

**UPPER LEVEL
NATATORIUM**

LOWER LEVEL

- SPECIAL ED
- REGULAR SEC
- PARTNERS ORG
- EMPTY
- RESOURCE, PULL-OUT
- ADMIN, STORAGE
- CAFETERIA, GYMS
- CTE

**EDGEWOOD
MIDDLE SCHOOL
FLOOR PLAN
2018/2019**



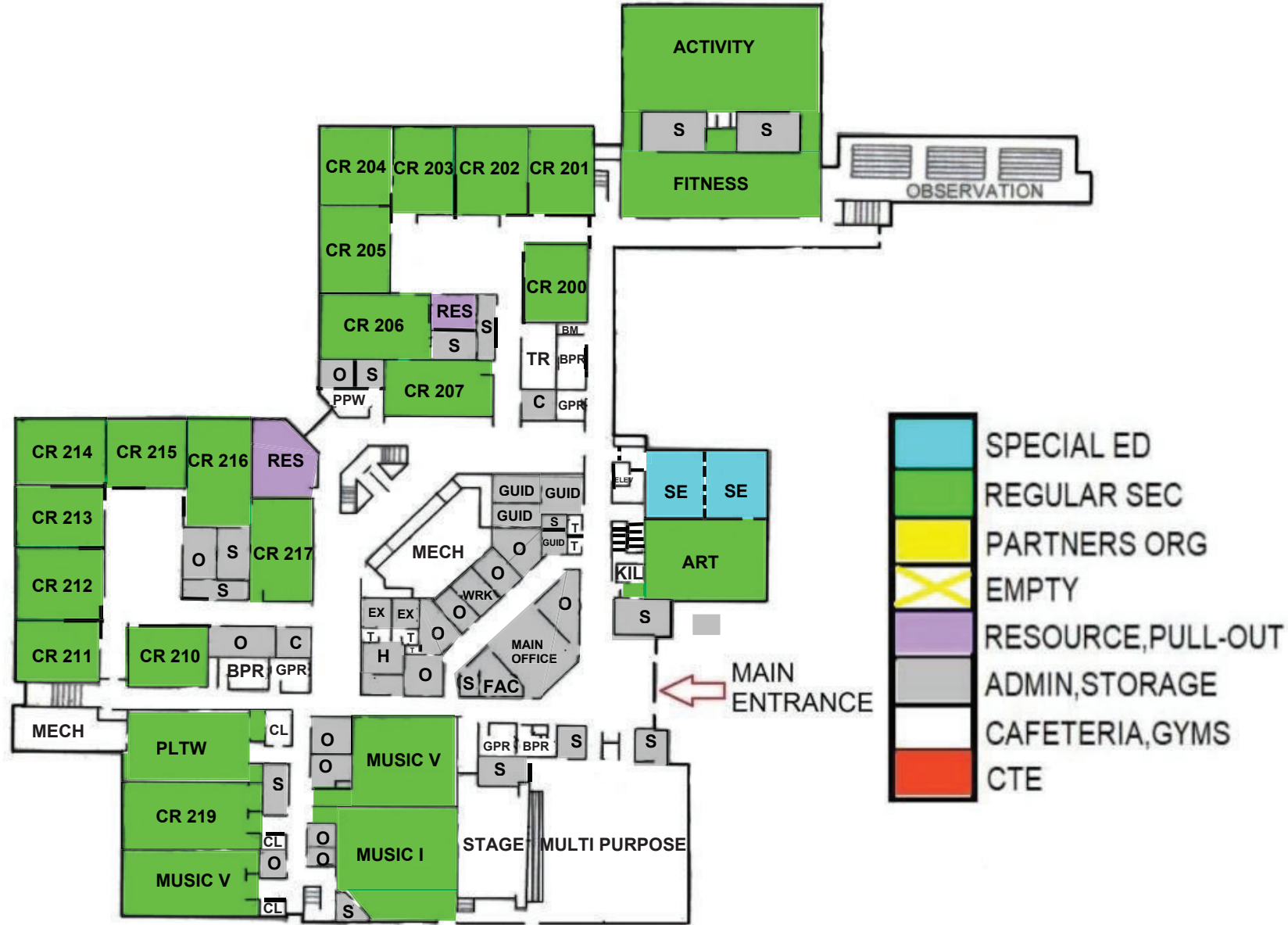
- SPECIAL ED
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- CAFETERIA, GYMS
- CTE

FALLSTON MIDDLE SCHOOL
2018/2019 LOWER FLOOR PLAN

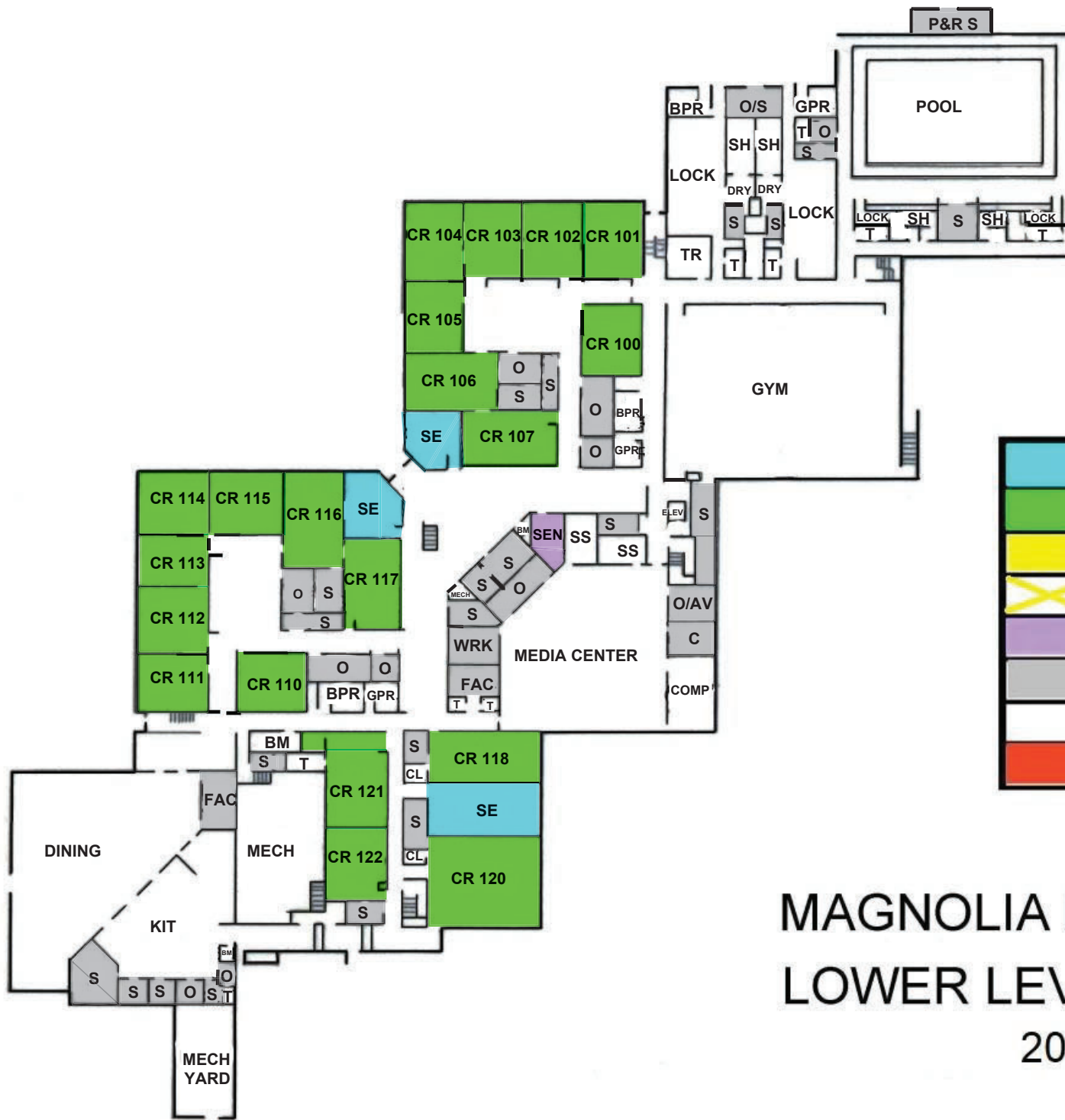


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FALLSTON MIDDLE SCHOOL
2018/2019 UPPER FLOOR PLAN



MAGNOLIA MIDDLE SCHOOL
 2018/2019 UPPER LEVEL FLOOR PLAN

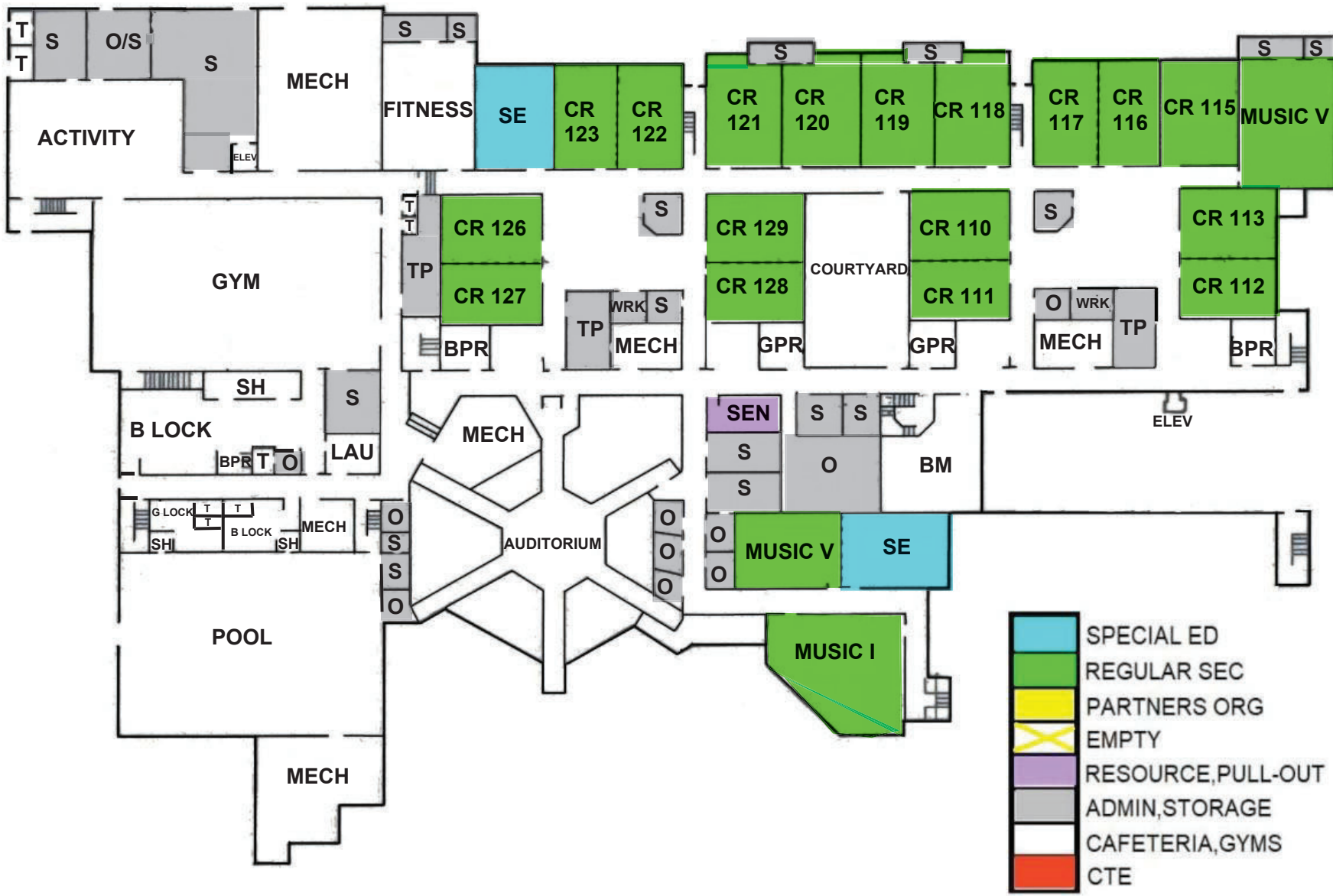


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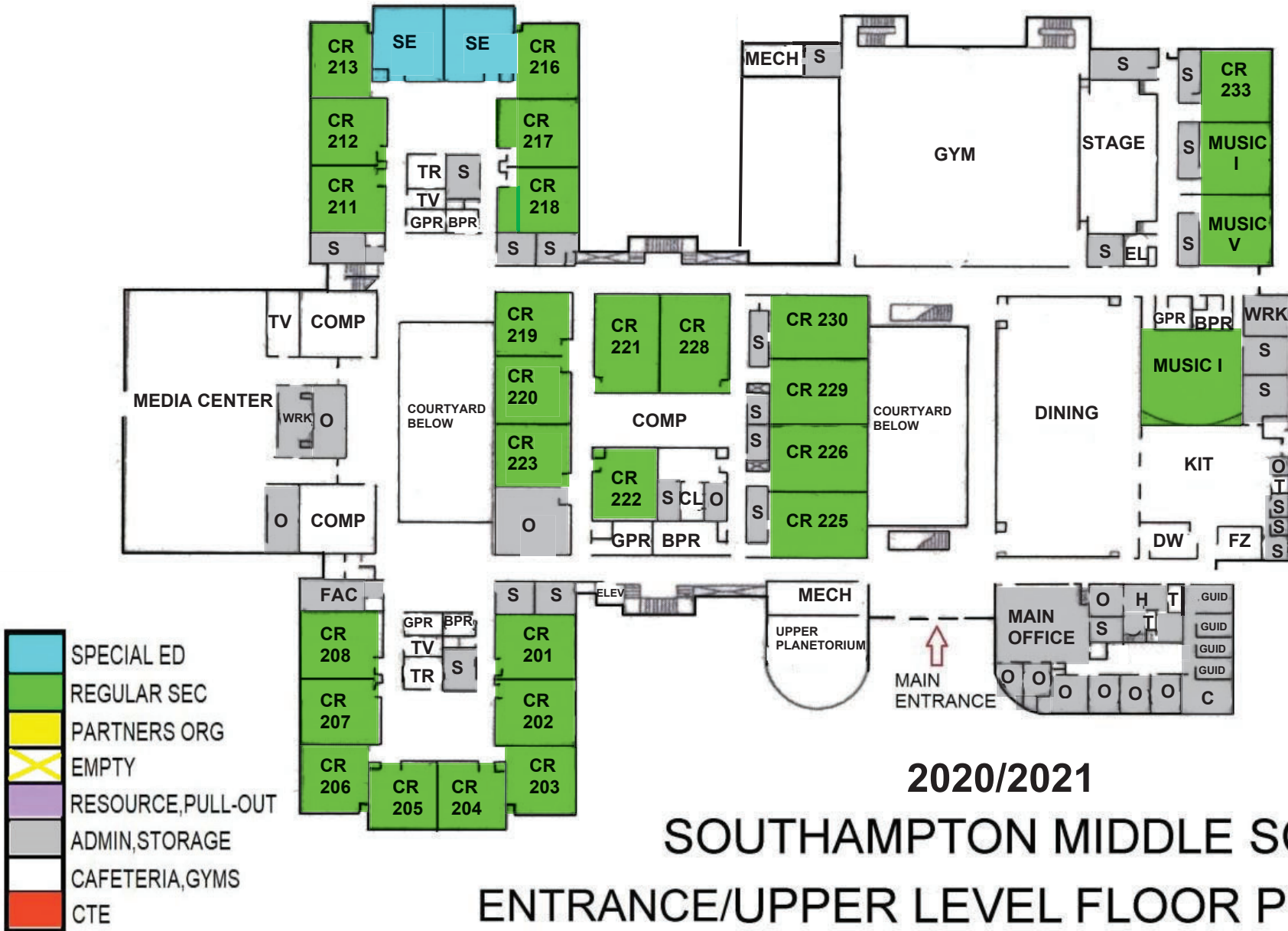
MAGNOLIA MIDDLE SCHOOL
LOWER LEVEL FLOOR PLAN
 2018/2019



NORTH HARFORD MIDDLE SCHOOL
UPPER LEVEL FLOOR PLAN 2023



NORTH HARFORD MIDDLE SCHOOL
 LOWER LEVEL FLOOR PLAN
 2023



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SOUTHAMPTON MIDDLE
LOWER LEVEL
FLOOR PLAN
2020/2021



HAVRE DE GRACE MIDDLE/HIGH SCHOOL FIRST FLOOR PLAN 2020/2021

2020/2021

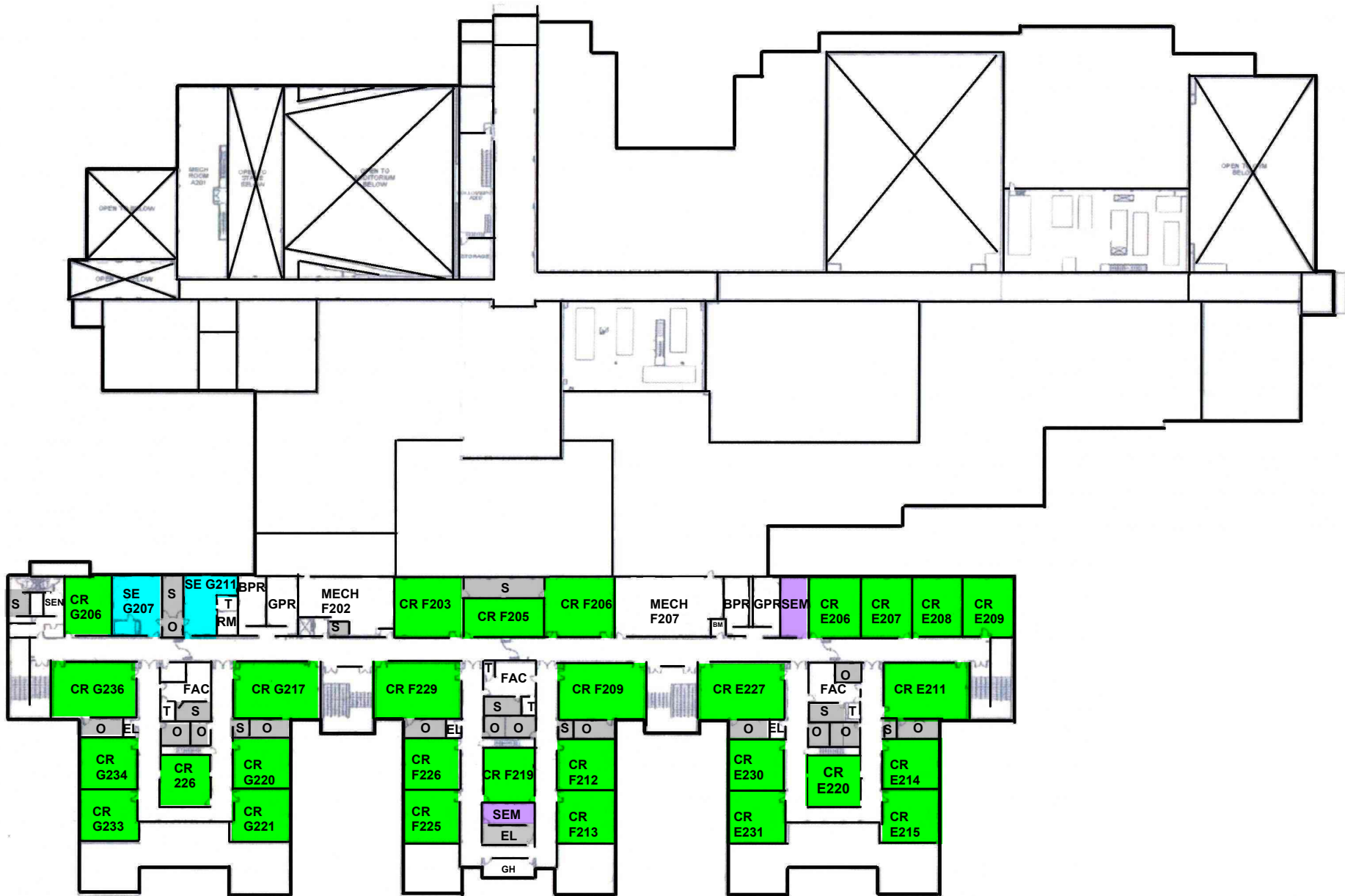
HAVRE DE GRACE MIDDLE/HIGH SCHOOL SECOND FLOOR PLAN



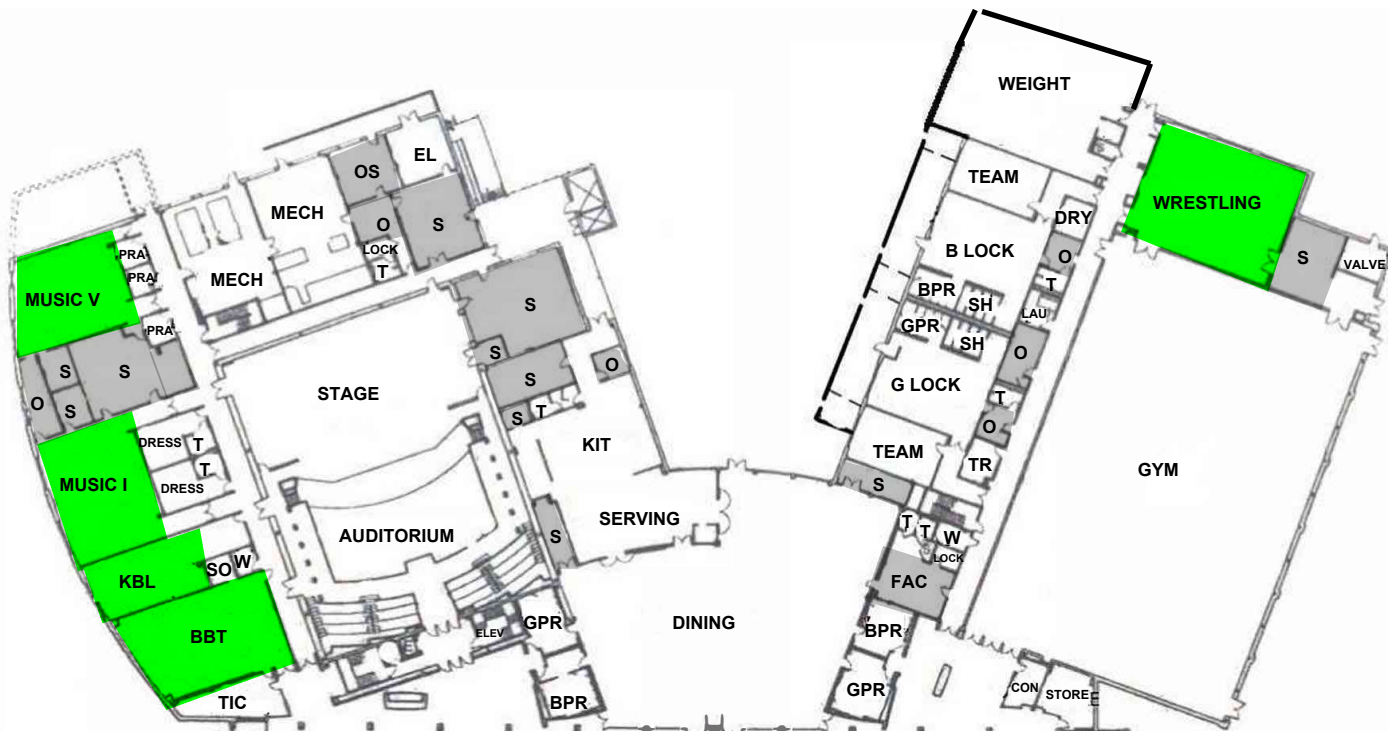
2020/2021

AVRE DE GRACE MIDDLE/HIGH SCHOOL PENTHOUSE AND THIRD FLOOR PLAN





PATTERSON MILL/MIDDLE HIGH SCHOOL
2023 SECOND FLOOR PLAN

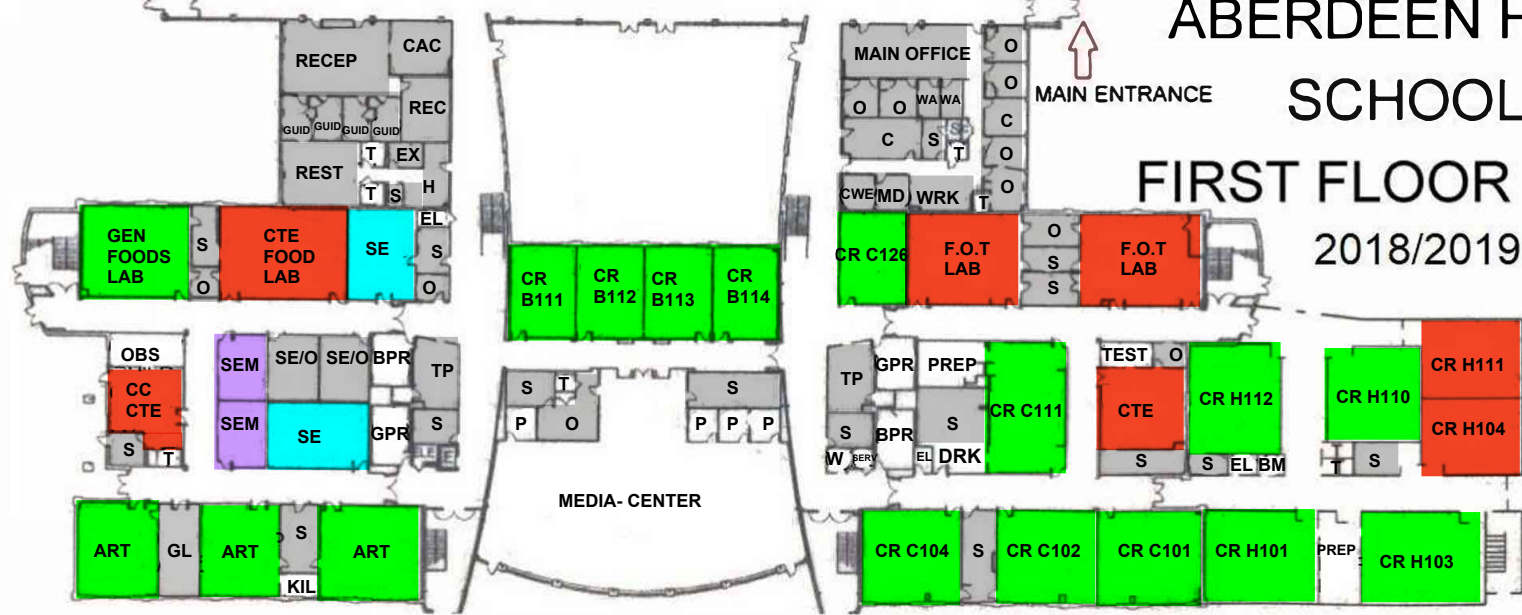


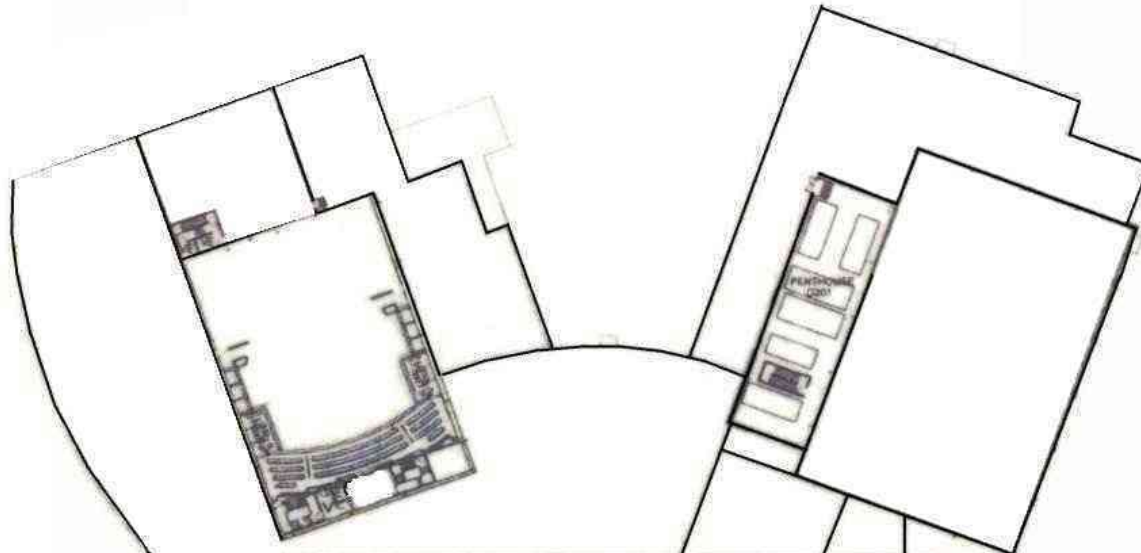
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ABERDEEN HIGH SCHOOL

FIRST FLOOR PLAN

2018/2019

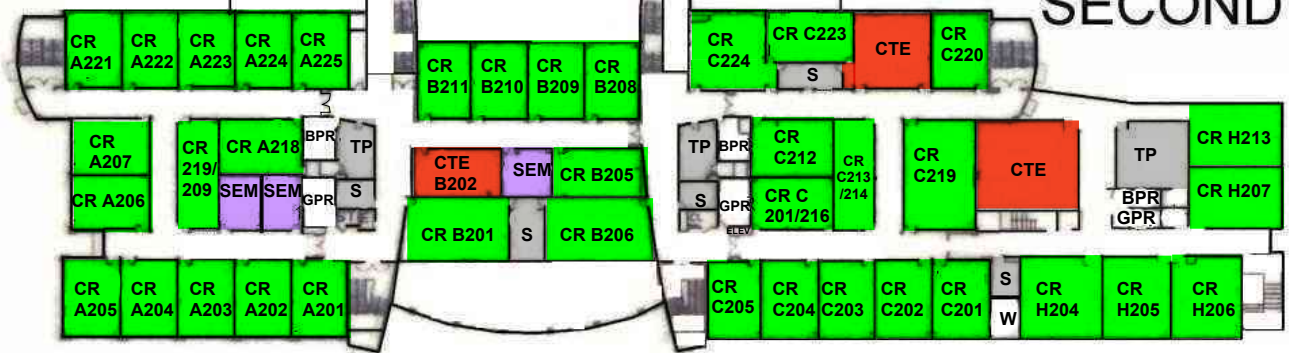


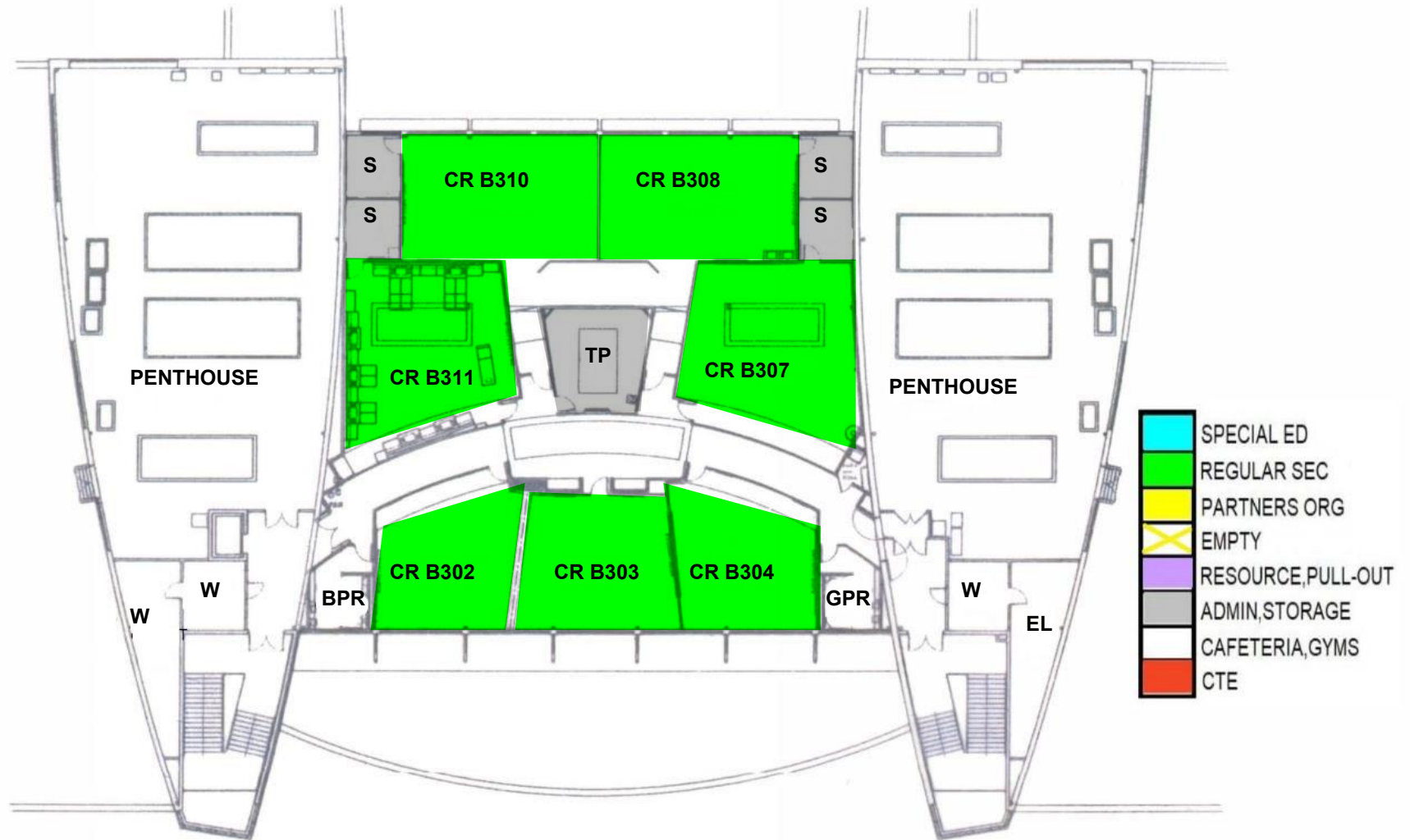


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ABERDEEN HIGH SCHOOL SECOND FLOOR PLAN

2023 / 2024



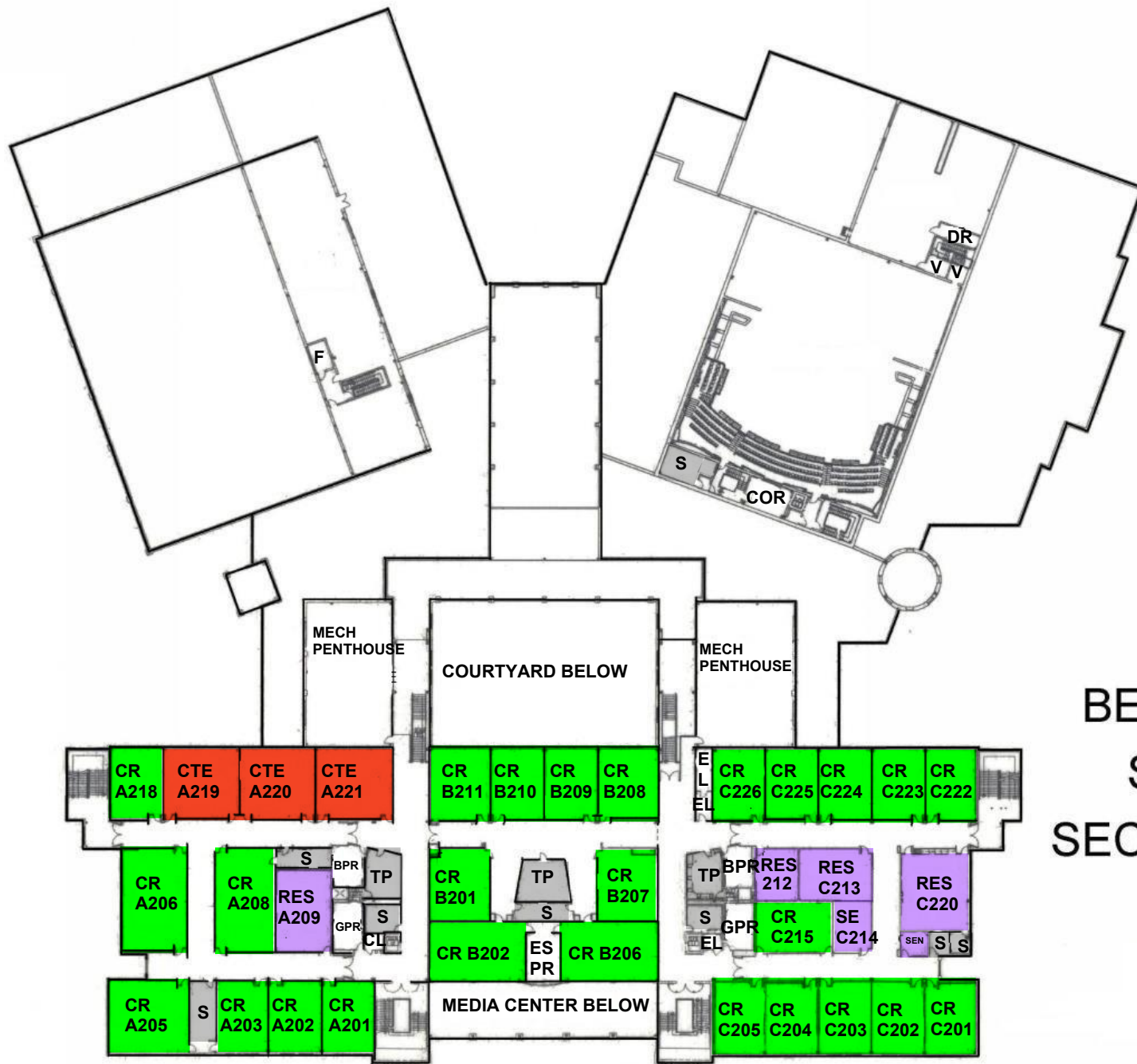


ABERDEEN HIGH SCHOOL
2018/2019 THIRD FLOOR PLAN



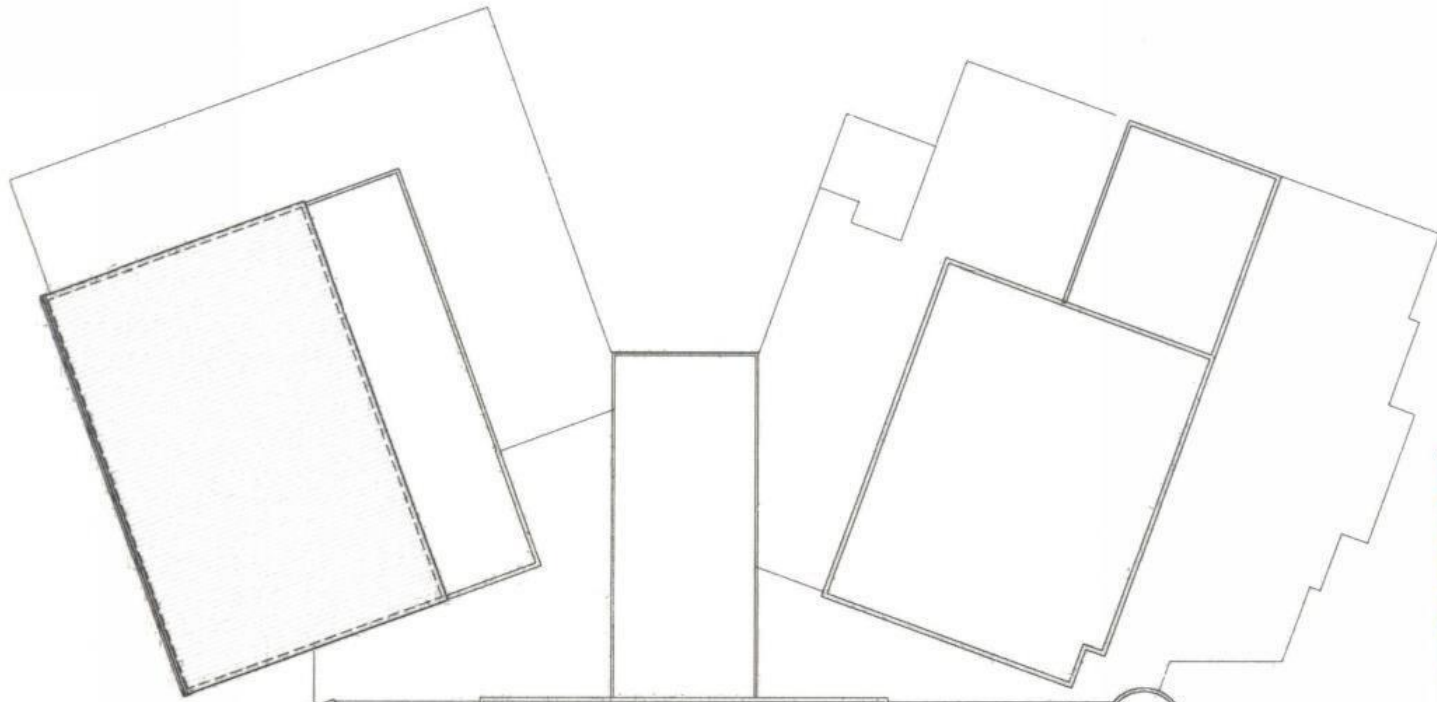
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**BEL-AIR HIGH
 SCHOOL
 FIRST FLOOR
 PLAN
 2023**



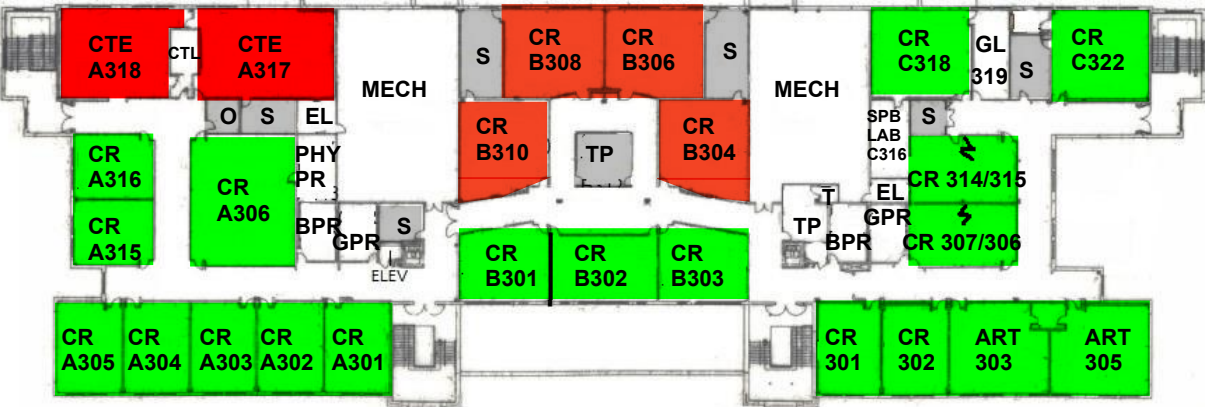
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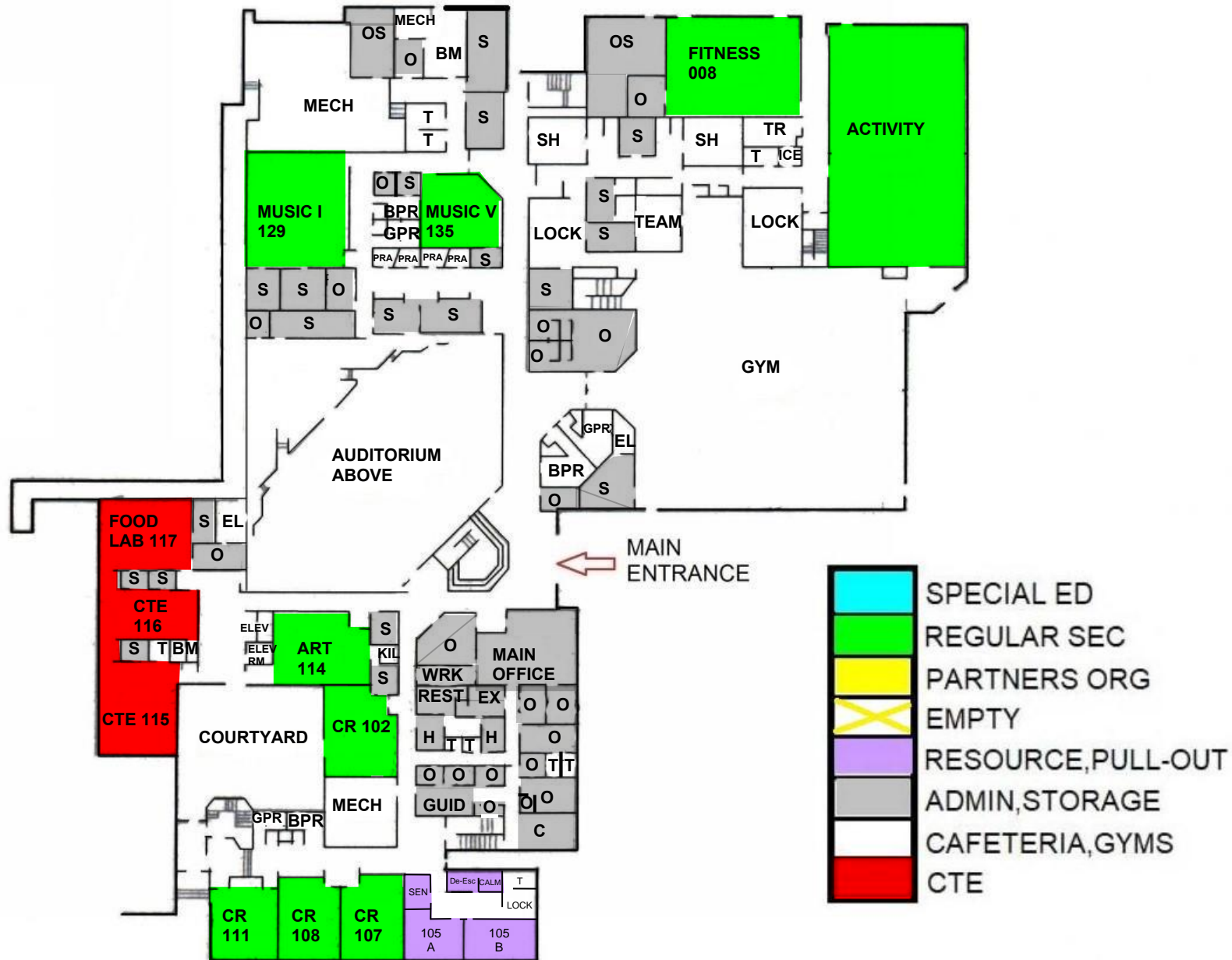
**BEL-AIR HIGH
 SCHOOL
 SECOND FLOOR
 PLAN
 2023**



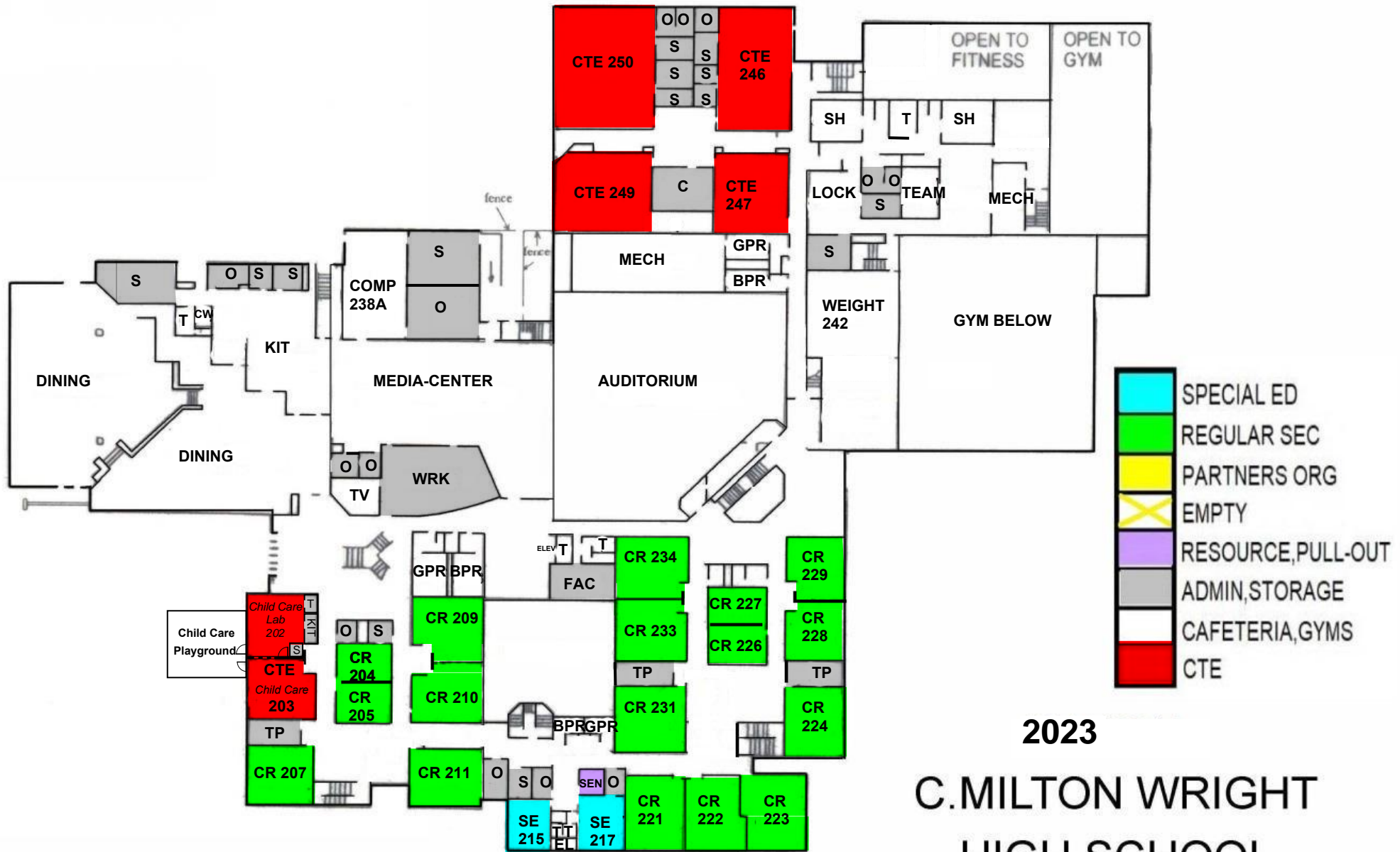
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**BEL-AIR HIGH
 SCHOOL
 THIRD FLOOR
 PLAN
 2023**

