

**Summary of Mount Hebron Program Delivery Needs  
Developed by:  
Mount Hebron Planning Committee**

At the November 14th Mount Hebron Planning Committee meeting, the Planning Committee Team was presented with documents from the Howard County School Board's architect of record (Smolen Emr) describing the areas of Mt. Hebron in need of renovation. At that time, Ken Roey, Executive Director of Facility Planning for the Howard County School Board, agreed that committee members could review Smolen's listing and submit any additional information they felt was not included. The attached file represents additional areas of need as agreed upon by the teacher representatives, parent representatives and the student representative of the committee.

This listing addresses only program delivery issues caused by space deficiencies and does not address the number of teaching stations misidentified and misallocated as well as the teaching station shortage at Mt. Hebron. This request is in conformance with the position taken at previous meetings, that all areas of a child's education are important and as educators, parents and as a student, we can not agree to any limitations placed on any aspect of a child's education as committed to by the Howard County School System.

Sincerely,  
The Mt. Hebron Planning Team Committee's parent representatives, teacher representatives and the student representative

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## **Art**

The limitation of space in the art area has resulted in a constraint on the number of students that can enroll in Art 3 or Art 4. Not only are students limited by space but types of projects are also constrained. All students are limited on size of project in that storage space is at a premium and consideration has to be given to all students. Size has also limited type of project, specifically clay is not offered due space needed.

Space has had a negative impact on the type of project an A.P. student can submit. There is no storage for large pieces, resulting in a reduction in points available to the student in regards to their A.P. submission. Due to the lack of space, the A.P. program has been modified, forcing students to work at home and constraining the teacher on monitoring the artist work in progress. Optimal teacher consultation with students is constrained by work being done at home. The required work at home has also limited the A.P. student on their choice of media since certain types of media are not conducive to travel (student transport via bus).

Another complication is the location of the dark rooms in the media center complex, resulting in difficult supervision. The kiln is located in the storage space and teacher work room and presents a fire hazard.

In summary, the limitation of the space available for the art program has had and continues to have a detrimental effect on the ability to deliver the art program.

In order to give Mt. Hebron students an opportunity to learn to trust feelings, develop visual perception and personal aesthetic, gain a knowledge of art history, and through these experiences, make informed critical judgments and contribute to the student's system of values, the following is required:

1. Three distinct teaching stations which adjoin common space for department storage, 2 kilns, spray booth with direct outside ventilation, and teacher preparation and department planning.
2. Contiguous photo studio/darkroom.
3. Adequate storage including a Central Storage Area
4. Separate Sculptural Media/Kiln Area
5. Separate Department Preparation and Planning Area
6. Separate Display/Gallery Area
7. Proper environmental variable

## **Athletic Department**

The Mt. Hebron High School Athletic Department consists of 37 Athletic Programs, (24 Outdoor programs and 14 Indoor Programs), serving 950 students. The athletic department has numerous needs, many severe, which consist of lack of space, lack of heating and ventilation in both gymnasiums, lack of adequate restroom facilities in the stadium, and logistical concerns which must be addressed in the proposed renovations. All of these needs must be addressed in order for the Athletic Department to safely, effectively and efficiently deliver the total athletic program to the students of Mt. Hebron High School.

Currently, our wrestling teams are practicing in the cafeteria, due to the absence of a wrestling room. This presents a major safety concern. Each day, the JV & Varsity wrestling teams physically move six wrestling mats, weighing approximately 300 pounds each, from the main gymnasium into the cafeteria, returning them after each practice session. Once the mats are returned to the main gymnasium, they are a liability to the students participating in physical education classes, because the mats and the metal racks they are stored on are exposed. We do not have the necessary storage to house nine wrestling mats. Currently, we have two wrestling mats sitting on the auxiliary gym floor taking up much need physical education space, because we do not have enough storage room for the wrestling mats. This creates a liability to the physical education classes too.

The Cheerleading squad, which is also in need of a practice facility, is stifled for space, as they must have high ceiling space to practice routines and stunting and are limited to gymnasium time, which must be divided up amongst all four basketball programs, lancers, rifles, drill team, flags and swing flags. This limit on space requires teams to practice up to 10:00PM on a school night.

The athletic department is in dire need of adequate restroom facilities in close proximity to the stadium whereby student athletes and spectators can use the restroom and wash their hands. Currently, there is no place for student athletes or spectators to wash their hands in our stadium after they use the portable toilets. Currently, the County is spending approximately \$10,000.00 per year on portable toilets brought into the stadium by a septic company for spectator and team use.

There is not adequate ventilation in either gymnasium, making it an inferno in the fall and spring months and frigid in the winter months. The extreme heat followed by the extreme cold make it extremely difficult to deliver 14 athletic programs effectively and safely. Neither gymnasium has water fountains, making it difficult to hydrate student athletes during practices and games. The main gymnasium does not have restrooms off of it. The auxiliary gym's restrooms are not working and currently serve as a storage space for the custodial department.

The main gymnasium bleachers and wood floors need to be replaced due to age, splintering and dry rotted wood. The Main Gymnasium bleachers are not in ADA compliance, and currently, our main gymnasium is too small to safely place someone in a wheel chair to watch a contest.

The Athletic Department has an extreme need for storage both inside and outside. Currently, indoor athletic storage consists of a custodial office, two social studies closets, physical education storage closets, space in the weight room and the unused restrooms in the auxiliary gym.

The logistical design of the auxiliary gym, in relationship to both locker rooms is very problematic. There is not a neutral, dual gender access to the auxiliary gym. In order to gain access to the Auxiliary Gym, should the locker rooms be occupied, once must go outside the school and walk to the double doors off the parking lot.

The current design of the main and auxiliary gym dictates that teachers and coaches must go through a male or female locker room to speak with their colleagues or fellow coaches of the opposite sex. The athletic department needs a common hallway in order for athletes of both genders to gain access to their coach's office, regardless of the gender of their coach, and be able to do so in a coach's office that is not housed in either the "boy's or girl's locker room". There also needs to be a common coach's office as well as individual coach's offices in both locker rooms.

