FACILITIES MANAGEMENT

# 2026 EDUCATIONAL FACILITIES MASTER PLAN



Prepared by

**HCPS Office of Planning and Construction**

www.hcps.org

HARFORD COUNTY PUBLIC SCHOOLS

HARFORD COUNTY
PUBLIC SCHOOLS

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To the Members of the Interagency Commission on School Construction,

As Interim Superintendent of Harford County Public Schools, I am honored to submit the 2026 Educational Facilities Master Plan on behalf of our students, staff, families, and community. This plan reflects HCPS's continued commitment to providing learning environments that are safe, supportive, and designed to meet the evolving needs of public education.

Having spent nearly three decades serving HCPS as a teacher, school leader, and district administrator, I understand the important connection between school facilities and student success. Our schools are more than buildings; they are places where students learn, grow, and build the foundation for their future. The condition of these facilities directly impacts instruction, student well-being, staff morale, and the ability of schools to fully support their communities.

HCPS continues to face significant challenges related to aging infrastructure, rising construction costs, and increasing programmatic demands. The average HCPS school building is nearly 50 years old, and many major systems are operating at or beyond their expected life cycle. As educational programming evolves through initiatives such as the Blueprint for Maryland's Future, expanded Pre-K, Community Schools, and student support services, our facilities must also evolve to support these changing needs.

This Educational Facilities Master Plan provides a strategic, data-driven framework for addressing both immediate and long-term facility priorities. It reflects careful analysis of facility conditions, enrollment trends, capacity needs, and regional growth patterns across Harford County. The plan prioritizes reinvestment in aging systems, modernization of learning environments, and targeted capacity solutions that support equitable opportunities for all students.

At a time when public education systems across the country face increasing challenges, HCPS remains focused on stability, collaboration, and ensuring that teaching and learning remain at the center of our work. We are committed to being thoughtful stewards of public resources while continuing to advocate for the investments necessary to maintain safe, healthy, and effective learning environments.

The continued partnership between HCPS, the State of Maryland, the Interagency Commission on School Construction, Harford County Government, and our community stakeholders is essential to meeting these challenges. Together, we can ensure that HCPS facilities continue to support student achievement and provide environments where every student has the opportunity to succeed.

Thank you for your continued support of Harford County Public Schools and our students.

Sincerely,

Dyann R. Mack, Ed.D.
Interim Superintendent of Schools

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# Executive Summary

Harford County Public Schools (HCPS) Educational Facilities Master Plan (EFMP) 2026 outlines the current condition, capacity, and long-term facility needs of the school system and serves as the foundation for the FY2027 Capital Improvement Program (CIP). The plan was developed in coordination with local and State partners and aligns with Maryland's Blueprint for the Future, local development trends, and HCPS strategic priorities.

HCPS serves approximately 37,500 students across 55 school programs and educational facilities located throughout urban, suburban, and rural areas of Harford County. While overall enrollment is projected to remain relatively stable through 2032, significant localized enrollment pressures continue in several elementary attendance areas, particularly in southern Harford County and developing municipal areas. At the same time, expanding educational programming, including pre-K expansion, Community Schools, special education services, Title I support, and student wellness initiatives, is increasing demand for specialized instruction and support spaces within existing schools.

The EFMP identifies aging infrastructure as one of the most significant challenges facing HCPS. The average age of HCPS school buildings is approximately 49 years, with many major building systems nearing or exceeding their expected useful life. Facility Condition Index (FCI) assessments completed through the Statewide Facility Assessment process show a growing backlog of deferred maintenance across the district. Systemwide FCI scores increased from 46.1% in 2022 to approximately 52% in 2025, reflecting increasing repair and replacement needs for HVAC, roofing, plumbing, electrical, and program support systems. Many facilities now operate with aging systems that impact reliability, indoor air quality, energy efficiency, accessibility, and the overall learning environment.

The plan also highlights the impact of continued flat or insufficient capital funding. HCPS relies heavily on State CIP funding, Healthy Schools funding, grants, local bonds, and Paygo funding to address facility needs. However, rising construction costs, inflation, and aging infrastructure have caused deferred maintenance needs to compound over time. Limited local-only funding has constrained HCPS's ability to proactively address systemic needs before they become critical.

To address these challenges, HCPS continues to prioritize projects based on facility condition, enrollment pressures, programmatic needs, and regional growth trends. Major priorities identified in the EFMP include continued implementation of the new Harford Academy Combination School and related redistricting efforts, planning for the replacement of Old Post Road Elementary School, future planning for Bel Air Middle School, targeted HVAC systemic projects, and ongoing roof replacement projects at aging facilities. The plan also identifies continued monitoring of growth and long-term capacity needs in the Southeast region of the county, where significant residential development is occurring.

Overall, the 2026 EFMP presents a strategic, data-driven framework for balancing enrollment, addressing aging infrastructure, supporting evolving educational programming, and guiding future capital investments. Despite fiscal constraints, HCPS remains committed to maintaining safe, equitable, and modern learning environments that support student achievement and long-term community needs.

# Contents

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## Section I: Introduction

The Harford County Public Schools (HCPS) Educational Facilities Master Plan (EFMP) 2026 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 collaboration with the Harford County Government, the Maryland Department of Planning, and additional stakeholders, the 2026 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.

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# 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 37,500 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.

The HCPS Strategic Plan 2024–2027 (Appendix C) 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 |
| 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 | Joppatowne HS - 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 | Havre de Grace HS - 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. |

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# 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 | 89% | Serve grades PreK–5 |
| Middle | 7 | 1,169,476 SF | 78% | Serve grades 6–8 |
| High | 7 | 1,644,660 SF | 77% | Serve grades 9–12; comprehensive programs |
| Comprehensive Technical HS | 1 | 218,225 SF | 83% | Harford Technical High School; enrollment by application |
| Middle/High Combination | 4 (2 buildings) | 515,111 SF | 90% | 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 46 portable classrooms across various school sites. Currently, HCPS is not using any portables for temporary construction swing space.

