

BOARD OF EDUCATION OF HARFORD COUNTY

DECISION ON THE FEASIBILITY STUDY FOR HARFORD ACADEMY AT CAMPUS HILLS

September 19, 2022

Background Information:

On June 13, 2022, the Board of Education (BOE) voted to change the name of John Archer School to Harford Academy; in this report, the school will be referred to by the current name as Harford Academy (HA).

Built in 1971, HA is the only public separate day school serving students ages three to twenty-one with severe and profound disabilities within Harford County. In 2009, Smolen & Emr Associates completed a scope study to assess the current building condition, safety, and educational program efficiency of the HA facility. It was determined the existing building had reached a point where components and systems needed to be replaced. The study also concluded that the instructional needs, as well as the support service requirements of the students, have changed since the construction of the original building. Due to the medically fragile nature of the students attending HA, modernizing the facility through a phased occupied renovation is not an option.

Due to fiscal constraints, the HA project was deferred. Thirteen years have passed since the original scope study, and the HA project is now the highest major capital priority. The first step to resume planning was to complete a revised site study analysis to determine the best location for the replacement school. On August 10, 2020, the BOE approved a contract with FLO Analytics for the Balancing Enrollment project and an update of the site location study for HA. FLO Analytics partnered with Banta Campbell Architects to conduct a site location study as part of the overall Balancing Enrollment project. Multiple sites were evaluated considering proximity to the Town of Bel Air, Upper Chesapeake Medical Center, and travel distances from edge points of Harford County like White Hall, Whiteford, and Havre de Grace. At the BOE business meeting on August 16, 2021, the BOE voted in favor of completely replacing the school and building the replacement school on the Campus Hills site, located at 301 Schucks Road.

At the business meeting on February 14, 2022; the BOE approved a balancing enrollment plan for Harford County Public Schools that included adding elementary school capacity to the HA project to increase elementary capacity within the County's growth envelope and help meet the needs related to expansion of pre-kindergarten and special education programs.

On April 25, 2022, the BOE approved a contract with Grimm + Parker Architects, Inc. for feasibility study services for the new Harford Academy at Campus Hills.

Discussion:

Multiple stakeholders were engaged throughout the feasibility study process. The new school will include new and improved program space requirements to meet the needs of the current HA students, new elementary school capacity, lab school components, and shared program spaces to provide a single school community experience. Working with stakeholders, Grimm + Parker Architects, Inc. explored several concepts that resulted in the three (3) site options being presented.

Option #3 is the preferred option by stakeholders. That option provides smaller learning communities for grade levels, semi-public spaces adjacent to separate elementary and Harford Academy spaces and central shared community spaces for inclusion opportunities.

Once the BOE approves an option, the next step would include the development of Educational Specifications and the refinement of the building layout, room sizes, adjacencies, and the site development during the Schematic Design phase. Local planning approval from the State is being requested for this project with the FY 2024 CIP request. The State Interagency Commission on School Construction must grant local planning approval for this project to be considered for future State funding.

Superintendent's Recommendation:

The Superintendent of Schools recommends that the Board of Education approve Option #3, with a gross square footage of 201,000. This option would build a new school, the Harford Academy at Campus Hills, in a cluster configuration to replace the current Harford Academy with a 250-student state rated capacity public separate day school and add new elementary school capacity (598 state rated capacity) within Harford County Public Schools.

Harford Academy at Campus Hills Feasibility Study

*Presentation to the Board of Education
September 19, 2022*



Vicinity Map



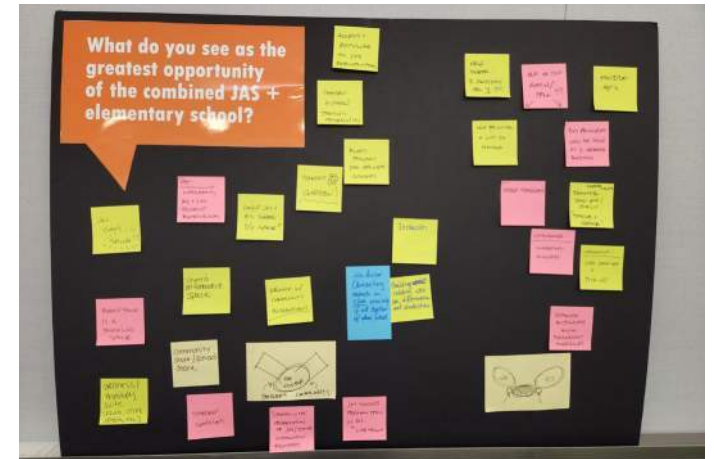
Site Analysis



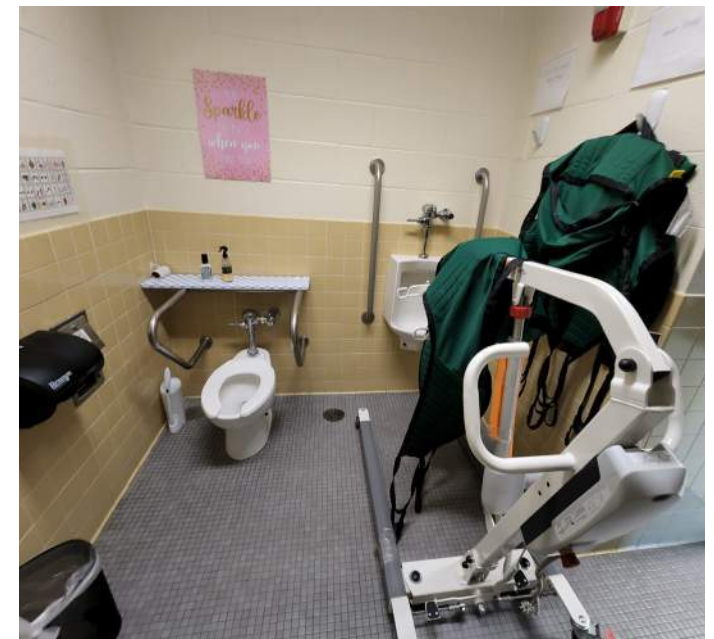
Stakeholder Meetings / Tours



- Visioning Sessions
- Stakeholder Engagement Workshops
- Educational Specifications Development
- Site Investigation + Survey
- Partnership Exploration
- Faculty Workshops
- School Tours



Existing Harford Academy
Bel Air, MD





Rock Creek School Tour
Walkersville, MD



Guiding Principles

Learning Happens Everywhere

“Every space is a learning space. Every space.”

