



**Wednesday, February 25, 2026
Board of Education Meeting**

START TIMES FOR AGENDA ITEMS ARE APPROXIMATE

Work Session, Board Room, [3:00 p.m.]

Closed Session, Board Room [4:00 p.m.]

Regular Meeting, Board Room [6:00 p.m.]

191 South East Street

Frederick, MD

1. WORK SESSION (OPEN MEETING) [3:00 P.M.]

- 1.01 Call to Order
- 1.02 Approval of the February 25, 2026 Meeting Agenda
- 1.03 Information Items
- 1.04 RFP 26A2, Architectural Design Services for Brunswick High School Replacement Project
- 1.05 RFP 26C3, Construction Management at Risk Services for Brunswick High School Replacement Project
- 1.06 Linganore Creek ES Change Order
- 1.07 Cal Ripken STEM Center Addendum
- 1.08 Carroll Creek Montessori Public Charter School Annual Report
- 1.09 Community Listening Session Debrief
- 1.10. Motion to Move Into Closed Session
- 1.11. Adjournment

2. CLOSED SESSION [4:00 p.m.]

- 2.01 Call to Order
- 2.02 Adjournment

3. REGULAR MEETING - Preliminary Items [6:00 p.m.]

- 3.01 Call to Order
- 3.02 Pledge of Allegiance
- 3.03 Closed Session Announcement
- 3.04 Approval of the February 11, 2026 Board of Education Special Meeting Minutes
- 3.05 Approval of the February 11, 2026 Board of Education Meeting Minutes

- 3.06 System Recognition: School Social Work Week Proclamation
- 3.07 Public Comment
- 3.08 Superintendent Comments
- 3.09 Student Member Comments
- 3.10. Board Member Comments

4. Regular Meeting - Action Consent

- 4.01 Staffing Changes
- 4.02 Textbook Approval

5. Board Items

- 5.01 Strategic Plan Key Performance Indicator Reporting Goals 4 & 5 (KPI 14, KPI 16, KPI 17)
- 5.02 Policy 425, Flag Display and Salute
- 5.03 Approval of Fiscal Year 2027 Board Requested Operating Budget

6. Setting of the Next Meeting Agenda

- 6.01 Setting the Agenda for the March 11, 2026 Board of Education Meeting

7. Committee Reports and Legislative Updates

- 7.01 Legislative Updates
- 7.02 Policy Committee Report
- 7.03 Curriculum & Instruction Committee Report
- 7.04 Committee Reports

8. Informational Items

- 8.01 Quarterly Agenda for Board Meetings
- 8.02 Future Agenda Items

9. Adjournment

- 9.01 Adjournment



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.01 Call to Order
Type	Procedure



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.02 Approval of the February 25, 2026 Meeting Agenda
Type	Action
Suggested Action	Board approval of the February 25, 2026 Meeting Agenda

ATTACHMENT(S):

[02.25.26 Agenda Public Regular Format.pdf](#)



February 25, 2026, Board of Education Meeting
191 South East Street, Frederick, Maryland
Board Room

1. WORK SESSION – START TIMES FOR AGENDA ITEMS ARE APPROXIMATE

3:00 p.m.

- 1.01 Call to Order
- 1.02 Approval of the February 25, 2026 Meeting Agenda (Action)
- 1.03 Information Items (Information)
- 1.04 RFP 26A2, Architectural Design Services for Brunswick High School Replacement Project (Action)
- 1.05 RFP 26C3, Construction Management at Risk Services for Brunswick High School Replacement Project (Action)
- 1.06 Linganore Creek ES Change Order (Information/Discussion/Action)
- 1.07 Cal Ripken STEM Center Addendum (Information/Discussion/Action)
- 1.08 Carroll Creek Montessori Public Charter School Annual Report (Information/Discussion)
- 1.09 Community Listening Session Debrief (Information/Discussion)
- 1.10 Motion to Move into Closed Session (Action)
- 1.11 Adjournment

2. CLOSED

4:00 p.m.

- 2.01 Call to Order
- 2.02 Adjournment

3. REGULAR MEETING – START TIMES FOR AGENDA ARE APPROXIMATE

6:00 p.m.

- 3.01 Call to Order
- 3.02 Pledge of Allegiance
- 3.03 Closed Session Announcement
- 3.04 Approval of the February 11, 2026 Board of Education Special Meeting Minutes (Action)
- 3.05 Approval of the February 11, 2026 Board of Education Meeting Minutes (Action)
- 3.06 System Recognition: School Social Work Week Proclamation (Action)
- 3.07 Public Comment
The Board views public comment as an opportunity to hear concerns of the public, with the understanding and expectation that it is not considered a question and answer platform with Board members. Consequently, the Board will not provide a response to public comment presented in its meeting or by submission of a written comment, although it may follow-up with the individual as may be appropriate. In order to have an orderly presentation of comments by the public and to maximize the opportunity for public comment, students, individuals and organization representatives shall be limited to 3 minutes for their public comment. When the buzzer sounds, you will be asked to complete your sentence. A total of 60 minutes is allotted for public comment.
- 3.08 Superintendent Comments
- 3.09 Student Member Comments
- 3.10 Board Member Comments

4. ACTION ITEMS/CONSENT

- 4.01 Staffing Changes (Action/Consent)
- 4.02 Textbook Approval (Action/Consent)

5. BOARD ITEMS

- 5.01 Strategic Plan Key Performance Indicator Reporting Goals 4 & 5 (KPI 14, KPI 16, KPI 17) (Information/Discussion)
- 5.02 Policy 425, Flag Display and Salute (Information/Discussion/Action)
- 5.03 Approval of Fiscal Year 2027 Board Requested Budget (Information/Discussion/Action)

6. SETTING OF NEXT MEETING AGENDA

- 6.01 Setting Agenda for the March 11, 2026 Board of Education Meeting

7. COMMITTEE REPORTS, LEGISLATIVE UPDATES

- 7.01 Legislative Updates (Information)
- 7.02 Policy Committee Report (Information)



February 25, 2026, Board of Education Meeting
191 South East Street, Frederick, Maryland
Board Room

- 7.03 Curriculum & Instruction Committee Report (Information)
- 7.04 Committee Reports (Information)

8. INFORMATIONAL ITEMS

- 8.01 Quarterly Agenda for Board Meetings (Information)
- 8.02 Future Agenda Items (Information)

9. ADJOURNMENT

- 9.01 Adjournment



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.03 Information Items
Type	Information
Department(s)	Fiscal Services
Goal(s)	Goal 1 - Organizational Culture of Achievement - FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community. Goal 2 - Operational Excellence - FCPS will hire, support, and retain staff who champion individual, professional, and student excellence. Goal 3 - Safety & Wellbeing - FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence. Goal 4 - Stakeholder Engagement - FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system. Goal 5 - Student & Staff Experience - FCPS will promote a culture fostering wellness and civility for students and staff.

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PRESENTATION OF 2 INFORMATION ITEMS

PURPOSE OF PRESENTATION: Staff would like to inform the Board of Education of Frederick County of current information items.

Howard County Government RFP 22-2025, Electricity Supply Service:

BACKGROUND/SUMMARY: This contract will be utilized by the Maintenance Department for the purchase and management of electricity. Frederick County Public Schools, Frederick County Government (FCG), and Frederick Community College (FCC) have created the Frederick Area Cooperative Team to purchase electricity to lower pricing for all participants. This contract will be sent for approval by FCG and FCC under their scheduled award timeframe.

The contract was awarded to WGL Energy Services, Vienna, VA.

SUBMITTED BY:

Heather Jo Clabaugh, Associate Superintendent of Fiscal Services

Linganore Creek Elementary School Guaranteed Maximum Price (GMP) Update:

BACKGROUND/SUMMARY: Staff are providing an update to the Board of Education of Frederick County (BOE) on the outcome of Trade Bid Packages 2 and 3 for construction of Linganore Creek Elementary School. For Trade Bid Package 2, ten trades contracts were awarded, totaling \$25,875,560. For Trade Bid Package 3, eight trades contracts were awarded, totaling \$19,472,873.

Construction began in June 2025, following a phased strategy with multiple trade bid packages to ensure timely completion. The BOE approved the Guaranteed Maximum Price (GMP) on May 21, 2025, which encompasses all construction-related expenses for the project.

Attached is a summary of the contracts awarded for Trade Bid Packages 2 and 3.

SUBMITTED BY:

Dr. Paul A. Lebo, Chief Operating Officer

ATTACHMENT(S):

[02.25.26 Information Item_Linganore Creek ES_Trade Bid Package 2_3 FINAL.pdf](#)

Linganore Creek Elementary School GMP Update

Below is a summary of the contracts awarded for Trade Bid Packages 2 and 3.

Bid Package 2	Scope	# of Bids	Award	Award Value
04B	Masonry	3	Karon Masonry Inc.	\$1,328,350
07A	Roofing	6	Interstate Corporation	\$2,000,113
07C	Panels	3	Interstate Corporation	\$1,860,000
07D	Waterproofing/AVB	4	Davenport	\$381,680
08A	Glazing/Storefront/Curtainwall	5	Engineered Construction Products	\$1,215,680
09A	Exterior Wall Framing	4	CCE Specialties	\$1,187,300
14A	Elevators	3	Otis	\$172,150
21A	Fire Protection	2	Anderson Fire Protection	\$679,660
22B	Plumbing, HVAC, Integrated Automation	5	Warner Mechanical	\$11,779,000
32A	Earthwork, Exterior Improvements, Utilities	2	Gray & Son Inc.	\$5,145,000
	Bonding/Insurance		N/A	\$126,627
			Total	\$25,875,560

Bid Package 3	Scope	# of Bids	Award	Award Value
06A	General Trades	4	Callas Contractors, LLC	\$3,543,500
09B	Flooring & Ceramic	5	L&R Enterprises	\$1,390,081
09C	Drywall & Framing	4	Can-Am Contractors	\$2,598,789
09D	Painting	5	Cochran & Mann	\$344,000
11A	Kitchen Equipment	3	Singer Ashland	\$691,975
12A	Casework	3	Paragon Casework	\$1,230,055
26B	Electrical, Telecom, & Security	2	Arco Electric	\$6,996,000
32B	Exterior Improvements	1	Gray & Sons	\$2,580,000
	Bonding/Insurance		N/A	\$117,473
			Total	\$19,482,873

SUBMITTED BY:

Dr. Paul A. Lebo, Chief Operating Officer



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.04 RFP 26A2, Architectural Design Services for Brunswick High School Replacement Project
Type	Action
Suggested Action	Board approval of RFP 26A2, Architectural Design Services for Brunswick High School Replacement Project.
Department(s)	Fiscal Services
Goal(s)	Goal 1 - Organizational Culture of Achievement - FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community. Goal 2 - Operational Excellence - FCPS will hire, support, and retain staff who champion individual, professional, and student excellence. Goal 3 - Safety & Wellbeing - FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence. Goal 4 - Stakeholder Engagement - FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system. Goal 5 - Student & Staff Experience - FCPS will promote a culture fostering wellness and civility for students and staff.

Content

PURPOSE OF PRESENTATION: Staff have reviewed the attached contract and recommends approval by the Board of Education of Frederick County.

BACKGROUND/SUMMARY: This recommendation is to establish a contract for the architectural design services for the replacement of Brunswick High School, currently located at 101 Cummings Drive, Brunswick, MD 21716. The Brunswick High School replacement will be approximately 193,883 gross square feet and will be constructed on the same campus adjacent to the existing school.

Staff recommends that RFP 26A2, Architectural Design Services for Brunswick High School Replacement Project be awarded to Moseley, Inc., of Richmond, VA.

PRESENTER(S) & TITLE(S):

Kim Miskell, CPPO, CSBO, Assistant Purchasing Manager
Nancy Boyd, Senior Project Manager, Capital Programs

SUBMITTED BY:

Bill Meekins, CPPB, CPPO, NIGP-CPP, CSBO, CPCP, Purchasing Manager
Heather Jo Clabaugh, Associate Superintendent of Fiscal Services

ATTACHMENT(S):

[02.25.26 26A2 Arch. Design Servs. for BHS Replacement Proj._backup.pdf](#)

RFP 26A2
ARCHITECTURAL DESIGN SERVICES FOR BRUNSWICK HIGH SCHOOL REPLACEMENT PROJECT

FACT SHEET

A. **Overview:** This recommendation is to establish a contract for the architectural design services for the replacement of Brunswick High School. Proposals were opened on January 9, 2026.

1. **RFP participation:**

21 proposal applicants
16 companies submitted a proposal

2. **Proposals were received from:**

Bushey Feight Morin Architects Inc. (Hagerstown, MD)
Colimore Architects Inc. (Baltimore, MD)
Crabtree, Rohrbaugh & Associates (Mechanicsburg, PA)
PBK Architects, Inc. dba: Craig, Gaulden and Davis, LLC (Greenville, SC)
DLR Group of DC, PC., a Washington DC Corp. (Washington, DC)
Grimm and Parker Architecture, Inc. (Vienna, VA)
GWWO, Inc. (Baltimore, MD)
Hord Coplan Macht, Inc. (Baltimore, MD)
Kimmel Studio, LLC dba: Kimmel Studio Architects (Annapolis, MD)
Moody Nolan Inc. (Columbus, OH)
Moseley Inc. (Richmond, VA)
Perkins Eastman Architects, DPC (New York, NY)
Samaha Associates, P.C. (Fairfax, VA)
Smolen Emr Ilkovitch Architects, Inc. (Rockville, MD)
Sorg and Associates, P.C. (Washington, DC)
TCA Architects LLC (Crownsville, MD)

3. **Other Facts:**

- Brunswick High School currently located at 101 Cummings Drive, Brunswick, MD 21716 was originally constructed in 1965 with additions in 1979, 1983, and 1993. The school currently serves students in grades nine through twelve and has a state rated capacity of 928 students.
- Following a 2019 feasibility study, the Board of Education (BOE) approved the replacement of Brunswick High School. The new facility will be approximately 193,883 gross square feet, located on the existing campus adjacent to the current school, and designed for a state rated capacity of 998 students.
- Contingent upon approval and receipt of state and local funding, design is anticipated to begin in July 2026, with construction commencing in fall 2028. The new building is planned to open for student occupancy for the 2030–2031 school year. Demolition of the existing building is expected to occur in fall 2030.
- Staff from multiple departments reviewed and scored the technical proposals. Firms receiving a minimum technical score of 60 out of 75 points advanced to Phase 2. Phase 2 consisted of written clarification requests, during which shortlisted firms provided additional information that was evaluated and assigned additional technical points. Upon completion of Phase 2, fee proposals were opened for firms receiving a minimum technical score of 70 points. Final selection was based on the combined technical and cost scores of each vendor.
- The contract will be administered by Nancy Boyd, Senior Project Manager, Capital Programs.

4. **Source of Funding:** Board of Education of Frederick County approved FY26 Capital Improvement Project Budget and Contingent upon Board approval of FY27, FY28, FY29, and FY30 Capital Improvement Projects Budget and Interagency Commission on School Construction approval.

B. **Recommendation:** Staff recommends that RFP 26A2, Architectural Design Services for Brunswick High School Replacement Project, be awarded to Moseley, Inc. at a cost of \$4,805,450 plus reimbursable expenses of \$10,000 per the attached Scoring Summary/Bid Tabulation and Fee Proposal.

C. **Action taken by the Board (Purchasing use only):**

_____ Approved	_____ Denied	_____ Deferred	_____ Other	KM/sg
_____ Date	_____ Date	_____ Date	_____ Date	BOE Meeting: 02.25.26

RFP 26A2, ARCHITECTURAL DESIGN SERVICES FOR BRUNSWICK HIGH SCHOOL REPLACEMENT PROJECT**SCORING SUMMARY**

Firm	Technical Score (75 Points)	Fee Score Points)	Total Score
Moseley Inc.	72.83	24.04	96.87
Grimm + Parker Architecture, Inc.	73.33	23.30	96.63
Smolen Emr Ilkovitch Architects, Inc.	73.17	22.37	95.54
Hord Coplan Macht, Inc.	70.00	25.00	95.00
GWWO, Inc.	70.33	20.94	91.27
Crabtree, Rohrbaugh & Associates	69.17		
Samaha Associates, PC	68.83		
TCA Architects LLC	66.17		
DLR Group of DC, PC, a Washington DC Corp.	65.50		
PBK Architects, Inc. dba: Craig, Gaulden, and Davis, LLC	63.83		
Perkins Eastman Architects, DPC	63.83		
Moody Nolan, Inc.	58.17		
Colimore Architects, Inc.	57.17		
Sorg and Associates, P.C.	53.50		
Bushey Feight Morin Architects Inc.	53.00		
Kimmel Studio, LLC dba: Kimmel Studio Architects	35.83		

Technical Scoring Criteria

Architect Experience

- Firms experience in designing high schools in the region.
- Experience with Construction Manager at Risk (CMaR) delivery method with school projects.
- Demonstrated knowledge and experience with IAC process and requirements.

Quality of Proposal

- Completeness and attention to detail.
- Understanding of project.

Adequacy of the Team

- Team members named.
- Roles delineated.
- Key staff experience.

BID TABULATION

Moseley Inc.	\$ 4,805,450.00
Grimm + Parker Architecture, Inc.	\$ 4,965,970.00
Smolen Emr Ilkovitch Architects, Inc.	\$ 5,170,170.00
Hord Coplan Macht, Inc.	\$ 4,593,918.00
GWWO, Inc.	\$ 5,483,561.00

ARCHITECTURAL DESIGN SERVICES FOR BRUNSWICK HIGH SCHOOL REPLACEMENT FEE PROPOSAL - REVISED

Site Assessment

Architect	\$ 75,000.00
Civil	\$ 19,228.00
Structural	\$ 1,900.00
MEP	\$ 25,000.00
Food Service	\$ -
LEED	\$ -
Acoustical/AV	\$ -
IT/Telecom	\$ 5,000.00
Subtotal	\$ 126,128.00

Schematic Design

Architect	\$ 360,750.00
Civil	\$ 79,465.00
Structural	\$ 31,400.00
MEP	\$ 85,000.00
Food Service	\$ 8,275.00
LEED	\$ 6,250.00
Acoustical/AV	\$ 22,290.00
IT/Telecom	\$ 35,000.00
Subtotal	\$ 628,430.00

Design Development

Architect	\$ 602,400.00
Civil	\$ 233,018.00
Structural	\$ 64,500.00
MEP	\$ 240,000.00
Food Service	\$ 13,150.00
LEED	\$ 10,000.00
Acoustical/AV	\$ 67,385.00
IT/Telecom	\$ 70,000.00
Subtotal	\$ 1,300,453.00

Construction Docs

Architect	\$ 695,000.00
Civil	\$ 256,030.00
Structural	\$ 80,100.00
MEP	\$ 500,000.00
Food Service	\$ 9,400.00
LEED	\$ 16,000.00
Acoustical/AV	\$ 44,925.00
IT/Telecom	\$ 60,000.00
Subtotal	\$ 1,661,455.00

Bid Phase

Architect	\$ 48,000.00
Civil	\$ 15,799.00
Structural	\$ 2,000.00
MEP	\$ 5,000.00
Food Service	\$ 1,125.00
LEED	\$ 2,500.00
Acoustical/AV	\$ 1,000.00
IT/Telecom	\$ 5,000.00
Subtotal	\$ 80,424.00

Construction Administration

Architect	\$ 635,000.00
Civil	\$ 97,299.00
Structural	\$ 42,600.00
MEP	\$ 120,000.00
Food Service	\$ 5,650.00
LEED	\$ 12,000.00
Acoustical/AV	\$ 13,000.00
IT/Telecom	\$ 20,000.00
Subtotal	\$ 945,549.00

Demolition

Architect	\$ 18,850.00
Civil	\$ 24,161.00
Structural	\$ -
MEP	\$ 20,000.00
Food Service	\$ -
LEED	\$ -
Acoustical/AV	\$ -
IT/Telecom	\$ -
Subtotal	\$ 63,011.00

TOTAL FEE \$ 4,805,450.00

TOTAL Reimbursables** \$ 10,000.00

Basic Services \$ 4,805,450.00

Supplemental Services - Swing Space \$ 45,000.00

Supplemental Services - Post Construction ALTA Survey \$ 28,500.00

Supplemental Services - Soil Boring Stakeout \$ 4,200.00

Supplemental Services - LEED High Noise Site Analysis \$ 16,200.00

Additional Public Information Meeting Cost (Per Meeting) \$ 2,000.00

Subtotal \$ 4,911,350.00

TOTAL \$ 4,911,350.00

* Please specify other subs and add additional lines if more than one

**Reimbursables will be Limited to Items described in AIA Document B133 - 2019,
As modified by Frederick County Public Schools.

Total Fee by consultant type

Architect	\$ 2,435,000.00
Civil	\$ 725,000.00
Structural	\$ 222,500.00
MEP	\$ 995,000.00
Food Service	\$ 37,600.00
LEED	\$ 46,750.00
Acoustical/AV	\$ 148,600.00
IT/Telecom	\$ 195,000.00
TOTAL	\$ 4,805,450.00

Exceptions and Comments:

1. Fee assumes FCPS will be responsible for hazardous materials survey, subsurface investigation and geotechnical reports, site borings, and HVAC commissioning.
2. Supplemental Service fee for swing space includes anticipated Civil, Architectural, and MEP scope.
3. The need for Supplemental Service fee for LEED High Noise Site Analysis to be determined during design based on proximity of building to significant noise source (e.g., aircraft overflights, highways, trains, industry)
4. Fee for a Traffic Impact Study (TIS) is not included, but may be provided as a Supplemental Service if required.
5. Fee assumes construction cost estimates will be provided by FCPS through CMaR pre-construction services.

Please attach the schedule of fees for your firm and subcontractors.



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.05 RFP 26C3, Construction Management at Risk Services for Brunswick High School Replacement Project
Type	Action
Suggested Action	Board approval of RFP 26C3, Construction Management at Risk Services for Brunswick High School Replacement Project.
Department(s)	Fiscal Services
Goal(s)	Goal 1 - Organizational Culture of Achievement - FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community. Goal 2 - Operational Excellence - FCPS will hire, support, and retain staff who champion individual, professional, and student excellence. Goal 3 - Safety & Wellbeing - FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence. Goal 4 - Stakeholder Engagement - FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system. Goal 5 - Student & Staff Experience - FCPS will promote a culture fostering wellness and civility for students and staff.

Content

PURPOSE OF PRESENTATION: Staff have reviewed the attached contract and recommends approval by the Board of Education of Frederick County.

BACKGROUND/SUMMARY: This recommendation is to establish a contract for construction management at risk services for the replacement of Brunswick High School.

Staff recommends that RFP 26C3, Construction Management at Risk Services for Brunswick High School be awarded to Oak Contracting, LLC, of Towson, MD.

PRESENTER(S) & TITLE(S):

Kim Miskell, CPPO, CSBO, Assistant Purchasing Manager
Nancy Boyd, Senior Project Manager, Capital Programs

SUBMITTED BY:

Bill Meekins, CPPB, CPPO, NIGP-CPP, CSBO, CPCP, Purchasing Manager
Heather Jo Clabaugh, Associate Superintendent of Fiscal Services

ATTACHMENT(S):

[02.25.26 CMar Services for BHS Replacement Project_backup.pdf](#)

RFP 26C3
CONSTRUCTION MANAGEMENT AT RISK SERVICES FOR BRUNSWICK HIGH SCHOOL REPLACEMENT PROJECT

FACT SHEET

A. **Overview:** This recommendation is to establish a contract for construction management at risk services for the replacement of Brunswick High School.

1. **RFP Participation:**

- 7 proposal applicants
- 6 companies submitted a proposal

2. **Proposals were received from:**

Dustin Construction, Inc. (Ijamsville, MD)
Howard Shockey & Sons, Inc. (Winchester, VA)
Keller Brothers, Inc. (Mount Airy, MD)
MCN Build, Inc. (Washington, DC)
Oak Contracting, LLC (Towson, MD)
Whiting-Turner Contracting Company (Towson, MD)

3. **Other facts:**

- Fee proposals were solicited from the seven pre-qualified construction management at risk firms under RFP 24C5, Construction Management Services.
- The scope of work includes services associated with the planning, design, cost estimating, value engineering, bidding, documentation of existing conditions, hazardous material abatement by an FCPS approved abatement contractor, coordination of the FCPS air monitoring firm during hazardous material abatement, demolition, site preparation, site stabilization, construction, close-out and warranty period from the date of contract award through construction completion and normal two-year warranty period.
- The selected construction management firm is expected to become immediately involved in the site assessment, design, and pre-construction process upon Notice to Proceed after contract award.
- Contingent upon approval and receipt of state and local funding, construction is expected to begin in July 2028. The new building is planned to open for student occupancy for the 2030–2031 school year. Demolition of the existing building is expected to occur in fall 2030.
- The contract will be administered by Nancy Boyd, Senior Project Manager, Capital Programs.

4. **Source of Funding:** Board of Education of Frederick County FY26 Capital Improvement Project Budget and Contingent upon Board approval of FY27, FY28, FY29, and FY30 Capital Improvement Project Budgets and Interagency Commission on School Construction approval.

B. **Recommendation:** Staff recommends that RFP 26C3, Construction Management at Risk Services for Brunswick High School Replacement Project, be awarded to Oak Contracting, LLC at a cost of \$4,957,707 per the attached Bid Tabulation.

C. **Action taken by the Board** (Purchasing use only):

_____ Approved	_____ Denied	_____ Deferred	_____ Other	KM/sg
_____ Date	_____ Date	_____ Date	_____ Date	BOE Mtg.: 02.25.26

**RFP 26C3, CONSTRUCTION MANAGEMENT AT RISK SERVICES FOR
BRUNSWICK HIGH SCHOOL REPLACEMENT PROJECT**

BID TABULATION

Firm	Fee
Oak Contracting, LLC	\$ 4,957,707.00
Keller Brothers, Inc.	\$ 5,490,700.00
MCN Build, Inc.	\$ 5,996,180.00
Dustin Construction, Inc.	\$ 6,394,275.00
Howard Shockey & Sons, Inc.	\$ 6,708,844.00
Whiting-Turner Contracting Company	\$ 8,775,957.00



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.06 Linganore Creek ES Change Order
Type	Information, Discussion, Action
Suggested Action	Staff seeks approval of the Linganore Creek ES Change Order.
Department(s)	Operations
Goal(s)	Goal 3 - Safety & Wellbeing - FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence.

Content

PURPOSE OF PRESENTATION: Staff recommend reducing the project design contingency and budget amounts for Linganore Creek Elementary School due to completion of design and award of all necessary trade bid packages.

BACKGROUND/SUMMARY: Linganore Creek Elementary School (LCES) is being constructed at 5680 Mussetter Road at the intersection of Whiterose Drive near Route 144 and will serve students in pre-kindergarten through grade five. The design is based on the latest FCPS prototype design for elementary schools and has been adapted to fit the sloping site conditions and the expanded state rated capacity.

Funding for the design (architect and construction manager selections) was received in FY25.

The architect is Smolen Emr Ilkovitch Architects (SEI) and the construction manager is Whiting-Turner Contracting Company (WT). FCPS received initial State design funding for this project through the FY26 Capital Improvement Program (CIP).

The design development of this project began in February 2025 and continues through October 2025 overlapping with early phases of construction. Construction started in June 2025. The Construction Manager is using a phased approach to achieve the target completion date with multiple trade bid packages. Four trade bid packages were awarded by the contractor over the first seven months of the project. The building is scheduled for substantial completion and occupancy by students in August 2026.

