

DRAFT

Garrett County Southern PK-6 ES + Southern 7-12 HS

Garrett County Public Schools
Oakland, Maryland

Education Specification
September 2022

Barbara Baker
Superintendent of Schools



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*Creative Collaboration
Sustainable Solutions
Engaging Environments*



A photograph of a modern school hallway with large glass windows and a tiled floor. Several students are walking in the hallway, their figures slightly blurred. A white rectangular box with a blue border is centered over the image, containing the text for the Garrett County Board of Education.

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Participants	8
Contributors	9

tab

1

project rationale

School Board Policies	15
Engagement Process	17
Specific Goals of Ed Spec	19
Scope of Work	21

tab

2

educational plan

Curriculum Component	24
Instructional Approach Component	25
Staff Support Component	27
Technology Component	27

tab

3

project design factors

Site Design Guidelines	31
Educational Design Criteria	32
General Building Considerations	33

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tab

4

activity areas

Administrative Suite	37
Health Suite	38
Guidance Suite	39
Instructional Support	40
Teaching + Learning	41
Sciences	43
Special Education	43
Related Arts	46
Media Center	48
Physical Education	49
Food + Nutrition	50
Community Use Area	52
Building Services	53

tab

5

summary of spatial relationships

Diagram - Southern PK-6	57
Diagram - Southern 7-12	59

tab

6

summary of spatial requirements

Program Summary - Southern PK-6	62
Program Summary - Southern 7-12	67

participants

design committee / design team

Southern Garrett Middle School

Stephanie Wesolowski Principal

Southern Garrett High School

Ryan Wolf Principal

Design Team

Architects

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Civil Engineers

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Structural Engineers

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Mechanical, Plumbing, Electrical, Fire Protection Engineers, AV, Date

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David Roller Ascent Engineering

contributors

committees + stakeholders

Educational Specification Executive Committee

Ms. Barbara Baker	Superintendent
Dr. Nicole Miller	Chief Academic Officer
Mr. Richard Wesolowski	Dir. of Facilities + Transportation
Mr. Paul Edwards	Director of Secondary Education
Mrs. Dawna Ashby	Dir. of Early Childhood/ Elementary Education
Dr. Chelsie Manges	Director of Special Education
Mr. John Hummel	Director of Student Services
Dr. Jane Wildesen	Director of Human Resources
Mrs. Alison Sweitzer	Director of Finance
Mr. Jeff Gank	Director of IT and Security
Mrs. Megan Knepp	Principal of Broad Ford
Mrs. Stephanie Wesolowski	Principal of Southern Middle School
Mr. Ryan Wolf	Principal of Southern High School
Mr. Rodney Glotfelty	Board Member

Education Specification Stakeholder Committee

Central Office Support

Mr. Scott Germain	Supervisor of Food & Nutrition Services
Mrs. Becky Aiken	School Health Services Manager
Mr. Larry Carr	Operations Manager
Mr. Ronald Bray	Transportation Manager
Mr. Matt Zimmerman	Supervisor of Maintenance and Projects
Mr. Clark Warnick	Manager of Safety and Security
Mr. Mark Greene	Manager of Communications

Community Partners

Ms. Tracy Bowman	GCCA
Ms. Siera Wigfield	Garrett County

Education Specification Stakeholder Committee (cont'd)

Elementary Representatives (PK-6)

Mrs. Megan Knepp	Broad Ford Elementary Principal
Mrs. Stephanie Wesolowski	Southern Middle School Principal
Mr. David Yoder	Principal Northern Middle School (Consultant/Advisor Capacity)
Ms. Shannon Haley	School Social Worker
Ms. Kristi Rhodes	BF Kindergarten Teacher
Ms. Laura Witt	BF 2nd Grade Teacher
Ms. Jessica Wilt	BF 4th Grade Teacher
Ms. Michelle Bingham	BF 5th Grade Teacher
Mr. Steve Knepp	BF Phys. Ed. Teacher/Resource
Ms. Kaitlyn Bolyard	YG ALO Teacher
Mr. Mike Warne	SXS Computer Science Teacher
Ms. Kathy Beachler	BF Parent
Ms. Elizabeth Taylor	BF Parent
Ms. Nicole McCullough	BF Parent
Mr. and Mrs. Michael and Janet Kepple	BF/SHS Parent

Secondary Representatives (7-12)

Mrs. Stephanie Wesolowski	Principal of SMS
Mr. Ryan Wolf	Principal of SHS
Mr. Dave Yoder	Principal of NMS (Consultant/Advisor)
Ms. Megan Corby	SXS Nurse
Mr. Larry Krupa	SHS Math Teacher
Mr. Jamie Beeman	SHS Science Teacher
Dr. Sandy Rodeheaver	SXS English Teacher
Mr. Mike SanJulian	SXS Social Studies
Ms. Amber Hill	SHS Phys. Ed. Teacher
Ms. Mandy Sines	SXS ALO Teacher
Mr. Ryan White	SXS Tech Ed/Computer Science
Ms. Barbie Bolden	SXS Special Education
Mr. Lara Hollingsworth	SXS English
Mr. Jim Magruder	Head Custodian
Madeline Ludwig	SXS Parent
Ms. Shannan Burrell	SXS Parent
Ms. Kelli Sisler	SXS/SHS Parent
Ms. Heidi Qualls	SHS Parent
Ms. Paula Browning	SHS School Parent
Abigail Butina	SHS Student
Abrielle Beeman	SHS Student
Margo Ludwig	SXS Student
Blake Burrell	SXS Student

contributors

committees + stakeholders

Elementary Instructional Grade Band Committee PK-6

Dr. Nicole Miller	Chief Academic Officer
Mrs. Dawna Ashby	Director of Early Childhood/Elementary
Mr. Paul Edwards	Director of Secondary
Dr. Chelsie Manges	Director of Special Education
Mr. John Hummel	Director of Student Services
Mrs. Candy Maust	ELA/Social Studies Supervisor
Mr. Brian Schilpp	STEM Supervisor
Mrs. Brooks Elliott	Coordinator of Special Programs
Mr. David Yoder	MS Principal with ES admin. experience
Mr. Zachary Krisher	Middle School Assistant Principal
Mrs. Tracie Miller	Elementary Principal
Mrs. Annie Ross	ES Principal with MS admin. experience
Ms. Wendy Craver	Reading Coach/Formal Intermediate Teacher
Ms. Amy Warnick	Math Coach/Formal Intermediate Teacher
Ms. Kaitlyn Bolyard	Special Education
Ms. Leah Shaw	Fine Arts
Mr. Zach Trautwein	Computer Science / Tech Ed
Mr. Jack Burdock	7th grade teacher
Ms. Amy Beeman	6th grade teacher
Mrs. Jennifer Upole	5th grade teacher
Ms. Faith Chapman	5th grade teacher

Secondary Instructional Grade Band Committee 7-12

Dr. Nicole Miller	Chief Academic Officer
Mr. Paul Edwards	Director of Secondary
Dr. Chelsie Manges	Director of Special Education
Mr. John Hummel	Director of Student Services
Mrs. Candy Maust	ELA / Social Studies Supervisor
Mr. Brian Schilpp	STEM Supervisor
Mrs. Brooks Elliott	Coordinator of Special Programs
Mr. Ryan Wolf	High School Principal
Mr. Jim Maddy	High School Principal
Mrs. Stephanie Wesolowski	Middle School Principal
Mr. David Yoder	Middle School Principal
Ms. Elizabeth Cortez	Foreign Language
Ms. Jen Parks	Algebra I/Math (Middle)
Ms. Andrea Hines	Algebra I/Math (High)
Ms. Tara Hinebaugh	English (Middle)
Ms. April Fleming	English (High)
Ms. Noelle Bell	Counselor
Ms. Chris Ashby	STARS
Ms. Erin White	Fine Arts/Electives
Mr. Jeremy Rice	P.E./Health
Ms. Stacy Reams	Special Education
Dr. Michelle Harman	Science

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1

project rationale

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School Board Policies

Belief Statements

Scope of Work

Budget + Schedule

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project description



School Board Policies of Garrett County Public Schools

Our Vision

Education is the key to the vitality and sustainability of our community. The Garrett County Public School System maintains an environment in which staff, students, parents, and the community work collectively for a brighter tomorrow. While celebrating the culture and traditions of Garrett County, the schools create an environment where students are nurtured to become productive, enthusiastic, and successful members of society.

