

BALTIMORE CITY PUBLIC SCHOOLS EDUCATIONAL SPECIFICATIONS

PART 3: SITE SPECIFIC EDUCATIONAL SPECIFICATIONS

WALTER P. CARTER ELEMENTARY/MIDDLE #134

SEPTEMBER 2017



PREPARED BY: CITY SCHOOLS STAFF

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PART 3

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SITE SPECIFIC EDUCATIONAL SPECIFICATIONS

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

A. PROJECT SUMMARY

A. PROJECT SUMMARY

A.1 Project Justification:

The existing Walter P. Carter #134 building has a Facility Condition Index (FCI) of 68.5% and an Education Adequacy Score (EAS) of 60.3. Walter P. Carter EM serves children in grades PK-8 and is located in Northern Baltimore. The recommendation is a building replacement. Guilford is proposed to be closed in June 2020, pending completion of the project and board approval. This site will also be a co-location with the Lois T. Murray Special Education program, a separate public day school. Per guidance from the state and current educational philosophy, City Schools is striving to make separate public day schools co-location sites instead of stand-alone facilities to allow for a continuum of care at a single site. Lois T. Murray is currently a PK-8 but will be transitioning to a PK-5. The project will start construction May 2018, and is planned to be complete by July 2019. In SY 2024-25, the anticipated state rated capacity of the building will be 824, and its target utilization rate will be 90%. As part of this project, Guilford EM zone will consolidate with the Walter P. Carter Zone and those students will matriculate through the Walter P. Carter program.

A.2 Project Description:

The Walter P. Carter building was built in 1976 at 75,465 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 152,943 square feet total*. Walter P. Carter's total projected enrollment will be 644 in 2024-25. For the development of the site specific educational specification a modified PK-8 prototype for an elementary/middle school was used for the standard.

A.3 Proposed Schedule

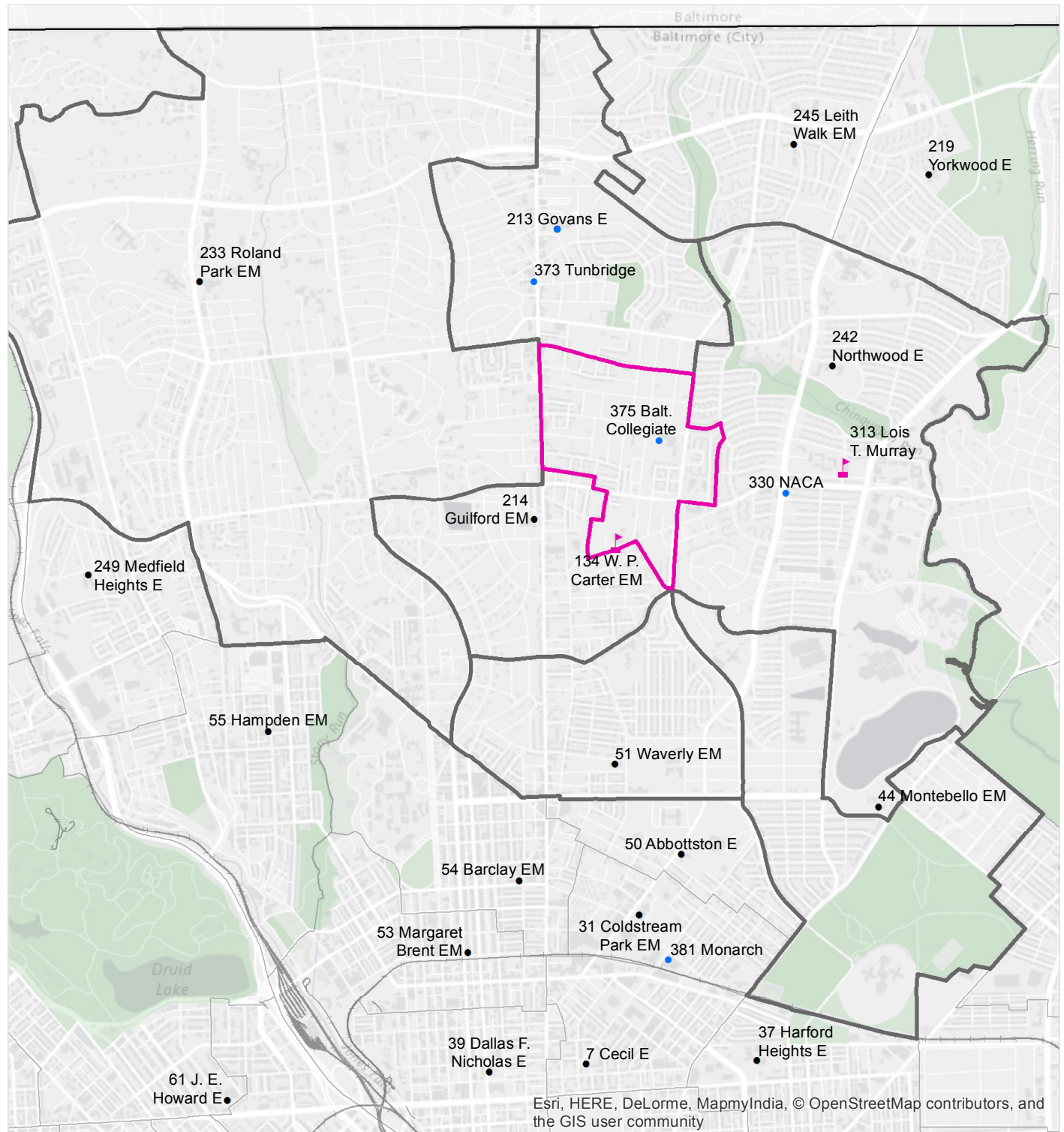
Schedule		
Task	Start	Complete
Educational Specifications	August 2015	May 2017
Feasibility Study	January 2016	May 2017
Schematic Design	March 2018	May 2018
Design Development	June 2018	September 2018
Construction Documents	October 2018	February 2019
Permitting	NA	NA
Advertise/Bid/Award	March 2019	May 2019
Construction	June 2019	August 2020
Occupancy		August 2020

A.4 Facility Summary

Facility Summary		
	Current	2020-21 Projected
State Rated Capacity	325	868*
Full Time Enrollment	339	680
Relocatables	None	None
Gross Square Footage	75,465	152,943*

**The feasibility SRC is 868 and all official numbers in this submittal maintain this. However, once we are in design, 2 flex classrooms will be eliminated bringing the SRC down to 824 with a square footage decrease of approximately 2,500 sf. The individual SRC of the Walter P. Carter Program will be 754 (giving an SY2021 utilization of the Walter P. Carter program space of 83%). Lois T. Murray will have an SRC of 70 and projections indicate a low utilization for their space; since the only alternative to this facility in Baltimore City would be for a non-public school, a classroom is being provided for each grade to ensure adequate space for our younger students with special needs.*

#134 Walter P. Carter Elementary/Middle



B. PROJECT BACKGROUND

B. PROJECT BACKGROUND

B.1 Community Description and History:

Walter P. Carter Elementary/Middle #134 is located in the Wilson Park community, which is located in the North geographic area of Baltimore City. The school is sited at the southern edge of the elementary zone which runs along York Road and extends to Glenwood Avenue.

