

Garland Quarles Elementary Study

Winchester Public Schools

Community Workshop – April 15, 2026



Agenda

6:00pm Arrival

6:10pm Presentation

6:30pm Keep, Toss, Create Activity

6:50pm Break Out Stations

7:30pm Stations Report Out

7:50pm Next Steps

7:55pm Dot Democracy

8:00pm Meeting Adjourned

Who Are We?

Team Introductions



Kelly Callahan AIA
Principal-in-Charge

*Lead Designer of the Shihadeh
Innovation Center*



Sam Hunter
Project Designer

*Fresh out of Va Tech and
Ready to Learn*



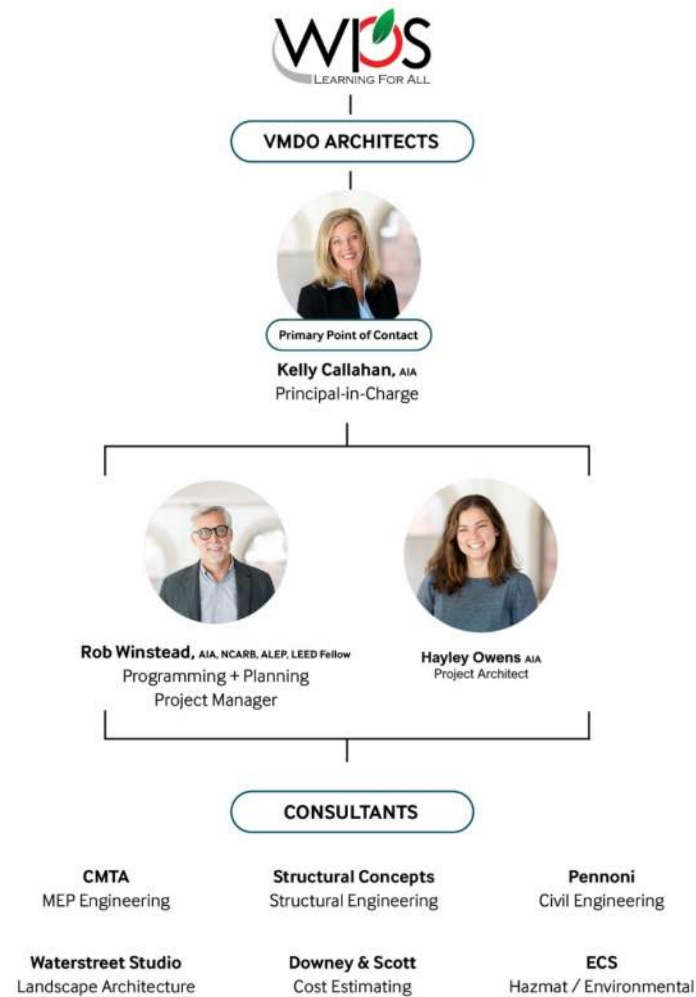
Rob Winstead FAIA, ALEP, LEED Fellow
Educational Planner / POC

*Planner of the Shihadeh Innovation
Center and Designer of DMMS*

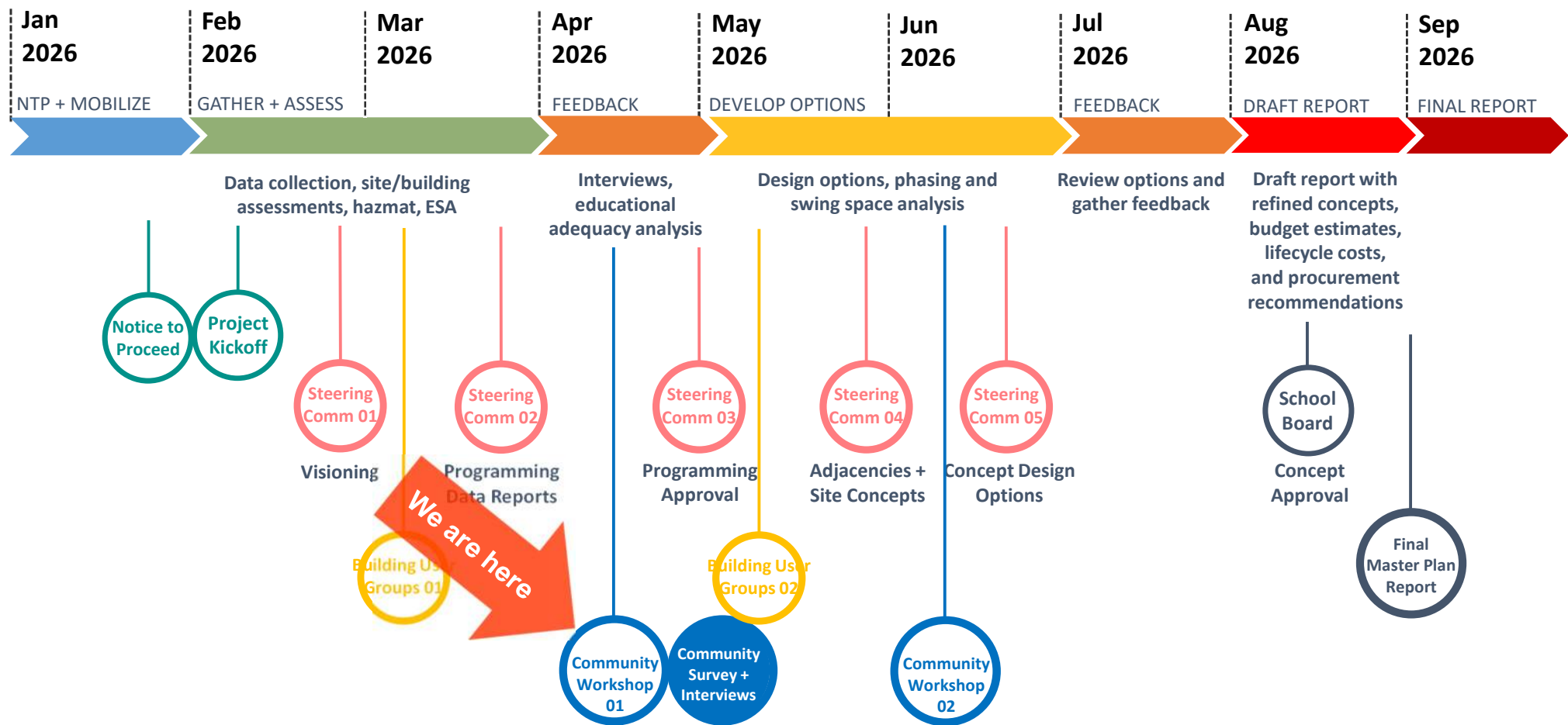


Hayley Owens AIA
Project Architect

Community Engagement Specialist



We Bring a Trusted Team



Proposed Schedule_11 Feb 2026



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Community Meeting 01

New Woodville Elementary School - Brick Color Survey

Thank you for participating in this survey! Survey results will be used to inform the design of the new Woodville Elementary School. If you have further questions about this project please contact Lynne Bates at lbates@wpschools.net.