We do not have team rooms inside our locker rooms for our teams and coach to meet before, during or after volleyball matches, basketball games and wrestling matches. Currently, our visiting teams must meet in a classroom or the auxiliary gym if available to change their clothes pre and post game

and during half time to discuss strategy. We need team rooms inside each locker room equipped with large lockers, chalk boards and team seating so our athletic teams can meet as a team and receive instructions from their coach in facilities with restrooms, sinks, water fountains and an ice machine.

We lack adequate changing/showering rooms for officials. Currently, officials must change and shower in the male PE Office because there is not another shower facility equipped with a restroom for the officials. PE Teachers cannot work in their office past 3:45PM because the officials are coming in and using their office as a dressing room/shower area. If we have male and female officials working a game together, the officials are separated because of the locker room facilities. The officials do not want to be separated because they collaborate and discuss the game. We need a neutrally located official's changing room fully equipped with a shower, toilet and sink that can be easily traveled to without worrying about the student's changing their clothes.

Student athletes and athletic programs need a weight room that is safe, and equipped with equipment that is designed for both genders, is user friendly and will enable both students and athletes to become fit and enhance their skills and abilities. Currently, the weight room is equipped with weight and equipment that is geared more to male athletes. The current weight room has some logistical problems. Currently, neither the teacher nor the coach can supervise all the students and athletes in the weight room at the same time. There is a wall dividing the room, preventing the proper supervision of all students at all times.

The athletic programs at Mt. Hebron High School historically have been very successful. We have one trophy case. We need approximately ten to fifteen trophy cases to display all the trophies won by the student athletes at MTH, displayed where they can be seen, not housed in closets for lack of space.

The outdoor facilities lack athletic storage space in close proximity to the building. Currently, soccer, field hockey and lacrosse goals are being locked to fences all over the campus, out of view, and underneath bleachers where they are vandalized during home games in the stadium. The equipment and uniforms for these sports (football and boy's lacrosse) are being stored in social studies closets (football helmets and pads and lacrosse helmets, sticks, gloves and uniforms). We lack the storage space to safely lock our soccer goals, field hockey goals, and lacrosse goals. Numerous locks have been cut, and unauthorized use of our equipment is occurring because we do not have adequate storage facilities to store these and other athletic equipment. We continue to lock our goals up against the fence in hopes that someone does not cut the locks off. The athletic department has already spent \$5,000.00 for two storage containers in which to store athletic equipment. These storage containers are filled to capacity and cannot house any more equipment, specifically goals.

The current press box, which is not ADA accessible, is too small for storage, and even if it could be used for storage, the elements over the years have caused the wood construction to dry rot, making it unsafe and an ineffective place to store athletic equipment. The press box leaks profusely during a rain storm. The wooden windows and door cannot be safely secured; as they too have dry rotted. We have to carry a 100 pound sound system to and from the press box for each game because we cannot mount the sound system to the press box wall, nor can we safely secure its contents in the press box because of the unsafe condition of the press box.

Currently, the Athletics & Activities Manager's office is located quite a distance from athletic venues, hidden from students and the community. It is a small room that does not have air conditioning and has very poor ventilation, where it is an inferno year round. There is only room for two chairs and a few shelves. The AAM's Office needs to be centrally located, in close proximity to all athletic arenas,

easily accessible for students and the community, equipped with room for a conference table, computer, fax, copy machine, a shower, restroom, sink, and additional storage space.

The current athletic trainer's office is too small to effectively treat athletic injuries. There is no room for a whirlpool bath, electrical stimulation, heat packs, or an ice machine, which is critical to have when treating injuries. The office can only house one small table and two small cabinets. All the athletic trainer's supplies are currently being stored in a small custodial office, which also serves as storage for athletic equipment and supplies.

The ice machines in both locker rooms, when operable, are not large enough to produce enough ice for the 37 programs during each of the three seasons. The trainer, student athletes and our boosters group have to gain access into the cafeteria to get ice often because both locker rooms run out of ice on a frequent basis.

The athletic department cannot effectively wash its uniform, or the towels that we use. The washer and dryer in the men's locker room does not work, therefore, the men can not wash uniforms or towels. The girl's locker room's washer and dryer are just as old and operate infrequently. Both locker rooms need new industrial size washers and dryers in which to wash and sanitize uniforms and towels.

In order for the athletic department to safely and effectively deliver 37 athletic programs to the students of Mt. Hebron High School, and comply with ADA requirements, the following is required:

1. ADA access to the Main Gymnasium, the Field Hockey Competition Field, the Press box in the Stadium, the Visitor's Bleachers in the Stadium and the Tennis Courts;
2. Weight Room with modern, up-to-date equipment that is user friendly for Male & Female student athletes;
3. A physical Education Studio that can double as a wrestling room and can be used for other extra-curricular activities;
4. Additional Storage for nine wrestling mats;
5. New locker room facilities for both males & females, each with the following:
6. Three Storage rooms in each locker room specifically for athletic storage
7. New lockers in each locker room
8. Two team rooms in each locker room, each with team benches, large lockers and chalkboard
9. A Coach's Office in each locker room
10. An Official's Changing Room w/Shower, Sink & Toilet
11. Laundry Room equipped with Industrial Size Washer & Dryer and a large capacity Ice Machine
12. Athletic Trainer's Office in close proximity to both locker rooms, equipped with modern athletic training supplies (table, ice machine,);
13. Storage room for Athletic Training supplies;
14. Main Gymnasium Renovated with the following:
15. ADA Compliant (an area for wheelchair spectators to safely watch the game)
16. New Bleachers
17. New Hardwood Floors
18. Water Fountains in each Gymnasium
19. Rest rooms
20. Storage within the Main Gymnasium for scorer's tables and team chairs
21. Athletics & Activities Manager's Office large enough for a Conference Table, Desk and additional storage
22. Interior Access to the Auxiliary Gymnasium;

23. Outside Restrooms in the stadium with Toilets & Sinks;
24. Press box in the Stadium that is ADA Compliant;
25. Storage for 24 outdoor athletic programs' equipment;
26. Two Story Concession Stand with a Ticket Booth;
27. Two additional Tennis Courts;
28. Ten Lane Metric Track;
29. Electric Indoor Batting Cage with built in storage cabinet on the gym wall

## **Auditorium**

While our Auditorium is on the small size, one of the areas of extreme concern is the wing space. The wing space is severely limited, allowing only one escape from stage. There is no access from stage right. The only solution to this problem is an addition to the back of the stage.

