JOHN ARCHER PROPOSED LOCATION -BOX HILL SOUTH

333 Windy Laurel Way, Abingdon, Maryland 21009

SCALE: 1" = 100'-0"

MAY 21, 2021

BCA
Banta Campbell
ARCHITECTS, INC.

BEL AIR CAMPUS – BEL AIR MIDDLE SCHOOL

99 Idlewild Street
Bel Air, MD 21014

? Acres
The site currently houses Bel Air Middle School and Homestead Wakefield Elementary School.
Bel Air High School is adjacent but not connected by roadway.
This location was considered with the previous John Archer School Scope Study.
A Scope Study has recently been completed and approved for a Homestead Wakefield Elementary School Replacement.

PROS

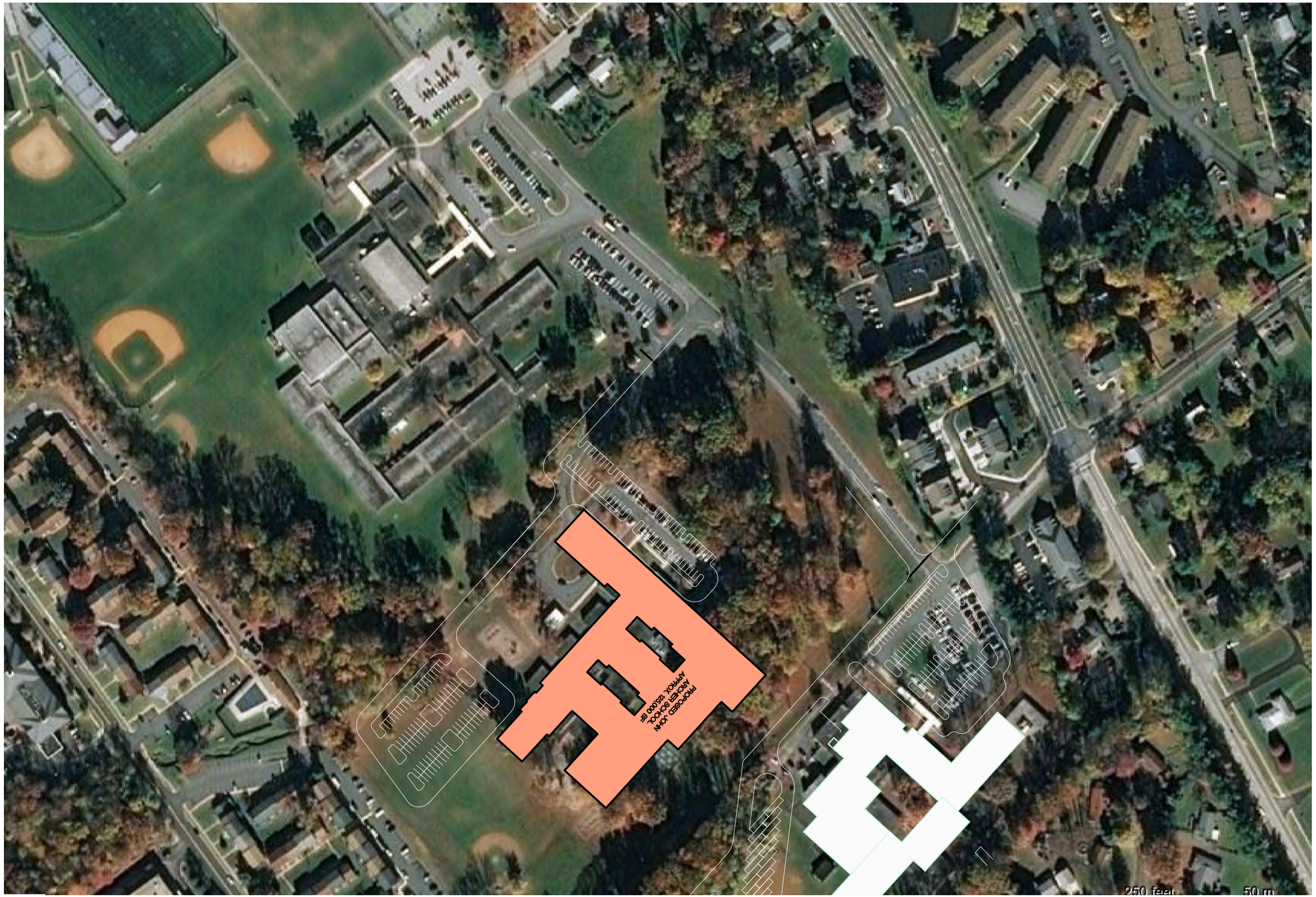
- Public utilities available on site.
- Co-located with existing school for possible peer connections.
- Proximity to Bel Air High School Bio-Med Signature Program.
- Proximity for Future Link program transportation.
- Most central location and close access to Upper Chesapeake Medical Center.

CONS

- Congested campus and traffic volume concerns. Congested traffic access from MD924 to Macphail Road and exit via Idlewild Street.
- Proposed location will greatly dimmish playfields for Homestead Wakefield Elementary School.
- John Archer development will severely limit renovation/expansion possibilities for Bel Air Middle.

SITE LOCATION AND DISTANCE DATA

- Physical distance from existing John Archer School Bel Air, MD 21015 = 3.7 | 4.3 Driving miles / 11 minutes
- Physical distance from center of Bel Air (303 South Main Street) = 3,261.30 ft | .7 Driving miles / 3 minutes
- Physical distance from White Hall, MD 21161 = 16.53 miles | 20.4 Driving miles / 35 minutes
- Physical distance from Whiteford, MD 21160 = 12.58 miles | 15.5 Driving miles / 27 minutes
- Physical distance from Havre de Grace MD 21078 = 13.4 miles | 15.9 Driving miles / 28 minutes
- Mileage & Drive Time to Upper Chesapeake Medical Center Bel Air, 21014 = 2.8 miles | 3.2 Driving miles / 9 minutes



0 50’ 100’ 200’ 400’

HARFORD COUNTY PUBLIC SCHOOLS

JOHN ARCHER PROPOSED LOCATION - BEL AIR MIDDLE SCHOOL

99 Idlewild St, Bel Air, Maryland, United States

SCALE: 1" = 200'-0"

MAY 21, 2021

BCA Banta Campbell ARCHITECTS, INC.

RING FACTORY ELEMENTARY

1400 Emmorton Road
Bel Air, MD 21014

34.27 Acres
The existing site includes the Ring Factory Elementary School and associated playfields.

PROS

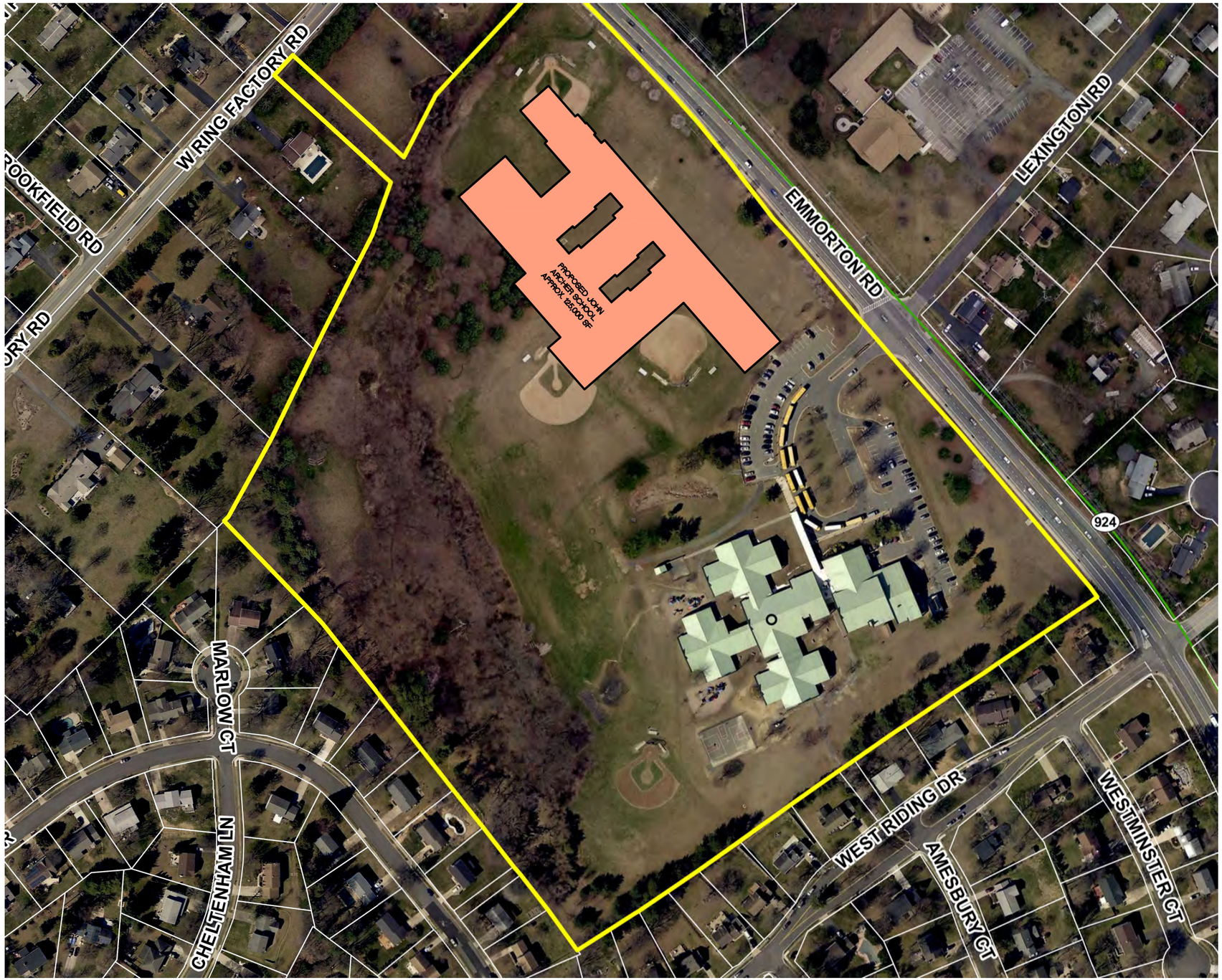
- Public Utilities available on site.
- Co-located with an existing school for possible peer connections.
- Central of Harford County and access from MD924.
- Very close access to Upper Chesapeake Medical Center.
- Transportation routing impact will be minimal.

CONS

- John Archer School development will remove at least half of existing school play fields.
- Traffic volume and congestion.

SITE LOCATION AND DISTANCE DATA

- Physical distance from existing John Archer School Bel Air, MD 21015 = 3.82 miles | 5.4 miles / 13 minutes
- Physical distance from center of Bel Air (303 South Main Street) = 1.76 miles | 1.6 miles / 5 minutes
- Physical distance from White Hall, MD 21161 = 17.43 miles | 21.4 miles / 37 minutes
- Physical distance from Whiteford, MD 21160 = 13.65 miles | 16.5 miles / 29 minutes
- Physical distance from Havre de Grace MD 21078 = 13 miles | 20.4 miles / 28 minutes
- Mileage & Drive Time to Upper Chesapeake Medical Center Bel Air = 4,450.71 ft (1.36 km) | 2 miles / 8 minutes



HARFORD COUNTY PUBLIC SCHOOLS

JOHN ARCHER PROPOSED LOCATION - RING FACTORY ELEMENTARY

1400 Emmorton Road, Bel Air, Maryland 21014

SCALE: 1" = 200'-0"

MAY 21, 2021

BCA Banta Campbell ARCHITECTS, INC.

CAMPUS HILLS

301 Shuck's Road
Bel Air, MD 21015

31.15 Acres
Currently no building development. Site is partially developed with parking and Parks & Recreation play fields.

PROS

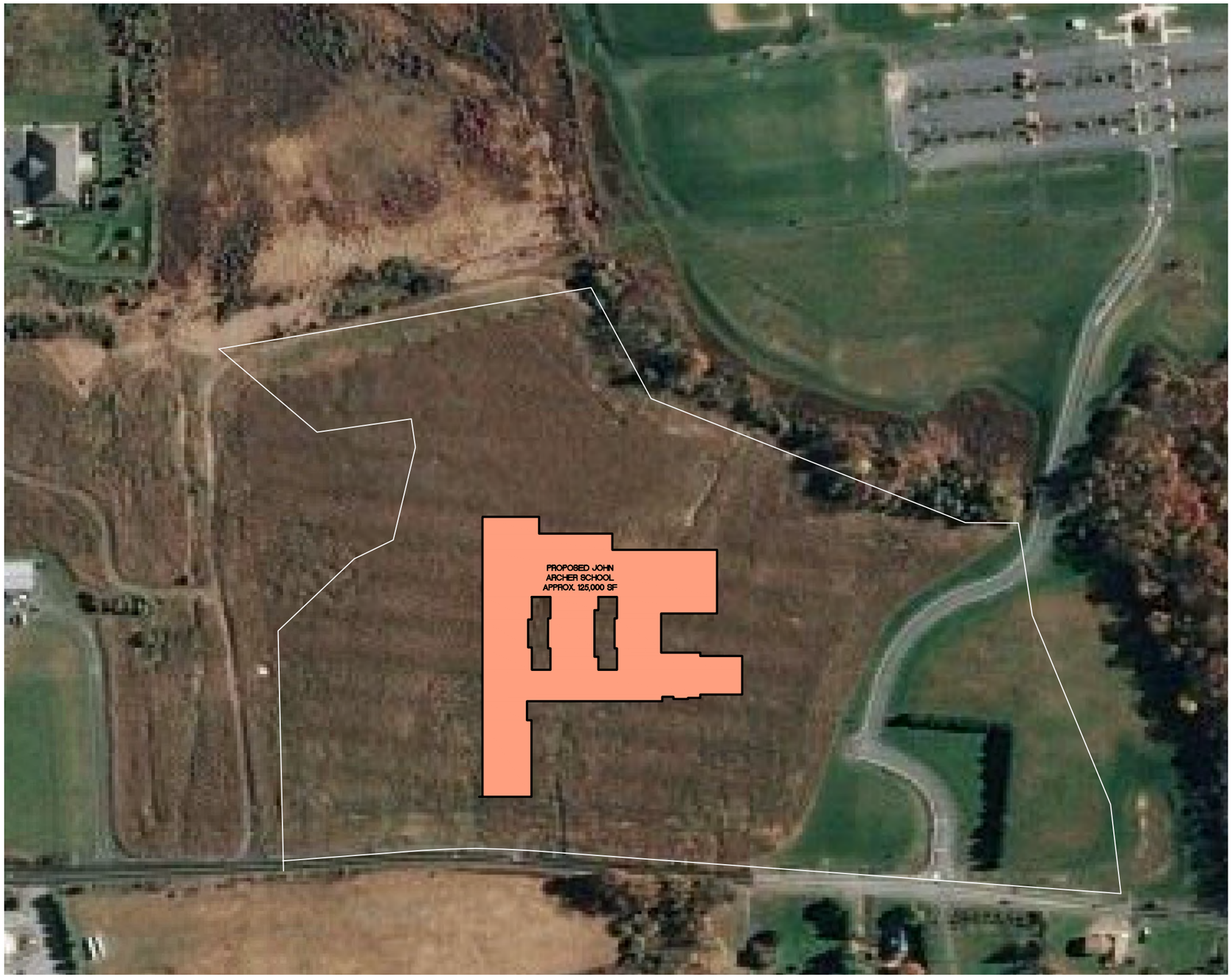
- Building potential does not impede or diminish any existing school facility use.
- Reasonably close to center of Harford County and access from MD22.
- Adjacent Parks Rec development includes "Miracle Field" suited for special needs.
- Adjacent Parks and Rec development includes a "Sensory Trail" already being used by John Archer programs.
- Close proximity to Harford Tech High School and Harford Community College for Future Links, and Nursing Programs.
- Close proximity to Prospect Mill Elementary School for peer connections.
- Current transportation routing can remain in place.

CONS

- No public water and sewer at the site.
- There is currently a developed plan for future elementary school on this site.

SITE LOCATION AND DISTANCE DATA

- Physical distance from existing John Archer School Bel Air, MD 21015 = 4,310.03 ft | Driving .8 miles / 3 minutes
- Physical distance from center of Bel Air (303 South Main Street) = 3.22 miles | Driving 4.4 miles / 9 minutes
- Physical distance from White Hall, MD 21161 = 18.84 miles | Driving 22.9 miles / 36 minutes
- Physical distance from Whiteford, MD 21160 = 11.7 miles | Driving 15.3 miles / 22 minutes
- Physical distance from Havre de Grace MD 21078 = 10.44 miles | Driving 12.4 miles / 20 minutes
- Mileage & Drive Time to Upper Chesapeake Medical Center Bel Air = 3.64 miles | Driving 6 miles / 14 minutes



0 50' 100' 200' 400'

HARFORD COUNTY PUBLIC SCHOOLS

JOHN ARCHER PROPOSED LOCATION -CAMPUS HILLS

SCALE: 1" = 200'-0"

301 Schuck's Road, Bel Air, Maryland 21015

MAY 21, 2021

BCA Banta Campbell ARCHITECTS, INC.

John Archer School
Potential School Site Analysis
June 2021

SITE	Pro's
Box Hill **5/20 Recommend**	• New construction, no disruption to learning • This site appears to have similar flexibility for construction to Campus Hills • Proximity to WJES and not too far from PMMS/HS and Edgewood MS/HS • Provides increased access to community-based instruction (by foot) • Access to public utilities
	Con's
	• Isolated site, a "lab' site may be a better option • It is less centrally located and would likely increase transportation time/costs • Surrounding road infrastructure would be a challenge, area is congested • It is too far for students who live in the Northern end of the county • Takes away from the current fields and parks

SITE	Pro's
Campus Hills **17/20 Recommend**	• The amenities at this site are ideal • New construction, no disruption to learning • Ongoing traffic improvements in the area • Central location within the county, student transportation would not be affected • Access to the Sensory Trail • Provides the greatest ability to remain flexible during the educational specifications process • Supports the continued partnerships established with HTHS, HCC, and TUNE that greatly impact the student body • Proximity to hospital
	Con's
	• Traffic congestion, access is from busy road • Not connected to comprehensive school • Lacks co-location with a general education facility with MSDE unless one can be added to the campus

SITE	Pro's
Ring Factory Campus **10/20 Recommend**	• Proximity to a comprehension school is ideal, several schools nearby • Central Location • Proximity to hospital • Access to downtown Bel Air for work experience opportunities • Impact on student transportation times would be minimal
	Con's
	• Traffic, area is congested • Loss of valuable fields for sports • No proximity to HTHS and HCC, and TUNE, loss of partnerships • Limited space • A co-location with a secondary school would be more preferred, as the majority of our student population is secondary age

SITE	Pro's
William Paca/Old Post Road Campus **2/20 Recommend**	• Potential to include in replacement building plans • Easy access to 95, 40, 7 and 24 • Close to businesses for partnerships • Proximity to a comprehension school is ideal
	Con's
	• It is not centrally located, and does not provide good access to community-based instruction • Student transportation times will increase for northern end of the county • Lacks inclusive opportunities for older children, including work-based opportunities • Existing play fields for all students would be affected • A co-location with a secondary school is ideal, as the majority of our student population is secondary age • WPES timing of new/replacement building • Proximity to hospital

SITE	Pro's
Woodbridge Center **0/20 Recommend**	• N/A **Con's** • It is not centrally located, too isolated • It is not co-located with other schools • Proximity to hospital • Student transportation times will increase • Road infrastructure would be a challenge, Route 40 traffic • Limited space

SITE	Pro's
Bel Air Middle Campus **6/20 Recommend**	• Centrally located • Proximity to hospital • Co-located with other schools, inclusion opportunities for students of all levels • Work experience opportunities nearby **Con's** • Limited space, campus is already congested • Traffic and parking concerns, already crowded site • Increased student transportation times due to traffic, volume, and congestion • Limit plans for renovations and expansions for existing schools located on campus. • Existing play fields for all students would be affected

SITE	Pro's
John Archer School (HTHS Campus) **7/20 Recommend**	• Centrally located • Proximity to hospital, HTHS and PMES • Supports the continued partnerships already established with Harford Technical High School, HCC, and TUNE which greatly impact the student body • Existing play fields for all students would be affected • Renovation would be environmentally friendly and financially conservative
	Con's
	• Facilities/ wastewater treatment issues • Congested area, limited space • Disruption to learning due to construction is not ideal (fragile student population)

All 7 sites were rated on a scale of 1-7 (1=Preferred Site through 7=Least Preferred Site)

Site	Ranking Average	Ranking Result	*Ranking Outlier 1	*Ranking Outlier 2
Campus Hills	2.05	1	1	1
Existing John Archer Site-HTHS	3.45	2	7	7
Ring Factory	3.8	3	7	7
Box Hill South	4.5	4	6	7
BAMS Campus	4.6	5	7	7
WPOPR Campus	5.25	6	7	7
Woodbridge Center	5.8	7	7	7

*Ranking Outliers-Two respondents did not utilize all of the numbers within the scale when they ranked the 7 locations, as shown in the chart above.

Siting Location Study for

THE JOHN ARCHER SCHOOL

HARFORD COUNTY PUBLIC SCHOOLS

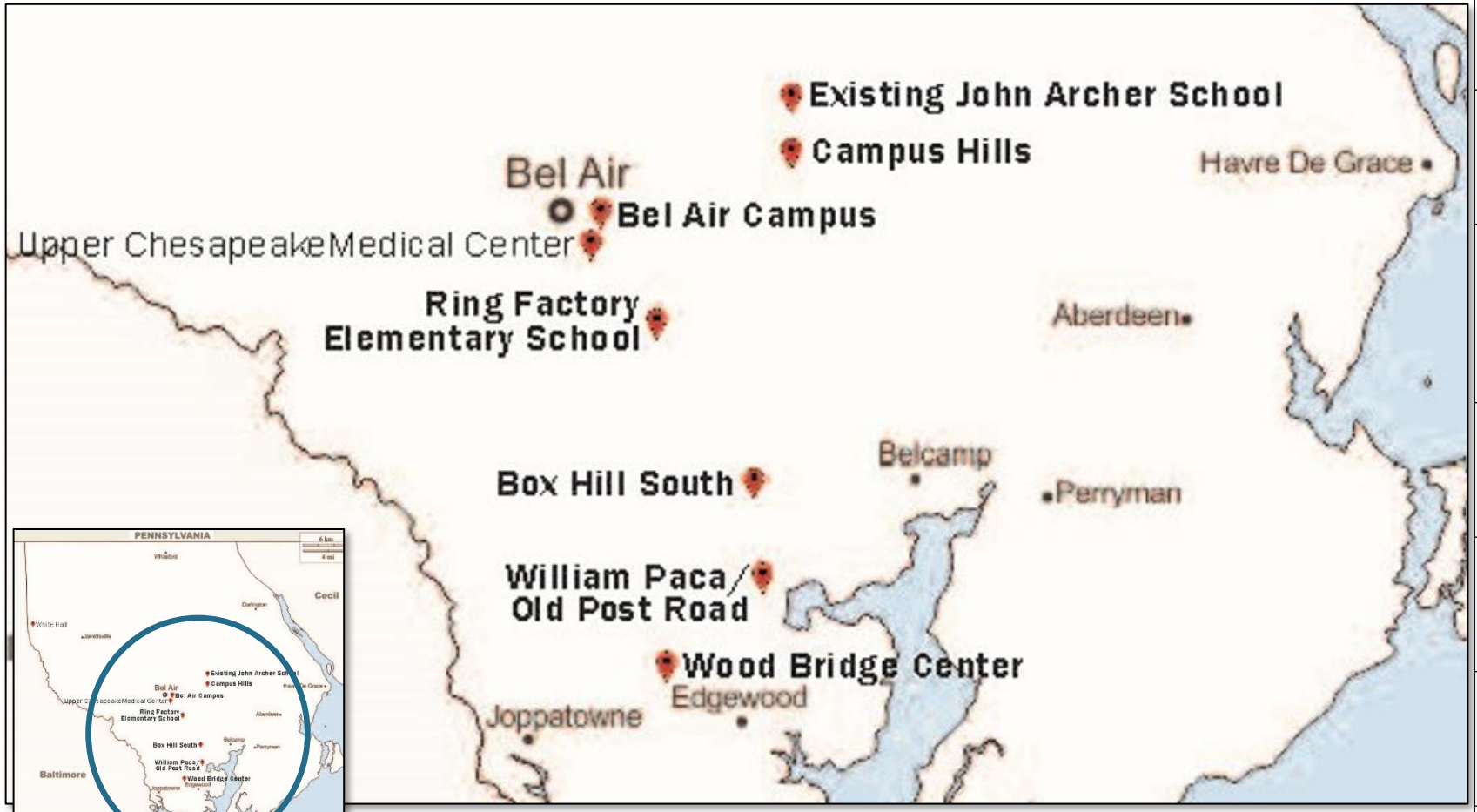
Introduction

- Existing John Archer School
  - Shared site with Harford Tech High and Prospect Mill Elementary
  - Constructed in 1971
  - Additions/renovations in 1981
- The previous John Archer School scope study was completed in 2009
  - Addition at the Bel Air Middle School located on the “Bel Air Campus”
  - Stand-alone facility with corridor connections to Bel Air Middle School
- The BCA Design Team is tasked with considering alternate site locations in Harford County

Approach

- Previous scope study is used as a guiding footprint
  - Approximately 125,000 square feet
  - Demonstrate site impact
- Seven sites are identified as possible locations
  - Three sites do not currently have an existing building
  - Four of the sites are existing school facility properties
- Location criteria of sites
  - Central for transportation
  - Proximity to Town of Bel Air
  - Proximity to Upper Chesapeake Medical Center
- Pros and Cons of each site