1) I AM A... Check the box for as many as you identify with:

☐ RPS Student
 ☐ RPS Caregiver/Guardian
 ☐ RPS Volunteer

☐ RPS Teacher/Staff
 ☐ RPS Administrator
 ☐ Community Member

2) I PREFER OUR SCHOOL TO HAVE... Check the box for your favorite brick option.

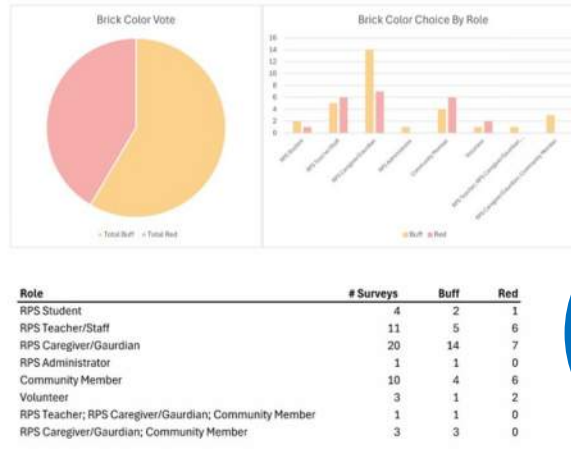
☐ BUFF BRICK
 ☐ RED BRICK




3) I have comments or ideas you have for this project:

Community Survey

April 1-21st



Community Workshop 02

June 10th
6-8 PM

Weigh-in on what should be kept, changed, or dreamed of for the new Garland Quarles ES.

Share your thoughts on site, community resources, and sustainability features.

These insights will shape the concepts that will be developed.

Learn about the developed concept design options and give feedback.

Who can participate?
WPS Staff, Families, Students, School Neighbors,
School Partners, Winchester Residents



Stay Connected
Use the WPS webpage to find the survey link and other information about this study.

Designing schools is what we do.





Bluestone Elementary School
Harrisonburg City Public Schools
Harrisonburg, VA



Crozet Elementary School
Albemarle County Public Schools
Crozet, VA



George Mason Elementary School
Alexandria City Public Schools
Alexandria, VA



Cardinal Elementary School
Arlington Public Schools
Arlington, VA

49+

Years of Experience
Working with Educational
Clients

\$4B

In Constructed
Work

75+

Employees in
Charlottesville, VA +
Washington, DC

330+

Projects for
K-12 Clients
(many are repeat clients)

VMDO by the Numbers (not the most, but the most impact)



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Decades of success with WPS



Three Transformative Projects with WPS



John Handley High School – Pride of Place



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Daniel Morgan Middle School – (2006) Added Capacity + Improved Quality

V M D O



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Bring that Same Engagement and Innovation to Your Youngest Learners

V M D O



04.15.2026
Community Meeting 01 15

Quarles Study

Vision Statement & Critical Success Factors

The future Garland Quarles Elementary School will be...

*a source of strength for the Winchester community,
a visionary educational environment,
and a welcoming community resource.*

The school will be an exemplary learning environment by...

*creating a strong sense of joy and belonging,
supporting the needs of the whole child,
promoting the teacher-child relationship,
and inspiring a love of learning
through creativity, inquiry, exploration, and play.*

The future Garland Quarles Elementary School will...

1. ***Be child-centered*** and ***support the unique needs of each child***
2. ***Inspire joy and a love of learning*** through creativity, inquiry, and exploration
3. ***Be agile and adaptable*** to meet evolving needs
4. ***Be a good neighbor***
5. ***Build community*** both within the school and for the city of Winchester.
6. ***Promote outdoor learning and play***
7. ***Balance safety and school security*** with ***access to outdoors*** and a ***sense of openness.***

What Matters to WPS?

