BOARD OF EDUCATION OF HARFORD COUNTY
INFORMATIONAL REPORT
PRESENTATION OF

THE 2025 EDUCATIONAL FACILITIES MASTER PLAN AND COMPREHENSIVE MAINTENANCE PLAN

June 09, 2025

Background Information:

The Rules, Regulations and Procedures for the Administration of the Public-School Construction Program (PSCP) require that each Local Education Agency (LEA), submit annually, an amended copy of the Educational Facilities Master Plan (EFMP) by July 1, 2025. Additionally, the PSCP requires each LEA to prepare and submit an updated Comprehensive Maintenance Plan by October 1, 2025.

Discussion:

The EFMP is a planning tool that addresses the LEA's projected facility needs. Coordinating with HCPS stakeholders and the Harford County Government, the plan is reviewed and updated annually. The 2025 EFMP includes all the essential elements required by the State and has been reviewed by the appropriate school system personnel. The Capital Improvement Projects proposed in this plan will be the basis for the FY26 Capital Improvement Program. The EFMP Table of Contents and the Timeline of Capital Improvement Projects are attached.

The Timeline of Capital Projects includes project funding needs through FY 2037. The major project timeline has been updated to match anticipated funding, delaying the start of all listed projects by one year. The changes impact the start and end dates of the Old Post Road replacement School and Bel Air Middle School projects.

The State completes a facility assessment of all public schools in Maryland. The results of that assessment provide updated facility condition data. HCPS utilizes the resulting data with identified facility needs, capacity demands, Blueprint requirements and funding outlook to update the capital improvement priorities in the out years. HCPS has multiple capital needs. During the presentation, we will discuss anticipated State and local funding and the impact on the long-term capital plan.

The Comprehensive Maintenance Plan is a tool to develop and improve the facilities maintenance program. Utilizing the guidelines prescribed by the Interagency Committee, the Department of Facilities reviews and updates the plan annually. The 2025 Comprehensive Maintenance Plan Table of Contents is attached.

The information, analysis, and conclusions within these two documents serve as a guide in the development of the priorities for the Capital Improvement Program.

Superintendent's Recommendation:

The Superintendent of Schools recommends that the Board of Education accept the presentation of the 2025 Educational Facilities Master Plan and the 2025 Comprehensive Maintenance Plan.

Comprehensive Maintenance Plan
and
Educational Facilities Master Plan

FACILITIES MANAGEMENT

Presentation to the Board of Education

June 9, 2025

Comprehensive Maintenance Plan

- A system-wide maintenance management plan for the maintenance of buildings, grounds, and fixed equipment through repairs or replacement during the 50-year life expectancy of the building.

Educational Facilities Master Plan (EFMP)

- A comprehensive look at our facilities, their conditions, projected enrollments and needs across the school system.
- The 2025 EFMP includes all the essential elements required by the state and has been reviewed by the appropriate school system personnel.
- **It serves as a basis for discussion of the FY2027 Capital Improvement Program.**

Capital Improvement Program

- Financial tool for state and local budgeting.
- Planning Capital Improvements based on HCPS needs and long-term goals.

BOE Vote June 23rd:

Requesting Approval for State Submission.

Continue Conversations

CMP Components

- Bleacher Inspections and Repairs
- Boiler Inspections
- Boiler Replacements
- Fire Alarm Replacements
- Floor Covering Replacements
- HVAC System Replacements
- Painting
- Paving – Overlay & Maintenance
- Roof Replacements
- Cleaning of On-Site Wastewater Systems
- Underground Storage Tanks
- Compliance Overview
- Investigation of an Indoor Air Quality Periodic Surveillance Form
- Work Order Program Screenshot
- Work Order Comparisons
- Work Order Report by Location
- Work Order by Craft Fiscal Year
- Work Order Summary by Craft
- Organizational Chart
- Investigation of an Indoor Air Quality Problem Form
- Building Efficiency & Sustainability Survey
- Preventive Maintenance
- Preventive Maintenance Inspection Frequency
- Preventive Maintenance Task Listing
- Preventive Maintenance Air Filter

Educational Facilities Master Plan (EFMP)

State requirement

- According to the Rules, Regulations, and Procedures for the Administration of the Public-School Construction Program
- July 1 annual submission date

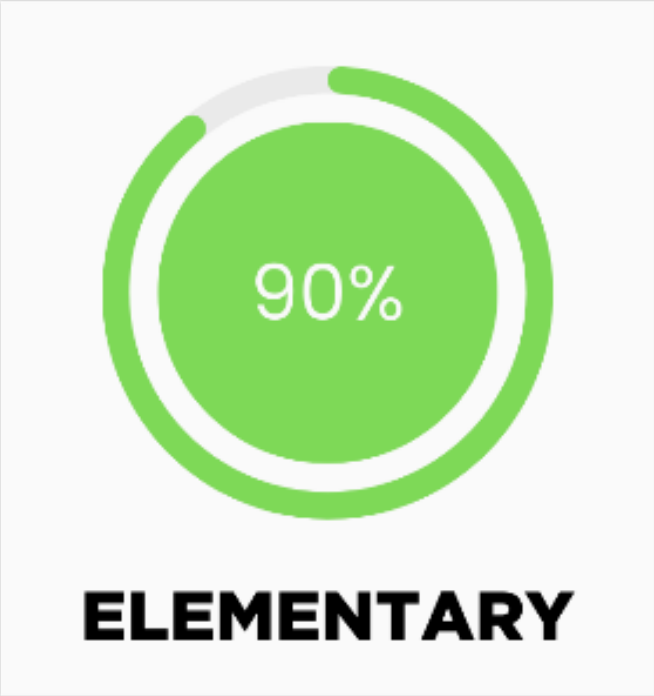
Planning tool

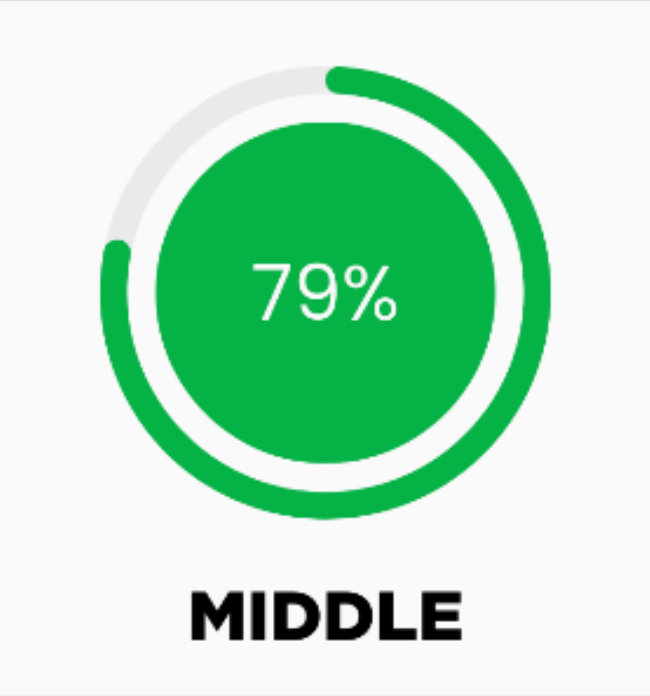
- Analyze Facility Conditions
- Determine capacity needs
- Evaluate Funding trends

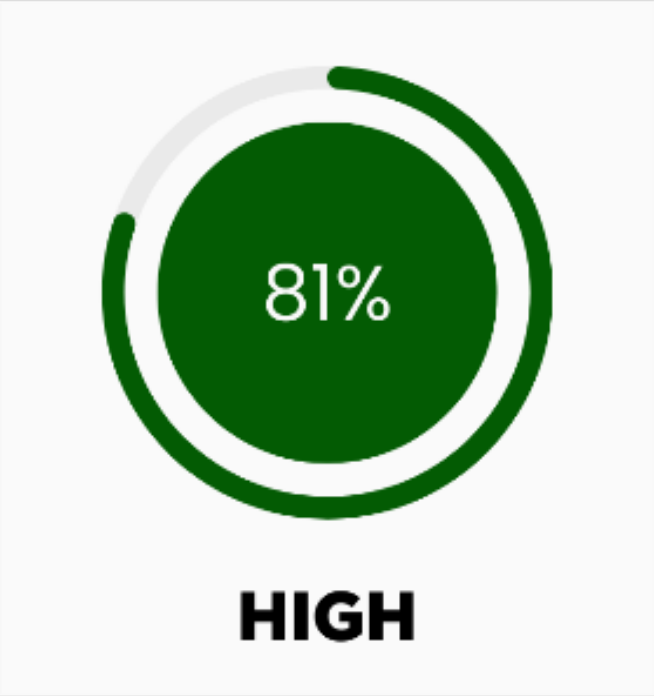
Basis for Capital Improvement Program

- Project needs
- Funding discussions
- Timeline for State eligible projects

Capacity and Enrollment







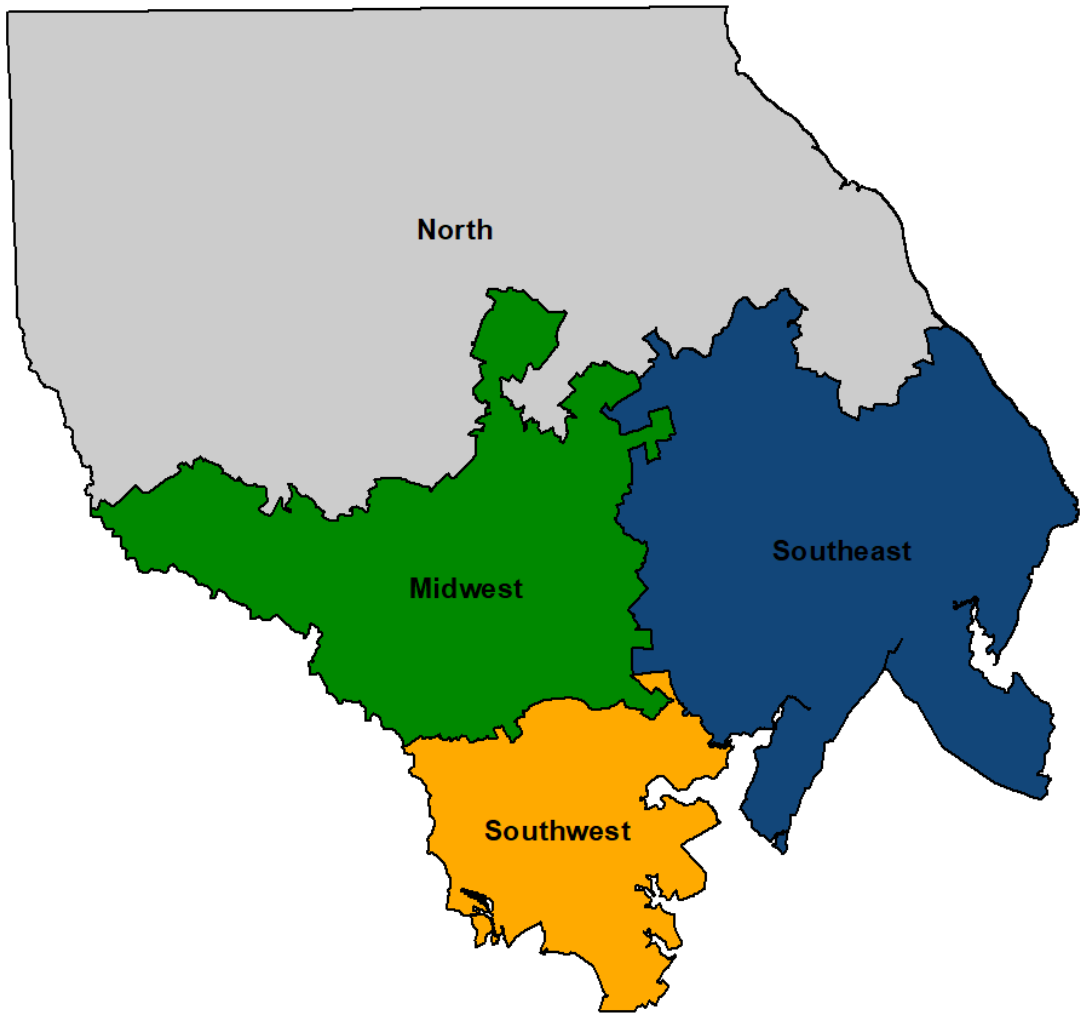
Addressing Capacity

North
- No capacity concerns

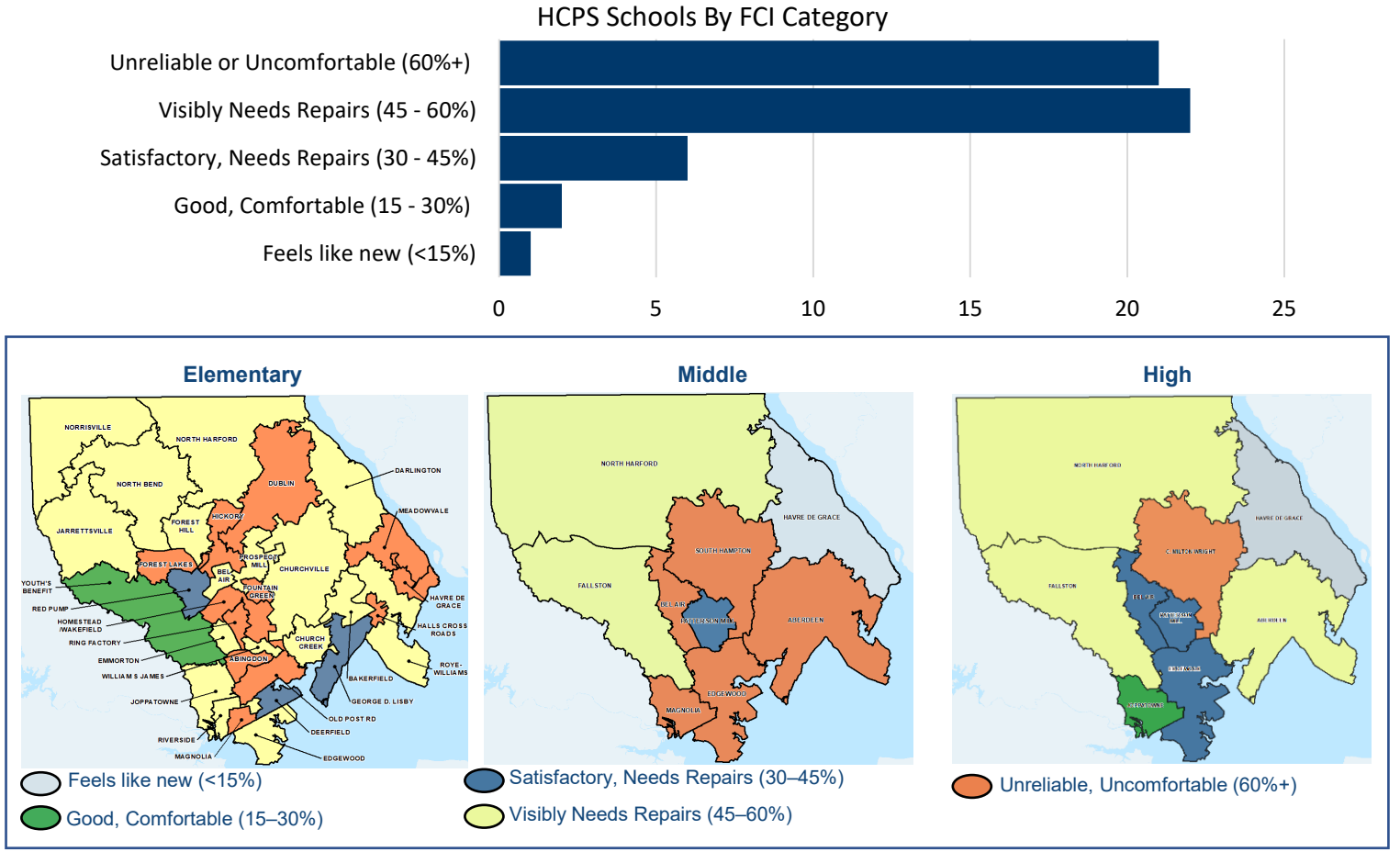
Midwest
- Most schools are at or above capacity
- Many schools do not have PreK.
- New Harford Academy project will add capacity