With the completion of design and the award of all trade bid packages, staff recommend the following adjustments to the Guaranteed Maximum Price (GMP):

Type	Original	Proposed
Design Contingency	\$579,481	\$69,597
Construction Contingency	\$2,406,067	\$2,406,067
Owner Contingency	\$2,897,406	\$579,481
Remaining TB Budget	\$888,201	\$0

Reducing the contingency budget items to reflect the current implementation phase of the project reduces the overall GMP to \$63,351,728. This reduction aligns the budget categories to allow the project to be completed on time and on budget. Staff recommend approval of the GMP reduction.

PROCESS STATEMENT:

PRESENTER(S) & TITLE(S):

Nancy Boyd, Senior Project Manager, Capital Programs
Brian Staiger, Director, Capital Programs

SUBMITTED BY:

Dr. Paul A. Lebo, Chief Operating Officer



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.07 Cal Ripken STEM Center Addendum
Type	Information, Discussion, Action
Suggested Action	Board approval to finalize and execute Addendum #1 to the Cal Ripken, Sr. Foundation MOU
Department(s)	Academics & Organizational Development
Goal(s)	Goal 1 - Organizational Culture of Achievement - FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community. Goal 5 - Student & Staff Experience - FCPS will promote a culture fostering wellness and civility for students and staff.

Content

PURPOSE OF PRESENTATION: To seek Board of Education approval of the attached Addendum to the August 5, 2025, Memorandum of Understanding (MOU) between the Cal Ripken, Sr. Foundation and Frederick County Public Schools (FCPS).

BACKGROUND/SUMMARY: FCPS has a longstanding partnership with the Cal Ripken, Sr. Foundation (the Foundation), for the purpose of establishing STEM Centers for instructional programming throughout the district. While the STEM Centers are provided by the Foundation at no cost to FCPS, the Foundation relies on external funders and grants to expand these programs to more schools. For these purposes, the Addendum affirms the Board of Education as the property owner of Monocacy Elementary School, one of the existing STEM Center sites, and expresses the Board's long-term support to continue operating a STEM Center at Monocacy Elementary School and throughout the district.

PROCESS STATEMENT: The Board is asked to approve and execute Addendum #1 to the Cal Ripken, Sr. Foundation MOU

PRESENTER(S) & TITLE(S):

Scott Murphy, Director, Department of Curriculum and Instruction

SUBMITTED BY:

Dr. Keith Harris, Chief, Academics & Organizational Development

ATTACHMENT(S):

02.25.26 Cal Ripken STEM Center Addendum_backup1.pdf
02.25.26 Cal Ripken STEM Center Addendum_backup2.pdf



MEMORANDUM OF UNDERSTANDING

This MEMORANDUM OF UNDERSTANDING ("MOU") is made as of June 30, 2025 (Effective Date) by and between **CAL RIPKEN, SR. FOUNDATION, INC. (CRSF)**, and **Frederick County Public Schools (FCPS)**.

I. Overview of MOU:

The purpose of this MOU is to outline the CRSF and FCPS commitment to establish a partnership to build and maintain STEM centers in public schools operated by FCPS. This MOU outlines the general terms under which CRSF and FCPS will work together with this endeavor.

II. MOU Terms:

The CRSF and FCPS agree to establish this partnership agreement as of the Effective Date indicated above and continue until June 30, 2027, unless sooner terminated or extended, in addition to other subsequent and mutually agreeable terms and conditions noted below:

Under this MOU, FCPS will:

1. **YOUTH SERVED:** Ensure youth participating in program activities are connected with positive adult mentors and supervised by FCPS staff at all times. FCPS agrees to establish two or more STEM Center locations at public schools operated by FCPS and FCPS maintains full authority to determine STEM Center locations.
2. **PROGRESS REPORTS:** FCPS will provide CRSF with one program progress report by December 15th of each year or the next business day, which shall include the number of youth and mentors that utilized the STEM Center at each location annually. FCPS will also provide CRSF with an end of year report outlining the STEM Center use. The annual report will be completed via a Qualtrics Survey that CRSF will provide and will be sent out annually on or about November 4th of each year or the next business day. The content contained within the annual may be modified as agreed to by the Parties.
3. **USE OF EQUIPMENT:** FCPS agrees that all equipment provided by the Cal Ripken, Sr. Foundation will be used for its intended purpose. A detailed listing of equipment provided is attached.
4. **RETURN OF EQUIPMENT:** FCPS agrees that if the relationship with the Cal Ripken Sr. Foundation terminates and/or the equipment provided to FCPS is no longer utilized for its intended purpose within 2 years of the effective date of this signed Agreement that the 3D Printer, littleBits, STEM Pathways, and Foundational Fluencies will be returned at the organization's expense to the Cal Ripken Sr. Foundation.
5. **CHILD PROTECTION/BACKGROUND CHECKS:** FCPS certifies that it has appropriate criminal background screening procedures in place, to the extent permitted by state, local, and federal law, to evaluate any employee, contractor, or volunteer working under this award that is expected to have regular, direct and, unsupervised access to children.

FCPS certifies that it will fully implement all requirements for child protection and criminal background screenings as required by FCPS Regulation 300-33, Criminal Background Investigations, and FCPS Regulation 400-47, Reporting Abuse and Neglect, and FCPS Regulation 400-86, Volunteers in Schools, with all STEM Center activities referenced in this agreement.

FCPS agrees to ensure program staff register and view Cal Ripken, Sr. Foundation training material as provided by CRSF. FCPS agrees to ensure organizational leadership (Curriculum Director or other executive staff) view materials related to Child Protection Policy, as provided by CRSF. FCPS certifies that it will strictly adhere to FCPS regulations outlined in Section (5) above.

6. **PUBLICITY AND USE OF LOGO:** Your organization agrees to actively work with local media, community partners, and Cal Ripken Sr. Foundation staff to promote program activities and events, following guidelines and press releases as directed by the Cal Ripken, Sr. Foundation. Use of the Cal Ripken, Sr. Foundation or Ripken name (including name, likeness and logo) is prohibited without prior written consent of the Cal Ripken, Sr. Foundation.

Under this MOU, CRSF will provide to FCPS, at no cost:

Items necessary to operate a CRSF STEM Center, that may include but not restricted to: curriculum materials and guidebooks; technology and storage; other furniture and equipment; training; or other needs as agreed to by the parties.

III. **Purpose & Nonbinding Provisions**

Upon execution by the parties of this MOU, the following shall be applicable:

Provisions Not Enforceable. The provisions provided above in this MOU do not create or constitute any legally binding obligations upon the parties and is not intended to constitute a binding contract. It is understood and agreed that parties have not attempted to set further all essential terms of this proposed transaction, and the parties further acknowledge and agree that such terms are subject to further negotiations.

If the foregoing meets with your approval, please sign this MOU as provided below, and the duplicate original enclosed herewith, and return the duplicate to our attention whereupon this shall constitute the understanding between the Parties in accordance with the terms and provisions set forth above.

Witness the following authorized signatures:

CAL RIPKEN SR. FOUNDATION, INC.

By: _____

Date

Frederick County Public Schools

By: _____

Date



ADDENDUM #1

For grant reporting purposes, this Addendum to the August 5, 2025 Memorandum of Understanding (“MOU”) between the Cal Ripken, Sr. Foundation, Inc. (“CRSF”) and Frederick County Public Schools (“FCPS”), is made to acknowledge the Board of Education of Frederick County as the property owner (“PROPERTY OWNER”) of a public school located at: Monocacy Elementary School at 7421 Hayward Rd, Frederick, MD 21702-3007 (“MONOCACY ELEMENTARY”).

This addendum further establishes that the PROPERTY OWNER supports the operation of a STEM Center located at MONOCACY ELEMENTARY and supports the goal of long-term operation of a capital planning period of 15 years, unless staffing, equipment, budget, school closure, or other unforeseen circumstance terminates the relationship between the CRSF and FCPS.

CAL RIPKEN, SR. FOUNDATION, INC.

By: Joellen Malstrom
VP, HR & Administration

2/11/2026
Date:

Board of Education of Frederick County

By:
President of the Board of Education

Date:



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.08 Carroll Creek Montessori Public Charter School Annual Report
Type	Information, Discussion
Department(s)	System Accountability & School Administration
Goal(s)	Goal 1 - Organizational Culture of Achievement - FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community. Goal 2 - Operational Excellence - FCPS will hire, support, and retain staff who champion individual, professional, and student excellence. Goal 3 - Safety & Wellbeing - FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence. Goal 4 - Stakeholder Engagement - FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system. Goal 5 - Student & Staff Experience - FCPS will promote a culture fostering wellness and civility for students and staff.

Content

PURPOSE OF PRESENTATION: To provide an annual report and review of the Carroll Creek Montessori Public Charter School (CCMPCS) program.

BACKGROUND/SUMMARY: Carroll Creek Montessori Public Charter School (CCMPCS) is in its fourteenth year of operation, having opened in fall of the 2012-13 school year. CCMPCS currently serves students from pre-school through eighth grade. CCMPCS's mission is to build a community in which students, parents and staff work together to educate the "whole child," the sum of the physical, emotional, social and intellectual parts. CCMPCS implements a Montessori-based curriculum to give students the hands-on tools they need to be active learners both in and outside the classroom. By offering English and Spanish instruction to all students, they provide a unique opportunity for students to learn a second language at an early age and to develop multicultural awareness.

PROCESS STATEMENT: During the presentation, presenters will share the annual report and answer questions about the school's instructional program and operating procedures.

PRESENTER(S) & TITLE(S):

Nikki Burgee, Immediate Past Governing Council Chair, CCMPCS

Daniel Enck, Director of School Management, Planning, and Logistics

Alicia Messer, Governing Council Chair, CCMPCS

Jay Scheurle, Principal, CCMPCS

Lindsey Wigfield, Vice President Governing Council CCMPCS, MMCI Board of Trustees

SUBMITTED BY:

Dr. Jamie Aliveto, Chief of Schools and Accountability

ATTACHMENT(S):

[02.25.26 CCMPCS Annual Report_backup1.pdf](#)

[02.25.26 CCMPCS Annual Report_backup2.pdf](#)

Carroll Creek Montessori Public Charter School

2024-2025 Annual Report

Board of Education
February 25, 2026

PRESENTED BY: Nikki Burgee, Immediate Past Governing Council Chair
Alicia Messer, Governing Council Chair
Jay Scheurle, CCM Principal
Lindsey Wigfield, Vice President, CCM, MMCI



1

Presentation Outcomes

1. Briefly review 2024-2025 data including:
 - a. Student Performance
 - b. School Culture and Climate
2. Provide updates on:
 - a. Fiscal Accountability
 - b. Facilities
 - c. Governance



2

2



3

Five Core Components of Montessori Education

1. Properly Trained Montessori Teachers
2. Mixed-Age Classrooms
3. Montessori Learning Materials
4. Student-Directed Work
5. Uninterrupted Work Periods



4

4

Learning at Carroll Creek Montessori



"What the hand does,
the mind remembers."
– Maria Montessori



5

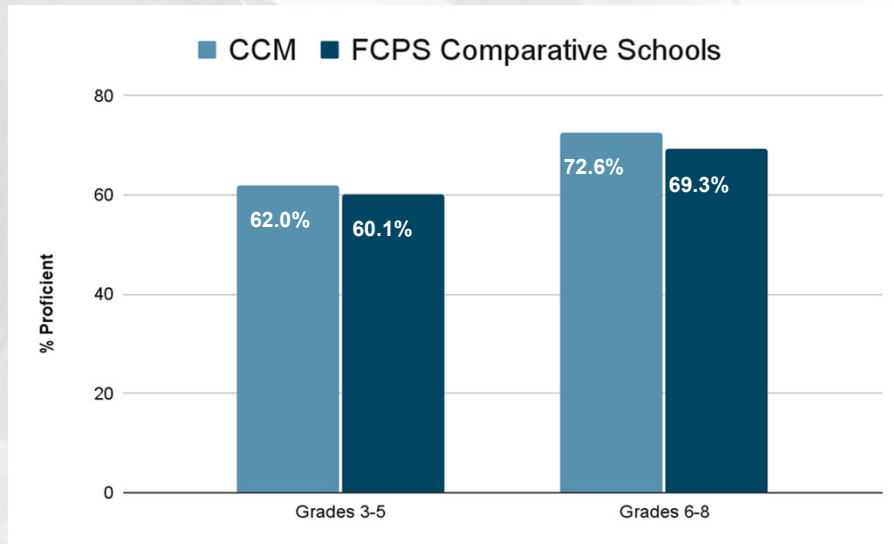
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Student Performance

6

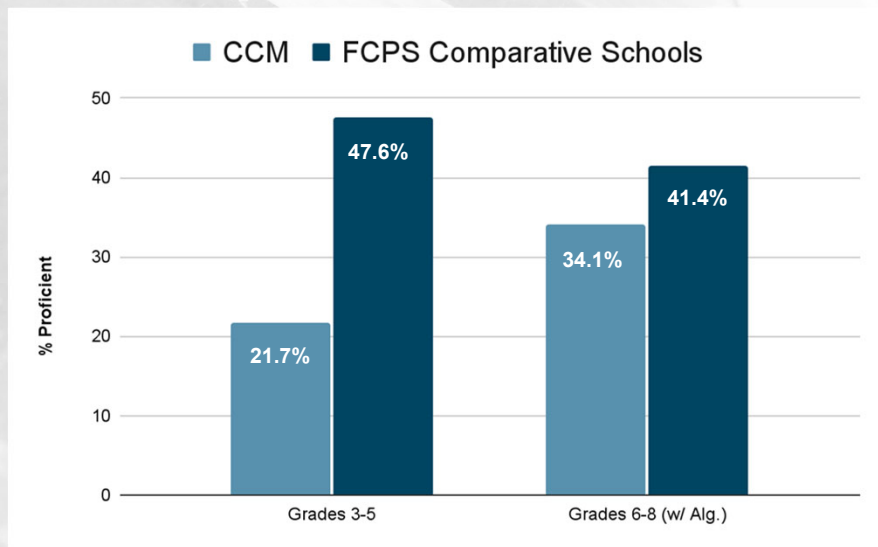
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MCAP: ELA



7

MCAP: Math



8

iReady, DIBELS, Avant STAMPS, and High School Performance

- CCM trends for both iReady Math and Reading show **steady improvement at all grade levels** from BOY, to MOY, to EOY assessments; results showed overall decline at all FCPS grade levels for Reading and at the Elementary level for Math.
- CCM students performed **slightly above** FCPS averages on the DIBELS assessment and demonstrated 12% growth from BOY to EOY.

9



9

iReady, DIBELS, Avant STAMPS, and High School Performance (continued)

- Three (3) CCM 8th grade students obtained a qualifying score for the Spanish portion of the **Maryland Seal of Biliteracy**.
- Long-term high school success of CCM alumni: higher percentage of 4.0+ weighted GPA, 3.0+ unweighted GPA, and AP, IB and FCC dual-enrollment compared to FCPS overall numbers. **These numbers are even higher for 5+ year CCM alumni.**

10



10



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Perceptual Survey Results

- During the 2024-2025 school year, CCM students, staff, and family members reported favorable responses at or above the FCPS average for all categories.
- Both students and staff rated diversity, equity, inclusion, and racism 10% higher than the FCPS average.
- CCM families reported 90% or greater in all categories, including 95% in climate and safety.

12



12



13

Fiscal Accountability

- **Board-Approved Budget and Oversight**
 - The CCM Governing Council submits their budget to the MMCI Board of Trustees for review, feedback, and approval.
- **Responsible Stewardship of Public Funds**
 - Spending prioritizes instruction, staffing, and student support.
- **Forward-Looking Financial Planning**
 - Practiced conservative forecasting and planning to support long-term sustainability.

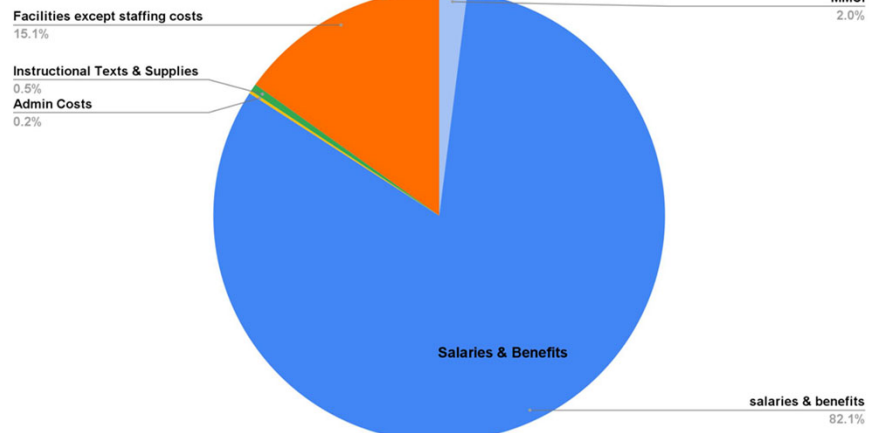
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FCPS

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Financial Accountability

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Facilities Updates

- Planned Relocation to Yellow Springs Elementary School.
 - Scheduled to relocate for the start of the 2026-2027 school year.
 - Transition is being conducted in coordination with FCPS.
- In process of finalizing lease agreement with FCPS.

17



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Governance Overview

18



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Governance Structure or Organization

- The Carroll Creek Montessori Governing Council (CCM GC) provides school-level oversight.
- The Board of Trustees (MMCI) provides fiduciary and charter oversight.
- School leadership manages day-to-day operations.

19



19



Questions
and Discussion

20



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2024-2025 Annual Report

Carroll Creek Montessori Public Charter School

7215 Corporate Ct. | Frederick, MD

<https://www.carrollcreekmontessori.org/>



Submitted by: Monocacy Montessori Communities, Inc.

January 2026

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CCM BACKGROUND INFORMATION

CCM Mission Statement from the Charter

CCMPCS's mission is to build a community in which students, parents, and staff work together to educate the "whole child": the sum of the physical, emotional, social, and intellectual parts. CCMPCS will implement a Montessori-based curriculum to give students the hands-on tools they need to be active learners both in and outside the classroom. By offering a content-based enrichment and conversational Spanish and English instructional program, students will develop strong language skills in both Spanish and English. CCMPCS will provide a unique opportunity for second language acquisition beginning at a young age — a critical component for the development of language proficiency.

This version of the CCM Mission Statement is a revision accepted by the BOE on May 11, 2016. The revision accommodates the evolution of the Spanish program at CCM, with specific regard to the dual-language immersion envisioned in the original charter that is no longer offered at CCM.

CCM Vision Statement from our Charter

The Vision of CCMPCS is to instill a lifelong love of learning in our students by providing an optimum Montessori-based learning environment in which they will grow to become independent, confident, creative, and caring members of our community and the larger world.

A Brief History of Carroll Creek Montessori Public Charter School

Frederick County Public Schools (FCPS) Board of Education (BOE) accepted the original charter application for Carroll Creek Montessori Public Charter School (CCM) in September 2010. The school opened its doors at its current location, 7215 Corporate Court, Frederick, MD, in the fall of 2012 with an enrollment of 130 students in 3-year-old preK through 3rd grade. CCM continued to add a grade level each school year, adding middle school with 7th grade in the fall of 2016 and offering grade levels 3-year-old preK through 8th grade for the first time in the fall of 2017.

In the 2024-2025 school year, CCM commenced its 15th school year with an enrollment of 317 students serving 3-year-old preK students through 8th graders. Alumni of CCM were FCPS 9th-, 10th-, 11th-, and 12th-grade students during the 2024-2025 school year.

CCM originated with a group of families who were interested in enrolling their children in public Montessori, but who were unsuccessful in obtaining a slot through the lottery system for Monocacy Valley Montessori Public Charter School. Founding families included families with a vested interest in the Montessori approach and/or the dual-language (Spanish-English) program envisioned for CCM. While CCM continues to offer Montessori instruction for primary through middle school levels, as envisioned in the original charter, there have been changes to the Spanish program at CCM. CCM was not able to offer the dual language immersion program originally envisioned. Instead, all students at CCM are now enrolled in the content-based enrichment and conversational Spanish and English instructional program as described in the current charter. This change in the CCM Spanish program was significantly impacted by the October 2016 decision of the Maryland State Board of Education to deny the CCM petition to

grant a waiver for Article 9-102(3) to permit priority status for Spanish-speaking students in the lottery.

The current Charter is the fourth Charter Amendment for CCM. The original Charter was a 4 year charter for the term July 1, 2012 through June 30, 2016. The First Amendment was approved for renewal on December 16, 2015 as a 4-year charter for the term July 1, 2016 through June 20, 2020, pending a probationary period from July 1, 2016 through June 30, 2017. The BOE voted to remove the probationary status for CCM at the December 14, 2016 meeting. Additional amendments to the current CCM Charter were approved on February 24, 2016, May 11, 2016, and December 14, 2016, addressing enrollment numbers, student-to-staff ratios, Spanish Program description, pending the lottery priority waiver, and approval of the annual performance targets. The current charter amendment was approved as a 9-year renewal by the BOE effective as of September 24, 2025, following 3 months of extension for Charter negotiations (one 2-month period and one 1-month period). This 9-year renewal is the longest charter agreement CCM has held to-date.

External Accreditation and Validation

CCM received four stars on the Maryland School Report Card for the past four consecutive years (most recently awarded for 2024-25 school year with 80 percentile rank for Elementary, 91 percentile rank for Middle) and Quality Rating 5 via Maryland EXCELS Accreditation for PreK programs (awarded two consecutive years, valid through April 2025). The process of achieving Maryland Accreditation includes self-appraisals, validation visits, and documentation of continuous quality improvement.

In addition, CCM is a “Validated” Montessori School by the American Montessori Society. The Validated distinction is reserved for schools that have: 1) Properly Credentialed Teachers; 2) Multi-Age Classrooms; 3) Use of Montessori Materials; 4) Child-Directed Work, and 5) Uninterrupted Work Cycle.

MONTESSORI AND SPANISH PROGRAMS

Montessori Program

During the 2024-2025 school year, 100% of CCM Classroom Teachers either held Montessori certificates from a Montessori Accreditation Council for Teacher Education (MACTE) accredited teacher training center or were enrolled in training.

- **BOY: 10 of 11 teachers were fully Montessori certified**
- **1 of 11 teachers was enrolled in a Montessori training program**
- **EOY: 10 of 11 teachers were fully Montessori certified; 1 enrolled in a Montessori training program**

Student to Staff Ratios during core curriculum instructional day at CCM since 2017-2018

Level	Student to Staff Ratio	% Core Instructional Time at this ratio	Staff per classroom	Students per classroom
Primary (PreK3, PreK4, and K portion of the school day)	13:1	100%	1 Teacher 1 Instructional Assistant (IA)	26

Primary (PreK4 and K only portion of the school day)	10:1	100%	1 Teacher 1 IA	20
Lower Elementary (1-3 Grade)	15:1	100%	1 Teacher 1 IA	30
Upper Elementary (4-6 Grade)	15:1	100%	1 Teacher 1 IA	30
Middle School (7-8 Grade)	20:1	100%	1 Teacher 0.5 IA*	30

*Middle School IA splits her time between 2 middle school classrooms

Middle School Program

The Middle School program fully reflects the Montessori model with the Montessori middle school curriculum, grading, and assessment.

One of the Middle School Lead Teachers completed Montessori certification with CM-Step in 2019; the other Middle School Lead Teacher completed Montessori training in fall 2024.

Spanish Program

Spanish curriculum and instructional strategies and resources

Grade Level	Curricula	Instructional Practices and Approaches
Spanish resources and curricula are aligned with the American Council on the Teaching of Foreign Languages (ACTFL) Readiness Standards for Learning Languages and/or aligned with FCPS-approved curriculum resources.		
Primary (PK3, PK4, K)	- Hola Niños curriculum from Teaching Proficiency through Reading and Storytelling (TPRS) - Los Pollitos Dicen, A Mi Burro, and Orugas y Mariposas resources - teacher-created resources	- Acquisition-driven instruction using Comprehensible Input / Optimal Input - TPRS – Teaching Proficiency through Reading and Storytelling - Story Listening and Story Asking - Emphasize making meaning and communicating a message, not perfect pronunciation or perfect grammar. Those improve over time with additional input and practice. - Circumlocution, visual supports, audio supports, chunking, vocabulary in context, shelter vocabulary not grammar (meaning we introduce a limited number of new vocabulary words relevant to the context but we use a variety of grammar structures and tenses), among other instructional strategies
Lower Elementary (1-3)	- The Storyteller's Corner curriculum - Mundo de Pepita resources - Novels from Fluency Matters, TPRS Books, and Spanish Cuentos such as <i>Edi El Elefante</i>, <i>El Ratón Pablito</i>, and <i>Capibara Con Botas</i> - teacher-created resources	
Upper Elementary (4-6)	¡Cuéntame! curriculum from TPRS Publishing/Fluency Matters - Teaching Reading Through Proficiency & Storytelling "Look I Can Talk" curriculum - Individual units from <i>The Comprehensible Classroom</i>, - Novels from Fluency Matters, TPRS Books, and Spanish Cuentos such as <i>La Piñata de Renata</i>, <i>Llama En Lima</i>, and <i>Brandon Brown Quiere Un Perro</i> - teacher-created resources	
Middle (6-8) Spanish I, II,	Somos 1 and 2 curricula from The Comprehensible Classroom (aligned with ACTFL and with FCPS-approved curriculum Avancemos)	

and Montessori Spanish Experience	- Huellas curriculum from Somewhere to Share (aligned with ACTFL as well as IB/AP themes) - Garbanzo online reading and listening comprehension platform - Novels from Fluency Matters, TPRS Books, and Spanish Cuentos such as <i>Esmeralda La Tortuguita Marina</i>, <i>Brandon Brown Quiere Un Perro</i>, <i>Agentes Secretos</i> y <i>El Mural de Pablo Picasso</i>, <i>Felipe Alou: Desde Los Valles a Las Montañas</i>, <i>Esperanza</i>, and others - the Avancemos curriculum and associated FCPS-created resources - teacher-created resources.	
-----------------------------------	--	--

Weekly Total Spanish Instructional Time for Each Level

Spanish instructional schedule		
Grade Level	Goal from revised Charter minimum minutes/week	Actual minutes/week
Primary (PK3, PK4, K)	45	60 (PK3, PK4); 120 (K)
Lower Elementary (1-3)	90	120
Upper Elementary (4-6)	90	120 (4-6); 225 (6th in Spanish I)
Middle (7-8)	90	225 (Spanish I or II)
MSE (8)	-	180

CCM 6th Grade Spanish I

CCM is the first school in the county to offer Spanish 1 for high school credit to 6th-grade students who show readiness.

School Year	# 6th grade students enrolled HS Spanish 1	% passed with overall grade B or higher
2019-2020	13	92%
2020-2021	14	100%
2021-2022	19	100%
2022-2023	16	100%
2023-2024	15	100%
2024-2025	12	100%

Montessori Spanish Experience

CCM students who successfully complete high school Spanish I in 6th grade and Spanish II in 7th grade must still receive daily Spanish instruction, in accordance with our charter.

To fulfill this requirement, CCM staff collaborated with FCPS Central Office staff to approve the creation of a course unique to our school called “Montessori Spanish Experience” or “MSE.”

The course serves as a bridge between Spanish II and advanced classes (but students do not earn high school credit) and as a venue for more advanced output in the writing and speaking domains. The MSE course content includes student-led novel studies, off-campus cultural enrichment field trips/community events, presentational writing projects, presentational speaking projects, and opportunities for applying Spanish language and culture to practical life learning.

The first cohort was 2021-22 with 7 students enrolled. The second cohort was 2022-23 and had 13 students enrolled. The third cohort in 2023-2024 had an enrollment of 15 students. The fourth cohort in 2024-2025 had an enrollment of 11 students.

