

Purchasing Office
191 South East St
Frederick, Maryland 21701
301-644-5208 phone
301-644-5213 fax



Kerrie Koopman CPPB, CPPO, CPP,
Purchasing Manager
**Kim Miskell, CSBO, Assistant Purchasing
Manager**
Bill Meekins CPPB, CPPO, CSBO, CPCP,
Purchasing Agent
Shane Ryberg, Purchasing Agent

RFP NUMBER/NAME: 21A1, Green Valley Elementary and Valley Elementary Schools Feasibility Study - Architect Selection

RFP ISSUE DATE: September 18, 2020

CONTRACT MANAGER: Kim Miskell, CSBO, Assistant Purchasing Manager, kim.miskell@fcps.org

CONTRACT ADMINISTRATOR: Elizabeth Pasierb, AICP, Supervisor of Facilities Planning, Capital Programs Department, elizabeth.pasierb@fcps.org

QUESTIONS: Questions due no later than 4:00 P.M., local time, on October 1, 2020
Submit questions in writing to the Contract Manager listed above with a copy to the Contract Administrator.

PRE-PROPOSAL DATE: 2:00 P.M., local time, on September 25, 2020
Skype Business: (240) 236-6172 (FCPS) Conference ID: 7907906
Meeting URL: <https://meet.fcps.org/kimberly.miskell/D21WC0P9?sl=1>

OBTAINING BID DOCUMENTS: To view and/or download this solicitation package please visit our webpage at: www.fcps.org/bidlist. If you have problems downloading this bid or applicable addenda, contact: amy.beall@fcps.org

BONDS REQUIRED: NO

MBE REQUIREMENTS: NO

PROPOSAL DUE DATE: 1:00 P.M., local time, on October 15, 2020
RFP's will be opened and publicly read utilizing Skype Business:
Skype Business: (240) 236-6172 (FCPS) Conference ID: 7907906
Meeting URL: <https://meet.fcps.org/kimberly.miskell/D21WC0P9?sl=1>

RFP SUBMISSION: Due to COVID-19, in order to protect our Vendors and Staff, the Purchasing Department will only be accepting on-line bid submissions via [ProcureNow](https://secure.procurenow.com/portal/fcps) <https://secure.procurenow.com/portal/fcps>

Meeting URL: <https://meet.fcps.org/kimberly.miskell/D21WC0P9?sl=1>

Proposals must be properly marked with vendor's business name, address, bid name and number on the envelope or package. Do not return the following pages: cover page, table of contents, map, calendar, directory or terms and conditions.

TENTATIVE AWARD DATE: BOE Work Session, scheduled on: December 9, 2020

ELIGIBILITY TO BID: All Frederick County Public School vendors and or contractors interested in bidding on FCPS projects must register at eMaryland Marketplace Advantage www.procurement.maryland.gov. FCPS will no longer accept bidder's applications.



RFP #21A1, Valley Elementary and Green Valley Elementary Schools Feasibility Study Architect Selection

Frederick County Public Schools is soliciting architectural services for the feasibility study of the modernization or replacement of Valley Elementary School and Green Valley Elementary School.

Architectural firms are invited to submit a Technical and Fee proposal for the feasibility studies. Technical and Fee proposals shall be submitted electronically through ProcureNow prior to **1:00 p.m., Thursday, October 15, 2020**. In addition, please submit an electronic copy of a recently completed feasibility study to kimberly.miskell@fcps.org. A pdf format is preferred.

The written technical proposal should be no more than five to ten pages of text with attachments of materials on comparable projects and other items as you think necessary. Also include the full SF330 for the firm and subconsultants. **You must indicate the proposed team, including subconsultants, for each feasibility study.** If the same team will be utilized for both studies this must be indicated as well. The proposal should address the feasibility study requirements as outlined below and any other information you feel appropriate. Site and concept diagrams, cover pages, cover letters, resumes, and SF330 forms do not count towards the five to ten pages of text. Please be concise as our reviewers will have many proposals to review.

Due to the COVID pandemic, there will be no opportunity to visit the school sites prior to submission of the technical proposal. Instead, site plans and floor plans for each school are available upon request by sending an email to kimberly.miskell@fcps.org. Site visits will be arranged with the successful applicant once the contract is awarded.

THE PROJECT

Valley Elementary School (ES) is located at 3519 Jefferson Pike, Jefferson, MD 21755. The school houses grades pre-K through 5. Located on 31.7 acres, Valley ES was originally constructed in 1967 with an addition and renovations in 1974. The building is approximately 60,000 square feet. Approximately 19,500 square feet was renovated in 1974. The Facility Condition Index (FCI) for Valley ES is 52% and is classified as critical. Valley ES has a state rated capacity (SRC) of 500 and a September 2019 enrollment of 501 students. There are no portable classrooms on site.

Green Valley Elementary School (ES) is located at 11501 Fingerboard Road, Monrovia, MD 21770. The school houses grades K through 5. Located on 31.22 acres, Green Valley ES was originally constructed in 1971 and has had no additions or renovations. The building is approximately 52,000 square feet. The Facility Condition Index (FCI) for Green Valley ES is 30% and is classified as critical. Green Valley ES has a state rated capacity (SRC) of 499 and a September 2019 enrollment of 627 students. The attendance area for Green Valley ES was recently revised during the Linganore-Oakdale-Urbana Redistricting Study. The new attendance boundaries went into effect in September 2020. The projected September 2020 enrollment is to be 598 students. There are three portable classrooms on site.

The purpose of the feasibility study is to identify school facility renovation and space needs, and the cost of meeting those needs. The study will consider all available options including renovation, renovation and addition and complete replacement. Both partial and complete demolition will be considered. The study will follow the Interagency Commission on School Construction guidelines and consider the ability to meet the educational program, the physical condition of the existing school, constructability of each option, local and state regulations, cost of each option, length of construction time, and available space for relocating students during each construction option. The feasibility study is expected to begin in December upon award of contract and be completed within 2 months, with a presentation to the Board of Education at their April 14, 2021 board meeting.

The successful applicant will be responsible for a draft feasibility study report for each school, final report for each school and presentation to the Board of Education. There will be no public meetings required of the successful applicant.

SCOPE OF SERVICES

The feasibility study for each school will follow the PSCP Feasibility Study guidelines and include at a minimum, the following:

1. Educational Specifications

A review of our most recent prototype elementary educational specifications for Brunswick Elementary School, as amended for the needs of Valley ES and Green Valley ES, is required. The educational specifications will serve as a guide for the space needs in terms of programs, spaces, and features in modernized Valley and Green Valley elementary schools. A Summary of project space requirements for the prototype elementary school is attached.

The consultant's report for each school will consider FCPS and State IAC design standards and policies and will include in tabular and graphic form an abbreviated description of each instructional and support area, an existing building floor plan showing space uses and spatial relationships, a summary of spatial requirements to meet current educational specifications, a description of each building system and reference to external standards and codes such as MSDE, BOCA, ADAAG/UFAs.

The consultant's report for each school will include information on years of construction and occupancy and renovation dates of building sections showing existing size in NSF and GSF, individual spaces in the existing building showing size in square feet, number of teaching stations in the building, description of support spaces and facilities in the building, school site size and site attributes, utilities serving school, building floor plan and site plan and also a digitized floor plan of the existing building.

Basic AutoCAD floor plans are available for the successful applicant's use. In addition, a survey of the school's space utilization completed for the 2019 SRC calculations is also available.

2. Existing Conditions

The consultant's report for each school will include a description of the physical condition of existing building components and existing building spaces. Building Component: For each building component listed below, evaluate (1) the quality of the original design and construction of the system, (2) the existing condition of the system, (3) the remaining life expectancy of the system. For each of these components, also develop a 35-year life cycle cost analysis indicating required renovation, replacement and maintenance.

The Building Components should include but are not limited to the following:

- Primary Structure (foundation, floors, roof)
- Building Envelope (walls, windows, doors)
- Secondary Systems (floor finishes, ceiling, interior walls and partitions)

- Mechanical Systems (HVAC, plumbing, etc., including water and septic systems)
- Kitchen and Food Service Equipment and Design
- Electrical Systems (base service, fire alarm, exit lighting, security lighting, etc.)
- Plumbing Systems
- Electronic Communications (video, voice, data)
- Energy Efficiencies and Environmental Conditions
- Site Conditions and Utilities (existing structures, stadium, track, athletic fields and other sport facilities, roadways, walkways, parking, site access (school bus, parent drop-off, pedestrian and service vehicle), storm water drainage, floodplain and utilities including gas, water, sewer, electric, telephone).

3. Building and Life Safety Issues

The consultant's report for each school will include an evaluation and cost estimates as appropriate to address the following issues or problems:

- Hazardous Materials (asbestos, lead, PCBs, underground storage tanks)
- Accessibility (ADA requirements)
- Fire Safety, Fire Alarms (egress, construction type, sprinkler system, alarm system improvements)
- All other relevant building and life safety codes

Any existing information and reports regarding building and life safety issues will be made available to the successful architect.

4. Thirty-five Year Life Cycle Cost Analysis

The consultant's report for each school will include a 35-year life cycle cost analysis for renovation and modernization options to include:

- Renovation and Modernization Costs based on different options (costs per square foot and total cost analysis) for both occupied and non-occupied school, and Site Development Costs, using information from study items 2 and 3 above
- Partial and Complete Demolition Options including replacement of the school on the same site
- Maintenance and Replacement Costs over 35 years, using information from study item 2 above
- Temporary Housing Costs (portable classrooms, temporary facilities, etc.)
- Utility and Energy Costs over 35 years

5. Summary of Options

The consultant's report for each school will include a summary of how well the existing building and each modernization option will accommodate the educational program and address system deficiencies.

Discussion should include adjacency of spaces, space size and configuration, net to gross area ratio, site size and configuration, issues associated with occupied renovations, security, renovation/construction schedule, ability to retain unique features of Valley ES and Green Valley ES, costs, total cost of ownership, energy efficiencies, ability to meet LEED requirements, etc.

6. Floor Plans and Site Plans

The consultant's report for each school will provide concept space and site plans for all options plus color rendered floor and site plans suitable for public presentation to Board of Education and the school community.

7. Cost Estimates

The consultant's report for each school shall provide cost estimates for all options, in a level of detail that will allow adequate consideration of the individual building components, building issues or problems, construction schedules, accommodations for occupied renovations or replacement of school and life cycle cost study results. The consultant's cost estimate shall consider total cost of ownership and shall be in such a format as to provide a basis for a project budget request to the Board of Education and County and State officials.

8. Recommendations

The consultant's report for each school will contain a summary and recommendation including the points and issues leading to the recommendation.

9. Meetings and Public Engagement

The successful applicant shall meet periodically with the project manager, school administration and other FCPS staff as necessary. The successful applicant shall not be responsible for meetings with the school community. However, the consultant will present the final recommendation to the Board of Education.

10. Final Report

The consultant will submit one camera-ready original of the final report for each school along with digital files of the reports, drawings and plans.

TECHNICAL PROPOSAL

The technical proposal should include the following:

1. Description of the process you will employ to accomplish the tasks outlined in the project scope above including coordination of the consultant's team, project schedule and how you will accomplish both studies simultaneously. Include the names of individuals from the Architectural firm that will be assigned to the project **for each study**. If the same individuals will be assigned to both projects, please indicate that as well.
2. Provide a list of milestones/deliverables along with a schedule to meet a Feasibility Study due date for both schools no later than March 15, 2021.
3. Provide the names and addresses of the civil, structural, electrical/mechanical/plumbing, telecommunications engineers, food service designers and any other sub-consultants you would employ for this project and the experience these firms and/or individuals have had with projects like this project. Also, include the name and title of the individual(s) assigned from each firm to work on this project. If the same individuals will be assigned to both projects, please indicate that as well.
4. Provide a copy of a feasibility study that you have recently completed for a modernization project that, in your opinion, is as close to our project as possible. Submit the feasibility study electronically by email. Preferred format is pdf.
5. Provide us with a list of other examples of your feasibility study work involving projects that are, in your judgment, like our project, and for which your firm was or is also project design architect. Where your firm was feasibility study and project design architect on some, but not all of the project, please so indicate.

6. Finally, provide references that we may contact for two of your firm's feasibility study projects. These should be recent references. Please provide project location, organization, name, title, address and telephone number.

FEE PROPOSAL

Provide a detailed lump sum cost proposal using the attached form and include both your firm's and your subconsultant's standard list of fees (hourly rates). Fee proposal will only be accepted in this form. To aid you in the preparation of a cost proposal, a copy of our standard agreement is enclosed.

SUBMISSION

If you are interested in being considered, please submit your technical and fee proposals electronically through ProcureNow. A FREE account can be created with ProcureNow by signing up at <http://secure.procurenow.com/sighup>. Please name the members of your feasibility studies team including the project architect, civil engineer, mechanical/electrical engineer, communication/data network consultant, food service consultant, LEED certified design professional and anyone else you choose to be part of your team for each feasibility study. Include your firm and your sub consultant's SF330. Technical and Fee Proposals shall be submitted electronically **prior to 1:00 p.m., Thursday, October 15, 2020.**

Should you have questions about this RFP, please submit them in writing by 4:00 PM on Thursday, October 1, 2020 so that all questions and answers may be shared via an addendum.

A team of FCPS employees will review all technical proposals and meet to select the top qualified firms. **The top qualified firms will be interviewed on November 16, 2020** either in person or by skype/teleconference. Please hold this date for a possible interview. Applicants chosen for an interview will be notified on or about November 10, 2020.

Following the interview, scores for the interviews and technical proposal will be averaged together. The fees of the top firms will be opened and a final score will be determined based on the technical qualifications and fee amounts. The contract will be awarded to the firm with the highest overall score. No initial "Letter of Interest" phase will be pursued for this project.



AIA[®] Document B210[™] – 2017

Standard Form of Architect's Services: Facility Support

Agreement made as of the _____ day of _____ for the following **PROJECT:**
(Name and location or address)

THE OWNER:

(Name, legal status and address)

The Board of Education of Frederick County
191 South East Street
Frederick, Maryland 21701-5918

THE ARCHITECT:

(Name, legal status and address)

THE AGREEMENT

(Paragraphs deleted)

TABLE OF ARTICLES

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ARTICLE 1 INITIAL INFORMATION

§ 1.1 The Architect's services are based on:

- 1) Request for Technical and Fee Proposal, RFP # _____ dated _____.
- 2) Addendum 1 to the Request for Technical Proposal & Fee Proposal, RFP # _____, dated _____.
- 3) _____ Response to Request for Technical & Fee Proposal, RFP # _____, dated _____.
- 4) FCPS Vendor Policies and Regulation.

§ 1.1.1 The Architect shall retain the following consultants:

ADDITIONS AND DELETIONS:

The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added necessary information and where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

This document provides the Architect's scope of services only and must be used with an Owner-Architect agreement. It may be attached as an exhibit to AIA Document B102[™]–2017, Standard Form of Agreement Between Owner and Architect without a Predefined Scope of Architect's Services or used with AIA Document G802[™]–2017, Amendment to the Professional Services Agreement, to create a modification to any Owner-Architect agreement. The Architect should consult with its professional liability insurance provider to determine whether the services described herein are covered under the Architect's policy.

Init.

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User Notes:

(2016362874)

(List subconsultant name, discipline, address, and individual named in technical proposal)

§ 1.1.2 The
(Paragraphs deleted)

Owner and Architect may rely on the Initial Information. Both parties, however, recognize that the Initial Information may materially change and, in that event, the Owner and the Architect may appropriately adjust the Architect's services, schedule for the Architect's services, and the Architect's compensation through a change order request.

(Paragraphs deleted)

ARTICLE 2 FACILITY SUPPORT SERVICES

§ 2.1 The Architect shall manage the Feasibility Study and prepare report consistent with requirements in Article 2.6 & Article 6, attend meetings pertaining to the Feasibility Study, communicate with members of the Project team, and report progress to the Owner.

§ 2.2 The Architect shall coordinate its services with those services provided by the Owner. The Architect shall be entitled to rely on, and shall not be responsible for, the accuracy, completeness, and timeliness, of services and information furnished by the Owner. The Architect shall provide prompt written notice to the Owner if the Architect becomes aware of any error, omission, or inconsistency in such services or information.

§ 2.3 The Architect shall prepare, and periodically update, a schedule for the Feasibility Study that identifies milestone dates for decisions required of the Owner, services furnished by the Architect, and completion of documentation to be provided by the Architect. The Architect shall coordinate the Feasibility Study schedule with the Owner's Project schedule.

§ 2.4 The Architect shall submit documentation regarding the Feasibility Study to the Owner at intervals appropriate to the process for purposes of evaluation and approval by the Owner. The Architect shall be entitled to rely on approvals received from the Owner to complete the Feasibility Study.

§ 2.5 The Architect shall provide the listed Study Services if specifically designated below as the Architect's responsibility for the Study.

Services	Responsibility (Architect, Owner or Not Provided)	Facility (Identify the Facility or Facilities for each service)
§ 2.5.1 FACILITY CONDITION ASSESSMENT		
.1 Code Review	Architect	
.2 Site Features	Architect	
.3 Exterior Components	Architect	
.4 Interior Components	Architect	
.5 Mechanical, Electrical, and Plumbing Systems	Architect	
.6 Conveying Equipment	Architect	
.7 Life Safety and Fire Protection Systems	Architect	
.8 Data and Communication Systems	Architect	
(Row deleted)		
.9 Preliminary Cost Estimate	Architect	
.10 Facility Condition Index	Owner	
.11 Building Automation Assessment	Architect	
§ 2.5.2 FACILITY PERFORMANCE ASSESSMENT		
(Rows deleted)		
.1 Area Calculations	Architect	
.2 Space Allocation Inventory	Architect	
(Rows deleted)		
§ 2.5.3 OTHER FACILITY SUPPPORT SERVICES		
(Row deleted)		

.1	Record Document Evaluation	Architect	
.2	Work Orders Evaluation	Architect	

(Rows deleted)

§ 2.6 Description of Services

A brief description of each Feasibility Study requirement is provided below.

§ 2.6.1 FEASIBILITY STUDY

§ 2.6.1.1 Code Review. The Architect shall review the requirements of laws, codes, and regulations that pertain to the facility condition assessment services selected in Section 2.5.1. The Architect shall provide the Owner with a written assessment and recommendations regarding the Facility's compliance with such laws, codes, and regulations.

§ 2.6.1.2 Site Features. The Architect shall provide the Owner with a written assessment, based on visual observation and inspection of FCPS records and plans, of the site conditions of the Facility, including hardscaping, paving and parking, flatwork, storm water drainage, and landscaping. The assessment shall identify existing site features; describe their current conditions; estimate their remaining useful life; identify observed deficiencies; and provide recommendations regarding repairs, replacements, upgrades, modifications and further investigation along with a cost estimate for each.

§ 2.6.1.3 Exterior Components. The Architect shall provide the Owner with a written assessment, based on visual observation and inspection of FCPS records, of the exterior conditions of the Facility, including roofs, walls, areaways, windows, and doors. The Architect shall be responsible for exposing and repairing areas where additional information is required. The assessment shall identify existing exterior components; describe their current conditions; estimate their remaining useful life; identify observed deficiencies; and provide recommendations regarding repairs, replacements, upgrades, modifications and further investigation along with cost estimates for each. If applicable, the Architect shall identify the next safety inspection date for exterior components.

§ 2.6.1.4 Interior Components. The Architect shall provide the Owner with a written assessment, based on visual observation and inspection of FCPS records and plans, of the interior conditions of the Facility, including ceilings, walls, floors, finishes, stairways, and doors. The Architect is responsible for exposing and repairing those areas where required for additional information. The assessment shall identify existing interior components; describe their current conditions; estimate their remaining useful life; identify observed deficiencies; and provide recommendations regarding repairs, replacements, upgrades, modifications and further investigation along with cost estimate for each.

§ 2.6.1.5 Mechanical, Electrical, and Plumbing Systems. The Architect shall provide the Owner with a written assessment, based on visual observation and inspection of FCPS records and plans, of the mechanical, electrical, and plumbing systems of the Facility, including equipment, distribution systems, devices, fixtures, and controls. The assessment shall identify existing mechanical, electrical, and plumbing systems; describe their current conditions; estimate their remaining useful life; identify observed deficiencies; and provide recommendations regarding repairs, replacements, upgrades, modifications, and further investigation along with cost estimates for each.

§ 2.6.1.6 Conveying Equipment. The Architect shall provide the Owner with a written assessment, based on visual observation, of the conveying equipment of the Facility, including elevators. The assessment shall identify existing conveying equipment; describe their current conditions; estimate their remaining useful life; identify observed deficiencies; and provide recommendations regarding repairs, replacements, and further investigation.

§ 2.6.1.7 Life Safety and Fire Protection Systems. The Architect shall provide the Owner with a written assessment, based on visual observation and inspection of FCPS records and plans, of the life safety and fire protection systems of the Facility, including fire alarm systems, sprinklers and standpipes, smoke detection and control systems, emergency lighting, fire extinguishers, signage, and medical devices. The assessment shall identify existing life safety and fire protection systems; describe their current conditions; estimate their remaining useful life; identify observed deficiencies; and provide recommendations regarding repairs, replacements, upgrades, modifications and further investigation along with cost estimates for each.

§ 2.6.1.8 Data and Communication Systems. The Architect shall provide the Owner with a written assessment, based on visual observation and inspection of FCPS records and plans, of the data and communication systems of the Facility, including equipment, equipment rooms and closets, and distribution systems. The assessment shall identify existing data and communications systems; describe their current conditions; estimate their remaining useful life; identify observed

deficiencies; and provide recommendations regarding repairs, replacements, upgrades, modifications and further investigation along with cost estimate for each.

