

Garland Quarles Elementary Study

Winchester Public Schools

Community Workshop 02 – June 10, 2026





Kelly Callahan AIA
Principal-in-Charge

*Lead Designer of the Shihadeh
Innovation Center*



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

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



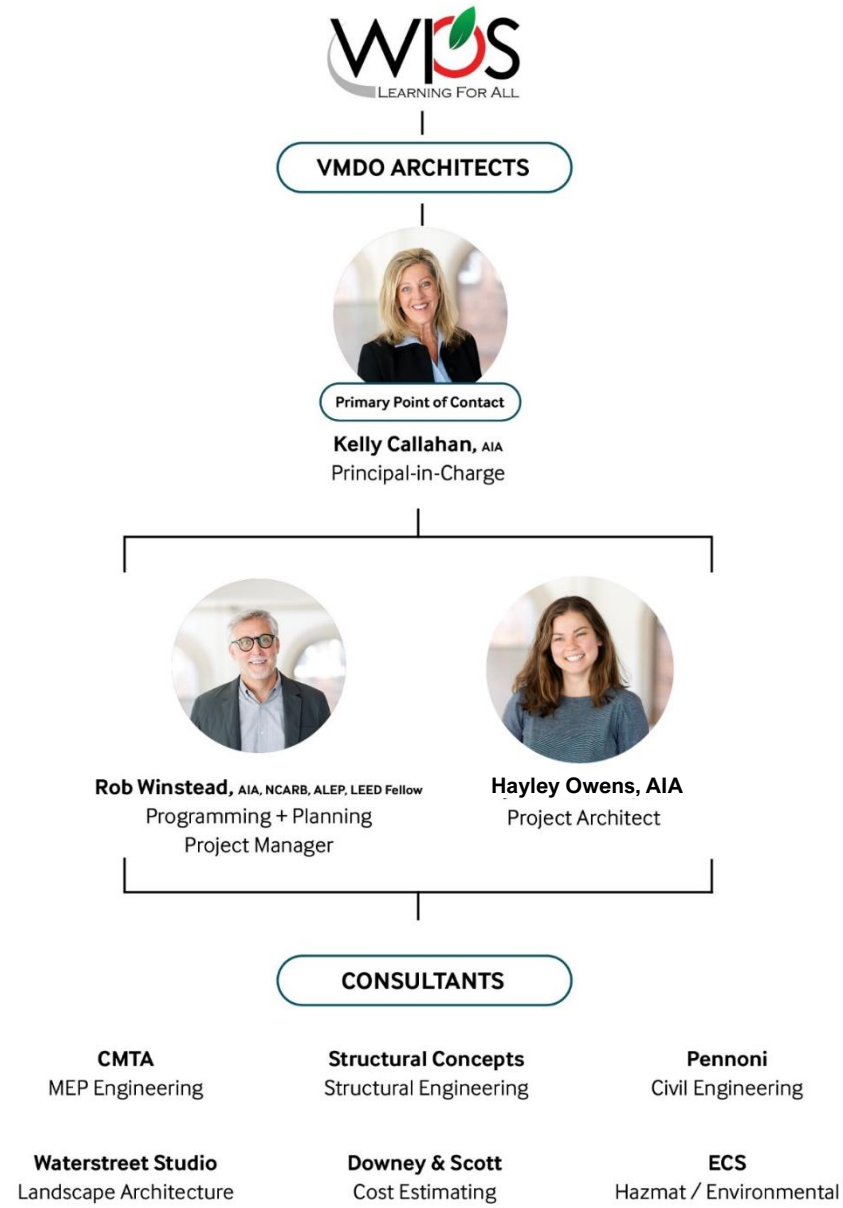
Hayley Owens AIA
Project Architect

Community Engagement Specialist



Sam Hunter
Project Designer

*2025 VA Tech Grad
Sustainable Urban Design*



We Bring a Trusted Team



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

50 years

Experience Working with
Educational Clients

\$4B

In Constructed
Work

80+

Employees in
Charlottesville, VA +
Washington, DC

350+

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

Decades of success with WPS

John Kerr Elementary School

Various Studies

**Emil & Grace Shihadeh
Innovation Center**

Completed 2021

John Handley High School

Study Completed 2003; Renovation
Completed 2011

Daniel Morgan Middle School

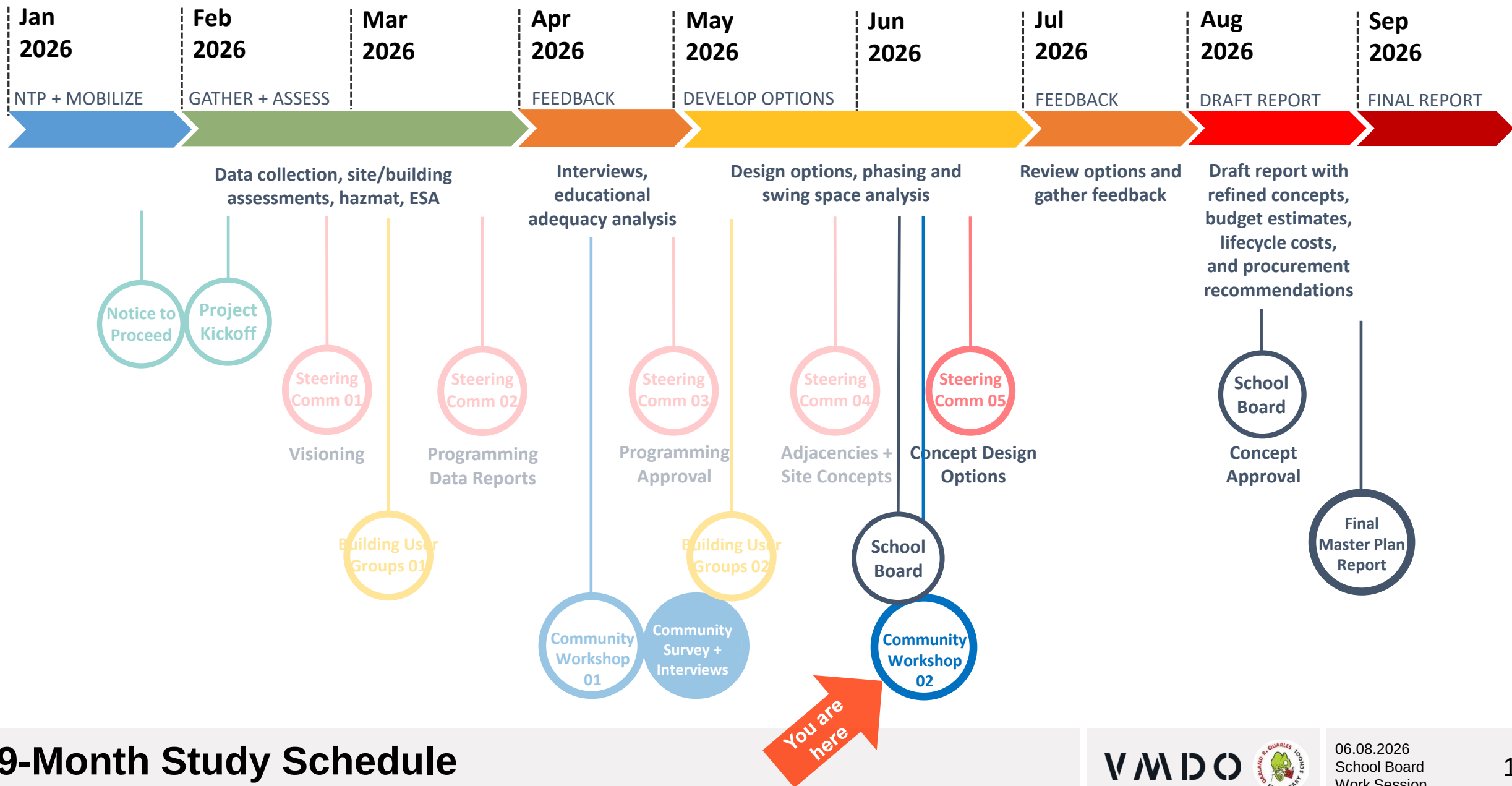
Completed 2006



Workshop Agenda

- 6:00** **Team Introduction**
- 6:10** **Roundtable Introductions + One Curiosity**
- 6:20** **Presentation**
Study Scope, Community Engagement Insights, Updated Site Concepts
- 6:50** **Q + A**
- 7:00** **Activity 01 - Gallery Walk of Site Concepts + Existing Conditions**
- 7:15** **Whole-Group Feedback**
- 7:25** **Activity 02 - Dot Democracy (respond to images):**
Sustainability / Health & Wellness, Site Design, Beyond the Classroom
- 7:40** **Whole-Group Recap**
- 7:45** **Workshop Adjourned**

Roundtable Introductions + One Curiosity



9-Month Study Schedule

Study Scope

1. Perform a **comprehensive review (assessment)** of the building and site
2. Conduct a **hazardous materials evaluation** and a **Phase 1 Environmental Site Assessment**
3. Refine and **confirm the current building program**
4. **Engage stakeholders and the public** through community meetings and presentations
5. **Develop design concepts, budget estimates, and recommendations** for various scenarios
6. Examine and **report on site development issues and zoning** considerations.
7. Make **recommendations on procurement method** (Design-Bid-Build, CMAR, Design-Build, etc.)

The future Garland Quarles Elementary School will be...

