

Southern Middle School Modernization Project

Educational Specifications and Schematic Design



Our Team

Grimm + Parker Architects



Paul Klee AIA, LEED AP, NCARB
Principal-In-Charge
32 years @ G+P



Dave Wolf
LEED AP
Project Manager
15 years @ G+P



Laura Smyles, AIA, WELL AP
Project Architect
Educational Planner
10 years @ G+P

Consultant Team

Raymond Rase PE, PLS
Civil Project Manager
SPECS, inc.

Randall O. Spencer PE, RCDD
IT Systems Department Head / Electrical Engineer
Ascent Engineering Group, Inc.

Randall Daniels ASPE, ICC, NFPA
Mechanical, Plumbing + Fire Protection Engineer
Ascent Engineering Group, Inc.

Ronald Wolfman PE
Structural Engineer
Wolfman + Associates

William Downey
Chief Estimator
Downey + Scott

Additional G+P Project Support

Karen Burlingame AIA, LEED AP
Quality Control + Quality Assurance

Don Porter, AIA
Code + Life Safety

Amy Upton, AIA, LEED Fellow
Sustainability + Environmental Design

The Grimm + Parker Team

National Expertise, Local Depth

- Ranked **#3 nationally** in K-12 design
- **50-year history** within Maryland
- Only **locally-owned** firm in **WBJ Top 10**
- More than **190 education + design awards**
- **WNEBC Certified Women-Owned Business**



95+
EMPLOYEES

“ Working at G+P means I can play a role in so many parts of the design process. ”
- Michael Smyles