The Drama Room is an unsafe area, with minimal showers and toilets and with no division of sexes for the changing of clothes. As to set construction, the room allotted is inadequate for building/construction and is also used as custodial storage. This space is so limited that it is difficult, if not impossible, to construct sets and roll them onto stage.

As to storage, it is also very limited with costumes stored in the basement and the majority of set items stored in outside storage trailers. This is still not enough space and has resulted in the school being forced to throw items away due to lack of storage. To further complicate, the drama department is seeking further storage but has been informed that there is minimal space available to provide another trailer on school grounds. Without an alternative, additional items will need to be thrown away.

While our performances are award winning and a matter of pride, the condition of our restrooms as available to our patrons is very embarrassing. It is imperative that these restrooms be addressed during this renovation. The area in front of the auditorium in which people tend to gather before, after, and during intermission is very crowded and allows minimal room for ticket sales, concession sales, and general gathering.

In summary, the limitation of the space available has had and continues to have a detrimental effect on the ability to deliver the drama program.

In order to effectively deliver the program, a program that allows proper instructional use of space for drama, a space that meets the needs of the community and school, audience experiences that develop appreciation of literature, music, drama, dance and other performing arts, and a facilitation of fine arts approach among the arts, music, and language arts department, with a minimization of conflicts between the needs of actors, musicians, and dancers, the following is required:

1. Divisible Common Room/Dressing Room/Lavatory/Classroom that allows seats for 75 students, male and female toilet with two showers a piece. Changing area with lockers (10-20) in bathrooms. Should contain locked storage cabinets and water coolers in each section with a sound system and monitor for TV reception.
2. Workshop Area/Room
3. Mini Theater Instructional Space
4. Increased Wings
5. Ticket Booth and Concessions

## 6. Renovated Restrooms

# **Business and Computer Management Systems (BCMS)**

Our four BCMS classrooms are lacking in several areas which need to be addressed in order to provide a learning environment that is conducive to student achievement.

According to the guidelines for BCMS, 32 student stations are to be provided, along with one teacher station. Two of our classrooms currently meet that requirement, but the other two fall short of it. These two classrooms lack both the computer stations and the Ethernet port necessary to have 32 student stations. One of the classrooms also lacks windows which are a major concern when dealing with electronics that heat up to high temperatures and sometimes require quick venting by use of a window.

Another issue of concern is the condition of 3 of the 4 labs. These 3 labs are located in the older area of the school and are not up to code with the HVAC system, the electrical systems, sprinkler systems and low voltage wiring (Ethernet). Being older labs, these labs also have some loose Ethernet cables that had to be run along the floor throughout the room causing a dangerous condition.

Regarding our curriculum needs, a change has recently occurred in BCMS, where engineering principles must be brought into the BCMS curriculum in order that the classes might count as "Technology Credits". Because of this ongoing change, the needs of our BCMS classrooms are changing as well. Currently our classrooms are sufficient for instruction under the current curriculum. But this won't be the case as the new curriculum is implemented (this year is supposed to be the first year). Beginning next school year, all BCMS labs will have to have additional desk space for the numerous hands-on engineering projects that need to be constructed in class.

In summary, the limitation of space available, the unsafe learning environment and the shortcomings in the facility have a detrimental effect on the ability to deliver the BCMS program.

In order to give all Mt. Hebron students and opportunity to learn in surroundings that are more conducive to learning, and encourage students to experience enrichment activities, the following are needed:

1. More computer stations need to be added.
2. More desktop space is needed for engineering projects in all 4 rooms.
3. Electric systems, HVAC, windows, and Ethernet wiring need to be updated in rooms 101, 102, and 103.
4. Room 101 needs a window so the room can be vented when necessary.

## **Cafeteria**

There are insufficient seating areas for students. Students are packed tightly together in the seating area; specifically due to a space not built to accommodate the number of students at Hebron (currently there are 1440 students in 4 lunches). There are some safety concerns due

to only one set of doors leading out of the cafeteria— creating concerns if an evacuation would be required during a lunch period of other use of cafeteria.

In order for Mt. Hebron to provide the opportunity for its students to receive nutritious food which is essential to the growth process, while fostering health and nutrition education through a student's association with one another socially and their exposure to good nutrition practices, the following changes are required:

1. A larger student dining area with atrium

## **Career Research and Development (CRD)**

All of the areas used for CRD are lacking in space given the enrollment that is anticipated for next year. Virtually no storage space exists in any of these areas, and the storage space that does exist has to be shared with other programs. Another concern is natural lighting and direct ventilation; one room, although it is located in the newer "freshman wing", lacks windows.

Currently, CRD has enough computer stations and Ethernet ports to support the students enrolled this year, but likely will be lacking stations given next year's anticipated enrollment. Because of the nature of the program, many special needs students enroll in CRD. Often support is lacking for these students because the CRD rooms are contiguous with one another or with the special education area of the building.

In summary, the limitation of the space available, the short-comings of the facility and the isolation caused by the location of the classrooms has a detrimental effect on the ability to deliver the CRD program.

In order to give all Mt. Hebron students an opportunity to learn in surroundings that are more conducive to learning, and encourage students to experience enrichment, the following are needed:

1. More computer stations need to be added.
2. Electric systems, HVAC, windows and Ethernet wiring need to be updated
3. Room 409 needs a window to allow direct ventilation
4. Accommodations are needed to support Special Education students

## **Custodial Area**

Custodial staff does not have sufficient storage space resulting in a constant need for found space, often taking from another area of need (example set construction area, book rooms, and PE are used by custodial staff for storage). Custodial staffs' office space is essentially nonexistent due to small size and the number of custodians on staff. It would also be beneficial to have custodial closets in each department, resulting in a more efficient cleaning process.

In order for the custodial staff to well maintain the learning environment of Mt. Hebron in an efficient manner with an economy of time, energy and available materials and equipment, the following improvements are required:

1. A large shop and storage area.
2. Outdoor Storage area.

3. Custodial Office large enough to allow space for building supervisors and engineers and a pre-working meeting area for staff.
4. Custodial Lockers and two Bathroom/Showers
5. General School Storage area
6. Display Board

## **Dance**

The Dance program is currently taught in a room that is a significant distance from the girls' locker room. The time to travel the distance between the locker room and the classroom takes away significant instructional time.