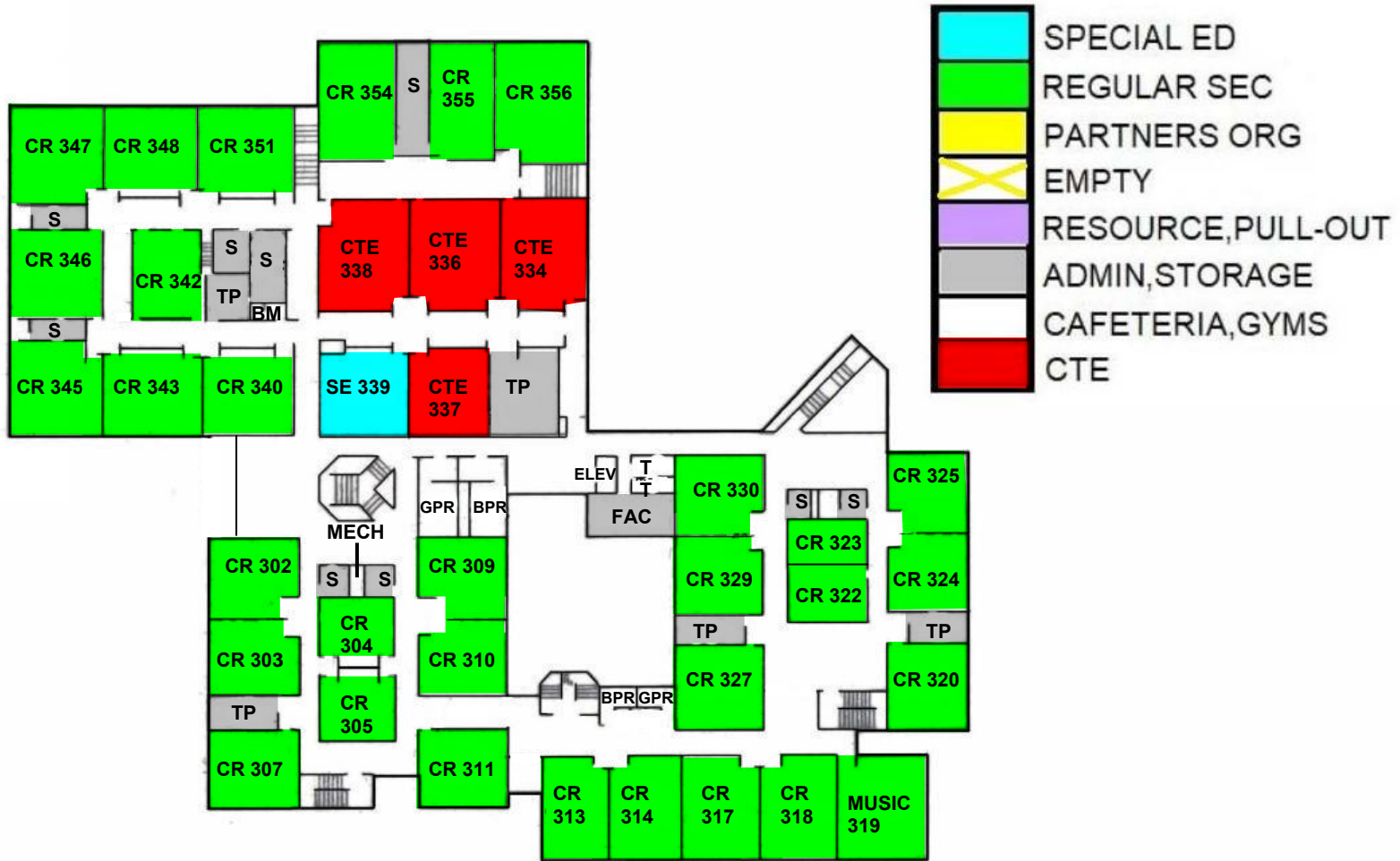




C. MILTON WRIGHT HIGH SCHOOL
2023 LOWER LEVEL FLOOR PLAN



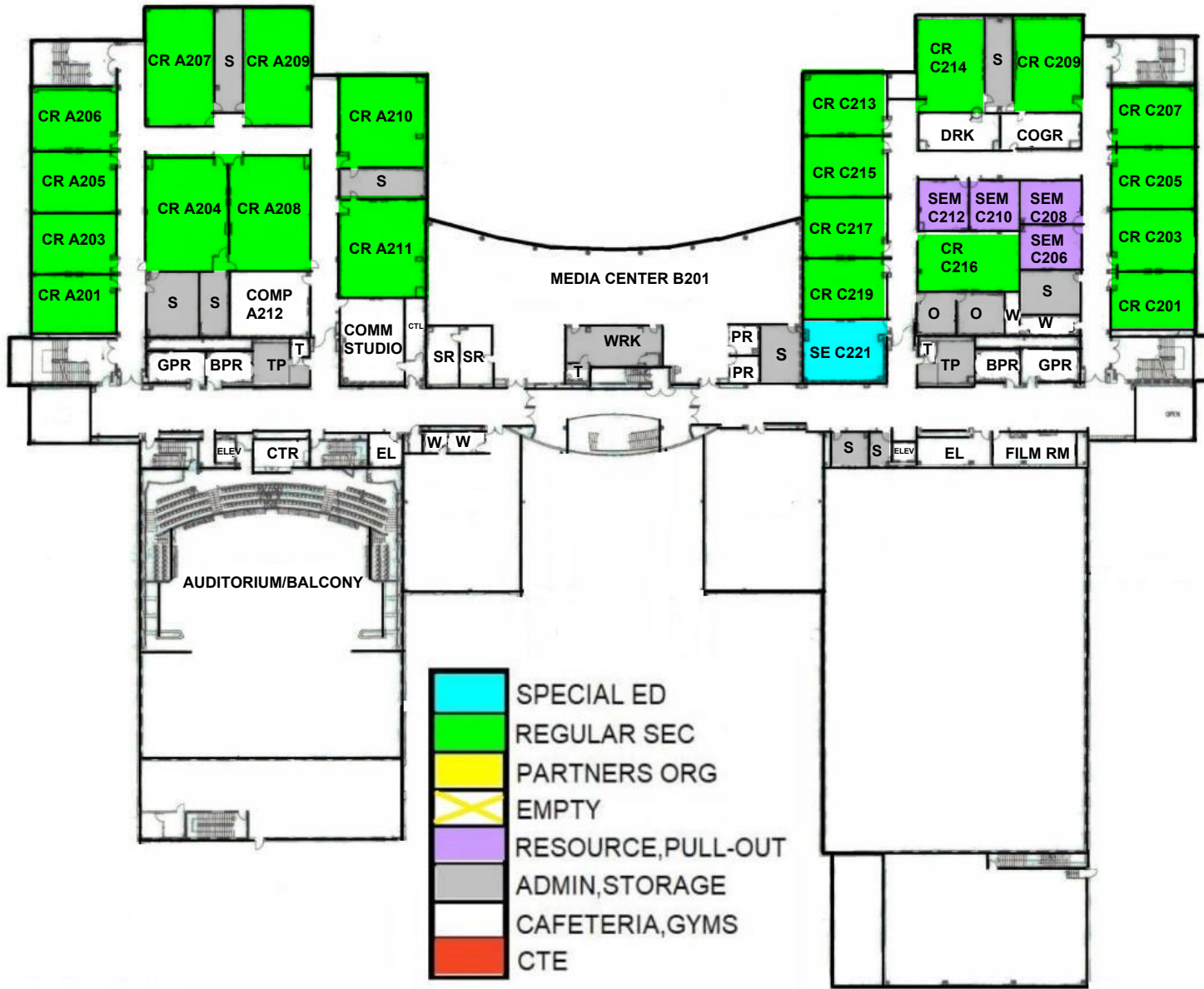
2023
C. MILTON WRIGHT
HIGH SCHOOL
ENTRANCE FLOOR PLAN



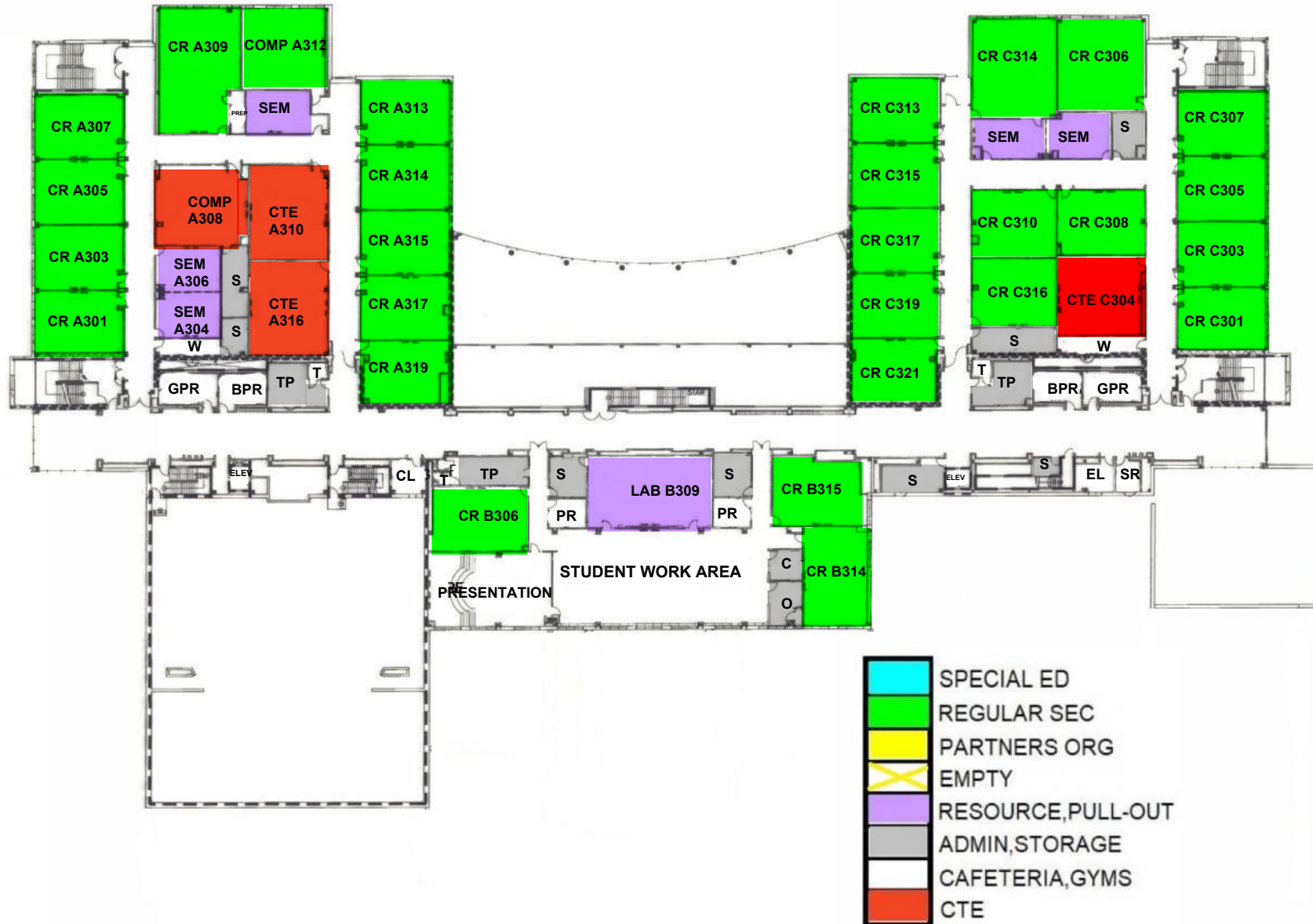
C. MILTON WRIGHT HIGH SCHOOL
2023 UPPER LEVEL FLOOR PLAN



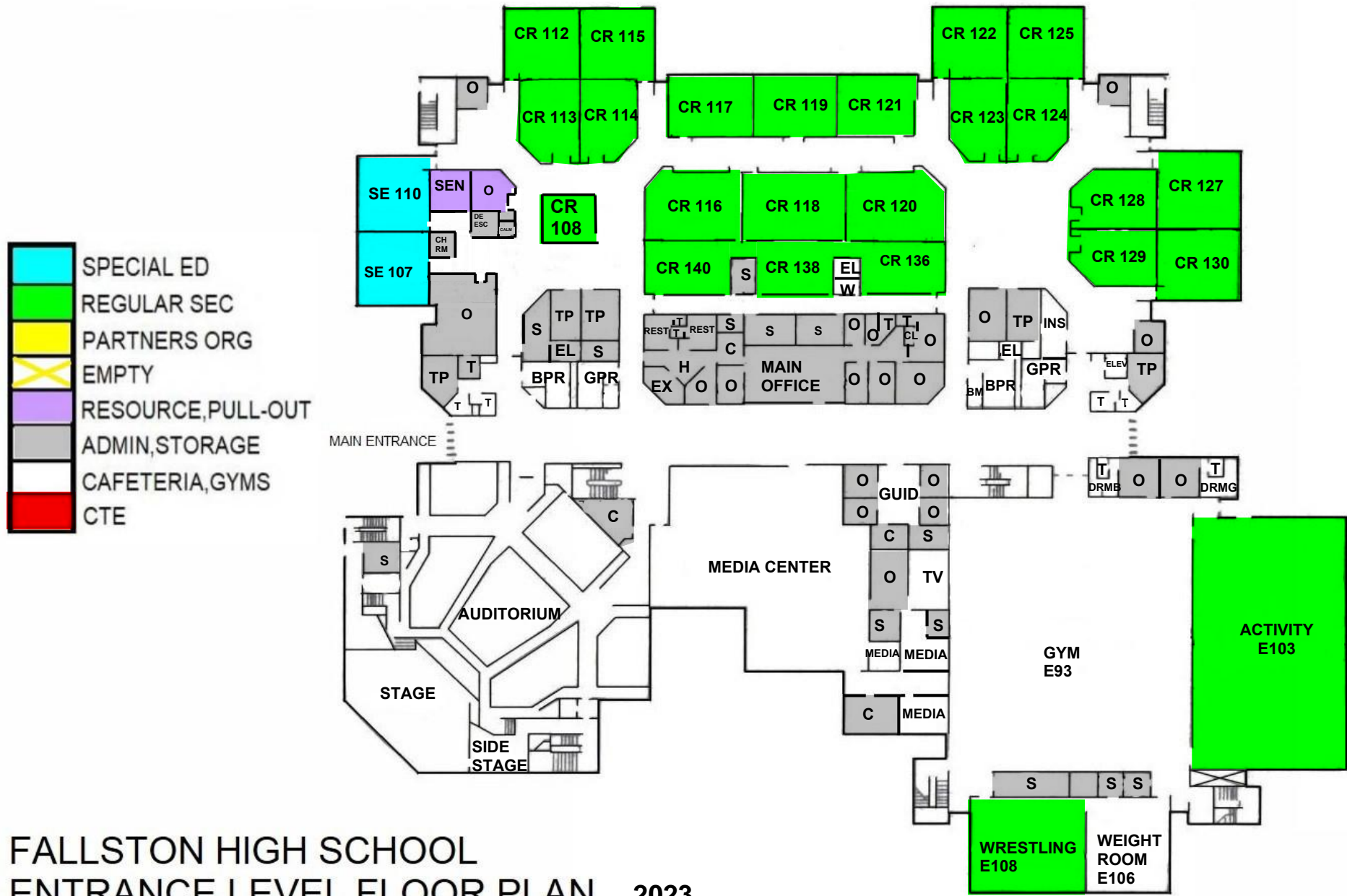
2023 EDGEWOOD HIGH SCHOOL FIRST FLOOR PLAN



2023 EDGEWOOD HIGH SCHOOL SECOND FLOOR PLAN

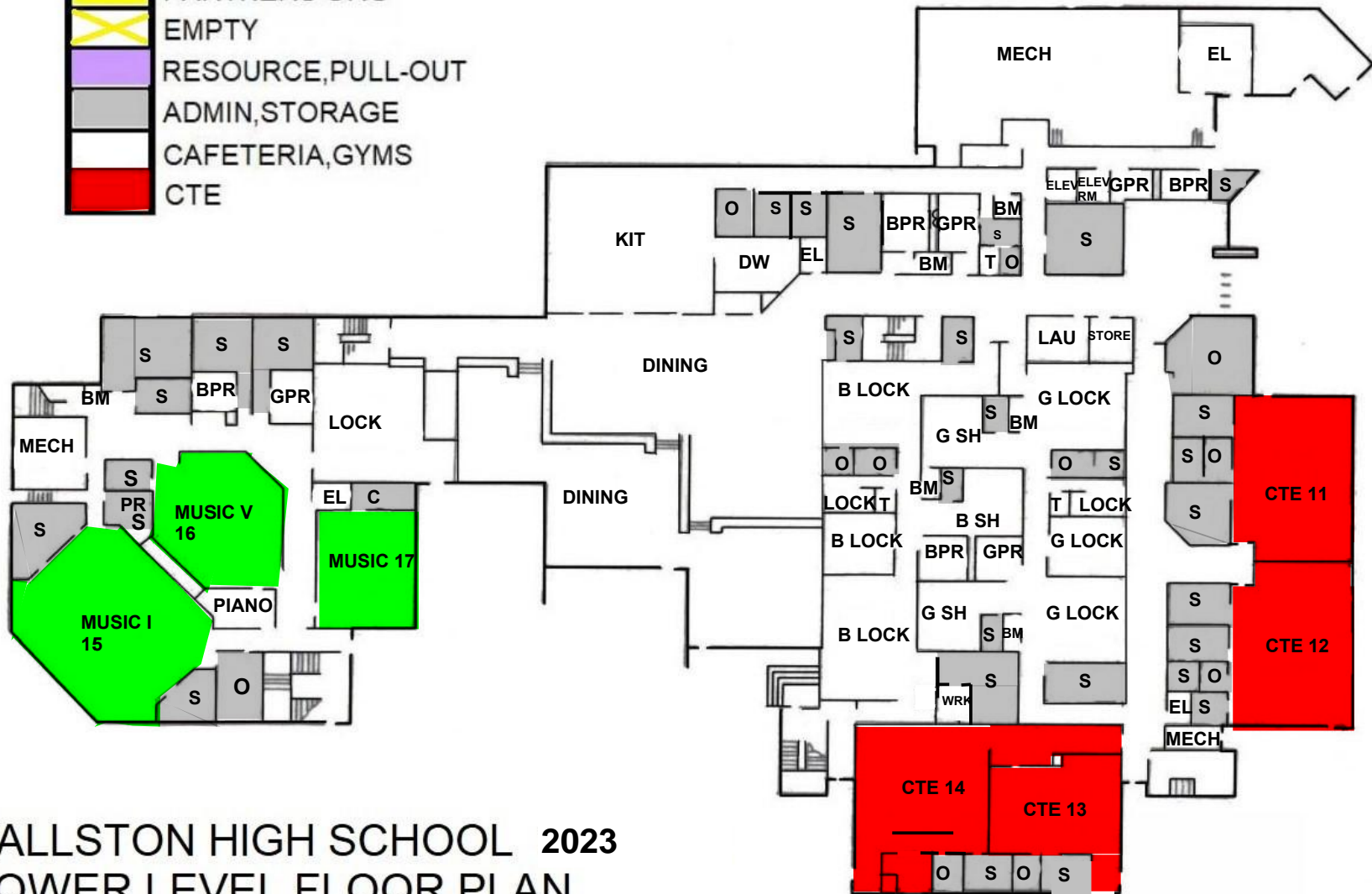


EDGEWOOD HIGH SCHOOL THIRD FLOOR PLAN
2023

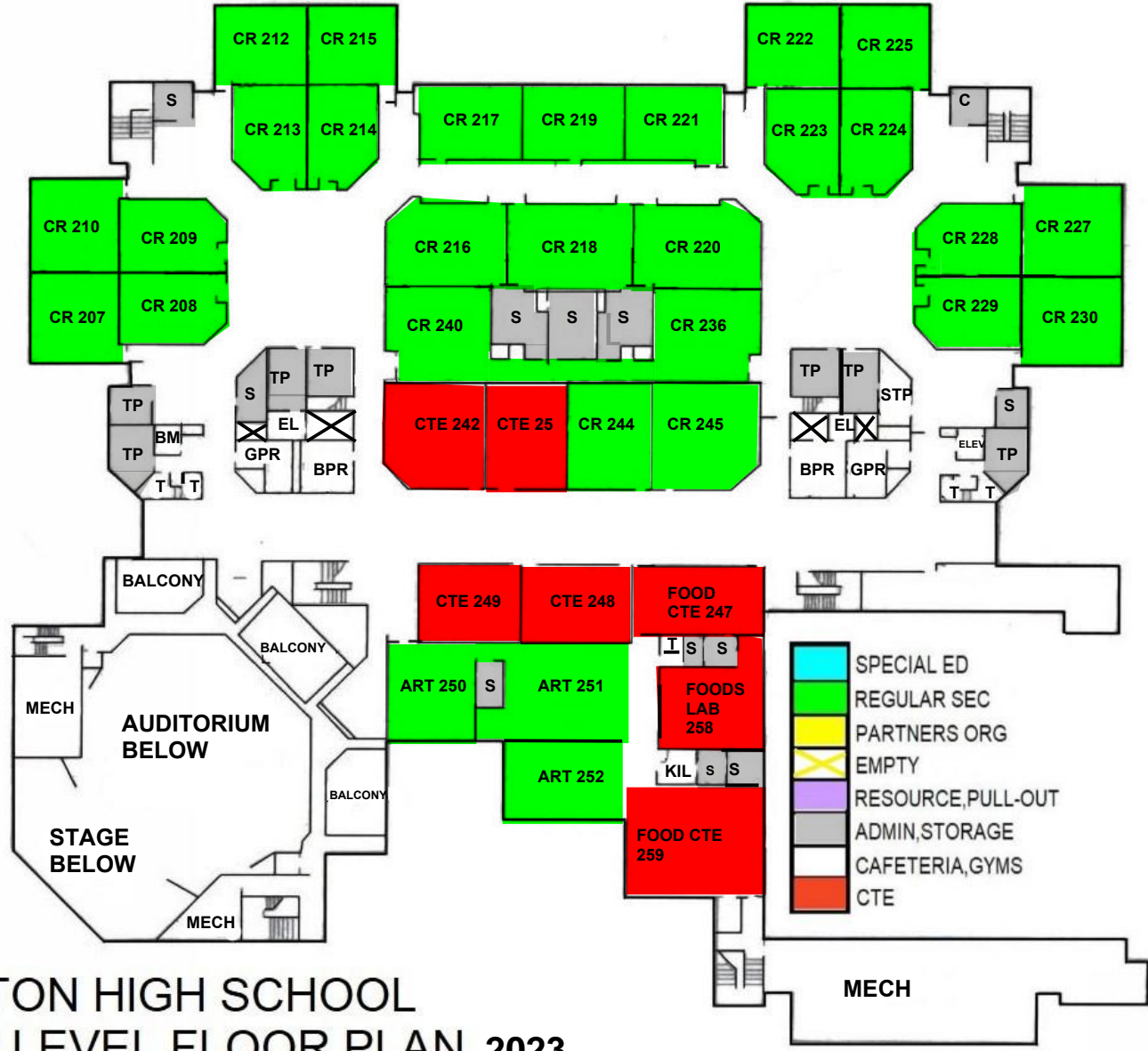


FALLSTON HIGH SCHOOL
 ENTRANCE LEVEL FLOOR PLAN 2023

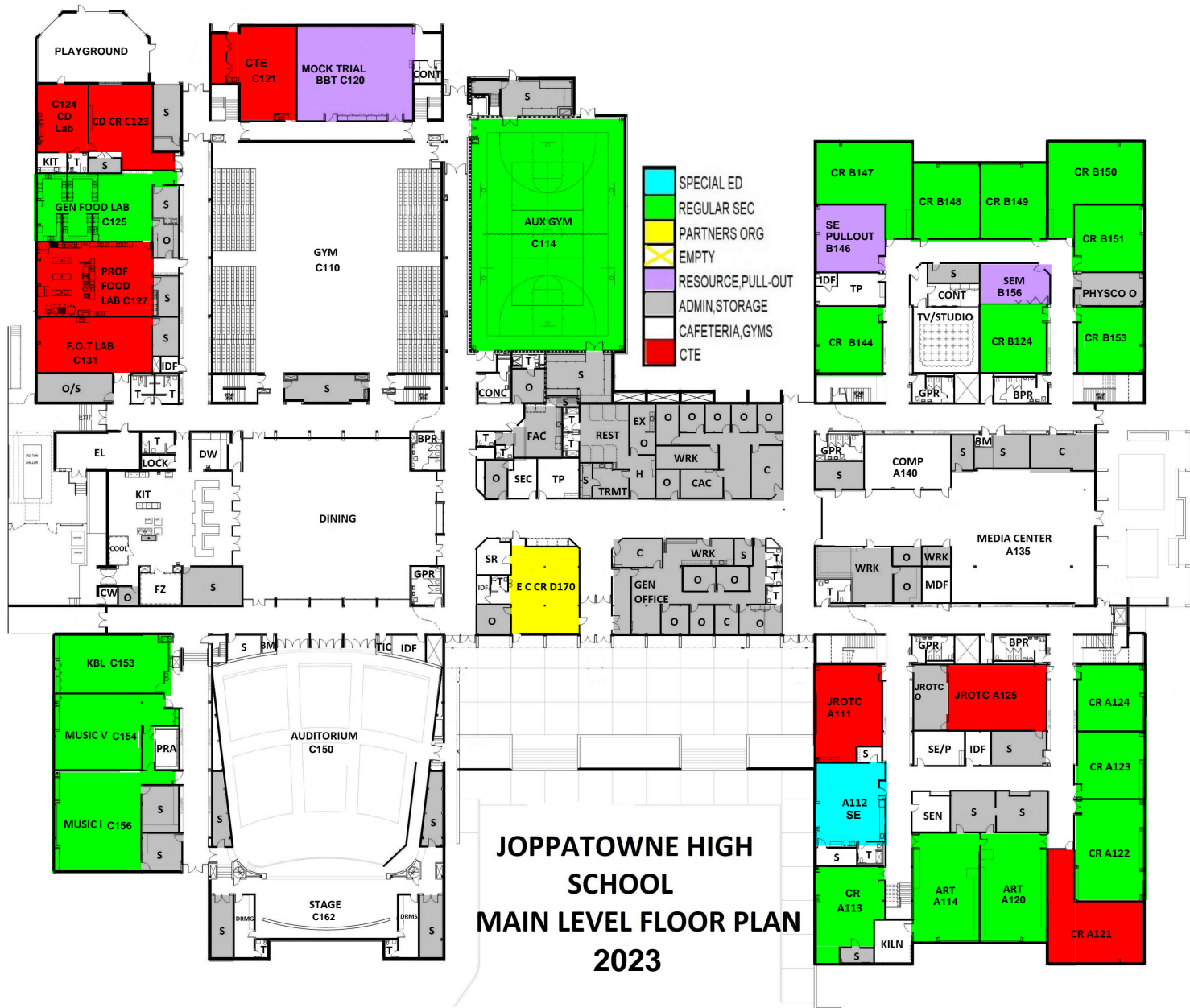
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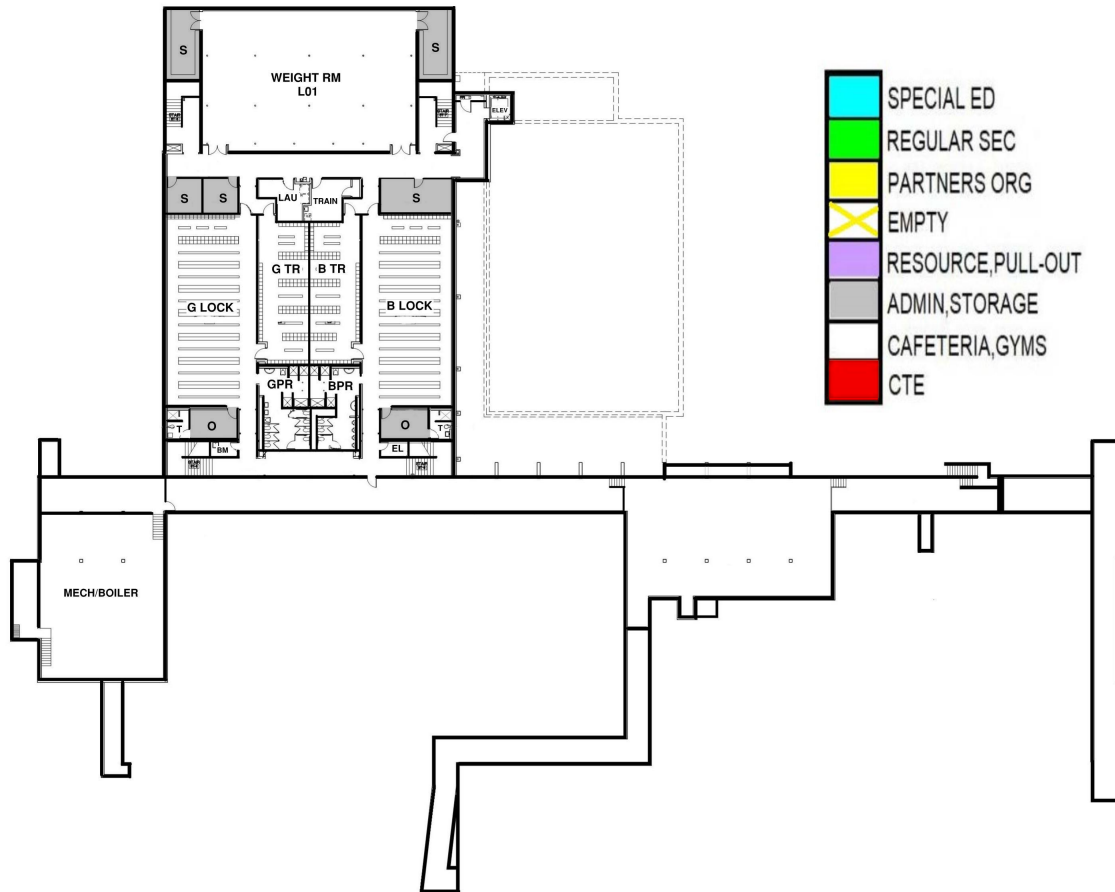


FALLSTON HIGH SCHOOL 2023
LOWER LEVEL FLOOR PLAN



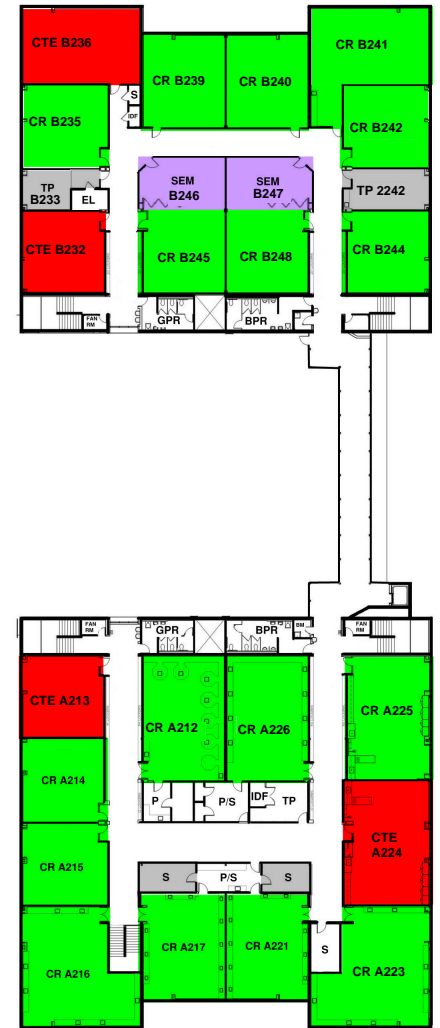
FALLSTON HIGH SCHOOL
 UPPER LEVEL FLOOR PLAN 2023

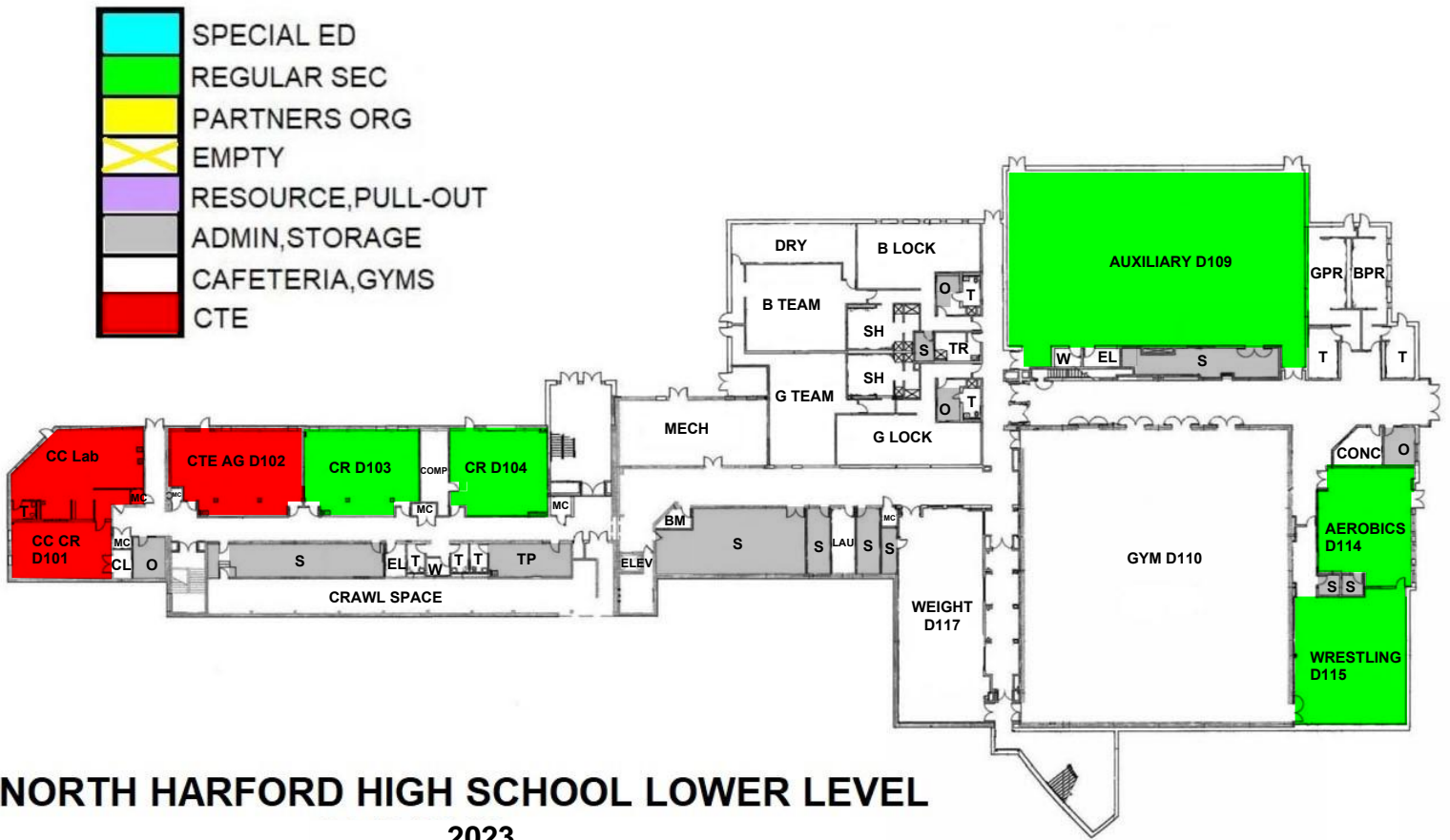




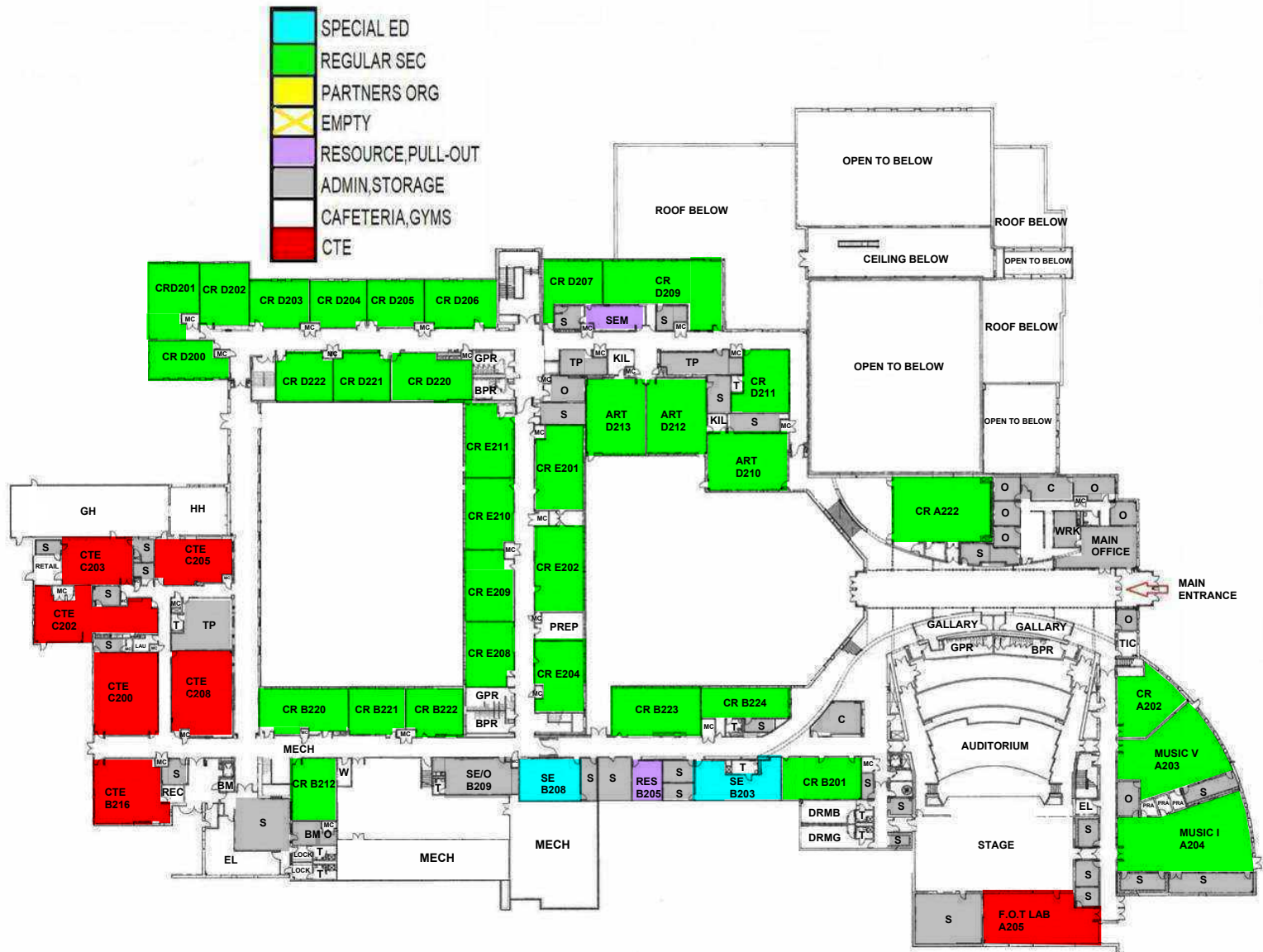
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JOPPATOWNE HIGH SCHOOL LOWER LEVEL AND UPPER LEVEL 2023



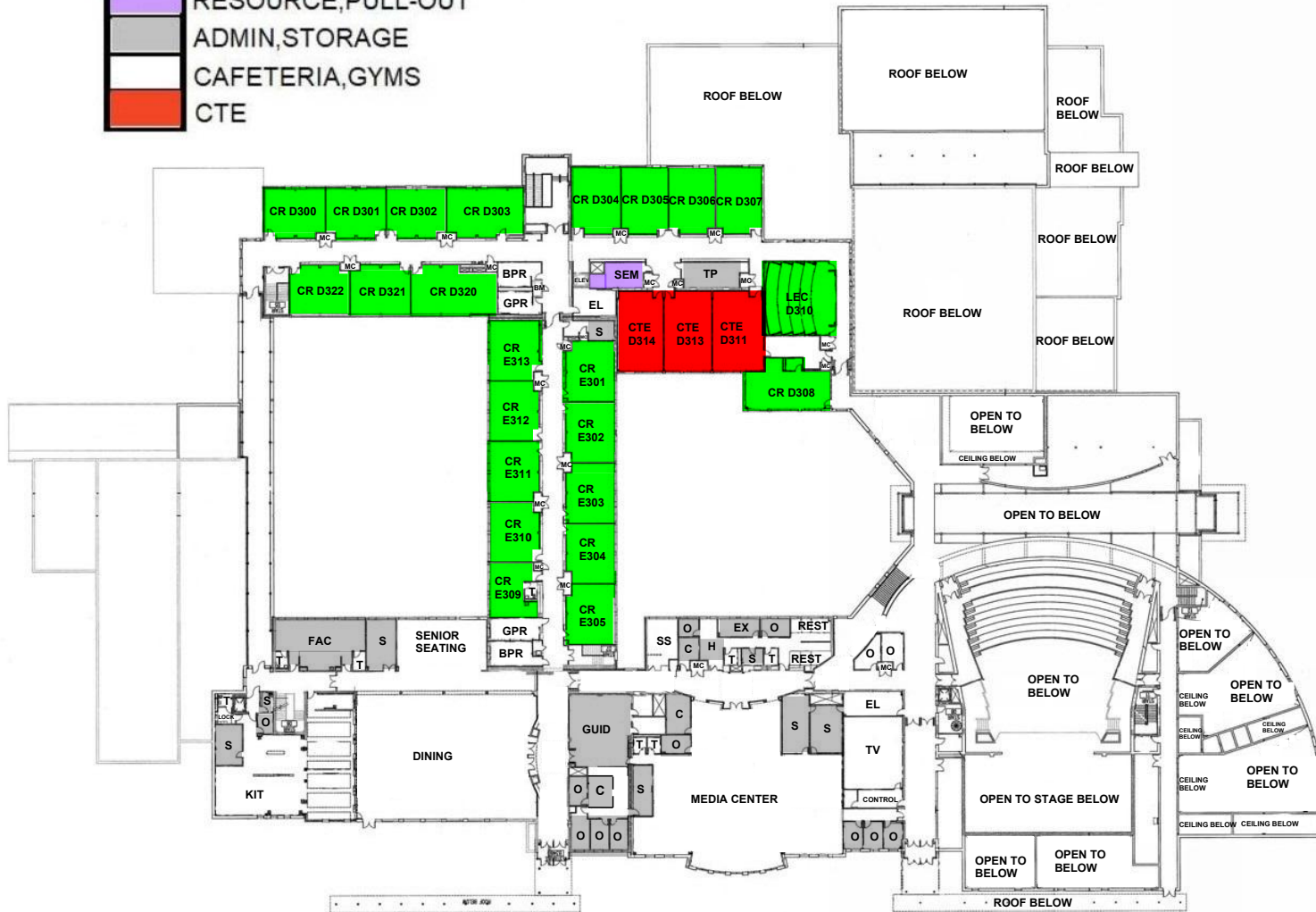


NORTH HARFORD HIGH SCHOOL LOWER LEVEL
2023



NORTH HARFORD HIGH SCHOOL MIDDLE LEVEL 2023

- SPECIAL ED
- REGULAR SEC
- PARTNERS ORG
- EMPTY
- RESOURCE, PULL-OUT
- ADMIN, STORAGE
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- CTE



NORTH HARFORD HIGH SCHOOL UPPER LEVEL FLOOR PLAN 2023



MAIN ENTRANCE

- PRE-K
- KINDERGARTEN
- REGULAR ELEM
- SPECIAL ED
- PARTNERS ORG
- EMPTY
- RESOURCE, PULL-OUT
- ADMIN, STORAGE
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HARFORD ACADEMY SCHOOL 2023

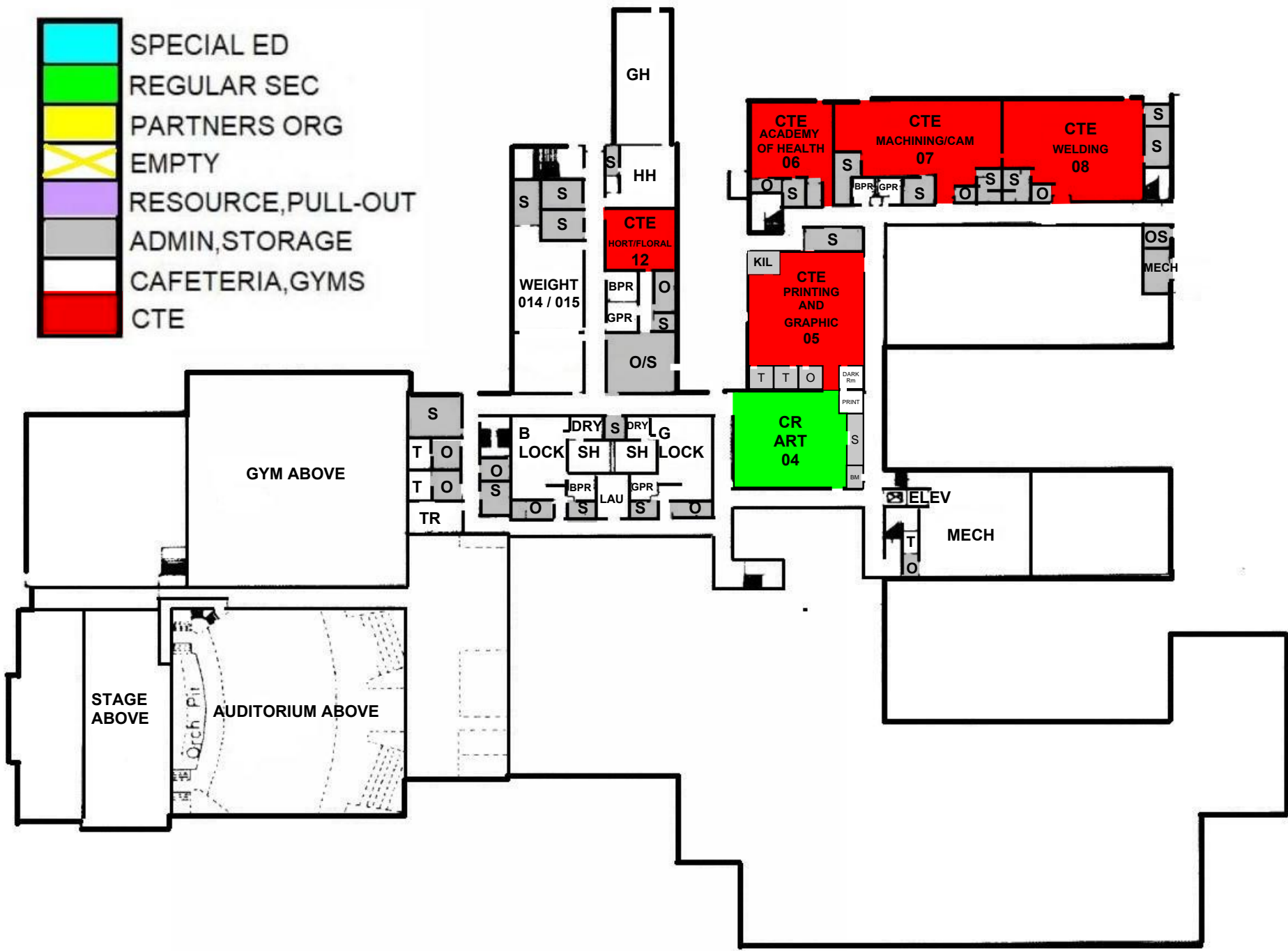


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2023 / 2024

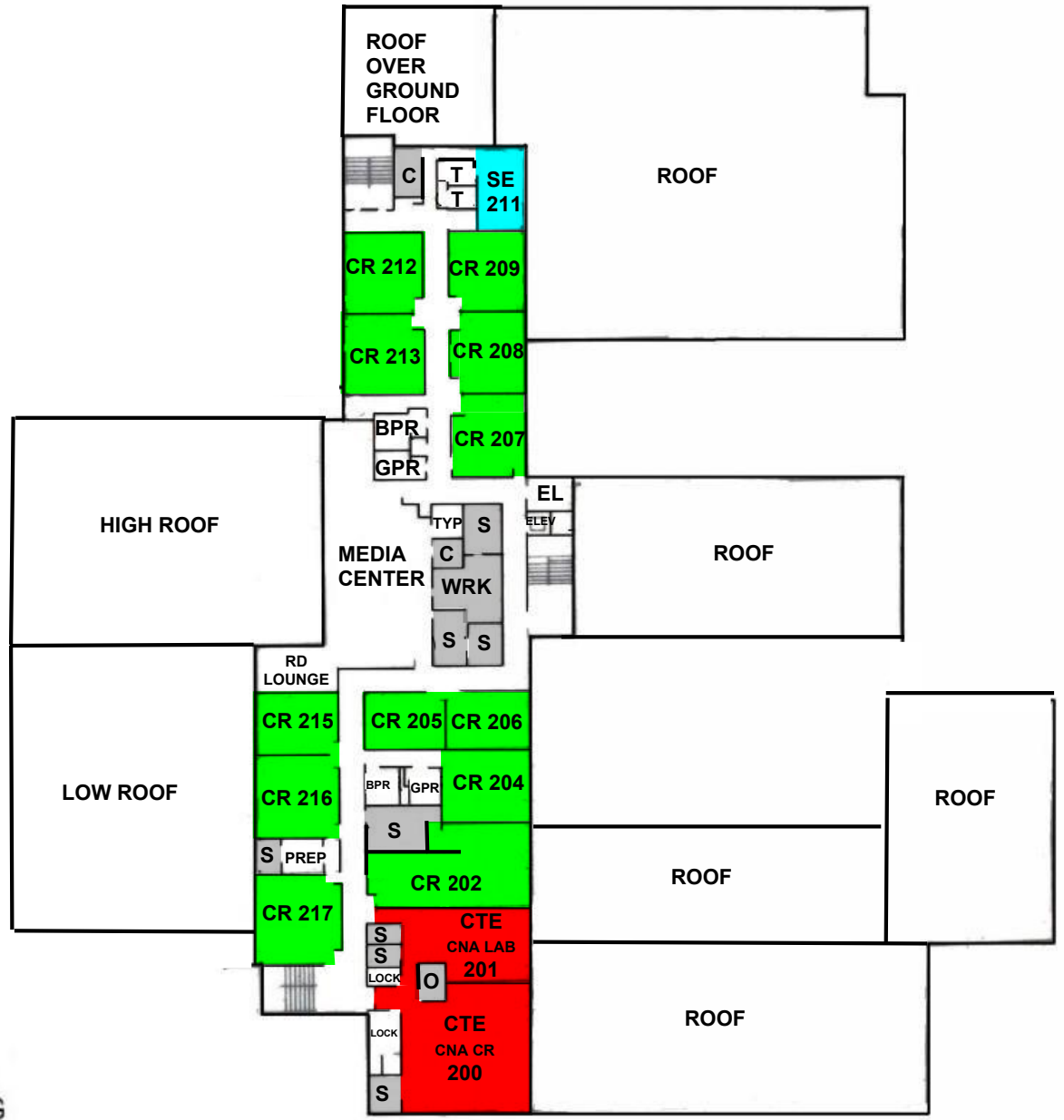
HARFORD TECH HIGH SCHOOL ENTRANCE LEVEL FLOOR PLAN

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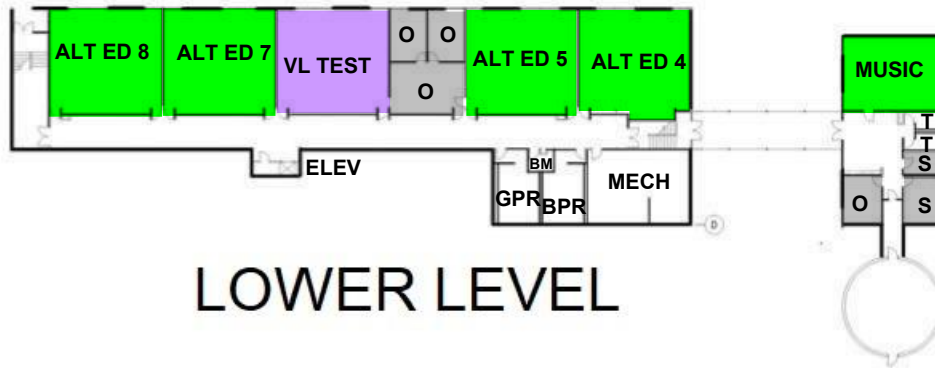
**HARFORD TECH HIGH SCHOOL
2023 / 2024 LOWER LEVEL FLOOR PLAN**

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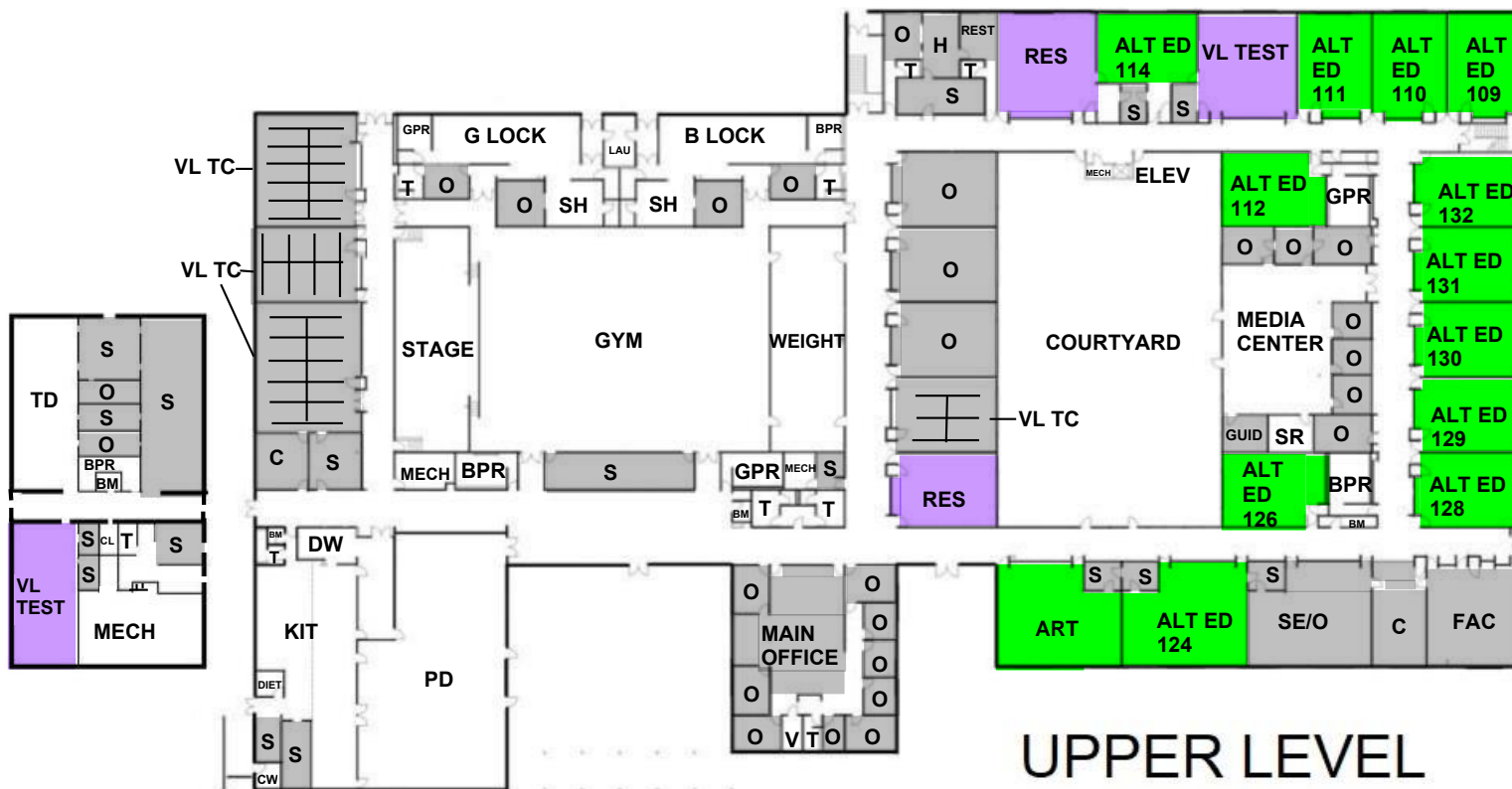


2023 / 2024

HARFORD TECH HIGH SCHOOL UPPER LEVEL FLOOR PLAN



LOWER LEVEL



UPPER LEVEL

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SWAN CREEK SCHOOL FLOOR PLAN 2023

HARFORD COUNTY PUBLIC SCHOOLS 2024 - 2031 CAPACITY, ENROLLMENT, AND PROJECTIONS

September 30, 2024 - Preliminary Data

For planning purposes only

ELEMENTARY SCHOOLS		ACTUAL ENROLLMENT			PROJECTIONS																				
SCHOOL NAME	CAP	2024			2025			2026			2027			2028			2029			2030			2031		
		ENR	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)
Abingdon ²	863	641	74%	(222)	647	75%	(216)	649	75%	(214)	644	75%	(219)	639	74%	(224)	632	73%	(231)	635	74%	(228)	633	73%	(230)
Bakerfield ¹	500	460	92%	(40)	477	95%	(23)	495	99%	(5)	514	103%	14	533	107%	33	553	111%	53	574	115%	74	596	119%	96
Bel Air ²	486	521	107%	35	527	108%	41	524	108%	38	525	108%	39	528	109%	42	542	112%	56	528	109%	42	530	109%	44
Church Creek ²	819	733	89%	(86)	737	90%	(82)	742	91%	(77)	750	92%	(69)	758	93%	(61)	766	94%	(53)	774	95%	(45)	782	95%	(37)
Churchville ¹	411	364	89%	(47)	359	87%	(52)	353	86%	(58)	352	86%	(59)	339	82%	(72)	343	83%	(68)	345	84%	(66)	345	84%	(66)
Darlington	157	96	61%	(61)	96	61%	(61)	96	61%	(61)	92	59%	(65)	94	60%	(63)	98	62%	(59)	94	60%	(63)	94	60%	(63)
Deerfield ¹	788	708	90%	(80)	694	88%	(94)	688	87%	(100)	680	86%	(108)	675	86%	(113)	684	87%	(104)	690	88%	(98)	690	88%	(98)
Dublin ²	294	222	76%	(72)	220	75%	(74)	220	75%	(74)	223	76%	(71)	224	76%	(70)	228	78%	(66)	223	76%	(71)	224	76%	(70)
Edgewood ²	461	428	93%	(33)	435	94%	(26)	429	93%	(32)	415	90%	(46)	424	92%	(37)	415	90%	(46)	423	92%	(38)	430	93%	(31)
Emmorton	570	584	102%	14	572	100%	2	569	100%	(1)	575	101%	5	563	99%	(7)	558	98%	(12)	577	101%	7	576	101%	6
Forest Hill	530	451	85%	(79)	452	85%	(78)	450	85%	(80)	435	82%	(95)	436	82%	(94)	440	83%	(90)	438	83%	(92)	438	83%	(92)
Forest Lakes	530	447	84%	(83)	458	86%	(72)	448	85%	(82)	438	83%	(92)	438	83%	(92)	440	83%	(90)	442	83%	(88)	444	84%	(86)
Fountain Green ¹	548	443	81%	(105)	439	80%	(109)	424	77%	(124)	425	78%	(123)	425	78%	(123)	425	78%	(123)	429	78%	(119)	428	78%	(120)
G. Lisby at Hillsdale ¹	473	528	112%	55	529	112%	56	539	114%	66	547	116%	74	552	117%	79	556	118%	83	560	118%	87	560	118%	87
Hall's Cross Roads ¹	552	425	77%	(127)	429	78%	(123)	433	78%	(119)	424	77%	(128)	428	78%	(124)	428	78%	(124)	432	78%	(120)	431	78%	(121)
Havre de Grace ¹	542	593	109%	51	601	111%	59	609	112%	67	617	114%	75	625	115%	83	633	117%	91	641	118%	99	649	120%	107
Hickory	668	635	95%	(33)	639	96%	(29)	643	96%	(25)	647	97%	(21)	651	97%	(17)	655	98%	(13)	659	99%	(9)	663	99%	(5)
Homestead/Wakefield ^{2,4}	1,089	1,072	117%	(152)	1,091	100%	2	1,114	102%	25	1,113	102%	24	1,121	103%	32	1,121	103%	32	1,126	103%	37	1,129	104%	40
Jarrettsville	525	467	89%	(58)	471	90%	(54)	487	93%	(38)	486	93%	(39)	475	90%	(50)	478	91%	(47)	482	92%	(43)	484	92%	(41)
Joppatowne ¹	663	496	75%	(167)	493	74%	(170)	497	75%	(166)	504	76%	(159)	504	76%	(159)	513	77%	(150)	508	77%	(155)	509	77%	(154)
Magnolia ¹	561	545	97%	(16)	543	97%	(18)	542	97%	(19)	529	94%	(32)	518	92%	(43)	529	94%	(32)	523	93%	(38)	525	94%	(36)
Meadowvale ¹	568	554	98%	(14)	563	99%	(5)	568	100%	0	573	101%	5	578	102%	10	583	103%	15	588	104%	20	593	104%	25
Norrisville	274	213	78%	(61)	215	78%	(59)	214	78%	(60)	206	75%	(68)	203	74%	(71)	202	74%	(72)	205	75%	(69)	204	74%	(70)
North Bend ¹	498	467	94%	(31)	456	92%	(42)	474	95%	(24)	463	93%	(35)	480	96%	(18)	479	96%	(19)	479	96%	(19)	479	96%	(19)
North Harford ¹	500	424	85%	(76)	424	85%	(76)	422	84%	(78)	418	84%	(82)	410	82%	(90)	407	81%	(93)	411	82%	(89)	410	82%	(90)
Old Post ¹	984	852	87%	(132)	859	87%	(125)	866	88%	(118)	873	89%	(111)	880	89%	(104)	887	90%	(97)	894	91%	(90)	901	92%	(83)
Prospect Mill ²	611	580	95%	(31)	580	95%	(31)	584	96%	(27)	583	95%	(28)	585	96%	(26)	585	96%	(26)	587	96%	(24)	589	96%	(22)
Red Pump	737	696	94%	(41)	682	93%	(55)	671	91%	(66)	671	91%	(66)	675	92%	(62)	674	91%	(63)	689	93%	(48)	688	93%	(49)
Ring Factory	548	542	99%	(6)	547	100%	(1)	545	99%	(3)	563	103%	15	546	100%	(2)	543	99%	(5)	540	99%	(8)	541	99%	(7)
Riverside ¹	588	482	82%	(106)	502	85%	(86)	528	90%	(60)	574	98%	(14)	578	98%	(10)	584	99%	(4)	595	101%	7	610	104%	22
Roye-Williams ¹	703	444	63%	(259)	448	64%	(255)	452	64%	(251)	456	65%	(247)	460	65%	(243)	465	66%	(238)	470	67%	(233)	475	68%	(228)
Wm S. James	521	463	89%	(58)	458	88%	(63)	450	86%	(71)	468	90%	(53)	457	88%	(64)	468	90%	(53)	466	89%	(55)	467	90%	(54)
Youth's Benefit	1,120	1,151	103%	31	1,163	104%	43	1,172	105%	52	1,177	105%	57	1,165	104%	45	1,181	105%	61	1,178	105%	58	1,183	106%	63
TOTALS³:	19,682	17,727	90%	(1,955)	17,806	90%	(1,876)	17,897	91%	(1,785)	17,960	91%	(1,722)	17,967	91%	(1,715)	18,095	92%	(1,587)	18,205	92%	(1,477)	18,300	93%	(1,382)

¹ Full-day Prekindergarten

² Half-day Prekindergarten

³ TOTAL % Capacity = (Total Projection/Total Capacity)*100.

