FACILITIES MANAGEMENT

2026 EDUCATIONAL FACILITIES MASTER PLAN

DRAFT

Prepared by

HCPS Office of Planning and Construction

www.hcps.org

HARFORD COUNTY PUBLIC SCHOOLS

HARFORD COUNTY
PUBLIC SCHOOLS

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Interagency Commission on School Construction
351 West Camden Street, Suite 701
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June 22, 2026

To the Members of the Interagency Commission on School Construction,

As Interim Superintendent of Harford County Public Schools, I am honored to submit the 2026 Educational Facilities Master Plan on behalf of our students, staff, families, and community. This plan reflects HCPS's continued commitment to providing learning environments that are safe, supportive, and designed to meet the evolving needs of public education.

Having spent nearly three decades serving HCPS as a teacher, school leader, and district administrator, I understand the important connection between school facilities and student success. Our schools are more than buildings; they are places where students learn, grow, and build the foundation for their future. The condition of these facilities directly impacts instruction, student well-being, staff morale, and the ability of schools to fully support their communities.

HCPS continues to face significant challenges related to aging infrastructure, rising construction costs, and increasing programmatic demands. The average HCPS school building is nearly 50 years old, and many major systems are operating at or beyond their expected life cycle. As educational programming evolves through initiatives such as the Blueprint for Maryland's Future, expanded Pre-K, Community Schools, and student support services, our facilities must also evolve to support these changing needs.

This Educational Facilities Master Plan provides a strategic, data-driven framework for addressing both immediate and long-term facility priorities. It reflects careful analysis of facility conditions, enrollment trends, capacity needs, and regional growth patterns across Harford County. The plan prioritizes reinvestment in aging systems, modernization of learning environments, and targeted capacity solutions that support equitable opportunities for all students.

At a time when public education systems across the country face increasing challenges, HCPS remains focused on stability, collaboration, and ensuring that teaching and learning remain at the center of our work. We are committed to being thoughtful stewards of public resources while continuing to advocate for the investments necessary to maintain safe, healthy, and effective learning environments.

The continued partnership between HCPS, the State of Maryland, the Interagency Commission on School Construction, Harford County Government, and our community stakeholders is essential to meeting these challenges. Together, we can ensure that HCPS facilities continue to support student achievement and provide environments where every student has the opportunity to succeed.

Thank you for your continued support of Harford County Public Schools and our students.

Sincerely,

Dyann R. Mack, Ed.D.
Interim Superintendent of Schools

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Educational Facilities Master Plan (EFMP)
Required Elements List

These elements are required to be included as part of the EFMP. These elements in and of themselves are not intended to substitute for an overall strategic plan that addresses the long term needs of the educational facilities in each jurisdiction.

PAGE # IN

PLAN

Appendix A 2

1. Letter from the Maryland Department of Planning (MDP) verifying that the State and LEA agree on the projected enrollments on which the plan is predicated

Appendix A 4

2. Letter from the local planning department stating that the EFMP is consistent with the adopted comprehensive plan

Appendix A 5

3. Letter or resolution from the LEA board of education that certifies its approval of the plan

Appendix A 6

4. Non-discrimination statement (signed by the LEA Superintendent and President of the School Board)

5. Goals, Standards, Policies and Guidelines and their impacts on facility needs:

Page 3-4

a. Organizational patterns (e.g., PreK-5, 6-8, 9-12, K-6, 7-9, 10-12)

Page 4

b. Staffing ratios

Appendix B 2 - B 11

c. Transportation policies, including policies for public schools that support such programs as Safe Routes to Schools, planning for a walkable school environment, bicycling to school, and sidewalks or trails connecting schools and nearby neighborhoods

Appendix B 12-B 27

d. Districting and redistricting policies and updates on all school boundary changes made in the last year

Appendix F 5

e. Site selection criteria (including policies and rationale for establishing school attendance areas, site banking, school site size (elementary, middle and high), co-locating *new* schools (i.e., school sports fields) with community recreation areas, and co-location or shared use of community related facilities at public schools)

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Pg 5-7 & Appendix 8

f. Provision for special education, alternative education, and career technology education

Appendix B 24

g. School closing procedures

6. Community Analysis

Pg 22-25 & Appendix D

a. A narrative about the community with references to school attendance areas, current and future population distribution, adopted comprehensive plan of the local jurisdiction, building and subdivision plan of the local jurisdiction, building and subdivision plans, water and sewer plans, transportation plans, and shifts in housing and employment patterns

Appendix D

b. A narrative identifying proposed housing and/or business development plans to revitalize or stabilize neighborhoods or communities identified by the municipal, county, state, or federal government. Address which school districts are likely to be impacted

Appendix D

c. If your County has any Adequate Public Facility Ordinances (APFOs) for schools, identify any school districts currently impacted and how the LEA and the county plan and prioritize projects in order to increase school capacity to those areas that are affected or soon to be affected by APFO restrictions

Appendix F 6 - F 8

d. Please provide maps or updated maps of school boundary areas. Include updates on all school boundary changes made in the last year

7. Inventory and Evaluation

Appendix F 9 - F 66

a. Use FORM 101.1 to populate the inventory of facilities. For each educational facility provide the name and address; life cycle; grade organization; IAC-approved State-rated capacity (SRC) (please do not submit anticipated or pending SRC on Form 101.1); enrollment for the previous September 30; acreage; age and square footage of the original construction, renovations, additions, and demolition; total square footage; physical condition; and other information as described in the provided form. In the document, provide an explanation of the system used for evaluating the physical condition of schools and the continuing usefulness of facilities. Other information which could be included: number of classrooms/teaching stations; number and type of special purpose rooms; number and intensities of special education classrooms marked on floor plans and drawn to scale; county map showing the location of the facility and the attendance area; and feeder system for each high school

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Appendix D2-D6

b. Statement for each existing/proposed school which identifies its neighborhood/community as an area that: (a) has stabilized, (b) is targeted for revitalization, (c) is a growth area, or (d) is a non-growth area

N/A

c. Inventory of former school properties no longer housing students but still owned by the Board of Education. Include the location, current use, and condition of the facility

Appendix H

d. Inventory of regional programs (special education, PreK, CTE, alternative education) with, for each program location, the associated program capacity, current enrollment, and total net square footage of the space dedicated to that regional program. Include the location (PSC Number) of the program or planned location if it is a planned project. Please also describe any major changes to the location, capacity, or associated spaces that are planned for the coming five years

8. Enrollment Data

Appendix E

Develop enrollment projections for each of the next 10 years using FORM 101.2 on a county-wide basis for PreK-12 (including special education, alternative education, and career technology). Please also include a digital copy as outlined in the Enrollment Projection Template

9. Facility Needs Analysis

Appendix F 68 - 70

Identify projected future needs for new schools, additions, renovations, systemic renovations, replacements, and/or closures; include a narrative describing the need, the justification, and the system's proposed solution to meeting the need. In particular, describe the strategy for balancing the need between systemic projects and major construction (replacement & renewal) in managing long-term portfolio sustainability (operations & maintenance). Include actual and projected enrollments of adjacent schools. Use FORM 101.3 for a prioritized summary

Please upload this form with an electronic copy of the Educational Facilities Master Plan to the IAC Business Management System (BMS) EFMP process.

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    b. Letter from the local planning department
    c. Letter or resolution from LEA certifying that it accepts the plan as a working document
    d. Non-discrimination statement
B. Appendix B: Policies and Agreements
    a. Transportation Policies
    b. Districting and Redistricting Policies
    c. MOUs
C. Appendix C: HCPS Strategic Plan
D. Appendix D: Community Analysis
    a. Community Analysis PZ
    b. Harford County Annual Growth Report
E. Appendix E: Enrollment
    a. Grade By Grade Enrollment (formatted for State)
    b. Capacity Calculation table (all schools listed left, CR types at top, number of each in table)
F. Appendix F: Facility Data
    a. Summary
    b. 101.1 Forms
    c. Current Inventory
G. Appendix G: School floor plans and sites (not available online)
    a. Floor plans
    b. Site Plans
H. Appendix H – Regional Program Data

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FACILITIES MANAGEMENT

Executive Summary

Harford County Public Schools (HCPS) Educational Facilities Master Plan (EFMP) 2026 outlines the current condition, capacity, and long-term facility needs of the school system and serves as the foundation for the FY2027 Capital Improvement Program (CIP). The plan was developed in coordination with local and State partners and aligns with Maryland's Blueprint for the Future, local development trends, and HCPS strategic priorities.

HCPS serves approximately 37,500 students across 55 school programs and educational facilities located throughout urban, suburban, and rural areas of Harford County. While overall enrollment is projected to remain relatively stable through 2032, significant localized enrollment pressures continue in several elementary attendance areas, particularly in southern Harford County and developing municipal areas. At the same time, expanding educational programming, including pre-K expansion, Community Schools, special education services, Title I support, and student wellness initiatives, is increasing demand for specialized instruction and support spaces within existing schools.

The EFMP identifies aging infrastructure as one of the most significant challenges facing HCPS. The average age of HCPS school buildings is approximately 49 years, with many major building systems nearing or exceeding their expected useful life. Facility Condition Index (FCI) assessments completed through the Statewide Facility Assessment process show a growing backlog of deferred maintenance across the district. Systemwide FCI scores increased from 46.1% in 2022 to approximately 52% in 2025, reflecting increasing repair and replacement needs for HVAC, roofing, plumbing, electrical, and program support systems. Many facilities now operate with aging systems that impact reliability, indoor air quality, energy efficiency, accessibility, and the overall learning environment.

The plan also highlights the impact of continued flat or insufficient capital funding. HCPS relies heavily on State CIP funding, Healthy Schools funding, grants, local bonds, and Paygo funding to address facility needs. However, rising construction costs, inflation, and aging infrastructure have caused deferred maintenance needs to compound over time. Limited local-only funding has constrained HCPS's ability to proactively address systemic needs before they become critical.

To address these challenges, HCPS continues to prioritize projects based on facility condition, enrollment pressures, programmatic needs, and regional growth trends. Major priorities identified in the EFMP include continued implementation of the new Harford Academy Combination School and related redistricting efforts, planning for the replacement of Old Post Road Elementary School, future planning for Bel Air Middle School, targeted HVAC systemic projects, and ongoing roof replacement projects at aging facilities. The plan also identifies continued monitoring of growth and long-term capacity needs in the Southeast region of the county, where significant residential development is occurring.

Overall, the 2026 EFMP presents a strategic, data-driven framework for balancing enrollment, addressing aging infrastructure, supporting evolving educational programming, and guiding future capital investments. Despite fiscal constraints, HCPS remains committed to maintaining safe, equitable, and modern learning environments that support student achievement and long-term community needs.

FACILITIES MANAGEMENT

Section I: Introduction

The Harford County Public Schools (HCPS) Educational Facilities Master Plan (EFMP) 2026 is a comprehensive planning document that outlines the status and future needs of the school system's facilities. In accordance with Education Article §5-303(d)(3)(ii) and COMAR 14.39.02.03, this plan is submitted annually to the Interagency Commission on School Construction (IAC) to inform state and local agencies, as well as the public, of HCPS's long-term strategy for the development and maintenance of educational facilities. The EFMP supports the preparation and justification of capital improvement projects and serves as the foundation for the FY2027 Capital Improvement Program (CIP).

Developed through collaboration with the Harford County Government, the Maryland Department of Planning, and additional stakeholders, the 2026 EFMP integrates updated enrollment projections, facility condition assessments, and alignment with the Blueprint for Maryland's Future. This ensures that planned infrastructure investments are responsive to both student needs and evolving educational programs.

The EFMP includes all required elements outlined by the IAC and incorporates additional updates to reflect current conditions, emerging priorities, and local strategies. It is intended to function as a working document, formally endorsed by the Harford County Board of Education, and aligned with local land use and development plans. The required letters confirming agreement with state enrollment projections, consistency with local planning, Board adoption, and non-discrimination compliance are provided in Appendix A.

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FACILITIES MANAGEMENT

Section II: Harford County Public Schools

Harford County Public Schools (HCPS) serves a diverse community across urban, suburban, and rural regions. The school system is committed to its mission: *Each student will attain academic and personal success in a safe and caring environment that honors the diversity of our students and staff*. With approximately 37,500 students and over 5,000 staff members across 55 schools and educational facilities, HCPS delivers educational services designed to meet the individual and collective needs of all learners.

The HCPS Strategic Plan 2024–2027 (Appendix C) is built around four core goals that guide the system's decision-making and operational priorities:

1. Student Success – Advance academic excellence and support holistic student development.
2. Workforce Engagement and Talent Development – Cultivate a high-performing and motivated workforce.
3. Organizational Capacity and Operational Effectiveness – Strengthen internal operations to support student and staff success.
4. Family and Community Engagement – Foster meaningful partnerships that promote trust and collaboration.

These goals align with Maryland's Blueprint for the Future and reinforce the importance of equitable access to high-quality educational experiences and safe, modern learning environments. The full Strategic Plan is included as Appendix C.

Attendance Area and Districting Policies

HCPS maintains a formal policy to regularly evaluate and align school enrollment with building capacity. Each year, the Superintendent reviews capacity trends and may recommend adjustments through a range of strategies including:

- Use of relocatable classrooms
- Relocation of programs
- Boundary exceptions and magnet program enrollment management
- Construction of additions or new schools
- Adjustment of attendance boundaries

The Superintendent may propose boundary changes when schools are over capacity, when new schools are opened, or as needed to support long-term planning. A public process follows each proposal, including presentations, community meetings, and a formal public hearing before Board approval.

Minor adjustments, impacting fewer than 10 students, may be made directly by the Superintendent to correct small boundary errors, account for new development, or resolve transportation-related discrepancies.

The full policy is included in Appendix B.

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Transportation Policies

HCPS provides transportation in compliance with Maryland law and Board policy. Eligibility is based on distance:

- Elementary students must live more than 1 mile from school.
- Middle and high school students must live more than 1.5 miles from school.
- Exceptions may be granted for verified safety or hardship concerns.

Transportation is provided only within a student's designated attendance area, except for central/regional programs or legal requirements.

Bus routes and stops are established to balance safety, efficiency, and cost, with changes requiring community notice. Only HCPS students and personnel may ride buses during regular operations.

These policies are reviewed regularly and coordinated with planning staff to reflect development trends, safety needs, and enrollment changes.

The full transportation policy is included in Appendix B.

Shared and Community Use Agreements

HCPS maintains a number of long-standing Memorandums of Understanding (MOUs) and joint use agreements with County and municipal partners to support community access to school facilities and cooperative capital investments. These agreements promote the shared use of HCPS buildings and grounds for recreation, civic, and educational purposes outside of regular school hours.

Key agreements include:

- A MOU with Harford County Parks and Recreation enabling joint use of school fields and gyms.
- A Turf Fields MOU, which outlines shared funding, installation, and maintenance of synthetic turf fields.
- Agreements with Harford Community College (HCC) to support shared programming, facility use (including the Amoss Center), and procedures for coordination.
- A Memorandum of Agreement with the Town of Bel Air regarding shared facility use at Bel Air High School.
- Facility-specific protocols for restroom and concession stand usage at designated athletic sites.

These partnerships expand access to public facilities while maximizing operational efficiency.

Full current MOUs are provided in Appendix B.

Organizational Patterns

HCPS operates under a variety of school organizational structures to meet the diverse educational needs of its students:

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Table 1: Summary table of types of schools operated by HCPS.

School Type	Grades Served	Description
Elementary	PreK–5	Includes Early Childhood Intervention, Child Find, and full-day Kindergarten
Middle	6–8	Interdisciplinary, transition-focused instruction
High	9–12	Comprehensive academic, arts, and career readiness programming
Combined Middle/ High	6–12	Havre de Grace and Patterson Mill serve students in both middle and high school grades in a single, comprehensive facility
Alternative	6–12	Swan Creek School supports students with unique behavioral/academic needs
Public Day	PK–21	Harford Academy for students with significant disabilities (IDEA compliant)
Virtual School	2–12	Online, flexible full-time learning option for eligible students

Staffing Ratios

The following student-to-teacher ratios are used for planning and evaluating facility adequacy:

Table 2: HCPS target staffing ratios.

Grade Level / Program	General Education	Special Education
Pre-Kindergarten	10:01	9:01
Kindergarten	20:01	18:01
Grades 1–2	20:01	18:01
Grades 3–5	25:01	18:01
Middle School (6–8)	25:01	21:01
High School (9–12)	25:01	23:01
Regional/Cluster Special Ed	—	6/9:1

Educational Programs

Elementary Education (PreK–5)

Table 3: Elementary Education Program.

Core Subjects	Special Areas	Specialized Programs
Language Arts, Math, Science, Social Studies, Health, Computer Literacy	Music, Physical Education, Art, Library Media	Special Education, ESOL, Pre-K, Child Find, Instrumental Music

Middle School Education (6–8)

Table 4: Middle School Educational Program.

Core Academics	Unified Arts	Special Programs & Activities
Language Arts, Math, Science, Social Studies, PE	Art, Music, Tech Ed, Family & Consumer Sciences, Health, Media Literacy	Special Education, Instrumental Music, World Language, Clubs, Intramurals

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High School Education (9–12)

Subject Area	Sample Courses
English & Language Arts	English 9–12, Literature, Composition, Journalism, Creative Writing, Speech, Drama, Humanities, AP
Mathematics	Algebra I & II, Geometry, Trigonometry, Calculus, Statistics, Computer Science, Consumer Math, AP
Science	Biology, Chemistry, Physics, Environmental Science, Earth Science, Anatomy, Marine Science, AP
Social Studies	U.S. History, World History, Government, Geography, Economics, Psychology, Law, Sociology, AP
World Languages	French I–IV, Spanish I–IV, German I–IV, ESOL Newcomer Center
Fine & Performing Arts	Drawing, Painting, Photography, Crafts, 3D Design, Visual Communication, Chorus, Band, Orchestra, AP
Dance	Ballet, Modern, Jazz, Tap, Hip-Hop, Dance I–V, Composition, Performance
Technology Education	Foundations of Technology, Technological Design, Advanced Applications
Family & Consumer Sciences	Early Childhood Education, Teacher Ed, Food & Beverage Management, Housing & Interior Design, Clothing
Physical & Health Education	PE 9–12, Health, Lifetime Fitness, Weight Training, Aerobics, Wellness Walking, Intramurals, Sports
Career & Technical Courses	See full CTE list (includes Cosmetology, CAD, Welding, EMT, Agriculture, Business, Automotive, etc.)
Student Life & Activities	Clubs, Journalism, Drama, Forensics, Student Council, Independent Study
Required Facilities	Media Centers, Cafeterias, Lavatories, Health Suites, Guidance, Playfields, Assembly Areas

Special Education Continuum

Table 5: Special Education Programs.

Program	Age/Grade	Description
Infants & Toddlers	Birth–3	Early intervention services provided in home, community, or center-based settings.
Preschool Services	3–5	Special education services in community or school-based preschool settings.
School-Age Services	K–12	Inclusive education with support ranging from consultative to self-contained settings.
Post-Secondary Services	18–21	Transition services focusing on employment, education, and independent living skills.
Nonpublic/Interagency Placements	As needed	Specialized placements in accordance with COMAR regulations for students whose needs cannot be met within HCPS programs.

Career and Technology Education (CTE)

Available in all 9 high schools and Harford Technical High School

Each program includes at least four courses, often leading to industry certifications or college credit.

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Table 6: CTE programs offered to high school students.

Cluster	Programs Offered
Arts, Media & Communication	Printing and Graphic Communications
Business, Finance & IT	Academy of Finance, Business Mgmt., Computer Programming, Finance & Accounting, Marketing
Health & Human Services	Biomedical Sciences, Early Childhood Ed, Fire/EMT, Food & Beverage Mgmt., Health Occ., Homeland Security, Cosmetology, Teacher Academy
Science, Engineering & Tech	Agriculture/Animal Science, Automotive Systems & Collision Repair, Masonry, Carpentry, HVAC, Certified Welding, CAD/Drafting, Machining, Networking, Electricity, Floral Design, Natural Resources
Other	Career Research and Development

Regional Programs

HCPS offers specialized programs to extend access to unique educational opportunities:

Magnet Programs

Table 7: Regional CTE programs; enrollment is through application process.

Program	School & Description
Harford Technical High School	Total-school model offering 19 career & tech programs with integrated academic studies
International Baccalaureate (IB)	Edgewood HS – Accelerated global studies, independent research, cultural awareness
Science & Mathematics Academy (SMA)	Aberdeen HS – STEM-focused, capstone research projects, scientist/mentor partnerships
Natural Resources & Agricultural Sciences	North Harford HS – Strands: Animal Science, Plant Science, Environmental/Natural Resources
Army JROTC	Joppatowne HS - Leadership development, citizenship training, project-based learning, service learning
P-TECH	Joppatowne HS – Early college degree in Cybersecurity or IT, internships, mentoring, college credit
Oracle IT Academy	Havre de Grace HS - Programming, database design, AP CS-aligned, with CSTA and ISTE standards integration

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Swan Creek Virtual School

Established in response to the COVID-19 pandemic, the Swan Creek Virtual School offers flexible learning options for students in grades 2–12. This program caters to families seeking alternatives to traditional in-person instruction.

- Grades Served: 2–12
- Learning Models:
  - eLearning Blended Virtual Program: Fully virtual, with scheduled synchronous instruction five days a week.
  - In-Person Blended Virtual Program: Hybrid model combining in-person classes two to three days a week with asynchronous virtual learning.
- Admission: Application-based

Alternative Education Program

The Alternative Education Program at Swan Creek School supports students in grades 6–12 who face challenges in traditional school settings, including those with long-term suspensions or other circumstances requiring a non-traditional approach.

- Grades Served: 6–12
- Program Features:
  - Structured, supportive environment focused on academic recovery and behavioral support.
  - Implementation of Positive Behavioral Interventions and Supports (PBIS).
  - Collaboration with families, home schools, and community services to ensure student success.
- Goal: To re-engage students in learning and facilitate their return to a comprehensive school setting when appropriate.

Specialized Support Programs

Table 8: Regional Special Education Programs.

Program	Grades/Age	Description
STRIVE Program	Grades K–12	Provides behavioral and therapeutic support for students with significant emotional and behavioral needs. STRIVE classrooms offer low student-to-staff ratios, a structured environment, and access to counseling and behavioral interventions.
Classroom Support Program (CSP)	Grades K–12	Designed for students with disabilities who require intensive academic and functional skill instruction. CSP emphasizes life skills, communication, and social development within small classroom settings, using evidence-based practices.
Early Intervention Services	Birth–age 5	Supports children with developmental delays through the Infants & Toddlers Program (birth–3) and Preschool Special Education (ages 3–5). Services may be delivered in homes, community preschools, or school settings and include therapies, specialized instruction, and family support.

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Section III: HCPS Facilities

Overview of HCPS Facilities

Harford County Public Schools (HCPS) operates a diverse portfolio of educational facilities designed to meet the evolving needs of its student population and community. The district manages 55 school programs across 52 school facilities, offering a range of learning environments including comprehensive, technical, alternative, and virtual instruction. In addition to its core elementary, middle, and high schools, HCPS includes combination middle/high schools, a dedicated public day school (Harford Academy), and specialized programs such as the virtual school and alternative education program, both operated from the Swan Creek facility.

The table below provides a summary of the organizational structure of HCPS facilities. More detailed facility-specific data is available in Appendix F (Facility Inventory) and Appendix G (Site and Floor Plans).

Table 9: Summary of facilities owned and operated by HCPS.

School Type	Number of Schools	Total Square Feet	Utilization (%)	Notes
Elementary	33	2,272,925 SF	89%	Serve grades PreK–5
Middle	7	1,169,476 SF	78%	Serve grades 6–8
High	7	1,644,660 SF	77%	Serve grades 9–12; comprehensive programs
Comprehensive Technical HS	1	218,225 SF	83%	Harford Technical High School; enrollment by application
Middle/High Combination	4 (2 buildings)	515,111 SF	90%	Each building houses an independent middle and high school program
Public Day	1	63,984 SF	70%	Harford Academy – students with significant disabilities
Virtual	1	107,087 SF *Shared Swan Creek*	N/A	Grades 2–12; application-based, virtual instruction
Alternative Education	1		N/A	Grades 6–12; non-traditional support program
Operational Facilities	Multiple	176,882 SF	N/A	Includes admin buildings, annexes, Harford Glen, etc.

As part of its efforts to address enrollment growth, programming needs, and temporary swing space during construction, HCPS utilizes 46 portable classrooms across various school sites. Currently, HCPS is not using any portables for temporary construction swing space.

Geographic Distribution of Schools and Attendance Boundaries

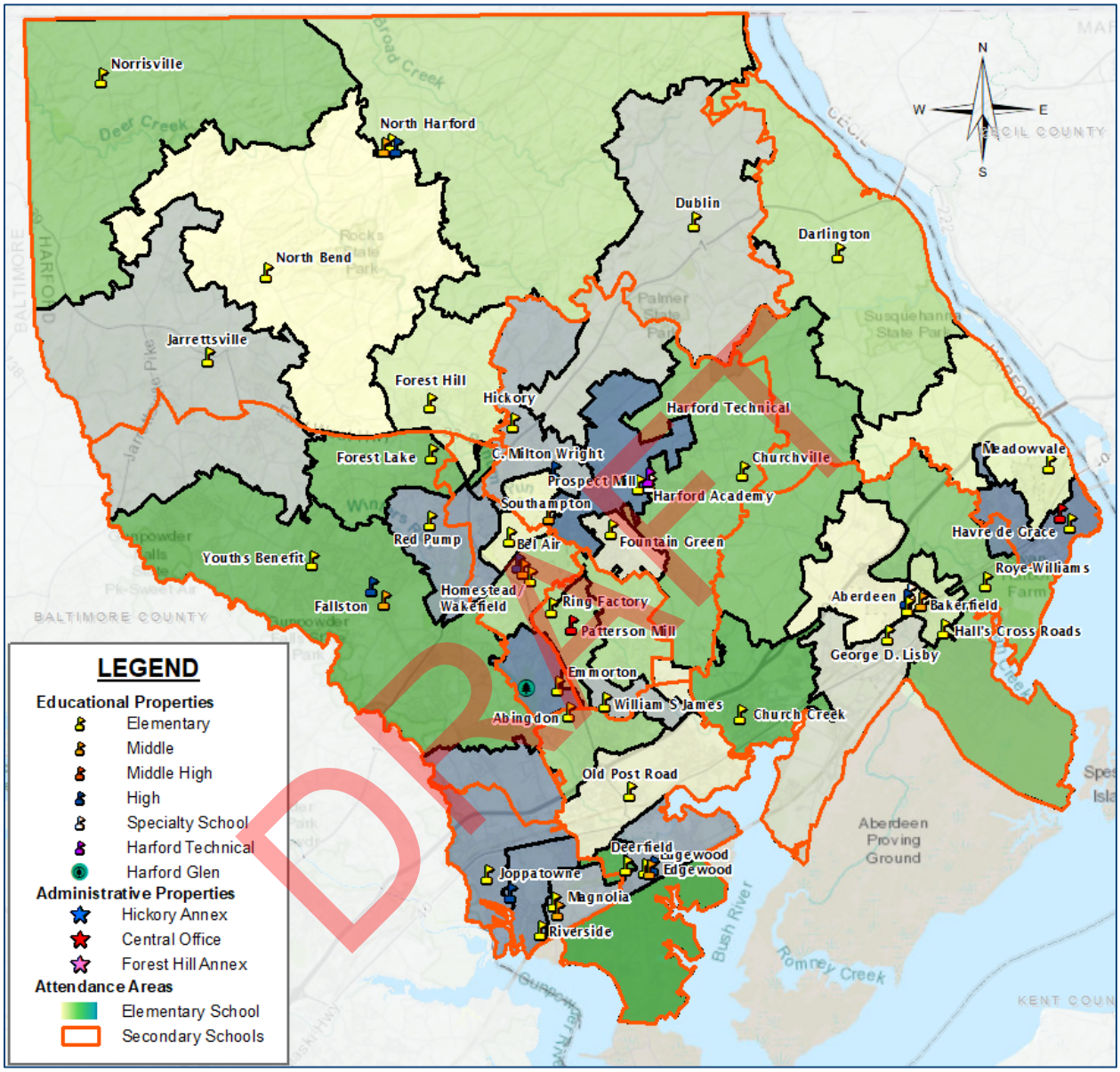


Figure 1: Map showing the HCPS attendance areas for Elementary, Middle, and High Schools.

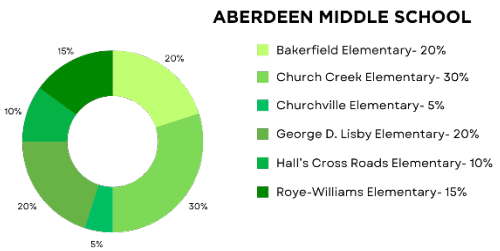
Feeder Patterns

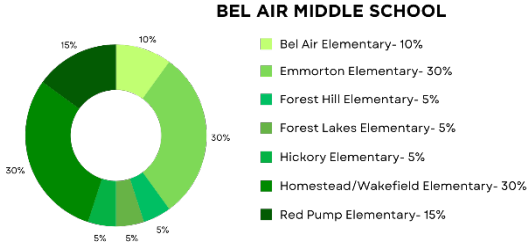
HCPS elementary schools feed into multiple middle schools.

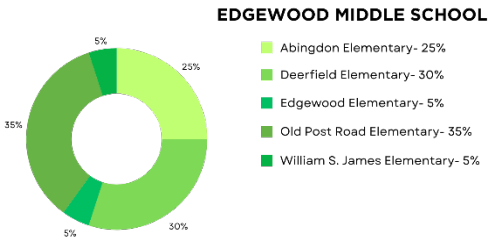


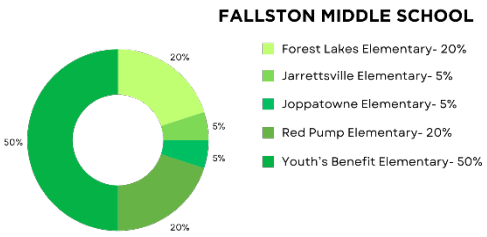
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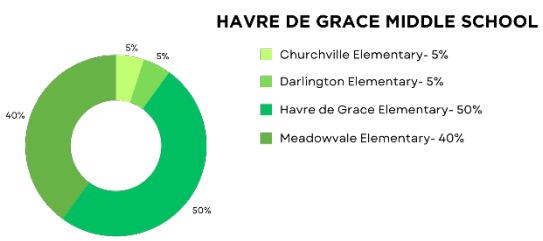
Each middle school feeds entirely into one designated high school; and each secondary school is made up of students from multiple jurisdictions.

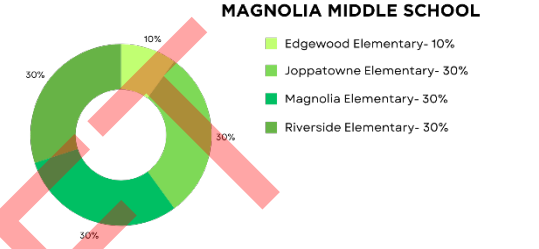


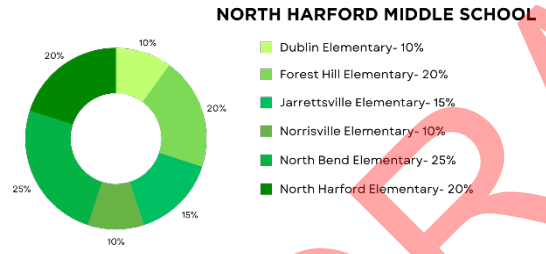


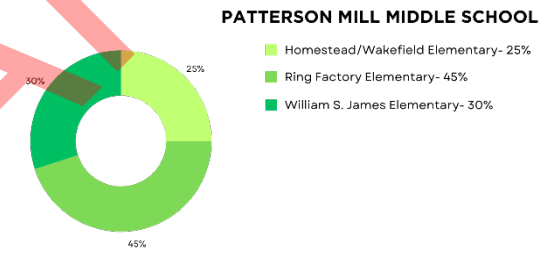


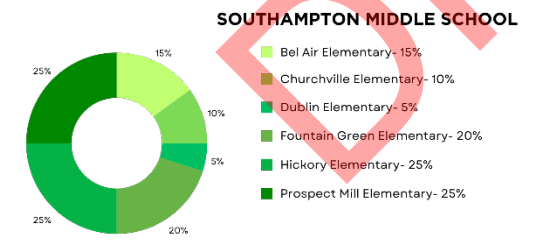












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School Site Selection Standards

When evaluating potential sites for new school construction or facility replacement, HCPS follows guidelines consistent with standards established by the Interagency Commission on School Construction (IAC) and best practices in school planning. The goal is to ensure that all selected sites are of adequate size, appropriately located, and capable of supporting safe, equitable, and future-ready learning environments. The table below outlines recommended site sizes by school type and summarizes critical site conditions; including accessibility, safety, soil quality, environmental context, and utility access, which must be considered when assessing site feasibility and long-term suitability.

Table 10: Summary of Ideal School Site Size.

Criteria	Elementary School	Middle School	High School
Current Average Property (Acres)	20.1	42.4	54.9
Current Min Property (Acres)	6.3	34.8	16.2
Current Max Property (acres)	46.0	49.5	73.5
Minimal Size Recommendation	20	40	50

Table 11: Ideal School Site Conditions.

Site Conditions	
Terrane	Site should be relatively flat with minimal slope. Elevated enough to avoid runoff; pitched for proper drainage. Avoid flood plains or poorly drained areas. Excessive grading (cut/fill) should be avoided.
Accessibility	Safe, simultaneous access for buses, cars, and walkers. Located near current or planned neighborhoods; central to student population. Walkability within one mile should be evaluated (e.g., sidewalks, major roads).
Safe site	Surrounding environment should be safe, pleasant, and supportive of learning. Avoid sites near airports, highways, railroads, utilities, industrial noise, or environmental hazards.
Soil conditions	Soils should dry quickly and resist erosion. Stable soils reduce foundation and site prep costs. Key soil factors: load-bearing, frost risk, shrink-swell, drainage, and accessibility.
Environment	Consider current use, zoning, and proximity to commercial areas. Avoid sites with poor air quality or excessive noise (e.g., factories, traffic, airports). Prefer locations near parks, playgrounds, and other public amenities.
Utility	Public water and sewer preferred to reduce costs. Must have access to internet, gas, and electric services.

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Facility Condition Index (FCI) Overview

The Facility Condition Index (FCI) is a standardized metric used to assess the physical condition of facilities. Calculated as the ratio of repair costs to replacement costs, the FCI provides a snapshot of facility health; higher scores reflect greater need for capital investment. The Maryland State Interagency Commission on School Construction (IAC) conducts these assessments for all Maryland Public School through the Statewide Facility Assessment (SFA) process, which evaluates building systems across multiple categories.

System-wide Results

Aging building systems continue to drive facility needs across the district. Between 2022 and 2025, the average Facility Condition Index (FCI) for HCPS increased from 46.1% to 52.3, indicating a growing backlog of deferred maintenance and capital renewal. In 2025, the FCI

decreased slightly to 52.1% due to the completion of the Replacement Homestead Wakefield Elementary School.



Figure 2: Overall FCI Score for HCPS Facilities showing an increase over the last 5 years.

School FCI Distribution by Condition Category

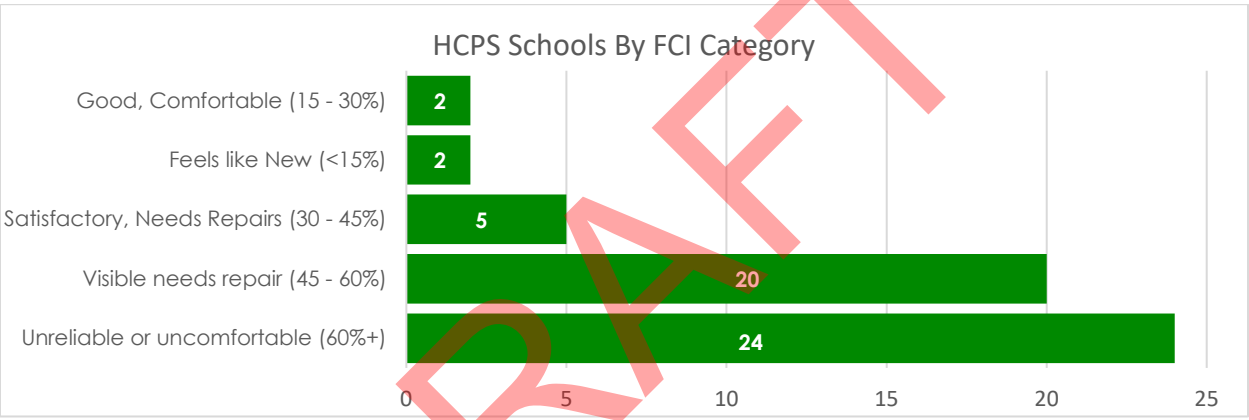


Figure 3: Graph showing the number of school facilities that fall within each FCI score category.

Schools with Highest Overall FCI

The HCPS schools with the highest overall FCI are listed below.

Table 12: HCPS Schools with the 10 highest FCI Score.

School	FCI	Notes
Havre de Grace Elementary	73.88%	Need scope study
C. Milton Wright High	73.52%	Planned Limited Renovation
Halls Cross Roads Elementary	72.30%	
Fountain Green Elementary	71.87%	Central Plant replacement Request
Meadowvale Elementary	70.87%	Need Scope Study
Edgewood Middle	70.11%	Central Plant in FY 27 CIP
Abingdon Elementary	70.04%	Central Plant recently complete
Hickory Elementary	69.82%	
Magnolia Elementary	67.96%	
Bel Air Middle	67.59%	

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These facilities present challenges in maintaining safe, healthy, and modern learning environments.

Facility Age

The average age of Harford County Public School Buildings is 49 years old. The average life expectancy of a facility is 50 years.

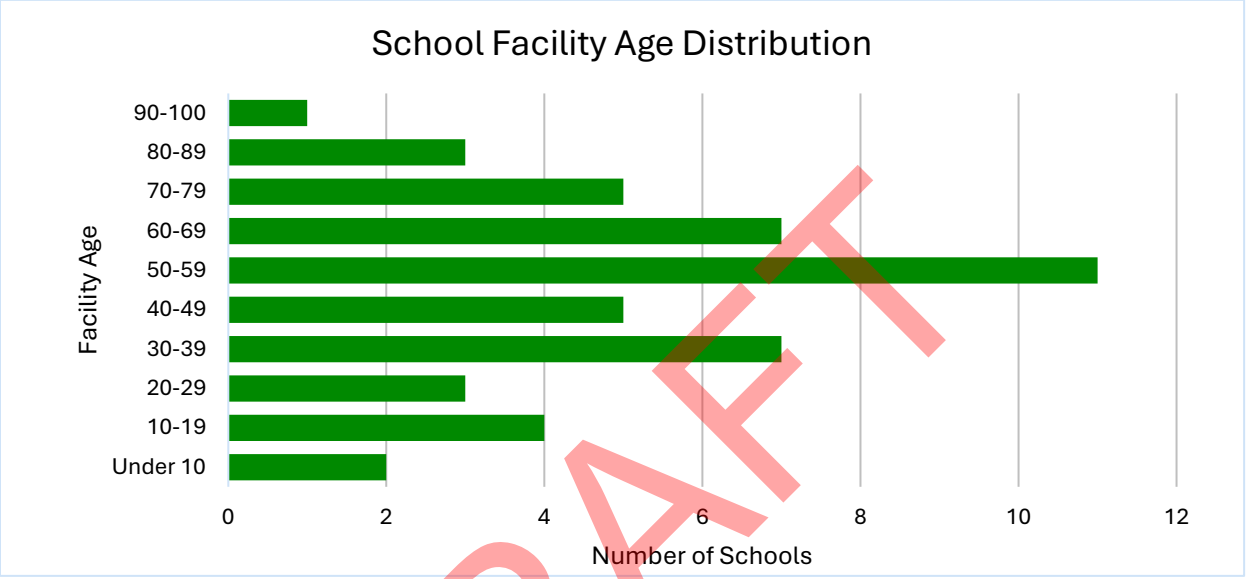


Figure 4: Graph showing the number of HCPS schools age within 10-year groups.

As facilities age beyond 40 years, the frequency and cost of maintenance escalate sharply, particularly for HVAC, roofing, plumbing, and safety systems. HCPS has completed systemic renovations on many of these components to maintain its facilities; however, changes in technology, building codes, and educational practices have left some facilities unable to fully meet current needs. Additionally, Poor air quality, outdated finishes, and limited accessibility can significantly disrupt teaching and learning, as well as health and morale.

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Condition of Individual Building Systems

To understand the true condition of our facilities and to maintain the older facilities, we must also evaluate the age and condition of each individual system.

HVAC Systems

HCPS maintains a diverse portfolio of HVAC systems, shaped by the varying ages of its facilities and decades of changing HVAC technologies. As new systems are installed, they are designed to meet the applicable building and energy codes in place at the time. These evolving standards have steadily increased the complexity of HVAC systems, requiring more sophisticated equipment, controls, and ongoing maintenance to ensure buildings remain comfortable, healthy, and energy efficient. The expected useful life of HVAC systems ranges from 15 to 30 years. The graphic below illustrates the types, quantities, and expected useful life spans of major HVAC systems managed by HCPS.

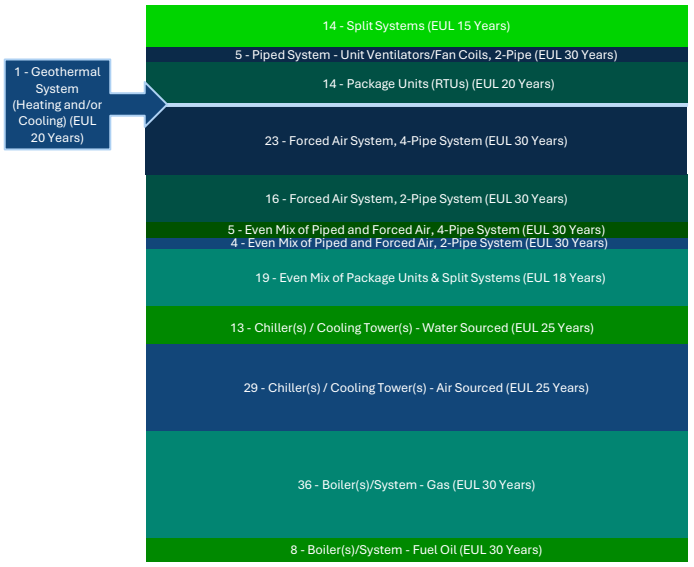


Figure 5: Graph showing the composition of types of HVAC systems maintained by HCPS.

Heating, Ventilation, and Air Conditioning (HVAC) systems are critical to maintaining healthy, comfortable, and energy-efficient learning environments. The condition of these systems directly impacts air quality, instructional continuity, and operating costs. The results of the State Facility Condition Assessment highlight the need for targeted replacement and modernization efforts of these systems.

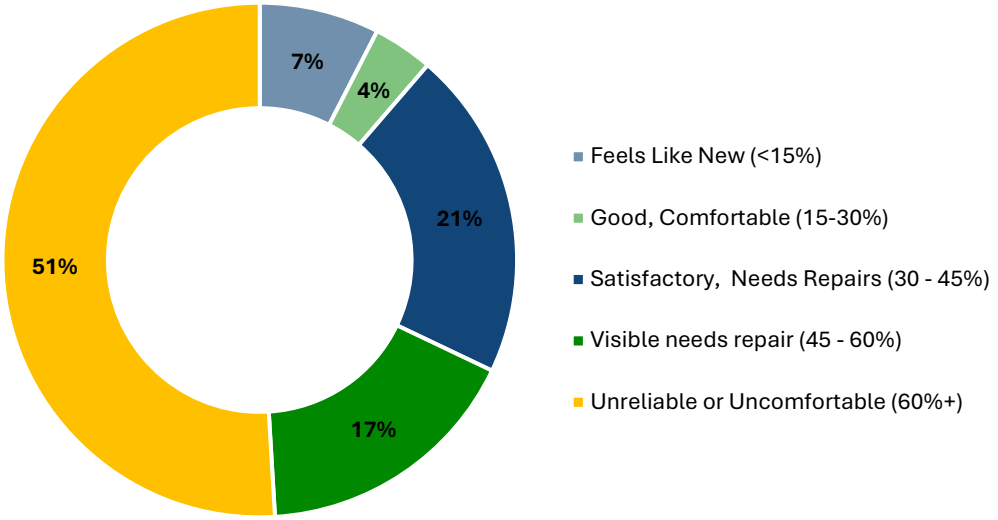


Figure 6: The graph below the distribution of HVAC system FCI scores according to the State facility condition assessment.

The following table shows the ten HCPS schools with the highest Facility Condition Index (FCI) scores for HVAC systems, indicating significant need for repair or replacement. Schools with an

FCI above 80% are considered to have systems in critical condition, and many have planned or proposed projects to address these deficiencies.

Table 13: HCPS Schools with the highest HVAC FCI score. Note, Abingdon Elementary School (93.93% HVAC FCI), Aberdeen Middle School (88.21% HVAC FCI) and Harford Technical High School (HVAC FCI 86.95%) were omitted from this list because large projects addressing HVAC needs were completed at these schools since they were last assessed.

School	HVAC FCI	Notes
C. Milton Wright High	96.58%	Planned Limited Renovation
Halls Cross Roads Elementary	93.52%	Chiller replaced after assessment
Fountain Green Elementary	92.23%	Identified By HCPS for Central Plant Replacement
Havre de Grace Elementary	90.54%	Requires Scope Study
Hickory Elementary	89.80%	Identified for major HVAC updates
Edgewood Middle	89.45%	Central Plant Funded FY 2027 CIP
Magnolia Elementary	88.92%	Requires Scope Study
Southampton Middle	84.96%	Identified for HVAC Systemic
Bel Air Middle	84.85%	Requires Scope Study
Edgewood Elementary	84.76%	Requested HVAC Central Plan

Roofing Systems

HCPS manages a variety of roof systems across its facilities. The systems vary in material, age, and EUL, which directly impacts maintenance planning and capital improvement priorities. The majority of HCPS school buildings currently utilize Built-Up Roof (BUR) systems, which have an EUL of approximately 20 years. However, due to increasing costs and the logistical challenges of completing multi-phase projects during the summer break, HCPS has transitioned to a new roofing standard. The district now favors single-ply EPDM membrane systems, which offer the same life expectancy as BUR.

In addition to improved installation timelines, HCPS facility staff have reported higher installation quality and reliability with the EPDM system. This shift supports more efficient project scheduling and long-term roof performance across the district.

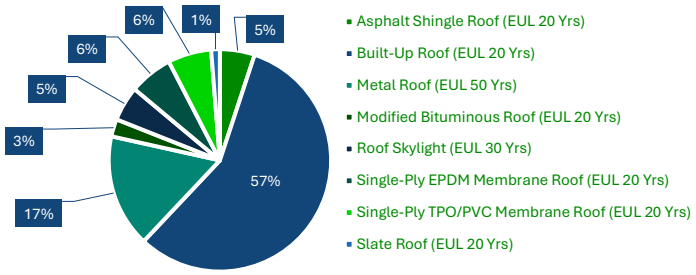


Figure 7: Graph showing the composition of HCPS roof types.

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A significant portion of HCPS roofs fall into the Poor and Critical categories, indicating a high level of deferred maintenance and growing need for targeted roof replacements and repairs to avoid system failures and further capital escalation.

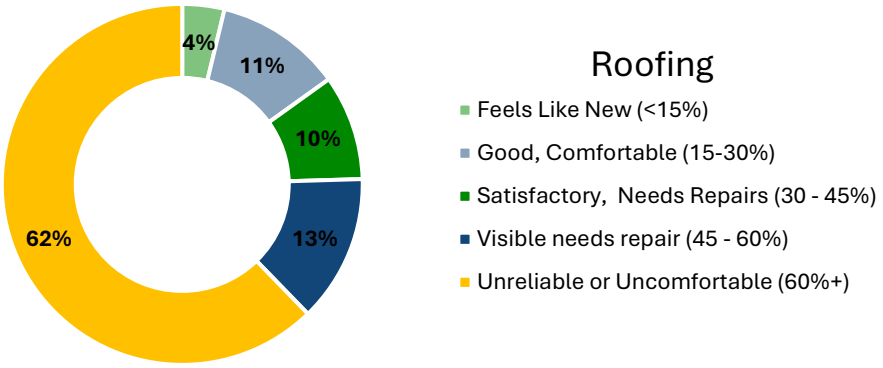


Figure 8: Roof Condition by FCI Category for HCPS Facilities. This chart illustrates the distribution of roofing systems across five categories of FCI.

The following table lists the ten HCPS schools with the highest FCI scores for roofing systems. An FCI above 80% indicates that the roof is in poor condition, with repair costs approaching or exceeding replacement value. These roofs present ongoing maintenance challenges and are priorities for future capital investment.

Table 14: HCPS Schools with the highest roof FCI score. Note: Havre de Grace Elementary School (95.00% Roof FCI) was omitted from this list because a roof replacement was completed at the school since the assessment took place.

School	Roof FCI	Notes
Halls Cross Roads Elementary	95.00%	Funded FY 2027 State and Local CIP
Norrisville Elementary	95.00%	
North Harford High	94.38%	Funded FY 2026 Healthy Schools and Local CIP
Harford Tech High	90.00%	Replacement in Progress with Limited Renovation
Fountain Green Elementary	86.27%	
Darlington Elementary	85.00%	
Jarrettsville Elementary	85.00%	
Meadowvale Elementary	85.00%	
Old Post Road Primary Elementary	84.98%	School Replacement Planned
Abingdon Elementary	84.04%	

Roof failures cause water damage, indoor air quality issues, and emergency closures, especially in aging flat-roof buildings.

Plumbing Systems

Plumbing systems, including supply and sanitary piping, fixtures, and drainage, are critical to safe, functional school operations. According to the State's FCI assessment, these systems have an expected useful life of 40 years. Across HCPS, the average age of plumbing systems is 39 years,

indicating that many are at or nearing the end of their serviceable life. Notably, 72% of HCPS plumbing systems are rated in the “unreliable” category, based on their FCI scores. Common issues in aging systems include frequent leaks, inadequate fixture capacity, and non-compliance with ADA and accessibility standards, underscoring the urgent need for targeted infrastructure renewal.

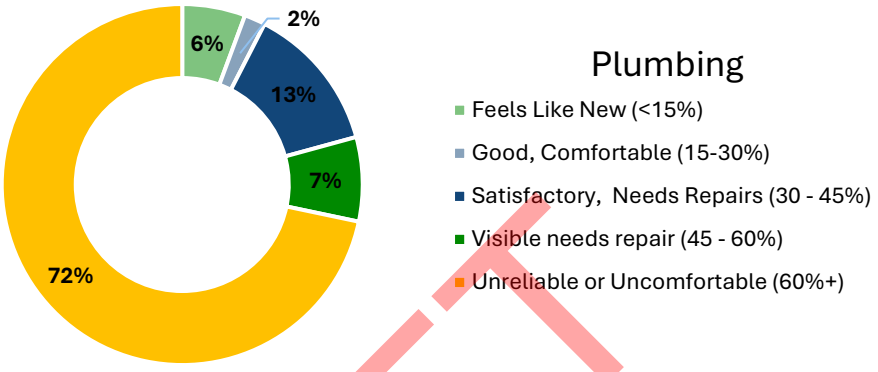


Figure 9: Plumbing Condition by FCI Category for HCPS Facilities. This chart illustrates the distribution of plumbing systems across five categories of FCI.

To further illustrate the condition of plumbing infrastructure across the district, the table below identifies the ten HCPS schools with the highest plumbing FCI scores. These schools represent the most critical plumbing needs in the system, where deterioration has exceeded acceptable thresholds and poses ongoing operational challenges.

Table 15: HCPS Schools with the highest FCI score for Plumbing Systems.

School	Plumbing Fixtures
Hickory Elementary	97.50%
Swan Creek School	97.50%
C. Milton Wright High	95.00%
Edgewood Middle	95.00%
Southampton Middle	95.00%
Magnolia Elementary	92.50%
Dublin Elementary	92.50%
Bel Air Elementary	90.00%
William S. James Elementary	90.00%
Riverside Elementary	90.00%

Electrical Distribution

Electrical systems across HCPS facilities encompass service distribution, lighting, security, low-voltage networks, and solar infrastructure. These systems have expected useful lives ranging from 15 to 40 years, depending on their type and usage density. Key components include main distribution panels (MDPs), switchgear with subpanels, generators, uninterruptible power supply (UPS) systems, interior lighting, and building-wide security and communication systems. In

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addition to supporting essential building operations, these systems are critical for instructional technology, life safety, and security infrastructure. Based on the State's FCI assessment, a substantial portion of HCPS facilities operate with aging electrical systems, many of which are at or beyond their expected service life. These outdated systems often lack the capacity to support modern educational programming, energy efficiency measures, and evolving instructional needs. The graphic below provides an overview of electrical system conditions across the district.

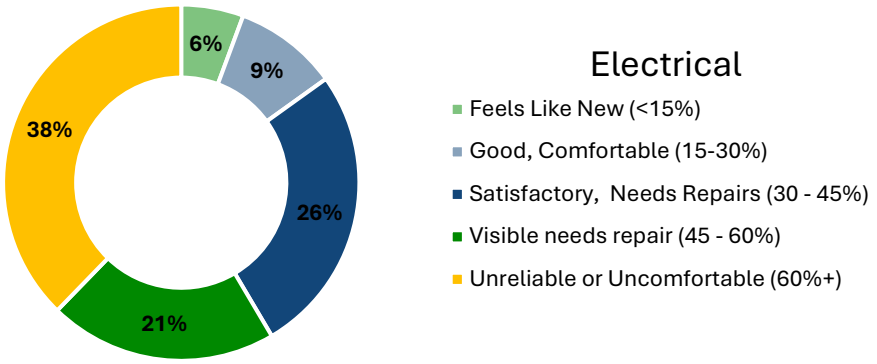


Figure 10: Electrical Condition by FCI Category for HCPS Facilities. This chart illustrates the distribution of electrical systems across five categories of FCI.

To better understand where electrical system needs are most pressing, the following table highlights the ten HCPS schools with the highest FCI scores in this category. These schools face the most critical electrical deficiencies, including outdated panels, insufficient capacity, and poor system reliability.

Table 16: HCPS Schools with the highest FCI score for Electrical Systems.

School	Electrical FCI	Notes
C. Milton Wright High	79.46%	Limited Renovation Planned
Fountain Green Elementary	75.41%	
Magnolia Elementary	74.75%	
Abingdon Elementary	72.97%	
Havre de Grace Elementary	69.19%	
Bel Air Middle	68.92%	
Magnolia Middle	67.65%	
William S. James Elementary	66.50%	
Ring Factory Elementary	66.44%	
Bakerfield Elementary	66.33%	
Halls Cross Roads Elementary	65.54%	

Program Support Equipment

Program support equipment refers to the specialized infrastructure and furnishings that directly enable the delivery of educational and student services programming within school facilities. This

includes commercial kitchen equipment (used for food preparation, warming, and serving), casework (fixed cabinets, shelving, and countertops used in classrooms, labs, and administrative areas), and specialty items such as swimming pool infrastructure in schools with aquatic facilities. These components are critical for maintaining daily operations, supporting nutrition services, enabling specialized instruction, and ensuring regulatory compliance with food safety and accessibility standards.

The State's FCI assessment of program support equipment across HCPS facilities reveals a concerning level of deterioration. As shown in the chart below, most program support components, particularly commercial kitchen equipment and casework, fall within the Poor and Critical condition categories. These ratings indicate that much of the equipment is beyond its useful life, with limited functionality, reliability issues, and increasing risk of service disruption. The widespread presence of sub-standard or aging casework, and outdated specialty systems reflects years of deferred maintenance and underinvestment. This data underscores the urgent need to replace or upgrade program-specific infrastructure to ensure that instructional delivery, student nutrition, and operational integrity are not compromised.

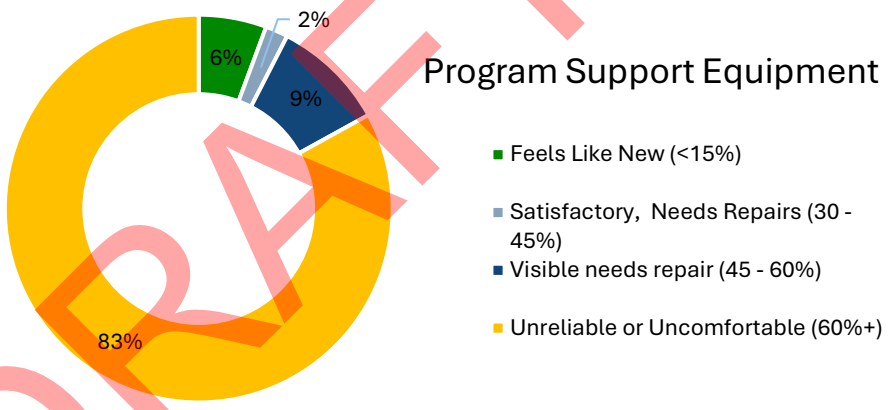


Figure 11: Program Support Equipment Condition by FCI Category for HCPS Facilities. This chart illustrates the distribution of program support equipment across five categories of FCI.

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The table below highlights the ten HCPS schools with the highest FCI scores for program support equipment. These schools exhibit the most significant deficiencies in critical components. Many operate with outdated or failing equipment and sub-standard casework, which directly impacts meal service efficiency, instructional delivery, and compliance with safety and accessibility standards.

Table 17: HCPS Schools with the highest FCI score for program support equipment.

School	Program Equipment FCI	Notes
Southampton Middle	94.71%	
Havre de Grace Elementary	94.55%	Identified for major project, renovation/ addition or replacement
Abingdon Elementary	92.86%	
C. Milton Wright High	89.91%	Planned Limited Renovation
Swan Creek School	89.66%	
Jarrettsville Elementary	88.67%	
Edgewood Middle	86.07%	
Dublin Elementary	84.61%	
Meadowvale Elementary	84.40%	
Aberdeen High	84.23%	

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Section IV: Community Analysis

Overview of Harford County

Harford County Public Schools (HCPS) serves a diverse and growing community, ranging from agricultural and rural areas to suburban neighborhoods and urban centers. This diversity directly influences the needs and design of educational facilities across the district.

Impact of Community Diversity on Facility Use

HCPS facilities must accommodate a wide range of programs, including academic instruction, specialized services, wraparound supports, and community engagement activities. These demands drive the need for flexible learning spaces, dedicated service areas, and expanded common spaces across schools.

HCPS Students

- HCPS serves approximately 37,500 students across elementary, middle, and high school levels.
- The student population is increasingly diverse, with over 36% minority enrollment and 9% English Language Learners (ELL).
- 38% of HCPS students qualify for Free and Reduced-Price Meals (FARMs), indicating substantial economic diversity across the county.
- Specialized programs, such as Special Education, Title I, and Community Schools, are critical support for many students.
- These demographics reinforce the need for equitable facility planning, ensuring all students have access to supportive learning environments and essential services.

Special Program Schools: Title I and Community Schools

Title I and Community Schools require additional space for:

- Mental health services
- Family resource centers
- Small group instruction and pull-out programs
- Community partner offices and service delivery

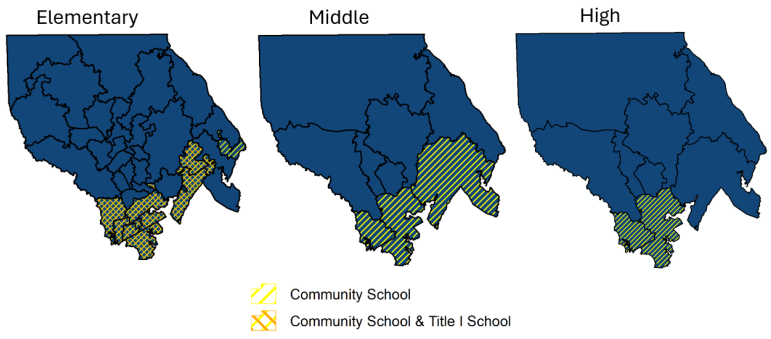


Figure 12: Map showing the geographic location of Title I and Community Schools in Harford County.

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Priority Funding Areas (PFAs) and Development Envelope

- Priority Funding Areas (PFAs): State-designated zones targeted for infrastructure and growth.
- Development Envelope: Harford County's local boundary for guiding major residential, commercial, and industrial development.

While there is significant overlap, the Development Envelope extends beyond some PFA boundaries, influencing where future school capacity investments may be required.

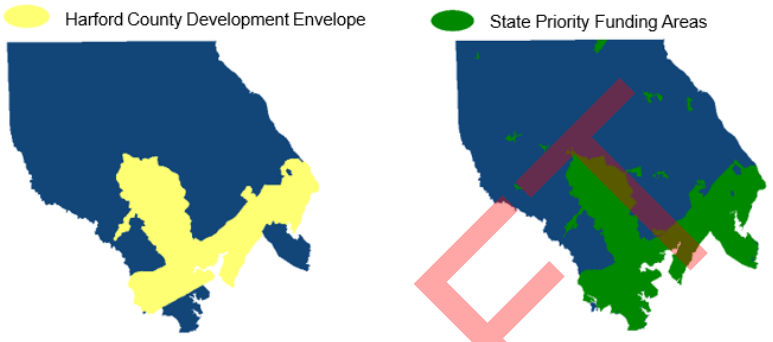


Figure 13: Maps showing the County development envelope and the State's Priority Funding Areas (PFAs). The State PFAs cover a larger area than the County's development envelope.

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Adequate Public Facilities Ordinances (APFOs)

Harford County and its three municipalities—the City of Aberdeen, the Town of Bel Air, and the City of Havre de Grace, enforce Adequate Public Facilities Ordinances (APFOs) to ensure that public schools can accommodate residential growth without exceeding capacity. These policies serve as a regulatory tool to align school facility planning with land use decisions and population trends.

In all four jurisdictions, APFO requirements apply to residential developments containing six or more dwelling units, though each jurisdiction identifies specific exclusions, such as age-restricted or transient housing. School capacity adequacy is determined based on the current and projected enrollment conditions described in the Harford County Annual Growth Report (see Appendix D).

If enrollment at a school is projected to exceed the capacity threshold within the specified review period (typically three years), then subdivision approvals may be delayed or conditioned accordingly. The following table outlines the key school capacity thresholds, projection windows, and development exclusions for each jurisdiction.

Table 18: The table below shows the different Adequate Public Facility Parameters for school facilities in Harford County based on the jurisdiction.

Jurisdiction	Threshold (% of SRC)	Projection Window	Exclusions
Harford County	110%	Within 3 years	Transient housing, elderly housing, CCRCs
City of Aberdeen	115%	Within 5 years	Housing for the elderly
Town of Bel Air	110%	Within 3 years	Transient housing, 55+ age-restricted housing
City of Havre de Grace	110%	Within 3 years	Transient housing, age-restricted housing

Harford County APFO Study Workgroup

In 2024, Harford County initiated a comprehensive review of its School Adequate Public Facilities (SAPF) Program through the formation of the APF Study Committee and engagement of White Smith Cousino to provide technical guidance throughout the review process. The Committee included representatives from Harford County Government, Harford County Public Schools (HCPS), municipal governments, and other stakeholders. The Committee met between October 2024 and June 2025 to evaluate the County's current SAPF policies, compare Harford County's approach to other Maryland jurisdictions, and consider potential revisions to the County's ordinance.

The review focused on several key policy areas, including:

- Evaluation of the County's current Level of Service (LOS) standard of 110% State Rated Capacity (SRC) within a three-year projection window.
- Analysis of alternative LOS thresholds, including 105%, 100%, and 95%.
- Review of differences between the County SAPFO and municipal SAPFO methodologies.
- Assessment of biannual testing versus project-by-project capacity testing.
- Evaluation of modified enrollment projections and the residential development pipeline.
- Review of school APF practices used by other Maryland counties.

The final report concluded that Harford County's current SAPF applicability thresholds generally align with the municipalities and recommended maintaining the existing applicability standards for residential developments containing six or more dwelling units.

The Study Committee also reviewed the impacts of alternative LOS thresholds using HCPS enrollment projections over multiple academic years. The analysis found that more restrictive thresholds would significantly increase the number of elementary schools identified as overcapacity. The review identified G. Lisby at Hillsdale Elementary School, Havre de Grace Elementary School, and Homestead/Wakefield Elementary School as the most consistently impacted schools under multiple LOS scenarios.

The report further documented differences between the County and municipal SAPFO programs. Aberdeen maintains a more permissive standard of 115% SRC within a five-year timeframe and evaluates school capacity on a project-by-project basis. Havre de Grace utilizes a 110% threshold but includes adjacent attendance areas in its analysis, while Bel Air recently revised its SAPFO to closely align with the County's current methodology.

As part of the review, the consultant team conducted a peer analysis of 12 Maryland counties and found that most jurisdictions:

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- Utilize State Rated Capacity (SRC) as the basis for school adequacy testing.
- Exempt certain residential development types such as senior housing or minor subdivisions.
- Conduct school adequacy testing on an application-by-application basis.
- Use varying LOS thresholds and planning timeframes depending on local growth conditions and policies.

The findings and recommendations from the 2025 SAPF Program Review are expected to support future discussions regarding potential updates to the County's School Adequate Public Facilities Ordinance and continued coordination among Harford County, HCPS, and the municipalities regarding school capacity and residential growth management.

Growth Trends and Anticipated Growth Areas

Based on the 2023 Harford County Annual Growth Report, and comprehensive plans from Aberdeen, Bel Air, and Havre de Grace:

- City of Aberdeen: Projected residential growth along transit corridors and major redevelopment zones (Aberdeen Comprehensive Plan, 2022).
- Town of Bel Air: Focused infill development and downtown revitalization; moderate enrollment impacts projected.
- City of Havre de Grace: Waterfront and mixed-use developments will likely increase enrollment in nearby elementary and middle schools.
- Southern Harford County: Ongoing residential expansion around Joppatowne, Abingdon, and Edgewood areas continues to drive elementary and middle school enrollment growth.
- Northern and Western Harford County: Limited growth, preserving agricultural and rural areas, minimizing future new school needs.

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Section V: Capacity and Enrollment Trends

Enrollment Overview

As of September 30, 2025, total Harford County Public Schools (HCPS) enrollment was 37,398 students across all school levels, including special and alternative education programs. HCPS is operating at approximately 84% of total State Rated Capacity (SRC), with approximately 6,871 available seats systemwide. Enrollment projections indicate relatively stable long-term enrollment with modest growth through 2032, reaching approximately 37,826 students and 85% of total SRC utilization.

HCPS enrollment projections and Maryland Department of Planning (MDP) forecasts remain closely aligned and continue to meet State requirements for consistency between local and State projections. While overall enrollment growth remains moderate at the system level, enrollment pressures continue to vary significantly by geographic area and school level.

Review of the 10-year historic enrollment trends indicates HCPS experienced periods of enrollment decline following the COVID-19 pandemic, followed by gradual stabilization and modest recovery in recent years. Current projections suggest enrollment will remain generally stable through the planning horizon, with growth concentrated primarily in select elementary attendance areas in southern Harford County and portions of the development corridor. (See Appendix E)

Trends by School Level

Enrollment patterns reflect stable or slight growth trends, with variations between levels:

- Elementary Schools: experiencing the greatest enrollment pressures and highest overall utilization levels. Systemwide elementary utilization is projected to increase from 89% in 2025 to approximately 91% by 2032. Several elementary schools are projected to remain near or above State Rated Capacity, including Bel Air Elementary, G. Lisby at Hillsdale Elementary, Havre de Grace Elementary, Homestead/Wakefield Elementary, Bakerfield Elementary, and Riverside Elementary. Southern Harford County and municipal growth areas continue to drive much of the projected elementary enrollment growth.
- Middle Schools: enrollment remains comparatively stable with significant available capacity across most attendance areas. Systemwide middle school utilization is projected to increase modestly from 78% in 2025 to approximately 80% by 2032. Southampton Middle School continues to maintain the highest utilization levels among traditional middle schools, while other middle schools remain well below capacity.
- Combination Middle/High Schools: Havre de Grace and Patterson Mill combined middle/high schools are projected to remain relatively stable, operating at approximately 90% to 91% of capacity throughout the projection period.
- High Schools: enrollment remains stable overall with substantial available capacity countywide. Systemwide utilization is projected to remain between 75% and 77% through 2032. While Fallston High School is projected to experience moderate enrollment growth over the planning period, most high schools are expected to remain below 80% utilization.

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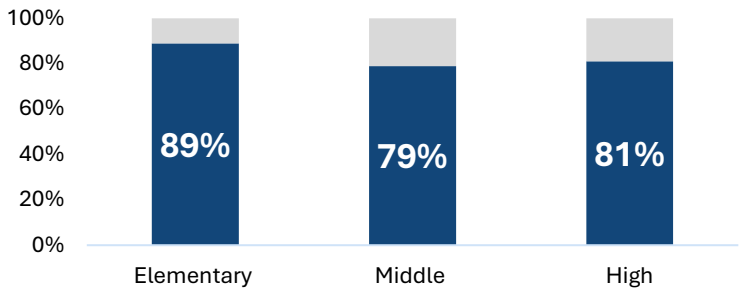


Figure 14: Depicts capacity levels at each school level.

Programmatic Impacts on Capacity

Space and Local Programming

Evolving educational programming and student support needs continue to place increasing pressure on existing school facilities across HCPS. In 2025, HCPS completed a comprehensive Elementary School Facility Utilization and Program Adequacy Assessment to evaluate how effectively existing elementary school facilities support current educational programming, specialized services, and projected enrollment demands. The study found that many school buildings were originally designed prior to the expansion of modern support programs and no longer adequately support the quantity, size, and variety of spaces required in today's educational environment.

Programs associated with the Blueprint for Maryland's Future, expanded Pre-K, Community Schools, special education services, behavioral health supports, Title I programming, and Judy Centers require significant dedicated space beyond traditional classroom instruction. These programs frequently require the conversion of general education classrooms into specialized instructional or support spaces, reducing available capacity for core instruction and impacting schools' functional capacity independent of enrollment growth.

The assessment identified that 29 of HCPS's 33 elementary schools currently house at least one regional special education or specialized program, and 18 schools contain two or more specialized programs. These programs place substantial demands on facilities through the need for additional therapy spaces, sensory rooms, pull-out spaces, counseling offices, de-escalation areas, family support spaces, and specialized instructional environments.

The study further found that approximately 20% of all elementary school spaces are dedicated to special education, specialized programming, and student or staff support services. In addition,

many of these spaces are undersized when compared to HCPS and Maryland State Department of Education standards. The assessment determined that:

- 45% of core learning classrooms are undersized.
- 42% of special education spaces are undersized.
- 47% of specialized program spaces are undersized.
- 70% of student and staff support spaces are undersized.

The assessment also identified that over half of HCPS elementary schools are projected to operate at or above their functional capacity within the next eight years, with several schools projected to exceed 110% of functional capacity. Functional capacity differs from State Rated Capacity in that it reflects the number of students a school can adequately support while maintaining the educational spaces and support services required by current HCPS and State standards.

Table 19: The table below describes how specific programming impacts a school facility capacity.

Program Area	Facility Impact
Pre-K Expansion	Conversion or addition of Pre-K classrooms; reconfigured spaces; potential use of portables for intermediate grades 3-5.
Community Schools	Dedicated space for wrap around services, private meeting spaces, family engagement, behavioral health, and partner services.
Student Support Services	Small group rooms, counseling offices, and flexible-use areas for interventions.
Title I Schools	Pullout spaces and rooms for academic support and family services. Additional staff space.
Judy Centers	Early childhood classrooms and parent resource areas at Title I sites.
Special Education Programs	Specialized classrooms and support spaces, therapy rooms, and transition spaces across school levels.

While HCPS enrollment remains relatively stable systemwide, increasing programmatic requirements, evolving student needs, aging facilities, and regional growth pressures continue to create localized space and capacity challenges. The findings of the 2025 Facility Utilization and Program Adequacy Assessment reinforce the need for continued monitoring, target ed operational strategies, facility modernization, and long-term capital planning to ensure HCPS facilities can adequately support both enrollment demands and the specialized programming required to serve students effectively.

Addressing Capacity

To guide strategic enrollment balancing and future capital investments, HCPS has divided the county into four planning regions based on geography, transportation, development patterns, and school utilization trends. These regions help HCPS better understand capacity needs across different areas of the county and support more targeted, localized planning solutions. Current capacity concerns are most concentrated at the elementary school level, where enrollment growth and programmatic space demands are placing increased pressure on available classroom space.

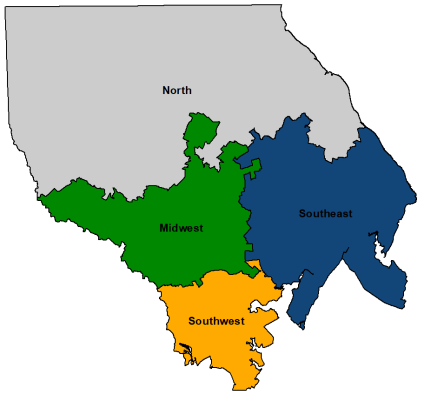


Figure 15: Map showing the planning regions for capacity.

- North Region: A largely rural area characterized by agricultural land use, limited development, and no access to public water or sewer. Students face long bus rides, and schools like North Harford, North Bend, Norrisville, and Jarrettsville typically serve small, dispersed populations.
- Midwest Region: Encompassing Bel Air, Emmorton, Fountain Green, Hickory, Prospect Mill, Red Pump, Ring Factory, William S James, Forest Hill, Forest Lakes and Youth's Benefit elementary schools, this region includes some of the most heavily utilized schools and is experiencing moderate residential growth. Facilities here are central to both current overcrowding relief and Pre-K expansion efforts.
- Southwest Region: This area has significant ongoing and planned residential development. Upcoming redistricting will address current capacity pressures, and balance enrollment among the existing school facilities.
- Southeast Region: Includes fast-growing municipalities such as Aberdeen and Havre de Grace, with major housing developments underway. Capacity is already constrained. HCPS is planning to balance existing capacity issues using the available capacity of adjacent schools such as Roye-Williams Elementary School. However, with planned development, additional capacity is needed, and HCPS will need to evaluate and determine the best solution for the area.

Following the 2020 Balancing Enrollment Study, HCPS determined that new capacity was needed within the County's designated Development Envelope. This analysis led to a major planning decision: to co-locate a new elementary school with the replacement of Harford Academy, creating a shared site that both meets instructional needs and supports projected population growth.

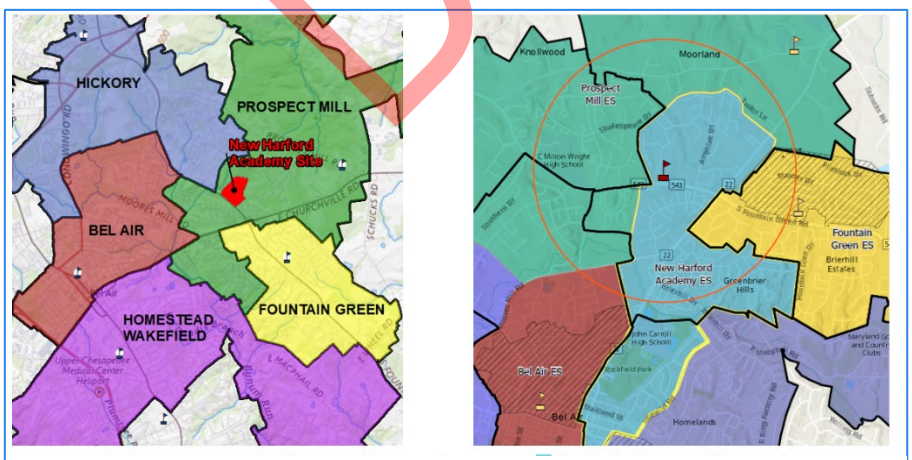


Figure 16: Maps showing the location of the new school site and the conceptual attendance area for the new school. This is preliminary and subject to change during the redistricting process after stakeholder engagement.

The new combination site is located within the Development Envelope and has access to public water and sewer. It will not only serve regional special education and Pre-K expansion needs, but also address existing overcrowding in the Midwest region, which includes schools such as Prospect Mill, Fountain Green, Bel Air, Hickory, and Homestead/Wakefield. Preliminary boundary planning by Flo Analytics confirms that this new school will relieve overcrowding and free up space in multiple adjacent

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schools, enabling full-day Pre-K implementation aligned with Blueprint goals. In addition to addressing capacity needs, this project also enables the repurposing of the existing Harford Academy facility. Due to site limitations related to discharge permits, HCPS plans to utilize the existing facility as a regional special education early learner hub, a home base for special education itinerant staff, and a potential location for public-private partnerships supporting special education programs.

In the Southwest region, significant residential development is underway. While redistricting tied to the new school will help alleviate current enrollment pressures, there is sufficient capacity within the region to absorb much of the growth in the near term. However, continued monitoring is essential to ensure facilities remain aligned with enrollment trends and community needs.

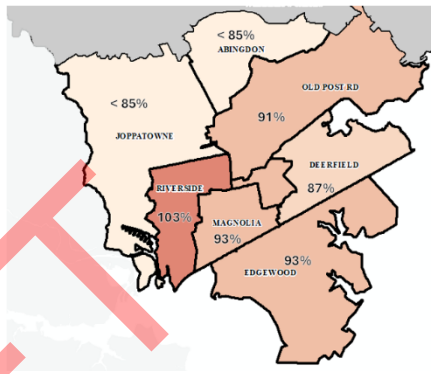


Figure 17: Map showing 7-year projected capacity in the Southwest region of the county.

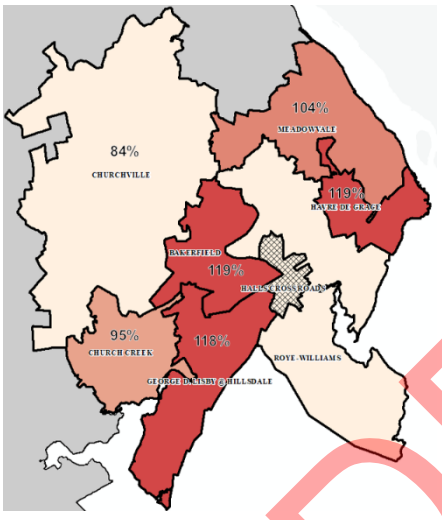


Figure 18: Shows the 7-year projected capacity in the Southeastern region.

The Southeast region also faces extensive development, particularly in Aberdeen, where multiple large developments are underway. Additionally, there are plans to redevelop the Wetlands Golf Course. It is the largest planned housing project in the County. In the short term, Roye-Williams Elementary can be used to balance enrollment in the region, However, additional capacity will be needed long-term. Facilities like Bakerfield, Meadowvale, and Havre de Grace also present systemic needs that may require renovation or replacement. Based on the results of the redistricting process, HCPS is exploring the best option to address capacity in the area. Renovation / additions to existing facilities will most economically address systemic and capacity needs in the area. The County is also actively exploring land banking options for a potential new school site if growth trends continue.

Overall, this planning process supports a regionally informed redistricting strategy that aligns school capacity with current and projected student enrollment. It also prepares HCPS for the continued implementation of Blueprint requirements and ensures equitable access to early learning and support services across the county.

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FACILITIES MANAGEMENT

Section VI: Capital Funding

Harford County Public Schools (HCPS) relies on both state and local funding sources to support capital improvement projects, including new construction, building replacements, systemic renovations, and maintenance upgrades. These funding streams are critical to maintaining a safe, functional, and future-ready learning environment across the district. The funding process is coordinated annually through the submission of the Capital Improvement Program (CIP), with project prioritization based on facility condition, enrollment demand, and programmatic requirements.

Funding Sources

State Funding

The State of Maryland, through the Interagency Commission on School Construction (IAC), provides financial support for eligible capital projects under a cost-sharing formula. For FY 2027 % FY 2028, HCPS is eligible for 59% state funding on approved CIP projects. Key state programs include:

- Capital Improvement Program (CIP): The primary mechanism for state-funded school construction and renovation projects.
- State Grants: Occasionally offered for energy efficiency, safety, or program-specific capital needs.

Local Funding

Local capital funding is authorized by the Harford County Government and comes from two main sources:

- General Obligation Bonds: Long-term borrowing for large-scale construction projects.
- Pay-as-you-go (Paygo): Cash-funded projects, typically used for smaller or urgent needs.

HCPS's local capital budget also includes routine repairs, maintenance, and items traditionally funded through the general operating budget. These expenditures were shifted to the capital budget to reduce reported costs under Maintenance of Effort (MOE) requirements. While this strategy helps ease short-term pressure on the operating budget, it places additional demands on limited capital funds and these items are often not prioritized or funded, meaning the underlying needs remain unaddressed.

The graphic below provides a five-year breakdown of capital funding sources for HCPS, showing the percentage share by state and local funding. The Other/HCPS transfers include prior funding from completed projects or operating fund balance transfers used to address capital needs. Funding is further disaggregated to reflect the specific programs and mechanisms used such as Paygo and bonds on the local side, CIP, Healthy Schools, and Built to Learn on the state side.

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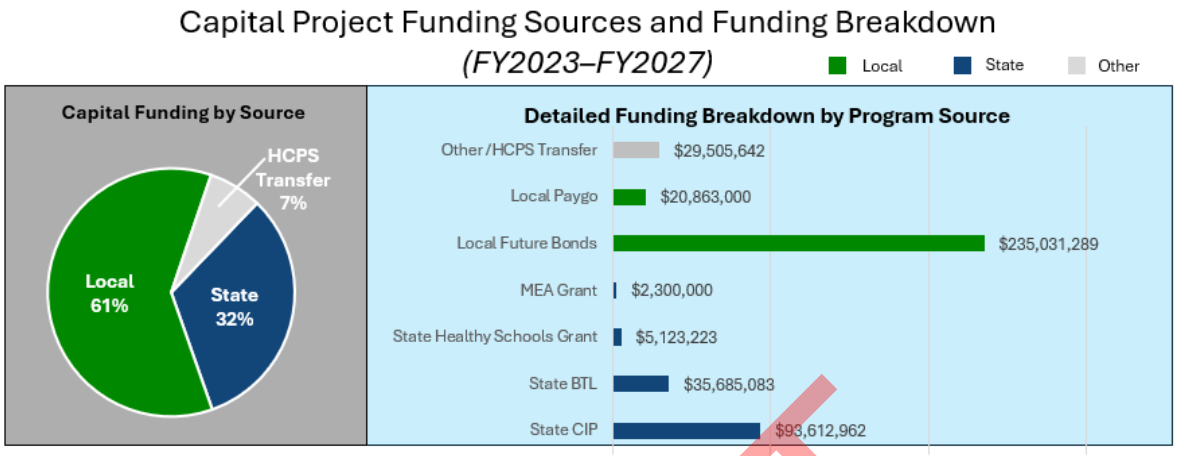


Figure 19: Depicts the make-up of the HCPS Capital funding over the past 5 years.

Funding Trends

Locally, capital funding has predominantly been used to provide the required local match for state-approved projects. The County has invested minimally in local only funded projects. The local projects receiving funding include Special Education space modifications, modifications for adding PreK to schools, replacement buses, and other controversial topics such as safety and security.

Below is a visual comparison of annual requests vs. funded amounts from the State and Local funding sources.

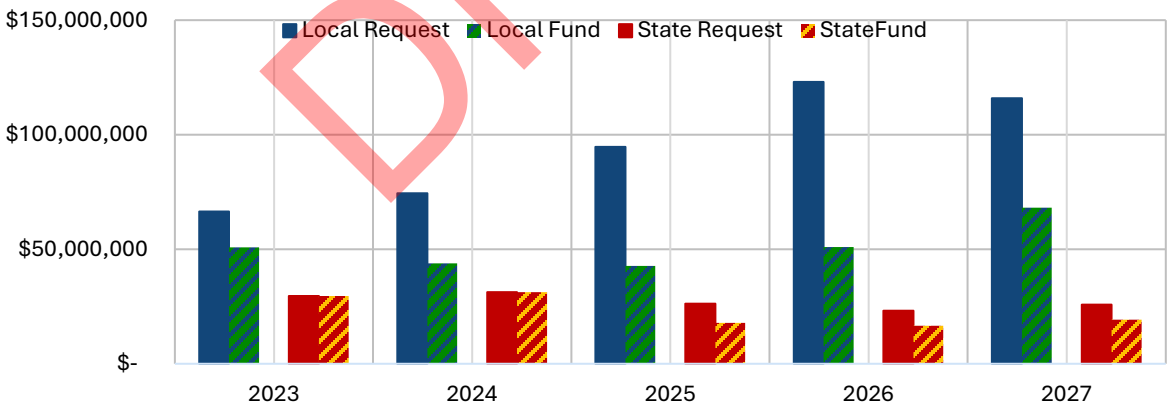


Figure 20: Shows the requested state and local capital funding compared to the amount of funding received.

Impacts of Flat or Underfunding

When capital funding remains flat or does not keep pace with inflation and system degradation, long-term costs increase significantly. This underinvestment results in:

- Accelerated system failures and emergency repairs

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- Higher lifecycle costs for deferred maintenance
- More frequent temporary fixes in lieu of comprehensive upgrades
- Increased pressure on operating budgets
- Reduced reliability and efficiency of building systems

Sustained underfunding not only affects facility conditions but also undermines the district's ability to meet educational and programmatic goals. Strategic, consistent investment is essential to protect existing assets and provide equitable, high-quality learning environments for all students.

Flat capital funding also leads to compounding increases in deferred maintenance costs. Each year of underfunding adds both new needs and inflationary costs to past unmet needs, escalating the total cost of maintaining facilities over time. This compounding effect not only increases long-term financial burden but also reduces flexibility to address emerging priorities.

HCPS continues to strategically prioritize capital needs to maximize available funding. However, flat local and state funding levels, coupled with aging infrastructure and rising costs, will require increased investment to maintain safe, efficient, and equitable learning environments.

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Section VII: Facility Needs

This Facility Needs Assessment summarizes the outcomes of the condition evaluations, capacity analysis, and capital planning trends discussed throughout the Educational Facilities Master Plan. It addresses both local and state-level needs, identifies regional capacity concerns, and presents HCPS's phased response strategy balancing systemic repairs with Blueprint-driven instructional and student support space requirements.

Current and Future Capacity Needs

HCPS faces ongoing challenges in both capacity management and facility conditions, particularly in high-growth areas and schools serving specialized populations. Aging infrastructure and increasing FCI scores underscore the urgency for systemic replacements. Locally, instructional shifts, such as full-day Pre-K and wraparound support services, are placing growing pressure on general education classroom space.

Planned redistricting aligned with the opening of the new Harford Academy in 2028 presents a strategic opportunity to:

- Relieve capacity pressure in the Bel Air area, allowing for additional Pre-K and small group support spaces to meet Blueprint goals.
- Balance enrollment in the Southwest, an area experiencing significant new development and limited remaining capacity.
- Provide capacity relief in the Southeast region by rebalancing enrollment.

While this realignment will help in the short term, ongoing growth in the Southeast region will require continued monitoring. Though the current capacity is not adequate, systemic needs in some buildings may make addition/renovation a more viable solution than new construction. Harford County is also exploring land banking in the area to support a potential new school site, should conditions warrant.

Facility Condition and Systemic Needs

FCI data shows that many building systems are approaching or exceeding their expected useful life:

- Plumbing systems average 39 years of age (life expectancy: 40 years)
- Roofing, HVAC, and electrical systems are showing signs of aging and underinvestment

Aging systems, deferred maintenance, and flat funding levels have compounded long-term costs and increased reliance on emergency repairs. HCPS must prioritize investments based on both urgency and instructional impact, especially where deteriorated systems intersect with capacity pressure.

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Conclusion and Prioritization Strategy

Harford County Public Schools (HCPS) continues to face aging infrastructure challenges and limited capital funding. Facilities have been evaluated using the State's Facility Condition Index (FCI), which provides a standardized measure of facility condition. The assessment confirms the need for a strategic, phased reinvestment plan. Schools with higher FCI values are prioritized, reflecting more critical systemic deficiencies. Based on this data, HCPS has grouped reinvestment needs into three primary categories: Major projects, HVAC systemic Projects, and Roof replacement projects.

Major Projects: Renovation, Replacement, or Addition

Major renovation, replacement, or addition projects are comprehensive capital improvements that modernize school buildings to address both aging infrastructure and evolving educational program needs. These projects typically involve full system upgrades and space reconfigurations to meet current instructional standards. They are primarily funded through the State Capital Improvement Program (CIP) with a required local match and are most effective when coordinated with redistricting efforts to maximize long-term impact on capacity and enrollment balance.

- Continuing with the New Harford Academy Combination School and redistricting process to balance enrollment.
- Complete Ed Spec and begin the planning process for Old Post Road Elementary School Replacement.
- Bel Air Middle School renovation / addition or replacement is still planned to follow Old Post Road.
- HCPS will continue to monitor enrollment trends and facility conditions in the Southeast region of the county, where significant residential growth is occurring. While renovation or replacement projects offer the most cost-effective path to adding capacity and addressing systemic deficiencies, their feasibility must be evaluated. If capacity concerns in this region become critical, a project may be advanced ahead of previously identified priorities, as capacity needs take precedence in project planning.
- These projects are primarily funded through the State CIP, with a required local match, and should be timed to align with redistricting efforts.

HVAC Systemic Projects

HVAC systemic projects focus on the replacement or upgrade of major mechanical systems to improve indoor air quality, energy efficiency, and overall building functionality. These projects address aging or failing equipment and are essential for maintaining a safe, healthy, and comfortable learning environment. HVAC upgrades are funded through a combination of State CIP allocations and local capital matches. However, with increasing costs and flat funding levels, the needs outweigh the funding.

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- C. Milton Wright High School is the highest systemic need. A limited renovation is planned for the school to address multiple systems and update some educational spaces.
- Multiple schools have been identified as having major HVAC systemic needs and concern including.
    - North Harford High School – Energy recovery units
    - Edgewood Middle School – HVAC and educational needs
    - Edgewood Elementary School – Central plant
    - Aberdeen High School – Central plant
    - Fountain Green Elementary School–Central plant
    - Hickory Elementary – Boiler pumps, controls and Annex air Handler
    - Havre de Grace Elementary School – may be best addressed with major project due to educational, capacity, and systemic needs.
    - Meadowvale Elementary School – may be best addressed with major project due to educational, capacity, and systemic needs.
    - Magnolia Elementary School – may be best addressed with a major project due to educational, capacity, and systemic needs.
    - Halls Cross Roads Elementary School – Systemic Renovation needed.

Roof Replacement Projects

Roofs with FCI scores over 0.80 indicate need for replacement. HCPS utilizes the Healthy Schools Program for State funding and Local Capital match to fund these projects. Typically, HCPS plans for one roof replacement a year. Current Schools identified for roof replacement include the following.

- North Harford High School FY 2026 Replacement Summer 2026 - 2027
- Halls Cross Roads Elementary School FY 2027 Replacement Summer 2027
- Meadowvale Elementary School
- Riverside Elementary School
- Darlington Elementary School
- Roye Williams Elementary School
- Church Creek Elementary School
- William S James Elementary School

While HCPS maintains a structured, data-driven approach to prioritizing capital needs, facility priorities may shift in response to emerging system failures or sudden capacity constraints. As enrollment patterns, program demands, and building conditions continue to evolve, project timing may need to be adjusted accordingly.

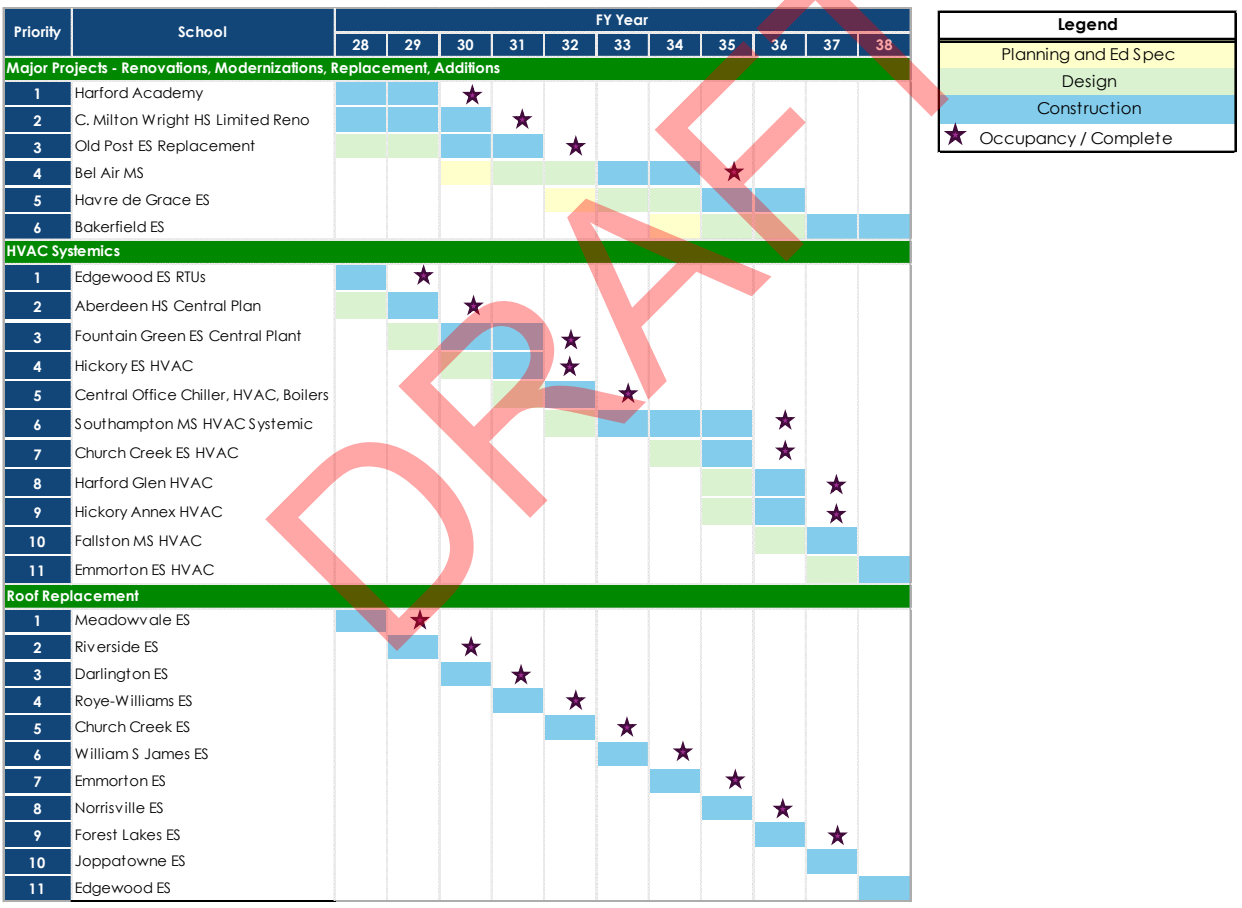
Despite fiscal limitations, HCPS remains committed to maximizing the impact of available funding through strategic planning, ongoing monitoring, and timely reinvestment decisions that balance infrastructure renewal with instructional needs. This dynamic

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approach ensures that investments are responsive, equitable, and aligned with long-term student success.

Timeline Of Projects

The capital project timeline outlined below reflects the current priorities and facility needs of HCPS facilities, as identified throughout this document. It is intended to guide planning and funding decisions to address the system's most critical infrastructure needs. This timeline is subject to change based on the availability of funding. Additionally, as residential development continues across the county, further capacity may be required. Depending on the pace of construction and occupancy of new housing, the schedule may be adjusted to prioritize capacity-related projects ahead of others.



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Figure 21: Timeline of major capital projects for HCPS.

Appendix A
Letters and Statements

DRAFT

May 6, 2026
Dr. Dyann R. Mack
Superintendent
Harford County Public Schools
102 South Hickory Avenue
Bel Air, MD 21014-3731

Dear Dr. Dyann R. Mack

Thank you for submitting Harford County Public Schools enrollment projections for 2026-2035, in accordance with the regulations of the Interagency Commission on School Construction (IAC).

The Maryland Department of Planning reviewed your submission and compared your data to the school enrollment projections generated by the State Data & Analysis Center (see attached) and have found the difference to be less than five percent for the years 2026-2035. Therefore, your projections can be used to prepare your 2026 Educational Facilities Master Plan (EFMP) and 2027 Capital Improvement Program submissions.

When preparing your EFMP submission, please ensure the 2025 actual enrollment on your calculation worksheet is consistent with the official enrollment figure generated by the Maryland State Department of Education. The Maryland Department of Planning recognizes the Maryland State Department of Education's K-12 enrollment figure as the official enrollment for the 2025/2026 school year.

We look forward to receiving your EFMP in July. A copy of this letter and its attachment should be included in the plan. If you have any questions or concerns, please don't hesitate to contact me at alfred.sundara@maryland.gov or (410) 767-4456.

Sincerely,

Alfred Sundara

Alfred Sundara, AICP
Assistant Secretary, State Data & Analysis Center

cc: Alex Donahue, Executive Director, Interagency Commission on School Construction
Charles W. Boyd, AICP, Assistant Secretary of Planning Services
Jamie Bridges, Planning Manager, Interagency Commission on School Construction
Graham Twibell, Regional Planner, Interagency Commission on School Construction

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Jurisdiction	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Harford	**36,191**	**36,200**	**36,031**	**36,132**	**36,177**	**36,376**	**36,507**	**36,559**	**36,588**	**36,474**	**36,411**
MDP	36,191	35,990	35,990	36,080	36,200	36,180	36,310	36,280	36,330	36,290	36,290
Diff	0	210	41	52	-23	196	197	279	258	184	121
% Diff	0.00%	0.58%	0.11%	0.14%	-0.06%	0.54%	0.54%	0.77%	0.71%	0.51%	0.33%

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ROBERT G. CASSILLY
Harford County Executive

ROBERT S. MCCORD
Director of Administration

MATTHEW KROPP
Director of Planning & Zoning

June 2, 2026

Ms. Missy Valentino
Facilities Planner
Harford County Public Schools
2209 Conowingo Road (2nd Floor)
Bel Air, Maryland 21015

Dear Ms. Valentino:

The Department of Planning and Zoning has evaluated the draft 2026 Educational Facilities Master Plan (EFMP) for Harford County Public Schools. Our review was informed by HarfordNEXT (the County's 2016 Master Plan) and the 2025 Annual Growth Report.

Based on our review of the EFMP, most major projects and renovations from the Board's Capital Improvement Program are located in the priority funding area and serving areas slated for residential growth. Those projects which are not in the development envelope are for existing facilities and are not inconsistent with HarfordNEXT. Improvements that relate to the maintenance and sustainability of the facilities serving rural areas help support existing communities.

Please feel free to contact me at (410) 638-3228 if our department can be of further assistance.

Sincerely,

Matthew T. Kropp
Director, Department of Planning and Zoning

MTK/az

cc: Robert McCord, Director of Administration
Alex Rawls, Chief of Long-Range Planning

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HARFORD COUNTY
PUBLIC SCHOOLS

Lauren Paige, President,
Board of Education of Harford County
102 S. Hickory Avenue, Bel Air, Maryland 21014
410-588-5347 • Lauren.Paige@hcps.org

June 22, 2026

Interagency Commission on School Construction
351 West Camden Street, Suite 701
Baltimore, MD 21201

Re: 2026 Educational Facilities Master Plan

DRAFT

To the Members of the Interagency Commission on School Construction,

The 2026 Educational Facilities Master Plan was formally presented to the Harford County Board of Education at the Board Business Meeting on Monday, June 01, 2026. The document was approved for State submission by the Harford County Board of Education at the Board Business Meeting on Monday, June 22, 2026.

Should you need any further information, please feel free to contact me.

Sincerely,

Lauren Paige
President
Board of Education of Harford County

Harford County Public Schools

102 S. Hickory Avenue
Bel Air, Maryland 21014

June 22, 2026

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The Harford County Public School System (HCPS) does not discriminate on the basis of race, color, sex, age, national origin, religion, sexual orientation, gender identity, marital status, genetic information, or disability in matters affecting the provision of access to educational programs, and nothing in this Educational Facilities Master Plan of Harford County is intended to or will be allowed to institute, reinstate, maintain, or further such discrimination.

Dyann R. Mack, Ed.D.
Interim Superintendent of Schools

Lauren Paige, President
Board of Education of Harford County

Appendix B
Policies and Agreements

DRAFT

POLICY TITLE: Student Transportation		
ADOPTION/EFFECTIVE DATE:	MOST RECENTLY AMENDED: 11/10/2008	MOST RECENTLY REAFFIRMED: 5/6/2002
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: District Management		

I. Purpose

The purpose of this policy is to authorize the provision of transportation to students enrolled in the HCPS.

II. Policy Statement

The Superintendent shall establish and maintain a system of transportation for all students enrolled in the HCPS. This system shall be implemented in accordance with and subject to such eligibility requirements as the Board or Superintendent may establish.

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Board Approval Acknowledged By:

_____

Jacqueline C. Haas, Ed.D., Secretary and Treasurer
Board of Education of Harford County

Policy Action Dates					
ACTION	DATE	ACTION	DATE	ACTION	DATE
Reaffirmed	7/21/1980				
Amended	1/21/1998				
Reaffirmed	5/6/2002				
Amended	11/10/2008				

Responsibility for Policy Maintenance & References		
LAST EDITOR/DRAFTER NAME: Patrick P. Spicer, Esquire	JOB POSITION OF LAST EDITOR/DRAFTER: General Counsel	
PERSON RESPONSIBLE: Charles L. Taibi	JOB POSITION OF PERSON RESPONSIBLE: Director of Transportation	
DESIGNEE NAME: N/A	JOB POSITION OF DESIGNEE: N/A	
REFERENCE 1 TYPE: Legal	REFERENCE 1 NO.	REFERENCE 1 DESCRIPTION: Education Article 7-801 *et seq.*
REFERENCE 2 TYPE:	REFERENCE 2 NO.	REFERENCE 2 DESCRIPTION:
REFERENCE 3 TYPE:	REFERENCE 3 NO.	REFERENCE 3 DESCRIPTION:
REFERENCE 4 TYPE:	REFERENCE 4 NO.	REFERENCE 4 DESCRIPTION:
REFERENCE 5 TYPE:	REFERENCE 5 NO.	REFERENCE 5 DESCRIPTION:
POLICY NUMBER PRIOR TO NOVEMBER 1, 2005: General Administration .02.09.028		

DRAFT

POLICY TITLE: **Student Transportation – Student Eligibility/Employees or Parents as Passengers**		
ADOPTION/EFFECTIVE DATE:	MOST RECENTLY AMENDED: 11/10/2008	MOST RECENTLY REAFFIRMED: 5/6/2002
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: District Management		

I. Purpose

The purposes of this policy are to establish regulations regarding students' eligibility for bus transportation and to specify who may ride on school buses.

II. Definitions

Bus transportation means transportation provided by Harford County Public Schools (HCPS) in an approved vehicle free of charge to an HCPS student or other approved person.

III. Policy Statement

A. Elementary school students enrolled in a public elementary school in Harford County who reside more than one mile from the school which they attend are eligible for bus transportation. Secondary students who reside more than one and one-half miles from the school which they attend are eligible for bus transportation.

B. Employees of the Board of Education are permitted to ride buses providing bus transportation only when required pursuant to the performance of their jobs.

C. Parents or other adults who are designated as chaperons may ride a bus providing bus transportation when the bus is being used for an educational field trip. Children of such parents or chaperones may not ride on the school bus during educational field trips at any time.

D. Parents may not ride buses providing bus transportation except as provided in "C" above.

E. Exceptions to the distance requirements set forth in "A" may be made by the Superintendent if she finds the application of the distance requirements will impose a unique hardship upon a student based on safety.

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Board Approval Acknowledged By:

_____

Patricia L. Skebeck, Secretary and Treasurer
Board of Education of Harford County

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Policy Action Dates					
ACTION	DATE	ACTION	DATE	ACTION	DATE
Reaffirmed	7/21/1980	Amended	11/10/2008		
Reaffirmed	12/12/1983				
Amended	1/21/1998				
Reaffirmed	5/6/2002				

Responsibility for Policy Maintenance & References		
LAST EDITOR/DRAFTER NAME: Patrick P. Spicer, Esquire	JOB POSITION OF LAST EDITOR/DRAFTER: General Counsel	
PERSON RESPONSIBLE: Charlie Taibi	JOB POSITION OF PERSON RESPONSIBLE: Director of Transportation	
DESIGNEE NAME: N/A	JOB POSITION OF DESIGNEE: N/A	
REFERENCE 1 TYPE: Legal	REFERENCE 1 NO.	REFERENCE 1 DESCRIPTION: Education Article Section 7-801 *et seq.*
REFERENCE 2 TYPE:	REFERENCE 2 NO.	REFERENCE 2 DESCRIPTION:
REFERENCE 3 TYPE:	REFERENCE 3 NO.	REFERENCE 3 DESCRIPTION:
REFERENCE 4 TYPE:	REFERENCE 4 NO.	REFERENCE 4 DESCRIPTION:
REFERENCE 5 TYPE:	REFERENCE 5 NO.	REFERENCE 5 DESCRIPTION:
POLICY NUMBER PRIOR TO NOVEMBER 1, 2005: General Administration .02.09.029		

DRAFT

POLICY TITLE: Student Transportation – School Attendance Areas		
ADOPTION/EFFECTIVE DATE:	MOST RECENTLY AMENDED: 11/10/2008	MOST RECENTLY REAFFIRMED: 5/6/2002
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: District Management		

I. Purpose

The purpose of this policy is to set forth regulations regarding transportation for students who attend a school outside of their attendance area.

II. Policy Statement

A. Students who attend a school outside of their attendance area shall not be provided transportation except:

1. a student who attends a central or regional school or program; or

2. as may otherwise be required by law.

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Board Approval Acknowledged By:

_____

Patricia L. Skebeck, Secretary and Treasurer
Board of Education of Harford County

Policy Action Dates					
ACTION	DATE	ACTION	DATE	ACTION	DATE
Reaffirmed	7/21/1980				
Amended	1/21/1998				
Reaffirmed	5/6/2002				
Amended	11/10/2008				

Responsibility for Policy Maintenance & References		
LAST EDITOR/DRAFTER NAME: Patrick P. Spicer, Esquire	JOB POSITION OF LAST EDITOR/DRAFTER: General Counsel	
PERSON RESPONSIBLE: Charles Taibi	JOB POSITION OF PERSON RESPONSIBLE: Director of Transportation	
DESIGNEE NAME: N/A	JOB POSITION OF DESIGNEE: N/A	
REFERENCE 1 TYPE: Legal	REFERENCE 1 NO.	REFERENCE 1 DESCRIPTION: Education Article Section 7-801 *et seq.*
REFERENCE 2 TYPE:	REFERENCE 2 NO.	REFERENCE 2 DESCRIPTION:
REFERENCE 3 TYPE:	REFERENCE 3 NO.	REFERENCE 3 DESCRIPTION:
REFERENCE 4 TYPE:	REFERENCE 4 NO.	REFERENCE 4 DESCRIPTION:
REFERENCE 5 TYPE:	REFERENCE 5 NO.	REFERENCE 5 DESCRIPTION:
POLICY NUMBER PRIOR TO NOVEMBER 1, 2005: General Administration .02.09.030		

DRAFT

POLICY TITLE: Student Transportation – Bus Routes and Stops		
ADOPTION/EFFECTIVE DATE:	MOST RECENTLY AMENDED: 11/10/2008	MOST RECENTLY REAFFIRMED: 5/6/2002
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: District Management		

I. Purpose

The purpose of this policy is to authorize the Superintendent to establish a system of bus routes and stops which are safe and economical.

II. Statement of Policy

A. The Superintendent shall establish a system of bus routes and stops which are safe, economically feasible and efficient. Such system shall be developed with due consideration being given to safety, cost and length of routes.

B. If a request for a material modification to an existing bus route or stop is made, all affected persons shall be provided notice and opportunity for input.

DRAFT

Board Approval Acknowledged By:

_____

Patricia L. Skebeck, Secretary and Treasurer
Board of Education of Harford County

Policy Action Dates					
ACTION	DATE	ACTION	DATE	ACTION	DATE
Reaffirmed	7/21/1980				
Amended	1/21/1998				
Reaffirmed	5/6/2002				
Amended	11/10/2008				

Responsibility for Policy Maintenance & References		
LAST EDITOR/DRAFTER NAME: Patrick P. Spicer, Esquire	JOB POSITION OF LAST EDITOR/DRAFTER: General Counsel	
PERSON RESPONSIBLE: Charles Taibi	JOB POSITION OF PERSON RESPONSIBLE: Director of Transportation	
DESIGNEE NAME: N/A	JOB POSITION OF DESIGNEE: N/A	
REFERENCE 1 TYPE: Legal	REFERENCE 1 NO.	REFERENCE 1 DESCRIPTION: Education Article Section 7-801 *et seq.*
REFERENCE 2 TYPE:	REFERENCE 2 NO.	REFERENCE 2 DESCRIPTION:
REFERENCE 3 TYPE:	REFERENCE 3 NO.	REFERENCE 3 DESCRIPTION:
REFERENCE 4 TYPE:	REFERENCE 4 NO.	REFERENCE 4 DESCRIPTION:
REFERENCE 5 TYPE:	REFERENCE 5 NO.	REFERENCE 5 DESCRIPTION:
POLICY NUMBER PRIOR TO NOVEMBER 1, 2005: General Administration .02.09.031		

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POLICY TITLE: Assignment to Schools in Attendance Areas		
ADOPTION/EFFECTIVE DATE: 9/12/1988	MOST RECENTLY AMENDED: 2/14/2011	MOST RECENTLY REAFFIRMED: 5/20/2002
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: District Management		

I. Purpose

The purpose of this policy is to establish standards and requirements regarding student attendance in schools which serve designated attendance areas.

II. Policy Statement

Unless otherwise permitted by law or Harford County Public Schools (HCPS) policy or procedures,

a. students shall be required to attend the school which serves the attendance area in which the parent(s) of the student resides or,

b. in the case of a student who is an adult, or a minor student who is legally emancipated, the student shall be required to attend the school which serves the attendance area in which the student resides.

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Board Approval Acknowledged By:

Robert M. Tomback, Ph.D., Secretary and Treasurer
Board of Education of Harford County

Policy Action Dates					
ACTION	DATE	ACTION	DATE	ACTION	DATE
Adopted	9/12/1988				
Amended	8/23/1999				
Reaffirmed	5/20/2002				
Amended	2/14/2011				

Responsibility for Policy Maintenance & References		
LAST EDITOR/DRAFTER NAME: Unknown	JOB POSITION OF LAST EDITOR/DRAFTER: Unknown	
PERSON RESPONSIBLE:	JOB POSITION OF PERSON RESPONSIBLE:	
DESIGNEE NAME: N/A	JOB POSITION OF DESIGNEE: N/A	
REFERENCE 1 TYPE: Legal	REFERENCE 1 NO. Section 4-109©	REFERENCE 1 DESCRIPTION: Education Article
REFERENCE 2 TYPE: Legal	REFERENCE 2 NO.	REFERENCE 2 DESCRIPTION: Bernstein vs. Board of Education of Prince George's County 245 MD 464,472 (1966)
REFERENCE 3 TYPE:	REFERENCE 3 NO.	REFERENCE 3 DESCRIPTION:
REFERENCE 4 TYPE:	REFERENCE 4 NO.	REFERENCE 4 DESCRIPTION:
REFERENCE 5 TYPE:	REFERENCE 5 NO.	REFERENCE 5 DESCRIPTION:
POLICY NUMBER PRIOR TO NOVEMBER 1, 2005: Students .07.01.025		

DRAFT

POLICY TITLE: Aligning Enrollment With Capacity		
ADOPTION/EFFECTIVE DATE: 6/9/2008	MOST RECENTLY AMENDED: 10/23/2023	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: District Management		

I. Purpose

The purpose of this policy is to set forth a systematic and regular process pursuant to which a school's enrollment may be adjusted to approximate its capacity as closely as reasonably possible.

II. Definitions

A. Capacity means the State Rated Capacity of the school building as determined by the formula/calculation used by the State Interagency on School Construction.

B. Overcrowding means that the student enrollment at a school exceeds the school's capacity to such a degree that one or more of the following conditions exist: School space is used for other than its intended purpose in order to deliver instruction; high class size; use of "floating" teachers; inefficient movement of staff and/or students; lack of sufficient space to deliver instruction.

C. Relocatable Classroom means a self-contained classroom building designed to be transported from site to site.

D. Boundary Exception means a circumstance whereby a student seeks and is granted permission to attend a school outside of his/her attendance area or outside of a regional or centralized school in which he/she has been enrolled.

E. Split Shifts means a schedule whereby approximately half of a school's students attend school in the morning and the remaining half attend in the afternoon.

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F. Year-Round Scheduling means that the required 180 day school days are scheduled throughout a 12 month period.

G. Modification of School Attendance Areas means the adjustment of boundary lines of school attendance areas.

H. Magnet Schools means schools that offer unique programs not available at other schools and which are available to students throughout the county.

I. Feeder School System means the set of schools in a given attendance area from which the middle school or high school serving that attendance area receives students.

J. Grandfathering means allowing a certain class of students to be exempt from a change in attendance areas so as to allow or require such students to remain in the school he or she attended before the change in attendance area.

K. Ancillary Space means the rest of a school facility where direct instruction does not typically occur including cafeteria, health suites, administrative offices, parking areas, athletic fields or venues.

L. Cost means the fiscal impact both with respect to the Board's capital and operating budget.

M. Neighborhood Impact means the positive or negative effect on a given community area resulting from a change in boundary lines.

N. Fluid Placement of Students means altering the grade level organization or location in school or within the school system.

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III. Method(s) to Align Capacity with Enrollment

A. Annually, the Superintendent shall study and evaluate the alignment of enrollment with capacity in the schools and method(s) by which enrollments can be made to more closely align with capacity.

B. Such method(s) may include, but shall not be limited to the following which are set forth in random order.

1. Use of Relocatable Classrooms.
2. Fluid placement of students.
3. Relocation of programs.
4. Return of students with boundary exceptions to his/her home school.
5. Split shifts.
6. Use of magnet schools.
7. Construction of additions to schools.
8. Construction of new schools.
9. Year-round scheduling.
10. Adjustment of school attendance boundary lines.

    a. The Superintendent may make a recommendation to the Board that the attendance area of a school or schools be adjusted when:

        i. A new school is constructed;

        ii. An addition to an existing school is constructed;

        iii. A school's enrollment is at 100 percent or greater of its capacity; the school's projected enrollment for the next five years will be 100 percent or greater of its capacity: or the school's enrollment is less than 100 percent of its capacity, but there are programs or other conditions or circumstances that are causing or will cause overcrowding at the school;

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iv. The Board directs the Superintendent to adjust school attendance boundaries; or

v. The Superintendent, in his or her discretion, deems it appropriate.

b. The Superintendent, in formulating the recommendation described in paragraph A above, shall:

i. Study, analyze and evaluate relevant information and data and prepare such plan or plans as may be effective and appropriate for the adjustment of the boundary lines of a school's attendance area.

ii. Present to the Board in an open Board meeting such plan or plans for adjustment of the school's boundary line as the Superintendent deems effective.

c. After the Superintendent initially presents the recommended plan or plans to the Board, the Superintendent shall schedule a meeting to present the recommended plan or plans to the public.

d. After the meeting(s) described above in paragraph C, the Superintendent shall make any modifications to the recommendation he/she deems appropriate. The Superintendent shall present the plan with any modifications to the Board during an open meeting of the Board.

e. After receiving the Superintendent's recommended plan or plans, the Board shall schedule at least one public hearing in order to receive testimony or written comments from the public regarding the Superintendent's recommended plan or plans.

f. After the public hearing described in paragraph III.E above, the Board shall, in open session, decide whether to accept or reject, either in whole or in part, or modify the Superintendent's recommended plan or plans.

g. In the event the Board approves any plan which adjusts the existing boundary lines of a school attendance area, such plan shall not become effective until at least 180 days after the Board's decision except and unless the implementation of the plan is required due to emergency circumstances or impacts less than 10 students.

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h. The Superintendent shall cause the decision of the Board, made pursuant to paragraph III.F above, to be distributed to the public, including posting the decision on the HCPS website and distribution of the decision to the principals of any school affected by the decision.

11. Grandfathering.

C. The Superintendent shall review and consider the following factors, set forth in random order, in deciding which of the above method or method should be recommended to align enrollment with capacity.

1. School performance including available state or county test data.
2. Transportation of students.
3. Cost.
4. Impact on enrollment relative to capacities.
5. Maintenance of feeder systems.
6. Impact on ancillary space.
7. Impact on neighborhoods.
8. Safety and security.
9. Impact on existing programs.
10. Time constraints.
11. Projected extent and duration of overcrowding in a school.
12. The number of times a particular school's attendance area has been modified.
13. Enrollments in particular attendance areas.
14. Demographics to include but not limited to race, and socio-economic data.
15. Any other appropriate factors and data.

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D. After the review, study and analysis described above in paragraphs A, B. and C are performed, the Superintendent shall present recommendation(s) to the Board regarding aligning enrollments with capacity.

E. After receiving the Superintendent's recommendation(s) as provided for in paragraph D above, the Board may accept or reject, in whole or in part, such recommendations, modify such recommendations, or adopt entirely new methods not recommended.

F. The Superintendent may make minor adjustments to an attendance area impacting less than 10 students.

1. Minor adjustments can be made in the following circumstances:

a. Attendance area boundary lines divide properties.

b. Attendance area boundary lines divide existing neighborhoods that are connected by a road for transportation services.

c. A student's transportation access does not coincide with the current attendance area.

d. New residential development, road infrastructure or parcel modifications change the relationship to where students reside and the school attendance area to which students are assigned.

e. Current school assignments are inaccurately identified due to unforeseen factors.

2. In cases where minor adjustments are necessary the following steps must be taken:

a. Board of Education members are notified of the impending change.

b. Parents and guardians of impacted students are notified within 30 days of the change taking place.

c. Harford County Department of Planning and Zoning is notified and provided the information to update County records.

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Board Approval Acknowledged By:

Sean W. Bulson, Ed.D.
Superintendent

Policy Action Dates					
ACTION	DATE	ACTION	DATE	ACTION	DATE
Adopted	6/9/2008	Amended	10/23/2023		

Responsibility for Policy Maintenance & References		
LAST EDITOR/DRAFTER NAME: Kimberly H. Neal, Esquire	JOB POSITION OF LAST EDITOR/DRAFTER: General Counsel	
PERSON RESPONSIBLE: Kimberly H. Neal, Esquire	JOB POSITION OF PERSON RESPONSIBLE: General Counsel	
DESIGNEE NAME:	JOB POSITION OF DESIGNEE:	
REFERENCE 1 TYPE:	REFERENCE 1 NO.	REFERENCE 1 DESCRIPTION:
REFERENCE 2 TYPE:	REFERENCE 2 NO.	REFERENCE 2 DESCRIPTION:
REFERENCE 3 TYPE:	REFERENCE 3 NO.	REFERENCE 3 DESCRIPTION:
REFERENCE 4 TYPE:	REFERENCE 4 NO.	REFERENCE 4 DESCRIPTION:
REFERENCE 5 TYPE:	REFERENCE 5 NO.	REFERENCE 5 DESCRIPTION:
POLICY NUMBER PRIOR TO NOVEMBER 1, 2005:		

DRAFT

POLICY TITLE: School Size and Class Size		
ADOPTION/EFFECTIVE DATE: 07/1992	MOST RECENTLY AMENDED: 4/10/2007	MOST RECENTLY REAFFIRMED: 12/13/2010
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: District Management		

I. Purpose

The purpose of this policy is to establish parameters for reasonable school and class student populations.

II. Policy Statement

The Board of Education will attempt to adhere to reasonable school and class size standards such as those presented below, and retains the flexibility to adjust class size standards appropriately to reflect a variety of educational delivery methods. Optimal class size will be determined by the nature of the course offering.

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School Size

1. Elementary school -- 500 to 750 students
2. Middle school -- 900 to 1,200 students
3. High school -- 1,000 to 1,600 students
4. Special school -- 200 to 350 students

Class Size

1. Elementary School

   A. Pre-Kindergarten Classes -- 20 Students (2 Adults per Classroom/Session)
   B. Primary (Kindergarten – Grade 2) Classes – 20 students per classroom
   C. Intermediate (Grades 3-5) Classes – 25 students per classroom

2. Secondary School -- 25 students per classroom except in cases where work stations and/or laboratory facilities accommodate fewer or more students.

Board Approval Acknowledged By:

Robert M. Tomback, Ph.D., Secretary and Treasurer
Board of Education of Harford County

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Policy Action Dates					
ACTION	DATE	ACTION	DATE	ACTION	DATE
Adopted	07/1992				
Amended	4/10/2007				
Reaffirmed	12/13/2010				

Responsibility for Policy Maintenance & References		
LAST EDITOR/DRAFTER NAME: Patrick P. Spicer	JOB POSITION OF LAST EDITOR/DRAFTER: General Counsel	
PERSON RESPONSIBLE:	JOB POSITION OF PERSON RESPONSIBLE:	
DESIGNEE NAME:	JOB POSITION OF DESIGNEE:	
REFERENCE 1 TYPE:	REFERENCE 1 NO.	REFERENCE 1 DESCRIPTION:
REFERENCE 2 TYPE:	REFERENCE 2 NO.	REFERENCE 2 DESCRIPTION:
REFERENCE 3 TYPE:	REFERENCE 3 NO.	REFERENCE 3 DESCRIPTION:
REFERENCE 4 TYPE:	REFERENCE 4 NO.	REFERENCE 4 DESCRIPTION:
REFERENCE 5 TYPE:	REFERENCE 5 NO.	REFERENCE 5 DESCRIPTION:
POLICY NUMBER PRIOR TO NOVEMBER 1, 2005: .02.09.060		

DRAFT

POLICY

Harford County Public Schools

POLICY TITLE: Closure of a School		
ADOPTION/EFFECTIVE DATE: 6/9/2008	MOST RECENTLY AMENDED: 2/10/2014	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: District Management		

I. Purpose

The purpose of this policy is to establish a systematic process and criteria relating to the closing or proposed closing of a school.

II. Policy Statement

A. The following factors shall be considered in deciding whether to close a school or not.

1. Student enrollment trends;
2. Age or condition of school buildings;
3. Transportation;
4. Educational programs;
5. Racial composition of student body (to the extent legally permitted);
6. Financial considerations;
7. Student relocation;
8. Impact on community in geographic attendance area for school proposed to be closed and school, or schools, to which students will be relocating;
9. Any other factors deemed relevant.

B. Procedure for decision regarding school closings.

1. The Board shall conduct at least one public hearing where concerned citizens may orally or in writing present or submit testimony or data on the proposed closing.

   a. The public hearing shall take place before any final decision by the Board regarding closing the school.

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b. Time limits on the submission of oral or written testimony and data shall be clearly defined in the notification of public hearing.

C. Public notice of consideration of school closure.

1. The Board shall, in addition to any regular means of notification it uses, provide written notification that a school is being considered for closure by placing an advertisement in at least two newspapers having general circulation in the geographic attendance areas of the school proposed to be closed and the geographic attendance areas of the school to which the students will be relocated.

2. The newspaper notification shall set forth the procedures which will be followed by the Board in making its final decision.

3. The newspaper notification shall appear at least two weeks in advance of any public hearing(s) held by the Board on a proposed school closing.

D. Final decision on school closure.

1. The final decision of the Board to close a school shall be announced at a public session and shall be in writing.

2. The final decision shall include the rationale for the school closing.

3. Notification of the Board's final decision shall be provided to the community in the geographic attendance areas of the school proposed to be closed and the school to which students will be relocated.

4. The notification of the Board's final decision shall include notification of the right to appeal the decision to the State Board of Education.

5. Except in emergency circumstances, the final decision of the Board to close a school shall be announced at least ninety (90) days before the date the school is scheduled to close, but not later than April 30 of any school year. An emergency circumstance is one where the decision to close a school because of unforeseen circumstances cannot be announced at least ninety (90) days before

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the date the school is scheduled to close or before April 30 of any school year.

Board Approval Acknowledged By:

Barbara P. Canavan, Secretary and Treasurer
Board of Education of Harford County

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Policy Action Dates					
ACTION	DATE	ACTION	DATE	ACTION	DATE
Adopted	6/9/2008				
Amended	2/10/2014				

Responsibility for Policy Maintenance & References		
LAST EDITOR/DRAFTER NAME: Patrick P. Spicer, Esquire	JOB POSITION OF LAST EDITOR/DRAFTER: General Counsel	
PERSON RESPONSIBLE: Patrick P. Spicer, Esquire	JOB POSITION OF PERSON RESPONSIBLE: General Counsel	
DESIGNEE NAME:	JOB POSITION OF DESIGNEE:	
REFERENCE 1 TYPE:	REFERENCE 1 NO.	REFERENCE 1 DESCRIPTION:
REFERENCE 2 TYPE:	REFERENCE 2 NO.	REFERENCE 2 DESCRIPTION:
REFERENCE 3 TYPE:	REFERENCE 3 NO.	REFERENCE 3 DESCRIPTION:
REFERENCE 4 TYPE:	REFERENCE 4 NO.	REFERENCE 4 DESCRIPTION:
REFERENCE 5 TYPE:	REFERENCE 5 NO.	REFERENCE 5 DESCRIPTION:
POLICY NUMBER PRIOR TO NOVEMBER 1, 2005:		

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LIBER 11274 FOLIO 433

ADDENDUM TO THE JOINT USE AGREEMENT FOR SCHOOL-RELATED CENTERS

IN

HARFORD COUNTY, MARYLAND

THIS ADDENDUM made this 2nd day of June, 2015, by and between the Board of Education of Harford County, Maryland, hereinafter called ("the Board"), and Harford County, Maryland, a body corporate and politic of the State, hereinafter called ("the County").

F3

WHEREAS, the parties entered into an Agreement dated October 24, 1969 (the "Agreement") for the purpose of furthering recreational opportunities (said Agreement is attached hereto as Exhibit A); and,

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WHEREAS, the parties hereto have entered into or intend to enter into a Deed of Easement (which is attached hereto as Exhibit B) and made a part hereof; and,

WHEREAS, the parties have jointly or severally, constructed roadways, ball fields, playgrounds, recreational facilities, walkways and storm water management facilities and other facilities at or on the Property or Adjoining Lands as described in the aforementioned Deed of Easement, which are hereafter referred to as the "Facilities"; and,

WHEREAS, attached as Exhibit C is a drawing regarding sharing of the Property and Adjoining Property, the Facilities and contained memoranda of the Parties' obligations relative to the Facilities.

NOW WHEREFORE, be it agreed and resolved by the parties as follows.

RESOLVED, that the Parties agree:

(1) That they shall be responsible for the maintenance, mowing and repairs of the Facilities as set forth and described in Exhibit C.

(2) Subject to the Local Government Tort Claims Act, and the availability of funds, Harford County, Maryland and/or the Department of Parks and Recreation shall indemnify and hold harmless the Board of Education from any and all claims, demands, suits or judgments for or on account of damage or injury (including death) to property or persons arising out of the negligence of Harford County, Maryland and/or the Department of Parks and Recreation and/or their agents, servants or employees. The aforegoing shall not

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apply if the claim demand, suit or judgment arises out of negligent use of the playground equipment by students or school personnel in connection with school related activities. Nothing set forth herein shall be construed as a waiver on the part of either party to this Agreement of any defense, immunity, limitation on liability or restriction on damages provided for under the Maryland Tort Claims Act, the Local Government Tort Claims Act of Section 5-353 of the Courts and Judicial Proceedings Article and Section 4-105 of the Education Article.

(3) The Board of Education shall indemnify and hold harmless Harford County, Maryland and/or the Department of Parks and Recreation from any and all claims, demands, suits or judgments for or on account of damage or injury (including death) to property or persons arising out of the negligence of the Board of Education and/or their agents, servants or employees. The aforegoing shall not apply if the claim demand, suit or judgment arises out of negligent use of the playground equipment by students or school personnel in connection with school related activities. Nothing set forth herein shall be construed as a waiver on the part of either party to this Agreement of any defense, immunity, limitation on liability or restriction on damages provided for under the Maryland Tort Claims Act, the Local Government Tort Claims Act of Section 5-353 of the Courts and Judicial Proceedings Article and Section 4-105 of the Education Article.

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And, be it further agreed that:

(4) this Agreement shall inure to the benefit of and be binding upon the parties hereto and their respective successors and assigns. Nothing in this Agreement expressed or implied is intended to confer upon or against any other person, corporation, or governmental unit any right or remedies under or by reason of this Agreement;

(5) Facilities will be open to the general public as regulated by the County at all reasonable times consistent with the intended use of the facilities so long as such use does not interfere with the activities of the school.

Approved as to form and legal sufficiency this 20th day of April, 2015

Richard G. Herbig,
Senior Assistant County Attorney

Approved this 27th day of May, 2015

James E. Malone, Jr., Director
Department of Parks and Recreation

STATE OF MARYLAND, CITY/COUNTY OF HARFORD, to wit

I HEREBY CERTIFY that on this 2nd day of June, 2015, before me, the subscriber, a Notary Public of the State and County aforesaid, personally appeared KAREN D. ROTTMANN who acknowledged herself to be the Director, Department of Procurement and Secretary, Board of Estimates of Harford County, Maryland, a body corporate and politic of the State of Maryland, duly authorized and empowered to act on behalf of said County pursuant to a Delegation of Authority signed by County Executive Barry Glassman on December 2, 2014, and who acknowledges the foregoing to be the Act and Deed of Harford County, Maryland, and acknowledged that the actual consideration paid or to be paid is ZERO DOLLARS ($0.00).

AS WITNESS my hand and Notarial Seal.

KERMEEN F. YINGLING NOTARY PUBLIC HARFORD COUNTY, MD.

Notary Public

My Commission Expires: 8/7/2018

STATE OF MARYLAND, CITY/COUNTY OF HARFORD, to wit

I HEREBY CERTIFY that on this 30th day of April, 2015, before me, the subscriber, a Notary Public of the State and County aforesaid, personally appeared BARBARA P. CANAVAN, who acknowledged herself to be the Superintendent of Schools for the Board of Education of Harford County, and that she, as such superintendent, being authorized to do so, executed the foregoing Deed for the purpose therein contained; and acknowledged that the actual consideration paid or to be paid is ZERO DOLLARS ($0.00).

AS WITNESS my hand and Notarial Seal.

Dana Lynn Rasinski
Notary Public

My Commission Expires: 09/05/2018

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CERTIFICATION

This is to certify that the within instrument was prepared by the undersigned, representing Harford County, Maryland, one of the parties named in said instrument.

April 20, 2015
Date

Richard G. Herbig
Richard G. Herbig
Senior Assistant County Attorney
Harford County, Maryland

After Recording Return To:
Richard G. Herbig
Senior Assistant County Attorney
220 S. Main Street
Bel Air, Maryland 21014
410-638-4723

DRAFT

IN WITNESS WHEREOF the parties have executed this Agreement by causing same to be signed this 2 day of June, 2015.

WITNESS/ATTEST:

HARFORD COUNTY, MARYLAND

Barry Glassman, County Executive

Approved as to form and legal sufficiency this 20th day of April, 2015.

Richard G. Herbig
Senior Assistant County Attorney

Reviewed and approved this 27 day of May, 2015.

James E. Malone, Jr.
Director, Department of Parks & Recreation

BOARD OF EDUCATION OF HARFORD COUNTY

Barbara P. Canavan
Superintendent

Approved as to form and legal sufficiency this 30th day of April, 2015.

Patrick P. Spicer
General Counsel

DRAFT

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LIBER 11274 FOLIO 438

DELEGATION OF AUTHORITY

COUNTY EXECUTIVE OF HARFORD COUNTY, MARYLAND

WHEREAS, Section 302 of the Harford County Charter, as amended, provides that the County Executive shall sign, or cause to be signed, all deeds and contracts and other instruments on behalf of Harford County; and

WHEREAS, Karen D. Rottmann, is the Director of Procurement for Harford County, Maryland; and

WHEREAS, Chapter 41, Section 41-26F(1), of the Procurement Law provides that the Director of Procurement shall have such authority to award and execute contracts as shall be delegated to her in writing by the County Executive;

WHEREAS, in addition to contracts, the Director of Procurement shall have the authority to execute deeds and other instruments on behalf of the County Executive of Harford County, Maryland.

NOW, THEREFORE, by virtue of the power and authority vested in me by law, I, as County Executive, do hereby delegate Karen D. Rottmann, Director of Procurement of Harford County, the power to execute deeds, contracts and other instruments for Harford County, Maryland

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AS WITNESS the hand and seal of the County Executive this 2nd day of December, 2014.

ATTEST:

M. Janie Ballard

Barry Glassman
Harford County Executive

DRAFT

EXHIBIT A
OCTOBER 24, 1969 JOINT USE AGREEMENT

EXHIBIT B
DEED OF EASEMENT

EXHIBIT C
RED PUMP (VALE ROAD) ELEMENTARY SCHOOL
GWS & ASSOCIATES, INC.

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DRAFT

LIBER 1274 FOLIO 440

10-902

A JOINT USE AGREEMENT FOR SCHOOL-RECREATION CENTERS IN HARFORD COUNTY, MARYLAND

THIS AGREEMENT MADE THIS 24 DAY OF October, 1960, BY AND BETWEEN THE BOARD OF EDUCATION OF HARFORD COUNTY, MARYLAND, HEREINAFTER CALLED EDUCATION, AND THE BOARD OF PARKS AND RECREATION OF HARFORD COUNTY, MARYLAND, HEREINAFTER CALLED PARKS AND RECREATION.

WHEREAS, PARKS AND RECREATION DESIRES TO CONSTRUCT AND OPERATE RECREATION FACILITIES, EACH WITH APPROPRIATE EQUIPMENT, FENCING, AND LANDSCAPING TO BE LOCATED ON THE GROUNDS OF VARIOUS SCHOOLS THROUGHOUT HARFORD COUNTY, AND

WHEREAS, EDUCATION DESIRES TO COOPERATE WITH PARKS AND RECREATION IN ITS EFFORTS TO FURTHER THE RECREATIONAL OPPORTUNITIES FOR THE PEOPLE OF HARFORD COUNTY AND VISITORS IN THE COUNTY.

NOW, THEREFORE, IN CONSIDERATION OF THE PREMISE AND THE MUTUAL COVENANTS AND AGREEMENTS,

EDUCATION AGREES AS FOLLOWS:

1. TO DESIGNATE CERTAIN PORTIONS OF SCHOOL GROUNDS AS MAY BE DETERMINED BY EDUCATION AS SUITABLE AND AVAILABLE FOR THE CONSTRUCTION OF SAID RECREATION FACILITIES WITHOUT JEOPARDIZING FUTURE SCHOOL DEVELOPMENT.

2. TO PERMIT PARKS AND RECREATION EMPLOYEES TO ENTER INTO AND UPON SAID GROUNDS AT ALL REASONABLE TIMES FOR THE PURPOSE OF INSPECTING THE CONDITIONS OF THE SAME AND/OR FOR THE PURPOSE OF MAKING REPAIRS AND CARRYING ON ORDINARY DAY-TO-DAY MAINTENANCE.

3. TO PERMIT THE OUTDOOR RECREATION FACILITIES TO BE OPEN TO THE GENERAL PUBLIC, AS REGULATED BY PARKS AND RECREATION, AT ALL REASONABLE HOURS AND TIMES CONSISTENT WITH THE TYPE OF FACILITIES, AS LONG AS NORMAL SCHOOL ACTIVITIES ARE NOT INTERFERED WITH.

PARKS AND RECREATION AGREES AS FOLLOWS:

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Exhibit No. A

1. To obtain EDUCATION's approval regarding the planning, locating, constructing, operating, and the maintenance of said facilities and to assume complete responsibility for the carrying out of all the items concerning the facility's development, operation, and maintenance.

2. To provide the necessary maintenance of said facilities so that they:

A. Will appear attractive and inviting to the public,

B. Will be reasonably safe for public use, and

C. Will continue to remain in a reasonable state of repair throughout their estimated life, minimum of twenty-five (25) years, so as to prevent undue deterioration and so as not to discourage public use.

3. To receive written permission from the Superintendent of Schools before beginning improvements to said facilities. It will be necessary for the Director of Parks and Recreation to obtain the permission of the school principal before proceeding with any maintenance on said facilities.

4. To indemnify and save harmless EDUCATION from any and all claims, demands, suits, action expenses and costs, judgments, and recovering for or an account of damage or injury (including death) to property or persons, other than school students and school personnel using the same as an adjunct to the school system of Harford County which is in no way traceable to negligence, fault, or default of EDUCATION, its agents, servants, employees, or personnel.

EDUCATION and PARKS AND RECREATION mutually agree as follows:

1. That neither will make any change from the original recreation use of said facilities without the written consent of the other; and that no change will be made in the intended use of any portion of the facility upon which assistance from the Land and Water Conservation Fund has been granted without the written consent of the State Liaison Officer responsible for administering the Fund.

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2. That these facilities upon which Land and Water Conservation Fund assistance has been provided will be used primarily for public outdoor recreation and are not constructed primarily to meet the basic needs related to the education of students.

3. That this agreement shall inure to the benefit of, and be binding upon, the parties hereto and their respective successors and assigns. Nothing in this agreement, expressed or implied, is intended to confer upon or against any other person, corporation, or governmental unit any right or remedies under or by reason of this agreement.

THE BOARD OF EDUCATION OF HARFORD COUNTY, MARYLAND

ATTEST:

By: _____ By: _____
Superintendent President

THE BOARD OF RECREATION AND PARKS OF HARFORD COUNTY, MARYLAND

ATTEST:

By: _____ By: _____
Director President

Approved for legal form and sufficiency
Harford County Board of Education

_____ 10-16-69
Name Date

Approved for legal form and sufficiency
Harford County, Maryland

_____ 10/1/69
Name Date

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LIBER 11274 FOLIO 443

PREPARED WITHOUT THE BENEFIT OF TITLE EXAMINATION

THIS DEED OF EASEMENT, made this 2 day of June, in the year 2015, by and between HARFORD COUNTY, MARYLAND, a body corporate and politic of the State of Maryland, hereinafter referred to as "Grantor," and BOARD OF EDUCATION OF HARFORD COUNTY, hereinafter referred to as "Grantee."

WHEREAS, by virtue of a Deed dated March 17, 2008, recorded among the Land Records of Harford County, Maryland, in Liber CGH No. 7755, folio 436, the Grantor became vested with fee simple title to all that certain property situate and lying in the Third Election District of Harford County, Maryland, containing 19.908 acres, more or less ("the Property"); and,

WHEREAS, the Grantor has been granted approval by the Harford County Department of Planning and Zoning to develop a portion of the Property (more specifically known as Lot No. 2, with an improvement address of Red Pump Road as shown and described on that certain plat entitled "Final Plat, Graybeal Fields," which plat is recorded among the Land Records of Harford County, Maryland in Plat Book JJR No. 132, folio 24 (the "Plat"); and,

WHEREAS, by virtue of a deed dated March 1, 1993, recorded among the Land Records of Harford County, Maryland in Liber C.G.H. No. 1950, folio 912, the Board of Education acquired fee simple title to all that certain property situate and lying in the Third Election District of Harford County, Maryland, containing 23.528 acres, more or less, as same is more particularly described therein ("the Adjoining Property"); and,

WHEREAS, access to the Property and to the Adjoining Property is by a common driveway leading from Red Pump Road to the Property and Adjoining Property, as shown on the Plat; and,

WHEREAS, the aforementioned common driveway is located on the Property; and

WHEREAS, the Grantor has determined that it is in the interest of the owners of the Property and Adjoining Property, and owners thereof to share the use of a common driveway to provide a joint means of ingress and egress to its respective properties.

WITNESSETH, now therefore, that for and in consideration of the premises, which are incorporated herein by reference, the sum of ZERO DOLLARS AND ZERO CENTS ($0.00) and other good and valuable consideration, the receipt of which is hereby acknowledged, the Grantor does hereby grant and convey unto Grantee, its successors and assigns, a perpetual easement for ingress, egress, utility, storm water management and access the ("Access Easement") over and upon the property of the Grantor, situate and lying in the THIRD ELECTION DISTRICT of Harford County, Maryland, on the west side of Red Pump Road, and more particularly described as follows:

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Exhibit No. B

Access Easement as shown on a subdivision plat entitled, "Final Plat, Graybeal Fields" dated October 7, 2008 prepared by George William Stephens, Jr. and Associates, Inc. and recorded among the Land Records of Harford County, Maryland in Plat Book JJR 132, folio 24.

Containing 77,941 square feet, or 1.789 acres, more or less.

BEING a part of the land described in and conveyed by a deed dated March 17, 2008 and recorded among the Land Records of Harford County, Maryland in Liber No. 7755, folio 436 from Raymon Ray Graybeal to Harford County, Maryland.

BEING a part of the land described in and conveyed by a deed dated March 1, 1993 and recorded among the Land Records of Harford County, Maryland in Liber No. 1950 folio 0912 from Harford County, Maryland unto the Board of Education of Harford County.

TOGETHER with all drainage facilities and necessary appurtenances, and any advantages to the same belonging or in anywise appertaining to the said property being hereby conveyed in fee.

TO HAVE AND TO HOLD the Access Easement containing 1.789 acres, more or less, or 77,941 square feet unto Grantee, its successors and assigns, forever.

AND the said Grantor does hereby covenant to warrant specially the property herein described and conveyed and agrees to execute such other further assurances of the same as may be necessary.

WITNESS/ATTEST:

GRANTOR
HARFORD COUNTY, MARYLAND

BY: _____ (SEAL)
Karen D. Rottmann, Director
Department of Procurement
Secretary, Board of Estimates

BOARD OF EDUCATION OF
HARFORD COUNTY

BY: _____ (SEAL)
Barbara P. Canavan
Superintendent of Schools

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LIBER 11274 FOLIO 446

LR - Government Instrument 0.00
Agency Name: harford co board of ed
Instrument List: Other
Describe Other:
Reference/Control #:

Total: 0.00
06/04/2015 03:35 CC12-PO
#A343967 CC0302 - Harford County/CC03.02.08 - Register 08



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DOCUMENT VALIDATION PAGE
(excluded from page count for certified copy cost)

Circuit Court for Harford County
James J. Reilly
Clerk of the Court
20 W. Courtland Street
Bel Air, MD 21014
Recording and Licensing
(410) 638-3474

Take Back Initials:

PW

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2020 AMENDMENT TO THE JOINT USE AGREEMENT BETWEEN THE HARFORD COUNTY BOARD OF EDUCATION ("BOE") AND HARFORD COUNTY, MARYLAND, THROUGH THE HARFORD COUNTY DEPARTMENT OF PARKS AND RECREATION (COLLECTIVELY "P&R") REGARDING JOINT USE OF ARTIFICIAL TURF FIELDS

The purpose of this amendment is to set forth procedures to govern the joint use of artificial turf fields on BOE and P&R property by and between the BOE and P&R.

I. **SCHEDULING:**

A. The BOE Sites:

1. The BOE shall provide P&R a copy of its scheduled usage for all artificial turf fields at the BOE sites in accordance with the following schedule:
   a. All fall schedules (Aug-Nov) including weekend usage dates will be provided to P&R on or before July 15th of each year.
   b. All winter schedules (Dec-Feb) including weekend usage dates will be provided to P&R on or before October 15th of each year.
   c. All spring schedules (Mar-June) including weekend usage dates will be provided to P&R on or before January 15th of each year.
   d. All summer conditioning schedules (June-Aug) including weekend usage dates will be provided to P&R on or before April 1st of each year.
   e. Make-up games and playoff contests are exceptions to the above.
2. The BOE has priority usage of the artificial turf fields on its sites on weekdays prior to 6:15 PM for team practices, games and school activities. After 6:15 PM, the BOE has priority for school games. P&R has priority at all other weekday times during school days up until 10:00 PM. The BOE has the authority to supersede a P&R event if a game cancellation/rescheduling has occurred, however, the above is subject to P&R being guaranteed minimum usage of three (3) weeknights per week. In most cases this is possible, however, when severe weather issues occur and playoff games start, this cannot be guaranteed.
3. On Saturdays, from the beginning of the fall sports season to the end of the school year, the BOE has priority usage up to 9:00 AM. P&R has priority usage after 9:00 AM up until 10:00 PM, when all P&R programs shall cease for each

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Saturday. Exceptions to P&R usage on Saturdays will be worked out between local BOE and P&R staff.

4. P&R has priority usage on Sundays throughout the year from 9:00 AM until 8:30 PM.
5. P&R has priority usage from the end of the school year to the beginning of fall sports practice.
6. The BOE reserves the right to limit or to deny any request for use on school sites submitted by third party organizations.
7. The parties reserve the right to approve, limit, or define the time-duration of use for any third party organization.
8. P&R reserves the right to use equipment owned by the BOE (i.e., field hockey, lacrosse and soccer goals). P&R is responsible for returning the goals to the storage areas and locking them after use. Care should be taken to move the goals/equipment so as not to break them

B. Turf Fields at P&R Sites:

1. P&R shall provide to the BOE a copy of its scheduled usage of the artificial turf fields located at Wade Tucker Field and the Fallston Recreation Complex Field, by August 15th (fall), November 15th (winter), February 15th (spring) and May 15th (summer) of each year.
2. On P&R sites, the BOE has priority usage of the artificial turf fields on weekdays from 2:00 PM to 5:15 PM during the school year. P&R has priority at all other times.
3. The BOE user groups will need to make arrangements through the local recreation staff for access to and the use of exterior restroom facilities if desired. A staffing fee for these facilities may be imposed.
4. P&R reserves the right to limit or deny any request for use of the artificial turf fields submitted by a third party organization.
5. P&R has the authority to supersede any scheduled event if a P&R sponsored game cancellation/rescheduling has occurred.

C. Public Access:

1. Non-team and non-organized individual access that is consistent with BOE and P&R policies is allowed when not in use by BOE, P&R, or other authorized user.

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II. INDEMNIFICATION/INSURANCE:

The BOE and P&R must comply with the indemnification and insurance requirements set forth in the Joint Use Agreement. Both parties must provide the other with proof of insurance.

III. CARE AND REPAIR OF TURF FIELDS:

A. Utilities:

1. Each party shall be responsible for the payment of annual utility costs associated with an artificial turf field that is on its respective properties.

B. Housekeeping:

1. Regardless of location, when P&R is the user, the removal of trash/recyclables and other debris from within the stadium area, (i.e., fields, bleachers/stands, concession areas, and restroom facilities) shall be the responsibility of P&R. All trash/recyclables and litter is to be placed in cans and all cans should be positioned by the main gate of the stadium for pick-up by P&R during normal scheduled pick-ups. Requests for additional pick-ups must be made by the user group through the local Recreation Specialist and, if necessary, P&R reserves the right to charge said user group the cost associated with additional pick-ups. Any additional arrangements must be mutually agreed upon between the BOE and P&R.

2. Only vehicular access & traffic authorized by the BOE and P&R are allowed on artificial turf fields with the exception of emergency equipment.

C. Security:

1. All security requirements (i.e., securing the fields and restrooms) shall be the responsibility of the using group.

D. Grooming, Maintenance and Repair:

1. The BOE's Facilities Department and P&R's Maintenance Division shall determine if a repair to the turf can be fixed by in-house crews or if a contractor is necessary. The parties will maintain a complete and accurate record of all of their agencies' maintenance, repairs and activities performed in their maintenance program.

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6. To maximize the life expectancy and to ensure that all fields are in safe playable condition, the BOE and P&R have established protocols to cost share in the annual cost of maintenance and G-Max testing at all the fields. The G-Max tests are to be performed during the spring season by an independent testing agency approved to perform G-Max testing on Synthetic Fields. P&R is responsible on even years and the BOE is responsible on odd years for the payment and coordination of G-Max testing.

7. On an annual basis prior to budget preparation by both agencies, the BOE and P&R are to meet and discuss annual maintenance cost projections to be included in the annual operating and capital budget cycle.

IV. CLOSURE OR CANCELLATION OF FIELD USE:

A. In the event of the fields are unsafe, the BOE or P&R may close the fields until they are safe to resume use. At the BOE sites, it will be the BOE's responsibility to cancel use of fields if it deems them unsafe for any reason and P&R's responsibility to cancel use of its field if it deems the fields are unsafe for any reason. No use shall resume or be scheduled until authorized by either the BOE Facilities Department or the P&R Maintenance Division, whichever is applicable.

B. Snow removal on the BOE sites is prohibited. The removal of snow and/or ice on P&R sites will be handled per P&R directive or administrative policy.

C. Playing games and/or accommodating practices on artificial turf fields that are covered with snow are PROHIBITED on all sites.

V. FUTURE PLACEMENT AND CAPITAL EXPENDITURES:

The life cycle of a synthetic field is anticipated to be 8-10 years. Projected costs for replacement of either the BOE or P&R field should be discussed during the fifth year of its use. The estimated cost for this replacement shall be included in a capital budget, either the BOE or P &R.

Any alteration to this agreement must be done in writing and have the approval of both the BOE and P&R.

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Sean Bulson, Ed.D. , Superintendent of Schools — Date: 10/07/2020

Kathleen Burley, Director, Parks and Recreation — Date: 9/30/2020

Barry Glassman, Harford County Executive — Date: 10/1/2020

Adopted:
June 26, 2008

Amended:
September 22, 2009

Revised:
November, 2016
September, 2020

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MEMORANDUM OF UNDERSTANDING
William H. Amoss Performing Arts Center
Harford Technical High School Auditorium

This Memorandum of Understanding (MOU) and Agreement made this 25th day of October, 2000 by and between the Harford Community College, a body corporate and politic of the State of Maryland (hereinafter "College"), and the Board of Education of Harford County, a body corporate and politic of the State of Maryland (hereinafter "Board"), recites as follows:

WHEREAS, the parties have jointly obtained and/or have provided funds to construct the William H. Amoss Performing Arts Center, and related classrooms and work spaces which adjoin said auditorium (hereinafter "Facility") in the following proportion - 74% for Board of Education and 26% for the Harford Community College and

WHEREAS, the Facility will be utilized by the parties for theatrical arts and activities including but not limited to presentations, teaching, performances and such other activities as the parties may agree upon and which the Facility can reasonably accommodate and

WHEREAS, the Facility will be attached to the South side of the existing Harford Technical High School (hereinafter "HTHS") and will be as such located upon Board property and

WHEREAS, the parties enter into this MOU and Agreement for the purposes of setting forth the respective rights and obligations of the parties relative to the construction, use, maintenance and operation of the Facility.

NOW THEREFORE this Agreement witnesses that in consideration of the mutual covenants and promises herein contained, the parties agree as follows.

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1. Use.

a. The parties acknowledge and agree that the Facility will be located upon the real property owned by the Board and, as such, is or will be an improvement located upon Board's real property, which said improvement is solely owned in fee simple by the Board.

b. The parties mutually agree that both parties will have unlimited access to the facilities and related premises, provided that such access does not conflict or interfere with regular or other scheduled activities of either party set forth in the master schedule described in section (c) below.

c. Both parties shall designate a contact person, hereinafter identified, who shall serve as the official contact for all communications between the parties with regard to schedules and operations of the Facility. Such contact persons shall meet at least monthly, and as often as would be necessary between such meetings, to coordinate use schedules and ensure that neither party is unreasonably denied access or request for utilization of the Facility.

d. In the event conflict exists between the designated contacts of the two parties, such conflict shall be reported to their immediate supervisors, who will attempt to resolve the conflict to the satisfaction of both parties. Should such

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conflict still exist, the matter shall be referred to the Shared Use Committee hereinafter described.

e. Neither the College nor HTHS shall utilize the Facility or HTHS premises in any fashion or form which in any way interferes with the operation and functioning of HTHS or the College, or conflicts with the educational mission of the Board as more fully set forth in the Education Article of the Maryland Annotated Code and Title 13A of the Code of Maryland Regulations (COMAR), or of the College, where appropriate. By way of illustration and not limitation, the College agrees that it shall prohibit smoking, any use of tobacco products or any use of alcohol at the Facility or at the general premises of HTHS, whether exterior or interior of the buildings thereon; and that all materials used for public display will be subject to approval by the Board's Superintendent or her designee.

f. The College agrees that its use of the Facility and the grounds of HTHS shall at all times be consistent with applicable federal, state and local law, regulation and ordinance.

2. Maintenance/Repairs.

a. The College agrees that it shall be responsible for providing custodial, maintenance and cleaning, including supplies, of the Facility subject to the following conditions:

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1. Custodial care in preparation for, during, and as a result of all events scheduled at the Facility shall be billed directly to the scheduling party; and

2. Costs for all other normal and regular custodial care for the Facility will be shared equally between the two parties until data can be accumulated and evaluated by the Shared Use Committee and an agreement regarding same can be reached.

b. In situations or at times wherein the College or a client of the College is responsible for a scheduled event which requires the removal of snow or ice at such a time when the Board has not made provision for such snow or ice removal, the College shall be responsible for removing snow and ice on HTHS premises for the period of time appropriate for such scheduled use.

3. Improvements, Modifications, Replacement and Repairs.

a. Neither party shall make capital improvements or make any renovations, modifications, or alterations to the Facility for the purposes of updating or improving any equipment or any part of the Facility in or about the Facility without the consent of the other party, which said consent shall not be unreasonably withheld. The party which requests such capital improvement shall bear the full

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and complete cost of such improvement unless both parties agree that the improvement serves to the benefit of both parties and they agree to share the cost in some reasonable ratio.

b. The party whose negligence or intentional conduct causes the need for replacement or repair relative to the Facility or other HTHS premises shall bear the cost of any such repair or replacement.

c. Subject to rule (d) below, the parties shall share the cost of any replacements and repairs relative to the Facility or the HTHS premises necessitated by ordinary wear and tear based upon the following cost schedule.

d. Each party shall be fully responsible for the replacement/repair cost of any items or equipment that were purchased and used exclusively by the party.