CCM Attendance

Attendance 2024-2025	2024-2025 Attendance Data	
	Attendance	Chronic Absenteeism
CCM	95.7%	6.2%
FCPS	93.9%	16.7%

Note: As a countywide charter school, CCM does not have bussing.

Special Education Services

In the 2024-2025 school year, CCM had two and a half full-time Special Education teachers and 4 SEIAs to accommodate the needs of the Special Education population. Each student’s IEP is developed to best serve them, matching their services, accommodations, and supplementary aids to their unique needs. The Special Education teachers conference with classroom teachers frequently to create the most supportive environment for every student. A speech therapist is on campus 2.5 days weekly to provide specialized speech instruction to students with a speech IEP. CCM’s Physical Education teacher provides adaptive P.E. to one student as indicated through the student’s IEP process.

MLL (Multilingual Learners) Services

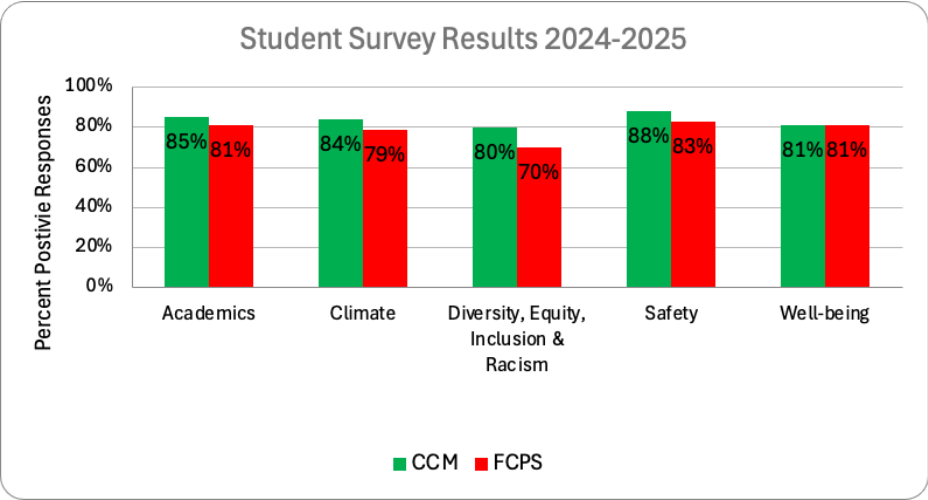
There were 3 students who were identified as MLL (Multilingual Learners) students during the 2024-2025 school year. Ten students is the minimum number required to be reflected as a subgroup in demographic groupings. The MLL support staff member met with each student and their teachers to determine where additional support was indicated.

CCM School Counseling Services

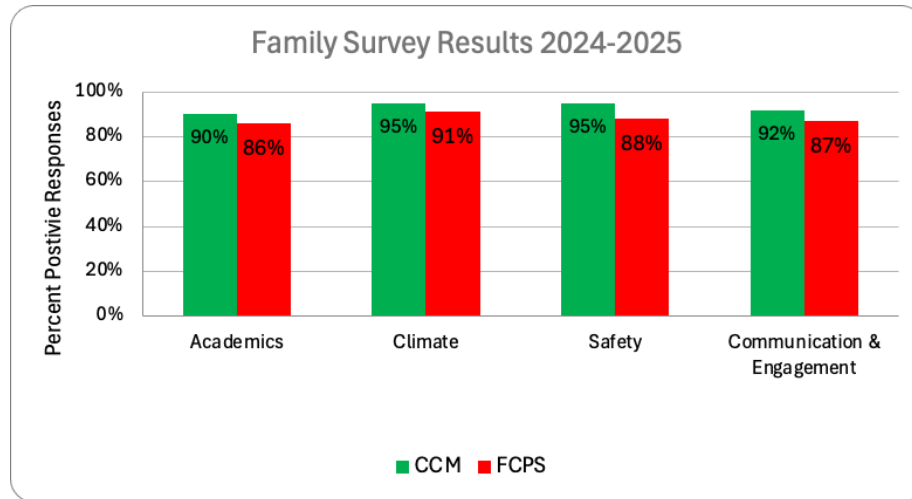
CCM has one full-time school counselor, and one part-time behavior support specialist, 0.7 FTE. The counselors deliver countywide SEL content, differentiated to meet the needs of a student population ranging from three-year-olds through eighth graders. Other duties include keeping track of attendance, serving as testing coordinators, scheduling high school classes for matriculating eighth graders (who attend all ten of the county high schools), meeting with individual students, creating and meeting with small groups of students to support their needs, meeting with parents, collaborating with teachers to support students with behavior concerns, and serving as 504 Coordinators.

Social Emotional Learning Survey, 2024-2025

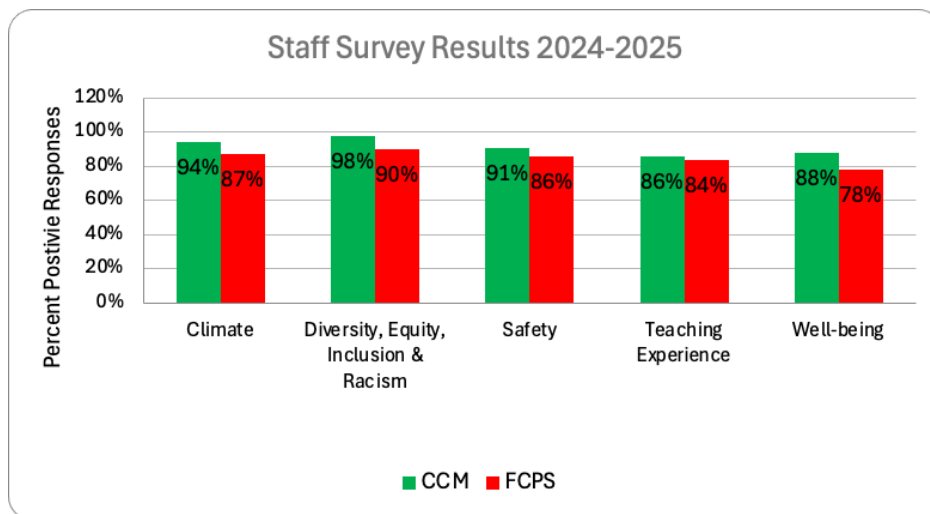
An online survey was sent to all CCM students asking for feedback on their experience during the 2024-2025 school year. Responses from students were strongly positive, and slightly higher than FCPS results.



An online survey was sent to all CCM families asking for feedback on their family's experience during the 2024-2025 school year. Responses from families were strongly positive, and slightly higher than FCPS results.



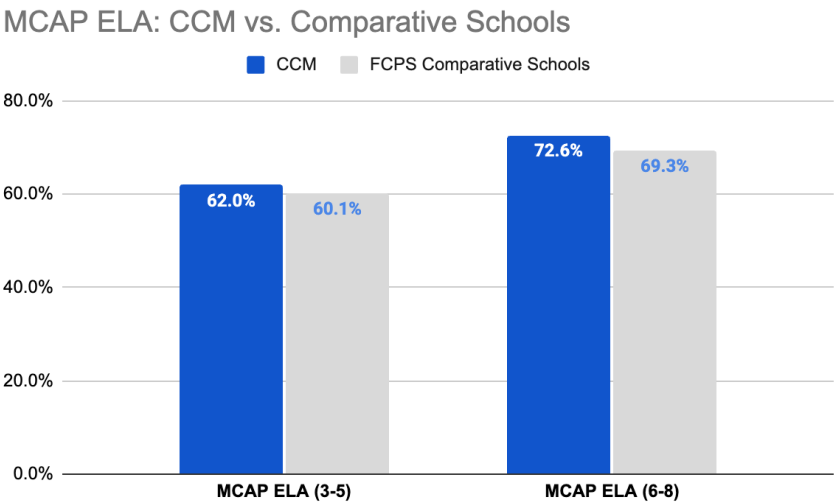
An online survey was also sent to all CCM staff asking for feedback on their work and teaching experience during the 2024-2025 school year. Responses from staff were also positive.



The survey format included space for anecdotal responses:

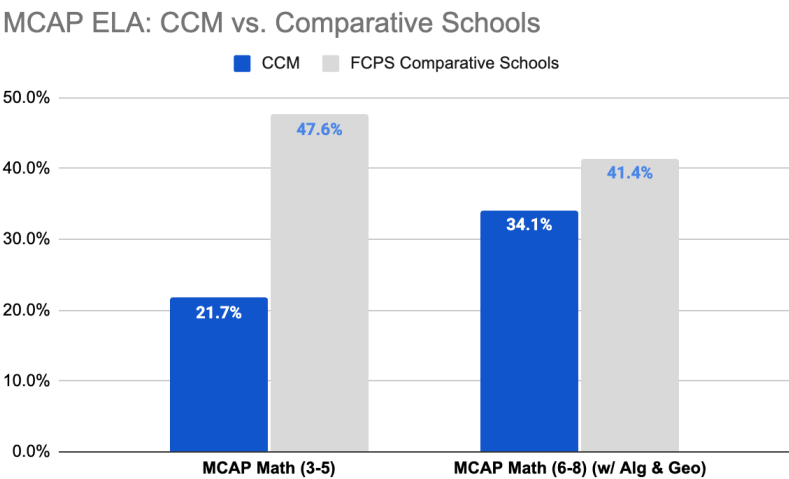
- Love Carroll Creek Montessori!
- The environment and learning structure at Carroll Creek Montessori have been amazing for my child. She is thriving with the education provided there. Providing adequate funding for the charter schools is essential to the learning of so many students in Frederick county.
- Please keep funding the charter schools. Keep arts and music in the schools.
- Charter school students deserve dollar-for-dollar funding, including facilities funding.
- Public charter schools are what drew our family to the Frederick community in the first place. We are so happy with CCM and would truly be devastated if our kids were no longer able to attend due to charter funding cuts.
- More vegetarian and vegan school food would be greatly appreciated.

Data Summary: MCAP ELA



- Scores of 3-Proficient and 4-Distinguished Learners
- The MCAP ELA assesses students in grades 3-8 at CCM.
- There was an increase in CCM’s MCAP ELA scores in the 2024-25 school year, increasing at the same pace as FCPS Comparative Schools’ average.

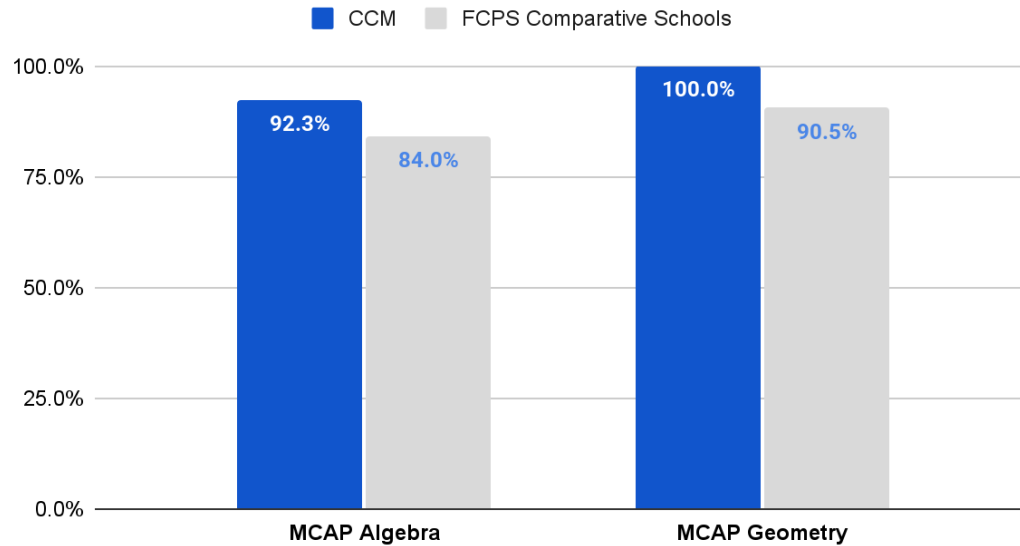
Data Summary: MCAP Math



- Chart compares proficiency at CCM and Comparative Schools for grades 3-5 and 6-8.
- The MCAP Math assesses students in grades 3-8 at CCM.
- The gap between CCM and CCM Comparative schools closes greatly at the 6-8 grade levels from over 25% to just over 7%.
- While CCM’s MAT06 and MAT07 are lower than their comparative schools, the MAT08, ALG01, and GEO01 scores outpace their FCPS Comparative counterparts by 4% up to 10% at the advanced levels.

Data Summary: MCAP Algebra & Geometry

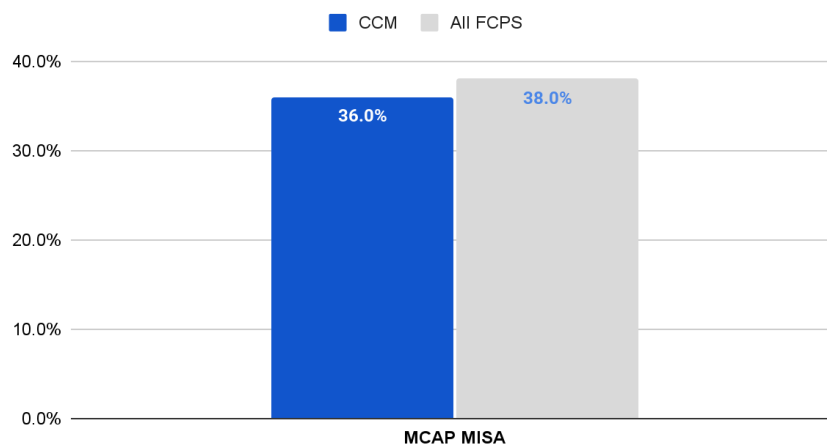
MCAP MATH: CCM vs. Comparative Schools



- Scores of 3-Proficient and 4-Distinguished Learners
- MCAP Algebra assesses students in grades 7 and 8 at CCM; MCAP Geometry is taken only by 8th grade students at CCM.
- CCM showed a 1% increase in the percentage of 7th and 8th grade students who are proficient in Algebra, from 83% in 2023-2024 to 84% in 2024-2025.
- In 2024-25, CCM's scores for both are higher than FCPS.

Data Summary: MCAP MISA (Science)

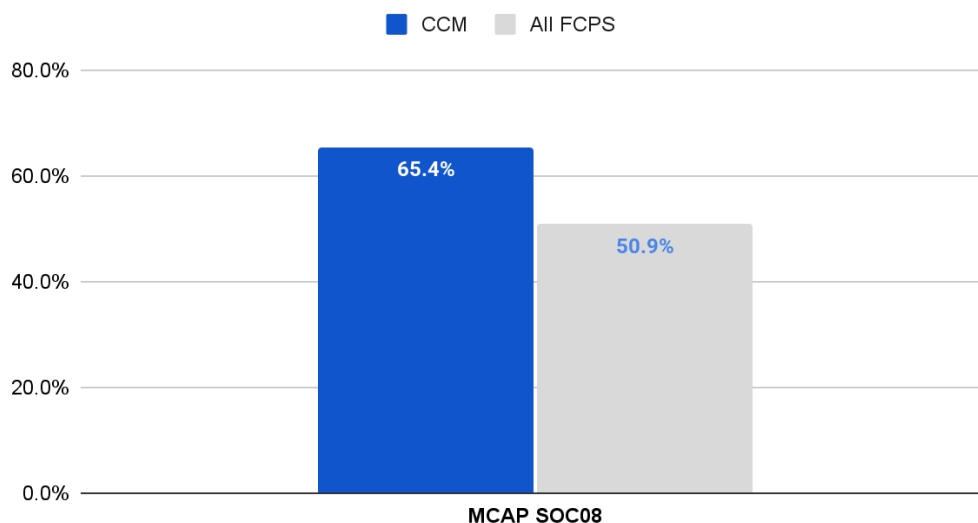
MCAP MISA: Grades 3 and 5



- Scores of 3-Proficient and 4-Distinguished
- MCAP MISA assesses students in grades 5 and 8 only.

Data Summary: MCAP Social Studies

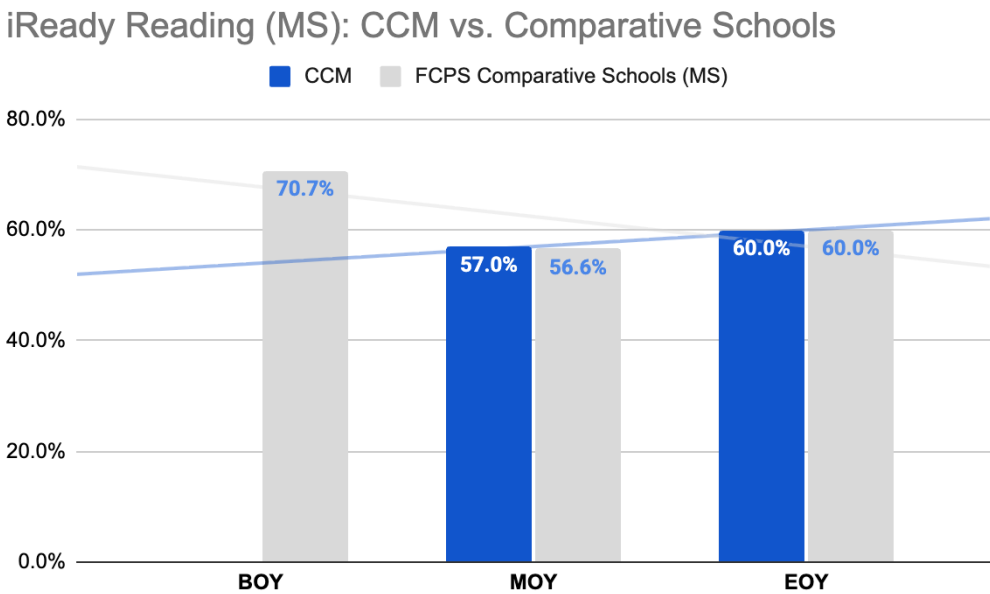
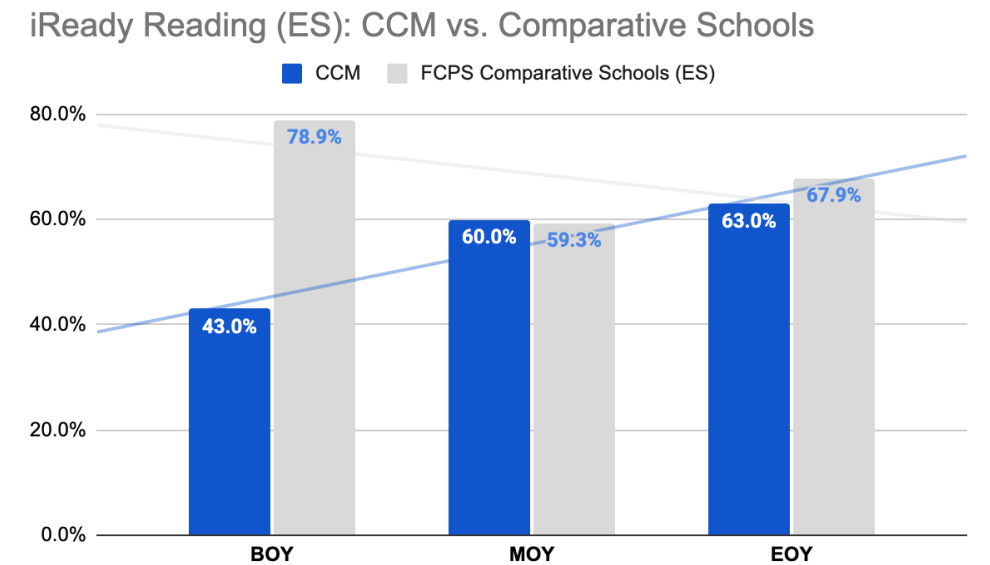
MCAP Social Studies: Grade 8



- Scores of 3-Proficient and 4-Distinguished
- MCAP Social Studies assesses students in grade 8 only.
- While CCM still significantly outperformed FCPS average, the CCM scores declined by 6% in comparison to 2023-2024 school year and FCPS increased by 3% in the same term.

2024-2025 iReady Reading & Math

iReady Reading: Percentage of students meeting benchmark

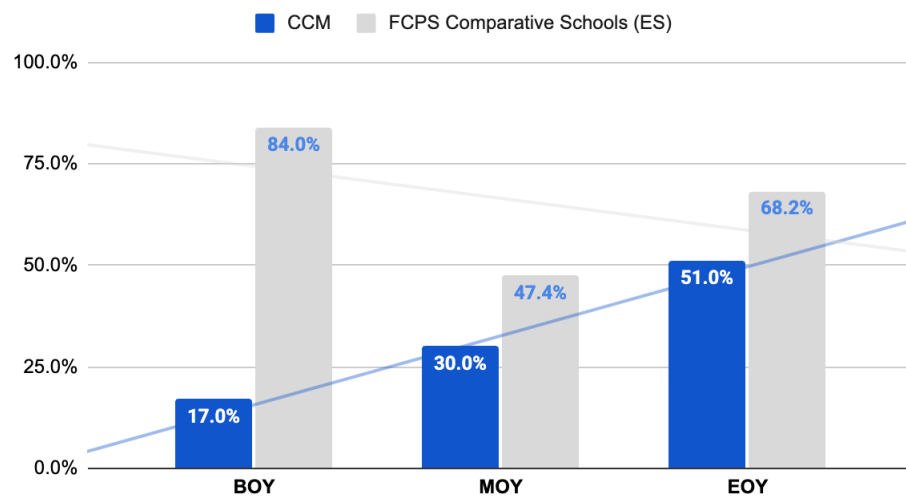


Data Summary: iReady Reading 2024-2025

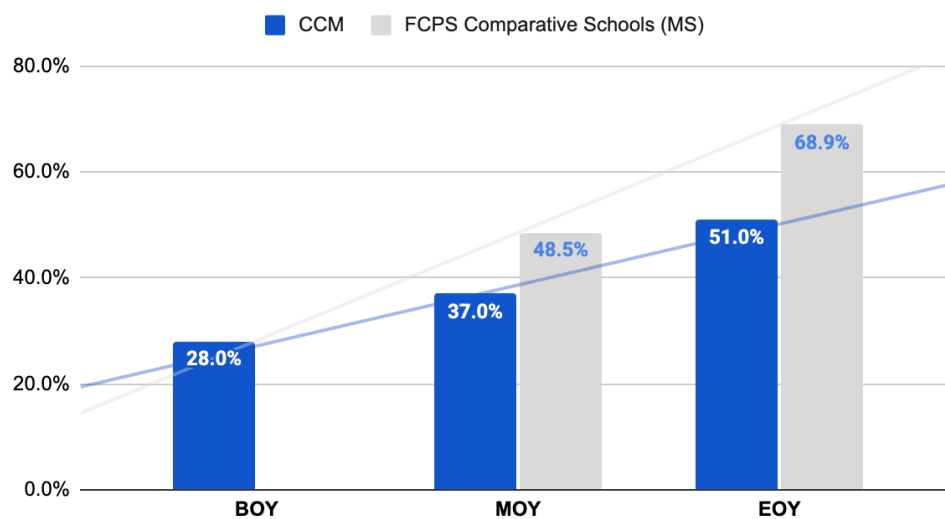
Overall, CCM's iReady Reading scores for All Grades show moderate improvement throughout the year, whereas the Comparative Schools show an overall decline. At all grade levels, CCM scores go from below (data not available for BOY MS Assessment) to nearing or meeting Comparative School benchmarks.

iReady Math: Percentage of students meeting benchmark

iReady MATH (ES): CCM vs. Comparative Schools



iReady MATH (MS): CCM vs. Comparative Schools



Data Summary: iReady Math 2024-2025

The Montessori math scope and sequence differs within the lower levels as compared to district curriculum and the state testing standards timeline. Long-range data illustrates that, though the sequence differs, the material is taught comprehensively over the course of the curriculum. Students have a firm foundation and excel with that foundation. CCM elementary teachers have undertaken the task of mapping Montessori curriculum to the Common Core standards to ensure alignment across both the curricula across each grade level.

At all grade levels, CCM shows steady improvement across the BOY, MOY, and EOY assessments. At the Elementary School level, CCM shows nearly 35% improvement, while the Comparative Schools showed a 16% decline. At the Middle School level, CCM scores improved at a lower rate than the Comparative Schools.

2024-2025 DIBELS ELA: CCM, FCPS (grades K-3)

The **DIBELS**® (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills.

CCM utilizes DIBELS data in addition to federal and state assessment data to measure student proficiency and progress toward proficiency.

CCM delivered DIBELS BOY (beginning of year) and EOY (end of year), on the FCPS timeline.

Data Summary: DIBELS 2024-2025

For 2024-2025 DIBELS assessments, CCM marked growth for students meeting or exceeding targets in ELA at all levels assessed (K,1, 2, and 3) on EOY assessments.

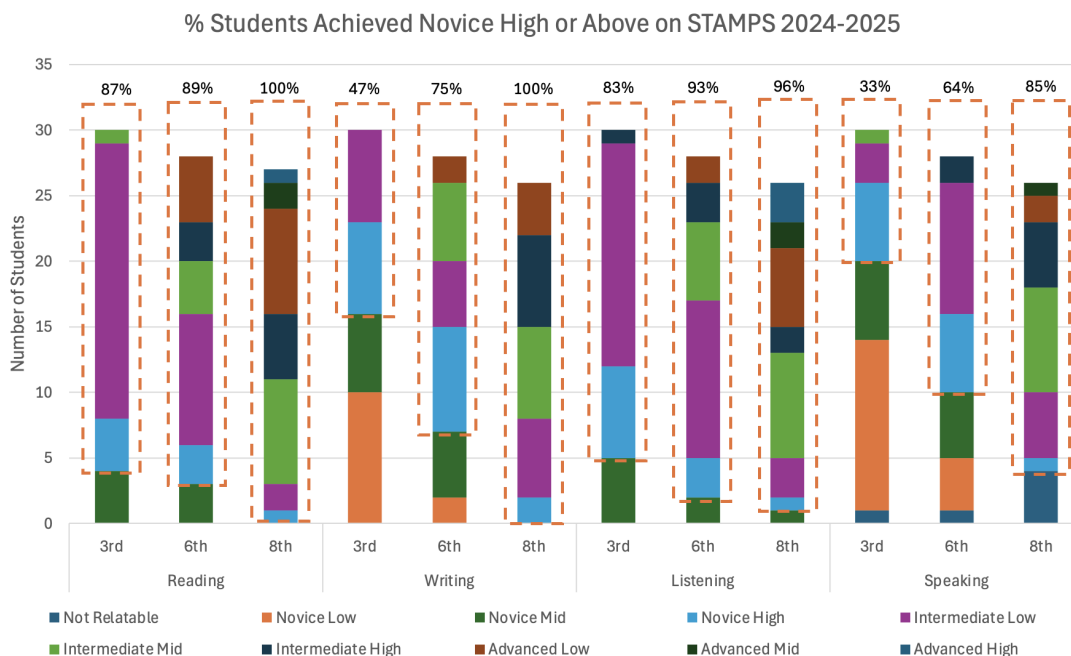
DIBELS: ELA 2024-2025	Percentage of students performing at or above benchmark	
	BOY	EOY
CCM (K-3)	65%	77%
FCPS (K-3)	61%	73%

Data Summary: Kindergarten Readiness Assessment 2024-2025

The Kindergarten Readiness Assessment is given to kindergarten students the first month of school to measure the knowledge, skills, and behaviors that children should be able to demonstrate at the start of kindergarten. **CCM did not administer the KRA in the 2024-2025 school year.**

Avant STAMP 4S and 4Se Spanish Language Assessment:

Every year, CCM students in grades 3, 6, and 8 take the nationally-normed Avant STAMP test in Spanish Reading, Listening, Writing, and Speaking. The following graph highlights the percentage of students scoring Novice High or above. (Novice High is typical for a student who has completed a traditional high school Spanish 2 class.) For the year 2024-2025, three CCMPCS 8th grade students obtained qualifying scores for the Spanish portion of the Maryland Seal of Biliteracy (requires a score of *6-Intermediate Mid* or higher in all four domains).