⁴ Homestead Wakefield Elementary School current capacity is 920. That is used to calculate the 2024 % enrollment. The new school will open for the 2025 school year, the State rated capacity of that facility will be 1,089. That is used for all projected years.

HARFORD COUNTY PUBLIC SCHOOLS 2024 - 2031 CAPACITY, ENROLLMENT, AND PROJECTIONS
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Aberdeen	1,624	1,073	66%	(551)	1,085	67%	(539)	1,100	68%	(524)	1,115	69%	(509)	1,130	70%	(494)	1,145	71%	(479)	1,165	72%	(459)	1,200	74%	(424)
Bel Air	1,243	1,080	87%	(163)	1,057	85%	(186)	1,058	85%	(185)	1,077	87%	(166)	1,079	87%	(164)	1,079	87%	(164)	1,075	86%	(168)	1,071	86%	(172)
Edgewood	1,295	937	72%	(358)	945	73%	(350)	961	74%	(334)	963	74%	(332)	965	75%	(330)	967	75%	(328)	969	75%	(326)	971	75%	(324)
Fallston	1,104	1,069	97%	(35)	1,089	99%	(15)	1,094	99%	(10)	1,098	99%	(6)	1,101	100%	(3)	1,103	100%	(1)	1,104	100%	0	1,114	101%	10
Magnolia	1,028	691	67%	(337)	706	69%	(322)	714	69%	(314)	720	70%	(308)	725	71%	(303)	730	71%	(298)	735	71%	(293)	740	72%	(288)
North Harford	1,210	850	70%	(360)	865	71%	(345)	876	72%	(334)	873	72%	(337)	883	73%	(327)	885	73%	(325)	885	73%	(325)	889	73%	(321)
Southampton	1,444	1,193	83%	(251)	1,211	84%	(233)	1,213	84%	(231)	1,215	84%	(229)	1,217	84%	(227)	1,219	84%	(225)	1,221	85%	(223)	1,223	85%	(221)
TOTALS:³	8,948	6,893	77%	2,055	6,958	78%	(1,990)	7,016	78%	(1,932)	7,061	79%	(1,887)	7,100	79%	(1,848)	7,128	80%	(1,820)	7,154	80%	(1,794)	7,208	81%	(1,740)

COMBINATION MIDDLE / HIGH SCHOOLS		ACTUAL ENROLLMENT				PROJECTIONS																			
SCHOOL NAME	CAP	2024			2025			2026			2027			2028			2029			2030			2031		
		ENR	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)
Havre de Grace MS	1,597	617	90%	(158)	602	90%	164	609	90%	166	616	91%	151	623	93%	114	630	93%	108	637	94%	94	640	93%	109
Havre de Grace HS		822			831			822			830			860			859			866			848		
Patterson Mill MS	1,723	716	90%	(165)	730	92%	143	730	91%	150	743	92%	137	750	92%	130	746	92%	134	743	92%	137	739	92%	141
Patterson Mill HS		842			850			843			843			843			843			843					
TOTALS:³	3,320	2,997	90%	-323	3,013	91%	1,988	3,004	90%	1,981	3,032	91%	280	3,076	93%	282	3,078	93%	1,952	3,089	93%	1,902	3,070	92%	231

HIGH SCHOOLS		ACTUAL ENROLLMENT				PROJECTIONS																			
SCHOOL NAME	CAP	2024			2025			2026			2027			2028			2029			2030			2031		
		ENR	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)
Aberdeen	1,720	1,404	82%	(316)	1,392	81%	(328)	1,412	82%	(308)	1,432	83%	(288)	1,447	84%	(273)	1,457	85%	(263)	1,462	85%	(258)	1,462	85%	(258)
Bel Air	1,768	1,342	76%	(426)	1,312	74%	(456)	1,307	74%	(461)	1,302	74%	(466)	1,297	73%	(471)	1,292	73%	(476)	1,287	73%	(481)	1,282	73%	(486)
C. Milton Wright	1,613	1,293	80%	(320)	1,270	79%	(343)	1,300	81%	(313)	1,285	80%	(328)	1,287	80%	(326)	1,293	80%	(320)	1,264	78%	(349)	1,270	79%	(343)
Edgewood	1,716	1,452	85%	(264)	1,422	83%	(294)	1,348	79%	(368)	1,338	78%	(378)	1,333	78%	(383)	1,333	78%	(383)	1,338	78%	(378)	1,343	78%	(373)
Fallston	1,573	1,037	66%	(536)	1,050	67%	(523)	1,082	69%	(491)	1,098	70%	(475)	1,144	73%	(429)	1,162	74%	(411)	1,149	73%	(424)	1,163	74%	(410)
Harford Technical	1,135	954	84%	(181)	939	83%	(196)	938	83%	(197)	929	82%	(206)	947	83%	(188)	938	83%	(197)	933	82%	(202)	929	82%	(206)
Joppatowne	1,056	906	86%	(150)	913	86%	(143)	920	87%	(136)	927	88%	(129)	934	88%	(122)	941	89%	(115)	948	90%	(108)	955	90%	(101)
North Harford	1,538	1,206	78%	(332)	1,184	77%	(354)	1,164	76%	(374)	1,167	76%	(371)	1,130	73%	(408)	1,136	74%	(402)	1,149	75%	(389)	1,166	76%	(372)
TOTALS:³	12,119	9,594	79%	(2,525)	9,482	78%	(2,637)	9,471	78%	(2,648)	9,478	78%	(2,641)	9,519	79%	(2,600)	9,552	79%	(2,567)	9,530	79%	(2,589)	9,570	79%	(2,549)

SUMMARY DATA		ACTUAL ENROLLMENT				PROJECTIONS																			
SCHOOL TYPE	CAP	2024			2025			2026			2027			2028			2029			2030			2031		
		ENR	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)
ELEMENTARY	19,682	17,727	90%	(1,955)	17,806	90%	(1,876)	17,897	91%	(1,785)	17,960	91%	(1,722)	17,967	91%	(1,715)	18,095	92%	(1,587)	18,205	92%	(1,477)	18,300	93%	(1,382)
MIDDLE	8,948	6,893	77%	(2,055)	6,958	78%	(1,990)	7,016	78%	(1,932)	7,061	79%	(1,887)	7,100	79%	(1,848)	7,128	80%	(1,820)	7,154	80%	(1,794)	7,208	81%	(1,740)
MIDDLE / HIGH	3,320	2,997	90%	(323)	3,013	91%	(307)	3,004	90%	1,981	3,032	91%	280	3,076	93%	282	3,078	93%	1,952	3,089	93%	1,902	3,070	92%	231
HIGH	12,119	9,594	79%	(2,525)	9,482	78%	(2,637)	9,471	78%	(2,648)	9,478	78%	(2,641)	9,519	79%	(2,600)	9,552	79%	(2,567)	9,530	79%	(2,589)	9,570	79%	(2,549)
TOTAL ES, MS, HS:³	44,069	37,211	84%	(6,858)	37,259	85%	(6,810)	37,388	85%	(6,681)	37,531	85%	(6,538)	37,662	85%	(6,407)	37,853	86%	(6,216)	37,978	86%	(6,091)	38,148	87%	(5,921)

ALTERNATIVE EDUCATION		ACTUAL ENROLLMENT				PROJECTIONS																			
SCHOOL NAME	CAP	2024			2025			2026			2027			2028			2029			2030			2031		
		ENR	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)	PROJ	% CAP	(+/-)
HARFORD ACADEMY ⁵	200	141	N/A	N/A	143	N/A	N/A	143	N/A	N/A	143	N/A	N/A	147	N/A	N/A	144	N/A	N/A	145	N/A	N/A	138	N/A	N/A
SWAN CREEK ALT ED ⁵	N/A	131	N/A	N/A	77	N/A	N/A	78	N/A	N/A	68	N/A	N/A	76	N/A	N/A	81	N/A	N/A	81	N/A	N/A	80	N/A	N/A
SWAN CREEK ELEARNING ⁵	N/A	372	N/A	N/A	341	N/A	N/A	341	N/A	N/A	341	N/A	N/A	341	N/A	N/A	341	N/A	N/A	341	N/A	N/A	341	N/A	N/A

TOTAL ALL SCHOOLS^{3,5}	44,269	37,855	86%	(6,414)	37,820	85%	(6,449)	37,950	86%	(6,319)	38,083	86%	(6,186)	38,226	86%	(6,043)	38,419	87%	(5,850)	38,545	87%	(5,724)	38,707	87%	(5,562)
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³ TOTAL % Capacity = (Total Projection/Total Capacity)*100.

⁵ Alternative education are the schools offering programs of study with specialized instruction outside of the traditional educational setting. Due to the nature of the programs offered, enrollment and capacity is based on ability to meet students' individual needs.



HARFORD ACADEMY EDUCATIONAL SPECIFICATION

Providing a place for individual and community success.

APPROVED BY THE
BOARD OF EDUCATION OF HARFORD COUNTY
JUNE 26, 2023



EDUCATIONAL SPECIFICATION TEAM

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Harford County Public Schools

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Randy Geyer, Principal – Public Separate Day School
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INTRODUCTION

The following pages define the educational program and general specifications for the new Harford Academy (HA) Combination Public Day School (PDS) and Elementary School (ES). Additionally, this facility will serve as the main hub for the model school, providing opportunities for high school and college students aspiring to become teachers to train in a live classroom environment. The specifications described in this document will provide a school that encompasses special programs in an educational environment for schooling into the twenty-first century.

The Parks and Recreation of Harford County will partner with Harford County Public Schools on this school facility by creating additional gymnasium space for civic interest and cultural enrichment. This will require the frequent regular use of this educational facility for recreational and cultural purposes. Special consideration is required when designing the access and security due to frequent usage of this building by various community groups.

The information contained in this educational specification will be used to develop a design solution that will conform to the site and surrounding community.

HCPS BOARD POLICIES AND GUIDING PRINCIPLES

Mission Statement

Each student will attain academic and personal success in a safe and caring environment that honors the diversity of our students and staff.

Vision Statement

Harford County Public Schools will **inspire** and **prepare** each student to **achieve** success in college and career.

Core Values

- We empower each student to achieve academic excellence.
- We create reciprocal relationships with families and members of the community.
- We attract and retain highly skilled personnel.
- We assure an efficient and effective organization.
- We provide a safe and secure environment.

Goals

- Prepare every student for success in postsecondary education and career.
- Engage families and the community to be partners in the education of our students.
- Hire and support highly effective staff who are committed to building their own professional capacity in order to increase student achievement.
- Provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning, creativity, and innovation.

Description

The learning environment consists of all conditions, resources, and facilities that directly or indirectly affect students' learning. Schools that function effectively are more likely to be desirable learning environments. Harford County Public Schools will provide facilities and associated resources that support the physical, social, and academic development of students.

Supporting Objectives

- Provide functional and efficient school buildings and support facilities.
- Provide programs that support student wellness.
- Provide safe and secure learning environments.

PROJECT JUSTIFICATION

Built in 1971, the existing HA is the only Public Separate Day School serving students ages three to twenty-one with severe and profound disabilities within Harford County. In 2009, Smolen & Emr Associates completed a scope study to assess the current building condition, safety, and educational program efficiency of the HA facility. It was determined that the existing building had reached a point where components and systems needed to be replaced. The scope study also concluded that the instructional needs, as well as the support service requirements of the students attending the school, have changed since the construction of the original building. Due to the medical fragile nature of the students attending the Public Day School, modernizing the facility through a phased occupied renovation is not an option.

The HA currently shares an 80.33-acre site with Harford Technical High School and Prospect Mill Elementary School. This site is not served by public utilities. While the site is adequate for the current facilities, it is limited to potential location and size to build a new facility. At the time of the original scope study, it was determined that the Bel Air campus was the most feasible site for the relocation and placement of the replacement HA facility.

Due to fiscal constraints, the HA project was deferred. Thirteen years have passed since the original scope study, and the HA Project is now the highest major capital priority. On August 10, 2020, the BOE approved a contract with FLO Analytics for the Balancing Enrollment project and an update of the site location study for the HA. FLO Analytics partnered with Banta Campbell Architects to conduct a site location study as part of the overall Balancing Enrollment project.

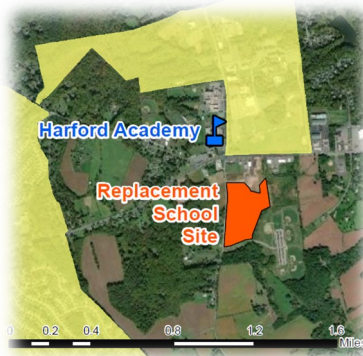
The existing HA serves our most medically fragile and severely disabled students countywide; therefore, determining the best location for a replacement school is crucial for travel times and student's access to services and programs. The site location study considered seven sites for the relocation of HA. Three of the sites do not currently have an existing building. Four of the sites are existing school facility properties. Data was gathered for each of the sites considering proximity to the Town of Bel Air, Upper Chesapeake Medical Center, and travel distances from edge points of Harford County like White Hall, Whiteford, and Havre de Grace. At the BOE business meeting on August 16, 2021, the BOE voted in favor of completely replacing the school and building the replacement school on the Campus Hills site, located at 301 Schucks Road. Please find the final site study report (Appendix A).

At the business meeting on February 14, 2022; the BOE of Harford County approved a Balancing Enrollment plan for HCPS that included adding an elementary school to the HA project to increase elementary capacity within the County's growth envelope and help meet the needs related to expansion of Pre-Kindergarten and Special Education programs. Building a combined special education and elementary school facility would:

- assist with addressing current and future capacity issues within elementary schools.
- keep HCPS in line with the current county administration funding trends of completing one major capital project at a time.
- prevent the current major capital priorities from being deferred.
- provide HA students direct access to learning opportunities with their typical developing peers.

The Campus Hills site is located just outside of the Maryland Priority Funding Area (PFA). In the "Regulations for the Administration of the Public-School Construction Program", COMAR 23.03.02, require school projects to be within a Priority Funding Area (PFA). HCPS submitted a waiver request to the Maryland Department of Planning (MDP) on December 07, 2022, for the Campus Hills site based on three factors.

- The existing Harford Academy is not within the PFA and less than a mile away from the current site.
- HCPS completed a site study of existing BOE properties, and this was the best location.
- The Campus Hills site is just outside of the PFA, by less than a mile and will serve students living within the PFA.



MDP reached out to HCPS and requested HCPS to work with the local government to complete one of the following.

- The local government extend the PFA to this area and commit to updating the master plan to extending public water and sewer to the site within 10-years.
- or
- Work with local planning department to locate a property within the PFA.

HCPS has been working with our local government to develop a solution. Harford County Government will not update the master plan and commit to extending public water and sewer to the area due to the vast area it will open to development. However, Harford County is working to obtain property for the new school site. The property must be centrally located because it serves the entire County. The stock of existing properties meeting the criteria needed for this school is small. However, a property has been identified, and the County is working to obtain it for this project.

SCHOOL COMMUNITY

This facility will house three different programs, the Public Day School (PDS), Elementary School (ES), and Model teaching school. The entire school population is a single community; this should be reflected within the design. The multiple programs will amplify the need for operational efficiencies. Provisions shall be made to address safety, security, and management of visitors to the three programs. Access during school hours shall be through one main point of entry. The entry point shall be welcoming and provide an area where all visitors can be greeted by school staff, signed into the building, and directed to the appropriate location. Wayfinding techniques will help visitors reach their intended destination.

Each program shall have dedicated space to meet the specified program requirements and provide uninterrupted learning opportunities. The design shall also allow students to engage with the people and things around them throughout the school day, including opportunities for collaboration and innovation with families, teachers, and students. Additionally, there shall be planned shared spaces for purposeful inclusion opportunities. These spaces shall allow students to engage with other students and staff within the building and participate in events with peers visiting from other schools within Harford County. These spaces shall be designed in a way where students can opt in or out of a specific activity and collaborations are not forced by the facility design. Thus, allowing students and staff to determine when collaborations and inclusion make most sense based on an individual student's capacity that day. It is essential that all students are provided with the privacy needed to maintain their dignity and respect.

THE EDUCATIONAL PROGRAM

The three programs planned for this school will serve students throughout the County and provide multiple purposeful inclusion opportunities for all students. This learning community offers opportunities for students to foster:

- acceptance
- an understanding of students' differences
- diversity (physical, cognitive, academic, social, or emotional)

While the inclusive nature of this facility is important, consideration is needed to ensure student learning and dignity is never compromised due to the operations of multiple programs. Facilities should provide flexible instructional spaces with active and dynamic learning environments with access to cutting-edge, on-demand content and seamless access to digital tools.

Public Day School

The existing Harford Academy is the only PDS withing HCPS and serves students from age 3 to age 21 whose educational and medical needs cannot be adequately served in an HCPS comprehensive school. Embedded within the continuum of services provided at the PDS are all therapies (occupational, speech, physical, vision, hearing, etc.) that students require to make progress and to access instruction. By celebrating each student's personal strengths and accomplishments while promoting growth through the Individualized Education Program (IEP) process, the staff at the PDS allow each student to develop skills which ensure optimum levels of functioning and independence while respecting the dignity of all students.

The mission of the school is to provide students with effective educational services in a safe and supportive learning environment. The many departments within the PDS collaborate and plan together to offer highly accessible, innovative services that are responsive to the individual needs of each student. Teachers and staff use a variety of curricular resources to provide high quality specially designed instruction that promotes social, physical, academic, and vocational growth. Guided by the goal of maximizing independence and empowering family advocacy to prepare students for meaningful community engagement throughout their lifetime, staff members actively engage parents and community stakeholders in the educational process to ensure high expectations for all students, build positive self-esteem, and maximize independence. Together, our school, parents and community members help develop students who contribute to society to the fullest extent possible.

Elementary School

The elementary schools in Harford County operate within the basic philosophy and guidelines established by the Maryland State Department of Education and the Harford County Board of Education. These sources provide a common point of view and directions for elementary schools in this county. Copies of the Philosophy of Education for the Public Schools of Harford County and information regarding the various curriculum utilized in elementary schools may be obtained from the Harford County Board of Education or on the web site, www.hcps.org.

All elementary school curriculum is aligned to national, state, and local standards and implemented as developmentally appropriate learning experiences under the direction of the Board of Education, the Superintendent of Schools, the Office of Curriculum, Instruction, and Assessment, and the school. Acquiring the basic knowledge and the skills of communication, computation, social relations, creative and analytical thinking, research study, problem-solving, technology, mathematics, and the other tools of learning are essentials of elementary school. The curriculum includes both the formally

organized program of instruction and the related self-initiated learning activities pursued beyond the limits of the classroom. These experiences must include the opportunity to learn to live democratically.

The goals of elementary school place primary emphasis upon children and their intellectual, physical, and social-emotional needs. In accordance with these needs, interests, and abilities, the elementary curriculum is comprehensive, embracing reading and language arts, writing, mathematics, science, social sciences, physical education, and the fine arts. Embedded within the content areas are skills connected to social emotional learning, collaboration, responsible use of technology, financial literacy, critical use of data and sources, and health and wellness. Elementary school can exert a profound influence on a child's and his/her family's attitude toward learning and knowledge. Moreover, an understanding of oneself and others, mastery of the academic skills as tools of learning, sensitivity to the arts, and proficiency in problem-solving and decision-making are developed at this level.

The school should be designed with flexibility in mind. It should accommodate an instructional program to include such practices as full-day prekindergarten and kindergarten, collaborative teaching and learning, multi-age/multi-level grouping and learning station strategies, evolving instructional technology tools, and access to digital media. The self-contained classroom concept with areas readily available and adaptable for large and small-group instruction will serve as a vehicle for supporting and encouraging the above educational practices.

Model School

Harford County Public Schools is currently working on a Talent Pathways initiative, an employee development campaign and recruitment strategy that will be created and implemented to build strong talent pathways for all positions within the organization for future hiring needs. As part of this initiative, the district will design and launch its own model school. The model school will provide students with an interest in the education field access to pre-service training intended to attract and train new, non-traditional, and racially diverse jobseekers for careers in education, while also testing innovative models to increase equitable education outcomes for our students. This initiative aligns to the Maryland Blueprint by enabling HCPS to provide learning opportunities with hands on experience within a classroom, develop methods to grow your own staff starting with our students, provide learning opportunities for current staff, and develop an innovative school model for students aspiring to become teachers. Due to the Central location of the Harford Academy, it became the ideal location to focus this initiative.

As part of the new school design, Harford County Public School is developing a "grow your own" program to allow high school and college students aspiring to become teacher young teachers to train in a live classroom environment. The program will facilitate a path to increase access to a diverse, qualified team of teachers for the district. The central location of this school provides easy access from all areas of the County and therefore is an ideal site for the new program.

This facility will be a model teacher development site for current HCPS high school students and local college students to be recruited to, explore, and be trained to achieve certification as elementary and special education teachers and other professions in the HCPS district. The school will also serve as a professional development site for existing HCPS staff. As a result, the facility will include spaces for adult learning and development, instructional observation spaces to facilitate career exploration and job shadowing experiences to model the highest quality teaching and learning for the students at Campus Hills and across Harford County.

EDUCATIONAL PROGRAM DESIGN CONSIDERATIONS

Harford Academy Public Day Program

- Due to the variety of sensory challenges, all sensory elements shall be evaluated for potential and severe reactions.
 - The design shall ensure great classroom acoustics to help with sensory challenges and auditory processing disorders, speech and language delay, and attention issues.
 - Avoid strong bright colors and strong patterns.
 - Use non-glare materials.
 - Provide a range of customizable lighting options.
 - Provide tactile touchable and durable materials but limit to select locations to not cause over stimulation and interfere with learning.
- Each space shall be designed with dignity and user experience in mind.
- Provide a designated ambulance route and double door access directly to the nurse suite.
- Provide multiple way finding strategies throughout the school.
- Braille signs shall be at student height.
- Each space shall be designed with the vulnerable population in mind to allow students and staff to evacuate easily in the event of an emergency.
- Hallways shall be 10 ft wide and have hand rails at two heights down at least one side of the hallway.
- Areas for equipment storage such as walkers and standers shall be designated in each classroom wing.

Elementary School

- The youngest students shall have direct access outside and to playground equipment. Travel distance shall be considered in placement of classrooms.
- Innovative and flexible furnishings to allow multiple configurations for individual work and group work.
- Space shall be designed to support the use of technology by students.
- All classrooms shall be designed to align to the size of the students.
- Minimize background noises in the classrooms including HVAC noises and adjacent spaces.
- Classrooms shall be arranged for easy collaboration between other same grade classes.
- Support spaces shall be distributed near student classrooms to minimize the time students travel for services.

Model School

- The function of the model school shall not interfere with the educational program for the public day school or the elementary school.
- The design shall allow for 35 high school and college students shadowing, observing, and interning with cooperating teachers in the building on any given day.
- Observation spaces shall be flexible for multiple uses in addition to observing classrooms such as small group instruction, intervention spaces, and meeting spaces.
- The model school offices, storage, workroom, and main classroom shall be arranged as a single suite.
- The model school suite shall be accessible after school hours for use by higher educational partners. After-hours access shall be restricted to the model school suite.

GENERAL DESIGN CONSIDERATIONS

TECHNOLOGY GUIDELINES

All telecommunications infrastructure installation must comply with Harford County's electrical code. As technology rapidly changes, Harford County Public Schools Office of Technology has been adapting and updating the HCPS Design Standards Manual. The most current revision of the Design Standards Manual will coincide with the Board approval of this Educational Specification. The Design Team must follow the updated Design Standards Manual in conjunction with all other required state and local standards.

Additionally, design should include duplex electrical outlets with integrated dual USB ports (ex. Leviton T5832-W, 20AMP receptacle, or T5632-W 15AMP receptacle) in cafeteria dining area, media center (especially around lounging area), common areas, and perimeter of classrooms to allow for device charging.

GENERAL SAFETY AND SECURITY GUIDELINES

Safety and security are essential components of ensuring a safe, positive learning environment for students, staff, and visitors to our schools. These standards have been established in collaboration with the members of the emergency response community, and the Harford County Board of Education's Citizens' Advisory Committee for Safety and Security. These standards address the minimum standards needed to provide a safe environment.

SAFETY CONSIDERATIONS FOR THE SITE

In designing the school site, the aesthetic appeal of the facility should be integrated with functional use, the safety of the occupants, and maintenance considerations. Goals include preservation of natural features, diversity of plant and animal life, optimization of constructed features for educational purposes, and ensuring a safe, positive learning environment.

- Dusk to dawn security lighting around the perimeter of the building.
- Facilitate rapid and easy evacuation of the building with clear and uncomplicated traffic patterns.
- The building's address shall be prominently displayed on the exterior of the building.
- All exterior doors that exit from separate areas must be designated a specific number starting at the entrance and counting in a clockwise manner.
- The corresponding number will be affixed on the inside as well for immediate recognition.
- A Knox Box shall be affixed to the exterior of the building.
- The key system shall be easily organized and provide for a master and security submaster system.
- Consideration of building security will be included in the landscape design, based on Crime Prevention Through Environmental Design (CPTED) principles.
- All sidewalks, trails, entrance ways, parking areas, driveways, etc. shall be provided with adequate lighting for safety purposes.
- Signage to include: no trespassing dusk to dawn, no skateboarding, electronic surveillance, individuals subject to metal detection scans, and all visitors must sign in at the main office.

SAFETY CONSIDERATIONS FOR THE INTERIOR

- All exit doors shall be equipped with panic hardware for easy egress in an emergency.
- Keyless entry locks – proximity access in designated areas with priority to gymnasium exit – to be tied into building security alarm system.
- Doors or gates should secure unused areas of the building during night activities. The use of overhead coiling doors at these locations is NOT acceptable. Adequate egress from these spaces must be provided without path of travel through secured spaces. Code requirements regarding egress from secured spaces must be met.
- Security intrusion detection system to include motion sensors in all exterior classrooms, corridors, computer laboratories, health suites, student files, and media centers. A keypad shall be near the employee entrance and one by the rear/custodial entrance. Independently zoned security system with keypad (separate security for the gymnasium, and Parks and Recreation).

- All interior rooms shall be clearly marked with an identifiable number.
- Radio relay for police/fire radios shall be installed. To be coordinated with Harford County Emergency Operations Center for a radio test. These radios operate at 700/800 MHz.
- Radio-repeater for HCPS radios.

SECURITY IP CAMERAS

- The project is to provide rough-in only for an IP based security camera system.
- The Communications Distribution Room/MDF and IDFs shall house the security camera infrastructure.
- Elementary Schools – cameras shall be in the lobby area and main office and throughout the interior of the building. Additional locations include the exterior of the building, to include play areas.
- Secondary Schools – cameras will be located throughout the building, including stairways. At a minimum, a camera will be located at the intersection of hallways and will be able to display the view through 90 degrees.
- Fire alarm pull stations should include clear alarmed covers.
- Elevators shall be equipped with a two-way communication system.
- Elevators shall NOT be machine-room-less.

LOBBY AREA AT MAIN ENTRANCE

- A secure entrance for access of students and visitors to the school to be controlled by office; video doorbell with audio integrated with IP-based security camera system to allow communication prior to allowing entrance.
- Entry vestibule set up to route all students and visitors through the main office.
- Provide security film on glass at the main entrance.

GENERAL OFFICE AND RECEPTION AREA

- Visitor Management System:
 - Electricity and data drop for the visitor management system.
 - Space on reception counter to accommodate the visitor management system.
- Entry from lobby near the facility's major entrance (window wall for visual control of lobby and front door).
- While the office is to be designed to facilitate workflow of school administrative personnel as well as traffic flow of staff, students and visitors, attention should be given to limiting access, or slowing access, of visitors to the rest of the office area beyond reception.
- The visitor entrance from reception into the main corridor of the school should be locked, and on a release operated by security camera/access control system.
- Entry doors with locking capability.
- Coat Closet - located behind secretary's area with mirror and capability of being locked for securing personal items.

CLASSROOMS

- Two-way voice communication system to all offices, planning areas, and teaching stations, in addition to outside lines for parent/teacher contact.
- All classrooms shall have doors which lock from the inside or outside of the classroom.
- Lockable teacher wardrobe with coat rack, mirror, and storage for securing personal items.
- Doors shall have a side Light/Vision panel.

GYMNASIUM

- Security motion sensors shall be installed in protective housings.

OTHER INSTRUCTIONAL AREAS, TEAM PLANNING AREAS, AND TEACHER'S LOUNGE

- Two-way voice communication system to all offices, planning areas, and teaching stations, in addition to outside lines for parent/teacher contact.

HALLWAYS

- To display artwork and student work, a tack strip or tackboard shall be installed outside of each grade level.

KITCHEN/SERVICE AREAS

- Secure locking doors to kitchen/service area.
- A door buzzer and peephole viewer shall be installed on the service door.
- Shall have loading dock access.

CUSTODIAL AREA

- All custodial closets shall require key access.
- Mechanical, boiler, and service areas shall require key access.

PARKS AND RECREATION

- If a door to the exterior is provided for Parks & Recreation use, it should have a card access at that location. Building keys will not be provided.

INTRUSION DETECTION

- Security intrusion detection system to include motion sensors in all exterior classrooms, corridors, computer laboratories, health suites, student files, and media centers. One keypad shall be near the employee entrance and one by the rear/custodial entrance. Independently zoned security system with keypad (separate security for the gymnasium, and Parks and Recreation).

GENERATORS AND BACK-UP POWER

- A generator shall be required for all communications, including network equipment, and life safety systems. Kitchen refrigerator, as well as identified critical equipment.

UTILITIES

The existing town and county utilities will serve the site. Water, sewer, electricity, gas, and telephone services are all readily available. Provisions must be made for connections to Harford County's Metropolitan Area Network (HMAN) for wide area network.

SITE DESIGN CONSIDERATIONS

TRAFFIC AND TRANSPORTATION

- Main entrance should be obvious from the main street approach and the visitors' parking area.
- Parent drop-off area shall be located near the main entrance. The preference is for cars and buses not to intermingle. However, if this is not possible, the safety of the children shall be the primary concern.
- The main entrance driveway shall be situated as far as possible from corners and cross streets. If there is an intersecting street, the driveway apron shall be lined up with that street.
- Driveways should be arranged so that students do not cross them to get to the play areas.
- Pedestrian access to the school facilities should be designed to make the best use of community rights-of-way and should not require students to cross in undesignated areas.
- A driveway for buses with a separate entrance and exit or a turnaround shall be provided. Bus traffic shall be separated from automobile traffic to the maximum extent possible. Bus loading zones shall accommodate 16 general education and 18 special education buses. It is preferable to keep the special education buses with the general education buses.
- The grade of driveways shall not exceed six percent.
- The service drive shall be a minimum of 15' wide with an adequate turn-around, shall serve the kitchen, mechanical room, and loading area. A backing and turning space for dumpsters shall be provided.

- The fire lane shall be provided and constructed in accordance with current guidance from the Harford County Fire Marshal. Such guidance shall be obtained in writing from the office of the fire marshal prior to initiation of site design.
- The parking lot will be constructed to accommodate approximately 400 vehicles.

BLACKTOP PLAY AREA

- Physical education instruction is provided out-of-doors during suitable weather throughout the year.
- One area of approximately 7,000 square feet.
- Located adjacent to the gymnasium with an exit directly from that room to the outside, with walkway to building.
- Located close to the area designated for playground equipment.
- Located in an area safe from buses and cars loading and unloading students.
- Fenced in area with gates or opening.
- Game lines and circles, according to owner specifications.
- Basketball backboards with fence. The size of the court should accommodate four sets of basketball backboards.
- Access for P&R trash truck.

PREKINDERGARTEN AND KINDERGARTEN PLAY AREA

- Play areas must be fenced.
- A separate hard-surfaced area and play area is required to meet the special needs of the early childhood program, including space for group games and the use of large equipment (sand and water table, easels), with provisions for wheel toys and storage.
- Blacktop area of approximately 1,000 square feet and grass area of 500 square feet (large enough to accommodate swings and other play equipment).
- Both areas to be conveniently located outside of the prekindergarten and kindergarten area.
- Enclose blacktop area with a fence.
- Include play area outdoor equipment and permanent benches.
- Connected to building by a sidewalk.
- Games lines and markings, according to owner specifications.
- Provide low maintenance shade area with playground equipment.

PLAYGROUND EQUIPMENT

- Two level areas of approximately 2,400 square feet each; one for primary and one for intermediate.
- Perimeter of areas defined by "frame" and filled with play mulch.
- Equipment requirement to be determined by owner.

PLAYING FIELDS

- Provide outdoor multipurpose field and a softball field with backstop.
- Buffer areas between the intensively used portion of the school site (parking lots and playfields) and adjacent properties shall be given careful consideration.
- All play areas shall be accessible by emergency vehicles.
- All play areas and equipment shall meet ADA accessibility guidelines.
- Specifications for field materials shall be as noted in the Harford County Public Schools' Design Manual.

COURTYARD

- Consider the noise levels expected in the courtyard.
- Provide a direct access pathway to allow heavy equipment to easily enter the courtyard through the school. Equipment shall not have to take turns in the school.
- Large trees shall not be planted in courtyard.
- Provide exterior outlets throughout the entire courtyard.

- Provide frost-proof hose bibs on more than one wall, hose bibs shall be provided near any planter beds for ease of maintenance.
- Provide good drainage, not only to collect the water, but also discharge the water to a safe place. Include adequate drainage under all planter beds.
- Align the courtyard design to complement the functions of the rooms surrounding it.
- Select color pathways with the visually impaired in mind.
- Provide wireless access.
- Provide outdoor horn speakers for the PA.
- Provide appropriate storage for planned/ designed intended use.
- Provide shade area(s) – do not use fabric shades.
- Not include internal gutters, fabric shades, or swings.
- The following are functions that shall be considered in the design of courtyard space at this school.
 - Outdoor dining; provide easy access from cafeteria for up to 25 students.
 - Raised bed gardens, with low walls and wall caps wide enough to double as seating. The seating shall be in a U shape layout for group lessons. Ensure each plant bed is wheelchair accessible on at least one side.
 - Wall space to write on like chalk board.
 - Media center outdoor area / reading area.
 - Art outdoor area
 - OT/PT space with therapy steps. Provide easy access to the Physical Therapy lab.
 - Sensory area/Trail

LANDSCAPING

- All plants specified are to be number one grade stock. Native varieties that are disease and drought resistant are desired.
- Existing plant stock, if on site, is to be evaluated for use and protected accordingly.
- Hose bibs shall be provided.
- Plant types shall not be specified that will outgrow the space once the plant reaches maturity or damage paved areas and utilities.
- Consideration in landscaping design should be given to maintenance requirements. Plantings and beds should be low maintenance, requiring limited mulching and pruning. All components should be manageable for school-based personnel to maintain.
- More formalized landscaping, including a flagpole area, shall be developed to identify primary and secondary entrances.
- Tree placement must not block exterior lighting or create a security problem.
- Landscape plantings shall be manageable for school-based personnel to maintain. Over-planting and large flowerbeds should be avoided.
- Flowering or fruiting plants shall not be placed near windows or playgrounds.
- There shall be no burying of construction debris on site. All construction debris shall be removed from the site prior to installation of topsoil and landscaping components.
- No trees shall be planted within courtyards.
- Courtyards shall have easy access for large equipment.
- Courtyards shall be designed with low maintenance materials.

ACCESSIBILITY FOR THE DISABLED

- The gymnasium, cafeteria, auditorium, and media center may be open for community use before and/or after normal school hours. Provisions shall be made in the design to accommodate this usage and secure the rest of the building.
- All sidewalks and entrance ways shall meet disability access code requirements for grade and building access. Trails and walkways leading to outdoor study areas and playfields must also be accessible.

- To comply with regulations included in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, it is necessary that all programs, services, and activities in this facility be accessible to the disabled. The architect will be responsible for complying with all codes and regulations, including but not necessarily limited to the following:
 - ADAAG as amended through the "Advisory Guidelines for Accessible Building Elements Designed for Children's Use", Final Rule published by the Access Board, January 13, 1998, *Federal Register*
 - *Maryland Accessibility Code, COMAR .05.02.02*
- The design shall include provisions for students with Cerebral visual impairment (CVI).
- Every space is a learning space and shall support:
 - student engagement.
 - communication opportunities.
 - flexibility and choices to promote independence.
- Considerations shall be made to allow students to develop their independence; support students needing more assistance but allow for independence as individual capabilities increase.
- Support the freedom and ease of movement for students of all ages and capabilities.
- Considerations for non-verbal persons such as space for communication boards in public areas.
- Provide flexible design to serve changing student needs over time.
- Provide a multi-sensory environment.
- Student dignity shall be considered in all decisions.

CLIMATE CONTROL

- The entire building shall be air conditioned, with separately controlled zones for various parts of the building. The kitchen area to provide heat relief with passive air conditioning (i.e. from the cafeteria) is acceptable. (Kitchen manager's office should receive air conditioning.)
- The building should be as energy efficient as feasible. Passive conservation design features should be included. The energy use goal for this project is 45,000 BTU per gross SF/year. Achieving this goal after completion is a key design objective.
- MDF and each IDF shall have "split systems" for separate controlled cooling.

GENERAL BUILDING CONSIDERATIONS

- The structure shall meet or exceed all requirements set forth by the State Department of Education, State Fire Marshal, Interagency Committee for Public School Construction, and any other state or local agency having input, review, and approval authority Harford County Department of Inspections, Licenses and Permits (DILP).
- Provide a fiber optic backbone cable for data distribution and cable tray as appropriate. Additional cabling is identified in the *HCPS Design Manual*.
- Movable school furniture is to be identified in a separate equipment list by the owner and will be purchased separately from the construction contracts. This furniture and equipment should be shown for clarification or space planning only and clearly labeled N.I.C.
- Code requirements for electrical outlets are considered the minimum. The architect is encouraged to resolve the need for additional outlets through innovative design. Particular attention should be paid to power provisions for voice, video, and data outlets in each space.
- Limited resilient sheet flooring shall be installed in offices, conference rooms and the media center. All other flooring shall be VCT.
- Attention to acoustics and sound attenuation should be given to such areas as the cafeteria, gymnasium, and the vocal and instrumental music rooms. The location of mechanical equipment should be examined to prevent distraction in the instructional areas.
- Specific structural, mechanical, and electrical guidelines, pertaining to the scope of the project, shall be issued by the Office of Planning and Construction. A Construction Design Specifications manual shall be distributed which outlines the standards of Harford County Public Schools.
- The arrangement of interior spaces shall:

- Encourage a flexible approach to the curriculum, facilitating interaction, creativity, and inquiry.
- Provide for the zoning of the Gymnasium, Parks and Recreation space, cafeteria, and classroom groupings for building security during community use.
- Develop the Media center and administrative functions as the focal points of the building.
- Provide a main entrance to the school with an inviting identity that is easily observed and managed by the school administration.
- Facilitate rapid and easy evacuation of the building with clear and uncomplicated traffic patterns.
- The stage shall be designed to be a teaching space used for educational purposes.

MISCELLANEOUS CONSIDERATIONS

- The architect will be responsible for complying with the Maryland Public School Construction Program (PSCP), Administrative Procedures Guide, as amended February 2017, and revisions to date.
- Indoor Air Quality Guideline, IAC/PSCP Maryland Department of Education.
- An exterior service yard for facility maintenance and delivery of supplies, materials, and food items shall be provided. Two dumpsters will be housed here, and this area must be screened from view. Provide a tractor storage shed, approximately 250 square feet, for housing grounds maintenance equipment, adjacent to the service yard. The tractor shed will be bid as an add/alternate Refer to the *HCPS Design Manual*.
- Storm water management for the newly developed impervious surfaces shall be designated to encourage safe use of an environmental study area. Storm water wetlands, infiltration basins and trenches, vegetated swales, bioretention basins, and shallow marsh extended detention ponds should be investigated. Storm water management shall be designed for future expansion.
- Storm water management should be designed to minimize maintenance required.
- Guidelines and technical bulletins published by and available from the Maryland State Department of Education School Facilities Branch on indoor air quality.
- The following will apply to restrooms:
 - Ceilings will be 5/8" gypsum wallboard, moisture resistant.
 - The floor, except as noted, will be pourable epoxy with abrasive finish, integral base.
 - Floor drains will be in each room with primers on all drain traps.
 - All lavatories shall have tile walls, to a minimum of 5'-4" AFF. The minimum height of wall tile should be coordinated with installation of accessories.
 - Provide accessories per *HCPS Design Manual*
- The following applies to construction and finishes:
 - Doors will be solid core wood doors with 38" x 8" top vision panel. (lever set side)
 - All doors to public spaces will include windows unless otherwise specified.
 - Floors in classrooms will be vinyl composition tile unless otherwise specified, in light colors.
 - Floors in high traffic areas, including lobbies, will be Luxury Vinyl Tile (LVT). (this can be considered a bid alternate if necessary)
 - Ceilings will be 2'0" x 4'0" x 3/4" acoustic tile in suspended grid, straight edge, "Humigard" humidity resistant tile.
 - Interior lighting will be 2'0" x 4'0" LED fixtures.
 - Exterior lighting, including wall packs, under-canopy and pole lights shall be LED.
 - Lighting intensity will be minimum 70 foot-candles at 2'4" above the finished floor. Walls in administrative offices will be 5/8" gypsum wall board, painted, insulated, with a 4" vinyl cove base.
 - Walls in the balance of the building will be CMU, sealed and painted, first course GSU.
 - Windows should be at least 50% operable, with indoor screens.
 - All fascia, soffits, and otherwise non-decorative wood will be enclosed with metal flashing.

- Attention to acoustics should be given to such areas as the cafeteria, gymnasium, and the vocal and instrumental music rooms; the elimination of extraneous sounds from the classrooms and the office area is important to the efficient operation of these areas.
- Include bottle filling stations in public areas of the school. The cafeteria should also have a bottle filling station, and each group lavatory is to have a bottle filling station in the hall area outside of the lavatory. In pod areas where there are not any group restrooms, provide bottle filling stations for easy and quick access for students.
- The main entrance to be immediately adjacent to the administrative area with the following features:
 - Provide canopy(ies) at front entrance(s) which will provide cover from rain for students waiting at entrance before school opens.
 - Directory/message board with lockable door on lobby wall beside the office observation window.
 - Observation window from main office to lobby; the lobby must be clearly observable from the main office.
 - Main entrance should be set up to restrict access to the building by routing all visitors through the main office when interior vestibule doors are secured.
 - Wall mounted large display monitor attached to the network for digital signage shall be in the main entrance area, clearly observable.
 - The Student Services area will be located near the lobby.
 - An alcove will be created as a part of the lobby near the Student Services area; the purpose of this alcove will be to house vending machines.
 - A minimum of eight electrical outlets will be included in the alcove.
- Built-in showcases will be included in the ground level lobbies and hallways. Showcases will be approximately 4' x 6' and 3' deep. Each showcase will be lit with a switch to control the lighting inside the showcase. An electrical outlet should be included in each showcase.
- Stairs shall be located and oversized for the flow of student traffic.
- Stairs shall not have imbedded nosing.
- For Standard Classroom refer to Appendix B
- For Standard Office, refer to Appendix C

SPECIFICATIONS

ADMINISTRATION

OVERVIEW:

The general office and reception area are the part of the administrative area most frequented by teachers, students, parents, and visitors. It is also the area in which the major portion of the school's administrative and clerical tasks are fulfilled. This is the school's primary communication and control center and a repository for general office supplies and equipment as well as for frequently needed instructional supplies and materials. The general office and reception area, being first visited by people new to the school or to the community, serves an equally important public relations function in terms of the physical environment it represents.