Students will be active and engaged learners who enjoy school. They will meet the challenges of robust curricula in a climate that is open, fair, honest, and respectful to all people. Schools, as learning communities, will offer opportunities for students to achieve excellence in their academics and compassion in their interactions and relationships with others.

Partnerships are integral to building a culture of rigorous, high-quality instruction in which excellence in student achievement is normative and ensures learning and success for all students. Community contributions are encouraged and valued. Partnerships support tangibly the innovation and creativity embedded in the school system and will energize the achievement of all students.

Highly-qualified employees will be recruited and hired who –

- Value students, parents, and the larger community
- Create and sustain learning environments in which students can realize their dreams
- Seek continuous improvement through staff development and curriculum implementation
- Immerse themselves within the schools to produce vibrant learning communities
- Demonstrate stewardship of the school system’s resources

Parents and families are critical to the success of students. Their involvement, participation, and engagement in the school system will benefit teaching and learning for all students. In cooperation with school staff, parents and family are important in building their children’s self-confidence and assisting them in acquiring the skills necessary for lifelong success and public engagement.

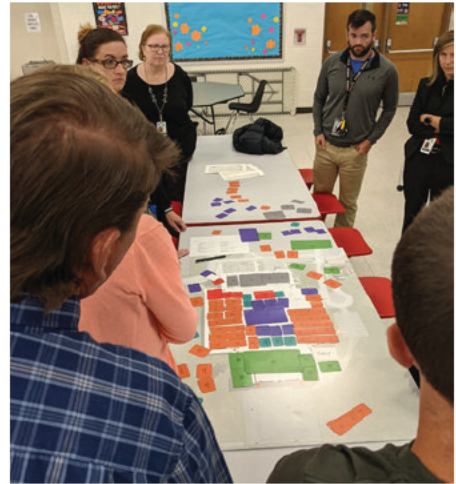
Our Mission

The mission of Garrett County Public Schools, in partnership with our community, is to inspire and foster student growth by providing rigorous instruction and learning opportunities, sustaining a culture of excellence, and preparing our students for life in an ever-changing world.

Our Goals

- All students will be challenged with a rigorous instructional environment preparing them to become life-long learners and responsible citizens.
- Partnerships with all members of our community will be fostered and strengthened by engaging them in the education of our children.
- All students and staff will learn in a safe, secure, and caring environment where everyone is valued and respected.
- Every department and school will be a good steward of system resources and will manage them in a cost-effective manner.
- All employees will be highly qualified and effective in their jobs contributing to a self-renewing organization.

project description



Engagement Process

In April of 2022, Garrett County Public Schools (GCPS) designed a comprehensive process to allow engagement and feedback for the combined ES+MS project. A series of workshops were held – in-person, community-wide visioning sessions and hands-on activity sessions for faculty and administrative teams. In addition, deep-dive user group meetings were held to acutely define spatial requirements, maximizing efficiencies where possible. All meetings were open to the public and were attended by members of the community, educators, administrative faculty, and parents.

Further, the team wanted to create opportunities to participate for those who were unable to join in person, so surveys were hosted online and this feedback was also incorporated into the process. Finally, the team made the commitment to continuously report back to the Board of Education – understanding the importance of transparency for all at each phase of the project.

Guiding Principles



Guiding Principles

Added Value

Each aspect of the design adds value to every stakeholder in the process – students, educators, administration, and the community at large.

Quality of Environment

High quality air ventilation, natural lighting, acoustics, and finishes come together to energize and inspire students to learn.

Community and Student Support

A variety of spaces, services, and resources support all students, parents, and the community at large.

Belonging and Safety

Spatial zoning and active and passive supervisibility of spaces, combined with a welcoming culture, should give everyone in the building should a sense of safety and security.

Career, College, and Community Readiness

Engaging, flexible spaces for programs and curriculum that guide all students on an educational path to thrive in the future.

Collaboration

A collaborative effort will ensure that all stakeholders will fully experience the wide ranging benefits from the resources invested in the design.

project description



Specific Goals of Southern PK-6 + Southern 7-12 Education Specification

Specific Goals for Southern ES + MS

- To increase the State Rated Capacity of Broad Ford MS to meet the increased student population for grades Pre-K through 6th, regional, special education and behavioral center, community space for a Judy center, and a 3-year-old program for approximately 800 Equivalent (FTE) students.
- To improve the flow of traffic on the site to support the expansion and to provide safety for the students.
- The resulting building target size will be approximately 102,000 sf.

Specific Goals for Southern 7-12

- To improve the flow of traffic on the site to support the expansion and to provide safety for the students.
- To create a secure zone for 7th grade and 8th grade instructional delivery with controlled inclusion with grades 9-12.
- Re-structure and consolidate underutilized space for academic, specialty, and CTE spaces for grades 9-12.

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project description

Scope of Work

Enrollment

• Current Enrollment Broadford ES	539
• Current Enrollment Southern MS	458
• Current Enrollment Southern HS	626

Existing Area

• Area of Existing Southern MS	92,000 sf
• Area of Existing Southern HS	177,000 sf
• Area of Proposed Renovated MS	101,820 sf
• Area of Proposed Renovated HS	Unchanged

Student Rated Capacity

• Capacity (SRC) of Existing Southern Garrett MS	828
• Capacity (SRC) of Existing Southern Garrett HS	1,450
• Capacity (SRC) of Proposed Renovated MS	813
• Capacity (SRC) of Proposed Renovated HS	1,450

Anticipated Project Budget

• Building + Site Construction both projects	\$50,163,000
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Anticipated Project Schedule

• Schematic Design to GCPS	September 2022
• Ed Spec to GCPS	September 2022
• Submission to IAC	October 2022
• RFP for Design Services through CA	TBD
• Construction	TBD
• Final Completion	TBD

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2

educational plan

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Curriculum Component
Instructional Approach Component
Staff Support Component
Technology Component

Curriculum Component

Garrett County Public Schools operates elementary grade Pre-Kindergarten through grade five instructional programs for students in six schools. The elementary curriculum is aligned with the Maryland State Standards. The elementary school programs place high priority on the development of basic skills, as well as challenging each student to reach the maximum of his/her potential. The elementary school programs provide students with activities designed to meet each child's physical, social and intellectual development.

The middle school curriculum is aligned with the Common Core State Standards. The middle school programs place a high priority on the development of basic skills, as well as challenging each student to reach the maximum of his/her potential. The middle school programs provide students with activities designed to meet each child's physical, social and intellectual development.

The programs offered in Garrett County's high schools provide an appropriately challenging curriculum in language arts, science, social studies, mathematics, world language, fine arts, physical education, and career and technology education. In addition, GCPS provides a wide variety of elective courses and extra-curricular activities. School counselors are available to assist with selecting courses based on academic interests and strengths.

The mission of the Garrett County Career & Technology Programs is to provide education for all students that prepare them for high-skill and high-wage jobs in a technologically advanced, global society. The CTE programs are designed to prepare students for employment, further training, or both. The overall impact of the CTE programs, Career Development system, and School-to-Careers work-based learning opportunities are to improve preparation for technical and other careers, expanded career opportunities, provision effective development for all students, and the expansion of regional access to post-secondary education, further training, and employment for all students

educational plan

Added Value

Based on stakeholder feedback through the Grade Band Alignment Committees and Educational Specification Committees, GCPS has identified the following as potential areas of added educational value for students should the elected board complete the proposed renovation and grade band alignment for the southern end of the county.