(Paragraphs deleted)

§ 2.6.1.9 Preliminary Cost Estimate. Based on the Facility Condition Assessment services provided, the Architect shall prepare a preliminary cost estimate to implement the Architect's recommended repairs, upgrades, modifications and replacements. The Architect's preliminary cost estimate shall be based on current area, volume, or similar conceptual estimating techniques and shall include Contractors' general conditions costs, overhead, and profit, but not the compensation of the Architect, financing, or other costs that are the responsibility of the Owner.

§ 2.6.2 FACILITY PERFORMANCE ASSESSMENT

(Paragraphs deleted)

§ 2.6.2.1 Building Automation Systems. The Architect shall provide the Owner with a written assessment of the building automation systems of the Facility. The assessment shall include an evaluation of record documents, computer software, equipment and system trending, alarms, and energy management, as they pertain to the building automation systems. The assessment shall also include preliminary recommendations for improving performance of the building automation systems along with cost estimates for each.

(Paragraphs deleted)

§ 2.6.3 SPACE MANAGEMENT

(Paragraphs deleted)

§ 2.6.3.1 Area Calculations. The Architect shall perform area calculations for the Facility identifying the area allocated for all existing spaces and those identified in the educational specifications.

§ 2.6.3.2 Space Allocation Inventory. The Architect shall provide an inventory of occupant spatial use within the Facility and in portable classrooms where applicable.

(Paragraphs deleted)

§ 2.6.4 Other Facility Support

(Paragraphs deleted)

§ 2.6.4.1 The Architect shall also be responsible for all work as described in the Scope of Services found in RFP # _____ as well as addendums attached hereto.

(Paragraph deleted)

§ 2.6.4.2 The Architect shall also be responsible for as many presentations as required at meetings with the school community, elected officials, and the community at large. The Architect shall prepare all presentation materials, exhibits and handouts and shall document each meeting and present meeting minutes to the Owner.

(Paragraphs deleted)

ARTICLE 3 ADDITIONAL SERVICES

§ 3.1 Additional Services may be provided after execution of the Agreement, without invalidating the Agreement. Except for services required due to the fault of the Architect, any Additional Services provided in accordance with this Article may entitle the Architect to compensation pursuant to Section 5.2 and an appropriate adjustment in the Architect's schedule.

ARTICLE 4 OWNER'S RESPONSIBILITIES

§ 4.1 The Owner shall provide to the Architect data necessary for the Feasibility Study, which may include record drawings; shop drawings; operation and maintenance manuals; master plans; operation costs; work order system data; building automation systems; pertinent records relative to historical building data, building equipment, building materials, and furnishings; and repair records.

§ 4.2 The Owner shall provide access to the property, buildings, and personnel necessary for the Architect to complete the services during regular business hours with sufficient notice from the Architect. The personnel shall conduct tours and walk-throughs and explain the Facility's original, current, and anticipated future use.

ARTICLE 5 COMPENSATION

§ 5.1 If not otherwise specifically addressed in the Agreement, the Owner shall compensate the Architect for the Feasibility Study in the amount of _____ plus reimbursables not to exceed _____. Payment shall be made in the following manner:

- 1) _____ at the completion and Owner acceptance of the Existing Conditions Report.
- 2) _____ at the completion and Owner acceptance of the Draft Feasibility Study
- 3) _____ at the completion and Owner acceptance of the Final Feasibility Study Report.

§ 5.2 For Additional Services that may arise during the course of the Project, including those under Article 3, the Owner shall compensate the Architect as follows:

(Paragraphs deleted)

The study shall be completed for the fee provided by _____. Services above those listed in this Agreement shall be by change order in accordance with the standard fees submitted with the fee proposal as negotiated to this Agreement.

(Paragraphs deleted)

ARTICLE 6 SPECIAL TERMS AND CONDITIONS

Special terms and conditions that modify this Standard Form of Architect's Services: Facility Support are as follows:

The Feasibility Study shall be completed in accordance with the Request For Technical Proposal and Fee Proposal for the _____ – RFP# _____ dated _____ and addenda, and the State of Maryland Public School Construction Program.

ARTICLE 7 INSURANCE REQUIREMENTS

§ 7.1 The Architect shall maintain the following insurance for the duration of this Agreement. The Board of Education of Frederick County, The Frederick County Council and The State of Maryland shall be named additional insured on policies excluding insurance required by statute. All forms of insurance and carriers shall have an A.M. Best's rating of "A" or better and are subject to the Owner's approval, all Certificates of Insurance shall be provided to the Owner within ten (10) days of award of the Contract. The insurance shall be written on a General Liability policy form, Certificate of Insurance shall be ACCORD 25-s(7/97).

- .1 Comprehensive General Liability with policy limits of not less than One Million Dollars and No Cents (\$1,000,000.00) for each occurrence and in the aggregate for bodily injury and property damage.
- .2 Automobile Liability covering owned and rented vehicles operated by the Architect with policy limits of not less than One Million Dollars and No Cents (\$1,000,000.00) combined single limit and aggregate for bodily injury and property damage.

The Architect may use umbrella or excess insurance to achieve the required coverage for Comprehensive General Liability and Automobile Liability, provided that such umbrella or excess insurance results in the same type of coverage as required for the individual policies. The Umbrella or Excess Liability limits will be excess over the underlying General Liability and Automobile Liability limits and there will be no coverage gaps.

- .3 Workers' Compensation of statutory limits and Employers Liability with a policy limit of not less than Five Hundred Thousand Dollars and No Cents (\$500,000.00).
- .4 Professional Liability covering the Architect's negligent acts, errors and omissions in its performance of professional services with policy limits of not less than Two Million Dollars and No Cents (\$2,000,000.00) per claim and in the aggregate with deductible not exceeding \$50,000.00..
- .5 The Architect shall provide to the Owner certificates of insurance evidencing compliance with the requirements in this section 2.5 in its entirety. The certificates will show the Owner as The Board of Education of Frederick County, The Frederick County Council and The State of Maryland as an additional insured on the Comprehensive General Liability Automobile Liability, umbrella or excess policies.

- .6 The Architect shall comply with each of the additional insurance requirements set forth below:
- a. The Owner shall receive insurance certificates from the Architect evidencing the compliance of insurance requirements at least 10 days before Work commences.
 - b. Policies shall stipulate the Owner is to receive written notice thirty (30) days before cancellation.
 - c. Insurance policies shall contain a Waiver of Subrogation in favor of the Owner.
 - d. Insurance policies shall provide primary insurance coverage to the Owner and Frederick County Council as additional insureds for loss, injury, and damage arising out of or associated with the Services under this Agreement as opposed to pro-rata with, concurrent with or excess to any other insurance coverage by Owner.
 - e. The Architect's selection of insurer shall be acceptable to the Owner, and the insurer shall be lawfully authorized to do business in the State of Maryland.
 - f. If project insurance purchased by the Architect has been issued on a "claims made" basis the Architect shall comply with the following additional conditions: Architect will supply certificates of project insurance evidencing the above coverage for two (2) years after final completion of the Project with such certificates evidencing a retroactive date no later than the beginning of the Work under this Agreement, or Architect shall purchase an extended (minimum two years) reporting period endorsement for each such "claims made" policy in force as of the date of final completion and evidence the purchase of this extended reporting period endorsement by means of a certificate of insurance or a copy of the endorsement itself. Such certificate or copy of the endorsement shall evidence a retroactive date no later than the beginning of the Work under this Agreement.
 - g. Architect agrees to indemnify and hold the Owner harmless from all losses, claims, liabilities, injuries, damages and expenses that Owner may incur by reason of any injury or damage sustained to any person or property arising out, or occurring in connection with, Architect's negligent acts, errors, or omissions. Owner agrees to indemnify and hold the Architect harmless from all losses, claims, liabilities, injuries, damages and expenses that the Architect may incur by reason of any injury or damage sustained to any person or property arising out, or occurring in connection with the Owner's negligent acts, errors or omissions.

ARTICLE 8 SCOPE OF THE AGREEMENT

§ 8.1 This Agreement represents the entire and integrated Agreement between the Owner and Architect and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended only by written instrument signed by both Owner and Architect.

This Agreement entered into as of the day and year first written above.

OWNER

(Signature)

Theresa R. Alban, Ph.D., Superintendent of Schools

(Printed name and title)

ARCHITECT

(Signature)

(Printed name and title)

Additions and Deletions Report for AIA® Document B210™ – 2017

This Additions and Deletions Report, as defined on page 1 of the associated document, reproduces below all text the author has added to the standard form AIA document in order to complete it, as well as any text the author may have added to or deleted from the original AIA text. Added text is shown underlined. Deleted text is indicated with a horizontal line through the original AIA text.

Note: This Additions and Deletions Report is provided for information purposes only and is not incorporated into or constitute any part of the associated AIA document. This Additions and Deletions Report and its associated document were generated simultaneously by AIA software at 12:52:32 ET on 09/10/2020.

PAGE 1

for
Agreement made as of the _____ day of _____ for the following **PROJECT**:

...

The Board of Education of Frederick County
191 South East Street
Frederick, Maryland 21701-5918

...

THE AGREEMENT

This Standard Form of Architect's Services is part of the accompanying Owner Architect Agreement (hereinafter, together referred to as the Agreement) dated the _____ day of _____ in the year _____.
(In words, indicate day, month and year.)

...

§ 1.1 The Architect's services are based ~~on the Initial Information set forth in this Article 1 on:~~

- 1) Request for Technical and Fee Proposal, RFP # _____ dated _____.
- 2) Addendum 1 to the Request for Technical Proposal & Fee Proposal, RFP # _____, dated _____.
- 3) Response to Request for Technical & Fee Proposal, RFP # _____, dated _____.
- 4) FCPS Vendor Policies and Regulation.

(For each item in this section, insert the information or a statement such as "not applicable" or "unknown at time of execution.")

§ 1.1.1 The Architect shall ~~perform the Facility Support Services described herein for the following Facility or Facilities; retain the following consultants:~~

~~(List the name and location or address of each building or other Facility for which the Architect will perform Facility Support Services; subcontractant name, discipline, address, and individual named in technical proposal)~~

PAGE 2

§ 1.1.2 The Architect shall ~~retain the following consultants:~~
~~(List name, discipline, address, and other information.)~~

Owner and Architect may rely on the Initial Information. Both parties, however, recognize that the Initial Information may materially change and, in that event, the Owner and the Architect may appropriately adjust the Architect's services, schedule for the Architect's services, and the Architect's compensation through a change order request.

§ 1.1.3 The Owner's contractors and consultants that affect the Architect's services:

(List name, discipline, address, and other information.)

§ 1.1.4 Other Initial Information on which the Architect's services are based:

(List below other information that will affect the Architect's performance of its services, such as the Owner's intended use for the Facility or Facilities, the Owner's budget for the Project, the Owner's anticipated milestone dates, current digital facility management system, and Owner confidentiality requirements.)

§ 1.1.5 The Owner and Architect may rely on the Initial Information. Both parties, however, recognize that the Initial Information may materially change and, in that event, the Owner and the Architect shall appropriately adjust the Architect's services, schedule for the Architect's services, and the Architect's compensation.

§ 2.1 The Architect shall manage the Facility Support Services, research applicable design criteria, attend meetings pertaining to the Facility Support Services, Feasibility Study and prepare report consistent with requirements in Article 2.6 & Article 6, attend meetings pertaining to the Feasibility Study, communicate with members of the Project team, and report progress to the Owner.

§ 2.2 The Architect shall coordinate its services with those services provided by the Owner and the Owner's consultants. Owner. The Architect shall be entitled to rely on, and shall not be responsible for, the accuracy, completeness, and timeliness, of services and information furnished by the Owner and the Owner's consultants. Owner. The Architect shall provide prompt written notice to the Owner if the Architect becomes aware of any error, omission, or inconsistency in such services or information.

§ 2.3 The Architect shall prepare, and periodically update, a schedule of Facility Support Services for the Feasibility Study that identifies milestone dates for decisions required of the Owner, services furnished by the Architect, and completion of documentation to be provided by the Architect. The Architect shall coordinate the schedule of Facility Support Services Feasibility Study schedule with the Owner's Project schedule.

§ 2.4 The Architect shall submit documentation regarding the Facility Support Services Feasibility Study to the Owner at intervals appropriate to the process for purposes of evaluation and approval by the Owner. The Architect shall be entitled to rely on approvals received from the Owner to complete the Facility Support Services Feasibility Study.

§ 2.5 The Architect shall provide the listed Facility Support Services only Study Services if specifically designated below as the Architect's responsibility for the Facility or Facilities designated. Unless otherwise specifically addressed in the Agreement, if neither the Owner nor the Architect is designated, the parties agree that the listed Facility Support Service is not being provided for the Project.

(Designate the Architect's Facility Support Services and the Owner's Facility Support Services required for the Project by indicating whether the Architect or Owner shall be responsible for providing the identified Facility Support Service and each Facility for which the service is to be provided.) Study.

...

.1	Code Review	Architect	
.2	Site Features	Architect	
.3	Exterior Components	Architect	
.4	Interior Components	Architect	
.5	Mechanical, Electrical, and Plumbing Systems	Architect	
.6	Conveying Equipment	Architect	
.7	Life Safety and Fire Protection Systems	Architect	
.8	Data and Communication Systems	Architect	
.9	Furnishings, Fixtures, and Equipment Inventory		
.10	Preliminary Cost	Architect	

Estimate		
.11 .10 Facility Condition Index	<u>Owner</u>	
.11 Building Automation Assessment	<u>Architect</u>	

...

.1 Utility Operating Cost		
.2 Building Automation Systems		
.3 Workspace Ergonomics		
.4 Sustainability		
.5 Building Certification Assistance		
.6 Health and Wellness		
§ 2.5.3 OPERATIONS ASSESSMENT		
.1 Labor Cost		
.2 Work Order Process		
.3 Vendor Contracts		
.4 Organization and Policies		
§ 2.5.4 SPACE MANAGEMENT		
.1 Area Calculations	<u>Architect</u>	
.2 Space Allocation Inventory	<u>Architect</u>	
.3 Occupancy Planning		
.4 Migration Planning		
.5 Move, Add, Change Management		
.6 Workplace Strategies		
§ 2.5.5 MAINTENANCE MANAGEMENT		
.1 Maintenance Plan		
.2 Maintenance Management Services		
.3 Ongoing Commissioning Plan		
.4 Ongoing Commissioning Services		
§ 2.5.3 OTHER FACILITY SUPPORT SERVICES		
§ 2.5.6 DIGITAL FACILITY MANAGEMENT SYSTEM		
.1 Record Document Evaluation	<u>Architect</u>	
.2 Selection Work Orders Evaluation	<u>Architect</u>	
.3 Implementation and Training		
.4 Operation		
.5 Consulting		
§ 2.5.7 OTHER FACILITY SUPPORT SERVICES		

PAGE 3

A brief description of each Facility Support Service Feasibility Study requirement is provided below.

§ 2.6.1 FACILITY CONDITION ASSESSMENT

§ 2.6.1 FEASIBILITY STUDY

§ 2.6.1.2 Site Features. The Architect shall provide the Owner with a written assessment, based on visual ~~observation,~~ observation and inspection of FCPS records and plans, of the site conditions of the Facility, including hardscaping, paving and parking, flatwork, storm water drainage, and landscaping. The assessment shall identify existing site features; describe their current conditions; estimate their remaining useful life; identify observed deficiencies; and provide recommendations regarding repairs, replacements, ~~and further investigation.~~ upgrades, modifications and further investigation along with a cost estimate for each.

§ 2.6.1.3 Exterior Components. The Architect shall provide the Owner with a written assessment, based on visual ~~observation, observation and inspection of FCPS records, of~~ the exterior conditions of the Facility, including roofs, walls, areaways, windows, and doors. The Architect shall be responsible for exposing and repairing areas where additional information is required. The assessment shall identify existing exterior components; describe their current conditions; estimate their remaining useful life; identify observed deficiencies; and provide recommendations regarding repairs, replacements, ~~and further investigation, upgrades, modifications and further investigation along with cost estimates for each.~~ If applicable, the Architect shall identify the next safety inspection date for exterior components.

§ 2.6.1.4 Interior Components. The Architect shall provide the Owner with a written assessment, based on visual ~~observation, observation and inspection of FCPS records and plans, of~~ the interior conditions of the Facility, including ceilings, walls, floors, finishes, stairways, and doors. The Architect is responsible for exposing and repairing those areas where required for additional information. The assessment shall identify existing interior components; describe their current conditions; estimate their remaining useful life; identify observed deficiencies; and provide recommendations regarding repairs, replacements, ~~and further investigation, upgrades, modifications and further investigation along with cost estimate for each.~~

§ 2.6.1.5 Mechanical, Electrical, and Plumbing Systems. The Architect shall provide the Owner with a written assessment, based on visual ~~observation, observation and inspection of FCPS records and plans, of~~ the mechanical, electrical, and plumbing systems of the Facility, including equipment, distribution systems, devices, fixtures, and controls. The assessment shall identify existing mechanical, electrical, and plumbing systems; describe their current conditions; estimate their remaining useful life; identify observed deficiencies; and provide recommendations regarding repairs, replacements, ~~and further investigation, upgrades, modifications, and further investigation along with cost estimates for each.~~

§ 2.6.1.6 Conveying Equipment. The Architect shall provide the Owner with a written assessment, based on visual observation, of the conveying equipment of the Facility, including ~~elevators, escalators, and moving walks, elevators.~~ The assessment shall identify existing conveying equipment; describe their current conditions; estimate their remaining useful life; identify observed deficiencies; and provide recommendations regarding repairs, replacements, and further investigation.

§ 2.6.1.7 Life Safety and Fire Protection Systems. The Architect shall provide the Owner with a written assessment, based on visual ~~observation, observation and inspection of FCPS records and plans, of~~ the life safety and fire protection systems of the Facility, including fire alarm systems, sprinklers and standpipes, smoke detection and control systems, emergency lighting, fire extinguishers, signage, and medical devices. The assessment shall identify existing life safety and fire protection systems; describe their current conditions; estimate their remaining useful life; identify observed deficiencies; and provide recommendations regarding repairs, replacements, ~~and further investigation, upgrades, modifications and further investigation along with cost estimates for each.~~

§ 2.6.1.8 Data and Communication Systems. The Architect shall provide the Owner with a written assessment, based on visual ~~observation, observation and inspection of FCPS records and plans, of~~ the data and communication systems of the Facility, including equipment, equipment rooms and closets, and distribution systems. The assessment shall identify existing data and communications systems; describe their current conditions; estimate their remaining useful life; identify observed deficiencies; and provide recommendations regarding repairs, replacements, ~~and further investigation, upgrades, modifications and further investigation along with cost estimate for each.~~

§ 2.6.1.9 Furnishings, Fixtures, and Equipment Inventory. The Architect shall provide the Owner with an inventory of furnishings, fixtures, and equipment in the Facility and provide a new, or record an existing, unique identifying tag for each. The inventory shall identify each furnishing, fixture, or piece of equipment by its identifying tag and location; describe its current condition; estimate its remaining useful life; identify observed deficiencies; and provide recommendations regarding repairs, replacements, and further investigations.

§ 2.6.1.10 Preliminary Cost Estimate. Based on the Facility Condition Assessment services provided, the Architect shall prepare a preliminary cost estimate to implement the Architect's recommended repairs and replacements. The Architect's preliminary cost estimate shall be based on current area, volume, or similar conceptual estimating techniques and shall include Contractors' general conditions costs, overhead, and profit, but not the compensation of the Architect, financing, contingencies for changes in the Work, or other costs that are the responsibility of the Owner.

The preliminary cost estimate represents the Architect's judgment as a design professional. It is recognized, however, that neither the Architect nor the Owner has control over the cost of labor, materials, or equipment; the Contractor's methods of determining bid prices; or competitive bidding, market, or negotiating conditions. Accordingly, the Architect cannot and does not warrant or represent that bids or negotiated prices will not vary from the Owner's budget or from any estimate prepared or agreed to by the Architect.

§ 2.6.1.11 Facility Condition Index. The Architect shall provide the Owner with a benchmark of the current condition of the Facility using the Facility Condition Index (FCI) method or other standard as approved by the Owner.

§ 2.6.1.9 Preliminary Cost Estimate. Based on the Facility Condition Assessment services provided, the Architect shall prepare a preliminary cost estimate to implement the Architect's recommended repairs, upgrades, modifications and replacements. The Architect's preliminary cost estimate shall be based on current area, volume, or similar conceptual estimating techniques and shall include Contractors' general conditions costs, overhead, and profit, but not the compensation of the Architect, financing, or other costs that are the responsibility of the Owner.

§ 2.6.2.1 Utility Operating Cost. The Architect shall provide the Owner with a written assessment of the utility operating costs of the Facility. The assessment shall include an evaluation of relevant utility bills, weather data, building automations systems, utility rates, hours of occupancy, and applicable codes as they pertain to utility operating costs. The assessment shall also include a comparison of the Facility's utility operating costs to industry benchmarks and preliminary recommendations for improvement.

§ 2.6.2.2 Building Automation Systems. The Architect shall provide the Owner with a written assessment of the building automation systems of the Facility. The assessment shall include an evaluation of record documents, computer software, equipment and system trending, alarms, and energy management, as they pertain to the building automation systems. The assessment shall also include preliminary recommendations for improving performance of the building automation systems.

§ 2.6.2.3 Workspace Ergonomics. The Architect shall provide the Owner with a written assessment of workspace ergonomics within the Facility. The assessment shall include an evaluation of work environments, chairs, keyboards, and monitors. The assessment shall also include preliminary recommendations for improving workspace ergonomics within the Facility.

§ 2.6.2.4 Sustainability. The Architect shall provide the Owner with a written assessment of the sustainable performance of the Facility, including an evaluation of site conditions, energy and resource consumption, sustainable design features, building materials and finishes, and indoor environmental quality. The assessment shall include preliminary recommendations for improving the sustainable performance of the Facility.

§ 2.6.2.5 Building Certification Assistance. The Architect shall assist in the application for, and submission of the pertinent data for, the following building certifications:
(List the building certifications for which the Architect will provide assistance.)

