

# BALTIMORE CITY PUBLIC SCHOOLS EDUCATIONAL SPECIFICATIONS

## PART 3: SITE SPECIFIC EDUCATIONAL SPECIFICATIONS

MEDFIELD HEIGHTS ELEMENTARY #249

NOVEMBER 2017



PREPARED BY: CITY SCHOOLS STAFF

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# PART 3

## SITE-SPECIFIC EDUCATIONAL SPECIFICATIONS SECTIONS

### Part 1: General Requirements (under separate cover)

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- 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)

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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)

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# A. PROJECT SUMMARY

# A. PROJECT SUMMARY

## A.1 Project Justification:

Medfield Heights Elementary #249 currently has a poor Facility Conditions Index (FCI of 86.7%) and Educational Adequacy Score (EAS of 52) based on the previously completed 2010 Jacobs building assessment report. Medfield Heights #249 currently serves students in grades PK-5. The project will start construction June 2019, and is planned to be complete by fall of 2020. Enrollment has held steady from SY2015-16 to SY2016-17, and unofficial numbers show that trend continuing. If enrollment does not increase to meet the 90% target, rezoning will be evaluated as an option to alleviate over-crowding at the adjacent Hampden EM, and help meet utilization targets. Additionally, there are several nearby developments that are anticipated to bring families to this area (see section C.4 for this list). In its opening year, the anticipated state rated capacity of the building will be 491, and its target utilization rate will be 90%. Ten years out (2026-27), Medfield Heights' projected enrollment is 356, which does not account for any rezoning efforts, or anticipated growth from nearby developments.

## A.2 Project Description:

The Medfield Heights #249 building was built in 1956 at 31,106 square feet. A ten-classroom modular was added to the site in 1970, adding 13,500 square feet, for a total of 44,606 square feet. The feasibility study will help to determine whether the building will be renovated or replaced. The proposed square footage for the replacement or renovated building will be approximately 80,024 square feet total. For the development of the site specific educational specification a PK-5 prototype for an elementary school was used for the standard.

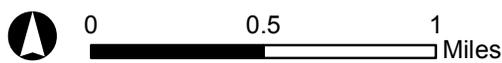
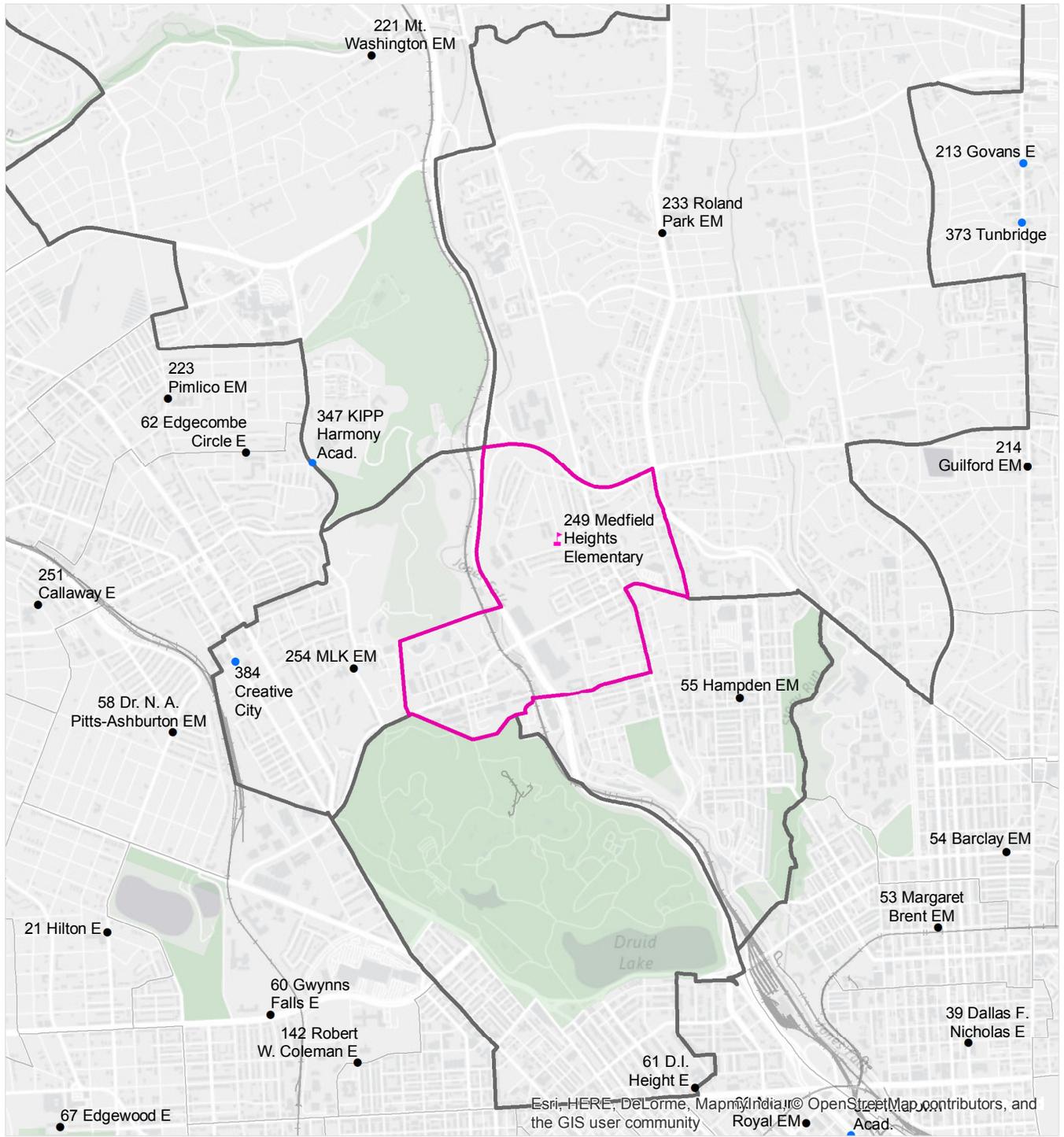
## A.3 Proposed Schedule