Experience: K-12 250+ Educational Projects

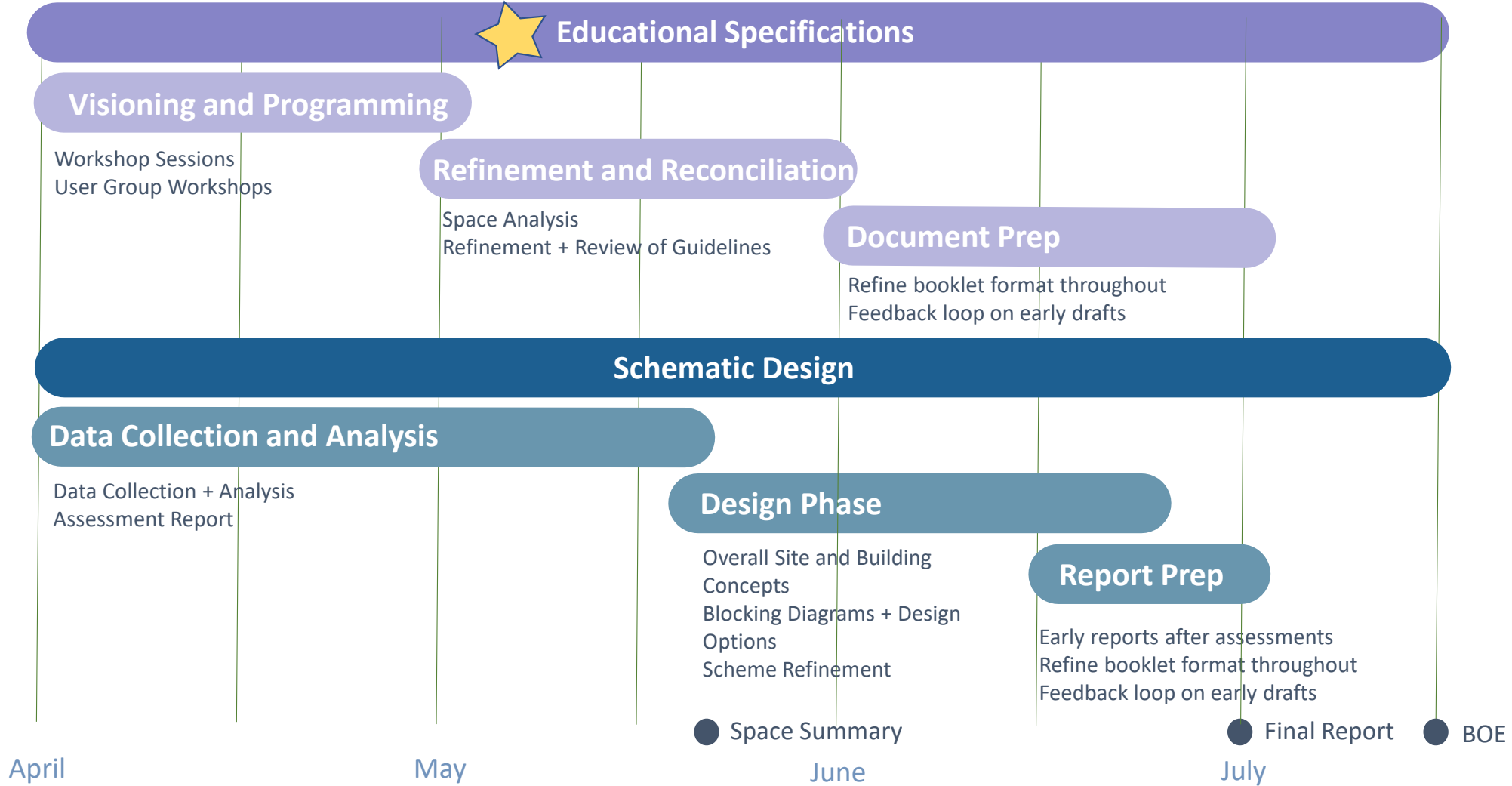


Project Schedule in RFP

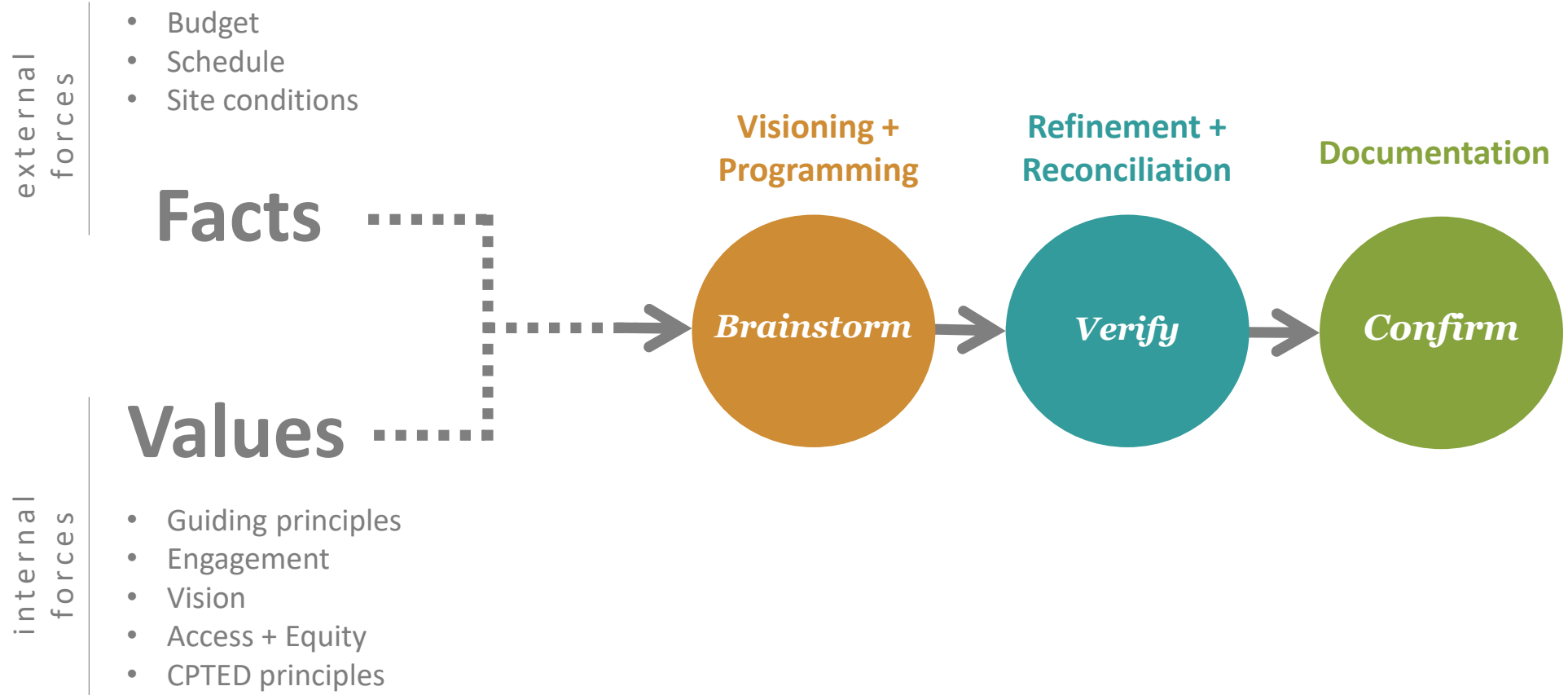
Contract Award	4/18/2022
Committee Development and Administrative Procedures	4/19 -28/2022
Begin Educational Specifications Committee Meetings	5/2/2022
Substantial Completion	7/1/2022
BOE Meeting Presentation*	7/12/2022
Completion	7/22/2022

*Next BOE 8/9

Combined Project Schedule



What is an Ed Spec?



Our Working Process

Phase 1: Visioning and Programming



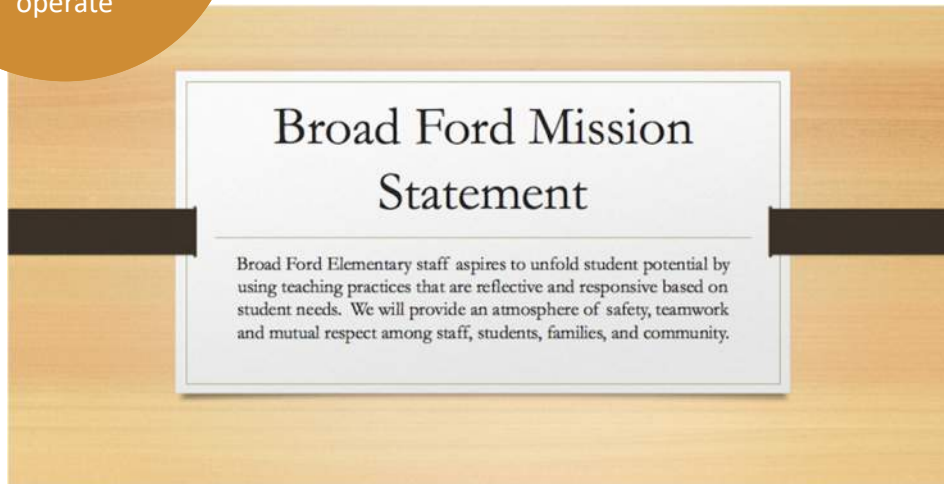
Engagement

Experiencing how Broad Ford + Southern MS + Southern HS operate



Model Play

Discovery
Discussion of vision + guiding principles.



Broad Ford Mission Statement

Broad Ford Elementary staff aspires to unfold student potential by using teaching practices that are reflective and responsive based on student needs. We will provide an atmosphere of safety, teamwork and mutual respect among staff, students, families, and community.



Values Workshop

Our Working Process

Phase 2: Refinement and Reconciliation

Exploration

Developing space program for the student experience.



Shift from Teaching to Learning



Our Working Process

Phase 2: Refinement and Reconciliation

Exploration

Developing space program for the student experience.



Spaces for Collaboration



Hands on Learning



Our Working Process

Phase 2: Refinement and Reconciliation

Hands on Learning



Maryland

Crellin Elementary School; Oakland, Maryland

Environmental education and sustainability changes at Crellin Elementary School (CES) began when the school community found historic mining contaminants in the creek behind the school. Not only was CES able to remedy the pollution, but it increased the overall health of the riparian area while creating an outdoor classroom. The environmental education laboratory is an outdoor classroom where students participate in hands-on activities using the wetland, boardwalk, hemlock forest, vernal ponds,

meadows, orchard, and adjacent creek. CES's agriculture program features barns with sheep and hens, with a solar panel to maximize hens' egg production through daylight provision. Cafeteria food waste and animal waste are both composted and then used in the gardens. The greenhouse employs hydroponics systems. Educational opportunities include maintaining a native butterfly garden, developing integrated pest management plans for the garden, building and erecting bird and bat boxes, exploring the riparian area, planting native trees and shrubs, trout rearing and release, and conducting water quality testing. Other outdoor activities that engage students in civics and place-based learning include raking and jumping in leaves, sledding, shoveling snow, fort building, nature walks, wool shearing, and community cleanups. The school acquires local meat through donations for the school lunch program. CES has made efficiency upgrades, including building automation, interior and exterior LED lights, double-paned windows, HVAC, and building envelope, leading to an immediate decrease in energy usage. Low-flow fixtures reduce domestic water consumption, and rain barrels provide water for gardens and barn animals.