Students must learn dance in cramped and uncomfortable conditions. There is not enough space for the entire class to perform together. Due to the lack of space, a portion of the class must perform in the hallway. In order for the class to dance together as a group, the auditorium's stage must be used. The auditorium's even greater distance from the girls' locker room further eliminates instructional time available.

The ceiling in the dance room is too low. There are portable mirrors for class use but there are no mirrors attached to the walls. The storage space is severely restricted.

In summary, the limitation of the space available has had and continues to have a detrimental effect on the ability of the Dance teachers to deliver the program. In summary, the following is needed:

1. Lockers adjacent to the dance facility
2. The dance room should be convenient to performing areas, dressing rooms, showers, and dance teacher storage
3. The dance room needs to be large enough to comfortably accommodate 30 students
4. Adequate storage space for costumes
5. A higher ceiling
6. Convenient access to drinking fountain and water
7. A quiet HVAC system with thermostat in room
8. A room with high ventilation rate

## **English**

Currently English is taught in 3 areas of the building: the English Department (Rooms 322-332); the 9<sup>th</sup> grade wing (Rooms 404 & 406) including the Reading Acceleration Program (RAP in 409); and Portable 3. This lack of concentration has resulted in 3 floating teachers and all problems inherent with such.

To complicate the floating teacher issues is the lack of space for planning. A planning area for 15 teachers is needed. Currently the space available fits 6 teachers comfortably and includes desks for 3 teachers (the floating teachers for whom the office is their only permanent space). This room also serves as storage for all novels taught by the English Department as well as the lunch room for the English teachers. Books located in this room are unsecured due to lack of locking cabinets.

For storage, the only areas for secured storage are a closet located in the back of room 330. This closet serves as a location to house graduation necessities, yearly yearbook deliveries (approximately 20 large boxes of books), textbooks for 4 grade levels, and the school's laminating machine, and other English-related necessities. In the back of the closet is the electrical wiring for an entire portion of the building and it is rarely accessible due to the congestion of the closet itself.

Another area of need is a small seminar room. Currently, no room exists for pull-out conferences, a place for students to make up tests, or a place for tests to be read to special education students whose IEPs dictate such modifications. Instead, any small groups meet in the hallway and special educators are forced to remove students to entirely different area of the building in order to comply with IEP testing requirements.

A dedicated drama room is needed for proper instruction in this popular elective class to be delivered. Currently, four levels of drama meet during the same period, and the drama class held in a classroom that does not accommodate students or provides enough space for performances to be given. A designated area for drama with room to work cooperatively as well as present is required.

The Reading Acceleration Program classroom/lab should be located with the English Department. The majority of students involved in this program are identified through their English classes. Were the facility located with the English Department, testing and resources provided by the Reading Specialist would be less intrusive and more meaningful to the student.

Another need is a dedicated technological resource room for English. English is forced to share the existing computer lab with all other departments, cutting down on availability of the room. In order to simulate college testing situations, a technology lab dedicated to English and available to English teachers when needed is required.

A specific area in need is the Journalism/Yearbook/Literary Magazine production room. Currently, these three productions take place in a regular classroom that concurrently is a classroom for English, although the largest. The room is not equipped for the number of computers required to run the programs effectively and the conventions of the room limit the number of computers that the room can hold. The two largest walls of Room 324 are unavailable for use because they are occupied by cabinets and the chalkboard. This lack of a dedicated area results in compromised work and a lack of secured material. Teachers are forced to monitor the safety of journalism, yearbook, and literary magazine material while simultaneously delivering the English curriculum. An additional complication is the printer's location in a different classroom than the classroom used for production, resulting in compromised supervision by the instructor.

In summary, the limitation of the spaces available has had and continues to have a detrimental effect on the ability of the English Department to deliver its programs effectively. The following is needed in order to ensure the curriculum is delivered appropriately:

1. A minimum of 3 additional classrooms
2. Common teacher planning area to accommodate at least 15 English teachers
3. A designated area where English is centrally located
4. Additional square footage for classrooms
5. Increased secured storage
6. Two seminar rooms for small group work and testing
7. A technology resource room dedicated for English

8. A drama classroom/ production room
9. A separate journalism/ yearbook/ literary magazine room dedicated to production, equipped with storage, computers and large conference-style tables for working
10. RAP should be located with the English department classrooms

## **ESOL**

Information not available.

## **Gifted and Talented/ Independent Research**

Currently Independent Research is taught in a room, 11' by 30 '. Often Independent Research and Mentor Students must be taught simultaneously to accommodate students' schedules. With such limited space, the Intern Mentor students must be displaced to the Media Center. During period 6, when a large group Intern/Mentor meeting takes place, the students must meet in Room 409 and the students are double booked with Site Based Work Experience. The Gifted and Talented room should also be able to accommodate volunteer aides, community resource persons, observers, and administrative and supervisory personnel.

Each G/T Resource Room should be centrally located and where possible be located adjacent to the Media Center and a conference room. Each G/T Resource area should contain a self-contained classroom with an adjacent locked storage area, and adjacent conference room for presentations or seminars and study. Mt. Hebron does not have a conference room and there is no adjacent locked storage.

One self-contained teaching station of 800 square feet to accommodate activities held simultaneously in the room including lecture, individual research or development projects, and storage for individual student projects should be available. Space for up to 30 students should be provided. This room should also include: a chalkboard and bulletin board, 25 linear feet of shelving space, one locked storage room with open shelves, approximately 50 square feet with steel adjustable shelves so that projects may remain in tack for several months.

Mt Hebron's G/T Resource area provides just 330 square feet of classroom space and 25 linear feet of shelving space.

Over the summer of 2007 a sewer pipe was constructed down the side and across the front of Room 113. It has encroached on the little available space, most noticeably in the front of the room. Oscillating fans had been purchased with G/T monies to help circulate the air in the room, and the fan had to be moved and reattached onto a cinder block wall. Therefore the covered sewer pipe AND moved fan cause a loss of nearly six feet across the left front of the room and almost two feet down from the ceiling. This impedes the use of overhead or PowerPoint projections in the room, whether from teacher lessons or student presentations.