Schedule		
Task	Start	Complete
Educational Specifications	June 2015	January 2016
Feasibility Study	June 2015	September 2017
Board Approvals + Design Team Approval	November 2017	February 2018
Schematic Design	March 2018	May 2018
Design Development	June 2018	August 2018
Construction Documents	September 2018	February 2019
GMP Development	February 2019	April 2019
Construction	June 2019	July 2020
Occupancy	August 2020	August 2020

## A.4 Facility Summary

Facility Summary		
	Current	2020-21 Projected
State Rated Capacity	314	491
Full Time Enrollment	385	355 (72%)
Relocatables	One 10-classroom mod.	None
Gross Square Footage	44,606	80,024

# #249 Medfield Heights E



- SY1718 Charters
- Adjacent Schools
- ▭ Medfield Heights Zone
- ▭ Adjacent School Zones
- ▭ SY1617 E Zones
- - - Railroads



## **B. PROJECT BACKGROUND**

# B. PROJECT BACKGROUND

## B.1 Community Description and History:

Medfield Heights #249 is located in the Medfield Community, which is in the Northern geographic area of Baltimore City.

Medfield Heights Elementary #249 is located in Community Statistical Area (CSA) #10, which consists of commercial/office/industrial/residential zoning: EC-2, O-S, I-2, R-6 and R-7. This CSA Group experienced a 1% decline in total population and a 2% decline of households with children under 18 between 2000 and 2010. The housing market conditions in this CSA consist of: distressed on the eastern side, transitional in the central area, and stable in the western portion. The total number of residential properties has remained stable during this ten year period, with a slight increase in vacant units. The median sale price of homes has increased in this CSA by 99% between 2001-2010.

Significant revitalization and redevelopment projects are planned for CSA #10. Johns Hopkins Homewood Community Partners Initiative (anchor-based community development strategy) was completed in 2012, and is currently in its implementation phase. There is also a Barclay-Midway-Old Goucher Small Area Plan (2006), the Charles North Vision Plan (Central Baltimore Partnership, 2008) and a Remington Neighborhood Plan in process (created by the community, Johns Hopkins and the Neighborhood Design Center).

The many developments specific to this area are listed out in enrollment projections, section C.4.

## B.2 School Description and History:

Since its construction in 1956, Medfield Heights #249 has served as an elementary school. In 1970 a ten classroom modular was added to the site, adding 13,500 square feet of instructional capacity.