Elementary

- Early childhood center offering space for Head Start/collaborative 3 year old programs that meet rigorous standards aligned to the Blueprint
- Judy center space for early childhood initiatives to support kindergarten readiness
- Computer science resource for upper elementary
- Media specialist resource to support student research
- Makerspace and science lab for elementary students
- Student council and leadership opportunities for 5th graders
- Junior National Honors Society
- Behavior suite with concentrated mental health support
- Environmental enhancement for special education center (kitchenette, shower etc.)
- Outdoor learning opportunities
- Nursing suite enhancements to support students
- Space for intervention services for small groups and collaborative learning
- Increased stability in class size

Secondary

- Opportunity for 8th graders to earn high school credit: Technology Education, Physical Education, Fine Arts including Dance, and Foreign Language
- Accelerated path for English
- Therapeutic support classroom
- Behavior suite with concentrated mental health services
- Increased opportunity for support pathways for students who are not on track to meet College and Career Readiness
- Add an additional foreign language
- Sustain current electives and programming

Instructional Approach Component

This realignment approach is a unique opportunity to affect students in Garrett County from three year olds to graduating seniors in one project approach. As such, the educational team has re-evaluated holistically how to deliver instruction in this gradeband configuration.

Southern PK- 6 Educational Opportunities

- Grades are grouped in four learning communities to increase collaboration and maintain separation where required: Head Start, PK, and K, Grades 1 and 2 , Grades 3-5, and Grade 6
- Open collaboration areas serve academic use and allow for more daylight into building spaces

Special Education

- Classrooms are co-located with support suite with additional inclusion rooms dispersed in academic areas.
- Instructional Support has direct access to Special Education spaces.

Enrichment Spaces

- Related Arts spaces located at the heart of the building
- Science classrooms proximate to grades 3-6
- Gymnasium added stage – ADA accessible to all students, use larger spaces for assembly + performance

Southern 7-12 Educational Opportunities

- Grade 7 is located in separate learning communities to increase collaboration and maintain student separation. It includes: multi-functional Fine Arts Lab, grade level classrooms, collaboration space, resource rooms, separate toilet rooms, an Assistant Principal office for added supervision.
- Underutilized, oversized science room separated into two smaller labs for student use.
- 8th grade technology education lab adjacent to existing technical education lab to increase learning opportunities and maximize resources
- Separate oversized Computer Science room into two Computer Science rooms student use.

Special Education

- ALO and STARS classrooms are co-located in areas of building with office support suite

Enrichment Spaces

- Added locker rooms dedicated to 7th-8th graders to maximize safety and functionality of athletic spaces.

Staff Support Component

Each aspect of the design was evaluated to increase staff support for the new learning and grade configurations.

Southern PK- 6 Opportunities

- Administration wing addition includes all areas for administration grouped together to encourage collaboration
- Spaces to support instruction including work and planning rooms are distributed throughout the building to increase access and instructional time.
- Distributed administration spaces are proximate to student activity and provide passive supervision.

Southern 7-12 Opportunities

- New administrative office situated at entry of new Grade 7 academic learning community - providing proximate to student activity and provide passive supervision.
- Nurse's Suite re-located, renovated, and expanded to serve increase in student capacity.
- Redistribution of spaces to consolidate program locations create a learning environment that is easier to manage and makes better use of current space.

Technology Component

If required, the Data Network system will consist of Category 6 or 6A cabling and single mode fiber for connectivity between rooms and data closet. Connections for various network devices (Access Points, computer, projectors, LED TV, phone system, CCTV system and other equipment. This system will be coordinated with the Owner in greater detail during the design phase.

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Welcome
OAKLAND, MD

Live

Shop

Dine

Play

project design factors

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Sited Design Guidelines
Educational Design Criteria
General Building Considerations

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project design factors

Site Design Guidelines

Southern PK-6 School

Current site design has great accessibility points and separation of bus and cars, but lacks a significant entry for wayfinding purposes. Issues arise for insufficient stacking length which causes traffic issues on Broad Ford Road and is a major safety concern. In addition, there is not sufficient community parking. With an increase in community amenities in the building and on site, additional parking will be required. Administrative vision to the site is currently compromised due to suite's location in the building. There is no secure outdoor play space at the current middle school for the grade levels that will newly occupy the building.

New Requirements:

- Re-locate secure vestibule and administration to front entrance for increased security of site and building entry
- Enhance the Harvey Winters site elevation
- Transform site presence through minimal interventions to provide a brand new character for Broadford Elementary School
- More prominent entry provides wayfinding and an inviting student experience
- Canopy for students to load and unload from buses and cars protected from harsh weather
- Loop road, and enhanced parking areas to vastly improve site circulation, parking, and community access
- Reconfigured bus stacking minimizes space required and offers flexibility of drop off and pick up staging.
- Additional community parking lot added and maximized.
- Outdoor secure courtyard and play area
- Outdoor learning and environmental curriculum integration opportunities

Southern 7-12 School

With the increase in students, particularly those who will be dropped off by car, car traffic and parking must be addressed.

New Requirements:

- An enhanced parking area to increase stacking length is required.

Educational Design Criteria

Southern PK-6 School

In the PK-6 grade school program, the following considerations should be given to the organizational structure of the building:

- Design of the building should feel comfortable and inviting to the youngest of students while accommodating the needs of adult staff, parents, visitors, and community users.
- The different developmental/emotional needs, autonomy and sense of safety of elementary school and middle school students should be part of the spatial organization and development of the building.
- Paths of travel throughout the building should create separate circulation between the various grade levels. This separation should allow all students to reach shared spaces or common areas without passing through the classroom areas for lower grade students.
- Administration shall be located near the main entry for increased security.
- The stage at the gymnasium is considered a county-wide resource. Spatial organization, location and design of this space should consider its use as a community amenity.

Southern 7-12 School

In the 7-12 grade school program, the following considerations should be given to the organizational structure of the building:

- Design of the building should feel comfortable and inviting to the youngest of students while accommodating the needs of adult staff, parents, visitors, and community users.
- The different developmental/emotional needs, autonomy and sense of safety of middle school and high school students should be part of the spatial organization and development of the building.
- Spatial location and organization should take into account the particular transitional needs of 7th graders.
- Paths of travel throughout the building should create separate circulation between the various grade levels. This separation should allow the high school students to reach shared spaces or common areas without passing through the classroom areas for the 7th and 8th grade students.
- Performing Arts, Media and Physical Education spaces that can be shared between the middle and the high schools should be located outside of the classroom clusters

project design factors

General Building Considerations

An Approach to Existing Conditions

Strategies, materials, and systems that promote energy use reduction and environmental and fiscal stewardship are a project goal. All elements of design should be evaluated to prioritize preserving existing structure, systems, and materials where possible while still offering an exceptional environment for 21st century education.

Accessibility and Code Compliance

All design elements will comply with all local codes at the time of documentation and construction. Particular care will be taken for renovated spaces to ensure ADA accessibility for whole student population and community. The sanitary, storm and domestic water systems will be designed based on the criteria set forth in the code of Maryland, the ICC International Plumbing Code and ICC A117.1-2009.

Utilities

All construction, utilities, and equipment installations shall meet local basic building and inspection codes for this area and for Garrett County. Applicable codes include but are not limited to, ASI-IREA, State of Maryland fire code, and any municipal or county planning department guidelines.

HVAC

The heating, ventilating and air conditioning systems will be designed based on the criteria set forth in the code of Maryland, the International Mechanical Code (IMC) and the International Energy Conservation Code (IECC).

The original building was constructed in 1977 and has received a new roof, fire alarm system, sanitary line, and a series of mechanical upgrades in the past decade. Due to these recent investments, mechanical, fire protection, and plumbing updates will be minimal.

Electrical + Lighting

Relighting within the entire facility will be accomplished utilizing energy efficient LED fixtures. These fixtures will consist of recessed lay-in type with volumetric housing, recessed down lights, linear pendants, industrial style fixtures (in mechanical and storage spaces), high bay LED fixtures in the gymnasium, and exterior wall mounted fixtures. Lighting control will be via low-voltage devices utilizing 0-10V dimming capabilities. Occupancy (vacancy) sensors will be installed in each space as required by the IECC.

