

BALTIMORE CITY PUBLIC SCHOOLS EDUCATIONAL SPECIFICATIONS

PART 3: SITE SPECIFIC EDUCATIONAL SPECIFICATIONS

JOHN EAGER HOWARD ES #61

JULY 15, 2014



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PART 3

SITE-SPECIFIC EDUCATIONAL SPECIFICATIONS SECTIONS

Part 1: General Requirements (under separate cover)

- A. Executive Summary
- B. City Schools' Mission
- C. City Schools' Portfolio
- D. School Safety and Security
- E. Community Use Guidelines
- F. Sustainability
- G. Instructional Technology
- H. General Design Criteria
- I. Building Design Criteria
- J. Site Design Criteria
- K. Project Specific Educational Specifications
- L. Additional Educational Specification Content

Part 2: Prototype Specific Requirements (under separate cover)

Volume I PK to 5 Prototype

Volume II PK to 8 Prototype

Volume III 6 to 12 Prototype

Volume IV 9 to 12 Prototype

Part 3: Site Specific Educational Specifications (General Requirements)

A.	Project Summary	1
B.	Project Background	4
C.	Project Educational Programs and Services	12
D.	General Project Design Criteria (Optional)	-
E.	Existing Site Conditions (Optional)	-
F.	Proposed Site Requirements	17
G.	Existing Building Systems Conditions (Optional)	-
H.	Proposed Building Systems Requirements (Optional)	-
I.	General School Design Criteria (Optional)	21
J.	Individual Space Descriptions	26
K.	Graphic Summary of Spatial Relationships (Optional)	50
L.	Summary of Spatial Requirements	52
M.	Appendix	58

SITE SPECIFIC EDUCATIONAL SPECIFICATIONS

TABLE OF CONTENTS

A.	PROJECT SUMMARY.....1	I.	GENERAL SCHOOL DESIGN CRITERIA.....21
1.	PROJECT JUSTIFICATION	1.	OVERALL BUILDING ORGANIZATION
2.	PROJECT DESCRIPTION	2.	FUNCTIONAL RELATIONSHIPS
3.	PROPOSED SCHEDULE	3.	ADMINISTRATIVE AREAS
4.	FACILITY SUMMARY	4.	INSTRUCTIONAL AREAS
5.	LOCATION MAP	5.	SUPPORT AREAS
B.	PROJECT BACKGROUND.....4	6.	COMMUNITY USE AREAS
1.	COMMUNITY DESCRIPTION AND HISTORY	7.	SPECIAL OR UNIQUE PROGRAMS REQUIREMENTS
2.	SCHOOL DESCRIPTION AND HISTORY	J.	INDIVIDUAL SPACE DESCRIPTIONS.....26
3.	EXISTING SITE PLANS, FLOOR PLANS, AND PHOTOGRAPHS	1.	NAME OF SPACE
4.	SUMMARY OF RECENT FEASIBILITY STUDIES OR ASSESSMENTS	2.	PROPOSED ACTIVITIES
C.	PROPOSED EDUCATIONAL PROGRAMS AND SERVICES.....12	3.	NUMBER/TYPE/GROUPINGS OF USERS
1.	SCHOOL GRADE ORGANIZATION	4.	AREA, HEIGHT, VOLUME REQUIREMENTS
2.	PROPOSED CURRICULUM AND INSTRUCTIONAL METHODS AND TRENDS	5.	RELATIONSHIPS TO OTHER SPACES
3.	PROPOSED STAFFING	6.	STORAGE REQUIREMENTS
4.	ENROLLMENT PROJECTIONS	7.	DISPLAY AND PROJECTIONS REQUIREMENTS
5.	FUTURE PROGRAMS AND SERVICES	8.	PROPOSED FURNITURE AND EQUIPMENT
D.	GENERAL PROJECT DESIGN CRITERIA (NOT INCLUDED)	9.	ACOUSTICAL REQUIREMENTS
E.	EXISTING SITE CONDITIONS (NOT INCLUDED)	10.	FLOOR, WALL, CEILING FINISHES
F.	PROPOSED SITE REQUIREMENTS.....17	11.	MECHANICAL, ELECTRICAL, PLUMBING REQUIREMENTS
1.	PARKING — BUS, CAR, DELIVERY, SERVICE, STAFF, VISITOR	12.	SPECIAL SYSTEMS
2.	SERVICE ACCESS	13.	TELECOMMUNICATIONS SYSTEMS
3.	VEHICLE AND PEDESTRIAN ACCESS	K.	GRAPHIC SUMMARY OF SPATIAL RELATIONSHIPS (NOT INCLUDED)
4.	PLAYING FIELDS/COURTS/YARDS	L.	SUMMARY OF SPATIAL REQUIREMENTS.....50
5.	NATURAL ENVIRONMENTAL AREAS	1.	NAME OF SPACE
6.	UTILITIES	2.	EXISTING/PROPOSED QUANTITY
7.	OTHERS	3.	EXISTING/PROGRAMMED AREA OF BUILDING IN NET SQUARE FEET
G.	EXISTING BUILDING SYSTEMS CONDITIONS (NOT INCLUDED)	4.	TOTAL EXISTING/PROGRAMMED AREA OF BUILDING IN NET SQUARE FEET
		5.	EXISTING/PROPOSED BUILDING EFFICIENCY (NSF/GSF)
		6.	TOTAL EXISTING/PROPOSED BUILDING AREA IN GROSS SQUARE FEET
		M.	APPENDIX.....56
		1.	EXISTING SITE AND FLOOR PLANS

*Sections not included are provided in the school specific feasibility study.

A. PROJECT SUMMARY

A. PROJECT SUMMARY

A.1 Project Justification:

John Eager Howard ES #61 currently has a poor Facility Conditions Index (FCI) and Educational Adequacy Score (EAS) based on the previously completed 2010 Jacobs building assessment report. In addition, the recommended closure of Westside ES #24 will affect the enrollment of the school. John Eager Howard ES #61 has a FCI of 84.1 and an EAS of 61.6. John Eager Howard ES #61 currently utilizes a modular/portable to augment school capacity. John Eager Howard ES #61 serves students in grades PK-5, but additional capacity will be necessary to accommodate additional PK-5 students from Westside ES #24. The recommended closure of Westside ES #24 and consolidation of its students into John Eager Howard ES #61 will eliminate excess capacity, provide swing space during construction and reduce maintenance and renovation costs area wide. The project is planned to be complete by year 2017. In SY 2022-23, the anticipated state rated capacity of the building will be 553 and with the additional students from Westside ES #24 its projected utilization rate will be 84%.

A.2 Project Description:

The John Eager Howard Building is currently 82,293 square feet. The original John Eager Howard Building was built in 1960 with additions in 1982 and 2011. The new gross square footage of the building to meet the program requirements will be approximately 92,232 square feet total. John Eager Howard's projected enrollment will be 467 in 2022-23. For the development of the site specific educational specification the PK - 5 prototype for an elementary school (514) was used for the standard.

A.3 Tentative Schedule: The items below are based on the CY 2013 10-Year Plan.

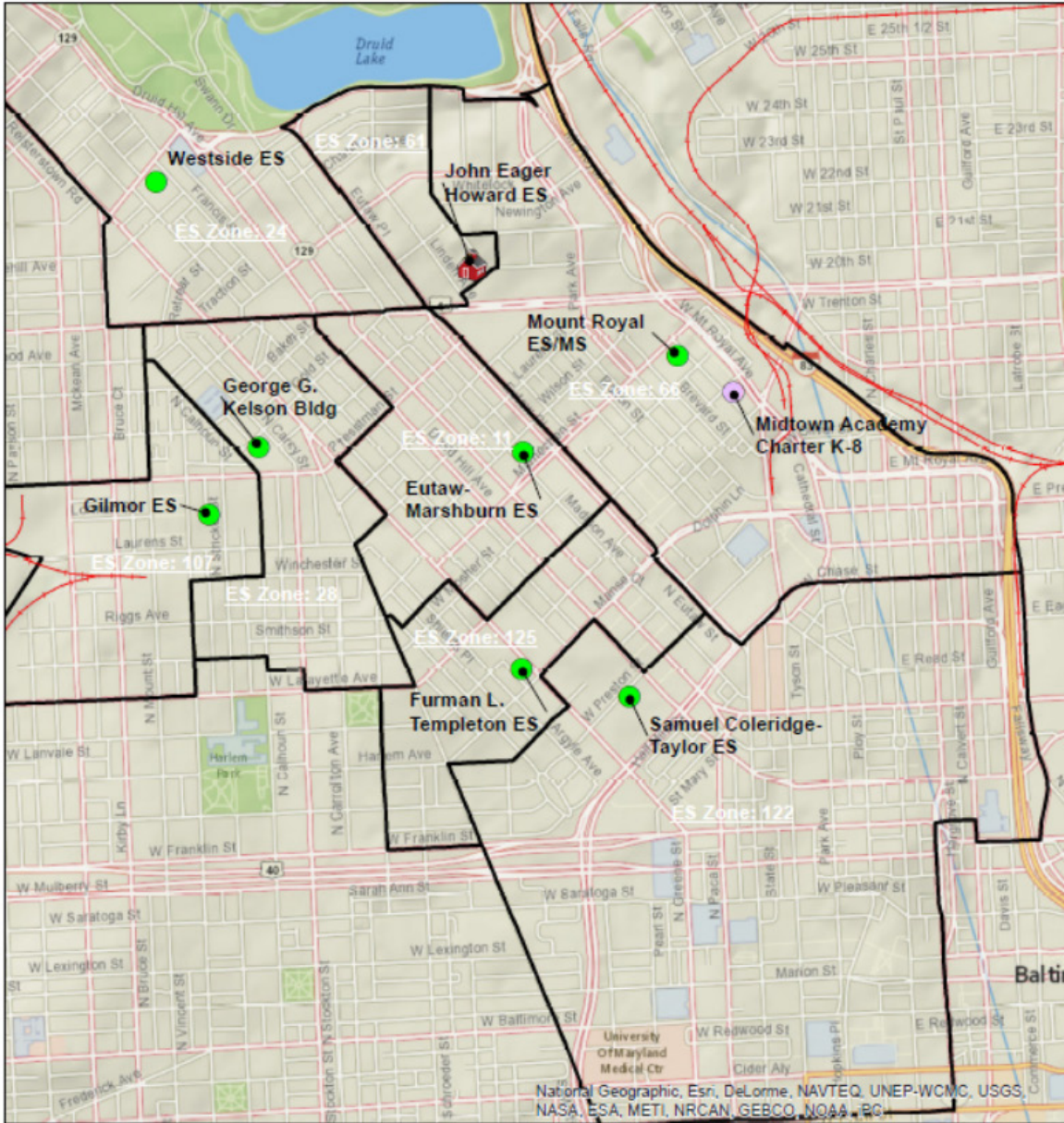
Schedule		
Task	Start	Complete
Educational Specifications	October 2013	June 2014
Feasibility Study	October 2013	July 2014
Schematic Design	July 2014	August 2014
Design Development	September 2014	December 2014
Construction Documents	January 2015	June 2015
Permitting	May 2014	July 2015
Advertise/Bid/Award	July 2014	September 2015
Construction	December 2015	June 2017
Occupancy	June 2017	August 2017