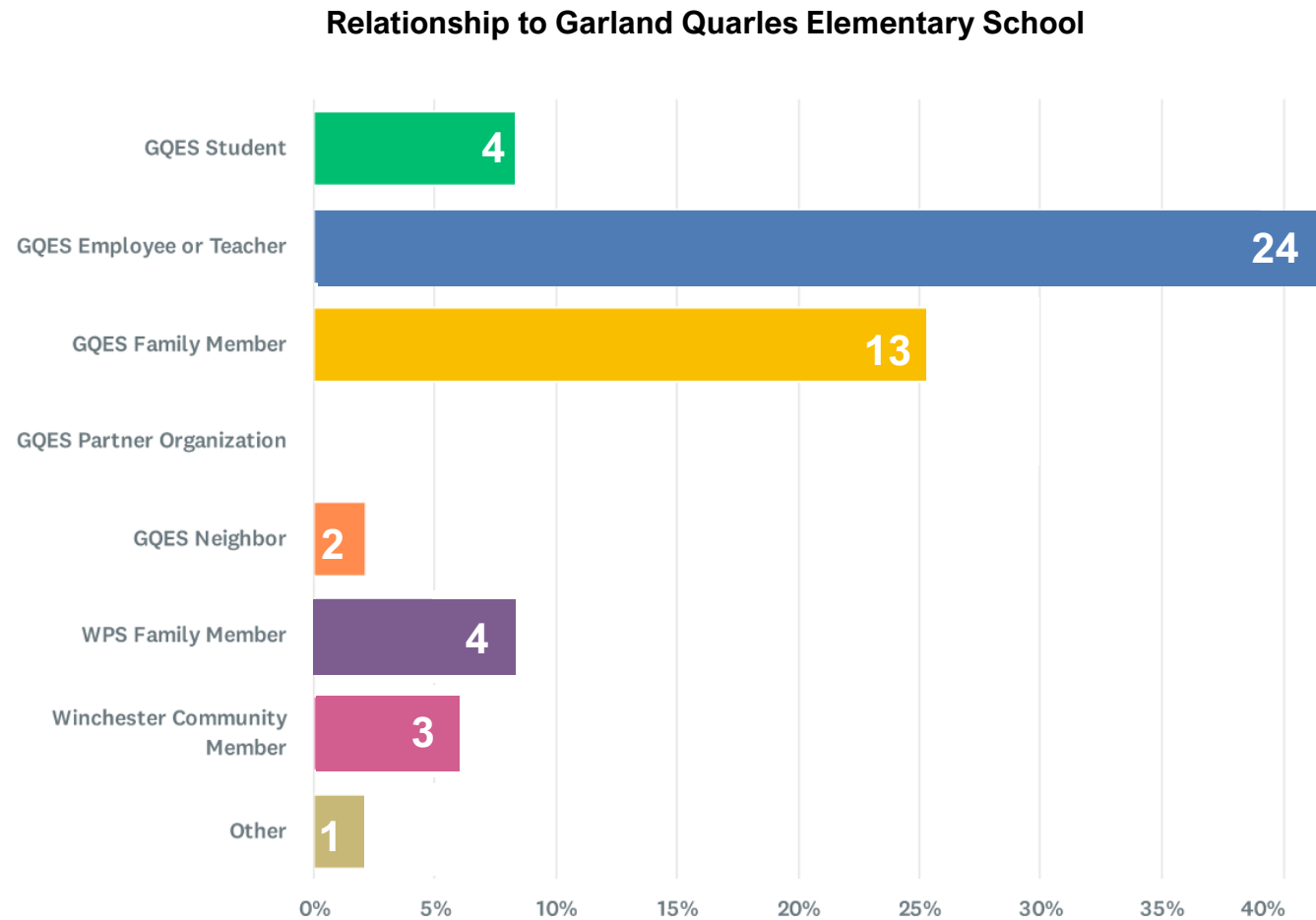
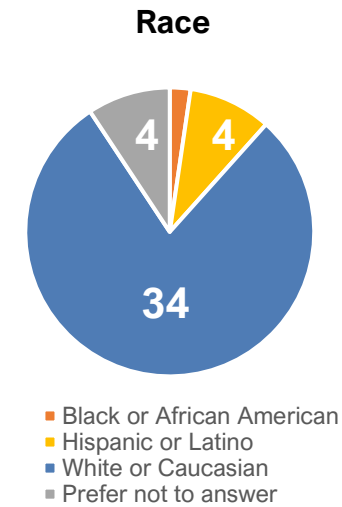
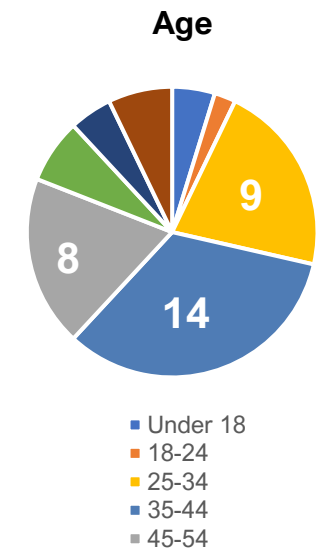
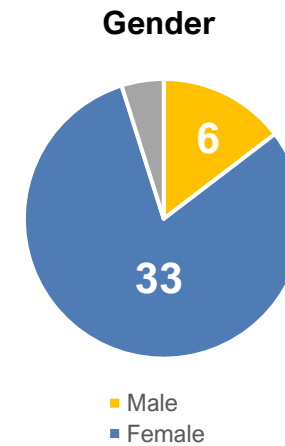
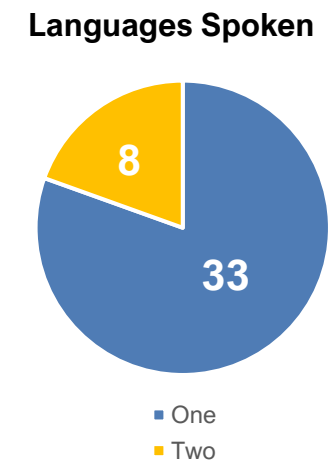
***a source of strength for the Winchester community,
a visionary educational environment,
and a welcoming community resource.***

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.***

Report Out – Community Engagement Insights + Survey Responses

110 surveys started
 51 participants answered more than the first question
 303 open-ended responses



Keep

Preserve **identity, history, and community feel**

- **Historic character** of the original building (tiles, front entrance, wide hallways)
- **Strong sense of community** and small-school feel
- **Outdoor spaces**, especially the courtyard and mature trees
- **Four recesses** and play-based learning culture
- Bright, welcoming interior elements (artwork, color, student displays)

Toss

Fix **infrastructure, comfort, & safety issues**

- **Poor HVAC systems**
- **Leaky roofs** and aging infrastructure
- **Inadequate parking** and unsafe bus and car pick-up/drop-off
- **Fluorescent lighting**
- Overly open or unsecured playground access during school hours
- Cramped or poorly placed specialized spaces (OT, TDT, Speech)

Create

Create **purpose-built spaces that support learning & growth**

- **More outdoor learning spaces**
- **Specialized instructional spaces** (SPED, small group, music, STEM, keyboard lab)
- **Flexible meeting and collaboration areas**
- **Better storage** throughout classrooms and buildings
- Spaces for **5th grade** and expanded programs

Don't erase history.