Walter P. Carter Elementary/Middle #134 is located in Community Statistical Area (CSA) Group #3 (Greater Govans, The Waverlies, Midway/Coldstream), which consists mostly of residential and some corridor commercial zoning: R-6, R-7, R-8; , B-1, B-2. There is a vacancy rate of 3.1% in this area. There has been a 1.1% decrease in the African American population, and 2.3% decrease in households with children between 2010 and 2015.

In this CSA, there was a 1.6% decrease between 2010 and 2015 in the population of children aged 5-17. The majority of the housing stock is defined as middle market and middle market stressed (these have median sales values below the City's average, while some areas have high ownership rates as well).

B.2 School Description and History:

Constructed in 1976, Walter P. Carter Elementary/Middle #134 is a Pre-K through 8th grade school located in north Baltimore. The original building was 75,465 square feet on an 8 acre site at 820 E 43rd Street. The school currently had 339 students enrolled for the 2016-2017 school year, similar to 334 in 2015-2016.

134 Walter P. Carter EM

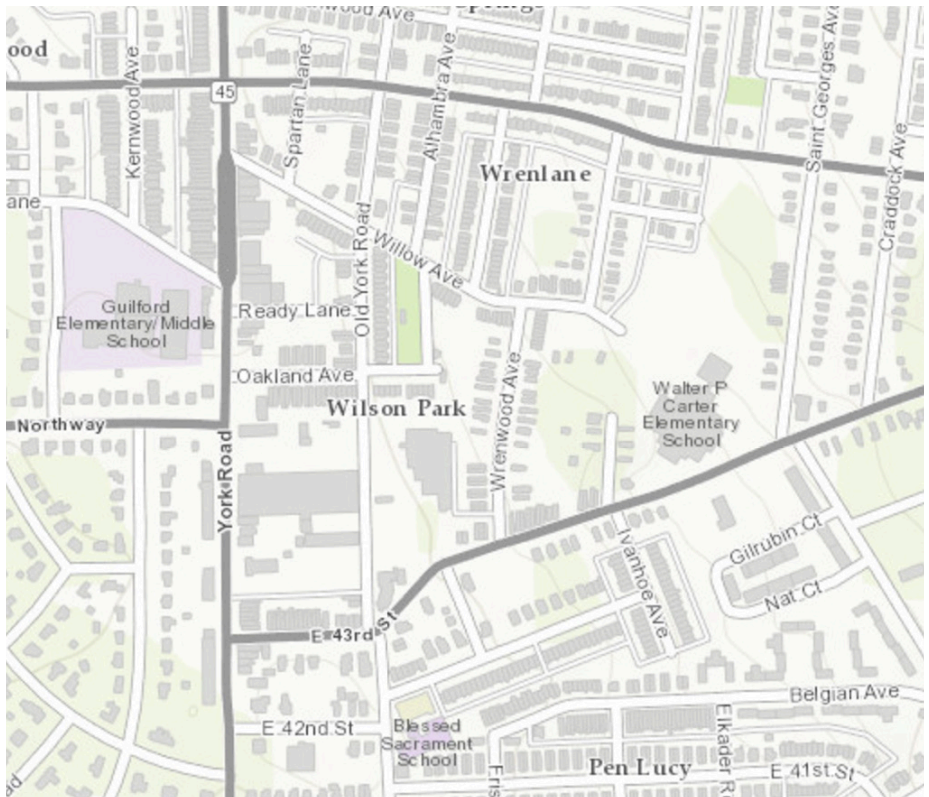
Hispanic: 4%
Non-Hispanic African American: 95%
Non-Hispanic American Indian: 0%
Non-Hispanic Asian: 0%
Non-Hispanic Native Hawaiian/Pacific Islander: 0%
Non-Hispanic White: 1%

214 Guilford EM

Hispanic: 1%
Non-Hispanic African American: 98%
Non-Hispanic American Indian: 0%
Non-Hispanic Asian: 0%
Non-Hispanic Native Hawaiian/Pacific Islander: 0%
Non-Hispanic White: 1%

313 Lois T. Murray EM

Hispanic: 11%
Non-Hispanic African American: 73%
Non-Hispanic American Indian: 2%
Non-Hispanic Asian: 0%
Non-Hispanic Native Hawaiian/Pacific Islander: 0%
Non-Hispanic White: 14%



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

Existing Site and Floor Plans are located in the Appendix.



Building Facade



Front Entry



Classroom



Gym



Hallway



Main entry area



Cafeteria



Kitchen



Library



Library



Classroom



Facade

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 Walter P. Carter is for the school program to absorb the students from closing school Guilford #214 PK-8, and that Lois T. Murray Special Education Elementary co-locate with Walter P. Carter; and 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 Walter P. Carter 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.
- Projected enrollment indicates the need for expansion to serve the new 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:

Walter P. Carter Elementary/Middle #134 is a traditional elementary-middle school with grades Pre-K to 8. Consistent with the Prototype educational specifications, there is the desire to create appropriate separation between the elementary (grade PK - 5) and middle school (grade 6 - 8) students. This separation is most critical for the instructional spaces where the students spend the majority of their time, but it also applies to the various spaces and functions that are shared by all students. The instructional space separation is most easily addressed through physical separation of the classroom spaces assigned to each grade. The shared space separation is more a matter of location of shared functions and the ability to create paths to these shared spaces that minimize contact between the two segments of the school population.

In general, the replaced/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. Grades 6, 7, and 8 will be grouped together, and separated from the elementary grades.

The Lois T. Murray program will be sharing the same campus, but will have their own area. Organization should provide the ability to limit access between the two schools while enabling them to share building services such as the kitchen and loading. All Lois T. Murray spaces should be located on the ground floor.

Other program factors to the grade organization in the Walter P. Carter Elementary/Middle portion of the building include the layouts of the Collaborative Learning Areas (CLAs), where several grades have either similar CLA arrangements appropriate to their grade levels; and the overall desire to control access to the specialized program classrooms around the building - those being Physical Education, Music, Science, Art, Media, Dance Studio, and Technology Lab (particularly to maintain a separation between elementary and middle grades). Several of these spaces will also want certain adjacencies to the anticipated Community programmed spaces for dual use such as the Gym, Dance, and Stage (part of the Music program space).

