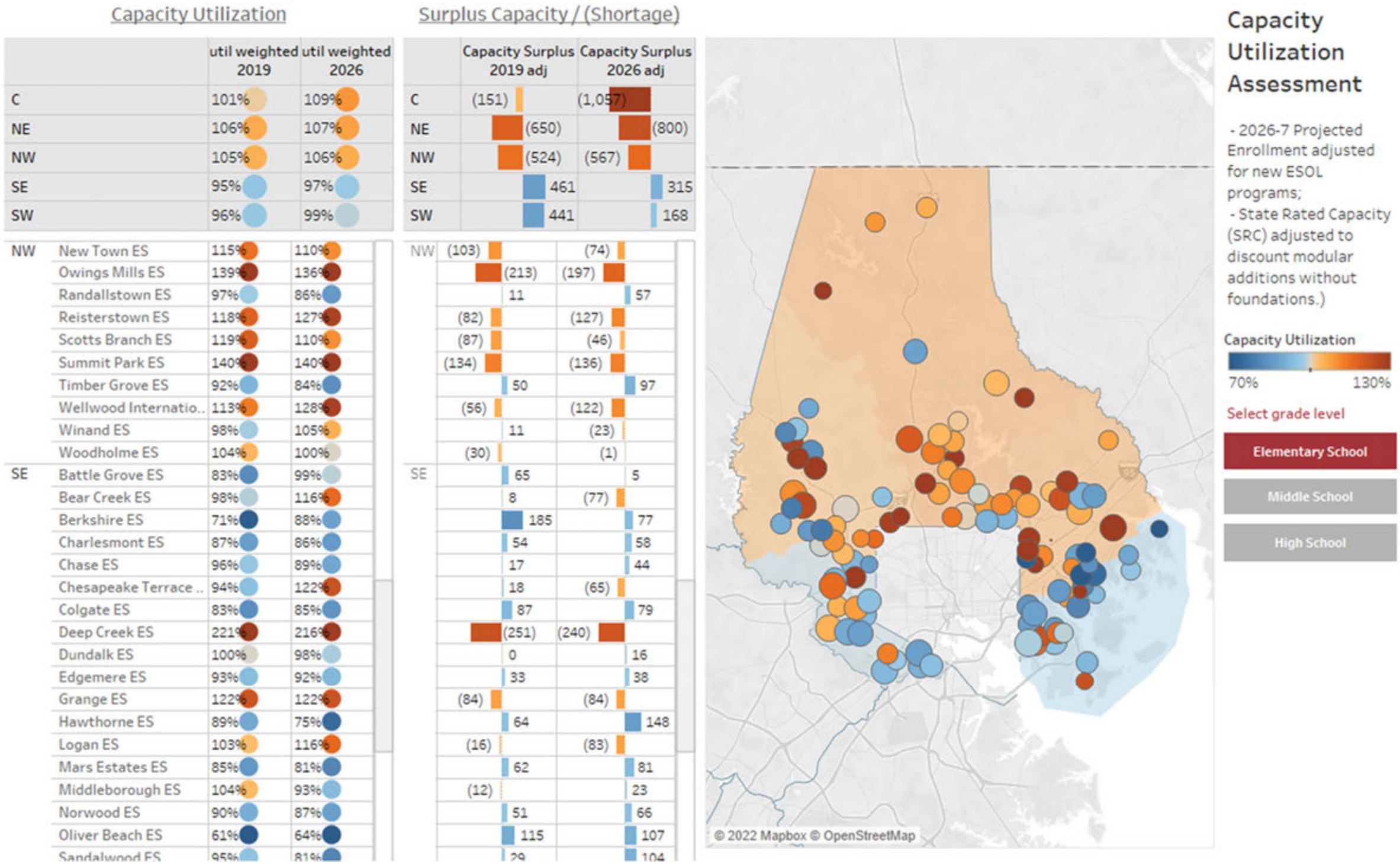


Select grade level

Elementary School

Enrollment and Capacity Utilization Dashboards (6 / 7)

Elementary Schools



Educational Adequacy and Equity KPI Matrix (1 / 6)

The Educational Adequacy and Equity Assessment is built on a weighted rubric broken down by 6 Categories, 29 sub-category Key Performance Indicators (KPIs), underpinned by over 100 objective measures. The data sources include field observations, siteplan and floorplan drawing measurements, GIS queries, and principal-provided survey responses. The breakdown and weights were developed with consultation of the MYIPAS Equity Focus Group comprised of school, county, and community stakeholders.