The school is approximately 44,606 sf on a 3.5 acre site at 4300 Buchanan Avenue Road. For SY1617 the school had 385 students enrolled, which is approximately the same as SY1516 of 389.

### 249 Medfield Heights E

- Hispanic: 2%
- Non-Hispanic African American: 38%
- Non-Hispanic American Indian: 1%
- Non-Hispanic Asian: 13%
- Non-Hispanic Native Hawaiian/Pacific Islander: 1%
- Non-Hispanic White: 42%



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

Existing Site and Floor Plans are located in the Appendix.



Building Facade



Front Entry



Modular Building



Multi-purpose Room



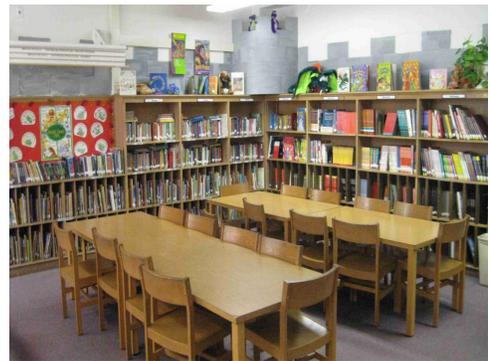
Classroom



Classroom



Classroom



Library



Multi-purpose Room



Back of playground and slope



Kitchen



Outdoor Play Area

#### **B.4 Summary of Recent Feasibility Studies or Assessments:**

The 10-Year Plan's recommendation, based on the Jacob's building assessment report (2010), for Medfield Heights ES is that both a renovation or replacement be considered for the school. The rationale behind this recommendation is as follows:

- The FCI suggests that renovation or replacement should both be considered.
- The Medfield Heights building falls below the target EAS of 80 for district buildings used for instruction and does not meet the standard for supporting excellent teaching and learning.
- The school does not meet the acceptable utilization rate for City Schools' buildings (65-100%) at 123%.
- Projected enrollment indicates the need for expansion to serve the current and growing population; a larger facility is necessary to meet a target utilization rate of 90 percent.

## **C. PROPOSED EDUCATIONAL PROGRAMS AND SERVICES**

## C. PROPOSED EDUCATIONAL PROGRAMS AND SERVICES

### C.1 School Grade Organization:

Medfield Heights Elementary is a traditional elementary school with grades Pre-K to 5.

In general, the proposed renovated school will maintain a separation between the lower and upper grades. Pre-K and K grades would be grouped near each other and situated to provide direct access to the exterior for egress and to common areas. Grades 1 and 2 would ideally be placed in proximity to each other, as there are similar teaching methodologies and overlapping collaboration by teachers in those two grades. Grades 3, 4 and 5 will be grouped near each other to promote the social interaction and growth of the older elementary students.

Other program factors to the grade organization at Medfield Heights Elementary include the layouts of the Collaborative Learning Areas (CLAs), where several grades have either similar CLA arrangements appropriate to their grade levels; the full inclusion of Special Education into the dedicated Classrooms; and the overall desire to control access to the specialized program classrooms around the building - those being Physical Education, Music, Science, Art, Media, and Technology Lab. Several of these spaces will also want certain adjacencies to the anticipated Community programmed spaces for dual use such as the Gym, Art Classroom and Stage (part of the Music program space).

### C.2 Proposed Curriculum:

The Medfield Heights Elementary program does not contain any specialized education programs which will impact the design of the building and space requirements.

C.3 Proposed Staff:

Proposed Staff	
Position	Quantity
Psychologist	1
General Educators	22
Teacher - Special Education	2
Paraeducator	1
Paraeducator - Pre K	3
Assistant - Non-Instructional/10mth	1
Custodial Worker I/12 mth	1
Educational Associate/10mth	1
Manager I - Cafeteria	1
Principal	1
Secretary I - School	1
Speech Pathologist	1
Teacher - Staff Developer	1
Food Services Worker I/3.5 hrs	1
Food Services Worker I/6 hrs	1
Staff Associate/10mth	1
Assistant Principal	1
Guidance Counselor	1
Librarian	1
Teacher - Physical Education	1
Teacher - Technology	1
Teacher - Music	2
Teacher - Art	1
Nurse	1
Occupational Therapist	1
Paraeducator - Special Education	2
Social Worker	1
IEP Team Associate	1

See section F.3 for parking requirements.