Improve safety, comfort, and functionality while preserving Garland Quarles' history, community identity, outdoor learning culture, and child-centered values.

Support the *whole child*, not just academics

Quarles education emphasizes hands-on, experiential learning with school focus on literacy and STEM. The education balances academics with play and movement while centering children's creativity, curiosity, and emotional safety.

More ways to play and learn outdoors

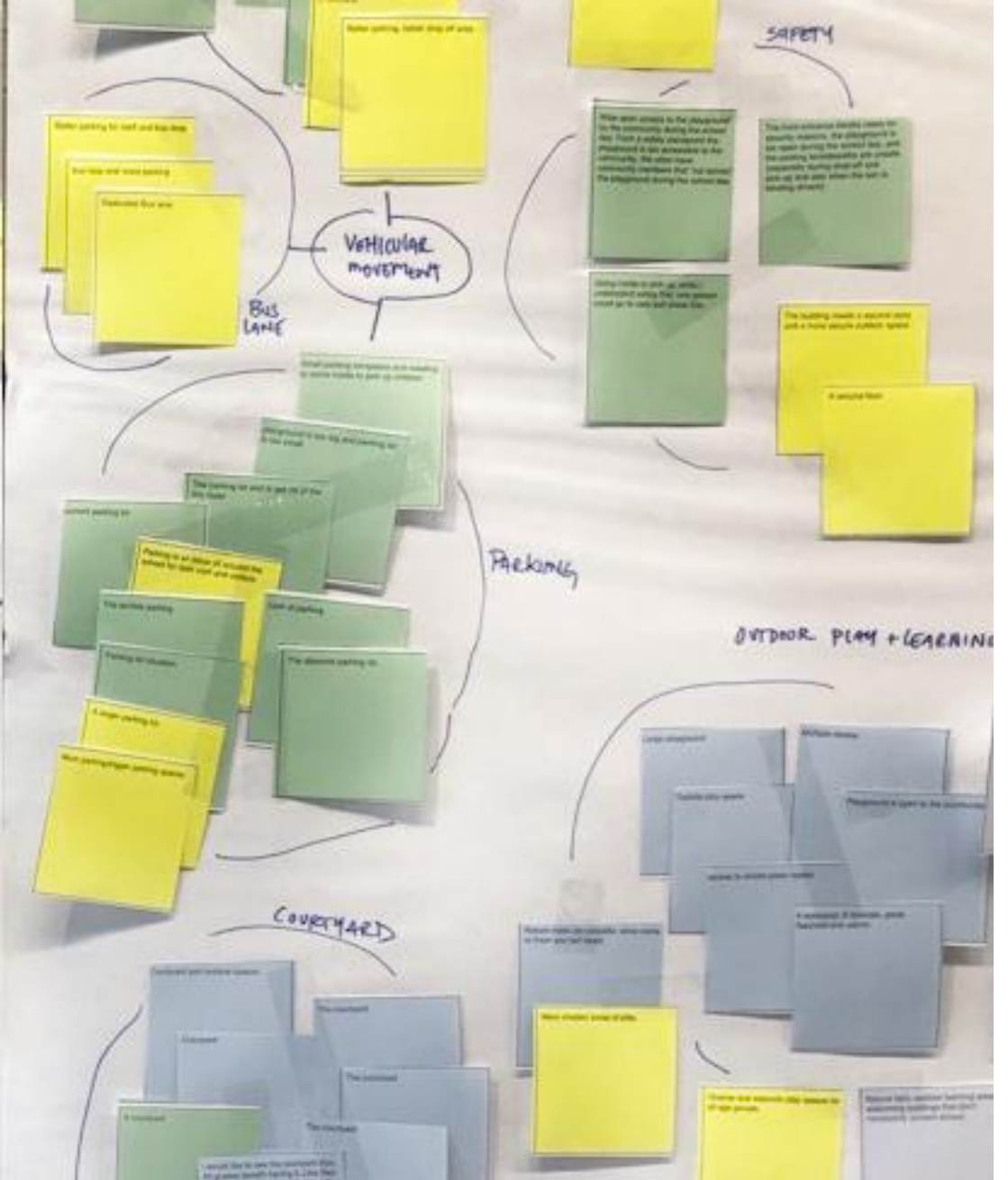
Expand the use of the site during the school day with more outdoor classrooms that facilitate nature-based learning, opportunities to walk the site, and creating more shaded play. The site also should feature more trees for shade, native pollinator areas, a teaching garden, and covered spaces for gathering.

Expand community use after hours

Create purpose-built spaces that support families and maximize use by community. Spaces like multi-use meeting rooms and community classrooms where partners can host workshops, performances, and adult education classes. Folks weighed in on important resources and after donation closet and food pantry, the next most requested amenities were afterschool care, community fitness center and playfields.