§ 2.6.2.6 Health and Wellness. The Architect shall provide the Owner with a written assessment of the health and wellness aspects of the Facility in accordance with the WELL Building Standard® published by the International WELL Building Institute™ and current as of the date of the Agreement, or other standard rating system as agreed to in writing by the Owner and Architect. The assessment shall include preliminary recommendations for improving the health and wellness aspects of the Facility.

§ 2.6.3 OPERATIONS ASSESSMENT

§ 2.6.3.1 Labor Costs. The Architect shall provide the Owner with a written assessment of labor costs of operating the Facility, including an evaluation of the organization structure, service contracts, job descriptions, salary structure, benefits, shift coverage, and applicable codes. The assessment shall include a comparison of the Facility's labor costs to industry benchmarks and recommendations for improvement.

§ 2.6.3.2 Work Order Process. The Architect shall provide the Owner with a written assessment of the work order processes for the Facility, including an evaluation of preventive maintenance procedures, unscheduled maintenance,

and related software systems. The assessment shall include a comparison of the Facility's work order process to industry benchmarks and recommendations for improvement.

§ 2.6.3.3 Vendor Contracts. The Architect shall provide the Owner with a written assessment of the vendor contracts identified below. The assessment shall include an evaluation of vendor scopes of work, accounting records, and performance data. The assessment shall also include a comparison of the Facility's vendor contracts to industry benchmarks and recommendations for improvement.
(Identify vendor contracts included in the Architect's assessment.)

§ 2.6.3.4 Organization and Policies. The Architect shall provide the Owner with a written assessment of the Owner's organizational structure, administrative procedures, and policy and procedure manuals that relate to management of the Facility. The assessment shall include a comparison to similar organizations and recommendations for improvement.

§ 2.6.4 SPACE MANAGEMENT

§ 2.6.4.1 Area Calculations. The Architect shall perform area calculations for the Facility or Facilities identified in Section 2.5.4.1 using the following measurement standard:
(Identify the measurement standard the Architect will use for area calculations.)

§ 2.6.4.2 Space Allocation Inventory. The Architect shall provide an inventory of occupant spatial use within the Facility. The inventory shall include stacking diagrams and plans that identify areas by occupant use.

§ 2.6.4.3 Occupancy Planning. The Architect shall provide the Owner with an occupancy plan for the Facility. In developing the occupancy plan, the Architect shall: (1) consult with the Owner to determine occupancy goals, the Owner's organizational structure, and space and planning parameters; (2) conduct interviews of select members of the Owner's staff to determine forecasted growth, space needs, and departmental adjacencies; and (3) provide the Owner with preliminary occupancy scenarios.

§ 2.6.4.4 Migration Planning. The Architect shall provide the Owner with a migration plan to implement the occupancy plan for the Facility. The migration plan shall include a schedule of migration activities and occupant origination and destination areas. In developing the migration plan, the Architect shall consult with the Owner to determine migration sequencing, construction schedules, resource availability, department activity, and the need for transition space.

§ 2.6.4.5 Move, Add, Change Management. The Architect shall manage move, add, and change requests, regarding occupancy, equipment, and spatial use within the Facility. The Architect shall develop protocols to generate and respond to requests, and prepare preliminary cost estimates and schedules for projects that arise out of requests. The Architect may use the Owner's digital facility management system to manage the move, add, and change process.

§ 2.6.2.1 Building Automation Systems. The Architect shall provide the Owner with a written assessment of the building automation systems of the Facility. The assessment shall include an evaluation of record documents, computer software, equipment and system trending, alarms, and energy management, as they pertain to the building automation systems. The assessment shall also include preliminary recommendations for improving performance of the building automation systems along with cost estimates for each.

§ 2.6.4.6 Workplace Strategies. The Architect shall consult with the Owner to develop strategies to improve workplace productivity and efficiency in the Facility, such as strategies to manage change in the workplace; reduce occupancy costs and space requirements; foster occupant innovation and collaboration; or increase occupant engagement, satisfaction, and retention.

§ 2.6.5 MAINTENANCE MANAGEMENT

§ 2.6.5.1 Maintenance Plan. The Architect shall provide the Owner with a maintenance plan for the Facility. The maintenance plan shall: (1) identify systems, building components, and materials that require periodic maintenance

and include maintenance protocols for each; (2) include a list of participants in the maintenance process, their roles and responsibilities, and protocols for participant communication and the distribution of information; and (3) describe services necessary to manage the maintenance activities for the Facility, including coordination, observation, and record keeping requirements.

§ 2.6.3 SPACE MANAGEMENT

§ 2.6.5.2 Maintenance Management Services. The Architect shall perform the maintenance management services identified as the Architect's responsibility in the Facility's maintenance plan until termination of the Agreement or as identified below.

(Identify the termination date of the Architect's maintenance management services if other than the termination of the Agreement.)

§ 2.6.5.3 Ongoing Commissioning Plan. The Architect shall provide the Owner with an Ongoing Commissioning Plan for the Facility. The Ongoing Commissioning Plan shall identify systems to be commissioned on a periodic basis and include requirements for repeated functional testing and ongoing monitoring.

§ 2.6.5.4 Ongoing Commissioning Services. The Architect shall perform the Ongoing Commissioning Services identified as the Architect's responsibility in the Facility's Ongoing Commissioning Plan until termination of the Agreement or as identified below.

(Identify the termination date of the Architect's Ongoing Commissioning Services if other than the termination of the Agreement.)

§ 2.6.3.1 Area Calculations. The Architect shall perform area calculations for the Facility identifying the area allocated for all existing spaces and those identified in the educational specifications.

§ 2.6.6 DIGITAL FACILITY MANAGEMENT SYSTEM

§ 2.6.3.2 Space Allocation Inventory. The Architect shall provide an inventory of occupant spatial use within the Facility and in portable classrooms where applicable.

§ 2.6.6.1 Evaluation. The Architect shall evaluate the necessity and feasibility of implementing a software or web-based digital facility management system, such as a computerized maintenance management system or integrated workplace management system, to manage the Facility's capital improvements, space planning and usage, maintenance and operation, and resource consumption. If the Architect recommends implementation of a digital facility management system, the Architect shall also evaluate the system's capabilities and functionality. In performing these evaluations, the Architect shall consult with the Owner to determine the Owner's management goals, facility and space needs, maintenance needs, technological capabilities, and budget. The Architect shall present its findings and recommendations to the Owner.

§ 2.6.6.2 Selection. The Architect shall assist the Owner to select a digital facility management system, which may include preparing and distributing a request for proposal to potential service providers, coordinating software demonstrations, and developing a comparative matrix to grade potential service providers. If the Owner has an existing digital facility management system, the Architect shall assess its performance and provide the Owner with recommendations.

§ 2.6.4 Other Facility Support

§ 2.6.6.3 Implementation and Training. The Architect shall implement a digital facility management system selected by the Owner. The Architect's implementation services shall include software configuration, data integration, user administration setup, and report writing. The Architect shall also train the Owner and the Owner's staff on the proper use and maintenance of the digital facility management system, and provide the Owner with protocols for each.

§ 2.6.6.4 Operation. The Architect shall operate and maintain a digital facility management system, selected by the Owner, to manage the following aspects of the Facility.

(Identify aspects of the Facility that the Architect will manage with the Digital Facility Management System, such as space use monitoring, vacancy tracking, and maintenance and operation support.)

§ 2.6.4.1 The Architect shall also be responsible for all work as described in the Scope of Services found in RFP # _____ as well as addendums attached hereto.

§ 2.6.6.5 Consultation. The Architect shall consult with the Owner and the Owner's other consultants regarding aspects of the Owner's digital facility management system, which may include software updates, data integration, report generation, and digital dashboards.

§ 2.6.4.2 The Architect shall also be responsible for as many presentations as required at meetings with the school community, elected officials, and the community at large. The Architect shall prepare all presentation materials, exhibits and handouts and shall document each meeting and present meeting minutes to the Owner.

§ 2.6.7 Other Facility Support Services Identified in Section 2.5.7:

(Describe the Facility Support Services, if any, identified in Section 2.5.7.)

§ 3.1 Additional Services may be provided after execution of the Agreement, without invalidating the Agreement. Except for services required due to the fault of the Architect, any Additional Services provided in accordance with this Article shall may entitle the Architect to compensation pursuant to Section 5.2 and an appropriate adjustment in the Architect's schedule.

PAGE 4

§ 4.1 The Owner shall provide to the Architect data necessary for the ~~Facility Support Services, Feasibility Study,~~ which may include record drawings; shop drawings; operation and maintenance manuals; master plans; operation costs; ~~operation budgets; salary structure; organizational changes; job descriptions and qualifications;~~ work order system data; building automation systems; ~~administration support and policy and procedure manuals;~~ pertinent records relative to historical building data, building equipment, building materials, and furnishings; and repair records.

§ 4.2 The Owner shall provide access to the property, buildings, and personnel necessary for the Architect to complete the ~~services, services during regular business hours with sufficient notice from the Architect.~~ The personnel shall conduct tours and walk-throughs and explain the Facility's original, current, and anticipated future use.

PAGE 5

§ 5.1 If not otherwise specifically addressed in the Agreement, the Owner shall compensate the Architect for the ~~Facility Support Services as follows:~~ Feasibility Study in the amount of _____ plus reimbursables not to exceed _____. Payment shall be made in the following manner:

(Insert amount of, or basis for, compensation.) 1) _____ at the completion and Owner acceptance of the Existing Conditions Report.

2) _____ at the completion and Owner acceptance of the Draft Feasibility Study

3) _____ at the completion and Owner acceptance of the Final Feasibility Study Report.

§ 5.2 For Additional Services that may arise during the course of the Project, including those under Article 3, the Owner shall compensate the Architect as follows:

(Insert amount of, or basis for, compensation.)

The study shall be completed for the fee provided by _____. Services above those listed in this Agreement shall be by change order in accordance with the standard fees submitted with the fee proposal as negotiated to this Agreement.

§ 5.3 Compensation for Additional Services of the Architect's consultants, when not included in Section 5.2, shall be the amount invoiced to the Architect plus _____ percent (____ %), or as otherwise stated below:

...

The Feasibility Study shall be completed in accordance with the Request For Technical Proposal and Fee Proposal for the _____ – RFP# _____ dated _____ and addenda, and the State of Maryland Public School Construction Program.

ARTICLE 7 INSURANCE REQUIREMENTS

§ 7.1 The Architect shall maintain the following insurance for the duration of this Agreement. The Board of Education of Frederick County, The Frederick County Council and The State of Maryland shall be named additional insured on policies excluding insurance required by statute. All forms of insurance and carriers shall have an A.M. Best's rating of "A" or better and are subject to the Owner's approval, all Certificates of Insurance shall be provided to the Owner within ten (10) days of award of the Contract. The insurance shall be written on a General Liability policy form, Certificate of Insurance shall be ACCORD 25-s(7/97).

- .1 Comprehensive General Liability with policy limits of not less than One Million Dollars and No Cents (\$1,000,000.00) for each occurrence and in the aggregate for bodily injury and property damage.
- .2 Automobile Liability covering owned and rented vehicles operated by the Architect with policy limits of not less than One Million Dollars and No Cents (\$1,000,000.00) combined single limit and aggregate for bodily injury and property damage.

The Architect may use umbrella or excess insurance to achieve the required coverage for Comprehensive General Liability and Automobile Liability, provided that such umbrella or excess insurance results in the same type of coverage as required for the individual policies. The Umbrella or Excess Liability limits will be excess over the underlying General Liability and Automobile Liability limits and there will be no coverage gaps.

- .3 Workers' Compensation of statutory limits and Employers Liability with a policy limit of not less than Five Hundred Thousand Dollars and No Cents (\$500,000.00).
- .4 Professional Liability covering the Architect's negligent acts, errors and omissions in its performance of professional services with policy limits of not less than Two Million Dollars and No Cents (\$2,000,000.00) per claim and in the aggregate with deductible not exceeding \$50,000.00..
- .5 The Architect shall provide to the Owner certificates of insurance evidencing compliance with the requirements in this section 2.5 in its entirety. The certificates will show the Owner as The Board of Education of Frederick County, The Frederick County Council and The State of Maryland as an additional insured on the Comprehensive General Liability Automobile Liability, umbrella or excess policies.
- .6 The Architect shall comply with each of the additional insurance requirements set forth below:
 - a. The Owner shall receive insurance certificates from the Architect evidencing the compliance of insurance requirements at least 10 days before Work commences.
 - b. Policies shall stipulate the Owner is to receive written notice thirty (30) days before cancellation.
 - c. Insurance policies shall contain a Waiver of Subrogation in favor of the Owner.
 - d. Insurance policies shall provide primary insurance coverage to the Owner and Frederick County Council as additional insureds for loss, injury, and damage arising out of or associated with the Services under this Agreement as opposed to pro-rata with, concurrent with or excess to any other insurance coverage by Owner.
 - e. The Architect's selection of insurer shall be acceptable to the Owner, and the insurer shall be lawfully authorized to do business in the State of Maryland.
 - f. If project insurance purchased by the Architect has been issued on a "claims made" basis the Architect shall comply with the following additional conditions: Architect will supply

certificates of project insurance evidencing the above coverage for two (2) years after final completion of the Project with such certificates evidencing a retroactive date no later than the beginning of the Work under this Agreement, or Architect shall purchase an extended (minimum two years) reporting period endorsement for each such "claims made" policy in force as of the date of final completion and evidence the purchase of this extended reporting period endorsement by means of a certificate of insurance or a copy of the endorsement itself. Such certificate or copy of the endorsement shall evidence a retroactive date no later than the beginning of the Work under this Agreement.

- g. Architect agrees to indemnify and hold the Owner harmless from all losses, claims, liabilities, injuries, damages and expenses that Owner may incur by reason of any injury or damage sustained to any person or property arising out, or occurring in connection with, Architect's negligent acts, errors, or omissions. Owner agrees to indemnify and hold the Architect harmless from all losses, claims, liabilities, injuries, damages and expenses that the Architect may incur by reason of any injury or damage sustained to any person or property arising out, or occurring in connection with the Owner's negligent acts, errors or omissions.

ARTICLE 8 SCOPE OF THE AGREEMENT

§ 8.1 This Agreement represents the entire and integrated Agreement between the Owner and Architect and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended only by written instrument signed by both Owner and Architect.

This Agreement entered into as of the day and year first written above.

OWNER

(Signature)

Theresa R. Alban, Ph.D., Superintendent of Schools

(Printed name and title)

ARCHITECT

(Signature)

(Printed name and title)

Certification of Document's Authenticity

AIA® Document D401™ – 2003

I, _____, hereby certify, to the best of my knowledge, information and belief, that I created the attached final document simultaneously with its associated Additions and Deletions Report and this certification at 12:52:32 ET on 09/10/2020 under Order No. 6115176972 from AIA Contract Documents software and that in preparing the attached final document I made no changes to the original text of AIA® Document B210™ – 2017, Standard Form of Architect's Services: Facility Support, as published by the AIA in its software, other than those additions and deletions shown in the associated Additions and Deletions Report.

(Signed)

(Title)

(Dated)

Attachment A - Fee
Proposal must be submitted
in Excel Format
See File 02

RFP 21A1, GREEN VALLEY ELEMENTARY AND VALLEY ELEMENTARY SCHOOLS
FEASIBILITY STUDY - ARCHITECT SELECTION
SIGNATURE ACKNOWLEDGING PROPOSAL

Note: When submitting your bid/proposal, please use this page as a cover sheet for your proposal.

In compliance with your invitation for bidders, the undersigned proposes to furnish and deliver all labor and materials in accordance with the accompanying specifications and "Instructions and General Conditions" for the price as listed on the enclosed Proposal Sheet(s).

I/We certify that this bid/proposal is made without previous understanding, agreement, or connection with any person, firm, or corporation submitting a bid/proposal for the same goods/services and is, in all respects fair and without collusion or fraud; that none of this company's officers, directors, partners or its employees have been convicted of bribery, attempted bribery, or conspiracy to bribe under the laws of any state or federal government; and that no member of the Board of Education of Frederick County, Administrative or Supervisory Personnel or other employees of the Frederick County Public Schools, has any interest in the bidding company except as follows:

COMPANY: _____

dba: _____

REGISTERED MARYLAND CONTRACTOR NUMBER: _____

FEDERAL IDENTIFICATION: _____ DATE: _____

The undersigned has familiarized themselves with the conditions affecting the work, the specifications, and is legally authorized to make this proposal on behalf of the Contractor listed above.

NAME (please print): _____

SIGNATURE OF ABOVE: _____

TITLE: _____

ADDRESS: _____

TELEPHONE # _____ FAX # _____

E-MAIL ADDRESS (for correspondence): _____

E-MAIL ADDRESS (for receiving Purchase Orders): _____

**(DO NOT COMPLETE THIS AREA IF YOUR COMPANY IS UNABLE TO RECEIVE
PURCHASE ORDERS ELECTRONICALLY)**

ACKNOWLEDGMENT OF ADDENDA (if applicable)

The above-signed company/firm acknowledges the receipt of the following addenda for the above-referenced solicitation.

Date Received by Proposer/Bidder:

Addendum #1	_____	Addendum #2	_____
Addendum #3	_____	Addendum #4	_____
Addendum #5	_____	Addendum #6	_____

RFP 21A1, GREEN VALLEY ELEMENTARY AND VALLEY ELEMENTARY SCHOOLS
FEASIBILITY STUDY - ARCHITECT SELECTION
FPREDERICK COUNTY PUBLIC SCHOOLS

STATUTORY AFFIDAVIT AND NON-COLLUSION CERTIFICATION

Special Instructions: An authorized representative of the bidder needs to complete the following affidavit and insert an answer to paragraphs 1 and 3.

BIDDERS: The submission of the following Affidavit at the time of the bid opening is:

☒ requested to be completed but not required to be notarized.

☐ required to be completed and notarized.

I, _____, being duly sworn, depose and state:

1. I am the _____ (officer) and duly authorized representative of the firm of
the organization named _____ whose address is
(Name of Corporation)
_____ and that I

possess the authority to make this affidavit and certification on behalf of myself and the firm for which I am acting.

2. Except as described in paragraph 3 below, neither I, nor to the best of my knowledge, the above firm, nor any of its officers, directors, or partners, or any of its employees who are directly involved in obtaining or performing contracts with any public bodies has:
- a. been convicted of bribery, attempted bribery, or conspiracy to bribe, under the laws of any state or of the federal government;
 - b. been convicted under the laws of the state, another state, or the United States of: a criminal offense incident to obtaining, attempting to obtain, or performing a public or private contract; or fraud, embezzlement, theft, forgery, falsification or destruction of records, or receiving stolen property;
 - c. been convicted of criminal violation of an antitrust statute of the State of Maryland, another state, or the United States;
 - d. been convicted of a violation of the Racketeer influenced and Corrupt Organization Act, or the Mail Fraud Act, for acts in connection with the submission of bids or proposals for a public or private contract;
 - e. been convicted of any felony offenses connected with obtaining, holding, or maintaining a minority business enterprise certification, as prohibited by Section 14-308 of the State Finance & Procurement Article;
 - f. been convicted of conspiracy to commit any act or omission that would constitute grounds for conviction under any of the laws or statutes described in Paragraph (a) through (e) above; or
 - g. been found civilly liable under an antitrust statute of this State, another state, or the United States for acts or omissions in connection with the submission of bids or proposals for a public or private contract.

3. The only conviction, plea, or admission by any officer, director, partner, or employee of this firm to involvement in any of the conduct described in Paragraph 2 above is as follows:
If none, write "None" below. If involvement, list the date, count, or charge, official or administrative body, the individuals involved, their position with the firm, and the sentence or disposition of the charge.

(you may attach an explanation if necessary)

4. I affirm that this firm will not knowingly enter into a contract with a public body under which a person or business debarred or suspended under Maryland State Finance and Procurement Title 16, subtitle 3, Annotated Code of Maryland, as amended, will provide, directly or indirectly, supplies, services, architectural services, construction-related services, leases of real property, or construction.
5. I affirm that this proposal or bid to the Board of Education of Frederick County is genuine and not collusive or a sham; that said bidder has not colluded, conspired, connived and agreed, directly or indirectly, with any bidder or person to put in a sham bid or to refrain from bidding and is not in any manner, directly or indirectly, sought by agreement of collusion or communication or conference, with any person to fix the bid prices of the affidavit or any other bidder, or to fix any overhead, profit or cost element of said bid price, or that if any bidder, or to secure an advantage against the Board of Education of Frederick County or any other person interested in the proposed contract; and that all statements in the proposal or bid are true. I acknowledge that, if the representations set forth in this affidavit are not true and correct, the Board of Education of Frederick County may terminate any contract awarded and take any other appropriate action.

I DO SOLEMNLY DECLARE AND AFFIRM under the penalties of perjury that the contents of this affidavit are true and correct, that I am executing this Affidavit in compliance with Section 16-311 of the State Finance and Procurement Article, Annotated Code of Maryland, and in compliance with requirements of the Board of Education of Frederick County, and that I am executing and submitting this Proposal on behalf of and as authorized by the bidder named below.

(Legal Name of Company)

(dba)

(Address)

(City)

(State)

(Zip)

(Telephone)

(Fax)

(Print Name)

(Title)

(Date)

(Signature)

(Title)

(Date)

We are/I am licensed to do business in the State of Maryland as a:

() Corporation

() Partnership

() Individual

() Other

If required to be notarized:

(Witness)

(Title)

SUBSCRIBED AND SWORN to before me on this _____ day of _____, 20____.