Reading Performance	Listening Performance	Writing Performance	Speaking Performance
3rd grade: 73% meet or exceed the HS Spanish 2 expectation for Reading (Novice High) 6th grade: 77% meet or exceed HS Spanish 2 Reading goal (Novice High), and 43% of them are in Intermediate range or higher, nearing or exceeding HS Spanish 4 expectation for Reading 8th grade: 96% meet or exceed HS Spanish 2 Reading goal (Novice High), with 89% in Intermediate range or higher, nearing or exceeding HS Spanish 4 expectation for Reading	3rd grade: 70% meet or exceed the HS Spanish 2 expectation for Listening (Novice High) 6th grade: 77% meet or exceed the HS Spanish 2 Listening goal (Novice High), and 40% are in Intermediate range, nearing or exceeding HS Spanish 4 expectation for Listening 8th Grade: 93% meet or exceed HS Spanish 2 Listening goal (Novice High), and 79% are in Intermediate range, nearing or exceeding HS Spanish 4 expectation for Listening	3rd grade: 10% meet or exceed the HS Spanish 2 expectation for Writing (Novice High) 6th grade: 53% are meet the or exceed HS Spanish 2 Writing goal (Novice High) and 27% are in Intermediate range, nearing or exceeding HS Spanish 4 expectation for Listening 8th grade: 89% meet or exceed HS Spanish 2 Writing goal (Novice High), and 75% of them are in Intermediate range or higher, nearing or exceeding HS Spanish 4 expectation for Writing	3rd grade: 3% meet or exceed the HS Spanish 2 expectation for Speaking (Novice High) 6th grade: 47% meet or exceed HS Spanish 2 Speaking goal (Novice High) 8th grade: 79% meet or exceed HS Spanish 2 Speaking goal (Novice High), with 50% in the Intermediate range, nearing or exceeding HS Spanish 4 expectation for Speaking Speaking is a late-acquired skill and students across all levels showed readiness for enhanced opportunities to develop their speaking skills.

CCM Alumni High School GPA, AP course enrollment, and dual enrollment at FCC

CCM requested and reviewed data on the performance of CCM alumni who matriculated to FCPS high schools directly from middle school (below). CCM alumni participated in AP and/or dual enrollment at higher rates than all other FCPS high school students, and showed markedly higher grade point averages, with **76% of CCM alumni earning a 3.0 GPA or higher (compared to 63% of all FCPS high school students)** and 56% earning a 4.0 GPA or higher (compared to 32% of all FCPS high school students). Furthermore, 64% of students who attended CCM for 5 years or more had a GPA of 4.0 or higher in high school.

CCM is proud of the achievements of alumni, and although these are correlational and not causal measures, CCM believes student accomplishments reflect the strength of the Montessori model in preparing students to be independent, curious, and engaged learners. In particular, these measures are evidence for the “big picture” strength of Montessori, demonstrating that performance on standardized test scores in Primary and Elementary grades do not necessarily predict later academic performance.

High School GPA, AP, Dual Enrollment 2024-2025				
High School Comparisons 2023-2024	Number of Students	4.0+ GPA Weighted Classes	3.0+ GPA Unweighted Classes	AP, IB, and Dual Enrollment FCC
All FCPS High School Students	14,972	32%	63%	29%
CCM Alumni in FCPS High School (graduated from 8th grade)	109	61 (56%)	83 (76%)	38 (35%)
CCM Alumni in FCPS High School Who Attended CCM for 5+ Years	61 (56%)	39 (64%)	51 (84%)	26 (43%)

DOCUMENTED TIERS OF SUPPORT

Documented tiers of support for all special education students:

CCM aligned documentation practices with FCPS for the implementation of specialized instruction. This includes documentation through e-school of tier 2 & 3 interventions in student IEPs and intervention programs used.

Intervention programs utilized by CCM include: Eureka Math, Reading A-Z, Fountas and Pinnell, Corrective Reading, Read Naturally, Reading Mastery K, Reading Mastery 1, and Ravenscourt.

All CCM students needing extra support have the opportunity, as needed, to receive intervention at the Tier 1, 2, or 3 level.

This section explains each of the levels of support.

- The staff holds monthly Comprehensive School Improvement Team meetings with the staff leads from each grade level (Primary through Middle School) to analyze student performance and adjust instructional practices as needed.
- The administration and staff review data from State testing (MCAP, MISA), District testing (Scantron Performance Series), District assessments (from Curriculum Now), regularly-scheduled teacher observations, teacher-made assessments, and Student Learning Objectives on an ongoing basis. Each of these assessments provides data that teachers use to adjust instruction to meet each student's needs. Supplemental instruction and intervention strategies are discussed, and then implemented.
- CCM teachers maintain a consistent focus on student growth. Teachers record-keep based on an alignment between the Common Core State Standards (CCSS) and the Montessori curriculum. This ongoing record-keeping requires teachers to have a deep understanding of Montessori curricular objectives and CCSS curricular objectives. Teachers analyze student data at the classroom and team level in order to best utilize each teacher's talent to address student needs. Teachers monitor and discuss data in team meetings, vertical planning, and as a whole staff. They conference regularly with students to discuss progress and set learning goals, and lessons are then adjusted to meet individual student needs. Learning outcomes and success criteria are also shared with parents, in conferences (with the students leading the conferences starting in 4th grade).

● Tier 1: Structure and Processes Embedded in the Montessori Method

- The structure and processes within the Montessori classroom environment enable individually differentiated instruction.
- Students learn through hands-on contact with either real things or autodidactic concrete models of abstract concepts, allowing children to learn with much deeper understanding.
- The daily schedule provides for two to three hours of unscheduled time to ensure that individual students have sustained periods of open, uninterrupted time to choose independent work, become deeply engaged, and work through various tasks and responsibilities at their own pace.
- Classroom teachers implement direct instruction via mini-lessons, impressionistic lessons, procedural lessons, small-group lessons using flexible grouping based on needs, and individual lessons.

- Teachers guide each student's learning process, both in small groups and one-on-one student-teacher conferences to establish learning goals, review progress, and reflect on the previous week.
- Teachers continually observe and implement formative assessments to determine: (1) if the content resonates with each child, and how; (2) where each child's own interests reside and how to support this self-discovery; and, (3) in what other ways content can be shared with children so that learners of all styles can find meaning in their work.

● Tier 2 - Supplemental Intervention

- Based on the data, classroom teachers identify students who would benefit from math and language arts intervention. The intervention teachers then schedule time to meet with each student and write Individual Intervention Plans explaining what identified students need to learn, how the students will demonstrate their learning (learning outcomes and success criteria related to standards), and expectations for demonstrating learning.
- Support is focused on pre-requisite development for upcoming classroom topics and double dosing of current grade-level classroom topics. Intervention teachers employ explicit instruction, including using instructional models, strategies, and techniques that best help students master content.
- Intervention teachers meet regularly with classroom teachers to adjust content and instruction based on evidence of learning. Once a student has met identified outcomes, the intervention teachers will meet with classroom teachers to identify any other possible areas of growth.

● Tier 3 - Intensive Intervention

- Tier 3 support is provided by the math intervention or special education teachers using an IIP. There is a more comprehensive array of explicit instruction techniques employed.
- Special Education Teachers collaborate weekly with Classroom Teachers to monitor in-class progress and plan direct instruction. Special education staff members provide reading and math intervention with students using the following programs: Language Foundations (also known as "Structured Language Basics – SLB), Eureka Math, Reading A-Z, Fountas and Pinnell, Corrective Reading, Read Naturally, Reading Mastery K, Reading Mastery 1, and Ravenscourt.
- The school provides Special Education Instructional Assistants (SEIAs) and Special Education teacher assistance to students with documented needs, as well as targeted supplemental instruction from staff members as needed.
- Most students in grades 1-8 utilized Khan Academy to practice skills that had been presented to them in lessons. Typing programs were used at various grade levels to teach and reinforce typing skills. Teachers emphasize writing instruction across the curriculum, from articulating the steps for solving word problems to learning the art of narrative, expository, and opinion writing. Students also work with teachers and support staff to design academic goals.

STAFFING & ENROLLMENT

Instructional Staff Certification & Montessori Training

- All CCM instructional staff meet Maryland state and Federal qualifications.
 - See the table below for the percentage of teachers with full, pending, and conditional MSDE certification for the start of the 2024-2025 school year.
- All 2024-2025 CCM classroom teachers have either completed a Montessori certification program through a MACTE-accredited program or started a certification program within 12 months of their date of hire at CCM.
- MACTE (the Montessori Accreditation Council for Teacher Education) is a member of the Association of Specialized and Professional Accreditors (ASPA) and is recognized by the United States Department of Education (USDE). MACTE is one of two teacher education accreditors, the other being the Council for the Accreditation of Education Preparation (CAEP).
- 3 of our 11 Montessori classroom teachers are currently consultants for various Montessori training programs. This showcases our deep knowledge and expertise in Montessori education and how we effectively implement it in our classrooms.

MSDE Certification of Instructional Staff	2024-2025 n = 21 CCM Classroom Teachers*	
Full MSDE Certification	n=20	95%
MSDE Certification Pending	n=0	0%
Conditional MSDE Certification	n=0	0%

Montessori Certification of Instructional Staff	2024-2025 n = 11 CCM Classroom Teachers	
Completed Montessori Certification	n=10	91%
Enrolled in Montessori Certification Program	n=1	9%

*CCM currently has one teacher who is not MSDE certified but has a special Montessori credential that does not require her to be MSDE certified.

2024-2025 CCM Enrollment

- In the 2024-2025 school year, CCM met total enrollment targets per the charter agreement with student enrollment on September 30 as follows:
 - **269 students in grades K-8**
 - **48 students in preK**
 - **317 students total enrollment**
 - The following table reflects 2024-2025 CCM enrollment by classroom level.

Level	Multiple Ages in Classroom	Number of Classrooms	Students Per Classroom	Total Students Per Level
Primary	PreK3, PreK4, K	3	26	78
Lower Elementary	1st, 2nd, 3rd	3	30	90
Upper Elementary	4th, 5th, 6th	3	30	90
Middle School	7th and 8th	2	29.5	59

Lottery Applications

- Enrollment at CCM follows procedures as outlined in the MMCI Lottery / Enrollment Policy.
 - Priority status is given to siblings of current CCM students.
 - Priority status is given to children of CCM staff members.
- Lottery applications are received each year during the application period which opens in January and closes in March. The lottery that opened in January 2020 for the 2020-2021 school year, was the second lottery MMCI contracted with an outside provider (SmartChoice by SmartMint) to manage lottery application, selection, waitlist, and acceptance processes.
- In the years through 2020, a representative from FCPS Student Services Department oversaw and verified the lottery drawing. Beginning with the lottery in 2021 for the 2021-2022 school year this oversight transitioned to the Director of School Management and Charter Schools.
- **For the 2024-2025 school year, CCMPCS received 1,824 applicants.**

CCMPCS Enrollment	Number of lottery applicants per year										
Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
# of applicants	877	1064	1095	905	1170	928	1425	1285	1875	2203	1824
Student Enrollment (K-8)											270
Student Enrollment (PreK3-8)											315

CCM Demographics

- CCM demographics are consistent with FCPS demographics in many areas.
- In 2024-2025, **CCM continued to have a higher percentage of Black or African American students than FCPS**. CCM 15.5%, FCPS 14.8%.
- The percentage of **students in the Hispanic/Latino of any race subgroup at CCM has remained relatively stable** in the last 5 years: 15.2%, 16.3%, 17.3%, 16.7%, 15.5%. The percentage for FCPS initially decreased over the same time period but has risen in the last year: 19%, 20.6%, 21.1%, 20.6%, 16.7%, 20.6%.
- The percentage of **students in the white subgroup is higher at CCM than for FCPS; however, it has decreased over the last 5 years**: 62.6% (5.3 points difference) in 2019-2020, 61.6% (6.7 points difference) in 2020-2021, 58.5% (5.9 points difference) in 2021-2022, 54.2% (3.8 points difference) in 2022-2023, 55.2% (6.2 points difference) in 2023-2024, and 54.3% (6.8 points difference) in 2024-2025.
- The population of **Limited English Proficiency students is lower at CCM than FCPS**: 2019-2020 (1.6% vs. 7.0%), 2020-2021 (1.6% vs. 6.9%), 2021-2022 (1.9% vs. 6.9%), 2022-2023 (1.3% vs. 7.3%), 2023-2024 (1.0% to 7.7%), and 2024-2025 (0.9%).
- The percentage of students in the Free/Reduced Meals subgroup at CCM has followed the same trends as FCPS over the last 4 years with an increase in 2020-2021 during the COVID/Virtual Learning year and a decrease in 2021-2022. CCM saw an increase again in 2022-2023. For this subgroup, CCM remained at approximately 8 percentage points below FCPS in 2020-2021 (20.8% vs. 28.3%) and again 8 percentage points below FCPS in 2021-2022 (19.8% and 27.8%). In 2022-2023 (29.5% and 32.9%), however, CCM was only 3.4 percentage points lower than FCPS. In 2023-2024, CCM was 11.4 percentage points lower than FCPS in regards to the percentage of the population that qualifies for Free/Reduced Meals. In 2024-2025, CCM was 9.6 percentage points lower than FCPS in regards to the percentage of the population that qualifies for Free/Reduced Meals.
- In 2024-2025, the percentage of Special Education students at CCM increased slightly to 14.8%, while FCPS maintained a comparable percentage. **Overall, CCM has had a higher percentage of Special Education students than FCPS.**

Student Demographic Trends	Percentage of Students in Student Groups									
	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
Student Group	CCM	FCPS	CCM	FCPS	CCM	FCPS	CCM	FCPS	CCM	FCPS
All Students	n=315	n=43,221	n=315	n=45,220	n=315	n=46,899	n=315	n=47,681	n=317	n=48,054
American Indian	n<10 students	0.3%	0%	0.2%	0.3%	0.2%	0.3%	0.2%	0%	0%
Asian	4.1%	6.2%	5.0%	6.8%	6.7%	7.4%	6.3%	7.8%	7.9%	8.2%
Black or African American	13.8%	13.4%	16.0%	20.0%	17.0%	14.4%	16.5%	14.5%	15.5%	14.8%

Hispanic/Latino of any race	16.7%	19.0%	17.3%	n/a	16.3%	20.6%	15.2%	21.1%	15.5%	21.6%
Pacific Islander/Native Hawaiian	n<10 student	0.2%	0%	0.1%	0%	0.1%	0%	0.1%	0%	0%
Two or more races	3.5%	6.0%	3.1%	6.5%	5.4%	6.9%	6.3%	7.2%	6.9%	7.5%
White	61.6%	54.9%	58.5%	52.6%	54.2%	50.4%	55.2%	49%	54.3%	47.5%
Limited English Proficiency	1.6%	6.9%	1.9%	6.9%	1.3%	7.3%	1.0%	7.7%	0.9%	N/A
Free/Reduced Meals	20.8%	28.3%	19.8%	27.8%	29.5%	32.9%	21%	32.4%	27.4%	37%
Economically Disadvantaged	11.6%	13.9%	10.4%	14.0%	19.9%	25.4%	13%	26.1%	18%	29.5%
Special Ed	9.4%	10.6%	11.3%	10.5%	14.4%	11.1%	13.3%	11.7%	14.8%	12.3%
504	3.5%	5.5%	2.2%	5.2%	2.6%	5.4%	3.2%	6.2%	5%	6.9%

Data Summary: Chronic Absenteeism and Demographics Equity Snapshot

- CCM's overall Chronic Absenteeism for the 2024-2025 school year, when compared to FCPS, was significantly lower overall (6.2% vs. 16.7%), as well as across all demographic subgroups.
- CCM did not have any subgroups that qualified as disproportionate disciplining.

Chronic Absenteeism by School & Group

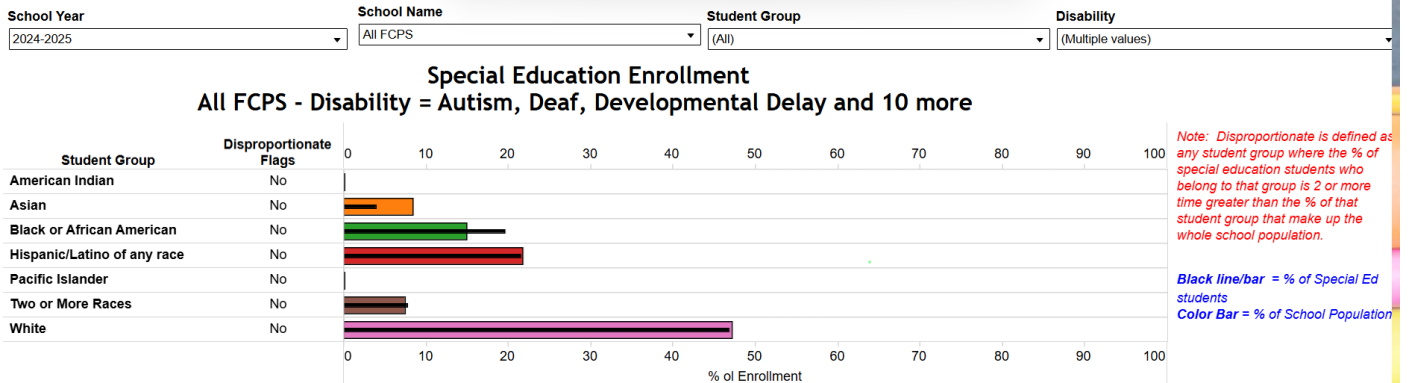
Student Group	CCM	FCPS
Asian	0%	15%
Black or African American	2.2%	13.9%
Hispanic/Latino of any race	6.7%	20.6%
2 or more races	11.1%	17.8%
White	7.5%	13.4%
Multilingual Learner	0%	13.4%
Free Reduced Meals	10.1%	23.4%
Students with Disabilities	10.6%	22.8%

MSDE Suspension Disproportionality: 2024-2025

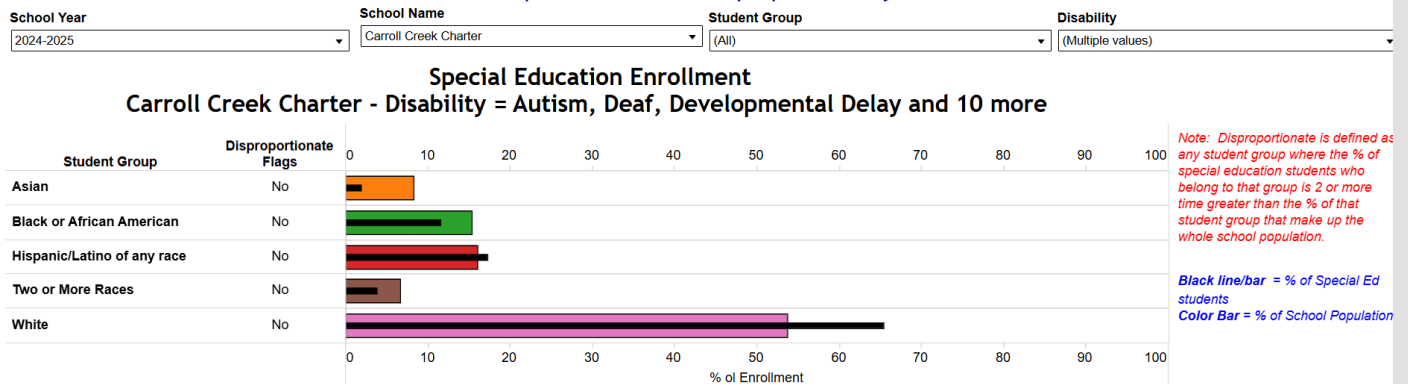
For a school to be declared disproportionate by MSDE it must have one or more student groups with both the Risk Ratio and State Removal Ratio ≥ 3.0 for a period of 3 consecutive years (it can be a different student group each year).

School Name	Grouping	School Year	Group Enrolled	Group* Suspended	Group Suspension Rate	Non-Group Enrolled	Non-Group Suspended	Non-Group Suspension Rate	State Removal Rate
Carroll Creek Charter	Asian	2024-2025	18	0	0.00	255	2	0.7843	7.16
	Black or African American	2024-2025	46	0	0.00	227	2	0.8811	7.16
	Hispanic/Latino of any r..	2024-2025	45	0	0.00	228	2	0.8772	7.16
	Two or More Races	2024-2025	18	0	0.00	255	2	0.7843	7.16
	White	2024-2025	146	2*	1.37	127	0	0	7.16
	Free/Reduced Meals	2024-2025	79	1*	1.27	194	1	0.5155	7.16
	Students with Disabilities	2024-2025	53	1*	1.89	220	1	0.4545	7.16

Special Education Disproportionality



Special Education Disproportionality



2024-2025 Disability Disproportionality

FINANCES & FACILITIES

CCM Finances

- CCM provides consistent financial management through integration with FCPS financial management systems and processes. Oversight of finances at CCM is provided by the CCM GC, CCM Financial Committee, MMCI BOT, MMCI Treasurer, CCM Secretary (FCPS employee), CCM Principal (FCPS employee), and MMCI Bookkeeper (MMCI employee).
- CCM and all other public schools in FCPS utilize FCPS business practices, staff, and accounting systems (including PeopleSoft) for financial management. This integration with FCPS accounting systems provides the following for both CCM and FCPS:
 - Confirmation that all contractual requirements for accurate financial reporting are met.
 - Adherence by CCM to FCPS-accepted accounting standards, financial management requirements, and auditing requirements.
 - Common terminology and accounting of expenditures and income between CCM and FCPS through the use of FCPS class, account, and program categories.

CCM PPA Budget - 5-year actual spending (2019-2020 through 2024-2025)

- COVID grant funding is not included in the PPA budget listed below.

ACTUAL EXPENSES AND INCOME: 5 YEARS (2020-21 THROUGH 2024-2025)

	2020-21	2020-21	2021-22	2021-22	2022-23	2022-23	2023-24	2023-24	2024-25	2024-25
Title	Proposed	Actual	Proposed	Actual	Proposed	Actual	Proposed	Actual	Proposed	Actual
Administration - Class 01	\$ 111,655	\$ 49,800	\$ 113,330	\$ 58,807	\$ 115,030	\$ 73,371	\$ 116,755	\$ 71,392	\$ 64,957	\$ 64,957
Office of the Principal - Class 02	\$ 223,182	\$ 197,414	\$ 232,091	\$ 202,487	\$ 361,366	\$ 224,720	\$ 371,022	\$ 230,250	\$ 185,183	\$ 217,799
Instructional Salaries - Class 03	\$ 1,306,988	\$ 1,374,682	\$ 1,358,919	\$ 1,359,457	\$ 1,412,946	\$ 1,516,822	\$ 1,469,154	\$ 1,668,721	\$ 1,711,173	\$ 1,708,764
Instructional Supplies - Class 04	\$ 24,655	\$ 14,240	\$ 25,263	\$ 3,422	\$ 25,901	\$ 11,311	\$ 26,571	\$ 8,733	\$ 8,556	\$ 17,547
Instructional Other - Class 05	\$ 20,000	\$ 10,882	\$ 20,000	\$ 3,136	\$ 20,000	\$ 19,050	\$ 20,000	\$ 8,578	\$ -	\$ -
Student Health Services - Class 08	\$ 579	\$ 56	\$ 608	\$ 943	\$ 638	\$ 1,474	\$ 670	\$ 1,519	\$ 1,700	\$ 1,124
Operations - Class 10	\$ 524,854	\$ 492,988	\$ 541,851	\$ 537,144	\$ 559,420	\$ 566,534	\$ 576,849	\$ 581,100	\$ 559,097	\$ 554,734
Maintenance of Plant - Class 11	\$ 39,588	\$ 1,093	\$ 41,517	\$ 1,516	\$ 43,543	\$ 2,083	\$ 45,670	\$ 992	\$ 4,000	\$ 949
Fixed Charges - Class 12	\$ 523,525	\$ 576,348	\$ 559,584	\$ 572,420	\$ 598,410	\$ 657,265	\$ 654,562	\$ 682,042	\$ 724,257	\$ 685,526
Community Services - Class 14	\$ -	\$ 1,975	\$ -	\$ 710	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,825
Capital Outlay - Class 15	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,885,480	\$ 466,974	\$ -
Annual Expenses	\$ 2,775,026	\$ 2,719,478	\$ 2,893,162	\$ 2,740,042	\$ 3,137,254	\$ 3,072,630	\$ 3,281,253	\$ 5,138,808	\$ 3,725,897	\$ 3,255,224
PPA:	\$ 10,338	\$ 10,540	\$ 10,493	\$ 10,890	\$ 10,651	\$ 11,536	\$ 10,811	\$ 12,749	\$ 12,439	\$ 12,749
Gross (Projected) PPA:	\$ 2,791,374	\$ 2,845,697	\$ 2,833,244	\$ 2,940,327	\$ 2,875,743	\$ 3,622,398	\$ 2,918,879	\$ 3,569,608	\$ 3,247,869	\$ 3,589,784
One time additional PPA:	\$ -	\$ -	\$ 94,731	\$ 19,198	\$ 161,747	\$ -	\$ -	\$ -	\$ -	\$ 141,571
Annual Gross Surp/Def:	\$ 16,348	\$ 126,220	\$ (59,918)	\$ 295,016	\$ (261,511)	\$ 568,966	\$ 335,503	\$ 1,885,480	\$ -	\$ -
Previous Year Surp/Def:	\$ 640,584	\$ 895,278	\$ 656,932	\$ 1,021,498	\$ 597,014	\$ 1,316,514	\$ (26,871)	\$ 5,616,835	\$ 478,028	\$ 478,028

CCM Long-range Facilities Planning

The FCPS Per Pupil Allotment is the source of funding for CCM's facility. The school pays facilities costs (rent, utilities, insurance, snow removal, groundskeeping, and maintenance) from funds that would otherwise go directly to instruction. In addition, CCM provides education and instructional space — with no PPA remuneration — for an additional 45 PreK students. CCM carefully develops and maintains the school budget and has created a long-term budget forecast, which serves as a critical tool in decision-making.

Facilities expenditures represent roughly 14% of the school's annual budget (in 2024-25, around \$480,000). The Governing Council and Monocacy Montessori Communities, Inc. carefully develop and maintain the school budget and have created a ten-year budget forecast, which serves as a critical tool in Facilities Task Force decision making. For seven years, CCM leadership actively explored options for securing facilities for its students. The Governing Council Facilities Task Force works to plan for facilities needs in the long term. The primary goal of the task force is to ensure that CCM has a safe and accessible facility that supports teaching and learning within its limited budget.

Carroll Creek initially built its current space in roughly 18,000 square feet of an office building in 2012 and then expanded to roughly 27,500 square feet in 2017. The build-out design is a safe and welcoming space, but is not ideal for the long term. School staff are keenly aware of the impact of the limited space on student behavior and learning, and advocate tirelessly to the Facilities Task Force for larger classrooms. More space is desired for CCM to be able to welcome and accommodate visitors, volunteers, families, and members of the community during school hours. The school has no gymnasium, so children participate in Physical Education in an 1,800 square foot multipurpose room with a low ceiling when they cannot be outside. There is no green space outside; instead, there is a sloping, 3,400-square feet fenced-in playground (used by younger students only) and parking areas.