#### C.4 Enrollment Projections:

Enrollment projections are based on historic trends using the GPR (grade progression ratio), which uses historical enrollment in conjunction with the number of students who progress on to the following year. Kindergarten projections are based on birth rates and capture rates, the ratio of kindergarten enrollments to city births; we calculate this rate for each cohort by linking births to enrollments five years later. While these values are the basis for the design capacity at a School, a number of other factors are taken into consideration, including recent developments, population growths, and general community trends.

249 Medfield Heights E										
Grade	Actual	Projected Enrollment								
	2016-2017	2017-2018	2018-2019	2019-2020	<b>2020-2021</b>	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
PK	44	46	45	45	45	45	45	45	45	45
K	60	59	58	58	58	57	57	57	57	56
1	52	53	51	51	51	51	51	51	51	51
2	52	49	48	48	48	48	47	48	48	48
3	61	53	51	52	51	51	52	51	52	52
4	63	60	53	51	52	51	51	52	51	52
5	53	62	60	52	50	51	50	51	51	51
TOTAL	385	382	366	357	355	354	353	355	355	355
Future Utilization		122%	117%	114%	<b>72%</b>	72%	72%	72%	72%	72%

Note - Our projections were developed prior to the updated opening date of July 2020; **Bold** indicates opening year.

Nearby developments include:

1650 Union Avenue

Former Pepsi Plant Dvlpt. (Planned) which will include 300-400 multi-family units.

Edgehill Mews

3901 Buena Vista Avenue

(Planned) which will include 20 townhomes

1200 Berry St

7 single family attached dwellings

(Planned)

4301 Hickory Avenue

Skyview Townhomes

(Under Construction) with 40 Single family rowhomes

## **C.5 Future Programs and Services:**

### **Community Partners**

The Out of School Time Support and the Community Services Suite are all components of the Community Space. The Community Services Suite includes a pantry, personal care space with shower, and laundry space.

Additional program and service options which may be located within the Community Space include; an after school program for students, day care services, social services facilities, counseling facilities, offices, conference rooms, recreational spaces and multi-purpose use spaces.

Baltimore City Schools General Education Specification calls for 21st Century School Buildings to become hubs of the community. Creating schools as hubs includes incorporating programs and services for students, parents, and community members within the school building. It also includes providing an opportunity for them to determine which programs and services should be included in the 3000 square feet of community space.

The planning process includes the identification of a community base organization to work with each Year 1 and Year 2 school to form a school base core team to complete a community needs assessment, gap analysis, survey stakeholders, host community forums and use available data to determine program and service needs to be included in the community space.

### **INSPIRE:**

To leverage the 21st Century Schools Initiative and to enhance the connection between the schools and the surrounding neighborhoods, the Baltimore City Planning Department launched a new program called INSPIRE. INSPIRE stands for Investing in Neighborhoods and Schools to Promote Improvement, Revitalization, and Excellence. This planning program focuses on the neighborhoods immediately surrounding each of the new or renovated schools that are a part of the 21st Century program, specifically the 1/4-mile surrounding each school. Once the Board of School Commissioners approves a feasibility study preferred school design option, the site-specific kickoff of the INSPIRE community engagement and planning process for the surrounding neighborhoods starts.

To engage stakeholders in the program, service needs and design of the community space, City Schools worked with the Mayors Office and the Family League of Baltimore to incorporate the Community Schools Planning process used at more than 40 City Schools.

## **F. PROPOSED SITE REQUIREMENTS**

# F. PROPOSED SITE REQUIREMENTS

## F. Proposed Site Requirements:

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

Medfield Heights Elementary has no existing off-street parking. Currently most students (97%) who attend Medfield Heights walk or are driven from surrounding neighborhoods; use of City School buses is not currently a main mode of transportation. A Baltimore City branch of Maryland Transit Authority's bus service is provided three blocks to the east of the school on Falls Road, and 4 blocks to the south on W 41st Street. In addition, there are no yellow buses serving the school.