C.2 Proposed Curriculum:

The Walter P. Carter Elementary/Middle program contains education programs which will impact the design of the building and space requirements. These programs are:

- Lifeskills Lab + Classroom
- Headstart
- Dance Studio
- Early Learning Special Education (noted as Early Learning Environment (ELE) in the Feasibility Study)*

**This is the same as a Pre-Kindergarten classroom, so a room spec will not be provided*

The Lois T. Murray program contains classrooms and spaces that are not included in the prototype which will impact the design of the building and space requirements. These programs/spaces are:

- Sensory Room
- Sensory Room storage
- Reflection room
- IEP Conference room
- Group Bathrooms/Changing Rooms
- Curriculum Specialist Office + Library
- Treatment Room
- Treatment Room storage
- Auxiliary Gym

C.3 Proposed Staff:

Proposed Staff for Walter P. Carter		
Position	WPC Quantity	LTM Quantitty
Psychologist	1	1
General Educators	34	
Teacher - Special Education	7	6
Paraeducator	2	
Paraeducator - Pre K	3	
Assistant - Non-Instructional/10mth	1	1
Custodial Worker I/12 mth	2	1
Educational Associate/10mth	1	1
Manager I - Cafeteria	1	
Principal - PK-8	1	1
Secretary I - School	1	1
Speech Pathologist	1	1
Teacher - Staff Developer	1	1
Food Services Worker I/3.5 hrs	1	1
Food Services Worker I/6 hrs	2	
Staff Associate/10mth	1	1
Assistant Principal	2	1
Guidance Counselor	2	1
Librarian	1	
Teacher - Physical Education	1	1
Teacher - Technology	1	
Teacher - Music	2	1
Teacher - Art	2	1
Nurse	1	1
Occupational/Physical Therapist	1	2
Paraeducator - Special Education	7	6
Social Worker	1	2
IEP Team Associate	1	2

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.

134 Walter P. Carter EM											
Grade	Actual	Projected									
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
PK	30	26	27	69	68	68	68	68	68	68	68
K	28	32	32	71	71	71	70	70	70	69	69
1	42	29	33	71	70	70	70	69	69	69	69
2	27	39	28	62	64	62	62	63	63	63	63
3	51	27	37	61	61	63	62	62	63	63	63
4	32	51	26	65	57	58	60	59	59	60	60
5	39	31	46	51	59	51	52	54	53	54	55
6	33	37	29	80	52	60	51	53	55	54	55
7	29	32	35	58	77	50	58	50	52	53	53
8	28	28	29	68	54	71	47	54	47	49	50
TOTAL	339	332	322	656	633	624	600	602	599	602	605

214 Guilford EM											
Grade	Actual	Projected									
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
PK	41	41	42	0	0	0	0	0	0	0	0
K	43	42	41	0	0	0	0	0	0	0	0
1	36	39	38	0	0	0	0	0	0	0	0
2	33	32	34	0	0	0	0	0	0	0	0
3	39	34	31	0	0	0	0	0	0	0	0
4	34	36	30	0	0	0	0	0	0	0	0
5	39	30	32	0	0	0	0	0	0	0	0
6	40	39	30	0	0	0	0	0	0	0	0
7	32	39	38	0	0	0	0	0	0	0	0
8	32	30	35	0	0	0	0	0	0	0	0
TOTAL	369	362	351	0	0	0	0	0	0	0	0

313 Lois T. Murray EM											
Grade	Actual	Projected									
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
PK	3	2	2	2	2	2	2	2	2	2	2
K	2	2	2	2	2	2	2	2	2	2	2
1	1	2	2	2	2	2	2	2	2	2	2
2	3	4	3	3	3	3	3	3	3	3	3
3	3	6	6	5	5	5	5	5	5	5	5
4	8	7	7	7	7	7	7	7	7	7	7
5	7	7	7	7	7	6	6	6	6	7	7
6	7	6	7	7	7	7	6	6	7	7	7
7	7	7	6	7	7	6	6	6	6	6	6
8	3	6	6	5	5	5	5	5	5	5	5
TOTAL	44	49	48	47	47	45	44	44	45	46	46

Combined	752	743	721	703	680	669	644	646	644	648	651
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Future Utilization	81%	78%	77%	74%	74%	74%	74%	74%	75%	75%
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Note: Our projections were developed prior to the updated opening date of August 2020

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:

Walter P. Carter EM has about 20 existing off-street parking spots, adjacent to a drop-off/pick-up drive. Currently most students (84%) who attend Walter P. Carter walk or are driven from surrounding neighborhoods. Across the street from the school is a parking lot associated with a church; staff and visitors currently use this lot. Due to site constraints, further conversations could occur during design to ensure future access to this lot.

10% of the school receives yellow bus services; this is higher than most City Schools due to the presences of the four city-wide programs. Approximately ten busses serve these students. This number will potentially go up slightly once the Guilford students are absorbed into this school. Approximately 6% of the middle students receive MTA passes; this means they live beyond 1.5 miles from the school. There are Maryland Transit Authority stops one block to the north of the school on Coldspring Avenue, and one block to the east on the Alameda.

The majority of the Lois T. Murray students receive yellow bus service. There are currently ten that serve the school though this number shall decrease slightly once the program becomes a PK-5. Due to varying arrival times, there does not need to be queueing space for ten busses at the Lois T. Murray entrance. Children disembarking from the bus requires a protocol with multiple staff members making anything more than that not efficient. The limit to three buses at a time is optimal given all the steps for arrival: Transportation coordinator checking in with each, student behaviors, data being taken, addressing any daily needs/concerns from drivers, etc.

F.2 Service access:

Service access is currently provided on the second level off of 43rd Street. This has forced the current cafeteria to be on the second floor which is not ideal. Improved ease of access to a loading area and garbage pick-up is needed. Ideally this would be separated from the playgrounds, drop-off, and pedestrian areas. Loading will also ideally occur on the first floor so that a single kitchen may be used for both programs that connects to dining areas on the first floor. This allows for Lois T. Murray students to have all their accessible spaces on the ground floor, and for Walter P. Carter to have their spaces that can be used after-hours easily.

F.3 Vehicle and pedestrian access:

Vehicular access to Walter P. Carter occurs from St. Georges Ave, and exits to E. 43rd Street via a dedicated vehicular drop off zone. Pedestrian access to the school occurs on both streets, as well as from Willow Ave to the northwest of the site. All efforts should be made to ensure pedestrian pathways work safely in conjunction with bus/car dropoffs.