## Geographic Distribution of Schools and Attendance Boundaries

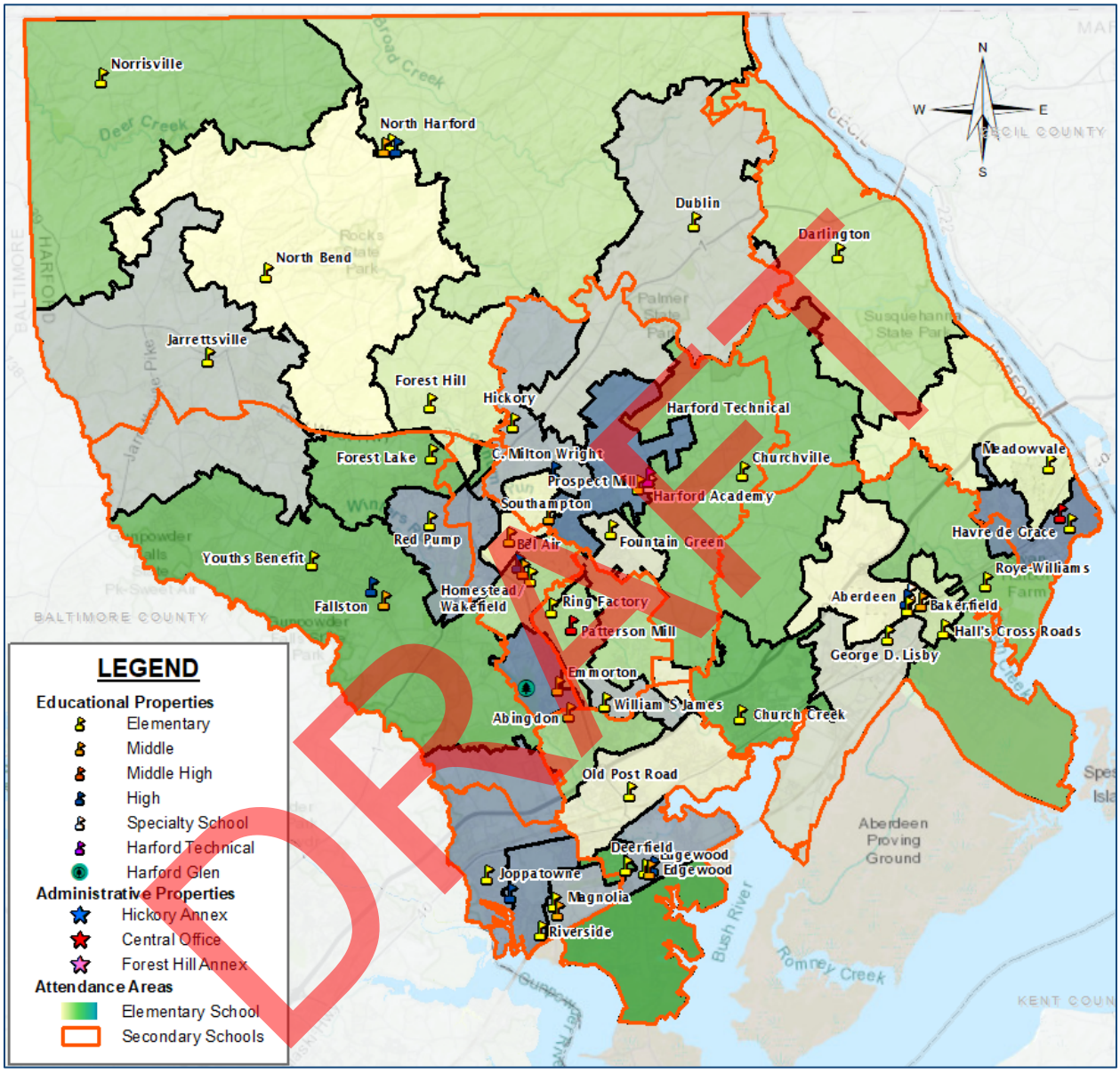


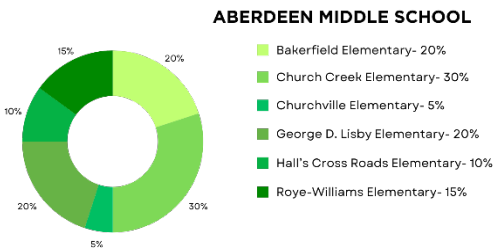

*Figure 1: Map showing the HCPS attendance areas for Elementary, Middle, and High Schools.*

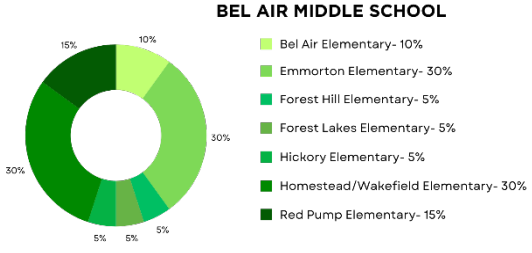
## Feeder Patterns

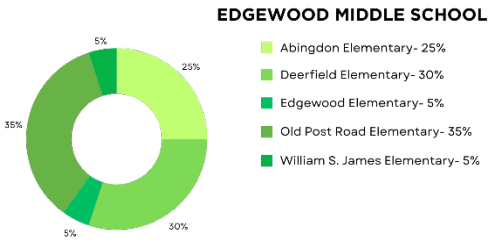
HCPS elementary schools feed into multiple middle schools.

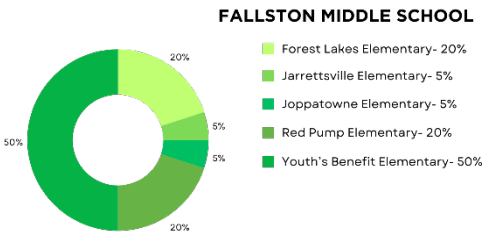


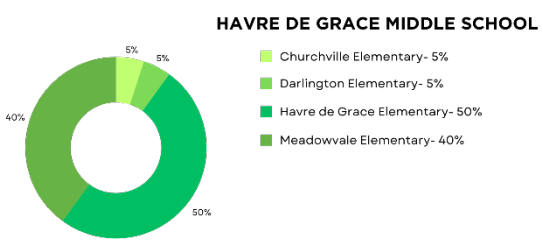

Each middle school feeds entirely into one designated high school; and each secondary school is made up of students from multiple jurisdictions.