Off-street parking for the proposed staff for Medfield Heights is necessary. This should be an important consideration during the feasibility study. The staff list from earlier in this document has approximately 50 spaces for staff alone; there will also need to be room for visitors and ADA parking. On-street parking is available and should included as part of the overall number of spaces provided.

### F.2 Service access:

Service access is currently provided by service drive on the east side of the school. There is a loading and dumpster area behind the existing cafeteria between the original building and the modular. Improved ease of access to a loading area and garbage pick-up is needed. Ideally this would be separated from areas students use.

### F.3 Vehicle and pedestrian access:

Vehicular access to Medfield occurs on Wood Heights Avenue to the north and Buchanan Avenue to the east. Pedestrian access to the school occurs on both streets. The current entrance is on Buchanan. Buchanan serves as a cross-neighborhood street, whereas Wood Heights is less used, one-way from the small light industrial area to the west of the school. The feasibility study should investigate the placement of the entrance.

Currently there is no dedicated vehicular drop off zone. Parents park along Wood Heights and Buchanan, and Buchanan is used as a pick-up/drop-off area, leading to some traffic congestion and delays. A new vehicular and pedestrian drop off area may be appropriate to reposition the location of vehicular and pedestrian access.

### F.4 Playing fields/courts/yards:

To the south of the building is a playground and play court. This is the only playground in the Medfield neighborhood between 41st Street and Coldspring Lane. It is heavily used by community members and an important community asset. The playground was resurfaced in 2013. There is an outdoor classroom on the northeast corner at Buchanan and Wood Heights consisting of a curved bench and screen plantings.

The site slopes down to a large play field area to the west. The field area is currently in use by Baltimore City Department of Recreation and Parks. On the other side of the field to the west is the Medfield Recreation Center on Wood Heights Avenue. While some of the available lot size will be utilized for a building expansion/addition/replacement, incorporating and providing suitable play areas, small fields / courts and open space is required.

Several opportunities for improvement are available including providing an outdoor basketball court for use by the school and community; play equipment; outdoor area and connection to the elementary physical education program of the School; site lighting; enclosed fenced areas and additional security measures.

The school currently has a multi-purpose space that acts as the auditorium, gym, and cafeteria. A space should be provided for the gym, and a separate cafetorium.

### F.5 Natural environmental areas:

There is a green buffer between the building and Buchanan Avenue which consists of grass and plantings. The

south area of the site also has a sloped grassy area.

Due to site constraints, opportunities to retain or improve green areas will depend on design proposals.

**F.6 Utilities:**

The feasibility study should be used to establish existing and proposed utilities.

**F.7 Other:**

Stormwater management requirements will need to be addressed for all new construction. The stormwater management design techniques could be incorporated as an environmental literacy learning tool for the School. One option would include harvesting the rainwater from the building addition in above ground tanks or in an underground cistern, and the harvested rain water could then be used to irrigate the school garden, landscaping, and grass fields, or could also be used in a gray water system for toilet water in the school.

Other options include installing bio retention facilities or rain garden facilities around the perimeter of the proposed auxiliary parking lot to capture and treat runoff from the paved surface. This facility could be landscaped and could also serve as an environmental literacy learning tool. Permeable pavement material for the auxiliary parking lot could also be explored as a stormwater management technique if the existing soils showed to have adequate infiltration capabilities.

Green roof areas is an option to investigate for the building addition which could serve as both an outdoor learning space and also a stormwater management technique. Although some drawbacks to implementing a green roof exist, such as the high construction cost and maintenance concerns, a green roof system would contribute to the requirements of the City's stormwater control requirements.