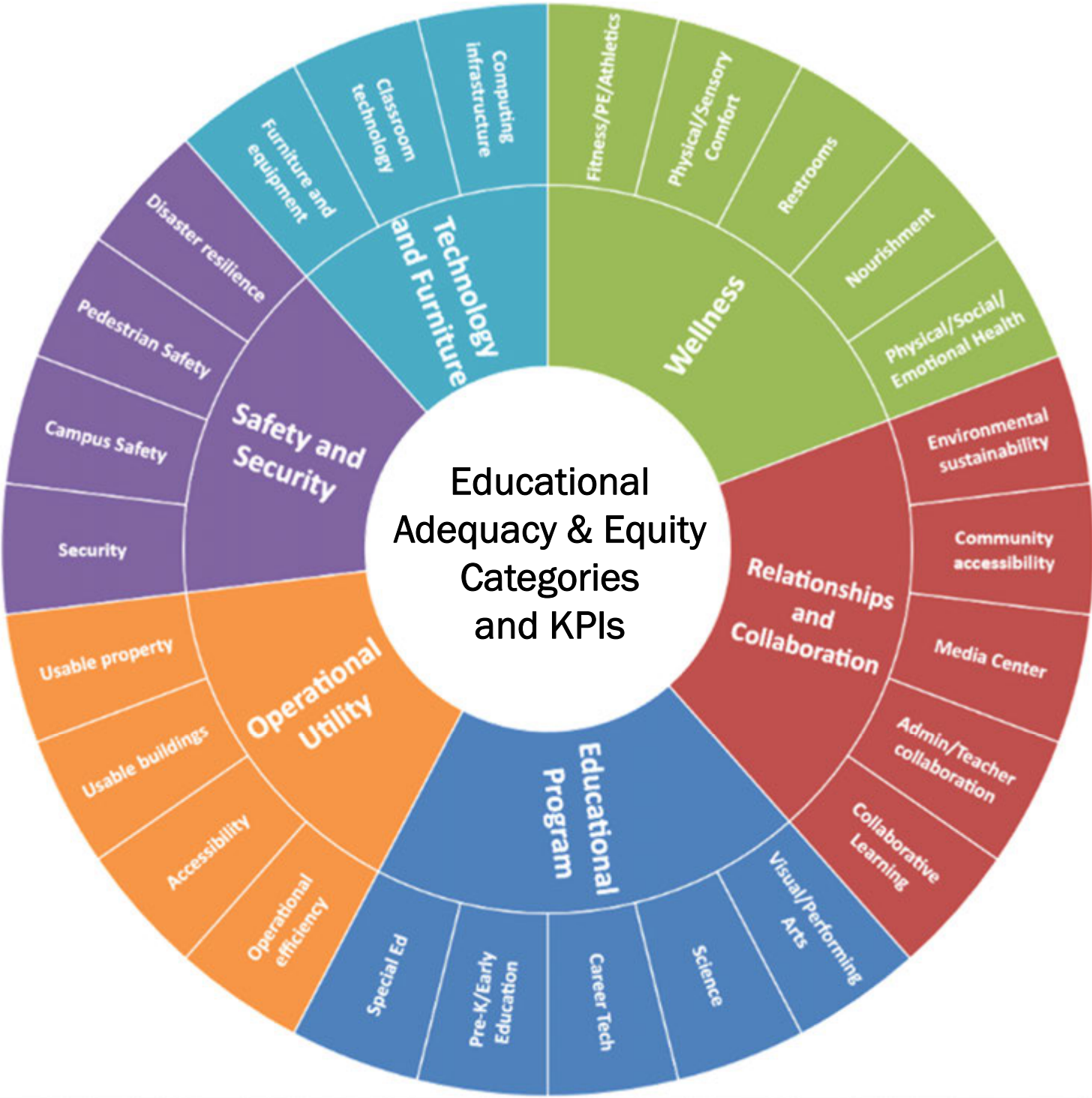
Student-centered **equity measures** are interwoven into multiple Categories and KPIs, in which standards for **specialized facility supports** for underprivileged students are conditionally applied when data of each schools’ student population indicate need. Examples include provisions for homeless students such as showering and laundry facilities and spaces for English learners, parent resources, and special education services.

The model also includes measures to acknowledge inequities of 1970s ‘open plan’ design schools and 1990s modular buildings, which affect multiple Categories and KPIs.