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4. Liability/Indemnification/Insurance.

a. See Exhibit A attached hereto and made a part hereof.

b. Nothing set forth herein shall be construed as a waiver on the part of the Board or of the College of any defense, immunity, limitation of liability or restriction on damages provided either under Section 5-353 of the Courts and

Judicial Proceedings Article and Section 4-105 of the Education Article of the Maryland Annotated Code as amended or other law.

5. Utility Service.

a. The cost of utility service including but not limited to electrical, water and sewer service to the Facility and HTHS shall be shared by the parties on a prorated basis proportionate to each's use of the Facility. Said costs will be determined for monthly, quarterly, and/or annual assessments.

6. Shared Use Committee.

a. There is created a committee for the shared use of the Facility. Said committee shall consist of five members as follows:

(1). The Superintendent of Schools for the Board of Education of Harford County or her/his designee.

(2). The Principal of HTHS.

(3). The Assistant Superintendent for Operations of the Board.

(4). The President of the College or her/his designee.

(5). A representative of the College as designated by the President.

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b. The Committee shall meet, at a minimum, one time per semester to review and discuss the Master Schedule of Events and Activities, to review operation and management of the Facility and other topics of mutual concern. Minutes of all such meetings will be forwarded to the Superintendent of HCPS and the President of the Harford Community College.

7. In the event there is a dispute with respect to the terms and conditions of this agreement of either party's failure to abide by same, said dispute shall be referred for decision to the Shared Use Committee. The Shared Used Committee shall consider said dispute in whatever procedural manner it deems appropriate. The Shared Use Committee shall make a decision which resolves the dispute and which said decision shall be final.

8. This MOU/Agreement contains the entire agreement between the parties, and any agreement hereafter made shall be ineffective to change, modify, discharge or effect an abandonment of it in whole or in part unless such agreement is in writing and signed by the parties.

9. Severability.

a. The invalidity or unenforceability of any provision of this MOU/Agreement or any application thereof shall not affect or impair any of the provisions or the

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validity or enforceability of the remainder of this MOU/Agreement or any other application thereof.

WHEREFORE, the parties intending to be legally bound affix their hands and seals this 25 day of October 2000.

Chair, Board of Trustees
Harford Community College

President
Harford Community College

Superintendent
Harford County Public Schools

President
Board of Education of Harford County

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SUGGESTED INDEMNIFICATION AND INSURANCE LANGUAGE

LEASE/FACILITIES USE AGREEMENT BETWEEN COMMUNITY COLLEGE AND BOARD OF EDUCATION

Indemnification

To the extent permitted by law, the Board shall indemnify, defend and hold the College and its employees, agents, officials or volunteers harmless from and against any and all claims, losses, damages, expenses, causes of action and liabilities (including without limitation, attorneys' fees) arising out of or related to the Board's occupancy or use of the College's Premises or operations incidental thereto, provided that any such claim, loss, damage, expense, cause of action or liability (a) is attributable to bodily injury, sickness, disease or death, or to injury to or destruction of tangible property, including loss of use resulting therefrom, and (b) is caused in whole or in part by any negligent act or omission of the Board or any of the Board's employees, agents, officials or volunteers or anyone for whose acts the Board may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder.

To the extent permitted by law, the College shall indemnify, defend and hold the Board and its employees, agents, officials or volunteers harmless from and against any and all claims, (including without limitation, attorneys' fees) arising out of or related to the College's occupancy or use of the Board's Premises or operations incidental thereto, provided that any such claim, loss, damage, expense, cause of action or liability (a) is attributable to bodily injury, sickness, disease or death, or to injury to or destruction of tangible property, including loss of use resulting therefrom, and (b) is caused in whole or in part by any negligent act or omission of the College or any of the College's employees, agents, officials or volunteers or anyone for whose acts the College may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder.

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Property Insurance or Group Self-Insurance

The Board shall secure and maintain all risk (special form) property insurance or group self-insurance that insures against or covers direct physical loss of or damage to the buildings and contents of the Board located or in or at any premises of the Board, on a replacement cost valuation basis, with limits not less than 90% of the insurable replacement cost of all buildings and personal property, fixtures and equipment located therein.

The Board shall secure and maintain, at its own expense, all risk (special form) property insurance or group self-insurance which insures against or covers direct physical loss of or damage to the Board's personal property, fixtures and equipment located in or at any premises of the College, on a replacement cost valuation basis, with limits not less than 90% of the insurable replacement cost of all personal property, fixtures and equipment located therein.

The College shall secure and maintain all risk (special form) property insurance or group self-insurance that insures against or covers direct physical loss of or damage to the buildings and contents of the College located or in or at any premises of the College, on a replacement cost valuation basis, with limits not less than 90% of the insurable replacement cost of all buildings and personal property, fixtures and equipment located therein.

The College shall secure and maintain, at its own expense, all risk (special form) property insurance or group self-insurance which insures against or covers direct physical loss of or damage to the College's personal property, fixtures and equipment located in or at any

premises of the Board, on a replacement cost valuation basis, with limits not less than 90% of the insurable replacement cost of all personal property, fixtures and equipment located therein.

Commercial General Liability Insurance or Group Self-Insurance

The Board shall secure and maintain, at its own expense, commercial general liability insurance or group self-insurance which insures against or covers bodily injury, property damage and personal injury claims arising from the Board's occupancy or use of any Premises of the College or operations incidental thereto, with a limit equal to or exceeding the limit of liability established under the applicable sovereign immunity statute ($100,000 per occurrence as of the inception of this Agreement), or a combined single limit of $1,000,000 should sovereign immunity afforded by statute not apply.

The College shall secure and maintain, at its own expense, commercial general liability insurance or group self-insurance which insures against or covers bodily injury, property damage and personal injury claims arising from the College's occupancy or use of any Premises of the Board or operations incidental thereto, with limits equal to or exceeding the limits of liability established under the applicable sovereign immunity statute ($200,000 per person and $500,000 per occurrence as of the inception of this Agreement), or a combined single limit of $1,000,000 should sovereign immunity afforded by statute not apply.

Business Auto Liability Insurance or Group Self-Insurance

The Board shall secure and maintain, at its own expense, business auto liability insurance or group self-insurance which insures against or covers bodily injury and property damage claims arising out of the Board's operation, maintenance or use of "any auto" with a limit equal to or exceeding the limit of liability established under the applicable sovereign immunity statute ($100,000 per occurrence as of the inception of this Agreement), or a combined single limit of $1,000,000 should sovereign immunity afforded by statute not apply.

The College shall secure and maintain, at its own expense, business auto liability insurance or group self-insurance which insures against or covers bodily injury and property damage claims arising out of the College's operation, maintenance or use of "any auto" with limits equal to or exceeding the limits of liability established under the applicable sovereign immunity statute ($200,000 per person and $500,000 per occurrence as of the inception of this Agreement), or a combined single limit of $1,000,000 should sovereign immunity afforded by statute not apply.

Workers Compensation & Employers Liability Insurance or Group Self-Insurance

The Board shall secure and maintain, at its own expense, workers compensation and employers liability insurance or group self-insurance. The workers compensation insurance or group self-insurance must satisfy the Board's workers compensation obligation to its employees in the state of Maryland. Employers liability insurance or group self-insurance must be secured with minimum limits of $100,000 for bodily injury by accident, $100,000 each employee for bodily injury by disease, and a $500,000 policy limit for bodily injury by disease.

The College shall secure and maintain, at its own expense, workers compensation and employers liability insurance or group self-insurance. The workers compensation insurance or

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group self-insurance must satisfy the College's workers compensation obligation to its employees in the state of Maryland. Employers liability insurance or group self-insurance must be secured with minimum limits of $100,000 for bodily injury by accident, $100,000 each employee for bodily injury by disease, and a $500,000 policy limit for bodily injury by disease.

Evidence of Insurance or Group Self-Insurance/Insurers

The Board shall furnish certificates of insurance or group self-insurance, acceptable to the College, evidencing all policies or coverages required above at execution of this Agreement and prior to each renewal thereafter. Such insurance or group self-insurance shall be written with insurers licensed to do business in the State of Maryland, with a current A.M. Best Company rating of "A-" or better and a current A.M. Best Company financial size of "VII" or better, unless otherwise approved by the College. Specific exception is hereby granted to the Board to acquire group self-insurance coverage from the Maryland Association of Boards of Education Group Insurance Pool and/or the Maryland Association of Boards of Education Workers Compensation Group Self-Insurance Fund.

The College shall furnish certificates of insurance or group self-insurance, acceptable to the Board, evidencing all policies or coverages required above at execution of this Agreement and prior to each renewal thereafter. Such insurance or group self-insurance shall be written with insurers licensed to do business in the State of Maryland, with a current A.M. Best Company rating of "A-" or better and a current A.M. Best Company financial size of "VII" or better, unless otherwise approved by the Board. Specific exception is hereby granted to the College to acquire workers compensation and employers liability insurance from the Injured Workers Insurance Fund of Maryland.

Mutual Waiver of Subrogation

To the fullest extent permitted by law, the Board waives any right of recovery from the College for any loss of or damage to the Board's property (or resulting extra expense) to the extent that such loss or damage is insured under or covered by the Board's property insurance or group self-insurance, regardless of the cause of origin, including the negligence of the College or its employees, agents, officials or volunteers. To the fullest extent permitted by law, no property insurer or group self-insurer of the Board shall hold any right of subrogation against the College or its employees, agents, officials or volunteers. The Board shall advise its insurers and/or group self-insurers of the foregoing and such waiver shall be permitted under any property and/or time element insurance or group self-insurance policies or coverages maintained by the Board. Any deductible amount(s) selected by the Board or imposed by the Board's insurers or group self-insurers shall be the sole responsibility of the Board.

To the fullest extent permitted by law, the College waives any right of recovery from the Board for any loss of or damage to the College's property (or resulting loss of income or extra expense) to the extent that such loss or damage is insured under or covered by the College's property insurance or group self-insurance, regardless of the cause of origin, including the negligence of the Board or its employees, agents, officials or volunteers. To the fullest extent permitted by law, no property insurer or group self-insurer of the College shall hold any right of subrogation against the Board or its employees, agents, officials or volunteers. The College shall advise its insurers and/or group self-insurers of the foregoing and such waiver shall be

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permitted under any property and/or time element insurance or group self-insurance policies or coverages maintained by the College. Any deductible amount(s) selected by the College or imposed by the College's insurers or group self-insurers shall be the sole responsibility of the College.

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MEMORANDUM OF PROTOCOL AND PROCEDURES
HARFORD COUNTY PUBLIC SCHOOLS AND
HARFORD COMMUNITY COLLEGE
FOR JOINT USE OF FACILITIES

This AGREEMENT dated December 6, 2011 establishes guidelines for Harford Community College (HCC) use of Harford County Public Schools (HCPS) facilities, other than the Amoss Performing Arts Center at Harford Technical High School for which procedures have been established under a separate Memorandum of Understanding dated October 25, 2000 and Memorandum of Protocol & Procedures dated December 15, 2000.

When applying for the use of a HCPS facility, and while using a HCPS facility, HCC shall follow all procedures as set forth in the HCPS procedures for Use of Facilities (UOF) except as specified herein.

When applying for the use of HCC facility, and while using a HCC facility, HCPS shall adhere to the process as prescribed when using the HCC Facilities Use Request Worksheet.

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A. Background

1. The HCPS and HCC are two academic institutions that share a common goal to provide high quality educational services, personal development, promote life-long learning, workforce development, and social and cultural enrichment to students and residents throughout the Harford County community. It is with this shared goal and understanding that HCPS and HCC have established, and continue to build on, a long-term PARTNERSHIP for these purposes.

2. The achievement of this PARTNERSHIP is dependent on effective communication and a cooperative relationship with the parents, local government, business community, HCPS, and HCC. This collaborative PARTNERSHIP has the potential to serve in ways that both school systems cannot do alone. In search of academic excellence, HCPS and HCC work collaboratively to focus on the needs of the academic community of Harford County.

B. Harford Community College Use of Harford County Public Schools' Facilities

1. Application Process

a. HCC use of HCPS facilities under this AGREEMENT shall generally be limited to middle and high school facilities. Use of elementary schools will be by exception only. HCC will adhere to HCPS standard UOF procedures when requesting the use of an elementary school facility.

b. The designated representative for HCC will contact the school's Use of Facilities Coordinator to request the use of the facility at least five (5) weeks prior to the scheduled date of planned class or session.

c. The Use of Facilities Coordinator will determine eligibility and availability for the class or session. Every effort will be made to accommodate the request. If questions or disputes arise regarding eligibility, HCC will be directed to the HCPS Office of Operations for final determination. HCC and the UOF Coordinator will be advised of the decision.

d. HCC typically schedules activities at schools consisting of multi-day and multi-week classes and training sessions. Therefore, when requesting the use of a HCPS facility, HCC will complete the HCPS UOF Application (Exhibit A) and submit the application by email to the host school's UOF Coordinator for processing.

e. To assist with the coordination, planning, and scheduling of HCC classes and schedules, the UOF Coordinator will provide the designated representative for HCC a copy of the school calendar prior to the start of the school year.

f. The UOF Coordinator will transmit applications, via an email attachment, to the HCPS Office of Operations for final approval and determination of fees and charges (if applicable) at least three (3) weeks prior to the scheduled date of the class or session. The Office of Operations will forward an email to the UOF Coordinator and the HCC designee notifying each that the UOF Application has been processed and approved.

2. Closure Notification

a. Use of school facilities is prohibited when schools are cancelled for inclement weather, utility outages, or other facility emergencies; or when schools and offices are closed for designated holidays and Election Day. Once it has been determined that a school has to cancel a scheduled HCC activity due to an emergency, every effort will be made to notify the HCC designated representative in a timely manner leaving sufficient time for HCC to notify their students and instructors.

3. Supervision and Security

a. During the use of a HCPS facility, it is the responsibility of the HCC instructor to ensure that students and/or class participants are properly supervised at all times. The instructor must be present during the time the building is in use to supervise the planned activities.

b. For the purpose of security, the HCC instructor will meet students in the school

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lobby prior to the beginning of a class and escort them to the classroom. The HCC instructor will not escort anyone who is not registered to the classroom.

c. The HCC instructor shall immediately report to the custodian on duty any person who attempts to participate in an activity without authorization.

d. The HCC instructor shall ensure that he/she has access to a cellular telephone to reach law enforcement or emergency personnel should the need arise.

e. HCC will provide a teacher sign-in log showing students in attendance for any class or session scheduled in a HCPS facility.

4. HCPS Instructional Supplies, Equipment and Furnishings

a. Non-Technical Instructional Equipment: Except for use of the school's musical equipment, instructional equipment may not be used. If a musical instrument is used, it may not be removed from the assigned location without prior approval from the school principal. The school principal must approve use of all equipment. When using a school laboratory or studio, the HCC instructor may use only the instructional equipment requested on the application and approved by the school.

b. Non-Instructional Equipment: Non-instructional equipment may be used under direct supervision of school personnel with prior permission of the school principal. Non-instructional equipment shall include showers, bleachers, cafeteria equipment, stage equipment, stepladders, furniture, etc. School furniture designed for interior use, and normally used inside, may not be used outside the building. No equipment may be removed from the school premises.

c. Instructional Supplies: Instructional supplies may not be used or consumed. Instructional supplies may not be lent, traded, or encumbered under any circumstances. All consumable supplies shall be provided by HCC and the HCC instructor.

d. Technical Equipment: Use of HCPS technology equipment is not permitted. Rental and special fees may be assessed for use of projectors and sound equipment. No equipment may be removed from the school premises. Non-HCPS computers may be used, but are not permitted on HCPS network.

e. When using any room containing a dry-erase board or chalkboard, the HCC instructor may use any unmarked portion of the board provided that any portion of board used by the instructor is erased after the activity. The instructor shall not, under any circumstance, erase anything on a board left by the school.

f. HCC shall replace or reimburse HCPS for equipment damaged and/or loss or missing by HCC personnel or students.

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5. Fees and Compensation

   a. Support Services Fees: This fee covers the cost of custodial staff labor beyond the normal work shift (as described under "Hours of Operation" in the UOF Procedures), or when the school principal determines that additional time or staff is required before, during, or after an activity. The rate of pay will be fixed at one and one half (1 ½) times the normal rate of pay for the staff member or members who work during the activity. Special fees may include the reimbursement necessary for the preparation and restoration of the school facility both before and after the event, the services of special technicians, additional staff, outside security staff, staff required to operate a HCPS-owned waste water treatment plant facility, or other unique support that may be required. The school principal and Central Office Manager and/or the Assistant Superintendent for Operations will jointly identify the additional services required and determine the total time necessary to provide additional services, which will be used to calculate the fee.

   b. Compensation: For for-profit uses of HCPS facilities, the compensation to HCPS will be determined on a case-by-case basis.

C. Harford County Public Schools use of Harford Community College Facilities

1. Application process: HCPS, as well as all agencies of Harford County, receive priority consideration, second only to HCC organizations, for the use of facilities at HCC for meetings and events. Meetings by HCPS are generally limited to 25 persons or less during peak HCC. Peak hours are generally considered to be 10 a.m. – 2 p.m. and 6 p.m. – 8 p.m. during the academic year (September 1st – May 15th), although exceptions may be made on a case-by-case basis depending on parking availability. Reservations for use of HCC facilities are made via the HCC Events Management Department at 443-412-2117, 2050, or 2395. An HCC Facilities Request Worksheet is available upon request from the HCC Events Management staff.

2. Fees: HCPS is not charged for the use of HCC facilities, although food services and materials fees are assessed if provided. Special fees are also assessed for theater technician support and extra on-duty custodial and public safety staff, although those fees are typically rare and nominal. All fees are estimated in advance of the event and are itemized on the reservation agreement.

D. Shared Use Committee

1. A committee will meet yearly to discuss and resolve use of school facility issues and to modify terms of the Agreement, as necessary. The committee shall consist of four members, as follows:

   a. Assistant Superintendent for Operations for Harford County Public Schools;

   b. Assistant Principal (UOF Coordinator) of Harford Technical High School;

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c. Associate VP for Campus Operations for Harford Community College or designee for Harford Community College; and

d. Associate VP for Continuing Education and Training or designee for Harford Community College.

Harford County Public Schools — Date: 12/19/11

Harford Community College — Date: 6 DEC 11

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MEMORANDUM OF UNDERSTANDING
BETWEEN THE HARFORD COUNTY BOARD OF EDUCATION
AND THE TOWN OF BEL AIR REGARDING THE SHARED USE OF
THE BEL AIR HIGH SCHOOL AUDITORIUM

This MOU made this 30TH day of SEPTEMBER, 2009 between the Harford County Public Schools (BOE) and the Town of Bel Air (Town) this Memorandum of Understanding (MOU) establishes the agreement and mutual understanding between the BOE and the Town regarding the protocols, procedures and responsibilities which govern the shared use of the Bel Air High School Auditorium (Auditorium).

A. BACKGROUND:

In 2006, and during the planning and design of a new school facility for the Bel Air High School (BAHS), the BOE started to develop plans for the construction of a 540-seat high school Auditorium. During the planning stage, it was agreed that under a shared use agreement, the Auditorium could serve the educational and performance needs of both the BOE and the Town. It was with this concept in mind that on January 2, 2008, the Harford County Government (County) and the Town executed an Amendment to a Memorandum of Understanding (Exhibit A) in which both parties agreed to contribute additional funding to expand the Auditorium from a 540-seat Auditorium to an Auditorium with a capacity of approximately 800-seats. Under this Amended-MOU between the County and the Town, the Town agreed to contribute funding totaling $1,500,000 with the understanding that the BOE and the Town would develop, execute and administer an MOU, as needed, to define parameters for the shared use of the Auditorium.

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WHEREAS, pursuant to Section 4-113 of the *Education Article*, Annotated Code of Maryland, the Board holds all school property in trust for the benefit of the county public schools; and

WHEREAS, under Section 7-108 of the *Education Article*, the Board is to encourage the use of public school facilities for community purposes; and

WHEREAS, the Town of Bel Air will use the Bel Air High School Auditorium to sponsor special events and programs serving the citizens of Harford County; and

WHEREAS, the Auditorium is being planned to serve the performance and educational needs of the students and faculty at Bel Air High School and the performance needs of community organizations, including the special arts events sponsored by the Town of Bel Air.

WHEREAS, additional funding from the Town of Bel Air was provided to enhance the Auditorium for both school and community use, the parties agree that the Auditorium at Bel Air High School offers a unique opportunity for school facilities to serve both the performance and education needs of the students and the performance needs of the Town

of Bel Air and agree to the conditions as stated within this Memorandum of Understanding.

B. ROLES AND RESPONSIBILITIES

1. The BOE representative responsible for the daily management and administrative efforts associated with this MOU will be the BAHS Use of Facilities Coordinator.

2. The Town representative responsible for the daily management and administrative efforts associated with this MOU will be the Town Administrator or his/her designee.

3. The coordination of schedule, staff, event production, technical support, maintenance requirements, and the response to emergency situations shall be managed by the BAHS Use of Facilities Coordinator and the Town Administrator or his/her designee.

4. Disputes regarding this MOU shall be resolved by the BOE Assistant Superintendent for Operations and the Town Administrator representing the Town of Bel Air.

5. Appeals for any disputes not resolved pursuant to section B (4) above shall be submitted to the Superintendent of Schools and the Town Administrator, whose decision shall be final.

6. All ordinary course of business including building maintenance shall be the responsibility of the BOE except as provided herein. The Town shall be responsible for all clean up following the use of the Auditorium.

7. Each party shall be responsible for the repair of Auditorium components and/or equipment that are damaged while such party is using the Auditorium.

8. It shall be the responsibility of the Town to provide a Technician who will be trained by and authorized by the BOE to operate the electronic systems serving the Auditorium. If the Town cannot provide a trained technician, they may hire a HCPS technician according to the UOF Procedures under Specialty Fees.

9. For safety and security purposes, all persons acting on behalf of the Town shall wear an identification badge at all times while on school grounds. When entering BAHS, all Town representatives must first report and sign in at the main office prior to going to the Auditorium.

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C. PRIORITY USE

Under this MOU and for the use of the Auditorium, regular school sessions, school sponsored activities, curricular or extra-curricular activities or programs sponsored by the school or Board of Education have first priority for scheduling and use of the facilities as determined by the BAHS Use of Facilities Coordinator. The Town is second in priority standing. The Harford County Department of Parks and Recreation is third in priority standing.

1. To effectively manage the use of the Auditorium by outside groups, the Use of Facilities Coordinator shall schedule groups according to the following priorities:

   Category A: Activities and groups directly affiliated with the Board of Education including PTSA's, booster clubs, student clubs and organizations, citizen advisory groups, employee associations, and employee activities.

   Category A-1: Town of Bel Air sponsored events at Bel Air High School Auditorium

   Category A-2: Harford County Department of Parks and Recreation

   Category B: Activities directly associated with Harford County Government, Municipal/Town governments, Harford Community College, and youth organizations.

   Category C: Non-profit cultural, recreational, community improvement organizations, service clubs, civic organizations, music associations, adult recreation groups (other than those sanctioned by the Harford County Department of Parks and Recreation), and religious groups.

   Category D: Commercial, for-profit organizations, and religious (non-profit) organizations use specifically for religious services.

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D. CONDITIONS OF USE

1. Standard procedures for the use of the BAHS Auditorium shall comply with the HCPS Procedures for Use of Public School Facilities (Exhibit B).

2. Use of the Auditorium shall be denied by the BAHS UOF Coordinator if the proposed use places an undue burden or risk upon the school system or school administration, or if the proposed activity is contrary to the policies, procedures and goals of the BOE.

E. HOURS OF OPERATION, SCHEDULING AND SHARED USE:

Under this MOU the following is required:

1. Standard procedures for hours of operations, scheduling and shared use regarding the Auditorium shall comply with the HCPS Procedures for Use of Public School Facilities Policy (Exhibit B).

2. Shared use of the 800-seat Auditorium to include the main stage, lighting system, sound system, control booth, serving areas and common spaces associated with the Auditorium (Exhibit C).

3. The hours of operation and use of Auditorium by the Town shall normally be restricted to one hour after class dismissal until 11:00 PM on regular school days, and from 8:00 AM to 11:00 PM on non-school or weekend days. Use times may be adjusted at the discretion of the School Principal, or the BAHS Use of Facilities Coordinator in conjunction with the Town Administrator.

4. The Town Administrator or his/her designee will submit to the BAHS Use of Facilities Coordinator, its master calendar schedule of events by June 1st of each year. Approval of the Town's schedule of events will typically begin on or about July 1st after receipt. Shared use of the Auditorium must be jointly reviewed, coordinated and agreed upon annually by the BAHS Use of Facilities Coordinator and the Town Administrator.

5. In the event that the Town, or BAHS, wishes to amend the master calendar or make adjustments to a scheduled event, the Town, or BAHS, must submit for review, coordination and approval its request for modification not less than 30 days prior to the date of the event.

6. All scheduled events must be submitted to and approved by the BAHS Use of Facilities Coordinator, in coordination with the BOE Office of Operations. Once approved, a fee schedule will be developed setting forth the appropriate fees associated with Custodial and Specialty Services as defined within the BOE UOF Procedures.

7. Use of school facilities is generally prohibited when schools are closed for inclement weather, utility outages, or other facility emergencies, or closed for designated holidays. Additionally, schools are required to be closed for inclement weather or emergency reasons on Fridays and weekends. In such event all use of facilities activities will normally be cancelled for the ensuing weekend with the following exception as defined within this MOU.

    a. The Town will have the authority to continue use of the Auditorium and ancillary spaces even during an inclement weather event, if so desired. In cases where BAHS is closed for inclement weather, the Town SHALL BE SOLELY RESPONSIBLE FOR ALL SNOW REMOVAL that is necessary for access to and use of the Auditorium by expected program participants.

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8. In cases where programs are cancelled, ALL notification of cancellation requirements are the responsibility of the using group entity. Every effort will be made to notify the Town Administrator or his/her designee in a timely manner if previously scheduled events must be cancelled or rescheduled due to an unforeseen school emergency.

9. The use of school facilities during the summer or during extended holidays, or at any other time may be restricted, modified, and/or revoked when building maintenance or construction is required. Every effort will be made to coordinate such requirements during the review and approval process to be administered under this MOU. In cases where the BOE must adjust the approved calendar of events for this purpose, the Use of Facilities Coordinator must notify the Town Administrator, or his/her designee, not less than 30 days prior to the scheduled event.

F. FEE STRUCTURE:

1. For the purposes of this MOU and for use of the Auditorium the Town is classified as Category "A-1". Under this classification, the following fees will be assessed for Town events/performances by Town organizations/groups only (i.e. Town Band, Town Chorus). In the event that the Town sponsors an organization that would otherwise be classified as a Category "C" or Category "D" under the BOE UOF Procedures (i.e. Susquehanna Orchestra, Harford Ballet Company) Administrative, Rental, Operations, Custodial, False Alarm and Special fees will be assessed in accordance with the HCPS UOF Procedures. All fees are subject to an annual review:

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	FEE SUMMARY		
	FEE TYPE	TOWN ORGANIZATION	OUTSIDE GROUP
a	Administrative Fees	N/A	Applicable
b	Rental Fees	N/A	Applicable
c	Operations Fees	N/A	Applicable
d	Custodial Fees *	Applicable (based on actual staff salary)	Applicable
e	False Alarm Fees *	Applicable (based on nature of false alarm)	Applicable
f	Specialty Fees *	Applicable (based on special services requested)	Applicable

Note: * Fees are based on actual staff salary, nature of the false alarm and associated county issued fines and the type of specialty services that are requested and/or required.

G. INDEMNIFICATION/INSURANCE:

1. Indemnification and Insurance requirements shall comply with those found in the HCPS UOF Procedures (Exhibit B).

2. The Town shall purchase and maintain, throughout the term of this agreement or its use or occupancy of the Auditorium, commercial general liability insurance, or its equivalent, with minimum limits as defined in the BOE UOF Procedures.

2. Damage to property by the Town and its invitees - The Town and its employees, officials, volunteers and agents shall be solely responsible for any loss or damage to property of the Town or its invitees, employees, officials, volunteers, agents and representatives while such property is on, at, or adjacent to the premises of the BOE. The BOE reserves the right to impose additional insurance requirements and risk control measures upon the Town if the nature of the use of the premises is hazardous in nature.

H. PERIOD OF AGREEMENT:

This agreement will remain in effect until and unless the parties agree to terminate it. The BOE and the Town, through its representatives, shall conduct an annual review and mutually agree to any alterations. Any desired amendment or request to terminate must be submitted in writing and have the approval of both the BOE and the Town.

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Official:

Robert M. Preston, Chairman
Bel Air Board of Town Commissioners

Official:

Mark M. Wolkow, President
Board of Education
Harford County Public Schools

Robert M. Tomback, Ph.D.
Superintendent
Harford County Public Schools

Date: 9/30/09

MEMORANDUM OF UNDERSTANDING BETWEEN HARFORD COUNTY AND THE TOWN OF BEL AIR CONCERNING BEL AIR HIGH SCHOOL AUDITORIUM
Amendment

THE MEMORANDUM OF UNDERSTANDING ("MOU"), executed this 2nd day of January, 2008, between Harford County, Maryland, a body corporate and politic of the State of Maryland (hereinafter "County"), and the Town of Bel Air, a municipal corporation of the State of Maryland (hereinafter "Town"),

WHEREAS, the County currently has within its Five Year Capital Program a project entitled "Bel Air High School Replacement", project number B994119; and

WHEREAS, the parties have agreed to expand the auditorium of approximately 540 seats that was originally proposed for the new Bel Air High School to an auditorium of approximately 800 seats; and

WHEREAS, the Town has agreed to contribute funding for the expansion of the auditorium by way of payments to the County totaling $1,500,000.00 ("Town Contribution"); and

WHEREAS, the County has agreed to make a further contribution for the expansion of the auditorium by way of an increased funding allocation totaling $900,000.00 over the next three fiscal years ("County Contribution").

NOW, THEREFORE, that for and in consideration of the mutual promises and covenants contained herein, the parties have agreed as follows:

1. The County will create a new capital project entitled, "Enlarged Auditorium" and apply the Town Contribution in the amounts of: $500,000.00 in Fiscal Year 2008, $500,000.00 in Fiscal Year 2009, and $500,000.00 in Fiscal Year 2010.

2. The County will apply the County Contribution to the Enlarged Auditorium project in the amounts of: $300,000.00 in Fiscal Year 2008, $300,000.00 in Fiscal Year 2009, and $300,000.00 in Fiscal Year 2010.

3. The Town will forward to the County the first $500,000.00 on or before January 31, 2008; the second $500,000.00 on or before October 31, 2008; and the final $500,000.00 on or before October 31, 2009.

4. If both the Town and the County have made their full contributions hereunder and there is a refund attributable to the enlarged auditorium project, any such refund shall be split 60% to the Town and 40% to the County.

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IN WITNESS WHEREOF, I have hereunto set my hand and seal this 2nd day of January, 2008.

HARFORD COUNTY, MARYLAND

David R. Craig
County Executive

TOWN OF BEL AIR

Robert M. Preston
Chairman, Board of Town Commissioners

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PROCEDURES FOR USE OF PUBLIC SCHOOL FACILITIES

Exhibit B

HARFORD COUNTY PUBLIC SCHOOLS
A.A. Roberty Building
102 S. Hickory Avenue
Bel Air, Maryland 21014

I. POLICY STATEMENT:

The Board of Education of Harford County encourages the use of its public school facilities for community purposes by recognized outside groups to present and discuss public questions, for public speaking, lectures, and other civic, educational, social, recreational, or church affiliated civic purposes. The Board of Education may permit a partisan political organization that has polled 10 per cent or more of the entire vote cast in this State in the last general election to use public school facilities for programs and meetings that relate to a political campaign for nomination or election of a candidate to public office. The Board of Education may permit the use of public school facilities for religious or other lawful purposes. All meetings shall be open to the public, shall not be unlawfully restrictive by reason of race, creed, or color, gender, national origin, language, age, socio-economic status, or disability and will be used only at times that will not interfere with regular school sessions or other bona fide school activities.

The possession, sale, use, or display of drugs, weapons, alcohol and/or tobacco products are strictly prohibited in all Harford County Public Schools' facilities and on all property owned or leased, by the Board of Education of Harford County.

II. RESERVATIONS:

The Board of Education reserves the right to establish special policies, procedures, restrictions, conditions, and fees governing the use of school facilities if, in its judgment, the situation demands such action. Using groups may be denied the use of facilities if, in the judgment of the Board, such groups fail to meet the requirements set forth herein. The right is reserved to revoke or annul any approved application for noncompliance with policy or procedural requirements. The Board reserves the right to waive any and all conditions of the policy and procedures and to stipulate additional conditions if, in its judgment, such action is in the best interest of the community and/or school system.

Using groups must have definite structure, organization, and sponsorship to be considered for use of public school facilities.

Out-of-county or out-of- state groups may not use the public school facilities.

In strict accordance with local Health Department regulations, home-prepared food shall not be brought into school facilities for any reason. Food prepared on-site shall be prepared by school system Food and Nutrition Department staff, utilizing the H.C.P.S. Health Department permit; otherwise the user group must secure the appropriate Health Department permit. Prepackaged goods and commercially prepared and delivered goods such as pizza, sandwiches, salads, etc. are permitted. Caterers hired for school events must provide a copy of their food license and approval to operate in the county.

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III. DEFINITIONS:

1. FACILITIES: Any school building, building, office, equipment, or real property owned or leased by the Board of Education of Harford County.
2. SCHOOL-SPONSORED: Any curricular or extra-curricular program or activity that is directly affiliated with the programs of the school system or directly affiliated with a particular school within the Harford County Public School system.
3. SCHOOL AFFILIATED: Any group, program, or activity that is directly affiliated with the educational program and sponsored by the Parent-Teacher-Student Association, the Harford County Council of PTSA's, and officially recognized employee organizations.
4. NON-SCHOOL RELATED: Any group, activity, or program that is not school sponsored or school affiliated.
5. COMMERCIAL: Companies, corporations, organizations, partnerships, or groups whose principal function is profit making.
6. APPLICANT: the organization or group named on the application requesting the use of school facilities, including the name of the designated representative of the organization or group.
7. NON-PROFIT ORGANIZATION: An organization or group named on the application requesting the use of school facilities with documentation designating a 501c3 status.
8. INSTRUCTIONAL EQUIPMENT: All equipment that is the property of, or leased by the Harford County Board of Education normally used to deliver the instructional or administrative programs such as audio-visual equipment, business machines, computer hardware and software, musical instruments, gymnastic equipment, science equipment, Technical Education equipment, Family and Consumer Science equipment, and similar equipment.
9. NON-INSTRUCTIONAL EQUIPMENT: Shall include cafeteria and food services equipment, bleachers, backstops, shower room equipment, stage equipment, furniture, ladders, lifts, and other similar equipment.
10. ATHLETIC FIELDS: Shall include any designated athletic fields, practice fields, or grassy areas that are part of a school site.
11. VENDORS - One who sells products or merchandise.

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IV. PRIORITY LIST OF GROUPS:

GENERAL:
Regular school sessions, school sponsored activities, curricular or extra-curricular activities or programs sponsored by the school or Board of Education have first priority for scheduling and use of the facilities as determined by the individual School Principal or building manager. The Harford County Department of Parks and Recreation is second in priority standing. All other user groups will be scheduled on a first come, first served basis.

DEPARTMENT OF PARKS AND RECREATION:
All Board of Education policies and procedures that have been developed for the use of school facilities by community groups apply to the Harford County Department of Parks and Recreation and affiliated Community Recreation Councils with the following exceptions:

1. Rental, Administrative, and Operations fees are waived.
2. Fees are applied to custodial and/or additional supervisory services that occur beyond the normal work hours (as described under "Hours of Operation"). The rate for such services is fixed at one and one-half times the employees' regular hourly rate of pay.
3. Applications are submitted via an email attachment to the school's UOF Coordinator. A

typed signature signifies approval by the Recreation Specialist and UOF Coordinator. The application is then forwarded to the Operations Office where final review is made, approved and processed.

PRIORITY OF USE:

To effectively manage the volume of use by outside groups, the School Principal shall schedule groups according to the following priorities:

Category A: Activities and groups directly affiliated with the Board of Education including PTSA's, booster clubs, student clubs and organizations, citizen advisory groups, employee associations, and employee activities.

Category A-1: Town of Bel Air sponsored events at Bel Air High School Auditorium

Category A-2: Harford County Department of Parks and Recreation

Category B: Activities directly associated with Harford County Government, Municipal/Town governments, Harford Community College, and youth organizations.

Category C: Non-profit cultural, recreational, community improvement organizations, service clubs, civic organizations, music associations, adult recreation groups (other than those sanctioned by the Harford County Department of Parks and Recreation), and religious groups.

Category D: Commercial, for-profit organizations, and religious (non-profit) organizations use specifically for religious services.

CONDITIONS OF USE:

1. School facilities shall not be used for parties, celebrations, weddings, showers, or other ceremonies or rituals that are private in nature
2. School facilities shall not be used for private fund-raising purposes, for private exhibitions, or by persons or groups using facilities for financial gains. This includes all category C and D organizations, who, although considered non-profit, for-profit and religious organizations, hold activities in which they charge the public admission to attend. Admission may be charged or school fundraising activities may take place when the activity or event is held in partnership with the school and the school will benefit. (See Partnerships below) The Superintendent may approve certain groups whose activities are aligned with community interests, such as recitals and cultural programs.
3. During school sponsored events, Vendors are not permitted to sell on school property unless it is at a school fundraising event where the school will benefit.

PARTNERSHIPS:

Use of Facilities/Partnership Mission:

The mission of the Office of Partnerships for Special Programs and Student Achievement is to increase the number of effective partnerships essential to student achievement by promoting their development and success between Harford County Public Schools and the community. The Harford County Public School System recognizes that making a difference for our students is paramount to the success of the community as a whole. There is growing evidence that school/community partnerships improve the capacity of individual families, schools and communities to support teaching and learning. When students connect school work with the world of work, they are motivated to learn. It is for these reasons that our goal is to establish partnerships with organizations that provide assistance to schools in a variety of ways; school

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building improvements, donations of materials, merchandise, volunteer hours, tutoring, mentorships and general support.
The Office of Partnership for Special Programs and Student Achievement can assist to establish a partnership agreement.

4. There shall be no gambling on or in public school facilities. Permitted activities are bingo-type activities, auctions and raffles. In all cases, the school/organization shall be responsible for securing proper licensing (if applicable), merchandise and facilitating the activity. A Vendor will not be permitted to sell on school property.
5. Use of school facilities shall be denied if the proposed use places an undue burden or risk upon the school system or school administration, or if the proposed activity is contrary to the policies and goals of the Board of Education.

Disclaimer:

1. Approval of permanent improvements to HCPS facilities by outside user groups in no way ensures, neither directly nor tacitly, future use of a facility by that group.
2. Approval of permanent improvements paid for, and made, to any HCPS facility by an outside user group, will become the property of the HCPS upon the group's departure.

V. APPLICANT INFORMATION:

Guide for Use of Facilities Application Process: These guidelines are intended to provide a reference to help in the submission process

Application A - USE OF FACILITIES BY OUTSIDE GROUPS	**Application B** – USE OF FACILITIES FOR SCHOOL SPONSORED ACTIVITIES
-To be submitted by HCPS DEPARTMENTS OR SUPERVISORS, BOOSTERS, PTA's, AND OUTSIDE GROUPS when using school facilities.	*-To be submitted by SCHOOLS ONLY when activities are SCHOOL SPONSORED and take place beyond HCPS hours of operation.*
-Submitted at least 3 weeks prior to the event/activity	- Submitted prior to the event; can submit monthly
-Only 2009-10 UOF application will be accepted	- No rental fees apply to school events; CUSTODIAL OVERTIME FEES DO APPLY , if applicable
-Fees may apply depending on User Category; additional fees may include Custodial or Technical Support fees.	-UOF Coordinator may request the standard UOF application for their records, but will not be needed to be sent to the Operations Office
-PTA's are required to submit a UOF application for all events, including meetings. When submitting for Spring-type events, a GAMES list MUST be included with the application, as well as details on FOOD.	-The Application B does not apply to PTA's or Booster Clubs
-There shall be no gambling on or in a public school. Permitted activities are bingo-type activities, auctions and raffles. In all cases, the school/organization shall be responsible for securing merchandise and facilitating the activity. A Vendor will not be permitted to do this on his/her own behalf.	-There shall be no gambling on or in a public school. Permitted activities are bingo-type activities, auctions and raffles. In all cases, the school/organization shall be responsible for securing merchandise and facilitating the activity. A Vendor will not be permitted to do this on his/her own behalf.
School or PTA sponsored fundraising activities are permitted under the condition that "Vendors" pay a participation fee and establish a Partnership with	School or PTA sponsored fundraising activities are permitted under the condition that "Vendors" pay a participation fee and establish a Partnership with

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the school that will provide assistance to the school in a variety of ways: school building improvements, donations of materials, merchandise, volunteer hours, tutoring, mentorships or general support. It is the responsibility of the Sponsoring Group (School/PTA) and the Vendor to negotiate the terms of this Partnership. This comes under the *new* Partnership Mission within HCPS. Please refer to "Partnerships" in Procedures to see other ways a Partnership can be developed with a Vendor. Some examples are: Yard Sales, Craft Fairs, Antique Fairs, Flea Markets, Holiday Shoppes/Winter Bazaars, Exhibitions. It is the responsibility of the sponsoring group to insure the products for sale do not violate any school policy or law and are in compliance with the local Harford County Health Department.	the school that will provide assistance to the school in a variety of ways: school building improvements, donations of materials, merchandise, volunteer hours, tutoring, mentorships or general support. It is the responsibility of the Sponsoring Group (School/PTA) and the Vendor to negotiate the terms of this Partnership. This comes under the *new* Partnership Mission within HCPS. Please refer to "Partnerships" in Procedures to see other ways a Partnership can be developed with a Vendor. Some examples are: Yard Sales, Craft Fairs, Antique Fairs, Flea Markets, Holiday Shoppes/Winter Bazaars, Exhibitions. It is the responsibility of the sponsoring group to insure the products for sale do not violate any school policy or law and are in compliance with the local Harford County Health Department.

A UOF application is REQUIRED for all activities taking place beyond HCPS Hours of Operation. Each School Principal or Designee shall be responsible for the annual master schedule and utilization of the facility. Applicants must submit their Use of Facility request to the specific School Principal or Designee in accordance with the following schedule:

HARFORD COUNTY DEPARTMENT OF PARKS & RECREATION:

August preceding the school year; and
Quarterly, according to the schedule outlined for all other users

ALL OTHER USER GROUPS:

A minimum of three (3) weeks prior to the proposed activity, subject to availability.

HOURS OF OPERATION:

1. The hours of operation for outside group use of facilities shall normally be restricted to one hour after class dismissal at the respective elementary, middle, or high school level until 10:00 PM on regular school days, and from 8:00 AM to 10:00 PM on non-school or weekend days. Gymnasium and outside athletic field use times may be adjusted at the discretion of the School Principal or building manager.
2. Use of school facilities is prohibited when schools are cancelled for inclement weather, utility outages, or other facility emergencies; or closed for designated holidays. If schools are closed for any inclement weather or emergency reasons on a Friday, all use of facilities activities will normally be cancelled for the ensuing weekend. Special approval may be granted to use school facilities when schools and offices are closed for designated holidays when the activity is directly related to school sponsored activities.
3. The use of school facilities during weekends may be restricted, modified, and/or revoked when inclement weather occurs, or when building maintenance or construction is required. Every effort will be made to notify user groups in a timely manner if previously scheduled events must be cancelled or rescheduled.

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4. The use of school facilities during the summer or during extended holidays, or at any other time may be restricted, modified, and/or revoked when building maintenance or construction is required. Every effort will be made to notify user groups in a timely manner if previously scheduled events must be cancelled or rescheduled.

APPLICATION PROCESS:

1. User group representative contacts School Principal or Designee to request use of the facility.
2. School Principal or Designee determines eligibility and availability for group and activity. If questions or disputes arise regarding eligibility, applicant will be directed to the Assistant Superintendent for Operations for a final determination. The applicant and School Principal or Designee will be advised of the decision.
3. User group completes application in TRIPLICATE and submits to School Principal or Designee for processing.
4. School Principal or Designee transmits applications to Central Office/Operations Office, for final approval and determination of fees and charges at least three (3) weeks prior to the scheduled date of the event or activity.
5. User group and school is then contacted by a Operations Office UOF Coordinator advising of final approval and estimate of fees and charges, and requirements for applicable insurance, permits, or other conditions. An invoice will be included with the approval letter.
6. If adequate school custodial coverage is not available, the School Principal or Designee shall not schedule the event or activity. Should adequate school custodial coverage become unavailable after the event or activity has been scheduled, the School Principal or Designee shall promptly notify the applicant.
7. Prior to the activity, the School Principal or Designee may request a meeting with the organization's sponsor and/or supervisory staff for planning purposes. Representatives of the organization shall honor this request.

VI. FEE STRUCTURE:

1. The Superintendent and the Board of Education of Harford County establish the schedule of fees.
2. Fees MAY be adjusted every two years from July 1, 2003.
3. The requesting group will receive an estimate of charges based upon the approved Use of School Facilities Application form. An invoice will be sent to the group by the Harford County Public Schools Operations Department after the exact charges and fees have been determined. Remittance of charges shall be made payable to the Board of Education of Harford County and sent to the Operations Department. Non-payment of any fees or charges within the specified period of time shall be considered cause for refusal of any future requests.
4. If for any reason facilities are not used at the time requested and approved, the estimated charges will be made unless notification has been made sufficiently in advance for the principal to cancel the commitment for custodial or other prescheduled services. Ordinarily, twenty-four (24) hours advance notice, in writing, is considered sufficient time during the regular school week and a minimum of seventy- two (72) hours notice, in advance, is considered sufficient for weekend use. However, there may be times when costs have been incurred to allow for the use of facilities and more time would be needed. *A minimum cancellation fee of $25.00 will be assessed if proper notice is not received, and additional fees may be required if staff reports to the activity and/or if building systems have been activated for the activity.*

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5. Charges for the use of facilities include: rental and administrative fees, custodial fees, operations fees (electricity, air conditioning, heating, ventilation, water and sewerage, and maintenance fees), and special fees (additional custodial, cafeteria personnel, technical supervisor and staff members), cancellation fees, expendable supplies fees, and any other specific fees determined to be required by the Harford County Public Schools. (see attached categories of user groups and applicable charges)
6. The following rates are presently in effect in accordance with the attached SCHEDULE OF FEES:
    a. RENTAL FEES - amount per minimum four (4) hour block. Fraction of hours are not pro-rated. Extensions beyond the first four hour block will require additional fees:

        i. Classroom $25.00
        ii. Athletic Field/Tennis Courts $75.00
        iii. Athletic Field – Grass.....$100.00
        iv. Athletic Field – Artificial Turf..... $80.00/hour
        v. Athletic Field – Artificial Turf/w Lights $100/hour
        vi. Multi-purpose/Cafeteria ..... $75.00 - $125.00
        vii. Gymnasium ..... $150 - $200.00
        viii. Kitchen Facilities $75.00
        ix. Auditorium $250.00
        x. Equipment Fee $25.00
        xi. Parking Lot..... $25.00

    b. OPERATIONS FEE - This fee is applied to cover the life-cycle maintenance of the building and its systems, the cost of utilities, and the cost of expendable supplies. The fee represents a combined annual, pro-rated maintenance, utilities, and expendable supplies cost-per-square-foot that will be adjusted every two years. In the event of substantial utility price fluctuations, the fee may be adjusted at any time within the specified two-year period. The fee amount is per a minimum four (4) hour block. Extensions beyond the first four hour block will require additional fees.
    c. ADMINISTRATIVE FEES - This annual, one-time fee per school year, in the amount of $20.00, is applicable to categories of user group table (see Page 17) to cover the cost of processing applications, postage, invoicing, and coordination with the schools.
    d. CUSTODIAL FEES - This fee covers the cost of custodial staff labor beyond the normal work shift (as described under "Hours of Operation"), or when the school principal determines that additional time or staff is required before, during, or after an activity. The rate of pay will be fixed at one and one half (1 ½) times the normal rate of pay for the staff member or members who work during the activity.
    e. FALSE ALARM AND INTRUSION FEES – There have been recent changes to the laws regarding intrusion and fire alarms. We will now be assessed substantial fines for false alarms under these two systems. User groups found to be contributing to false alarms will be assessed a portion of those fines as a condition of use.
    f. SPECIAL FEE - The special fee may include the reimbursement necessary for the preparation and restoration of the school facility both before and after the event, the services of special technicians, additional staff, outside security staff, or other unique support that may be required. The School Principal and building services manager and/or the Superintendent for Operations will jointly identify the additional services

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required and determine the total time necessary to provide additional services, which will be used to calculate the fee. The fee amount is per a minimum four (4) hour block. Extensions beyond the first four hour block will require additional fees.

VII. INDEMNIFICATION/INSURANCE:

1. The Applicant/Using Group will indemnify and hold harmless the Board of Education from any and all injury (including death), loss or damage resulting to any person or property by reason of the group's use, control or maintenance of the Board of Education's premises, provided the same was not caused solely by the negligence of the Board of Education. The using group shall defend the Board of Education against liability, damage, claim or demand and reimburse the Board of Education for any costs incurred by the Board of Education in connection therewith, including reasonable attorney's fees arising out of any injury (including death), loss or damage described above. The Board of Education shall have the right to approve any legal counsel selected to defend the Board of Education in such claim or alleged claim. Nothing set forth herein shall be construed as a waiver on the part of the Board of Education of any defense, immunity, limitation of liability or restriction on damages provided for it under applicable law including but not limited to Section 5-518 of the Courts and Judicial Proceedings Article and Section 4-105 of the Education Article of the Maryland Annotated Code as amended.

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Damage to Property by the Applicant and its Invitees

The Applicant and its employees, officials, volunteers and agents shall be solely responsible for any loss or damage to property of the Applicant or its invitees, employees, officials, volunteers, agents and representatives while such property is on, at or adjacent to the premises of the Board of Education of Harford County.

The Board of Education of Harford County reserves the right to impose additional insurance requirements and risk control measures upon the Applicant if the nature of the use of the premises is hazardous in nature.

Generally, the use of fireworks, incendiary devices, explosives, or similar type activities on school property is strictly prohibited. However, the Superintendent may allow the display of fireworks for certain school sponsored or related activities provided that specific insurance requirements and other risk management measures are complied with.

Tiered Insurance Requirements for Outside Using Groups

Tier 1	Low Risk Activities	Small meetings less than 30 people to meet and converse	Insurance requirements waived. Hold Harmless agreement applies. Waiver of Subrogation applies.
Tier 2	Medium Risk Activities	Large meetings, more than 30 people. (i.e. but not limited to: Fairs, Fundraisers, Bingos, Family Night)	Insurance requirements apply. No umbrella or excess insurance required.

Tier 3	High Risk Activities	Churches (attendance of 100 or more,) car shows, theatrical or dance shows, athletic leagues, sports camps, film or TV productions, etc.	Insurance requirements apply. Umbrella or excess insurance is required.
Tier 4	Special Hazard Usage **Normally not approved except upon exception.**	Fireworks, helicopter landings, concerts	Specially developed insurance requirements will apply if approval is given

1. The Applicant shall purchase and maintain throughout the term of this agreement or its use or occupancy of the Harford County Board of Education's premises commercial general liability insurance or its equivalent with minimum limits of:
   - $ 1,000,000 each occurrence
   - $ 1,000,000 personal and advertising injury;
   - $ 2,000,000 general aggregate; and
   - $ 1,000,000 products/completed operations aggregate

2. This commercial general liability insurance or its equivalent shall include coverage for all of the following:
   a. Liability arising from premises and operations
   b. Liability arising from products and completed operations
   c. Contractual liability including protection for the Applicant from bodily injury and property damage claims arising out of liability assumed under this agreement;
   d. Liability arising from explosion, collapse, or underground (XCU) hazards;
   e. Liability arising from athletic or sports participation;
   f. Liability arising from bodily injury to spectators

3. The Board of Education of Harford County and its appointed officials, officers, agents, employees and authorized volunteers shall be named as additional insured on this commercial general liability insurance policy as respects Applicant's use or occupancy of the premises of the Board of Education of Harford County. **The following wording must be utilized on the additional insured endorsement issued by the general liability insurer and shown on the insurance certificate submitted by the Applicant to evidence its purchase of commercial general liability insurance:**
   - ***This policy is amended to include, as additional insured, the Board of Education of Harford County and its appointed officials, officers, agents, employees and authorized volunteers, but only for liability arising out of operations on, at or adjacent to premises of the Board of Education of Harford County.***

4. Insurance or self-insurance provided to the Board of Education of Harford County and it's appointed officials, officers, agents, employees and authorized volunteers by the Applicant or its insurer as specified herein shall be primary, and any other insurance, self-insurance, coverage or indemnity available to the Board of Education of Harford County and it's appointed officials, officers, agents, employees and authorized volunteers shall be excess of and non-contributory with insurance and self-insurance provided by the Applicant or its insurer as specified.

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5. If the Applicant's use of Board of Education facilities involves the use of any motor vehicles, the Applicant shall purchase and maintain throughout the term of this agreement, or its use or occupancy of the Board of Education of Harford County's premises, business auto liability insurance or its equivalent with a minimum limit of $1,000,000 per accident and including coverage for liability arising out of the ownership, maintenance or use of any auto and for automobile contractual liability.

6. The Applicant, and his employees, shall purchase and maintain throughout the term of this agreement or its use or occupancy of the Board of Education of Harford County's premises, workers compensation insurance, or its equivalent, with statutory benefits as required by any state of Federal law, including standard "other states" coverage, and employers liability insurance or its equivalent with minimum limits of:

   $100,000 each accident for bodily injury by accident
   $100,000 each employee for bodily injury by disease; and
   $500,000 policy limit for bodily injury by disease

7. The Applicant shall purchase and maintain throughout the term of this agreement, its use or occupancy of the Board of Education of Harford County's premises umbrella excess liability or excess liability insurance or its equivalent with minimum limits of:

   $2,000,000 per occurrence
   $2,000,000 aggregate for other than products/completed operations and auto liability; and
   $2,000,000 products/completed operations aggregate and including all of the following coverage's on the applicable schedule of underlying insurance:
   a. Commercial general liability;
   b. Business auto liability; and
   c. Employer's liability.

VIII. SUPERVISION:

GENERAL:

1. A member of the school custodial staff must be on duty during the time a building facility is being used by a group. The person must receive a fee as outlined herein unless his/her assignment to regular duty coincides with the time of use by the group. The duties and responsibilities of these persons shall be to care for Board of Education property; to provide light, heat, air-conditioning; and to provide access to the space. The School Principal, at his/her discretion, may require that more than one staff member be present if the function is large or involves the use of special facilities.

RESPONSIBILITIES REQUIRED BY HARFORD COUNTY PUBLIC SCHOOLS PERSONNEL:

DURING NORMAL WORK SHIFT:

2. Groups using the facility shall understand that the staff member is assigned or employed primarily to care for Board of Education property; to provide light, heat, air-conditioning; and to provide access to the space.
3. The staff member will remain on duty during the entire period and be responsible as a Harford County Public Schools representative for the time the facility is being used by the group.
4. When the function for which the facility was procured has ended, the staff member shall

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close all windows, lock all doors, secure the building, and make a record of any damages incurred.

5. The staff member shall willingly and readily cooperate with the group in meeting reasonable requests such as moving tables, setting up folding chairs, or other similar arrangements that were made in advance, or as outlined on the approved application form.

BEYOND NORMAL WORK SHIFT:

For activities that occur beyond normal working hours (as described under "Hours of Operation"), and when building services personnel are working on an overtime basis (a building service fee having been collected from the organization using the facility), the following duties will be performed:

1. Arrive at the school at least thirty minutes before the scheduled activity; check boilers upon arrival (during heating season)
2. Unlock the necessary doors and turn on lights as needed
3. Set up furniture as needed for the activity
4. Be available to assist the organization during the activity with routinely assigned duties (empty trash, maintain restrooms, emergency clean up, etc.); and inspect the areas
5. Lock all doors and windows after group has left, clean areas, turn off all lights and secure the building.
6. *It is not the duty of the building services worker to discipline, supervise groups, or to maintain order.*
7. School System staff shall not accept funds, nor be paid directly by outside using groups.

SUPERVISION & OBLIGATIONS OF USING GROUP

1. The group using the facility must accept the entire responsibility for providing personnel to monitor, supervise, and secure corridors and other areas of the facility in order to confine those in attendance only to the parts of the facility that are expressly approved for use. Permission to use the facility governs and extends only that part of the premises assigned and to the adjacent lavatories. Also, the group must clean the areas used.
2. See that proper use is made of the parts of the building requested and that care is taken of all equipment contained therein.
3. The designated representative of the user group shall willingly and readily cooperate with the designated custodian on duty in meeting reasonable requests such as moving tables, setting up folding chairs, or other similar arrangements.
4. See that audience, spectators, and/or participants use only that part of the building requested by the using organization or group. Other parts of the building must not be used.
5. Make no alterations or adjustments and bring no large pieces of equipment into the building without securing permission from the School Principal.
6. Observe all fire regulations and see that exits are left clear for any emergency that may arise. No flammable decorations or items, nor any volatile liquids, explosives, or any device producing open flames will be used. Electrical equipment that has been brought in shall not be used without first securing permission from the School Principal.
7. Arrange in advance to have the part or parts of the building to be used made ready.
8. Assume complete responsibility for prohibiting the use of drugs, alcoholic beverages, tobacco products, and weapons in the buildings and/or on the premises in keeping with the Public School Laws of Maryland.

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9. Assume financial responsibility for breakage or damage to building or equipment that may result from its use.
10. Leave the facility in as good condition, as it was prior to use; except ordinary wear and tear.
11. Obtain law enforcement supervision for the particular function or activity, when required by the Board of Education, Superintendent's office, the School Principal, or when the need is apparent as felt by the applicant. Any cost involved for this supervision shall be borne by the applicant.
12. No group shall place tables, chairs, or benches on the playing surface of tennis or multi-use courts. Organizations shall not bring heavy mechanical equipment on the grounds, except in driveways and parking areas. Portable booths and equipment shall be removed immediately after the activity. The Harford County Department of Parks and Recreation is permitted to place appropriate equipment such as scorer's table, team benches, bleachers, and other equipment required to conduct the athletic event or activity. In addition, the Harford County Department of Parks and Recreation is permitted to bring mechanical equipment onto the grounds to provide maintenance activities as outlined in the separate "Joint Use Agreement."
13. Organizations shall not be allowed to dig holes or drive supporting stakes; only portable booths will be permitted. Stakes are not to be driven in the hard surface area. Lines are not to be painted on tennis or multi-use courts or any other hard surface area.
14. There shall be no temporary or permanent signs, banners, pennants, or the like placed in or on school buildings or on school grounds by any group. Three permitted exceptions are:
    - activities sponsored by or for the school community or school PTSA;
    - activities sponsored by the Board of Supervisors of Elections
    - activities that require signs may place temporary identification signs on school grounds during the actual hours of their activity. At the conclusion of the use of the school, the organization must remove the signs.
15. The adult representative of the using organization, with the building services worker on duty, shall check the condition of the facility to be used before and immediately after the activity. Any abnormality or misuse of the facility, damage or destruction of property, etc., shall be written down, signed by both parties, and returned to the principal the next working day. If damage should occur, four copies of the report shall be completed and distributed as indicated on the form.
16. Failure to provide adequate supervision or to enforce safety and security requirements may warrant denial of future use by the applicant/user group.

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IX. SAFETY AND SECURITY:

1. Groups using the facilities shall comply with Federal, State, and Local laws and all regulations and policies of the State Board of Education, the Harford County Board of Education, the local Health Department, and the State of Maryland Fire Marshal.
2. It is the responsibility of each user group to establish an on-site contact person (designee) during the entire course of each activity, who will be responsible to monitor the arrival and departure of its participants, ensure that the designated entrances to the facility are utilized, and to ensure that only those participating in the activity gain entrance to the facility.
3. Identification badges or "labels" shall be worn and properly displayed by the designee and *adults supervising* the activity. The information should include the name of the person and the name of the group or activity.
4. Each user group shall inform participants to arrive no earlier than fifteen minutes prior to the scheduled starting time of the activity and to leave the facility within fifteen minutes after the

scheduled ending time of the activity. The on-site contact person (designee) is not to vacate until all participants have exited.

5. The designee shall inform the designated custodian on duty that the activity is concluded and that the building/room may be secured.
6. Any person who participates or attempts to participate in a user activity without authorization shall be reported immediately to the custodian on duty.
7. The designee shall ensure that he/she has access to a cellular telephone to reach law enforcement or emergency personnel should the need arise.
8. No vehicles of any type shall be driven or parked on any area not designated as a parking area. No vehicles of any type may be parked in areas designated and/or marked as fire or emergency lanes, and no vehicles shall be parked on walkways, sidewalks, ramps, athletic fields, play fields, playgrounds, or immediately adjacent to the physical structure of the facility.
9. Approval for the use of school facilities may not be transferred from one organization, group, or individual to another.
10. Camping on school property is strictly prohibited. This includes the use of travel trailers and recreational vehicles on designated parking lots. However, the Superintendent may, at his/her discretion, allow camping activities for unusual or unique purposes provide that specific insurance requirements and other risk management measures are complied with. At no time shall the track surfaces be used for motor vehicle access, parking, or overnight use. The Harford Glen Environmental Center is excluded from this provision, with approval of its application for use of the Harford Glen facilities.
11. The school system has established various security color codes consistent with federal, state, and county codes. Each user group shall become familiar with the codes and with the responsibilities required for each security color code. User groups shall adhere to the requirements of the established security code, if enacted, during their activity.

X. CARE AND CONDITION OF FACILITIES:

1. In the event that an outside user group damages the facility, the School Principal, building manager, and Facilities Management Department personnel shall determine the amount of damage jointly. The user group shall then be billed for such damages and repairs.
2. Applicants agree and acknowledge that for various economical or other reasons, the environmental conditions in school facilities may vary with those during normal working hours.
3. Use of school facilities shall be limited to only those areas designated by the School Principal or building managers and to the designated activity as depicted on the application for use of facilities.
4. No alterations may be made to the school facilities or grounds without permission from the School Principal and the Assistant Superintendent for Operations.

XI. APPROVALS/AUTHORIZATIONS:

The Superintendent or her/his Designee shall decide any disputes that arise from the implementation of the policy or procedures for use of school facilities. The Superintendent's decision shall be final. Decisions of the Superintendent may be appealed to the Board of Education.

XII. SCHOOL INSTRUCTIONAL SUPPLIES, EQUIPMENT, AND FURNISHINGS

INSTRUCTIONAL:

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Except for use of the school piano and/or organ, instructional equipment may not be used. If the piano and/or organ are to be used, it may not be removed from the assigned location without prior approval of the School Principal. The School Principal reserves the right of refusal.

NON-INSTRUCTIONAL:

Use may be made of non-instructional equipment under direct supervision of school personnel and with prior permission of the School Principal. Non-instructional equipment shall include showers, bleachers, cafeteria equipment, stage equipment, stepladders, furniture, etc. School furniture designed for interior use and normally used inside may not be used outside the building. No equipment may be removed from the school premises.

USE OF SUPPLIES:

School instructional supplies may not be used or consumed by using groups. These supplies may not be lent or traded or encumbered under any circumstances. This provision shall also apply to food service commodities. Custodial supplies shall be provided as required.

XIII. SPECIAL FACILITIES/SPECIAL USES:

PUBLIC ELECTIONS:

School facilities shall be available as polling places for primary elections and general elections. Coordination of locations and spaces will be handled directly through the Harford County Public Schools central office. No Use of School Facilities Application forms are required.

POLITICAL GROUPS:

1. Some limited use may be made of school facilities by political groups provided they have established their identity by polling at least ten percent of the total vote at the last general election.
2. School facilities are not available for use by political groups for fund-raising activities.

FOOD SERVICE FACILITIES AND EQUIPMENT:

1. Limited use may be made of food service facilities provided such usage does not interfere with the normal operation of the school food service programs.
2. All food served on school premises must be prepared and served in complete compliance with all applicable rules and regulations of the Harford County Department of Health.
    a) Foods provided must be ascertained by Vendors who possess a Health Dept. license assuring the food is safe. Examples of acceptable Vendors include grocery stores, warehouse food clubs, restaurants and most Caterers (provided the Caterer has the food license and approval to operate in the county.)
    b) Preparation of foods in a school food service kitchen must include the presence of at least one (1) Food and Nutrition employee who is trained on safe food practices on-site to supervise volunteers. Foods not needing further preparation using the school's kitchen may be served in the dining room without a Food and Nutrition employee on-site. Temporary use of hot

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or cold holding equipment for this service may be ascertained with permission from the Food and Nutrition Department where the using group assumes responsibility for any damage resulting from such use.

3. Any using group desiring services from HCPS Food & Nutrition to provide food, supplies, equipment and/or Staff must check YES on the UOF application which asks, "Will you be using HCPS Food & Nutrition for food and/or kitchen use?" A representative from the Food and Nutrition Department will then contact the applicant for further information and organization of services.

HARFORD GLEN:

All Board of Education policies that have been developed for the use of school facilities by community groups apply to the Harford Glen Environmental Center with the following exceptions:

1. A separate application form will be used.
2. Arrangements are made directly with the administrative staff at Harford Glen.
3. A separate fee schedule is provided for the Harford Glen facilities.

AMOSS CENTER AT HARFORD TECHNICAL HIGH SCHOOL:

All Board of Education policies that have been developed for the use of school facilities by community groups apply to the Amoss Center at Harford Technical High School with the following exceptions:

1. The Amoss Center at Harford Technical High School is managed under a separate Joint Use Agreement between the Harford County Board of Education and the Harford Community College.
2. A separate fee schedule is provided for the Amoss Center at Harford Technical High facilities.

AUDITORIUM AT BEL AIR HIGH SCHOOL:

All Board of Education policies that have been developed for the use of school facilities by community groups apply to the Bel Air High School with the following exceptions:

1. The Auditorium at Bel Air High School is managed under a separate Joint Use Agreement between the Harford County Board of Education and the Town of Bel Air.
2. Scheduling of use has priority in this order:
   First Priority: Bel Air High School
   Second Priority: Town of Bel Air
3. A separate fee schedule has been set up through the Town of Bel Air for outside use.

PLANETARIUM:

All Board of Education policies that have been developed for the use of school facilities by community groups apply to the HCPS Planetariums with the following exceptions:

1. Arrangements are made directly with the Planetarium Director at the schools housing Planetariums. The Director will then coordinate use with the Use of Facilities Coordinator.
2. A special fee for the Planetarium Director will apply to after school hours only, as well as any Custodial overtime that might be incurred. These fees will be invoiced to the using group after the Planetarium use.

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SWIMMING POOLS:

All Board of Education policies that have been developed for the use of school facilities by community groups apply to the swimming pools located at Edgewood MS, Magnolia MS, and North Harford MS with the following exceptions:

1. A supplementary agreement for use of school swimming facilities must be completed before authorization to use the facilities will be granted.
2. The standard hours of operation for the swimming pools may be altered with the approval of the School Principal.

PARKING:

1. Parking on school property is limited. User groups will have access to available parking during their activities. Strict adherence to parking rules and regulations will be enforced.
2. Parking is limited to the designated areas on the school property and is restricted in fire lanes, access lanes, loading areas, and in areas appropriately marked. Failure to adhere to these provisions may result in the issuance of traffic citations by local enforcement authorities.
3. Parking of tractor-trailers, dump trucks, recreational vehicles, off-road vehicles, and other designated vehicles is strictly prohibited, unless excepted in writing by the Superintendent of Schools or designee.

GROUNDS:

1. Requests for use of school grounds by recognized groups shall be made in accordance with the Application Process described herein. In general, these groups will be permitted to use the grounds if the intended use is in full compliance with other policy requirements.
2. No permanent or temporary facilities (including but not limited to backstops, storage sheds, bleachers, or other structures) are to be erected on school grounds without written permission from the Superintendent of Schools or designee. If such permission is granted, using groups will be required to post a certified check or bond of $100 to $5,000 as a pledge of their intention to properly maintain the structure with regards to both safety and appearance. Failure to comply will result in the forfeiture of the amount of the certified check or bond. In no instance will permission be granted to erect any structure that is deemed a safety hazard or that is of such workmanship as to present an unsightly appearance. All grandstands that are to seat either players or spectators are to be inspected by a competent engineer who shall certify to the Superintendent of Schools or designee that they are safe for public use. No structures of any kind are to be placed on school grounds while school is in session, and any structures placed on school grounds during the summer months are to be removed prior to the opening of school in September. Any structures that are not removed after the summer program and before the opening of school in September will be removed by the Harford County Public Schools at the expense of the user group.
3. School restroom facilities may be made available to the public when approved groups use grounds. If these facilities are to be utilized, the using group shall give strict adherence to the policies as set forth herein and established by the School Principal.
4. No group that has secured approval to use school grounds may display permanent advertisements of any kind on the school property.

(END)

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CATEGORIES OF USER GROUPS AND APPLICABLE CHARGES
Board of Education of Harford County
Effective - JULY 1, 2003
Revisions: JULY 1, 2009

CATEGORY	DESCRIPTION	RENTAL FEE	CUSTODIAL FEE	OPERATIONS FEE	SPECIAL FEE
A	Activities and groups directly affiliated with the Board of Education including PTSA's, booster clubs, student clubs and organizations, citizen advisory groups, employee associations, and employee activities, the Town of Bel Air as it relates to use of the Auditorium at Bel Air High School, and the Harford County Department of Parks and Recreation.	NORMAL HOURS			
		NC	NC	NC	NC
		BEYOND NORMAL WORK SHIFT			
		NC	FC	NC	NC
B	Activities directly associated with Harford County Government, Municipal/Town Governments, Harford Community College, and youth organizations (i.e. Scouts.)	NORMAL HOURS			
		NC	NC	NC	FC
		BEYOND NORMAL WORK SHIFT			
		NC	FC	FC	FC
C	Non-profit cultural, recreational, community improvement organizations, service clubs, civic organizations, music associations, adult recreation groups (other than those sanctioned by the Harford County Department of Parks and Recreation,) and religious groups.	NORMAL HOURS			
		FC	NC	FC	FC
		BEYOND NORMAL WORK SHIFT			
		FC	FC	FC	FC
D	Commercial *, for-profit organizations, and religious organizations use for religious services.**, and Private Schools *For Public Forum only ** A maximum of five (5) years in HCPS facilities, subject to annual review.	NORMAL HOURS			
		FC	NC	FC	FC
		BEYOND NORMAL WORK SHIFT			
		FC	FC	FC	FC

FC = FULL CHARGE
NC= NO CHARGE

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MEMORANDUM OF PROTOCOL AND PROCEDURES
REGARDING HARFORD COUNTY CULTURAL ARTS BOARD
USE OF HARFORD COUNTY PUBLIC SCHOOL FACILITIES

This AGREEMENT dated July 25, 2011, establishes protocol and procedures for Harford County Cultural Arts Board (HCCAB) endorsed for non-profit Cultural Arts Organizations' (CAO) use of Harford County Public Schools (HCPS) facilities. When applying for the use of a HCPS facility, and while using a HCPS facility, HCCAB and CAO shall follow all procedures as set forth in the HCPS Use of Facilities Procedures (UOF) except as specified herein.

A. Partnership

The HCPS Strategic Plan and vision states that HCPS will be a community of learners in which our public schools, families, public officials, businesses, community organizations, and other citizens work collaboratively to prepare all of our students to succeed academically and socially in a diverse, democratic, change-oriented, and global society. The purpose of HCCAB is to act as a county-wide liaison between Harford County government and Harford County 501(c)(3) arts organizations while promoting, expanding, and sustaining the rich and diverse cultural heritage of Harford County.

The HCPS vision and HCCAB purpose clearly identify common stakeholders and commitment to the education and growth of the Harford County community. It is with this common commitment in the forefront that HCPS and HCCAB have established a partnership which outlines protocol and procedure regarding the use of HCPS facilities for cultural arts programming in exchange for fundraising opportunities for host schools.

HCCAB has identified the need for a community arts facility that would be used by local artists and arts organizations and for the benefit of all those living in and around Harford County. HCCAB has developed a *Cultural Plan for Harford County* that considers the needs and desires of key stakeholders and illustrates the cultural climate of Harford County and the impact of the arts on the standard of living and business within the county. While the need for a community arts facility has been identified, it is acknowledged that the development of this facility will take time. Historically, HCCAB and various CAO's have engaged HCPS and have requested the use a school facility as a venue for arts events and performances. It has been determined that the lack of processes have compromised the vision and purpose of both organizations. It is believed that under this partnership, through improved communication and the development of a more collaborative environment, the capacity to serve the students and the arts community of Harford County will be enhanced tremendously.

B. Roles and Responsibilities

1. The HCCAB will act as the liaison between the CAO and HCPS and shall coordinate/facilitate all UOF requests that are made by each CAO.

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2. The CAO, as the UOF applicant and building user, will be responsible for submitting all UOF applications and associated fees. The CAO shall identify a designated representative, an on-site representative, and shall comply with all procedures as outlined in the HCPS UOF procedures.

3. HCPS is responsible for processing UOF applications that are submitted by HCCAB endorsed CAO's (i.e. HCCAB grant funded 501(c)(3) and will determine availability and eligibility of the group and the activity. HCPS UOF Coordinator will coordinate the use of school facilities by CAO's and will administer all requirements as defined in the HCPS UOF procedures.

C. Application Process

4. Only non-profit CAO's that are endorsed by HCCAB will be authorized use of HCPS facilities under this AGREEMENT. Use shall generally be limited to high school facilities. Use of middle and elementary schools will be by exception only.

5. CAO's typically schedule events well in advance of the beginning of a school year. Therefore, when requesting or scheduling the use of a HCPS facility for the upcoming school year, CAO's will submit all UOF requests as indicated herein. UOF Applications received outside of the schedule, as indicated, will be processed in the order received.

   a. CAO's will submit all UOF requests to the HCCAB Coordinator prior to June 15th and requests will be processed on a first come, first served basis. For each event requested, the CAO will indicate (in order of priority):

      1) three locations
      2) three dates
      3) time of the event
      4) their technical needs (sound, lighting, seating)

   b. From June 15th to July 1st, the HCCAB Coordinator will contact the HCPS UOF Coordinators at each school, in priority order listed by the CAO, to confirm availability of each school facility. Once availability is confirmed at one of the three schools, the UOF Coordinator at the available school facility will hold the date to allow time for the application submission and approval process. If it is determined that none of the schools are available, the CAO will be contacted and requested to submit additional locations, dates, and times.

   c. If questions or disputes arise regarding event eligibility, HCCAB will be directed to the HCPS Office of Operations to assist in determining event eligibility. HCCAB, and the UOF Coordinator, will be advised of the decision.

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d. Once availability is confirmed by the UOF Coordinator, the HCCAB Coordinator will notify and direct the CAO to the HCPS website (www.hcps.org) to download, complete and submit the HCPS UOF Application A.

e. After July 1st, the completed application will be submitted, in triplicate, to the UOF Coordinator of the host school. The UOF Coordinator will process and forward the application, in triplicate, to the HCPS Office of Operations for final approval and the determination of fees and charges. Once approved, notification will be forwarded to the UOF Coordinator and the CAO informing each that the application has been processed and approved by August 15th.

D. General Requirements and Conditions of Use

1. The CAO is permitted to charge a reasonable fee for admission. The cost of admission must be identified on the UOF Application A when submitted.

E. Food and Concessions

1. CAO's must comply with current UOF procedures regarding food and concessions must be adhered to at all times.

2. The host school will be offered a fundraising opportunity to provide food concession sales during an event sponsored by a CAO. This opportunity will first be offered to a school-affiliated group. The CAO shall only be allowed to sell, or allow anyone acting under the authority of the CAO to sell, any food or beverages while using a school facility provided that no school-affiliated group wishes to do so, and provided that the using group has approval of the Health Department, if required.

F. Closure Notification

1. Use of school facilities is prohibited when schools are cancelled for inclement weather, utility outages, or other facility emergencies; or when schools and offices are closed for designated holidays and Election day. Once it has been determined that a school has to cancel a scheduled CAO event due to an emergency, every effort will be made to notify the CAO's designated representative in a timely manner leaving sufficient time for the CAO to notify their patrons of the cancellation.

G. Supervision and Security

1. During the use of a HCPS facility, it is the responsibility of the CAO on-site representative to ensure that participants are properly supervised at all times. The on-site representative must be present during the time the building is in use to supervise planned activities.

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2. The CAO on-site representative shall ensure that he/she has access to a cellular telephone to reach law enforcement or emergency personnel should the need arise.

H. HCPS Instructional Supplies, Equipment and Furnishings

1. Non-Technical Instructional Equipment

Except for use of the school's musical equipment, instructional equipment may not be used. If a musical instrument is used, it may not be removed from the assigned location without prior approval from the school principal. The school principal must approve use of all equipment.

When using a school laboratory or studio, the CAO may use only the instructional equipment requested on the application and approved by the school.

2. Non-Instructional Equipment

Non-instructional equipment may be used under direct supervision of school personnel with prior permission of the school principal. Non-instructional equipment shall include showers, bleachers, cafeteria equipment, stepladders, furniture, etc. School furniture designed for interior use, and normally used inside, may not be used outside the building. No equipment may be removed from the school premises.

3. Instructional Supplies

Instructional supplies may not be used or consumed. Instructional supplies may not be lent, traded, or encumbered under any circumstances. All consumable supplies shall be provided by the CAO.

4. Technical Equipment

Only trained and authorized HCPS technical support personnel shall operate sound and stage equipment. If it is determined that a HCPS technician is not available, the UOF Coordinator and the CAO representative shall jointly select from a list of CAO technicians that are trained and pre-approved by HCPS to operate and be responsible for the equipment.

Rental and special fees may be assessed for use of projectors and sound equipment. No equipment may be removed from the school premises. Non-HCPS computers may be used, but are not permitted on HCPS network.

When using any room containing a dry-erase board or chalkboard, the CAO may use any unmarked portion of the board provided that any portion of board used by the instructor is erased after the activity. The CAO shall not, under any circumstance, erase anything on a board left by the school.

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The CAO shall replace or reimburse HCPS for equipment damaged and/or lost or missing.

I. Fees

1. Charges for the use of facilities shall be consistent with rates and parameters as defined within the current UOF procedure. Charges will include applicable administrative fees, rental fees, support services fees, false alarm and intrusion fees and cancellation fees associated with the facility use and event requirements.

J. Committee

1. A committee will meet yearly to discuss and resolve use of school facility issues and to modify terms of the Agreement, if necessary. The committee shall consist of eight members as follows:

   a. Harford County Public Schools Assistant Superintendent for Operations;

   b. Harford County Public Schools General Counsel;

   c. Harford County Public Schools Director, Office of Community Engagement, Equity and Cultural Proficiency;

   d. Harford County Public Schools Electronics Technician;

   e. Harford County Cultural Arts Board Coordinator;

   f. Harford County Cultural Arts Board Co-Coordinator;

   g. Harford County Cultural Arts Board President and Technical Director;

   h. Center for the Arts Executive Director.

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7/26/11

Robert M. Tomback, Ph.D., Superintendent of Schools — Date

7-25-11

Natalie Weeks, Coordinator, Harford County Cultural Arts Board — Date

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BOARD OF EDUCATION OF HARFORD COUNTY
PROPOSED RESOLUTION FOR (JOINT USE AGREEMENT)
THE INSTALLATION, MAINTENANCE, AND UTILIZATION OF

Aberdeen High School
Restroom/Concession Building

This agreement made this 30th day of APRIL, 2003, by and between the Department of Parks and Recreation, acting for and on behalf of Harford County, Maryland (County) and the Board of Education of Harford County (Board).

WHEREAS, the Department of Parks and Recreation desires to construct and utilize a restroom/concession building at Aberdeen High School.

WHEREAS, the Board of Education of Harford County desires to cooperate with Harford County Government and its Department of Parks and Recreation to obtain funding in their efforts to further recreational opportunities for the people of Harford County and visitors to the County; and

WHEREAS, the County has applied for state aid in the acquisition and development of a public building, pursuant to Title 5, Subtitle 9 of the Natural Resources Article of the Annotated Code of Maryland (1974 Volume and its Amendments) and Chapter 403 of the Acts of Maryland of 1969, and its Amendments, said laws being known as "Program Open Space;" and

WHEREAS, the County and the Board wish to enter into a Joint Use Agreement governing the location of the project its installation, maintenance, operation, and continued public use.

WITNESSETH: NOW THEREFORE THIS AGREEMENT WITNESSETH: That in consideration of the mutual covenants and agreements herein contained, and the assistance from Program Open Space granted by the Department to the County for the **Aberdeen High School Restroom/Concession Building** Project, it is mutually understood and agreed by and between the parties as follows:

This Joint Agreement shall apply to the restroom/concession building to be installed by the the Department of Parks and Recreation at the **Aberdeen High School** with financial assistance from the Department under Program Open Space under **Aberdeen High School, Restroom/Concession Building** project hereinafter referred to as the "Project".

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Attachment 4

RESOLVED, that the Board of Education of Harford County agrees:

(1) to designate, upon the recommendation of the Superintendent of Schools, certain portions of school grounds on the **Aberdeen High School site** for the installation of a restroom/concession building.

(2) to permit said building to be open to the general public as regulated by Harford County Government and/or the Department of Parks and Recreation at all reasonable times consistent with the intended use of the facilities and so long as such use, as determined by the Superintendent of Schools, does not interfere with the activities of the school;

and be it further

RESOLVED, that the Board of Education of Harford County agrees:

(1) to and maintain the said building;

(2) to provide the necessary maintenance of said facility so that throughout its estimated life of twenty-five (25) years it will:

(a) appear attractive and inviting to the public;

(b) be reasonably safe for public use; and

(c) continue to remain in a reasonable state of repair throughout its estimated life (25 years);

(3) Harford County, Maryland and/or the Department of Parks and Recreation shall indemnify and hold harmless the Board of Education from any and all claims, demands, suits or judgments for or on account of damage or injury (including death) to property or persons arising out of the negligence of Harford County, Maryland and/or the Department of Parks and Recreation and/or its agents, servants or employees. The aforegoing shall not apply if the claim demand, suit or judgment arises out of negligent use of the building by students or school personnel in connection with school related activities. Nothing set forth herein shall be construed as a waiver on the part of either party to this agreement of any defense, immunity, limitation on liability or restriction on damages provided for under the Maryland Tort Claims Act, the Local Government Tort Claims Act of Section 5-353 of the Courts and Judicial Proceedings Article and Section 4-105 of the Education Article.

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(4) to immediately notify the Department of Natural Resources of said condition if the Project is rendered unusable. To, at its own expense, repair the building, take any action necessary to restore use and enjoyment of the said facility by the public;

and be it further

RESOLVED, that the Board of Education of Harford County and Harford County Government agree that:

(1) they will not convert the use of the Project to any use other than that contemplated and approved when assistance was obtained without the prior written approval of the Secretary of Natural Resources and the Secretary of the Department of State Planning;

(2) neither will make any change from the original recreational use of the project upon which assistance from Program Open Space has been granted without the written consent of the Secretary of Natural Resources and the Secretary of State Planning; as required by Section 5, 906 of the Natural Resources, Article of the Annotated Code of Maryland;

(3) the Project which Program Open Space has provided will be used primarily for public use and is not constructed primarily to meet the basic needs related to the education of students;

(4) both agencies will, to the extent possible, seek to obtain financial resources to replace any facilities which are installed through Program Open Space assistance if it is found necessary by the Board of Education of Harford County to have said facilities demolished;

(5) In instances where the building must be demolished, both agencies will make concerted efforts jointly and individually to relocate the Project;

(6) this agreement shall inure to the benefit of and be binding upon the parties hereto and their respective successors and assigns. Nothing in this agreement expressed or implied is intended to confer upon or against any other person, corporation, or governmental unit any right or remedies under or by reason of this agreement.

(7) the Project will be open to the general public as regulated by the County at all reasonable times consistent with the intended use of the facility so long as such use does not interfere with the activities of the school;

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(8) both agencies will protect, indemnify and save harmless the Department of Natural Resources, its officers, agents, and employees, from and against any and all claims, demands, causes of action and liability arising out of the installation, operation, and use of the said Project.

(9) both agencies will allow the Department of Natural Resources, its agents and employees to inspect the building for compliance with this agreement.

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IN WITNESS WHEREOF the parties have executed this agreement by causing same to be signed this 30 day of April, 2003.

Department of Parks and Recreation

Director

Harford County Government

County Executive

Board of Education of Harford County

President

Board of Education of Harford County

Superintendent

Approved for Legal Sufficiency

SA County Attorney

Approved as to legal form and sufficiency this 25TH day of APRIL, 2003.

DRAFT

JAMES M. HARKINS
HARFORD COUNTY EXECUTIVE

JOHN J. O'NEILL, JR.
DIRECTOR OF ADMINISTRATION

Joseph E. Pfaff, Director
Department of Parks and Recreation

HARFORD COUNTY GOVERNMENT

June 3, 2003

Joseph P. Licata,
Assistant Superintendent for Operations
Harford County Public Schools
45 East Gordon Street
Bel Air, MD 21014

Subject: Joint-Use Agreements

Dear ~~Mr. Licata~~ Joe:

Enclosed herewith please find fully executed joint-use agreements for Aberdeen High School – Restroom/Concession Building and Havre de Grace Middle School – Renovation of Multipurpose Courts.

Should you have any questions regarding the above, do not hesitate to contact me on 410-638-3571.

Sincerely,

Arden Case McClune
Chief of Capital Planning and Development
Department of Parks and Recreation

da
Enclosures

cc: Joseph E. Pfaff, Director, Department of Parks and Recreation

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Robert L. Ehrlich, Jr.
Governor

Michael S. Steele
Lt. Governor

C. Ronald Franks
Secretary

W. P. Jensen
Deputy Secretary

Maryland Department of Natural Resources
Tawes State Office Building
580 Taylor Avenue
Annapolis, Maryland 21401

May 30, 2003

Ms. Arden McClune
Chief, Capital Planning and Development
Harford County Department of
Recreation and Parks
702 North Tollgate Road
Bel Air, Maryland 21014

Dear Ms. McClune: Arden

Please find enclosed an executed copy of the Program Open Space Joint-Use Agreement for Aberdeen High School – Restroom/Concession Building, POS #4402-12-215 and Program Open Space Joint-Use Agreement for Havre de Grace Middle School- Renovation of Multipurpose Courts, POS #4403-12-216.

I look forward to the completion and final inspection of these projects. If you have any questions, please call me at 410-260-8436. Your continued support of Program Open Space is greatly appreciated.

Sincerely,

Sandra L. Trent
Central Region Assistant Administrator

Enclosures

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Harford County Public Schools

45 East Gordon Street
Bel Air, Maryland 21014-2988
410-838-7300
FAX 410-893-2478

Jacqueline C. Haas
Superintendent of Schools

February 28, 2003

Mrs. Arden McClune
Chief of Parks & Facilities
Department of Parks and Recreation
Harford County Government
702 North Tollgate Road
Bel Air, MD 21014-2437

Dear Mrs. McClune: RE: Joint-Use Agreements

Enclosed please find the executed *Joint-Use Agreements* for the following school sites, which have been signed by Mrs. Jacqueline C. Haas, Superintendent of Schools, and, where appropriate, Mrs. Terry R. Troy, President of the Board of Education of Harford County:

- Aberdeen High School - Restroom/Concession Building
- Edgewood Elementary School - Renovation of Multipurpose Courts
- Havre de Grace Middle School - Renovation of Multipurpose Courts

Once these *Agreements* have been signed by the County Executive and the Director of the Department of Parks and Recreation and approved by the County Attorney, please provide me with fully executed copies for our files. Should you require any further assistance in this matter, please do not hesitate to contact me at 5256. Thank you.

Sincerely,

Joseph P. Licata

Joseph P. Licata
Assistant Superintendent for Operations

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Enclosures: 3

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JOINT USE AGREEMENT

THIS JOINT-USE AGREEMENT is made this 30th day of May, 2003, by and between:

(a) Harford County Department of Parks and Recreation and Recreation (hereinafter, the "County").

(b) Harford County Board of Education (hereinafter, the "Third Party"), and

(c) the Department of Natural Resources, acting for and on behalf of the State of Maryland (hereinafter, the Department)

WHEREAS, the County is applying for Program pen Space funds under Title 5, Subtitle 9 of the Natural Resources Article (1997 Replacement Volume as amended) for recreational facilities on lands owned by the Third Party.

NOW, THEREFORE, the County, the Third Party, and the Department agree as follows:

1. This Agreement applies to the facility described in the Development and Capital Renewal Application and Project Agreement, Program Open Space # 4402-12-215, set forth in Attachment A, which is hereby incorporated herein by reference (the Project).

2. Any additional agreements between the County, the Third Party, and any other parties with respect to the Project are set forth in Attachment B, which is hereby incorporated herein by reference. In the event of a conflict between the terms of Attachment B and the terms of this Agreement, the terms of this Agreement shall prevail.

3. The County shall operate and maintain, or have operated and maintained, the Project throughout its estimated life set forth in Attachment A.
   a. The Project shall be maintained so as to appear attractive and inviting to the public.
   b. Sanitation and sanitary facilities shall be maintained in accordance with applicable State and local health standards.
   c. The Project shall be kept reasonably safe for public use.
   d. Buildings, roads, trails and other structures and improvements shall be kept in reasonable repair so as to prevent undue deterioration and to encourage public use.

4. The County and the Third Party shall ensure that:
   a. The Project shall be open for public use at all reasonable hours and times of the year, according to the type of area and facility.
   b. The Project shall be open to entry and use by all persons, regardless of race, color, religion, sex, age, handicap, or national origin, and shall be operated in compliance with Title VI of the Civil Rights Act of 1964, P.L. 88-354 (1964) and its Amendments, the Americans with Disabilities Act of 1990, P.L. 101-336 and its amendments, and Article 49B, Sections 14 to 18, (Discrimination in Employment) of the Annotated Code of Maryland (1998 Replacement Volume and its amendments).

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c. The Project shall be retained and used for public outdoor recreation or open space purposes. The Project shall not be converted to any other use without the prior written approval of the Secretary of the Department of Natural Resources, the Secretary of the Department of Budget and Management, and the Secretary of the Department of Planning. Said approval shall not be granted unless the County and/or Third Party replace the Project with property and/or facilities of at least equivalent area and of equal recreation or open space value. The appraised monetary value of the land proposed for replacement shall be equal to or greater than the appraised monetary value of the land to be converted under the proposed new use of the converted land. The Secretaries, at their sole discretion, shall determine the relative recreation and open space value of the properties, considering the fair market value, usefulness, quality and location of the properties and/or facilities.

d. The Department, its agents and employees shall have the right to inspect the Project for compliance with this Agreement.

5. To the extent permitted by law and subject to available appropriations, the County agrees:
   a. To protect, indemnify and save harmless the Department, its officers, agents, and employees from and against any and all claims, demands, causes of action, and liability of any kind arising out of the operation and use of the Project.
   b. That if the Project is rendered unusable for any reason whatsoever, the County shall immediately notify the Department of said condition. The County, at its own expense, shall repair the Project, taking any action necessary to restore use and enjoyment of the Project by the public.
   c. That any violation of this Agreement shall render the County liable to the Department to replace the Project with land of at least equivalent area and of equal public recreational value, and to construct on this replacement land facilities of the same type, size, and quality of construction as those in the Project.
   d. That in the event of a violation of any provisions of this Agreement, the State, in addition to pursuing other remedies, may impose the following sanctions until the violation has been corrected to the satisfaction of the Department:
      i. Withhold approval of any Program Open Space project request submitted by the County to the Department;
      ii. Withhold reimbursement from Program Open Space funds for the State=s share of the cost of the Project;
      iii. Withhold reimbursement from Program Open Space funds for the State=s share of the cost of any or all outstanding projects of the County;

      Maintain, operate, or repair the Project, charging the cost of said maintenance, operation, or repair to the County as a debt due and owing the Department.

1. If the Third Party is a Board of Education that holds title to the land on which the Project is located, then, the Third Party shall permit the Project to be open to the general public, as regulated by the Third Party or the County at all hours and times consistent with the type of facility, so long as same does not interfere with specific school activities.

2. This Agreement shall inure to the benefit of, and be binding upon, the parties hereto and their respective successors and assigns, including assigns and successors by way of privity of estate and contract. Nothing in this Agreement, expressed or implied, is intended to confer upon or against any person, corporation, or government unit not a party to this Agreement, any right or remedy under or by reason of this Agreement.

[the remainder of this page is intentionally left blank]

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IN WITNESS WHEREOF the parties have executed this Agreement causing same to be signed the day and year first written above.

WITNESS:

THE COUNTY:

NAME:

TITLE: James M. Harkins, Harford County Executive

THE THIRD PARTY:

NAME:

TITLE: Jacqueline C. Haas, Superintendent of Schools

THE DEPARTMENT:

NAME:

TITLE:

Approved as to legal form and sufficiency. Approved means the document meets the legal requirements for a contract if the signature blocks are executed properly; it does not mean approval or disapproval of the transaction. Approval is of the typed language only; any modification requires re-approval.

Office of the Attorney General
Department of Natural Resources
August 2000

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Note: Attachment B should set forth the respective roles of the County and the Third Party for construction and development of the Project and for the operation, maintenance, supervision and scheduling of the Project. It may also include other agreements between the County, the Third Party and any other parties with respect to the Project.

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Appendix C
HCPS Strategic Plan

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BOARD OF EDUCATION OF HARFORD COUNTY
STRATEGIC PLAN

MISSION

Each student will attain academic and personal success in a safe and caring environment that honors the diversity of our students and staff.

CORE VALUES

- We empower each student to achieve academic excellence.
- We create reciprocal relationships with families and members of the community.
- We attract and retain highly skilled personnel.
- We assure an efficient and effective organization.
- We provide a safe and secure environment.

HARFORD COUNTY PUBLIC SCHOOLS
BOARD OF EDUCATION

VISION

We will **inspire** and **prepare** each student to **achieve** success in college and career.

LONG TERM GOALS

GOAL 1 — Prepare every student for success in postsecondary education and career.

GOAL 2 — Engage families and the community to be partners in the education of our students.

GOAL 3 — Hire and support highly effective staff who are committed to building their own professional capacity in order to increase student achievement.

GOAL 4 — Provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning, creativity and innovation.

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We believe the strategic plan guides our practice and is the foundation for continuous systemic growth and achievement. Our core values are constant, non-negotiable, and reflect our systemic beliefs. The plan will be reviewed annually by the Board of Education of Harford County. The components of the plan will be reflected in the Harford County Master Plan, the Board of Education Budget, and the respective School Performance and Achievement Plans.

Approved June 26, 2017.

Appendix D
Community Analysis

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Harford County Public Schools
2026 Master Facilities Plan Community Analysis

Attendance Area	Has Stabilized	Targeted for Revitalization	Growth Area	Non-Growth Area	Comment(s) *
Abingdon Elem.	X				The enrollment is currently at 71% of the State Rated Capacity and is projected to remain stable in the 69–71% range through 2032. The area has stabilized and is within the Development Envelope of the County.
Bakerfield Elem.			X		The enrollment is currently at 97% of the State Rated Capacity and is projected to exceed capacity, reaching approximately 115% by 2032. The City of Aberdeen has significant planned development that will impact enrollment.
Bel Air Elem.	X				The enrollment is currently at 110% of the State Rated Capacity and is projected to increase to approximately 113% by 2032. The area has stabilized and is within the Development Envelope of the County.
Church Creek Elem.			X		The enrollment is currently at 86% of the State Rated Capacity and is projected to remain stable in the mid to upper 80% range. The area is considered a growth area and is split by the Development Envelope of the County.
Churchville Elem.				X	The enrollment is currently at 90% of the State Rated Capacity and is projected to remain stable around 89–91%. This area is primarily agricultural and outside the Development Envelope of the County.
Darlington Elem.				X	The enrollment is currently at 64% of the State Rated Capacity and is projected to remain stable at this level. This is a rural area outside the Development Envelope of the County.
Deerfield Elem.	X	X			The enrollment is currently at 85% of the State Rated Capacity and is projected to remain in the low to mid 80% range. The area has stabilized and has revitalization considerations within the Development Envelope.
Dublin Elem.				X	The enrollment is currently at 76% of the State Rated Capacity and is projected to remain stable in the mid 70% range. This is a rural area outside the Development Envelope of the County.
Edgewood Elem.	X	X	X		The enrollment is currently at 91% of the State Rated Capacity and is projected to remain stable in the high 80% range. The area is considered a growth area with revitalization considerations within the Development Envelope.
Emmorton Elem.	X		X		The enrollment is currently at 102% of the State Rated Capacity and is projected to fluctuate around capacity, generally between 97% and 101%. The area has stabilized and is within the Development Envelope of the County.
Forest Hill Elem.	X				The enrollment is currently at 82% of the State Rated Capacity and is projected to decline slightly and remain in the mid 70% range. Residential development may impact future enrollment. The area is split by the Development Envelope.
Forest Lakes Elem.	X				The enrollment is currently at 84% of the State Rated Capacity and is projected to decline slightly and stabilize in the upper 70% range. The area has stabilized and is split by the Development Envelope.
Fountain Green Elem.	X				The enrollment is currently at 88% of the State Rated Capacity and is projected to increase slightly but remain under capacity, reaching approximately 90%. The area has stabilized and is within the Development Envelope.

DRAFT

*Comments Regarding Utilization:

Slightly Under Capacity = 98% - 99%; Somewhat Under Capacity = 90% - 95%; Under Capacity = 80% - 94%; Significantly Under Capacity = ≤79%

Harford County Public Schools
2026 Master Facilities Plan Community Analysis

Attendance Area	Has Stabilized	Targeted for Revitalization	Growth Area	Non-Growth Area	Comment(s) *
George D. Lisby @ Hillsdale Elem.		X	X		The enrollment is currently at 111% of the State Rated Capacity and is projected to remain above capacity, reaching approximately 114–115%. The area is considered a growth area with revitalization considerations within the Development Envelope.
Hall's Cross Roads Elem.		X	X		The enrollment is currently at 78% of the State Rated Capacity and is projected to increase slightly but remain under capacity. The area is considered a growth area with revitalization considerations within the Development Envelope.
Havre de Grace Elem.		X	X		The enrollment is currently at 111% of the State Rated Capacity and is projected to remain above capacity, reaching approximately 113%. Continued growth is anticipated due to residential development. The area is within the Development Envelope.
Hickory Elem.	X				The enrollment is currently at 91% of the State Rated Capacity and is projected to remain stable around 90–91%.
Homestead/Wakefield Elem.	X				The enrollment is currently at 100% of the State Rated Capacity and is projected to exceed capacity, reaching approximately 106%. The area has stabilized and is within the Development Envelope.
Jarrettsville Elem.				X	The enrollment is currently at 86% of the State Rated Capacity and is projected to remain stable around 88–91%. This is a rural area outside the Development Envelope.
Joppatowne Elem.	X	X	X		The enrollment is currently at 73% of the State Rated Capacity and is projected to increase but remain under capacity, reaching approximately 79%. The area is considered a growth area and is split by the Development Envelope.
Magnolia Elem.	X	X	X		The enrollment is currently at 94% of the State Rated Capacity and is projected to remain in the mid to upper 90% range. The area has stabilized and is within the Development Envelope.
Meadowvale Elem.		X	X		The enrollment is currently at 95% of the State Rated Capacity and is projected to reach capacity in the near term and remain in the mid to upper 90% range. The area is a growth area and is split by the Development Envelope.
Norrisville Elem.				X	The enrollment is currently at 81% of the State Rated Capacity and is projected to decline slightly and remain in the upper 70% range. This is a rural area outside the Development Envelope.
North Bend Elem.				X	The enrollment is currently at 89% of the State Rated Capacity and is projected to increase slightly and remain under capacity. This is a rural area outside the Development Envelope.
North Harford Elem.				X	The enrollment is currently at 83% of the State Rated Capacity and is projected to decline slightly and remain in the low 80% range. This is a rural area outside the Development Envelope.

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Harford County Public Schools
2026 Master Facilities Plan Community Analysis

Attendance Area	Has Stabilized	Targeted for Revitalization	Growth Area	Non-Growth Area	Comment(s) *
Prospect Mill Elem.	X		X		The enrollment is currently at 94% of the State Rated Capacity and is projected to remain in the low to mid 90% range. The area has stabilized and is considered a growth area.
Red Pump Elem.	X		X		The enrollment is currently at 91% of the State Rated Capacity and is projected to decline slightly and remain under capacity. The area has stabilized and is considered a growth area.
Ring Factory Elem.	X		X		The enrollment is currently at 95% of the State Rated Capacity and is projected to increase slightly and reach approximately 101%. The area has stabilized and is considered a growth area within the Development Envelope.
Riverside Elem.		X	X		The enrollment is currently at 86% of the State Rated Capacity and is projected to increase steadily, reaching approximately 103%. Significant development will impact enrollment. The area is within the Development Envelope.
Roye-Williams Elem.		X	X		The enrollment is currently at 64% of the State Rated Capacity and is projected to remain stable. The area is considered a growth area with revitalization considerations but remains under capacity.
Old Post Elem.	X		X		The enrollment is currently at 84% of the State Rated Capacity and is projected to remain stable in the mid 80% range. The area has stabilized and is within the Development Envelope.
William S. James Elem.	X		X		The enrollment is currently at 82% of the State Rated Capacity and is projected to increase slightly but remain under capacity. The area has stabilized and is within the Development Envelope.
Youth's Benefit Elem.	X				The enrollment is currently at 100% of the State Rated Capacity and is projected to increase slightly to approximately 104%. The area has stabilized and is outside the Development Envelope.
Aberdeen Middle			X		The enrollment is currently at 68% of the State Rated Capacity and is projected to increase slightly but remain under capacity, reaching approximately 72% by 2032. The area has stabilized and is considered a growth area and is split by the Development Envelope of the County.
Bel Air Middle	X				The enrollment is currently at 86% of the State Rated Capacity and is projected to remain stable around 84–85%. The area has stabilized and is predominantly within the Development Envelope of the County.
Edgewood Middle	X	X	X		The enrollment is currently at 73% of the State Rated Capacity and is projected to increase slightly but remain under capacity, reaching approximately 74–75%. The area is considered a growth area with revitalization considerations and is predominantly within the Development Envelope of the County.
Fallston Middle	X				The enrollment is currently at 98% of the State Rated Capacity and is projected to remain near capacity in the 97–99% range. The area has stabilized and is predominantly outside the Development Envelope of the County.

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Harford County Public Schools
2026 Master Facilities Plan Community Analysis

Attendance Area	Has Stabilized	Targeted for Revitalization	Growth Area	Non-Growth Area	Comment(s) *
Magnolia Middle		X	X		The enrollment is currently at 68% of the State Rated Capacity and is projected to increase slightly but remain under capacity, reaching approximately 71%. The area has stabilized and is considered a growth area with revitalization considerations and is within the Development Envelope of the County.
North Harford Middle				X	The enrollment is currently at 72% of the State Rated Capacity and is projected to remain stable in the low to mid 70% range. This is a rural area and is predominantly outside the Development Envelope of the County.
Southampton Middle	X		X		The enrollment is currently at 84% of the State Rated Capacity and is projected to increase slightly but remain under capacity, reaching approximately 89% by 2032. The area has stabilized and is considered a growth area and is split by the Development Envelope of the County.
Aberdeen High			X		The enrollment is currently at 77% of the State Rated Capacity and is projected to decline slightly and remain in the low to mid 70% range. The area is considered a growth area and is split by the Development Envelope of the County.
Bel Air High	X				The enrollment is currently at 73% of the State Rated Capacity and is projected to remain stable around 70%. The area has stabilized and is predominantly within the Development Envelope of the County.
C. Milton Wright High	X		X		The enrollment is currently at 79% of the State Rated Capacity and is projected to decline slightly and remain in the mid to upper 70% range. The area has stabilized and is considered a growth area and is split by the Development Envelope of the County.
Edgewood High	X	X	X		The enrollment is currently at 82% of the State Rated Capacity and is projected to remain relatively stable around 79–80%. The area is considered a growth area with revitalization considerations and is predominantly within the Development Envelope of the County.
Fallston High	X				The enrollment is currently at 65% of the State Rated Capacity and is projected to increase but remain under capacity, reaching approximately 73%. The area has stabilized and is predominantly outside the Development Envelope of the County.
Harford Technical High	X				This is a special technical high school completer program. Enrollment is based on acceptance into programs and is projected to remain stable.
Havre de Grace Middle/ High		X	X		The enrollment is currently at approximately 88% of the State Rated Capacity and is projected to relatively stable. The area is considered a growth area with revitalization considerations. Replacement of the school is nearing completion and continued growth is anticipated due to residential development. The area is split by the Development Envelope of the County.

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Harford County Public Schools
2026 Master Facilities Plan Community Analysis

Attendance Area	Has Stabilized	Targeted for Revitalization	Growth Area	Non-Growth Area	Comment(s) *
Joppatowne High		X	X		The enrollment is currently at 80% of the State Rated Capacity and is projected to decline slightly but remain under capacity in the mid 70% range. The area has stabilized and is considered a growth area with revitalization considerations and is within the Development Envelope of the County.
North Harford High				X	The enrollment is currently at 77% of the State Rated Capacity and is projected to remain stable in the mid 70% range. This is a rural area and is predominantly outside the Development Envelope of the County.
Patterson Mill Middle / High	X		X		The enrollment is currently at approximately 93% of the State Rated Capacity and is projected to relatively stable. The area has stabilized and is considered a growth area and is within the Development Envelope of the County.

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2025 Annual Growth Report



Harford County Government
Department of Planning and Zoning

Robert G. Cassilly
Harford County Executive

Robert S. McCord
Director of Administration

Matthew Kropp
Director of Planning and Zoning

This Document Is Available In Alternative Format Upon Request.

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The 2025 Annual Growth Report

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INTRODUCTION

The Harford County Annual Growth Report, in accordance with State law and the Harford County Zoning Code, provides information on development activity and planning programs to ensure that these activities are being completed in a manner consistent with the State's goals and visions. This report also addresses the implementation status of the County's Master Plan, known as HarfordNEXT.

Harford County, since July 2010, is also required to submit a report to the Maryland Department of Planning (MDP) regarding its Adequate Public Facilities (APF) laws and any development restrictions within Priority Funding Areas (PFAs). Harford County provides this information annually to MDP.

The 2025 Annual Growth Report is an ongoing analysis of growth trends, facility capacity, and service performance. The report provides information on present development activity, as well as past trends and future projections for Harford County and the region. The report contains information on updates to the County's Development Regulations and updates of all planning documents as required by the State. It also addresses State requirements regarding planning consistency and opportunities for improving the planning process.

This report was prepared by the Department of Planning and Zoning in coordination with the Department of Public Works, Harford County Board of Education, Harford County Board of Library Trustees, Sheriff of Harford County, and the Baltimore Metropolitan Council (BMC).

The information in this report may be utilized by public officials, citizens, and private developers to:

- Assess facility adequacy during the development review and approval process.
- Assess facility capacity when considering zoning reclassifications.
- Support the evaluation of priority projects in the annual Capital Budget review.
- Identify critical deficiencies which require prompt attention by the County.

`

GROWTH TRENDS

Regional Data

In accordance with the Harford County Adequate Public Facilities provisions of the Zoning Code, the annual growth report must include data on growth trends for the previous one-year and five-year period, including comparisons with the other jurisdictions in the Baltimore region. Tables 1A – 5A (Appendix A) address the requirements specified in §267-126 A (2) of the Harford County Zoning Code.

Baltimore Region Permit Activity

Harford County's share of the region's residential building permits over the past five years represents 13.6% of the region's total permit activity. Harford County's share of the regional residential building permits activity decreased 3.7% between 2024 and 2025 (Figure 1). See Table 1A in Appendix A for residential permit activity for the Baltimore Region for the 2021 to 2025 period.

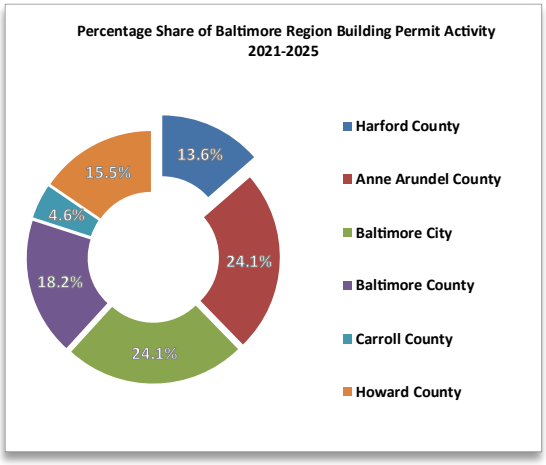
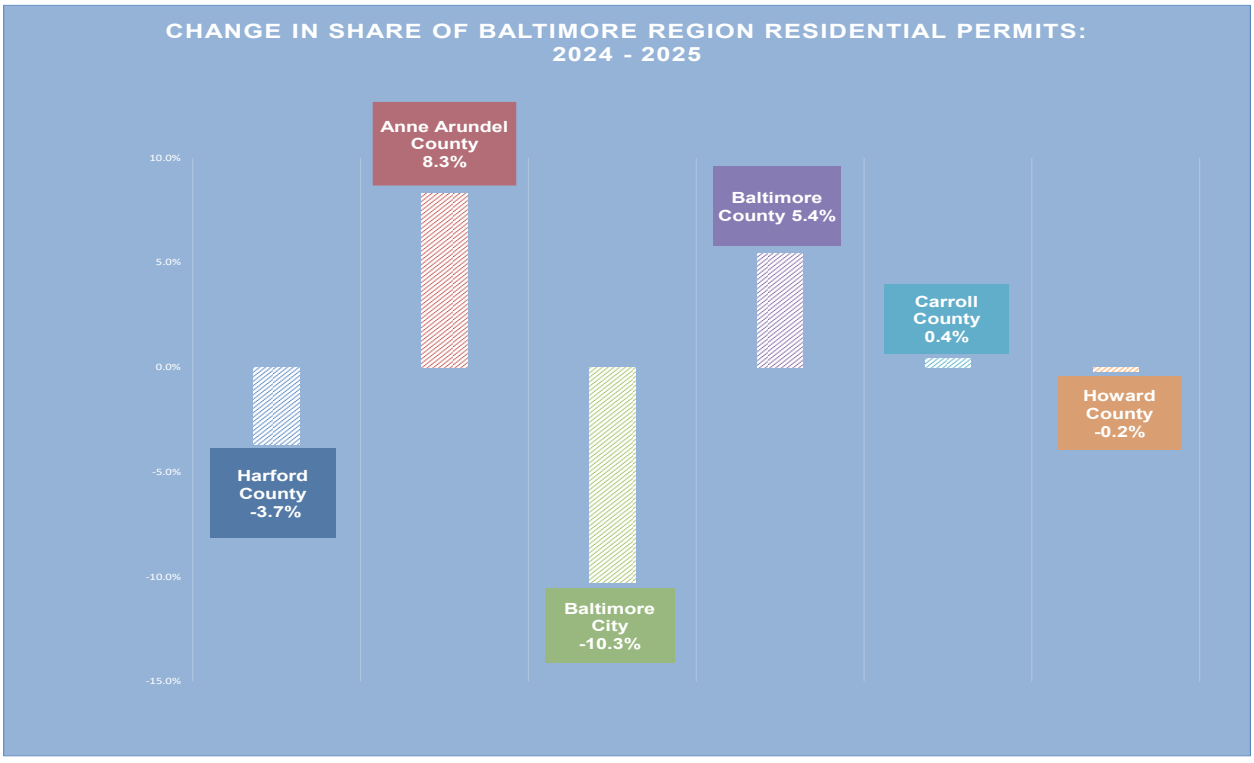


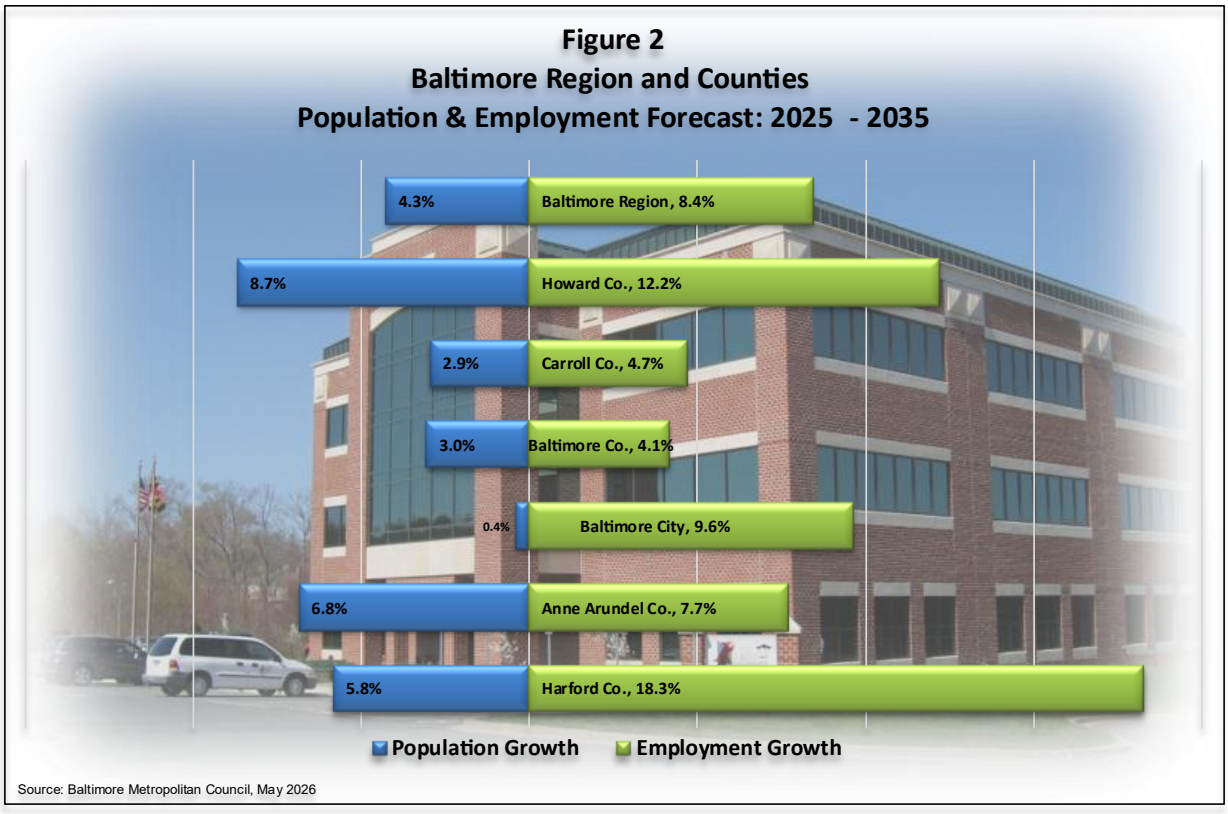
FIGURE 1



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Baltimore Region Population / Household Projections

Harford County's population is projected to grow by 15,700 residents over the next ten years from 270,059 in 2025 to 285,759 in 2035 (Figure 2). This represents a 5.8% increase in population growth and is slightly greater than the Baltimore region's projected growth rate of 4.3%. See Table 2A in Appendix A for population and household projections for the Baltimore region for the 2025 to 2035 period.



Baltimore Region Employment Projections

Harford County's employment is projected to grow by over 20,202 jobs between 2025 and 2035, which represents an 18.3% increase in jobs over the next ten years. By contrast, the Baltimore region employment is projected to grow by 8.4% or 129,030 jobs between 2025 and 2035.

Harford County is strategically located on I-95 in the heart of the East Coast and Mid-Atlantic markets. Harford's location, highly skilled workforce, and business-friendly environment offer the ultimate setting for a wide range of prospective companies and industry sectors. See Table 3A in Appendix A for employment projections for the Baltimore region for the 2025 to 2035 period.

`

Harford County Development Activity

In accordance with State Land Use Article §1-207, Harford County is required to prepare an annual report on development activity and planning programs. Reporting is required to be based on designated Priority Funding Areas (PFAs). PFAs coordinate state and local government efforts to support economic development and new growth. Funding for projects in municipalities, other existing communities, industrial areas, and planned growth areas designated by counties receive priority for state funding over other projects. Areas eligible for County designation include existing communities and areas where industrial or other economic development is desired. In addition, counties may designate areas planned for new residential growth which will be served by water and sewer systems and meet minimum density requirements established by the state.

New Subdivisions

In 2025, Harford County approved 17 residential subdivisions, totaling 226 acres. The residential subdivisions resulted in the creation of 43 units. Four of the subdivisions (10 units) were in the PFA. The remaining 13 residential subdivisions were located outside of the PFA and created 33 units (*Figure 3*). As part of Maryland's 2009 Smart, Green, and Growing law, Harford County must submit an annual report showing the County is following the statewide land use goal of targeting development within designated PFAs and minimizing development outside of these areas. A list of the approved subdivisions is in Appendix E.

There were no non-residential subdivision plans approved and 14 site plans approved in 2025.



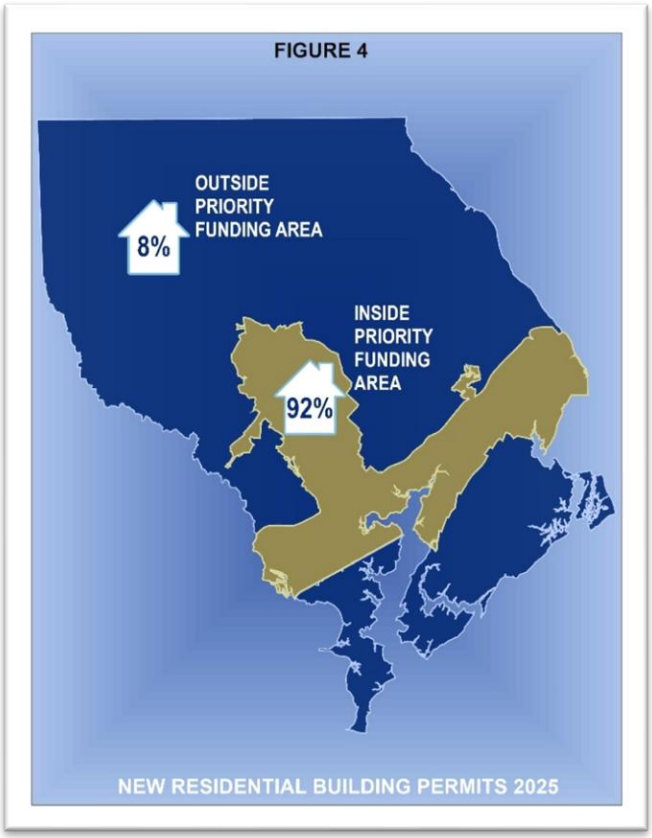
Permit Activity

A total of 1,566 building permits were issued by Harford County in 2025, which represents a 17% decrease over the 2024 permit total of 1,887. This number includes new construction residential, non-residential, and accessory structure permits.

`

New Residential Building Permits Issued

A total of 307 new residential permits were issued by Harford County in 2025, which represents a 14.5% decrease over the 2024 total of 359. The municipalities of Aberdeen, Bel Air, and Havre de Grace issued 352 new residential construction permits collectively showing a 46.3% decrease from the prior year. The unit type breakdown includes 247 single family detached units, 259 townhouse units, and 153 apartment units. Approximately 92% of the 659 new residential permits (County and Municipal) were located within the County's Development Envelope (*Figure 4*).



New Non-Residential Building Permits Issued

The County issued a total of 81 permits for non-residential construction (larger-scale projects valued at $50,000 and over, including municipal) for a range of commercial and industrial uses. These permits can be broken out by value as $69.9 million in new construction and $21 million in additions, alterations, and repairs. Tables 4A and 5A in Appendix A provide a summary of non-residential permits for new construction, additions, alterations, and repairs valued at $50,000 and over.



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Development Capacity

The Department of Planning and Zoning routinely updates the inventory of residentially zoned land and the small amount of AG zoned land in the Development Envelope. This inventory provides a total residential land capacity and includes undeveloped and underdeveloped land in the County and Municipalities. Based on this update, there is an estimated capacity of 11,705 units* (Figure 5) in the Development Envelope.



* Residential land capacity is based on GIS acreage, existing dwellings (according to SDAT information), and environmental constraints. It is for generalized analysis and should not be considered authoritative.

`

PLANNING DOCUMENT UPDATES

This section addresses state reporting requirements regarding code amendments and new or updated comprehensive plans and plan elements.

Zoning Code Amendments

In 2025, the following bills were enacted that resulted in changes to the County's Zoning Code:

Effective Date	Bill	Description
2/24/25	24-34	Clarify how many electronic message board freestanding and wall signs are permitted on a property. The clarification was necessary due to conflicting standards in bill 24-23.
3/3/2025	24-36	Define "roof mounted wind turbines" 267-4 and amend 267-27C(9) to allow roof mounted wind turbines attached to a building roof.
6/23/2025	25-02	267-123. Official Zoning Maps date and bill changed to reflect the most recently adopted maps after comp rezoning.

For complete details, please refer to the Harford County Zoning Code.

Comprehensive Plan and Element Plan Updates

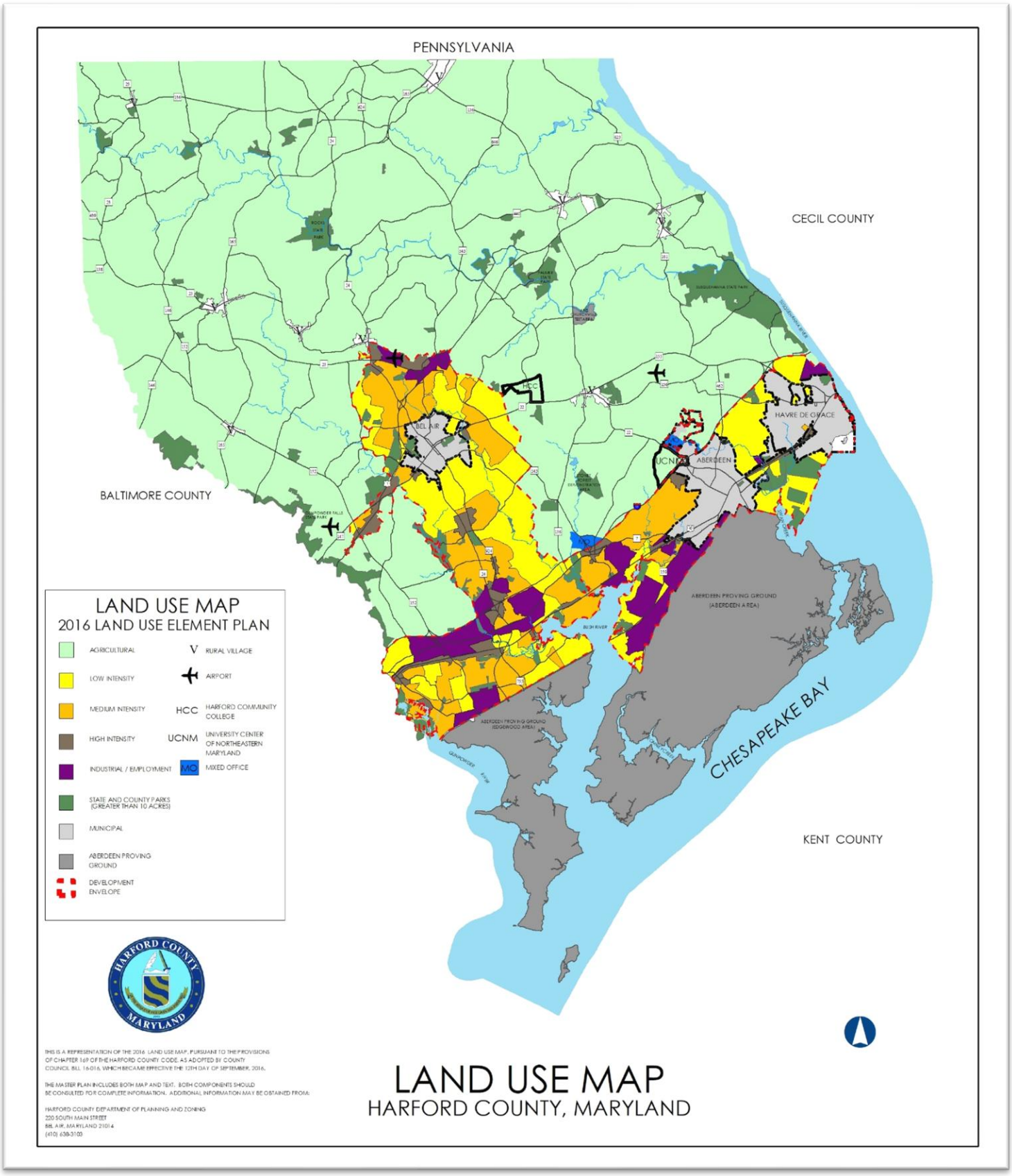
HarfordNEXT, the County Master Plan (Figure 6), was adopted and became effective September 12, 2016 by the Harford County Council. The complete document can be viewed here.

The County initiated plans for the Master Plan update in 2025. For more information, please visit the Department of Planning and Zoning page on the Harford County Government website.



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FIGURE 6


PENNSYLVANIA
CECIL COUNTY
BALTIMORE COUNTY
KENT COUNTY
CHESAPEAKE BAY
BEL AIR
ABERDEEN
HAVRE DE GRACE
ABERDEEN PROVING GROUND (ABERDEEN AREA)
ABERDEEN PROVING GROUND (EDGEWOOD AREA)
BUSH RIVER
GUNPOWDER FALLS
LAND USE MAP
2016 LAND USE ELEMENT PLAN
AGRICULTURAL
LOW INTENSITY
MEDIUM INTENSITY
HIGH INTENSITY
INDUSTRIAL / EMPLOYMENT
STATE AND COUNTY PARKS (GREATER THAN 10 ACRES)
MUNICIPAL
ABERDEEN PROVING GROUND
DEVELOPMENT ENVELOPE
V RURAL VILLAGE
AIRPORT
HCC HARFORD COMMUNITY COLLEGE
UCNM UNIVERSITY CENTER OF NORTHEASTERN MARYLAND
MO MIXED OFFICE
HARFORD COUNTY MARYLAND
THIS IS A REPRESENTATION OF THE 2016 LAND USE MAP, PURSUANT TO THE PROVISIONS OF CHAPTER 169 OF THE HARFORD COUNTY CODE, AS ADOPTED BY COUNTY COUNCIL BILL 16-016, WHICH BECAME EFFECTIVE THE 12TH DAY OF SEPTEMBER, 2016.
THE MASTER PLAN INCLUDES BOTH MAP AND TEXT. BOTH COMPONENTS SHOULD BE CONSULTED FOR COMPLETE INFORMATION. ADDITIONAL INFORMATION MAY BE OBTAINED FROM:
HARFORD COUNTY DEPARTMENT OF PLANNING AND ZONING
220 SOUTH MAIN STREET
BEL AIR, MARYLAND 21014
(410) 638-3103
LAND USE MAP
HARFORD COUNTY, MARYLAND

ADEQUATE PUBLIC FACILITIES

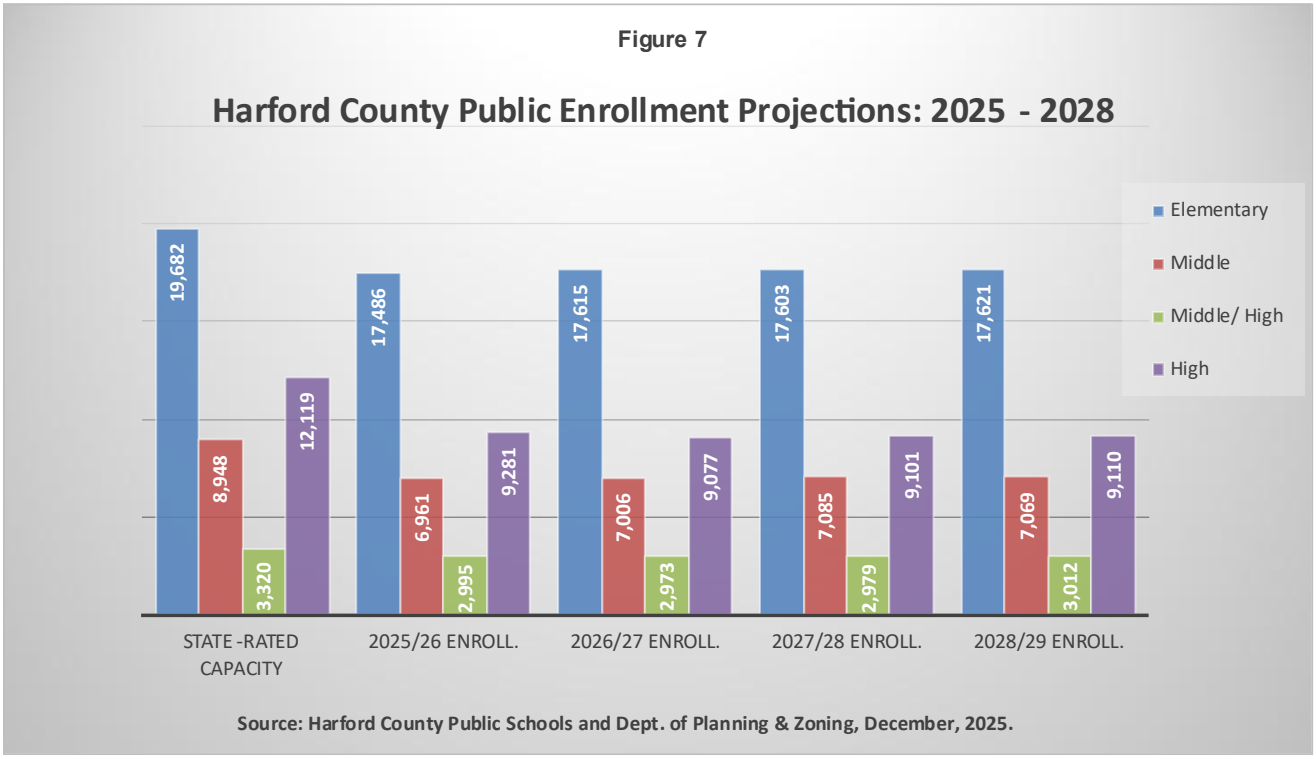
The County's Annual Growth Report must be updated yearly to identify any public facilities that are functioning below the County's adopted minimum standards. The Annual Growth Report includes information and analysis regarding public schools, the water and sewerage system, road intersections and government facilities.

This report also addresses State reporting requirements for Adequate Public Facilities (APF); including reporting requirements for roads, transportation facilities and schools as they relate to development patterns. In the report, Harford County must identify any restrictions that occur within a PFA because of APF, and the report must address how the restrictions will be resolved.

Public Schools

To assess current and future adequacy of public school facilities, the capacities of existing schools, school utilization and future populations are analyzed. The data in this report regarding the public school system is aggregated by the elementary/middle/high school districts, and include school enrollments, State-rated capacities for each school facility, utilization of each school facility, and three-year projected school enrollments (*Tables 6B, 9B, and 12B in Appendix B*). In addition, development information such as building permits issued by dwelling type (*Tables 7B, 10B, and 13B in Appendix B)* and population and household estimates (*Tables 8B, 11B, and 14B in Appendix B*) are included in this report. Figure 7 shows enrollment projections by grade level.

Figure 7



Source: Harford County Public Schools and Dept. of Planning & Zoning, December, 2025.

`

Analysis

Each school facility has been analyzed for historic growth trends, current conditions, and future enrollment projections. The information is based on factual data and is aggregated by current school districts. Based on the APF chapter of the County Code, the level of service standard for Public Schools is 110 percent of rated capacity within three years for elementary and secondary schools.

School Adequacy Standards

Under current law, preliminary plans for subdivisions of greater than five lots cannot be approved in school districts where the full-time enrollment currently exceeds, or is projected to exceed, 110 percent of the capacity within three years. Currently, 30 of 33 elementary schools meet adequacy standards (See Table 6B). All middle and high schools meet adequacy standards. Given the projected capacity utilization for 2025 – 2028, major subdivisions in the Bel Air, Havre de Grace and Hillsdale Elementary School attendance areas will not be approved but may be reviewed and placed on a waiting list until capacity is available. It is important to note that the municipalities are not subject to the County's APF. Therefore, the County cannot restrict subdivisions within municipalities where the school district is over capacity based on County APF.

Water and Sewerage

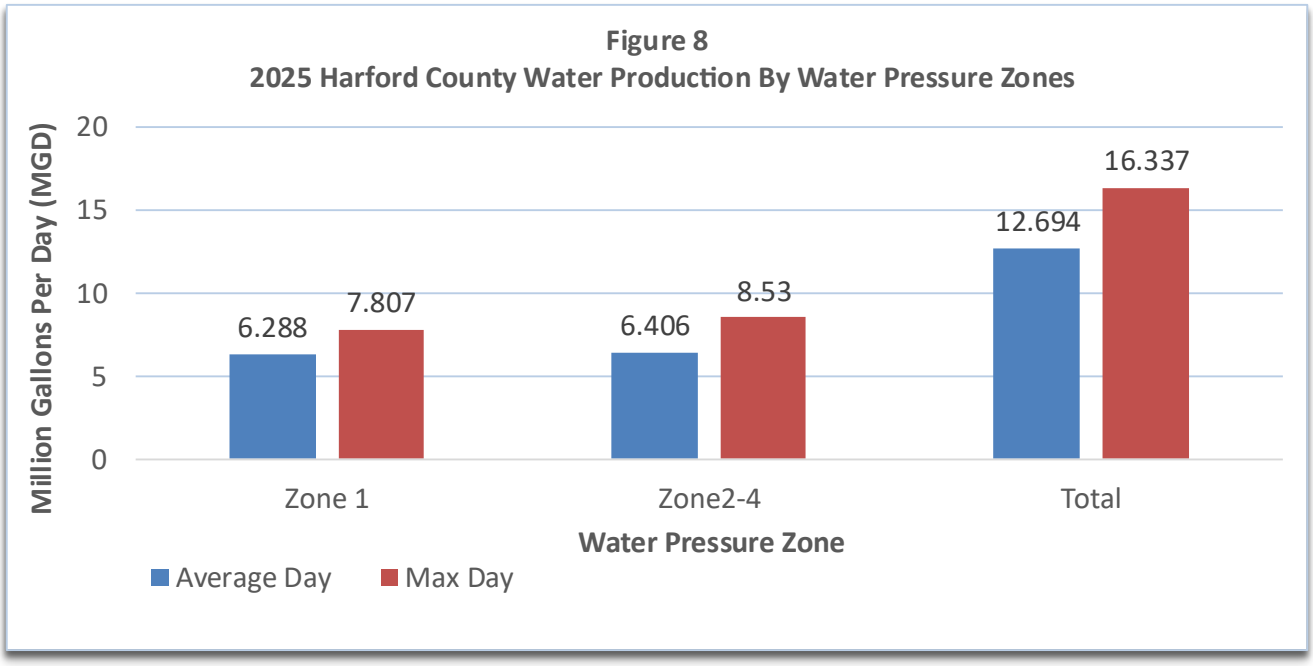


The data included in this section for the water and sewerage systems are aggregated by the water and sewer service areas, which generally coincide with the Development Envelope, as defined in the 2016 Harford County Master Plan, HarfordNEXT. Additional information is included in this report on water/sewage usage for residential and non-residential uses, an inventory of existing water consumption/sewage flows, demand projections (including the basis for their computation), and a list of capital projects is contained in the County's Capital Improvement Program (CIP) for expanding facilities, including project status (*Tables 15C - 18C in Appendix C)*. This information is derived from the "2025 Water and Sewer Adequate Public Facilities Report," and is consistent with the County's Water Resources Element Plan.

Water

The County water system's average daily usage in 2025 was 12.69 MGD (Million Gallons Per Day), with a peak day demand of 16.34 MGD. The total countywide permitted maximum daily water treatment capacity is approximately 27.8 MGD. The County has a maximum day drought demand of 19.75 MGD. To keep pace with the projected growth, staged construction programs are established that distribute required capital costs for improvements and/or additions to the County's system over a period of years. Figure 8 illustrates water production by water pressure zones during 2025.

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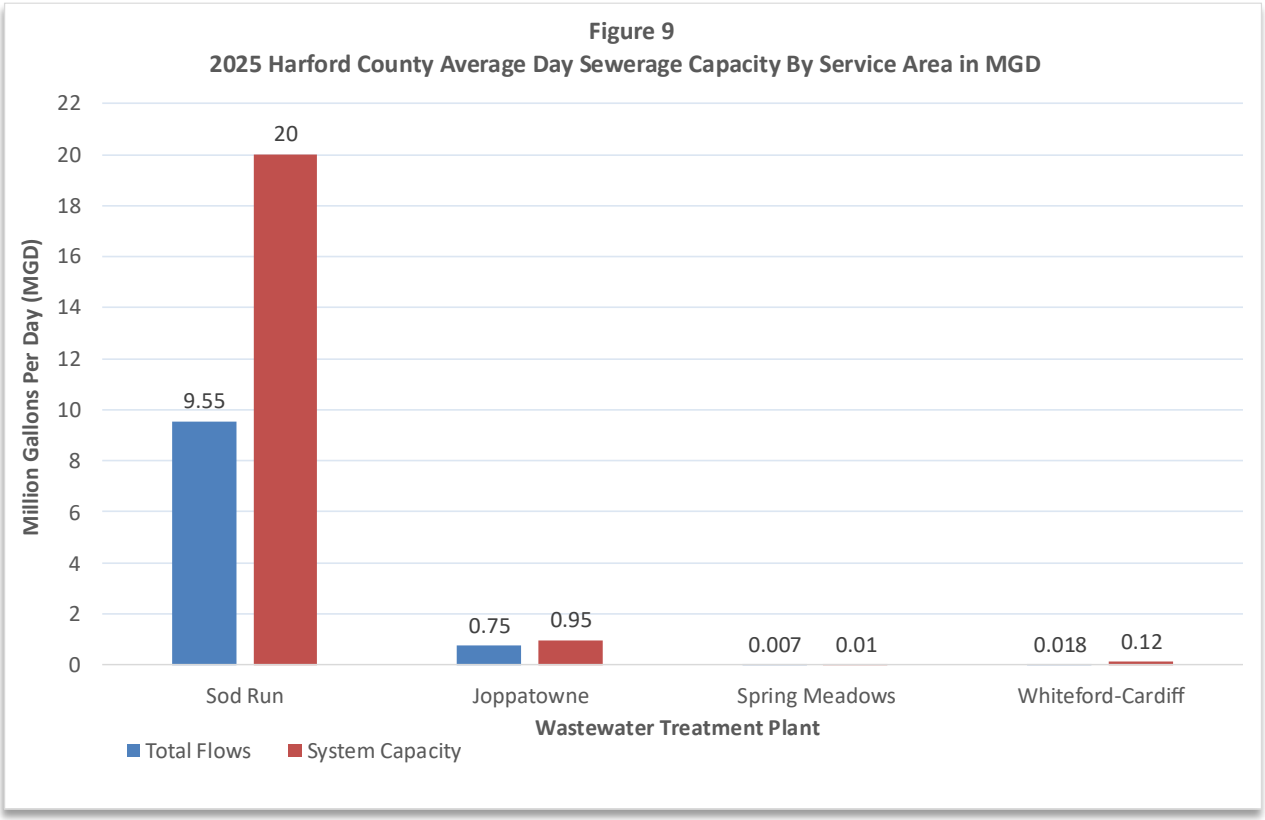
There are 16 community water systems that are not maintained or operated by Harford County but are subject to the APF chapter of the County Code. These private systems, which are monitored and evaluated by the Maryland Department of the Environment, are as follows:

- Maryland-American Water Co.
- Campus Hills Water Works Inc.
- Clear View Court Mobile Home Park
- Conowingo Power Plant
- Darlington
- Darlington Mobile Estates
- Fountain Green Mobile Home Park
- Greenridge Utilities Inc. (Subsidiary of Maryland Water Service, Inc.)
- Harford Community College
- Hart Heritage
- Lakeside Vista (Subsidiary of Maryland Water Service, Inc.)
- Queens Castle Mobile Home Park
- R & R Estates Mobile Home Park
- Susquehanna State Park
- Swan Harbor Mobile Home Park
- Williams Mobile Home Park

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Sewerage

The average daily effluent flow to the Sod Run WWTP (Wastewater Treatment Plant) in 2025 was approximately 9.550 MGD, exclusive of recycle flows and septage. The average daily effluent flow to the Joppatowne WWTP in 2025 was approximately 0.750 MGD. The average daily effluent flows for Spring Meadows and Whiteford-Cardiff in 2025 respectively were 0.007 MGD and 0.018 MGD's (*Figure 9)*.



Since 1972, the County has prohibited any additional privately owned community or multi-use treatment plants with a peak capacity larger than 10,000 gallons per day (GPD) outside the Development Envelope. This encourages growth to remain within the growth corridor, maintains financial stability, and protects the environment.



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Road System



The intent of the APF Roads chapter of the County Code as it relates to transportation is to create a mechanism that requires proposed development to make appropriate and reasonable road improvements, based on the proposed development's impact to the road system.

The information for the APF Road System contained in this section includes the following: signalized and unsignalized intersection capacity analysis results (*Tables 19D and 20D*), average daily count locations (*Table 21D*), a list of approved County capital projects funded for construction in Fiscal Year 2025 (*Table 22D*), a list of State Consolidated Transportation Program (CTP) projects funded for construction in Fiscal Year 2025 (*Table 23D*), and a complete multimodal transportation list (*Table 24D*). This information will help identify existing deficiencies in the road system and guide both County and State capital project funding to the most critical road projects (*Tables 19D – 24D in Appendix D*).

If a proposed development generates more than 249 trips per day based on the Institute of Transportation Engineers (ITE) Trip Generation Manual (current edition), a TIA is required to determine the Level-of-Service (LOS). Capacity analysis for intersections is performed using the most recent version of the Highway Capacity Software. LOS is a qualitative measure describing operational conditions within a traffic stream, based on service measures such as speed and travel time, freedom to maneuver, traffic interruptions, comfort, and convenience. A TIA is completed by the developer for residential projects. In response to Bill 23-026, which requires developers to pay in advance for TIAs, the County shall initiate preparation of TIAs at the developers' expense for all nonresidential subdivisions. The County has retained consultants to prepare traffic studies in accordance with the Bill. TIAs are reviewed by the Departments of Planning and Zoning and Public Works, and the State Highway Administration (SHA).

There are six established LOS – A through F – that measure the operational efficiency of a transportation facility for signalized intersections. The following is a general definition of each level of service and delay in seconds:

LOS A (<= 10) – free flow of traffic with no restriction or significant delay.
LOS B (> 10 & <= 20) – stable flow of traffic with very little restriction or delay.
LOS C (> 20 & <= 35) – stable flow of traffic with low to moderate restriction or delay.
LOS D (> 35 & <= 55) – approaching unstable flow of traffic with moderate to heavy restriction / delay.
LOS E (>55 & <= 80) – unstable flow of traffic with significant restriction and delay.
LOS F (> 80) – forced flow or cases of "grid lock". The flow rate drops significantly.

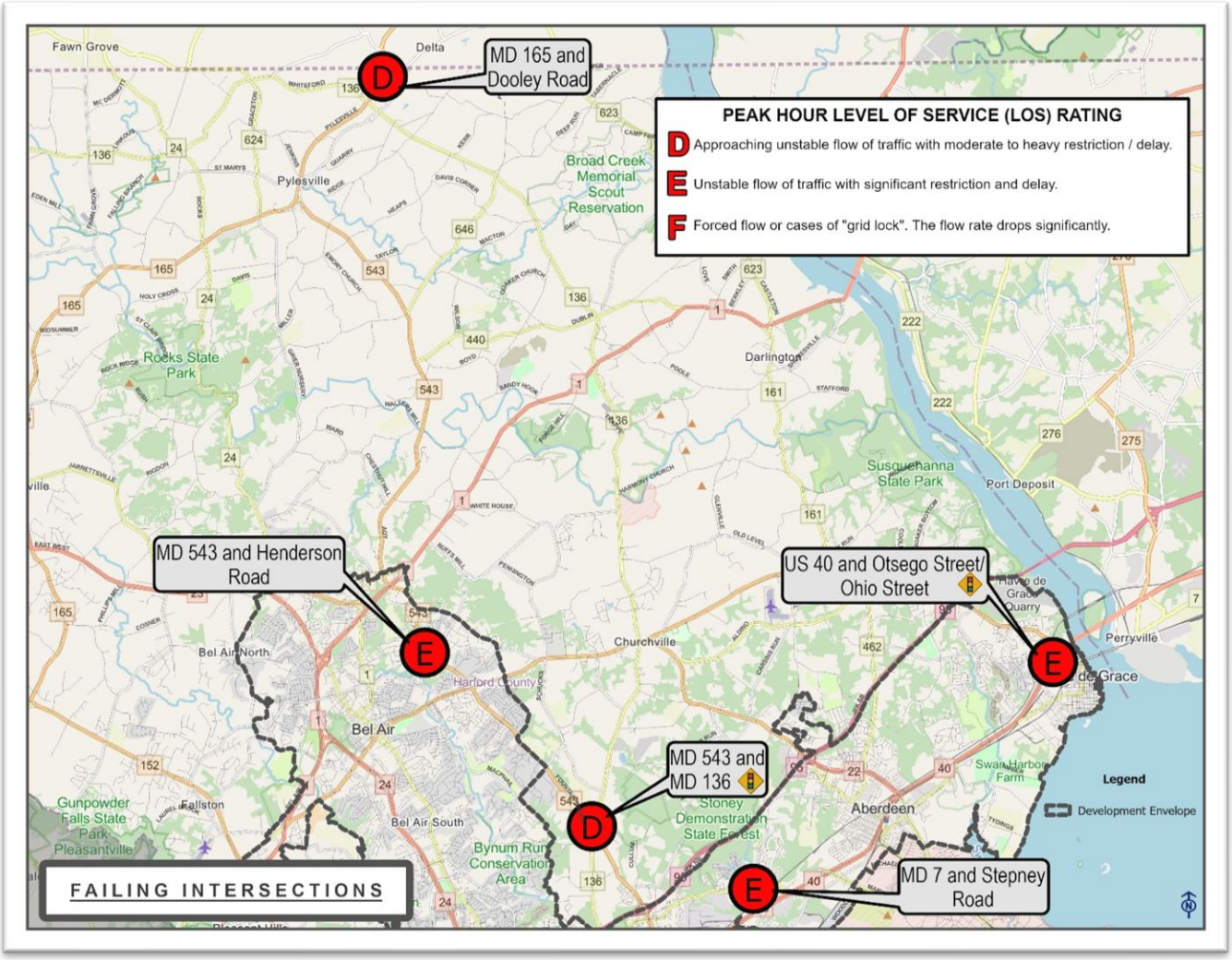
The standard for intersections within the Development Envelope is a LOS D. If the existing LOS is E or F at an intersection within the Development Envelope, then the developer must mitigate the impact of the development's new trips. The standard for intersections outside the Development Envelope is a LOS C. If the existing LOS is a D or lower, then

the developer must mitigate the impact of the development's new trips.

In addition to the review of individual TIAs, the Departments of Planning and Zoning and Public Works have studied several major roads and intersections to identify existing conditions. This list represents a cross section of key intersections located inside, outside, and on the fringes of the Development Envelope that have been identified as failing or on the verge of failing based on the adopted LOS standards.

The data collected in 2025 shows two signalized intersections and three unsignalized intersections with one or more movements operating at a LOS E (LOS D outside the Development Envelope) or lower during peak hours. The evaluation of the LOS is determined by performance of the intersection during one-hour peak traffic periods in the a.m. and/or p.m. Figure 10 identifies intersections that contain one or more movements that **operate at an unacceptable LOS.** Developments that impact these intersections will be required to mitigate their impacts to the intersections.

FIGURE 10
FAILING INTERSECTIONS MAP



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GOVERNMENT FACILITIES

The Harford County Code requires an analysis of the need for additional fire, library and public safety services based upon the County's population and a list of approved capital projects contained in the Capital Improvement Program (CIP) related to the below-mentioned facilities.



Fire/EMS Services

The Harford County Fire and EMS Services Master Plan that was completed in 2009 analyzed the need for Fire and EMS services in the County. The plan outlined the need for additional facilities, including:

- Facility at Patterson Mill Road – This Station was completed in 2012 and turned over to the Bel Air Volunteer Fire Company
- Facility in Riverside on Rt. 543 – This station will be completed in early 2026 (Belcamp Station)
- Facility in Fountain Green area on Rt 543 – There is no further information regarding a facility at this location.
- Facility in Churchville area of Rt 22 and Rt 136 – There is no further information regarding a facility at this location.

In addition, the following facility projects have been completed:

- Aberdeen VFC completed a renovation of their House 1 Station in 2021
- Harford County completed an EMS Station in North Harford at Rt 24 and Rt. 165 in 2023
- The Susquehanna Hose Company has completed the renovations of their House 1 station.
- Harford County is working with Whiteford VFC to design and build a new station. The project is currently underway.
- Bel Air VFC completed renovation of their House 1 station in 2025.

In addition, Harford County has thirty-one County ALS medic units in service throughout the County. The medic units are owned by Harford County and are housed in volunteer stations throughout the county, and in the North Harford and Belcamp Stations.

Library Services

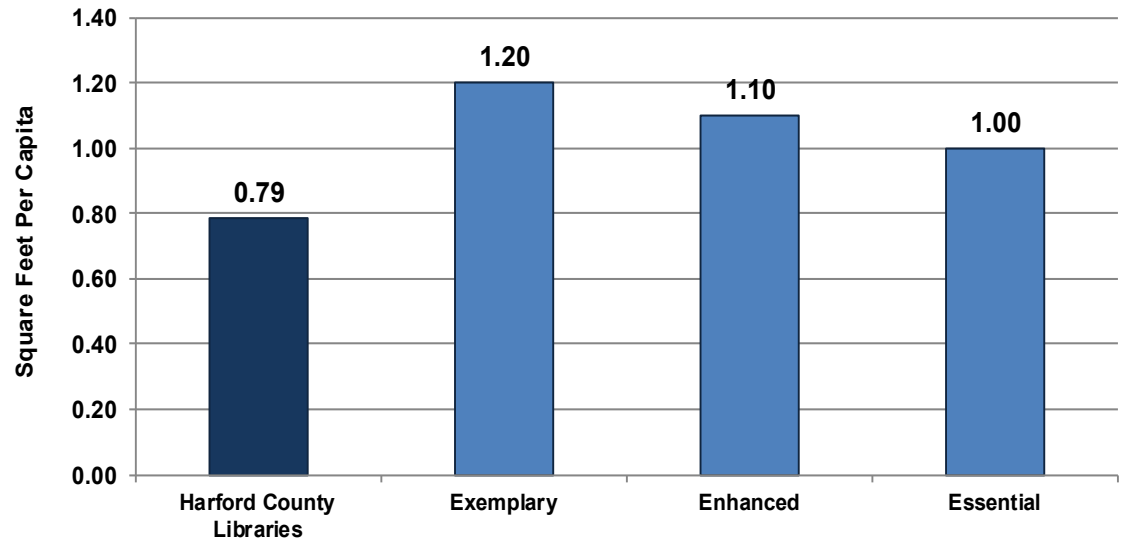
The Maryland Department of Budget and Management requires that libraries refer to "Maryland's Planning Guidelines for Libraries" to determine if the level of service is consistent with the population and justify the need for expansion. The planning guidelines rate the area of library space per capita in a scale with three ranges:

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- Essential = 1.0 square feet per capita (nationally accepted minimum facility size)
- Enhanced = 1.1 square feet per capita
- Exemplary = 1.2 square feet per capita

The total gross square footage of all Harford County Public Library branches is 209,348. Based on a 2025 population figure of 266,446*, the square footage per capita rating is 0.79 for Harford County which is below the essential standard of 1.0 square feet per capita (Figure 11).

Figure 11 Harford County Public Libraries Square Footage Per Capita



Source: Harford County Public Libraries & Maryland's Planning Guidelines for Libraries

* Source: 2025: American Community Survey 1-Year Supplemental Estimates, United States Census Bureau.

Law Enforcement

Harford County had 476 sworn officers in 2025. This represents a rate of 1.8 per 1,000 residents. The total breaks down to 331 officers in the Harford County Sheriff's Office and 37 in the Maryland State Police. In addition, the police departments in the municipalities reported 45 officers in Aberdeen, 29 in Bel Air, and 34 in Havre de Grace.



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PLANNING CONSISTENCY REVIEW

Harford County must submit an annual report that addresses specific smart growth measures and indicators that support the statewide land use goal of targeting development within designated PFAs and minimizing development outside of these areas. Changes in development patterns occurring in 2025 that impact land use, transportation, community facilities patterns, zoning map amendments, and subdivision plats must be reported. Local jurisdictions, as part of their annual reporting, must determine if all changes in development patterns in 2025 reported are consistent with the following criteria:

- All changes must be consistent with each other;
- The recommendations of the last annual report;
- The adopted plans of the local jurisdictions;
- The adopted plans of all adjoining local jurisdictions; and
- The adopted plans of State and local jurisdictions that have responsibility for financing or constructing public improvements necessary to implement the local jurisdiction's plan.

Development Patterns / Consistency of Plans

All of the developments noted in this report have been determined to be consistent with the surrounding land uses. A review of consistency is part of the plan approval process. As recommended in previous reports, the County continues to direct the majority of new residential development and redevelopment to the Development Envelope. During 2025, all subdivisions approved were consistent with the intent and policies of the 2016 Master Plan, the Water and Sewer Master Plan, and Adequate Public Facilities regulations. All roadway improvements were consistent with the State Consolidated Transportation Plan, and the Transportation Improvement Plan. Changes in development patterns, laws, and regulations were found to be consistent with the adopted plans of Harford County, as well as those of the state and all adjoining local jurisdictions. These changes furthered the Eight Sustainable Growth Planning Principles established in § 1-201 of the Land Use Article of the Annotated Code of Maryland.