Southwest
- Significant ongoing and planned residential development
- Major impact to Riverside and Magnolia Elementary Schools
- Most schools have PreK

Southeast
- Includes fast-growing municipalities of Aberdeen and Havre de Grace
- Major housing developments underway
- Capacity is already constrained
- Available capacity at Roye-Williams Elementary
- Additional capacity is needed in near future
- Need to evaluate and determine the best solution for the area

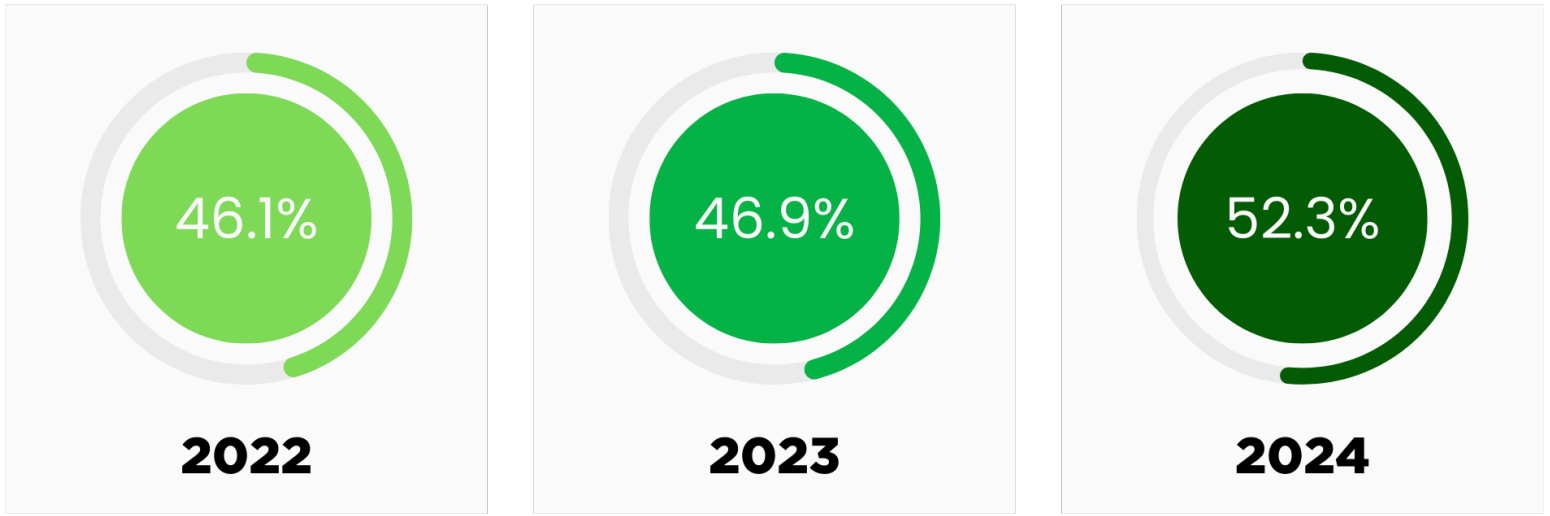


State Facility Condition Index Analysis



State Facility Condition Index Analysis

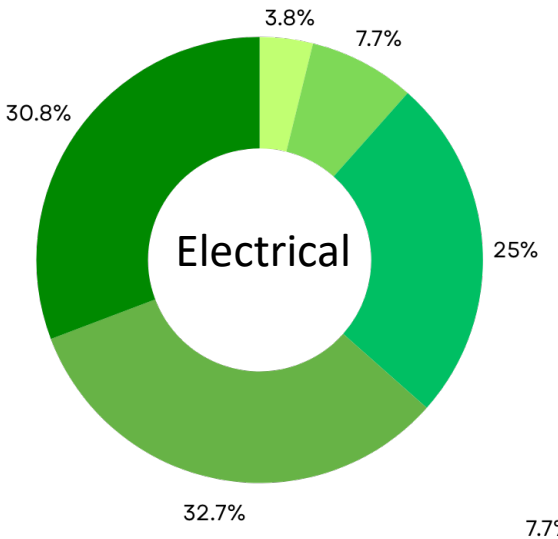
Average Score Increasing



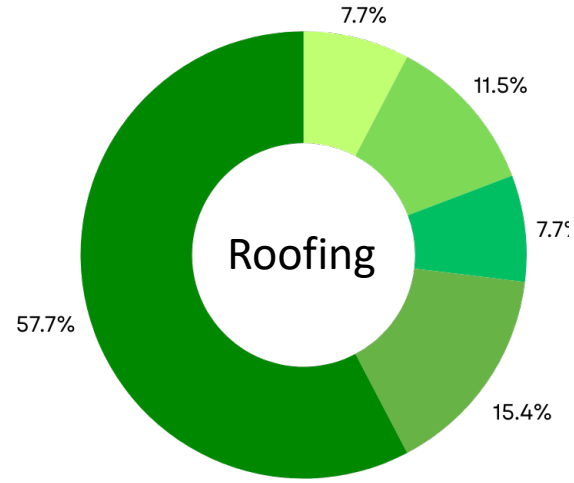
Conditions Decreasing

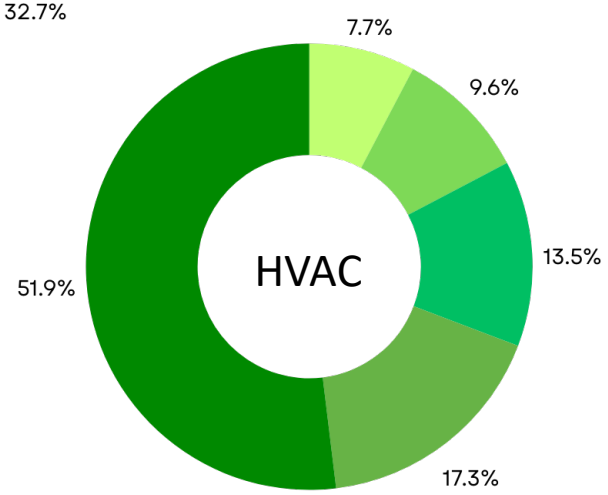
State Facility Condition Index Analysis

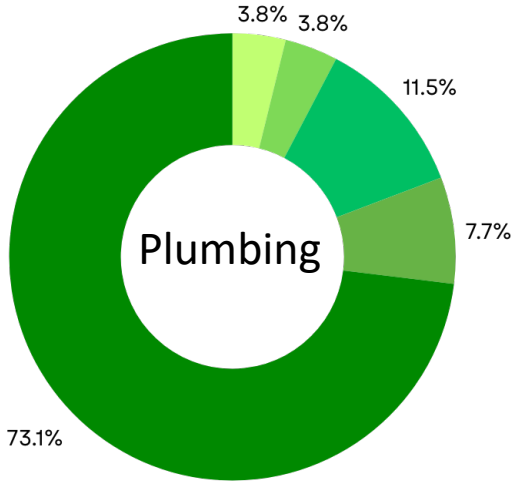
Individual System Condition

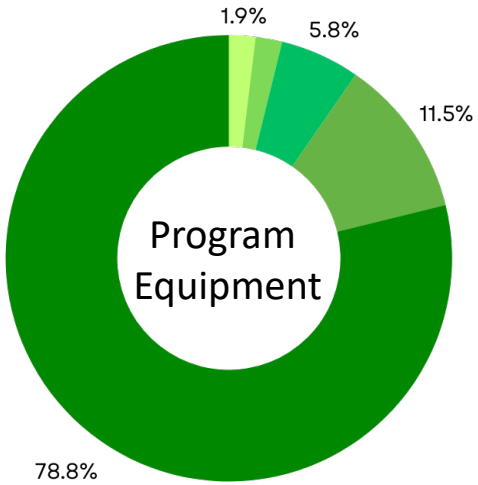


- Feels like new- 15% and below
- Good, comfortable- 15-30%
- Satisfactory, needs repairs- 30-45%
- Visibly needs repairs- 45-60%
- Unreliable, uncomfortable- above 60%









Funding Sources

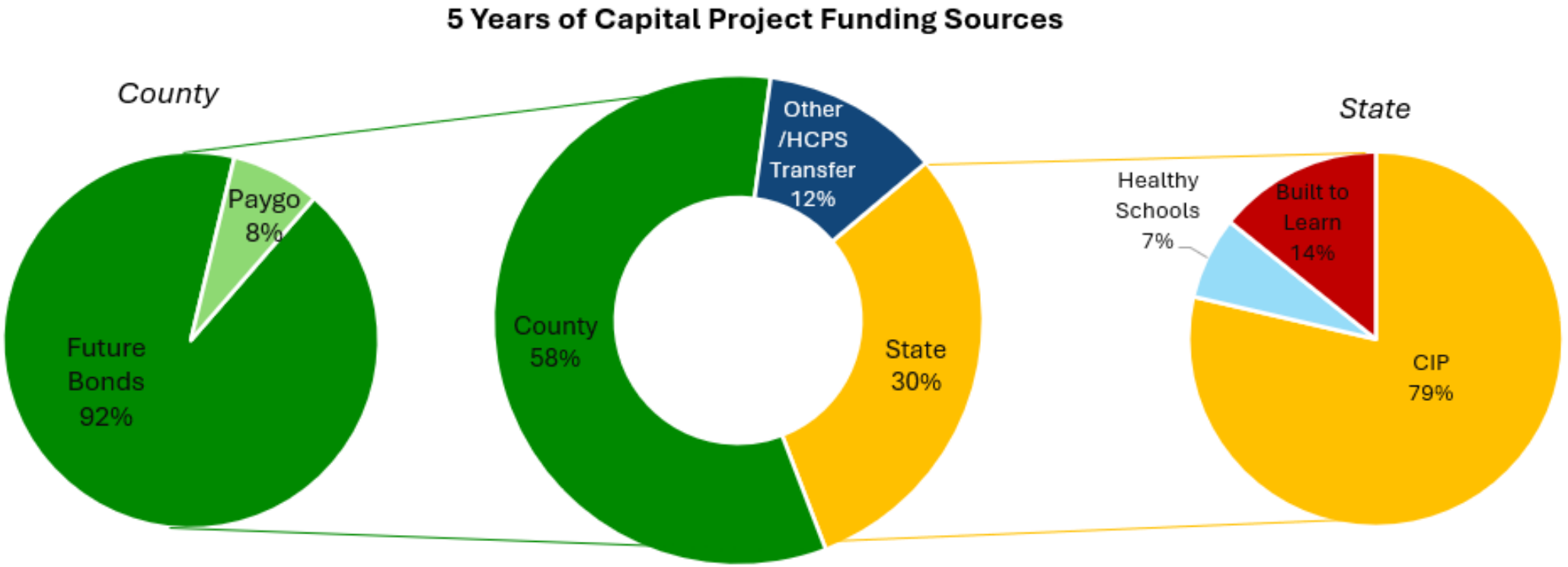
State

- State budget divides available capital funding to the **24 districts** based on population & wealth.
- Average yearly capital funding from the State is **$15 million**.

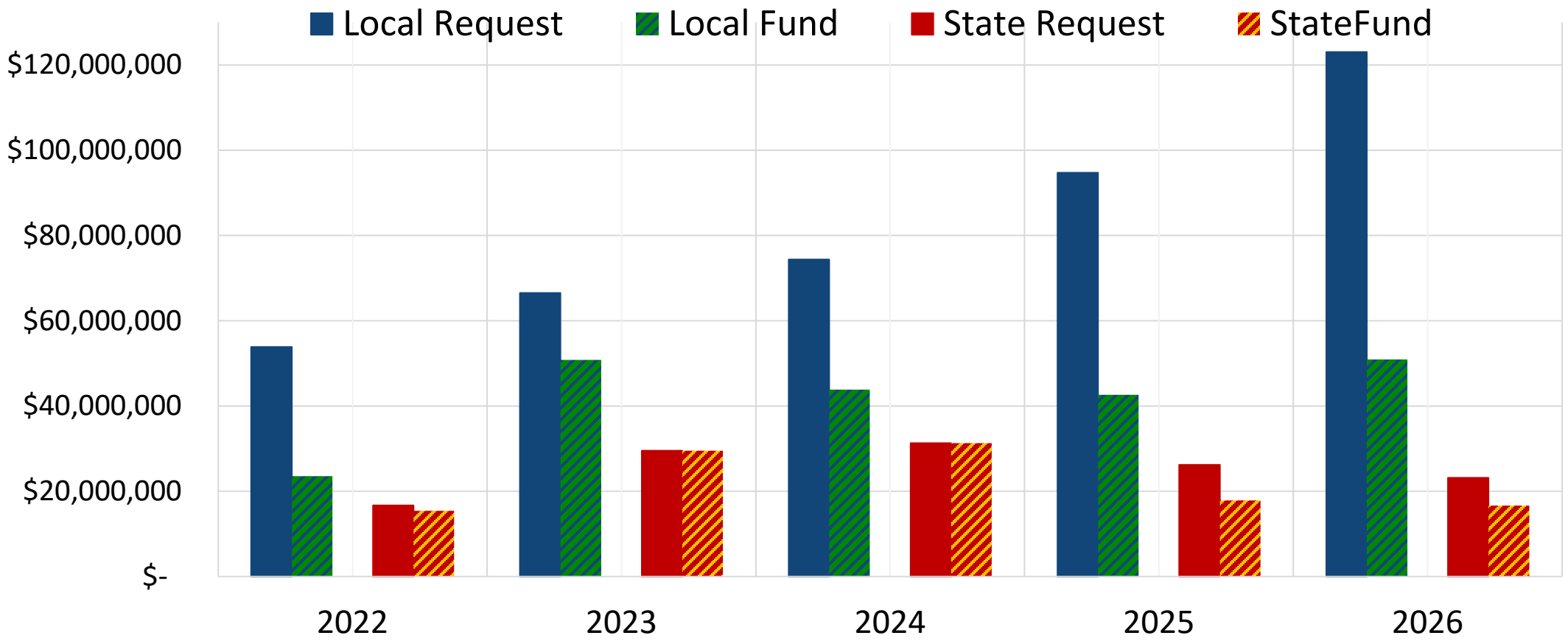
County

- State funded projects require a match of county funds.
- All projects needed outside of state funds require local funds.
- Current Harford County Government administration has indicated an annual **$50 million** allocation to HCPS (Total Capital includes construction & other major needs, e.g., technology).
- HCPS provides the County with a list of projects based on need and County chooses projects to fund.