The six categories, illustrated in the hierarchical graphic to the right, are:

- Educational Program
- Relationships and Collaboration
- Wellness
- Technology and Furniture
- Safety and Security
- Operational Utility

Educational Adequacy and Equity Aggregate and Category scores are outlined in the following pages, with graphic indicators of KPIs beneath each category.



Educational Adequacy and Equity KPI Matrix(4 / 6)

		Educational Program								Wellness					Relationships and Collaboration							Safety and Security					Technology and Furniture				Operational Utility						
		Education Program	General Ed	Special Ed	Science	Pre-K (ES) / CTE (MS, HS)	Drama & Dance	Music	Visual Arts	Wellness	Phys/Social/Emotional Health	Physical & Sensory Comp	Fitness/PE/Athletics	Nourishment	Restrooms	Relationships & Collaboration	Flexible/Collaborative Learning	Admin Teacher Collab	Media Center	Commons	Community Access	Environ Sustainability	Safety & Security	Campus Safety	Pedestrian Safety	Security	Disaster Resilience	Technology & Furniture	Classroom Technology	Computing Infrastructure	Furniture & Equipment	Operational Utility	Accessibility	Operational Efficiency	Usable Buildings	Usable Property	
Lyons Mill ES	87	77	●	●	●	●	●	●	82	●	●	●	●	●	92	●	●	●	●	●	●	●	90	●	●	●	●	98	●	●	●	●	86	●	●	●	●
Maiden Choice	59	62	●	●	●	●	●	●	60	●	●	●	●	●	66	●	●	●	●	●	●	●	49	●	●	●	●	57	●	●	●	●	62	●	●	●	●
Mars Estates ES	72	76	●	●	●	●	●	●	77	●	●	●	●	●	54	●	●	●	●	●	●	●	66	●	●	●	●	74	●	●	●	●	85	●	●	●	●
Martin Boulevard ES	74	65	●	●	●	●	●	●	72	●	●	●	●	●	79	●	●	●	●	●	●	●	78	●	●	●	●	77	●	●	●	●	80	●	●	●	●
Mays Chapel ES	83	85	●	●	●	●	●	●	89	●	●	●	●	●	75	●	●	●	●	●	●	●	82	●	●	●	●	87	●	●	●	●	78	●	●	●	●
McCormick ES	71	61	●	●	●	●	●	●	79	●	●	●	●	●	73	●	●	●	●	●	●	●	76	●	●	●	●	60	●	●	●	●	79	●	●	●	●
Meadowood Center	45	20	●	●	●	●	●	●	45	●	●	●	●	●	38	●	●	●	●	●	●	●	68	●	●	●	●	68	●	●	●	●	37	●	●	●	●
Middle River MS	63	43	●	●	●	●	●	●	70	●	●	●	●	●	55	●	●	●	●	●	●	●	64	●	●	●	●	75	●	●	●	●	84	●	●	●	●
Middleborough ES	66	61	●	●	●	●	●	●	84	●	●	●	●	●	54	●	●	●	●	●	●	●	70	●	●	●	●	46	●	●	●	●	76	●	●	●	●
Middlesex ES	58	58	●	●	●	●	●	●	73	●	●	●	●	●	39	●	●	●	●	●	●	●	43	●	●	●	●	60	●	●	●	●	79	●	●	●	●
Milbrook ES	60	62	●	●	●	●	●	●	56	●	●	●	●	●	49	●	●	●	●	●	●	●	69	●	●	●	●	75	●	●	●	●	43	●	●	●	●
Milford Mill HS	64	64	●	●	●	●	●	●	65	●	●	●	●	●	59	●	●	●	●	●	●	●	63	●	●	●	●	60	●	●	●	●	72	●	●	●	●
New Town ES	70	60	●	●	●	●	●	●	87	●	●	●	●	●	72	●	●	●	●	●	●	●	63	●	●	●	●	77	●	●	●	●	74	●	●	●	●
New Town HS	65	65	●	●	●	●	●	●	87	●	●	●	●	●	55	●	●	●	●	●	●	●	40	●	●	●	●	78	●	●	●	●	77	●	●	●	●