Encourage Independence

Integrate Lab School + Observation

Quality of Environment

Connection to Nature + Daylighting

Spaces that make students feel like they matter

Inspiring and Energetic

Whole Child Wellness

Spaces Where Students Belong

Shared Experience, Shared Spaces

Inclusion + Equity

Universal Access + Barrier Free

Building a Support Network

Sharing Resources

Parent + Community Support

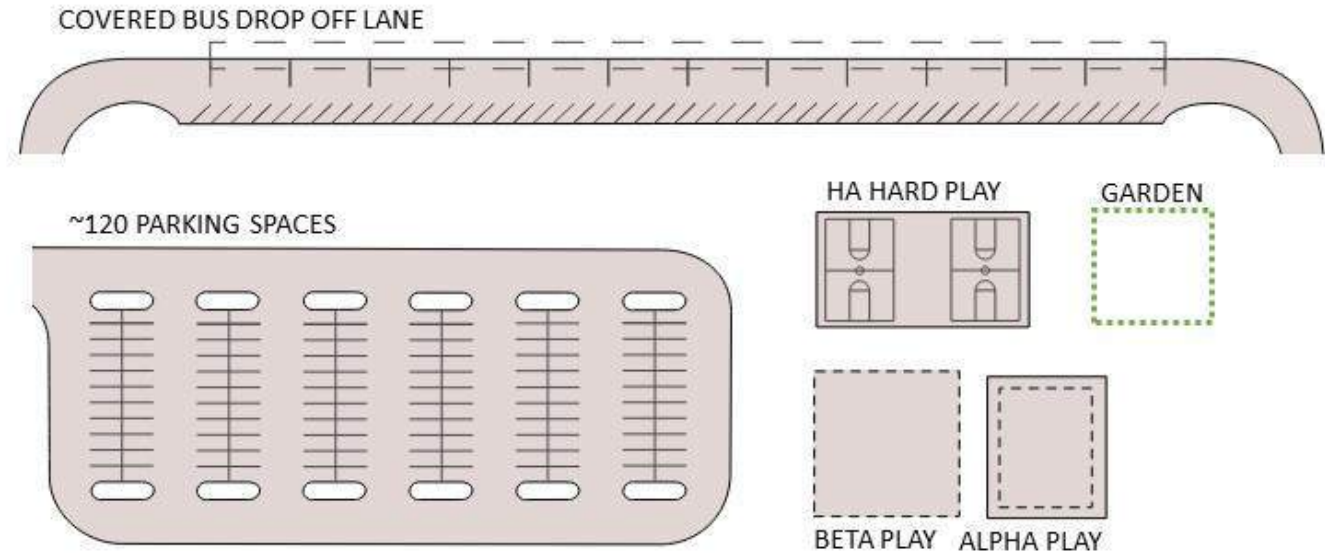
Professional Development / Retention

“Front Door” to Special Education Services

Site Program

Harford Academy

- 18 stacked busses
- 120 Parking Spaces
- Alpha Playground
- Beta Playground
- Garden/Green Space
- 8,500 sf Hard Surface Play



Elementary School

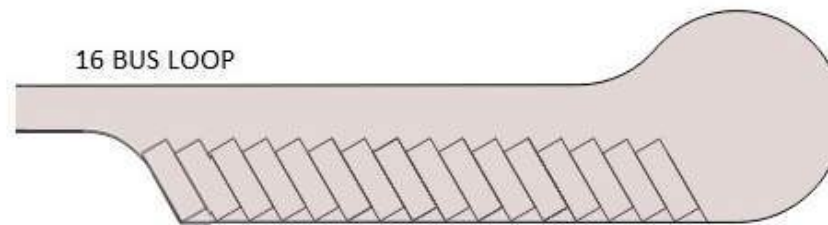
- 16 buses
- 100 Parking Spaces
- PK-K Play Area
- Upper Grades?
- Multi-purpose field
- 1,000 sf K Hard Surface Play
- 7,000 sf Hard Surface Play

Potential Shared Use

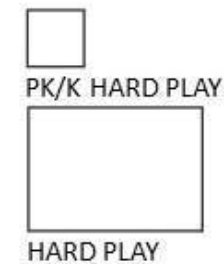
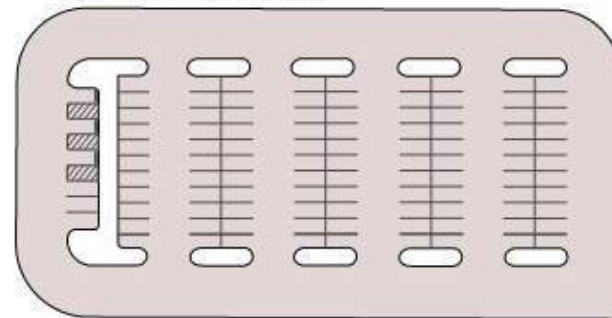
- Parking
- Fields



MULTIPURPOSE
FIELD



~100 PARKING SPACES



PK/K SOFT PLAY



ES SOFT PLAY

Summary of Options

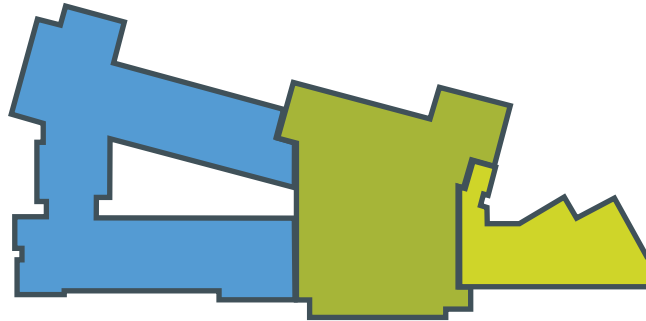
■ HARFORD ACADEMY (HA)
■ SHARED PROGRAM
■ ELEMENTARY SCHOOL (ES)



Option 1 “Bridge”

- All shared spaces, and program-specific specialty spaces which could potentially be shared, are centralized in plan to maximize inclusion opportunities.