The Crellin Elementary School agriculture program features gardens, a greenhouse, hens, and sheep.

Our Working Process

Phase 2: Refinement and Reconciliation

Exploration

Developing space program for the student experience.



Outdoor Learning Spaces



Our Working Process

Phase 2: Refinement and Reconciliation

Exploration

Developing space program for the student experience.



Career and Technical Education



Our Working Process

Phase 2: Refinement and Reconciliation

Exploration

Developing space program for the student experience.

Safety and Security



Technology



After Hours Access

Our Working Process

Phase 3: Documentation Preparation

Documentation
Capturing the process and values in the Education Specification.

01 Administration and Student Support

Administration and student support facilities function as the backbone of school operations, providing both school management and teacher support functions as well as services that function in a variety of capacities as needed to assist every student in reaching their maximum potential. These areas and services include school management, security and safety, teacher support facilities, health related services, counseling, guidance and educational support services. These programs are designed to work in conjunction with educational delivery to address student needs in a holistic way.

There are several specific areas of program included within Administration and Student Support section. Included in this section are the administration suite, staff dining room, health suite, guidance suite, personal care area, school psychologist, social worker, pupil personnel worker and other various staff as needed.

Sections:

- 01 Administration Suite
- 02 Staff Dining
- 03 Health Suite
- 04 Guidance Suite
- 05 Student Services

Charles County Public Schools | Middle School Education Specification

02 Academic Clusters

Throughout this education specification, the goals have emphasized individualized student support, student centered, and student directed learning and an engaging educational program. Central to this goal is the development of learning clusters that create smaller learning groups and facilitate strong student teacher relationships. The learning cluster is at the heart of the educational experience.

To support this idea, the education specification has been organized to highlight this requirement. This section includes the spaces included in each learning cluster as well as the spaces shared between learning clusters that are required for each grade. See the section on Building Organization for a general description of how these spaces are to be related to school design as a whole.

This section also includes academic goals for each department in the academic clusters, specific spaces are required for science and technology but other classrooms are designed to meet all requirements for math, language arts and social studies so the clusters can be flexible over time to support both disciplinary and interdisciplinary organizational strategies. The goal is to support teacher learning in as convenient and flexible a way as possible and to allow the administration to organize in the most appropriate way as programs change over time.

Sections:

- Academic Programs
- 01 Learning Cluster
- 02 Shared Spaces

Charles County Public Schools | Middle School Education Specification

03 Special Education

Charles County Public Schools provides a continuum of special education services in the least restrictive environment, including inclusion services and supports in the general education classroom, small group or individual instruction outside of the general education setting, self-contained special education classes, and regionalized special education programs for students who require more intensive academic or behavioral support.

Students receiving their services in an inclusion setting are located in every school throughout the district and are most often in their home school based on county wide districting. Students who spend most, if not all, of their day in self-contained classes are most often organized into regional programs and located in schools determined to be regionally convenient for the population and able to deliver the services needed. This first portion of this section describes the spaces necessary to support the student in an inclusion setting. The requirements and design parameters should apply to every school and every space intended to support special education students.

Sections:

- 01 General Requirements
- 02 Life Skills Program
- 03 SOAR Program
- 04 EA Program

Charles County Public Schools | Middle School Education Specification

04 Related Arts

In addition to the core subject requirements, Charles County Public Schools offers a wide variety of related arts programs for students to explore their interests and meet their requirements for middle school promotion. These programs are designed to allow students to pursue their interests and talents in a safe and supportive environment that encourages self-expression and risk taking. Programs include music, technology, art, library and maker space, health and physical education, and Gateway to Technology.

The related arts spaces are to be grouped in a cluster similar to the learning cluster for core classrooms, to promote cohesiveness between disciplines and to create a sense of place for these programs. The technology labs, discussed in the Shared Spaces portion of the Academic Clusters section, are to be located in those areas.

Sections:

- 01 General
- 02 Technology
- 03 Music
- 04 Art
- 05 Library Media Center

Charles County Public Schools | Middle School Education Specification

05 Physical Education and Community Use

This section of the education specification includes programs required for health and physical education as well as the requirements for the use of the gymnasium as the large group gathering space for the school. It also includes related programs specifically dedicated as community use space. These spaces are to be grouped with easy, secure access for the community and central to the school building. Since the gym is the large group gathering space for the school, consideration should be given to maximizing accessibility for academic and performance requirements as well as community use.

Sections:

- 01 Physical Education
- 02 Community Use Space

Charles County Public Schools | Middle School Education Specification

Combined Project Schedule

Educational Specifications

Visioning and Programming

Visioning + Goal Setting
Workshop Sessions
User Group Workshops

Refinement and Reconciliation

Space Analysis
Refinement + Review of Guidelines

Document Prep

Refine booklet format throughout
Feedback loop on early drafts

4/25 – 4/29 – **Meeting # 1** - Kick Off Meeting
5/2 - 5/6 – **Meeting #2** – Visioning – 2 parts, all day (in-person)
5/9 - 5/13 – *[document prep]*
5/16 - 5/20 – **Meeting #3** - Verification Meeting
5/23 - 5/27 – ASBO *[document prep]*
5/30 - 6/3 – **DRAFT DUE** *[space summary defined]*
6/6 - 6/10 – *[review period]*
6/13 - 6/17 – *[document prep]*
6/20 - 6/24 – *[document prep]*
6/27 - 7/1 – **FINAL DRAFT due**
7/4 - 7/7 – *final edits if necessary*
7/12 – **Board of Education Presentation**

MEETING DATES
ARE IN FLUX

● Space Summary

● Final Report

● BOE

April

May

June

July

Outline for Education Specifications

Section I

Project Rationale

- Introduction
- Community
- School Board Policies
- Belief Statements
- Scope of Work
- Budget and Schedule

Section II

Educational Plan

- Curriculum Component
- Instructional Methods Component
- Staff Support Component
- Technology Component

Section III

Project Design Factors

- Site Conditions
- Building Systems (existing/proposed)