Northwest Acad	56	62	●	●	●	●	●	●	61	●	●	●	●	●	56	●	●	●	●	●	●	●	34	●	●	●	●	58	●	●	●	●	70	●	●	●	●
Norwood ES	63	60	●	●	●	●	●	●	66	●	●	●	●	●	42	●	●	●	●	●	●	●	62	●	●	●	●	72	●	●	●	●	82	●	●	●	●
Oakleigh ES	55	44	●	●	●	●	●	●	60	●	●	●	●	●	49	●	●	●	●	●	●	●	64	●	●	●	●	68	●	●	●	●	51	●	●	●	●
Oliver Beach ES	75	56	●	●	●	●	●	●	84	●	●	●	●	●	80	●	●	●	●	●	●	●	72	●	●	●	●	82	●	●	●	●	85	●	●	●	●
Orems ES	59	50	●	●	●	●	●	●	76	●	●	●	●	●	54	●	●	●	●	●	●	●	44	●	●	●	●	69	●	●	●	●	75	●	●	●	●
Overlea HS	55	57	●	●	●	●	●	●	67	●	●	●	●	●	45	●	●	●	●	●	●	●	43	●	●	●	●	55	●	●	●	●	67	●	●	●	●
Owings Mills ES	55	52	●	●	●	●	●	●	59	●	●	●	●	●	51	●	●	●	●	●	●	●	41	●	●	●	●	77	●	●	●	●	60	●	●	●	●
Owings Mills HS	58	61	●	●	●	●	●	●	70	●	●	●	●	●	41	●	●	●	●	●	●	●	59	●	●	●	●	56	●	●	●	●	61	●	●	●	●
Padonia International ES	58	51	●	●	●	●	●	●	77	●	●	●	●	●	49	●	●	●	●	●	●	●	40	●	●	●	●	75	●	●	●	●	70	●	●	●	●
Parkville HS	62	60	●	●	●	●	●	●	81	●	●	●	●	●	41	●	●	●	●	●	●	●	70	●	●	●	●	69	●	●	●	●	48	●	●	●	●
Parkville MS	66	61	●	●	●	●	●	●	77	●	●	●	●	●	70	●	●	●	●	●	●	●	56	●	●	●	●	66	●	●	●	●	70	●	●	●	●
Patapsco HS	72	63	●	●	●	●	●	●	73	●	●	●	●	●	55	●	●	●	●	●	●	●	79	●	●	●	●	77	●	●	●	●	86	●	●	●	●
Perry Hall ES	61	48	●	●	●	●	●	●	77	●	●	●	●	●	46	●	●	●	●	●	●	●	69	●	●	●	●	61	●	●	●	●	69	●	●	●	●
Perry Hall HS	59	67	●	●	●	●	●	●	60	●	●	●	●	●	56	●	●	●	●	●	●	●	43	●	●	●	●	60	●	●	●	●	70	●	●	●	●
Perry Hall MS	57	47	●	●	●	●	●	●	61	●	●	●	●	●	69	●	●	●	●	●	●	●	48	●	●	●	●	67	●	●	●	●	62	●	●	●	●
Pikesville HS	70	59	●	●	●	●	●	●	88	●	●	●	●	●	61	●	●	●	●	●	●	●	70	●	●	●	●	80	●	●	●	●	70	●	●	●	●
Pikesville MS	62	36	●	●	●	●	●	●	79	●	●	●	●	●	50	●	●	●	●	●	●	●	75	●	●	●	●	71	●	●	●	●	70	●	●	●	●
Pine Grove ES	51	51	●	●	●	●	●	●	65	●	●	●	●	●	34	●	●	●	●	●	●	●	37	●	●	●	●	69	●	●	●	●	57	●	●	●	●
Pine Grove MS	45	19	●	●	●	●	●	●	57	●	●	●	●	●	54	●	●	●	●	●	●	●	42	●	●	●	●	68	●	●	●	●	49	●	●	●	●
Pinewood ES	58	55	●	●	●	●	●	●	67	●	●	●	●	●	57	●	●	●	●	●	●	●	37	●	●	●	●	67	●	●	●	●	78	●	●	●	●
Pleasant Plains ES	58	48	●	●	●	●	●	●	61	●	●	●	●	●	41	●	●	●	●	●	●	●	67	●	●	●	●	76	●	●	●	●	59	●	●	●	●
Pot Spring ES	62	43	●	●	●	●	●	●	69	●	●	●	●	●	61	●	●	●	●	●	●	●	61	●	●	●	●	68	●	●	●	●	82	●	●	●	●
Powhatan ES	58	45	●	●	●	●	●	●	49	●	●	●	●	●	53	●	●	●	●	●	●	●	77	●	●	●	●	72	●	●	●	●	49	●	●	●	●
Prettyboy ES	67	71	●	●	●	●	●	●	80	●	●	●	●	●	81	●	●	●	●	●	●	●	56	●	●	●	●	67	●	●	●	●	48	●	●	●	●
Randallstown ES	58	47	●	●	●	●	●	●	70	●	●	●	●	●	44	●	●	●	●	●	●	●	67	●	●	●	●	47	●	●	●	●	74	●	●	●	●
Randallstown HS	63	65	●	●	●	●	●	●	75	●	●	●	●	●	59	●	●	●	●	●	●	●	52	●	●	●	●	64	●	●	●	●	64	●	●	●	●