Technology

All spaces will be maximized for learning must be supported through technology. Conference areas will be equipped with mounted screens with HDMI and Bluetooth capability. All instructional spaces will be supported through mobile smartboard carts. Wireless data points are to be provided to maximize flexibility and encourage unique learning configurations. Each classroom should be provided power and area to support a mobile technology cart. Ceiling mounted retractable electrical extension cords should be provided in the STEM Lab, Visual Arts Classrooms, and Technology Education Lab.

Surface Materials

Floors

- All floor coverings shall be durable and non-hazardous, i.e., slip resistant in wet areas and easily maintained.
- Administrative areas, offices, and support spaces are to be carpet.
- Health Suite is to be vinyl composite tile.
- Instructional Spaces to be vinyl composite tile or vinyl composite tile textile product.
- Gymnasium is to be existing wood floor, if possible. Auxiliary gym to be durable rubberized flooring.
- Locker Rooms and Restrooms to be porcelain tile.
- Music Areas are to be vinyl composite tile or vinyl composite tile textile product.
- Kitchen - non-slip porcelain preferred/quarry tile is acceptable.
- Corridors shall be existing terrazzo or vinyl tile composite.
- Storage areas shall be vinyl composite tile or sealed concrete.

Ceilings

- Suspended acoustic tile ceilings with a 90 percent humidity rating of superior sound absorption quality
- Ceiling light fixtures shall have separate suspension.
- Bathroom and kitchen ceilings to be gypsum.

Walls

- All walls shall be fixed, unless otherwise noted, and constructed of a durable, easily cleaned, puncture-proof material. High-density drywall or similar surfaces may be used as appropriate in limited student-occupied areas. Wall protection should be considered in all major student-occupied areas.

4

activity areas

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Administrative Suite
Health Suite
Guidance Suite
Instructional Support
Teaching + Learning
Sciences
Special Education
Related Arts
Media Center
Physical Education
Food + Nutrition
Community Use Area
Building Services

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Administrative Suite

General Design Considerations

Entry shall be open and inviting. All visitors must enter through the administration suite from the main lobby vestibule with direct supervision of the entry doors. Upon entry, visitors must be directed into the reception area of the administration suite for security check-in before proceeding into the building.

Administrative Suite	#	sf	Total
Reception + Waiting Area	1	200	200
Administrative Assistant Area	2	100	200
Principal's Office	1	200	200
Principal's Secretary Office	1	100	100
Assistant Principal's Office	2	150	300
Records Room	1	100	100
Conference	1	200	200
Office Workroom / Mailboxes	1	100	100
Storage	1	60	60
Staff Toilets	2	50	100
Student Resource Officer	1	50	50
Secure Vestibule	1	150	150
			Subtotal: 1,760 sf

Spatial Requirements

Reception + Waiting Area

The reception area should be located directly adjacent to the entry vestibule and allow access from the vestibule. The space should be provided with a counter that has an area of accessible access height and a standing counter for visitor sign in. A waiting area with seating should be provided on the visitors' side of the reception counter for visitors and students.

Administrative Assistant Area

Behind the work counter, there should be space for two administrative desks to function as the primary work area for the reception staff.

Principal's Office

The principal's office should be located in the administration suite but not directly adjacent to the reception area. The office should be large enough and shaped to support an area with a desk and two adjacent chairs as well as space for a four-person table.

Principal's Secretary Office

The office for the principal's secretary should be located directly off the reception area with a window to the reception area to allow administrative support at the reception desk if needed.

Large Conference Room

The conference room should be easily accessible from the reception area as it is used by both administrative staff within the suite and by teachers and staff throughout the school. Infrastructure and furnishings to support group meetings and presentations should be provided.

Office Workroom / Mailboxes

Main workroom for administrative suite, centralized for staff access. Organized to support material storage and preparation with work counter and storage. Staff mailboxes, sized to accommodate paper or larger packages, to be provided in this area. Provide kitchenette area to support administrative staff support.

Staff Toilets

Adult, unisex toilets are to be provided for staff and visitors with entry directly supervisable from reception area for maximum security.

Health Suite

General Design Considerations

The Health Suite is to be accessed off of the corridor, be located near the administrative area and special education suite and provide direct exterior access for emergency access. The suite should be designed to provide easy visual supervision of all spaces by the health services professional. The floor finish should be an easily cleaned non-absorbent material. Emergency medical supplies required for immediate treatment, such as and AED or an epinephrine pen, should be purposefully located to always allow access in areas where students are present. Design team will review current procedures with the GCPS staff during design.

Health Suite	#	sf	Total
Waiting Area	1	100	100
Office-Treatment Room	1	180	180
Exam-Isolation Room	1	100	100
Resting Area	1	250	250
Toilet - ADA	2	50	100
Storage	1	100	100
Personal Care Suite - shower, W/D	1	180	180
Subtotal: 1,010 sf			

Spatial Requirements

Waiting Area

Waiting area should allow seating for at least 4 visitors and workstation and chair for a secondary staff person.

Office-Treatment Room

This room should be located directly adjacent to the waiting area and toilet room. Glazing should be provided to maximize supervision of the suite. One workstation, refrigerator/freezer, and lockable storage will be provided.

Exam-Isolation Room

The area will server as a private exam room and student isolation room. Room design should ensure privacy and confidentiality. One sink, work counter, and base cabinet will be provided.

activity areas

Resting Area

This area should not be fully contained but open and easily divisible by ceiling-hung draw curtains. Area for 4 cots will be provided. Work counter and storage should be located in this area to be easily accessible for treatment by health services professional.

Toilet Room

Toilet room will be ADA accessible and contain a small base cabinet for in-room storage. Room should be positioned so that students may access the room without disrupting other activities of the Health Suite.

Storage

The storage area is to have sufficient space for heavy-duty shelving in addition to open floor area for medical equipment.

Personal Care Suite

The personal care suite is designed to assist students and/or families by providing resources that can support student success. These include a changing area, shower, private toilet room and laundry facilities to be offered by various school staff for use as needed to students and their families. The suite should be near the administration area for easy access and oversight as well as directly accessible from the health suite for shared use of the shower area. The area should provide privacy and should support personal dignity for its users. Separation of the shower with a dressing area should be provided from the toilet room to allow for multiple users.

Guidance Suite

General Design Considerations

The guidance suite should be separate from the administration suite, but easily accessible from the main entrance. Large conference room functions will be served in the conference room that is located in the special education suite. Any glazing should be easily concealed for privacy.

Guidance Suite	#	sf	Total
Waiting/Administrative Area	1	100	100
Large Conference Room	0	150	0
Counselor Office	3	100	300
School Psychologist	1	100	100
Social Worker	1	100	100
Behavior Coach	1	100	100
School-based Therapist	1	100	100
Itinerant Offices	2	100	200
Storage	1	30	30
Subtotal:			1,030 sf

Spatial Requirements

Waiting and Administrative Area

This area should have a workspace for the guidance secretary and waiting area for up to five guests.

Guidance Suite Offices

Each office should include space for a work desk and small table for meetings. Any glazing should be easily concealed for privacy.

Instructional Support

General Design Considerations

Various instructional support services are provided throughout the school that work in coordination with the administrative and guidance suite to provide comprehensive support to staff and ensure school management functions. These spaces should be located to maximize the success for their specific services and dispersed throughout the academic zones.

Spatial Requirements

Instructional Support	#	sf	Total
Faculty Dining + Lounge	1	400	400
Faculty Restroom	2	50	100
Privacy Room	2	50	100
Teacher Planning + Workroom	2	200	400
Subtotal: 1,000 sf			

Faculty Dining + Lounge

The faculty dining and lounge should be located in an area of the school not central to student traffic and also not attached to any particular learning community. This is to provide some privacy for the teachers and the opportunity for some break from their normal environments.

Faculty Restroom

Two faculty restrooms should be accessible from the Faculty Dining and Lounge Area. Remaining restrooms are to be dispersed throughout the building.