F.4 Playing fields/courts/yards:

There is currently a field on the east side of the site. There is also a basketball court as well as a pool and recreation center. The pool and recreation center are run by Baltimore City Recreation and Parks Department. There is one playground. The new campus should provide a playground for Lois T. Murray, a playground for younger Walter P. Carter students (PK-2), a playground for older kids (3-5) and a basketball court.

F.5 Natural environmental areas:

The topography for the school property slopes dramatically downward from south to north. The elevation change is roughly two stories. At the west side of the building, water collects due to the slope and lack of run off. There is a large amount of greenspace on this site, though the portion at the rear of the school is sloped. Water collects at the west side. Due to the topography, there are limitations on the position of the building. There is a storm drain that bisects the site where a previous road (Willow) used to run through. The building will be connected to an upgraded natural gas service from Baltimore Gas and Electric Company (BGE). A new outdoor gas meter assembly will be provided as required for the generation of heating and domestic water services at a new location

adjacent to the new mechanical room addition. If required, service piping from the gas main in the street to the gas meter assembly will be provided by BGE. The existing natural gas piping from the meter into the boiler room will be replaced with gas piping large enough for the anticipated gas demand. Sanitary and storm systems will be extended to connection points adjacent to the building.

It would be recommended that additional site lighting fixtures be installed around all areas of the site to provide ample coverage and maintain a secure and well lit outdoor school environment. This could be accomplished with mid-height pole fixtures as well as adequate building mounted light fixtures.

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.

I. GENERAL SCHOOL DESIGN CRITERIA

I. GENERAL SCHOOL DESIGN CRITERIA

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 the Calvin M. Rodwell Elementary/Middle School #256. 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. The Flex Elementary classrooms (03 01.06) are not part of the prototype, but are the same as grades 3-4-5 classrooms (03 01.05), and should be dispersed throughout the academic areas.

03 TEACHING AND LEARNING:

Item #03.01.09 Headstart Classroom

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

Explanation: This program currently exists and will continue to operate at Walter P. Carter

04 SPECIAL EDUCATION

Item #04.01.04 Life Skills Lab + Classroom

Added Program: Life Skills, 1,100 sf (1)

Explanation: The proposed space will serve students in the Walter P. Carter city-wide Life Skills program

These spaces are specific to Lois T. Murray and will help support the program:

Item #04.01.06 SENSORY ROOM

Item #04.01.07 SENSORY ROOM STORAGE

Item #04.01.08 REFLECTION ROOM

Item #04.01.09 IEP CONFERENCE ROOM GROUP

Item #04.01.10 BATHROOMS/CHANGING ROOM

Item #04.01.11 CURRICULUM SPECIALIST OFFICE & LIBRARY

Item #04.02.04 TREATMENT ROOM

Item #04.02.05 TREATMENT ROOM STORAGE

09 PHYSICAL EDUCATION

Item #09.01.07: Dance Studio

Explanation: The Walter P. Carter program has dance as a part of its curriculum; this spec will support that program while allowing concurrent use of the gym.

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 general Educational Specifications document.

Example:

ADMINISTRATION

Distributed Admin | *Storage*

PROGRAM	<i>Description</i>	Storage for administrative materials
	<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		

Key number → U 01 02 03

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

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

Baltimore City Public Schools
Educational Specifications

L 03 TEACHING AND LEARNING

DESIGN DEVIATIONS FROM PROTOTYPE

03.01 Classrooms

		Description	Ed. Spec. Part 2/Vol. II Ref.
03	01.09	HEAD START CLASSROOM	DIFFERS FROM STANDARD

Classrooms | Head Start Program

PROGRAM	Description	Classroom for the Head Start program.					
	Area Required (SF)	1000					
	Number of Users	20 students; 1-2 teachers					
	Adjacencies	PK and K Classrooms					
ARCHITECTURAL	Ceiling	See standard specifications					
	Walls	See standard specifications					
	Floor	See standard specifications					
	Doors	See standard specifications					
	Windows	See standard specifications					
	Acoustics	See standard specifications					
SYSTEMS	Lighting	No special requirements					
	Audio/Visual	No special requirements					
	Telecom/Data	No special requirements					
	Electrical	No special requirements					
	HVAC	No special requirements					
	Plumbing	Sink with drinking fountain.					
	Specialty	No special requirements					
EQUIPMENT	Display	8	LF	tackboard	8	LF	whiteboard with tack strip
		16	LF	whiteboard with tack strip			
	Casework/Millwork	3	LF	teacher wardrobe			
		12	LF	counter: wall/base cabinet			
	FF&E (NIC)						
REMARKS	A 2 stall student toilet (03.01.04) should be located off of this room. Direct access to exterior is desirable.						
	FF+E to be provided by Headstart.						

L 04 SPECIAL EDUCATION

DESIGN DEVIATIONS FROM PROTOTYPE

Walter P. Carter has an elementary Life Skills city -wide program. The Lois T. Murray program has several spaces specific to the program.

		Description	Ed. Spec. Part 2/Vol. I Ref.
04	01.04	LIFE SKILLS CLASSROOM	DIFFERS FROM STANDARD
04	01.06	SENSORY ROOM	DIFFERS FROM STANDARD
04	01.07	SENSORY ROOM STORAGE	DIFFERS FROM STANDARD
04	01.08	REFLECTION ROOM	DIFFERS FROM STANDARD
04	01.09	CONFERENCE ROOM - IEP	DIFFERS FROM STANDARD
04	01.10	GROUP BATHROOMS/ CHANGING ROOM	DIFFERS FROM STANDARD
04	01.11	CURRICULUM SPECIALIST OFFICE + LIBRARY	DIFFERS FROM STANDARD
04	02.04	TREATMENT ROOM	DIFFERS FROM STANDARD
04	02.05	TREATMENT ROOM STORAGE	DIFFERS FROM STANDARD

General | Life Skills Classroom

PROGRAM	Description	Classroom/Lab for the elementary Life Skills program.					
	Area Required (SF)	1,100					
	Number of Users	15 students; 2 teachers					
	Adjacencies	Classrooms, Resource Rooms					
ARCHITECTURAL	Ceiling	See standard specifications					
	Walls	See standard specifications					
	Floor	See standard specifications					
	Doors	See standard specifications					
	Windows	See standard specifications					
	Acoustics	See standard specifications					
SYSTEMS	Lighting	No special requirements					
	Audio/Visual	No special requirements					
	Telecom/Data	No special requirements					
	Electrical	No special requirements					
	HVAC	No special requirements					
	Plumbing	sink with drinking fountain					
	Specialty	No special requirements					
EQUIPMENT	Display	8	LF	tackboard	8	LF	whiteboard with tack strip
		16	LF	whiteboard with tack strip			
	Casework/Millwork	3	LF	teacher wardrobe			
		12	LF	counter: wall/base cabinet			
	FF&E (NIC)	1		teacher desk/chair			
		15		student desk/chair			
		1		work table + chair			