Section IV

Activity Areas

- General Overview
- Program/Service Function

Section V

Summary of Spatial Relationships

- Matrix or Diagram

Section VI

Summary of Spatial Requirements

- List educational programs and services
- Net and gross square footages

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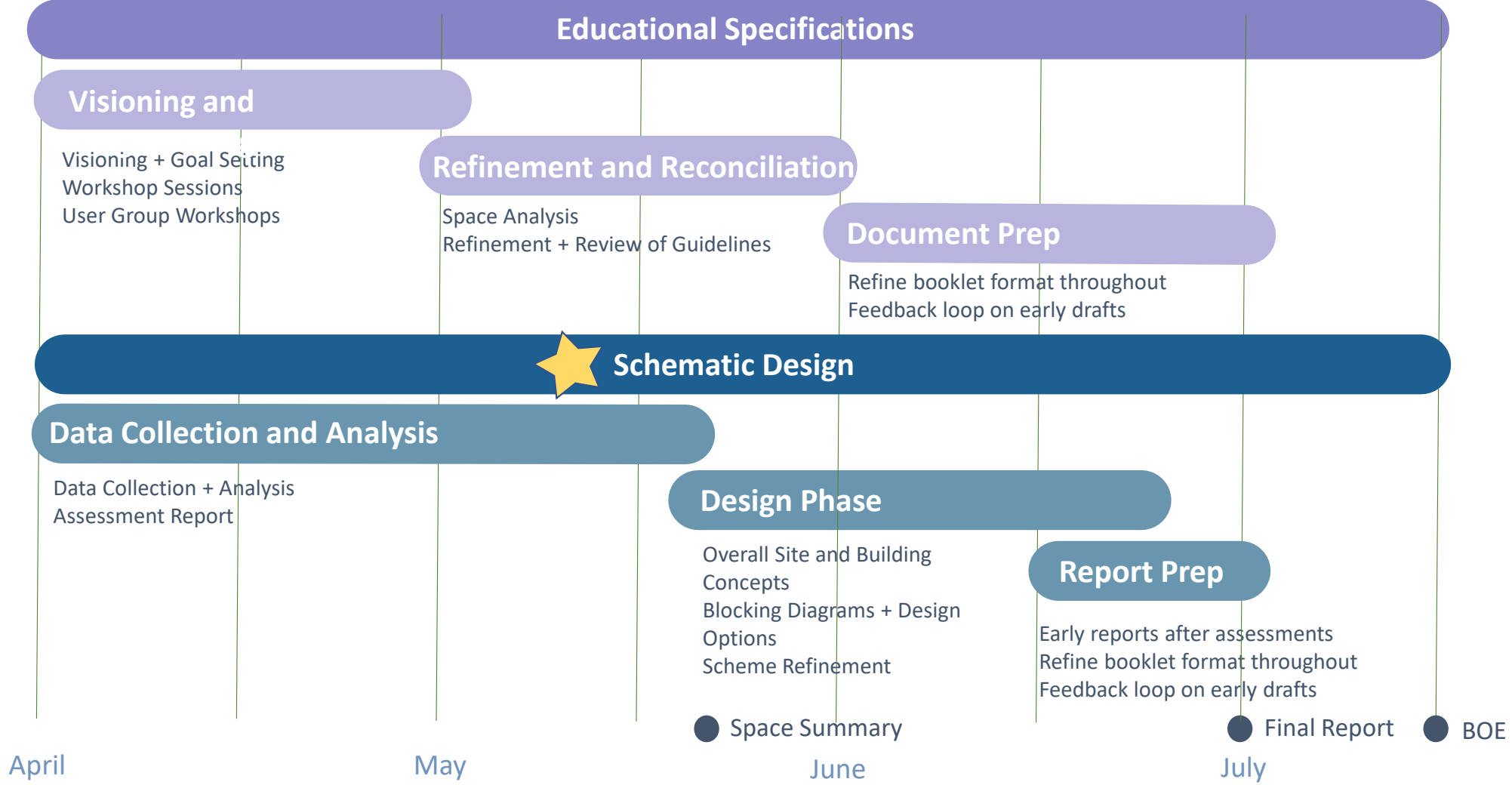
Summary of Spatial Requirements

- List educational programs and services
- Net and gross square footages

General Information

- Current ES, MS, HS schedules
- # of staff, full or part time
- Site + Transportation Program