A.4 Facility Summary:

Facility Summary		
	Current	2022-23 Projected
State Rated Capacity	351	553
Full Time Enrollment	245	467
Enrollment Trend	Growing	
Relocatables	None	
Gross Square Footage	82,293	92,232

A.5 Location Map:

John Eager Howard Elementary #61



Legend

- John Eager Howard
- Adjacent Schools
- Adjacent Charter School
- Rail Line
- ES Attendance Zone



B. PROJECT BACKGROUND

B. PROJECT BACKGROUND

B.1 Community Description and History:

John Eager Howard ES #61 is located in Community Statistical Area (CSA) #12, which consists primarily of open space/residential zoning: OS, R-7 and R-8. This CSA Group experienced a 9.5% decline in total population and a 4% decline in school aged children between 2000 and 2010. The total number of residential properties remained stable and the number of vacant units increased by 10.4% between the 10 year period.

Significant revitalization and redevelopment improvements are planned for CSA #12. Penn North Area Master Plan, 2006 and the Greater Rosemont and Mondawmin Area (GRAMA) Master Plan, 2012 are a couple examples. There is a proposal for Choice Neighborhood Initiative from the Department of Housing and Urban Development to create a redevelopment plan to reconnect Bolton Hill to western neighbors such as Madison Park, Druid Heights and Upton. The plan will center on Pedestal Gardens, a 203-unit, federally subsidized housing complex that extends over an area that includes John Eager Howard.

B.2 School Description and History:

Since its construction in 1960, John Eager Howard ES #61 has operated as an elementary school.

B.3 Existing Site Plans, Floor Plans, and Photographs:

Existing Site and Floor Plans are located in the Appendix.

Existing Exterior Photos



South Playground



West Entry



West Elevation B



West Elevation A



North Field A



North Parking



North Lightwell



North Field B



North Elevation A



North Elevation B



East Service and Loading



East Rec Entry



East Rec Elevation



South Rec Elevation



South Elevation



Courtyard

Existing Interior Photos



Corridor and Ramp A



Corridor and Ramp B



Classroom Typical



Corridor Typical



Rear Entry



Dining



Corridor at Dining



Corridor and Ramp D



Corridor and Ramp C



Media Center



Gym

B.4 Summary of Recent Feasibility Studies or Assessments:

The 10-Year Plan's recommendation for John Eager Howard, based on the 2010 Jacobs building assessment report, is to renovate the building with a possible addition or to replace the building. The feasibility study will consider and analyze the various options and provide a determination of the best recommendation. The rationale behind this recommendation is as follows:

- The FCI suggests that both renovation and replacement be considered.
- The John Eager Howard building falls below the targeted EAS of 80 for buildings used for instruction in the district, and therefore, does not meet the standard for supporting excellent teaching and learning.
- The school does meet the acceptable utilization rate for City Schools' buildings at 72%.
- Projected enrollment trends in the community and plans for increased enrollment of students from the closed Westside Elementary suggests a need to increase the capacity of the John Eager Howard building.

C. PROPOSED EDUCATIONAL PROGRAMS AND SERVICES

C. PROPOSED EDUCATIONAL PROGRAMS AND SERVICES

C.1 School Grade Organization:

John Eager Howard #61 is a traditional elementary school with grades PK-5. Based on enrollment projections the school will be a three-section school.

C.2 Proposed Curriculum:

John Eager Howard #61 Elementary program contains several city-wide special education programs, which will impact the design of the building and the space requirements. These programs are:

- Hearing Impaired Program
- Parent and Early Infant Stimulation (PIES)
- Early Learning Environment-Autism (ETEA)

In addition the school will contain a Judy Center and a HeadStart program. Specific space requirements for the special curriculum spaces will be discussed in Sections I and J of this educational specification.

C.3 Proposed Staff:

Proposed Staff	
Position	Quantity
Assistant Principal	2
Custodial Worker I/3.5 hrs	1
Teacher - Elementary	34
Teacher - Special Education	10
Special Education Paraeducator	5
Paraeducator - Pre K	2
Audiologist	1
Custodial Worker I/12 mth	1
Custodial Worker II	1
Manager I - Cafeteria	1
Office Assistant I	1
Physical Therapist	1
Principal - Elementary	1
Social Worker	2
Speech Pathologist	3
Teacher - Pre-K	2
Educational Associate/12mth	1
Food Services Worker I/3.5 hrs	1
Food Services Worker I/6 hrs	1
Guidance	1

C.4 Enrollment Projections (SY13-14 adjusted Nov. 2013):

Grade	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
PK	50	51	51	51	51	84	84	84	84	84	84
K	46	49	46	47	48	85	85	85	85	85	85
1	38	36	40	38	38	72	73	73	73	73	73
2	46	34	32	38	35	67	66	66	66	66	66
3	18	34	24	22	27	55	57	56	56	56	56
4	24	16	31	22	20	52	52	54	52	53	53
5	23	23	15	29	20	56	49	49	51	49	50
Total	245	243	239	246	238	470	465	466	467	466	467

C.5 Future Programs and Services:

Community School Partners

John Eager Howard, as a designated “Community School,” currently has strong relationships with its surrounding community and these partnerships will continue to grow and strengthen while new partnerships are developed. The new facility should build upon the idea that the school is a community landmark that provides an instructional center for students as well as a user-friendly center for the community. The new facility will need to provide programs and access to resources for adults, businesses, nearby colleges and community organizations. The joint use of the school will reinforce John Eager Howard’s community engagement; instilling a sense of participation, ownership and pride.

The John Eager Howard Recreation Center, run by Baltimore City Parks and Recreation, plans to expand its programs within the new facility. Attention should be given to spaces, like the Gymnasium, that will be shared by the school and the Rec Center which may not be adequately sized for Rec Center programs with larger space requirements than that of the elementary school.

Additional community-based services should be considered, beyond that served by the Rec Center, within the new facility are an Adult Education Program, Workforce Development and a Teaching Kitchen for both adults and children.

Academic Partners

Partnerships with local businesses and nearby institutions, such as the Maryland Institute College of Art provide the opportunity for additional technology and art focused spaces. The Media Studio and Video Room allow collaboration between such institutions with, not only the students, but the community at large.

F. PROPOSED SITE REQUIREMENTS

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F. Proposed Site Requirements

F.1 Parking - bus, car, delivery, staff, visitor:

The main entry to John Eager Howard is off of Linden Avenue. This entry point also doubles as the buses queue for drop-off and pick-up but is not separated from the street traffic. The majority of faculty, staff and visitors use the available non-metered on-street parking adjacent to John Eager Howard which is an inconvenience on days and times when no parking is permitted in those areas. There is a poorly defined, non-striped asphalt lot along the rear of the building. There is no pedestrian separation between the existing rear entry to the school and the vehicles that use this lot.

The site design for the new facility should incorporate a welcoming and inviting “town square” entry plaza. The “town square” will be located with a relationship to the surrounding community which defines John Eager Howard as a community anchor and landmark. The “town square” should be located to best reinforce a mix of uses including commercial, offices and shared community uses near the intersection of Linden Avenue and Lennox Street.

Bus drop-off can occur within the “town square” area separate from the street and directly across for the building entrance providing a safe entrance for students. The bus drop-off should be designed with sufficient length for bus stacking. The “town square” should also contain short term visitor parking and handicap accessible parking stalls. From the “town square”, students, staff and visitors should be able to easily identify the main entrance to the new facility and transition to a covered area that is welcoming, friendly and well lit in the evening.

A separate parking lot should be considered for faculty and staff. Optimally, this parking is located near the new facility; however, its placement must not create conflicts with pedestrian access. Lighting for this area needs to provide security, while being non-intrusive and connected to photo-cell timers.

F.2 Service Access:

Service access to John Eager Howard is located off of Brookfield Avenue. This street receives less traffic than Linden Avenue on the opposite side of the site. The service access point connects to the loading area for Food Service and is shared by staff who currently park in the poorly defined non-striped parking lot located along the rear of the existing building.

Parking areas and service zones require separation from each other as well as from student pathways leading to open fields, play yards and/or gardens. Given the lower amount of traffic on Brookfield Ave, consideration should be given to maintaining this as the service access point to the new facility.

F.3 Vehicle and Pedestrian Access:

Most visitors who approach John Eager Howard by car travel north on Linden Avenue after making a turn off of the major east-west thoroughfare North Avenue. The site design for the new facility should take this vehicular approach into account and consider locating the “town square” entry plaza adjacent to the intersection of Linden Avenue and Lennox Street.

Pedestrians approach the site from all sides. Pedestrians, from the residential neighborhoods to the north, travel south at the perimeter and across the site to a commercial area on North Avenue. The site design should take into account these natural pedestrian routes to the school and destinations beyond.

Walkways should be well lit for security while also being non-intrusive. They should be extensions into the surrounding community and comprehensively connect all of the exterior landscape and building elements.

F.4 Playing Fields/ Courts/ Yards:

Given the size of the site, an elementary sized soccer field appears suitable for the level graded area at John Eager Howard. Along with this playing field, the site can accommodate a variety of outdoor spaces such as courtyards, open fields and play yards for Pre-Kindergarten, Kindergarten and Grades 1-5. The Gymnasium and Cafeteria should be designed with easy access to these exterior areas with buffer zones from vehicular traffic.