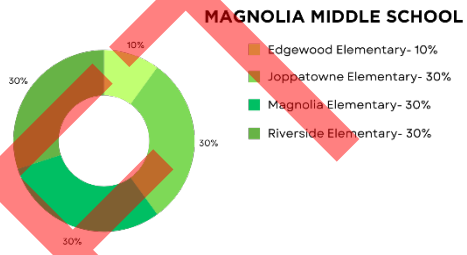


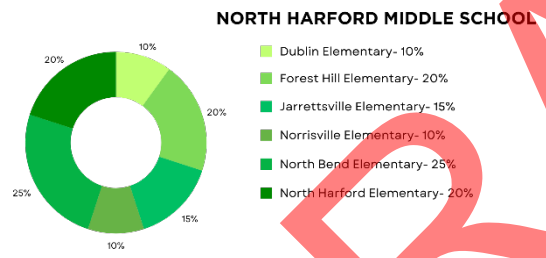



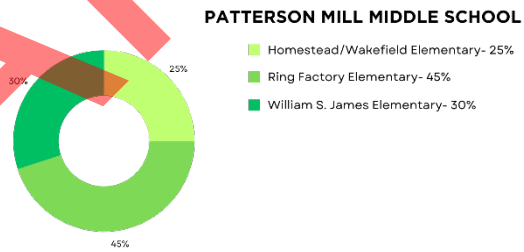


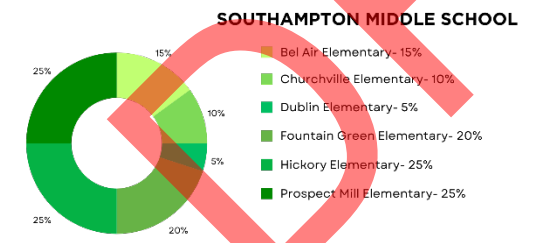






## School Site Selection Standards

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.<br>Elevated enough to avoid runoff; pitched for proper drainage.<br>Avoid flood plains or poorly drained areas.<br>Excessive grading (cut/fill) should be avoided. |
| **Accessibility** | Safe, simultaneous access for buses, cars, and walkers.<br>Located near current or planned neighborhoods; central to student population.<br>Walkability within one mile should be evaluated (e.g., sidewalks, major roads). |
| **Safe site** | Surrounding environment should be safe, pleasant, and supportive of learning.<br>Avoid sites near airports, highways, railroads, utilities, industrial noise, or environmental hazards. |
| **Soil conditions** | Soils should dry quickly and resist erosion.<br>Stable soils reduce foundation and site prep costs.<br>Key soil factors: load-bearing, frost risk, shrink-swell, drainage, and accessibility. |
| **Environment** | Consider current use, zoning, and proximity to commercial areas.<br>Avoid sites with poor air quality or excessive noise (e.g., factories, traffic, airports).<br>Prefer locations near parks, playgrounds, and other public amenities. |
| **Utility** | Public water and sewer preferred to reduce costs.<br>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 2025, the average Facility Condition Index (FCI) for HCPS increased from 46.1% to 52.3, indicating a growing backlog of deferred maintenance and capital renewal. In 2025, the FCI

decreased slightly to 52.1% due to the completion of the Replacement Homestead Wakefield Elementary School.


*Figure 2: Overall FCI Score for HCPS Facilities showing an increase over the last 5 years.*

## School FCI Distribution by Condition Category

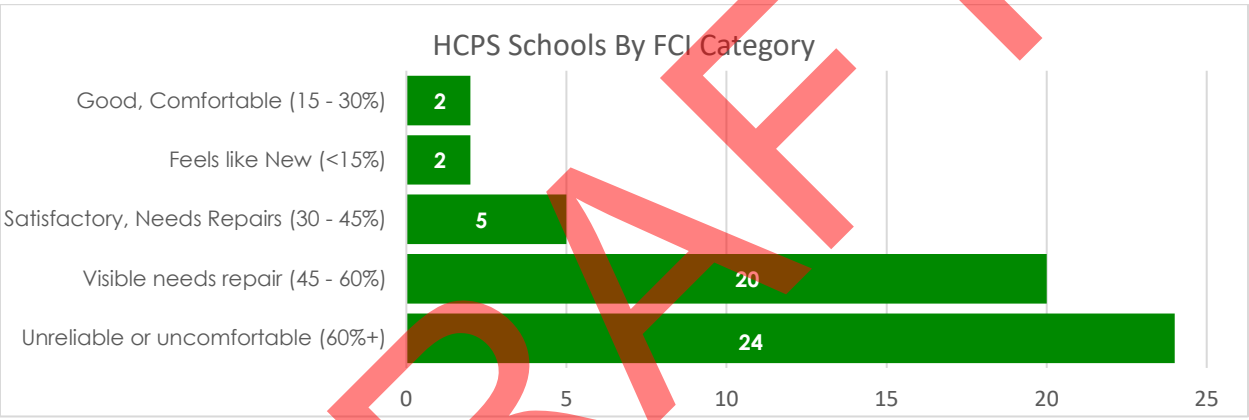



*Figure 3: Graph showing the number of school facilities that fall within each FCI score category.*

## 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 | 73.88% | Need scope study |
| C. Milton Wright High | 73.52% | Planned Limited Renovation |
| Halls Cross Roads Elementary | 72.30% | |
| Fountain Green Elementary | 71.87% | Central Plant replacement Request |
| Meadowvale Elementary | 70.87% | Need Scope Study |
| Edgewood Middle | 70.11% | Central Plant in FY 27 CIP |
| Abingdon Elementary | 70.04% | Central Plant recently complete |
| Hickory Elementary | 69.82% | |
| Magnolia Elementary | 67.96% | |
| Bel Air Middle | 67.59% | |

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.

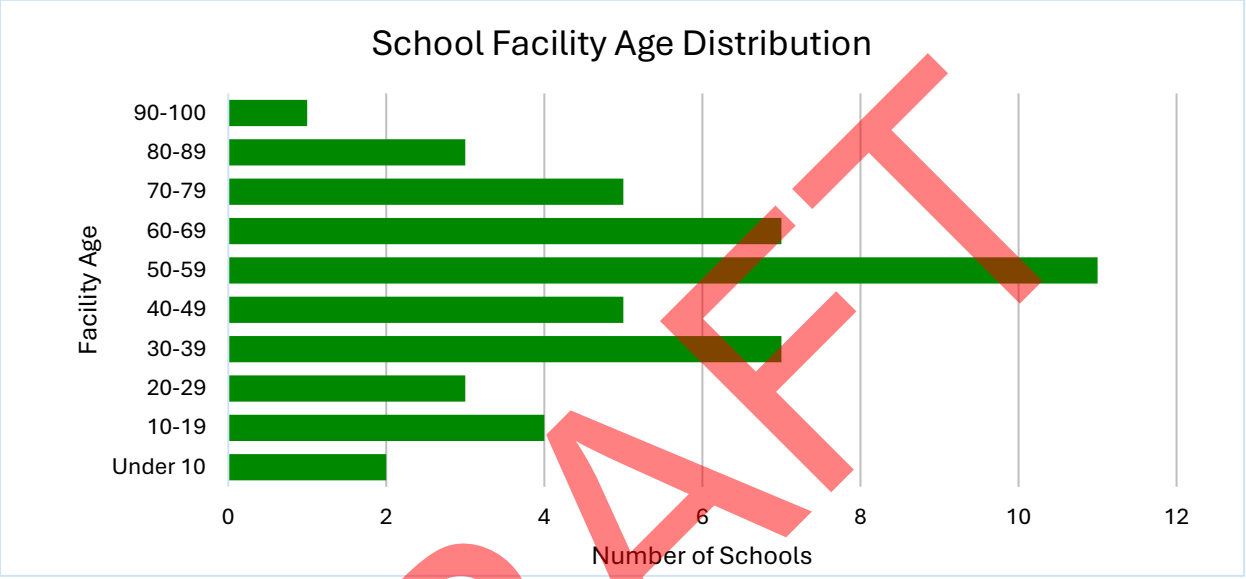



*Figure 4: Graph showing the number of HCPS schools age within 10-year groups.*

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 5: 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 highlight the need for targeted replacement and modernization efforts of these systems.