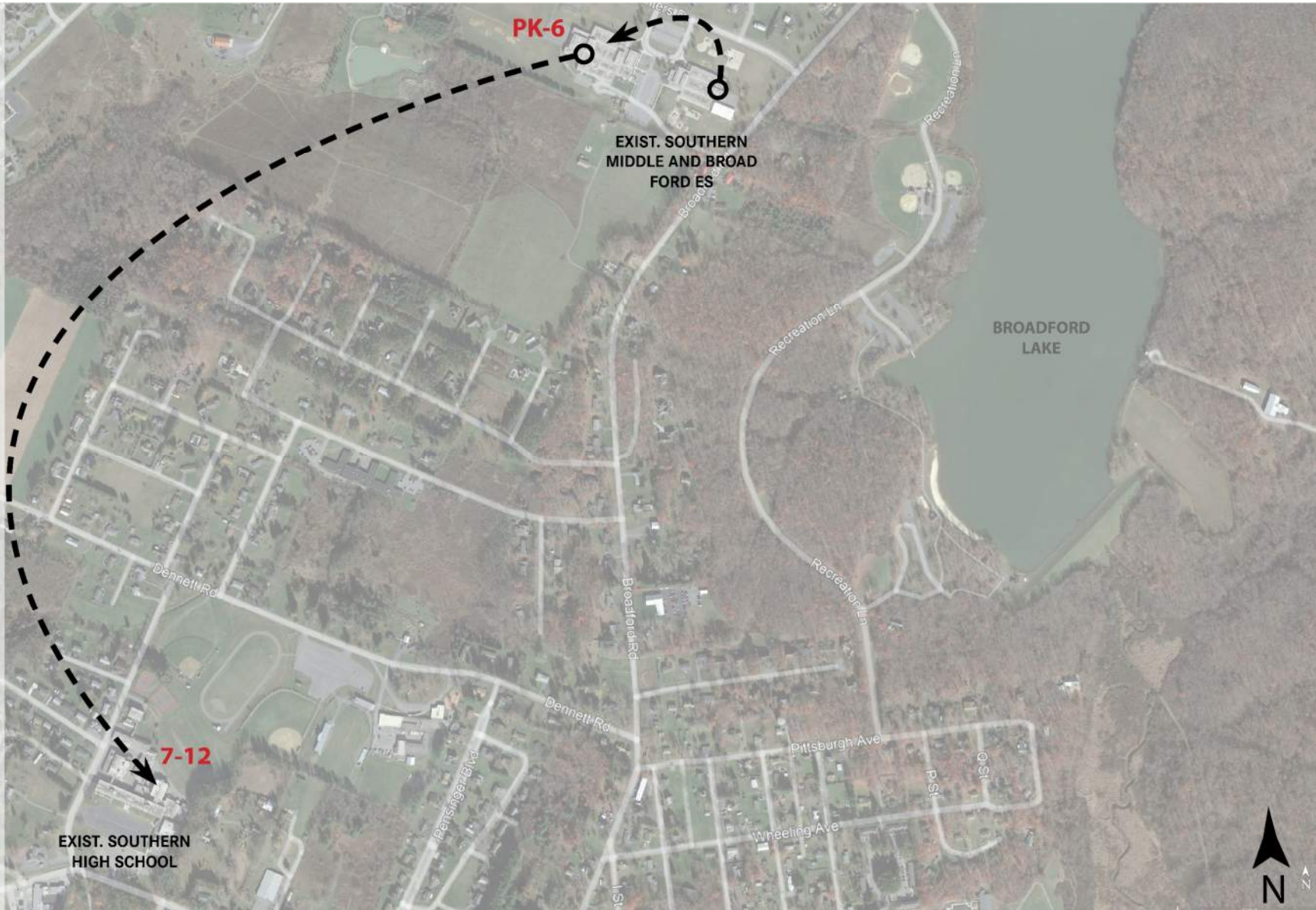
Combined Project Schedule



Your Site Overview

- Relocate PK-5 into ex. Southern Middle School for a PK-6 facility
- Relocate 7-8 into ex. Southern High School for a 7-12 facility

Phasing



Your Site

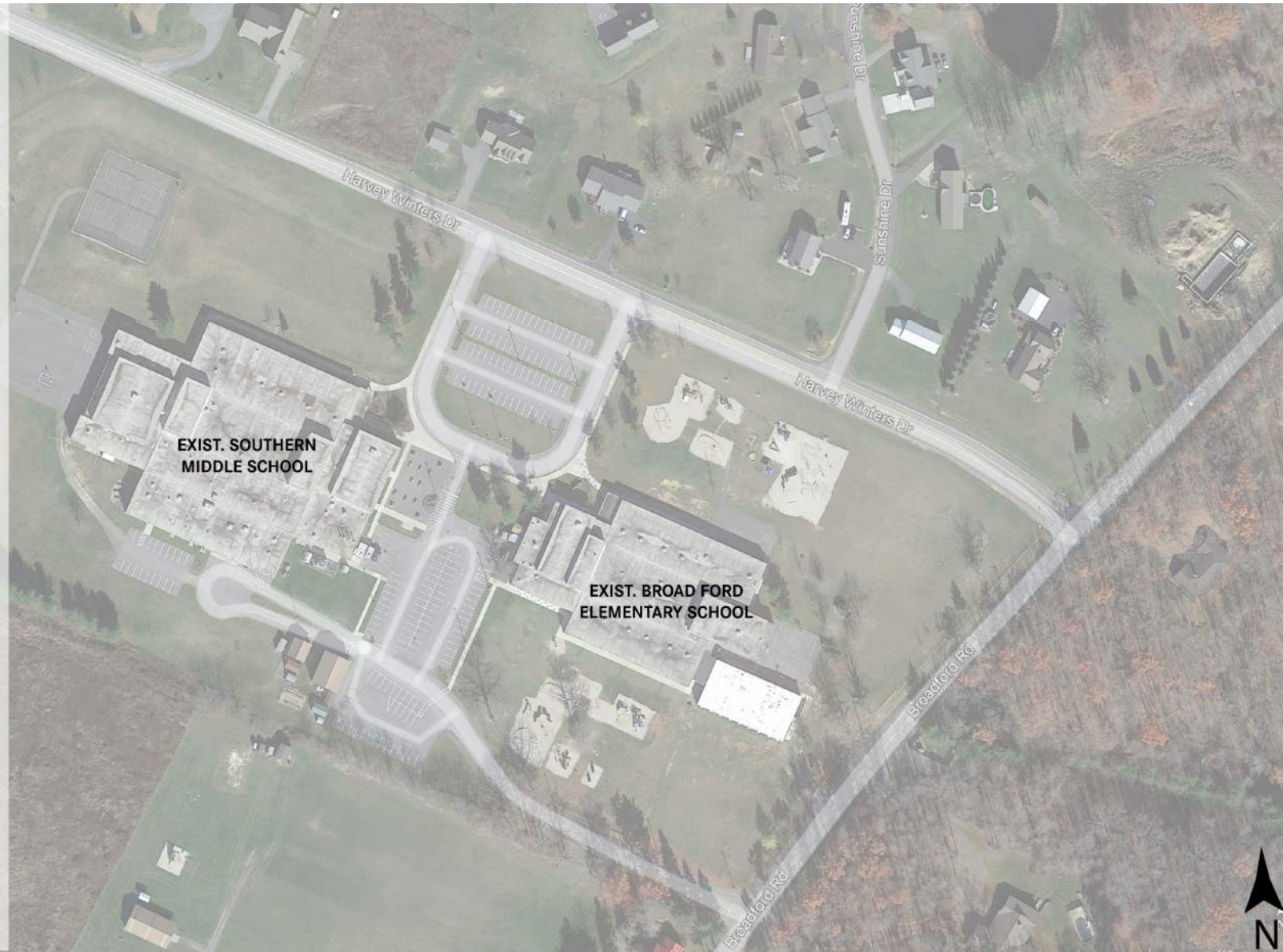
Southern PK-6

Existing Facilities

- Broad Ford ES
 - PK-5 Enrollment = 561 Students
 - To be demolished
- Southern Middle
 - 6-8 Enrollment = 468 Students
 - Capacity = 828
 - 92,000 SQ FT