REMARKS

Special Education | *Sensory Room*

PROGRAM	<i>Description</i>	Therapy space for students to develop their senses
	<i>Area Required (SF)</i>	400
	<i>Number of Users</i>	1 to 4
	<i>Adjacencies</i>	04.01.08 04.01.05
ARCHITECTURAL	<i>Ceiling</i>	See standard specifications
	<i>Walls</i>	See standard specifications
	<i>Floor</i>	Carpet
	<i>Doors</i>	Door with view panel
	<i>Windows</i>	None
	<i>Acoustics</i>	Sound attenuation required for high sensory usage
SYSTEMS	<i>Lighting</i>	Adjustable lighting
	<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>	
	<i>FF&E (NIC)</i>	
REMARKS	FF&E to be determined by programmatic needs	

Special Education | Sensory Room Storage

PROGRAM	Description	Sensory Room Storage			
	Area Required (SF)	50			
	Number of Users	0			
	Adjacencies	04.01.06			
ARCHITECTURAL	Ceiling	See standard specifications			
	Walls	See standard specifications			
	Floor	See standard specifications			
	Doors	See standard specifications			
	Windows	See standard specifications			
	Acoustics	See standard specifications			
SYSTEMS	Lighting	No special requirements			
	Audio/Visual	No special requirements			
	Telecom/Data	No special requirements			
	Electrical	No special requirements			
	HVAC	No special requirements			
	Plumbing	No special requirements			
	Specialty	No special requirements			
EQUIPMENT	Display				
	Casework/Millwork	3	LF	tall bookshelves	
		6		utility shelving 24" d	
	FF&E (NIC)				
REMARKS	Storage should be able to be accessed from the sensory room				

Special Education | Reflection Room

PROGRAM	<i>Description</i>	Room for students who need to take a break to reflect on their actions/decisions
	<i>Area Required (SF)</i>	80
	<i>Number of Users</i>	1 to 2
	<i>Adjacencies</i>	04.01.06 Sensory Room
ARCHITECTURAL	<i>Ceiling</i>	See standard specifications
	<i>Walls</i>	CMU or equivalent
	<i>Floor</i>	See standard specifications
	<i>Doors</i>	Non-locking door with viewing window
	<i>Windows</i>	None
	<i>Acoustics</i>	Sound attenuation required for high sensory usage
SYSTEMS	<i>Lighting</i>	Adjustable; switch should be outside of the room
	<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>	
	<i>FF&E (NIC)</i>	
REMARKS		

Special Education | IEP Conference Room

PROGRAM	<i>Description</i>	IEP Conference Room for the Lois T. Murray Program	
	<i>Area Required (SF)</i>	200	
	<i>Number of Users</i>	1 to 4	
	<i>Adjacencies</i>	04.01.03 Records Storage	
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>	4	LF markerboard with tack strip
	<i>Casework/Millwork</i>		
	<i>FF&E (NIC)</i>	6	chairs with table
		3	bookshelves

REMARKS

Special Education | *Group Bathroom/ Changing Room*

PROGRAM	<i>Description</i>	Group Bathroom/ Changing Room to accommodate the different levels of need		
	<i>Area Required (SF)</i>	200		
	<i>Number of Users</i>	1 to 2		
	<i>Adjacencies</i>	04.01.01 Special education classroom		
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>	4	LF	base and upper cabinets
	<i>FF&E (NIC)</i>	1		changing table
		1		vertical changing station
REMARKS		2		stalls
	Changing table should be able to accommodate a 5th grader.			

Special Education | Curriculum Specialist Office + Library

PROGRAM	<i>Description</i>	Working and storage space for the Curriculum Specialist		
	<i>Area Required (SF)</i>	300		
	<i>Number of Users</i>	1 to 3		
	<i>Adjacencies</i>	Classrooms		
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>	4	LF	Tackboard
		4	LF	Markerboard
	<i>Casework/Millwork</i>	9	LF	Tall bookshelves
		9	LF	Tall storage shelves
	<i>FF&E (NIC)</i>	1		desk/chair

REMARKS

Special Education | *Treatment Room*

PROGRAM	<i>Description</i>	Space for students to work with OT/PT provider
	<i>Area Required (SF)</i>	800
	<i>Number of Users</i>	2 to 3
	<i>Adjacencies</i>	04.02.01 OT/PT; 09.01.06 Aux gym; 04.02.05 Treatment room storage
ARCHITECTURAL	<i>Ceiling</i>	See standard specifications
	<i>Walls</i>	CMU or equivalent
	<i>Floor</i>	Rubberized floor or equivalent
	<i>Doors</i>	Door w/ sidelight
	<i>Windows</i>	Vision panel to OT/PT office
	<i>Acoustics</i>	See standard specifications
SYSTEMS	<i>Lighting</i>	No special requirements
	<i>Audio/Visual</i>	No special requirements
	<i>Telecom/Data</i>	1 desk power/data outlet
	<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 markerboard 4 LF tackboard
	<i>Casework/Millwork</i>	
	<i>FF&E (NIC)</i>	
REMARKS	Should be adjacent to aux gym. Treatment room storage should be located off of this space.	

Special Education | *Treatment Room Storage*

PROGRAM	<i>Description</i>	Storage for OT/PT equipment		
	<i>Area Required (SF)</i>	500		
	<i>Number of Users</i>	0		
	<i>Adjacencies</i>	04.02.04 Treatment Room		
ARCHITECTURAL	<i>Ceiling</i>	High ceiling where possible		
	<i>Walls</i>	See standard specifications		
	<i>Floor</i>	See standard specifications		
	<i>Doors</i>	Oversize double doors; no center post		
	<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>	12	LF	wall shelving 24" d
	<i>FF&E (NIC)</i>	3	ball bins	
		3	locking carts	

REMARKS

L 09 PHYSICAL EDUCATION

DESIGN DEVIATIONS FROM PROTOTYPE

09 Dance Sudio:

Part of the school’s mission is to encourage activity and movement in students and the surrounding community. The school will have a dance studio room to achieve this goal. This room should be considered in the co-operative use space.