DESIGN CONSIDERATIONS:

The following specific requirements should be applied to the spaces included in this section:

<ul style="list-style-type: none"> • Provide a secured vestibule at main entrance to school with direct access into the administrative suite for visitor check-in.
<ul style="list-style-type: none"> • Pay particular attention to traffic flows of visitors, staff, and students. Design to avoid bottlenecks.
<ul style="list-style-type: none"> • Provide easy public access to one restroom for visitors.
<ul style="list-style-type: none"> • At least one conference room shall have easy access from main reception area for easy access and private conversations with guardians

SUMMARY OF SPACES REQUIRED:

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	Total Area (Sq. Ft.)
Secure Lobby	1	600	600	
General Office and Reception Area	1	800	800	
Waiting areas	1	400	400	
Principal Office	2	300	600	
Assistant Principal Office	3	200	600	
IEP Coordinator Office	1	150	150	
Instructional Coach Office	1	150	150	
Model School offices	2	150	300	
General Offices	2	150	300	
Conference Room	1	300	300	
IEP Conference Room (Corridor Access)	2	400	800	
Records Room (PDS)	1	375	325	
Records Room (ES)	1	225	225	
Unisex Restroom	2	80	160	
Workroom	1	450	450	
Total Administration Area				6,210

ACTIVITY AREA:	Administration	
ROOM TYPE:	Lobby Area at Main Entrance with Security Vestibule	
PROGRAM:	<i>Description</i>	To control entrance and access of students and visitors to the school. Entry vestibule set up to route all students and visitors through the Main Office once school begins.
	<i>Area Required</i>	600 sf
	<i>Number of Users</i>	1-5
	<i>Adjacencies</i>	Doors directly to office area. Design the main office so it has easy supervision of the security vestibule.
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	Mat carpet flooring
	<i>Doors</i>	Double doors with lockable panic hardware
	<i>Windows</i>	Storefront to main office
	<i>Acoustics</i>	LEED Requirements
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	Large display for digital signage
	<i>Telecom/Data</i>	Power/Data for digital signage
	<i>Electrical</i>	
	<i>HVAC</i>	
	<i>Plumbing</i>	Fire department hose connection location near main entrance.
	<i>Specialty</i>	Independently zoned security system that allows after hours visitor for separate building entrance for community use sponsored by Parks & Recreation Department of Harford County. Fire Alarm Annunciator panel.
EQUIPMENT:	<i>Display</i>	Plaques
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	None
COMMENTS:	<p>Entry vestibule must be double doors with lockable panic hardware as per code to allow doors to be fully opened during controlled monitoring by staff during student dismissal and drop off. After the completion of the drop off period in the morning doors are closed and automatically lock from outside to route all students and visitors through the Main Office.</p> <p>Push button handicap access and Knox box outside of vestibule.</p> <p>Turndown slabs at entry doors and sidewalks.</p> <p>Multiple (from each existing building) datestones building exterior near main entrance.</p>	

ACTIVITY AREA:	Administration	
ROOM TYPE:	General Office and Reception Area	
PROGRAM:	<i>Description</i>	The general office and reception area are the part of the administrative area most frequented by teachers, students, parents, and visitors where a major portion of the school's administrative and clerical tasks are fulfilled. This is the school's primary communication and control center and a repository for general office supplies and equipment as well as for frequently needed instructional supplies and materials.
	<i>Area Required</i>	800 sf
	<i>Number of Users</i>	(6 staff) 1 dedicated to being receptionist
	<i>Adjacencies</i>	Entry from lobby and security vestibule near the main entrance, adult restroom, lounge/ waiting area.
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	Carpeting in the secretarial workspace; VCT reception
	<i>Doors</i>	Entry doors with windows
	<i>Windows</i>	Storefront to lobby; standard office to exterior
	<i>Acoustics</i>	LEED
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	Standard office per deskwork area (6 workstations)
	<i>Electrical</i>	Standard Office (6 workstations)
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	Infrastructure for video doorbell system
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Dual-height plastic laminate counter to accommodate needs of both adults and students with letter-sized file drawers capable of being locked and shelving (to fit 8 ½" x 11" papers flat). This counter shall be separate from the work reception area. 3 secretary/reception workstations at the reception desk. Additional dual-height plastic laminate counter located on the wall area behind the secretary/reception area. Lower section to accommodate needs of additional desk work area (with electrical outlets) and additional lockable storage drawers. Higher section to accommodate a minimum of four 3-drawer filing cabinets underneath.
	<i>FF&E (NIC)</i>	Reception area in front of dual-height counter with seating for up to 10 visitors, table, and chairs 6 workstations.
COMMENTS:	Provide a coat and personal storage behind the secretary's area capability of being locked. Make sure appropriate furniture, coat closet to match staffing. Wi-Fi coverage throughout Administration area.	
	Space to complete registration. (coordinate with technology)	
	Flow of traffic is important.	

ACTIVITY AREA:	Administration	
ROOM TYPE:	Waiting Area	
PROGRAM:	<i>Description</i>	Waiting area for visitors.
	<i>Area Required</i>	400 sf
	<i>Number of Users</i>	(6 staff) 1 dedicated to being receptionist
	<i>Adjacencies</i>	Entry from lobby and security vestibule near the main entrance, adult restroom,
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	VCT
	<i>Doors</i>	
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	Placed around perimeter for lamps and device charging as needed.
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Comfortable seating and tables.
COMMENTS:	Make sure Wi-Fi coverage is provided.	
	Within visual site of front office staff.	

ACTIVITY AREA:	Administration	
ROOM TYPE:	Principal's Office	
PROGRAM:	<i>Description</i>	Primary workspace of the educational leaders and heads of the school. The principal's office must provide an environment where confidential discussions regarding matters related to students, parents, teachers, and staff can take place.
	<i>Area Required</i>	300 sf
	<i>Number of Users</i>	1 staff up to 4 visitors including students and guardians
	<i>Adjacencies</i>	Visual access to the front of the school. Located at the end of general office suite eliminating any traffic going through the principal's office, minimizing traffic going by the principal's office adjacent to the Assistant Principals' offices.
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	Standard office
	<i>Doors</i>	Standard office
	<i>Windows</i>	Standard office
	<i>Acoustics</i>	Acoustical treatment for privacy
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	Standard office
	<i>Electrical</i>	Standard office
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	4'x4' tackboard. Dry erase board, 4'x4', wall mounted.
	<i>Casework</i>	Wall unit of storage cabinets with adjustable shelves at least 15" high x 11" deep with doors that lock above and below plastic laminate counter. Lockable storage closet, 48" with shelving for storage of personal supplies and materials.
	<i>FF&E (NIC)</i>	Workstation (desk, credenza), file storage, bookcase, worktable, include 1 locking file cabinet. Space to accommodate a conference table with (6) chairs. Coat closet that can be locked, with adjustable shelving on one side of interior and hanger rod.
COMMENTS:	Provide lavatory with sink, toilet, wall mounted recessed cabinet with mirror, ceramic tile floor, tile on walls to min. 4' AFF, exhaust fan on separate electrical switch, 110V GFI outlet near mirror, ADA accessible.	
	Provide secondary means of egress not into public area if possible.	

ACTIVITY AREA:	Administration	
ROOM TYPE:	Assistant Principal's Office	
PROGRAM:	<i>Description</i>	The assistant principal's office is the primary workspace for the assistant principal. Since the assistant principal executes responsibilities that are primarily administrative in nature, the area must be sufficiently large to accommodate a full-sized worktable in addition to routine office furniture.
	<i>Area Required</i>	200 sf
	<i>Number of Users</i>	1 staff 2 visitors
	<i>Adjacencies</i>	Immediate to general office, proximity to principal.
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	Standard office
	<i>Doors</i>	Standard office
	<i>Windows</i>	Desire view of bus loop, parking lot
	<i>Acoustics</i>	Acoustical treatment for privacy
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	Standard office
	<i>Electrical</i>	Standard office
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	4'x4' tackboard. Dry erase board, 4'x4', wall mounted.
	<i>Casework</i>	Wall unit of storage cabinets with adjustable shelves at least 15" high x 11" deep with doors that lock above and below plastic laminate counter. Lockable storage closet, 48" with shelving for storage of personal supplies and materials.
	<i>FF&E (NIC)</i>	Workstation (desk, credenza) with chairs, file storage, bookcase, worktable, table with 4 chairs include 1 locking file cabinet.
COMMENTS:	Storage between AP offices.	

ACTIVITY AREA:	Administration	
ROOM TYPE:	IEP Coordinator Office	
PROGRAM:	<i>Description</i>	Office space for Coordinators and Lab school staff to utilize.
	<i>Area Required</i>	150 sf
	<i>Number of Users</i>	1 staff and 2 visitors
	<i>Adjacencies</i>	Immediate to general office, proximity to principal.
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	Standard office
	<i>Doors</i>	Standard office
	<i>Windows</i>	Standard office
	<i>Acoustics</i>	Acoustical treatment for privacy
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	Standard office
	<i>Electrical</i>	Standard office
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	4'x4' tackboard. Dry erase board, 4'x4', wall mounted.
	<i>Casework</i>	Wall unit of storage cabinets with adjustable shelves at least 15" high x 11" deep with doors that lock above and below plastic laminate counter. Lockable storage closet, 48" with shelving for storage of personal supplies and materials.
	<i>FF&E (NIC)</i>	Workstation (desk, credenza) with chairs, file storage, bookcase, worktable, 2 chairs for guests.
COMMENTS:	Storage between AP offices.	

ACTIVITY AREA:	Administration	
ROOM TYPE:	Instructional Coach	
PROGRAM:	<i>Description</i>	Office space for Coordinators and Lab school staff to utilize.
	<i>Area Required</i>	150 sf
	<i>Number of Users</i>	1 staff and 2 visitors
	<i>Adjacencies</i>	Immediate to general office, proximity to principal.
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	Standard office
	<i>Doors</i>	Standard office
	<i>Windows</i>	Standard office
	<i>Acoustics</i>	Acoustical treatment for privacy
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	Standard office
	<i>Electrical</i>	Standard office
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	4'x4' tackboard. Dry erase board, 4'x4', wall mounted.
	<i>Casework</i>	Wall unit of storage cabinets with adjustable shelves at least 15" high x 11" deep with doors that lock above and below plastic laminate counter. Lockable storage closet, 48" with shelving for storage of personal supplies and materials.
	<i>FF&E (NIC)</i>	Workstation (desk, credenza) with chairs, file storage, bookcase, worktable, 2 chairs for guests.
COMMENTS:	Storage between AP offices.	

ACTIVITY AREA:	Administration	
ROOM TYPE:	Model School Staff Offices	
PROGRAM:	<i>Description</i>	Office space for Lab school staff to utilize.
	<i>Area Required</i>	150 sf
	<i>Number of Users</i>	1 staff and 2 visitors
	<i>Adjacencies</i>	Immediate to general office, proximity to principal.
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	Standard office
	<i>Doors</i>	Standard office
	<i>Windows</i>	Standard office
	<i>Acoustics</i>	Acoustical treatment for privacy
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	Standard office
	<i>Electrical</i>	Standard office
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	4'x4' tackboard. Dry erase board, 4'x4', wall mounted.
	<i>Casework</i>	Wall unit of storage cabinets with adjustable shelves at least 15" high x 11" deep with doors that lock above and below plastic laminate counter. Lockable storage closet, 48" with shelving for storage of personal supplies and materials.
	<i>FF&E (NIC)</i>	Workstation (desk, credenza) with chairs, file storage, bookcase, worktable, 2 chairs for guests.
COMMENTS:		

ACTIVITY AREA:	Administration	
ROOM TYPE:	General Office	
PROGRAM:	<i>Description</i>	Office space for itinerant and visiting HCPS support staff.
	<i>Area Required</i>	150 sf
	<i>Number of Users</i>	1 staff and 2 visitors
	<i>Adjacencies</i>	Immediate to general office, proximity to principal.
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	Standard office
	<i>Doors</i>	Standard office
	<i>Windows</i>	Standard office
	<i>Acoustics</i>	Acoustical treatment for privacy
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	Standard office
	<i>Electrical</i>	Standard office
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	4'x4' tackboard. Dry erase board, 4'x4', wall mounted.
	<i>Casework</i>	Wall unit of storage cabinets with adjustable shelves at least 15" high x 11" deep with doors that lock above and below plastic laminate counter. Lockable storage closet, 48" with shelving for storage of personal supplies and materials.
	<i>FF&E (NIC)</i>	Workstation (desk, credenza) with chairs, file storage, bookcase, worktable, 2 chairs for guests.
COMMENTS:	Storage between AP offices.	

ACTIVITY AREA:	Administration	
ROOM TYPE:	Conference Room	
PROGRAM:	<i>Description</i>	For conferences with parents, staff, etc.
	<i>Area Required</i>	300 sf
	<i>Number of Users</i>	For meetings with up to 10 people
	<i>Adjacencies</i>	This room should be located as part of the administrative suite to promote ease of access for the administrators, teachers, parents, students, and visitors.
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	Carpet
	<i>Doors</i>	Standard office
	<i>Windows</i>	If possible, stationary window in wall to General Office / Receptionist Area.
	<i>Acoustics</i>	Acoustical wall treatment for privacy
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	Interactive Panel, fixed camera
	<i>Telecom/Data</i>	Two data in floor box, VoIP phone will reside on conference table. CAT 6 point to point cable between floor box and High location (cable and jack color is black) Data for Interactive Panel.
	<i>Electrical</i>	Duplex electric outlet in floor box. Ensure floor box specified can accept low voltage keystone termination connections.
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Networked interactive panel. 4' x 8' whiteboard
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Conference table with seating for 10 people at table, additional chairs around edge, 2 horizontal locking file cabinets, storage shelves.
COMMENTS:	Floor box location below conference table with low video connected to high location for interactive panel.	
	One conference room shall be located near the reception area for quick access for visitors. If applicable, location shall be near Harford Academy administration.	

ACTIVITY AREA:	Administration	
ROOM TYPE:	Large Conference Room (IEP)	
PROGRAM:	<i>Description</i>	For conferences with parents, staff, etc.
	<i>Area Required</i>	400 sf
	<i>Number of Users</i>	For meetings with up to 20 people
	<i>Adjacencies</i>	This room should be located near the administrative suite to promote ease of access by the administrators, teachers, parents, students, and visitors.
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	Carpet
	<i>Doors</i>	Standard office
	<i>Windows</i>	If Possible Stationary window in wall to General Office
	<i>Acoustics</i>	Acoustical wall treatment for privacy
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	Interactive panel and fixed camera
	<i>Telecom/Data</i>	Two data in floor box, VoIP phone will reside on conference table. CAT 6 point to point cable between floor box and High location (cable and jack color is black). Data for Interactive Panel.
	<i>Electrical</i>	Duplex electric outlet in floor box. Ensure floor box specified can accept low voltage keystone termination connections.
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Networked interactive panel. 4' x 8' whiteboard
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Conference table with seating for 20 people at table, additional chairs around edge, 2 locking file cabinets.
COMMENTS:	Floor box location below conference table with low video connected to high location for interactive panel.	

ACTIVITY AREA:	Administration	
ROOM TYPE:	Records Room (PDS)	
PROGRAM:	<i>Description</i>	Lockable space for student records.
	<i>Area Required</i>	375 sf
	<i>Number of Users</i>	2
	<i>Adjacencies</i>	Off main office hallway
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	VCT
	<i>Doors</i>	Lockable door
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	High density storage. Heavy metal storage shelves.
	<i>FF&E (NIC)</i>	Small worktable
COMMENTS:		

ACTIVITY AREA:	Administration	
ROOM TYPE:	Records Room (ES)	
PROGRAM:	<i>Description</i>	Lockable space for student records.
	<i>Area Required</i>	225 sf
	<i>Number of Users</i>	2
	<i>Adjacencies</i>	Off main office hallway
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	VCT
	<i>Doors</i>	Lockable door
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	High density storage. Heavy metal storage shelves.
	<i>FF&E (NIC)</i>	Small worktable
COMMENTS:		

ACTIVITY AREA:	Administration	
ROOM TYPE:	Staff Lavatory	
PROGRAM:	<i>Description</i>	For use by personnel working in administrative suite
	<i>Area Required</i>	80 sf
	<i>Number of Users</i>	1
	<i>Adjacencies</i>	One located for easy access by staff without being out in the open, one located for easy access by visitors from main reception area
ARCHITECTURAL:	<i>Ceiling</i>	Standard Office
	<i>Walls</i>	Tile walls (4 feet high)
	<i>Floors</i>	Tile
	<i>Doors</i>	Standard lockable door
	<i>Windows</i>	
	<i>Acoustics</i>	LEED
SYSTEMS:	<i>Lighting</i>	Overhead light with wall switch
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	Standard
	<i>HVAC</i>	Exhaust fan on separate electrical switch to operate per code.
	<i>Plumbing</i>	Sink and Toilet
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Cabinet below sink. Mirror above sink.
	<i>FF&E (NIC)</i>	Paper towel soap, and toilet paper dispenser, feminine napkin disposal.
COMMENTS:	Must be ADA compliant.	

ACTIVITY AREA:	Administration	
ROOM TYPE:	Workroom	
PROGRAM:	<i>Description</i>	Location for copier, printer, equipment, and storage of supplies to support main office.
	<i>Area Required</i>	450 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	General office and reception, Doorway from secretarial area and to office hallway.
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	VCT
	<i>Doors</i>	Standard office
	<i>Windows</i>	Standard office
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	Dual data drops with dual electric outlets per copier/Printer
	<i>Electrical</i>	Provide outlets 24" OC over counter; duplex outlets at 48" OC on open wall. Provide dedicated microwave and refrigerator.
	<i>HVAC</i>	
	<i>Plumbing</i>	Sink, Ice machine
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Bulletin board which should be located near the mailbox.
	<i>Casework</i>	Plastic laminate counter for workspace. Mix wall cabinets, base cabinets and counters, shelving, and open wall space for large machines.
	<i>FF&E (NIC)</i>	Microwave and refrigerator
COMMENTS:	Mailboxes for teachers (110 spaces, each measuring approximately 11" wide x 14" deep x 4" high) placed in the wall between the workroom and office hallway.	
	Lockable central key repository closet located in workroom.	
	Location for refrigerator.	

INSTRUCTIONAL SUPPORT

OVERVIEW:

Provides space for teacher collaboration, breaks, and dining. Provides area for PTA and volunteers to complete work during and after school hours.

DESIGN CONSIDERATIONS:

The following specific requirements should be applied to the spaces included in this section:

SUMMARY OF SPACES REQUIRED:

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	Total Area (Sq. Ft.)
Faculty Lounge/Staff Lavatory	1	800	800	
Break room near Admin.	1	450	450	
Teacher Workroom (ES)	6	250	1,500	
Teacher/Para Workroom (PDS)	4	250	1,000	
Adult Lavatory	12	60	720	
Privacy Room	1	80	80	
Storage (Elementary School)	2	200	400	
Supply Storage (Public Day School)	1	400	400	
Volunteer Work Room/PTA Storage	1	600	600	
Support Staff Office ES – 6-8 workstations with lockable storage	1	400	400	
			Total	6,350

ACTIVITY AREA:	Instructional Support	
ROOM TYPE:	Faculty Lounge	
PROGRAM:	<i>Description</i>	This area will be available for staff to dine, relax, or meet throughout each day. In addition, this area will include bathroom facilities for men and women that are also convenient to the cafeteria.
	<i>Area Required</i>	800 sf
	<i>Number of Users</i>	Up to 25
	<i>Adjacencies</i>	Near cafeteria not direct access. Staff lavatory.
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	
	<i>Floors</i>	VCT
	<i>Doors</i>	Access to corridor – No access to cafeteria
	<i>Windows</i>	Outside window wall if possible
	<i>Acoustics</i>	Minimize sound from cafeteria
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	Infrastructure for Wall-mounted Display
	<i>Telecom/Data</i>	Dual data and voice with appropriate electrical outlets, 2 duplex outlets minimum. Telephone
	<i>Electrical</i>	Provide electric for 2 refrigerators/freezers, 4 microwaves, 2 vending machines
	<i>HVAC</i>	
	<i>Plumbing</i>	Sink with hot and cold water
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Four feet of tackboard for announcements.
	<i>Casework</i>	Counter space, cabinets, wall, and base.
	<i>FF&E (NIC)</i>	2 refrigerators/freezer, & 4 microwaves. Sofa, tables, and chairs.
COMMENTS:		

ACTIVITY AREA:	Instructional Support	
ROOM TYPE:	Small Faculty Lounge	
PROGRAM:	<i>Description</i>	This area will be available for staff to dine, relax, or meet throughout each day. In addition, this area will include bathroom facilities for men and women that are also convenient to the cafeteria.
	<i>Area Required</i>	450 sf
	<i>Number of Users</i>	Up to 15
	<i>Adjacencies</i>	Near main admin suite. Staff lavatory.
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	
	<i>Floors</i>	VCT
	<i>Doors</i>	Access to corridor – No access to cafeteria
	<i>Windows</i>	Outside window wall if possible
	<i>Acoustics</i>	Minimize sound from cafeteria
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	Infrastructure for Wall-mounted Display
	<i>Telecom/Data</i>	Dual data and voice with appropriate electrical outlets, 2 duplex outlets minimum. Telephone
	<i>Electrical</i>	Provide electric for 1 refrigerator/freezer, 2 microwaves, 2 vending machines
	<i>HVAC</i>	
	<i>Plumbing</i>	Sink with hot and cold water
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Four feet of tackboard for announcements.
	<i>Casework</i>	Counter space, cabinets, wall, and base
	<i>FF&E (NIC)</i>	1 refrigerator/freezer, & 2 microwaves. Sofa, tables, and chairs
COMMENTS:		

ACTIVITY AREA:	Instructional Support	
ROOM TYPE:	Teacher Workroom	
PROGRAM:	<i>Description</i>	The office area should be a workspace for grade level teacher.
	<i>Area Required</i>	250 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Located in elementary school near the grade classroom cluster that it will serve. Adult Restrooms.
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	VCT
	<i>Doors</i>	Standard office
	<i>Windows</i>	Standard office
	<i>Acoustics</i>	Standard office
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	Standard office; multiple data drops
	<i>Telecom/Data</i>	Standard office
	<i>Electrical</i>	Along countertop
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Bulletin board, white dry erase board
	<i>Casework</i>	Provide a laminate counter with base cabinets with adjustable shelving and overhead wall cabinets.
	<i>FF&E (NIC)</i>	Table and 4 chairs
COMMENTS:		

ACTIVITY AREA:	Instructional Support	
ROOM TYPE:	Teacher / Para Workroom	
PROGRAM:	<i>Description</i>	The office area should be a workspace for grade level teachers and para educators.
	<i>Area Required</i>	250 sf
	<i>Number of Users</i>	4-6
	<i>Adjacencies</i>	PDS Classrooms; Preprimary, primary, middle, and high
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	VCT
	<i>Doors</i>	Standard office
	<i>Windows</i>	Standard office
	<i>Acoustics</i>	Standard office
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	Standard office
	<i>Telecom/Data</i>	Standard office; Multiple drops
	<i>Electrical</i>	Standard office – Along countertop
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Bulletin board, White dry erase board
	<i>Casework</i>	Provide a laminate counter with base cabinets with adjustable shelving and overhead wall cabinets.
	<i>FF&E (NIC)</i>	Table and chairs 4
COMMENTS:	Rooms should accommodate a dye cut machine, two copy machines, paper cutter, laminating machine.	

ACTIVITY AREA:	Instructional Support	
ROOM TYPE:	Adult Restrooms	
PROGRAM:	<i>Description</i>	For use by school staff,
	<i>Area Required</i>	60 sf
	<i>Number of Users</i>	1
	<i>Adjacencies</i>	Shall be distributed for easy access in each classroom wing and two located directly adjacent to the two faculty rooms. The others should be in the main corridor for each and quick access.
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	Tile walls (4 feet high)
	<i>Floors</i>	Tile
	<i>Doors</i>	Standard lockable door
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Overhead light with wall switch
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	Standard
	<i>HVAC</i>	Exhaust fan on separate electrical switch to operate per code.
	<i>Plumbing</i>	Sink and Toilet
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Cabinet below sink, mirror above sink.
	<i>FF&E (NIC)</i>	Paper towel soap, and toilet paper dispenser, feminine napkin disposal.
COMMENTS:	Must be ADA compliant.	

ACTIVITY AREA:	Instructional Support	
ROOM TYPE:	Privacy Room	
PROGRAM:	<i>Description</i>	Provide room for staff to make personal phone calls or private lactation room.
	<i>Area Required</i>	80 ft
	<i>Number of Users</i>	1 person
	<i>Adjacencies</i>	Central location, near faculty lounge.
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	VCT
	<i>Doors</i>	Solid lockable door without vision panel
	<i>Windows</i>	Standard office
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	Display
	<i>Telecom/Data</i>	
	<i>Electrical</i>	Standard office, refrigerator
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	Small sink
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Comfortable seating near electric and table. Storage unit.
COMMENTS:		

ACTIVITY AREA:	Instructional Support	
ROOM TYPE:	Storage (PDS)	
PROGRAM:	<i>Description</i>	Storage of materials
	<i>Area Required</i>	200 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Elementary School classrooms (one on each level)
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	
	<i>Floors</i>	VCT
	<i>Doors</i>	Lockable
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Adjustable shelves - shelves should be the entire perimeter of the room. Two bookshelves, two feet deep, from floor to ceiling to accommodate big books.
	<i>FF&E (NIC)</i>	Cart
COMMENTS:	Provide space for cart parking for supply delivery to classroom.	

ACTIVITY AREA:	Instructional Support	
ROOM TYPE:	Supply Storage (ES)	
PROGRAM:	<i>Description</i>	Storage of materials
	<i>Area Required</i>	400 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Harford Academy Classrooms
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	
	<i>Floors</i>	VCT
	<i>Doors</i>	Lockable door
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Adjustable shelves - shelves should be the entire perimeter of the room. Two bookshelves, two feet deep, from floor to ceiling to accommodate big books.
	<i>FF&E (NIC)</i>	Cart
COMMENTS:	Space must be ADA compliant and designed for student use.	
	Provide space for cart parking for supply delivery to classroom.	

ACTIVITY AREA:	Instructional Support	
ROOM TYPE:	Volunteer Work Room/PTA Storage	
PROGRAM:	<i>Description</i>	The function of the volunteer workroom is a place for the numerous parent volunteers to do work that the teachers have provided them. It will also have storage space for the PTA.
	<i>Area Required</i>	600 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Direct corridor access. Accessible after hours, Main Office.
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	
	<i>Floors</i>	VCT
	<i>Doors</i>	
	<i>Windows</i>	Outside window wall if possible
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	Infrastructure for Display - Two-way PA speaker system.
	<i>Telecom/Data</i>	Dedicated outlets and data drops for two copiers, laminator, and poster-maker machine. Two computer workstations.
	<i>Electrical</i>	Dual data and voice with appropriate electrical outlets, 2 duplex outlets minimum. Chest freezer and refrigerator outlets.
	<i>HVAC</i>	
	<i>Plumbing</i>	Sink with hot and cold water
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Four feet of tackboard for announcements.
	<i>Casework</i>	Laminate countertop-type work areas, with lockable storage areas above and around perimeter of the room. Open shelving storage to accommodate twenty 35-gallon totes, and fifteen 18-gallon totes
	<i>FF&E (NIC)</i>	Shelving and miscellaneous storage for PTA equipment and supplies, keyed separately. Seating and table. Refrigerator.
COMMENTS:		
ACTIVITY AREA:	Instructional Support	

ROOM TYPE:		
	Para Educator Office	
PROGRAM:		
	<i>Description</i>	The office area should be a workspace for Para educators when not working directly with students.
	<i>Area Required</i>	400 sf
	<i>Number of Users</i>	8 workstations for para educators
	<i>Adjacencies</i>	Centrally located near elementary school classrooms
ARCHITECTURAL:		
	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	VCT
	<i>Doors</i>	Standard office
	<i>Windows</i>	Standard office
	<i>Acoustics</i>	Special attention should be paid to acoustics to ensure confidentiality.
SYSTEMS:		
	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	Standard office
	<i>Telecom/Data</i>	Standard office (8 workstations)
	<i>Electrical</i>	Standard office
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:		
	<i>Display</i>	Bulletin board, white dry erase board
	<i>Casework</i>	Provide a laminate counter with base cabinets with adjustable shelving and overhead wall cabinets.
	<i>FF&E (NIC)</i>	8 lockable storage units for para educator coat storage.
COMMENTS:		

STUDENT SERVICES

OVERVIEW:

The student services area is designed to provide for the specialized educational needs of students. Among the many functions to be served are provisions for the diagnostic and prescriptive needs of students having special educational needs in the areas of counseling, speech and language services, psychological and educational assessment, physical and occupational therapy, and vision and hearing services.

A wide variety of teaching techniques and learning activities will take place in the student services area. Because of the diversity of programming, flexibility must be incorporated into this area. To promote positive attitudes and wholesome self-concepts, efforts must be made to situate the student services area within the expanded administrative area in such a way as to make it a part of, rather than an appendage to, the remainder of the school facility. The design of the student services area should facilitate the team approach of the special education teachers while also providing easy access to students with special educational needs who have been integrated into the regular class for most of the day. Since each student service is highly specialized in nature provision for adequate storage of specialized instructional materials and confidential records is essential.

The student services area will consist of space to accommodate three special service units: guidance office; psychologist's office; and a combination itinerant teaching/diagnostic testing area/office for use by educational evaluator, occupational therapist, physical therapist, hearing specialist, and vision specialist. The student services area should be easily accessible for pre-school children and parent meetings.

DESIGN CONSIDERATIONS:

The following specific requirements should be applied to the spaces included in this section:

• Located near main office and health suite.
• Signage should read "Counseling Office" rather than "Guidance Office".
• Must have central print/ copy area outside or offices and conference rooms.
• Store front glass door entry into suite area; Small waiting area with seating.
• Near adult and student restrooms.
• Easy to identify by young students.
• This space is shared between ES and PDS.

SUMMARY OF SPACES REQUIRED:

Room / Space	Number Total (Total)	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	Total Area (Sq. Ft.)
Waiting Area	1	300	300	
School Counseling Office	3	200	600	
Psychologist's Office	2	150	300	
School based mental health	1	150	150	
Behavior Specialist Office	1	150	150	
Behavior Resource Suite (PDS)	1	250	250	
Behavior Resource Suite (ES)	1	150	150	
Itinerant Office	1	250	250	
Testing Suites	2	90	180	
Testing Storage	1	90	90	
Conference Room	2	300	600	
Ed evaluator office	1	150	150	
Total				

ACTIVITY AREA:	Student Services Suite	
ROOM TYPE:	Waiting Area	
PROGRAM:	<i>Description</i>	Area for students and parents to wait to meet with staff.
	<i>Area Required</i>	300 ft
	<i>Number of Users</i>	4 Visitors
	<i>Adjacencies</i>	
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	Standard office
	<i>Doors</i>	Vision panel required
	<i>Windows</i>	Standard office; storefront to corridor
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	Standard office
	<i>Telecom/Data</i>	Standard office
	<i>Electrical</i>	Standard office
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	None
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Bulletin board, white dry erase board
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Comfortable seating and small tables.
COMMENTS:	Data/electric for digital signage.	

ACTIVITY AREA:	Student Services Suite	
ROOM TYPE:	Counselor's Office	
PROGRAM:	<i>Description</i>	The counselor's office should contain approximately 200 square feet, which is well ventilated with climate control. It should be built to ensure privacy and to prevent noise and distraction. It should include space for individual and small group counseling, hands-on-activities, and parent/teacher conferences, etc.
	<i>Area Required</i>	200 ft
	<i>Number of Users</i>	1 counselor, up to 6 students
	<i>Adjacencies</i>	
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	Standard office
	<i>Doors</i>	Vision panel required
	<i>Windows</i>	Standard office
	<i>Acoustics</i>	Special attention should be paid to acoustics to ensure confidentiality
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	Standard office
	<i>Telecom/Data</i>	Standard office
	<i>Electrical</i>	Standard office
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	None
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Bulletin board, white dry erase board
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Office workstation with chair, lockable storage/wardrobe, locking file cabinet, bookshelf, conference table and 4 chairs.
COMMENTS:		

ACTIVITY AREA:	Student Services Suite	
ROOM TYPE:	Psychologist's Office	
PROGRAM:	<i>Description</i>	The office area should accommodate enough room for individual and group counseling, consultative services for parents and educators, and room for psychological testing.
	<i>Area Required</i>	150 sf
	<i>Number of Users</i>	1 counselor, up to 4 guests (parents and/or students)
	<i>Adjacencies</i>	The office should be located conveniently to provide security for confidential files and testing materials.
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	Standard office
	<i>Doors</i>	Vision panel required
	<i>Windows</i>	Standard office
	<i>Acoustics</i>	Special attention should be paid to acoustics to ensure confidentiality.
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	Standard office
	<i>Telecom/Data</i>	Standard office
	<i>Electrical</i>	Standard office
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	None
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Bulletin board, white dry erase board
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Office workstation with chair, lockable storage/wardrobe, locking file cabinet, bookshelf, conference table and 4 chairs.
COMMENTS:		

ACTIVITY AREA:	Student Services Suite	
ROOM TYPE:	School based mental health	
PROGRAM:	<i>Description</i>	Provide mental health services helping students overcome behavioral, emotional, or social problems that interfere with success at school and at home.
	<i>Area Required</i>	150 ft
	<i>Number of Users</i>	1 counselor, up to 4 guests (parents and/or students)
	<i>Adjacencies</i>	
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	Standard office
	<i>Doors</i>	Standard office
	<i>Windows</i>	Standard office
	<i>Acoustics</i>	Special attention should be paid to acoustics to ensure confidentiality
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	Standard office
	<i>Telecom/Data</i>	Standard office
	<i>Electrical</i>	Standard office
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	N/A
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Bulletin board, white dry erase board
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Office workstation with chair, lockable storage/wardrobe, locking file cabinet, bookshelf, conference table and 4 chairs.
COMMENTS:		

ACTIVITY AREA:	Student Services Suite	
ROOM TYPE:	Behavior Specialist Office	
PROGRAM:	<i>Description</i>	Provide behavior Intervention plan that addresses students' inappropriate behaviors and provides a means to help the students become more successful.
	<i>Area Required</i>	150 ft
	<i>Number of Users</i>	1 specialist, up to 4 guests (parents and/or students)
	<i>Adjacencies</i>	Near counseling suite (not within) directly adjacent to the Public Day School behavior specialist suite. Direct access for Public Day School population with separation and privacy from main corridor and ES population to maintain privacy. Near administration suite.
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	Standard office
	<i>Doors</i>	Standard office
	<i>Windows</i>	Standard office
	<i>Acoustics</i>	Special attention should be paid to acoustics to ensure confidentiality
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	Standard office
	<i>Telecom/Data</i>	Standard office
	<i>Electrical</i>	Standard office
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	N/A
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Bulletin board, white dry erase board
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Office workstation with chair, lockable storage/wardrobe, locking file cabinet, bookshelf, conference table and 4 chairs.
COMMENTS:		

ACTIVITY AREA:	Student Services Suite	
ROOM TYPE:	Behavior Specialist Suite (PDS)	
PROGRAM:	<i>Description</i>	Resource room to complete functional assessments of students whose behavior is causing a disruption in the classroom or affecting their learning. Implement means to help the students become more successful. Consist of one main calming area with two smaller padded alcoves.
	<i>Area Required</i>	250 ft
	<i>Number of Users</i>	1 specialist, support staff, up to 2 students
	<i>Adjacencies</i>	Near counseling suite (not within) directly adjacent to the Public Day School behavior specialist suite. Near ES behavior specialist suite. Direct access for Public Day School population with separation and privacy from main corridor and ES population. Near administration suite and nursing suite.
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	All walls should be padded
	<i>Floors</i>	Rubber flooring sheet
	<i>Doors</i>	Door to main hall only. Vision panel required; door should not be lockable. The alcoves do not have doors.
	<i>Windows</i>	
	<i>Acoustics</i>	Special attention should be paid to acoustics to ensure confidentiality.
SYSTEMS:	<i>Lighting</i>	Ability to dim lights
	<i>Audio/Visual</i>	None
	<i>Telecom/Data</i>	None
	<i>Electrical</i>	None
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	
COMMENTS:	Student dignity and student and staff safety should be a main consideration of this space.	

ACTIVITY AREA:	Student Services Suite	
ROOM TYPE:	Behavior Specialist Suite Elementary School	
PROGRAM:	<i>Description</i>	Resource room to complete functional assessments of students whose behavior is causing a disruption in the classroom or affecting their learning. Implement means to help the students become more successful. Consist of one main calming area and one smaller padded alcove.
	<i>Area Required</i>	150 ft
	<i>Number of Users</i>	1 specialist, support staff, 1 student
	<i>Adjacencies</i>	Near counseling suite (not within). Direct access for ES population with separation and privacy from main corridor. Near administration suite and nursing suite.
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	All walls should be padded
	<i>Floors</i>	Rubber flooring sheet
	<i>Doors</i>	Door to main hall only. Vision panel required; door should not be lockable. The alcoves do not have doors.
	<i>Windows</i>	None
	<i>Acoustics</i>	Special attention should be paid to acoustics to ensure confidentiality.
SYSTEMS:	<i>Lighting</i>	Ability to dim lights
	<i>Audio/Visual</i>	None
	<i>Telecom/Data</i>	None
	<i>Electrical</i>	None
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	
COMMENTS:	Student dignity and student and staff safety should be a main consideration of this space.	

ACTIVITY AREA:	Student Services Suite	
ROOM TYPE:	Itinerant Teaching/Diagnostic Teaching Area/Office	
PROGRAM:	<i>Description</i>	Provide services to students with disabilities. Meet with students, parents, and teachers.
	<i>Area Required</i>	250 ft
	<i>Number of Users</i>	2 Itinerant staff, up to 5 students
	<i>Adjacencies</i>	
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	Standard office
	<i>Doors</i>	Standard office
	<i>Windows</i>	Standard office
	<i>Acoustics</i>	Special attention should be paid to acoustics to ensure confidentiality
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	Standard office
	<i>Telecom/Data</i>	Standard office/ 2 workstations
	<i>Electrical</i>	Standard office
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	None
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Bulletin board, white dry erase board
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	2 Office workstations with chair, lockable storage/wardrobe, locking file cabinet, bookshelf, conference table and 4 chairs.
COMMENTS:		

ACTIVITY AREA:	Student Services Suite	
ROOM TYPE:	Testing Suites	
PROGRAM:	<i>Description</i>	Space to evaluate students
	<i>Area Required</i>	90 ft
	<i>Number of Users</i>	1 counselor, up to 5 students
	<i>Adjacencies</i>	Testing Storage
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	Standard office
	<i>Doors</i>	Standard office
	<i>Windows</i>	Standard office; observation window in at least one testing room.
	<i>Acoustics</i>	Special attention should be paid to acoustics to ensure confidentiality
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	Standard office
	<i>Telecom/Data</i>	Standard office
	<i>Electrical</i>	Standard office
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	None
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Bulletin board, white dry erase board
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	
COMMENTS:		

ACTIVITY AREA:	Student Services Suite	
ROOM TYPE:	Testing storage	
PROGRAM:	<i>Description</i>	Space to store testing materials
	<i>Area Required</i>	90 ft
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Testing Suite
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	VCT
	<i>Doors</i>	
	<i>Windows</i>	Standard office
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	Standard office
	<i>Telecom/Data</i>	Standard office
	<i>Electrical</i>	Standard office
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	None
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Adjustable heavy meatal shelving.
COMMENTS:		

ACTIVITY AREA:	Student Services	
ROOM TYPE:	Large Conference Room	
PROGRAM:	<i>Description</i>	Allows cross functional meetings on a variety of student related services and instructional support
	<i>Area Required</i>	300
	<i>Number of Users</i>	12 - 15
	<i>Adjacencies</i>	Near student lavatory
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	Carpet
	<i>Doors</i>	Standard office
	<i>Windows</i>	
	<i>Acoustics</i>	Special attention should be paid to acoustics to ensure confidentiality.
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	Networked interactive display, Fixed camera.
	<i>Telecom/Data</i>	Floor box with data and video upload to interactive display.
	<i>Electrical</i>	Floor box with duplex
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Conference table, seating for up to 15.
COMMENTS:		

ACTIVITY AREA:	Student Services Suite	
ROOM TYPE:	Educational Evaluator	
PROGRAM:	<i>Description</i>	Provide evaluations of students to determine educational needs. Meet with students, parents, and teachers.
	<i>Area Required</i>	150 ft
	<i>Number of Users</i>	1 specialist, up to 3 guests (parents and/or students)
	<i>Adjacencies</i>	
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	Standard office
	<i>Doors</i>	Standard office
	<i>Windows</i>	Standard office
	<i>Acoustics</i>	Special attention should be paid to acoustics to ensure confidentiality.
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	Standard office
	<i>Telecom/Data</i>	Standard office
	<i>Electrical</i>	Standard office
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	N/A
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Bulletin board, white dry erase board.
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Office workstation with chair, lockable storage/wardrobe, locking file cabinet, bookshelf, and 3 chairs for guests.
COMMENTS:		

HEALTH SUITE

OVERVIEW:

Primary workspace for school nurses where services can be provided to meet student's health needs. The health suite will include two separate but adjacent nursing suite areas; one designed to meet the needs of the students in the elementary school, the other will meet the specialized needs of the students in the public separate day school.

Activities include assessment, first aid, medication administration, treatments, special procedures, health screenings, immunization review and referral, medical documentation and record maintenance, conferences with students, staff, and parents. It should also include a design to accommodate physician or nurse practitioner examinations and in-school immunizations providing a "school-based clinic" setting.

The public day school serves students ages 3-21 with special healthcare needs. The increased complexity of students who may be medically fragile necessitates an increased number of complex medical treatments including respiratory and gastrointestinal treatments.

DESIGN CONSIDERATIONS:

The following specific requirements should be applied to the spaces included in this section:

<ul style="list-style-type: none"> • Good lines of sight are critical for the nurse to be able to function properly, while still providing privacy for exams, treatments, and consultations.
<ul style="list-style-type: none"> • The privacy and dignity of all students should be central in the design of this area.
<ul style="list-style-type: none"> • Should be located near the main administration suite with double door access for emergency response if needed.
<ul style="list-style-type: none"> • Must meet ASHRAE and CDC health suite COVID-19 recommendations.

SUMMARY OF SPACES REQUIRED:

Elementary School:

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	Total Area (Sq. Ft.)
Reception, Waiting, Treatment Area	1	200	200	
Nurse's Office / Records storage	1	150	150	
Exam room / Isolation Room	1	250	250	
Rest Area	1	200	200	
Bathroom with shower	1	75	75	
Bathroom	1	60	60	
Storage Closet	2	60	120	
Total				1,005

Public Day School:

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	Total Area (Sq. Ft.)
Reception, Waiting, Treatment Area	1	300	300	
Nurse's Office / workroom / conference	1	400	400	
Exam room / Isolation Room Seating for staff	1	250	250	
Rest Area	1	300	300	
Bathroom with shower	1	160	160	
Bathroom	1	100	100	
Storage/Supply Closet with High density storage	1	350	350	
Medicine room	1	100	100	
Feeding Tube Prep Area	1	150	150	
Total				2,110

ACTIVITY AREA:	Health Suite (ES)	
ROOM TYPE:	Reception, Waiting, Treatment Area (ES)	
PROGRAM:	<i>Description</i>	For intake, triage, and waiting. Place for providing medicine, first aid, etc.; not requiring level of privacy exam room offers.
	<i>Area Required</i>	200 sf
	<i>Number of Users</i>	1 nurse 2-3 students
	<i>Adjacencies</i>	Main corridor, locate centrally in suite, proximity to the Administration Office with visibility to the main corridor and to the main office.
ARCHITECTURAL:	<i>Ceiling</i>	Standard Office
	<i>Walls</i>	Standard Office
	<i>Floors</i>	VCT
	<i>Doors</i>	Standard Office
	<i>Windows</i>	1 to hall, 1 to private office, all with privacy shades
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Standard Office
	<i>Audio/Visual</i>	Wall mounted monitor for digital signage.
	<i>Telecom/Data</i>	Standard Office
	<i>Electrical</i>	Standard Office
	<i>HVAC</i>	Must meet ASHRAE and CDC health suite COVID-19 recommendations.
	<i>Plumbing</i>	Sink area. Eye wash system on faucet.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	4'x4' tackboard. Dry erase board, 4'x4', wall mounted.
	<i>Casework</i>	Reception desk/countertop at standing height for students to fill out forms.
	<i>FF&E (NIC)</i>	Bookcases with display materials, pamphlets, forms, etc. 2-3 student chairs for waiting.
COMMENTS:		

ACTIVITY AREA:	Health Suite (ES)	
ROOM TYPE:	Nurse's Office (ES)	
PROGRAM:	<i>Description</i>	Where nurse can perform administrative functions (record keeping, reports, etc.), and can meet privately with students, parents, etc.
	<i>Area Required</i>	150 sf
	<i>Number of Users</i>	1 nurse and up to 2 guests
	<i>Adjacencies</i>	Provides good visual access to the rest of the health suite
ARCHITECTURAL:	<i>Ceiling</i>	Standard Office
	<i>Walls</i>	Standard Office
	<i>Floors</i>	VCT
	<i>Doors</i>	Standard Office
	<i>Windows</i>	Window to main area of health suite. Visual access to the rest of suite with shades for privacy. Window to front of building.
	<i>Acoustics</i>	Special attention should be made for privacy.
SYSTEMS:	<i>Lighting</i>	Standard Office
	<i>Audio/Visual</i>	Standard Office
	<i>Telecom/Data</i>	Standard Office: Additional data drop for printer
	<i>Electrical</i>	Standard Office
	<i>HVAC</i>	Must meet ASHRAE and CDC health suite COVID-19 recommendations.
	<i>Plumbing</i>	Hand washing sink
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Bulletin board, whiteboard
	<i>Casework</i>	Teacher wardrobe. Storage cabinet under sink.
	<i>FF&E (NIC)</i>	Desk, bookcase, 2 Lockable file cabinets for student records.
COMMENTS:	A portion of this space should be set up to accommodate printer / copy machine / scan.	

ACTIVITY AREA:	Health Suite (ES)	
ROOM TYPE:	Exam Room (ES)	
PROGRAM:	<i>Description</i>	A place for medical exams, screenings, student changing.
	<i>Area Required</i>	250 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Provides good visual access to the rest of the health suite.
ARCHITECTURAL:	<i>Ceiling</i>	Standard Office
	<i>Walls</i>	Standard Office
	<i>Floors</i>	VCT
	<i>Doors</i>	Dutch door to main corridor from one office.
	<i>Windows</i>	Window to main area of health suite. Visual access to rest of suite with shades or blinds for privacy.
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Standard Office
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	Standard Office
	<i>Electrical</i>	Maximize electrical outlets, Refrigerator
	<i>HVAC</i>	Must meet ASHRAE and CDC health suite COVID-19 recommendations.
	<i>Plumbing</i>	Sink – evaluate hands free options for health suite only refrigerator with ice maker and water dispenser.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Bulletin board, whiteboard
	<i>Casework</i>	Wall cabinets, base cabinets with countertop, locking cabinet(s) for medicine storage.
	<i>FF&E (NIC)</i>	Hydraulic lift exam table, small table for testing, Ceiling mounted Hoyer lift, refrigerator with ice maker and water dispenser.
COMMENTS:		

ACTIVITY AREA:	Health Suite (ES)	
ROOM TYPE:	Cot Area (ES)	
PROGRAM:	<i>Description</i>	Resting area for students waiting for parent pick up. Place providing treatment etc.; not requiring level of privacy exam room offers.
	<i>Area Required</i>	200 sf
	<i>Number of Users</i>	6 students
	<i>Adjacencies</i>	Reception, treatment areas, bathrooms
ARCHITECTURAL:	<i>Ceiling</i>	Standard Office
	<i>Walls</i>	Standard Office
	<i>Floors</i>	VCT
	<i>Doors</i>	
	<i>Windows</i>	No Windows
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Lit by wall-mounted dimmable lights on separate switches. Ability to turn off or dim lights over cot area without darkening the rest of the space.
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	Data drops located adjacent to each cot/ reclining chair location.
	<i>Electrical</i>	Duplex electric per cot / reclining chair location.
	<i>HVAC</i>	Must meet ASHRAE and CDC health suite COVID-19 recommendations.
	<i>Plumbing</i>	
	<i>Specialty</i>	Privacy curtains separating each cot and the rooms from main treatment area.
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Counter space with wall lockable cabinets for supplies.
	<i>FF&E (NIC)</i>	Cots with drawers underneath, reclining chairs, and end tables.
COMMENTS:	Enough space to fit three cots and three recliners separated by privacy curtains.	
	Age-appropriate size cots and recliners.	
	Ability for nurse to maintain visual supervision while in other areas of nursing suite.	

ACTIVITY AREA:	Health Suite (ES)	
ROOM TYPE:	Bathroom with Shower (ES)	
PROGRAM:	<i>Description</i>	ADA accessible toilet room with wheelchair accessible shower.
	<i>Area Required</i>	75 sq. ft.
	<i>Number of Users</i>	1
	<i>Adjacencies</i>	Reception, treatment area, and cot area
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	
	<i>Floors</i>	
	<i>Doors</i>	
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Overhead light with wall switch.
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	Exhaust fan on separate electrical switch to operate per code.
	<i>Plumbing</i>	Provide manual faucets and flush valves (no sensor operated function at sinks or toilets), ADA shower .
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Storage cabinet, cabinet below sink, mirror above sink
	<i>FF&E (NIC)</i>	Paper towel, soap, and toilet paper dispensers, feminine napkin disposal.
COMMENTS:	Must be ADA compliant.	

ACTIVITY AREA:	Health Suite (ES)	
ROOM TYPE:	Bathroom (ES)	
PROGRAM:	<i>Description</i>	ADA accessible toilet room.
	<i>Area Required</i>	60 sq. ft.
	<i>Number of Users</i>	1
	<i>Adjacencies</i>	Reception, treatment area, and cot area.
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	
	<i>Floors</i>	
	<i>Doors</i>	
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	Exhaust fan on separate electrical switch to operate per code.
	<i>Plumbing</i>	Provide manual faucets and flush valves (no sensor operated function at sinks or toilets).
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Storage cabinet, cabinet below sink, mirror above sink.
	<i>FF&E (NIC)</i>	Paper towel, soap, and toilet paper dispensers, feminine napkin disposal.
COMMENTS:	Must be ADA compliant.	

ACTIVITY AREA:	Health Suite (ES)	
ROOM TYPE:	Storage Closet (ES)	
PROGRAM:	<i>Description</i>	Storage of wheelchairs, crutches, first aid equipment, spare clothing, and supplies.
	<i>Area Required</i>	60 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	
	<i>Floors</i>	
	<i>Doors</i>	Lockable
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Removable clothes hanging rod.
	<i>FF&E (NIC)</i>	Heavy duty adjustable shelving.
COMMENTS:		

ACTIVITY AREA:	Health Suite (PDS)	
ROOM TYPE:	Reception, Waiting, Treatment Area (PDS)	
PROGRAM:	<i>Description</i>	For intake, triage, and waiting. Place for providing medicine, first aid, etc., not requiring level of privacy exam room.
	<i>Area Required</i>	300 sf
	<i>Number of Users</i>	5 nurses
	<i>Adjacencies</i>	Main corridor, public day school classrooms, located centrally in suite, proximity to the Administration Office with visibility to the main corridor and to the main office Directly adjacent to the ES health suite.
ARCHITECTURAL:	<i>Ceiling</i>	Dimmable lighting
	<i>Walls</i>	Standard Office
	<i>Floors</i>	VCT
	<i>Doors</i>	Standard Office
	<i>Windows</i>	1 to hall, 1 to private offices, all with privacy shades.
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Standard Office
	<i>Audio/Visual</i>	Wall mounted monitor for digital signage.
	<i>Telecom/Data</i>	Standard Office (5 workstations)
	<i>Electrical</i>	5 workstations, maximize electrical outlets throughout the room.
	<i>HVAC</i>	Must meet ASHRAE and CDC health suite COVID-19 recommendations.
	<i>Plumbing</i>	Sink area. Eye wash system on faucet.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	4'x4' tackboard. Dry erase board, 4'x4', wall mounted.
	<i>Casework</i>	Reception desk/Countertop with workspace for 5 nurses.
	<i>FF&E (NIC)</i>	Bookcases with display materials, pamphlets, forms, etc. Table/chairs for waiting, refrigerator with ice maker and water dispenser.
COMMENTS:	Centralized workstation for all 5 nurses positioned to easily supervise and access all areas of the suite.	
	Provide easy emergency ambulance access.	

ACTIVITY AREA:	Health Suite (PDS)	
ROOM TYPE:	Office (PDS)	
PROGRAM:	<i>Description</i>	Where nurse can perform administrative functions (record keeping, reports, etc.), and can meet privately with students, parents, etc.
	<i>Area Required</i>	400 sf
	<i>Number of Users</i>	Workspace for 5 nurses
	<i>Adjacencies</i>	Provides good visual access to the rest of the health suite.
ARCHITECTURAL:	<i>Ceiling</i>	Standard Office
	<i>Walls</i>	Standard Office
	<i>Floors</i>	VCT
	<i>Doors</i>	Standard Office
	<i>Windows</i>	Window to main area of health suite. Visual access to rest of suite with shades for privacy.
	<i>Acoustics</i>	Special attention should be paid for privacy.
SYSTEMS:	<i>Lighting</i>	Dimmable lighting
	<i>Audio/Visual</i>	Standard Office
	<i>Telecom/Data</i>	Standard Office (5 workstations)
	<i>Electrical</i>	Standard Office (5 workstations)
	<i>HVAC</i>	Must meet ASHRAE and CDC health suite COVID-19 recommendations.
	<i>Plumbing</i>	Hand washing sink, soap, and paper towel dispensers.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Bulletin board, whiteboard
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	5 Desk, bookcase, records horizontal file draw (4 drawer lockable), round meeting table.
COMMENTS:	A portion of this space should be set up to accommodate printer / copy machine / scan.	
	Coat Closet	

ACTIVITY AREA:	Health Suite (PDS)	
ROOM TYPE:	Exam Room (PDS)	
PROGRAM:	<i>Description</i>	A place for medical exams, screenings, student changing.
	<i>Area Required</i>	250 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Provides good visual access to the rest of the health suite.
ARCHITECTURAL:	<i>Ceiling</i>	Dimmable lighting
	<i>Walls</i>	Standard Office
	<i>Floors</i>	VCT
	<i>Doors</i>	Dutch door to main corridor from one office
	<i>Windows</i>	Window to main area of health suite. Visual access to rest of suite with shades for privacy.
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Standard Office
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	Standard Office
	<i>Electrical</i>	Standard Office
	<i>HVAC</i>	Must meet ASHRAE and CDC health suite COVID-19 recommendations.
	<i>Plumbing</i>	Sink with foot pedal operation with ADA access.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Bulletin board, whiteboard
	<i>Casework</i>	Wall cabinets, base cabinets with countertop, locking cabinet(s) for medicine storage.
	<i>FF&E (NIC)</i>	Hydraulic lift exam table, small table for testing, space for Hoyer lift, chairs. Hoyer Lift.
COMMENTS:	Area to meet privately with guardians.	