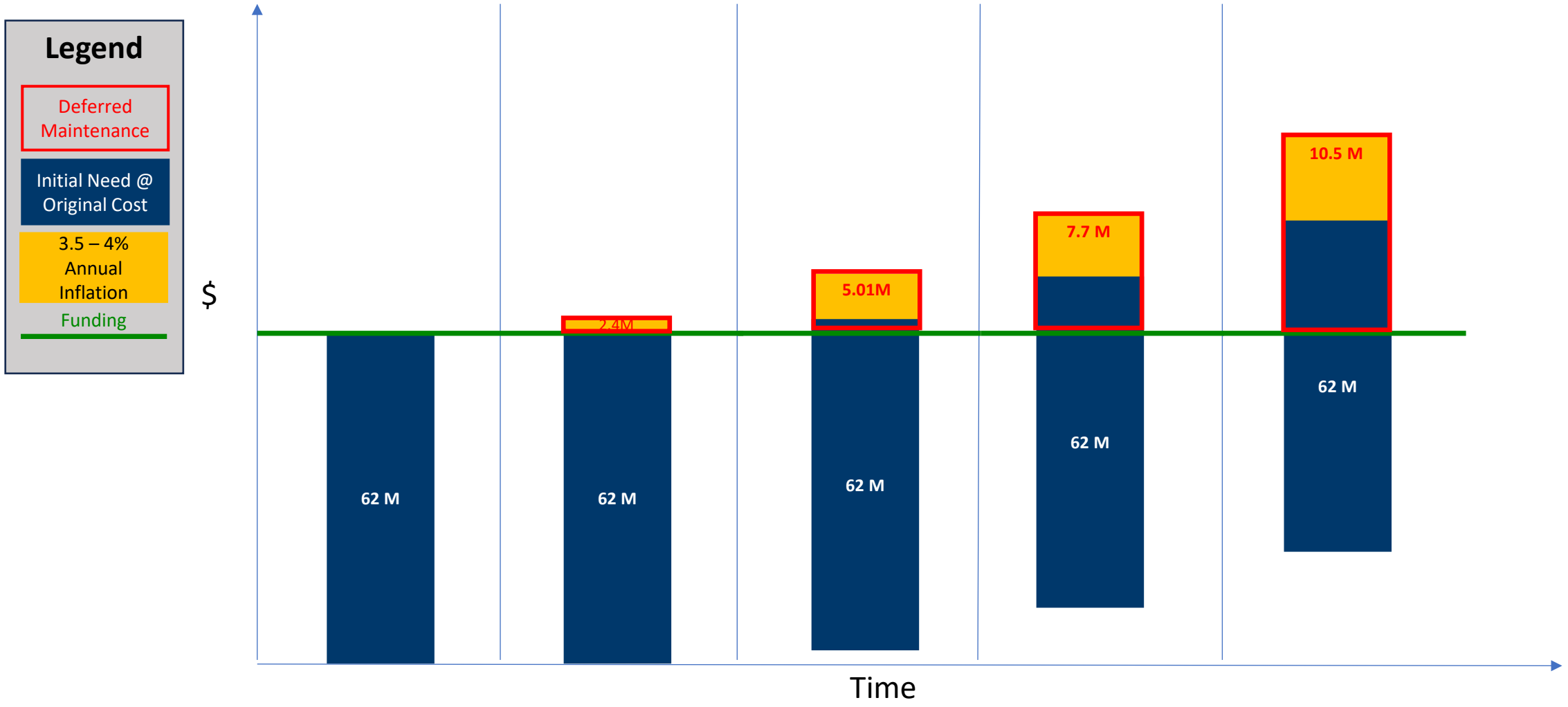
5-Year Funding



5 Year Request Vs Funding



Cost of Flat Funding



Funding Challenges

Numerous Major Capital Needs
Across multiple schools and systems

Limited State Funding
State resources are capped, restricting support to a few projects

Rising Construction Costs
Forcing the County to **forward-fund** to maintain timelines and cash flow

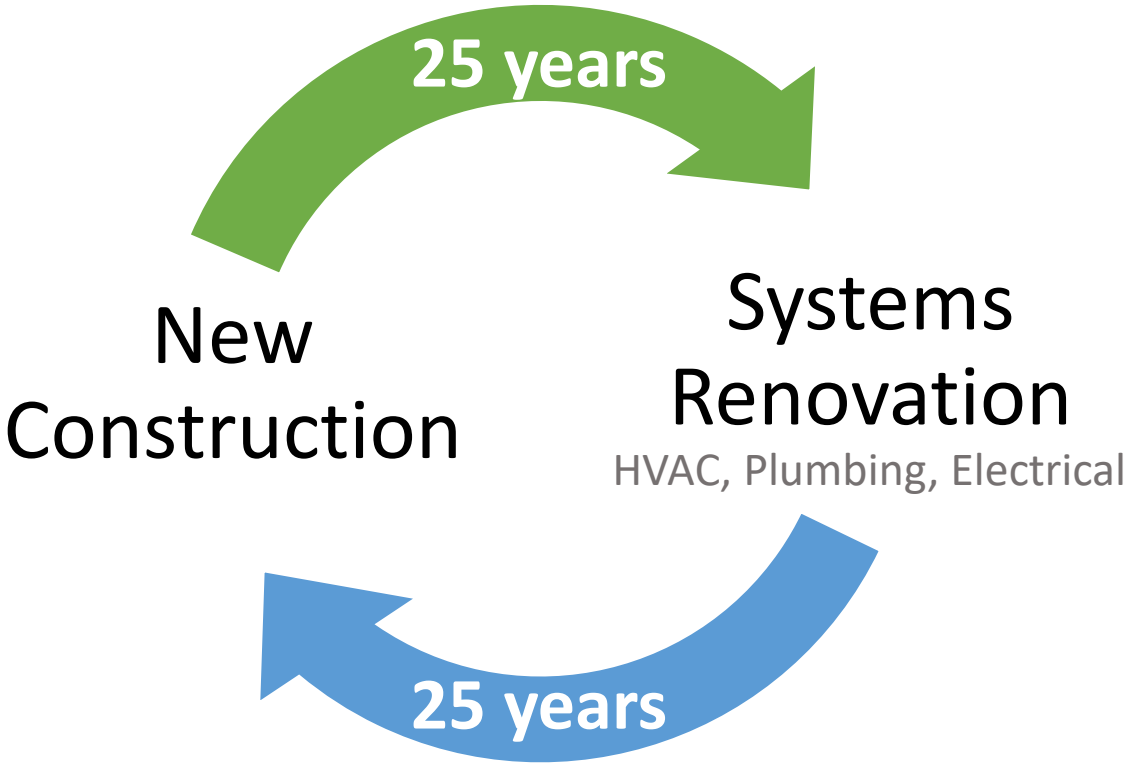
Requires Additional Local Bonding
Straining local financial capacity

Local Funding Trend
County primarily funds projects with State participation

Impact on Capital Planning

- State CIP funding will go toward Harford Academy
- State Healthy Schools project may address one Roof Replacement
- Funding Shortfalls = Delays
- Critical projects are being pushed back

School Building Life Cycle



Current Practice due to Funding

1 Project

Every ~~2~~ 3+ years

New Construction

or

Limited Reconstruction/ Systems Renovation

Current Timeline due to Funding

55 x 1 x ~~2~~ 3 = ~~110~~ 165 Year

Schools

Project

Years

Construction cycle per school for renovations and/or new construction.

Capital Needs - Major Projects

		FY Year										
	TYPE OF PROJECT	27	28	29	30	31	32	33	34	35	36	37
Harford Academy	Replacement											
C. Milton Wright High	Limited Renovation											
Southampton Middle	HVAC Systemic											
Old Post Elementary	Replacement											
Bel Air Middle	Addition/Renovation or Replacement											
Edgewood Middle	HVAC Systemic / Limited Renovation											
Havre de Grace Elementary	Major Systemic Needs / Capacity Needs											
Bakerfield Elementary	Major Systemic Needs / Capacity Needs											
Meadowvale Elementary	Major Systemic Needs / Capacity Needs											
Magnolia Elementary	Major Systemic Needs / Capacity Needs											
Existing Harford Academy Building	Major Systemic Needs / Repurpose											

Feasibility/Scope Study
Planning and design
Construction
Complete

Capital Needs - Systems

Funding

SCHOOL	TYPE OF PROJECT	27	28	29	30	31	32
Roof Replacements							
Aberdeen High	Central Plant						
Fountain Green Elementary	Central Plant						
Hickory Elementary	Boiler pumps, controls, air handler						
Central Office	Chiller, HVAC updates, boilers						
Edgewood Elementary	HVAC						
Church Creek Elementary	HVAC						
Harford Glen	HVAC						
Hickory Annex	HVAC						
Fallston Middle	HVAC						
Emmorton Elementary	HVAC						
Roof Replacements							
Hall's Cross Roads	Roof						
Darlington Elementary	Roof						
Riverside Elementary	Roof						
Roye Williams Elementary	Roof						
William S James Elementary	Roof						
Emmorton Elementary	Roof						

What's Next

BOE Education Facilities & Comprehensive Plan Presentation & Vote June 23, 2025

Updated Major Project Timeline

Submit Education Facilities & Comprehensive Plan Presentation to the State July 1, 2025

Prepare State & Local Capital Requests for presentation in September 2025

We will continue to discuss how our decisions and funding trends impact the Capital Budget.

Concerted, thoughtful, and collaborative advocacy to improve our local funding and to change our current practice of one project ever two years.

Discussion and Questions

Thank You

COMPREHENSIVE MAINTENANCE PLAN 2025

FACILITIES MANAGEMENT

HARFORD COUNTY
PUBLIC SCHOOLS

Table of Contents

FACILITIES MANAGEMENT

2025 EDUCATIONAL FACILITIES MASTER PLAN

Prepared by

HCPS Office of Planning and Construction

www.hcps.org

HARFORD COUNTY PUBLIC SCHOOLS

FACILITIES MANAGEMENT

Executive Summary

The Harford County Public Schools (HCPS) Educational Facilities Master Plan (EFMP) 2025 outlines a data-informed strategy to align facility investments with student needs, enrollment trends, and the requirements of the Blueprint for Maryland's Future. Serving approximately 38,000 students across 55 schools and facilities, HCPS faces the dual challenge of managing aging infrastructure while addressing programmatic and capacity demands brought on by statewide education reforms.

HCPS schools average nearly 50 years old, with many critical systems (HVAC, plumbing, electrical, and roofing) operating at or beyond their expected service life. The systemwide Facility Condition Index (FCI) has worsened from 0.461 in 2022 to 0.523 in 2024, signaling a growing backlog of deferred maintenance and a need for strategic reinvestment.

Simultaneously, programmatic shifts such as the expansion of full-day Pre-K, increased student support services, and community school models are driving the repurposing of general education classrooms, further reducing capacity. Although enrollment across HCPS remains relatively stable systemwide, regional growth and changing instructional models are placing uneven pressures on individual schools.

To better manage growth and balance enrollment, HCPS has divided the county into four planning regions (North, Midwest, Southwest, and Southeast) each with distinct facility needs:

- Midwest Region: New capacity will be added through the co-location of a new elementary school with the replacement Harford Academy, scheduled to open in 2028.
- Southwest Region: Significant development is occurring; redistricting will relieve pressure, continue to monitor growth and development.
- Southeast Region: Ongoing residential expansion necessitates new capacity planning beyond short-term relief offered by redistricting.
- North Region: With limited growth and rural geography, schools here remain stable but require strategic reinvestment due to age and infrastructure limitations.

Capital projects are funded through a combination of State and local resources. While State support comes from programs like the CIP, Healthy Schools, and Aging Schools (in its final year), local capital is split between bond and Paygo funding.

Over the last five years, funding has fallen short of identified needs. The EFMP outlines a multi-tiered reinvestment plan based on FCI data:

- Major Projects: Full renovation, replacement, or additions for schools exceeding 0.65 FCI and/or where capacity relief is necessary.
- HVAC Systemics: Targeting schools with HVAC FCI scores over 0.80, including both State CIP-eligible and locally funded upgrades.
- Roof Replacements: Prioritized based on FCI, eligible for the Healthy Schools Program with local match.

The 2025 EFMP supports HCPS's long-term goal to maintain equitable, healthy, and future-ready learning environments for all students. It balances systemic reinvestment with capacity planning and aligns with both local growth trends and State educational mandates. As HCPS prepares for critical redistricting and continued Blueprint implementation, the EFMP will serve as a guide for targeted, sustainable capital investment.

Contents

FACILITIES
MANAGEMENT

Section I: Introduction

The Harford County Public Schools (HCPS) Educational Facilities Master Plan (EFMP) 2025 is a comprehensive planning document that outlines the status and future needs of the school system's facilities. In accordance with Education Article §5-303(d)(3)(ii) and COMAR 14.39.02.03, this plan is submitted annually to the Interagency Commission on School Construction (IAC) to inform state and local agencies, as well as the public, of HCPS's long-term strategy for the development and maintenance of educational facilities. The EFMP supports the preparation and justification of capital improvement projects and serves as the foundation for the FY2027 Capital Improvement Program (CIP).

Developed through close collaboration with the Harford County Government, the Maryland Department of Planning, and additional stakeholders, the 2025 EFMP integrates updated enrollment projections, facility condition assessments, and alignment with the Blueprint for Maryland's Future. This ensures that planned infrastructure investments are responsive to both student needs and evolving educational programs.

The EFMP includes all required elements outlined by the IAC and incorporates additional updates to reflect current conditions, emerging priorities, and local strategies. It is intended to function as a working document, formally endorsed by the Harford County Board of Education, and aligned with local land use and development plans. The required letters confirming agreement with state enrollment projections, consistency with local planning, Board adoption, and non-discrimination compliance are provided in Appendix A.

FACILITIES MANAGEMENT

Section II: Harford County Public Schools

Harford County Public Schools (HCPS) serves a diverse community across urban, suburban, and rural regions. The school system is committed to its mission: *Each student will attain academic and personal success in a safe and caring environment that honors the diversity of our students and staff*. With approximately 38,000 students and over 5,000 staff members across 55 schools and educational facilities, HCPS delivers educational services designed to meet the individual and collective needs of all learners.

HCPS Strategic Master Plan Summary (Appendix C)

The HCPS Strategic Plan 2024–2027 is built around four core goals that guide the system's decision-making and operational priorities:

1. Student Success – Advance academic excellence and support holistic student development.
2. Workforce Engagement and Talent Development – Cultivate a high-performing and motivated workforce.
3. Organizational Capacity and Operational Effectiveness – Strengthen internal operations to support student and staff success.
4. Family and Community Engagement – Foster meaningful partnerships that promote trust and collaboration.