Sites Evaluated



Woodbridge Center
Edgewood, MD 21040

John Archer School
Bel Air, MD 21015

William Paca/
Old Post Rd Elementary
Abingdon, MD 21009

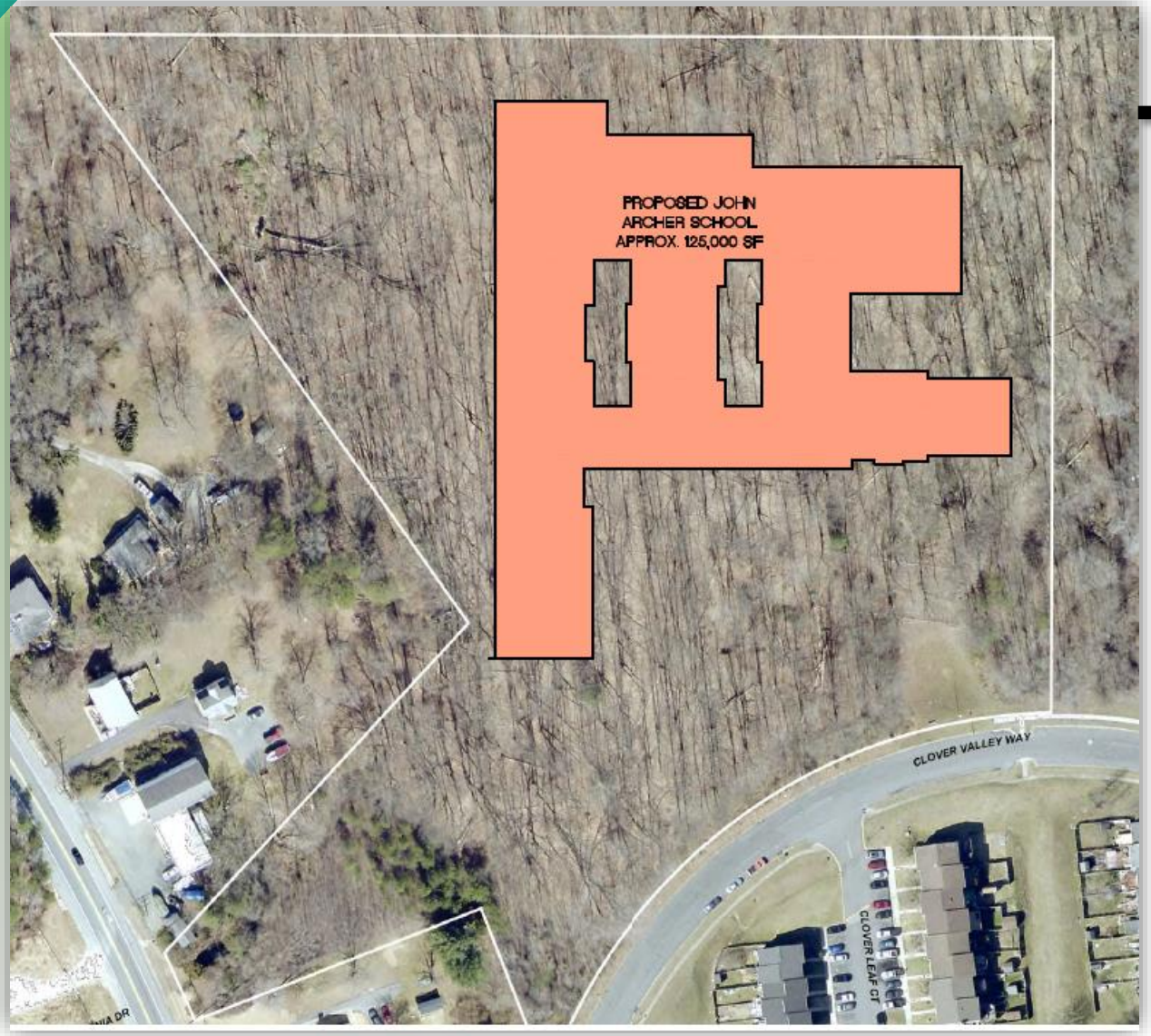
Box Hill South
Abingdon, MD 21009

Bel Air Campus
Bel Air, MD 21014

Ring Factory Elementary
Bel Air, MD 21014

Campus Hills
Bel Air, MD 21015

Woodbridge Center



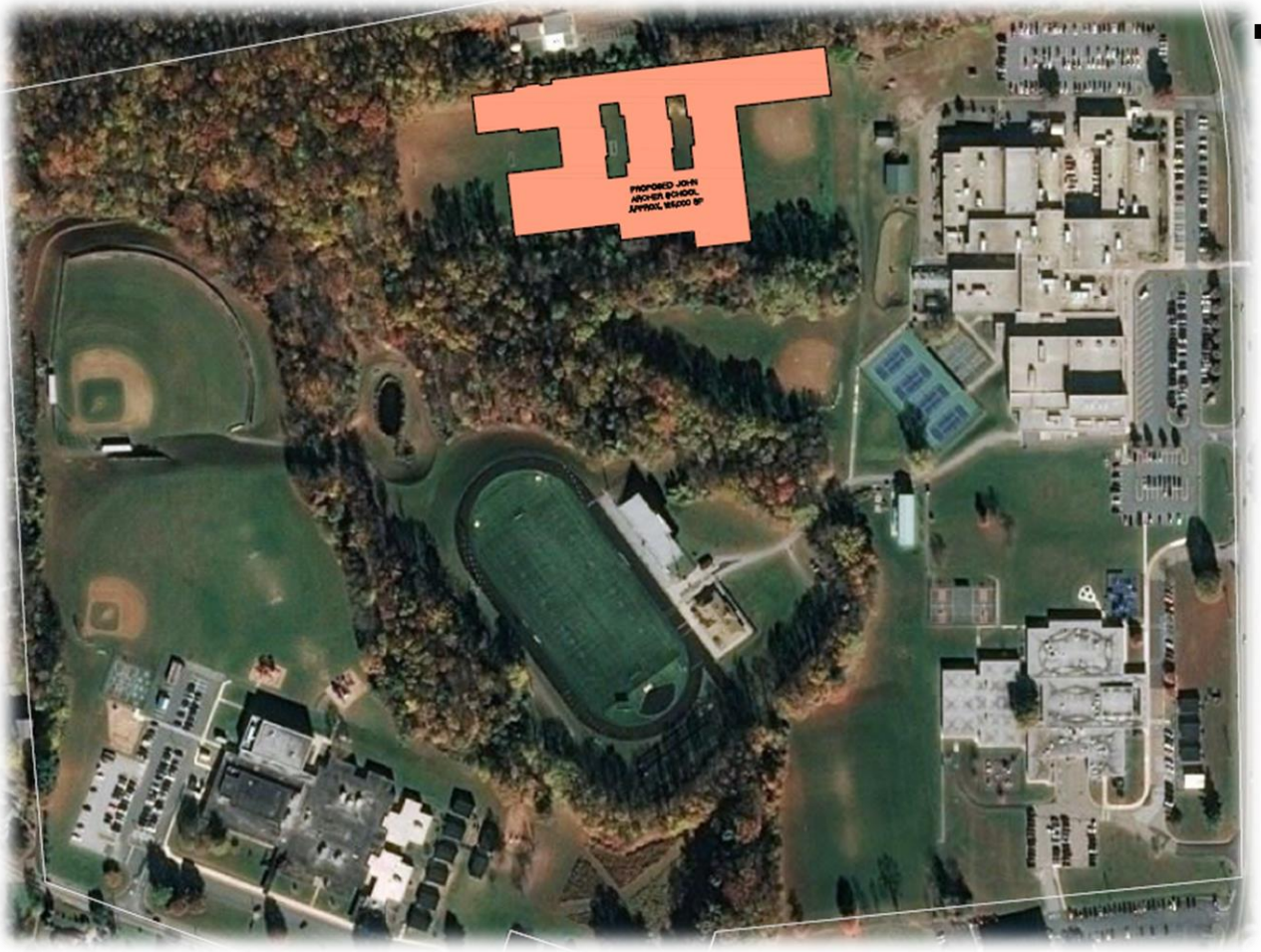
Pros

- ✓ Public utilities

Cons

- X Limited play field area
- X Not co-located
- X Completely wooded
- X Southerly location
- X Within residential neighborhood
- X Transportation capacity and routing
- X Travel time from northern edges of County

Current John Archer Site



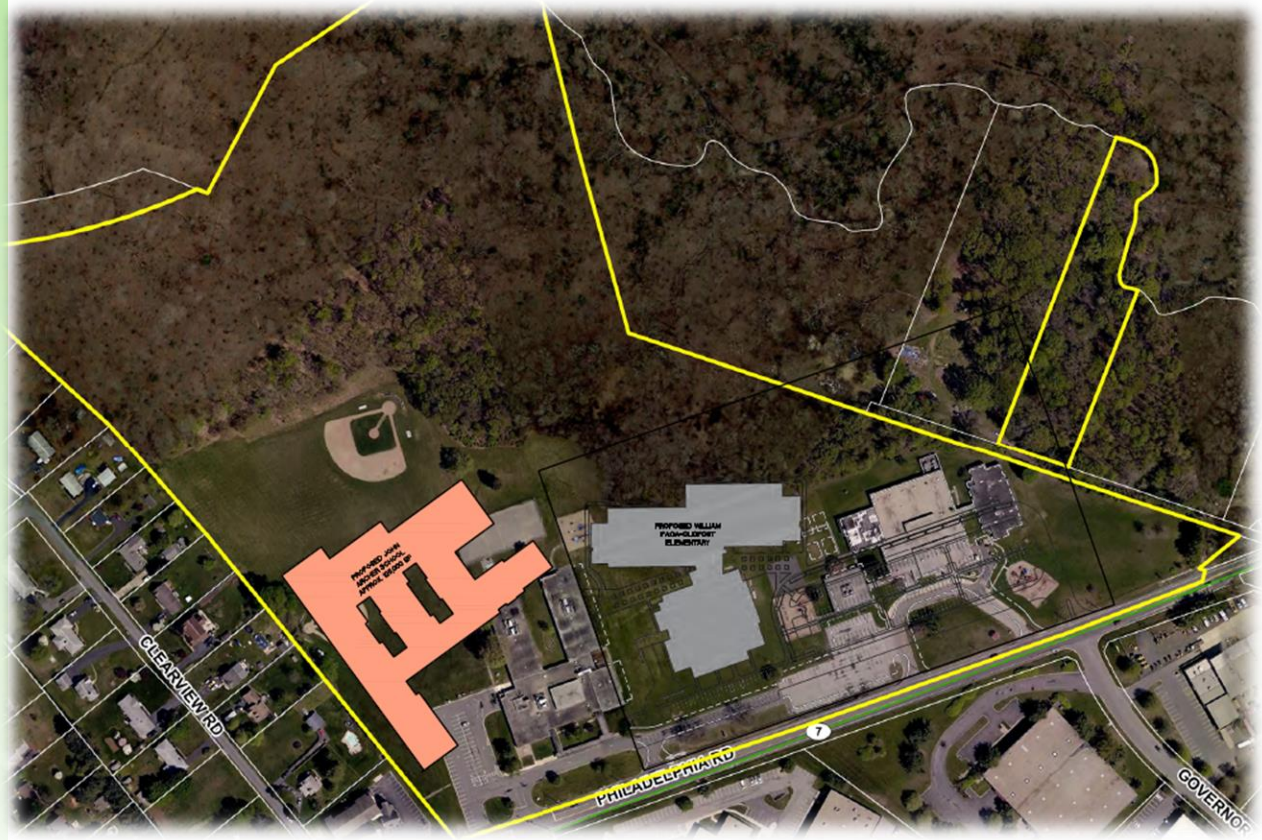
Pros

- ✓ Co-located with existing schools
- ✓ Proximity to Nursing Program at Harford Tech
- ✓ Proximity to Harford Community College

Cons

- X Congested campus
- X Connection to existing wastewater treatment plant
- X Require demolition of existing facility
- X Cannot repurpose existing location for other functions
- X Septic reserve area
- X Playfields move to busy traffic corner

William Paca/Old Post Rd Elementary



Pros

- ✓ Public utilities
- ✓ Accounts for planned replacement building
- ✓ Co-located with existing/ replacement school

Cons

- X Limited play field area
- X Construction phasing and timing with replacement school construction
- X Transportation capacity and routing
- X Travel time from northern edges of County

Box Hill South

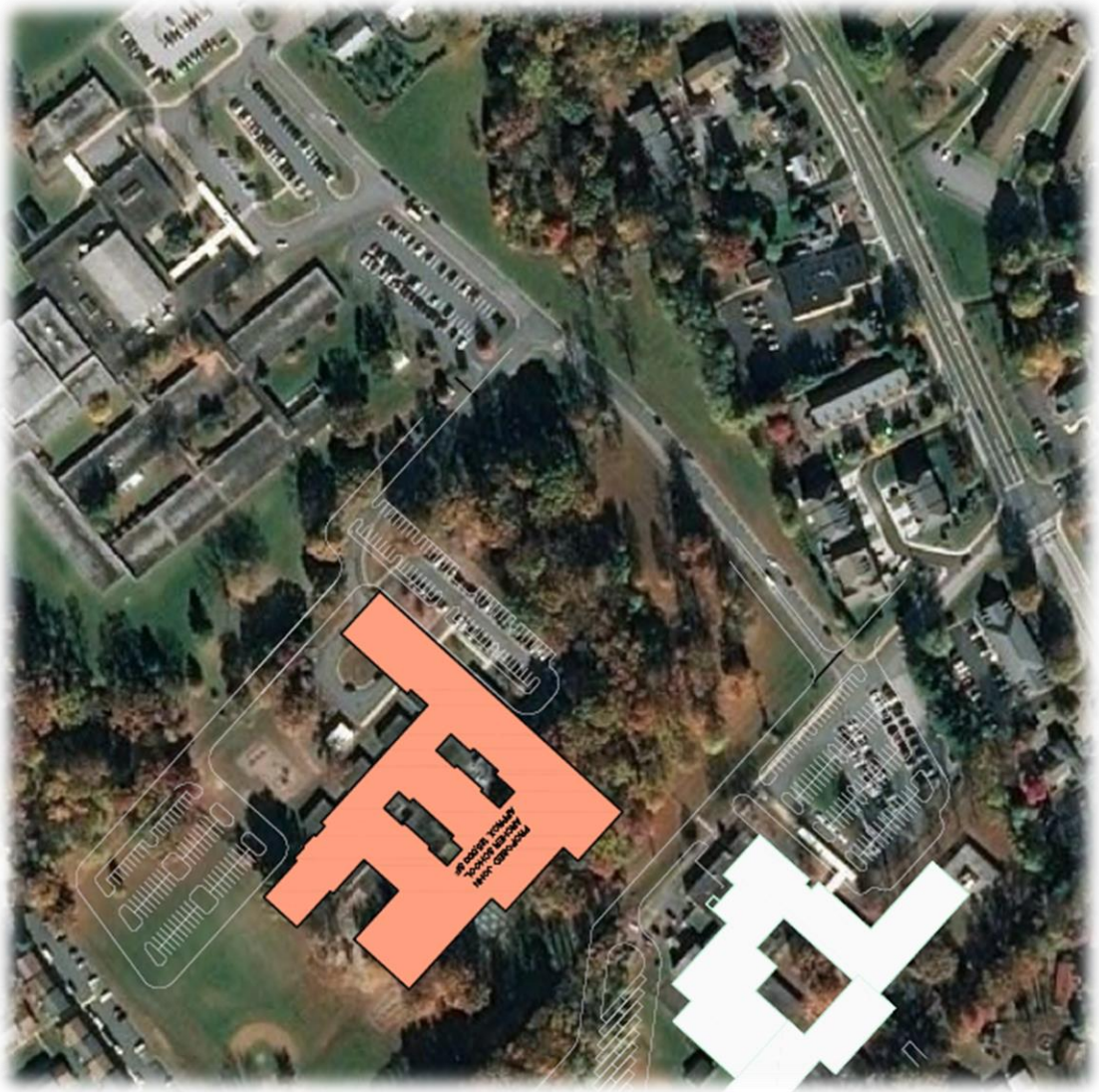
Pros

- ✓ Does not impede or diminish any existing school facility use
- ✓ Public utilities
- ✓ Access from MD24 and MD924

Cons

- X Displace Parks and Recreation Fields
- X Not co-located with another school
- X Transportation capacity and routing
- X Travel time from northern edges of County

Bel Air Campus



Pros

- ✓ Public utilities
- ✓ Co-located with existing schools
- ✓ Bel Air High School Bio-Med Signature Program
- ✓ Future Link program transportation
- ✓ Central location
- ✓ Access to Upper Chesapeake Medical Center

Cons

- X Congested campus
- X Traffic volume concerns
- X Diminish playfields for Homestead/ Wakefield Elementary School
- X Severely limit renovation/expansion possibilities for Bel Air Middle School

Ring Factory Elementary

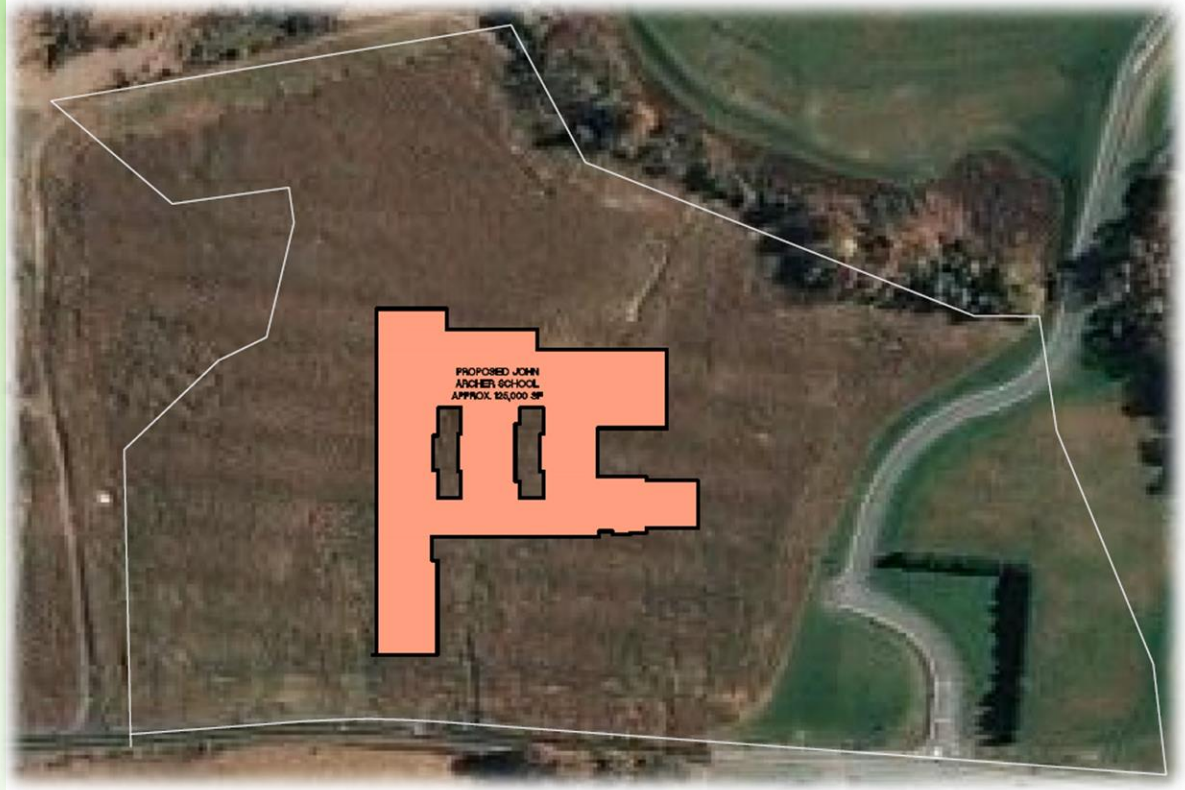
Pros

- ✓ Public utilities
- ✓ Co-located with an existing school
- ✓ Central location
- ✓ Access from MD924
- ✓ Access to Upper Chesapeake Medical Center
- ✓ Transportation routing impact will be minimal

Cons

- X Remove at least half of existing school playfields
- X Traffic volume and congestion

Campus Hills



Pros

- ✓ Does not impede existing school use
- ✓ Central location
- ✓ Access from MD22
- ✓ Parks Rec “Miracle Field” & “Sensory Trail”
- ✓ Proximity to Harford Technical High School, Harford Community College, and Prospect Mill Elementary School
- ✓ Current transportation

Cons

- X No public water and sewer
- X Existing developed plan for future elementary school

Staff Survey

All 7 sites were rated on a scale of 1-7 (1=Preferred Site through 7=Least Preferred Site)

Site	Ranking Average	Ranking Result	*Ranking Outlier 1	*Ranking Outlier 2
Campus Hills	2.05	1	1	1
Existing John Archer Site-HTHS	3.45	2	7	7
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WPOPR Campus	5.25	6	7	7
Woodbridge Center	5.8	7	7	7

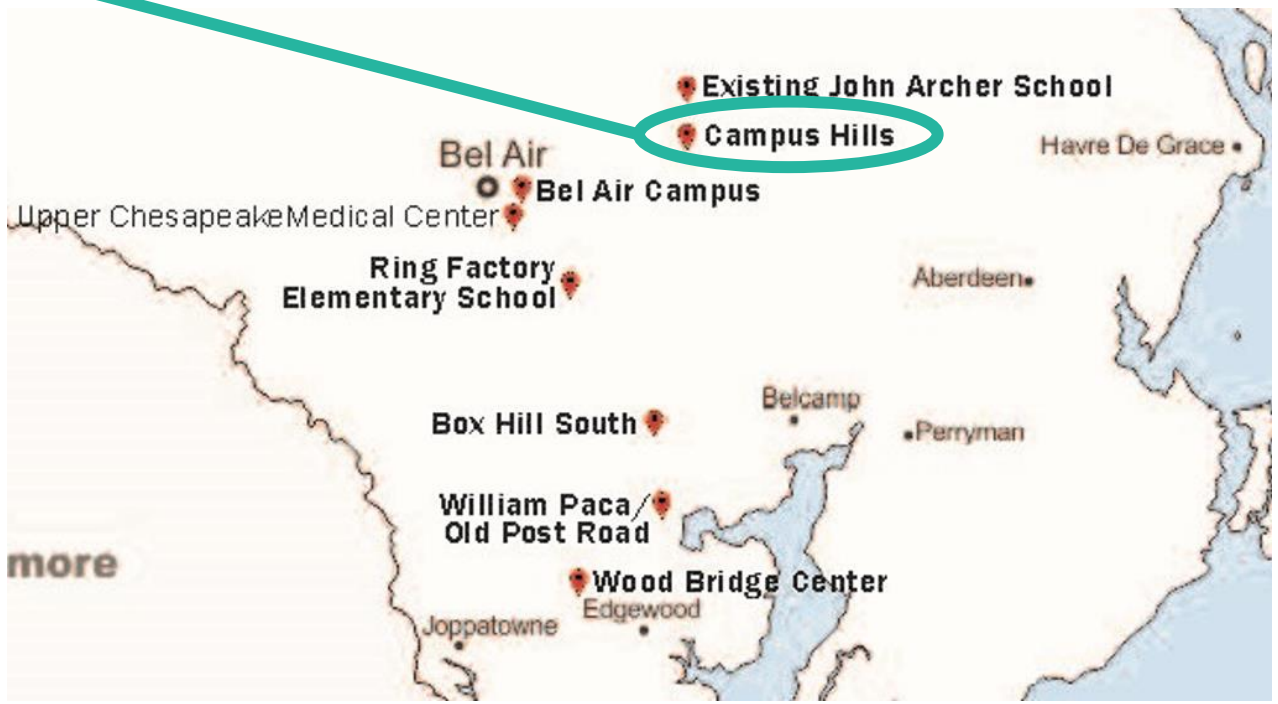
*Ranking Outliers-Two respondents did not utilize all of the numbers within the scale when they ranked the 7 locations, as shown in the chart above.

Recommendation

Campus Hills

Highest Ranked Site

- Site evaluation
- Transportation
- Central location
- Staff rating
- Proximity to other schools and HCC



BCA Banta Campbell ARCHITECTS, INC.

Questions and Discussion

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

ACTIVITY AREA:	Academic Area	
ROOM TYPE:	Standard Classroom (Minimum requirements)	
PROGRAM:	*Description*	Will serve as the primary instruction space
	Area Required	Square foot dependent on grade level and classroom type (Prekindergarten & Kindergarten: 1,000 sf) (Grades 1-5: 850 sf) (Grades 6-12: 750 sf)
	Number of Users	Dependent on grade level and classroom type (Prekindergarten: 2 Adults & 20 students) (Kindergarten – grade 2: 1 adult 20 students) (Grades 3-12: 1 adult 25 students)
	Adjacencies	Near other grade level classrooms
ARCHITECTURAL:	*Ceiling*	Refer to HCPS Design Manual for acoustical ceiling specs
	Walls	CMU preferred, high Impact resistant gypsum as alternative; Refer to the HCPS Design Manual
	Floors	VCT; Refer to HCPS Design Manual
	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
	Windows	Maximize natural light. Provide shades/blinds according to HCPS Design Manual
	Acoustics	Attention to avoiding HVAC noise
SYSTEMS:	*Lighting*	Dual zoned/switched lighting with ceiling mounted occupancy sensors
	Audio/Visual	Networked interactive display, centered on teaching wall
	Telecom/Data	Standard classroom technology (refer to plate schematics) to include: - Teacher station (3 data, 1 HDMI) - Wireless access point in each classroom - VoIP Telephone (on teacher desk)
	Electrical	110V quad next to teacher technology connection, one duplex at back of classroom for charging stations, 4 duplexes on teaching wall. Maximize duplex outlets on all walls.
	HVAC	Be mindful of HVAC sound. Must meet CDC and ASHRAE building ventilation recommendations for COVID-19
	Plumbing	Varies by type and grade. Grades Prekindergarten through grade 2 require 50 Sq ft ADA Bathroom
	Specialty	
EQUIPMENT:	*Display*	Maximize use of magnetic whiteboards throughout the room. Provide bulletin board space. Provide tackstrip around perimeter of room on walls not covered with casework or windows. Two flag holders. Leave space for interactive panel on teaching wall.
	Casework	Teacher wardrobe required. Additional bookshelves, base and wall cabinets with countertop, poster storage corresponding with classroom type.
	FF&E (NIC)	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:		
ROOM TYPE:	Standard Office (Minimal Requirements)	
PROGRAM:	*Description*	Used for individual work and small group meetings
	Area Required	150 SF
	Number of Users	1 main user, up to X Guest
	Adjacencies	
ARCHITECTURAL:	*Ceiling*	Refer to HCPS Design Standards for acoustical ceiling specs
	Walls	High Impact resistant gypsum; Refer to HCPS design standards
	Floors	Carpet; Refer to HCPS design standards
	Doors	Provide vision panel, each room to be numbered outside. Exterior doors to be numbered according to HCPS Design Standards
	Windows	Maximize natural light
	Acoustics	Acoustical treatment for privacy
SYSTEMS:	*Lighting*	Switched lighting with occupancy sensors. Switch and occupancy sensor should be coordinated with furniture and door layout.
	Audio/Visual	
	Telecom/Data	Provide (3) data coordinated with furniture layout for workstation.
	Electrical	Quad electric co-located with data
	HVAC	
	Plumbing	
	Specialty	
EQUIPMENT:	*Display*	
	Casework	
	FF&E (NIC)	Workstation (desk, credenza, chair)
COMMENTS:		

Appendix D: Staffing

Staffing is projected based on existing Harford Academy staffing, similar size elementary school staffing, and anticipated model school staffing. This information is subject to change based on enrollment, approved budgets, community needs, and future staffing decisions by the Board of Education of Harford County.

Title	Public Day School	Elementary	Model	Total
Administrative Suite	**7**	**5**	**2**	**14**
Principal	1	1	0	**2**
Assistant Principal	1	2	0	**3**
Model School Coordinator	0	0	1	**1**
Lead Secretary (12 month)	1	1	1	**3**
Secretary (10 month and 12 month)	1	1	0	**2**
Interpreter	2	0	0	**2**
Teacher Specialist	1	0	0	**1**
Model School	**0**	**0**	**1**	**1**
Model School Lead	0	0	1	**1**
Health Suite	**4**	**1**	**0**	**5**
Nurse	4	1	0	**5**
Student Services	**3.25**	**6.25**	**0**	**9.5**
School Counseling	1	2	0	**3**
School Psychologist	0.5	1	0	**1.5**
Social Worker	0	1	0	**1**
Behavioral Specialist	1	1	0	**2**
School Based Mental Health	0.5	1	0	**1.5**
Special Education Evaluator	0.25	0.25	0	**0.5**
Related Services	**37**	**15.8**	**0**	**52.8**
Speech/Language/Hearing Pathologist	4	1.2	0	**5.2**
Hearing Impaired	2	1	0	**3**
Visually Impaired	3.8	2	0	**5.8**
Assistive Technology	4	9	0	**13**
Augmentative Communication Specialist	3	2	0	**5**
Occupational Therapist	14.2	0.6	0	**14.8**
Physical Therapist	5.6	0	0	**5.6**
Audiologist	0.4	0	0	**0.4**
Classroom Teachers	**25**	**33**	**0**	**58**
Pre-Kindergarten Classroom	0	2	0	**2**
Kindergarten	0	4	0	**4**
Classroom (1-5)	0	20	0	**20**
Special Education Teacher Regional Program	0	4	0	**4**
Special Education Teacher Grades 1-8	11	3	0	**14**
Special Education Teacher Grade 6 - Adult	9	0	0	**9**
Special Education Teacher Future Link	2	0	0	**2**
Transition Resource Teacher	2	0	0	**2**
Teacher In Charge Special Education	1	0	0	**1**
Special Area	**10.6**	**9.7**	**0**	**20.3**
Art	2	1.4	0	**3.4**
Music - includes Band/Strings	2	2.4	0	**4.4**
Adaptive Physical Education / Specialist ITIN	4	2	0	**6**
Physical Education	1.6	2	0	**3.6**
Media Specialists	1	1.4	0	**2.4**
Media Technician	0	0.5	0	**0.5**

Title	Public Day School	Elementary	Model	Total
Academic Support	**56**	**16.5**	**0**	**72.5**
Enrichment / GT Teacher	0	0.5	0	**0.5**
Reading Specialist	0	1	0	**1**
English to Speakers of Other Languages (ESOL)	0	1	0	**1**
Para Educators	0	1	0	**1**
Para Educator STRIVE	8	0	0	**8**
Para Educator Future Link	4	0	0	**4**
Para Educator PreK	0	2	0	**2**
Para Educator Special Education	29	9	0	**38**
Inclusion Helpers	15	2	0	**17**
Other Support	**7**	**7**	**0**	**14**
Food Services	4	3	0	**7**
Custodians	3	4	0	**7**
TOTAL	**149.85**	**94.25**	**3**	**247.1**

The table above does not reflect student private duty nurses, volunteers, and education partners. Additionally, there are outside resouses that serve the students attending the public day school.

EDUCATIONAL SPECIFICATIONS

FOR THE

HOMESTEAD
WAKEFIELD
ELEMENTARY SCHOOL

Replacement
July 2021

HARFORD COUNTY
PUBLIC SCHOOLS

Board of Education of Harford County
102 South Hickory Avenue
Bel Air, MD 21014

CONTENTS

EDUCATIONAL SPECIFICATION COMMITTEE

Banta Campbell Architects, Inc.