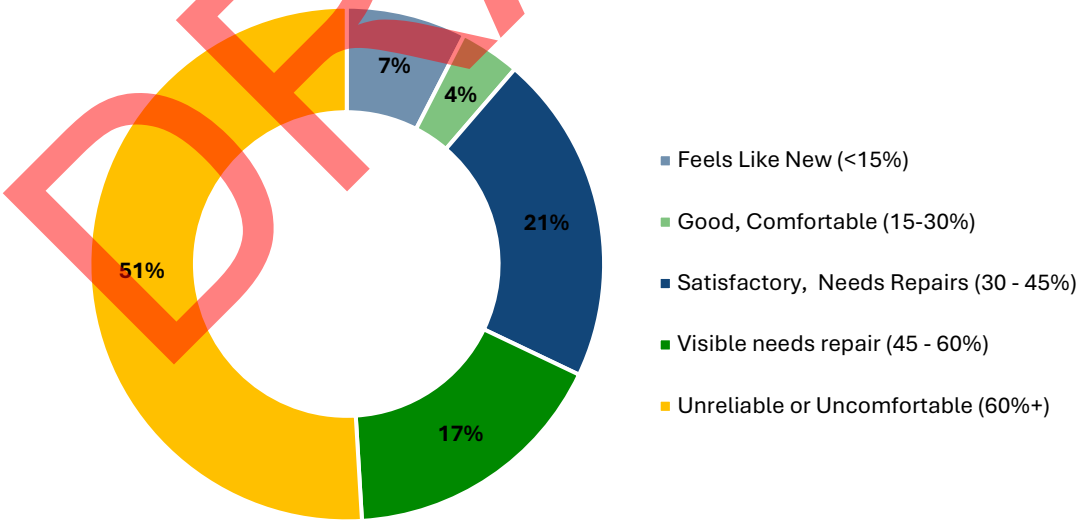



*Figure 6: The graph below the distribution of HVAC system FCI scores according to the State facility condition assessment.*

The following table shows 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), Aberdeen Middle School (88.21% HVAC FCI) and Harford Technical High School (HVAC FCI 86.95%) were omitted from this list because large projects addressing HVAC needs were completed at these schools since they were last assessed.*

| School | HVAC FCI | Notes |
|---|---|---|
| C. Milton Wright High | 96.58% | Planned Limited Renovation |
| Halls Cross Roads Elementary | 93.52% | Chiller replaced after assessment |
| Fountain Green Elementary | 92.23% | Identified By HCPS for Central Plant Replacement |
| Havre de Grace Elementary | 90.54% | Requires Scope Study |
| Hickory Elementary | 89.80% | Identified for major HVAC updates |
| Edgewood Middle | 89.45% | Central Plant Funded FY 2027 CIP |
| Magnolia Elementary | 88.92% | Requires Scope Study |
| Southampton Middle | 84.96% | Identified for HVAC Systemic |
| Bel Air Middle | 84.85% | Requires Scope Study |
| Edgewood Elementary | 84.76% | Requested HVAC Central Plan |

## 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.

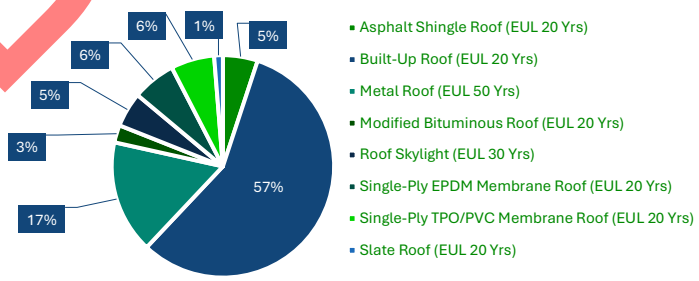



*Figure 7: Graph showing the composition of HCPS roof types.*

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.

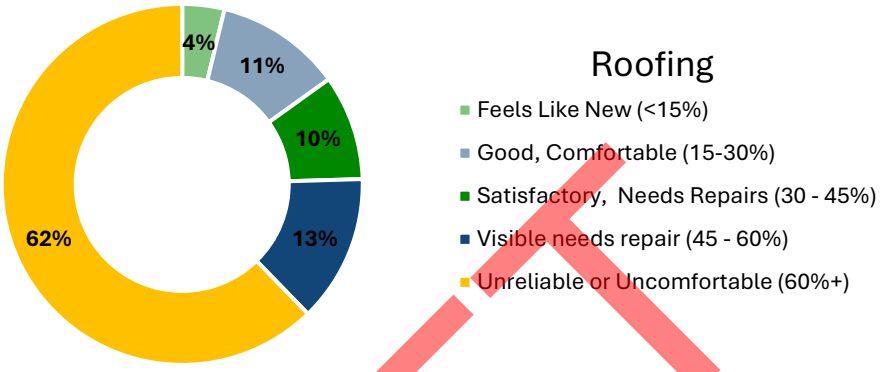



*Figure 8: Roof Condition by FCI Category for HCPS Facilities. This chart illustrates the distribution of roofing systems across five categories of FCI.*

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 | Roof FCI | Notes |
|---|---|---|
| Halls Cross Roads Elementary | 95.00% | Funded FY 2027 State and Local CIP |
| Norrisville Elementary | 95.00% | |
| North Harford High | 94.38% | Funded FY 2026 Healthy Schools and Local CIP |
| Harford Tech High | 90.00% | Replacement in Progress with Limited Renovation |
| Fountain Green Elementary | 86.27% | |
| Darlington Elementary | 85.00% | |
| Jarrettsville Elementary | 85.00% | |
| Meadowvale Elementary | 85.00% | |
| Old Post Road Primary Elementary | 84.98% | School Replacement Planned |
| Abingdon Elementary | 84.04% | |

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, 72% 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.

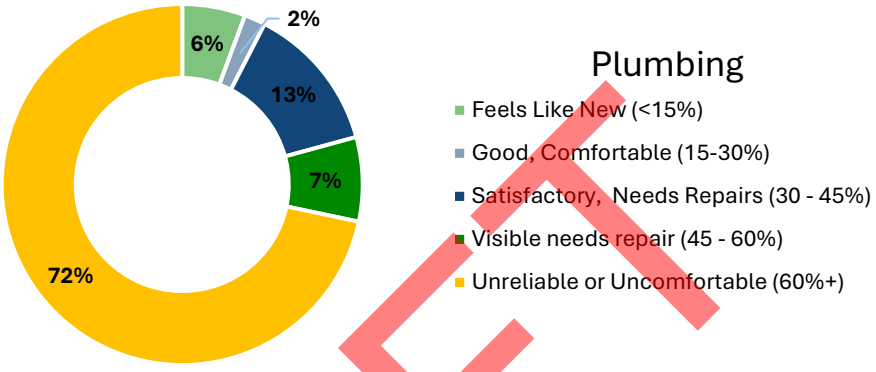



*Figure 9: Plumbing Condition by FCI Category for HCPS Facilities. This chart illustrates the distribution of plumbing systems across five categories of FCI.*