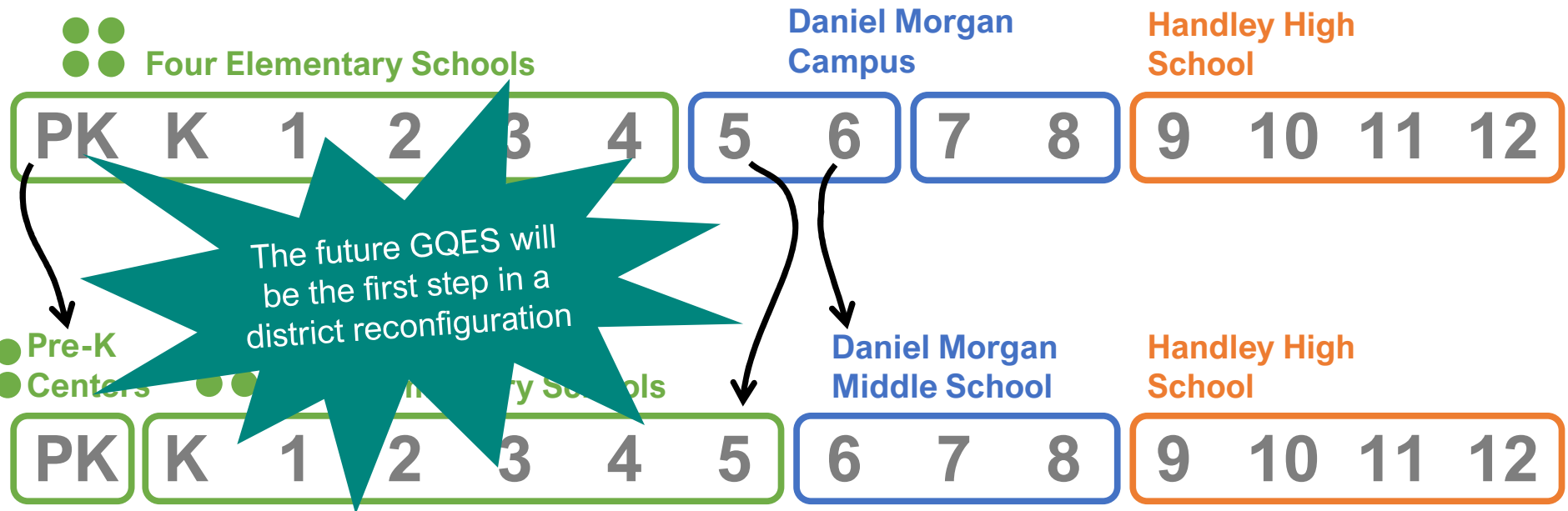
Needs/priorities influencing the study

Facility Number	Facility Name	Size (sq. ft)	Advertised Capacity	FY26 Enrollment incl PreK Students (Oct 31, 2025)	Step 1					Step 2				Step 3			
					Current Fill	Current # in Pre-K	Move/Split Pre-K	5th Grade Addition	New Enrollment Total	Current # in ECSE	Move ECSE	New Enrollment Total	New Fill	Re-Zoning	New Enrollment Total	New Capacity	New Fill
1	Frederick Douglass	65,200	425	364	86%	49	-49	85	400	6 (4 Trailers)	Remove Trailers (-40)	360	85%	0	360	425	85%
2	Garland Quarles	75,000	500	403	80%	33	67	85	555		Add 4 Classrooms (+40)	595	-	119	712	838	85%
3	John Kerr	96,511	700	559	81%	78	22	85	676	4 classrooms		676	97%	-81	595	700	85%
4	Virginia Avenue	71,084	500	413	83%	35	-35	85	483			463	93%	-38	425	500	85%
Elementary Subtotal			2,125	1,749		195											
5	Daniel Morgan Campus	275,000	1,280	1,178													
6	John Handley	310,000	1,560	1,322													
7	Shihadeh Innovation Center	46,616	300* Included in JHHS Capacity	Included in JHHS Enrollment Figures													
8	Rhodes Center	1,600	60* Included in JHHS Capacity	Included in JHHS Enrollment Figures													
9	Douglas School Operations Building	33,221	NA	NA													
10		5,387	NA	NA													
Secondary Subtotal			2,840	2,500													
Total Division Wide			4,965	4,249													

The future QGES will have more than twice the current enrollment

now

goal





In a recent WPS
Facilities Assessment,
GQES was the district's
worst performing
building

Improving an Underperforming Building – GQES



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GQES has a strong school identity and culture and supports unique programs



Improving an Underperforming Building – GQES

VMDO



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GQES has significant challenges with aging systems, dated finishes, accessibility, and flexibility