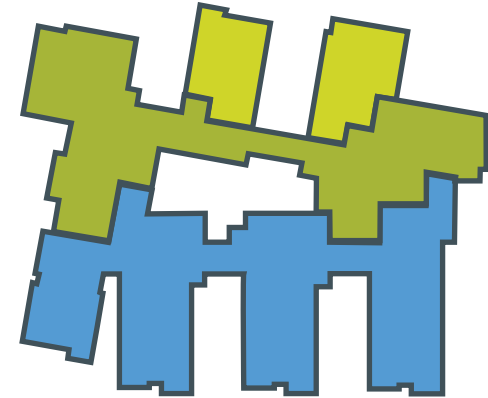
Details	
Square Footage	202,000 gsf
Total Estimated Project Cost	\$123,050,137
40-year Life Cycle Cost	\$x



Option 2 “Loop”

- Main shared spaces are centralized in plan to maximize inclusion opportunities.
- Program-specific specialty spaces are separated, located within Elementary and Harford Academy academic zones.

Details	
Square Footage	196,000 gsf
Total Estimated Project Cost	\$118,434,136
40-year Life Cycle Cost	\$x



Option 3 “Cluster”

- Main shared spaces are centralized in plan to maximize inclusion opportunities.
- Program-specific specialty spaces are separated, located within Elementary and Harford Academy academic zones.
- Cluster organization creates smaller learning communities within Elementary and Harford Academy academic zones.

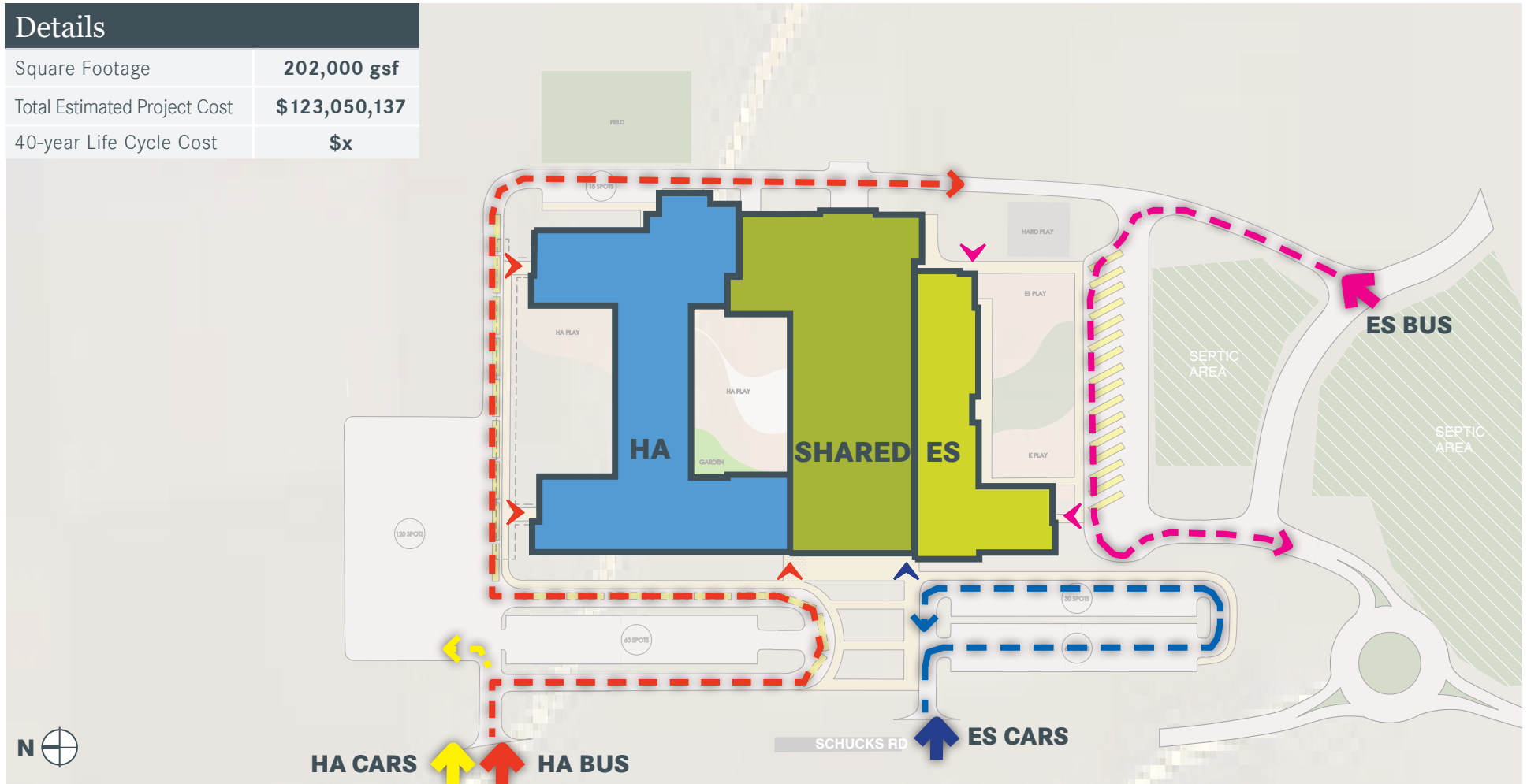
Details	
Square Footage	201,000 gsf
Total Estimated Project Cost	\$124,262,749
40-year Life Cycle Cost	\$x

Option 1

“Bridge”

Details

Square Footage	202,000 gsf
Total Estimated Project Cost	\$123,050,137
40-year Life Cycle Cost	\$x



Zoning Approach

Bus

- Separate bus drop off for HA and ES
- HA 18 bus stacking length, students can enter into classroom bar or front entry
- ES 16 buses – enter directly into cluster or gather in Dining

Cars

- Separate, distinct arrival lobby for HA + ES
- Car dropoff accessed from Schucks Rd

Play

- Play areas located directly outside of Academic zones
- Multipurpose Field size dependent on SWM facilities
- Harford Academy Play Areas contained in central courtyard or directly accessible from classrooms