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 | Plumbing Fixtures |
|---|---|
| Hickory Elementary | 97.50% |
| Swan Creek School | 97.50% |
| C. Milton Wright High | 95.00% |
| Edgewood Middle | 95.00% |
| Southampton Middle | 95.00% |
| Magnolia Elementary | 92.50% |
| Dublin Elementary | 92.50% |
| Bel Air Elementary | 90.00% |
| William S. James Elementary | 90.00% |
| Riverside Elementary | 90.00% |

## 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.

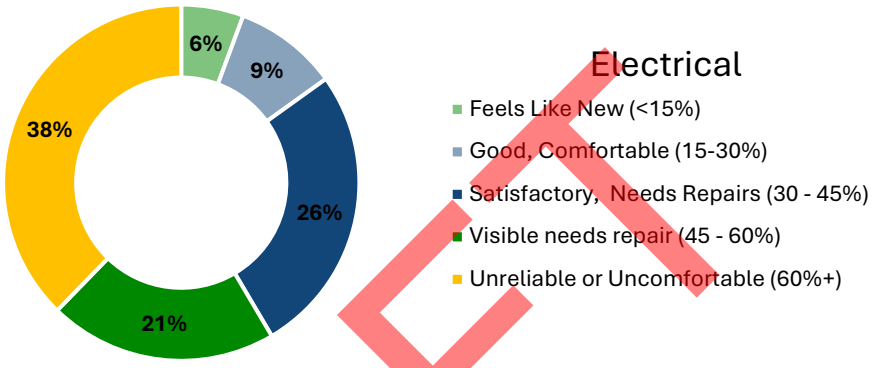



*Figure 10: Electrical Condition by FCI Category for HCPS Facilities. This chart illustrates the distribution of electrical systems across five categories of FCI.*

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 | Electrical FCI | Notes |
|---|---|---|
| C. Milton Wright High | 79.46% | Limited Renovation Planned |
| Fountain Green Elementary | 75.41% | |
| Magnolia Elementary | 74.75% | |
| Abingdon Elementary | 72.97% | |
| Havre de Grace Elementary | 69.19% | |
| Bel Air Middle | 68.92% | |
| Magnolia Middle | 67.65% | |
| William S. James Elementary | 66.50% | |
| Ring Factory Elementary | 66.44% | |
| Bakerfield Elementary | 66.33% | |
| Halls Cross Roads Elementary | 65.54% | |

## 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.

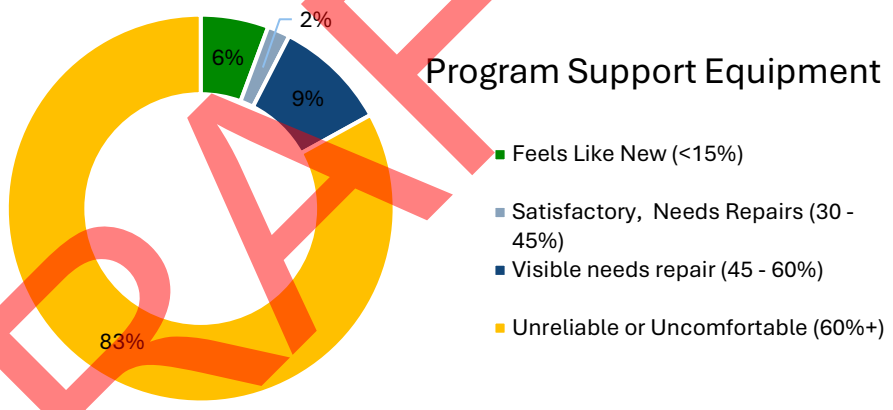



*Figure 11: Program Support Equipment Condition by FCI Category for HCPS Facilities. This chart illustrates the distribution of program support equipment across five categories of FCI.*



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 | Program Equipment FCI | Notes |
|---|---|---|
| Southampton Middle | 94.71% | |
| Havre de Grace Elementary | 94.55% | Identified for major project, renovation/ addition or replacement |
| Abingdon Elementary | 92.86% | |
| C. Milton Wright High | 89.91% | Planned Limited Renovation |
| Swan Creek School | 89.66% | |
| Jarrettsville Elementary | 88.67% | |
| Edgewood Middle | 86.07% | |
| Dublin Elementary | 84.61% | |
| Meadowvale Elementary | 84.40% | |
| Aberdeen High | 84.23% | |

FACILITIES MANAGEMENT

# 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 37,500 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

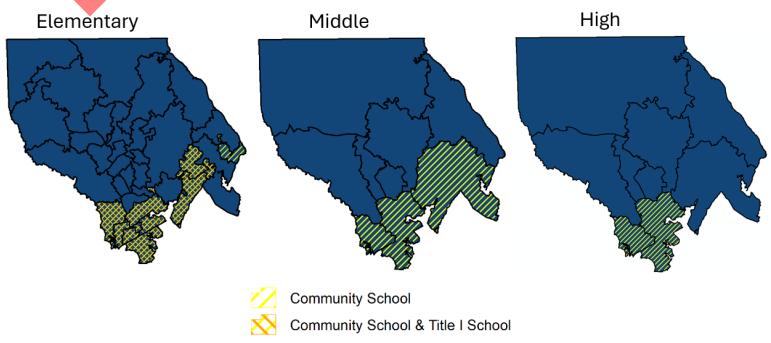



*Figure 12: Map showing the geographic location of Title I and Community Schools in Harford County.*

## 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.

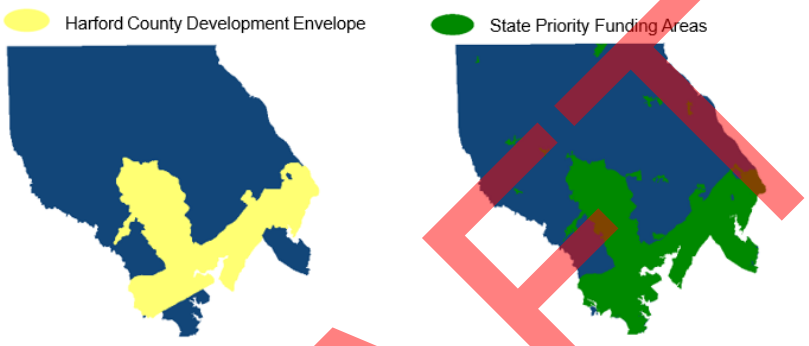



*Figure 13: Maps showing the County development envelope and the State's Priority Funding Areas (PFAs). The State PFAs cover a larger area than the County's development envelope.*



## 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, Harford County initiated a comprehensive review of its School Adequate Public Facilities (SAPF) Program through the formation of the APF Study Committee and engagement of White Smith Cousino to provide technical guidance throughout the review process. The Committee included representatives from Harford County Government, Harford County Public Schools (HCPS), municipal governments, and other stakeholders. The Committee met between October 2024 and June 2025 to evaluate the County's current SAPF policies, compare Harford County's approach to other Maryland jurisdictions, and consider potential revisions to the County's ordinance.