Municipal Plan Coordination

Harford County coordinates with the Town of Bel Air and the cities of Aberdeen and Havre de Grace for the creation of their growth plans. State law requires municipal jurisdictions to develop a Municipal Growth Element (MGE) as part of their Comprehensive Plan. The MGE must identify future municipal growth areas outside of the existing corporate limits and be submitted to the County for review and comment. Proposed annexations must be consistent with those outlined in the Municipal Growth Element Plans and permitted development on the annexed lands shall be in accordance with the County's zoning classification that is in place at the time of the annexation.

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Implementation

Harford County uses many tools to achieve the Sustainable Growth Planning Principles, including Adequate Public Facilities (APF) legislation to manage growth by tying development to the capacity of existing government services such as water and sewer, roads, and schools. The County has developed implementation strategies, policies, programs, and funding for growth and development, resource conservation, infrastructure, and transportation, which are integrated across the local, regional, State, and interstate levels to achieve these planning principles.

Agricultural Preservation

Preservation efforts were continued through a variety of state and local programs, including the Maryland Agricultural Land Preservation Foundation Program and the Rural Legacy Program. The County's primary focus has been on protecting the Priority Preservation Area (PPA) (Figure 12). HarfordNEXT expanded the PPA boundary to include all lands north of the 2009 boundary and the Harford County portion of the Manor Rural Legacy Area. In 2024, the County expanded the Deer Creek Rural Legacy Area to also cover the northeastern portion of the County. The entire PPA is covered by either the Manor Rural Legacy Area or the Deer Creek Rural Legacy Area.

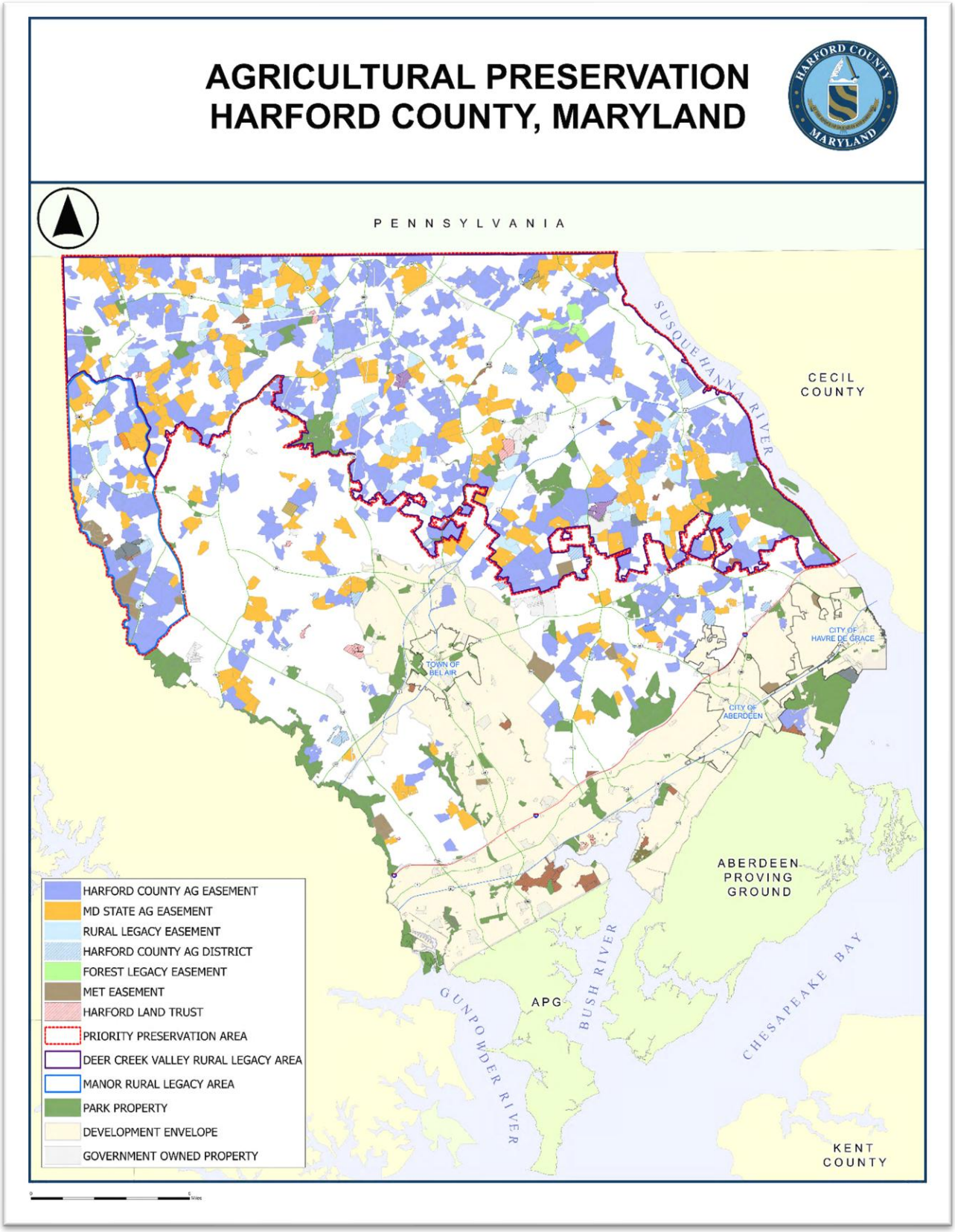
During 2025, 1,838 acres were preserved countywide, bringing the total protected land in the County to 66,460 acres at the end of 2025. Over 25% of the County (excluding municipalities) is in some form of permanent preservation. Of the acreage protected in 2025, approximately 1,396 acres were located in the County's PPA, bringing the total amount of protected land in the PPA to approximately 52,506 acres*.

Please visit the Agricultural Preservation Dashboard for more detailed information.

*To the best of our knowledge, the data provided herein is current as of the date of this report. However, due to the timing of easement settlements, reporting delays, survey corrections, and other updates to data, the total preserved acreage may be altered between Annual Growth Reports, causing numbers to fluctuate.



Figure 12


AGRICULTURAL PRESERVATION
HARFORD COUNTY, MARYLAND
HARFORD COUNTY MARYLAND
PENNSYLVANIA
SUSQUEHANNA RIVER
CECIL COUNTY
CITY OF HAVRE DE GRACE
TOWN OF BEL AIR
CITY OF ABERDEEN
ABERDEEN PROVING GROUND
APG
BUSH RIVER
GUNPOWDER RIVER
CHESAPEAKE BAY
KENT COUNTY
HARFORD COUNTY AG EASEMENT
MD STATE AG EASEMENT
RURAL LEGACY EASEMENT
HARFORD COUNTY AG DISTRICT
FOREST LEGACY EASEMENT
MET EASEMENT
HARFORD LAND TRUST
PRIORITY PRESERVATION AREA
DEER CREEK VALLEY RURAL LEGACY AREA
MANOR RURAL LEGACY AREA
PARK PROPERTY
DEVELOPMENT ENVELOPE
GOVERNMENT OWNED PROPERTY

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PROCESS IMPROVEMENTS



As part of the annual report, local jurisdictions must identify any changes that will improve the planning and development review process, in addition to zoning regulations that have been adopted during the reporting period that specifically address the planning principles of the Land Use Article.

The County Executive developed the Southern County Taskforce (SCTF) in 2023 with the purpose of improving the quality of life for residents, businesses, and visitors to this area. The SCTF area is generally defined as all of those areas along and adjacent to the Route 40 corridor in Harford County (see Figure 13). Quality of life includes, but is not limited to, roadway improvements, recreational program growth, curb appeal, small business growth, and public safety enhancements. The Administration is continually working to gather data, set targets, and make real improvements for those who live, work, and do business in southern Harford County. The overarching goal is to focus government and private resources on the area's unique challenges and opportunities. Residents, business owners and community organizations are encouraged to review the County's progress on the Southern County Taskforce's website.

The County will continue to direct development to the designated growth areas and encourage redevelopment during the review process. In order to provide citizens with more information and better access to development review activities, the Department continues to update the interactive web-based portal known as Track-It and will provide up to date information on development activities within the County.

LAWS AND/OR REGULATIONS THAT IMPLEMENT THE STATE PLANNING VISIONS

Harford County's Master Plan, HarfordNEXT, was adopted in June 2016 and is consistent with the 12 State Planning Visions. The various element plans, including the Land Use Element Plan, Natural Resources and Water Resources Element Plan, Historic Preservation Element Plan, and Transportation Element Plan have been incorporated into the 2016 Master Plan. The Land Preservation, Parks, and Recreation Element Plan is also consistent with the planning visions contained in the Land Use Article of the Maryland Code. The plans also include strategies that address these visions. The County's Chesapeake Bay Critical Area Program and its Bicycle and Pedestrian Master Plan are also consistent with the visions.

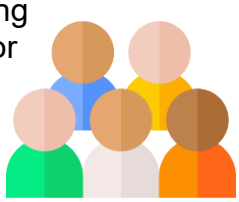
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METHODOLOGY

Population Projection Methodology

Yearly estimates of population and households in Harford County for the Annual Growth Report are determined from the 2020 Census. This data is adjusted to reflect a number of variables including building permits, average household size, and household vacancy rates. The five and ten year projections are based on these estimates, with a growth factor applied to determine the rate and quantity of growth in the County. This growth factor is based on the number of building permits anticipated to be issued each year. It is important to note that projections are based on past trends and land availability. A component of the projections is the number of net planned units remaining. The total planned units remaining is calculated by subtracting the total new residential building permits issued from the total preliminary plan approved units. Subdivision plans with six or more units remaining and approved municipality plans are included.

The 2020 Census information at the census block level is utilized for specific analysis of each facility regarding area maps and demographic information. Building permits are identified by facility areas and by subdivision name and/or address for each year. This provides the needed information on growth trends by facility service area. The population projections for the five other jurisdictions in the Baltimore Region are based on an interpolation of the Baltimore Metropolitan Council's Round 10 population forecast.



School Enrollment Projection Methodology

The methodology for projecting students utilizes historical data for live births and the number of children enrolled in public schools. Using these data, a series of ratios that reflect grade cohort survival are developed. These ratios include consideration of a number of factors:

- Births in a given year which affect subsequent kindergarten and first grade enrollments.
- Net migration of school age children.
- Net transfer of children between public and private schools.
- Non-promotion of children to the next grade level.
- Dropouts in the later years of secondary school.
- Shifts between regular grade and upgraded groups other than special education.

This technique of establishing a ratio is used for each successive grade. For example, a ratio is developed between the number of children actually in first grade in a given year and the number in second grade the following year. The ratio, therefore, represents the number of first graders who advance to second grade. If significant variations exist, such as a rapid increase in home building, then factors such as pupil yields for subdivision activity and development trends must be measured.

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Development monitoring is a key activity to ensure accurate projections since housing expansion periods have a direct impact on school enrollments. A primary means of calculating projected student enrollment due to a housing expansion period is by using pupil yield factors for new developments.

Pupil yield is a term which describes the number of pupils generated per dwelling. The pupil yield factor is used to assist in identifying the impact of residential development on the Harford County Public Schools (HCPS) system. The data was tabulated by unit type, and the specific pupil yields were calculated for each subdivision in the elementary, middle, and high schools. Table 1 below provides a summary of the pupil yield factors by grade level.

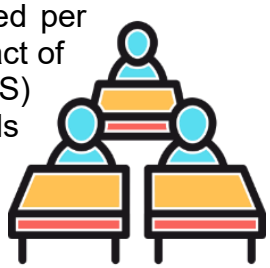


Table 1 - Pupil Yield Factors

Unit Type	Grade Level		
	K – 5	6 - 8	9 - 12
Single-Family	0.17	0.09	0.12
Townhome	0.19	0.09	0.13
Apartments	0.13	0.05	0.07
Condominiums	0.04	0.03	0.03
Mobile Home Park	0.16	0.07	0.10

Source: Harford County Department of Planning and Zoning, 2024 Harford County Pupil Yield Study

The following example is included to illustrate how pupil yield factors are used to estimate new students generated by proposed residential development. In this example, it is estimated that 38 new students would be generated by a proposed 100-unit Single-Family detached (SFD) subdivision.

Table 2 - Estimating New Students Using Pupil Yield Factors (Proposed 100 SFD Subdivision)

Grade Level	Yield Factor	X	# of Dwelling Units (Single-family)	=	New Students
K- 5	0.17	X	100	=	17
6 - 8	0.09	X	100	=	9
9 - 12	0.12	X	100	=	12
TOTAL	**0.38**	**X**	**100**	**=**	**38**

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Modified School Enrollment Methodology

Department staff, the APFO Committee and an outside consultant have reviewed the methodology that has been utilized to prepare “modified enrollment projections” for each school district. The Department of Planning and Zoning is working with the APFO Committee to determine an appropriate resolution for these projections. It is important to note that the modified enrollment projections have previously been prepared for informational purposes only and have never been used during the subdivision approval process.

Water and Sewer Facility Projection Methodology

Water:

The Harford County water service area is divided into four pressure zones due to varying topography within the Development Envelope. To provide an adequate supply of water, the transmission lines, and pumping and storage facilities for all zones must be sized for estimated future demands.



The water system is evaluated for adequacy for providing flows during the maximum day demand, while maintaining system pressures required to deliver fire flows. Water booster stations and/or transmission lines, service mains, storage tanks, and water treatment plants are evaluated. Areas within the Harford County Development Envelope that exist at the highest elevations of the water pressure zones are evaluated for adequacy on a case-by-case basis. The anticipated growth within the County is accommodated through a combination of developer funded projects and the CIP.

Sewerage:

The sewerage system is similarly evaluated for adequacy to accommodate expected peak flows through collectors, interceptors, pump stations, force mains, and wastewater treatment plants. Should a capacity problem exist in a collector sewer, it is the developer’s responsibility to resolve the inadequacy. Inadequacies at major pumping stations and wastewater treatment plants are resolved by programmed capital projects or by projects cooperatively supported by a group of developers.

The sewage flows to Harford County's existing Sod Run and Joppatowne Wastewater Treatment Plants (WWTP) originate from a portion of the Development Envelope. The area between the municipalities of Aberdeen and Havre de Grace, as well as the cities themselves, are within the Development Envelope and are served by the municipal sewerage facilities. A complete "Sewer System Capacity Analysis" is included in the “2025 Water and Sewer Adequate Public Facilities Report.”

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The determination of future wastewater flows to wastewater treatment plants is made by using population and household projections developed by the Harford County Department of Planning and Zoning for the years 2005 through 2035. The projections were distributed by Transportation Analysis Zones (TAZs) by aggregating the ultimate development in terms of equivalent dwelling units into sewerage drainage areas. In an effort to keep pace with projected growth, the County completed the expansion of the Sod Run Wastewater Treatment Plant from 12 MGD in 1995 to 20 MGD in 2000. A sanitary sewer collection system has also been established in Whiteford-Cardiff, which serves the properties within an established sanitary subdistrict. This system was made operational in 2001 with 172 mandatory hook-ups completed in 2002. (This system served 178 customers in 2025.) Treatment for this subdistrict is provided by Delta Borough, Pennsylvania, with a current permitted average flow of 0.12 MGD.

In addition to the major publicly owned wastewater treatment plants, there are multiple private wastewater treatment systems, including mobile home parks and other commercial/community establishments, plus a larger population on private individual septic systems outside the Development Envelope. In addition, many of the schools outside the public sewerage service area are on publicly owned multi-use wastewater treatment systems.

Road Intersection Analysis Methodology

A key feature of the APF Road Intersection law is the requirement for preparation of a TIA for residential and non-residential uses that are projected to generate more than 249 trips per day. For residential developments, the developer shall provide their own traffic consultant. For all non-residential projects, the County will select the traffic consultant and the developer shall pay in advance all costs before the County will order the preparation of the TIA. Proposed development located within the Chesapeake Science and Security Corridor (CSSC) (Figure 13) with primary access directly onto US 40 will not be required to submit a TIA unless the proposed use is expected to generate more than 1,500 trips per day. The TIA provides information regarding the impact of generated trips from proposed land uses on traffic operation and delay within a designated area and recommends solutions to mitigate the impact. The method of conducting a TIA is outlined in the "Harford County Traffic Impact Analysis Guidelines."

Inside the Development Envelope:

The TIA shall include all existing County and state roads in all directions, from each point of entrance of site through the intersection with the first arterial roadway to the next intersecting collector or higher functional classification road as defined by the Harford County Master Plan. The study area shall not exceed 2 road miles in all directions, except when proposed uses are projected to generate more than 1,500 trips per day.

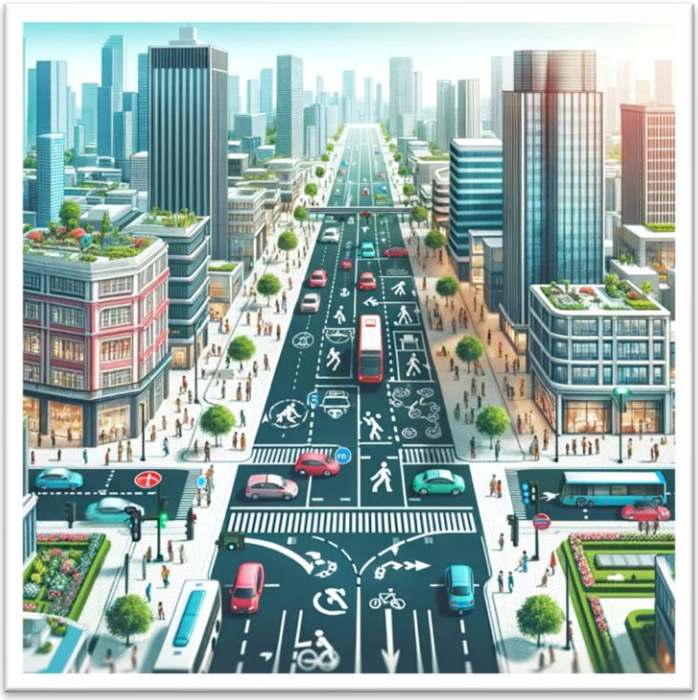
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Outside the Development Envelope:

The TIA study area shall include all existing County and state roads in all directions from each point of entrance of the site to the first intersection of a major collector or higher functional classification road as defined by the Harford County Master Plan. The study area shall not exceed 2 road miles in all directions, except when proposed uses are projected to generate more than 1,500 trips per day.

All TIAs shall include:

- An analysis of existing conditions including traffic counts, lane configuration, and signal timings.
- An analysis of background conditions without site development, including growth in background traffic, future traffic generated by nearby proposed developments and the determination of Level-of-Service (LOS) with any approved/funded State and County Capital projects.
- An analysis of the projected conditions with site development, including the traffic being generated by the proposed development and background traffic.
- An explanation of the results with recommended improvements, as necessary.



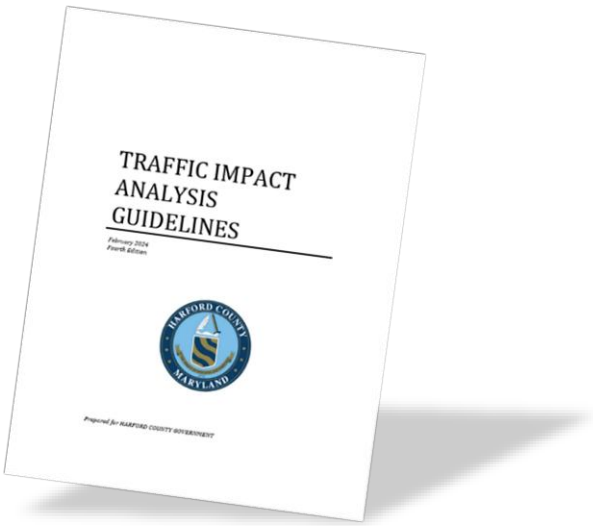
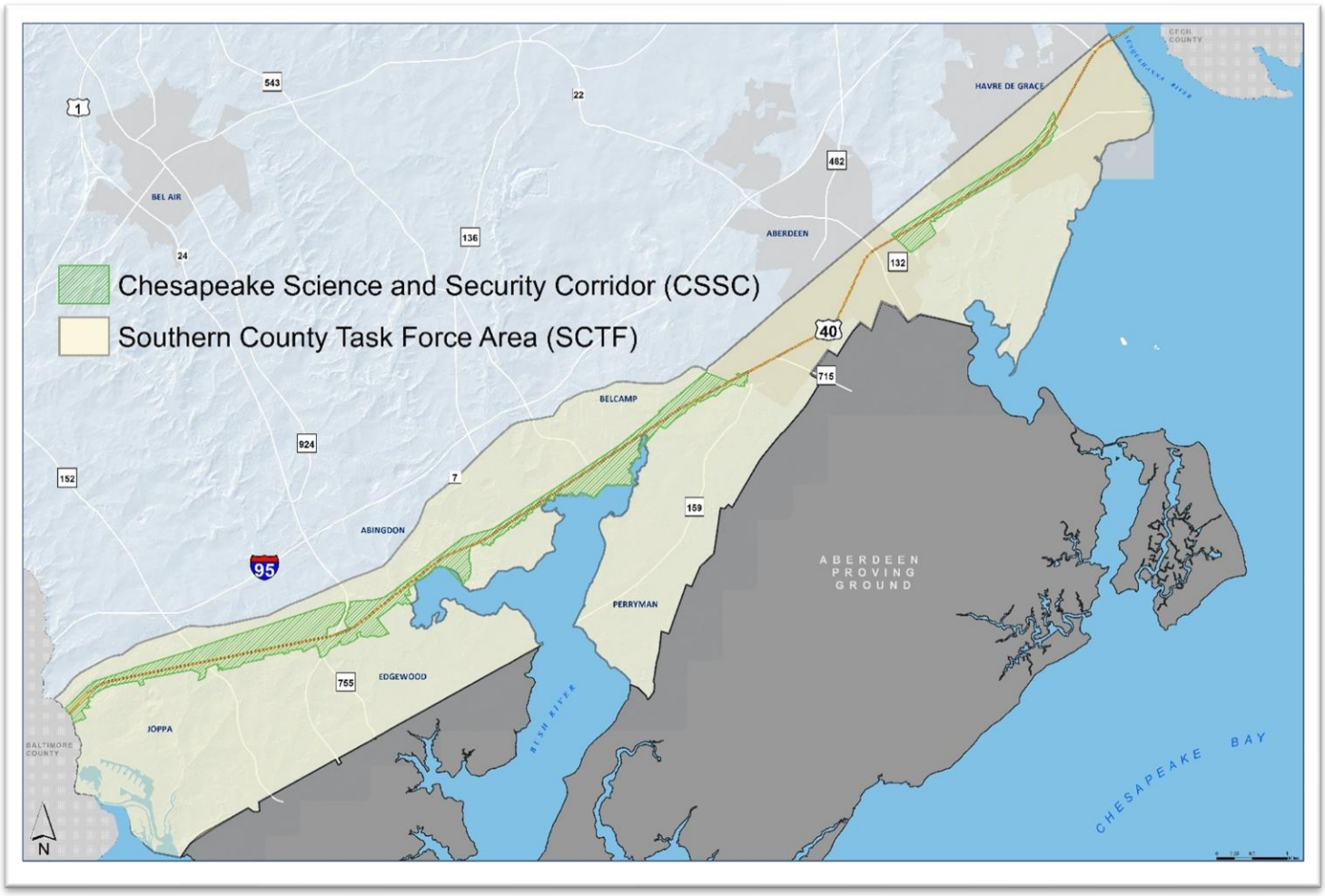


Figure 13
Chesapeake Science and Security Corridor (CSSC) & Southern County Task Force (SCTF)



What is the Chesapeake Science and Security Corridor?

The Chesapeake Science and Security Corridor (CSSC) is a multi-jurisdictional, multi-organizational Consortium committed to supporting the mission of Aberdeen Proving Ground (APG) and promoting economic vitality for the region. Established during BRAC 2005, the CSSC leveraged more than $10.5 million in federal funding from the Office of Economic Adjustment (OEA) to support infrastructure, transportation and workforce development readiness as a BRAC growth community.

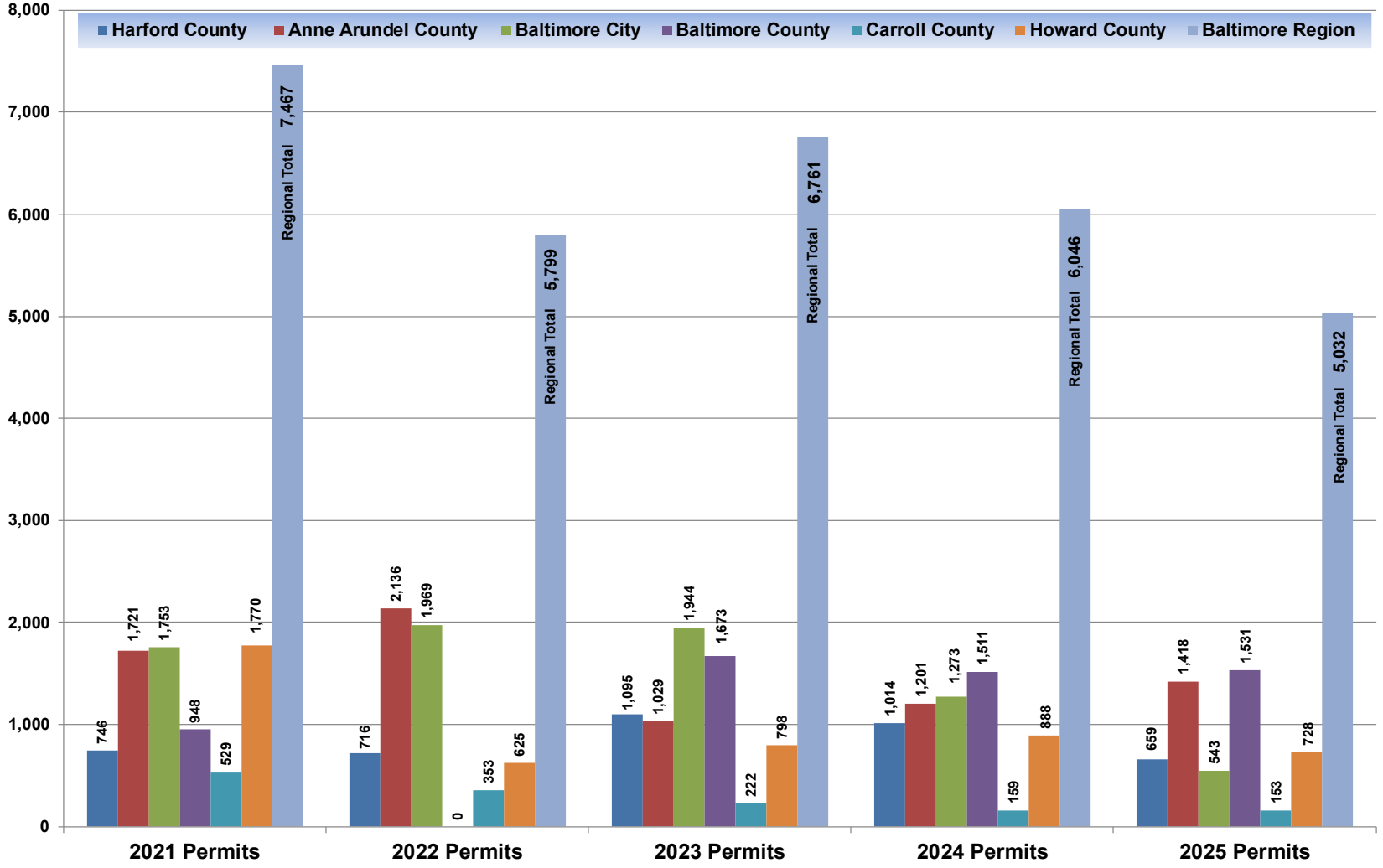
Today post-BRAC, CSSC continues to be a collaborative voice for the region and looks at proactive approaches to support APG's growing mission with six Centers of Excellence and an economically strong region that comprises approximately 95% of its workforce. With multi-state engagement, Harford County, Maryland serves as the lead agency for grant funding opportunities and communication coordination for the Consortium to support a high quality of life for our growing defense community.

CHESAPEAKE SCIENCE & SECURITY CORRIDOR

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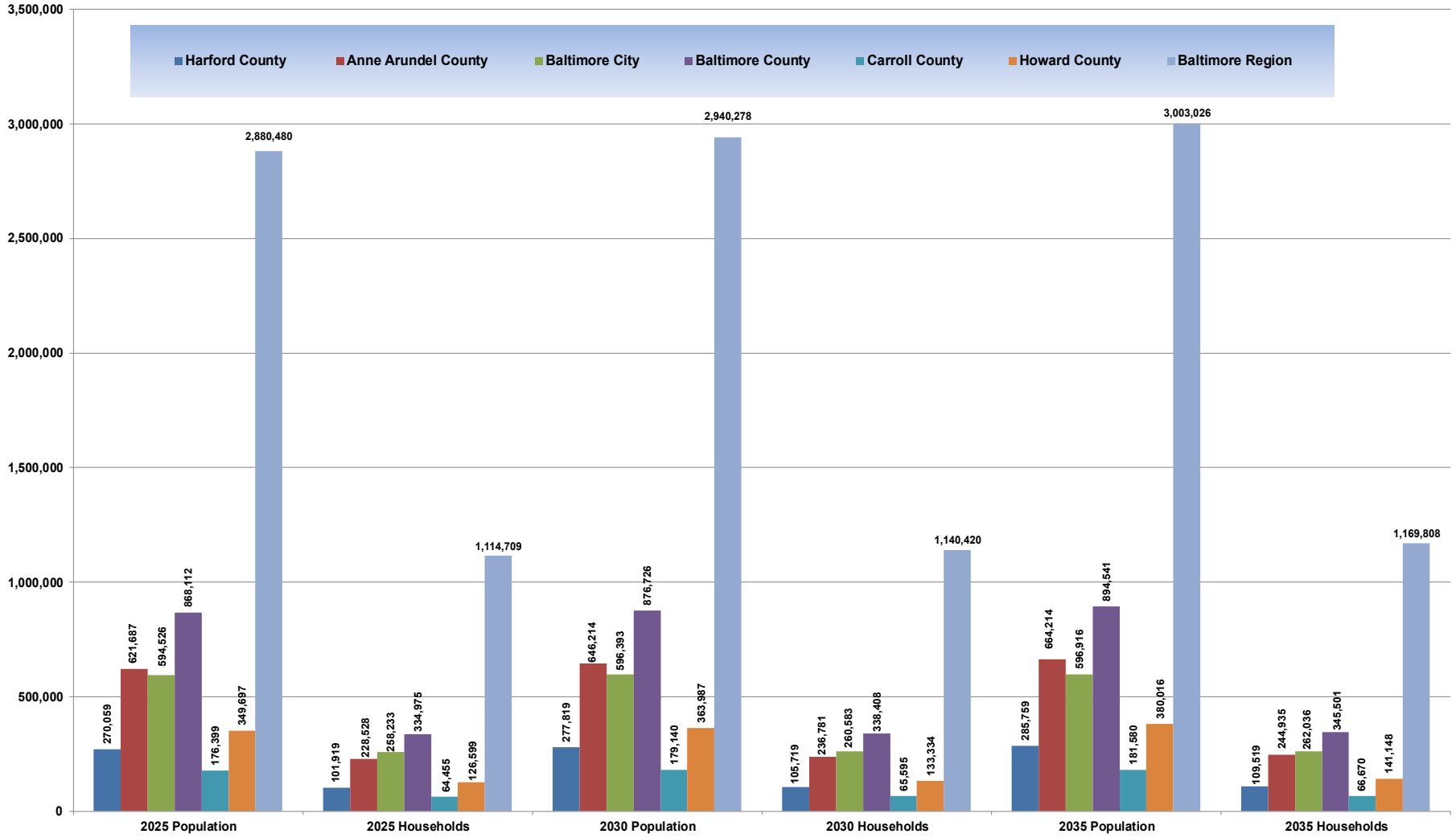
APPENDIX A

Table 1A Harford County - Baltimore Region Residential Permit Activity: 2021- 2025



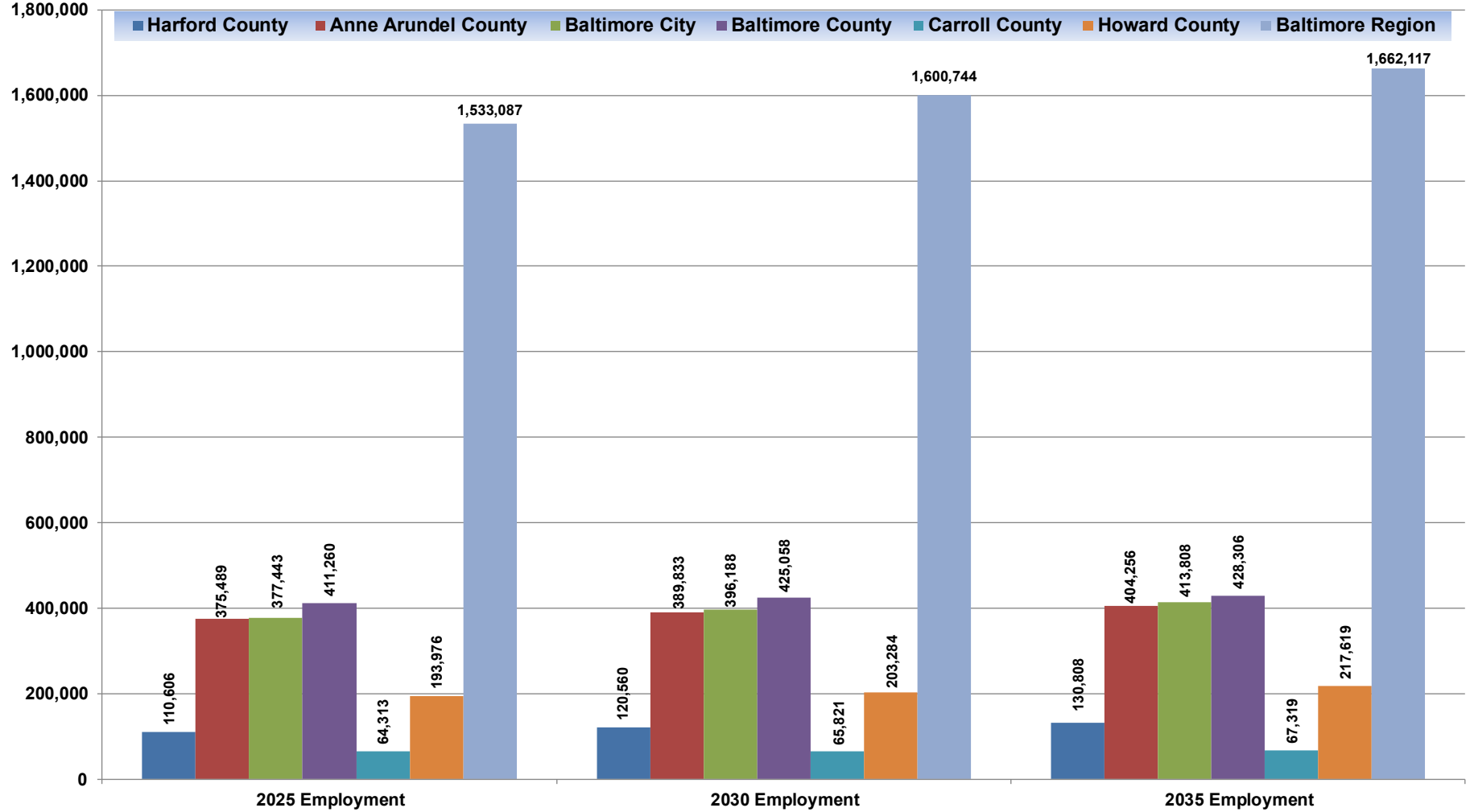
Source: Baltimore Metropolitan Council, May 2026

Table 2A Harford County - Baltimore Region Population and Household Projections: 2025- 2035



Source: Baltimore Metropolitan Council, May 2026

Table 3A Harford County - Baltimore Region Employment Projections: 2025- 2035



Source: Baltimore Metropolitan Council, May 2026

Table 4A
Harford County Non-Residential Permit Activity
New Permits Valued $50,000 and Over

Permit Type	2021		2022		2023		2024		2025	
	# of Permits	Square Footage	# of Permits	Square Footage	# of Permits	Square Footage	# of Permits	Square Footage	# of Permits	Square Footage
Commercial	3	10,739	3	7,904	6	61,547	6	34,489	9	135,758
Industrial	3	88,060	1	100,025	3	210,548	2	153,701	5	676,673
Institutional	0	0	2	25,576	1	6,250	1	17,041	4	39,880
Utilities	2	7,657	0	0	3	2,394	2	3,275	2	104,553
Other	2	11,180	5	101,431	1	141,936	3	21,425	1	7,200
Total	**10**	**117,636**	**11**	**234,936**	**14**	**422,675**	**14**	**229,931**	**21**	**964,064**

Source: Baltimore Metropolitan Council, May 2026

Table 5A
Harford County Non-Residential Permit Activity
Additions, Alterations, and Repairs Valued $50,000 and Over

Permit Type	2021		2022		2023		2024		2025	
	# of Permits	Square Footage	# of Permits	Square Footage	# of Permits	Square Footage	# of Permits	Square Footage	# of Permits	Square Footage
Commercial	9	N/A	10	N/A	43	N/A	30	N/A	35	N/A
Industrial	2	N/A	3	N/A	7	N/A	16	N/A	2	N/A
Institutional	5	N/A	12	N/A	18	N/A	23	N/A	22	N/A
Utilities	0	N/A	0	N/A	0	N/A	3	N/A	1	N/A
Other	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Total	**16**	**N/A**	**25**	**N/A**	**68**	**N/A**	**72**	**N/A**	**60**	**N/A**

NA: Data Not Available
Source: Baltimore Metropolitan Council, May 2026

`

APPENDIX B

`

FIGURE 1B

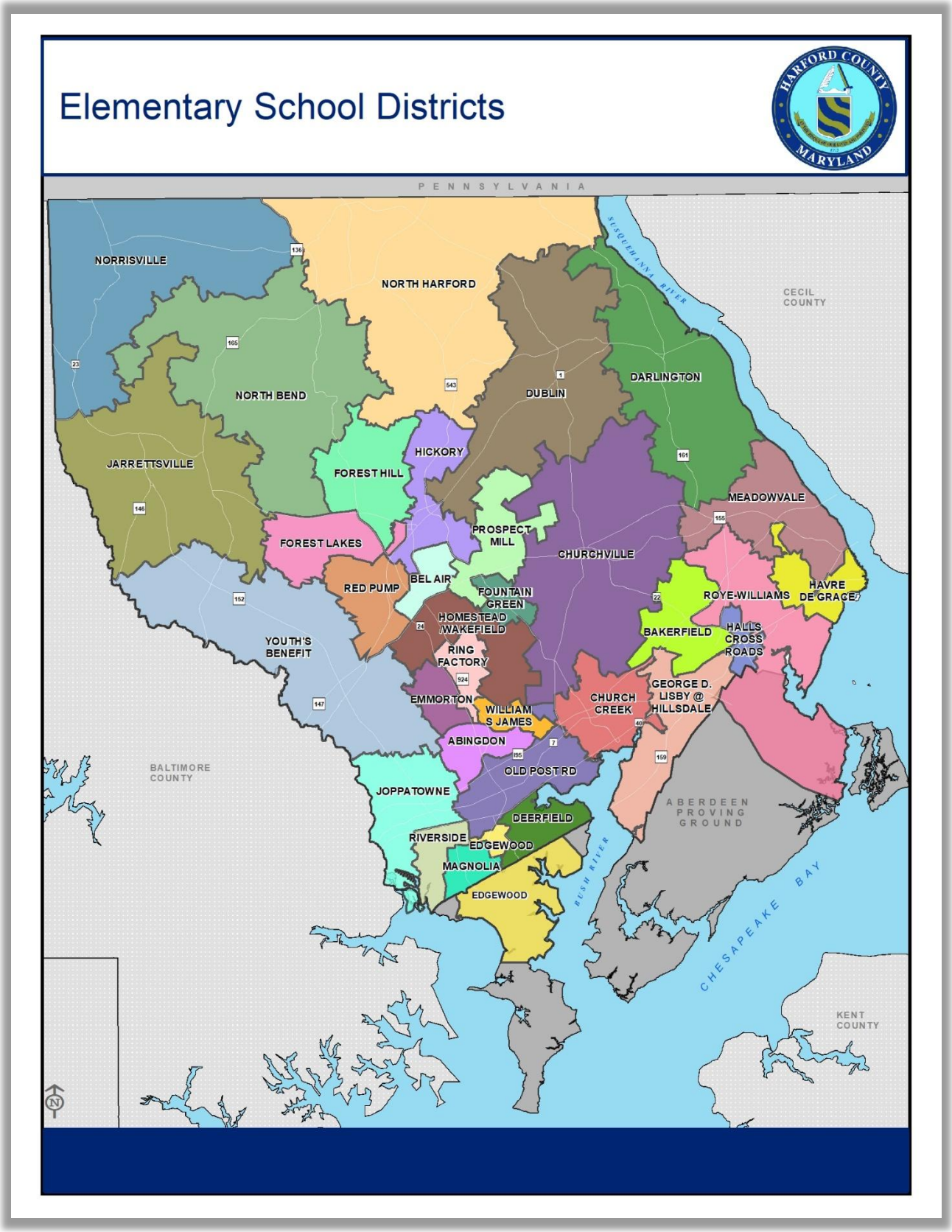

Elementary School Districts
HARFORD COUNTY MARYLAND
PENNSYLVANIA
SUSQUEHANNA RIVER
CECIL COUNTY
NORRISVILLE
NORTH HARFORD
NORTH BEND
DUBLIN
DARLINGTON
JARRETTSVILLE
HICKORY
FOREST HILL
MEADOWVALE
PROSPECT MILL
FOREST LAKES
CHURCHVILLE
BEL AIR
RED PUMP
FOUNTAIN GREEN
ROYE-WILLIAMS
HAVRE DE GRACE
HOMESTEAD /WAKEFIELD
BAKERFIELD
HALLS CROSS ROADS
YOUTH'S BENEFIT
RING FACTORY
GEORGE D. LISBY @ HILLSDALE
EMMORTON
CHURCH CREEK
WILLIAM S JAMES
ABINGDON
OLD POST RD
BALTIMORE COUNTY
JOPPATOWNE
ABERDEEN PROVING GROUND
DEERFIELD
RIVERSIDE
EDGEWOOD
MAGNOLIA
EDGEWOOD
BUSH RIVER
CHESAPEAKE BAY
KENT COUNTY

Table 6B

Harford County Elementary Schools 2025 Utilization Chart									
ELEMENTARY SCHOOLS		ACTUAL ENROLLMENT 2025		PROJECTIONS					
				2026/2027		2027/2028		2028/2029	
SCHOOL NAME	CAP	ENR	% CAP	PROJ	% CAP	PROJ	% CAP	PROJ	% CAP
Abingdon[2]	863	613	71%	611	71%	600	70%	600	70%
Bakerfield[1]	500	484	97%	497	99%	510	102%	523	105%
Bel Air[2]	486	535	110.1%	537	110.5%	539	111%	541	111%
Church Creek[2]	819	703	86%	696	85%	699	85%	715	87%
Churchville	411	369	90%	372	91%	376	91%	370	90%
Darlington	157	100	64%	100	64%	100	64%	100	64%
Deerfield [1]	788	670	85%	664	84%	650	82%	646	82%
Dublin[2]	294	224	76%	224	76%	225	77%	225	77%
Edgewood[2]	461	421	91%	408	89%	397	86%	408	89%
Emmorton	570	579	102%	572	100%	575	101%	560	98%
Forest Hill	530	432	82%	417	79%	397	75%	395	75%
Forest Lakes	530	444	84%	430	81%	415	78%	429	81%
Fountain Green[1]	548	481	88%	483	88%	485	89%	487	89%
G. Lisby at Hillsdale[1]	473	527	111%	528	112%	543	115%	536	113%
Hall's Cross Roads[1]	552	428	78%	436	79%	438	79%	436	79%
Havre de Grace[2]	542	599	111%	601	111%	603	111%	605	112%
Hickory	668	610	91%	601	90%	592	89%	591	88%
Homestead/Wakefield[2]	1,089	1,091	100%	1,116	102%	1,124	103%	1,141	105%
Jarrettsville	525	450	86%	467	89%	466	89%	462	88%
Joppatowne[1]	663	486	73%	497	75%	510	77%	518	78%
Magnolia [1]	561	529	94%	536	96%	533	95%	527	94%
Meadowvale[2]	568	540	95%	566	100%	560	99%	548	96%
Norrisville	274	222	81%	219	80%	215	78%	209	76%
North Bend [2]	498	445	89%	458	92%	442	89%	452	91%
North Harford [1]	500	417	83%	417	83%	412	82%	404	81%
Old Post [1]	984	824	84%	833	85%	849	86%	830	84%
Prospect Mill[2]	611	572	94%	582	95%	573	94%	582	95%
Red Pump	737	670	91%	657	89%	654	89%	651	88%
Ring Factory	548	519	95%	539	98%	533	97%	539	98%
Riverside[1]	588	507	86%	537	91%	562	96%	577	98%
Roye-Williams[1]	703	452	64%	460	65%	465	66%	455	65%
Wm S. James	521	427	82%	429	82%	431	83%	433	83%
Youth's Benefit	1,120	1,116	100%	1,125	100%	1,130	101%	1,126	101%
TOTALS[3]:	**19,682**	**17,486**	**89%**	**17,615**	**89%**	**17,603**	**89%**	**17,621**	**90%**

*Note: preliminary subdivisions and residential site plans of greater than five lots/units will not be approved in attendance areas that are highlighted.
Source: Harford County Public Schools & Dept. of Planning and Zoning,May 2026.

[1] Full-day Prekindergarten

[2] Half-day Prekindergarten

[3] TOTAL % Capacity = (Total Projection/Total Capacity)*100.

Table 7B

Harford County Residential Building Permit Activity By Elementary School District: 2021 - 2025

ELEMENTARY SCHOOL	2021 BUILDING PERMITS ISSUED BY DWELLING TYPE					2022 BUILDING PERMITS ISSUED BY DWELLING TYPE					2023 BUILDING PERMITS ISSUED BY DWELLING TYPE					2024 BUILDING PERMITS ISSUED BY DWELLING TYPE					2025 BUILDING PERMITS ISSUED BY DWELLING TYPE				
	SF	TH	APT/ CO	MH	TOTAL	SF	TH	APT/ CO	MH	TOTAL	SF	TH	APT/ CO	MH	TOTAL	SF	TH	APT/ CO	MH	TOTAL	SF	TH	APT/ CO	MH	TOTAL
Abingdon	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bakerfield	23	0	0	0	23	1	0	288	0	289	13	24	88	0	125	87	168	204	0	459	49	29	36	0	114
Bel Air	4	0	0	0	4	0	0	0	0	0	1	0	0	0	1	2	0	0	0	2	1	0	117	0	118
Church Creek	0	61	0	0	61	2	84	12	0	98	0	86	352	0	438	27	64	0	0	91	43	45	0	0	88
Churchville	2	0	0	0	2	3	0	0	0	3	11	0	0	0	11	7	0	0	1	8	6	0	0	0	6
Darlington	2	0	0	0	2	1	0	0	0	1	3	0	0	0	3	3	0	0	0	3	2	0	0	0	2
Deerfield	2	0	0	0	2	0	0	0	0	0	1	0	0	0	1	6	28	0	0	34	0	20	0	0	20
Dublin	5	0	0	0	5	4	0	0	0	4	0	0	0	0	0	4	0	0	0	4	3	0	0	0	3
Edgewood	0	0	0	0	0	1	0	0	0	1	0	0	68	0	68	0	0	0	0	0	0	0	0	0	0
Emmorton	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	6
Forest Hill	0	0	0	0	0	1	0	0	0	1	2	0	0	0	2	0	0	0	0	0	1	0	0	0	1
Forest Lakes	3	0	0	0	3	3	0	0	0	3	2	0	0	0	2	1	0	0	0	1	1	0	0	0	1
Fountain Green	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	19	0	0	0	19	1	0	0	0	1
G. Lisby at Hillsdale	43	0	0	0	43	0	0	0	0	0	3	0	0	0	3	1	0	0	0	1	1	0	0	0	1
Hall's Cross Roads	2	0	5	0	7	1	0	0	0	1	0	0	0	0	0	3	0	0	0	3	1	0	0	0	1
Havre de Grace	53	2	52	0	107	9	0	25	0	34	30	75	26	0	131	34	114	26	0	174	16	69	0	0	85
Hickory	1	0	0	0	1	2	0	68	0	70	1	0	116	0	117	4	0	0	0	4	2	0	0	0	2
Homestead/Wakefield	5	22	0	0	27	2	0	0	0	2	0	0	0	0	0	0	0	0	0	0	5	0	0	0	5
Jarrettsville	6	0	0	0	6	9	0	0	0	9	7	0	0	0	7	6	0	0	0	6	6	0	0	0	6
Joppatowne	2	0	0	0	2	7	0	0	0	7	4	7	0	0	11	1	28	0	0	29	0	14	0	0	14
Magnolia	0	24	0	0	24	0	0	0	0	0	0	14	0	0	14	1	34	0	0	35	2	44	0	0	46
Meadowvale	3	2	0	0	5	1	0	0	1	2	9	0	0	0	9	17	1	0	0	18	37	0	0	0	37
Norrisville	7	0	0	0	7	4	0	0	1	5	4	0	0	1	5	4	0	0	1	5	1	0	0	0	1
North Bend	21	0	0	0	21	19	0	0	0	19	11	0	0	0	11	5	0	0	0	5	4	0	0	0	4
North Harford	26	0	0	0	26	11	0	0	0	11	4	1	0	1	6	4	0	0	1	5	9	0	0	0	9
Old Post Rd	3	0	0	0	3	1	0	0	0	1	2	0	0	0	2	3	0	0	0	3	4	0	0	0	4
Prospect Mill	23	0	0	0	23	20	0	0	0	20	15	0	0	0	15	9	0	0	0	9	4	0	0	0	4
Red Pump	9	0	0	0	9	13	0	0	0	13	1	0	0	0	1	0	0	0	0	0	1	0	0	0	1
Ring Factory	4	0	0	0	4	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Riverside	1	25	0	0	26	1	0	0	0	1	46	36	0	0	82	43	40	0	0	83	25	32	0	0	57
Roye-Williams	3	0	237	0	240	1	0	51	0	52	1	0	0	0	1	1	0	0	0	1	1	0	0	0	1
Wm. S. James	5	3	0	0	8	0	18	0	0	18	0	9	0	0	9	0	0	0	0	0	11	0	0	0	11
Youth's Benefit	16	39	0	0	55	26	22	1	0	49	20	0	0	0	20	12	0	0	0	12	10	0	0	0	10
TOTAL	**274**	**178**	**294**	**0**	**746**	**145**	**124**	**445**	**2**	**716**	**191**	**252**	**650**	**2**	**1,095**	**304**	**477**	**230**	**3**	**1,014**	**247**	**259**	**153**	**0**	**659**

Note: Permit totals revised to reflect cancelled permits.

Source: Harford County Dept. of Planning & Zoning, May 2026.

KEY: SF = Single Family Dwelling; TH = Townhouse; APT/CO = Apartment/Condominium; MH = Mobile Home

Table 8B

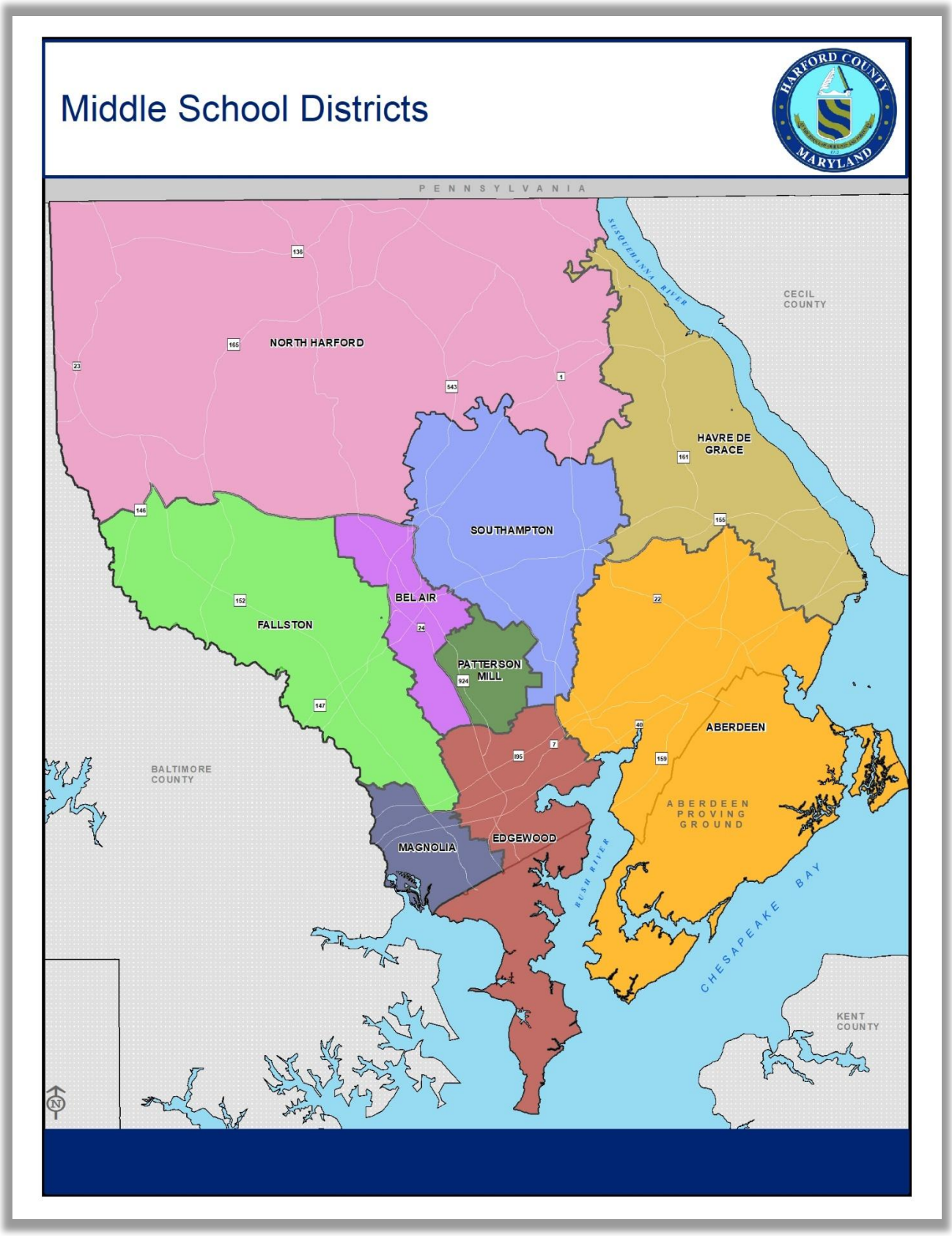
Harford County Population and Households By Elementary School District: 2021 - 2025

Elementary School	2021*		2022*		2023*		2024*		2025*	
	Households	Population	Households	Population	Households	Population	Households	Population	Households	Population
Abingdon	5,328	14,141	5,328	14,066	5,329	14,015	5,329	13,951	5,329	13,855
Bakerfield	3,000	7,962	3,022	7,978	3,301	8,681	3,421	8,957	3,864	10,046
Bel Air	2,820	7,483	2,824	7,454	2,824	7,426	2,824	7,395	2,826	7,349
Church Creek	5,866	15,569	5,925	15,642	6,019	15,831	6,442	16,864	6,529	16,977
Churchville	2,097	5,566	2,099	5,542	2,102	5,529	2,113	5,531	2,120	5,513
Darlington	1,303	3,458	1,305	3,445	1,306	3,434	1,309	3,426	1,312	3,410
Deerfield	3,197	8,484	3,199	8,445	3,199	8,413	3,200	8,377	3,232	8,404
Dublin	1,969	5,225	1,974	5,210	1,977	5,201	1,976	5,174	1,980	5,149
Edgewood	1,522	4,040	1,522	4,019	1,523	4,006	1,589	4,160	1,589	4,131
Emmorton	2,386	6,333	2,386	6,300	2,386	6,276	2,386	6,247	2,386	6,204
Forest Hill	2,218	5,887	2,218	5,856	2,219	5,836	2,221	5,815	2,221	5,775
Forest Lakes	2,280	6,052	2,283	6,027	2,286	6,010	2,288	5,990	2,289	5,951
Fountain Green	1,878	4,984	1,878	4,958	1,878	4,939	1,878	4,917	1,896	4,930
G. Lisby at Hillsdale	3,160	8,387	3,201	8,450	3,201	8,418	3,204	8,387	3,205	8,332
Hall's Cross Roads	2,200	5,838	2,206	5,825	2,207	5,805	2,207	5,779	2,210	5,747
Havre de Grace	4,111	10,912	4,215	11,126	4,247	11,171	4,374	11,450	4,541	11,808
Hickory	2,430	6,450	2,431	6,419	2,499	6,572	2,612	6,837	2,615	6,800
Homestead/Wakefield	5,299	14,064	5,325	14,058	5,327	14,010	5,327	13,946	5,327	13,850
Jarrettsville	3,270	8,680	3,276	8,649	3,285	8,639	3,292	8,618	3,297	8,573
Joppatowne	3,911	10,381	3,913	10,331	3,920	10,310	3,931	10,291	3,959	10,292
Magnolia	2,032	5,393	2,055	5,426	2,055	5,405	2,069	5,416	2,102	5,466
Meadowvale	2,602	6,905	2,607	6,882	2,609	6,861	2,617	6,852	2,635	6,850
Norrisville	1,732	4,598	1,739	4,591	1,744	4,587	1,749	4,578	1,754	4,559
North Bend	2,380	6,316	2,400	6,336	2,418	6,360	2,429	6,359	2,434	6,328
North Harford	3,250	8,626	3,275	8,647	3,286	8,642	3,292	8,618	3,297	8,571
Old Post Rd	4,567	12,121	4,570	12,064	4,571	12,021	4,573	11,971	4,576	11,896
Prospect Mill	2,808	7,452	2,830	7,472	2,850	7,495	2,864	7,498	2,873	7,469
Red Pump	4,078	10,822	4,086	10,788	4,099	10,780	4,100	10,733	4,100	10,660
Ring Factory	3,112	8,258	3,116	8,225	3,117	8,196	3,117	8,159	3,117	8,103
Riverside	2,428	6,444	2,453	6,476	2,454	6,454	2,533	6,631	2,613	6,794
Roye-Williams	2,201	5,840	2,432	6,420	2,482	6,528	2,483	6,501	2,484	6,458
Wm. S. James	2,098	5,568	2,106	5,559	2,123	5,583	2,132	5,580	2,132	5,542
Youth's Benefit	5,544	14,713	5,598	14,778	5,645	14,846	5,664	14,829	5,676	14,757
TOTAL	**99,078**	**262,952**	**99,797**	**263,464**	**100,487**	**264,280**	**101,542**	**265,837**	**102,519**	**266,551**

* Note: Population and household figures have been revised to reflect 2020 Census data (April 1 of each year).
Source: Harford County Dept. of Planning & Zoning, May 2026.

`

FIGURE 2B


Middle School Districts
HARFORD COUNTY MARYLAND
PENNSYLVANIA
SUSQUEHANNA RIVER
CECIL COUNTY
NORTH HARFORD
HAVRE DE GRACE
SOUTHAMPTON
BEL AIR
FALLSTON
PATTERSON MILL
ABERDEEN
ABERDEEN PROVING GROUND
BALTIMORE COUNTY
EDGEWOOD
MAGNOLIA
BUSH RIVER
CHESAPEAKE BAY
KENT COUNTY
136
165
23
543
1
146
161
155
152
24
22
924
147
7
95
40
159

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Table 9B

Harford County Middle Schools 2025 Utilization Chart									
MIDDLE SCHOOLS		ACTUAL ENROLLMENT 2025		PROJECTIONS					
SCHOOL NAME	CAP			2026/ 2027		2027/2028		2028/2029	
		ENR	% CAP	PROJ	% CAP	PROJ	% CAP	PROJ	% CAP
Aberdeen	1,624	1,098	68%	1,106	68%	1,123	69%	1,131	70%
Bel Air	1,243	1,066	86%	1,055	85%	1,060	85%	1,039	84%
Edgewood	1,295	939	73%	942	73%	951	73%	959	74%
Fallston	1,104	1,079	98%	1,075	97%	1,093	99%	1,081	98%
Magnolia	1,028	695	68%	710	69%	713	69%	716	70%
North Harford	1,210	874	72%	898	74%	915	76%	903	75%
Southampton	1,444	1,210	84%	1,220	84%	1,230	85%	1,240	86%
Total	**8,948**	**6,961**	**78%**	**7,006**	**78%**	**7,085**	**79%**	**7,069**	**79%**

COMBINATION MIDDLE / HIGH SCHOOLS		ACTUAL ENROLLMENT 2025		PROJECTIONS					
SCHOOL NAME	CAP			2026/ 2027		2027/2028		2028/2029	
		ENR	% CAP	PROJ	% CAP	PROJ	% CAP	PROJ	% CAP
Havre de Grace MS	1,597	589	88%	604	87%	597	87%	617	89%
Havre de Grace HS		810		792		794		808	
Patterson Mill MS	1,723	733	93%	713	92%	723	92%	721	92%
Patterson Mill HS		863		864		865		866	
TOTAL	**3,320**	**2,995**	**90%**	**2,973**	**90%**	**2,979**	**90%**	**3,012**	**91%**

Source: Harford County Public Schools & Dept. of Planning and Zoning, May 2026.

Table 10B

Harford County Residential Building Permit Activity By Middle School District: 2021 - 2025

MIDDLE SCHOOL	2021 BUILDING PERMITS ISSUED BY DWELLING TYPE					2022 BUILDING PERMITS ISSUED BY DWELLING TYPE					2023 BUILDING PERMITS ISSUED BY DWELLING TYPE					2024 BUILDING PERMITS ISSUED BY DWELLING TYPE					2025 BUILDING PERMITS ISSUED BY DWELLING TYPE				
	SF	TH	APT/ CO	MH	TOTAL	SF	TH	APT/ CO	MH	TOTAL	SF	TH	APT/ CO	MH	TOTAL	SF	TH	APT/ CO	MH	TOTAL	SF	TH	APT/ CO	MH	TOTAL
Aberdeen	72	61	242	0	375	7	84	351	0	442	18	110	440	0	568	121	232	204	0	557	95	74	36	0	205
Bel Air	10	0	0	0	10	10	0	0	0	10	2	0	0	0	2	1	0	0	0	1	5	6	117	0	128
Edgewood	5	0	0	0	5	3	0	0	0	3	3	0	68	0	71	9	22	0	0	31	8	20	0	0	28
Fallston	21	39	0	0	60	37	22	1	0	60	26	0	0	0	26	17	0	0	0	17	14	0	0	0	14
Havre de Grace	57	4	52	0	113	11	0	25	1	37	43	75	26	0	144	55	115	26	0	196	57	69	0	0	126
Magnolia	3	49	0	0	52	7	0	0	0	7	49	57	0	0	106	44	108	0	0	152	27	90	0	0	117
North Harford	61	0	0	0	61	42	0	0	1	43	25	1	0	2	28	20	0	0	2	22	19	0	0	0	19
Patterson Mill	14	25	0	0	39	3	18	0	0	21	0	9	0	0	9	0	0	0	0	0	8	0	0	0	8
Southampton	31	0	0	0	31	25	0	68	0	93	25	0	116	0	141	37	0	0	1	38	14	0	0	0	14
TOTAL	**274**	**178**	**294**	**0**	**746**	**145**	**124**	**445**	**2**	**716**	**191**	**252**	**650**	**2**	**1,095**	**304**	**477**	**230**	**3**	**1,014**	**247**	**259**	**153**	**0**	**659**

Note: Permits totals revised for cancelled permits.

Source: Harford County Dept. of Planning & Zoning, May 2026.

KEY: SF = Single Family Dwelling; TH = Townhouse; APT/CO = Apartment/Condominium; MH = Mobile Home

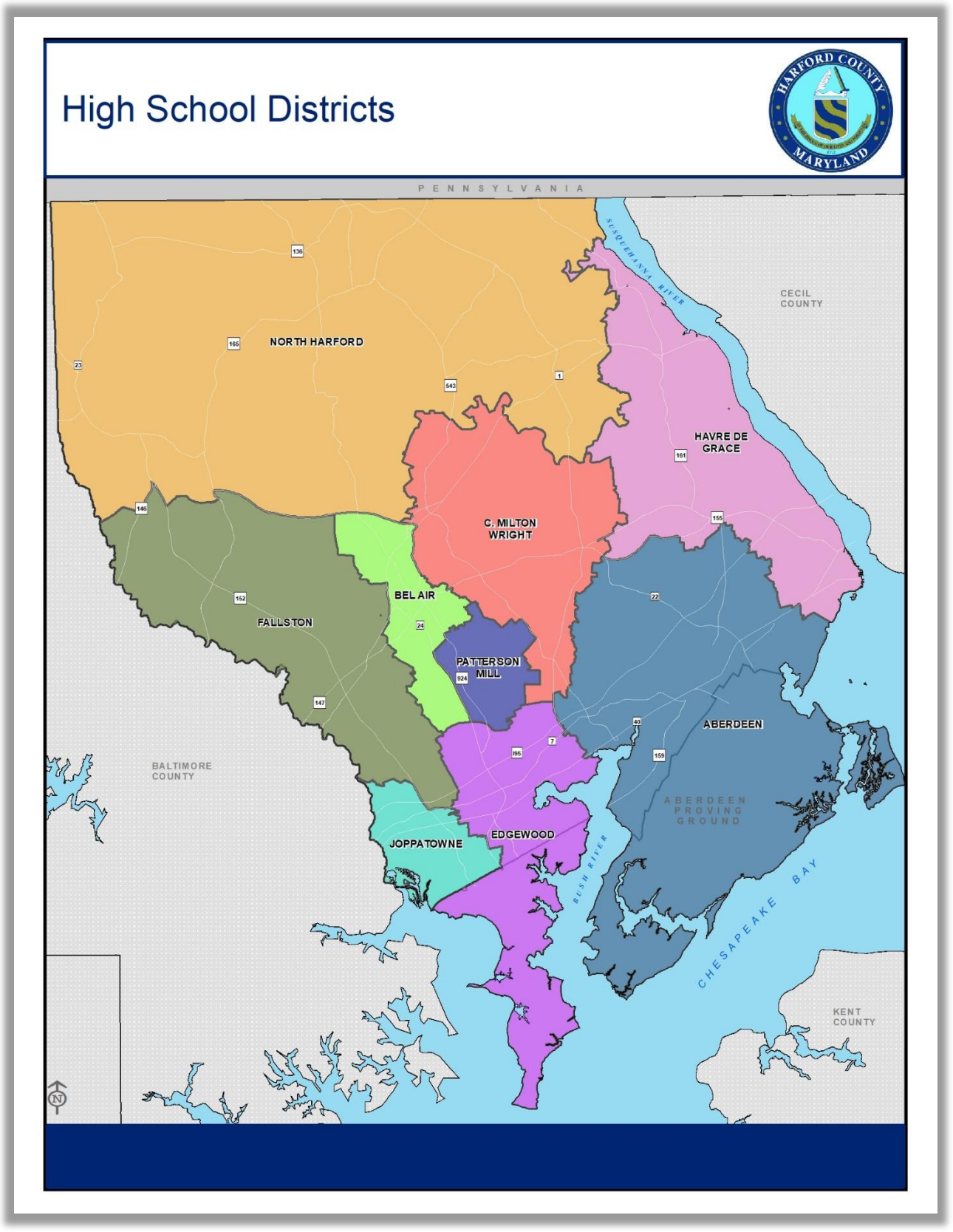
Table 11B

Harford County Population and Households By Middle School District: 2021 - 2025										
SCHOOL	2021*		2022*		2023*		2024*		2025*	
	Households	Population	Households	Population	Households	Population	Households	Population	Households	Population
Aberdeen	14,960	39,703	15,321	40,448	15,747	41,415	16,295	42,660	16,832	43,763
Bel Air	11,912	31,614	11,922	31,473	11,931	31,379	11,933	31,241	11,934	31,029
Edgewood	15,225	40,407	15,230	40,206	15,233	40,062	15,301	40,058	15,331	39,860
Fallston	11,012	29,226	11,069	29,222	11,127	29,263	11,152	29,195	11,168	29,037
Havre de Grace	8,711	23,119	8,820	23,285	8,856	23,290	8,994	23,548	9,182	23,876
Magnolia	8,084	21,456	8,134	21,475	8,141	21,411	8,243	21,581	8,390	21,814
North Harford	10,829	28,741	10,889	28,747	10,930	28,747	10,957	28,685	10,979	28,544
Patterson Mill	7,172	19,034	7,210	19,034	7,230	19,014	7,238	18,950	7,238	18,820
Southampton	11,173	29,652	11,203	29,575	11,292	29,698	11,428	29,919	11,465	29,808
TOTAL	**99,078**	**262,952**	**99,797**	**263,464**	**100,487**	**264,280**	**101,542**	**265,837**	**102,519**	**266,551**

* Note: Population and household figures have been revised to reflect 2020 Census data (April 1 of each year).
Source: Harford County Dept. of Planning and Zoning, May 2026.

`

FIGURE 3B


High School Districts
HARFORD COUNTY MARYLAND
PENNSYLVANIA
SUSQUEHANNA RIVER
CECIL COUNTY
NORTH HARFORD
HAVRE DE GRACE
C. MILTON WRIGHT
BEL AIR
FALLSTON
PATTERSON MILL
ABERDEEN
BALTIMORE COUNTY
ABERDEEN PROVING GROUND
EDGEWOOD
JOPPATOWNE
BUSH RIVER
CHESAPEAKE BAY
KENT COUNTY

`

Table 12B

Harford County High Schools 2025 Utilization Chart									
HIGH SCHOOLS		ACTUAL ENROLLMENT 2025		PROJECTIONS					
SCHOOL NAME	CAP			2026/2027		2027/2028		2028/2029	
		ENR	% CAP	PROJ	% CAP	PROJ	% CAP	PROJ	% CAP
Aberdeen	1,720	1,330	77%	1,258	73%	1,277	74%	1,251	73%
Bel Air	1,768	1,282	73%	1,229	70%	1,231	70%	1,233	70%
C. Milton Wright	1,613	1,268	79%	1,268	79%	1,252	78%	1,240	77%
Edgewood	1,716	1,400	82%	1,377	80%	1,374	80%	1,372	80%
Fallston	1,573	1,025	65%	1,034	66%	1,056	67%	1,114	71%
Harford Technical	1,135	941	83%	941	83%	937	83%	948	84%
Joppatowne	1,056	845	80%	796	75%	798	76%	800	76%
North Harford	1,538	1,190	77%	1,174	76%	1,176	76%	1,152	75%
TOTAL	**12,119**	**9,281**	**77%**	**9,077**	**75%**	**9,101**	**75%**	**9,110**	**75%**

Source: Harford County Public Schools & Dept. of Planning and Zoning, May 2026.

Table 13B

Harford County Residential Building Permit Activity By High School District: 2021 -2025

HIGH SCHOOL	2021					2022					2023					2024					2025				
	BUILDING PERMITS ISSUED BY DWELLING TYPE					BUILDING PERMITS ISSUED BY DWELLING TYPE					BUILDING PERMITS ISSUED BY DWELLING TYPE					BUILDING PERMITS ISSUED BY DWELLING TYPE					BUILDING PERMITS ISSUED BY DWELLING TYPE				
	SF	TH	APT/ CO	MH	TOTAL	SF	TH	APT/ CO	MH	TOTAL	SF	TH	APT/ CO	MH	TOTAL	SF	TH	APT/ CO	MH	TOTAL	SF	TH	APT/ CO	MH	TOTAL
Aberdeen	72	61	242	0	375	7	84	351	0	442	18	110	440	0	568	121	232	204	0	557	95	74	36	0	205
Bel Air	10	0	0	0	10	10	0	0	0	10	2	0	0	0	2	1	0	0	0	1	5	6	117	0	128
C.M. Wright	31	0	0	0	31	25	0	68	0	93	25	0	116	0	141	37	0	0	1	38	14	0	0	0	14
Edgewood	5	0	0	0	5	3	0	0	0	3	3	0	68	0	71	9	22	0	0	31	8	20	0	0	28
Fallston	21	39	0	0	60	37	22	1	0	60	26	0	0	0	26	17	0	0	0	17	14	0	0	0	14
Havre de Grace	57	4	52	0	113	11	0	25	1	37	43	75	26	0	144	55	115	26	0	196	57	69	0	0	126
Joppatowne	3	49	0	0	52	7	0	0	0	7	49	57	0	0	106	44	108	0	0	152	27	90	0	0	117
North Harford	61	0	0	0	61	42	0	0	1	43	25	1	0	2	28	20	0	0	2	22	19	0	0	0	19
Patterson Mill	14	25	0	0	39	3	18	0	0	21	0	9	0	0	9	0	0	0	0	0	8	0	0	0	8
TOTAL	**274**	**178**	**294**	**0**	**746**	**145**	**124**	**445**	**2**	**716**	**191**	**252**	**650**	**2**	**1,095**	**304**	**477**	**230**	**3**	**1,014**	**247**	**259**	**153**	**0**	**659**

Note: Permits totals revised for cancelled permits.

Source: Harford County Dept. of Planning & Zoning, May 2026.

KEY: SF = Single Family Dwelling; TH = Townhouse; APT/CO = Apartment/Condominium; MH = Mobile Home

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Table 14B

Harford County Population and Households By High School District: 2021- 2025										
SCHOOL	2021*		2022*		2023*		2024*		2025*	
	Households	Population	Households	Population	Households	Population	Households	Population	Households	Population
Aberdeen	14,960	39,703	15,321	40,448	15,747	41,415	16,295	42,660	16,832	43,763
Bel Air	11,912	31,614	11,922	31,473	11,931	31,379	11,933	31,241	11,934	31,029
C. Milton Wright	11,173	29,652	11,202	29,575	11,292	29,698	11,428	29,919	11,465	29,808
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Fallston	11,012	29,226	11,069	29,222	11,127	29,263	11,152	29,195	11,168	29,037
Havre de Grace	8,711	23,119	8,820	23,285	8,856	23,290	8,994	23,548	9,182	23,876
Joppatowne	8,084	21,456	8,134	21,475	8,141	21,411	8,247	21,581	8,390	21,814
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Patterson Mill	7,172	19,034	7,210	19,034	7,230	19,014	7,238	18,950	7,238	18,820
TOTAL	**99,078**	**262,952**	**99,797**	**263,464**	**100,487**	**264,280**	**101,546**	**265,837**	**102,519**	**266,551**

* Note: Population and household figures have been revised to reflect 2020 Census data (April 1 of each year).

Source: Harford County Dept. of Planning and Zoning, May 2026.

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APPENDIX C

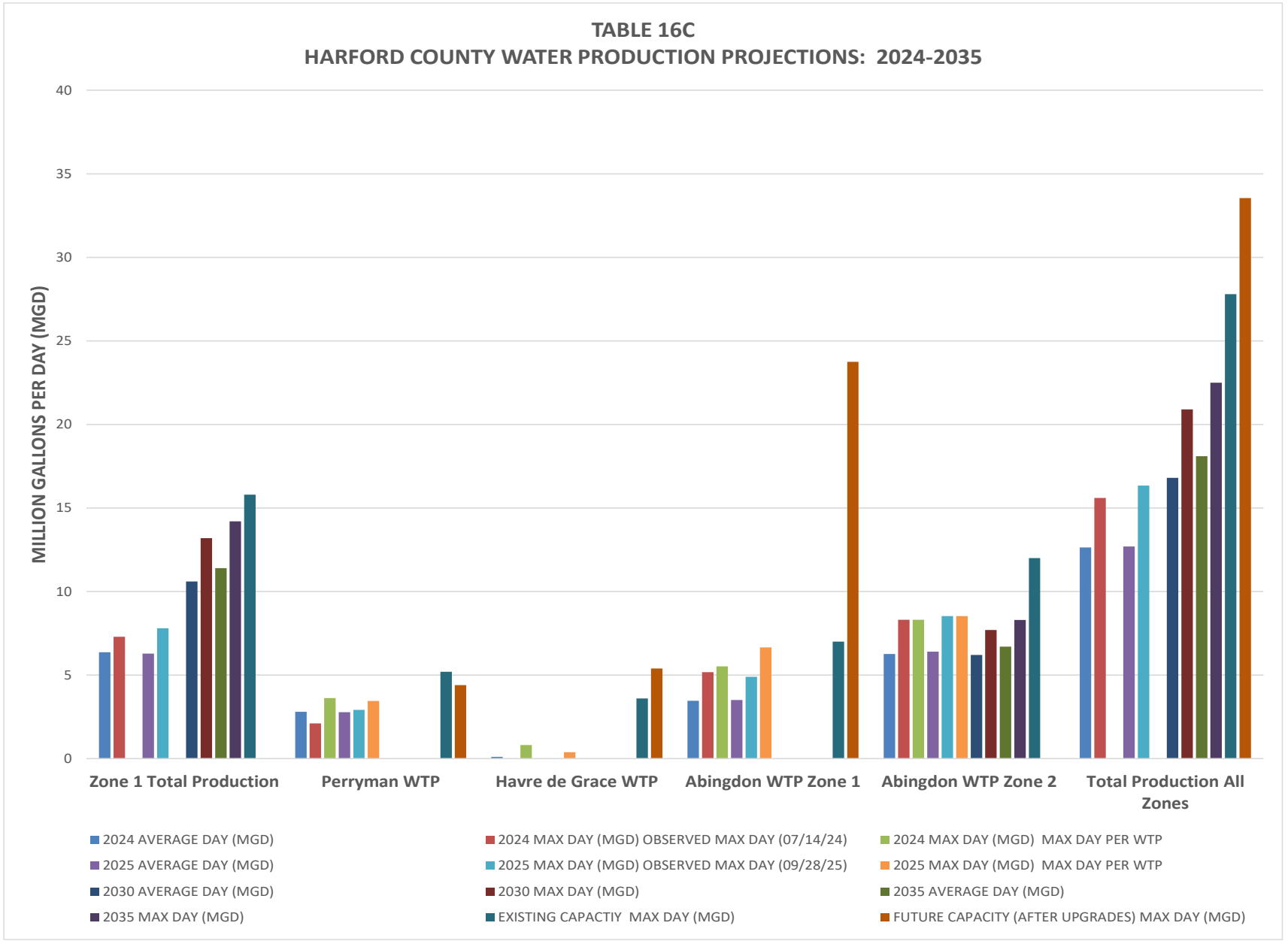
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Table 15C

JANUARY - DECEMBER 2025 WATER CONSUMPTION & SEWAGE GENERATION			
Total Number of Accounts	Retail	Water and Sewer	42,366
		Water Only	1,562
		Sewer Only	3,175
	Wholesale	Water Only	14
		Sewer Only	3
	Total	Water and Sewer	47,120
WATER			
Total Number of Water Accounts (VBA)	Retail	Water	43,928
	Wholesale	Water	14
Average Daily Water Production Total Retail and Wholesale Customers	12.69 MGD		
Maximum Day Water Production Total Retail and Wholesale Customers	16.34 MGD		
Average Water Usage per Account – All Retail Accounts	191 MGD		
Average Residential Water Usage per Account – Retail Accounts	159 MGD		
Average Commercial / Industrial Water Usage per Account – Retail Accounts	1,141 MGD		
SEWAGE			
Total Number of Sewer Accounts	Retail	Sewer	45,541
	Wholesale	Sewer	3
Average Treated Sewage Flow – Total Retail and Wholesale Customers	10.31 MGD		
Maximum Day Treated Sewage Flow – Total Retail and Wholesale Customers	19.73 MGD		
Average Sewage Generation per Account – All Retail Accounts	191 MGD		
Average Residential Sewage Generation per Account – Retail Accounts	159 MGD		
Average Commercial / Industrial Sewage Generation per Account – Retail Accounts	1,141 MGD		

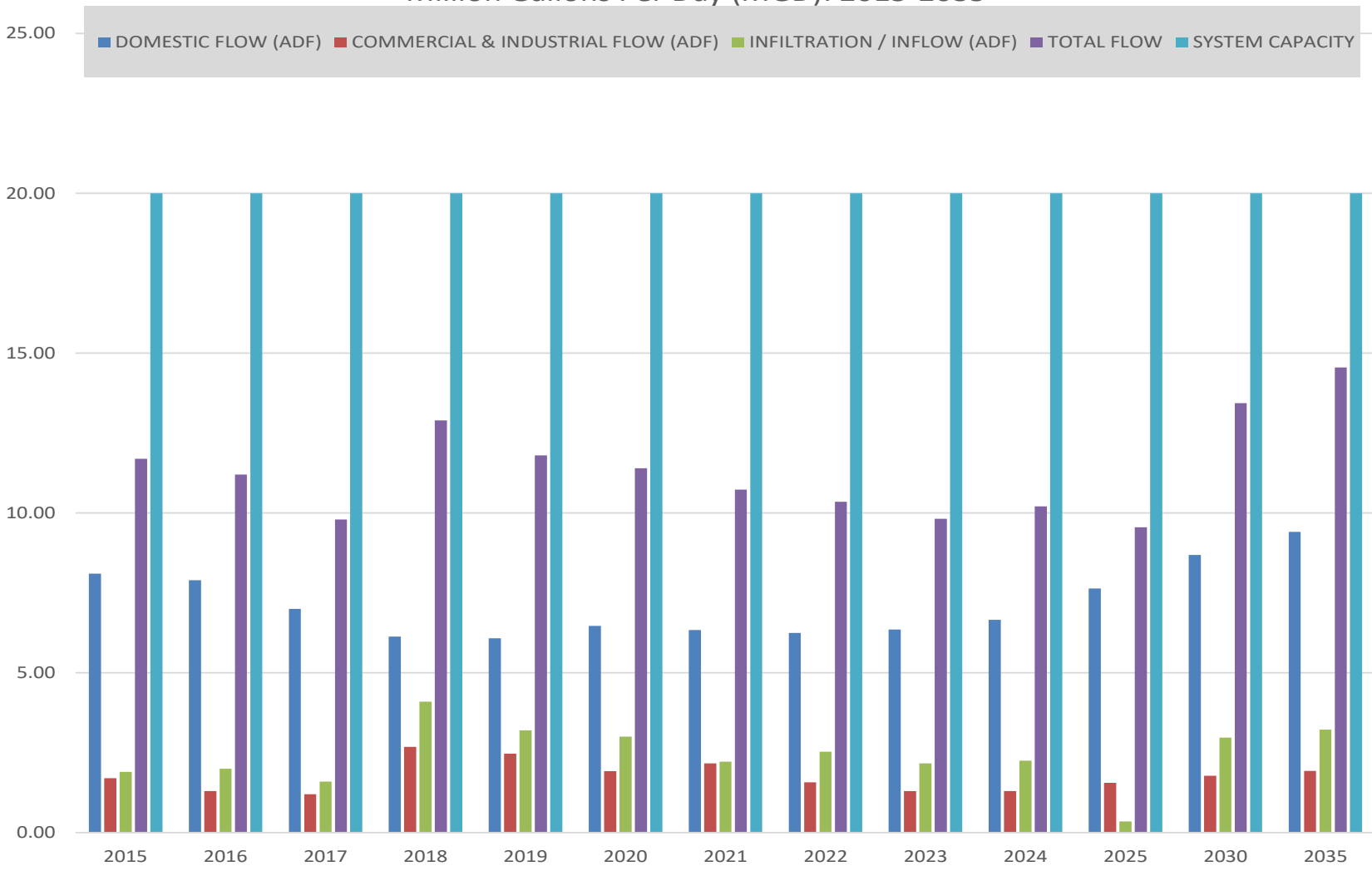
Note: MGD = Million Gallons per Day, GPD = Gallons per Day
Valued Billing Accounts (VBA) - Includes all active valid billing accounts during the selected calendar year.
Valid Consumption Records (VCR) - Includes all valid active billing accounts (VBA) with consumption during the selected calendar year.

Source: 2025 Adequate Public Facilities Report, Dept. of Public Works, Division of Water and Sewer


TABLE 16C
HARFORD COUNTY WATER PRODUCTION PROJECTIONS: 2024-2035
MILLION GALLONS PER DAY (MGD)
40
35
30
25
20
15
10
5
0
Zone 1 Total Production
Perryman WTP
Havre de Grace WTP
Abingdon WTP Zone 1
Abingdon WTP Zone 2
Total Production All Zones
2024 AVERAGE DAY (MGD)
2024 MAX DAY (MGD) OBSERVED MAX DAY (07/14/24)
2024 MAX DAY (MGD) MAX DAY PER WTP
2025 AVERAGE DAY (MGD)
2025 MAX DAY (MGD) OBSERVED MAX DAY (09/28/25)
2025 MAX DAY (MGD) MAX DAY PER WTP
2030 AVERAGE DAY (MGD)
2030 MAX DAY (MGD)
2035 AVERAGE DAY (MGD)
2035 MAX DAY (MGD)
EXISTING CAPACTIY MAX DAY (MGD)
FUTURE CAPACITY (AFTER UPGRADES) MAX DAY (MGD)

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Table 17C
Sod Run Present and Projected Sewage Demands and Planned Capacities in Million Gallons Per Day (MGD): 2015-2035



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Table18C

2025 EXISTING WATER & SEWER CAPITAL PROJECTS

The Capital Improvement Program establishes projects for expanding and improving water and sewer facilities. This list of 2025 Capital Projects includes the project status.

PROJECT NO.	PROJECT NAME	PROJECT STATUS
Water Projects		
5401	MDTA Projects	Currently planned projects are complete
5424	Abingdon WTP Generator & Switchgear Upgrade	30% Design Complete, Design-Build Invitation for Bids Being Prepared
5425	Central Laboratory Study	100% Study Complete
6001	Perryman Water Treatment Plant Improvements- Chemical Feed System & Flow Meter	30% Design Complete
6046	Perryman Water Treatment Plant - Lighting & Surge Protection Improvements	Preliminary Study Complete
6130	Abingdon WTP pH Control System	100% Design Complete
6141	Havre de Grace WTP Filter-to-Waste Piping	Under Construction
6152	Water Tank Design and Construction	Future Project
6345-2	Havre de Grace Transmission Main Relocation (Amtrak)	30% Design Complete - Awaiting Amtrak to Advance the Project
6492	Replacement of Water Booster SCADA	Under Construction
6627A & B	Tollgate Road Parallel Water Main	90% Design Complete
6660	Water Zone Improvements	On-Going
6687	Abingdon Road Water Main	100% Design Complete
6718	Baltimore City Deer Creek P.S. Improvements	90% Design Complete
6723	Brierhill Estates Water Main	60% Design Complete
Sewer Projects		
5401	MDTA Projects	Currently planned projects are complete
5402	Joppatowne WWTP Improvements	Construction project in contracting phase
5428	Magnolia Road Sewer Petition	100% Design Complete - In contracting phase
5429	Woodridge Manor Area Sewer Petition	95% Design Complete - Pursuing required easements
6019	Sod Run Bio-solids Facility Enhancements	Under Construction
6019	Sod Run WWTP 2nd Screw Press	60% Design Complete
6104	Storage/Inventory Study	100% Study Complete
6112	Pump Station Improvements	On-Going
6112	Winters Run Pump Station VFD and HVAC Upgrades	30% Design Complete
6112	Bear Cabin Pump Station Pump Vibration Replacement	Preliminary Engineering Underway
6112	Plumtree Pump Station VFD & Bypass Upgrades	90% Design Complete
6113	Sod Run Ultraviolet Disinfection System	100% Design Complete, On Hold
6190	Frey's Road Sewer Petition	100% Design Complete
6243	Glenwood Sewer Petition	Under Construction
6458-1	Bynum Aerial Sewer Rehabilitation	Preliminary Engineering Study Complete - Pursuing required easements
6508	Bill Bass Pump Station Upgrades	35% Design Complete
6692	Bush Creek P.S. Improvements	95% Design Complete
6703	Bynum Run Parallel Phase 6	Design is a Future Project
6712	Edgewood Interceptor Parallel	Project on Hold, Awaiting Modeling
6714	Infiltration/Inflow	On-Going
6724	Sod Run WWTP Facility Improvement	Under Construction
6724	Sod Run WWTP Grit Building Upgrade	Initiating Design
6726	Sewer System Model Study	100% Study Complete
6726	Pine Road Gravity Sewer/Abandonment of Pump Station	Preliminary Engingeering Study Underway
6730	Bill Bass P.S. Force Main Parallel Replacement	Project on Hold 50% Design Complete

`

APPENDIX D

Table 19D

Signalized Intersection Capacity Analyses
Level Of Service And Delay In Seconds
2021-2025

Intersection	2025 Peak Hour Level Of Service / Delay In Seconds	2024 Peak Hour Level Of Service / Delay In Seconds	2023 Peak Hour Level Of Service / Delay In Seconds	2022 Peak Hour Level Of Service / Delay In Seconds	2021 Peak Hour Level Of Service / Delay In Seconds
Baltimore Pike and Tollgate Road	D / 40.9				
Business US 1 and MD 24		D / 46.5		D / 43.0	
Business US 1 and Moores Mill Road		C / 32.2		D / 43.0	
Business US 1 and Old Joppa Road	C / 21.1				
MD 22 and MD 136	C / 20.3		C / 20.2		B / 19.7
MD 22 and MD 543			C / 33.3	D / 41.6	
MD 22 and Brierhill Drive	B / 10.7				
MD 22 and Moores Mill Road	B / 19.2				
MD 22 and Prospect Mill Road	C / 24.0				
MD 23 and MD 24	D / 39.7				
MD 24 and Bel Air South Parkway		D / 35.7	C / 23.5		
MD 24 and Dellcrest Road/Speceola Parkway	D / 36.5				
MD 24 and Forest Valley Road	A / 9.3		A / 8.5		A / 8.6
MD 24 and Hanson Road		C / 27.0			C / 30.0
MD 24 and I-95 Northbound Ramps			F / 157.9		E / 70.1
MD 24 and Jarrettsville Road		C / 23.3		C / 22.4	
MD 24 and Plumtree Road		C / 31.5	B / 17.0		
MD 24 and Osborne Parkway/Colgate Drive	C / 33.6				
MD 24 and Red Pump Road/Bynum Road	D / 36.0				
MD 24 and Ring Factory Road		D / 43.1	D / 40.3		
MD 24 and Singer Road		E / 57.2		D / 38.6	
MD 24 and Wheel Road		D / 37.7	C / 30.5	D / 42.3	
MD 136 and MD 165	C / 33.3				
MD 147 and Connolly Road		B / 18.5	C / 20.3		
MD 152 and Hanson Road			C / 20.0	B / 17.6	
MD 152 and MD 7			C / 34.2		C / 32.8
MD 152 and Old Joppa Road	B / 11.4				
MD 152 and Trimble Road			C / 27.8	C / 26.3	
MD 155 and Bulle Rock Parkway			C / 23.6		B / 18.5
MD 155 and Canvasback Drive			B / 18.8		B / 19.2
MD 543 and Redfield Road	B / 16.7				
MD 543 and MD 136	D / 49.2				
MD 543 and Southampton Road/Thomas Run Road	C / 22.4				
MD 543 and Wheel Road	B / 19.4				
MD 715 and Old Philadelphia Road	C / 26.5				
MD 924 and Abingdon-Singer	C / 31.7				
MD 924 and Bel Air South Parkway / Laurel Bush Road		D / 44.7	D / 43.3		
MD 924 and MacPhail Road		C / 25.7	C / 29.3		D / 43.6
MD 924 and Moores Mill Road / Vale Road		B / 17.4		B / 19.6	
MD 924 and Patterson Mill Road		C / 20.5	C / 22.7		
MD 924 and Plumtree Road / MedStar Boulevard		C / 27.8	B / 17.6		
MD 924 and Ring Factory Road		C / 34.9	C / 34.3		C / 32.0
MD 924 and Wheel Road		C / 35.0	C / 24.6		
Revolution Street and Lewis Lane	B / 12.0		B / 12.7	B / 16.8	
US 1 and Connolly Road / Whitaker Mill Road		C / 35.0	D / 36.5		
US 1 (Hickory Bypass) and MD 543	D / 45.3				
US 1 and MD 152		C / 35.0	C / 33.2		
US 40 and Joppa Road			C / 25.9		C / 23.8
US 40 and Lewis Lane	D / 39.5				
US 40 and MD 7/ MD 159	C / 30.4				
US 40 and MD 7A / Post Road	C / 20.4		B / 16.8		C / 23.6
US 40 and MD 132 / Bel Air Avenue		C / 28.5		C / 30.6	C / 31.4
US 40 and MD 152			D / 40.6		D / 42.1
US 40 and Spesutia Road/Private Driveway	B / 14.8				
US 40 and Otsego Street/Ohio Street	E / 64.8				
US 40 EB Ramp and MD 715	A / 9.7				

Although the Govenor lifted the Maryland State of Emergency in July 2021, volumes are still impacted by the ongoing Covid 19 global pandemic
Covid 19 Federal/National Emergency ended on May 11, 2023

Source: Harford County Dept. of Planning and Zoning, April 2026.

Table 20D

Unsignalized Intersection Capacity Analyses

Level Of Service And Delay In Seconds

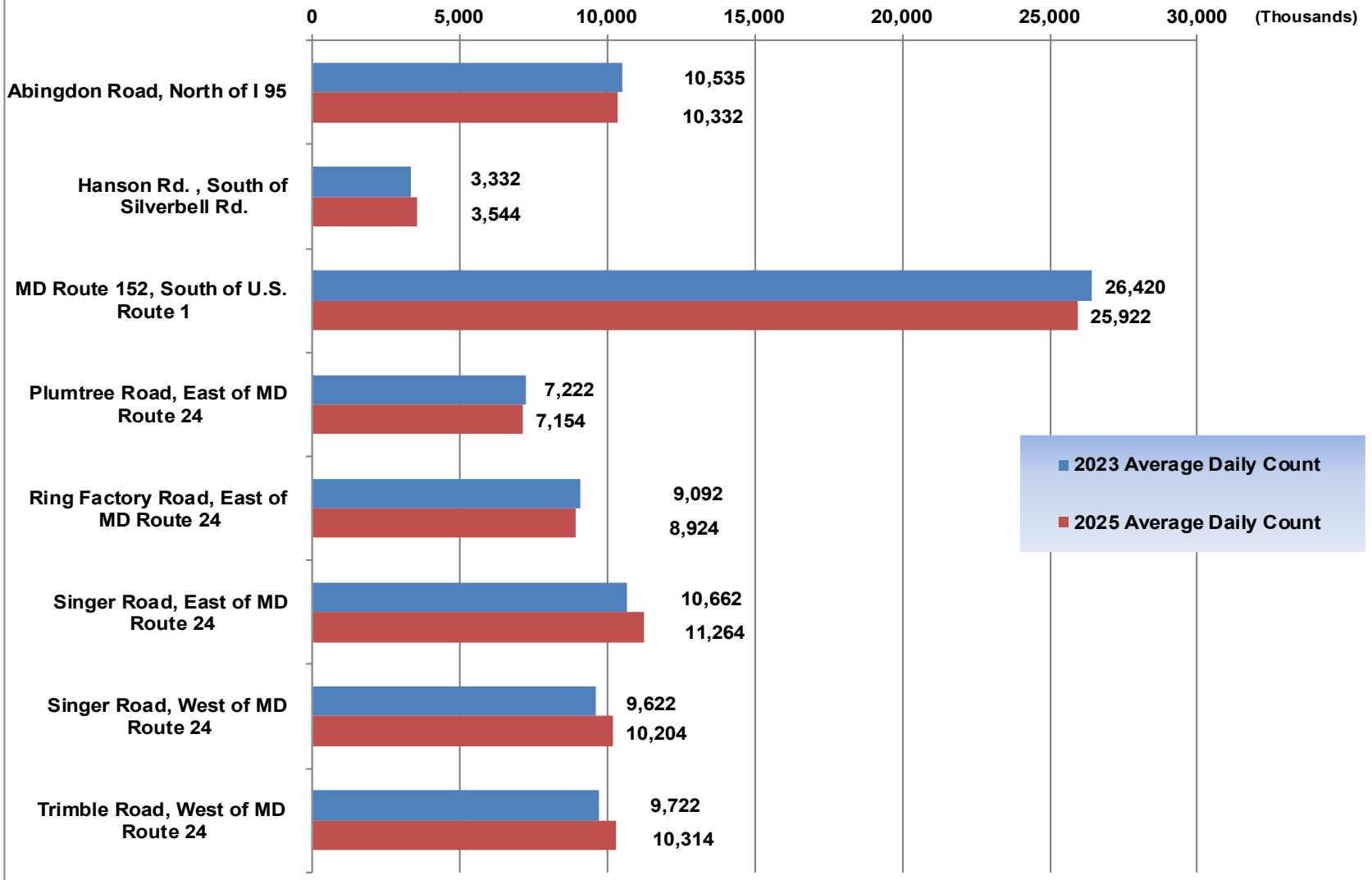
2021-2025

Intersection	2025 Peak Hour Level Of Service / Delay In Seconds	2024 Peak Hour Level Of Service / Delay In Seconds	2023 Peak Hour Level Of Service / Delay In Seconds	2022 Peak Hour Level Of Service / Delay In Seconds	2021 Peak Hour Level Of Service / Delay In Seconds
Bel Air South Parkway and Blue Spurce Drive		F / 160.9	F / 121.2		
Business US 1 and Henderson Road				F / 54.5	
Business US 1 and South Wawa Access	C / 24.7				
Business US 1 and Wawa Access	C / 27.5				
Chapel Road and Earlton Road / Robinhood Road			B / 11.6		B / 10.9
Chapel Road and GoForth Drive			B / 11.0		B / 10.7
Lewis Lane and Harbor Shops Driveway	B / 10.8				
Lewis Lane and Rite Aid Driveway	B / 10.1				
Lewis Lane and WEIS Driveway	B / 11.7				
MacPhail Road and Brierhill Road / Ring Factory Road			C / 15.5	B / 11.9	
MD 7 and Brass Mill Road					E / 45.4
MD 7 and Joppa Farm Road			E / 39.1		C / 22.2
MD 7 and Stepney Road	E / 49.9			F / 51.7	E / 48.1
MD 22 and Aldino Stepney Road			F / 140.8	E / 39.9	F / 50.8
MD 23 and Grafton Shop Road	C / 24.1	E / 40.4		F / 53.6	
MD 136 and Dooley Road	A / 9.5				
MD 152 and Connolly Road		F / 108.5	F / 51.9		
MD 152 and Reckord Road		E / 48.8	D / 25.9		
MD 155 and Ontario Street	C / 22.1				
MD 159 and Canning House Road				A / 9.7	A / 9.9
MD 159 and Chelsea Road				D / 28.0	B / 11.3
MD 159 and Fords Lane				B / 10.0	A / 9.6
MD 159 and Old Philadelphia Road	A / 6.5			A / 5.2	A / 4.6
MD 159 and Spesutia Road	C / 15.7			C / 23.9	C / 24.8
MD 165 and Dooley Road	D / 28.0				
MD 543 and Henderson Road	E / 38.4				
MD 543 and Prospect Mill Road	C / 23.4				
Moores Mill Road and Southampton Road	A / 8.7				
Prospect Mill Road and Thomas Run Road	B / 12.0				
Tollgate Road and Bel Air South Parkway		E / 42.2	E / 39.8	F / 98.5	
Tollgate Road and Wheel Road		A / 7.6	A / 7.6		
US 1 and Reckord Road		F / 297.3	F / 572.0		F / 81.2
Vale Road and Red Pump Road	C / 16.4				
Water Tower and Bynum Road	A / 7.3				

Although the Govenor lifted the Maryland State of Emergency in July 2021, volumes are still impacted by the ongoing Covid 19 global pandemic Covid 19 Federal/National Emergency ended on May 11, 2023

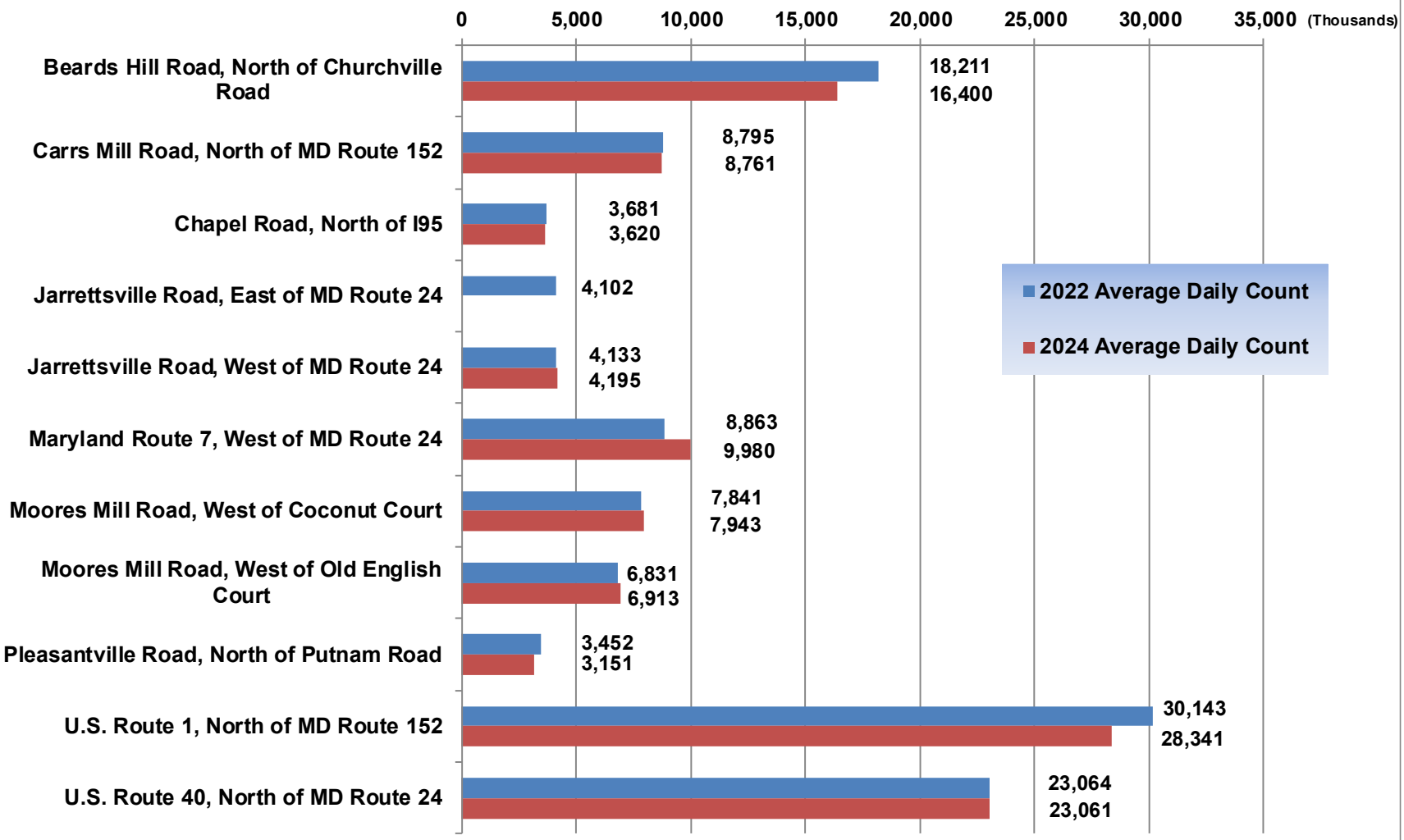
Source: Harford County Dept. of Planning and Zoning, April 2026.

Table 21D.1
48 Hour Average Weekday Daily Traffic Volume: 2023 and 2025



Source: Harford County Dept. of Planning and Zoning, May, 2026.

Table 21D.2
48 Hour Average Weekday Daily Traffic Volume: 2022 and 2024



Source: Harford County Dept. of Planning and Zoning, May, 2025

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Table 22D
List of Approved County Capital Projects Funded for Construction in Fiscal Year 2025

Project Name	Project Type
Abingdon Road Bridge #169 over CSX	Bridge Replacement
Boggs Road Bridge #66 over Long Branch	Bridge Replacement
Bridge and Culvert Rehabilitation	Repair/Replace
Bridge and Road Scour Repairs	Repair/Replace
Aldino Stepney Rd-Gilbert Rd Tar & Chip Conversion to Asphalt	Road Improvements
Curb, Sidewalks, and Handicap Ramp Replacement	Upgrades
Drainage Improvements	Repairs
Guardrails	Repairs
Intersection Improvements*	Safety/Capacity Improvements
New Roads and Stormdrains	Construction
Stormdrain Rehabilitation	Repairs
Streetlights	Upgrades
Traffic Calming, Bicycle & Road Safety Improvements	Safety Improvements
Traffic Signals	Construction
Woodley Road Extension to MD 715	Road Improvements
Resurfacing Roadways*	Resurfacing
Efficiency Capital Investment Projects	Reduce Cost and Improve the County's Environmental Footprint

*Note: These are ongoing county-wide project activities that include repairs, upgrades, and resurfacing of roads and bridges selected each spring dependent upon severity of roadway problems and cost for repairs.

Table 23D
List of State Consolidated Transportation Program Funded for Construction in Fiscal Year 2025

Project Name	Project Type
US 1-Conowingo Road from Moores Mill Road to US 1 Bypass	Safety and Resurfacing
MD 24 - Emmorton Road	Geometric Improvements
Ma & Pa Trail, Segment 3	Construction
MD 24 - Rocks Road	Construction
I-95 Express Toll Lanes (ETL) Northern Extension	Construction

Source: Harford County Dept. of Planning and Zoning, May 2026.

Table 24D

COMPLETE MULTIMODAL TRANSPORTATION LIST (2025)					
Project Name	**Project Limits**		**Improvement**	**Primary Category**	**In The Most Recent Priority Letter**
	From	**To**			
Priority Letter Priorities					
MD 22	MD 155	MD 136	Capacity Improvements	Capacity	Yes - Key Priority 1
MD 23 @ Grafton Shop Road			Roundabout	Safety / Operations	Yes - Key Priority 2
MD 7 @ Stepney Road			Roundabout	Safety / Operations	Yes - Key Priority 3
US 1 Bypass @ MD 24 Interchange			Construct a 2nd southbound left turn lane and a receiving lane from US 1 Bypass onto MD 24	Capacity	Yes - Key Priority 4
US 40 @ Otsego Street/Ohio Street			Capacity Improvements	Capacity	Yes - Key Priority 5 (Havre de Grace)
US 40 Shared Use Path	Hatem Bridge	MD 715	Shared Use Path	Bicycle / Pedestrian	Yes - Key Priority 6
Harford Transit Operations Facility			New Transit Operations Facility	Transit	Yes - Key Priority 7 (Harford Transit LINK)
MD 7	Hollywoods	Stepney Road	Sidewalk	Bicycle / Pedestrian	Yes - Key Priority 8 (Bel Air)
MD 755	US 40	MD 24	Sidewalk	Bicycle / Pedestrian	Yes - Key Priority 8 (Bel Air)
MD 543	1900 Fountain Green Road	Hickory Elementary School	Sidewalk	Bicycle / Pedestrian	Yes - Key Priority 8 (Bel Air)
MD 924	MacPhail Road	Crofton Road	Sidewalk	Bicycle / Pedestrian	Yes - Key Priority 8 (Bel Air)
MD 924	Wheel Road	Holly Wreath Drive	Sidewalk	Bicycle / Pedestrian	Yes - Key Priority 8 (Bel Air)
MD 7 @ MD 136			Capacity Improvements	Capacity	Yes - Key Priority 9
MD 24 Northbound	Singer Road	Plumtree Road	Construct a 3rd northbound through lane	Capacity	Yes - Key Priority 10
MD 24 Northbound	MD 7	I-95	Capacity Improvements	Capacity	Yes - Key Priority 11
Aberdeen Train Station			Station Square (engineering)	Transit	Yes - Key Priority 12 (Aberdeen)
Bel Air Circulation Improvements	Bond Street	Hays Street	Eliminate the redundant right turn movement and close two-way traffic on Business US 1 from Bond Street to Hays Street	Safety / Operations	Yes - Key Priority 13 (Bel Air)
US 40 @ MD 132/Oakington Road and Old Post Road @ Oakington Road (Oakington Peninsula Access)	US 40	Old Post Road	Access and Traffic Circulation Improvements	Capacity	Yes - Key Priority 14
MD 147 @ MD 152			Capacity Improvements	Capacity	Yes - Key Priority 15
Priority Letter Addendum					
MD 23 @ MD 146 / Madonna Road			Roundabout	Capacity	Yes - Addendum
MD 24	APG (Edgewood)	I-95	Construct a 3rd northbound through lane	Capacity	Yes - Addundum

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Table 24D

COMPLETE MULTIMODAL TRANSPORTATION LIST (2025)					
Project Name	**Project Limits**		**Improvement**	**Primary Category**	**In The Most Recent Priority Letter**
	From	**To**			
US 1 @ Reckord Road			Signal	Safety / Operations	Yes - Addendum
MD 155 @ I-95			Interchange Improvement - add an eastbound MD 155 left turn lane onto the northbound I-95 on ramp	Safety / Operations	Yes - Addendum
MD 23 (East-West Highway) @ MD 165 (Baldwin Mill Road)			Capacity Improvements	Safety / Operations	Yes - Addendum
US 1 @ Fallston Village			Drainage Improvement	Safety / Operations	Yes - Addendum
US 40	West Bel Air Avenue	Market Street	Drainage Improvement	Safety / Operations	Yes - Addendum
Access Management - US 1 Business @ Bel Air Plaza	MD 24	Kelly Avenue	Install a raised median, convert the access to Bel Air Plaza and Bel Air Town Center to right-in and right-out, and remove the signal between Kelly Avenue and MD 24	Safety / Operations	Yes - Addendum
Access Management - MD 22 Median	Brierhill Drive	Moores Mill Road	Install a raised median	Safety / Operations	Yes - Addendum
Access Management - MD 22 @ Wawa	MD 543	Econ Drive	Construct a raised "T" median	Safety / Operations	Yes - Addendum
Access Management - MD 22 @ Campus Hills Shopping Center	Campus Hills Shopping Center	Arena Club Access	Convert the entrance to Campus Hills Shopping Center and the 3 access points between Campus Hills Drive and the Arena Club to a right-in / right-out and relocate the signal from Campus Hills Shopping Center entrance to the intersection of Campus Hills Drive	Safety / Operations	Yes - Addendum
Paradise Road @ Beards Hill Road			Roundabout	Safety / Operations	Yes - Addendum
MD 22 @ Aldino Stepney Road			Signal	Safety / Operations	Yes - Addendum
West Bel Air Avenue (MD 132) @ Middleton Road			Roundabout and Pedestrian Improvements	Safety / Operations	Yes - Addendum
I-95 Tydings Bridge EZ Pass Commuter Pass Plan	Harford County	Cecil County	Provide the same EZ Pass Plan option on I-95 Tydings Bridge that exists at the US 40 Hatem Bridge	Safety / Operations	Yes - Addendum
US 40 @ Martha Lewis Blvd			Signal	Safety / Operations	Yes - Addendum
Harford Transit			Extend evening hours and implement Saturday service	Transit	Yes - Addendum
MD 24 Shared Use Path (Forest Hill)	Red Pump Road	Rockspring Church Road	Shared Use Path	Bicycle / Pedestrian	Yes - Addendum
MD 22 Bicycle and Pedestrian Upgrades	MD 543	APG	Sidewalks, Bicycle Lanes and Share the Road Signage	Bicycle / Pedestrian	Yes - Addendum
Bel Air to Harford Community College Trail	Moores Mill Road	Harford Community College	Trail	Bicycle / Pedestrian	Yes - Addendum
Woodley Road Extended (Formerly known as Perryman Road A)	Michaelsville Road	MD 715	0 to 2 Lanes; New 2-lane road	Economic Development	Yes - Addendum

Table 24D

COMPLETE MULTIMODAL TRANSPORTATION LIST (2025)					
Project Name	**Project Limits**		**Improvement**	**Primary Category**	**In The Most Recent Priority Letter**
	From	**To**			
East Coast Greenway Susquehanna River Crossing	Harford County	Cecil County	Bicycle and Pedestrian bridge	Economic Development	Yes - Addendum
I-95					
I-95 Section 200	North of MD 43	MD 24	Add 2 northbound and 2 southbound Express Toll Lanes	Capacity	No
I-95 Northbound Dynamic Messaging Sign			Install a Dynamic Messaging Sign along I-95 Northbound prior to the MD 24 / MD 924 ramp	Safety / Operations	No
I-95 Section 200	MD 24	MD 543	Widen from 6 lanes to 10 lanes	Capacity	No
I-95 Southbound Part-Time Shoulder Usage	Maryland House Travel Plaza	MD 24	Capacity Improvements	Capacity	No
I-95 Section 200	MD 543	MD 22	Widen from 6 lanes to 8 lanes	Capacity	No
I-95 Section 300	MD 22	Cecil County	Widen from 6 lanes to 8 lanes	Capacity	No
US 1					
US 1 Bypass	MD 147/Business US 1	US 1 (Hickory Bypass)	Widen from 2 to 4 lanes	Capacity	No
US 1 Bypass			Bridge replacement over Winter's Run and Tollgate Road	Safety / Operations	No
US 1 (Bel Air Road)	MD 152	MD 147/Business US 1	Widen from 4 to 6 lanes	Capacity	No
US 1 (Bel Air Road) @ MD State Police Entrance			Access Improvement	Safety / Operations	No
US 1 @ MD 152			Capacity Improvements	Capacity	No
US 1 (Bel Air Road)	Perry Hall Area	MD 152	Widen from 4 to 6 lanes	Capacity	No
US 1 BUSINESS					
US 1 Business	MD 147/Business US 1	MD 24	Widen from 3 or 4 lanes to 5 lanes	Capacity	No
US 1 Business	MD 24	Tollgate Road	Safety and Resurface	Safety / Operations	No
US 1 Business "Bel Air Boulevard"	Tollgate Road	Hays Street	Road Diet - reduce the road footprint from 5 to 4 lanes by removing the 2-way center turn lane	Safety / Operations	No
US 1 Business	Moores Mill Road	US 1 Bypass	Safety and Resurface	Safety / Operations	No
US 40 (HAVRE DE GRACE)					
US 40 Streetscape	Old Post Road	Hatem Bridge	Streetscape	Safety / Operations	No
Ohio Street	MD 155	US 40	Widen from 2 to 4 lanes	Capacity	No
US 40					
US 40 @ Swan Creek			Bridge rehabilitation	Safety / Operations	No
US 40	Robinhood Road	MD 715	Widen from 4 to 6 lanes	Capacity	No
US 40	MD 543	Lufkin Road	Widen from 4 to 6 lanes	Capacity	No

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Table 24D

COMPLETE MULTIMODAL TRANSPORTATION LIST (2025)					
Project Name	**Project Limits**		**Improvement**	**Primary Category**	**In The Most Recent Priority Letter**
	From	**To**			
US 40 @ MD 543			Capacity Improvements	Safety / Operations	No
US 40	MD 152	Baltimore County Line	Safety and Resurface	Safety / Operations	No
MD 7					
MD 7 Sidewalk	Clearview Road	Edge of school property	Sidewalk in front of William Paca /Old Post Elementary School	Bicycle / Pedestrian	No
MD 7 @ Abingdon Road			Capacity Improvements	Capacity	No
Abingdon Road	MD 924	US 40	Upgrade	Safety / Operations	No
Abingdon Road @ CSX Railroad			Bridge Replacement	Safety / Operations	No
Hookers Mill Road	Laurel Bush Road	MD 136	Upgrade	Safety / Operations	No
MD 7	MD 543	US 40	Widen from 2 lanes to 4 lanes	Capacity	No
MD 7 @ Brass Mill Road			Capacity Improvements	Capacity	No
Stepney Road	MD 7	Bush Chapel Road	Upgrade	Safety / Operations	No
Bush Chapel Road	Stepney Road	West Bel Air Road	Upgrade	Safety / Operations	No
MD 22					
MD 22	MD 543	I-95	Widen from 2-3 lanes to 4-5 lanes	Capacity	No
MD 22	MD 462 (Paradise Road)	US 40	Widen from 4 to 6 lanes	Capacity	No
MD 22 Eastbound HOV Lane	Old Post Road	APG	HOV lane	Capacity	No
MD 22 @ US 40			Capacity Improvements	Capacity	No
MD 22 @ MD 156			Intersection realignment	Safety / Operations	No
MD 22 (HCC to MD 155)	HCC	MD 155	Widen from 2-3 lanes to 4-5 lanes	Capacity	No
MD 22 @ MD 543			Capacity Improvements	Capacity	No
MD 22 @ John Carroll High School			Capacity Improvements	Capacity	No
MD 23					
MD 23 @ High Point Road			Roundabout	Safety / Operations	
MD 23 (Norrisville Road/Jarrettsville Road) @ MD 165 (Baldwin Mill/Federal Hill Road)			Increase the truck turning radius for right turning traffic	Safety / Operations	No
MD 23 @ MD 146 / Madonna Road			Signal	Safety / Operations	No
MD 24					

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Table 24D

COMPLETE MULTIMODAL TRANSPORTATION LIST (2025)					
Project Name	**Project Limits**		**Improvement**	**Primary Category**	**In The Most Recent Priority Letter**
	From	**To**			
MD 24 @ Trimble Road			Crosswalk	Bicycle / Pedestrian	No
MD 755 @ MD 24			Pedestrian Improvement	Bicycle / Pedestrian	No
MD 24	Singer Road	US 1 Bypass	Widen from 4 to 6 lanes	Capacity	No
MD 24 @ Singer Road			Grade separated intersection	Safety / Operations	No
MD 24 @ Wheel Road			Grade separated intersection	Safety / Operations	No
MD 24 Shared Use Path (Bel Air)	MacPhail Road	Boulton Street	Shared Use Path	Bicycle / Pedestrian	No
Atwood Road @ Marketplace Drive			Roundabout	Safety / Operations	No
Boulton Street @ Kelly Avenue			Roundabout	Safety / Operations	No
MD 24 (Rock Spring Road)	US 1 Bypass	MD 23	Widen from 2 to 4 lanes	Capacity	No
MD 24 (Section G)	Sharon Road	Ferncliff Lane	Upgrade	Safety / Operations	No
MD 24 @ Branch of Deer Creek			Bridge replacement	Safety / Operations	No
MD 24 @ Tributary to Deer Creek			Bridge replacement	Safety / Operations	No
MD 24 @ St Mary's Road			Intersection Improvement	Safety / Operations	No
MD 624 @ St Mary's Road			Intersection Improvement	Safety / Operations	No
MD 132 (Bel Air Avenue)					
MD 132 @ CSX Crossing			ADA improvements of sidewalk at railroad crossing	Safety / Operations	No
MD 132B (OLD POST ROAD - ABERDEEN)					
MD 132B (Old Post Road) @ Emmit Avenue			Crosswalk and ADA Sidewalk at Transit Stop	Bicycle / Pedestrian	No
MD 136					
MD 136	MD 7	US 1	Upgrade	Capacity	No
MD 136 @ Cool Spring Road			Intersection Improvement	Safety / Operations	No
MD 136 @ Deer Creek			Bridge replacement	Safety / Operations	No
MD 136 @ Falling Branch			Bridge replacement	Safety / Operations	No
MD 152 / MD 147					
MD 152	APG (Edgewood)	US 40	Upgrade	Capacity	No
MD 152	I-95	US 1	Upgrade	Safety / Operations	No
MD 152	Stockton Road	south of Old Mountain Road	Geometric Improvements	Capacity	No
MD 152 Bikeway	US 40	Carrs Mill Road	Striping and signage	Bicycle / Pedestrian	No

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Table 24D

COMPLETE MULTIMODAL TRANSPORTATION LIST (2025)					
Project Name	**Project Limits**		**Improvement**	**Primary Category**	**In The Most Recent Priority Letter**
	From	**To**			
MD 152 @ Singer Road			Capacity Improvements	Capacity	No
MD 147	Baltimore County Line	US 1 / US 1 Bypass	Upgrade	Safety / Operations	No
Carrs Mill Road	MD 152	Grafton Shop Road	Upgrade	Safety / Operations	No
Hess Road	MD 152	Baltimore County Line	Upgrade	Safety / Operations	No
MD 155					
MD 155 @ Earlton Road			Capacity Improvements	Capacity	No
MD 155 @ MD 161			Signal	Safety / Operations	No
MD 165					
MD 165 @ Dooley Road			Intersection Improvement	Safety / Operations	No
MD 462					
MD 462 (Paradise Road)	MD 155	MD 132 (Bel Air Avenue)	Upgrade	Safety / Operations	No
MD 490 (UNION AVENUE HAVRE DE GRACE)					
MD 490 (Union Avenue) @ Layfette Street			Drainage Improvement	Safety / Operations	No
MD 543					
MD 543	US 40	US 1 (Hickory Bypass)	Widen from 2 to 4 lanes	Capacity	No
Bata Blvd Access Road	MD 543	Bata Blvd	0 to 2 Lanes; New 2-lane road	Capacity	No
MD 543 @ Church Creek Road			Pedestrian Improvement	Safety / Operations	No
MD 543 (Creswell Area)	I-95	MD 136	Widen from 2 to 4 lanes	Capacity	No
MD 543 @ MD 7			Capacity Improvements	Capacity	No
MD 543 @ MD 136			Capacity Improvements	Capacity	No
MD 646					
MD 646	MD 543	MD 136	Safety and Resurface	Safety / Operations	No
MD 924					
MD 924 Shared Use Path	Woodsdale Road	MacPhail Road	Shared Use Path	Bicycle / Pedestrian	No
MD 924	St. Clair Drive	Laurel Bush Road	Widen from 3 lanes to 4 lanes	Capacity	No
MD 924 @ Singer Road / Abingdon Road			Capacity Improvements	Capacity	No
MD 924 @ Holly Wreath Road			Capacity Improvements	Capacity	No
MD 924 @ Wheel Road			Capacity Improvements	Capacity	No
MD 924	Laurel Bush Road	Patterson Mill Road	Widen from 3-4 lanes to 5 lanes	Capacity	No

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Table 24D

COMPLETE MULTIMODAL TRANSPORTATION LIST (2025)					
Project Name	**Project Limits**		**Improvement**	**Primary Category**	**In The Most Recent Priority Letter**
	From	**To**			
MD 924 @ Bel Air S Pkwy / Laurel Bush Road			Capacity Improvements	Capacity	No
MD 924 @ Plumtree Road / Medstar Blvd			Capacity Improvements	Capacity	No
MD 924 @ Patterson Mill Road / Barrington Place			Capacity Improvements	Capacity	No
MD 924 @ MacPhail Road			Capacity Improvements	Capacity	No
ABERDEEN TRAIN STATION TOD					
Aberdeen Train Station			TOD	Transit	No
Aberdeen Train Station			Parking and Exterior Improvements	Transit	No
CHAPEL ROAD					
Chapel Road	Robinhood Road / Earlton Road	Ohio Street	Upgrade	Safety / Operations	No
EDGEWOOD					
MD 755	MD 24	APG (Edgewood)	Widen from 2 to 4 lanes	Capacity	No
Willoughby Beach Road/Trimble Road Bikeway	Flying Point Park	Future County Park on Nuttal Avenue	Striping and signage	Bicycle / Pedestrian	No
HARFORD TRANSIT LINK					
Transit Signal Prioritization			Queue Jump Lanes on MD 22, MD 924 and US 40	Transit	No
JOPPA / JOPPATOWNE					
MD 7 @ Joppa Farm Road			Intersection Realignment; Capacity Improvements	Capacity	No
Joppa Farm Road @ Trimble Road			Signal Replacement	Safety / Operations	No
Trimble Road	Joppa Farm Road	MD 152	Upgrade	Safety / Operations	No
Joppa Farm Road Extended	Haverhill Road	Fort Hoyle Road	0 to 2 Lanes; New 2-lane road	Capacity	No
Joppa Farm Road	US 40	Trimble Road	Sidewalks, Bicycle Lanes and Signage	Bicycle / Pedestrian	No
Colonial Joppa Greenway	Jerusalem Mill	Mariner Point Park	On Road / Off Road Trail	Bicycle / Pedestrian	No
LSHG					
Lower Susquehanna Heritage Greenway (LSHG)	Conowingo Dam	Havre de Grace	Off Road Trail	Bicycle / Pedestrian	No
MA & PA TRAIL					
Ma & Pa Trail	Williams Street trailhead	Blakes Venture Park	Off Road Trail	Bicycle / Pedestrian	No
Ma & Pa Trail (North Harford)	Wheeler School Road	Maryland / Pennsylvania State Line	Trail	Bicycle / Pedestrian	No
Ma & Pa Trail (Ultimate Connection)	Towson, Maryland (Area)	York, Pennsylvania (Area)	Trail	Bicycle / Pedestrian	No
MACPHAIL ROAD					

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Table 24D

COMPLETE MULTIMODAL TRANSPORTATION LIST (2025)					
Project Name	**Project Limits**		**Improvement**	**Primary Category**	**In The Most Recent Priority Letter**
	From	**To**			
MacPhail Road	Brierhill Drive	Wheel Road	Upgrade	Safety / Operations	No
MacPhail Road Sidewalk	Edgehill Drive	MD 924	Sidewalk and Crosswalk	Bicycle / Pedestrian	No
MacPhail Road Shared Use Path	Homestead / Wakefield Elementary School Site	Atwood Road	Shared Use Path	Bicycle / Pedestrian	No
MARC					
MARC Service	Northern Virginia	Philadelphia	Extend MARC service to Delaware and provide additional commuter rail service to Harford County	Transit	No
MTA					
MTA Commuter Service	Harford County	Downtown Baltimore and Harbor East	Additional MTA Commuter Bus Service	Transit	No
PERRYMAN					
MD 715 Extended	Present Terminus	MD 22	0 to 4 Lanes; New 4-lane road	Capacity	No
Perryman Road B	US 40 @ Mitchell Lane	Canning House Road	0 to 2 Lanes; New 2-lane road and bridge	Capacity	No
PROSPECT MILL ROAD / THOMAS RUN ROAD					
Prospect Mill Road / Thomas Run Road connection	Prospect Mill Road	Thomas Run Road	0 to 2 Lanes; New 2-lane road	Capacity	No
Thomas Run Road	MD 22	West Medical Hall Road	Streetscape	Safety / Operations	No
Prospect Mill Road	MD 543	MD 22	Upgrade	Safety / Operations	No
SINGER ROAD					
Singer Road	Winters Run	Beaver Dam Road	Upgrade	Safety / Operations	No
SUSQUEHANNA RIVER CROSSING					
Amtrak Bridge Replacement	Harford County	Cecil County	Replace existing rail bridge	Transit	No
TOLLGATE ROAD					
Tollgate Road @ Bel Air South Parkway			Roundabout	Safety / Operations	No
Tollgate Road	US 1 (Business)	Carrs Mill Road	Upgrade	Safety / Operations	No

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APPENDIX E

Table 25E
2025 HARFORD COUNTY APPROVED PRELIMINARY PLANS

2025 RESIDENTIAL PRELIMINARY PLANS																
PLAN ID	PLAN NAME	ACREAGE	LOT ACREAGE	TAX MAP 1	PARCEL 1	TOTAL UNITS	SF UNITS	TH UNITS	APT UNITS	ENVELOPE	COMMENTS	PLAT 1	ZONING 1	ZONING 2	TYPE OF USE	DATE APPROVED
349/2023	415 TRIMBLE ROAD	1.785	1.785	0065	0385	2	2	0	0	YES	CREATE (2) SINGLE FAMILY RESIDENTIAL LOTS FROM ONE EXISITNG PARCEL	223/41	R2		RESIDENTIAL	1/6/2025
285/2024	AMOSS, LDS OF WILLARD -PARCEL ONE	28.25	2	0047	0200	1	1	0	0	NO	SUBDIVIDE AN EXISTING PARCEL TO CREATE (1) SINGLE FAMILY RESIDENTIAL LOT (CHILD LOT)	221/82	AG		RESIDENTIAL	2/19/2025
402/2021	BELONGAROSS	16.979	16.979	0061	0376	2	2	0	0	NO	SUBDIVIDE PARCEL 4 TO CREATE LOTS 1 & 2		AG		RESIDENTIAL	1/2/2025
426/2025	DAUGHTON, LDS OF SAMUEL & MALEA	15.128	15.128	0032	0329	2	2	0	0	NO	CREATE (2) SINGLE FAMILY RESIDENTIAL LOTS FROM AN EXISTING PARCEL		AG		RESIDENTIAL	11/17/2025
25/2025	GERMAN, LDS OF - LOT 2	7.17	7.17	0034	0020	1	1	0	0	NO	CREAT ONE SINGLE FAMILY RESIDENTIAL LOT FROM AN EXISTING PARCEL	222/68	AG		RESIDENTIAL	2/23/2025
143/2025	GLENVILLE MANOR - LOT 29	3.8492	3.8492	0036	0305	1	1	0	0	NO	CREATE ONE SINGLE FAMILY RESIDENTIAL LOT AROUND AN EXISTING DWELLING USING TDR FROM PARCEL 143	222/94	AG		RESIDENTIAL	8/12/2025
487/2024	GROSS, LDS OF SCOTT W. (LOTS 1 & 2)	30.56	30.56	0024	0151	2	2	0	0	NO	CREATE TWO SINGLE FAMILY RESIDENTIAL LOTS FROM AN EXISTING PARCEL		AG		RESIDENTIAL	4/9/2025
218/2025	HARLAN'S GLANCE - LOT 13	46.64	2	0042	0049	1	1	0	0	NO	CREATE ONE SINGLE FAMILY RESIDENTIAL LOT (LOT 13) FROM REMAINING LANDS		AG		RESIDENTIAL	10/8/2025
495/2024	HART HERITAGE ESTATES	10.4554	10.4554	0040	0134	1	1	0	0	YES	SUBDIVIDE EXISTING PARCEL 134 INTO TWO LOTS (LOT 1=RESIDENTIAL, LOT 2=COMMERCIAL-BUILT)	222/54	R2	B2	RESIDENTIAL/ NON RESIDENTIAL	4/21/2025
169/2022	HIGHFIELDS, THE - SECTION II (LOTS 6-18)	45.73	45.73	0039	0443	13	13	0	0	NO	CREATE THIRTEEN (13) SINGLE FAMILY RESIDENTIAL LOTS	223/04	AG		RESIDENTIAL	3/26/2025
344/2024	LC FUND 18, LLC - LOTS 5 & 6	36.528	36.528	0015	0175	2	2	0	0	NO	CREATE (2) RESIDENTIAL LOTS AS LOT 5 (EXISTING DWELLING) & LOT 6	223/75	AG		RESIDENTIAL	3/21/2025
271/2024	MAIN STREET NORTH	22.296	22.296	0005	0148	5	5	0	0	NO	SUBDIVIDE AN EXISTING PARCEL TO CREATE (5) SINGLE FAMILY RESIDENTIAL LOTS		VR		RESIDENTIAL	5/6/2025
309/2025	MERRYMAN, LD OF - LOT 3	2	2	0006	0012	1	1	0	0	NO	CREATE ONE SINGLE FAMILY RESIDENTIAL LOT AROUND AN EXISTING DWELLING		AG		RESIDENTIAL	8/27/2025
350/2025	POTEET, LDS OF GEORGE C. AND MARY J. - LOT 4	4.314	4.314	0024	0040	1	1	0	0	NO	CREATE ONE SINGLE FAMILY RESIDENTAL LOT FROM AN EXISTING PARCEL	223/42	AG		RESIDENTIAL	10/8/2025
480/2022	PROSPECT WOODS	11.2	11.2	0041	0355	5	5	0	0	YES	SUBDIVIDE AN EXISTING PARCEL TO CREATE (5) SINGLE FAMILY RESIDENTIAL LOTS		RR		RESIDENTIAL	1/24/2025
61/2025	TURNER, LDS OF	5.9169	5.9169	0066	0206	2	2	0	0	YES	SUBDIVIDE AN EXISTING PARCEL TO CREATE (2) SINGLE FAMILY RESIDENTIAL LOTS		R2		RESIDENTIAL	10/9/2025
60/2025	WHITEFORD, LD OF FARRELL D. - LOT 1	8.22	8.22	0005	0290	1	1	0	0	NO	SUBDIVIDE AN EXISTING PARCEL TO CREATE ONE SINGLE FAMILY RESIDENTIAL LOT		B2	GI	RESIDENTIAL	4/29/2025
		297.02	226.13			43	43	0	0							

Appendix E
Enrollment

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Elementary School 101.2 Enrollment Forms

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IAS/PSCP FORM 101.2
R3/11

ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schc DATE: June 22, 2026
BOE Approval Date

SCHOOL: Abingdon Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	20	39	40	40	40	40	40	40	40	40	40
KINDERGARTEN	94	105	105	105	99	99	99	105	102	100	99
1st	101	89	99	105	103	95	95	97	103	100	98
2nd	96	96	85	99	102	99	91	93	95	101	98
3rd	106	91	91	84	94	97	94	86	88	90	96
4th	95	97	84	84	80	90	93	90	82	84	86
5th	101	94	96	83	81	77	86	89	86	78	80
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	613	611	600	600	599	597	598	600	596	593	597

DRAFT

IAS/PSCP FORM 101.2
R3/11

ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Bakerfield Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	41	41	41	41	41	41	41	41	40	40	40
KINDERGARTEN	70	75	78	81	84	87	90	93	94	95	96
1st	68	71	80	80	84	85	88	91	94	94	95
2nd	77	68	75	82	83	85	86	89	92	94	94
3rd	76	81	72	77	85	84	86	87	90	92	94
4th	80	77	84	75	81	86	85	87	88	90	92
5th	72	84	80	87	78	81	86	87	87	88	90
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	484	497	510	523	536	549	562	575	585	593	601

DRAFT

IAS/PSCP FORM 101.2
R3/11

ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Bel Air Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	19	19	19	19	19	19	19	19	20	20	20
KINDERGARTEN	85	84	84	83	82	84	86	86	84	85	86
1st	89	87	88	85	83	84	87	88	86	84	85
2nd	70	93	89	90	85	85	86	89	88	86	84
3rd	84	72	94	91	90	87	87	90	89	88	86
4th	93	86	76	96	90	92	89	88	90	89	88
5th	95	96	89	77	94	94	93	89	88	90	89
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	535	537	539	541	543	545	547	549	545	542	538

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IAS/PSCP FORM 101.2
R3/11

ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Church Creek Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K	39	39	39	39	39	39	39	39	39	39	39
KINDERGARTEN	108	108	108	108	108	108	108	108	108	108	108
1st	107	107	107	107	107	107	107	107	107	107	107
2nd	101	101	101	101	101	101	101	101	101	101	101
3rd	123	123	123	123	123	123	123	123	123	123	123
4th	125	125	125	125	125	125	125	125	125	125	125
5th	129	129	129	129	129	129	129	129	129	129	129
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	732	732	732	732	732	732	732	732	732	732	732

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IAS/PSCP FORM 101.2
R3/11

ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Churchville Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	20	20	20	20	20	20	20	20	20	20	20
KINDERGARTEN	57	54	54	54	54	54	54	54	54	55	56
1st	56	58	56	56	56	56	55	55	56	56	57
2nd	58	58	60	58	58	58	58	57	56	57	57
3rd	65	60	60	62	60	60	60	60	59	58	59
4th	56	66	60	60	63	60	60	60	61	60	59
5th	57	56	66	60	60	63	60	60	60	61	60
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	369	372	376	370	371	371	367	366	366	367	368

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Darlington Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	0	0	0	0	0	0	0	0	0	0
KINDERGARTEN	12	17	17	17	15	18	16	16	15	16	17
1st	26	15	19	15	14	17	19	16	16	15	16
2nd	11	23	16	16	12	15	18	19	16	16	15
3rd	13	9	24	16	16	13	16	18	19	16	16
4th	24	13	10	25	17	18	13	17	18	19	16
5th	13	23	14	11	26	19	18	14	17	18	19
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	99	100	100	100	100	100	100	100	101	100	99

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Deerfield Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	71	71	71	71	71	71	71	71	71	71	71
KINDERGARTEN	89	98	99	99	99	96	96	96	96	97	98
1st	99	91	102	103	102	102	99	99	96	96	97
2nd	87	98	90	101	102	101	101	98	100	97	97
3rd	104	86	97	89	100	101	100	100	97	99	96
4th	114	103	85	96	88	99	100	99	101	98	100
5th	106	117	106	87	99	90	102	103	98	100	97
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	670	664	650	646	661	660	669	666	659	658	656

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Dublin Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	20	20	20	20	20	20	20	20	20	20	20
KINDERGARTEN	29	35	35	35	35	35	35	34	33	34	35
1st	38	28	34	34	34	34	34	34	35	34	35
2nd	34	40	28	35	35	35	35	35	33	34	33
3rd	35	34	41	28	35	35	35	35	36	34	35
4th	33	34	33	40	27	34	34	34	34	35	33
5th	34	33	34	33	40	27	34	34	34	34	35
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	223	224	225	225	226	220	227	226	225	225	226

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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Edgewood Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	101	100	101	101	101	101	101	101	101	101	101
KINDERGARTEN	43	50	50	49	49	48	47	48	50	49	49
1st	54	47	54	55	54	54	52	51	49	51	50
2nd	56	55	48	55	56	55	55	53	50	48	52
3rd	41	53	52	45	52	53	52	52	54	51	50
4th	63	40	52	51	44	51	52	51	51	53	53
5th	63	63	40	52	51	44	51	52	51	51	55
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	421	408	397	408	407	406	410	408	406	404	410

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Emmorton Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	43	43	43	43	43	43	43	43	40	40	40
KINDERGARTEN	80	83	83	83	83	81	80	82	83	82	83
1st	71	84	87	88	88	87	85	84	84	85	84
2nd	93	71	84	87	88	88	87	85	84	87	85
3rd	105	96	73	87	90	91	91	90	87	84	87
4th	87	105	96	73	87	90	91	91	91	89	87
5th	100	90	109	99	75	90	93	94	93	91	89
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	579	572	575	560	554	570	570	569	562	558	555

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Forest Hill Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	0	0	0	0	0	0	0	20	20	20
KINDERGARTEN	55	69	70	70	69	68	67	67	68	69	70
1st	75	55	69	70	70	70	68	67	66	67	68
2nd	68	69	53	67	68	68	68	66	68	67	68
3rd	70	69	70	53	68	69	69	69	65	67	66
4th	87	68	67	68	52	66	67	67	69	65	67
5th	77	87	68	67	68	52	66	67	67	69	65
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	432	417	397	395	395	393	405	403	423	424	424

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Forest Lakes Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	40	40	40	40	40	40	40	40	40	40	40
KINDERGARTEN	74	64	64	64	64	64	65	65	65	66	67
1st	61	72	62	63	63	63	63	64	66	66	67
2nd	66	59	70	60	61	61	61	61	63	65	65
3rd	48	65	59	70	60	61	61	61	63	65	67
4th	79	50	69	62	73	63	64	64	59	61	63
5th	76	80	51	70	63	74	64	65	64	59	61
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	444	430	415	429	424	426	418	420	420	422	430

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Fountain Green Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	39	40	40	40	40	40	40	40	40	40	40
KINDERGARTEN	76	73	74	71	70	68	72	73	73	73	73
1st	54	82	77	78	75	70	72	76	77	77	77
2nd	68	56	82	77	78	73	73	72	76	77	77
3rd	73	72	58	84	79	77	75	75	74	78	79
4th	78	77	74	60	84	79	79	77	77	76	80
5th	93	83	80	77	63	84	82	82	80	80	79
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	481	483	485	487	489	491	493	495	497	501	505

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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: ;. Lisby at Hillsdale Elementar

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	39	39	39	39	39	39	39	39	40	40	40
KINDERGARTEN	91	87	87	87	87	87	87	87	87	86	85
1st	77	85	81	82	82	81	81	81	86	88	87
2nd	79	75	83	79	80	80	79	79	82	87	89
3rd	90	82	78	86	82	83	83	82	77	80	85
4th	70	92	84	80	88	84	85	85	82	75	78
5th	81	68	91	83	79	87	83	84	85	81	74
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	527	528	543	536	537	541	537	537	539	537	538

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Hall's Cross Roads Elementar

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	45	45	45	45	45	45	45	45	45	45	45
KINDERGARTEN	70	70	71	71	71	71	69	70	70	71	69
1st	65	69	70	71	70	70	70	68	69	69	70
2nd	60	62	66	67	68	67	67	67	67	68	68
3rd	71	60	62	66	67	68	67	67	66	66	67
4th	64	68	58	60	64	64	65	64	67	66	66
5th	53	62	66	56	58	62	62	63	63	66	65
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	428	436	438	436	443	447	445	444	447	451	450

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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Havre de Grace Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	79	79	80	79	80	79	80	80	80	80	80
KINDERGARTEN	67	75	76	75	80	78	72	77	77	76	76
1st	74	69	79	76	82	84	82	78	80	82	81
2nd	98	76	75	83	86	83	85	83	81	84	86
3rd	84	100	85	81	93	91	88	90	86	81	84
4th	102	92	113	91	89	101	102	102	93	91	86
5th	95	110	95	120	97	94	103	105	105	101	99
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	599	601	603	605	607	610	612	615	602	595	592

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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Hickory Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	0	0	0	0	0	0	0	20	20	20
KINDERGARTEN	94	100	101	101	100	97	97	98	100	100	101
1st	101	95	101	103	102	102	98	98	98	99	101
2nd	88	102	96	102	104	103	103	99	100	100	101
3rd	105	88	102	96	102	104	103	103	99	100	100
4th	112	105	88	102	96	102	104	103	103	99	100
5th	110	111	104	87	101	95	101	103	103	103	99
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	610	601	592	591	605	603	606	604	623	621	622

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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Homestead/Wakefield Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	79	80	80	80	80	80	80	80	80	80	80
KINDERGARTEN	167	162	163	163	162	162	161	163	161	163	162
1st	162	178	173	175	175	174	173	172	163	161	167
2nd	172	165	182	176	178	178	177	176	172	163	163
3rd	166	177	170	187	181	183	183	182	176	172	165
4th	180	170	182	174	192	186	188	188	182	176	174
5th	165	184	174	186	178	196	190	192	188	182	180
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1091	1116	1124	1141	1146	1159	1152	1153	1122	1097	1091

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Jarrettsville Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	20	20	20	20	20	20	20	20	20	20
KINDERGARTEN	63	73	74	73	73	71	71	71	70	72	71
1st	68	64	75	75	75	75	72	72	71	70	72
2nd	77	70	66	77	77	77	77	74	72	71	70
3rd	81	79	71	67	79	79	79	79	74	72	71
4th	80	81	79	71	67	79	79	79	79	74	72
5th	81	80	81	79	71	67	79	79	79	79	74
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	450	467	466	462	462	468	477	474	465	458	450

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IAS/PSCP FORM 101.2
R3/11

ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Joppatowne Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	36	36	36	36	36	36	36	36	36	36	36
KINDERGARTEN	74	78	79	79	79	77	78	77	77	78	76
1st	87	77	82	83	83	83	80	81	79	79	80
2nd	74	86	76	81	82	82	82	79	79	77	77
3rd	74	74	87	76	81	82	82	82	80	80	78
4th	71	76	76	89	78	83	84	84	81	79	79
5th	69	70	74	74	87	76	81	82	84	81	79
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	485	497	510	518	526	519	523	521	516	510	505

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Magnolia Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	49	49	49	49	49	49	49	49	49	49	49
KINDERGARTEN	87	80	80	80	80	79	81	81	80	80	80
1st	73	90	84	84	84	84	83	85	83	82	82
2nd	70	73	91	84	84	84	84	83	83	81	80
3rd	89	69	72	90	83	83	83	83	84	84	82
4th	87	91	70	73	92	84	84	84	82	83	83
5th	74	84	87	67	70	88	81	81	84	82	83
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	529	536	533	527	542	551	545	546	545	541	539

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IAS/PSCP FORM 101.2
R3/11

ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Meadowvale Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	78	78	78	78	78	78	78	78	78	78	78
KINDERGARTEN	68	72	73	73	72	74	75	75	73	73	73
1st	75	89	74	75	75	74	76	77	77	75	75
2nd	69	78	92	77	78	78	77	79	75	75	73
3rd	91	70	79	93	78	79	79	78	80	76	76
4th	85	91	70	79	93	78	79	79	77	79	75
5th	74	88	94	73	82	97	81	82	79	77	79
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	540	566	560	548	556	558	545	548	539	533	529

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Norrisville Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	0	0	0	0	0	0	0	20	20	20
KINDERGARTEN	39	36	36	35	35	35	35	36	35	35	35
1st	31	38	35	36	36	35	35	35	37	36	36
2nd	36	30	38	34	35	35	34	34	34	36	35
3rd	39	36	30	38	34	35	35	34	35	35	37
4th	40	40	37	30	39	35	36	36	33	34	34
5th	37	39	39	36	29	38	34	35	36	33	34
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	222	219	215	209	208	213	209	210	230	229	231

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IAS/PSCP FORM 101.2
R3/11

ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: North Bend Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	70	0	0	0	0	0	0	0	20	20	20
KINDERGARTEN	63	36	36	35	35	35	35	36	35	35	35
1st	57	38	35	36	36	35	35	35	37	36	36
2nd	61	30	38	34	35	35	34	34	34	36	35
3rd	56	36	30	38	34	35	35	34	35	35	37
4th	82	40	37	30	39	35	36	36	33	34	34
5th	56	39	39	36	29	38	34	35	36	33	34
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	445	219	215	209	208	213	209	210	230	229	231

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: North Harford Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	28	28	28	28	28	28	28	28	28	28	28
KINDERGARTEN	55	59	60	59	59	58	58	58	60	61	58
1st	61	57	62	62	62	62	60	60	59	61	62
2nd	63	61	57	62	62	62	62	60	59	58	60
3rd	71	65	63	59	64	64	64	64	61	60	59
4th	72	73	67	65	61	66	66	66	63	60	59
5th	67	74	75	69	67	62	68	68	66	63	60
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	417	417	412	404	403	402	406	404	396	391	386

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: d Post Elementary - Intermedia

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	0	0	0	0	0	0	0	0	0	0
KINDERGARTEN	0	0	0	0	0	0	0	0	0	0	0
1st	0	0	0	0	0	0	0	0	0	0	0
2nd	0	0	0	0	0	0	0	0	0	0	0
3rd	146	135	103	126	128	128	128	128	129	126	128
4th	114	149	137	105	128	130	130	130	127	128	125
5th	120	112	147	135	103	126	128	128	130	127	128
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	380	396	387	366	359	384	386	386	386	381	381

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IAS/PSCP FORM 101.2
R3/11

ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Old Post Elementary - Primary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	78	78	78	78	78	78	78	78	78	78	78
KINDERGARTEN	126	128	128	128	128	127	125	127	127	128	126
1st	104	127	129	129	129	129	128	126	128	128	129
2nd	136	104	127	129	129	129	129	128	125	127	127
3rd	0	0	0	0	0	0	0	0	0	0	0
4th	0	0	0	0	0	0	0	0	0	0	0
5th	0	0	0	0	0	0	0	0	0	0	0
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	444	437	462	464	464	463	460	459	458	461	460

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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Prospect Mill Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	35	40	40	40	40	40	40	40	40	40	40
KINDERGARTEN	75	87	86	86	86	85	83	84	81	80	80
1st	84	75	88	88	87	88	86	84	85	82	81
2nd	104	84	76	88	88	87	88	86	83	84	81
3rd	83	106	87	78	91	91	90	91	87	84	85
4th	102	85	109	90	80	94	94	93	90	86	83
5th	89	105	87	112	93	82	97	97	93	90	86
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	572	582	573	582	565	567	578	575	559	546	536

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Red Pump Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	0	0	0	0	0	0	0	20	20	20
KINDERGARTEN	97	99	106	100	100	101	103	100	100	100	100
1st	101	103	106	110	105	102	105	105	101	101	101
2nd	106	102	108	108	112	107	103	110	104	100	100
3rd	111	108	107	110	110	114	107	106	111	105	101
4th	128	114	113	109	111	110	114	107	105	110	104
5th	127	131	114	114	110	111	110	114	107	105	110
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	670	657	654	651	648	645	642	642	648	641	636

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Ring Factory Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	0	0	0	0	0	0	0	20	20	20
KINDERGARTEN	87	89	89	89	88	87	87	88	87	87	87
1st	79	86	89	90	90	89	87	87	89	88	88
2nd	86	82	90	92	93	93	92	90	86	88	87
3rd	87	87	83	91	93	94	94	93	91	87	89
4th	103	90	90	85	94	96	97	97	92	90	86
5th	77	105	92	92	86	96	98	99	97	92	90
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	519	539	533	539	544	555	555	554	562	552	547

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Riverside Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	37	40	40	40	40	40	40	40	40	40	40
KINDERGARTEN	75	79	80	85	85	86	88	89	85	85	85
1st	77	81	85	87	89	89	90	92	93	89	89
2nd	74	83	87	93	91	93	93	94	96	97	93
3rd	90	81	88	92	97	94	95	97	98	100	101
4th	77	94	85	92	93	99	96	96	98	99	101
5th	77	79	97	88	92	96	100	99	99	101	102
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	507	537	562	577	587	597	602	607	609	611	611

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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Roye-Williams Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	38	38	38	38	38	38	38	38	38	38	38
KINDERGARTEN	65	67	67	67	67	68	67	66	67	67	67
1st	68	69	69	69	67	68	69	68	67	68	68
2nd	68	70	70	70	69	68	69	70	69	68	69
3rd	80	69	71	71	70	71	70	71	72	71	70
4th	66	81	69	73	73	72	73	72	73	74	73
5th	67	66	81	67	73	73	72	73	72	73	74
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	452	460	465	455	457	458	458	458	458	459	459

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: William S. James Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	0	0	0	0	0	0	0	20	20	20
KINDERGARTEN	65	70	65	70	70	71	70	71	69	69	69
1st	73	69	69	69	71	72	73	72	71	69	69
2nd	63	76	68	73	70	73	74	75	72	71	69
3rd	86	66	75	72	73	72	75	76	75	72	71
4th	59	88	66	79	72	75	72	75	76	75	72
5th	81	60	88	70	79	74	75	72	75	76	75
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	427	429	431	433	435	437	439	441	458	452	445

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Youth's Benefit Elementary

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	37	37	37	37	37	37	37	37	57	57	57
KINDERGARTEN	163	169	171	170	169	168	168	168	169	168	170
1st	165	173	180	182	181	181	178	178	169	169	169
2nd	171	171	179	187	189	188	188	185	178	170	170
3rd	196	176	176	184	192	194	193	193	186	178	170
4th	193	200	180	180	188	196	198	197	193	187	178
5th	191	199	207	186	186	194	202	204	197	193	188
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1116	1125	1130	1126	1142	1158	1164	1162	1149	1122	1102

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Middle School 101.2 Enrollment Forms

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IAS/PSCP FORM 101.2
R3/11

ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Aberdeen Middle School

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	0	0	0	0	0	0	0	0	0	0
KINDERGARTEN	0	0	0	0	0	0	0	0	0	0	0
1st	0	0	0	0	0	0	0	0	0	0	0
2nd	0	0	0	0	0	0	0	0	0	0	0
3rd	0	0	0	0	0	0	0	0	0	0	0
4th	0	0	0	0	0	0	0	0	0	0	0
5th	0	0	0	0	0	0	0	0	0	0	0
6th	381	389	375	375	387	387	382	390	390	390	390
7th	340	375	381	375	375	386	387	383	391	391	391
8th	377	342	367	381	377	374	386	390	386	394	394
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1098	1106	1123	1131	1139	1147	1155	1163	1167	1175	1175

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Bel Air Middle School

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	0	0	0	0	0	0	0	0	0	0
KINDERGARTEN	0	0	0	0	0	0	0	0	0	0	0
1st	0	0	0	0	0	0	0	0	0	0	0
2nd	0	0	0	0	0	0	0	0	0	0	0
3rd	0	0	0	0	0	0	0	0	0	0	0
4th	0	0	0	0	0	0	0	0	0	0	0
5th	0	0	0	0	0	0	0	0	0	0	0
6th	368	334	347	348	348	347	347	349	349	349	349
7th	345	372	337	350	351	351	351	350	349	350	350
8th	353	349	376	341	354	355	355	355	350	348	349
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1066	1055	1060	1039	1053	1053	1053	1054	1048	1047	1048

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Edgewood Middle School

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	0	0	0	0	0	0	0	0	0	0
KINDERGARTEN	0	0	0	0	0	0	0	0	0	0	0
1st	0	0	0	0	0	0	0	0	0	0	0
2nd	0	0	0	0	0	0	0	0	0	0	0
3rd	0	0	0	0	0	0	0	0	0	0	0
4th	0	0	0	0	0	0	0	0	0	0	0
5th	0	0	0	0	0	0	0	0	0	0	0
6th	361	319	295	327	327	326	326	331	326	323	325
7th	278	351	312	327	318	318	317	317	327	319	319
8th	300	272	344	305	320	312	312	311	312	324	316
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	939	942	951	959	965	956	955	959	965	966	960

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Fallston Middle School

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	0	0	0	0	0	0	0	0	0	0
KINDERGARTEN	0	0	0	0	0	0	0	0	0	0	0
1st	0	0	0	0	0	0	0	0	0	0	0
2nd	0	0	0	0	0	0	0	0	0	0	0
3rd	0	0	0	0	0	0	0	0	0	0	0
4th	0	0	0	0	0	0	0	0	0	0	0
5th	0	0	0	0	0	0	0	0	0	0	0
6th	369	359	357	357	357	357	356	359	357	357	355
7th	343	373	363	361	361	361	361	360	359	357	358
8th	367	343	373	363	361	361	361	361	360	359	360
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1079	1075	1093	1081	1079	1079	1078	1080	1076	1073	1073