Michael Campbell, Vice President, Principal in Charge
Jeremy Harrissmith, AIA, Project Architect
Alison Robinson, Architectural Associate

Harford County Public Schools

Christopher Morton, Supervisor of Planning & Construction
Missy Valentino, Facilities Planner
Harry Miller, Assistant Supervisor of Planning and Construction
Drew Moore, Director of Technology
Chris Cook, Principal
Tracey Hanus, Assistant Principal
Deb Geppi, Assistant Principal
Mary Nasuta, Supervisor of Health Services
Melissa Romano, Coordinator- Infants and Toddlers
Renee Villareal, Executive Director of Elementary School Instruction and Performance
Jeffrey Winfield, Supervisor of Fine Arts
Monica Hobbs, Lead Secretary
Stephanie Tarbell, Physical Education Teacher
Stephanie Bandzwolek, School Counselor
Sarah Scott, Speech Language Pathologist
Ashley Heinlen, Intermediate SE Teacher
Abby Weldon, Primary SE teacher
Dana Pasko, Para Educator
Concetta Zalesak, Para Educator
Elizabeth Cotton, Pre-k Teacher
Sarah Brasch, Pre-k Special Educator
Jennifer Lijewski, Kindergarten Teacher
Beth Watson, 1st Grade Teacher
Megan Lurz, 2nd Grade Teacher
Kelly Dilworth, 3rd Grade Teacher
Kelly Cross, 4th Grade Teacher
Kristen Hennessey, 5th Grade Teacher
Katie Woolsey, Reading Specialist
Verna Hiser, GT teacher
Jen Byrne, Art Teacher
Rachel Reid, Vocal Music Teacher
Kateri Morrison, Instrumental Music
Cathy Bendis, Director of Transportation
Gary Childress, Supervisor of Food & Nutrition
Kathy Griffin, Coordinator of Early Childhood Education
Joe Harbert, Supervisor of Elementary Physical Education and Health
Dyann Mack, Director of Elementary School Instruction and Performance
Mary Nasuta, Nurse Coordinator
Mike Thatcher, Director of Special Education
Peter Carpenter, Supervisor of Personalized Learning & Leadership Development
Buck Hennigan, Executive Director of Student Support Services

Maryland State Department of Education

Gloria Mikolajczyk, School Facilities Architect

The Interagency Commission on School Construction - Maryland Public School Construction

Bret Waskiewicz, Senior Project Manager

INTRODUCTION

The following pages define the educational program and general specifications for the new Homestead Wakefield Elementary School. The specifications described in this document will provide a school that encompasses special programs in a child-centered environment for elementary schooling into the future.

The general attendance area for this school has continued to show steady increases in the student enrollment over the past years and according to the enrollment projections, these increases will continue well beyond the year 2027.

The Homestead Wakefield School will serve the needs of the students and citizens and is united with the common goal to provide the best education for all students. There is a wide range of economic, educational, and cultural diversity represented in this area. The Homestead Wakefield Elementary School should be planned and designed to meet all the needs of an interested and involved community.

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 constraints and allow for a phased construction that does not interfere with the current educational operation.

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 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.

HOMESTEAD WAKEFIELD ELEMENTARY SCHOOL VALUES

Vision

All students will reach their full potential and become inspired to make positive contributions to society.

Mission

We will collaborate to provide a nurturing environment that engages and inspires all students.

We Believe…

- Respect, responsibility, and collaboration are necessary so that everyone is valued.
- The environment should be safe, nurturing, and student-centered.
- Learning should be meaningful, engaging, and rigorous for all.

School Rules

- Be Safe
- Be Respectful
- Be Responsible

THE TOWN OF BEL AIR

In 1731, the area called "Scott's Old Fields" was part of a land grant issued by Daniel Scott. The Harford County Commissioner changed the name in 1735 to "Belle Aire", meaning "beautiful area" in French to bring more residence to the area. Eventually, for record keeping purposes the 'e's were dropped to its name today, Bel Air. It was designated as the County seat in March of 1792. However, the town was not incorporated until 1901. The success and growth of the town was supported by canning industry, the Ma & Pa railroad and related business. Today, the town is a central hub in the county and home to government, educational, cultural, and commercial establishments. It is also located within the development envelope of the County. There are currently two elementary schools within the town of Bel Air: Bel Air Elementary and Homestead / Wakefield Elementary School. Both schools are at capacity.

PROJECT JUSTIFICATION

The Homestead / Wakefield Elementary School consists of three facilities. The Wakefield building was constructed in 1958, the Homestead building was constructed in 1966, and a kindergarten building was added near the Wakefield building in 1968.

In 2007, Frederick Ward Associates, Inc. completed a scope study, to assess the current building condition, safety, and educational program efficiency of the Homestead/Wakefield Elementary School facilities. The main concerns were the safety and efficiency of the aged three building facility, the 40-foot of elevation separating the Wakefield Building from the Homestead Building, and the facility's

inadequate spaces for educational needs. The final recommendation was to expand and modernize the Wakefield building and demo the Homestead and kindergarten buildings. This project received local planning approval from the State in FY 2012; however, due to local funding constraints, local planning approval was rescinded. This project has remained a top priority. This project was prioritized with the other major capital school facility needs within the county.

Ten years passed since receiving local planning approval, the project is now the highest major capital priority. On August 10, 2020, the Board of Education approved a contract with FLO Analytics for the Balancing Enrollment Project and an update of the Scope Study for Homestead/Wakefield Elementary School. FLO Analytics partnered with Banta Campbell Architects to update the scope study as part of the overall Balancing Enrollment Project.

The Scope Study Committee for the Homestead/Wakefield Elementary School project explored several concepts that resulted in three (3) site options being presented. The Committee concluded that Option #3, full replacement is the preferred option. Due to the time that has passed since the original scope study and the current facilities' condition, there is not enough value or existing life in the current systems to merit keeping any of the existing structures. The recommended option provides the best overall value considering cost, energy efficiency, life cycle, and providing the most efficient educational facility.

Additionally, as part of the balancing enrollment project, Banta Campbell and FLO Analytics concurrently evaluated three (3) potential State Rated Capacities (SRC); 811, 988, and 1,129 for the school. The evaluation looked at the three (3) capacities with the capacities and enrollments of the surrounding elementary schools. The evaluation concluded that in combination with the capacities at the surrounding elementary schools, the 811 and 988 capacities would not provide enough capacity to accommodate the number of students in the area. Therefore, the recommendation is to design the facility with a SRC of 1,129 to alleviate capacity concerns and meet the enrollment needs within the central portion of the County.

The Board of Education approved the scope study February 22, 2021, to completely replace the Homestead/Wakefield Elementary School on the site of the Wakefield building and demolish the existing facilities. The facility would have a gross square footage of 119,600 and SRC of 1,100. The proposed enrollment is based on the seven (7) year projected enrollment and the balancing enrollment process. There is 3,000 square feet of gymnasium space that qualifies for community use space with Parks and Recreation Department.

These educational specifications for the project were based on the recently developed educational specifications approved for Youth's Benefit, and Red Pump Road Elementary Schools. A lesson learned meeting was held with Youth's Benefit Elementary School, a similar project in scope and facility size, to determine what items were successful and what items could be improved for this project. These items were updated in the educational specification. Additionally, small working meetings were held with Homestead / Wakefield teachers and staff to update the specifications to meet the needs of the school and community it serves.

PROJECT SCHEDULE

Activity	Start	Complete
Educational Specifications	March, 2021	June, 2021
Schematic Design	March, 2021	August, 2021
Design Development	August, 2021	October, 2021
Construction Documents	November, 2021	March, 2022
Bid	April, 2022	May, 2022
Construction	July, 2022	August, 2024

PROJECT DESIGN CONSIDERATIONS

GENERAL DESIGN CONSIDERATIONS

The following should be considered during the design of the Homestead Wakefield Elementary Replacement School.

- The school must be designed in clusters, by grade. (Pre-K, K, 1st, 2nd, 3rd, 4th, 5th)
- The design should permit flexibility in instruction and learning and to accommodate various sized groups. Each classroom should be amenable to group work and various presentation formats. Learning spaces must be able to expand and contract. The use of most classrooms should be adaptable for a variety of purposes by changing or rearranging furniture.
- Instructional areas should have adequate learning space, teacher work areas, and storage facilities.
- Maximum connectivity to outside resources will be required in the classrooms of the future, including voice, video, Wi-Fi, and data cabling.
- Staff work areas should be arranged to encourage interdisciplinary interaction.
- The administrative offices for assistant principals should be in the main office area. Offices should be designed to provide maximum observation of the main building entrance, if possible.
- Areas to be used frequently by the community – food service, gymnasium, and media center, - should be able to be operated as separate facilities.
- Restroom areas to be used by the public should be located so they can be used for evening and weekend activities without necessitating access to other parts of the building.
- The building should be spacious and well-lit with natural lighting. The inside design should create a sense of community.
- The exterior of the school should reflect its place in the community as a center of the community. It should be easily recognized as a school.
- Adequate and well-lit parking for projected numbers of staff, students, and community members should be provided.

HIGH PERFORMANCE STANDARDS

The facility should meet LEED Silver High Performance Standards.

CONSTRUCTION MANAGEMENT

This facility will be constructed using a Construction Management Agency (CMA).

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. All designs should follow the Safety and Security Standards as defined in the HCPS Design Standards Manual. 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.

SITE CONSIDERATIONS

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.

EXTERIOR

- 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 identified as defined by the HCPS Design Manual.
- 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 in coordination with the local authorities.
- The key system shall be easily organized and provide for a master and security sub master system.
- Consideration of building security will be included in the landscape design, based on Crime Prevention Through Environmental Design (CPTED) principals.
- All sidewalks, trails, entrance ways, parking areas, driveways, etc. shall be provided with adequate lighting for safety purposes.
- Signage to include at a minimum; 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.

INTERIOR

- All exit doors shall be equipped with panic hardware for easy egress in an emergency as defined in the HCPS Design Manual.
- Keyless entry locks – proximity access in designated areas with priority to gymnasium exit – to be tied into building security alarm system.

- Doors 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, health suites, student file room, and media centers. Keypad shall be near the employee 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.
- Provide radio relay for HCPS radios.

SECURITY SYSTEMS AND IP CAMERAS

- The project is to provide rough-in only for an IP based security camera system.
- The design team should coordinate with the HCPS Office of Security after schematics for placement of cameras.
- The Communications Distribution Room/MDF shall house the security camera infrastructure.
- Elementary Schools – cameras shall be in the lobby area and main office with emphasis on the exterior of the building, to include play areas.
- Secondary Schools – will be located throughout the building. 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 shall include clear alarmed covers.
- Elevators shall be equipped with a two-way communication system.

LOBBY AREA AT MAIN ENTRANCE

- A secure entrance for access of students and visitors to the school to be controlled by the main office; with a video doorbell with audio integrated and 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 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.

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.

GYMNASIUM

- All Technology including 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, tackstrip 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 installed on service door.

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.

GENERATORS AND BACK-UP POWER

- A generator shall be required for all communications and life safety systems as well as identified critical equipment as defined in the HCPS Design Manual.

UTILITIES

The existing town and county utilities will serve the site. Water, sewer, electricity, gas, and telephone services are all readily available.

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. 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 shall 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 19 general education and 5 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 a minimum of 400 vehicles and meet all code requirements.

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 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. Size of court should accommodate four sets of basketball backboards.

KINDERGARTEN PLAY AREA

- 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 located to be convenient to outside of kindergarten area.
- Enclose blacktop area with a fence.
- Include play area outdoor equipment.
- Connected to building by a sidewalk.
- Games lines and markings, according to owner specifications.

PLAYGROUND EQUIPMENT

- Two level areas of approximately 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 and in coordination with Harford County Parks and Recreation Standards.

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 shall 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 design 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

CLIMATE CONTROL

- The entire building shall be air conditioned, with separately controlled zones for various parts of the building. Kitchen area to provide for heat relief with passive air conditioning (i.e., from 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.

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.

- Provide a fiber optic backbone cable for data distribution and cable tray as appropriate.
- 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 carpeting 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 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.

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 products shall be provided to match the building. Coordinate to determine the appropriate number of dumpsters to be housed here and this area much be screened from view. Provide a tractor storage shed, approximately 250 square feet, for housing grounds maintenance equipment, adjacent to the service yard and matching the building.
- 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.
    - In gang style restrooms, the floor, except as noted, will be pourable epoxy with abrasive finish, ceramic tile base.

- Single restrooms shall have tile floors or equal.
- 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, and tile floors or equal. 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 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 ¾" 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 or an approved alternate.
  - Windows should be at least 50% operable but meet code, with indoor screens and roller shades.
  - All fascia, soffits, and otherwise non-decorative wood will be enclosed with metal flashing.
- All drinking fountains in public areas of the school are to be water coolers, not merely fountains. The cafeteria should also have a water cooler, and each group lavatory is to have a water cooler in the hall area outside of the lavatory. Provide a minimum of one bottle filling station with counter.
- 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 interactive panel on the network shall be in the main entrance area, clearly observable. An electronic message board may also be used either in place of, or in addition to, the TV display. Coordinate with HCPS Technology staff.
  - The Student Services area will be located near the lobby.
    - 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 lighted with a switch to control the lighting inside the showcase. An electrical outlet will be included in each showcase.

- Stairs shall be located and oversized for flow of student traffic.

PROJECTED ENROLLMENTS, CAPACITY AND STAFFING

CAPACITY

This school is designed for thirty-five (35) regular classrooms (7 per grade 1-5) plus one (1) flex primary classroom and two (2) flex intermediate classrooms, eight (8) kindergarten rooms, three (3) Special Education Early Intervention Program classrooms, and one (1) General Education pre-k classroom, for a total capacity of 1,100.

STAFFING

Certificated	
Principal	1
Assistant Principal	2
Total Certificated	**3**
Teachers	
Pre-Kindergarten Classroom	1
Kindergarten	6
Classroom (1-5)	33
Guidance Counselor	2
Library Media Specialists	2
Media Technician	1
Reading Specialist	2
School-wide Enrichment Teacher	1
Music – Includes Band/Strings	3.4
Art	2
Physical Education	3
Speech/Language/Hearing Pathologist	3.2
Special Ed Evaluator	0.33
School Psychologist	0.5
Occupational Therapist	0.6
Special Education Teacher	8
Inclusion Helpers	3
Paraeducators	13
SUBTOTAL PROFESSIONAL STAFF	**85.03**
Support Services Personnel	
Nurse	2
Lead Secretary (12 month)	1
Secretary (10 month and 12 month)	3
Cafeteria Workers	7
Custodians	6
SUBTOTAL SUPPORT SERVICES	**19**
TOTAL STAFF	**107.03**

THE EDUCATIONAL PROGRAM

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 A Philosophy of Education for the Public Schools of Harford County and the various curriculum guides utilized in the elementary schools may be obtained from the Harford County Board of Education or on the web site, www.hcps.org.

The 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 an 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 the 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 studies, physical education, and the fine arts. The 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. The self-contained classroom concept with areas readily available for large and small-group instruction will serve as a vehicle for supporting and encouraging the above educational practices.

EDUCATIONAL FUNCTIONS AND SPECIFICATION

In providing for the instructional needs of the school, careful planning is needed to assure that the facility does indeed encourage and supplement a flexible educational program to be offered.

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 that first visited by persons new to the school or to the community, serves 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:

- Provide a secured vestibule at main entrance to school with direct access into the administrative suite for visitor check-in.
- Pay particular attention to traffic flows of visitors, staff, and students. Design to avoid bottlenecks.

SUMMARY OF SPACES REQUIRED:

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	Total Area (Sq. Ft.)
Lobby	1	400	400	
General Office and Reception Area	1	650	650	
Staff Lavatory	1	50	50	
Principal's Office w/ Lavatory	1	300	300	
Assistant Principal's Office	2	200	400	
Work Room	1	300	300	
Conference Room	1	300	300	
Large Conference Room *(IEP)*	1	600	600	
Secure Storage	1	150	150	
Records Room	1	150	150	
Total Administration Area				**3,300**

ACTIVITY AREA:	Administration	
ROOM TYPE:	Lobby Area at Main Entrance with Security Vestibule	
PROGRAM:	*Description*	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.
	Area Required	400 sf
	Number of Users	1-5
	Adjacencies	Doors directly to office area. Design the main office so it has easy supervision of the security vestibule.
ARCHITECTURAL:	*Ceiling*	Standard office
	Walls	Standard office
	Floors	Mat carpet flooring
	Doors	Double doors with lockable panic hardware
	Windows	Storefront to main office
	Acoustics	LEED Requirements
SYSTEMS:	*Lighting*	
	Audio/Visual	Large display for digital signage
	Telecom/Data	Power/Data for digital signage
	Electrical	
	HVAC	
	Plumbing	Fire department hose connection location near main entrance
	Specialty	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:	*Display*	Plaques
	Casework	
	FF&E (NIC)	None
COMMENTS:	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. Push button handicap access and Knox box outside of vestibule. Turndown slabs at entry doors and sidewalks. Multiple (from each existing building) Datestones building exterior near main entrance.	

ACTIVITY AREA:	Administration	
ROOM TYPE:	General Office and Reception Area	
PROGRAM:	*Description*	The general office and reception area are the part of the administrative area most frequented by teachers, students, parents, and visitors where 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.
	Area Required	650 sf
	Number of Users	
	Adjacencies	Entry from lobby and security vestibule near the main entrance
ARCHITECTURAL:	*Ceiling*	Standard office
	Walls	Standard office
	Floors	Carpeting in the secretarial workspace. VCT reception
	Doors	Entry doors with windows
	Windows	Storefront to lobby; Standard office to exterior
	Acoustics	LEED
SYSTEMS:	*Lighting*	Standard office
	Audio/Visual	
	Telecom/Data	Provide (3) data (1 voice, 2 network) per deskwork area
	Electrical	Quad electrical outlet co-located with data drops
	HVAC	
	Plumbing	
	Specialty	Infrastructure for video doorbell system
EQUIPMENT:	*Display*	
	Casework	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 separate 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.
	FF&E (NIC)	Reception area in front of dual-height counter with seating for up to 10 visitors, table, and chairs 3 workstations
COMMENTS:	Provide a coat closet behind secretary's area capability of being locked with a mirror and single shelf for storage above the coat rod. Make sure appropriate furniture, coat closet to match staffing. Wi-Fi coverage throughout Administration area	
	Space to complete registration from lobby (coordinate with technology)	

ACTIVITY AREA:	Administration	
ROOM TYPE:	Staff Lavatory	
PROGRAM:	*Description*	For use by personnel working in administrative suite
	Area Required	50 sf
	Number of Users	1
	Adjacencies	Easily accessible by staff without being out in the open
ARCHITECTURAL:	*Ceiling*	Standard Office
	Walls	Tile walls (4 feet high)
	Floors	Tile
	Doors	Standard lockable door
	Windows	
	Acoustics	LEED
SYSTEMS:	*Lighting*	Overhead light with wall switch
	Audio/Visual	
	Telecom/Data	
	Electrical	Standard
	HVAC	Exhaust fan on separate electrical switch to operate per code.
	Plumbing	Sink and Toilet
	Specialty	
EQUIPMENT:	*Display*	
	Casework	Cabinet below sink, Mirror above sink
	FF&E (NIC)	Paper towel dispenser, toilet paper dispenser, feminine napkin disposal
COMMENTS:	Must be ADA compliant	

ACTIVITY AREA:	Administration	
ROOM TYPE:	Principal's Office	
PROGRAM:	*Description*	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.
	Area Required	300 sf
	Number of Users	1
	Adjacencies	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:	*Ceiling*	Standard office
	Walls	Standard office
	Floors	Carpet
	Doors	Standard office
	Windows	Standard office; Desire view of bus loop, parking lot
	Acoustics	Acoustical treatment for privacy
SYSTEMS:	*Lighting*	Standard office
	Audio/Visual	
	Telecom/Data	Provide (3) data (1 voice, 2 network) per location each open wall.
	Electrical	Quad electric co-located with data
	HVAC	Standard office
	Plumbing	
	Specialty	
EQUIPMENT:	*Display*	4'x4' tackboard. Dry erase board, 4'x4', wall mounted.
	Casework	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.
	FF&E (NIC)	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:	*Description*	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.
	Area Required	200 sf
	Number of Users	1
	Adjacencies	Immediate to general office, proximity to principal.
ARCHITECTURAL:	*Ceiling*	Standard office
	Walls	Standard office
	Floors	Carpet
	Doors	Standard office
	Windows	Desire view of bus loop, parking lot
	Acoustics	Acoustical treatment for privacy
SYSTEMS:	*Lighting*	Standard office
	Audio/Visual	
	Telecom/Data	Provide (3) data (1 voice, 2 network) per location each open wall.
	Electrical	Quad electric co-located with data
	HVAC	Standard office
	Plumbing	
	Specialty	
EQUIPMENT:	*Display*	4'x4' tackboard. Dry erase board, 4'x4', wall mounted.
	Casework	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.
	FF&E (NIC)	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:	Workroom	
PROGRAM:	*Description*	Location for copier, printer, equipment, and storage of supplies to support main office
	Area Required	300 sf
	Number of Users	
	Adjacencies	General office and reception, Doorway from secretarial area and to office hallway
ARCHITECTURAL:	*Ceiling*	Standard office
	Walls	Standard office
	Floors	VCT
	Doors	Standard office
	Windows	Standard office
	Acoustics	
SYSTEMS:	*Lighting*	Standard office
	Audio/Visual	
	Telecom/Data	Dual data drops with dual electric outlets per copier/Printer
	Electrical	Provide outlets 24" OC over counter; duplex outlets at 48" OC on open wall. Provide dedicated Microwave, refrigerator
	HVAC	
	Plumbing	Sink, Ice machine
	Specialty	
EQUIPMENT:	*Display*	Bulletin board which should be located near the mailbox.
	Casework	Plastic laminate counter for workspace. Mix wall cabinets, base cabinets and counters, shelving, and open wall space for large machines
	FF&E (NIC)	Microwave, 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	

ACTIVITY AREA:	Administration	
ROOM TYPE:	Conference Room	
PROGRAM:	*Description*	For conferences with parents, staff, etc.
	Area Required	300 sf
	Number of Users	For meetings with up to 10 people
	Adjacencies	This room should be located as part of the administrative suite to promote ease of access by the administrators, teachers, parents, students, and visitors.
ARCHITECTURAL:	*Ceiling*	Standard office
	Walls	Standard office
	Floors	Carpet
	Doors	Standard office
	Windows	If Possible Stationary window in wall to General Office / Receptionist Area,
	Acoustics	Acoustical wall treatment for privacy
SYSTEMS:	*Lighting*	Standard office
	Audio/Visual	
	Telecom/Data	Provide (3) data (1 voice, 2 network) for conference table. Data for Interactive Panel
	Electrical	Dual electric co-located with drops for conference table. Duplex outlet for Interactive Panel
	HVAC	
	Plumbing	
	Specialty	
EQUIPMENT:	*Display*	Networked interactive panel. 4' x 8' whiteboard
	Casework	
	FF&E (NIC)	Conference table with seating for 10 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:	Large Conference Room (IEP)	
PROGRAM:	*Description*	For conferences with parents, staff, etc.
	Area Required	600 sf
	Number of Users	For meetings with up to 20 people
	Adjacencies	This room should be located near the administrative suite to promote ease of access by the administrators, teachers, parents, students, and visitors.
ARCHITECTURAL:	*Ceiling*	Standard office
	Walls	Standard office
	Floors	Carpet
	Doors	Standard office
	Windows	If Possible Stationary window in wall to General Office / Receptionist Area,
	Acoustics	Acoustical wall treatment for privacy
SYSTEMS:	*Lighting*	Standard office
	Audio/Visual	
	Telecom/Data	Provide (3) data (1 voice, 2 network) for conference table. Data for Interactive Panel
	Electrical	Dual electric co-located with drops for conference table. Duplex outlet for Interactive Panel
	HVAC	
	Plumbing	
	Specialty	
EQUIPMENT:	*Display*	Networked interactive panel. 4' x 8' whiteboard
	Casework	
	FF&E (NIC)	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:	Secure Storage	
PROGRAM:	*Description*	Lockable storage space
	Area Required	150 sf
	Number of Users	
	Adjacencies	
ARCHITECTURAL:	*Ceiling*	Standard office
	Walls	Standard office
	Floors	
	Doors	Lockable door
	Windows	
	Acoustics	
SYSTEMS:	*Lighting*	Standard office
	Audio/Visual	
	Telecom/Data	
	Electrical	
	HVAC	
	Plumbing	
	Specialty	
EQUIPMENT:	*Display*	
	Casework	Adjustable metal shelving
	FF&E (NIC)	
COMMENTS:	Safe	

ACTIVITY AREA:	Administration	
ROOM TYPE:	Records Room	
PROGRAM:	*Description*	Lockable space for student records
	Area Required	150 sf
	Number of Users	2
	Adjacencies	Off main office hallway
ARCHITECTURAL:	*Ceiling*	Standard office
	Walls	Standard office
	Floors	VCT
	Doors	Lockable door
	Windows	
	Acoustics	
SYSTEMS:	*Lighting*	Standard office
	Audio/Visual	
	Telecom/Data	
	Electrical	
	HVAC	
	Plumbing	
	Specialty	
EQUIPMENT:	*Display*	
	Casework	High density storage
	FF&E (NIC)	Small worktable
COMMENTS:		

HEALTH SUITE

OVERVIEW:

Primary workspace for school nurses where services can be provided to meet student's health needs. Activities include assessment, first aid, medication administration, treatments, special procedures, health screenings, immunization review and referral, medical documentation, record maintenance, conferences with students, staff, and parents. The suite should also include a design to accommodate physician or nurse practitioner examinations and in-school immunizations providing a "school-based clinic" setting.

DESIGN CONSIDERATIONS:

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

- Good lines of sight are critical for the nurse to be able to function properly, while still providing privacy for exams, treatments, and consultations.

SUMMARY OF SPACES REQUIRED:

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	2	100	200	
Exam room	1	250	250	
Cot Area	1	200	200	
Restroom with shower	1	75	75	
Restroom	1	60	60	
Storage Closet	2	60	120	
			Total	**1,105**

ACTIVITY AREA:	Health Suite	
ROOM TYPE:	Reception, Waiting, Treatment Area	
PROGRAM:	*Description*	For intake, triage, and waiting. Place for providing medicine, first aid, etc., not requiring level of privacy exam room offers
	Area Required	200 sf
	Number of Users	
	Adjacencies	Main corridor, locate centrally in suite, proximity to the Administration Office with visibility to the main corridor and to the main office
ARCHITECTURAL:	*Ceiling*	
	Walls	
	Floors	VCT
	Doors	
	Windows	1 to hall, 1 to private offices, all with privacy shades
	Acoustics	
SYSTEMS:	*Lighting*	
	Audio/Visual	Wall mounted monitor for digital signage
	Telecom/Data	Provide (2) Data (1 voice, 1 network) per each open wall. Data for digital signage
	Electrical	Quad electric co-located with data. Duplex outlet for digital signage
	HVAC	Standard office
	Plumbing	Sink area
	Specialty	
EQUIPMENT:	*Display*	4'x4' tackboard. Dry erase board, 4'x4', wall mounted.
	Casework	Reception desk/Countertop at standing height for students to fill out forms
	FF&E (NIC)	Bookcases with display materials, pamphlets, forms, etc. table/chairs for waiting.
COMMENTS:	A portion of this space should be set up to accommodate printer / copy machine / scan and fax machine	
	Coat closet	

ACTIVITY AREA:	Health Suite	
ROOM TYPE:	Office	
PROGRAM:	*Description*	Where nurse can perform administrative functions (record keeping, reports, etc.), and can meet privately with students, parents, etc.
	Area Required	100 sf
	Number of Users	
	Adjacencies	Provides good visual access to the rest of the health suite
ARCHITECTURAL:	*Ceiling*	
	Walls	
	Floors	
	Doors	With vision panel
	Windows	Window to main area of health suite. Visual access to rest of suite with shades for privacy.
	Acoustics	
SYSTEMS:	*Lighting*	
	Audio/Visual	
	Telecom/Data	Provide (3) data (1 voice, 2 network) per office
	Electrical	Quad electric co-located with data
	HVAC	
	Plumbing	
	Specialty	
EQUIPMENT:	*Display*	Bulletin board, whiteboard
	Casework	
	FF&E (NIC)	Desk, bookcase, 2 lockable file cabinets
COMMENTS:		

ACTIVITY AREA:	Health Suite	
ROOM TYPE:	Exam Room	
PROGRAM:	*Description*	A place for medical exams, screenings, student changing
	Area Required	250 sf
	Number of Users	
	Adjacencies	Provides good visual access to the rest of the health suite
ARCHITECTURAL:	*Ceiling*	
	Walls	
	Floors	
	Doors	Dutch door to main reception/treatment area or main corridor if possible.
	Windows	Window to main area of health suite. Visual access to rest of suite with shades or blinds for privacy.
	Acoustics	
SYSTEMS:	*Lighting*	
	Audio/Visual	
	Telecom/Data	Provide (3) data (1 voice, 2 network) per desk location
	Electrical	Quad electric co-located with data
	HVAC	
	Plumbing	Sink with foot pedal operation with ADA access. Eyewash
	Specialty	Refrigerator with water and ice.
EQUIPMENT:	*Display*	Bulletin board, whiteboard
	Casework	Wall cabinets, base cabinets with countertop, locking cabinet(s) for medicine storage
	FF&E (NIC)	Hydraulic lift exam table, small table for testing, space for Hoyer lift
COMMENTS:		

ACTIVITY AREA:	Health Suite	
ROOM TYPE:	Cot Area	
PROGRAM:	*Description*	Resting area for students waiting for parent pick up, Place providing treatment etc., not requiring level of privacy exam room offers
	Area Required	200 sf
	Number of Users	6 students
	Adjacencies	Reception, treatment areas, Restrooms
ARCHITECTURAL:	*Ceiling*	
	Walls	
	Floors	VCT
	Doors	
	Windows	
	Acoustics	
SYSTEMS:	*Lighting*	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
	Audio/Visual	
	Telecom/Data	Data drops located adjacent to each cot.
	Electrical	Duplex electric per cot / reclining chair location
	HVAC	
	Plumbing	
	Specialty	Privacy curtains separating each cot and the rooms from main treatment area
EQUIPMENT:	*Display*	
	Casework	Counter space along wall behind cots with wall lockable cabinets for supplies
	FF&E (NIC)	Cots with drawers underneath, reclining chairs, and end tables
COMMENTS:	Enough space to fit three cots three recliners separated by privacy curtains	
	Age-appropriate size cots and recliners	

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

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

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

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.