Teacher Planning + Workroom

Teacher Planning and Workrooms will be dispersed in learning communities for storage, work area, and team collaboration. The work room should include work counter space with under counter storage and a kitchenette, above counter storage, comfortable seating and a table for workspace or for dining, power, and data connections for a printer, and storage for print supplies. Adjacent to the work room should be a storage room for educational supplies that are to be shared by each grade.

Privacy Room

A privacy space, secluded from the student spaces and accessed directly off the work room should be provided for teachers to make private phone calls or to spend time in quiet isolation when needed to restore energy.

Teaching + Learning

General Design Considerations

Learning Communities

Grades are grouped in four learning communities to increase collaboration and maintain separation where required: Head Start, PK, and K, Grades 1 and 2, Grades 3-5, and Grade 6. Open collaboration areas act as shared hub for these learning communities for academic use and maximizes daylight into the building.

Technology

All instructional spaces will be supported through mobile smartboard carts. As such, wireless data points are to be provided to maximize flexibility and encourage unique learning configurations.

Instructional Display

Each instructional space will be provided the following:

- 16 LF markerboard
- 16 LF tack strip
- 8 LF tack board

Casework + Millwork

Each classroom space will be provided the following:

- 3 LF sink base cabinet
- 9 LF base cabinet
- 12 LF wall cabinet
- 12 LF sink + work counter
- 2 LF tall cabinet
- 2 LF wardrobe
- 8 LF low mobile book shelving

Student Storage

Individually partitioned coat and supply storage area should be installed for each student grade within the teaching areas. Coordination on location and design required with GCPS.

Classroom Furniture and Equipment

Each instructional space furniture and equipment design should be reviewed with GCPS team to confirm compliance with current standards.

Teaching and Learning Classrooms

	#	sf	Total
Head Start Classroom	2	1000	2000
Toilet Room	2	50	100
Head Start/Pre-Kindergarten	4	1000	4000
Toilet Room	4	50	200
Pre-Kindergarten	0	1000	0
Toilet Room	0	50	0
Kindergarten	4	1000	4000
Toilet Room	4	50	200
Grade 1 Classroom	4	800	3200
Grade 2 Classroom	4	800	3200
Grade 3 Classroom	4	800	3200
Grade 4 Classroom	4	800	3200
Grade 5 Classroom	4	800	3200
Grade 6 Classroom	4	800	3200

Shared Spaces

Teacher Planning and Grade Level Storage	2	225	450
General Educational Storage - Primary	1	150	150
General Educational Storage - Intermediate	1	150	150
Team Collaborative Learning Area	2	400	800

Subtotal: 31,250 sf

Spatial Requirements

Head Start/Pre-Kindergarten/Kindergarten Classroom

The classroom needs adequate space for children to explore and manipulate materials and to experience tactile and large-motor learning. The space must also be large enough to contain both “quiet” and “noisy” areas. Seating, storage, and display areas need to be proportional to the size of the children for them to be able to take ownership of and responsibility for maintenance of the classroom community. Furniture and equipment should be provided to support 2 staff, 20 students.

General Classroom

Each teaching area should be capable of accommodating one teacher and 28 students to accommodate fluctuating enrollment. Mobile technology, furniture, and furnishings will sponsor individualized learning opportunities. Each area would need to support large groups, small groups, and independent instructional activities. Furniture and equipment should be provided to support 2 staff, 20 students.

Teacher Planning + Storage

In order to provide staff support and a distributed administrative presence, in each learning community, a small room should be dedicated to team planning, collaboration, and material storage. This room should be large enough to accommodate a table and chairs for 4–6 people. This room also should be equipped with technology for collaborative presentations.

Collaborative Learning Areas

Each learning community of classrooms should be clustered around a common area that can be used for flexible grouping and cross-class collaboration. Classrooms should have glass windows adjacent to this space, so that the teacher(s) can have full view of the classroom from outside and the collaboration area from within the classroom. The collaboration areas should be furnished with modular adaptable furniture that can be configured into various sizes and groupings for small group projects and equipment to support instruction.

Sciences

General Design Considerations

Science curriculum will be delivered in separate classroom and lab environments, which allows each space to be designed ideally for its intended purpose, while still providing every student access to the state-of-the-art equipment. Because the lab will only be serving 6th grade, it will otherwise be available to schedule and support school-wide access to STEM curriculum and project opportunities. This arrangement achieves the combined goal of minimizing space requirements, and minimizing expenses, while maximizing opportunity for students.

Science Classrooms	#	sf	Total
Science Classroom	2	700	1400
Shared Spaces			
STEM Lab	1	1100	1100
Subtotal: 2,500 sf			

Spatial Requirements

Science Classroom

Classrooms will support science instruction use that does not require a lab environment. Each science classroom should be equipped as a typical classroom. Furniture and equipment should be provided to support 2 staff, 20 students.

STEM Lab

The STEM lab should be large enough to accommodate a class size of students in a lab environment. The lab should have ample storage including base and glass wall lockable cabinets with phenolic countertops. The lab tables should seat 6 student stools and allow for flexible learning configurations. Four sink stations should be positioned remotely around the room. Overhead power cord reels should be provided to support the lab as a project space. Furniture and equipment should be provided to support 2 staff, 25 students. A teacher desk and demonstration area should be provided.

Special Education

General Design Considerations

All areas for special education instruction should be flexible enough to accommodate a continuum of services for all students with individual education programs (IEP) including inclusion in the regular classroom, as well as to provide additional support by identifying additional classroom space for small group and/or individual instruction as indicated by the IEP. Regular lavatory facilities should also be easily accessible. Flexibility in design should be paramount. From year-to-year the school will adapt its program to meet the needs of the students it serves.

Special Education Support Suite	#	sf	Total
Special Educator Offices	4	100	400
OT + PT + Speech Room	1	300	300
Sensory Room	1	400	400
Storage (2@28sf)	1	50	50
Large Conference Room (shared)	1	150	150
Inclusion Classrooms			
Resource Classrooms	2	550	1100
ALO			
Classrooms	2	800	1600
Life Skills Lab	1	800	800
STARS			
STARS Support Space (6)	1	250	250
Classrooms	2	550	1100
Toilet Room with Changing Area	2	100	200
Sensory Room	1	200	200
Subtotal: 6,550 sf			

Spatial Requirements

Support Suite

The special education offices are designed to be a suite of spaces to share resources and promote collaborative opportunities. Space should be provided to encourage special education teachers have joint planning with each other as well as inclusive of other faculty members.

OT/PT/Speech Room

The OT/PT/Speech room should be a self-contained and acoustically treated room. OT and PT services will be provided on an itinerant basis to special education students in the building who require this assistance. Fine motor activities may be carried on in the classroom or in this office. Gross motor activities may be provided in this office or in other areas of the school.

The room should be large enough to accommodate five to six seated students and one to two seated adults. There should also be enough space to accommodate the PT if he/she needed to do therapy with a student using the floor. In addition, the room should have enough space to include a round table, six student and two teacher chairs, and tack and magnetic dry-erase boards. There should also be a teacher's desk and chair, one lockable file cabinet, and storage space for therapy equipment. The floor should be carpeted. There should also be a computer and printer with internet access.

Resource / Incusion Rooms

This includes areas where students can receive small group instruction as needed as indicated by the IEP. These rooms are distributed into the learning communities to promote inclusion. As such, these spaces could be used flexibly for special education students as well as general education students to provide additional instructional support.

These rooms are smaller than a regular classroom with a maximum student capacity of 10 students. There should be space for a teacher desks and student desks and/or learning tables. These classrooms should meet the same specifications as regular teaching areas including marker boards, technology, lighting, and lockable casework.

activity areas

Sensory Room

The sensory room is therapeutic space with a variety of equipment that provides students with special needs with personalized sensory input. This area helps students build self-regulation skills to be better prepared for learning and interacting with others. The sensory room will serve all students and should be accessible from a main circulation zone. The sensory room should accommodate equipment and activities designed to support sensory regulation.

ALO (Alternative Learning Outcomes) Program

ALO (Alternative Learning Outcomes) is a program for student with significant cognitive disabilities that are working on an alternative curriculum on a certificate track. Instruction in ALO is designed to support each student in developing skills essential to achieving their highest level of independence in the areas of independent and community living skills, communication, self-management, functional academics, and vocation.