The review focused on several key policy areas, including:

- Evaluation of the County's current Level of Service (LOS) standard of 110% State Rated Capacity (SRC) within a three-year projection window.
- Analysis of alternative LOS thresholds, including 105%, 100%, and 95%.
- Review of differences between the County SAPFO and municipal SAPFO methodologies.
- Assessment of biannual testing versus project-by-project capacity testing.
- Evaluation of modified enrollment projections and the residential development pipeline.
- Review of school APF practices used by other Maryland counties.

The final report concluded that Harford County's current SAPF applicability thresholds generally align with the municipalities and recommended maintaining the existing applicability standards for residential developments containing six or more dwelling units.

The Study Committee also reviewed the impacts of alternative LOS thresholds using HCPS enrollment projections over multiple academic years. The analysis found that more restrictive thresholds would significantly increase the number of elementary schools identified as overcapacity. The review identified G. Lisby at Hillsdale Elementary School, Havre de Grace Elementary School, and Homestead/Wakefield Elementary School as the most consistently impacted schools under multiple LOS scenarios.

The report further documented differences between the County and municipal SAPFO programs. Aberdeen maintains a more permissive standard of 115% SRC within a five-year timeframe and evaluates school capacity on a project-by-project basis. Havre de Grace utilizes a 110% threshold but includes adjacent attendance areas in its analysis, while Bel Air recently revised its SAPFO to closely align with the County's current methodology.

As part of the review, the consultant team conducted a peer analysis of 12 Maryland counties and found that most jurisdictions:

- Utilize State Rated Capacity (SRC) as the basis for school adequacy testing.
- Exempt certain residential development types such as senior housing or minor subdivisions.
- Conduct school adequacy testing on an application-by-application basis.
- Use varying LOS thresholds and planning timeframes depending on local growth conditions and policies.

The findings and recommendations from the 2025 SAPF Program Review are expected to support future discussions regarding potential updates to the County's School Adequate Public Facilities Ordinance and continued coordination among Harford County, HCPS, and the municipalities regarding school capacity and residential growth management.

## 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

As of September 30, 2025, total Harford County Public Schools (HCPS) enrollment was 37,398 students across all school levels, including special and alternative education programs. HCPS is operating at approximately 84% of total State Rated Capacity (SRC), with approximately 6,871 available seats systemwide. Enrollment projections indicate relatively stable long-term enrollment with modest growth through 2032, reaching approximately 37,826 students and 85% of total SRC utilization.

HCPS enrollment projections and Maryland Department of Planning (MDP) forecasts remain closely aligned and continue to meet State requirements for consistency between local and State projections. While overall enrollment growth remains moderate at the system level, enrollment pressures continue to vary significantly by geographic area and school level.

Review of the 10-year historic enrollment trends indicates HCPS experienced periods of enrollment decline following the COVID-19 pandemic, followed by gradual stabilization and modest recovery in recent years. Current projections suggest enrollment will remain generally stable through the planning horizon, with growth concentrated primarily in select elementary attendance areas in southern Harford County and portions of the development corridor. (See Appendix E)

## Trends by School Level

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

- Elementary Schools: experiencing the greatest enrollment pressures and highest overall utilization levels. Systemwide elementary utilization is projected to increase from 89% in 2025 to approximately 91% by 2032. Several elementary schools are projected to remain near or above State Rated Capacity, including Bel Air Elementary, G. Lisby at Hillsdale Elementary, Havre de Grace Elementary, Homestead/Wakefield Elementary, Bakerfield Elementary, and Riverside Elementary. Southern Harford County and municipal growth areas continue to drive much of the projected elementary enrollment growth.
- Middle Schools: enrollment remains comparatively stable with significant available capacity across most attendance areas. Systemwide middle school utilization is projected to increase modestly from 78% in 2025 to approximately 80% by 2032. Southampton Middle School continues to maintain the highest utilization levels among traditional middle schools, while other middle schools remain well below capacity.
- Combination Middle/High Schools: Havre de Grace and Patterson Mill combined middle/high schools are projected to remain relatively stable, operating at approximately 90% to 91% of capacity throughout the projection period.
- High Schools: enrollment remains stable overall with substantial available capacity countywide. Systemwide utilization is projected to remain between 75% and 77% through 2032. While Fallston High School is projected to experience moderate enrollment growth over the planning period, most high schools are expected to remain below 80% utilization.

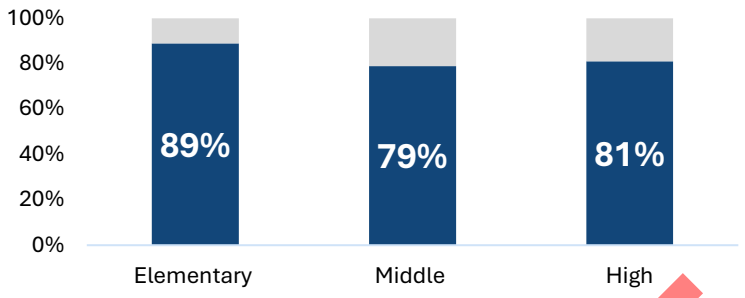



*Figure 14: Depicts capacity levels at each school level.*

## Programmatic Impacts on Capacity

### Space and Local Programming

Evolving educational programming and student support needs continue to place increasing pressure on existing school facilities across HCPS. In 2025, HCPS completed a comprehensive Elementary School Facility Utilization and Program Adequacy Assessment to evaluate how effectively existing elementary school facilities support current educational programming, specialized services, and projected enrollment demands. The study found that many school buildings were originally designed prior to the expansion of modern support programs and no longer adequately support the quantity, size, and variety of spaces required in today's educational environment.

Programs associated with the Blueprint for Maryland's Future, expanded Pre-K, Community Schools, special education services, behavioral health supports, Title I programming, and Judy Centers require significant dedicated space beyond traditional classroom instruction. These programs frequently require the conversion of general education classrooms into specialized instructional or support spaces, reducing available capacity for core instruction and impacting schools' functional capacity independent of enrollment growth.

The assessment identified that 29 of HCPS's 33 elementary schools currently house at least one regional special education or specialized program, and 18 schools contain two or more specialized programs. These programs place substantial demands on facilities through the need for additional therapy spaces, sensory rooms, pull-out spaces, counseling offices, de-escalation areas, family support spaces, and specialized instructional environments.