Since each student service is highly specialized in nature provision for adequate storage of specialized instructional materials and confidential records is essential.

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" in keeping with ASCA terminology.
• Provide natural light to offices.
• Must have central print/ copy area outside or offices and conference rooms
• Store front glass door entry into suite area
• Easy to identify by young students

SUMMARY OF SPACES REQUIRED:

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	Total Area (Sq. Ft.)
School Counseling Office	2	300	600	
Psychologist's Office	1	200	200	
School based mental health	1	150	150	
Itinerant Teaching/Diagnostic Teaching Area/Office	1	250	250	
Large Conference Room	1	300	300	
Total				**1,500**

ACTIVITY AREA:	Student Services Suite

ROOM TYPE:	Counselor's Office	
PROGRAM:	*Description*	The counselor's office should contain approximately 300 square feet, which is well ventilated with climate control and well lighted with a window. It should be built to ensure privacy and to screen out noise and distraction. It should include space for individual and small group counseling, hands-on-activities, and parent/teacher conferences, etc.
	Area Required	300 ft
	Number of Users	1 counselor, up to 6 students
	Adjacencies	
ARCHITECTURAL:	*Ceiling*	Standard office
	Walls	Standard office
	Floors	Standard office, carpeted,
	Doors	Vision panel required
	Windows	Standard office
	Acoustics	Special attention should be paid to acoustics to ensure confidentiality;
SYSTEMS:	*Lighting*	Ability to dim lights
	Audio/Visual	Standard office
	Telecom/Data	Multiple drops
	Electrical	Standard office
	HVAC	Standard office
	Plumbing	
	Specialty	
EQUIPMENT:	*Display*	Bulletin board, White dry erase board
	Casework	Lockable storage/wardrobe
	FF&E (NIC)	Office workstation, locking file cabinet, bookshelf, table, and Conference table and 4 chairs,
COMMENTS:		

ACTIVITY AREA:	Student Services Suite	
ROOM TYPE:	Psychologist's Office	
PROGRAM:	*Description*	The office area should accommodate enough room for individual and group counseling, consultative services for parents and educators, and room for psychological testing.
	Area Required	200 sf
	Number of Users	1 counselor, up to 6 students
	Adjacencies	The office should be located conveniently to provide security for confidential files and testing materials.
ARCHITECTURAL:	*Ceiling*	Standard office
	Walls	Standard office
	Floors	Standard office
	Doors	Vision panel required
	Windows	Standard office
	Acoustics	Special attention should be paid to acoustics to ensure confidentiality
SYSTEMS:	*Lighting*	Ability to dim lights
	Audio/Visual	Standard office
	Telecom/Data	Multiple drops
	Electrical	Standard office
	HVAC	Standard office
	Plumbing	N/A
	Specialty	
EQUIPMENT:	*Display*	Bulletin board, White dry erase board
	Casework	Lockable built-in cabinets. Lockable storage/wardrobe.
	FF&E (NIC)	Office workstation, at least 2 locking file cabinet, bookshelf, table, and Conference table and six chairs,
COMMENTS:		

ACTIVITY AREA:	Student Services Suite	
ROOM TYPE:	School based mental health	
PROGRAM:	*Description*	Provide mental health services helping students overcome behavioral, emotional, or social problems that interfere with success at school and at home.
	Area Required	150 ft
	Number of Users	1 counselor, up to 3 students
	Adjacencies	
ARCHITECTURAL:	*Ceiling*	Standard office
	Walls	Standard office
	Floors	Standard office, carpeted,
	Doors	Vision panel required
	Windows	Standard office
	Acoustics	Special attention should be paid to acoustics to ensure confidentiality
SYSTEMS:	*Lighting*	Ability to dim lights
	Audio/Visual	Standard office
	Telecom/Data	Multiple drops
	Electrical	Standard office
	HVAC	Standard office
	Plumbing	N/A
	Specialty	
EQUIPMENT:	*Display*	Bulletin board, White dry erase board
	Casework	Lockable storage/wardrobe
	FF&E (NIC)	Office workstation, locking file cabinet, bookshelf, table, and conference table and 4 chairs,
COMMENTS:		

ACTIVITY AREA:	Student Services Suite	
ROOM TYPE:	Itinerant Teaching/Diagnostic Teaching Area/Office	
PROGRAM:	*Description*	Provide services to students with disabilities. Instead of functioning as traditional classroom teachers, itinerants visit children on their caseloads
	Area Required	250 ft
	Number of Users	1 counselor, up to 5 students
	Adjacencies	
ARCHITECTURAL:	*Ceiling*	Standard office
	Walls	Standard office
	Floors	Standard office, carpeted,
	Doors	Vision panel required
	Windows	Standard office
	Acoustics	Special attention should be paid to acoustics to ensure confidentiality
SYSTEMS:	*Lighting*	Ability to dim lights
	Audio/Visual	Standard office
	Telecom/Data	Multiple drops
	Electrical	Standard office
	HVAC	Standard office
	Plumbing	N/A
	Specialty	
EQUIPMENT:	*Display*	Bulletin board, White dry erase board
	Casework	Lockable storage/wardrobe
	FF&E (NIC)	Office workstation, locking file cabinet, bookshelf, table, and Conference table and 4 chairs,
COMMENTS:		

ACTIVITY AREA:	School Counseling	
ROOM TYPE:	General Conference Room	
PROGRAM:	*Description*	Allows cross functional meetings on a variety of student related services and instructional support
	Area Required	300
	Number of Users	12 - 15
	Adjacencies	Near student lavatory
ARCHITECTURAL:	*Ceiling*	
	Walls	
	Floors	Carpet
	Doors	
	Windows	
	Acoustics	Special attention should be paid to acoustics to ensure confidentiality
SYSTEMS:	*Lighting*	
	Audio/Visual	Networked interactive display.
	Telecom/Data	Printer
	Electrical	
	HVAC	
	Plumbing	
	Specialty	
EQUIPMENT:	*Display*	
	Casework	
	FF&E (NIC)	Conference table, seating for up to 15
COMMENTS:		

SPEECH OFFICES

OVERVIEW:

Speech Language Pathologist 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.

SUMMARY OF SPACES REQUIRED:

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	Total Area (Sq. Ft.)
Speech Office	3	300	900	
			Total	**900**

ACTIVITY AREA:	Student Services Suite	
ROOM TYPE:	Speech Room	
PROGRAM:	*Description*	The office area should accommodate enough room for individual and group speech therapy services.
	Area Required	300 sf
	Number of Users	1 counselor, up to 6 students
	Adjacencies	Location near the classrooms, One office near grades 3-5, one office near grades K – 2 and one office near special education PreK classrooms.
ARCHITECTURAL:	*Ceiling*	Standard office
	Walls	Standard office
	Floors	Standard office
	Doors	Vision panel required
	Windows	Standard office
	Acoustics	Special attention should be paid to acoustics to ensure confidentiality
SYSTEMS:	*Lighting*	Ability to dim lights
	Audio/Visual	Standard office
	Telecom/Data	Multiple drops
	Electrical	Standard office
	HVAC	Standard office
	Plumbing	Small sink
	Specialty	
EQUIPMENT:	*Display*	Bulletin board, White dry erase board
	Casework	Built in cabinets that lock to secure testing materials.
	FF&E (NIC)	Office workstation, at least 2 lateral locking file cabinet, 4 bookshelf, table, and six chairs, lockable storage/wardrobe.
COMMENTS:		

STAFF 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	600	600	
Volunteer Work Room/PTA Storage	1	600	600	
			Total	**1,200**

ACTIVITY AREA:	Staff Support	
ROOM TYPE:	Faculty Lounge/Staff Lavatory	
PROGRAM:	*Description*	This area will be available for staff to dine, relax, or meet throughout each day. In addition, this area will include Restroom facilities for men and women that are also convenient to the cafeteria.
	Area Required	600 sf
	Number of Users	Up to 15
	Adjacencies	near cafeteria not direct access. staff lavatory
ARCHITECTURAL:	*Ceiling*	
	Walls	
	Floors	VCT
	Doors	Access to corridor – No access to cafeteria
	Windows	Outside window wall if possible
	Acoustics	Minimize sound from cafeteria
SYSTEMS:	*Lighting*	
	Audio/Visual	Infrastructure for Wall-mounted Display
	Telecom/Data	Dual data and voice with appropriate electrical outlets, 2 duplex outlets minimum. Telephone
	Electrical	Provide electric for 3 refrigerators/Freezer, 4 microwaves, 2 vending machines
	HVAC	
	Plumbing	Sink with hot and cold water
	Specialty	
EQUIPMENT:	*Display*	Four feet of tackboard for announcements.
	Casework	Counter space, cabinets, wall, and base
	FF&E (NIC)	2 refrigerators/Freezer, & 4 microwaves. Sofa, tables, and chairs
COMMENTS:		

ACTIVITY AREA:	Staff Support	
ROOM TYPE:	Volunteer Work Room/PTA Storage	
PROGRAM:	*Description*	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.
	Area Required	600 sf
	Number of Users	
	Adjacencies	Direct corridor access. Accessible after hours
ARCHITECTURAL:	*Ceiling*	
	Walls	
	Floors	VCT
	Doors	
	Windows	Outside window wall if possible
	Acoustics	
SYSTEMS:	*Lighting*	
	Audio/Visual	Infrastructure for Display - Two-way PA speaker system.
	Telecom/Data	Dedicated outlets and data drop for two copiers, laminator, and poster-maker machine.
	Electrical	Dual data and voice with appropriate electrical outlets, 2 duplex outlets minimum. Chest Freezer and Refrigerator outlets.
	HVAC	
	Plumbing	Sink with hot and cold water
	Specialty	
EQUIPMENT:	*Display*	Four feet of tackboard for announcements.
	Casework	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
	FF&E (NIC)	Shelving and miscellaneous storage for PTA equipment and supplies, keyed separately. Seating and table. Refrigerator.
COMMENTS:	Chest freezer would be provided by PTA not part of project.	

GENERAL CLASSROOM TEACHING AREA

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	1	1,000	1,000	
Kindergarten– including a toilet	8	1,100	8,800	
Primary Grades 1-2 - including Toilet	14	850	11,900	
Primary Grade 3	7	850	5,950	
Intermediate Grades 4-5	14	850	11,900	
Flex Classrooms Pre-K/K	1	1,000	1,000	
Flex Classroom	2	850	1,700	
			Total	**42,250**

ACTIVITY AREA:	GENERAL CLASSROOM	
ROOM TYPE:	Pre-K – including a toilet	
PROGRAM:	*Description*	Pre-kindergarten classroom
	Area Required	1,000 sf
	Number of Users	2 staff & up to 30 students
	Adjacencies	Near other Pre-K and K classrooms. Access to age-appropriate playground, close to bus drop off and pickup.
ARCHITECTURAL:	*Ceiling*	Refer to HCPS Design Standards for acoustical ceiling specs
	Walls	CMU preferred
	Floors	VCT
	Doors	Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside
	Windows	Maximize natural light, Manual Roller Shades (Not Blinds)
	Acoustics	Attention to avoiding HVAC noise
SYSTEMS:	*Lighting*	Dual zoned/switched lighting with ceiling mounted occupancy sensors
	Audio/Visual	Networked interactive display.
	Telecom/Data	Standard classroom technology to include: - Teacher station (3 data, 1 voice, 1 HDMI) - Wireless access point in each classroom - Telephone
	Electrical	110V quad next to teacher technology connection, extra power at back of classroom for charging stations, 4 duplexes on teaching wall
	HVAC	Be mindful of HVAC sound
	Plumbing	50 Sq ft ADA Restroom (see comments)
	Specialty	
EQUIPMENT:	*Display*	Maximize use of magnetic whiteboards throughout room. Provide bulletin board space. Provide multiple levels of tackstrip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive Panel on teaching wall.
	Casework	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.
	FF&E (NIC)	Teacher desk with chair, student seating for 20 around rectangular tables (4-6 students at each table). U shaped table for small group. Carpet area for students to gather.
COMMENTS:	Must have ADA Restrooms designed for independent use by Pre-kindergarten students.	
	Carpet area for students to sit in a group	

ACTIVITY AREA:	GENERAL CLASSROOM	
ROOM TYPE:	Kindergarten Classroom	
PROGRAM:	*Description*	Kindergarten classroom with Restroom
	Area Required	1,100 sf
	Number of Users	1 staff & up to 30 students
	Adjacencies	Near other Pre-K and K classrooms. Access to age-appropriate playground, close to bus loop.
ARCHITECTURAL:	*Ceiling*	Refer to HCPS Design Standards for acoustical ceiling specs
	Walls	CMU preferred
	Floors	VCT
	Doors	Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside
	Windows	Maximize natural light, Manual Roller Shades (Not Blinds)
	Acoustics	Attention to avoiding HVAC noise
SYSTEMS:	*Lighting*	Dual zoned/switched lighting with ceiling mounted occupancy sensors
	Audio/Visual	Networked interactive display.
	Telecom/Data	Standard classroom technology to include: - Teacher station (3 data, 1 voice, 1 HDMI) - Wireless access point in each classroom - Telephone
	Electrical	110V quad next to teacher technology connection, extra power at back of classroom for charging stations, 4 duplexes on teaching wall. Electrical outlet for laptop charging station.
	HVAC	Be mindful of HVAC sound
	Plumbing	50 Sq ft ADA Restroom (see comments) Sink in classroom (paper towel)
	Specialty	
EQUIPMENT:	*Display*	Maximize use of magnetic whiteboards throughout room. Provide bulletin board space. Provide multiple levels of tackstrip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive Panel on teaching wall.
	Casework	Teacher wardrobe required, bookshelves, base, and wall cabinets (above and below) 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.
	FF&E (NIC)	Teacher desk with chair, student seating for 30 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 Restrooms designed for independent use by students	
	Carpet area for students to sit in a group	
	Provide space for laptop charging station	

ACTIVITY AREA:	GENERAL CLASSROOM	
ROOM TYPE:	Primary Classroom Grade 1 & 2	
PROGRAM:	*Description*	Primary Classroom Grade 1 & 2 with Restroom
	Area Required	850 sf
	Number of Users	1 staff & up to 30 students
	Adjacencies	Near other grade level classrooms. Access to age-appropriate playground.
ARCHITECTURAL:	*Ceiling*	Refer to HCPS Design Standards for acoustical ceiling specs
	Walls	CMU preferred
	Floors	VCT
	Doors	Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside
	Windows	Maximize natural light, Manual Roller Shades (Not Blinds)
	Acoustics	Attention to avoiding HVAC noise
SYSTEMS:	*Lighting*	Dual zoned/switched lighting with ceiling mounted occupancy sensors
	Audio/Visual	Networked interactive display.
	Telecom/Data	Standard classroom technology to include: - Teacher station (3 data, 1 voice, 1 HDMI) - Wireless access point in each classroom Telephone
	Electrical	110V quad next to teacher technology connection, extra power at back of classroom for charging stations, 4 duplexes on teaching wall. Electrical outlet for laptop charging station.
	HVAC	Be mindful of HVAC sound
	Plumbing	50 Sq ft ADA Restroom, Sink in classroom (paper towel)
	Specialty	
EQUIPMENT:	*Display*	Maximize use of magnetic whiteboards throughout room. Provide bulletin board space. Provide multiple levels of tackstrip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive Panel on teaching wall.
	Casework	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.
	FF&E (NIC)	Teacher desk with chair, student seating desk for 30, lightweight and flexible for movement, U shaped table, rectangle table, 2 file cabinets
COMMENTS:	Must have ADA Restrooms.	
	Provide space for laptop charging station	

ACTIVITY AREA:	GENERAL CLASSROOM	
ROOM TYPE:	Primary Classroom Grade 3	
PROGRAM:	*Description*	Primary Classroom Grade 3 with Restroom
	Area Required	850 sf
	Number of Users	1 staff & up to 30 students
	Adjacencies	Near other grade level classrooms. Access to age-appropriate playground.
ARCHITECTURAL:	*Ceiling*	Refer to HCPS Design Standards for acoustical ceiling specs
	Walls	CMU preferred
	Floors	VCT
	Doors	Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside
	Windows	Maximize natural light, Manual Roller Shades (Not Blinds)
	Acoustics	Attention to avoiding HVAC noise
SYSTEMS:	*Lighting*	Dual zoned/switched lighting with ceiling mounted occupancy sensors
	Audio/Visual	Networked interactive display.
	Telecom/Data	Standard classroom technology to include: - Teacher station (3 data, 1 voice, 1 HDMI) - Wireless access point in each classroom - Telephone
	Electrical	110V quad next to teacher technology connection, extra power at back of classroom for charging stations, 4 duplexes on teaching wall. Electrical outlet for laptop charging station.
	HVAC	Be mindful of HVAC sound
	Plumbing	Sink in classroom (paper towel)
	Specialty	
EQUIPMENT:	*Display*	Maximize use of magnetic whiteboards throughout room. Provide bulletin board space. Provide multiple levels of tackstrip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive Panel on teaching wall.
	Casework	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.
	FF&E (NIC)	Teacher desk with chair, student seating and desk for 30, lightweight and flexible for movement, U shaped table, rectangle table, 2 file cabinets
COMMENTS:	Provide space for laptop charging station	

ACTIVITY AREA:	GENERAL CLASSROOM	
ROOM TYPE:	Intermediate Classroom Grade 4 -5	
PROGRAM:	*Description*	Primary Classroom Grade 4 -5
	Area Required	850 sf
	Number of Users	1 staff & up to 30 students
	Adjacencies	Near other grade level classrooms. Access to age-appropriate playground.
ARCHITECTURAL:	*Ceiling*	Refer to HCPS Design Standards for acoustical ceiling specs
	Walls	CMU preferred
	Floors	VCT
	Doors	Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside
	Windows	Maximize natural light, Manual Roller Shades (Not Blinds)
	Acoustics	Attention to avoiding HVAC noise
SYSTEMS:	*Lighting*	Dual zoned/switched lighting with ceiling mounted occupancy sensors
	Audio/Visual	Networked interactive display.
	Telecom/Data	Standard classroom technology to include: - Teacher station (3 data, 1 voice, 1 HDMI) - Wireless access point in each classroom - Telephone
	Electrical	110V quad next to teacher technology connection, extra power at back of classroom for charging stations, 4 duplexes on teaching wall. Electrical outlet for laptop charging station.
	HVAC	Be mindful of HVAC sound
	Plumbing	Sink in classroom (paper towel)
	Specialty	
EQUIPMENT:	*Display*	Maximize use of magnetic whiteboards throughout room. Provide bulletin board space. Provide multiple levels of tackstrip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive Panel on teaching wall.
	Casework	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.
	FF&E (NIC)	Teacher desk with chair, student seating for 30, lightweight and flexible for movement, U shape table, rectangular table, 2 file cabinets
COMMENTS:	Provide space for laptop charging station	

ACTIVITY AREA:	GENERAL CLASSROOM	
ROOM TYPE:	Flex Pre-K/K Classroom	
PROGRAM:	*Description*	Flex PreK/K classroom to accommodate large cohorts with Restroom
	Area Required	1,000 sf
	Number of Users	2 staff & up to 30 students
	Adjacencies	Near other Pre-K and K classrooms. Access to age-appropriate playground, close to bus drop off and pickup.
ARCHITECTURAL:	*Ceiling*	Refer to HCPS Design Standards for acoustical ceiling specs
	Walls	CMU preferred
	Floors	VCT
	Doors	Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside
	Windows	Maximize natural light, Manual Roller Shades (Not Blinds)
	Acoustics	Attention to avoiding HVAC noise
SYSTEMS:	*Lighting*	Dual zoned/switched lighting with ceiling mounted occupancy sensors
	Audio/Visual	Networked interactive display.
	Telecom/Data	Standard classroom technology to include: - Teacher station (3 data, 1 voice, 1 HDMI) - Wireless access point in each classroom - Telephone
	Electrical	110V quad next to teacher technology connection, extra power at back of classroom for charging stations, 4 duplexes on teaching wall. Electrical outlet for laptop charging station.
	HVAC	Be mindful of HVAC sound
	Plumbing	50 Sq ft ADA Restroom (see comments)
	Specialty	
EQUIPMENT:	*Display*	Maximize use of magnetic whiteboards throughout room. Provide bulletin board space. Provide multiple levels of tackstrip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive Panel on teaching wall.
	Casework	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.
	FF&E (NIC)	Teacher desk with chair, student seating for 20 around rectangular tables (6 students at each table). U shaped table for small group. Carpet area for students to gather.
COMMENTS:	Must have ADA Restrooms designed for independent use by Pre-kindergarten students.	
	Carpet area for students to sit in a group	
	Provide space for laptop charging station	

ACTIVITY AREA:	GENERAL CLASSROOM	
ROOM TYPE:	Flex Classroom Grade 1 -5	
PROGRAM:	*Description*	Flex classroom grades 1-5 to accommodate large cohorts.
	Area Required	850 sf
	Number of Users	1 staff & up to 30 students
	Adjacencies	Near other grade level classrooms. Access to age-appropriate playground.
ARCHITECTURAL:	*Ceiling*	Refer to HCPS Design Standards for acoustical ceiling specs
	Walls	CMU preferred
	Floors	VCT
	Doors	Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside
	Windows	Maximize natural light, Manual Roller Shades (Not Blinds)
	Acoustics	Attention to avoiding HVAC noise
SYSTEMS:	*Lighting*	Dual zoned/switched lighting with ceiling mounted occupancy sensors
	Audio/Visual	Networked interactive display.
	Telecom/Data	Standard classroom technology to include: - Teacher station (3 data, 1 voice, 1 HDMI) - Wireless access point in each classroom - Telephone
	Electrical	110V quad next to teacher technology connection, extra power at back of classroom for charging stations, 4 duplexes on teaching wall. Electrical outlet for laptop charging station.
	HVAC	Be mindful of HVAC sound
	Plumbing	Sink in classroom (paper towel)
	Specialty	
EQUIPMENT:	*Display*	Maximize use of magnetic whiteboards throughout room. Provide bulletin board space. Provide multiple levels of tackstrip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive Panel on teaching wall.
	Casework	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.
	FF&E (NIC)	Teacher desk with chair, student seating for 30, lightweight and flexible for movement, U shape table, rectangular table, 2 file cabinets
COMMENTS:	Provide space for laptop charging station	

SPECIALIST AREAS

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	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	Total Area (Sq. Ft.)
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:	*Description*	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.
	Area Required	850 sf
	Number of Users	1 staff & up to 30 students
	Adjacencies	Located in the intermediate area in proximity with the math and reading rooms.
ARCHITECTURAL:	*Ceiling*	Refer to HCPS Design Standards for acoustical ceiling specs
	Walls	CMU preferred
	Floors	VCT
	Doors	Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside
	Windows	Maximize natural light, Manual Roller Shades (Not Blinds)
	Acoustics	Attention to avoiding HVAC noise
SYSTEMS:	*Lighting*	Dual zoned/switched lighting with ceiling mounted occupancy sensors
	Audio/Visual	Networked interactive display.
	Telecom/Data	Standard classroom technology to include: - Teacher station (3 data, 1 voice, 1 HDMI) - Wireless access point in each classroom - Telephone
	Electrical	110V quad next to teacher technology connection, extra power at back of classroom for charging stations, 4 duplexes on teaching wall
	HVAC	Be mindful of HVAC sound
	Plumbing	Deep sink in room for filling buckets and art projects.
	Specialty	
EQUIPMENT:	*Display*	Maximize use of magnetic whiteboards throughout room. Provide multiple levels of tackstrip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive Panel on teaching wall.
	Casework	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.
	FF&E (NIC)	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:	*Description*	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.
	Area Required	740 sf
	Number of Users	1 staff & 12 students
	Adjacencies	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:	*Ceiling*	Refer to HCPS Design Standards for acoustical ceiling specs
	Walls	CMU preferred
	Floors	VCT
	Doors	Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside
	Windows	Maximize natural light, Manual Roller Shades (Not Blinds)
	Acoustics	Attention to avoiding HVAC noise
SYSTEMS:	*Lighting*	Dual zoned/switched lighting with ceiling mounted occupancy sensors
	Audio/Visual	Networked interactive display.
	Telecom/Data	Standard classroom technology to include: - Teacher station (3 data, 1 voice, 1 HDMI) - Wireless access point in each classroom - Telephone
	Electrical	110V quad next to teacher technology connection, extra power at back of classroom for charging stations, 4 duplexes on teaching wall
	HVAC	Be mindful of HVAC sound
	Plumbing	
	Specialty	
EQUIPMENT:	*Display*	Maximize use of magnetic whiteboards throughout room. Provide multiple levels of tackstrip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive Panel on teaching wall.
	Casework	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. - Built-in storage cabinets with adjustable shelves.
	FF&E (NIC)	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:	*Description*	Storage of books for reading program
	Area Required	200 sf
	Number of Users	
	Adjacencies	Corridor and Reading room
ARCHITECTURAL:	*Ceiling*	
	Walls	
	Floors	VCT
	Doors	
	Windows	
	Acoustics	
SYSTEMS:	*Lighting*	
	Audio/Visual	
	Telecom/Data	
	Electrical	
	HVAC	
	Plumbing	
	Specialty	
EQUIPMENT:	*Display*	
	Casework	- Adjustable shelves, to accommodate trade books and anthologies for the entire school. - These 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.
	FF&E (NIC)	
COMMENTS:		

ACTIVITY AREA:	SPECIALIST AREA	
ROOM TYPE:	Math Resource room	
PROGRAM:	*Description*	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.
	Area Required	600 sf
	Number of Users	1 staff & 20 students
	Adjacencies	The rooms will be in the intermediate area in proximity with the math and enrichment rooms. The storage bookroom should be adjacent to both reading rooms with hallway and reading room access.
ARCHITECTURAL:	*Ceiling*	Refer to HCPS Design Standards for acoustical ceiling specs
	Walls	CMU preferred
	Floors	VCT
	Doors	Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside
	Windows	Maximize natural light, Manual Roller Shades (Not Blinds)
	Acoustics	Attention to avoiding HVAC noise
SYSTEMS:	*Lighting*	Dual zoned/switched lighting with ceiling mounted occupancy sensors
	Audio/Visual	Interactive panel
	Telecom/Data	Standard classroom technology to include: - Teacher station (3 data, 1 voice, 1 HDMI) - Wireless access point in each classroom - Telephone
	Electrical	110V quad next to teacher technology connection, extra power at back of classroom for charging stations, 4 duplexes on teaching wall
	HVAC	Be mindful of HVAC sound
	Plumbing	Sink
	Specialty	
EQUIPMENT:	*Display*	Maximize use of magnetic whiteboards throughout room. Provide multiple levels of tackstrip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive Panel on teaching wall.
	Casework	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. - Built-in shelving to store math manipulative teaching aids.
	FF&E (NIC)	Teacher desk with chair, 2 rectangular tables (6 students at each table).
COMMENTS:		

TEACHER WORKROOM

OVERVIEW:

This area will serve as planning, work, and small storage area for the teachers in each grade area.

DESIGN CONSIDERATIONS:

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

• All rooms will contain at least one adult unisex lavatory at least 50 sq. ft

SUMMARY OF SPACES REQUIRED:

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	Total Area (Sq. Ft.)
Teacher Workroom	6	250	1,500	
			Total	**1,500**

ACTIVITY AREA:	Teacher Workroom	
ROOM TYPE:	Teacher Workroom	
PROGRAM:	*Description*	The office area should be a workspace for grade level teacher
	Area Required	250 sf
	Number of Users	
	Adjacencies	Located near the grade classroom cluster that it will serve.
ARCHITECTURAL:	*Ceiling*	Standard office
	Walls	Standard office
	Floors	VCT
	Doors	Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside
	Windows	Standard office
	Acoustics	Special attention should be paid to acoustics to ensure confidentiality
SYSTEMS:	*Lighting*	Standard office
	Audio/Visual	Two-way voice communication system to all offices, planning areas and teaching stations, in addition to outside lines for parent/teacher contact, shall be provided via the phone system.
	Telecom/Data	Multiple drops, 2 Copy/printer machines, (4) Four dual data, one voice, with appropriate electrical outlets. Telephone.
	Electrical	Standard office – Along countertop
	HVAC	Standard office
	Plumbing	Adult Restroom
	Specialty	
EQUIPMENT:	*Display*	Bulletin board, White dry erase board
	Casework	Provide a laminate counter with base cabinets with adjustable shelving and overhead wall cabinets.
	FF&E (NIC)	Table and chairs 7-8
COMMENTS:	Rooms should accommodate a dye cut machine, two copy machines, paper cutter, laminating machine	

SPECIAL EDUCATION

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 supports.