Proposed Facility

- Southern PK-6
 - PK-6 – 800 FTE Students

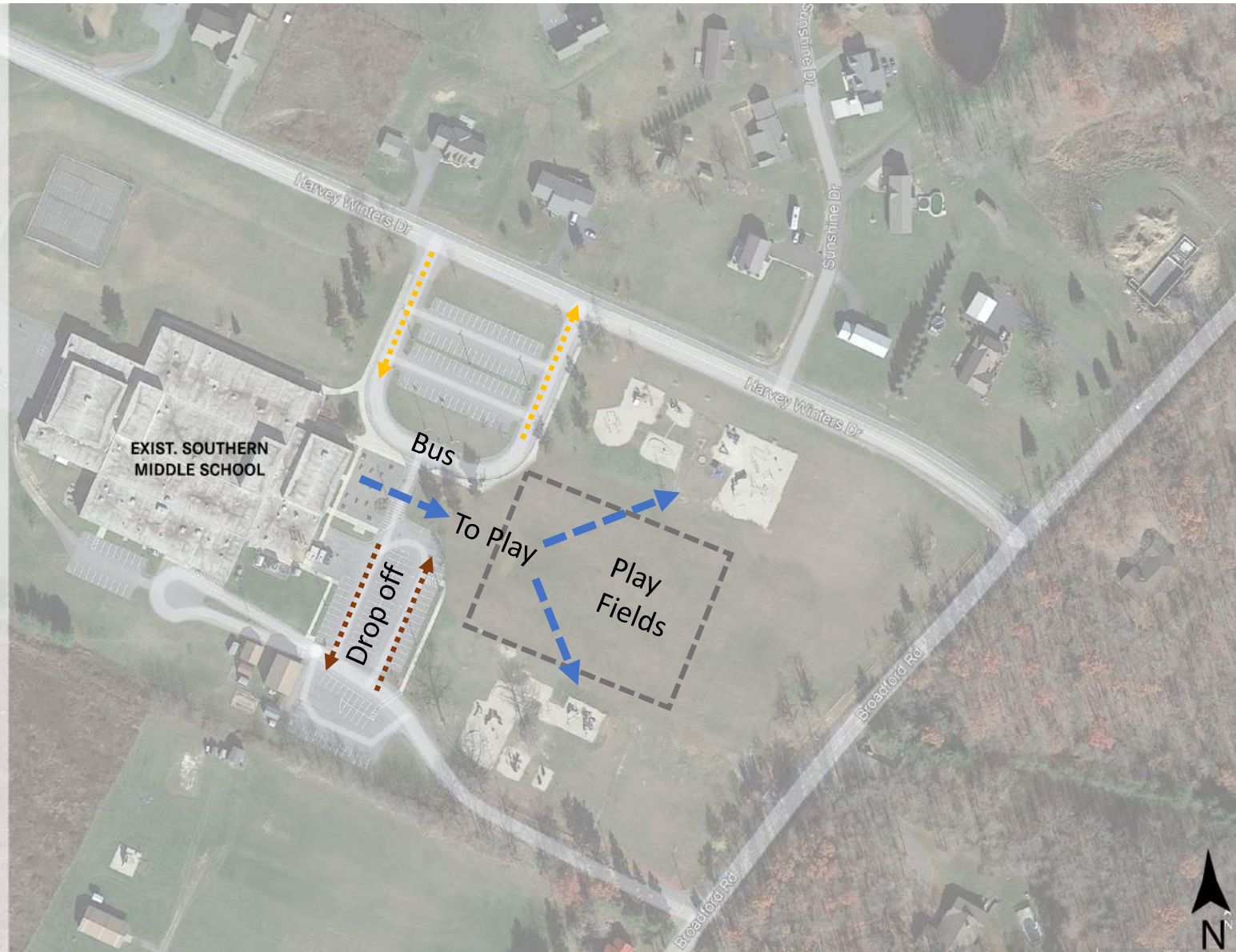


Your Site

Proposed PK-6

Proposed Facility

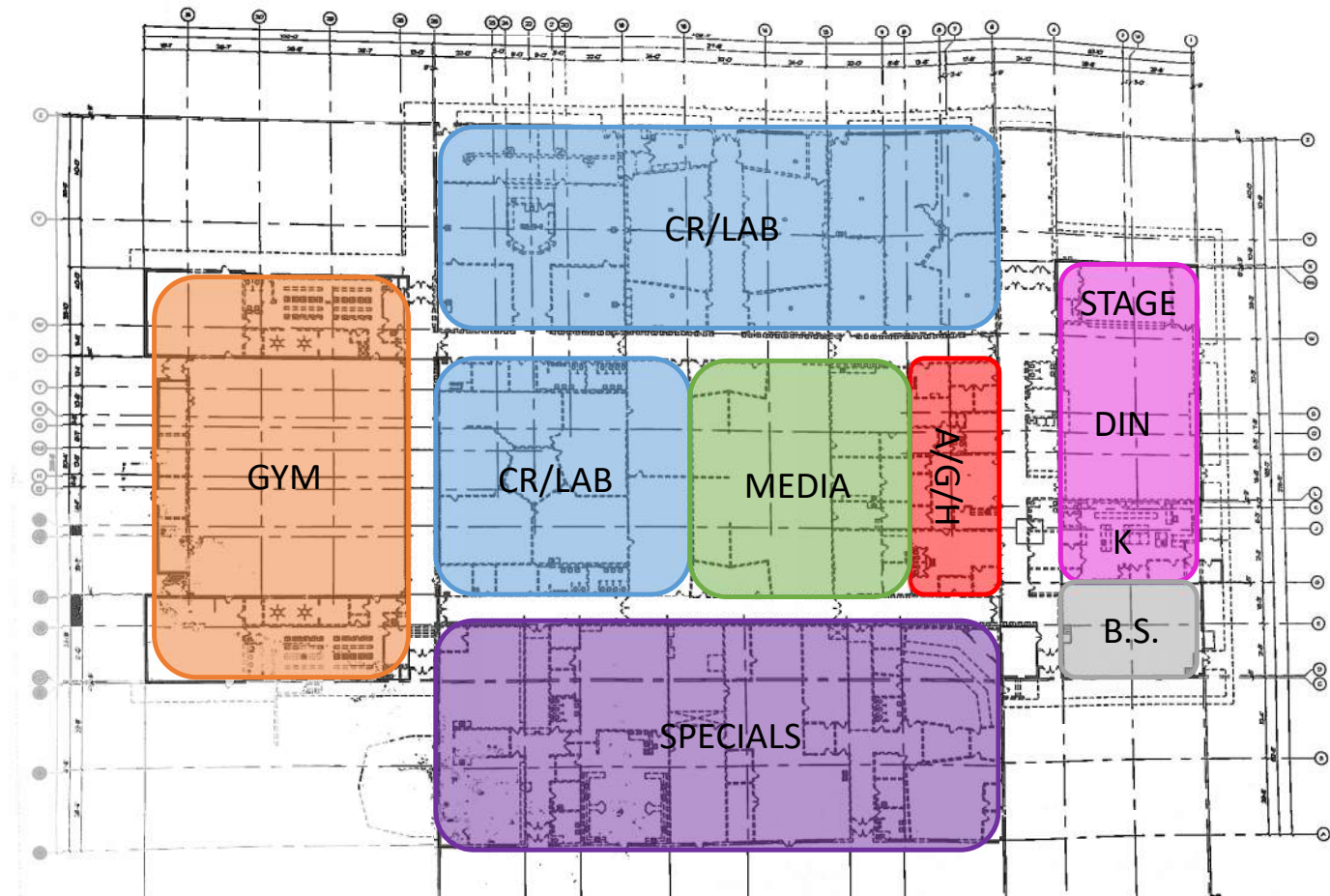
- PK-6 – 800 FTE Students
- Regional Special Education/Behavioral Center
- Community Space Judy Center – roughly 2,200 net sq ft
- 3 year old program