ACTIVITY AREA:	Health Suite (PDS)	
ROOM TYPE:	Cot Area (PDS)	
PROGRAM:	<i>Description</i>	Resting area for students waiting for parent pick up, Place providing treatment etc., not requiring level of privacy exam room offers.
	<i>Area Required</i>	300 sf
	<i>Number of Users</i>	3 students
	<i>Adjacencies</i>	Reception, treatment areas, bathrooms
ARCHITECTURAL:	<i>Ceiling</i>	Standard Office
	<i>Walls</i>	Standard Office
	<i>Floors</i>	VCT
	<i>Doors</i>	
	<i>Windows</i>	No Windows
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Lit by wall-mounted dimmable lights on separate switches. Ability to turn off or dim lights over cot area without darkening the rest of the space.
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	Data drops located adjacent to each cot / reclining chair location.
	<i>Electrical</i>	Duplex electric per cot / reclining chair location.
	<i>HVAC</i>	Must meet ASHRAE and CDC health suite COVID-19 recommendations.
	<i>Plumbing</i>	
	<i>Specialty</i>	Privacy curtains separating each cot and the rooms from main treatment area.
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Counter space with wall lockable cabinets for supplies.
	<i>FF&E (NIC)</i>	Cots with drawers underneath, reclining chairs, and end tables.
COMMENTS:	Ability to easily navigate with walkers and wheelchairs.	
	Multiple size cots and recliners to serve student ages 3-21.	
	Ability for nurse to maintain visual supervision while in other areas of nursing suite.	

ACTIVITY AREA:	Health Suite (PDS)	
ROOM TYPE:	Bathroom with Shower (PDS)	
PROGRAM:	<i>Description</i>	ADA accessible toilet room with wheelchair accessible shower
	<i>Area Required</i>	160 sq. ft.
	<i>Number of Users</i>	1
	<i>Adjacencies</i>	Reception, treatment area, and cot area.
ARCHITECTURAL:	<i>Ceiling</i>	Standard Office
	<i>Walls</i>	Tile walls (4 feet high)
	<i>Floors</i>	Tile
	<i>Doors</i>	Standard lockable door
	<i>Windows</i>	None
	<i>Acoustics</i>	LEED
SYSTEMS:	<i>Lighting</i>	Overhead light with wall switch.
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	Exhaust fan on separate electrical switch to operate per code.
	<i>Plumbing</i>	Provide manual faucets and flush valves (no sensor operated function at sinks or toilets), ADA shower.
	<i>Specialty</i>	Evaluate shower accessibility options such as chair or lift systems. Changing station.
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Storage cabinet, cabinet below sink, mirror above sink.
	<i>FF&E (NIC)</i>	Paper towel, soap, and toilet paper dispensers, feminine napkin disposal.
COMMENTS:	Must be ADA compliant.	

ACTIVITY AREA:	Health Suite (PDS)	
ROOM TYPE:	Bathroom (PDS)	
PROGRAM:	<i>Description</i>	ADA accessible toilet room.
	<i>Area Required</i>	100 sq. ft.
	<i>Number of Users</i>	1
	<i>Adjacencies</i>	Reception, treatment area, and cot area
ARCHITECTURAL:	<i>Ceiling</i>	Standard Office
	<i>Walls</i>	Tile walls (4 feet high)
	<i>Floors</i>	Tile
	<i>Doors</i>	Standard lockable door
	<i>Windows</i>	None
	<i>Acoustics</i>	LEED
SYSTEMS:	<i>Lighting</i>	Overhead light with wall switch.
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	Exhaust fan on separate electrical switch to operate per code.
	<i>Plumbing</i>	Provide manual faucets and flush valves (no sensor operated function at sinks or toilets).
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Storage cabinet, cabinet below sink, mirror above sink.
	<i>FF&E (NIC)</i>	Paper towel, soap, and toilet paper dispensers, feminine napkin disposal.
COMMENTS:	Must be ADA compliant.	

ACTIVITY AREA:	Health Suite (PDS)	
ROOM TYPE:	Medicine room (PDS)	
PROGRAM:	<i>Description</i>	Storage and preparation of medication.
	<i>Area Required</i>	100 sf
	<i>Number of Users</i>	5 nurses
	<i>Adjacencies</i>	
ARCHITECTURAL:	<i>Ceiling</i>	Standard Office
	<i>Walls</i>	Standard Office
	<i>Floors</i>	VCT
	<i>Doors</i>	Lockable
	<i>Windows</i>	To nurse suite
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Standard Office
	<i>Audio/Visual</i>	Standard Office
	<i>Telecom/Data</i>	
	<i>Electrical</i>	Standard Office; refrigerator
	<i>HVAC</i>	
	<i>Plumbing</i>	Refrigerator with ice maker and water dispenser.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Medication cart garage, counter for medication prep.
	<i>FF&E (NIC)</i>	Case work above and on both sides of garage medication carts, refrigerator with ice maker in freezer not door.
COMMENTS:		

ACTIVITY AREA:	Health Suite (PDS)	
ROOM TYPE:	Feeding Tube Prep Area (PDS)	
PROGRAM:	<i>Description</i>	This area is used to prepare feeding tubes
	<i>Area Required</i>	150 sf
	<i>Number of Users</i>	5 nurses
	<i>Adjacencies</i>	
ARCHITECTURAL:	<i>Ceiling</i>	Standard Office
	<i>Walls</i>	Standard Office
	<i>Floors</i>	VCT
	<i>Doors</i>	
	<i>Windows</i>	To nurse suite
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Standard Office
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	
	<i>Plumbing</i>	Large sink with hot and cold water, dishwasher, icemaker in refrigerator.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Countertop and storage cabinets for supplies.
	<i>FF&E (NIC)</i>	Refrigerator for food storage with ice maker inside freezer not the door, dishwasher.
COMMENTS:	This area should be out of the general student traffic flow.	
	Easy hallway access.	
	Storage cabinet designed for drying.	

SPEECH OFFICES

OVERVIEW:

Speech Language Pathologists provide speech and/or language services to students as required by Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP) goals. They help children with language and communication issues. They may work with kids one-on-one or in small groups, or they may co-teach lessons with the classroom teacher.

DESIGN CONSIDERATIONS:

The following specific requirements should be applied to the spaces included in this section:

- Provide natural light to offices if possible.

SUMMARY OF SPACES REQUIRED:

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	Total Area (Sq. Ft.)
Speech Office (GE) / Therapy space (ES)	2	350	700	
Speech Office (PDS)	1	600	600	
Speech Storage (PDS)	1	300	300	
Speech Therapy (PDS Primary)	2	200	400	
Speech Therapy (PDS Middle)	1	200	200	
Speech Therapy (PDS High)	1	200	200	
			Total	2,400

ACTIVITY AREA:	Speech	
ROOM TYPE:	Elementary School Speech Office / Therapy Room	
PROGRAM:	<i>Description</i>	The office area should accommodate enough room for individual and group speech therapy services.
	<i>Area Required</i>	350 sf (Includes 50 sf of storage)
	<i>Number of Users</i>	1 therapist, up to 6 students
	<i>Adjacencies</i>	Location near the classrooms on the elementary school side; one office near grades 3-5, one office near grades K – 2 preferably closest to preschool regional programs.
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	VCT
	<i>Doors</i>	Vision panel required
	<i>Windows</i>	Standard office
	<i>Acoustics</i>	Special attention should be paid to acoustics to ensure confidentiality.
SYSTEMS:	<i>Lighting</i>	Ability to dim lights
	<i>Audio/Visual</i>	Standard office; Interactive panel display
	<i>Telecom/Data</i>	Standard office; Multiple drops
	<i>Electrical</i>	Standard office; Maximize electrical outlets
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	Sink for hand washing and cleaning toys
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Bulletin board and white dry erase board
	<i>Casework</i>	Built-in cabinets that lock to secure testing materials.
	<i>FF&E (NIC)</i>	Office workstation, at least 1 lateral locking file cabinet, 1-2 moveable bookshelf per room, table and six chairs (K-2 office – smaller table/chairs for 4 yrs. – 7 yrs. Students and 3-5 office – medium table/chairs sized for 8 yrs-10 yrs. students), lockable storage/wardrobe.
COMMENTS:	Include a 50-sf storage closet.	

ACTIVITY AREA:	Speech	
ROOM TYPE:	Public Day School Speech Office	
PROGRAM:	<i>Description</i>	The office area for speech pathology specialist
	<i>Area Required</i>	600 sf
	<i>Number of Users</i>	6 workstations
	<i>Adjacencies</i>	Ideally near OT/PT and related services. Directly connected to Speech Storage room (PDS)
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	Standard office
	<i>Doors</i>	Vision panel required
	<i>Windows</i>	Standard office
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	Standard office
	<i>Telecom/Data</i>	Standard office; 6 workstations
	<i>Electrical</i>	Standard office: Maximize outlets/power at all 6 workstations for charging multiple devices, downloading/updating apps, digital testing transfers to laptops.
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	Adult height sink for hand washing.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Bulletin board, white dry erase board.
	<i>Casework</i>	Built in cabinets to secure testing materials.
	<i>FF&E (NIC)</i>	6 Office workstation, at least 2 lateral locking file cabinet, lockable storage for 6 individuals.
COMMENTS:		

ACTIVITY AREA:	Speech	
ROOM TYPE:	Public Day School Primary Grade School Therapy Room	
PROGRAM:	<i>Description</i>	Speech Therapy Space for youngest PDS students (Ages 3-10)
	<i>Area Required</i>	200 sf
	<i>Number of Users</i>	3 students and 2 adults
	<i>Adjacencies</i>	Location near the preprimary, and primary classrooms
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	VCT (see comment below)
	<i>Doors</i>	Vision panel required
	<i>Windows</i>	Standard office
	<i>Acoustics</i>	Special attention should be paid to acoustics to ensure confidentiality.
SYSTEMS:	<i>Lighting</i>	Ability to dim lights
	<i>Audio/Visual</i>	Standard office; Interactive panel display
	<i>Telecom/Data</i>	Standard office
	<i>Electrical</i>	Standard office, Ability to charge two large devices at the same time.
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	Sink for hand washing and cleaning toys
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Bulletin board, white dry erase board.
	<i>Casework</i>	Built in storage cabinets.
	<i>FF&E (NIC)</i>	Comfortable flexible seating and electric/adjustable table to accommodate smaller students or students in a wheelchair for services.
COMMENTS:	Provide padded floor area over VCT for students to sit on.	

ACTIVITY AREA:	Speech	
ROOM TYPE:	Public Day School Middle Grade School Therapy Room	
PROGRAM:	<i>Description</i>	Speech Therapy Space for PDS students (Ages 11-14)
	<i>Area Required</i>	200 sf
	<i>Number of Users</i>	6 students and up to 3 adults
	<i>Adjacencies</i>	Location near the middle grade classrooms
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	VCT
	<i>Doors</i>	Vision panel required
	<i>Windows</i>	Standard office
	<i>Acoustics</i>	Special attention should be paid to acoustics to ensure confidentiality.
SYSTEMS:	<i>Lighting</i>	Ability to dim lights
	<i>Audio/Visual</i>	Standard office; Interactive panel display
	<i>Telecom/Data</i>	Standard office
	<i>Electrical</i>	Standard office, ability to charge two large devices at the same time.
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	Sink for hand washing and cleaning toys.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Bulletin board, white dry erase board.
	<i>Casework</i>	Built in storage cabinets.
	<i>FF&E (NIC)</i>	Long table with 6 chairs (sized for 11-14 yo); table should be electric/adjustable height to accommodate students with adapted seating systems. Flexible furnishings.
COMMENTS:		

ACTIVITY AREA:	Speech	
ROOM TYPE:	Public Day School High Grade School Therapy Room	
PROGRAM:	<i>Description</i>	Speech Therapy Space for PDS students (Ages 15 - 21)
	<i>Area Required</i>	200 sf
	<i>Number of Users</i>	9 adults
	<i>Adjacencies</i>	Location near the high school classrooms
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	VCT
	<i>Doors</i>	Vision panel required
	<i>Windows</i>	Standard office
	<i>Acoustics</i>	Special attention should be paid to acoustics to ensure confidentiality
SYSTEMS:	<i>Lighting</i>	Ability to dim lights
	<i>Audio/Visual</i>	Standard office; Interactive panel display
	<i>Telecom/Data</i>	Standard office
	<i>Electrical</i>	Standard office, Ability to charge two large devices at the same time.
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	Sink for hand washing and cleaning toys.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Bulletin board, white dry erase board.
	<i>Casework</i>	Built in storage cabinets.
	<i>FF&E (NIC)</i>	Large table with 6 chairs; flexible furnishings.
COMMENTS:		

AREA:	Speech	
ROOM TYPE:	Public Day School Speech Storage	
PROGRAM:	<i>Description</i>	Storage for 485 augmented communication devices, assessment materials, and general speech therapy materials and tools.
	<i>Area Required</i>	300 sf
	<i>Number of Users</i>	2
	<i>Adjacencies</i>	PDS Speech Office
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	
	<i>Floors</i>	VCT
	<i>Doors</i>	
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	Provide charging capabilities. This area has a high demand for power sources for charging multiple devices at a given time.
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Open heavy-duty shelving
	<i>FF&E (NIC)</i>	Clear storage bins, 4 file cabinets
COMMENTS:		

OCCUPATIONAL AND PHYSICAL THERAPY

OVERVIEW:

Occupational and Physical Therapy are services provided to students as determined by Individual Education Program (IEP) goals and Individualized Family Service Plan (IFSP) goals.

Occupational therapy (OT) is a treatment that helps students with an injury, disability, illness, or chronic pain find purpose and independence in their lives. This therapy typically includes developing or regaining the necessary skills for everyday tasks, activities, and routines.

Physical Therapy helps students with disabilities overcome their physical challenges to achieve their educational goals. Improved strength, balance, coordination, and/or mobility help students to thrive in their education.

The specifications for these spaces were developed to serve Public Day School students with severe and profound disabilities and provide occupational therapy to students in the Elementary School Regional Early Learner Program.

DESIGN CONSIDERATIONS:

The following specific requirements should be applied to the spaces included in this section:

- Provide natural light to offices if possible.

SUMMARY OF SPACES REQUIRED:

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	Total Area (Sq. Ft.)
OT Activity Room (PDS)	1	600	600	
OT Office (PDS)	1	400	400	
OT Storage (PDS)	1	200	200	
OT Activity Room (ES)	1	250	250	
PT Activity Room (PDS)	1	1,500	1,500	
PT Office (PDS)	1	400	400	
PT Storage (PDS)	1	1,000	1,000	
			Total	4,350

ACTIVITY AREA:	Occupational Therapy	
ROOM TYPE:	Occupational Therapy Activity Room	
PROGRAM:	<i>Description</i>	Workspace to provide occupational therapy to students as determined by Individual Education Program (IEP) goals and Individualized Family Service Plan (IFSP) goals.
	<i>Area Required</i>	600 sf
	<i>Number of Users</i>	4 Adults and 5 Students
	<i>Adjacencies</i>	Harford Academy classrooms, occupational therapy office, near adult restroom, life skills, career and vocational room, vision suite, storage Room.
ARCHITECTURAL:	<i>Ceiling</i>	Standard Classroom
	<i>Walls</i>	Standard Classroom
	<i>Floors</i>	Standard Classroom
	<i>Doors</i>	Standard Classroom
	<i>Windows</i>	No preference / windows require blackout shades
	<i>Acoustics</i>	Acoustical treatment to prevent noise travel.
SYSTEMS:	<i>Lighting</i>	Ability to dim lights. Look into the ability to darken a specific workstation at a given time.
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	Maximize outlets in each workstation and throughout the room.
	<i>HVAC</i>	
	<i>Plumbing</i>	Sink
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Magnetic learning wall with whiteboard for drawing on vertical space.
	<i>Casework</i>	Cabinets below and above sink area, counter and drainboard.
	<i>FF&E (NIC)</i>	3 Individual workstations visually divided with flexible mobile walls, large enough for student, nurse, and therapist. Adjustable height tables (look at power options), flexible transition between wheelchair use access and seating for multiple age students; provide storage in each workstation. Area for floor exercises with matting, Cart to transport materials from storage closet. Parking for cart storage closet.
COMMENTS:		
ACTIVITY AREA:	Occupational Therapy	

ROOM TYPE:			Storage Room
PROGRAM:			
	<i>Description</i>	Storage for Occupational Therapy materials.	
	<i>Area Required</i>	200 sf	
	<i>Number of Users</i>		
	<i>Adjacencies</i>	Direct access to Occupational Therapy Room	
ARCHITECTURAL:			
	<i>Ceiling</i>		
	<i>Walls</i>		
	<i>Floors</i>	VCT	
	<i>Doors</i>	Lockable	
	<i>Windows</i>		
	<i>Acoustics</i>		
SYSTEMS:			
	<i>Lighting</i>		
	<i>Audio/Visual</i>		
	<i>Telecom/Data</i>		
	<i>Electrical</i>		
	<i>HVAC</i>	Storage shall be climate controlled.	
	<i>Plumbing</i>		
	<i>Specialty</i>		
EQUIPMENT:			
	<i>Display</i>		
	<i>Casework</i>	Open heavy-duty shelving	
	<i>FF&E (NIC)</i>	Storage bins	
COMMENTS:			

ACTIVITY AREA:	Occupational Therapy	
ROOM TYPE:	Office	
PROGRAM:	<i>Description</i>	Office for Occupational Therapists
	<i>Area Required</i>	400 sf
	<i>Number of Users</i>	3 workstations
	<i>Adjacencies</i>	Public Day School classrooms, occupational therapy activity room, adult restroom, life skills and career and vocational, Vision Suite.
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	VCT
	<i>Doors</i>	Vision panel required
	<i>Windows</i>	Vision panel to therapy activity room
	<i>Acoustics</i>	Special attention should be paid to acoustics to ensure confidentiality.
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	Standard office
	<i>Telecom/Data</i>	Standard office, 3 workstations
	<i>Electrical</i>	Standard office, electric along counter
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Bulletin board, white dry erase board.
	<i>Casework</i>	Lockable storage/wardrobe, counter with storage above and below, lockable file cabinet for student files,
	<i>FF&E (NIC)</i>	Office workstations with chairs for 3 cubical surrounds for each desk. 3 locking file cabinets, bookshelves, and one round table with 4 chairs.
COMMENTS:		

ACTIVITY AREA:	Occupational Therapy	
ROOM TYPE:	Occupational Therapy (OT) Workroom Elementary School	
PROGRAM:	<i>Description</i>	Office and workspace to provide occupational therapy to students as determined by Individual Education Program (IEP) goals and Individualized Family Service Plan (IFSP) goals.
	<i>Area Required</i>	250 sf
	<i>Number of Users</i>	1 workstation, 3 students
	<i>Adjacencies</i>	Located near the regional Early Intervention program classrooms.
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	VCT
	<i>Doors</i>	Vision panel required
	<i>Windows</i>	Standard office
	<i>Acoustics</i>	Special attention should be paid to acoustics to ensure confidentiality.
SYSTEMS:	<i>Lighting</i>	Ability to dim lights
	<i>Audio/Visual</i>	Standard office
	<i>Telecom/Data</i>	Standard office
	<i>Electrical</i>	Standard office
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Bulletin board, White dry erase board, magnetic teaching board.
	<i>Casework</i>	Lockable storage/wardrobe.
	<i>FF&E (NIC)</i>	Office workstation with file drawer, lockable file cabinet for student files, bookshelf, kidney shape table, and 4 chairs, tall storage cabinet, rolling cart, flex seating.
COMMENTS:		

ACTIVITY AREA:	Physical Therapy	
ROOM TYPE:	Physical Therapy Activity Room	
PROGRAM:	<i>Description</i>	Workspace to provide physical therapy to students as determined by Individual Education Program (IEP) goals and Individualized Family Service Plan (IFSP) goals.
	<i>Area Required</i>	1,500 sf
	<i>Number of Users</i>	4 Adults and 4 Students
	<i>Adjacencies</i>	Direct access to the courtyard with double doors access (no metal bar in between). PT Office space, Adaptive Physical Education.
ARCHITECTURAL:	<i>Ceiling</i>	High ceiling height for ceiling lift system
	<i>Walls</i>	2 parallel hand bars at different heights along wall with mirror
	<i>Floors</i>	VCT
	<i>Doors</i>	Vision panel required – Double entrance door (with no metal bar in between)
	<i>Windows</i>	Two-way mirror window to Therapist office space.
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Ability to dim lights
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	Maximize outlets. Provide additional outlets for high low mats and other equipment used for Physical therapy.
	<i>HVAC</i>	
	<i>Plumbing</i>	Adult height sink for hand washing.
	<i>Specialty</i>	Ceiling lift with <u>double</u> line track (such as Goldman Hoyer Tracking lift) one on each ½ of the room – maximize mobility for therapy sessions.
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Standard training steps (double sided 4 x 6" and 6 x 4" with top platform), bus steps, and 3 mat areas, high low mats (6ft x 10ft each). Coordinate with PE Fit Lab Treadmill Special Order with split track system and speeds accessible slower than <1mph.
COMMENTS:	Look at including a motorized assist door with push button handicap opener. This will be used for therapy purposes.	

ACTIVITY AREA:	Physical Therapy	
ROOM TYPE:	Office	
PROGRAM:	<i>Description</i>	Office for Therapists
	<i>Area Required</i>	400 sf
	<i>Number of Users</i>	6 workstations
	<i>Adjacencies</i>	Therapy Activity Room, Quiet office / (phone room) / private space for conversations, Near Adult restroom, ideally near storage but not a must.
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	VCT
	<i>Doors</i>	Vision panel required
	<i>Windows</i>	Two-way mirrored window to therapy activity room.
	<i>Acoustics</i>	Special attention should be paid to acoustics to ensure confidentiality.
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	Standard office PA to activity room
	<i>Telecom/Data</i>	Standard office
	<i>Electrical</i>	Standard office
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Lockable storage/wardrobe
	<i>FF&E (NIC)</i>	Office workstations with chairs for 6, 1 locking file cabinet, bookshelves.
COMMENTS:		

ACTIVITY AREA:	Physical Therapy	
ROOM TYPE:	Storage Room	
PROGRAM:	<i>Description</i>	Climate controlled storage for Physical Therapy equipment and student equipment such as standers, walkers, wheelchairs. Currently house equipment for entire county. Harford Academy students are the main users.
	<i>Area Required</i>	1,000 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Ideally near a loading dock, as it is an equipment hub for all County schools. Preferred near Physical Therapy Activity Room, Storage, and office.
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	
	<i>Floors</i>	VCT
	<i>Doors</i>	Lockable – Double doors, without metal bar in between.
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	Storage shall be climate controlled.
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Movable heavy-duty shelving, clear storage bins.
COMMENTS:		

RELATED SERVICES

OVERVIEW:

Vision and Assistive Technology are two services HCPS provides to students. The current Harford academy building houses these programs which support all HCPS students. It is located in the same facility at the Public Day School due to the high concentration of students requiring these services.

DESIGN CONSIDERATIONS:

The following specific requirements should be applied to the spaces included in this section:

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SUMMARY OF SPACES REQUIRED:

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	Total Area (Sq. Ft.)
Vision Treatment room	1	250	250	
Vision Storage	1	150	150	
Vision Office	1	400	400	
Assistive Technology Workroom	1	600	600	
Assistive Technology Office	1	450	450	
Assistive Technology Conference	1	250	250	
Phone room	1	80	80	
			Total	2,180

ACTIVITY AREA:	Related Services	
ROOM TYPE:	Vision Treatment Room	
PROGRAM:	<i>Description</i>	
	<i>Area Required</i>	250 sf
	<i>Number of Users</i>	2 Adults and 1 Students
	<i>Adjacencies</i>	
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	Black
	<i>Floors</i>	VCT
	<i>Doors</i>	Vision panel required
	<i>Windows</i>	No Windows
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Ability to dim lights
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	Overhead electrical reel for task lighting.
	<i>HVAC</i>	
	<i>Plumbing</i>	Sink
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Storage cabinet for equipment and materials.
	<i>FF&E (NIC)</i>	
COMMENTS:		

ACTIVITY AREA:	Related Services	
ROOM TYPE:	Vision Storage	
PROGRAM:	<i>Description</i>	Storage of vision materials and equipment
	<i>Area Required</i>	150 sf
	<i>Number of Users</i>	2 Adults
	<i>Adjacencies</i>	
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	
	<i>Floors</i>	
	<i>Doors</i>	
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Ability to dim lights
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	Provide area for cart storage
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Heavy duty open shelving
	<i>FF&E (NIC)</i>	Storage bins, cart for transporting vision materials to vision treatment room.
COMMENTS:		

ACTIVITY AREA:	Related Services	
ROOM TYPE:	Vision Office	
PROGRAM:	<i>Description</i>	Workstation for 6
	<i>Area Required</i>	400 sf
	<i>Number of Users</i>	6 Adults
	<i>Adjacencies</i>	Vision Storage, Assistive technology
ARCHITECTURAL:	<i>Ceiling</i>	Standard Office
	<i>Walls</i>	Standard Office
	<i>Floors</i>	Standard Office
	<i>Doors</i>	Standard Office
	<i>Windows</i>	Standard Office
	<i>Acoustics</i>	Standard Office
SYSTEMS:	<i>Lighting</i>	Standard Office
	<i>Audio/Visual</i>	Standard Office
	<i>Telecom/Data</i>	Standard Office; 6 workstations
	<i>Electrical</i>	Standard Office; 6 workstations
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	6 Desk/workstations with lockable storage
COMMENTS:		

ACTIVITY AREA:	Related Services	
ROOM TYPE:	Assistive Technology Workroom	
PROGRAM:	<i>Description</i>	Area to store, work with, and maintain assistive technology.
	<i>Area Required</i>	600 sf
	<i>Number of Users</i>	8 Adults
	<i>Adjacencies</i>	
ARCHITECTURAL:	<i>Ceiling</i>	Standard Classroom
	<i>Walls</i>	Standard Classroom
	<i>Floors</i>	VCT
	<i>Doors</i>	Vision panel required
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Standard classroom
	<i>Audio/Visual</i>	Standard Classroom
	<i>Telecom/Data</i>	Multiple data drop for multiple devices.
	<i>Electrical</i>	Charging area for minimum of 12 devices charging at a time.
	<i>HVAC</i>	
	<i>Plumbing</i>	Handwashing sink
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Lockable storage, upper and lower cabinets with countertop with multiple electrical outlets for charging devices. Hand washing sink.
	<i>FF&E (NIC)</i>	Workbench and seating.
COMMENTS:	Provide space for storage of assistive technology throughout the workroom.	

ACTIVITY AREA:	Related Services	
ROOM TYPE:	Assistive Technology Office	
PROGRAM:	<i>Description</i>	Shared office space for assistive technology staff.
	<i>Area Required</i>	450 sf
	<i>Number of Users</i>	8 Adults
	<i>Adjacencies</i>	
ARCHITECTURAL:	<i>Ceiling</i>	Standard Office
	<i>Walls</i>	Standard Office
	<i>Floors</i>	VCT
	<i>Doors</i>	Vision panel required
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Standard Office
	<i>Audio/Visual</i>	Standard Office
	<i>Telecom/Data</i>	Standard Office / 8 workstations
	<i>Electrical</i>	Standard Office / 8 Workstations
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	8 desk/workstation, lockable storage for 8.
COMMENTS:		

ACTIVITY AREA:	Related Services	
ROOM TYPE:	Assistive Technology Conference Space	
PROGRAM:	<i>Description</i>	For conference with staff, parents, etc.
	<i>Area Required</i>	250 sf
	<i>Number of Users</i>	8 Adults
	<i>Adjacencies</i>	Vision and Assistive Technology
ARCHITECTURAL:	<i>Ceiling</i>	Standard Office
	<i>Walls</i>	Standard Office
	<i>Floors</i>	Carpet
	<i>Doors</i>	Vision panel required
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Standard Office
	<i>Audio/Visual</i>	Interactive panel
	<i>Telecom/Data</i>	Two data in floor box, VoIP phone will reside on conference table. CAT 6 point to point cable between floor box and high location (cable and jack color is black). Data for Interactive Panel.
	<i>Electrical</i>	Duplex electric outlet in floor box. Ensure floor box specified can accept low voltage keystone termination connections.
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Networked interactive panel. 4' x 8' whiteboard.
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Conference table with seating for 8 people at table.
COMMENTS:		

ACTIVITY AREA:	Related Services	
ROOM TYPE:	Phone room	
PROGRAM:	<i>Description</i>	Space for staff to make private phone calls or join meetings without disrupting others in the shared office space.
	<i>Area Required</i>	80 sf
	<i>Number of Users</i>	1 Adults
	<i>Adjacencies</i>	Within Related Services Suite
ARCHITECTURAL:	<i>Ceiling</i>	Standard Office
	<i>Walls</i>	Standard Office
	<i>Floors</i>	VCT
	<i>Doors</i>	Vision panel required
	<i>Windows</i>	None
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Standard Office
	<i>Audio/Visual</i>	Standard Office
	<i>Telecom/Data</i>	Standard Office
	<i>Electrical</i>	Standard Office
	<i>HVAC</i>	Standard Office
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Small desk and chair
COMMENTS:		

PUBLIC DAY SCHOOL CLASSROOMS

OVERVIEW:

The classrooms serve as the primary instructional space for students ages three to twenty-one with severe and profound disabilities. Each student has unique needs and abilities which need to be addressed in the classroom. It is essential to maximize flexibility in the design of the learning environment to allow adaptations to meet individual students' needs and abilities. Classroom acoustics, easy wayfinding, and connection to outdoor spaces should be considered with each decision. Due to the sensory differences of students, the spaces shall consider reactions to sensory elements. Safety and security are crucial throughout the school; however, attention should be paid to quick evacuation routes for spaces with multiple students with significant mobility limitations.

Instructional space must be planned as quiet areas of the school. The electrical systems, regarding adequate power and the number of electrical outlets, need to be sufficient for the instructional program, especially considering developing technologies. Storage for daily student needs such as coats, lunches, medical equipment, and book bags, as well as long-term needs, including change of clothes and extra equipment, should be addressed in the classroom. There needs to be provisions for the storage of textbooks, teaching supplies, manipulative devices, charts and bulletin board materials and other equipment.

DESIGN CONSIDERATIONS:

The following specific requirements should be applied to the spaces included in this section:

SUMMARY OF SPACES REQUIRED:

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	Total Area (Sq. Ft.)
Elementary STRIVE	1	1,160	1,160	
Secondary STRIVE	2	1,160	2,320	
Preprimary	3	1,160	3,480	
Elementary	5	1,160	5,800	
Middle	7	1,160	8,120	
High	7	1,160	8,120	
Sensory Room	2	400	800	

Total	29,800
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ACTIVITY AREA:	Public Day School Classrooms	
ROOM TYPE:	Elementary STRIVE	
PROGRAM:	<i>Description</i>	Classroom for elementary school students with autism
	<i>Area Required</i>	Classroom 1,000 sf + 160 sf toilet room
	<i>Number of Users</i>	5 staff & up to 6 students
	<i>Adjacencies</i>	Near other STRIVE classrooms and sensory room.
ARCHITECTURAL:	<i>Ceiling</i>	Standard Classroom
	<i>Walls</i>	Standard Classroom
	<i>Floors</i>	Standard Classroom
	<i>Doors</i>	Standard Classroom/ with Exterior doors
	<i>Windows</i>	Standard Classroom, provide the ability to completely darken room with manual roller shades.
	<i>Acoustics</i>	Attention to avoiding HVAC noise
SYSTEMS:	<i>Lighting</i>	Standard Classroom / Dimmable
	<i>Audio/Visual</i>	Standard Classroom with the ability to adjust height and tilt of interactive panel.
	<i>Telecom/Data</i>	Standard Classroom
	<i>Electrical</i>	Standard Classroom, four overhead drop-down power cord reels distributed evenly above student workspaces around the classrooms. Mini refrigerator.
	<i>HVAC</i>	Standard Classroom: Classroom bathrooms shall have high-capacity exhaust fan.
	<i>Plumbing</i>	160 Sq ft ADA Bathroom with sink. Sink in all classrooms.
	<i>Specialty</i>	Ceiling mounted lift system for changing table.
EQUIPMENT:	<i>Display</i>	Maximize use of magnetic whiteboards throughout the room. Provide bulletin board space. Provide multiple levels of tack strip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive Panel on teaching wall.
	<i>Casework</i>	A teacher's wardrobe is required, bookshelves, base, and wall cabinets with countertop childproof lock / access, at least one full wall cabinet. Evaluate storage door options to provide ability to display work and instructional materials, poster storage to balance with open flexible space for moveable furniture and arrangements. 10 Storage spaces for student coats, backpack, and lunch located with student mailbox, all at student accessible height. Look at options for doors / privacy curtain to minimize the visual distraction while in class. Maximize storage in the bathroom.
	<i>FF&E (NIC)</i>	1 teacher desk and chair, 5 paraeducator chairs and area to place personal belongings, work area for paraeducators to make materials. Rug for front of room near interactive panel, 6 cube chairs, 6 rectangular tables (48"x24") with adjustable legs with 6 student rocker chairs, 1 horseshoe shaped table with 6 student rocker chairs, mobile wall dividers. 6 wide three drawer bin system. Furniture with shelves that hold clear bins. Individual

		ask light to plug into ceiling plug for students with visual impairment.
ACTIVITY AREA:	Public Day School Classrooms	
ROOM TYPE:	Secondary STRIVE	
PROGRAM:	<i>Description</i>	Classroom for middle & high school students with autism
	<i>Area Required</i>	Classroom 1,000 sf + 160 sf toilet room
	<i>Number of Users</i>	5 staff & up to 6 students
	<i>Adjacencies</i>	Near other STRIVE classrooms and sensory room.
ARCHITECTURAL:	<i>Ceiling</i>	Standard Classroom
	<i>Walls</i>	Standard Classroom
	<i>Floors</i>	Standard Classroom
	<i>Doors</i>	Standard Classroom/ with Exterior doors
	<i>Windows</i>	Standard Classroom, provide the ability to completely darken room with manual roller shades.
	<i>Acoustics</i>	Attention to avoiding HVAC noise
SYSTEMS:	<i>Lighting</i>	Standard Classroom / Dimmable
	<i>Audio/Visual</i>	Standard Classroom with the ability to adjust height and tilt of interactive panel.
	<i>Telecom/Data</i>	Standard Classroom
	<i>Electrical</i>	Standard Classroom, four overhead drop-down power cord reels distributed evenly above student workspaces around the classrooms.
	<i>HVAC</i>	Be mindful of HVAC sound; Classroom bathrooms shall have high-capacity exhaust fan.
	<i>Plumbing</i>	160 Sq ft ADA Bathroom (see comments), sink in all classrooms.
	<i>Specialty</i>	Lift system for changing table
EQUIPMENT:	<i>Display</i>	Maximize use of magnetic whiteboards throughout the room. Provide bulletin board space. Provide multiple levels of tack strip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive Panel on teaching wall.
	<i>Casework</i>	A teacher's wardrobe is required, bookshelves, base, and wall cabinets with countertop childproof lock / access, at least one full wall cabinet. Poster storage to balance with open flexible space for moveable furniture and arrangements. 10 storage spaces for student coat, backpack, and lunch with student mailbox, all at student accessible height. Look at options for doors / privacy curtain to minimize the visual distraction while in class. Maximize storage in the bathroom.
	<i>FF&E (NIC)</i>	1 teacher desk and chair, 5 paraeducator chairs and area to place personal belongings, work area for paraeducators to make materials. 6 rectangular tables (48"x24") with adjustable legs with 6 student rocker chairs, 6 student desks with attached seats, 1 horseshoe shaped table with 6 student rocker chairs. 6 mobile wall dividers, 6 wide three drawer bin system. Furniture with shelves that hold clear bins. Individual Task light to plug into ceiling plug for students with visual impairment.

COMMENTS:	Provide an additional changing station outside of the bathroom with curtains and an exhaust fan.	
ACTIVITY AREA:	Public Day School Classrooms	
ROOM TYPE:	Pre-Primary – including a toilet	
PROGRAM:	<i>Description</i>	Pre-Primary classroom
	<i>Area Required</i>	Classroom 1,000 sf + 160 sf toilet room
	<i>Number of Users</i>	3-4 staff & 7 students
	<i>Adjacencies</i>	Near other primary classrooms. Access to age-appropriate playground, close to bus drop off and pickup.
ARCHITECTURAL:	<i>Ceiling</i>	Standard Classroom
	<i>Walls</i>	Standard Classroom
	<i>Floors</i>	Standard Classroom
	<i>Doors</i>	Standard Classroom/ with Exterior doors
	<i>Windows</i>	Maximize natural light, ability to completely darken room with Manual Roller Shades.
	<i>Acoustics</i>	Standard Classroom
SYSTEMS:	<i>Lighting</i>	Standard Classroom / Dimmable
	<i>Audio/Visual</i>	Standard Classroom with the ability to adjust height and tilt of interactive panel.
	Standard Classroom	Standard Classroom
	<i>Electrical</i>	Standard Classroom
	<i>HVAC</i>	Be mindful of HVAC sound; classroom bathrooms shall have high-capacity exhaust fan.
	<i>Plumbing</i>	160 Sq ft ADA Bathroom (see comments) Sink in all classrooms.
	<i>Specialty</i>	Ceiling-mounted Hoyer Lift for changing table.
EQUIPMENT:	<i>Display</i>	Maximize use of magnetic whiteboards throughout the room. Provide bulletin board space. Provide multiple levels of tack strip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive panel on teaching wall.
	<i>Casework</i>	Teacher wardrobe required, bookshelves, base and wall cabinets with countertop, poster storage to balance with open flexible space for moveable furniture and arrangements. Tall storage cabinet. 10 Storage spaces for student coat, backpack, and lunch with student mailbox, at student accessible height. Sink and casework in classroom.
	<i>FF&E (NIC)</i>	1 teacher desk and chair, 5 paraeducator chairs and area to place personal belongings, work area for paraeducators to make materials. 7 rectangular tables (48"x24") with adjustable legs with 7 student rocker chairs, 7 student desks with attached seats, 1 horseshoe shaped table with 7 student rocker chairs. Area rug for students to gather. In the bathroom, provide an age-appropriate changing bench with steps and storage for materials. Privacy curtain around toilet and changing table. Individual task light to plug into ceiling plug for students with visual impairment.

COMMENTS:	Must have ADA bathrooms designed for independent use by Pre-kindergarten students.	
ACTIVITY AREA:	Public Day School Classrooms	
ROOM TYPE:	Elementary	
PROGRAM:	<i>Description</i>	Classroom for elementary students
	<i>Area Required</i>	Classroom 1,000 sf + 160 sf toilet room
	<i>Number of Users</i>	5 staff & up to 6 students
	<i>Adjacencies</i>	Grade level classrooms, specials, and cafeteria
ARCHITECTURAL:	<i>Ceiling</i>	Refer to HCPS Design Standards for acoustical ceiling specs.
	<i>Walls</i>	Standard Classroom
	<i>Floors</i>	Standard Classroom
	<i>Doors</i>	Standard Classroom/ with Exterior doors
	<i>Windows</i>	Maximize natural light, ability to completely darken room with Manual Roller Shades (Not Blinds).
	<i>Acoustics</i>	Attention to avoiding HVAC noise
SYSTEMS:	<i>Lighting</i>	Standard Classroom / Dimmable
	<i>Audio/Visual</i>	Standard Classroom with the ability to adjust height and tilt of interactive panel.
	<i>Telecom/Data</i>	Standard Classroom
	<i>Electrical</i>	Standard Classroom
	<i>HVAC</i>	Be mindful of HVAC sound; Classroom bathrooms shall have high-capacity exhaust fan.
	<i>Plumbing</i>	160 Sq ft ADA Bathroom (see comments). Sink in all classrooms.
	<i>Specialty</i>	Lift system for changing table
EQUIPMENT:	<i>Display</i>	Maximize use of magnetic whiteboards throughout the room. Provide bulletin board space. Provide multiple levels of tack strip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive Panel on teaching wall.
	<i>Casework</i>	Teacher wardrobe required, bookshelves, base and wall cabinets with countertop, poster storage to balance with open flexible space for moveable furniture and arrangements. Tall storage cabinet. 10 Storage spaces for student coat, backpack, and lunch with student mailbox, all at student accessible height.
	<i>FF&E (NIC)</i>	1 teacher desk and chair, 5 paraeducator chairs and area to place personal belongings, work area for paraeducators to make materials. Rug for front of room near interactive panel, 6 cube chairs, 6 rectangular tables (48"x24") with adjustable legs with 6 student rocker chairs, 1 horseshoe shaped table with 6 student rocker chairs, mobile wall dividers. 6 wide three drawer bin system. Furniture with shelves that hold clear bins. Individual overhead light to plug into ceiling plug for students with visual impairment.
COMMENTS:	Must have ADA bathrooms designed for independent use and area for changing students.	

	Provide one elementary classroom for most medically fragile students with flexible track ceiling mounted lift for mobility in classroom. Location shall take special consideration for emergency evacuations.	
ACTIVITY AREA:	Public Day School Classrooms	
ROOM TYPE:	Middle	
PROGRAM:	<i>Description</i>	Classroom for middle school students
	<i>Area Required</i>	Classroom 1,000 sf + 160 sf toilet room
	<i>Number of Users</i>	5 staff & up to 6 students
	<i>Adjacencies</i>	Grade level classrooms, Flexibility to be easily converted to High school classroom if needed.
ARCHITECTURAL:	<i>Ceiling</i>	Refer to HCPS Design Standards for acoustical ceiling specs.
	<i>Walls</i>	Standard Classroom
	<i>Floors</i>	Standard Classroom
	<i>Doors</i>	Standard Classroom/ with Exterior doors
	<i>Windows</i>	Maximize natural light, ability to completely darken room with Manual Roller Shades (Not Blinds).
	<i>Acoustics</i>	Attention to avoiding HVAC noise
SYSTEMS:	<i>Lighting</i>	Standard Classroom / Dimmable
	<i>Audio/Visual</i>	Standard Classroom with the ability to adjust height and tilt of interactive panel.
	<i>Telecom/Data</i>	Standard Classroom
	<i>Electrical</i>	Standard Classroom
	<i>HVAC</i>	Be mindful of HVAC sound; Classroom bathrooms shall have high-capacity exhaust fan.
	<i>Plumbing</i>	160 Sq ft ADA Bathroom (see comments). Sink in all classrooms.
	<i>Specialty</i>	Lift system for changing table.
EQUIPMENT:	<i>Display</i>	Maximize use of magnetic whiteboards throughout the room. Provide bulletin board space. Provide multiple levels of tack strip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive Panel on teaching wall.
	<i>Casework</i>	Teacher wardrobe required, bookshelves, base and wall cabinets with countertop, poster storage to balance with open flexible space for moveable furniture and arrangements. Tall storage cabinet. 10 Storage spaces for student coat, backpack, and lunch with student mailbox, all at student accessible height.
	<i>FF&E (NIC)</i>	1 teacher desk and chair, 5 paraeducator chairs and area to place personal belongings, work area for paraeducators to make materials. 6 rectangular tables (48"x24") with adjustable legs with 6 student rocker chairs, 6 student desks with attached seats, 1 horseshoe shaped table with 6 student rocker chairs. Individual task light to plug into ceiling plug for students with visual impairment.
COMMENTS:	Must have ADA bathrooms designed for independent use and area for changing students.	

	Provide one middle school classroom for most medically fragile students with flexible track ceiling mounted lift for mobility in classroom. Location shall take special consideration for emergency evacuations.
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ACTIVITY AREA:	Public Day School Classrooms	
ROOM TYPE:	High	
PROGRAM:	<i>Description</i>	Classroom for high school students
	<i>Area Required</i>	Classroom 1,000 sf + 160 sf toilet room
	<i>Number of Users</i>	5 staff & up to 10 students
	<i>Adjacencies</i>	Grade level classrooms, Flexibility to be easily converted to Middle school classroom if needed.
ARCHITECTURAL:	<i>Ceiling</i>	Refer to HCPS Design Standards for acoustical ceiling specs.
	<i>Walls</i>	Standard Classroom
	<i>Floors</i>	Standard Classroom
	<i>Doors</i>	Standard Classroom/ with Exterior doors
	<i>Windows</i>	Maximize natural light, ability to completely darken room with Manual Roller Shades (Not Blinds).
	<i>Acoustics</i>	Attention to avoiding HVAC noise
SYSTEMS:	<i>Lighting</i>	Standard Classroom / Dimmable
	<i>Audio/Visual</i>	Standard Classroom with the ability to adjust height and tilt of interactive panel.
	<i>Telecom/Data</i>	Standard Classroom
	<i>Electrical</i>	Standard Classroom, electric for a microwave.
	<i>HVAC</i>	Be mindful of HVAC sound; classroom bathrooms shall have high-capacity exhaust fan.
	<i>Plumbing</i>	160 Sq ft ADA Bathroom (see comments). Sink in all classrooms.
	<i>Specialty</i>	Lift system for changing table.
EQUIPMENT:	<i>Display</i>	Maximize use of magnetic whiteboards throughout the room. Provide bulletin board space. Provide multiple levels of tack strip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive Panel on teaching wall.
	<i>Casework</i>	Teacher wardrobe required, bookshelves, base and wall cabinets with countertop, poster storage to balance with open flexible space for moveable furniture and arrangements. Tall storage cabinet. 10 Storage spaces for student coat, backpack, and lunch with student mailbox, all at student accessible height. Space for a microwave.
	<i>FF&E (NIC)</i>	1 teacher desk and chair, 5 paraeducator desk, chairs, and area to place personal belongings, work area for paraeducators to make materials. 6 rectangular tables (48"x24") with adjustable legs with 6 student rocker chairs, 6 student desks with attached seats. Individual task light to plug into ceiling plug for students with visual impairment.
COMMENTS:	Must have ADA bathrooms designed for independent use and area for changing students.	
	Provide one high School classroom for most medically fragile students with flexible track ceiling mounted lift for mobility in classroom. Shall be in optimal location for emergency evacuations. Include full size refrigerator in this room.	

ACTIVITY AREA:	Public Day School Classrooms	
ROOM TYPE:	Sensory	
PROGRAM:	<i>Description</i>	A therapeutic space with a variety of equipment that provides students with special needs with personalized sensory input—helps these children calm and focus themselves so they can be better prepared for learning and interacting with others.
	<i>Area Required</i>	400 sf
	<i>Number of Users</i>	2 Staff and 2 students
	<i>Adjacencies</i>	Centrally located; one near elementary & middle classroom wings, one near High school classroom wing.
ARCHITECTURAL:	<i>Ceiling</i>	Standard classroom ceilings per HCPS design guidelines.
	<i>Walls</i>	Standard classroom: padding on walls where equipment requires.
	<i>Floors</i>	VCT; Padding on top of VCT where equipment requires.
	<i>Doors</i>	Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside.
	<i>Windows</i>	Standard classroom
	<i>Acoustics</i>	Located in a part of the school that is away from noises and distractions.
SYSTEMS:	<i>Lighting</i>	Ability to dim lights.
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	High outlet for projector. Standard electrical outlets around the room.
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Bulletin board, white dry erase board.
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Age-appropriate sensory room equipment
COMMENTS:	All finishes should be provided with student safety in mind and be abuse resistant.	

INDEPENDENT LIVING

OVERVIEW:

Independent living classrooms space to provide students experience with a variety of skills needed for independence, such as cooking, health and safety, homecare, and communication.

DESIGN CONSIDERATIONS:

The following specific requirements should be applied to the spaces included in this section:

• Spaces should be easily accessible to student services where testing and IEP conferences are held
• Spaces should be easily accessible to instructional areas
• Spaces should be easily accessible to Career and Vocational Areas

SUMMARY OF SPACES REQUIRED:

Room / Space	Number Each	Size (each)	Subtotal	Total
Life Skills Classrooms	1	1,200	1,200	
Unisex Bathroom	1	100	100	
High School Cooking classroom	1	1,000	1,000	
				2,300

ACTIVITY AREA:	Independent living	
ROOM TYPE:	Life Skills Classroom	
PROGRAM:	Description	Self-contained non-diploma track students' learning classroom.
	Area Required	1,200 sf
	Number of Users	10 students and 4 adults
	Adjacencies	bathroom (bathroom to be immediately inside or next to the classroom with residential shower/tub combo and diapering station, Vocational Room.
ARCHITECTURAL:	Ceiling	Standard classroom
	Walls	Standard classroom
	Floors	Standard classroom. Living area with area rug.
	Doors	Standard classroom
	Windows	Standard classroom
	Acoustics	Standard classroom
SYSTEMS:	Lighting	Standard classroom
	Audio/Visual	Standard classroom (in space like a TV, phone under tv)
	Telecom/Data	Standard classroom
	Electrical	Induction Stove with convection oven, refrigerator, washer, dryer, and microwave set up for daily living skill building.
	HVAC	Exhaust at kitchen area.
	Plumbing	Sink for student use in food preparations (one higher and one lower sink) /bathroom plumbing for toilet and residential style combination shower/tub.
	Specialty	One area of far corner with carpet on floor and a soft couch or chair/the bathroom to have a changing table.
EQUIPMENT:	Display	Standard classroom
	Casework	Kitchen area off to side in room with kitchen style countertops and storage area; long table for serving other part of classroom, standard cabinets, and counters.
	FF&E (NIC)	Soft furniture, stove, refrigerator, small washer, and dryer (front load), dishwasher microwave, long table on kitchen side, ALL EQUIPMENT MUST BE ADA. Dining table (half table half booth), back seat of car. Bed, dresser, wardrobe hanging space (low and high), and shelves. Pantry. Clothes folding table that folds away into wall. Standard table height. Cookware for induction cooktop stove.
COMMENTS:	Functional life tools are needed to teach students the functional life skills included in their individualized educational program.	

ACTIVITY AREA:	Independent Living	
ROOM TYPE:	Life Skills Bathroom	
PROGRAM:	Description	Residential style bathroom for students to practice daily self-care activities
	Area Required	100 Sf
	Number of Users	2
	Adjacencies	Life Skills classroom
ARCHITECTURAL:	Ceiling	
	Walls	
	Floors	Tile
	Doors	
	Windows	
	Acoustics	
SYSTEMS:	Lighting	
	Audio/Visual	
	Telecom/Data	
	Electrical	
	HVAC	Exhaust fan
	Plumbing	Residential style tub, toilet, sink
	Specialty	
EQUIPMENT:	Display	
	Casework	
	FF&E (NIC)	
COMMENTS:		

ACTIVITY AREA:	Independent Living	
ROOM TYPE:	High School Kitchen	
PROGRAM:	Description	Used for instruction in basic food preparation techniques, and safety to prepare students for independent living.
	Area Required	1,000 sf
	Number of Users	6-10 students and 3 adults (2 student work stations 1 Demo)
	Adjacencies	Located near the High School Classrooms
ARCHITECTURAL:	Ceiling	Washable acoustical ceiling tile
	Walls	Washable, non-porous
	Floors	VCT, light color
	Doors	Standard foods lab
	Windows	Operable, with screens
	Acoustics	Standard foods lab
SYSTEMS:	Lighting	Optimize natural light
	Audio/Visual	Demo area with cameras over prep area not cooking Standard classroom, plus CCTV system for instructor demonstrations.
	Telecom/Data	Standard classroom
	Electrical	Minimum (2) 110V duplexes per kitchen station, emergency shut-off by door.
	HVAC	Venting for food odors
	Plumbing	Hot and cold water in each cooking station and demonstration table.
	Specialty	Induction cooktop
EQUIPMENT:	Display	30 linear feet of dry erase board
	Casework	Tall Pantry, cooking appliances, behind demo station, table for students to sit at in front of DEMP station, two student workstations with sink, (GFI quad at each station).A lot of countertop space and multiple microwaves. One residential refrigerator. Appliance storage. Wall and base cabinets, drawers with solid wood cores, washable laminate; locking teacher wardrobe; 60 lf of bookshelves for storage of cookbooks.
	FF&E (NIC)	Teacher desk and chair, docking station in demo area, large stainless work table, dishwasher-safe cookware for induction cooktop stove.
COMMENTS:	Provide 2 student food preparation areas along perimeter; one wheelchair height, one standard. Each station equipped with double bowl stainless steel sink, with hot and cold water, sprayer and touchless faucet; two burner stove with exhaust vented to outside; 36" work surface with power	

	over backsplash and drawers and base cabinets below; soap and paper towel dispenser.
	Teacher demonstration area to be located perpendicular to, or opposite from teaching wall (not in front of). Area to include: 10' long demonstration table. Undercounter to include cabinets and drawers; small reach-in refrigerator; and gas oven; stainless steel top on demonstration table, with two burner induction stove, sink with touchless faucet, a rolling locking refrigerator should be adjacent. Provide CCTV with PTZ features and monitors to allow student observation of teacher demonstrations.
	Instruction space for minimum 10 students at stainless steel tables. Standard classroom technology, communications and display requirements apply.
	Visual access to entire room is critical.
	Provide wardrobe racks and hooks for hanging aprons and lab coats.

ELEMENTARY SCHOOL CLASSROOM

OVERVIEW:

The classrooms serve as the primary instructional space for the students in grades Pre-K, K, and 1-5. For this reason, instructional space must be planned as quiet areas of the school. The electrical systems, regarding adequate power and the number of electrical outlets, need to be sufficient for the instructional program, especially considering developing technologies. Storage of student coats, lunches, and book bags need to be addressed in a daily space management area. There needs to be provisions for the storage of textbooks, teaching supplies, math manipulative devices, charts and bulletin board materials and other equipment.

The organizational design and construction of this school must accommodate planning, cooperative teaching, remediation, flexible grouping and regrouping of children, parent volunteer services, and diversified staff utilization. Provisions must be made for whole group instruction, small group instruction, and individual instruction.