New trees will be required to provide an increased canopy and much needed shade to outdoor spaces. Fences and/or gates provided should be aesthetically pleasing and lighting must provide security while remaining non-intrusive. Outdoor storage and hose bibs should be provided.

Vegetable gardens, storm water and bio-retention ponds, along with the pathways that connect these elements, should be integrated into the overall school experience.

F.5 Natural Environmental Areas:

At present, there are few mature trees on the John Eager Howard building site. New trees planted along the perimeter are needed to help define the school site; increase the tree canopy and shading for play fields and open areas.

John Eager Howard is designated as a “Green School.” Emphasizing on environmental and sustainable practices, the outdoor site should build upon the requirements outlined in the General Requirements and Prototype PK-5 Educational Specifications regarding the exterior environment. Planted with native, low-maintenance landscaping, natural environmental areas should be seen as an extension of the classroom with opportunities for exploration and education. Storm water should be managed in a comprehensive and visible manner to provide learning that directly connects to curriculum within the school such as the Science Lab. Bio-retention ponds and rain gardens should incorporate student data collection zones and provide a potential location for an outdoor classroom.

Rainwater harvesting cisterns and similar sustainable hands-on features should be incorporated. Vegetable gardens, open fields and play yards, along with the pathways that connect these elements, should be designed so that they relate to one another as an integrated experience.

F.6 Utilities:

Adjacent to the site entrance off of Brookfield Avenue there is a water meter vault and an existing electrical transformer. Approximately mid-block along Lennox Avenue there is an existing gas valve and nearby the existing sanitary service that extends out from the building and connects to an 8-inch line beneath the street. These existing utility connection locations at John Eager Howard should inform the location and orientation of building support spaces in the new facility design.

F.7 Other:

The site at John Eager Howard slopes from Ducatel Street to Lennox Street approximately 30 feet across its length. Existing low and high concrete retaining walls, some with fences, divide the property into sections and disrupt pedestrian access. Natural grades should be utilized as much as possible to eliminate the need for extensive site retaining; more natural grading will create a more connected and open feeling across the site. Where site retaining is required to achieve level playing fields, terraced site walls or stepped seating walls should be incorporated. The design of these walls should be based on social interaction and could incorporate an outdoor classroom or seating for sporting events.

I. GENERAL SCHOOL DESIGN CRITERIA

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I. General School Design Criteria

I.1 Overall Building Organization:

John Eager Howard is a “Community School” and the new facility will establish a recognizable identity that will instill pride in its students and community. Areas within the school should be developed to have a clear organization and an internal identity. The facility should inspire the students, making them feel that their space is special and thereby that each individual is special. The school should resemble a place for academic success, high self-esteem, social interaction and physical safety. The layout should be especially easy to comprehend and reflect how classes relate to one another. Spaces should be provided for positive socialization among students and for student interaction with teachers.

The front entry lobby will be the first experience of a visitor to the new facility. It needs to be welcoming and inviting for all who enter the building. The lobby should be large enough for groups to gather and integrate extensive display systems for 2-dimensional and 3-dimensional student work and awards. Natural day lighting and views to the exterior are critical design components to communicate that the school is a special place.

The administration reception/waiting area should be located adjacent to the lobby space and be immediately obvious to all visitors. The use of glass between the lobby and this area will allow staff to monitor access during school hours and verify that all visitors sign-in. The use of interior glass to emphasize the concept of transparency is an important design concept for all spaces of the new facility.

Way-finding is essential to a successful school facility. From the entry lobby, it must be very clear which corridors lead to the learning spaces, student services and community areas. The Instructional Areas at John Eager Howard should follow the provisions outlined in the General Requirements and Prototype PK-5 Educational Specifications and create clusters of classrooms surrounding a collaborative space for each grade level. These clusters would then be connected by a spacious corridor designed as an “academic main street” with a changing character that would include displays of student artwork and awards, areas for social interaction and views into other classrooms and out to the landscape.

The Media Center will be utilized by all students, staff, teachers and community members and will act as the hub of the school. A centrally located Media Center that is visible from the entry lobby and “academic main street” should be carefully considered.

I.2 Functional Relationships:

Shared learning spaces that will be used by all grades, such as the Art Room, Technology Lab and Science Lab should be located between the classroom clusters and accessed from the “academic main street.” These shared learning spaces must be flexible for multiple teaching arrangements and equipped with the latest technology.

The Gymnasium and Food Service should be located with level access to the exterior to enhance connections to gardens, play fields and deliveries. The Cafeteria should be comfortable with a café style atmosphere. The dining area should be sized to allow for service to the school and community as a banquet facility or meeting room.

The Music spaces should be located near the existing Auditorium/Stage if the design of the new facility maintains and renovates the Auditorium.

Spaces that will be shared by the school as well as the community should be located near the main entrance or off the lobby. Spaces that are used for community functions only, careful consideration must be given to the location of community accessible portions of the facility so that these areas permit the remainder of the facility to be secure before, during and after school hours.

I.3 Administrative Areas 01:

Reception/Waiting Area

The administration reception/waiting area should be located near the new facility main entry and adjacent to the lobby space. The administration area must have glass to provide substantial visibility of the main entrance. This transparency serves a dual purpose of being inviting and welcoming to visitors while allowing administrative staff to monitor access during school hours and verify that all visitors sign-in.

Administrative Suite

The administrative suite will provide the organizational and instructional leadership needed to create an atmosphere that is conducive for teaching and learning. The space should be flexible, warm and inviting not only to the staff, who work there, but also to all students and parents thereby increasing their engagement with the staff. Consideration should be given to combining this area with student support services and that both be located adjacent to the Media Center and near the academic clusters.

I.4 Instructional Areas:

The Instructional Areas at John Eager Howard should follow the provisions outlined in the General Requirements and Prototype PK-5 Educational Specifications and create flexible learning environments and clustered spaces that nurture collaboration and interaction across disciplines as well as between communities. Efficient design layout for this clustered approach is classrooms surrounding a collaborative space. Completing the cluster could be a Special Education classroom, allowing students who need additional attention to be instructed within their classroom but still be integrated with mainstream students.

All learning spaces should accommodate a variety of instructional strategies and student-grouping approaches. This concept provides a learning environment that is characterized by flexibility, a sense of community for the students and teachers and a safe, well-supervised environment. Learning spaces should allow students to work independently and collaboratively, give or receive tutoring, and accept instruction.

I.5 Support Areas:

Student Services, along with programmatic elements that support faculty and staff, should follow the provisions outlined in the General Requirements and Prototype PK-5 Educational Specifications such that the academic and community engagement mission of John Eager Howard are reinforced.

I.6 Community Use Areas:

John Eager Howard, as a designated “Community School,” currently has strong relationships with its surrounding community and these partnerships will continue to grow and strengthen while new partnerships are developed. The new facility should build upon the idea that the school is a community landmark that provides an instructional center for students as well as a user-friendly center for the community. The new facility will need to provide programs and access to resources for adults, businesses, nearby colleges and community organizations. The joint use of the school will reinforce John Eager Howard’s community engagement; instilling a sense of participation, ownership and pride.

Careful consideration must be given to the location of community accessible portions of the facility so that these areas permit the remainder of the facility to be secure before, during and after school hours.

Community/school partnerships are playing an increasing role in providing students with expanded learning, professional development opportunities for staff and a venue for community activities.

I.7 Special or Unique Program Requirements:

Through discussions with the internal School Administration, Staff and local Community leaders, several special and unique program requirements have been identified for John Eager Howard. These spaces generally are deviations from the general Educational Specifications requirements and are reflected as part of our Site Specific Educational Specifications. Below is a list of these program requirements along with a brief description and justification for each space.

LIST BY ITEM NUMBERS

Item #1: Health Suite Spaces for Hearing Impaired Program

The proposed additional 880 sf of health suite space will house a multi-purpose Testing/ Exam Room, Office, Waiting Area and Records Storage for the Hearing Impaired Program.

Item #2: Support Services Spaces for Judy Center

The proposed additional 1,600 sf of support services space will house a Resource Room, 4 offices and Private Meeting Room for the Judy Center.

Item #3: Teaching and Learning Spaces for unique Classrooms

The proposed additional 2,900 sf of teaching and learning space will house 3 multi-purpose Classrooms for the Headstart Program, PIES Program [Parent and Infant Early Stimulation] and ELEA Program [Early Learning Environment-Autism].

Item #4: Special Education

The proposed additional 900 sf of special education space will house a Classroom for the Hearing Impaired Program.

Item #5: Gymnasium

The proposed additional 500 sf of physical education space will allow the John Eager Howard Recreation Center to perform activities within the school facility.

Item #6: Dining

The proposed additional 700 sf of cafeteria space will allow for the PIES program to be served meals alongside the meal service for the remainder of the student population.

Item #7: Community Space

The proposed additional 2,210 sf of community space will house 2 offices for the Rec Center and unassigned community space per the MOU.

LIST BY DEPARTMENT

02 STUDENT SERVICES:

02.02 Health Suite

Added Program: Hearing Impaired Testing/Booth Exam Room, 560 sf (1)

Explanation: This program currently exists and will continue to operate at John Eager Howard

Added Program: Office, 120 sf (1); Waiting Area 100 sf (1); Records Storage 100 sf (1)

Explanation: This program currently exists and will continue to operate to support the Hearing Impaired Program at John Eager Howard

02.03 Support Services

Added Program: Judy Center Resource Room, 900 sf (1)

Explanation: This program currently exists and will continue to operate at John Eager Howard

Added Program: Office, 120 sf (4); Office 100 sf (1); Private Meeting Room 120 sf (1); Secure Records Storage 75 (1)

Explanation: This program currently exists and will continue to operate to support the Judy Center at John Eager Howard

03 TEACHING AND LEARNING:

03.01 Classrooms

Added Program: Headstart Program, 1,000 sf (1)

Explanation: This program currently exists and will continue to operate at John Eager Howard

Added Program: PIES Program [Parent and Infant Early Stimulation], 1,000 sf (1)

Explanation: This program currently exists and will continue to operate at John Eager Howard

Added Program: ELEA Program [Early Learning Environment], 900 sf (1)

Explanation: This program currently exists and will continue to operate at John Eager Howard

04 SPECIAL EDUCATION:

04.01 General

Added Program: Hearing Impaired Classroom, 900 sf (1)

Explanation: This program currently exists and will continue to operate at John Eager Howard

J. INDIVIDUAL SPACE DESCRIPTIONS

J. INDIVIDUAL SPACE DESCRIPTIONS

This section of the document includes descriptions of the general guidelines and specific room requirements for each area of activity within the building that is different from the approved Educational Specifications document.