These goals align with Maryland's Blueprint for the Future and reinforce the importance of equitable access to high-quality educational experiences and safe, modern learning environments. The full Strategic Plan is included as Appendix C.

Attendance Area and Districting Policies

HCPS maintains a formal policy to regularly evaluate and align school enrollment with building capacity. Each year, the Superintendent reviews capacity trends and may recommend adjustments through a range of strategies including:

- Use of relocatable classrooms
- Relocation of programs
- Boundary exceptions and magnet program enrollment management
- Construction of additions or new schools
- Adjustment of attendance boundaries

The Superintendent may propose boundary changes when schools are over capacity, when new schools are opened, or as needed to support long-term planning. A public process follows each proposal, including presentations, community meetings, and a formal public hearing before Board approval.

Minor adjustments, impacting fewer than 10 students, may be made directly by the Superintendent to correct small boundary errors, account for new development, or resolve transportation-related discrepancies.

The full policy is included in Appendix B.

Transportation Policies

HCPS provides transportation in compliance with Maryland law and Board policy. Eligibility is based on distance:

- Elementary students must live more than 1 mile from school.
- Middle and high school students must live more than 1.5 miles from school.
- Exceptions may be granted for verified safety or hardship concerns.

Transportation is provided only within a student's designated attendance area, except for central/regional programs or legal requirements.

Bus routes and stops are established to balance safety, efficiency, and cost, with changes requiring community notice. Only HCPS students and personnel may ride buses during regular operations.

These policies are reviewed regularly and coordinated with planning staff to reflect development trends, safety needs, and enrollment changes.

The full transportation policy is included in Appendix B.

Shared and Community Use Agreements

HCPS maintains a number of long-standing Memorandums of Understanding (MOUs) and joint use agreements with County and municipal partners to support community access to school facilities and cooperative capital investments. These agreements promote the shared use of HCPS buildings and grounds for recreation, civic, and educational purposes outside of regular school hours.

Key agreements include:

- A MOU with Harford County Parks and Recreation enabling joint use of school fields and gyms.
- A Turf Fields MOU, which outlines shared funding, installation, and maintenance of synthetic turf fields.
- Agreements with Harford Community College (HCC) to support shared programming, facility use (including the Amoss Center), and procedures for coordination.
- A Memorandum of Agreement with the Town of Bel Air regarding shared facility use at Bel Air High School.
- Facility-specific protocols for restroom and concession stand usage at designated athletic sites.

These partnerships expand access to public facilities while maximizing operational efficiency.

Full current MOUs are provided in Appendix B.

Organizational Patterns

HCPS operates under a variety of school organizational structures to meet the diverse educational needs of its students:

Table 1: Summary table of types of schools operated by HCPS.

School Type	Grades Served	Description
Elementary	PreK–5	Includes Early Childhood Intervention, Child Find, and full-day Kindergarten
Middle	6–8	Interdisciplinary, transition-focused instruction
High	9–12	Comprehensive academic, arts, and career readiness programming
Combined Middle/ High	6–12	Havre de Grace and Patterson Mill serve students in both middle and high school grades in a single, comprehensive facility
Alternative	6–12	Swan Creek School supports students with unique behavioral/academic needs
Public Day	PK–21	Harford Academy for students with significant disabilities (IDEA compliant)
Virtual School	2–12	Online, flexible full-time learning option for eligible students

Staffing Ratios

The following student-to-teacher ratios are used for planning and evaluating facility adequacy:

Table 2: HCPS target staffing ratios.

Grade Level / Program	General Education	Special Education
Pre-Kindergarten	10:01	9:01
Kindergarten	20:01	18:01
Grades 1–2	20:01	18:01
Grades 3–5	25:01	18:01
Middle School (6–8)	25:01	21:01
High School (9–12)	25:01	23:01
Regional/Cluster Special Ed	—	6/9:1

Educational Programs

Elementary Education (PreK–5)

Table 3: Elementary Education Program.

Core Subjects	Special Areas	Specialized Programs
Language Arts, Math, Science, Social Studies, Health, Computer Literacy	Music, Physical Education, Art, Library Media	Special Education, ESOL, Pre-K, Child Find, Instrumental Music

Middle School Education (6–8)

Table 4: Middle School Educational Program.

Core Academics	Unified Arts	Special Programs & Activities
Language Arts, Math, Science, Social Studies, PE	Art, Music, Tech Ed, Family & Consumer Sciences, Health, Media Literacy	Special Education, Instrumental Music, World Language, Clubs, Intramurals

High School Education (9–12)

Subject Area	Sample Courses
English & Language Arts	English 9–12, Literature, Composition, Journalism, Creative Writing, Speech, Drama, Humanities, AP
Mathematics	Algebra I & II, Geometry, Trigonometry, Calculus, Statistics, Computer Science, Consumer Math, AP
Science	Biology, Chemistry, Physics, Environmental Science, Earth Science, Anatomy, Marine Science, AP
Social Studies	U.S. History, World History, Government, Geography, Economics, Psychology, Law, Sociology, AP
World Languages	French I–IV, Spanish I–IV, German I–IV, ESOL Newcomer Center
Fine & Performing Arts	Drawing, Painting, Photography, Crafts, 3D Design, Visual Communication, Chorus, Band, Orchestra, AP
Dance	Ballet, Modern, Jazz, Tap, Hip-Hop, Dance I–V, Composition, Performance
Technology Education	Foundations of Technology, Technological Design, Advanced Applications
Family & Consumer Sciences	Early Childhood Education, Teacher Ed, Food & Beverage Management, Housing & Interior Design, Clothing
Physical & Health Education	PE 9–12, Health, Lifetime Fitness, Weight Training, Aerobics, Wellness Walking, Intramurals, Sports
Career & Technical Courses	See full CTE list (includes Cosmetology, CAD, Welding, EMT, Agriculture, Business, Automotive, etc.)
Student Life & Activities	Clubs, Journalism, Drama, Forensics, Student Council, Independent Study
Required Facilities	Media Centers, Cafeterias, Lavatories, Health Suites, Guidance, Playfields, Assembly Areas

Special Education Continuum

Table 5: Special Education Programs.

Program	Age/Grade	Description
Infants & Toddlers	Birth–3	Early intervention services provided in home, community, or center-based settings.
Preschool Services	3–5	Special education services in community or school-based preschool settings.
School-Age Services	K–12	Inclusive education with support ranging from consultative to self-contained settings.
Post-Secondary Services	18–21	Transition services focusing on employment, education, and independent living skills.
Nonpublic/Interagency Placements	As needed	Specialized placements in accordance with COMAR regulations for students whose needs cannot be met within HCPS programs.

Career and Technology Education (CTE)

Available in all 9 high schools and Harford Technical High School

Each program includes at least four courses, often leading to industry certifications or college credit.

Table 6: CTE programs offered to high school students.

Cluster	Programs Offered
Arts, Media & Communication	Printing and Graphic Communications

Cluster	Programs Offered
Business, Finance & IT	Academy of Finance, Business Mgmt., Computer Programming, Finance & Accounting, Marketing
Health & Human Services	Biomedical Sciences, Early Childhood Ed, Fire/EMT, Food & Beverage Mgmt., Health Occ., Homeland Security, Cosmetology, Teacher Academy
Science, Engineering & Tech	Agriculture/Animal Science, Automotive Systems & Collision Repair, Masonry, Carpentry, HVAC, Certified Welding, CAD/Drafting, Machining, Networking, Electricity, Floral Design, Natural Resources
Other	Career Research and Development

Regional Programs

HCPS offers specialized programs to extend access to unique educational opportunities:

Magnet Programs

Table 7: Regional CTE programs; enrollment is through application process.

Program	School & Description
Harford Technical High School	Total-school model offering 19 career & tech programs with integrated academic studies
International Baccalaureate (IB)	Edgewood HS – Accelerated global studies, independent research, cultural awareness
Science & Mathematics Academy (SMA)	Aberdeen HS – STEM-focused, capstone research projects, scientist/mentor partnerships
Natural Resources & Agricultural Sciences	North Harford HS – Strands: Animal Science, Plant Science, Environmental/Natural Resources
Army JROTC	Leadership development, citizenship training, project-based learning, service learning
P-TECH	Joppatowne HS – Early college degree in Cybersecurity or IT, internships, mentoring, college credit
Oracle IT Academy	Programming, database design, AP CS-aligned, with CSTA and ISTE standards integration

Swan Creek Virtual School

Established in response to the COVID-19 pandemic, the Swan Creek Virtual School offers flexible learning options for students in grades 2–12. This program caters to families seeking alternatives to traditional in-person instruction.

- Grades Served: 2–12
- Learning Models:
  - eLearning Blended Virtual Program: Fully virtual, with scheduled synchronous instruction five days a week.
  - In-Person Blended Virtual Program: Hybrid model combining in-person classes two to three days a week with asynchronous virtual learning.
- Admission: Application-based

Alternative Education Program

The Alternative Education Program at Swan Creek School supports students in grades 6–12 who face challenges in traditional school settings, including those with long-term suspensions or other circumstances requiring a non-traditional approach.

- Grades Served: 6–12
- Program Features:
  - Structured, supportive environment focused on academic recovery and behavioral support.
  - Implementation of Positive Behavioral Interventions and Supports (PBIS).
  - Collaboration with families, home schools, and community services to ensure student success.
- Goal: To re-engage students in learning and facilitate their return to a comprehensive school setting when appropriate.

Specialized Support Programs

Table 8: Regional Special Education Programs.

Program	Grades/Age	Description
STRIVE Program	Grades K–12	Provides behavioral and therapeutic support for students with significant emotional and behavioral needs. STRIVE classrooms offer low student-to-staff ratios, a structured environment, and access to counseling and behavioral interventions.
Classroom Support Program (CSP)	Grades K–12	Designed for students with disabilities who require intensive academic and functional skill instruction. CSP emphasizes life skills, communication, and social development within small classroom settings, using evidence-based practices.
Early Intervention Services	Birth–age 5	Supports children with developmental delays through the Infants & Toddlers Program (birth–3) and Preschool Special Education (ages 3–5). Services may be delivered in homes, community preschools, or school settings and include therapies, specialized instruction, and family support.

Section III: HCPS Facilities

Overview of HCPS Facilities

Harford County Public Schools (HCPS) operates a diverse portfolio of educational facilities designed to meet the evolving needs of its student population and community. The district manages 55 school programs across 52 school facilities, offering a range of learning environments including comprehensive, technical, alternative, and virtual instruction. In addition to its core elementary, middle, and high schools, HCPS includes combination middle/high schools, a dedicated public day school (Harford Academy), and specialized programs such as the virtual school and alternative education program, both operated from the Swan Creek facility.

The table below provides a summary of the organizational structure of HCPS facilities. More detailed facility-specific data is available in Appendix F (Facility Inventory) and Appendix G (Site and Floor Plans).

Table 9: Summary of facilities owned and operated by HCPS.

School Type	Number of Schools	Total Square Feet	Utilization (%)	Notes
Elementary	33	2,272,925 SF	91%	Serve grades PreK–5
Middle	7	1,169,476 SF	78%	Serve grades 6–8
High	7	1,644,660 SF	79%	Serve grades 9–12; comprehensive programs
Comprehensive Technical HS	1	218,225 SF	87%	Harford Technical High School; enrollment by application
Middle/High Combination	4 (2 buildings)	515,111 SF	92%	Each building houses an independent middle and high school program
Public Day	1	63,984 SF	70%	Harford Academy – students with significant disabilities
Virtual	1	107,087 SF *Shared Swan Creek*	N/A	Grades 2–12; application-based, virtual instruction
Alternative Education	1		N/A	Grades 6–12; non-traditional support program
Operational Facilities	Multiple	176,882 SF	N/A	Includes admin buildings, annexes, Harford Glen, etc.

As part of its efforts to address enrollment growth, programming needs, and temporary swing space during construction, HCPS utilizes 45 portable classrooms across various school sites. Of these, 44 are single classroom units locally owned and 1 unit is a multi-classroom modular unit leased for construction-related purposes.

Geographic Distribution of Schools and Attendance Boundaries

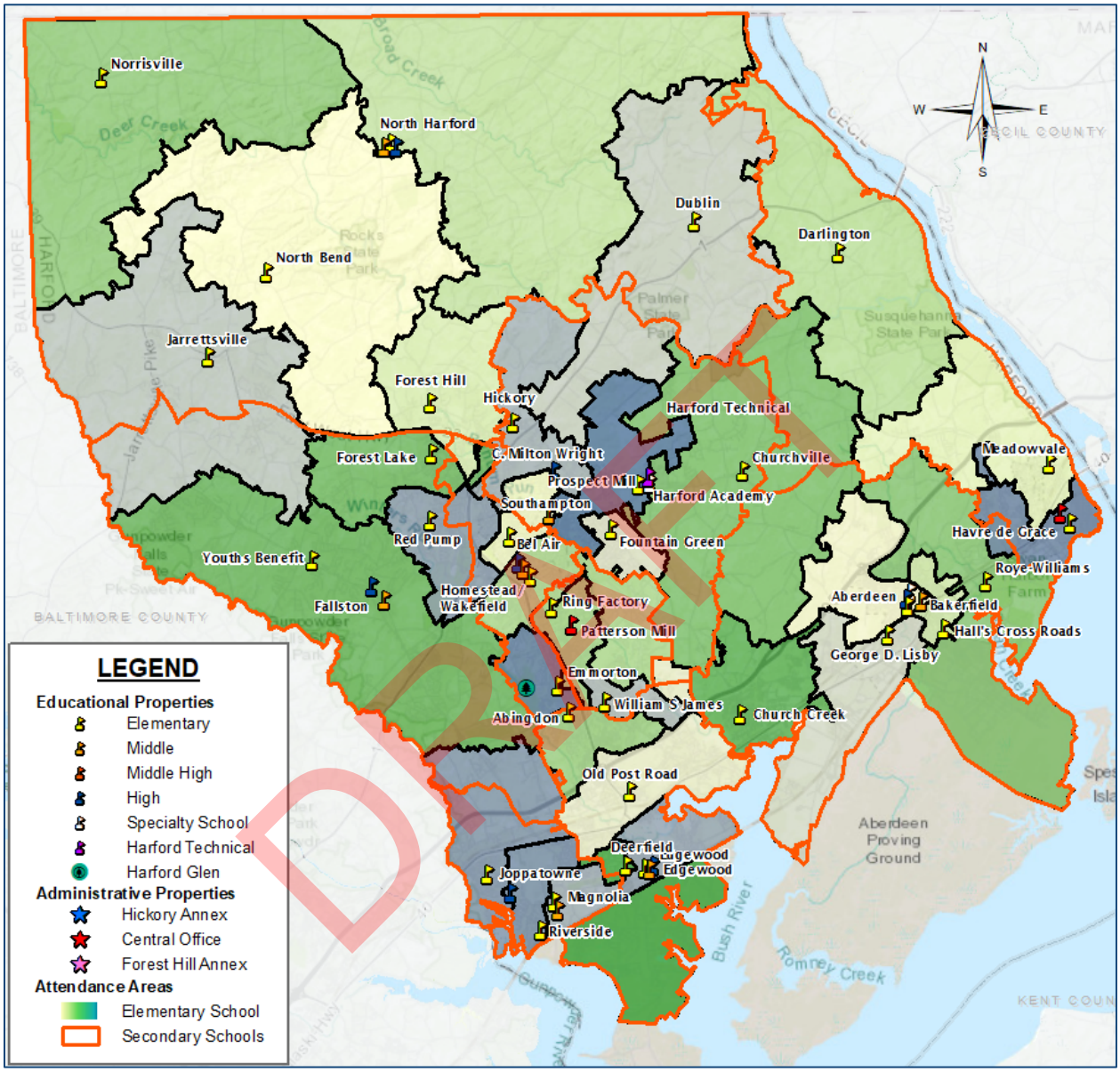
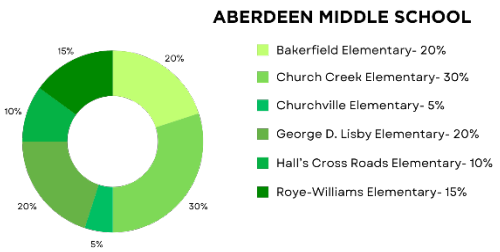


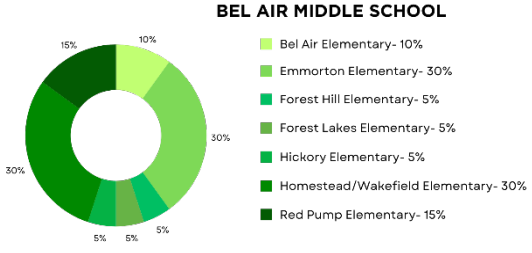
Figure 1: Map showing the HCPS attendance areas for Elementary, Middle, and High Schools.