Option 1

"Bridge"

Details

Square Footage	202,000 gsf
Total Estimated Project Cost	\$123,050,137
40-year Life Cycle Cost	\$x



Site Approach

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- Harford Academy Play Areas contained in central courtyard or directly accessible from classrooms

Option 1

"Bridge"

Building Approach

Harford Academy

- Dining Area centrally located for each school, but distinctly separate spaces
- Contiguous arrangement of classrooms allows for flexibility of programming over time.
- Bus drop off with continuous canopy directly into classroom clusters
- Centralized courtyard dedicated to HA
- CTE + Specialty programs grouped together to activate corridor and create destination for easy wayfinding
- Career and Vocational program located for possible public access and interaction
- One-story configuration

Elementary School

- Separate PK/early intervention cluster allows for supervision and potential dedicated drop off area.
- Linear arrangement for all elementary school classrooms allows for flexibility over time.
- Open and enclosed Resource/Pull-out areas offer choice and flexibility
- Two-story configuration

Shared Use

- Shared administrative suite for HA and Elementary School.
- Dining, Media, Physical Education spaces centralized to allow inclusion where possible for all students

First Floor
177,000 sf



Department Legend

ADMINISTRATION	SPECIAL EDUCATION	SPECIALS	FOOD SERVICES
STUDENT SERVICES	LAB SCHOOL	FINE ARTS	BUILDING SERVICES
ACADEMIC AREAS	MEDIA	PHYSICAL EDUCATION	

Option 1

“Bridge”

Building Approach

Elementary School

- Linear arrangement for all elementary school classrooms allows for flexibility over time.
- Centralized stair and collaborative area activate classroom cluster and reduces cluster through-traffic
- Distributed workrooms
- Centralized toilet location for 3rd/4th/5th grade
- Open and enclosed Resource/Pull-out areas offer choice and flexibility

Second Floor

25,000 sf



Department Legend

● ADMINISTRATION	● SPECIAL EDUCATION	● SPECIALS	● FOOD SERVICES
● STUDENT SERVICES	● LAB SCHOOL	● FINE ARTS	● BUILDING SERVICES
● ACADEMIC AREAS	● MEDIA	● PHYSICAL EDUCATION	

Option 1

“Bridge”

Design Team Evaluation

Site

- ✓ Separate bus loop/parent drop-off areas for Harford Academy and ES
- ✓ Shared front entry and plaza on Schucks Road
- ✓ Bus loops situated to allow option for student entry through main entry or directly into academic areas
- ✓ Full perimeter access around building for bus exit, service/delivery access and emergency vehicles
- ✓ Secure HA play area within internal courtyard
- ✓ Distinct pool entrance for ease of after-hours/shared use
- ✓ Dedicated service/pool parking area
- ✓ School has a strong community presence along Schucks Rd

Building

- ✓ Centralized courtyard creates strong sense of orientation and wayfinding, and provides safe, secure play area
- ✓ Physical Education, Dining, and Media program positioned to maximize engagement and sharing of resources.
- ✓ Adaptive Gym and Fitness configured to allow for operable partition between and expansion of activity space
- ✓ Instrumental Music directly adjacent to performance space
- ✓ Open Observation spaces double as open resource areas and direct courtyard connections from HA classroom areas
- ✓ Contiguous arrangement of classrooms allows for flexibility of programming over time
- ✓ Career program location allows for possible public access and interaction
- ✓ All major program elements are centrally located for easy access for both HA and ES

Site

- ✗ HA buses and cars utilize same site entrance.
- ✗ Requires earthwork, grading, and clearing for new fields.
- ✗ Outdoor play areas less proximate to gymnasium areas
- ✗ ES bus loop distant from building access

Building

- ✗ Instrumental and Vocal music classrooms are separate

Option 1

“Bridge”

Stakeholder Comments

Site

- ✓ Bus loop for HA feeds directly into classroom hallways
- ✓ Separate bus and car lots

Building

- ✓ Building organization allows for each school to have a separate identity with ease of inclusive spaces for sharing without being forced upon either population.
- ✓ Shared program spaces centrally located
- ✓ Ample play area, fully enclosed
- ✓ HA Observation spaces double as courtyard connections
- ✓ Centralized Administration suite
- ✓ Classrooms located acoustically separate from loud group areas/program zones
- ✓ Separate building entrances with clear circulation patterns for each school
- ✓ 2-story ES configuration

Site

- ✗ No courtyard for ES
- ✗ Staff parking is remote from ES programming
- ✗ Increase in required canopy area for two bus drop offs and main entry area.

