

# BALTIMORE CITY PUBLIC SCHOOLS EDUCATIONAL SPECIFICATIONS

## PART 3: SITE SPECIFIC EDUCATIONAL SPECIFICATIONS

ROBERT W. COLEMAN E #142

AUGUST 2018



PREPARED BY: CITY SCHOOLS STAFF

IMAGE CREDIT: GRIMM AND PARKER INC.

# BALTIMORE CITY ACKNOWLEDGEMENTS

*Cheryl A. Casciani*

*Chair*

*Peter Kannam*

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*Muriel Berkeley*

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*Michelle Harris Bondima*

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*Student Commissioner*

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21st Century School Buildings

## BALTIMORE CITY SCHOOL COMMUNITY

- *Principal and Staff of Robert W. Coleman E*
- *Community and Partners of Robert W. Coleman E*
- *Parents and Students of Robert W. Coleman E*

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# PART 3

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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 II PK to 8 Prototype

Volume III 6 to 12 Prototype

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### Part 3: Site Specific Educational Specifications (General Requirements)

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# A. PROJECT SUMMARY

# A. PROJECT SUMMARY

## A.1 Project Justification:

Robert Coleman #142 is has a Facility Conditions Index (FCI) of 55.8% and Educational Adequacy Score (EAS) of 57.2 based on the previously completed Jacobs building assessment report. This FCI suggests that it is more cost effective to renovate with a possible addition. The original plan called for expansion at this site to accommodate Westside closing, however due to moving and decreasing populations, Dorothy I. Height E (formerly John Eager Howard E) has already accommodated those children and we do not anticipate further increases in enrollment at this location. Therefore, only options that looked at maintaining the same population numbers were considered, and for the most part this project will be considered a renovation only; simple 1-story additions will be considered.

The Robert Coleman population has held relatively steady the last several years. Projections show a slight decrease in the outyears, which occurs in all schools as the overall enrollment continues to decrease in the district. In SY 2021-22, the anticipated state rated capacity of the building will be 275, and its target utilization rate will be 90%.

## A.2 Project Description:

Robert Coleman E was originally built in 1981 at 45,819 sf. Aside from potential minor 1-story additions in the front, this is a renovation-only project so no educational specifications were created. For the opening year, the projected enrollment is currently slated to be 275 (88%).