The study further found that approximately 20% of all elementary school spaces are dedicated to special education, specialized programming, and student or staff support services. In

addition, many of these spaces are undersized when compared to HCPS and Maryland State Department of Education standards. The assessment determined that:

- 45% of core learning classrooms are undersized.
- 42% of special education spaces are undersized.
- 47% of specialized program spaces are undersized.
- 70% of student and staff support spaces are undersized.

The assessment also identified that over half of HCPS elementary schools are projected to operate at or above their functional capacity within the next eight years, with several schools projected to exceed 110% of functional capacity. Functional capacity differs from State Rated Capacity in that it reflects the number of students a school can adequately support while maintaining the educational spaces and support services required by current HCPS and State standards.

*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 remains relatively stable systemwide, increasing programmatic requirements, evolving student needs, aging facilities, and regional growth pressures continue to create localized space and capacity challenges. The findings of the 2025 Facility Utilization and Program Adequacy Assessment reinforce the need for continued monitoring, target ed operational strategies, facility modernization, and long-term capital planning to ensure HCPS facilities can adequately support both enrollment demands and the specialized programming required to serve students effectively.

## 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.

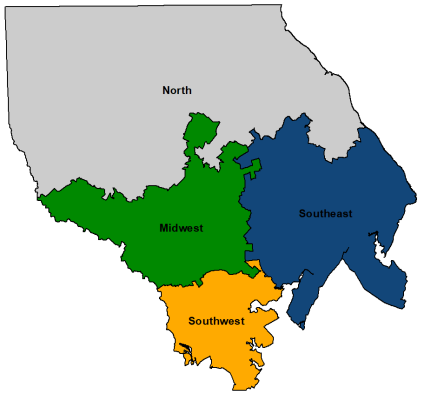



*Figure 15: Map showing the planning regions for capacity.*

- 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.

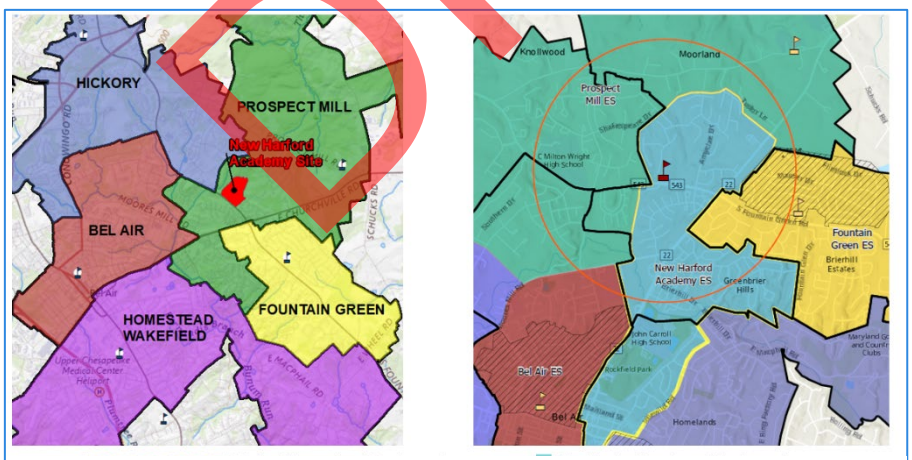



*Figure 16: Maps showing the location of the new school site and the conceptual attendance area for the new school. This is preliminary and subject to change during the redistricting process after stakeholder engagement.*

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.

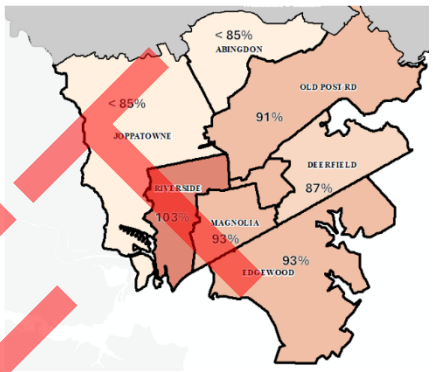



*Figure 17: Map showing 7-year projected capacity in the Southwest region of the county.*

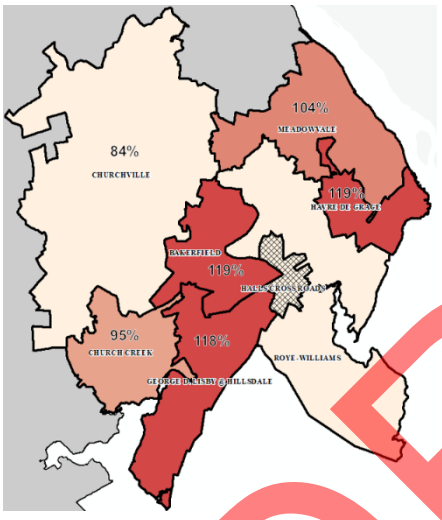



*Figure 18: Shows the 7-year projected capacity in the Southeastern region.*

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 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 2027 % FY 2028, HCPS is eligible for 59% 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.
- 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.

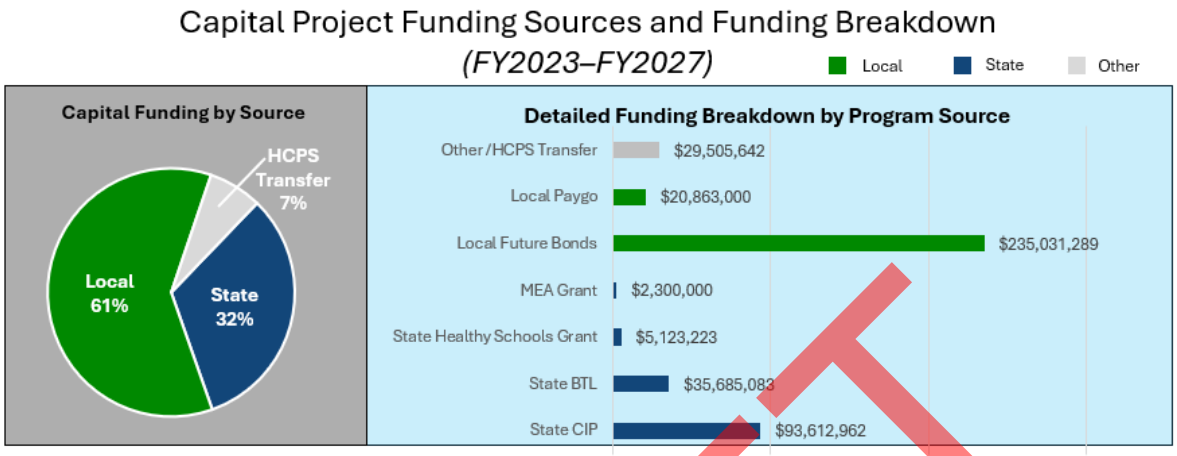



*Figure 19: Depicts the make-up of the HCPS Capital funding over the past 5 years.*