Educational Adequacy and Equity KPI Matrix(5 / 6)

		Educational Program								Wellness					Relationships and Collaboration							Safety and Security					Technology and Furniture				Operational Utility					
		Education Program	General Ed	Special Ed	Science	Pre-K (ES) / CTE (MS, HS)	Drama & Dance	Music	Visual Arts	Wellness	Phys/Social/Emotional Health	Physical & Sensory Com	Fitness/PE/Athletics	Nourishment	Restrooms	Relationships & Collaboration	Flexible/Collaborative Learning	Admin Teacher Collab	Media Center	Commons	Community Access	Environ Sustainability	Safety & Security	Campus Safety	Pedestrian Safety	Security	Disaster Resilience	Technology & Furniture	Classroom Technology	Computing Infrastructure	Furniture & Equipment	Operational Utility	Accessibility	Operational Efficiency	Usable Buildings	Usable Property
Red House Run ES	50	51							69						41								27					60				62				
Reisterstown ES	51	48							48						43								44					67				66				
Relay ES	86	82							96						76								91					77				95				
Riderwood ES	65	52							85						57								56					65				85				
Ridge Ruxton	64	65							84						65								44					76				62				
Ridgely MS	63	45							72						50								72					64				84				
Riverview ES	61	56							63						42								58					86				70				
Rodgers Forge ES	73	69							80						57								68					88				84				
Rosedale Center	39	46							53						23								34					56				21				
Sandalwood ES	57	40							73						53								66					37				74				
Sandy Plains ES	66	60							73						46								71					73				75				
Scotts Branch ES	50	47							59						48								24					64				77				
Seneca ES	69	59							78						59								73					66				83				
Seven Oaks ES	72	52							98						66								68					74				86				
Seventh District ES	56	47							79						49								50					61				55				
Shady Spring ES	58	61							52						58								39					79				67				
Southwest Acad	64	45							62						67								76					59				78				
Sparks ES	62	57							82						72								29					78				71				
Sparrows Point HS	47	45							48						55								38					66				34				
Sparrows Point MS	62	55							62						68								76					68				39				
Stemmers Run MS	66	55							68						72								68					65				70				
Stoneleigh ES	68	69							61						54								68					78				78				
Stricker MS	58	47							51						60								61					49				86				
Sudbrook Magnet MS	68	58							67						54								77					80				77				
Summit Park ES	43	45							50						48								23					69				36				
Sussex ES	67	61							59						63								70					79				75				
Timber Grove ES	68	64							87						72								46					67				82				
Timonium ES	57	54							61						57								50					67				62				
Towson HS	57	59							60						65								45					54				61				
Victory Villa ES	81	78							80						69								87					86				86				
Villa Cresta ES	66	53							68						54								79					77				67				
Vincent Farm ES	81	81							85						78								83					90				68				
Warren ES	65	54							84						55								58					65				84				
Wellwood International ES	69	69							77						56								66					88				59				
West Towson ES	82	76							83						79								85					94				78				
Westchester ES	79	79							78						70								78					76				94				
Western Tech	60	63							48						49								69					78				51				
Westowne ES	85	75							95						75								90					90				86				
White Oak	70	69							78						77								64					73				59				
Winand ES	71	62							83						81								58					71				83				

Facility Condition Assessment Indicators Matrix (1 / 5)