## A.3 Proposed Schedule

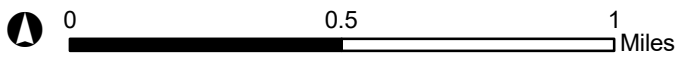
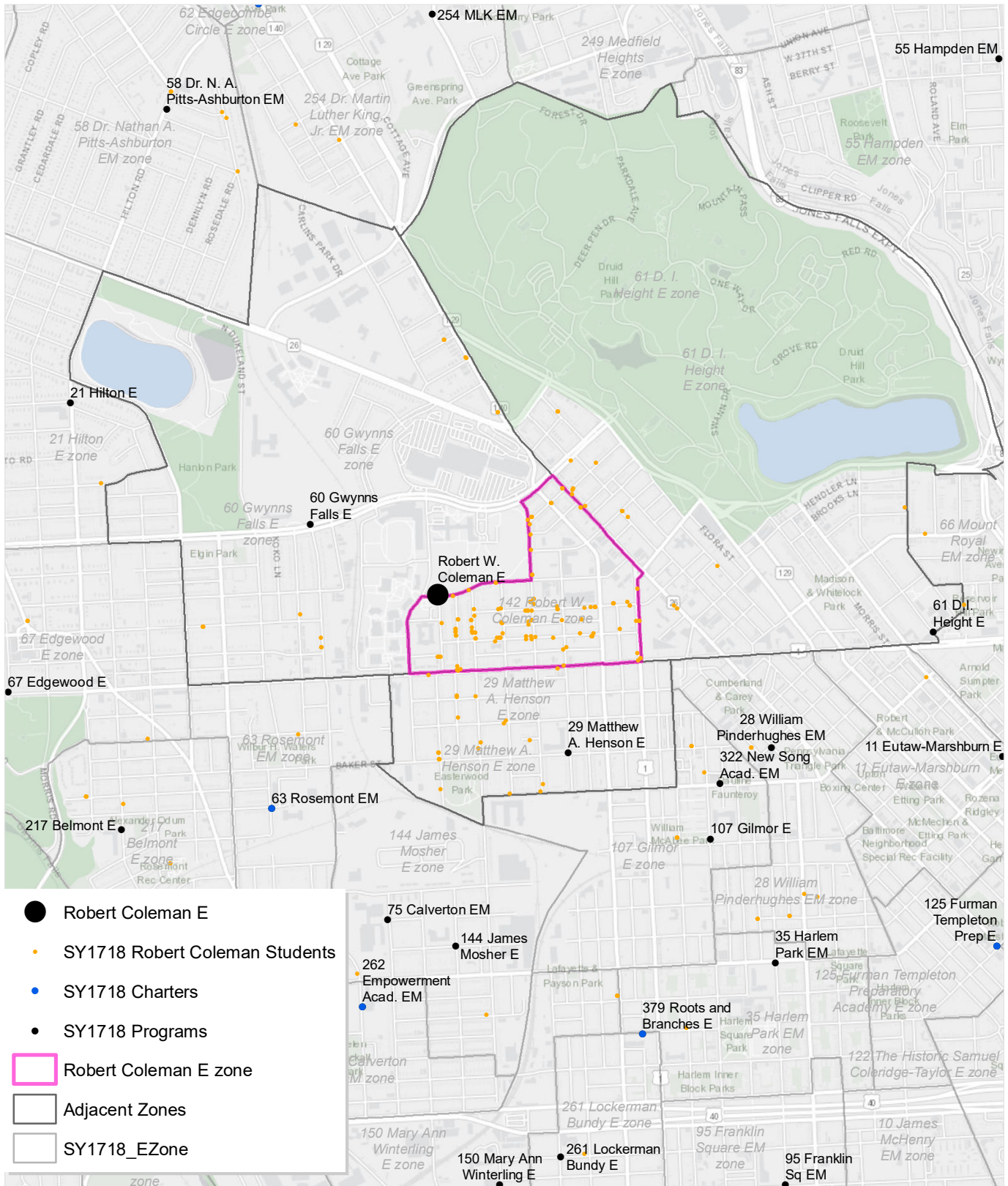
Schedule		
Task	Start	Complete
Educational Specifications	August 2015	June 2018
Feasibility Study	August 2015	July 2018
Approvals	August 2018	October 2018
Design	November 2018	October 2019
Finalize GMP Approvals	December 2019	
Construction	January 2020	November 2021
Occupancy	December 2021	

## A.4 Facility Summary

Facility Summary		
	Current	2021-22 Projected
State Rated Capacity	314	314
Full Time Enrollment	336 (107%)	275 (88%)
Relocatables	none	none
Gross Square Footage	45,819	45,819



# Robert Coleman E Students



Date: 7/9/2018

## **B. PROJECT BACKGROUND**

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# B. PROJECT BACKGROUND

## B.1 Community Description and History:

The Robert Coleman Building is located in the Greater Mondawmin Community, which is in the West geographic area of Baltimore City. It is located in Community Statistical Group Area (CSA) #12: Reservoir Hill, Penn North, Parkview, Mondawmin, Burleith-Leighton, and Liberty Square. This area consists mostly of typology F.

The neighborhoods in F, G and H typology markets experience sales prices ~30-50% below the city average, while keeping foreclosure activity similar to markets “D” and “E”. Markets “F” and “H” have significant levels of owner occupancy, while market “G” represents the lowest level of owner occupancy and the highest level of subsidized housing units (19%). These markets combined represent 27% of all households, including 27% of all owner occupied households in the region. Intervention strategies aim to support homeowners who may be facing economic hardships due to the national economy. These communities often have under-appreciated assets, such as historic housing stock.