Promote connections to nature

The school should be designed to maximize views and outdoor access as well as the connection to nature that is felt while inside (the ability to open windows was highly requested).



Celebrate and maintain the historic character of the 1950's building

- ✓ **Keep the “neighborhood school” feeling with a smaller enrollment and intimate learning communities**
A collective sense of ownership of the students, helping the kids feel seen and known.

Preserve and deepen the sense of community and connectedness across generations and grade levels
Different age groups see each-other in the hallways, 4th grade tile portraits create connection to students of the past.

- ✓ **Promote connectedness and easy access to specials and resource spaces**

Create a safe and welcoming arrival and departure experience be it by bus, car, bike, or walking

- ✓ **Design the site to be securely used by the school while also creating access to community resources**

“Be a good neighbor” and make a school that fits the neighborhood and is a resource to the community

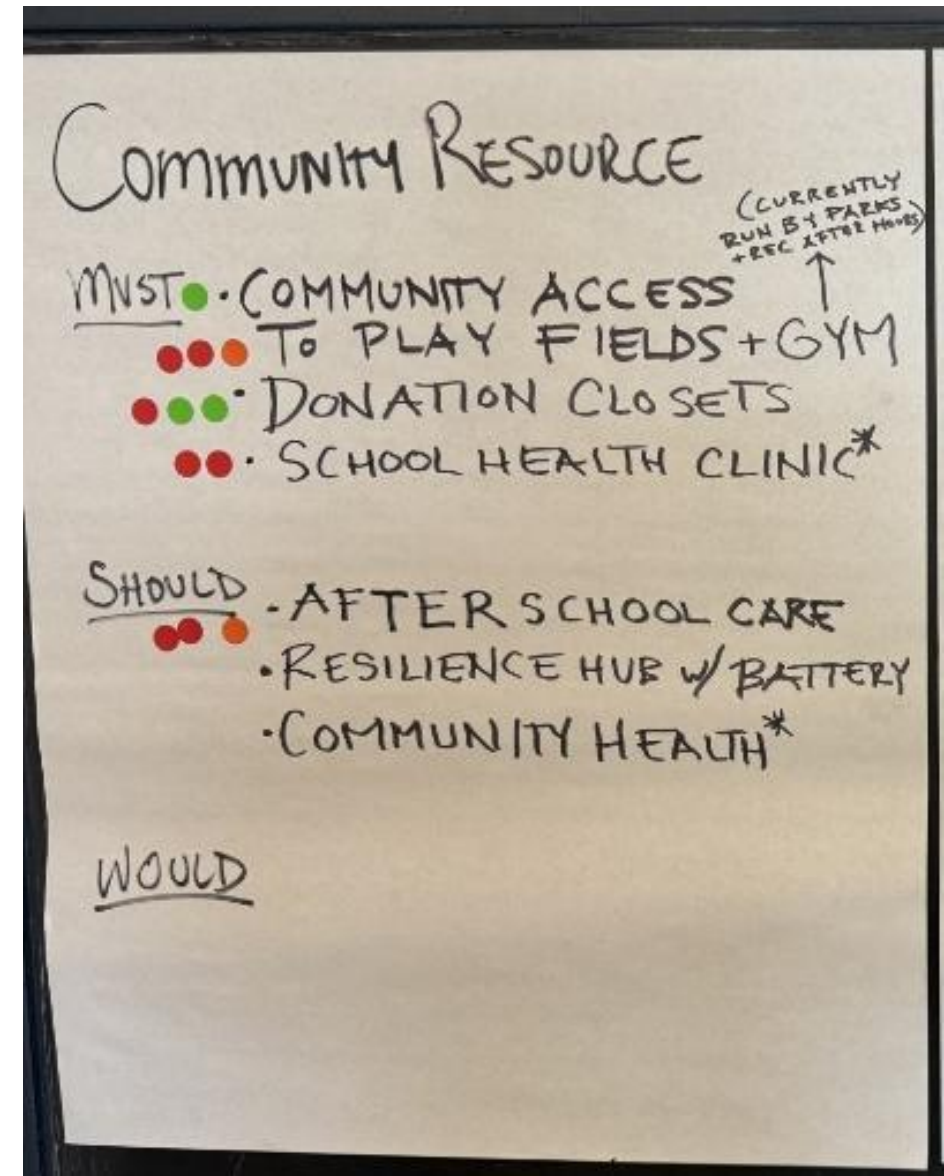
Create learning spaces that build on a culture of movement, experiential learning, and outdoor access

The future Garland Quarles is envisioned as a...

*a source of strength for the Winchester community
& a welcoming community resource*

How should these opportunities be prioritized?

- Afterschool Care
- Food Pantry
- Donation Closet
- Multi-use Meeting Room / Classroom
- E.L.L. Empowerment Center
- Community Health Clinic
- Community Use of Play Fields
- Community Use of Gym
- Covered Outdoor Gathering Space
- Resilience Hub (Off-Grid Capabilities?)