NOTARY PUBLIC

My Commission Expires: _____

RFP 21A1, GREEN VALLEY ELEMENTARY AND VALLEY ELEMENTARY SCHOOLS
FEASIBILITY STUDY - ARCHITECT SELECTION
FREDERICK COUNTY PUBLIC SCHOOLS

CERTIFICATION OF COMPLIANCE

1. All Contractors, subcontractors or vendors must abide by FCPS Board policies and regulations while working on FCPS property.
2. Maryland Law requires that any person who enters into a contract with a county board of education may not knowingly employ an individual to work at a school (or FCPS facility) if the individual is a registered sex offender. Please reference §11-113 of the Criminal Procedure Article of Maryland Code for penalty.
3. Be advised that individuals who are registered sex offenders are not eligible to work on any FCPS project. The Contractor must initially check the Maryland Department of Public Safety & Correctional Services' MARYLAND SEX OFFENDER REGISTRY and search for the name of any employee to be assigned to work on this project. This applies to subcontractors and material/equipment suppliers as well.
4. In the event that a registered sex offender is discovered to be working on a FCPS project, whether through employment by the prime Contractor, subcontractor or vendor, the site superintendent will immediately remove the individual from the premises and permanently terminate his work assignment. FCPS may terminate this contract as a result if the Contractor is unable to demonstrate he has exercised care and diligence in the past in checking the Maryland registry.
5. Effective July 1, 2015, amendments to §6-113 of the Education Article of the Maryland Code further require that a contractor or subcontractor or vendor for a local school system may not knowingly assign an employee to work on school premises with direct, unsupervised, and uncontrolled access to children, if the employee has been convicted of, or pled guilty or nolo contendere to, a crime involving:
 - a. A sexual offense in the third or fourth degree under §3-307 or §3-308 of the Criminal Law Article of the Maryland Code.
 - b. Child sexual abuse under §3-602 of the Criminal Law Article of the Maryland Code or any other State; or
 - c. A crime of violence as defined in §14-101 of the Criminal Law Article of the Maryland Code or any other State
6. With the passing of Maryland Law MD. Code, Educ. 6-113.2, employers of all contracted staff must obtain background information relating to child sexual abuse or sexual misconduct. This means that all contracted staff having direct contact with students must meet all of the FCPS and Maryland State Department of Education (MSDE) requirements before doing business with FCPS. See: [Maryland State Department of Education Website](#); [House Bill 486 Child Sexual Abuse and Sexual Misconduct Prevention](#); [MSDE Guidelines For MD. Code, Educ. 6113.2](#); and [Employment History Review Form for Child Abuse and Sexual Misconduct](#) for additional information.

In addition, there has been no change to the current FCPS requirement, that all contracted staff who have contact with students are required to be fingerprinted in order to obtain a criminal background check. Fingerprints and background check are still an enforced FCPS requirement.

7. Under recent amendments to §5-561 of the Family Law Article of the Maryland Code, each contractor, subcontractor, or vendor shall certify by signing this affidavit that any individuals in its work-force including sub-contractors, have undergone a criminal background check, including fingerprinting, if the individuals will work in a FCPS school facility in circumstances where they have direct, unsupervised, and uncontrolled access to children.

By my signature below, I affirm under penalties of perjury that the contents of this Certification of Compliance are true to the best of my knowledge, information and belief.

Signature_____Date_____

Print name and title of
signatory_____

Print name of
company_____

Vendor Conflict of Interest Disclosure Form

All vendors interested in conducting business with Frederick County Public Schools (FCPS) must complete and return the Vendor Conflict of Interest Disclosure Form, in order to be eligible to be awarded a contract with FCPS.

Please note that all vendors must comply with FCPS's conflict of interest certification, as stated below.

If a vendor has a relationship with a FCPS employee or an immediate family member (spouse, child (stepchild or adopted), parent, or sibling) of a FCPS employee, the vendor shall disclose the information required below.

Certification: I hereby certify, that to the best of my knowledge, there is no conflict of interest involving the vendor named below:

1. No FCPS employee or the employee's immediate family member has an ownership interest in the vendor's company, or is deriving personal financial gain from this contract.
2. No retired or separated FCPS employee who has been retired or separated from the organization for less than one (1) year has an ownership interest in the vendor's company.
3. No FCPS employee is contemporaneously employed or prospectively to be employed with the vendor.
4. The vendor did not provide any information or criteria in the drafting of the solicitation prior to it being advertised for competitive pricing.
5. Vendor hereby declares it has not, and will not provide gifts or hospitality of any dollar value, or any other gratuities to FCPS employee to maintain a contract.
6. Vendor hereby declares that in the process of preparing a quote/bid/proposal for FCPS, there have been no acts of bribery, extortion, trading, laundering of corrupt practices, and/or nepotism have transpired between FCPS employee and the vendor.
7. Please note any other exceptions below.

Vendor Name & Email	Vendor Address & Phone Number
Conflict of Interest Disclosure	
Name of FCPS employee or immediate family member with whom there may be a potential conflict of interest. <i>If no conflict of interest, write "N/A" and initial.</i>	Disclose the relationship to the employee or the immediate family member, their interest in the vendor's company, and any additional information

I certify that the information provided is true and correct by my signature below:

Signature of Vendor Authorized Representative/Date

Printed Name of Vendor Authorized Representative

EDUCATIONAL SPECIFICATIONS

For

Brunswick Elementary School Replacement



FREDERICK COUNTY PUBLIC SCHOOLS

July 2, 2020

BOARD OF EDUCATION OF FREDERICK COUNTY

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July 2, 2020

The Board of Education of Frederick County does not discriminate in admissions, access, treatment, or employment in its programs and activities on the basis of race, color, gender, age, national origin, religion, sexual orientation, or disability.

PROJECT DESCRIPTION

Brunswick Elementary School (ES) is located at 400 Central Ave, Brunswick MD 21716. The school serves students in pre-kindergarten through 5th grades and has a state rated capacity of 508 students. The September 2019 equated enrollment was 728 students. The school is operating at 148% of capacity.

A feasibility study to determine the best method to modernize and add capacity to Brunswick ES began in August 2019 and was completed in October 2019 with the assistance of consultant Proffitt & Associates Architects. The study included a building and site analysis and education assessment utilizing the current approved elementary educational specification for a capacity of 725 students that led to the development of several concept options. At the conclusion of the study, the consultant recommended, and the Board of Education approved, that the Brunswick ES be demolished and a new 725 SRC school be constructed on the same site utilizing the current prototype design modified for the site conditions.

The Brunswick ES site is 24.6 acres. The developer of the Brunswick Crossing subdivision was required to dedicate an elementary school site as a condition of development approval. The developer identified approximately 16.6 acres adjoining the existing Brunswick ES site to the east that would be dedicated to the Board of Education. The Board of Education voted to accept 9.5 developable acres. The remaining 7 acres in steep slopes, flood plain and encumbered with a Forest Resource Ordinance easement will be dedicated to the City of Brunswick.

The 9.5-acre site has been reviewed and approved by the IAC. Brunswick City Planning Commission approved the subdivision/addition plat at their May 2020 meeting. The plat and deed need to be signed and recorded. The 9.5-acre site will then become part of the existing campus.

The students, faculty and administration will remain in the existing building while the new school is designed and constructed on the remainder of the existing site. Once the new building is constructed and occupied, the existing building will be demolished and the site work will be completed. Design is expected to begin in July 2020 and construction in early 2022. The building is expected to be occupied in fall 2023. The delivery method for this project will be CM – at risk. A CM will be chosen in August 2020.

The educational specifications for the Brunswick ES replacement reflect the current approved prototype elementary school educational specifications used to design and construct the new Blue Heron Elementary School located on Gas House Pike with minor revisions that reflect many of the design changes made during design of Blue Heron.

FCPS requested local planning approval by the Interagency Committee on School Construction and Board of Public Works as part of the FY 2021 capital budget. IAC staff have recommended local planning approval, and it is anticipated that the IAC will grant the approval in June 2020. Frederick County Executive Jan Gardner included funding for design of this school in her recommended FY2021 Capital Budget. Approval by the Frederick County Council is anticipated in June 2020, with funding available in July.

These educational specifications outline the number, size, and purpose of spaces within the building. Please refer to the "FCPS Preferred Standards for the Design of New and Renovated Facilities" for additional details on design.

THE LEARNING ENVIRONMENT FOR FREDERICK COUNTY ELEMENTARY SCHOOL STUDENTS

Public schools exist for the education of all children. Each child is a unique learner with no two children possessing identical physical, intellectual, and emotional characteristics.

The curriculum of the Frederick County Public Schools stresses a common core of essential cognitive and social skills. School activities and teaching methodologies and procedures should be designed to accommodate individual differences among learners in developing skill mastery. The Board of Education believes in educational equity for all students.

The teaching/learning process must consider each learner's uniqueness in these areas:

- Readiness for the learning activity
- Motivation to learn
- Ability to function in a group situation
- Ability to study independently
- The learner's self-concept

Consideration of these questions is basic to all learning experiences in which students participate. Teachers answer these questions for each learner. These answers, considered in the context of the skills and content of the disciplines, provide the basis for educational planning for individual students.

Representative educational planning activities are listed below:

- Various types of diagnostic activities used to determine a student's readiness for the learning activity
- Teacher determined instructional levels
- Observations by educators and parents
- Counseling
- Group achievement, based upon criterion-referenced measures
- Individual testing by specialists such as speech therapists, psychologists, reading diagnosticians, or physicians
- Instruction organized so each student may pursue each curriculum area at his/her own pace and in accordance with individual interests and abilities
- Diagnostic and prescriptive assessments of skill capabilities
- Student choice whenever possible
- Continuous evaluation of skills within the learning situation in order to assure that the student understands why a particular skill/content is being taught and to assure opportunities to develop the capability to transfer the application of skills/content to various problem-solving situations
- Flexible groupings and schedules which allow students, for example, to be away from school on assignment, on the school grounds pursuing assignments, and at learning stations within the school using various equipment and media to seek answers.

A school environment calls upon students to function as social beings. The degree of success

throughout the individual's lifetime depends, in large measure, upon the ability to work, study, compete with, cooperate with, and get along with others. The school program should be structured to help students learn to work together by providing the following:

- Honest competition among students
- Rewards for excellence of individual performance
- Interaction in small group activities
- Participation in large group activities
- Participation in multi-age groups in both structured and unstructured situations
- Participation in activities designed to teach children to appreciate the contributions of others
- Exposure to many and varied occupations
- Access to technology

Students should be helped to develop independent work habits essential to meet the demands of school and society, and should develop the ability to function independently by the following:

- Working on and completing independent assignments
- Using interest or learning centers to develop skills
- Pursuing activities which call for the application of prior learning
- Doing laboratory work
- Participating in student-teacher conferences
- Student-teacher planning of individual assignments
- Exercising choice in activities
- Using a variety of instructional materials and resource centers as needed
- Using out-of-school resources while completing assignments

Successful development of a positive self-concept encourages further learning. Therefore, the learning environment should provide a wide range of possibilities for success:

- Instruction which takes place at a level commensurate with the student's demonstrated previous learning
- Students should be challenged by the tasks to be performed, with sequences planned to lead from the known to the unknown
- Students should learn to select appropriate instructional materials from various sources
- Students should be taught how to cope with a variety of situations
- Students should be encouraged to love learning and to master the skills necessary to enable future learning, and to consider learning as a life-long activity.

INSTRUCTIONAL ORGANIZATION

General

The uniqueness of individual children makes it imperative that the organization of the school remains flexible and that a variety of instructional methods be employed to assist students in reaching their potential.

At any given time, the following relationships can be observed in a school:

- students with classroom teachers in a one-to-one relationship, in small groups, or in large groups
- students with students in seminars, doing peer teaching, involved in projects, etc.
- students with other adults, i.e. aide, volunteer, secretary
- students with other professionals, i.e. administrator, librarian, reading teacher, student teacher
- students working independently
- teachers with administrators in consultation
- teachers with parents in conference
- teachers with supervisors and other educational specialists in consultation

As much as possible, the building should have a compact footprint to reduce travel distances for classes to reach centralized areas of the building. The building design should emphasize flexibility, efficiency, and a sense of welcome.

Students will be assigned heterogeneously to a home base for administrative purposes, moving to instructional areas that meet their individual needs and instructional levels. Art, music, physical education and the media center programs will be integrated into the curriculum.

The staff will be assigned in teams to an area. Kindergarten teachers will be assigned to kindergarten, but kindergarten can be integrated with the first- and second-year team to provide flexibility based on individual needs and interests. Teachers and students of grades one through five will be assigned to instructional teams at a ratio of 1 to 24.8. The size of the teams will vary from four to possibly six teachers depending upon the enrollment of the children by year in school and/or instructional level.

School Administration and Support Personnel

Managerial

- One non-teaching twelve-month principal
- One non-teaching twelve-month assistant principal
- One 12-month secretary
- One 10-month secretary

Operational

- One lead custodian for the first 8,500 GSF and one custodian for each 21,500 GSF of space thereafter for a total of 4-5 custodians

- One cafeteria manager
- Seven cafeteria workers

Personnel Selection and Development

Professional positions:

In Frederick County, elementary schools are staffed on the basis of one classroom teacher per 24.8 students for grades 1-5 and one teacher per 22 students for kindergarten.

In addition to classroom teachers, schools have the following teachers who may be full or part-time according to the size of the school:

Art	Special Education
Guidance Counselor	Renzulli Resource
Music, vocal	Speech
Music, instrumental	Media Specialist
Physical Education	School Support
Reading	Technology Specialist
Learning, Language Support	English Learners
Math Intervention	Reading Intervention

Each elementary school should have two instructional assistants for a school with an enrollment between 450 and 899 students.

New School Staff Workshop

Prior to the opening of each new school a workshop, at least one week in length and two to four weeks if possible, should be held in the school for the purpose of staff orientation and preparation. The staff will need to consider such topics as how to make maximum use of the physical plant, how to operate efficiently and effectively in teams, the relationship of flexible space and the instructional program, and the organization of students for maximum learning.

All professionals and assistants mentioned above should be involved in the workshop. In-service training should continue throughout the school year under the leadership of the principal.

SUMMARY OF PROJECT SPACE REQUIREMENTS

Brunswick Elementary School Replacement

SPACE	QUANTITY	NET SQUARE FEET (NSF)
<u>Administration</u>		
Secretarial/Reception Waiting Area	1	450
Workroom	1	200
Principal's Office @ 180 sq. ft.	1	150
Asst Principal's Office @ 120 sq. ft.	1	120
Conference Room	1	200
Administration Bathroom	1	50
Student Bathroom	1	300
Teacher's Lounge with Bathroom	1	400
Staff bathrooms to be distributed throughout school @ 50 sq. ft.	4	200
Total Administration		2,070
<u>Health Suite</u>		
Nurse's Office	1	100
Health Suite waiting area	1	80
Health Tech area	1	120
Rest area	1	120
Health Room w/ small shower and toilet	1	60
Storage	1	40
Total Health Suite		520
<u>Media Center</u>		
Media Office and Equipment Storage/workroom	1	300
Open Resource Area (w/ informal reading area)	1	2,000
Small Group Instruction Area	1	400
Media Broadcast Room	1	180
STEM Lab	1	800
Computer, TV, Communications Main Distribution Frame	1	300
Remote Telecommunications Equipment Closets (one each wing)	2	200
Total Media Center		4,180
<u>Art</u>		
Art Studio A	1	980
Storage for Studio A	1	150
Art Studio B	1	980
Storage for Studio B	1	150
Total Art		2,260

Music

Vocal/Instrumental Music Room	2	1,600
Music Storage Room	2	150
Total Music		1,750

Physical Education

Gymnasium, full basketball court size (84' x 50')	1	5,900
Indoor/Outdoor equipment storage	1	350
Bathrooms Area - Boys and Girls	1	320
Teacher office/bathroom/shower/dressing	1	200
Total Gymnasium		6,770

Pre-Kindergarten

Pre-Kindergarten classroom @ 980 sq. ft.	1	980
Special Ed Pre-Kindergarten classroom @ 980 sq ft	1	980
Pre-Kindergarten bathrooms @ 60 sq. ft.	2	120
Pre-Kindergarten Storage Room	1	175
Total Pre-Kindergarten		2,255

Kindergarten

Kindergarten Classrooms @ 980 sq. ft.	5	4,900
Kindergarten Bathrooms @ 50 sq. ft.	5	250
Indoor/Outdoor Storage Rooms @ 200 sq. ft.	2	400
Total Kindergarten		5,550

Learning Area, Grades 1-5

General Classrooms @ 800 sq. ft.	25	20,000
General Classroom Group Bathrooms @ 300 sq. ft.	3	900
Planning Rooms @300 sq. ft.	2	600
Total Learning area, Grades 1-5		21,500

Supporting Services Area

Offices with desks for math and reading Interventionists and specialists, special education @800 sq. ft.	2	1600
Intervention/Collaboration Rooms (to be used for reading, math, EL, pull-out special education) @200 sq. ft.	4	800
Calming Room @200 sq. ft.	2	400
Guidance @200 sq. ft.	2	400
Itinerant Staff (Psychologist/Social Worker/Behavior Specialist etc)	1	200
Speech/Language and Itinerant Services, OT/PT @ 360 sq. ft.	1	360
EL Level 1 classrooms	1	800
Community Liaison Office/Storage	1	200
Parent Work Room	1	200

Reading Specialist/Book Rooms @ 400 sq. ft.	1	400
Total Supporting Services		5,360

Food Service

Kitchen - Serving/Food prep/Transport	1	1,400
Dry Food Storage	1	150
Non-food storage	1	60
Refrigerated storage – walk-in	1	130
Frozen Food storage – walk-in	1	120
Office	1	80
Locker/restroom/washer & dryer area	1	120
Dishwashing area	1	220
Inside receiving area	1	60
Covered outside unloading area (100 sq. ft.); 18" tailgate height	1	--
Total Food Service		2,340

Cafetorium

Dining area (250 @ 14 sq. ft. per student)	1	3,500
Stage	1	850
Chair Storage	1	300
Table Storage	1	200
Custodial Room	1	60
Total Cafetorium		4,910

Custodial Operations

Custodial Office	1	175
Locker room/shower/bathroom, women	1	90
Locker room/shower/bathroom, men	1	90
Central Indoor Storage	1	300
Indoor Satellite Storage @ 50 sq. ft.	4	200
Outdoor storage	1	350
Total Custodial Operations		1,205

Maintenance

Maintenance Office	1	120
Maintenance storage area	1	400
Total Maintenance		520

TOTAL NET SQUARE FEET	61,190
TOTAL GROSS SQUARE FEET @ 1.4 net to gross ratio	85,666

SCHOOL CAPACITY CALULATION:

Pre-Kindergarten, @ 20 students (ea)	2	40
Kindergarten, @ 22 students (ea)	5	110
General Classrooms, @ 23 students (ea)	25	575
STATE RATED CAPACITY		725

Parks & Rec Dept Gym (Add-Alternative)

Spectator space in the gym	1	969
Recreation Center activities room	1	1400
Recreation Center office/storage	1	400
Recreation Center Bathrooms	1	300
Total Add - Alternative		3069

Specialized Program (Add-Alternative)

Classrooms	2	1600
Specialized Program Coordinator Office	1	200
Student Bathroom	1	50
Restraint/Seclusion Rooms	1	120
Total Add - Alternative		1970

TOTAL NET SQUARE FEET with ADD ALTERNATES 66,229

TOTAL GROSS SQUARE FEET with ADD ALTERNATES **92,721**

ADMINISTRATIVE SERVICES

Goals

Goals for those in the administrative services are to facilitate the teaching/learning process by operating the school in an efficient, safe manner, and to establish positive public relations with parents and community members through personal contacts, phone conversations and printed materials.

Planned Activities

Reception Area:

- Greeting students, parents, guests, salespeople, central office personnel, employees, etc., and providing a waiting place for such persons until their purpose for being in the school can be achieved.

Secretarial Office:

- Twelve Month Secretary. The 12 month secretary will perform such duties as: prepare non-instructional requisitions, receive and distribute mail, maintain staff attendance records, transact financial business, type letters and reports, schedule community use of the school building, register new students, maintain communication throughout the school via the intercom system, answer the telephone, assist parents, greet visitors, temporarily supervise and assist sick students.
- Ten Month Secretary. The 10 month secretary will perform such duties as: reproduce instructional materials for teachers; type instructional materials for teachers; type menus, faculty bulletins, parent bulletins, and reports; maintain files; prepare instructional requisitions; maintain student attendance records; maintain inventories of textbooks and instructional materials for teachers; maintain files of catalogues for use by teacher curriculum committees; assist assistant principal in clerical-type tasks; coordinate student field trips; schedule teacher use of the cafeteria; answer the telephone; using a computer work on attendance and scheduling matters.

Office Workroom:

- reproduction of reports, bulletins, communications to homes, seat work for students, copying items for retention

Principal's Office:

- receiving and conferring with students, parents, guests, salespeople, central office personnel, teachers, staff, directing activities within the school, using the public address system when appropriate, counseling students, planning, scheduling

Assistant Principal's Office:

- conferring with teachers and students, individually and in teams, in small groups, working on curriculum, keeping records

Conference Room:

- conferences with students, parents, visitors, teachers, other educational specialists

Teacher's Lounge:

- teachers and other staff taking breaks

Student Bathroom

- group bathrooms located outside the main office near the lobby, media center, and art rooms

Staff Bathrooms

- gender neutral single-occupancy bathrooms to be distributed throughout the school

Participants

Space shall be provided for 8 to 10 visitors.