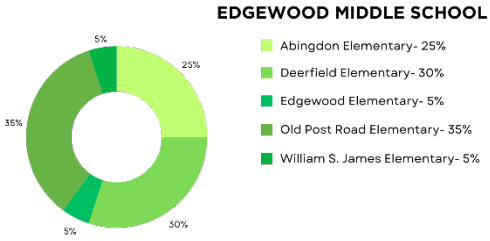
Feeder Patterns

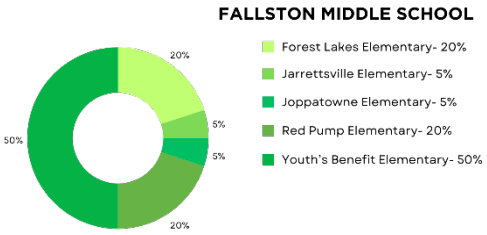
HCPS elementary schools feed into multiple middle schools.

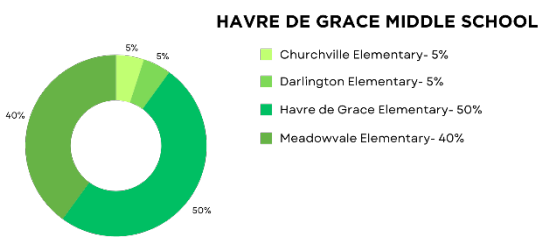
Each middle school feeds entirely into one designated high school; and each secondary school is made up of students from multiple jurisdictions.

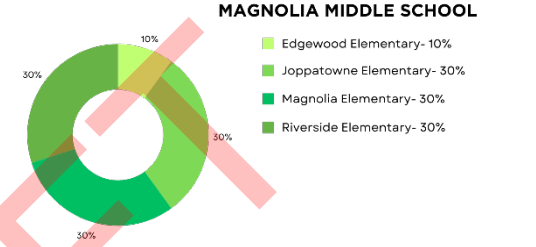


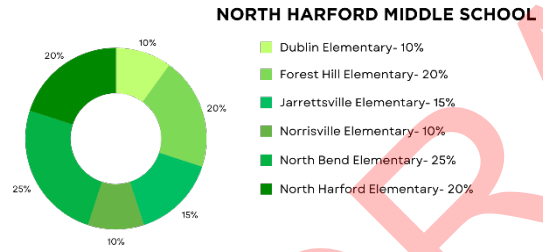


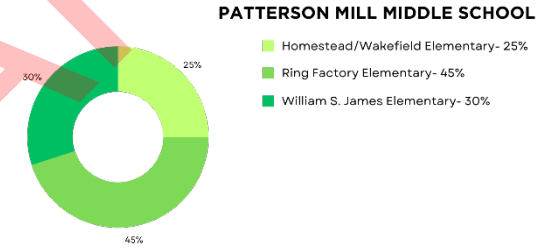


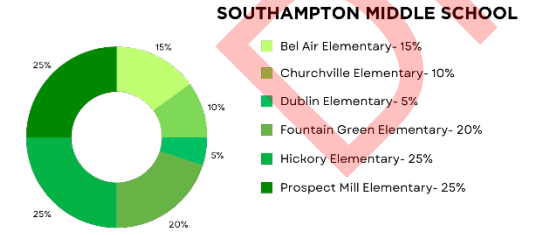












School Site Selection Standards

When evaluating potential sites for new school construction or facility replacement, HCPS follows guidelines consistent with standards established by the Interagency Commission on School Construction (IAC) and best practices in school planning. The goal is to ensure that all selected sites are of adequate size, appropriately located, and capable of supporting safe, equitable, and future-ready learning environments. The table below outlines recommended site sizes by school type and summarizes critical site conditions; including accessibility, safety, soil quality, environmental context, and utility access, which must be considered when assessing site feasibility and long-term suitability.

Table 10: Summary of Ideal School Site Size.

Criteria	Elementary School	Middle School	High School
Current Average Property (Acres)	20.1	42.4	54.9
Current Min Property (Acres)	6.3	34.8	16.2
Current Max Property (acres)	46.0	49.5	73.5
Minimal Size Recommendation	20	40	50

Table 11: Ideal School Site Conditions.

Site Conditions	
Terrane	Site should be relatively flat with minimal slope. Elevated enough to avoid runoff; pitched for proper drainage. Avoid flood plains or poorly drained areas. Excessive grading (cut/fill) should be avoided.
Accessibility	Safe, simultaneous access for buses, cars, and walkers. Located near current or planned neighborhoods; central to student population. Walkability within one mile should be evaluated (e.g., sidewalks, major roads).
Safe site	Surrounding environment should be safe, pleasant, and supportive of learning. Avoid sites near airports, highways, railroads, utilities, industrial noise, or environmental hazards.
Soil conditions	Soils should dry quickly and resist erosion. Stable soils reduce foundation and site prep costs. Key soil factors: load-bearing, frost risk, shrink-swell, drainage, and accessibility.
Environment	Consider current use, zoning, and proximity to commercial areas. Avoid sites with poor air quality or excessive noise (e.g., factories, traffic, airports). Prefer locations near parks, playgrounds, and other public amenities.
Utility	Public water and sewer preferred to reduce costs. Must have access to internet, gas, and electric services.

Facility Condition Index (FCI) Overview

The Facility Condition Index (FCI) is a standardized metric used to assess the physical condition of facilities. Calculated as the ratio of repair costs to replacement costs, the FCI provides a snapshot of facility health; higher scores reflect greater need for capital investment. The Maryland State Interagency Commission on School Construction (IAC) conducts these assessments for all Maryland Public School through the Statewide Facility Assessment (SFA) process, which evaluates building systems across multiple categories.

System-wide Results

Aging building systems continue to drive facility needs across the district. Between 2022 and 2024, the average Facility Condition Index (FCI) for HCPS increased from 0.461 to 0.523,

indicating a growing backlog of deferred maintenance and capital renewal. Without increased funding, this trend is expected to continue.

Figure 2: Overall FCI Score for HCPS Facilities showing an increase over the last 3 years.

School FCI Distribution by Condition Category

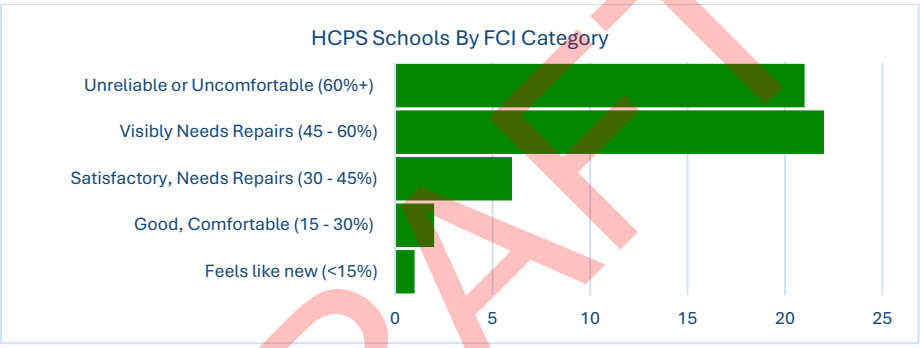


Figure 3: Graph showing the number of school facilities that fall within each FCI score category.

FCI Score Map

Maps below show the FCI score for our schools by attendance area.

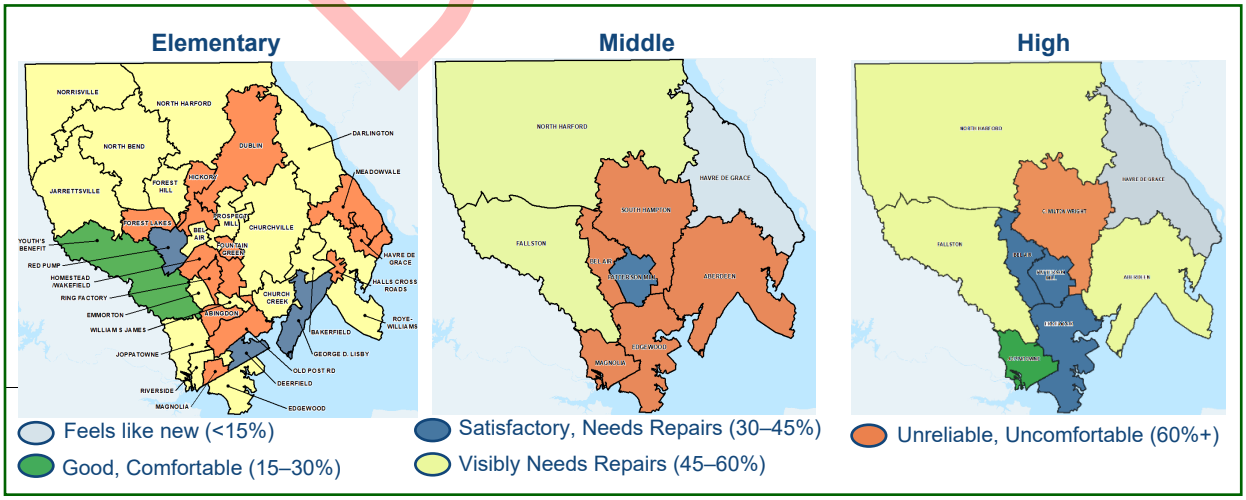


Figure 4: Serious of Maps showing the geographic distribution of FCI scores for HCPS schools: elementary, middle, and high schools.

Schools with Highest Overall FCI

The HCPS schools with the highest overall FCI are listed below.

Table 12: HCPS Schools with the 10 highest FCI Score.

School	FCI	Notes
Havre de Grace Elementary	72.11%	Need Scope Study
C. Milton Wright High	71.43%	Planned for Limited Renovation
Harford Tech High	71.36%	Currently undergoing a Limited Renovation
Homestead/Wakefield Elementary	70.11%	Replacement school
Halls Cross Roads Elementary	69.85%	
Fountain Green Elementary	69.71%	CIP Request Central Plant Replacement
Aberdeen Middle	69.70%	Undergoing a systemic renovation
Old Post Road	68.42%	Planned Replacement School
Meadowvale Elementary	67.63%	Need Scope Study
Edgewood Middle	67.54%	

These facilities present challenges in maintaining safe, healthy, and modern learning environments.

Facility Age

The average age of Harford County Public School Buildings is 49 years old. The average life expectancy of a facility is 50 years.

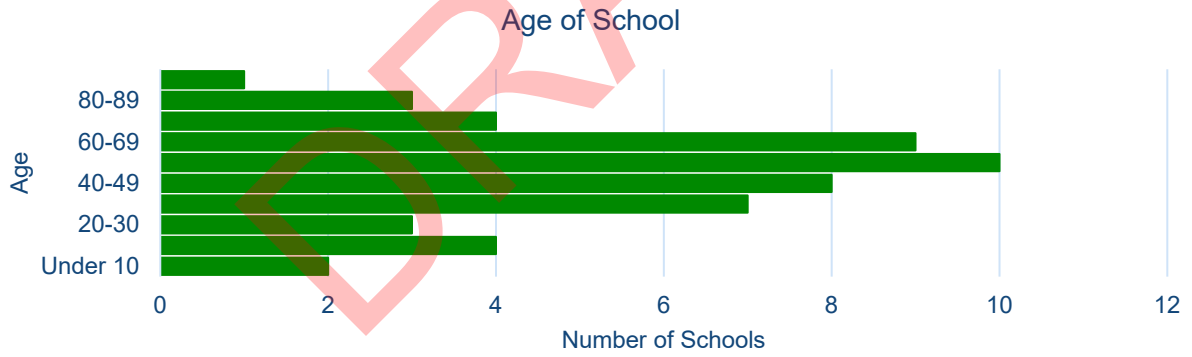


Figure 5: Graph showing the number of HCPS schools age within 10-year groups.

As facilities age beyond 40 years, the frequency and cost of maintenance escalate sharply, particularly for HVAC, roofing, plumbing, and safety systems. HCPS has completed systemic renovations on many of these components to maintain its facilities; however, changes in technology, building codes, and educational practices have left some facilities unable to fully meet current needs. Additionally, Poor air quality, outdated finishes, and limited accessibility can significantly disrupt teaching and learning, as well as health and morale.

Condition of Individual Building Systems

To understand the true condition of our facilities and to maintain the older facilities, we must also evaluate the age and condition of each individual system.

HVAC Systems

HCPS maintains a diverse portfolio of HVAC systems, shaped by the varying ages of its facilities and decades of changing HVAC technologies. As new systems are installed, they are designed to meet the applicable building and energy codes in place at the time. These evolving standards have steadily increased the complexity of HVAC systems, requiring more sophisticated equipment, controls, and ongoing maintenance to ensure buildings remain comfortable, healthy, and energy efficient. The expected useful life of HVAC systems ranges from 15 to 30 years. The graphic below illustrates the types, quantities, and expected useful life spans of major HVAC systems managed by HCPS.