Current plans for this area include:

- INSPIRE for John Eager Howard Elementary School, 2016; LINCS for Pennsylvania Avenue and W. North Avenue, 2016; Penn North Area Master Plan, 2006; Greater Rosemont and Mondawmin Area (GRAMA) Master Plan, 2012; Coppin State University Facilities Master Plan, 2010.
- New Shiloh Village Family Apartments: Unity Properties is currently constructing a new 73-unit affordable housing apartment building to replace the vacant warehouse currently sitting at the corner of Windsor Avenue and N. Payson Street.
- Walbrook Mill: Neighborhood Housing Services and Coppin Heights CDC are redeveloping the Walbrook Lumber site for a new 65 affordable unit mixed-use building with storefront retail along North Avenue. It is expected to close in late 2018.
- Redevelopment of the Madison Park North Apartments site: A mixed-use development that could possibly include market rate housing, an innovation lab, and a grocery store. The developers are in the process of negotiating with potential tenants. Demolition of the structures on the site is complete.
- Metro Heights at Mondawmin: A 70-unit affordable housing apartment complex at the intersection of Reisterstown Road and Liberty Heights Avenue that is currently under construction.
- The Linden: Proposed new large scale mixed-use market rate residential development on Druid Park Lake Drive.

## B.2 School Description and History:

Total 45,819 sf

1981 (Orig) - 45,819 sf

### 142 Robert W. Coleman Demographics

Hispanic: 2%

Non-Hispanic African American: 98%

Non-Hispanic American Indian: 0%

Non-Hispanic Asian: 0%

Non-Hispanic Native Hawaiian/ Pacific Islander: 0%

Non-Hispanic White: 0%

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

Existing Site and Floor Plans are located in the Appendix.



Main entrance



Main entrance



Cafeteria



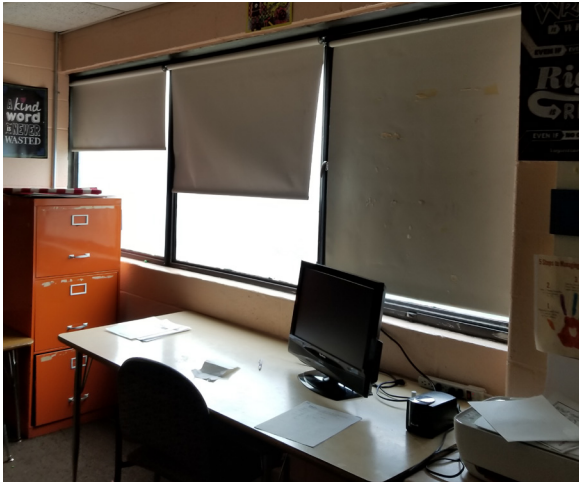
Gym



Roof



Mechanical space



Office



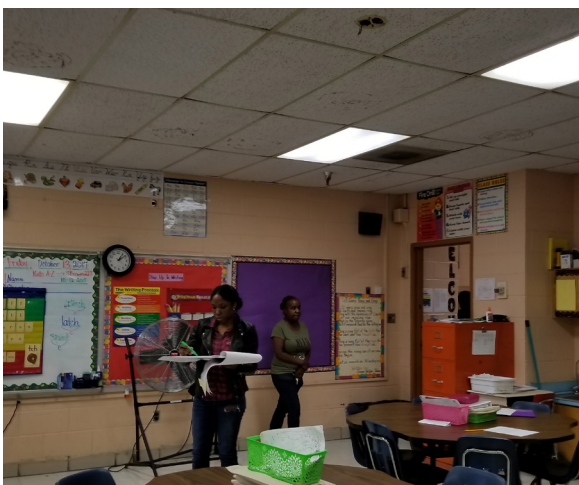
Hallway



Classroom



Classroom



Classroom



Stair

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

Results of the Jacob's building assessment report (2011):

The Facility Condition Index (FCI) is an indicator of the basic condition of the building. It compares the cost of renovating an existing building to the cost of constructing a new building of the same size; in general, an FCI greater than 75 percent indicates that constructing a new building should be considered. Estimated costs are lower to renovate the Robert W. Coleman building than to replace it, giving an FCI of 55.8 percent. This FCI suggests that it is more cost effective to renovate the building than to replace it.

The target Educational Adequacy Score is 80 for district buildings in which instruction occurs. The Robert W. Coleman building has an Educational Adequacy Score of 57.2, indicating that it does not meet the standard for supporting excellent teaching and learning. The acceptable utilization rate for City Schools buildings is 65 to 100 percent. With a 2011-12 functional capacity of 339 and a projected 2016 enrollment of 342, the Robert W. Coleman building is on track to be utilized at a rate of 100.9 percent

NOTE- the enrollment at this building has dropped slightly since the Jacob's assessment and a renovation is the only option being considered.