The ability of the GT teacher to deliver their program has been negatively impacted throughout the last 15 years due to the disruptive nature of the crowded hallways, near the GT room. The GT room is near the center of the most congested area in the school. This congestion is created when four streams of students intersect, coming from the Media/English hallway, the Portables, the Math/Science/Social Studies stairwell and the back hallway. This creates the two most congested intersections in the entire building which also happen to also be in immediate

proximity. Instructional time is lost because floating teachers with portable carts are not able to arrive to their classes on time. Students are not always able to arrive to class on time either. Although it is against school policy students, out of desperation, often go outside to avoid the dangerous crushing at these intersections which in turns creates a security problem for the school. When students arrive late it builds an atmosphere that is not conducive to learning. Additionally, students are placed under stress every day as they navigate the maelstrom of this hallway.

In summary the limitation of the space available has had and continues to have a detrimental effect on the ability of teacher to deliver the Independent Research/Gifted and Talented program. The following is needed:

1. One self-contained teaching station of 800 square feet
2. The self contained classroom and conference room need to be adjacent to the Media Center.
3. Increased locked storage
4. A conference room for presentations or seminars and study
5. Adequate space to provide for the placement of required furniture and equipment, including filing cabinets, tables, etc.
6. A 6' by 6' wet area with a vinyl floor and sink with storage cabinets
7. Congestion in the hallways adjacent to Gifted and Talented eliminated

## **Guidance**

There is need for storage space allowing easy access to and a secured area for student and health records. There is also a need for a conference area allowing privacy.

In order to effectively provide an opportunity for Mt. Hebron students to acquire the necessary knowledge and skills to reach their potential, the following is required:

1. Five offices.
2. One records storage area with work space for registrar
3. One work room for parent volunteers.
4. One conference room large enough to accommodate 15 to 20 people.
5. A career center.
6. Adequate storage.
7. One additional separate office for the School Psychologist.
8. One additional separate office for the PPW.
1. There is need for storage space allowing easy access to and a secured area for student and health records. There is also a need for a conference area allowing privacy.

## **Health Room**

The health suite does not meet COMAR guidelines. There is no office for the cluster nurse. There is also a need for a locked storage area for medicine. Currently medicine is contained in the administration area in a locked area.

In order to effectively provide the optimal health services to our students in that it is understood that optimal health is critical to learning and the identification and remediation of health problems promotes academic achievement, the following is required:

1. Compliance with COMAR.

2. Waiting/Treatment Area
3. Office
4. Two cot rooms
5. Walk In storage closet.
6. 2 Lavatories

## **Math**

The Math classrooms and facilities are inconsistent in providing adequate space for teaching and learning and are totally lacking in sufficient storage space. There is no math lab facility nor are there a sufficient number of classrooms. Among the 10 classrooms in the building, (math uses one of the portables), six are so confining that instructors are unable to easily circulate among the students to administer one-on-one instruction. Two classrooms are divided by a narrow partition with glass windows that do not provide for an undisturbed environment for teaching or learning. The math office provides adequate space for teacher prep, but there is inadequate space for long term storage of instructional materials. The environmental conditions of the math facilities are among the worst in the building. It is steaming in the fall and spring semesters and either stifling hot or freezing cold in the winter months. The math rooms are not contiguous, which tends to isolate some teachers.

It should be mentioned that three of the math rooms are in the recently constructed 9<sup>th</sup> grade wing. All 3 of these rooms have serious shortcomings when used for math instruction.

In summary, the limitation of the space available, the absence of a tech lab facility, and the lack of a consistent climate controlled environment have had a detrimental effect on the ability to deliver the math program.

In order to give all Mt. Hebron students an opportunity to learn in surroundings that are more conducive to learning, and encourage students to experience enrichment activities, the following are needed:

1. A teaching station needs to be added
2. A math lab needs to be added
3. Rooms 205, 207, 209, 211, 425, and 427 need to be reconfigured and enlarged to allow for more diverse methods of instruction, particularly in regard to one-on-one instruction.
4. The math office needs to be enlarged to allow for storage of materials
5. Lighting, HVAC, windows and boards need to be updated in rooms, especially those in the 200s

## **Media Center and Television Production Room**

Mt. Hebron does not have an operating closed circuit system. Teachers are unable to watch any live school broadcasts or live television broadcasts. Students are also unable to produce live broadcasts.

The students produce programs that are watched by the entire student body via the Social Studies or English classes. We are forced to produce 20 copies of the broadcast on DVD's for the teachers to show the productions in class.

There is no television studio or television production room. We have converted a teacher's workroom into a make-shift television room. Currently there is not any sound insulation in the room. We also do not have a television lighting system.

The television program has had as many as 38 students enrolled in the television production class. These students fit into a room 616 square feet. In order to find enough room during lectures students must sit on the counter. Students must quite often spill into the media center Reading Room while other classes use the media center for research since the TV production room does not have room for small group discussions.

The ability of the Media staff to deliver their program has been negatively impacted throughout the last 15 years due to the disruptive nature of the crowded hallways, near the Media Center. The Media Center is located near the center of the most congested area in the school. This congestion is created when four streams of students intersect, coming from the Media/English hallway, the Portables, the Math/Science/Social Studies stairwell and the back hallway. This creates the two most congested intersections in the entire building which also happen to also be in immediate proximity. Instructional time is lost because floating teachers with portable carts are not able to arrive to their classes on time. Students are not always able to arrive to class on time either. Although it is against school policy students, out of desperation, often go outside to avoid the dangerous crushing at these intersections which in turns creates a security problem for the school. When students arrive late it builds an atmosphere that is not conducive to learning. Additionally, students are placed under stress every day as they navigate the maelstrom of this hallway.