Building

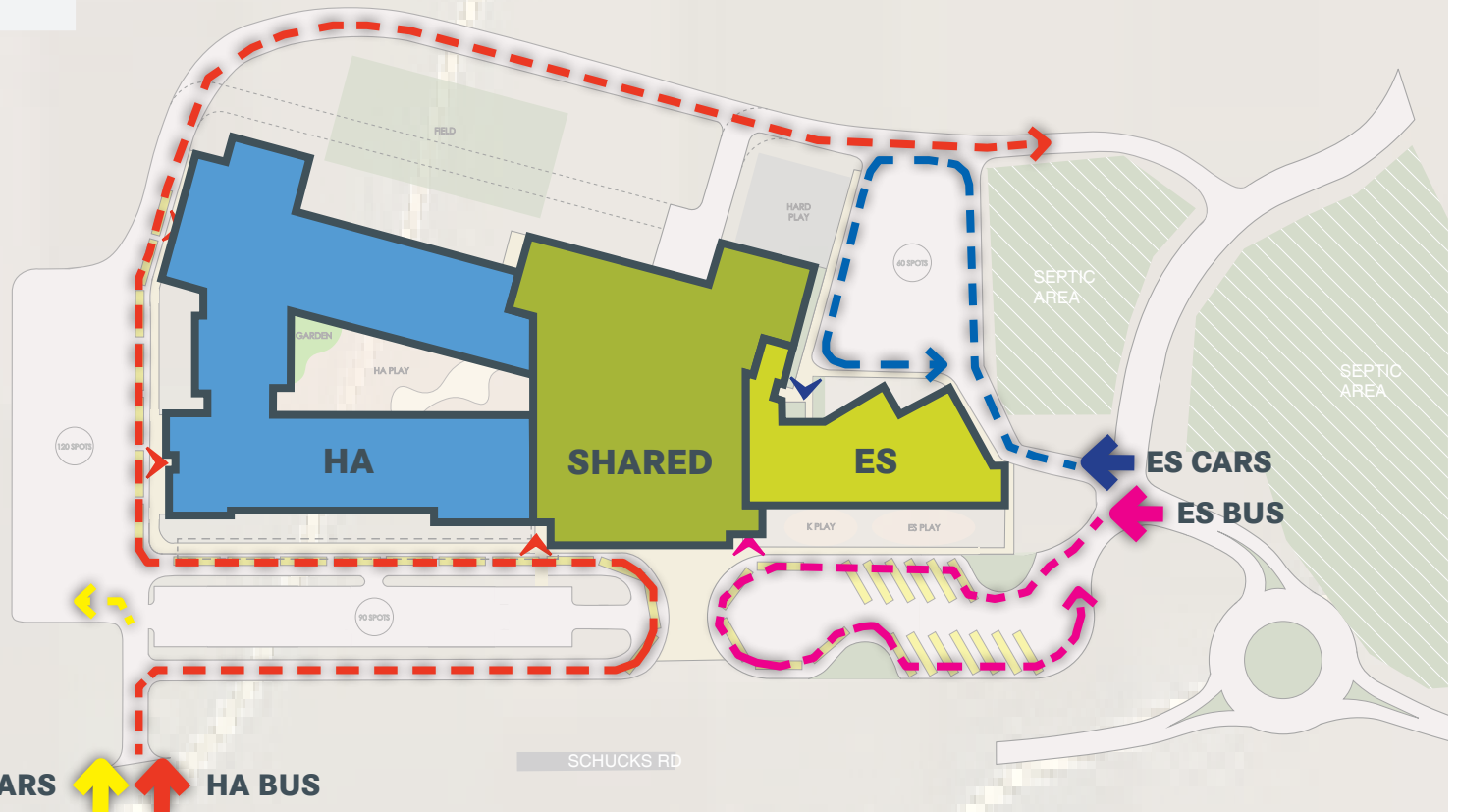
- ✗ Compact, linear arrangement of classrooms in ES
- ✗ No open common space in ES
- ✗ No courtyard for ES
- ✗ Design feels separate and not much opportunity for inclusion.
- ✗ 2nd grade classrooms located on upper level

Option 2

“Loop”

Details

Square Footage	196,000 gsf
Total Estimated Project Cost	\$118,434,136
40-year Life Cycle Cost	\$x



Site Approach

Bus

- Separate bus drop off for HA and ES
- HA 18 bus stacking length, able to enter into either entrance to academic cluster
- ES 16 buses –enter directly into academic cluster

Cars

- Separate, distinct arrival lobby for HA + ES
- Separate parking lot for HA + ES

Play

- Play areas located directly outside of Academic zones, visible from Schucks Rd
- Harford Academy Play areas contained in central courtyard

Option 2

“Loop”

Details

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Site Approach

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Cars

- Separate, distinct arrival lobby for HA + ES
- Separate parking lot for HA + ES

Play

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- Harford Academy Play areas contained in central courtyard



Option 2

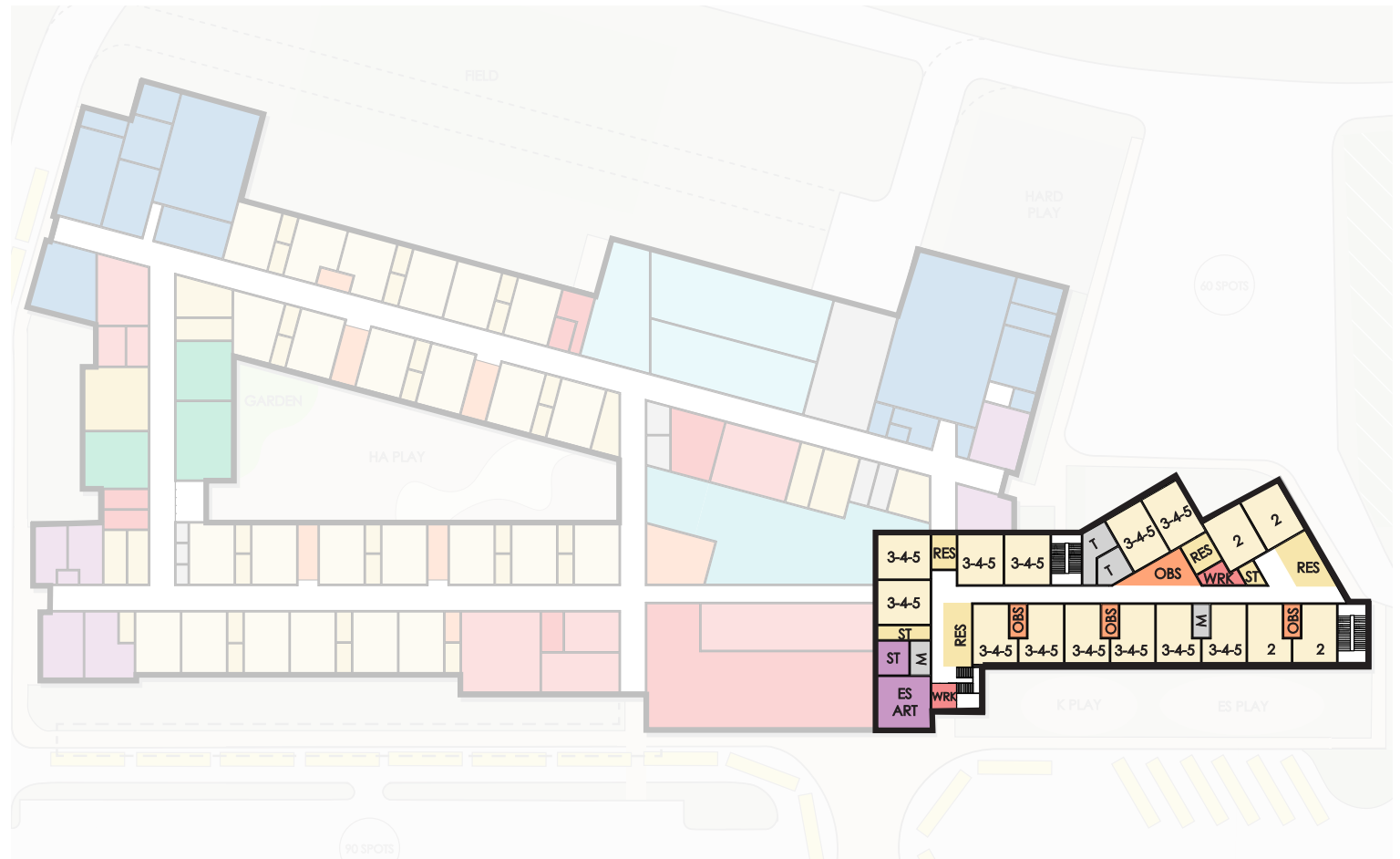
“Loop”