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

# C. PROPOSED EDUCATIONAL PROGRAMS AND SERVICES

## C.1 School Grade Organization:

Robert Coleman E 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 3, 4 and 5 will be grouped near each other to promote the social interaction and growth of the older elementary students.

## C.2 Proposed Curriculum:

This program is a traditional elementary school.

## C.3 Proposed Staff:

Proposed Staff	
Position	Quantity
Principal	1
Assistant Principal	1
Teacher - General Educators	15
Teacher - Special Education	2
Teacher - Physical Education	1
Teacher - Technology	1
Teacher - Music	1
Teacher - Art	1
Teacher - Staff Developer	1
Paraeducator	2
Paraeducator - Pre K	2
Paraeducator - Special Education	2
Assistant - Non-Instructional/10mth	1
Staff Associate/10mth	3
Educational Associate/10mth	1
Partner - Holistic Life Foundation	1
Librarian	1
Secretary I - School	1
Speech Pathologist	1
Social Worker	2
Psychologist	2
Nurse	1
Occupational Therapist	1
Manager I - Cafeteria	1
Food Services Worker I/3.5 hrs	2
Food Services Worker I/6 hrs	1
Custodial Worker I/12 mth	2

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. 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.

*Note - **Bold** indicates opening year.*

142 Robert Coleman E (Proposed SRC is 314)											
Grade	Current	Projected									
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
PK	22	24	24	23	<b>24</b>	23	23	24	23	23	23
K	48	43	43	42	<b>39</b>	38	37	36	35	34	32
1	48	48	42	43	<b>42</b>	40	39	38	37	37	36
2	42	50	51	44	<b>45</b>	44	42	42	41	41	40
3	68	39	47	46	<b>41</b>	42	42	40	40	40	40
4	50	66	37	43	<b>43</b>	38	40	40	39	39	40
5	58	48	63	35	<b>41</b>	42	37	39	40	39	40
TOTAL	336	318	307	276	<b>275</b>	267	260	259	255	253	251
	107%	101%	98%	88%	<b>88%</b>	85%	83%	82%	81%	81%	80%

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

##### Community Partner

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, staff, visitor:

The main parking lot that serves the Robert Coleman facility is located just east of the building. Bus drop off occurs on a loop off of the main access drive, which also serves parking and service.

### F.2 Service access:

The access drive is off of Windsor Avenue.

### F.3 Vehicle and pedestrian access:

A large number of parents use the drop-off loop in addition to busses during drop-off and pick-up. Students walk from N Warwick Avenue and Windsor Avenue. The Frederick Douglass H playfields do not allow for access from any other direction. See map on following page for student location. It should be noted that this school is actually just north of the zone it serves, and though there is a large out of zone population, the students it is intended to serve should primarily be coming from the south and east.

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

There are no fields at this school, though there are fields just to the north associated with Frederick Douglass H. There are two sets up play equipment at the front and side periphery of the school, and a paved play surface in the rear. Improvements should be made to the play areas as part of the project.

### F.5 Natural environmental areas:

There is a large elevation change between the bounding roads and the actual site, thereby limiting the amount of usable green space here. The slope rises dramatically to where the school is situated from the street-level. There are several mature trees in this sloped area.

### F.6 Utilities:

The feasibility study should be used to establish existing and proposed utilities. Any water mains and associated easements should be respected/addressed.

### 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 impervious surfaces 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 site to capture and treat runoff from impervious 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.

# **I. GENERAL SCHOOL DESIGN CRITERIA**

# I. GENERAL SCHOOL DESIGN CRITERIA

## I.7 Special or Unique Program Requirements:

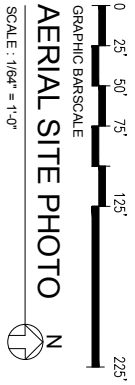
Educational Specifications were not used for this project since it is a renovation only, and will not include 21st Century spaces such as collaboration areas, or classroom square footages of 900 sf since the number of classrooms should not decrease. Direction was given to examine current uses and strategically see where efficiencies could be made.