Example:

ADMINISTRATION

Distributed Admin | Storage

Key number →

U

01

02

03

“U” = Upper grades
 “L” = Lower grades
 “C” = Community space

01 = Department
 02 = Program Area
 03 = Space/Room

PROGRAM	<i>Description</i>	
	<i>Area Required (SF)</i>	45
	<i>Number of Users</i>	0
	<i>Adjacencies</i>	Distributed Administration (U 01.02)
ARCHITECTURAL	<i>Ceiling</i>	See standard specifications
	<i>Walls</i>	See standard specifications
	<i>Floor</i>	See standard specifications
	<i>Doors</i>	See standard specifications
	<i>Windows</i>	See standard specifications
	<i>Acoustics</i>	See standard specifications
SYSTEMS	<i>Lighting</i>	No special requirements
	<i>Audio/ Visual</i>	No special requirements
	<i>Telecom/ Data</i>	No special requirements
	<i>Electrical</i>	No special requirements
	<i>HVAC</i>	No special requirements
	<i>Plumbing</i>	No special requirements
	<i>Specialty</i>	No special requirements
EQUIPMENT	<i>Display</i>	
	<i>Casework/ Millwork</i>	6 LF bookshelves
	<i>FF&E (NIC)</i>	
REMARKS		

Baltimore City Public Schools
Educational Specifications

L 02 STUDENT SERVICES

DESIGN DEVIATIONS FROM PROTOTYPE

02.02 Health Suite

		Description	Ed. Spec. Part 2/Vol. I Ref.
02	02.07	Hearing Impaired Testing Room	DIFFERS FROM STANDARD
02	02.08	Hearing Impaired Office	DIFFERS FROM STANDARD
02	02.09	Hearing Impaired Waiting Area	DIFFERS FROM STANDARD
02	02.10	Hearing Impaired Records Storage	DIFFERS FROM STANDARD

02.03 Support Services

		Description	Ed. Spec. Part 2/Vol. I Ref.
02	03.05	Judy Center Resource Room	DIFFERS FROM STANDARD
02	03.06	Judy Center Coordinator Office	DIFFERS FROM STANDARD
02	03.07	Judy Center Resource Office	DIFFERS FROM STANDARD
02	03.08	Judy Center Administrative Assistants	DIFFERS FROM STANDARD
02	03.09	Judy Center Mental Health Office	DIFFERS FROM STANDARD
02	03.10	Judy Center Private Meeting Room	DIFFERS FROM STANDARD
02	03.11	Judy Center Office [WIC]	DIFFERS FROM STANDARD
02	03.12	Judy Center Secure Records Storage	DIFFERS FROM STANDARD

Health Suite | Hearing Impaired Testing/ Booth

PROGRAM	<i>Description</i>	Private room for technician to perform a variety of audiology tests and examine students
	<i>Area Required (SF)</i>	560
	<i>Number of Users</i>	2
	<i>Adjacencies</i>	Hearing Impaired Waiting Area [L 02.02.09]
ARCHITECTURAL	<i>Ceiling</i>	See standard specifications
	<i>Walls</i>	See standard specifications
	<i>Floors</i>	See standard specifications
	<i>Doors</i>	Acoustically rated door with hardware for acoustic separation
	<i>Windows</i>	See standard specifications
	<i>Acoustics</i>	See standard specifications
SYSTEMS	<i>Lighting</i>	No special requirements
	<i>Audio/Visual</i>	No special requirements
	<i>Telecom/Data</i>	No special requirements
	<i>Electrical</i>	Power to Audiology Testing Booth
	<i>HVAC</i>	Sound damping on supply and return ductwork for enhanced acoustics
	<i>Plumbing</i>	Sink
	<i>Specialty</i>	
EQUIPMENT	<i>Display</i>	N/A
	<i>Casework/ Millwork</i>	8 LF counter/ wall/ base cabinets
	<i>FF&E (NIC)</i>	1 desk/ chair
		2 chairs
REMARKS	Lockable base and wall cabinets for supplies	

Health Suite | Hearing Impaired Office

PROGRAM	<i>Description</i>	Primary work space for technician to use for individual and small meetings
	<i>Area Required (SF)</i>	120
	<i>Number of Users</i>	1 user, 2 guests
	<i>Adjacencies</i>	Hearing Impaired Testing/ Booth Exam Room [L 02.02.07]; Hearing Impaired Waiting Area [L
ARCHITECTURAL	<i>Ceiling</i>	See standard specifications
	<i>Walls</i>	Vision panel to Hearing Impaired Waiting Area [L
	<i>Floors</i>	02.02.09]
	<i>Doors</i>	See standard specifications
	<i>Windows</i>	Provide sidelight with blind
	<i>Acoustics</i>	See standard specifications
SYSTEMS	<i>Lighting</i>	No special requirements
	<i>Audio/Visual</i>	No special requirements
	<i>Telecom/Data</i>	No special requirements
	<i>Electrical</i>	No special requirements
	<i>HVAC</i>	No special requirements
	<i>Plumbing</i>	No special requirements
	<i>Specialty</i>	No special requirements
EQUIPMENT	<i>Display</i>	4 LF tackboard
	<i>Casework/ Millwork</i>	3 LF lockable tall storage
	<i>FF&E (NIC)</i>	1 desk/ chair
		2 guest chairs
REMARKS	N/A	

Health Suite | Hearing Impaired Waiting

PROGRAM	<i>Description</i>	Seating, waiting for students; used by technician to check-in students before entering exam room
	<i>Area Required (SF)</i>	100
	<i>Number of Users</i>	2-8
	<i>Adjacencies</i>	Main Corridor; Hearing Impaired Testing/Booth Exam [L 02.02.07]; Hearing Impaired Office [L 02.02.08]
ARCHITECTURAL	<i>Ceiling</i>	See standard specifications
	<i>Walls</i>	See standard specifications
	<i>Floors</i>	See standard specifications
	<i>Doors</i>	See standard specifications
	<i>Windows</i>	See standard specifications
	<i>Acoustics</i>	See standard specifications
SYSTEMS	<i>Lighting</i>	No special requirements
	<i>Audio/Visual</i>	No special requirements
	<i>Telecom/Data</i>	Wall mounted monitor for health information and announcements
	<i>Electrical</i>	No special requirements
	<i>HVAC</i>	No special requirements
	<i>Plumbing</i>	No special requirements
	<i>Specialty</i>	No special requirements
EQUIPMENT	<i>Display</i>	4 LF tackboard digital monitor
	<i>Casework/ Millwork</i>	3 LF low bookshelves
	<i>FF&E (NIC)</i>	8 waiting chairs 1 low table
REMARKS	Layout of health suite should accomodate large numbers of students pass-	

Health Suite | Hearing Impaired Records

PROGRAM	<i>Description</i>	Storage for BCPS student records
	<i>Area Required (SF)</i>	100
	<i>Number of Users</i>	0
	<i>Adjacencies</i>	Hearing Impaired Office [L 02.02.08]
ARCHITECTURAL	<i>Ceiling</i>	See standard specifications
	<i>Walls</i>	Fire rated, 2 HR minimum
	<i>Floors</i>	See standard specifications
	<i>Doors</i>	Solid rated door
	<i>Windows</i>	See standard specifications
	<i>Acoustics</i>	See standard specifications
SYSTEMS	<i>Lighting</i>	No special requirements
	<i>Audio/Visual</i>	No special requirements
	<i>Telecom/Data</i>	No special requirements
	<i>Electrical</i>	No special requirements
	<i>HVAC</i>	No special requirements
	<i>Plumbing</i>	No special requirements
	<i>Specialty</i>	No special requirements
EQUIPMENT	<i>Display</i>	N/A
	<i>Casework/</i>	6 LF utility shelves 24"d
	<i>Millwork</i>	8 file cabinets
	<i>FF&E (NIC)</i>	N/A
REMARKS	N/A	

Support Services | Judy Center Resource

PROGRAM	<i>Description</i>	Shared meeting space for coordinator, counselors, parents and students for daily large meetings and workshops
	<i>Area Required (SF)</i>	900
	<i>Number of Users</i>	20-40
	<i>Adjacencies</i>	Main Corridor
ARCHITECTURAL	<i>Ceiling</i>	See standard specifications
	<i>Walls</i>	Vision panel to Main Corridor
	<i>Floors</i>	See standard specifications
	<i>Doors</i>	Provide sidelight with blind
	<i>Windows</i>	See standard specifications
	<i>Acoustics</i>	Walls run to deck above for acoustic privacy
SYSTEMS	<i>Lighting</i>	No special requirements
	<i>Audio/Visual</i>	No special requirements
	<i>Telecom/Data</i>	No special requirements
	<i>Electrical</i>	No special requirements
	<i>HVAC</i>	No special requirements
	<i>Plumbing</i>	No special requirements
	<i>Specialty</i>	No special requirements
EQUIPMENT	<i>Display</i>	8 LF tackboard
	<i>Casework/ Millwork</i>	6 LF markerboard
		9 LF low bookshelves
		9 LF counter/ wall/ base cabinets
		3 LF lockable tall storage
	<i>FF&E (NIC)</i>	6 worktables
		36 chairs
REMARKS	Location must be central to Judy Center supporting	

Support Services | Judy Center Coordinator

PROGRAM	<i>Description</i>	Primary work space for the coordinator for administrative purposes and small meetings
	<i>Area Required (SF)</i>	120
	<i>Number of Users</i>	1 user, 2 guests
	<i>Adjacencies</i>	Judy Center Resource Room [L 02.03.05]; Judy Center Administrative Assistant [L 02.03.08]
ARCHITECTURAL	<i>Ceiling</i>	See standard specifications
	<i>Walls</i>	See standard specifications
	<i>Floors</i>	See standard specifications
	<i>Doors</i>	Provide sidelight with blind
	<i>Windows</i>	See standard specifications
	<i>Acoustics</i>	Walls run to deck above for acoustic privacy
SYSTEMS	<i>Lighting</i>	No special requirements
	<i>Audio/Visual</i>	No special requirements
	<i>Telecom/Data</i>	No special requirements
	<i>Electrical</i>	No special requirements
	<i>HVAC</i>	No special requirements
	<i>Plumbing</i>	No special requirements
	<i>Specialty</i>	No special requirements
EQUIPMENT	<i>Display</i>	4 LF tackboard
	<i>Casework/ Millwork</i>	3 LF lockable tall storage
	<i>FF&E (NIC)</i>	1 desk/ chair
		2 guest chairs
REMARKS	N/A	