In summary the limitation of the space available has had, and continues to have a detrimental effect on the delivery of the program. The following is needed:

1. Remove the wall that separates the TV room and the dark room.
2. Move the dark room adjacent to the TV room to an area that is adjacent to the current art rooms. Convert the dark room into a TV production room.
3. Remove the original dark room built in 1970' near the front entrance of the media center to an area adjacent to the art rooms.
4. Remove the closet next to the Site Based Work Experience instructor's office and convert that area into a hallway.
5. Convert the 1970's dark room into a conference/meeting room.
6. Convert the existing TV room into a TV studio.
7. Replace the existing wall between the new TV Production room and the new TV studio with a glass half wall.
8. Install of a door that will allow access between the new TV Production room and the new studio.
9. Insulate both the TV Studio and TV Production room with sound proofing to prevent any sounds to or from those two areas.
10. Install a Television Studio lighting system and studio intercom.
11. Install carpet for both the production room and studio.
12. Reinstall the sink that was removed due to sewage back-up issues
13. Congestion in the hallways adjacent to the Media Center be eliminated

## **Music**

The music, dance and auditorium programs at Mt. Hebron have excelled in spite of the physical entrapments. This is due to the dedication and drive of the students and faculty. We have

nationally recognized programs and the time has come to bring our facilities into the 21<sup>st</sup> century and give the students what they deserve.

The limitations of space and low patterns have resulted in a stressful and hazardous environment for the music and dance programs. These programs also have a direct connection with the Auditorium. Large numbers of students are routinely forced into ensemble and practice rooms that are too small for the number of students. As a result, students fall and have to experience decibel levels that are unsafe.

Due to our large programs, there is a huge storage problem. Instrumental, costume, music and set storage are all needed.

In order to provide all Mt. Hebron students with an opportunity to learn and grow in a safe, nurturing and stimulating environment, the following items need to be addressed and remedied.

1. The current rooms are not nearly large enough to accommodate program sizes
2. The new area, a performing Arts Suite, should have direct connection to the auditorium.
3. Dance needs to be in the performing arts areas
4. Music has 2 full-time staff members and 2 half-time staff but only 2 rehearsal rooms; more are needed
5. The Auditorium needs a lobby, ticket and concession area
6. The Auditorium needs wing space attached to the stage with egress on both sides
7. An "orchestra pit" is needed, code violations occur at every musical show because there is nowhere for the orchestra to play. It would also be acoustically advantageous to have an orchestra pit.
8. A construction room that is attached and on the same level as the stage is needed.
9. Current decibel levels are well above safety zone in the band room (130 db at times)
10. Inadequate storage space for all groups
11. Lack of air circulation and windows. Foul odors and constant urine smell need to be permanently eliminated
12. Total lack of technological advances i.e. acoustical treatment, overhead monitors, recording room, and technical room
13. Current rooms bleed sounds from rehearsals in progress, sound carries into academic instructional areas
14. Current music facility constructed in 1976. 31 years ago
15. Annex concept does not address the square footage deficiencies of the choral or band rooms
16. Concept 2B was a good start would need to include a 2<sup>nd</sup> level for classroom space for other programs

## **Pathways**

A small office is needed in order for the instructor to conduct one-on-one conferences with her students. Pathways students need one-on-one attention. Currently these conferences are conducted in the hall. The air circulation is extremely poor in the space. There are no windows. There are issues with it being too cold in the winter. In the spring and fall, the air circulation is poor. There is also a condensation problem. Water leaks from the pipes. Multiple ceiling tiles have had to be replaced. The carpeting also needs replaced.

In summary the Pathways Department needs the following:

1. An office built in the classroom for one-on-one conferences

2. A room with adequate air circulation
3. Permanently resolve the leaking pipes via replacement.

## **Physical Education**

Currently Physical Education is taught in only three teaching stations. Those three stations are in the main gym, the auxiliary gym, and the weight room. It is not possible to utilize seven teaching stations as specified in the current Educational Specifications. There are no provisions for seating for the wheelchair bound. There is also no electrically operating folding door.

There are only six electrically operated baskets. All of those baskets are located in the main gym. The auxiliary gym's baskets are stand still and not able to be raised or lowered. The auxiliary gym's divider does not operate.

Storage space is severely restricted. There is no place to store the wrestling mats. The mats are stored in the front gym and the auxiliary gym. Both of these locations provide liability issues. There is a severe lack of storage closets. Storage is shared with the Athletic Department. There is a desperate need to find adequate storage space for Physical Education equipment and clothing.

There is no dedicated wrestling room. Currently the program uses the cafeteria for practice. The weight room is only 1,372 square feet. There is a wall that divides the weight room that causes liability issues for the instructor. When the instructor is working with students on one side of the room, they can not see the students on the other side of the wall. There are no drying rooms. There is only one small team room and the team room is too cold to be used in the winter.

A new HVAC system is needed. There is no ventilated or deodorized system. There is no air conditioning in the main gym, auxiliary gym or weight room. In the winter, the main gym can be extremely cold. Cold air blows on the students and they are forced to wear their winter jackets in the gym and weight class. In the spring and fall, both gyms can become oppressively hot. There is little air flow in either gym. Students often become light headed or dizzy.

Students need to walk outside or through the locker rooms to access the auxiliary gym.

In summary, the limitations of the space available have had and continue to have a detrimental effect on the ability of the Physical Education teacher's delivery of the program. In summary, the following is needed:

1. Four additional teaching stations
2. A 2,925 square foot weight room with storage closet
3. Hallway access to the auxiliary gym
4. a 17,034 sq ft wrestling room
5. Ten electrically operated baskets
6. Provisions for the wheelchair bound
7. Additional storage space
8. Air conditioning and a new HVAC system
9. Two drying rooms
10. A well ventilated and deodorizer system
11. Larger locker rooms with windows for supervision

## **Reading**

Due to a shortage in the total number of classrooms in the school, the Reading Program shares their room with the ESOL department. Individual student testing is needed during the time period ESOL and other classes share the reading room. A separate room is needed for student testing. This room could also be used for one-on-one conferences.

The reading room needs to be sound proofed. Sounds from movies and other sound sources from nearby and adjacent classrooms are disconcerting to the reading students.

In summary, the limitations of the space available have had and continue to have a detrimental effect on the delivery of the reading instructional program. The Reading Department has the following needs:

1. A separate room needs to be constructed and is separated by glass for individual reading tests.
2. Sound proofing of walls.

## **Social Studies**

Currently Social Studies is taught in nine noncontiguous classrooms and one portable classroom. The teaching stations are not arranged around a center core. Room 110 has no windows and is a “found space” originally designed as an office. Instructing 34 students in this cramped and uncomfortable space is very difficult. Presently three teachers float between classrooms using carts to move supplies. The book storage room is separate and has frequent leaks from upstairs.