Staff Required

- 1 Principal
- 1 Assistant Principal
- 2 Secretaries

Space Requirements

		Net Sq Ft
<u>Administration</u>		
Secretarial/Reception Waiting Area	1	450
Workroom	1	200
Principal's Office @ 180 sq. ft.	1	150
Asst Principal's Office @ 120 sq. ft.	1	120
Conference Room	1	200
Administration Bathroom	1	50
Student Bathroom	1	300
Teacher's Lounge with Bathroom	1	400
Staff bathrooms to be distributed throughout school @ 50 sq. ft.	4	200
Total Administration		2,070

Design Requirements

- | | |
|------------------------------|---|
| Relationships to Other Areas | <ul style="list-style-type: none">• The Secretarial/Reception Waiting Area shall be directly accessible to the main entrance, requiring all visitors to first pass through the reception waiting area, and easily accessible to the rest of the school.• The Office Workroom shall be directly accessible to the secretary.• The Administration Bathroom and Teacher's Lounge shall be centrally located and adjacent to one another but separate.• Locate staff bathrooms throughout the school so that each classroom area has convenient access to a bathroom |
| Spatial/Aesthetics | <ul style="list-style-type: none">• Maximize waiting space for visitors. |

Heating, Ventilating, and Air Conditioning	• The HVAC system shall be planned to enable year-round use of administrative spaces, with full air conditioning, humidity control and with maximum energy efficiency and insulation. • Provide appropriate ventilation to meet ASHRAE guidelines.
Plumbing	• Provide 1 water closet, 1 hand sink with mirror, 1 soap dispenser, and 1 towel dispenser per staff bathroom • Provide hot and cold-water service in Workroom and Teachers' Lounge/Workroom. • Provide 3 water closets for girl's bathroom, 2 urinals and 1 water closet for boy's bathroom. Sink area to be located in an alcove in the hallway. The bathrooms to be adjacent or opposite the cafeteria.
Acoustics	• The Principal's Office and the Conference Rooms shall have sound isolation from the rest of the area. • The Assistant Principal's office shall have sound isolation from the instructional area.
Visual/Lighting	• The Principal's' Office and the Conference Rooms shall have visual isolation from the rest of the area. • Reception Area and Secretarial Office shall have visual of the front entrance as well as the entrance to the remainder of the school. • Lighting in all areas, particularly the Workroom, shall be bright enough to allow close-up and detail work • All lighting shall include dual-mode motion-sensor controls.
Communications and Utilities	• The architect shall design a two-way voice communication system to all teaching stations, the faculty lounge, other areas where teaching takes place, the cafeteria, gym, planning rooms, hallways, outside play areas, and boiler room. (See "Maryland Public School Standards for Telecommunications Distributions Systems".) • Electrical circuits for vending machines shall include time-controlled functionality to minimize energy consumption. • Provide vending machines area of approx. 40 NSF in Teachers' Lounge, with appropriate electrical power. • Electrical outlets shall be designed into the spaces to support office equipment, lamps, computer hardware, and cleaning of offices, and shall be adequate in number. Provide adequate duplex outlets with surge protection to ensure safe maintenance of computers. Include counter-top duplex outlets in workroom areas for equipment. • Provide data, voice and video to Secretarial Area, Principal's Office and Assistant Principals' Office. • Provide power, data and video for use of TV/monitor in conference rooms. • Telephones shall be located in following places: Principal's office, Assistant Principal's office, Secretaries' desks, Conference Rooms, Teacher's Lounge

Storage

Secretary's office

- Eight (8) four-drawer cabinets with locks
- Mailboxes for 100 persons with name slots inside dimensions 11" wide, 6 1/2" high, 12" deep. Mailboxes shall be 11" wide, wide enough to lay an interdepartmental mail envelope flat.
- Fireproof safe facilities
- Storage for coats, umbrellas, boots, purse
- Storage for blank paper forms - 8 1/2" x 11", 11" x 14" and for 5" x 8" and 4" x 6" cards

Office Workroom

- Metal, fireproof, storage cabinets built in for paper, copier and other office equipment supplies
- Storage for instructional materials such as writing paper, tag board, chart paper, sentence strips
- Pigeonhole storage for sheets (8 1/2 " x 11") for individualized programs

Principal's Office

- Storage for coats and personal items

Assistant Principal's Office

- Storage for coats and personal items

Reception Area

- Storage for coats and personal items

Display

Reception Area

- Bulletin board and built-in tack boards for display of student work

Secretary's Office

- Bulletin board built-in

Conference Rooms

- Built-in whiteboard and built-in tack board

Secretaries' Workroom

- Built-in tack board

Principal's Office and Assistant Principal's Office

- Built-in tack board and built-in whiteboard

Workroom

- Built-in counter around two (2) walls of the workroom area w/storage below, built-in tack board and built-in whiteboard

Staff Lounge

- Built-in tack board

Additional Notes

- Conference rooms should be sized to house at least ten (10) persons

- Administrative bathroom should be either in administrative area or adjacent to it
- Provide faculty lounge area for relaxation to accommodate 10 persons and provide a stove, refrigerator, space for a microwave with shielding, and sink for staff use. It shall be visually and acoustically isolated and shall be designed for year round use.

HEALTH SUITE

Goals

The health suite is designed to provide emergency and temporary treatment and care for sick or injured students and staff. The school nurse also administers medications and provides health screenings, counseling, and information. An itinerant nurse will staff the nurse's office. A Health Technician will staff the health room area on a daily basis.

Planned Activities

Nurse's Office:

- Used by the Nurse or Health Technician for private consultation with students and/or parents

Health Technician workspace:

- Staffed daily by the Health Technician, this area is for completion of paperwork and storage and distribution of medications

Cot area:

- Space for 2 students to rest, with curtains for privacy

Waiting area:

- Space for 5-7 students to await medication or for parents/students to await consultation

Restroom:

- ADA compliant restroom with shower and changing table

Storage:

- Space to store wheelchair, health supplies, clothing, and paper products

Circulation:

- Space for circulation amongst the health room components and space for queueing of students waiting for medication

Participants

Space shall be provided for 2 students seeking care and 2 visitors.

Staff Required

2 school health staff

Space Requirements

<u>Health Suite</u>		Net Sq. Ft.
Nurse's Office	1	100
Health Suite waiting area	1	80
Health Tech area	1	120
Rest area	1	120
Health Room w/ small shower and toilet	1	60
Storage	1	40
Total Health Suite		520

Design Requirements

- | | |
|--|---|
| Relationships to Other Areas | <ul style="list-style-type: none">• The health suite shall be directly connected to the administrative area and easily accessible to the main entrance.• A second entrance/exit from a corridor should be considered. |
| Spatial/Aesthetics | <ul style="list-style-type: none">• As much as possible, maximize queuing space within the health suite to maintain privacy for children receiving daily medications.• The Health Room shall be non-clinical and colorful in appearance.• Walls shall be painted CMU or tile wainscot to allow for ease of cleaning and sterilization.• Provide office of for nurse and/or health technician, with space for desk, files, chairs, visual access to Health Room to monitor condition of students therein. |
| Heating, Ventilating, and Air Conditioning | <ul style="list-style-type: none">• The HVAC system shall be planned to enable year-round use of health suite spaces, with full air conditioning, humidity control and with maximum energy efficiency and insulation.• Provide appropriate ventilation to meet ASHRAE guidelines. |
| Plumbing | <ul style="list-style-type: none">• Provide hot and cold-water service and sink in Health Room.• Provide an ice maker. |
| Acoustics | <ul style="list-style-type: none">• The Health Room and Nurse's Office shall have sound isolation from one another and from all other areas. |
| Visual/Lighting | <ul style="list-style-type: none">• The School Nurse shall have visual access to the health area, with a blind provided for privacy when needed.• The Health Technician workspace shall have visual access to the health suite entrance and the cot areas.• Lighting in all areas shall be bright enough to allow close-up and detail work• All lighting shall include dual-mode motion-sensor controls. |

Communications and Utilities	• Electrical outlets shall be designed into the spaces to support office equipment, lamps, computer hardware, and cleaning of offices, and shall be adequate in number. • Electrical outlets shall be provided with surge protection to ensure the safe maintenance of computers. • Telephones (not wall mounted) shall be located in following places: Nurse's Office and Health Technician workspace
Storage	• Provide lockable medical refrigerator, appropriate base and wall storage cabinets and counter tops, desk, space for 3 to 4 file cabinets. • Provide storage room to accommodate storage of wheelchair, children's clothing articles, paper products, and other health room supplies.
Display	• Provide tack board and clock.
Additional Notes	• See MSDE, 2002 design guide for <u>School Health Services</u>.

MEDIA CENTER and STEM EDUCATION LAB

Goals

The school library media program is designed to meet the informational needs of the school community through a unified learning approach. The program includes both a comprehensive collection of materials and appropriate instruction in its use as an integral part of the total educational program.

The media center will also house the STEM education program. STEM education is an approach to teaching and learning that integrates the content and skills of science, technology, engineering, and mathematics. STEM Standards of Practice guide STEM instruction by defining the combination of behaviors, integrated with STEM content, which is expected of a proficient STEM student. These behaviors include engagement in inquiry, logical reasoning, collaboration, and investigation. The goal of STEM education is to prepare students for post-secondary study and the 21st century workforce.

Specifically, the student will be able:

- to identify and describe the personnel, services, policies, procedures and physical arrangement of the library media center
- to identify and describe characteristics of print and non-print resources and appropriate technology
- to utilize systems of classification and research strategies for specific needs
- to appreciate and value books and media and to develop lifelong reading habits
- to create materials using multimedia techniques
- STEM education addresses these Maryland State STEM Standards of Practice
 - o Learn and Apply Rigorous Science, Technology, Engineering, and Mathematics Content
 - o Integrate Science, Technology Engineering, and Mathematics Content
 - o Interpret and Communicate Information from Science, Technology, Engineering and Mathematics
 - o Engage in Inquiry
 - o Engage in Logical Reasoning
 - o Collaborate as a STEM Team
 - o Apply Technology Strategically

Planned Activities

Media Center

Students will experience:

- individual and small group work including reading, browsing, studying and research
- small and large group instruction
- network, on-line, and remote access to resources
- circulation of materials and equipment
- display of instructional materials and student projects
- teacher research, planning and/or consultation
- management and organizational activities
- individual, small and large group listening and viewing
- media production by individuals and small groups
- closed circuit television production and broadcasting
- processing and repair of materials

- storage of equipment, periodicals, materials and supplies

Resource and instruction services offered to staff will include:

- consulting and planning with building and system level staff as well as with other individuals and organizations
- participating in curriculum development, implementation, evaluation and staff development services
- selecting, evaluating and securing materials and equipment in accordance with local board of education policies
- managing and implementing procedures for acquisition, organization and circulation of materials and equipment
- providing reference and information assistance to support existing curriculum
- promoting instructional materials, equipment and services to staff, parents and the community

STEM Lab

A variety of experiences that allow students to apply science, technology, engineering and mathematics knowledge and develop the skills of creativity and innovation will be provided. These activities may include: 3D printing, hands-on projects where students solve real-world problems, using tools of engineers, scientists and mathematicians, using technology to create, coding, robotics, experimenting, building and inventing, electronics, textiles and sewing, cardboard construction

Participants

The open resource area shall accommodate 25 students for instruction or reading in the informal reading area. The small group instruction area shall accommodate 40 students and staff in all for instruction or research. The media broadcast room shall accommodate 8 students and staff in all.

All students in grades K-5 shall have access to the STEM Lab. Approximately 24.8 students per classroom.

Staff Required

- 1 certified library media specialist
- 1 media assistant

Groupings

Groupings by specific areas:

- The small group instruction area will have seating at round and rectangular tables for approximately 40 students. An informal reading area will be in the media center also. This area shall include floor space for primary story hour seating of approximately 25 students.
- The STEM Lab shall accommodate a whole class of 24.8 students, small groups of 3-15, team groups, or pairs of independent workers
- The media broadcast room shall accommodate 8 students and staff.

Simultaneous Groupings: Any combination of the above listed groupings can be scheduled with the library media specialist.

Space Requirements

<u>Media Center</u>		Net Sq. Ft.
Media Office and Equipment Storage/workroom	1	300
Open Resource Area (w/ informal reading area)	1	2,000
Small Group Instruction Area	1	400
Media Broadcast Room	1	180
STEM Lab	1	800
Computer, TV, Communications Main Distribution Frame	1	300
Remote Telecommunications Equipment Closets (one each wing)	2	200
Total Media Center		4,180

Design Requirements

Relationships to Other Areas	- Media Center and STEM Lab shall be centrally located and convenient to instructional areas, shall be adjacent to bathrooms and shall be self-contained with doors and walls. - STEM activities may be coordinated and correlated with the rest of the instructional program. The STEM Lab shall be directly connected to the Media Center. The number of doors shall be kept at a minimum for security purposes. - The Media Broadcast Room shall be self-contained with doors and walls. It shall be adjacent to the Media Center and accessible from the Media Center.
Spatial/Aesthetics	- Media Center and all support areas shall be designed to create an inviting and comfortable feeling for students and staff. - The STEM Lab area shall be light and bright.
Heating, Ventilating, and Air Conditioning	- Media Center shall be temperature and humidity controlled for year-round use. - The Computer, TV, Communications Main Distribution "Frame" room shall have an HVAC system independent of the Media Center, to allow for adequate cooling and ventilation of electronics within. - Provide appropriate ventilation to meet ASHRAE guidelines.
Plumbing	- The STEM Lab shall include a "wet area" with a minimum of one deep sink with gooseneck faucet and clay traps and one additional sink. - Hot and cold running water are required in the Equipment Storage/Workroom.
Acoustics	Acoustical treatment shall be provided in all areas.

- Provide tile (carpet tile use is permitted; Powerbond manufactured pile or approved equal) over the floor in the main reading area, including under the free-standing shelves, the small group instruction room and the conference room.
- Area rug shall be provided in primary story hour area.
- Media Broadcast Room shall be soundproof to accommodate student media production.
- STEM Lab shall be acoustically isolated in so far as possible.

Visual/Lighting

- Circulation desk and distribution area shall be located near one of the main student entrances.
- Support areas shall be visually accessible to the main reading area. Equipment storage/workroom may be adjacent and directly accessible to the library media specialist's office.
- Consideration shall be given to different types of lighting and fixtures which are best suited to the activities taking place in a given area (from 15 to 70 foot candles).
- Lighting levels shall be varied, with a ratio of 70% indirect to 30% direct (also referred to as linear LED direct/indirect lighting).
- Switches for all lights in the main reading area shall be together and located in the instructional area of the library media center with a master control switch for all lights at each entrance to the library media center.
- All lighting shall include dual-mode motion-sensor controls.
- Lighting control and the ability to darken individual areas shall be provided.
- Windows with shades shall be included, or failing that, at least a skylight.
- Teachers shall be able to visually supervise access to bathrooms.
- Glare shall be avoided in the STEM Lab.
- Teachers shall be able to supervise all STEM Lab centers.
- Roller shades are required between STEM Lab and Media Center.

Communications and Utilities

Media Office/Workroom

- Provide telephone line and telephone in the Equipment Storage/Workroom and a telephone line outlet at the circulation desk and the Media Office.
- There shall be a telephone intercom in the equipment storage/workroom with a speaker in the small group instruction room.

MDF Room

- The master antenna television system (CATV) headend will be located in the Main Distribution Frame room, and this room shall have a minimum of 4 independent 20 amp. circuits, AND a data outlet.

Media Broadcast Room and Small Group Instruction Area

- An antenna system will be needed as a backup to the cable wiring.

Open Resource Area

- Three (3) duplex electrical outlets and four (4) data outlets shall be installed adjacent to the circulation desk.

- Allow adequate additional (built in or mobile) vented cabinet space to accommodate 30 laptop computers/mobile devices etc. Provide cabinet with additional electrical power circuits to allow cabinet to serve as electrical charging station to charge 30 laptops/mobile devices simultaneously. These charging stations must have two 20-amp power circuits and at least two data drops.
- Provide an interactive board . This board should be sized and positioned (height adjustable if possible) appropriately for the audience.
- One teaching station consisting of electric/video/data shall be installed in each instructional area.
- Electric outlets shall be liberally installed on the perimeter of all areas of the Media Center, including walls and columns. Consider providing USB outlets and outlets for charging multiple devices at one time. A minimum of 4 ceiling mounted reels for electrical power in the center of the room is recommended. Permanently connecting equipment to these reels is prohibited.

STEM Lab

- Provide multiple duplex outlets, recommend minimum data/power every 4'. Provide power outlets in any area where cabinets are located to avoid use of extension cords.
- Provide an interactive board or screen. This board should be sized appropriately for the instructional program.
- Provide a built-in countertop area for 3D printer, color printer and desktop computer with appropriate electrical work.

Storage

Media Office/Workroom

- This space shall accommodate materials storage for print and non-print collections, equipment storage space for school audiovisual equipment, periodical storage and display space for current and back issues, office supplies and processing materials storage, and a built-in wardrobe, that can be locked, for coats, purses, and other staff member valuables.

Media Broadcast Room

- Provide storage with locks for expensive Media Broadcast Room equipment.

STEM Lab

- STEM Lab “wet area” should have usable cabinetry above and below the sinks. Counters in wet area shall be 24” deep, with vertical backsplash for small item storage, total counter depth is 25”.
- Locked cabinets for STEM Lab materials and equipment and counter height tote tray storage.
- Provide built in student work benches and countertop and above countertop storage along one full wall of the STEM Lab.
- Provide storage for ongoing STEM activities such as projects, designs, and prototypes.

Display

- Provide two recessed, wall-mounted, glass front, and lockable, lighted display case in the main reading area.
- Provide dry erase board, interactive board or screen, bulletin board and tack board in the small group instruction areas. A small tack board for notices, schedules, etc., shall be provided in the equipment storage/workroom.
- Provide permanent wall screens, retractable, in the main reading area and in the Small Group Instruction areas.
- In the STEM Lab, provide at child's eye level, non-reflecting, magnetic dry erase boards, preferable multi-board recessed sets with a screen on the back section, map rails and 2 flag holders. Cork strip shall be incorporated above all dry erase boards and bulletin boards. Provide additional hooks for pocket charts (at least 6 additional clips per room). Provide one tack board.

Additional Notes

ART

Goals

The elementary art program shall provide opportunities for the personal acquisition of skills, understanding of historical relationships, creative and aesthetic expression, and for making visual judgments. This elementary art program shall integrate with the child's basic program and promote interrelated concepts and complete the elementary essential curriculum.

Planned Activities

Participants

All students in grades K through 5 shall receive art instruction

Staff Required

1-2 art positions

Groupings

Many different groupings will be used during the school year. There will be basic groups of 24, small groups of 5-15, and also individual instruction, often being conducted simultaneously.

Space Requirements

<u>Art</u>		Net Sq. Ft.
Art Studio A	1	980
Storage for Studio A	1	150
Art Studio B	1	980
Storage for Studio B	1	150
Total Art		2,260

Design Requirements

Relationships to Other Areas Art activities may be coordinated and correlated with the rest of the instructional program. The art rooms shall be convenient to the instructional areas and to centralized bathroom facilities. If possible there shall be access to an outside door.

Spatial/Aesthetics

- Heating, Ventilating, and Air Conditioning**
- No hood vents are required. One kiln per art classroom is required and shall be located within the associated storage rooms. Kilns shall be self-vented kilns with 3-5" vent, similar to a dryer vent, and preferably along an outside wall.
 - Provide appropriate ventilation to meet ASHRAE guidelines.

Plumbing	• Provide a minimum of two deep sinks with goose neck faucets and clay traps in each Art Studio.
Acoustics	
Visual/Lighting	• Lighting shall be bright and even for a visually oriented program. Northern window exposure is preferred. Provision shall be made for darkening room windows for presentations. • All lighting shall include dual-mode motion-sensor controls.
Communications and Utilities	• Provide 110 vac duplex electrical outlets on work counter and spaced evenly to code around the room. If a kiln is determined to be needed, phasing of electric current to the art room must be identified by engineers prior to kiln purchase. • Provide multiple duplex outlets for each classroom recommend minimum data/power every 4' in classrooms. • Instructional spaces shall be provided with a Classroom Technology Space (should not be in the corner due to ventilation concerns) with a vented built in lockable cabinet 36 inches tall by 36 inches wide by 30 inches deep. Consider a mobile wireless podium for the teacher. Cabinet will have a personal computer and document camera on top, and shelves inside for a DVD player, a sound amplifier and for storage or technology accessories for such items as DVD remote, and an optional mobile device. USB charging ports should also be provided. Cabinet will be located near interactive board or screen. Provide cabinet with sufficient electrical power (and ventilation) for all devices, data drops and provide rough-in to the ceiling. • Allow adequate additional (built in or mobile) vented cabinet space to accommodate 30 laptop computers/mobile devices etc. Provide cabinet with additional electrical power circuits to allow cabinet to serve as electrical charging station to charge 30 laptops/mobile devices simultaneously. These charging stations must have two 20 amp power circuits and at least two data drops. • Provide an interactive board or screen. This board or screen should be sized and positioned (height adjustable if possible) appropriately for the audience. • Provide power outlets in any area where cabinets are located to avoid use of extension cords.
Storage	• Provide one large locked storage room in or near each Art Studio with shelving to store art materials, with the base shelving providing a 3' opening and remaining shelving providing 24" clear opening. • Counter height tote tray storage for 150 tote trays to store student work • Cabinets for damp clay storage • Cabinets for art supplies in the rooms • Cabinets for storage of 3-dimensional projects • Flat map-like drawers for storage of paper 23" x 36"

Display

- Provide built in white board and tack board. Cork strips shall be incorporated above all white boards and bulletin boards.
- Provide tack board on all open wall space.
- Provide a lighted show case gallery for 3-dimensional art work in a highly visible area of each Art Studio.

Additional Notes

- Provide a second teacher area including desk, chair, data, voice, and phone in one of the art studios to accommodate a part-time staff member if needed.

MUSIC

Goals

The elementary school music program shall stimulate individual growth in musical expression; develop in children skills in identifying and using various elements of music; help each child gain enjoyment through understanding, performing, interpreting, and creating music; develop in each child an understanding of the relationship of music to our universal cultural heritage; and develop in children an understanding of the role of music in contemporary society.

Planned Activities

Participating in vocal and instrumental music and learning about music.

Participants

All students in grades K-5 shall receive general vocal music instruction. All students who desire string/instrumental instruction shall be given that opportunity. String instruction shall be available to fifth grade students.

Staff Required

1-2 vocal music teachers
2 itinerant instrumental teachers

Groupings

Classes as enrollment and space allow, up to 30. Larger groups may use the cafeteria. Both instrumental teachers come one day a week on the same day and space will be arranged for their classes from other spaces that aren't being used full time.