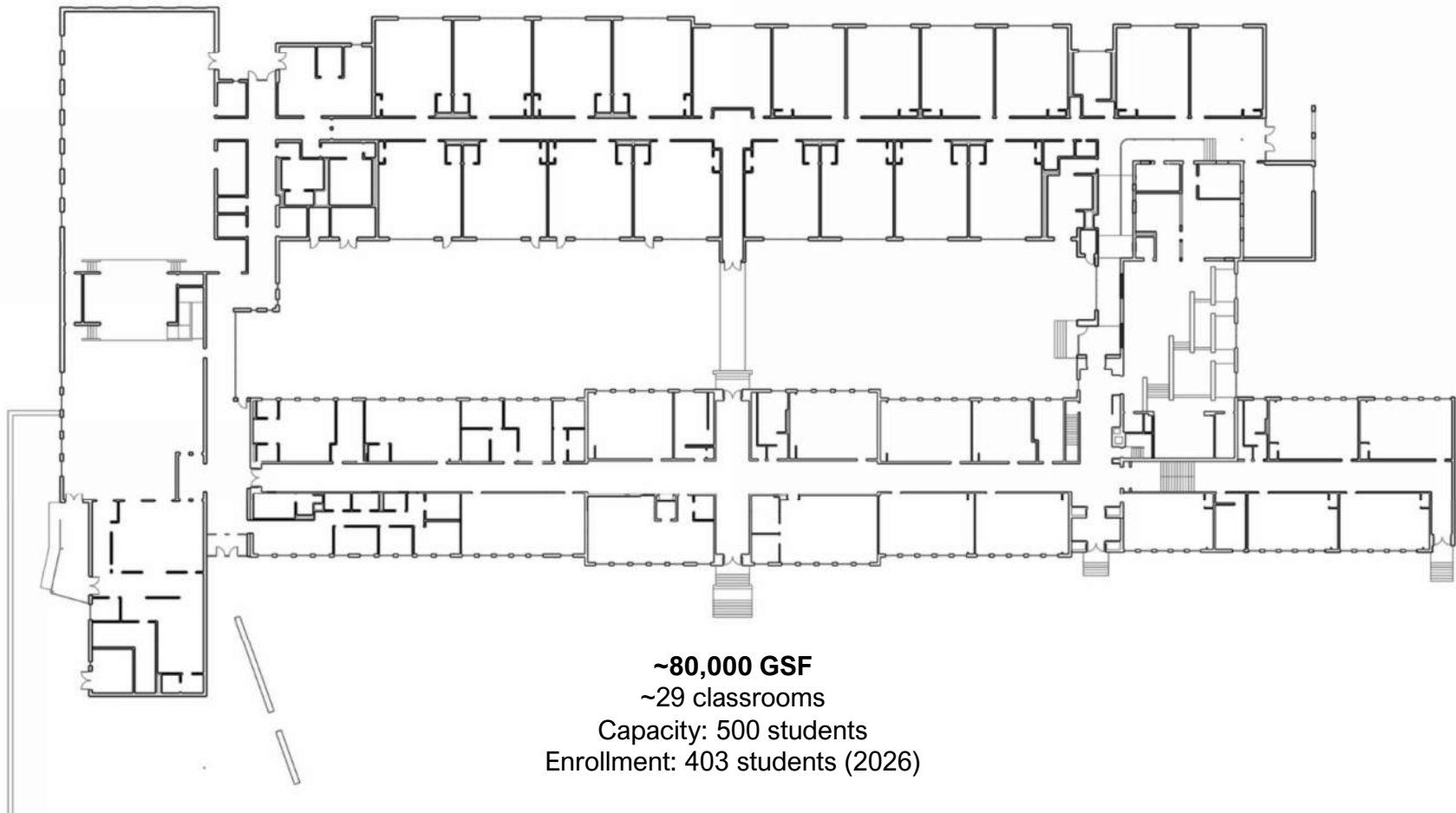


Improving an Underperforming Building – GQES

VADO

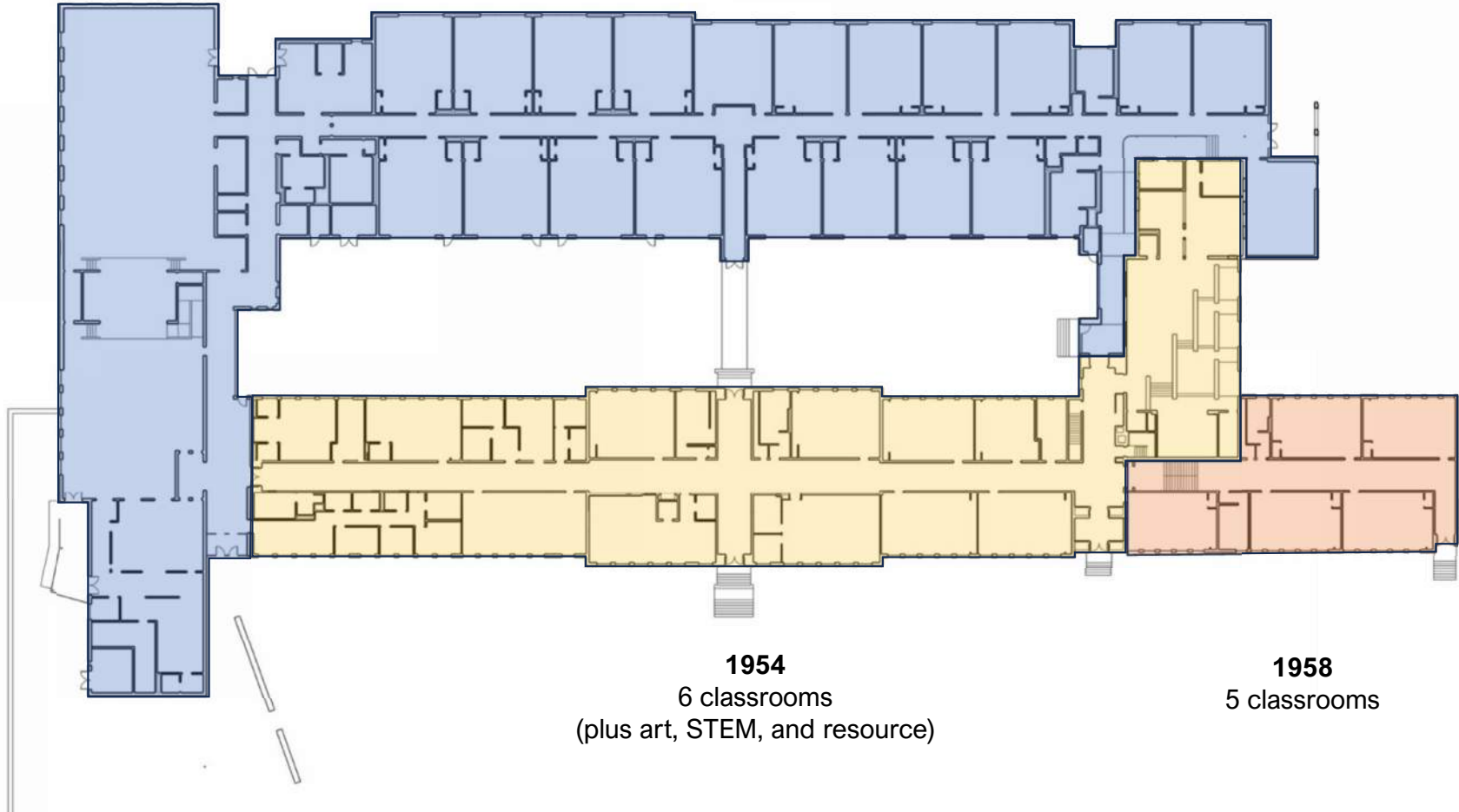


04.15.2026
Community Meeting 01 24



GQES – Existing Conditions

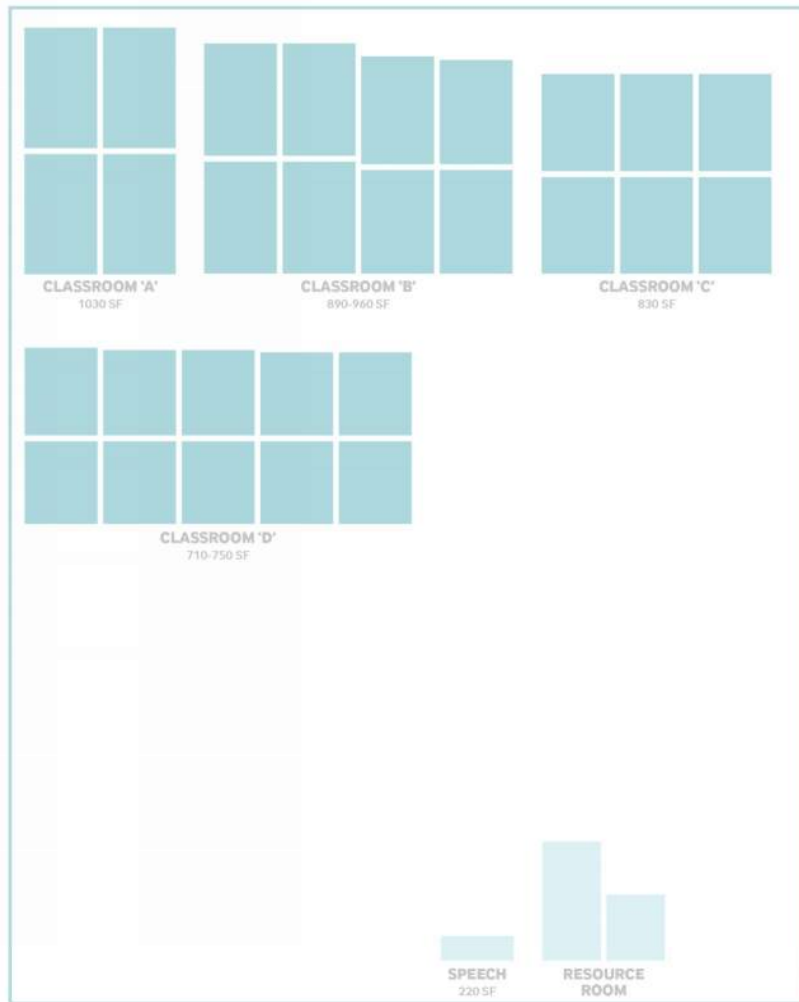
1995
18 classrooms
(plus music and fitness)