ALO Classrooms

ALO Classrooms typically serve 6 or more students. Furniture needs include small group tables, adjustable height seating, study carrels for independent workstations, locking cabinets/drawers for “out-of-sight” storage, and mobile dividers to provide reduced distractions and physical boundaries.

Life Skills Lab

In addition to dedicated classrooms, students in the ALO program also need access to facilities that support instruction in independent living skills. Lab should be in an easily accessible area for both classrooms to use to address daily living skills. Lab should include a code compliant kitchen area, including a sink, stove, microwave, refrigerator, washer, and dryer. Food prep areas should include multiple adjustable height tables to accommodate students who are standing or seated in a wheelchair.

STARS (Students Taking Active Responsibility for Success) Program

STARS (Students Taking Active Responsibility for Success) is program for students with emotional need that provides a small, structured, therapeutic setting to address the behavioral and emotional needs of the student. The program provides students with academic, behavioral, and psychological services support for the acquisition of essential self-regulatory, social, and academic skills. Ultimately, these therapeutic supports are intended to assist the student in achieving emotional/behavioral stability and academic success without the need for such extensive supports.

STARS Classrooms

Classrooms should primary be designed to be free of objects and fixtures with which a student could self-inflict bodily harm or cause harm to others. Tamper-proof equipment and hardware are paramount to safety and security of this student population. To the greatest extend possible, eliminate all outside distractions to the classroom. Design team will review current operating procedures with the GCPS staff during design.

Support Spaces

Classrooms should be situated directly adjacent to special education support staff who will be able to offer immediate support if necessary. In addition, support spaces, such as dedicated sensory room and toilet facilities, should be adjacent and not require circulating through public corridors for access.

Related Arts

General Design Considerations

The Related Arts programs serve as the heart of the school. Many spaces are meant to serve the school-wide population and are meant to be flexible to evolve with the curriculum offerings over time. All spaces should be located in a central part of the school to be equally and easily accessed by all students.

Related Arts	#	sf	Total
Art			
Visual Arts Classroom	1	1000	1000
Makerspace/Art Classroom	1	1000	1000
Art Storage	1	200	200
Kiln Room	1	80	80
Music			
Instrumental + Vocal Music	1	875	875
Music + Movement	1	875	875
Instrument Storage	1	200	200
Office + Music Storage	1	150	150
Technology			
Technology Education Lab	1	900	900
Subtotal: 5,280 sf			

Spatial Requirements

Visual Arts Classroom + Makerspace/Art Classroom

The Visual Arts Classrooms are flexible spaces for art studies. All Visual Art classrooms are to have adequate natural and artificial lighting. It is preferred for the space to have views or access to the outdoors when feasible. The ceiling should be exposed to allow for studio lighting arrangements.

Base and wall cabinets of a minimum of 16 linear feet with all cabinets equipped with hinged, lockable doors. The tops of these cabinets will serve as counter space, which should be at work-top height. Provide two sinks in millwork. At least one sink shall be ADA compliant. Two large stainless-steel sinks should be provided in the room. Each sink will have solid waste traps, two drains, adequate counter space for storage approximately 3' on either side, and wall cabinets above.

Open and closed shelves are to be provided for storage of art projects. Locked display space for student work should be provided in additional areas of the building. Open space is to be provided in the art room for three banks of blueprint cabinets and two drying racks. All Visual Art classrooms are to be capable of complete darkening.

Art Storage

Art Storage should be located to be accessed by both Arts classrooms without disruption. Maximized tall, wall, and base cabinets should be provided to support varying sizes of materials and equipment specified by education team.

activity areas

Kiln Room

Kiln Room should be accessed only through Art Storage. An exterior wall is preferred.

Instrumental + Vocal Music

The Instrumental + Vocal Music room should be large enough to contain the largest general music class and slightly larger than a regular classroom to accommodate movement and rehearsal needs.

The room proportions should be designed to provide optimal acoustics for instrumental and vocal music. Room should be acoustically treated so that no neighboring classrooms are disturbed during concurrent instruction.

A sink and a water fountain should be provided in the classroom. One wall should contain teacher display wall. One wall shall contain a large marker board with the music staff and ample tackboard. Music chairs and equipment should be provided to support 2 staff, 20 students.

Music + Movement Room

The Music + Movement music room should be of sufficient size to accommodate the largest sectional instrumental class in the program. The room should be arranged so that a portion of it may be used as a practice room with a piano, as a storage area for choral music file cabinets, and for storage for drums, etc.

The room proportions should be designed to provide optimal acoustics for instrumental and vocal music. Room should be acoustically treated so that no neighboring classrooms are disturbed during concurrent instruction.

A sink and a water fountain should be provided in the classroom. One wall shall contain a large marker board with the music staff and ample tackboard. One wall shall contain a floor length mirror of at least 8 linear feet and dance barre. Music chairs and equipment should be provided to support 2 staff, 20 students.

Instrumental Storage

The Instrument Storage should be adjacent and have access from the vocal and instrumental classroom. Instrument casework to fit standard instrument inventory. Please see GCPS project manager for instrument inventory.

Technology Education Lab

The Technology Education Lab should be large enough to accommodate a class size of students in a lab environment. The lab should have ample storage including base and glass wall lockable cabinets. The mobile lab tables should have butcher block tops, seat 6 student stools, and allow for flexible learning configurations. Four sink stations should be positioned remotely around the room. Overhead power cord reels should be provided to support the lab as a project space. Furniture and equipment should be provided to support 2 staff, 25 students.

Media Center

General Design Considerations

Media Center should be an inspiring space where students can engage in guided or self-guided learning. Location should be centrally accessible to school-wide community. All areas allocated below indicate different spatial uses that should be achieved in the total square feet required for the Media Center and reviewed with GCPS.

Media Center Instruction	#	sf	Total
Primary Group Instruction (Storytelling)	1	700	700
Group Instruction	1	700	700
Collaboration + Soft Seating	2	200	400
Collection + Stacks	1	800	800
Office			
Media Specialist Office	1	150	150
Circulation Desk	1	50	50
Subtotal: 2,800 sf			

Spatial Requirements

Storytelling Area

Area to support primary group instruction. Flexible furniture to support group instruction or individual reading should be provided.

Group Instruction

Area to support upper grade group instruction. Flexible student tables and seating to support group instruction or individual exploration should be provided.

Collaboration + Soft Seating

Area to support individual reflection or small group collaboration. Flexible furniture that is easily relocated throughout the space should be provided.

Collection + Stacks

To the greatest extent possible, perimeter shelving should be provided to accommodate collection. All floating library shelving is to be low height to maintain sight lines for supervision as well as mobile to easily re-configured over time.

Media Specialist Office

Work area dedicated to media specialist. Vision glazing to media center must be provided to maintain supervision by Media Center staff at all times. Work counter, base cabinets, and tall storage to be provided for security material storage. Teacher's desk and lockable wardrobe is required.

Circulation Desk

Area for book circulation and returning of books. Located near or adjacent to Media Specialist Office. Maximize work counter for self-check out stations as well as staff technology and printer. Floor area for return book carts should be provided without compromising ease of student circulation.

Physical Education

General Design Considerations

To maximize use of the existing middle school, the gymnasium and support spaces are to be renovated and maintained in its current location. Gymnasium will continue to serve as a symbol of school pride and asset to the community. Access to gymnasium should easily and safely facilitate after-hours use by community. Several spaces in the program have been added to sponsor secure community use. In addition, acoustic considerations must be taken to meet the additional spatial use as a performance space with the adjacent performance platform.