Space Requirements

Music

		Net Sq. Ft.
Vocal/Instrumental Music Room	2	1,600
Music Storage Room	2	150
Total Music		1,750

Design Requirements

Relationships to Other Areas The music area shall be easily accessible to the Stage and the cafeteria and to centralized bathroom facilities. A piano shall be easily accessible to the Stage.

Spatial/Aesthetics

- The music area shall be near the stage (could be located in the cafeteria or gym). The music area will include a sound system station.
- Doors to music spaces shall accommodate large instruments, such as drums.

Heating, Ventilating, and Air Conditioning	• Pay special attention to minimizing noise levels of HVAC equipment in music areas. • Provide appropriate ventilation to meet ASHRAE guidelines.
Plumbing	• None needed.
Acoustics	• The music rooms shall have sound isolation from other areas. • Provide acoustic tiles.
Visual/Lighting	• All lighting shall include dual-mode motion-sensor controls.
Communications and Utilities	• Adequate duplex electrical outlets and data and video outlets shall be provided in all areas. Provide multiple duplex outlets for each classroom recommend minimum data/power every 4' in classrooms. • Instructional spaces shall be provided with a Classroom Technology Space (should not be in the corner due to ventilation concerns) with a vented built in lockable cabinet 36 inches tall by 36 inches wide by 30 inches deep. Consider a mobile wireless podium for the teacher. Cabinet will have a personal computer and document camera on top, and shelves inside for a DVD player, a sound amplifier and for storage or technology accessories for such items as DVD remote, and an optional mobile device. USB charging ports should also be provided. Cabinet will be located near interactive board or screen. Provide cabinet with sufficient electrical power (and ventilation) for all devices, data drops and provide rough-in to the ceiling. • Allow adequate additional (built in or mobile) vented cabinet space to accommodate 30 laptop computers/mobile devices etc. Provide cabinet with additional electrical power circuits to allow cabinet to serve as electrical charging station to charge 30 laptops/mobile devices simultaneously. These charging stations must have two 20 amp power circuits and at least two data drops. • Provide an interactive board or screen. This board or screen should be sized and positioned (height adjustable if possible) appropriately for the audience. • Provide power outlets in areas with cabinets to avoid use of extension cords.
Storage	• Provide countertop and above countertop shelving (mixture of closed and open) in vocal area and practice areas to house books, materials, records and small instruments along one full wall. Provide area for student tote trays. Sink required for washing and sanitizing of instruments. Provide one percussion cabinet on casters for storage of rhythm band instruments.
Display	• White board and tack board
Additional Notes	• Provide a second teacher workstation in one of the music rooms to accommodate a part-time music teacher if needed. Provide desk, chair, data, voice, and phone

PHYSICAL EDUCATION

Goals

Elementary physical education is an integral and vital part of the total educational process. It aims for the same goals that give purpose to all the other learning experiences of the school - the development of the whole child.

Recognizing that each child is a unique individual, with different physical, mental, emotional, and social needs, the purpose for this particular program is to provide a carefully planned sequence of learning experiences designed to fulfill the growth, development, and behavioral needs of each student.

- To develop an acceptable level of physical fitness, an understanding of the components of fitness, and an appreciation of the lifelong value of fitness through personalized physical education activities.
- To develop the skills of movement, the knowledge of how and why one moves, the ways in which movement may be organized, and the value of movement.
- To learn to move skillfully and effectively through exercise, games, sports and dance.
- To develop and demonstrate positive social and emotional behavior, appreciation of individual differences, while focusing on the traits of character.
- To develop an awareness of safety practices and procedures.

Planned Activities

The physical education program in grades K to 5 may include the following kinds of activities:

Calisthenics	Stunts and Tumbling
Locomotor Movement	Gymnastics
Non-locomotor Movement	Basketball
Rhythms	Volleyball
Games and Relays	Net and Paddle Games
Rope Activities	Floor Hockey
Ball Handling Skills	Softball
Self-Testing	Track and Field
Physical Fitness	Flag Football
Soccer	Activity Zones

Participants

Elementary students participate in a structured physical education program at least two days per week. The number of students involved in an activity or series of activities will range from a small group to a regular class of as many as 30. On some days this school will have 2 physical education teachers, so the gym may need accommodate up to 60 to 65 students on these days, or an alternate space such as the cafeteria or outdoors may be used.

Staff Required

1-2 PE teachers

Groupings

Students involved in physical education will arrive with varying degrees of ability and interest. A primary purpose of the program is to arrange an activity or series of activities in a manner so that all students become actively engaged for an entire class period. This may be accomplished through individual tasks, pairs of students, small groups, circuit training stations and team sports.

Simultaneous Groupings

During the course of a class period students may participate in a given activity on an individual basis, may be divided into groups, and when appropriate, as an entire class. There may be two classes with as many as 65 students in the gym at one time, depending on enrollment at the school.

Space Requirements

<u>Physical Education</u>		Net Sq. Ft.
Gymnasium, full basketball court size (84' x 50')	1	5,900
Indoor/Outdoor equipment storage	1	350
Bathrooms Area - Boys and Girls	1	320
Teacher office/bathroom/shower/dressing	1	200
Total Gymnasium		6,770

Design Requirements

- | | |
|------------------------------|---|
| Relationships to Other Areas | <ul style="list-style-type: none">• The gymnasium shall be located with immediate access to staff office, rest rooms, storage areas, health suite and outdoor play areas.• Indoor storage shall open into gymnasium or into hall area with ample space for moving large pieces of equipment.• The gymnasium and cafeteria shall be separated by an operable partition. |
| Spatial/Aesthetics | <ul style="list-style-type: none">• Consider locating the stage adjacent to the gymnasium rather than the cafeteria to allow for larger assemblies. If this is not possible, provide portable risers to be used in the gymnasium.• Consider the flow of traffic in designing corridors, entrances, and exits to the gymnasium.• Gym shall have at least one wall free of obstructions.• Gymnasium shall have a clear height below the structure of at least 20 feet.• Provide operable divider curtain, ceiling suspended and electrically keyed for raising and lowering and aligned so it is three (3) foot inside on of the out-of-bounds lines, for access between spaces when curtain is down.• Provide protective matting on the walls under basketball backboards and in other areas where appropriate.• Gymnasium floor to be appropriately marked i.e., 30' circle in middle |

of floor and a full-size basketball court, and additional lines specific to each building as shown in the plans and specifications (e.g. magic club, dots and corners).

Heating,
Ventilating, and
Air Conditioning

- Provide appropriate ventilation to meet ASHRAE guidelines.
- Provide air conditioning for the gymnasium.

Plumbing

- Provide two (recessed) mounted drinking fountains in gym located to allow access to each when room is divided.
- Provide 1 water closet, hand sink, shower, mirror, soap and towel dispensers and 2 full size lockers in office area.
- Provide 3 water closets for girl's bathroom, 2 urinals and 1 water closet for boys' bathroom.
- Provide sink alcove outside bathroom.

Acoustics

- No special treatment needed.

Visual/Lighting

- Provide lighting with minimum of 30-foot candles.
- All lighting shall include dual-mode motion-sensor controls.
- Office doors and windows shall have breakage resistant safety glass.

Communications
and Utilities

- Provide electrical outlets on all four walls of the gymnasium to allow for safe operation of custodial gym-floor maintenance.
- Office and gymnasium shall have multiple data outlets and connection to the school's network.
- For gymnasium, and for teacher's office, provide data, voice and video outlets, plus multiple electrical outlets, the exact number and location of outlets to be determined during project design and to meet FCPS requirements.
- Provide connection to school-wide network.
- Provide PA sound system for gym, suitable for use by teachers with the type and location of controls, outlets, mixers amplifiers and speakers to be determined during project design process and to meet FCPS requirements.
- Technology and audiovisual controls for gymnasium shall be accessible from the gym.

Storage

- Storage areas shall have 10-foot ceilings and shall be located with direct access to the instruction areas, and designated storage areas shall have double 8-foot-high doors to be installed on storage and activities areas to allow for movement of large pieces of equipment.
- Storage space to accommodate folding chairs (500) to be used for large group activities with spectators.

Display

- White boards, bulletin boards and marker boards, where installed must face the gym side of the room and must be height adjustable 7 to 10 feet and free of any pen ledges.

Additional Notes

- Provide two (2) chin-up bars of adjustable height on opposite walls of gym.

- Provide an 8-foot high by 40-foot-long transverse climbing wall with mat locking system.
- All basketball backboards shall be ceiling suspended and electrically keyed for raising and lowering hoops for forward fold, basket height adjustment and shall be aligned at three (3) feet inside the out-of-bounds line. Safety straps shall be provided to prevent uncontrolled lowering.
- Provide six (6) basketball baskets and backboards, ceiling suspended, electronically keyed for forward-fold, including safety straps; wall safety padding 5'x10' located behind each basket; sleeves for volleyball standards for oversized gym.
- Appropriate floor markings for basketball, volleyball, magic club, color zone shape, and other activities per information provided to architect.
- All Weather Play Areas:
 - o See pre-K and Kindergarten sections for play area appropriate for those grades
 - o Primary hard surface area 90' x 125'
 - o Intermediate hard surface area 110' x 175' to be equipped with four basketball backboards, with 6" goose-neck posts with no adjustment mechanisms
 - o Shall include paved walkways between paved play areas and between school and play areas.
- All weather areas shall contain markings for hopscotch; four-square; 20, 30, and 40-foot diameter circles; basketball; volleyball; and kick ball as specified by county drawings, and space permitting a painted oval 1/10-mile simulated running track with 4 four lanes around the perimeter.
- Playground Apparatus Areas and Pieces:
 - o Provide separate playground areas for Pre-K and K, primary, and upper elementary.
 - o These areas shall be approximately 100' x 200' or large enough to allow for free and safe play after installation of equipment.
 - o Exact specifications for this area provided by Facilities Services Division.
- Athletic Fields (if space is available):
 - o One soccer field 150' x 240'
 - o One flag football field 150' x 240'
 - o Space for conducting track and field events
- All athletic fields shall be located on same side of building as the gymnasium

PRE-KINDERGARTEN

Goals

The pre-kindergarten program will help the child:

- develop confidence in oneself as a competent person
- build a sense of physical and mental well-being by engaging in movement activities and social play as vehicles for integrating experiences into thought and action
- establish one's role in social settings and develop skills to live, work, and play in harmony
- capture and expand the desire to learn about and understand people, places, things, and events
- use prior knowledge as a foundation for learning to integrate and organize sensory experiences and new information in order to question, make decisions, and solve problems
- express thoughts, ideas, feelings, knowledge, and experiences by engaging in action, interaction, and reaction in an expanding environment
- represent knowledge, experiences, and feelings through individual expression

Planned Activities

Pre-kindergarten space will provide opportunities for:

Discussions	Listening activities
Reading activities	Writing activities
Math manipulative activities	Cooking activities
Block construction	Art activities (such as painting, cutting, pasting)
Sand and water activities	Rhythmic activities
Singing activities	Viewing films and filmstrips
Woodworking activities	Gross-motor activities
Dramatizations	Science Explorations

Participants

Optimum of 20 per session, in groupings of 2 to 5, 5 to 15, 15 to 20

Staff Required

1 teacher, 1 instructional assistant

Groupings

A portion of the daily schedule is devoted to a work period at which time there is a variety of simultaneous groupings of students. At any one given time, the following groupings could be functioning:

Dramatic play center, 4 students	Art center, 4 students
Library center, 2 - 4 students	Listening center, 2 - 4 students
Block center, 2 - 4 students	Science center, 2 - 4 students
Woodworking, 2 - 4 students	Manipulative play, 2 - 4 students
Water or sand play, 2 - 4 students	Other learning stations, 6 - 10 students

Space Requirements

Pre-Kindergarten

		Net Sq. Ft.
Pre-Kindergarten classroom @ 980 sq. ft.	1	980
Special Ed Pre-Kindergarten classroom @ 980 sq ft	1	980
Pre-Kindergarten bathrooms @ 60 sq. ft.	2	120
Pre-Kindergarten Storage Room	1	175
Total Pre-Kindergarten		2,255

Design Requirements

Relationships to Other Areas	The pre-kindergarten area shall be located adjacent to the kindergarten area in order that there might be an interchange of students. However, the pre-kindergarten area shall be self-contained due to the noise level of various activities. The pre-kindergarten area shall be easily accessible to the main entrance.
Spatial/Aesthetics	• Windows provided in this room shall be installed at height appropriate to a pre-kindergarten child's eye level.
Heating, Ventilating, and Air Conditioning	• Provide appropriate ventilation to meet ASHRAE guidelines. • The instructional areas shall be planned for year-round use with individually controlled temperature controls for each area.
Plumbing	• The Pre-kindergarten Classroom shall include a "wet" area, with sink enclosed in usable cabinetry, water, cabinets, etc., of 300 square feet. Sink shall be provided with fully enclosed base cabinet. Water will be required for toilets and sinks (sinks with clay traps and gooseneck faucets) in the wet area and for water coolers. • Provide one bathroom in the classroom with door visible to classroom teacher. (The Pre-kindergarten Classroom's bathroom square footage area shall not reduce that of the teaching station.) • Install bathroom fixtures and wet area fixtures, and door closer mechanisms, for pre-kindergarten size children.
Acoustics	• Each classroom shall be acoustically isolated in so far as possible.
Visual/Lighting	• All lighting shall include dual-mode motion-sensor controls.
Communications and Utilities	• Provide multiple duplex outlets for each classroom recommend minimum data/power every 4' in classrooms. • Instructional spaces shall be provided with a Classroom Technology Space (should not be in the corner due to ventilation concerns) with a vented built in lockable cabinet 36 inches tall by 36 inches wide by 30 inches deep. Consider a mobile wireless podium for the teacher. Cabinet will have a personal computer and document camera on top, and shelves inside for a DVD player, a sound amplifier and for storage or technology accessories for such items as DVD remote, and an optional mobile device. USB charging ports should also be provided. Cabinet will be located near interactive board or

screen. Provide cabinet with sufficient electrical power (and ventilation) for all devices, data drops and provide rough-in to the ceiling.

- Allow adequate additional (built in or mobile) vented cabinet space to accommodate 30 laptop computers/mobile devices etc. Provide cabinet with additional electrical power circuits to allow cabinet to serve as electrical charging station to charge 30 laptops/mobile devices simultaneously. These charging stations must have two 20 amp power circuits and at least two data drops.
- Provide an interactive board or screen. This board or screen should be sized and positioned (height adjustable if possible) appropriately for the audience.
- Provide power outlets in any area where cabinets are located to avoid use of extension cords.

Storage

- Provide built-in pre-kindergarten size lockers in hallway just outside of Pre-kindergarten Classroom.
- Counters in wet area shall be 30" deep, with 6" deep surface beyond vertical back splash for small item storage, total counter depth is 36".
- Open storage, accessible to children, for blocks, manipulative items, puzzles, books, toys, games, and woodworking materials with small lumber pieces of from 1 to 5 feet in length.
- Instructional storage, enclosed, for instructional materials, kits, paper of all sizes, science and AV equipment, pre-prepared learning stations, pictures, charts. Provide several blueprint type files for flat paper storage. Provide secure storage for simple woodworking tools and supplies.
- Built-in classroom storage to be located only on the corridor wall with all other storage provided by mobile units.
- Indoor/Outdoor Storage - Provide locked exterior storage room for equipment and supplies with access to inside and outside, adjustable shelving on two walls, and with wall rack 10' long with five 10" hooks five feet above floor level (to hang big wheels, etc.)

Display

- Provide at child's eye level, non-reflecting, magnetic white boards, preferable multi-board recessed sets with a screen on the back section (sliding components), map rails and 2 flag holders. Every classroom needs built in white boards and tack boards. Cork strip shall be incorporated above all white boards and bulletin boards. Provide additional map hooks for vinyl pocket charts (at least 6 additional clips per room).

Additional Notes

- An outdoor play area appropriate for ages 3-6, both grass and hard surfaced, shall be provided. The pre-k/kindergarten hard surface play area shall be 75' x 100' with appropriate markings (see physical education section). Access to outside areas shall be fenced and ramps will be provided if required.

KINDERGARTEN

Goals

The kindergarten program will help the child:

- gain a positive self-identity
- learn to live effectively with her/himself and others
- learn to work and play independently
- develop self-discipline
- better understand and enjoy the world in which he/she lives
- develop the desire to learn
- pursue and satisfy his/her natural curiosity
- enjoy the satisfaction of solving problems - reasoning, planning, making choices, evaluating
- expand his/her knowledge through inquiry, discovery, investigation, experimentation, exploration
- develop and understand language
- strengthen physical skills
- develop good health and safety practices

Planned Activities

Kindergarten space will provide opportunities for:

Discussions	Dramatizations
Listening activities	Reading activities
Writing activities	Math manipulative activities
Cooking activities	Block construction
Sand and water activities	Art activities (such as painting, cutting, pasting)
Rhythmic activities	Singing activities
Viewing films and filmstrips	Woodworking activities
Gross-motor activities	Science Explorations

Participants

Classes of 22 per session are the expected number of participants

Staff Required

1 teacher and 1 instructional assistant

Groupings

Individual, 2-5 students, 5-15 students

Space Requirements

Kindergarten

		Net Sq. Ft.
Kindergarten Classrooms @ 980 sq. ft.	5	4,900
Kindergarten Bathrooms @ 50 sq. ft.	5	250
Indoor/Outdoor Storage Rooms @ 200 sq. ft.	2	400*
Total Kindergarten		5,550

*May be 1 @ 400 sq ft or 2 @ 200 sq ft each

Design Requirements

Relationships to Other Areas	The teaching area for grade 1 shall be directly accessible from the kindergarten area
Spatial/Aesthetics	• The area for Kindergarten classroom shall allow ample space for movement activities requiring use of large muscles. • Each Kindergarten classroom shall be scaled to meet the physical needs of its occupants, including bathroom, etc. • The area shall be light and bright. • Windows provided in this room shall be installed at height appropriate to kindergarten child's eye level
Heating, Ventilating, and Air Conditioning	• Provide appropriate ventilation to meet ASHRAE guidelines. • The instructional areas shall be planned for year-round use with individually controlled temperature controls for each area.
Plumbing	• The Kindergarten classroom shall include a "wet" area, with sink enclosed in usable cabinetry, water, cabinets, etc., of 300 square feet. Sink shall be provided with fully enclosed base cabinet. Water will be required for toilets and sinks (sinks with clay traps and gooseneck faucets) in the wet area and for water coolers. • Provide one bathroom in the classroom with door visible to classroom teacher. (The kindergarten classroom's bathroom square footage area shall not reduce that of the teaching station.) • Install bathroom fixtures and wet area fixtures, and door closer mechanisms, for kindergarten size children.
Acoustics	• Each Kindergarten Classroom shall be acoustically isolated in so far as possible.
Visual/Lighting	• Teachers shall be able to visually supervise access to bathrooms. • Glare shall be avoided • Teachers shall be able to supervise all centers, and any partitions shall be at student height (clear sight lines) • Individual lighting control with ability to darken an area within the confines of given areas shall be provided. • All lighting shall include dual-mode motion-sensor controls.

Communications and Utilities

- Provide multiple duplex outlets for each classroom recommend minimum data/power every 4' in classrooms.
- Instructional spaces shall be provided with a Classroom Technology Space (should not be in the corner due to ventilation concerns) with a vented built in lockable cabinet 36 inches tall by 36 inches wide by 30 inches deep. Consider a mobile wireless podium for the teacher. Cabinet will have a personal computer and document camera on top, and shelves inside for a DVD player, a sound amplifier and for storage or technology accessories for such items as DVD remote, and an optional mobile device. USB charging ports should also be provided. Cabinet will be located near interactive board or screen. Provide cabinet with sufficient electrical power (and ventilation) for all devices, data drops and provide rough-in to the ceiling.
- Allow adequate additional (built in or mobile) vented cabinet space to accommodate 30 laptop computers/mobile devices etc. Provide cabinet with additional electrical power circuits to allow cabinet to serve as electrical charging station to charge 30 laptops/mobile devices simultaneously. These charging stations must have two 20-amp power circuits and at least two data drops.
- Provide an interactive board or screen. This board or screen should be sized and positioned (height adjustable if possible) appropriately for the audience.
- Provide power outlets in any area where cabinets are located to avoid use of extension cords.

Storage

- Elementary school sized student lockers, standard in size throughout the school, shall be provided in the corridor just outside each classroom whose students the lockers serve, and shall include a horizontal shelf above the lockers for student temporary storage of book bags, books, etc.
- Counters in wet area shall be 30" deep, with 6" deep surface beyond vertical back splash for small item storage, total counter depth is 36".
- Instructional storage, enclosed, for instructional materials, kits, paper of all sizes, science and AV equipment, pre-prepared learning stations, pictures, charts. Provide several (4-6 needed, depending on standard cabinetry available) blueprint type files for flat paper storage. Provide secure storage for simple woodworking tools and supplies.
- Open storage, accessible to children, for blocks, manipulative items, puzzles, books, toys, games, and woodworking materials with small lumber pieces of from 1 to 5 feet in length.
- Built-in classroom storage to be located only on the corridor wall with all other storage provided by mobile units.
- Indoor/Outdoor Storage - Provide locked exterior storage room for equipment and supplies with access to inside and outside, adjustable shelving on two walls, and with wall rack 10' long with five 10" hooks five feet above floor level (to hang big wheels, etc.) These storage areas to be shared by more than one kindergarten classroom.

Display

- Provide at child's eye level, non-reflecting, magnetic white boards, preferable multi-board recessed sets with a screen on the back

section (sliding components), map rails and 2 flag holders. Every classroom needs built in white boards and tack boards. Cork strip shall be incorporated above all white boards and bulletin boards. Provide additional map hooks for vinyl pocket charts (at least 6 additional clips per room).