Building Approach

Elementary School

- Linear and adjacent cluster arrangement for all ES classrooms allow flexibility over time
- Centralized toilet location for 3rd/4th/5th grade
- Open and enclosed Resource/Pull-Out areas offer choice and flexibility

Second Floor
28,000 sf



Department Legend

 ADMINISTRATION
  SPECIAL EDUCATION
  SPECIALS
  FOOD SERVICES
 STUDENT SERVICES
  LAB SCHOOL
  FINE ARTS
  BUILDING SERVICES
 ACADEMIC AREAS
  MEDIA
  PHYSICAL EDUCATION

Option 2

“Loop”

Design Considerations

Site

- ✓ Separate ES bus loop and parent drop-off areas.
- ✓ Potentially reduced grading impacts due to compact footprint
- ✓ Playground areas visible from Schucks Rd for safety and security
- ✓ Full perimeter access around building for bus exit, service/delivery access and emergency vehicles
- ✓ Combined receiving/loading area for Building Services and Kitchen
- ✓ Secure HA play area with internal courtyard
- ✓ School has a strong community presence along Schucks Rd

Building

- ✓ Centralized courtyard creates strong sense of orientation and wayfinding, and provides safe, secure play area
- ✓ OT/PT and Fitness configured to allow for operable partition between and expansion of activity space
- ✓ Dining areas co-located and directly adjacent to maximize opportunities for inclusion
- ✓ Centrally located counseling suite
- ✓ Instrumental Music directly adjacent to performance space

Site

- ✗ ES buses and cars still utilize same site entrance.
- ✗ Potentially long travel distant for HA students from buses to classrooms

Building

- ✗ HA Career program spaces not easily accessible to public
- ✗ Gym is remote from HA program, not conducive to shared use
- ✗ Adaptive Gym and Fitness are fully separate, distinct spaces
- ✗ Counseling suite has no access to daylight
- ✗ ES Dining has no daylight or views
- ✗ ES Art located upstairs, isolated for other Arts and Specials
- ✗ Students may need to travel through one or more clusters to reach their classrooms/grade level communities

Option 2

“Loop”

Stakeholder Considerations

Site

- ✓ Ample play area
- ✓ Simple bus circulation
- ✓ Separate car and bus drop off

Building

- ✓ 2-story ES configuration
- ✓ Building organization allows for each school to have a separate identity with ease of inclusive spaces for sharing without being forced upon either population.
- ✓ Centralized counseling suite
- ✓ Fully enclosed play space for HA
- ✓ HA Music and art clustered together

Site

- ✗ Only one dedicated play space for HA which does not allow for differentiation between elementary and secondary
- ✗ No courtyard access for ES