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Magnoloa Middle School

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	0	0	0	0	0	0	0	0	0	0
KINDERGARTEN	0	0	0	0	0	0	0	0	0	0	0
1st	0	0	0	0	0	0	0	0	0	0	0
2nd	0	0	0	0	0	0	0	0	0	0	0
3rd	0	0	0	0	0	0	0	0	0	0	0
4th	0	0	0	0	0	0	0	0	0	0	0
5th	0	0	0	0	0	0	0	0	0	0	0
6th	238	244	231	241	247	234	244	248	242	242	245
7th	228	238	244	231	241	247	234	246	248	242	242
8th	229	228	238	244	231	241	247	234	246	248	242
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	695	710	713	716	719	722	725	728	736	732	729

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: North Harford Middle School

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	0	0	0	0	0	0	0	0	0	0
KINDERGARTEN	0	0	0	0	0	0	0	0	0	0	0
1st	0	0	0	0	0	0	0	0	0	0	0
2nd	0	0	0	0	0	0	0	0	0	0	0
3rd	0	0	0	0	0	0	0	0	0	0	0
4th	0	0	0	0	0	0	0	0	0	0	0
5th	0	0	0	0	0	0	0	0	0	0	0
6th	308	311	300	293	292	298	295	299	295	298	300
7th	280	306	310	300	293	292	298	295	299	295	298
8th	286	281	305	310	300	293	292	298	295	299	295
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	874	898	915	903	885	883	885	892	889	892	893

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IAS/PSCP FORM 101.2
R3/11

ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Southampton Middle School

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	0	0	0	0	0	0	0	0	0	0
KINDERGARTEN	0	0	0	0	0	0	0	0	0	0	0
1st	0	0	0	0	0	0	0	0	0	0	0
2nd	0	0	0	0	0	0	0	0	0	0	0
3rd	0	0	0	0	0	0	0	0	0	0	0
4th	0	0	0	0	0	0	0	0	0	0	0
5th	0	0	0	0	0	0	0	0	0	0	0
6th	387	429	403	408	413	400	418	423	400	402	401
7th	393	392	429	403	421	426	413	431	423	400	402
8th	430	399	398	429	416	434	439	426	431	423	400
9th	0	0	0	0	0	0	0	0	0	0	0
10th	0	0	0	0	0	0	0	0	0	0	0
11th	0	0	0	0	0	0	0	0	0	0	0
12th	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1210	1220	1230	1240	1250	1260	1270	1280	1254	1225	1203

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High School 101.2 Enrollment Forms

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Aberdeen High School

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	0	0	0	0	0	0	0	0	0	0
KINDERGARTEN	0	0	0	0	0	0	0	0	0	0	0
1st	0	0	0	0	0	0	0	0	0	0	0
2nd	0	0	0	0	0	0	0	0	0	0	0
3rd	0	0	0	0	0	0	0	0	0	0	0
4th	0	0	0	0	0	0	0	0	0	0	0
5th	0	0	0	0	0	0	0	0	0	0	0
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	397	396	436	395	419	407	405	408	408	400	399
10th	322	304	304	334	302	321	311	310	368	358	350
11th	292	286	270	270	297	268	285	276	270	328	318
12th	319	272	267	252	252	277	250	266	236	230	288
TOTAL	1330	1258	1277	1251	1270	1273	1251	1260	1282	1316	1355

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Bel Air High School

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	0	0	0	0	0	0	0	0	0	0
KINDERGARTEN	0	0	0	0	0	0	0	0	0	0	0
1st	0	0	0	0	0	0	0	0	0	0	0
2nd	0	0	0	0	0	0	0	0	0	0	0
3rd	0	0	0	0	0	0	0	0	0	0	0
4th	0	0	0	0	0	0	0	0	0	0	0
5th	0	0	0	0	0	0	0	0	0	0	0
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	315	295	317	334	324	320	322	324	317	318	323
10th	275	315	306	313	328	310	311	315	324	317	318
11th	344	275	324	285	304	312	299	305	315	324	317
12th	348	344	284	301	279	295	307	297	305	315	324
TOTAL	1282	1229	1231	1233	1235	1237	1239	1241	1261	1274	1282

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: C. Milton Wright High School

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	0	0	0	0	0	0	0	0	0	0
KINDERGARTEN	0	0	0	0	0	0	0	0	0	0	0
1st	0	0	0	0	0	0	0	0	0	0	0
2nd	0	0	0	0	0	0	0	0	0	0	0
3rd	0	0	0	0	0	0	0	0	0	0	0
4th	0	0	0	0	0	0	0	0	0	0	0
5th	0	0	0	0	0	0	0	0	0	0	0
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	317	353	317	327	329	330	330	329	328	320	324
10th	324	301	336	302	311	313	313	314	329	328	313
11th	302	310	288	322	289	298	300	300	314	329	328
12th	324	304	311	289	323	290	299	301	300	314	329
TOTAL	1267	1268	1252	1240	1252	1231	1242	1244	1271	1291	1294

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IAS/PSCP FORM 101.2
R3/11

ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Edgewood High School

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	0	0	0	0	0	0	0	0	0	0
KINDERGARTEN	0	0	0	0	0	0	0	0	0	0	0
1st	0	0	0	0	0	0	0	0	0	0	0
2nd	0	0	0	0	0	0	0	0	0	0	0
3rd	0	0	0	0	0	0	0	0	0	0	0
4th	0	0	0	0	0	0	0	0	0	0	0
5th	0	0	0	0	0	0	0	0	0	0	0
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	401	381	374	461	434	420	405	407	400	402	401
10th	361	352	341	312	387	362	347	349	407	370	372
11th	318	328	327	294	271	333	307	308	329	387	350
12th	319	316	332	305	278	253	307	299	293	314	372
TOTAL	1399	1377	1374	1372	1370	1368	1366	1363	1429	1473	1495

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Harford Technical High School

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	0	0	0	0	0	0	0	0	0	0
KINDERGARTEN	0	0	0	0	0	0	0	0	0	0	0
1st	0	0	0	0	0	0	0	0	0	0	0
2nd	0	0	0	0	0	0	0	0	0	0	0
3rd	0	0	0	0	0	0	0	0	0	0	0
4th	0	0	0	0	0	0	0	0	0	0	0
5th	0	0	0	0	0	0	0	0	0	0	0
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	240	257	255	254	250	250	249	250	251	245	240
10th	230	229	246	243	242	239	239	238	240	241	235
11th	238	220	219	235	232	231	228	228	233	235	236
12th	233	235	217	216	232	229	228	225	222	227	229
TOTAL	941	941	937	948	956	949	944	941	946	948	940

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Fallston High School

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	0	0	0	0	0	0	0	0	0	0
KINDERGARTEN	0	0	0	0	0	0	0	0	0	0	0
1st	0	0	0	0	0	0	0	0	0	0	0
2nd	0	0	0	0	0	0	0	0	0	0	0
3rd	0	0	0	0	0	0	0	0	0	0	0
4th	0	0	0	0	0	0	0	0	0	0	0
5th	0	0	0	0	0	0	0	0	0	0	0
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	271	289	284	304	294	295	295	294	288	293	294
10th	238	265	281	277	297	286	287	287	279	273	278
11th	249	234	260	276	272	292	281	282	282	274	268
12th	266	246	231	257	273	269	289	279	279	279	271
TOTAL	1024	1034	1056	1114	1136	1142	1152	1142	1128	1119	1111

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IAS/PSCP FORM 101.2
R3/11

ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Joppatowne High School

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	0	0	0	0	0	0	0	0	0	0
KINDERGARTEN	0	0	0	0	0	0	0	0	0	0	0
1st	0	0	0	0	0	0	0	0	0	0	0
2nd	0	0	0	0	0	0	0	0	0	0	0
3rd	0	0	0	0	0	0	0	0	0	0	0
4th	0	0	0	0	0	0	0	0	0	0	0
5th	0	0	0	0	0	0	0	0	0	0	0
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	243	245	246	268	282	275	269	262	250	255	268
10th	216	176	186	189	195	204	197	195	192	180	185
11th	193	200	175	179	168	175	185	182	180	177	165
12th	191	175	191	164	157	150	155	167	172	170	167
TOTAL	843	796	798	800	802	804	806	806	794	782	785

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IAS/PSCP FORM 101.2
R3/11

ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: North Harford High School

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	0	0	0	0	0	0	0	0	0	0
KINDERGARTEN	0	0	0	0	0	0	0	0	0	0	0
1st	0	0	0	0	0	0	0	0	0	0	0
2nd	0	0	0	0	0	0	0	0	0	0	0
3rd	0	0	0	0	0	0	0	0	0	0	0
4th	0	0	0	0	0	0	0	0	0	0	0
5th	0	0	0	0	0	0	0	0	0	0	0
6th	0	0	0	0	0	0	0	0	0	0	0
7th	0	0	0	0	0	0	0	0	0	0	0
8th	0	0	0	0	0	0	0	0	0	0	0
9th	318	329	308	338	330	328	332	326	324	326	327
10th	331	283	292	274	301	293	291	295	291	289	291
11th	254	314	269	277	260	286	278	276	280	276	274
12th	286	248	307	263	271	254	279	272	270	274	270
TOTAL	1189	1174	1176	1152	1162	1161	1180	1169	1165	1165	1162

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Middle/High School 101.2 Enrollment Forms

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IAS/PSCP FORM 101.2
R3/11

ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Havre de Grace Middle / High

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	0	0	0	0	0	0	0	0	0	0
KINDERGARTEN	0	0	0	0	0	0	0	0	0	0	0
1st	0	0	0	0	0	0	0	0	0	0	0
2nd	0	0	0	0	0	0	0	0	0	0	0
3rd	0	0	0	0	0	0	0	0	0	0	0
4th	0	0	0	0	0	0	0	0	0	0	0
5th	0	0	0	0	0	0	0	0	0	0	0
6th	183	199	204	202	201	198	199	198	199	200	201
7th	212	185	201	206	204	203	200	201	196	200	200
8th	194	220	192	209	214	212	211	208	201	197	202
9th	240	219	268	233	244	240	236	240	240	240	244
10th	179	207	189	232	202	211	207	204	210	210	210
11th	219	162	186	170	209	182	190	186	185	191	191
12th	171	204	151	173	158	194	169	177	173	172	178
TOTAL	1398	1396	1391	1425	1432	1440	1412	1414	1404	1410	1426

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IAS/PSCP FORM 101.2
R3/11

ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Patterson Mill Middle / High

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	0	0	0	0	0	0	0	0	0	0
KINDERGARTEN	0	0	0	0	0	0	0	0	0	0	0
1st	0	0	0	0	0	0	0	0	0	0	0
2nd	0	0	0	0	0	0	0	0	0	0	0
3rd	0	0	0	0	0	0	0	0	0	0	0
4th	0	0	0	0	0	0	0	0	0	0	0
5th	0	0	0	0	0	0	0	0	0	0	0
6th	241	232	241	240	239	239	237	238	240	238	239
7th	233	243	233	243	242	241	241	238	239	241	239
8th	259	238	249	238	249	248	247	247	237	238	240
9th	196	229	207	224	234	234	230	229	218	225	225
10th	243	189	225	210	210	225	221	221	219	208	220
11th	206	235	188	229	196	208	213	214	216	214	203
12th	218	211	245	203	227	201	205	206	216	218	216
TOTAL	1596	1577	1588	1587	1597	1596	1594	1593	1585	1582	1582

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Specialty School 101.2 Enrollment Forms

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IAS/PSCP FORM 101.2
R3/11

ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Harford Academy School

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	5	5	5	5	5	4	5	5	5	5	5
KINDERGARTEN	6	4	5	5	5	5	4	5	5	5	5
1st	6	8	5	6	6	6	6	5	5	5	5
2nd	8	7	9	6	7	7	7	7	7	7	7
3rd	6	8	7	9	6	7	7	7	7	7	7
4th	8	6	8	7	9	6	7	7	7	7	7
5th	12	9	7	9	8	10	7	8	8	8	8
6th	10	12	9	7	9	8	10	7	7	7	7
7th	8	11	13	10	7	10	9	11	11	11	11
8th	9	8	11	13	10	7	10	9	9	9	9
9th	9	9	8	11	13	10	7	10	10	10	10
10th	7	9	9	8	11	13	10	7	7	7	7
11th	8	7	9	9	8	11	13	10	10	10	10
12th	23	40	42	42	41	40	41	41	41	41	41
TOTAL	125	143	147	147	145	144	143	139	139	139	139

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IAS/PSCP FORM 101.2
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ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Swan Creek Alt Ed

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	0	0	0	0	0	0	0	0	0	0
KINDERGARTEN	0	0	0	0	0	0	0	0	0	0	0
1st	0	0	0	0	0	0	0	0	0	0	0
2nd	0	0	0	0	0	0	0	0	0	0	0
3rd	0	0	0	0	0	0	0	0	0	0	0
4th	0	0	0	0	0	0	0	0	0	0	0
5th	0	0	0	0	0	0	0	0	0	0	0
6th	3	2	2	2	2	2	2	2	2	2	2
7th	14	5	6	6	6	7	7	7	7	7	7
8th	23	9	10	9	11	12	12	12	12	12	12
9th	22	24	22	20	22	24	23	22	22	22	22
10th	23	17	18	15	17	18	18	18	18	18	18
11th	24	16	17	15	17	19	19	18	18	18	18
12th	19	8	8	7	8	8	9	9	9	9	9
TOTAL	128	81	83	74	83	90	90	88	88	88	88

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IAS/PSCP FORM 101.2
R3/11

ENROLLMENT PROJECTIONS BY GRADE

LEA: Harford County Public Schools DATE: June 22, 2026
BOE Approval Date

SCHOOL: Swan Creek Virtual

ENROLLMENT AS OF SEPTEMBER 30TH											
	Actual 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
PRE-K 3	0	0	0	0	0	0	0	0	0	0	0
PRE-K 4	0	0	0	0	0	0	0	0	0	0	0
KINDERGARTEN	0	0	0	0	0	0	0	0	0	0	0
1st	1	0	0	0	0	0	0	0	0	0	0
2nd	2	2	2	2	2	2	2	2	2	2	2
3rd	12	14	13	12	12	12	12	12	12	12	12
4th	21	12	12	12	12	12	12	14	12	12	12
5th	15	11	11	10	10	10	10	10	10	10	10
6th	36	35	35	35	35	35	35	35	35	35	35
7th	45	33	38	38	37	38	38	38	38	38	38
8th	51	47	36	41	41	40	41	41	40	40	40
9th	68	55	55	54	55	55	55	56	55	55	55
10th	47	33	46	46	46	46	46	46	45	45	40
11th	70	56	32	45	45	45	45	45	45	45	45
12th	53	48	51	29	41	41	41	41	41	41	41
TOTAL	421	346	331	324	336	336	337	340	335	335	330

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Appendix F

Facility Data

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Harford County Public Schools
Facility and Property Summary

PSC#	LEA#	Elementary Schools	Orig. Year	Reno Year	SRC	Head Count 9/30/2025	% Cap.	Relocatable State	Relocatable Local	Acre	Total Sq. Ft.	PFA
L12F049	12.0123	Abingdon	1992	1997	863	613	71%	0	0	28.70	91,229	Yes
L12F044	12.0212	Bakerfield	1961	1999	500	484	97%	0	2	10.00	65,691	Yes
L12F024	12.0314	Bel Air	1984	1984	486	535	110%	0	2	6.25	49,748	Yes
L12F034	12.0125	Church Creek	1994	1994	819	703	86%	0	2	20.51	85,801	Yes
L12F051	12.0316	Churchville	1931	1998	411	369	90%	0	0	6.46	52,360	Yes
L12F056	12.0518	Darlington	1938	1966	157	100	64%	0	0	7.89	24,237	Yes
L12F037	12.0120	Deerfield	2010	2010	788	670	85%	0	0	20.73	103,200	Yes
L12F027	12.0522	Dublin	1941	1987	294	224	76%	0	0	24.69	44,385	Yes
L12F054	12.0115	Edgewood [1]	1969	2003	461	421	91%	0	0	30.85	67,341	Yes
L12F038	12.0121	Emmorton	1994	1994	570	579	102%	0	3	10.57	63,000	Yes
L12F043	12.0326	Forest Hill	2000	2000	568	432	76%	0	0	8.44	64,722	Yes
L12F048	12.0328	Forest Lakes	1997	1997	530	444	84%	0	0	20.67	68,971	Yes
L12F033	12.0327	Fountain Green	1993	1993	548	481	88%	0	2	12.77	60,000	Yes
L12F052	12.0211	George D. Lisby	1968	1998	473	527	111%	0	2	20.01	56,295	Yes
L12F036	12.0230	Hall's Cross Roads	1943	1993	552	428	78%	0	0	12.73	63,082	Yes
L12F028	12.0632	Havre de Grace	1949	1995	542	599	111%	0	1	11.22	65,085	Yes
L12F041	12.0333	Hickory	1950	1998	668	610	91%	0	4	23.04	77,958	Yes
L12F022	12.0335	Homestead/Wakefield	2025	2025	1089	1,091	100%	0	0	11.57	141,936	Yes
L12F017	12.0436	Jarrettsville	1962	1977	525	450	86%	0	0	32.43	61,275	Yes
L12F040	12.0137	Joppatowne	1965	2009	663	486	73%	0	0	16.87	89,985	Yes
L12F002	12.0131	Magnolia	1975	1975	561	529	94%	0	7	43.05	59,900	Yes
L12F053	12.0638	Meadowvale	1959	2001	568	540	95%	0	0	13.26	69,000	Yes
L12F055	12.0441	Norrisville [1]	1967	1995	274	222	81%	0	0	14.75	37,417	Yes
L12F031	12.0447	North Bend	1991	1991	498	445	89%	0	0	18.23	60,221	No
L12F026	12.0544	North Harford	1984	1984	500	417	83%	0	0	20.00	49,703	No
L12F061	12.0140	Old Post Rd. (Interm)	1964	1997	424	380	90%	0	1	46.00	54,452	Yes
L12F003	12.0140	Old Post Rd. (Prim)	1956	1997	560	444	79%	0	1		57,965	Yes
L12F012	12.0329	Prospect Mill	1973	2008	611	572	94%	0	0	26.77	75,538	No
L12F059	12.0349	Red Pump	2011	2011	737	670	91%	0	2	23.52	100,573	Yes
L12F029	12.0345	Ring Factory	1990	1990	548	519	95%	0	0	34.02	59,132	Yes
L12F045	12.0143	Riverside	1968	1968	588	507	86%	0	4	13.18	55,711	Yes
L12F047	12.0639	Roye-Williams	1953	1995	703	452	64%	0	0	28.36	78,126	Yes
L12F013	12.0113	Wm. S. James	1976	1976	521	427	82%	0	0	15.00	58,500	Yes
L12F011	12.0348	Youth's Benefit	2017	2017	1120	1,116	100%	0	0	26.18	149,694	No
Total Elementary Schools					**19,720**	**17,486**	**89%**	**0**	**28**	**662.56**	**2,362,233**	*N/A*

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[1] *Property transfer pending final execution; information will be updated upon completion.*

Updated June 2026

Harford County Public Schools
Facility and Property Summary

PSC#	LEA#	Middle Schools	Orig. Year	Reno Year	SRC	Head Count 9/30/2025	% Cap.	Relocatable State	Relocatable Local	Acre	Total Sq. Ft.	PFA
L12F006	12.0265	Aberdeen	1973	1973	1624	1098	68%	0	0	43.82	196,800	Yes
L12F035	12.0372	Bel Air	1961	1994	1243	1066	86%	0	2	49.52	164,900	Yes
L12F014	12.0177	Edgewood	1965	1978	1295	939	73%	0	4	34.83	166,530	Yes
L12F030	12.0386	Fallston	1993	2006	1104	1079	98%	0	4	49.44	130,284	No
L12F021	12.0184	Magnolia	1979	1979	1028	695	68%	0	0	43.05	149,100	Yes
L12F007	12.0583	North Harford	1976	1976	1210	874	72%	0	0	40.00	173,728	No
L12F050	12.0374	Southampton	1970	2004	1444	1210	84%	0	0	35.99	188,134	Yes
Total Middle Schools					**8,948**	**6,961**	**78%**	**0**	**20**	**296.65**	**1,169,476**	*N/A*

PSC#	LEA#	High Schools	Orig. Year	Reno Year	SRC	Head Count 9/30/2025	% Cap.	Relocatable State	Relocatable Local	Acre	Total Sq. Ft.	PFA
L12F058	12.0270	Aberdeen	2004	2004	1720	1330	77%	0	0	47.3	230,134	Yes
L12F004	12.0373	Bel Air	2009	2009	1768	1282	73%	0	0	31.09	262,454	Yes
L12F020	12.0385	C. Milton Wright	1980	1980	1613	1268	79%	0	4	69.50	220,910	Yes
L12F009	12.0176	Edgewood	2010	2010	1716	1400	82%	0	0	44.32	268,354	Yes
L12F001	12.0382	Fallston	1977	1977	1573	1025	65%	0	0	49.44	233,500	No
L12F046	12.0181	Joppatowne	1972	1972	1056	845	80%	0	0	69.33	184,070	Yes
L12F016	12.0580	North Harford	1950	2007	1538	1190	77%	0	0	73.45	245,238	No
Total High Schools					**10,984**	**8,340**	**76%**	**0**	**4**	**384.43**	**1,644,660**	*N/A*

PSC#	LEA#	Middle/High Schools	Orig. Year	Reno Year	SRC	Head Count 9/30/2025	% Cap.	Relocatable State	Relocatable Local	Acre	Total Sq. Ft.	PFA
L12F039	12.0678/9	Havre de Grace	2020	2020	1597	1399	88%	0	0	57.19	250,111	Yes
L12F057	12.0187/8	Patterson Mill	2007	2007	1723	1596	93%	0	0	77.35	265,000	Yes
Total Middle / High Schools					**3,320**	**2,995**	**90%**	**0**	**0**	**134.54**	**515,111**	*N/A*

PSC#	LEA#	Speciality Schools	Orig. Year	Reno Year	SRC	Head Count 1/1/1904	% Cap.	Relocatable State	Relocatable Local	Acre	Total Sq. Ft.	PFA
L12F018	12.0270	Swan Creek School (Virtual)	1965	1965	243	422	*N/A*	0	0	6.13	107,087	Yes
L12F018	12.0292	Swan Creek School (Alt Ed)				128						
L12F025	12.0391	Harford Academy	1971	1971	200	125	63%	0	4	26.78	63,984	No
L12F008	12.0304	Harford Technical High	1978	1999	1135	941	83%	0	0	26.78	218,225	No
Total Special Schools					**1,578**	**1,616**		**0**	**4**	**59.69**	**389,296**	*N/A*

Harford County Public School - School Building Totals	**25,950**	**21,028**	**81%**	**0**	**28**	**901**	**3,868,237**	*N/A*

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[1] *Property transfer pending final execution; information will be updated upon completion.*

Updated June 2026

Harford County Public Schools
Facility and Property Summary

PSC#	LEA#	Other	Orig. Year	Reno Year	SRC	Head Count 9/30/2025	% Cap.	Relocatable State	Relocatable Local	Acre	Total Sq. Ft.	PFA
N/A	N/A	Administration Building	2005	2005	N/A	N/A	N/A	0	0	0.774	73,122	N/A
N/A	N/A	Hickory Annex	Unknown	Unknown	N/A	N/A	N/A	0	0	7.83	39,930	N/A
N/A	N/A	Forest Hill Annex	1980	1980	N/A	N/A	N/A	0	0	4.2	32,183	N/A
N/A	N/A	Harford Glen	1998	1998	N/A	N/A	N/A	0	0	284.9	31,647	N/A
Total Other Buildings					N/A	N/A	N/A	0	0	**297.70**	**176,882**	N/A

PSC#	LEA#	Sites	Orig. Year	Reno Year	SRC	Head Count 9/30/2025	% Cap.	Relocatable State	Relocatable Local	Acre	Total Sq. Ft.	PFA
L12F000	N/A	Box Hill South	N/A	N/A	N/A	N/A	N/A	0	0	17.86	N/A	N/A
L12F060	N/A	Campus Hills [1]	N/A	N/A	N/A	N/A	N/A	0	0	31.15	N/A	N/A
L12F064	N/A	Harford Academy & ES	N/A	N/A	N/A	N/A	N/A	0	0	44.49	N/A	N/A
L12F005	N/A	Havre de Grace Parking	N/A	N/A	N/A	N/A	N/A	0	0	2.98	N/A	N/A
L12F000	N/A	Woodbridge Center [1]	N/A	N/A	N/A	N/A	N/A	0	0	12.00	N/A	N/A
Total Other Sites					N/A	N/A	N/A	0	0	**108.48**	N/A	N/A

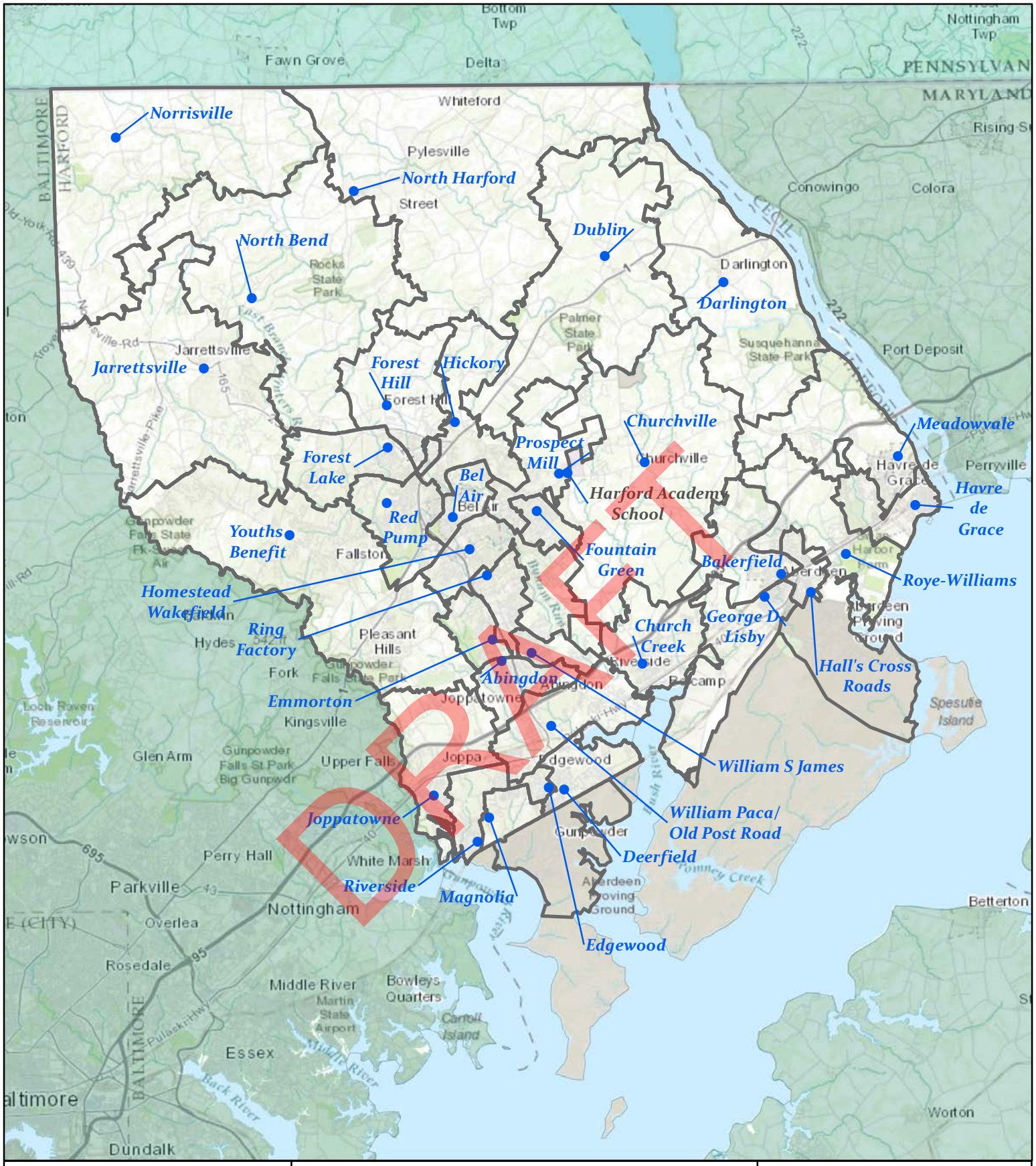
Harford County Public School Totals					N/A	N/A	N/A	N/A	N/A	**1,307.67**	**4,045,119**	N/A

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[1] *Property transfer pending final execution; information will be updated upon completion.*

	Elementary School	Middle School	High School
Current Average Property (Acres)	20.1	42.4	54.9
Current Min Property (Acres)	6.3	34.8	16.2
Current Max Property (acres)	46.0	49.5	73.45
Minimal Size Recommendation	20	40	50
Other Site Conditions			
Terrane	- Relatively flat property with minimal slope. - Sufficiently elevated to avoid drainage from surrounding areas and adequately pitched to shed its own surface water quickly. - Sites should not be located in flood plains or areas of poor drainage. - Sites that require excessive cut or fill should be avoided.		
Accessibility	- Safe and suitable access for multiple buses, cars and walkers at the same time - The school site should be located in or near existing and planned neighborhoods where it would serve a population concentration, and where it would be centrally located to the pupils being transported from other neighborhoods. - Communities within one mile would need to be evaluated for walkability - side walks, majors roads etc. would be analyzed.		
Safe site	- The immediate environment surrounding the school should be safe, pleasant, reasonably attractive and conducive to learning. - Potential site should not be near any airport, high tension transmission lines, railroads, busy motorways, high pressure natural gas and water pipe lines, noisy places like industrial establishments, facilities with hazardous air emissions and places with bad odor, toxic substances and other health hazards.		
Soil conditions	- Soil should dry rapidly, and areas of high erosion should be avoided. - Good soil conditions will minimize the cost of installing foundations or geopilings, and use of soil cement to support the structure. - The engineering properties of soils are: load-bearing qualities; susceptibility to frost action; shrink-swell potential; percolation rate; and traffic ability.		
Environment	- Present use impacts, zoning, probable future zoning, proximity to business districts. - Atmospheric conditions — smoke, dirt, odors. - Sources of noise — factories, railroads, streetcars, trucks, radio interference, fire or police stations, hospitals, airports. - Proximity to other public facilities, parks, playgrounds should be maximized.		
Utility	- Public water and sewer preferred to decrease building and operating costs. - HMan / internet access - Easy connection to gas and electric services		

DRAFT



Legend

- Elementary School
- Attendance Area

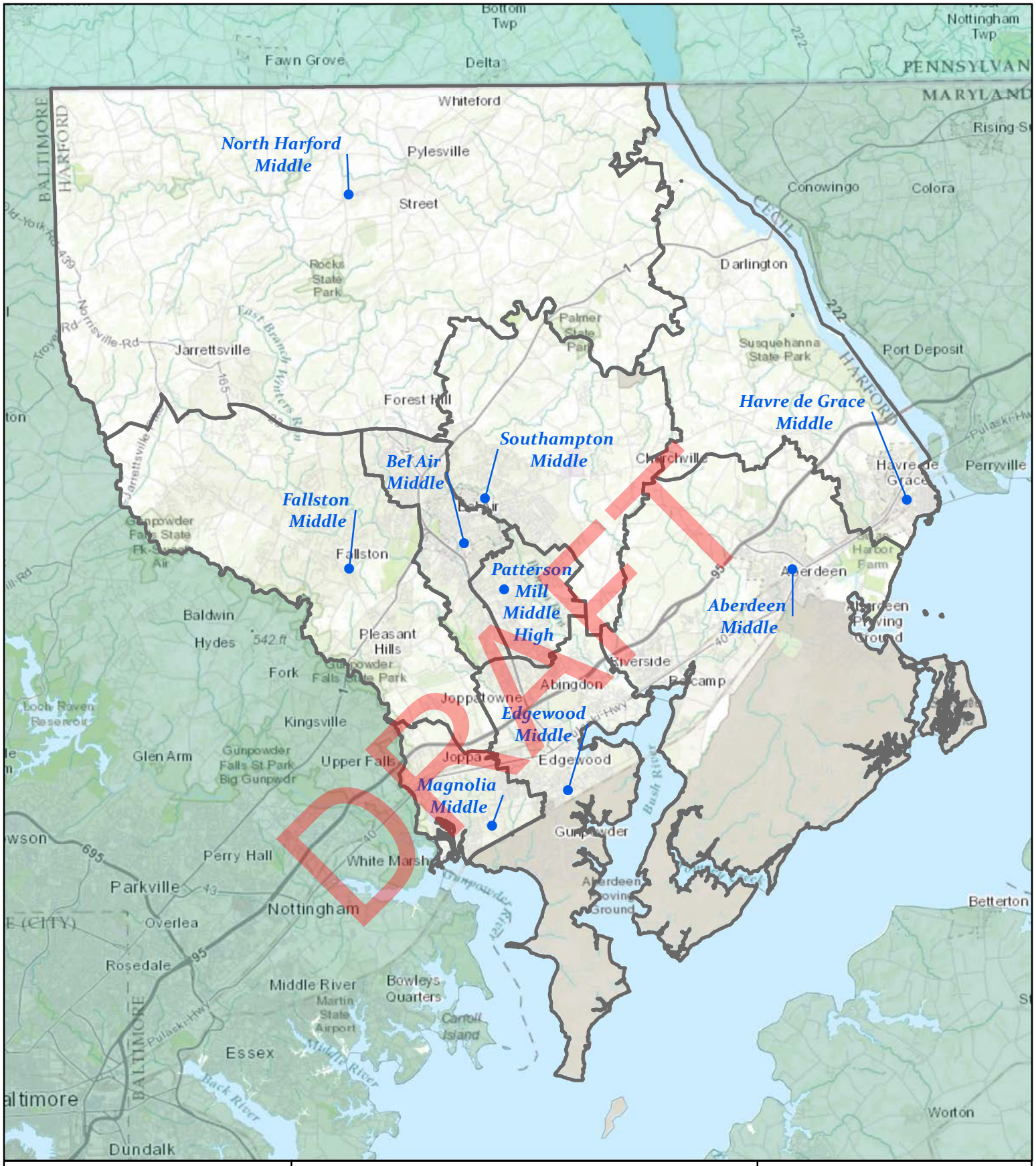
September 2016

HARFORD COUNTY PUBLIC SCHOOLS

ELEMENTARY SCHOOL ATTENDANCE AREA

HARFORD COUNTY PUBLIC SCHOOLS

0 0.5 1 2 3 4 Miles



Legend

- Middle School
- Attendance Area

September 2016

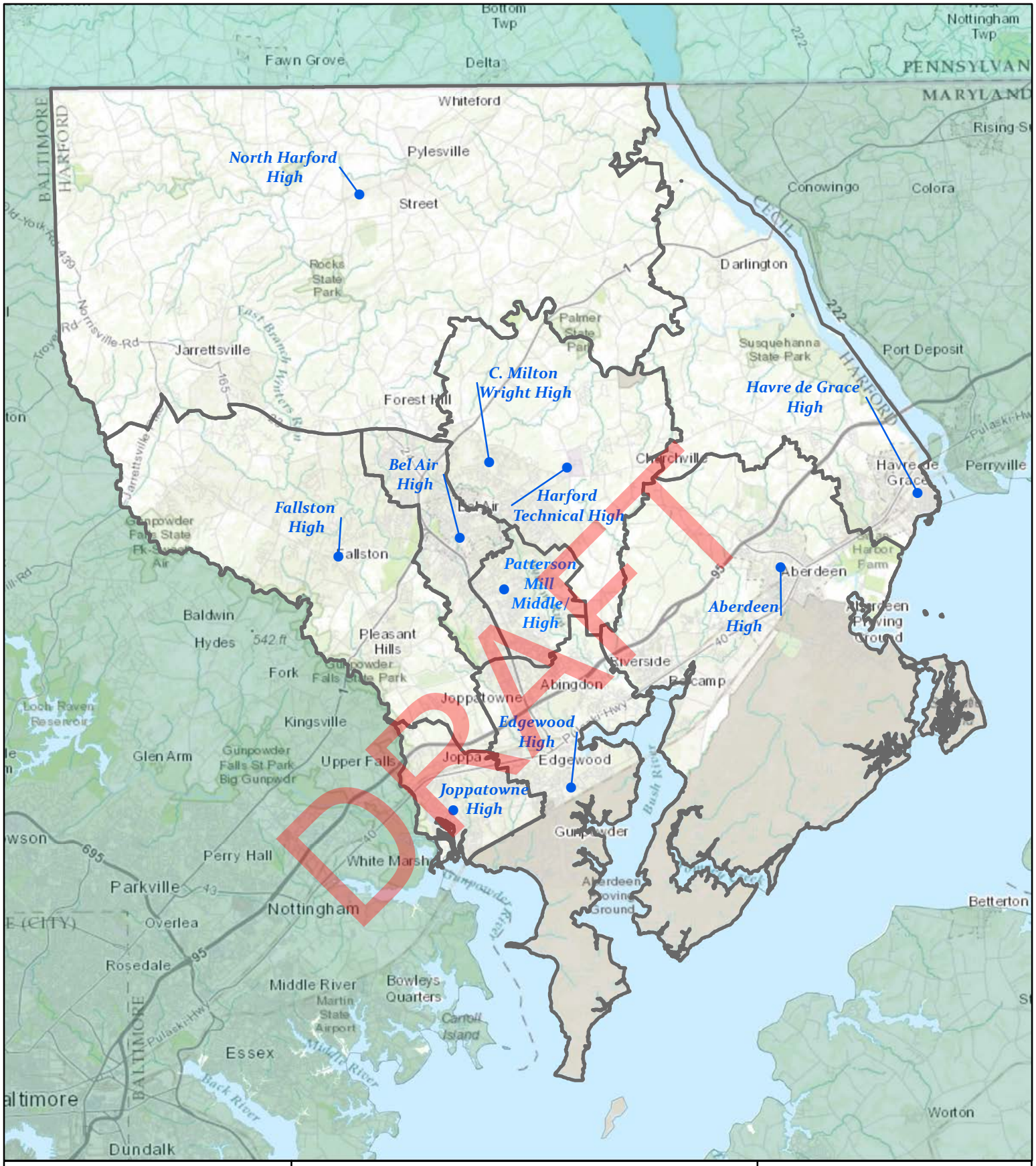
HARFORD COUNTY PUBLIC SCHOOLS

MIDDLE SCHOOL ATTENDANCE AREA

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HARFORD COUNTY PUBLIC SCHOOLS

0 0.5 1 2 3 4 Miles



Legend

- High School
- Attendance Area

September 2016

HARFORD COUNTY PUBLIC SCHOOLS

HIGH SCHOOL ATTENDANCE AREA

N W E S

HARFORD COUNTY PUBLIC SCHOOLS

0 0.5 1 2 3 4 Miles

Elementary Schools
101.1 Forms

DRAFT

FACILITIES INVENTORY

IAC/PSCP FORM 101.1

LEA: Harford County Public Schools

DATE: June 22, 2026
BOE Approval Date

SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Abingdon Elementary School 3001 S. Tollgate Road Abingdon, MD 21009-1614 PSC# L12F049 LEA# 12.0123 TAX ID# 201123	Pre-K - 5	863	613	71.03%	28.70	1992 1997 2002 TOTAL	60,511 1,400 29,318 91,229	Good	Original Pre-K Addition Addition: Classroom & Multipurpose Located in Priority Funding Area (PFA) 2000 TIMS: Technology Wiring Project 2014 EEI: Lighting Upgrades 2014 SI: Security Cameras 2016 ASP: Trench Drain Replacement 2019 SSGP: Security camera server replacement. Retrofit and upgrade classrooms locks. 2021/22 HSFF: Lead Consumptive Fixture 2022 SSGP: Access control upgrades 2023 CIP: Central Plant Replacement

DRAFT

School host half-day Pre-Kindergarten Program and Regional Special Education Program for children with autism.

FACILITIES INVENTORY

IAC/PSCP FORM 101.1

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Bakerfield Elementary School 36 Baker Street Aberdeen, MD 21001-2499 PSC# L12F044 LEA# 12.0212 TAX ID# 005182	Pre-K - 5	500	484	96.80%	10.00	1961	26,000	Good	1999 Renovation 50,004 sf - (all of the 1961, 1962 & 1989 sections)
						1962	22,750		Addition: Classroom/Teacher Support
						1989	1,254		Addition: Media Center
						1999	15,687		Addition: Classroom/Teacher Support
						TOTAL	65,691		Located in a Priority Funding Area (PFA) Systemic Renovations: 1995 Roof Replacement 29,300 sf 2016 ASP: Fence Replacement 900 LF 2019 SSGP: Security camera server replacement. Retrofit and upgrade classrooms locks. 2022 HSFF: Roof Replacement 2023 CIP: Chiller Replacement

DRAFT

School host full-day Pre-Kindergarten Program.

**63.43 Acre parcel shared with Aberdeen High School(47.3 acres), Swan Creek (6.13 Acres), and Bakerfield Elementary School (10 acres)*

FACILITIES INVENTORY

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Bel Air Elementary School 30 East Lee Street Bel Air, MD 21014-3529 PSC# L12F024 LEA# 12.0314 Tax ID# 002233	Pre-K -5	486	535	110.1%	6.25	1984 1968 1999 TOTAL	43,735 4,585 1,428 49,748	Good	1950 original building demolished and replaced. Kindergarten Annex: Renovated 1984 Pre-K Addition Located in Priority Funding Area (PFA) 1999 TIMS: Technology Wiring Project 1998 Systemic Renovatoin-HVAC Kindergarten Annex and Rooftop Replacement 2008 ASP: Carpet Replacement 2014 EEI: Lighting Upgrades 2014 SI: Proximity Readers 2019: HVAC/Open Space Enclosure 2019 SSGP: Security camera server replacement. 2021/22 HSFF: Lead Consumptive Fixture

DRAFT

School host half-day Pre-Kindergarten Program.

FACILITIES INVENTORY

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Church Creek Elementary School 4299 Church Creek Road Belcamp, MD 21017-1394 PSC# L12F034 LEA# 12.0125 TAX ID# 261215	Pre-K -5	819	703	85.84%	20.51	1994 2001 TOTAL	59,595 26,206 85,801	Good	Classroom & Pre-K Addition Located in a Priority Funding Area 2002 TIMS: Technology Wiring Project 2012 Supplementary Appropriation Chiller Replacement 2013 ASP: SWM - Sediment Maintenance 2014 Aging School Program SWM - Inlets and Paving Repairs 2016 - QZAB: Playground 2019 SSGP: Security camera server replacement. Retrofit and upgrade classrooms locks. 2020/21 HSFF: Lead Consumptive Fixture

DRAFT

School host half-day Pre-Kindergarten Program and a Regional Special Education Classroom Support Program.

FACILITIES INVENTORY

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Churchville Elementary School 2935 Level Road Churchville, MD 21028-1899 PSC# L12F051 LEA # 12.0316 TAX ID# 031403	Pre-K -5	411	369	89.78%	6.25	1931 1953 1962 1968 1993 1998 TOTAL	13,880 11,880 14,790 4,585 235 6,990 52,360	Good	1998 Renovation 45,135 sf (all of the 1931, 1953, 1962 & 1968 sections) 1st Classroom and Common Addition 2nd Classroom and Common Addition Addition Kindergarten Addition Elevator Addition Gym & Stage Addition Located in a Priority Funding Area (PFA) 2014 EEI: Lighting Upgrades 2014 SI: Security Cameras 2016 ASP: Fence Replacement 2016: Roof Replacement 2018 ASP: Sidewalk & Loading Dock Resurfacing 2019 SSGP: Security camera server replacement. Retrofit and upgrade classrooms locks. 2022 SSGP: Access control upgrades 2023 PTG: K Annex HVAC

DRAFT

School host full-day Pre-Kindergarten Program.

FACILITIES INVENTORY

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Darlington Elementary School 2119 Shuresville Road Darlington, MD 21034-1512 PSC#L12F056 LEA# 12.0518 TAX ID# 003482	K-5	157	100	63.69%	7.89	1938 1966 1999 TOTAL	13,660 10,265 312 24,237	Good	1995 Renovation 23,925 sf (all of the 1938 & 1966 sections) Classroom Addition Mechanical Room Addition Located in a Priority Area (PFA) 1999 ASP -A/C System Installation 2014 EEI: Lighting Upgrades 2014 SI: Security Cameras 2014 SI: Proximity Readers 2016 SR: HVAC Systemic Renovation 2019 SSGP: Security camera server replacement. 2020/21 HSFF: Lead Consumptive Fixture 2022 SSGP: Access control upgrades

DRAFT

School host a Regional Special Education program for students with autism.

FACILITIES INVENTORY

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Deerfield Elementary School 2307 Willoughby Beach Road Edgewood, MD 21040-3498 PSC# L12F037 LEA # 12.0120 TAX ID# 015133	Pre-K - 5	788	670	85.03%	20.73	2010 TOTAL	103,200 103,200	Superior	Located in Priority Funding Area (PFA) 2014 SI: Remote Access 2019 SSGP: Security camera server replacement. 2025 SSGP: Access Controls
* Edgewood Campus total consolidated acreage.					*99.97				

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School host full day PreK program.

FACILITIES INVENTORY

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Dublin Elementary School 1527 Whiteford Road Street, MD 21154-1929 PSC# L12F027 LEA# 12.0522 TAX ID# 003490	Pre-K - 5	294	224	76.19%	24.69	1941	14,490	Good	Original 1916 building and the original 1925 second addition was demolished. 1987 Renovation (all of the 1941, 1961, 1965 & 1968 sections)
						1961	7,455		Third Addition
						1965	7,015		Fourth Addition
						1968	11,625		Fifth Addition
						1987	3,800		Sixth Addition: Classroom
						TOTAL	44,385		Located in a Priority Funding Area (PFA) 1998 TIMS - Technology Project 2001 ASP - Emergency Generator Replacement 2002 ASP - Electrical Switch Gear Replacement 2006 ASP - Roof Replacement 2014 EEI: Lighting Upgrades 2014 SI: Security Cameras 2014 SI: Proximity Readers 2015 SR: HVAC Renovation 2019 SSGP: Security camera server replacement. 2021 SSGP: Access Controls

DRAFT

School host half-day Pre-Kindergarten Program.

FACILITIES INVENTORY

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Edgewood Elementary School 2100 Cedar Drive Edgewood, MD 21040-2502 PSC# L12F054 LEA# 12.0115 TAX ID# 015079	Pre-K - 5	461	421	91.32%	30.85	1969 2003 TOTAL	52,300 15,041 67,341	Good	2003 Renovation 52,300 sf (all of the 1969 section) Classroom Addition Located in Priority Funding Area (PFA) 2014 EEI: Lighting Upgrades 2019 SSGP: Security camera server replacement. Retrofit and upgrade classrooms locks. 2025 SSGP: Air Handling Unit Repair

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School host half-day Pre-Kindergarten Program and a regional special education early learner program.

FACILITIES INVENTORY

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Emmorton Elementary School 2502 Tollgate Road Bel Air, MD 21014-6199 PSC# L12F038 LEA# 12.0121 TAX ID# 261258	K-5	570	579	101.58%	10.57	1994 TOTAL	63,000 63,000	Good	Located in Priority Funding Area (PFA) 2002 TIMS: Technology Wiring Project 2013 ASP: Synthetic Gym Floor Replacement 2013 ASP: SWM - Sediment Maintenance 2014 SI: Security Cameras & Proximity Readers 2018 ASP: Sprinkler Head Replacement 2019 SSGP: Security camera server replacement. Retrofit and upgrade classrooms locks. 2023 ASP: Sidewalk, curb, drain and gutter. & Fence Replacement 2025 SSGP: Upgrade Surveillance tech

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FACILITIES INVENTORY

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Forest Hill Elementary School 2407 Rocks Road Forest Hill, MD 21050-1625 PSC#L12F043 LEA#12.0326 TAX ID#031454	K-5	568	432	76.06%	8.44	2000 TOTAL	64,722 64,722	Good	Located in Priority Funding Area (PFA) 2014 SI: Security Cameras 2014 SI: Proximity Readers 2019 SSGP: Security camera server replacement. Retrofit and upgrade classrooms locks. 2021 SSGP: Access Controls 2022 SSGP: Phone system 2023 ASP: Fence Replacement

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Forest Lakes Elementary School 100 Osborne Parkway Forest Hill, MD 21050-1650	PK-5	530	444	83.77%	20.67	1997	68,971	Good	
PSC#L12F048 LEA#12.0328 TAX ID#289664						TOTAL	68,971		Located in Priority Funding Area (PFA) 2019 SSGP: Security camera server replacement. Retrofit and upgrade classrooms locks.

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Fountain Green Elementary School 517 Fountain Green Road Bel Air, MD 21015-4708 PSC#L12F033 LEA#12.0327 TAX ID#302393	PreK-5	548	481	87.77%	12.77	1993 TOTAL	60,000 60,000	Good	Located in Priority Funding Area (PFA) 2002 TIMS: Technology Wiring Project 2013 ASP: SWM - Sediment Maintenance 2014 EEI: Lighting Upgrades 2019 SSGP: Security camera server replacement. Retrofit and upgrade classrooms locks. 2021 SSGP: Access Controls

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School host full-day Pre-Kindergarten Program.

FACILITIES INVENTORY

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George D. Lisby Elementary School at Hillsdale 810 Edmund Street Aberdeen, MD 21001-3599 PSC# L12F052 LEA# 12.0211 TAX ID# 005190	PK-5	473	527	111.42%	2001.000%	1968 1998 TOTAL	53,900 2,395 56,295	Good	Media Center Addition Located in Priority Funding Area (PFA) 1997 TIMS:Tech. Wire Project 1997 - HVAC SR Ten (10) Rooftops in the 1968 building 2008 ASP: Main Electrical Service Replacement 2014 EEI: Lighting Upgrades 2014 SR: Roof Replacement 2019 SSGP: Security camera server replacement. 2020 CIP: Systemic HVAC Renovation 2020/21 HSFF: Lead Consumptive Fixture

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School host full-day Pre-Kindergarten Program.

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Hall's Cross Roads Elementary School 203 East Bel Air Avenue Aberdeen, MD 21001-3897	Pre-K - 5	552	428	77.54%	12.73	1943	8,225	Good	1993 Renovation, 8,464 sf (all of the 1943 section and related mechnical) 1996 Renovation, 54,585 sf (all of the 1955 and 1968 sections)
						1955	50,000		Classroom Addition
						1968	4,585		Kindergarten Annex
PSC# L12F036 LEA# 12.0203 TAX ID# 005212						1997	272		Elevator Addition
									Located in Priority Funding Area (PFA)
						TOTAL	63,082		1998 SR: HVAC Kindergarten Annex Rooftop Replacement
									2019 SSGP: Security camera server replacement. Retrofit and upgrade classrooms locks.
									2020/21 HSFF: Lead Consumptive Fixture
									2022 ASP: Wheelchair Lift Replacement
									2023 SR: Chiller Replacement
									2025 ASP: Gym/Stage UV Replacement

DRAFT

School host full-day Pre-Kindergarten Program.

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Havre de Grace Elementary School 600 Juniata Street Havre de Grace, MD 21078-3482 PSC# L12F028 LEA# 12.0632 TAX ID# 011063	Pre-K-5	542	599	110.52%	11.22	1949	57,700	Adequate	1995 Renovation, 62,285 sf (all of 1949 & 1968 sections)
						1968	4,585	*Requires HVAC Upgrades. Capacity concerns for future as development continues in this area.*	Kindergarten Annex
						1995	2,800		Classroom Addition
						TOTAL	65,085		Located in Priority Funding Area (PFA) 1988 SR - roof replacement,26,000 sf of the 1949 section 1999 ASP - HVAC Rooftop Replacement 2002 TIMS-Technology Wiring Project 2012 Supplementary Appropriation Chiller Replacement and Boiler Control Upgrades 2014 SI: Proximity Readers 2019 SSGP: Security camera server replacement. Retrofit and upgrade classrooms locks. 2021 ASP: Gym and Stage Floor Refinished 2021 SSGP:Access Controls 2020/21 HSFF: Lead Consumptive Fixture 2022 SSGP: Phone System 2023 SR: Roof Replacement 2025 SSGP: Upgrade Surveillance technology

DRAFT

School host half-day Pre-Kindergarten Program and a Regional Special Education Early Learner Program.

FACILITIES INVENTORY

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Hickory Elementary School 2100 Conowingo Road Bel Air, MD 21014-1824 PSC# L12F041 LEA# 12.0333 TAX ID# 031365	K-5	668	610	91.32%	23.04	1950 1968 1998 TOTAL	51,790 4,585 21,583 77,958	Good	1998 Renovation, 51,750 (all of the 1950 and 1968 sections) Kindergarten Annex Classroom Addition Located in Priority Funding Area (PFA) 1994 SR- Roof Replacement 51,821 sf of 1950 section 2014 SI: Remote Access 2017 MABE: Kiln exhaust modifications 2019 SSGP: Security camera server replacement. Retrofit and upgrade classrooms locks. 2020 CIP - Roof Replacement 2022 SSGP: Access control upgrades 2025 ASP: Refinish Gym Floor / Stage

DRAFT

School host a regional Special Education Program for students with autism.

FACILITIES INVENTORY

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE[1]	BUILDING DATA		PHYSICAL COND	COMMENTS
						DATE	SQ. FT.		
Homestead/Wakefield Elementary 900 South Main Street Bel Air, MD 21014-4199 PSC# L12F022 LEA# 12.0335 TAX ID# 002217	Pre-K - 5	1089	1091	100.18%	11.57	2025 TOTAL	141,936 141,936	Superior	

DRAFT

School host half-day Pre-Kindergarten Program.

Homestead/Wakefield Elementary School combine building size is 115,458 sq ft

[1] *Full campus size is 92.18 Acres and contains Homestead Wakefield Elementary School, Bel Air Middle School, and Bel Air High School*

FACILITIES INVENTORY

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Jarrettsville Elementary School 3818 Norrisville Road Jarrettsville, MD 21084-1499 PSC# L12F017 LEA# 12.0436 TAX ID# 006186	K-5	525	450	85.71%	32.43	1962 1968 1977 1997 TOTAL	8,415 4,585 48,000 275 61,275	Good	1977 Renovation, 13,000 sf (all of the 1962 & 1968 sections). Kindergarten Annex Classroom Additons Elevator Addition Located in Priority Funding Area (PFA) 1998 TIMS - Technology Wiring Project 2000 ASP: HVAC Cooling Tower Replacement 2003 ASP: HVAC Control Replacement 2009 SR: HVAC Kindergarden Rooftop Replacement 2012 SR: Major HVAC 2012 ASP: Emergency Generator Replacement 2013 ASP: ADA Modifications 2014 SI: Proximity Readers 2017 MABE: Kiln exhaust modifications 2019 SSGP: Security camera server replacement. Retrofit and upgrade classrooms locks.

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School host a Regional Special Education Classroom Support Program.

FACILITIES INVENTORY

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Joppatowne Elementary School 407 Trimble Road Joppa, MD 21085-4099	Pre-K - 5	663	486	73.30%	16.87	1965	48,940	Good	2009 Renovation (all of the 1965, 1968 and 1995 building sections)
						1968	4,585		Kindergarten Annex
PSC# L12F040 LEA# 12.0137 TAX ID# 120751						1995	1,360		Pre-K Addition
						2009	35,100		Classroom, Gymnsium & Corridor
						TOTAL	89,985		Located in a Priority Funding Area (PFA)
									1994 SR: Roof Replacement
									1998 TIMS - Tech. Wiring Project
									2004 ASP: Fire Alarm Replacement
									2014 SI: Remote Access
									2019 SSGP: Security camera server replacement. Retrofit and upgrade classrooms locks.
									2025 SSGP: Upgrade Surveillance technology

DRAFT

School host full-day Pre-Kindergarten Program.

FACILITIES INVENTORY

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA		PHYSICAL COND	COMMENTS
						DATE	SQ. FT.		
Magnolia Elementary School 901 Trimble Road Joppa, MD 21085-4898 PSC# L12F002 LEA# 12.0131 TAX ID# 015060	Pre-K - 5	561	529	94.30%	43.05	1975 1997 TOTAL	58,500 1,400 59,900	Adequate *Requires HVAC Upgrades.*	 Pre-K Addition Located in Priority Funding Area (PFA) 1997 TIMS: Technology Wiring 1998 ASP: Ceramic Tile Replacement 2001 QZAB and 2002 QZAB: Chiller/Cooling Tower Replacement 2002 SR: Roof Replacement of 58,500 sq. ft. 2002 ASP: Metal Pan Ceiling Replacement 2011 ASP: Parking Lot Resurfacing, Lot and Bus Loop 2014 EEI: Lighting Upgrades 2014 SI: Proximity Readers 2018 ASP: Folding Stage Partition Replacement 2019 SSGP: Security camera server replacement. Retrofit and upgrade classrooms locks. 2023 ASP: Sewer Piping Replacement 2025 SSGP: Upgrade Surveillance tech

DRAFT

School host full-day Pre-Kindergarten Program.

FACILITIES INVENTORY

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA		PHYSICAL COND	COMMENTS
						DATE	SQ. FT.		
Meadowvale Elementary School 910 Grace View Drive Havre de Grace, MD 21087-2329 PSC# L12F053 LEA# 12.0638 TAX ID#011055	Pre-K - 5	568	540	95.07%	13.26	1959	32,900	Adequate	2001 Renovation, 61,885 sf (all of the 1959, 1962, 1968 & 1992 sections).
						1962	23,100	*Requires HVAC Upgrades. Capacity concerns for future as development continues in this area.*	Classroom Addition
						1968	4,585		Kindergarten Annex
						1992	1,300		Media Center Addition
						2001	7,115		Classroom Addition
						TOTAL	69,000		Located in Priority Funding Area (PFA) 2014 EEI: Lighting Upgrades 2014 SI: Security Cameras 2019 SSGP: Security camera server replacement. Retrofit and upgrade classrooms locks. 2023 CIP: Chiller Replacement 2023 ASP: Fence Replacement

DRAFT

School host half-day Pre-Kindergarten Program amd a regional special education Early Learner program..

FACILITIES INVENTORY

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BOE Approval Date

SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Norrisville Elementary School 5302 Norrisville Road White Hall, MD 21161-8995 PSC # L12F055 LEA#12.0441 TAX ID# 006194	K-5	274	222	81.02%	14.75	1967 1995 TOTAL	25,950 11,467 37,417	Good	 Classroom Addition Located in Priority Funding Area (PFA) 2001 ASP: VCT Floor Replacment Gym/Cafeteria 2003 ASP: Septic Field Replacement 2014 SI: Security Cameras 2015 SR: Major HVAC Replacement 2017 MABE: Kiln exhaust modifications 2019 SSGP: Security camera server replacement. Retrofit and upgrade classrooms locks.

DRAFT

FACILITIES INVENTORY

IAC/PSCP FORM 101.1

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
North Bend Elementary School 1445 North Bend Road Jarrettsville, MD 21085-1333 PSC# L12F031 LEA # 12.0447 TAX ID# 086287	Pre-K - 5	498	445	89.36%	445	1991 TOTAL	60,221 60,221	Good	2000 TIMS: Technology Wiring Project 2012 SR: Roof Replacement 2013 ASP: SWM Sediment Stabilization Maintenance 2014 EEI: Lighting Upgrades 2014 SI: Security Cameras 2014 SI: Proximity Readers 2015 ASP:Carpet Replacement 2016 MABE: Media Center 2019 SSGP: Security camera server replacement. Retrofit and upgrade classrooms locks. 2020 CIP: Chiller, Boiler, Fire Alarm Replacement 2021 ASP: Gym floor replacement

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School host half-day Pre-Kindergarten Program and a special education regional early learner program.

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North Harford Elementary School 120 Pylesville Road Pylesville, MD 21132-1305 PSC# L12F026 LEA # 12.0544 TAX ID# 003458	Pre-K - 5	500	417	83.40%	20.00	1984 1999 TOTAL	48,275 1,428 49,703	Good	Pre-K Addition 1997 TIMS: Technology Wiring Project 2004 ASP: Asphalt Bus Loop Replacement 2008 ASP: Folding Partition Replacement 2014 SI: Security Cameras 2014 SR: Major HVAC Replacement 2018 SR: Roof Replacement 2019 SSGP: Security camera server replacement. Retrofit and upgrade classrooms locks. 2021 ASP: Parking lot repairs 2022 SSGP: Access control upgrades

School host a full-day Pre-K program.

DRAFT

FACILITIES INVENTORY

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Old Post Road Elementary **Intermediate Bldg.** 2706 Old Philadelphia Road Abingdon, MD 21009-2398 PSC# L12F003 LEA#12.0140 Tax ID# 015141	3-5	424	380	89.62%	46.00 Shared with Primary Building	1964 1997 TOTAL	51,000 3,452 54,452	Adequate	 Media Center Addition Located in Priority Funding Area (PFA) 1997 SR: Roof Replacement (51,000 sf. on the 1964 section) 2019 SSGP: Security camera server replacement.

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Old Post Road Elementary School combined primary and intermediate building size is 112,417 sq ft

School host full-day Pre-Kindergarten Program

FACILITIES INVENTORY

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Old Post Road Elementary **Primary Bldg** 2706 Old Philadelphia Road Abingdon, MD 21009-2398 PSC# L12F061 LEA#12.0140 Tax ID# 015141	Pre-K - 5	560	444	79.29%	46.00 Shared with Intermediate Building	1956 1957 1968 1975 TOTAL	5,300 10,200 4,585 37,880 57,965	Adequate	1975 Renovation - 20,085 sf (all of the 1956, 1957 and 1968 sections) Classroom Addition Kindergarten Annex Classroom Addition Located in Priority Funding Area (PFA) 2000 SR: Roof Replacement 37,757 sf 2001 TIMS: Technology Wiring Project 2005 ASP: Sanitary Repair 2006 ASP: Motor Control Center Replacement 2017 LR - HVAC/Open Space enclosure 2019 SSGP: Security camera server replacement.

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School host full-day Pre-Kindergarten Program

Old Post Road Elementary School combined primary and intermediate building size is 112,417 sq ft

FACILITIES INVENTORY

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Prospect Mill Elementary School 101 Prospect Mill Road Bel Air, MD 21015-1513 PSC# L12F012 LEA# 12.0329 TAX ID# 031381	Pre-K - 5	611	572	93.62%	26.77	1973 1990 1999 2008 TOTAL	54,050 10,355 1,428 9,705 75,538	Good	1990 Renovation: 650 sf (all of the Health Suite) Classroom Addition Pre-K Addition Gym & Gym Storage Addition 1998 TIMS: Technology Wiring Project 1998 SR: HVAC Upgrade in 1973 Section 2014 EEI: Lighting Upgrades 2014 SI: Security Cameras 2016/2017 SR: HVAC and Open Space Enclosure 2019 SSGP: Security camera server replacement. Retrofit and upgrade classrooms locks. 2025 HSFF: Roof Replacement

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School host half-day Pre-Kindergarten Program and a Regional Special Education Classroom Support Program.

FACILITIES INVENTORY

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Red Pump Elementary School 600 Red Pump Road Bel Air, MD 21014 PSC# L12F059 LEA # 12.0349 TAX ID# 03268284	K - 5	737	670	90.91%	23.52	2011 TOTAL	100,573 100,573	Superior	Located in Priority Funding Area (PFA) 2014 SI: Remote Access 2019 SSGP: Security camera server replacement and retrofit and upgrade classroom locks. 2022 SSGP: Access control upgrades

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School host a Regional Special Education Classroom Support Program.

FACILITIES INVENTORY

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Ring Factory Elementary School 1400 Emmorton Road Bel Air, MD 21014-5580 PSC# L12F029 LEA# 12.0345 TAX ID# 031470	K-5	548	519	94.71%	34.02	1990 TOTAL	59,132 59,132	Good	Located in Priority Funding Area (PFA) 2000 TIMS: Technology Wiring Project 2007 ASP: Fire Alarm Replacement 2009 ASP: Carpet Replacement 2013 ASP: Storm Water Management Inflow pipe and inlet replacement 2013 ASP: Storm Water Pond 2013 ASP: Storm Water Pipe Repair 2014 EEI: Lighting Upgrades 2014 SI: Security Cameras 2015 SR: HVAC Renovation 2017 MABE: Kiln exhaust modifications 2019 SSGP: Security camera server replacement. Retrofit and upgrade classrooms locks.

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Riverside Elementary School 211 Stillmeadow Drive Joppa, MD 21085-4799 PSC# L12F045 LEA# 12.0143 TAX ID# 120778	Pre-K - 5	588	507	86.22%	13.18	1968 1970 1996 TOTAL	49,730 4,585 1,396 55,711	Adequate	 Kindergarten Annex Pre-K Addition Located in Priority Funding Area (PFA) 1998 TIMS: Technology Wiring Project 1995 SR: HVAC Replacement of Rooftop Units 2012 ASP: Repair of sink hole in ballfield area 2014 EEI: Lighting Upgrades 2014 SI: Proximity Readers 2014 ASP: Fence Replacement (along Haverhill Rd) 2017 SR: HVAC Systemic renovation 2019 SSGP: Security camera server replacement. 2020 HSFF: Water Bottle Station 2020/21 HSFF: Lead Consumptive Fixture 2021 SSGP:Access Controls

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School host full-day Pre-Kindergarten Program.

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2023	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Roye-Williams Elementary School 201 Oakington Road Havre de Grace, MD 21078-2199 PSC# L12F047 LEA# 12.0639 TAX ID# 039405	Pre-K - 5	703	452	64.30%	28.36	1953	47,500	Good	1995 Renovation (all of the 1953, 1958, and 1962 sections)
						1958	7,555		First Addition
						1962	16,730		Second Addition
						1968	4,585		Kindergarten Annex
						1995	1,756		Media Center Addition
						TOTAL	78,126		Located in Priority Funding Area (PFA) 2000 SR: HVAC Rooftop Replacement 2013 ASP: Resurface Parking Lot and Driveway 2014 EEI: Lighting Upgrades 2014 SI: Proximity Readers 2015 ASP: Chairlift Replacement 2015 ASP: Playground Fence Replacement 2019 SSGP: Security camera server replacement. 2020 CIP: Systemic HVAC Renovation 2020/21 HSFF: Lead Consumptive Fixture

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School host full-day Pre-Kindergarten Program and regional special education program for students with autism.

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
William S. James Elementary 1 Laurentum Parkway Abingdon, MD 21009-1709 PSC# L12F013 LEA#12.0113 TAX ID# 015095	K - 5	521	427	81.96%	15.00	1976 TOTAL	58,500 58,500	Good	Located in Priority Funding Area (PFA) 2003 ASP: Cooling Tower Replacement 2004 SR: Fire Alarm Replacement 2013 ASP: Stormwater Pipe and Inlets 2014 EEI: Lighting Upgrades 2014 SI: Proximity Readers 2017 LR: HVAC/Open Space Enclosure Project 2019 SSGP: Security camera server replacement. Retrofit and upgrade classrooms locks. 2021 ASP: Motor Control Center 2023 ASP: Sidewalk, curb, & Gutter

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School host a Regional Special Education program for students with autism.

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Youth's Benefit Elementary School 1901 Fallston Road Fallston, MD 21047-1497 PSC#L12F011 LEA# 12.0348 TAX ID# 031438	K-5	1120	1,116	99.64%	26.180	2017 TOTAL	149,694 149,694	Superior	Open for full occupancy 2019 SSGP: Security camera server replacement. 2022 SSGP: Access control Upgrades

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School host a regional special education early learners program.

Middle Schools
101.1 Forms

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FACILITIES INVENTORY

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Aberdeen Middle School 111 Mount Royal Avenue Aberdeen, MD 21001-2492 PSC# L12F006 LEA# 12.0265 Tax ID # 005204	6-8	1624	1098	67.61%	43.82	1973 TOTAL	196,800 196,800	Adequate	Located in Priority Funding Area (PFA) 1999 TIMS: Technology Wiring Project 1999 ASP: Motor Control Center Replacement 2000 ASP: Partition Replacement 2002 SR: Chillers/Cooling Tower Replacement 2003: ASP: Carpet Replacement 2007 ASP: Main Electrical Service Replacement 2008 ASP: Replacement of Stucco Ceiling & Associated Structural Walkway 2009 ASP: Installation Emergency Generator 2014 EEI: Lighting Upgrades 2019 ASP: Heating Loop Valve Replacement 2019 SSGP: Security Camera Upgrade security camera server replacement Retrofit and upgrade existing classrooms locks 2020 SR: Roof replacement 2021/22 HSFF: Lead Consumptive Fixture 2022 SSGP: Access control upgrades 2023 SR: HVAC Systemic 2025 SSGP: Upgrade Surveillance techr

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FACILITIES INVENTORY

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE [1]	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Bel Air Middle School 99 Idlewild Street Bel Air, MD 21014-4197 PSC# L12F035 LEA# 12.0372 TAX ID# 002241	6-8	1243	1066	85.76%	49.52	1961 1968 1968 1994 TOTAL	100,350 6,320 16,960 41,270 164,900	Good	Multi-Purpose Addition Classroom Addition Classroom Addition Located in Priority Funding Area (PFA) 1999 TIMS: Technology Wiring Project 2000 SR: Boiler Replacement 2001 ASP: Partial Asbestos Abatement 2009 ASP: SWM Repairs 2014 EEI: Lighting Upgrades 2019 SSGP: Security camera server replacement. Classroom lock upgrade and retrofit. 2019 ASP: Controls replacement 2021/22 HSFF: Lead Consumptive Fixture 2021 CIP: Roof Replacement 2022 SSGP: Phone system 2025 SSGP: Upgrade Surveillance tech

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[1] *Bel Air Middle School is located on the same campus as Bel Air High School and Homestead Wakefield Elementary School. Full campus size is 92.18 Acres*

FACILITIES INVENTORY

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Edgewood Middle School 2311 Willoughby Beach Road Edgwood, MD 21040-3497	6-8	1295	939	72.51%	34.83	1965	101,500	Good	
						1978	64,970		Classroom Addition
PSC# L12F014 LEA# 12.0177 TAX ID # 015133						1990	60		Elevator Addition
						TOTAL	166,530		Located in Priority Funding Area (PFA)
									1998 TIMS: Technology Wiring Project 1999 ASP: Ceiling and Light Fixtures Replacement
*Edgewood Campus consolidated total acreage.					*99.97				2000 SR: Planetarium Rooftop Unit Replacement 2003 ASP: Carpet Replacement 2005 SR: Roof Replacement 2011 ASP: Concrete Fascia Repair 2014 EEI: Lighting Upgrades 2014 SI: Proximity Readers 2017 MABE: Kiln exhaust modifications 2019 SSGP: Security Camera Upgrade security camera server replacement and classroom lock retrofit. 2020 ASP: Folding Stage Partition Replacement 2020 HSFF: Water Bottle Station Added 2021/22 HSFF: Lead Consumptive Fixture 2022 SSGP: Access control upgrades 2022 SSGP: Phone system

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Fallston Middle School 2303 Carrs Mill Road Fallston, MD 21047-1899 PSC# L12F030 LEA# 12.0386 TAX ID# 031373	6-8	1104	1079	97.74%	49.44	1993 2006 TOTAL	115,740 14,544 130,284	Good	Classroom, Activity Room Addition and Cafeteria Expansion 2000 TIMS: Technology Wiring Program 2013 ASP: SWM Sediment Maintenance 2014 EEI: Lighting Upgrades 2019 SSGP: Security camera server replacement and classroom lock upgrade and retrofit. 2020 SR: Chiller replacement 2022 ASP: Sand/Paint Gym 2023 ASP: SWM Sediment

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School host a regioanl Special Education program for students with autism.

FACILITIES INVENTORY

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Magnolia Middle School 299 Fort Hoyle Road Joppa, MD 21085-4899 PSC# L12F021 LEA# 12.0184 TAX ID# 015060	6-8	1028	695	67.61%	43.05	1979 TOTAL	149,100 149,100	Adequate	Located in Priority Funding Area (PFA) 2000 TIMS: Technology Wiring Project 2000 ASP: Carpet Replacement 2000 ASP: Cooling Tower Replacement 2002 SR: Roof Replacment Project 2011 ASP: Expansion & Control Joints Installation Gym & Activity Room 2012 ASP: Parking Lot Resurfacing 2014 SI: Proximity Readers 2015 ASP: Folding Partition in Activity Room 2015 SR: Major HVAC Replacement 2017 MABE: Kiln exhaust modifications 2019 SSGP: Security camera server replacement. Retrofit and upgrade classrooms locks. 2020 HSFF: Water Bottle Station Added 2021 SSGP: Access Controls 2021/22 HSFF: Lead Consumptive Fixture

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
North Harford Middle School 112 Pylesville Road Pylesville, MD 21132-1399 PSC# L12F007 LEA# 12.0583 TAX ID# 003458	6-8	1210	874	72.23%	40.00	1976 1995 TOTAL	173,500 228 173,728	Good	 Elevator Addition 1999 TIMS: Technology Wiring Project 2003 ASP: Fire Alarm Replacement 2005 SR: Waste Water Sewer Project 2007 ASP: Media Center Carpet Replacement 2008 SR: HVAC Roof Top Replacement Project 2013 ASP: SWM Sediment and Stabilization Maintenance 2014 EEI: Lighting Upgrades 2014 SI: Proximity Readers 2019 SSGP: Security camera server replacement and classroom lock upgrades and retrofit. Added a security vestibule.

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Southampton Middle School 1200 Moores Mill Road Bel Air, MD 21014-2797 PSC# L12F050 LEA# 12.0374 TAX ID# 031411	6-8	1444	1210	83.80%	35.99	1970 1982 2004 TOTAL	184,600 90 3,444 188,134	Good	2004 Renovation: Health Suite Elevator Addition Multi-Purpose Room Addition Located in Priority Funding Area (PFA) 2000 TIMS: Technology Wiring Project 2000 ASP: Carpet Replacement 2004 ASP: Cooling Tower Replacement 2009 ASP: Sprinkler Head Replacement 2009 ASP: Ceiling Tile Replacement 2010 SR: Roof Replacement Project 2013 ASP: Motor Control Ctr Replacement 2013 ASP: Stormdrain Replacement 2014 EEI: Lighting Upgrades 2014 SI: Proximity Readers 2016 ASP: Sidewalk and Curb Replacement 2018 ASP: Switchgear Replacement 2019 SSGP: Security camera server replacement. Retrofit and upgrade classrooms locks. 2021/22 HSFF: Lead Consumptive 2021 SSGP: Access Controls 2026 SSGP: Security Vestibule

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High Schools 101.1 Forms

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FACILITIES INVENTORY

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Aberdeen High School 251 Paradise Road Aberdeen,MD 21001 PSC# L12F058 LEA# 12.0270 TAX ID# 005182	9-12	1720	1330	77.33%	47.3	2004 2008 2015 TOTAL	209,150 19,850 1,134 230,134	Superior	Located in Priority Funding Area (PFA) Classroom & Gym Locker Addition Weight Room Expansion and Stadium upgrades 2014 SI: Proximity Readers 2019 SSGP: Security camera server replacement.Retrofit and upgrade classroom locks. 2021/22 HSFF: Lead Consumptive Fixture 2022 SSGP: Access Controls 2025 SSGP: Upgrade Surveillance tech 2025 SSGP: Surveillance tech Stadium

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**63.43 Acre parcel shared with Aberdeen High School(47.3 acres), Swan Creek (6.13 Acres), and Bakerfield Elementary School (10 acres)*

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE[1]	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Bel Air High School 100 Heighe Street Bel Air, MD 21014-4196 PSC# L12F004 LEA# 12.0373 TAX ID# 002225	9-12	1768	1282	72.51%	31.09	2009 TOTAL	262,454 262,454	Superior	Located in Priority Funding Area (PFA) 2014 SI: Remote Access 2019 SSGP: Security camera server replacement. Retrofit and upgrade classroom locks. 2021/22 HSFF: Lead Consumptive Fixture 2025 SSGP: Upgrade Surveillance tech

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[1] *Full campus size is 92.18 Acres and contains Homestead Wakefield Elementary School, Bel Air Middle School, and Bel Air High School*

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
C. Milton Wright High School 1301 North Fountain Green Road Bel Air, MD 21015-2599 PSC# L12F020 LEA# 12.0385 TAX ID# 031349	9-12	1613	1268	78.61%	70	1980 1996 2004 TOTAL	181,710 36,000 3,200 220,910	Adequate	Located in Priority Funding Area (PFA) Classroom Addition Cafeteria & Media Expansion (locally-funded) 1997 TIMS: Technology Wiring Project 1999 SR: Seven (7) Science Classrooms Renovation 2000 SR: Chiller Replacement Project 2006 SR: Roof Replacement Project 2009 ASP: Carpet Replacement 2010 ASP: Retubing of two (2) boilers 2014 EEI: Lighting Upgrades 2014 SI: Proximity Readers 2014 ASP: Concrete Repair Main Entrance 2015 ASP: Bleacher Replacement Main Gym 2015 ASP: Divider Curtain Gym 2017 MABE: Kiln exhaust modifications 2018 ASP: Auxiliary Gym Bleacher Replacement 2019 SSGP: Security camera server replacement. Retrofit and upgrade classroom locks. 2020 ASP: Light Pole Replacement 2021/22 HSFF: Lead Consumptive Fixture

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School host a regional special education program for students with autism.

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Edgewood High School 2415 Willoughby Beach Road Edgewood, MD 21014-3496 PSC# L12F009 LEA # 12.0176 TAX ID# 015125	9-12	1716	1400	81.59%	44.32	2010 TOTAL	268,354 268,354	Good	Located in Priority Funding Area (PFA) 2014 SI: Remote Access 2019 SSGP: Security camera server replacement. Retrofit and upgrade classroom locks. 2021/22 HSFF: Lead Consumptive Fixture
*Edgewood Campus consolidated total acreage					*99.97				

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Fallston High School 2301 Carrs Mill Road Fallston, MD 21047-1899 PSC# L12F001 LEA# 12.0382 TAX ID# 031373	9-12	1573	1025	65.16%	49.44	1977 TOTAL	233,500 233,500	Good	1996 Renovation 7,188 sf (seven (7) science classroom laboratories) 1998 TIMS: Technology Wiring Project 1998 ASP: Chiller Replacement 2001 ASP: Carpet Replacement 2001 ASP: Septic Drain Fields 2004 ASP: Bus Loop Asphalt Replacement 2009 ASP: Reverted Bond Program Fire Alarm Replacement 2009 SR: Roof Replacement 2012 ASP: Replace existing Hot Water Storage Tank 2013 ASP: Generator Replacement 2014 EEI: Lighting Upgrades 2014 SI: Proximity Readers 2015 ASP: Fence Replacement 2015 SR: Major HVAC Replacement 2017 MABE: Kiln exhaust modifications 2019 SSGP: Security Camera Upgrade security camera server replacement retrofit and upgrade classroom locks. 2020 ASP: Retaining wall replacement 2021 SSGP: Access Controls 2022 ASP: Bleacher Replacement

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School host a regional special education program for students with autisum.

FACILITIES INVENTORY

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Joppatowne High School 555 Joppa Farm Road Joppa, MD 21085-4698 PSC# L12F046 LEA# 12.0181 TAX ID# 120743	9-12	1056	845	80.02%	69.33	1972 1982 2008 TOTAL	172,744 1,411 9,915 184,070	Good	1982 - Elevator & Corridor Addition 2008 - Gym Addition & Public Bathrooms and Reno of Existing Gym Area 1996 SR: 7,510 sf incl 6 Science classrooms/labs 2000 TIMS: Technology Wiring 2003 ASP: Carpet Replacement 2006 ASP: Chiller Replacement 2013 ASP: Pavement repair due to break in water main 2013 ASP: Folding Partition Replacement in old gym 2014 EEI: Lighting Upgrades 2014 SI: Proximity Readers 2016 ASP: Sidewalk and Step Replacement 2017 SR: Roof Replacement 2017 MABE: Kiln exhaust modifications 2019 SSGP: Security camera server replacement. 2020-21:Limited renovation Located in Priority Funding Area (PFA)

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SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
North Harford High School 211 Pylesville Road Pylesville, MD 21132-1398 PSC# L12F016 LEA# 12.0580 TAX ID# 003474	9-12	1538	1190	77.37%	73.45	1950	61,244	Superior	
						1958	25,800		First Classroom Addition
						1960	56,070		1980 - Second Classroom Addition
						2007	63,368		Auditorium, Music, Administration and Lobby Addition
						2007	38,756		Cafeteria & Kitchen Addition
						TOTAL	245,238		1999 TIMS: Technology Wiring Project 1999 SR: Seven (7) Science Class/Lab Renovations 2000 SR: Partial Roof Replacement of Original 2007 Comprehensive Modernization of existing plus Demolition and Replacement of 38,756 sf of the original 1950 building section 2014 SI: 2019 SSGP: Security camera server replacement. Retrofit and upgrade classroom locks. 2022 SSGP: Access Controls 2025 SSGP: Upgrade Surveillance tech 2025 SSGP: Surveillance tech Stadium 2026 HSFF: Roof Project (in Progress)

DRAFT

FACILITIES INVENTORY

IAC/PSCP FORM 101.1

LEA: Harford County Public Schools

DATE: June 22, 2026
BOE Approval Date

SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Harford Technical High School 200 Thomas Run Road Bel Air, MD 21015-1699 PSC# L12F008 LEA# 12.0304 TAX ID# 031381	9-12	1135	941	82.91%	26.78	1978 1980 1999 TOTAL	138,500 2,660 77,665 218,225	Good	 Barn Gym, Theatre and Classroom Addition 1996 SR: Four Science Classrooms Renovations 1998 SR: HVAC System Replacement 1998 SR: Roof Replacement Project 1999 SR: 5,666 sf of four (4) Science Classrooms/Laboratories 2000 Systemic Renovation Boiler Replacement Project 2001 TIMS: Technology Wiring Project 2014 EEI: Lighting Upgrades 2017 MABE: Kiln exhaust modifications 2019 SSGP: Security camera server replacement. Retrofit and upgrade classroom locks 2023: LR Limited Renovation (in progress) 2025 SSGP: Upgrade Surveillance tech

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Middle/High Schools 101.1 Forms

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FACILITIES INVENTORY

IAC/PSCP FORM 101.1

LEA: Harford County Public Schools

DATE: June 22, 2026
BOE Approval Date

SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA[4] DATE	BUILDING DATA[4] SQ. FT.[3]	PHYSICAL COND	COMMENTS
Havre de Grace Middle/High School 445 Lewis Lane Havre de Grace, MD 21078-3799 PSC# L12F039 LEA # 12.0679 TAX ID# 011047	6-12	1597	1399	87.60%	57.19 Property Tranfers occurred following new school completion. Site size adjusted in 2023 EFMP	2020 TOTAL	250,111 250,111	Excellent	Located in a Priority Funding Area (PFA)

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FACILITIES INVENTORY

IAC/PSCP FORM 101.1

LEA: Harford County Public Schools

DATE: June 22, 2026
BOE Approval Date

SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Patterson Mill Middle/High School 85 Patterson Mill Road Bel Air, Maryland 21215 PSC# L12F057 LEA# 12.0187 TAX ID# 01017462	6-12	1,723	1596	92.63%	77.35	2007 Total	265,000 265,000	Superior	Located in Priority Funding Area (PFA) 2014 SI: Remote Access 2019 SSGP: Security camera server replacement. Retrofit and upgrade classroom locks. 2021/22 HSFF: Lead Consumptive Fixture 2022 SSGP: Access Controls

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School host a regional special education program for students with autism.

Speciality Schools
101.1 Forms

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FACILITIES INVENTORY

IAC/PSCP FORM 101.1

LEA: Harford County Public Schools

DATE: June 22, 2026
BOE Approval Date

SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Harford Academy at Campus Hills 100 Thomas Run Road Bel Air, MD 21015-1616 PSC# L12F025 LEA# 12.0391 TAX ID# 031381 * This school was previously John Archer School, It was renamed in 2022	Pre-K-12	200	125	62.50%	26.78	1971 1981 TOTAL	45,584 18,400 63,984	Adequate	1999 TIMS: Technology Wiring Project 2005 ASP: Cooling Tower Replacement 2014 SI: Proximity Readers 2016 ASP: Paving Repairs 2019 SSGP: Security camera server replacement and classroom locks upgrade and retrofit. 2022 SSGP: Access Controls

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FACILITIES INVENTORY

IAC/PSCP FORM 101.1

LEA: Harford County Public Schools

DATE: June 22, 2026
BOE Approval Date

SCHOOL NAME & ADDRESS	GRADES	SRC	PRIOR FALL HEAD COUNT ENRLMT 2025	% UTIL	ACREAGE	BUILDING DATA DATE	BUILDING DATA SQ. FT.	PHYSICAL COND	COMMENTS
Swan Creek School 253 Paradise Road Aberdeen, MD 21001	K - 12	243	Virtual School 422	**	6.13	1965	106,900	Adequate	Alternative Education School
			Alternative Education 128			1992	187		Elevator Addition
PSC# L12F018 LEA # 12.0270 TAX# 005182						TOTAL	107,087		1990 SR: Roof Replacement 2010 ASP: Main Electric Service Replacement 2014 SI: Proximity Readers 2016 SR: Air Conditioning added 2018 ASP: Folding Partition Wall Replacement 2019 SSGP: Security camera server replacement and classroom lock retrofit 2020 HSFF: Water Bottle Station 2021/22 HSFF: Lead Consumptive Fixture 2022 HSFF: HVAC upgrades 2022 CIP: Roof Replacement 2022 SSGP: Access Controls
NOTE: Acreage shared with Aberdeen High School									
*Name Changed in 2021 from Center for Educational Opportunity									

*** this school has a combination of e-learners and inperson learners. % utilization does not adequitely reflect school use.*

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*63.43 Acre parcel shared with Aberdeen High School(47.3 acres), Swan Creek (6.13 Acres), and Bakerfield Elementary School (10 acres)

Facility Needs Analysis Form 101.3

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LEA: HARFORD COUNTY PUBLIC SCHOOLS DATE: June 22, 2026

EXISTING AND/OR PROPOSED SCHOOL	TYPE OF PROJECT	GRADES	SRC	ENROLLMENTS		JUSTIFICATION FOR PROJECT	PLANNING REQUEST FISCAL YEAR
				Actual 2025	7th Year		
Major Projects							
Combination Special Education Public Day School (Harford Academy) & New Elementary School	Replacement	PreK - 12	200	125	142 + New Elementary School (598 capacity)	Create a new free-standing special educational facility and a new elementary school to add elementary capacity.	FY 27
C. Milton Wright High School	Limited Renovation	9-12	1613	1267	1244	This is a limited renovation project to replace aging systems and address educational facility needs.	FY 28
Old Post Elementary School	Replacement	PreK-5	984	824	845	This is a replacement project to replace a three building aging elementary school.	FY 29
Bel Air Middle School	Addition - Renovation	6-8	1243	1,066	1,054	This is a renovation and addition project to replace aging infrastructure and address future capacity needs.	FY 31
Havre de Grace Elementary School	Scope study needed. Multi-Systemic or Addition - Renovation	PreK-5	542	599	615	This school has multiple systemic needs as well as capacity concerns. HCPS would like to complete a scope study to look at options to address the systemic concerns, moderenize the facility, and add capcity for	FY 33
Bakerfield Elementary School	Scope study needed. Multi-Systemic or Addition - Renovation	PreK-5	500	484	575	This school has multiple systemic needs as well as capacity concerns. HCPS would like to complete a scope study to look at options to address the systemic concerns, moderenize the facility, and add capcity for the anticipated growth in this area.	FY 35
Roof Replacement							
Meadowvale	Roof Replacement	PreK-5	568	544	548	Replace the end of life aged roof to address frequent leaks and and increased	FY 28
Riverside Elementary	Roof Replacement	PreK-5	588	507	607	Replace the end of life aged roof to address frequent leaks and and increased	FY 29
Darlington Elementary	Roof Replacement	K-5	157	99	100	Replace the end of life aged roof to address frequent leaks and and increased	FY 30
Roye-Williams Elementary	Roof Replacement	PreK-5	708	452	458	Replace the end of life aged roof to address frequent leaks and and increased	FY 31

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LEA: HARFORD COUNTY PUBLIC SCHOOLS DATE: June 22, 2026

EXISTING AND/OR PROPOSED SCHOOL	TYPE OF PROJECT	GRADES	SRC	ENROLLMENTS		JUSTIFICATION FOR PROJECT	PLANNING REQUEST FISCAL YEAR
				Actual 2025	7th Year		
Church Creek Elementary	Roof Replacement	PreK-5	819	703	717	Replace the end of life aged roof to address frequent leaks and and increased	FY 32
William S James Elementary	Roof Replacement	K-5	521	427	441	Replace the end of life aged roof to address frequent leaks and and increased	FY 33
Emmorton Elementary	Roof Replacement	K-5	570	579	569	Replace the end of life aged roof to address frequent leaks and and increased	FY 34
HVAC Systemic							
Edgewood Elementary	HVAC Systemic	PreK-5	461	421	408	A systemic renovation to address system failures in the building including, HVAC, building controls, electrical fire alarm, sprinkler, exterior doors and windows.	FY 28
Aberdeen High	HVAC Systemic	9-12	1720	1330	1260	A systemic renovation to address system failures in the building including, HVAC, building controls, electrical fire alarm, sprinkler, exterior doors and windows.	FY 29
Fountain Green Elementary	HVAC Systemic	PreK-5	548	481	495	A systemic renovation to address system failures in the building including, HVAC, building controls, electrical fire alarm, sprinkler, exterior doors and windows.	FY 30
Hickory Elementary	HVAC Systemic	K-5	668	610	604	A systemic renovation to address system failures in the building including, HVAC, building controls, electrical fire alarm, sprinkler, exterior doors and windows.	FY 31
Central Office	HVAC Systemic	N/A	N/A	N/A	N/A	A systemic renovation to address system failures in the building including, HVAC, building controls, electrical fire alarm, sprinkler, exterior doors and windows.	FY 32
Southampton Middle School	HVAC Systemic	6-8	1444	1210	1280	A systemic renovation to address system failures in the building including, HVAC, building controls, electrical fire alarm,	FY 33
Church Creek Elementary	HVAC Systemic	PreK-5	819	703	717	A systemic renovation to address system failures in the building including, HVAC, building controls, electrical fire alarm, sprinkler, exterior doors and windows.	FY 35

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LEA: HARFORD COUNTY PUBLIC SCHOOLS DATE: June 22, 2026

EXISTING AND/OR PROPOSED SCHOOL	TYPE OF PROJECT	GRADES	SRC	ENROLLMENTS		JUSTIFICATION FOR PROJECT	PLANNING REQUEST FISCAL YEAR
				Actual 2025	7th Year		
Harford Glen	HVAC Systemic	N/A	N/A	N/A	N/A	A systemic renovation to address system failures in the building including, HVAC, building controls, electrical fire alarm, sprinkler, exterior doors and windows.	FY 36
Hickory Annex	HVAC Systemic	N/A	N/A	N/A	N/A	A systemic renovation to address system failures in the building including, HVAC, building controls, electrical fire alarm, sprinkler, exterior doors and windows.	FY 36
Fallson Middle	HVAC Systemic	6-8	1104	1079	1080	A systemic renovation to address system failures in the building including, HVAC, building controls, electrical fire alarm, sprinkler, exterior doors and windows.	FY 37
Emmorton Elementary	HVAC Systemic	K-5	570	579	569	A systemic renovation to address system failures in the building including, HVAC, building controls, electrical fire alarm, sprinkler, exterior doors and windows.	FY 38

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Appendix G
Floor Plans and Site Plans

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Not Available Online

Appendix H
Regional Programs Data

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SY 25-26 PROGRAMS AND SERVICES

School Name	Title I	Full-Day Pre-K	Learning Together	Early Learner	HACH Early Intervention	STRIVE	CSP	Judy Center	ATSI	TSI	Priority	LPS	Community
ELEMENTARY													
ABES		1				2							
BFES 4th Tier		2											
BAES 4th Tier		1											
CCES		2					3						
CVES		1											
DAES						2							
DFES 4th Tier		4				1							
DUES		1											
EDES		2	2	1									
EMES			1	1									
FHES						3							
FLES 4th Tier		2				2							
FGES		2											
GLES		2											
HACH					1	2							
HXES		3											
HDES 4th Tier		2	1	1									
HIES						3							
HWES		2	1	1									
JVES							2						
JOES		2					3						
MAES		3							CSI				
MVES		2	1	1									
NOES													
NBES		2	1	1									
NHES		2											
OPES		4											
PMES		2					3						
RPES 4th Tier							3						
RFES						2							
RIES		2				2							
RWES		2				2							
SCS													
WJES 4th Tier						3							
YBES			1	1									
Total Sites	9	23	7	7	1	11	5	3	6	6	3	1	12
Total Classrooms		48	8	7	1	24	14						

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SY 25-26 PROGRAMS AND SERVICES

School Name	STRIVE	FUTURE LINK	CSP	ATSI	TSI	Priority	LPS	Community
	MIDDLE							
ABMS			1					
BAMS								
EDMS								
FAMS	1							
HACH								
HDMS								
MAMS			2					
NHMS			1					
PMMS	2							
SCS								
SOMS	1							
	HIGH							
ABHS								
BAHS			2					
CMHS	1							
EDHS								
FAHS	2							
HACH								
HDHS								
HTHS		2						
JOHS								
NHHS								
PMHS								
SCS								
Total Sites	5	1	4	7	2	6	5	5
Total Classrooms	7	2	6					

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SY 25-26 PROGRAMS AND SERVICES

PROGRAM DESCRIPTIONS:

4th Tier schools operate on a 9:30 AM – 4:00 PM schedule.

Title I High-poverty elementary Schools (those with 49.5% or more students from low-income families) are eligible to adopt Title 1 programs to raise the achievement of students by improving instruction.

Prekindergarten is a federal and state-funded program for 4-year-old children who are from families that are economically disadvantaged, homeless or for children in foster care. The overall goal of prekindergarten is to provide learning experiences to help children develop and maintain the necessary school readiness skills to be successful in kindergarten. The prekindergarten program provides appropriate experiences that address the literacy, mathematical, cognitive, social, emotional, and physical needs of young children. Twenty-three of the Harford County Public Schools prekindergarten sites offer a full-day program. Special education and related services are provided in accordance with Individualized Education Programs for individual students who have been identified for Special Education

Learning Together is an inclusive preschool program where 3 and 4-year-old children, with and without disabilities, learn, play, and grow alongside one another. The program promotes social skills, communication, early literacy, and early math literacy skill development for all children. A MSDE approved early childhood curriculum (Creative Curriculum) aligned with the Maryland College and Career Ready standards is taught by a preschool special educator and supported by a paraprofessional. Children with disabilities attend two or three half-days per week, based on the IEP team determination. Typical developing peers are approved through an application process and attend on the same schedule as the identified students with disabilities.

Early Learners classrooms utilize highly effective, research-based teaching strategies, including Applied Behavior Analysis, with a focus on Verbal Behavior, to promote communication and social skill development and reduce or replace maladaptive behaviors. The Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP), along with the Maryland College and Career Ready Standards provides the basis for instructional planning and decision-making relative to each individual student. This program has an enhanced staff to student ratio to motivate and engage students. Children typically attend four half-days per week. One day per week is designated for the special education staff to make home or caregiver visits and conduct parent workshops to promote collaboration and consistency across the child's home or daycare and school environments.

Harford Academy Early Intervention classrooms for students who require more intensive supports, modifications, or medical services are located at Harford Academy. IEPs for these students address significant needs in most developmental areas with emphasis on functional life skills.

STRIVE Program (Structured Teaching with Reinforcement in a Visual Environment) offers a full continuum of supports and placements to meet the needs of students on the autism spectrum with significant communication, behavioral, and academic need. Students attending STRIVE present with distinctive learner characteristics and require Applied Behavior Analysis (ABA) to shape desired behaviors. Students in STRIVE require intensive instruction with errorless teaching procedure, functional life skills training, and communication support. Instruction is aligned with the Maryland Core Content Connectors according to the College and Career-Ready Standards.

Future Link is a post-secondary program for identified students working toward a Maryland Certificate of Program Completion (MCOPC) in their final two years of school. It focuses on building independence through intensive community-based instruction and supported work experiences.

The Classroom Support Program (CSP) is a Harford County Public School regional, therapeutic, behavioral support program. At all levels, the CSP classes provide structured, supportive settings with embedded behavioral supports for a student having needs which cannot be met in a less restrictive environment. In addition, the CSP can serve as a less restrictive environment for a student returning from a non-public setting. In the CSP, a student's program and schedule are individualized according to his/her respective social-emotional and self-management needs. Special educators and mental health professionals (school psychologists, counselors, and social workers) address the needs of the student.

HCPS Judy Centers provides support services for children birth through kindergarten and their families who reside in the Magnolia Elementary school attendance area. Judy Centers promote school readiness through collaboration with community-based agencies, organizations, and businesses.

TSI Targeted Support & Improvement requires states identifies schools for support and improvement, based on the data from each state's accountability system. Beginning with accountability determinations made with data from SY 2023-2024 and annually thereafter, MSDE identifies a school for TSI when it has a student group that earned less than 45% of possible points across all indicators in both the current and prior years; and it is not identified for CSI or ATSI.

ATSI Additional Targeted Support and Improvement school identification is based upon performance of specific student groups that scored below 29.67% of the schools' earned points based upon the MD ESSA Accountability Framework during the 2021-202 school year. Comprehensive Support and Improvement (CSI) low performing school identification is based on the lowest performing five percent of Title I schools in the state based on the "all students" group. A school is identified as a CSI low graduation rate school if the high school has a four-year adjusted cohort graduation rate of less than 67.7%. HCPS is required to develop action plans which include evidence-based interventions to address identified needs for schools in these categories.

Priority Schools The designation of "priority school" is a local initiative to provide additional resources to schools who meet a certain criterion. Examples of information used to determine priority schools include teacher retention and staffing challenges. A priority school may receive additional resources, staffing, and professional development in the HCPS operating budget to support the critical needs of that school.

LPS: Blueprint Career Ladder Low-Performing Schools This part of the Career Ladder is defined by MSDE and must include schools identified as a 1-star or 2-star school in two of the three most recently available years of the Accountability System. Schools can also be included if they are in the bottom 10% of schools within their Elementary/Middle or High school level. Teacher salary increases associated with the career ladder include the following:

- $10,000 salary increase for teachers who become a Nationally Board-Certified Teacher
- $7,000 salary increase for Nationally Board-Certified Teachers in a low-performing school and continues as long as the teacher remains at the school.

Community Schools develop and foster partnerships that connect the school, students, families, and surrounding community to the resources needed in order to flourish. The community school strategy is deeply rooted in equity and collective impact; it highlights the assets in traditionally underserved communities and leverages additional partnerships to fill in the gaps and "wrap services around" those in need. These supports come in the form of access to health services, mental health support, academic enrichment, out-of-school time programming, crisis support, adult education classes, leadership development, health/nutrition, and more. community schools are identified in a grant process through MSDE.

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Regional Magnet Program

High Schools	
ABHS	Science and Mathematics Academy 220
BAHS	
CMHS	
EDHS	Global Studies and International Baccalaureate 200 Teacher Academy of Maryland - 180
FAHS	
HGHS	Information Technology Oracle Academy 200
JOHS	Pathways in Technology Early College High School 120 Army Junior Reserve Officers Training Corps (JROTC) 200
NHHS	Natural Resources and Agricultural Sciences - 400 Teacher Academy of Maryland - 180
PMHS	
Specialty Schools	
HAS	
HTHS	Trades and industries Multiple - 1000

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Approved High School CTE Programs

CTE Programs	ABHS	BAHS	CMHW	EWHS	FAHS	HTHS	HGHS	JOHS	NHHS	PMHS	SCS Alt ED
Academy of Finance (NAF)				■							
Academy of Health Professions - Certified Nursing Assistant						■					
Academy of Health Professions - Physical Rehabilitation						■					
Accounting and Finance	■	■	■	■	■		■	■	■	■	■
Advanced Technology Education	■	■	■	■	■		■	■	■	■	■
Agricultural Sciences and Operations									■		
Agricultural Sciences and Operations - Veterinary Technician									■		
Apprenticeship Maryland Program	■	■	■	■	■	■	■	■	■	■	■
Automotive Technology Maintenance and Light Repair- Plus (NATEF)						■					
Biomedical Science (PLTW)		■					■				
Business Management	■	■	■	■	■		■	■	■	■	■
Career Research and Development	■	■	■	■	■		■	■	■	■	■
Careers in Cosmetology						■					
Drafting and Design Technology						■					
Early Childhood Education Child Development Associate (CDA) Preschool	■	■	■	■	■		■	■	■	■	
Early Childhood Education/Child Care	■	■	■	■	■		■	■	■	■	
Fire Emergency Medical Training/ High School Cadet (MFRI)	■	■	■	■	■		■	■	■	■	
Food and Beverage Management (Prostart)	■	■	■	■	■		■	■	■	■	
Graphic Communications (PrintED)						■					
Homeland Security and Emergency Preparedness Criminal Justice/Law Enforcement								■			

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Approved High School CTE Programs

CTE Programs	ABHS	BAHS	CMHW	EWHS	FAHS	HTHS	HGHS	JOHS	NHHS	PMHS	SCS Alt ED
Homeland Security and Emergency Preparedness Homeland Security Sciences								■			
Homeland Security and Emergency Preparedness Information/Communications Tech								■			
Interactive Media Production		■							■	■	■
IT Networking Academy (Cisco)						■					
IT Networking Academy (CISCO) - CCENT						■					
JROTC- Junior Reserve Officers' Training Corps								■			
Local Automotive Transportation Technologies						■					
Local Construction Maintenance - HVAC						■					
Local Construction Maintenance - Welding						■					
Local Construction Trades - Carpentry						■					
Local Construction Trades - Electrical						■					
Local Construction Trades - Masonry						■					
Manufacturing Engineering Technology (MSSC)						■					
Marketing	■	■	■	■	■		■	■	■	■	
Oracle Academy - Java Programming							■				
Pre-Engineering (PTLW)	■		■		■						
P-TECH: Information Systems/Cybersecurity								■			
Restaurant, Culinary, and Catering Management						■					
Teacher Academy of Maryland				■		■			■		

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Regional Special Education Program
Facility Space Requirements

AUTISM PROGRAM: STRUCTURED TEACHING WITH REINFORCEMENT IN A VISUAL ENVIRONMENT (STRIVE)
Two classrooms - at least one with a restroom - Currently moving towards adding a third "transition" classroom to each school with a program.
Sensory Room (Can be shared with general population)
De-escalation space
Calming space
Secondary schools require life skills space and small locker room
Age appropriate fenced playground for elementary school programs

PREKINDERGARTEN
One classroom with a restroom
Age appropriate playground

CO-TAUGHT PREKINDERGARTEN
One classroom with a restroom
Sensory Room (Can be shared with general population)
Age appropriate fenced playground

LEARNING TOGETHER
One classroom with a restroom
Sensory Room (Can be shared with general population)
Age appropriate fenced playground

EARLY LEARNERS
One classroom with a restroom
Sensory Room (Can be shared with general population)
Age appropriate fenced playground

CLASSROOM SUPPORT PROGRAM (CSP)
Two - three classrooms - at least one with a restroom
Sensory Room (Can not be shared with general population)
De-escalation space
Two calming spaces
Age appropriate fenced playground for elementary school programs

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Appendix I
Space Assessment

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HARFORD COUNTY PUBLIC SCHOOLS

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FACILITY UTILIZATION
and
PROGRAM ADEQUACY ASSESSMENT

January 2026

GWWO ARCHITECTS

HARFORD COUNTY PUBLIC SCHOOLS

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Principal Surveys

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EXECUTIVE SUMMARY

- OVERVIEW

- PROJECT OUTCOME

- METHODOLOGY SYNOPSIS

- SUMMARY OF FINDINGS

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EXECUTIVE SUMMARY

OVERVIEW

As education continues to evolve from teacher-led to more learner-centric modalities, especially in recent years, school systems across the country are experiencing space needs as it relates to space utilization beyond core learning. Specialized programs that support vulnerable students and communities, robust special education and full day Pre-K programs in public school buildings while vital to student success are taxing schools when the additional space needs have not been accounted for. Similarly, space needs related to core learning become a resultant issue as school building design has historically not provided for the support services a modern learning environment requires.

Harford County Public Schools (HCPS) offer several specialized support services in most of their 33 existing elementary schools. The overall impact that unplanned programming with significant space requirements has on the physical space and learning environments diminishes the school's capacity to adequately deliver these vital programs.

Among the support services provided are several Pre-Kindergarten programs, including Early Learner, Learning Together, and Full-Day Pre-K. Other programming includes instruction and support for students with special educational needs, including STRIVE, TSI, ATSI, and CSP, as well as Title I, which supports schools in low-income areas that need additional academic support and resources. HCPS also has several schools that are Community Schools and/or have a Judy Center, both providing robust services to the community beyond the educational support services they provide.

To address the current concerns, and plan for anticipated expansion of specialized programming, Harford County Public Schools has undertaken a space utilization assessment of its thirty-three existing elementary school facilities. This assessment effort includes the verification of existing space-types and utilization throughout each school through site visits, comparison against the current HCPS Elementary School Education Specification (Ed Spec) for space quantity and program area (NSF) and enrollment projections, and evaluation of criteria related to quality of space.

This comprehensive look at needs, utilization, and adequacy of space, combined with both operational and potential capital recommendations, will inform relief strategies in both the near term and long-range facility planning.

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PROJECT OUTCOME

The observations gathered, the data analyzed, and findings presented in this report are the culmination of a several months long effort by GWWO, HCPS administration, and elementary school administrators. The resultant scoring, rankings, and recommendations are a product of the team's wide-ranging areas of expertise, providing the school system with a toolbox for resolving longstanding, and growing issues related to space (utilization and capacity) and the condition of the physical plant.

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METHODOLOGY SYNOPSIS

The amount of information required to be gathered, evaluated, and understood required a compartmentalized approach to the study. GWWO organized the project into four phases that would allow the team to work efficiently toward preparing the findings and recommendations presented in this report.

Project Planning, Initial Information Gathering, and Database Development

- Define project goals, working group members, and engagement strategies
- Develop facility database
- Organize documentation provided by HCPS
- Create and distribute stakeholder survey

Site Visits and Space Use Verifications

- Visit each of the thirty-three HCPS elementary schools
- Confirm HCPS existing condition drawings reflect current interior layouts
- Confirms space-use type of each room
- Understand programmatic needs related to special education and specialized programming
- Perform high-level qualitative assessment of the learning environment

Space Utilization Analysis and Scoring

- Establish baseline for program quantities and areas (NSF)
- Evaluate existing program quantities and program areas (NSF) against baselines for each space
- Develop scoring methodology to aggregate scores of primary interest categories to arrive at a combined score

Recommendations and Reporting

- Identify operational recommendations for improving the existing conditions of the existing learning environment
- Identify capital improvement recommendations to be considered when funding is available for large-scale projects that will improve existing learning environments and/or provide new modern learning environments.

Through a transparent and collaborative approach, GWWO and HCPS worked closely through all phases including site visits, biweekly coordination and review meetings, and workshops to identify and prepare the recommendations presented in this report.

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SUMMARY OF FINDINGS

Harford County Public School's 33 elementary schools currently serve over 17,000 students from Pre-K through 5th grade. Daily, these students find themselves in well-maintained facilities surrounded by teachers, administrators, and staff dedicated to delivering a high-quality educational program. However, some schools face greater challenges than others due to their size, configuration, physical condition, and unique student needs. This section offers a high-level summary of the study's findings. More in-depth information is available in Sections 3 and 4.

HIGH PRIORITY SCHOOLS

The Assessment Team identified the following ten schools that would be considered high priority due to combined challenges with space utilization, project enrollment capacity, and facility conditions. Our recommended solutions are stated below as a planning guide for HCPS's Planning and Construction Department personnel.

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Facility Name	OPERATIONAL					CAPITAL					
	SRC Revision	Enrollment Rebalancing	Storage Capacity Optimization	Upgrade Student Furniture	Reassesss in 5 Years	Renovation	Renovation + Addition	Reno + Partial Replacement	Replacement	Closure + Enrollment	Reassess in 5 years
Old Post Road Primary Elementary	■	■	■	■					■		
Emmorton Elementary		■	■				■				
Havre de Grace Elementary	■	■	■	■			■		■		
Hickory Elementary	■	■	■	■			■		■		
Magnolia Elementary	■	■	■	■					■		
Bakerfield Elementary		■	■	■			■	■			
Fountain Green Elementary	■	■		■		■					
Bel Air Elementary		■		■			■		■		
Meadowvale Elementary	■	■	■	■			■				

SPACE UTILIZATION

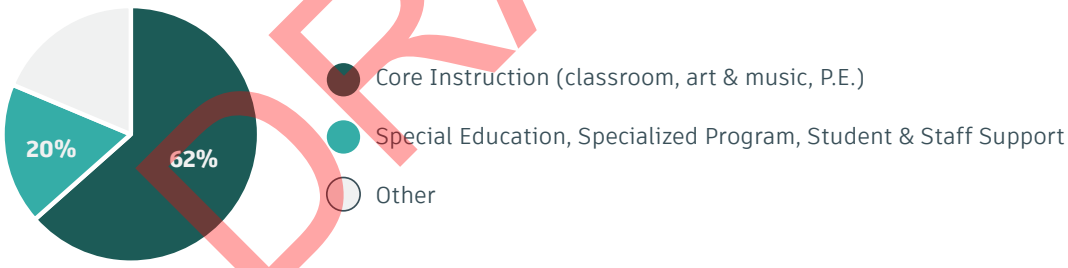
Schools with Regional Special Education and Specialized Programs

Of the 33 elementary schools, 29 have at least one Regional Special Education Program or Specialized Program such as Title I or Community School. Over half of HCPS's elementary schools (18) have two or more. This places a tremendous burden on the programming and utilization of existing space, as many of these schools were designed and built prior to the existence of these programs.



Space Inventory

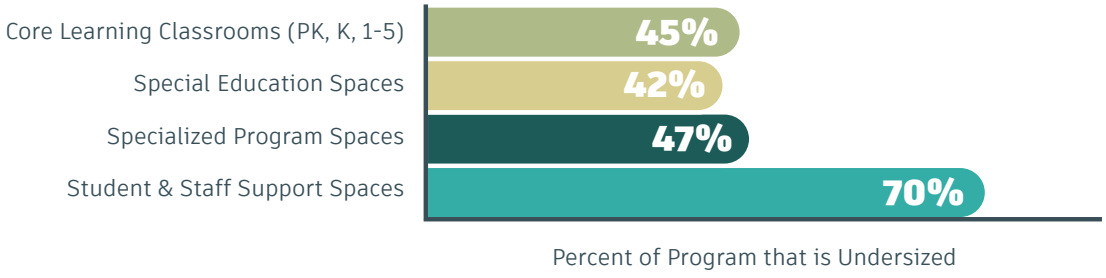
HCPS has over three thousand rooms in their 33 elementary schools, totaling over 1.6 million net square feet, dedicated to supporting their educational program. 62% of these rooms are dedicated to core instruction such as classrooms, art and music, and physical education. 20% of these rooms are dedicated to Special Education, Specialized Programs, and Student and Staff Support.



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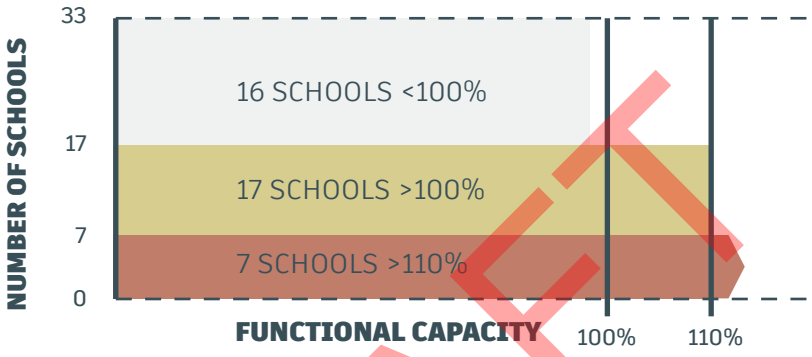
Space Size

Many of the critical spaces in HCPS's elementary schools are undersized, defined as 90% or less than HCPS's and the state's recommended minimum area for each type of program:



SCHOOL ENROLLMENT AND CAPACITY

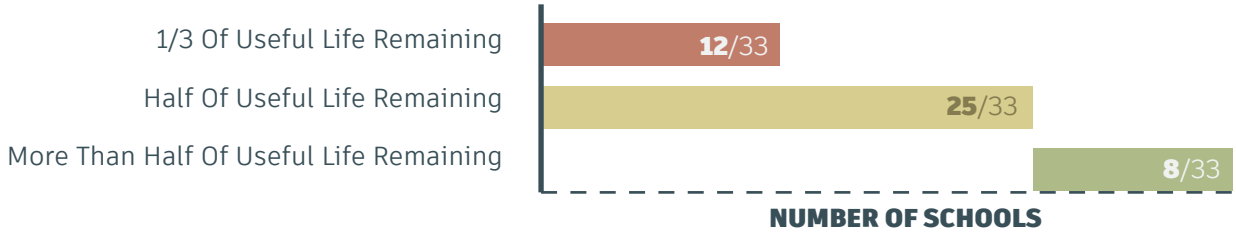
Over half (17) of the county's elementary schools will be at or over their functional student capacity at some point within the next 8 years. Seven schools will have an enrollment over 110% of the school's capacity.



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SCHOOL ENROLLMENT AND CAPACITY

25 of the county's 33 elementary schools have surpassed half of their useful life, with over one-third (12) having reached a critical point, exceeding 60% of their useful life.



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INTRODUCTION

- ASSESSMENT TEAM

- REPORT ORGANIZATION

- HOW TO USE THIS REPORT

- METHODOLOGY

- BASELINE SPACE INVENTORY

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ASSESSMENT TEAM

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Roye-Williams Elementary School – *Ms. Rose Martino (P), Ms Stephanie Harris (AP)*
William S. James Elementary School – *Ms. Bethany Farver (P), Ms. Kristine Stahm (AP)*
Youth's Benefit Elementary School – *Ms. Lisa Minutoli (P), Mr. Christopher Frickman (AP), Ms. Ashley Gereli (AP)*
(P): Principal; (AP): Assistant Principal

CONSULTANT GROUP - **GWWO ARCHITECTS**

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Mr. Matt Ames, *AIA*
Mr. Adam Alford
Ms. Emma Cafiero
Mr. Joey Morse

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REPORT ORGANIZATION

The content of this report begins with an overview of the approach to this study and the process that developed the resulting recommendations, followed by the big-picture analysis of the issues facing Harford County Public Schools and the factors considered in the analysis, and finally the data for each HCPS elementary school.

The Individual School Summaries provide the most granular data for the condition, utilization, and needs of each school facility. Also included for each school are scoring summaries based on the criteria analyzed, rankings based on that scoring methodology, and recommendations for resolving the ongoing issues. The information presented here should be used as a tool for evaluation of prioritizing system-wide upgrades.

Appendices include all data used for this study, including current floor plans, detailed space inventories, and detailed scoring, which will be vital tools for HCPS's path forward.

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REPORT ORGANIZATION

The information provided in this report and its organization offers HCPS a variety of opportunities and considerations for resolving the space utilization issues in elementary schools. As the system evaluates various relief and capital improvement strategies for when funding is available, the report can be used in a variety of ways.

- As a singular document, the information provided provides a general understanding of the issues facing HCPS related to availability of space. The scoring and ranking methodology provides the system with empirical data to support enrollment rebalancing and capital improvement projects.
    - Breaking down the individual school summaries into their components will support HCPS in determining the intervention for each school, if required.
    - The Facility Assessment indicates where each school is successful or unsuccessful at providing a modern learning environment.
    - The Space Analysis provides an overview of the spaces provided compared to what is required by the baseline.
    - The analysis of specialized programs provides information on how the school meets the needs of the programs that are provided; this information is based on evaluation of the Space Analysis and surveys completed by the principals.

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METHODOLOGY

The goal of this study is to objectively determine how adequately each of Harford County Public School's thirty-three elementary schools are able to deliver HCPS's educational programs when compared to baseline standards set by both HCPS and the Maryland State Department of Education (MSDE). This was accomplished by evaluating criteria falling into the following three categories:

1. SPACE UTILIZATION AND ADEQUACY: the size and quantity of each school's spaces
2. STUDENT ENROLLMENT AND CAPACITY UTILIZATION: a school's capacity compared to projected enrollment
3. FACILITY CONDITIONS: the school's physical condition

HCPS engaged GWWO to develop, facilitate, and execute a comprehensive process to produce comparable evaluations and actionable recommendations. This section outlines the methodology used to structure the study, collect quantitative data, evaluate space and school level space conditions, generate a comparative scoring system, and, ultimately, provide insights and recommendations on how each school can be improved to best deliver HCPS's educational program and meet the district's goals.

GWWO organized the study into four distinct phases:

- PROJECT PLANNING, INITIAL INFORMATION GATHERING, AND DATABASE DEVELOPMENT
- SITE VISITS AND SPACE USE VERIFICATIONS
- SPACE UTILIZATION ANALYSIS and SCORING
- RECOMMENDATIONS AND REPORTING

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PROJECT PLANNING, INITIAL INFORMATION GATHERING, AND DATABASE DEVELOPMENT

During this phase, the team articulated the project goals, identified the working group and stakeholder engagement strategy, established an overall project schedule, and began the initial development of a database to track facility information.

HCPS shared internal information and documents with GWWO including, but not limited to existing conditions drawings for all schools, current and projected enrollment data, regional special education and specialized program information, and pre-kindergarten program locations. The information was coallated in the facility database and formatted to facilitate analysis during the study's later phases.

During this phase, the team coallated information from HCPS's latest Elementary School Educational Specifications or Ed Specs. Ed Specs establish design guidelines and standards, minimum room counts and sizes based on school enrollment, and other basic design criteria. This document effectively become the "recipe" for designing and programming an elementary school in the district. As discussed later, the team used this to establish baseline quantitative evaluation criteria for the study.

To augment this information, HCPS and GWWO created an online survey that was executed by each school's principal. The survey's questions focused on the adequacy of existing space in supporting the school's special education and specialized programs from each principal's perspective. The survey results were essential to inform the team on each school's most pressing space utilization issues and are included in the facility database and as an Appendix to this report.

SITE VISITS AND SPACE USE VERIFICATIONS

Upon completion of the first phase, the team developed a process visit each school and evaluate space utilization. Prior to the site visits, the GWWO team and HCPS staff visited Halls Cross Roads ES, Homestead/Wakefield ES, and Emmorton ES. These three schools were selected as they represent the wide range of space utilization concerns present throughout HCPS. During this preliminary site visit, the team established benchmark criteria and determined an appropriate level of detail of data to be collected and recorded.

The group agreed to perform the following tasks during the site visits:

- Confirm HCPS's existing conditions drawings reflected the general layout of the school building and document substantial changes to floor plans and room layouts. The intent was not to create drawings with an accuracy equal to existing conditions drawings.
- Record room names and utilization at the time of the visit. Where a room housed multiple programs, its primary use was recorded.
- Understand specific programmatic needs of each school specifically relating to special education and specialized programs (i.e., Title I, Community School, Judy Center, etc.).

During July 2025, GWWO visited all thirty-three of HCPS's elementary schools over the course of two weeks. GWWO's team consisted of two to three architects accompanied by Missy Valentino, HCPS Facility Planner, and each school's principal. The team spent approximately 90 minutes at each school, walking the building, taking photographs, recording space utilization data, notating plan deviations, and highlighting unique situations or information requiring further study.

The information collected in the field was recorded in the facilities database and each school's Revit model for use in future analysis.

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SPACE UTILIZATION ANALYSIS

Following the field verification, GWWO completed a detailed space utilization analysis of each school's ability to support HCPS's educational program goals and needs when compared to the county and state standards. The analysis methodology was designed to objectively evaluate each school's individual spaces and provide a view of each school's space overall utilization and adequacy.

Each school's spaces were evaluated on two criteria: a **space's size (area)**, measured in square feet, and the **quantity of space types**. This evaluation permitted the team to understand if there are enough spaces in a school to support both basic and special programs, and if the existing spaces are large enough to accommodate an appropriate number of students, faculty, and staff. The team recognizes that other qualitative criteria contribute to the adequacy of educational space. However, the scope of this analysis was limited to area and quantity.

To objectively evaluate each space and school, the team created a data set to establish baseline quantity (count) and area criteria for each space by combining information from HCPS's Elementary School Ed Spec, the Homestead/Wakefield Elementary School (HCPS's newest elementary school), Red Pump Elementary School, and input from HCPS professional staff to generate a minimum area and count for each space. The resulting baseline table can be found on page 22. Ultimately, this baseline data was used to evaluate each school's space and determine a score as described herein.

SCORING

The team developed a scoring methodology that aggregates scores from the three main categories of interest to arrive at a Combined Score:

1. SPACE UTILIZATION AND ADEQUACY **(Space Score)**
2. STUDENT ENROLLMENT AND CAPACITY UTILIZATION **(Capacity Score)**
3. FACILITY CONDITIONS **(Facility Score)**

Each school's Combined Score is calculated by ranking all the school's Space, Capacity, and Facility scores from 1 to 33 and adding these ranks to create a school's Combined Score. The final, Combined Scores for all schools were then ranked again, from 1 to 33, resulting in a Combined Rank. The higher a school's rank, the more the school needs major operational and capital solutions in comparison to other schools. The scoring methodology for the three categories are described below. Summaries of each school's scores can be found on pages **XX-XX**. Detailed raw scores for each space and school can be found in Appendix B.

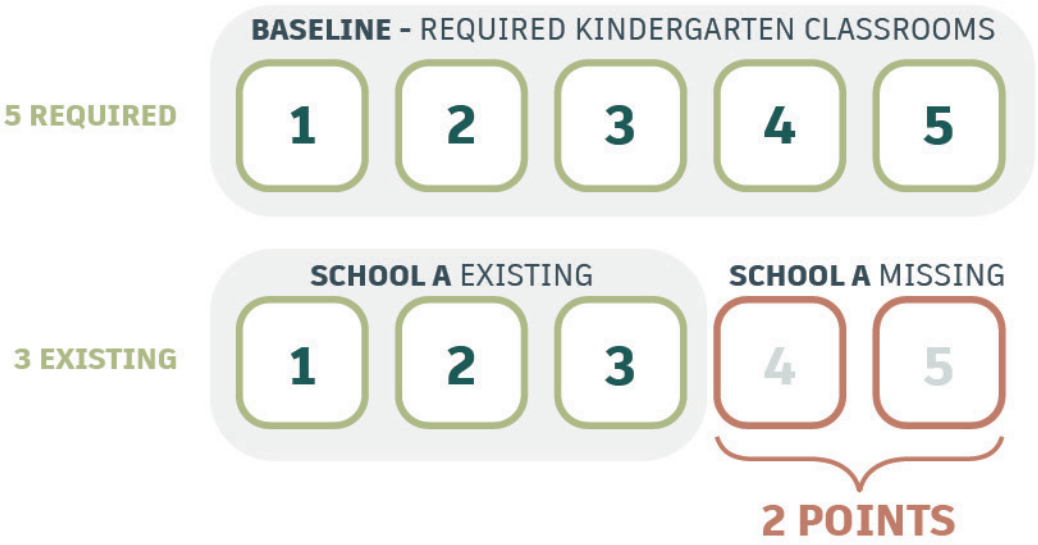


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SPACE SCORE

The Space Score indicates how the quantities and areas of each space compare to the established baseline noted above. Two types of scores were generated: Quantity Score and Area Score as described below.

The **Quantity Score** measures how many spaces are missing when compared to the baseline count based on the school's projected enrollment. A space receives a point if the space is missing from the school and no points if the space exists. For example, if School A has three Kindergarten Classrooms and the required number of Kindergarten Classrooms for School A, based on projected enrollment, is 5, that school would receive a score of 2.



The **Area Score** measures the sufficiency of a space's area to support its intended educational activities and program. It is a point value based on the ratio of the space's actual area compared to the baseline's minimum area. For example, if each of the three Kindergarten Classrooms in School A are 850 SF and the baseline area is 1100, the resulting ratio is 77%. Or, in other terms, these classrooms are 23% too small.



The actual area is 77% the size of the baseline.
This classroom is 23% too small

We applied the following point scale to the area ratio to assign a point value:

30% or greater receives a score of ***5***

Between ***29% - 10%*** receives a score of ***3***

Between ***9% - 5%*** receives a score of ***1***

4% or less receives a score of ***0***

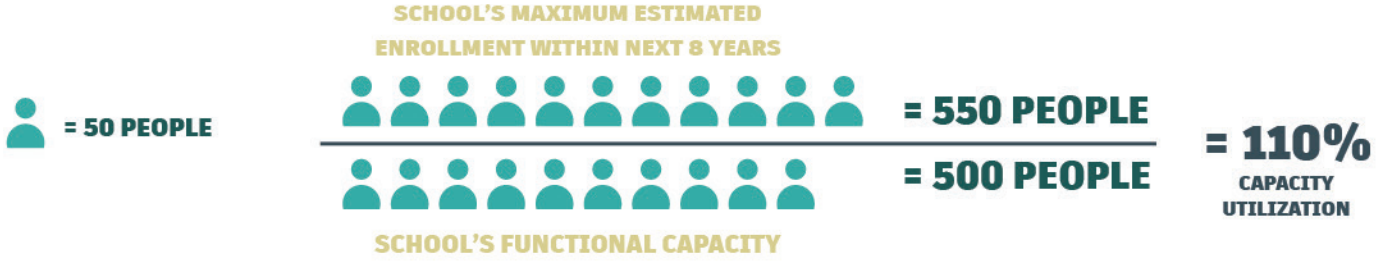
Therefore, School A's Kindergarten Classrooms would receive an Area Score of 3.

The Quantity and Area scores for each of the school's spaces were added to arrive at a total Space Score. Each school's Space Score was then ranked from 1 to 33 resulting in the Space Rank. A higher space rank indicates a school with greater space needs than other schools.

CAPACITY SCORE

The Capacity Score is the ratio of the school's maximum estimated enrollment (over the next 8 years) divided by the school's Functional Capacity. The Functional Capacity represents the number of students a school can adequately house while maintaining an educational environment that meets HCPS's and the State's standards.

To illustrate how this score is derived, take, for example School A. The maximum 8-year enrollment is estimated to be 550 students and the school's Functional Capacity is 500. This would result in a capacity utilization of 110% and a Capacity Score of 110.



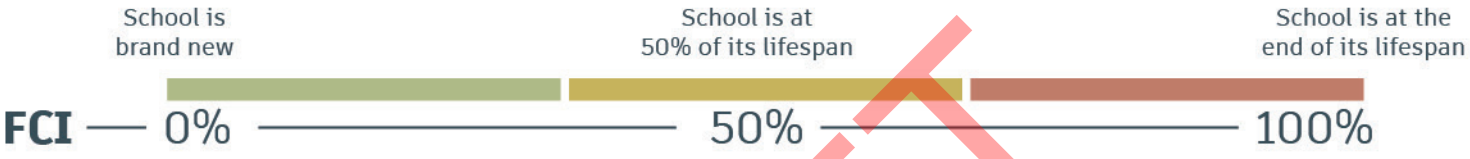
Each school's Capacity Score was ranked from 1 to 33 resulting in a Capacity Rank. A higher rank indicates a school with greater capacity needs than other schools.

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FACILITY SCORE

The Facility Score is the school's latest Facilities Condition Index (FCI) number pulled from the State of Maryland Interagency Commission's Statewide Facilities Assessment database. The FCI score reflects each school's physical condition and expresses it as a percentage of the building's remaining useful lifespan. A lower number is better. A facility with a Facility Score of 0 would be brand new. Assume School A has a Facility Score of 50, this means its useful lifespan is halfway depleted.

Each school's Facility Score was ranked from 1 to 33 resulting in a Facility Rank. A higher rank indicates a school with greater facility conditions needs than other schools.



RECOMMENDATIONS AND REPORTING

After the final analysis and scoring was complete. The team developed a series of recommendations to improve the educational adequacy of each school. The recommendations are separated into two categories: Operational Solutions and Capital Solutions to address challenges associated with space utilization, enrollment capacities, and facility conditions. A summary of these recommendations can be found in on page **XX** and each school's individual summary report.

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BASELINE SPACE INVENTORY

Space Category and Name	Minimum Count	Minimum Area (NSF)
CORE LEARNING		
Classroom Pre-K	based on enrollment	1000
Classroom Kindergarten	based on enrollment	1100
Classroom Primary	based on enrollment	850
Classroom Intermediate	based on enrollment	850
Classroom Flex	1	850
ART & MUSIC		
Art	1 or 2 (enrollment over 600)	900
Kiln	1	60
Music Instrumental	1	1000
Music Vocal	1 or 2 (enrollment over 600)	800
Storage Art	1	100
Storage Music	1	240
SPECIAL EDUCATION		
Calming	1 or 2 (enrollment over 600)	100
Classroom CSP	based on program need	770
Classroom Special Education	1 or 2 (enrollment over 600)	700
Early Intervention	1	1000
Lavatory Special Education	1	65
OT Workroom	1	250
Regional Program Workroom	based on program need	400
Resource Classroom	based on program need	300
Resource Testing	1	100
Sensory	1 or 2 (enrollment over 600)	400
Small Group Pullout	1 per 200 enrolled students	600
Storage OT/PT	1	250
SPECIALIZED PROGRAM		
Classroom	based on program need	850
Office - Private	based on program need	200
Office - Shared	based on program need	250
Pull-out Space	based on program need	600
Small Group Pull-out	based on program need	
Sensory	based on program need	400
Calming	based on program need	100
De-escalation	based on program need	100
STUDENT & STAFF SUPPORT		
Commons Intermediate	1	1000
Commons K	1	650
Commons Primary	1	1250
Counseling	1 or 2 (enrollment over 600)	300
Instructional Facilitator	1	150
Itinerant	1 or 2 (enrollment over 600)	250

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BASELINE SPACE INVENTORY (CONT'D)

Space Category and Name	Minimum Count	Minimum Area (NS F)
STUDENT & STAFF SUPPORT		
Math Specialist	1	600
Mental Health	1	150
Planning	1 per 8 classrooms	400
Psychologist	1	200
Reading Resource	2	750
School Enrichment	1	850
Speech	1 or 2 (enrollment over 600)	300
Staff Conference Room	1	300
Storage Instructional	1	1000
Storage Reading	1	200
Teacher Mentor	1	130
Teacher's Lounge	1	600
Volunteer Workroom	1	450
ADMINISTRATION		
Admin Conference Room	1	300
Asst. Principal's Office	1 or 2 (enrollment over 600)	200
Conference Room IEP	1	600
In-School Suspension	1	45
Principal Office	1	300
Reception	1	1000
Security Vestibule	1	300
Storage Admin	1	150
Workroom	1	300
FOOD SERVICE		
Cafeteria	1	3000
Food Service Support	1	2500
HEALTH & WELLNESS		
Health Suite	1	600
MEDIA CENTER		
Media Admin	1	750
Media Flex Instructional	1	700
Media Instructional Area	1	700
Media Reference Area	1	450
Media Stacks	1	2200
Storage Media Center	1	450
TV Studio	1	450
PHYSICAL EDUCATION		
Gymnasium	1	3000
Office PE	1	210
Parks and Rec Space	based on program need	3000
Stage	1	1000
Storage Chair	1	200
Storage Outdoor	1	500
Storage P&R	1	150
Storage PE	1	300
Storage Stage	1	125

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HCPS DISTRICT-WIDE RESULTS

- DISTRICT WIDE SPACE ANALYSIS SUMMARY

- ENROLLMENT PROJECTIONS

- PRIORITY LIST

- RECOMMENDATION SUMMARY

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DISTRICT-WIDE SPACE ANALYSIS SUMMARY

As previously mentioned in the Executive Summary, HCPS's 33 elementary schools combined have over 3,000 spaces that support the district's educational programming. Each of these spaces are listed in the Space Inventory appendix. However, we thought it useful to summarize the number of spaces needed and the existing quantity and areas of all the district's instructional and support spaces in the tables below.

The tables are organized by Program Category, with each row representing a space and its minimum net square feet (NSF) as prescribed by HCPS's Educational Specification. Each row indicates a count of needed spaces, along with the count of existing spaces and their average NSF. The columns are divided into four sections:

1. Spaces that are less than 90% of the minimum NSF
2. Between 90% and 100%
3. Between 100% and 110%
4. Greater than 110% of the minimum NSF

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INSTRUCTIONAL SPACES

		Spaces Needed		Existing Spaces							
				Less than 90%		Between 90% and 100%		Between 100 - 110%		Greater than 100%	
Program Category	**Space Name**	**Count**	**Ed Spec NSF**	**Count**	**AVG NSF**	**Count**	**AVG NSF**	**Count**	**AVG NSF**	**Count**	**AVG NSF**
Core Learning	Classroom Pre-K	8	1,000	24	794	16	930	9	1,062	1	1,148
	Classroom Kindergarten	4	1,100	101	811	33	1,025	1	1,096		
	Classroom Primary	19	850	102	701	135	800	18	887	3	953
	Classroom Intermediate	61	850	111	698	169	802	37	860	4	951
	Classroom Flex	25	850	3	397	4	803	1	849	3	1,228
	Total	**117**		**341**		**357**		**66**		**11**	
Art & Music	Art	4	900	26	705	5	843	6	935	3	1,062
	Music Instrumental	2	1,000	29	580	3	962	3	1,051	1	1,285
	Music Vocal	8	800	6	678	16	761	14	835	5	1,003
	Total	**14**		**61**		**24**		**23**		**9**	
Special Education	Classroom CSP	1	770	8	560	3	724	3	795		
	Classroom Special Education	12	700	2	428	3	671	16	736	23	862
	Early Intervention	6	1,000	4	317						
	Resource Classroom	15	300					1	313	2	477
	Resource Testing	29	100	2	54	1	94	1	101	2	336
	Total	**63**		**16**		**7**		**21**		**27**	
Specialized Program	Classroom SP	9	850	2	697	2	833	1	936	3	1,234
	Pull-out Space SP	16	600	5	217						
	Total	**25**		**7**		**2**		**1**		**3**	
Student & Staff Support	Math Specialist	28	600	5	245			1	602	1	718
	Reading Resource	2	750	41	365	4	719	2	779	1	909
	School Enrichment	19	850	9	490	6	787	1	858		
	Total	**49**		**55**		**10**		**4**		**2**	
Media Center	Media Flex Instructiona	27	700	5	450	1	668			4	879
	Media Instructional Area	7	700	6	475	1	635	5	745	18	927
	TV Studio	21	450	6	233	1	408	3	458	2	557
	Total	**55**		**17**		**3**		**8**		**24**	
Physical Education	Gymnasium	0	3,000	5	1,971	7	2,779	4	3,108	18	5,586
	Stage	17	1,000	9	666	5	962	2	1,052	1	1,201
	Total	**17**		**14**		**12**		**6**		**19**	

DISTRICT-WIDE SPACE ANALYSIS SUMMARY

SUPPORT SPACES

Program Category	Space Name	Spaces Needed		Existing Spaces							
				Less than 90%		Between 90% and 100%		Between 100 - 110%		Greater than 100%	
		Count	Ed Spec NSF	Count	AVG NSF	Count	AVG NSF	Count	AVG NSF	Count	AVG NSF
Art & Music	Kiln	10	60	9	35	2	59	6	63	4	95
		10		**9**		**2**		**6**		**4**	
Special Education	Calming	13	100	27	58	2	99	2	102	18	222
	OT Workroom	22	250	4	113	2	238	1	271	3	339
	Regional Program Workroom	9	400	5	166	1	380			5	759
	Sensory	11	400	16	238			5	416	12	634
	Small Group Pull-out	16	600	46	298	2	592	15	629	40	819
		71		**98**		**7**		**23**		**78**	
Specialized Program	Office - Private SP	3	200	7	128			1	201		
	Office - Shared SP	9	250			1	237			7	578
	Calming	8	100								
	De-escalation	3	100								
	Sensory	7	400								
		30		**7**		**1**		**1**		**7**	
Student & Staff Support	Counseling	8	300	18	195	10	283	2	304	6	424
	Itinerant	19	250	15	156	2	234	1	256	16	524
	Mental Health	30	150							3	372
	Psychologist	10	200	12	133	1	192	2	215	12	288
	Speech	3	300	31	174	3	284	2	307	7	562
	Commons Intermediate	17	1,000	22	667	2	914	3	1,021	7	1,425
	Commons K	18	650	1	373	1	614	1	680	12	1,211
	Commons Primary	15	1,250	19	664	3	1,187	1	1,251	3	1,593
	Instructional Facilitator	32	150							1	287
	Planning	65	400	27	276	4	386	3	428	10	596
	Staff Conference Room	27	300	2	229	2	288			2	422
	Teacher Mentor	26	130			1	127			7	441
	Teacher's Lounge	3	600	36	284	2	590			2	746
	Volunteer Workroom	30	450	1	371	1	432			1	569
		303		**184**		**32**		**15**		**89**	
Media Center	Media Admin	4	750	26	274	1	673	1	786	1	860
	Media Reference Area	32	450							1	999
	Media Stacks	0	2,200	33	1,252					2	2,839
		36		**59**		**1**		**1**		**4**	
Physical Education	Office PE	2	210	23	116	1	197	1	214	6	280
	Parks and Rec Space	0	3,000	4	1,040						
		2		**27**		**1**		**1**		**6**	
Food Service	Cafeteria	1	3,000	12	2,115	7	2,859	5	3,141	9	4,128
	Food Service Support	0	2,500	138	354						
		1		**150**		**7**		**5**		**9**	

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ENROLLMENT PROJECTIONS
COMPARED TO FUNCTIONAL CAPACITY

School Name	Functional Capacity	YEAR OF ENROLLMENT 2025	2026	2027	2028	2029	2030	2031	2032
Abingdon ES	698	613 (88%)	613 (88%)	613 (86%)	613 (86%)	613 (86%)	613 (86%)	613 (86%)	613 (86%)
Bakerfield ES	506	575 (96%)	575 (98%)	575 (101%)	575 (103%)	575 (106%)	575 (108%)	575 (111%)	575 (114%)
Bel Air ES	473	549 (113%)	549 (114%)	549 (114%)	549 (114%)	549 (115%)	549 (115%)	549 (116%)	549 (116%)
Church Creek ES	822	718 (86%)	718 (85%)	718 (85%)	718 (87%)	718 (87%)	718 (87%)	718 (87%)	718 (87%)
Churchville ES	372	376 (99%)	376 (100%)	376 (101%)	376 (99%)	376 (100%)	376 (100%)	376 (99%)	376 (98%)
Darlington ES	157	100 (64%)	100 (64%)	100 (64%)	100 (64%)	100 (64%)	100 (64%)	100 (64%)	100 (64%)
Deerfield ES	752	670 (89%)	670 (88%)	670 (86%)	670 (86%)	670 (88%)	670 (88%)	670 (89%)	670 (89%)
Dublin ES	294	227 (76%)	227 (76%)	227 (77%)	227 (77%)	227 (77%)	227 (75%)	227 (77%)	227 (77%)
Edgewood ES	501	421 (84%)	421 (81%)	421 (79%)	421 (81%)	421 (81%)	421 (81%)	421 (82%)	421 (81%)
Emmorton ES	477	579 (121%)	579 (120%)	579 (121%)	579 (117%)	579 (116%)	579 (119%)	579 (119%)	579 (119%)
Forest Hill ES	533	432 (81%)	432 (78%)	432 (74%)	432 (74%)	432 (74%)	432 (74%)	432 (76%)	432 (76%)
Forest Lakes ES	471	444 (94%)	444 (91%)	444 (88%)	444 (91%)	444 (90%)	444 (90%)	444 (89%)	444 (89%)
Fountain Green ES	471	495 (102%)	495 (103%)	495 (103%)	495 (103%)	495 (104%)	495 (104%)	495 (105%)	495 (105%)
George D. Lisby ES	519	543 (102%)	543 (102%)	543 (105%)	543 (103%)	543 (103%)	543 (104%)	543 (103%)	543 (103%)
Halls Cross Roads ES	585	447 (73%)	447 (75%)	447 (75%)	447 (75%)	447 (76%)	447 (76%)	447 (76%)	447 (76%)
Havre de Grace ES	585	615 (102%)	615 (103%)	615 (103%)	615 (103%)	615 (104%)	615 (104%)	615 (105%)	615 (105%)
Hickory ES	600	610 (102%)	610 (100%)	610 (99%)	610 (99%)	610 (101%)	610 (101%)	610 (101%)	610 (101%)
Homestead/Wakefield ES	1,133	1,159 (96%)	1,159 (98%)	1,159 (99%)	1,159 (101%)	1,159 (101%)	1,159 (102%)	1,159 (102%)	1,159 (102%)
Jarrettsville ES	431	477 (104%)	477 (108%)	477 (108%)	477 (107%)	477 (107%)	477 (109%)	477 (111%)	477 (110%)
Joppatowne ES	549	526 (89%)	526 (91%)	526 (93%)	526 (94%)	526 (96%)	526 (95%)	526 (95%)	526 (95%)
Magnolia ES	512	551 (103%)	551 (105%)	551 (104%)	551 (103%)	551 (106%)	551 (108%)	551 (106%)	551 (107%)
Meadowvale ES	562	566 (96%)	566 (101%)	566 (100%)	566 (98%)	566 (99%)	566 (99%)	566 (97%)	566 (98%)
Norrisville ES	274	222 (81%)	222 (80%)	222 (78%)	222 (76%)	222 (76%)	222 (78%)	222 (76%)	222 (77%)
North Bend ES	448	466 (99%)	466 (102%)	466 (99%)	466 (101%)	466 (102%)	466 (104%)	466 (104%)	466 (104%)
North Harford ES	451	417 (92%)	417 (92%)	417 (91%)	417 (90%)	417 (89%)	417 (89%)	417 (90%)	417 (90%)
Old Post Road Primary ES	647	849 (127%)	849 (129%)	849 (131%)	849 (128%)	849 (127%)	849 (131%)	849 (131%)	849 (131%)
Prospect Mill ES	549	582 (104%)	582 (106%)	582 (104%)	582 (106%)	582 (103%)	582 (103%)	582 (105%)	582 (105%)
Red Pump ES	669	670 (100%)	670 (98%)	670 (98%)	670 (97%)	670 (97%)	670 (96%)	670 (96%)	670 (96%)
Ring Factory ES	522	555 (99%)	555 (103%)	555 (102%)	555 (103%)	555 (104%)	555 (106%)	555 (106%)	555 (106%)
Riverside ES	539	607 (94%)	607 (100%)	607 (104%)	607 (107%)	607 (109%)	607 (111%)	607 (112%)	607 (113%)
Roye-Williams ES	559	465 (81%)	465 (82%)	465 (83%)	465 (81%)	465 (82%)	465 (82%)	465 (82%)	465 (82%)
William S. James ES	441	441 (97%)	441 (97%)	441 (98%)	441 (98%)	441 (99%)	441 (99%)	441 (100%)	441 (100%)
Youth's Benefit ES	979	1,164 (114%)	1,164 (115%)	1,164 (115%)	1,164 (115%)	1,164 (117%)	1,164 (118%)	1,164 (119%)	1,164 (119%)

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*Abbreviation definitions can be found on page

ENROLLMENT PROJECTIONS
COMPARED TO STATE RATED CAPACITY

School Name	SRC	YEAR OF ENROLLMENT 2025	2026	2027	2028	2029	2030	2031	2032
Abingdon ES	863	613 (71%)	611 (71%)	600 (70%)	600 (70%)	599 (69%)	597 (69%)	598 (69%)	600 (70%)
Bakerfield ES	500	484 (97%)	497 (99%)	510 (102%)	523 (105%)	536 (107%)	549 (110%)	562 (112%)	575 (115%)
Bel Air ES	486	535 (110%)	537 (110%)	539 (111%)	541 (111%)	543 (112%)	545 (112%)	547 (113%)	549 (113%)
Church Creek ES	819	703 (86%)	696 (85%)	699 (85%)	715 (87%)	714 (87%)	712 (87%)	718 (88%)	717 (88%)
Churchville ES	411	369 (90%)	372 (91%)	376 (91%)	370 (90%)	371 (90%)	371 (90%)	367 (89%)	366 (89%)
Darlington ES	157	100 (64%)	100 (64%)	100 (64%)	100 (64%)	100 (64%)	100 (64%)	100 (64%)	100 (64%)
Deerfield ES	788	670 (85%)	664 (84%)	650 (82%)	646 (82%)	661 (84%)	660 (84%)	669 (85%)	666 (85%)
Dublin ES	294	224 (76%)	224 (76%)	225 (77%)	225 (77%)	226 (77%)	220 (75%)	227 (77%)	226 (77%)
Edgewood ES	461	421 (91%)	408 (89%)	397 (86%)	408 (89%)	407 (88%)	406 (88%)	410 (89%)	408 (89%)
Emmorton ES	570	579 (102%)	572 (100%)	575 (101%)	560 (98%)	554 (97%)	570 (100%)	570 (100%)	569 (100%)
Forest Hill ES	568	432 (76%)	417 (73%)	397 (70%)	395 (70%)	395 (70%)	393 (69%)	405 (71%)	403 (71%)
Forest Lakes ES	530	444 (84%)	430 (81%)	415 (78%)	429 (81%)	424 (80%)	426 (80%)	418 (79%)	420 (79%)
Fountain Green ES	548	481 (88%)	483 (88%)	485 (89%)	487 (89%)	489 (89%)	491 (90%)	493 (90%)	495 (90%)
George D. Lisby ES	473	527 (111%)	528 (112%)	543 (115%)	536 (113%)	537 (114%)	541 (114%)	537 (114%)	537 (114%)
Halls Cross Roads ES	552	428 (78%)	436 (79%)	438 (79%)	436 (79%)	443 (80%)	447 (81%)	445 (81%)	444 (80%)
Havre de Grace ES	542	599 (111%)	601 (111%)	603 (111%)	605 (112%)	607 (112%)	610 (113%)	612 (113%)	615 (113%)
Hickory ES	668	610 (91%)	601 (90%)	592 (89%)	591 (88%)	605 (91%)	603 (90%)	606 (91%)	604 (90%)
Homestead/Wakefield ES	1089	1,091 (100%)	1,116 (102%)	1,124 (103%)	1,141 (105%)	1,146 (105%)	1,159 (106%)	1,152 (106%)	1,153 (106%)
Jarrettsville ES	525	450 (86%)	467 (89%)	466 (89%)	462 (88%)	462 (88%)	468 (89%)	477 (91%)	474 (90%)
Joppatowne ES	663	486 (73%)	497 (75%)	510 (77%)	518 (78%)	526 (79%)	519 (78%)	523 (79%)	521 (79%)
Magnolia ES	561	529 (94%)	536 (96%)	533 (95%)	527 (94%)	542 (97%)	551 (98%)	545 (97%)	546 (97%)
Meadowvale ES	568	540 (95%)	566 (100%)	560 (99%)	548 (96%)	556 (98%)	558 (98%)	545 (96%)	548 (96%)
Norrisville ES	274	222 (81%)	219 (80%)	215 (78%)	209 (76%)	208 (76%)	213 (78%)	209 (76%)	210 (77%)
North Bend ES	498	445 (89%)	458 (92%)	442 (89%)	452 (91%)	457 (92%)	466 (94%)	465 (93%)	464 (93%)
North Harford ES	500	417 (83%)	417 (83%)	412 (82%)	404 (81%)	403 (81%)	402 (80%)	406 (81%)	404 (81%)
Old Post Road Primary ES	984	824 (84%)	833 (85%)	849 (86%)	830 (84%)	823 (84%)	847 (86%)	846 (86%)	845 (86%)
Prospect Mill ES	611	572 (94%)	582 (95%)	573 (94%)	582 (95%)	565 (92%)	567 (93%)	578 (95%)	575 (94%)
Red Pump ES	737	670 (91%)	657 (89%)	654 (89%)	651 (88%)	648 (88%)	645 (88%)	642 (87%)	642 (87%)
Ring Factory ES	548	519 (95%)	539 (98%)	533 (97%)	539 (98%)	544 (99%)	555 (101%)	555 (101%)	554 (101%)
Riverside ES	588	507 (86%)	537 (91%)	562 (96%)	577 (98%)	587 (100%)	597 (102%)	602 (102%)	607 (103%)
Roye-Williams ES	703	452 (64%)	460 (65%)	465 (66%)	455 (65%)	457 (65%)	458 (65%)	458 (65%)	458 (65%)
William S. James ES	521	427 (82%)	429 (82%)	431 (83%)	433 (83%)	435 (83%)	437 (84%)	439 (84%)	441 (85%)
Youth's Benefit ES	1120	1,116 (100%)	1,125 (100%)	1,130 (101%)	1,126 (101%)	1,142 (102%)	1,158 (103%)	1,164 (104%)	1,162 (104%)

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*Abbreviation definitions can be found on page

PRIORITY LIST
SCHOOLS SORTED BY NAME

	COMBINED		SPACE UTILIZATION AND ADEQUACY		STUDENT ENROLLMENT CAPACITY UTILIZATION		FACILITY CONDITIONS	
school name	combined score	combined rank	space score	space rank	capacity score	capacity rank	facility score	facility rank
Abingdon ES	58	**22**	169	**29**	88	**24**	65	**5**
Bakerfield ES	39	**7**	230	**17**	114	**5**	55	**17**
Bel Air ES	41	**9**	266	**13**	116	**4**	51	**24**
Church Creek ES	49	**16**	331	**6**	88	**24**	54	**19**
Churchville ES	47	**14**	231	**16**	101	**16**	57	**15**
Darlington ES	73	**31**	275	**12**	64	**33**	46	**28**
Deerfield ES	78	**32**	203	**25**	89	**23**	37	**30**
Dublin ES	52	**17**	276	**10**	77	**31**	61	**11**
Edgewood ES	54	**18**	302	**9**	84	**27**	55	**18**
Emmorton ES	15	**2**	345	**5**	121	**2**	64	**8**
Forest Hill ES	64	**24**	220	**21**	81	**29**	57	**14**
Forest Lakes ES	57	**20**	205	**24**	94	**21**	60	**12**
Fountain Green ES	24	**8**	276	**11**	105	**10**	67	**3**
George D. Lisby ES @ Hillsdale	46	**12**	318	**7**	105	**10**	42	**29**
Halls Cross Roads ES	48	**15**	246	**14**	76	**32**	67	**2**
Havre de Grace ES	15	**3**	378	**4**	105	**10**	70	**1**
Hickory ES	29	**4**	309	**8**	102	**14**	64	**7**
Homestead/Wakefield ES	80	**33**	100	**33**	102	**14**	1	**33**
Jarrettsville ES	46	**11**	168	**30**	111	**7**	62	**9**
Joppatowne ES	77	**29**	149	**31**	96	**20**	49	**26**
Magnolia ES	36	**6**	427	**2**	88	**24**	61	**10**
Meadowvale ES	41	**10**	225	**19**	101	**16**	64	**6**
Norrisville ES	65	**25**	238	**15**	81	**29**	52	**21**
North Bend ES	58	**21**	209	**23**	104	**13**	52	**22**
North Harford ES	67	**28**	223	**20**	92	**22**	51	**25**
Old Post Road Primary ES	6	**1**	494	**1**	131	**1**	65	**4**
Prospect Mill ES	55	**19**	194	**27**	106	**8**	54	**20**
Red Pump ES	67	**27**	227	**18**	100	**18**	34	**31**
Ring Factory ES	47	**13**	196	**26**	106	**8**	58	**13**
Riverside ES	32	**5**	424	**3**	113	**6**	52	**23**
Roye-Williams ES	77	**30**	219	**22**	83	**28**	47	**27**
William S. James ES	62	**23**	192	**28**	100	**18**	56	**16**
Youth's Benefit ES	67	**26**	144	**32**	119	**3**	19	**32**

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PRIORITY LIST

SCHOOLS SORTED BY COMBINED RANK

	COMBINED		SPACE UTILIZATION AND ADEQUACY		STUDENT ENROLLMENT CAPACITY UTILIZATION		FACILITY CONDITIONS	
school name	combined score	combined rank	space score	space rank	capacity score	capacity rank	facility score	facility rank
Old Post Road Primary ES	6	1	494	1	131	1	65	4
Emmorton ES	15	2	345	5	121	2	64	8
Havre de Grace ES	15	3	378	4	105	10	70	1
Hickory ES	29	4	309	8	102	14	64	7
Riverside ES	32	5	424	3	113	6	52	23
Magnolia ES	36	6	427	2	88	24	61	10
Bakerfield ES	39	7	230	17	114	5	55	17
Fountain Green ES	24	8	276	11	105	10	67	3
Bel Air ES	41	9	266	13	116	4	51	24
Meadowvale ES	41	10	225	19	101	16	64	6
Jarrettsville ES	46	11	168	30	111	7	62	9
George D. Lisby ES @ Hillsdale	46	12	318	7	105	10	42	29
Ring Factory ES	47	13	196	26	106	8	58	13
Churchville ES	47	14	231	16	101	16	57	15
Halls Cross Roads ES	48	15	246	14	76	32	67	2
Church Creek ES	49	16	331	6	88	24	54	19
Dublin ES	52	17	276	10	77	31	61	11
Edgewood ES	54	18	302	9	84	27	55	18
Prospect Mill ES	55	19	194	27	106	8	54	20
Forest Lakes ES	57	20	205	24	94	21	60	12
North Bend ES	58	21	209	23	104	13	52	22
Abingdon ES	58	22	169	29	88	24	65	5
William S. James ES	62	23	192	28	100	18	56	16
Forest Hill ES	64	24	220	21	81	29	57	14
Norrisville ES	65	25	238	15	81	29	52	21
Youth's Benefit ES	67	26	144	32	119	3	19	32
Red Pump ES	67	27	227	18	100	18	34	31
North Harford ES	67	28	223	20	92	22	51	25
Joppatowne ES	77	29	149	31	96	20	49	26
Roye-Williams ES	77	30	219	22	83	28	47	27
Darlington ES	73	31	275	12	64	33	46	28
Deerfield ES	78	32	203	25	89	23	37	30
Homestead/Wakefield ES	80	33	100	33	102	14	1	33

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PRIORITY LIST

SCHOOLS SORTED BY SPACE UTILIZATION RANK

	COMBINED		SPACE UTILIZATION AND ADEQUACY		STUDENT ENROLLMENT CAPACITY UTILIZATION		FACILITY CONDITIONS	
school name	combined score	combined rank	space score	space rank	capacity score	capacity rank	facility score	facility rank
Old Post Road Primary ES	6	**1**	494	**1**	131	**1**	65	**4**
Magnolia ES	36	**6**	427	**2**	88	**24**	61	**10**
Riverside ES	32	**5**	424	**3**	113	**6**	52	**23**
Havre de Grace ES	15	**3**	378	**4**	105	**10**	70	**1**
Emmorton ES	15	**2**	345	**5**	121	**2**	64	**8**
Church Creek ES	49	**16**	331	**6**	88	**24**	54	**19**
George D. Lisby ES @ Hillsdale	46	**12**	318	**7**	105	**10**	42	**29**
Hickory ES	29	**4**	309	**8**	102	**14**	64	**7**
Edgewood ES	54	**18**	302	**9**	84	**27**	55	**18**
Dublin ES	52	**17**	276	**10**	77	**31**	61	**11**
Fountain Green ES	24	**8**	276	**11**	105	**10**	67	**3**
Darlington ES	73	**31**	275	**12**	64	**33**	46	**28**
Bel Air ES	41	**9**	266	**13**	116	**4**	51	**24**
Halls Cross Roads ES	48	**15**	246	**14**	76	**32**	67	**2**
Norrisville ES	65	**25**	238	**15**	81	**29**	52	**21**
Churchville ES	47	**14**	231	**16**	101	**16**	57	**15**
Bakerfield ES	39	**7**	230	**17**	114	**5**	55	**17**
Red Pump ES	67	**27**	227	**18**	100	**18**	34	**31**
Meadowvale ES	41	**10**	225	**19**	101	**16**	64	**6**
North Harford ES	67	**28**	223	**20**	92	**22**	51	**25**
Forest Hill ES	64	**24**	220	**21**	81	**29**	57	**14**
Roye-Williams ES	77	**30**	219	**22**	83	**28**	47	**27**
North Bend ES	58	**21**	209	**23**	104	**13**	52	**22**
Forest Lakes ES	57	**20**	205	**24**	94	**21**	60	**12**
Deerfield ES	78	**32**	203	**25**	89	**23**	37	**30**
Ring Factory ES	47	**13**	196	**26**	106	**8**	58	**13**
Prospect Mill ES	55	**19**	194	**27**	106	**8**	54	**20**
William S. James ES	62	**23**	192	**28**	100	**18**	56	**16**
Abingdon ES	58	**22**	169	**29**	88	**24**	65	**5**
Jarrettsville ES	46	**11**	168	**30**	111	**7**	62	**9**
Joppatowne ES	77	**29**	149	**31**	96	**20**	49	**26**
Youth's Benefit ES	67	**26**	144	**32**	119	**3**	19	**32**
Homestead/Wakefield ES	80	**33**	100	**33**	102	**14**	1	**33**

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PRIORITY LIST
SCHOOLS SORTED BY CAPACITY RANK

	COMBINED		SPACE UTILIZATION AND ADEQUACY		STUDENT ENROLLMENT CAPACITY UTILIZATION		FACILITY CONDITIONS	
school name	combined score	combined rank	space score	space rank	capacity score	capacity rank	facility score	facility rank
Old Post Road Primary ES	6	**1**	494	**1**	131	**1**	65	**4**
Emmorton ES	15	**2**	345	**5**	121	**2**	64	**8**
Youth's Benefit ES	67	**26**	144	**32**	119	**3**	19	**32**
Bel Air ES	41	**9**	266	**13**	116	**4**	51	**24**
Bakerfield ES	39	**7**	230	**17**	114	**5**	55	**17**
Riverside ES	32	**5**	424	**3**	113	**6**	52	**23**
Jarrettsville ES	46	**11**	168	**30**	111	**7**	62	**9**
Ring Factory ES	47	**13**	196	**26**	106	**8**	58	**13**
Prospect Mill ES	55	**19**	194	**27**	106	**8**	54	**20**
Havre de Grace ES	15	**3**	378	**4**	105	**10**	70	**1**
George D. Lisby ES @ Hillsdale	46	**12**	318	**7**	105	**10**	42	**29**
Fountain Green ES	24	**8**	276	**11**	105	**10**	67	**3**
North Bend ES	58	**21**	209	**23**	104	**13**	52	**22**
Hickory ES	29	**4**	309	**8**	102	**14**	64	**7**
Homestead/Wakefield ES	80	**33**	100	**33**	102	**14**	1	**33**
Churchville ES	47	**14**	231	**16**	101	**16**	57	**15**
Meadowvale ES	41	**10**	225	**19**	101	**16**	64	**6**
Red Pump ES	67	**27**	227	**18**	100	**18**	34	**31**
William S. James ES	62	**23**	192	**28**	100	**18**	56	**16**
Joppatowne ES	77	**29**	149	**31**	96	**20**	49	**26**
Forest Lakes ES	57	**20**	205	**24**	94	**21**	60	**12**
North Harford ES	67	**28**	223	**20**	92	**22**	51	**25**
Deerfield ES	78	**32**	203	**25**	89	**23**	37	**30**
Magnolia ES	36	**6**	427	**2**	88	**24**	61	**10**
Church Creek ES	49	**16**	331	**6**	88	**24**	54	**19**
Abingdon ES	58	**22**	169	**29**	88	**24**	65	**5**
Edgewood ES	54	**18**	302	**9**	84	**27**	55	**18**
Roye-Williams ES	77	**30**	219	**22**	83	**28**	47	**27**
Norrisville ES	65	**25**	238	**15**	81	**29**	52	**21**
Forest Hill ES	64	**24**	220	**21**	81	**29**	57	**14**
Dublin ES	52	**17**	276	**10**	77	**31**	61	**11**
Halls Cross Roads ES	48	**15**	246	**14**	76	**32**	67	**2**
Darlington ES	73	**31**	275	**12**	64	**33**	46	**28**

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PRIORITY LIST

SCHOOLS SORTED BY FACILITY CONDITIONS RANK

	COMBINED		SPACE UTILIZATION AND ADEQUACY		STUDENT ENROLLMENT CAPACITY UTILIZATION		FACILITY CONDITIONS	
school name	**combined score**	**combined rank**	space score	space rank	capacity score	capacity rank	facility score	facility rank
Havre de Grace ES	15	**3**	378	**4**	105	**10**	70	**1**
Halls Cross Roads ES	48	**15**	246	**14**	76	**32**	67	**2**
Fountain Green ES	24	**8**	276	**11**	105	**10**	67	**3**
Old Post Road Primary ES	6	**1**	494	**1**	131	**1**	65	**4**
Abingdon ES	58	**22**	169	**29**	88	**24**	65	**5**
Meadowvale ES	41	**10**	225	**19**	101	**16**	64	**6**
Hickory ES	29	**4**	309	**8**	102	**14**	64	**7**
Emmorton ES	15	**2**	345	**5**	121	**2**	64	**8**
Jarrettsville ES	46	**11**	168	**30**	111	**7**	62	**9**
Magnolia ES	36	**6**	427	**2**	88	**24**	61	**10**
Dublin ES	52	**17**	276	**10**	77	**31**	61	**11**
Forest Lakes ES	57	**20**	205	**24**	94	**21**	60	**12**
Ring Factory ES	47	**13**	196	**26**	106	**8**	58	**13**
Forest Hill ES	64	**24**	220	**21**	81	**29**	57	**14**
Churchville ES	47	**14**	231	**16**	101	**16**	57	**15**
William S. James ES	62	**23**	192	**28**	100	**18**	56	**16**
Bakerfield ES	39	**7**	230	**17**	114	**5**	55	**17**
Edgewood ES	54	**18**	302	**9**	84	**27**	55	**18**
Church Creek ES	49	**16**	331	**6**	88	**24**	54	**19**
Prospect Mill ES	55	**19**	194	**27**	106	**8**	54	**20**
Norrisville ES	65	**25**	238	**15**	81	**29**	52	**21**
North Bend ES	58	**21**	209	**23**	104	**13**	52	**22**
Riverside ES	32	**5**	424	**3**	113	**6**	52	**23**
Bel Air ES	41	**9**	266	**13**	116	**4**	51	**24**
North Harford ES	67	**28**	223	**20**	92	**22**	51	**25**
Joppatowne ES	77	**29**	149	**31**	96	**20**	49	**26**
Roye-Williams ES	77	**30**	219	**22**	83	**28**	47	**27**
Darlington ES	73	**31**	275	**12**	64	**33**	46	**28**
George D. Lisby ES @ Hillsdale	46	**12**	318	**7**	105	**10**	42	**29**
Deerfield ES	78	**32**	203	**25**	89	**23**	37	**30**
Red Pump ES	67	**27**	227	**18**	100	**18**	34	**31**
Youth's Benefit ES	67	**26**	144	**32**	119	**3**	19	**32**
Homestead/Wakefield ES	80	**33**	100	**33**	102	**14**	1	**33**

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RECOMMENDATIONS SUMMARY

Facility Name	OPERATIONAL					CAPITAL					
	SRC Revision	Enrollment Rebalancing	Storage Capacity Optimization	Upgrade Student Furniture	Reassesss in 5 Years	Renovation	Renovation + Addition	Reno + Partial Replacement	Replacement	Closure + Enrollment	Reassess in 5 years
Abingdon ES	■			■		■					
Bakerfield ES		■	■	■			■	■			
Bel Air ES		■		■			■		■		
Church Creek ES		■	■		■	■					
Churchville ES	■			■		■			■		
Darlington ES		■	■	■						■	
Deerfield ES					■	■					
Dublin ES	■		■	■			■		■		
Edgewood ES			■				■	■	■		
Emmorton ES		■	■				■				
Forest Hill ES	■			■		■					
Forest Lakes ES	■		■	■		■					
Fountain Green ES	■	■				■					
George D. Lisby ES @ Hillsdale		■	■						■		
Halls Cross Roads ES	■						■		■		
Havre de Grace ES	■						■		■		
Hickory ES	■						■		■		
Homestead/Wakefield ES		■			■						
Jarrettsville ES	■		■	■		■		■			
Joppatowne ES	■	■	■	■		■					
Magnolia ES	■	■	■	■					■		
Meadowvale ES	■	■	■	■			■				
Norrisville ES				■			■				
North Bend ES	■			■		■					
North Harford ES	■			■		■					
Old Post Road Primary ES	■	■	■	■					■		
Prospect Mill ES		■	■	■			■				
Red Pump ES		■		■							■
Ring Factory ES		■	■	■			■				
Riverside ES	■	■	■	■			■		■		
Roye-Williams ES		■	■	■		■		■	■		
William S. James ES	■	■	■	■		■			■		
Youth's Benefit ES	■	■									■

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INDIVIDUAL SCHOOL RESULTS

- KEY

- INDIVIDUAL SCHOOL RESULTS

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SCHOOL SUMMARIES KEY

School Name & School Location

School Narrative

Map showing enrollment boundaries. Selected boundary is highlighted based on capacity
Rank 1-11 is **RED**
Rank 12-22 is **YELLOW**
Rank 23-33 is **GREEN**

Assessment of physical facility conditions based on school survey. Definition of symbols located in glossary.