DESIGN CONSIDERATIONS:

The following specific requirements should be applied to the spaces included in this section:

• Provide natural light to classrooms.
• Provide a cluster arrangement of classroom teaching spaces to segregate Primary and Intermediate grade levels to allow for age conformity, teacher collaboration, and security.
• Every classroom should have some operable windows that open and close.
• Attention should be made to student age with regards to height of fixtures and casework.

SUMMARY OF SPACES REQUIRED:

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	Total Area (Sq. Ft.)
Pre-K – including a toilet	2	1,000	2,000	
Kindergarten– including a toilet	4	1,000	4,000	
Primary Grades 1-2 - including Toilet	8	850	6,800	
Intermediate Grades 3-5	12	850	10,200	
Small Group Pullout	7	600	4,200	
			Total	26,200

ACTIVITY AREA:	Elementary School Classroom	
ROOM TYPE:	Kindergarten Classroom	
PROGRAM:	<i>Description</i>	Kindergarten classroom with bathroom
	<i>Area Required</i>	1,000 sf
	<i>Number of Users</i>	1 staff & up to 25 students
	<i>Adjacencies</i>	Near other Pre-K and K classrooms. Access to age-appropriate playground, close to bus loop and special areas.
ARCHITECTURAL:	<i>Ceiling</i>	Refer to HCPS Design Standards for acoustical ceiling specs.
	<i>Walls</i>	CMU preferred
	<i>Floors</i>	VCT
	<i>Doors</i>	Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside.
	<i>Windows</i>	Maximize natural light, Manual Roller Shades (Not Blinds)
	<i>Acoustics</i>	Attention to avoiding HVAC noise.
SYSTEMS:	<i>Lighting</i>	Standard classroom
	<i>Audio/Visual</i>	Standard classroom
	<i>Telecom/Data</i>	Standard classroom
	<i>Electrical</i>	Standard classroom; Maximize electrical outlets throughout the room.
	<i>HVAC</i>	Be mindful of HVAC sound.
	<i>Plumbing</i>	50 Sq ft ADA Bathroom (see comments) with handwashing sink, soap and paper towel dispenser. Sink in the classroom.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Maximize use of magnetic whiteboards throughout the room. Provide bulletin board space. Provide multiple levels of tack strip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive Panel on teaching wall.
	<i>Casework</i>	Teacher wardrobe required, bookshelves, base, and wall cabinets (above and below) with countertop, poster storage to balance with open flexible space for movable furniture and arrangements. Tall storage cabinet. Storage for student coat, backpack, and lunch with student mailbox, all at student accessible height.
	<i>FF&E (NIC)</i>	Teacher desk with chair, student seating for 25 around rectangular tables (4-6 students at each table). U shaped table for small group. Carpet area for students to gather. Maximize space for Educational Play Station Centers (6)
COMMENTS:	Must have ADA bathrooms designed for independent use by students.	
	Rug area for students to sit in a group.	
	Provide space for laptop charging station.	

ACTIVITY AREA:	Elementary School Classroom	
ROOM TYPE:	Primary Classroom Grade 1 & 2	
PROGRAM:	<i>Description</i>	Primary Classroom Grade 1 & 2 with bathroom
	<i>Area Required</i>	850 sf
	<i>Number of Users</i>	1 staff & Up to 25 students
	<i>Adjacencies</i>	Near other grade level classrooms. Access to age-appropriate playground.
ARCHITECTURAL:	<i>Ceiling</i>	Standard classroom
	<i>Walls</i>	Standard classroom
	<i>Floors</i>	Standard classroom
	<i>Doors</i>	Standard classroom
	<i>Windows</i>	Standard classroom
	<i>Acoustics</i>	Standard classroom
SYSTEMS:	<i>Lighting</i>	Standard classroom
	<i>Audio/Visual</i>	Standard classroom
	<i>Telecom/Data</i>	Standard classroom
	<i>Electrical</i>	Standard classroom, Maximize electric outlets
	<i>HVAC</i>	Be mindful of HVAC sound
	<i>Plumbing</i>	50 Sq ft ADA Bathroom with Sink (paper towel holder)
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Maximize use of magnetic whiteboards throughout the room. Provide bulletin board space. Provide multiple levels of tack strip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive Panel on teaching wall.
	<i>Casework</i>	Teacher wardrobe required, bookshelves, base and wall cabinets with countertop, poster storage to balance with open flexible space for moveable furniture and arrangements. Tall storage cabinet. Storage for student coat, backpack, and lunch with student mailbox, all at student accessible height.
	<i>FF&E (NIC)</i>	Teacher desk with chair, student seating desk for 25, lightweight and flexible for movement, U shaped table, rectangle table.
COMMENTS:	Must have ADA bathrooms.	
	Provide space for laptop charging station.	

ACTIVITY AREA:	Elementary School Classroom	
ROOM TYPE:	Intermediate Classroom Grades 3 - 5	
PROGRAM:	<i>Description</i>	Intermediate Classroom Grade 3 - 5
	<i>Area Required</i>	850 sf
	<i>Number of Users</i>	1 staff & Up to 30 students
	<i>Adjacencies</i>	Near other grade level classrooms. Access to age-appropriate playground.
ARCHITECTURAL:	<i>Ceiling</i>	Standard classroom
	<i>Walls</i>	Standard classroom
	<i>Floors</i>	Standard classroom
	<i>Doors</i>	Standard classroom
	<i>Windows</i>	Standard classroom
	<i>Acoustics</i>	Standard classroom
SYSTEMS:	<i>Lighting</i>	Standard classroom
	<i>Audio/Visual</i>	Standard classroom
	<i>Telecom/Data</i>	Standard classroom
	<i>Electrical</i>	Standard classroom, Maximize electric outlets
	<i>HVAC</i>	Be mindful of HVAC sound
	<i>Plumbing</i>	Sink in classroom soap and paper towel dispenser.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Maximize use of magnetic whiteboards throughout the room. Provide bulletin board space. Provide multiple levels of tack strip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive Panel on teaching wall.
	<i>Casework</i>	Teacher wardrobe required, bookshelves, base and wall cabinets with countertop, poster storage to balance with open flexible space for moveable furniture and arrangements. Storage for student coat, backpack, and lunch with student mailbox, all at student accessible height.
	<i>FF&E (NIC)</i>	Teacher desk with chair, student seating and desk for 30, lightweight and flexible for movement, different options for students. U shaped table, rectangle table Book shelves for reading area
COMMENTS:	Provide space for laptop charging station	
	Reading area	

ACTIVITY AREA:	Elementary School Classroom	
ROOM TYPE:	Small group special education pullout spaces	
PROGRAM:	<i>Description</i>	This space is for pull out and small group sessions.
	<i>Area Required</i>	600 sf
	<i>Number of Users</i>	2 staff & up to 15 students
	<i>Adjacencies</i>	One space should be near each grade level group of classes
ARCHITECTURAL:	<i>Ceiling</i>	Standard classroom
	<i>Walls</i>	Standard classroom
	<i>Floors</i>	Standard classroom
	<i>Doors</i>	Standard classroom
	<i>Windows</i>	Standard classroom
	<i>Acoustics</i>	Standard classroom
SYSTEMS:	<i>Lighting</i>	Standard classroom
	<i>Audio/Visual</i>	Standard classroom
	<i>Telecom/Data</i>	Standard classroom
	<i>Electrical</i>	Standard classroom, Maximize electric outlets
	<i>HVAC</i>	Be mindful of HVAC sound
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Bulletin board, white dry erase board.
	<i>Casework</i>	Lockable built-in cabinets. Lockable storage/wardrobe.
	<i>FF&E (NIC)</i>	2 office workstations, bookshelf, table, and U-shaped table and six chairs; 15 student desks.
COMMENTS:	Space should be flexible to allow multiple small groups at a time.	

ELEMENTARY ACADEMIC SUPPORT

OVERVIEW:

Educational specialist spaces are utilized by teachers concentrated in specific areas such as reading, math, and enrichment. Teachers using these spaces help to identify students requiring additional supports. They work one-on-one with students who are having difficulty or in small groups.

DESIGN CONSIDERATIONS:

The following specific requirements should be applied to the spaces included in this section:

• Flexibility for multiple uses.
• Areas used for small groups and standard class sizes.
• Spaces must be child centered and constructed in a manner that supports the learning and needs of the student.

SUMMARY OF SPACES REQUIRED:

Room / Space	Number Each	Size (sf. each)	Subtotal (sf.)	Total (Sf.)
Enrichment	1	850	850	
Reading Resource	2	740	1,480	
Reading storage	1	200	200	
Math Resource	1	600	600	
			Total	3,130

ACTIVITY AREA:	SPECIALIST AREA	
ROOM TYPE:	Enrichment room	
PROGRAM:	<i>Description</i>	Students are provided the opportunity to explore topics, research methods, media, and resources that may not be offered in the regular instructional program. Some groups are as large as 30 students and some as small as an individual working on a special project. Having the capability to involve students in the use of various media is a prime consideration.
	<i>Area Required</i>	850 sf
	<i>Number of Users</i>	1 staff & Up to 30 students
	<i>Adjacencies</i>	Located in the intermediate area in proximity with the math and reading rooms.
ARCHITECTURAL:	<i>Ceiling</i>	Refer to HCPS Design Standards for acoustical ceiling specs.
	<i>Walls</i>	CMU preferred
	<i>Floors</i>	VCT
	<i>Doors</i>	Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside.
	<i>Windows</i>	Maximize natural light, Manual Roller Shades (Not Blinds).
	<i>Acoustics</i>	Attention to avoiding HVAC noise.
SYSTEMS:	<i>Lighting</i>	Dual zoned/switched lighting with ceiling mounted occupancy sensors.
	<i>Audio/Visual</i>	Networked interactive display.
	<i>Telecom/Data</i>	Standard classroom technology to include: Teacher station (3 data, 1 voice, 1 HDMI) Wireless access point in each classroom Telephone
	<i>Electrical</i>	110V quad next to teacher technology connection, extra power at back of classroom for charging stations, 4 duplexes on teaching wall.
	<i>HVAC</i>	Be mindful of HVAC sound
	<i>Plumbing</i>	Deep sink in room for filling buckets and art projects.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Maximize use of magnetic whiteboards throughout room. Provide multiple levels of tack strip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive Panel on teaching wall.
	<i>Casework</i>	Teacher wardrobe required, Drawers of variable sizes, with at least 4 drawers that will accommodate 24" x 36" charts in casework. Plastic laminate countertops with storage cabinets above and below (50% capable of being locked) for confidential records, special aids, and equipment, the other 50% is open for storage of books.
	<i>FF&E (NIC)</i>	Teacher desk with chair, 2 rectangular tables (6 students at each table). Large shelving storage.
COMMENTS:		

ACTIVITY AREA:	SPECIALIST AREA	
ROOM TYPE:	Reading Resource room	
PROGRAM:	<i>Description</i>	The reading room will have many functions. It has the potential to house the Reach & Launch programs and individually instruct five to eight students daily in a one-on-one capacity. The room will be utilized for testing, individual students, staff development, and remedial reading. The reading specialist's office will be housed in this room where they will conduct record keeping duties for the school reading program.
	<i>Area Required</i>	740 sf
	<i>Number of Users</i>	1 staff & 12 students
	<i>Adjacencies</i>	The rooms will be located one in the intermediate area and one in the primary area. The storage bookroom should be adjacent to primary reading room with hallway and reading room access.
ARCHITECTURAL:	<i>Ceiling</i>	Refer to HCPS Design Standards for acoustical ceiling specs.
	<i>Walls</i>	CMU preferred
	<i>Floors</i>	VCT
	<i>Doors</i>	Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside.
	<i>Windows</i>	Maximize natural light, Manual Roller Shades (Not Blinds).
	<i>Acoustics</i>	Attention to avoiding HVAC noise.
SYSTEMS:	<i>Lighting</i>	Dual zoned/switched lighting with ceiling mounted occupancy sensors.
	<i>Audio/Visual</i>	Networked interactive display.
	<i>Telecom/Data</i>	Standard classroom technology to include: Teacher station (3 data, 1 voice, 1 HDMI) Wireless access point in each classroom Telephone
	<i>Electrical</i>	110V quad next to teacher technology connection, extra power at back of classroom for charging stations, 4 duplexes on teaching wall.
	<i>HVAC</i>	Be mindful of HVAC sound.
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Maximize use of magnetic whiteboards throughout room. Provide multiple levels of tack strip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive Panel on teaching wall.
	<i>Casework</i>	Teacher wardrobe required, adjustable bookshelves along back wall of classroom, 72" in height (maximum) to include: Built-in drawers of various sizes to accommodate 24" x 36" charts and big books, 18" x 24" in size and built-in storage cabinets with adjustable shelves.
	<i>FF&E (NIC)</i>	3 workstations (2 primary teachers) (1 intermediate teacher), 3 U shape tables, 2 rectangular tables (6 students at each table). Small group area.
COMMENTS:		

ACTIVITY AREA:	SPECIALIST AREA	
ROOM TYPE:	Reading Storage	
PROGRAM:	<i>Description</i>	Storage of books for reading program
	<i>Area Required</i>	200 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Corridor and Reading room
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	
	<i>Floors</i>	VCT
	<i>Doors</i>	
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Adjustable shelves, to accommodate trade books and anthologies for the entire school; shelves should be the entire perimeter of the room. Two bookshelves, two feet deep, from floor to ceiling to accommodate big books. Corridor and reading room access.
	<i>FF&E (NIC)</i>	
COMMENTS:		

ACTIVITY AREA:	SPECIALIST AREA	
ROOM TYPE:	Math Resource room	
PROGRAM:	<i>Description</i>	The math specialist will provide small group instruction for students who are struggling with a particular concept or to provide enrichment in mathematics to as much of the school population as possible. The math room will also be used to meet and plan math units with teachers in grades one to five.
	<i>Area Required</i>	600 sf
	<i>Number of Users</i>	1 staff & 20 students
	<i>Adjacencies</i>	The rooms will be located in the intermediate area in close proximity with the math and enrichment rooms. The storage bookroom should be adjacent to both reading rooms with hallway and reading room access.
ARCHITECTURAL:	<i>Ceiling</i>	Refer to HCPS Design Standards for acoustical ceiling specs.
	<i>Walls</i>	CMU preferred
	<i>Floors</i>	VCT
	<i>Doors</i>	Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside.
	<i>Windows</i>	Maximize natural light, Manual Roller Shades (Not Blinds).
	<i>Acoustics</i>	Attention to avoiding HVAC noise.
SYSTEMS:	<i>Lighting</i>	Dual zoned/switched lighting with ceiling mounted occupancy sensors.
	<i>Audio/Visual</i>	Interactive panel
	<i>Telecom/Data</i>	Standard classroom technology to include: Teacher station (3 data, 1 voice, 1 HDMI) Wireless access point in each classroom Telephone
	<i>Electrical</i>	110V quad next to teacher technology connection, extra power at back of classroom for charging stations, 4 duplexes on teaching wall.
	<i>HVAC</i>	Be mindful of HVAC sound.
	<i>Plumbing</i>	Sink
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Maximize use of magnetic whiteboards throughout room. Provide multiple levels of tack strip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive Panel on teaching wall.
	<i>Casework</i>	Teacher wardrobe required, Adjustable bookshelves along back wall of classroom, 72" in height (maximum) to include: Built-in drawers of various sizes to accommodate 24" x 36" charts and big books, 18" x 24" in size and built-in shelving to store math manipulative teaching aids.
	<i>FF&E (NIC)</i>	Teacher desk with chair, 2 rectangular tables (6 students at each table).
COMMENTS:		

REGIONAL EARLY INTERVENTION PROGRAM

OVERVIEW:

This section outlines the school needs to provide special education services. Special education is a collaborative effort involving schools, families and community agencies working together to serve the needs of children requiring specially designed instruction and educational support.

This school also hosts an Early Intervention regional program providing continuum of services to meet the needs of those students with moderate to severe delays in cognition, social interaction, communication, and behavior. The program includes Early Learners, Learning Together, and Co-taught Pre-K.

DESIGN CONSIDERATIONS:

The following specific requirements should be applied to the spaces included in this section:

SUMMARY OF SPACES REQUIRED:

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	Total Area (Sq. Ft.)
Early Intervention: Early Learners classroom	1	1,000	1,000	
Early Intervention: Learning together classroom	1	1,000	1,000	
Regional Program Workroom (Para space)	1	400	400	
Sensory	2	400	800	
			Total	3,200

ACTIVITY AREA:	Regional Early Intervention Program	
ROOM TYPE:	Early Learners Classroom	
PROGRAM:	<i>Description</i>	The Early Learner Program is a self-contained program for 3- and 4-year-old children with significant developmental delays and autism. The class capacity is 5 students with a one-to-one staff to student ratio. The student to staff ratio is required to implement the research-based teaching strategies with efficacy. These specialized teaching strategies include- Applied Behavior Analysis, with a focus on Verbal Behavior, to promote communication and social skill development and reduce or replace maladaptive behaviors.
	<i>Area Required</i>	1000 sf
	<i>Number of Users</i>	5 staff & 5 students
	<i>Adjacencies</i>	Near other Pre-K and K classrooms. Access to age-appropriate playground (must be fenced), close to bus drop off and pickup. Near sensory room. Near occupational therapist & speech. Move to other pod area near bus loop and specials, most important to be grade level for exit to playground and evacuation.
ARCHITECTURAL:	<i>Ceiling</i>	Standard classroom
	<i>Walls</i>	Standard classroom
	<i>Floors</i>	Standard classroom
	<i>Doors</i>	Standard classroom
	<i>Windows</i>	Maximize natural light
	<i>Acoustics</i>	Attention to avoiding HVAC noise.
SYSTEMS:	<i>Lighting</i>	Standard classroom
	<i>Audio/Visual</i>	Standard classroom
	<i>Telecom/Data</i>	Standard classroom
	<i>Electrical</i>	Standard classroom
	<i>HVAC</i>	Be mindful of HVAC sound.
	<i>Plumbing</i>	70 Sq ft ADA Bathroom with sink (see comments). Provide sink in classroom outside of bathroom.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Maximize use of magnetic whiteboards throughout the room. Provide bulletin board space. Provide tack strip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive Panel on teaching wall.
	<i>Casework</i>	Teacher wardrobe required, bookshelves, base and wall cabinets with countertop, poster storage to balance with open flexible space for moveable furniture and arrangements. Provide storage without doors for student coat and backpack with student mailbox, all at student accessible height.
	<i>FF&E (NIC)</i>	Teacher desk with chair, student seating for 7 and 7 adults, lightweight and flexible for movement, large rectangular table, U-shaped Table, 2 file cabinets. Carpet area; in the bathroom, provide age-appropriate changing bench with steps and storage for materials.
COMMENTS:		

ACTIVITY AREA:	Regional Early Intervention Program	
ROOM TYPE:	Learning Together Classroom	
PROGRAM:	<i>Description</i>	The Learning Together Program is a Pre-K class for children with IEPs and without disabilities. In the Learning Together classroom, all the children learn, play, and grow alongside one another. An MSDE approved early childhood curriculum is taught by a preschool, special education teacher.
	<i>Area Required</i>	1000 sf
	<i>Number of Users</i>	3 staff & 15 students
	<i>Adjacencies</i>	Near other Pre-K and K classrooms. Access to age-appropriate playground, close to bus drop off and pickup. Near sensory room. Near occupational therapist.
ARCHITECTURAL:	<i>Ceiling</i>	Refer to HCPS Design Standards for acoustical ceiling specs.
	<i>Walls</i>	CMU preferred
	<i>Floors</i>	VCT
	<i>Doors</i>	Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside. Evaluate child safety door hardware that meets fire code.
	<i>Windows</i>	Maximize natural light.
	<i>Acoustics</i>	Attention to avoiding HVAC noise.
SYSTEMS:	<i>Lighting</i>	Standard classroom
	<i>Audio/Visual</i>	Standard classroom
	<i>Telecom/Data</i>	Standard classroom
	<i>Electrical</i>	Standard classroom
	<i>HVAC</i>	Be mindful of HVAC sound.
	<i>Plumbing</i>	50 Sq ft ADA Bathroom with hand washing sink. Provide sink in the classroom outside of bathroom.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Maximize use of magnetic whiteboards throughout the room. Provide bulletin board space. Provide tack strip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive Panel on teaching wall.
	<i>Casework</i>	Teacher wardrobe required, bookshelves, base and wall cabinets with countertop, poster storage to balance with open flexible space for moveable furniture and arrangements.
	<i>FF&E (NIC)</i>	Teacher desk with chair, student seating for 30, lightweight and flexible for movement, large rectangular table, round table, 2 file cabinets. In the bathroom, provide age-appropriate changing bench with steps and storage for materials. Provide storage without doors for student coat and backpack with student mailbox, all at student accessible height.

ACTIVITY AREA:	Regional Early Intervention Program	
ROOM TYPE:	Regional Program / Pre-K Workroom	
PROGRAM:	<i>Description</i>	The office area should be a workspace for grade level teacher.
	<i>Area Required</i>	400 sf
	<i>Number of Users</i>	4 workstations for paraeducators
	<i>Adjacencies</i>	Located near the grade classroom cluster that it will serve.
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	VCT
	<i>Doors</i>	Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside.
	<i>Windows</i>	Standard office
	<i>Acoustics</i>	Special attention should be paid to acoustics to ensure confidentiality.
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	Standard office, 4 workstations
	<i>Telecom/Data</i>	Multiple drops, 2 Copy/printer machines, (4) Four dual data, one voice, one video outlet with appropriate electrical outlets.
	<i>Electrical</i>	Standard office
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	Adult bathroom
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Bulletin board, white dry erase board.
	<i>Casework</i>	Provide a laminate counter with base cabinets with adjustable shelving and overhead wall cabinets.
	<i>FF&E (NIC)</i>	10 lockable storage units for para educator coat storage.
COMMENTS:	Rooms should accommodate a die cut machine, two copy machines, paper cutter, and a computer workstation.	

ACTIVITY AREA:	Regional Early Intervention Program	
ROOM TYPE:	Sensory	
PROGRAM:	<i>Description</i>	A therapeutic space with a variety of equipment that provides students with special needs with personalized sensory input—helps these children calm and focus themselves so they can be better prepared for learning and interacting with others.
	<i>Area Required</i>	400 sf
	<i>Number of Users</i>	2 Staff and 2 students
	<i>Adjacencies</i>	One shall be located near the regional program classrooms and grades PK - 2; one shall be located near grades 3-5.
ARCHITECTURAL:	<i>Ceiling</i>	Standard classroom ceilings per HCPS design guidelines.
	<i>Walls</i>	Standard classroom: padding on walls where equipment requires.
	<i>Floors</i>	VCT; Padding on top of VCT where equipment requires.
	<i>Doors</i>	Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside.
	<i>Windows</i>	Standard classroom
	<i>Acoustics</i>	Located in a part of the school that is away from noises and distractions.
SYSTEMS:	<i>Lighting</i>	Ability to dim lights.
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	High outlet for projector. Standard electrical outlets around the room.
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Bulletin board, white dry erase board.
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Age-appropriate sensory room equipment.
COMMENTS:	All finishes should be provided with student safety in mind and be abuse resistant.	

MODEL SCHOOL

OVERVIEW:

The model school will allow high school and college students aspiring to become teacher young teachers to train in a live classroom environment. Additionally, will provide space within the school to meet with peers, participate in higher education classes, and work independently. The space will also serve current teachers and educational professional opportunities for professional development and collaboration with peers to discuss educational practices.

DESIGN CONSIDERATIONS:

The following specific requirements should be applied to the spaces included in this section:

• Ability to keep students in model school classroom without access to full school.
• Ability to be accessed after hours.
• Professional environment for high school and college students.
• Provide safe access to area.
• Provide a welcoming atmosphere to visitors participating in activities associated with the model school.
• Provision shall be made for multiple visitors entering and exiting the building at various times throughout the day.
• Allow for opportunities for large and small group collaboration, continuous improvement, and professional development.
• Provide space for visiting high school students, college students, and teaching professionals to observe instruction methods, practice instruction methods, and participate in the teaching spaces.

SUMMARY OF SPACES REQUIRED:

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	Total Area (Sq. Ft.)
Workroom	1	200	200	
Higher Education Partner Office Space	2	150	300	
Lab School Coordinator	1	150	150	
ES Observation	8	200	1,600	
Public Day School Observation	3	200	600	
Model School Welcome/Classroom	1	1200	1200	
Higher Education Storage	1	200	200	
			Total	

- ◆ *Additional Office spaces for the Talent Pathways Lead and Administrative support in the main office.*

ACTIVITY AREA:	Model School	
ROOM TYPE:	Workroom	
PROGRAM:	<i>Description</i>	Workspace for educators to prepare for classes, print and copy. Store supplies.
	<i>Area Required</i>	200
	<i>Number of Users</i>	
	<i>Adjacencies</i>	
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	
	<i>Floors</i>	
	<i>Doors</i>	Lockable
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	Standard office
	<i>Telecom/Data</i>	Standard office; Multiple data drops
	<i>Electrical</i>	Maximize electric
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Base cabinet with laminate countertop and upper cabinet for storage. Book shelves for text books.
	<i>FF&E (NIC)</i>	Table and 4 chairs.
COMMENTS:	Provide area for charging devices.	

ACTIVITY AREA:	Model School	
ROOM TYPE:	Shared office space for college partners	
PROGRAM:	<i>Description</i>	Office space for Higher Education Partners to work or meet and council students.
	<i>Area Required</i>	150
	<i>Number of Users</i>	2
	<i>Adjacencies</i>	Model School Main Classroom, Model School Workroom
ARCHITECTURAL:	<i>Ceiling</i>	Standard Office
	<i>Walls</i>	Standard Office
	<i>Floors</i>	Standard Office
	<i>Doors</i>	Vision Panel
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Standard Office
	<i>Audio/Visual</i>	Standard Office
	<i>Telecom/Data</i>	Standard Office
	<i>Electrical</i>	Standard Office
	<i>HVAC</i>	Standard Office
	<i>Plumbing</i>	None
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Workstations and chairs. Two guest chairs.
COMMENTS:		

ACTIVITY AREA:	Model School	
ROOM TYPE:	Elementary School Observation	
PROGRAM:	<i>Description</i>	Area for high school and college students to observe classroom teaching without disrupting a class. Space to pull a few elementary students and allow observing model school students to practice teaching techniques being applied in the classroom.
	<i>Area Required</i>	200
	<i>Number of Users</i>	
	<i>Adjacencies</i>	
ARCHITECTURAL:	<i>Ceiling</i>	Standard Office
	<i>Walls</i>	Standard Office
	<i>Floors</i>	VCT
	<i>Doors</i>	Vision Panel
	<i>Windows</i>	Two-way mirror window into adjacent classrooms with shades.
	<i>Acoustics</i>	Special attention so sound does not travel from room.
SYSTEMS:	<i>Lighting</i>	Dimmable lighting
	<i>Audio/Visual</i>	Networked interactive display, multiple data drops.
	<i>Telecom/Data</i>	Wireless access point VoIP Telephone
	<i>Electrical</i>	Multiple outlets along the observation windows, 4 duplexes on the wall with interactive panel. Maximize duplex outlets on all walls.
	<i>HVAC</i>	Standard Office
	<i>Plumbing</i>	None
	<i>Specialty</i>	Standard Office
EQUIPMENT:	<i>Display</i>	Whiteboard
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	U shaped table and chairs for small group work. Narrow table and seating in front of observation window. Ability to put seating completely under table.
COMMENTS:	Evaluate technology for listening to sound in the classroom being observed and to communicate with a student teacher in the classroom.	

ACTIVITY AREA:	Model School	
ROOM TYPE:	Public Day School Observation	
PROGRAM:	<i>Description</i>	Area for high school and college students to observe classroom teaching without disrupting a class.
	<i>Area Required</i>	200
	<i>Number of Users</i>	
	<i>Adjacencies</i>	One in the Elementary Wing, one in the middle school wing and one in the high school wing
ARCHITECTURAL:	<i>Ceiling</i>	Standard Office
	<i>Walls</i>	Standard Office
	<i>Floors</i>	VCT
	<i>Doors</i>	Vision Panel
	<i>Windows</i>	Two-way mirror window into adjacent classrooms with shades
	<i>Acoustics</i>	Special attention so sound does not travel from room
SYSTEMS:	<i>Lighting</i>	Dimmable lighting
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	Wireless access point VoIP Telephone
	<i>Electrical</i>	Multiple outlets along the observation windows. 4 duplexes on the wall with interactive panel. Maximize duplex outlets on all walls.
	<i>HVAC</i>	Standard Office
	<i>Plumbing</i>	None
	<i>Specialty</i>	Standard Office
EQUIPMENT:	<i>Display</i>	Whiteboard
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Narrow table and seating in front of observation window. Ability to put seating completely under table.
COMMENTS:		

ACTIVITY AREA:	Model School	
ROOM TYPE:	Welcome Center Classroom	
PROGRAM:	<i>Description</i>	This area will serve as the primary instruction space for high school and college students.
	<i>Area Required</i>	1,200
	<i>Number of Users</i>	35 students 2 teachers
	<i>Adjacencies</i>	Near main entrance, Model School storage and Office Spaces
ARCHITECTURAL:	<i>Ceiling</i>	Standard Classroom
	<i>Walls</i>	Standard Classroom
	<i>Floors</i>	Standard Classroom
	<i>Doors</i>	Standard Classroom
	<i>Windows</i>	Preferred
	<i>Acoustics</i>	Attention to avoiding HVAC noise.
SYSTEMS:	<i>Lighting</i>	Standard Classroom
	<i>Audio/Visual</i>	Standard Classroom
	<i>Telecom/Data</i>	Standard Classroom
	<i>Electrical</i>	Standard Classroom
	<i>HVAC</i>	Standard Classroom
	<i>Plumbing</i>	2 50 Sq ft ADA Bathrooms, bottle filling station.
	<i>Specialty</i>	Provide a folding partition wall to allow the space to be divided into two smaller spaces.
EQUIPMENT:	<i>Display</i>	Maximize use of magnetic whiteboards throughout the room. Provide bulletin board space. Provide tack strip around perimeter of room on walls not covered with casework or windows. Two flag holders. Leave space for interactive panel on teaching wall.
	<i>Casework</i>	Additional bookshelves, base, and wall cabinets with countertops. 6 individual tall locking cabinets for higher education partners to securely store class supplies between classes.
	<i>FF&E (NIC)</i>	Teacher desk with chair, student seating for defined number of users, lightweight and flexible furniture for easy movement.
COMMENTS:	Plan for maximum flexibility.	

ACTIVITY AREA:	Model School	
ROOM TYPE:	Storage	
PROGRAM:	<i>Description</i>	Storage for higher education materials.
	<i>Area Required</i>	200 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	
	<i>Floors</i>	
	<i>Doors</i>	
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Heavy duty shelving around the perimeter of the room.
	<i>FF&E (NIC)</i>	
COMMENTS:		

SPECIAL AREAS

OVERVIEW:

Areas for students to gain hands on experience in multiple vocational and career areas.

DESIGN CONSIDERATIONS:

The following specific requirements should be applied to the spaces included in this section:

- Spaces will be accessed by students of multiple ages, sizes, and abilities.

SUMMARY OF SPACES REQUIRED:

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	Total Area (Sq. Ft.)
Horticulture Lab / Headhouse	1	950	950	
Greenhouse	1	800	800	
Greenhouse Bulk Storage Area	1	100	100	
Technical Education Classroom	1	1,500	1,500	
Technical Education Bulk Storage Area	1	200	200	
Career/Vocational Lab	1	1,200	1,200	
Vocational Lab Storage Area	1	150	150	
Home Economics Room NOT part of life skills	1	1,200	1,200	
Total Area				6,100

ACTIVITY AREA:	Special Areas	
ROOM TYPE:	Horticulture Lab	
PROGRAM:	<i>Description</i>	Used for the purpose of instructing students on life sciences.
	<i>Area Required</i>	950 sq. ft.
	<i>Number of Users</i>	6-10 students, 3 Adults
	<i>Adjacencies</i>	Other Special area labs, high school wing, storage
ARCHITECTURAL:	<i>Ceiling</i>	10 - 12' high, acoustical ceiling tile
	<i>Walls</i>	Standard Classroom
	<i>Floors</i>	Sealed concrete
	<i>Doors</i>	Standard Classroom
	<i>Windows</i>	Standard Classroom
	<i>Acoustics</i>	Standard Classroom
SYSTEMS:	<i>Lighting</i>	Standard Classroom
	<i>Audio/Visual</i>	Standard Classroom
	<i>Telecom/Data</i>	Standard Classroom
	<i>Electrical</i>	Standard Classroom
	<i>HVAC</i>	Standard Classroom
	<i>Plumbing</i>	A primary utility sink should be centrally located on the back wall lab counter. This deep sink should be 18" x 24" with approximately 18" slotted countertops on either side for water drainage. Four (4) standard sinks shall be incorporated in the perimeter with hot and cold-water faucets with rigid gooseneck spigots for student use at lab workstations. Water shut-off near teacher's station. All sinks should have deep seal traps to prevent drying and the escape of sewer gas in to the occupied area.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	20 LF whiteboard
	<i>Casework</i>	Wall-mounted storage cabinets should be mounted over the perimeter lab counters. Cabinets should be 12" deep and 30" high on the wall with a minimum clearance of 18" above the lab counter surface. Access to lab stations must be unrestricted by upper cabinets. Three sides of the room should have perimeter lab counters. There should be 4 large stainless workspaces incorporated in the perimeter that drain into the 4 sinks. Half of the lab counters should be handicap accessible; all workstations shall

		<p>have a 4" backsplash. Storage access under the counter should be lockable with adjustable shelving. Approximately 25-35% of the base cabinets should be drawers. Sufficient lab counter space for 4 lab stations incorporated in the perimeter counters, incorporate drainboards near sink. Each station should have 6" x 12" common sink placed adjacently to each lab station. There should be a stationary demo station at the front of the room that measures 80" wide x 36" high. Windows should be placed so that lower cabinets can be installed beneath the windows with countertop space. All cabinets should be lockable.</p>
	<i>FF&E (NIC)</i>	<p>8- 5' science tables with chemical resistant tops. 15 student/adult chairs 1 teacher desk and chair</p>
COMMENTS:		Provide adequate space and electricity for turtle habitat.
		Tables should be movable to allow group activities in lab settings.
		A dry chemical fire extinguisher should be mounted flush to the wall on a perimeter wall. A freshwater eyewash station should be mounted at the end of one of the lab counters. A fire safety blanket should be mounted flush to the wall near the fire extinguisher.
		There should be an ultraviolet safety goggle sterilizing cabinet (15 goggle capacity) mounted on the perimeter wall. The top of this cabinet should be no higher than 6'.
		Tote tray storage cabinet should be mounted to a wall. Approximate dimensions should be 24" x 48" x 84" (depth x width x height). This cabinet should contain individual slots for a minimum of 28 lab trays 4" x 14" x 20". Trays should be included in the cabinet.
		A lockable wardrobe storage cabinet for 15 student lab coats should be located near the door. The smallest side perimeter wall should have approximately 6' of free wall space (no cabinetry) for storage of machinery.

ACTIVITY AREA:	Special Areas	
ROOM TYPE:	Greenhouse	
PROGRAM:	<i>Description</i>	Teaching space to demonstrate environmental and agricultural sciences.
	<i>Area Required</i>	~ 20' x 40' (800 sq ft)
	<i>Number of Users</i>	10
	<i>Adjacencies</i>	South side of building, adjacent to Horticulture Lab, Outdoor raised beds.
ARCHITECTURAL:	<i>Ceiling</i>	Aluminum greenhouse system w/ high performance glass.
	<i>Walls</i>	Greenhouse system above masonry.
	<i>Floors</i>	Concrete, pitched min. 1:50 toward trench drain.
	<i>Doors</i>	To building and to exterior – double doors in each location for easy materials movement.
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Caged, appropriate for greenhouse environment.
	<i>Audio/Visual</i>	Intercom
	<i>Telecom/Data</i>	
	<i>Electrical</i>	GFCI Convenience outlets throughout.
	<i>HVAC</i>	Continuous evaporative cooling system, heat, ventilation.
	<i>Plumbing</i>	Water, service sink, extra hose bibs located throughout overhead for easy access not across the floor, floor drains, emergency eye wash station.
	<i>Specialty</i>	Plant tables
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Tiered planting carts should be provided for each grade.
COMMENTS:	Design team to evaluate location and type. Connected to school; lean-to style attached to building.	
	Meet all appropriate codes regarding sprinklers, etc.	
	Designed to grow vegetables and flowers including poinsettia.	
	Should be designed like Bel Air High School not Havre de Grace High School.	

ACTIVITY AREA:	Special Areas	
ROOM TYPE:	Bulk Storage Area Greenhouse	
PROGRAM:	<i>Description</i>	Storage of supplies and materials needed for student projects.
	<i>Area Required</i>	100 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Direct access to Greenhouse and Horticulture Lab. Exterior access See comments for a list of materials
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	
	<i>Floors</i>	Sealed concrete
	<i>Doors</i>	
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Heavy duty metal shelving, Storage for long handle equipment, etc.
	<i>FF&E (NIC)</i>	
COMMENTS:	One 4-wheel wheelbarrow – 60in by 35in, three 3-wheel, wheelbarrows – 26in by 58in, 2 metal/wooden post hole diggers, two round handled digging shovels – 4ft, two digging shovels – 5 ft, two long handled digging shovels – 4ft, two gravel rakes, two edging shovels – 3ft, eight small garden shovels, twelve small Garden rakes, four metal handheld shears, a large variety of flowerpots, two spring assist steel auxiliary handle shovels – 44 in, and one weeder- 3ft.	

ACTIVITY AREA:	Special Areas	
ROOM TYPE:	Technical Education Classroom	
PROGRAM:	<i>Description</i>	Lab classrooms space for Harford Academy High school students to learn academic and vocational skills related to woodworking. Skills practiced include planning, drilling, gluing, shaping, finishing and design.
	<i>Area Required</i>	1,500 sf
	<i>Number of Users</i>	6-10 students and 5 adults
	<i>Adjacencies</i>	Bulk storage area, project storage, exterior to carry in supplies, outdoor project space.
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	
	<i>Floors</i>	Sealed concrete
	<i>Doors</i>	Double doors to exterior
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Shop type
	<i>Audio/Visual</i>	Standard classroom: provide weather / dust enclosure to protect interactive panel.
	<i>Telecom/Data</i>	Standard classroom
	<i>Electrical</i>	Retracting quad power reels should be above each of the work tables, emergency shut-off control the entire room. See comments for list of tools used.
	<i>HVAC</i>	Adequate ventilation: finishing space should provide ventilation for fumes.
	<i>Plumbing</i>	Large stainless-steel clean-up sink at the rear of the room.
	<i>Specialty</i>	Provide a portable dust collection system; provide showcase area for projects.
EQUIPMENT:	<i>Display</i>	10 LF marker board with a tackboard next to the whiteboard.
	<i>Casework</i>	1 bookshelf behind the teacher desk, 1 supply cabinet 50" x 22" x 80" (for scissors, rulers, etc.) at the front of the room, safety glasses holder.
	<i>FF&E (NIC)</i>	Lab space should include 5 mobile butcher block work tables with wood worker vices; provide different table heights, 10 Stools (low height).
COMMENTS:	All equipment and work tables should be behind that.	
	Solid double doors into bulk storage area.	
	Provide designated area for finishing projects with adequate ventilation.	
	Provide area for project storage.	
	Provide area for project display at lab and in public areas of the school.	
	Hammers, screwdriver sets, socket set, hand saws, cordless drill (Ryobi), cordless Sawzall (Ryobi), cordless hot glue gun (Ryobi), charging docks 3 (Ryobi), rubber mallet, electric palm sanders, sanding blocks, pliers, vise grips, staple gun, file, portable jigsaw, wrench set, additional socket set, portable circular saw, portable ban saw, pancake compressor, small nail gun, mouse palm sanders (multiple).	

ACTIVITY AREA:	Special Areas	
ROOM TYPE:	Technical Education Bulk Storage Area	
PROGRAM:	<i>Description</i>	Storage of supplies and materials needed for student projects.
	<i>Area Required</i>	200 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Direct access to Technical Education classroom.
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	
	<i>Floors</i>	Sealed concrete
	<i>Doors</i>	Double doors with no windows into both classrooms vision panel.
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	Provide battery charging station for 6 Ryobi tools.
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	1 tool cabinet 60" x 22" x 80", heavy duty metal shelving.
	<i>FF&E (NIC)</i>	Hammers, screwdriver sets, socket set, hand saws, cordless drill (Ryobi), cordless Sawzall (Ryobi), cordless hot glue gun (Ryobi), charging docks 3 (Ryobi), rubber mallet, electric palm sanders, sanding blocks, pliers, vise grips, staple gun, file, portable jigsaw, wrench set, additional socket set, portable circular saw, portable ban saw, pancake compressor, small nail gun, mouse palm sanders (multiple).
COMMENTS:	Provide proper storage for tools listed. Easy access to tool for students.	
	Must be able to have full visual of room from classroom so students can be monitored.	

ACTIVITY AREA:	Special Areas	
ROOM TYPE:	Career/Vocational Lab	
PROGRAM:	<i>Description</i>	Practice skills in a career setting
	<i>Area Required</i>	1,200 sf
	<i>Number of Users</i>	5-10
	<i>Adjacencies</i>	Storage, Life Skills classroom, near supply room/school store kids fill orders and deliver to classrooms.
ARCHITECTURAL:	<i>Ceiling</i>	Standard classroom
	<i>Walls</i>	Standard classroom
	<i>Floors</i>	Standard classroom
	<i>Doors</i>	Standard classroom
	<i>Windows</i>	Standard classroom
	<i>Acoustics</i>	Standard classroom
SYSTEMS:	<i>Lighting</i>	Standard classroom
	<i>Audio/Visual</i>	Standard classroom
	<i>Telecom/Data</i>	Standard classroom
	<i>Electrical</i>	Standard classroom
	<i>HVAC</i>	Standard classroom
	<i>Plumbing</i>	Sink
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	
COMMENTS:	Provide designated areas for simulated mini grocery store, recycle center, coffee cart / bar, assemble based tasks such as build a food item, and sewing area.	
	Maximize storage around the perimeter of the room.	
	Look at possibility to share with outdoor storage equipment.	

ACTIVITY AREA:	Special Areas	
ROOM TYPE:	Workforce Program Storage	
PROGRAM:	<i>Description</i>	Storage of supplies and materials needed for vocational instruction.
	<i>Area Required</i>	150 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Direct access to Vocational Lab.
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	
	<i>Floors</i>	Standard classroom
	<i>Doors</i>	Double doors with vision with no mullion .
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	
COMMENTS:	Provide storage area for materials for 15 vocational work sites. Include hooks one walls.	
	Storage for 2 wagons 36inch x 20 inch	
	Look at possibility to share with outdoor storage equipment.	
	Other items in storage area to include: multiple grabbers for picking up litter, bins for clean and dirty rags or dust mitts, space for long pole duster (1), additional bins for miscellaneous items relating to cleaning-based jobs, bin for additional items for jobsite backpacks (mini first aid kits, hand sanitizer, wipes, gloves, tissues, disposable ponchos, trash bags), and collapsible leaf bags that can hang.	

ACTIVITY AREA:	Special Areas	
ROOM TYPE:	Home Economics Room	
PROGRAM:	<i>Description</i>	Used for instruction in basic food preparation techniques, and safety to prepare students for independent living.
	<i>Area Required</i>	1,200 sf
	<i>Number of Users</i>	6-10 students and 3 adults (2 student work stations 1 Demo)
	<i>Adjacencies</i>	Centrally located on the PDS side for access by all grade levels.
ARCHITECTURAL:	<i>Ceiling</i>	Washable acoustical ceiling tile
	<i>Walls</i>	Washable, non-porous
	<i>Floors</i>	VCT, light color
	<i>Doors</i>	Standard foods lab
	<i>Windows</i>	Operable, with screens
	<i>Acoustics</i>	Standard foods lab
SYSTEMS:	<i>Lighting</i>	Optimize natural light
	<i>Audio/Visual</i>	Demo area with cameras over prep area not cooking. Standard classroom, plus CCTV system for instructor demonstrations. Interactive Panel.
	<i>Telecom/Data</i>	Standard classroom
	<i>Electrical</i>	Minimum (2) 110V duplexes per kitchen station, emergency shut-off by door.
	<i>HVAC</i>	Venting for food odors.
	<i>Plumbing</i>	Hot and cold water in each cooking station and demonstration table.
	<i>Specialty</i>	Induction cooktop.
EQUIPMENT:	<i>Display</i>	30 linear feet dry erase board.
	<i>Casework</i>	Tall Pantry, cooking appliances, behind demo station. Table for students to sit at in front of DEMO station. Two student workstations with sink, (GFI quad at each station). A lot of countertop space and multiple microwaves. One residential refrigerator. Appliance storage wall and base cabinets, drawers with solid wood cores, washable laminate; locking teacher wardrobe; 60 linear feet of bookshelves for storage of cookbooks.
	<i>FF&E (NIC)</i>	Teacher desk and chair, docking station in demo area, large stainless work table, dishwasher, cookware for induction cooktop stove.
COMMENTS:	Provide 2 student food preparation areas along perimeter, One wheelchair height, one standard. Each station equipped with double bowl stainless steel sink, with hot and cold water, sprayer and touchless faucet; two burner induction cooktop stove with exhaust vented to outside; 36" work surface with power over backsplash and drawers and base cabinets below; soap and paper towel dispenser.	
	Teacher demonstration area to be located perpendicular to, or opposite from teaching wall (not in front of). Area to include: 10' long demonstration table. Undercounter to include cabinets and drawers; small reach-in refrigerator; and	

	convection oven; stainless steel top on demonstration table, with two burner induction cooktop stove, sink with touchless faucet, a rolling locking refrigerator should be adjacent. Provide CCTV with PTZ features and monitors to allow student observation of teacher demonstrations.
	Instruction space for minimum 10 students at stainless steel tables. Standard classroom technology, communications and display requirements apply.
	Visual access to entire room is critical.
	Provide wardrobe racks and hooks for hanging aprons and lab coats.

MEDIA CENTER

OVERVIEW:

The media center is required to provide a large main reading instructional area, usable office space, storage, and a preparation area for teacher and parent use. The media center is required to provide an environment in which children learn to use information resources and learn to enjoy reading and learning as independent activities. Students use the facility in class-size groups, small groups, and individually. Instructional materials of all types are catalogued, processed, inventoried, stored in, and circulated from a modern unified library media center.

Teachers will use the facility for selecting and previewing materials for use in their classrooms. They may come with classes for research projects and enrichment activities. Teachers will use the automated catalog and other online databases to access bibliographies and other data for curriculum support. Many teachers will wish to prepare their own teaching materials with the assistance of the media center staff. Traditional stocks of books, reference books, paperbacks, magazines, and professional materials are supplemented by non-print materials such as audio and, DVD, CD require specialized storage space. Organization of all of these instructional aids for maximum access to teachers and students is an essential function of the media center.

The vision for the media center is a welcoming environment - inclusive for all school students. Public Day School and Elementary School students will have ample opportunity to occupy the same spaces and access shared technology and resources. The Public Day School will also be home to its own, dedicated media stacks and instructional space to ensure all PDS students have access to a range of spaces to help them achieve success. All media center spaces should be designed to feel cohesive to ensure seamless, intuitive transition from space to space for all students.

DESIGN CONSIDERATIONS:

The following specific requirements should be applied to the spaces included in this section:

<ul style="list-style-type: none"> Maximize natural light.
<ul style="list-style-type: none"> Provide zones of lighting so the instructional areas can be darkened without disturbing the storytelling area, and reference/data retrieval area.
<ul style="list-style-type: none"> Flexibility to use for multiple classes concurrently.
<ul style="list-style-type: none"> Controlled traffic patterns.
<ul style="list-style-type: none"> Convenient to other instructional areas.
<ul style="list-style-type: none"> If possible, provide access to courtyard.

SUMMARY OF SPACES REQUIRED:

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	Total Area (Sq. Ft.)
PDS - Instructional Area	1	600	600	
PDS – Book Stacks, Circulation & Distribution	1	1,050	1,050	
Shared - Office/Workspace/Instructional Prep	1	750	750	
Shared - Storage Area	1	450	450	
ES - Instructional Area	1	850	850	
ES - Book Stacks, Circulation & Distribution	1	2,300	2,300	
ES - Story Area	1	850	850	
ES - Maker Space / Flex Instructional Area	1	700	700	
			Total	7,550

ACTIVITY AREA:	Media Center	
ROOM TYPE:	Instructional Area (PDS)	
PROGRAM:	<i>Description</i>	Media Center Instructional Area, stacks, and circulation desk for PDS students.
	<i>Area Required</i>	600 sf
	<i>Number of Users</i>	10 students and 6 adults
	<i>Adjacencies</i>	Adjacent to Harford Academy Book Stacks; provide clear visibility from the circulation desk and work room throughout the media center. Easy access to student restrooms.
ARCHITECTURAL:	<i>Ceiling</i>	Standard Classroom
	<i>Walls</i>	Standard Classroom
	<i>Floors</i>	VCT with area rugs
	<i>Doors</i>	Standard Classroom
	<i>Windows</i>	
	<i>Acoustics</i>	Special attention should be paid to sound travel to adjacent spaces.
SYSTEMS:	<i>Lighting</i>	Standard Classroom
	<i>Audio/Visual</i>	Standard Classroom
	<i>Telecom/Data</i>	Standard Classroom Wi-Fi coverage through media center
	<i>Electrical</i>	Maximize outlets throughout the space. High Technology use area. Duplex outlet per interactive panel.
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	A floor-to-ceiling tack wall and tack strip above all perimeter bookshelves.
	<i>Casework</i>	Mixed-sized book shelves for students of all ages. Shelving for 6,000 books and equipment.
	<i>FF&E (NIC)</i>	Flexible seating for up to 15 students and 10 adults shall be in the teaching space to maximize flexibility. Small bookshelves. Flexible storage for puzzles, puppets, etc. Open shelving.
COMMENTS:		

ACTIVITY AREA:	Media Center	
ROOM TYPE:	Book Stacks, Circulation & Distribution (PDS)	
PROGRAM:	<i>Description</i>	The main area in the media center contains a circulation desk / distribution area; a periodical area; book stacks for reference, non-fiction and fiction, a reference/data retrieval area. Sections should be organized by reading and age level.
	<i>Area Required</i>	1,050 sf
	<i>Number of Users</i>	Up to 15 students
	<i>Adjacencies</i>	Outside of Media Workroom, Provide clear visibility from the circulation desk and instructional areas throughout the media center.
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	
	<i>Floors</i>	VCT
	<i>Doors</i>	Capable of locking from the inside w/thumb turn, provide vision panel.
	<i>Windows</i>	Maximize natural light; provide roller shades and blackout provisions.
	<i>Acoustics</i>	Special attention should be paid to sound travel from main book stack area and teaching areas.
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	Circulation desk technology to include: Teacher station (4 data drops) Wi-Fi coverage through media center Provide data drops for 2 desktops in stacks area for student use.
	<i>Electrical</i>	Quad electric co-located with data per desktop.
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
	EQUIPMENT:	<i>Display</i>
<i>Casework</i>		Media Center Circulation desk to maximize ADA pull-up access. Provide adjustable shelving on and behind the desk, provide 72" high, anchored perimeter wall shelving for fiction books. Freestanding, high shelving units (base and one adjustable shelf), with retractable wheels shall be provided to house the non-fiction and reference collections and be placed to help define the two instructional areas and traffic patterns. Center bookshelves should be on casters as much as possible. Adjustable wooden dividers. Specifications

		for shelving construction are included in the Construction Design Standards manual issued by the Office of Planning and Construction.
	<i>FF&E (NIC)</i>	Comfortable seating for reading.
COMMENTS:	Self-checkout stations should be provided in various locations. Coordinate with Technology – mobile lap top cart – need power source. 2-3 carts	
	Book drop from hallway and from main library.	
	Space for small casual reading area with rugs.	