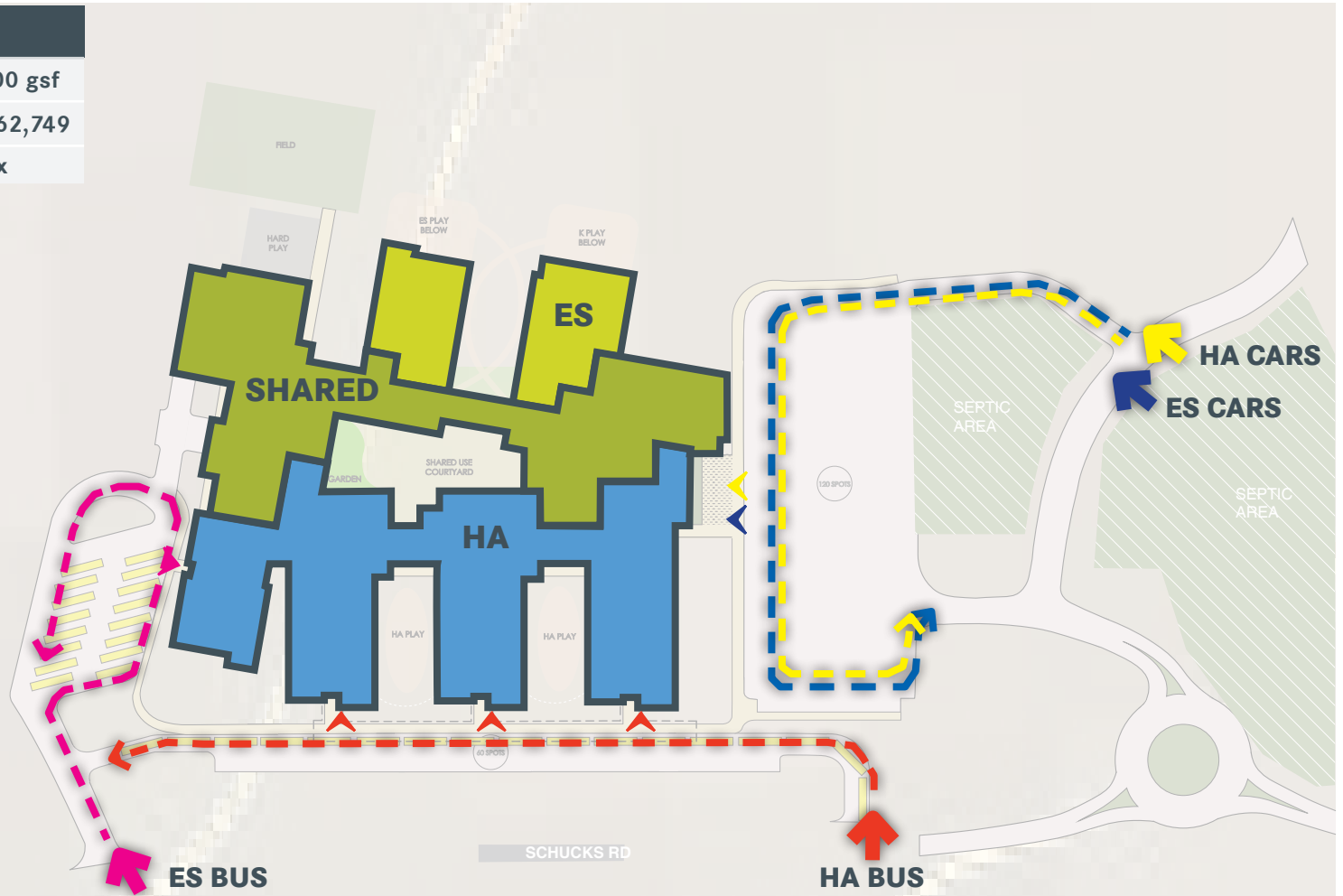
Building

- ✗ Classroom placements are not conducive to departmental organization
- ✗ Concerned about acoustics given classroom proximity to large group areas
- ✗ Art located upstairs
- ✗ Prefer special areas to be consolidated in a public realm and not as closely connected with classrooms
- ✗ Atypical room shapes can be challenging to furnish and adequately support teaching/learning activities

Option 3 “Cluster”

Details

Square Footage	201,000 gsf
Total Estimated Project Cost	\$124,262,749
40-year Life Cycle Cost	\$x



Site Approach

Bus

- Separate bus drop off for HA and ES
- HA bus drop off students directly to academic clusters
- ES buses drop off at pool entrance

Cars

- Shared HA/ES drop off and parking

Play

- HA play areas proximate to classrooms, fenced and directly outside of learning communities
- ES play areas located on lower level, directly outside of academic wings

Option 3

“Cluster”

Details

Square Footage	201,000 gsf
Total Estimated Project Cost	\$124,262,749
40-year Life Cycle Cost	\$x



Site Approach

Bus

- Separate bus drop off for HA and ES
- HA bus drop off students directly to academic clusters
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Cars

- Shared HA/ES drop off and parking

Play

- HA play areas proximate to classrooms, fenced and directly outside of learning communities
- ES play areas located on lower level, directly outside of academic wings

Option 3 “Cluster”

Building Approach

Harford Academy

- Clustered arrangement of classrooms creates smaller learning communities
- Bus drop off location allows direct entry into any learning community
- CTE + Specialty spaces grouped together to activate primary HA corridor
- One-story configuration

Elementary School

- Separate PK/K/Early Intervention cluster situated closest to Administrative suite
- Open and enclosed Resource/Pull-Out areas offer choice and flexibility
- Clustered arrangement for all ES classrooms creates smaller, 1-2 grade learning communities centered around a collaborative/resource area
- 2-story configuration steps down with grade to absorb topography

Shared Use

- Shared administrative suite and primary entrance for HA and ES
- Centralized Media enables inclusion where possible
- 1 centralized, interior courtyard to be shared by entire school community for multiple uses and programming

First Floor
173,000 sf



Department Legend

● ADMINISTRATION	● SPECIAL EDUCATION	● SPECIALS	● FOOD SERVICES
● STUDENT SERVICES	● LAB SCHOOL	● FINE ARTS	● BUILDING SERVICES
● ACADEMIC AREAS	● MEDIA	● PHYSICAL EDUCATION	

Option 3

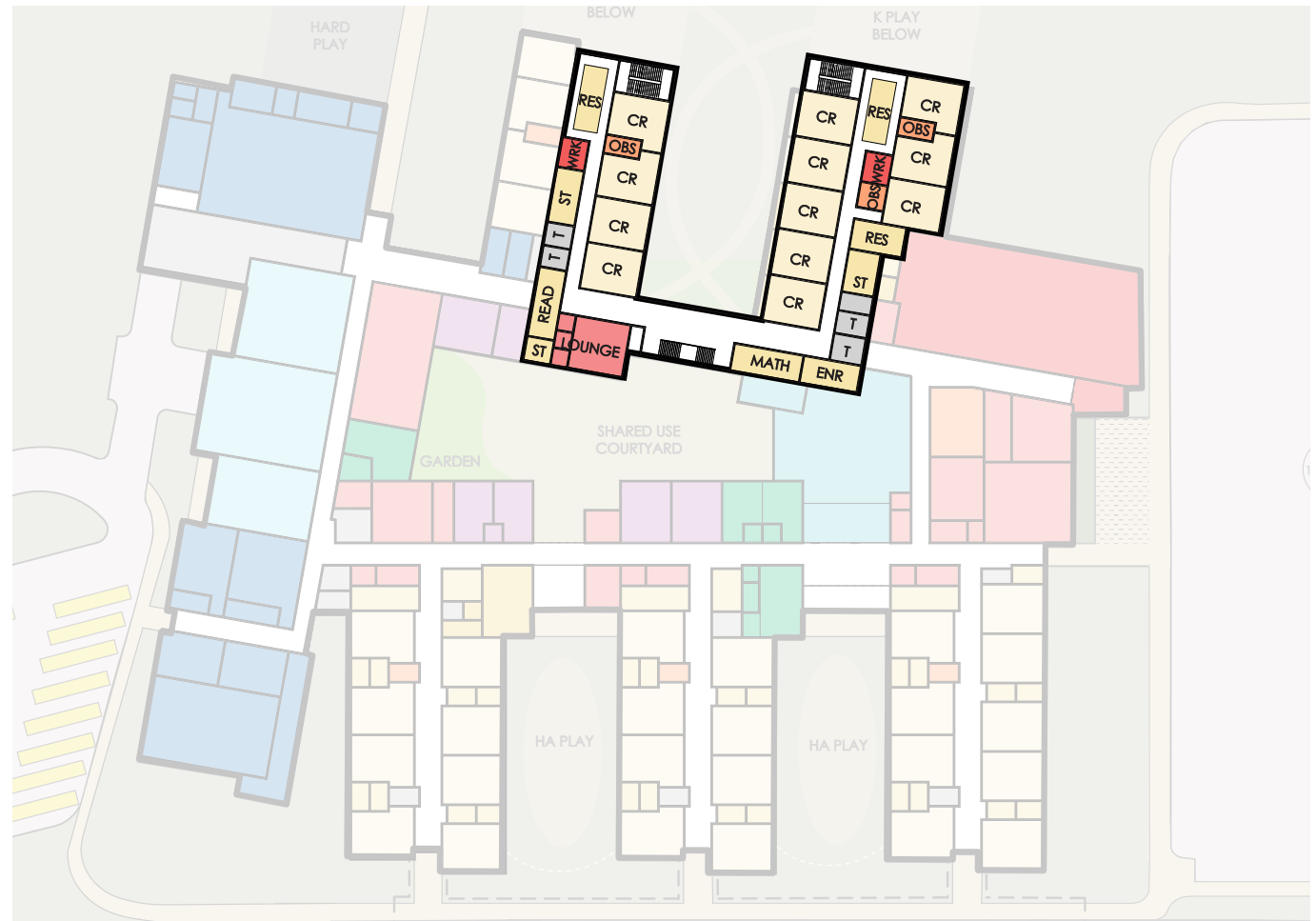
“Cluster”