GQES – Existing Building Use

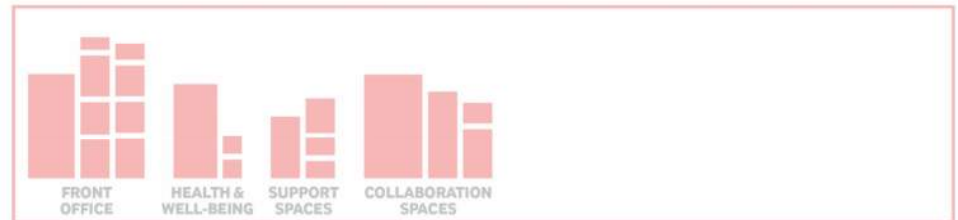




ACADEMIC - 25200 SF



ARTS/ENCORE - 3140 SF



ADMINISTRATION - 3670 SF

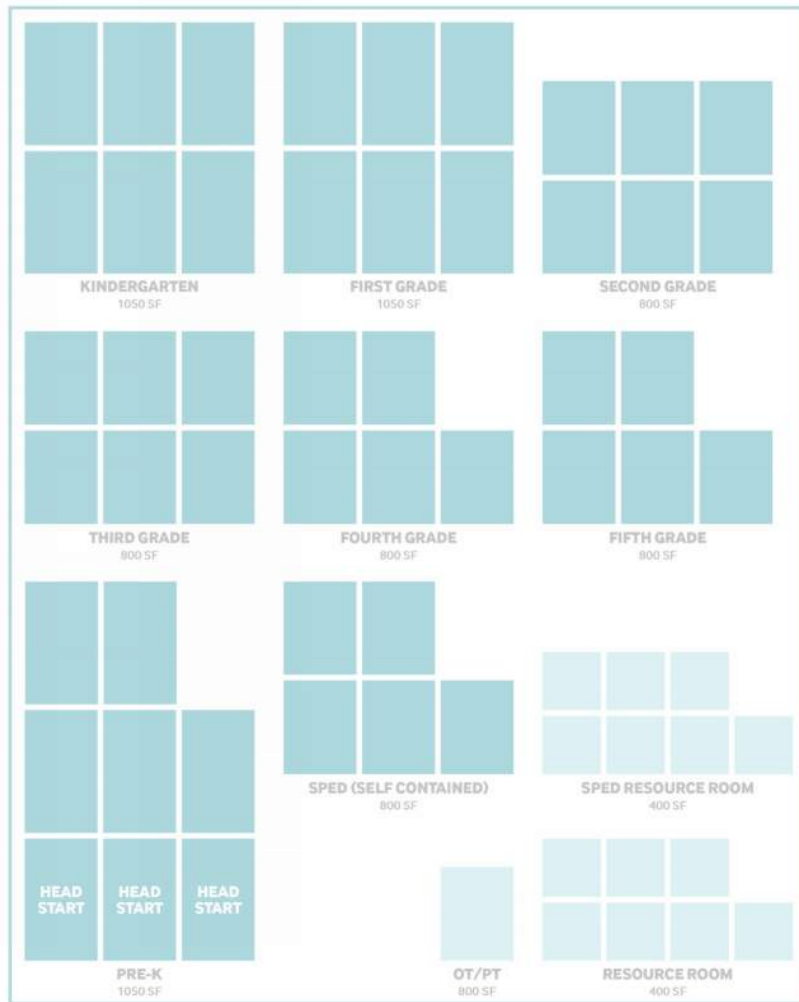


COMMUNAL/SHARED - 9960 SF



ATHLETICS - 6390 SF

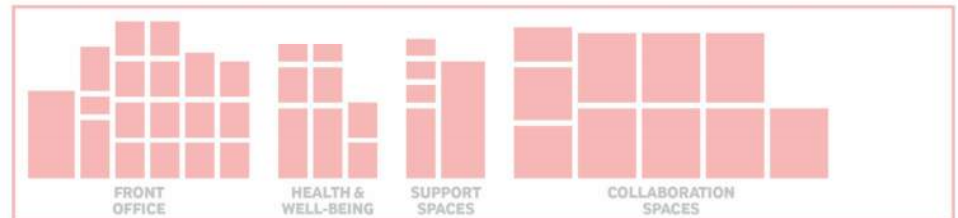
GQES Existing Building Space Program – 403 Students