Overall School Rank

Space Utilization Rank

Capacity Rank

Facility Conditions Rank

Project opening date and other significant capital improvement dates.

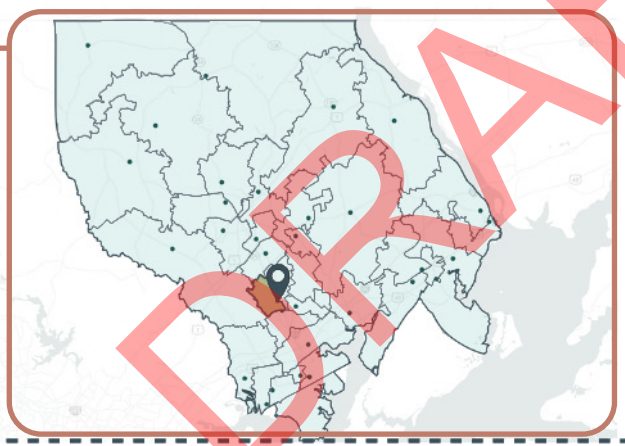
ABINGDON ES
Abingdon, Maryland

Abingdon ES was built in 1992. As a mid-life school building that is built of masonry and other durable materials, it is in good overall physical condition. However, the existing building does not have a security vestibule for access control or modern lighting & controls. It also has acoustic and Accessibility issues. While the building largely provides the core spaces needed for the enrollment of AES, it is only able to partially accommodate the needs of the SPED and Strive.

RECOMMENDATIONS

OPERATIONAL
- SRC Revision
- Additional Funding

CAPITAL
- Renovation + Addition



FACILITY ASSESSMENT



24 out of 33

RANK

30 SPACE

31 CAPACITY 71%

FUNCTIONAL CAPACITY 698

MAX PROJECTED ENROLLMENT (2025) 613

5 FACILITY CONDITION 64.7%

PROJECT HISTORY
1992 Built
1997
2002

GRADES
PreK - 5

TOTAL GROSS AREA
91,310 sq ft

PSC
L12F049

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20 ABINGDON ES

GLOSSARY AND KEY



WELCOMING ENTRY

Readily visible from primary site entry points with intuitive accessibility; inviting and offers sense of safety and security.



WAYFINDING

Circulation inside the schoolhouse is intuitive and limits opportunities for getting lost or misdirected.



EXTERIOR MATERIALS

Quality of exterior building materials (brick masonry, concrete masonry, panelized construction, etc.)



INTERIOR MATERIALS

Quality of interior building materials (flooring, wall finishes, ceilings, etc.)



DAYLIGHT

Perceived level of daylighting in learning spaces.



ACOUSTICS

Perceived acoustic comfort of the educational space; the effect of mechanical systems, materials, and space use.



HEALTH SUITE

How does the health suite compare to the baseline?



SECURITY VESTIBULES

Is the school provided with an isolated vestibule that limits the ability of visitors to freely enter the building that requires visitors to be granted access into Main Office before being allowed to enter the school building?



SHARED OR SEPARATE GYM AND CAFETERIA

Does the school have a single-space that serves a dual purpose as both the Gymnasium and Cafeteria?

GOOD FAIR POOR

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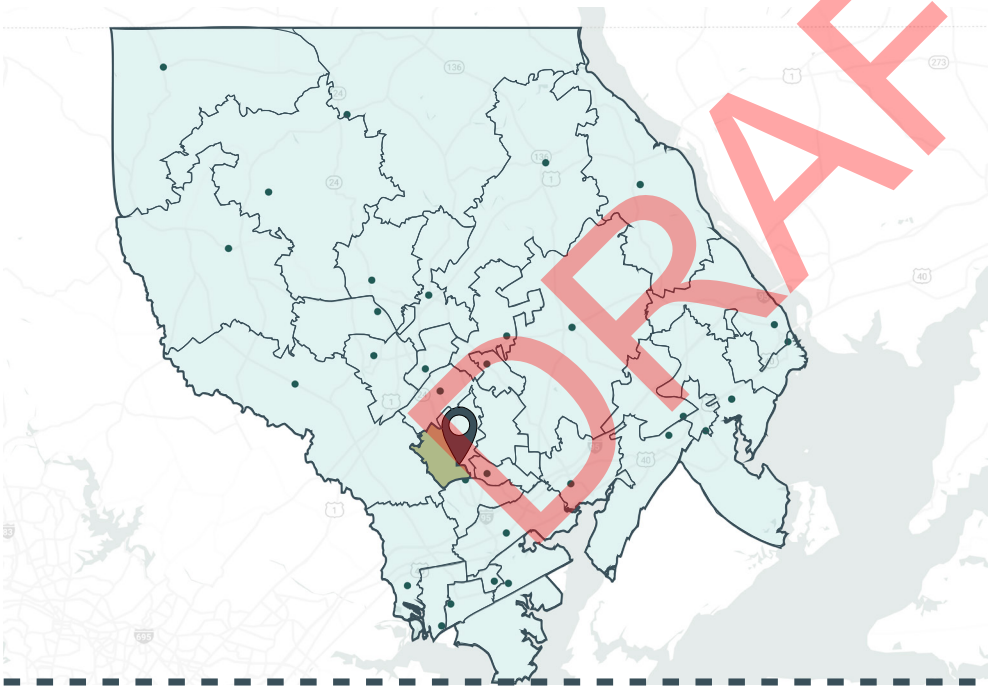
ABINGDON ES
Abingdon, Maryland

Abingdon ES was built in 1992. As a midlife school building that is built of masonry and other durable materials, it is in good overall physical condition. However, the existing building does not have a security vestibule for access control or modern lighting and controls. It also has acoustic and accessibility issues. While the building largely provides the core spaces needed for current and projected enrollment, it is only able to partially accommodate the needs of the special education and STRIVE programs.

RECOMMENDATIONS

OPERATIONAL
- SRC Revision
- Additional Funding

CAPITAL
- Renovation + Addition



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FACILITY ASSESSMENT



22 out of 33
RANK

29 SPACE

24 CAPACITY 88%
- FUNCTIONAL CAPACITY 698
- MAX PROJECTED ENROLLMENT (2025) 613

5 FACILITY CONDITION 64.7%

PROJECT HISTORY
1992 Built
1997
2002

GRADES
Pre-K - 5

TOTAL GROSS AREA
91,310 sq ft

PSC
L12F049

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	1	1	0
2	Classroom K.	6	6	0
3	Classroom Prim.	9	9	0
4	Classroom Inter.	12	14	2
5	Classroom Flex	1	1	0
	ART & MUSIC			
6	Art, Music & Support	6	6	0
	SPECIAL EDUCATION			
7	Classroom Special Education	4	5	1
8	Pull-Out Special Education	7	7	0
9	Support Special Education	6	10	4
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	0	0
11	Pull-Out Specialized Program	0	0	0
12	Support Specialized Program	0	0	0
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	3	3	0
14	Student Support	8	13	5
15	Staff Support	7	10	3
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	2	2	0
18	Offices & Support	6	7	1
19	Security Vestibule	0	1	1
	FOOD SERVICE			
20	Cafeteria & Support	3	3	0
	HEALTH & WELLNESS			
21	Health Suite	2	2	0
	MEDIA CENTER			
22	Media & Support	3	6	3
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	2	3	1
24	Parks and Rec Space	0	0	0

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SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
1	FULL-DAY PRE-K
	LEARNING TOGETHER
	EARLY LEARNER
	EARLY INTERVENTION
2	STRIVE
	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

- Fully Adequate
- Somewhat Adequate
- Not Adequate
- Not Offered

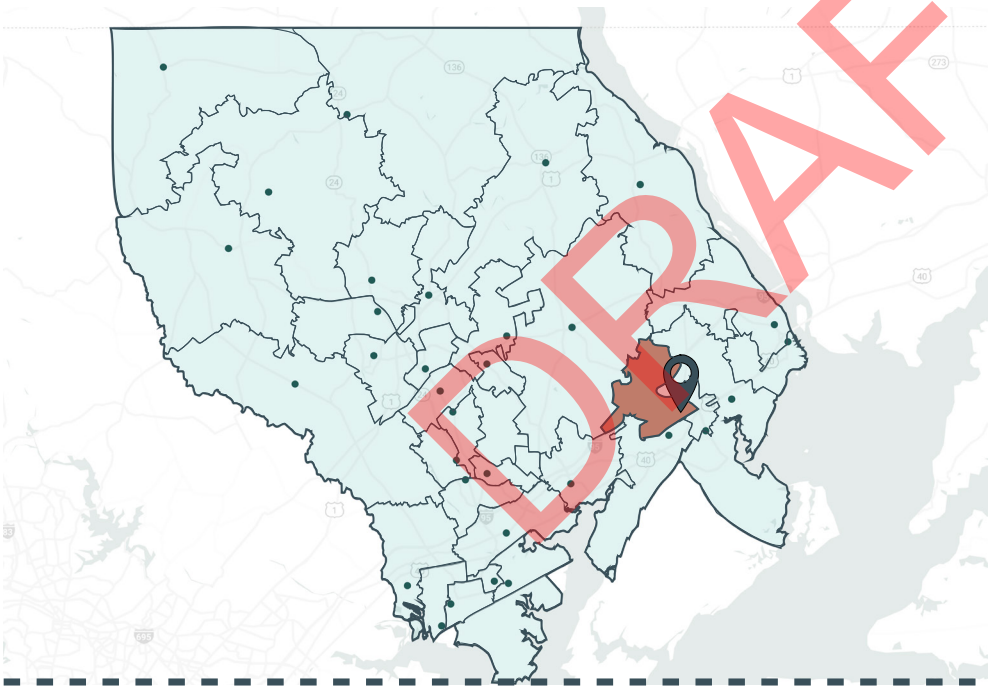
BAKERFIELD ES
Aberdeen, Maryland

Originally constructed in 1961, with additions in 1989 and 1999, Bakersfield ES is showing evidence of aging finishes and infrastructure. Additionally, the existing building does not have a security vestibule for access control or modern building systems. It also has acoustic and accessibility issues. The school needs additional core learning classrooms based on projected enrollment exceeding functional capacity. It does not adequately accommodate the needs of Pre-K, Community Schools, Title I, and ATSI programs.

RECOMMENDATIONS

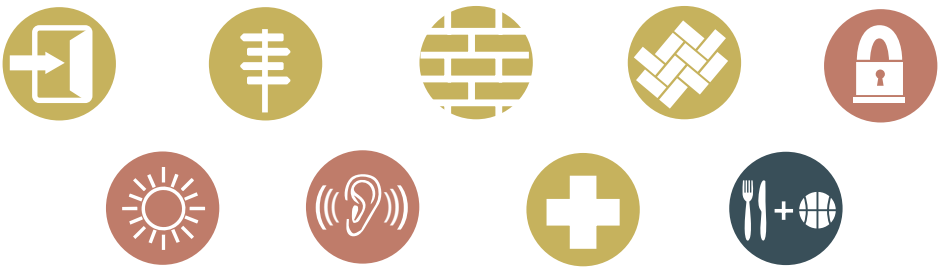
OPERATIONAL
- Enrollment Rebalancing
- Additional Funding

CAPITAL
- Renovation + Addition
- Partial Replacement



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FACILITY ASSESSMENT



GOOD FAIR POOR

7 out of 33 RANK

17 SPACE

5 CAPACITY 114%

FUNCTIONAL CAPACITY 506

MAX PROJECTED ENROLLMENT (2032) 575

17 FACILITY CONDITION 55.3%

PROJECT HISTORY

1961 Built
1962
1989
1999

GRADES

Pre-K - 5

TOTAL GROSS AREA

63,983 sq ft

PSC

L12F044

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	2	3	1
2	Classroom K.	4	4	0
3	Classroom Prim.	6	8	2
4	Classroom Inter.	9	13	4
5	Classroom Flex	1	1	0
	ART & MUSIC			
6	Art, Music & Support	5	5	0
	SPECIAL EDUCATION			
7	Classroom Special Education	1	1	0
8	Pull-Out Special Education	1	3	2
9	Support Special Education	4	7	3
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	1	1	0
11	Pull-Out Specialized Program	1	1	0
12	Support Specialized Program	1	1	0
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	0	3	3
14	Student Support	7	10	3
15	Staff Support	3	8	5
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	1	2	1
18	Offices & Support	4	5	1
19	Security Vestibule	0	1	1
	FOOD SERVICE			
20	Cafeteria & Support	8	8	0
	HEALTH & WELLNESS			
21	Health Suite	1	2	1
	MEDIA CENTER			
22	Media & Support	3	6	3
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	2	3	1
24	Parks and Rec Space	0	0	0

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SPECIALIZED PROGRAMS

- 4TH TIER
- TITLE I
- 2 FULL-DAY PRE-K
- LEARNING TOGETHER
- EARLY LEARNER
- EARLY INTERVENTION
- STRIVE
- CSP
- JUDY CENTER
- ATSI
- TSI
- PRIORITY
- LPS
- COMMUNITY

- Fully Adequate
- Somewhat Adequate
- Not Adequate
- Not Offered

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BEL AIR ES
Bel Air, Maryland

Bel Air ES, is in good physical condition for its age and has received recent systemic upgrades, though it lacks a security vestibule and has accessibility issues. Due to a projected enrollment that greatly exceeds functional capacity, space for its for both instructors and students is not adequate. The school is missing classrooms for core intruction, art, and music; in addition to faculty and administration spaces. The school supports a local women's shelter but lacks adequate facilities to do so effectively.

9 out of 33

RANK

13 SPACE

4 CAPACITY *116%*

FUNCTIONAL CAPACITY	*473*
MAX PROJECTED ENROLLMENT (2032)	*549*

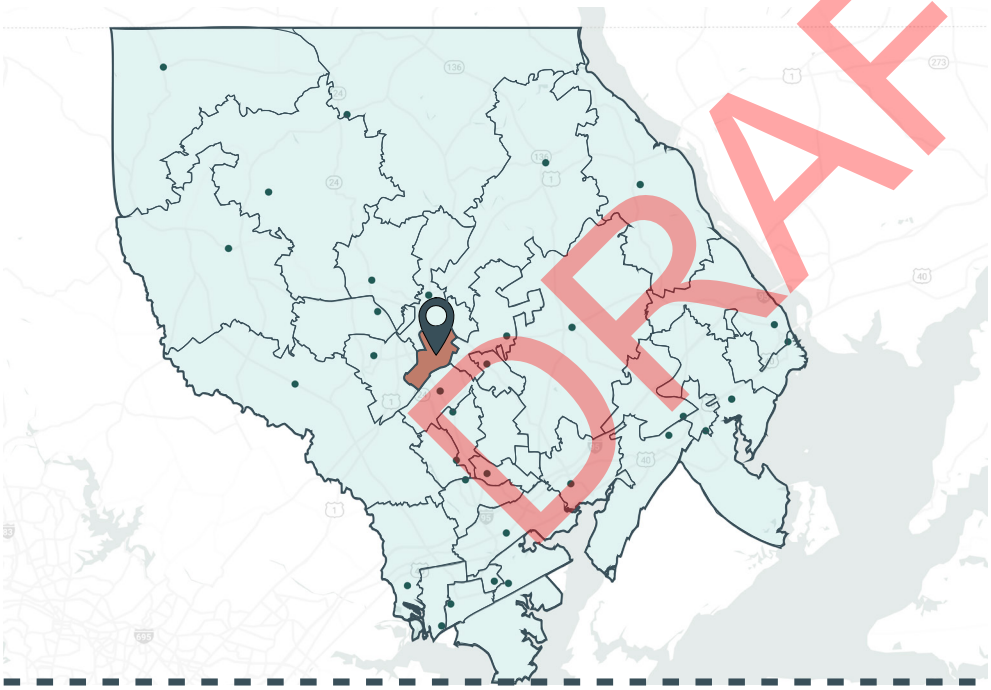
24 FACILITY CONDITION *51.3%*

RECOMMENDATIONS

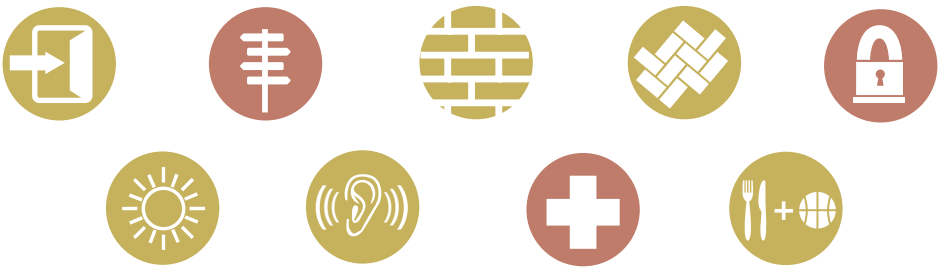
OPERATIONAL
- Enrollment Rebalancing
- Additional Funding

CAPITAL
- Renovation + Addition

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FACILITY ASSESSMENT



GOOD FAIR POOR

PROJECT HISTORY
1968 Built
1984
1999

GRADES
Pre-K - 5

TOTAL GROSS AREA
50,330 sq ft

PSC
L12F024

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	1	1	0
2	Classroom K.	4	4	0
3	Classroom Prim.	7	7	0
4	Classroom Inter.	10	12	2
5	Classroom Flex	0	1	1
	ART & MUSIC			
6	Art, Music & Support	2	4	2
	SPECIAL EDUCATION			
7	Classroom Special Education	3	3	0
8	Pull-Out Special Education	1	2	1
9	Support Special Education	0	5	5
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	0	0
11	Pull-Out Specialized Program	0	0	0
12	Support Specialized Program	0	0	0
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	5	6	1
14	Student Support	7	9	2
15	Staff Support	2	7	5
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	0	2	2
18	Offices & Support	4	5	1
19	Security Vestibule	0	1	1
	FOOD SERVICE			
20	Cafeteria & Support	3	3	0
	HEALTH & WELLNESS			
21	Health Suite	1	1	0
	MEDIA CENTER			
22	Media & Support	3	6	3
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	3	3	0
24	Parks and Rec Space	0	0	0

	RELOCATABLES	
	Music	2

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SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
1	FULL-DAY PRE-K
	LEARNING TOGETHER
	EARLY LEARNER
	EARLY INTERVENTION
	STRIVE
	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

- Fully Adequate
- Somewhat Adequate
- Not Adequate
- Not Offered

CHURCH CREEK ES
Belcamp, Maryland

Built in 1994 of masonry, a sloped-metal roof, and other durable materials, the school is in good condition, though interior finishes show wear. The building does not have a security vestibule or modern lighting and controls. It also has acoustic and accessibility issues. Despite projected enrollment being below functional capacity, it lacks classroom space. Spaces for the student and staff support, Community School, and Priority School programs are not adequate. The school hosts a large regional CSP program but lacks sufficient space to deliver it effectively.

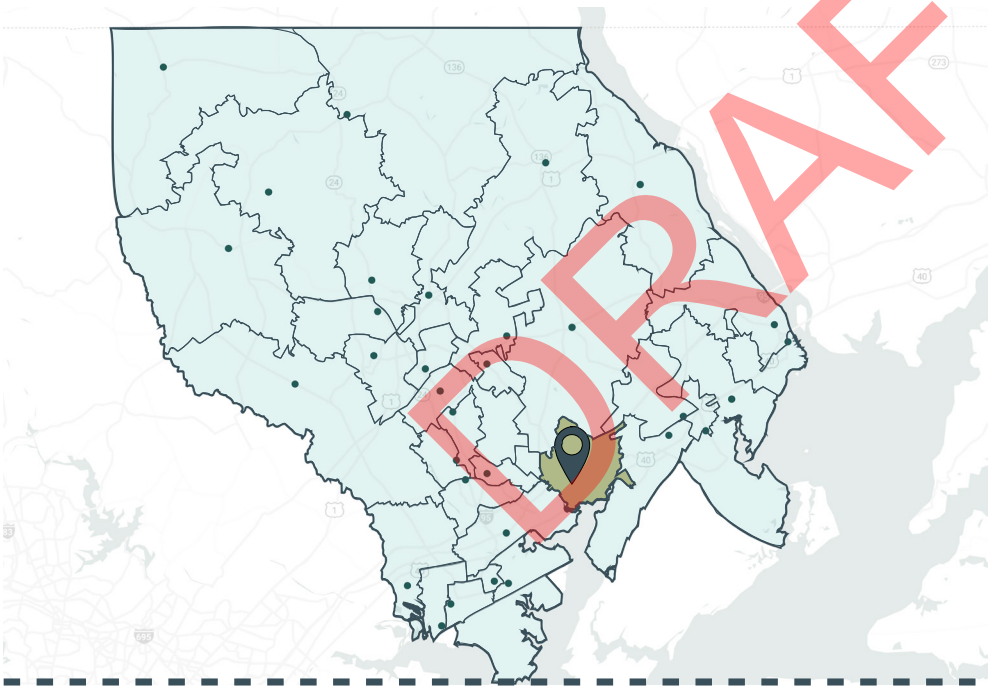
RECOMMENDATIONS

OPERATIONAL

- Reevaluate space utilization at a predetermined benchmark
- Additional Funding

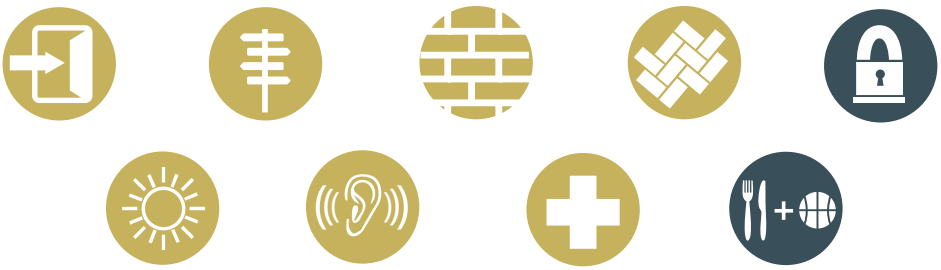
CAPITAL

- Renovation



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FACILITY ASSESSMENT



GOOD FAIR POOR

16 out of 33 RANK

6 SPACE

24 CAPACITY 88%

FUNCTIONAL CAPACITY 822

MAX PROJECTED ENROLLMENT (2031) 718

19 FACILITY CONDITION 54.2%

PROJECT HISTORY
1994 Built
2001

GRADES
Pre-K - 5

TOTAL GROSS AREA
86,452 sq ft

PSC
L12F034

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	2	2	0
2	Classroom K.	7	7	0
3	Classroom Prim.	11	13	2
4	Classroom Inter.	15	17	2
5	Classroom Flex	0	1	1
	ART & MUSIC			
6	Art, Music & Support	5	6	1
	SPECIAL EDUCATION			
7	Classroom Special Education	3	6	3
8	Pull-Out Special Education	1	4	3
9	Support Special Education	9	15	6
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	0	0
11	Pull-Out Specialized Program	1	1	0
12	Support Specialized Program	0	0	0
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	6	6	0
14	Student Support	7	12	5
15	Staff Support	2	9	7
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	1	2	1
18	Offices & Support	4	6	2
19	Security Vestibule	8	8	0
	FOOD SERVICE			
20	Cafeteria & Support	4	4	0
	HEALTH & WELLNESS			
21	Health Suite	2	2	0
	MEDIA CENTER			
22	Media & Support	4	6	2
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	3	3	0
24	Parks and Rec Space	1	1	0

	RELOCATABLES
	Unknown Program	2

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SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
2	FULL-DAY PRE-K
	LEARNING TOGETHER
	EARLY LEARNER
	EARLY INTERVENTION
	STRIVE
3	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

- Fully Adequate
- Somewhat Adequate
- Not Adequate
- Not Offered

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CHURCHVILLE ES
Churchville, Maryland

Churchville ES is an older school with challenges due to its age, there is no security vestibule for access control and there are accessibility concerns. While it serves the community with adequate core learning spaces, it lacks a significant amount of student and faculty support spaces related to itinerant services for mental health, instructional support, and planning. Projected enrollment meets the functional capacity.

14 out of 33

RANK

16 SPACE

16 CAPACITY *101%*

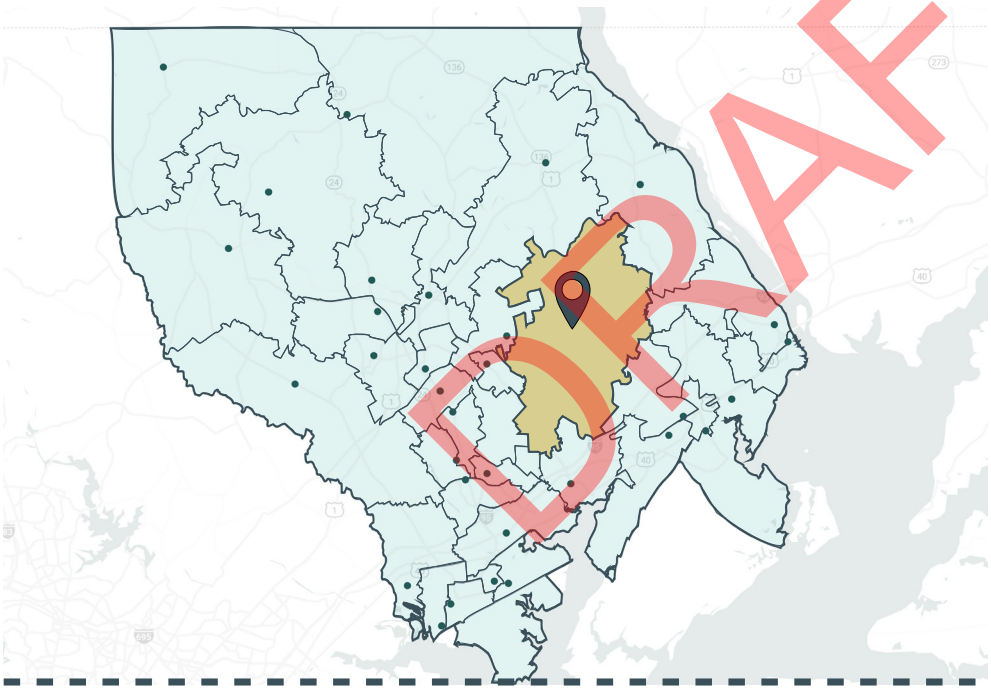
FUNCTIONAL CAPACITY	*372*
MAX PROJECTED ENROLLMENT (2027)	*376*

15 FACILITY CONDITION *56.7%*

RECOMMENDATIONS

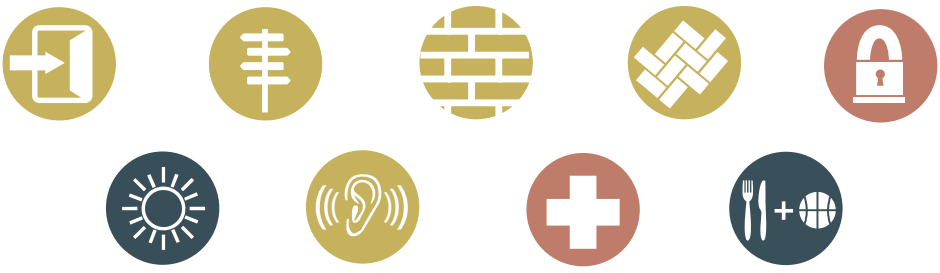
OPERATIONAL
- SRC Revision
- Additional Funding

CAPITAL
- Renovation
- Replacement



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FACILITY ASSESSMENT



GOOD FAIR POOR

PROJECT HISTORY
1931 Built
1953
1962
1968
1993
1998

GRADES
Pre-K - 5

TOTAL GROSS AREA
51,725 sq ft

PSC
L12F051

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	1	1	0
2	Classroom K.	3	3	0
3	Classroom Prim.	5	5	0
4	Classroom Inter.	7	7	0
5	Classroom Flex	0	1	1
	ART & MUSIC			
6	Art, Music & Support	4	4	0
	SPECIAL EDUCATION			
7	Classroom Special Education	1	1	0
8	Pull-Out Special Education	2	2	0
9	Support Special Education	4	6	2
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	0	0
11	Pull-Out Specialized Program	0	0	0
12	Support Specialized Program	0	0	0
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	1	3	2
14	Student Support	4	9	5
15	Staff Support	2	6	4
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	0	2	2
18	Offices & Support	5	6	1
19	Security Vestibule	0	1	1
	FOOD SERVICE			
20	Cafeteria & Support	8	8	0
	HEALTH & WELLNESS			
21	Health Suite	1	1	0
	MEDIA CENTER			
22	Media & Support	4	6	2
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	3	3	0
24	Parks and Rec Space	0	0	0

DRAFT

SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
1	FULL-DAY PRE-K
	LEARNING TOGETHER
	EARLY LEARNER
	EARLY INTERVENTION
	STRIVE
	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

Fully Adequate

Somewhat Adequate

Not Adequate

Not Offered

DARLINGTON ES
Darlington, Maryland

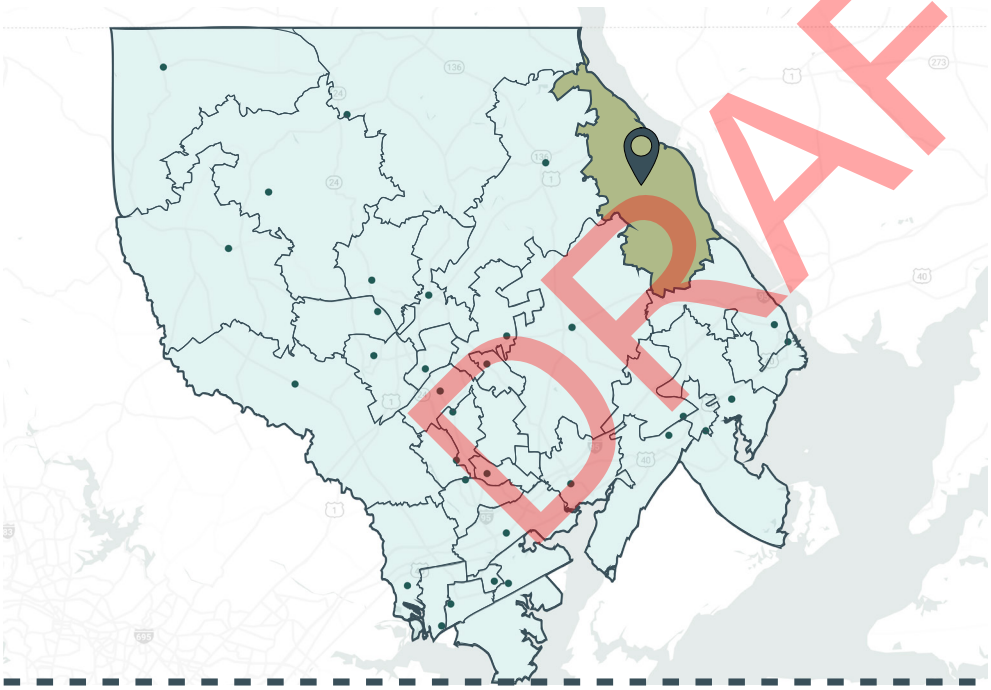
The school's 1930s-era design and construction limits its ability to meet the modern needs of students and faculty. Built of durable masonry construction with recent LED lighting upgrades, it lacks a security vestibule and presents accessibility concerns. Core learning spaces are adequate but there are barriers to effective program delivery for art and music spaces, and support spaces are not adequate. Insufficient classroom and support space limits effective delivery of the school's regional STRIVE program.

RECOMMENDATIONS

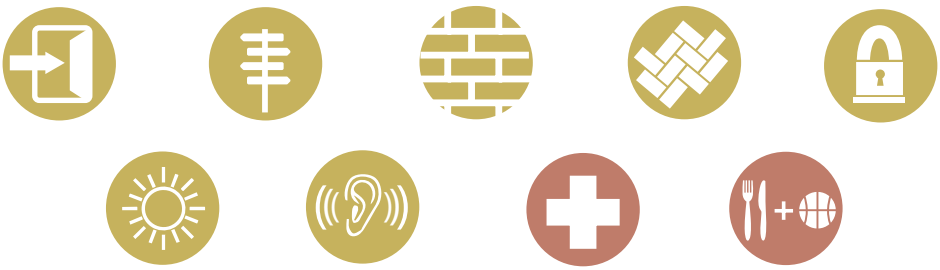
OPERATIONAL
- Enrollment Rebalancing

CAPITAL
- Closure + Enrollment Rebalancing

DRAFT



FACILITY ASSESSMENT



GOOD FAIR POOR

31 out of 33 — RANK

12 SPACE

33 CAPACITY *64%*
- FUNCTIONAL CAPACITY *157*
- MAX PROJECTED ENROLLMENT (2025) *100*

28 FACILITY CONDITION *45.8%*

PROJECT HISTORY
1938 Built
1966
1995
1999

GRADES
K - 5

TOTAL GROSS AREA
24,124 sq ft

PSC
L12F056

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	0	0	0
2	Classroom K.	1	1	0
3	Classroom Prim.	2	2	0
4	Classroom Inter.	3	3	0
5	Classroom Flex	0	1	1
	ART & MUSIC			
6	Art, Music & Support	2	4	2
	SPECIAL EDUCATION			
7	Classroom Special Education	2	3	1
8	Pull-Out Special Education	1	1	0
9	Support Special Education	2	6	4
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	0	0
11	Pull-Out Specialized Program	0	0	0
12	Support Specialized Program	0	0	0
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	0	3	3
14	Student Support	3	9	6
15	Staff Support	2	6	4
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	0	2	2
18	Offices & Support	4	6	2
19	Security Vestibule	1	1	0
	FOOD SERVICE			
20	Cafeteria & Support	2	3	1
	HEALTH & WELLNESS			
21	Health Suite	1	1	0
	MEDIA CENTER			
22	Media & Support	2	6	4
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	2	3	1
24	Parks and Rec Space	0	0	0

DRAFT

SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
	FULL-DAY PRE-K
	LEARNING TOGETHER
	EARLY LEARNER
	EARLY INTERVENTION
2	STRIVE
	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

- Fully Adequate
- Somewhat Adequate
- Not Adequate
- Not Offered

DEERFIELD ES
Edgewood, Maryland

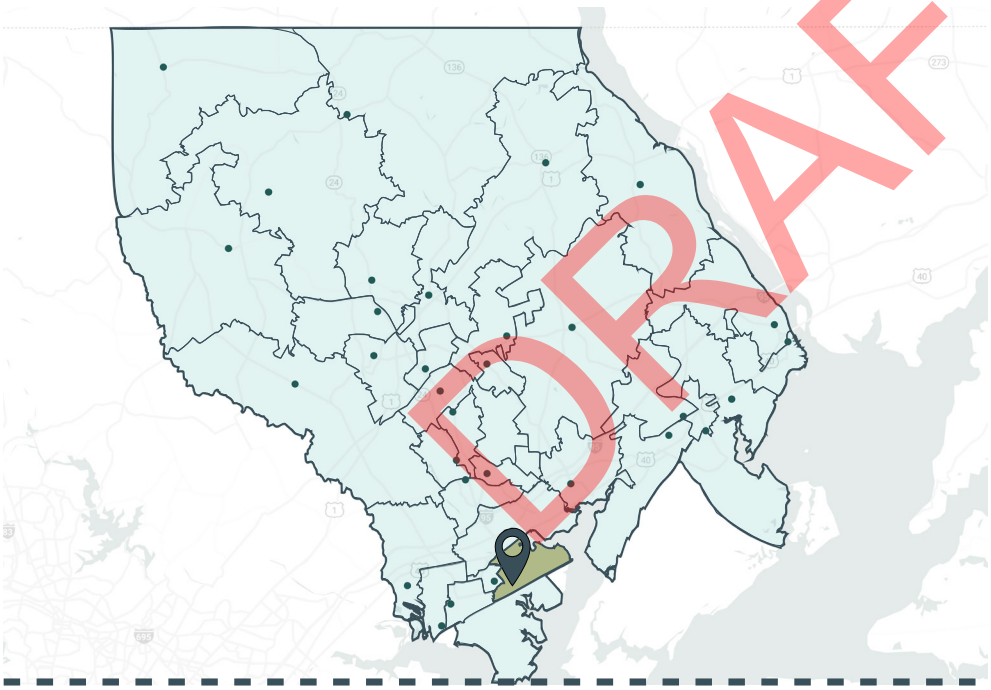
One of HCPS's newer facilities, Deerfield ES was built in 2010 and is in good physical condition. However, the building was designed prior to security vestibules, LED lighting, and integrated lighting controls as standard practice and does not include these features. The building provides the core spaces needed for its current and projected enrollment, which is below functional capacity. The needs of the Community Schools, STRIVE, Title I, and Judy Center programs are somewhat adequately met. The school lacks space for many student and staff support functions.

RECOMMENDATIONS

OPERATIONAL
- Enrollment Rebalancing
- Additional Funding

CAPITAL
- Renovation + Addition

DRAFT



FACILITY ASSESSMENT



RANK 32 out of 33

SPACE 25

CAPACITY 23 — *89%*
- FUNCTIONAL CAPACITY: *752*
- MAX PROJECTED ENROLLMENT (2025): *670*

FACILITY CONDITION 30 — *36.9%*

PROJECT HISTORY
2010 Built

GRADES
Pre-K - 5

TOTAL GROSS AREA
103,603

PSC
L12F037

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	4	4	0
2	Classroom K.	5	5	0
3	Classroom Prim.	10	10	0
4	Classroom Inter.	14	14	0
5	Classroom Flex	0	0	1
	ART & MUSIC			
6	Art, Music & Support	7	7	0
	SPECIAL EDUCATION			
7	Classroom Special Education	2	2	0
8	Pull-Out Special Education	3	4	1
9	Support Special Education	4	9	5
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	5	5	0
11	Pull-Out Specialized Program	0	0	0
12	Support Specialized Program	4	9	5
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	2	3	1
14	Student Support	10	13	3
15	Staff Support	3	5	2
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	1	2	1
18	Offices & Support	9	10	1
19	Security Vestibule	1	1	0
	FOOD SERVICE			
20	Cafeteria & Support	7	7	0
	HEALTH & WELLNESS			
21	Health Suite	2	2	0
	MEDIA CENTER			
22	Media & Support	5	7	2
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	2	3	1
24	Parks and Rec Space	0	0	0

DRAFT

SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
4	FULL-DAY PRE-K
	LEARNING TOGETHER
	EARLY LEARNER
	EARLY INTERVENTION
1	STRIVE
	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

- Fully Adequate
- Somewhat Adequate
- Not Adequate
- Not Offered

DUBLIN ES
Street, Maryland

Dublin ES is old school that has undergone many renovations including recent LED lighting and controls upgrades. While the core learning spaces are adequate, there is a need for special education classrooms and support space; student and faculty support spaces for mental health, instructional support, and the media center. There is no security vestibule for access control and there are acoustics and accessibility concerns.

17 out of 33

RANK

10 SPACE

31 CAPACITY 77%

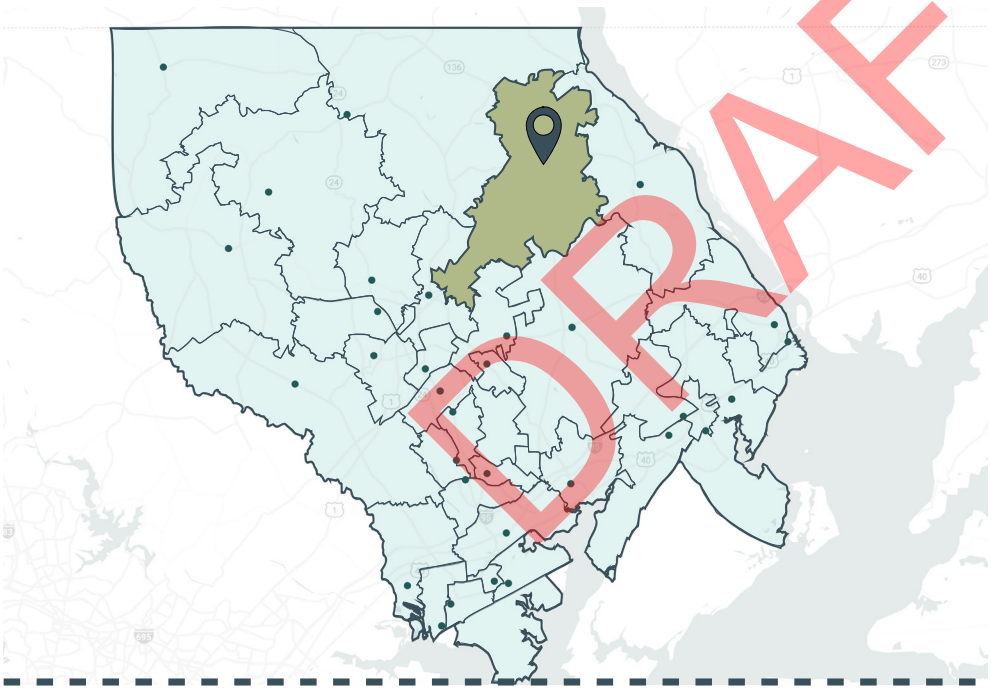
- FUNCTIONAL CAPACITY 294
- MAX PROJECTED ENROLLMENT (2031) 227

11 FACILITY CONDITION 61%

RECOMMENDATIONS

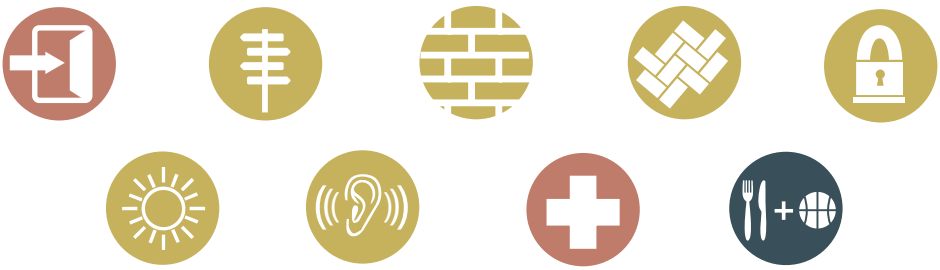
OPERATIONAL
- SRC Revision
- Additional Funding

CAPITAL
- Renovation + Addition



DRAFT

FACILITY ASSESSMENT



GOOD FAIR POOR

PROJECT HISTORY
1941 Built
1961
1965
1968
1987

GRADES
Pre-K - 5

TOTAL GROSS AREA
42,326 sq ft

PSC
L12F027

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	1	1	0
2	Classroom K.	2	2	0
3	Classroom Prim.	4	4	0
4	Classroom Inter.	6	6	0
5	Classroom Flex	0	1	1
	ART & MUSIC			
6	Art, Music & Support	3	4	1
	SPECIAL EDUCATION			
7	Classroom Special Education	0	1	1
8	Pull-Out Special Education	1	1	0
9	Support Special Education	1	5	4
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	0	0
11	Pull-Out Specialized Program	0	0	0
12	Support Specialized Program	0	0	0
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	0	3	3
14	Student Support	4	10	6
15	Staff Support	2	7	5
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	1	2	1
18	Offices & Support	4	5	1
19	Security Vestibule	1	1	0
	FOOD SERVICE			
20	Cafeteria & Support	4	4	0
	HEALTH & WELLNESS			
21	Health Suite	1	1	0
	MEDIA CENTER			
22	Media & Support	3	7	4
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	2	3	1
24	Parks and Rec Space	0	0	0

DRAFT

SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
1	FULL-DAY PRE-K
	LEARNING TOGETHER
	EARLY LEARNER
	EARLY INTERVENTION
	STRIVE
	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

Fully Adequate

Somewhat Adequate

Not Adequate

Not Offered

EDGEWOOD ES
Edgewood, Maryland

Built in 1969, Edgewood ES remains in good physical condition, being built of masonry, however like many school buildings of the time, it lacks daylighting and has accessibility concerns. The existing building largely provides for the core learning space needs, however there is a need for additional core classrooms in addition to special education and support spaces related to itinerant services for mental health. The school lacks sufficient space for adequately serving its Community School, Title I, TSI, and various Pre-K programs.

RECOMMENDATIONS

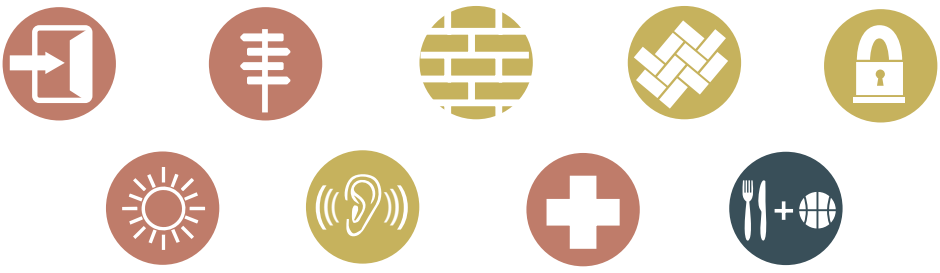
OPERATIONAL
- Enrollment Rebalancing
- Additional Funding

CAPITAL
- Renovation + Addition
- Replacement



DRAFT

FACILITY ASSESSMENT



18 out of 33 RANK

9 SPACE

27 CAPACITY *84%*

FUNCTIONAL CAPACITY *501*

MAX PROJECTED ENROLLMENT (2025) *421*

18 FACILITY CONDITION *55%*

PROJECT HISTORY
1969 Built
2003

GRADES
Pre-K - 5

TOTAL GROSS AREA
66,891 sq ft

PSC
L12F054

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	3	3	0
2	Classroom K.	3	3	0
3	Classroom Prim.	6	7	1
4	Classroom Inter.	9	9	0
5	Classroom Flex	0	1	1
	ART & MUSIC			
6	Art, Music & Support	4	4	0
	SPECIAL EDUCATION			
7	Classroom Special Education	3	3	0
8	Pull-Out Special Education	3	3	0
9	Support Special Education	2	5	3
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	1	2	1
11	Pull-Out Specialized Program	0	3	3
12	Support Specialized Program	2	3	1
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	1	2	1
14	Student Support	8	12	4
15	Staff Support	1	7	6
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	1	2	1
18	Offices & Support	5	6	1
19	Security Vestibule	1	1	0
	FOOD SERVICE			
20	Cafeteria & Support	5	5	0
	HEALTH & WELLNESS			
21	Health Suite	1	1	0
	MEDIA CENTER			
22	Media & Support	3	5	2
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	3	3	0
24	Parks and Rec Space	0	0	0

DRAFT

SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
2	FULL-DAY PRE-K
2	LEARNING TOGETHER
1	EARLY LEARNER
	EARLY INTERVENTION
	STRIVE
	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

- Fully Adequate
- Somewhat Adequate
- Not Adequate
- Not Offered

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DRAFT

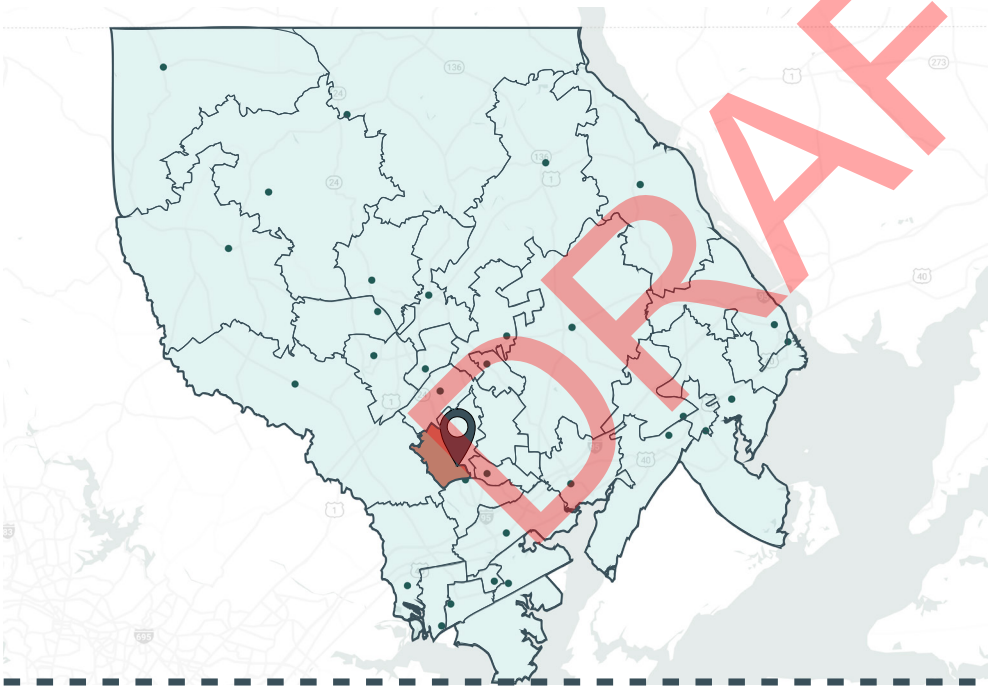
EMMORTON ES
Bel Air, Maryland

Emmorton ES is a midlife masonry school building in good condition, however it lacks many qualities required by a modern learning environment. The interior is dark due to limited daylighting and outdated lighting. There is no security vestibule for access control and there are acoustic and accessibility issues. Projected enrollment greatly exceeds the functional capacity. As a result, additional core learning classrooms are needed along with support spaces for the Media Center, special education, mental healthservices, and other student and staff support areas.

RECOMMENDATIONS

OPERATIONAL
- Enrollment Rebalancing
- Additional Funding

CAPITAL
- Renovation + Addition



DRAFT

2 out of 33

RANK

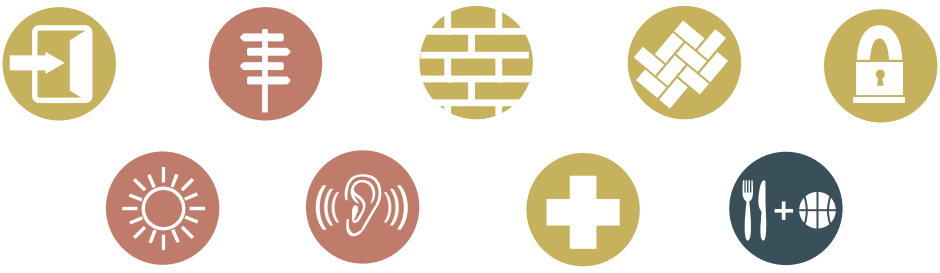
5 SPACE

2 CAPACITY *121%*

FUNCTIONAL CAPACITY	*477*
MAX PROJECTED ENROLLMENT (2025)	*579*

8 FACILITY CONDITION *63.7%*

FACILITY ASSESSMENT



GOOD FAIR POOR

PROJECT HISTORY
1994 Built

GRADES
K - 5

TOTAL GROSS AREA
63,864

PSC
L12F038

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	0	0	0
2	Classroom K.	3	4	1
3	Classroom Prim.	8	8	0
4	Classroom Inter.	9	13	4
5	Classroom Flex	0	1	1
	ART & MUSIC			
6	Art, Music & Support	5	5	0
	SPECIAL EDUCATION			
7	Classroom Special Education	2	3	1
8	Pull-Out Special Education	3	3	0
9	Support Special Education	2	5	3
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	0	0
11	Pull-Out Specialized Program	1	2	1
12	Support Specialized Program	0	2	2
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	4	5	1
14	Student Support	4	10	6
15	Staff Support	2	6	4
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	1	2	1
18	Offices & Support	5	5	0
19	Security Vestibule	2	2	0
	FOOD SERVICE			
20	Cafeteria & Support	5	5	0
	HEALTH & WELLNESS			
21	Health Suite	1	1	0
	MEDIA CENTER			
22	Media & Support	3	7	4
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	2	3	1
24	Parks and Rec Space	0	0	0

	RELOCATABLES	
	Uknown Program	3

DRAFT

SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
	FULL-DAY PRE-K
1	LEARNING TOGETHER
1	EARLY LEARNER
	EARLY INTERVENTION
	STRIVE
	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

Fully Adequate

Somewhat Adequate

Not Adequate

Not Offered

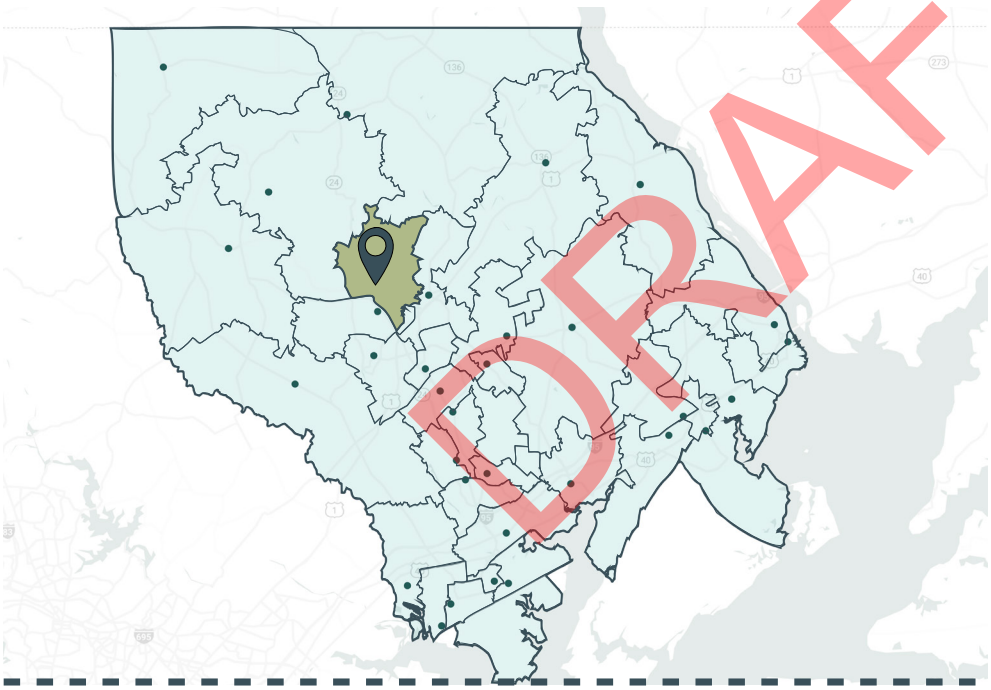
FOREST HILL ES
Forest Hill, Maryland

Nearing its midlife, Forest Hill ES is in good condition. Similar to other schools designed in the early 2000s, the existing building opened prior the standard practice of security vestibules, LED lighting, and integrated lighting controls and lacks these features. The building provides the core spaces needed for its projected enrollment, which is well under functional capacity, and the needs of the STRIVE program. There are some support space needs, however, for staff and student support, itinerant services, as well as an additional learning space in the media center.

RECOMMENDATIONS

OPERATIONAL
- SRC Revision
- Additional Funding

CAPITAL
- Renovation



DRAFT

24 out of 33

RANK

21 SPACE

29 CAPACITY *81%*

FUNCTIONAL CAPACITY	*533*
MAX PROJECTED ENROLLMENT (2025)	*432*

14 FACILITY CONDITION *57.1%*

FACILITY ASSESSMENT



GOOD FAIR POOR

PROJECT HISTORY
2000 Built

GRADES
K - 5

TOTAL GROSS AREA
63,284 sq ft

PSC
L12F043

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	0	0	0
2	Classroom K.	3	3	0
3	Classroom Prim.	7	7	0
4	Classroom Inter.	10	10	0
5	Classroom Flex	2	2	0
	ART & MUSIC			
6	Art, Music & Support	5	5	0
	SPECIAL EDUCATION			
7	Classroom Special Education	3	4	1
8	Pull-Out Special Education	2	2	0
9	Support Special Education	4	7	3
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	0	0
11	Pull-Out Specialized Program	0	0	0
12	Support Specialized Program	0	0	0
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	4	4	0
14	Student Support	7	10	3
15	Staff Support	2	10	8
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	1	2	1
18	Offices & Support	5	6	1
19	Security Vestibule	2	2	0
	FOOD SERVICE			
20	Cafeteria & Support	3	3	0
	HEALTH & WELLNESS			
21	Health Suite	1	1	0
	MEDIA CENTER			
22	Media & Support	4	6	2
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	2	3	1
24	Parks and Rec Space	0	0	0

DRAFT

SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
	FULL-DAY PRE-K
	LEARNING TOGETHER
	EARLY LEARNER
	EARLY INTERVENTION
3	STRIVE
	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

- Fully Adequate
- Somewhat Adequate
- Not Adequate
- Not Offered

FOREST LAKES ES
Forest Hill, Maryland

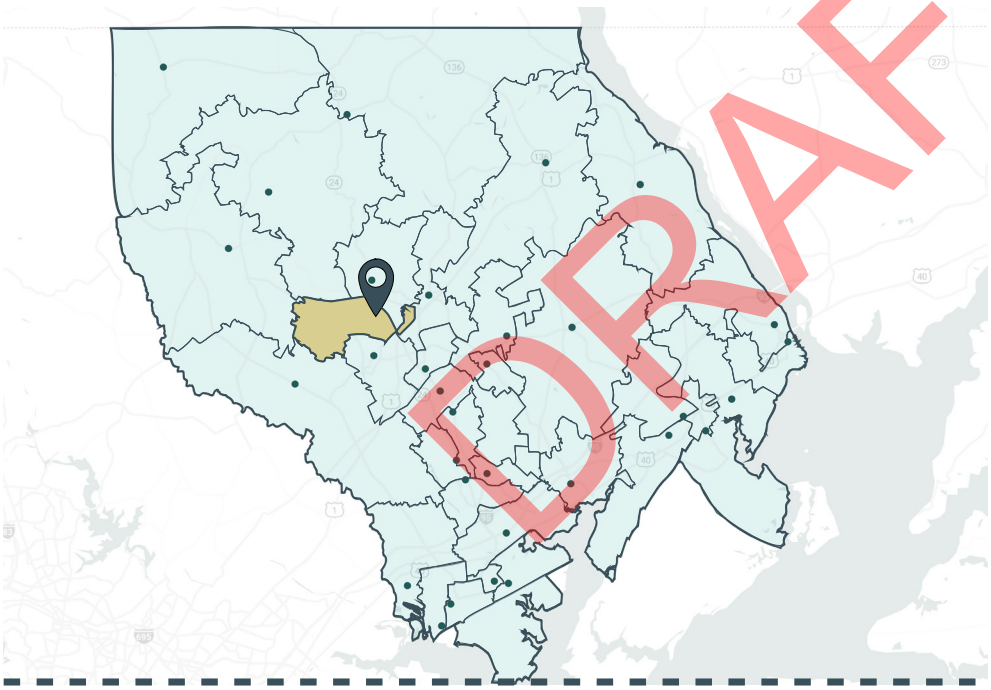
Forest Lakes ES was built in 1997 and is in good condition; however, it is noted that there is unusual "bubbling" of the flooring finish in some corridors. The existing building has received LED lighting upgrades in classrooms, but lacks several qualities of a modern learning environment, such as a security vestibule. The building largely provides the core spaces needed for its projected enrollment. Special Education, itinerant services, and the media center have space needs.

RECOMMENDATIONS

OPERATIONAL
- SRC Revision
- Additional Funding

CAPITAL
- Renovation

DRAFT



RANK **20** out of 33

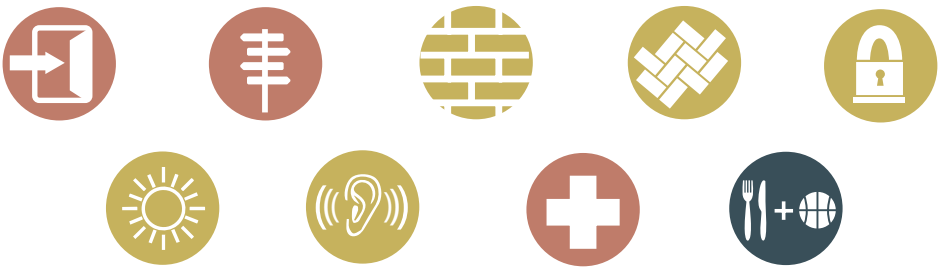
24 SPACE

21 CAPACITY *94%*

FUNCTIONAL CAPACITY	*471*
MAX PROJECTED ENROLLMENT (2025)	*444*

12 FACILITY CONDITION *60.1%*

FACILITY ASSESSMENT



GOOD FAIR POOR

PROJECT HISTORY
1997 Built

GRADES
Pre-K - 5

TOTAL GROSS AREA
70,241 sq ft

PSC
L12F048

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	2	2	0
2	Classroom K.	3	3	0
3	Classroom Prim.	6	6	0
4	Classroom Inter.	9	11	2
5	Classroom Flex	0	1	1
	ART & MUSIC			
6	Art, Music & Support	5	5	0
	SPECIAL EDUCATION			
7	Classroom Special Education	2	3	1
8	Pull-Out Special Education	2	2	0
9	Support Special Education	2	6	4
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	0	0
11	Pull-Out Specialized Program	1	1	0
12	Support Specialized Program	0	0	0
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	4	4	0
14	Student Support	6	10	4
15	Staff Support	4	6	2
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	1	2	1
18	Offices & Support	4	5	1
19	Security Vestibule	2	2	0
	FOOD SERVICE			
20	Cafeteria & Support	5	5	0
	HEALTH & WELLNESS			
21	Health Suite	1	1	0
	MEDIA CENTER			
22	Media & Support	4	6	2
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	2	3	1
24	Parks and Rec Space	0	0	0

DRAFT

SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
2	FULL-DAY PRE-K
	LEARNING TOGETHER
	EARLY LEARNER
	EARLY INTERVENTION
2	STRIVE
	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

Fully Adequate

Somewhat Adequate

Not Adequate

Not Offered

FOUNTAIN GREEN ES
Bel Air, Maryland

Fountain Green ES was built in 1993 and, despite being past half of its useful life, is in good condition. It has been updated with modern LED lighting, though lighting controls remain outdated and the building lacks air conditioning. The existing building also lacks a security vestibule and has accessibility issues. Projected enrollment is slightly above functional capacity. The STRIVE regional program, Pre-K, itinerant services, and the media center have space needs.

RECOMMENDATIONS

OPERATIONAL
- SRC Revision
- Additional Funding

CAPITAL
- Renovation

DRAFT



FACILITY ASSESSMENT



8 out of 33

RANK

11 SPACE

10 CAPACITY *105%*

FUNCTIONAL CAPACITY	*471*
MAX PROJECTED ENROLLMENT (2032)	*495*

3 FACILITY CONDITION *67.3%*

PROJECT HISTORY
1993 Built

GRADES
Pre-K - 5

TOTAL GROSS AREA
61,527 sq ft

PSC
L12F033

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	2	2	0
2	Classroom K.	3	3	0
3	Classroom Prim.	6	6	0
4	Classroom Inter.	9	10	1
5	Classroom Flex	0	1	1
	ART & MUSIC			
6	Art, Music & Support	3	4	1
	SPECIAL EDUCATION			
7	Classroom Special Education	3	4	1
8	Pull-Out Special Education	1	2	1
9	Support Special Education	2	5	3
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	0	0
11	Pull-Out Specialized Program	0	0	0
12	Support Specialized Program	0	0	0
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	6	6	0
14	Student Support	5	9	4
15	Staff Support	1	7	6
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	1	2	1
18	Offices & Support	4	5	1
19	Security Vestibule	0	1	0
	FOOD SERVICE			
20	Cafeteria & Support	5	5	0
	HEALTH & WELLNESS			
21	Health Suite	1	1	0
	MEDIA CENTER			
22	Media & Support	4	6	2
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	3	3	0
24	Parks and Rec Space	0	0	0

	RELOCATABLES	
	Music Vocal	1
	Speech and Special Educators	1

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SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
2	FULL-DAY PRE-K
	LEARNING TOGETHER
	EARLY LEARNER
	EARLY INTERVENTION
2	STRIVE
	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

Fully Adequate

Somewhat Adequate

Not Adequate

Not Offered

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GEORGE D. LISBY ES *AT HILLSDALE*
Aberdeen, Maryland

George D. Lisby ES is an older school building, built in 1968 with a systemic renovation in 2020. Projected enrollment is slightly over functional capacity. The school needs a core learning, art, music, student and staff support spaces. Support space for the Community Schools and Title I programs are not adequate.

12 out of 33

RANK

7 SPACE

10 CAPACITY *105%*

FUNCTIONAL CAPACITY	*519*
MAX PROJECTED ENROLLMENT (2027)	*543*

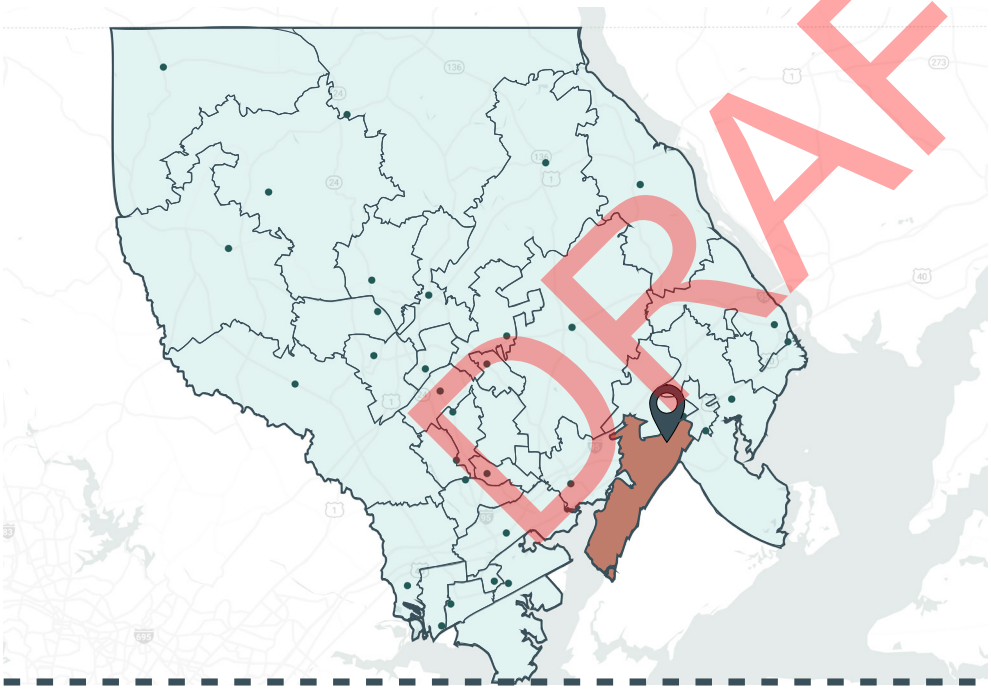
29 FACILITY CONDITION *42%*

RECOMMENDATIONS

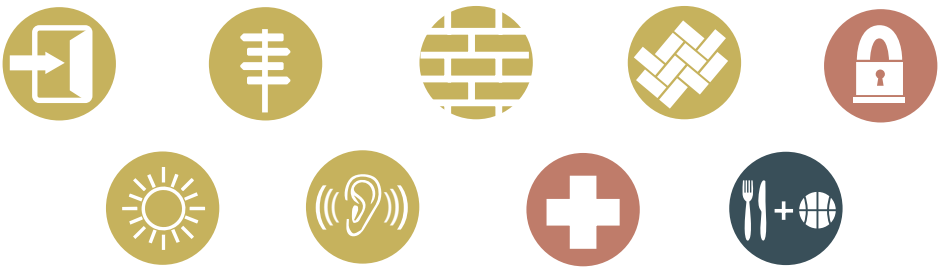
OPERATIONAL
- Enrollment Rebalancing
- Additional Funding

CAPITAL
- Replacement

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FACILITY ASSESSMENT



GOOD FAIR POOR

PROJECT HISTORY
1968 Built
1998
2020

GRADES
Pre-K - 5

TOTAL GROSS AREA
57,336 sq ft

PSC
L12F052

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	2	2	0
2	Classroom K.	4	4	0
3	Classroom Prim.	6	8	2
4	Classroom Inter.	11	11	0
5	Classroom Flex	0	1	1
	ART & MUSIC			
6	Art, Music & Support	1	4	3
	SPECIAL EDUCATION			
7	Classroom Special Education	0	1	1
8	Pull-Out Special Education	3	3	0
9	Support Special Education	2	5	3
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	0	0
11	Pull-Out Specialized Program	0	3	3
12	Support Specialized Program	1	3	2
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	0	3	3
14	Student Support	7	10	3
15	Staff Support	3	8	5
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	0	2	2
18	Offices & Support	5	6	1
19	Security Vestibule	0	1	1
	FOOD SERVICE			
20	Cafeteria & Support	6	6	0
	HEALTH & WELLNESS			
21	Health Suite	1	1	0
	MEDIA CENTER			
22	Media & Support	3	6	3
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	3	3	0
24	Parks and Rec Space	0	0	0

	RELOCATABLES	
	Unknown Program	2

DRAFT

SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
2	FULL-DAY PRE-K
	LEARNING TOGETHER
	EARLY LEARNER
	EARLY INTERVENTION
	STRIVE
	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

Fully Adequate

Somewhat Adequate

Not Adequate

Not Offered

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DRAFT

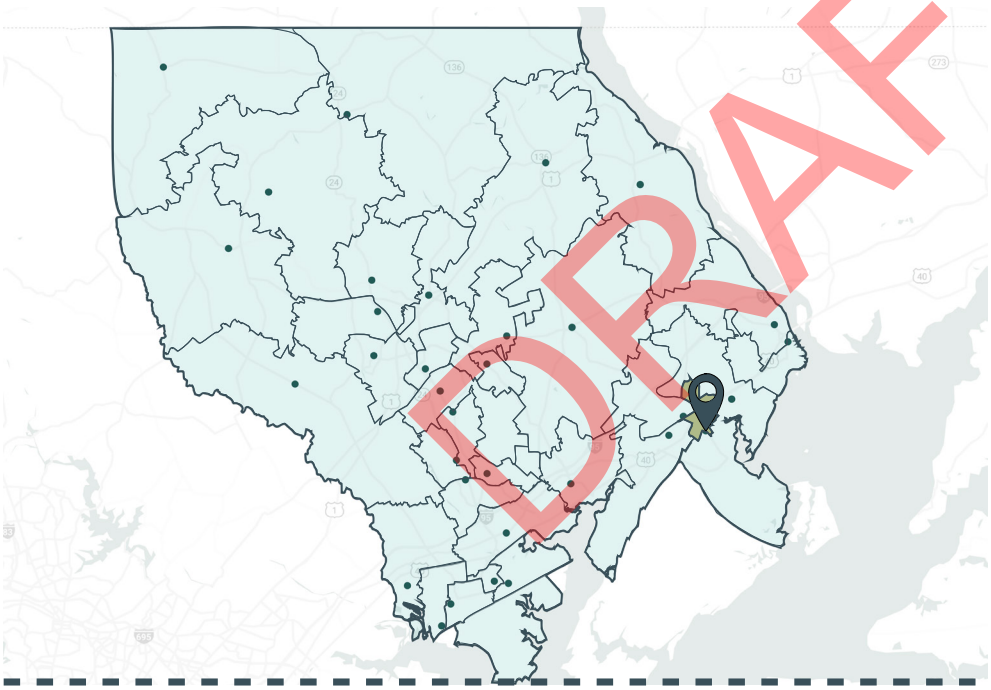
HALLS CROSS ROADS ES
Aberdeen, Maryland

Built in 1943, the school is among HCPS's older facilities. It lacks features required for a modern learning environment, including a security vestibule, modern lighting and controls, acoustical controls, and a fully accessible school building. Despite projected enrollment being below the functional capacity, the building's lack of flexibility prohibits the school from adequately providing support space for specialized programs such as Community Schools, Title I, a Judy Center, and Pre-K.

RECOMMENDATIONS

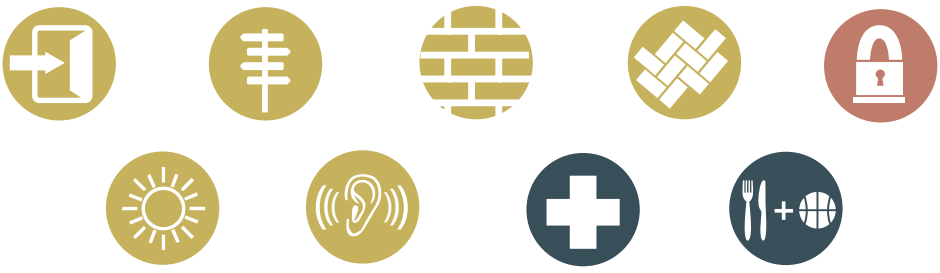
OPERATIONAL
- SRC Revision
- Enrollment Rebalancing

CAPITAL
- Renovation + Addition(s)
- Replacement



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FACILITY ASSESSMENT



RANK **15** out of 33

14 SPACE

32 CAPACITY *76%*

FUNCTIONAL CAPACITY	*585*
MAX PROJECTED ENROLLMENT (2030)	*447*

2 FACILITY CONDITION *67.4%*

PROJECT HISTORY

1943 Built
1955
1968
1993
1996
1997

GRADES

Pre-K - 5

TOTAL GROSS AREA

63,439 sq ft

PSC

L12F036

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	3	3	0
2	Classroom K.	4	4	0
3	Classroom Prim.	10	10	0
4	Classroom Inter.	9	9	0
5	Classroom Flex	0	1	1
	ART & MUSIC			
6	Art, Music & Support	2	4	2
	SPECIAL EDUCATION			
7	Classroom Special Education	0	1	1
8	Pull-Out Special Education	4	4	0
9	Support Special Education	1	5	4
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	2	2	0
11	Pull-Out Specialized Program	0	0	0
12	Support Specialized Program	0	0	0
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	0	3	3
14	Student Support	4	9	5
15	Staff Support	1	7	6
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	1	2	1
18	Offices & Support	5	5	0
19	Security Vestibule	0	1	1
	FOOD SERVICE			
20	Cafeteria & Support	4	4	0
	HEALTH & WELLNESS			
21	Health Suite	1	1	0
	MEDIA CENTER			
22	Media & Support	3	6	3
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	1	3	2
24	Parks and Rec Space	0	0	0

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SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
3	FULL-DAY PRE-K
	LEARNING TOGETHER
	EARLY LEARNER
	EARLY INTERVENTION
	STRIVE
	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

- Fully Adequate
- Somewhat Adequate
- Not Adequate
- Not Offered

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HAVRE DE GRACE ES

Havre De Grace, Maryland

Havre de Grace ES was built in 1949 and, despite systemic upgrades in 1995, has wide-ranging issues related to accessibility, safety and security (no security vestibule and unprotected fire stairs), lighting and controls, and acoustics. Space availability is also a major concern as projected enrollment exceeds the functional capacity. Additionally, the existing building is unable to adequately provide the support spaces needed for special education, Pre-K, Community Schools, Priority, and TSI specialized services.

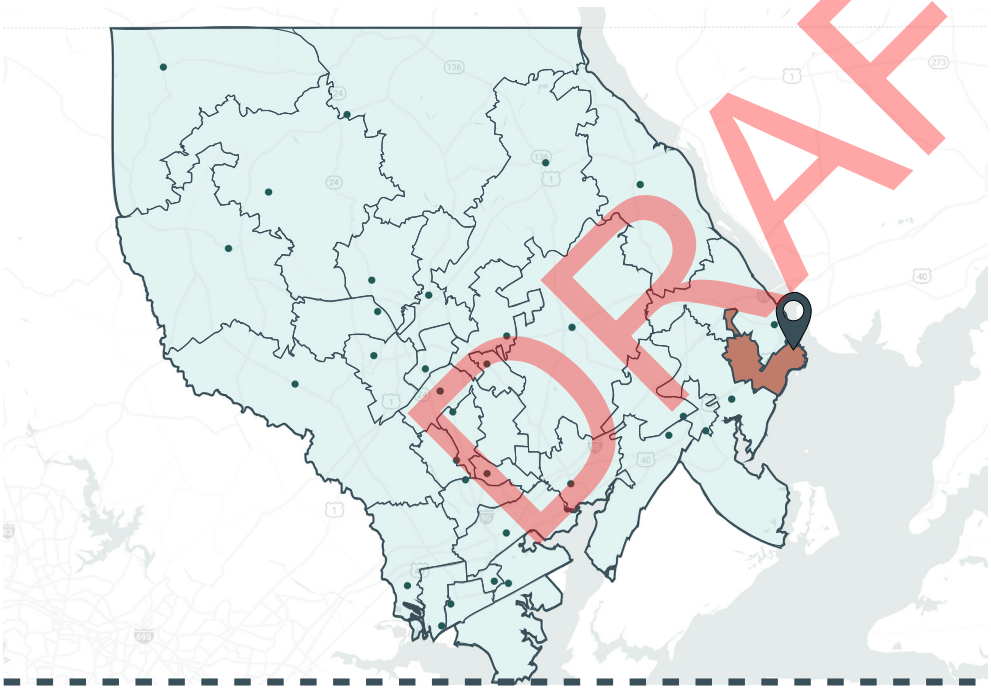
RECOMMENDATIONS

OPERATIONAL

- SRC Revision
- Enrollment Rebalancing

CAPITAL

- Full Renovation + Addition(s)
- Replacement



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FACILITY ASSESSMENT

GOOD FAIR POOR

RANK **3** out of 33

4 SPACE

10 CAPACITY *105%*

FUNCTIONAL CAPACITY	*585*
MAX PROJECTED ENROLLMENT (2032)	*615*

1 FACILITY CONDITION *69.7%*

PROJECT HISTORY

1949 Built
1968
1995

GRADES

Pre-K - 5

TOTAL GROSS AREA

65018 sq ft

PSC

L12F028

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	2	5	3
2	Classroom K.	4	4	0
3	Classroom Prim.	8	10	2
4	Classroom Inter.	11	11	0
5	Classroom Flex	0	1	1
	ART & MUSIC			
6	Art, Music & Support	3	6	3
	SPECIAL EDUCATION			
7	Classroom Special Education	2	3	1
8	Pull-Out Special Education	3	4	1
9	Support Special Education	1	6	5
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	1	1
11	Pull-Out Specialized Program	0	2	2
12	Support Specialized Program	1	6	5
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	0	3	3
14	Student Support	3	12	9
15	Staff Support	2	8	6
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	1	2	1
18	Offices & Support	3	6	3
19	Security Vestibule	0	1	1
	FOOD SERVICE			
20	Cafeteria & Support	7	7	0
	HEALTH & WELLNESS			
21	Health Suite	2	2	0
	MEDIA CENTER			
22	Media & Support	4	7	3
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	2	3	1
24	Parks and Rec Space	0	0	0

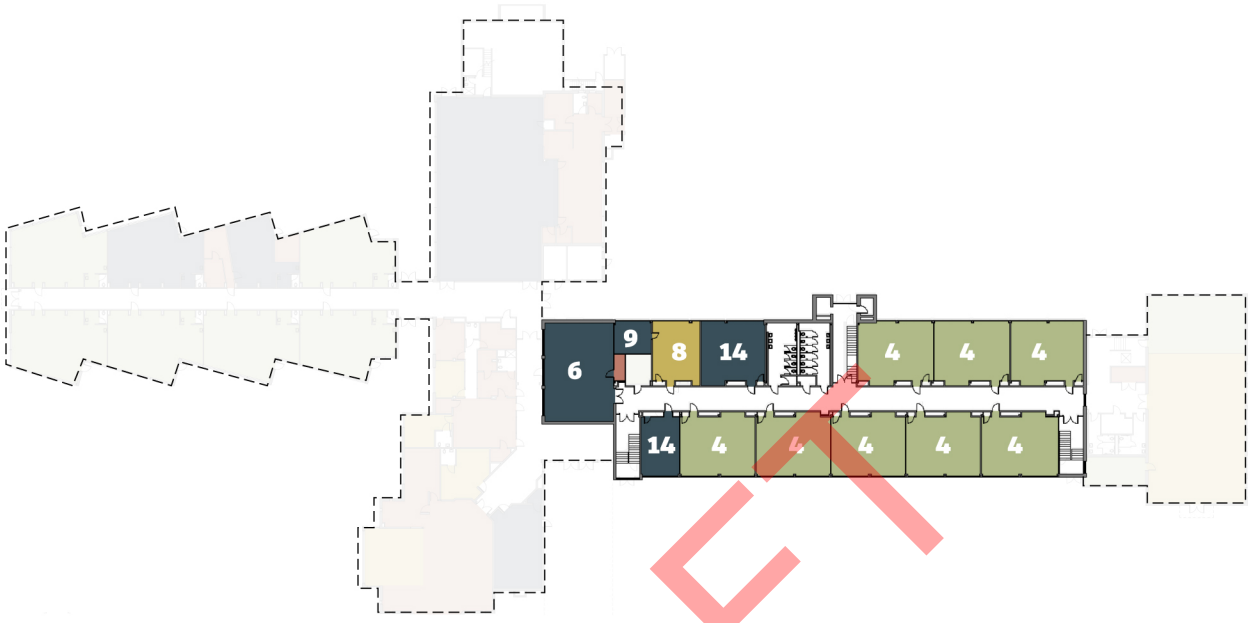
	RELOCATABLES	
	Classroom Inter.	1

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SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
2	FULL-DAY PRE-K
1	LEARNING TOGETHER
1	EARLY LEARNER
	EARLY INTERVENTION
	STRIVE
	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

- Fully Adequate
- Somewhat Adequate
- Not Adequate
- Not Offered



DRAFT

FLOOR 2

1" = 80'

1 Classroom Pre-K
2 Classroom K.
3 Classroom Prim.
4 Classroom Inter.
5 Classroom Flex
6 Art, Music & Support
7 Classroom Sped
8 Pull-Out Sped
9 Support Sped
10 Classroom Specialized Program
11 Pull-Out Specialized Program
12 Support Specialized Program
13 Commons (K, Primary, Int.)
14 Student Support
15 Staff Support
16 Volunteer Workroom
17 Conference Rooms
18 Offices & Support
19 Security Vestibule
20 Cafeteria & Support
21 Health Suite
22 Media & Support
23 Gymnasium, Stage & Support
24 Parks and Rec Space

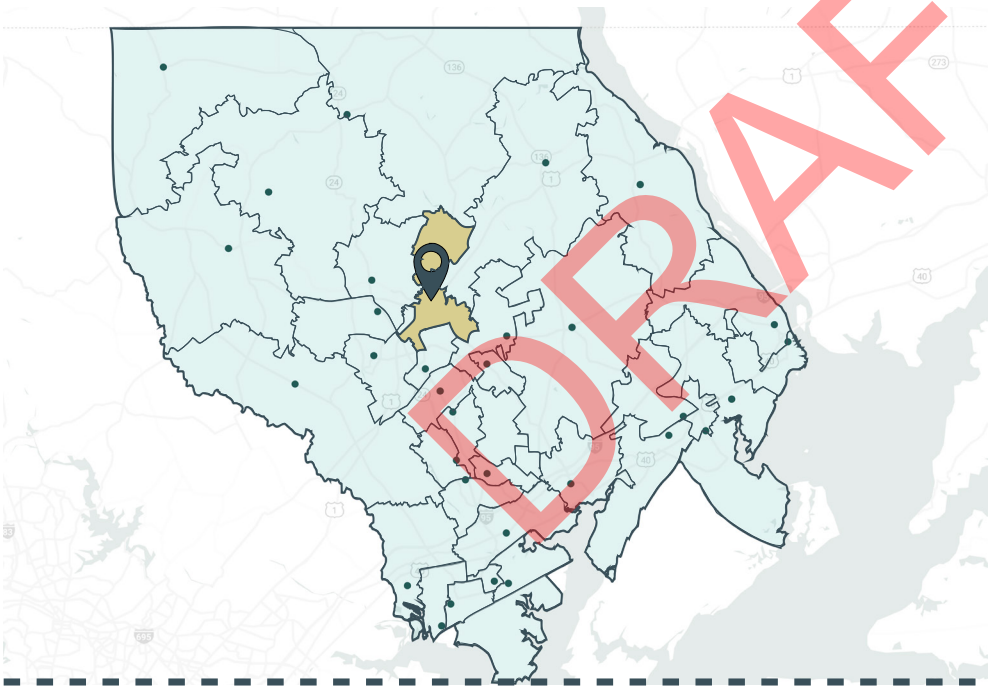
HICKORY ES
Bel Air, Maryland

Hickory ES is an older masonry building built in 1950, with multiple subsequent additions and renovations. Despite upgrades to lighting and controls, there are issues, related to the mechanical system and finishes are outdated. The existing building does not have a security vestibule and there are accessibility concerns. Projected enrollment is at functional capacity but the school has significant space needs related to core learning classrooms and the STRIVE program.

RECOMMENDATIONS

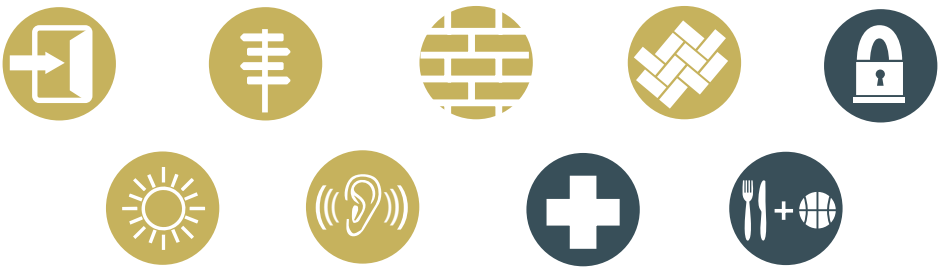
OPERATIONAL
- SRC Revision
- Enrollment Rebalancing

CAPITAL
- Full Renovation + Addition(s)
- Replacement



DRAFT

FACILITY ASSESSMENT



GOOD FAIR POOR

RANK **4** out of 33

8 SPACE

14 CAPACITY *102%*

FUNCTIONAL CAPACITY	*600*
MAX PROJECTED ENROLLMENT (2025)	*610*

7 FACILITY CONDITION *63.9%*

PROJECT HISTORY
1950 Built
1955
1960
1968
1998

GRADES
Pre-K - 5

TOTAL GROSS AREA
77,797 sq ft

PSC
L12F041

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	0	1	1
2	Classroom K.	5	5	0
3	Classroom Prim.	8	10	2
4	Classroom Inter.	12	14	2
5	Classroom Flex	0	1	1
	ART & MUSIC			
6	Art, Music & Support	5	5	0
	SPECIAL EDUCATION			
7	Classroom Special Education	4	4	0
8	Pull-Out Special Education	3	4	1
9	Support Special Education	5	8	3
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	0	0
11	Pull-Out Specialized Program	0	0	0
12	Support Specialized Program	5	5	0
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	5	5	0
14	Student Support	5	10	5
15	Staff Support	2	7	5
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	1	2	1
18	Offices & Support	4	6	2
19	Security Vestibule	7	7	0
	FOOD SERVICE			
20	Cafeteria & Support	4	4	0
	HEALTH & WELLNESS			
21	Health Suite	1	1	0
	MEDIA CENTER			
22	Media & Support	3	6	3
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	3	3	0
24	Parks and Rec Space	0	0	0

	RELOCATABLES
Classroom Inter.	1
Classroom Special Education	1
GT	1

DRAFT

SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
	FULL-DAY PRE-K
	LEARNING TOGETHER
	EARLY LEARNER
	EARLY INTERVENTION
3	STRIVE
	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

- Fully Adequate
- Somewhat Adequate
- Not Adequate
- Not Offered

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HOMESTEAD/WAKEFIELD ES

Bel Air, Maryland

Opening for 2025-26 school year, Homestead/Wakefield ES is HCPS's newest school facility and is designed to meet the requirements of the most current Education Specification. The spaces that are provided meet the current instructional and capacity needs for this area of Harford County. Additionally, spaces for specialized support services provided by the school are provided and planned as part of the modern school environment.

33
out of 33
RANK

33 SPACE

14 CAPACITY *102%*

FUNCTIONAL CAPACITY *1133*

MAX PROJECTED ENROLLMENT (2030) *1159*

33 FACILITY CONDITION *0.0%*

RECOMMENDATIONS

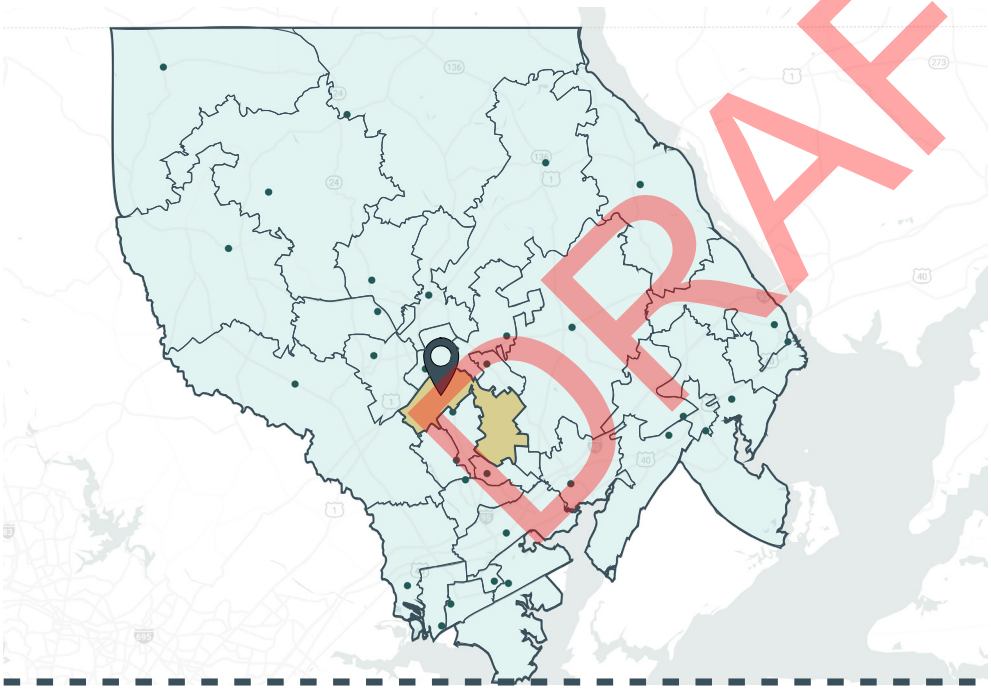
OPERATIONAL

- Revisit utilization at a predetermined benchmark

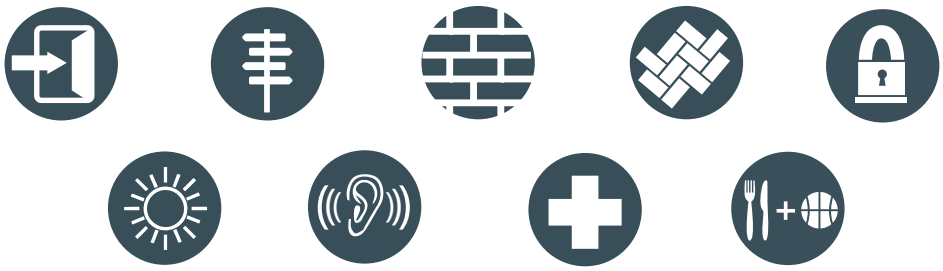
CAPITAL

- None

DRAFT



FACILITY ASSESSMENT



GOOD FAIR POOR

PROJECT HISTORY
2025 Built

GRADES
Pre-K - 5

TOTAL GROSS AREA
140,013 sq ft

PSC
L12F022

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	2	2	0
2	Classroom K.	8	8	0
3	Classroom Prim.	21	21	0
4	Classroom Inter.	14	14	0
5	Classroom Flex	4	4	0
	ART & MUSIC			
6	Art, Music & Support	7	7	0
	SPECIAL EDUCATION			
7	Classroom Special Education	2	3	1
8	Pull-Out Special Education	6	6	0
9	Support Special Education	6	7	1
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	0	0
11	Pull-Out Specialized Program	0	0	0
12	Support Specialized Program	0	0	0
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	0	3	3
14	Student Support	12	15	3
15	Staff Support	9	11	2
16	Volunteer Workroom	1	1	0
	ADMINISTRATION			
17	Conference Rooms	2	2	0
18	Offices & Support	7	8	1
19	Security Vestibule	8	8	0
	FOOD SERVICE			
20	Cafeteria & Support	8	8	0
	HEALTH & WELLNESS			
21	Health Suite	6	6	0
	MEDIA CENTER			
22	Media & Support	5	7	2
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	3	3	0
24	Parks and Rec Space	0	0	0

DRAFT

SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
2	FULL-DAY PRE-K
1	LEARNING TOGETHER
1	EARLY LEARNER
	EARLY INTERVENTION
	STRIVE
	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

Fully Adequate

Somewhat Adequate

Not Adequate

Not Offered

JARRETTSVILLE ES
Jarrettsville, Maryland

Jarrettsville ES was built in 1962 of durable materials on both the interior and exterior, and remains in good physical condition. It lacks a security vestibule, modern lighting and controls, proper height guardrails at the second floor of egress stairs, and there are acoustic and accessibility issues. Projected enrollment is above the functional capacity creating issues with core learning, CSP regional program, and itinerant support spaces.

11 out of 33 — RANK

30 SPACE

7 CAPACITY *111%*

- FUNCTIONAL CAPACITY *431*
- MAX PROJECTED ENROLLMENT (2031) *477*

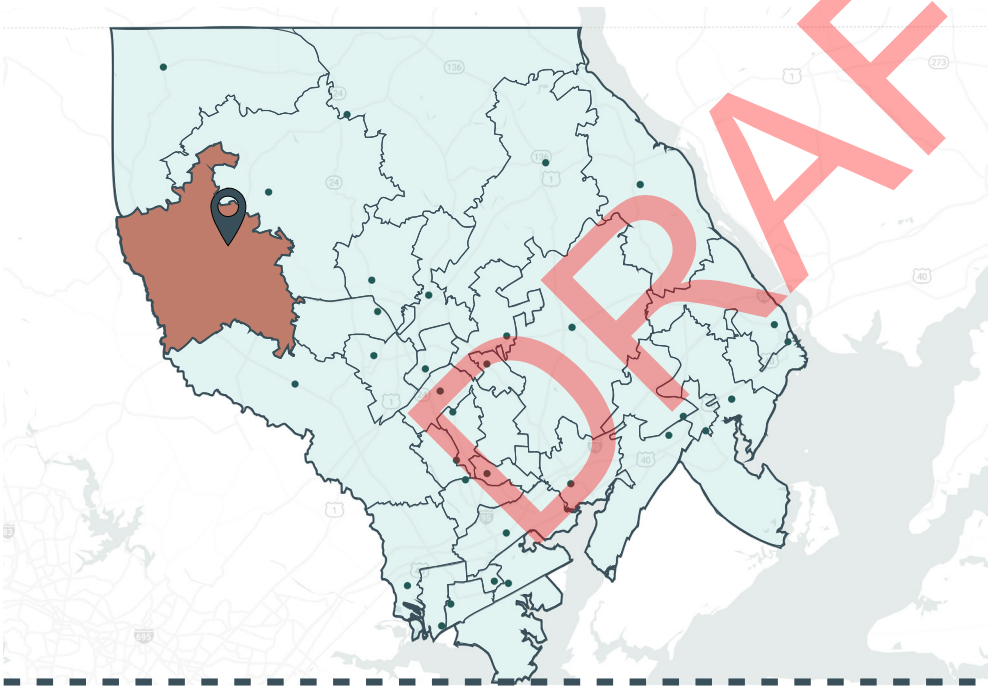
9 FACILITY CONDITION *61.6%*

RECOMMENDATIONS

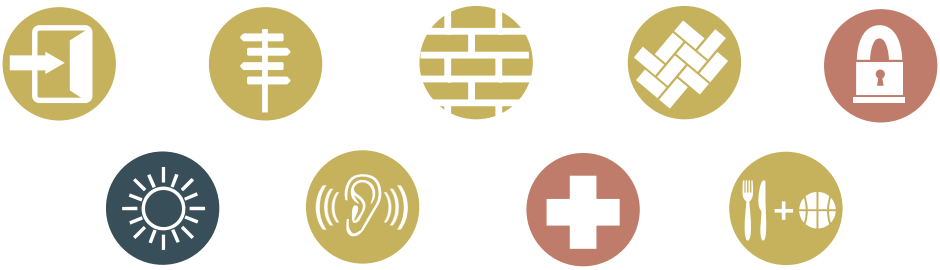
OPERATIONAL
- SRC Revision
- Enrollment Rebalancing
- Additional Funding

CAPITAL
- Full Renovation + Addition(s)

DRAFT



FACILITY ASSESSMENT



GOOD FAIR POOR

PROJECT HISTORY
1962 Built
1968
1977
1997

GRADES
Pre-K - 5

TOTAL GROSS AREA
62,262 sq ft

PSC
L12F017

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	0	1	1
2	Classroom K.	3	4	1
3	Classroom Prim.	6	7	1
4	Classroom Inter.	9	11	2
5	Classroom Flex	0	1	1
	ART & MUSIC			
6	Art, Music & Support	4	4	0
	SPECIAL EDUCATION			
7	Classroom Special Education	2	4	2
8	Pull-Out Special Education	3	3	0
9	Support Special Education	8	10	2
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	0	0
11	Pull-Out Specialized Program	0	0	0
12	Support Specialized Program	0	0	0
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	3	4	1
14	Student Support	5	9	4
15	Staff Support	7	9	2
16	Volunteer Workroom	1	1	0
	ADMINISTRATION			
17	Conference Rooms	1	2	1
18	Offices & Support	4	5	1
19	Security Vestibule	0	1	1
	FOOD SERVICE			
20	Cafeteria & Support	5	5	0
	HEALTH & WELLNESS			
21	Health Suite	1	1	0
	MEDIA CENTER			
22	Media & Support	4	6	2
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	3	3	0
24	Parks and Rec Space	0	0	0

DRAFT

SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
	FULL-DAY PRE-K
	LEARNING TOGETHER
	EARLY LEARNER
	EARLY INTERVENTION
	STRIVE
2	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

- Fully Adequate
- Somewhat Adequate
- Not Adequate
- Not Offered

JOPPATOWNE ES
Joppa, Maryland

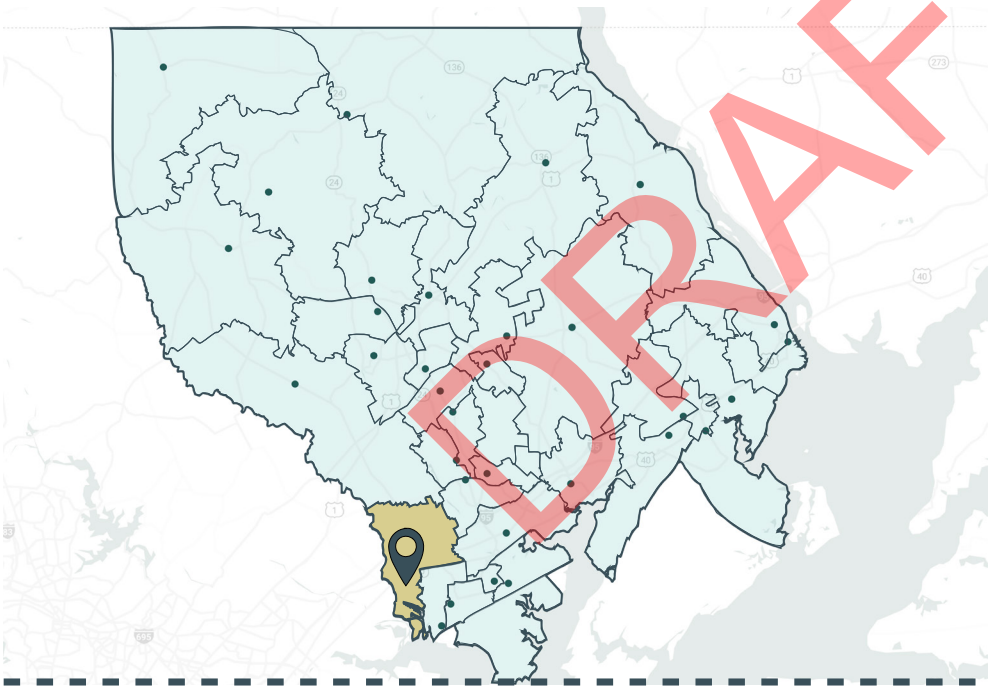
Joppatowne ES is a masonry building built in 1965, with a major modernization and addition completed in 2009. While adding modern features to the school such as a security vestibule and new HVAC, the project did not provide modern lighting and there are acoustic issues related to the mechanical system. Projected enrollment is slightly below the functional capacity. Spaces supporting the STRIVE program, Pre-K, and other specialized programs are somewhat adequate.

RECOMMENDATIONS

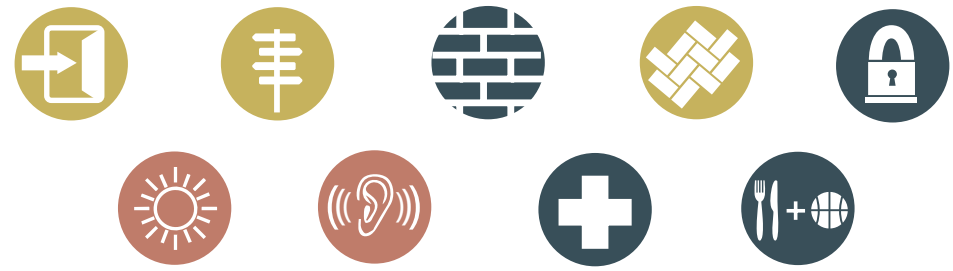
OPERATIONAL
- SRC Revision
- Enrollment Rebalancing
- Additional Funding

CAPITAL
- Full Renovation

DRAFT



FACILITY ASSESSMENT



29 out of 33 RANK

31 SPACE

20 CAPACITY *96%*

FUNCTIONAL CAPACITY	*549*
MAX PROJECTED ENROLLMENT (2029)	*526*

26 FACILITY CONDITION *48.6%*

PROJECT HISTORY
1965 Built
1968
1995
2009

GRADES
Pre-K - 5

TOTAL GROSS AREA
89,703 sq ft

PSC
L12F040

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	2	2	0
2	Classroom K.	4	4	0
3	Classroom Prim.	7	7	0
4	Classroom Inter.	9	10	1
5	Classroom Flex	0	1	1
	ART & MUSIC			
6	Art, Music & Support	4	4	0
	SPECIAL EDUCATION			
7	Classroom Special Education	3	4	1
8	Pull-Out Special Education	4	4	0
9	Support Special Education	6	9	3
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	1	1
11	Pull-Out Specialized Program	0	1	1
12	Support Specialized Program	2	4	2
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	2	4	2
14	Student Support	10	11	1
15	Staff Support	5	7	2
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	1	2	1
18	Offices & Support	6	7	1
19	Security Vestibule	1	1	0
	FOOD SERVICE			
20	Cafeteria & Support	6	6	0
	HEALTH & WELLNESS			
21	Health Suite	3	3	0
	MEDIA CENTER			
22	Media & Support	5	7	2
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	3	3	0
24	Parks and Rec Space	0	0	0

DRAFT

SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
2	FULL-DAY PRE-K
	LEARNING TOGETHER
	EARLY LEARNER
	EARLY INTERVENTION
1	STRIVE
	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

- Fully Adequate
- Somewhat Adequate
- Not Adequate
- Not Offered

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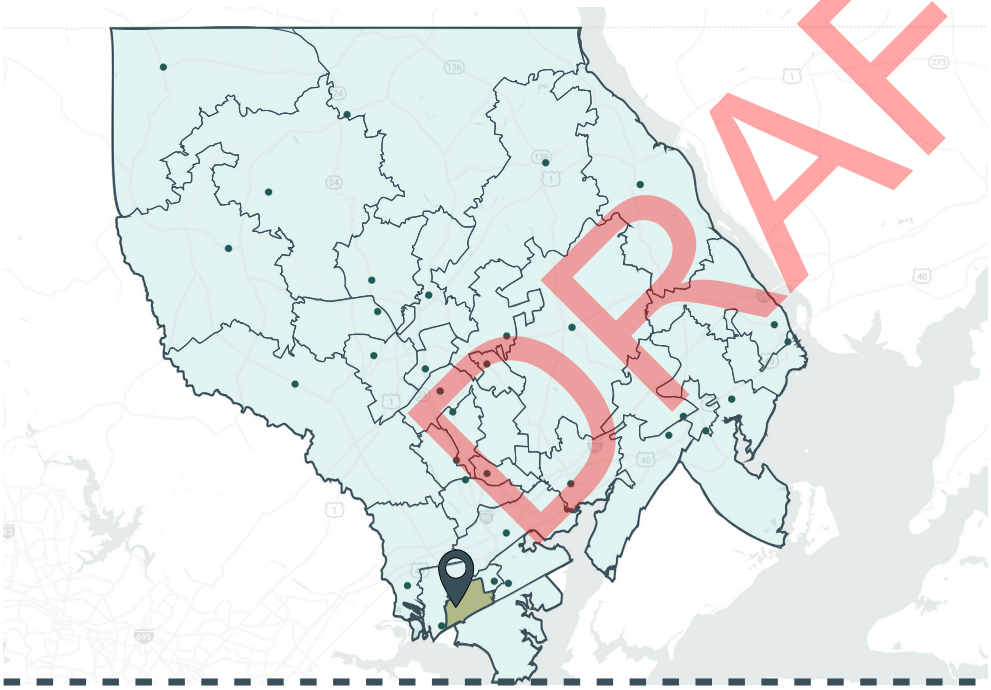
MAGNOLIA ES
Joppa, Maryland

Magnolia ES, built in 1975, is a masonry building in good condition on the exterior. Except for terrazzo floors, interior finishes are showing wear and the spaces do not provide a modern learning environment. Building systems are outdated, there is no security vestibule, and there are acoustic and accessibility issues. Projected enrollment is well below functional capacity. However, there are space needs for special education, Pre-K, Community Schools, Title I, and TSI programs.

RECOMMENDATIONS

OPERATIONAL
- SRC Revision
- Enrollment Rebalancing
- Additional Funding

CAPITAL
- Replacement



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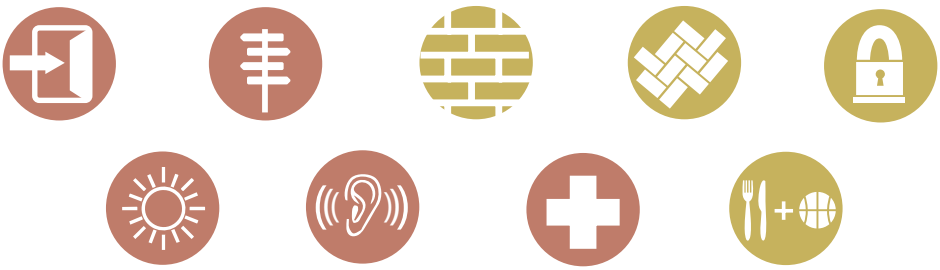
RANK
6 out of 33

2 SPACE

24 CAPACITY *88%*
- FUNCTIONAL CAPACITY *512*
- MAX PROJECTED ENROLLMENT (2030) *551*

10 FACILITY CONDITION *61.4%*

FACILITY ASSESSMENT



GOOD FAIR POOR

PROJECT HISTORY
1975 Built
1997

GRADES
Pre-K - 5

TOTAL GROSS AREA
57,751 sq ft

PSC
L12F002

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	4	4	0
2	Classroom K.	5	5	0
3	Classroom Prim.	9	9	0
4	Classroom Inter.	6	9	3
5	Classroom Flex	1	1	0
	ART & MUSIC			
6	Art, Music & Support	2	4	2
	SPECIAL EDUCATION			
7	Classroom Special Education	0	2	2
8	Pull-Out Special Education	7	7	0
9	Support Special Education	5	7	2
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	1	1
11	Pull-Out Specialized Program	0	0	0
12	Support Specialized Program	1	2	1
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	1	3	2
14	Student Support	9	11	2
15	Staff Support	3	7	4
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	0	2	2
18	Offices & Support	4	5	1
19	Security Vestibule	1	1	0
	FOOD SERVICE			
20	Cafeteria & Support	5	5	0
	HEALTH & WELLNESS			
21	Health Suite	2	2	0
	MEDIA CENTER			
22	Media & Support	3	6	3
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	2	3	1
24	Parks and Rec Space	0	0	0

	RELOCATABLES	
	Classroom Inter.	5
	Art	1
	Support Specialized Program	1

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SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
3	FULL-DAY PRE-K
	LEARNING TOGETHER
	EARLY LEARNER
	EARLY INTERVENTION
	STRIVE
3	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

- Fully Adequate
- Somewhat Adequate
- Not Adequate
- Not Offered

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MEADOWVALE ES

Havre De Grace, Maryland

Meadowvale ES, built in 1959 with multiple renovations and additions, is an older building in fair condition that struggles to meet the needs of its students. In addition to outdated building systems, the building lacks a security vestibule and has acoustic issues. Projected enrollment meets the functional capacity, with space needs for faculty and student support, and itinerant services for mental health. Space utilization challanges limit the school's ability to adequately provide for Pre-K and special education programs.

RECOMMENDATIONS

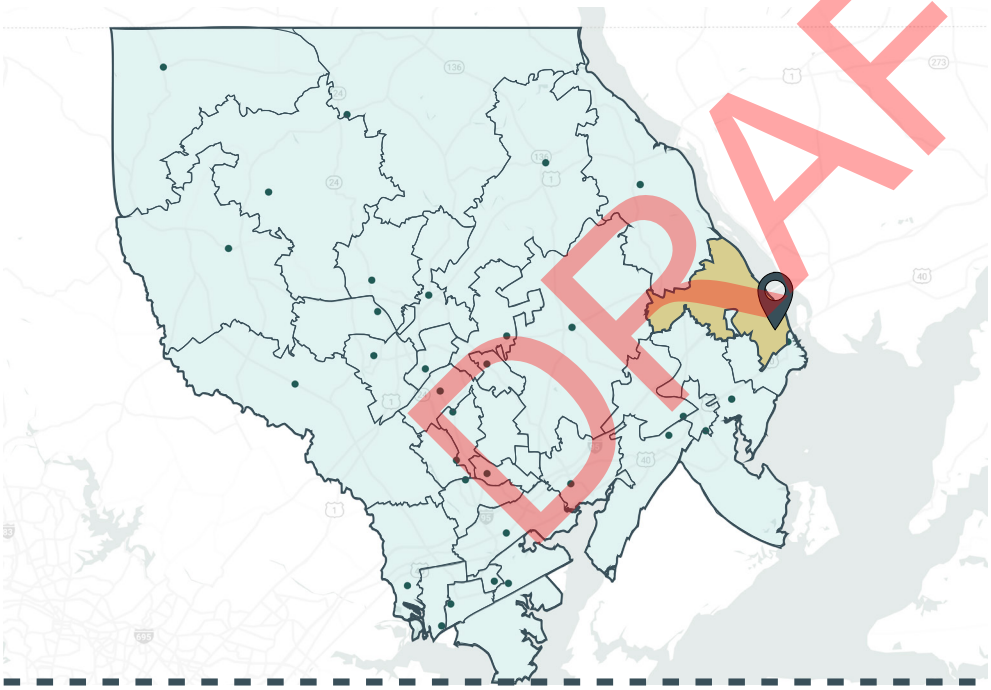
OPERATIONAL

- SRC Revision
- Enrollment Rebalancing
- Additional Funding

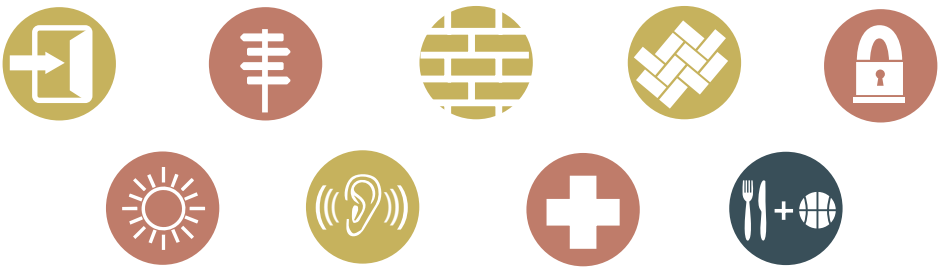
CAPITAL

- Renovation + Addition

DRAFT



FACILITY ASSESSMENT



GOOD FAIR POOR

RANK 10 out of 33

19 SPACE

16 CAPACITY *101%*

FUNCTIONAL CAPACITY	*562*
MAX PROJECTED ENROLLMENT (2026)	*566*

6 FACILITY CONDITION *64.3%*

PROJECT HISTORY

1959 Built
1962
1968
1992
2001

GRADES

Pre-K - 5

TOTAL GROSS AREA

68,678 sq ft

PSC

L12F053

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	2	4	2
2	Classroom K.	4	4	0
3	Classroom Prim.	7	7	0
4	Classroom Inter.	11	11	0
5	Classroom Flex	0	1	1
	ART & MUSIC			
6	Art, Music & Support	5	5	0
	SPECIAL EDUCATION			
7	Classroom Special Education	2	3	1
8	Pull-Out Special Education	3	3	0
9	Support Special Education	3	5	2
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	0	0
11	Pull-Out Specialized Program	0	0	0
12	Support Specialized Program	1	1	0
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	0	3	3
14	Student Support	6	9	3
15	Staff Support	2	7	5
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	1	2	1
18	Offices & Support	6	7	1
19	Security Vestibule	0	1	1
	FOOD SERVICE			
20	Cafeteria & Support	6	6	0
	HEALTH & WELLNESS			
21	Health Suite	4	4	0
	MEDIA CENTER			
22	Media & Support	3	6	3
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	3	3	0
24	Parks and Rec Space	0	0	0

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SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
2	FULL-DAY PRE-K
1	LEARNING TOGETHER
1	EARLY LEARNER
	EARLY INTERVENTION
	STRIVE
	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

Fully Adequate

Somewhat Adequate

Not Adequate

Not Offered

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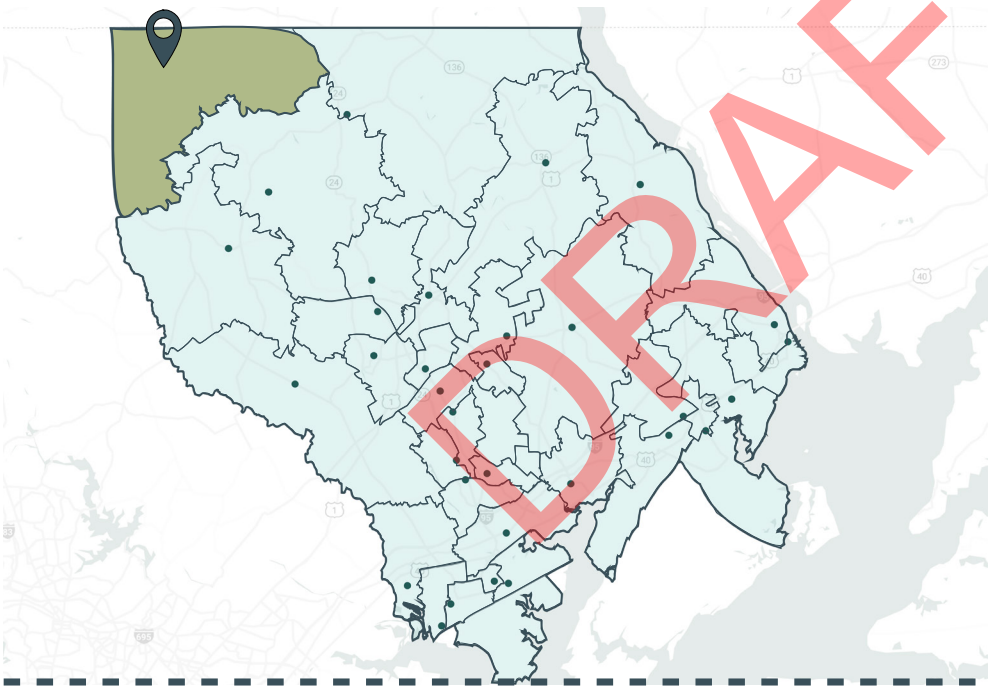
NORRISVILLE ES
White Hall, Maryland

Built in 1967, with a 1996 addition, the masonry building is in good condition, though the interior is outdated, falling short of providing a modern learning environment. Daylighting is limited and the existing building lacks LED lighting and modern controls. There is no security vestibule for and there are accessibility issues. Projected enrollment is well below functional capacity and there are no special programs offered. The small, shared gymnasium/cafeteria limits programming.

RECOMMENDATIONS

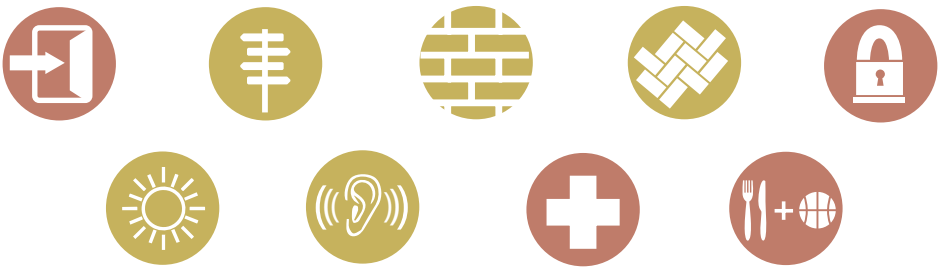
OPERATIONAL
- Additional Funding

CAPITAL
- Renovation + Addition



DRAFT

FACILITY ASSESSMENT



25 out of 33
RANK

15 SPACE

29 CAPACITY 81%
- FUNCTIONAL CAPACITY 274
- MAX PROJECTED ENROLLMENT (2025) 222

21 FACILITY CONDITION 52%

PROJECT HISTORY
1967 Built
1996

GRADES
K - 5

TOTAL GROSS AREA
36,396 sq ft

PSC
L12F055

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	0	0	0
2	Classroom K.	2	2	0
3	Classroom Prim.	4	4	0
4	Classroom Inter.	6	6	0
5	Classroom Flex	0	1	1
	ART & MUSIC			
6	Art, Music & Support	4	4	0
	SPECIAL EDUCATION			
7	Classroom Special Education	0	1	1
8	Pull-Out Special Education	2	2	0
9	Support Special Education	0	5	5
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	0	0
11	Pull-Out Specialized Program	0	0	0
12	Support Specialized Program	0	0	0
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	0	3	3
14	Student Support	4	9	5
15	Staff Support	3	6	3
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	0	2	2
18	Offices & Support	3	5	2
19	Security Vestibule	0	1	1
	FOOD SERVICE			
20	Cafeteria & Support	3	3	0
	HEALTH & WELLNESS			
21	Health Suite	1	1	0
	MEDIA CENTER			
22	Media & Support	1	6	5
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	2	3	1
24	Parks and Rec Space	0	0	0

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SPECIALIZED PROGRAMS

- 4TH TIER
- TITLE I
- FULL-DAY PRE-K
- LEARNING TOGETHER
- EARLY LEARNER
- EARLY INTERVENTION
- STRIVE
- CSP
- JUDY CENTER
- ATSI
- TSI
- PRIORITY
- LPS
- COMMUNITY

Fully Adequate

Somewhat Adequate

Not Adequate

Not Offered

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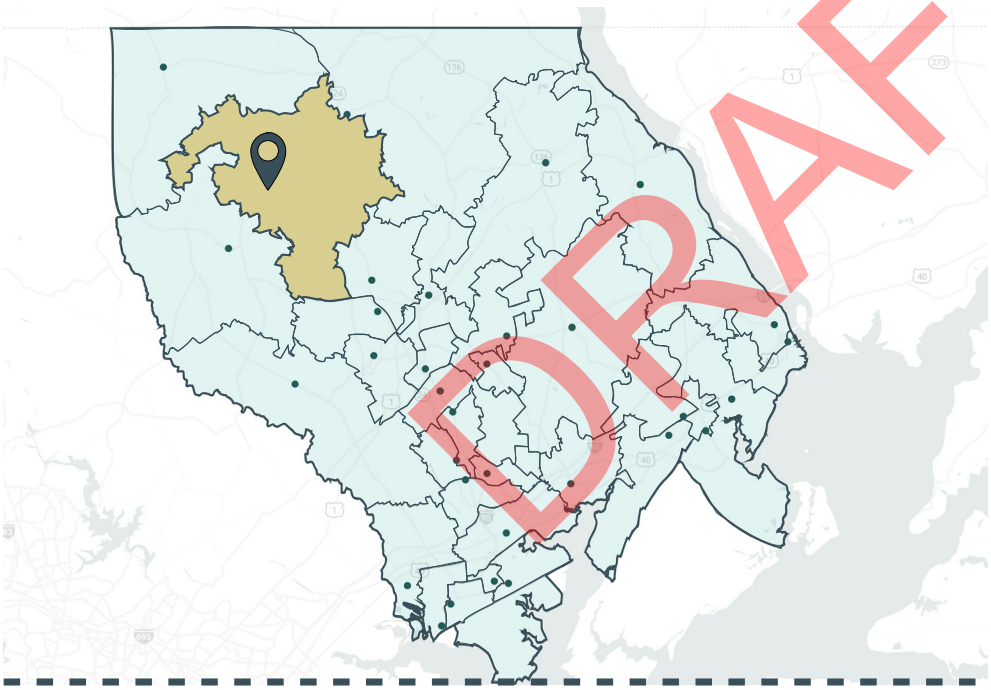
NORTH BEND ES
Jarrettsville, Maryland

North Bend ES is a midlife school building in good condition. The existing building lacks a security vestibule and LED lighting with modern controls. Constructed of durable materials in 1991, the building performs well for core learning spaces, however, there are space use issues resulting from modern shifts in instruction and learning styles. The school does not have adequate space for the Early Learner and Learning Together programs. It struggles to provide adequate space for student and staff support programs.

RECOMMENDATIONS

OPERATIONAL
- Enrollment Rebalancing
- Additional Funding

CAPITAL
- Renovation + Addition



DRAFT

21 out of 33

RANK

23 SPACE

13 CAPACITY *104%*

FUNCTIONAL CAPACITY	*448*
MAX PROJECTED ENROLLMENT (2030)	*466*

22 FACILITY CONDITION *51.7%*

FACILITY ASSESSMENT



GOOD FAIR POOR

PROJECT HISTORY
1991 Built
1984

GRADES
Pre-K - 5

TOTAL GROSS AREA
59,661 sq ft

PSC
L12F031

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	2	2	0
2	Classroom K.	3	3	0
3	Classroom Prim.	7	7	0
4	Classroom Inter.	7	9	2
5	Classroom Flex	0	1	1
	ART & MUSIC			
6	Art, Music & Support	5	5	0
	SPECIAL EDUCATION			
7	Classroom Special Education	2	3	1
8	Pull-Out Special Education	2	2	0
9	Support Special Education	2	5	3
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	2	2
11	Pull-Out Specialized Program	0	1	1
12	Support Specialized Program	0	2	2
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	3	3	0
14	Student Support	7	9	2
15	Staff Support	3	8	5
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	0	2	2
18	Offices & Support	4	5	1
19	Security Vestibule	0	1	1
	FOOD SERVICE			
20	Cafeteria & Support	3	3	0
	HEALTH & WELLNESS			
21	Health Suite	1	1	0
	MEDIA CENTER			
22	Media & Support	4	6	2
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	2	3	1
24	Parks and Rec Space	0	0	0

DRAFT

SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
2	FULL-DAY PRE-K
1	LEARNING TOGETHER
1	EARLY LEARNER
	EARLY INTERVENTION
	STRIVE
	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

Fully Adequate

Somewhat Adequate

Not Adequate

Not Offered

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NORTH HARFORD ES
Pylesville, Maryland

North Harford ES was built in 1984 of masonry, terrazzo, and other durable building materials. It remains in good condition and the HVAC system works well. There is no security vestibule, lighting systems are outdated, there are acoustic issues, and toilet rooms are not accessible. Projected enrollment is below the school's functional capacity.

28 out of 33

RANK

20 SPACE

22 CAPACITY *92%*

- FUNCTIONAL CAPACITY *451*
- MAX PROJECTED ENROLLMENT (2025) *417*

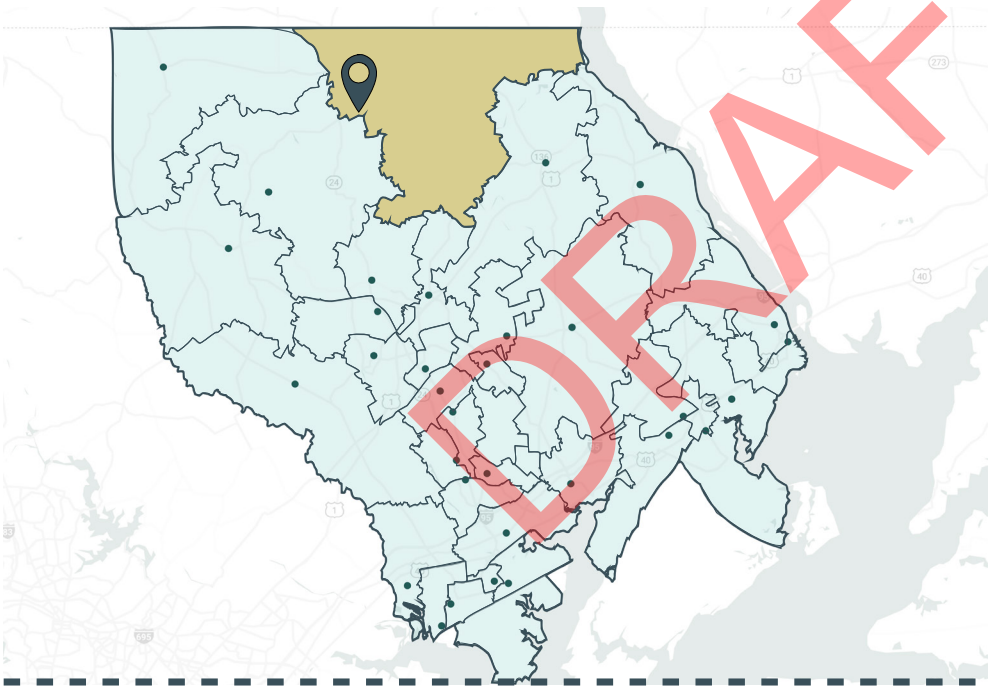
25 FACILITY CONDITION *51%*

RECOMMENDATIONS

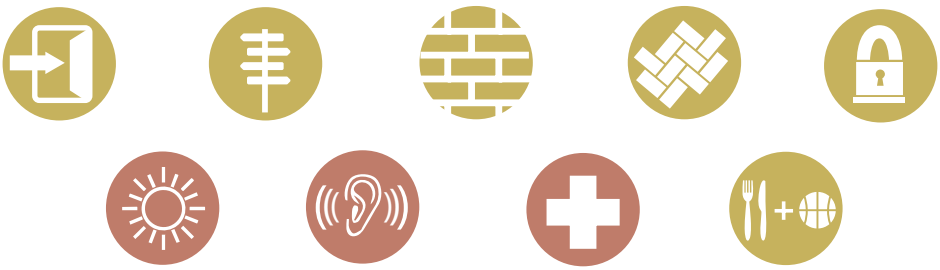
OPERATIONAL
- SRC Revision
- Additional Funding

CAPITAL
- Renovation

DRAFT



FACILITY ASSESSMENT



GOOD FAIR POOR

PROJECT HISTORY
1984 Built
1999

GRADES
Pre-K - 5

TOTAL GROSS AREA
48,731 sq ft

PSC
L12F026

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	2	2	0
2	Classroom K.	3	3	0
3	Classroom Prim.	6	6	0
4	Classroom Inter.	9	9	0
5	Classroom Flex	0	0	0
	ART & MUSIC			
6	Art, Music & Support	5	5	0
	SPECIAL EDUCATION			
7	Classroom Special Education	0	1	1
8	Pull-Out Special Education	5	5	0
9	Support Special Education	2	5	3
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	0	0
11	Pull-Out Specialized Program	0	0	0
12	Support Specialized Program	0	0	0
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	5	3	1
14	Student Support	5	9	4
15	Staff Support	2	7	5
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	1	2	1
18	Offices & Support	5	6	1
19	Security Vestibule	4	4	0
	FOOD SERVICE			
20	Cafeteria & Support	6	6	0
	HEALTH & WELLNESS			
21	Health Suite	1	1	0
	MEDIA CENTER			
22	Media & Support	3	6	3
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	2	3	1
24	Parks and Rec Space	0	0	0

DRAFT

SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
2	FULL-DAY PRE-K
	LEARNING TOGETHER
	EARLY LEARNER
	EARLY INTERVENTION
	STRIVE
	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

- Fully Adequate
- Somewhat Adequate
- Not Adequate
- Not Offered

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OLD POST ROAD PRIMARY ES
Abingdon, Maryland

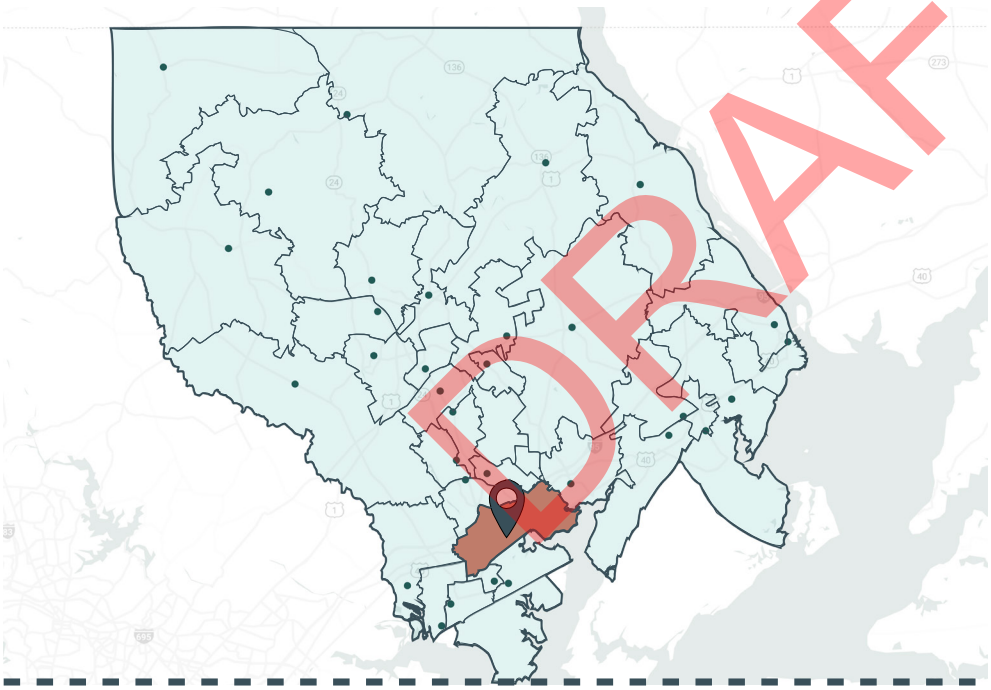
Old Post Road Primary ES is part of a multi-building campus that includes an intermediate school. This study considered only the primary school building. Built in 1957, the building is in poor condition. It lacks a security vestibule and daylighting, building systems are outdated, and there are acoustic and accessibility issues. Projected enrollment is well above functional capacity. Space adequacy across all programming areas, including core learning, art, music, special education, Community Schools, Title I, Pre-K, and TSI, is poor.

RECOMMENDATIONS

OPERATIONAL
- Enrollment Rebalancing
- Additional Funding

CAPITAL
- Replacement

DRAFT



RANK **1** out of 33

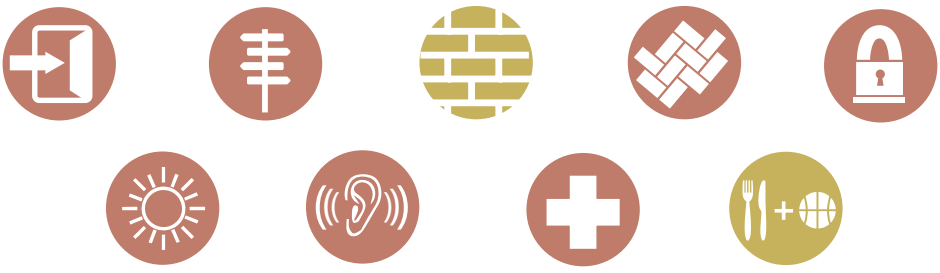
1 SPACE

1 CAPACITY *131%*

FUNCTIONAL CAPACITY	*647*
MAX PROJECTED ENROLLMENT (2027)	*849*

4 FACILITY CONDITION *65.1%*

FACILITY ASSESSMENT



GOOD FAIR POOR

PROJECT HISTORY
1957 Built
1959
1968
1975

GRADES
Pre-K - 5

TOTAL GROSS AREA
107,165 sq ft

PSC
L12F003

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	4	4	0
2	Classroom K.	8	8	0
3	Classroom Prim.	16	16	0
4	Classroom Inter.	0	18	18
5	Classroom Flex	1	1	0
	ART & MUSIC			
6	Art, Music & Support	2	5	3
	SPECIAL EDUCATION			
7	Classroom Special Education	0	2	2
8	Pull-Out Special Education	1	4	3
9	Support Special Education	2	7	5
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	2	2
11	Pull-Out Specialized Program	0	3	3
12	Support Specialized Program	1	10	9
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	3	4	1
14	Student Support	4	12	8
15	Staff Support	2	10	8
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	1	2	1
18	Offices & Support	5	6	1
19	Security Vestibule	0	1	1
	FOOD SERVICE			
20	Cafeteria & Support	6	6	0
	HEALTH & WELLNESS			
21	Health Suite	1	1	0
	MEDIA CENTER			
22	Media & Support	3	7	4
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	2	3	1
24	Parks and Rec Space	0	0	0

	RELOCATABLES	
	Uknown Program	1

DRAFT

SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
4	FULL-DAY PRE-K
	LEARNING TOGETHER
	EARLY LEARNER
	EARLY INTERVENTION
	STRIVE
	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

- Fully Adequate
- Somewhat Adequate
- Not Adequate
- Not Offered

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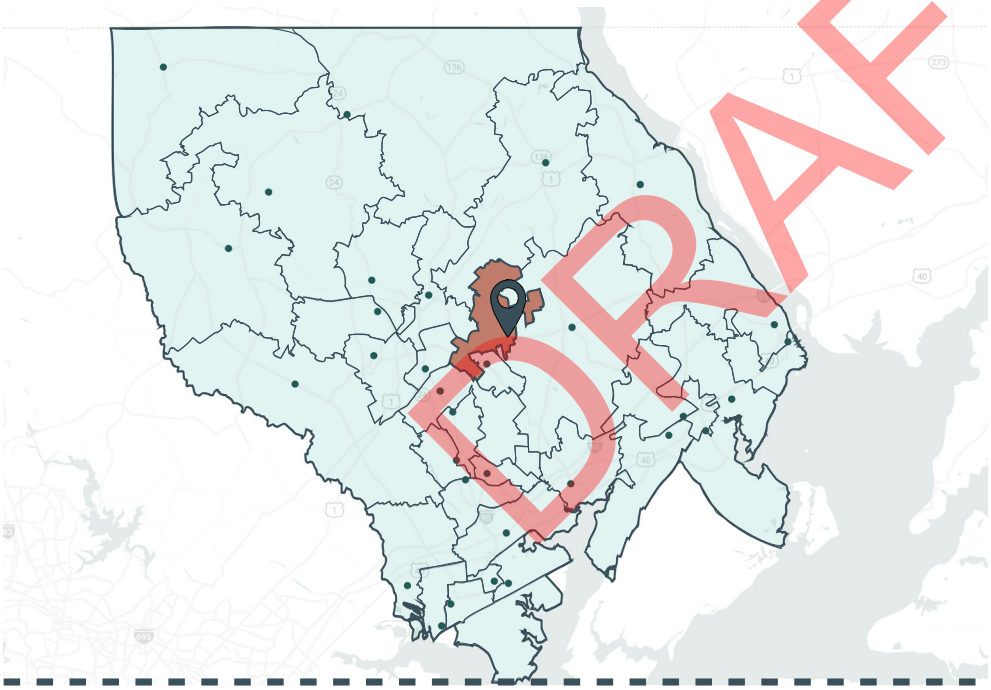
PROSPECT MILL ES
Bel Air, Maryland

Prospect Mill ES was built in 1973 followed by multiple additions and renovations. Built of durable materials, the building is in good condition, though it lacks a security vestibule, LED lighting and modern controls, daylighting, and effective acoustical controls. The school has accessibility issues. Projected enrollment is slightly above functional capacity and lacks adequate space for the core learning classrooms. Special education classrooms and a variety of student/faculty support services have space needs that limit instruction and learning adequacy.

RECOMMENDATIONS

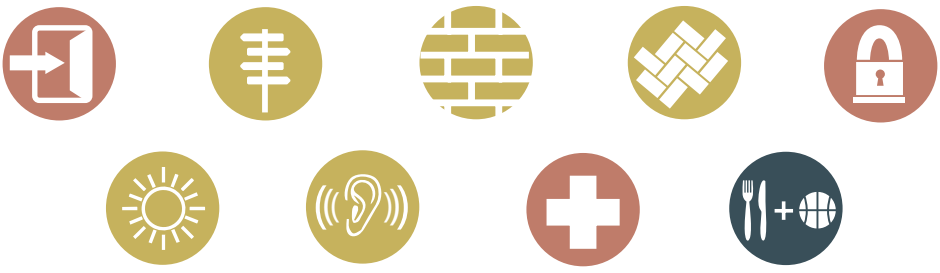
OPERATIONAL
- Enrollment Balancing
- Additional Funding

CAPITAL
- Renovation + Addition



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FACILITY ASSESSMENT



GOOD FAIR POOR

RANK 19 out of 33

27 SPACE

8 CAPACITY *106%*

FUNCTIONAL CAPACITY	*549*
MAX PROJECTED ENROLLMENT (2026)	*582*

20 FACILITY CONDITION *53.5%*

PROJECT HISTORY
1973 Built
1990
1999
2008

GRADES
Pre-K - 5

TOTAL GROSS AREA
74,248

PSC
L12F012

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	2	2	0
2	Classroom K.	4	4	0
3	Classroom Prim.	6	8	2
4	Classroom Inter.	11	20	9
5	Classroom Flex	0	1	1
	ART & MUSIC			
6	Art, Music & Support	5	5	0
	SPECIAL EDUCATION			
7	Classroom Special Education	3	4	1
8	Pull-Out Special Education	4	5	1
9	Support Special Education	5	8	3
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	0	0
11	Pull-Out Specialized Program	0	0	0
12	Support Specialized Program	0	0	0
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	6	6	0
14	Student Support	8	12	4
15	Staff Support	7	10	3
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	1	2	1
18	Offices & Support	4	5	1
19	Security Vestibule	0	1	1
	FOOD SERVICE			
20	Cafeteria & Support	3	3	0
	HEALTH & WELLNESS			
21	Health Suite	1	1	0
	MEDIA CENTER			
22	Media & Support	3	6	3
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	2	3	1
24	Parks and Rec Space	0	0	0

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SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
2	FULL-DAY PRE-K
	LEARNING TOGETHER
	EARLY LEARNER
	EARLY INTERVENTION
	STRIVE
3	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

- Fully Adequate
- Somewhat Adequate
- Not Adequate
- Not Offered

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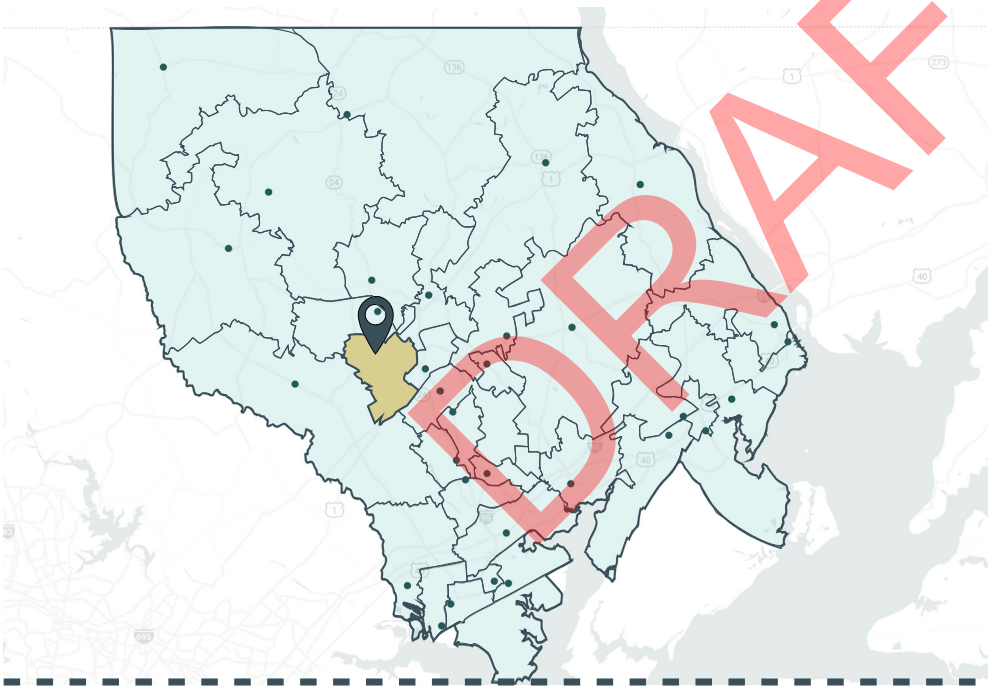
RED PUMP ES
Bel Air, Maryland

Built in 2011, Red Pump ES is one of HCPS's newest facilities. Except for LED lighting and modern controls, the building has many of the features common in a modern learning environment, including a security vestibule, flexible spaces, and ample daylighting. Core learning spaces are adequate. There are space needs related to student and staff support services. RPES offers the CSP regional program and lacks many spaces required to provide adequate program delivery.