This school also host 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:

• 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.
• Provide natural light to classrooms.

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	
Early Intervention: Co-taught Pre-K	1	1,000	1,000	
Regional Program Workroom (Para space)	1	400	400	
Occupational Therapy (OT) Workroom	1	250	250	
Sensory	2	400	800	
Small Group SE Pullout	7	600	4,200	
Calming Space	2	100	200	
			Total	**8,850**

ACTIVITY AREA:	Special Education	
ROOM TYPE:	Early Learners Classroom	
PROGRAM:	*Description*	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.
	Area Required	1000 sf
	Number of Users	5 staff & 5 students
	Adjacencies	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:	*Ceiling*	Refer to HCPS Design Standards for acoustical ceiling specs
	Walls	CMU preferred
	Floors	VCT
	Doors	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.
	Windows	Maximize natural light
	Acoustics	Attention to avoiding HVAC noise
SYSTEMS:	*Lighting*	Dual zoned/switched lighting with ceiling mounted occupancy sensors
	Audio/Visual	Networked interactive display.
	Telecom/Data	Standard classroom technology to include: - Teacher station (3 data, 1 voice, 1 HDMI) - Wireless access point in each classroom - Telephone
	Electrical	110V quad next to teacher technology connection, extra power at back of classroom for charging stations, 4 duplexes on teaching wall
	HVAC	Be mindful of HVAC sound
	Plumbing	50 Sq ft ADA Restroom (see comments). Provide double sinks in classroom outside of Restroom with lower counter height for students.
	Specialty	
EQUIPMENT:	*Display*	Maximize use of magnetic whiteboards throughout room. Provide bulletin board space. Provide tackstrip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive Panel on teaching wall.
	Casework	Teacher wardrobe required, bookshelves, base and wall cabinets with countertop, poster storage to balance with open flexible space for moveable furniture and arrangements

Early Learners Classroom Continued Next Page

	FF&E (NIC)	Teacher desk with chair, student seating for 30, lightweight and flexible for movement, large rectangular table, U-shaped Table, 2 file cabinets Carpet area; in the Restroom, 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.
COMMENTS:	Must have ADA Restrooms designed for independent use by Pre-kindergarten students (small toilet) and changing station.	
	Carpet area for small group	

ACTIVITY AREA:	Special Education	
ROOM TYPE:	Learning Together Classroom	
PROGRAM:	*Description*	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 of one another. An MSDE approved early childhood curriculum is taught by a preschool, special education teacher.
	Area Required	1000 sf
	Number of Users	3 staff & 12 students
	Adjacencies	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:	*Ceiling*	Refer to HCPS Design Standards for acoustical ceiling specs
	Walls	CMU preferred
	Floors	VCT
	Doors	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.
	Windows	Maximize natural light
	Acoustics	Attention to avoiding HVAC noise
SYSTEMS:	*Lighting*	Dual zoned/switched lighting with ceiling mounted occupancy sensors
	Audio/Visual	Networked interactive display.
	Telecom/Data	Standard classroom technology to include: - Teacher station (3 data, 1 voice, 1 HDMI) - Wireless access point in each classroom - Telephone
	Electrical	110V quad next to teacher technology connection, extra power at back of classroom for charging stations, 4 duplexes on teaching wall
	HVAC	Be mindful of HVAC sound
	Plumbing	50 Sq ft ADA Restroom (see comments). Provide double sinks in classroom outside of Restroom with lower counter height for students.
	Specialty	
EQUIPMENT:	*Display*	Maximize use of magnetic whiteboards throughout room. Provide bulletin board space. Provide tackstrip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive Panel on teaching wall.
	Casework	Teacher wardrobe required, bookshelves, base and wall cabinets with countertop, poster storage to balance with open flexible space for moveable furniture and arrangements
	FF&E (NIC)	Teacher desk with chair, student seating for 30, lightweight and flexible for movement, large rectangular table, round table, 2 file cabinets. In the Restroom, provide in the Restroom, provide age-appropriate changing bench with steps and storage for materials. Provide storage without

Learning Together Classroom Continued Next Page

		doors for student coat and backpack with student mailbox, all at student accessible height.
COMMENTS:	Must have ADA Restrooms designed for independent use by Pre-kindergarten students. Restroom must have a changing station.	

ACTIVITY AREA:	Special Education	
ROOM TYPE:	Co-Taught Pre-K	
PROGRAM:	*Description*	In the co-taught pre-k classroom, a general education and a special education pre-k teacher collaborate to instruct their class of students, both with and without disabilities. The co-taught pre-k classroom is designed to meet the needs of those students with mild to moderate delays in cognition, social interaction, communication, self-help, and social-emotional skills.
	Area Required	1,000 sf
	Number of Users	3 staff & 20 students
	Adjacencies	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:	*Ceiling*	Refer to HCPS Design Standards for acoustical ceiling specs
	Walls	CMU preferred
	Floors	VCT
	Doors	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.
	Windows	Maximize natural light
	Acoustics	Attention to avoiding HVAC noise
SYSTEMS:	*Lighting*	Dual zoned/switched lighting with ceiling mounted occupancy sensors
	Audio/Visual	Networked interactive display.
	Telecom/Data	Standard classroom technology to include: - Teacher station (3 data, 1 voice, 1 HDMI) - Wireless access point in each classroom - Telephone
	Electrical	110V quad next to teacher technology connection, extra power at back of classroom for charging stations, 4 duplexes on teaching wall.
	HVAC	Be mindful of HVAC sound
	Plumbing	50 Sq ft ADA Restroom (see comments). Provide double sinks in classroom outside of Restroom with lower counter height for students.
	Specialty	
EQUIPMENT:	*Display*	Maximize use of magnetic whiteboards throughout room. Provide bulletin board space. Provide tackstrip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive Panel on teaching wall.
	Casework	2 Teacher wardrobes 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.

Learning Together Classroom Continued Next Page

	FF&E (NIC)	2 Teacher desks with chairs, student seating for 30, lightweight and flexible for movement (tables), 2 file cabinets, 3 U-shaped tables
COMMENTS:	Must have ADA Restrooms designed for independent use by Pre-kindergarten students. Restroom must have a changing station.	

ACTIVITY AREA:	Special Education	
ROOM TYPE:	Regional Program / Pre-K Workroom	
PROGRAM:	*Description*	The office area should be a workspace for grade level teacher
	Area Required	400 sf
	Number of Users	4 workstations for para
	Adjacencies	Located near the grade classroom cluster that it will serve.
ARCHITECTURAL:	*Ceiling*	Standard office
	Walls	Standard office
	Floors	VCT
	Doors	Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside
	Windows	Standard office
	Acoustics	Special attention should be paid to acoustics to ensure confidentiality
SYSTEMS:	*Lighting*	Standard office
	Audio/Visual	Two-way voice communication system to all offices, planning areas and teaching stations, in addition to outside lines for parent/teacher contact, shall be provided via the phone system.
	Telecom/Data	Multiple drops, 2 Copy/printer machines, (4) Four dual data, one voice, one video outlet with appropriate electrical outlets.
	Electrical	Standard office
	HVAC	Standard office
	Plumbing	Adult Restroom
	Specialty	
EQUIPMENT:	*Display*	Bulletin board, White dry erase board
	Casework	Provide a laminate counter with base cabinets with adjustable shelving and overhead wall cabinets.
	FF&E (NIC)	8 lockable storage units for para educator coat storage
COMMENTS:	Rooms should accommodate a dye cut machine, two copy machines, paper cutter, laminating machine, and a computer workstation.	

ACTIVITY AREA:	Special Education	
ROOM TYPE:	Occupational Therapy (OT) Workroom	
PROGRAM:	*Description*	Office and workspace to provide occupational therapy to students as determined by Individual Education Program (IEP) goals and Individualized Family Service Plan (IFSP) goals.
	Area Required	250 sf
	Number of Users	1 workstation, 3 students
	Adjacencies	Located near the regional Early Intervention program classrooms.
ARCHITECTURAL:	*Ceiling*	Standard office
	Walls	Standard office
	Floors	VCT
	Doors	Vision panel required
	Windows	Standard office
	Acoustics	Special attention should be paid to acoustics to ensure confidentiality
SYSTEMS:	*Lighting*	Ability to dim lights
	Audio/Visual	Standard office
	Telecom/Data	Two-way voice communication system to all offices, planning areas and teaching stations, in addition to outside lines for parent/teacher contact, shall be provided via the phone system.
	Electrical	Standard office
	HVAC	Standard office
	Plumbing	
	Specialty	
EQUIPMENT:	*Display*	Bulletin board, White dry erase board
	Casework	Lockable storage/wardrobe
	FF&E (NIC)	Office workstation, locking file cabinet, bookshelf, table, and 4 chairs,
COMMENTS:		

ACTIVITY AREA:	Special Education	
ROOM TYPE:	Sensory	
PROGRAM:	*Description*	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.
	Area Required	400 sf
	Number of Users	2 Staff and 2 students
	Adjacencies	One shall be located near the regional program classrooms; one shall be located on the second floor.
ARCHITECTURAL:	*Ceiling*	Standard classroom ceilings per HCPS design guidelines
	Walls	Standard classroom: padding on walls where equipment requires
	Floors	VCT; Padding on top of VCT where equipment requires
	Doors	Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside
	Windows	Standard classroom
	Acoustics	Located in a part of the school that is away from noises and distractions
SYSTEMS:	*Lighting*	Ability to dim lights
	Audio/Visual	
	Telecom/Data	
	Electrical	High outlet for projector. Standard electrical outlets around the room
	HVAC	
	Plumbing	
	Specialty	
EQUIPMENT:	*Display*	Bulletin board, White dry erase board
	Casework	
	FF&E (NIC)	Age-appropriate sensory room equipment
COMMENTS:	All finishes should be provided with student safety in mind and be abuse resistant.	

ACTIVITY AREA:	Special Education	
ROOM TYPE:	Small group special education pullout spaces	
PROGRAM:	*Description*	This space is for pull out and small group sessions.
	Area Required	600 sf
	Number of Users	2 staff & 15 students
	Adjacencies	One space should be near each grade level group of classes
ARCHITECTURAL:	*Ceiling*	
	Walls	CMU preferred
	Floors	
	Doors	Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside
	Windows	
	Acoustics	
SYSTEMS:	*Lighting*	
	Audio/Visual	
	Telecom/Data	Standard classroom technology to include: - Teacher station (3 data, 1 voice, 1 HDMI) - Wireless access point in each classroom - Telephone
	Electrical	Standard classroom
	HVAC	
	Plumbing	
	Specialty	
EQUIPMENT:	*Display*	Bulletin board, White dry erase board
	Casework	Lockable built-in cabinets. Lockable storage/wardrobe,
	FF&E (NIC)	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.	

ACTIVITY AREA:	Special Education	
ROOM TYPE:	Calming area	
PROGRAM:	*Description*	Area for students and staff to use for calming
	Area Required	100 sf
	Number of Users	1 Staff and 1 student
	Adjacencies	One located near primary classrooms, one located near intermediate classrooms, away from instructional areas if possible.
ARCHITECTURAL:	*Ceiling*	Standard classroom ceilings per HCPS design guidelines
	Walls	CMU preferred
	Floors	
	Doors	Vision panel required; door should not be lockable
	Windows	
	Acoustics	Special attention should be made to ensure privacy
SYSTEMS:	*Lighting*	Ability to dim lights – switch on outside of room
	Audio/Visual	
	Telecom/Data	
	Electrical	None
	HVAC	Standard office
	Plumbing	
	Specialty	
EQUIPMENT:	*Display*	
	Casework	
	FF&E (NIC)	
COMMENTS:	All finishes should be provided with student safety in mind and be abuse resistant.	

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. The optimum placement for the media center would be at the front of the building to provide easy access for evening and summer hours.

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 ROMS require specialized storage space. Organization of all these instructional aids for maximum access to teachers and students is an essential function of the media center.

DESIGN CONSIDERATIONS:

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

• Maximize natural light
• Provide zones of lighting so the instructional areas can be darkened without disturbing the storytelling area, and reference/data retrieval area.
• Flexibility to use for multiple classes concurrently
• Controlled traffic patterns
• Convenient to other instructional areas
• 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.)
Book Stacks, Circulation & Distribution	1	2,200	2,200	
Instructional Area / Story Area	2	850	1,700	
Maker Space / Flex Instructional Area	1	700	700	
Office/Workspace/Instructional Prep	1	750	750	
Storage Area	1	450	450	
Television Studio / Pod cast studio	1	450	450	
Communications Distribution room	1	300	300	
			Total	**6,550**

ACTIVITY AREA:	Media Center	
ROOM TYPE:	Book Stacks, Circulation & Distribution	
PROGRAM:	*Description*	The main area in the media center containing 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.
	Area Required	2,200 sf
	Number of Users	60 students
	Adjacencies	Media Workroom off stacks area. Provide clear visibility from the circulation desk and instructional areas throughout the media center.
ARCHITECTURAL:	*Ceiling*	
	Walls	
	Floors	Carpeted
	Doors	Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside
	Windows	Maximize natural light; provide roller shades and blackout provisions
	Acoustics	Special attention should be paid to sound travel from main book stack area and teaching areas,
SYSTEMS:	*Lighting*	
	Audio/Visual	
	Telecom/Data	Circulation desk technology to include: - Teacher station (4 data, (3) network, (1) voice) - Wi-Fi coverage through media center
	Electrical	Quad electric co-located with data per station
	HVAC	
	Plumbing	
	Specialty	
EQUIPMENT:	*Display*	A lighted and lockable display case facing the hall by the front door with access from inside the media center
	Casework	Media Center Circulation desk, adjustable shelving on and behind the desk, Provide 72" high, anchored perimeter wall shelving. Freestanding, high shelving units (base and one adjustable shelf), with wheels shall be provided and placed to help define the two instructional areas and traffic patterns. Center bookshelves should be on casters as much as possible. Adjustable wooden dividers connected to bookshelves with pegs in lieu of detached metal dividers. Specifications for shelving construction are included in the Construction Design Standards manual issued by the Office of Planning and Construction.

Book Stacks, Circulation & Distribution Continued Next Page

	FF&E (NIC)	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:	Instructional Area	
PROGRAM:	*Description*	Elementary School Media Center Instructional Area
	Area Required	850 sf
	Number of Users	Up to 30 students
	Adjacencies	
ARCHITECTURAL:	*Ceiling*	
	Walls	
	Floors	Carpet
	Doors	Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside
	Windows	
	Acoustics	Special attention should be paid to sound travel to adjacent spaces
SYSTEMS:	*Lighting*	Zoned/switched lighting with ceiling mounted occupancy sensors. Dimmable
	Audio/Visual	Networked interactive panel.
	Telecom/Data	Standard classroom technology to include: - Teacher station (2 data, Hi/Lo video upload for interactive panel). 2 data for interactive panel - Phone near each teaching space
	Electrical	Maximize outlets throughout the space. High Technology use area. Duplex outlet per interactive panel
	HVAC	
	Plumbing	
	Specialty	
EQUIPMENT:	*Display*	A maximize use of walls with tack wall and tack strip above all perimeter bookshelves
	Casework	
	FF&E (NIC)	Elementary sized tables and chairs (Look at Riverside ES) for up to 30 shall be in each space to maximize flexibility. Small bookshelves
COMMENTS:		

ACTIVITY AREA:	Media Center	
ROOM TYPE:	Maker Space / Flex Instructional Area	
PROGRAM:	*Description*	Communal space to provide students with hands-on, creative experience to design, experiment, build and invent as they engage in science, engineering, and tinkering.
	Area Required	700 sf
	Number of Users	Up to 30 students
	Adjacencies	
ARCHITECTURAL:	*Ceiling*	
	Walls	
	Floors	VCT
	Doors	Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside
	Windows	
	Acoustics	Special attention should be paid to sound travel to adjacent spaces
SYSTEMS:	*Lighting*	Zoned/switched lighting with ceiling mounted occupancy sensors. Dimmable
	Audio/Visual	Networked interactive panel
	Telecom/Data	Standard classroom technology to include: Teacher station (3 data, Hi/Lo video upload for interactive panel). 2 data for interactive panel
	Electrical	Maximize outlets throughout the space. High Technology use area. Duplex outlet per interactive panel
	HVAC	
	Plumbing	Sink
	Specialty	Lego wall
EQUIPMENT:	*Display*	A maximize use of walls with tack wall and tack strip above all perimeters.
	Casework	
	FF&E (NIC)	Flexible furniture, Whiteboard surface tables, Storage
COMMENTS:	Consider high density storage units.	

ACTIVITY AREA:	Media Center	
ROOM TYPE:	Workroom with restroom	
PROGRAM:	*Description*	Media center workroom. Location for copier, printer, equipment, and storage of supplies to support main office Office/Workspace/Instructional Prep.
	Area Required	750 sf
	Number of Users	3 workstations
	Adjacencies	
ARCHITECTURAL:	*Ceiling*	
	Walls	Provide half height glass partitions for viewing the main reading room when seated at the workspaces
	Floors	VCT
	Doors	
	Windows	
	Acoustics	
SYSTEMS:	*Lighting*	
	Audio/Visual	
	Telecom/Data	Provide (3) data (1 voice, 2 network) per workstation. Data drop per copier, printer
	Electrical	Quad electric co-located with data. Duplex outlet per copier, printer
	HVAC	
	Plumbing	Sink, Adult restroom
	Specialty	
EQUIPMENT:	*Display*	
	Casework	Large Counter Space and Casework with drawers and shelves. Large format paper storage. Lockable storage for 3.
	FF&E (NIC)	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	
PROGRAM:	*Description*	Storage of materials
	Area Required	450 sf
	Number of Users	
	Adjacencies	Media Center, Media center workroom
ARCHITECTURAL:	*Ceiling*	
	Walls	
	Floors	VCT
	Doors	Access from workroom, access from media center
	Windows	
	Acoustics	
SYSTEMS:	*Lighting*	
	Audio/Visual	
	Telecom/Data	
	Electrical	
	HVAC	
	Plumbing	
	Specialty	
EQUIPMENT:	*Display*	
	Casework	- Adjustable shelves, - These shelves should be the entire perimeter of the room. - Two bookshelves, two feet deep, from floor to ceiling to accommodate big books. - lockable cabinets
	FF&E (NIC)	
COMMENTS:		

ACTIVITY AREA:	Media Center	
ROOM TYPE:	Television Studio / POD cast studio	
PROGRAM:	*Description*	Television Studio
	Area Required	450 sf
	Number of Users	5
	Adjacencies	Located adjacent to media center, with entrance from media center and main hallway.
ARCHITECTURAL:	*Ceiling*	
	Walls	
	Floors	VCT
	Doors	
	Windows	
	Acoustics	Special sound isolation with no public address speakers; needs AHJ approval.
SYSTEMS:	*Lighting*	Lighting grid and lights controlled by lighting panel in control room
	Audio/Visual	
	Telecom/Data	6 data (5 network, 1 voice) located on workspace counter
	Electrical	Minimum 4 Quad outlets spaced accordingly on counter workspace
	HVAC	Design air handling system to minimize noise.
	Plumbing	
	Specialty	Control equipment shall be placed on counter workspace at the rear of the room. Lockable equipment cabinet/storage shall be part of this counter workspace. Backdrop curtain on track.
EQUIPMENT:	*Display*	
	Casework	
	FF&E (NIC)	Movable anchor desk and two chairs
COMMENTS:	Large counter space	
	Green screen	
	Work with technology to identify any additional pod cast needs.	

ACTIVITY AREA:	Media Center	
ROOM TYPE:	Communications Distribution Room/MDF (Main Distribution Frame)	
PROGRAM:	*Description*	The communications distribution room or MDF houses the distribution cabling/equipment for the data systems for the school. The central file server is housed here. 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.
	Area Required	300 sf
	Number of Users	
	Adjacencies	
ARCHITECTURAL:	*Ceiling*	
	Walls	
	Floors	VCT
	Doors	Lockable secure room
	Windows	
	Acoustics	
SYSTEMS:	*Lighting*	
	Audio/Visual	
	Telecom/Data	
	Electrical	
	HVAC	Split AC system for CDR and each CC
	Plumbing	
	Specialty	
EQUIPMENT:	*Display*	
	Casework	
	FF&E (NIC)	Workstation and chairs
COMMENTS:	Refer to HCPS Technology Design manual for Rack design/layout and cable color designations.	

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:

• Maximize natural light to classrooms.
• 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	2	900	1,800	
Art Storage	2	100	200	
Kiln	1	60	60	
			Total	**2,060**

ACTIVITY AREA:	Art	
ROOM TYPE:	Art Studio Classrooms	
PROGRAM:	*Description*	Elementary School Art class offering Art experiences art experiences in five major areas: Drawing, Painting, Printmaking, Three-Dimensional Design, and Two-Dimensional Design
	Area Required	900 sf
	Number of Users	25 - 30 students
	Adjacencies	Outdoor access
ARCHITECTURAL:	*Ceiling*	
	Walls	
	Floors	VCT
	Doors	Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside
	Windows	Maximize natural light, number, and size of windows
	Acoustics	Acoustical tile if needed
SYSTEMS:	*Lighting*	Dual zoned/switched lighting with ceiling mounted occupancy sensors
	Audio/Visual	Networked interactive display.
	Telecom/Data	Standard classroom technology to include: - Teacher station (3 data, 1 voice, 1 HDMI) - Wireless access point in each classroom - Telephone
	Electrical	110V quad next to teacher technology connection, extra power at back of classroom for charging stations, 4 duplexes on teaching wall. Placement and number of electrical outlets shall be determined by the layout of the room. (As many as possible) Provide a pull-down extension cord mounted on the wall opposite the teaching wall, placement to be in line with classroom layout.
	HVAC	
	Plumbing	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.
	Specialty	
EQUIPMENT:	*Display*	Provide 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.

Art Studio Classrooms Continued on Next Page

	Casework	Teacher wardrobe required. Lockable storage shall be provided for three-dimensional artwork, 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.
	FF&E (NIC)	Teacher desk with chair, student seating for 30, lightweight and flexible for movement, large rectangular table, round table, 1 file cabinets Space arranged for 25-30 students seated at seven tables, (42" x 72"). 4 art drying racks 24"x36" Flexible storage
COMMENTS:	Maximize floor space for walking with art.	

AREA:	Art	
ROOM TYPE:	Art storage room	
PROGRAM:	*Description*	To store art supplies and materials
	Area Required	100 sf
	Number of Users	
	Adjacencies	Proximity to Art classrooms connected to.
ARCHITECTURAL:	*Ceiling*	
	Walls	
	Floors	VCT
	Doors	
	Windows	
	Acoustics	
SYSTEMS:	*Lighting*	
	Audio/Visual	
	Telecom/Data	
	Electrical	
	HVAC	
	Plumbing	
	Specialty	
EQUIPMENT:	*Display*	
	Casework	Heavy duty shelving
	FF&E (NIC)	
COMMENTS:		

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

- Acoustically isolated from the rest of the school
- Provide natural light to classrooms.
- 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.)
Vocal Music Classrooms	3	800	2,400	
Instrumental Music	1	1,100	1,100	
Equipment storage room	1	240	240	
Stage	1	1,000	1,000	
			Total	**4,740**

ACTIVITY AREA:	Music	
ROOM TYPE:	Vocal Music	
PROGRAM:	*Description*	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.
	Area Required	800 sf
	Number of Users	25 - 30 students
	Adjacencies	Close to stage; Acoustically isolated from rest of school
ARCHITECTURAL:	*Ceiling*	Ceiling height should be a minimum of 12'
	Walls	CMU preferred
	Floors	Carpet
	Doors	Double entry doors, Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside
	Windows	Maximize natural light
	Acoustics	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:	*Lighting*	Dual zoned/switched lighting with ceiling mounted occupancy sensors
	Audio/Visual	Networked interactive display. Provisions for built in stereo recording equipment.
	Telecom/Data	Standard classroom technology to include: - Teacher station (3 data, 1 voice, 1 HDMI) - Wireless access point in each classroom - Telephone
	Electrical	110V quad next to teacher technology connection, extra power at back of classroom for charging stations, 4 duplexes on teaching wall
	HVAC	Acoustical treatment so sound does not travel from classroom
	Plumbing	Provide a sink
	Specialty	
EQUIPMENT:	*Display*	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.
	Casework	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.
	FF&E (NIC)	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:	*Description*	The classroom needs to accommodate 8-18 students for instrument lessons as well as the storage and maintenance of the school owned instruments, stands, chairs etc. for performances of larger groups of 70-90 students.
	Area Required	1,100 sf
	Number of Users	1 teacher 18 students and up to 90 band students
	Adjacencies	Proximity to stage; Acoustically isolated from rest of school
ARCHITECTURAL:	*Ceiling*	Ceiling height should be a minimum of 12'
	Walls	CMU preferred
	Floors	VCT
	Doors	Double doorway to fit upright piano and/or tympani. Capable of locking from the inside w/thumb turn, provide vision panel, each room to be numbered outside.
	Windows	Maximize natural light
	Acoustics	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:	*Lighting*	Dual zoned/switched lighting with ceiling mounted occupancy sensors
	Audio/Visual	Networked interactive display. Provisions for built in stereo playback/ recording equipment. Ceiling suspended omni-directional microphones wired back to music cabinet.
	Telecom/Data	Standard classroom technology to include: - Teacher station (3 data, 1 voice, 1 HDMI) - Wireless access point in each classroom - Telephone
	Electrical	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.
	HVAC	Special attention should be considered in HVAC design with sound travel.
	Plumbing	Provide a large 36" utility sink (not divided into 2) and countertop for cleaning of large instruments.
	Specialty	
EQUIPMENT:	*Display*	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 tackstrip around perimeter of room on walls not covered with casework or windows. Leave space for Interactive Panel on teaching wall.

Instrumental Music Classroom Continued Next Page

	Casework	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.
	FF&E (NIC)	Teacher desk with chair, 5 legal size file cabinets for sheet music storage. student seating for 30, lightweight and flexible for movement, large rectangular table, round table, 2 file cabinets. All music equipment including power speakers. Wall mounted music equipment rack for recording and playback equipment.
COMMENTS:	Provide built-in wall shelves on the first-floor main corridor near the music storage area to hold student large instruments.	
	Built-in wall shelves on the second-floor corridor near the intermediate classrooms to hold 60 student's instrument cases.	

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

AREA:	Music	
ROOM TYPE:	Stage	
PROGRAM:	*Description*	School performances and assemblies
	Area Required	1,000 sf
	Number of Users	
	Adjacencies	Proximity and access to music classrooms and Gymnasium
ARCHITECTURAL:	*Ceiling*	
	Walls	Lockable, operable wall that provides sound barrier to gymnasium and provide adequate area for storage at moveable wall.
	Floors	Floor material referenced in the Planning & Construction Design Manual.
	Doors	
	Windows	
	Acoustics	
SYSTEMS:	*Lighting*	Individually controlled spotlights.
	Audio/Visual	Motorized ceiling projection screen mounted in front and center of stage. Wall and floor microphone jacks connected to gymnasium sound system.
	Telecom/Data	
	Electrical	Wall and floor electrical outlets.
	HVAC	
	Plumbing	
	Specialty	Controls for heat/air, sound and light adequate for classroom use.
EQUIPMENT:	*Display*	
	Casework	Back, side, and front curtains
	FF&E (NIC)	
COMMENTS:	ADA compliant access; stage level maximum of 30" above gym floor.	