ACADEMIC - 49000 SF



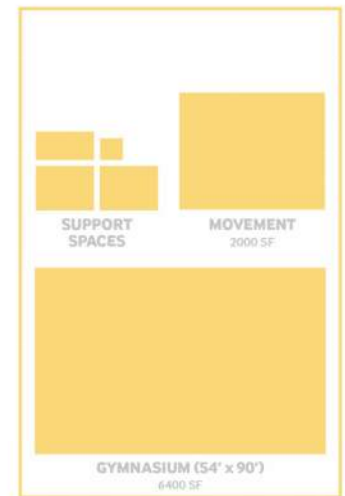
ARTS/ENCORE - 6720 SF



ADMINISTRATION - 9020 SF



COMMUNAL/SHARED - 13780 SF

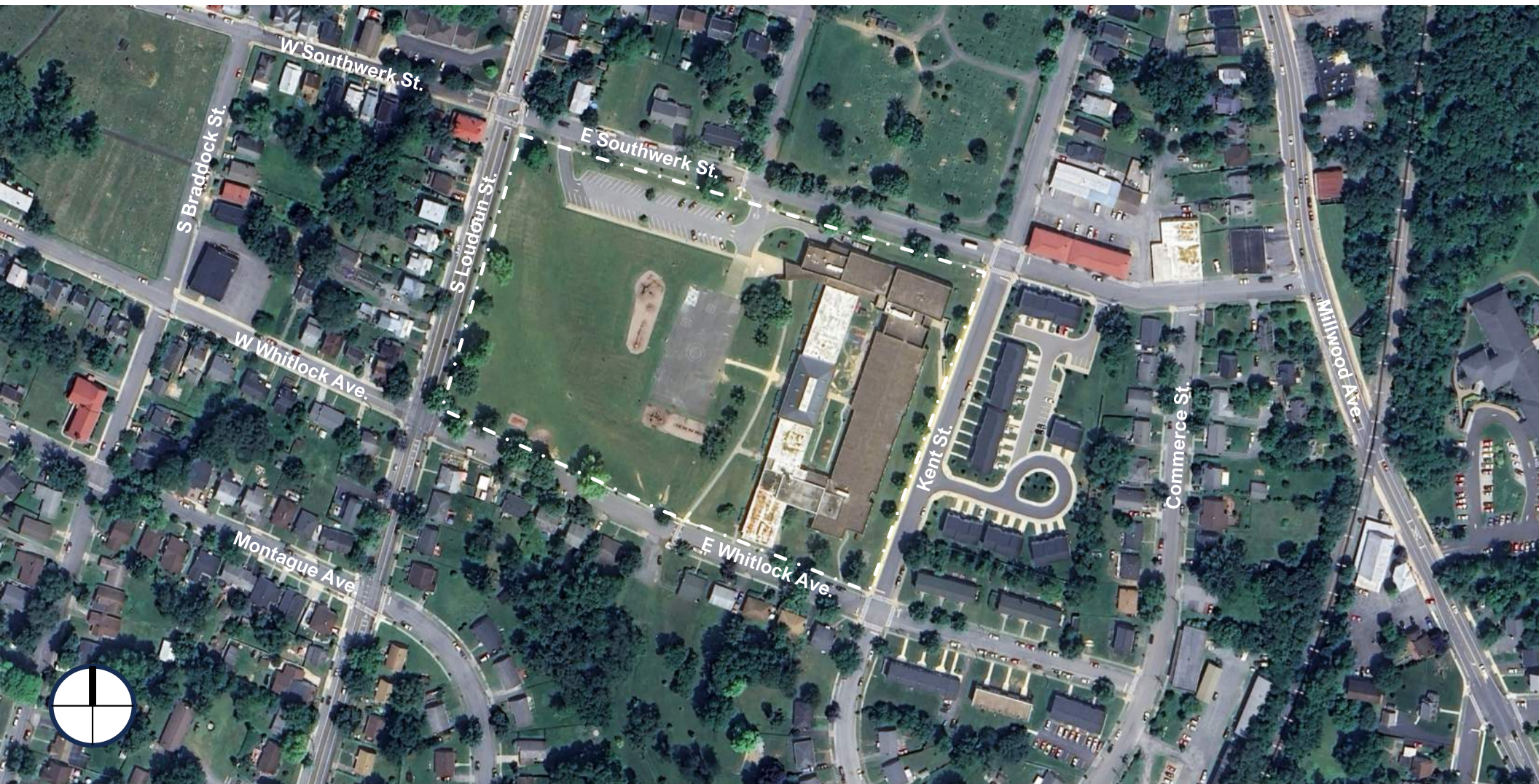


ATHLETICS - 9260 SF

GQES Recommended Space Program – 838 Students

What we THINK we Know

Site & Building