Support Services | Judy Center Resource Family Services

PROGRAM	<i>Description</i>	Primary work space for the counselor for administrative purposes and small meetings
	<i>Area Required (SF)</i>	120
	<i>Number of Users</i>	1 user, 2 guests
	<i>Adjacencies</i>	Judy Center Resource Room [L 02.03.05]; Judy Center Administrative Assistant [L 02.03.08]
ARCHITECTURAL	<i>Ceiling</i>	See standard specifications
	<i>Walls</i>	See standard specifications
	<i>Floors</i>	See standard specifications
	<i>Doors</i>	Provide sidelight with blind
	<i>Windows</i>	See standard specifications
	<i>Acoustics</i>	Walls run to deck above for acoustic privacy
SYSTEMS	<i>Lighting</i>	No special requirements
	<i>Audio/Visual</i>	No special requirements
	<i>Telecom/Data</i>	No special requirements
	<i>Electrical</i>	No special requirements
	<i>HVAC</i>	No special requirements
	<i>Plumbing</i>	No special requirements
	<i>Specialty</i>	No special requirements
EQUIPMENT	<i>Display</i>	4 LF tackboard
	<i>Casework/ Millwork</i>	3 LF lockable tall storage
	<i>FF&E (NIC)</i>	1 desk/ chair
		2 guest chairs
REMARKS	N/A	

Support Services | Judy Center Administrative Assistant

PROGRAM	<i>Description</i>	Primary work space for the assistant for administrative purposes and small meetings
	<i>Area Required (SF)</i>	120
	<i>Number of Users</i>	1 user, 1 guest
	<i>Adjacencies</i>	Judy Center Coordinator Office [L 02.03.06]; Judy Center Records Storage [L 02.03.12]
ARCHITECTURAL	<i>Ceiling</i>	See standard specifications
	<i>Walls</i>	See standard specifications
	<i>Floors</i>	See standard specifications
	<i>Doors</i>	Provide sidelight with blind
	<i>Windows</i>	See standard specifications
	<i>Acoustics</i>	Walls run to deck above for acoustic privacy
SYSTEMS	<i>Lighting</i>	No special requirements
	<i>Audio/Visual</i>	No special requirements
	<i>Telecom/Data</i>	No special requirements
	<i>Electrical</i>	No special requirements
	<i>HVAC</i>	No special requirements
	<i>Plumbing</i>	No special requirements
	<i>Specialty</i>	No special requirements
EQUIPMENT	<i>Display</i>	4 LF tackboard
	<i>Casework/ Millwork</i>	3 LF lockable tall storage
	<i>FF&E (NIC)</i>	1 desk/ chair
		2 guest chairs
REMARKS	N/A	

Support Services | Judy Center Mental Health Consultant Office

PROGRAM	<i>Description</i>	Primary work space for the counselor for administrative purposes and small meetings
	<i>Area Required (SF)</i>	120
	<i>Number of Users</i>	1 user, 2 guests
	<i>Adjacencies</i>	Judy Center Resource Room [L 02.03.05]; Judy Center Administrative Assistant [L 02.03.08]
ARCHITECTURAL	<i>Ceiling</i>	See standard specifications
	<i>Walls</i>	See standard specifications
	<i>Floors</i>	See standard specifications
	<i>Doors</i>	Provide sidelight with blind
	<i>Windows</i>	See standard specifications
	<i>Acoustics</i>	Walls run to deck above for acoustic privacy
SYSTEMS	<i>Lighting</i>	No special requirements
	<i>Audio/Visual</i>	No special requirements
	<i>Telecom/Data</i>	No special requirements
	<i>Electrical</i>	No special requirements
	<i>HVAC</i>	No special requirements
	<i>Plumbing</i>	No special requirements
	<i>Specialty</i>	No special requirements
EQUIPMENT	<i>Display</i>	4 LF tackboard
	<i>Casework/ Millwork</i>	3 LF lockable tall storage
	<i>FF&E (NIC)</i>	1 desk/ chair
		2 guest chairs
REMARKS	N/A	

Support Services | Judy Center Private Meeting

PROGRAM	<i>Description</i>	Shared meeting space for counselors for private conversations and small meetings
	<i>Area Required (SF)</i>	100
	<i>Number of Users</i>	1 user, 2 guests
	<i>Adjacencies</i>	Judy Center Resource Room [L 02.03.05]
ARCHITECTURAL	<i>Ceiling</i>	See standard specifications
	<i>Walls</i>	See standard specifications
	<i>Floors</i>	See standard specifications
	<i>Doors</i>	Provide sidelight with blind
	<i>Windows</i>	See standard specifications
	<i>Acoustics</i>	Walls run to deck above for acoustic privacy
SYSTEMS	<i>Lighting</i>	No special requirements
	<i>Audio/Visual</i>	No special requirements
	<i>Telecom/Data</i>	No special requirements
	<i>Electrical</i>	No special requirements
	<i>HVAC</i>	No special requirements
	<i>Plumbing</i>	No special requirements
	<i>Specialty</i>	No special requirements
EQUIPMENT	<i>Display</i>	4 LF tackboard
	<i>Casework/ Millwork</i>	N/A
	<i>FF&E (NIC)</i>	1 desk/ chair
		2 guest chairs
REMARKS	N/A	

Support Services | Judy Center Office [WIC]

PROGRAM	<i>Description</i>	Primary work space for the counselor for administrative purposes and small meetings
	<i>Area Required (SF)</i>	120
	<i>Number of Users</i>	1 user, 2 guests
	<i>Adjacencies</i>	Judy Center Resource Room [L 02.03.05]; Judy Center Administrative Assistant [L 02.03.08]
ARCHITECTURAL	<i>Ceiling</i>	See standard specifications
	<i>Walls</i>	See standard specifications
	<i>Floors</i>	See standard specifications
	<i>Doors</i>	Provide sidelight with blind
	<i>Windows</i>	See standard specifications
	<i>Acoustics</i>	Walls run to deck above for acoustic privacy
SYSTEMS	<i>Lighting</i>	No special requirements
	<i>Audio/Visual</i>	No special requirements
	<i>Telecom/Data</i>	No special requirements
	<i>Electrical</i>	No special requirements
	<i>HVAC</i>	No special requirements
	<i>Plumbing</i>	No special requirements
	<i>Specialty</i>	No special requirements
EQUIPMENT	<i>Display</i>	4 LF tackboard
	<i>Casework/ Millwork</i>	3 LF lockable tall storage
	<i>FF&E (NIC)</i>	1 desk/ chair
		2 guest chairs
REMARKS	N/A	

Support Services | Judy Center Secure Records Storage

PROGRAM	<i>Description</i>	Storage for student and community records
	<i>Area Required (SF)</i>	75
	<i>Number of Users</i>	0
	<i>Adjacencies</i>	Judy Center Resource Room [L 02.03.05]; Judy Center Administrative Assistant [L 02.03.08]
ARCHITECTURAL	<i>Ceiling</i>	See standard specifications
	<i>Walls</i>	Fire rated, 2 HR minimum
	<i>Floors</i>	See standard specifications
	<i>Doors</i>	Solid rated door
	<i>Windows</i>	See standard specifications
	<i>Acoustics</i>	See standard specifications
SYSTEMS	<i>Lighting</i>	No special requirements
	<i>Audio/Visual</i>	No special requirements
	<i>Telecom/Data</i>	No special requirements
	<i>Electrical</i>	No special requirements
	<i>HVAC</i>	No special requirements
	<i>Plumbing</i>	No special requirements
	<i>Specialty</i>	No special requirements
EQUIPMENT	<i>Display</i>	
	<i>Casework/ Millwork</i>	6 LF utility shelves 24”d 8 file cabinets
	<i>FF&E (NIC)</i>	N/A
REMARKS	N/A	

L 03 TEACHING AND LEARNING

DESIGN DEVIATIONS FROM PROTOTYPE

03.01 Classrooms

		Description	Ed. Spec. Part 2/Vol. I Ref.
03	01.08	Headstart Program	DIFFERS FROM STANDARD
03	01.09	PIES Program [Early Parenthood]	DIFFERS FROM STANDARD
03	01.10	ELEA Program [Early Learning Env-Autism]	DIFFERS FROM STANDARD

General | Headstart Program

PROGRAM	<i>Description</i>	Primary learning space for low income students to receive a variety of learning experiences to foster social, emotional, intellectual and physical growth.
	<i>Area Required (SF)</i>	1000
	<i>Number of Users</i>	18 students, 2 teachers
	<i>Adjacencies</i>	Kindergarten [L 03.01.02]; PK-2 Toilet [L 03.01.04]
ARCHITECTURAL	<i>Ceiling</i>	See standard specifications
	<i>Walls</i>	Vision panels into Collaborative Learning Area [L 03.02.01]
	<i>Floors</i>	03.02.01]
	<i>Doors</i>	See standard specifications
	<i>Windows</i>	See standard specifications
	<i>Acoustics</i>	See standard specifications
SYSTEMS	<i>Lighting</i>	Dual switching and electronic lighting controls
	<i>Audio/Visual</i>	No special requirements
	<i>Telecom/Data</i>	No special requirements
	<i>Electrical</i>	No special requirements
	<i>HVAC</i>	No special requirements
	<i>Plumbing</i>	No special requirements
	<i>Specialty</i>	No special requirements
EQUIPMENT	<i>Display</i>	12 LF markerboard w/ tack strip 8 LF tackboard 8 LF markerboard w/ tack strip
	<i>Casework/ Millwork</i>	3 LF teacher wardrobe 30 student cubbies 12 LF counter/ wall/ base cabinets 2 teacher desks/ chairs
	<i>FF&E (NIC)</i>	30 student chairs 5 work tables ** play center ** art center 9 LF mobile storage
REMARKS		<ul style="list-style-type: none"> • Locate with easy access to outside play yards • Provide story telling area ** Verify play and art centers with school staff