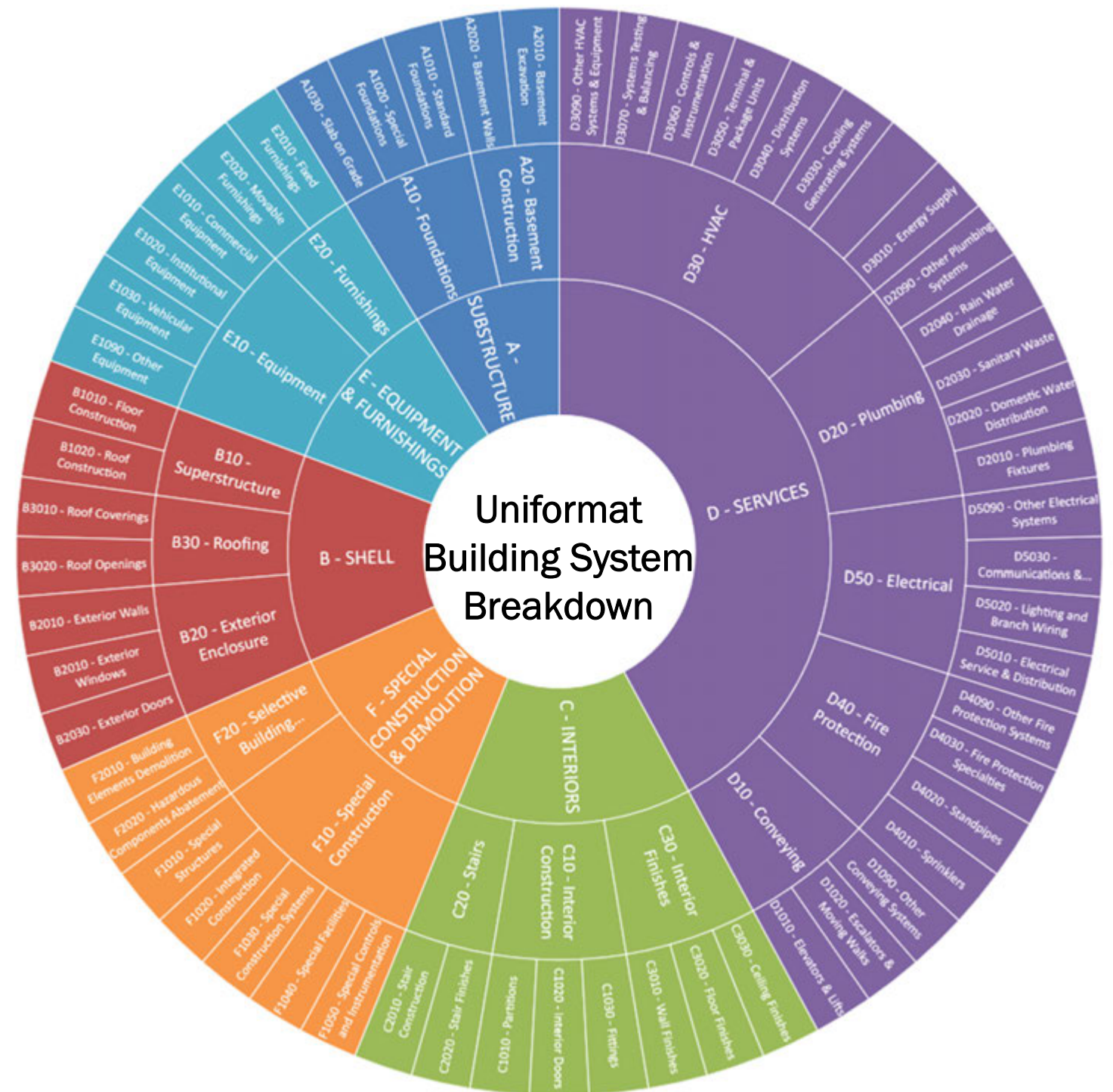
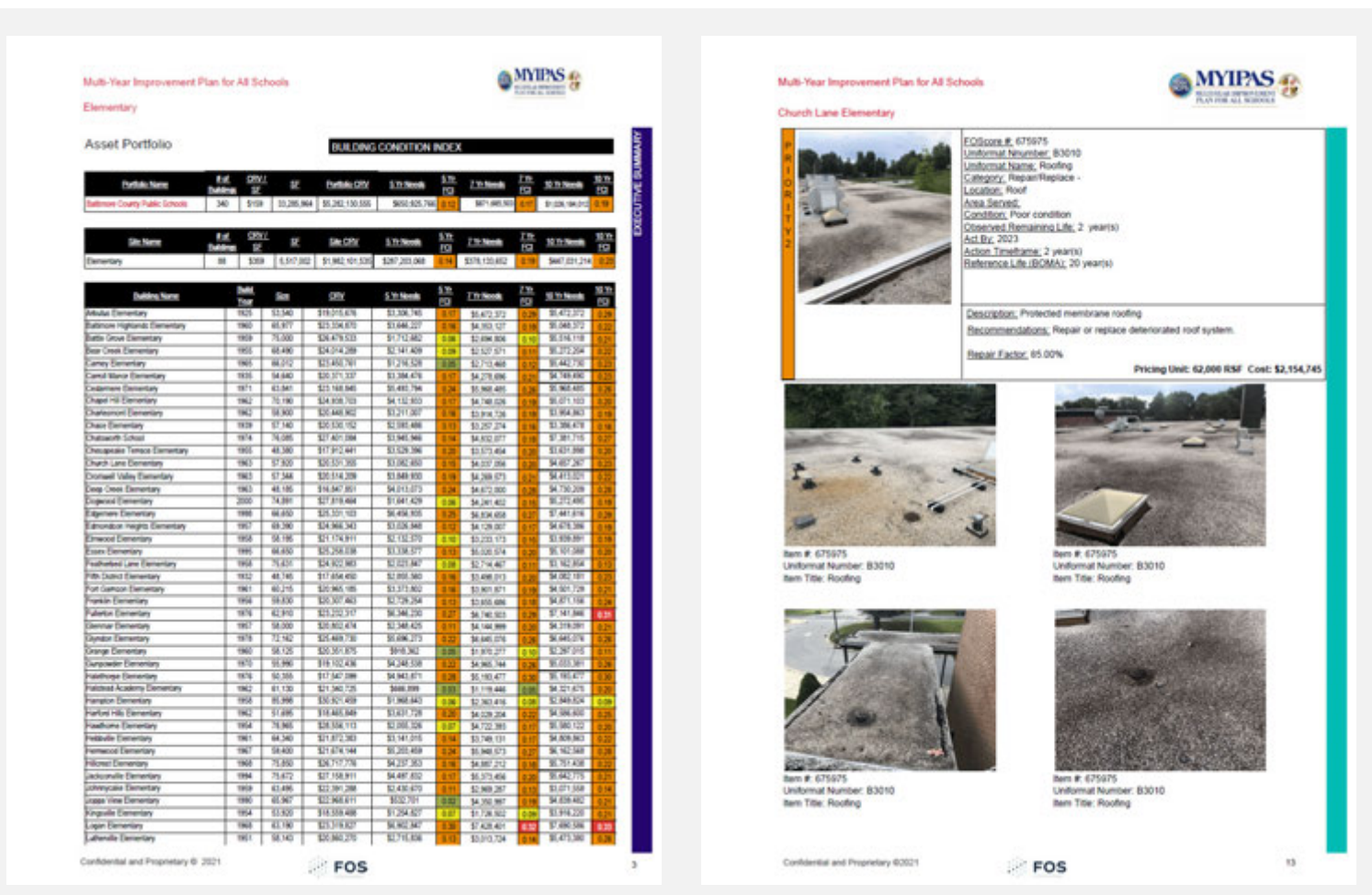
CannonDesign's Facility Optimization Solutions (FOS) team performed an Industry standard Facility Condition Index (FCI) assessment approach to measure the current and near-term condition of BCPS facilities. Each facility was benchmarked using the industry standard Uniformat breakdown system weighted by cost of each discrete building system. This approach was presented to and validated by the MYIPAS Facility Focus Group.