# L. SUMMARY OF SPATIAL REQUIREMENTS

# L. SUMMARY OF SPATIAL REQUIREMENTS

Medfield Heights Elementary #249

3 SECTION SCHOOL

8/4/15

ROOM/SPACE	TEACHING STATIONS						TEACHING STATIONS					
	NUMBER EACH	SF EACH	TOTAL SF	SF TALLY	ES FTE	SPED ED FTE	NUMBER EACH	SF EACH	TOTAL SF	SF TALLY	ES FTE	SPED ED FTE
<b>01 ADMINISTRATION</b>												
<b>01.01 Main Office</b>				1,685					1,565			
01 01.01 GENERAL-RECEPTION	1	450	450				1	450	450			
01 01.02 CONFERENCE	1	250	250				1	250	250			
01 01.03 WORKROOM	1	175	175				1	175	175			
01 01.04 STORAGE	1	125	125				1	125	125			
01 01.05 SECURE STORAGE	1	75	75				1	75	75			
01 01.06 PRINCIPAL	1	150	150				1	150	150			
01 01.07 ASSISTANT PRINCIPAL	2	120	240				1	120	120			
01 01.08 FLEX OFFICE	2	100	200				2	100	200			
01 01.09 COAT CLOSET	1	20	20				1	20	20			
<b>01.02 Faculty Support</b>				300					300			
01 02.01 FACULTY LOUNGE	1	300	300				1	300	300			
<b>02 STUDENT SERVICES</b>												
<b>02.01 Guidance</b>				675					675			
02 01.01 OFFICE	2	100	200				2	100	200			
02 01.02 WAITING/RECEPTION	1	125	125				1	125	125			
02 01.03 CONFERENCE	1	350	350				1	350	350			
<b>02.02 Health Suite</b>				840					840			
02 02.01 WAITING AREA	1	100	100				1	100	100			
02 02.02 EXAM ROOM/TREATMENT	2	100	200				2	100	200			
02 02.03 STUDENT REST AREAS	2	150	300				2	150	300			
02 02.04 OFFICE	1	100	100				1	100	100			
02 02.05 STORAGE	1	40	40				1	40	40			
02 02.06 STUDENT TOILET	1	100	100				1	100	100			
<b>02.03 Support Services</b>				475					475			
02 03.01 PSYCHOLOGIST	1	100	100				1	100	100			
02 03.02 SOCIAL WORKER	1	100	100				1	100	100			
02 03.03 FLEX OFFICE	2	100	200				2	100	200			
02 03.04 RECORDS STORAGE	1	75	75				1	75	75			
<b>03 TEACHING AND LEARNING</b>												
<b>03.01 Classrooms</b>				20,100					20,100			
03 01.01 PRE-KINDERGARTEN	3	3	1000	3000	60		3	3	1000	3000	60	
03 01.02 KINDERGARTEN	3	3	1000	3000	66		3	3	1000	3000	66	
03 01.03 GRADES 1-2	6	6	900	5400	138		6	6	900	5400	138	
03 01.04 PK-2 TOILET		12	50	600				12	50	600		
03 01.05 GRADES 3-4-5	9	9	900	8100	207		9	9	900	8100	207	
<b>03.02 Shared Spaces</b>				8,250					8,250			
03 02.01 COLLABORATIVE LEARNING AREA	5	900	4500				5	900	4500			
03 02.02 RESOURCE	5	250	1250				5	250	1250			
03 02.03 TEACHER PLANNING	5	300	1500				5	300	1500			
03 02.04 STORAGE	5	200	1000				5	200	1000			
<b>04 SPECIAL EDUCATION</b>												
<b>04.01 General</b>				1,995		20			1,995		20	
04 01.01 CLASSROOM	2	2	900	1800		20	2	2	900	1800		20
04 01.02 OFFICE	1	120	120				1	120	120			
04 01.03 RECORDS STORAGE	1	75	75				1	75	75			
<b>04.02 Resource</b>				330					330			
04 02.01 OT/PT	1	200	200				1	200	200			
04 02.02 OT/PT STORAGE	1	80	80				1	80	80			
04 02.03 STUDENT TOILET	1	50	50				1	50	50			
<b>05 SCIENCES</b>												
<b>05.01 Elementary Science</b>				1,000					1,000			
05 01.01 LAB	1	900	900				1	900	900			
05 01.02 STORAGE	1	100	100				1	100	100			
<b>06 FINE ARTS</b>												
<b>06.01 Visual Art</b>				1,250					1,250			
06 01.01 STUDIO	1	1000	1000				1	1000	1000			
06 01.02 STORAGE	1	150	150				1	150	150			
06 01.03 KILN	1	100	100				1	100	100			
<b>06.02 Music</b>				2,150					2,150			