General | PIES Program [Early Parenthood]

PROGRAM	<i>Description</i>	Primary learning space for family-focused early language intervention, develop communication, play, social behaviors for students with additional needs
	<i>Area Required (SF)</i>	1000
	<i>Number of Users</i>	10 students, 2 teachers
	<i>Adjacencies</i>	Kindergarten [L 03.01.02]; PK-2 Toilet [L 03.01.04]
ARCHITECTURAL	<i>Ceiling</i>	See standard specifications
	<i>Walls</i>	See standard specifications
	<i>Floors</i>	See standard specifications
	<i>Doors</i>	See standard specifications
	<i>Windows</i>	See standard specifications
	<i>Acoustics</i>	See standard specifications
SYSTEMS	<i>Lighting</i>	Dual switching and electronic lighting controls
	<i>Audio/Visual</i>	No special requirements
	<i>Telecom/Data</i>	No special requirements
	<i>Electrical</i>	No special requirements
	<i>HVAC</i>	No special requirements
	<i>Plumbing</i>	No special requirements
	<i>Specialty</i>	No special requirements
EQUIPMENT	<i>Display</i>	16 LF markerboard w/ tack strip 8 LF tackboard 8 LF markerboard w/ tack strip
	<i>Casework/ Millwork</i>	3 LF teacher wardrobe 12 LF counter/ wall/ base cabinets 1 teacher desk/ chair
	<i>FF&E (NIC)</i>	16 LF mobile storage 10 mobile workstations/ chairs 2 work tables
REMARKS		Provide space within classroom for parent-student activities.

General | ELEA Program [Early Learning Environment-Autism]

PROGRAM	<i>Description</i>	Primary learning space for students with communication, social and behavioral needs
	<i>Area Required (SF)</i>	900
	<i>Number of Users</i>	10 students, 1-2 teachers
	<i>Adjacencies</i>	Kindergarten [L 03.01.02]; PK-2 Toilet [L 03.01.04]
ARCHITECTURAL	<i>Ceiling</i>	See standard specifications
	<i>Walls</i>	See standard specifications
	<i>Floors</i>	See standard specifications
	<i>Doors</i>	See standard specifications
	<i>Windows</i>	See standard specifications
	<i>Acoustics</i>	See standard specifications
SYSTEMS	<i>Lighting</i>	Dual switching and electronic lighting controls
	<i>Audio/Visual</i>	No special requirements
	<i>Telecom/Data</i>	No special requirements
	<i>Electrical</i>	No special requirements
	<i>HVAC</i>	No special requirements
	<i>Plumbing</i>	No special requirements
	<i>Specialty</i>	No special requirements
EQUIPMENT	<i>Display</i>	16 LF markerboard w/ tack strip 8 LF tackboard 8 LF markerboard w/ tack strip
	<i>Casework/ Millwork</i>	3 LF teacher wardrobe 12 LF counter/ wall/ base cabinets 1 teacher desk/ chair
	<i>FF&E (NIC)</i>	16 LF mobile storage 10 mobile workstations/ chairs 2 work tables
REMARKS	Provide space within classroom for sensory therapy	

L 04 SPECIAL EDUCATION

DESIGN DEVIATIONS FROM PROTOTYPE

The goal of the Special Education programs is to meet the needs of students with disabilities within the least restrictive environment; enabling them to become responsible life-long learners. To meet students' needs these programs provide instruction within the general education environment through an inclusive process at the same time providing separate classrooms for those students who need a self-contained environment. The Special Education rooms should be designed to be flexible to accommodate the changing services the school will need to provide its students now and in the future.

04.01 General

		Description	Ed. Spec. Part 2/Vol. I Ref.
04	01.07	Self Contained Classroom	DIFFERS FROM STANDARD

General | Self Contained Classroom

PROGRAM	<i>Description</i>	Primary learning space for students with additional needs
	<i>Area Required (SF)</i>	900
	<i>Number of Users</i>	10 students, 1-2 teachers
	<i>Adjacencies</i>	Classrooms [L 03.01]; Student Toilet [L 04.02.03]
ARCHITECTURAL	<i>Ceiling</i>	See standard specifications
	<i>Walls</i>	See standard specifications
	<i>Floors</i>	See standard specifications
	<i>Doors</i>	See standard specifications
	<i>Windows</i>	See standard specifications
	<i>Acoustics</i>	See standard specifications
SYSTEMS	<i>Lighting</i>	Dual switching and electronic lighting controls
	<i>Audio/Visual</i>	No special requirements
	<i>Telecom/Data</i>	No special requirements
	<i>Electrical</i>	No special requirements
	<i>HVAC</i>	No special requirements
	<i>Plumbing</i>	No special requirements
	<i>Specialty</i>	No special requirements
EQUIPMENT	<i>Display</i>	16 LF markerboard w/ tack strip 8 LF tackboard 8 LF markerboard w/ tack strip
	<i>Casework/ Millwork</i>	3 LF teacher wardrobe 12 LF counter/ wall/ base cabinets 1 teacher desk/ chair
	<i>FF&E (NIC)</i>	16 LF mobile storage 10 mobile workstations/ chairs 2 work tables
REMARKS	Provide space within classroom where disruptive students can calm down, teacher to have clear view of this area	

C 13 COMMUNITY SPACE

DESIGN DEVIATIONS FROM PROTOTYPE

13.03 Service

		Description	Ed. Spec. Part 2/Vol. I Ref.
13	03.04	REC Center Office	DIFFERS FROM STANDARD
13	03.05	Community Space	DIFFERS FROM STANDARD

Service | REC Center Office

PROGRAM	<i>Description</i>	Primary work space for Parks and Rec staff for administrative purposes and small meetings
	<i>Area Required (SF)</i>	120
	<i>Number of Users</i>	1 user, 2 guests
	<i>Adjacencies</i>	N/A
ARCHITECTURAL	<i>Ceiling</i>	See standard specifications
	<i>Walls</i>	See standard specifications
	<i>Floors</i>	See standard specifications
	<i>Doors</i>	Provide sidelight with blind
	<i>Windows</i>	See standard specifications
	<i>Acoustics</i>	Walls run to deck above for acoustic privacy
SYSTEMS	<i>Lighting</i>	No special requirements
	<i>Audio/Visual</i>	No special requirements
	<i>Telecom/Data</i>	No special requirements
	<i>Electrical</i>	No special requirements
	<i>HVAC</i>	No special requirements
	<i>Plumbing</i>	No special requirements
	<i>Specialty</i>	No special requirements
EQUIPMENT	<i>Display</i>	4 LF tackboard
	<i>Casework/ Millwork</i>	3 LF lockable tall storage
	<i>FF&E (NIC)</i>	1 desk/ chair
		2 guest chairs
REMARKS	In association with Baltimore City Parks & Recreation	

Service | Community Space

PROGRAM	<i>Description</i>	Shared meeting space for faculty, counselors and support staff for daily large meetings and workshops
	<i>Area Required (SF)</i>	1970
	<i>Number of Users</i>	20-40
	<i>Adjacencies</i>	Main Corridor
ARCHITECTURAL	<i>Ceiling</i>	See standard specifications
	<i>Walls</i>	Vision panel to Main Corridor
	<i>Floors</i>	See standard specifications
	<i>Doors</i>	Provide sidelight with blind
	<i>Windows</i>	See standard specifications
	<i>Acoustics</i>	Walls run to deck above for acoustic privacy
SYSTEMS	<i>Lighting</i>	No special requirements
	<i>Audio/Visual</i>	No special requirements
	<i>Telecom/Data</i>	No special requirements
	<i>Electrical</i>	No special requirements
	<i>HVAC</i>	No special requirements
	<i>Plumbing</i>	No special requirements
	<i>Specialty</i>	No special requirements
EQUIPMENT	<i>Display</i>	8 LF tackboard
	<i>Casework/</i>	6 LF markerboard
	<i>Milwork</i>	9 LF low bookshelves
	<i>FF&CE (NIC)</i>	3 LF lockable tall storage 6 worktables
		36 chairs
REMARKS	N/A	

L. SUMMARY OF SPATIAL REQUIREMENTS

L. SUMMARY OF SPATIAL REQUIREMENTS

JOHN EAGER HOWARD

EDUCATIONAL SPECIFICATION STANDARDS										SITE SPECIFIC EDUCATIONAL SPECIFICATIONS					
ROOM/SPACE	TEACHING STATIONS	NUMBER EACH	SF EACH	TOTAL	SF TALLY	ES FTE	MS FTE	TEACHING STATIONS	NUMBER EACH	SF EACH	TOTAL	SF TALLY	ES FTE	MS FTE	DIFFERENCE
01 ADMINISTRATION															
01.01 Main Office															
				1,685							1,685				
01 01.01	GENERAL-RECEPTION	1	450	450				1	1	450	450				0
01 01.02	CONFERENCE	1	250	250				1	1	250	250				0
01 01.03	WORKROOM	1	175	175				1	1	175	175				0
01 01.04	STORAGE	1	125	125				1	1	125	125				0
01 01.05	SECURE STORAGE	1	75	75				1	1	75	75				0
01 01.06	PRINCIPAL	1	150	150				1	1	150	150				0
01 01.07	ASSISTANT PRINCIPAL	2	120	240				2	2	120	240				0
01 01.08	FLEX OFFICE	2	100	200				2	2	100	200				0
01 01.09	COAT CLOSET	1	20	20				1	1	20	20				0
01.02 Faculty Support															
				300							300				0
01 02.01	FACULTY LOUNGE	1	300	300				1	1	300	300				0
02 STUDENT SERVICES															
02.01 Guidance															
				675							675				
02 01.01	OFFICE	2	100	200				2	2	100	200				0
02 01.02	WAITING/RECEPTION	1	125	125				1	1	125	125				0
02 01.03	CONFERENCE	1	350	350				1	1	350	350				0
02.02 Health Suite															
				840							840				
02 02.01	WAITING AREA	1	100	100				1	1	100	100				0
02 02.02	EXAM ROOM/TREATMENT	2	100	200				2	2	100	200				0
02 02.03	STUDENT REST AREAS	2	150	300				2	2	150	300				0
02 02.04	OFFICE	1	100	100				1	1	100	100				0
02 02.05	STORAGE	1	40	40				1	1	40	40				0
02 02.06	STUDENT TOILET	1	100	100				1	1	100	100				0
02 02.07	HEARING IMPAIRED TESTING/ BOOTH EXAM	0	560	0				0	1	560	560				560
02 02.08	HEARING IMPAIRED OFFICE	0	120	0				0	1	120	120				120
02 02.09	HEARING IMPAIRED WAITING AREA	0	100	0				0	1	100	100				100
02 02.10	HEARING IMPAIRED RECORDS STORAGE	0	100	0				0	1	100	100				100
02.03 Support Services															
				475							475				
02 03.01	PSYCHOLOGIST	1	100	100				1	1	100	100				0
02 03.02	SOCIAL WORKER	1	100	100				1	1	100	100				0
02 03.03	FLEX OFFICE	2	100	200				2	2	100	200				0
02 03.04	RECORDS STORAGE	1	75	75				1	1	75	75				0
02 03.05	JUDY CENTER RESOURCE ROOM	0	900	0				0	1	900	900				900
02 03.06	JUDY CENTER COORDINATOR OFFICE	0	120	0				0	1	120	120				120
02 03.07	JUDY CENTER FAMILY SERVICES OFFICE	0	120	0				0	1	120	120				120
02 03.08	JUDY CENTER ADMINISTRATIVE ASSISTANT	0	120	0				0	1	120	120				120
02 03.09	JUDY CENTER MENTAL HEALTH CONSULTANT OFFICE	0	120	0				0	1	120	120				120
02 03.10	JUDY CENTER PRIVATE MEETING ROOM	0	100	0				0	1	100	100				100
02 03.11	JUDY CENTER OFFICE [WIC]	0	120	0				0	1	120	120				120