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/Multi-Purpose	1	6,000	6,000	
Parks and Rec Storage	1	150	150	
Physical Education Storage	1	300	300	
Outside Storage	1	500	500	
Chair Storage	1	200	200	
Physical Education Office	1	150	150	
Staff Toilet/Shower	1	200	200	
			Total	**7,500**

ACTIVITY AREA:	Physical Education	
ROOM TYPE:	School Gymnasium	
PROGRAM:	*Description*	Used by students for physical education classes and sports competitions
	Area Required	6,000 sf
	Number of Users	62 School based – 175 P&R
	Adjacencies	
ARCHITECTURAL:	*Ceiling*	Minimum 24' clear, truss bottom chord at 26' AFF. Ceiling should be obstruction free to PE equipment (i.e., balls)
	Walls	Wall padding under baskets at each end (16' long x 7' high)
	Floors	polyurethane sheet material
	Doors	Double Doors; doors to exterior; Multiple entrance and exits
	Windows	Provide glare-free daylighting
	Acoustics	Attention should be paid to reduce noise when multiple groups are in gymnasium at same time
SYSTEMS:	*Lighting*	Protected non-glare fixtures flush with ceiling.
	Audio/Visual	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.
	Telecom/Data	
	Electrical	
	HVAC	Protect thermostats. Self-regulated/ controlled within gymnasium. Installed without interfering with play area.
	Plumbing	Multiple Water Fountains with water bottle filling stations
	Specialty	Roll up divider which separates gymnasium into two teaching stations. Curtain should have continuous pipe at bottom pocket with end caps
EQUIPMENT:	*Display*	
	Casework	Bleacher seating for 150 seats
	FF&E (NIC)	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	
	Game lines and markings on the floor according to owner specifications. Main court dimension to be 42' x 74'. NFHS lines	

School Gymnasium Continued Next Page

	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, lighting

ACTIVITY AREA:	Physical Education	
ROOM TYPE:	Parks and Recreation Storage	
PROGRAM:	*Description*	Storage area for Parks and Recreation
	Area Required	150 sf
	Number of Users	
	Adjacencies	Gymnasium with direct access & outdoor access
ARCHITECTURAL:	*Ceiling*	Thirteen-foot ceiling for tall/large equipment
	Walls	
	Floors	Concrete
	Doors	8' high double doors; Provide a door to the exterior with security keypad accessible after school hours.
	Windows	
	Acoustics	
SYSTEMS:	*Lighting*	
	Audio/Visual	
	Telecom/Data	
	Electrical	
	HVAC	
	Plumbing	
	Specialty	
EQUIPMENT:	*Display*	
	Casework	
	FF&E (NIC)	
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:	Physical Education Storage	
PROGRAM:	*Description*	Storage area for physical education equipment
	Area Required	300 sf
	Number of Users	
	Adjacencies	Gymnasium with direct access & outdoor access
ARCHITECTURAL:	*Ceiling*	Thirteen-foot ceiling for tall/large equipment
	Walls	
	Floors	Concrete
	Doors	8' high double doors
	Windows	
	Acoustics	
SYSTEMS:	*Lighting*	
	Audio/Visual	
	Telecom/Data	
	Electrical	
	HVAC	
	Plumbing	
	Specialty	
EQUIPMENT:	*Display*	
	Casework	Heavy duty cages for parks and rec program storage.
	FF&E (NIC)	
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:	*Description*	Storage area for outdoor physical education equipment
	Area Required	500 sf
	Number of Users	
	Adjacencies	Outdoor access, near area of use.
ARCHITECTURAL:	*Ceiling*	Thirteen-foot ceiling for tall/large equipment
	Walls	
	Floors	
	Doors	8' high double doors
	Windows	
	Acoustics	
SYSTEMS:	*Lighting*	
	Audio/Visual	
	Telecom/Data	
	Electrical	Outlets along walls with access for compressors and charging batteries
	HVAC	
	Plumbing	
	Specialty	
EQUIPMENT:	*Display*	
	Casework	Heavy duty metal shelving
	FF&E (NIC)	
COMMENTS:		

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

ACTIVITY AREA:	Physical Education	
ROOM TYPE:	Physical Education Office	
PROGRAM:	*Description*	Office for two physical education teachers
	Area Required	Minimum 150 sf. Adequate size for 3 teachers' desks
	Number of Users	3
	Adjacencies	Located adjacent to gymnasium with direct access. Access to staff toilet and shower.
ARCHITECTURAL:	*Ceiling*	Standard office
	Walls	Standard office
	Floors	VCT
	Doors	Standard office
	Windows	Large stationary window to gymnasium for visual control, with mini- blinds.
	Acoustics	
SYSTEMS:	*Lighting*	Standard office
	Audio/Visual	Two-way communication PA speaker system.
	Telecom/Data	Provide telephone/data location open wall. Must meet requirements for three teacher desks (Teacher station must have 3 data, 1 voice, 1 HDMI)
	Electrical	Minimum of four electrical outlets spaced throughout office.
	HVAC	
	Plumbing	
	Specialty	
EQUIPMENT:	*Display*	Four feet of tack board.
	Casework	Built-in wall cabinets and plastic laminate shelving above desk and work area.
	FF&E (NIC)	three teacher's desks and chairs 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:	*Description*	Lavatory and shower for staff
	Area Required	200 sf
	Number of Users	3
	Adjacencies	Direct access from Physical education office
ARCHITECTURAL:	*Ceiling*	Standard Office
	Walls	Tile walls (4 feet high)
	Floors	Tile
	Doors	Standard lockable door
	Windows	
	Acoustics	LEED
SYSTEMS:	*Lighting*	Overhead light with wall switch
	Audio/Visual	
	Telecom/Data	
	Electrical	Standard
	HVAC	Exhaust fan on separate electrical switch to operate per code.
	Plumbing	Sink and Toilet
	Specialty	
EQUIPMENT:	*Display*	
	Casework	Cabinet below sink, Mirror above sink corner lockable locker for coat/ personal items.
	FF&E (NIC)	Paper towel dispenser, toilet paper dispenser, feminine napkin disposal
COMMENTS:		

FOOD SERVICES

OVERVIEW:

The cafeteria dining area should accommodate 350 students at a given time. 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.

This dining area 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.

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	1	5,645 sf	5,645 sf	
Kitchen	1	1,540 sf	1,540 sf	
Dishwash	1	250 sf	250 sf	
Trash	1	100 sf	100 sf	
Office	1	100 sf	100 sf	
Mop Room	1	50 sf	50 sf	
Storage- Dry	1	200 sf	200 sf	
Refrigerator/Freezer	1	300 sf	300 sf	
Locker/Toilet	1	100 sf	100 sf	
After School Storage	1	150 sf	150 sf	
			Total	**8,435**

ACTIVITY AREA:	Food Services	
ROOM TYPE:	Cafeteria / Dining Area	
PROGRAM:	*Description*	Used by students to eat meals
	Area Required	5,645 sq ft
	Number of Users	376
	Adjacencies	Near student restrooms, near main entrance / corridor for access for before and after care
ARCHITECTURAL:	*Ceiling*	High ceiling.
	Walls	
	Floors	VCT / LVT / Other floor types designed as add alternate
	Doors	Provide 8' high double doors into cafeteria area for movement of tables. Cafeteria entrance near main entrance for access for before and after care
	Windows	Provide glare-free windows to exterior with manual roll shades. (No blinds)
	Acoustics	Acoustical treatment for ceilings and walls for sound absorption.
SYSTEMS:	*Lighting*	
	Audio/Visual	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.
	Telecom/Data	Wireless access points as needed to cover entire footprint. Provide up to 4 television outlets strategically placed around the room coordinated with orientation of furniture layout. Digital signage Telephone
	Electrical	Electrical outlets every eight feet.
	HVAC	
	Plumbing	Multiple Water Fountains / Bottle Fill Station. Sink for recycle center
	Specialty	
EQUIPMENT:	*Display*	Provide tack board near each entrance. White board and Flat Screen Monitors mounted on wall before entry into service area.
	Casework	
	FF&E (NIC)	Battery operated clock. Folding Tables with Bench Seating.
COMMENTS:	Provide automatic 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:	Kitchen	
PROGRAM:	*Description*	Kitchen space used for heating and serving lunches.
	Area Required	1,540 sf
	Number of Users	
	Adjacencies	Cafeteria, Receiving Area / Loading Dock, trash
ARCHITECTURAL:	*Ceiling*	See HCPS Design Standards and Health Dept. regulations
	Walls	See HCPS Design Standards and Health Dept. regulations
	Floors	Quarry tile and base throughout kitchen area See HCPS Design Standards and Health Dept. regulations
	Doors	8' high double doors; Provide a door to the exterior with security keypad. Provide pallet access with receiving door 48" wide
	Windows	
	Acoustics	
SYSTEMS:	*Lighting*	Must meet Health Dept. requirements
	Audio/Visual	
	Telecom/Data	Dual data drops on each service line.
	Electrical	
	HVAC	Provide exhaust, fresh air make-up, heat, and, at minimum, passive air conditioning
	Plumbing	Three-pot sink-adequate size for sheet pan dimension. 24 x 30 x 15 per sink
	Specialty	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:	*Display*	
	Casework	
	FF&E (NIC)	
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:	Dishwash	
PROGRAM:	*Description*	For washing of prep wares and student meal trays
	Area Required	200-250 sf
	Number of Users	
	Adjacencies	Adjacent to preparation area, student dining and dish wash window and recycling station. Note traffic to how kids come and leave the cafeteria. Lines should not cross.
ARCHITECTURAL:	*Ceiling*	See HCPS Design Standards and Health Dept. regulations
	Walls	See HCPS Design Standards and Health Dept. regulations
	Floors	See HCPS Design Standards and Health Dept. regulations
	Doors	
	Windows	
	Acoustics	
SYSTEMS:	*Lighting*	Must meet Health Dept. regulations
	Audio/Visual	
	Telecom/Data	
	Electrical	
	HVAC	Provide separate exhaust for dish machine
	Plumbing	
	Specialty	See comments
EQUIPMENT:	*Display*	
	Casework	
	FF&E (NIC)	
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 compartments 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 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	

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

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

ACTIVITY AREA:	Food Services	
ROOM TYPE:	Mop Room	
PROGRAM:	*Description*	For cleaning equipment and materials
	Area Required	50 sf
	Number of Users	
	Adjacencies	Kitchen
ARCHITECTURAL:	*Ceiling*	Health Department Regulations
	Walls	Health Department Regulations
	Floors	Quarry tile
	Doors	
	Windows	
	Acoustics	
SYSTEMS:	*Lighting*	
	Audio/Visual	
	Telecom/Data	
	Electrical	
	HVAC	
	Plumbing	Mop sink floor unit, utility sink, & floor drain
	Specialty	
EQUIPMENT:	*Display*	
	Casework	Hooks and shelving
	FF&E (NIC)	
COMMENTS:		

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

ACTIVITY AREA:	Food Services	
ROOM TYPE:	Refrigerator/Freezer	
PROGRAM:	*Description*	Walk-in refrigerator and freezer unit(s)
	Area Required	300 (60% freezer 40% refrigerator)
	Number of Users	
	Adjacencies	
ARCHITECTURAL:	*Ceiling*	Must meet Health Dept. requirements
	Walls	
	Floors	
	Doors	
	Windows	
	Acoustics	
SYSTEMS:	*Lighting*	Must meet Health Dept. requirements
	Audio/Visual	
	Telecom/Data	Data drop
	Electrical	Connect to emergency generator
	HVAC	
	Plumbing	
	Specialty	
EQUIPMENT:	*Display*	
	Casework	
	FF&E (NIC)	
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/Toilet	
PROGRAM:	*Description*	
	Area Required	100 sf
	Number of Users	8 - 10 Kitchen Staff
	Adjacencies	Near kitchen area
ARCHITECTURAL:	*Ceiling*	
	Walls	
	Floors	
	Doors	
	Windows	
	Acoustics	
SYSTEMS:	*Lighting*	
	Audio/Visual	
	Telecom/Data	
	Electrical	
	HVAC	
	Plumbing	
	Specialty	10 lockers double stacked
EQUIPMENT:	*Display*	
	Casework	
	FF&E (NIC)	
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:	*Description*	
	Area Required	150 sf
	Number of Users	
	Adjacencies	Access from the cafeteria not from the kitchen
ARCHITECTURAL:	*Ceiling*	
	Walls	
	Floors	VCT
	Doors	
	Windows	
	Acoustics	
SYSTEMS:	*Lighting*	
	Audio/Visual	
	Telecom/Data	
	Electrical	Residential refrigerator
	HVAC	
	Plumbing	Water for ice
	Specialty	
EQUIPMENT:	*Display*	
	Casework	Heavy duty shelving
	FF&E (NIC)	
COMMENTS:	Locking	

CUSTODIAL AREAS

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:

-

SUMMARY OF SPACES REQUIRED:

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	Total Area (Sq. Ft.)
Office	1	150	150	
Main Storage Room	1	250	250	
Lavatory	1	50	50	
Grounds Equipment Storage	1	250	250	
Custodial Closets	4	50	200	
			Total	**900**

ACTIVITY AREA:	CUSTODIAL AREAS	
ROOM TYPE:	Office	
PROGRAM:	*Description*	Office for Building Chief
	Area Required	150 sf
	Number of Users	1
	Adjacencies	Loading Dock and Main storage room
ARCHITECTURAL:	*Ceiling*	Standard office
	Walls	Standard office
	Floors	VCT
	Doors	Standard office
	Windows	
	Acoustics	
SYSTEMS:	*Lighting*	Standard office
	Audio/Visual	Standard office
	Telecom/Data	Provide (3) data (1 voice, 2 network) per location each open wall.
	Electrical	Standard office
	HVAC	Standard office
	Plumbing	
	Specialty	
EQUIPMENT:	*Display*	Bulletin board, White dry erase board
	Casework	Lockable storage/wardrobe
	FF&E (NIC)	Office workstation file cabinet, bookshelf, and seating for chief and 2 guests.
COMMENTS:		

ACTIVITY AREA:	CUSTODIAL AREAS	
ROOM TYPE:	Main Storage Room	
PROGRAM:	*Description*	Main storage room with central storage area for custodial supplies and loading dock.
	Area Required	250 sf
	Number of Users	
	Adjacencies	Loading Dock, Building Chief Office
ARCHITECTURAL:	*Ceiling*	Thirteen-foot ceiling for tall/large equipment
	Walls	
	Floors	
	Doors	Interior 8' high double doors; Exterior access should provide a standard exterior single door and insulated electrically operated rollup door.
	Windows	
	Acoustics	
SYSTEMS:	*Lighting*	
	Audio/Visual	
	Telecom/Data	Dual data, and one voice drop
	Electrical	Outlets along walls with access for compressors and charging batteries
	HVAC	
	Plumbing	Mop sink
	Specialty	
EQUIPMENT:	*Display*	
	Casework	Heavy duty metal shelving 24 inches wide, on all open walls, with five levels. Six-foot work bench, with area above for tools. Six lockers
	FF&E (NIC)	Table and six chairs
COMMENTS:	Space for six lockers, table and six chairs, buffers, wetvac.	

ACTIVITY AREA:	CUSTODIAL AREAS	
ROOM TYPE:	Lavatory	
PROGRAM:	*Description*	For use by custodial personnel
	Area Required	50 sf
	Number of Users	1
	Adjacencies	Custodial Office, Main Storage Room
ARCHITECTURAL:	*Ceiling*	
	Walls	Tile walls (4 feet high)
	Floors	Tile
	Doors	Standard lockable door
	Windows	
	Acoustics	LEED
SYSTEMS:	*Lighting*	Overhead light with wall switch
	Audio/Visual	
	Telecom/Data	
	Electrical	Standard
	HVAC	Exhaust fan on separate electrical switch to operate per code.
	Plumbing	Sink and Toilet
	Specialty	
EQUIPMENT:	*Display*	
	Casework	Cabinet below sink, Mirror above sink
	FF&E (NIC)	Paper towel dispenser, toilet paper dispenser, feminine napkin disposal
COMMENTS:	Must be ADA compliant	
	Provide provisions for chemical dispensing and water supply detail (see	
	Appendix #14 in the HCPS Design Standards Manual)	

ACTIVITY AREA:	CUSTODIAL AREAS	
ROOM TYPE:	Grounds Equipment Storage	
PROGRAM:	*Description*	Ground's equipment storage room for flammable materials
	Area Required	250 sf
	Number of Users	
	Adjacencies	Outdoor access. To be located near unloading area with paved access.
ARCHITECTURAL:	*Ceiling*	Thirteen-foot ceiling for tall/large equipment
	Walls	
	Floors	Ramp from outside if necessary
	Doors	Outside overhead garage-type door. Fire door for inside door.
	Windows	
	Acoustics	
SYSTEMS:	*Lighting*	
	Audio/Visual	
	Telecom/Data	
	Electrical	Outlets along walls with access for compressors and charging batteries
	HVAC	Well ventilated
	Plumbing	Access to outdoor water hose connection.
	Specialty	
EQUIPMENT:	*Display*	
	Casework	Heavy duty metal shelving; Storage cabinets for flammable materials (gas cans, etc.).
	FF&E (NIC)	
COMMENTS:	Sufficient size to house a tractor, riding mower, snowplow, snow blower, golf cart and push mower.	

ACTIVITY AREA:	CUSTODIAL AREAS	
ROOM TYPE:	Custodial Closets	
PROGRAM:	*Description*	For cleaning equipment and materials
	Area Required	50 sf
	Number of Users	
	Adjacencies	Located throughout the building, near common use areas, with special attention to the primary and intermediate areas. Near public rest rooms and primary hallway.
ARCHITECTURAL:	*Ceiling*	
	Walls	CMU Preferred
	Floors	Concrete
	Doors	
	Windows	
	Acoustics	
SYSTEMS:	*Lighting*	
	Audio/Visual	
	Telecom/Data	
	Electrical	
	HVAC	
	Plumbing	Mop sink floor unit, utility sink, & floor drain
	Specialty	
EQUIPMENT:	*Display*	
	Casework	Hooks and Heavy-duty shelving floor to ceiling
	FF&E (NIC)	Cabinet suitable for tool storage, lockable.
COMMENTS:	Provisions for hanging mops and other equipment.	

SUMMARY OF SPACES

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	State Rated Capacity Each	State Rated Capacity Subtotal
Administrative					
Lobby	1	400	400	N/A	N/A
General Office and Reception Area	1	650	650	N/A	N/A
Staff Lavatory	1	50	50	N/A	N/A
Principal's Office w/ Lavatory	1	300	300	N/A	N/A
Assistant Principal's Office	2	200	400	N/A	N/A
Work Room	1	300	300	N/A	N/A
Conference Room	1	300	300	N/A	N/A
Large Conference Room *(IEP)*	1	600	600	N/A	N/A
Secure Storage	1	150	150	N/A	N/A
Records Room	1	150	150	N/A	N/A
Total Administration			**3,300**		
Health Suite					
Reception, Waiting, Treatment Area	1	200	200	N/A	N/A
Nurse's Office	2	100	200	N/A	N/A
Exam room	1	250	250	N/A	N/A
Cot Area	1	200	200	N/A	N/A
Restroom with shower	1	75	75	N/A	N/A
Restroom	1	60	60	N/A	N/A
Storage Closet	2	60	120	N/A	N/A
Total Health			**1,105**		
Student Services					
School Counseling Office	2	300	600	N/A	N/A
Psychologist's Office	1	200	200	N/A	N/A
School based mental health	1	150	150	N/A	N/A
Itinerant Teaching/Diagnostic Teaching Area/Office	1	250	250	N/A	N/A
Large Conference Room	1	300	300	N/A	N/A
Total Student Services			**1,500**		

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	State Rated Capacity Each	State Rated Capacity Subtotal
Speech					
Speech Office	3	300	900	N/A	N/A
Total Speech			**900**		
Staff Support Services					
Faculty Lounge/Staff Lavatory	1	600	600	N/A	N/A
Volunteer Work Room/PTA Storage	1	600	600	N/A	N/A
Total Staff Support Services			**1,200**		
Classrooms					
Pre-K – including a toilet	1	1,000	1,000	20	20
Kindergarten– including a toilet	8	1,100	8,800	22	176
Primary Grades 1-2 - including Toilet	14	850	11,900	23	322
Primary Grade 3	7	850	5,950	23	161
Intermediate Grades 4-5	14	850	11,900	23	322
Flex Classrooms Pre-K/K/Primary	1	1,000	1,000	23	23
Flex Classroom	2	850	1,700	23	46
Total Classrooms			**42,250**		**1,070**
Specialist Areas					
Enrichment	1	850	850	N/A	N/A
Reading Resource	2	740	1,480	N/A	N/A
Reading storage	1	200	200	N/A	N/A
Math Resource	1	600	600	N/A	N/A
Total Specialist Areas			**3,130**		
Teacher Workroom					
Teacher Workroom	6	250	1,500	N/A	N/A
Total Teacher Workroom			**1,500**		

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	State Rated Capacity Each	State Rated Capacity Subtotal
Special Education					
Early Intervention: Early Learners classroom	1	1,000	1,000	10	10
Early Intervention: Learning together classroom	1	1,000	1,000	10	10
Early Intervention: Co-taught Pre-K	1	1,000	1,000	10	10
Regional Program Workroom (Para space)	1	400	400	N/A	N/A
Occupational Therapy (OT) Workroom	1	250	250	N/A	N/A
Sensory	2	400	800	N/A	N/A
Small Group SE Pullout	7	600	4,200	N/A	N/A
Calming Space	2	100	200	N/A	N/A
Total Special Education			**8,850**		**30**
Media Center					
Book Stacks, Circulation & Distribution	1	2,200	2,200	N/A	N/A
Instructional Area / Story Area	2	850	1,700	N/A	N/A
Maker Space / Flex Instructional Area	1	700	700	N/A	N/A
Office/Workspace/Instructional Prep	1	750	750	N/A	N/A
Storage Area	1	450	450	N/A	N/A
Television Studio / Pod cast studio (HGMS)	1	450	450	N/A	N/A
Communications Distribution room	1	300	300	N/A	N/A
Total Media Center			**6,550**		

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	State Rated Capacity Each	State Rated Capacity Subtotal
Art					
Art Studio Classrooms	2	900	1,800	N/A	N/A
Art Storage	2	100	200	N/A	N/A
Kiln	1	60	60	N/A	N/A
Total Art			**2,060**		
Music					
Vocal Music Classrooms	3	800	2,400	N/A	N/A
Instrumental Music	1	1,100	1,100	N/A	N/A
Equipment storage room	1	240	240	N/A	N/A
Stage	1	1,000	1,000	N/A	N/A
Total Music			**4,740**		
Physical Education Facilities					
Gymnasium/Multi-Purpose	1	6,000	6,000	N/A	N/A
Parks and Rec Storage	1	150	150	N/A	N/A
Physical Education Storage	1	300	300	N/A	N/A
Outside Storage	1	500	500	N/A	N/A
Chair Storage	1	200	200	N/A	N/A
Physical Education Office	1	150	150	N/A	N/A
Staff Toilet/Shower	1	200	200	N/A	N/A
Total Physical Education Facilities			**7,500**		

Room / Space	Number Each	Area Each (Sq. Ft.)	Area Subtotal (Sq. Ft.)	State Rated Capacity Each	State Rated Capacity Subtotal
Food Services					
Cafeteria	1	5,645	5,645	N/A	N/A
Kitchen	1	1,540	1,540	N/A	N/A
Dishwash	1	250	250	N/A	N/A
Trash	1	100	100	N/A	N/A
Office	1	100	100	N/A	N/A
Mop Room	1	50	50	N/A	N/A
Storage- Dry	1	200	200	N/A	N/A
Refrigerator/Freezer	1	300	300	N/A	N/A
Locker/Toilet	1	100	100	N/A	N/A
After School Storage	1	150	150	N/A	N/A
Total Food Services			**8,435**		
Custodial Services					
Office	1	150	150	N/A	N/A
Main Storage Room	1	250	250	N/A	N/A
Lavatory	1	50	50	N/A	N/A
Grounds Equipment Storage	1	250	250	N/A	N/A
Custodial Closets	4	50	200	N/A	N/A
Total Custodial Services			**900**		

TOTAL	Ed Spec
EDUCATIONAL PROGRAM SPACE NEEDS (Sq. Ft.)	93,920
TOTAL STATE RATED CAPACITY	1,100

TOTAL COST OF OWNERSHIP

School Name:	*Homestead Wakefield Elementry School*	LEA:	*Harford County*	Grades Served:	*PreK - 5*
Completed by:	*Missy Valentino*	Date:	*6/23/2021*	Local Design Capacity:	1,100

Project Information				Notes & References
	Select School Type	ES		Consult IAC staff re: multi-type schools
	Grades Served	PreK - 5		
	Current Enrollment *(if repl./renov./add'n)*	1034		# of students currently enrolled in facility if applicable
Projected Enrollment Eligible for State Funding Participation	Total (incl. Sp.-Ed. & CTE)	1,066		7-yr projec. per APG adjacency calc. incl. SpEd & CTE if any
	# C/S/W-level Sp.-Ed. Students	30		MSDE-approved SpEd enrollment (do not round to 10s)
	# CTE Students	0		MSDE-approved CTE enrollment
Square Footage Eligible for State Funding Participation (GSF)	General Education	111,930	105	GSF fundable under Gross Area Baselines or Variance
	Special Education	2,250	75	GSF fundable under Gross Area Baselines or Variance
	CTE	-	0	GSF fundable under Gross Area Baselines or Variance
	Cooperative Use *(Max. 3,000)*	3,000		
	IAC Maximum Eligible Gross Area	117,180		
	Effective Eligible GSF per Stu.	109.9		Includes cooperative use space up to 3,000 GSF
State Funding Participation	IAC-Eligible Square Foot Cost	$406		See the IAC website for cost w/ or w/o site development
	IAC Max. Eligible Cost	$47,575,080		
	State Share	63%		See the IAC website for the current-year information
	IAC Maximum Project Funding	$29,972,300		
Local Proposed Project	Local Design Capacity	1,100		
	Project Gross Square Feet (GSF)	129,609		
	Project GSF Per Student	117.8		
	Teacher FTEs	85.0		
	Non-Teacher Personnel FTEs	22.0		
	# Students per Teacher	12.9		
	# Students per Non-Teacher FTE	10.3		
	Projected Cost per GSF	$406		If bid-quality estimate not available, use IAC-adopted cost per square foot.

1) Estimated Cost of Building the School Facility

A) State-Supported Building Size of **117,180** GSF & Elig. Enrollment of **1,066**

Max. Allowable Const. Cost (MACC)		Local	State	Total
Project Cost without Soft Costs		$17,602,780	$29,972,300	$47,575,080
Project Soft Costs (in addition to MACC)	%			
Long Range Planning	19.26%	$9,163,984		$9,163,984
Design Cost	5.73%	$2,724,350		$2,724,350
Demolition	2.10%	$1,000,000		$1,000,000
Off-site Infrastructure	0.00%	$0		$0
FF&E (4-7% of MACC)	8.83%	$4,200,000		$4,200,000
Total Soft Costs		$17,088,334	$0	$17,088,334
Total Project Costs		$34,691,114	$29,972,300	$64,663,414

B) LEA-Proposed Building Size of **129,609** GSF & Design Cap. of **1,100**

Max. Allowable Const. Cost (MACC)		Local	State	Total
Project Cost without Soft Costs		$22,648,954	$29,972,300	$52,621,254
Project Soft Costs (in addition to MACC)	%			
Long Range Planning	17.41%	$9,163,984		$9,163,984
Design Cost	5.18%	$2,724,350		$2,724,350
Demolition	1.90%	$1,000,000		$1,000,000
Off-site Infrastructure	0.00%	$0		$0
FF&E (4-7% of MACC)	7.98%	$4,200,000		$4,200,000
Total Soft Costs		$17,088,334	$0	$17,088,334
Total Project Costs		$39,737,288	$29,972,300	$69,709,588

Additional Cost of Building the Proposed Facility: **$ 5,046,174** **$ -** **$ 5,046,174** **7.80%**

2) Estimated Annual Cost of Operations, Maintenance, & System Replacement

A) State-Supported Building Size of 117,180 GSF & Elig. Enrollment of 1,066

	% of MACC or Calculated Lifecycle Costs	Local		State		Total	
M&O (Routine, emergent, utilities, & custodial)	2%	$951,502		$0		$951,502	
Capital Maintenance (Systemics, Major Repairs, Program Support/Modernize/Additions)	2%	$352,056		$599,446		$951,502	
Total Annual Costs		$1,303,557		$599,446		$1,903,003	

B) LEA-Proposed Building Size of 129,609 GSF & Design Cap. of 1,100

	% of MACC or Calculated Lifecycle Costs	Local		State		Total	
M&O (Routine, emergent, utilities, & custodial)	2%	$1,052,425		$0		$1,052,425	
Capital Maintenance (Systemics, major repairs, program-support changes)	2%	$389,397		$663,028		$1,052,425	
Total Annual Costs		$1,441,822		$663,028		$2,104,850	
Additional Annual Cost:		$ 138,265		$ 63,582		$ 201,847	10.61%
Cumulative (30-Yr) Additional Annual Cost:		$ 4,147,955		$ 1,907,454		$ 6,055,409	10.61%

3) Total Cost of Ownership

A) State-Supported Building Size of 117,180 GSF & Elig. Enrollment of 1,066

		Local	+	State	=	Total	
Cost to Build	Per Student	$32,543		$28,117		$60,660	
	Total	$34,691,114		$29,972,300		$64,663,414	53%
		+		+		+	
30-year Cost to Maintain & Operate	Per Student	$36,685		$16,870		$53,555	
	Total	$39,106,716		$17,983,380		$57,090,096	47%
		=		=		=	
30-Year Total Cost of Ownership	Per Student	$69,229		$44,987		$114,215	
	Total	$73,797,829		$47,955,681		$121,753,510	

B) LEA-Proposed Building Size of 129,609 GSF & Design Cap. of 1,100

		Local	+	State	=	Total	
Cost to Build	Per Student	$36,124.81		$27,247.55		$63,372.35	
	Total	$39,737,288		$29,972,300		$69,709,588	52%
		+		+		+	
30-year Cost to Maintain & Operate	Per Student	$39,322		$18,083		$57,405	
	Total	$43,254,671		$19,890,834		$63,145,505	48%
		=		=		=	
30-Year Total Cost of Ownership	Per Student	$75,447		$45,330		$120,777.36	
	Total	$82,991,958		$49,863,134		$132,855,093	
Additional Total Cost of Ownership:		$ 9,194,129		$ 1,907,454		$ 11,101,583	9.12%

Blueprint for Maryland's Future:

2024 Implementation Plan

Harford County Public Schools

March 2024; Part 1 Systemwide

BLUEPRINT for our students' future

HARFORD COUNTY PUBLIC SCHOOLS
Inspire • Prepare • Achieve

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Accountability & Implementation Board
BLUEPRINT FOR MARYLAND'S FUTURE

SUPERINTENDENT OF SCHOOLS

Sean W. Bulson, Ed. D.