RECOMMENDATIONS

OPERATIONAL
- Enrollment Rebalancing
- Additional Funding

CAPITAL
- Targeted Renovation



DRAFT

27 out of 33

RANK

18 SPACE

18 CAPACITY *100%*

FUNCTIONAL CAPACITY	*669*
MAX PROJECTED ENROLLMENT (2025)	*670*

31 FACILITY CONDITION *33.8%*

FACILITY ASSESSMENT



GOOD FAIR POOR

PROJECT HISTORY
2011 Built

GRADES
K - 5

TOTAL GROSS AREA
100,807 sq ft

PSC
L12F059

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	0	0	0
2	Classroom K.	5	5	0
3	Classroom Prim.	9	9	0
4	Classroom Inter.	14	15	1
5	Classroom Flex	0	1	1
	ART & MUSIC			
6	Art, Music & Support	5	5	0
	SPECIAL EDUCATION			
7	Classroom Special Education	3	5	2
8	Pull-Out Special Education	6	7	1
9	Support Special Education	8	12	4
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	0	0
11	Pull-Out Specialized Program	0	0	0
12	Support Specialized Program	0	0	0
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	3	3	0
14	Student Support	6	12	6
15	Staff Support	3	8	5
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	1	2	1
18	Offices & Support	5	3	1
19	Security Vestibule	1	1	0
	FOOD SERVICE			
20	Cafeteria & Support	8	8	0
	HEALTH & WELLNESS			
21	Health Suite	2	2	0
	MEDIA CENTER			
22	Media & Support	8	8	0
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	3	3	0
24	Parks and Rec Space	0	0	0

	RELOCATABLES
English Language Learner Programs	1
PTA	1

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SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
	FULL-DAY PRE-K
	LEARNING TOGETHER
	EARLY LEARNER
	EARLY INTERVENTION
	STRIVE
3	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

- Fully Adequate
- Somewhat Adequate
- Not Adequate
- Not Offered

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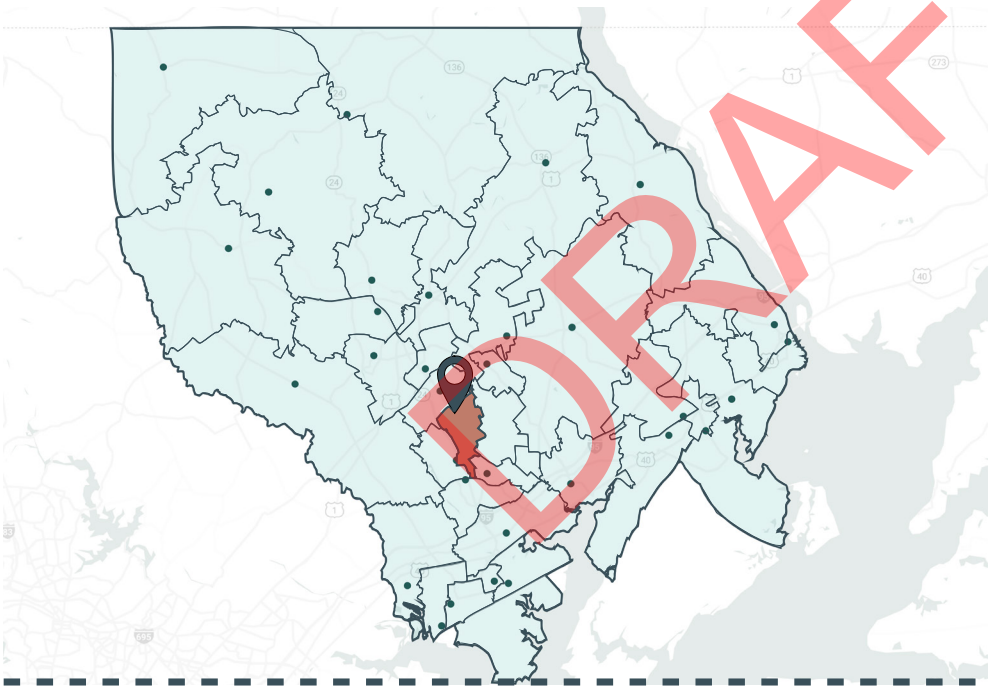
RING FACTORY ES
Bel Air, Maryland

Ring Factory ES is a midlife masonry school building that opened in 1990. Exterior materials are in good condition, interior finishes are worn. Other age-related issues include: lacking a security vestibule, limited daylighting, outdated building systems, acoustic issues, and non-ADA compliant toilet rooms. Projected enrollment is slightly above functional capacity and while core learning spaces are adequate, there are significant space needs related to special education, student and staff support, and the STRIVE regional program.

RECOMMENDATIONS

OPERATIONAL
- Enrollment Rebalancing
- Additional Funding

CAPITAL
- Renovation + Addition



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13 out of 33 — RANK

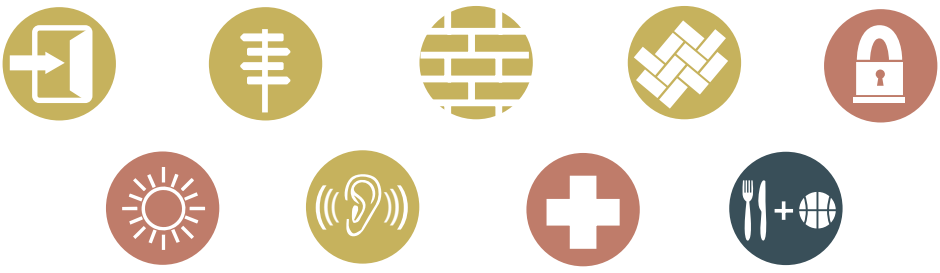
26 SPACE

8 CAPACITY *106%*

FUNCTIONAL CAPACITY	*522*
MAX PROJECTED ENROLLMENT (2030)	*555*

13 FACILITY CONDITION *57.9%*

FACILITY ASSESSMENT



GOOD FAIR POOR

PROJECT HISTORY
1990 Built

GRADES
K - 5

TOTAL GROSS AREA
59,141 sq ft

PSC
L12F029

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	0	0	0
2	Classroom K.	4	4	0
3	Classroom Prim.	7	7	0
4	Classroom Inter.	10	13	3
5	Classroom Flex	1	1	0
	ART & MUSIC			
6	Art, Music & Support	4	4	0
	SPECIAL EDUCATION			
7	Classroom Special Education	2	3	1
8	Pull-Out Special Education	3	3	0
9	Support Special Education	2	6	4
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	0	0
11	Pull-Out Specialized Program	0	0	0
12	Support Specialized Program	0	0	0
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	3	3	0
14	Student Support	6	9	3
15	Staff Support	2	8	6
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	0	2	2
18	Offices & Support	4	5	1
19	Security Vestibule	0	1	1
	FOOD SERVICE			
20	Cafeteria & Support	4	4	0
	HEALTH & WELLNESS			
21	Health Suite	1	1	0
	MEDIA CENTER			
22	Media & Support	3	6	3
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	3	3	0
24	Parks and Rec Space	0	0	0

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SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
	FULL-DAY PRE-K
	LEARNING TOGETHER
	EARLY LEARNER
	EARLY INTERVENTION
2	STRIVE
	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

- Fully Adequate
- Somewhat Adequate
- Not Adequate
- Not Offered

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RIVERSIDE ES
Joppa, Maryland

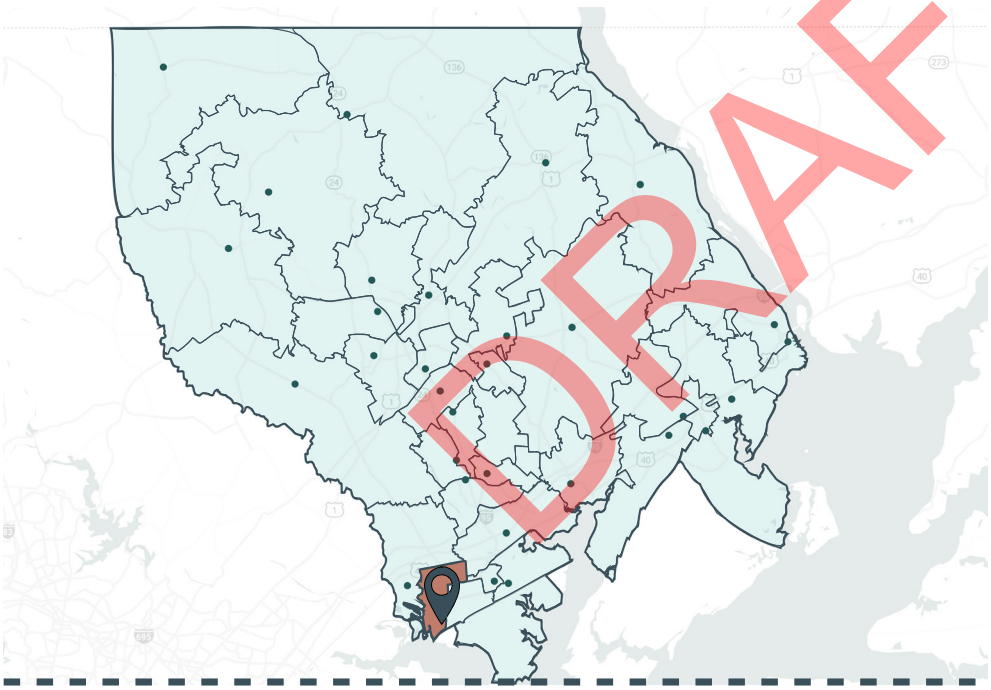
Riverside ES, a masonry schoolhouse built in 1968, is in good physical condition though it has surpassed half of its useful life. The existing building does not have a security vestibule and has acoustic and accessibility issues. Projected enrollment is well above functional capacity. As a result, the building lacks adequate space to provide to effectively support core learning, art, and music instruction. Additionally, spaces for Community School, Title I and STRIVE programs are not adequate.

RECOMMENDATIONS

OPERATIONAL
- SRC Revision
- Enrollment Rebalancing

CAPITAL
- Renovatioon + Addition(s)
- Replacement

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FACILITY ASSESSMENT



5
out of 33
RANK

3 SPACE

6 CAPACITY *113%*
- FUNCTIONAL CAPACITY *539*
- MAX PROJECTED ENROLLMENT (2032) *607*

23 FACILITY CONDITION *51.5%*

PROJECT HISTORY
1968 Built
1970
1996

GRADES
Pre-K - 5

TOTAL GROSS AREA
53,535 sq ft

PSC
L12F045

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	2	2	0
2	Classroom K.	4	4	0
3	Classroom Prim.	7	8	1
4	Classroom Inter.	10	12	2
5	Classroom Flex	0	1	1
	ART & MUSIC			
6	Art, Music & Support	3	6	3
	SPECIAL EDUCATION			
7	Classroom Special Education	2	3	1
8	Pull-Out Special Education	2	3	1
9	Support Special Education	5	9	4
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	1	1
11	Pull-Out Specialized Program	1	3	2
12	Support Specialized Program	0	1	1
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	1	3	2
14	Student Support	7	13	6
15	Staff Support	0	7	7
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	0	2	2
18	Offices & Support	4	6	2
19	Security Vestibule	0	1	1
	FOOD SERVICE			
20	Cafeteria & Support	4	4	0
	HEALTH & WELLNESS			
21	Health Suite	1	1	0
	MEDIA CENTER			
22	Media & Support	3	6	3
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	2	3	1
24	Parks and Rec Space	0	0	0

	RELOCATABLES	
	Uknown Program	3

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SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
2	FULL-DAY PRE-K
	LEARNING TOGETHER
	EARLY LEARNER
	EARLY INTERVENTION
2	STRIVE
	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

Fully Adequate

Somewhat Adequate

Not Adequate

Not Offered

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ROYE-WILLIAMS ES

Havre De Grace, Maryland

Roye-Williams ES was built in 1953. The masonry building is in good condition; a 1995 addition project included updates to the original construction, including a security vestibule. Projected enrollment is well under functional capacity. However, spaces for art and music, media center, student and staff support, and the STRIVE programs are not adequate.

30
out of 33

RANK

22 SPACE

28 CAPACITY 83%

- FUNCTIONAL CAPACITY 559
- MAX PROJECTED ENROLLMENT (2027) 465

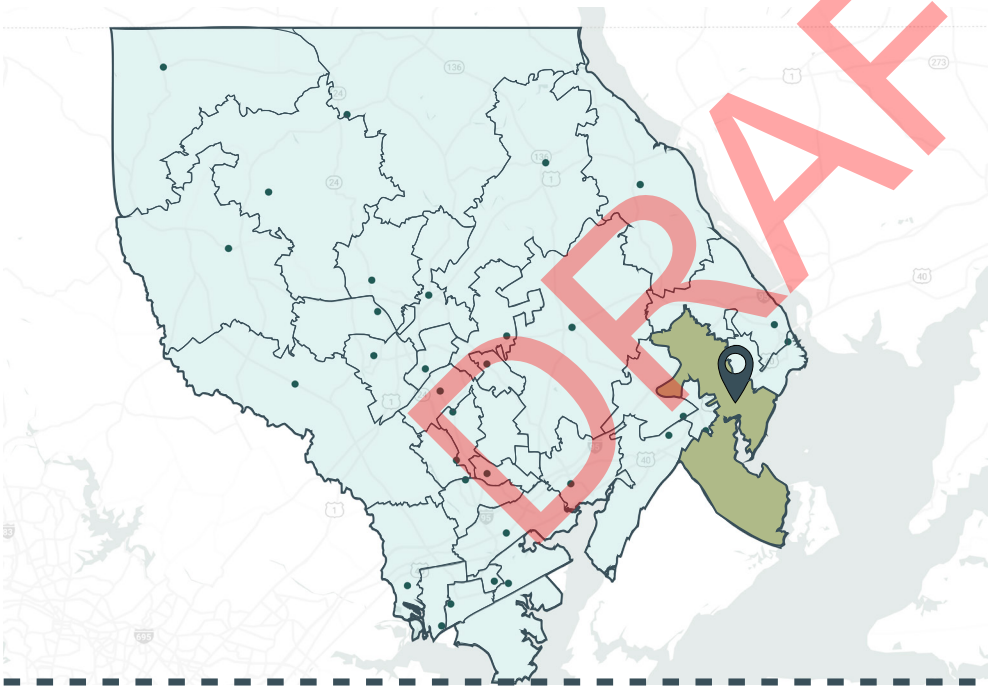
27 FACILITY CONDITION 46.8%

RECOMMENDATIONS

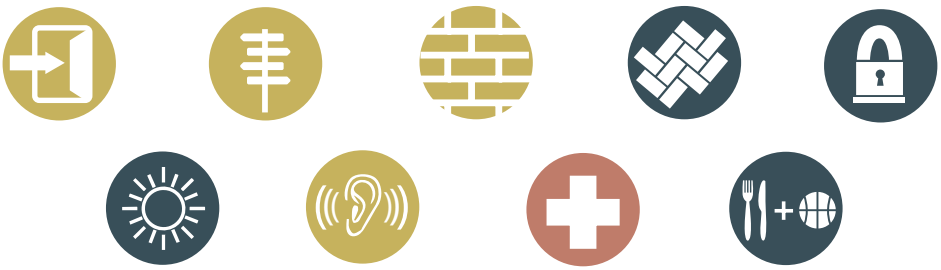
OPERATIONAL
- Enrollment Rebalancing
- Additional Funding

CAPITAL
- Renovation + Addition
- Partial Replacement

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FACILITY ASSESSMENT



GOOD FAIR POOR

PROJECT HISTORY
1953 Built
1958
1962
1968
1995

GRADES
Pre-K - 5

TOTAL GROSS AREA
77,901 sq ft

PSC
L12F047

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	2	2	0
2	Classroom K.	4	4	0
3	Classroom Prim.	7	7	0
4	Classroom Inter.	10	10	0
5	Classroom Flex	0	1	1
	ART & MUSIC			
6	Art, Music & Support	4	5	1
	SPECIAL EDUCATION			
7	Classroom Special Education	4	6	2
8	Pull-Out Special Education	2	2	0
9	Support Special Education	5	7	2
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	2	2	0
11	Pull-Out Specialized Program	0	0	0
12	Support Specialized Program	0	0	0
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	0	3	3
14	Student Support	7	10	3
15	Staff Support	1	7	6
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	2	2	0
18	Offices & Support	5	6	1
19	Security Vestibule	1	1	0
	FOOD SERVICE			
20	Cafeteria & Support	6	6	0
	HEALTH & WELLNESS			
21	Health Suite	2	2	0
	MEDIA CENTER			
22	Media & Support	3	6	3
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	4	4	0
24	Parks and Rec Space	0	0	0

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SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
2	FULL-DAY PRE-K
	LEARNING TOGETHER
	EARLY LEARNER
	EARLY INTERVENTION
2	STRIVE
	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

Fully Adequate

Somewhat Adequate

Not Adequate

Not Offered

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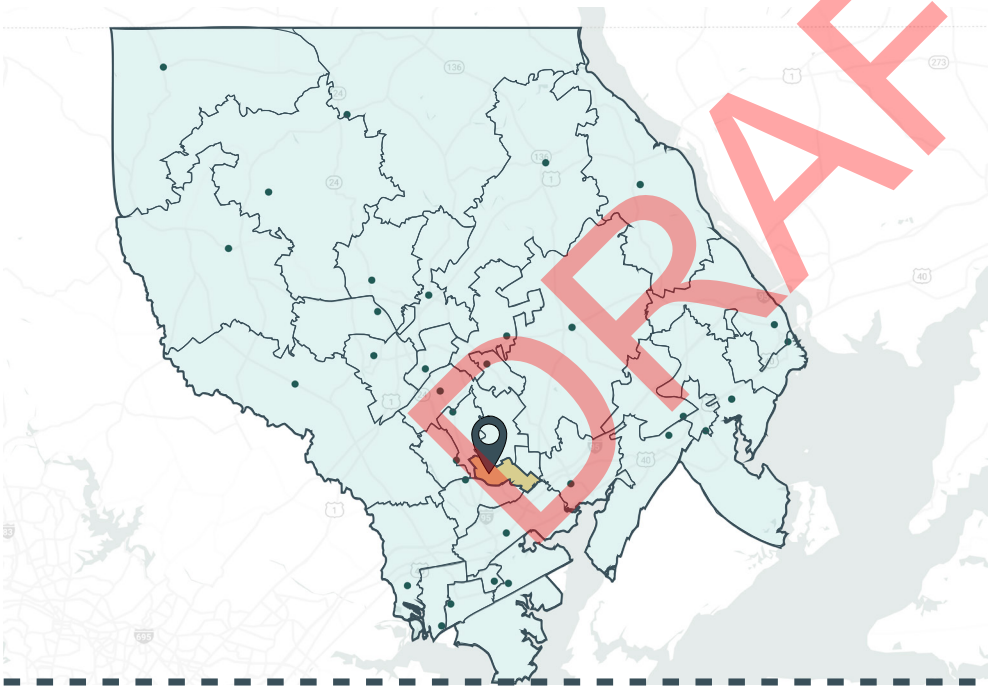
WILLIAM S. JAMES ES
Abingdon, Maryland

William S. James ES, built in 1976, is a masonry building in good condition on the exterior. Except for terrazzo floors and updated finishes, the interior of the building shows its age and the layout does not represent a modern learning environment. Building systems are outdated, there is no security vestibule, and there are acoustic and accessibility issues. Projected enrollment is meets the functional capacity, however there are space needs associated with student and staff support, and the STRIVE program.

RECOMMENDATIONS

OPERATIONAL
- SRC Revision
- Enrollment Rebalancing
- Additional Funding

CAPITAL
- Replacement



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23 out of 33

RANK

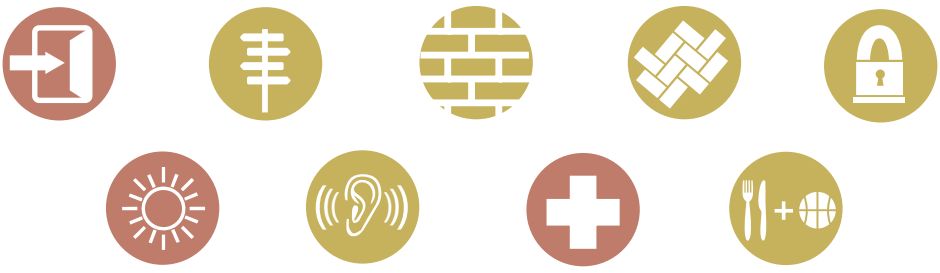
28 SPACE

18 CAPACITY *100%*

FUNCTIONAL CAPACITY	*441*
MAX PROJECTED ENROLLMENT (2032)	*441*

16 FACILITY CONDITION *55.6%*

FACILITY ASSESSMENT



GOOD FAIR POOR

PROJECT HISTORY
1976 Built

GRADES
K - 5

TOTAL GROSS AREA
56,752 sq ft

PSC
L12F013

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	0	0	0
2	Classroom K.	3	3	0
3	Classroom Prim.	6	7	1
4	Classroom Inter.	9	10	1
5	Classroom Flex	0	1	1
	ART & MUSIC			
6	Art, Music & Support	4	4	0
	SPECIAL EDUCATION			
7	Classroom Special Education	3	4	1
8	Pull-Out Special Education	3	3	0
9	Support Special Education	4	7	3
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	0	0
11	Pull-Out Specialized Program	0	0	0
12	Support Specialized Program	0	0	0
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	5	5	0
14	Student Support	9	13	4
15	Staff Support	2	6	4
16	Volunteer Workroom	0	1	1
	ADMINISTRATION			
17	Conference Rooms	1	2	1
18	Offices & Support	3	5	2
19	Security Vestibule	1	1	0
	FOOD SERVICE			
20	Cafeteria & Support	6	6	0
	HEALTH & WELLNESS			
21	Health Suite	1	1	0
	MEDIA CENTER			
22	Media & Support	2	6	4
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	2	3	1
24	Parks and Rec Space	0	0	0

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SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
	FULL-DAY PRE-K
	LEARNING TOGETHER
	EARLY LEARNER
	EARLY INTERVENTION
3	STRIVE
	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

- Fully Adequate
- Somewhat Adequate
- Not Adequate
- Not Offered

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YOUTH'S BENEFIT ES
Fallston, Maryland

Among HCPS's newest schools, Youth's Benefit ES opened in 2017 and is in excellent condition. The building features a modern learning environment, with a security vestibule and multi-use/flexible spaces, though daylighting is not distributed equitably. Projected enrollment greatly exceeds the functional capacity. YBES offers Early Learner and Learning Together programs that are missing support space required to deliver adequate services.

26 out of 33

RANK

32 SPACE

3 CAPACITY *119%*

- FUNCTIONAL CAPACITY *979*
- MAX PROJECTED ENROLLMENT (2031) *1164*

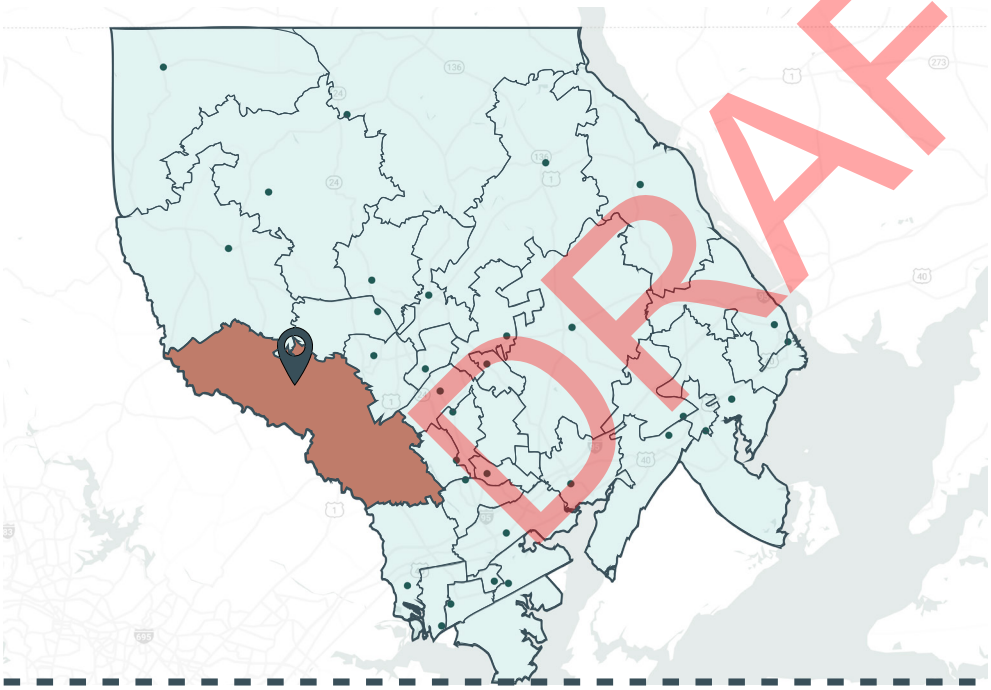
32 FACILITY CONDITION *18.5%*

RECOMMENDATIONS

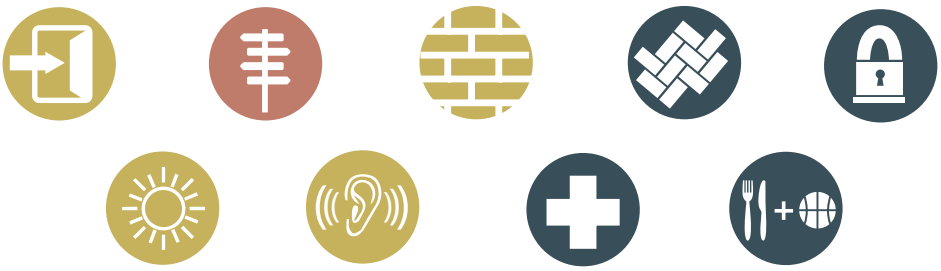
OPERATIONAL
- SRC Revision
- Enrollment Rebalancing
- Additional Funding

CAPITAL
- Targeted Renovation

DRAFT



FACILITY ASSESSMENT



GOOD FAIR POOR

PROJECT HISTORY
2017 Built

GRADES
K - 5

TOTAL GROSS AREA
149,739 sq ft

PSC
L12F011

	PROGRAM	EXISTING	NEEDED	MISSING
	CORE LEARNING			
1	Classroom Pre-K	0	0	0
2	Classroom K.	7	9	2
3	Classroom Prim.	14	16	2
4	Classroom Inter.	21	21	0
5	Classroom Flex	0	1	1
	ART & MUSIC			
6	Art, Music & Support	8	8	0
	SPECIAL EDUCATION			
7	Classroom Special Education	2	3	1
8	Pull-Out Special Education	9	9	0
9	Support Special Education	8	11	3
	SPECIALIZED PROGRAM			
10	Classroom Specialized Program	0	0	0
11	Pull-Out Specialized Program	0	0	0
12	Support Specialized Program	0	0	0
	STUDENT & STAFF SUPPORT			
13	Commons (K, Primary, Int.)	0	3	3
14	Student Support	10	13	3
15	Staff Support	7	10	3
16	Volunteer Workroom	1	1	0
	ADMINISTRATION			
17	Conference Rooms	1	2	1
18	Offices & Support	7	8	1
19	Security Vestibule	4	4	0
	FOOD SERVICE			
20	Cafeteria & Support	9	9	0
	HEALTH & WELLNESS			
21	Health Suite	3	3	0
	MEDIA CENTER			
22	Media & Support	6	8	2
	PHYSICAL EDUCATION			
23	Gymnasium, Stage & Support	4	4	0
24	Parks and Rec Space	0	0	0

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SPECIALIZED PROGRAMS

	4TH TIER
	TITLE I
	FULL-DAY PRE-K
1	LEARNING TOGETHER
1	EARLY LEARNER
	EARLY INTERVENTION
	STRIVE
	CSP
	JUDY CENTER
	ATSI
	TSI
	PRIORITY
	LPS
	COMMUNITY

Fully Adequate

Somewhat Adequate

Not Adequate

Not Offered

APPENDICES

A - SPACE INVENTORIES

A1 - BY SCHOOL

A2 - BY SPACE TYPE

B - SCORE DETAIL

B1 - BY SCHOOL

B2 - BY SPACE TYPE

C - PAST CAPITAL PROJECTS

C1 - BY SCHOOL

D - PRINCIPAL SURVEYS

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SPACE INVENTORIES

DRAFT

APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Abingdon Elementary	Administration	Existing	Admin Conference Room	300	1	431
			Asst. Principal's Office	200	1	138
					1	191
			Conference Room IEP	600	1	371
			Principal Office	300	1	224
			Reception	1,000	1	594
			Storage Admin	150	2	347
			Workroom	300	2	390
			Total		10	2,686
		Needed	In-School Suspension	45	1	0
			Security Vestibule	300	1	0
			Total		2	0
		Total			12	2,686
	Art & Music	Existing	Art	900	1	641
					1	767
			Kiln	60	1	62
			Music Instrumental	1,000	1	305
			Music Vocal	800	1	731
					1	756
			Storage Art	100	1	106
			Total		7	3,368
		Needed	Storage Music	240	1	0
			Total		1	0
		Total			8	3,368
	Core Learning	Existing	Classroom Pre-K	1,000	1	1,087
			Classroom Kindergarten	1,100	1	799
					1	799
					1	799
					1	774
					1	778
					1	771
			Classroom Primary	850	1	730
					1	736
					1	738
					1	708

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Abingdon Elementary	Core Learning	Existing	Classroom Primary	850	1	707
					1	736
					1	725
					1	708
					1	683
			Classroom Intermediate	850	1	688
					1	725
					1	836
					1	838
					1	838
					1	838
					1	730
					1	688
					1	815
					1	838
					1	838
					1	838
			Classroom Flex	850	1	1,654
			Total		29	23,442
		Needed	Classroom Intermediate	850	1	0
					1	0
			Total		2	0
		Total			31	23,442
	Food Service	Existing	Cafeteria	3,000	1	3,539
			Food Service Support	2,500	2	1,365
			Total		3	4,904
		Total			3	4,904
	General	Existing	Storage Generic	0	9	1,547
			Total		9	1,547
		Total			9	1,547
	Health & Wellness	Existing	Health Suite	600	2	459
			Total		2	459
		Total			2	459
	Media Center	Existing	Media Admin	750	1	209
			Media Instructional Area	700	1	796

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Abingdon Elementary	Media Center	Existing	Media Stacks	2,200	1	1,201
			Storage Media Center	450	1	286
			Total		4	2,492
		Needed	Media Flex Instructional	700	1	0
			Media Reference Area	450	1	0
			TV Studio	450	1	0
			Total		3	0
		Total			7	2,492
	Physical Education	Existing	Gymnasium	3,000	1	5,891
			Office PE	210	1	115
			Storage Chair	200	1	49
			Storage Outdoor	500	1	323
			Storage P&R	150	1	281
			Storage PE	300	2	651
			Total		7	7,310
		Needed	Stage	1,000	1	0
			Storage Stage	125	1	0
			Total		2	0
		Total			9	7,310
	Special Education	Existing	Calming	100	1	283
					1	39
			Classroom Special Education	700	1	801
					1	734
					1	770
					1	683
			Lavatory Special Education	65	1	24
					1	45
					1	42
			Sensory	400	1	585
			Small Group Pull-out	600	1	236
					1	707
					1	815
					1	738
					1	836
					1	1,108

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Abingdon Elementary	Special Education	Existing	Small Group Pull-out	600	1	377
			Storage OT/PT	250	1	143
			Total		18	8,966
		Needed	OT Workroom	250	1	0
			Regional Program Workroom	400	1	0
			Resource Classroom	300	1	0
			Resource Testing	100	1	0
			Sensory	400	1	0
			Total		5	0
		Total			23	8,966
	Student & Staff Support	Existing	Commons Intermediate	1,000	1	1,297
			Commons K	650	1	994
			Commons Primary	1,250	1	1,236
			Counseling	300	1	200
					1	60
			Itinerant	250	1	287
					1	240
			Planning	400	6	2,390
			Psychologist	200	1	148
			Reading Resource	750	1	619
			School Enrichment	850	1	641
			Speech	300	1	389
			Storage Instructional	1,000	35	2,412
			Storage Reading	200	2	191
			Teacher's Lounge	600	1	326
			Total		55	11,430
		Needed	Instructional Facilitator	150	1	0
			Itinerant	250	1	0
			Math Specialist	600	1	0
			Mental Health	150	1	0
			Reading Resource	750	1	0
			Speech	300	1	0
			Staff Conference Room	300	1	0
			Teacher Mentor	130	1	0
			Volunteer Workroom	450	1	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Abingdon Elementary	Student & Staff Support	Needed	Total		9	0
		Total			64	11,430
	Total				168	66,604
Bakerfield Elementary	Administration	Existing	Asst. Principal's Office	200	1	203
			Conference Room IEP	600	1	346
			Principal Office	300	1	270
			Reception	1,000	1	915
			Workroom	300	1	223
			Total		5	1,957
		Needed	Admin Conference Room	300	1	0
			In-School Suspension	45	1	0
			Security Vestibule	300	1	0
			Storage Admin	150	1	0
			Total		4	0
		Total			9	1,957
	Art & Music	Existing	Art	900	1	904
			Kiln	60	1	24
			Music Instrumental	1,000	1	947
					1	1,098
			Music Vocal	800	1	832
			Total		5	3,805
		Needed	Storage Art	100	1	0
			Storage Music	240	1	0
			Total		2	0
		Total			7	3,805
	Core Learning	Existing	Classroom Pre-K	1,000	1	827
					1	819
			Classroom Kindergarten	1,100	1	787
					1	780
					1	778
					1	786
			Classroom Primary	850	1	825
					1	826
					1	828
					1	798

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Bakerfield Elementary	Core Learning	Existing	Classroom Primary	850	1	798
					1	800
			Classroom Intermediate	850	1	798
					1	919
					1	767
					1	816
					1	817
					1	814
					1	826
					1	837
					1	878
			Classroom Flex	850	1	752
			Total		22	17,876
		Needed	Classroom Pre-K	1,000	1	0
			Classroom Primary	850	1	0
					1	0
			Classroom Intermediate	850	1	0
					1	0
					1	0
					1	0
			Total		7	0
		Total			29	17,876
	Food Service	Existing	Cafeteria	3,000	1	3,397
			Food Service Support	2,500	7	2,188
			Total		8	5,585
		Total			8	5,585
	General	Existing	Storage Generic	0	10	995
			Total		10	995
		Total			10	995
	Health & Wellness	Existing	Health Suite	600	2	442
			Total		2	442
		Total			2	442
	Media Center	Existing	Media Admin	750	1	287
			Media Instructional Area	700	1	1,252
			Media Stacks	2,200	1	1,227

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Bakerfield Elementary	Media Center	Existing	Storage Media Center	450	1	410
			Total		4	3,176
		Needed	Media Flex Instructional	700	1	0
			Media Reference Area	450	1	0
			TV Studio	450	1	0
			Total		3	0
		Total			7	3,176
	Physical Education	Existing	Gymnasium	3,000	1	3,808
			Office PE	210	1	166
			Storage Chair	200	1	177
			Storage Outdoor	500	1	548
			Storage PE	300	1	547
			Total		5	5,246
		Needed	Stage	1,000	1	0
			Storage P&R	150	1	0
			Storage Stage	125	1	0
			Total		3	0
		Total			8	5,246
	Special Education	Existing	Calming	100	1	224
					1	54
			Classroom Special Education	700	1	882
			Regional Program Workroom	400	1	492
			Sensory	400	1	837
			Small Group Pull-out	600	1	422
			Total		6	2,911
		Needed	Lavatory Special Education	65	1	0
			OT Workroom	250	1	0
			Resource Testing	100	1	0
			Small Group Pull-out	600	1	0
					1	0
			Storage OT/PT	250	1	0
			Total		6	0
		Total			12	2,911
	Specialized Program	Existing	Classroom SP	850	1	747
			Office - Shared SP	250	1	386

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Bakerfield Elementary	Specialized Program	Existing	Pull-out Space SP	600	1	149
			Total		3	1,282
		Total			3	1,282
	Student & Staff Support	Existing	Counseling	300	1	365
			Itinerant	250	1	180
					1	516
			Psychologist	200	1	245
			Reading Resource	750	1	376
					1	447
			Speech	300	1	291
			Storage Instructional	1,000	1	194
			Teacher Mentor	130	1	485
			Teacher's Lounge	600	2	475
			Total		11	3,574
		Needed	Commons Intermediate	1,000	1	0
			Commons K	650	1	0
			Commons Primary	1,250	1	0
			Instructional Facilitator	150	1	0
			Math Specialist	600	1	0
			Mental Health	150	1	0
			Planning	400	1	0
					1	0
					1	0
			School Enrichment	850	1	0
			Staff Conference Room	300	1	0
			Storage Reading	200	1	0
			Volunteer Workroom	450	1	0
			Total		13	0
		Total			24	3,574
	Total				119	46,849
Bel Air Elementary	Administration	Existing	Asst. Principal's Office	200	1	183
			Principal Office	300	1	240
			Reception	1,000	1	652
			Storage Admin	150	4	103
			Workroom	300	1	310

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Bel Air Elementary	Administration	Existing	Total		8	1,488
		Needed	Admin Conference Room	300	1	0
			Conference Room IEP	600	1	0
			In-School Suspension	45	1	0
			Security Vestibule	300	1	0
			Total		4	0
		Total			12	1,488
	Art & Music	Existing	Art	900	1	715
			Music Instrumental	1,000	1	294
			Storage Music	240	1	34
			Total		3	1,043
		Needed	Kiln	60	1	0
			Music Vocal	800	1	0
			Storage Art	100	1	0
			Total		3	0
		Total			6	1,043
	Core Learning	Existing	Classroom Pre-K	1,000	1	1,095
			Classroom Kindergarten	1,100	1	772
					1	935
					1	935
					1	670
			Classroom Primary	850	1	720
					1	703
					1	718
					1	701
					1	725
					1	702
					1	725
			Classroom Intermediate	850	1	693
					1	716
					1	703
					1	692
					1	716
					1	647
					1	560

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Bel Air Elementary	Core Learning	Existing	Classroom Intermediate	850	1	585
					1	703
					1	720
			Total		22	16,136
		Needed	Classroom Intermediate	850	1	0
					1	0
			Classroom Flex	850	1	0
			Total		3	0
		Total			25	16,136
	Food Service	Existing	Cafeteria	3,000	1	2,471
			Food Service Support	2,500	2	886
			Total		3	3,357
		Total			3	3,357
	General	Existing	Storage Generic	0	3	496
			Total		3	496
		Total			3	496
	Health & Wellness	Existing	Health Suite	600	1	249
			Total		1	249
		Total			1	249
	Media Center	Existing	Media Admin	750	1	230
			Media Instructional Area	700	1	1,145
			Media Stacks	2,200	1	1,080
			Storage Media Center	450	1	84
			Total		4	2,539
		Needed	Media Flex Instructional	700	1	0
			Media Reference Area	450	1	0
			TV Studio	450	1	0
			Total		3	0
		Total			7	2,539
	Physical Education	Existing	Gymnasium	3,000	1	2,729
			Office PE	210	1	178
			Stage	1,000	1	587
			Storage Outdoor	500	1	286
			Storage PE	300	2	327
			Total		6	4,107

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Bel Air Elementary	Physical Education	Needed	Storage Chair	200	1	0
			Storage Stage	125	1	0
			Total		2	0
		Total			8	4,107
	Special Education	Existing	Classroom Special Education	700	1	703
					1	249
			Early Intervention	1,000	1	249
			Small Group Pull-out	600	1	291
			Total		4	1,492
		Needed	Calming	100	1	0
			Lavatory Special Education	65	1	0
			OT Workroom	250	1	0
			Resource Testing	100	1	0
			Sensory	400	1	0
			Small Group Pull-out	600	1	0
			Storage OT/PT	250	1	0
			Total		7	0
		Total			11	1,492
	Student & Staff Support	Existing	Commons Intermediate	1,000	1	538
					1	537
					1	659
			Commons Primary	1,250	1	537
					1	538
			Counseling	300	1	138
			Itinerant	250	1	208
			Math Specialist	600	1	718
			Planning	400	1	247
			Psychologist	200	1	247
			Reading Resource	750	1	397
					1	194
			Speech	300	1	145
			Storage Instructional	1,000	6	178
			Storage Reading	200	2	87
			Teacher's Lounge	600	1	170
			Total		22	5,538

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Bel Air Elementary	Student & Staff Support	Needed	Commons K	650	1	0
			Instructional Facilitator	150	1	0
			Mental Health	150	1	0
			Planning	400	1	0
					1	0
			School Enrichment	850	1	0
			Staff Conference Room	300	1	0
			Teacher Mentor	130	1	0
			Volunteer Workroom	450	1	0
			Total		9	0
		Total			31	5,538
	Total				107	36,445
Church Creek Elementary	Administration	Existing	Asst. Principal's Office	200	1	207
					1	138
			Conference Room IEP	600	1	289
			Principal Office	300	1	256
			Reception	1,000	1	669
			Security Vestibule	300	8	465
			Total		13	2,024
		Needed	Admin Conference Room	300	1	0
			In-School Suspension	45	1	0
			Storage Admin	150	1	0
			Workroom	300	1	0
			Total		4	0
		Total			17	2,024
	Art & Music	Existing	Art	900	1	766
					1	594
			Kiln	60	1	33
			Music Instrumental	1,000	1	492
			Music Vocal	800	1	747
			Storage Art	100	2	152
			Total		7	2,784
		Needed	Music Vocal	800	1	0
			Storage Music	240	1	0
			Total		2	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Church Creek Elementary	Art & Music	Total				
	Core Learning	Existing	Classroom Pre-K		1	917
					1	1,073
			Classroom Kindergarten		1	681
					1	692
					1	691
						767
					1	733
					1	743
			Classroom Primary		1	683
					1	687
					1	684
					1	686
					1	702
					1	760
					1	760
					1	810
					1	909
			Classroom Intermediate		1	859
					1	859
					1	864
					1	769
					1	683
					1	681
					1	680
					1	755
					1	680
					1	756
					1	755
					1	758
					1	765
					1	812
					1	859
					1	859
					1	950

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Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Church Creek Elementary	Core Learning	Existing	Classroom Intermediate	850	1	865
			Total		35	27,187
		Needed	Classroom Primary	850	1	0
					1	0
			Classroom Intermediate	850	1	0
					1	0
			Classroom Flex	850	1	0
			Total		5	0
		Total			40	27,187
	Food Service	Existing	Cafeteria	3,000	1	3,734
			Food Service Support	2,500	3	1,245
			Total		4	4,979
		Total			4	4,979
	General	Existing	Storage Generic	0	43	2,210
			Total		43	2,210
		Total			43	2,210
	Health & Wellness	Existing	Health Suite	600	2	435
			Total		2	435
		Total			2	435
	Media Center	Existing	Media Admin	750	1	171
			Media Flex Instructional	700	1	617
			Media Instructional Area	700	1	986
			Media Stacks	2,200	1	1,438
			Storage Media Center	450	1	619
			Total		5	3,831
		Needed	Media Reference Area	450	1	0
			TV Studio	450	1	0
			Total		2	0
		Total			7	3,831
	Physical Education	Existing	Gymnasium	3,000	1	6,277
			Office PE	210	1	102
			Parks and Rec Space	3,000	1	295
			Stage	1,000	1	791
			Storage Chair	200	1	207
			Storage Outdoor	500	1	253

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Church Creek Elementary	Physical Education	Existing	Storage P&R	150	1	330
			Storage PE	300	1	502
			Total		8	8,757
		Needed	Storage Stage	125	1	0
			Total		1	0
		Total			9	8,757
	Special Education	Existing	Calming	100	1	158
					1	32
					1	43
					1	53
					1	52
			Classroom CSP	770	1	474
					1	546
					1	500
			Regional Program Workroom	400	1	852
					1	81
			Sensory	400	1	287
					1	475
			Small Group Pull-out	600	1	228
			Total		13	3,781
		Needed	Calming	100	1	0
			Classroom Special Education	700	1	0
					1	0
			Lavatory Special Education	65	1	0
					1	0
					1	0
			OT Workroom	250	1	0
			Resource Classroom	300	1	0
			Resource Testing	100	1	0
			Small Group Pull-out	600	1	0
					1	0
					1	0
			Storage OT/PT	250	1	0
			Total		13	0
		Total			26	3,781

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Church Creek Elementary	Specialized Program	Existing	Pull-out Space SP	600	1	238
			Total		1	238
		Total			1	238
	Student & Staff Support	Existing	Commons Intermediate	1,000	1	1,415
					1	1,235
					1	819
			Commons K	650	1	680
			Commons Primary	1,250	1	689
					1	833
			Counseling	300	1	349
			Itinerant	250	1	228
					1	278
			Psychologist	200	1	238
			Reading Resource	750	1	363
			Speech	300	1	234
					1	237
			Storage Reading	200	1	117
			Teacher Mentor	130	1	427
			Teacher's Lounge	600	1	478
			Total		16	8,620
		Needed	Counseling	300	1	0
			Instructional Facilitator	150	1	0
			Math Specialist	600	1	0
			Mental Health	150	1	0
			Planning	400	1	0
					1	0
					1	0
					1	0
					1	0
			Reading Resource	750	1	0
			School Enrichment	850	1	0
			Staff Conference Room	300	1	0
			Storage Instructional	1,000	1	0
			Volunteer Workroom	450	1	0
			Total		14	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Church Creek Elementary	Support	Total			30	8,620
	Total				188	64,846
Churchville Elementary	Administration	Existing	Asst. Principal's Office	200	1	142
			Principal Office	300	1	253
			Reception	1,000	1	530
			Storage Admin	150	2	36
			Workroom	300	2	373
			Total		7	1,334
		Needed	Admin Conference Room	300	1	0
			Conference Room IEP	600	1	0
			In-School Suspension	45	1	0
			Security Vestibule	300	1	0
			Total		4	0
		Total			11	1,334
	Art & Music	Existing	Art	900	1	575
			Kiln	60	1	29
			Music Instrumental	1,000	1	632
			Music Vocal	800	1	637
			Storage Art	100	1	95
			Storage Music	240	2	102
			Total		7	2,070
		Total			7	2,070
	Core Learning	Existing	Classroom Pre-K	1,000	1	935
			Classroom Kindergarten	1,100	1	931
					1	936
					1	936
			Classroom Primary	850	1	758
					1	683
					1	710
					1	764
					1	708
			Classroom Intermediate	850	1	714
					1	768
					1	733
					1	719

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Churchville Elementary	Core Learning	Existing	Classroom Intermediate	850	1	718
					1	685
					1	736
			Total		16	12,434
		Needed	Classroom Flex	850	1	0
			Total		1	0
		Total			17	12,434
	Food Service	Existing	Cafeteria	3,000	1	2,550
			Food Service Support	2,500	7	2,892
			Total		8	5,442
		Total			8	5,442
	General	Existing	Storage Generic	0	3	217
			Total		3	217
		Total			3	217
	Health & Wellness	Existing	Health Suite	600	1	272
			Total		1	272
		Total			1	272
	Media Center	Existing	Media Admin	750	1	177
			Media Instructional Area	700	1	805
			Media Stacks	2,200	1	1,576
			Storage Media Center	450	2	95
			TV Studio	450	1	214
			Total		6	2,867
		Needed	Media Flex Instructional	700	1	0
			Media Reference Area	450	1	0
			Total		2	0
		Total			8	2,867
	Physical Education	Existing	Gymnasium	3,000	1	4,072
			Office PE	210	1	96
			Stage	1,000	1	643
			Storage Chair	200	1	43
			Storage Outdoor	500	1	330
			Storage PE	300	1	301
			Total		6	5,485
		Needed	Storage P&R	150	1	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Churchville Elementary	Physical Education	Needed	Storage Stage	125	1	0
			Total		2	0
		Total			8	5,485
	Special Education	Existing	Calming	100	1	83
			Classroom Special Education	700	1	607
			Lavatory Special Education	65	1	52
					1	51
			Sensory	400	1	148
			Small Group Pull-out	600	1	348
					1	675
			Total		7	1,964
		Needed	OT Workroom	250	1	0
			Resource Testing	100	1	0
			Storage OT/PT	250	1	0
			Total		3	0
		Total			10	1,964
	Student & Staff Support	Existing	Commons Primary	1,250	1	812
			Counseling	300	1	704
			Psychologist	200	1	263
			Reading Resource	750	1	636
			Speech	300	1	399
			Staff Conference Room	300	1	284
			Storage Instructional	1,000	5	445
			Teacher's Lounge	600	1	436
			Total		12	3,979
		Needed	Commons Intermediate	1,000	1	0
			Commons K	650	1	0
			Instructional Facilitator	150	1	0
			Itinerant	250	1	0
			Math Specialist	600	1	0
			Mental Health	150	1	0
			Planning	400	1	0
					1	0
			Reading Resource	750	1	0
			School Enrichment	850	1	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Churchville Elementary	Student & Staff Support	Needed	Speech	300	1	
					1	
			Storage Reading	200	1	0
			Teacher Mentor	130	1	0
			Volunteer Workroom	450	1	0
			Total		15	0
		Total			27	3,979
	Total				100	36,064
Darlington Elementary	Administration	Existing	Principal Office	300	1	217
			Reception	1,000	1	189
			Security Vestibule	300	1	81
			Workroom	300	2	439
			Total		5	926
		Needed	Admin Conference Room	300	1	0
			Asst. Principal's Office	200	1	0
			Conference Room IEP	600	1	0
			In-School Suspension	45	1	0
			Storage Admin	150	1	0
			Total		5	0
		Total			10	926
	Art & Music	Existing	Art	900	1	922
			Music Instrumental	1,000	1	657
			Total		2	1,579
		Needed	Kiln	60	1	0
			Music Vocal	800	1	0
			Storage Art	100	1	0
			Storage Music	240	1	0
			Total		4	0
		Total			6	1,579
	Core Learning	Existing	Classroom Kindergarten	1,100	1	622
			Classroom Primary	850	1	627
					1	627
			Classroom Intermediate	850	1	618
					1	648
					1	617

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Darlington Elementary	Core Learning	Existing	Total		6	3,759
		Needed	Classroom Flex	850	1	0
			Total		1	0
		Total			7	3,759
	Food Service	Existing	Food Service Support	2,500	2	563
			Total		2	563
		Needed	Cafeteria	3,000	1	0
			Total		1	0
		Total			3	563
	General	Existing	Storage Generic	0	2	844
			Total		2	844
		Total			2	844
	Health & Wellness	Existing	Health Suite	600	1	109
			Total		1	109
		Total			1	109
	Media Center	Existing	Media Instructional Area	700	1	875
			Media Stacks	2,200	1	454
			Total		2	1,329
		Needed	Media Admin	750	1	0
			Media Flex Instructional	700	1	0
			Media Reference Area	450	1	0
			Storage Media Center	450	1	0
			TV Studio	450	1	0
			Total		5	0
		Total			7	1,329
	Physical Education	Existing	Gymnasium	3,000	1	2,531
			Stage	1,000	1	446
			Storage Chair	200	1	115
			Storage Outdoor	500	1	162
			Total		4	3,254
		Needed	Office PE	210	1	0
			Storage P&R	150	1	0
			Storage PE	300	1	0
			Storage Stage	125	1	0
			Total		4	0

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Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Darlington Elementary	Physical Education	Total			8	3,254
	Special Education	Existing	Classroom Special Education	700	1	768
					1	781
			OT Workroom	250	1	49
			Sensory	400	1	333
			Small Group Pull-out	600	1	442
			Total		5	2,373
		Needed	Calming	100	1	0
			Lavatory Special Education	65	1	0
			Regional Program Workroom	400	1	0
			Resource Classroom	300	1	0
			Resource Testing	100	1	0
			Storage OT/PT	250	1	0
			Total		6	0
		Total			11	2,373
	Student & Staff Support	Existing	Counseling	300	1	200
			Reading Resource	750	1	277
			Speech	300	1	150
			Teacher's Lounge	600	2	336
			Total		5	963
		Needed	Commons Intermediate	1,000	1	0
			Commons K	650	1	0
			Commons Primary	1,250	1	0
			Instructional Facilitator	150	1	0
			Itinerant	250	1	0
			Math Specialist	600	1	0
			Mental Health	150	1	0
			Planning	400	1	0
			Psychologist	200	1	0
			Reading Resource	750	1	0
			School Enrichment	850	1	0
			Staff Conference Room	300	1	0
			Storage Instructional	1,000	1	0
			Storage Reading	200	1	0
			Teacher Mentor	130	1	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Darlington Elementary	Student & Staff Support	Needed	Volunteer Workroom	450	1	0
			Total		16	0
		Total			21	963
	Total				76	15,699
Deerfield Elementary	Administration	Existing	Admin Conference Room	300	1	359
			Asst. Principal's Office	200	1	261
					1	180
			Principal Office	300	1	249
			Reception	1,000	2	893
			Security Vestibule	300	1	512
			Storage Admin	150	5	175
			Workroom	300	4	1,513
			Total		16	4,142
		Needed	Conference Room IEP	600	1	0
			In-School Suspension	45	1	0
			Total		2	0
		Total			18	4,142
	Art & Music	Existing	Art	900	1	799
					1	1,079
			Kiln	60	1	59
			Music Instrumental	1,000	1	702
					1	730
			Music Vocal	800	1	851
					1	786
			Storage Art	100	1	117
			Total		8	5,123
		Needed	Storage Music	240	1	0
			Total		1	0
		Total			9	5,123
	Core Learning	Existing	Classroom Pre-K	1,000	1	905
					1	739
					1	900
					1	1,148
			Classroom Kindergarten	1,100	1	1,024
					1	1,071

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Deerfield Elementary	Core Learning	Existing	Classroom Kindergarten	1,100	1	1,096
					1	1,048
					1	1,025
			Classroom Primary	850	1	786
					1	869
					1	787
					1	803
					1	840
					1	737
					1	811
					1	756
					1	804
					1	740
			Classroom Intermediate	850	1	778
					1	789
					1	788
					1	810
					1	858
					1	805
					1	859
					1	798
					1	881
					1	754
					1	855
					1	821
					1	852
					1	782
			Total		33	28,319
		Needed	Classroom Flex	850	1	0
			Total		1	0
		Total			34	28,319
	Food Service	Existing	Cafeteria	3,000	1	3,253
			Food Service Support	2,500	6	2,278
			Total		7	5,531
		Total			7	5,531

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Deerfield Elementary	General	Existing	Storage Generic	0	7	1,041
			Total		7	1,041
		Total			7	1,041
	Health & Wellness	Existing	Health Suite	600	2	768
			Total		2	768
		Total			2	768
	Media Center	Existing	Media Admin	750	1	224
			Media Instructional Area	700	1	511
					1	759
			Media Stacks	2,200	1	1,730
			Storage Media Center	450	2	272
			TV Studio	450	1	461
			Total		7	3,957
		Needed	Media Flex Instructional	700	1	0
			Media Reference Area	450	1	0
			Total		2	0
		Total			9	3,957
	Physical Education	Existing	Gymnasium	3,000	1	5,869
			Office PE	210	1	274
			Storage Chair	200	1	189
			Storage PE	300	2	513
			Total		5	6,845
		Needed	Stage	1,000	1	0
			Storage Outdoor	500	1	0
			Storage P&R	150	1	0
			Storage Stage	125	1	0
			Total		4	0
		Total			9	6,845
	Special Education	Existing	Calming	100	1	64
			Classroom Special Education	700	1	679
			Lavatory Special Education	65	1	84
			Resource Classroom	300	1	558
			Resource Testing	100	1	153
			Sensory	400	1	562
			Small Group Pull-out	600	1	1,198

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Deerfield Elementary	Special Education	Existing	Small Group Pull-out	600	1	680
					1	365
			Total		9	4,343
		Needed	Calming	100	1	0
			Lavatory Special Education	65	1	0
			OT Workroom	250	1	0
			Regional Program Workroom	400	1	0
			Sensory	400	1	0
			Small Group Pull-out	600	1	0
			Storage OT/PT	250	1	0
			Total		7	0
		Total			16	4,343
	Specialized Program	Existing	Classroom SP	850	1	1,317
					1	646
			Office - Private SP	200	1	131
			Total		3	2,094
		Needed	Calming SP	100	1	0
			De-escalation SP	100	1	0
			Office - Private SP	200	1	0
			Office - Shared SP	250	1	0
			Sensory SP	400	1	0
			Storage SP	0	1	0
					1	0
			Total		7	0
		Total			10	2,094
	Student & Staff Support	Existing	Commons Intermediate	1,000	1	743
			Commons K	650	1	1,555
			Counseling	300	1	279
					1	241
			Itinerant	250	1	164
			Math Specialist	600	1	518
			Planning	400	1	450
			Psychologist	200	1	142
					1	126
			Reading Resource	750	1	702

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Deerfield Elementary	Student & Staff Support	Existing	School Enrichment	850	1	757
			Speech	300	1	283
					1	93
			Storage Instructional	1,000	5	182
			Storage Reading	200	3	583
			Teacher Mentor	130	1	799
			Teacher's Lounge	600	1	500
			Total		23	8,117
		Needed	Commons Primary	1,250	1	0
			Instructional Facilitator	150	1	0
			Itinerant	250	1	0
			Mental Health	150	1	0
			Reading Resource	750	1	0
			Staff Conference Room	300	1	0
			Volunteer Workroom	450	1	0
			Total		7	0
		Total			30	8,117
	Total				151	70,280
Dublin Elementary	Administration	Existing	Admin Conference Room	300	1	228
			Asst. Principal's Office	200	1	132
			Principal Office	300	1	253
			Reception	1,000	1	737
			Security Vestibule	300	1	156
			Storage Admin	150	2	131
			Workroom	300	1	385
			Total		8	2,022
		Needed	Conference Room IEP	600	1	0
			In-School Suspension	45	1	0
			Total		2	0
		Total			10	2,022
	Art & Music	Existing	Art	900	1	815
			Music Instrumental	1,000	1	502
			Music Vocal	800	1	772
			Storage Music	240	1	194
			Total		4	2,283

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Dublin Elementary	Art & Music	Needed	Kiln	60	1	0
			Storage Art	100	1	0
			Total		2	0
		Total			6	2,283
	Core Learning	Existing	Classroom Pre-K	1,000	1	935
			Classroom Kindergarten	1,100	1	935
					1	806
			Classroom Primary	850	1	817
					1	815
					1	806
					1	813
			Classroom Intermediate	850	1	809
					1	708
					1	846
					1	960
					1	807
					1	714
			Total		13	10,771
		Needed	Classroom Flex	850	1	0
			Total		1	0
		Total			14	10,771
	Food Service	Existing	Cafeteria	3,000	1	1,660
			Food Service Support	2,500	3	1,358
			Total		4	3,018
		Total			4	3,018
	General	Existing	Storage Generic	0	1	175
			Total		1	175
		Total			1	175
	Health & Wellness	Existing	Health Suite	600	1	347
			Total		1	347
		Total			1	347
	Media Center	Existing	Media Instructional Area	700	1	778
			Media Stacks	2,200	2	758
			Total		3	1,536
		Needed	Media Admin	750	1	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Dublin Elementary	Media Center	Needed	Media Flex Instructional	700	1	0
			Media Reference Area	450	1	0
			Storage Media Center	450	1	0
			TV Studio	450	1	0
			Total		5	0
		Total			8	1,536
	Physical Education	Existing	Gymnasium	3,000	1	2,728
			Office PE	210	1	295
			Storage Chair	200	1	220
			Storage PE	300	1	117
			Total		4	3,360
		Needed	Stage	1,000	1	0
			Storage Outdoor	500	1	0
			Storage P&R	150	1	0
			Storage Stage	125	1	0
			Total		4	0
		Total			8	3,360
	Special Education	Existing	Sensory	400	1	181
			Small Group Pull-out	600	1	343
			Total		2	524
		Needed	Calming	100	1	0
			Classroom Special Education	700	1	0
			Lavatory Special Education	65	1	0
			OT Workroom	250	1	0
			Resource Testing	100	1	0
			Storage OT/PT	250	1	0
			Total		6	0
		Total			8	524
	Student & Staff Support	Existing	Counseling	300	1	196
			Reading Resource	750	1	256
					1	174
			Speech	300	1	163
			Storage Instructional	1,000	3	308
			Teacher's Lounge	600	2	355
			Total		9	1,452

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Dublin Elementary	Student & Staff Support	Needed	Commons Intermediate	1,000	1	0
			Commons K	650	1	0
			Commons Primary	1,250	1	0
			Instructional Facilitator	150	1	0
			Itinerant	250	1	0
					1	0
			Math Specialist	600	1	0
			Mental Health	150	1	0
			Planning	400	1	0
					1	0
			Psychologist	200	1	0
			School Enrichment	850	1	0
			Staff Conference Room	300	1	0
			Storage Reading	200	1	0
			Teacher Mentor	130	1	0
			Volunteer Workroom	450	1	0
			Total		16	0
		Total			25	1,452
	Total				85	25,488
Edgewood Elementary	Administration	Existing	Admin Conference Room	300	1	377
			Asst. Principal's Office	200	1	198
			Principal Office	300	1	314
			Reception	1,000	1	598
			Security Vestibule	300	1	236
			Storage Admin	150	1	53
			Workroom	300	2	1,030
			Total		8	2,806
		Needed	Conference Room IEP	600	1	0
			In-School Suspension	45	1	0
			Total		2	0
		Total			10	2,806
	Art & Music	Existing	Art	900	1	796
			Kiln	60	1	64
			Music Instrumental	1,000	1	506
			Music Vocal	800	1	848

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Edgewood Elementary	Art & Music	Existing	Storage Art	100	1	94
			Total		5	2,308
		Needed	Storage Music	240	1	0
			Total		1	0
		Total			6	2,308
	Core Learning	Existing	Classroom Pre-K	1,000	1	673
					1	756
					1	899
			Classroom Kindergarten	1,100	1	980
					1	1,033
					1	1,064
			Classroom Primary	850	1	729
					1	733
					1	733
					1	742
					1	808
					1	811
			Classroom Intermediate	850	1	725
					1	730
					1	733
					1	737
					1	752
					1	755
					1	760
					1	822
					1	833
			Total		21	16,808
		Needed	Classroom Primary	850	1	0
			Classroom Flex	850	1	0
			Total		2	0
		Total			23	16,808
	Food Service	Existing	Cafeteria	3,000	1	2,857
			Food Service Support	2,500	4	1,453
			Total		5	4,310
		Total			5	4,310

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Edgewood Elementary	General	Existing	Storage Generic	0	8	842
			Total		8	842
		Total			8	842
	Health & Wellness	Existing	Health Suite	600	1	385
			Total		1	385
		Total			1	385
	Media Center	Existing	Media Instructional Area	700	1	545
			Media Stacks	2,200	1	1,798
			Storage Media Center	450	1	114
			TV Studio	450	1	498
			Total		4	2,955
		Needed	Media Flex Instructional	700	1	0
			Media Reference Area	450	1	0
			Total		2	0
		Total			6	2,955
	Physical Education	Existing	Gymnasium	3,000	1	2,965
			Office PE	210	1	121
			Stage	1,000	1	940
			Storage Chair	200	1	164
			Storage Outdoor	500	1	296
			Storage P&R	150	1	153
			Storage PE	300	1	578
			Storage Stage	125	1	168
			Total		8	5,385
		Total			8	5,385
	Special Education	Existing	Calming	100	1	98
			Classroom Special Education	700	1	742
					1	996
			Early Intervention	1,000	1	176
			Sensory	400	1	702
			Small Group Pull-out	600	1	193
					1	695
					1	702
			Total		8	4,304
		Needed	Lavatory Special Education	65	1	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Edgewood Elementary	Special Education	Needed	OT Workroom	250	1	0
			Resource Testing	100	1	0
			Storage OT/PT	250	1	0
			Total		4	0
		Total			12	4,304
	Specialized Program	Existing	Classroom SP	850	1	1,328
			Office - Private SP	200	1	155
					1	201
			Total		3	1,684
		Needed	Classroom SP	850	1	0
			Office - Shared SP	250	1	0
			Pull-out Space SP	600	1	0
					1	0
					1	0
			Storage SP	0	1	0
			Total		6	0
		Total			9	1,684
	Student & Staff Support	Existing	Math Specialist	600	1	98
			Mental Health	150	1	746
			Reading Resource	750	1	357
					1	366
			School Enrichment	850	1	121
			Speech	300	1	109
					1	127
					1	163
			Storage Instructional	1,000	1	377
			Storage Reading	200	2	436
			Teacher's Lounge	600	1	382
			Total		12	3,282
		Needed	Commons Intermediate	1,000	1	0
			Commons K	650	1	0
			Commons Primary	1,250	1	0
			Counseling	300	1	0
			Instructional Facilitator	150	1	0
			Itinerant	250	1	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Edgewood Elementary	Student & Staff Support	Needed	Math Specialist	600	1	0
			Planning	400	1	0
					1	0
					1	0
			Psychologist	200	1	0
			Staff Conference Room	300	1	0
			Teacher Mentor	130	1	0
			Volunteer Workroom	450	1	0
			Total		14	0
		Total			26	3,282
	Total				114	45,069
Emmorton Elementary	Administration	Existing	Asst. Principal's Office	200	1	132
			Conference Room IEP	600	1	392
			Principal Office	300	1	180
			Reception	1,000	1	709
			Security Vestibule	300	2	149
			Storage Admin	150	1	194
			Workroom	300	2	240
			Total		9	1,996
		Needed	Admin Conference Room	300	1	0
			Total		1	0
		Total			10	1,996
	Art & Music	Existing	Art	900	1	833
			Kiln	60	1	75
			Music Instrumental	1,000	1	534
			Music Vocal	800	1	710
					1	870
			Total		5	3,022
		Needed	Storage Art	100	1	0
			Storage Music	240	1	0
			Total		2	0
		Total			7	3,022
	Core Learning	Existing	Classroom Kindergarten	1,100	1	879
					1	806
					1	794

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Emmorton Elementary	Core Learning	Existing	Classroom Primary	850	1	791
					1	788
					1	798
					1	790
					1	833
					1	855
					1	818
					1	823
			Classroom Intermediate	850	1	836
					1	871
					1	822
					1	879
					1	821
					1	803
					1	864
					1	819
					1	822
			Total		20	16,512
		Needed	Classroom Kindergarten	1,100	1	0
			Classroom Intermediate	850	1	0
					1	0
					1	0
					1	0
			Classroom Flex	850	1	0
			Total		6	0
		Total			26	16,512
	Food Service	Existing	Cafeteria	3,000	1	2,741
			Food Service Support	2,500	4	1,171
			Total		5	3,912
		Total			5	3,912
	General	Existing	Storage Generic	0	3	1,419
			Total		3	1,419
		Total			3	1,419
	Health & Wellness	Existing	Health Suite	600	1	532
			Total		1	532

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Emmorton Elementary	Health & Wellness	Total			1	532
	Media Center	Existing	Media Admin	750	2	1,051
			Media Stacks	2,200	1	1,537
			Total		3	2,588
		Needed	Media Flex Instructional	700	1	0
			Media Instructional Area	700	1	0
			Media Reference Area	450	1	0
			Storage Media Center	450	1	0
			TV Studio	450	1	0
			Total		5	0
		Total			8	2,588
	Physical Education	Existing	Gymnasium	3,000	1	5,962
			Office PE	210	1	100
			Storage Chair	200	1	178
			Storage PE	300	1	481
			Total		4	6,721
		Needed	Stage	1,000	1	0
			Storage Outdoor	500	1	0
			Storage P&R	150	1	0
			Storage Stage	125	1	0
			Total		4	0
		Total			8	6,721
	Special Education	Existing	Calming	100	1	298
			Classroom Special Education	700	1	826
					1	790
			Sensory	400	1	209
			Small Group Pull-out	600	1	326
					1	832
					1	864
			Total		7	4,145
		Needed	Early Intervention	1,000	1	0
			Lavatory Special Education	65	1	0
			OT Workroom	250	1	0
			Resource Testing	100	1	0
			Storage OT/PT	250	1	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Emmorton Elementary	Special Education	Needed	Total		5	0
		Total			12	4,145
	Specialized Program	Existing	Pull-out Space SP	600	1	359
			Total		1	359
		Needed	Office - Shared SP	250	1	0
			Pull-out Space SP	600	1	0
			Sensory SP	400	1	0
			Storage SP	0	1	0
			Total		4	0
		Total			5	359
	Student & Staff Support	Existing	Commons Intermediate	1,000	1	1,496
					1	1,741
			Commons K	650	1	1,782
			Commons Primary	1,250	1	1,530
			Itinerant	250	1	355
			Planning	400	2	471
			Reading Resource	750	1	414
			Speech	300	1	221
					1	201
			Storage Instructional	1,000	4	167
			Total		14	8,378
		Needed	Commons Intermediate	1,000	1	0
			Counseling	300	1	0
			Instructional Facilitator	150	1	0
			Math Specialist	600	1	0
			Mental Health	150	1	0
			Psychologist	200	1	0
			Reading Resource	750	1	0
			School Enrichment	850	1	0
			Staff Conference Room	300	1	0
			Storage Reading	200	1	0
			Teacher Mentor	130	1	0
			Teacher's Lounge	600	1	0
			Volunteer Workroom	450	1	0
			Total		13	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Emmorton Elementary	Support	Total			27	8,378
	Total				112	49,584
Forest Hill Elementary	Administration	Existing	Admin Conference Room	300	1	729
			Asst. Principal's Office	200	1	148
			Principal Office	300	1	230
			Reception	1,000	1	536
			Security Vestibule	300	2	268
			Storage Admin	150	1	43
			Workroom	300	2	434
			Total		9	2,388
		Needed	Conference Room IEP	600	1	0
			In-School Suspension	45	1	0
			Total		2	0
		Total			11	2,388
	Art & Music	Existing	Art	900	1	798
			Kiln	60	1	40
			Music Instrumental	1,000	1	487
					1	753
			Music Vocal	800	1	1,030
			Storage Art	100	1	118
			Total		6	3,226
		Needed	Storage Music	240	1	0
			Total		1	0
		Total			7	3,226
	Core Learning	Existing	Classroom Kindergarten	1,100	1	889
					1	1,042
					1	888
			Classroom Primary	850	1	773
					1	785
					1	779
					1	756
					1	818
					1	791
					1	871
			Classroom Intermediate	850	1	817

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Forest Hill Elementary	Core Learning	Existing	Classroom Intermediate	850	1	813
					1	807
					1	801
					1	814
					1	795
					1	830
					1	834
					1	784
					1	855
			Classroom Flex	850	1	799
					1	1,037
			Total		22	18,378
		Total			22	18,378
	Food Service	Existing	Cafeteria	3,000	1	2,840
			Food Service Support	2,500	2	1,010
			Total		3	3,850
		Total			3	3,850
	General	Existing	Storage Generic	0	3	471
			Total		3	471
		Total			3	471
	Health & Wellness	Existing	Health Suite	600	1	284
			Total		1	284
		Total			1	284
	Media Center	Existing	Media Admin	750	1	268
			Media Instructional Area	700	1	990
			Media Stacks	2,200	1	1,209
			TV Studio	450	1	258
			Total		4	2,725
		Needed	Media Flex Instructional	700	1	0
			Media Reference Area	450	1	0
			Storage Media Center	450	1	0
			Total		3	0
		Total			7	2,725
	Physical Education	Existing	Gymnasium	3,000	1	5,655
			Office PE	210	1	104

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Forest Hill Elementary	Physical Education	Existing	Storage Chair	200	1	524
			Storage Outdoor	500	1	482
			Storage P&R	150	1	170
			Storage PE	300	1	401
			Total		6	7,336
		Needed	Stage	1,000	1	0
			Storage Stage	125	1	0
			Total		2	0
		Total			8	7,336
	Special Education	Existing	Calming	100	1	83
			Classroom Special Education	700	1	748
					1	779
					1	786
			OT Workroom	250	1	243
			Sensory	400	1	753
					1	211
			Small Group Pull-out	600	1	243
					1	244
			Total		9	4,090
		Needed	Lavatory Special Education	65	1	0
			Regional Program Workroom	400	1	0
			Resource Classroom	300	1	0
			Resource Testing	100	1	0
			Storage OT/PT	250	1	0
			Total		5	0
		Total			14	4,090
	Student & Staff Support	Existing	Commons Intermediate	1,000	1	837
					1	835
			Commons K	650	1	1,739
			Commons Primary	1,250	1	832
			Counseling	300	1	269
			Psychologist	200	1	148
			Reading Resource	750	1	244
					1	325
			School Enrichment	850	1	577

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Forest Hill Elementary	Student & Staff Support	Existing	Speech	300	1	174
					1	240
			Teacher's Lounge	600	2	531
			Total		13	6,751
		Needed	Instructional Facilitator	150	1	0
			Itinerant	250	1	0
			Math Specialist	600	1	0
			Mental Health	150	1	0
			Planning	400	1	0
					1	0
					1	0
					1	0
					1	0
			Staff Conference Room	300	1	0
			Storage Instructional	1,000	1	0
			Storage Reading	200	1	0
			Teacher Mentor	130	1	0
			Volunteer Workroom	450	1	0
			Total		14	0
		Total			27	6,751
	Total				103	49,499
Forest Lakes Elementary	Administration	Existing	Asst. Principal's Office	200	1	140
			Conference Room IEP	600	1	345
			Principal Office	300	1	223
			Reception	1,000	1	635
			Security Vestibule	300	2	317
			Storage Admin	150	4	27
			Workroom	300	1	466
			Total		11	2,153
		Needed	Admin Conference Room	300	1	0
			In-School Suspension	45	1	0
			Total		2	0
		Total			13	2,153
	Art & Music	Existing	Art	900	1	660
			Kiln	60	1	58

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Forest Lakes Elementary	Art & Music	Existing	Music Instrumental	1,000	1	537
			Music Vocal	800	1	852
					1	636
			Storage Art	100	1	90
			Total		6	2,833
		Needed	Storage Music	240	1	0
			Total		1	0
		Total			7	2,833
	Core Learning	Existing	Classroom Pre-K	1,000	1	820
					1	817
			Classroom Kindergarten	1,100	1	914
					1	985
					1	993
			Classroom Primary	850	1	836
					1	822
					1	833
					1	828
					1	839
					1	830
			Classroom Intermediate	850	1	797
					1	830
					1	832
					1	832
					1	832
					1	830
					1	842
					1	813
					1	852
			Total		20	16,977
		Needed	Classroom Intermediate	850	1	0
					1	0
			Classroom Flex	850	1	0
			Total		3	0
		Total			23	16,977
	Food Service	Existing	Cafeteria	3,000	1	2,629

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Forest Lakes Elementary	Food Service	Existing	Food Service Support	2,500	4	1,256
			Total		5	3,885
		Total			5	3,885
	General	Existing	Storage Generic	0	7	1,049
			Total		7	1,049
		Total			7	1,049
	Health & Wellness	Existing	Health Suite	600	1	283
			Total		1	283
		Total			1	283
	Media Center	Existing	Media Admin	750	1	126
			Media Instructional Area	700	1	749
			Media Stacks	2,200	1	1,628
			TV Studio	450	1	70
			Total		4	2,573
		Needed	Media Flex Instructional	700	1	0
			Media Reference Area	450	1	0
			Storage Media Center	450	1	0
			Total		3	0
		Total			7	2,573
	Physical Education	Existing	Gymnasium	3,000	1	5,373
			Office PE	210	1	150
			Parks and Rec Space	3,000	1	1,412
			Storage Chair	200	1	222
			Storage Outdoor	500	1	511
			Storage P&R	150	2	636
			Storage PE	300	1	358
			Total		8	8,662
		Needed	Stage	1,000	1	0
			Storage Stage	125	1	0
			Total		2	0
		Total			10	8,662
	Special Education	Existing	Calming	100	1	103
			Classroom Special Education	700	1	816
					1	818
			Sensory	400	1	305

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Forest Lakes Elementary	Special Education	Existing	Small Group Pull-out	600	1	877
					1	475
			Total		6	3,394
		Needed	Lavatory Special Education	65	1	0
			OT Workroom	250	1	0
			Regional Program Workroom	400	1	0
			Resource Classroom	300	1	0
			Resource Testing	100	1	0
			Storage OT/PT	250	1	0
			Total		6	0
		Total			12	3,394
	Specialized Program	Existing	Pull-out Space SP	600	1	223
			Total		1	223
		Total			1	223
	Student & Staff Support	Existing	Commons Intermediate	1,000	1	415
					1	1,002
			Commons K	650	1	1,148
			Commons Primary	1,250	1	1,164
			Counseling	300	1	279
			Itinerant	250	1	830
					1	323
			Planning	400	1	208
			Psychologist	200	1	242
			Reading Resource	750	1	277
			Speech	300	1	258
			Staff Conference Room	300	1	208
			Storage Instructional	1,000	2	623
			Storage Reading	200	2	146
			Teacher's Lounge	600	2	378
			Total		18	7,501
		Needed	Instructional Facilitator	150	1	0
			Math Specialist	600	1	0
			Mental Health	150	1	0
			Reading Resource	750	1	0
			School Enrichment	850	1	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Forest Lakes Elementary	Student & Staff Support	Needed	Teacher Mentor	130	1	0
			Volunteer Workroom	450	1	0
			Total		7	0
		Total			25	7,501
	Total				111	49,533
Fountain Green Elementary	Administration	Existing	Admin Conference Room	300	1	223
			Asst. Principal's Office	200	1	155
			Principal Office	300	1	258
			Reception	1,000	1	667
			Storage Admin	150	1	301
			Workroom	300	1	413
			Total		6	2,017
		Needed	Conference Room IEP	600	1	0
			In-School Suspension	45	1	0
			Security Vestibule	300	1	0
			Total		3	0
		Total			9	2,017
	Art & Music	Existing	Art	900	1	682
			Music Instrumental	1,000	1	370
			Music Vocal	800	1	734
			Storage Art	100	1	113
			Total		4	1,899
		Needed	Kiln	60	1	0
			Storage Music	240	1	0
			Total		2	0
		Total			6	1,899
	Core Learning	Existing	Classroom Pre-K	1,000	1	746
					1	729
			Classroom Kindergarten	1,100	1	733
					1	721
					1	746
			Classroom Primary	850	1	720
					1	715
					1	761
					1	761

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Fountain Green Elementary	Core Learning	Existing	Classroom Primary	850	1	734
					1	729
			Classroom Intermediate	850	1	772
					1	772
					1	772
					1	772
					1	772
					1	759
					1	771
					1	785
					1	752
			Total		20	15,022
		Needed	Classroom Intermediate	850	1	0
			Classroom Flex	850	1	0
			Total		2	0
		Total			22	15,022
	Food Service	Existing	Cafeteria	3,000	1	2,111
			Food Service Support	2,500	4	1,023
			Total		5	3,134
		Total			5	3,134
	General	Existing	Storage Generic	0	2	331
			Total		2	331
		Total			2	331
	Health & Wellness	Existing	Health Suite	600	1	357
			Total		1	357
		Total			1	357
	Media Center	Existing	Media Admin	750	1	341
			Media Instructional Area	700	1	745
			Media Stacks	2,200	1	1,312
			Storage Media Center	450	1	235
			TV Studio	450	1	280
			Total		5	2,913
		Needed	Media Flex Instructional	700	1	0
			Media Reference Area	450	1	0
			Total		2	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Fountain Green Elementary	Media Center	Total			7	2,913
	Physical Education	Existing	Gymnasium	3,000	1	5,610
			Office PE	210	1	64
			Stage	1,000	1	711
			Storage Outdoor	500	2	391
			Storage P&R	150	1	126
			Storage PE	300	1	319
			Total		7	7,221
		Needed	Storage Chair	200	1	0
			Storage Stage	125	1	0
			Total		2	0
		Total			9	7,221
	Special Education	Existing	Calming	100	1	336
			Classroom Special Education	700	1	771
					1	771
			Resource Classroom	300	1	396
			Sensory	400	1	336
			Small Group Pull-out	600	1	750
			Total		6	3,360
		Needed	Lavatory Special Education	65	1	0
			OT Workroom	250	1	0
			Resource Classroom	300	1	0
			Resource Testing	100	1	0
			Small Group Pull-out	600	1	0
			Storage OT/PT	250	1	0
			Total		6	0
		Total			12	3,360
	Student & Staff Support	Existing	Commons Intermediate	1,000	1	647
					1	651
					1	651
			Commons K	650	1	614
			Commons Primary	1,250	1	627
					1	615
			Counseling	300	1	166
			Itinerant	250	1	772

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Fountain Green Elementary	Student & Staff Support	Existing	Psychologist	200	1	310
			Reading Resource	750	1	251
			Speech	300	1	166
			Storage Reading	200	1	81
			Teacher's Lounge	600	1	216
			Total		13	5,767
		Needed	Instructional Facilitator	150	1	0
			Math Specialist	600	1	0
			Mental Health	150	1	0
			Planning	400	1	0
					1	0
					1	0
			Reading Resource	750	1	0
			School Enrichment	850	1	0
			Staff Conference Room	300	1	0
			Storage Instructional	1,000	1	0
			Teacher Mentor	130	1	0
			Volunteer Workroom	450	1	0
			Total		12	0
		Total			25	5,767
	Total				98	42,021
George D. Lisby Elementary @ Hillsdale	Administration	Existing	Asst. Principal's Office	200	1	236
			Principal Office	300	1	282
			Reception	1,000	1	760
			Storage Admin	150	4	307
			Workroom	300	2	477
			Total		9	2,062
		Needed	Admin Conference Room	300	1	0
			Conference Room IEP	600	1	0
			In-School Suspension	45	1	0
			Security Vestibule	300	1	0
			Total		4	0
		Total			13	2,062
	Art & Music	Existing	Art	900	1	800
			Total		1	800

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
George D. Lisby Elementary @ Hillsdale	Art & Music	Needed	Kiln	60	1	0
			Music Instrumental	1,000	1	0
			Music Vocal	800	1	0
			Storage Art	100	1	0
			Storage Music	240	1	0
			Total		5	0
		Total			6	800
	Core Learning	Existing	Classroom Pre-K	1,000	1	784
					1	784
			Classroom Kindergarten	1,100	1	777
					1	772
					1	791
					1	790
			Classroom Primary	850	1	786
					1	800
					1	771
					1	777
					1	790
					1	699
			Classroom Intermediate	850	1	699
					1	734
					1	734
					1	729
					1	691
					1	691
					1	675
					1	723
					1	682
					1	677
					1	741
			Total		23	17,097
		Needed	Classroom Primary	850	1	0
					1	0
			Classroom Flex	850	1	0
			Total		3	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
George D. Lisby Elementary @ Hillsdale	Core Learning	Total			26	17,097
	Food Service	Existing	Cafeteria	3,000	1	2,348
			Food Service Support	2,500	5	1,476
			Total		6	3,824
		Total			6	3,824
	General	Existing	Storage Generic	0	7	826
			Total		7	826
		Total			7	826
	Health & Wellness	Existing	Health Suite	600	1	229
			Total		1	229
		Total			1	229
	Media Center	Existing	Media Admin	750	1	238
			Media Instructional Area	700	1	1,033
			Media Stacks	2,200	1	1,471
			Total		3	2,742
		Needed	Media Flex Instructional	700	1	0
			Media Reference Area	450	1	0
			Storage Media Center	450	1	0
			TV Studio	450	1	0
			Total		4	0
		Total			7	2,742
	Physical Education	Existing	Gymnasium	3,000	1	3,003
			Office PE	210	1	343
			Stage	1,000	1	910
			Storage Outdoor	500	2	263
			Storage PE	300	1	135
			Total		6	4,654
		Needed	Storage Chair	200	1	0
			Storage P&R	150	1	0
			Storage Stage	125	1	0
			Total		3	0
		Total			9	4,654
	Special Education	Existing	Calming	100	1	87
			Sensory	400	1	40
			Small Group Pull-out	600	1	624

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
George D. Lisby Elementary @ Hillsdale	Special Education	Existing	Small Group Pull-out	600	1	443
					1	695
			Total		5	1,889
		Needed	Classroom Special Education	700	1	0
			Lavatory Special Education	65	1	0
			OT Workroom	250	1	0
			Resource Testing	100	1	0
			Storage OT/PT	250	1	0
			Total		5	0
		Total			10	1,889
	Specialized Program	Existing	Office - Shared SP	250	1	568
			Total		1	568
		Needed	Calming SP	100	1	0
			Pull-out Space SP	600	1	0
					1	0
					1	0
			Sensory SP	400	1	0
			Total		5	0
		Total			6	568
	Student & Staff Support	Existing	Counseling	300	1	276
			Itinerant	250	1	256
			Math Specialist	600	1	423
			Reading Resource	750	1	404
					1	440
			School Enrichment	850	1	565
			Speech	300	1	214
			Storage Instructional	1,000	11	499
			Teacher Mentor	130	1	166
					1	220
			Teacher's Lounge	600	1	271
			Total		21	3,734
		Needed	Commons Intermediate	1,000	1	0
			Commons K	650	1	0
			Commons Primary	1,250	1	0
			Instructional Facilitator	150	1	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
George D. Lisby Elementary @ Hillsdale	Student & Staff Support	Needed	Itinerant	250	1	0
			Mental Health	150	1	0
			Planning	400	1	0
					1	0
					1	0
			Psychologist	200	1	0
			Staff Conference Room	300	1	0
			Storage Reading	200	1	0
			Volunteer Workroom	450	1	0
			Total		13	0
		Total			34	3,734
	Total				125	38,425
Halls Cross Roads Elementary	Administration	Existing	Admin Conference Room	300	1	321
			Asst. Principal's Office	200	1	112
					1	315
			Principal Office	300	1	235
			Reception	1,000	1	508
			Storage Admin	150	2	12
			Workroom	300	1	148
			Total		8	1,651
		Needed	Conference Room IEP	600	1	0
			Security Vestibule	300	1	0
			Total		2	0
		Total			10	1,651
	Art & Music	Existing	Art	900	1	715
			Music Instrumental	1,000	1	845
			Storage Art	100	1	49
			Total		3	1,609
		Needed	Kiln	60	1	0
			Music Vocal	800	1	0
			Storage Music	240	1	0
			Total		3	0
		Total			6	1,609
	Core Learning	Existing	Classroom Pre-K	1,000	1	793
					1	792

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Halls Cross Roads Elementary	Core Learning	Existing	Classroom Pre-K	1,000	1	761
			Classroom Kindergarten	1,100	1	760
					1	793
					1	790
					1	759
			Classroom Primary	850	1	769
					1	769
					1	738
					1	738
					1	736
					1	740
					1	793
					1	792
					1	759
					1	757
			Classroom Intermediate	850	1	767
					1	736
					1	745
					1	639
					1	637
					1	637
					1	641
					1	640
					1	643
			Total		26	19,124
		Needed	Classroom Flex	850	1	0
			Total		1	0
		Total			27	19,124
	Food Service	Existing	Cafeteria	3,000	1	4,362
			Food Service Support	2,500	3	1,259
			Total		4	5,621
		Total			4	5,621
	General	Existing	Storage Generic	0	13	601
			Total		13	601
		Total			13	601

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Halls Cross Roads Elementary	Health & Wellness	Existing	Health Suite	600	1	759
			Total		1	759
		Total			1	759
	Media Center	Existing	Media Admin	750	1	268
			Media Instructional Area	700	1	235
			Media Stacks	2,200	1	1,214
			Total		3	1,717
		Needed	Media Flex Instructional	700	1	0
			Media Reference Area	450	1	0
			Storage Media Center	450	1	0
			TV Studio	450	1	0
			Total		4	0
		Total			7	1,717
	Physical Education	Existing	Gymnasium	3,000	1	2,696
			Storage Outdoor	500	1	116
			Storage PE	300	1	161
			Total		3	2,973
		Needed	Office PE	210	1	0
			Stage	1,000	1	0
			Storage Chair	200	1	0
			Total		3	0
		Total			6	2,973
	Special Education	Existing	Calming	100	1	80
			Small Group Pull-out	600	1	767
					1	444
					1	239
					1	775
			Total		5	2,305
		Needed	Classroom Special Education	700	1	0
			Lavatory Special Education	65	1	0
			OT Workroom	250	1	0
			Resource Testing	100	1	0
			Sensory	400	1	0
			Storage OT/PT	250	1	0
			Total		6	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Halls Cross Roads Elementary	Special Education	Total			11	2,305
	Specialized Program	Existing	Classroom SP	850	1	831
					1	834
			Total		2	1,665
		Total			2	1,665
	Student & Staff Support	Existing	Counseling	300	1	245
			Itinerant	250	1	831
			School Enrichment	850	1	834
			Speech	300	1	235
			Storage Instructional	1,000	6	196
			Teacher's Lounge	600	1	332
			Total		11	2,673
		Needed	Commons Intermediate	1,000	1	0
			Commons K	650	1	0
			Commons Primary	1,250	1	0
			Instructional Facilitator	150	1	0
			Math Specialist	600	1	0
			Mental Health	150	1	0
			Planning	400	1	0
					1	0
					1	0
			Psychologist	200	1	0
			Reading Resource	750	1	0
					1	0
			Staff Conference Room	300	1	0
			Storage Reading	200	1	0
			Teacher Mentor	130	1	0
			Volunteer Workroom	450	1	0
			Total		16	0
		Total			27	2,673
	Total				114	40,698
Havre de Grace Elementary	Administration	Existing	Admin Conference Room	300	1	193
			Asst. Principal's Office	200	1	179
			Principal Office	300	1	212
			Reception	1,000	1	529

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Havre de Grace Elementary	Administration	Existing	Storage Admin	150	3	174
			Total		7	1,287
		Needed	Asst. Principal's Office	200	1	0
			Conference Room IEP	600	1	0
			In-School Suspension	45	1	0
			Security Vestibule	300	1	0
			Workroom	300	1	0
			Total		5	0
		Total			12	1,287
	Art & Music	Existing	Art	900	1	799
			Music Instrumental	1,000	1	953
			Music Vocal	800	1	1,178
			Storage Music	240	1	48
			Total		4	2,978
		Needed	Art	900	1	0
			Kiln	60	1	0
			Music Vocal	800	1	0
			Storage Art	100	1	0
			Total		4	0
		Total			8	2,978
	Core Learning	Existing	Classroom Pre-K	1,000	1	952
					1	965
			Classroom Kindergarten	1,100	1	804
					1	799
					1	995
					1	1,010
			Classroom Primary	850	1	955
					1	960
					1	944
					1	935
					1	815
					1	805
					1	796
					1	799
			Classroom Intermediate	850	1	827

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Havre de Grace Elementary	Core Learning	Existing	Classroom Intermediate	850	1	791
					1	829
					1	796
					1	806
					1	777
					1	802
					1	794
					1	795
					1	797
					1	824
			Total		25	21,372
		Needed	Classroom Pre-K	1,000	1	0
					1	0
					1	0
			Classroom Primary	850	1	0
					1	0
			Classroom Flex	850	1	0
			Total		6	0
		Total			31	21,372
	Food Service	Existing	Cafeteria	3,000	1	3,527
			Food Service Support	2,500	6	1,229
			Total		7	4,756
		Total			7	4,756
	General	Existing	Storage Generic	0	4	294
			Total		4	294
		Total			4	294
	Health & Wellness	Existing	Health Suite	600	2	226
			Total		2	226
		Total			2	226
	Media Center	Existing	Media Admin	750	1	198
			Media Flex Instructional	700	1	583
					1	149
			Media Stacks	2,200	1	1,365
			Storage Media Center	450	1	339
			Total		5	2,634

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Havre de Grace Elementary	Media Center	Needed	Media Instructional Area	700	1	0
			Media Reference Area	450	1	0
			TV Studio	450	1	0
			Total		3	0
		Total			8	2,634
	Physical Education	Existing	Gymnasium	3,000	1	2,516
			Office PE	210	1	88
			Storage Outdoor	500	1	184
			Storage PE	300	1	292
			Total		4	3,080
		Needed	Stage	1,000	1	0
			Storage Chair	200	1	0
			Storage P&R	150	1	0
			Storage Stage	125	1	0
			Total		4	0
		Total			8	3,080
	Special Education	Existing	Calming	100	1	208
			Classroom Special Education	700	1	926
					1	935
			OT Workroom	250	1	311
			Sensory	400	1	582
			Small Group Pull-out	600	1	981
					1	501
					1	143
			Total		8	4,587
		Needed	Calming	100	1	0
			Early Intervention	1,000	1	0
			Lavatory Special Education	65	1	0
			Resource Testing	100	1	0
			Sensory	400	1	0
			Small Group Pull-out	600	1	0
			Storage OT/PT	250	1	0
			Total		7	0
		Total			15	4,587
	Specialized Program	Existing	Office - Shared SP	250	1	712

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Havre de Grace Elementary	Specialized Program	Existing	Total		1	712
		Needed	Calming SP	100	1	0
					1	0
			Classroom SP	850	1	0
			Office - Private SP	200	1	0
					1	0
			Pull-out Space SP	600	1	0
					1	0
			Sensory SP	400	1	0
			Total		8	0
		Total			9	712
	Student & Staff Support	Existing	Counseling	300	1	402
			Itinerant	250	1	688
			Speech	300	1	161
			Storage Instructional	1,000	1	105
			Teacher's Lounge	600	2	679
			Total		6	2,035
		Needed	Commons Intermediate	1,000	1	0
			Commons K	650	1	0
			Commons Primary	1,250	1	0
			Counseling	300	1	0
			Instructional Facilitator	150	1	0
			Itinerant	250	1	0
			Math Specialist	600	1	0
			Mental Health	150	1	0
			Planning	400	1	0
					1	0
					1	0
			Psychologist	200	1	0
			Reading Resource	750	1	0
					1	0
			School Enrichment	850	1	0
			Speech	300	1	0
			Staff Conference Room	300	1	0
			Storage Reading	200	1	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Havre de Grace Elementary	Student & Staff Support	Needed	Teacher Mentor	130	1	0
			Volunteer Workroom	450	1	0
			Total		20	0
		Total			26	2,035
	Total				130	43,961
Hickory Elementary	Administration	Existing	Admin Conference Room	300	1	204
			Asst. Principal's Office	200	1	186
			Principal Office	300	1	245
			Reception	1,000	1	646
			Security Vestibule	300	7	1,004
			Storage Admin	150	5	53
			Workroom	300	1	261
			Total		17	2,599
		Needed	Asst. Principal's Office	200	1	0
			Conference Room IEP	600	1	0
			In-School Suspension	45	1	0
			Total		3	0
		Total			20	2,599
	Art & Music	Existing	Art	900	1	785
					1	708
			Kiln	60	1	65
			Music Instrumental	1,000	1	584
			Music Vocal	800	1	788
			Storage Art	100	1	127
			Storage Music	240	1	229
			Total		7	3,286
		Total			7	3,286
	Core Learning	Existing	Classroom Kindergarten	1,100	1	915
					1	934
					1	896
					1	927
					1	752
			Classroom Primary	850	1	783
					1	712
					1	761

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Hickory Elementary	Core Learning	Existing	Classroom Primary	850	1	750
					1	758
					1	757
					1	719
					1	710
			Classroom Intermediate	850	1	884
					1	944
					1	951
					1	719
					1	762
					1	761
					1	720
					1	832
					1	823
					1	754
					1	757
					1	709
			Total		25	19,990
		Needed	Classroom Pre-K	1,000	1	0
			Classroom Primary	850	1	0
					1	0
			Classroom Intermediate	850	1	0
					1	0
			Classroom Flex	850	1	0
			Total		6	0
		Total			31	19,990
	Food Service	Existing	Cafeteria	3,000	1	2,970
			Food Service Support	2,500	3	1,428
			Total		4	4,398
		Total			4	4,398
	General	Existing	Storage Generic	0	6	1,225
			Total		6	1,225
		Total			6	1,225
	Health & Wellness	Existing	Health Suite	600	1	551
			Total		1	551

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Hickory Elementary	Health & Wellness	Total			1	551
	Media Center	Existing	Media Admin	750	1	221
			Media Instructional Area	700	1	899
			Media Stacks	2,200	1	1,236
			Storage Media Center	450	2	521
			Total		5	2,877
		Needed	Media Flex Instructional	700	1	0
			Media Reference Area	450	1	0
			TV Studio	450	1	0
			Total		3	0
		Total			8	2,877
	Physical Education	Existing	Gymnasium	3,000	1	4,634
			Office PE	210	1	214
			Stage	1,000	1	983
			Storage Chair	200	1	123
			Storage Outdoor	500	1	242
			Storage PE	300	1	548
			Total		6	6,744
		Needed	Storage P&R	150	1	0
			Storage Stage	125	1	0
			Total		2	0
		Total			8	6,744
	Special Education	Existing	Calming	100	1	42
					1	43
					1	316
					1	17
			Classroom Special Education	700	1	698
					1	701
					1	703
			Resource Classroom	300	1	313
			Sensory	400	1	354
			Small Group Pull-out	600	1	313
					1	318
					1	313
			Total		12	4,131

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Hickory Elementary	Special Education	Needed	Lavatory Special Education	65	1	0
			Resource Testing	100	1	0
			Sensory	400	1	0
			Small Group Pull-out	600	1	0
			Storage OT/PT	250	1	0
			Total		5	0
		Total			17	4,131
	Specialized Program	Existing	Office - Private SP	200	1	93
					1	126
					1	104
					1	130
			Office - Shared SP	250	1	460
			Total		5	913
		Total			5	913
	Student & Staff Support	Existing	Commons Intermediate	1,000	1	816
					1	748
			Commons K	650	1	946
			Commons Primary	1,250	1	788
					1	755
			Counseling	300	1	215
			Planning	400	1	307
			Psychologist	200	1	219
			Reading Resource	750	1	385
					1	358
			Speech	300	1	751
			Storage Instructional	1,000	22	1,537
			Teacher's Lounge	600	1	718
			Total		34	8,543
		Needed	Counseling	300	1	0
			Instructional Facilitator	150	1	0
			Itinerant	250	1	0
			Math Specialist	600	1	0
			Mental Health	150	1	0
			Planning	400	1	0
					1	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Hickory Elementary	Student & Staff Support	Needed	School Enrichment	850	1	0
			Staff Conference Room	300	1	0
			Storage Reading	200	1	0
			Teacher Mentor	130	1	0
			Volunteer Workroom	450	1	0
			Total		12	0
		Total			46	8,543
	Total				153	55,257
Homestead/ Wakefield Elementary	Administration	Existing	Admin Conference Room	300	1	295
			Asst. Principal's Office	200	1	197
					1	194
			Conference Room IEP	600	1	539
			Principal Office	300	1	270
			Reception	1,000	1	727
			Security Vestibule	300	8	1,004
			Storage Admin	150	3	310
					1	24
			Workroom	300	3	1,280
			Total		21	4,840
		Needed	In-School Suspension	45	1	0
			Total		1	0
		Total			22	4,840
	Art & Music	Existing	Art	900	1	1,057
					1	1,049
			Kiln	60	1	101
			Music Instrumental	1,000	1	1,285
			Music Vocal	800	1	789
					1	786
					1	802
			Storage Art	100	1	266
			Total		8	6,135
		Needed	Storage Music	240	1	0
			Total		1	0
		Total			9	6,135
	Core Learning	Existing	Classroom Pre-K	1,000	1	910

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Homestead/ Wakefield Elementary	Core Learning	Existing	Classroom Pre-K	1,000	1	908
			Classroom Kindergarten	1,100	1	1,031
					1	1,031
					1	1,031
					1	1,031
					1	1,029
					1	1,029
					1	1,031
			Classroom Primary		1	1,031
				850	1	794
					1	796
					1	796
					1	796
					1	794
					1	794
					1	794
					1	787
					1	783
					1	776
					1	793
					1	819
					1	819
					1	776
					1	851
					1	843
			Classroom Intermediate		1	867
					1	845
					1	845
					1	846
					1	851
				850	1	849
					1	847
					1	845
					1	848
					1	849

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Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Homestead/ Wakefield Elementary	Core Learning	Existing	Classroom Intermediate	850	1	846
					1	889
					1	849
					1	840
					1	890
					1	851
					1	880
					1	851
					1	841
			Classroom Flex	850	1	994
					1	793
					1	849
					1	840
			Total		49	42,578
		Total			49	42,578
	Food Service	Existing	Cafeteria	3,000	1	5,563
			Food Service Support	2,500	7	2,432
			Total		8	7,995
		Total			8	7,995
	General	Existing	Storage Generic	0	10	1,708
			Total		10	1,708
		Total			10	1,708
	Health & Wellness	Existing	Health Suite	600	6	1,192
			Total		6	1,192
		Total			6	1,192
	Media Center	Existing	Media Admin	750	1	671
			Media Flex Instructional	700	1	842
					1	850
			Media Stacks	2,200	1	2,854
			Storage Media Center	450	1	161
			TV Studio	450	1	408
			Total		6	5,786
		Needed	Media Instructional Area	700	1	0
			Media Reference Area	450	1	0
			Total		2	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Homestead/ Wakefield Elementary	Media Center	Total			8	5,786
	Physical Education	Existing	Gymnasium	3,000	1	6,395
			Office PE	210	1	264
			Stage	1,000	1	1,096
			Storage Chair	200	1	208
			Storage Outdoor	500	2	875
			Storage P&R	150	1	158
			Storage PE	300	2	377
			Storage Stage	125	1	452
			Total		10	9,825
		Total			10	9,825
	Special Education	Existing	Calming	100	1	101
					1	136
			Classroom Special Education	700	1	917
					1	920
			OT Workroom	250	1	271
			Regional Program Workroom	400	1	351
			Sensory	400	1	421
					1	526
			Small Group Pull-out	600	1	664
					1	648
					1	620
					1	608
					1	624
					1	594
			Total		14	7,401
		Needed	Early Intervention	1,000	1	0
			Resource Testing	100	1	0
			Total		2	0
		Total			16	7,401
	Student & Staff Support	Existing	Counseling	300	1	98
					1	297
					1	296
			Math Specialist	600	1	602
			Mental Health	150	1	203

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Homestead/ Wakefield Elementary	Student & Staff Support	Existing	Planning	400	7	2,319
			Psychologist	200	1	247
					1	248
			Reading Resource	750	1	731
			School Enrichment	850	1	729
					1	858
			Speech	300	1	299
					1	314
			Staff Conference Room	300	1	291
			Storage Instructional	1,000	1	252
			Teacher's Lounge	600	1	591
			Volunteer Workroom	450	1	569
			Total		23	8,944
		Needed	Commons Intermediate	1,000	1	0
			Commons K	650	1	0
			Commons Primary	1,250	1	0
			Instructional Facilitator	150	1	0
			Itinerant	250	1	0
					1	0
			Reading Resource	750	1	0
			Storage Reading	200	1	0
			Teacher Mentor	130	1	0
			Total		9	0
		Total			32	8,944
	Total				170	96,404
Jarrettsville Elementary	Administration	Existing	Admin Conference Room	300	1	202
			Asst. Principal's Office	200	1	205
			Principal Office	300	1	171
			Reception	1,000	1	785
			Storage Admin	150	6	398
			Workroom	300	1	193
			Total		11	1,954
		Needed	Conference Room IEP	600	1	0
			In-School Suspension	45	1	0
			Security Vestibule	300	1	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Jarrettsville Elementary	Administration	Needed	Total		3	0
		Total			14	1,954
	Art & Music	Existing	Art	900	1	794
			Kiln	60	1	25
			Music Instrumental	1,000	1	732
			Music Vocal	800	1	784
			Storage Music	240	2	127
			Total		6	2,462
		Needed	Storage Art	100	1	0
			Total		1	0
		Total			7	2,462
	Core Learning	Existing	Classroom Kindergarten	1,100	1	946
					1	946
					1	946
			Classroom Primary	850	1	730
					1	726
					1	726
					1	799
					1	799
					1	768
			Classroom Intermediate	850	1	724
					1	732
					1	715
					1	764
					1	802
					1	772
					1	768
					1	769
					1	804
			Total		18	14,236
		Needed	Classroom Pre-K	1,000	1	0
			Classroom Kindergarten	1,100	1	0
			Classroom Primary	850	1	0
			Classroom Intermediate	850	1	0
					1	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Jarrettsville Elementary	Core Learning	Needed	Classroom Flex	850	1	0
			Total		6	0
		Total			24	14,236
	Food Service	Existing	Cafeteria	3,000	1	3,265
			Food Service Support	2,500	4	2,428
			Total		5	5,693
		Total			5	5,693
	General	Existing	Storage Generic	0	8	1,561
			Total		8	1,561
		Total			8	1,561
	Health & Wellness	Existing	Health Suite	600	1	298
			Total		1	298
		Total			1	298
	Media Center	Existing	Media Admin	750	1	218
			Media Instructional Area	700	1	534
			Media Stacks	2,200	1	1,866
			TV Studio	450	1	200
			Total		4	2,818
		Needed	Media Flex Instructional	700	1	0
			Media Reference Area	450	1	0
			Storage Media Center	450	1	0
			Total		3	0
		Total			7	2,818
	Physical Education	Existing	Gymnasium	3,000	1	3,294
			Office PE	210	1	120
			Stage	1,000	1	993
			Storage Chair	200	1	148
			Storage Outdoor	500	1	212
			Storage PE	300	1	108
			Total		6	4,875
		Needed	Storage P&R	150	1	0
			Storage Stage	125	1	0
			Total		2	0
		Total			8	4,875
	Special Education	Existing	Calming	100	1	153

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Jarrettsville Elementary	Special Education	Existing	Calming	100	1	73
					1	82
					1	82
			Classroom CSP	770	1	544
					1	523
			Regional Program Workroom	400	1	134
			Resource Testing	100	1	70
					1	94
			Sensory	400	1	301
			Small Group Pull-out	600	1	726
					1	803
					1	193
			Total		13	3,778
		Needed	Classroom Special Education	700	1	0
			Lavatory Special Education	65	1	0
			OT Workroom	250	1	0
			Resource Classroom	300	1	0
			Storage OT/PT	250	1	0
			Total		5	0
		Total			18	3,778
	Student & Staff Support	Existing	Commons Intermediate	1,000	1	856
					1	861
			Commons Primary	1,250	1	857
			Counseling	300	1	247
			Planning	400	4	1,787
			Psychologist	200	1	132
			Reading Resource	750	1	218
			School Enrichment	850	1	768
			Speech	300	1	201
			Staff Conference Room	300	1	504
			Teacher's Lounge	600	2	525
			Volunteer Workroom	450	1	371
			Total		16	7,327
		Needed	Commons K	650	1	0
			Instructional Facilitator	150	1	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Jarrettsville Elementary	Student & Staff Support	Needed	Itinerant	250	1	0
			Math Specialist	600	1	0
			Mental Health	150	1	0
			Reading Resource	750	1	0
			Storage Instructional	1,000	1	0
			Storage Reading	200	1	0
			Teacher Mentor	130	1	0
			Total		9	0
		Total			25	7,327
	Total				117	45,002
Joppatowne Elementary	Administration	Existing	Admin Conference Room	300	1	275
			Asst. Principal's Office	200	1	182
			Principal Office	300	1	292
			Reception	1,000	1	918
			Security Vestibule	300	1	158
			Storage Admin	150	8	420
			Workroom	300	3	962
			Total		16	3,207
		Needed	Conference Room IEP	600	1	0
			In-School Suspension	45	1	0
			Total		2	0
		Total			18	3,207
	Art & Music	Existing	Art	900	1	993
			Kiln	60	1	72
			Music Instrumental	1,000	1	608
			Music Vocal	800	1	950
			Storage Art	100	1	109
			Storage Music	240	1	14
			Total		6	2,746
		Total			6	2,746
	Core Learning	Existing	Classroom Pre-K	1,000	1	1,027
					1	1,018
			Classroom Kindergarten	1,100	1	957
					1	959
					1	966

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Joppatowne Elementary	Core Learning	Existing	Classroom Kindergarten	1,100	1	962
			Classroom Primary	850	1	838
					1	840
					1	837
					1	839
					1	836
					1	838
					1	837
			Classroom Intermediate	850	1	814
					1	817
					1	813
					1	766
					1	774
					1	776
					1	772
					1	767
					1	774
			Total		22	18,827
		Needed	Classroom Intermediate	850	1	0
			Classroom Flex	850	1	0
			Total		2	0
		Total			24	18,827
	Food Service	Existing	Cafeteria	3,000	1	3,677
			Food Service Support	2,500	5	2,044
			Total		6	5,721
		Total			6	5,721
	General	Existing	Storage Generic	0	10	882
			Total		10	882
		Total			10	882
	Health & Wellness	Existing	Health Suite	600	3	660
			Total		3	660
		Total			3	660
	Media Center	Existing	Media Admin	750	1	673
			Media Instructional Area	700	1	871
					1	826

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Joppatowne Elementary	Media Center	Existing	Media Stacks	2,200	1	1,279
			TV Studio	450	1	615
			Total		5	4,264
		Needed	Media Flex Instructional	700	1	0
			Media Reference Area	450	1	0
			Storage Media Center	450	1	0
			Total		3	0
		Total			8	4,264
	Physical Education	Existing	Gymnasium	3,000	1	6,187
			Office PE	210	1	165
			Stage	1,000	1	1,007
			Storage Chair	200	1	129
			Storage Outdoor	500	1	380
			Storage PE	300	1	566
			Total		6	8,434
		Needed	Storage P&R	150	1	0
			Storage Stage	125	1	0
			Total		2	0
		Total			8	8,434
	Special Education	Existing	Calming	100	1	153
					1	239
					1	52
					1	53
			Classroom CSP	770	1	777
					1	840
					1	654
			Regional Program Workroom	400	1	581
			Sensory	400	1	433
			Small Group Pull-out	600	1	915
					1	838
					1	835
					1	642
			Total		13	7,012
		Needed	Lavatory Special Education	65	1	0
			OT Workroom	250	1	0

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Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Joppatowne Elementary	Special Education	Needed	Resource Classroom	300	1	0
			Resource Testing	100	1	0
			Storage OT/PT	250	1	0
			Total		5	0
		Total			18	7,012
	Specialized Program	Existing	Office - Shared SP	250	1	767
					1	764
			Storage SP	0	1	210
			Total		3	1,741
		Needed	Calming SP	100	1	0
			Classroom SP	850	1	0
			Pull-out Space SP	600	1	0
			Sensory SP	400	1	0
			Total		4	0
		Total			7	1,741
	Student & Staff Support	Existing	Commons Intermediate	1,000	1	631
					1	495
			Counseling	300	1	301
			Itinerant	250	1	176
					1	600
			Math Specialist	600	1	94
			Planning	400	3	1,774
			Psychologist	200	1	353
			Reading Resource	750	1	647
					1	138
					1	909
			School Enrichment	850	1	773
			Speech	300	1	498
			Storage Instructional	1,000	2	536
			Storage Reading	200	1	268
			Teacher Mentor	130	1	659
			Teacher's Lounge	600	1	774
			Total		20	9,626
		Needed	Commons K	650	1	0
			Commons Primary	1,250	1	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Joppatowne Elementary	Student & Staff Support	Needed	Instructional Facilitator	150	1	0
			Mental Health	150	1	0
			Staff Conference Room	300	1	0
			Volunteer Workroom	450	1	0
			Total		6	0
		Total			26	9,626
	Total				134	63,120
Magnolia Elementary	Administration	Existing	Asst. Principal's Office	200	1	189
			Principal Office	300	1	192
			Reception	1,000	1	674
			Security Vestibule	300	1	226
			Storage Admin	150	2	162
			Workroom	300	1	195
			Total		7	1,638
		Needed	Admin Conference Room	300	1	0
			Conference Room IEP	600	1	0
			In-School Suspension	45	1	0
			Total		3	0
		Total			10	1,638
	Art & Music	Existing	Music Instrumental	1,000	1	782
			Music Vocal	800	1	859
			Total		2	1,641
		Needed	Art	900	1	0
			Kiln	60	1	0
			Storage Art	100	1	0
			Storage Music	240	1	0
			Total		4	0
		Total			6	1,641
	Core Learning	Existing	Classroom Pre-K	1,000	1	801
					1	757
					1	826
					1	1,048
			Classroom Kindergarten	1,100	1	823
					1	664
					1	706

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Magnolia Elementary	Core Learning	Existing	Classroom Kindergarten	1,100	1	673
					1	680
			Classroom Primary	850	1	697
					1	697
					1	665
					1	687
					1	671
					1	695
					1	666
					1	687
					1	666
			Classroom Intermediate	850	1	674
					1	665
					1	706
					1	674
					1	680
					1	665
			Classroom Flex	850	1	241
			Total		25	17,414
		Needed	Classroom Intermediate	850	1	0
					1	0
					1	0
			Total		3	0
		Total			28	17,414
	Food Service	Existing	Cafeteria	3,000	1	3,072
			Food Service Support	2,500	4	1,506
			Total		5	4,578
		Total			5	4,578
	General	Existing	Storage Generic	0	4	397
			Total		4	397
		Total			4	397
	Health & Wellness	Existing	Health Suite	600	2	211
			Total		2	211
		Total			2	211
	Media Center	Existing	Media Admin	750	1	314

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Magnolia Elementary	Media Center	Existing	Media Instructional Area	700	1	904
			Media Stacks	2,200	1	1,840
			Total		3	3,058
		Needed	Media Flex Instructional	700	1	0
			Media Reference Area	450	1	0
			Storage Media Center	450	1	0
			TV Studio	450	1	0
			Total		4	0
		Total			7	3,058
	Physical Education	Existing	Gymnasium	3,000	1	3,072
			Office PE	210	1	111
			Storage Chair	200	1	206
			Storage Outdoor	500	1	330
			Storage PE	300	1	206
			Total		5	3,925
		Needed	Stage	1,000	1	0
			Storage P&R	150	1	0
			Storage Stage	125	1	0
			Total		3	0
		Total			8	3,925
	Special Education	Existing	Calming	100	1	253
					1	84
			OT Workroom	250	1	86
			Regional Program Workroom	400	1	134
			Sensory	400	1	417
			Small Group Pull-out	600	1	356
					1	706
					1	332
					1	224
					1	224
					1	223
					1	224
			Total		12	3,263
		Needed	Classroom Special Education	700	1	0
			Lavatory Special Education	65	1	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Magnolia Elementary	Special Education	Needed	Resource Classroom	300	1	0
			Resource Testing	100	1	0
			Storage OT/PT	250	1	0
			Total		5	0
		Total			17	3,263
	Specialized Program	Existing	Office - Private SP	200	1	155
			Total		1	155
		Needed	Classroom SP	850	1	0
			Office - Shared SP	250	1	0
			Storage SP	0	1	0
			Total		3	0
		Total			4	155
	Student & Staff Support	Existing	Commons K	650	1	926
			Counseling	300	1	361
			Itinerant	250	1	127
					1	87
					1	333
			Mental Health	150	1	168
			Psychologist	200	1	356
			Reading Resource	750	1	332
			School Enrichment	850	1	314
			Speech	300	1	356
			Staff Conference Room	300	1	340
			Storage Instructional	1,000	5	357
			Teacher Mentor	130	1	329
			Teacher's Lounge	600	1	356
			Total		18	4,742
		Needed	Commons Intermediate	1,000	1	0
			Commons Primary	1,250	1	0
			Instructional Facilitator	150	1	0
			Math Specialist	600	1	0
			Planning	400	1	0
					1	0
					1	0
			Reading Resource	750	1	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Magnolia Elementary	Student & Staff Support	Needed	Storage Reading	200	1	0
			Volunteer Workroom	450	1	0
			Total		10	0
		Total			28	4,742
	Total				119	41,022
Meadowvale Elementary	Administration	Existing	Admin Conference Room	300	1	300
			Asst. Principal's Office	200	1	189
			Principal Office	300	1	276
			Reception	1,000	1	433
			Storage Admin	150	2	56
			Workroom	300	3	1,250
			Total		9	2,504
		Needed	Conference Room IEP	600	1	0
			In-School Suspension	45	1	0
			Security Vestibule	300	1	0
			Total		3	0
		Total			12	2,504
	Art & Music	Existing	Art	900	1	639
			Kiln	60	1	63
			Music Instrumental	1,000	1	745
			Music Vocal	800	1	749
					1	671
			Storage Art	100	2	92
			Total		7	2,959
		Needed	Storage Music	240	1	0
			Total		1	0
		Total			8	2,959
	Core Learning	Existing	Classroom Pre-K	1,000	1	759
					1	889
			Classroom Kindergarten	1,100	1	774
					1	774
					1	776
					1	776
			Classroom Primary	850	1	775
					1	773

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Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Meadowvale Elementary	Core Learning	Existing	Classroom Primary	850	1	781
					1	761
					1	935
					1	932
					1	927
			Classroom Intermediate	850	1	824
					1	823
					1	808
					1	809
					1	809
					1	810
					1	812
					1	807
					1	809
					1	811
					1	685
			Total		24	19,439
		Needed	Classroom Pre-K	1,000	1	0
					1	0
			Classroom Flex	850	1	0
			Total		3	0
		Total			27	19,439
	Food Service	Existing	Cafeteria	3,000	1	3,034
			Food Service Support	2,500	5	1,715
			Total		6	4,749
		Total			6	4,749
	General	Existing	Storage Generic	0	6	735
			Total		6	735
		Total			6	735
	Health & Wellness	Existing	Health Suite	600	4	359
			Total		4	359
		Total			4	359
	Media Center	Existing	Media Admin	750	1	188
			Media Instructional Area	700	1	864
			Media Stacks	2,200	1	1,305

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Meadowvale Elementary	Media Center	Existing	Total		3	2,357
		Needed	Media Flex Instructional	700	1	0
			Media Reference Area	450	1	0
			Storage Media Center	450	1	0
			TV Studio	450	1	0
			Total		4	0
		Total			7	2,357
	Physical Education	Existing	Gymnasium	3,000	1	2,926
			Office PE	210	1	111
			Parks and Rec Space	3,000	1	1,011
			Stage	1,000	1	606
			Storage Chair	200	1	267
			Storage Outdoor	500	2	1,124
			Storage PE	300	1	269
			Total		8	6,314
		Needed	Storage P&R	150	1	0
			Storage Stage	125	1	0
			Total		2	0
		Total			10	6,314
	Special Education	Existing	Classroom Special Education	700	1	779
					1	763
			Lavatory Special Education	65	1	38
			Resource Testing	100	1	519
			Sensory	400	1	613
			Small Group Pull-out	600	1	680
					1	935
					1	161
			Total		8	4,488
		Needed	Calming	100	1	0
			Early Intervention	1,000	1	0
			OT Workroom	250	1	0
			Storage OT/PT	250	1	0
			Total		4	0
		Total			12	4,488
	Specialized Program	Existing	Office - Shared SP	250	1	237

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Meadowvale Elementary	Specialized Program	Existing	Total		1	237
		Total			1	237
	Student & Staff Support	Existing	Counseling	300	1	290
			Itinerant	250	1	116
			Planning	400	2	403
			Psychologist	200	1	141
			Reading Resource	750	1	303
					1	219
			Speech	300	1	103
			Storage Reading	200	2	743
			Total		10	2,318
		Needed	Commons Intermediate	1,000	1	0
			Commons K	650	1	0
			Commons Primary	1,250	1	0
			Instructional Facilitator	150	1	0
			Math Specialist	600	1	0
			Mental Health	150	1	0
			Planning	400	1	0
			School Enrichment	850	1	0
			Staff Conference Room	300	1	0
			Storage Instructional	1,000	1	0
			Teacher Mentor	130	1	0
			Teacher's Lounge	600	1	0
			Volunteer Workroom	450	1	0
			Total		13	0
		Total			23	2,318
	Total				116	46,459
Norrisville Elementary	Administration	Existing	Asst. Principal's Office	200	1	138
			Principal Office	300	1	175
			Reception	1,000	1	360
			Storage Admin	150	1	71
			Total		4	744
		Needed	Admin Conference Room	300	1	0
			Conference Room IEP	600	1	0
			In-School Suspension	45	1	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Norrisville Elementary	Administration	Needed	Security Vestibule	300	1	0
			Workroom	300	1	0
			Total		5	0
		Total			9	744
	Art & Music	Existing	Art	900	1	708
			Kiln	60	1	133
			Music Instrumental	1,000	1	853
			Music Vocal	800	1	829
			Storage Art	100	2	114
			Total		6	2,637
		Needed	Storage Music	240	1	0
			Total		1	0
		Total			7	2,637
	Core Learning	Existing	Classroom Kindergarten	1,100	1	735
					1	791
			Classroom Primary	850	1	793
					1	791
					1	791
					1	791
			Classroom Intermediate	850	1	811
					1	811
					1	811
					1	811
					1	818
					1	820
			Total		12	9,574
		Needed	Classroom Flex	850	1	0
			Total		1	0
		Total			13	9,574
	Food Service	Existing	Cafeteria	3,000	1	1,314
			Food Service Support	2,500	2	978
			Total		3	2,292
		Total			3	2,292
	General	Existing	Storage Generic	0	10	1,266
			Total		10	1,266

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Norrisville Elementary	General	Total			10	1,266
	Health & Wellness	Existing	Health Suite	600	1	219
			Total		1	219
		Total			1	219
	Media Center	Existing	Media Stacks	2,200	1	1,306
			Total		1	1,306
		Needed	Media Admin	750	1	0
			Media Flex Instructional	700	1	0
			Media Instructional Area	700	1	0
			Media Reference Area	450	1	0
			Storage Media Center	450	1	0
			TV Studio	450	1	0
			Total		6	0
		Total			7	1,306
	Physical Education	Existing	Gymnasium	3,000	1	1,314
			Office PE	210	1	101
			Parks and Rec Space	3,000	1	1,443
			Storage Chair	200	1	217
			Storage Outdoor	500	1	181
			Storage P&R	150	1	117
			Storage PE	300	1	83
			Total		7	3,456
		Needed	Stage	1,000	1	0
			Storage Stage	125	1	0
			Total		2	0
		Total			9	3,456
	Special Education	Existing	Small Group Pull-out	600	1	248
					1	464
			Total		2	712
		Needed	Calming	100	1	0
			Classroom Special Education	700	1	0
			Lavatory Special Education	65	1	0
			OT Workroom	250	1	0
			Resource Testing	100	1	0
			Sensory	400	1	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Norrisville Elementary	Special Education	Needed	Storage OT/PT	250	1	0
			Total		7	0
		Total			9	712
	Student & Staff Support	Existing	Counseling	300	1	254
			Itinerant	250	1	58
			Planning	400	1	492
			Reading Resource	750	1	579
			Speech	300	1	141
			Staff Conference Room	300	1	250
			Teacher's Lounge	600	1	331
			Total		7	2,105
		Needed	Commons Intermediate	1,000	1	0
			Commons K	650	1	0
			Commons Primary	1,250	1	0
			Instructional Facilitator	150	1	0
			Math Specialist	600	1	0
			Mental Health	150	1	0
			Planning	400	1	0
			Psychologist	200	1	0
			Reading Resource	750	1	0
			School Enrichment	850	1	0
			Storage Instructional	1,000	1	0
			Storage Reading	200	1	0
			Teacher Mentor	130	1	0
			Volunteer Workroom	450	1	0
			Total		14	0
		Total			21	2,105
	Total				89	24,311
North Bend Elementary	Administration	Existing	Asst. Principal's Office	200	1	169
			Principal Office	300	1	220
			Reception	1,000	1	485
			Storage Admin	150	2	340
			Workroom	300	1	79
			Total		6	1,293
		Needed	Admin Conference Room	300	1	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
North Bend Elementary	Administration	Needed	Conference Room IEP	600	1	0
			In-School Suspension	45	1	0
			Security Vestibule	300	1	0
			Total		4	0
		Total			10	1,293
	Art & Music	Existing	Art	900	1	748
			Kiln	60	1	46
			Music Instrumental	1,000	1	271
			Music Vocal	800	1	729
					1	799
			Storage Art	100	1	84
			Total		6	2,677
		Needed	Storage Music	240	1	0
			Total		1	0
		Total			7	2,677
	Core Learning	Existing	Classroom Pre-K	1,000	1	818
					1	841
			Classroom Kindergarten	1,100	1	839
					1	839
					1	818
			Classroom Primary	850	1	788
					1	783
					1	788
					1	783
					1	789
					1	789
					1	788
			Classroom Intermediate	850	1	794
					1	794
					1	783
					1	782
					1	782
					1	793
					1	793
			Total		19	15,184

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
North Bend Elementary	Core Learning	Needed	Classroom Intermediate	850	1	0
					1	0
			Classroom Flex	850	1	0
			Total		3	0
		Total			22	15,184
	Food Service	Existing	Cafeteria	3,000	1	2,542
			Food Service Support	2,500	2	867
			Total		3	3,409
		Total			3	3,409
	General	Existing	Storage Generic	0	7	367
			Total		7	367
		Total			7	367
	Health & Wellness	Existing	Health Suite	600	1	295
			Total		1	295
		Total			1	295
	Media Center	Existing	Media Admin	750	1	271
			Media Instructional Area	700	1	635
			Media Stacks	2,200	1	1,311
			Storage Media Center	450	1	175
			TV Studio	450	1	378
			Total		5	2,770
		Needed	Media Flex Instructional	700	1	0
			Media Reference Area	450	1	0
			Total		2	0
		Total			7	2,770
	Physical Education	Existing	Gymnasium	3,000	1	5,952
			Office PE	210	1	245
			Storage Outdoor	500	1	206
			Storage PE	300	3	481
			Total		6	6,884
		Needed	Stage	1,000	1	0
			Storage Chair	200	1	0
			Storage P&R	150	1	0
			Storage Stage	125	1	0
			Total		4	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
North Bend Elementary	Physical Education	Total			10	6,884
	Special Education	Existing	Calming	100	1	191
			Classroom Special Education	700	1	823
					1	823
			Sensory	400	1	407
			Small Group Pull-out	600	1	783
					1	839
			Total		6	3,866
		Needed	Early Intervention	1,000	1	0
			Lavatory Special Education	65	1	0
			OT Workroom	250	1	0
			Resource Testing	100	1	0
			Storage OT/PT	250	1	0
			Total		5	0
		Total			11	3,866
	Specialized Program	Needed	Calming SP	100	1	0
			Classroom SP	850	1	0
					1	0
			Office - Shared SP	250	1	0
			Pull-out Space SP	600	1	0
			Storage SP	0	1	0
			Total		6	0
		Total			6	0
	Student & Staff Support	Existing	Commons Intermediate	1,000	1	1,375
			Commons K	650	1	1,431
			Commons Primary	1,250	1	1,161
			Counseling	300	1	196
			Instructional Facilitator	150	1	287
			Itinerant	250	1	390
			Psychologist	200	1	192
			Reading Resource	750	1	272
					1	586
			School Enrichment	850	1	784
			Speech	300	1	841
			Storage Reading	200	1	185

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
North Bend Elementary	Student & Staff Support	Existing	Teacher's Lounge	600	2	524
			Total		14	8,224
		Needed	Math Specialist	600	1	0
			Mental Health	150	1	0
			Planning	400	1	0
					1	0
					1	0
			Staff Conference Room	300	1	0
			Storage Instructional	1,000	1	0
			Teacher Mentor	130	1	0
			Volunteer Workroom	450	1	0
			Total		9	0
		Total			23	8,224
	Total				107	44,969
North Harford Elementary	Administration	Existing	Admin Conference Room	300	1	257
			Asst. Principal's Office	200	1	138
			Principal Office	300	1	163
			Reception	1,000	1	678
			Security Vestibule	300	4	365
			Storage Admin	150	3	259
			Workroom	300	2	302
			Total		13	2,162
		Needed	Conference Room IEP	600	1	0
			In-School Suspension	45	1	0
			Total		2	0
		Total			15	2,162
	Art & Music	Existing	Art	900	1	601
			Kiln	60	1	25
			Music Instrumental	1,000	1	357
			Music Vocal	800	1	799
					1	727
			Storage Art	100	1	64
			Total		6	2,573
		Needed	Storage Music	240	1	0
			Total		1	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
North Harford Elementary	Art & Music	Total			7	2,573
	Core Learning	Existing	Classroom Pre-K	1,000	1	1,093
					1	1,059
			Classroom Kindergarten	1,100	1	639
					1	601
					1	628
			Classroom Primary	850	1	663
					1	663
					1	636
					1	677
					1	676
					1	632
			Classroom Intermediate	850	1	614
					1	661
					1	670
					1	635
					1	638
					1	633
					1	663
					1	636
					1	663
			Total		20	13,780
		Total			20	13,780
	Food Service	Existing	Cafeteria	3,000	1	2,589
			Food Service Support	2,500	5	970
			Total		6	3,559
		Total			6	3,559
	General	Existing	Storage Generic	0	9	1,153
			Total		9	1,153
		Total			9	1,153
	Health & Wellness	Existing	Health Suite	600	1	258
			Total		1	258
		Total			1	258
	Media Center	Existing	Media Admin	750	1	191
			Media Instructional Area	700	1	789

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
North Harford Elementary	Media Center	Existing	Media Stacks	2,200	1	1,201
			Total		3	2,181
		Needed	Media Flex Instructional	700	1	0
			Media Reference Area	450	1	0
			Storage Media Center	450	1	0
			TV Studio	450	1	0
			Total		4	0
		Total			7	2,181
	Physical Education	Existing	Gymnasium	3,000	1	2,690
			Office PE	210	1	136
			Storage Outdoor	500	1	298
			Storage PE	300	2	240
			Total		5	3,364
		Needed	Stage	1,000	1	0
			Storage Chair	200	1	0
			Storage P&R	150	1	0
			Storage Stage	125	1	0
			Total		4	0
		Total			9	3,364
	Special Education	Existing	OT Workroom	250	1	232
			Sensory	400	1	150
			Small Group Pull-out	600	1	619
					1	641
					1	641
					1	224
					1	639
			Total		7	3,146
		Needed	Calming	100	1	0
			Classroom Special Education	700	1	0
			Lavatory Special Education	65	1	0
			Resource Testing	100	1	0
			Storage OT/PT	250	1	0
			Total		5	0
		Total			12	3,146
	Student & Staff	Existing	Commons Intermediate	1,000	1	921

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
North Harford Elementary	Student & Staff Support	Existing	Commons Intermediate	1,000	1	887
					1	906
			Commons Primary	1,250	1	887
					1	868
			Counseling	300	1	223
			Planning	400	1	234
			Psychologist	200	1	104
			Reading Resource	750	1	216
					1	395
			Speech	300	1	217
			Storage Instructional	1,000	2	135
			Storage Reading	200	1	215
			Teacher's Lounge	600	1	311
			Total		15	6,519
		Needed	Commons K	650	1	0
			Instructional Facilitator	150	1	0
			Itinerant	250	1	0
			Math Specialist	600	1	0
			Mental Health	150	1	0
			Planning	400	1	0
					1	0
			School Enrichment	850	1	0
			Staff Conference Room	300	1	0
			Teacher Mentor	130	1	0
			Volunteer Workroom	450	1	0
			Total		11	0
		Total			26	6,519
	Total				112	38,695
Old Post Road Intermediate	Administration	Existing	Asst. Principal's Office	200	1	85
					1	266
			Conference Room IEP	600	1	235
			Principal Office	300	1	266
			Reception	1,000	1	581
			Workroom	300	2	519
			Total		7	1,952

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Old Post Road Intermediate	Administration	Needed	Admin Conference Room	300	1	0
			In-School Suspension	45	1	0
			Security Vestibule	300	1	0
			Storage Admin	150	1	0
			Total		4	0
		Total			11	1,952
	Art & Music	Existing	Art	900	1	724
			Music Instrumental	1,000	1	724
			Music Vocal	800	1	1,287
			Total		3	2,735
		Needed	Kiln	60	1	0
			Storage Art	100	1	0
			Storage Music	240	1	0
			Total		3	0
		Total			6	2,735
	Core Learning	Existing	Classroom Intermediate	850	1	859
					1	842
					1	857
					1	857
					1	857
					1	860
					1	845
					1	722
					1	718
					1	722
					1	722
					1	725
					1	722
					1	722
					1	722
					1	718
					1	837
					1	852
			Classroom Flex	850	1	315
			Total		19	14,474

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Old Post Road Intermediate	Core Learning	Total			19	14,474
	Food Service	Existing	Cafeteria	3,000	1	3,977
			Food Service Support	2,500	5	2,008
			Total		6	5,985
		Total			6	5,985
	General	Existing	Storage Generic	0	4	613
			Total		4	613
		Total			4	613
	Health & Wellness	Existing	Health Suite	600	1	236
			Total		1	236
		Total			1	236
	Media Center	Existing	Media Admin	750	1	700
			Media Flex Instructional	700	1	223
			Media Instructional Area	700	1	865
			Media Stacks	2,200	1	1,012
			Storage Media Center	450	1	30
			Total		5	2,830
		Needed	Media Reference Area	450	1	0
			TV Studio	450	1	0
			Total		2	0
		Total			7	2,830
	Physical Education	Existing	Gymnasium	3,000	1	2,756
			Storage Outdoor	500	1	190
			Storage PE	300	1	169
			Total		3	3,115
		Needed	Office PE	210	1	0
			Stage	1,000	1	0
			Storage Chair	200	1	0
			Storage P&R	150	1	0
			Storage Stage	125	1	0
			Total		5	0
		Total			8	3,115
	Special Education	Existing	Classroom Special Education	700	1	842
					1	842
			Sensory	400	1	246

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Old Post Road Intermediate	Special Education	Existing	Small Group Pull-out	600	1	359
			Total		4	2,289
		Needed	Calming	100	1	0
			Lavatory Special Education	65	1	0
			OT Workroom	250	1	0
			Resource Testing	100	1	0
			Storage OT/PT	250	1	0
			Total		5	0
		Total			9	2,289
	Student & Staff Support	Existing	Counseling	300	1	312
			Itinerant	250	1	222
					1	338
					1	707
			Speech	300	1	251
			Storage Reading	200	1	295
			Teacher's Lounge	600	1	527
			Total		7	2,652
		Needed	Commons Intermediate	1,000	1	0
			Instructional Facilitator	150	1	0
			Math Specialist	600	1	0
			Mental Health	150	1	0
			Planning	400	1	0
			Psychologist	200	1	0
			Reading Resource	750	1	0
			Staff Conference Room	300	1	0
			Storage Instructional	1,000	1	0
			Teacher Mentor	130	1	0
			Volunteer Workroom	450	1	0
			Total		11	0
		Total			18	2,652
	Total				89	36,881
Old Post Road Primary Elementary	Administration	Existing	Asst. Principal's Office	200	1	170
					1	150
			Conference Room IEP	600	1	280
			Principal Office	300	1	194

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Old Post Road Primary Elementary	Administration	Existing	Reception	1,000	1	541
			Storage Admin	150	1	95
			Workroom	300	1	474
			Total		7	1,904
		Needed	Admin Conference Room	300	1	0
			In-School Suspension	45	1	0
			Security Vestibule	300	1	0
			Total		3	0
		Total			10	1,904
	Art & Music	Existing	Art	900	1	470
			Music Vocal	800	1	728
			Storage Art	100	1	256
			Total		3	1,454
		Needed	Art	900	1	0
			Music Instrumental	1,000	1	0
			Music Vocal	800	1	0
			Storage Music	240	1	0
			Total		4	0
		Total			7	1,454
	Core Learning	Existing	Classroom Pre-K	1,000	1	945
					1	944
					1	951
					1	947
			Classroom Kindergarten	1,100	1	1,034
					1	1,046
					1	1,046
					1	835
					1	1,045
					1	1,046
					1	993
					1	993
			Classroom Primary	850	1	900
					1	801
					1	892
					1	936

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Old Post Road Primary Elementary	Core Learning	Existing	Classroom Primary	850	1	665
					1	746
					1	775
					1	775
					1	749
					1	749
					1	590
					1	596
					1	588
					1	588
					1	595
					1	595
			Classroom Flex	850	1	198
			Total		29	23,563
		Needed	Classroom Intermediate	850	1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
			Total		18	0
		Total			47	23,563
	Food Service	Existing	Cafeteria	3,000	1	2,786

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Old Post Road Primary Elementary	Food Service	Existing	Food Service Support	2,500	5	1,142
			Total		6	3,928
		Total			6	3,928
	General	Existing	Storage Generic	0	6	395
			Total		6	395
		Total			6	395
	Health & Wellness	Existing	Health Suite	600	1	216
			Total		1	216
		Total			1	216
	Media Center	Existing	Media Instructional Area	700	1	494
					1	533
			Media Stacks	2,200	1	1,318
			Total		3	2,345
		Needed	Media Admin	750	1	0
			Media Flex Instructional	700	1	0
			Media Reference Area	450	1	0
			Storage Media Center	450	1	0
			TV Studio	450	1	0
			Total		5	0
		Total			8	2,345
	Physical Education	Existing	Gymnasium	3,000	1	2,134
			Office PE	210	1	103
			Storage Outdoor	500	1	299
			Storage PE	300	2	270
			Total		5	2,806
		Needed	Stage	1,000	1	0
			Storage Chair	200	1	0
			Storage P&R	150	1	0
			Storage Stage	125	1	0
			Total		4	0
		Total			9	2,806
	Special Education	Existing	OT Workroom	250	1	165
			Sensory	400	1	119
			Small Group Pull-out	600	1	212
			Total		3	496

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Old Post Road Primary Elementary	Special Education	Needed	Calming	100	1	0
					1	0
			Classroom Special Education	700	1	0
					1	0
			Lavatory Special Education	65	1	0
			Resource Testing	100	1	0
			Sensory	400	1	0
			Small Group Pull-out	600	1	0
					1	0
					1	0
			Storage OT/PT	250	1	0
			Total		11	0
		Total			14	496
	Specialized Program	Existing	Office - Shared SP	250	1	391
			Total		1	391
		Needed	Calming SP	100	1	0
					1	0
			Classroom SP	850	1	0
					1	0
			De-escalation SP	100	1	0
					1	0
			Office - Shared SP	250	1	0
					1	0
					1	0
			Pull-out Space SP	600	1	0
					1	0
					1	0
			Sensory SP	400	1	0
					1	0
			Storage SP	0	1	0
			Total		15	0
		Total			16	391
	Student & Staff Support	Existing	Commons K	650	1	753
			Commons Primary	1,250	1	288
					1	280

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Old Post Road Primary Elementary	Student & Staff Support	Existing	Counseling	300	1	178
			Itinerant	250	1	144
					1	198
			Speech	300	1	188
			Teacher's Lounge	600	2	388
			Total		9	2,417
		Needed	Commons Intermediate	1,000	1	0
			Counseling	300	1	0
			Instructional Facilitator	150	1	0
			Math Specialist	600	1	0
			Mental Health	150	1	0
			Planning	400	1	0
					1	0
					1	0
					1	0
					1	0
			Psychologist	200	1	0
			Reading Resource	750	1	0
					1	0
			School Enrichment	850	1	0
			Speech	300	1	0
			Staff Conference Room	300	1	0
			Storage Instructional	1,000	1	0
			Storage Reading	200	1	0
			Teacher Mentor	130	1	0
			Volunteer Workroom	450	1	0
			Total		20	0
		Total			29	2,417
	Total				153	39,915
Prospect Mill Elementary	Administration	Existing	Admin Conference Room	300	1	289
			Asst. Principal's Office	200	1	196
			Principal Office	300	1	232
			Reception	1,000	1	868
			Storage Admin	150	1	61
					1	33

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Prospect Mill Elementary	Administration	Existing	Storage Admin	150	1	188
					1	31
			Workroom	300	1	269
			Total		9	2,167
		Needed	Conference Room IEP	600	1	0
			In-School Suspension	45	1	0
			Security Vestibule	300	1	0
			Total		3	0
		Total			12	2,167
	Art & Music	Existing	Art	900	1	951
					1	607
			Music Instrumental	1,000	1	285
					1	794
			Music Vocal	800	1	790
			Storage Art	100	1	61
			Total		6	3,488
		Needed	Storage Music	240	1	0
			Total		1	0
		Total			7	3,488
	Core Learning	Existing	Classroom Pre-K	1,000	1	874
					1	1,061
			Classroom Kindergarten	1,100	1	678
					1	669
					1	637
					1	743
			Classroom Primary	850	1	680
					1	677
					1	633
					1	668
					1	666
					1	666
			Classroom Intermediate	850	1	713
					1	694
					1	713
					1	713

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Prospect Mill Elementary	Core Learning	Existing	Classroom Intermediate	850	1	641
					1	713
					2	1,429
					1	645
					1	702
					1	608
			Total		23	16,223
		Needed	Classroom Primary	850	1	0
					1	0
			Classroom Intermediate	850	1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
			Classroom Flex	850	1	0
			Total		12	0
		Total			35	16,223
	Food Service	Existing	Cafeteria	3,000	1	4,459
			Food Service Support	2,500	1	215
					1	1,596
			Total		3	6,270
		Total			3	6,270
	General	Existing	Storage Generic	0	1	43
					1	42
					1	31
					1	27
					1	46
					1	50
					1	292
					1	88
			Total		8	619

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Prospect Mill Elementary	General	Total			8	619
	Health & Wellness	Existing	Health Suite	600	1	345
			Total		1	345
		Total			1	345
	Media Center	Existing	Media Admin	750	1	193
			Media Instructional Area	700	1	741
			Media Stacks	2,200	1	923
			Total		3	1,857
		Needed	Media Flex Instructional	700	1	0
			Media Reference Area	450	1	0
			Storage Media Center	450	1	0
			TV Studio	450	1	0
			Total		4	0
		Total			7	1,857
	Physical Education	Existing	Gymnasium	3,000	1	5,918
			Office PE	210	1	197
			Storage Outdoor	500	1	268
			Storage P&R	150	1	504
			Storage PE	300	1	500
			Total		5	7,387
		Needed	Stage	1,000	1	0
			Storage Chair	200	1	0
			Storage Stage	125	1	0
			Total		3	0
		Total			8	7,387
	Special Education	Existing	Calming	100	1	55
					1	60
			Classroom CSP	770	1	768
					1	679
					1	742
			Lavatory Special Education	65	1	25
			Regional Program Workroom	400	1	380
			Sensory	400	1	168
			Small Group Pull-out	600	1	674
					1	147

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Prospect Mill Elementary	Special Education	Existing	Small Group Pull-out	600	1	666
					1	403
			Total		12	4,767
		Needed	Lavatory Special Education	65	1	0
			OT Workroom	250	1	0
			Resource Classroom	300	1	0
			Resource Testing	100	1	0
			Small Group Pull-out	600	1	0
			Storage OT/PT	250	1	0
			Total		6	0
		Total			18	4,767
	Student & Staff Support	Existing	Commons Intermediate	1,000	1	1,055
					1	686
					1	626
			Commons K	650	1	833
			Commons Primary	1,250	1	835
					1	828
			Itinerant	250	1	632
					1	598
					1	209
			Planning	400	1	291
					1	312
					1	273
					1	227
					1	272
					1	329
			Psychologist	200	1	170
					1	351
			Reading Resource	750	1	736
					1	377
			Speech	300	1	218
			Storage Instructional	1,000	2	89
					1	288
					1	130
					1	53

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Prospect Mill Elementary	Student & Staff Support	Existing	Storage Instructional	1,000	1	194
					2	135
			Storage Reading	200	1	692
			Teacher's Lounge	600	1	328
			Total		30	11,767
		Needed	Counseling	300	1	0
			Instructional Facilitator	150	1	0
			Math Specialist	600	1	0
			Mental Health	150	1	0
			School Enrichment	850	1	0
			Staff Conference Room	300	1	0
			Teacher Mentor	130	1	0
			Volunteer Workroom	450	1	0
			Total		8	0
		Total			38	11,767
	Total				137	54,890
Red Pump Elementary	Administration	Existing	Admin Conference Room	300	1	233
			Asst. Principal's Office	200	1	306
					1	220
			Principal Office	300	1	296
			Reception	1,000	1	732
			Security Vestibule	300	1	264
			Storage Admin	150	6	257
			Workroom	300	1	350
			Total		13	2,658
		Needed	Conference Room IEP	600	1	0
			In-School Suspension	45	1	0
			Total		2	0
		Total			15	2,658
	Art & Music	Existing	Art	900	1	915
			Kiln	60	1	62
			Music Instrumental	1,000	1	646
			Music Vocal	800	1	893
					1	965
			Storage Art	100	1	123

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Red Pump Elementary	Art & Music	Existing	Total		6	3,604
		Needed	Storage Music	240	1	0
			Total		1	0
		Total			7	3,604
	Core Learning	Existing	Classroom Kindergarten	1,100	1	973
					1	968
					1	964
					1	968
					1	962
			Classroom Primary	850	1	784
					1	787
					1	787
					1	787
					1	787
					1	787
					1	787
					1	784
					1	694
			Classroom Intermediate	850	1	849
					1	849
					1	849
					1	835
					1	835
					1	849
					1	849
					1	849
					1	764
					1	848
					1	790
					1	774
					1	774
					1	790
			Total		28	23,323
		Needed	Classroom Intermediate	850	1	0
			Classroom Flex	850	1	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Red Pump Elementary	Core Learning	Needed	Total		2	0
		Total			30	23,323
	Food Service	Existing	Cafeteria	3,000	1	2,962
			Food Service Support	2,500	7	1,777
			Total		8	4,739
		Total			8	4,739
	General	Existing	Storage Generic	0	5	191
			Total		5	191
		Total			5	191
	Health & Wellness	Existing	Health Suite	600	2	709
			Total		2	709
		Total			2	709
	Media Center	Existing	Media Admin	750	1	786
			Media Flex Instructional	700	1	305
			Media Instructional Area	700	1	828
					1	731
			Media Reference Area	450	1	999
			Media Stacks	2,200	2	1,915
			Storage Media Center	450	2	560
			TV Studio	450	1	463
			Total		10	6,587
		Total			10	6,587
	Physical Education	Existing	Gymnasium	3,000	1	6,259
			Office PE	210	1	151
			Stage	1,000	1	669
			Storage Chair	200	1	179
			Storage Outdoor	500	2	559
			Storage P&R	150	1	325
			Storage PE	300	2	575
			Storage Stage	125	1	127
			Total		10	8,844
		Total			10	8,844
	Special Education	Existing	Calming	100	1	140
					1	63
					1	63

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Red Pump Elementary	Special Education	Existing	Classroom CSP	770	1	562
					1	711
					1	718
			Lavatory Special Education	65	1	75
					1	65
					1	65
			Regional Program Workroom	400	1	130
			Sensory	400	1	322
			Small Group Pull-out	600	1	964
					1	639
					1	633
					1	604
					1	589
					1	316
			Total		17	6,659
		Needed	Calming	100	1	0
			Classroom Special Education	700	1	0
			Regional Program Workroom	400	1	0
			Resource Classroom	300	1	0
			Resource Testing	100	1	0
			Sensory	400	1	0
			Small Group Pull-out	600	1	0
			Total		7	0
		Total			24	6,659
	Student & Staff Support	Existing	Commons Intermediate	1,000	1	1,007
			Commons K	650	1	1,004
			Commons Primary	1,250	1	1,251
			Counseling	300	1	290
					1	307
			Planning	400	2	955
			Psychologist	200	1	130
			Reading Resource	750	1	612
			Speech	300	1	105
					1	124
			Storage Instructional	1,000	2	653

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Red Pump Elementary	Student & Staff Support	Existing	Storage Reading	200	1	226
			Teacher's Lounge	600	1	422
			Total		15	7,086
		Needed	Instructional Facilitator	150	1	0
			Itinerant	250	1	0
					1	0
			Math Specialist	600	1	0
			Mental Health	150	1	0
			Planning	400	1	0
					1	0
			Reading Resource	750	1	0
			School Enrichment	850	1	0
			Staff Conference Room	300	1	0
			Teacher Mentor	130	1	0
			Volunteer Workroom	450	1	0
			Total		12	0
		Total			27	7,086
	Total				138	64,400
Ring Factory Elementary	Administration	Existing	Asst. Principal's Office	200	1	215
			Principal Office	300	1	368
			Reception	1,000	1	562
			Storage Admin	150	1	153
			Workroom	300	1	88
			Total		5	1,386
		Needed	Admin Conference Room	300	1	0
			Conference Room IEP	600	1	0
			In-School Suspension	45	1	0
			Security Vestibule	300	1	0
			Total		4	0
		Total			9	1,386
	Art & Music	Existing	Art	900	1	742
			Kiln	60	1	46
			Music Instrumental	1,000	1	279
			Music Vocal	800	1	703
			Storage Art	100	1	83

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Ring Factory Elementary	Art & Music	Existing	Total		5	1,853
		Needed	Storage Music	240	2	0
			Total		2	0
		Total			7	1,853
	Core Learning	Existing	Classroom Kindergarten	1,100	1	859
					1	839
					1	829
					1	824
			Classroom Primary	850	1	844
					1	844
					1	838
					1	800
					1	800
					1	797
					1	775
			Classroom Intermediate	850	1	798
					1	798
					1	778
					1	793
					1	793
					1	798
					1	798
					1	777
					1	794
					1	803
			Classroom Flex	850	1	778
			Total		22	17,757
		Needed	Classroom Primary	850	1	0
			Classroom Intermediate	850	1	0
					1	0
					1	0
			Total		4	0
		Total			26	17,757
	Food Service	Existing	Cafeteria	3,000	1	2,493
			Food Service Support	2,500	3	1,007

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Ring Factory Elementary	Food Service	Existing	Total		4	3,500
		Total			4	3,500
	General	Existing	Storage Generic	0	2	64
			Total		2	64
		Total			2	64
	Health & Wellness	Existing	Health Suite	600	1	282
			Total		1	282
		Total			1	282
	Media Center	Existing	Media Admin	750	1	283
			Media Flex Instructional	700	1	668
			Media Stacks	2,200	1	1,400
			Storage Media Center	450	1	174
			Total		4	2,525
		Needed	Media Instructional Area	700	1	0
			Media Reference Area	450	1	0
			TV Studio	450	1	0
			Total		3	0
		Total			7	2,525
	Physical Education	Existing	Gymnasium	3,000	1	6,292
			Office PE	210	1	54
			Stage	1,000	1	744
			Storage Outdoor	500	1	249
			Storage P&R	150	1	474
			Storage PE	300	1	176
			Total		6	7,989
		Needed	Storage Chair	200	1	0
			Storage Stage	125	1	0
			Total		2	0
		Total			8	7,989
	Special Education	Existing	Calming	100	1	189
			Classroom Special Education	700	1	851
					1	815
			Sensory	400	1	579
			Small Group Pull-out	600	1	348
					1	386

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Ring Factory Elementary	Special Education	Existing	Small Group Pull-out	600	1	368
			Total		7	3,536
		Needed	Lavatory Special Education	65	1	0
			OT Workroom	250	1	0
			Regional Program Workroom	400	1	0
			Resource Classroom	300	1	0
			Resource Testing	100	1	0
			Storage OT/PT	250	1	0
			Total		6	0
		Total			13	3,536
	Student & Staff Support	Existing	Commons Intermediate	1,000	1	1,413
			Commons K	650	1	1,415
			Commons Primary	1,250	1	1,852
			Counseling	300	1	213
			Itinerant	250	1	133
			Psychologist	200	1	152
			Reading Resource	750	1	259
			School Enrichment	850	1	795
			Speech	300	1	181
			Storage Reading	200	1	182
			Teacher's Lounge	600	2	399
			Total		12	6,994
		Needed	Instructional Facilitator	150	1	0
			Math Specialist	600	1	0
			Mental Health	150	1	0
			Planning	400	1	0
					1	0
					1	0
			Reading Resource	750	1	0
			Staff Conference Room	300	1	0
			Storage Instructional	1,000	1	0
			Teacher Mentor	130	1	0
			Volunteer Workroom	450	1	0
			Total		11	0
		Total			23	6,994

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Elementary	Total				100	45,886
Riverside Elementary	Administration	Existing	Asst. Principal's Office	200	1	120
			Principal Office	300	1	164
			Reception	1,000	1	658
			Storage Admin	150	7	177
			Workroom	300	1	190
			Total		11	1,309
		Needed	Admin Conference Room	300	1	0
			Asst. Principal's Office	200	1	0
			Conference Room IEP	600	1	0
			In-School Suspension	45	1	0
			Security Vestibule	300	1	0
			Total		5	0
		Total			16	1,309
	Art & Music	Existing	Art	900	1	714
			Music Instrumental	1,000	1	1,011
			Music Vocal	800	1	710
			Total		3	2,435
		Needed	Art	900	1	0
			Kiln	60	1	0
			Music Vocal	800	1	0
			Storage Art	100	1	0
			Storage Music	240	1	0
			Total		5	0
		Total			8	2,435
	Core Learning	Existing	Classroom Pre-K	1,000	1	936
					1	936
			Classroom Kindergarten	1,100	1	717
					1	713
					1	936
					1	936
			Classroom Primary	850	1	691
					1	688
					1	688
					1	693

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Riverside Elementary	Core Learning	Existing	Classroom Primary	850	1	693
					1	690
					1	693
			Classroom Intermediate	850	1	712
					1	717
					1	717
					1	712
					1	717
					1	712
					1	710
					1	710
					1	715
					1	715
			Total		23	17,147
		Needed	Classroom Primary	850	1	0
			Classroom Intermediate	850	1	0
					1	0
			Classroom Flex	850	1	0
			Total		4	0
		Total			27	17,147
	Food Service	Existing	Cafeteria	3,000	1	2,858
			Food Service Support	2,500	3	1,454
			Total		4	4,312
		Total			4	4,312
	General	Existing	Storage Generic	0	6	371
					1	11
			Total		7	382
		Total			7	382
	Health & Wellness	Existing	Health Suite	600	1	364
			Total		1	364
		Total			1	364
	Media Center	Existing	Media Admin	750	1	563
			Media Instructional Area	700	1	1,074
			Media Stacks	2,200	1	943
			Total		3	2,580

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Riverside Elementary	Media Center	Needed	Media Flex Instructional	700	1	0
			Media Reference Area	450	1	0
			Storage Media Center	450	1	0
			TV Studio	450	1	0
			Total		4	0
		Total			7	2,580
	Physical Education	Existing	Gymnasium	3,000	1	2,720
			Office PE	210	1	259
			Storage Outdoor	500	1	226
			Total		3	3,205
		Needed	Stage	1,000	1	0
			Storage Chair	200	1	0
			Storage P&R	150	1	0
			Storage PE	300	1	0
			Storage Stage	125	1	0
			Total		5	0
		Total			8	3,205
	Special Education	Existing	Calming	100	1	265
					1	99
					1	28
			Classroom Special Education	700	1	652
					1	715
			Resource Testing	100	1	37
			Sensory	400	1	346
			Small Group Pull-out	600	1	1,089
					1	268
			Total		9	3,499
		Needed	Lavatory Special Education	65	1	0
			OT Workroom	250	1	0
			Regional Program Workroom	400	1	0
			Resource Classroom	300	1	0
			Sensory	400	1	0
			Small Group Pull-out	600	1	0
			Storage OT/PT	250	1	0
			Total		7	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Riverside Elementary	Special Education	Total			16	3,499
	Specialized Program	Existing	Pull-out Space SP	600	1	117
			Total		1	117
		Needed	Classroom SP	850	1	0
			Office - Shared SP	250	1	0
			Pull-out Space SP	600	1	0
					1	0
			Total		4	0
		Total			5	117
	Student & Staff Support	Existing	Commons Primary	1,250	1	1,396
			Counseling	300	1	279
			Itinerant	250	1	215
					1	591
			Math Specialist	600	1	90
			Psychologist	200	1	211
			Speech	300	1	279
					1	82
			Storage Instructional	1,000	3	108
			Storage Reading	200	1	156
					1	156
			Total		13	3,563
		Needed	Commons Intermediate	1,000	1	0
			Commons K	650	1	0
			Counseling	300	1	0
			Instructional Facilitator	150	1	0
			Math Specialist	600	1	0
			Mental Health	150	1	0
			Planning	400	1	0
					1	0
					1	0
			Reading Resource	750	1	0
					1	0
			School Enrichment	850	1	0
			Staff Conference Room	300	1	0
			Teacher Mentor	130	1	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Riverside Elementary	Student & Staff Support	Needed	Teacher's Lounge	600	1	0
			Volunteer Workroom	450	1	0
			Total		16	0
		Total			29	3,563
	Total				128	38,913
Roye-Williams Elementary	Administration	Existing	Admin Conference Room	300	1	201
			Asst. Principal's Office	200	1	139
			Conference Room IEP	600	1	718
			Principal Office	300	1	219
			Reception	1,000	1	463
			Security Vestibule	300	1	170
			Storage Admin	150	2	387
			Workroom	300	2	528
			Total		10	2,825
		Needed	In-School Suspension	45	1	0
			Total		1	0
		Total			11	2,825
	Art & Music	Existing	Art	900	1	700
					1	853
			Music Instrumental	1,000	1	742
			Music Vocal	800	1	882
			Storage Art	100	1	116
			Total		5	3,293
		Needed	Kiln	60	1	0
			Storage Music	240	1	0
			Total		2	0
		Total			7	3,293
	Core Learning	Existing	Classroom Pre-K	1,000	1	836
					1	816
			Classroom Kindergarten	1,100	1	833
					1	832
					1	849
					1	832
			Classroom Primary	850	1	699
					1	699