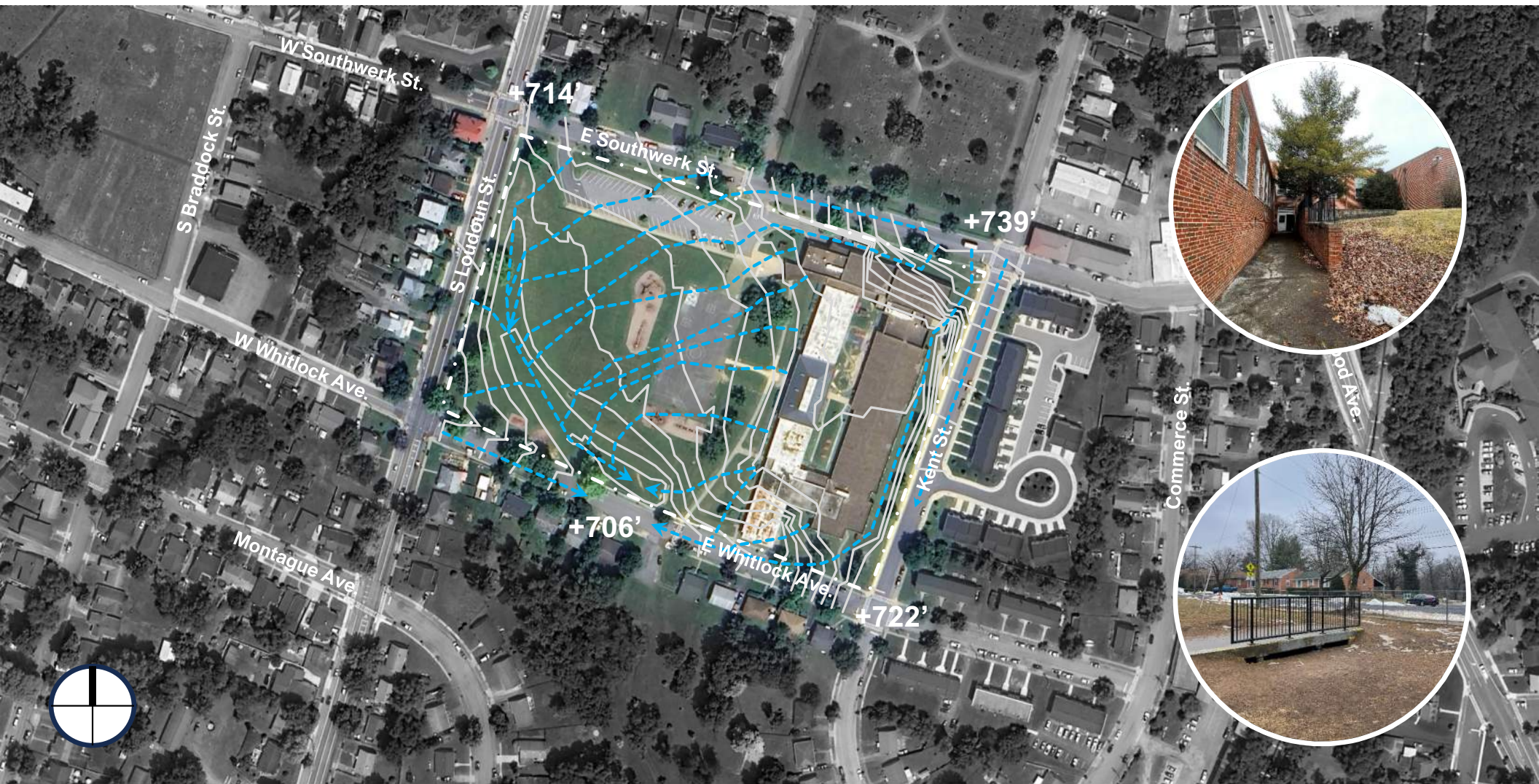


Existing Site Conditions

VMDO



04.15.2026
Community Meeting 01 31

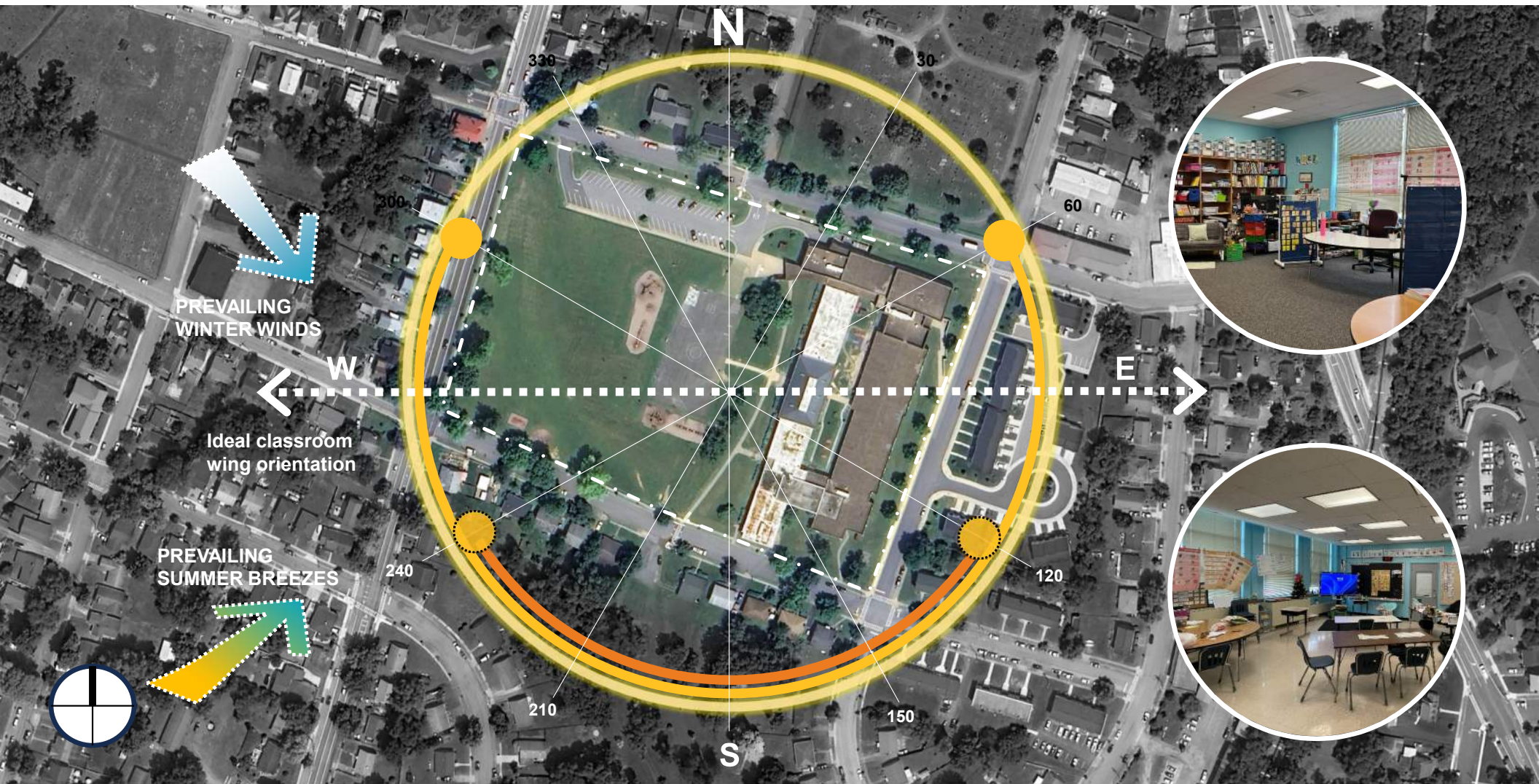


Existing Site Conditions – Topography and Water Flow

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Existing Site Conditions – Sun and Wind