CHIEF OF ADMINISTRATION

Eric A. Davis, Ed. D.

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BOARD OF EDUCATION OF HARFORD COUNTY STRATEGIC PLAN

MISSION

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

VISION

- We 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.

LONG-TERM GOALS

Director of Strategic Initiatives & Blueprint Implementation Coordinator

Katie M. Ridgway

Systemwide Blueprint Response Guidance

*The following are the instructions from the Accountability & Implementation Board (AIB) and the Maryland State Department of Education to Maryland Local Education Agencies, including Harford County Public Schools (HCPS), for submission of **Part 1: Systemwide** for the 2024 Blueprint Implementation Plan submissions.*

The Blueprint for Maryland's Future will improve the quality and equity of Maryland's education system so that ALL Maryland students, regardless of where they live, their household income, race, ethnicity, gender, language spoken at home, disability, and any other unique characteristic, can leave high school globally competitive and prepared for success in postsecondary education, work, and life.

To reach this outcome, Maryland public schools must transform by rethinking and redesigning existing policies and practices to create a system that equitably serves all students and prepares them for success. This is your opportunity to share how your district has been approaching this change and its plans for the future.

Be sure to include or address the following points in your response:

- How are your district's vision, goals, strategic plan, and other system and school-level plans aligned to the Blueprint?
    - consider the connections across pillars and how the expected outcomes of the Blueprint intersect with and align with district programming.
- How your district is communicating its goals and plans with those implementing the Blueprint in the district, including
    - principals and educators;
    - soliciting feedback; and
    - adapting its communication strategies to improve stakeholder understanding of the Blueprint's purpose.
- How your district is making systemic changes to support ongoing Blueprint implementation;
    - consider the strategies that have and have not been successful in your approach to reaching the Blueprint's expected outcomes.
- Your district's three greatest challenges to Blueprint implementation, including
    - the rationale for selecting them,
    - the specific initiatives/programs/strategies the district will implement to address them, and
    - how your district will transform to implement these strategies effectively.
- How the district will monitor progress towards addressing its three greatest challenges to reaching the Blueprint's expected outcome.

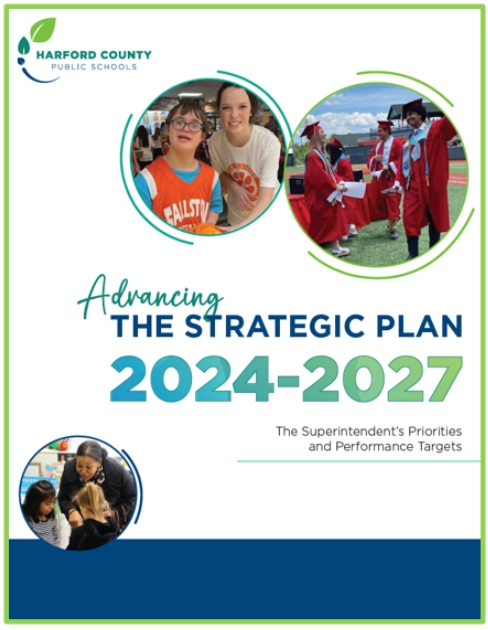
Criteria for Success

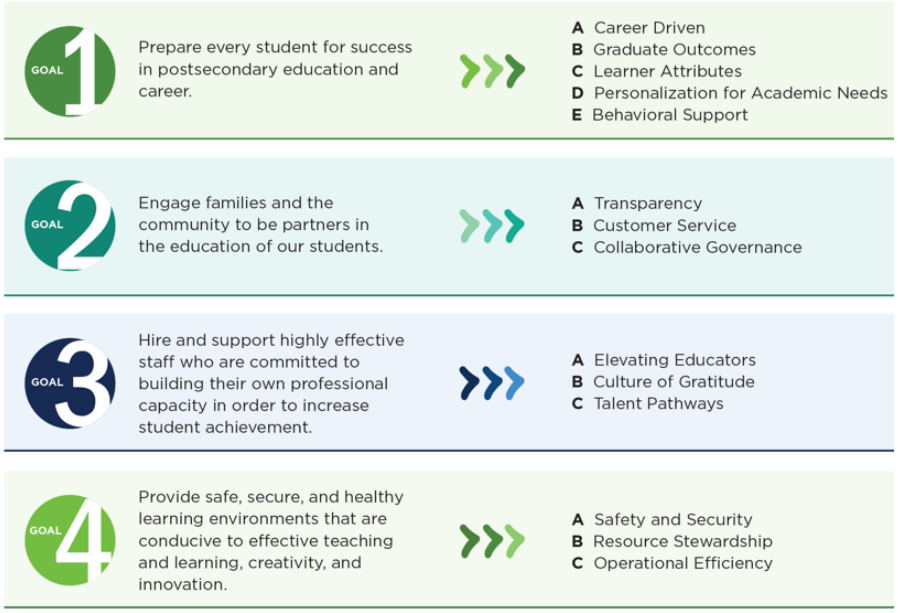
- Describes how the district is creating a system that equitably serves all students and prepares them for success in alignment with the Blueprint's expected outcome
- Addresses all of the bullets in its response clearly, concisely, and comprehensively

I. Alignment within HCPS

HCPS has strategically aligned districtwide initiatives through several key mechanisms. First, the HCPS guidance document ***Advancing the Strategic Plan*** serves as a bridge between the Board of Education's (BOE) strategic plan and district priorities, integrating performance targets aligned with the Blueprint for Maryland's Future. Second, a revamped HCPS ***annual report*** on performance targets provides a comprehensive overview of progress towards these goals. Third, HCPS ensures clarity through a learning continuum by delineating ***student milestones*** and achievements from Kindergarten Readiness Assessment to graduate outcomes, incorporating the HCPS ***learner attributes*** and Blueprint milestones such as college and career readiness. Fourth, live ***data dashboards*** cater to administrators, counselors, school performance and improvement specialists, teachers, and district leaders, facilitating real-time monitoring and support to schools in their pursuit of aligned goals.

HCPS has debuted a new 'Advancing the Strategic Plan' & 'Annual Report.'





Released on March 6, 2024, *Advancing the Strategic Plan* plan provides direct connections across Blueprint pillars with the BOE Strategic Plan. Pillars 1, 3, and 4 are woven into the priorities and targets outlined within BOE Goal 1, which focuses on enhancing student achievement. This goal encompasses priorities such as individualized student support, post College and Career Readiness (CCR) pathways, graduate outcomes (including college and career readiness), and comprehensive behavioral support. Pillar 5 aligns with BOE Goal 2, which emphasizes family engagement and collaborative governance, as well as with Goal 4, which underscores stewardship for our learning environments and resources. Furthermore, Pillar 2 directly aligns with BOE Goal 3, which centers on the recruitment and support of highly effective staff. This alignment with Pillar 2 is evident through initiatives like the career ladder, the cultivation of a positive organizational culture, and the Talent Pathways project aimed at creating grow-your-own initiatives within the district. Ultimately, all priorities are working together to achieve our district vision:

"We will inspire and prepare each student to achieve success in college and career."

The following ***performance targets*** are included in *Advancing the Strategic Plan* and in baseline data published March 6, 2024, in a newly released *HCPS Annual Report*.

Pillar 1: Early Childhood

- Increase the number of 3- and 4-year-olds enrolled in full day PreK each year.
- Increase percentage of students served by PreK programs who demonstrate Kindergarten readiness.

Pillar 2: Elevating Educators

- Increase number of teachers opting to participate in the career ladder after negotiated and implemented.
- Increase the percentage of teachers of color to more closely align with student population and to improve student outcomes.
- Increase the percentage of conditionally certified teachers who obtain their standard professional certificate.
- Increase number of current HCPS employees not currently in a teaching position working towards teacher certification each year.
- Increase the number of HCPS alumni hired as HCPS employees each year in all positions.
- Increase the number of students in future teacher programs including Teacher Academy of Maryland (TAM), EdRising, or peer-tutoring.
- Increase number of interns serving in HCPS classrooms each year.

Pillar 3: North Star / College & Career Readiness

- Increase the percentage of HCPS graduates who meet the criteria for at least one of the three North Star outcomes.
- Increase the percentage of students considered CCR ready by the Blueprint.
- Increase the percentage of 9th grade students considered on-track by the Blueprint.
- Increase number of students completing apprenticeships.
- Match HCPS development of magnet programs with local and global economies.
- For career pathway planning, increase percentage of students completing designated career modules through the Naviance College and Career Platform.
- Increase the percentage of students each year who achieve a grade level proficiency or equivalent on designated HCPS reading, writing, and math assessment tools or MCAP.

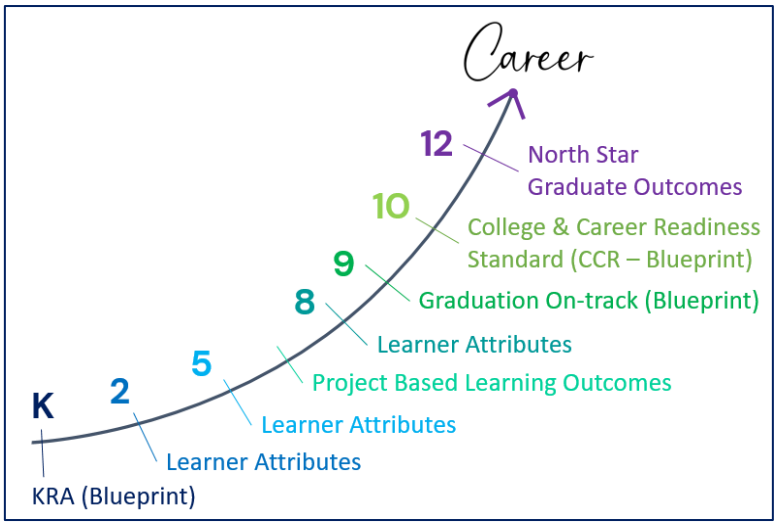
Pillar 4: Student Supports

- Provide every student/family seeking mental and behavioral health support with appropriate resource(s).
- Increase participation in the student Wellness Needs Assessment for students grades 3-12.
- Increase positive childhood experience score for students using the HOPE framework.
- Improve learner outcomes in reading and math for all unique school designation categories.
- Reduce achievement gaps in all unique school designation categories for reading and math based on state and county averages.

Pillar 5: Foundation & Accountability

- All advisory committees have at least 25% representation outside of central office staff to include teachers, parents/guardians, administrators, and community partners.
- Increase the number of community and businesses identified as partners.
- Meet Blueprint state requirements, Md. Education Article, §5-234, for allocation of resources directly to schools by 2024-2025.
- Allocate resources based on data supported needs of students, staff, and schools.

HCPS has created comprehensive learning milestones & data dashboards.



HCPS employs a ***comprehensive milestone continuum*** to guide school performance and achievement plans, ESSSA consolidated plans, Title I initiatives, Community School plans, and performance monitoring for both the Blueprint and the BOE strategic plan. This continuum begins with the Kindergarten Readiness Assessment and progresses through various stages, including specific benchmarks in 2nd, 5th, and 8th grades focused on essential ***learner attributes*** (readers, writers, problem-solvers, healthy, employable). In middle school, HCPS is currently introducing benchmarks oriented towards project-based learning, slated to be implemented in the next two years, enhancing student engagement and skill development for future careers. All of these measures lead to benchmarks within the Blueprint for 9th grade on-track to graduation and college and career readiness by the end of 10th grade. The milestone continuum culminates in HCPS's systemwide North Star outcomes, where students demonstrate their preparedness for success after high school. These outcomes encompass two primary areas: readiness for college, signified by proficiency in college-level coursework or the attainment of college credit, and readiness for a career, indicated by the acquisition of an industry-recognized credential or completion of an apprenticeship, ensuring students are well-equipped for post-high school endeavors.

Data dashboards play a pivotal role in aligning various stakeholders within the district, including teachers, administrators, and central support teams, in monitoring real-time student achievement and related metrics. All benefit from data dashboards by gaining a comprehensive overview of school-wide or district-wide performance trends. By providing insights into specific areas of strength and areas requiring improvement, schools can make data-informed decisions to personalize learning experiences and interventions, ultimately fostering student success. By aggregating data from various sources, including assessments, attendance records, and demographic information, HCPS teams can analyze trends, identify patterns, and assess the effectiveness of system-wide initiatives. HCPS Data Dashboards enables all to align practices and priorities, allocate staff and resources strategically, and provide targeted support to further the outcomes targeted by the Blueprint and by the BOE's strategic plan. Dashboards include but are not limited to: 6th and 9th Grade Early Warning Indicators, CCR Student Support Pathway, Graduate Outcomes, Wellness Needs Assessment, Attendance Trends, Dual Enrollment, Reading Inventory and Math Inventory (all levels), School Accountability Profiles, and more. In development are dashboards dedicated to each learner attribute (readers, writers, problem-solvers, healthy, employable). There is also valuable goal and progress data publicly available on the HCPS State of the District website.

II. Systemwide Communication

Navigating effective communication for the expansive initiatives outlined in the Blueprint presents a formidable yet crucial challenge. ***The HCPS Blueprint committee structure, leadership forums and digital engagement initiatives, and comprehensive survey analysis*** stand as a multifaceted strategy aimed at fostering system-wide communication and collaboration for the successful implementation of the Blueprint. By leveraging multiple approaches, our goal is to ensure that all stakeholders are not only kept informed but are actively engaged and empowered to contribute meaningfully.

HCPS has an inclusive and comprehensive committee structure.

The HCPS committee structure is a central component of the HCPS communication, vetting, problem-solving, brainstorming, and accountability for implementation of the Blueprint. With each of the four pillars having its own dedicated committee co-chaired by a representative from the HCPS and a community leader, there's a balanced perspective that incorporates both educational expertise and community insight. These committees serve as channels for dialogue and collaboration, ensuring that various stakeholders, including parents, teachers, business partners, community organizations, administrators, central leaders, county partners, and students, are all actively engaged in the decision-making process and can serve as liaisons to professional learning communities, parent groups, student organizations, and community partners. With more than 160 individuals contributing across these committees, including 68 community members, there's a wealth of diverse perspectives and expertise driving forward effective communication at every level of the system. **Reference:** HCPS Committee and Implementation Structure

The Blueprint is shared in diverse forums and through digital engagement.

Weekly Senior Leadership meetings, biweekly Administrative Leadership team, and biweekly Instructional Leadership Team meetings serve as foundational platforms for updates and ensuring alignment across various tiers of leadership and disseminating critical information throughout the organization. As a monthly event, the Superintendent of Schools provides systemic updates for Administrative & Instructional Leadership, including principals, supervisors, and system leaders, to remain informed and engaged, extending communication to those directly involved in day-to-day planning. Board of Education presentations offer a governance-level platform for publicly communicating key initiatives and decisions, ensuring transparency and accountability to the broader community.

In addition to these meetings and presentations, the HCPS public facing website is a centralized repository for comprehensive Blueprint information for the broader Harford County community. We provide consistent dissemination of digital news through various channels such as the Annual Live Teams All-staff Event, Blueprint Newsletter, Superintendent's Bulletin, HCPS 411 Update to all staff, Board of Education Weekly Update, and other digital outlets which ensures that stakeholders are regularly informed and connected. We are committed to thoughtful and varied communication with highlights including milestone reports, videos, and targeted updates tailored to specific groups such as PreK teachers, school counselors, instructional coaches, and curriculum leaders. These tailored communication strategies not only ensure that information is disseminated effectively but also demonstrate a proactive approach to engaging various stakeholders in the implementation process. There is progress data (example: number of apprentices) publicly available and updated weekly on the HCPS State of the District website.

HCPS Blueprint Website
Includes videos, quick guides, required reports, and more.

January 2023 Comprehensive Board Presentation

All-Staff Live Teams Event February 2023
Next one is set for March 26, 2024.

Milestone Report

Newsletter Archive
Sent to all staff, committee members, partners, Board, & elected officials.

Implementation Plan Survey Analysis

HCPS State of the District

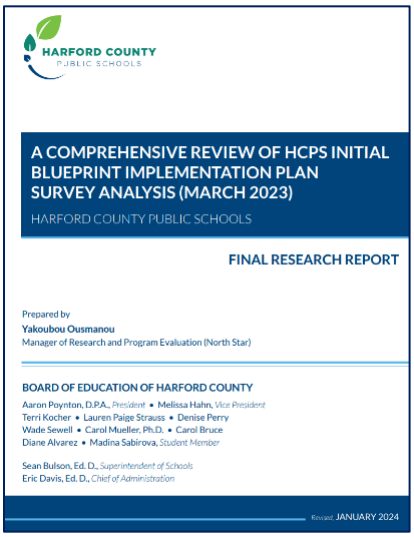
Collectively, these forums and digital communication methods contribute to fostering a culture of transparency, collaboration, and informed decision-making across the entire Harford County community.

HCPS conducts systemic surveys and analysis.

Conducting a district-wide survey of the 2023 Initial Blueprint Plan and subsequent research report is an essential engagement activity for program evaluation and taking a pulse on the wider community's perceptions about Blueprint implementation. By soliciting feedback through a survey (advertised in

newsletters, the web, and social media), the district allows wide ranging stakeholders, including parents, teachers, administrators, and community members, to voice their opinions, concerns, and celebrations regarding the Blueprint plan. Moreover, the subsequent research analytical report serves as a comprehensive analysis of the survey data, providing valuable insights and recommendations for refining and improving the blueprint plan based on the feedback received. By actively involving stakeholders in this iterative feedback loop, the district promotes a sense of ownership and buy-in, ultimately leading to more effective and sustainable Blueprint initiatives that meet the needs of the entire community. Through these efforts, we strive to ensure that all voices are heard, and that decisions are made in the best interest of our students, educators, and the community at large.

For this survey process, HCPS administered a multi-stakeholder survey in February and March of 2023 on the initial Blueprint Implementation Plan. Respondents were first presented with the complete written draft implementation plan, a short video about the implementation plan, then asked to complete the feedback providing guidance about the implementation plan. Finally, respondents were given an opportunity to write comments regarding which aspects of Blueprint implementation HCPS demonstrates exemplary progress and which aspects of Blueprint implementation HCPS demonstrates a need to improve planning for better progress. The Office of Research and Program Evaluation partnered with Hanover Research to analyze the responses to the survey's open-ended questions. The results of this analysis are used by Blueprint Committees, subject-matter experts, and leadership teams to inform Blueprint implementation efforts and ensure that feedback is acted upon meaningfully. **Reference:** A Comprehensive Review of HCPS Blueprint Implementation Plan Survey Analysis


HARFORD COUNTY PUBLIC SCHOOLS

A COMPREHENSIVE REVIEW OF HCPS INITIAL BLUEPRINT IMPLEMENTATION PLAN SURVEY ANALYSIS (MARCH 2023)

HARFORD COUNTY PUBLIC SCHOOLS

FINAL RESEARCH REPORT

Prepared by
Yakoubou Ousmanou
Manager of Research and Program Evaluation (North Star)

BOARD OF EDUCATION OF HARFORD COUNTY
Aaron Poynton, D.P.A., *President* • Melissa Hahn, *Vice President*
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Diane Alvarez • Madina Sabirova, *Student Member*

Sean Bulson, Ed. D., *Superintendent of Schools*
Eric Davis, Ed. D., *Chief of Administration*

Revised JANUARY 2024

III. Key Decisions and Transformations

Three pivotal decisions have initiated transformative changes within HCPS, propelling the district towards meeting Blueprint requirements and serving every student within this community. First, a strategic shift towards a ***career-driven*** approach has gained dividends, aligning curriculum and initiatives with the evolving demands of the workforce, thus equipping students with the skills and knowledge needed for success in the modern job market. Second, significant investments in stabilizing staffing and ***elevating educators*** have started the work needed for long-term stability and quality in our workforce, nurturing a supportive and empowered environment where educators can thrive, and students can flourish. Finally, a commitment to ***proactive resource allocation*** has ensured that the building blocks are in place to ensure that funding follows the needs of the individual student, that we have usable and accurate data to analyze our resource allocations, and that funds are spent in ways that best benefit student outcomes.

HCPS is career-driven.

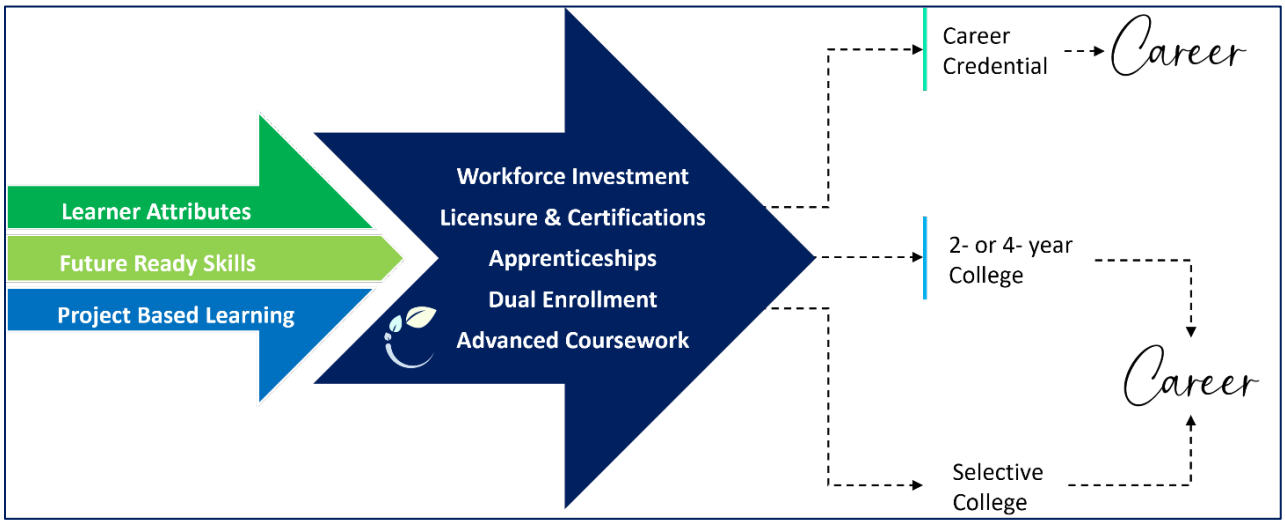
HCPS's focus on being career-driven has been a transformative decision that has reshaped the work of the school system, expanded opportunities for students, promoted educational equity, and enhanced long-term outcomes. Central to this paradigm shift is the North Star Initiative, developed in 2019, which marked a pivotal stride towards equitably valuing career pathways alongside traditional college preparatory coursework. By ensuring that all students complete at least one of the specified goals before graduation (completing college-level work, earning college credits, or obtaining a career credential), HCPS has diversified pathways for students, improving the likelihood of degree attainment and enhancing earning potential. **Reference:** Beacon Study of 2021

One of the most promising aspects of the North Star Blueprint initiative is the HCPS Apprenticeship Maryland Program (AMP). Students are matched with employers who provide mentorship, on-the-job training, and educational support, allowing them to gain invaluable industry experience while still in high school. The results of the AMP program have been rapid. In its inaugural year, last year, 15 students completed their apprenticeships. As of today, over 125 students are participating in the registered apprenticeships.

Integral to our career-driven efforts, HCPS's innovative workforce investment program, a non-credit partnership with Harford Community College (HCC), offers students free opportunities to attain industry-recognized certifications, making them attractive candidates for employment post-graduation and providing a seamless transition into credit and noncredit degree programs. Examples include Certified Logistics Associate, Microsoft Office Certification, Windows Computer Support Technician, Help Desk (Security+), and Certified Nursing Assistant.

When North Star began, HCPS's first transformational decision was immediate and critical work of partnership with HCC. This commitment laid the foundation that was greatly accelerated with Blueprint's open access requirements for dual enrollment courses. Our students' access to courses, our ease of interaction with HCC as a partner, and our shared vision have significantly been improved over the last two years, with a framework now allowing students to have up to an entire year of college credit by the time they graduate high school.

These concerted endeavors towards career-driven principles have not only refined the school system's priorities but have also empowered students with expanded opportunities, cultivated equity, and propelled them towards brighter futures. Looking ahead, HCPS is poised to embark on a strategic roadmap through the provided AIB Strategic Facilitator, integrate project-based learning, expand career exploration curriculum and coaching, refine support pathways, and embed future-ready skills, thus ensuring continued progress in our career-driven approach to student and Blueprint outcomes.



HCPS is elevating educators.

HCPS has demonstrated strategic and transformative leadership in elevating educators and advancing the intended outcomes of the Blueprint for Maryland's Future through a series of deliberate decisions and initiatives. First, the implementation of differentiated staffing at Priority Schools starting in 2019 represents a targeted effort to address disparities by adjusting class sizes or ratios at schools based on Free and Reduced Meals (FARMs) rates. This approach aims to provide additional support to students in need, stabilize staffing in high-need schools, and narrow achievement gaps. The HCPS theory of action

regarding elevating educators who serve students in high concentration of poverty is to increase instructional staff, provide additional staffing support, and to work towards differentiated pay, similar to the theory behind the low-performing schools incentive of the Blueprint Career Ladder and minimum school funding model.

Second, an HCPS 7% salary increase enacted in FY2023 was a critical catalyst towards achieving competitive starting salaries and reaching the targeted 10% salary increase goal. This investment not only recognized the value of educators but also enhanced recruitment and retention efforts.

Third, the establishment of the overarching committee "Elevating Educators" was an important step towards HCPS's Blueprint objectives, focusing on diversity recruitment and retention, growing our own talent, and supporting educators pursuing National Board Certification. This holistic approach ensures alignment with broader goals beyond the Career Ladder. Additionally, the formation of a specialty career ladder multi-disciplinary subgroup provided a forum for collaborative efforts to design a model ladder and negotiation parameters that promote professional growth and recognition.

Lastly, the creation of a support system for educators pursuing National Board Certification, facilitated through the Maryland LEADs grant, provides systemic support and resources to enhance educator effectiveness and student outcomes. This year, HCPS was able to use LEADs funding to offer fee support to educators not meeting the definition of teacher to pursue NBC alongside a teacher in a low-performing school. Through these strategic decisions and initiatives, HCPS is actively investing in its educators, fostering a culture of continuous growth and excellence, and ultimately driving progress towards the overarching goals of the Blueprint for Maryland's Future.

HCPS is committed to resource stewardship.

HCPS has demonstrated thoughtful and purposeful decision-making around resource allocations to effectively meet the intended outcomes of the Blueprint for Maryland's Future. At the forefront of these strategic decisions is the investment in the new Enterprise system, Oracle, initiated in 2023. This significant financial and time investment is critical for HCPS to develop a robust financial modeling and reporting system, enabling informed decision-making and optimizing resource allocation in alignment with the Blueprint's objectives. Above all else, this decision will transform HCPS financial tracking across categories, programs, and schools, ability to analyze exactly how all funding reaches students, and support models of reallocation or transformation.

Also, HCPS has made targeted decisions regarding resource stewardship impacting specific aspects of the Blueprint. Major examples include:

1) HCPS has systemically addressed PreK capacity by transitioning half-day programs to full-day and started the process of converting early childhood classrooms in high schools to PreK programs. Also to support Pillar 1, HCPS has hired a technical specialist to support private providers.
2) In addressing mental and behavioral support, HCPS has leveraged partner resources from private mental health providers and the Harford County Health Department. This strategic partnership-building approach maximizes the impact of resources and services, effectively meeting the diverse needs of students and promoting overall well-being.
3) HCPS has effectively leveraged the Maryland LEADs grant to kickstart various Blueprint initiatives, including Middle School innovation, Workforce Investment with HCC, National Board Support, Talent Pathways (grow-your-own), and Community Schools. This proactive approach to leveraging federal COVID funding demonstrates HCPS's commitment to advancing the Blueprint's objectives through strategic investments.