Description			Ed. Spec. Part 2/Vol. I Ref.
09	01.07	DANCE STUDIO	DIFFERS FROM STANDARD

Physical Education | Dance Studio

PROGRAM	<i>Description</i>	Space for dance programs; Possible use as after-hours activity area or community use
	<i>Area Required (SF)</i>	1100
	<i>Number of Users</i>	20-30
	<i>Adjacencies</i>	General association with the PE area
ARCHITECTURAL	<i>Ceiling</i>	Exposed or 12'-15' high acoustic lay-in panels
	<i>Walls</i>	Dance bars with wall pads; mirrored walls at dance bars
	<i>Floor</i>	Floating wood dance floor
	<i>Doors</i>	Vision glass with side lights
	<i>Windows</i>	See standard specifications
	<i>Acoustics</i>	See standard specifications
SYSTEMS	<i>Lighting</i>	Variety of lighting levels
	<i>Audio/Visual</i>	Sound system, digital music input to sound system, and ceiling or wall mounted speakers
	<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 marker board/ no tray 4 LF tack board
	<i>Casework/Millwork</i>	12 LF tall storage cabinets
	<i>FF&E (NIC)</i>	

REMARKS

L. SUMMARY OF SPATIAL REQUIREMENTS

L. SUMMARY OF SPATIAL REQUIREMENTS

Walter P Carter Elementary/Middle #134
and Lois T Murray Elementary/Middle #313

Walter P Carter Elementary/Middle #134 and Lois T Murray Elementary/Middle #313										Walter P Carter Elementary/Middle Program										Lois T Murray Elementary/Middle Program										Combined Program	
ROOMSPACE										TEACHING STATIONS										TEACHING STATIONS											
NUMBER EACH										SF EACH										NUMBER EACH											
TOTAL										SF TALLY										TOTAL										TOTAL SF	
ES FTE										SF TALLY										SF TALLY										TOTAL SF	
SPED FTE										SF TALLY										SF TALLY										TOTAL SF	
MS FTE										SF TALLY										SF TALLY										TOTAL SF	
2,235										1,885										1,340										1,590	
01 ADMINISTRATION																															
01.01 Main Office																															
01 01.01	GENERAL-RECEPTION	1	500	500	1	400	400	1	400	1	400	400	1	400	400	1	400	400	1	400	900	3,225									
01 01.02	CONFERENCE	1	250	250	1	250	250	1	250	1	250	250	1	250	250	1	250	250	1	250	500	500									
01 01.03	WORKROOM	1	200	200	1	200	200	1	200	1	125	125	1	125	125	1	125	125	1	125	325	325									
01 01.04	STORAGE	1	150	150	1	150	150	1	150	1	100	100	1	100	100	1	100	100	1	100	250	250									
01 01.05	SECURE STORAGE	1	75	75	1	75	75	1	75	1	75	75	1	75	75	1	75	75	1	75	150	150									
01 01.06	PRINCIPAL	1	150	150	1	150	150	1	150	1	150	150	1	150	150	1	150	150	1	150	300	300									
01 01.07	ASSISTANT PRINCIPAL	2	120	240	2	120	240	2	120	2	120	120	2	120	120	2	120	120	2	120	360	360									
01 01.08	FLEX OFFICE	3	100	300	3	100	300	3	100	3	100	100	3	100	100	3	100	100	3	100	400	400									
01 01.09	COAT CLOSET	1	20	20	1	20	20	1	20	1	20	20	1	20	20	1	20	20	1	20	40	40									
01.02 Faculty Support																														600	
01 02.01	FACULTY LOUNGE	1	350	350	1	350	350	1	350	1	250	250	1	250	250	1	250	250	1	250	600	600									
02 STUDENT SERVICES																															
02.01 Guidance																															
02 01.01	OFFICE	3	100	300	3	100	300	3	100	0	100	0	0	100	0	0	100	0	0	100	300	800									
02 01.02	WAITING/RECEPTION	1	150	150	1	150	150	1	150	0	100	0	0	100	0	0	100	0	0	100	150	150									
02 01.03	CONFERENCE	1	350	350	1	350	350	1	350	0	350	0	0	350	0	0	350	0	0	350	350	350									
02.02 Health Suite																															
02 02.01	WAITING AREA	1	100	100	1	100	100	1	100	1	75	75	1	75	75	1	75	75	1	75	175	1,320									
02 02.02	EXAM ROOM/TREATMENT	2	100	200	2	100	200	2	100	1	100	100	1	100	100	1	100	100	1	100	300	300									
02 02.03	STUDENT REST AREAS	2	150	300	2	150	300	2	150	1	75	75	1	75	75	1	75	75	1	75	375	375									
02 02.04	OFFICE	1	100	100	1	100	100	1	100	1	100	100	1	100	100	1	100	100	1	100	200	200									
02 02.05	STORAGE	1	40	40	1	40	40	1	40	1	30	30	1	30	30	1	30	30	1	30	70	70									
02 02.06	STUDENT TOILET	1	100	100	1	100	100	1	100	1	100	100	1	100	100	1	100	100	1	100	200	200									
02.03 Support Services																															
02 03.01	PSYCHOLOGIST	1	100	100	1	100	100	1	100	1	100	100	1	100	100	1	100	100	1	100	200	950									
02 03.02	SOCIAL WORKER	1	100	100	1	100	100	1	100	1	100	100	1	100	100	1	100	100	1	100	200	200									
02 03.03	FLEX OFFICE	3	100	300	3	100	300	3	100	1	100	100	1	100	100	1	100	100	1	100	400	400									
02 03.04	RECORDS STORAGE	1	75	75	1	75	75	1	75	1	75	75	1	75	75	1	75	75	1	75	150	150									
03 TEACHING AND LEARNING																															
03.01 Classrooms																															
03 01.01	PRE-KINDERGARTEN	3	3	1,000	3,000	3	3	1,000	3,000	60	0	0	0	1,000	0	0	1,000	0	0	1,000	3,000	31,100									
03 01.02	KINDERGARTEN	3	3	1,000	3,000	3	3	1,000	3,000	66	0	0	0	1,000	0	0	1,000	0	0	1,000	3,000	3,000									
03 01.03	GRADES 1-2	6	6	900	5,400	6	6	900	5,400	138	0	0	0	900	0	0	900	0	0	900	5,400	5,400									
03 01.04	PK-2 TOILET	14	50	700	700	14	50	700	700	207	0	0	0	50	0	0	50	0	0	50	700	700									
03 01.05	GRADES 3-4-5	9	9	900	8,100	9	9	900	8,100	207	0	0	0	900	0	0	900	0	0	900	8,100	8,100									
03 01.06	FLEX CRE	1	1	900	900	1	1	900	900	23	0	0	0	0	0	0	0	0	0	0	900	900									
03 01.07	FLEC CR-M	1	1	900	900	1	1	900	900	25	0	0	0	0	0	0	0	0	0	0	900	900									
03 01.08	GRADES 6-7-8	9	9	900	8,100	9	9	900	8,100	225	0	0	0	900	0	0	900	0	0	900	8,100	8,100									
03 01.09	HEAD START PROGRAM	1	1	1,000	1,000	1	1	1,000	1,000	0	0	0	0	0	0	0	0	0	0	0	1,000	1,000									
33		33				33				494	0	0	0	0	0	0	0	0	0	0	0	0									
03.02 Shared Spaces																															
03 02.01	COLLABORATIVE LEARNING AREA	7	900	6,300	6,300	7	900	6,300	6,300	10,850	0	0	0	900	0	0	900	0	0	900	6,300	11,250									
03 02.02	RESOURCE	7	250	1,750	1,750	7	250	1,750	1,750	0	0	0	250	0	0	250	0	0	250	1,750	1,750										
03 02.03	TEACHER PLANNING	7	200	1,400	1,400	7	200	1,400	1,400	0	0	0	200	0	0	200	0	0	200	1,400	1,400										
03 02.04	STORAGE	7	200	1,400	1,400	7	200	1,400	1,400	0	0	0	200	0	0	200	0	0	200	1,400	1,800										
04 SPECIAL EDUCATION																															
04.01 General																															
04 01.01	CLASSROOM	3	3	900	2,700	3	3	900	2,700	7,220	6	6	6	900	5,400	60	6	900	5,400	60	8,100	16,530									
04 01.02	OFFICE	1	1	120	120	1	1	120	120	30	0	0	120	600	720	0	120	600	0	720	720	720									
04 01.03	RECORDS STORAGE	1	1	100	100	1	1	100	100	0	0	0	100	100	200	0	100	100	0	200	200	200									
04 01.04	LIFE SKILLS LAB AND CLASSROOM	3	3	1,100	3,300	3	3	1,100	3,300	30	1	1	1	1,100	1,100	10	1	1,100	1,100	10	4,400	4,400									