ROOM/SPACE			TEACHING STATIONS				TEACHING STATIONS							
			NUMBER EACH	SF EACH	TOTAL SF	SF TALLY	ES FTE	SPED ED FTE	NUMBER EACH	SF EACH	TOTAL SF	SF TALLY	ES FTE	SPED ED FTE
06 02.01	LARGE REHEARSAL		1	1000	1000				1	1000	1000			
06 02.02	SMALL REHEARSAL		1	850	850				1	850	850			
06 02.03	STORAGE		2	150	300				2	150	300			
<b>08 TECHNOLOGY EDUCATION</b>														
<b>08.01 Technology Education</b>						980					980			
08 01.01	LAB		1	900	900				1	900	900			
08 01.02	SUPPLY STORAGE		1	80	80				1	80	80			
<b>09 PHYSICAL EDUCATION</b>														
<b>09.01 Physical Education</b>						4,400					4,400			
09 01.01	GYMNASIUM		1	4000	4000				1	4000	4000			
09 01.02	OFFICE		1	150	150				1	150	150			
09 01.03	GYM STORAGE		1	250	250				1	250	250			
<b>10 MEDIA</b>														
<b>10.01 Media Center</b>						2,050					2,050			
10 01.01	MEDIA ROOM		1	1500	1500				1	1500	1500			
10 01.02	OFFICE/WORKROOM		1	150	150				1	150	150			
10 01.03	STORAGE		1	200	200				1	200	200			
10 01.04	HEAD END ROOM		1	200	200				1	200	200			
<b>11 FOOD SERVICES</b>														
<b>11.01 Dining</b>						4,075					4,075			
11 01.01	DINING		1	2800	2800				1	2800	2800			
11 01.02	FURNITURE STORAGE		1	225	225				1	225	225			
11 01.03	STAGE		1	900	900				1	900	900			
11 01.04	STAGE STORAGE		1	150	150				1	150	150			
<b>11.02 Food Service</b>						2,135					2,135			
11 02.01	KITCHEN		1	600	600				1	600	600			
11 02.02	SERVING		3	225	675				3	225	675			
11 02.03	OFFICE		1	80	80				1	80	80			
11 02.04	WALK-IN FREEZER		1	125	125				1	125	125			
11 02.05	WALK-IN CHILLER		1	125	125				1	125	125			
11 02.06	DRY STORAGE		1	150	150				1	150	150			
11 02.07	DISH ROOM / TRAY RETURN		1	200	200				1	200	200			
11 02.08	SOAP CLOSET		1	30	30				1	30	30			
11 02.09	CAN WASH		1	50	50				1	50	50			
11 02.10	LOCKER / TOILET		1	100	100				1	100	100			
<b>12 BUILDING SERVICES</b>														
<b>12.01 Maintenance/Operations</b>						1,290					1,290			
12 01.01	RECEIVING		1	200	200				1	200	200			
12 01.02	CENTRAL STORAGE		1	150	150				1	150	150			
12 01.03	OPERATIONS OFFICE		1	100	100				1	100	100			
12 01.04	LOCKERS/SHOWERS/TOILETS		1	120	120				1	120	120			
12 01.05	SECURITY OFFICE		1	100	100				1	100	100			
12 01.06	CUSTODIAL CLOSETS		4	60	240				4	60	240			
12 01.07	RECYCLING		1	200	200				1	200	200			
12 01.08	OUTDOOR STORAGE - GYM		1	100	100				1	100	100			
12 01.09	OUTDOOR STORAGE - MAINTENANCE		1	80	80				1	80	80			
<b>12.02 Toilet</b>						300					300			
12 02.01	STAFF TOILET		6	50	300				6	50	300			
<b>13 COMMUNITY SPACE</b>														
<b>13.01 Family Resource Suite</b>						280					280			
13 01.01	FAMILY RESOURCE ROOM		1	150	150				1	150	150			
13 01.02	OFFICE		1	80	80				1	80	80			
13 01.03	TOILET		1	50	50				1	50	50			
<b>13.02 Out of School Time Support</b>						230					230			
13 02.01	STORAGE		1	100	100				1	100	100			
13 02.02	PANTRY		1	50	50				1	50	50			
13 02.03	OFFICE		1	80	80				1	80	80			
<b>13.03 Service</b>						280					280			
13 03.01	PANTRY		1	80	80				1	80	80			
13 03.02	PERSONAL CARE		1	100	100				1	100	100			
13 03.03	LAUNDRY		1	100	100				1	100	100			
<b>13.04 Non Specified Community Space</b>						2,210					2,210			