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Roye-Williams Elementary	Core Learning	Existing	Classroom Primary	850	1	700
					1	700
					1	703
					1	794
					1	794
			Classroom Intermediate	850	1	710
					1	706
					1	706
					1	849
					1	834
					1	852
					1	791
					1	791
					1	785
					1	786
			Total		23	17,897
		Needed	Classroom Flex	850	1	0
			Total		1	0
		Total			24	17,897
	Food Service	Existing	Cafeteria	3,000	1	2,499
			Food Service Support	2,500	5	1,219
			Total		6	3,718
		Total			6	3,718
	General	Existing	Storage Generic	0	6	1,382
			Total		6	1,382
		Total			6	1,382
	Health & Wellness	Existing	Health Suite	600	2	274
			Total		2	274
		Total			2	274
	Media Center	Existing	Media Admin	750	1	323
			Media Instructional Area	700	1	968
			Media Stacks	2,200	1	1,612
			Total		3	2,903
		Needed	Media Flex Instructional	700	1	0
			Media Reference Area	450	1	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Roye-Williams Elementary	Media Center	Needed	Storage Media Center	450	1	0
			TV Studio	450	1	0
			Total		4	0
		Total			7	2,903
	Physical Education	Existing	Gymnasium	3,000	1	1,360
					1	3,938
			Office PE	210	1	53
			Stage	1,000	1	984
			Storage Outdoor	500	1	613
			Storage PE	300	3	952
			Storage Stage	125	1	73
			Total		9	7,973
		Needed	Storage Chair	200	1	0
			Storage P&R	150	1	0
			Total		2	0
		Total			11	7,973
	Special Education	Existing	Calming	100	1	52
			Classroom Special Education	700	1	725
					1	699
			Early Intervention	1,000	1	648
					1	196
			OT Workroom	250	1	351
			Regional Program Workroom	400	1	936
					1	936
			Sensory	400	1	535
			Small Group Pull-out	600	1	1,056
					1	700
			Total		11	6,834
		Needed	Classroom CSP	770	1	0
			Lavatory Special Education	65	1	0
			Resource Classroom	300	1	0
			Resource Testing	100	1	0
			Storage OT/PT	250	1	0
			Total		5	0
		Total			16	6,834

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Roye-Williams Elementary	Specialized Program	Existing	Classroom SP	850	1	1,056
					1	936
			Total		2	1,992
		Total			2	1,992
	Student & Staff Support	Existing	Counseling	300	1	271
			Itinerant	250	1	355
					1	145
			Psychologist	200	1	123
			Reading Resource	750	1	706
					1	632
			Speech	300	1	703
			Storage Instructional	1,000	2	308
			Storage Reading	200	1	590
			Teacher's Lounge	600	1	432
			Total		11	4,265
		Needed	Commons Intermediate	1,000	1	0
			Commons K	650	1	0
			Commons Primary	1,250	1	0
			Instructional Facilitator	150	1	0
			Math Specialist	600	1	0
			Mental Health	150	1	0
			Planning	400	1	0
					1	0
					1	0
			School Enrichment	850	1	0
			Staff Conference Room	300	1	0
			Teacher Mentor	130	1	0
			Volunteer Workroom	450	1	0
			Total		13	0
		Total			24	4,265
	Total				116	53,356
William S. James Elementary	Administration	Existing	Admin Conference Room	300	1	189
			Asst. Principal's Office	200	1	134
			Principal Office	300	1	192
			Reception	1,000	1	763

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
William S. James Elementary	Administration	Existing	Security Vestibule	300	1	226
			Total		5	1,504
		Needed	Conference Room IEP	600	1	0
			In-School Suspension	45	1	0
			Storage Admin	150	1	0
			Workroom	300	1	0
			Total		4	0
		Total			9	1,504
	Art & Music	Existing	Art	900	1	823
			Kiln	60	1	45
			Music Instrumental	1,000	1	782
			Music Vocal	800	1	859
			Total		4	2,509
		Needed	Storage Art	100	1	0
			Storage Music	240	1	0
			Total		2	0
		Total			6	2,509
	Core Learning	Existing	Classroom Kindergarten	1,100	1	797
					1	808
					1	754
			Classroom Primary	850	1	772
					1	798
					1	752
					1	800
					1	756
					1	800
			Classroom Intermediate	850	1	772
					1	798
					1	808
					1	770
					1	798
					1	770
					1	808
					1	754
					1	805

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
William S. James Elementary	Core Learning	Existing	Total		18	14,120
		Needed	Classroom Primary	850	1	0
			Classroom Intermediate	850	1	0
			Classroom Flex	850	1	0
			Total		3	0
		Total			21	14,120
	Food Service	Existing	Cafeteria	3,000	1	168
					1	3,083
			Food Service Support	2,500	4	1,506
			Total		6	4,757
		Total			6	4,757
	General	Existing	Storage Generic	0	7	966
			Total		7	966
		Total			7	966
	Health & Wellness	Existing	Health Suite	600	1	155
			Total		1	155
		Total			1	155
	Media Center	Existing	Media Admin	750	1	629
			Media Stacks	2,200	1	2,823
			Storage Media Center	450	2	327
			Total		4	3,779
		Needed	Media Flex Instructional	700	1	0
			Media Instructional Area	700	1	0
			Media Reference Area	450	1	0
			TV Studio	450	1	0
			Total		4	0
		Total			8	3,779
	Physical Education	Existing	Gymnasium	3,000	1	3,062
			Office PE	210	1	111
			Storage Outdoor	500	1	437
			Storage P&R	150	1	355
			Storage PE	300	1	206
			Total		5	4,171
		Needed	Stage	1,000	1	0
			Storage Chair	200	1	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
William S. James Elementary	Physical Education	Needed	Storage Stage	125	1	0
			Total		3	0
		Total			8	4,171
	Special Education	Existing	Calming	100	1	289
					1	46
			Classroom Special Education	700	1	801
					1	757
					1	826
			OT Workroom	250	1	356
			Sensory	400	1	401
			Small Group Pull-out	600	1	356
					1	356
					1	75
			Total		10	4,263
		Needed	Lavatory Special Education	65	1	0
			Regional Program Workroom	400	1	0
			Resource Classroom	300	1	0
			Resource Testing	100	1	0
			Storage OT/PT	250	1	0
			Total		5	0
		Total			15	4,263
	Student & Staff Support	Existing	Commons Intermediate	1,000	1	373
					1	373
			Commons K	650	1	373
			Commons Primary	1,250	1	371
					1	373
			Counseling	300	1	361
			Psychologist	200	1	76
			Reading Resource	750	1	765
					1	250
					1	77
					1	79
			School Enrichment	850	1	76
					1	770
			Speech	300	1	250

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
William S. James Elementary	Student & Staff Support	Existing	Storage Instructional	1,000	3	192
			Teacher Mentor	130	1	127
			Teacher's Lounge	600	1	356
			Total		19	5,242
		Needed	Instructional Facilitator	150	1	0
			Itinerant	250	1	0
			Math Specialist	600	1	0
			Mental Health	150	1	0
			Planning	400	1	0
					1	0
			Psychologist	200	1	0
			Staff Conference Room	300	1	0
			Storage Reading	200	1	0
			Volunteer Workroom	450	1	0
			Total		10	0
		Total			29	5,242
	Total				110	41,466
Youth's Benefit Elementary	Administration	Existing	Asst. Principal's Office	200	1	265
					1	186
			Conference Room IEP	600	1	757
			Principal Office	300	1	247
			Reception	1,000	2	773
			Security Vestibule	300	4	495
			Storage Admin	150	6	346
			Workroom	300	2	1,031
			Total		18	4,100
		Needed	Admin Conference Room	300	1	0
			In-School Suspension	45	1	0
			Total		2	0
		Total			20	4,100
	Art & Music	Existing	Art	900	1	889
					1	924
			Kiln	60	1	62
			Music Instrumental	1,000	1	987
					1	1,044

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Youth's Benefit Elementary	Art & Music	Existing	Music Vocal	800	1	802
					1	775
					1	800
			Storage Art	100	2	226
			Storage Music	240	1	243
			Total		11	6,752
		Total			11	6,752
	Core Learning	Existing	Classroom Kindergarten	1,100	1	1,011
					1	1,003
					1	1,003
					1	1,023
					1	1,023
					1	1,012
					1	1,024
			Classroom Primary	850	1	804
					1	831
					1	830
					1	803
					1	803
					1	807
					1	794
					1	797
					1	797
					1	797
					1	795
					1	797
					1	797
					1	795
			Classroom Intermediate	850	1	825
					1	825
					1	801
					1	811
					1	801
					1	796
					1	791

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Youth's Benefit Elementary	Core Learning	Existing	Classroom Intermediate	850	1	791
					1	801
					1	801
					1	801
					1	796
					1	791
					1	791
					1	801
					1	801
					1	801
					1	788
					1	788
					1	789
					1	789
			Total		42	35,125
		Needed	Classroom Kindergarten	1,100	1	0
					1	0
			Classroom Primary	850	1	0
					1	0
			Classroom Flex	850	1	0
			Total		5	0
		Total			47	35,125
	Food Service	Existing	Cafeteria	3,000	1	4,893
			Food Service Support	2,500	8	1,866
			Total		9	6,759
		Total			9	6,759
	General	Existing	Storage Generic	0	8	2,151
			Total		8	2,151
		Total			8	2,151
	Health & Wellness	Existing	Health Suite	600	3	746
			Total		3	746
		Total			3	746
	Media Center	Existing	Media Admin	750	1	125
			Media Flex Instructional	700	1	839
					1	598

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Youth's Benefit Elementary	Media Center	Existing	Media Flex Instructional	700	1	983
			Media Stacks	2,200	1	857
			Storage Media Center	450	2	513
			TV Studio	450	1	451
			Total		8	4,366
		Needed	Media Instructional Area	700	1	0
			Media Reference Area	450	1	0
			Total		2	0
		Total			10	4,366
	Physical Education	Existing	Gymnasium	3,000	1	6,461
			Office PE	210	1	176
			Stage	1,000	2	2,001
			Storage Chair	200	1	279
			Storage P&R	150	1	320
			Storage PE	300	4	556
			Storage Stage	125	2	32
			Total		12	9,825
		Needed	Storage Outdoor	500	1	0
			Total		1	0
		Total			13	9,825
	Special Education	Existing	Calming	100	1	169
			Classroom Special Education	700	1	1,023
					1	1,107
			Lavatory Special Education	65	1	61
					1	72
					1	54
					1	59
			OT Workroom	250	1	152
			Resource Testing	100	1	101
			Sensory	400	1	864
			Small Group Pull-out	600	1	846
					1	743
					1	1,024
					1	181
					1	153

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Youth's Benefit Elementary	Special Education	Existing	Small Group Pull-out	600	1	627
					1	766
					1	801
					1	628
			Total		19	9,431
		Needed	Calming	100	1	0
			Early Intervention	1,000	1	0
			OT Workroom	250	1	0
			Sensory	400	1	0
			Storage OT/PT	250	1	0
			Total		5	0
		Total			24	9,431
	Student & Staff Support	Existing	Counseling	300	1	180
					1	266
			Itinerant	250	1	180
			Planning	400	5	2,191
					1	306
			Psychologist	200	1	357
			Reading Resource	750	1	584
					2	1,426
			School Enrichment	850	1	633
			Speech	300	1	156
					1	151
			Storage Instructional	1,000	4	531
			Storage Reading	200	1	189
			Teacher's Lounge	600	1	589
			Volunteer Workroom	450	1	432
			Total		23	8,171
		Needed	Commons Intermediate	1,000	1	0
			Commons K	650	1	0
			Commons Primary	1,250	1	0
			Instructional Facilitator	150	1	0
			Itinerant	250	1	0
			Math Specialist	600	1	0
			Mental Health	150	1	0

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A1 - Inventory by **School for All**

Facility Name (SPACE INVENTORY)	Space Category (Space Inventory)	In / Out of Id (Space Inventory) Set	EdSpec Name (SPACE INVENTORY)	FIXED_ EdSpec NSF	Count of Id (Space Inventory)	Room NSF (SPACE INVENTORY)
Youth's Benefit Elementary	Student & Staff Support	Needed	Staff Conference Room	300	1	0
			Teacher Mentor	130	1	0
			Total		9	0
		Total			32	8,171
	Total				177	87,426

Count of Id (Space Inventory) and Room NSF (SPACE INVENTORY) broken down by Facility Name (SPACE INVENTORY), Space Category (Space Inventory), In / Out of Id (Space Inventory) Set, sort order (SPACE INVENTORY), EdSpec Name (SPACE INVENTORY), sum of FIXED_EdSpec NSF and Id (Space

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Administration	Admin Conference Room	300	Existing	Abingdon Elementary	1	431
				Deerfield Elementary	1	359
				Dublin Elementary	1	228
				Edgewood Elementary	1	377
				Forest Hill Elementary	1	729
				Fountain Green Elementary	1	223
				Halls Cross Roads Elementary	1	321
				Havre de Grace Elementary	1	193
				Hickory Elementary	1	204
				Homestead/Wakefield Element..	1	295
				Jarrettsville Elementary	1	202
				Joppatowne Elementary	1	275
				Meadowvale Elementary	1	300
				North Harford Elementary	1	257
				Prospect Mill Elementary	1	289
				Red Pump Elementary	1	233
				Roye-Williams Elementary	1	201
				William S. James Elementary	1	189
			Needed	Bakerfield Elementary	1	0
				Bel Air Elementary	1	0
				Church Creek Elementary	1	0
				Churchville Elementary	1	0
				Darlington Elementary	1	0
				Emmorton Elementary	1	0
				Forest Lakes Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Magnolia Elementary	1	0
				Norrisville Elementary	1	0
				North Bend Elementary	1	0
				Old Post Road Intermediate	1	0
				Old Post Road Primary Elemen..	1	0
				Ring Factory Elementary	1	0
				Riverside Elementary	1	0
				Youth's Benefit Elementary	1	0
	Asst. Principal's Office	200	Existing	Abingdon Elementary	1	138
					1	191
				Bakerfield Elementary	1	203
				Bel Air Elementary	1	183
				Church Creek Elementary	1	207
					1	138
				Churchville Elementary	1	142

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Administration	Asst. Principal's Office	200	Existing	Deerfield Elementary	1	261
					1	180
				Dublin Elementary	1	132
				Edgewood Elementary	1	198
				Emmorton Elementary	1	132
				Forest Hill Elementary	1	148
				Forest Lakes Elementary	1	140
				Fountain Green Elementary	1	155
				George D. Lisby Elementary @..	1	236
				Halls Cross Roads Elementary	1	112
					1	315
				Havre de Grace Elementary	1	179
				Hickory Elementary	1	186
				Homestead/Wakefield Elementary	1	197
					1	194
				Jarrettsville Elementary	1	205
				Joppatowne Elementary	1	182
				Magnolia Elementary	1	189
				Meadowvale Elementary	1	189
				Norrisville Elementary	1	138
				North Bend Elementary	1	169
				North Harford Elementary	1	138
				Old Post Road Intermediate	1	85
					1	266
				Old Post Road Primary Elementary	1	170
					1	150
				Prospect Mill Elementary	1	196
				Red Pump Elementary	1	306
					1	220
				Ring Factory Elementary	1	215
				Riverside Elementary	1	120
				Roye-Williams Elementary	1	139
				William S. James Elementary	1	134
				Youth's Benefit Elementary	1	265
					1	186
			Needed	Darlington Elementary	1	0
				Havre de Grace Elementary	1	0
				Hickory Elementary	1	0
				Riverside Elementary	1	0
	Conference Room IEP	600	Existing	Abingdon Elementary	1	371
				Bakerfield Elementary	1	346

Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Administration	Conference Room IEP	600	Existing	Church Creek Elementary	1	289
				Emmorton Elementary	1	392
				Forest Lakes Elementary	1	345
				Homestead/Wakefield Element..	1	539
				Old Post Road Intermediate	1	235
				Old Post Road Primary Elemen..	1	280
				Roye-Williams Elementary	1	718
				Youth's Benefit Elementary	1	757
			Needed	Bel Air Elementary	1	0
				Churchville Elementary	1	0
				Darlington Elementary	1	0
				Deerfield Elementary	1	0
				Dublin Elementary	1	0
				Edgewood Elementary	1	0
				Forest Hill Elementary	1	0
				Fountain Green Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Halls Cross Roads Elementary	1	0
				Havre de Grace Elementary	1	0
				Hickory Elementary	1	0
				Jarrettsville Elementary	1	0
				Joppatowne Elementary	1	0
				Magnolia Elementary	1	0
				Meadowvale Elementary	1	0
				Norrisville Elementary	1	0
				North Bend Elementary	1	0
				North Harford Elementary	1	0
				Prospect Mill Elementary	1	0
				Red Pump Elementary	1	0
				Ring Factory Elementary	1	0
				Riverside Elementary	1	0
				William S. James Elementary	1	0
	In-School Suspension	45	Needed	Abingdon Elementary	1	0
				Bakerfield Elementary	1	0
				Bel Air Elementary	1	0
				Church Creek Elementary	1	0
				Churchville Elementary	1	0
				Darlington Elementary	1	0
				Deerfield Elementary	1	0
				Dublin Elementary	1	0
				Edgewood Elementary	1	0

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Administration	In-School Suspension	45	Needed	Forest Hill Elementary	1	0
				Forest Lakes Elementary	1	0
				Fountain Green Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Havre de Grace Elementary	1	0
				Hickory Elementary	1	0
				Homestead/Wakefield Element..	1	0
				Jarrettsville Elementary	1	0
				Joppatowne Elementary	1	0
				Magnolia Elementary	1	0
				Meadowvale Elementary	1	0
				Norrisville Elementary	1	0
				North Bend Elementary	1	0
				North Harford Elementary	1	0
				Old Post Road Intermediate	1	0
				Old Post Road Primary Elemen..	1	0
				Prospect Mill Elementary	1	0
				Red Pump Elementary	1	0
				Ring Factory Elementary	1	0
				Riverside Elementary	1	0
				Roye-Williams Elementary	1	0
				William S. James Elementary	1	0
				Youth's Benefit Elementary	1	0
	Principal Office	300	Existing	Abingdon Elementary	1	224
				Bakerfield Elementary	1	270
				Bel Air Elementary	1	240
				Church Creek Elementary	1	256
				Churchville Elementary	1	253
				Darlington Elementary	1	217
				Deerfield Elementary	1	249
				Dublin Elementary	1	253
				Edgewood Elementary	1	314
				Emmorton Elementary	1	180
				Forest Hill Elementary	1	230
				Forest Lakes Elementary	1	223
				Fountain Green Elementary	1	258
				George D. Lisby Elementary @..	1	282
				Halls Cross Roads Elementary	1	235
				Havre de Grace Elementary	1	212
				Hickory Elementary	1	245
				Homestead/Wakefield Element..	1	270

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Administration	Principal Office	300	Existing	Jarrettsville Elementary	1	171
				Joppatowne Elementary	1	292
				Magnolia Elementary	1	192
				Meadowvale Elementary	1	276
				Norrisville Elementary	1	175
				North Bend Elementary	1	220
				North Harford Elementary	1	163
				Old Post Road Intermediate	1	266
				Old Post Road Primary Elemen..	1	194
				Prospect Mill Elementary	1	232
				Red Pump Elementary	1	296
				Ring Factory Elementary	1	368
				Riverside Elementary	1	164
				Roye-Williams Elementary	1	219
				William S. James Elementary	1	192
				Youth's Benefit Elementary	1	247
	Reception	1,000	Existing	Abingdon Elementary	1	594
				Bakerfield Elementary	1	915
				Bel Air Elementary	1	652
				Church Creek Elementary	1	669
				Churchville Elementary	1	530
				Darlington Elementary	1	189
				Deerfield Elementary	2	893
				Dublin Elementary	1	737
				Edgewood Elementary	1	598
				Emmorton Elementary	1	709
				Forest Hill Elementary	1	536
				Forest Lakes Elementary	1	635
				Fountain Green Elementary	1	667
				George D. Lisby Elementary @..	1	760
				Halls Cross Roads Elementary	1	508
				Havre de Grace Elementary	1	529
				Hickory Elementary	1	646
				Homestead/Wakefield Element..	1	727
				Jarrettsville Elementary	1	785
				Joppatowne Elementary	1	918
				Magnolia Elementary	1	674
				Meadowvale Elementary	1	433
				Norrisville Elementary	1	360
				North Bend Elementary	1	485
				North Harford Elementary	1	678

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Administration	Reception	1,000	Existing	Old Post Road Intermediate	1	581
				Old Post Road Primary Elemen..	1	541
				Prospect Mill Elementary	1	868
				Red Pump Elementary	1	732
				Ring Factory Elementary	1	562
				Riverside Elementary	1	658
				Roye-Williams Elementary	1	463
				William S. James Elementary	1	763
				Youth's Benefit Elementary	2	773
	Security Vestibule	300	Existing	Church Creek Elementary	8	465
				Darlington Elementary	1	81
				Deerfield Elementary	1	512
				Dublin Elementary	1	156
				Edgewood Elementary	1	236
				Emmorton Elementary	2	149
				Forest Hill Elementary	2	268
				Forest Lakes Elementary	2	317
				Hickory Elementary	7	1,004
				Homestead/Wakefield Element..	8	1,004
				Joppatowne Elementary	1	158
				Magnolia Elementary	1	226
				North Harford Elementary	4	365
				Red Pump Elementary	1	264
				Roye-Williams Elementary	1	170
				William S. James Elementary	1	226
				Youth's Benefit Elementary	4	495
			Needed	Abingdon Elementary	1	0
				Bakerfield Elementary	1	0
				Bel Air Elementary	1	0
				Churchville Elementary	1	0
				Fountain Green Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Halls Cross Roads Elementary	1	0
				Havre de Grace Elementary	1	0
				Jarrettsville Elementary	1	0
				Meadowvale Elementary	1	0
				Norrisville Elementary	1	0
				North Bend Elementary	1	0
				Old Post Road Intermediate	1	0
				Old Post Road Primary Elemen..	1	0
				Prospect Mill Elementary	1	0

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Administration	Security Vestibule	300	Needed	Ring Factory Elementary	1	0
				Riverside Elementary	1	0
	Storage Admin	150	Existing	Abingdon Elementary	2	347
				Bel Air Elementary	4	103
				Churchville Elementary	2	36
				Deerfield Elementary	5	175
				Dublin Elementary	2	131
				Edgewood Elementary	1	53
				Emmorton Elementary	1	194
				Forest Hill Elementary	1	43
				Forest Lakes Elementary	4	27
				Fountain Green Elementary	1	301
				George D. Lisby Elementary @..	4	307
				Halls Cross Roads Elementary	2	12
				Havre de Grace Elementary	3	174
				Hickory Elementary	5	53
				Homestead/Wakefield Elementary	3	310
					1	24
				Jarrettsville Elementary	6	398
				Joppatowne Elementary	8	420
				Magnolia Elementary	2	162
				Meadowvale Elementary	2	56
				Norrisville Elementary	1	71
				North Bend Elementary	2	340
				North Harford Elementary	3	259
				Old Post Road Primary Elemen..	1	95
				Prospect Mill Elementary	1	61
					1	33
					1	188
					1	31
				Red Pump Elementary	6	257
				Ring Factory Elementary	1	153
				Riverside Elementary	7	177
				Roye-Williams Elementary	2	387
				Youth's Benefit Elementary	6	346
			Needed	Bakerfield Elementary	1	0
				Church Creek Elementary	1	0
				Darlington Elementary	1	0
				Old Post Road Intermediate	1	0
				William S. James Elementary	1	0
	Workroom	300	Existing	Abingdon Elementary	2	390

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Administration	Workroom	300	Existing	Bakerfield Elementary	1	223
				Bel Air Elementary	1	310
				Churchville Elementary	2	373
				Darlington Elementary	2	439
				Deerfield Elementary	4	1,513
				Dublin Elementary	1	385
				Edgewood Elementary	2	1,030
				Emmorton Elementary	2	240
				Forest Hill Elementary	2	434
				Forest Lakes Elementary	1	466
				Fountain Green Elementary	1	413
				George D. Lisby Elementary @..	2	477
				Halls Cross Roads Elementary	1	148
				Hickory Elementary	1	261
				Homestead/Wakefield Element..	3	1,280
				Jarrettsville Elementary	1	193
				Joppatowne Elementary	3	962
				Magnolia Elementary	1	195
				Meadowvale Elementary	3	1,250
				North Bend Elementary	1	79
				North Harford Elementary	2	302
				Old Post Road Intermediate	2	519
				Old Post Road Primary Elemen..	1	474
				Prospect Mill Elementary	1	269
				Red Pump Elementary	1	350
				Ring Factory Elementary	1	88
				Riverside Elementary	1	190
				Roye-Williams Elementary	2	528
				Youth's Benefit Elementary	2	1,031
			Needed	Church Creek Elementary	1	0
				Havre de Grace Elementary	1	0
				Norrisville Elementary	1	0
				William S. James Elementary	1	0
Art & Music	Art	900	Existing	Abingdon Elementary	1	641
					1	767
				Bakerfield Elementary	1	904
				Bel Air Elementary	1	715
				Church Creek Elementary	1	766
					1	594
				Churchville Elementary	1	575
				Darlington Elementary	1	922

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Art & Music	Art	900	Existing	Deerfield Elementary	1	799
					1	1,079
				Dublin Elementary	1	815
				Edgewood Elementary	1	796
				Emmorton Elementary	1	833
				Forest Hill Elementary	1	798
				Forest Lakes Elementary	1	660
				Fountain Green Elementary	1	682
				George D. Lisby Elementary @..	1	800
				Halls Cross Roads Elementary	1	715
				Havre de Grace Elementary	1	799
				Hickory Elementary	1	785
					1	708
				Homestead/Wakefield Elementary	1	1,057
					1	1,049
				Jarrettsville Elementary	1	794
				Joppatowne Elementary	1	993
				Meadowvale Elementary	1	639
				Norrisville Elementary	1	708
				North Bend Elementary	1	748
				North Harford Elementary	1	601
				Old Post Road Intermediate	1	724
				Old Post Road Primary Elemen..	1	470
				Prospect Mill Elementary	1	951
					1	607
				Red Pump Elementary	1	915
				Ring Factory Elementary	1	742
				Riverside Elementary	1	714
				Roye-Williams Elementary	1	700
					1	853
				William S. James Elementary	1	823
				Youth's Benefit Elementary	1	889
					1	924
			Needed	Havre de Grace Elementary	1	0
				Magnolia Elementary	1	0
				Old Post Road Primary Elemen..	1	0
				Riverside Elementary	1	0
	Kiln	60	Existing	Abingdon Elementary	1	62
				Bakerfield Elementary	1	24
				Church Creek Elementary	1	33
				Churchville Elementary	1	29

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Art & Music	Kiln	60	Existing	Deerfield Elementary	1	59
				Edgewood Elementary	1	64
				Emmorton Elementary	1	75
				Forest Hill Elementary	1	40
				Forest Lakes Elementary	1	58
				Hickory Elementary	1	65
				Homestead/Wakefield Element..	1	101
				Jarrettsville Elementary	1	25
				Joppatowne Elementary	1	72
				Meadowvale Elementary	1	63
				Norrisville Elementary	1	133
				North Bend Elementary	1	46
				North Harford Elementary	1	25
				Red Pump Elementary	1	62
				Ring Factory Elementary	1	46
				William S. James Elementary	1	45
				Youth's Benefit Elementary	1	62
			Needed	Bel Air Elementary	1	0
				Darlington Elementary	1	0
				Dublin Elementary	1	0
				Fountain Green Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Halls Cross Roads Elementary	1	0
				Havre de Grace Elementary	1	0
				Magnolia Elementary	1	0
				Old Post Road Intermediate	1	0
				Riverside Elementary	1	0
				Roye-Williams Elementary	1	0
	Music Instrumental	1,000	Existing	Abingdon Elementary	1	305
				Bakerfield Elementary	1	947
					1	1,098
				Bel Air Elementary	1	294
				Church Creek Elementary	1	492
				Churchville Elementary	1	632
				Darlington Elementary	1	657
				Deerfield Elementary	1	702
					1	730
				Dublin Elementary	1	502
				Edgewood Elementary	1	506
				Emmorton Elementary	1	534
				Forest Hill Elementary	1	487

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Art & Music	Music Instrumental	1,000	Existing	Forest Hill Elementary	1	753
				Forest Lakes Elementary	1	537
				Fountain Green Elementary	1	370
				Halls Cross Roads Elementary	1	845
				Havre de Grace Elementary	1	953
				Hickory Elementary	1	584
				Homestead/Wakefield Element..	1	1,285
				Jarrettsville Elementary	1	732
				Joppatowne Elementary	1	608
				Magnolia Elementary	1	782
				Meadowvale Elementary	1	745
				Norrisville Elementary	1	853
				North Bend Elementary	1	271
				North Harford Elementary	1	357
				Old Post Road Intermediate	1	724
				Prospect Mill Elementary	1	285
					1	794
				Red Pump Elementary	1	646
				Ring Factory Elementary	1	279
				Riverside Elementary	1	1,011
				Roye-Williams Elementary	1	742
				William S. James Elementary	1	782
				Youth's Benefit Elementary	1	987
					1	1,044
			Needed	George D. Lisby Elementary @..	1	0
				Old Post Road Primary Elemen..	1	0
	Music Vocal	800	Existing	Abingdon Elementary	1	731
					1	756
				Bakerfield Elementary	1	832
				Church Creek Elementary	1	747
				Churchville Elementary	1	637
				Deerfield Elementary	1	851
					1	786
				Dublin Elementary	1	772
				Edgewood Elementary	1	848
				Emmorton Elementary	1	710
					1	870
				Forest Hill Elementary	1	1,030
				Forest Lakes Elementary	1	852
					1	636
				Fountain Green Elementary	1	734

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Art & Music	Music Vocal	800	Existing	Havre de Grace Elementary	1	1,178
				Hickory Elementary	1	788
				Homestead/Wakefield Elementary	1	789
					1	786
					1	802
				Jarrettsville Elementary	1	784
				Joppatowne Elementary	1	950
				Magnolia Elementary	1	859
				Meadowvale Elementary	1	749
					1	671
				Norrisville Elementary	1	829
				North Bend Elementary	1	729
					1	799
				North Harford Elementary	1	799
					1	727
				Old Post Road Intermediate	1	1,287
				Old Post Road Primary Elemen..	1	728
				Prospect Mill Elementary	1	790
				Red Pump Elementary	1	893
					1	965
				Ring Factory Elementary	1	703
				Riverside Elementary	1	710
				Roye-Williams Elementary	1	882
				William S. James Elementary	1	859
				Youth's Benefit Elementary	1	802
					1	775
					1	800
			Needed	Bel Air Elementary	1	0
				Church Creek Elementary	1	0
				Darlington Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Halls Cross Roads Elementary	1	0
				Havre de Grace Elementary	1	0
				Old Post Road Primary Elemen..	1	0
				Riverside Elementary	1	0
	Storage Art	100	Existing	Abingdon Elementary	1	106
				Church Creek Elementary	2	152
				Churchville Elementary	1	95
				Deerfield Elementary	1	117
				Edgewood Elementary	1	94
				Forest Hill Elementary	1	118

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APPENDIX A2 - Inventory by **Space Type for All**

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Art & Music	Storage Art	100	Existing	Forest Lakes Elementary	1	90
				Fountain Green Elementary	1	113
				Halls Cross Roads Elementary	1	49
				Hickory Elementary	1	127
				Homestead/Wakefield Element..	1	266
				Joppatowne Elementary	1	109
				Meadowvale Elementary	2	92
				Norrisville Elementary	2	114
				North Bend Elementary	1	84
				North Harford Elementary	1	64
				Old Post Road Primary Elemen..	1	256
				Prospect Mill Elementary	1	61
				Red Pump Elementary	1	123
				Ring Factory Elementary	1	83
				Roye-Williams Elementary	1	116
				Youth's Benefit Elementary	2	226
			Needed	Bakerfield Elementary	1	0
				Bel Air Elementary	1	0
				Darlington Elementary	1	0
				Dublin Elementary	1	0
				Emmorton Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Havre de Grace Elementary	1	0
				Jarrettsville Elementary	1	0
				Magnolia Elementary	1	0
				Old Post Road Intermediate	1	0
				Riverside Elementary	1	0
				William S. James Elementary	1	0
	Storage Music	240	Existing	Bel Air Elementary	1	34
				Churchville Elementary	2	102
				Dublin Elementary	1	194
				Havre de Grace Elementary	1	48
				Hickory Elementary	1	229
				Jarrettsville Elementary	2	127
				Joppatowne Elementary	1	14
				Youth's Benefit Elementary	1	243
			Needed	Abingdon Elementary	1	0
				Bakerfield Elementary	1	0
				Church Creek Elementary	1	0
				Darlington Elementary	1	0
				Deerfield Elementary	1	0

Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Art & Music	Storage Music	240	Needed	Edgewood Elementary	1	0
				Emmorton Elementary	1	0
				Forest Hill Elementary	1	0
				Forest Lakes Elementary	1	0
				Fountain Green Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Halls Cross Roads Elementary	1	0
				Homestead/Wakefield Element..	1	0
				Magnolia Elementary	1	0
				Meadowvale Elementary	1	0
				Norrisville Elementary	1	0
				North Bend Elementary	1	0
				North Harford Elementary	1	0
				Old Post Road Intermediate	1	0
				Old Post Road Primary Elemen..	1	0
				Prospect Mill Elementary	1	0
				Red Pump Elementary	1	0
				Ring Factory Elementary	2	0
				Riverside Elementary	1	0
				Roye-Williams Elementary	1	0
				William S. James Elementary	1	0
Core Learning	Classroom Pre-K	1,000	Existing	Abingdon Elementary	1	1,087
				Bakerfield Elementary	1	827
					1	819
				Bel Air Elementary	1	1,095
				Church Creek Elementary	1	917
					1	1,073
				Churchville Elementary	1	935
				Deerfield Elementary	1	905
					1	739
					1	900
					1	1,148
				Dublin Elementary	1	935
				Edgewood Elementary	1	673
					1	756
					1	899
				Forest Lakes Elementary	1	820
					1	817
				Fountain Green Elementary	1	746
					1	729
				George D. Lisby Elementary @	1	784

Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Core Learning	Classroom Pre-K	1,000	Existing	Hillsdale	1	784
				Halls Cross Roads Elementary	1	793
					1	792
					1	761
				Havre de Grace Elementary	1	952
					1	965
				Homestead/Wakefield Elementary	1	910
					1	908
				Joppatowne Elementary	1	1,027
					1	1,018
				Magnolia Elementary	1	801
					1	757
					1	826
					1	1,048
				Meadowvale Elementary	1	759
					1	889
				North Bend Elementary	1	818
					1	841
				North Harford Elementary	1	1,093
					1	1,059
				Old Post Road Primary Elementary	1	945
					1	944
					1	951
					1	947
				Prospect Mill Elementary	1	874
					1	1,061
				Riverside Elementary	1	936
					1	936
				Roye-Williams Elementary	1	836
					1	816
			Needed	Bakerfield Elementary	1	0
				Havre de Grace Elementary	1	0
					1	0
					1	0
				Hickory Elementary	1	0
				Jarrettsville Elementary	1	0
				Meadowvale Elementary	1	0
					1	0
	Classroom Kindergarten	1,100	Existing	Abingdon Elementary	1	799
					1	799
					1	799

Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A2 - Inventory by **Space Type for All**

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Core Learning	Classroom Kindergarten	1,100	Existing	Abingdon Elementary	1	774
					1	778
					1	771
				Bakerfield Elementary	1	787
					1	780
					1	778
					1	786
				Bel Air Elementary	1	772
					1	935
					1	935
					1	670
				Church Creek Elementary	1	681
					1	692
					1	691
					1	767
					1	733
					1	743
					1	683
				Churchville Elementary	1	931
					1	936
					1	936
				Darlington Elementary	1	622
				Deerfield Elementary	1	1,024
					1	1,071
					1	1,096
					1	1,048
					1	1,025
				Dublin Elementary	1	935
					1	806
				Edgewood Elementary	1	980
					1	1,033
					1	1,064
				Emmorton Elementary	1	879
					1	806
					1	794
				Forest Hill Elementary	1	889
					1	1,042
					1	888
				Forest Lakes Elementary	1	914
					1	985
					1	993

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Core Learning	Classroom Kindergarten	1,100	Existing	Fountain Green Elementary	1	733
					1	721
					1	746
				George D. Lisby Elementary @ Hillsdale	1	777
					1	772
					1	791
					1	790
				Halls Cross Roads Elementary	1	760
					1	793
					1	790
					1	759
				Havre de Grace Elementary	1	804
					1	799
					1	995
					1	1,010
				Hickory Elementary	1	915
					1	934
					1	896
					1	927
					1	752
				Homestead/Wakefield Elementary	1	1,031
					1	1,031
					1	1,031
					1	1,031
					1	1,029
					1	1,029
					1	1,031
					1	1,031
				Jarrettsville Elementary	1	946
					1	946
					1	946
				Joppatowne Elementary	1	957
					1	959
					1	966
					1	962
				Magnolia Elementary	1	823
					1	664
					1	706
					1	673
					1	680
				Meadowvale Elementary	1	774

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Core Learning	Classroom Kindergarten	1,100	Existing	Meadowvale Elementary	1	774
					1	776
					1	776
				Norrisville Elementary	1	735
					1	791
				North Bend Elementary	1	839
					1	839
					1	818
				North Harford Elementary	1	639
					1	601
					1	628
				Old Post Road Primary Elementary	1	1,034
					1	1,046
					1	1,046
					1	835
					1	1,045
					1	1,046
					1	993
					1	993
				Prospect Mill Elementary	1	678
					1	669
					1	637
					1	743
				Red Pump Elementary	1	973
					1	968
					1	964
					1	968
					1	962
				Ring Factory Elementary	1	859
					1	839
					1	829
					1	824
				Riverside Elementary	1	717
					1	713
					1	936
					1	936
				Roye-Williams Elementary	1	833
					1	832
					1	849
					1	832
				William S. James Elementary	1	797

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Core Learning	Classroom Kindergarten	1,100	Existing	William S. James Elementary	1	808
					1	754
				Youth's Benefit Elementary	1	1,011
					1	1,003
					1	1,003
					1	1,023
					1	1,023
					1	1,012
					1	1,024
			Needed	Emmorton Elementary	1	0
				Jarrettsville Elementary	1	0
				Youth's Benefit Elementary	1	0
					1	0
	Classroom Primary	850	Existing	Abingdon Elementary	1	730
					1	736
					1	738
					1	708
					1	707
					1	736
					1	725
					1	708
					1	683
				Bakerfield Elementary	1	825
					1	826
					1	828
					1	798
					1	798
					1	800
				Bel Air Elementary	1	720
					1	703
					1	718
					1	701
					1	725
					1	702
					1	725
				Church Creek Elementary	1	687
					1	684
					1	686
					1	702
					1	760
					1	760

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by **Space Type for All**

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Core Learning	Classroom Primary	850	Existing	Church Creek Elementary	1	810
					1	909
					1	859
					1	859
					1	864
				Churchville Elementary	1	758
					1	683
					1	710
					1	764
					1	708
				Darlington Elementary	1	627
					1	627
				Deerfield Elementary	1	786
					1	869
					1	787
					1	803
					1	840
					1	737
					1	811
					1	756
					1	804
					1	740
				Dublin Elementary	1	817
					1	815
					1	806
					1	813
				Edgewood Elementary	1	729
					1	733
					1	733
					1	742
					1	808
					1	811
				Emmorton Elementary	1	791
					1	788
					1	798
					1	790
					1	833
					1	855
					1	818
					1	823
				Forest Hill Elementary	1	773

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by **Space Type for All**

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Core Learning	Classroom Primary	850	Existing	Forest Hill Elementary	1	785
					1	779
					1	756
					1	818
					1	791
					1	871
				Forest Lakes Elementary	1	836
					1	822
					1	833
					1	828
					1	839
					1	830
				Fountain Green Elementary	1	720
					1	715
					1	761
					1	761
					1	734
					1	729
				George D. Lisby Elementary @ Hillsdale	1	786
					1	800
					1	771
					1	777
					1	790
					1	699
				Halls Cross Roads Elementary	1	769
					1	769
					1	738
					1	738
					1	736
					1	740
					1	793
					1	792
					1	759
					1	757
				Havre de Grace Elementary	1	955
					1	960
					1	944
					1	935
					1	815
					1	805
					1	796

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Core Learning	Classroom Primary	850	Existing	Havre de Grace Elementary	1	799
				Hickory Elementary	1	783
					1	712
					1	761
					1	750
					1	758
					1	757
					1	719
					1	710
				Homestead/Wakefield Elementary	1	794
					1	796
					1	796
					1	796
					1	794
					1	794
					1	794
					1	787
					1	783
					1	776
					1	793
					1	819
					1	819
					1	776
					1	851
					1	843
					1	867
					1	845
					1	845
					1	846
					1	851
				Jarrettsville Elementary	1	730
					1	726
					1	726
					1	799
					1	799
					1	768
				Joppatowne Elementary	1	838
					1	840
					1	837
					1	839
					1	836

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Core Learning	Classroom Primary	850	Existing	Joppatowne Elementary	1	838
					1	837
				Magnolia Elementary	1	697
					1	697
					1	665
					1	687
					1	671
					1	695
					1	666
					1	687
					1	666
				Meadowvale Elementary	1	775
					1	773
					1	781
					1	761
					1	935
					1	932
					1	927
				Norrisville Elementary	1	793
					1	791
					1	791
					1	791
				North Bend Elementary	1	788
					1	783
					1	788
					1	783
					1	789
					1	789
					1	788
				North Harford Elementary	1	663
					1	663
					1	636
					1	677
					1	676
					1	632
				Old Post Road Primary Elementary	1	900
					1	801
					1	892
					1	936
					1	665
					1	746

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Core Learning	Classroom Primary	850	Existing	Old Post Road Primary Elementary	1	775
					1	775
					1	749
					1	749
					1	590
					1	596
					1	588
					1	588
					1	595
					1	595
				Prospect Mill Elementary	1	680
					1	677
					1	633
					1	668
					1	666
					1	666
				Red Pump Elementary	1	784
					1	787
					1	787
					1	787
					1	787
					1	787
					1	787
					1	784
					1	694
				Ring Factory Elementary	1	844
					1	844
					1	838
					1	800
					1	800
					1	797
					1	775
				Riverside Elementary	1	691
					1	688
					1	688
					1	693
					1	693
					1	690
					1	693
				Roye-Williams Elementary	1	699
					1	699

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Core Learning	Classroom Primary	850	Existing	Roye-Williams Elementary	1	700
					1	700
					1	703
					1	794
					1	794
				William S. James Elementary	1	772
					1	798
					1	752
					1	800
					1	756
					1	800
				Youth's Benefit Elementary	1	804
					1	831
					1	830
					1	803
					1	803
					1	807
					1	794
					1	797
					1	797
					1	797
					1	795
					1	797
					1	797
					1	795
			Needed	Bakerfield Elementary	1	0
					1	0
				Church Creek Elementary	1	0
					1	0
				Edgewood Elementary	1	0
				George D. Lisby Elementary @ Hillsdale	1	0
					1	0
				Havre de Grace Elementary	1	0
					1	0
				Hickory Elementary	1	0
					1	0
				Jarrettsville Elementary	1	0
				Prospect Mill Elementary	1	0
					1	0
				Ring Factory Elementary	1	0
				Riverside Elementary	1	0

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Core Learning	Classroom Primary	850	Needed	William S. James Elementary	1	0
				Youth's Benefit Elementary	1	0
					1	0
	Classroom Intermediate	850	Existing	Abingdon Elementary	1	688
					1	725
					1	836
					1	838
					1	838
					1	838
					1	730
					1	688
					1	815
					1	838
					1	838
					1	838
				Bakerfield Elementary	1	798
					1	919
					1	767
					1	816
					1	817
					1	814
					1	826
					1	837
					1	878
				Bel Air Elementary	1	693
					1	716
					1	703
					1	692
					1	716
					1	647
					1	560
					1	585
					1	703
					1	720
				Church Creek Elementary	1	769
					1	683
					1	681
					1	680
					1	755
					1	680
					1	756

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Core Learning	Classroom Intermediate	850	Existing	Church Creek Elementary	1	755
					1	758
					1	765
					1	812
					1	859
					1	859
					1	950
					1	865
				Churchville Elementary	1	714
					1	768
					1	733
					1	719
					1	718
					1	685
					1	736
				Darlington Elementary	1	618
					1	648
					1	617
				Deerfield Elementary	1	778
					1	789
					1	788
					1	810
					1	858
					1	805
					1	859
					1	798
					1	881
					1	754
					1	855
					1	821
					1	852
					1	782
				Dublin Elementary	1	809
					1	708
					1	846
					1	960
					1	807
					1	714
				Edgewood Elementary	1	725
					1	730
					1	733

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Core Learning	Classroom Intermediate	850	Existing	Edgewood Elementary	1	737
					1	752
					1	755
					1	760
					1	822
					1	833
				Emmorton Elementary	1	836
					1	871
					1	822
					1	879
					1	821
					1	803
					1	864
					1	819
					1	822
				Forest Hill Elementary	1	817
					1	813
					1	807
					1	801
					1	814
					1	795
					1	830
					1	834
					1	784
					1	855
				Forest Lakes Elementary	1	797
					1	830
					1	832
					1	832
					1	832
					1	830
					1	842
					1	813
					1	852
				Fountain Green Elementary	1	772
					1	772
					1	772
					1	772
					1	772
					1	759
					1	771

Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Core Learning	Classroom Intermediate	850	Existing	Fountain Green Elementary	1	785
					1	752
				George D. Lisby Elementary @ Hillsdale	1	699
					1	734
					1	734
					1	729
					1	691
					1	691
					1	675
					1	723
					1	682
					1	677
					1	741
				Halls Cross Roads Elementary	1	767
					1	736
					1	745
					1	639
					1	637
					1	637
					1	641
					1	640
					1	643
				Havre de Grace Elementary	1	827
					1	791
					1	829
					1	796
					1	806
					1	777
					1	802
					1	794
					1	795
					1	797
					1	824
				Hickory Elementary	1	884
					1	944
					1	951
					1	719
					1	762
					1	761
					1	720
					1	832

Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Core Learning	Classroom Intermediate	850	Existing	Hickory Elementary	1	823
					1	754
					1	757
					1	709
				Homestead/Wakefield Elementary	1	849
					1	847
					1	845
					1	848
					1	849
					1	846
					1	889
					1	849
					1	840
					1	890
					1	851
					1	880
					1	851
					1	841
				Jarrettsville Elementary	1	724
					1	732
					1	715
					1	764
					1	802
					1	772
					1	768
					1	769
					1	804
				Joppatowne Elementary	1	814
					1	817
					1	813
					1	766
					1	774
					1	776
					1	772
					1	767
					1	774
				Magnolia Elementary	1	674
					1	665
					1	706
					1	674
					1	680

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Core Learning	Classroom Intermediate	850	Existing	Magnolia Elementary	1	665
				Meadowvale Elementary	1	824
					1	823
					1	808
					1	809
					1	809
					1	810
					1	812
					1	807
					1	809
					1	811
					1	685
				Norrisville Elementary	1	811
					1	811
					1	811
					1	811
					1	818
					1	820
				North Bend Elementary	1	794
					1	794
					1	783
					1	782
					1	782
					1	793
					1	793
				North Harford Elementary	1	614
					1	661
					1	670
					1	635
					1	638
					1	633
					1	663
					1	636
					1	663
				Old Post Road Intermediate	1	859
					1	842
					1	857
					1	857
					1	857
					1	860
					1	845

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Core Learning	Classroom Intermediate	850	Existing	Old Post Road Intermediate	1	722
					1	718
					1	722
					1	722
					1	725
					1	722
					1	722
					1	722
					1	718
					1	837
					1	852
				Prospect Mill Elementary	1	713
					1	694
					1	713
					1	713
					1	641
					1	713
					2	1,429
					1	645
					1	702
					1	608
				Red Pump Elementary	1	849
					1	849
					1	849
					1	835
					1	835
					1	849
					1	849
					1	849
					1	764
					1	848
					1	790
					1	774
					1	774
					1	790
				Ring Factory Elementary	1	798
					1	798
					1	778
					1	793
					1	793
					1	798

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by **Space Type for All**

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Core Learning	Classroom Intermediate	850	Existing	Ring Factory Elementary	1	798
					1	777
					1	794
					1	803
				Riverside Elementary	1	712
					1	717
					1	717
					1	712
					1	717
					1	712
					1	710
					1	710
					1	715
					1	715
				Roye-Williams Elementary	1	710
					1	706
					1	706
					1	849
					1	834
					1	852
					1	791
					1	791
					1	785
					1	786
				William S. James Elementary	1	772
					1	798
					1	808
					1	770
					1	798
					1	770
					1	808
					1	754
					1	805
				Youth's Benefit Elementary	1	825
					1	825
					1	801
					1	811
					1	801
					1	796
					1	791
					1	791

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Core Learning	Classroom Intermediate	850	Existing	Youth's Benefit Elementary	1	801
					1	801
					1	801
					1	796
					1	791
					1	791
					1	801
					1	801
					1	801
					1	788
					1	788
					1	789
					1	789
			Needed	Abingdon Elementary	1	0
					1	0
				Bakerfield Elementary	1	0
					1	0
					1	0
					1	0
				Bel Air Elementary	1	0
					1	0
				Church Creek Elementary	1	0
					1	0
				Emmorton Elementary	1	0
					1	0
					1	0
					1	0
				Forest Lakes Elementary	1	0
					1	0
				Fountain Green Elementary	1	0
				Hickory Elementary	1	0
					1	0
				Jarrettsville Elementary	1	0
					1	0
				Joppatowne Elementary	1	0
				Magnolia Elementary	1	0
					1	0
					1	0
				North Bend Elementary	1	0
					1	0
				Old Post Road Primary	1	0

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Core Learning	Classroom Intermediate	850	Needed	Old Post Road Primary Elementary	1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
				Prospect Mill Elementary	1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
					1	0
				Red Pump Elementary	1	0
				Ring Factory Elementary	1	0
					1	0
					1	0
				Riverside Elementary	1	0
					1	0
				William S. James Elementary	1	0
	Classroom Flex	850	Existing	Abingdon Elementary	1	1,654
				Bakerfield Elementary	1	752
				Forest Hill Elementary	1	799
					1	1,037
				Homestead/Wakefield Elementary	1	994
					1	793
					1	849
					1	840

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Core Learning	Classroom Flex	850	Existing	Magnolia Elementary	1	241
				Old Post Road Intermediate	1	315
				Old Post Road Primary Elemen..	1	198
				Ring Factory Elementary	1	778
			Needed	Bel Air Elementary	1	0
				Church Creek Elementary	1	0
				Churchville Elementary	1	0
				Darlington Elementary	1	0
				Deerfield Elementary	1	0
				Dublin Elementary	1	0
				Edgewood Elementary	1	0
				Emmorton Elementary	1	0
				Forest Lakes Elementary	1	0
				Fountain Green Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Halls Cross Roads Elementary	1	0
				Havre de Grace Elementary	1	0
				Hickory Elementary	1	0
				Jarrettsville Elementary	1	0
				Joppatowne Elementary	1	0
				Meadowvale Elementary	1	0
				Norrisville Elementary	1	0
				North Bend Elementary	1	0
				Prospect Mill Elementary	1	0
				Red Pump Elementary	1	0
				Riverside Elementary	1	0
				Roye-Williams Elementary	1	0
				William S. James Elementary	1	0
				Youth's Benefit Elementary	1	0
Food Service	Cafeteria	3,000	Existing	Abingdon Elementary	1	3,539
				Bakerfield Elementary	1	3,397
				Bel Air Elementary	1	2,471
				Church Creek Elementary	1	3,734
				Churchville Elementary	1	2,550
				Deerfield Elementary	1	3,253
				Dublin Elementary	1	1,660
				Edgewood Elementary	1	2,857
				Emmorton Elementary	1	2,741
				Forest Hill Elementary	1	2,840
				Forest Lakes Elementary	1	2,629
				Fountain Green Elementary	1	2,111

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Food Service	Cafeteria	3,000	Existing	George D. Lisby Elementary @..	1	2,348
				Halls Cross Roads Elementary	1	4,362
				Havre de Grace Elementary	1	3,527
				Hickory Elementary	1	2,970
				Homestead/Wakefield Element..	1	5,563
				Jarrettsville Elementary	1	3,265
				Joppatowne Elementary	1	3,677
				Magnolia Elementary	1	3,072
				Meadowvale Elementary	1	3,034
				Norrisville Elementary	1	1,314
				North Bend Elementary	1	2,542
				North Harford Elementary	1	2,589
				Old Post Road Intermediate	1	3,977
				Old Post Road Primary Elemen..	1	2,786
				Prospect Mill Elementary	1	4,459
				Red Pump Elementary	1	2,962
				Ring Factory Elementary	1	2,493
				Riverside Elementary	1	2,858
				Roye-Williams Elementary	1	2,499
				William S. James Elementary	1	168
					1	3,083
				Youth's Benefit Elementary	1	4,893
			Needed	Darlington Elementary	1	0
	Food Service Support	2,500	Existing	Abingdon Elementary	2	1,365
				Bakerfield Elementary	7	2,188
				Bel Air Elementary	2	886
				Church Creek Elementary	3	1,245
				Churchville Elementary	7	2,892
				Darlington Elementary	2	563
				Deerfield Elementary	6	2,278
				Dublin Elementary	3	1,358
				Edgewood Elementary	4	1,453
				Emmorton Elementary	4	1,171
				Forest Hill Elementary	2	1,010
				Forest Lakes Elementary	4	1,256
				Fountain Green Elementary	4	1,023
				George D. Lisby Elementary @..	5	1,476
				Halls Cross Roads Elementary	3	1,259
				Havre de Grace Elementary	6	1,229
				Hickory Elementary	3	1,428
				Homestead/Wakefield Element..	7	2,432

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by **Space Type for All**

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Food Service	Food Service Support	2,500	Existing	Jarrettsville Elementary	4	2,428
				Joppatowne Elementary	5	2,044
				Magnolia Elementary	4	1,506
				Meadowvale Elementary	5	1,715
				Norrisville Elementary	2	978
				North Bend Elementary	2	867
				North Harford Elementary	5	970
				Old Post Road Intermediate	5	2,008
				Old Post Road Primary Elemen..	5	1,142
				Prospect Mill Elementary	1	215
					1	1,596
				Red Pump Elementary	7	1,777
				Ring Factory Elementary	3	1,007
				Riverside Elementary	3	1,454
				Roye-Williams Elementary	5	1,219
				William S. James Elementary	4	1,506
				Youth's Benefit Elementary	8	1,866
General	Storage Generic	0	Existing	Abingdon Elementary	9	1,547
				Bakerfield Elementary	10	995
				Bel Air Elementary	3	496
				Church Creek Elementary	43	2,210
				Churchville Elementary	3	217
				Darlington Elementary	2	844
				Deerfield Elementary	7	1,041
				Dublin Elementary	1	175
				Edgewood Elementary	8	842
				Emmorton Elementary	3	1,419
				Forest Hill Elementary	3	471
				Forest Lakes Elementary	7	1,049
				Fountain Green Elementary	2	331
				George D. Lisby Elementary @..	7	826
				Halls Cross Roads Elementary	13	601
				Havre de Grace Elementary	4	294
				Hickory Elementary	6	1,225
				Homestead/Wakefield Element..	10	1,708
				Jarrettsville Elementary	8	1,561
				Joppatowne Elementary	10	882
				Magnolia Elementary	4	397
				Meadowvale Elementary	6	735
				Norrisville Elementary	10	1,266
				North Bend Elementary	7	367

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
General	Storage Generic	0	Existing	North Harford Elementary	9	1,153
				Old Post Road Intermediate	4	613
				Old Post Road Primary Elemen..	6	395
				Prospect Mill Elementary	1	43
					1	42
					1	31
					1	27
					1	46
					1	50
					1	292
					1	88
				Red Pump Elementary	5	191
				Ring Factory Elementary	2	64
				Riverside Elementary	6	371
					1	11
				Roye-Williams Elementary	6	1,382
				William S. James Elementary	7	966
				Youth's Benefit Elementary	8	2,151
Health & Wellness	Health Suite	600	Existing	Abingdon Elementary	2	459
				Bakerfield Elementary	2	442
				Bel Air Elementary	1	249
				Church Creek Elementary	2	435
				Churchville Elementary	1	272
				Darlington Elementary	1	109
				Deerfield Elementary	2	768
				Dublin Elementary	1	347
				Edgewood Elementary	1	385
				Emmorton Elementary	1	532
				Forest Hill Elementary	1	284
				Forest Lakes Elementary	1	283
				Fountain Green Elementary	1	357
				George D. Lisby Elementary @..	1	229
				Halls Cross Roads Elementary	1	759
				Havre de Grace Elementary	2	226
				Hickory Elementary	1	551
				Homestead/Wakefield Element..	6	1,192
				Jarrettsville Elementary	1	298
				Joppatowne Elementary	3	660
				Magnolia Elementary	2	211
				Meadowvale Elementary	4	359
				Norrisville Elementary	1	219

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Health & Wellness	Health Suite	600	Existing	North Bend Elementary	1	295
				North Harford Elementary	1	258
				Old Post Road Intermediate	1	236
				Old Post Road Primary Elemen..	1	216
				Prospect Mill Elementary	1	345
				Red Pump Elementary	2	709
				Ring Factory Elementary	1	282
				Riverside Elementary	1	364
				Roye-Williams Elementary	2	274
				William S. James Elementary	1	155
				Youth's Benefit Elementary	3	746
Media Center	Media Admin	750	Existing	Abingdon Elementary	1	209
				Bakerfield Elementary	1	287
				Bel Air Elementary	1	230
				Church Creek Elementary	1	171
				Churchville Elementary	1	177
				Deerfield Elementary	1	224
				Emmorton Elementary	2	1,051
				Forest Hill Elementary	1	268
				Forest Lakes Elementary	1	126
				Fountain Green Elementary	1	341
				George D. Lisby Elementary @..	1	238
				Halls Cross Roads Elementary	1	268
				Havre de Grace Elementary	1	198
				Hickory Elementary	1	221
				Homestead/Wakefield Element..	1	671
				Jarrettsville Elementary	1	218
				Joppatowne Elementary	1	673
				Magnolia Elementary	1	314
				Meadowvale Elementary	1	188
				North Bend Elementary	1	271
				North Harford Elementary	1	191
				Old Post Road Intermediate	1	700
				Prospect Mill Elementary	1	193
				Red Pump Elementary	1	786
				Ring Factory Elementary	1	283
				Riverside Elementary	1	563
				Roye-Williams Elementary	1	323
				William S. James Elementary	1	629
				Youth's Benefit Elementary	1	125
			Needed	Darlington Elementary	1	0

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by **Space Type for All**

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Media Center	Media Admin	750	Needed	Dublin Elementary	1	0
				Norrisville Elementary	1	0
				Old Post Road Primary Elemen..	1	0
	Media Flex Instructional	700	Existing	Church Creek Elementary	1	617
				Havre de Grace Elementary	1	583
					1	149
				Homestead/Wakefield Elementary	1	842
					1	850
				Old Post Road Intermediate	1	223
				Red Pump Elementary	1	305
				Ring Factory Elementary	1	668
				Youth's Benefit Elementary	1	839
					1	598
					1	983
			Needed	Abingdon Elementary	1	0
				Bakerfield Elementary	1	0
				Bel Air Elementary	1	0
				Churchville Elementary	1	0
				Darlington Elementary	1	0
				Deerfield Elementary	1	0
				Dublin Elementary	1	0
				Edgewood Elementary	1	0
				Emmorton Elementary	1	0
				Forest Hill Elementary	1	0
				Forest Lakes Elementary	1	0
				Fountain Green Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Halls Cross Roads Elementary	1	0
				Hickory Elementary	1	0
				Jarrettsville Elementary	1	0
				Joppatowne Elementary	1	0
				Magnolia Elementary	1	0
				Meadowvale Elementary	1	0
				Norrisville Elementary	1	0
				North Bend Elementary	1	0
				North Harford Elementary	1	0
				Old Post Road Primary Elemen..	1	0
				Prospect Mill Elementary	1	0
				Riverside Elementary	1	0
				Roye-Williams Elementary	1	0
				William S. James Elementary	1	0

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Media Center	Media Instructional Area	700	Existing	Abingdon Elementary	1	796
				Bakerfield Elementary	1	1,252
				Bel Air Elementary	1	1,145
				Church Creek Elementary	1	986
				Churchville Elementary	1	805
				Darlington Elementary	1	875
				Deerfield Elementary	1	511
					1	759
				Dublin Elementary	1	778
				Edgewood Elementary	1	545
				Forest Hill Elementary	1	990
				Forest Lakes Elementary	1	749
				Fountain Green Elementary	1	745
				George D. Lisby Elementary @..	1	1,033
				Halls Cross Roads Elementary	1	235
				Hickory Elementary	1	899
				Jarrettsville Elementary	1	534
				Joppatowne Elementary	1	871
					1	826
				Magnolia Elementary	1	904
				Meadowvale Elementary	1	864
				North Bend Elementary	1	635
				North Harford Elementary	1	789
				Old Post Road Intermediate	1	865
				Old Post Road Primary Elementary	1	494
					1	533
				Prospect Mill Elementary	1	741
				Red Pump Elementary	1	828
					1	731
				Riverside Elementary	1	1,074
				Roye-Williams Elementary	1	968
			Needed	Emmorton Elementary	1	0
				Havre de Grace Elementary	1	0
				Homestead/Wakefield Element..	1	0
				Norrisville Elementary	1	0
				Ring Factory Elementary	1	0
				William S. James Elementary	1	0
				Youth's Benefit Elementary	1	0
	Media Reference Area	450	Existing	Red Pump Elementary	1	999
			Needed	Abingdon Elementary	1	0
				Bakerfield Elementary	1	0

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Media Center	Media Reference Area	450	Needed	Bel Air Elementary	1	0
				Church Creek Elementary	1	0
				Churchville Elementary	1	0
				Darlington Elementary	1	0
				Deerfield Elementary	1	0
				Dublin Elementary	1	0
				Edgewood Elementary	1	0
				Emmorton Elementary	1	0
				Forest Hill Elementary	1	0
				Forest Lakes Elementary	1	0
				Fountain Green Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Halls Cross Roads Elementary	1	0
				Havre de Grace Elementary	1	0
				Hickory Elementary	1	0
				Homestead/Wakefield Element..	1	0
				Jarrettsville Elementary	1	0
				Joppatowne Elementary	1	0
				Magnolia Elementary	1	0
				Meadowvale Elementary	1	0
				Norrisville Elementary	1	0
				North Bend Elementary	1	0
				North Harford Elementary	1	0
				Old Post Road Intermediate	1	0
				Old Post Road Primary Elemen..	1	0
				Prospect Mill Elementary	1	0
				Ring Factory Elementary	1	0
				Riverside Elementary	1	0
				Roye-Williams Elementary	1	0
				William S. James Elementary	1	0
				Youth's Benefit Elementary	1	0
	Media Stacks	2,200	Existing	Abingdon Elementary	1	1,201
				Bakerfield Elementary	1	1,227
				Bel Air Elementary	1	1,080
				Church Creek Elementary	1	1,438
				Churchville Elementary	1	1,576
				Darlington Elementary	1	454
				Deerfield Elementary	1	1,730
				Dublin Elementary	2	758
				Edgewood Elementary	1	1,798
				Emmorton Elementary	1	1,537

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Media Center	Media Stacks	2,200	Existing	Forest Hill Elementary	1	1,209
				Forest Lakes Elementary	1	1,628
				Fountain Green Elementary	1	1,312
				George D. Lisby Elementary @..	1	1,471
				Halls Cross Roads Elementary	1	1,214
				Havre de Grace Elementary	1	1,365
				Hickory Elementary	1	1,236
				Homestead/Wakefield Element..	1	2,854
				Jarrettsville Elementary	1	1,866
				Joppatowne Elementary	1	1,279
				Magnolia Elementary	1	1,840
				Meadowvale Elementary	1	1,305
				Norrisville Elementary	1	1,306
				North Bend Elementary	1	1,311
				North Harford Elementary	1	1,201
				Old Post Road Intermediate	1	1,012
				Old Post Road Primary Elemen..	1	1,318
				Prospect Mill Elementary	1	923
				Red Pump Elementary	2	1,915
				Ring Factory Elementary	1	1,400
				Riverside Elementary	1	943
				Roye-Williams Elementary	1	1,612
				William S. James Elementary	1	2,823
				Youth's Benefit Elementary	1	857
	Storage Media Center	450	Existing	Abingdon Elementary	1	286
				Bakerfield Elementary	1	410
				Bel Air Elementary	1	84
				Church Creek Elementary	1	619
				Churchville Elementary	2	95
				Deerfield Elementary	2	272
				Edgewood Elementary	1	114
				Fountain Green Elementary	1	235
				Havre de Grace Elementary	1	339
				Hickory Elementary	2	521
				Homestead/Wakefield Element..	1	161
				North Bend Elementary	1	175
				Old Post Road Intermediate	1	30
				Red Pump Elementary	2	560
				Ring Factory Elementary	1	174
				William S. James Elementary	2	327
				Youth's Benefit Elementary	2	513

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Media Center	Storage Media Center	450	Needed	Darlington Elementary	1	0
				Dublin Elementary	1	0
				Emmorton Elementary	1	0
				Forest Hill Elementary	1	0
				Forest Lakes Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Halls Cross Roads Elementary	1	0
				Jarrettsville Elementary	1	0
				Joppatowne Elementary	1	0
				Magnolia Elementary	1	0
				Meadowvale Elementary	1	0
				Norrisville Elementary	1	0
				North Harford Elementary	1	0
				Old Post Road Primary Elemen..	1	0
				Prospect Mill Elementary	1	0
				Riverside Elementary	1	0
				Roye-Williams Elementary	1	0
	TV Studio	450	Existing	Churchville Elementary	1	214
				Deerfield Elementary	1	461
				Edgewood Elementary	1	498
				Forest Hill Elementary	1	258
				Forest Lakes Elementary	1	70
				Fountain Green Elementary	1	280
				Homestead/Wakefield Element..	1	408
				Jarrettsville Elementary	1	200
				Joppatowne Elementary	1	615
				North Bend Elementary	1	378
				Red Pump Elementary	1	463
				Youth's Benefit Elementary	1	451
			Needed	Abingdon Elementary	1	0
				Bakerfield Elementary	1	0
				Bel Air Elementary	1	0
				Church Creek Elementary	1	0
				Darlington Elementary	1	0
				Dublin Elementary	1	0
				Emmorton Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Halls Cross Roads Elementary	1	0
				Havre de Grace Elementary	1	0
				Hickory Elementary	1	0
				Magnolia Elementary	1	0

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Media Center	TV Studio	450	Needed	Meadowvale Elementary	1	0
				Norrisville Elementary	1	0
				North Harford Elementary	1	0
				Old Post Road Intermediate	1	0
				Old Post Road Primary Elemen..	1	0
				Prospect Mill Elementary	1	0
				Ring Factory Elementary	1	0
				Riverside Elementary	1	0
				Roye-Williams Elementary	1	0
				William S. James Elementary	1	0
Physical Education	Gymnasium	3,000	Existing	Abingdon Elementary	1	5,891
				Bakerfield Elementary	1	3,808
				Bel Air Elementary	1	2,729
				Church Creek Elementary	1	6,277
				Churchville Elementary	1	4,072
				Darlington Elementary	1	2,531
				Deerfield Elementary	1	5,869
				Dublin Elementary	1	2,728
				Edgewood Elementary	1	2,965
				Emmorton Elementary	1	5,962
				Forest Hill Elementary	1	5,655
				Forest Lakes Elementary	1	5,373
				Fountain Green Elementary	1	5,610
				George D. Lisby Elementary @..	1	3,003
				Halls Cross Roads Elementary	1	2,696
				Havre de Grace Elementary	1	2,516
				Hickory Elementary	1	4,634
				Homestead/Wakefield Element..	1	6,395
				Jarrettsville Elementary	1	3,294
				Joppatowne Elementary	1	6,187
				Magnolia Elementary	1	3,072
				Meadowvale Elementary	1	2,926
				Norrisville Elementary	1	1,314
				North Bend Elementary	1	5,952
				North Harford Elementary	1	2,690
				Old Post Road Intermediate	1	2,756
				Old Post Road Primary Elemen..	1	2,134
				Prospect Mill Elementary	1	5,918
				Red Pump Elementary	1	6,259
				Ring Factory Elementary	1	6,292
				Riverside Elementary	1	2,720

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Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Physical Education	Gymnasium	3,000	Existing	Roye-Williams Elementary	1	1,360
					1	3,938
				William S. James Elementary	1	3,062
				Youth's Benefit Elementary	1	6,461
	Office PE	210	Existing	Abingdon Elementary	1	115
				Bakerfield Elementary	1	166
				Bel Air Elementary	1	178
				Church Creek Elementary	1	102
				Churchville Elementary	1	96
				Deerfield Elementary	1	274
				Dublin Elementary	1	295
				Edgewood Elementary	1	121
				Emmorton Elementary	1	100
				Forest Hill Elementary	1	104
				Forest Lakes Elementary	1	150
				Fountain Green Elementary	1	64
				George D. Lisby Elementary @..	1	343
				Havre de Grace Elementary	1	88
				Hickory Elementary	1	214
				Homestead/Wakefield Element..	1	264
				Jarrettsville Elementary	1	120
				Joppatowne Elementary	1	165
				Magnolia Elementary	1	111
				Meadowvale Elementary	1	111
				Norrisville Elementary	1	101
				North Bend Elementary	1	245
				North Harford Elementary	1	136
				Old Post Road Primary Elemen..	1	103
				Prospect Mill Elementary	1	197
				Red Pump Elementary	1	151
				Ring Factory Elementary	1	54
				Riverside Elementary	1	259
				Roye-Williams Elementary	1	53
				William S. James Elementary	1	111
				Youth's Benefit Elementary	1	176
			Needed	Darlington Elementary	1	0
				Halls Cross Roads Elementary	1	0
				Old Post Road Intermediate	1	0
	Parks and Rec Space	3,000	Existing	Church Creek Elementary	1	295
				Forest Lakes Elementary	1	1,412
				Meadowvale Elementary	1	1,011

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Physical Education	Parks and Rec Space	3,000	Existing	Norrisville Elementary	1	1,443
	Stage	1,000	Existing	Bel Air Elementary	1	587
				Church Creek Elementary	1	791
				Churchville Elementary	1	643
				Darlington Elementary	1	446
				Edgewood Elementary	1	940
				Fountain Green Elementary	1	711
				George D. Lisby Elementary @..	1	910
				Hickory Elementary	1	983
				Homestead/Wakefield Element..	1	1,096
				Jarrettsville Elementary	1	993
				Joppatowne Elementary	1	1,007
				Meadowvale Elementary	1	606
				Red Pump Elementary	1	669
				Ring Factory Elementary	1	744
				Roye-Williams Elementary	1	984
				Youth's Benefit Elementary	2	2,001
			Needed	Abingdon Elementary	1	0
				Bakerfield Elementary	1	0
				Deerfield Elementary	1	0
				Dublin Elementary	1	0
				Emmorton Elementary	1	0
				Forest Hill Elementary	1	0
				Forest Lakes Elementary	1	0
				Halls Cross Roads Elementary	1	0
				Havre de Grace Elementary	1	0
				Magnolia Elementary	1	0
				Norrisville Elementary	1	0
				North Bend Elementary	1	0
				North Harford Elementary	1	0
				Old Post Road Intermediate	1	0
				Old Post Road Primary Elemen..	1	0
				Prospect Mill Elementary	1	0
				Riverside Elementary	1	0
				William S. James Elementary	1	0
	Storage Chair	200	Existing	Abingdon Elementary	1	49
				Bakerfield Elementary	1	177
				Church Creek Elementary	1	207
				Churchville Elementary	1	43
				Darlington Elementary	1	115
				Deerfield Elementary	1	189

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Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Physical Education	Storage Chair	200	Existing	Dublin Elementary	1	220
				Edgewood Elementary	1	164
				Emmorton Elementary	1	178
				Forest Hill Elementary	1	524
				Forest Lakes Elementary	1	222
				Hickory Elementary	1	123
				Homestead/Wakefield Element..	1	208
				Jarrettsville Elementary	1	148
				Joppatowne Elementary	1	129
				Magnolia Elementary	1	206
				Meadowvale Elementary	1	267
				Norrisville Elementary	1	217
				Red Pump Elementary	1	179
				Youth's Benefit Elementary	1	279
			Needed	Bel Air Elementary	1	0
				Fountain Green Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Halls Cross Roads Elementary	1	0
				Havre de Grace Elementary	1	0
				North Bend Elementary	1	0
				North Harford Elementary	1	0
				Old Post Road Intermediate	1	0
				Old Post Road Primary Elemen..	1	0
				Prospect Mill Elementary	1	0
				Ring Factory Elementary	1	0
				Riverside Elementary	1	0
				Roye-Williams Elementary	1	0
				William S. James Elementary	1	0
	Storage Outdoor	500	Existing	Abingdon Elementary	1	323
				Bakerfield Elementary	1	548
				Bel Air Elementary	1	286
				Church Creek Elementary	1	253
				Churchville Elementary	1	330
				Darlington Elementary	1	162
				Edgewood Elementary	1	296
				Forest Hill Elementary	1	482
				Forest Lakes Elementary	1	511
				Fountain Green Elementary	2	391
				George D. Lisby Elementary @..	2	263
				Halls Cross Roads Elementary	1	116
				Havre de Grace Elementary	1	184

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Physical Education	Storage Outdoor	500	Existing	Hickory Elementary	1	242
				Homestead/Wakefield Element..	2	875
				Jarrettsville Elementary	1	212
				Joppatowne Elementary	1	380
				Magnolia Elementary	1	330
				Meadowvale Elementary	2	1,124
				Norrisville Elementary	1	181
				North Bend Elementary	1	206
				North Harford Elementary	1	298
				Old Post Road Intermediate	1	190
				Old Post Road Primary Elemen..	1	299
				Prospect Mill Elementary	1	268
				Red Pump Elementary	2	559
				Ring Factory Elementary	1	249
				Riverside Elementary	1	226
				Roye-Williams Elementary	1	613
				William S. James Elementary	1	437
			Needed	Deerfield Elementary	1	0
				Dublin Elementary	1	0
				Emmorton Elementary	1	0
				Youth's Benefit Elementary	1	0
	Storage P&R	150	Existing	Abingdon Elementary	1	281
				Church Creek Elementary	1	330
				Edgewood Elementary	1	153
				Forest Hill Elementary	1	170
				Forest Lakes Elementary	2	636
				Fountain Green Elementary	1	126
				Homestead/Wakefield Element..	1	158
				Norrisville Elementary	1	117
				Prospect Mill Elementary	1	504
				Red Pump Elementary	1	325
				Ring Factory Elementary	1	474
				William S. James Elementary	1	355
				Youth's Benefit Elementary	1	320
			Needed	Bakerfield Elementary	1	0
				Churchville Elementary	1	0
				Darlington Elementary	1	0
				Deerfield Elementary	1	0
				Dublin Elementary	1	0
				Emmorton Elementary	1	0
				George D. Lisby Elementary @..	1	0

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Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Physical Education	Storage P&R	150	Needed	Havre de Grace Elementary	1	0
				Hickory Elementary	1	0
				Jarrettsville Elementary	1	0
				Joppatowne Elementary	1	0
				Magnolia Elementary	1	0
				Meadowvale Elementary	1	0
				North Bend Elementary	1	0
				North Harford Elementary	1	0
				Old Post Road Intermediate	1	0
				Old Post Road Primary Elemen..	1	0
				Riverside Elementary	1	0
				Roye-Williams Elementary	1	0
	Storage PE	300	Existing	Abingdon Elementary	2	651
				Bakerfield Elementary	1	547
				Bel Air Elementary	2	327
				Church Creek Elementary	1	502
				Churchville Elementary	1	301
				Deerfield Elementary	2	513
				Dublin Elementary	1	117
				Edgewood Elementary	1	578
				Emmorton Elementary	1	481
				Forest Hill Elementary	1	401
				Forest Lakes Elementary	1	358
				Fountain Green Elementary	1	319
				George D. Lisby Elementary @..	1	135
				Halls Cross Roads Elementary	1	161
				Havre de Grace Elementary	1	292
				Hickory Elementary	1	548
				Homestead/Wakefield Element..	2	377
				Jarrettsville Elementary	1	108
				Joppatowne Elementary	1	566
				Magnolia Elementary	1	206
				Meadowvale Elementary	1	269
				Norrisville Elementary	1	83
				North Bend Elementary	3	481
				North Harford Elementary	2	240
				Old Post Road Intermediate	1	169
				Old Post Road Primary Elemen..	2	270
				Prospect Mill Elementary	1	500
				Red Pump Elementary	2	575
				Ring Factory Elementary	1	176

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Physical Education	Storage PE	300	Existing	Roye-Williams Elementary	3	952
				William S. James Elementary	1	206
				Youth's Benefit Elementary	4	556
			Needed	Darlington Elementary	1	0
				Riverside Elementary	1	0
	Storage Stage	125	Existing	Edgewood Elementary	1	168
				Homestead/Wakefield Element..	1	452
				Red Pump Elementary	1	127
				Roye-Williams Elementary	1	73
				Youth's Benefit Elementary	2	32
			Needed	Abingdon Elementary	1	0
				Bakerfield Elementary	1	0
				Bel Air Elementary	1	0
				Church Creek Elementary	1	0
				Churchville Elementary	1	0
				Darlington Elementary	1	0
				Deerfield Elementary	1	0
				Dublin Elementary	1	0
				Emmorton Elementary	1	0
				Forest Hill Elementary	1	0
				Forest Lakes Elementary	1	0
				Fountain Green Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Havre de Grace Elementary	1	0
				Hickory Elementary	1	0
				Jarrettsville Elementary	1	0
				Joppatowne Elementary	1	0
				Magnolia Elementary	1	0
				Meadowvale Elementary	1	0
				Norrisville Elementary	1	0
				North Bend Elementary	1	0
				North Harford Elementary	1	0
				Old Post Road Intermediate	1	0
				Old Post Road Primary Elemen..	1	0
				Prospect Mill Elementary	1	0
				Ring Factory Elementary	1	0
				Riverside Elementary	1	0
				William S. James Elementary	1	0
Special Education	Calming	100	Existing	Abingdon Elementary	1	283
					1	39
				Bakerfield Elementary	1	224

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Special Education	Calming	100	Existing	Bakerfield Elementary	1	54
				Church Creek Elementary	1	158
					1	32
					1	43
					1	53
					1	52
				Churchville Elementary	1	83
				Deerfield Elementary	1	64
				Edgewood Elementary	1	98
				Emmorton Elementary	1	298
				Forest Hill Elementary	1	83
				Forest Lakes Elementary	1	103
				Fountain Green Elementary	1	336
				George D. Lisby Elementary @..	1	87
				Halls Cross Roads Elementary	1	80
				Havre de Grace Elementary	1	208
				Hickory Elementary	1	42
					1	43
					1	316
					1	17
				Homestead/Wakefield Elementary	1	101
					1	136
				Jarrettsville Elementary	1	153
					1	73
					1	82
					1	82
				Joppatowne Elementary	1	153
					1	239
					1	52
					1	53
				Magnolia Elementary	1	253
					1	84
				North Bend Elementary	1	191
				Prospect Mill Elementary	1	55
					1	60
				Red Pump Elementary	1	140
					1	63
					1	63
				Ring Factory Elementary	1	189
				Riverside Elementary	1	265
					1	99

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Special Education	Calming	100	Existing	Riverside Elementary	1	28
				Roye-Williams Elementary	1	52
				William S. James Elementary	1	289
					1	46
				Youth's Benefit Elementary	1	169
			Needed	Bel Air Elementary	1	0
				Church Creek Elementary	1	0
				Darlington Elementary	1	0
				Deerfield Elementary	1	0
				Dublin Elementary	1	0
				Havre de Grace Elementary	1	0
				Meadowvale Elementary	1	0
				Norrisville Elementary	1	0
				North Harford Elementary	1	0
				Old Post Road Intermediate	1	0
				Old Post Road Primary Elementary	1	0
					1	0
				Red Pump Elementary	1	0
				Youth's Benefit Elementary	1	0
	Classroom CSP	770	Existing	Church Creek Elementary	1	474
					1	546
					1	500
				Jarrettsville Elementary	1	544
					1	523
				Joppatowne Elementary	1	777
					1	840
					1	654
				Prospect Mill Elementary	1	768
					1	679
					1	742
				Red Pump Elementary	1	562
					1	711
					1	718
			Needed	Roye-Williams Elementary	1	0
	Classroom Special Education	700	Existing	Abingdon Elementary	1	801
					1	734
					1	770
					1	683
				Bakerfield Elementary	1	882
				Bel Air Elementary	1	703
					1	249

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Special Education	Classroom Special Education	700	Existing	Churchville Elementary	1	607
				Darlington Elementary	1	768
					1	781
				Deerfield Elementary	1	679
				Edgewood Elementary	1	742
					1	996
				Emmorton Elementary	1	826
					1	790
				Forest Hill Elementary	1	748
					1	779
					1	786
				Forest Lakes Elementary	1	816
					1	818
				Fountain Green Elementary	1	771
					1	771
				Havre de Grace Elementary	1	926
					1	935
				Hickory Elementary	1	698
					1	701
					1	703
				Homestead/Wakefield Elementary	1	917
					1	920
				Meadowvale Elementary	1	779
					1	763
				North Bend Elementary	1	823
					1	823
				Old Post Road Intermediate	1	842
					1	842
				Ring Factory Elementary	1	851
					1	815
				Riverside Elementary	1	652
					1	715
				Roye-Williams Elementary	1	725
					1	699
				William S. James Elementary	1	801
					1	757
					1	826
				Youth's Benefit Elementary	1	1,023
					1	1,107
			Needed	Church Creek Elementary	1	0
					1	0

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Special Education	Classroom Special Education	700	Needed	Dublin Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Halls Cross Roads Elementary	1	0
				Jarrettsville Elementary	1	0
				Magnolia Elementary	1	0
				Norrisville Elementary	1	0
				North Harford Elementary	1	0
				Old Post Road Primary Elementary	1	0
					1	0
				Red Pump Elementary	1	0
	Early Intervention	1,000	Existing	Bel Air Elementary	1	249
				Edgewood Elementary	1	176
				Roye-Williams Elementary	1	648
					1	196
			Needed	Emmorton Elementary	1	0
				Havre de Grace Elementary	1	0
				Homestead/Wakefield Element..	1	0
				Meadowvale Elementary	1	0
				North Bend Elementary	1	0
				Youth's Benefit Elementary	1	0
	Lavatory Special Education	65	Existing	Abingdon Elementary	1	24
					1	45
					1	42
				Churchville Elementary	1	52
					1	51
				Deerfield Elementary	1	84
				Meadowvale Elementary	1	38
				Prospect Mill Elementary	1	25
				Red Pump Elementary	1	75
					1	65
					1	65
				Youth's Benefit Elementary	1	61
					1	72
					1	54
					1	59
			Needed	Bakerfield Elementary	1	0
				Bel Air Elementary	1	0
				Church Creek Elementary	1	0
					1	0
					1	0
				Darlington Elementary	1	0

Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Special Education	Lavatory Special Education	65	Needed	Deerfield Elementary	1	0
				Dublin Elementary	1	0
				Edgewood Elementary	1	0
				Emmorton Elementary	1	0
				Forest Hill Elementary	1	0
				Forest Lakes Elementary	1	0
				Fountain Green Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Halls Cross Roads Elementary	1	0
				Havre de Grace Elementary	1	0
				Hickory Elementary	1	0
				Jarrettsville Elementary	1	0
				Joppatowne Elementary	1	0
				Magnolia Elementary	1	0
				Norrisville Elementary	1	0
				North Bend Elementary	1	0
				North Harford Elementary	1	0
				Old Post Road Intermediate	1	0
				Old Post Road Primary Elemen..	1	0
				Prospect Mill Elementary	1	0
				Ring Factory Elementary	1	0
				Riverside Elementary	1	0
				Roye-Williams Elementary	1	0
				William S. James Elementary	1	0
	OT Workroom	250	Existing	Darlington Elementary	1	49
				Forest Hill Elementary	1	243
				Havre de Grace Elementary	1	311
				Homestead/Wakefield Element..	1	271
				Magnolia Elementary	1	86
				North Harford Elementary	1	232
				Old Post Road Primary Elemen..	1	165
				Roye-Williams Elementary	1	351
				William S. James Elementary	1	356
				Youth's Benefit Elementary	1	152
			Needed	Abingdon Elementary	1	0
				Bakerfield Elementary	1	0
				Bel Air Elementary	1	0
				Church Creek Elementary	1	0
				Churchville Elementary	1	0
				Deerfield Elementary	1	0
				Dublin Elementary	1	0

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Special Education	OT Workroom	250	Needed	Edgewood Elementary	1	0
				Emmorton Elementary	1	0
				Forest Lakes Elementary	1	0
				Fountain Green Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Halls Cross Roads Elementary	1	0
				Jarrettsville Elementary	1	0
				Joppatowne Elementary	1	0
				Meadowvale Elementary	1	0
				Norrisville Elementary	1	0
				North Bend Elementary	1	0
				Old Post Road Intermediate	1	0
				Prospect Mill Elementary	1	0
				Ring Factory Elementary	1	0
				Riverside Elementary	1	0
				Youth's Benefit Elementary	1	0
	Regional Program Workroom	400	Existing	Bakerfield Elementary	1	492
				Church Creek Elementary	1	852
					1	81
				Homestead/Wakefield Element..	1	351
				Jarrettsville Elementary	1	134
				Joppatowne Elementary	1	581
				Magnolia Elementary	1	134
				Prospect Mill Elementary	1	380
				Red Pump Elementary	1	130
				Roye-Williams Elementary	1	936
					1	936
			Needed	Abingdon Elementary	1	0
				Darlington Elementary	1	0
				Deerfield Elementary	1	0
				Forest Hill Elementary	1	0
				Forest Lakes Elementary	1	0
				Red Pump Elementary	1	0
				Ring Factory Elementary	1	0
				Riverside Elementary	1	0
				William S. James Elementary	1	0
	Resource Classroom	300	Existing	Deerfield Elementary	1	558
				Fountain Green Elementary	1	396
				Hickory Elementary	1	313
			Needed	Abingdon Elementary	1	0
				Church Creek Elementary	1	0

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APPENDIX A2 - Inventory by **Space Type for All**

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Special Education	Resource Classroom	300	Needed	Darlington Elementary	1	0
				Forest Hill Elementary	1	0
				Forest Lakes Elementary	1	0
				Fountain Green Elementary	1	0
				Jarrettsville Elementary	1	0
				Joppatowne Elementary	1	0
				Magnolia Elementary	1	0
				Prospect Mill Elementary	1	0
				Red Pump Elementary	1	0
				Ring Factory Elementary	1	0
				Riverside Elementary	1	0
				Roye-Williams Elementary	1	0
				William S. James Elementary	1	0
	Resource Testing	100	Existing	Deerfield Elementary	1	153
				Jarrettsville Elementary	1	70
					1	94
				Meadowvale Elementary	1	519
				Riverside Elementary	1	37
				Youth's Benefit Elementary	1	101
			Needed	Abingdon Elementary	1	0
				Bakerfield Elementary	1	0
				Bel Air Elementary	1	0
				Church Creek Elementary	1	0
				Churchville Elementary	1	0
				Darlington Elementary	1	0
				Dublin Elementary	1	0
				Edgewood Elementary	1	0
				Emmorton Elementary	1	0
				Forest Hill Elementary	1	0
				Forest Lakes Elementary	1	0
				Fountain Green Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Halls Cross Roads Elementary	1	0
				Havre de Grace Elementary	1	0
				Hickory Elementary	1	0
				Homestead/Wakefield Element..	1	0
				Joppatowne Elementary	1	0
				Magnolia Elementary	1	0
				Norrisville Elementary	1	0
				North Bend Elementary	1	0
				North Harford Elementary	1	0

Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Special Education	Resource Testing	100	Needed	Old Post Road Intermediate	1	0
				Old Post Road Primary Elemen..	1	0
				Prospect Mill Elementary	1	0
				Red Pump Elementary	1	0
				Ring Factory Elementary	1	0
				Roye-Williams Elementary	1	0
				William S. James Elementary	1	0
	Sensory	400	Existing	Abingdon Elementary	1	585
				Bakerfield Elementary	1	837
				Church Creek Elementary	1	287
					1	475
				Churchville Elementary	1	148
				Darlington Elementary	1	333
				Deerfield Elementary	1	562
				Dublin Elementary	1	181
				Edgewood Elementary	1	702
				Emmorton Elementary	1	209
				Forest Hill Elementary	1	753
					1	211
				Forest Lakes Elementary	1	305
				Fountain Green Elementary	1	336
				George D. Lisby Elementary @..	1	40
				Havre de Grace Elementary	1	582
				Hickory Elementary	1	354
				Homestead/Wakefield Elementary	1	421
					1	526
				Jarrettsville Elementary	1	301
				Joppatowne Elementary	1	433
				Magnolia Elementary	1	417
				Meadowvale Elementary	1	613
				North Bend Elementary	1	407
				North Harford Elementary	1	150
				Old Post Road Intermediate	1	246
				Old Post Road Primary Elemen..	1	119
				Prospect Mill Elementary	1	168
				Red Pump Elementary	1	322
				Ring Factory Elementary	1	579
				Riverside Elementary	1	346
				Roye-Williams Elementary	1	535
				William S. James Elementary	1	401
				Youth's Benefit Elementary	1	864

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Special Education	Sensory	400	Needed	Abingdon Elementary	1	0
				Bel Air Elementary	1	0
				Deerfield Elementary	1	0
				Halls Cross Roads Elementary	1	0
				Havre de Grace Elementary	1	0
				Hickory Elementary	1	0
				Norrisville Elementary	1	0
				Old Post Road Primary Elemen..	1	0
				Red Pump Elementary	1	0
				Riverside Elementary	1	0
				Youth's Benefit Elementary	1	0
	Small Group Pullout	600	Existing	Abingdon Elementary	1	236
					1	707
					1	815
					1	738
					1	836
					1	1,108
					1	377
				Bakerfield Elementary	1	422
				Bel Air Elementary	1	291
				Church Creek Elementary	1	228
				Churchville Elementary	1	348
					1	675
				Darlington Elementary	1	442
				Deerfield Elementary	1	1,198
					1	680
					1	365
				Dublin Elementary	1	343
				Edgewood Elementary	1	193
					1	695
					1	702
				Emmorton Elementary	1	326
					1	832
					1	864
				Forest Hill Elementary	1	243
					1	244
				Forest Lakes Elementary	1	877
					1	475
				Fountain Green Elementary	1	750
				George D. Lisby Elementary @ Hillsdale	1	624
					1	443

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Special Education	Small Group Pullout	600	Existing	Hillsdale	1	695
				Halls Cross Roads Elementary	1	767
					1	444
					1	239
					1	775
				Havre de Grace Elementary	1	981
					1	501
					1	143
				Hickory Elementary	1	313
					1	318
					1	313
				Homestead/Wakefield Elementary	1	664
					1	648
					1	620
					1	608
					1	624
					1	594
				Jarrettsville Elementary	1	726
					1	803
					1	193
				Joppatowne Elementary	1	915
					1	838
					1	835
					1	642
				Magnolia Elementary	1	356
					1	706
					1	332
					1	224
					1	224
					1	223
					1	224
				Meadowvale Elementary	1	680
					1	935
					1	161
				Norrisville Elementary	1	248
					1	464
				North Bend Elementary	1	783
					1	839
				North Harford Elementary	1	619
					1	641
					1	641

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Special Education	Small Group Pullout	600	Existing	North Harford Elementary	1	224
					1	639
				Old Post Road Intermediate	1	359
				Old Post Road Primary Elemen..	1	212
				Prospect Mill Elementary	1	674
					1	147
					1	666
					1	403
				Red Pump Elementary	1	964
					1	639
					1	633
					1	604
					1	589
					1	316
				Ring Factory Elementary	1	348
					1	386
					1	368
				Riverside Elementary	1	1,089
					1	268
				Roye-Williams Elementary	1	1,056
					1	700
				William S. James Elementary	1	356
					1	356
					1	75
				Youth's Benefit Elementary	1	846
					1	743
					1	1,024
					1	181
					1	153
					1	627
					1	766
					1	801
					1	628
			Needed	Bakerfield Elementary	1	0
					1	0
				Bel Air Elementary	1	0
				Church Creek Elementary	1	0
					1	0
					1	0
				Deerfield Elementary	1	0
				Fountain Green Elementary	1	0

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Special Education	Small Group Pullout	600	Needed	Havre de Grace Elementary	1	0
				Hickory Elementary	1	0
				Old Post Road Primary Elementary	1	0
					1	0
					1	0
				Prospect Mill Elementary	1	0
				Red Pump Elementary	1	0
				Riverside Elementary	1	0
	Storage OT/PT	250	Existing	Abingdon Elementary	1	143
			Needed	Bakerfield Elementary	1	0
				Bel Air Elementary	1	0
				Church Creek Elementary	1	0
				Churchville Elementary	1	0
				Darlington Elementary	1	0
				Deerfield Elementary	1	0
				Dublin Elementary	1	0
				Edgewood Elementary	1	0
				Emmorton Elementary	1	0
				Forest Hill Elementary	1	0
				Forest Lakes Elementary	1	0
				Fountain Green Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Halls Cross Roads Elementary	1	0
				Havre de Grace Elementary	1	0
				Hickory Elementary	1	0
				Jarrettsville Elementary	1	0
				Joppatowne Elementary	1	0
				Magnolia Elementary	1	0
				Meadowvale Elementary	1	0
				Norrisville Elementary	1	0
				North Bend Elementary	1	0
				North Harford Elementary	1	0
				Old Post Road Intermediate	1	0
				Old Post Road Primary Elemen..	1	0
				Prospect Mill Elementary	1	0
				Ring Factory Elementary	1	0
				Riverside Elementary	1	0
				Roye-Williams Elementary	1	0
				William S. James Elementary	1	0
				Youth's Benefit Elementary	1	0
Specialized Program	Calming SP	100	Needed	Deerfield Elementary	1	0

Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Specialized Program	Calming SP	100	Needed	George D. Lisby Elementary @..	1	0
				Havre de Grace Elementary	1	0
					1	0
				Joppatowne Elementary	1	0
				North Bend Elementary	1	0
				Old Post Road Primary Elementary	1	0
					1	0
	Classroom SP	850	Existing	Bakerfield Elementary	1	747
				Deerfield Elementary	1	1,317
					1	646
				Edgewood Elementary	1	1,328
				Halls Cross Roads Elementary	1	831
					1	834
				Roye-Williams Elementary	1	1,056
					1	936
			Needed	Edgewood Elementary	1	0
				Havre de Grace Elementary	1	0
				Joppatowne Elementary	1	0
				Magnolia Elementary	1	0
				North Bend Elementary	1	0
					1	0
				Old Post Road Primary Elementary	1	0
					1	0
				Riverside Elementary	1	0
	De-escalation SP	100	Needed	Deerfield Elementary	1	0
				Old Post Road Primary Elementary	1	0
					1	0
	Office - Private SP	200	Existing	Deerfield Elementary	1	131
				Edgewood Elementary	1	155
					1	201
				Hickory Elementary	1	93
					1	126
					1	104
					1	130
				Magnolia Elementary	1	155
			Needed	Deerfield Elementary	1	0
				Havre de Grace Elementary	1	0
					1	0
	Office - Shared SP	250	Existing	Bakerfield Elementary	1	386
				George D. Lisby Elementary @..	1	568
				Havre de Grace Elementary	1	712

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Specialized Program	Office - Shared SP	250	Existing	Hickory Elementary	1	460
				Joppatowne Elementary	1	767
					1	764
				Meadowvale Elementary	1	237
				Old Post Road Primary Elemen..	1	391
			Needed	Deerfield Elementary	1	0
				Edgewood Elementary	1	0
				Emmorton Elementary	1	0
				Magnolia Elementary	1	0
				North Bend Elementary	1	0
				Old Post Road Primary Elementary	1	0
					1	0
					1	0
				Riverside Elementary	1	0
	Pull-out Space SP	600	Existing	Bakerfield Elementary	1	149
				Church Creek Elementary	1	238
				Emmorton Elementary	1	359
				Forest Lakes Elementary	1	223
				Riverside Elementary	1	117
			Needed	Edgewood Elementary	1	0
					1	0
					1	0
				Emmorton Elementary	1	0
				George D. Lisby Elementary @ Hillsdale	1	0
					1	0
					1	0
				Havre de Grace Elementary	1	0
					1	0
				Joppatowne Elementary	1	0
				North Bend Elementary	1	0
				Old Post Road Primary Elementary	1	0
					1	0
					1	0
				Riverside Elementary	1	0
					1	0
	Sensory SP	400	Needed	Deerfield Elementary	1	0
				Emmorton Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Havre de Grace Elementary	1	0
				Joppatowne Elementary	1	0
				Old Post Road Primary	1	0

Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Specialized Program	Sensory SP	400	Needed	Elementary	1	0
	Storage SP	0	Existing	Joppatowne Elementary	1	210
			Needed	Deerfield Elementary	1	0
					1	0
				Edgewood Elementary	1	0
				Emmorton Elementary	1	0
				Magnolia Elementary	1	0
				North Bend Elementary	1	0
				Old Post Road Primary Elemen..	1	0
Student & Staff Support	Commons Intermediate	1,000	Existing	Abingdon Elementary	1	1,297
				Bel Air Elementary	1	538
					1	537
					1	659
				Church Creek Elementary	1	1,415
					1	1,235
					1	819
				Deerfield Elementary	1	743
				Emmorton Elementary	1	1,496
					1	1,741
				Forest Hill Elementary	1	837
					1	835
				Forest Lakes Elementary	1	415
					1	1,002
				Fountain Green Elementary	1	647
					1	651
					1	651
				Hickory Elementary	1	816
					1	748
				Jarrettsville Elementary	1	856
					1	861
				Joppatowne Elementary	1	631
					1	495
				North Bend Elementary	1	1,375
				North Harford Elementary	1	921
					1	887
					1	906
				Prospect Mill Elementary	1	1,055
					1	686
					1	626
				Red Pump Elementary	1	1,007
				Ring Factory Elementary	1	1,413

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by **Space Type for All**

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Student & Staff Support	Commons Intermediate	1,000	Existing	William S. James Elementary	1	373
					1	373
			Needed	Bakerfield Elementary	1	0
				Churchville Elementary	1	0
				Darlington Elementary	1	0
				Dublin Elementary	1	0
				Edgewood Elementary	1	0
				Emmorton Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Halls Cross Roads Elementary	1	0
				Havre de Grace Elementary	1	0
				Homestead/Wakefield Element..	1	0
				Magnolia Elementary	1	0
				Meadowvale Elementary	1	0
				Norrisville Elementary	1	0
				Old Post Road Intermediate	1	0
				Old Post Road Primary Elemen..	1	0
				Riverside Elementary	1	0
				Roye-Williams Elementary	1	0
				Youth's Benefit Elementary	1	0
	Commons K	650	Existing	Abingdon Elementary	1	994
				Church Creek Elementary	1	680
				Deerfield Elementary	1	1,555
				Emmorton Elementary	1	1,782
				Forest Hill Elementary	1	1,739
				Forest Lakes Elementary	1	1,148
				Fountain Green Elementary	1	614
				Hickory Elementary	1	946
				Magnolia Elementary	1	926
				North Bend Elementary	1	1,431
				Old Post Road Primary Elemen..	1	753
				Prospect Mill Elementary	1	833
				Red Pump Elementary	1	1,004
				Ring Factory Elementary	1	1,415
				William S. James Elementary	1	373
			Needed	Bakerfield Elementary	1	0
				Bel Air Elementary	1	0
				Churchville Elementary	1	0
				Darlington Elementary	1	0
				Dublin Elementary	1	0
				Edgewood Elementary	1	0

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory)	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Student & Staff Support	Commons K	650	Needed	George D. Lisby Elementary @..	1	0
				Halls Cross Roads Elementary	1	0
				Havre de Grace Elementary	1	0
				Homestead/Wakefield Element..	1	0
				Jarrettsville Elementary	1	0
				Joppatowne Elementary	1	0
				Meadowvale Elementary	1	0
				Norrisville Elementary	1	0
				North Harford Elementary	1	0
				Riverside Elementary	1	0
				Roye-Williams Elementary	1	0
				Youth's Benefit Elementary	1	0
	Commons Primary	1,250	Existing	Abingdon Elementary	1	1,236
				Bel Air Elementary	1	537
					1	538
				Church Creek Elementary	1	689
					1	833
				Churchville Elementary	1	812
				Emmorton Elementary	1	1,530
				Forest Hill Elementary	1	832
				Forest Lakes Elementary	1	1,164
				Fountain Green Elementary	1	627
					1	615
				Hickory Elementary	1	788
					1	755
				Jarrettsville Elementary	1	857
				North Bend Elementary	1	1,161
				North Harford Elementary	1	887
					1	868
				Old Post Road Primary Elementary	1	288
					1	280
				Prospect Mill Elementary	1	835
					1	828
				Red Pump Elementary	1	1,251
				Ring Factory Elementary	1	1,852
				Riverside Elementary	1	1,396
				William S. James Elementary	1	371
					1	373
			Needed	Bakerfield Elementary	1	0
				Darlington Elementary	1	0
				Deerfield Elementary	1	0

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APPENDIX A2 - Inventory by **Space Type for All**

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory)	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Student & Staff Support	Commons Primary	1,250	Needed	Dublin Elementary	1	0
				Edgewood Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Halls Cross Roads Elementary	1	0
				Havre de Grace Elementary	1	0
				Homestead/Wakefield Element..	1	0
				Joppatowne Elementary	1	0
				Magnolia Elementary	1	0
				Meadowvale Elementary	1	0
				Norrisville Elementary	1	0
				Roye-Williams Elementary	1	0
				Youth's Benefit Elementary	1	0
	Counseling	300	Existing	Abingdon Elementary	1	200
					1	60
				Bakerfield Elementary	1	365
				Bel Air Elementary	1	138
				Church Creek Elementary	1	349
				Churchville Elementary	1	704
				Darlington Elementary	1	200
				Deerfield Elementary	1	279
					1	241
				Dublin Elementary	1	196
				Forest Hill Elementary	1	269
				Forest Lakes Elementary	1	279
				Fountain Green Elementary	1	166
				George D. Lisby Elementary @..	1	276
				Halls Cross Roads Elementary	1	245
				Havre de Grace Elementary	1	402
				Hickory Elementary	1	215
				Homestead/Wakefield Elementary	1	98
					1	297
					1	296
				Jarrettsville Elementary	1	247
				Joppatowne Elementary	1	301
				Magnolia Elementary	1	361
				Meadowvale Elementary	1	290
				Norrisville Elementary	1	254
				North Bend Elementary	1	196
				North Harford Elementary	1	223
				Old Post Road Intermediate	1	312
				Old Post Road Primary Elemen..	1	178

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Student & Staff Support	Counseling	300	Existing	Red Pump Elementary	1	290
					1	307
				Ring Factory Elementary	1	213
				Riverside Elementary	1	279
				Roye-Williams Elementary	1	271
				William S. James Elementary	1	361
				Youth's Benefit Elementary	1	180
					1	266
			Needed	Church Creek Elementary	1	0
				Edgewood Elementary	1	0
				Emmorton Elementary	1	0
				Havre de Grace Elementary	1	0
				Hickory Elementary	1	0
				Old Post Road Primary Elemen..	1	0
				Prospect Mill Elementary	1	0
				Riverside Elementary	1	0
	Instructional Facilitator	150	Existing	North Bend Elementary	1	287
			Needed	Abingdon Elementary	1	0
				Bakerfield Elementary	1	0
				Bel Air Elementary	1	0
				Church Creek Elementary	1	0
				Churchville Elementary	1	0
				Darlington Elementary	1	0
				Deerfield Elementary	1	0
				Dublin Elementary	1	0
				Edgewood Elementary	1	0
				Emmorton Elementary	1	0
				Forest Hill Elementary	1	0
				Forest Lakes Elementary	1	0
				Fountain Green Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Halls Cross Roads Elementary	1	0
				Havre de Grace Elementary	1	0
				Hickory Elementary	1	0
				Homestead/Wakefield Element..	1	0
				Jarrettsville Elementary	1	0
				Joppatowne Elementary	1	0
				Magnolia Elementary	1	0
				Meadowvale Elementary	1	0
				Norrisville Elementary	1	0
				North Harford Elementary	1	0

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory)	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Student & Staff Support	Instructional Facilitator	150	Needed	Old Post Road Intermediate	1	0
				Old Post Road Primary Elemen..	1	0
				Prospect Mill Elementary	1	0
				Red Pump Elementary	1	0
				Ring Factory Elementary	1	0
				Riverside Elementary	1	0
				Roye-Williams Elementary	1	0
				William S. James Elementary	1	0
				Youth's Benefit Elementary	1	0
	Itinerant	250	Existing	Abingdon Elementary	1	287
					1	240
				Bakerfield Elementary	1	180
					1	516
				Bel Air Elementary	1	208
				Church Creek Elementary	1	228
					1	278
				Deerfield Elementary	1	164
				Emmorton Elementary	1	355
				Forest Lakes Elementary	1	830
					1	323
				Fountain Green Elementary	1	772
				George D. Lisby Elementary @..	1	256
				Halls Cross Roads Elementary	1	831
				Havre de Grace Elementary	1	688
				Joppatowne Elementary	1	176
					1	600
				Magnolia Elementary	1	127
					1	87
					1	333
				Meadowvale Elementary	1	116
				Norrisville Elementary	1	58
				North Bend Elementary	1	390
				Old Post Road Intermediate	1	222
					1	338
					1	707
				Old Post Road Primary Elementary	1	144
					1	198
				Prospect Mill Elementary	1	632
					1	598
					1	209
				Ring Factory Elementary	1	133

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Student & Staff Support	Itinerant	250	Existing	Riverside Elementary	1	215
					1	591
				Roye-Williams Elementary	1	355
					1	145
				Youth's Benefit Elementary	1	180
			Needed	Abingdon Elementary	1	0
				Churchville Elementary	1	0
				Darlington Elementary	1	0
				Deerfield Elementary	1	0
				Dublin Elementary	1	0
					1	0
				Edgewood Elementary	1	0
				Forest Hill Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Havre de Grace Elementary	1	0
				Hickory Elementary	1	0
				Homestead/Wakefield Elementary	1	0
					1	0
				Jarrettsville Elementary	1	0
				North Harford Elementary	1	0
				Red Pump Elementary	1	0
					1	0
				William S. James Elementary	1	0
				Youth's Benefit Elementary	1	0
	Math Specialist	600	Existing	Bel Air Elementary	1	718
				Deerfield Elementary	1	518
				Edgewood Elementary	1	98
				George D. Lisby Elementary @..	1	423
				Homestead/Wakefield Element..	1	602
				Joppatowne Elementary	1	94
				Riverside Elementary	1	90
			Needed	Abingdon Elementary	1	0
				Bakerfield Elementary	1	0
				Church Creek Elementary	1	0
				Churchville Elementary	1	0
				Darlington Elementary	1	0
				Dublin Elementary	1	0
				Edgewood Elementary	1	0
				Emmorton Elementary	1	0
				Forest Hill Elementary	1	0
				Forest Lakes Elementary	1	0

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory)	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Student & Staff Support	Math Specialist	600	Needed	Fountain Green Elementary	1	0
				Halls Cross Roads Elementary	1	0
				Havre de Grace Elementary	1	0
				Hickory Elementary	1	0
				Jarrettsville Elementary	1	0
				Magnolia Elementary	1	0
				Meadowvale Elementary	1	0
				Norrisville Elementary	1	0
				North Bend Elementary	1	0
				North Harford Elementary	1	0
				Old Post Road Intermediate	1	0
				Old Post Road Primary Elemen..	1	0
				Prospect Mill Elementary	1	0
				Red Pump Elementary	1	0
				Ring Factory Elementary	1	0
				Riverside Elementary	1	0
				Roye-Williams Elementary	1	0
				William S. James Elementary	1	0
				Youth's Benefit Elementary	1	0
	Mental Health	150	Existing	Edgewood Elementary	1	746
				Homestead/Wakefield Element..	1	203
				Magnolia Elementary	1	168
			Needed	Abingdon Elementary	1	0
				Bakerfield Elementary	1	0
				Bel Air Elementary	1	0
				Church Creek Elementary	1	0
				Churchville Elementary	1	0
				Darlington Elementary	1	0
				Deerfield Elementary	1	0
				Dublin Elementary	1	0
				Emmorton Elementary	1	0
				Forest Hill Elementary	1	0
				Forest Lakes Elementary	1	0
				Fountain Green Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Halls Cross Roads Elementary	1	0
				Havre de Grace Elementary	1	0
				Hickory Elementary	1	0
				Jarrettsville Elementary	1	0
				Joppatowne Elementary	1	0
				Meadowvale Elementary	1	0

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory)	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Student & Staff Support	Mental Health	150	Needed	Norrisville Elementary	1	0
				North Bend Elementary	1	0
				North Harford Elementary	1	0
				Old Post Road Intermediate	1	0
				Old Post Road Primary Elemen..	1	0
				Prospect Mill Elementary	1	0
				Red Pump Elementary	1	0
				Ring Factory Elementary	1	0
				Riverside Elementary	1	0
				Roye-Williams Elementary	1	0
				William S. James Elementary	1	0
				Youth's Benefit Elementary	1	0
	Planning	400	Existing	Abingdon Elementary	6	2,390
				Bel Air Elementary	1	247
				Deerfield Elementary	1	450
				Emmorton Elementary	2	471
				Forest Lakes Elementary	1	208
				Hickory Elementary	1	307
				Homestead/Wakefield Element..	7	2,319
				Jarrettsville Elementary	4	1,787
				Joppatowne Elementary	3	1,774
				Meadowvale Elementary	2	403
				Norrisville Elementary	1	492
				North Harford Elementary	1	234
				Prospect Mill Elementary	1	291
					1	312
					1	273
					1	227
					1	272
					1	329
				Red Pump Elementary	2	955
				Youth's Benefit Elementary	5	2,191
					1	306
			Needed	Bakerfield Elementary	1	0
					1	0
					1	0
				Bel Air Elementary	1	0
					1	0
				Church Creek Elementary	1	0
					1	0
					1	0

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Student & Staff Support	Planning	400	Needed	Church Creek Elementary	1	0
					1	0
				Churchville Elementary	1	0
					1	0
				Darlington Elementary	1	0
				Dublin Elementary	1	0
					1	0
				Edgewood Elementary	1	0
					1	0
					1	0
				Forest Hill Elementary	1	0
					1	0
					1	0
					1	0
					1	0
				Fountain Green Elementary	1	0
					1	0
					1	0
				George D. Lisby Elementary @ Hillsdale	1	0
					1	0
					1	0
				Halls Cross Roads Elementary	1	0
					1	0
					1	0
				Havre de Grace Elementary	1	0
					1	0
					1	0
				Hickory Elementary	1	0
					1	0
				Magnolia Elementary	1	0
					1	0
					1	0
				Meadowvale Elementary	1	0
				Norrisville Elementary	1	0
				North Bend Elementary	1	0
					1	0
					1	0
				North Harford Elementary	1	0
					1	0
				Old Post Road Intermediate	1	0
				Old Post Road Primary	1	0

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Student & Staff Support	Planning	400	Needed	Old Post Road Primary Elementary	1	0
					1	0
					1	0
					1	0
				Red Pump Elementary	1	0
					1	0
				Ring Factory Elementary	1	0
					1	0
					1	0
				Riverside Elementary	1	0
					1	0
					1	0
				Roye-Williams Elementary	1	0
					1	0
					1	0
				William S. James Elementary	1	0
					1	0
	Psychologist	200	Existing	Abingdon Elementary	1	148
				Bakerfield Elementary	1	245
				Bel Air Elementary	1	247
				Church Creek Elementary	1	238
				Churchville Elementary	1	263
				Deerfield Elementary	1	142
					1	126
				Forest Hill Elementary	1	148
				Forest Lakes Elementary	1	242
				Fountain Green Elementary	1	310
				Hickory Elementary	1	219
				Homestead/Wakefield Elementary	1	247
					1	248
				Jarrettsville Elementary	1	132
				Joppatowne Elementary	1	353
				Magnolia Elementary	1	356
				Meadowvale Elementary	1	141
				North Bend Elementary	1	192
				North Harford Elementary	1	104
				Prospect Mill Elementary	1	170
					1	351
				Red Pump Elementary	1	130
				Ring Factory Elementary	1	152
				Riverside Elementary	1	211

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory)	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Student & Staff Support	Psychologist	200	Existing	Roye-Williams Elementary	1	123
				William S. James Elementary	1	76
				Youth's Benefit Elementary	1	357
			Needed	Darlington Elementary	1	0
				Dublin Elementary	1	0
				Edgewood Elementary	1	0
				Emmorton Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Halls Cross Roads Elementary	1	0
				Havre de Grace Elementary	1	0
				Norrisville Elementary	1	0
				Old Post Road Intermediate	1	0
				Old Post Road Primary Elemen..	1	0
				William S. James Elementary	1	0
	Reading Resource	750	Existing	Abingdon Elementary	1	619
				Bakerfield Elementary	1	376
					1	447
				Bel Air Elementary	1	397
					1	194
				Church Creek Elementary	1	363
				Churchville Elementary	1	636
				Darlington Elementary	1	277
				Deerfield Elementary	1	702
				Dublin Elementary	1	256
					1	174
				Edgewood Elementary	1	357
					1	366
				Emmorton Elementary	1	414
				Forest Hill Elementary	1	244
					1	325
				Forest Lakes Elementary	1	277
				Fountain Green Elementary	1	251
				George D. Lisby Elementary @ Hillsdale	1	404
					1	440
				Hickory Elementary	1	385
					1	358
				Homestead/Wakefield Element..	1	731
				Jarrettsville Elementary	1	218
				Joppatowne Elementary	1	647
					1	138
					1	909

Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory)	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Student & Staff Support	Reading Resource	750	Existing	Magnolia Elementary	1	332
				Meadowvale Elementary	1	303
					1	219
				Norrisville Elementary	1	579
				North Bend Elementary	1	272
					1	586
				North Harford Elementary	1	216
					1	395
				Prospect Mill Elementary	1	736
					1	377
				Red Pump Elementary	1	612
				Ring Factory Elementary	1	259
				Roye-Williams Elementary	1	706
					1	632
				William S. James Elementary	1	765
					1	250
					1	77
					1	79
				Youth's Benefit Elementary	1	584
					2	1,426
			Needed	Abingdon Elementary	1	0
				Church Creek Elementary	1	0
				Churchville Elementary	1	0
				Darlington Elementary	1	0
				Deerfield Elementary	1	0
				Emmorton Elementary	1	0
				Forest Lakes Elementary	1	0
				Fountain Green Elementary	1	0
				Halls Cross Roads Elementary	1	0
					1	0
				Havre de Grace Elementary	1	0
					1	0
				Homestead/Wakefield Element..	1	0
				Jarrettsville Elementary	1	0
				Magnolia Elementary	1	0
				Norrisville Elementary	1	0
				Old Post Road Intermediate	1	0
				Old Post Road Primary Elementary	1	0
					1	0
				Red Pump Elementary	1	0
				Ring Factory Elementary	1	0

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Student & Staff Support	Reading Resource	750	Needed	Riverside Elementary	1	0
					1	0
	School Enrichment	850	Existing	Abingdon Elementary	1	641
				Deerfield Elementary	1	757
				Edgewood Elementary	1	121
				Forest Hill Elementary	1	577
				George D. Lisby Elementary @..	1	565
				Halls Cross Roads Elementary	1	834
				Homestead/Wakefield Elementary	1	729
					1	858
				Jarrettsville Elementary	1	768
				Joppatowne Elementary	1	773
				Magnolia Elementary	1	314
				North Bend Elementary	1	784
				Ring Factory Elementary	1	795
				William S. James Elementary	1	76
					1	770
				Youth's Benefit Elementary	1	633
			Needed	Bakerfield Elementary	1	0
				Bel Air Elementary	1	0
				Church Creek Elementary	1	0
				Churchville Elementary	1	0
				Darlington Elementary	1	0
				Dublin Elementary	1	0
				Emmorton Elementary	1	0
				Forest Lakes Elementary	1	0
				Fountain Green Elementary	1	0
				Havre de Grace Elementary	1	0
				Hickory Elementary	1	0
				Meadowvale Elementary	1	0
				Norrisville Elementary	1	0
				North Harford Elementary	1	0
				Old Post Road Primary Elemen..	1	0
				Prospect Mill Elementary	1	0
				Red Pump Elementary	1	0
				Riverside Elementary	1	0
				Roye-Williams Elementary	1	0
	Speech	300	Existing	Abingdon Elementary	1	389
				Bakerfield Elementary	1	291
				Bel Air Elementary	1	145
				Church Creek Elementary	1	234

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory)	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Student & Staff Support	Speech	300	Existing	Church Creek Elementary	1	237
				Churchville Elementary	1	399
				Darlington Elementary	1	150
				Deerfield Elementary	1	283
					1	93
				Dublin Elementary	1	163
				Edgewood Elementary	1	109
					1	127
					1	163
				Emmorton Elementary	1	221
					1	201
				Forest Hill Elementary	1	174
					1	240
				Forest Lakes Elementary	1	258
				Fountain Green Elementary	1	166
				George D. Lisby Elementary @..	1	214
				Halls Cross Roads Elementary	1	235
				Havre de Grace Elementary	1	161
				Hickory Elementary	1	751
				Homestead/Wakefield Elementary	1	299
					1	314
				Jarrettsville Elementary	1	201
				Joppatowne Elementary	1	498
				Magnolia Elementary	1	356
				Meadowvale Elementary	1	103
				Norrisville Elementary	1	141
				North Bend Elementary	1	841
				North Harford Elementary	1	217
				Old Post Road Intermediate	1	251
				Old Post Road Primary Elemen..	1	188
				Prospect Mill Elementary	1	218
				Red Pump Elementary	1	105
					1	124
				Ring Factory Elementary	1	181
				Riverside Elementary	1	279
					1	82
				Roye-Williams Elementary	1	703
				William S. James Elementary	1	250
				Youth's Benefit Elementary	1	156
					1	151
			Needed	Abingdon Elementary	1	0

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Student & Staff Support	Speech	300	Needed	Churchville Elementary	1	
					1	
				Havre de Grace Elementary	1	0
				Old Post Road Primary Elemen..	1	0
	Staff Conference Room	300	Existing	Churchville Elementary	1	284
				Forest Lakes Elementary	1	208
				Homestead/Wakefield Element..	1	291
				Jarrettsville Elementary	1	504
				Magnolia Elementary	1	340
				Norrisville Elementary	1	250
			Needed	Abingdon Elementary	1	0
				Bakerfield Elementary	1	0
				Bel Air Elementary	1	0
				Church Creek Elementary	1	0
				Darlington Elementary	1	0
				Deerfield Elementary	1	0
				Dublin Elementary	1	0
				Edgewood Elementary	1	0
				Emmorton Elementary	1	0
				Forest Hill Elementary	1	0
				Fountain Green Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Halls Cross Roads Elementary	1	0
				Havre de Grace Elementary	1	0
				Hickory Elementary	1	0
				Joppatowne Elementary	1	0
				Meadowvale Elementary	1	0
				North Bend Elementary	1	0
				North Harford Elementary	1	0
				Old Post Road Intermediate	1	0
				Old Post Road Primary Elemen..	1	0
				Prospect Mill Elementary	1	0
				Red Pump Elementary	1	0
				Ring Factory Elementary	1	0
				Riverside Elementary	1	0
				Roye-Williams Elementary	1	0
				William S. James Elementary	1	0
				Youth's Benefit Elementary	1	0
	Storage Instructional	1,000	Existing	Abingdon Elementary	35	2,412
				Bakerfield Elementary	1	194
				Bel Air Elementary	6	178

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by **Space Type for All**

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory)	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Student & Staff Support	Storage Instructional	1,000	Existing	Churchville Elementary	5	445
				Deerfield Elementary	5	182
				Dublin Elementary	3	308
				Edgewood Elementary	1	377
				Emmorton Elementary	4	167
				Forest Lakes Elementary	2	623
				George D. Lisby Elementary @..	11	499
				Halls Cross Roads Elementary	6	196
				Havre de Grace Elementary	1	105
				Hickory Elementary	22	1,537
				Homestead/Wakefield Element..	1	252
				Joppatowne Elementary	2	536
				Magnolia Elementary	5	357
				North Harford Elementary	2	135
				Prospect Mill Elementary	2	89
					1	288
					1	130
					1	53
					1	194
					2	135
				Red Pump Elementary	2	653
				Riverside Elementary	3	108
				Roye-Williams Elementary	2	308
				William S. James Elementary	3	192
				Youth's Benefit Elementary	4	531
			Needed	Church Creek Elementary	1	0
				Darlington Elementary	1	0
				Forest Hill Elementary	1	0
				Fountain Green Elementary	1	0
				Jarrettsville Elementary	1	0
				Meadowvale Elementary	1	0
				Norrisville Elementary	1	0
				North Bend Elementary	1	0
				Old Post Road Intermediate	1	0
				Old Post Road Primary Elemen..	1	0
				Ring Factory Elementary	1	0
	Storage Reading	200	Existing	Abingdon Elementary	2	191
				Bel Air Elementary	2	87
				Church Creek Elementary	1	117
				Deerfield Elementary	3	583
				Edgewood Elementary	2	436

Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory)	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Student & Staff Support	Storage Reading	200	Existing	Forest Lakes Elementary	2	146
				Fountain Green Elementary	1	81
				Joppatowne Elementary	1	268
				Meadowvale Elementary	2	743
				North Bend Elementary	1	185
				North Harford Elementary	1	215
				Old Post Road Intermediate	1	295
				Prospect Mill Elementary	1	692
				Red Pump Elementary	1	226
				Ring Factory Elementary	1	182
				Riverside Elementary	1	156
					1	156
				Roye-Williams Elementary	1	590
				Youth's Benefit Elementary	1	189
			Needed	Bakerfield Elementary	1	0
				Churchville Elementary	1	0
				Darlington Elementary	1	0
				Dublin Elementary	1	0
				Emmorton Elementary	1	0
				Forest Hill Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Halls Cross Roads Elementary	1	0
				Havre de Grace Elementary	1	0
				Hickory Elementary	1	0
				Homestead/Wakefield Element..	1	0
				Jarrettsville Elementary	1	0
				Magnolia Elementary	1	0
				Norrisville Elementary	1	0
				Old Post Road Primary Elemen..	1	0
				William S. James Elementary	1	0
	Teacher Mentor	130	Existing	Bakerfield Elementary	1	485
				Church Creek Elementary	1	427
				Deerfield Elementary	1	799
				George D. Lisby Elementary @ Hillsdale	1	166
					1	220
				Joppatowne Elementary	1	659
				Magnolia Elementary	1	329
				William S. James Elementary	1	127
			Needed	Abingdon Elementary	1	0
				Bel Air Elementary	1	0
				Churchville Elementary	1	0

Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Student & Staff Support	Teacher Mentor	130	Needed	Darlington Elementary	1	0
				Dublin Elementary	1	0
				Edgewood Elementary	1	0
				Emmorton Elementary	1	0
				Forest Hill Elementary	1	0
				Forest Lakes Elementary	1	0
				Fountain Green Elementary	1	0
				Halls Cross Roads Elementary	1	0
				Havre de Grace Elementary	1	0
				Hickory Elementary	1	0
				Homestead/Wakefield Element..	1	0
				Jarrettsville Elementary	1	0
				Meadowvale Elementary	1	0
				Norrisville Elementary	1	0
				North Bend Elementary	1	0
				North Harford Elementary	1	0
				Old Post Road Intermediate	1	0
				Old Post Road Primary Elemen..	1	0
				Prospect Mill Elementary	1	0
				Red Pump Elementary	1	0
				Ring Factory Elementary	1	0
				Riverside Elementary	1	0
				Roye-Williams Elementary	1	0
				Youth's Benefit Elementary	1	0
	Teacher's Lounge	600	Existing	Abingdon Elementary	1	326
				Bakerfield Elementary	2	475
				Bel Air Elementary	1	170
				Church Creek Elementary	1	478
				Churchville Elementary	1	436
				Darlington Elementary	2	336
				Deerfield Elementary	1	500
				Dublin Elementary	2	355
				Edgewood Elementary	1	382
				Forest Hill Elementary	2	531
				Forest Lakes Elementary	2	378
				Fountain Green Elementary	1	216
				George D. Lisby Elementary @..	1	271
				Halls Cross Roads Elementary	1	332
				Havre de Grace Elementary	2	679
				Hickory Elementary	1	718
				Homestead/Wakefield Element..	1	591

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by **Space Type for All**

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory)	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Student & Staff Support	Teacher's Lounge	600	Existing	Jarrettsville Elementary	2	525
				Joppatowne Elementary	1	774
				Magnolia Elementary	1	356
				Norrisville Elementary	1	331
				North Bend Elementary	2	524
				North Harford Elementary	1	311
				Old Post Road Intermediate	1	527
				Old Post Road Primary Elemen..	2	388
				Prospect Mill Elementary	1	328
				Red Pump Elementary	1	422
				Ring Factory Elementary	2	399
				Roye-Williams Elementary	1	432
				William S. James Elementary	1	356
				Youth's Benefit Elementary	1	589
			Needed	Emmorton Elementary	1	0
				Meadowvale Elementary	1	0
				Riverside Elementary	1	0
	Volunteer Workroom	450	Existing	Homestead/Wakefield Element..	1	569
				Jarrettsville Elementary	1	371
				Youth's Benefit Elementary	1	432
			Needed	Abingdon Elementary	1	0
				Bakerfield Elementary	1	0
				Bel Air Elementary	1	0
				Church Creek Elementary	1	0
				Churchville Elementary	1	0
				Darlington Elementary	1	0
				Deerfield Elementary	1	0
				Dublin Elementary	1	0
				Edgewood Elementary	1	0
				Emmorton Elementary	1	0
				Forest Hill Elementary	1	0
				Forest Lakes Elementary	1	0
				Fountain Green Elementary	1	0
				George D. Lisby Elementary @..	1	0
				Halls Cross Roads Elementary	1	0
				Havre de Grace Elementary	1	0
				Hickory Elementary	1	0
				Joppatowne Elementary	1	0
				Magnolia Elementary	1	0
				Meadowvale Elementary	1	0
				Norrisville Elementary	1	0

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Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

APPENDIX A2 - Inventory by Space Type for All

Space Category (Space Inventory)	edspec name (SPACE INVENTORY)	FIXED_ EdSpec NSF	In / Out of Id (Space Inventory) Set	facility name (SPACE INVENTORY)	Count of Id (Space Inventory)	room NSF (SPACE INVENTORY)
Student & Staff Support	Volunteer Workroom	450	Needed	North Bend Elementary	1	0
				North Harford Elementary	1	0
				Old Post Road Intermediate	1	0
				Old Post Road Primary Elemen..	1	0
				Prospect Mill Elementary	1	0
				Red Pump Elementary	1	0
				Ring Factory Elementary	1	0
				Riverside Elementary	1	0
				Roye-Williams Elementary	1	0
				William S. James Elementary	1	0

Count of Id (Space Inventory) and room NSF (SPACE INVENTORY) broken down by Space Category (Space Inventory), sort order (SPACE INVENTORY), edspec name (SPACE INVENTORY), sum of FIXED_EdSpec NSF, In / Out of Id (Space Inventory) Set, facility name (SPACE INVENTORY) and Id (Space Inventory). The view is filtered on In / Out of Id (Space Inventory) Set, which keeps multiple members.

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SCORING DETAIL

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APPENDIX B1 Scoring detail by School

	Facility Name (PRIORITY SCORING)	Abingdon ES	Bakerfield ES	Bel Air ES	Church Creek ES	Churchville ES	Darlington ES	Deerfield ES
Space Utilization	Admin_Area	5.1	4.8	4.5	6.0	5.5	6.5	2.6
	Admin_Count	2.0	3.0	4.0	3.0	4.0	4.0	2.0
	Art & Music_Area	4.3	2.4	8.0	7.6	9.0	5.0	2.6
	Art & Music_Count	0.0	0.0	2.0	1.0	0.0	2.0	0.0
	Core-PreK_Area	0.0	6.0	0.0	1.0	2.0	0.0	3.5
	Core-PreK_Count	0.0	1.0	0.0	0.0	0.0	0.0	0.0
	Core-K_Area	6.0	6.0	7.0	10.0	6.0	10.0	0.8
	Core-K_Count	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Core-Primary_Area	6.0	1.0	6.0	3.7	6.0	6.0	2.6
	Core-Primary_Count	0.0	2.0	0.0	2.0	0.0	0.0	0.0
	Core-Intermediate_Area	2.0	0.4	6.8	3.7	5.4	6.0	1.3
	Core-Intermediate_Count	2.0	4.0	2.0	2.0	0.0	0.0	0.0
	Core-Flex_Area	0.0	6.0	0.0	0.0	0.0	0.0	0.0
	Core-Flex_Count	0.0	0.0	1.0	1.0	1.0	1.0	1.0
	FoodService_Area	2.5	1.5	4.0	2.5	1.5	5.0	0.5
	FoodService_Count	0.0	0.0	0.0	0.0	0.0	2.0	0.0
	Health_Area	6.0	6.0	10.0	6.0	10.0	10.0	0.0
	Health_Count	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	MediaCtr_Area	6.7	6.7	6.7	6.5	6.5	5.0	4.4
	MediaCtr_Count	3.0	3.0	3.0	1.0	2.0	4.0	2.0
	PE_Area	5.0	3.0	6.0	6.5	6.7	8.0	0.0
	PE_Count	1.0	1.0	0.0	0.0	0.0	1.0	1.0
	SpecialEd_Area	3.5	2.7	7.5	7.1	6.3	4.4	2.2
	SpecialEd_Count	5.0	5.0	6.0	12.0	2.0	5.0	6.0
	Student & Staff Support_Area	18.5	17.8	41.4	18.7	17.1	50.0	24.0
	Student & Staff Support_Count	90.0	120.0	90.0	130.0	140.0	140.0	70.0
	Specialized Progam_Area	0.0	26.7	0.0	50.0	0.0	0.0	26.7
	Specialized Program_Count	0.0	0.0	0.0	0.0	0.0	0.0	50.0
	Storage_Area	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Storage_Count	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Capacity	Capacity Utilization	71.0	115.0	113.0	87.7	91.5	63.7	85.0
FCI	FCI	64.7	55.3	51.3	54.2	56.7	45.8	36.9

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APPENDIX B1 Scoring detail by School

	Facility Name (PRIORITY SCORING)	Dublin ES	Edgewood ES	Emmorton ES	Forest Hill ES	Forest Lakes ES	Fountain Green ES	George D. Lisby ES @ Hillsdale
Space Utilization	Admin_Area	6.3	2.7	8.7	4.7	6.0	5.6	2.0
	Admin_Count	2.0	2.0	1.0	2.0	2.0	3.0	4.0
	Art & Music_Area	4.0	4.0	3.6	6.4	4.4	6.0	6.0
	Art & Music_Count	1.0	0.0	0.0	0.0	0.0	1.0	3.0
	Core-PreK_Area	2.0	7.3	0.0	6.0	6.0	6.0	6.0
	Core-PreK_Count	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Core-K_Area	6.0	2.7	6.0	4.7	4.7	10.0	6.0
	Core-K_Count	0.0	0.0	1.0	0.0	0.0	0.0	0.0
	Core-Primary_Area	0.5	4.0	1.0	2.0	0.0	6.0	2.7
	Core-Primary_Count	0.0	1.0	0.0	0.0	0.0	0.0	2.0
	Core-Intermediate_Area	2.3	4.7	0.2	0.8	0.2	2.9	6.0
	Core-Intermediate_Count	0.0	0.0	4.0	0.0	2.0	1.0	0.0
	Core-Flex_Area	10.0	0.0	0.0	1.0	0.0	0.0	0.0
	Core-Flex_Count	1.0	1.0	1.0	0.0	1.0	1.0	1.0
	FoodService_Area	5.0	2.5	3.0	3.0	4.0	4.0	4.0
	FoodService_Count	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Health_Area	10.0	10.0	6.0	10.0	10.0	10.0	10.0
	Health_Count	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	MediaCtr_Area	5.0	4.0	5.0	7.5	6.5	7.5	6.7
	MediaCtr_Count	4.0	2.0	4.0	2.0	2.0	2.0	3.0
	PE_Area	1.0	4.0	3.3	5.0	5.3	5.3	0.7
	PE_Count	1.0	0.0	1.0	1.0	1.0	0.0	0.0
	SpecialEd_Area	10.0	2.5	2.9	4.0	2.0	1.0	4.4
	SpecialEd_Count	5.0	3.0	4.0	4.0	5.0	5.0	4.0
	Student & Staff Support_Area	50.0	44.4	14.4	35.8	23.1	38.3	27.0
	Student & Staff Support_Count	150.0	140.0	120.0	120.0	70.0	110.0	120.0
	Specialized Progam_Area	0.0	10.0	50.0	0.0	50.0	0.0	0.0
	Specialized Program_Count	0.0	50.0	30.0	0.0	0.0	0.0	50.0
	Storage_Area	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Storage_Count	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Capacity	Capacity Utilization	77.2	91.3	101.6	76.1	83.8	90.3	114.8
FCI	FCI	61.0	55.0	63.7	57.1	60.1	67.3	42.0

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APPENDIX B1 Scoring detail by School

	Facility Name (PRIORITY SCORING)	Halls Cross Roads ES	Havre de Grace ES	Hickory ES	Homestead/ Wakefield ES	Jarrettsville ES	Joppatowne ES	Magnolia ES
Space Utilization	Admin_Area	6.0	8.0	5.7	2.0	7.2	2.7	7.6
	Admin_Count	2.0	5.0	3.0	1.0	3.0	2.0	3.0
	Art & Music_Area	6.0	2.0	4.4	0.0	5.5	2.5	3.0
	Art & Music_Count	2.0	2.0	0.0	0.0	0.0	0.0	2.0
	Core-PreK_Area	6.0	0.0	0.0	2.0	0.0	0.0	4.5
	Core-PreK_Count	0.0	3.0	1.0	0.0	1.0	0.0	0.0
	Core-K_Area	8.0	4.0	6.8	2.0	6.0	6.0	9.2
	Core-K_Count	0.0	0.0	0.0	0.0	1.0	0.0	0.0
	Core-Primary_Area	4.4	0.8	5.5	1.1	4.0	0.0	6.0
	Core-Primary_Count	0.0	2.0	2.0	0.0	1.0	0.0	0.0
	Core-Intermediate_Area	5.6	1.5	3.3	0.0	3.8	1.3	6.0
	Core-Intermediate_Count	0.0	0.0	2.0	0.0	2.0	1.0	3.0
	Core-Flex_Area	0.0	0.0	0.0	0.5	0.0	0.0	10.0
	Core-Flex_Count	1.0	1.0	0.0	0.0	1.0	1.0	0.0
	FoodService_Area	2.5	2.5	2.5	0.0	0.0	1.5	2.5
	FoodService_Count	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Health_Area	0.0	10.0	2.0	0.0	10.0	0.0	10.0
	Health_Count	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	MediaCtr_Area	10.0	9.0	6.7	1.6	8.0	3.2	5.3
	MediaCtr_Count	3.0	3.0	3.0	2.0	2.0	2.0	3.0
	PE_Area	6.0	8.0	0.0	0.0	3.3	2.0	5.0
	PE_Count	2.0	1.0	0.0	0.0	0.0	0.0	1.0
	SpecialEd_Area	4.4	2.0	5.5	0.4	5.5	2.0	7.2
	SpecialEd_Count	5.0	6.0	4.0	2.0	4.0	4.0	4.0
	Student & Staff Support_Area	22.0	12.5	26.7	5.0	30.0	18.0	19.2
	Student & Staff Support_Count	150.0	190.0	110.0	80.0	70.0	60.0	90.0
	Specialized Progam_Area	0.0	0.0	40.0	0.0	0.0	0.0	30.0
	Specialized Program_Count	0.0	80.0	0.0	0.0	0.0	40.0	20.0
	Storage_Area	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Storage_Count	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Capacity	Capacity Utilization	81.0	113.5	91.3	106.4	90.9	79.3	98.2
FCI	FCI	67.4	69.7	63.9	1.0	61.6	48.6	61.4

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APPENDIX B1 Scoring detail by School

	Facility Name (PRIORITY SCORING)	Meadowvale ES	Norrisville ES	North Bend ES	North Harford ES	Old Post Road Intermediate	Old Post Road Primary ES	Prospect Mill ES
Space Utilization	Admin_Area	2.8	10.0	8.0	6.0	6.0	7.0	3.6
	Admin_Count	3.0	5.0	4.0	2.0	3.0	3.0	3.0
	Art & Music_Area	4.0	3.0	4.8	6.4	4.0	6.0	5.2
	Art & Music_Count	0.0	0.0	0.0	0.0	1.0	2.0	0.0
	Core-PreK_Area	6.0	0.0	6.0	0.0	0.0	1.5	3.0
	Core-PreK_Count	2.0	0.0	0.0	0.0	0.0	0.0	0.0
	Core-K_Area	6.0	8.0	6.0	10.0	0.0	1.8	10.0
	Core-K_Count	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Core-Primary_Area	1.7	2.0	2.0	6.0	0.0	5.4	6.0
	Core-Primary_Count	0.0	0.0	0.0	0.0	0.0	0.0	2.0
	Core-Intermediate_Area	0.7	0.0	2.0	6.0	3.0	0.0	5.4
	Core-Intermediate_Count	0.0	0.0	2.0	0.0	0.0	18.0	9.0
	Core-Flex_Area	0.0	0.0	0.0	0.0	10.0	10.0	0.0
	Core-Flex_Count	1.0	1.0	1.0	0.0	0.0	0.0	1.0
	FoodService_Area	2.5	5.0	4.0	4.0	1.5	3.0	3.2
	FoodService_Count	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Health_Area	10.0	10.0	10.0	10.0	10.0	10.0	10.0
	Health_Count	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	MediaCtr_Area	6.7	10.0	7.0	6.7	5.5	7.3	6.7
	MediaCtr_Count	3.0	5.0	2.0	3.0	2.0	4.0	3.0
	PE_Area	7.5	10.0	0.0	8.0	2.0	8.0	1.0
	PE_Count	0.0	1.0	1.0	1.0	2.0	1.0	1.0
	SpecialEd_Area	2.5	8.0	0.0	3.1	5.0	10.0	5.7
	SpecialEd_Count	3.0	6.0	4.0	4.0	4.0	10.0	5.0
	Student & Staff Support_Area	32.9	34.3	15.0	36.7	15.0	41.3	30.0
	Student & Staff Support_Count	120.0	120.0	80.0	110.0	100.0	180.0	80.0
	Specialized Progam_Area	10.0	0.0	0.0	0.0	0.0	0.0	0.0
	Specialized Program_Count	0.0	0.0	50.0	0.0	0.0	140.0	0.0
	Storage_Area	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Storage_Count	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Capacity	Capacity Utilization	99.6	81.0	93.6	83.4	92.0	86.3	95.3
FCI	FCI	64.3	52.0	51.7	51.0	65.1	65.1	53.5

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APPENDIX B1 Scoring detail by School

	Facility Name (PRIORITY SCORING)	Red Pump ES	Ring Factory ES	Riverside ES	Roye-Williams ES	William S. James ES	Youth's Benefit ES
Space Utilization	Admin_Area	2.6	5.0	10.0	6.6	8.4	2.0
	Admin_Count	2.0	4.0	5.0	1.0	3.0	2.0
	Art & Music_Area	2.0	7.0	4.0	3.5	3.5	0.0
	Art & Music_Count	0.0	0.0	2.0	1.0	0.0	0.0
	Core-PreK_Area	0.0	0.0	2.0	6.0	0.0	0.0
	Core-PreK_Count	0.0	0.0	0.0	0.0	0.0	0.0
	Core-K_Area	6.0	6.0	8.0	6.0	7.3	2.0
	Core-K_Count	0.0	0.0	0.0	0.0	0.0	1.0
	Core-Primary_Area	2.4	1.1	6.0	4.9	3.3	1.7
	Core-Primary_Count	0.0	1.0	1.0	0.0	1.0	2.0
	Core-Intermediate_Area	1.0	2.0	6.0	2.6	2.0	1.3
	Core-Intermediate_Count	1.0	3.0	2.0	0.0	1.0	0.0
	Core-Flex_Area	0.0	2.0	0.0	0.0	0.0	0.0
	Core-Flex_Count	1.0	0.0	1.0	1.0	1.0	1.0
	FoodService_Area	1.5	4.0	2.5	4.0	3.3	1.5
	FoodService_Count	0.0	0.0	0.0	0.0	0.0	0.0
	Health_Area	0.0	10.0	10.0	10.0	10.0	0.0
	Health_Count	0.0	0.0	0.0	0.0	0.0	0.0
	MediaCtr_Area	2.3	6.7	5.3	5.3	3.0	4.3
	MediaCtr_Count	0.0	3.0	3.0	3.0	4.0	2.0
	PE_Area	5.3	5.3	1.0	5.0	5.0	4.0
	PE_Count	0.0	0.0	1.0	0.0	1.0	0.0
	SpecialEd_Area	3.3	4.3	4.2	2.7	4.0	2.1
	SpecialEd_Count	7.0	5.0	6.0	4.0	4.0	4.0
	Student & Staff Support_Area	19.1	27.0	18.8	22.5	36.9	23.1
	Student & Staff Support_Count	120.0	100.0	160.0	130.0	90.0	90.0
	Specialized Progam_Area	0.0	0.0	50.0	0.0	0.0	0.0
	Specialized Program_Count	0.0	0.0	40.0	0.0	0.0	0.0
	Storage_Area	0.0	0.0	0.0	0.0	0.0	0.0
	Storage_Count	0.0	0.0	0.0	0.0	0.0	0.0
Capacity	Capacity Utilization	90.9	101.3	103.2	66.1	84.6	103.9
FCI	FCI	33.8	57.9	51.5	46.8	55.6	18.5

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
Space Utilization	Admin_Area	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	Admin_Count	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	Art & Music_Area	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	Art & Music_Count	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	Core-PreK_Area	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	Core-PreK_Count	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	Core-K_Area	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	Core-K_Count	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	Core-Primary_Area	Abingdon ES

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	Core-Primary_Count	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	Core-Intermediate_Area	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	Core-Intermediate_Count	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	Core-Flex_Area	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	Core-Flex_Count	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	FoodService_Area	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	FoodService_Count	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	Health_Area	Abingdon ES
		Bakerfield ES

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	Health_Count	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	MediaCtr_Area	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	MediaCtr_Count	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	PE_Area	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	PE_Count	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	SpecialEd_Area	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
		William S. James ES
		Youth's Benefit ES
	SpecialEd_Count	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	Student & Staff Support_Area	Abingdon ES
		Bakerfield ES
		Bel Air ES

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	Student & Staff Support_Count	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	Specialized Progam_Area	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	Specialized Program_Count	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	Storage_Area	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
	Storage_Count	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES
Capacity	Capacity Utilization	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES

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APPENDIX B2 Scoring by Space Type

Score Category 2	Score Category	Facility Name (PRIORITY SCORING)
		Youth's Benefit ES
FCI	FCI	Abingdon ES
		Bakerfield ES
		Bel Air ES
		Church Creek ES
		Churchville ES
		Darlington ES
		Deerfield ES
		Dublin ES
		Edgewood ES
		Emmorton ES
		Forest Hill ES
		Forest Lakes ES
		Fountain Green ES
		George D. Lisby ES @ Hillsdale
		Halls Cross Roads ES
		Havre de Grace ES
		Hickory ES
		Homestead/Wakefield ES
		Jarrettsville ES
		Joppatowne ES
		Magnolia ES
		Meadowvale ES
		Norrisville ES
		North Bend ES
		North Harford ES
		Old Post Road Intermediate
		Old Post Road Primary ES
		Prospect Mill ES
		Red Pump ES
		Ring Factory ES
		Riverside ES
		Roye-Williams ES
		William S. James ES
		Youth's Benefit ES

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PAST CAPITAL PROJECTS

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APPENDIX C1 PAST CAPITAL PROJECTS by School

School Name	CAPITAL PROJECT HISTORY - RELEVANT DATES					
Abingdon ES	1992	1997	2002			
Bakerfield ES	1961	1962	1989	1999		
Bel Air ES	1968	1984	1999			
Church Creek ES	1994	2001				
Churchville ES	1931	1953	1962	1968	1993	1998
Darlington ES	1938	1966	1995	1999		
Deerfield ES	2010					
Dublin ES	1941	1961	1965	1968	1987	
Edgewood ES	1969	2003				
Emmorton ES	1994					
Forest Hill ES	2000					
Forest Lakes ES	1997					
Fountain Green ES	1993					
George D. Lisby ES @ Hillsdale	1968	1998				
Halls Cross Roads ES	1943	1955	1968	1993	1996	1997
Havre de Grace ES	1949	1968	1995			
Hickory ES	1950	1955	1960	1968	1998	
Homestead/Wakefield ES	2025					
Jarrettsville ES	1962	1968	1977	1997		
Joppatowne ES	1965	1968	1995	2009		
Magnolia ES	1975	1997				
Meadowvale ES	1959	1962	1968	1992	2001	
Norrisville ES	1967	1996				
North Bend ES	1991					
North Harford ES	1984	1999				
Old Post Road Primary ES	1957	1959	1968	1975		
Prospect Mill ES	1973	1990	1999	2008		
Red Pump ES	2011					
Ring Factory ES	1990					
Riverside ES	1968	1970	1996			
Roye-Williams ES	1953	1958	1962	1968	1995	
William S. James ES	1976					
Youth's Benefit ES	2017					

DRAFT

APPENDIX C1 PAST CAPITAL PROJECTS by School

YEAR	Abingdon ES	Bakerfield ES	Bel Air ES	Church Creek ES	Churchville ES	Darlington ES	Deerfield ES	Dublin ES	Edgewood ES	Emmorton ES
1930					N					
1935						N				
1940								N		
1945										
1950					A					
1955										
1960		N			A			A		
1965		A				A		A		
1970			N		A			A	N	
1975										
1980										
1985			N							
1990		A						A&R		
1995	N			N	A	R				N
2000	A	A&R	A	A	A&R	A			A&R	
2005	A									
2010							N			
2015										
2020										
2025										

DRAFT

A = ADDITION
A&R = ADDITION & RENOVATION
N = NEW
R = RENOVATION

APPENDIX C1 PAST CAPITAL PROJECTS by School

YEAR	Forest Hill ES	Forest Lakes ES	Fountain Green ES	George D. Lisby ES @ Hillsdale	Halls Cross Roads ES	Havre de Grace ES	Hickory ES	Homestead/ Wakefield ES	Jarrettsville ES	Joppatowne ES
1930										
1935										
1940					N					
1945										
1950						N	N			
1955					A		A			
1960							A		N	
1965							A&R		A	N
1970				N	A	A				A
1975									A&R	
1980										
1985										
1990										
1995		N	N	A	R R A	A&R	A&R		A	A
2000	N									
2005										
2010										R
2015										
2020										
2025								N		

DRAFT

APPENDIX C1 PAST CAPITAL PROJECTS by School

YEAR	Magnolia ES	Meadowvale ES	Norrisville ES	North Bend ES	North Harford ES	Old Post Road Primary ES	Prospect Mill ES	Red Pump ES	Ring Factory ES	Riverside ES
1930										
1935										
1940										
1945										
1950										
1955						A				
1960		N				N				
1965		A								
1970		A	N			A				N
1975	N					A&R	N			A
1980										
1985					N					
1990				N			A&R		N	
1995		A	A		A		A			A
2000	A	A&R								
2005										
2010							A	N		
2015										
2020										
2025										

DRAFT

APPENDIX C1 PAST CAPITAL PROJECTS by School

YEAR	Roye-Williams ES	William S. James ES	Youth's Benefit ES
1930			
1935			
1940			
1945			
1950	N		
1955	A		
1960	A		
1965	A		
1970			
1975		N	
1980			
1985			
1990			
1995	A&R		
2000			
2005			
2010			
2015			N
2020			
2025			

DRAFT

PRINCIPAL SURVEYS

DRAFT

#2

COMPLETE

Collector: HCPS Respondents (Web Link)
Started: Wednesday, July 02, 2025 8:07:47 AM
Last Modified: Wednesday, July 02, 2025 8:14:44 AM
Time Spent: 00:06:56
IP Address: 38.124.151.112

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Greg Lane**
Title	**Principal**

Q2

Please enter your email address

gregory.lane@hcps.org

Q3

School Name

North Bend Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Fully Adequate(working well and fully meets the needs)**
Kindergarten Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Primary (1-3) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Intermediate (4-5) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Art Spaces	**Fully Adequate(working well and fully meets the needs)**
Music Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Special Education Classrooms	**Fully Adequate(working well and fully meets the needs)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Media Center	**Fully Adequate(working well and fully meets the needs)**
Faculty & Staff Support Spaces	**Fully Adequate(working well and fully meets the needs)**
Physical Education and Gymnasium Spaces	**Fully Adequate(working well and fully meets the needs)**
Cafeteria and Food Service Spaces	**Fully Adequate(working well and fully meets the needs)**
Health Suite and Wellness Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Administration Spaces	**Fully Adequate(working well and fully meets the needs)**
Storage	**Not Adequate(major barrier to program effectiveness)**

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

Respondent skipped this question

DRAFT

Page 3: Title I

Q6

Is this a Title I school?

No

Page 4: Title I Program and Services Detail

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q8

Please specify the type of space if you used "Other."

Respondent skipped this question

Q9

How often is each space used?

Respondent skipped this question

Q10

How long is each space used when in use?

Respondent skipped this question

Q11

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

Respondent skipped this question

Page 5: Community School

Q13

Is this a Community School?

No

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q15

Please specify the type of space if you used "Other."

Respondent skipped this question

Q16

How often is each space used?

Respondent skipped this question

Q17

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q18

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Respondent skipped this question

Page 7: Judy Center

Q20

Does this school have a Judy Center?

No

Page 8: Judy Center Program and Services Detail

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

DRAFT

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

Early Learners,

Learning Together,

Co-Taught Pre-K

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Pull-out space (2-5 students)	**1-2**
Sensory Room	**1**
De-escalation room	**1**
Classroom (group instruction)	**4**

Q29

Respondent skipped this question

Please specify the type of space if you used "Other."

Q30

How often is each space used?

Private office	**Not Applicable**
Shared office (multi-provider)	**Daily**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Daily**
De-escalation space	**2-4 days/week**
Calming space (no door)	**1 day/week**
Classroom (group instruction)	**Daily**

DRAFT

Q31

How long is each space used when in use?

Private office	**Not Applicable**
Shared office (multi-provider)	**All day**
Pull-out space (2-5 students)	**Half day**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**All day**
De-escalation space	**1-3 hours**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**All day**

Q32

Rate the adequacy of your current program space for this program or service.

Private office	**Not Applicable**
Shared office (multi-provider)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Pull-out space (2-5 students)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Fully Adequate(working well and fully meets the needs)**
De-escalation space	**Not Adequate(major barrier to program effectiveness)**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Fully Adequate(working well and fully meets the needs)**

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

No

Page 12: Targeted School Improvement Program and Services Detail

DRAFT

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

Q37

How often is each space used?

Respondent skipped this question

Q38

How long is each space used when in use?

Respondent skipped this question

Q39

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

No

Page 14: STRIVE Program and Services Detail

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q43

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q44

How often is each space used?

Respondent skipped this question

Q45

How long is each space used when in use?

Respondent skipped this question

Q46

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Respondent skipped this question

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

No

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

Q51

How often is each space used?

Respondent skipped this question

Q52

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q53

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

No

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Respondent skipped this question

Page 18: Final Comments

Q57

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

Respondent skipped this question

DRAFT

#3

INCOMPLETE

Collector:	HCPS Respondents (Web Link)
Started:	Wednesday, July 02, 2025 8:04:33 AM
Last Modified:	Wednesday, July 02, 2025 8:15:29 AM
Time Spent:	00:10:55
IP Address:	38.124.151.106

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Karen Jankowiak**
Title	**Elementary Principal**

Q2

Please enter your email address

karen.jankowiak@hcps.org

Q3

School Name

Halls Cross Roads Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Kindergarten Classrooms	**Fully Adequate(working well and fully meets the needs)**
Primary (1-3) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Intermediate (4-5) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Art Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Music Spaces	**Not Adequate(major barrier to program effectiveness)**
Special Education Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Media Center	**Fully Adequate(working well and fully meets the needs)**
Faculty & Staff Support Spaces	**Not Adequate(major barrier to program effectiveness)**
Physical Education and Gymnasium Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Cafeteria and Food Service Spaces	**Fully Adequate(working well and fully meets the needs)**
Health Suite and Wellness Spaces	**Fully Adequate(working well and fully meets the needs)**
Administration Spaces	**Fully Adequate(working well and fully meets the needs)**
Storage	**Not Adequate(major barrier to program effectiveness)**

DRAFT

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

Currently, band and orchestra perform on the stage of the gymnasium while PE classes are in session.
MSDE requires so much to be in prekindergarten spaces despite the size of the classroom for accreditation. These spaces are too cluttered and visually overstimulating when our youngest of learners need space to move. Hall's has been limited in spaces due to the programming associated with being Title I and CS. We are fortunate to have a Judy Center and Parent Place to help families. We also need spaces for school-based mental health providers and OT and ELL.