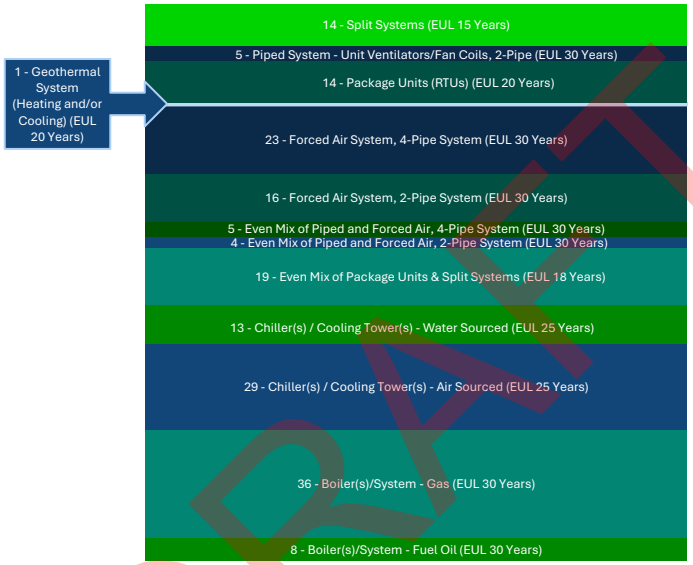


Figure 6: Graph showing the composition of types of HVAC systems maintained by HCPS.

Heating, Ventilation, and Air Conditioning (HVAC) systems are critical to maintaining healthy, comfortable, and energy-efficient learning environments. The condition of these systems directly impacts air quality, instructional continuity, and operating costs. The results of the State Facility Condition Assessment highlighting the need for targeted replacement and modernization efforts of these systems.

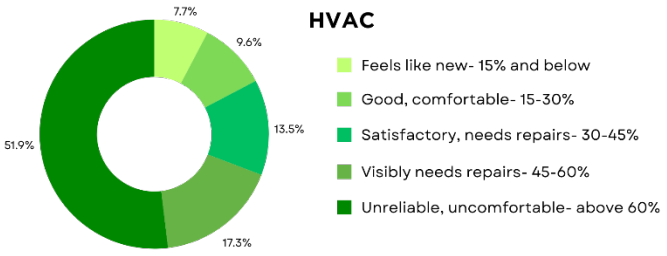


Figure 7: The graph below the distribution of HVAC system FCI scores according to the State facility condition assessment.

The following table highlights the ten HCPS schools with the highest Facility Condition Index (FCI) scores for HVAC systems, indicating significant need for repair or replacement. Schools with an FCI above 80% are considered to have systems in critical condition, and many have planned or proposed projects to address these deficiencies.

Table 13: HCPS Schools with the highest HVAC FCI score. Note, Abingdon Elementary School (93.93% HVAC FCI) was omitted from this list because a central plant replacement project was completed at the school since the assessment took place.

School	FCI	Notes
C. Milton Wright High	96.07%	Planned for Limited Renovation
Fountain Green Elementary	91.69%	Requested Central Plant Replacement
Halls Cross Roads Elementary	91.33%	Chiller Replaced After Assessment
Havre de Grace Elementary	90.00%	Scope Study
Harford Academy at Campus Hills	89.61%	New School in Design / Existing requires systemic.
Edgewood Middle	88.75%	
Hickory Elementary	86.40%	
Forest Lakes Elementary	85.68%	
Magnolia Elementary	85.46%	
Aberdeen Middle	84.78%	Undergoing Systemic Renovation

Roofing Systems

HCPS manages a variety of roof systems across its facilities. The systems vary in material, age, and EUL, which directly impacts maintenance planning and capital improvement priorities. The majority of HCPS school buildings currently utilize Built-Up Roof (BUR) systems, which have an EUL of approximately 20 years. However, due to increasing costs and the logistical challenges of completing multi-phase projects during the summer break, HCPS has transitioned to a new roofing standard. The district now favors single-ply EPDM membrane systems, which offer the same life expectancy as BUR.

In addition to improved installation timelines, HCPS facility staff have reported higher installation quality and reliability with the EPDM system. This shift supports more efficient project scheduling and long-term roof performance across the district.

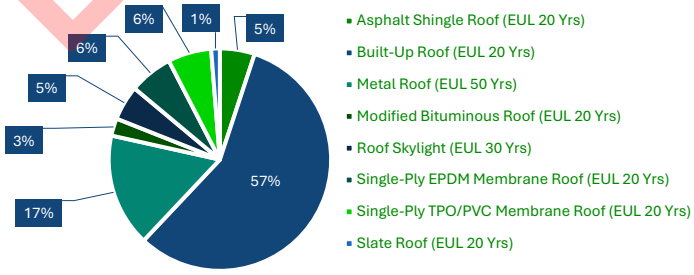


Figure 8: Graph showing the composition of HCPS roof types.

A significant portion of HCPS roofs fall into the Poor and Critical categories, indicating a high level of deferred maintenance and growing need for targeted roof replacements and repairs to avoid system failures and further capital escalation.

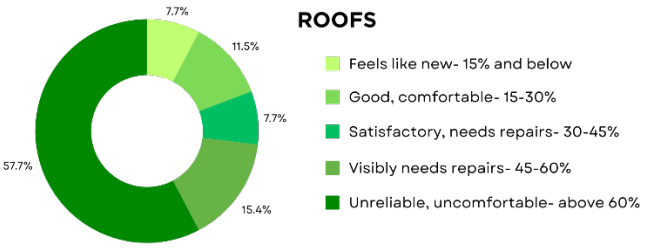


Figure 9: Roof Condition by FCI Category for HCPS Facilities. This chart illustrates the distribution of roofing systems across five categories of FCI.

The following table lists the ten HCPS schools with the highest FCI scores for roofing systems. An FCI above 80% indicates that the roof is in poor condition, with repair costs approaching or exceeding replacement value. These roofs present ongoing maintenance challenges and are priorities for future capital investment.

Table 14: HCPS Schools with the highest roof FCI score. Note: Havre de Grace Elementary School (95.00% Roof FCI) was omitted from this list because a roof replacement was completed at the school since the assessment took place.

School	FCI	Notes
Halls Cross Roads Elementary	95.00%	Planned for FY 2027
Old Post Road Elementary (Primary)	94.97%	Replacement school planned
North Harford High	94.24%	Requested in FY 2026
Norrisville Elementary	90.00%	
Harford Tech High	85.00%	Replaced with Limited Renovation
Fountain Green Elementary	84.33%	
Forest Lakes Elementary	84.10%	
Homestead/Wakefield Elementary	83.83%	New School
Abingdon Elementary	81.91%	
Darlington Elementary	80.00%	

Roof failures cause water damage, indoor air quality issues, and emergency closures, especially in aging flat-roof buildings.

Plumbing Systems

Plumbing systems, including supply and sanitary piping, fixtures, and drainage, are critical to safe, functional school operations. According to the State's FCI assessment, these systems have an expected useful life of 40 years. Across HCPS, the average age of plumbing systems is 39 years, indicating that many are at or nearing the end of their serviceable life. Notably, 73.1% of HCPS plumbing systems are rated in the “unreliable” category, based on their FCI scores. Common issues in aging systems include frequent leaks, inadequate fixture capacity, and non-compliance with ADA and accessibility standards, underscoring the urgent need for targeted infrastructure renewal.

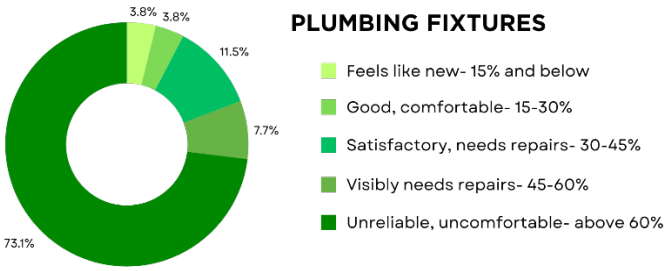


Figure 10: Plumbing Condition by FCI Category for HCPS Facilities. This chart illustrates the distribution of plumbing systems across five categories of FCI.

To further illustrate the condition of plumbing infrastructure across the district, the table below identifies the ten HCPS schools with the highest plumbing FCI scores. These schools represent the most critical plumbing needs in the system, where deterioration has exceeded acceptable thresholds and poses ongoing operational challenges.

Table 15: HCPS Schools with the highest FCI score for Plumbing Systems.

School	FCI	Notes
Swan Creek School	97.50%	
Aberdeen Middle	97.50%	Undergoing Systemic Renovation
Harford Tech High	97.50%	Undergoing Limited Renovation
Hickory Elementary	95.00%	
Roye-Williams Elementary	95.00%	
Old Post Road Elementary (Primary)	95.00%	Planned for replacement
Homestead/Wakefield Elementary	95.00%	New school opening September 2025
North Harford Middle	95.00%	
Edgewood Middle	92.50%	
Southampton Middle	92.50%	

Electrical Distribution

Electrical systems across HCPS facilities encompass service distribution, lighting, security, low-voltage networks, and solar infrastructure. These systems have expected useful lives ranging from 15 to 40 years, depending on their type and usage density. Key components include main distribution panels (MDPs), switchgear with subpanels, generators, uninterruptible power supply (UPS) systems, interior lighting, and building-wide security and communication systems. In addition to supporting essential building operations, these systems are critical for instructional technology, life safety, and security infrastructure. Based on the State's FCI assessment, a substantial portion of HCPS facilities operate with aging electrical systems, many of which are at or beyond their expected service life. These outdated systems often lack the capacity to support

modern educational programming, energy efficiency measures, and evolving instructional needs. The graphic below provides an overview of electrical system conditions across the district.

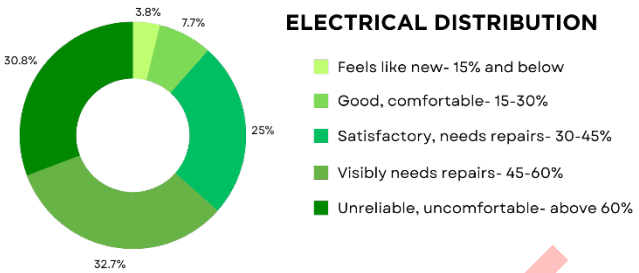


Figure 11: Electrical Condition by FCI Category for HCPS Facilities. This chart illustrates the distribution of electrical systems across five categories of FCI.

To better understand where electrical system needs are most pressing, the following table highlights the ten HCPS schools with the highest FCI scores in this category. These schools face the most critical electrical deficiencies, including outdated panels, insufficient capacity, and poor system reliability.

Table 16: HCPS Schools with the highest FCI score for Electrical Systems.

School	FCI	Notes
C. Milton Wright High	77.08%	Planned Limited Renovation
Harford Tech High	72.32%	Undergoing Systemic Renovation
Fountain Green Elementary	71.35%	
Aberdeen Middle	70.86%	Undergoing Systemic Renovation
Magnolia Elementary	70.50%	
Abingdon Elementary	68.92%	
Homestead/Wakefield Elementary	66.33%	New school opening September 2025
Havre de Grace Elementary	66.22%	
Bel Air Middle	64.86%	
Forest Lakes Elementary	63.51%	

Program Support Equipment

Program support equipment refers to the specialized infrastructure and furnishings that directly enable the delivery of educational and student services programming within school facilities. This includes commercial kitchen equipment (used for food preparation, warming, and serving), casework (fixed cabinets, shelving, and countertops used in classrooms, labs, and administrative areas), and specialty items such as swimming pool infrastructure in schools with aquatic facilities. These components are critical for maintaining daily operations, supporting nutrition services, enabling specialized instruction, and ensuring regulatory compliance with food safety and accessibility standards.

The State's FCI assessment of program support equipment across HCPS facilities reveals a concerning level of deterioration. As shown in the chart below, most program support components, particularly commercial kitchen equipment and casework, fall within the Poor and Critical condition categories. These ratings indicate that much of the equipment is beyond its useful life, with limited functionality, reliability issues, and increasing risk of service disruption. The widespread presence

of sub-standard or aging casework, and outdated specialty systems reflects years of deferred maintenance and underinvestment. This data underscores the urgent need to replace or upgrade program-specific infrastructure to ensure that instructional delivery, student nutrition, and operational integrity are not compromised.

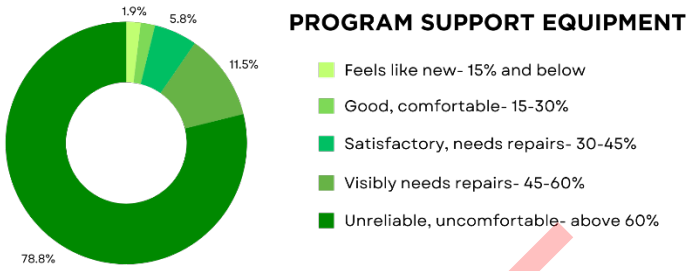


Figure 12: Program Support Equipment Condition by FCI Category for HCPS Facilities. This chart illustrates the distribution of program support equipment across five categories of FCI.

The table below highlights the ten HCPS schools with the highest FCI scores for program support equipment. These schools exhibit the most significant deficiencies in critical components. Many operate with outdated or failing equipment and sub-standard casework, which directly impacts meal service efficiency, instructional delivery, and compliance with safety and accessibility standards.

Table 17: HCPS Schools with the highest FCI score for program support equipment.

School	FCI	Notes
Havre de Grace Elementary	94.19%	
North Harford Middle	89.91%	
Southampton Middle	89.68%	
Fallston High	89.09%	
Abingdon Elementary	87.76%	
C. Milton Wright High	84.87%	
Swan Creek School	84.61%	
Jarrettsville Elementary	83.57%	
Roye-Williams Elementary	81.50%	
Edgewood Middle	81.02%	

Section IV: Community Analysis

Overview of Harford County

Harford County Public Schools (HCPS) serves a diverse and growing community, ranging from agricultural and rural areas to suburban neighborhoods and urban centers. This diversity directly influences the needs and design of educational facilities across the district.

Impact of Community Diversity on Facility Use

HCPS facilities must accommodate a wide range of programs, including academic instruction, specialized services, wraparound supports, and community engagement activities. These demands drive the need for flexible learning spaces, dedicated service areas, and expanded common spaces across schools.

HCPS Students

- HCPS serves approximately 38,000 students across elementary, middle, and high school levels.
- The student population is increasingly diverse, with over 36% minority enrollment and 9% English Language Learners (ELL).
- 38% of HCPS students qualify for Free and Reduced-Price Meals (FARMs), indicating substantial economic diversity across the county.
- Specialized programs, such as Special Education, Title I, and Community Schools, are critical support for many students.
- These demographics reinforce the need for equitable facility planning, ensuring all students have access to supportive learning environments and essential services.

Special Program Schools: Title I and Community Schools

Title I and Community Schools require additional space for:

- Mental health services
- Family resource centers
- Small group instruction and pull-out programs
- Community partner offices and service delivery

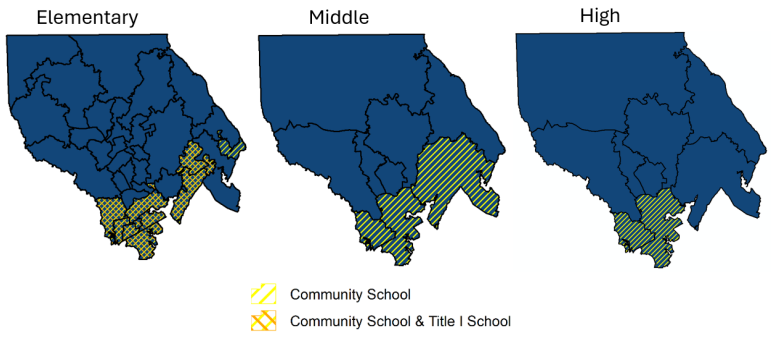


Figure 13: Map showing the geographic location of Title I and Community Schools in Harford County.