Physical Education	#	sf	Total
Gymnasium			
Main Gym	1	6825	6825
Auxiliary Gym	1	1850	1850
Lockers	2	400	800
PE - Indoor Storage Room	1	400	400
PE - Outdoor Storage Room	1	300	300
PE Instructor Office	1	120	120
Outdoor Toilet Rooms	0	150	-
Performance			
Platform	1	1000	1000
Platform Storage	1	100	100
Subtotal: 11,395 sf			

Spatial Requirements

Gymnasium

Area where students are exposed to a variety of individual and team sports, cooperative, and outdoor/adventure activities, as well as fitness activities. Main gymnasium for physical education and athletics. Six basketball goals to be provided. Wall safety padding must be mounted under each basket. Current gymnasium equipment and finishes are serviceable - an in-depth evaluation of current equipment and potential upgrades is to be performed with GCPS.

Auxiliary Gym

An expanded auxiliary gymnasium will be provided dedicated to lower-level primary physical education. Maximized floor and wall space for padding will be provided. A climbing wall with mountable wall pad will be provided. Two basketball goals to be provided.

Locker Rooms

Locker Rooms are not required for student use, but are a considerable benefit for the community. Perimeter area will be maximized with metal lockers and seating, including ADA compliant bench and locker accommodations.

Outdoor Toilet Rooms

Toilet Rooms to be exclusively accessed from exterior of building to be provided. Toilet Rooms to serve community and outdoor programs. Toilet rooms must be lockable, easily maintained, and have an easily supervisable entry from the site.

Performance Platform

The performance platform is meant to sponsor student theatre productions as well as host assembly events. The stage and backstage areas must be accessible to individuals with disabilities and be accessible from the gymnasium. A storage area, enclosed or on stage, will be provided to accommodate performance materials and resources.

A large screen electrically operated should be designed behind the stage curtain and wall for use for assemblies. The projection equipment will be mounted to the back wall. An operable partition shall be included to close off the proscenium if budget allows. Sound, lighting, and curtain systems should be provided and easily accessible for users.

Food + Nutrition

General Design Considerations

The dining area should be easily accessible to the students and community for after hours use. It may be designed in a non-traditional shape so that there are nooks within the larger space. Space should be envisioned as potential learning space outside of lunch shifts. During lunch, these could be special reward areas in which students can eat. Outside of lunch time, these could be used as additional small group learning spaces, maker spaces, or utilized by clubs to work on their projects. Vinyl upholstered benches against the wall could provide seating and storage for club or maker space materials.

Food Services	#	sf	Total
Dining			
Dining Area	1	4585	4585
General Furniture Storage	1	300	300
Kitchen			
Staff Office	1	100	100
Personnel Area	1	75	75
Serving Lines	2	200	400
Food Preparation Area	1	500	500
Dry Storage	1	250	250
Non-Food Storage	1	100	100
Walk In Cooler	1	100	100
Walk In Freezer	1	100	100
Pot Washing	1	100	100
Inside Receiving Area	1	80	80
Subtotal: 6,690 sf			

Spatial Requirements

Dining Area

The dining area shall be a light, attractive place where children can eat their lunches or participate in a special assembly. The Dining area should be of sufficient size to accommodate up to one third of student population at a time. It should be designed with easy access to two serving lines. Careful attention needs to be given to traffic patterns for students in relationship to serving, seating, dish return, and exits. The use of sound absorbing materials in walls and ceilings is desirable. However, all floors shall be non-porous, non-slippery tile for easy cleaning.

activity areas

Kitchen

The existing footprint of the existing food service space will be maintained to preserve cost. An additional freezer addition will be added to the building to consolidate existing freezer space on the site. All other functions will be accommodated in the square footage provided. Design team will review current procedures with the GCPS staff during design.

Staff Office

The staff office is for the food service manager and located so that the receiving door and kitchen work area will be in view. Include a desk, telephone, and a filing cabinet. Provide a table and electric outlets for a computer and printer, and connectivity to the distribution center. A safe should also be provided for storage of cash, etc.

Personnel Area

The personnel area is for food service staff with 8 half size lockers and lavatory facilities.

Serving Lines

Serving lines, including five individually controlled hot food wells with heat lamps, counter surface for servings, refrigerated cold section, and one separate cashier station with adequate space for two computerized lunch accounting terminals, keyboards, and pin pads. Digital menu boards should be provided to display daily changes on the menu.

Food Preparation Area

A food prep area that can adequately serve not only the current school population but the larger scale preparation of food of other schools in the district.

Dry Storage Areas

Dry storage areas with shelving and an adjacent paper cleaning supply storage area with shelving.

Walk-In Cooler

Walk-in cooler with stainless steel shelving and dunnage racks. Provide temperature alarm and security system for refrigerator.

Walk-In Freezer

Walk-in freezer with stainless steel shelving and dunnage racks. Provide temperature alarm and security system for freezer.

Dish Room

The dish room is to be accessible from the dining area and kitchen spaces.

Inside Receiving Area

The receiving area is to receive food products directly into the kitchen and storage spaces, preferably adjacent to Staff Office.

Community Area

General Design Considerations

To fully service to students at the school, a Judy Center is included in the program. The Judy Center should be located to safely allow access of visitors during the school day without causing disruption of instruction. If possible, a small outdoor play area adjacent to the program would be preferred.

Judy Center	#	sf	Total
Judy Center	1	1700	1700
Subtotal: 1,700 sf			

Spatial Requirements

Judy Center

The role of the Judy Center is to meet the needs of early learners, age birth through kindergarten, to improve the likelihood of their school success. This is done through providing early intervention and comprehensive services to families within the school setting. Many supports, programs and activities are offered in high needs schools with these services, including family literacy, playgroups, family mentoring programs, and an activities/books/toys lending library, to name a few.

Monthly coordination meetings are held with various community agencies to ensure that services and efforts are not being duplicated for students and families. All Judy Center classroom programs undergo an extensive validation/accreditation process through the Maryland State Department of Education to ensure both quality programs and consistency among programs.

Building Services

General Design Considerations

The entire building services area should be located adjacent to the general receiving area.
The areas currently serving the existing building are sufficient to meet this specification.

Building Services	#	sf	Total
Grounds and Maintenance Areas			
Outside Storage (Grounds Maintenance)	1	200	200
Custodial Support Areas			
Equipment Closet	1	100	100
Building Services Office	1	100	100
Personnel Area	1	75	75
Building Support Receiving			
Receiving Area	1	100	100
General Storage Room	1	100	100
Network Support			
Main Distribution Frame Room	1	200	200
Intermediate Distribution Room	1	90	90
MEP Support			
Mechanical Rooms	1	400	400
Fire Protection Sprinkler Service Room	1	150	150
Electrical Rooms	2	200	400
Subtotal: 1,915 sf			

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5

summary of spatial relationships

G+P
GRIMM + PARKER
ARCHITECTS

Diagrams of Spaces

Southern PK-6
Southern 7-12

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diagrams of spaces

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- Administration
- Teaching and Learning
- Special Education
- Sciences
- Fine Arts
- Technology Education