Page 3: Title I

Q6 **Yes**

Is this a Title I school?

Page 4: Title I Program and Services Detail

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q8

Please specify the type of space if you used "Other."

Respondent skipped this question

Q9

How often is each space used?

Respondent skipped this question

Q10

How long is each space used when in use?

Respondent skipped this question

Q11

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

Respondent skipped this question

Page 5: Community School

Q13

Is this a Community School?

Yes

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q15

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q16

How often is each space used?

Respondent skipped this question

Q17

How long is each space used when in use?

Respondent skipped this question

Q18

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Respondent skipped this question

Page 7: Judy Center

Q20

Does this school have a Judy Center?

Yes

Page 8: Judy Center Program and Services Detail

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

None of the above

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q29

Please specify the type of space if you used "Other."

Respondent skipped this question

Q30

How often is each space used?

Respondent skipped this question

Q31

How long is each space used when in use?

Respondent skipped this question

Q32

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

DRAFT

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

Yes

Page 12: Targeted School Improvement Program and Services Detail

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

Q37

How often is each space used?

Respondent skipped this question

Q38

How long is each space used when in use?

Respondent skipped this question

Q39

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

No

Page 14: STRIVE Program and Services Detail

DRAFT

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q43

Please specify the type of space if you used "Other."

Respondent skipped this question

Q44

How often is each space used?

Respondent skipped this question

Q45

How long is each space used when in use?

Respondent skipped this question

Q46

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Respondent skipped this question

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

No

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q51

How often is each space used?

Respondent skipped this question

Q52

How long is each space used when in use?

Respondent skipped this question

Q53

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

Yes

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Full-day Prekindergarten

Page 18: Final Comments

Q57

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

Respondent skipped this question

DRAFT

#4

COMPLETE

Collector:	HCPS Respondents (Web Link)
Started:	Wednesday, July 02, 2025 8:22:20 AM
Last Modified:	Wednesday, July 02, 2025 8:35:47 AM
Time Spent:	00:13:27
IP Address:	38.124.151.90

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Jeanna Gentile**
Title	**Principal**

Q2

Please enter your email address

jeanna.gentile@hcps.org

Q3

School Name

Bel Air Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Fully Adequate(working well and fully meets the needs)**
Kindergarten Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Primary (1-3) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Intermediate (4-5) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Art Spaces	**Not Adequate(major barrier to program effectiveness)**
Music Spaces	**Not Adequate(major barrier to program effectiveness)**
Special Education Classrooms	**Not Adequate(major barrier to program effectiveness)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Media Center	**Fully Adequate(working well and fully meets the needs)**
Faculty & Staff Support Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Physical Education and Gymnasium Spaces	**Fully Adequate(working well and fully meets the needs)**
Cafeteria and Food Service Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Health Suite and Wellness Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Administration Spaces	**Fully Adequate(working well and fully meets the needs)**
Storage	**Not Adequate(major barrier to program effectiveness)**

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

Respondent skipped this question

Page 3: Title I

Q6

Is this a Title I school?

No

Page 4: Title I Program and Services Detail

DRAFT

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q8

Please specify the type of space if you used "Other."

Respondent skipped this question

Q9

How often is each space used?

Respondent skipped this question

Q10

How long is each space used when in use?

Respondent skipped this question

Q11

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

Respondent skipped this question

Page 5: Community School

Q13

Is this a Community School?

No

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q15

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q16

How often is each space used?

Respondent skipped this question

Q17

How long is each space used when in use?

Respondent skipped this question

Q18

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Respondent skipped this question

Page 7: Judy Center

Q20

Does this school have a Judy Center?

No

Page 8: Judy Center Program and Services Detail

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

None of the above

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q29

Please specify the type of space if you used "Other."

Respondent skipped this question

Q30

How often is each space used?

Respondent skipped this question

Q31

How long is each space used when in use?

Respondent skipped this question

Q32

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

DRAFT

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

No

Page 12: Targeted School Improvement Program and Services Detail

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

Q37

How often is each space used?

Respondent skipped this question

Q38

How long is each space used when in use?

Respondent skipped this question

Q39

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

No

Page 14: STRIVE Program and Services Detail

DRAFT

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q43

Please specify the type of space if you used "Other."

Respondent skipped this question

Q44

How often is each space used?

Respondent skipped this question

Q45

How long is each space used when in use?

Respondent skipped this question

Q46

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Respondent skipped this question

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

No

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q51

How often is each space used?

Respondent skipped this question

Q52

How long is each space used when in use?

Respondent skipped this question

Q53

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

No

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Respondent skipped this question

Page 18: Final Comments

Q57

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

I welcome the site-based visit so we can show our needs. Seeing is believing! Thank you for this opportunity.

DRAFT

#5

COMPLETE

Collector:	HCPS Respondents (Web Link)
Started:	Wednesday, July 02, 2025 8:36:15 AM
Last Modified:	Wednesday, July 02, 2025 8:40:11 AM
Time Spent:	00:03:55
IP Address:	38.124.151.114

Page 1: Initial Information

Q1

Please enter your name and title

Name	**JENNIFER DRUMGOOLE**
Title	**PRINCIPAL**

Q2

Please enter your email address

jennifer.drumgoole@hcps.org

Q3

School Name

Norrisville Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Not Adequate(major barrier to program effectiveness)**
Kindergarten Classrooms	**Fully Adequate(working well and fully meets the needs)**
Primary (1-3) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Intermediate (4-5) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Art Spaces	**Fully Adequate(working well and fully meets the needs)**
Music Spaces	**Fully Adequate(working well and fully meets the needs)**
Special Education Classrooms	**Fully Adequate(working well and fully meets the needs)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Media Center	**Fully Adequate(working well and fully meets the needs)**
Faculty & Staff Support Spaces	**Fully Adequate(working well and fully meets the needs)**
Physical Education and Gymnasium Spaces	**Not Adequate(major barrier to program effectiveness)**
Cafeteria and Food Service Spaces	**Not Adequate(major barrier to program effectiveness)**
Health Suite and Wellness Spaces	**Not Adequate(major barrier to program effectiveness)**
Administration Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Storage	**Not Adequate(major barrier to program effectiveness)**

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

Mostly, the school functions well for its age. However the combination gym/cafeteria/auditorium is very outdated and limits substantially what we are able to do operationally. Additionally, the health suite is a closet and there are no rooms to house PreK.

DRAFT

Page 3: Title I

Q6

Is this a Title I school?

No

Page 4: Title I Program and Services Detail

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q8

Please specify the type of space if you used "Other."

Respondent skipped this question

Q9

How often is each space used?

Respondent skipped this question

Q10

How long is each space used when in use?

Respondent skipped this question

Q11

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

Respondent skipped this question

Page 5: Community School

Q13

Is this a Community School?

No

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q15

Please specify the type of space if you used "Other."

Respondent skipped this question

Q16

How often is each space used?

Respondent skipped this question

Q17

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q18

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Respondent skipped this question

Page 7: Judy Center

Q20

Does this school have a Judy Center?

No

Page 8: Judy Center Program and Services Detail

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

DRAFT

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

None of the above

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q29

Please specify the type of space if you used "Other."

Respondent skipped this question

Q30

How often is each space used?

Respondent skipped this question

Q31

How long is each space used when in use?

Respondent skipped this question

Q32

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

No

Page 12: Targeted School Improvement Program and Services Detail

DRAFT

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

Q37

How often is each space used?

Respondent skipped this question

Q38

How long is each space used when in use?

Respondent skipped this question

Q39

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

No

Page 14: STRIVE Program and Services Detail

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q43

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q44

How often is each space used?

Respondent skipped this question

Q45

How long is each space used when in use?

Respondent skipped this question

Q46

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Respondent skipped this question

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

No

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

Q51

How often is each space used?

Respondent skipped this question

Q52

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q53

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

No

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Respondent skipped this question

Page 18: Final Comments

Q57

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

Respondent skipped this question

DRAFT

#6

COMPLETE

Collector:	HCPS Respondents (Web Link)
Started:	Wednesday, July 02, 2025 8:10:12 AM
Last Modified:	Wednesday, July 02, 2025 8:40:29 AM
Time Spent:	00:30:17
IP Address:	38.124.151.116

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Parfait Awono**
Title	**Principal**

Q2

Please enter your email address

parfait.awono@hcps.org

Q3

School Name

Ring Factory Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Fully Adequate(working well and fully meets the needs)**
Kindergarten Classrooms	**Fully Adequate(working well and fully meets the needs)**
Primary (1-3) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Intermediate (4-5) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Art Spaces	**Fully Adequate(working well and fully meets the needs)**
Music Spaces	**Fully Adequate(working well and fully meets the needs)**
Special Education Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Not Adequate(major barrier to program effectiveness)**
Media Center	**Fully Adequate(working well and fully meets the needs)**
Faculty & Staff Support Spaces	**Not Adequate(major barrier to program effectiveness)**
Physical Education and Gymnasium Spaces	**Fully Adequate(working well and fully meets the needs)**
Cafeteria and Food Service Spaces	**Fully Adequate(working well and fully meets the needs)**
Health Suite and Wellness Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Administration Spaces	**Fully Adequate(working well and fully meets the needs)**
Storage	**Not Adequate(major barrier to program effectiveness)**
Other (please specify):	We do not have Pre-K Classrooms.

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

We currently use the common space in the pod area for intervention. Due to traffic and other noises/interruptions, students are not able to get the intervention they need.

Page 3: Title I

Q6

Is this a Title I school?

No

Page 4: Title I Program and Services Detail

DRAFT

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q8

Please specify the type of space if you used "Other."

Respondent skipped this question

Q9

How often is each space used?

Respondent skipped this question

Q10

How long is each space used when in use?

Respondent skipped this question

Q11

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

Respondent skipped this question

Page 5: Community School

Q13

Is this a Community School?

No

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q15

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q16

How often is each space used?

Respondent skipped this question

Q17

How long is each space used when in use?

Respondent skipped this question

Q18

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Respondent skipped this question

Page 7: Judy Center

Q20

Does this school have a Judy Center?

No

Page 8: Judy Center Program and Services Detail

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

None of the above

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q29

Please specify the type of space if you used "Other."

Respondent skipped this question

Q30

How often is each space used?

Respondent skipped this question

Q31

How long is each space used when in use?

Respondent skipped this question

Q32

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

DRAFT

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

No

Page 12: Targeted School Improvement Program and Services Detail

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

Q37

How often is each space used?

Respondent skipped this question

Q38

How long is each space used when in use?

Respondent skipped this question

Q39

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

Yes

Page 14: STRIVE Program and Services Detail

DRAFT

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**Unknown**
Pull-out space (2-5 students)	**1**
Dedicated storage/pantry	**1**
Calming space (no-door)	**1**

Q43 **Respondent skipped this question**

Please specify the type of space if you used "Other."

Q44

How often is each space used?

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Daily**
De-escalation space	**Not Applicable**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Daily**

Q45

How long is each space used when in use?

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Half day**
De-escalation space	**Not Applicable**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**All day**

DRAFT

Q46

Rate the adequacy of your current program space for this program or service.

Private office	**Not Adequate(major barrier to program effectiveness)**
Shared office (multi-provider)	**Not Adequate(major barrier to program effectiveness)**
Pull-out space (2-5 students)	**Not Adequate(major barrier to program effectiveness)**
Dedicated storage/pantry	**Not Adequate(major barrier to program effectiveness)**
Sensory Room	**Somewhat Adequate(some strengths but has noticeable limitations)**
De-escalation space	**Not Adequate(major barrier to program effectiveness)**
Calming space (no door)	**Not Adequate(major barrier to program effectiveness)**
Classroom (group instruction)	**Somewhat Adequate(some strengths but has noticeable limitations)**

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

This school year, we will add a STRIVE Transition classroom. The STRIVE program will then use 2 classrooms meant for K-1 students. In addition we are devoting a classroom for a new sensory room. It would be great to have space that is specifically designed for STRIVE needs.

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

No

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

Q51

How often is each space used?

Respondent skipped this question

DRAFT

Q52

How long is each space used when in use?

Respondent skipped this question

Q53

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

No

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Respondent skipped this question

Page 18: Final Comments

Q57

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

Respondent skipped this question

DRAFT

#7

COMPLETE

Collector: HCPS Respondents (Web Link)
Started: Wednesday, July 02, 2025 8:09:01 AM
Last Modified: Wednesday, July 02, 2025 8:45:37 AM
Time Spent: 00:36:36
IP Address: 38.124.151.111

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Mark P. Warfield**
Title	**Principal**

Q2

Please enter your email address

mark.warfield@hcps.org

Q3

School Name

Meadowvale Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Kindergarten Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Primary (1-3) Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Intermediate (4-5) Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Art Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Music Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Special Education Classrooms	**Not Adequate(major barrier to program effectiveness)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Not Adequate(major barrier to program effectiveness)**
Media Center	**Fully Adequate(working well and fully meets the needs)**
Faculty & Staff Support Spaces	**Not Adequate(major barrier to program effectiveness)**
Physical Education and Gymnasium Spaces	**Fully Adequate(working well and fully meets the needs)**
Cafeteria and Food Service Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Health Suite and Wellness Spaces	**Fully Adequate(working well and fully meets the needs)**
Administration Spaces	**Fully Adequate(working well and fully meets the needs)**
Storage	**Not Adequate(major barrier to program effectiveness)**

DRAFT

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

Spaces noted as Not Adequate are space we DO NOT have.
Spaces noted as Somewhat Adequate work depending on enrollment. Cafeteria for example. Our tables have 24 seats. If we have classes larger than 24, which is the new norm, we can't fit one class at each table. This causes overflow needs at other tables which impacts the timeliness and efficiency of our lunch blocks - we need a larger block of time to get all the lunches in which does impact the instructional programming. This would not be an issue with lower class sizes. Spaces noted as Fully Adequate are working well as neither, with the exception of the Media Center, need to service a high number of students at once.

Page 3: Title I

Q6

Is this a Title I school?

No

Page 4: Title I Program and Services Detail

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q8

Please specify the type of space if you used "Other."

Respondent skipped this question

Q9

How often is each space used?

Respondent skipped this question

Q10

How long is each space used when in use?

Respondent skipped this question

Q11

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

Respondent skipped this question

DRAFT

Page 5: Community School

Q13

Is this a Community School?

No

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q15

Please specify the type of space if you used "Other."

Respondent skipped this question

Q16

How often is each space used?

Respondent skipped this question

Q17

How long is each space used when in use?

Respondent skipped this question

Q18

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Respondent skipped this question

Page 7: Judy Center

Q20

Does this school have a Judy Center?

No

Page 8: Judy Center Program and Services Detail

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

Early Learners,

Learning Together,

Co-Taught Pre-K

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**n/a**
Shared Office (multi-provider)	**n/a**
Pull-out space (2-5 students)	**n/a**
Dedicated storage/pantry	**n/a**
Sensory Room	**1**
De-escalation room	**n/a**
Calming space (no-door)	**n/a**
Classroom (group instruction)	**4**

Q29

Please specify the type of space if you used "Other."

Where I say NA, it means we don't have that space, but could use it!

DRAFT

Q30

How often is each space used?

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Daily**
De-escalation space	**Not Applicable**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Daily**
Other (please specify)	**Where I say NA, it means we don't have that space, but could use it!**

Q31

How long is each space used when in use?

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**All day**
De-escalation space	**Not Applicable**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**All day**
Other (please specify)	**Where I say NA, it means we don't have that space, but could use it!**

DRAFT

Q32

Rate the adequacy of your current program space for this program or service.

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Adequate(major barrier to program effectiveness)**
Dedicated storage/pantry	**Not Adequate(major barrier to program effectiveness)**
Sensory Room	**Fully Adequate(working well and fully meets the needs)**
De-escalation space	**Not Adequate(major barrier to program effectiveness)**
Calming space (no door)	**Not Adequate(major barrier to program effectiveness)**
Classroom (group instruction)	**Fully Adequate(working well and fully meets the needs)**
Other (please specify):	NA=Don't have it. Not Adequate=don't have it but could use it to make the program better.

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

I am not sure that I completed this section correctly, but I hope my written comments clarify my thinking.

Page 11: Targeted School Improvement (TSI)

Q34 **Yes**

Is this school part of the Targeted School Improvement (TSI) program?

Page 12: Targeted School Improvement Program and Services Detail

DRAFT

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**n/a**
Shared Office (multi-provider)	**n/a**
Pull-out space (2-5 students)	**2**
Dedicated storage/pantry	**n/a**
Sensory Room	**1**
De-escalation room	**n/a**
Calming space (no-door)	**n/a**
Classroom (group instruction)	**4**

Q36

Please specify the type of space if you used "Other."

n/a means we don't have it

Q37

How often is each space used?

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Daily**
De-escalation space	**Not Applicable**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Daily**
Other (please specify)	**N/A means we don't have it**

DRAFT

Q38

How long is each space used when in use?

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**All day**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**All day**
De-escalation space	**Not Applicable**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**All day**
Other (please specify)	**N/A means we don't have it**

Q39

Rate the adequacy of your current program space for this program or service.

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Adequate(major barrier to program effectiveness)**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Fully Adequate(working well and fully meets the needs)**
De-escalation space	**Not Adequate(major barrier to program effectiveness)**
Calming space (no door)	**Not Adequate(major barrier to program effectiveness)**
Classroom (group instruction)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Other (please specify):	Somewhat Adequate=have space but need one per special educator to be effective. Not Adequate=don't have it but need it. N/A=don't have it and don't need it

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

We are a TSI school due to our special education needs. With the increase need for targeted SEL instruction, we need better space, pull out space and de-escalation space. We also need a room for EACH special education case manager. This could be instructional space, and when needed a de-escalation space. The reason we need an ADDITIONAL de-escalation space is because pull-out groups in a SE room can't take place while a student is working through a time of de-escalation

Page 13: STRIVE

DRAFT

Q41

Does this school have a STRIVE program?

No

Page 14: STRIVE Program and Services Detail

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q43

Please specify the type of space if you used "Other."

Respondent skipped this question

Q44

How often is each space used?

Respondent skipped this question

Q45

How long is each space used when in use?

Respondent skipped this question

Q46

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Respondent skipped this question

DRAFT

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

No

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

Q51

How often is each space used?

Respondent skipped this question

Q52

How long is each space used when in use?

Respondent skipped this question

Q53

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

No

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Respondent skipped this question

Page 18: Final Comments

DRAFT

Q57

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

If class sizes and student needs continue to increase, space to adequately serve the students need to increase. That simple. I believe the trend will continue unless local and state funding get us to a point where we can lesson the number of kids in a class. With that said, lower class sizes mean the need for more classrooms. Solving that issue simply creates issues with having EXTRA space for pullout, SE Case Manager space, de-escalation space, etc.

DRAFT

#8

COMPLETE

Collector:	HCPS Respondents (Web Link)
Started:	Wednesday, July 02, 2025 8:27:31 AM
Last Modified:	Wednesday, July 02, 2025 8:46:25 AM
Time Spent:	00:18:54
IP Address:	38.124.151.96

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Lorien Covelly**
Title	**Principal**

Q2

Please enter your email address

lorien.covelly@hcps.org

Q3 **Dublin Elementary**

School Name

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Kindergarten Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Primary (1-3) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Intermediate (4-5) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Art Spaces	**Fully Adequate(working well and fully meets the needs)**
Music Spaces	**Fully Adequate(working well and fully meets the needs)**
Special Education Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Media Center	**Fully Adequate(working well and fully meets the needs)**
Faculty & Staff Support Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Physical Education and Gymnasium Spaces	**Fully Adequate(working well and fully meets the needs)**
Cafeteria and Food Service Spaces	**Fully Adequate(working well and fully meets the needs)**
Health Suite and Wellness Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Administration Spaces	**Fully Adequate(working well and fully meets the needs)**
Storage	**Somewhat Adequate(some strengths but has noticeable limitations)**

DRAFT

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

Students would benefit from additional alternative learning spaces to support de-escalation and limit distrations.

Page 3: Title I

Q6

Is this a Title I school?

No

Page 4: Title I Program and Services Detail

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q8

Please specify the type of space if you used "Other."

Respondent skipped this question

Q9

How often is each space used?

Respondent skipped this question

Q10

How long is each space used when in use?

Respondent skipped this question

Q11

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

Respondent skipped this question

Page 5: Community School

Q13

Is this a Community School?

No

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q15

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q16

How often is each space used?

Respondent skipped this question

Q17

How long is each space used when in use?

Respondent skipped this question

Q18

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Respondent skipped this question

Page 7: Judy Center

Q20

Does this school have a Judy Center?

No

Page 8: Judy Center Program and Services Detail

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

None of the above

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q29

Please specify the type of space if you used "Other."

Respondent skipped this question

Q30

How often is each space used?

Respondent skipped this question

Q31

How long is each space used when in use?

Respondent skipped this question

Q32

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

DRAFT

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

No

Page 12: Targeted School Improvement Program and Services Detail

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

Q37

How often is each space used?

Respondent skipped this question

Q38

How long is each space used when in use?

Respondent skipped this question

Q39

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

No

Page 14: STRIVE Program and Services Detail

DRAFT

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q43

Please specify the type of space if you used "Other."

Respondent skipped this question

Q44

How often is each space used?

Respondent skipped this question

Q45

How long is each space used when in use?

Respondent skipped this question

Q46

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Respondent skipped this question

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

No

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q51

How often is each space used?

Respondent skipped this question

Q52

How long is each space used when in use?

Respondent skipped this question

Q53

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

Yes

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

We have a partnership with 2 mental health providers who come to the school to counsel students. This does create a space issue.

Page 18: Final Comments

Q57

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

Respondent skipped this question

DRAFT

#9

COMPLETE

Collector: HCPS Respondents (Web Link)
Started: Wednesday, July 02, 2025 8:41:23 AM
Last Modified: Wednesday, July 02, 2025 8:57:59 AM
Time Spent: 00:16:35
IP Address: 98.211.89.42

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Jessica Hichkad**
Title	**Principal**

Q2

Please enter your email address

jessica.hichkad@hcps.org

Q3

School Name

Joppatowne Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Fully Adequate(working well and fully meets the needs)**
Kindergarten Classrooms	**Fully Adequate(working well and fully meets the needs)**
Primary (1-3) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Intermediate (4-5) Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Art Spaces	**Fully Adequate(working well and fully meets the needs)**
Music Spaces	**Fully Adequate(working well and fully meets the needs)**
Special Education Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Media Center	**Fully Adequate(working well and fully meets the needs)**
Faculty & Staff Support Spaces	**Fully Adequate(working well and fully meets the needs)**
Physical Education and Gymnasium Spaces	**Fully Adequate(working well and fully meets the needs)**
Cafeteria and Food Service Spaces	**Fully Adequate(working well and fully meets the needs)**
Health Suite and Wellness Spaces	**Fully Adequate(working well and fully meets the needs)**
Administration Spaces	**Fully Adequate(working well and fully meets the needs)**
Storage	**Somewhat Adequate(some strengths but has noticeable limitations)**
Other (please specify):	Our current sensory room was not built as a sensory room. There are large cabinets on one wall along with a counter top with sharp edges and two large chalk boards. It seems as though it was a classroom or intervention space where sensory materials were placed.

DRAFT

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

Only two of our CSP classrooms connect to the calming/support area. This has always presented a challenge because when students from the non-connected classroom require this space, it is a long distance. Additionally, our intermediate classrooms are very small. With growing class sizes, the rooms are too small for the number of intermediate aged children in those rooms.

Page 3: Title I

Q6 **Yes**

Is this a Title I school?

Page 4: Title I Program and Services Detail

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**0**
Shared Office (multi-provider)	**0**
Pull-out space (2-5 students)	**0**
Dedicated storage/pantry	**0**
Sensory Room	**1**
De-escalation room	**1**
Calming space (no-door)	**0**
Classroom (group instruction)	**0**
Other	**0**

Q8

Respondent skipped this question

Please specify the type of space if you used "Other."

Q9

How often is each space used?

Private office	**Daily**
Shared office (multi-provider)	**Daily**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Daily**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Daily**
Classroom (group instruction)	**Daily**

DRAFT

Q10

How long is each space used when in use?

Private office	**Half day**
Shared office (multi-provider)	**Half day**
Pull-out space (2-5 students)	**All day**
Dedicated storage/pantry	**All day**
Sensory Room	**All day**
De-escalation space	**1-3 hours**
Calming space (no door)	**1-3 hours**
Classroom (group instruction)	**All day**

Q11

Rate the adequacy of your current program space for this program or service.

Private office	**Fully Adequate(working well and fully meets the needs)**
Shared office (multi-provider)	**Fully Adequate(working well and fully meets the needs)**
Pull-out space (2-5 students)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Dedicated storage/pantry	**Fully Adequate(working well and fully meets the needs)**
Sensory Room	**Somewhat Adequate(some strengths but has noticeable limitations)**
De-escalation space	**Somewhat Adequate(some strengths but has noticeable limitations)**
Calming space (no door)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Classroom (group instruction)	**Somewhat Adequate(some strengths but has noticeable limitations)**

DRAFT

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

We have our de-escalation/calming space within CSP; however, we do not have another one in the building. That space is only used for CSP. We have tried to convert spaces for de-escalation, but they were built not meant for that, so they have aspects that impact safety.

Page 5: Community School

Q13 **Yes**

Is this a Community School?

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**0**
Shared Office (multi-provider)	**0**
Pull-out space (2-5 students)	**0**
Dedicated storage/pantry	**0**
Sensory Room	**1**
De-escalation room	**1**
Calming space (no-door)	**1**
Classroom (group instruction)	**0**

Q15 **Respondent skipped this question**

Please specify the type of space if you used "Other."

Q16

How often is each space used?

Private office	**Daily**
Shared office (multi-provider)	**Daily**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Daily**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Daily**
Classroom (group instruction)	**Daily**

DRAFT

Q17

How long is each space used when in use?

Private office	**Half day**
Shared office (multi-provider)	**Half day**
Pull-out space (2-5 students)	**All day**
Dedicated storage/pantry	**All day**
Sensory Room	**All day**
De-escalation space	**Half day**
Calming space (no door)	**Half day**
Classroom (group instruction)	**All day**

Q18

Rate the adequacy of your current program space for this program or service.

Private office	**Fully Adequate(working well and fully meets the needs)**
Shared office (multi-provider)	**Fully Adequate(working well and fully meets the needs)**
Pull-out space (2-5 students)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Dedicated storage/pantry	**Fully Adequate(working well and fully meets the needs)**
Sensory Room	**Somewhat Adequate(some strengths but has noticeable limitations)**
De-escalation space	**Somewhat Adequate(some strengths but has noticeable limitations)**
Calming space (no door)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Classroom (group instruction)	**Somewhat Adequate(some strengths but has noticeable limitations)**

DRAFT

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Respondent skipped this question

Page 7: Judy Center

Q20

Does this school have a Judy Center?

No

Page 8: Judy Center Program and Services Detail

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

DRAFT

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

None of the above

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q29

Please specify the type of space if you used "Other."

Respondent skipped this question

Q30

How often is each space used?

Respondent skipped this question

Q31

How long is each space used when in use?

Respondent skipped this question

Q32

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

No

Page 12: Targeted School Improvement Program and Services Detail

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

Q37

How often is each space used?

Respondent skipped this question

DRAFT

Q38

How long is each space used when in use?

Respondent skipped this question

Q39

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

No

Page 14: STRIVE Program and Services Detail

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q43

Please specify the type of space if you used "Other."

Respondent skipped this question

Q44

How often is each space used?

Respondent skipped this question

Q45

How long is each space used when in use?

Respondent skipped this question

Q46

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

DRAFT

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Respondent skipped this question

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

Yes

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**0**
Shared Office (multi-provider)	**0**
Pull-out space (2-5 students)	**0**
Dedicated storage/pantry	**0**
Sensory Room	**0**
De-escalation room	**1**
Calming space (no-door)	**1**
Classroom (group instruction)	**0**

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q51

How often is each space used?

Private office	**Daily**
Shared office (multi-provider)	**Daily**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Daily**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Daily**
Classroom (group instruction)	**Daily**

Q52

How long is each space used when in use?

Private office	**Half day**
Shared office (multi-provider)	**Half day**
Pull-out space (2-5 students)	**Half day**
Dedicated storage/pantry	**All day**
Sensory Room	**All day**
De-escalation space	**Half day**
Calming space (no door)	**Half day**
Classroom (group instruction)	**All day**

DRAFT

Q53

Rate the adequacy of your current program space for this program or service.

Private office	**Fully Adequate(working well and fully meets the needs)**
Shared office (multi-provider)	**Fully Adequate(working well and fully meets the needs)**
Pull-out space (2-5 students)	**Fully Adequate(working well and fully meets the needs)**
Dedicated storage/pantry	**Fully Adequate(working well and fully meets the needs)**
Sensory Room	**Somewhat Adequate(some strengths but has noticeable limitations)**
De-escalation space	**Somewhat Adequate(some strengths but has noticeable limitations)**
Calming space (no door)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Classroom (group instruction)	**Somewhat Adequate(some strengths but has noticeable limitations)**

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Our calming/de-escalation room is only connected to two out of the three CSP classrooms. This presents a challenge. Additionally, what is currently our sensory room is a converted space with cabinets, edges, and other unsafe surfaces.

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

No

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Respondent skipped this question

Page 18: Final Comments

Q57

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

Respondent skipped this question

DRAFT

#10

COMPLETE

Collector:	HCPS Respondents (Web Link)
Started:	Wednesday, July 02, 2025 9:03:53 AM
Last Modified:	Wednesday, July 02, 2025 9:26:35 AM
Time Spent:	00:22:42
IP Address:	38.124.151.102

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Christine Langrehr**
Title	**Principal**

Q2

Please enter your email address

Christine.Langrehr@hcps.org

Q3

School Name

George D. Lisby Elementary @ Hillsdale

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Fully Adequate(working well and fully meets the needs)**
Kindergarten Classrooms	**Fully Adequate(working well and fully meets the needs)**
Primary (1-3) Classrooms	**Not Adequate(major barrier to program effectiveness)**
Intermediate (4-5) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Art Spaces	**Not Adequate(major barrier to program effectiveness)**
Music Spaces	**Not Adequate(major barrier to program effectiveness)**
Special Education Classrooms	**Not Adequate(major barrier to program effectiveness)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Not Adequate(major barrier to program effectiveness)**
Media Center	**Fully Adequate(working well and fully meets the needs)**
Faculty & Staff Support Spaces	**Not Adequate(major barrier to program effectiveness)**
Physical Education and Gymnasium Spaces	**Fully Adequate(working well and fully meets the needs)**
Cafeteria and Food Service Spaces	**Fully Adequate(working well and fully meets the needs)**
Health Suite and Wellness Spaces	**Fully Adequate(working well and fully meets the needs)**
Administration Spaces	**Fully Adequate(working well and fully meets the needs)**
Storage	**Somewhat Adequate(some strengths but has noticeable limitations)**

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

We do not have a space for our school-based therapy to occur. Often they are using our school counselor office or an administrator's office.

DRAFT

Page 3: Title I

Q6 **Yes**

Is this a Title I school?

Page 4: Title I Program and Services Detail

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**1**
Shared Office (multi-provider)	**1**
Pull-out space (2-5 students)	**3**
Dedicated storage/pantry	**0**
Sensory Room	**1 shared space with de-escalation room**
De-escalation room	**1 shared space with sensory room**
Calming space (no-door)	**0**
Classroom (group instruction)	**0**

Q8

Respondent skipped this question

Please specify the type of space if you used "Other."

Q9

How often is each space used?

Private office	**Daily**
Shared office (multi-provider)	**Daily**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Not Applicable**

DRAFT

Q10

How long is each space used when in use?

Private office	**All day**
Shared office (multi-provider)	**All day**
Pull-out space (2-5 students)	**All day**
Dedicated storage/pantry	**1-3 hours**
Sensory Room	**1-3 hours**
De-escalation space	**1-3 hours**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Not Applicable**

Q11

Rate the adequacy of your current program space for this program or service.

Private office	**Fully Adequate(working well and fully meets the needs)**
Shared office (multi-provider)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Pull-out space (2-5 students)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Dedicated storage/pantry	**Fully Adequate(working well and fully meets the needs)**
Sensory Room	**Not Adequate(major barrier to program effectiveness)**
De-escalation space	**Somewhat Adequate(some strengths but has noticeable limitations)**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Not Applicable**

DRAFT

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

Respondent skipped this question

Page 5: Community School

Q13

Is this a Community School?

Yes

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**1**
Shared Office (multi-provider)	**1**
Pull-out space (2-5 students)	**0**
Dedicated storage/pantry	**1**
Sensory Room	**0**
De-escalation room	**0**
Calming space (no-door)	**0**
Classroom (group instruction)	**0**

Q15 **Respondent skipped this question**

Please specify the type of space if you used "Other."

Q16

How often is each space used?

Private office	**Daily**
Shared office (multi-provider)	**Daily**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**1 day/week**
Sensory Room	**Not Applicable**
De-escalation space	**Not Applicable**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Not Applicable**

DRAFT

Q17

How long is each space used when in use?

Private office	**All day**
Shared office (multi-provider)	**All day**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**1-3 hours**
Sensory Room	**Not Applicable**
De-escalation space	**Not Applicable**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Not Applicable**

Q18

Rate the adequacy of your current program space for this program or service.

Private office	**Fully Adequate(working well and fully meets the needs)**
Shared office (multi-provider)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Fully Adequate(working well and fully meets the needs)**
Sensory Room	**Not Applicable**
De-escalation space	**Not Applicable**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Not Applicable**

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Respondent skipped this question

Page 7: Judy Center

Q20

Does this school have a Judy Center?

No

Page 8: Judy Center Program and Services Detail

DRAFT

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

None of the above

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q29

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q30

How often is each space used?

Respondent skipped this question

Q31

How long is each space used when in use?

Respondent skipped this question

Q32

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

No

Page 12: Targeted School Improvement Program and Services Detail

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

Q37

How often is each space used?

Respondent skipped this question

Q38

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q39

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

No

Page 14: STRIVE Program and Services Detail

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q43

Please specify the type of space if you used "Other."

Respondent skipped this question

Q44

How often is each space used?

Respondent skipped this question

Q45

How long is each space used when in use?

Respondent skipped this question

Q46

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Respondent skipped this question

DRAFT

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

No

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

Q51

How often is each space used?

Respondent skipped this question

Q52

How long is each space used when in use?

Respondent skipped this question

Q53

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

No

DRAFT

Q56

Respondent skipped this question

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Page 18: Final Comments

Q57

Respondent skipped this question

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

DRAFT

#11

COMPLETE

Collector: HCPS Respondents (Web Link)
Started: Wednesday, July 02, 2025 11:34:35 AM
Last Modified: Wednesday, July 02, 2025 11:45:38 AM
Time Spent: 00:11:02
IP Address: 73.87.209.118

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Tara Dedeaux**
Title	**Principal**

Q2

Please enter your email address

tara.dedeaux@hcps.org

Q3

School Name

Bakerfield Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Fully Adequate(working well and fully meets the needs)**
Kindergarten Classrooms	**Fully Adequate(working well and fully meets the needs)**
Primary (1-3) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Intermediate (4-5) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Art Spaces	**Fully Adequate(working well and fully meets the needs)**
Music Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Special Education Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Not Adequate(major barrier to program effectiveness)**
Media Center	**Fully Adequate(working well and fully meets the needs)**
Faculty & Staff Support Spaces	**Not Adequate(major barrier to program effectiveness)**
Physical Education and Gymnasium Spaces	**Fully Adequate(working well and fully meets the needs)**
Cafeteria and Food Service Spaces	**Fully Adequate(working well and fully meets the needs)**
Health Suite and Wellness Spaces	**Fully Adequate(working well and fully meets the needs)**
Administration Spaces	**Fully Adequate(working well and fully meets the needs)**
Storage	**Not Adequate(major barrier to program effectiveness)**
Other (please specify):	No space for community schools- parent meetings

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

Respondent skipped this question

DRAFT

Page 3: Title I

Q6

Is this a Title I school?

Yes

Page 4: Title I Program and Services Detail

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**0**
Shared Office (multi-provider)	**1**
Pull-out space (2-5 students)	**0**
Dedicated storage/pantry	**0**
Sensory Room	**0**
De-escalation room	**1**
Calming space (no-door)	**0**
Classroom (group instruction)	**0**

Q8

Respondent skipped this question

Please specify the type of space if you used "Other."

Q9

How often is each space used?

Private office	**Not Applicable**
Shared office (multi-provider)	**Daily**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Not Applicable**
De-escalation space	**Daily**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Daily**

DRAFT

Q10

How long is each space used when in use?

Private office	**Not Applicable**
Shared office (multi-provider)	**All day**
Pull-out space (2-5 students)	**All day**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Not Applicable**
De-escalation space	**Half day**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**All day**

Q11

Rate the adequacy of your current program space for this program or service.

Private office	**Not Applicable**
Shared office (multi-provider)	**Fully Adequate(working well and fully meets the needs)**
Pull-out space (2-5 students)	**Not Adequate(major barrier to program effectiveness)**
Dedicated storage/pantry	**Not Adequate(major barrier to program effectiveness)**
Sensory Room	**Not Adequate(major barrier to program effectiveness)**
De-escalation space	**Fully Adequate(working well and fully meets the needs)**
Calming space (no door)	**Not Adequate(major barrier to program effectiveness)**
Classroom (group instruction)	**Not Adequate(major barrier to program effectiveness)**

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

We do not have space for anything additional other than classrooms

Page 5: Community School

Q13 **Yes**

Is this a Community School?

Page 6: Community School Program and Services Detail

DRAFT

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**0**
Shared Office (multi-provider)	**1**
Pull-out space (2-5 students)	**1**
Dedicated storage/pantry	**0**
Sensory Room	**0**
De-escalation room	**1**
Calming space (no-door)	**0**
Classroom (group instruction)	**0**

Q15 **Respondent skipped this question**

Please specify the type of space if you used "Other."

Q16

How often is each space used?

Private office	**Not Applicable**
Shared office (multi-provider)	**Daily**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Not Applicable**
De-escalation space	**Daily**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Daily**

DRAFT

Q17

How long is each space used when in use?

Private office	**Not Applicable**
Shared office (multi-provider)	**All day**
Pull-out space (2-5 students)	**All day**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Not Applicable**
De-escalation space	**Half day**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Half day**

Q18

Rate the adequacy of your current program space for this program or service.

Private office	**Not Applicable**
Shared office (multi-provider)	**Fully Adequate(working well and fully meets the needs)**
Pull-out space (2-5 students)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Dedicated storage/pantry	**Not Adequate(major barrier to program effectiveness)**
Sensory Room	**Not Adequate(major barrier to program effectiveness)**
De-escalation space	**Fully Adequate(working well and fully meets the needs)**
Calming space (no door)	**Not Adequate(major barrier to program effectiveness)**
Classroom (group instruction)	**Somewhat Adequate(some strengths but has noticeable limitations)**

DRAFT

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

We do not have space for many things that are needed to address community schools and the needs of students and families.

Page 7: Judy Center

Q20 **No**

Does this school have a Judy Center?

Page 8: Judy Center Program and Services Detail

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

None of the above

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q29

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q30

How often is each space used?

Respondent skipped this question

Q31

How long is each space used when in use?

Respondent skipped this question

Q32

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

Yes

Page 12: Targeted School Improvement Program and Services Detail

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**0**
Shared Office (multi-provider)	**0**
Pull-out space (2-5 students)	**0**
Dedicated storage/pantry	**0**
Sensory Room	**0**
De-escalation room	**0**
Calming space (no-door)	**0**
Classroom (group instruction)	**0**

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q37

How often is each space used?

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Not Applicable**
De-escalation space	**Not Applicable**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Not Applicable**

Q38

How long is each space used when in use?

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Not Applicable**
De-escalation space	**Not Applicable**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Not Applicable**

Q39

Rate the adequacy of your current program space for this program or service.

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Not Applicable**
De-escalation space	**Not Applicable**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Not Applicable**

DRAFT

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

We do not have additional space to address TSI

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

No

Page 14: STRIVE Program and Services Detail

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q43

Please specify the type of space if you used "Other."

Respondent skipped this question

Q44

How often is each space used?

Respondent skipped this question

Q45

How long is each space used when in use?

Respondent skipped this question

Q46

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Respondent skipped this question

Page 15: Classroom Support Program (CSP)

DRAFT

Q48

Does this school have a Classroom Support Program (CSP)?

No

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

Q51

How often is each space used?

Respondent skipped this question

Q52

How long is each space used when in use?

Respondent skipped this question

Q53

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

No

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Respondent skipped this question

DRAFT

Page 18: Final Comments

Q57

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

We need additional space for small group instruction, offices, and community wrap around services as well as a pantry

DRAFT

#12

COMPLETE

Collector: HCPS Respondents (Web Link)
Started: Wednesday, July 02, 2025 12:05:59 PM
Last Modified: Wednesday, July 02, 2025 1:09:29 PM
Time Spent: 01:03:29
IP Address: 38.124.151.95

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Meridith Dunlap**
Title	**Principal**

Q2

Please enter your email address

meridith.dunlap@hcps.org

Q3

School Name

Deerfield Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Fully Adequate(working well and fully meets the needs)**
Kindergarten Classrooms	**Fully Adequate(working well and fully meets the needs)**
Primary (1-3) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Intermediate (4-5) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Art Spaces	**Fully Adequate(working well and fully meets the needs)**
Music Spaces	**Fully Adequate(working well and fully meets the needs)**
Special Education Classrooms	**Fully Adequate(working well and fully meets the needs)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Fully Adequate(working well and fully meets the needs)**
Media Center	**Fully Adequate(working well and fully meets the needs)**
Faculty & Staff Support Spaces	**Fully Adequate(working well and fully meets the needs)**
Physical Education and Gymnasium Spaces	**Fully Adequate(working well and fully meets the needs)**
Cafeteria and Food Service Spaces	**Fully Adequate(working well and fully meets the needs)**
Health Suite and Wellness Spaces	**Fully Adequate(working well and fully meets the needs)**
Administration Spaces	**Fully Adequate(working well and fully meets the needs)**
Storage	**Fully Adequate(working well and fully meets the needs)**

Q5

Respondent skipped this question

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

Page 3: Title I

Q6

Yes

Is this a Title I school?

Page 4: Title I Program and Services Detail

DRAFT

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**0**
Shared Office (multi-provider)	**3**
Pull-out space (2-5 students)	**5**
Dedicated storage/pantry	**1**
Sensory Room	**1**
De-escalation room	**1**
Calming space (no-door)	**1**
Classroom (group instruction)	**n/a**

Q8

Respondent skipped this question

Please specify the type of space if you used "Other."

Q9

How often is each space used?

Private office	**Not Applicable**
Shared office (multi-provider)	**Daily**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Daily**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Daily**
Classroom (group instruction)	**Not Applicable**
Other (please specify)	**I don't understand classroom as it relates to Title 1**

DRAFT

Q10

How long is each space used when in use?

Private office	**Not Applicable**
Shared office (multi-provider)	**All day**
Pull-out space (2-5 students)	**All day**
Dedicated storage/pantry	**All day**
Sensory Room	**All day**
De-escalation space	**All day**
Calming space (no door)	**1-3 hours**
Classroom (group instruction)	**Not Applicable**

Q11

Rate the adequacy of your current program space for this program or service.

Private office	**Not Applicable**
Shared office (multi-provider)	**Fully Adequate(working well and fully meets the needs)**
Pull-out space (2-5 students)	**Fully Adequate(working well and fully meets the needs)**
Dedicated storage/pantry	**Fully Adequate(working well and fully meets the needs)**
Sensory Room	**Somewhat Adequate(some strengths but has noticeable limitations)**
De-escalation space	**Somewhat Adequate(some strengths but has noticeable limitations)**
Calming space (no door)	**Not Adequate(major barrier to program effectiveness)**
Classroom (group instruction)	**Not Applicable**

DRAFT

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

While we have these rooms and spaces, they are not solely the responsibility of Title 1.

Page 5: Community School

Q13 **Yes**

Is this a Community School?

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**0**
Shared Office (multi-provider)	**4**
Pull-out space (2-5 students)	**2**
Dedicated storage/pantry	**2**
Sensory Room	**1**
De-escalation room	**1**
Calming space (no-door)	**n/a**
Classroom (group instruction)	**n/a**

Q15 **Respondent skipped this question**

Please specify the type of space if you used "Other."

Q16

How often is each space used?

Private office	**Not Applicable**
Shared office (multi-provider)	**Daily**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Daily**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Not Applicable**

DRAFT

Q17

How long is each space used when in use?

Private office	**Not Applicable**
Shared office (multi-provider)	**Half day**
Pull-out space (2-5 students)	**All day**
Dedicated storage/pantry	**All day**
Sensory Room	**All day**
De-escalation space	**All day**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Not Applicable**

Q18

Rate the adequacy of your current program space for this program or service.

Private office	**Not Applicable**
Shared office (multi-provider)	**Fully Adequate(working well and fully meets the needs)**
Pull-out space (2-5 students)	**Fully Adequate(working well and fully meets the needs)**
Dedicated storage/pantry	**Somewhat Adequate(some strengths but has noticeable limitations)**
Sensory Room	**Fully Adequate(working well and fully meets the needs)**
De-escalation space	**Fully Adequate(working well and fully meets the needs)**

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Our community school specialist and PPW share spaces with our Judy Center.

Page 7: Judy Center

Q20 **Yes**

Does this school have a Judy Center?

Page 8: Judy Center Program and Services Detail

DRAFT

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**1**
Shared Office (multi-provider)	**1**
Pull-out space (2-5 students)	**0**
Dedicated storage/pantry	**1**
Sensory Room	**0**
De-escalation room	**0**
Calming space (no-door)	**1**
Classroom (group instruction)	**1**
Other	**1**

Q22

Please specify the type of space if you used "Other."

Bathroom and Changing table

Q23

How often is each space used?

Private office	**Daily**
Shared office (multi-provider)	**Daily**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Daily**
Sensory Room	**Not Applicable**
De-escalation space	**Not Applicable**
Calming space (no door)	**2-4 days/week**
Classroom (group instruction)	**Daily**
Other (please specify)	**Bathroom Daily**

DRAFT

Q24

How long is each space used when in use?

Private office	**All day**
Shared office (multi-provider)	**All day**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**All day**
Sensory Room	**Not Applicable**
De-escalation space	**Not Applicable**
Calming space (no door)	**1-3 hours**
Classroom (group instruction)	**All day**
Other (please specify)	**Bathroom All day**

Q25

Rate the adequacy of your current program space for this program or service.

Private office	**Not Adequate(major barrier to program effectiveness)**
Shared office (multi-provider)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Somewhat Adequate(some strengths but has noticeable limitations)**
Sensory Room	**Not Applicable**
De-escalation space	**Not Applicable**
Calming space (no door)	**Fully Adequate(working well and fully meets the needs)**
Classroom (group instruction)	**Fully Adequate(working well and fully meets the needs)**
Other (please specify):	Bathroom Adequate

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

A separate entrance is beneficial to the program.

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

None of the above

DRAFT

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q29

Please specify the type of space if you used "Other."

Respondent skipped this question

Q30

How often is each space used?

Respondent skipped this question

Q31

How long is each space used when in use?

Respondent skipped this question

Q32

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

DRAFT

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

No

Page 12: Targeted School Improvement Program and Services Detail

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

Q37

How often is each space used?

Respondent skipped this question

Q38

How long is each space used when in use?

Respondent skipped this question

Q39

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

Yes

Page 14: STRIVE Program and Services Detail

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**0**
Shared Office (multi-provider)	**1**
Pull-out space (2-5 students)	**0**
Dedicated storage/pantry	**1**
Sensory Room	**1**
De-escalation room	**1**
Calming space (no-door)	**1**
Classroom (group instruction)	**1**
Other	**1**

DRAFT

Q43

Please specify the type of space if you used "Other."

bathroom

Q44

How often is each space used?

Private office	**Not Applicable**
Shared office (multi-provider)	**Daily**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Daily**
Sensory Room	**Daily**
De-escalation space	**2-4 days/week**
Calming space (no door)	**2-4 days/week**
Classroom (group instruction)	**Daily**
Other (please specify)	**bathroom -daily**

Q45

How long is each space used when in use?

Private office	**Not Applicable**
Shared office (multi-provider)	**1-3 hours**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**All day**
Sensory Room	**Half day**
De-escalation space	**1-3 hours**
Calming space (no door)	**1-3 hours**
Classroom (group instruction)	**All day**
Other (please specify)	**bathroom all day**

DRAFT

Q46

Rate the adequacy of your current program space for this program or service.

Private office	**Not Applicable**
Shared office (multi-provider)	**Fully Adequate(working well and fully meets the needs)**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Somewhat Adequate(some strengths but has noticeable limitations)**
Sensory Room	**Fully Adequate(working well and fully meets the needs)**
De-escalation space	**Somewhat Adequate(some strengths but has noticeable limitations)**
Calming space (no door)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Classroom (group instruction)	**Fully Adequate(working well and fully meets the needs)**
Other (please specify):	bathroom adequate

Q47

Respondent skipped this question

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Page 15: Classroom Support Program (CSP)

Q48

No

Does this school have a Classroom Support Program (CSP)?

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

Respondent skipped this question

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Q50

Respondent skipped this question

Please specify the type of space if you used "Other."

Q51

Respondent skipped this question

How often is each space used?

DRAFT

Q52

How long is each space used when in use?

Respondent skipped this question

Q53

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

No

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Respondent skipped this question

Page 18: Final Comments

Q57

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

We have contracted services such as outside therapy, mentor programs, and reading interventions that require spaces.

DRAFT

#13

COMPLETE

Collector:	HCPS Respondents (Web Link)
Started:	Wednesday, July 02, 2025 12:09:06 PM
Last Modified:	Wednesday, July 02, 2025 4:21:27 PM
Time Spent:	04:12:21
IP Address:	38.124.151.117

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Marc Hamilton**
Title	**Principal**

Q2

Please enter your email address

marc.hamilton@hcps.org

Q3

School Name

Riverside Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Fully Adequate(working well and fully meets the needs)**
Kindergarten Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Primary (1-3) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Intermediate (4-5) Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Art Spaces	**Fully Adequate(working well and fully meets the needs)**
Music Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Special Education Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Fully Adequate(working well and fully meets the needs)**
Media Center	**Fully Adequate(working well and fully meets the needs)**
Faculty & Staff Support Spaces	**Not Adequate(major barrier to program effectiveness)**
Physical Education and Gymnasium Spaces	**Not Adequate(major barrier to program effectiveness)**
Cafeteria and Food Service Spaces	**Fully Adequate(working well and fully meets the needs)**
Health Suite and Wellness Spaces	**Fully Adequate(working well and fully meets the needs)**
Administration Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Storage	**Somewhat Adequate(some strengths but has noticeable limitations)**
Other (please specify):	Parking- Not enough spots for the staff

DRAFT

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

The loss of two teachers and the addition of three portables were considered in the ratings noted above. We can't use our stage. ESPs have no space to lock up their items. Limited bathrooms for staff and students. Can't fit all students in gym.

Page 3: Title I

Q6 **Yes**

Is this a Title I school?

Page 4: Title I Program and Services Detail

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Pull-out space (2-5 students)	**2**
Dedicated storage/pantry	**1**

Q8

Respondent skipped this question

Please specify the type of space if you used "Other."

Q9

How often is each space used?

Private office	**Not Applicable**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**2-4 days/week**
Sensory Room	**Not Applicable**
De-escalation space	**Not Applicable**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Not Applicable**

Q10

How long is each space used when in use?

Private office	**All day**
Shared office (multi-provider)	**All day**
Pull-out space (2-5 students)	**All day**
Dedicated storage/pantry	**1-3 hours**

DRAFT

Q11

Rate the adequacy of your current program space for this program or service.

Private office	**Not Applicable**
Shared office (multi-provider)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Pull-out space (2-5 students)	**Not Adequate(major barrier to program effectiveness)**
Dedicated storage/pantry	**Somewhat Adequate(some strengths but has noticeable limitations)**
Sensory Room	**Not Applicable**
De-escalation space	**Not Applicable**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Not Applicable**

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

This was challenging to rate because of the additions of portables and increase in class sizes resulting in freed up classroom space. Ratings would change to inadequate if additional teachers are gained. Bathrooms are a significant issue for adults and kids, and the portables should they become classrooms, are exposed to the weather (no covered walkways in or out of the main building). Parking is not adequate for the additional staff.

Page 5: Community School

Q13

Is this a Community School?

Yes

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q15

Please specify the type of space if you used "Other."

Alternative Learning Environment

DRAFT

Q16

How often is each space used?

Other (please specify)	**ALE: Potentially daily**

Q17

How long is each space used when in use?

Other (please specify)	**ALE: potentially all day**

Q18

Rate the adequacy of your current program space for this program or service.

Private office	**Fully Adequate(working well and fully meets the needs)**
Shared office (multi-provider)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Pull-out space (2-5 students)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Dedicated storage/pantry	**Fully Adequate(working well and fully meets the needs)**
De-escalation space	**Somewhat Adequate(some strengths but has noticeable limitations)**
Calming space (no door)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Classroom (group instruction)	**Not Adequate(major barrier to program effectiveness)**
Other (please specify):	ALE: No place to house such a program

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

CS Specialist and CS Behavior Coach utilize portable which covers a great deal and former principal's office. Should additional classrooms be gained with developments, this ratings would change to inadequate. Bathroom access and parking lower ratings currently from fully adequate.

Page 7: Judy Center

Q20 **No**

Does this school have a Judy Center?

Page 8: Judy Center Program and Services Detail

DRAFT

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

None of the above

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q29

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q30

How often is each space used?

Respondent skipped this question

Q31

How long is each space used when in use?

Respondent skipped this question

Q32

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

Yes

Page 12: Targeted School Improvement Program and Services Detail

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

ALE: if child is TSI

DRAFT

Q37

How often is each space used?

Shared office (multi-provider)	**Daily**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Daily**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**2-4 days/week**
Classroom (group instruction)	**Not Applicable**
Other (please specify)	**ALE: potentially daily**

Q38

How long is each space used when in use?

Private office	**Not Applicable**
Shared office (multi-provider)	**All day**
Pull-out space (2-5 students)	**All day**
Dedicated storage/pantry	**All day**
Sensory Room	**All day**
De-escalation space	**1-3 hours**
Calming space (no door)	**1-3 hours**
Classroom (group instruction)	**Not Applicable**
Other (please specify)	**ALE: potentially all day**

DRAFT

Q39

Rate the adequacy of your current program space for this program or service.

Private office	**Not Applicable**
Shared office (multi-provider)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Pull-out space (2-5 students)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Dedicated storage/pantry	**Somewhat Adequate(some strengths but has noticeable limitations)**
Sensory Room	**Fully Adequate(working well and fully meets the needs)**
De-escalation space	**Fully Adequate(working well and fully meets the needs)**
Calming space (no door)	**Fully Adequate(working well and fully meets the needs)**
Classroom (group instruction)	**Not Applicable**
Other (please specify):	ALE: not in existence

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Bathrooms and parking here as well. If we gain classrooms from ongoing development these ratings will change to inadequate. The portables and loss of classrooms created the pull out and office and storage spaces, otherwise there would be none.

Page 13: STRIVE

Q41 **Yes**

Does this school have a STRIVE program?

Page 14: STRIVE Program and Services Detail

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Other	**1**

Q43

Please specify the type of space if you used "Other."

Secure place for 12 paraeducator's things

DRAFT

Q44

How often is each space used?

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Daily**
Classroom (group instruction)	**Daily**
Other (please specify)	**Paras should have a space for their things to be stored. We lack that right now.**

Q45

How long is each space used when in use?

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**All day**
De-escalation space	**1-3 hours**
Calming space (no door)	**1-3 hours**
Classroom (group instruction)	**All day**

Q46

Rate the adequacy of your current program space for this program or service.

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Fully Adequate(working well and fully meets the needs)**
De-escalation space	**Fully Adequate(working well and fully meets the needs)**
Calming space (no door)	**Fully Adequate(working well and fully meets the needs)**
Classroom (group instruction)	**Fully Adequate(working well and fully meets the needs)**

DRAFT

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Same comment here, parking and bathrooms. STRIVE has one for the two classrooms (kid bathroom). Crush lot has been discussed a number of times.

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

No

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

Q51

How often is each space used?

Respondent skipped this question

Q52

How long is each space used when in use?

Respondent skipped this question

Q53

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

Page 17: Other Specialized Programs and/or Services

DRAFT

Q55

Does this school have other specialized programs or services not previously indicated?

No

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Respondent skipped this question

Page 18: Final Comments

Q57

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

Thank you for this very thorough opportunity. Parking and bathrooms are still sized from 1968. Development continues throughout the year and gaining back classrooms will eliminate the open pull out and office spaces we currently enjoy. Thank you!

DRAFT

#14

COMPLETE

Collector: HCPS Respondents (Web Link)
Started: Wednesday, July 02, 2025 4:24:37 PM
Last Modified: Wednesday, July 02, 2025 4:38:28 PM
Time Spent: 00:13:51
IP Address: 38.124.151.113

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Christopher Yancone**
Title	**Principal**

Q2

Please enter your email address

christopher.yancone@hcps.org

Q3

School Name

North Harford Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Fully Adequate(working well and fully meets the needs)**
Kindergarten Classrooms	**Fully Adequate(working well and fully meets the needs)**
Primary (1-3) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Intermediate (4-5) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Art Spaces	**Fully Adequate(working well and fully meets the needs)**
Music Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Special Education Classrooms	**Fully Adequate(working well and fully meets the needs)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Fully Adequate(working well and fully meets the needs)**
Media Center	**Fully Adequate(working well and fully meets the needs)**
Faculty & Staff Support Spaces	**Fully Adequate(working well and fully meets the needs)**
Physical Education and Gymnasium Spaces	**Fully Adequate(working well and fully meets the needs)**
Cafeteria and Food Service Spaces	**Fully Adequate(working well and fully meets the needs)**
Health Suite and Wellness Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Administration Spaces	**Fully Adequate(working well and fully meets the needs)**
Storage	**Fully Adequate(working well and fully meets the needs)**

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

Respondent skipped this question

DRAFT

Page 3: Title I

Q6

Is this a Title I school?

No

Page 4: Title I Program and Services Detail

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q8

Please specify the type of space if you used "Other."

Respondent skipped this question

Q9

How often is each space used?

Respondent skipped this question

Q10

How long is each space used when in use?

Respondent skipped this question

Q11

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

Respondent skipped this question

Page 5: Community School

Q13

Is this a Community School?

No

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q15

Please specify the type of space if you used "Other."

Respondent skipped this question

Q16

How often is each space used?

Respondent skipped this question

Q17

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q18

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Respondent skipped this question

Page 7: Judy Center

Q20

Does this school have a Judy Center?

No

Page 8: Judy Center Program and Services Detail

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

DRAFT

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

None of the above

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q29

Please specify the type of space if you used "Other."

Respondent skipped this question

Q30

How often is each space used?

Respondent skipped this question

Q31

How long is each space used when in use?

Respondent skipped this question

Q32

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

No

Page 12: Targeted School Improvement Program and Services Detail

DRAFT

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

Q37

How often is each space used?

Respondent skipped this question

Q38

How long is each space used when in use?

Respondent skipped this question

Q39

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

No

Page 14: STRIVE Program and Services Detail

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q43

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q44

How often is each space used?

Respondent skipped this question

Q45

How long is each space used when in use?

Respondent skipped this question

Q46

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Respondent skipped this question

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

No

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

Q51

How often is each space used?

Respondent skipped this question

Q52

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q53

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

Yes

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Two full-day pre-kindergarten programs that employee 6 adults and serve 40 students.

Page 18: Final Comments

Q57

Thank you for taking the time to complete this survey.
Please add any additional comments you feel would aid us in understanding the space needs of this school.

Respondent skipped this question

DRAFT

#15

COMPLETE

Collector: HCPS Respondents (Web Link)
Started: Wednesday, July 02, 2025 4:24:04 PM
Last Modified: Wednesday, July 02, 2025 4:47:32 PM
Time Spent: 00:23:27
IP Address: 38.124.151.94

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Danielle ONeill**
Title	**Principal**

Q2

Please enter your email address

danielle.oneill@hcps.org

Q3

School Name

Darlington Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Not Adequate(major barrier to program effectiveness)**
Kindergarten Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Primary (1-3) Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Intermediate (4-5) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Art Spaces	**Not Adequate(major barrier to program effectiveness)**
Music Spaces	**Not Adequate(major barrier to program effectiveness)**
Special Education Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Media Center	**Fully Adequate(working well and fully meets the needs)**
Faculty & Staff Support Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Physical Education and Gymnasium Spaces	**Fully Adequate(working well and fully meets the needs)**
Cafeteria and Food Service Spaces	**Fully Adequate(working well and fully meets the needs)**
Health Suite and Wellness Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Administration Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Storage	**Somewhat Adequate(some strengths but has noticeable limitations)**

DRAFT

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

Some learning spaces are not accessible to students who utilize wheelchairs. The school does not have a prek class.

Page 3: Title I

Q6 **No**

Is this a Title I school?

Page 4: Title I Program and Services Detail

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q8

Please specify the type of space if you used "Other."

Respondent skipped this question

Q9

How often is each space used?

Respondent skipped this question

Q10

How long is each space used when in use?

Respondent skipped this question

Q11

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

Respondent skipped this question

Page 5: Community School

Q13

Is this a Community School?

No

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q15

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q16

How often is each space used?

Respondent skipped this question

Q17

How long is each space used when in use?

Respondent skipped this question

Q18

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Respondent skipped this question

Page 7: Judy Center

Q20

Does this school have a Judy Center?

No

Page 8: Judy Center Program and Services Detail

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

None of the above

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q29

Please specify the type of space if you used "Other."

Respondent skipped this question

Q30

How often is each space used?

Respondent skipped this question

Q31

How long is each space used when in use?

Respondent skipped this question

Q32

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

DRAFT

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

No

Page 12: Targeted School Improvement Program and Services Detail

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

Q37

How often is each space used?

Respondent skipped this question

Q38

How long is each space used when in use?

Respondent skipped this question

Q39

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

Yes

Page 14: STRIVE Program and Services Detail

DRAFT

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**0**
Shared Office (multi-provider)	**0**
Pull-out space (2-5 students)	**2**
Dedicated storage/pantry	**0**
Sensory Room	**1**
De-escalation room	**1**
Calming space (no-door)	**0**
Classroom (group instruction)	**2**

Q43 **Respondent skipped this question**

Please specify the type of space if you used "Other."

Q44

How often is each space used?

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**2-4 days/week**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Daily**
De-escalation space	**2-4 days/week**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Daily**

DRAFT

Q45

How long is each space used when in use?

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**All day**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Half day**
De-escalation space	**1-3 hours**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**All day**

Q46

Rate the adequacy of your current program space for this program or service.

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Adequate(major barrier to program effectiveness)**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Somewhat Adequate(some strengths but has noticeable limitations)**
De-escalation space	**Somewhat Adequate(some strengths but has noticeable limitations)**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Somewhat Adequate(some strengths but has noticeable limitations)**

DRAFT

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Respondent skipped this question

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

No

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

Q51

How often is each space used?

Respondent skipped this question

Q52

How long is each space used when in use?

Respondent skipped this question

Q53

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

No

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Respondent skipped this question

Page 18: Final Comments

DRAFT

Q57

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

Respondent skipped this question

DRAFT

#16

COMPLETE

Collector:	HCPS Respondents (Web Link)
Started:	Thursday, July 03, 2025 5:20:05 AM
Last Modified:	Thursday, July 03, 2025 5:24:10 AM
Time Spent:	00:04:05
IP Address:	174.194.131.141

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Kelly Sayre**
Title	**Principal**

Q2

Please enter your email address

Kelly.sayre@hcps.org

Q3

School Name

Forest Lakes Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Fully Adequate(working well and fully meets the needs)**
Kindergarten Classrooms	**Fully Adequate(working well and fully meets the needs)**
Primary (1-3) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Intermediate (4-5) Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Art Spaces	**Fully Adequate(working well and fully meets the needs)**
Music Spaces	**Fully Adequate(working well and fully meets the needs)**
Special Education Classrooms	**Fully Adequate(working well and fully meets the needs)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Fully Adequate(working well and fully meets the needs)**
Media Center	**Fully Adequate(working well and fully meets the needs)**
Faculty & Staff Support Spaces	**Fully Adequate(working well and fully meets the needs)**
Physical Education and Gymnasium Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Cafeteria and Food Service Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Health Suite and Wellness Spaces	**Fully Adequate(working well and fully meets the needs)**
Administration Spaces	**Fully Adequate(working well and fully meets the needs)**
Storage	**Somewhat Adequate(some strengths but has noticeable limitations)**

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

Respondent skipped this question

Page 3: Title I

Q6

Is this a Title I school?

No

Page 4: Title I Program and Services Detail

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

DRAFT

Q8

Please specify the type of space if you used "Other."

Respondent skipped this question

Q9

How often is each space used?

Respondent skipped this question

Q10

How long is each space used when in use?

Respondent skipped this question

Q11

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

Respondent skipped this question

Page 5: Community School

Q13

Is this a Community School?

No

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q15

Please specify the type of space if you used "Other."

Respondent skipped this question

Q16

How often is each space used?

Respondent skipped this question

Q17

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q18

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Respondent skipped this question

Page 7: Judy Center

Q20

Does this school have a Judy Center?

No

Page 8: Judy Center Program and Services Detail

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

DRAFT

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

None of the above

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q29

Please specify the type of space if you used "Other."

Respondent skipped this question

Q30

How often is each space used?

Respondent skipped this question

Q31

How long is each space used when in use?

Respondent skipped this question

Q32

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

No

Page 12: Targeted School Improvement Program and Services Detail

DRAFT

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

Q37

How often is each space used?

Respondent skipped this question

Q38

How long is each space used when in use?

Respondent skipped this question

Q39

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

Yes

Page 14: STRIVE Program and Services Detail

DRAFT

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**0**
Shared Office (multi-provider)	**0**
Pull-out space (2-5 students)	**0**
Dedicated storage/pantry	**0**
Sensory Room	**1**
De-escalation room	**1**
Calming space (no-door)	**1**
Classroom (group instruction)	**2**

Q43 **Respondent skipped this question**

Please specify the type of space if you used "Other."

Q44

How often is each space used?

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Daily**
Classroom (group instruction)	**Daily**

DRAFT

Q45

How long is each space used when in use?

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**All day**
De-escalation space	**1-3 hours**
Calming space (no door)	**1-3 hours**
Classroom (group instruction)	**All day**

Q46

Rate the adequacy of your current program space for this program or service.

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Fully Adequate(working well and fully meets the needs)**
De-escalation space	**Fully Adequate(working well and fully meets the needs)**
Calming space (no door)	**Fully Adequate(working well and fully meets the needs)**
Classroom (group instruction)	**Fully Adequate(working well and fully meets the needs)**

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Respondent skipped this question

DRAFT

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

No

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

Q51

How often is each space used?

Respondent skipped this question

Q52

How long is each space used when in use?

Respondent skipped this question

Q53

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

Yes

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Pre K

Page 18: Final Comments

DRAFT

Q57

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

Respondent skipped this question

DRAFT

#17

COMPLETE

Collector:	HCPS Respondents (Web Link)
Started:	Wednesday, July 02, 2025 1:08:19 PM
Last Modified:	Thursday, July 03, 2025 7:47:21 PM
Time Spent:	Over a day
IP Address:	96.244.137.171

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Ronald C. Wooden, Jr.**
Title	**Principal**

Q2

Please enter your email address

Ronald.Wooden@hcps.org

Q3

School Name

Old Post Road Primary Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Not Adequate(major barrier to program effectiveness)**
Kindergarten Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Primary (1-3) Classrooms	**Not Adequate(major barrier to program effectiveness)**
Intermediate (4-5) Classrooms	**Not Adequate(major barrier to program effectiveness)**
Art Spaces	**Not Adequate(major barrier to program effectiveness)**
Music Spaces	**Not Adequate(major barrier to program effectiveness)**
Special Education Classrooms	**Not Adequate(major barrier to program effectiveness)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Not Adequate(major barrier to program effectiveness)**
Media Center	**Somewhat Adequate(some strengths but has noticeable limitations)**
Faculty & Staff Support Spaces	**Not Adequate(major barrier to program effectiveness)**
Physical Education and Gymnasium Spaces	**Not Adequate(major barrier to program effectiveness)**
Cafeteria and Food Service Spaces	**Not Adequate(major barrier to program effectiveness)**
Health Suite and Wellness Spaces	**Not Adequate(major barrier to program effectiveness)**
Administration Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Storage	**Not Adequate(major barrier to program effectiveness)**
Other (please specify):	The two buildings are old, and they need to be replaced.

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

The buildings are old. The spaces are not appropriate for our growing population. The spaces are not functional. This has been a problem for OPR for several years now. We continue to get pushed back.

Page 3: Title I

Q6 **Yes**

Is this a Title I school?

Page 4: Title I Program and Services Detail

DRAFT

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**N/A**
Shared Office (multi-provider)	**2-3**
Pull-out space (2-5 students)	**8**
Dedicated storage/pantry	**1**
Sensory Room	**2**
De-escalation room	**2**
Calming space (no-door)	**2**
Classroom (group instruction)	**50**

Q8

Respondent skipped this question

Please specify the type of space if you used "Other."

Q9

How often is each space used?

Private office	**Not Applicable**
Shared office (multi-provider)	**Daily**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Daily**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Daily**
Classroom (group instruction)	**Daily**

DRAFT

Q10

How long is each space used when in use?

Private office	**Not Applicable**
Shared office (multi-provider)	**All day**
Pull-out space (2-5 students)	**All day**
Dedicated storage/pantry	**1-3 hours**
Sensory Room	**All day**
De-escalation space	**All day**
Calming space (no door)	**All day**
Classroom (group instruction)	**All day**

Q11

Rate the adequacy of your current program space for this program or service.

Private office	**Not Applicable**
Shared office (multi-provider)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Pull-out space (2-5 students)	**Not Adequate(major barrier to program effectiveness)**
Dedicated storage/pantry	**Somewhat Adequate(some strengths but has noticeable limitations)**
Sensory Room	**Not Applicable**
De-escalation space	**Not Applicable**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Not Adequate(major barrier to program effectiveness)**

Q12

Respondent skipped this question

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

Page 5: Community School

Q13

Yes

Is this a Community School?

Page 6: Community School Program and Services Detail

DRAFT

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**N/A**
Shared Office (multi-provider)	**1**
Pull-out space (2-5 students)	**2**
Dedicated storage/pantry	**1**
Sensory Room	**2**
De-escalation room	**2**
Calming space (no-door)	**2**
Classroom (group instruction)	**50**

Q15 **Respondent skipped this question**

Please specify the type of space if you used "Other."

Q16

How often is each space used?

Private office	**Not Applicable**
Shared office (multi-provider)	**Daily**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Daily**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Daily**
Classroom (group instruction)	**Daily**

DRAFT

Q17

How long is each space used when in use?

Private office	**Not Applicable**
Shared office (multi-provider)	**All day**
Pull-out space (2-5 students)	**All day**
Dedicated storage/pantry	**All day**
Sensory Room	**All day**
De-escalation space	**All day**
Calming space (no door)	**All day**
Classroom (group instruction)	**All day**

Q18

Rate the adequacy of your current program space for this program or service.

Private office	**Not Applicable**
Shared office (multi-provider)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Pull-out space (2-5 students)	**Not Adequate(major barrier to program effectiveness)**
Dedicated storage/pantry	**Somewhat Adequate(some strengths but has noticeable limitations)**
Sensory Room	**Not Adequate(major barrier to program effectiveness)**
De-escalation space	**Not Adequate(major barrier to program effectiveness)**
Calming space (no door)	**Not Adequate(major barrier to program effectiveness)**
Classroom (group instruction)	**Not Adequate(major barrier to program effectiveness)**

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Respondent skipped this question

Page 7: Judy Center

Q20

Does this school have a Judy Center?

No

Page 8: Judy Center Program and Services Detail

DRAFT

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

None of the above

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q29

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q30

How often is each space used?

Respondent skipped this question

Q31

How long is each space used when in use?

Respondent skipped this question

Q32

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

No

Page 12: Targeted School Improvement Program and Services Detail

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

Q37

How often is each space used?

Respondent skipped this question

Q38

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q39

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

No

Page 14: STRIVE Program and Services Detail

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q43

Please specify the type of space if you used "Other."

Respondent skipped this question

Q44

How often is each space used?

Respondent skipped this question

Q45

How long is each space used when in use?

Respondent skipped this question

Q46

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Respondent skipped this question

DRAFT

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

No

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

Q51

How often is each space used?

Respondent skipped this question

Q52

How long is each space used when in use?

Respondent skipped this question

Q53

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

No

DRAFT

Q56

Respondent skipped this question

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Page 18: Final Comments

Q57

Respondent skipped this question

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

DRAFT

#18

COMPLETE

Collector:	HCPS Respondents (Web Link)
Started:	Sunday, July 06, 2025 11:17:13 AM
Last Modified:	Sunday, July 06, 2025 11:23:35 AM
Time Spent:	00:06:21
IP Address:	64.188.230.180

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Mary Ann Clinton**
Title	**Principal**

Q2

Please enter your email address

maryann.clinton@hcps.org

Q3

School Name

Fountain Green Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Fully Adequate(working well and fully meets the needs)**
Kindergarten Classrooms	**Fully Adequate(working well and fully meets the needs)**
Primary (1-3) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Intermediate (4-5) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Art Spaces	**Fully Adequate(working well and fully meets the needs)**
Music Spaces	**Fully Adequate(working well and fully meets the needs)**
Special Education Classrooms	**Fully Adequate(working well and fully meets the needs)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Fully Adequate(working well and fully meets the needs)**
Media Center	**Fully Adequate(working well and fully meets the needs)**
Faculty & Staff Support Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Physical Education and Gymnasium Spaces	**Fully Adequate(working well and fully meets the needs)**
Cafeteria and Food Service Spaces	**Fully Adequate(working well and fully meets the needs)**
Health Suite and Wellness Spaces	**Fully Adequate(working well and fully meets the needs)**
Administration Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Storage	**Fully Adequate(working well and fully meets the needs)**

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

The front office/administration space is not connected to main entrance. Visitors access the building through front lobby and are directed to report to the main office. It would be a safety update to connect main entrance to front office/administration spaces.

DRAFT

Page 3: Title I

Q6

Is this a Title I school?

No

Page 4: Title I Program and Services Detail

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q8

Please specify the type of space if you used "Other."

Respondent skipped this question

Q9

How often is each space used?

Respondent skipped this question

Q10

How long is each space used when in use?

Respondent skipped this question

Q11

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

Respondent skipped this question

Page 5: Community School

Q13

Is this a Community School?

No

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q15

Please specify the type of space if you used "Other."

Respondent skipped this question

Q16

How often is each space used?

Respondent skipped this question

Q17

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q18

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Respondent skipped this question

Page 7: Judy Center

Q20

Does this school have a Judy Center?

No

Page 8: Judy Center Program and Services Detail

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

DRAFT

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

None of the above

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q29

Please specify the type of space if you used "Other."

Respondent skipped this question

Q30

How often is each space used?

Respondent skipped this question

Q31

How long is each space used when in use?

Respondent skipped this question

Q32

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

No

Page 12: Targeted School Improvement Program and Services Detail

DRAFT

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

Q37

How often is each space used?

Respondent skipped this question

Q38

How long is each space used when in use?

Respondent skipped this question

Q39

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

No

Page 14: STRIVE Program and Services Detail

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q43

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q44

How often is each space used?

Respondent skipped this question

Q45

How long is each space used when in use?

Respondent skipped this question

Q46

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Respondent skipped this question

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

No

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

Q51

How often is each space used?

Respondent skipped this question

Q52

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q53

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

Yes

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

2 Full Day PK grant programs. PK classrooms <40 combined. 5 staff members are a part of the PK grant program.

Page 18: Final Comments

Q57

Thank you for taking the time to complete this survey.
Please add any additional comments you feel would aid us in understanding the space needs of this school.

Respondent skipped this question

DRAFT

#19

COMPLETE

Collector:	HCPS Respondents (Web Link)
Started:	Monday, July 07, 2025 7:53:51 AM
Last Modified:	Monday, July 07, 2025 8:12:00 AM
Time Spent:	00:18:08
IP Address:	38.124.151.97

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Cynthia Womack**
Title	**Principal**

Q2

Please enter your email address

cynthia.womack@hcps.org

Q3

School Name

Edgewood Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Kindergarten Classrooms	**Fully Adequate(working well and fully meets the needs)**
Primary (1-3) Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Intermediate (4-5) Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Art Spaces	**Fully Adequate(working well and fully meets the needs)**
Music Spaces	**Fully Adequate(working well and fully meets the needs)**
Special Education Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Media Center	**Fully Adequate(working well and fully meets the needs)**
Faculty & Staff Support Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Physical Education and Gymnasium Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Cafeteria and Food Service Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Health Suite and Wellness Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Administration Spaces	**Fully Adequate(working well and fully meets the needs)**
Storage	**Somewhat Adequate(some strengths but has noticeable limitations)**

DRAFT

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

Respondent skipped this question

Page 3: Title I

Q6

Is this a Title I school?

Yes

Page 4: Title I Program and Services Detail

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**0**
Shared Office (multi-provider)	**1**
Pull-out space (2-5 students)	**2**
Dedicated storage/pantry	**1**
Sensory Room	**0**
De-escalation room	**0**
Calming space (no-door)	**0**
Classroom (group instruction)	**2**
Other	**0**

Q8

Respondent skipped this question

Please specify the type of space if you used "Other."

Q9

How often is each space used?

Private office	**Daily**
Shared office (multi-provider)	**Daily**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**2-4 days/week**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Daily**

DRAFT

Q10

How long is each space used when in use?

Private office	**Half day**
Shared office (multi-provider)	**1-3 hours**
Pull-out space (2-5 students)	**All day**
Dedicated storage/pantry	**1-3 hours**
Sensory Room	**1-3 hours**
De-escalation space	**1-3 hours**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**All day**

Q11

Rate the adequacy of your current program space for this program or service.

Private office	**Somewhat Adequate(some strengths but has noticeable limitations)**
Shared office (multi-provider)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Pull-out space (2-5 students)	**Not Adequate(major barrier to program effectiveness)**
Dedicated storage/pantry	**Somewhat Adequate(some strengths but has noticeable limitations)**
Sensory Room	**Fully Adequate(working well and fully meets the needs)**
De-escalation space	**Fully Adequate(working well and fully meets the needs)**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Somewhat Adequate(some strengths but has noticeable limitations)**

DRAFT

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

We are always looking to increase room space to accommodate small group instruction, with limited distractions

Page 5: Community School

Q13 **Yes**

Is this a Community School?

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**0**
Shared Office (multi-provider)	**0**
Pull-out space (2-5 students)	**0**
Dedicated storage/pantry	**0**
Sensory Room	**0**
De-escalation room	**0**
Calming space (no-door)	**0**
Classroom (group instruction)	**0**
Other	**N/a**

Q15

Respondent skipped this question

Please specify the type of space if you used "Other."

Q16

How often is each space used?

Private office	**Daily**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Daily**
Sensory Room	**Not Applicable**
De-escalation space	**Not Applicable**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Not Applicable**

DRAFT

Q17

How long is each space used when in use?

Private office	**Half day**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Half day**
Sensory Room	**Not Applicable**
De-escalation space	**Not Applicable**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Not Applicable**

Q18

Rate the adequacy of your current program space for this program or service.

Private office	**Fully Adequate(working well and fully meets the needs)**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Somewhat Adequate(some strengths but has noticeable limitations)**
Sensory Room	**Not Applicable**
De-escalation space	**Not Applicable**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Not Applicable**

DRAFT

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

The community school space/room has often had to be concerned that the Boys and Girls Club will want to reclaim this space and area as theirs as part of an outdated agreement between to the two entities.

Page 7: Judy Center

Q20 **No**

Does this school have a Judy Center?

Page 8: Judy Center Program and Services Detail

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

DRAFT

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

Early Learners,

Learning Together,

Co-Taught Pre-K

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**0**
Shared Office (multi-provider)	**1**
Pull-out space (2-5 students)	**1**
Dedicated storage/pantry	**0**
Sensory Room	**0**
De-escalation room	**1**
Calming space (no-door)	**0**
Classroom (group instruction)	**0**

Q29 **Respondent skipped this question**

Please specify the type of space if you used "Other."

Q30

How often is each space used?

Private office	**Not Applicable**
Shared office (multi-provider)	**Daily**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Daily**

DRAFT

Q31

How long is each space used when in use?

Private office	**Not Applicable**
Shared office (multi-provider)	**1-3 hours**
Pull-out space (2-5 students)	**Half day**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**1-3 hours**
De-escalation space	**1-3 hours**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**All day**

Q32

Rate the adequacy of your current program space for this program or service.

Private office	**Not Applicable**
Shared office (multi-provider)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Pull-out space (2-5 students)	**Not Adequate(major barrier to program effectiveness)**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Somewhat Adequate(some strengths but has noticeable limitations)**
De-escalation space	**Fully Adequate(working well and fully meets the needs)**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Somewhat Adequate(some strengths but has noticeable limitations)**

DRAFT

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

Yes

Page 12: Targeted School Improvement Program and Services Detail

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**0**
Shared Office (multi-provider)	**0**
Pull-out space (2-5 students)	**1**
Dedicated storage/pantry	**0**
Sensory Room	**0**
De-escalation room	**0**
Calming space (no-door)	**0**
Classroom (group instruction)	**0**

Q36 **Respondent skipped this question**

Please specify the type of space if you used "Other."

Q37

How often is each space used?

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Not Applicable**
De-escalation space	**Not Applicable**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Not Applicable**

DRAFT

Q38

How long is each space used when in use?

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Half day**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Not Applicable**
De-escalation space	**Not Applicable**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Not Applicable**

Q39

Rate the adequacy of your current program space for this program or service.

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Adequate(major barrier to program effectiveness)**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Not Applicable**
De-escalation space	**Not Applicable**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Not Applicable**

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

No

Page 14: STRIVE Program and Services Detail

DRAFT

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q43

Please specify the type of space if you used "Other."

Respondent skipped this question

Q44

How often is each space used?

Respondent skipped this question

Q45

How long is each space used when in use?

Respondent skipped this question

Q46

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Respondent skipped this question

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

No

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q51

How often is each space used?

Respondent skipped this question

Q52

How long is each space used when in use?

Respondent skipped this question

Q53

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

No

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Respondent skipped this question

Page 18: Final Comments

Q57

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

Respondent skipped this question

DRAFT

#20

COMPLETE

Collector:	HCPS Respondents (Web Link)
Started:	Monday, July 07, 2025 8:15:54 AM
Last Modified:	Monday, July 07, 2025 8:39:58 AM
Time Spent:	00:24:04
IP Address:	38.124.151.109

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Christian Slattery**
Title	**Principal**

Q2

Please enter your email address

christian.slattery@hcps.org

Q3

School Name

Jarrettsville Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Not Adequate(major barrier to program effectiveness)**
Kindergarten Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Primary (1-3) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Intermediate (4-5) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Art Spaces	**Fully Adequate(working well and fully meets the needs)**
Music Spaces	**Fully Adequate(working well and fully meets the needs)**
Special Education Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Media Center	**Fully Adequate(working well and fully meets the needs)**
Faculty & Staff Support Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Physical Education and Gymnasium Spaces	**Fully Adequate(working well and fully meets the needs)**
Cafeteria and Food Service Spaces	**Fully Adequate(working well and fully meets the needs)**
Health Suite and Wellness Spaces	**Fully Adequate(working well and fully meets the needs)**
Administration Spaces	**Fully Adequate(working well and fully meets the needs)**
Storage	**Somewhat Adequate(some strengths but has noticeable limitations)**

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

Respondent skipped this question

Page 3: Title I

Q6

Is this a Title I school?

No

Page 4: Title I Program and Services Detail

DRAFT

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q8

Please specify the type of space if you used "Other."

Respondent skipped this question

Q9

How often is each space used?

Respondent skipped this question

Q10

How long is each space used when in use?

Respondent skipped this question

Q11

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

Respondent skipped this question

Page 5: Community School

Q13

Is this a Community School?

No

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q15

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q16

How often is each space used?

Respondent skipped this question

Q17

How long is each space used when in use?

Respondent skipped this question

Q18

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Respondent skipped this question

Page 7: Judy Center

Q20

Does this school have a Judy Center?

No

Page 8: Judy Center Program and Services Detail

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

None of the above

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q29

Please specify the type of space if you used "Other."

Respondent skipped this question

Q30

How often is each space used?

Respondent skipped this question

Q31

How long is each space used when in use?

Respondent skipped this question

Q32

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

DRAFT

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

No

Page 12: Targeted School Improvement Program and Services Detail

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

Q37

How often is each space used?

Respondent skipped this question

Q38

How long is each space used when in use?

Respondent skipped this question

Q39

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

No

Page 14: STRIVE Program and Services Detail

DRAFT

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q43

Please specify the type of space if you used "Other."

Respondent skipped this question

Q44

How often is each space used?

Respondent skipped this question

Q45

How long is each space used when in use?

Respondent skipped this question

Q46

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Respondent skipped this question

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

Yes

Page 16: Classroom Support Program (CSP) Program and Services Detail

DRAFT

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**2**
Shared Office (multi-provider)	**2**
Pull-out space (2-5 students)	**n/a**
Dedicated storage/pantry	**n/a**
Sensory Room	**1**
De-escalation room	**1**
Calming space (no-door)	**1**
Classroom (group instruction)	**2**

Q50 **Respondent skipped this question**

Please specify the type of space if you used "Other."

Q51

How often is each space used?

Private office	**Daily**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Daily**
Classroom (group instruction)	**Daily**

DRAFT

Q52

How long is each space used when in use?

Private office	**All day**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Half day**
De-escalation space	**All day**
Calming space (no door)	**All day**
Classroom (group instruction)	**All day**

Q53

Rate the adequacy of your current program space for this program or service.

Private office	**Not Adequate(major barrier to program effectiveness)**
Shared office (multi-provider)	**Not Adequate(major barrier to program effectiveness)**
Pull-out space (2-5 students)	**Not Adequate(major barrier to program effectiveness)**
Dedicated storage/pantry	**Not Adequate(major barrier to program effectiveness)**
Sensory Room	**Somewhat Adequate(some strengths but has noticeable limitations)**
De-escalation space	**Somewhat Adequate(some strengths but has noticeable limitations)**
Calming space (no door)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Classroom (group instruction)	**Somewhat Adequate(some strengths but has noticeable limitations)**

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

No

DRAFT

Q56

Respondent skipped this question

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Page 18: Final Comments

Q57

Respondent skipped this question

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

DRAFT

#21

COMPLETE

Collector:	HCPS Respondents (Web Link)
Started:	Monday, July 07, 2025 9:43:19 AM
Last Modified:	Monday, July 07, 2025 9:49:08 AM
Time Spent:	00:05:48
IP Address:	100.16.16.156

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Stacey Lynn Gerringer**
Title	**principal**

Q2

Please enter your email address

stacey.gerringer@hcps.org

Q3

School Name

Abingdon Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Kindergarten Classrooms	**Fully Adequate(working well and fully meets the needs)**
Primary (1-3) Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Intermediate (4-5) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Art Spaces	**Fully Adequate(working well and fully meets the needs)**
Music Spaces	**Fully Adequate(working well and fully meets the needs)**
Special Education Classrooms	**Fully Adequate(working well and fully meets the needs)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Fully Adequate(working well and fully meets the needs)**
Media Center	**Fully Adequate(working well and fully meets the needs)**
Faculty & Staff Support Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Physical Education and Gymnasium Spaces	**Fully Adequate(working well and fully meets the needs)**
Cafeteria and Food Service Spaces	**Fully Adequate(working well and fully meets the needs)**
Health Suite and Wellness Spaces	**Fully Adequate(working well and fully meets the needs)**
Administration Spaces	**Fully Adequate(working well and fully meets the needs)**
Storage	**Not Adequate(major barrier to program effectiveness)**

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

Respondent skipped this question

DRAFT

Page 3: Title I

Q6

Is this a Title I school?

No

Page 4: Title I Program and Services Detail

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q8

Please specify the type of space if you used "Other."

Respondent skipped this question

Q9

How often is each space used?

Respondent skipped this question

Q10

How long is each space used when in use?

Respondent skipped this question

Q11

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

Respondent skipped this question

Page 5: Community School

Q13

Is this a Community School?

No

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q15

Please specify the type of space if you used "Other."

Respondent skipped this question

Q16

How often is each space used?

Respondent skipped this question

Q17

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q18

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Respondent skipped this question

Page 7: Judy Center

Q20

Does this school have a Judy Center?

No

Page 8: Judy Center Program and Services Detail

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

DRAFT

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

None of the above

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q29

Please specify the type of space if you used "Other."

Respondent skipped this question

Q30

How often is each space used?

Respondent skipped this question

Q31

How long is each space used when in use?

Respondent skipped this question

Q32

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

No

Page 12: Targeted School Improvement Program and Services Detail

DRAFT

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

Q37

How often is each space used?

Respondent skipped this question

Q38

How long is each space used when in use?

Respondent skipped this question

Q39

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

Yes

Page 14: STRIVE Program and Services Detail

DRAFT

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**2**
Shared Office (multi-provider)	**2**
Pull-out space (2-5 students)	**2**
Dedicated storage/pantry	**2**
Sensory Room	**1**
De-escalation room	**1**
Calming space (no-door)	**1**
Classroom (group instruction)	**2**

Q43 **Respondent skipped this question**

Please specify the type of space if you used "Other."

Q44

How often is each space used?

Private office	**Daily**
Shared office (multi-provider)	**Daily**
Pull-out space (2-5 students)	**2-4 days/week**
Dedicated storage/pantry	**Daily**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Daily**
Classroom (group instruction)	**Daily**

DRAFT

Q45

How long is each space used when in use?

Private office	**All day**
Shared office (multi-provider)	**All day**
Pull-out space (2-5 students)	**Half day**
Dedicated storage/pantry	**All day**
Sensory Room	**All day**
De-escalation space	**All day**
Calming space (no door)	**All day**
Classroom (group instruction)	**All day**

Q46

Rate the adequacy of your current program space for this program or service.

Private office	**Somewhat Adequate(some strengths but has noticeable limitations)**
Shared office (multi-provider)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Pull-out space (2-5 students)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Dedicated storage/pantry	**Not Adequate(major barrier to program effectiveness)**
Sensory Room	**Somewhat Adequate(some strengths but has noticeable limitations)**
De-escalation space	**Somewhat Adequate(some strengths but has noticeable limitations)**
Calming space (no door)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Classroom (group instruction)	**Fully Adequate(working well and fully meets the needs)**

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Respondent skipped this question

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

No

DRAFT

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

Q51

How often is each space used?

Respondent skipped this question

Q52

How long is each space used when in use?

Respondent skipped this question

Q53

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

DRAFT

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

No

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Respondent skipped this question

Page 18: Final Comments

Q57

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

Respondent skipped this question

DRAFT

#22

COMPLETE

Collector:	HCPS Respondents (Web Link)
Started:	Monday, July 07, 2025 10:17:47 AM
Last Modified:	Monday, July 07, 2025 10:25:38 AM
Time Spent:	00:07:50
IP Address:	38.124.151.98

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Zac Greenbaum**
Title	**Principal**

Q2

Please enter your email address

Zachary.Greenbaum@hcps.org

Q3

School Name

Emmorton Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Fully Adequate(working well and fully meets the needs)**
Kindergarten Classrooms	**Fully Adequate(working well and fully meets the needs)**
Primary (1-3) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Intermediate (4-5) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Art Spaces	**Fully Adequate(working well and fully meets the needs)**
Music Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Special Education Classrooms	**Not Adequate(major barrier to program effectiveness)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Media Center	**Somewhat Adequate(some strengths but has noticeable limitations)**
Faculty & Staff Support Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Physical Education and Gymnasium Spaces	**Fully Adequate(working well and fully meets the needs)**
Cafeteria and Food Service Spaces	**Fully Adequate(working well and fully meets the needs)**
Health Suite and Wellness Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Administration Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Storage	**Not Adequate(major barrier to program effectiveness)**

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

Respondent skipped this question

Page 3: Title I

Q6

Is this a Title I school?

No

Page 4: Title I Program and Services Detail

DRAFT

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q8

Please specify the type of space if you used "Other."

Respondent skipped this question

Q9

How often is each space used?

Respondent skipped this question

Q10

How long is each space used when in use?

Respondent skipped this question

Q11

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

Respondent skipped this question

Page 5: Community School

Q13

Is this a Community School?

No

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q15

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q16

How often is each space used?

Respondent skipped this question

Q17

How long is each space used when in use?

Respondent skipped this question

Q18

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Respondent skipped this question

Page 7: Judy Center

Q20

Does this school have a Judy Center?

No

Page 8: Judy Center Program and Services Detail

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

Early Learners,

Learning Together

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**0**
Shared Office (multi-provider)	**0**
Pull-out space (2-5 students)	**1**
Dedicated storage/pantry	**2**
Sensory Room	**0**
De-escalation room	**0**
Calming space (no-door)	**N/A**
Classroom (group instruction)	**0**

Q29

Please specify the type of space if you used "Other."

We currently have made some of these spaces work this year due to decreased enrollment, but these spaces will be the first to go if enrollment returns to typical levels

DRAFT

Q30

How often is each space used?

Private office	**Daily**
Shared office (multi-provider)	**2-4 days/week**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Daily**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Daily**

Q31

How long is each space used when in use?

Private office	**All day**
Shared office (multi-provider)	**All day**
Pull-out space (2-5 students)	**All day**
Dedicated storage/pantry	**All day**
Sensory Room	**Half day**
De-escalation space	**1-3 hours**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**All day**

Q32

Rate the adequacy of your current program space for this program or service.

Private office	**Fully Adequate(working well and fully meets the needs)**
Shared office (multi-provider)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Pull-out space (2-5 students)	**Not Adequate(major barrier to program effectiveness)**
Dedicated storage/pantry	**Not Adequate(major barrier to program effectiveness)**
Sensory Room	**Somewhat Adequate(some strengths but has noticeable limitations)**
De-escalation space	**Somewhat Adequate(some strengths but has noticeable limitations)**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Fully Adequate(working well and fully meets the needs)**

DRAFT

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

No

Page 12: Targeted School Improvement Program and Services Detail

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

Q37

How often is each space used?

Respondent skipped this question

Q38

How long is each space used when in use?

Respondent skipped this question

Q39

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

DRAFT

Q41

Does this school have a STRIVE program?

No

Page 14: STRIVE Program and Services Detail

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q43

Please specify the type of space if you used "Other."

Respondent skipped this question

Q44

How often is each space used?

Respondent skipped this question

Q45

How long is each space used when in use?

Respondent skipped this question

Q46

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Respondent skipped this question

DRAFT

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

No

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

Q51

How often is each space used?

Respondent skipped this question

Q52

How long is each space used when in use?

Respondent skipped this question

Q53

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

Yes

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

No additional storage for inclusion helpers to leave (or lock) their personal belongings. Storage overall is at a premium where the stage is being used for storage and is not a usable space for students.

Page 18: Final Comments

DRAFT

Q57

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

Respondent skipped this question

DRAFT

#23

COMPLETE

Collector: HCPS Respondents (Web Link)
Started: Monday, July 07, 2025 12:36:25 PM
Last Modified: Monday, July 07, 2025 12:51:35 PM
Time Spent: 00:15:10
IP Address: 38.124.151.110

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Sara Jo Brown**
Title	**Principal**

Q2

Please enter your email address

sarajo.brown@hcps.org

Q3

School Name

Magnolia Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Kindergarten Classrooms	**Fully Adequate(working well and fully meets the needs)**
Primary (1-3) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Intermediate (4-5) Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Art Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Music Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Special Education Classrooms	**Not Adequate(major barrier to program effectiveness)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Not Adequate(major barrier to program effectiveness)**
Media Center	**Fully Adequate(working well and fully meets the needs)**
Faculty & Staff Support Spaces	**Fully Adequate(working well and fully meets the needs)**
Physical Education and Gymnasium Spaces	**Fully Adequate(working well and fully meets the needs)**
Cafeteria and Food Service Spaces	**Fully Adequate(working well and fully meets the needs)**
Health Suite and Wellness Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Administration Spaces	**Fully Adequate(working well and fully meets the needs)**
Storage	**Somewhat Adequate(some strengths but has noticeable limitations)**

DRAFT

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

Our building is currently over capacity, which impacts the availability of learning spaces. We have 7 portables which are being used for instructional spaces. Due to lack of room, some instruction is taking place out in the open pod spaces, open to the hallway. This includes special areas, small group and counseling services. 1 of our 3 PreK classrooms lack a bathroom which presents challenges for students who demonstrate significant toileting needs.

Page 3: Title I

Q6 **Yes**

Is this a Title I school?

Page 4: Title I Program and Services Detail

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**3 - counseling services**
Shared Office (multi-provider)	**2**
Pull-out space (2-5 students)	**2**
Dedicated storage/pantry	**3**
Sensory Room	**1**
De-escalation room	**1**
Calming space (no-door)	**1**
Classroom (group instruction)	**30**

Q8

Respondent skipped this question

Please specify the type of space if you used "Other."

Q9

How often is each space used?

Private office	**Daily**
Shared office (multi-provider)	**Daily**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Daily**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Daily**
Classroom (group instruction)	**Daily**

DRAFT

Q10

How long is each space used when in use?

Private office	**All day**
Shared office (multi-provider)	**All day**
Pull-out space (2-5 students)	**All day**
Dedicated storage/pantry	**All day**
Sensory Room	**All day**
De-escalation space	**All day**
Calming space (no door)	**All day**
Classroom (group instruction)	**All day**

Q11

Rate the adequacy of your current program space for this program or service.

Private office	**Not Adequate(major barrier to program effectiveness)**
Shared office (multi-provider)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Pull-out space (2-5 students)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Dedicated storage/pantry	**Not Adequate(major barrier to program effectiveness)**
Sensory Room	**Fully Adequate(working well and fully meets the needs)**
De-escalation space	**Fully Adequate(working well and fully meets the needs)**
Calming space (no door)	**Fully Adequate(working well and fully meets the needs)**
Classroom (group instruction)	**Somewhat Adequate(some strengths but has noticeable limitations)**

DRAFT

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

Having private office space for our social working and two outside counseling service providers to access is vital to being able to provide adequate therapy services for families. We currently have providers working in corners in the hallways as there is no additional space.

Page 5: Community School

Q13 **Yes**

Is this a Community School?

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**1**
Shared Office (multi-provider)	**2**
Pull-out space (2-5 students)	**1**
Dedicated storage/pantry	**4**
Sensory Room	**1**
De-escalation room	**1**
Calming space (no-door)	**1**
Classroom (group instruction)	**30**
Other	**1**

Q15

Please specify the type of space if you used "Other."

Food Pantry, Clothing Closet

Q16

How often is each space used?

Private office	**Daily**
Shared office (multi-provider)	**Daily**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Daily**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Daily**
Classroom (group instruction)	**Daily**

DRAFT

Q17

How long is each space used when in use?

Private office	**All day**
Shared office (multi-provider)	**All day**
Pull-out space (2-5 students)	**All day**
Dedicated storage/pantry	**All day**
Sensory Room	**All day**
De-escalation space	**All day**
Calming space (no door)	**All day**
Classroom (group instruction)	**All day**

Q18

Rate the adequacy of your current program space for this program or service.

Private office	**Fully Adequate(working well and fully meets the needs)**
Shared office (multi-provider)	**Fully Adequate(working well and fully meets the needs)**
Pull-out space (2-5 students)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Dedicated storage/pantry	**Somewhat Adequate(some strengths but has noticeable limitations)**
Sensory Room	**Fully Adequate(working well and fully meets the needs)**
De-escalation space	**Fully Adequate(working well and fully meets the needs)**
Calming space (no door)	**Fully Adequate(working well and fully meets the needs)**
Classroom (group instruction)	**Fully Adequate(working well and fully meets the needs)**

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Respondent skipped this question

Page 7: Judy Center

Q20

Does this school have a Judy Center?

Yes

Page 8: Judy Center Program and Services Detail

DRAFT

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**0**
Shared Office (multi-provider)	**1**
Pull-out space (2-5 students)	**1**
Dedicated storage/pantry	**4**
Sensory Room	**0**
De-escalation room	**0**
Calming space (no-door)	**0**
Classroom (group instruction)	**1**

Q22 **Respondent skipped this question**

Please specify the type of space if you used "Other."

Q23

How often is each space used?

Private office	**Not Applicable**
Shared office (multi-provider)	**Daily**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Daily**
Sensory Room	**Not Applicable**
De-escalation space	**Not Applicable**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Daily**

DRAFT

Q24

How long is each space used when in use?

Private office	**Not Applicable**
Shared office (multi-provider)	**All day**
Pull-out space (2-5 students)	**All day**
Dedicated storage/pantry	**All day**
Sensory Room	**Not Applicable**
De-escalation space	**Not Applicable**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**All day**

Q25

Rate the adequacy of your current program space for this program or service.

Private office	**Not Applicable**
Shared office (multi-provider)	**Fully Adequate(working well and fully meets the needs)**
Pull-out space (2-5 students)	**Fully Adequate(working well and fully meets the needs)**
Dedicated storage/pantry	**Fully Adequate(working well and fully meets the needs)**
Sensory Room	**Not Applicable**
De-escalation space	**Not Applicable**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Fully Adequate(working well and fully meets the needs)**

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

None of the above

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

DRAFT

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q29

Please specify the type of space if you used "Other."

Respondent skipped this question

Q30

How often is each space used?

Respondent skipped this question

Q31

How long is each space used when in use?

Respondent skipped this question

Q32

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

Yes

Page 12: Targeted School Improvement Program and Services Detail

DRAFT

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**0**
Shared Office (multi-provider)	**1**
Pull-out space (2-5 students)	**1**
Dedicated storage/pantry	**1**
Sensory Room	**1**
De-escalation room	**1**
Calming space (no-door)	**1**
Classroom (group instruction)	**30**

Q36 **Respondent skipped this question**

Please specify the type of space if you used "Other."

Q37

How often is each space used?

Private office	**Not Applicable**
Shared office (multi-provider)	**Daily**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Daily**
Classroom (group instruction)	**Daily**

DRAFT

Q38

How long is each space used when in use?

Private office	**Not Applicable**
Shared office (multi-provider)	**All day**
Pull-out space (2-5 students)	**All day**
Dedicated storage/pantry	**All day**
Sensory Room	**All day**
De-escalation space	**All day**
Calming space (no door)	**All day**
Classroom (group instruction)	**All day**

Q39

Rate the adequacy of your current program space for this program or service.

Private office	**Not Applicable**
Shared office (multi-provider)	**Fully Adequate(working well and fully meets the needs)**
Pull-out space (2-5 students)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Dedicated storage/pantry	**Fully Adequate(working well and fully meets the needs)**
Sensory Room	**Fully Adequate(working well and fully meets the needs)**
De-escalation space	**Fully Adequate(working well and fully meets the needs)**
Calming space (no door)	**Fully Adequate(working well and fully meets the needs)**
Classroom (group instruction)	**Fully Adequate(working well and fully meets the needs)**

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

No

Page 14: STRIVE Program and Services Detail

DRAFT

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q43

Please specify the type of space if you used "Other."

Respondent skipped this question

Q44

How often is each space used?

Respondent skipped this question

Q45

How long is each space used when in use?

Respondent skipped this question

Q46

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Respondent skipped this question

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

No

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q51

How often is each space used?

Respondent skipped this question

Q52

How long is each space used when in use?

Respondent skipped this question

Q53

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

Yes

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Full Day Pre-K

Page 18: Final Comments

Q57

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

Space is becoming limited within our building. Any support with this would be greatly appreciated. We are trying to expand our partnership with the Health Department, however, space is limited in the nurse's office, which is impacting implementation.

DRAFT

#24

COMPLETE

Collector:	HCPS Respondents (Web Link)
Started:	Monday, July 07, 2025 10:05:09 AM
Last Modified:	Monday, July 07, 2025 4:20:10 PM
Time Spent:	06:15:01
IP Address:	38.124.151.119

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Rose Martino**
Title	**Principal**

Q2

Please enter your email address

RoseMarie.Martino@hcps.org

Q3

School Name

Roye-Williams Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Fully Adequate(working well and fully meets the needs)**
Kindergarten Classrooms	**Fully Adequate(working well and fully meets the needs)**
Primary (1-3) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Intermediate (4-5) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Art Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Music Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Special Education Classrooms	**Not Adequate(major barrier to program effectiveness)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Media Center	**Somewhat Adequate(some strengths but has noticeable limitations)**
Faculty & Staff Support Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Physical Education and Gymnasium Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Cafeteria and Food Service Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Health Suite and Wellness Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Administration Spaces	**Fully Adequate(working well and fully meets the needs)**
Storage	**Somewhat Adequate(some strengths but has noticeable limitations)**

DRAFT

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

The humidity in some rooms is not good and we've had mold problems (i.e.: Media, School Counselor, intervention room). We have addressed this over the years with work orders and requesting dehumidifers - which we've been told we don't need.
The need for storage that is not in the basement for PE equipment. Our STRIVE classrooms are not adequate for storage and space with all the things they require. They have to put up curtains/shower curtains over bookshelves that can be ripped down by students because they want to access what is behind the curtain. There is no place for students to place their instruments for band and orchestra. The itinerant art teacher could use a sink and storage space. The Health Suite is small when multiple children are in there.

Page 3: Title I

Q6

Is this a Title I school?

No

Page 4: Title I Program and Services Detail

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q8

Please specify the type of space if you used "Other."

Respondent skipped this question

Q9

How often is each space used?

Respondent skipped this question

Q10

How long is each space used when in use?

Respondent skipped this question

Q11

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

Respondent skipped this question

DRAFT

Page 5: Community School

Q13

Is this a Community School?

No

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q15

Please specify the type of space if you used "Other."

Respondent skipped this question

Q16

How often is each space used?

Respondent skipped this question

Q17

How long is each space used when in use?

Respondent skipped this question

Q18

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Respondent skipped this question

Page 7: Judy Center

Q20

Does this school have a Judy Center?

No

Page 8: Judy Center Program and Services Detail

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

None of the above

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q29

Please specify the type of space if you used "Other."

Respondent skipped this question

Q30

How often is each space used?

Respondent skipped this question

Q31

How long is each space used when in use?

Respondent skipped this question

Q32

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

DRAFT

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

No

Page 12: Targeted School Improvement Program and Services Detail

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

Q37

How often is each space used?

Respondent skipped this question

Q38

How long is each space used when in use?

Respondent skipped this question

Q39

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

Yes

Page 14: STRIVE Program and Services Detail

DRAFT

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**0**
Shared Office (multi-provider)	**0**
Pull-out space (2-5 students)	**0**
Dedicated storage/pantry	**0**
Sensory Room	**1**
De-escalation room	**1 - this is a calming space**
Classroom (group instruction)	**2**

Q43

Respondent skipped this question

Please specify the type of space if you used "Other."

Q44

How often is each space used?

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Daily**

Q45

How long is each space used when in use?

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**All day**
De-escalation space	**All day**
Classroom (group instruction)	**All day**

DRAFT

Q46

Rate the adequacy of your current program space for this program or service.

Private office	**Not Adequate(major barrier to program effectiveness)**
Shared office (multi-provider)	**Not Adequate(major barrier to program effectiveness)**
Pull-out space (2-5 students)	**Not Adequate(major barrier to program effectiveness)**
Dedicated storage/pantry	**Not Adequate(major barrier to program effectiveness)**
Sensory Room	**Somewhat Adequate(some strengths but has noticeable limitations)**
De-escalation space	**Somewhat Adequate(some strengths but has noticeable limitations)**
Classroom (group instruction)	**Somewhat Adequate(some strengths but has noticeable limitations)**

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

The rooms are too small for all the materials and spaces needed for each student. There is not a dedicated space for the teachers to house all their materials. There is not a dedicated office space for them to use and they have to plann with students in their room.

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

No

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

Q51

How often is each space used?

Respondent skipped this question

DRAFT

Q52

How long is each space used when in use?

Respondent skipped this question

Q53

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

Yes

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Model School, School Based Mental Health, Infants and Toddlerrs, Child Find and Partners for Success.

Page 18: Final Comments

Q57

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

Respondent skipped this question

DRAFT

#25

COMPLETE

Collector:	HCPS Respondents (Web Link)
Started:	Tuesday, July 08, 2025 8:59:23 AM
Last Modified:	Tuesday, July 08, 2025 9:09:40 AM
Time Spent:	00:10:17
IP Address:	38.124.151.92

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Harley Main**
Title	**Principal**

Q2

Please enter your email address

harley.main@hcps.org

Q3

School Name

Church Creek Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Fully Adequate(working well and fully meets the needs)**
Kindergarten Classrooms	**Fully Adequate(working well and fully meets the needs)**
Primary (1-3) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Intermediate (4-5) Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Art Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Music Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Special Education Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Not Adequate(major barrier to program effectiveness)**
Media Center	**Somewhat Adequate(some strengths but has noticeable limitations)**
Faculty & Staff Support Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Physical Education and Gymnasium Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Cafeteria and Food Service Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Health Suite and Wellness Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Administration Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Storage	**Not Adequate(major barrier to program effectiveness)**

DRAFT

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

Respondent skipped this question

Page 3: Title I

Q6

Is this a Title I school?

No

Page 4: Title I Program and Services Detail

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q8

Please specify the type of space if you used "Other."

Respondent skipped this question

Q9

How often is each space used?

Respondent skipped this question

Q10

How long is each space used when in use?

Respondent skipped this question

Q11

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

Respondent skipped this question

Page 5: Community School

Q13

Is this a Community School?

Yes

Page 6: Community School Program and Services Detail

DRAFT

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**2**
Shared Office (multi-provider)	**2**
Pull-out space (2-5 students)	**3**
Dedicated storage/pantry	**1**
Sensory Room	**1**
De-escalation room	**1**
Calming space (no-door)	**1**
Classroom (group instruction)	**1**

Q15 **Respondent skipped this question**

Please specify the type of space if you used "Other."

Q16

How often is each space used?

Private office	**Daily**
Shared office (multi-provider)	**Daily**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Daily**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Daily**
Classroom (group instruction)	**Daily**

DRAFT

Q17

How long is each space used when in use?

Private office	**All day**
Shared office (multi-provider)	**All day**
Pull-out space (2-5 students)	**All day**
Dedicated storage/pantry	**All day**
Sensory Room	**All day**
De-escalation space	**All day**
Calming space (no door)	**All day**
Classroom (group instruction)	**All day**

Q18

Rate the adequacy of your current program space for this program or service.

Private office	**Somewhat Adequate(some strengths but has noticeable limitations)**
Shared office (multi-provider)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Pull-out space (2-5 students)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Dedicated storage/pantry	**Fully Adequate(working well and fully meets the needs)**
Sensory Room	**Fully Adequate(working well and fully meets the needs)**
De-escalation space	**Fully Adequate(working well and fully meets the needs)**
Calming space (no door)	**Fully Adequate(working well and fully meets the needs)**
Classroom (group instruction)	**Somewhat Adequate(some strengths but has noticeable limitations)**

DRAFT

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Respondent skipped this question

Page 7: Judy Center

Q20

Does this school have a Judy Center?

No

Page 8: Judy Center Program and Services Detail

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

Co-Taught Pre-K

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

DRAFT

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**0**
Shared Office (multi-provider)	**0**
Pull-out space (2-5 students)	**2**
Dedicated storage/pantry	**0**
Sensory Room	**1**
De-escalation room	**1**
Calming space (no-door)	**1**
Classroom (group instruction)	**2**

Q29 **Respondent skipped this question**

Please specify the type of space if you used "Other."

Q30

How often is each space used?

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Daily**
Classroom (group instruction)	**Daily**

DRAFT

Q31

How long is each space used when in use?

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**All day**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**All day**
De-escalation space	**All day**
Calming space (no door)	**All day**
Classroom (group instruction)	**All day**

Q32

Rate the adequacy of your current program space for this program or service.

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Fully Adequate(working well and fully meets the needs)**
De-escalation space	**Fully Adequate(working well and fully meets the needs)**
Calming space (no door)	**Fully Adequate(working well and fully meets the needs)**
Classroom (group instruction)	**Somewhat Adequate(some strengths but has noticeable limitations)**

DRAFT

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

No

Page 12: Targeted School Improvement Program and Services Detail

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

Q37

How often is each space used?

Respondent skipped this question

Q38

How long is each space used when in use?

Respondent skipped this question

Q39

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

No

Page 14: STRIVE Program and Services Detail

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q43

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q44

How often is each space used?

Respondent skipped this question

Q45

How long is each space used when in use?

Respondent skipped this question

Q46

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Respondent skipped this question

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

Yes

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**2**
Shared Office (multi-provider)	**0**
Pull-out space (2-5 students)	**0**
Dedicated storage/pantry	**1**
Sensory Room	**1**
De-escalation room	**1**
Calming space (no-door)	**1**
Classroom (group instruction)	**1**

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q51

How often is each space used?

Private office	**Daily**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Daily**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Daily**
Classroom (group instruction)	**Daily**

Q52

How long is each space used when in use?

Private office	**All day**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**All day**
Dedicated storage/pantry	**All day**
Sensory Room	**All day**
De-escalation space	**All day**
Calming space (no door)	**All day**
Classroom (group instruction)	**All day**

Q53

Rate the adequacy of your current program space for this program or service.

Private office	**Somewhat Adequate(some strengths but has noticeable limitations)**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Dedicated storage/pantry	**Fully Adequate(working well and fully meets the needs)**
Sensory Room	**Fully Adequate(working well and fully meets the needs)**
De-escalation space	**Fully Adequate(working well and fully meets the needs)**
Calming space (no door)	**Fully Adequate(working well and fully meets the needs)**
Classroom (group instruction)	**Fully Adequate(working well and fully meets the needs)**

DRAFT

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

No

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Respondent skipped this question

Page 18: Final Comments

Q57

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

Respondent skipped this question

DRAFT

#26

COMPLETE

Collector:	HCPS Respondents (Web Link)
Started:	Wednesday, July 09, 2025 10:52:46 AM
Last Modified:	Wednesday, July 09, 2025 10:59:46 AM
Time Spent:	00:07:00
IP Address:	38.124.151.115

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Amanda Heise**
Title	**Principal**

Q2

Please enter your email address

amanda.heise@hcps.org

Q3

School Name

Prospect Mill Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Fully Adequate(working well and fully meets the needs)**
Kindergarten Classrooms	**Fully Adequate(working well and fully meets the needs)**
Primary (1-3) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Intermediate (4-5) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Art Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Music Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Special Education Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Not Adequate(major barrier to program effectiveness)**
Media Center	**Fully Adequate(working well and fully meets the needs)**
Faculty & Staff Support Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Physical Education and Gymnasium Spaces	**Fully Adequate(working well and fully meets the needs)**
Cafeteria and Food Service Spaces	**Fully Adequate(working well and fully meets the needs)**
Health Suite and Wellness Spaces	**Fully Adequate(working well and fully meets the needs)**
Administration Spaces	**Fully Adequate(working well and fully meets the needs)**
Storage	**Fully Adequate(working well and fully meets the needs)**

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

Our spaces change year to year. With teacher cuts this year, that freed up some rooms, but with the "full staffing" we are out of rooms and have special areas on carts.

Page 3: Title I

Q6 **No**

Is this a Title I school?

Page 4: Title I Program and Services Detail

DRAFT

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q8

Please specify the type of space if you used "Other."

Respondent skipped this question

Q9

How often is each space used?

Respondent skipped this question

Q10

How long is each space used when in use?

Respondent skipped this question

Q11

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

Respondent skipped this question

Page 5: Community School

Q13

Is this a Community School?

No

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q15

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q16

How often is each space used?

Respondent skipped this question

Q17

How long is each space used when in use?

Respondent skipped this question

Q18

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Respondent skipped this question

Page 7: Judy Center

Q20

Does this school have a Judy Center?

No

Page 8: Judy Center Program and Services Detail

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

None of the above

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q29

Please specify the type of space if you used "Other."

Respondent skipped this question

Q30

How often is each space used?

Respondent skipped this question

Q31

How long is each space used when in use?

Respondent skipped this question

Q32

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

DRAFT

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

No

Page 12: Targeted School Improvement Program and Services Detail

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

Q37

How often is each space used?

Respondent skipped this question

Q38

How long is each space used when in use?

Respondent skipped this question

Q39

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

No

Page 14: STRIVE Program and Services Detail

DRAFT

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q43

Please specify the type of space if you used "Other."

Respondent skipped this question

Q44

How often is each space used?

Respondent skipped this question

Q45

How long is each space used when in use?

Respondent skipped this question

Q46

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Respondent skipped this question

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

Yes

Page 16: Classroom Support Program (CSP) Program and Services Detail

DRAFT

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**1**
Shared Office (multi-provider)	**0**
Pull-out space (2-5 students)	**1**
Dedicated storage/pantry	**1**
Sensory Room	**1**
De-escalation room	**1**
Calming space (no-door)	**1**
Classroom (group instruction)	**3**

Q50 **Respondent skipped this question**

Please specify the type of space if you used "Other."

Q51

How often is each space used?

Private office	**Daily**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Daily**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Daily**
Classroom (group instruction)	**Daily**

DRAFT

Q52

How long is each space used when in use?

Private office	**Half day**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**All day**
Dedicated storage/pantry	**All day**
Sensory Room	**All day**
De-escalation space	**All day**
Calming space (no door)	**All day**
Classroom (group instruction)	**All day**

Q53

Rate the adequacy of your current program space for this program or service.

Private office	**Fully Adequate(working well and fully meets the needs)**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Fully Adequate(working well and fully meets the needs)**
Dedicated storage/pantry	**Somewhat Adequate(some strengths but has noticeable limitations)**
Sensory Room	**Fully Adequate(working well and fully meets the needs)**
De-escalation space	**Fully Adequate(working well and fully meets the needs)**
Calming space (no door)	**Fully Adequate(working well and fully meets the needs)**
Classroom (group instruction)	**Fully Adequate(working well and fully meets the needs)**

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

Yes

DRAFT

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Food pantry in our storage room.
YMCA has also taken over large closet in cafeteria.

Page 18: Final Comments

Q57

Respondent skipped this question

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

DRAFT

#27

COMPLETE

Collector:	HCPS Respondents (Web Link)
Started:	Wednesday, July 09, 2025 10:51:03 AM
Last Modified:	Wednesday, July 09, 2025 11:13:34 AM
Time Spent:	00:22:31
IP Address:	38.240.13.120

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Cheryl Shaw**
Title	**Principal**

Q2

Please enter your email address

cheryl.shaw@hcps.org

Q3

School Name

Forest Hill Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Kindergarten Classrooms	**Fully Adequate(working well and fully meets the needs)**
Primary (1-3) Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Intermediate (4-5) Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Art Spaces	**Fully Adequate(working well and fully meets the needs)**
Music Spaces	**Fully Adequate(working well and fully meets the needs)**
Special Education Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Media Center	**Fully Adequate(working well and fully meets the needs)**
Faculty & Staff Support Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Physical Education and Gymnasium Spaces	**Fully Adequate(working well and fully meets the needs)**
Cafeteria and Food Service Spaces	**Fully Adequate(working well and fully meets the needs)**
Health Suite and Wellness Spaces	**Fully Adequate(working well and fully meets the needs)**
Administration Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Storage	**Somewhat Adequate(some strengths but has noticeable limitations)**
Other (please specify):	A dedicated Conference Room is needed as we currently use a Learning Lab with a sign-out sheet to maximize this space. We do not have Pre-K but would have limited space depending on number of K classrooms.

DRAFT

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

When designing new buildings, it is important to consider the classroom shape because irregular shapes may look aesthetically pleasing externally, however functionality is diminished, and space is limited. As class sizes increase the odd shaped rooms make it more difficult to support the diverse student needs. (calm down spaces, etc.)

Small group spaces are limited by the number of K-5 classrooms and varies year to year.

Page 3: Title I

Q6

Is this a Title I school?

No

Page 4: Title I Program and Services Detail

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q8

Please specify the type of space if you used "Other."

Respondent skipped this question

Q9

How often is each space used?

Respondent skipped this question

Q10

How long is each space used when in use?

Respondent skipped this question

Q11

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

Respondent skipped this question

Page 5: Community School

Q13

Is this a Community School?

No

Page 6: Community School Program and Services Detail

DRAFT

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q15

Please specify the type of space if you used "Other."

Respondent skipped this question

Q16

How often is each space used?

Respondent skipped this question

Q17

How long is each space used when in use?

Respondent skipped this question

Q18

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Respondent skipped this question

Page 7: Judy Center

Q20

Does this school have a Judy Center?

No

Page 8: Judy Center Program and Services Detail

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

None of the above

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q29

Please specify the type of space if you used "Other."

Respondent skipped this question

Q30

How often is each space used?

Respondent skipped this question

Q31

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q32

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

No

Page 12: Targeted School Improvement Program and Services Detail

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

Q37

How often is each space used?

Respondent skipped this question

Q38

How long is each space used when in use?

Respondent skipped this question

Q39

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

DRAFT

Page 13: STRIVE

Q41

Yes

Does this school have a STRIVE program?

Page 14: STRIVE Program and Services Detail

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**1-2**
Shared Office (multi-provider)	**1-2**
Pull-out space (2-5 students)	**1**
Dedicated storage/pantry	**1**
Sensory Room	**1-2**
De-escalation room	**1**
Calming space (no-door)	**1**
Classroom (group instruction)	**3**
Other	**Adaptive Playground**

Q43

Please specify the type of space if you used "Other."

Playground with adaptive play equipment.

Q44

How often is each space used?

Private office	**2-4 days/week**
Shared office (multi-provider)	**Daily**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Daily**
Classroom (group instruction)	**Daily**
Other (please specify)	**Playground would be used daily.**

DRAFT

Q45

How long is each space used when in use?

Shared office (multi-provider)	**All day**
Pull-out space (2-5 students)	**All day**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**All day**
De-escalation space	**All day**
Calming space (no door)	**All day**
Classroom (group instruction)	**All day**

Q46

Rate the adequacy of your current program space for this program or service.

Private office	**Somewhat Adequate(some strengths but has noticeable limitations)**
Shared office (multi-provider)	**Fully Adequate(working well and fully meets the needs)**
Pull-out space (2-5 students)	**Fully Adequate(working well and fully meets the needs)**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Somewhat Adequate(some strengths but has noticeable limitations)**
De-escalation space	**Somewhat Adequate(some strengths but has noticeable limitations)**
Calming space (no door)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Classroom (group instruction)	**Fully Adequate(working well and fully meets the needs)**

DRAFT

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Classes benefit from being in their own wing together with easy access to sensory, de-escalation, and playground. This enables paraeducators the flexibility to support other classrooms in the event of absences or behavioral needs. Students are included in the gen. ed. setting as appropriate. The dedicated STRIVE/Related Services office is located next to classrooms to provide quick access to support as needed.

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

No

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

Q51

How often is each space used?

Respondent skipped this question

Q52

How long is each space used when in use?

Respondent skipped this question

Q53

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

No

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Respondent skipped this question

DRAFT

Page 18: Final Comments

Q57

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

Please consider teacher planning (with a restroom) spaces in future buildings. This would enable greater focus and less interruptions when engaging in professional learning and planning opportunities.

DRAFT

#28

COMPLETE

Collector:	HCPS Respondents (Web Link)
Started:	Wednesday, July 09, 2025 10:44:00 AM
Last Modified:	Wednesday, July 09, 2025 11:42:57 AM
Time Spent:	00:58:57
IP Address:	50.233.174.130

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Stacey McCord**
Title	**Principal**

Q2

Please enter your email address

STACEY.MCCORD@HCPS.ORG

Q3

School Name

Hickory Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Not Adequate(major barrier to program effectiveness)**
Kindergarten Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Primary (1-3) Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Intermediate (4-5) Classrooms	**Not Adequate(major barrier to program effectiveness)**
Art Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Music Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Special Education Classrooms	**Not Adequate(major barrier to program effectiveness)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Media Center	**Somewhat Adequate(some strengths but has noticeable limitations)**
Faculty & Staff Support Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Physical Education and Gymnasium Spaces	**Fully Adequate(working well and fully meets the needs)**
Cafeteria and Food Service Spaces	**Fully Adequate(working well and fully meets the needs)**
Health Suite and Wellness Spaces	**Fully Adequate(working well and fully meets the needs)**
Administration Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Storage	**Not Adequate(major barrier to program effectiveness)**

DRAFT

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

STRIVE space needs some work. It is too scattered around the school. HIES does not currently offer PreK, but if or when we do, I have no idea how we will adequately meet the needs of PreK. The SE needs at my school has increased, which includes the needs of the students for pull-out or use of an ALE (Alternative Learning Environment) due to intense crisis needs or interventions.

Page 3: Title I

Q6

Is this a Title I school?

No

Page 4: Title I Program and Services Detail

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q8

Please specify the type of space if you used "Other."

Respondent skipped this question

Q9

How often is each space used?

Respondent skipped this question

Q10

How long is each space used when in use?

Respondent skipped this question

Q11

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

Respondent skipped this question

DRAFT

Page 5: Community School

Q13

Is this a Community School?

No

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q15

Please specify the type of space if you used "Other."

Respondent skipped this question

Q16

How often is each space used?

Respondent skipped this question

Q17

How long is each space used when in use?

Respondent skipped this question

Q18

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Respondent skipped this question

Page 7: Judy Center

Q20

Does this school have a Judy Center?

No

Page 8: Judy Center Program and Services Detail

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

None of the above

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q29

Please specify the type of space if you used "Other."

Respondent skipped this question

Q30

How often is each space used?

Respondent skipped this question

Q31

How long is each space used when in use?

Respondent skipped this question

Q32

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

DRAFT

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

No

Page 12: Targeted School Improvement Program and Services Detail

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

Q37

How often is each space used?

Respondent skipped this question

Q38

How long is each space used when in use?

Respondent skipped this question

Q39

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

Yes

Page 14: STRIVE Program and Services Detail

DRAFT

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**1**
Shared Office (multi-provider)	**1**
Pull-out space (2-5 students)	**1**
Dedicated storage/pantry	**1**
Sensory Room	**0**
De-escalation room	**0**
Calming space (no-door)	**6 this is because of the STRIVE transition program at Hickory as the students in this program plug into GE classrooms**
Classroom (group instruction)	**1**

Q43

Respondent skipped this question

Please specify the type of space if you used "Other."

Q44

How often is each space used?

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Daily**
De-escalation space	**2-4 days/week**
Calming space (no door)	**Daily**
Classroom (group instruction)	**Daily**

DRAFT

Q45

How long is each space used when in use?

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**1-3 hours**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**All day**
De-escalation space	**All day**
Calming space (no door)	**Half day**
Classroom (group instruction)	**All day**

Q46

Rate the adequacy of your current program space for this program or service.

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Adequate(major barrier to program effectiveness)**
Dedicated storage/pantry	**Not Applicable**
Sensory Room	**Somewhat Adequate(some strengths but has noticeable limitations)**
De-escalation space	**Somewhat Adequate(some strengths but has noticeable limitations)**
Calming space (no door)	**Not Adequate(major barrier to program effectiveness)**
Classroom (group instruction)	**Not Adequate(major barrier to program effectiveness)**

DRAFT

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

At Hickory we have 3 STRIVE rooms. Two traditional STRIVE and 1 Transitional STRIVE. The rooms are spread across the building with 2 classrooms in the K pod and the transitional room in pod 3. The de-escalation space and sensory room is in the 4th-grade pod. With the transitional STRIVE class being k-5 and students plug into GE classes with or without support and in classrooms without calm down rooms. Also there is a lack of bathrooms in STRIVE.

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

No

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

Q51

How often is each space used?

Respondent skipped this question

Q52

How long is each space used when in use?

Respondent skipped this question

Q53

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

DRAFT

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

No

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

This year I have K students coming in with incredible needs and I will need to find a space to create a resource room of sorts to meet their needs. This will be challenging.

Page 18: Final Comments

Q57

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

The 500 building has 5th outside, but 1 5th grade class is in a portable because of Child Find. The Child Find office being in the 500 building decreases instructional time because of travel time to the portable. Also, Hickory has 2 therapists from Safe Harbor and Balance Point. I have a lack of space for them to work with students without interruption. There is a general lack of storage at HIES. I also feel we need doors with windows in a few areas so we can use additional closets or spaces to work with children. I am trying to find a location for a TV studio for morning announcements via TV. Finally, and on an extremely selfish note, the principal's office does not have a bathroom.

DRAFT

#29

COMPLETE

Collector:	HCPS Respondents (Web Link)
Started:	Wednesday, July 09, 2025 12:07:45 PM
Last Modified:	Wednesday, July 09, 2025 12:26:21 PM
Time Spent:	00:18:35
IP Address:	38.124.151.118

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Heather Skopak**
Title	**Prinicipal**

Q2

Please enter your email address

heather.skopak@hcps.org

Q3

School Name

Red Pump Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Fully Adequate(working well and fully meets the needs)**
Kindergarten Classrooms	**Fully Adequate(working well and fully meets the needs)**
Primary (1-3) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Intermediate (4-5) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Art Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Music Spaces	**Fully Adequate(working well and fully meets the needs)**
Special Education Classrooms	**Fully Adequate(working well and fully meets the needs)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Media Center	**Fully Adequate(working well and fully meets the needs)**
Faculty & Staff Support Spaces	**Fully Adequate(working well and fully meets the needs)**
Physical Education and Gymnasium Spaces	**Fully Adequate(working well and fully meets the needs)**
Cafeteria and Food Service Spaces	**Fully Adequate(working well and fully meets the needs)**
Health Suite and Wellness Spaces	**Fully Adequate(working well and fully meets the needs)**
Administration Spaces	**Fully Adequate(working well and fully meets the needs)**
Storage	**Fully Adequate(working well and fully meets the needs)**

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

Respondent skipped this question

DRAFT

Page 3: Title I

Q6

Is this a Title I school?

No

Page 4: Title I Program and Services Detail

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q8

Please specify the type of space if you used "Other."

Respondent skipped this question

Q9

How often is each space used?

Respondent skipped this question

Q10

How long is each space used when in use?

Respondent skipped this question

Q11

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

Respondent skipped this question

Page 5: Community School

Q13

Is this a Community School?

No

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q15

Please specify the type of space if you used "Other."

Respondent skipped this question

Q16

How often is each space used?

Respondent skipped this question

Q17

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q18

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Respondent skipped this question

Page 7: Judy Center

Q20

Does this school have a Judy Center?

No

Page 8: Judy Center Program and Services Detail

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

DRAFT

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

None of the above

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q29

Please specify the type of space if you used "Other."

Respondent skipped this question

Q30

How often is each space used?

Respondent skipped this question

Q31

How long is each space used when in use?

Respondent skipped this question

Q32

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

No

Page 12: Targeted School Improvement Program and Services Detail

DRAFT

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

Q37

How often is each space used?

Respondent skipped this question

Q38

How long is each space used when in use?

Respondent skipped this question

Q39

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

No

Page 14: STRIVE Program and Services Detail

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q43

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q44

How often is each space used?

Respondent skipped this question

Q45

How long is each space used when in use?

Respondent skipped this question

Q46

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Respondent skipped this question

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

Yes

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**2**
Shared Office (multi-provider)	**1**
Pull-out space (2-5 students)	**1**
Dedicated storage/pantry	**2**
Sensory Room	**1**
De-escalation room	**2**
Calming space (no-door)	**2**
Classroom (group instruction)	**3**

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q51

How often is each space used?

Private office	**Daily**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Daily**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Daily**
Classroom (group instruction)	**Daily**

Q52

How long is each space used when in use?

Private office	**All day**
Shared office (multi-provider)	**All day**
Pull-out space (2-5 students)	**Half day**
Dedicated storage/pantry	**All day**
Sensory Room	**All day**
De-escalation space	**All day**
Calming space (no door)	**All day**
Classroom (group instruction)	**All day**

DRAFT

Q53

Rate the adequacy of your current program space for this program or service.

Private office	**Fully Adequate(working well and fully meets the needs)**
Shared office (multi-provider)	**Not Adequate(major barrier to program effectiveness)**
Pull-out space (2-5 students)	**Not Adequate(major barrier to program effectiveness)**
Dedicated storage/pantry	**Somewhat Adequate(some strengths but has noticeable limitations)**
Sensory Room	**Somewhat Adequate(some strengths but has noticeable limitations)**
De-escalation space	**Fully Adequate(working well and fully meets the needs)**
Calming space (no door)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Classroom (group instruction)	**Somewhat Adequate(some strengths but has noticeable limitations)**

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

We do not have the following: Dedicated pull out space for student groups, a shared office space for CSP supports, we are in need of an additional storage closet, we have one sensory room and need space for two, we are in need of an additional calming space, and our third classroom is outside the CSP wing and at a distance from the calming area.

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

No

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Respondent skipped this question

Page 18: Final Comments

DRAFT

Q57

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

Respondent skipped this question

DRAFT

#30

COMPLETE

Collector:	HCPS Respondents (Web Link)
Started:	Wednesday, July 02, 2025 12:53:00 PM
Last Modified:	Wednesday, July 09, 2025 12:52:21 PM
Time Spent:	Over a day
IP Address:	38.124.151.120

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Beth Farver**
Title	**Principal**

Q2

Please enter your email address

bethany.farver@hcps.org

Q3

School Name

William S. James Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Not Adequate(major barrier to program effectiveness)**
Kindergarten Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Primary (1-3) Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Intermediate (4-5) Classrooms	**Not Adequate(major barrier to program effectiveness)**
Art Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Music Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Special Education Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Not Adequate(major barrier to program effectiveness)**
Media Center	**Somewhat Adequate(some strengths but has noticeable limitations)**
Faculty & Staff Support Spaces	**Not Adequate(major barrier to program effectiveness)**
Physical Education and Gymnasium Spaces	**Not Adequate(major barrier to program effectiveness)**
Cafeteria and Food Service Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Health Suite and Wellness Spaces	**Not Adequate(major barrier to program effectiveness)**
Administration Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Storage	**Not Adequate(major barrier to program effectiveness)**
Other (please specify):	Outside resources that support within the building - ie: Fresh Start, SRO, SSL, Ed. Evaluators, Related Service Providers do not have adequate space

DRAFT

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

Lighting, furniture, technology, HVAC is extremely inadequate and not equitable in older buildings

Page 3: Title I

Q6 **No**

Is this a Title I school?

Page 4: Title I Program and Services Detail

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q8

Please specify the type of space if you used "Other."

Respondent skipped this question

Q9

How often is each space used?

Respondent skipped this question

Q10

How long is each space used when in use?

Respondent skipped this question

Q11

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

Respondent skipped this question

DRAFT

Page 5: Community School

Q13

Is this a Community School?

No

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q15

Please specify the type of space if you used "Other."

Respondent skipped this question

Q16

How often is each space used?

Respondent skipped this question

Q17

How long is each space used when in use?

Respondent skipped this question

Q18

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Respondent skipped this question

Page 7: Judy Center

Q20

Does this school have a Judy Center?

No

Page 8: Judy Center Program and Services Detail

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

None of the above

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q29

Please specify the type of space if you used "Other."

Respondent skipped this question

Q30

How often is each space used?

Respondent skipped this question

Q31

How long is each space used when in use?

Respondent skipped this question

Q32

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

DRAFT

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

No

Page 12: Targeted School Improvement Program and Services Detail

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

Q37

How often is each space used?

Respondent skipped this question

Q38

How long is each space used when in use?

Respondent skipped this question

Q39

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

Yes

Page 14: STRIVE Program and Services Detail

DRAFT

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**0**
Shared Office (multi-provider)	**0**
Pull-out space (2-5 students)	**0**
Dedicated storage/pantry	**2**
Sensory Room	**1**
De-escalation room	**1**
Calming space (no-door)	**1**
Classroom (group instruction)	**3**

Q43 **Respondent skipped this question**

Please specify the type of space if you used "Other."

Q44

How often is each space used?

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Daily**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Daily**
Classroom (group instruction)	**Daily**

DRAFT

Q45

How long is each space used when in use?

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**All day**
Sensory Room	**1-3 hours**
De-escalation space	**1-3 hours**
Calming space (no door)	**1-3 hours**
Classroom (group instruction)	**All day**

Q46

Rate the adequacy of your current program space for this program or service.

Private office	**Not Applicable**
Shared office (multi-provider)	**Not Applicable**
Pull-out space (2-5 students)	**Not Applicable**
Dedicated storage/pantry	**Somewhat Adequate(some strengths but has noticeable limitations)**
Sensory Room	**Not Adequate(major barrier to program effectiveness)**
De-escalation space	**Somewhat Adequate(some strengths but has noticeable limitations)**
Calming space (no door)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Classroom (group instruction)	**Somewhat Adequate(some strengths but has noticeable limitations)**

DRAFT

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

As we continue to add regional programs and/or early childhood programs, how are we considering spaces for K-5 needs as communities grow?

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

No

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

Q51

How often is each space used?

Respondent skipped this question

Q52

How long is each space used when in use?

Respondent skipped this question

Q53

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

DRAFT

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

Yes

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Fresh Start Mental Health Providers

Page 18: Final Comments

Q57

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

I look forward to our building site visit to share more about our spacing needs and all that we do to use our current space strategically.

DRAFT

#31

COMPLETE

Collector:	HCPS Respondents (Web Link)
Started:	Wednesday, July 09, 2025 10:34:25 AM
Last Modified:	Wednesday, July 09, 2025 12:55:53 PM
Time Spent:	02:21:27
IP Address:	38.124.151.103

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Jennifer Gasdia**
Title	**Principal**

Q2

Please enter your email address

Jennifer.Gasdia@hcps.org

Q3

School Name

Havre de Grace Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Kindergarten Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Primary (1-3) Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Intermediate (4-5) Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Art Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Music Spaces	**Not Adequate(major barrier to program effectiveness)**
Special Education Classrooms	**Not Adequate(major barrier to program effectiveness)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Not Adequate(major barrier to program effectiveness)**
Media Center	**Somewhat Adequate(some strengths but has noticeable limitations)**
Faculty & Staff Support Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Physical Education and Gymnasium Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Cafeteria and Food Service Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Health Suite and Wellness Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Administration Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Storage	**Not Adequate(major barrier to program effectiveness)**

DRAFT

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

There are limited spaces available for related service providers such as OT and PT to provide services. In addition, there is limited to no secure spaces available for the school psych or ed evaluator to conduct assessments as needed.

Page 3: Title I

Q6

Is this a Title I school?

No

Page 4: Title I Program and Services Detail

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q8

Please specify the type of space if you used "Other."

Respondent skipped this question

Q9

How often is each space used?

Respondent skipped this question

Q10

How long is each space used when in use?

Respondent skipped this question

Q11

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

Respondent skipped this question

DRAFT

Page 5: Community School

Q13

Is this a Community School?

Yes

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Other	**1**

Q15

Please specify the type of space if you used "Other."

Community

Q16

How often is each space used?

Private office	**Daily**
Shared office (multi-provider)	**2-4 days/week**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Daily**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Daily**
Classroom (group instruction)	**Daily**
Other (please specify)	**Community School Room - Daily**

Q17

How long is each space used when in use?

Private office	**All day**
Shared office (multi-provider)	**All day**
Pull-out space (2-5 students)	**Half day**
Dedicated storage/pantry	**All day**
Sensory Room	**All day**
De-escalation space	**Half day**
Calming space (no door)	**1-3 hours**
Classroom (group instruction)	**All day**
Other (please specify)	**Community School Room - All Day**

DRAFT

Q18

Rate the adequacy of your current program space for this program or service.

Private office	**Somewhat Adequate(some strengths but has noticeable limitations)**
Shared office (multi-provider)	**Not Adequate(major barrier to program effectiveness)**
Pull-out space (2-5 students)	**Not Adequate(major barrier to program effectiveness)**
Dedicated storage/pantry	**Somewhat Adequate(some strengths but has noticeable limitations)**
Sensory Room	**Somewhat Adequate(some strengths but has noticeable limitations)**
De-escalation space	**Not Adequate(major barrier to program effectiveness)**
Calming space (no door)	**Not Adequate(major barrier to program effectiveness)**
Classroom (group instruction)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Other (please specify):	Community School Room - Somewhat Adequate

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

The community school room requires private spaces for families to receive support. Whether it is a meeting space with the social worker or accessing the food pantry, a private space is necessary. In addition, meeting space is necessary in the community school room for collaboration and planning with stakeholders.

Page 7: Judy Center

Q20

Does this school have a Judy Center?

No

Page 8: Judy Center Program and Services Detail

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

Early Learners,

Learning Together

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**2**
Shared Office (multi-provider)	**1**
Pull-out space (2-5 students)	**2**
Sensory Room	**1**
De-escalation room	**1**
Calming space (no-door)	**1**
Classroom (group instruction)	**2**

Q29

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q30

How often is each space used?

Private office	**Daily**
Shared office (multi-provider)	**Daily**
Pull-out space (2-5 students)	**Daily**
Dedicated storage/pantry	**Daily**
Sensory Room	**Daily**
De-escalation space	**Daily**
Calming space (no door)	**Daily**
Classroom (group instruction)	**Daily**

Q31

How long is each space used when in use?

Private office	**1-3 hours**
Shared office (multi-provider)	**Half day**
Pull-out space (2-5 students)	**Half day**
Dedicated storage/pantry	**All day**
Sensory Room	**Half day**
De-escalation space	**1-3 hours**
Calming space (no door)	**1-3 hours**
Classroom (group instruction)	**All day**

DRAFT

Q32

Rate the adequacy of your current program space for this program or service.

Private office	**Not Adequate(major barrier to program effectiveness)**
Shared office (multi-provider)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Pull-out space (2-5 students)	**Not Adequate(major barrier to program effectiveness)**
Dedicated storage/pantry	**Not Adequate(major barrier to program effectiveness)**
Sensory Room	**Somewhat Adequate(some strengths but has noticeable limitations)**
De-escalation space	**Somewhat Adequate(some strengths but has noticeable limitations)**
Calming space (no door)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Classroom (group instruction)	**Fully Adequate(working well and fully meets the needs)**

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

This space would also require a bathroom in the classroom to support potty training.

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

No

Page 12: Targeted School Improvement Program and Services Detail

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

Q37

How often is each space used?

Respondent skipped this question

DRAFT

Q38

How long is each space used when in use?

Respondent skipped this question

Q39

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

No

Page 14: STRIVE Program and Services Detail

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q43

Please specify the type of space if you used "Other."

Respondent skipped this question

Q44

How often is each space used?

Respondent skipped this question

Q45

How long is each space used when in use?

Respondent skipped this question

Q46

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

DRAFT

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Respondent skipped this question

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

No

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

Q51

How often is each space used?

Respondent skipped this question

Q52

How long is each space used when in use?

Respondent skipped this question

Q53

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

Page 17: Other Specialized Programs and/or Services

DRAFT

Q55

Does this school have other specialized programs or services not previously indicated?

No

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Respondent skipped this question

Page 18: Final Comments

Q57

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

Storage needs is often inadequate for elementary schools. Having a shared, common space for planning and storage for each grade level is a necessity that just doesn't exist in most schools.

DRAFT

#32

COMPLETE

Collector:	HCPS Respondents (Web Link)
Started:	Wednesday, July 09, 2025 4:25:41 PM
Last Modified:	Wednesday, July 09, 2025 4:28:27 PM
Time Spent:	00:02:45
IP Address:	100.18.32.218

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Stephanie Barnes**
Title	**Principal**

Q2

Please enter your email address

stephanie.barnes@hcps.org

Q3

School Name

Churchville Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Fully Adequate(working well and fully meets the needs)**
Kindergarten Classrooms	**Fully Adequate(working well and fully meets the needs)**
Primary (1-3) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Intermediate (4-5) Classrooms	**Somewhat Adequate(some strengths but has noticeable limitations)**
Art Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Music Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Special Education Classrooms	**Fully Adequate(working well and fully meets the needs)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Somewhat Adequate(some strengths but has noticeable limitations)**
Media Center	**Fully Adequate(working well and fully meets the needs)**
Faculty & Staff Support Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Physical Education and Gymnasium Spaces	**Fully Adequate(working well and fully meets the needs)**
Cafeteria and Food Service Spaces	**Fully Adequate(working well and fully meets the needs)**
Health Suite and Wellness Spaces	**Fully Adequate(working well and fully meets the needs)**
Administration Spaces	**Fully Adequate(working well and fully meets the needs)**
Storage	**Somewhat Adequate(some strengths but has noticeable limitations)**

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

Class sizes specifically in the intermediate grades continue to impact learning.

Page 3: Title I

Q6 **No**

Is this a Title I school?

Page 4: Title I Program and Services Detail

DRAFT

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q8

Please specify the type of space if you used "Other."

Respondent skipped this question

Q9

How often is each space used?

Respondent skipped this question

Q10

How long is each space used when in use?

Respondent skipped this question

Q11

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

Respondent skipped this question

Page 5: Community School

Q13

Is this a Community School?

No

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q15

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q16

How often is each space used?

Respondent skipped this question

Q17

How long is each space used when in use?

Respondent skipped this question

Q18

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Respondent skipped this question

Page 7: Judy Center

Q20

Does this school have a Judy Center?

No

Page 8: Judy Center Program and Services Detail

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

None of the above

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q29

Please specify the type of space if you used "Other."

Respondent skipped this question

Q30

How often is each space used?

Respondent skipped this question

Q31

How long is each space used when in use?

Respondent skipped this question

Q32

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

DRAFT

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

No

Page 12: Targeted School Improvement Program and Services Detail

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

Q37

How often is each space used?

Respondent skipped this question

Q38

How long is each space used when in use?

Respondent skipped this question

Q39

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

No

Page 14: STRIVE Program and Services Detail

DRAFT

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q43

Please specify the type of space if you used "Other."

Respondent skipped this question

Q44

How often is each space used?

Respondent skipped this question

Q45

How long is each space used when in use?

Respondent skipped this question

Q46

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Respondent skipped this question

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

No

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q51

How often is each space used?

Respondent skipped this question

Q52

How long is each space used when in use?

Respondent skipped this question

Q53

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

No

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Respondent skipped this question

Page 18: Final Comments

Q57

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

Respondent skipped this question

DRAFT

#33

COMPLETE

Collector:	HCPS Respondents (Web Link)
Started:	Wednesday, July 09, 2025 11:04:37 AM
Last Modified:	Thursday, July 10, 2025 2:31:19 PM
Time Spent:	Over a day
IP Address:	38.124.151.122

Page 1: Initial Information

Q1

Please enter your name and title

Name	**Lisa Minutoli**
Title	**Principal**

Q2

Please enter your email address

lisa.minutoli@hcps.org

Q3

School Name

Youth's Benefit Elementary

Page 2: Overall Educational Environment

DRAFT

Q4

Overall, how adequately do the spaces in this school support HCPS' stated mission?

Pre-K Classrooms	**Fully Adequate(working well and fully meets the needs)**
Kindergarten Classrooms	**Fully Adequate(working well and fully meets the needs)**
Primary (1-3) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Intermediate (4-5) Classrooms	**Fully Adequate(working well and fully meets the needs)**
Art Spaces	**Fully Adequate(working well and fully meets the needs)**
Music Spaces	**Fully Adequate(working well and fully meets the needs)**
Special Education Classrooms	**Fully Adequate(working well and fully meets the needs)**
Student Support Spaces (pullout, intervention, resource, etc.)	**Fully Adequate(working well and fully meets the needs)**
Media Center	**Fully Adequate(working well and fully meets the needs)**
Faculty & Staff Support Spaces	**Somewhat Adequate(some strengths but has noticeable limitations)**
Physical Education and Gymnasium Spaces	**Fully Adequate(working well and fully meets the needs)**
Cafeteria and Food Service Spaces	**Fully Adequate(working well and fully meets the needs)**
Health Suite and Wellness Spaces	**Fully Adequate(working well and fully meets the needs)**
Administration Spaces	**Fully Adequate(working well and fully meets the needs)**
Storage	**Somewhat Adequate(some strengths but has noticeable limitations)**

Q5

Please provide any additional observations you'd like to share about how the existing spaces either promote or limit learning, intervention, and instruction.

Respondent skipped this question

DRAFT

Page 3: Title I

Q6

Is this a Title I school?

No

Page 4: Title I Program and Services Detail

Q7

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q8

Please specify the type of space if you used "Other."

Respondent skipped this question

Q9

How often is each space used?

Respondent skipped this question

Q10

How long is each space used when in use?

Respondent skipped this question

Q11

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q12

Please add additional comments you feel would aid in our understanding of the space needs associated with Title I programs and services.

Respondent skipped this question

Page 5: Community School

Q13

Is this a Community School?

No

Page 6: Community School Program and Services Detail

Q14

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q15

Please specify the type of space if you used "Other."

Respondent skipped this question

Q16

How often is each space used?

Respondent skipped this question

Q17

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q18

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q19

Please add additional comments you feel would aid in our understanding of the space needs associated with Community School programs and services.

Respondent skipped this question

Page 7: Judy Center

Q20

Does this school have a Judy Center?

No

Page 8: Judy Center Program and Services Detail

Q21

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q22

Please specify the type of space if you used "Other."

Respondent skipped this question

Q23

How often is each space used?

Respondent skipped this question

Q24

How long is each space used when in use?

Respondent skipped this question

Q25

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q26

Please add additional comments you feel would aid in our understanding of the space needs associated with Judy Center programs and services.

Respondent skipped this question

DRAFT

Page 9: Early Learner, Learning Together, and Co-Taught Pre-K

Q27

Does this school have any of the following programs and services?(select all that apply)

Early Learners,

Learning Together

Page 10: Early Learner, Learning Together, and Co-Taught Pre-K Programs and Services Detail

Q28

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Private Office	**n/a**
Shared Office (multi-provider)	**n/a**
Pull-out space (2-5 students)	**n/a**
Dedicated storage/pantry	**n/a**
Sensory Room	**n/a**
De-escalation room	**0**
Calming space (no-door)	**0**
Classroom (group instruction)	**2**
Other	**n/a**

Q29

Please specify the type of space if you used "Other."

Respondent skipped this question

Q30

How often is each space used?

Private office	**Not Applicable**
Shared office (multi-provider)	**Daily**
Pull-out space (2-5 students)	**2-4 days/week**
Dedicated storage/pantry	**Daily**
Sensory Room	**2-4 days/week**
De-escalation space	**Not Applicable**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Daily**

DRAFT

Q31

How long is each space used when in use?

Private office	**Not Applicable**
Shared office (multi-provider)	**All day**
Pull-out space (2-5 students)	**All day**
Dedicated storage/pantry	**All day**
Sensory Room	**Half day**
De-escalation space	**Not Applicable**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**All day**

Q32

Rate the adequacy of your current program space for this program or service.

Private office	**Not Applicable**
Shared office (multi-provider)	**Fully Adequate(working well and fully meets the needs)**
Pull-out space (2-5 students)	**Fully Adequate(working well and fully meets the needs)**
Dedicated storage/pantry	**Fully Adequate(working well and fully meets the needs)**
Sensory Room	**Fully Adequate(working well and fully meets the needs)**
De-escalation space	**Not Applicable**
Calming space (no door)	**Not Applicable**
Classroom (group instruction)	**Fully Adequate(working well and fully meets the needs)**

Q33

Please add additional comments you feel would aid in our understanding of the space needs associated with these programs and services.

Respondent skipped this question

DRAFT

Page 11: Targeted School Improvement (TSI)

Q34

Is this school part of the Targeted School Improvement (TSI) program?

No

Page 12: Targeted School Improvement Program and Services Detail

Q35

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q36

Please specify the type of space if you used "Other."

Respondent skipped this question

Q37

How often is each space used?

Respondent skipped this question

Q38

How long is each space used when in use?

Respondent skipped this question

Q39

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q40

Please add additional comments you feel would aid in our understanding of the space needs associated with Targeted School Improvement programs and services.

Respondent skipped this question

Page 13: STRIVE

Q41

Does this school have a STRIVE program?

No

Page 14: STRIVE Program and Services Detail

Q42

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q43

Please specify the type of space if you used "Other."

Respondent skipped this question

DRAFT

Q44

How often is each space used?

Respondent skipped this question

Q45

How long is each space used when in use?

Respondent skipped this question

Q46

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q47

Please add additional comments you feel would aid in our understanding of the space needs associated with STRIVE programs and services.

Respondent skipped this question

Page 15: Classroom Support Program (CSP)

Q48

Does this school have a Classroom Support Program (CSP)?

No

Page 16: Classroom Support Program (CSP) Program and Services Detail

Q49

For this section's programs and services, please indicate how many of each type of space is needed. (Indicate if n/a or unknown, we will ask for clarification during site visits)

Respondent skipped this question

Q50

Please specify the type of space if you used "Other."

Respondent skipped this question

Q51

How often is each space used?

Respondent skipped this question

Q52

How long is each space used when in use?

Respondent skipped this question

DRAFT

Q53

Rate the adequacy of your current program space for this program or service.

Respondent skipped this question

Q54

Please add additional comments you feel would aid in our understanding of the space needs associated with CSP programs and services.

Respondent skipped this question

Page 17: Other Specialized Programs and/or Services

Q55

Does this school have other specialized programs or services not previously indicated?

No

Q56

If answered "YES" to the previous question, describe the program, space needs, current student enrollment, current faculty/staff FTE, and other information you feel would aid in our understanding.

Respondent skipped this question

Page 18: Final Comments

Q57

Thank you for taking the time to complete this survey. Please add any additional comments you feel would aid us in understanding the space needs of this school.

Respondent skipped this question

DRAFT

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HARFORD COUNTY PUBLIC SCHOOLS

FACILITIES MANAGEMENT

2026-2027

Facilities Master Plan

www.hcps.org