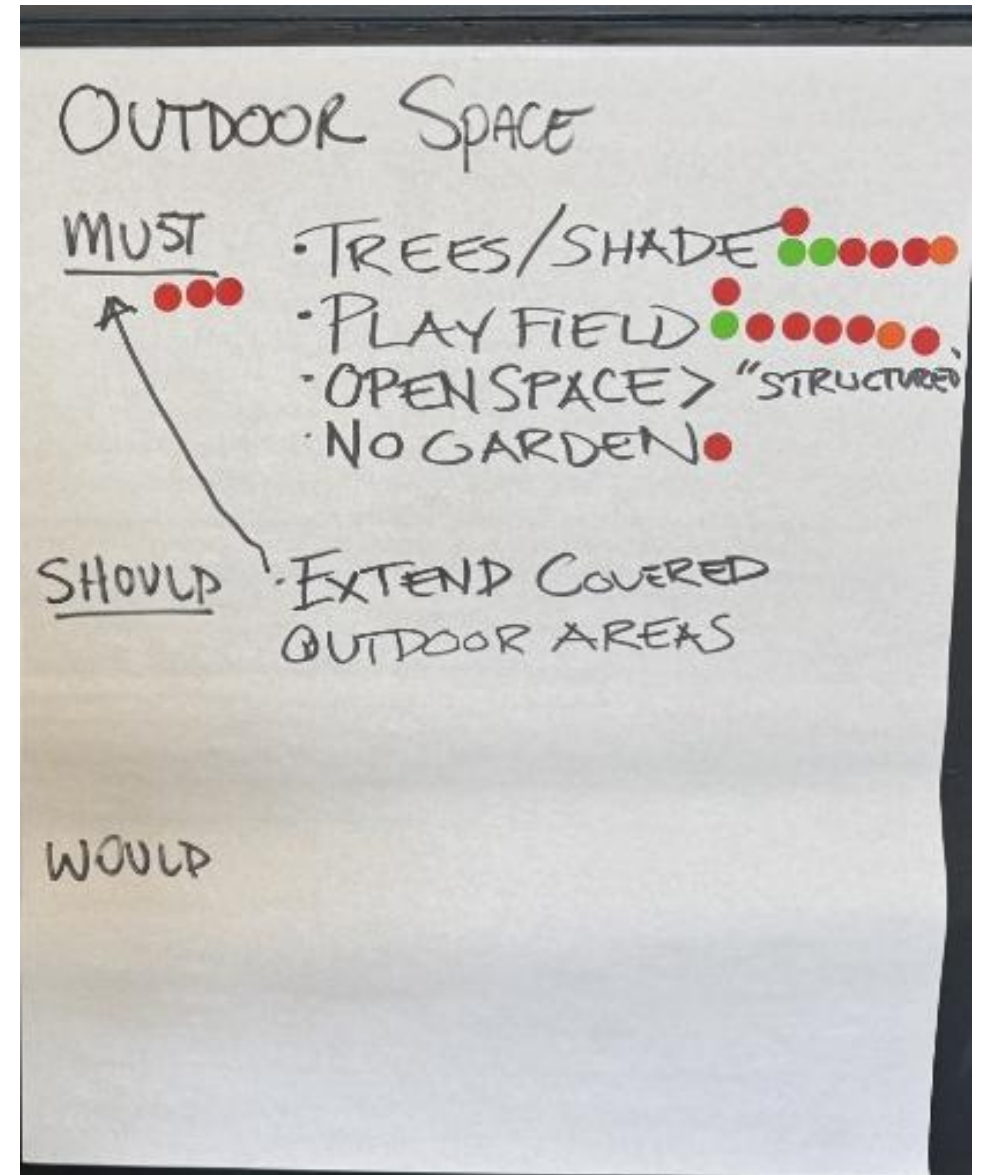


The future Garland Quarles is envisioned as a...

*a visionary educational environment,
+ promote outdoor learning and play*

How should these opportunities be prioritized?

- Views to outside
- Operable windows
- Maximize outdoor access from learning spaces
- Outdoor Dining
- Outdoor Classrooms (+\$ if covered)
- ~~Teaching Garden~~
- Walking Trails
- Play Field
- Shade Structures on play areas
- Plenty of Trees
- Nature-based playground