Priority Funding Areas (PFAs) and Development Envelope

- Priority Funding Areas (PFAs): State-designated zones targeted for infrastructure and growth.
- Development Envelope: Harford County's local boundary for guiding major residential, commercial, and industrial development.

While there is significant overlap, the Development Envelope extends beyond some PFA boundaries, influencing where future school capacity investments may be required.

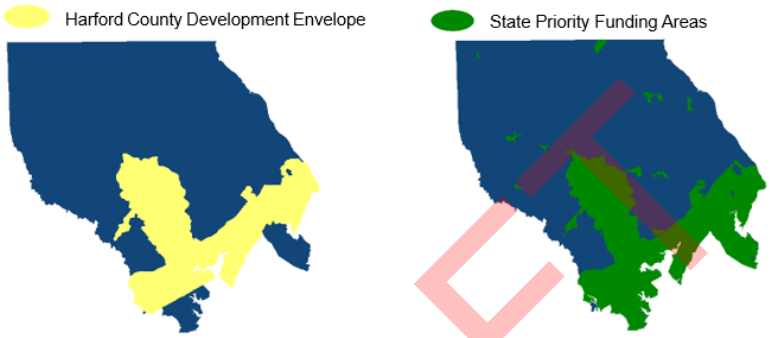


Figure 14: Maps showing the County development envelope and the State's Priority Funding Areas (PFAs). The State PFAs cover a larger area than the County's development envelope.

Adequate Public Facilities Ordinances (APFOs)

Harford County and its three municipalities—the City of Aberdeen, the Town of Bel Air, and the City of Havre de Grace, enforce Adequate Public Facilities Ordinances (APFOs) to ensure that public schools can accommodate residential growth without exceeding capacity. These policies serve as a regulatory tool to align school facility planning with land use decisions and population trends.

In all four jurisdictions, APFO requirements apply to residential developments containing six or more dwelling units, though each jurisdiction identifies specific exclusions, such as age-restricted or transient housing. School capacity adequacy is determined based on the current and projected enrollment conditions described in the Harford County Annual Growth Report (see Appendix D).

If enrollment at a school is projected to exceed the capacity threshold within the specified review period (typically three years), then subdivision approvals may be delayed or conditioned accordingly. The following table outlines the key school capacity thresholds, projection windows, and development exclusions for each jurisdiction.

Table 18: The table below shows the different Adequate Public Facility Parameters for school facilities in Harford County based on the jurisdiction.

Jurisdiction	Threshold (% of SRC)	Projection Window	Exclusions
Harford County	110%	Within 3 years	Transient housing, elderly housing, CCRCs
City of Aberdeen	115%	Within 5 years	Housing for the elderly
Town of Bel Air	110%	Within 3 years	Transient housing, 55+ age-restricted housing
City of Havre de Grace	110%	Within 3 years	Transient housing, age-restricted housing

Harford County APFO Study Workgroup

In 2024, the Harford County Council initiated a comprehensive review of its Adequate Public Facilities Ordinance (APFO) for schools through the formation of a Schools APFO Study Workgroup. The Workgroup, composed of representatives from HCPS, the County Council, Planning and Zoning, Treasury, and community stakeholders, held its first meeting in October 2024 and continues to meet throughout 2025.

The Workgroup's objectives are to:

- Reevaluate the County's current Level of Service (LOS) threshold of 110% State-Rated Capacity (SRC) within a three-year projection window;
- Explore whether to adopt a more restrictive LOS threshold (e.g., 105%, 100%) to better manage school overcrowding;
- Assess the benefits and drawbacks of biannual testing versus project-by-project testing used in municipalities;
- Examine the usefulness of modified enrollment projections that account for pipeline residential development;
- Consider the feasibility of aligning municipal APFOs (Aberdeen, Bel Air, and Havre de Grace) with the County's methodology for greater consistency and equity.

The Workgroup also analyzed alternative LOS scenarios over eight academic years, identifying which schools would fail under each threshold. George D. Lisby at Hillsdale, Havre de Grace Elementary, and Homestead/Wakefield Elementary were among the most impacted schools across all scenarios.

The Workgroup's findings and recommendations are expected to inform potential legislative updates to the County's APFO later in 2025, with coordination between the County and municipal governments anticipated to ensure equitable development oversight across all jurisdictions.

Comprehensive rezoning

During the 2024–2025 school year, Harford County undertook its statutorily required eight-year Comprehensive Zoning Review. This countywide process evaluates zoning classifications and allows for proposed changes that may affect land use, development patterns, and ultimately, school enrollment. Harford County Public Schools (HCPS) participated in the review by evaluating proposed zoning changes for potential impacts on school capacity, student safety, transportation access, and long-term capital planning. Regarding the requests for higher-density residential development and agricultural-to-residential conversions, HCPS commented that

these changes would have the potential to increase student enrollment and operating costs. A detailed summary of HCPS's comments and capacity analysis by attendance area is provided in the Appendix D.

Growth Trends and Anticipated Growth Areas

Based on the 2023 Harford County Annual Growth Report, and comprehensive plans from Aberdeen, Bel Air, and Havre de Grace:

- City of Aberdeen: Projected residential growth along transit corridors and major redevelopment zones (Aberdeen Comprehensive Plan, 2022).
- Town of Bel Air: Focused infill development and downtown revitalization; moderate enrollment impacts projected.
- City of Havre de Grace: Waterfront and mixed-use developments will likely increase enrollment in nearby elementary and middle schools.
- Southern Harford County: Ongoing residential expansion around Joppatowne, Abingdon, and Edgewood areas continues to drive elementary and middle school enrollment growth.
- Northern and Western Harford County: Limited growth, preserving agricultural and rural areas, minimizing future new school needs.

Section V: Capacity and Enrollment Trends

Enrollment Overview

September 30, 2024, total Harford County Public Schools (HCPS) systemwide enrollment was 37,855 students across all school levels, including special and alternative education programs. HCPS is operating at approximately 86% of total State Rated Capacity (SRC). HCPS enrollment projections and Maryland Department of Planning (MDP) forecasts differ by less than 1.5% annually, meeting State alignment requirements. Both show modest overall growth through 2031, with systemwide capacity utilization approaching 87% (See Appendix E)

Trends by School Level

Enrollment patterns reflect stable or slight growth trends, with variations between levels:

- Elementary Schools: Slight enrollment increases projected, particularly in southern Harford County.
- Middle Schools: Currently underutilized in many areas; expected to see gradual increases aligned with elementary cohorts moving up.
- High Schools: Stable enrollment with minor projected increases concentrated in growth corridors.

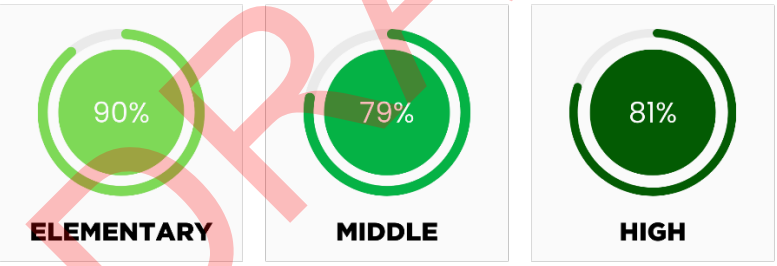


Figure 15: Depicts capacity levels at each school level.

Programmatic Impacts on Capacity

Space and Local Programming

Evolving program needs driven by Blueprint mandates such as expanded Pre-K, Community Schools, and student support and other programs including Title I services, Judy Centers, and special education are placing increasing demands on existing school spaces. These initiatives often require converting general education classrooms into specialized spaces such as Pre-K rooms, therapy areas, or family engagement centers. While these services are essential to supporting students, they reduce the number of classrooms available for core instructional use, thereby decreasing available capacity for grades K–5. As schools are asked to serve more diverse needs within the same footprint, these changes significantly impact overall capacity, program delivery, and long-term facility planning across HCPS.

Table 19: The table below describes how specific programming impacts a school facility capacity.

Program Area	Facility Impact
Pre-K Expansion	Conversion or addition of Pre-K classrooms; reconfigured spaces; potential use of portables for intermediate grades 3-5.
Community Schools	Dedicated space for wrap around services, private meeting spaces, family engagement, behavioral health, and partner services.
Student Support Services	Small group rooms, counseling offices, and flexible-use areas for interventions.
Title I Schools	Pullout spaces and rooms for academic support and family services. Additional staff space.
Judy Centers	Early childhood classrooms and parent resource areas at Title I sites.
Special Education Programs	Specialized classrooms and support spaces, therapy rooms, and transition spaces across school levels.

While HCPS enrollment is relatively stable systemwide, pressures from increasing program, growing student needs, and regional population growth require careful planning, targeted facility expansions, and continued monitoring to maintain adequate and equitable educational spaces across the county.

Addressing Capacity

To guide strategic enrollment balancing and future capital investments, HCPS has divided the county into four planning regions based on geography, transportation, development patterns, and school utilization trends. These regions help HCPS better understand capacity needs across different areas of the county and support more targeted, localized planning solutions. Current capacity concerns are most concentrated at the elementary school level, where enrollment growth and programmatic space demands are placing increased pressure on available classroom space.

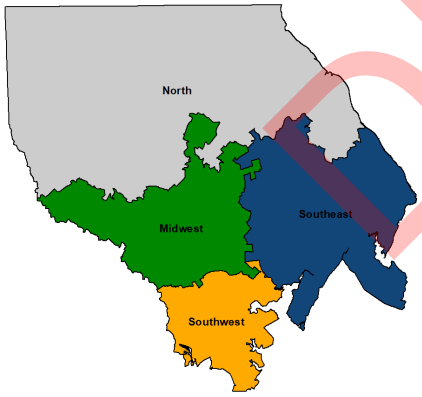


Figure 16: Map showing the planning regions for capacity.

- North Region: A largely rural area characterized by agricultural land use, limited development, and no access to public water or sewer. Students face long bus rides, and schools like North Harford, North Bend, Norrisville, and Jarrettsville typically serve small, dispersed populations.
- Midwest Region: Encompassing Bel Air, Emmorton, Fountain Green, Hickory, Prospect Mill, Red Pump, Ring Factory, William S James, Forest Hill, Forest Lakes and Youth's Benefit elementary schools, this region includes some of the most heavily utilized schools and is experiencing moderate residential growth. Facilities here are central to both current overcrowding relief and Pre-K expansion efforts.
- Southwest Region: This area has significant ongoing and planned residential development. Upcoming redistricting will address current capacity pressures, and balance enrollment among the existing school facilities.
- Southeast Region: Includes fast-growing municipalities such as Aberdeen and Havre de Grace, with major housing developments underway. Capacity is already constrained. HCPS is planning to balance existing capacity issues using the available capacity of adjacent schools such as Roye-Williams Elementary School. However, with planned

development, additional capacity is needed, and HCPS will need to evaluate and determine the best solution for the area.

Following the 2020 Balancing Enrollment Study, HCPS determined that new capacity was needed within the County's designated Development Envelope. This analysis led to a major planning decision: to co-locate a new elementary school with the replacement of Harford Academy, creating a shared site that both meets instructional needs and supports projected population growth.

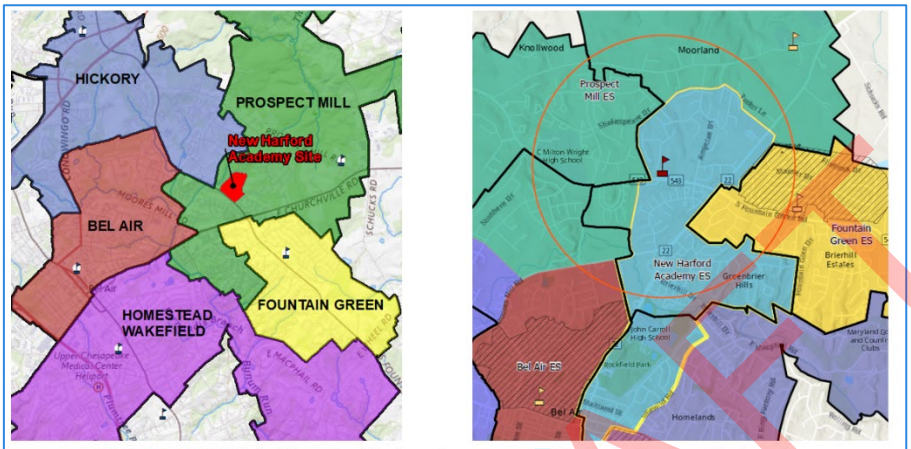


Figure 17: Maps showing the location of the new school site and the conceptual attendance area for the new school. This is preliminary and subject to change during the redistricting process after stakeholder engagement.

The new combination site is located within the Development Envelope and has access to public water and sewer. It will not only serve regional special education and Pre-K expansion needs, but also address existing overcrowding in the Midwest region, which includes schools such as Prospect Mill, Fountain Green, Bel Air, Hickory, and Homestead/Wakefield. Preliminary boundary planning by Flo Analytics confirms that this new school will relieve overcrowding and free up space in multiple adjacent schools, enabling full-day Pre-K implementation aligned with Blueprint goals. In addition to addressing capacity needs, this project also enables the repurposing of the existing Harford Academy facility. Due to site limitations related to discharge permits, HCPS plans to utilize the existing facility as a regional special education early learner hub, a home base for special education itinerant staff, and a potential location for public-private partnerships supporting special education programs.

In the Southwest region, significant residential development is underway. While redistricting tied to the new school will help alleviate current enrollment pressures, there is sufficient capacity within the region to absorb much of the growth in the near term. However, continued monitoring is essential to ensure facilities remain aligned with enrollment trends and community needs.

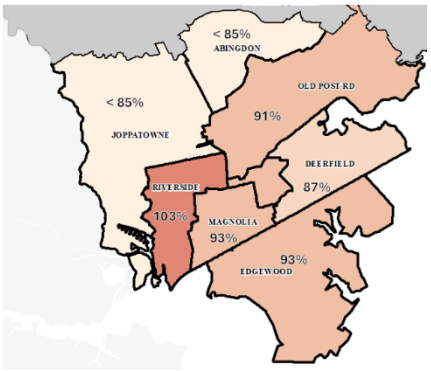


Figure 18: Map showing 7-year projected capacity in the Southwest region of the county.

The Southeast region also faces extensive development, particularly in Aberdeen, where multiple large developments are underway. Additionally, there are plans to redevelop the Wetlands Golf Course. It is the largest planned housing project in the County. In the short term, Roye-Williams Elementary can be used to balance

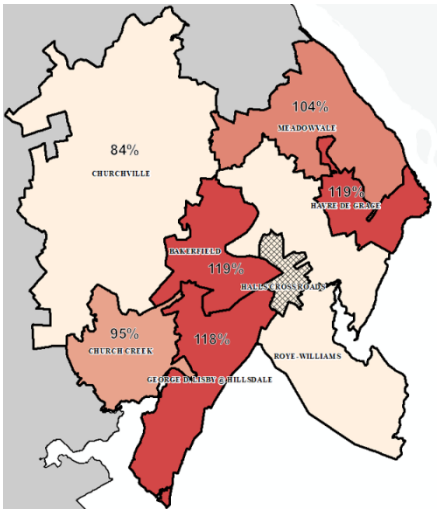


Figure 19: Shows the 7-year projected capacity in the Southeastern region.

enrollment in the region, However, additional capacity will be needed long-term. Facilities like Bakerfield, Meadowvale, and Havre de Grace also present systemic needs that may require renovation or replacement. Based on the results of the redistricting process, HCPS is exploring the best option to address capacity in the area. Renovation / additions to existing facilities will most economically address systemic and capacity needs in the area. The County is also actively exploring land banking options for a potential new school site if growth trends continue.