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Community Meeting 01 33

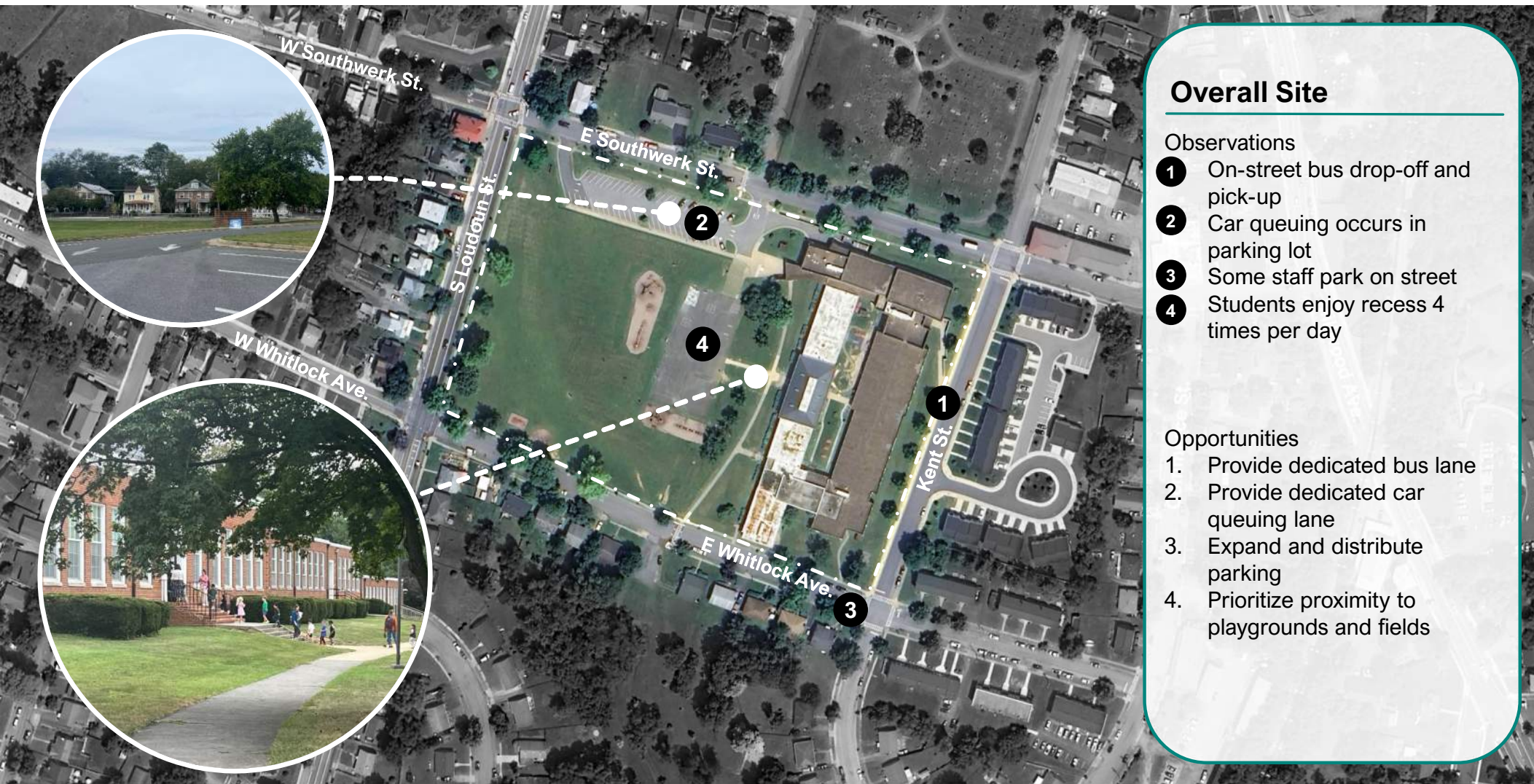


Existing Site Conditions – Site Circulation

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04.15.2026
Community Meeting 01 34



Overall Site

Observations

- 1 On-street bus drop-off and pick-up
- 2 Car queuing occurs in parking lot
- 3 Some staff park on street
- 4 Students enjoy recess 4 times per day

Opportunities

1. Provide dedicated bus lane
2. Provide dedicated car queuing lane
3. Expand and distribute parking
4. Prioritize proximity to playgrounds and fields

Existing Observations – Overall Site



Building Exterior

Observations

- ① Limited visibility of front entry
- ② Topography requires ramps / stairs for access
- ③ Roof system is at the end of its lifespan
- ④ Low-performing exterior envelope
- ⑤ Existing courtyard is a valued amenity

Opportunities

1. Revise entry to create better sightlines
2. Align the topography with multiple stories
3. Replace with a new roof
4. Renovate exterior or replace with multi-story addition
5. Provide covered exterior learning space

Existing Observations – Building Exterior



Building Interior

Observations

- 1 Hazardous materials are present
- 2 1950s south wing is not accessible
- 3 MEP systems are at the end of their lifespan
- 4 1950s basement regularly takes on water
- 5 Existing classrooms face East and West

Opportunities

1. Remediate to eliminate risks and reporting
2. Provide ramp / elevator to access all levels
3. Replace with new high-performance MEP systems
4. Regrade / repair issues to mitigate water intrusion
5. Replace with ideally oriented addition to avoid glare

Existing Observations – Building Interior

Initial Site Concepts



Option 1

Pros

- Additions increase capacity
- Additions optimally oriented for daylight
- Improves accessibility in and around existing building
- Improves building systems and envelope

Cons

- Multi-phased construction project
- Requires temporary facilities
- Does not address daylight/glare for existing classrooms
- Limited opportunities to remedy parking and drop-off needs

Option 1 – Max Renovation with Additions



Option 2a

Pros

- Leverages an existing asset as a dedicated Early Learning Center
- Smaller student population in each facility
- Separate identity and outdoor play for ELC
- Existing school can operate during construction
- Opportunity to add separate ELC drop-off / parking

Cons

- Likely more expensive
- Smaller rooms without toilets in 1950s school building
- Existing building breaks up open space and limits site amenities

Option 2A – Campus with ELC in 1954/1958



Option 2b

Pros

- Leverages an existing asset as a dedicated Early Learning Center
- Smaller student population in each facility
- 1995 building has larger rooms with toilets
- Maximizes shared open space between buildings
- Opportunities to add separate ELC drop-off / parking
- Opportunities for a community clinic or other community uses

Cons

- Likely more expensive
- Multiple facilities to operate
- Removes 1950s school building
- Limits open space and reduces site amenities

Option 2B – Campus with ELC in 1995



Option 3

Pros

- Single facility simplifies operations
- Existing school can operate during construction
- Classroom wings optimally oriented for daylight
- New high-performing building envelope and building systems
- Separate bus and vehicle drop-off lanes
- More space for site amenities

Cons

- Removal of an existing asset
- Large student population, including Pre-K students
- Parking is distant from school

Option 3 – New School with integrated ELC



Option 1 – Max Reno



Option 2A – Campus 1954



Option 2B – Campus 1995



Option 3 – New School



Comparison of All Options_Steering Committee Feedback

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04.15.2026
Community Meeting 01 43

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