## 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.

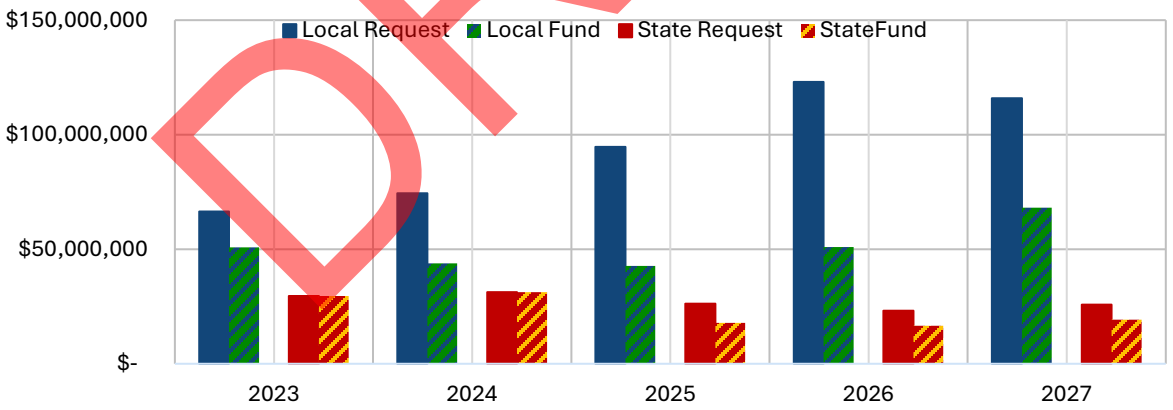



*Figure 20: Shows the requested state and local capital funding compared to the amount of funding received.*

## 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.

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.

# 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 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 – HVAC and educational needs
    - Edgewood Elementary School – Central plant
    - Aberdeen High School – Central plant
    - Fountain Green Elementary School–Central plant
    - Hickory Elementary – Boiler pumps, controls and Annex 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 FY 2026 Replacement Summer 2026 - 2027
- Halls Cross Roads Elementary School FY 2027 Replacement Summer 2027
- Meadowvale Elementary School
- Riverside Elementary School
- Darlington Elementary School
- Roye Williams Elementary School
- Church Creek 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.

## Timeline Of Projects

The capital project timeline outlined below reflects the current priorities and facility needs of HCPS facilities, as identified throughout this document. It is intended to guide planning and funding decisions to address the system's most critical infrastructure needs. This timeline is subject to change based on the availability of funding. Additionally, as residential development continues across the county, further capacity may be required. Depending on the pace of construction and occupancy of new housing, the schedule may be adjusted to prioritize capacity-related projects ahead of others.

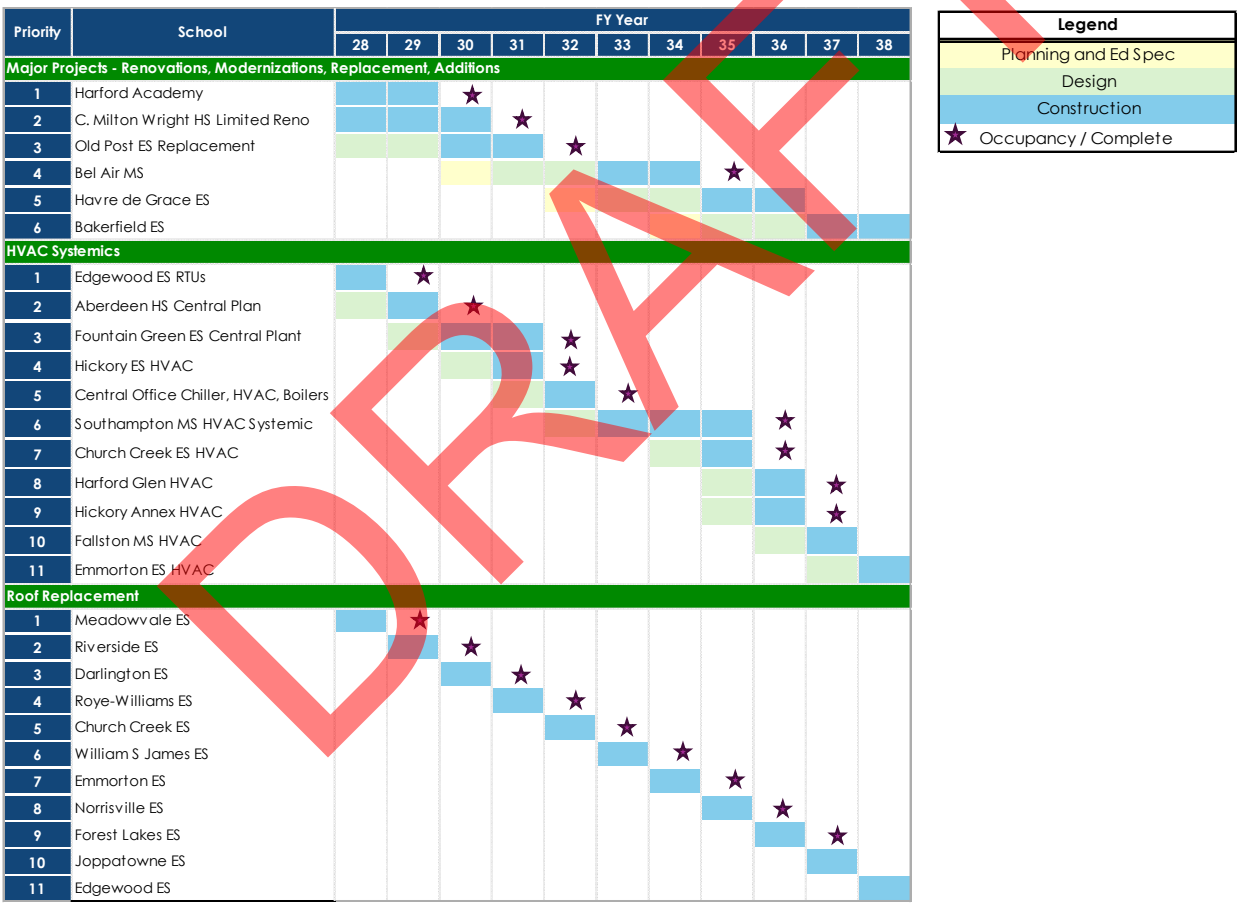





*Figure 21: Timeline of major capital projects for HCPS.*

# Appendix

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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 and Annual Report
D. Appendix D: Community Analysis
    a. Links to County and Muni Master Plan
    b. Community Analysis PZ
    c. Harford County Annual Growth Report
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. 101.1 Form
    b. Current Inventory (Concert sheets into one table) Include Which schools are emergency shelters
G. Appendix G: School floor plans and sites (not available online)
    a. Floor plans
    b. Site Plans
H. Appendix H – Regional Program Data

HARFORD COUNTY PUBLIC SCHOOLS

FACILITIES MANAGEMENT

# 2026-2027

# Facilities Master Plan

**www.hcps.org**