4) Lastly, HCPS's dedication of district funding to the Talent Pathways project exemplifies its commitment to the recruitment and retention of high-quality teachers, aligning with the goals of Pillar 2 of the Blueprint. This targeted allocation of resources towards talent development further strengthens HCPS's capacity to attract and retain exceptional and diverse educators, ultimately benefiting students and the broader community.

Overall, HCPS's decisions around resource allocations reflect a strategic commitment to meeting the intended outcomes of the Blueprint for Maryland's Future. In the upcoming resource allocation decisions for HCPS, a strategic focus will be placed on reallocating funds to guarantee that at-risk students have access to the necessary support for academic success. Efforts will be intensified to enhance resources for English Language Learners (ELL). Moreover, ensuring the sustainability of post-CCR pathways, workforce investment, and apprenticeships will remain a priority. Through these strategic allocations, HCPS aims to address equity gaps, support diverse learner needs, and prepare all students for success.

IV. Challenges & Monitoring

Implementing the Blueprint presents significant challenges, with the top three challenges identified as: ***Resource Allocation***; ***Meaningful Stakeholder Engagement***; and ***Realizing Equitable Outcomes***.

HCPS will continue its commitment to resource stewardship.

The challenge of resource stewardship is two-fold, one is systemically ensuring that funding adequately and effectively follows the student, and the other is alleviating stakeholder concerns and perceptions.

Starting with stakeholder concerns, Survey Analysis revealed unease among stakeholders about resource allocation. Specifically, respondents highlighted challenges and areas for improvement related to funding, staffing, and accountability within the plan's implementation. One of the primary concerns expressed by stakeholders was whether HCPS would have adequate resources to carry out all aspects of the plan and hold staff and leaders accountable for the proposed changes. The ambitious scope of the Blueprint raised doubts among respondents about the sufficiency of funding, staffing, and physical space to support various initiatives, such as the introduction of new Early Childhood Education (ECE) programming. Furthermore, stakeholders expressed apprehension about teacher compensation, emphasizing its importance in recruiting and retaining high-quality educators. This concern underscored the broader issue of resource allocation within the HCPS.

Although steps have already been taken to ensure funding serves intended students through the HCPS priority school model and new software tools for budgeting, getting to the finish line of meeting the Blueprint allocation requirements will take strategic changes that also honor important and cost-intensive aspects of the Blueprint (like the career ladder, post-college and career readiness pathways), providing supports for all students. HCPS will view this challenge as an opportunity to make structural and significant changes to improve outcomes for students in historically low-performing schools. As such HCPS is looking at models for further differentiated pay for all staff at schools with high concentrations of poverty, shifting coaches and instructional specialists' positions to serve classrooms through co-teaching, working with our local workforce investment board to align workforce investment programs for students' career credentials, building HCPS special education programs to reduce non-public placement, and making strategic adjustments to our services for English Learners.

HCPS will monitor progress for this challenge by:

HCPS has established published targets to meet Maryland Education Article, §5-234 minimum school funding requirements, which will be reported on in the Annual Report starting in 2025. In addition to audits, financial reporting mechanisms, and new analytical budget capabilities, the true measure of success in overcoming this challenge lies in observing tangible improvements in student achievement across schools historically facing lower academic performance. This entails closely monitoring academic indicators such as standardized test scores, graduation rates, and proficiency levels in core subjects. By focusing on these outcomes, HCPS can gauge the effectiveness of its resource allocation strategies and ensure that every student has the opportunity to thrive academically, regardless of their background.

HCPS will continue its commitment to meaningful stakeholder engagement.

Despite concerted efforts and engagement with stakeholders, HCPS faces challenges in achieving meaningful engagement, especially when competing with other demands for the community's attention. Discussing topics that may not directly impact a family's student can be particularly challenging. While having more than 160 committee members is commendable, it represents only a fraction of HCPS's broader community, which includes 38,000 students and 5,500 employees. Methods such as providing newsletters and presentations to diverse groups are valuable but require the time and attention of families, adding to the challenge of meaningful engagement. As HCPS strives for inclusivity and transparency, Blueprint implementation committees will continue to seek innovative ways to capture the interest and involvement of diverse stakeholders, ensuring that all voices are heard and considered in the decision-making process.

Within our Survey Analysis, stakeholders perceive several challenges in engagement within our Blueprint plans. Despite widespread endorsement of the plan's goals and vision, there are concerns about community involvement. Respondents acknowledge the positive impact of current initiatives, such as the Community School model, but emphasize the importance of seeking buy-in from different groups, including diverse families, community and business partners, and staff. As another example, there is excitement about expanding PreK programs, but stakeholders feel they lack information about the logistics of implementation.

To tackle this obstacle, each Blueprint committee has been assigned the responsibility of bridging communication gaps within their respective pillars. Take, for instance, the Elevating Educators Committee, where the co-chairs undertook focused efforts to understand teachers' awareness of the Blueprint. Through conducting focus groups, they discovered that National Board Certification was the only aspect consistently understood by teachers as part of the Blueprint. In response, the committee is actively developing a network of teacher ambassadors to effectively disseminate information about all facets of Pillar 2 directly from teachers to their peers. This initiative is an example of the committee's initiatives aimed at enhancing communication and ensuring that all are engaged.

HCPS will monitor progress for this challenge by:

With valuable feedback from the 2023 System-wide survey, this process will be repeated with the 2024 Implementation Plan. Additional questions will include improvement measures for stakeholder engagement. Each pillar has outcomes that can also provide valuable information about effective communications, such as PreK enrollment, private provider participation, number of teachers pursuing national board certification, number of students accessing free post-CCR pathways, number of students accessing resources through Community Schools and mental health partners, and through customer service inquiries about the Blueprint to AskHCPS@hcps.org.

HCPS will continue its commitment to equity.

HCPS faces challenges in achieving equity, particularly concerning the Blueprint goals of diversity, recruitment, and retention of teachers, as well as addressing opportunity and achievement gaps among students based on socioeconomics, race, and community.

The district acknowledges the urgent need to diversify its educator workforce to reflect the local community's demographics and provide equal opportunities for all students. A comprehensive Needs Assessment Report for the years 2022-2023 has been commissioned to identify areas for improvement in cultivating a more diverse teacher candidate pool. Despite nearly 40% of its student population being persons of color, HCPS has seen less than 10% of its teachers being persons of color over the past five years. The report's synthesized findings highlight key action areas, including strengthening talent pathways, developing data-guided recruitment plans focused on diversity, and fully committing to increasing educator diversity as a priority strategy. Additionally related to staff and efforts towards equitable outcomes, HCPS faces challenges in incentivizing teachers to transfer to Blueprint low-performing schools (zero NBCT have transferred to date for the $7,000 increase), necessitating strategic efforts like supporting NBC cohorts and offering fee support for instructional coaches partnering with teachers in these schools.

Regarding students, while the Blueprint has made strides in reducing opportunity gaps through initiatives like free dual enrollment and community schools, ensuring equitable access to resources remains a challenge. HCPS data shows that although dual enrollment has increased, it primarily benefits students already engaged in higher-level coursework, highlighting the need to reach students who may not have considered such opportunities. Academic data also demonstrates persistent gaps in student achievement across demographics, but we have started seeing growth in schools benefiting from the HCPS priority schools model.

Survey Analysis underscores concern about equity, with stakeholders expressing frustration about disparities in student support and the disparate impacts of the Blueprint on various groups. HCPS is committed to addressing these challenges through targeted efforts to support all students and educators and to ensure that the Blueprint's initiatives benefit everyone equitably.

HCPS will monitor progress for this challenge by:

For diversity of staff, to monitor progress HCPS has established a set of key data points for continuous evaluation. HCPS is tracking the increase in the percentage of teachers of color to better reflect the student population diversity, aiming to positively impact student outcomes. Additionally, the district is monitoring the percentage of conditionally certified teachers who successfully obtain their standard professional certificate, as our conditional teachers often represent the most diversity in our staff.

For student equity, HCPS is conducting thorough data analysis to identify areas where certain student populations may not be benefiting from expanded Blueprint opportunities and is implementing targeted outreach strategies. Similar to the challenge of resource allocation, the true measure of success in overcoming this equity challenge lies in observing tangible improvements in student achievement data across schools with historically lower academic performance. HCPS is committed to reducing achievement gaps across all unique school designation categories in reading and math, aligning with or exceeding state and county averages. By continuously monitoring these key data points and making data-driven decisions, HCPS aims to effectively address equity gaps and ensure sustainable, equitable outcomes for all students.

Reference: Advancing the Strategic Plan; HCPS Annual Report.

MARYLAND PUBLIC SCHOOL FACILITIES
EDUCATIONAL SUFFICIENCY STANDARDS

I. PURPOSE. The purpose of Maryland Public School Facilities Educational Sufficiency Standards *(COMAR 13A.01.02.04)* is to establish acceptable minimum levels for the physical attributes, capacity, and educational suitability of existing public K–12 school facilities. The application of these standards shall be limited to space and attributes needed to support educational programs and curricula—defined by the Maryland State Board of Education—that are sustainable within the operational budgets of the school systems for staffing, maintenance, and full utilization of the facilities. The Educational Sufficiency Standards are dynamic. The Interagency Committee on School Construction (IAC), and includes its successor organization, the Interagency Commission on School Construction, shall periodically review the Standards and recommend changes to the Standards as time and circumstances require.

These Standards are intended for use in the evaluation of existing public school facilities with projected five-year future student counts and are not intended to limit the flexibility of design solutions for new construction and renovation projects. A companion document is the Facilities Planning Guide, which provides guidelines and recommendations for use in the programming and design of new schools, replacement schools, and renovations of existing schools. The Facilities Planning Guide is incorporated by reference into these standards and may be amended by the IAC with adequate notice to and input from the public. *[Code of Maryland (COMAR) references in this document are to certain Title 13A regulations of the State Board of Education for State School Administration, General Instructional Programs, Specific Subjects, Special Instructional Programs, and Supporting Programs.]*

II. GENERAL REQUIREMENTS. These standards are not intended to supersede or omit compliance with applicable building and fire codes or any other code, regulation, law, or standard that has been adopted by State agencies. At the same time, these Standards will not restate the requirements of other codes.

A. Building condition. A school facility must be safe *(COMAR 13A.01.04.03)* and capable of being maintained.

1. Structural. A school facility must be structurally sound. A school facility shall be considered structurally sound and safe if the building presents no imminent danger or major visible signs of decay or distress and the building's structural systems support the loads imposed on them.

2. Exterior envelope. An exterior envelope is safe and capable of being maintained if:

a) Walls and roof are weather tight under normal conditions with routine upkeep; and

b) Doors and windows are weather tight under normal conditions with routine upkeep.

3. Interior surfaces. An interior surface is safe and capable of being maintained if it is:

a) Structurally sound;

b) Capable of supporting a finish; and

c) Capable of continuing in its intended use with normal maintenance and repair.

4. Interior finishes. An interior finish is safe and capable of being maintained if it is:

a) Free of exposed lead paint;

b) Free of exposed friable asbestos; and

c) Capable of continuing in its intended use with normal maintenance and repair.

B. Building systems. Where present, building systems in a school facility must be in working order and capable of being properly maintained. Building systems include roof, plumbing, telephone, electrical, and heating and cooling systems, as well as fire alarm, two-way internal communication, technological infrastructure, and security systems.

1. General. A building system shall be considered to be in working order and capable of being maintained if all of the following apply:

a) The system is capable of being operated as intended and maintained.

b) Newly manufactured or cost-effective refurbished replacement parts are available.

c) The system is capable of supporting the standards established in this rule.

d) Components of the system present no imminent danger of personal injury.

2. Sanitary facilities. Fixtures shall include, but are not limited to, water closets, urinals, lavatories, and drinking fountains. Restrooms shall be available for general classrooms for grades 3 and below and special needs classrooms without having to exit the building, wherever possible within reasonable cost constraints.

3. Fire alarm and emergency-notification system. A school facility shall have a fire alarm and emergency-notification system as required by applicable State fire codes and emergency procedures.

4. Two-way communication system. A school facility shall have a two-way internal communication system between a central location and each classroom, isolated office space, library media center, physical education space, cafeteria, and other regularly occupied spaces.

III. CLASSIFICATION OF PUBLIC SCHOOLS. The classifications for public schools under these standards are:

A. Elementary school (PK–5 or any subset thereof)

B. Middle school (6–8)

C. High school (9–12)

D. Combination school (a combination of any grade levels)

E. Other school (includes early-childhood-education centers, special-education centers, career-technology centers, alternative-education schools, etc.)

IV. SCHOOL SITE. A school site shall be of sufficient size to accommodate safe access, parking, drainage, and security *(COMAR 13A.01.04.03)*. Additionally, the site shall be provided with an adequate source of water and appropriate means of effluent disposal.

A. Safe access. A school site shall be configured for safe and controlled access that separates pedestrian from vehicular traffic. If buses are used to transport students, then bus loading/unloading areas shall be separated from vehicular-traffic areas wherever possible. Dedicated student drop-off and pickup areas shall be provided for safe use by student passengers arriving or departing by automobile.

B. Parking. A school site shall include a maintainable surfaced area that is stable, firm, and slip resistant and is large enough to accommodate 1.5 parking spaces/staff FTE and one student space /ten high school students. If this standard is not met, alternative parking may be approved after the sufficiency of parking at the site is reviewed by the IAC using the following criteria:

1. Availability of street parking around the school;

2. Availability of any nearby parking lots;

3. Availability of public transit;

4. Number of staff who drive to work on a daily basis; and

5. Average number of visitors on a daily basis.

C. Drainage. A school site shall be configured such that runoff does not undermine the structural integrity of the school buildings located on the site or create flooding, ponding, or erosion resulting in a threat to health, safety, or welfare.

D. Security.

1. All schools shall have safe and secure site fencing or other barriers with accommodations for safe passage through openings to protect students from the hazards of traffic, railroad tracks, animal nuisance, and steep slopes.

V. SITE RECREATION AND OUTDOOR PHYSICAL EDUCATION. A school facility shall have area, space and fixtures, in accordance with the standard equipment necessary to meet the educational requirements of the public education department, for physical education activity. *(COMAR 13A.01.02.05 and 13A.04.13, Physical Education only)*

A. Elementary school. Safe play area(s) and playground(s) including hard surfaced court(s) and unpaved recreation area(s) shall be conveniently accessible to the students. Play area(s) and appropriate equipment for physical education and school recreational purposes shall be provided based on the planned school program capacity. For schools that serve students in grade 5 and below, a protected play area shall be provided. Play-equipment areas shall have surfacing materials that meet or exceed safety specifications for shock-absorbing qualities as outlined by the U.S. Consumer Product Safety Commission.

B. Middle school. Hard surfaced court(s) and playing field(s) for physical education activities shall be provided. Playing field(s) and equipment shall be based on the planned school program capacity.

C. High school. A playing field for physical education activities shall be provided. Playing fields and equipment shall be based on the planned school program capacity.

D. Combination school. A combination school shall provide the elements of the grades served by Subsections A, B and C above without duplication, but shall meet the highest standard.

E. Other school. Other schools shall provide the elements above necessary to meet the educational requirements of the specific programs and capacity of the schools.

VI. ACADEMIC CLASSROOM SPACE. All classroom space shall meet or exceed the requirements listed below:

A. Area of classroom spaces. Classroom spaces, including those for physical education, shall be sufficient for educational programs that are appropriate for the class-level needs.

B. Classroom fixtures and equipment

1. With the exception of physical-education spaces, each general and specialty classroom shall contain a work surface and seat for each student in the classroom. The work surface and seat shall be appropriate for the normal activity of the class conducted in the room.

2. Each general and specialty classroom shall have an erasable surface and a surface suitable for projection purposes, appropriate for group classroom instruction, and a display surface. A single surface may meet one or more of these purposes.

3. Each general and specialty classroom shall have storage for classroom materials or access to conveniently located storage.

4. With the exception of physical-education spaces and music-education spaces, each general and specialty classroom shall have a work surface and seat for the teacher and for any aide assigned to the classroom. The classroom shall have secure storage for student records that is located in the classroom or is conveniently accessible to the classroom.

C. Classroom lighting

1. Each general and specialty classroom shall have a light system capable of maintaining at least 50 foot-candles of well-distributed light. Provide appropriate task lighting in specialty classrooms where enhanced visibility is required.

2. The light level shall be measured at a work surface located in the approximate center of the classroom, between clean light fixtures.

D. Classroom temperature and relative humidity

1. Each general and specialty classroom shall have a heating, ventilation and air conditioning (HVAC) system capable of maintaining a temperature between 68 and 75 degrees Fahrenheit and a relative humidity between 30 and 60% at full occupancy.

2. The temperature and humidity shall be measured at a work surface in the approximate center of the classroom.

E. Classroom acoustics

1. With the exception of physical-education spaces, each general and specialty classroom shall be maintainable at a sustained background sound level of less than 55 decibels.

2. The sound level shall be measured at a work surface in the approximate center of the classroom.

F. Classroom air quality

1. Each general, science, and fine arts classroom shall have an HVAC system that continually moves air and is capable of maintaining a CO2 level of not more than 1,200 parts per million.

2. The air quality shall be measured at a work surface in the approximate center of the classroom.

VII. GENERAL USE CLASSROOMS. (ENGLISH LANGUAGE ARTS/LITERACY, MATHEMATICS, SOCIAL STUDIES AND WORLD LANGUAGES *(COMAR 13A.03, General Instructional Programs and 13A.04, Specific Subjects)*).

A. Cumulative classroom net square foot (sf) requirements, excluding in-classroom storage space and any in-classroom toilet rooms, shall be at least:

1.	Prekindergarten	50 net sf/student
2.	Kindergarten	50 net sf/student
3.	Grades 1 – 8	32 net sf/student
4.	Grades 9 – 12	25 net sf/student

B. At least 2 net sf/student shall be available for dedicated, in-classroom storage and may be provided vertically to avoid the need for additional floor area.

C. Sufficient number of classrooms shall be provided to meet state and local board mandated student/staff ratio requirements.

VIII. SPECIALTY CLASSROOMS.

A. Special education *(COMAR 13A.05.01, 13A.05.02)* Maryland assures a free appropriate public education for all students with disabilities, birth through the end of the school year in which the student turns 21 years old, in accordance with the student's Individualized Education Program. Early Intervention Services for children from birth through two years is typically provided through the Maryland Infants and Toddlers Program. To the maximum extent appropriate, students with disabilities are educated in the least restrictive environment with students who are not disabled. A continuum of alternative placements shall be provided.

1. If a special-education space for pull-out purposes other than calming is provided and the space is required to support educational programs, services, and curricula, the space shall not be smaller than 450 net sf.

2. When the need is demonstrated by the LEA, additional space in the classroom shall be provided with, or students shall have an accessible route to: an accessible unisex restroom with one toilet, sink, washer/dryer, and shower stall/tub, as needed, and at least 15 net sf of storage.

3. When the need is demonstrated by the LEA, in 6th grade classrooms and above, a kitchenette of least 30 net sf shall be provided.

B. Science *(COMAR 13A.04.09)*

1. For grades PK through 5, no additional space is required beyond the classroom requirement.

2. For grades 6 through 12, 4 net sf/student of the specialty program capacity for science is required. The space shall not be smaller than the average classroom at the facility. This space is included in the academic classroom requirement and may be used for other instruction. The space shall have science fixtures and equipment, in accordance with the standard equipment necessary to meet the educational requirements of the Maryland Science Content Standards.

3. For grades 9 through 12 only, at least 40 net sf of space is provided for securable, well-ventilated storage/prep space for each science room having science fixtures and equipment. Storage/prep room(s) may be combined and shared between more than one classroom.

C. Fine-Arts Education. *(COMAR 13A.04.16)* A school facility shall have classroom space to deliver fine-arts education programs. Fine arts subjects include art, music, dance, and theater. Classroom space(s) for fine-arts education shall not be smaller than the average classroom at the facility. Fine-arts education classroom space(s) may be included in the academic-classroom requirement and may be used for other instruction.

1. Elementary school. Fine-arts education programs may be accommodated within a general use or dedicated arts classroom. Provide one dedicated classroom for each fine-arts subject area staffed with greater than 0.5 full time fine-arts teacher. Provide additional dedicated fine-arts program storage of at least 60 net sf for each subject area per facility.

2. Middle school. Classroom space(s) for fine-arts education programs shall have no less than 4 net sf/student of the specialty program capacity for fine-arts subjects. Provide one dedicated classroom for each fine-arts subject area staffed with greater than 0.5 full time fine-arts teacher. Provide additional 60 net sf of storage for each fine-arts program subject.

3. High school. Classroom space(s) for fine-arts education programs shall have no less than 5 net sf/student of the specialty program capacity for fine-arts subjects.

4. Combination school. A combination school shall provide the elements of the grades served by paragraphs (1), (2) and (3) above without duplication but meeting the higher standards.

5. Other school. Other schools shall provide the elements above necessary to meet the educational requirements of the specific programs and capacity of the schools.

D. Technology Education and Computer Science *(COMAR 13A.04.01)*

1. For grades K through 5, no additional space is required beyond the classroom requirement.

2. For grades 6 through 8, 3 net sf/student, and 4 net sf/student for grades 9 through 12, of the specialty program capacity for technology education and family and consumer science is required. The space shall not be smaller than the average classroom at the facility. This space is included in the academic classroom requirement and may be used for other instruction.

3. The space shall have technology fixtures and equipment, in accordance with the standard equipment necessary to meet the educational requirements of the Maryland Technology Education Content Standards, and in high school, the requirements of Maryland Advanced Technology Education electives where such electives are offered.

4. Provide at least 80 net sf for securable, well-ventilated storage/prep space for each technology education room having technology fixtures and equipment. Storage/prep room(s) may be combined and shared between more than one classroom.

E. Career and Technology Education *(COMAR 13A.04.02 and 13A.04.10)*

1. Elementary school. No requirement.

2. Middle school. Space shall be provided for career-development and career-exploration activities. Each program lab or classroom space shall be no smaller than 650 net sf.

3. High school. Career and technology education programs space shall be provided with no less than 4 net sf/student of the specialty program capacity of the school for career education. Each program lab or classroom space shall be no smaller than 650 net sf. Spaces for programs requiring licensing, certification, or accreditation by a state board or agency shall meet all applicable health and safety standards. Cosmetology and barber programs shall comply with the sanitation requirements of the State Board of Cosmetologists and the State Board of Barbers, respectively.

4. Combination school. A combination school shall provide the elements of the grades served by Paragraphs (1), (2) and (3) above without duplication, but meeting the higher standards.

5. Other school. Other schools shall provide the elements above necessary to meet the educational requirements of the specific programs and capacity of the schools.

IX. SCHOOL LIBRARY/MEDIA CENTER. *(COMAR 13A.05.04)* A school facility shall have a unified school library/media program for the use of all students which shall include an organized and centrally managed collection of instructional materials and technologies and direct instruction. Provide space for collections, reference, circulation, instruction, workroom for staff, and storage.

A. Elementary school. The area for stacks and seating space shall be at least 3 net sf/student of the planned school program capacity. The instructional space shall not be smaller than the average classroom at the facility. In addition, office/workroom space and secure storage shall be provided.

B. Middle or high school. The area for stacks and seating shall be at least 3 net sf/student of the planned school program capacity. The space shall not be smaller than the average classroom at the facility. In addition, office/workroom space and secure storage shall be provided.

C. Combination school. Provide the elements of the grades set out in Paragraphs (A) and (B) above without duplication, but meeting the higher standards.

D. Other school. Other schools shall provide the elements above necessary to meet the educational requirements of the specific programs and capacity of the schools.

X. PHYSICAL EDUCATION. *(COMAR 13A.01.02.05,13A.04.13, and 13A.06.04)*

A. General requirements. Each school shall provide an instructional program in physical education each year for all students in grades PK-8. Each school shall offer a physical-education program in grades 9–12 which shall enable students to meet graduation requirements and to select physical education electives. The following minimum spaces are required: gymnasium, teacher office or planning area, equipment storage, and outdoor instructional playing field.

1. Elementary school. Provide a gymnasium with at least 2,200 net sf. This space may have multi-purpose use in accommodating other educational program activities such as art program performances.

2. Middle school. Provide a gymnasium with a minimum of 5,200 net sf plus an additional 4 net sf times 40% of the enrollment of the school devoted to bleacher seating.

3. High school. Provide a gymnasium with at least 6,500 net sf plus an additional 4 net sf times 40% of the enrollment of the school devoted to bleacher seating..

4. Combination school. Provide the elements of the grades served by Paragraphs (1), (2) and (3) above without duplication, but meeting the higher net sf standards.

5. Other school. Other schools shall provide the elements above necessary to meet the educational requirements of the specific programs and capacity of the schools.

B. Additional physical education requirements in addition to space requirements in Subsection A:

1. Elementary school. One office shall be provided. Separate physical education equipment storage shall be provided.

2. Middle school. One office shall be provided. Separate physical education equipment storage space shall be provided.

3. High school. Two dressing rooms shall be provided, with lockers, showers and restroom fixtures. Two offices shall be provided. Separate physical education equipment storage space shall be provided.

4. Combination school. A combination school shall provide the elements of the grades served by Paragraphs (1), (2) and (3) above without duplication, but meeting the higher standards.

5. Other school. Other schools shall provide the elements above necessary to meet the educational requirements of the specific programs and capacity of the schools.

XI. FOOD SERVICES *(COMAR 13A.06.01)*

A. Dining. A school facility shall have a space to permit students to eat within the school outside of general classrooms. This space may have more than one function and may fulfill more than one sufficiency standards requirement. Schools are encouraged to provide sufficient lunch periods that are long enough to give all students enough time to be served and to eat their lunches. The dining area shall be sized to accommodate no less than one third of the planned school program capacity of the school. The dining area shall have no less than 15 net sf/seated student.

B. A serving area shall be provided in addition to a dining area.

C. Kitchen. A kitchen shall have a telephone, plumbing providing potable water, a sink suitable for use both in preparing food and washing utensils, and a separate hand-washing sink. Kitchen and equipment shall comply with either the food preparation kitchen or the serving kitchen standards defined as follows:

1. Food preparation kitchen. Provide at least the greater of 1) a minimum of 2 net sf/meal served during the single largest serving period or 2) no fewer than 2 sf per enrolled student eligible for free or reduced-price meals.

2. Serving kitchen. Where food is not prepared, there shall be a minimum of 200 net sf.

XII. OTHER FACILITY AREAS.

A. Administrative space. A school facility shall have space to be used for the administration of the school. The space shall consist of a minimum of 150 net sf, plus 1 net sf/student of the planned school program capacity.

B. Faculty workroom/lounge. A school facility shall have workspace/lounge available to the faculty. This space is in addition to any workspace/lounge available to a teacher in or near a classroom. The space shall consist of 1 net sf/student of the planned school program capacity with no less than 150 net sf. The space may consist of more than one room and may have more than one function. This space shall include a break area with a sink.

C. Health services. *(COMAR 13A.01.02.05 and 13A.05.05.10A)* A school facility shall have a dedicated health services space with areas for waiting, examination and treatment, resting, storage, and an accessible toilet room. There shall be a separate room for private consultations and for use as a health service professional's office. Provide lockable cabinets for medical records and medications and at least one sink in addition to the sink in the toilet room. All sinks must provide both hot and cold water. Provide a minimum of 500 net sf.

D. Pupil services. *(COMAR 13A.05.05)* A school shall provide a coordinated program of pupil services for all students which shall include, but not be limited to, school counseling, pupil personnel, school psychology, and health services. The school facility shall provide a minimum of 120 net sf for each discipline, except school health services, staffed with greater than a 0.5 full time professional.

XIII. GENERAL STORAGE (EXCLUDES LOCKERS, JANITORIAL, KITCHEN, GENERAL CLASSROOM, SPECIALTY CLASSROOMS, AND ADMINISTRATIVE STORAGE). For storage, at least 1 net sf/student of the planned school program capacity may be distributed in or throughout any type of room or space, but may not count toward required room square footages. General storage must be securable and include textbook storage.

XIV. MAINTENANCE AND JANITORIAL SPACE. Each school shall designate 0.5 net sf per student of the planned school program capacity for maintenance and janitorial space. Janitorial space shall include a janitorial sink.

XV. STANDARDS VARIANCE.

A. The IAC may grant a variance from any of the Sufficiency Standards if it determines that the intent of the standard can be met by the school system in an alternate manner or if a variance is required for appropriate programmatic needs as demonstrated by the school system. If the IAC grants the variance, the school system shall be deemed to have met the standard.

B. The IAC's Facilities Planning Guide includes the appropriate Sufficiency Standard in each functional section defining design minimums, and the State maximum funding participation is included as the State Funding Participation Goals provided by the total gross square footage per student by enrollment level. Additional State funding above the Funding Participation Goals will be granted only pursuant to a project-specific variance granted by the IAC.

End of Standards