Site Concepts



Option 1 – Max Reno



Option 2A – Campus 1954



Option 2B – Campus 1995



Option 3 – New School





Option 1 – Max Reno



Option 2 – New School



Option 3 – Campus w ELC





Option 1 – Max Reno



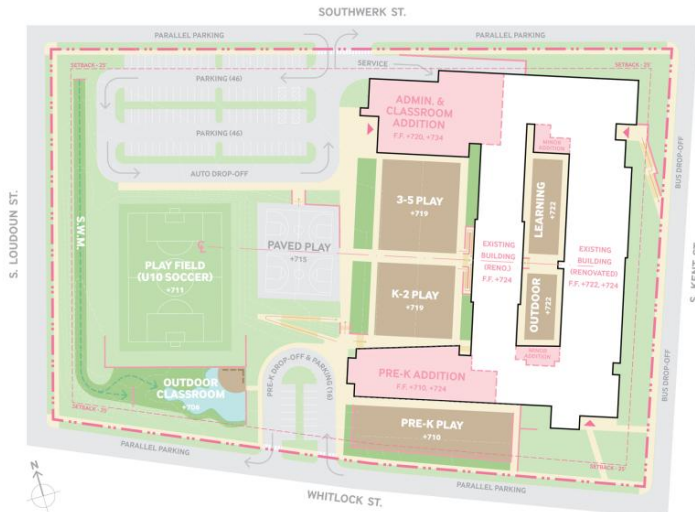
Option 2 – New School



Option 3 – Campus w ELC



Max Reno w/ Additions



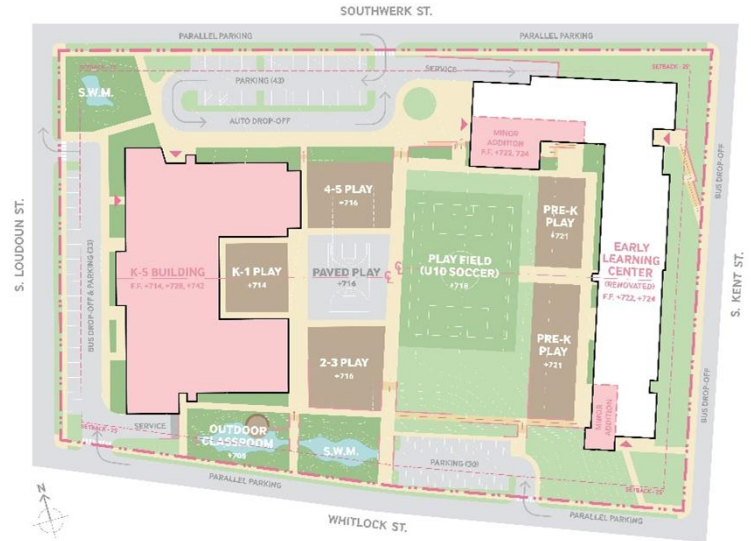
Use as much of the Existing School as possible

New School w/ Integrated PK



Build a New School

Campus with ELC



Build New and Renovate 1995

Assumptions for All Options

Baseline

All options assume a high-quality, future-ready learning environment, including:

- ~835 Student Capacity
- Net Zero Ready Design
- All Electric Building
- Geothermal HVAC
- Operable Windows (Classrooms & Offices)
- Native & Low Maintenance Landscape
- Outdoor Learning and Play
- Community-Use Facilities

Options to consider...

- Renewable Energy (Solar Panels and Battery Storage)
- Hybrid Timber/Steel Structure
- Graywater Reuse in Building

VA HPBA Requirements

LEED v5 Certified (or equivalent)

EV Infrastructure

Solar Requirement led by local AHJ

Option Differentiators

Aside from program differences...

Cost (ROM costs shared at School Board Work Session)