Walter P Carter Elementary/Middle #134
and Lois T Murray Elementary/Middle #313

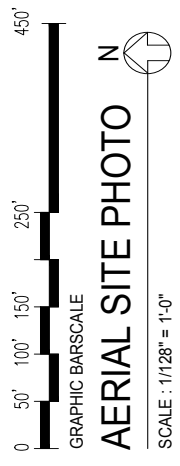
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Water P Carter Elementary/Middle #134 and Lois T Murray Elementary/Middle #313																
Walter P Carter Elementary/Middle Program										Lois T Murray Elementary/Middle Program						
ROOMSPACE										Combined Program						
TEACHING STATIONS										TEACHING STATIONS						
NUMBER EACH	SF EACH	TOTAL	SF TALLY	ES FTE	SPED FTE	MS FTE	NUMBER EACH	SF EACH	TOTAL	SF TALLY	ES FTE	SPED FTE	MS FTE	TOTAL SF	SF TALLY	SHARED SPACE
09 PHYSICAL EDUCATION																
09.01 Physical Education																
09 01.01	1	7,000	7,000	9,450	9,450		0	7,000	0	1,350	1,350			7,000	10,800	X
09 01.02	1	150	150				1	150	150					300		X
09 01.03	1	400	400				0	400	0					400		X
09 01.04	2	200	400				0	200	0					400		X
09 01.05	4	100	400				0	100	0					400		X
09 01.06	0	0	0				1	1,200	1,200					1,200		X
09 01.07	1	1,100	1,100				0	0	0					1,100		X
10 MEDIA																
10.01 Media Center																
10 01.01	1	2,400	2,400	3,100	4,000		0	2,400	0	0	0			2,400	3,100	X
10 01.02	1	250	250				0	250	0					250		X
10 01.03	1	300	300				0	300	0					300		X
10 01.04	1	150	150				0	150	0					150		X
10.02 Communications/TV																
10 02.01	1	800	800	900			0	800	0	0	0			800	900	
10 02.02	1	100	100				0	150	0					100		
11 FOOD SERVICES																
11.01 Dining																
11 01.01	1	3,500	3,500	4,880	7,640		1	2,000	2,000	2,200	2,450			5,500	7,080	
11 01.02	1	250	250				1	200	200					450		X
11 01.03	1	980	980				0	700	0					980		X
11 01.04	1	150	150				0	150	0					150		X
11.02 Food Service																
11 02.01	1	1,000	1,000	2,760			0	1,000	0	250				1,000	3,010	X
11 02.02	3	250	750				1	250	250					1,000		X
11 02.03	1	80	80				0	80	0					80		X
11 02.04	1	175	175				0	175	0					175		X
11 02.05	1	175	175				0	175	0					175		X
11 02.06	1	200	200				0	200	0					200		X
11 02.07	1	200	200				0	200	0					200		X
11 02.08	1	30	30				0	30	0					30		X
11 02.09	1	50	50				0	50	0					50		X
11 02.09	1	100	100				0	100	0					100		X
12 BUILDING SERVICES																
12.01 Maintenance/Operations																
12 01.01	1	300	300	1,670	2,070		0	300	0	170	370			300	1,840	X
12 01.02	1	300	300				0	300	0					300		X
12 01.03	1	100	100				0	100	0					100		X
12 01.04	1	120	120				0	120	0					120		X
12 01.05	1	120	120				0	120	0					120		X
12 01.06	5	60	300				2	60	120					420		X
12 01.07	1	250	250				0	250	0					250		X
12 01.08	1	100	100				1	50	50					150		X
12 01.09	1	80	80				0	0	0					80		X
12.02 Toilet																
12 02.01	8	50	400	400			4	50	200	200				600	600	X
13 COMMUNITY SPACE																
13.01 Family Resource Suite																
			280	2,800						200	200				480	

Program	Program	Program
Walter P. Carter Elementary/Middle Program	Lois T. Murray Elementary/Middle Program	Combined Program