Building Approach

Elementary School

- Clustered arrangement for all ES classrooms creates smaller learning communities centered around a collaborative/resource area
- Resource rooms centrally located between clusters on lower level
- Play areas accessed directly from lower level classroom clusters
- Open central stair to connect lower level academic zones and special programming on first floor level

Ground Floor
28,000 sf



Department Legend

ADMINISTRATION	SPECIAL EDUCATION	SPECIALS	FOOD SERVICES
STUDENT SERVICES	LAB SCHOOL	FINE ARTS	BUILDING SERVICES
ACADEMIC AREAS	MEDIA	PHYSICAL EDUCATION	

Option 3

“Cluster”

Design Considerations

Site

- ✓ Two-story ES classroom wings built into existing grades

Building

- ✓ ADL/Speech distributed to allow for easy access across HA learning communities
- ✓ Adaptive Gym and Fitness configured to allow for operable partition between and expansion of activity space
- ✓ Shared courtyard can maximize opportunities for inclusion and provide a safe outdoor space for both schools
- ✓ Centralized Media enables inclusion where possible

Site

- ✗ No perimeter access/service drive
- ✗ HA play area not fully enclosed in courtyard
- ✗ Play areas are obscured behind building and grade
- ✗ Double stacked bus chevron could be problematic in case of bus failure
- ✗ Youngest students must go downstairs to access play areas, resource rooms

Building

- ✗ Distinct HA clusters may limit flexibility as age levels and classroom groupings change over time
- ✗ Shared admin area is remote from HA program
- ✗ ES bus riders must walk a significant distance through HA specific program areas to get to their academic zones
- ✗ HA classroom cluster configurations do not align with current classroom counts by age group
- ✗ Career program is fairly remote from front door/public access
- ✗ Gym is remote from HA program, not conducive to shared use

Option 3

“Cluster”

Stakeholder Considerations

Site

- ✓ Distinct bus and car separation
- ✓ Bus drop off directly into HA clusters
- ✓ Multiple play areas for HA

Building

- ✓ Shared courtyard to promote inclusion and provide an outdoor amenity to both HA and ES
- ✓ Consolidated wellness programming in its own wing
- ✓ Like the idea of the ES having a “lower floor” rather than an “upper level”
- ✓ Direct access to different play areas for HA
- ✓ Cluster configuration of classrooms
- ✓ Classrooms located acoustically separate from loud group areas/program zones
- ✓ Building organization allows for each school to have a separate identity with ease of inclusive spaces for sharing without being forced upon either population

Site

- ✗ Combined drop off

Building

- ✗ Complicated building massing
- ✗ ES classroom configuration
- ✗ Long walk distance for ES bus riders to get to their dedicated programmed areas, through HA specific zones
- ✗ Younger students have to travel up and down on a daily basis to access required services
- ✗ Elementary entry points are very remote
- ✗ Early childhood playground should be on same level as classrooms
- ✗ Narrow hallways don’t allow for a lot of open gathering space

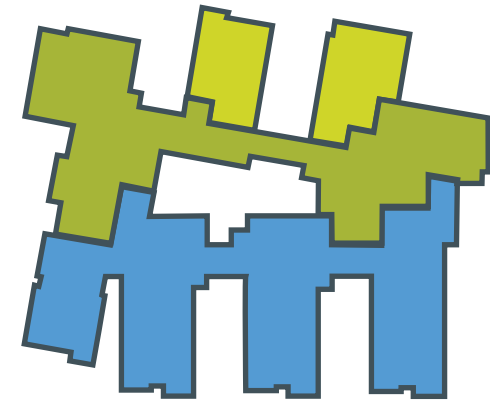
Project Timeline

2022	September 19 September 22 October 5 October - December	Feasibility Study to BOE Annual LEA meeting with the State at current Harford Academy Request Local Planning Approval from the State with CIP request Ed Spec Meetings
2023	January - April May 22 June July - September September - November November - December	Ed Spec Meetings Ed Spec to BOE Design Contract Schematic Design (SD) Design Development Documents (DD) Construction Documents (CD)
2024	January - February March / April Summer	Construction Documents (CD) Bid for construction Construction Begins
2025	Spring	Elementary Redistricting Process Begins
2026	February September	Elementary Redistricting Process Concludes Harford Academy at Campus Hills opens New elementary boundaries implemented

Questions, Discussion + Decision



- HARFORD ACADEMY (HA)
- SHARED PROGRAM
- ELEMENTARY SCHOOL (ES)



Option 3
"Cluster"

The Superintendent of Schools recommends that the Board of Education approve **Option #3**, with a gross square footage of 201,000.

This option would build a new school, Harford Academy at Campus Hills, in a cluster configuration to replace the current Harford Academy with a 250-student state rated capacity public separate day school and add new elementary school capacity (598 state rated capacity) within Harford County Public Schools.