ACTIVITY AREA:	Media Center	
ROOM TYPE:	Instructional Area (ES)	
PROGRAM:	<i>Description</i>	Elementary School Media Center Instructional Area
	<i>Area Required</i>	850 sf
	<i>Number of Users</i>	Up to 30 students
	<i>Adjacencies</i>	Near stacks and story area
ARCHITECTURAL:	<i>Ceiling</i>	Standard Classroom
	<i>Walls</i>	Standard Classroom
	<i>Floors</i>	Carpet
	<i>Doors</i>	Standard Classroom
	<i>Windows</i>	
	<i>Acoustics</i>	Special attention should be paid to sound travel to adjacent spaces.
SYSTEMS:	<i>Lighting</i>	Standard Classroom
	<i>Audio/Visual</i>	Standard Classroom
	<i>Telecom/Data</i>	Standard Classroom
	<i>Electrical</i>	Maximize outlets throughout the space. High Technology use area.
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	Interactive Panel per instructional area.
EQUIPMENT:	<i>Display</i>	A floor-to-ceiling tack wall and tack strip above all perimeter bookshelves.
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Elementary flexible seating for up to 25 shall be in each space to maximize flexibility.
COMMENTS:		

ACTIVITY AREA:	Media Center	
ROOM TYPE:	Workroom with adult restroom - Shared	
PROGRAM:	<i>Description</i>	Media center workroom. Location for copier, printer, equipment, and storage of supplies to support Office/Workspace/Instructional Prep.
	<i>Area Required</i>	750 sf
	<i>Number of Users</i>	3 workstations
	<i>Adjacencies</i>	Provide corridor access
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	Provide half height glass partitions for viewing the main reading room when seated at the workspaces.
	<i>Floors</i>	VCT
	<i>Doors</i>	
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	Standard office
	<i>Telecom/Data</i>	Standard office (3 workstations)
	<i>Electrical</i>	Quad electric co-located with data. Duplex outlet per copier, printer.
	<i>HVAC</i>	
	<i>Plumbing</i>	Sink, adult restroom.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Large counter space and casework with drawers and shelves. Large format paper storage. Lockable storage for 3.
	<i>FF&E (NIC)</i>	3 workstations and chairs, large worktable.
COMMENTS:	Worktable in center of room / Space for Lamination machine, copier.	
	Printer / large printer (poster)	

ACTIVITY AREA:	Media Center	
ROOM TYPE:	Storage - Shared	
PROGRAM:	<i>Description</i>	Storage of materials
	<i>Area Required</i>	450 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Media Center, Media center workroom
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	
	<i>Floors</i>	VCT
	<i>Doors</i>	Access from workroom, access from Media Center.
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Adjustable shelves; shelves should be the entire perimeter of the room. Two bookshelves, two feet deep, from floor to ceiling to accommodate big books. Lockable cabinets.
	<i>FF&E (NIC)</i>	
COMMENTS:		

ACTIVITY AREA:	Media Center	
ROOM TYPE:	Book Stacks, Circulation & Distribution - ES	
PROGRAM:	<i>Description</i>	The main area in the media center contains a circulation desk / distribution area; a periodical area; book stacks for reference, non-fiction and fiction, a reference/data retrieval area. Sections should be organized by Primary or intermediate level.
	<i>Area Required</i>	2,300 sf
	<i>Number of Users</i>	Up to 30 students
	<i>Adjacencies</i>	Outside of Media Workroom. Provide clear visibility from the circulation desk and instructional areas throughout the media center.
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	
	<i>Floors</i>	Carpeted throughout with walk off areas at exterior entrances.
	<i>Doors</i>	Capable of locking from the inside w/thumb turn, provide vision panel.
	<i>Windows</i>	Maximize natural light; provide roller shades and blackout provisions.
	<i>Acoustics</i>	Special attention should be paid to sound travel from main book stack area and teaching areas.
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	Circulation desk technology to include: Teacher station (4 data drops) Wi-Fi coverage through media center Provide data drops for 2 desktops in stacks area for student use.
	<i>Electrical</i>	Quad electric co-located with data per desktop.
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	A lighted and lockable display case facing the hall by the front door with access from inside the media center.
	<i>Casework</i>	Media Center Circulation desk meant to work as collaborative "help" desk, provide floor area for seating on both sides. Provide adjustable shelving on and behind the desk, provide 72" high, anchored perimeter wall shelving for fiction books. Freestanding, high shelving units (base and one adjustable shelf), with retractable wheels shall be provided to house the non-fiction and reference collections and be placed to help define the two instructional areas and traffic patterns. Center bookshelves should be on casters as much as possible. Adjustable wooden dividers. Specifications for shelving construction are included in the

		Construction Design Standards manual issued by the Office of Planning and Construction.
	<i>FF&E (NIC)</i>	Comfortable seating for reading.
COMMENTS:	Self-checkout stations should be provided in various locations. Coordinate with Technology – mobile lap top cart – need power source. 2-3 carts.	
	Book drop from hallway and from main library.	
	Space for small casual reading area.	

ACTIVITY AREA:	Media Center	
ROOM TYPE:	Story Area	
PROGRAM:	<i>Description</i>	Story Area for groups to gather and read.
	<i>Area Required</i>	850 sf
	<i>Number of Users</i>	Up to 30 students
	<i>Adjacencies</i>	Stacks area
ARCHITECTURAL:	<i>Ceiling</i>	Standard Classroom
	<i>Walls</i>	Standard Classroom
	<i>Floors</i>	Carpet
	<i>Doors</i>	Capable of locking from the inside w/thumb turn, provide vision panel.
	<i>Windows</i>	Preferred to exterior
	<i>Acoustics</i>	Special attention should be paid to sound travel to adjacent spaces.
SYSTEMS:	<i>Lighting</i>	Standard Classroom - Dimmable
	<i>Audio/Visual</i>	Standard Classroom
	<i>Telecom/Data</i>	Standard Classroom
	<i>Electrical</i>	Maximize outlets throughout the space. High Technology use area.
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	A floor-to-ceiling tack wall and tack strip above all perimeter bookshelves.
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Flexible comfortable furniture, movable low book shelves.
COMMENTS:	Provide access to technology.	
	Clear visibility to stacks area and instruction area.	

ACTIVITY AREA:	Media Center	
ROOM TYPE:	Maker Space / Flex Instructional Area	
PROGRAM:	<i>Description</i>	Communal space to provide students with hands-on, creative experience to design, experiment, build and invent as they engage in science, engineering, and tinkering.
	<i>Area Required</i>	700 sf Plus 200 sf storage closet
	<i>Number of Users</i>	Up to 30 students
	<i>Adjacencies</i>	
ARCHITECTURAL:	<i>Ceiling</i>	Standard Classroom
	<i>Walls</i>	Standard Classroom
	<i>Floors</i>	Standard Classroom
	<i>Doors</i>	Standard Classroom
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Standard Classroom
	<i>Audio/Visual</i>	Standard Classroom
	<i>Telecom/Data</i>	Standard Classroom
	<i>Electrical</i>	Maximize outlets throughout the space. High Technology use area. 4 ceiling mounted cord reels distributed over work areas.
	<i>HVAC</i>	
	<i>Plumbing</i>	Sink
	<i>Specialty</i>	Lego wall
EQUIPMENT:	<i>Display</i>	A floor-to-ceiling tack wall and tack strip above all perimeters.
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Flexible furniture, whiteboard surface tables, storage.
COMMENTS:	Provide provisions for TV studio use. To be defined and confirmed with Harford County Public Schools.	

ART

OVERVIEW:

The elementary school art program provides opportunities for students to acquire personal skills in the various art areas, understand related art terms, explore a wide range of art experiences, and to develop an appreciation for art and artists. A quality art program can increase critical and analytical thinking skills and raise MSA scores.

DESIGN CONSIDERATIONS:

The following specific requirements should be applied to the spaces included in this section:

- | |
|--|
| <ul style="list-style-type: none">• Maximize natural light to classrooms. |
| <ul style="list-style-type: none">• Convenient to other instructional areas. |

SUMMARY OF SPACES REQUIRED:

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	Total Area (Sq. Ft.)
Art Studio Classrooms (PDS)	2	1000	2000	
Art Studio Classrooms (ES)	1	1000	1000	
Art Storage	2	200	400	
Kiln	1	60	60	
			Total	3,460

ACTIVITY AREA:	Art	
ROOM TYPE:	Art Studio Classrooms (PDS)	
PROGRAM:	<i>Description</i>	Public Day School Art class offering art experiences in five major areas: Drawing, Painting, Printmaking, Three-Dimensional Design, and Two-Dimensional Design.
	<i>Area Required</i>	1000 sf
	<i>Number of Users</i>	7 Students 3-4 staff
	<i>Adjacencies</i>	Outdoor access, Other PDS Art Classroom, Art Storage
ARCHITECTURAL:	<i>Ceiling</i>	Standard Classroom
	<i>Walls</i>	Standard Classroom
	<i>Floors</i>	Standard Classroom
	<i>Doors</i>	Standard Classroom
	<i>Windows</i>	Maximize natural light, number, and size of windows.
	<i>Acoustics</i>	Acoustical tile if needed
SYSTEMS:	<i>Lighting</i>	Standard Classroom
	<i>Audio/Visual</i>	Standard Classroom
	<i>Telecom/Data</i>	Standard classroom additional data drop for printer, document camera, printer drop may exist away from teacher desk.
	<i>Electrical</i>	Standard Classroom, maximize electrical outlets. Provide 6 spaced out pull-down extension cord quad receptacle placement to be in line with classroom layout.
	<i>HVAC</i>	
	<i>Plumbing</i>	Three stainless steel deep bowl sinks (bucket), with movable gooseneck faucets (with stops), one hot and cold mixing faucet, and large plaster traps shall be placed in the countertops. One sink should be accessible to disabled students, others should be 30" high. Drain board to sink built into stainless steel counter. Cleanout trap under sink easy access.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Provide a tack board on the maximum wall area possible after casework placement. Provide 20 linear feet of magnetic whiteboard located where visible to all students, with map rail, and two flag brackets. Leave space for Interactive Panel on teaching wall.
	<i>Casework</i>	Teacher wardrobe required. Lockable storage shall be provided for three-dimensional artwork (wet and dry), horizontal poster storage, art supplies, tools and equipment, damp project storage. Bookshelves should also be included. A small teacher work area in rear of room shall be defined, with sink area, counter depth to accommodate paper cutter and secure storage of fragile artwork. Large counter space next to sink area. Provide a lockable showcase for three-dimensional work in the hallway outside of the art room with glass front and internal light sources (opens from inside the art room) – optional if possible. Built-in storage for small storage bins and 24"x36" flat files.
	<i>FF&E (NIC)</i>	Teacher desk with chair, student seating for 10, lightweight and flexible for movement, 5 large rectangular tables, 3 separate low

		profile trapezoid tables for 7 PK-K students, 3 flat file drawers, calming area with minimal furnishings and art supplies, maximize all surfaces as tackboard (door), 4 art drying racks 24"x36", flexible storage, mobile carts for art supplies in storage room to art room, in-room cubbies for art work sorted by class, filing cabinet.
COMMENTS:	Maximize floor space for walking with art. Layout room in zones: Instructional area, PK-K seating, General Student Work Area, Behavior Alcove, Quiet Area, Teacher Work Zone.	

ACTIVITY AREA:	Art	
ROOM TYPE:	Art Studio Classrooms (ES)	
PROGRAM:	<i>Description</i>	Harford Academy School Art class offering art experiences in five major areas: Drawing, Painting, Printmaking, Three-Dimensional Design, and Two-Dimensional Design.
	<i>Area Required</i>	1,000 sf
	<i>Number of Users</i>	25 - 30 students
	<i>Adjacencies</i>	Outdoor access, Elementary Classrooms
ARCHITECTURAL:	<i>Ceiling</i>	Standard Classroom
	<i>Walls</i>	Standard Classroom
	<i>Floors</i>	Standard Classroom
	<i>Doors</i>	Standard Classroom
	<i>Windows</i>	Maximize natural light, number, and size of windows.
	<i>Acoustics</i>	Acoustical tile if needed
SYSTEMS:	<i>Lighting</i>	Standard Classroom
	<i>Audio/Visual</i>	Standard Classroom
	<i>Telecom/Data</i>	Standard classroom additional data drop for printer, document camera, printer drop may exist away from teacher desk.
	<i>Electrical</i>	Standard Classroom: Provide a pull-down extension cord mounted on the wall opposite the teaching wall, placement to be in line with classroom layout.
	<i>HVAC</i>	
	<i>Plumbing</i>	Three stainless steel deep bowl sinks (bucket), with movable gooseneck faucets (with stops), one hot and cold mixing faucet, and large plaster traps shall be placed in the countertops. One sink should be accessible to disabled students, others should be 30" high. Drain board to sink built into stainless steel counter. Cleanout trap (clay trap) under sink easy access.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Provide a tack board on the maximum wall area possible after casework placement. Provide 20 linear feet of magnetic whiteboard located where visible to all students, with map rail, and two flag brackets. Leave space for Interactive Panel on teaching wall.
	<i>Casework</i>	Teacher wardrobe required. Lockable storage shall be provided for three-dimensional artwork (wet and dry), poster storage, art supplies, tools and equipment, damp project storage, and clay storage. Bookshelves should also be included. A small teacher work area in rear of room shall be defined, with sink area, counter depth to accommodate paper cutter and secure storage of fragile artwork. Large counter space next to sink area. Provide a lockable showcase for three-

		dimensional work in the hallway outside of the art room with glass front and internal light sources (opens from inside the art room) – optional if possible. Built-in storage for small storage bins and 24"x36" flat files.
	<i>FF&E (NIC)</i>	Teacher desk with chair, student seating for 30, lightweight and flexible for movement, large rectangular table. Space arranged for 25-30 students seated at seven tables, (42" x 72"). 4 art drying racks 24"x36". Flexible storage (to be defined during design phase).
COMMENTS:	Maximize floor space for walking with art.	

AREA:	Art	
ROOM TYPE:	Art storage room	
PROGRAM:	<i>Description</i>	To store art supplies and materials.
	<i>Area Required</i>	200 sf
	<i>Number of Users</i>	2
	<i>Adjacencies</i>	Proximity to Art classrooms; one on elementary side and one on Harford Academy side.
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	
	<i>Floors</i>	VCT
	<i>Doors</i>	Standard Classroom
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Open heavy-duty shelving, roll paper storage, paper, art supplies.
	<i>FF&E (NIC)</i>	Storage bins
COMMENTS:	Provide space for paper cutter and workspace for paper cutter.	
	Open floor space for large item storage.	

ACTIVITY AREA:	Art	
ROOM TYPE:	Kiln Room	
PROGRAM:	<i>Description</i>	Will house 1 electric kiln supporting art studio classrooms.
	<i>Area Required</i>	60 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Elementary Art studio classrooms
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	
	<i>Floors</i>	
	<i>Doors</i>	Vision panels in doors from adjacent rooms. Large door to fit kiln through door.
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	Coordinate electric with kiln to be used.
	<i>HVAC</i>	Exhaust for each kiln directly outside.
	<i>Plumbing</i>	
	<i>Specialty</i>	Kiln
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	
COMMENTS:		

MUSIC

OVERVIEW:

Music is a part of the curriculum for all elementary school students. The program is aimed at the possibilities of music for personal enrichment, the role of music in society, and the development of music as a communicative art.

DESIGN CONSIDERATIONS:

The following specific requirements should be applied to the spaces included in this section:

<ul style="list-style-type: none">• Acoustically isolated from the rest of the school
<ul style="list-style-type: none">• Provide natural light to classrooms.
<ul style="list-style-type: none">• Close to the stage with ramp access

SUMMARY OF SPACES REQUIRED:

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	Total Area (Sq. Ft.)
Chorus Classroom (PDS)	1	1,000	1,000	
Music Classroom (PDS)	1	800	800	
Vocal Music Classrooms (ES)	1	800	800	
Instrumental Music (ES)	1	1,000	1,000	
Equipment storage room	1	240	240	
Stage	1	1,000	1,000	
			Total	4,840

ACTIVITY AREA:	Music	
ROOM TYPE:	Chorus Classroom (PDS)	
PROGRAM:	<i>Description</i>	The music space needs to accommodate special needs students in activities such as singing, playing instruments, dancing, and other movements, as well as listening. The chorus room shall accommodate larger student groups for practice.
	<i>Area Required</i>	1,000 sf
	<i>Number of Users</i>	1 teacher, 6-10 students, 6-10 support staff
	<i>Adjacencies</i>	Close to stage and cafeteria for literature multi-media program; acoustically isolated from rest of school.
ARCHITECTURAL:	<i>Ceiling</i>	Ceiling height should be a minimum of 12'
	<i>Walls</i>	Standard Classroom
	<i>Floors</i>	Standard Classroom
	<i>Doors</i>	Double entry doors, capable of locking from the inside with a turn and release lock, provide vision panel, each room to be numbered outside. Exterior doors to be numbered according to HCPS Design Manual.
	<i>Windows</i>	Standard Classroom
	<i>Acoustics</i>	Attention to avoiding HVAC noise; special acoustical treatments, including the entry door, to provide appropriate sound isolation, reverberation, and dispersion. Special attention should also be considered in HVAC design with sound travel.
SYSTEMS:	<i>Lighting</i>	Standard Classroom
	<i>Audio/Visual</i>	Standard Classroom: Local Sound system with recording capability (FF&E) requires duplex power for each speaker. Duplex outlets are controlled by surge protector in local sound system cabinet.
	<i>Telecom/Data</i>	Standard Classroom
	<i>Electrical</i>	Standard Classroom, Duplex data and electric inside rack mounted music cabinet. Speakers require power outlet at each speaker location, same dedicated circuit as rack (common ground) with power interrupt of the speaker outlets via surge protector installed in music cabinet.
	<i>HVAC</i>	Acoustical treatment so sound does not travel from classroom.
	<i>Plumbing</i>	Provide a sink.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Sixteen feet of magnetic whiteboard with map strip and staff marking on one section, two flag holders. 20 feet of tackboard with map strip. Leave space for Interactive Panel on teaching wall.
	<i>Casework</i>	Music storage cabinets for instruments, rhythm instruments, CD's, and audio-visual equipment; half of the cabinets shall have

		lockable doors with shelves and half open shelves for easy access for students. Provide 24" x 36" poster storage and general book shelving.
	<i>FF&E (NIC)</i>	Teacher desk with chair, teacher wardrobe, student seating for 6, lightweight and flexible for movement, large rectangular table, round table, collapsible riser with wide platform space.
COMMENTS:		Provide space for four (4) four drawer file cabinets for method books and sheet music storage.
		Storage space for riser when not in use.

ACTIVITY AREA:	Music	
ROOM TYPE:	Music Classroom (PDS)	
PROGRAM:	<i>Description</i>	The music space needs to accommodate special needs students in activities such as singing, playing instruments, dancing, and other movement, as well as, listening.
	<i>Area Required</i>	800 sf
	<i>Number of Users</i>	1 teacher, 6-10 students, 6-10 support staff
	<i>Adjacencies</i>	Close to stage and cafeteria for Literature multi-media program; Acoustically isolated from rest of school.
ARCHITECTURAL:	<i>Ceiling</i>	Ceiling height should be a minimum of 12'
	<i>Walls</i>	Standard Classroom
	<i>Floors</i>	Standard Classroom
	<i>Doors</i>	Standard Classroom
	<i>Windows</i>	Standard Classroom
	<i>Acoustics</i>	Attention to avoiding HVAC noise; Special acoustical treatments, including the entry door, to provide appropriate sound isolation, reverberation, and dispersion. Special attention should also be considered in HVAC design with sound travel.
SYSTEMS:	<i>Lighting</i>	Standard Classroom
	<i>Audio/Visual</i>	Standard Classroom: Local Sound system with recording capability (FF&E) requires duplex power for each speaker. Duplex outlets are controlled by surge protector in local sound system cabinet.
	<i>Telecom/Data</i>	Standard Classroom
	<i>Electrical</i>	Standard Classroom, duplex data and electric inside rack mounted music cabinet. Speakers require power outlet at each speaker location, same dedicated circuit as rack (common ground) with power interrupt of the speaker outlets via surge protector installed in music cabinet.
	<i>HVAC</i>	Acoustical treatment so sound does not travel from classroom.
	<i>Plumbing</i>	Provide a sink.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Sixteen feet of magnetic whiteboard with map strip and staff marking on one section, two flag holders. 20 feet of tackboard with map strip. Leave space for Interactive Panel on teaching wall.
	<i>Casework</i>	Music storage cabinets for instruments, rhythm instruments, CD's, and audio-visual equipment; half of the cabinets shall have lockable doors with shelves and half open shelves for easy access for students. Provide 24" x 36" poster storage and general book shelving.
	<i>FF&E (NIC)</i>	Teacher desk with chair, teacher wardrobe, student seating for 6, lightweight and flexible for movement, large rectangular table, round table, 2 file cabinets.
COMMENTS:	Provide space for four (4) four drawer file cabinets for method books and sheet music storage.	

ACTIVITY AREA:	Music	
ROOM TYPE:	Vocal Music	
PROGRAM:	<i>Description</i>	The vocal music space needs to accommodate classes of 25-30 students in activities such as singing, playing instruments, dancing, and other movement, as well as, listening.
	<i>Area Required</i>	800 sf
	<i>Number of Users</i>	25 - 30 students
	<i>Adjacencies</i>	Close to stage; acoustically isolated from rest of school.
ARCHITECTURAL:	<i>Ceiling</i>	Ceiling height should be a minimum of 12'
	<i>Walls</i>	Standard Classroom
	<i>Floors</i>	Standard Classroom
	<i>Doors</i>	Double entry doors capable of locking from the inside with a turn and release lock, provide vision panel, each room to be numbered outside. Exterior doors to be numbered according to HCPS Design Manual.
	<i>Windows</i>	Standard Classroom
	<i>Acoustics</i>	Attention to avoiding HVAC noise; special acoustical treatments, including the entry door, to provide appropriate sound isolation, reverberation, and dispersion. Special attention should also be considered in HVAC design with sound travel.
SYSTEMS:	<i>Lighting</i>	Standard Classroom
	<i>Audio/Visual</i>	Standard Classroom with provisions for built-in stereo recording equipment. Local Sound system w/ recording capability (FF&E) requires duplex power for each speaker. Duplex outlets are controlled by surge protector in local sound system cabinet.
	<i>Telecom/Data</i>	Standard Classroom
	<i>Electrical</i>	Standard Classroom Duplex data and electric inside rack mounted music cabinet. Speakers require power outlet at each speaker location, same dedicated circuit as rack (common ground) with power interrupt of the speaker outlets via surge protector installed in music cabinet.
	<i>HVAC</i>	Acoustical treatment so sound does not travel from classroom.
	<i>Plumbing</i>	Provide a sink.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Sixteen feet of magnetic whiteboard with map strip and staff marking on one section, two flag holders, 20 feet of tackboard with map strip. Leave space for Interactive Panel on teaching wall.
	<i>Casework</i>	Teacher wardrobe required. Music storage cabinets, lockable with shelves for instruments, rhythm instruments, CD's, ukulele storage 30 wall mount storage, and audio-visual equipment. Provide 24" x 36" poster storage and general book shelving.

	<i>FF&E (NIC)</i>	Teacher desk with chair, student seating for 30, lightweight and flexible for movement, large rectangular table, round table, 2 file cabinets.
COMMENTS:	Provide space for four (4) four drawer file cabinets for method books and sheet music storage.	
	Provisions for built-in stereo recording equipment.	
	Location of sound cabinet out of main traffic flow.	

ACTIVITY AREA:	Music	
ROOM TYPE:	Instrumental Music	
PROGRAM:	<i>Description</i>	The classroom needs to accommodate 8-18 students for instrument lessons as well as the storage and maintenance of the school owned instruments, stands, for performances.
	<i>Area Required</i>	1,000 sf
	<i>Number of Users</i>	1 teacher 18 students and students will use the stage area or similar large space for large ensemble rehearsals and the concert.
	<i>Adjacencies</i>	Proximity to stage; acoustically isolated from rest of school, near intermediate classrooms.
ARCHITECTURAL:	<i>Ceiling</i>	Ceiling height should be maximized.
	<i>Walls</i>	Standard Classroom
	<i>Floors</i>	Standard Classroom
	<i>Doors</i>	Double doorway to fit upright piano and/or tympani. Capable of locking from the inside with a turn and release lock, provide vision panel, each room to be numbered outside. Exterior doors to be numbered according to HCPS Design Manual.
	<i>Windows</i>	Maximize natural light
	<i>Acoustics</i>	Soundproof walls between vocal and instrumental music rooms and other adjacent rooms; Special acoustical treatments, including the entry door, to provide appropriate sound isolation, reverberation, and dispersion. Special attention should also be considered in HVAC design with sound travel.
SYSTEMS:	<i>Lighting</i>	Standard Classroom
	<i>Audio/Visual</i>	Standard Classroom. Provisions for built-in stereo playback/recording equipment. Local Sound system w/ recording capability (FF&E) requires duplex power for each speaker. Duplex outlets are controlled by surge protectors in local sound system cabinets. See below.
	<i>Telecom/Data</i>	Standard Classroom
	<i>Electrical</i>	110V quad next to teacher technology connection, extra power at back of classroom for charging stations, 4 duplexes on teaching wall. Duplex data and electric inside rack mounted music cabinet. Speakers require power outlet at each speaker location, same dedicated circuit as rack (common ground) with power interrupt of the speaker outlets via surge protector installed in music cabinet.
	<i>HVAC</i>	Special attention should be considered in HVAC design with sound travel.
	<i>Plumbing</i>	Provide a large 36" utility single bowl sink and countertop for cleaning of large instruments.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Magnetic whiteboard, 8 feet with 4 feet having staff lines and a and a magnetic whiteboard without lines in both front and back of room, provide 8 lineal feet of tackboard with map strip on side of the room. Two flag holders. Provide tack strip around

		perimeter of room on walls not covered with casework or windows. Leave space for interactive panel on teaching wall.
	<i>Casework</i>	Teacher wardrobe required. Built-in cabinets and shelving with at least one area big enough to hold 2'x3' chart paper. Tall Built-in cabinets with sink, counter, and low cabinets in between. Bookshelf/cabinets below dry erase board in front of room. Lockable adjustable shelving storage cabinet, open air, for storage of 80 musical instruments.
	<i>FF&E (NIC)</i>	Teacher desk with chair, 5 legal size file cabinets for sheet music storage. Student seating for 18, lightweight and flexible for movement. All music equipment including power speakers. Wall mounted music equipment rack for recording and playback equipment.
COMMENTS:	Provide built-in shelves near the intermediate classrooms to hold student instruments, Include spaces for large and small instruments. Large instruments will not be going home as often, therefore provide storage in or adjacent to the band room.	

AREA:	Music	
ROOM TYPE:	Equipment storage	
PROGRAM:	<i>Description</i>	To store musical equipment when not in use.
	<i>Area Required</i>	240 sf
	<i>Number of Users</i>	CMU preferred
	<i>Adjacencies</i>	Proximity to band and stage.
ARCHITECTURAL:	<i>Ceiling</i>	Ceiling height should be a minimum of 12'
	<i>Walls</i>	Standard Classroom
	<i>Floors</i>	Standard Classroom
	<i>Doors</i>	Double doorway to fit upright piano and/or tympani.
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	Maximize electrical outlets on all walls.
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	One wall of cabinets. The instrument storage unit needs to house approximately 80-100 instruments.
	<i>FF&E (NIC)</i>	Mobile racks - one bass rack and two cello racks.
COMMENTS:		

AREA:	Music	
ROOM TYPE:	Stage	
PROGRAM:	<i>Description</i>	School performances and assemblies.
	<i>Area Required</i>	1,000 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Proximity and access to music classrooms and gymnasium.
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	Lockable, operable wall that provides sound barrier to gymnasium and provide adequate area for storage at moveable wall.
	<i>Floors</i>	Floor material referenced in the Planning & Construction Design Manual.
	<i>Doors</i>	
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Individually controlled spotlights.
	<i>Audio/Visual</i>	Motorized ceiling projection screen mounted in front and center of stage. Wall and floor microphone jacks connected to gymnasium sound system.
	<i>Telecom/Data</i>	
	<i>Electrical</i>	Wall and floor electrical outlets.
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	Controls for heat/air, sound and light adequate for classroom use.
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Back, side, and front curtains.
	<i>FF&E (NIC)</i>	
COMMENTS:	ADA compliant access; stage level maximum of 18" above gym floor. Ramp access preferred.	
	Ensure easy access by all students.	

PHYSICAL EDUCATION FACILITIES

OVERVIEW:

Physical education facilities should provide a safe and appropriate environment for the development of movement, fitness, and cognitive skills in the physical education curriculum. It should be able to accommodate a variety of student populations, including the disabled, and should be appropriately sized to meet the fire code for use as an assembly and meeting area for the entire school population at one time. The facility should provide adequate storage for all equipment and physical education supplies.

DESIGN CONSIDERATIONS:

The following specific requirements should be applied to the spaces included in this section:

- Provide easy access after school hour community use for those areas of the gymnasium, gymnasium storage and cafeteria that is designated for use by Parks and Recreation Department of Harford County. Provide lockable corridor dividers for classroom and school designated areas that allow safe egress and circulation (based on code requirements) during community use functions.

SUMMARY OF SPACES REQUIRED:

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	Total Area (Sq. Ft.)
Gymnasium (PDS Elementary Students)	1	1,600	1,600	
Gymnasium (PDS Secondary Students)	1	6,000	6,000	
Fitness lab (PDS)	1	1,200	1,200	
Movement Room	1	800	800	
Gymnasium (ES)	1	6,000	6,000	
Parks and Rec Storage	1	150	150	
Parks and Rec Storage	1	200	200	
Physical Education Gymnasium Storage (PDS)	1	500	500	
Physical Education Storage (ES)	1	300	300	
Outside Storage	1	500	500	
Chair Storage	1	200	200	
Physical Education Office	2	150	300	
Staff Toilet/Shower	2	200	400	
Total				18,150

ACTIVITY AREA:	Physical Education	
ROOM TYPE:	Gymnasium (PDS Elementary Students)	
PROGRAM:	<i>Description</i>	Used by PDS students for elementary physical education classes.
	<i>Area Required</i>	1,600 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	PE office, outside access, storage
ARCHITECTURAL:	<i>Ceiling</i>	Minimum 24' clear, truss bottom chord at 26' AFF. Ceiling should be obstruction free to PE equipment (i.e. balls).
	<i>Walls</i>	Wall padding under baskets at each end (16' long x 7' high).
	<i>Floors</i>	Polyurethane sheet material
	<i>Doors</i>	Double Doors; doors to exterior; multiple entrance and exits.
	<i>Windows</i>	Provide glare-free daylighting.
	<i>Acoustics</i>	Attention should be paid to reduce noise when multiple groups are in gymnasium at same time.
SYSTEMS:	<i>Lighting</i>	Protected non-glare fixtures flush with ceiling.
	<i>Audio/Visual</i>	Communication system, under control of the building's PA sound system. A local sound system to gymnasium, utilized for sound reinforcement/playback of events shall be installed. Sound equipment cabinet located in a protected space. Building's PA system overrides the local sound system. Wall mounted speakers, placed on both sides of stage, require power and control at each location. Powered speakers must have shutoff tied to Surgex power device in local sound system cabinet.
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	Protect thermostats. Self-regulated/ controlled within gymnasium. Installed without interfering with play area.
	<i>Plumbing</i>	Multiple Water Fountains with water bottle filling stations.
	<i>Specialty</i>	Retractable cable suspension system to allow hanging equipment and skill tools for use in gym class.
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Appropriate equipment for maintaining and cleaning floor.
COMMENTS:	Two clocks at opposite end of gymnasium, protected.	
	Two adjustable (down to 8 ft) rectangular glass basketball backboards at end of main court; four adjustable (down to 8 ft) cross-court backboards. All baskets powered; key switched on separate power with manual backup.	
	Provide 1 scoreboard, 45 second clock, and control panels.	
	Volleyball standard inserts for main gym and side courts.	
	Protect all systems in this space including but not limited to motion detectors, occupancy sensors, camera system, Wi-Fi system, and lighting.	

ACTIVITY AREA:	Physical Education	
ROOM TYPE:	Gymnasium (PDS Secondary Students)	
PROGRAM:	<i>Description</i>	Used by PDS middle and high school students for physical education classes and sports competitions. Also used by Harford County Parks and Recreation therapeutic recreation programs.
	<i>Area Required</i>	6,000 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	PE office shall have direct line of site, storage, P&R storage.
ARCHITECTURAL:	<i>Ceiling</i>	Minimum 24' clear, truss bottom chord at 26' AFF. Ceiling should be obstruction free to PE equipment (i.e., balls).
	<i>Walls</i>	Wall padding under baskets at each end (16' long x 7' high).
	<i>Floors</i>	Polyurethane sheet material: standard basketball markings, walking track designation with markings and color on outside of gym floor.
	<i>Doors</i>	Double doors; doors to exterior; multiple entrance and exits.
	<i>Windows</i>	Provide glare-free daylighting.
	<i>Acoustics</i>	Attention should be paid to reduce noise when multiple groups are in gymnasium at same time.
SYSTEMS:	<i>Lighting</i>	Protect lighting
	<i>Audio/Visual</i>	Central communication system, under control of main sound system to school, as well as local to gymnasium, should be recessed into wall and covered/protected, independent sound amplifier system for events, voice evacuation system override for sound system, suspended central cluster of speakers and wall mounted as required. Work with HCPS Technology Department to develop a flexible solution to meet school projecting and sound needs.
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	Protect thermostats
	<i>Plumbing</i>	Multiple water fountains/bottle filling stations.
	<i>Specialty</i>	Retractable cable suspension system to allow hanging equipment and skill tools for use in gym class.
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Bleacher seating
	<i>FF&E (NIC)</i>	Appropriate equipment for maintaining and cleaning floor.

COMMENTS:	Two clocks at opposite end of gymnasium, protected.
	Two adjustable (down to 8 ft) rectangular glass basketball backboards at end of main court; four adjustable (down to 8 ft) cross-court backboards. All baskets powered; key switched on separate power with manual backup.
	Provide 2 scoreboards, 45 second clocks, and control panels.

ACTIVITY AREA:	Physical Education	
ROOM TYPE:	School Fitness Lab	
PROGRAM:	<i>Description</i>	Area for fitness equipment used by some students and staff.
	<i>Area Required</i>	1,200 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Gym office
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	One wall should have floor to ceiling mirrors the full length of wall
	<i>Floors</i>	Taraflex-sport resilient flooring
	<i>Doors</i>	double doors for large equipment, removable center post.
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	Standard classroom, sound system
	<i>Telecom/Data</i>	Standard classroom
	<i>Electrical</i>	Multiple outlets around the room (2 on each wall).
	<i>HVAC</i>	
	<i>Plumbing</i>	Bottle filling station
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	2 Treadmills with split track system and speeds accessible slower than <1mph. Equipment will be further defined in coordination with the Physical Therapy Department.
COMMENTS:	Equipment to be verified with Harford County during design.	
	All equipment shall meet both physical education and physical therapy needs.	

ACTIVITY AREA:	Physical Education	
ROOM TYPE:	Gymnasium (Elementary Students)	
PROGRAM:	<i>Description</i>	Used by students for physical education classes and sports competitions
	<i>Area Required</i>	6,000 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	
ARCHITECTURAL:	<i>Ceiling</i>	Minimum 24' clear, truss bottom chord at 26' AFF. Ceiling should be obstruction free to PE equipment (i.e., balls).
	<i>Walls</i>	Wall padding under baskets at each end (16' long x 7' high).
	<i>Floors</i>	Polyurethane sheet material.
	<i>Doors</i>	Double doors; doors to exterior; multiple entrance and exits.
	<i>Windows</i>	Provide glare-free daylighting.
	<i>Acoustics</i>	Attention should be paid to reduce noise when multiple groups are in gymnasium at same time.
SYSTEMS:	<i>Lighting</i>	Protected non-glare fixtures flush with ceiling.
	<i>Audio/Visual</i>	Communication system, under control of the building's PA sound system. A local sound system for the gymnasium, utilized for sound reinforcement/playback of events shall be installed. Sound equipment cabinet located in a protected space. Building's PA system overrides the local sound system. Wall mounted speakers, placed on both sides of stage, require power and control at each location. Powered speakers must have shutoff tied to Surgex power device in local sound system cabinet.
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	Protect thermostats. Self-regulated/ controlled within gymnasium. Installed without interfering with play area.
	<i>Plumbing</i>	Multiple water fountains with water bottle filling stations.
	<i>Specialty</i>	Roll up divider which separates gymnasium into two teaching stations. The curtain should have a continuous pipe at the bottom pocket with end caps. Controls to be located to where both sides of the curtain are visible during operation.
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Appropriate equipment for maintaining and cleaning.
COMMENTS:	Two clocks at opposite end of gymnasium, protected.	

	Two adjustable (down to 8 ft) rectangular glass basketball backboards at end of main court; four adjustable (down to 8 ft) cross-court backboards. All baskets powered; key switched on separate power with manual backup.
	Provide 2 scoreboards, 45 second clocks, and control panels.
	Game lines and markings on the floor according to owner specifications. Main court dimension to be 42' x 74'. NFHS lines.
	Volleyball standard inserts for main gym and side courts.
	Protect all systems in this space including but not limited to motion detectors, occupancy sensors, camera system, Wi-Fi system, and lighting.

ACTIVITY AREA:	Physical Education	
ROOM TYPE:	Parks and Recreation Storage	
PROGRAM:	<i>Description</i>	Storage area for Parks and Recreation
	<i>Area Required</i>	150 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Elementary school gymnasium with direct access & outdoor access.
ARCHITECTURAL:	<i>Ceiling</i>	Thirteen-foot ceiling for tall/large equipment.
	<i>Walls</i>	
	<i>Floors</i>	Concrete
	<i>Doors</i>	8' high double doors; provide a door to the exterior with security keypad accessible after school hours.
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Heavy duty cages shall also divide space; one side accessed for outdoor storage other for indoor storage.
	<i>FF&E (NIC)</i>	
COMMENTS:	Must be accessible after school hours by parks and recreation for community events.	
	Space to be divided into 4 equal spaces by cages.	

ACTIVITY AREA:	Physical Education	
ROOM TYPE:	Parks and Recreation Storage – therapeutic recreation programs	
PROGRAM:	<i>Description</i>	Storage area for Parks and Recreation.
	<i>Area Required</i>	200 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Harford Academy Gymnasium
ARCHITECTURAL:	<i>Ceiling</i>	Thirteen-foot ceiling for tall/large equipment.
	<i>Walls</i>	
	<i>Floors</i>	Concrete
	<i>Doors</i>	8' high double doors; Provide a door to the exterior with security keypad accessible after school hours.
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Heavy duty shelving
	<i>FF&E (NIC)</i>	
COMMENTS:	Must be accessible after school hours by parks and recreation for community events.	
	Space to store two modified wheelchairs, a large ball rack, pickleball nets/supplies.	

ACTIVITY AREA:	Physical Education	
ROOM TYPE:	Physical Education Storage (PDS)	
PROGRAM:	<i>Description</i>	Storage area for physical education equipment.
	<i>Area Required</i>	600 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	PDS Gymnasiums, fitness lab
ARCHITECTURAL:	<i>Ceiling</i>	Thirteen-foot ceiling for tall/large equipment.
	<i>Walls</i>	
	<i>Floors</i>	Concrete
	<i>Doors</i>	8' high double doors
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	Electrical outlets
	<i>HVAC</i>	
	<i>Plumbing</i>	Utility sink
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Shelves, small workbench
	<i>FF&E (NIC)</i>	
COMMENTS:		

ACTIVITY AREA:	Physical Education	
ROOM TYPE:	Physical Education Storage	
PROGRAM:	<i>Description</i>	Storage area for physical education equipment.
	<i>Area Required</i>	300 sf (ES)
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Elementary School Gymnasium
ARCHITECTURAL:	<i>Ceiling</i>	Thirteen-foot ceiling for tall/large equipment.
	<i>Walls</i>	
	<i>Floors</i>	Concrete
	<i>Doors</i>	8' high double doors
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Heavy duty shelving
	<i>FF&E (NIC)</i>	
COMMENTS:	Capacity for storing the following: one 10' low balance beam, 12 folding mats, 6' x 12'; one 6' x 12' non-folding crash pad, four 12' volleyball poles; two 3' x 6' wedge mats, stationary bike, two ball carts on wheels, one 12' x 3" storage bin.	

ACTIVITY AREA:	Physical Education	
ROOM TYPE:	Outside Storage	
PROGRAM:	<i>Description</i>	Storage area for outdoor physical education equipment.
	<i>Area Required</i>	500 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Outdoor access, near area of use.
ARCHITECTURAL:	<i>Ceiling</i>	Thirteen-foot ceiling for tall/large equipment.
	<i>Walls</i>	
	<i>Floors</i>	
	<i>Doors</i>	8' high double doors
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	Outlets along walls with access for compressors and charging batteries.
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Heavy duty metal shelving
	<i>FF&E (NIC)</i>	
COMMENTS:		

ACTIVITY AREA:	Physical Education	
ROOM TYPE:	Chair Storage	
PROGRAM:	<i>Description</i>	Storage area for 800 folding chairs.
	<i>Area Required</i>	200 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Near Gymnasium for large assembly seating
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	
	<i>Floors</i>	VCT
	<i>Doors</i>	Doors sized for easy access and passage of chair carts.
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	
COMMENTS:		

ACTIVITY AREA:	Physical Education	
ROOM TYPE:	Physical Education Office	
PROGRAM:	<i>Description</i>	Office for two physical education teachers.
	<i>Area Required</i>	Minimum 150 sf. Adequate size for 3 teachers' desks
	<i>Number of Users</i>	3
	<i>Adjacencies</i>	Located adjacent to gymnasium with direct access. Access to staff toilet and shower.
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	VCT
	<i>Doors</i>	Standard office
	<i>Windows</i>	Large stationary window to gymnasium for visual control, with mini- blinds.
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	Two-way communication PA speaker system.
	<i>Telecom/Data</i>	Provide telephone/data location open wall. Must meet requirements for three teacher desks (Teacher station must have 3 data, 1 voice, 1 HDMI)
	<i>Electrical</i>	Minimum of four electrical outlets spaced throughout office.
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Four feet of tack board.
	<i>Casework</i>	Built-in wall cabinets and plastic laminate shelving above desk and work area.
	<i>FF&E (NIC)</i>	Three teacher's desks and chairs, and three - four drawer letter size file cabinets at each desk.
COMMENTS:	Space for chart cart 47" W x 36"H x 27" D.	
	Performance mixing unit for stage functions to be connected outside of gym office.	

ACTIVITY AREA:	Physical Education	
ROOM TYPE:	Staff Toilet/Shower	
PROGRAM:	<i>Description</i>	Lavatory and shower for staff.
	<i>Area Required</i>	200 sf
	<i>Number of Users</i>	3
	<i>Adjacencies</i>	Direct access from Physical education office
ARCHITECTURAL:	<i>Ceiling</i>	Standard Office
	<i>Walls</i>	Tile walls (4 feet high)
	<i>Floors</i>	Tile
	<i>Doors</i>	Standard lockable door
	<i>Windows</i>	
	<i>Acoustics</i>	LEED
SYSTEMS:	<i>Lighting</i>	Overhead light with wall switch.
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	Standard
	<i>HVAC</i>	Exhaust fan on separate electrical switch to operate per code.
	<i>Plumbing</i>	Sink and toilet.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Cabinet below sink, mirror above sink corner, lockable locker for coat/ personal items.
	<i>FF&E (NIC)</i>	Paper towel dispenser, toilet paper dispenser, feminine napkin disposal.
COMMENTS:		

FOOD SERVICES

OVERVIEW:

This area is a community center of the school, each student will visit this area every day. This area should have the capability of being separated from the remainder of the building and for conversion from an attractive and pleasant dining area to an effective instructional area. The dining areas will have the dual purpose of eating area and multi-purpose area. Likewise, outside exits should be maintained to permit egress of large numbers in cases of emergency.

This school will have two separate student cafeteria dining areas and a single kitchen serving both. One dining area shall accommodate 200 elementary school students at a given time and provide inclusion opportunities with Harford Academy students where possible.

The other dining area shall accommodate the Harford Academy students; many with individual special dietary requirements. Multiple adults work in the dining area to assist in feeding students each day. Provisions for the students, feeders, and specialized food preparations shall be included in the dining and kitchen area.

DESIGN CONSIDERATIONS:

The following specific requirements should be applied to the spaces included in this section:

- The location should be off the main corridors of the building on the first floor convenient to the outside for receiving of food products and to easily remove trash from this area.

SUMMARY OF SPACES REQUIRED:

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	Total Area (Sq. Ft.)
Cafeteria PDS	1	2,700	2700	
Cafeteria ES	1	3,000	3000	
Serving Line (PDS 1 + ES 2)	3	200	600	
Kitchen	1	1,600	1600	
Puree and Minced Food Prep	1	100	100	
Lunch Feeder Lounge	1	300	300	
Dishwash / Dish Drop off	2	150	300	
Trash	1	100	100	
Office	1	100	100	
Mop room	1	100	100	
Storage- Dry	1	250	250	
Refrigerator/Freezer	1	300	300	
Locker/Toilet	1	180	180	
After School Storage	1	150	150	
Furniture Storage	1	150	150	
			Total	9,930

ACTIVITY AREA:	Food Services	
ROOM TYPE:	Cafeteria / Dining Area PDS	
PROGRAM:	<i>Description</i>	Used by students to eat meals and staff to feed students.
	<i>Area Required</i>	2,700 sq ft
	<i>Number of Users</i>	200
	<i>Adjacencies</i>	Near student restrooms, near main entrance / corridor, near public restroom, kitchen, and Elementary School dining, and lunch feeder lounge.
ARCHITECTURAL:	<i>Ceiling</i>	High ceiling
	<i>Walls</i>	Make provisions to hang banners and other items on the walls.
	<i>Floors</i>	VCT / LVT / Other floor types designed as add alternate.
	<i>Doors</i>	Provide 8' high double doors into cafeteria area for movement of tables.
	<i>Windows</i>	Provide glare-free windows to exterior with mechanically powered roll shades (No blinds).
	<i>Acoustics</i>	Acoustical treatment for ceilings and walls for sound absorption.
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	Central communication system, under control of main sound system to school, as well as local to cafeteria, and covered/protected, independent sound amplifier system for events, voice evacuation system overrides for sound system, Ceiling mounted speakers as required. Considerations should be taken for ADA standards (no open space between unit and floor), keep out of main traffic area where students would line up.
	<i>Telecom/Data</i>	Wireless access points as needed to cover the entire footprint. Provide up to 4 television outlets strategically placed around the room coordinated with orientation of furniture layout. Digital signage telephone.
	<i>Electrical</i>	Electrical outlets every eight feet.
	<i>HVAC</i>	
	<i>Plumbing</i>	Multiple water fountains / bottle fill station. Sink for recycle center.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Provide tack board near each entrance. White board and flat screen monitors mounted on wall at service area.
	<i>Casework</i>	Provide storage areas easy access by feeders. Items such as gloves, napkins, utensils etc.
	<i>FF&E (NIC)</i>	Battery operated clock. Folding Tables with unattached flexible seating.
COMMENTS:	Provide mechanically powered room darkening blinds.	
	Outside exits should be maintained to permit egress of large numbers in cases of emergency.	
	Recycle center with sink, bins, trash, and tray return.	

ACTIVITY AREA:	Food Services	
ROOM TYPE:	Cafeteria / Dining Area ES	
PROGRAM:	<i>Description</i>	Used by students to eat meals.
	<i>Area Required</i>	3,000 sq ft
	<i>Number of Users</i>	200 Students
	<i>Adjacencies</i>	Near student restrooms, near main entrance / corridor for access for before and after care.
ARCHITECTURAL:	<i>Ceiling</i>	High ceiling.
	<i>Walls</i>	Make provisions to hang banners and other items on the walls.
	<i>Floors</i>	VCT / LVT / Other floor types designed as add alternate.
	<i>Doors</i>	Provide 8' high double doors into cafeteria area for movement of tables. Cafeteria entrance near main entrance for access for before and after care.
	<i>Windows</i>	Provide glare-free windows to exterior with mechanically powered roll shades (No blinds).
	<i>Acoustics</i>	Acoustical treatment for ceilings and walls for sound absorption.
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	Central communication system, under control of main sound system to school, as well as local to cafeteria, and covered/protected, independent sound amplifier system for events, voice evacuation system overrides for sound system, ceiling mounted speakers as required. Considerations should be taken for ADA standards (no open space between unit and floor), keep out of main traffic area where students would line up.
	<i>Telecom/Data</i>	Wireless access points as needed to cover the entire footprint. Provide up to 4 television outlets strategically placed around the room coordinated with orientation of furniture layout. Digital signage telephone.
	<i>Electrical</i>	Electrical outlets every eight feet.
	<i>HVAC</i>	
	<i>Plumbing</i>	Multiple water fountains / bottle fill station. Sink for recycle center.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	White board and Flat Screen Monitors mounted on wall before entry into service area. Tack board outside ES serving line (PDS 4 x4 dry erase white board near serving line – 1 communication board for menu and display space for separate for celebration).
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Battery operated clock. Folding Tables with Bench Seating.
COMMENTS:	Provide mechanically powered room darkening shades.	
	Outside exits should be maintained to permit egress of large numbers in cases of emergency.	
	Recycle center with sink, bins, trash, and tray return.	

ACTIVITY AREA:	Food Services	
ROOM TYPE:	Serving Line	
PROGRAM:	<i>Description</i>	For serving student meals.
	<i>Area Required</i>	200 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Adjacent to preparation area and student dining. Lines should not cross. PDS requires one serving line. Student access shall be accessed in the PDS cafeteria and not behind walls. ES requires two serving lines with the ability to close doors to the cafeteria area.
ARCHITECTURAL:	<i>Ceiling</i>	See HCPS Design Standards and Health Dept. regulations.
	<i>Walls</i>	See HCPS Design Standards and Health Dept. regulations.
	<i>Floors</i>	See HCPS Design Standards and Health Dept. regulations.
	<i>Doors</i>	PDS – Provide ability to close off serving line when not in use to separate serving area and cafeteria. ES – Provide doors to serving lines that can be closed when not in use.
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Must meet Health Dept. regulations.
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	
COMMENTS:		

ACTIVITY AREA:	Food Services	
ROOM TYPE:	Kitchen	
PROGRAM:	<i>Description</i>	Kitchen space used for heating and serving lunches.
	<i>Area Required</i>	1,6,00 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Cafeteria, Receiving Area / Loading Dock, trash
ARCHITECTURAL:	<i>Ceiling</i>	See HCPS Design Standards and Health Dept. regulations.
	<i>Walls</i>	See HCPS Design Standards and Health Dept. regulations.
	<i>Floors</i>	Quarry tile and base throughout kitchen area. See HCPS Design Standards and Health Dept. regulations.
	<i>Doors</i>	8' high double doors; provide a door to the exterior with security keypad. Provide pallet access with receiving door 48" wide.
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Must meet Health Dept. requirements.
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	Dual data drops on each service line and for controls to monitor temperature for freezer.
	<i>Electrical</i>	
	<i>HVAC</i>	Provide exhaust, fresh air make-up, heat, and, at minimum, passive air conditioning.
	<i>Plumbing</i>	Three-pot sink-adequate size for sheet pan dimension. 24 x 30 x 15 per sink.
	<i>Specialty</i>	Stainless Steel serving line with two serving stations in UU/T or E shape feeding into a cashier station. Inside walls not in cafeteria. Link should include 2-4 well electric hot food stations, adequate counter space for a la carte sales, below storage space, space for ice cream freezer; and cashier station with locking drawer and adequate space for two cashiers. Shall meet health department requirements, including appropriate sneeze guards. Two lockable mobile milk coolers. One lockable mobile ice cream freezer. Kitchen access buzzer. Phone close to register.
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	
COMMENTS:	Must be accessible after school hours by parks and recreation for community events.	
	Kitchen equipment list to be provided by HCPS.	

ACTIVITY AREA:	Food Services	
ROOM TYPE:	Puree and minced Food Prep	
PROGRAM:	<i>Description</i>	Area for cafeteria staff to puree or mince food to meet students' dietary requirements.
	<i>Area Required</i>	100 sf
	<i>Number of Users</i>	3 adults
	<i>Adjacencies</i>	In the kitchen adjacent to the PDS serving line.
ARCHITECTURAL:	<i>Ceiling</i>	See HCPS Design Standards and Health Dept. regulations.
	<i>Walls</i>	See HCPS Design Standards and Health Dept. regulations.
	<i>Floors</i>	Quarry tile and base throughout kitchen area. See HCPS Design Standards and Health Dept. regulations.
	<i>Doors</i>	
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	See HCPS Design Standards and Health Dept. regulations.
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	Provide for a microwave, residential refrigerator/freezer, counter, and storage.
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Provide counter space for microwaves and food preparation with storage above and below.
	<i>FF&E (NIC)</i>	
COMMENTS:		

ACTIVITY AREA:	Food Services	
ROOM TYPE:	Lunch Feeder Lounge	
PROGRAM:	<i>Description</i>	Area for lunch feeders to prepare student meals brought from home for feeding to students.
	<i>Area Required</i>	300 sf
	<i>Number of Users</i>	15 adults
	<i>Adjacencies</i>	Access from cafeteria not from kitchen.
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	
	<i>Floors</i>	VCT
	<i>Doors</i>	Door with vision panel.
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	Provide for 3 microwaves, a dish washer and residential refrigerator.
	<i>HVAC</i>	
	<i>Plumbing</i>	Sink and dishwasher.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Provide counter space for microwaves and food preparation with storage above and below.
	<i>FF&E (NIC)</i>	
COMMENTS:		

ACTIVITY AREA:	Food Services	
ROOM TYPE:	Dishwash	
PROGRAM:	<i>Description</i>	For washing of prep wares and student meal trays.
	<i>Area Required</i>	200-250 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Adjacent to the preparation area, student dining, dish wash window, and recycling station. Note traffic to how students come and leave the cafeteria. Lines should not cross.
ARCHITECTURAL:	<i>Ceiling</i>	See HCPS Design Standards and Health Dept. regulations.
	<i>Walls</i>	See HCPS Design Standards and Health Dept. regulations.
	<i>Floors</i>	See HCPS Design Standards and Health Dept. regulations.
	<i>Doors</i>	
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Must meet Health Dept. regulations.
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	Provide separate exhaust for dish machine.
	<i>Plumbing</i>	
	<i>Specialty</i>	See comments.
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	
COMMENTS:	Provide dirty dish area, stainless steel electric dish washing machine (includes pre-wash, wash and final rinse tanks, final rinse water supply from circulating pump to booster heater attached to dish machine).	
	Provide three compartment sink with dirty dish area (36" x 36") and clean dish area (same size), both with drain boards.	
	Provide 2 oscillating fans, wall mounted, 24" blades.	
	Enclose access area in front of dish machine facing dining room to provide 2 access points (entry/exit). Consider the traffic pattern of dining area to ensure paths of students leaving do not cross paths of students entering.	
	Provide liquid disposal sink and area for composting adjacent to pass-through from dining to dishwashing. Dish return for both ES and PDS should be considered in design.	