Additional instructions included:

- Enclosing the “open space” classrooms in a way that maximizes natural lighting
- Enclosing/modifying the media center (which also serves as music and multi-purpose space)
- Adding a science Lab (appx. 800 sf) + storage (appx. 100 sf)

Since this is a renovation only project, no educational specifications were created, therefore there is no section J or K.

# M. APPENDIX



Windsor Avenue

1 of 4

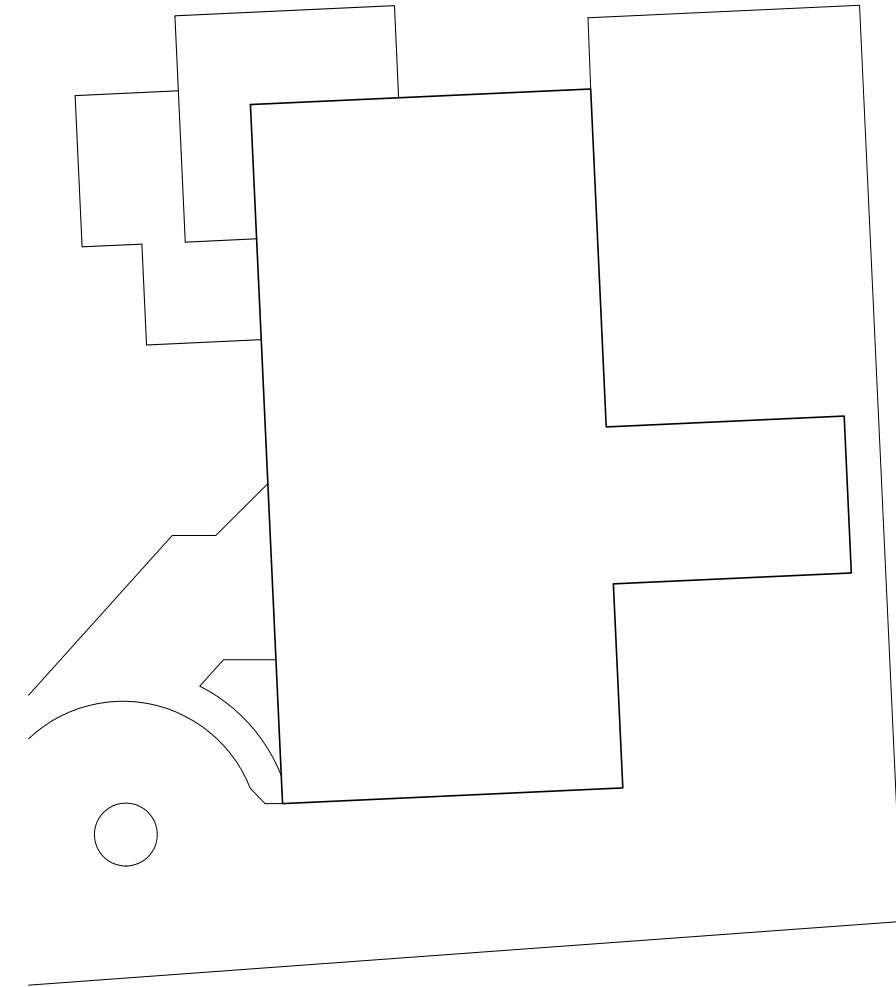
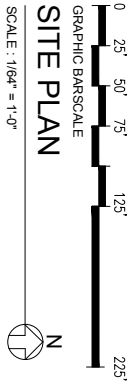
SHEET No.  
142

Robert W. Coleman Elementary School  
2400 Windsor Avenue  
Baltimore, Maryland 21216

BALTIMORE CITY  
PUBLIC SCHOOLS

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

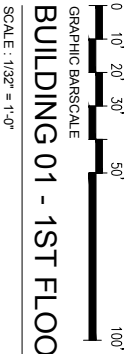
UPDATES



Windsor Avenue

SHEET No. <b>142</b>	WFS No. <b>142</b>	Robert W. Coleman Elementary School	BALTIMORE CITY PUBLIC SCHOOLS	Baltimore City Public Schools	UPDATES
		2400 Windsor Avenue Baltimore, Maryland 21216			
SHEET No. <b>2 of 4</b>					