Social Studies ability to deliver their program has been negatively impacted throughout the last 15 years due to the disruptive nature of the crowded hallways. Social Studies is within close proximity to the most congested area in the school, made congested by the confluence of a stairwell between math/science, the entrance from the portables, and the intersection of the two most crowded hallways being so close to one another most Instruction time is lost because floating teachers are not able to arrive to their class on time, and students are not always able to arrive to class on time. When they arrive late it builds an atmosphere that is not conducive to learning.

There is no Social Studies seminar room. Rooms 119 and 120 are not in compliance with the American Disabilities Act. The small group experiences described in the Educational Specifications is not possible at Mt. Hebron. Teachers try to create small group experiences in the extremely overcrowded and restrictive teaching stations. Students must quite often be divided into groups that spill into the hall or the media center since some Social Studies rooms do not have room enough for small group activities or seminars. The following rooms are sized below the 800 square foot standard classroom.

Room 116	683 square feet
Room 114	705 square feet
Room 112	630 square feet
Room 110	630 square feet
Room 407	694 square feet (located in 2000 renovation section of building)

The quality of the Social Studies program is greatly hampered by the space limitations imposed by a facility that has been squeezed and re-squeezed numerous times due to previous renovations. To accommodate budget limitations there has been little regard for providing an exemplary facility that would make it possible to deliver a world-class instructional program. Students must learn Social Studies in cramped and uncomfortable conditions.

There are not any rooms that meet the Educational Specifications of 24 feet of shelving. There is no lockable shelving in any room. There is a lack of space to store, display, and secure materials. Only one room contains lockable storage cabinets. Every teacher does not have their own desk in the Social Studies office. There are only desks for the three teachers who float. No teacher has adjacent shelf space. There are no lockable cabinets in the Social Studies office. The storage room accommodates books only. There is no room to store equipment.

Six of the ten rooms are carpeted. Rooms with tile floors are extremely noisy. Room 110 does not have any windows, and is frequently hot and stuffy. The rooms are painted in drab colors, and the furniture is old and mismatched. There is no resource/technology room or any room in the Social Studies department with thirty computers. Social Studies classrooms have one network jack. This lack of technology and equipment impedes instruction.

In summary, the limitation of the space available has had and continues to have a detrimental effect on the delivery of the in instructional program. The following needs are:

1. Three additional classrooms to accommodate the floating teachers and eliminate the portable.
2. Rooms 110, 112, 114 and 116 needs to be reconfigured and enlarged to allow for adequate teaching space and more diverse methods of instruction.
3. Rooms 119 and 120 need to made ADA compliant.
4. All Social studies classrooms need to be housed in the same area.
5. Locking storage in all classrooms
6. Storage area for equipment
7. A Social Studies seminar room
8. Lighting, and windows need to be updated
9. A new HVAC system
10. The Social Studies office needs to be enlarged
11. Lockable cabinets in the Social Studies office
12. One desk for each teacher in the Social Studies Office
13. Carpet all of the classrooms
14. Additional network jacks in each classroom.
15. An operating closed-circuit TV system.
16. Relieve the congestion in the hallways adjacent to Social Studies.

## **Special Education**

Currently Mt. Hebron has the Regional program for students with Emotional disabilities, the Academic Life Skills (ALS)/non-diploma students, and students whose needs are served in the general education environment. There is inadequate office space/meeting for the required 30 staff members in this area. Our staff members have no conference room for IEPs or meetings and instead are forced to use the only conference room in the school which is located in guidance or to find a classroom that is not being used when schedule or booking constraints arise. Technological advances allow IEPs to be completed through a state-wide internet based program, however available internet access is limited and has a negative impact on staff members' ability to take meeting minutes and alter IEP. Our ALS students' needs are not being fully addressed due to inadequate facilities. At a minimal, there is a need for a kitchen area and sensory room dedicated to our ALS students.

In summary, the limitation of space available has had and continues to have a detrimental effect on the ability to render appropriate services to our special education students.

In order to meet the educational needs of special education students and allow maximum student participation within the general school program, the following is required:

1. Speech-language therapy area.
2. OT/PT area with storage area.
3. Teacher planning area.
4. Storage.
5. Conference Room.
6. Display Area.
7. 6 special education rooms
8. 2 rooms dedicated to the emotionally disturbed program with adequate storage.
9. One additional special education area with room for files and storage

## **Staff Lounge**

The Staff Lounge is located next to the cafeteria. Due to its small size, it is infrequently used forcing staff to eat elsewhere. It often does double duty as a conference room.

It is important that a faculty lounge be provided, enabling faculty and staff an area in which they can rest, relax, eat lunch, read, hold informal conferences and obtain light refreshment when not assigned to teach or provide other services. The teachers of Mt. Hebron are interested in exploring lounges combined within department areas, rather than on large staff lounge. At a minimum, staff would like two lounges of sufficient size with lavatory facilities for faculty within or in close proximity to each lounge.

## **Science**

Excluding the Earth Science rooms, the science classrooms and facilities underwent a complete renovation in 2004. The consensus among the science teachers is very positive regarding the results of the updating. The ITL and others attribute the success of the effort due to the amount of input they had with the design.

That being said, there are serious deficiencies in the space with regard to delivering the science program and delivering it in a safe manner. These deficiencies were due to shortsighted planning in two aspects of the renovation; namely providing for additional space and a constraint placed upon the outcome by an ill advised and thought out revamp of the HVAC system 3 years previous to the renovation. The latter resulted in placement of duct work 3 years prior to the science renovation that totally restricted the alignment of the new science rooms. Despite the renovation there are 3 major problems; namely

1. Biology Rooms 210 and 212 are undersized and not ADA compliant (each are about 400 ft too small); neither space has room for an adjustable lab station for wheelchair bound students, nor is there safe and sufficient room for such students for non-laboratory work. Teachers are extremely limited in their classroom mobility which impacts their ability to monitor class and lab activities on a one-to-one basis.
2. The Science office is undersized, lacks a sink and is not centrally located; teachers do not have a central planning area.
3. There is no seminar/project space. All such activities must be done at home or kept at home. This tangentially has a negative impact on the Gifted & Talented resource program by limiting the types of science projects these students can undertake. The end result is that Mt. Hebron has a markedly fewer GT resource projects in science.
4. Storage area while abundant is spread out over the entire space and serves double duty as teacher planning space resulting in inefficient storage particularly of large item storage space.