As part of the facilities planning work, the task force successfully petitioned the Frederick County Zoning Board and the Frederick County Council. Through our efforts, the County granted permanent zoning regulations to allow public schools as an intended use in the Office, Research, Industrial (ORI) zone. While this achievement in advocacy has proved moot for CCMPCS' current location, this zoning ordinance will benefit the whole of FCPS in generations to come. In addition to the zoning amendment, CCM has been active in advocating for facilities funding for charter schools at the state level, sending representatives to testify before MD House and Senate committees in support of a charter school facilities funding bill.

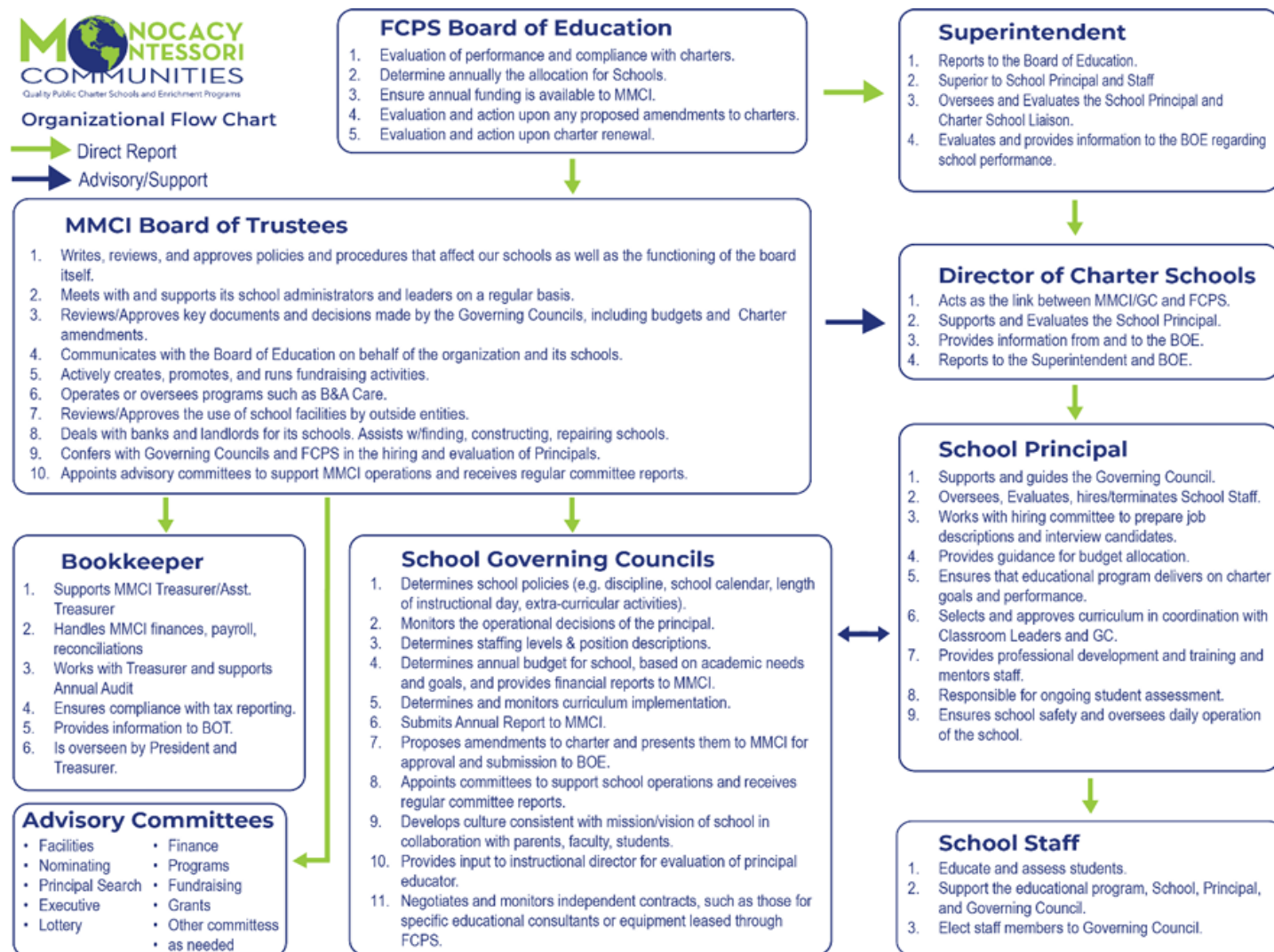
Despite the seven years of extensive facilities exploration efforts, it became impossible to secure an appropriate property within budget on the open market. In 2022, CCM had an accepted offer on the property at 7215 Corporate Court for a purchase price of \$6,500,000. An updated survey of real estate conducted in April 2024 showed that other listed properties were unaffordable to lease or purchase. This project and its modified scope were initially deemed affordable by MMCI and lenders, utilizing funding through the Maryland Health and Higher Educational Facilities Authority. Budget constraints due to the changing PPA funding formula announced in the Spring of 2023 rendered the purchase of 7215 Corporate Court impossible. An annual reduction in PPA totaling almost \$600,000 represented an entire annual mortgage payment, and took the school from a slightly positive budget to more than \$550,000 in deficit, and unable to qualify for financing. Accordingly, CCM submitted a proposal to lease Yellow Springs Elementary School from FCPS in May 2024, and was ultimately successful,

winning approval to lease the property for 8-10 years. CCM has a signed lease to remain in its current building until Yellow Springs becomes available in Summer 2026.

CCM is negotiating a lease with FCPS for Yellow Spring Elementary School through the end of the current charter. Despite this highly favorable and appreciated opportunity to lease Yellow Springs, the estimated annual costs to operate the new facility do not counterbalance the budget cuts, and will put the school in a precarious situation for purchasing a new building by 2029.

CULTURE & COMMUNITY

School Governance



May 2023

- CCM implements the governance structure as described in the school charter contract and the Monocacy Montessori Communities, Inc. (MMCI) bylaws.
- CCM is governed by the MMCI Board of Trustees (BOT) and the CCM Governing Council (GC).]
- The current rosters and contact information of the CCM GC and MMCI BOT are available on the respective websites <https://carrollcreekmontessori.org/school-info/governance/> and <https://mmcimd.org/about/bot/>

- Both the CCM GC and the MMCI BOT hold regular monthly meetings that are open to the public.
- CCM GC and MMCI BOT meetings were held virtually using the Google Meet platform during the 2024-2025 school year.
- Agendas and invitations for the meetings are published to the school community in advance of meetings.
 - Meeting minutes and video recordings for the CCM GC are available to the public on the CCM website at <https://carrollcreekmontessori.org/school-info/governance/>
 - Meeting minutes for the MMCI BOT are available to the public on the MMCI website at <https://mmcimd.org/calendar/>

Parent Volunteering

- As a public charter school, CCM relies heavily on volunteer support.
- As set forth in the charter, CCM asks parents and guardians to donate a minimum of 10 volunteer hours a school year for single-adult households and a minimum of 30 hours for households with more than one adult.
- Volunteer hours include time invested in the governing bodies of the CCM Governing Council and the MMCI Board of Trustees, developing the annual PPA budget, addressing facilities issues, and large initiatives such as CCM's facility search. Parents also volunteer by supporting the school library and helping serve lunch to our students. Many parents have volunteered in classrooms by presenting information about their cultures or occupations. Students participate in field trips throughout the year which has also been an opportunity for our parents to volunteer their time.
- **CCM volunteer hours reported for July 2024-June 2025 total 1059 hours.** It's important to note that volunteer hours are self-reported. Therefore, volunteer hours are likely higher than what has been recorded.

Parent-Teacher Conference Participation

- 2024-2025 Annual parent-teacher conferences were held in-person and virtually via Google Meet by request during the month of October 2024.
- Classroom teachers, special area teachers, and counselors held 342 conferences with CCM families and guardians. 239 of those conferences were held virtually; 103 were held in person.

APPENDIX 1: DOCUMENTED TIERS OF SUPPORT FOR STUDENTS (FROM 2019-2020 ANNUAL REPORT)

How does Carroll Creek Montessori meet the needs of students who are not meeting grade-level standards?

All CCM students needing extra support have the opportunity, as needed, to receive intervention at the Tier 1, 2, or 3 level. This appendix explains each of the levels of support.

Tier 1 Student Support: Embedded in the Structure and Processes Behind the Montessori Method

CCM teachers maintain a consistent focus on student growth. Teachers record-keep based on an alignment between Common Core and the Montessori curriculum. This ongoing record-keeping requires teachers to have a deep understanding of Montessori curricular objectives and CCSS curricular objectives. Teachers analyze student data at the classroom and team level in order to best utilize each teacher's talent to address student needs. Teachers monitor and discuss data in team meetings, vertical planning, and as a whole staff. They conference regularly with students to discuss progress and set learning goals. Lessons are then adjusted to meet individual student needs based on data collected. Learning outcomes and success criteria are also shared with parents, in conferences (with the students leading the conferences starting in 4th grade).

A description of the structures and processes within the Montessori classroom described below will provide a deeper understanding of the support each student receives.

The structure and processes within the Montessori classroom environment enable individually differentiated instruction. The Montessori classroom environment is a holistic, integrated, and highly coherent space for learning. Every element of the environment is organized intentionally to create an optimal setting for purposeful interactions among students, teachers, and materials within the classroom.

Students learn through hands-on contact with either real things or concrete models of abstract concepts, allowing children to learn with much deeper understanding. Autodidactic materials free the child from requiring a teacher to receive instruction and practice. This allows the teacher to observe and to move from child to child presenting new materials as needed.

The daily schedule provides for two to three hours of unscheduled time to ensure that individual students have sustained periods of open, uninterrupted time to choose independent work, become deeply engaged, and work through various tasks and responsibilities at their own pace. Teachers instruct students on the core curriculum or provide supplemental instruction based on student needs during this work period, all the while respecting the importance of the child's time and space to assimilate information.

Three Period Lesson: Direct Instruction

Classroom teachers provide mini-lessons, impressionistic lessons, procedural lessons, small-group lessons using flexible grouping based on needs, and individual lessons. Each lesson incorporates previously learned information and a clear focus on the new concept being taught. Generally, the lessons incorporate concrete materials for sensorial exploration. The lessons center around the most basic information necessary for the

children to do the work: the name of the materials, where they can be found in the classroom, how to use the materials, and what can be done with them. The student then leaves the lesson to make use of their own learning style, be it visual, auditory, kinesthetic, or a combination of these, to repeat the exercise until they feel comfortable they understand the new concept. After the student has had sufficient time to explore and learn from the new material, the teacher assesses understanding and mastery of learning.

The Montessori teacher guides each student's learning process, both in a group context and also through the weekly one-on-one student-teacher conference, where each child meets individually with the teacher. The teacher is able to work with the child to establish learning goals for the week in all areas, and review the records and reflections of the previous week.

Assessment

Keeping track of children's progress and growth over time is a critical task for Montessori teachers and is deeply intertwined with the work of guiding children through the breadth of the Montessori curriculum. While teachers naturally follow a rich scope and sequence for teaching across the content areas, Montessorians are also constantly observing and implementing formative assessments to determine: (1) if the content resonates with each child, and how; (2) where each child's own interests resides and how to support this self-discovery; and, (3) in what other ways content can be shared with children so that learners of all styles can find meaning in their work. This process of scientific observation is the cornerstone of assessment in a Montessori environment.

Tier 2 - Supplemental Intervention

Each September, classroom teachers identify students who would benefit from supplemental intervention. To do this, teachers examine evidence of learning based on student data and work samples from the previous year, as well as the Spring MCAP and Fall iReady and DIBELS (for appropriate levels) assessment scores.

Once students are identified, the classroom teachers identify areas of improvement for each student. This information is communicated to the intervention staff.

Intervention staff schedule time to meet with each student and write Individual Intervention Plans explaining what identified students need to learn, how the students will demonstrate their learning (learning outcomes and success criteria related to standards), and expectations for demonstrating learning.

Tier 2 support is focused on pre-requisite development for upcoming classroom topics and double dosing of current grade-level classroom topics. Intervention teachers are intentional about employing explicit instruction, including using instructional models, strategies, and techniques that best help students master the given content. For example, teachers:

- focus on critical content
- sequence skills logically
- break down complex skills into smaller instructional units
- review prior skills and knowledge before beginning instruction
- provide step-by-step demonstrations, use clear and concise language
- provide guided and supported practice
- provide an adequate range of examples and non-examples
- provide guided and supported practice
- require frequent responses
- provide immediate feedback

- help students organize knowledge

Intervention staff meet regularly with classroom teachers to adjust content and instruction based on evidence of learning. Once a student has met identified outcomes, the intervention staff meets with classroom teachers to identify any other areas of growth deficit or discontinue intervention services.

Tier 3 - Intensive Intervention

Tier 3 support is provided by the intervention or special education staff using an IIP. Students receiving Tier 3 support are working 2 or more grade levels below their grade placement. The difference between Tier 2 and 3 interventions is based on the frequency, alignment, and comprehensiveness of the intervention. Tier 3 intervention involves meeting with students between 3 and 5 days a week for longer amounts of time than the intervention meetings provided to students within Tier 2. A more comprehensive array of explicit instruction techniques is employed in Tier 3 intervention. For example, a student may spend a longer amount of time in the first period (“I do”) and second period (“we do”) of a lesson.

Special Education students can be a part of Tier 2 or Tier 3 intervention groups led by intervention teachers or Special Education teachers, as long as the goals of the intervention group align with the special education student’s Individualized Education Plan. Likewise, a student not designated as a special education student can be a part of Tier 3 intention groups led by a special education instructor.

Special Education Process and Support

If a student has had access to all appropriate tiered interventions and has not responded to previous interventions, they will be referred, in writing, to the IEP Team, using the Screening Referral, or through a parent letter.

The school then implements the “pre-referral” process monitoring and evaluating the student’s response to intervention(s), and documents the results prior to referring a student to the IEP Team. Based on the documentation of the multi-tiered system of support, the student services team may then refer to the IEP team for review.

The IEP Team will then hold a screening meeting to review existing data, evaluations, and information from the parent; instructional interventions and strategies; current classroom-based, county, and state assessments; and observations by teachers and related service providers.

Based upon consideration of all information presented, the IEP Team may gather additional data prior to determining the need for assessment or determine that the student’s program is appropriate and further evaluation is not needed. If an education disability is suspected, a variety of assessment tools and strategies are used to gather sufficient data relevant to the suspected disability and may include functional, cognitive, developmental, behavioral, academic, and physical information, and information provided by the parent. This data enables the IEP team to determine:

- if the student is a student with a disability
- the student’s educational needs
- the content of a student’s IEP
- each special education and related service needed by a student.

If the student's IEP requires intervention services, the IEP Team determines the appropriate time and manner to provide research-based intervention.

IEP meetings are held annually to review student progress. Eligibility meetings for continued special education services are held every three years. Based on a review of existing assessment data and input from the student's parents, teachers, and specialists, the IEP team determines:

- student eligibility
- specific educational needs of the student
- present levels of academic achievement and related developmental needs of the student
- special education and related services needed to enable the student to meet the measurable annual goals in the student's IEP and to participate in the general curriculum
- continued need for special education and related services during the triannual meeting based on collected data in input from all participants.

For more information on the steps taken for Tier II intervention at CCM, please refer to the FCPS Special Education Handbook.



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.09 Community Listening Session Debrief
Type	Information, Discussion
Department(s)	Board of Education Office

Content

PURPOSE OF PRESENTATION:

The Board will discuss the Community Listening Session that was held on February 18, 2026 at Tuscarora High School.

The Community Listening Sessions for the 2025-2026 School Year:

- October 15, 2025 - Middletown High School
- February 18, 2026 - Tuscarora High School
- April 15, 2026 - Walkersville High School



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	1.. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.10. Motion to Move Into Closed Session
Type	Action
Suggested Action	Board approval to move into Closed Session.

Content

In accordance with Maryland's Open Meetings Act, General Provisions Article § 3-305(b)(1), (2), (7) and (9), the Board will meet in Closed Session at 4:00 pm in the Board Room to discuss matters related to an appeal, to discuss a personnel matter, to consult with counsel to obtain legal advice, and to receive an update on negotiations with the Frederick Association of School Support Employees (FASSE), the Frederick County Teachers Association (FCTA) and the Frederick County Administrative & Supervisory Association (FCASA).



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	1.. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.11. Adjournment
Type	Procedure



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	2. CLOSED SESSION [4:00 p.m.]
Subject	2.01 Call to Order
Type	Procedure



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	2. CLOSED SESSION [4:00 p.m.]
Subject	2.02 Adjournment
Type	Procedure



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	3. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	3.01 Call to Order
Type	Procedure



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	3. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	3.02 Pledge of Allegiance
Type	Procedure



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	3. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	3.03 Closed Session Announcement
Type	Information

Content

In accordance with Maryland's Open Meetings Act, General Provisions Article § 3-305(b)(1), (2), (7) and (9), the Board met in Closed Session at 4:00 pm today in the Board Room to discuss matters related to an appeal, to discuss a personnel matter, to consult with counsel to obtain legal advice, and to receive an update on negotiations with the Frederick Association of School Support Employees (FASSE), the Frederick County Teachers Association (FCTA) and the Frederick County Administrative & Supervisory Association (FCASA).



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	3. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	3.04 Approval of the February 11, 2026 Board of Education Special Meeting Minutes
Type	Minutes
Suggested Action	Board approval of the February 11, 2026 Board of Education Special Meeting Minutes

ATTACHMENT(S):

[2.11.26 Special Meeting Minutes_DRAFT.pdf](#)

BOARD OF EDUCATION OF FREDERICK COUNTY
Special Meeting
February 11, 2026
2:30 p.m.
Board Room
Meeting Minutes – DRAFT

Members present: Dean Rose, Rae Gallagher, Jaime Brennan, Janie Monier, Chad King Wilson, Sr., Karen Yoho

Members absent: Colt Black

Others present: Dr. Cheryl Dyson, Superintendent; Kathryn Rich, Executive Assistant to the Board

Procedure: Agenda Item 1.01 – Call to Order

President Rose called the meeting to order at 2:30 p.m.

Information, Discussion, Action: Agenda Item 1.02 – Renewal of the Superintendent’s Contract

The Board of Education of Frederick County approved and ratified the renewal of the employment contract with the Superintendent of Schools, Dr. Cheryl Dyson.

On October 6, 2025, Dr. Dyson expressed interest in entering into negotiations with the Board of Education for a successive employment contract, in accordance with §4-201 of the Education Article of the Annotated Code of Maryland.

The Board voted to accept Dr. Dyson’s Letter of Intent to Renew the Contract on October 22, 2025.

The Board and the Superintendent, through their attorneys, entered into discussion of the terms and conditions of the employment contract and tentative agreement was reached.

Board approval and ratification of the renewal of the employment contract with Dr. Cheryl Dyson as the Superintendent of Schools for Frederick County Public Schools.

Alexander Thomas, Student Member of the Board, supported the motion.

Motion by: Dean Rose, second by Rae Gallagher

Final Resolution: Motion Carries

Yea: Dean Rose, Rae Gallagher, Jaime Brennan, Janie Monier, Chad King Wilson, Sr, Karen Yoho

Not Present at Vote: Colt Black

Dr. Dyson provided remarks after the contract was approved and ratified.

Procedure: Agenda Item 1.03 – Adjournment

President Rose adjourned the meeting at 2:46 p.m.

Submitted by: Kathryn Rich, Executive Assistant to the Board



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	3. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	3.05 Approval of the February 11, 2026 Board of Education Meeting Minutes
Type	Minutes
Suggested Action	Board approval of the February 11, 2026 Board of Education Meeting Minutes.

ATTACHMENT(S):

[2.11.26 Meeting Minutes_DRAFT.pdf](#)

Board of Education of Frederick County
Wednesday, February 11, 2026
Board Room
Meeting Minutes - DRAFT

1. WORK SESSION (OPEN MEETING) [3:00 P.M.]

Members present: Dean Rose, Rae Gallagher, Jaime Brennan, Janie Monier, Chad King Wilson, Sr., Karen Yoho

Members absent: Colt Black

Others present: Dr. Cheryl Dyson, Superintendent; David Guzman, Purchasing Agent; Lloyd Mills, Senior Manager, Maintenance; Bill Meekins, Purchasing Manager; Daniel Myers, Project Manager, Capital Programs; Dawn Worrell, Accountant; Thomas Mulligan, Project Manager, Capital Programs; Daniel Myers, Project Manager, Capital Programs; Nick Williams, Ashley McGraw DC; Ian LeFever, Ashley McGraw DC; Chad Oursler, Davis Construction; Justin Short, Davis Construction; Eric Louers-Phillips, Association Superintendent of Public Affairs; Dr. Sarah Sirgo, Chief of Staff; Steven Blivess, Esquire, Chief Legal Counsel; Sabrina Nail, Board Ombuds; Alexander Thomas, Student Member of the Board; Kathryn Rich, Executive Assistant to the Board

1.01 Call to Order

President Rose called the meeting to order at 3:00 p.m.

1.02 Approval of the February 11, 2026 Meeting Agenda

Board approval of the February 11, 2026 Meeting Agenda.

Alexander Thomas, Student Member of the Board, supported the motion.

Motion by Rae Gallagher, second by Janie Monier.

Final Resolution: Carries

Yea: Rae Gallagher, Dean Rose, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

Not Present at Vote: Colt Black

1.03 Bid Calendar Items

- RFP 26MISC7, Printing Services for Frederick County Public Schools – The intent of this solicitation is to establish a contract for printing services, materials, and delivery of printed materials as specified to Frederick County Public Schools.
- Bid 26M6, Heating Oil – The intent of this solicitation is to establish a contract for the supply and delivery of heating oil used by Frederick County Public Schools.

1.04 Information Items

- Capital Improvement Program Project Status Report for the Quarter Ending December 31, 2025. This report provides information concerning the financial status for all projects currently active with the construction fund, and for projects that are completed but have a remaining budget balance.
- AFCEA Grant – Frederick County Public Schools has received a \$1,571 grant from the AFCEA Central Maryland Chapter to support STEM education.
- Piedmont Environmental Education Grant – Frederick County Public Schools has received a \$500 grant from the Piedmont Environmental and Education Foundation to support environmental education at Frederick High School.

1.05 Bid 26M1, HVAC/R Service Contract

Staff recommended approval of the contract with multiple contractors to provide all labor, supervision, materials, and incidental services necessary for the repair and/or replacement of HVAC equipment, in accordance with manufacturer standards and procedures.

Staff recommended the contract be awarded to AAA Complete Building Services, Inc. (Washington, DC); Boland Trane Services Inc. (Gaithersburg, MD); Carrier Corporation (Baltimore, MD); Denver-Elek, Inc. (Essex, MD); FloTron Contracting, Inc (Hunt Valley, MD); Havtech Service (Columbia, MD); Johnson Controls Inc. (Sparks, MD); MBB Affiliates, LLC (Washington, DC); and Mechanical Services Industries LLC (Frederick, MD). Board approval of Bid 26M1, HVAC/R Service Contract.

Board approval of Bid 26M1, HVAC/R Service Contract.

Alexander Thomas, Student Member of the Board, supported the motion.

Motion by Rae Gallagher, second by Chad Wilson.

Final Resolution: Carries

Yea: Rae Gallagher, Dean Rose, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

Not Present at Vote: Colt Black

1.06 Bid 26C2, Lewistown Elementary School Boiler Replacement Project

Staff recommended the establishment of a contract for the replacement of the boiler at Lewistown Elementary School. Staff recommended that the contract be awarded to Mechanical Services Industries LLC (Frederick, MD).

Board approval of Bid 26C2, Lewistown Elementary School Boiler Replacement Project.

Alexander Thomas, Student Member of the Board, supported the motion.

Motion by Karen Yoho, second by Rae Gallagher.

Final Resolution: Carries

Yea: Rae Gallagher, Dean Rose, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

Not Present at Vote: Colt Black

1.07 RFP 21MISC7, Professional Auditing Services for Frederick County Government, Frederick County Public Schools and Frederick Community College (Renewal)

Staff recommended the contract renewal for professional auditing services for Frederick County Public Schools, The solicitation included Frederick County Government and Frederick Community College. Staff recommended the contract be renewed to SB & Company, LLC (Owings Mills, MD).

Board approval of contract renewal for RFP 21MISC7, Professional Auditing Services for Frederick County Government, Frederick County Public Schools and Frederick Community College.

Alexander Thomas, Student Member of the Board, supported the motion.

Motion by Karen Yoho, second by Janie Monier.

Final Resolution: Carries

Yea: Rae Gallagher, Dean Rose, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

Not Present at Vote: Colt Black

1.08 School Construction Budget Amendments #26-03, #26-04, and #26-05

Staff sought Board approval of School Construction Budget Amendments #26-03, #26-04, and #26-05.

School Construction Budget Amendment #26-03 recognizes \$749,000 of additional state funding received in FY2026 through the Healthy School Facility Fund (HSFF) to fund the Middletown High School Roof Replacement project. Projects approved through HSFF have a local funding match requirement. As such, this budget amendment also proposes a local funds transfer among projects. FCPS staff recommended transferring a portion of the Systemics-Generic project into this project.

School Construction Budget Amendment #26-04 proposes transferring funds from the Systemics-Generic project to create the Tuscarora High Roof Flashing Replacement project. This purpose of this project is to replace roof flashings at roof sections 6, 12, and 13, that are in poor condition around the perimeter of the parapet.

School Construction Budget Amendment #26-05 proposes to transfer funds from the Systemics-Generic project into the Lewistown Elementary Boiler Replacement FY2026 Aging Schools Program (ASP26) project. Bids received for the Lewistown Elementary Boiler Replacement ASP26 project exceeded the total budget. A budget amendment is required to award the project.

Board approval of School Construction Budget Amendments #26-03, #26-04 and #26-05.

Alexander Thomas, Student Member of the Board, supported the motion.

Motion by Rae Gallagher, second by Janie Monier.

Final Resolution: Carries

Yea: Rae Gallagher, Dean Rose, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

Not Present at Vote: Colt Black

1.09 Hillcrest ES and Twin Ridge ES Design Documents/Construction Documents

Staff sought Board approval for the Design Development (DD) and Construction Documents (CD) of the Twin Ridge Elementary and Hillcrest Elementary School projects. Once the documents are approved, they will be submitted to the State IAC for their review.

Board approval of the Design Documents and Construction Documents as presented.

Alexander Thomas, Student Member of the Board, supported the motion.

Motion by Karen Yoho, second by Chad Wilson.

Final Resolution: Carries

Yea: Rae Gallagher, Dean Rose, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

Not Present at Vote: Colt Black

1.10. 2027-2028 Academic Calendar

Staff shared the four (4) calendar options for the 2027-2028 academic year.

Mr. Louers-Phillips discussed the COMAR waiver process for closure-related make-up days. As of today, the last day of school is now June 16, 2026 due to the snow days that the system has used.

There was Board consensus that if there is a sixth snow day, the system would take away Friday April 10, 2026 of Spring break.

Board approval of Calendar Option 2 for the 2027-2028 academic year.

Alexander Thomas, Student Member of the Board, supported the motion.

Motion by Rae Gallagher, second by Janie Monier.

Final Resolution: Carries

Yea: Rae Gallagher, Dean Rose, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

Not Present at Vote: Colt Black

1.11. Policy 441, Transportation of Students

Policy 441, Transportation of Students, was presented as the Board of Education's second reading.

Board approval of Policy 441, Transportation of Students, with the amendment discussed to add the Policy 508 link under the Resources section, for immediate publication.

There was discussion regarding Section D.2.a of the Policy.

Ms. Monier amended her motion to state the following: Board approval of Policy 441, Transportation of Students, with the amendment to add the Policy 508 link under the Resources section and for Section D.2.a to reflect that parents are responsible for the safety and conduct of their children from the time they leave home to the bus stop and the Student Code of Conduct. Ms. Yoho accepted the amended motion.