Overall, this planning process supports a regionally informed redistricting strategy that aligns school capacity with current and projected student enrollment. It also prepares HCPS for the continued implementation of Blueprint requirements and ensures equitable access to early learning and support services across the county.

FACILITIES MANAGEMENT

Section VI: Capital Funding

Harford County Public Schools (HCPS) relies on both state and local funding sources to support capital improvement projects, including new construction, building replacements, systemic renovations, and maintenance upgrades. These funding streams are critical to maintaining a safe, functional, and future-ready learning environment across the district. The funding process is coordinated annually through the submission of the Capital Improvement Program (CIP), with project prioritization based on facility condition, enrollment demand, and programmatic requirements.

Funding Sources

State Funding

The State of Maryland, through the Interagency Commission on School Construction (IAC), provides financial support for eligible capital projects under a cost-sharing formula. For FY 2026, HCPS is eligible for 58% state funding on approved CIP projects. Key state programs include:

- Capital Improvement Program (CIP): The primary mechanism for state-funded school construction and renovation projects.
- Healthy Schools Program: Targeted funding to address indoor air quality and environmental systems.
- Other State Grants: Occasionally offered for energy efficiency, safety, or program-specific capital needs.

Local Funding

Local capital funding is authorized by the Harford County Government and comes from two main sources:

- General Obligation Bonds: Long-term borrowing for large-scale construction projects.
- Pay-as-you-go (Paygo): Cash-funded projects, typically used for smaller or urgent needs.

HCPS's local capital budget also includes routine repairs, maintenance, and items traditionally funded through the general operating budget. These expenditures were shifted to the capital budget to reduce reported costs under Maintenance of Effort (MOE) requirements. While this strategy helps ease short-term pressure on the operating budget, it places additional demands on limited capital funds and these items are often not prioritized or funded, meaning the underlying needs remain unaddressed.

The graphic below provides a five-year breakdown of capital funding sources for HCPS, showing the percentage share by state and local funding. The Other/HCPS transfers include prior funding from completed projects or operating fund balance transfers used to address capital needs. Funding is further disaggregated to reflect the specific programs and mechanisms used such as Paygo and bonds on the local side, CIP, Healthy Schools, and Built to Learn on the state side.

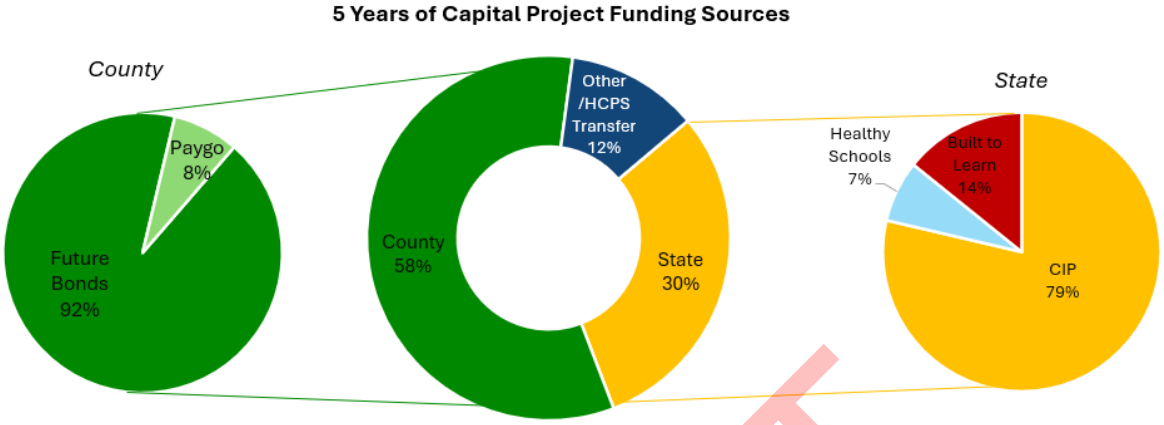


Figure 20: Depicts the make-up of the HCPS Capital funding over the past 5 years.

Funding Trends

Locally, capital funding has predominantly been used to provide the required local match for state-approved projects. The County has invested minimally in local only funded projects. The local projects receiving funding include Special Education space modifications, modifications for adding PreK to schools, replacement buses, and other controversial topics such as safety and security.

Below is a visual comparison of annual requests vs. funded amounts from the State and Local funding sources.

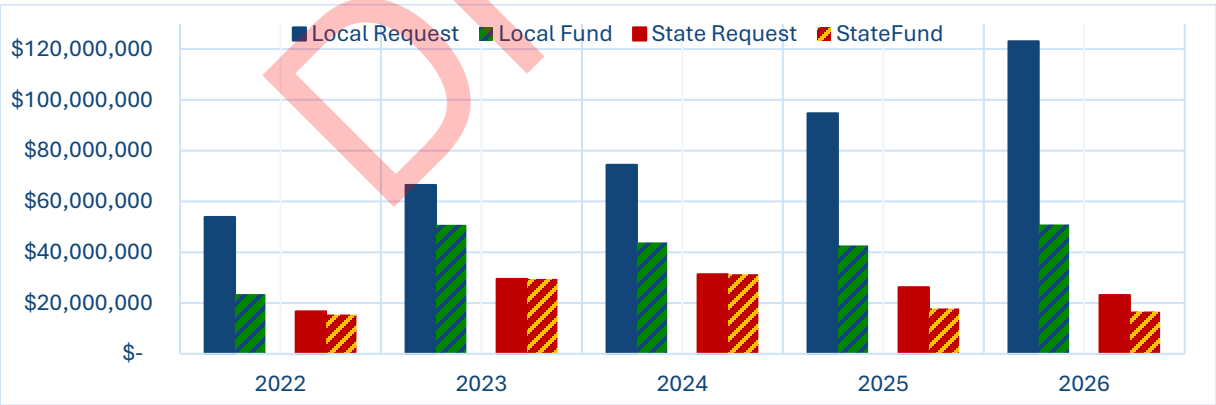


Figure 21: Shows the requested state and local capital funding compared to the amount of funding received.

Impacts of Flat or Underfunding

When capital funding remains flat or does not keep pace with inflation and system degradation, long-term costs increase significantly. This underinvestment results in:

- Accelerated system failures and emergency repairs
- Higher lifecycle costs for deferred maintenance
- More frequent temporary fixes in lieu of comprehensive upgrades
- Increased pressure on operating budgets
- Reduced reliability and efficiency of building systems

Sustained underfunding not only affects facility conditions but also undermines the district's ability to meet educational and programmatic goals. Strategic, consistent investment is essential to protect existing assets and provide equitable, high-quality learning environments for all students.

Flat capital funding also leads to compounding increases in deferred maintenance costs. Each year of underfunding adds both new needs and inflationary costs to past unmet needs, escalating the total cost of maintaining facilities over time. This compounding effect not only increases long-term financial burden but also reduces flexibility to address emerging priorities.

Figure 22: This table illustrates the exponential growth in deferred capital costs under a flat funding scenario. It begins with an initial investment of $62 million in Year 1, followed by level funding in subsequent years. Each year, unmet needs from the prior year carry forward and increase by 4% annually due to inflation. At the same time, new capital needs arise, and cost more than they would have at the time the flat funding level was established, compounding the overall financial burden.

HCPS continues to strategically prioritize capital needs to maximize available funding. However, flat local and state funding levels, coupled with aging infrastructure and rising costs, will require increased investment to maintain safe, efficient, and equitable learning environments.

FACILITIES MANAGEMENT

Section VII: Facility Needs

This Facility Needs Assessment summarizes the outcomes of the condition evaluations, capacity analysis, and capital planning trends discussed throughout the Educational Facilities Master Plan. It addresses both local and state-level needs, identifies regional capacity concerns, and presents HCPS's phased response strategy balancing systemic repairs with Blueprint-driven instructional and student support space requirements.

Current and Future Capacity Needs

HCPS faces ongoing challenges in both capacity management and facility conditions, particularly in high-growth areas and schools serving specialized populations. Aging infrastructure and increasing FCI scores underscore the urgency for systemic replacements. Locally, instructional shifts, such as full-day Pre-K and wraparound support services, are placing growing pressure on general education classroom space.

Planned redistricting aligned with the opening of the new Harford Academy in 2028 presents a strategic opportunity to:

- Relieve capacity pressure in the Bel Air area, allowing for additional Pre-K and small group support spaces to meet Blueprint goals.
- Balance enrollment in the Southwest, an area experiencing significant new development and limited remaining capacity.
- Provide capacity relief in the Southeast region by rebalancing enrollment.

While this realignment will help in the short term, ongoing growth in the Southeast region will require continued monitoring. Though the current capacity is not adequate, systemic needs in some buildings may make addition/renovation a more viable solution than new construction. Harford County is also exploring land banking in the area to support a potential new school site, should conditions warrant.

Facility Condition and Systemic Needs

FCI data shows that the average facility condition across HCPS has declined, with the overall systemwide FCI increasing from 0.461 in 2022 to 0.523 in 2024. Many building systems are approaching or exceeding their expected useful life:

- Plumbing systems average 39 years of age (life expectancy: 40 years)
- Roofing, HVAC, and electrical systems are showing signs of aging and underinvestment

Aging systems, deferred maintenance, and flat funding levels have compounded long-term costs and increased reliance on emergency repairs. HCPS must prioritize investments based on both urgency and instructional impact, especially where deteriorated systems intersect with capacity pressure.

Conclusion and Prioritization Strategy

Harford County Public Schools (HCPS) continues to face aging infrastructure challenges and limited capital funding. Facilities have been evaluated using the State's Facility Condition Index (FCI), which provides a standardized measure of facility condition. The assessment confirms the need for a strategic, phased reinvestment plan. Schools with higher FCI values are prioritized, reflecting more critical systemic deficiencies. Based on this data, HCPS has grouped reinvestment needs into three primary categories: Major projects, HVAC systemic Projects, and Roof replacement projects.

Major Projects: Renovation, Replacement, or Addition

Major renovation, replacement, or addition projects are comprehensive capital improvements that modernize school buildings to address both aging infrastructure and evolving educational program needs. These projects typically involve full system upgrades and space reconfigurations to meet current instructional standards. They are primarily funded through the State Capital Improvement Program (CIP) with a required local match and are most effective when coordinated with redistricting efforts to maximize long-term impact on capacity and enrollment balance.

- Continuing with the New Harford Academy Combination School and redistricting process to balance enrollment.
- Complete Ed Spec and begin the planning process for Old Post Road Elementary School Replacement.
- Bel Air Middle School renovation / addition or replacement is still planned to follow Old Post Road.
- HCPS will continue to monitor enrollment trends and facility conditions in the Southeast region of the county, where significant residential growth is occurring. While renovation or replacement projects offer the most cost-effective path to adding capacity and addressing systemic deficiencies, their feasibility must be evaluated. If capacity concerns in this region become critical, a project may be advanced ahead of previously identified priorities, as capacity needs take precedence in project planning.
- These projects are primarily funded through the State CIP, with a required local match, and should be timed to align with redistricting efforts.

HVAC Systemic Projects

HVAC systemic projects focus on the replacement or upgrade of major mechanical systems to improve indoor air quality, energy efficiency, and overall building functionality. These projects address aging or failing equipment and are essential for maintaining a safe, healthy, and comfortable learning environment. HVAC upgrades are funded through a combination of State CIP allocations and local capital matches. However, with increasing costs and flat funding levels, the needs outweigh the funding.

- C. Milton Wright High School is the highest systemic need. A limited renovation is planned for the school to address multiple systems and update some educational spaces.
- Multiple schools have been identified as having major HVAC systemic needs and concern including.
    - North Harford High School – Energy Recovery Units
    - Edgewood Middle School – Central Plant
    - Aberdeen High School – Central Plant
    - Fountain Green Elementary – School central plant
    - Hickory Elementary – Boiler pumps and controls and Annex building Air Handler
    - Havre de Grace Elementary School – may be best addressed with major project due to educational, capacity, and systemic needs.
    - Meadowvale Elementary School – may be best addressed with major project due to educational, capacity, and systemic needs.
    - Magnolia Elementary School – may be best addressed with a major project due to educational, capacity, and systemic needs.
    - Halls Cross Roads Elementary School – Systemic Renovation needed.

Roof Replacement Projects

Roofs with FCI scores over 0.80 indicate need for replacement. HCPS utilizes the Healthy Schools Program for State funding and Local Capital match to fund these projects. Typically, HCPS plans for one roof replacement a year. Current Schools identified for roof replacement include the following.

- North Harford High School
- Halls Cross Roads Elementary School
- Darlington Elementary School
- Roye-Williams Elementary School
- William S. James Elementary school.

While HCPS maintains a structured, data-driven approach to prioritizing capital needs, facility priorities may shift in response to emerging system failures or sudden capacity constraints. As enrollment patterns, program demands, and building conditions continue to evolve, project timing may need to be adjusted accordingly.

Despite fiscal limitations, HCPS remains committed to maximizing the impact of available funding through strategic planning, ongoing monitoring, and timely reinvestment decisions that balance infrastructure renewal with instructional needs. This dynamic approach ensures that investments are responsive, equitable, and aligned with long-term student success.

Appendix

List of Appendices

A. Appendix A: Letters and Statements
    a. Letter from the Maryland Department of Planning (MDP)
    b. Letter from the local planning department
    c. Letter or resolution from LEA certifying that it accepts the plan as a working document
    d. Non-discrimination statement (signed by the LEA Superintendent and President of the School Board).
B. Appendix B: Policies and Agreements
    a. Transportation Policies
    b. Districting and Redistricting Policies
    c. MOUs
C. Appendix C: HCPS Strategic Plan
D. Appendix D: Community Analysis
    a. Harford County Master Plan
    b. Harford County Annual Growth Report
    c. HCPS Comments to Comprehensive Rezoning
    d. Aberdeen Master Plan
    e. Havre de Grace Master Plan
    f. Bel Air Master Plan
E. Appendix E: Enrollment
    a. Grade By Grade Enrollment (formatted for State)
    b. Capacity Calculation table (all schools listed left, CR types at top, number of each in table)
F. Appendix F: Facility Data
    a. 101.3 Form (List all schools in one form like Carrol County)
    b. Current Inventory (Concert sheets into one table) Include Which schools are emergency shelters
G. Appendix G: School floor plans and sites (This will not be available online)
    a. Floor plans
    b. Site Plans

HARFORD COUNTY
PUBLIC SCHOOLS

FACILITIES
MANAGEMENT

2025-2026
Facilities Master Plan

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