JOHN EAGER HOWARD

EDUCATIONAL SPECIFICATION STANDARDS		SITE SPECIFIC EDUCATIONAL SPECIFICATIONS													
ROOMSPACE	TEACHING STATIONS	NUMBER EACH	SF EACH	TOTAL	SF TALLY	ES FTE	MS FTE	TEACHING STATIONS	NUMBER EACH	SF EACH	TOTAL	SF TALLY	ES FTE	MS FTE	DIFFERENCE
02 03.12	JUDY CENTER SECURE RECORDS STORAGE	0	75	0	0	0	0	1	75	75	75	75	0	0	75
03 TEACHING AND LEARNING															
03.01 Classrooms															
03 01.01	PRE-KINDERGARTEN	3	1000	3000	20,100	60	0	3	1000	3000	23,000	60	0	0	0
03 01.02	KINDERGARTEN	3	1000	3000	20,100	66	0	3	1000	3000	23,000	66	0	0	0
03 01.03	GRADES 1-2	6	900	5400	20,100	138	0	6	900	5400	23,000	138	0	0	0
03 01.04	PK-2 TOILET	12	50	600	20,100	207	0	12	50	600	23,000	207	0	0	0
03 01.05	GRADES 3-4-5	9	900	8100	20,100	0	0	9	900	8100	23,000	0	0	0	0
03 01.06	FLEX CLASSROOM	0	900	0	20,100	0	0	0	900	0	23,000	0	0	0	0
03 01.07	CO-TEACHING CLASSROOM	0	1100	0	20,100	0	0	0	1100	0	23,000	0	0	0	0
03 01.08	HEADSTART PROGRAM	0	1000	0	20,100	0	0	1	1000	1000	23,000	22	0	0	1,000
03 01.09	PIES PROGRAM [PARENT AND INFANT EARLY STIMULATION]	0	1000	0	20,100	0	0	1	1000	1000	23,000	10	0	0	1,000
03 01.10	ELEA PROGRAM [EARLY LEARNING ENVIRONMENT-AUTISM]	0	900	0	20,100	0	0	1	900	900	23,000	10	0	0	900
03.02 Shared Spaces															
03 02.01	COLLABORATIVE LEARNING AREA	5	900	4500	8,250	0	0	5	900	4500	8,250	0	0	0	0
03 02.02	RESOURCE	5	250	1250	8,250	0	0	5	250	1250	8,250	0	0	0	0
03 02.03	TEACHER PLANNING	5	300	1500	8,250	0	0	5	300	1500	8,250	0	0	0	0
03 02.04	STORAGE	5	200	1000	8,250	0	0	5	200	1000	8,250	0	0	0	0
04 SPECIAL EDUCATION															
04.01 General															
04 01.01	CLASSROOM	3	900	2700	2,895	30	0	3	900	2700	3,795	30	0	0	0
04 01.02	OFFICE	1	120	120	2,895	0	0	1	120	120	3,795	0	0	0	0
04 01.03	RECORDS STORAGE	1	75	75	2,895	0	0	1	75	75	3,795	0	0	0	0
04 01.04	HEARING IMPAIRED CLASSROOM	0	900	0	2,895	0	0	1	900	900	3,795	10	0	0	900
04.02 Resource															
04 02.01	OT/PT	1	200	200	330	0	0	1	200	200	330	0	0	0	0
04 02.02	OT/PT STORAGE	1	80	80	330	0	0	1	80	80	330	0	0	0	0
04 02.03	STUDENT TOILET	1	50	50	330	0	0	1	50	50	330	0	0	0	0
05 SCIENCES															
05.01 Elementary Science															
05 01.01	LAB	1	900	900	1,000	0	0	1	900	900	1,000	0	0	0	0
05 01.02	STORAGE	1	100	100	1,000	0	0	1	100	100	1,000	0	0	0	0

ROOM/SPACE	EDUCATIONAL SPECIFICATION STANDARDS					SITE SPECIFIC EDUCATIONAL SPECIFICATIONS									
	TEACHING STATIONS	NUMBER EACH	SF EACH	TOTAL	SF TALLY	ES FTE	MS FTE	TEACHING STATIONS	NUMBER EACH	SF EACH	TOTAL	SF TALLY	ES FTE	MS FTE	DIFFERENCE
06 FINE ARTS															
06.01 Visual Art															
06 01.01	STUDIO	1	1000	1000	1,250			1	1000	1000	1,250				0
06 01.02	STORAGE	1	150	150				1	150	150					0
06 01.03	KILN	1	100	100				1	100	100					0
06.02 Music															
06 02.01	LARGE REHEARSAL	1	1000	1000	2,150			1	1000	1000	2,150				0
06 02.02	SMALL REHEARSAL	1	850	850				1	850	850					0
06 02.03	STORAGE	2	150	300				2	150	300					0
08 TECHNOLOGY EDUCATION															
08.01 Technology Education															
08 01.01	LAB	1	900	900	980			1	900	900	980				0
08 01.02	SUPPLY STORAGE	1	80	80				1	80	80					0
09 PHYSICAL EDUCATION															
09.01 Physical Education															
09 01.01	GYMNASIUM	1	4000	4000	4,400			1	4500	4500	4,900				500
09 01.02	OFFICE	1	150	150				1	150	150					0
09 01.03	GYM STORAGE	1	250	250				1	250	250					0
09 01.04	LOCKERS/CHANGING ROOMS	0	150	0				0	150	0					0
09 01.05	STUDENT SHOWERS/TOILET	0	100	0				0	100	0					0
10 MEDIA															
10.01 Media Center															
10 01.01	MEDIA ROOM	1	2500	2500	3,050			1	2500	2500	3,050				0
10 01.02	WORKROOM	1	150	150				1	150	150					0
10 01.03	STORAGE	1	200	200				1	200	200					0
10 01.04	HEAD END ROOM	1	200	200				1	200	200					0
10.02 Communications/TV															
10 02.01	VIDEO STUDIO	0	800	0	0			0	800	0	0				0
10 02.02	CONTROL ROOM	0	100	0				0	150	0					0