Your Site

Existing Plan

- 92,000 sq ft
- 828 rated capacity
- 800 FTE students planned capacity
- 115 sq ft/student



Your Site

Existing Plan

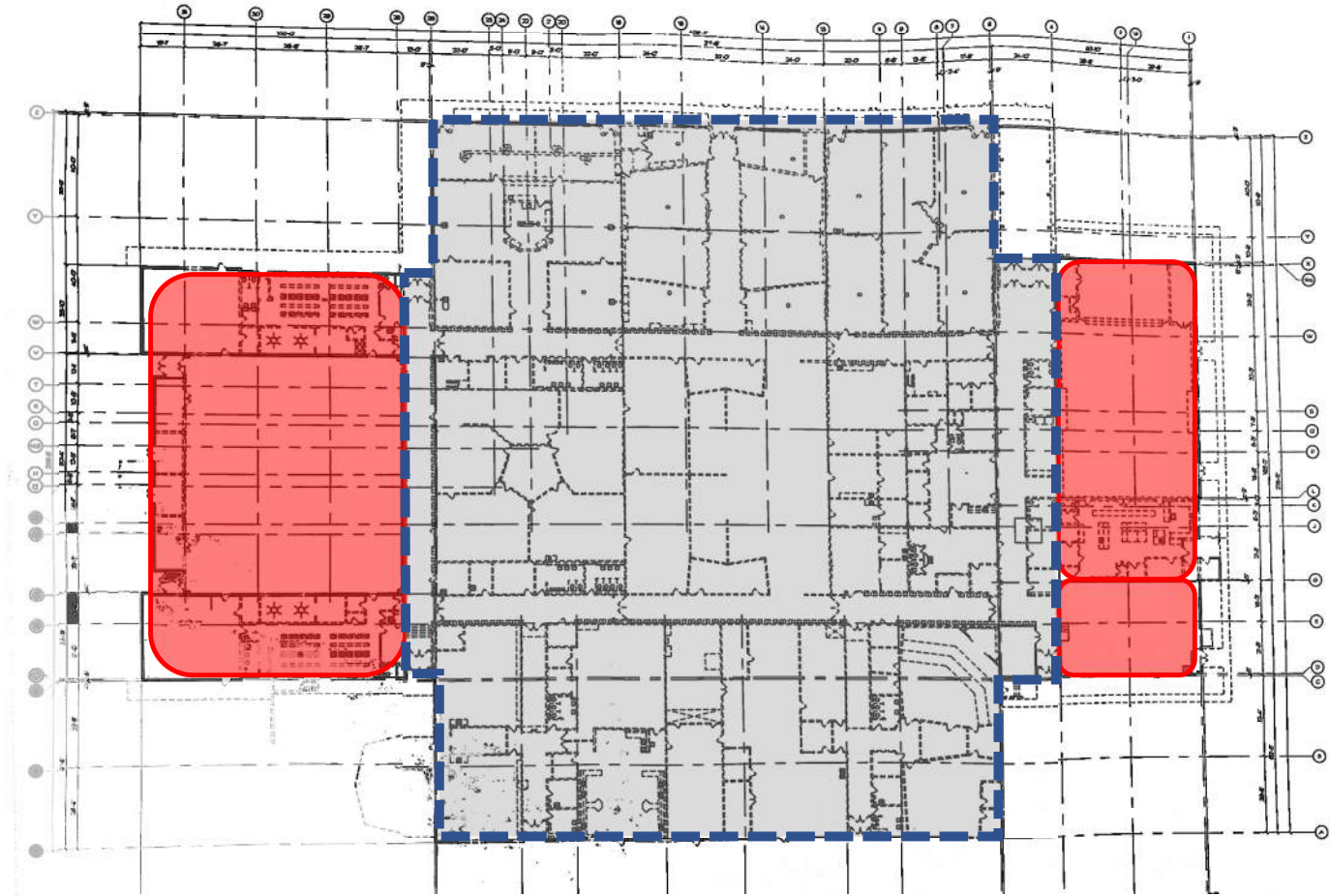
- Program Elements Costly to Relocate
 - Dining/Kitchen
 - Gym
 - Building Services

Sandbox

Design Considerations

6th grade class changes?