Additional Notes An outdoor play area, both grass and hard surfaced, shall be provided. The hard surface area shall be 75' x 100' with appropriate markings for hopscotch, four square, kickball and 20, 30- and 40-foot diameter circles.

GENERAL CLASSROOMS GRADES 1 – 5

Goals

Teachers and students will be assigned to instructional teams at a ratio of 1 to 24.8. The size of the teams will vary from 5 to possibly 8 teachers depending upon the enrollment of the children by year in school and/or instructional level.

Classroom teachers will be responsible for all subjects and will have supplemental assistance from other professionals such as the literacy specialist and math specialist, speech therapist, resource room teacher and from paraprofessionals, i.e. Assistants and volunteers, all of whom will function in the team area much of the time.

Learning experiences must be provided by an instructional team which considers the learning potential, rate, style and setting for each individual within the team. To meet the differing needs, teachers must use many techniques and methods through which all children may experience success. Some movement of students will take place with each team and between teams to ensure correct placement for each child.

Language Arts

The ultimate goal of the language arts program is the development of each student to his/her optimum level in the communication skills of listening, speaking, reading, and writing. The emphasis is on the fusion of these skills as a total communication process taught through a comprehensive, specifically identified, instructional sequence that will develop each student's ability to comprehend and communicate to the degree that she/he may deal effectively with the problems of today's world. An additional goal will be the concomitant nurture and development of critical thinking skills that will permit students to develop the competencies necessary for living in and contributing to a language-oriented society.

FCPS is committed to ensuring that all students become independent readers and writers for many different purposes. Students will use their literacy skills to negotiate an increasingly complex and information-rich world. Students will refine and apply their knowledge of reading, writing, speaking, and listening by engaging in a variety of diverse texts and writing for authentic purposes and audiences. Students will find joy in reading and writing.

The FCPS elementary language arts program is based on research and best practices for instruction and assessment. The goals and objectives of FCPS elementary language arts program are to:

- Produce independent and strategic readers and writers.
- Provide students with the necessary foundational skills in reading and writing.
- Accelerate the reading and writing achievement of all students in language arts.
- Differentiate for students who are not yet meeting language arts expectations.
- Provide teachers curricular resources and assessments that are aligned to the MCCR frameworks.

In order to meet these essential discipline goals and objectives, the following kinds of experiences must be provided:

- develop pre-reading skills
- listening experiences which incorporate a variety of messages and input sources
- language experiences which utilize multi-sensory activities

- reading experiences which incorporate a variety and quantity of types of reading materials
- writing experiences which allow one to consider purpose, audience and genre in a variety of written formats which would involve editing and spelling skills
- speaking experiences which consider purpose, audience, tone, and mood and involve different organizational formats

Mathematics

The mathematics program has three major goals: teach children to develop mathematical skills and reasoning abilities needed for problem solving, teach children to choose appropriate technological tools to solve problems and teach children to demonstrate positive attitudes towards mathematics in school, culture, and society. An emphasis will be on solving problems through practical applications of mathematics and using concrete experiences to construct conceptual understanding of mathematics. Technology (computers and calculators) will be fully utilized to supplement direct instruction as appropriate for every student.

The mathematics curriculum must be adjusted to meet the special needs of all children. Attention shall be focused on flexible grouping and cooperative learning strategies to meet the favored learning styles of a diverse population.

Standards in mathematics include:

- apply problem solving skills, communications skills, reasoning skills, and connections to solve a variety of problems
- show, describe, and use numerical concepts and relationships using concrete, pictorial, and symbolic representations
- estimate and apply measurement skills using standard/non-standard and metric/customary units in mathematics and other disciplines
- predict and demonstrate congruency, similarity, symmetry, and reflection using one, two and three dimensional objects as appropriate to solve problems
- collect, organize, and display data; interpret information in oral and written form
- demonstrate basic concepts of probability such as predicting and finding outcome
- describe, extend, and create a variety of patterns and functional relationships

Science

The main goal of the science program is for students to apply science and engineering practices and cross-cutting concepts in the life, physical, and earth/space sciences.

In the elementary science program, lessons from a variety of science units will involve students in hands-on investigations of age appropriate concepts to build the foundation necessary to understand the Maryland State Science Standards (MSSS).

In order to meet these goals, the following kinds of activities must be provided:

- hands-on exploration of major concepts
- vocabulary and concept development based on the hands-on experiences
- application of concepts through hands-on activities in new situations
- opportunities to read and write about science
- use of instructional technology
- integration of skills and concepts with other subject disciplines

- field trips to the Earth & Space Science Laboratory (ESSL), school grounds, local sites and grade-level field trips

Social Studies

The goal of social studies is the promotion of civic competence--the knowledge, intellectual processes, and democratic dispositions required of students to be active engaged participants in public life. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Concepts and tools in each of these disciplines; civics, economics, geography and history are applied as students study specific content described in state standards. These disciplinary ideas are the lenses students use in their inquiries throughout the grades to lead to deep and enduring understanding. Social studies instruction provides experiences that develop in students the knowledge, concepts, strategies, and skill needed to promote citizenship in a diverse and changing world. Social studies instruction is meaningful, engaging and challenging.

In order to meet these goals, the following kinds of activities must be provided:

- develop questions and plan inquiries
- apply disciplinary tools and concepts
- develop and use domain specific vocabulary
- gather and evaluate sources
- read and write about civics, economics, geography, and history
- develop claims and use evidence
- communicate and critique conclusions
- use instructional technology and tools
- integrate skills and concepts of other subject disciplines
- take informed action

Computer Education

Learning to use the computer is an integral part of a student's education. The computer is also an excellent instructional tool. Computers will enable students to extend academic abilities and will assist them in mastering basic skills. Students will use the computer as a tool for:

- reinforcement, remediation, and extension of specifically targeted curriculum objectives
- activities which will develop students' mathematics problem-solving skills and strategies
- developing writing process skills
- simulated experiences that could not be addressed by other means
- collecting and managing information
- creative expression in the areas of art and music

Computer experiences planned may include:

- large group learning activities using a projection device to view computer and video images
- individual learning activities for remediation, reinforcement and extension.
- use of software, extensions, and applications that address objectives in content areas
- use of software that fosters the growth and development of problem-solving skills and strategies

- production of materials, displays, and projects which enhance or supplement curriculum objectives. These activities with a computer will provide another means of student creative expression

Students will:

- become comfortable, competent and self-sufficient using computers and associated peripherals.
- develop keyboard awareness and proficiency.
- use computers as tools for accomplishing tasks.
- select appropriate applications software to assist with a specific task.
- Integrate software use into lessons.

Planned Activities

Participants

Approximately 24.8 students per classroom

Staff Required

1 teacher per classroom

Groupings

Home base groups of 24.8, small groups of 3-15, team groups, pairs of independent workers

Space Requirements

Learning Area, Grades 1-5

		Net Sq. Ft.
General Classrooms @ 800 sq. ft.	25	20,000
General Classroom Group Bathrooms @ 300 sq. ft.	3	900
Planning Rooms @300 sq. ft.	2	600
Total Learning area, Grades 1-5		21,500

Design Requirements

Relationships to Other Areas Grades 1 and 2 areas shall be directly accessible to the kindergarten area. Grades 3 through 5 areas will be grouped together. All grades shall be directly accessible to intervention rooms.

All grades 1 - 5 classrooms shall be conveniently accessible to:

Media Center	Health Room
Gymnasium	Principal's Office
Music Room	School Office
Cafeteria	Computer Lab
Art Room	Assistant Principal's Office

Spatial/Aesthetics	• Each classroom shall be scaled to meet the physical needs of its occupants. • The classrooms area shall be light and bright.
Heating, Ventilating, and Air Conditioning	• Provide appropriate ventilation to meet ASHRAE guidelines. • The instructional areas shall be planned for year-round use with individually controlled temperature controls for each area.
Plumbing	• The Classroom shall include a “wet” area, with sink enclosed in usable cabinetry, water, cabinets, etc., of 300 square feet. Sink shall be provided with fully enclosed base cabinet. Water will be required sinks (sinks with clay traps and gooseneck faucets) in the wet area and for water coolers. • Group bathrooms to be located convenient to all general classrooms. • Provide 3 water closets for girl's bathroom, 2 urinals and 1 water closet for boy's bathroom. • Provide a sink alcove in hallway for student bathrooms
Acoustics	• Each classroom shall be acoustically isolated in so far as possible.
Visual/Lighting	• Teachers shall be able to visually supervise access to bathroom facilities and all centers; any partitions shall be at student height providing clear sight lines • Glare shall be avoided • Provide individual lighting control with ability to darken an area within the classroom. • All lighting shall include dual-mode motion-sensor controls.
Communications and Utilities	• Provide multiple duplex outlets for each classroom recommend minimum data/power every 4' in classrooms. • Instructional spaces shall be provided with a Classroom Technology Space (should not be in the corner due to ventilation concerns) with a vented built in lockable cabinet 36 inches tall by 36 inches wide by 30 inches deep. Consider a mobile wireless podium for the teacher. Cabinet will have a personal computer and document camera on top, and shelves inside for a DVD player, a sound amplifier and for storage or technology accessories for such items as DVD remote, and an optional mobile device. USB charging ports should also be provided. Cabinet will be located near interactive board or screen. Provide cabinet with sufficient electrical power (and ventilation) for all devices, data drops and provide rough-in to the ceiling. • Allow adequate additional (built in or mobile) vented cabinet space to accommodate 30 laptop computers/mobile devices etc. Provide cabinet with additional electrical power circuits to allow cabinet to serve as electrical charging station to charge 30 laptops/mobile devices simultaneously. These charging stations must have two 20 amp power circuits and at least two data drops. • Provide an interactive board or screen . This board or screen should be sized and positioned (height adjustable if possible) appropriately for the audience.

- Provide power outlets in any area where cabinets are located to avoid use of extension cords.

Storage

- Instructional storage, enclosed, for instructional materials, kits, paper of all sizes, science and AV equipment, pre-prepared learning stations, pictures, charts. Provide several (4-6 needed, depending on standard cabinetry available) blueprint type files for flat paper storage. Examples of items stored here:
 - o storage for texts, workbooks, and supplemental books - 2 , 36"x48" bookcases with adjustable shelving
 - o storage shelves for paper of varying sizes: 8 1/2 x 11, 11 x 18, 18 x 24, 24 x 36, 36 x 52, including materials for learning stations
 - o storage for instructional materials such as kits, games and concrete materials for mathematics
 - o Provide storage amongst each classroom for supplemental materials not in use that may be shared by multiple classes.
 - o teacher shall have locked storage for personal belongings
 - o teacher shall have storage for professional books; supplies to make stations such as scissors, paste, pens, tape, etc.; storage for typing paper and other supplies
 - o built-in closed storage at wet area for science and art materials - deep shelving can be provided if counter tops are 30" x 6" raised back (36" depth)
 - o built-in open front storage area beneath the counter top in the wet area, a minimum of 26" high, 36" wide, and 16" deep
 - o Provide dedicated space for classroom library
- Built-in classroom storage to be located only on the corridor wall with all other storage provided by mobile units.
- Counters in wet area shall be 30" deep, with 6" deep surface beyond vertical back splash for small item storage, total counter depth is 36".
- Elementary school size student lockers, standard in size throughout the school, shall be provided in the corridor just outside each classroom whose students the lockers serve and shall include a horizontal shelf above the lockers for student temporary storage of book bags, books, etc.

Display

- Provide at child's eye level, non-reflecting, magnetic white boards, preferable multi-board recessed sets with a screen on the back section (sliding components), map rails and 2 flag holders. Every classroom needs built in white boards and tack boards. Cork strip shall be incorporated above all white boards and bulletin boards. Provide additional map hooks for vinyl pocket charts (at least 6 additional clips per room).
- Grip-a-strip shall be placed in the hallways.

Additional Notes

- Provide two planning rooms in different parts of the building to allow 8-10 staff to gather for planning or professional learning activities. Provide a table with adequate seating, whiteboard, and tack board.

SUPPORTING SERVICES

Goals

Supporting services are services provided by school personnel outside and also within the traditional classroom setting. These services are provided to students in need of them in consultation with classroom teachers.

The following programs comprise the total area of supporting services:

- Speech/language and itinerant services
- Occupational/physical therapy itinerant services
- Special education resource
- Language Learning Services
- Math Intervention
- Reading Intervention
- Reading services
- English Language Learners
- Elementary guidance
- Behavioral specialist services
- Psychology and social work services
- Community Liaison

Personnel providing supporting services will form a team to coordinate efforts in working with individual students, to facilitate the keeping of records, to reduce duplication of effort and to reach as many students as possible. Some intervention spaces will be flexible, allowing for a variety of interventions to take place in the same space either simultaneously or concurrently.

Supporting services provides services to children who do not need major curricular adjustments, but who need some form of consultative services to help them function more effectively. Its goal is to provide counseling and liaison between pupils, parents, teachers and community agencies through the psychologists, pupil personnel workers, public health nurses, and social workers who comprise the staff.

The goal will be accomplished through:

- conferences with teachers
- conferences with parents, and home visits
- conferences with children
- conferences with any combination of the above persons
- contacts with other agencies
- testing
- conferring with other personnel in supporting services

Speech/Language and Itinerant Services

The function of this program is to further the objectives of the Essential Curriculum. The program is integrated with the regular instructional program whenever possible.

The goals of the speech/language and itinerant services programs are:

- to conduct assessments necessary for program placement
- to write and implement Individualized Education Programs (IEPs) for use in both the speech/itinerant's room and the regular classroom

- to deliver speech/language therapy and itinerant services (hearing impaired services, vision services, and Occupational Therapy/Physical Therapy services)
- to provide consultative services to parents and classroom teachers of students who receive speech/itinerant services
- to provide appropriate materials for instruction

The goals will be accomplished through:

- informal and standardized testing
- small group and individual instruction
- conferences with students, teachers, and parents
- record keeping/planning
- provision and storage of appropriate materials/equipment

Special Education Resource

Special education resource provides programs for those children who need a minimal amount of assistance in order to succeed in regular classes. The goal of the program is to give to the child the educational and social support which he or she needs to make progress commensurate with his or her ability. At all times, maximum effort will be made to educate the child with his non-disabled peers.

For a period of time each day or intermittent days during the week, a student with a disability may receive special education instruction in the Intervention Room, if this environment is specified on the IEP. The teacher will provide the instructional service defined in the children's individualized education plans.

Goals will be accomplished through:

- yearly planning for Type I activities for the entire school, as well as individual class or grade-level groupings (filed with principal) which reflects school-wide philosophy and long-range planning
- regular in-service activities involving all school staff on effective implementation of all three levels of activities
- maintenance of materials and equipment for efficient and effective student and staff use
- maintenance of records outlining use of room, materials, activities, etc.
- increased one-to-one facilitation with students as Type III activities are identified and implemented within curriculum compacting
- significant increase of Type II activities within the intervention rooms and individual classrooms
- training of teachers and students in independent research and product-creation strategies
- increased parental and community involvement in development of resource room, available resources, and product creation

Calming Room

Teachers and support personnel work with students to identify times when the student may need to step aside from the learning area to calm down rather than resorting to disciplinary measures. The principal will determine how to furnish the calming room. In general, it should have light colors, an ability to lower the lighting level and little to no furnishings.

English Language Learning Program

English language learning programs are mandated by COMAR and Title III of Every Student Succeeds Act. Instructional models do vary somewhat from school to school. Choosing the most appropriate instructional model will depend on several factors such as the number and distribution of ELL students in a school, the school's instructional schedule, the number of ELL instructors servicing the school, student proficiency levels based upon LAS Links scores, and so on. In all cases, ELL teachers should collaborate with classroom teachers to ensure that ELL instruction and classroom instruction are aligned and coordinated.

Instructional settings for ELL students will vary. Level 1 students will spend most of their time in an ELL classroom. ELL instructors typically work Level 2 and 3 ELL students in the general classroom or in groups no larger than 6-8 students at a time.

Reading and Math Intervention services

The role of intervention services is to work individually or with small groups of students, no larger than 8 students at any one time. The interventionist works daily with students in an approved intervention that requires anywhere from 30-45 minutes of instruction. Generally, most interventionists work with approximately 6 groups a day in the intervention rooms. Although the interventions are short term in nature the interventionist changes groups throughout the year and carries a full case load.

Outside therapy/testing and Behavior Support

School counselors, psychologists, and other student support personnel are integral members of the staff at all schools, where they serve to monitor and promote student success from the time they enroll through graduation. There are times when students require additional supports and services beyond those received within the regular school program. When this occurs, school staff will often coordinate with parents and their outside therapy agencies and service providers to comprehensively meet the needs of students for their continued success. This coordination may include outside therapists coming within the school environment to provide these services. By doing this, not only will the supports and services to students be coordinated, but also the amount of time students are out of school is diminished because students will not have to leave school for travel to appointments.

School Support and Elementary Guidance

The school support program has been in existence for some time and was originally designed as a pro-active, preventative program to deal with potential student problems at their inception. Since 1986 elementary guidance has been a legislatively mandated program. Elementary guidance is developmental in nature and helps all children in the areas of personal and academic growth, educational and career decision making skills, and interpersonal relations. While guidance focuses on developmental programs for all students, school support focuses on behavioral programs for a small number of children. There are indications that these two programs will work together where appropriate, but the focus for each program is distinct.

Instructional settings will vary from large group development of problem-solving skills to small group interpersonal conferencing, and to individual counseling where appropriate.

Community Liaison

The Community Liaison's role is to develop and maintain home-school communication in matters related to social and academic growth of identified students. This person maintains family contacts, assists parents in understanding and utilizing school and community programs, participates in the IEP process, and develops parent education programs to support student education. The Community Liaison meets with small and large groups of parents and/or students.

Planned Activities

Participants

- diagnostic and adjunctive services - completely individualized on a need basis
- speech and hearing services - small group sessions
- special education resource - small group sessions
- English language services – small groups
- Math and reading intervention services – small groups, individualized
- guidance - large group, small group, individualized
- reading services - large group, small group, individualized
- enrichment services - large group, small group, individualized
- calming room - individualized

Staff Required

- part-time pupil personnel worker (itinerant)
- part-time psychologist (itinerant)
- full-time speech and hearing therapist (itinerant)
- part-time itinerant teachers (hearing, vision, occupational therapist, physical therapist)
- 4-5 special education resource teachers
- 1 guidance counselor
- 3 Reading and Math Specialists
- 2-3 ELL teachers
- Behavioral support
- 2 Instructional Assistants
- visiting services from the Social Worker
- 1 Community Liaison

Groupings

- independent workers, one-to-one, small groups of 2 to 6 or 7 to 15, whole classes

Simultaneous Groupings

- It shall be possible to organize all of the above groupings simultaneously.

Space Requirements

Supporting Services Area

		Net Sq. Ft.
Offices with desks for math and reading Interventionists and specialists, special education @800 sq. ft.	2	1600
Intervention/Collaboration Rooms (to be used for reading, math, EL, pull-out special education) @200 sq. ft.	4	800
Calming Room @200 sq. ft.	2	400
Guidance @200 sq. ft.	2	400
Itinerant Staff (Psychologist/Social Worker/Behavior Specialist etc)	1	200
Speech/Language and Itinerant Services, OT/PT @ 360 sq. ft.	1	360
EL Level 1 classrooms	1	800
Community Liaison Office/Storage	1	200
Parent Work Room	1	200
Reading Specialist/Book Rooms @ 400 sq. ft.	1	400
Total Supporting Services		5,360

Design Requirements

Relationships to Other Areas All supporting services spaces shall be dispersed throughout the school to provide convenient access for all classrooms. Intervention rooms shall be dispersed throughout the classroom areas to provide access from each grade level.

The various staff providing interventions will have desks in centralized offices. These spaces will be identical to classrooms (see general learning area) to allow for flexibility in space usage from year to year.

A small conference room will be provided for testing, meetings requiring privacy, and outside therapy.

A calming room shall be provided in two separate classroom areas.

- | | |
|---|---|
| Spatial/Aesthetics | <ul style="list-style-type: none">• Bathroom facilities shall be directly accessible to all students in the area |
| Heating, Ventilating, and Air Conditioning | <ul style="list-style-type: none">• The area shall be planned for year-round use and shall be fully air-conditioned with individually controlled temperature control for each area, consistent with building HVAC zones.• Provide appropriate ventilation to meet ASHRAE guidelines. |
| Plumbing | <ul style="list-style-type: none">• No plumbing is required in any of the supporting services spaces. |
| Acoustics | <ul style="list-style-type: none">• Each of supporting services rooms shall be acoustically separated from each other and from other areas. |
| Visual/Lighting | <ul style="list-style-type: none">• Glare shall be avoided.• All lighting shall include dual-mode motion-sensor controls. |

- Individual lighting control and ability to darken the intervention rooms are needed
- Individual rooms shall be visually separated from each other and from other areas

Communications and Utilities

- Provide multiple duplex outlets for each room recommend minimum data/power every 4' in classrooms.
- For each intervention room provide 2 data, 1 voice and 1 video outlet plus appropriate electrical power.
- For each intervention office provide 12 data, 12 voice and 12 video outlet plus appropriate electrical power.
- Computers shall be connected to the school-wide network.
- Instructional spaces shall be provided with a Classroom Technology Space (should not be in the corner due to ventilation concerns) with a vented built in lockable cabinet 36 inches tall by 36 inches wide by 30 inches deep. Consider a mobile wireless podium for the teacher. Cabinet will have a personal computer and document camera on top, and shelves inside for a DVD player, a sound amplifier and for storage or technology accessories for such items as DVD remote, and an optional mobile device. USB charging ports should also be provided. Cabinet will be located near interactive board or screen. Provide cabinet with sufficient electrical power (and ventilation) for all devices, data drops and provide rough-in to the ceiling.
- Provide infrastructure necessary for an interactive board or screen in intervention rooms.
- Provide infrastructure for two interactive white-boards or screens in each intervention office. These boards should be sized approximately for the instructional program.
- Intervention rooms - duplex outlets, include data wiring, provision for closed circuit TV
- Guidance Rooms - duplex outlets, include data wiring
- Book Room - duplex outlets, include data wiring, telephone outlet
- Small Conference Rooms – duplex outlets, include data wiring

Storage

Intervention Office:

- Provide shelving, to be shared by Enrichment and the Resource Room teachers, to include shelving for books, kits, tapes, labs, stations and games
- Provide adjustable shelving to store language arts textbooks, materials of instruction (such as charts, kits, games, and literature units), teacher's guides, assessment materials, and professional books and journals.
- Portable storage is needed for tote trays in the intervention offices.