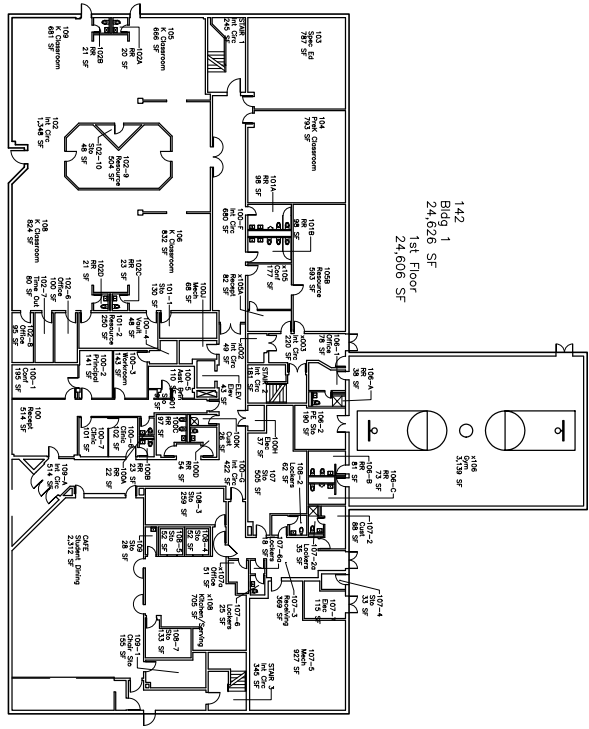




GRAPHIC BARSSCALE  
**BUILDING 01 - 1ST FLOOR PLAN**



SCALE : 1/32" = 1'-0"



142  
 Bldg 1  
 24,626 SF  
 1st Floor  
 24,606 SF

UPDATES         	Baltimore City Public Schools 200 E. North Ave. Baltimore, MD 21202		BALTIMORE CITY PUBLIC SCHOOLS	Robert W. Coleman Elementary School 2400 Windsor Avenue Baltimore, Maryland 21216	
	SHEET No.	142		UPS No.	142
	3 of 4	142		3 of 4	142

CAD Conversion for Schematic Reference Only - Not for Construction

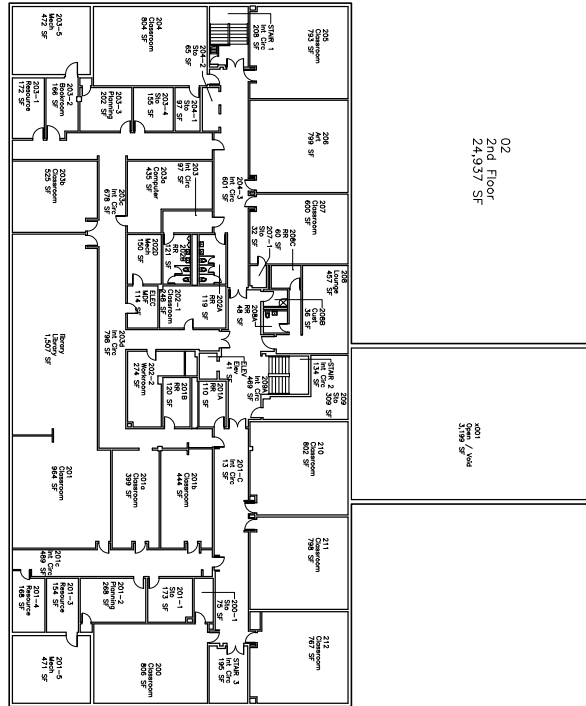
BOP's Facility Condition Assessment - 2011

0 10' 20' 30' 50' 100'

GRAPHIC BARS SCALE

**BUILDING 01 - 2ND FLOOR PLAN**

SCALE: 1/32" = 1'-0"



REVISIONS


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

DATE: 08/14/11

Robert W. Coleman Elementary School  
2400 Windsor Avenue  
Baltimore, Maryland 21216

SHEET No. 142  
SHEET No. 4 of 4