Alexander Thomas, Student Member of the Board, supported the motion.

Motion by Janie Monier, second by Karen Yoho.

Final Resolution: Carries

Yea: Rae Gallagher, Dean Rose, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

Not Present at Vote: Colt Black

1.12. Motion to Move Into Closed Session

President Rose made the following statement: In accordance with Maryland's Open Meetings Act, General Provisions Article § 3-305(b)(1), (7) and (9), the Board will meet in Closed Session at 4:00 pm in the Board Room to discuss a personnel matter, to consult with counsel to receive legal advice, and to receive an update on negotiations with the Frederick Association of School Support Employees (FASSE), the Frederick County Teachers Association (FCTA) and the Frederick County Administrative & Supervisory Association (FCASA).

Board approval to move into Closed Session.

Alexander Thomas, Student Member of the Board, supported the motion.

Motion by Janie Monier, second by Chad Wilson.

Final Resolution: Carries

Yea: Rae Gallagher, Dean Rose, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

Not Present at Vote: Colt Black

1.13. Adjournment

President Rose adjourned the meeting at 3:53 p.m.

2. CLOSED SESSION [4:00 p.m.]

Members present: Dean Rose, Rae Gallagher, Jaime Brennan, Janie Monier, Chad King Wilson, Sr., Karen Yoho

Members absent: Colt Black

Others present: Dr. Cheryl Dyson, Superintendent; Steven Blivess, Esquire, Chief Legal Counsel; Tim Thornburg, Chief Negotiator for the Board with FASSE, FCTA and FCASA; Dr. Sarah Sirgo, Chief of Staff; Heather Jo Clabaugh, Associate Superintendent of Fiscal Services; Dr. Paul Lebo, Chief Operating Officer, Kathryn Rich, Executive Assistant to the Board

LEGAL CITATION: In accordance with Maryland's Open Meetings Act, General Provisions Article § 3-305(b)(1), (7) and (9), the Board will meet in Closed Session at 4:00 pm in the Board Room to discuss a personnel matter, to consult with counsel to receive legal advice, and to receive an update on negotiations with the Frederick Association of School Support Employees (FASSE), the Frederick County Teachers Association (FCTA) and the Frederick County Administrative & Supervisory Association (FCASA).

2.01 Call to Order

President Rose called the meeting to order at 3:55 p.m.

Topics of Discussion Included:

- Advice of Counsel/Pending Litigation
- Updates on Negotiations
- Personnel Matter

2.02 Adjournment

Vice President Gallagher adjourned the meeting at 5:28 p.m.

3. REGULAR MEETING - Preliminary Items [6:00 p.m.]

Members present: Rae Gallagher, Colt Black, Jaime Brennan, Janie Monier, Chad King Wilson, Sr., Karen Yoho

Members absent: Dean Rose

Others present: Dr. Cheryl Dyson, Superintendent; Amy Cordes, Supervisor of Professional Growth Systems; Troy Keller, Director, Special Education, Elementary; Amy Power, Supervisor, Special Education, Behavior Analysts Staff Development; Steven Blivess, Esquire, Chief Legal Counsel; Heather Jo Clabaugh, Associate Superintendent of Fiscal Services; Denise Frock, Director of Budget; Dr. Jamie Aliveto, Chief of Schools & Accountability; Dr. Keith Harris, Chief of Academics & Organizational Development; Dr. Sarah Sirgo, Chief of Staff; Dr. Kathy Gull, Curriculum Director, Department of Curriculum & Instruction; Alexander Thomas, Student Member of the Board; Kathryn Rich, Executive Assistant to the Board; Janice Spiegel, Manager of Special Projects, Frederick County Government; Esther Frances, Frederick News-Post

3.01 Call to Order

Vice President Gallagher called the meeting to order at 6:00 p.m.

3.02 Pledge of Allegiance

3.03 Closed Session Announcement

Vice President Gallagher made the following announcement: In accordance with Maryland's Open Meetings Act, General Provisions Article § 3-305(b)(1), (7) and (9), the Board met in Closed Session at 3:55 pm today in the Board Room to discuss a personnel matter, to consult with counsel to receive legal advice, and to receive an update on negotiations with the Frederick Association of School Support Employees (FASSE), the Frederick County Teachers Association (FCTA) and the Frederick County Administrative & Supervisory Association (FCASA).

3.04 Approval of the January 21, 2026 Board of Education Meeting Minutes

Board approval of the January 21, 2026 Board of Education Meeting Minutes.

Alexander Thomas, Student Member of the Board, was not present during the vote.

Motion by Janie Monier, second by Chad Wilson.

Final Resolution: Carries

Yea: Rae Gallagher, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

Not Present at Vote: Dean Rose, Colt Black

3.05 Approval of the January 28, 2026 Board of Education Budget Work Session Meeting Minutes

Board approval of the January 28, 2026, Board of Education Budget Work Session Meeting Minutes.

Alexander Thomas, Student Member of the Board, was not present during the vote.

Motion by Janie Monier, second by Chad Wilson.

Final Resolution: Carries

Yea: Rae Gallagher, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

Not Present at Vote: Dean Rose, Colt Black

3.06 Approval of the February 4, 2026 Board of Education Public Hearing Meeting Minutes

Board approval of the February 4, 2026 Board of Education Public Hearing Meeting Minutes.

Alexander Thomas, Student Member of the Board, was not present during the vote.

Motion by Janie Monier, second by Chad Wilson.

Final Resolution: Carries

Yea: Rae Gallagher, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

Not Present at Vote: Dean Rose, Colt Black

3.07 System Recognition: Career and Technical Education Month Proclamation

February is National Career & Technical Education Month. The Board of Education recognized and proclaimed Career & Technical Education Month in Frederick County Public Schools.

Board approval to proclaim the month of February as National Career and Technical Education month in Frederick County Public Schools.

Alexander Thomas, Student Member of the Board, was not present during the vote.

Motion by Karen Yoho, second by Janie Monier.

Final Resolution: Carries

Yea: Rae Gallagher, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

Not Present at Vote: Dean Rose, Colt Black

3.08 System Recognition: Newly Achieved FCPS National Board-Certified Teachers

The Board recognized the 61 FCPS teachers who have achieved National Board Certification (NBC) through the National Board for Professional Teaching Standards (NBPTS). In addition to the 61 teachers who received their initial certification, four (4) additional teachers recently achieved the Maintenance of Certificate (MOC). Frederick County Public Schools now has 204 educators who have achieved National Board Certification with 149 additional staff currently in pursuit of their NBC.

Mr. Black arrived to the meeting at 6:08 p.m.

Mr. Thomas arrived to the meeting at 6:10 p.m.

3.09 Public Comment

Public comment was offered by:

Emma Lininger
Katherine Nicole Struck
Edward Gardner
Shaun Porter
Jesse Burrier
Samuel Rosenbloom
Paolo Ibarra
Brian McCarthy
Jamie Shopland
Shannon Thompson
Geoffrey Seidel
Christy Lininger
Amy Sullivan
Lisa Sandlin
Carrie Burtner
Leah Kohl
Madyson Sichelstiel

3.10. Superintendent Comments

Dr. Dyson provided comments from the Office of the Superintendent.

3.11. Student Member of the Board Comments

Alexander Thomas, Student Member of the Board, provided comments.

3.12. Board Member Comments

Board members provided comments.

4. Regular Meeting - Action Consent

4.01 Staffing Changes

Board approval of Action/Consent items.

Alexander Thomas, Student Member of the Board, supported the motion.

Motion by Colt Black, second by Karen Yoho.

Final Resolution: Carries

Yea: Rae Gallagher, Colt Black, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

Not Present at Vote: Dean Rose

5. Board Items

5.01 Special Education Update

Staff shared an update on professional learning focused on de-escalation and crisis intervention.

5.02 Policy 101, Organization of the Board

Policy 101, Organization of the Board, was presented as the Board of Education's first reading.

Board approval to advance Policy 101, Organization of the Board, for a second reading with the suggested edits.

Alexander Thomas, Student Member of the Board, supported the motion.

Motion by Karen Yoho, second by Janie Monier.

Final Resolution: Carries

Yea: Rae Gallagher, Colt Black, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

Not Present at Vote: Dean Rose

5.03 Fiscal Year 2027 Operating Budget Update

Staff provided an update on the Fiscal Year 2027 (FY2027) Operating Budget.

- Revenue Update
 - State Revenue Update
 - State Aid increased by \$7,698,010
 - Non-Public Placements decreased by \$1,000,000
 - Legislative change reduced the state reimbursement of excess cost for non-public placements in FY2026 and FY2027.
 - Concentration of Poverty increased by \$1,266,344

Expense Update

- Blueprint: Workforce Services Allocation reduced by \$10,160.
- Concentration of Poverty increased by \$1,266,344

Updated County Funding Request

- Expense Increases \$43,232,242
- Revenue Increases \$11,774,634
- County Funding Request \$31,457,608

The FY2027 Board-Requested Operating Budget must be approved for submission to the County Executive of Frederick County no later than the Board's February 25, 2026 meeting.

6. Setting of the Next Meeting Agenda

6.01 Setting the Agenda for the February 25, 2026 Board of Education Meeting

Dr. Dyson stated that the February 25, 2026 Board of Education meeting would contain:

- Strategic Plan Key Performance Indicator Reporting Goals 4 and 5 (KPI 14, KPI 16, KPI 17).
- Approval of the FY2027 Board Requested Budget to be sent to the County Executive
- Policy 425, Flag Display

7. Committee Reports and Legislative Updates

7.01 Legislative Updates

Ms. Yoho stated that the Maryland Association of Boards of Education (MABE) is tracking legislation. They usually track about 400 bills each year.

The MABE Legislative Day was held virtually due to the snow this year. The Comptroller gave a presentation and her website has many reports. Mr. Alex Donahue, from the IAC, also presented and offered to give a presentation to any Board of Education that requests one. There was an agenda request submitted to have him present to the Board of Education of Frederick County, and that presentation is in the process of being scheduled.

7.02 Policy Committee Report

The Policy Committee will hold its next meeting on February 25, 2026 at 9:30 a.m. in the Board Room.

7.03 Curriculum & Instruction Committee Report

The Curriculum & Instruction Committee met this morning and heard updates on the following:

- Mathematics
- Science and STEM

7.04 Committee Reports

The Family Life Advisory Committee (FLAC) met yesterday. There was not a quorum of members present, so no voting took place. They are starting to work on the elementary health framework.

The Special Education Citizens Advisory Committee (SECAC) meeting will be held on February 23, 2026 at 6 p.m. in the Board Room. There will be a special speaker from Parks and Recreation.

Please mark your calendars for the Special Education Resource Fair to be held on March 21, 2026 at 10 a.m. at the Rock Creek School.

The Citizens Advisory Council (CAC) met on February 9, 2026. Mr. Wilson is the new Board liaison to this council and he encouraged community members to come to these meetings and make public comment as to what they would like to see in the system. The CAC discussed the cell phone/device policy. They talked about communities with high immigrant members, and how they are being protected. They went over some policies that the Policy Committee is reviewing.

The Board will hold their next Community Listening Session on February 18, 2026 at 6 p.m. at Tuscarora High School.

The Racial Equity Committee met virtually last week because their meeting was the same night as the Board's Public Hearing regarding the budget.

The Frederick County Career & Technical Education Advisory Committee met last week. Ms. Brennan encouraged community members and business owners to join this committee.

8. Informational Items

8.01 Quarterly Agenda for Board Meetings

8.02 Future Agenda Items

9. Adjournment

9.01 Adjournment

Vice President Gallagher adjourned the meeting at 9:24 p.m.

Submitted by: Kathryn Rich, Executive Assistant to the Board



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	3. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	3.06 System Recognition: School Social Work Week Proclamation
Type	Action
Suggested Action	Board approval to proclaim and adopt March 1-7, 2026 as School Social Work Week in FCPS.
Department(s)	Special Education and Student Services
Goal(s)	Goal 1 - Organizational Culture of Achievement - FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community. Goal 2 - Operational Excellence - FCPS will hire, support, and retain staff who champion individual, professional, and student excellence. Goal 4 - Stakeholder Engagement - FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system. Goal 5 - Student & Staff Experience - FCPS will promote a culture fostering wellness and civility for students and staff.

Content

PURPOSE OF PRESENTATION: To recognize School Social Work Week 2026 and highlight the commitment FCPS has made to the behavioral health and wellbeing of our students.

BACKGROUND/SUMMARY: National School Social Work Week is recognized on March 1-7, 2026. Led by the School Social Work Association of America (SSWAA), this annual celebration highlights the vital contributions of school social workers, including their focus on supporting the whole child, connecting families to community resources, serving as key members of multidisciplinary school teams, and advocating for equitable practices that promote student success. The 2026 theme, "Unite to Ignite: Celebrating Our Impact," honors the collective strength, dedication, and passion of school social workers nationwide. Throughout the school year, school social workers navigate complex challenges and rising student needs with resilience and compassion.

FCPS school social workers serve our students in a variety of capacities: through specialized and multilingual learners (ML) programs, in individual schools, as trauma and itinerant therapists, and through the Community Agency School Services (CASS) program, with social workers

coordinating essential services that eliminate barriers and enhance access to educational opportunities. CASS social workers also oversee various partnerships and grants that facilitate the involvement of community-agency therapists, who deliver mental health services to approximately 1400 students within schools.

PROCESS STATEMENT: Board leadership is asked to read and adopt the aforementioned proclamation.

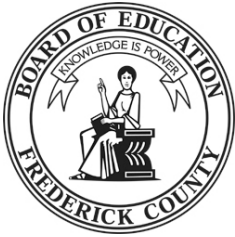
SUBMITTED BY:

Ann Workmeister, Supervisor, Student Services

Jennifer Bingman, Ed.D., Associate Superintendent of Special Education and Student Services

ATTACHMENT(S):

[School Social Work Week Proclamation.pdf](#)



School Social Work Week

WHEREAS, the importance of school social work through the inclusion of school social work programs and services has been recognized in the Elementary and Secondary Education Act of 1965 and the Individuals with Disabilities Education Act; and

WHEREAS, school social workers, as licensed mental health professionals, provide necessary assessment, interventions, counseling, family outreach and community referrals, and are exceptionally skilled in providing services to students who face serious challenges to school success, including disability, poverty, discrimination, maltreatment, mental illness, homelessness, bullying, family stressors, and other barriers to learning; and

WHEREAS, school mental health programs are critical to the early identification of mental health problems and fewer than 1 in 5 children in need of mental health services actually receive these services, and research indicates that school mental health programs improve educational outcomes by decreasing absences, dropout rates, and discipline referrals, while improving academic achievement; and

WHEREAS, school social workers serve as vital members of a school's education team, playing a central role in creating partnerships between the home, school, and community to ensure student academic success;

NOW, THEREFORE, the Board of Education of Frederick County does hereby proclaim and recognize School Social Work Week occurring March 1-7, 2026 and highlights the vital role school social workers play in the lives of students within Frederick County Public Schools.





Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	3. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	3.07 Public Comment
Type	Information

Content

The Board views public comment as an opportunity to hear concerns of the public, with the understanding and expectation that it is not considered a question-and-answer platform with Board members. Consequently, the Board will not provide a response to public comment presented in its meeting or by submission of a written comment, although it may follow-up with the individual as may be appropriate.

Pre-Registered Public Comment: The Board will provide a maximum of 60 minutes for pre-registered public comment with each speaker allotted up to three (3) minutes to speak.

The Board will receive public comment during this period on issues relating to the operations of the system; Board policies and governance; and current and past agenda items before the Board. The Board shall not receive public comment relating to individual personnel issues, complaints identifying individual students, or matters that are on appeal; that serves as advertising or solicitations for products or services; that is a political campaign speech; or that is pre-recorded audio or video by someone other than the speaker.

Prior to each Board action, the Board President shall announce the opportunity for the Board to receive public comment on the action item on the agenda. Each speaker will be allowed up to two (2) minutes for their public comment regarding the subject of the action under consideration by the Board.

Pre-Registration: The registration period for individuals wishing to participate in the designated public comment period will open with the publication of the agenda for the Board meeting (typically five [5] days in advance of the meeting) and will close at noon one (1) day before the scheduled Board meeting. A person wishing to speak may pre-register by;

- completing the form [linked here](#).
- calling (240) 586-8950 and leaving a voicemail.

Registration to participate in the designated public comment period will require the individual to be a Community member, an FCPS parent, student, or staff member, or an elected local, State or Federal Frederick County representative, and to provide the following at the time of registration:

- Full first and last name as it appears on a form of government-issued identification;
- Proof of Business, Land Ownership, or Residency in PDF format if the government-issued identification does not have a Frederick County address;

- Telephone number, email address, and ZIP code;
- Whether the speaker is a student;
- The topic(s) to be discussed; and
- Whether an interpreter or accommodation is requested with information regarding the specific need.

Failure to provide any of the above required registration information or the falsification of any required registration information will automatically disqualify that individual from providing public comment at the Board meeting.

Written Comments: Individuals are provided the opportunity to and encouraged to submit written comments electronically and email them to BoardPublicComment@fcps.org. Written comments must be submitted as a PDF attachment (strongly preferred) or a Microsoft Word document with the .doc or .docx extension and will be uploaded to Granicus as part of the official meeting record within one (1) week. Comments in the body of an e-mail will not be accepted.



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	3. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	3.08 Superintendent Comments
Type	Information



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	3. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	3.09 Student Member Comments
Type	Information



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	3.. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	3.10. Board Member Comments
Type	Information



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	4. Regular Meeting - Action Consent
Subject	4.01 Staffing Changes
Type	Action Consent
Suggested Action	Board approval of action/consent items.
Department(s)	Human Resources Department
Goal(s)	Goal 2 - Operational Excellence - FCPS will hire, support, and retain staff who champion individual, professional, and student excellence.

Content

Please see attached report.

ATTACHMENT(S):

[Public Content_2026.02.25.pdf](#)

BOARD OF EDUCATION OF FREDERICK COUNTY
BOARD AGENDA ITEM

Staffing Changes	
Retirement	7
Resignation from Leave	7
Resignation	1
Leave	1
Extended Leave	8
Return from Leave	1
New Teacher Appointments	1
J. Johnson	

Comparison of Resignations			
October, 2024	2	October, 2025	7
November, 2024	4	November, 2025	4
December, 2024	2	December, 2025	3
January, 2025	3	January, 2026	6
February, 2025	17	February, 2026	20
March, 2025	41	March, 2026	
April, 2025	20	April, 2026	
May, 2025	22	May, 2026	
June, 2025	21	June, 2026	
July, 2025	0	July, 2026	
August, 2025	30	August, 2026	
September, 2025	5	September, 2026	
Cumulative to Date	167	Cumulative to Date	40

Comparison of New Hires			
October, 2024	8	October, 2025	2
November, 2024	5	November, 2025	7
December, 2024	3	December, 2025	9
January, 2025	11	January, 2026	26
February, 2025	8	February, 2026	8
March, 2025	1	March, 2026	
April, 2025	12	April, 2026	
May, 2025	22	May, 2026	
June, 2025	76	June, 2026	
July, 2025	0	July, 2026	
August, 2025	139	August, 2026	
September, 2025	11	September, 2026	
Cumulative to Date	296	Cumulative to Date	52



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	4. Regular Meeting - Action Consent
Subject	4.02 Textbook Approval
Type	Action Consent
Suggested Action	Board approval of action/consent items.
Department(s)	Academics & Organizational Development
Goal(s)	Goal 1 - Organizational Culture of Achievement - FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community. Goal 3 - Safety & Wellbeing - FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence.

Content

PURPOSE OF PRESENTATION:

Staff recommends Board approval of the recently displayed textbooks.

BACKGROUND/SUMMARY:

The textbooks listed on the attached memorandum were on public and digital display from January 20-30, 2026*.

*Display period was extended as a result of emergency weather conditions.

PROCESS STATEMENT:

In accordance with FCPS Regulation 500-04, the attached list of textbooks is presented for action.

SUBMITTED BY:

Dr. Kathleen Gull, Director, Curriculum Instruction & Innovation

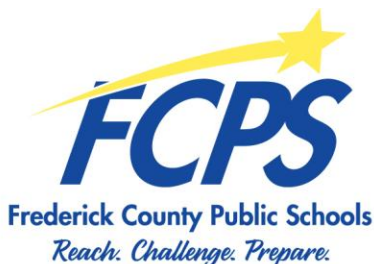
Dr. Keith Harris, Ed.D., Chief of Academics & Organizational Development

ATTACHMENT(S):

[02.25.2026 Textbook Approval Memo.pdf](#)

**Academics and Organizational
Development**

191 South East Street
Frederick, Maryland 21701
301-644-5270 phone
301-696-6848 fax
www.fcps.org



Keith Harris, Ed.D.
keith.harris@fcps.org

Julie Maiello, Executive Assistant
julie.maiello@fcps.org

MEMORANDUM

TO: Board of Education Members

FROM: Dr. Keith Harris
Chief of Academics and Organizational Development

RE: Textbooks on Review January 2026

DATE: February 25, 2026

In accordance with Frederick County Public Schools' Regulation 500-04- Textbook Review, Selection, and Approval, Board of Education approval is respectfully sought for the textbooks listed below. The textbooks were on digital display with Frederick County Public Schools and public display at C. Burr Artz Public Library from January 20-30, 2026, which included an extension as a result of emergency weather conditions. The office of Media Services received no public feedback in the twenty-one (21) day period following the display.

Foundation and supplemental textbooks are meticulously evaluated by a textbook selection committee to ensure they align with educational goals and support curriculum effectively. The process involves intentional steps to guarantee that the materials chosen are of high quality and suitable for the intended audience.

To assist with your approval, the digital books may be reviewed by following the digital access and steps listed below.

FOUNDATION

SECONDARY SCIENCE

ISSUES AND SCIENCE (THIRD EDITION REVISED)

Author: Lawrence Hall of Science

Publisher: SEPUP/Lab Aids, 2020

Course/Grade: 6-8

Level: All

ACTIVATE LEARNING CERTIFIED VERSION OF OPENSciED

Author: OpenSciEd

Publisher: Activate Learning, 2023

Course/Grade: 6-8

Level: All

Digital Access: Let's Get Started!

1. *ISSUES AND SCIENCE (THIRD EDITION REVISED)*

Go to <HTTPS://PORTALS.LAB-AIDS.COM>

Under *New User?* Select *Register here*

Enter registration information

Input the Access Code: **SEPUPtrial**

Select the *I have read and agree to the Privacy Policy* button

Click the *Register* button

Access Teacher or Student content

2. *ACTIVATE LEARNING CERTIFIED VERSION OF OPENSCEID*

Go to <HTTPS://DEMOALDP.ACTIVATELEARNINGDIGITAL.COM>

TEACHER ACCOUNT

USERNAME: frederickcounty_t1

PASSWORD: frederickcounty_t1

STUDENT ACCOUNT

USERNAME: frederickcounty_s1

PASSWORD: frederickcounty_s1



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	5. Board Items
Subject	5.01 Strategic Plan Key Performance Indicator Reporting Goals 4 & 5 (KPI 14, KPI 16, KPI 17)
Type	Information, Discussion
Department(s)	System Accountability & School Administration
Goal(s)	Goal 4 - Stakeholder Engagement - FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system. Goal 5 - Student & Staff Experience - FCPS will promote a culture fostering wellness and civility for students and staff.

Content

PURPOSE OF PRESENTATION:

To review data for Key Performance Indicators (KPI) 14, 16 and 17, aligned to Frederick County Public Schools (FCPS) Goals 4 and 5.

BACKGROUND/SUMMARY:

In the 2022-23 and 2023-24 school year, under Dr. Dyson's leadership, system aspirational goals were clarified in FCPS and Key Performance Indicators (KPIs) were refined to align to system goals, state performance measures, and Blueprint reporting requirements. KPIs are reported based on availability of official data from the prior year and most often in the first half of the year. Each school's improvement plan is aligned to key metrics in the system plan, with key driver's focused on strengthening multi-tiered systems of support in schools.

PROCESS STATEMENT:

Through cross-departmental collaboration, the System and School Administration (SASA) Department collects data on strategic plan measures. Progress reporting on the Key Performance Indicators will be presented across multiple Board of Education meetings this school year. In the 2025-26 reporting year, goal language will be clarified and considered, supplemental data will be provided, key points of strategic alignment will be discussed, and the Board will hear from school staff related to their school improvement efforts.

PRESENTER(S) & TITLE(S):

Ms. Melissa Burton, Principal, Lewistown Elementary School
Mr. Justin McConnaughey, Director of Elementary Schools
Mr. Jay Schill, Principal, Ballenger Creek Middle School

Dr. Frank Vetter, Director, Assessment, Data Reporting and Strategic Improvement

SUBMITTED BY:

Dr. Jamie Aliveto, Chief, Schools and Accountability

ATTACHMENT(S):

[02.25.2026 Strategic Plan KPI Reporting-Goals 4 and 5_backup1.pdf](#)

[02.25.2026 Strategic Plan KPI Reporting-Goals 4 and 5_backup2.pdf](#)

System Accountability & School Administration

Goals 4 & 5 Key Performance Indicators

February 25, 2026

PRESENTED BY:

Ms. Melissa Burton, Principal, Lewistown Elementary School
Mr. Justin McConnaughey, Director of Elementary Schools
Mr. Jay Schill, Principal, Ballenger Creek Middle School
Dr. Frank Vetter, Director of Assessment, Data Reporting and Strategic Improvement



1

1

Presentation Outcomes

1. Provide progress update on Goal 4 Key Performance Indicator, #14
2. Provide progress update on Goal 5 Key Performance Indicators, #16 and #17



2

2

Strategic Planning Driver



**High Quality
Assessments &
Data Systems**



3

3

Big Ideas

1. Survey structure: Academics; Climate; Communication & Engagement; Sense of Belonging; Safety; & Well-Being
2. Goal of 90% favorability = ambitious goal
3. Overall results have been highly favorable for the past four years
4. Data are used at district and school level as part of continuous improvement efforts
5. Each school's survey favorability ratings, by domain, to be published on their website



4

4

Goal 4 Key Performance Indicator 14

5



5

KPI 14

Increase the favorable response rate of parents to 90% on the family engagement survey. (Baseline 2022-2023)



6



6

Family Engagement Highlights

Almost 7,200 surveys from families

Strengths	Areas for Improvement
Climate: 92% • staff treat families with respect • school respects all cultures and diversity • believe school cares about my child	Academics: 87% • more challenge • greater availability of courses & extracurricular activities



7

7

Goal 5 Key Performance Indicator 16



8

8

KPI 16

Increase the favorable response rate of students and staff to 90% on the systemic survey related to school climate, safety, and well-being. (Baseline 2022-2023)



9

9

Student Experience Highlights

Over 26,000 surveys from students

Strengths	Areas for Improvement
Safety: 84% - teaches lessons on safety - safety drills to make sure students are prepared for emergencies	Sense of Belonging: 73% - students show me respect - racism is a problem at my school



10

10

School Staff Experience Highlights

Nearly 3,900 surveys from school staff

Strengths	Areas for Improvement
Sense of Belonging: 90% • easy to interact with students and staff from a different cultural background • feeling welcomed and accepted • respect by other staff	Well-Being: 78% • satisfaction with work-life balance

11



11

Goal 5 Key Performance Indicator 17

12



12

KPI 17

Increase the favorable response rate of students and staff to 90% on the systemic survey related to workload, academic challenge, and available support.
(Baseline 2022-2023)



13

13

Student Academic Support & Challenge Highlights

Strengths	Areas for Improvement
*Academics: 81% - teachers have high expectations for me - access to materials needed to complete work	*Academics: 81% teachers can tell if I understand a topic
<i>*While the domain rating for Academics overall was 81% favorable, some items were more favorable than others.</i>	



14

14



15

Multiple Layers of System Review

- Superintendent and Cabinet: Each Department head conducts item analysis and evaluation of themes with staff
- System Accountability and School Administration Leadership: Results of each school and all open-ended responses (*Tiered response - school leadership and improvement team, principal supervisors, division/system response*)

A presentation slide with a light gray background featuring a faint, stylized image of a school campus. The title "Multiple Layers of System Review" is written in large, bold, blue font at the top. Below the title is a horizontal line. Two bullet points are listed in black font. The second bullet point includes italicized text. In the bottom left corner, the number "16" is displayed in blue. In the bottom right corner, the FCPS logo is visible, consisting of the letters "FCPS" in blue with a yellow star above the "P".