Speech/Language and OT/PT Room

- shelving in rooms used by adjunctive services, and speech therapist shall be provided for books, audio recorders and projectors

Book room:

- Built-in storage with cabinets, closed shelves and drawers to house learning stations, charts, paper, art supplies, games, teacher resources, kits, and tapes; two bookcases to cover one wall, approx. six feet high and 12" deep with adjustable shelves
- Portable storage is needed for tote trays in the book room.

Community Liaison:

- Provide a storage area for food and clothing to be distributed. Provide space for a fridge and freezer (to be provided by the food bank).

Display

- In intervention rooms, provide teaching areas at child's eye level, with non-reflecting, magnetic white boards, preferable multi-board recessed sets with a screen on the back section (sliding components) and tack boards. Cork strip shall be incorporated above all white boards and bulletin boards. Provide additional map hooks for vinyl pocket charts (at least 6 additional clips per room).
- Provide an area near the main entrance with storage/display for fliers and other resources as well as a bulletin board for display of upcoming events.

Additional Notes

- Intervention Offices – provide systems furniture to accommodate up to 12 staff in each office space.
- Speech/Language and OT/PT Rooms: ceilings to be provided with a means of hanging hammocks, ball nets, similar.

FOOD SERVICE

Goals

The food service facility includes a finishing kitchen, a covered dock area, and a cafeteria dining area. The kitchen facilities and equipment shall be adequate for finishing (completion of cooking or heating) preparing and serving meals.

The dining area shall be a light, attractive place for students. Select colors that are light for ceiling, walls and floors. Careful attention needs to be given to traffic patterns for students in relationship to serving, seating, dish return, and exits. The most congested areas will be the lines of students waiting to be served. Provide a means to control the serving lines and to avoid the crossing of serving lines, or the exit of students from the serving lines with food on their trays, by students returning dirty trays to the dishwashing room.

The use of sound absorbing materials in walls and ceilings is desirable. However, all floors shall be non-porous, non-slippery tile for easy cleaning.

Specific goals include:

- to serve the most nutritious meals to the greatest number of students for the least cost
- to "safeguard the health and well-being of the nation's children" (National School Lunch Act)
- to provide for improved nutritious education for students
- to make meal time a pleasant and relaxing time for students
- to use the meal time as a time for fostering the social development of the student
- to be able to serve the meals in an appealing and expeditious manner

Planned Activities

- Finishing and serving meals

Participants

725 students

Staff Required

- 1 Site Assistant Employee and 6-7 staff workers

Space Requirements

<u>Food Service</u>		Net Sq. Ft.
Kitchen - Serving/Food prep/Transport	1	1,400
Dry Food Storage	1	150
Non-food storage	1	60
Refrigerated storage – walk-in	1	130
Frozen Food storage – walk-in	1	120
Office	1	80

Locker/restroom/washer & dryer area	1	120
Dishwashing area	1	220
Inside receiving area	1	60
Covered outside unloading area (100 sq. ft.); 18" tailgate height	1	--
Total Food Service		2,340

Design Requirements

- | | |
|--|---|
| Relationships to Other Areas | <ul style="list-style-type: none"> • Convenient to instructional area • 3 serving lines • Directly accessible to outdoor entrance-especially bus unloading area • Kitchen directly accessible to covered loading platform • Loading platform is to be accessible at all times for deliveries without being a disturbance to any student activities • Kitchen is directly accessible to adequate food service parking area with 4-5 parking spaces. • Kitchen is directly accessible to personnel lockers and restroom area (includes washer/dryer area) • Storage area directly accessible to kitchen and to contain no control panels; facilities to maintain the temperature at 70 degrees F or below at all times • Maintenance and operations easily but not directly accessible to kitchen • No through traffic • Dumpsters easily accessible from dining area • Removal of trash from the cafeteria without going through kitchen |
| Spatial/Aesthetics | <ul style="list-style-type: none"> • The serving area shall be light and bright to create a non-institutional environment. • The design shall allow for quick and easy clean-up. • Provide serving area for a triple line (inside kitchen area) |
| Heating, Ventilating, and Air Conditioning | <ul style="list-style-type: none"> • Provide for adequate heating and ventilation, and air conditioning for year-round use. • Provide appropriate ventilation to meet ASHRAE guidelines. • Provide separate heated and air-conditioned office area. • Storage facilities shall maintain proper temperatures and have a thermometer prominently displayed. • The walk-in refrigerator and freezer need to be temperature monitored by a computer. • Ventilation in kitchen must be separate system from the rest of the school, to avoid cooking and other odors from spreading throughout remainder of school. • Provide for free circulation of air at workers' level. • Provide induction hoods over cooking area and over the dishwashing equipment (Cooking hood equipped with filter). • Provide venting for clothes dryer. |
| Plumbing | <ul style="list-style-type: none"> • Provide hot and cold water in kitchen and employee area |

	• Provide drainage and waste lines with accessible cleanouts large enough to eliminate splash-down area • Provide hot and cold water for a washer and dryer • Provide male/female connections for all gas or water equipment
Acoustics	• The kitchen shall be acoustically isolated from the dining area. • The dining area shall be acoustically treated to help with sound reduction. • Adequate sound and security system established for safety and well-being of the students.
Visual/Lighting	• Adequate lighting shall be provided with capability for individual control in all areas. • Lighting in serving areas so designed to enhance the appearance of the food. • Emergency lighting shall be provided in the kitchen area. • Office shall have visual of receiving area and kitchen area. • All lighting shall include dual-mode motion-sensor controls.
Communications and Utilities	• Provide 110- and 220-volt duplex outlets as required by the kitchen area - additional outlets for added flexibility and future growth • Provide duplex outlets flush to walls and floor, provide telephone in manager's office and serving area, 3 wall clocks • Provide electronic display board for information on menus/coming events to be controlled from the Food Service Office. • Provide doorbell at the loading dock with a bell located in the food preparation area able to produce a tone loud enough to be heard over operating equipment. • Provide dedicated computer line for two computer cash registers on serving lines and one in Manager's office as well as a computer line for FCPS email service • Provide a secondary computer network between the serving line cash registers and the office computer in the kitchen manager's office. This network will be in addition to the FCPS network connection within the manager's office. • Provide utility meters to record food service energy use, with meters to be located in open kitchen area. • Bell or buzzer for phone to be heard in kitchen area • Consider providing electronic menu boards or touchscreen menus for ordering food in the cafeteria area to allow for easy update of food options and easy selection for those who aren't able to read
Storage	• Provide storage for dry food, non-food items, food requiring refrigeration, and food required to be stored frozen. • Provide locker area for cafeteria employees with restroom facilities and washer/dryer area
Display	• Provide bulletin board in the manager's office, bulletin board in personnel locker area, bulletin board in kitchen area, dry erase menu boards at each serving line.

- Provide areas for food service information and student work and well-being displays and posters.

Additional Notes

Food Preparation Area must meet or exceed the county and state health sanitation requirements and building codes.

- Provide covered loading dock with not more than 18" tailgate height and enough space to accommodate two trucks at one time and with ramp and steps
- Loading dock shall not be shared by other, non-food service trucks
- Provide shielded storage area for trash until pickup - dumpsters advisable - away from loading dock
- Provide Inside receiving area
- Provide utility area
- Provide washer/dryer area
- Grease trap area shall provide access for the pump truck to clean out

Equipment:

The following equipment must be accommodated within the facility:

Storage Areas

- dry Food Storage – Metro Max Shelving – Mobile
- non-food Storage – Metro Max Shelving – Mobile
- refrigerated Storage – Metro Max Shelving – mobile
- freezer Storage – Metro Max Shelving – Mobile

Office Area

- 1 bulletin Board
- 2 desks, Lockable
- 4 chairs
- 1 file cabinet w/lock
- 1 copier
- 1 calculator
- 1 bookcase
- 1 telephone
- 1 clock
- 1 waste can
- 1 window blind (if outside window is available)
- 1 computer FCPS – networked
- 1 Café Enterprise (Accountability Computer)

Locker/Dish room/Washing & Dryer Area

- 8 lockers
- 1 full-length mirror
- 1 bench
- 1 toilet
- 1 hand sink
- 1 small mirror
- 1 hot air hand dryer
- 1 soap dispenser

- 1 mop sink & rack
- 1 small bulletin board
- 1 washer
- 1 dryer
- 1 closed metal cabinet
- 1 dryer vent
- 1 wall-mounted shelf
- 1 Metro Max Shelving – Mobile

Inside and Outside Unloading/Receiving Area

- 1 water outlet
- 1 hand truck
- 2 donnage racks

Serving Area (mobile)

- 3 cashier stands
- 3 Café Enterprise – (Accountability Computers)
- 3 milk coolers
- 3 utility carts
- 3 condiment bars
- 4 tray caddies – mobile
- 3 serving counters – mobile
- 3 hot food counters – mobile w/heat lamps, with five wells and drains
- 3 cold food counters – mobile w/refrigerated cold pan (flat top preferred)
- 3 heated cabinets – mobile

Dishwashing Area

- 1 booster heater
- 1 exhaust hood
- 1 three-compartment sink (pot washing w/over shelf)
- 1 hose and reel
- 3 trash cans
- 1 scrape hole
- 1 counter top
- 1 hand sink
- 1 utility cart
- 1 dish machine
- 18 racks for dish machine
- 1 storage cabinet – mobile
- 1 soiled dish table
- 1 clean dish table
- 1 tray dryer
- 2 pot & pan shelving – mobile

Preparation Area

- 2 double combi/steamer oven
- 1 double cavity convection steamer
- 2 pan storage racks
- 2 tray carts

- 2 pan racks – mobile
- 4 utility carts
- 1 double Crescor hot unit
- 1 ice machine/bin Hoshisaki only
- 1 walk-in refrigerator
- 1 double convection oven
- 1 prep sink with two compartments
- 1 utility raceway
- 1 work table with bottom shelf, sink and drawers
- 1 work table with bottom shelf and drawers
- 1 work counter w/sink and drawers
- 3 pass-thru refrigerators
- 3 pass-thru warming cabinets
- 1 reach-in refrigerator – mobile
- 3 trash cans
- 2 hand sinks
- 3 Crescor heated transport carts
- Metro Max Shelving – mobile
- Walk-in freezer

Truck, Satellite w/lift gate controls on truck

CAFETERIA

Goals

- to provide an area for assemblies or special programs especially when combined with the gymnasium
- to make meal eating time a pleasant and relaxing time for students
- to use the meal time as a time for fostering the social development of the student
- to provide additional space for PE classes
- to utilize the space to its maximum capabilities

Planned Activities

- eating meals
- large group assemblies
- chorus and other musical performances
- stage productions
- community adult activities, especially public meetings
- alternate classrooms, especially Physical Education

Participants

Up to 250 students to be seated simultaneously.

Staff Required

See Kitchen section. Other staff to be assigned for supervision as required.

Groupings

Cafeteria shall be designed to allow approximately 250 students, to be seated at the same time for dining. The Cafeteria shall be adjacent to the gymnasium, separated by a moveable wall, to allow for large group assemblies.

Space Requirements

<u>Cafetorium</u>		Net Sq. Ft.
Dining area (250 @ 14 sq. ft. per student)	1	3,500
Stage	1	850
Chair Storage	1	300
Table Storage	1	200
Custodial Room	1	60
Total Cafetorium		4,910

Design Requirements

- | | |
|------------------|---|
| Relationships to | • Convenient to instructional area |
| Other Areas | • The school Gymnasium shall be adjacent to the Dining Area of the cafetorium and separated from it by a movable partition. The stage |

could be located at the opposite end of the Dining Area from the movable partition or at the opposite end of the Gymnasium from the movable partition. If the stage is not located adjacent to the Gym, portable risers may need to be provided. The floor of the stage shall be 30" above the floor of the cafeteria or gym. This will allow an additional number of people to view activities on the stage by simply opening the partition and expanding the audience into the gymnasium.

- Directly accessible to kitchen serving areas
- Easily accessible to student restroom facilities
- Easily accessible to music room
- Easily accessible to outside activity area
- Directly accessible to outdoor entrance - especially bus unloading area

- Spatial/Aesthetics
- The stage and dining area shall be capable of being subdivided into instructional areas.
 - Stage area shall be accessible to the main floor and designed for conversion into a classroom with a hallway entrance.
 - The cafeteria should be located so that daily trash can be routed to the outdoor receptacles without passing through the kitchen area.
 - The dining area shall be light and bright to create a non-institutional environment.
 - The design shall allow for quick and easy clean-up to allow area to be easily used for other purposes.

- Heating,
Ventilating, and
Air Conditioning
Plumbing
- Provide appropriate ventilation to meet ASHRAE guidelines.
 - Provide air-conditioned dining and stage areas.
 - Provide water closets as required by code for student bathrooms
 - Provide a sink alcove in hallway for student bathroom
 - Provide hot and cold-water source in Custodial Room; provide cold water drinking fountains in dining area, placed low enough and in the proper position for 6-10 years old students

- Acoustics
- The stage shall be acoustically isolated to allow activities which will not be hampered by activities in the main room or kitchen.
 - The dining area shall be acoustically treated to help with reduction of sound during meals but also to assist in sound projection during presentations.
 - Adequate sound system for stage productions or assembly activities.

- Visual/Lighting
- Special lighting shall be provided for the stage.
 - Adequate lighting shall be provided with capability for individual controls in all areas.
 - All lighting shall include dual-mode motion-sensor controls.
 - High bay fluorescent lighting for quick re-strike time to promote turning off lights
 - Emergency lighting shall be provided in the dining and stage areas.
 - Design to allow stage performances to be seen and heard from all

areas in the dining room.

- Design mounts and connections for four (4) wall mounted TV monitors to improve visibility for audience during presentations.

Communications
and Utilities

- Sufficient duplex electrical outlets in Dining and Stage areas - flush with walls and floor
- Provide for public address system, closed circuit TV, two clocks, motorized projection screen

Storage

- Doors to storage rooms must be high and wide enough to accommodate chair trucks, cafeteria tables, and band risers.

Display

- Bulletin boards in dining and stage area.
- Provide areas for food service information and student work and well-being displays and posters.

Additional Notes

CUSTODIAL OPERATIONS

Goals

- to maintain a clean, healthful, and pleasant facility which is conducive to quality learning and teaching.
- to maintain the continued high-quality appearance and operation of a significant public investment.

Planned Activities

- daily operation of the school facility
- daily and periodic maintenance of the school facility
- meetings and training sessions for updating of procedures

Participants

Staff Required

- 4-5 persons (person-years) for this school

Space Requirements

<u>Custodial Operations</u>		Net Sq. Ft.
Custodial Office	1	175
Locker room/shower/bathroom, women	1	90
Locker room/shower/bathroom, men	1	90
Central Indoor Storage	1	300
Indoor Satellite Storage @ 50 sq. ft.	4	200
Outdoor storage	1	350
Total Custodial Operations		1,205

Design Requirements

Relationships to Other Areas	Custodial spaces shall consist of custodial office, central indoor storage area, small locker room with adjoining shower and bathroom for men and for women and several small indoor satellite storage spaces conveniently located throughout the building.
Spatial/Aesthetics	• All spaces shall be ADA compliant. • Provide a conference table with seating for six in the custodial office.
Heating, Ventilating, and Air Conditioning	• Provide appropriate ventilation to meet ASHRAE guidelines, particularly in storage areas and the washer/dryer area. • All spaces except outdoor storage area shall have HVAC; outdoor storage shall be minimally heated and cooled to avoid temperature extremes.
Plumbing	• Provide bathroom and locker room area with adjoining shower for men and for women.

	• Provide washer and dryer hookup in central indoor storage area for laundering of mop heads and rags. • Satellite storage areas to have hot and cold water, floor sink, drain, chemical dispenser with back-flow prevention, and waste/water drainage tanks.
Acoustics	• No specific requirements.
Visual/Lighting	• All lighting shall include dual-mode motion-sensor controls.
Communications and Utilities	• Custodial office will require Data, telephone, fax and video. Provide an FCPS networked computer. • Provide ample duplex outlets in office, storage rooms, and outdoor storage area. • Provide duplex outlets (outside mount) at HVAC penthouses.
Storage	• Provide shelving and workspace in central indoor storage area. • Provide shelving and mop tacks in satellite storage areas. • Custodial office will require a lockable desk with desk chair, lockable file cabinet, bookcase, waste can, recycle can.
Display	• Provide bulletin board, tack board and whiteboard in custodial office.
Additional Notes	• Outside storage area to house outdoor equipment will be located within the building and have direct access to the fields. The outside storage area will have a 10' wide roll up door as well as a pedestrian door and 24" shelving units in the rear of the space. It would also include overhead lighting and electrical outlets will be provided.

MAINTENANCE

Goals

To maintain and repair the facility and its systems and equipment to ensure their long life, economical operation, and maintain it in excellent condition that is conducive to quality learning and teaching, and protective of the significant public investment in it. To ensure the safety and comfort of the building occupants through both scheduled maintenance activities and unscheduled repairs and modifications.

Planned Activities

- daily and periodic operation and maintenance of the facility and its systems and equipment
- meetings and training sessions for the staff to update maintenance procedures

Participants

Staff Required

- 1 person (one person-year) for this school

Space Requirements

<u>Maintenance</u>		Net Sq. Ft.
Maintenance Office	1	120
Maintenance storage area	1	400
Total Maintenance		520

Design Requirements

Relationships to Other Areas	The maintenance storage/office shall be adjacent to the utility area and will house EMS systems, plans, equipment operating manuals, and maintenance system records and forms as outlined in the maintenance handbook.
Spatial/Aesthetics	• Architect will design the utility area to allow sufficient space for the building systems equipment and sufficient space around the equipment to allow convenient access to it for the proper repair and maintenance of it.
Heating, Ventilating, and Air Conditioning	• Provide appropriate ventilation to meet ASHRAE guidelines.
Plumbing	Provide office with HVAC
Acoustics	
Visual/Lighting	• All lighting shall include dual-mode motion-sensor controls. • Utility area will have energy efficient ceiling and wall-mounted lighting to improve visibility around equipment.

Communications
and Utilities

- Provide duplex outlets in office and utility area and outside mount duplex outlets at all HVAC penthouses and pads.
- Provide an EMS system terminal and printer in maintenance office.
- Provide data, telephone, fax and video in Maintenance Office. Provide an FCPS networked computer.

Storage

- Work room and storage area will provide areas for Area Maintenance staff to repair equipment and tools, store materials for other school maintenance.
- Provide lockable desk with chair, lockable file cabinet, bookcase, waste can and recycle can in Maintenance Office.

Display
Additional Notes

- Provide bulletin board and whiteboard in Maintenance Office.
- Cooling tower, if applicable, shall have integral railings and catwalks.
 - Rooftop mechanical units elevated more than 24" from roof deck shall have integral ladders and catwalks.
 - Provide aluminum ladders to transit between roof sections when the roof elevations are separated by 24" or more, or where parapet walls are present.
 - Provide permanent means of ensuring OSHA-compliant fall protection for post-construction (ie, maintenance) inspection and maintenance of the roof surface, roof-mounted equipment and skylights.
 - Mechanical room shall have overhead doors or panels to allow for installation and removal of equipment without dismantling.
 - All mechanical equipment shall be placed to allow individual units to be removed without the removal of adjacent units.
 - Provide 2-3 parking spaces for Maintenance vehicles.

GENERAL BUILDING DESIGN REQUIREMENTS

A. REFERENCES

References. Design professionals are referred to the partial listing of resources below.

Maryland High Performance Green Building Program: The school shall be designed and constructed to meet requirements of the Maryland High Performance Green Building Program with the exception of obtaining an independent, third-party certification as an element of one of the proprietary rating systems described in the Program. The architect or engineer of record shall indicate in the construction documents, the selected high-performance rating system used for design and construction with which, the project is compliant. The LEA may obtain a Letter of Opinion from an Independent Third Party to be submitted as a compliance document in accordance with Appendix B of the Program..

Universal Access. The architect shall design the building with "universal access" pursuant to Title II of the Americans with Disabilities Act, either the Uniform Federal Accessibility Standards (UFAS) or the ADA Accessibility Guidelines (ADAAG) whichever is chosen to apply **and** the *Maryland Accessibility Code* (COMAR05.02.02) revised March 18, 2002. See Maryland Building Codes" links at the Maryland Department of Housing and Community Development (DHCD) web site, www.dhcd.state.md.us. Information on the design of building facilities for children, such as drinking fountains, sinks, water closets, is also found in ADAAG, as is information on newly constructed or altered play areas. Also refer to the *Handbook for Public Playground Safety*, published by the U.S. Consumer Product Safety Commission.

Architects and engineers shall comply with the *Administrative Procedures Guide* of the Maryland Public School Construction Program, dated 1994 and as subsequently amended, for all phases of design and contract review and approval, including life cycle and roof analysis.

The State of Maryland adopted the International Building Code on October 15, 2001, as an amendment to the Maryland Building Performance Standards (MBPS), and design professionals should contact Frederick County to determine whether any amendments have been adopted to account for local conditions.

Design professionals are referred to two publications of the Maryland Department of General Services: *Procedures for the Implementation of Life Cycle Cost Analysis and Energy Conservation*, and *DGS Statewide Roofing Policy*.

Design professionals are also referred to the Frederick County Public Schools *Standards for the Design of New and Renovated Facilities*. The latest copy can be obtained from the FCPS project manager.