		TEACHING STATIONS						TEACHING STATIONS						
ROOM/SPACE		NUMBER EACH	SF EACH	TOTAL SF	SF TALLY	ES FTE	SPED ED FTE	NUMBER EACH	SF EACH	TOTAL SF	SF TALLY	ES FTE	SPED ED FTE	
13 04.01	NON SPECIFIED COMMUNITY	1	2210	2210				1	2210	2210				
<b>Total Capacity</b>							<b>491</b>							<b>491</b>
<b>Total Teaching Stations/</b>							<b>23</b>						<b>23</b>	
<b>Total Net Square Footage</b>							<b>57,280</b>						<b>57,160</b>	
<b>TOTAL GROSS AREA</b>		<b>1.4 X</b>						<b>80,192</b>						<b>80,024</b>
<b>Elementary School Capacity</b>							<b>471</b>						<b>471</b>	
<b>Special Education</b>							<b>20</b>						<b>20</b>	
<b>TOTAL SCHOOL CAPACITY</b>							<b>491</b>						<b>491</b>	



# M. APPENDIX

Medfield Heights Elementary School  
4300 Buchanan Avenue  
Baltimore, Maryland 21211

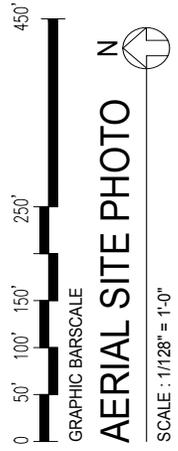
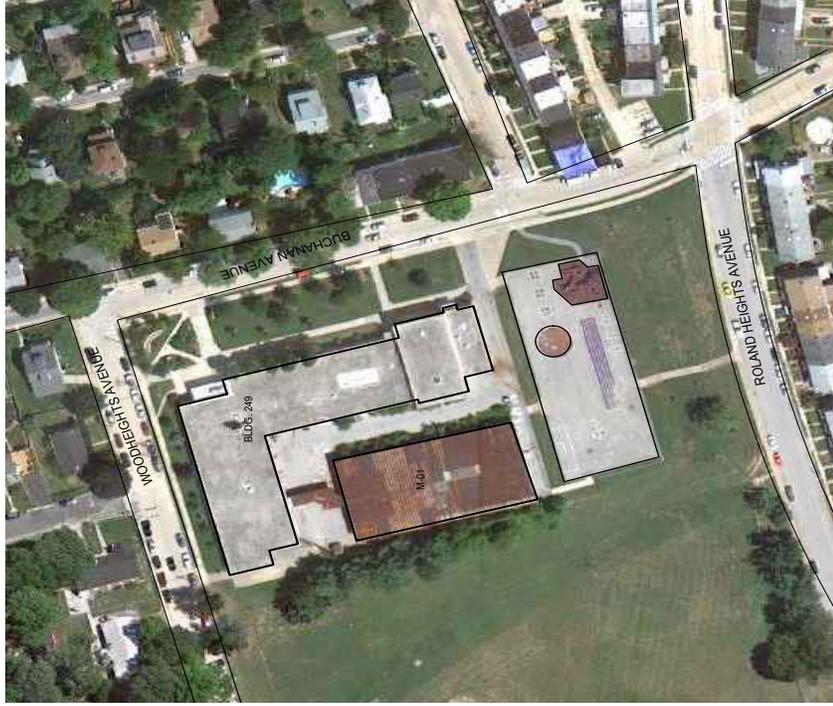
BCPS No.  
**249**

SHEET No.  
**1 of 4**

Baltimore City Public Schools  
200 E. North Ave.  
Baltimore, MD 21202

BALTIMORE CITY PUBLIC SCHOOLS

UPDATES



Medfield Heights Elementary School  
4300 Buchanan Avenue  
Baltimore, Maryland 21211

BCPS No.  
**249**

SHEET No.  
**2 of 4**

Baltimore City Public Schools  
200 E. North Ave.  
Baltimore, MD 21202

BALTIMORE CITY PUBLIC SCHOOLS

UPDATES