JOHN EAGER HOWARD

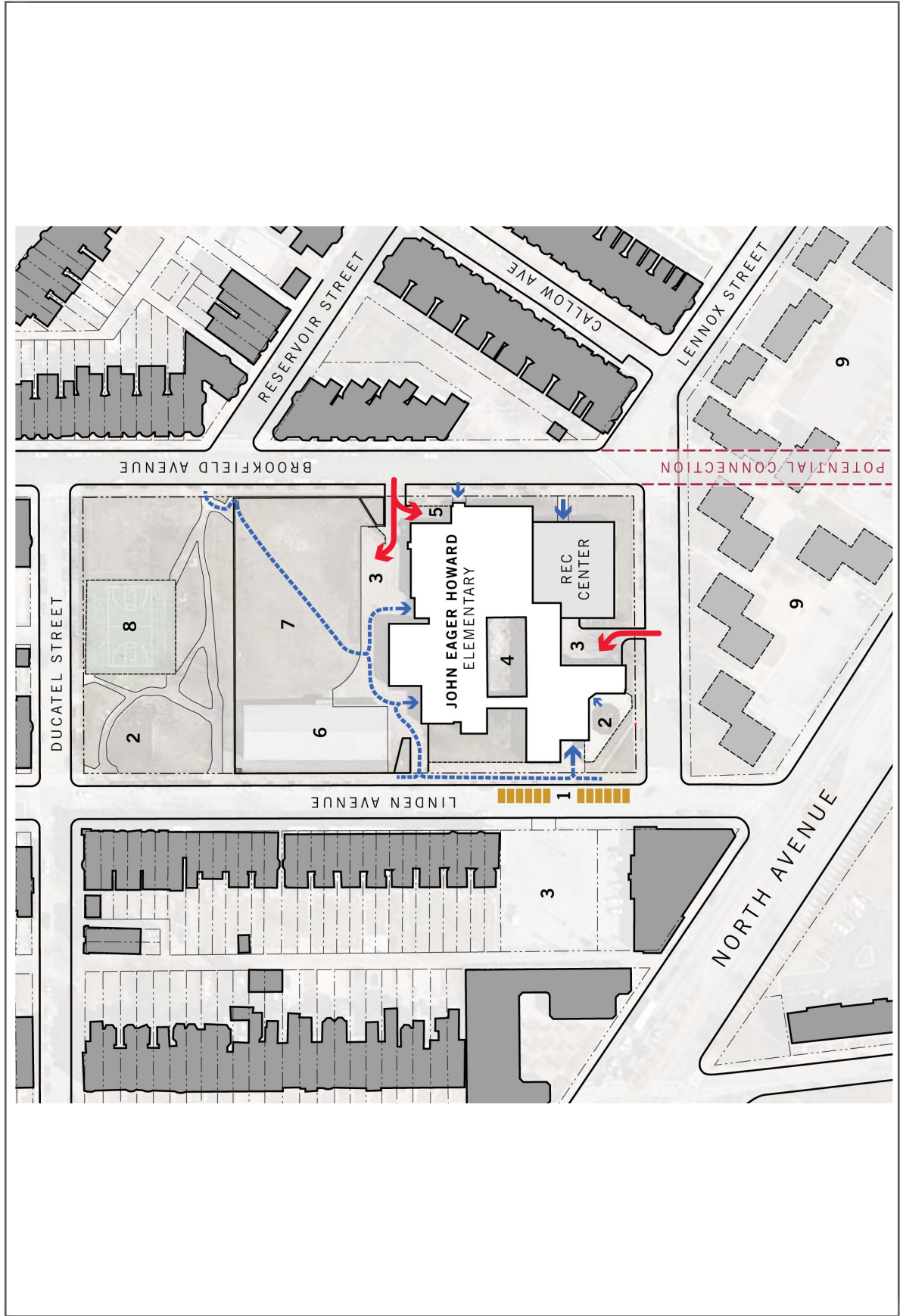
		EDUCATIONAL SPECIFICATION STANDARDS					SITE SPECIFIC EDUCATIONAL SPECIFICATIONS								
ROOM/SPACE	TEACHING STATIONS	NUMBER EACH	SF EACH	TOTAL	SF TALLY	ES FTE	MS FTE	TEACHING STATIONS	NUMBER EACH	SF EACH	TOTAL	SF TALLY	ES FTE	MS FTE	DIFFERENCE
11 FOOD SERVICES															
11.01 Dining															
11 01.01	DINING	1	2800	2800	4,075							4,775			
11 01.02	FURNITURE STORAGE	1	225	225				1	3500	3500	3500				700
11 01.03	STAGE	1	900	900				1	225	225	225				0
11 01.04	STAGE STORAGE	1	150	150				1	900	900	900				0
	EXISTING AUDITORIUM	0	3838	0				1	150	150	150				0
								1	3838	3838	3838				3,838
11.02 Food Service															
11 02.01	KITCHEN	1	600	600	2,135			1	600	600	600				0
11 02.02	SERVING	3	225	675				3	225	675	675				0
11 02.03	OFFICE	1	80	80				1	80	80	80				0
11 02.04	WALK-IN FREEZER	1	125	125				1	125	125	125				0
11 02.05	WALK-IN CHILLER	1	125	125				1	125	125	125				0
11 02.06	DRY STORAGE	1	150	150				1	125	125	125				0
11 02.07	DISH ROOM / TRAY RETURN	1	200	200				1	150	150	150				0
11 02.08	SOAP STORAGE	1	30	30				1	200	200	200				0
11 02.09	CAN WASH	1	50	50				1	30	30	30				0
11 02.09	LOCKER / TOILET	1	100	100				1	50	50	50				0
12 BUILDING SERVICES															
12.01 Maintenance/Operations															
12 01.01	RECEIVING	1	200	200	1,210			1	200	200	200				0
12 01.02	CENTRAL STORAGE	1	150	150				1	150	150	150				0
12 01.03	OPERATIONS OFFICE	1	100	100				1	100	100	100				0
12 01.04	LOCKERS/SHOWERS/TOILETS	1	120	120				1	120	120	120				0
12 01.05	SECURITY OFFICE	1	100	100				1	100	100	100				0
12 01.06	CUSTODIAL CLOSETS	4	60	240				4	60	240	240				0
12 01.07	RECYCLING	1	200	200				1	200	200	200				0
12 01.08	OUTDOOR STORAGE	1	100	100				1	100	100	100				0
12.02 Toilet															
12 02.01	STAFF TOILET	6	50	300	300			6	50	300	300				0

JOHN EAGER HOWARD

ROOM/SPACE	EDUCATIONAL SPECIFICATION STANDARDS						SITE SPECIFIC EDUCATIONAL SPECIFICATIONS								
	TEACHING STATIONS	NUMBER EACH	SF EACH	TOTAL	SF TALLY	ES FTE	MS FTE	TEACHING STATIONS	NUMBER EACH	SF EACH	TOTAL	SF TALLY	ES FTE	MS FTE	DIFFERENCE
13 COMMUNITY SPACE															
13.01 Family Resource Suite															
13 01.01 FAMILY RESOURCE ROOM	1	150	150	280	280			1	150	150	280	280			0
13 01.02 OFFICE	1	80	80					1	80	80					0
13 01.03 TOILET	1	50	50					1	50	50					0
13.02 Out of School Time Support															
13 02.01 STORAGE	1	100	100	230	230			1	100	100	230	230			0
13 02.02 PANTRY	1	50	50					1	50	50					0
13 02.03 OFFICE	1	80	80					1	80	80					0
13.03 Service															
13 03.01 PANTRY	1	80	80	280	280			1	80	80	1,715	1,715			0
13 03.02 PERSONAL CARE	1	100	100					1	100	100					0
13 03.03 LAUNDRY	1	100	100					1	100	100					0
13 03.04 REC CENTER OFFICES	0	120	0					2	120	240	240	240			240
13 03.05 COMMUNITY SPACE	0	700	0					1	1195	1195	1195	1195			1,195
Total Capacity														553	
Total Teaching Stations															
				24	24							28	28		
Total Net Square Footage															
				56,890	56,890							65,880	65,880		0
TOTAL GROSS AREA															
				79,646	79,646							92,232	92,232		12,586
1.4 X															
Elementary School Capacity															
				484	484							513	513		
Special Education															
				30	30							40	40		
TOTAL SCHOOL CAPACITY															
				514	514							553	553		

M. APPENDIX

Existing Site

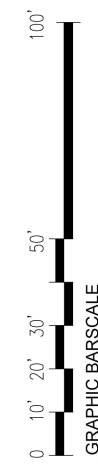
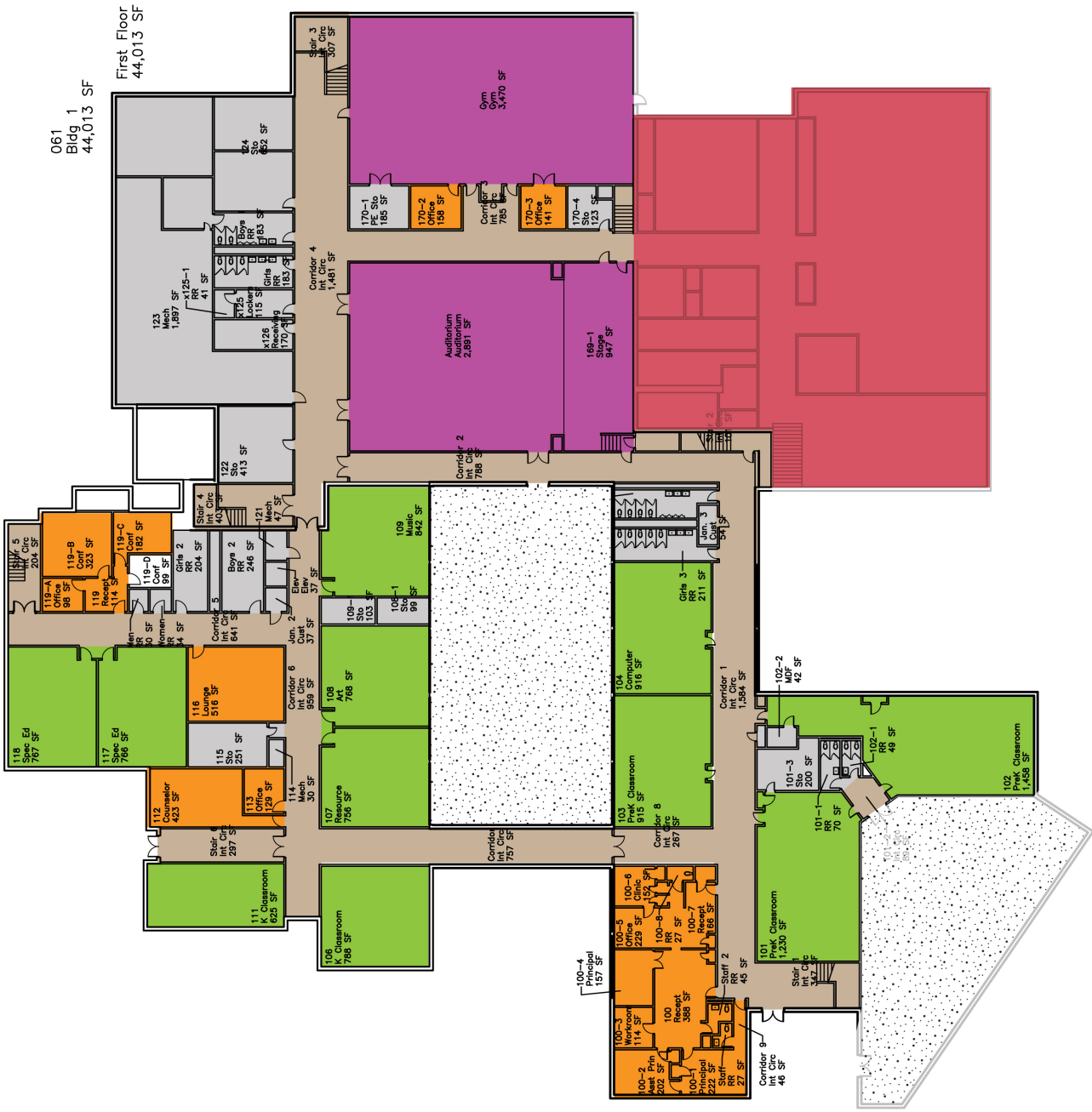


First Floor

061
Bldg 1
44,013 SF

First Floor
44,013 SF

- CLASSROOMS
- OFFICES
- SHARED SPACE / GATHERING
- UTILITIES / STORAGE
- CIRCULATION
- REC CENTER
- EXTERIOR SPACE



Second Floor

02 Second Floor
38,349 SF

- CLASSROOMS
- OFFICES
- SHARED SPACE / GATHERING
- UTILITIES / STORAGE
- CIRCULATION