diagrams of spaces



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6

summary of spatial requirements

G+P
GRIMM + PARKER
ARCHITECTS

Program Summary

Southern PK-6
Southern 7-12

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	Space	Space Quantity	SF Req.	Total SF		Number of Teaching Stations	# of students per teaching station	Total # of students
1.0 Teaching and Learning								
	Classrooms							
	Head Start Classroom	2	1000	2000		2	18	36
	Toilet Room	2	50	100				
	Head Start/Pre-Kindergarten	4	1000	4000		4	20	80
	Toilet Room	4	50	200				
	Pre-Kindergarten	0	1000	0		0	20	0
	Toilet Room	0	50	0				
	Kindergarten	4	1000	4000		4	25	100
	Toilet Room	4	50	200				
	Grade 1 Classroom	4	800	3200		4	25	100
	Grade 2 Classroom	4	800	3200		4	25	100
	Grade 3 Classroom	4	800	3200		4	25	100
	Grade 4 Classroom	4	800	3200		4	25	100
	Grade 5 Classroom	4	800	3200		4	25	100
	Grade 6 Classroom	4	800	3200		4	25	100
	Shared Spaces							
	Teacher Planning and Grade Level Storage	2	225	450				
	General Educational Storage - Primary	1	150	150				
	General Educational Storage - Intermediate	1	150	150				
	Team Collaborative Learning Area	2	400	800				
	Subtotal			31,250		28		816
2.0 Sciences								
	Classrooms							
	Science Classroom	2	700	1400		2	25	50
	Shared Spaces							
	STEM Lab	1	1100	1100				
	Subtotal			2,500		2		50
3.0 Special Education								
	Support Suite							
	Special Educator Offices	4	100	400				
	OT + PT + Speech Room	1	300	300				
	Sensory Room	1	400	400				
	Storage	1	50	50				
	Large Conference Room (shared)	1	150	150				
	Inclusion Classrooms							
	Resource Classrooms	2	550	1100		2	10	20
	ALO							
	Classrooms	2	800	1600		1	6	6
	Life Skills Lab	1	800	800		1	6	6
	STARS							
	STARS Support Space (6)	1	250	250				
	Classrooms	2	550	1100		2	4	8
	Toilet Room with Changing Area	2	100	200				
	Sensory Room	1	200	200				
	Subtotal			6,550		6		40
4.0 Related Arts Education								
	Art							
	Visual Arts Classroom	1	1000	1000				
	Makerspace/Art Classroom	1	1000	1000				
	Art Storage	1	200	200				
	Kiln Room	1	80	80				
	Music							
	Instrumental + Vocal Music	1	875	875				
	Music + Movement	1	875	875				
	Instrument Storage	1	200	200				
	Office + Music Storage	1	150	150				
	Technology							
	Technology Education Lab	1	900	900				
	Subtotal			5,280				

program summary

Southern PK-6

	Space	Space Quantity	SF Req.	Total SF		Number of Teaching Stations	# of students per teaching station	Total # of students
5.0 Media Center								
	Instruction							
	Primary Group Instruction (Storytelling)	1	700	700				
	Group Instruction	1	700	700				
	Collaboration + Soft Seating	2	200	400				
	Collection + Stacks	1	800	800				
		1						
	Office							
	Media Specialist Office	1	150	150				
	Circulation Desk	1	50	50				
	Subtotal			2,800				
6.0 Physical Education								
	Gymnasium							
	Main Gym	1	6,825	6,825				
	Auxiliary Gym	1	1,850	1,850				
	Lockers	2	400	800				
	PE - Indoor Storage Room	1	400	400				
	PE - Outdoor Storage Room	1	300	300				
	PE Instructor Office	1	120	120				
	Outdoor Toilet Rooms	0	150	0				
	Performance							
	Platform	1	1,000	1000				
	Platform Storage	1	100	100				
	Subtotal			11,395				
7.0 Food Services								
	Dining							
	Dining Area	1	4,585	4585				
	General Furniture Storage	1	300	300				
	Kitchen							
	Staff Office	1	100	100				
	Personnel Area	1	75	75				
	Serving Lines	2	200	400				
	Food Preparation Area	1	500	500				
	Dry Storage	1	250	250				
	Non-Food Storage	1	100	100				
	Walk In Cooler	1	100	100				
	Walk In Freezer	1	100	100				
	Pot Washing	1	100	100				
	Inside Receiving Area	1	80	80				
	Subtotal			6,690				
9.0 Community Area								
	Judy Center	0	1700	-				
	Toilet	0	0	-				
	Storage Closet	0	0	-				
	Subtotal			0				

	Space	Space Quantity	SF Req.	Total SF		Number of Teaching Stations	# of students per teaching station	Total # of students
	Administrative Suite							
	Reception + Waiting Area	1	200	200				
	Administrative Assistant Area	2	100	200				
	Principal's Office	1	200	200				
	Principal's Secretary Office	1	100	100				
	Assistant Principal's Office	2	150	300				
	Records Room	1	100	100				
	Conference	1	200	200				
	Office Workroom / Mailboxes	1	100	100				
	Storage	1	60	60				
	Staff Toilets	2	50	100				
	SRO	1	50	50				
	Secure Vestibule	1	150	150				
	Subtotal			1,760				
	Health Services Suite							
	Waiting Area	1	100	100				
	Office-Treatment Room	1	180	180				
	Exam-Isolation Room	1	100	100				
	Resting Area	1	250	250				
	Toilet - ADA	2	50	100				
	Storage	1	100	100				
	Personal Care Suite - shower, W/D	1	180	180				
	Subtotal			1,010				
	Guidance Suite							
	Waiting/Administrative Area	1	100	100				
	Large Conference Room	0	150	0				
	Counselor Office	3	100	300				
	School Psychologist	1	100	100				
	Social Worker	1	100	100				
	Behavior Coach	1	100	100				
	School-based Therapist	1	100	100				
	Itinerant Offices	2	100	200				
	Storage	1	30	30				
	Subtotal			1,030				
	Instructional Support							
	Faculty Dining + Lounge	1	400	400				
	Faculty Restroom	2	50	100				
	Privacy Room	2	50	100				
	Teacher Planning + Workroom	2	200	400				
	Subtotal			1,000				

program summary

Southern PK-6

	Space	Space Quantity	SF Req.	Total SF		Number of Teaching Stations	# of students per teaching station	Total # of students
8.0	Building Services							
	Grounds and Maintenance Areas							
	Outside Storage (Grounds Maintenance)	1	200	200				
	Custodial Support Areas							
	Custodial Equipment Closet	1	100	100				
	Building Services Office	1	100	100				
	Personnel Area	1	75	75				
	Building Support Receiving							
	Receiving Area	1	100	100				
	General Storage Room	1	100	100				
	Network Support							
	Main Distribution Frame Room	1	200	200				
	Intermediate Distribution Room	1	90	90				
	MEP Support							
	Mechanical Rooms	1	400	400				
	Fire Protection Sprinkler Service Room	1	150	150				
	Electrical Rooms	2	200	400				
	Subtotal			1,915				
	TOTAL PROGRAM REQUIREMENTS (NET SQUARE FEET)			73,180				
	Grossing Factor NSF x 0.43		43%	31,467				
	TOTAL GROSS SQUARE FEET (Facility without Community Use Space)			104,647				
	Building Efficiency (NSF x 1.43 = 70%)							
	Community Use Space							
	Outdoor Toilet Rooms	2	200	400				
	Judy Center	1	1,700	1700				
	Subtotal			2,100				
	TOTAL PROGRAM REQUIREMENTS (NET SQUARE FEET)							
	Grossing Factor NSF x 0.43		43%	2,100				
	TOTAL GROSS SQUARE FEET (Community Use Space)			3,003				
	TOTAL GROSS SQUARE FEET (Facility with Community Use Space)			107,650				

program summary

Southern 7-12

	Space	Space Quantity	SF Req.	Total SF	SD phase room area	Number of Teaching Stations	# of students per teaching station	Total # of students
1.0	Teaching and Learning							
	Classrooms							
	Grade 7 Classroom	6	758	4548	4548	6	25	150
	Grade 8 Classroom	6	840	5040	5040	6	25	150
	Shared Spaces							
	Team Collaborative Learning Area	2	445	890	890			
	Subtotal			10,478	10,478	12		300
2.0	Sciences							
	Classrooms							
	Science Classroom	4	758	3032	3032	4	25	100
	Shared Spaces							
	Tech Ed Lab/STEM	1	1200	1200	1200			
	Subtotal			4,232	4,232	4		100
3.0	Special Education							
	Inclusion Classrooms							
	Resource Classrooms	4	450	1800	1800	4	10	40
	ALO							
	Suite	2	1149	2298	2298	2	6	12
	STARS							
	Suite	2	873.5	1747	1747	2	4	8
	Subtotal			5,845	5,845	8		60
4.0	Related Arts Education							
	Art							
	Fine Arts Lab	1	820	820	820			
	Technology							
	Computer Science	1	820	820	820			
	Subtotal			1,640	1,640			
	Administrative Suite							
	De-centralized AP Office	1	283	283	283			
	SRO	1	290	290	290			
	Subtotal			573	573			
	Health Services Suite							
	Health Services Suite	1	680	680	680			
	Subtotal			680	680			
	TOTAL GROSS SQUARE FEET				23,448	24	0	460