In summary the limitation of the space available and the outright absence of facilities has a detrimental effect on the ability to deliver the science program. In order to give all Mt. Hebron students an opportunity to learn in a safe environment, have an opportunity to experience enrichment activities the following are needed:

1. Two teaching stations need to be added, a biology classroom and a seminar/project room to encourage students to do original science work.
2. Rooms 210 and 212 should be merged to form one science lab and a science office.
3. A storage space needs to be reconfigured to allow for safe storage of large items.

## **Technology Systems**

Currently only one Technology Lab exists in the building. It is located in the oldest area of the school. This lab has NEVER been renovated and includes many electrical fixtures that are holdovers from the original construction. The lab also lacks air conditioning and is often excessively hot during the fall and spring. The sawdust handler is also in need of an upgrade; currently it has limited success with large machines and no support for the smaller machines. This room also lacks a sprinkler system which is of grave concern given the amount of flammable material that exists in the technology lab!

Regarding our curriculum needs, a change has recently occurred in BCMS, where some BCMS classes no longer count as "Technology Credits". Because of this ongoing change, enrollment is expected to increase in Technology Systems. In addition, all County schools are implementing "Project Lead-The-Way" which can't be supported with the lab that currently exists at Mt. Hebron. Over the last few years, Technology Systems has incorporated computer technology into its instruction, and almost all the Tech Labs in the County also include an attached computer lab for this purpose; Mt. Hebron's does not.

In summary, the limitation of the space available, the unsafe learning environment and the short-comings in the facilities have had a detrimental effect on the ability to deliver the Technology Systems program.

In order to give all Mt. Hebron students an opportunity to learn in surroundings that are more conducive to learning, and encourage students to experience enrichment activities the following is needed:

1. An attached computer lab needs to be added
2. More storage space for student projects
3. Electrical systems, HVAC, windows and the sawdust handler need to be updated
4. The room needs to be updated to comply with and support the Technology Systems Curriculum
5. Area needs sprinklering

## **World Languages**

With approximately 1150 students, of a total 1424 enrollment, 11 World Languages staff teaches students in 3 rooms upstairs and in 5 rooms downstairs. Two of the upstairs rooms are adjoining; the other is at the far end of the building. Presently 5 teachers float between 6 “teaching stations” using carts to move supplies.

The World Languages office, in a space approximately 26' X 15', offers minimal planning room for floating teachers, and the teachers who do not have access to their rooms during planning. This is the only area floating teachers have for a desk. Teachers who are displaced from their rooms during their planning periods have no desk or storage space available to them. A planning area that would accommodate 11 teachers is needed.

No seminar room exists. The small group experiences described in the Educational Specifications is not possible at Mt. Hebron. Teachers try to provide small group experiences in the extremely overcrowded and restrictive “teaching stations”. Almost every room, which must accommodate up to 35 students, is sized below the standard 800 square foot standard classroom.

Room 105	690 square feet	
Room 107	720 square feet	
Room 109	690 square feet	
Room 202	678 square feet	
Room 204	542 square feet	
Room 426	729 square feet	(located in 2000 renovation section of building)

Room 108 was previously used for the Employee Child Care program and was converted back to a World Languages “teaching station” in 2007-08. Room 104, the ESOL room, has 885 square feet but that room serves not only as a “teaching station” but also as an office for 2 teachers and an aide.

The quality of the World Languages program is greatly hampered by the space limitations imposed by a facility that has been renovated numerous times. World Languages has never renovated, but has been relocated several times to accommodate renovations in other subject areas. This has been done with little regard for providing an exemplary facility that makes it possible to deliver a world-class instructional program. Students must learn world languages in cramped and uncomfortable conditions.

The ability of foreign language teachers to deliver their program has been negatively impacted throughout the last 15 years due to the disruptive nature of the crowded hallways, near Rooms 105, 107, 108 and 109. The downstairs World Languages rooms are near the center of the most congested area in the school. This congestion is created when four streams of students intersect, coming from the Media/English hallway, the Portables, the Math/Science/Social Studies stairwell and the back hallway. This creates the two most congested intersections in the entire building which also happen to also be in immediate proximity. Instructional time is lost because floating teachers with portable carts are not able to arrive to their classes on time. Students are not always able to arrive to class on time either. Although it is against school policy students, out of desperation, often go outside to avoid the dangerous crushing at these intersections. This in turn creates a security problem for the school. When students arrive late it builds an atmosphere that is not conducive to learning. Additionally, students are placed under stress every day as they navigate the maelstrom of this hallway.

Technology experiences take place in the media center or in the General Purpose lab, both of which serve the entire school and are therefore difficult to schedule. There is no specialized language lab.

Storage space in each of the World Languages “teaching stations” is limited to a few shelves, far below that specified by Educational Specifications, with the exception of Room 426. Book storage is located in a small closet near Room 118. This closet is also used by custodians for storing heavy equipment which must be moved to retrieve or store books.

In summary the World Languages program has the following needs:

1. Two additional classrooms
2. The Mt. Hebron World Languages staff has been very successful at building the program, teaching approximately 1150 students, or about 80.7% of the total Mt. Hebron enrollment. Therefore more World Language “teaching stations” are required than is allocated in the Educational Specifications.
3. All World Language classrooms housed in same area
4. Locking storage in all classrooms
5. Enlarged planning area with locking storage in planning area for 11 teachers
6. Storage area/closet for textbooks and materials
7. Ceiling-mounted LCD projectors in each classroom
8. Working windows and shades in every room
9. Additional electrical outlets in all classrooms
10. Computer lab to serve as a language lab or at least a mobile lab dedicated to World Languages
11. SMART rooms or perhaps the lab built as a SMART room. White boards are interactive with a central computer and LCD projector, so you can write on the board and save your writing as text. It would be great to track plot and character development, for grammar practice, and for editing compositions. (There are additional features as well in SMART boards.)
12. New flooring in existing classrooms
13. Properly functioning heating and air conditioning
14. Elimination of congestion in the hallway intersection near rooms 105, 107, 108 and 109