ACTIVITY AREA:	Food Services	
ROOM TYPE:	Trash	
PROGRAM:	<i>Description</i>	Trash Room
	<i>Area Required</i>	100 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Outside, easy access to dumpsters.
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	Masonry
	<i>Floors</i>	Concrete
	<i>Doors</i>	Solid
	<i>Windows</i>	None
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	
	<i>Plumbing</i>	Hose bibb, floor drain
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	
COMMENTS:		

ACTIVITY AREA:	Food Services	
ROOM TYPE:	Office	
PROGRAM:	<i>Description</i>	For use by kitchen manager.
	<i>Area Required</i>	100 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Kitchen production and receiving areas
ARCHITECTURAL:	<i>Ceiling</i>	Health Department Regulations
	<i>Walls</i>	Health Department Regulations
	<i>Floors</i>	Quarry tile
	<i>Doors</i>	Locking
	<i>Windows</i>	Provide windows for clear view to production and receiving areas.
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	Provide one telephone/data location each open wall.
	<i>Electrical</i>	Dual data and one voice on each wall co-located with dual electric outlets.
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Desk, chair, filing cabinet, and computer.
COMMENTS:		

ACTIVITY AREA:	Food Services / Custodial	
ROOM TYPE:	Mop Room	
PROGRAM:	<i>Description</i>	For cleaning equipment and materials.
	<i>Area Required</i>	100 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Kitchen and cafeteria
ARCHITECTURAL:	<i>Ceiling</i>	Health Department Regulations
	<i>Walls</i>	Health Department Regulations
	<i>Floors</i>	Quarry tile
	<i>Doors</i>	Access by both kitchen and cafeteria.
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	Washer and Dryer hookup.
	<i>HVAC</i>	
	<i>Plumbing</i>	Mop sink floor unit, utility sink, & floor drain. Washer and dryer for kitchen staff only.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Hooks and shelving.
	<i>FF&E (NIC)</i>	Washer and Dryer for kitchen staff only.
COMMENTS:		

ACTIVITY AREA:	Food Services	
ROOM TYPE:	Storage - Dry	
PROGRAM:	<i>Description</i>	For storage of dry and non-perishable goods.
	<i>Area Required</i>	200 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	
ARCHITECTURAL:	<i>Ceiling</i>	See HCPS Design Standards and Health Dept. regulations.
	<i>Walls</i>	See HCPS Design Standards and Health Dept. regulations.
	<i>Floors</i>	See HCPS Design Standards and Health Dept. regulations.
	<i>Doors</i>	See HCPS Design Standards and Health Dept. regulations.
	<i>Windows</i>	None
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Must meet Health Dept. regulations.
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	Provide polycarbonate 2' x 4' shelving units each including 4 adjustable shelves on casters.
COMMENTS:		

ACTIVITY AREA:	Food Services	
ROOM TYPE:	Refrigerator/Freezer	
PROGRAM:	<i>Description</i>	Walk-in refrigerator and freezer unit(s).
	<i>Area Required</i>	300 (60% freezer 40% refrigerator)
	<i>Number of Users</i>	
	<i>Adjacencies</i>	
ARCHITECTURAL:	<i>Ceiling</i>	Must meet Health Dept. requirements.
	<i>Walls</i>	
	<i>Floors</i>	
	<i>Doors</i>	
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Must meet Health Dept. requirements.
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	Data drop
	<i>Electrical</i>	Connect to emergency generator.
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	
COMMENTS:	Packaged units to meet industry standards.	
	Ease of access for maintenance – Maintenance pathways / curbs / vibration isolation. No pitch pockets.	

ACTIVITY AREA:	Food Services	
ROOM TYPE:	Locker and Toilet	
PROGRAM:	<i>Description</i>	Locker area outside of a single bathroom.
	<i>Area Required</i>	180 sf
	<i>Number of Users</i>	8 - 10 Kitchen Staff
	<i>Adjacencies</i>	Near kitchen area
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	
	<i>Floors</i>	
	<i>Doors</i>	
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	10 lockers double stacked.
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	
COMMENTS:	Provide single toilet room with lockable door, ADA accessible, with exhaust.	
	Provide standard hand washing sink, soap dispenser, and paper towel dispenser with mirror over sink.	

ACTIVITY AREA:	Food Services	
ROOM TYPE:	After School Storage	
PROGRAM:	<i>Description</i>	Space for after school care provider to store items.
	<i>Area Required</i>	150 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Access from cafeteria not the kitchen.
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	
	<i>Floors</i>	VCT
	<i>Doors</i>	Lockable
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	Residential refrigerator
	<i>HVAC</i>	
	<i>Plumbing</i>	Ice maker
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Heavy duty shelving.
	<i>FF&E (NIC)</i>	
COMMENTS:		

BUILDING SERVICES

OVERVIEW:

The custodial facilities are designed to provide the staff and student needs to have an environment characterized by cleanliness, safety, and order. The facilities must provide storage for supplies of various cleaning and educational materials in an area free from clutter, easily accessible by the staff, but safe and secure from the students.

DESIGN CONSIDERATIONS:

The following specific requirements should be applied to the spaces included in this section:

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SUMMARY OF SPACES REQUIRED:

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	Total Area (Sq. Ft.)
Office	1	150	150	
Lavatory with shower	1	80	80	
Main Storage Room	1	400	400	
Custodial Closets	8	50	400	
Mechanical Area	1	1200	1200	
Grounds Storage	1	400	400	
Receiving	1	100	100	
			Total	2,580

ACTIVITY AREA:	Building Services	
ROOM TYPE:	Office	
PROGRAM:	<i>Description</i>	Office for Building Chief.
	<i>Area Required</i>	150 sf
	<i>Number of Users</i>	1
	<i>Adjacencies</i>	Elevated loading dock and main storage room.
ARCHITECTURAL:	<i>Ceiling</i>	Standard office
	<i>Walls</i>	Standard office
	<i>Floors</i>	VCT
	<i>Doors</i>	Standard office
	<i>Windows</i>	Vision panel to receiving, if possible.
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	Standard office
	<i>Audio/Visual</i>	Standard office
	<i>Telecom/Data</i>	Standard office
	<i>Electrical</i>	Standard office
	<i>HVAC</i>	Standard office
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	Bulletin board, white dry erase board.
	<i>Casework</i>	Lockable storage/wardrobe.
	<i>FF&E (NIC)</i>	Office workstation file cabinet, bookshelf, and seating for chief and 2 guests. Flat file storage.
COMMENTS:		

ACTIVITY AREA:	Building Services	
ROOM TYPE:	Lavatory with shower	
PROGRAM:	<i>Description</i>	For use by custodial personnel.
	<i>Area Required</i>	100 sf
	<i>Number of Users</i>	1
	<i>Adjacencies</i>	Custodial office, lockers, main storage room.
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	Tile walls (4 feet high)
	<i>Floors</i>	Tile
	<i>Doors</i>	Standard lockable door
	<i>Windows</i>	
	<i>Acoustics</i>	LEED
SYSTEMS:	<i>Lighting</i>	Overhead light with wall switch.
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	Standard
	<i>HVAC</i>	Exhaust fan on separate electrical switch to operate per code in bathroom.
	<i>Plumbing</i>	Sink, toilet, and shower.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Cabinet below sinks, mirror above sink in bathroom. Ten lockers for custodial staff.
	<i>FF&E (NIC)</i>	Paper towel soap, and toilet paper dispenser, feminine napkin disposal.
COMMENTS:	Must be ADA compliant.	

ACTIVITY AREA:	Building Services	
ROOM TYPE:	Main Storage Room	
PROGRAM:	<i>Description</i>	Main storage room with central storage area for custodial supplies and loading dock. Locker room / meeting room for custodial staff.
	<i>Area Required</i>	500 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Loading Dock, Building Chief Office, Custodial lavatory.
ARCHITECTURAL:	<i>Ceiling</i>	Thirteen-foot ceiling for tall/large equipment.
	<i>Walls</i>	
	<i>Floors</i>	Concrete
	<i>Doors</i>	Interior 8' high double doors; exterior access should provide a standard exterior single door and insulated electrically operated rollup door.
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	1 Data Drop for phone, 1 data drop for time clock, 1 data drop for swipe access.
	<i>Electrical</i>	Outlets along walls with access for compressors and charging batteries.
	<i>HVAC</i>	
	<i>Plumbing</i>	Mop sink, washer, and dryer.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	10 lockers, six-foot work bench, with area above for tools. Heavy metal shelving 24 inches wide, on all open walls, with five levels.
	<i>FF&E (NIC)</i>	Table and ten chairs
COMMENTS:	Requires adequate space for table, ten chairs, buffers, wetvac, and tool storage.	
	Provide provisions for chemical dispensing and water supply (HCPS Design Standards Manual).	

ACTIVITY AREA:	Building Services	
ROOM TYPE:	Custodial Closets	
PROGRAM:	<i>Description</i>	For cleaning equipment and materials throughout the building.
	<i>Area Required</i>	50 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Located throughout the building, near common use areas, near public restrooms and primary hallway. At least one located in each classroom cluster.
ARCHITECTURAL:	<i>Ceiling</i>	
	<i>Walls</i>	CMU Preferred Stainless Steel backsplash above mop/utility sink.
	<i>Floors</i>	Concrete
	<i>Doors</i>	
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	Dual outlet
	<i>HVAC</i>	
	<i>Plumbing</i>	Mop sink floor unit, utility sink, & floor drain, water hookup for chemical dispensing systems.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Hooks and Heavy-duty shelving floor to ceiling.
	<i>FF&E (NIC)</i>	Cabinet suitable for tool storage, lockable.
COMMENTS:	Provisions for hanging mops and other equipment.	

ACTIVITY AREA:	Building Services	
ROOM TYPE:	Mechanical Room	
PROGRAM:	<i>Description</i>	Main Mechanical Room
	<i>Area Required</i>	1,200 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Loading Dock, Building Chief Office
ARCHITECTURAL:	<i>Ceiling</i>	Thirteen-foot ceiling for tall/large equipment
	<i>Walls</i>	
	<i>Floors</i>	
	<i>Doors</i>	Interior 8' high double doors; exterior access should provide a standard exterior single door and insulated electrically operated rollup door. Interior access near Chief Custodian if possible.
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	Coordinate data drops as appropriate with systems.
	<i>Electrical</i>	
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	
COMMENTS:	Provide storage for PM equipment such as filters near equipment as needed.	

ACTIVITY AREA:	Building Services	
ROOM TYPE:	Grounds Equipment Storage	
PROGRAM:	<i>Description</i>	Ground's equipment storage room for flammable materials
	<i>Area Required</i>	250 sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Outdoor access. To be located near unloading area with paved access.
ARCHITECTURAL:	<i>Ceiling</i>	Thirteen-foot ceiling for tall/large equipment.
	<i>Walls</i>	
	<i>Floors</i>	Ramp from outside if necessary.
	<i>Doors</i>	Outside overhead garage-type door. Fire door for inside door.
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	Outlets along walls with access for compressors and charging batteries.
	<i>HVAC</i>	Well ventilated.
	<i>Plumbing</i>	Access to outdoor water hose connection. No floor drain.
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	Heavy duty metal shelving; storage cabinets for flammable materials (gas cans, etc.).
	<i>FF&E (NIC)</i>	
COMMENTS:	Sufficient size to house a tractor, riding mower, snowplow, snow blower, golf cart and push mower.	

ACTIVITY AREA:	Building Services	
ROOM TYPE:	Receiving Area	
PROGRAM:	<i>Description</i>	Receiving area to process deliveries.
	<i>Area Required</i>	100sf
	<i>Number of Users</i>	
	<i>Adjacencies</i>	Off Loading Dock, near general storage and cafeteria.
ARCHITECTURAL:	<i>Ceiling</i>	Thirteen-foot ceiling for tall/large equipment.
	<i>Walls</i>	
	<i>Floors</i>	
	<i>Doors</i>	Interior 8' high double doors; exterior access should provide a standard exterior single door and insulated electrically operated rollup door. Video doorbell.
	<i>Windows</i>	
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	
	<i>Electrical</i>	
	<i>HVAC</i>	
	<i>Plumbing</i>	
	<i>Specialty</i>	
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	
COMMENTS:		

TECHNOLOGY

OVERVIEW:

Spaces for Technology infrastructure.

DESIGN CONSIDERATIONS:

The following specific requirements should be applied to the spaces included in this section:

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SUMMARY OF SPACES REQUIRED:

Room / Space	Number Total (Total)	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	Total Area (Sq. Ft.)
Communications Distribution Room/MDF (Main Distribution Frame)	1	300	300	
IDF	TBD	100	TBD	
Total				

ACTIVITY AREA:	Technology	
ROOM TYPE:	Communications Distribution Room/MDF (Main Distribution Frame)	
PROGRAM:	<i>Description</i>	The communications distribution room or MDF houses the distribution cabling/equipment for the data systems for the school. MDF is connected via fiber optic backbone cabling to the communications closets/IDFs for horizontal distribution to the end users. The number and locations of IDFs will be determined by the length of the Category 6 cable runs to each data drop, where the cable distances exceed the standard for successful operation at 1 Gbps.
	<i>Area Required</i>	300 sf
	<i>Number of Users</i>	2
	<i>Adjacencies</i>	Hallway access, central location
ARCHITECTURAL:	<i>Ceiling</i>	Exposed ceiling
	<i>Walls</i>	Fire rated plywood on one long wall.
	<i>Floors</i>	Sealed Concrete
	<i>Doors</i>	Lockable secure room; no window. Card swipe access.
	<i>Windows</i>	Not required
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	No occupancy sensor.
	<i>Audio/Visual</i>	PA speaker
	<i>Telecom/Data</i>	Wi-Fi
	<i>Electrical</i>	Standard outlets; See technology design specifications.
	<i>HVAC</i>	Split AC system for CDR and each CC.
	<i>Plumbing</i>	
	<i>Specialty</i>	MDF connected to emergency generator.
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	
COMMENTS:	Refer to HCPS Technology Design manual for Rack design/layout and cable color designations.	

ACTIVITY AREA:	Technology	
ROOM TYPE:	IDF	
PROGRAM:	<i>Description</i>	The communications distribution room or MDF houses the distribution cabling/equipment for the data systems for the school. MDF is connected via fiber optic backbone cabling to the communications closets/IDFs for horizontal distribution to the end users. The number and locations of IDFs will be determined by the length of the Category 6 cable runs to each data drop, where the cable distances exceed the standard for successful operation at 1 Gbps.
	<i>Area Required</i>	TBD
	<i>Number of Users</i>	1
	<i>Adjacencies</i>	Hall Access; keep wire runs on single floor.
ARCHITECTURAL:	<i>Ceiling</i>	Exposed ceiling.
	<i>Walls</i>	
	<i>Floors</i>	Sealed Concrete
	<i>Doors</i>	Lockable secure room; no windows, card access.
	<i>Windows</i>	Not required
	<i>Acoustics</i>	
SYSTEMS:	<i>Lighting</i>	No occupancy sensors.
	<i>Audio/Visual</i>	
	<i>Telecom/Data</i>	Ladder rack
	<i>Electrical</i>	See Technology Design Guidelines/Specifications.
	<i>HVAC</i>	Split AC system for CDR and each CC.
	<i>Plumbing</i>	
	<i>Specialty</i>	IDF connected to emergency generator.
EQUIPMENT:	<i>Display</i>	
	<i>Casework</i>	
	<i>FF&E (NIC)</i>	
COMMENTS:	Refer to HCPS Technology Design manual for Rack design/layout and cable color designations.	
	Provide additional pathways for future expansion.	

SPACE SUMMARY

Room / Space	Teaching Stations	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)
ADMINISTRATION	0	22	4,730	6,160
Secure Lobby	0	1	600	600
General Office and Reception Area	0	1	800	800
Waiting areas	0	1	400	400
Principal Office	0	2	300	600
Assistant Principal Office	0	3	200	600
IEP Coordinator Office	0	1	150	150
Instructional Coach Office	0	1	150	150
Model School offices	0	2	150	300
General Offices	0	2	150	300
Conference Room	0	1	300	300
IEP Conference Room (Corridor Access)	0	2	400	800
Records Room (PDS)	0	1	375	325
Records Room (ES)	0	1	225	225
Unisex Restroom	0	2	80	160
Workroom	0	1	450	450
INSTRUCTIONAL SUPPORT	0	30	3,490	6,350
Faculty Lounge/Staff Lavatory	0	1	800	800
Break room near Admin.	0	1	450	450
Teacher Workroom (ES)	0	6	250	1,500
Teacher/Para Workroom (PDS)	0	4	250	1,000
Adult Lavatory	0	12	60	720
Privacy Room	0	1	80	80
Storage (Elementary School)	0	2	200	400
Supply Storage (Public Day School)	0	1	400	400
Volunteer Work Room/PTA Storage	0	1	600	600
Support Staff Office ES	0	1	400	400
STUDENT SERVICES	0	17	2,230	3,170
Waiting Area	0	1	300	300
School Counseling Office	0	3	200	600
Psychologist's Office	0	2	150	300
School based mental health	0	1	150	150
Behavior Specialist Office	0	1	150	150
Behavior Resource Suite (PDS)	0	1	250	250
Behavior Resource Suite (ES)	0	1	150	150
Itinerant Office	0	1	250	250
Testing Suites	0	2	90	180
Testing Storage	0	1	90	90
Conference Room	0	2	300	600
Ed evaluator office	0	1	150	150
Elementary School HEALTH SUITE	0	8	995	1,055
ES Reception, Waiting, Treatment Area	0	1	200	200
ES Nurse's Office / Records storage	0	1	150	150
ES Exam room / Isolation Room	0	1	250	250
ES Rest Area	0	1	200	200
Bathroom with shower	0	1	75	75
Bathroom	0	1	60	60
Storage Closet	0	2	60	120

Room / Space	Teaching Stations	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)
Public Day School Health Suite	0	9	2,110	2,110
Reception, Waiting, Treatment Area	0	1	300	300
Nurse's Office / workroom / conference	0	1	400	400
Exam room / Isolation Room	0	1	250	250
Rest Area	0	1	300	300
Bathroom with shower	0	1	160	160
Bathroom	0	1	100	100
Storage/Supply Closet	0	1	350	350
Medicine room	0	1	100	100
Feeding Tube Prep Area	0	1	150	150
SPEECH OFFICES	0	8	1,850	2,400
Speech Office (GE) / Therapy space (ES)	0	2	350	700
Speech Office (PDS)	0	1	600	600
Speech Storage (PDS)	0	1	300	300
Speech Therapy (PDS Primary)	0	2	200	400
Speech Therapy (PDS Middle)	0	1	200	200
Speech Therapy (PDS High)	0	1	200	200
OCCUPATIONAL AND PHYSICAL THERAPY	0	7	4,350	4,350
OT Activity Room (PDS)	0	1	600	600
OT Office (PDS)	0	1	400	400
OT Storage (PDS)	0	1	200	200
OT Activity Room (ES)	0	1	250	250
PT Activity Room (PDS)	0	1	1,500	1,500
PT Office (PDS)	0	1	400	400
PT Storage (PDS)	0	1	1,000	1,000
RELATED SERVICES	0	7	2,180	2,180
Vision Treatment room	0	1	250	250
Vision Storage	0	1	150	150
Vision Office	0	1	400	400
Assistive Technology Workroom	0	1	600	600
Assistive Technology Office	0	1	450	450
Assistive Technology Conference	0	1	250	250
Phone room	0	1	80	80
PUBLIC DAY SCHOOL CLASSROOMS	25	27	7,360	29,800
Elementary STRIVE	1	1	1,160	1,160
Secondary STRIVE	2	2	1,160	2,320
Preprimary	3	3	1,160	3,480
Elementary	5	5	1,160	5,800
Middle	7	7	1,160	8,120
High	7	7	1,160	8,120
Sensory Room	0	2	400	800
INDEPENDENT LIVING	0	3	2,300	2,300
Life Skills Classrooms	0	1	1,200	1,200
Unisex Bathroom	0	1	100	100
High School Cooking classroom	0	1	1,000	1,000

Room / Space	Teaching Stations	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)
ELEMENTARY SCHOOL CLASSROOM	26	33	4,300	27,200
Pre-K – including a toilet	2	2	1,000	2,000
Kindergarten– including a toilet	4	4	1,000	4,000
Primary Grades 1-2 - including Toilet	8	8	850	6,800
Intermediate Grades 3-5	12	12	850	10,200
Small Group Pullout	0	7	600	4,200
ELEMENTARY ACADEMIC SUPPORT	0	5	2,390	3,130
Enrichment	0	1	850	850
Reading Resource	0	2	740	1,480
Reading storage	0	1	200	200
Math Resource	0	1	600	600
REGIONAL EARLY INTERVENTION PROGRAM	2	5	2,800	3,200
Early Learners classroom	1	1	1,000	1,000
Learning together classroom	1	1	1,000	1,000
Regional Program Workroom	0	1	400	400
Sensory	0	2	400	800
MODEL SCHOOL	1	17	2,300	4,250
Workroom	0	1	200	200
Higher Education partner office space	0	2	150	300
Lab School Coordinator	0	1	150	150
ES Observation	0	8	200	1,600
Public Day School Observation	0	3	200	600
Model School Welcome/classroom	1	1	1,200	1,200
Higher Education Storage	0	1	200	200
SPECIAL AREAS	3	8	6,100	6,100
Horticulture Lab / Headhouse	1	1	950	950
Greenhouse	0	1	800	800
Greenhouse Bulk Storage Area	0	1	100	100
Technical Education Classroom	1	1	1,500	1,500
Technical Education Bulk Storage Area	0	1	200	200
Career/Vocational Lab	1	1	1,200	1,200
Vocational Lab Storage Area	0	1	150	150
Home Economics Room	0	1	1,200	1,200
MEDIA CENTER	2	8	7,550	7,550
PDS - Instructional Area	1	1	600	600
PDS – Book Stacks, Circulation & Distribution	0	1	1,050	1,050
Shared - Office/Workspace/Instructional Prep	0	1	750	750
Shared - Storage Area	0	1	450	450
ES - Instructional Area	1	1	850	850
ES - Book Stacks, Circulation & Distribution	0	1	2,300	2,300
ES - Story Area	0	1	850	850
ES - Maker Space / Flex Instructional Area	0	1	700	700
ART	2	6	2,260	3,460
Art Studio Classrooms (PDS)	1	2	1,000	2,000
Art Studio Classrooms (ES)	1	1	1,000	1,000
Art Storage	0	2	200	400
Kiln	0	1	60	60

Room / Space	Teaching Stations	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)
MUSIC	4	6	4,840	4,840
Chorus Classroom (PDS)	1	1	1,000	1,000
Music Classroom (PDS)	1	1	800	800
Vocal Music Classrooms (ES)	1	1	800	800
Instrumental Music (ES)	1	1	1,000	1,000
Equipment storage room	0	1	240	240
Stage	0	1	1,000	1,000
PHYSICAL EDUCATION FACILITIES	5	15	17,800	18,150
Gymnasium (PDS Elementary Students)	1	1	1,600	1,600
Gymnasium (PDS Secondary Students)	1	1	6,000	6,000
Fitness lab (PDS)	1	1	1,200	1,200
Movement Room	1	1	800	800
Gymnasium (ES)	1	1	6,000	6,000
Parks and Rec Storage	0	1	150	150
Parks and Rec Storage	0	1	200	200
Physical Education Gymnasium Storage (PDS)	0	1	500	500
Physical Education Storage (ES)	0	1	300	300
Outside Storage	0	1	500	500
Chair Storage	0	1	200	200
Physical Education Office	0	2	150	300
Staff Toilet/Shower	0	2	200	400
FOOD SERVICES	0	18	9,380	9,930
Cafeteria PDS	0	1	2,700	2,700
Cafeteria ES	0	1	3,000	3,000
Serving Line (PDS 1 + ES 2)	0	3	200	600
Kitchen	0	1	1,600	1,600
Puree and minced food prep	0	1	100	100
Lunch feeder lounge	0	1	300	300
Dishwash / Dish drop off	0	2	150	300
Trash	0	1	100	100
Office	0	1	100	100
Mop room	0	1	100	100
Storage- Dry	0	1	250	250
Refrigerator/Freezer	0	1	300	300
Locker/Toilet	0	1	180	180
After School Storage	0	1	150	150
Furniture Storage	0	1	150	150
BUILDING SERVICES	0	14	2,380	2,730
Office	0	1	150	150
Lavatory with shower	0	1	80	80
Main Storage Room	0	1	400	400
Custodial Closets	0	8	50	400
Mechanical Area	0	1	1,200	1,200
Grounds Storage	0	1	400	400
Receiving	0	1	100	100
TECHNOLOGY	0	TBD	TBD	TBD
Communications Distribution Room/MDF	0	1	300	300
IDF	0	TBD	100	TBD
TOTAL	70	273	93,695	150,415

BOARD OF EDUCATION OF HARFORD COUNTY

INFORMATIONAL REPORT

DECISION ON SITE LOCATION STUDY FOR THE JOHN ARCHER SCHOOL

August 16, 2021

Background Information:

In 2009, Smolen & Emr Associates completed a scope study to assess the current building condition, safety, and educational program efficiency of the John Archer School (JAS) facilities. It was determined that the existing JAS building had reached a point where components and systems needed to be replaced. The original JAS was built in 1971 and was designed to serve students with severe disabilities. The scope study determined that the instructional needs, as well as the support service requirements of the students attending JAS, have changed since the construction of the original building. The scope study also considered the relocation of JAS to the Bel Air campus.

At that time, it was determined that the Bel Air campus was the most feasible site for the relocation and placement of JAS. Under the guidance of the Director of Special Education and the Facility Planner for HCPS, programmatic and spatial requirements were defined and used by the Scope Study Committee to develop three (3) concept schemes that addressed the instructional and site requirements for the future development on the Bel Air campus.

This project has remained a top priority and has been prioritized with the other major capital school facility needs within the County. Twelve years have passed, and the JAS Replacement School project is now the highest major capital priority following the Homestead/Wakefield Elementary Replacement School project. On August 10, 2020, the Board of Education approved a contract with FLO Analytics for the Balancing Enrollment project and an update of the site location study for JAS. FLO Analytics partnered with Banta Campbell Architects to conduct a site location study as part of the overall Balancing Enrollment project.

Discussion:

The John Archer School serves our most medically fragile and severely disabled students countywide; therefore, determining the best location for a replacement school is crucial for travel times and student's access to services and programs. The site location study considered seven (7) sites for the relocation of JAS. Three (3) of the sites do not currently have an existing building. Four (4) of the sites are existing school facility properties. Data was gathered for each of the sites considering proximity to the Town of Bel Air, Upper Chesapeake Medical Center, and travel distances from edge points of Harford County like White Hall, Whiteford, and Havre de Grace.

At the conclusion of the site location study for JAS, it was determined that the Campus Hills site provided the best option due to the central location and ideal access to amenities and services. The Campus Hills site is less than a mile from the current location; therefore, the school can continue with the partnerships already established with Harford Technical School High School, Harford Community College, and Towson University Northeast. Additionally, construction of the new facility would not impact any current school operations with only minimal impact to transportation routes and times. Ongoing traffic improvements in the area will also help with transportation. The site is co-located with a Parks and Recreation site where a sensory trail was recently added providing access to a valuable amenity to the population this school serves.

Once the Board of Education approves a site location, the next step would include advertising for design services to complete a feasibility study for JAS located at the Campus Hills site and the development of educational specifications. Local planning approval from the State is planned to be requested for this project with the FY 2024 Capital Improvement Program request. The State Interagency Commission on School Construction must grant local planning approval for this project to be considered for future State funding.

Superintendent's Recommendation:

The Superintendent of Schools recommends that the Board of Education approve the option to completely replace John Archer School and to relocate the school from its current location to the Campus Hills site, located at 301 Schucks Road.



Siting Location Study for

THE JOHN

ARCHER SCHOOL



HARFORD COUNTY PUBLIC SCHOOLS
August 3, 2021

BANTA CAMPBELL ARCHITECTS, INC.

10221 Wincopin Circle
Columbia, Maryland 21044
410-290-9006

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PROJECT INTRODUCTION AND BACKGROUND

The Banta Campbell Architects, Inc. Design Team was engaged by Harford County Public Schools as a component of the Flo-Analytics Enrollment Balancing process. The BCA Design Team has recently completed an updated Homestead Wakefield Elementary School Scope Study which was approved by the Board of Education in February 2021.

The existing John Archer School is located on property shared with Harford Tech High School and Prospect Mill Elementary School. The school was first constructed in 1971 with additions/renovations in 1981. There have been no significant improvements there in several years.

The previous John Archer School Scope Study was completed in 2009. It focused primarily as an addition at the Bel Air Middle School located on the “Bel Air Campus” which also include Bel Air High School and Homestead/Wakefield Elementary School. Option 3 of the previous Scope Study was designed as a stand-alone facility with corridor connections to Bel Air Middle School. No significant improvements have occurred at the Bel Air Middle School since the completion of the Scope Study.

The BCA Design Team is tasked with considering alternate site locations in Harford County. The Option 3 from the previous Scope Study is used as a guiding footprint to work with. The area of the proposed facility is approximately 125,000 square feet. Seven sites are identified as possible locations.

APPROACH AND EXECUTIVE SUMMARY

Seven sites are considered for relocation of the John Archer School. Three of the sites do not currently have an existing building. Four of the sites are existing school facility properties. Data is gathered for each of the sites considering proximity to the Town of Bel Air, Upper Chesapeake Medical Center and travel distances from edge points of Harford County like White Hall, Whiteford, and Havre de Grace.

Conceptual building footprints are indicated on each of the sites. They borrow from the Option 3 of the previous Scope Study noted above. In four instances the floor plan is modified slightly to better fit the site available area. The building footprints are shown primarily to demonstrate their impact on the site. Parking, site circulation, storm water management and more detailed site planning are not currently indicated. These will be developed in a next phase with a selected/preferred site.

Conclusion and Recommendation

The following pages include graphic representations of each of the sites being considered including site information, distance data, with pros and cons of each location. An Internal Stake Holders survey was conducted and is included as in appendix. All information gathered and considered leads to the final recommendation.

The Superintendent of Schools recommends that the Board of Education approve the Campus Hills Site as the location of the John Archer Replacement School.

HARFORD COUNTY SITE LOCATION MAP





John Archer School - Potential Site Locations Distance Data

Site Location	Physical Distance from Existing John Archer School	Physical Distance from BelAir	Physical Distance from White Hall	Physical Distance from Whiteford	Physical Distance from Havre de Grace	Mileage & Drive Time to UC Med Center	HCPS Transportation Comments	
							PROS	CONS
Woodbridge Center 1219 Clover Valley Way Edgewood, MD 21040	9.07 miles 13.6 Driving miles 21 minutes	7.48 miles 10.2 Driving miles 19 minutes	20.63 miles 25.2 Driving miles 41 minutes	19.36 miles 24.6 Driving miles 38 minutes	15.01 miles 19.5 Driving miles 24 minutes	6.32 miles 9.4 Driving miles 18 minutes	None	Negative Impact to capacity and routing due to the distance for students in the northern section of the county. Additional time and mileage to work sites and community based trips.
John Archer School 100 Thomas Run Road Bel Air, MD 21015	N/A	3.54 miles 3.8 Driving miles 7 minutes	18.61 miles 22.3 Driving miles 36 minutes	11 miles 14.2 Driving miles 21 minutes	10.51 miles 11.9 Driving miles 19 minutes	4.04 miles 5.4 Driving miles 13 minutes	Current routing would remain in place and no change in ride times for students.	None
William Paca/ Old Post Rd Elementary 2706 Old Philadelphia Rd Abingdon, MD 21009	7.48 miles 8.9 Driving miles 17 minutes	6.35 miles 7.1 Driving miles 16 minutes	21.23 miles 26.4 Driving miles 42 minutes	18.11 miles 21.5 Driving miles 33 minutes	12.9 miles 16.4 Driving miles 21 minutes	5.49 miles 6.3 Driving miles 15 minutes	None	Negative Impact to capacity and routing due to the distance for students in the northern section of the county. Additional time and mileage to work sites and community based trips.
Box Hill South 333 Windy Laurel Way Abingdon, MD 21009	6.09 Miles 7.7 Driving miles 15 minutes	5.10 miles 5.4 Driving miles 12 minutes	20.39 miles 25.9 Driving miles 43 minutes	16.74 miles 20.8 Driving miles 31 minutes	12.39 miles 15.5 Driving miles 22 minutes	4.21 miles 5.1 Driving miles 13 minutes	None	Negative Impact to capacity and routing due to the distance for students in the northern section of the county. Additional time and mileage to work sites and community based trips.
Bel Air Campus 99 Idlewild Street Bel Air, MD 21014	3.7 miles 4.3 Driving miles 11 minutes	3,261.30 ft .7 Driving miles 3 minutes	16.53 miles 20.4 Driving miles 35 minutes	12.58 miles 15.5 Driving miles 27 minutes	13.4 miles 15.9 Driving miles 28 minutes	2.8 miles 3.2 Driving miles 9 minutes Walking 1 mile 19 minutes	Close to current location and impact to routing would be minimal. Proximity to the hospital and community based trip locations is ideal.	Traffic Volume and additional congestion on a complex that already has traffic congestion concerns.
Ring Factory Elementary 1400 Emmorton Road Bel Air, MD 21014	3.82 miles 5.4 Driving miles 13 minutes	1.76 miles 1.6 Driving miles 5 minutes	17.43 miles 21.4 Driving miles 37 minutes	13.65 miles 16.5 Driving miles 29 minutes	13 miles 20.4 Driving miles 28 minutes	4,450.71 ft (1.36 km) 2 Driving miles 8 minutes	Close to current location and impact to routing would be minimal. Proximity to the hospital and community based trip locations is ideal.	Possible traffic volume and congestion concerns along Ring Factory Road during arrival and dismissal depending on changes to the tier schedule arrival would be the same as Ring Factory ES.
Campus Hills 301 Schuck's Road Bel Air, MD 21015	4,310.03 ft .8 Driving miles 3 minutes	3.22 miles 4.4 Driving miles 9 minutes	18.84 miles 22.9 Drivingmiles 36 minutes	11.7 miles 15.3 Driving miles 22 minutes	10.44 miles 12.4 Driving miles 20 minutes	3.64 miles 6 Driving miles 4 minutes	Current routing would remain in place and no change to ride times for students.	None

WOODRIDGE CENTER

1219 Clover Valley Way
Edgewood, MD 21040

19.8 Acres

Currently no building development on the site.

PROS

- Public utilities available nearby site.

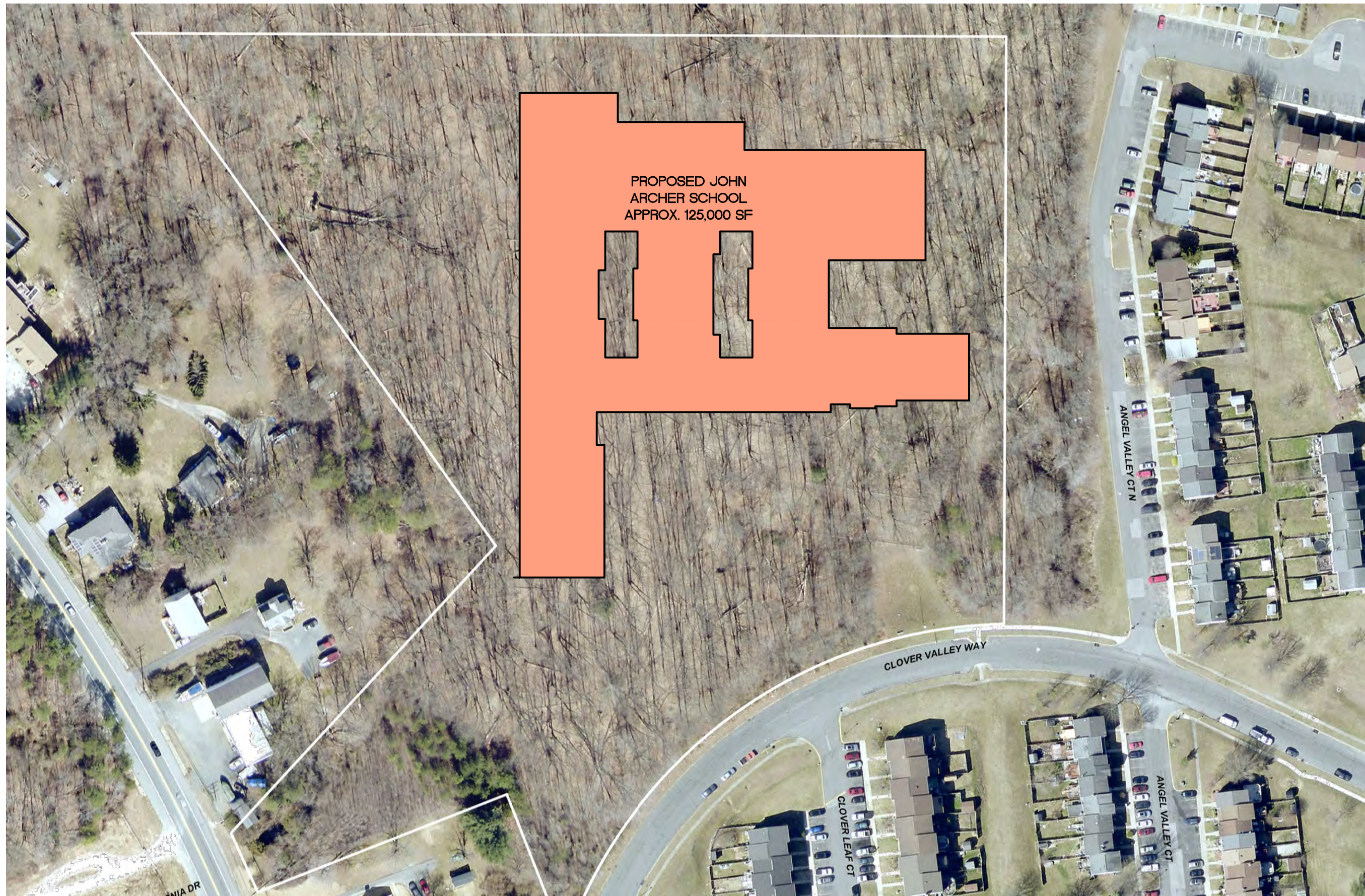
CONS

- Limited play field area available.
- Not co-located with existing school for possible peer connections.
- Existing completely wooded site.
- Most southerly site being considered.
- Access is through residential neighborhood from MD152.
- Transportation negative impact to capacity and routing.
- Distance and travel time from northern edges of Harford County – approx. 41 minutes.

SITE LOCATION AND DISTANCE DATA

- Physical distance from existing John Archer School Bel Air, MD 21015 = 9.07 miles | Driving 13.6 miles / 21 minutes
- Physical distance from center of Bel Air (303 South Main Street) = 7.48 miles | Driving 10.2 miles / 19 minutes
- Physical distance from White Hall, MD 21161 = 20.63 miles | Driving 25.2 miles / 41 minutes
- Physical distance from Whiteford, MD 21160 = 19.36 miles | Driving 24.6 miles / 38 minutes
- Physical distance from Havre de Grace MD 21078 = 15.01 miles | Driving 19.5 miles / 24 minutes
- Mileage & Drive Time to Upper Chesapeake Medical Center Bel Air = 6.32 miles | Driving 9.4 miles / 18 minutes





PROPOSED JOHN
ARCHER SCHOOL
APPROX. 125,000 SF

CLOVER VALLEY WAY

ANGEL VALLEY CT N

CLOVER LEAF CT

ANGEL VALLEY CT

EXISTING JOHN ARCHER SCHOOL - HARFORD TECHNICAL HIGH SCHOOL

200 Thomas Run Road
Bel Air, MD 21015

? Acres

The site currently houses the John Archer School, Harford Tech High School and Prospect Mill Elementary School. Prospect Mill has traffic access from Prospect Mill Road and does not mix with John Archer or Harford Tech.

Two location options are included. Each allow for construction of new John Archer School and demolition of the existing facility after completion. The existing school footprint will become play/practice fields displaced by new John Archer construction.

SITE LOCATION AND DISTANCE DATA

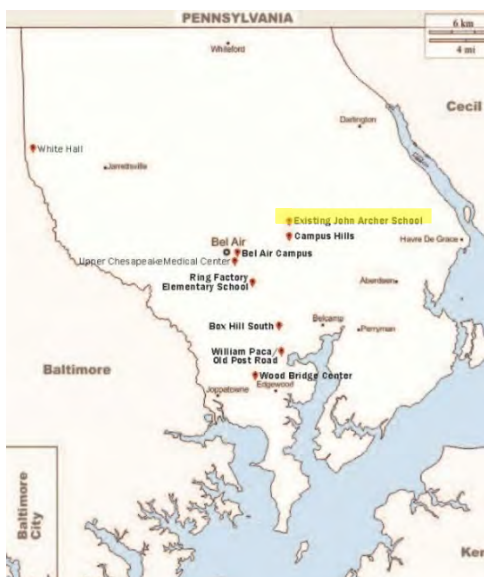
- Physical distance from center of Bel Air (303 South Main Street) = 3.54 miles | 3.8 Driving miles / 7 minutes
- Physical distance from White Hall, MD 21161 = 18.61 miles | 22.3 Driving miles / 36 minutes
- Physical distance from Whiteford, MD 21160 = 11 miles | 14.2 Driving miles / 21 minutes
- Physical distance from Havre de Grace, MD 21078 = 10.51 miles | 11.9 Driving miles / 19 minutes
- Mileage & Drive Time to Upper Chesapeake Medical Center Bel Air = 4.04 miles | 5.4 Driving miles / 13 minutes

PROS

- Co-located with existing schools for possible peer connections.
- Proximity to Nursing Program at Harford Technical and Harford Community College across Thomas Run Road.

CONS

- Congested campus with three facilities.
- Connection to existing package wastewater treatment plant.
- New John Archer development will require demolition of existing facility not allowing it to be repurposed for other functions.
- Septic reserve area limits placement of new playfields on existing John Archer footprint. Playfields will be located on busy traffic corner.





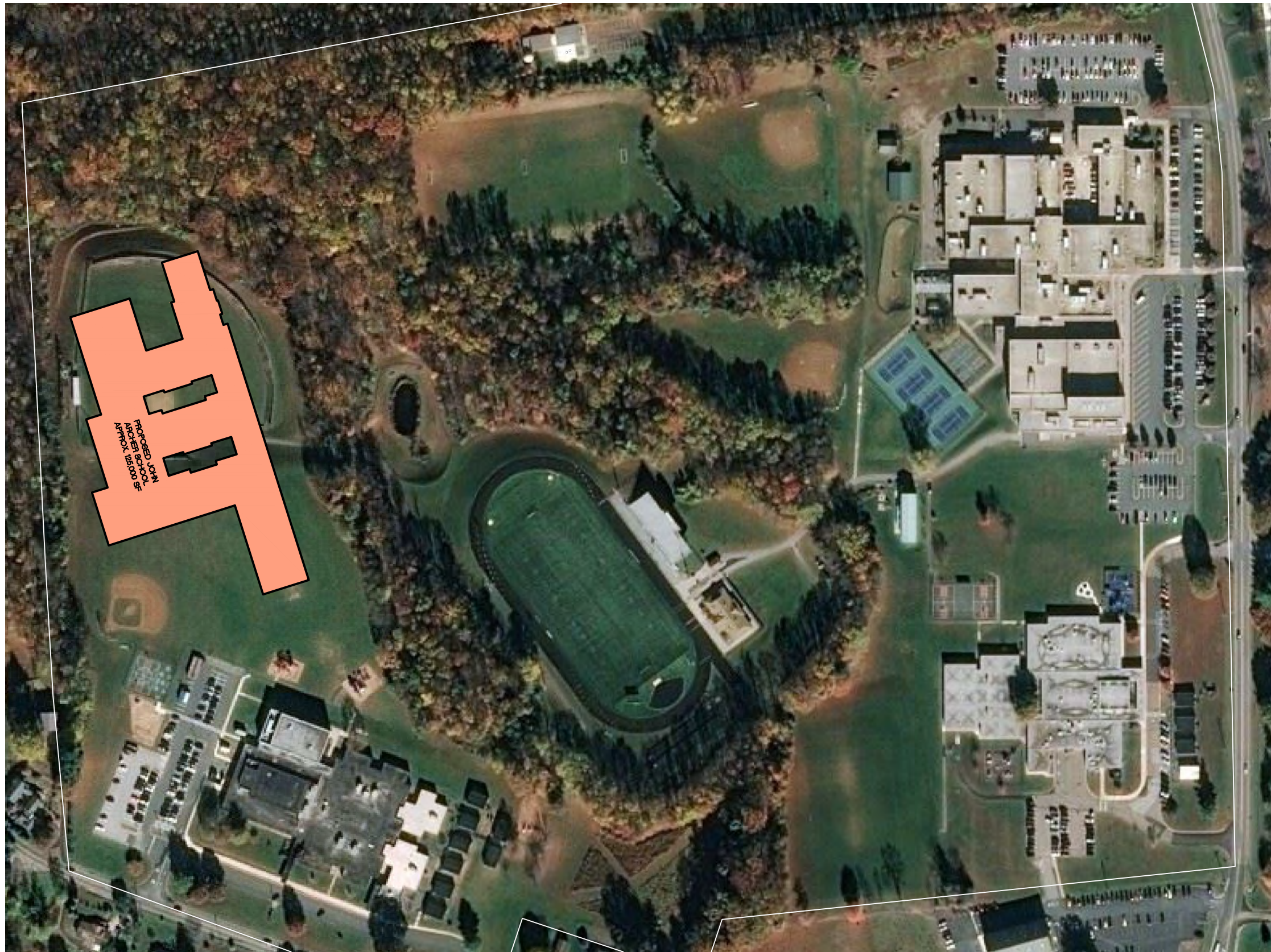
JOHN ARCHER PROPOSED LOCATION -HARFORD TECHNICAL HIGH SCHOOL - OPTION 1

Amoss Center, 200 Thomas Run Rd, Bel Air, MD 21015



SCALE: 1" = 200'-0"

MAY 21, 2021



PROPOSED JOHN ARCHER SCHOOL - APPROX. 25,000 SF



SCALE: 1" = 200'-0"

MAY 21, 2021

JOHN ARCHER PROPOSED LOCATION -HARFORD TECHNICAL HIGH SCHOOL - OPTION 2

Amoss Center, 200 Thomas Run Rd, Bel Air, MD 21015



WILLIAM PACA/OLD POST ELEMENTARY

2706 Old Philadelphia Road
Abingdon, MD 21009

47.18 Acres

The existing site includes separate buildings for William Paca and Old Post Elementary and associated playfields.

A scope study has been completed for a replacement facility in a single structure.

PROS

- Public Utilities available on site.
- Proposed location for John Archer accounts for planned replacement building.
- Co-located with existing/replacement school for possible peer connections.

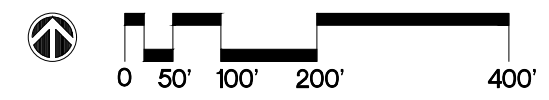
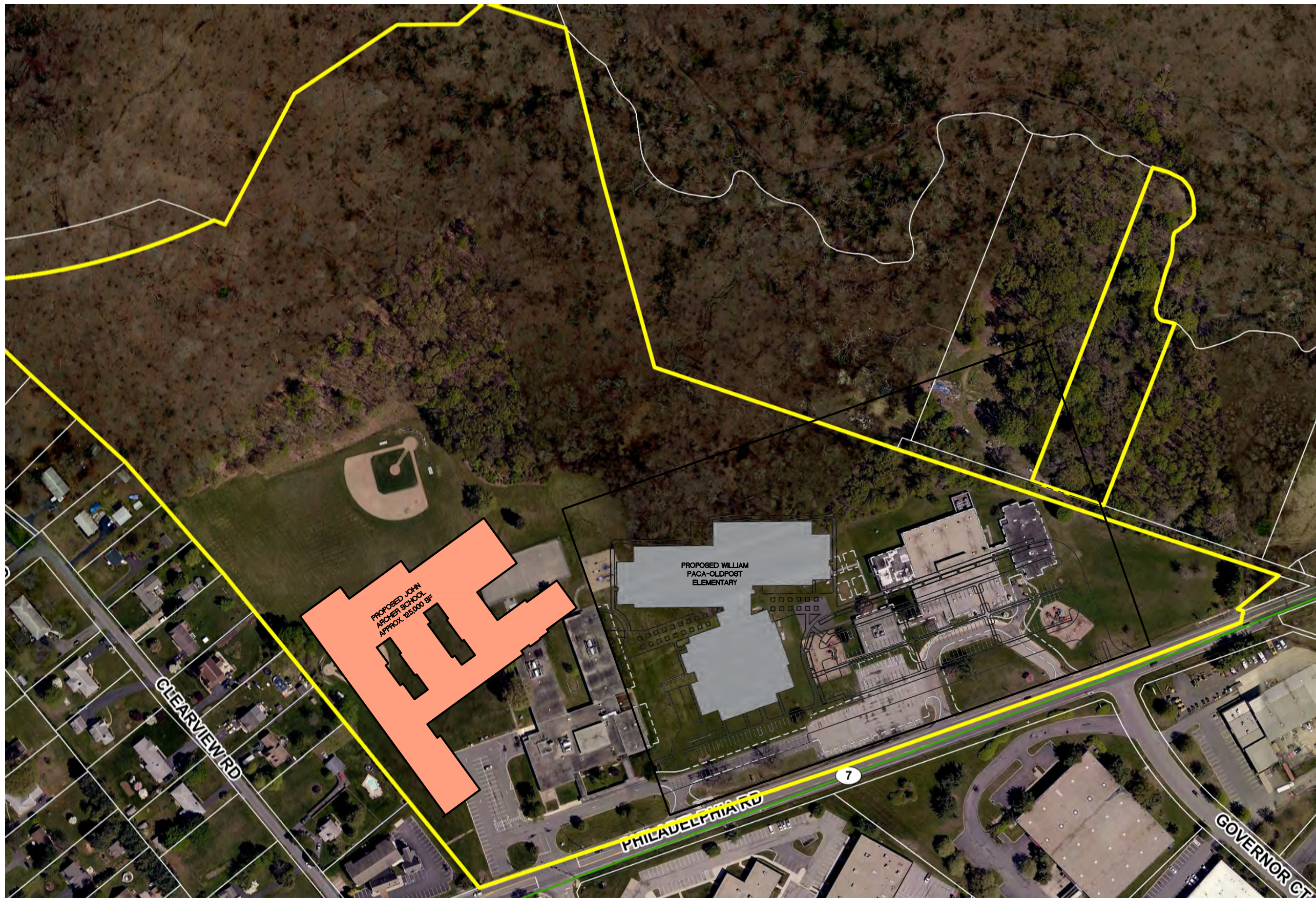
CONS

- Limited play field area unless extended into existing wooded areas.
- Construction phasing and timing with replacement school construction.
- Transportation negative impact to capacity and routing.
- Distance and travel time from northern edges of Harford County – approx. 42 minutes.

SITE LOCATION AND DISTANCE DATA

- Physical distance from existing John Archer School Bel Air, MD 21015 = 7.48 miles | 8.9 miles / 17 minutes
- Physical distance from center of Bel Air (303 South Main Street) = 6.35 miles | 7.1 miles / 16 minutes
- Physical distance from White Hall, MD 21161 = 21.23 miles | 26.4 miles / 42 minutes
- Physical distance from Whiteford, MD 21160 = 18.11 miles | 21.5 miles / 33 minutes
- Physical distance from Havre de Grace MD 21078 = 12.9 miles | 16.4 miles / 21 minutes
- Mileage & Drive Time to Upper Chesapeake Medical Center Bel Air= 5.49 miles | 6.3 miles / 15 minutes





JOHN ARCHER PROPOSED LOCATION at PROPOSED WILLIAM PACA/OLD POST ROAD ELEMENTARY
2706 Old Philadelphia Road, Abingdon, Maryland 21009

SCALE: 1" = 200'-0"
MAY 13, 2021

BOX HILL SOUTH

333 Windy Laurel Way
Abingdon, MD 21009

17.86 Acres

Currently no building development- play fields for Parks and Recreation

PROS

- Building potential does not impede or diminish any existing school facility use.
- Public utilities available nearby.
- Reasonably close to center of Harford County and access from MD24 and MD924.

CONS

- School development will displace Parks and Recreation Fields.
- Not co-located with another school for possible peer connections.
- Transportation negative impact to capacity and routing.
- Distance and travel time from northern edges of Harford County – approx. 43 minutes.

SITE LOCATION AND DISTANCE DATA

- Physical distance from existing John Archer School Bel Air, MD 21015 = 6.09 Miles | Driving 7.7 miles / 15 minutes
- Physical distance from center of Bel Air (303 South Main Street) = 5.10 miles | Driving 5.4 miles / 12 minutes
- Physical distance from White Hall, MD 21161 = 20.39 miles | Driving 25.9 miles / 43 minutes
- Physical distance from Whiteford, MD 21160 = 16.74 miles | Driving 20.8 miles / 31 minutes
- Physical distance from Havre de Grace, MD 21078 = 12.39 miles | Driving 15.5 miles / 22 minutes
- Mileage & Drive Time to Upper Chesapeake Medical Center Bel Air = 4.21 miles | Driving 5.1 miles / 13 minutes