The observations, findings, and cost estimate of this assessment are detailed in detailed reports presented to BCPS.

Following is a reference of Facility Condition Scores for each school, computed as the inverse FCI on a 100-point scale, as follows:

100 points

- minus

$$100 \times (\text{repair cost} / \text{replacement cost})$$


Facility Condition Assessment Indicators Matrix (2 / 5)

	FCI Score	Architectural	Plumbing	Mechanical	Fire Protection	Electrical	Communications	Safety & Security	Civil
Arbutus ES	71								
Arbutus MS	87								
Baltimore Highlands ES	81								
Battle Grove ES	90								
Battle Monument	70								
Bear Creek ES	89								
Campfield ECC	75								
Carney ES	88								
Carroll Manor ES	79								
Catonsville Center	80								
Catonsville HS	85								
Catonsville MS	74								
Cedarmere ES	74								
Chapel Hill ES	81								
Charlesmont ES	81								
Chase ES	84								
Chatsworth ES	82								
Chesapeake HS	84								
Chesapeake Terrace ES	80								
Church Lane ES	80								
Cockeysville MS	81								
Cromwell Valley ES	79								
Deep Creek ES	72								
Deep Creek MS	90								
Deer Park MS	75								
Dogwood ES	85								
Dulaney HS	83								
Dumbarton MS	97								
Dundalk MS	81								
Eastern Technical HS	79								
Edgemere ES	73								
Edmondson Heights ES	83								
Elmwood ES	85								
Essex ES	80								
Featherbed Lane ES	89								
Fifth District ES	80								
Fort Garrison ES	81								
Franklin ES	82								
Franklin HS	91								
Franklin MS	87								
Fullerton ES	71								
Glenmar ES	80								