- Dining
- Arts
- Lab Space
- Gym/Lockers



Your Site

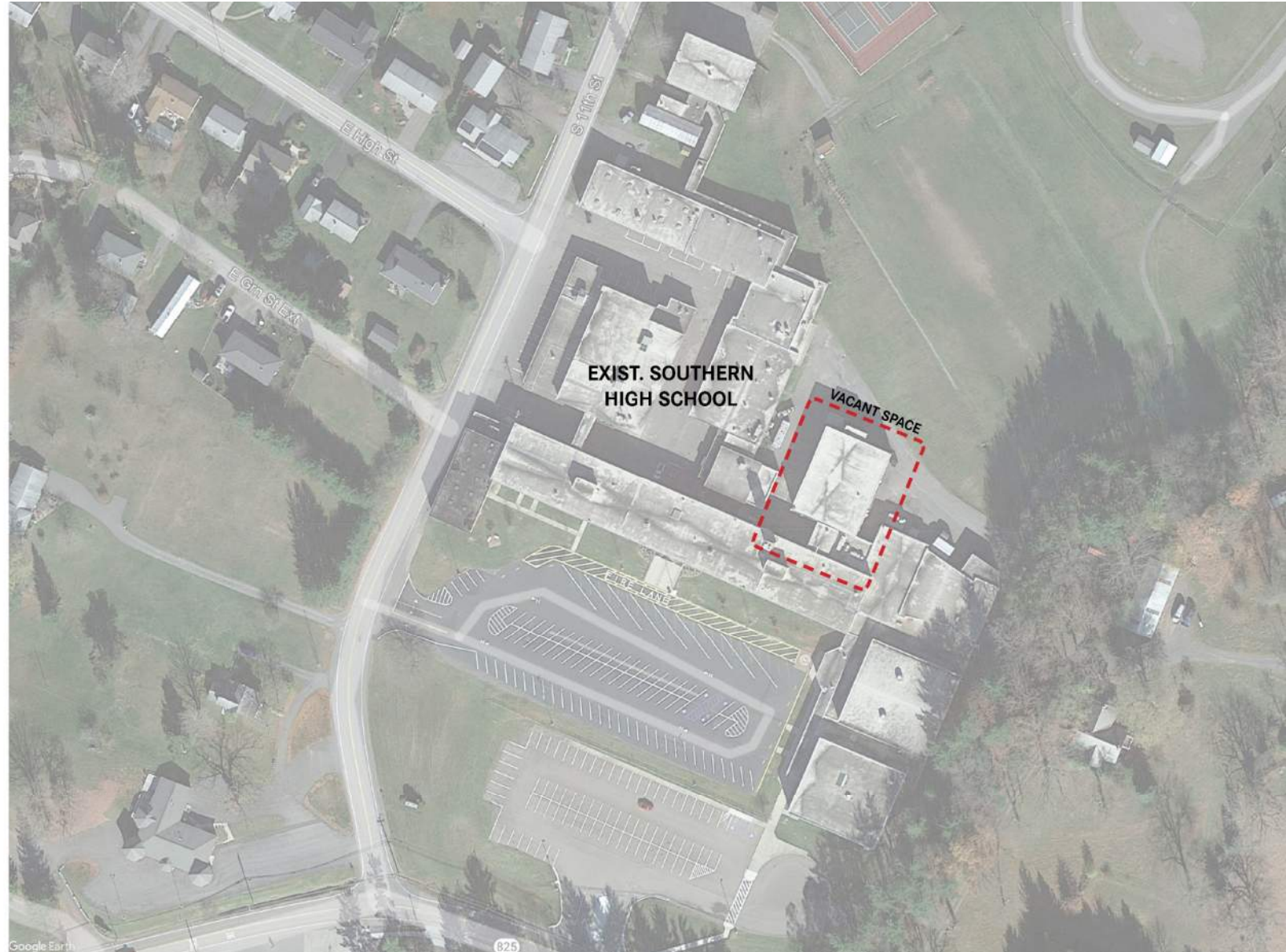
Southern High

Existing Facilities

- To house 7-8 grades
- 7-8 student population = roughly 310 students
- Current student population @ HS = 600
- Combined current student population for 7-12 = roughly 910

Proposed Facility

- 7-12 grades – 925 FTE students
- CTE

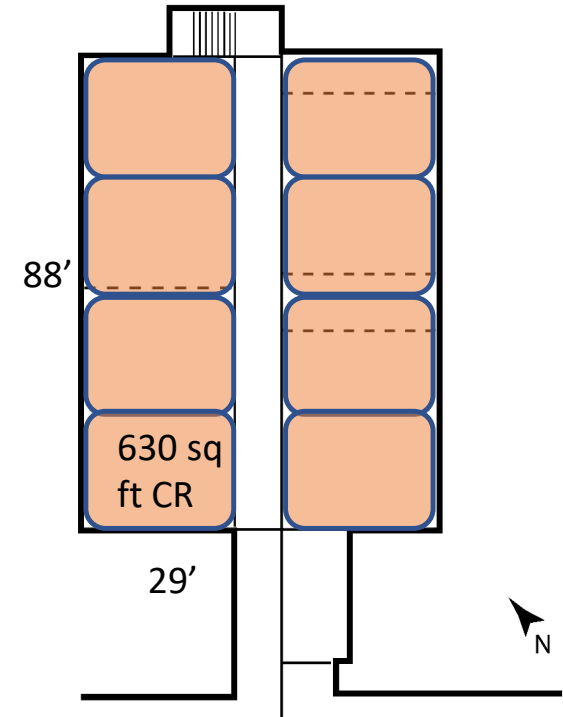
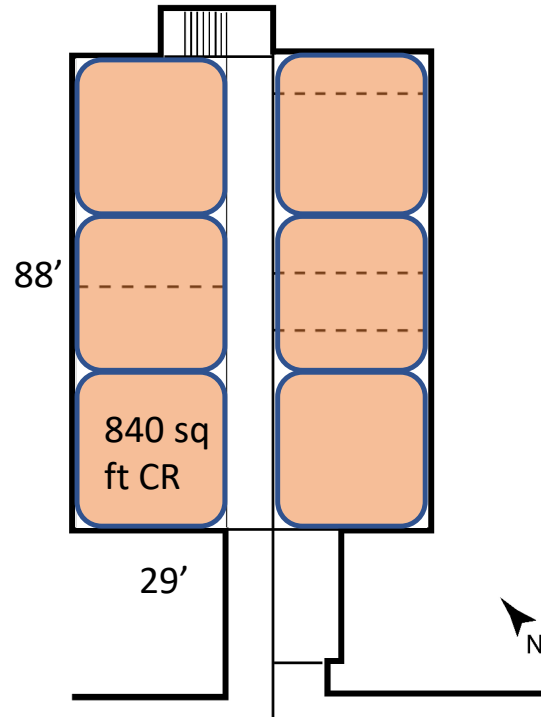
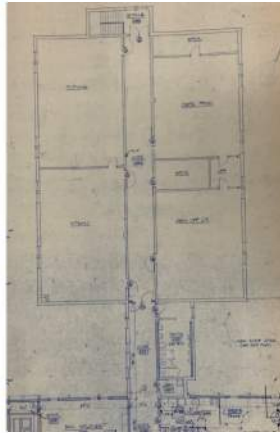


Your Site

Southern High

Existing Facilities

- Second Floor vacant wing
 - Net area = 5,040 sq ft
- CR Options
 - 6 @ 840 sq ft
 - 8 @ 630 sq ft (MD state min = 700)



Design Considerations

- Dining
- Arts
- Lab Space
- Gym/Lockers

Q+A