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M. APPENDIX



BCPS No.
134

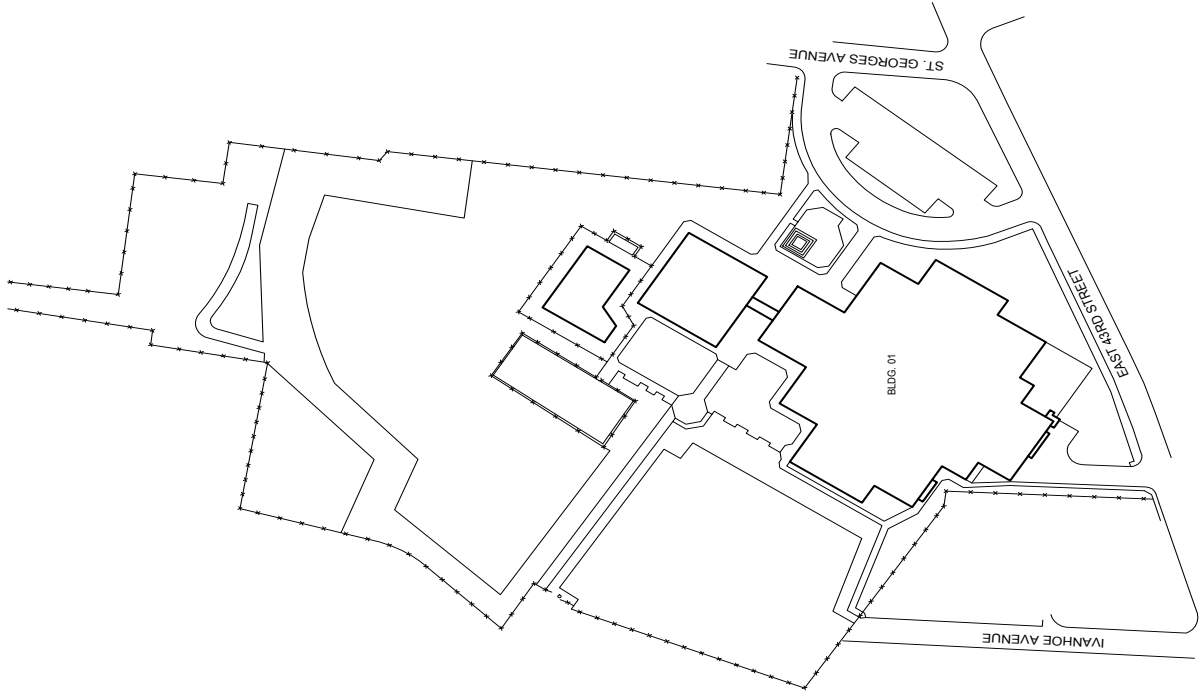
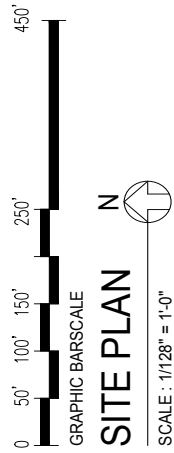
SHEET No.
1 of 4

Walter P Carter PK-8
820 East 43rd Street
Baltimore, Maryland 21212

BALTIMORE CITY
PUBLIC SCHOOLS

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

UPDATES



Walter P Carter PK-8 820 East 43rd Street Baltimore, Maryland 21212		BALTIMORE CITY PUBLIC SCHOOLS	Baltimore City Public Schools 200 E. North Ave. Baltimore, MD 21202		UPDATES
BCPS No.	134				
SHEET No.	2 of 4				



BUILDING 134 - BASEMENT FLOOR PLAN



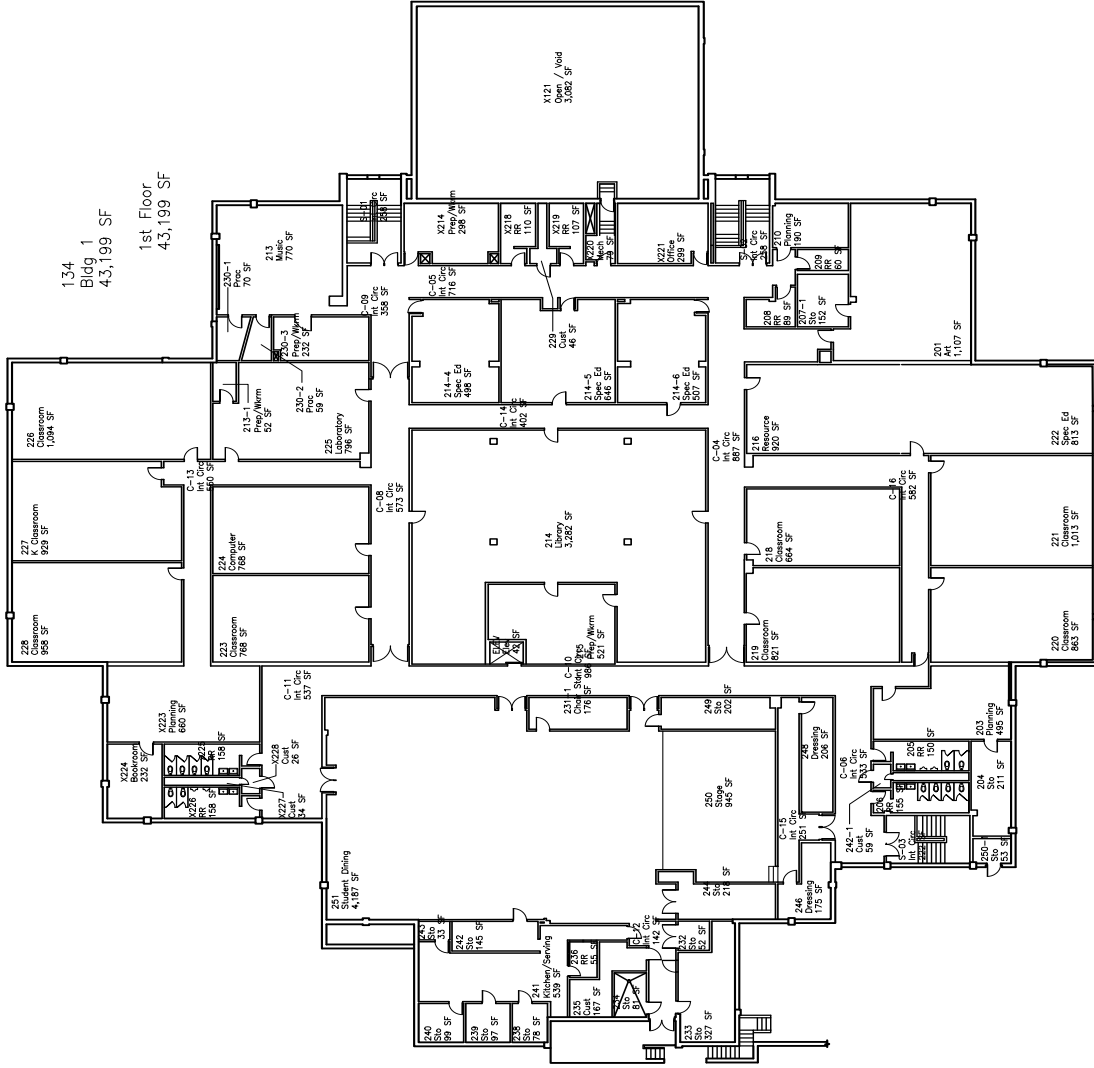
BCPS Facility Condition Assessment – 2011



GRAPHIC BAR SCALE

BUILDING 134 - FIRST FLOOR PLAN

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



134
Bldg. 1
43,199 SF
1st Floor
43,199 SF

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

BALTIMORE CITY
PUBLIC SCHOOLS

Walter P Carter PK-8
820 East 43rd Street
Baltimore, Maryland 21212

BCPS No.
134
SHEET No.
4 of 4

UPDATES