Facility Condition Assessment Indicators Matrix (3 / 5)

	FCI Score	Architectural	Plumbing	Mechanical	Fire Protection	Electrical	Communications	Safety & Security	Civil
Glyndon ES	74								
Golden Ring MS	82								
Grange ES	90								
Gunpowder ES	74								
Halethorpe ES	70								
Halstead Acad	95								
Hampton ES	92								
Harford Hills ES	78								
Hawthorne ES	83								
Hebbville ES	83								
Hereford HS	89								
Hereford MS	90								
Hernwood ES	73								
Hillcrest ES	82								
Holabird MS	79								
Jacksonville ES	80								
Johnnycake ES	87								
Joppa View ES	81								
Kenwood HS	90								
Kingsville ES	91								
Lansdowne MS	77								
Loch Raven HS	84								
Loch Raven MS	93								
Logan ES	68								
Lutherville ES	86								
Maiden Choice	76								
Mars Estates ES	69								
Martin Boulevard ES	78								
McCormick ES	71								
Middle River MS	90								
Middleborough ES	81								
Middlesex ES	84								
Milbrook ES	77								
Milford Mill HS	88								
New Town ES	82								
New Town HS	96								
Northwest Acad	78								
Norwood ES	82								
Oakleigh ES	89								
Oliver Beach ES	84								
Orems ES	90								
Overlea HS	96								

Facility Condition Assessment Indicators Matrix (4 / 5)

	FCI Score	Architectural	Plumbing	Mechanical	Fire Protection	Electrical	Communications	Safety & Security	Civil
Owings Mills ES	81								
Owings Mills HS	76								
Padonia International ES	79								
Parkville HS	88								
Parkville MS	87								
Patapsco HS	98								
Perry Hall ES	71								
Perry Hall HS	78								
Perry Hall MS	82								
Pikesville HS	92								
Pikesville MS	83								
Pine Grove ES	72								
Pine Grove MS	83								
Pinewood ES	76								
Pleasant Plains ES	85								
Pot Spring ES	88								
Powhatan ES	78								
Prettyboy ES	79								
Randallstown ES	85								
Randallstown HS	86								
Reisterstown ES	82								
Riderwood ES	79								
Ridge Ruxton	83								
Ridgely MS	90								
Riverview ES	86								
Rodgers Forge ES	76								
Sandalwood ES	79								
Sandy Plains ES	75								
Seneca ES	68								
Seven Oaks ES	89								
Seventh District ES	74								
Shady Spring ES	74								
Southwest Acad	82								
Sparks ES	91								
Sparrows Point HS	85								
Sparrows Point MS	100								
Stemmers Run MS	80								
Stoneleigh ES	93								
Stricker MS	80								
Sudbrook Magnet MS	94								
Sussex ES	73								
Timber Grove ES	75								

Facility Condition Assessment Indicators Matrix (5 / 5)

	FCI Score	Architectural	Plumbing	Mechanical	Fire Protection	Electrical	Communications	Safety & Security	Civil
Timonium ES	77								
Towson HS	78								
Villa Cresta ES	85								
Warren ES	86								
Wellwood International ES	91								
Westchester ES	83								
Western Tech	79								
White Oak	78								
Winand ES	75								
Windsor Mill MS	85								
Winfield ES	68								
Woodbridge ES	81								
Woodholme ES	88								
Woodlawn HS	96								
Woodlawn MS	90								
Woodmoor ES	90								

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Kathleen Causey	District 3
Makeda Scott	District 4
Julie Henn	District 5
Lily Rowe	District 6
Rod McMillion	District 7
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Moalie Jose	Member at Large
Russell Kuehn	Member at Large
John Offerman	Member at Large
Joshua Muhumuza	Student Member 2020-21
Christian Thomas	Student Member 2021-22

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