16

School-Level Review of Data

- Review feedback with school teams from staff, students, and family
- Seek to identify strengths, patterns, and growth areas
- Select a small number of high-impact priorities to focus strategies for change
- Utilize survey data during Comprehensive Needs Analysis for School Improvement work

17



17

School Spotlights

18



18

School Spotlight: Lewistown ES

- Staff Climate favorability rating of 96% and Staff Safety favorability rating up 10 percentage points
- Confront challenges collaboratively
- Strategic community building
- Committed staff members united in purpose
- Consistent and clear communication with staff

19



19

School Spotlight: Ballenger Creek MS

- Staff favorability ratings for Safety at 97% and Climate at 96%
- Stability of a talented administrative team
 - Including a highly effective special program coordinator
- Skilled teacher leaders
- Relatively low staff turnover
- Consistent and clear communication with staff

20



20



Goals 4 and 5

Key Performance Indicators

Board of Education Presentation Date: February 25, 2026

Presenters: Ms. Melissa Burton, Principal, Lewistown Elementary School
 Mr. Justin McConnaughey, Director of Elementary Schools
 Mr. Jay Schill, Principal of Ballenger Creek Middle School
 Dr. Frank Vetter, Director of Assessment, Data Reporting and Strategic Improvement

Supporting Data for KPI Presentation

Goal 4: Stakeholder Engagement

KPI #14: Increase the favorable response rate of parents to 90% on the family engagement survey. (Baseline 2022-2023)

FAMILY Reporting Domains	Favorability Rate (%)															
	Elementary*				Middle**				High***				All FCPS^			
	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026
Academics	88	89	87	89	83	84	83	85	86	87	86	86	86	87	86	87
School Climate	93	93	92	94	88	88	88	89	89	90	89	91	91	91	91	92
Communication and Engagement	89	90	90	91	84	84	85	86	83	85	83	85	86	87	87	89
School Safety	87	89	90	92	85	84	85	86	86	88	86	89	86	88	88	90

Note:

* Elementary 2026: n =3,526

** Middle 2026: n = 1,583

*** High 2026: n = 1,724

^ All FCPS 2026: n = 7,191. Data includes charter schools and other/special schools.

Goal 5: Student and Staff Experience

KPI #16: Increase the favorable response rate of students and staff to 90% on the systemic survey related to school climate, safety, and well-being. (Baseline 2022-2023)

STUDENT School Climate	Favorability Rate (%)															
	Elementary*				Middle**				High***				All FCPS^			
	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026
All Students (Grades 3-12)	86	85	86	86	71	70	73	73	78	78	79	80	79	78	79	80
<u>Note:</u> * Elementary 2026: n = 8,812 ** Middle 2026: n = 8,413 *** High 2026: n = 8,230 ^ All FCPS 2026: n = 26,246. Data includes charter schools and other/special schools.																

STUDENT School Safety	Favorability Rate (%)															
	Elementary*				Middle**				High***				All FCPS^			
	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026
All Students (Grades 3-12)	83	84	85	85	80	80	81	81	83	82	83	84	82	82	83	84
<u>Note:</u> * Elementary 2026: n = 8,812 ** Middle 2026: n = 8,413 *** High 2026: n = 8,230 ^ All FCPS 2026: n = 26,246. Data includes charter schools and other/special schools.																

STUDENT Well-Being	Favorability Rate (%)															
	Elementary*				Middle**				High***				All FCPS^			
	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026
All Students (Grades 3-12)	88	88	88	88	75	74	76	77	76	78	78	80	80	80	81	82
<u>Note:</u> * Elementary 2026: n = 8,812 ** Middle 2026: n = 8,413 *** High 2026: n = 8,230 ^ All FCPS 2026: n = 26,246. Data includes charter schools and other/special schools.																

STUDENT Sense of Belonging	Favorability Rate (%)															
	Elementary*				Middle**				High***				All FCPS^			
	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026
All Students (Grades 3-12)	79	78	79	80	64	62	64	64	71	71	71	73	72	70	72	73
<u>Note:</u> * Elementary 2026: n = 8,812 ** Middle 2026: n = 8,413 *** High 2026: n = 8,230 ^ All FCPS 2026: n = 26,246. Data includes charter schools and other/special schools.																

STAFF Reporting Domains	Favorability Rate (%)															
	Elementary*				Middle**				High***				All FCPS^			
	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026
School Climate	88	88	87	86	89	87	89	89	87	87	86	85	88	88	87	86
School Safety	87	88	85	85	88	89	90	90	84	86	83	82	87	87	85	84
Well-Being	80	80	79	79	79	78	80	81	76	77	76	75	79	79	78	78
Sense of Belonging	92	92	92	92	89	88	89	89	88	88	89	88	91	90	90	90
<u>Note:</u> * Elementary 2026: n = 1,899 ** Middle 2026: n = 735 *** High 2026: n = 996 ^ All FCPS 2026: n = 3,847. Data includes charter schools and other/special schools.																

Goal 5: Stakeholder Engagement

KPI #17: Increase the favorable response rate of students and staff to 90% on the systemic survey related to workload, academic challenge, and available support. (Baseline 2022-2023)

STUDENT Academics	Favorability Rate (%)															
	Elementary*				Middle**				High***				All FCPS^			
	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026
All Student (Grades 3-12)	84	84	85	84	71	75	78	76	80	81	81	82	80	81	81	81
Note: * Elementary 2026: n = 8,812 ** Middle 2026: n = 8,413 *** High 2026: n = 8,230 ^ All FCPS 2026: n = 26,246. Data includes charter schools and other/special schools.																

STAFF Teaching Experience	Favorability Rate (%)															
	Elementary*				Middle**				High***				All FCPS^			
	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026
School-Based Certificated Staff	87	88	86	86	85	83	84	84	83	84	82	81	85	86	84	84
Note: * Elementary 2026: n = 1,899 ** Middle 2026: n = 735 *** High 2026: n = 996 ^ All FCPS 2026: n = 3,847. Data includes charter schools and other/special schools.																

GOAL 5: STUDENT AND STAFF EXPERIENCE Central Office Survey	Favorability Rate (%)			
	Central Office Staff			
	2023	2024	2025	2026
Climate	84	86	82	83
Sense of Belonging	88	90	87	86
Safety & Well-Being	81	84	81	81
2026: n = 475				



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	5. Board Items
Subject	5.02 Policy 425, Flag Display and Salute
Type	Information, Discussion, Action
Suggested Action	Board approval of Policy 425, Flag Display and Salute
Department(s)	Legal Services
Goal(s)	Goal 5 - Student & Staff Experience - FCPS will promote a culture fostering wellness and civility for students and staff.

Content

PURPOSE OF PRESENTATION:

1st Reading

PROCESS STATEMENT:

Policy 425, Flag Display and Salute, is presented today for the Board of Education's first reading (Decommission_backup1, Decommission Analysis_backup2, Analysis_backup3, Clean_backup4, and Bluelined_backup5).

PRESENTER(S) & TITLE(S):

Steven N. Blivess, Esq., Chief Legal Counsel

SUBMITTED BY:

Steven N. Blivess, Esq., Chief Legal Counsel

ATTACHMENT(S):

[2026.02.25 Policy 425 Flag Display and Salute \(Decommission\)_backup1.pdf](#)
[2026.02.25 Policy 425 Flag Display and Salute \(Decommission Analysis\)_backup2.pdf](#)
[2025.02.25 Policy 425 Flag Display and Salute \(Analysis\)_backup3.pdf](#)
[2026.02.25 Policy 425 Flag Display and Salute \(Draft - Clean\)_backup4.pdf](#)
[2026.02.25 Policy 425 Flag Display and Salute \(Draft - Bluelined\)_backup5.pdf](#)

**RECOMMENDED TO BE DECOMMISSIONED BASED ON THE
RATIONALE IN THE POLICY ANALYSIS FORM**

POLICY	BOARD OF EDUCATION OF FREDERICK COUNTY, MARYLAND
FLAG DISPLAY AND SALUTE	POLICY 425
425.1 Display of the American Flag 425.2 Salute to the American Flag 425.3 American Flag as a Tribute 425.4 Maryland State Flag Display and as a Tribute	

Policy Statement: The Board of Education (Board) acknowledges legal and patriotic protocol regarding the display of the flag of the United States of America (American flag) and the Maryland state flag, and acknowledges the rights of individuals regarding flag related activities in schools.

425.1 Display of the American Flag

The American flag shall be displayed at every school building and in each classroom while schools are in session, and where practical, at each school assembly in schools. Where there is only one flag pole, the American flag shall be displayed above state or municipal flags.

425.2 Salute to the American Flag

Each classroom shall have a program at the beginning of each day of classes providing for the salute to the American flag and other patriotic exercises approved by the United States Government.

- a. With the exception of paragraph 'b' below, the Board shall require all students and staff to stand and face the flag and recite the Pledge of Allegiance.
- b. Any student or staff member who wishes to be excused from paragraph 'a' above shall be excused.
- c. No student or staff member will be compelled to participate in the Pledge of Allegiance or any patriotic exercise, nor be penalized or embarrassed for such decision.
- d. Students and staff not participating will not interfere with the rights of others who are participating, nor will they be disruptive during the exercise or may be disciplined accordingly.

425.3 American Flag as a Tribute

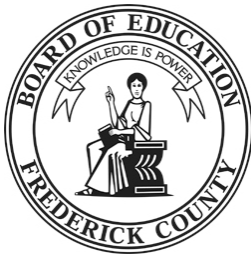
The American flag may be flown at half-staff upon order of the President of the United States for stipulated periods upon the death of principal figures of the United States Government and the Governor of a state, territory, or possession. Presidents also have ordered the flag to be flown at half-staff upon the death of leading citizens, not covered by law, as a mark of official tribute to their service to the United States.

425.4 Maryland State Flag Display and as a Tribute

Proper display of the Maryland state flag will follow “Protocol for the Maryland State Flag” as outlined by state Executive Order.

If a student or staff member dies, as a tribute the Superintendent may order the state flag be flown for two days at half-staff at the school or office where the person belonged. If one flag is at half-staff, other flags flown with it should be at half-staff.

Legal Reference	§ 7-105 Education Article, <i>Annotated Code of Maryland</i>		
	4 U.S.C. §§ 1-10 (2016)		
	Executive Order 01.01.1990.30 “Protocol for the Maryland State Flag” (Amends COMAR 01.01.1999.05)		
Policy History	Reviewed 2019	Adopted 11/08/06	Revised 11/13/19



Frederick County Public Schools
Board of Education
POLICY ANALYSIS FORM

Policy Title: Flag Display and Salute
Policy No. 425

Policy Committee Recommendation (Select 1):

- ☐ Adoption of a New Policy (Skip Section I, Complete Section II)
- ☐ Technical Amendment to an Existing Policy (Complete Section I, Skip Section II)
- ☐ Substantive (Non-Technical) Amendment to an Existing Policy (Skip Section I, Complete Section II)
- ☒ Decommission of an Existing Policy (Complete Section I, Skip Section II)
- ☐ No change to the Policy (No further action is required)

Section I – Technical Amendments, Decommission

1. Select the nature of the amendment:

- ☐ Technical amendment to comply with federal, state, or local law
- ☐ Technical amendment to bring the policy into alignment with a more recently enacted Board policy
- ☐ Technical amendment to apply the new template to an existing policy without substantive changes
- ☐ Technical amendment to update directory information (FCPS office names, phone numbers, etc.)
- ☒ Decommission

2. Describe the amendment being proposed:

Policy 425 is currently under review as part of the Board's regular policy review cycle. Staff recommend decommissioning the existing policy, last updated in 2019, and replacing it with a new, more robust policy that expands the scope, clarifies expectations, strengthens implementation, and removes requirements that are more appropriately addressed in regulation.

3. Will the technical amendment to the policy or decommissioning of the policy affect FCPS charter schools? ☒ Yes ☐ No

If "Yes", describe how.

Will apply equally to all schools, including the charters.

Section II – New Policy, Substantive (Non-Technical) Amendments

1. What issue or question is being addressed?

Click or tap here to enter text.

2. Is there a fiscal impact? ☐ Yes ☐ No

If "Yes", describe or attach a cost analysis and/or fiscal impact statement.

Click or tap here to enter text.

3. Does this policy relate to other Board policies or to FCPS regulations? ☐ Yes ☐ No
If “Yes”, identify the related policies and/or regulations.

Click or tap here to enter text.

4. Are there any legal requirements (federal, state, or local law or regulation or judicial decision) that mandates the policy or standards within the policy? ☐ Yes ☐ No
If “Yes”, provide the citation to the legal requirement and a brief description of the requirement.

Click or tap here to enter text.

5. Check the box next to each Maryland LEA whose policies were reviewed in preparing this policy. If you did not review other LEA policies, check the “None” box.

- | | | | |
|---------------------------------------|---------------------------------------|---|---|
| ☐ Allegany | ☐ Anne Arundel | ☐ Baltimore City | ☐ Baltimore County |
| ☐ Calvert | ☐ Caroline | ☐ Carroll | ☐ Cecil |
| ☐ Charles | ☐ Dorchester | ☐ Garrett | ☐ Harford |
| ☐ Howard | ☐ Kent | ☐ Montgomery | ☐ Prince George’s |
| ☐ Queen Anne’s | ☐ Somerset | ☐ St. Mary’s | ☐ Talbot |
| ☐ Washington | ☐ Wicomico | ☐ Worcester | ☐ None |

6. Is a draft attached? ☐ Yes ☐ No
If “No,” explain why not.

Click or tap here to enter text.

7. What alternatives to the new policy or policy change were considered by staff?

Click or tap here to enter text.

8. Will the policy or policy change affect FCPS charter schools? ☐ Yes ☐ No
If “Yes”, describe how.

Click or tap here to enter text.

9. Will the Superintendent be required to report on the implementation of the policy? ☐ Yes ☐ No
If “Yes”, describe how.

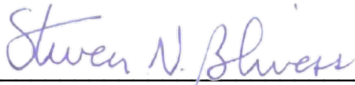
Click or tap here to enter text.

10. What is the timeline for the adoption of the policy?

Click or tap here to enter text.

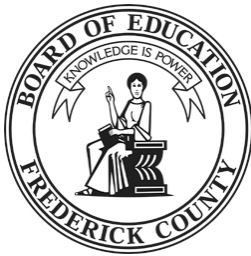
Section III – Recommendation Approval

Recommendation by:


Superintendent’s Designee

08/27/25

Approved by the Policy Committee on: 8/27/2025



Frederick County Public Schools
Board of Education
POLICY ANALYSIS FORM

Policy Title: Flag Display and Salute
Policy No. 425

Policy Committee Recommendation (Select 1):

- ☐ Adoption of a New Policy (Skip Section I, Complete Section II)
- ☐ Technical Amendment to an Existing Policy (Complete Section I, Skip Section II)
- ☒ Substantive (Non-Technical) Amendment to an Existing Policy (Skip Section I, Complete Section II)
- ☐ Decommission of an Existing Policy (Complete Section I, Skip Section II)
- ☐ No change to the Policy (No further action is required)

Section I – Technical Amendments, Decommission

1. Select the nature of the amendment:

- ☐ Technical amendment to comply with federal, state, or local law
- ☐ Technical amendment to bring the policy into alignment with a more recently enacted Board policy
- ☐ Technical amendment to apply the new template to an existing policy without substantive changes
- ☐ Technical amendment to update directory information (FCPS office names, phone numbers, etc.)
- ☐ Decommission

2. Describe the amendment being proposed:

Click or tap here to enter text.

3. Will the technical amendment to the policy or decommissioning of the policy affect FCPS charter schools? ☐ Yes ☐ No

If “Yes”, describe how.

Click or tap here to enter text.

Section II – New Policy, Substantive (Non-Technical) Amendments

1. What issue or question is being addressed?

Policy 425 is currently under review as part of the Board’s regular policy review cycle. Staff recommend decommissioning the existing policy, last updated in 2019, and replacing it with a new, more robust policy that expands the scope, clarifies expectations, strengthens implementation, and removes requirements that are more appropriately addressed in regulation.

2. Is there a fiscal impact? ☐ Yes ☒ No

If “Yes”, describe or attach a cost analysis and/or fiscal impact statement.

Click or tap here to enter text.

3. Does this policy relate to other Board policies or to FCPS regulations? ☒ Yes ☐ No
If “Yes”, identify the related policies and/or regulations.

Policy 516, Teaching of Potentially Controversial Issues / Use of Historical Artifacts
Regulation 516-01, Teaching of Potentially Controversial Issues / Use of Historical Artifacts

4. Are there any legal requirements (federal, state, or local law or regulation or judicial decision) that mandates the policy or standards within the policy? ☒ Yes ☐ No
If “Yes”, provide the citation to the legal requirement and a brief description of the requirement.

4 USC 7; Md. Code Ann., Educ. sec. 7-104, 7-105; Md. Code Ann., Gen. Prov. sec. 7-201 – 7-207

5. Check the box next to each Maryland LEA whose policies were reviewed in preparing this policy. If you did not review other LEA policies, check the “None” box.

☒ Allegany	☒ Anne Arundel	☒ Baltimore City	☒ Baltimore County
☐ Calvert	☐ Caroline	☒ Carroll	☐ Cecil
☐ Charles	☐ Dorchester	☐ Garrett	☒ Harford
☐ Howard	☐ Kent	☒ Montgomery	☐ Prince George’s
☐ Queen Anne’s	☐ Somerset	☐ St. Mary’s	☐ Talbot
☒ Washington	☐ Wicomico	☐ Worcester	☐ None

6. Is a draft attached? ☒ Yes ☐ No
If “No,” explain why not.

N/A

7. What alternatives to the new policy or policy change were considered by staff?

None.

8. Will the policy or policy change affect FCPS charter schools? ☒ Yes ☐ No
If “Yes”, describe how.

The flag display and salute applies equally to charter schools.

9. Will the Superintendent be required to report on the implementation of the policy? ☐ Yes ☒ No
If “Yes”, describe how.

N/A

10. What is the timeline for the adoption of the policy?

Immediate.

Section III – Recommendation Approval

Recommendation by:

Steven N. Blives
Superintendent's Designee

08/27/25

Approved by the Policy Committee on:

8/27/2025



Frederick County Public Schools
Board of Education
FLAG DISPLAY AND SALUTE
Policy 425

A. Policy Purpose

To provide guidance related to the display of the United States, Maryland, and other flags and the conduct of patriotic exercises within the Frederick County Public Schools (“FCPS”).

B. Definitions

None at this time.

C. Policy Statement

1. The Board of Education of Frederick County (the “Board”) is committed to honoring the flags of the United States of America and the State of Maryland through the proper and purposeful display of each.
2. The Board recognizes that, from time-to-time, FCPS or a school may wish to display a flag other than that of the United State of America or the State of Maryland outside an FCPS building or in a classroom.
3. The Board is also committed to conducting appropriate opening and patriotic observances and recognizes it is each individual’s right to determine for themselves whether to participate in such observances.

D. Implementation

1. **Display of the American Flag.** The American flag shall be displayed at each school site, FCPS office, or other location at which the Board conducts business and in the classroom of every FCPS school while school is in session.
2. **Display of the Maryland Flag.** The Maryland flag may be displayed at each school site, FCPS office, or other location at which the Board conducts business.
3. **Display of Other Flags**
 - a. Other flags beyond the American and Maryland flag may be displayed at a school site, FCPS office, or other location at which the Board conducts business or in the classroom provided that doing so does not disrupt the learning environment or infringe on the rights of others. Such flags may include the flag of a foreign nation, the flag of a local government, a flag denoting an award or achievement earned by a school, or a flag recognizing the success of students in an extracurricular, co-curricular, or athletic activity. For the purposes of this section, a flag includes banners.
 - b. Notwithstanding the foregoing, a flag that is a historical artifact that may not otherwise

be permitted may be displayed provided that the requirements of [Board Policy 516, Teaching of Potentially Controversial Issues/Use of Historical Artifacts](#) are met.

4. Patriotic Observances

- a. Each classroom shall have a program at the beginning of each day of classes that provides for the salute to the flag, the recitation in unison of the Pledge of Allegiance, and other patriotic observances. This may be accomplished through a school-wide announcement over the public address system.
- b. The Pledge of Allegiance is as follows: "I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation, under God, indivisible, with liberty and justice for all."
- c. Notwithstanding the foregoing, any student or teacher who wishes to be excused from the recitation of the Pledge of Allegiance or any other patriotic observance shall be excused without recourse, penalty, or discipline.
- d. A student or teacher who opts out of the recitation of the Pledge of Allegiance or a patriotic observance and causes a disruption to the patriotic observance of others may be subject to discipline.

5. The Superintendent is directed to establish regulations to implement this Policy to include the proper display of the American and Maryland flags, the use of a flag as a tribute, and appropriate care for flags.

E. Related Information

1. Board Policy

- a. [Policy 516, Teaching of Potentially Controversial Issues/Use of Historical Artifacts](#) (<https://apps.fcps.org/legal/documents/516>)

2. External Resources

- a. [MD Division of State Documents, Executive Order 01.01.1999.30, Protocol for the Maryland State Flag](#) (Amends COMAR 01.01.1999.05) (https://fcps-md.info/MD_EO_01-01-1999-30)
- b. [MD Secretary of State, MD Flag Protocol](#) (https://fcps-md.info/MD_Flag_Protocol)

3. FCPS Regulations

- a. [Regulation 516-01, Teaching of Potentially Controversial Issues/Use of Historical Artifacts](#) (formerly 500-40) (<https://apps.fcps.org/legal/documents/516-01>)

4. Federal Statutes

- a. [United States Code, Title 4, Chapter 1](#) (https://fcps-md.info/USC_Title_4_Ch_1)

5. Maryland Statutes

- a. [Md. Code Ann., Educ. § 7-104](#)

- (https://bit.ly/Md_Code_Educ_7-104)
- b. [Md. Code Ann., Educ. § 7-105](#)
(https://bit.ly/Md_Code_Educ_7-105)
 - c. [Md. Code Ann., Gen. Prov. § 7-201](#)
(https://fcps-md.info/MD_Gen_Prov_7-201)
 - d. [Md. Code Ann., Gen. Prov. § 7-202](#)
(https://fcps-md.info/MD_Gen_Prov_7-202)
 - e. [Md. Code Ann., Gen. Prov. § 7-203](#)
(https://fcps-md.info/MD_Gen_Prov_7-203)
 - f. [Md. Code Ann., Gen. Prov. § 7-204](#)
(https://fcps-md.info/MD_Gen_Prov_7-204)
 - g. [Md. Code Ann., Gen. Prov. § 7-205](#)
(https://fcps-md.info/MD_Gen_Prov_7-205)
 - h. [Md. Code Ann., Gen. Prov. § 7-206](#)
(https://fcps-md.info/MD_Gen_Prov_7-206)
 - i. [Md. Code Ann., Gen. Prov. § 7-207](#)
(https://fcps-md.info/MD_Gen_Prov_7-207)

F. Policy History (Maintained by Legal Services)

<i>Responsible Office</i>	Legal Services; System Accountability and School Administration; Operations
Adoption Dates	11/06/06
Review Dates	
Revision Dates	11/13/19; XX/XX/XX



Frederick County Public Schools
Board of Education
FLAG DISPLAY AND SALUTE
Policy 425

A. Policy Purpose

[To provide guidance related to the display of the United States, Maryland, and other flags and the conduct of patriotic exercises within the Fredrick County Public Schools (“FCPS”).]

B. Definitions

[None at this time.]

C. Policy Statement

1. [The Board of Education of Frederick County (the “Board”) is committed to honoring the flags of the United States of America and the State of Maryland through the proper and purposeful display of each.]
2. The Board recognizes that, from time-to-time, FCPS or a school may wish to display a flag other than that of the United State of America or the State of Maryland outside an FCPS building or in a classroom.
3. The Board is also committed to conducting appropriate opening and patriotic observances and recognizes it is each individual’s right to determine for themselves whether to participate in such observances.]

D. Implementation

1. **Display of the American Flag.** The American flag shall be displayed at each school site, FCPS office, or other location at which the Board conducts business and in the classroom of every FCPS school while school is in session.
2. **Display of the Maryland Flag.** The Maryland flag may be displayed at each school site, FCPS office, or other location at which the Board conducts business.
3. **Display of Other Flags**
 - a. Other flags beyond the American and Maryland flag may be displayed at a school site, FCPS office, or other location at which the Board conducts business or in the classroom provided that doing so does not disrupt the learning environment or infringe on the rights of others. Such flags may include the flag of a foreign nation, the flag of a local government, a flag denoting an award or achievement earned by a school, or a flag recognizing the success of students in an extracurricular, co-curricular, or athletic activity. For the purposes of this section, a flag includes banners.
 - b. Notwithstanding the foregoing, a flag that is a historical artifact that may not otherwise

be permitted may be displayed provided that the requirements of Board Policy 516, *Teaching of Potentially Controversial Issues/Use of Historical Artifacts* are met.

4. **Patriotic Observances**

- a. Each classroom shall have a program at the beginning of each day of classes that provides for the salute to the flag, the recitation in unison of the Pledge of Allegiance, and other patriotic observances. This may be accomplished through a school-wide announcement over the public address system.
- b. The Pledge of Allegiance is as follows: "I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation, under God, indivisible, with liberty and justice for all."
- c. Notwithstanding the foregoing, any student or teacher who wishes to be excused from the recitation of the Pledge of Allegiance or any other patriotic observance shall be excused without recourse, penalty, or discipline.
- d. A student or teacher who opts out of the recitation of the Pledge of Allegiance or a patriotic observance and causes a disruption to the patriotic observance of others may be subject to discipline.

5. The Superintendent is directed to establish regulations to implement this Policy to include the proper display of the American and Maryland flags, the use of a flag as a tribute, and appropriate care for flags.]

E. Related Information

1. **[Board Policy**

- a. Policy 516, *Teaching of Potentially Controversial Issues/Use of Historical Artifacts* (<https://apps.fcps.org/legal/documents/516>)

2. **External Resources**

- a. MD Division of State Documents, Executive Order 01.01.1999.30, *Protocol for the Maryland State Flag* (Amends COMAR 01.01.1999.05) (https://fcps-md.info/MD_EO_01-01-1999-30)
- b. MD Secretary of State, MD Flag Protocol (https://fcps-md.info/MD_Flag_Protocol)

3. **FCPS Regulations**

- a. Regulation 516-01, *Teaching of Potentially Controversial Issues/Use of Historical Artifacts* (formerly 500-40) (<https://apps.fcps.org/legal/documents/516-01>)

4. **Federal Statutes**

- a. United States Code, Title 4, Chapter 1 (<https://fcps-md.info/USC Title 4 Ch 1>)

5. **Maryland Statutes**

- a. Md. Code Ann., Educ. § 7-104

- (https://bit.ly/Md_Code_Educ_7-104)
- b. [Md. Code Ann., Educ. § 7-105](#)
(https://bit.ly/Md_Code_Educ_7-105)
 - c. [Md. Code Ann., Gen. Prov. § 7-201](#)
(https://fcps-md.info/MD_Gen_Prov_7-201)
 - d. [Md. Code Ann., Gen. Prov. § 7-202](#)
(https://fcps-md.info/MD_Gen_Prov_7-202)
 - e. [Md. Code Ann., Gen. Prov. § 7-203](#)
(https://fcps-md.info/MD_Gen_Prov_7-203)
 - f. [Md. Code Ann., Gen. Prov. § 7-204](#)
(https://fcps-md.info/MD_Gen_Prov_7-204)
 - g. [Md. Code Ann., Gen. Prov. § 7-205](#)
(https://fcps-md.info/MD_Gen_Prov_7-205)
 - h. [Md. Code Ann., Gen. Prov. § 7-206](#)
(https://fcps-md.info/MD_Gen_Prov_7-206)
 - i. [Md. Code Ann., Gen. Prov. § 7-207](#)
(https://fcps-md.info/MD_Gen_Prov_7-207)

F. Policy History (Maintained by Legal Services)

<i>Responsible Office</i>	[Legal Services; System Accountability and School Administration; Operations]
Adoption Dates	11/06/06
Review Dates	
Revision Dates	11/13/19[; XX/XX/XX]



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	5. Board Items
Subject	5.03 Approval of Fiscal Year 2027 Board Requested Operating Budget
Type	Information, Discussion, Action
Suggested Action	Board approval of the Fiscal Year 2027 Board Requested Operating Budget to submit to the County Executive.
Department(s)	Fiscal Services
Goal(s)	Goal 1 - Organizational Culture of Achievement - FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community. Goal 2 - Operational Excellence - FCPS will hire, support, and retain staff who champion individual, professional, and student excellence. Goal 3 - Safety & Wellbeing - FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence. Goal 4 - Stakeholder Engagement - FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system. Goal 5 - Student & Staff Experience - FCPS will promote a culture fostering wellness and civility for students and staff.

Content

PURPOSE OF PRESENTATION: Staff seeks approval of the Fiscal Year 2027 (FY2027) Board Requested Operating Budget by the Board of Education of Frederick County (Board).

BACKGROUND/SUMMARY: The Superintendent's FY2027 recommended budget was released on Tuesday, January 20 and presented to the Board on Wednesday, January 21. The Board held its operating budget work session on Wednesday, January 28 and its public hearing on Wednesday, February 4. On February 11, staff provided an update on the operating budget to the Board. Tonight, staff seeks approval to submit the FY2027 Board Requested Operating Budget to the Frederick County Executive. FCPS must submit its requested budget to the County Executive by February 28, 2026.

PRESENTER(S) & TITLE(S):

Heather Jo Clabaugh, Associate Superintendent of Fiscal Services
Denise Frock, Director of Budget

SUBMITTED BY:

Heather Jo Clabaugh, Associate Superintendent of Fiscal Services

ATTACHMENT(S):

[02.25.26 FY2027 Board Requested Operating Budget PPT.pdf](#)

[02.25.26 FY2027 Budget Adjustments.pdf](#)

Fiscal Services

FY2027 Operating Budget

Board of Education
February 25, 2026

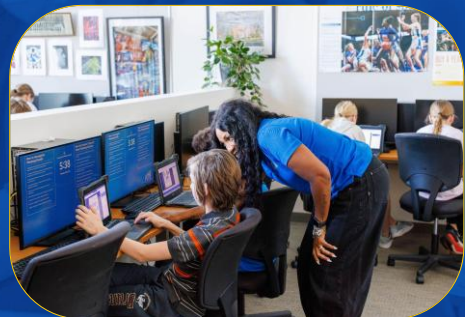
PRESENTED BY: Heather Jo Clabaugh, Associate Superintendent of Fiscal Services
Denise Frock, Director of Budget



1

Presentation Outcomes

1. Staff presentation of Board requested costs estimates
2. Board approval of the FY2027 Requested Operating Budget to submit to the County Executive



2

2

Board Requested Cost Estimates



3

3

Board Requested Cost Adjustments

- Restore FY2026 staffing formula for elementary media specialists
 - Add \$468,288 and 4.40 FTE

Note: No other changes were made to the elementary staffing formula. The changes to offset the elimination of TSI funding remain.



4

4

Board Requested Cost Adjustments

- Retain behavior support specialists (BSS) and board certified behavioral analysts (BCBA)
 - BSS: \$785,219 & 7.0 FTE
 - BCBA: \$203,984 & 2.0 FTE
 - Total: \$989,203 & 9.0 FTE



5

5

FY2027 Board Requested Operating Budget



6

6

FY2027 Operating Budget

- Total Expense Adjustments \$43,232,242
- Total Revenue Adjustments \$11,774,634
- Total Request to the County \$31,457,608

Staff seeks approval to submit the FY2027 Board Requested Operating Budget to the County Executive.



7

7

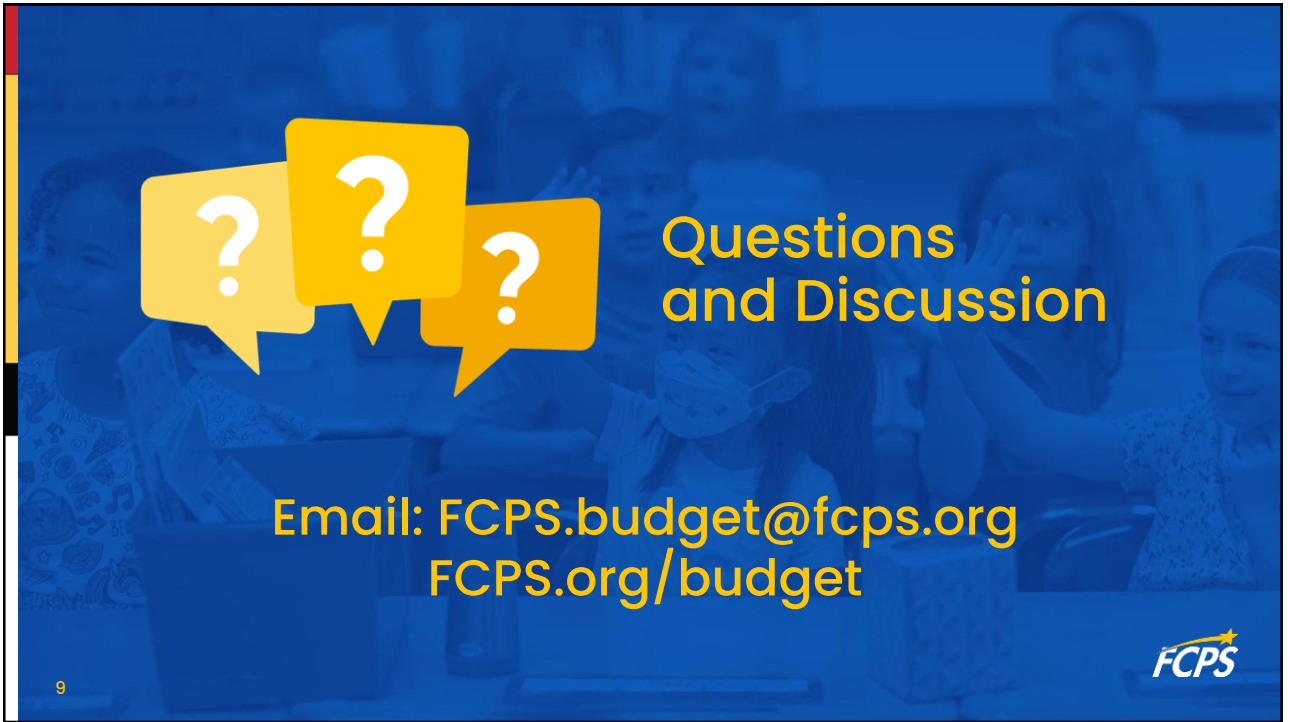
Next Steps

- April 15 Statutory date for the County Executive's FY2027 budget released
- April 22 Board's budget discussion resume
- May 31 Statutory date for the County Council's approval of the County's FY2027 budget



8

8



Three yellow speech bubbles, each containing a white question mark, are positioned on the left side of the slide.

Questions and Discussion

Email: FCPS.budget@fcps.org
[FCPS.org/budget](https://fcps.org/budget)

9



BOARD OF EDUCATION OF FREDERICK COUNTY
FY2027 Summary of Budget Adjustments
SUPERINTENDENT'S RECOMMENDED BUDGET

	Description	FTE Positions	Superintendent's Recommended Budget	Changes	Board Requested Budget
1	FY2026 Operating Budget Expenditures		\$ 970,236,964		\$ 970,236,964
2	Expenditures				
3	Formula-Based Staffing Adjustments				
4	Formula-Based Staffing Adjustments: Elementary Teachers	(23.20)	\$ (2,303,615)	\$ -	\$ (2,303,615)
5	Formula-Based Staffing Adjustments: Middle Teachers	(7.50)	(728,993)	-	(728,993)
6	Formula-Based Staffing Adjustments: High Teachers	(4.50)	(437,396)	-	(437,396)
7	Formula-Based Staffing Adjustments: School Support Positions (Staffing Model)	8.80	1,142,257		1,142,257
8	Formula-Based Staffing Adjustments: Special Education Teachers	5.50	545,595		545,595
9	Formula-Based Staffing Adjustments: School Based Allocation		(66,990)	-	(66,990)
10	Linganore Creek ES - Facilities Services Workers	5.00	298,414	-	298,414
11	Subtotal Formula-Based Staffing Adjustments	(15.90)	\$ (1,550,728)	\$ -	\$ (1,550,728)
12	Special Education				
13	Specialized Programs (3 Expressions Classrooms)	9.00	\$ 861,835		\$ 861,835
14	Speech Language Pathologists	4.00	430,676	-	430,676
15	Non-Public Placements		2,000,000	-	2,000,000
16	Unrestricted Support for IDEA Grant		1,569,300	-	1,569,300
17	Subtotal Special Education	13.00	\$ 4,861,811	\$ -	\$ 4,861,811
18	Employee Salary & Benefits				
19	Salary Resource Pool (subject to negotiations)		\$ 17,368,398	\$ -	\$ 17,368,398
20	Health (13%) & Dental (2.21%) Insurance Increase (Subject to Negotiations)		15,745,020	-	15,745,020
21	New Retiree Health Insurance		1,400,790	-	1,400,790
22	Pension (Employee, Teacher, & Administrative Fees)		2,960,559	-	2,960,559
23	Other Post Employment Benefits (OPEB) Trust Contribution		2,500,000	-	2,500,000
24	Subtotal Employee Salary & Benefits	0.00	\$ 39,974,767	\$ -	\$ 39,974,767

Description		FTE Positions	Superintendent's Recommended Budget	Changes	Board Requested Budget
25 Inflation					
26	Utility Increases		\$ 2,000,000	\$ -	\$ 2,000,000
27	Property & Liability Insurance		202,400	-	202,400
28	Transfer to the Artificial Turf Fund		100,000	-	100,000
29	Blueprint - Workforce Services Allocation		60,888	(10,160)	50,728
30	Subtotal Inflation	0.00	\$ 2,363,288	\$ (10,160)	\$ 2,353,128
31 Reallocations & Reductions					
32	Reallocation: Central Office Positions & Non-Salary Cost to Support Elementary Literacy	(9.00)	\$ (1,494,971)	\$ -	\$ (1,494,971)
33	Reallocation: Positions to Support Additional Specialized Programs	(9.00)	(989,203)		(989,203)
34	Reduction: Central Office & Administrative Positions	(15.00)	(1,483,596)	-	(1,483,596)
35	Reduction: Elimination of the SAT School Day Testing		(210,000)	-	(210,000)
36	Subtotal Reallocations & Reductions	(33.00)	\$ (4,177,770)	\$ -	\$ (4,177,770)
37 Charter Schools					
38	Charter Schools FY2027 Allocation Adjustment		\$ 238,742	\$ -	\$ 238,742
39	Monocacy Valley Montessori - Add 60 Students Per Charter Agreement		622,948	-	622,948
40	Subtotal Charter Schools	0.00	\$ 861,690	\$ -	\$ 861,690
41 Reversal of One-Time Costs					
42	Linganore Creek Elementary Materials of Instruction Start-Up		\$ (325,000)	\$ -	\$ (325,000)
43	One-Time Costs Associated with New FY2026 Positions		(32,000)	-	(32,000)
44	Subtotal Reversal of One-Time Costs	0.00	\$ (357,000)	\$ -	\$ (357,000)
45 Restricted Fund Adjustments					
46	Blueprint: Concentration of Poverty (Restricted Fund)		\$ -	\$ 1,266,344	\$ 1,266,344
47	Subtotal Restricted Fund Adjustments	0.00	\$ -	\$ 1,266,344	\$ 1,266,344

Description		FTE Positions	Superintendent's Recommended Budget	Changes	Board Requested Budget
48	TOTAL OPERATING EXPENDITURE INCREASE/(DECREASE)	(35.90)	\$ 41,976,058	\$ 1,256,184	\$ 43,232,242
49	Revenues				
50	State Revenue: Estimated Increase in State Aid		\$ 5,335,102	\$ 7,698,010	\$ 13,033,112
51	State Revenue: Non-Public Placements		-	(1,000,000)	(1,000,000)
52	State Revenue: Blueprint: Concentration of Poverty (Restricted Fund)		-	1,266,344	1,266,344
53	Reversal of Estimated Surplus (Used in FY2026)		(13,366,445)	-	(13,366,445)
54	Audited FY2025 Additional Surplus/(Deficit)		7,841,623	-	7,841,623
55	Estimated Surplus from FY2026 (to be used in FY2027)		4,000,000	-	4,000,000
56	TOTAL ESTIMATED REVENUE INCREASE/(DECREASE)		\$ 3,810,280	\$ 7,964,354	\$ 11,774,634
57	Budget Variance		\$ 38,165,778	\$ (6,708,170)	\$ 31,457,608
58	FY2027 Totals		\$ 1,012,213,022	\$ 1,256,184	\$ 1,013,469,206



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	6. Setting of the Next Meeting Agenda
Subject	6.01 Setting the Agenda for the March 11, 2026 Board of Education Meeting
Type	Information



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	7. Committee Reports and Legislative Updates
Subject	7.01 Legislative Updates
Type	Information



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	7. Committee Reports and Legislative Updates
Subject	7.02 Policy Committee Report
Type	Information



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	7. Committee Reports and Legislative Updates
Subject	7.03 Curriculum & Instruction Committee Report
Type	Information



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	7. Committee Reports and Legislative Updates
Subject	7.04 Committee Reports
Type	Information



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	8. Informational Items
Subject	8.01 Quarterly Agenda for Board Meetings
Type	Information

ATTACHMENT(S):

[02.25.26 1st Q 26 Agenda Public.pdf](#)

Quarterly Agenda for Board Meetings January – March 2026
*This document is dynamic - changes will be made to it as needed
to accommodate time sensitive business items*

January 7

Board of Education Curriculum & Instruction Committee Meeting (10:00 a.m.)

January 7

Closed:

Administrative Function:

Business Items:

- Bid Calendar Items (Information)
- Information Items (Information)
- Formal Quote 26FQ6, Drivers Education (Action)

Policy Items:

- Policy 208, Data Security (2nd Reading) and Policy 442, Student Data Privacy (SB) (Information/Discussion/Action) – **Work Session**

Consent Items:

- Staffing Changes (SS) (Action/Consent)

Informational Items:

- Quarterly Agenda for Board Meetings (Information)
- Future Agenda Items (Information)

Evening:

- Middle and High School Course Guide Updates (Information/Discussion/Action) – **Evening**
- Policy 441, Transportation of Students (1st Reading) (SB) (Information/Discussion/Action) – **Evening**
- Fiscal Year 2027 Operating Budget Preview (HC) (Information/Discussion) – **Evening**

January 21

Board of Education Policy Committee Meeting (9:30 a.m.)

January 21

Closed:

Administrative Function:

Business Items:

- Bid Calendar Item (Information)

Policy Items:

- Policy 300, Personnel (2nd Reading) (SB) (Information/Discussion/Action) – **Work Session**

System Recognitions:

- National School Counseling Week Proclamation (JB) (Action)

Consent Items:

- Staffing Changes (SS) (Action/Consent)

Informational Items:

- Quarterly Agenda for Board Meetings (Information)
- Future Agenda Items (Information)

Evening:

- Special Education Update (JB) (Information) – **Evening**
- Policy 400, Systemic Delegation of Duties (1st Reading) (SB) (Information/Discussion/Action) – **Evening**
- Fiscal Year 2027 Superintendent's Recommended Operating Budget (HC) (Information/Discussion/Action) – **Evening**

January 28
Board of Education Budget Work Session with FCPS Staff (1:00 – 4:00 p.m.)
Board of Education Public Hearing of FY2027 Operating Budget (6:00 p.m.)

February 11
Board of Education Curriculum & Instruction Committee Meeting (10:00 a.m.)

- February 11**
Board of Education Meeting (2:30 p.m.)
- Renewal of Superintendent's Contract (Information/Discussion/Action)

February 11

Closed:

Administrative Function:

Business Items:

- Bid Calendar Items (Information)
- Information Items (Information)
- Bid 26M1, HVAC/R Service Contract (Action)
- Bid 26C2, Lewistown Elementary School Boiler Replacement Project (Action)
- RFP 21MISC7, Professional Auditing Services for Frederick County Government, Frederick County Public Schools and Frederick Community College (Renewal) (Action)
- School Construction Budget Amendments #26-03, #26-04 and #26-05 (Information/Discussion/Action)
- Hillcrest ES and Twin Ridge ES Design Documents/Construction Documents (PL) (Information/Discussion/Action)
- 2027-2028 Academic Calendar (EP) (Action)

Policy Items:

- Policy 441, Transportation of Students (2nd Reading) (SB) (Information/Discussion/Action) – **Work Session**

System Recognitions:

- Career and Technical Education Month Proclamation (KH) (Action)
- Newly Achieved FCPS National Board-Certified Teachers (KH) (Information)

Consent Items:

- Staffing Changes (SS) (Action/Consent)

Informational Items:

- Quarterly Agenda for Board Meetings (Information)
- Future Agenda Items (Information)

Evening:

- Special Education Update (JB) (Information) – **Evening**
- Policy 101, Organization of the Board (1st Reading) (SB) (Information/Discussion/Action) – **Evening**
- Fiscal Year 2027 Operating Budget Update (HC) (Information/Discussion) – **Evening**

February 18
Community Listening Session

February 25
Board of Education Policy Committee Meeting (9:30 a.m.)

February 25

Closed:

Administrative Function:

Business Items:

- Information Items (Information)
- RFP 26A2, Architectural Design Services for Brunswick High School Replacement Project (Action)
- RFP 26C3, Construction Management at Risk Services for Brunswick High School Replacement Project (Action)
- Linganore Creek ES Change Order (PL) (Information/Discussion/Action)
- Cal Ripken STEM Center Addendum (Information/Discussion/Action)
- Carroll Creek Montessori Public Charter School Annual Report (JA) (Information/Discussion)
- Community Listening Session Debrief (DR) (Information/Discussion)

System Recognitions:

- School Social Work Week Proclamation (JB) (Action)

Consent Items:

- Staffing Changes (SS) (Action/Consent)
- Textbook Approval (KH) (Action/Consent)

Informational Items:

- Quarterly Agenda for Board Meetings (Information)
- Future Agenda Items (Information)

Evening:

- Strategic Plan Key Performance Indicator Reporting Goals 4 & 5 (KPI 14, KPI 16, KPI 17) (JA) (Information/Discussion) – **Evening**
- Policy 425, Flag Display and Salute (1st Reading) (SB) (Information/Discussion/Action) – **Evening**
- Approval of FY 2027 Board Requested Budget (HC) (Information/Discussion/Action) – **Evening**

March 11

Board of Education Curriculum & Instruction Committee Meeting (10:00 a.m.)

March 11

Closed:

Administrative Function:

Business Items:

- Bid Calendar Items (Information)
- Information Item (Information)
- RFP 22CURR1, Mathematics Intervention Programs (Action)
- RFP 26MISC5, School Facility Mapping (Action)
- RFP 23MISC6, Investment Advisory Consulting Services (Renewal) (Action)
- School Construction Budget Amendment #26-06 (Information/Discussion/Action)
- Brunswick High School Construction Manager At Risk Services (PL) (Information/Discussion/Action)
- School Mapping Grant Vendor Award (PL) (Information/Discussion/Action)
- Gifts for Education Grant Presentation (HC) (Information/Discussion/Action)
- Charter School Annual Report (FCCS) (JA) (Information/Discussion)
- Setting of Quarterly Agenda, April – June (DR) (Information) – **Work Session**

Policy Items:

- Policy 101, Organization of the Board (2nd Reading) (SB) (Information/Discussion/Action) – **Work Session**

System Recognitions:

- Recognition of World Down Syndrome Day Proclamation, March 21 (JB) (Action)
- Youth Art Month, Music in our Schools Month, Theatre in our Schools Month Proclamation (KH) (Action)

Consent Items:

- Staffing Changes (SS) (Action/Consent)

Informational Items:

- Quarterly Agenda for Board Meetings (Information)
- Future Agenda Items (Information)

Evening:

- Special Education Related Topics Update (JB) (Information) – **Evening**
- Strategic Plan Key Performance Indicator Reporting Goals 1 & 6 (KPI 3A, KPI 3B, KPI 5) (JA) (Information/Discussion) – **Evening**
- Policy 413, Family & Community Partnership (1st Reading) (SB) (Information/Discussion/Action) – **Evening**

March 25

Board of Education Policy Committee Meeting (9:30 a.m.)

March 25

Closed:

Administrative Function:

Business Items:

- Bid Calendar Items (Information)
- Information Items (Information)
- 26M2, Unit Price Contract for Fuel System Cleaning, Maintenance and Fuel Oil Tank Replacement
- 26M5, Unit Price Contract for Abatement of Hazardous Materials
- 23M5, Elevator Maintenance and Testing (Renewal)
- 24M5, Unit Price Contract for Floor Covering (Renewal)
- 26M3, Grass Mowing Service
- Carroll Creek Lease of Yellow Springs Elementary Building (PL) (Information/Discussion/Action)
- Hillcrest ES and Twin Ridge Guaranteed Maximum Price (PL) (Information/Discussion/Action)
- Charter School Annual Report (SEPCS) (JA) (Information/Discussion)

System Recognitions:

- April 7 – 11: National Assistant Principals Week Proclamation (JB) (Action)

Consent Items:

- Staffing Changes (SS) (Action/Consent)
- Textbook Approval (KH) (Action/Consent)
- Setting of Quarterly Agenda, April – June (DR) (Action/Consent)

Informational Items:

- Quarterly Agenda for Board Meetings (Information)
- Future Agenda Items (Information)

Evening:

- APA Audit Agenda Request (DR) (Information/Discussion) – **Evening**
- Student Leadership (Information/Discussion) (DR) (Agenda request) – **Evening**
- Policy 427, Religious Expression (1st Reading) (SB) (Information/Discussion/Action) – **Evening**



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	8. Informational Items
Subject	8.02 Future Agenda Items
Type	Information

Content

Items that appear in this agenda item are for informational purposes only. The Agenda Item Request form is completed by a Board member when they would like for an item to appear on a future agenda. Once the requesting Board member obtains two (2) other Board member signatures, the item is placed on a future agenda. The Agenda Item Requests will be placed in the Informational Items section of the agenda to allow the public to see items that are being requested by Board members.

ATTACHMENT(S):

[AgendaRequestCameraPilot_flat.pdf](#)

[Agenda Request_Widening the Audience_flat.pdf](#)



Clear Form

Request to Add an Agenda Item

Board of Education

Board of Education
Frederick County, Maryland
191 South East Street
Frederick, Maryland 21701

Form # BOE-F01
September 2023

Topic:

Report from Staff on the Special Education Classroom Pilot Program with educator, staff, family, and administration feedback.

Policy:

Policy 508

Strategic Plan:

☐ **Goal 1:** FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community.

☐ **Goal 2:** FCPS will hire, support, and retain staff who champion individual, professional, and student excellence.

☒ **Goal 3:** FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence.

☒ **Goal 4:** FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system.

☒ **Goal 5:** FCPS will promote a culture fostering wellness and civility for students and staff.

1. Was your campaign endorsed by, or did your campaign receive a contribution from the group presenting?

Requestor ☐ Yes ☒ No

Supporter #1 ☐ Yes ☐ No

Supporter #2 ☐ Yes ☐ No

2. Are there any areas with this presenter that might appear as a conflict of interest?

Requestor ☐ Yes ☒ No

Supporter #1 ☐ Yes ☐ No

Supporter #2 ☐ Yes ☐ No

3. Board membership or affiliations with group presenting?

Requestor ☐ Yes ☒ No

Supporter #1 ☐ Yes ☐ No

Supporter #2 ☐ Yes ☐ No

Provide an explanation for questions answered with a "yes"?

Recommended Action (Information, Discussion, Action):

Information, Discussion, Action.....Action could involve a number of different plans to move forward. Late May to early June agenda item.

Submitted by:

Dean Rose

Date Submitted:

02/06/2026

Supported by: [Names of two BOE Members who concur]

1. Karen Yoho

2. Janie Monier



Clear Form

Request to Add an Agenda Item

Board of Education

Board of Education
Frederick County, Maryland
191 South East Street
Frederick, Maryland 21701

Form # BOE-F01
September 2023

Topic:

Widening the audience to improve participation/attendance at regular Board meetings by analyzing and removing obstacles to participation/attendance.

Policy:

Strategic Plan:

☐ **Goal 1:** FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community.

☐ **Goal 2:** FCPS will hire, support, and retain staff who champion individual, professional, and student excellence.

☒ **Goal 3:** FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence.

☒ **Goal 4:** FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system.

☐ **Goal 5:** FCPS will promote a culture fostering wellness and civility for students and staff.

1. Was your campaign endorsed by, or did your campaign receive a contribution from the group presenting?

Requestor ☐ Yes ☒ No Supporter #1 ☐ Yes ☐ No Supporter #2 ☐ Yes ☐ No

2. Are there any areas with this presenter that might appear as a conflict of interest?

Requestor ☐ Yes ☒ No Supporter #1 ☐ Yes ☐ No Supporter #2 ☐ Yes ☐ No

3. Board membership or affiliations with group presenting?

Requestor ☐ Yes ☒ No Supporter #1 ☐ Yes ☐ No Supporter #2 ☐ Yes ☐ No

Provide an explanation for questions answered with a "yes"?

Upon looking into obtaining translator ear buds to have on hand at Board meetings, I learned that the system has already purchased several sets. Additionally, a variety of other suggestions were presented for how to better engage with communities that do not always feel comfortable coming to the Board room.

Recommended Action (Information, Discussion, Action):

Information, Discussion, with possible Action on advertising the protocols for reserving a pair of ear buds during a meeting. I am open to however Board leadership and Dr. Dyson wish to handle this, with discussion at this time that would lead to action in the near future. I would like a presentation from staff on what is currently being done to reach out and include community members. If a school or two are doing an outstanding job with engaging their parents, they might be included. And if it's thought that a partner organization(s) is particularly supportive and showing good results, maybe include them as well. I believe Centro Hispano is quite involved with several of our city schools, as an example.

Submitted by: Karen Yoho

Date Submitted: 2/4/2026

Supported by: [Names of two BOE Members who concur]

1. Chad Wilson

2. Janie Monier



Board of Education of Frederick County

Agenda Item Details

Meeting	February 25, 2026 - Board of Education Meeting
Category	9. Adjournment
Subject	9.01 Adjournment
Type	Procedure