Reuse of Existing Buildings

Number of Floor Levels

Open Area on Site

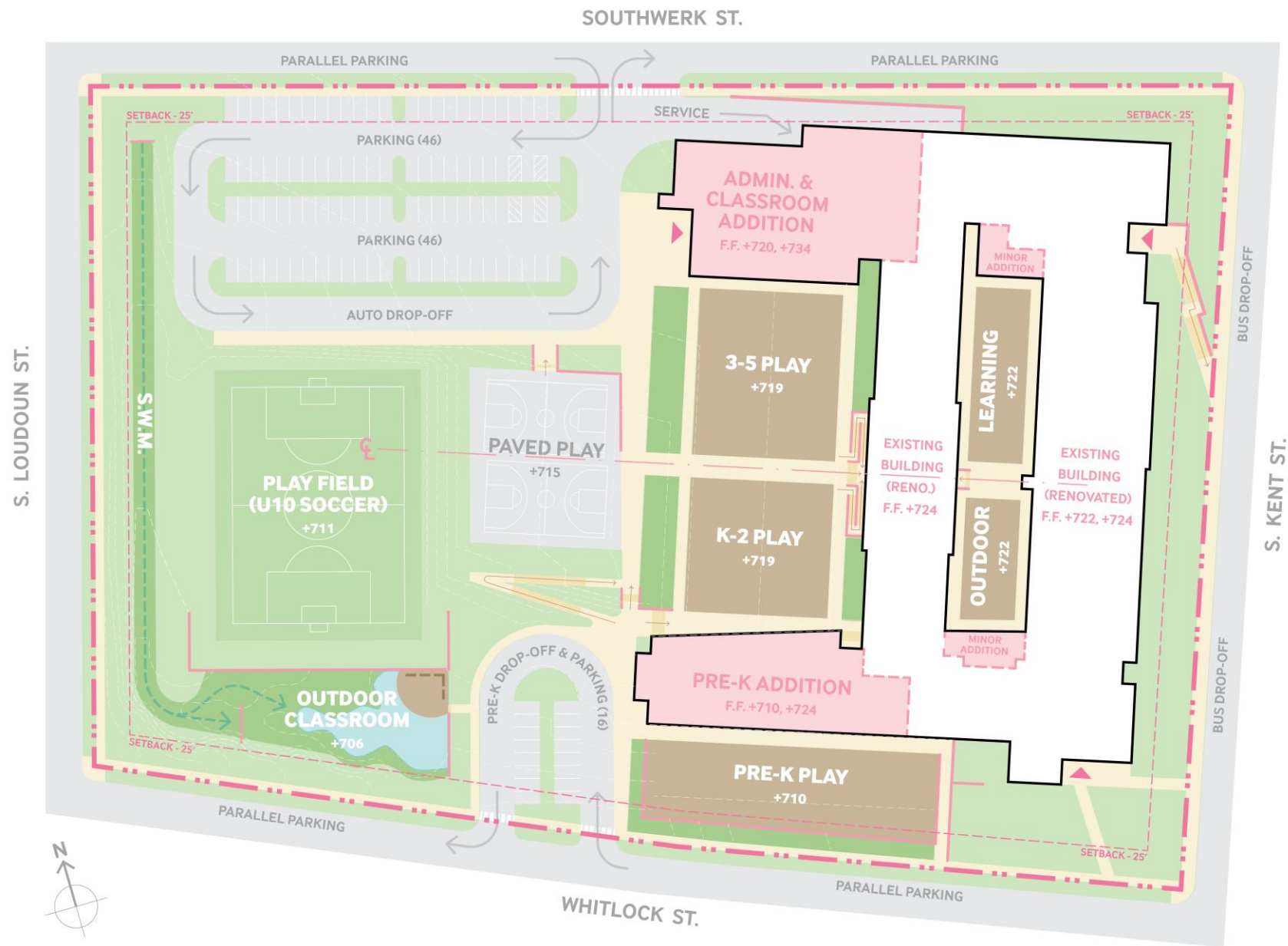
Extent of Community Amenities

Learning Community Size

Length and Disruption of Construction

We will discuss this in more detail
with the evaluation matrix exercise

Max Renovation with Additions



Max Reno with Additions

Stats

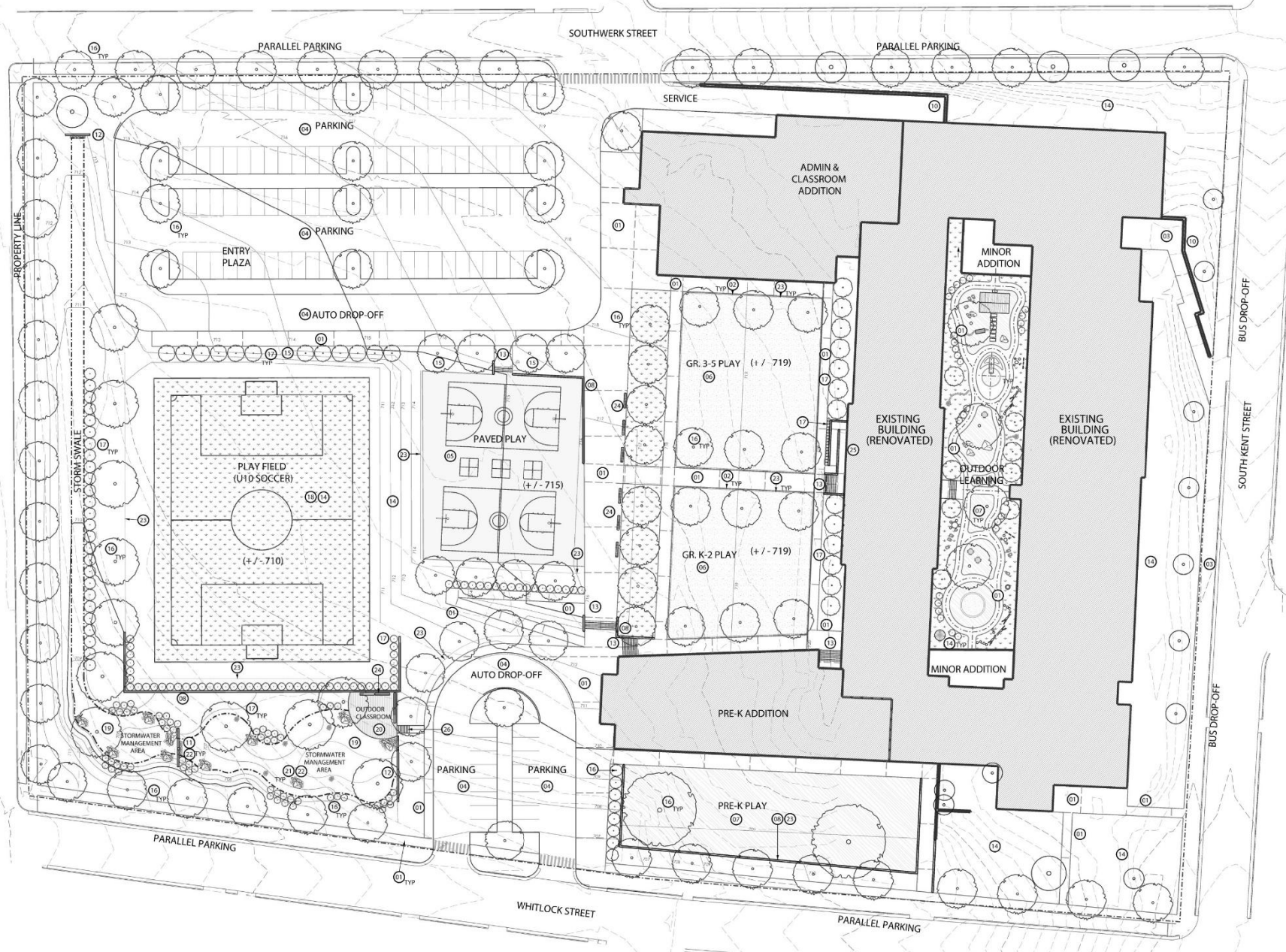
- **PK-5 for 834 students**
- 120,000 GSF (57K new/65K reno)
- 2-story additions
- **108** parking spaces + **50** parallel
- **U10** playfield, **46K** SF play areas

Opportunities

- Leverages existing buildings
- Orients additions for daylight
- Improves accessibility in and around existing building
- Provides protected outdoor learning & play
- Includes a dedicated Pre-K wing w/ parking, drop-off, and play

Challenges

- Multi-phased construction project
- Requires temporary facilities
- Structural remediation of 1954
- Existing daylight/glare for existing classrooms (exterior screens?)
- Bus drop remains on South Kent



Max Reno with Additions

Stats

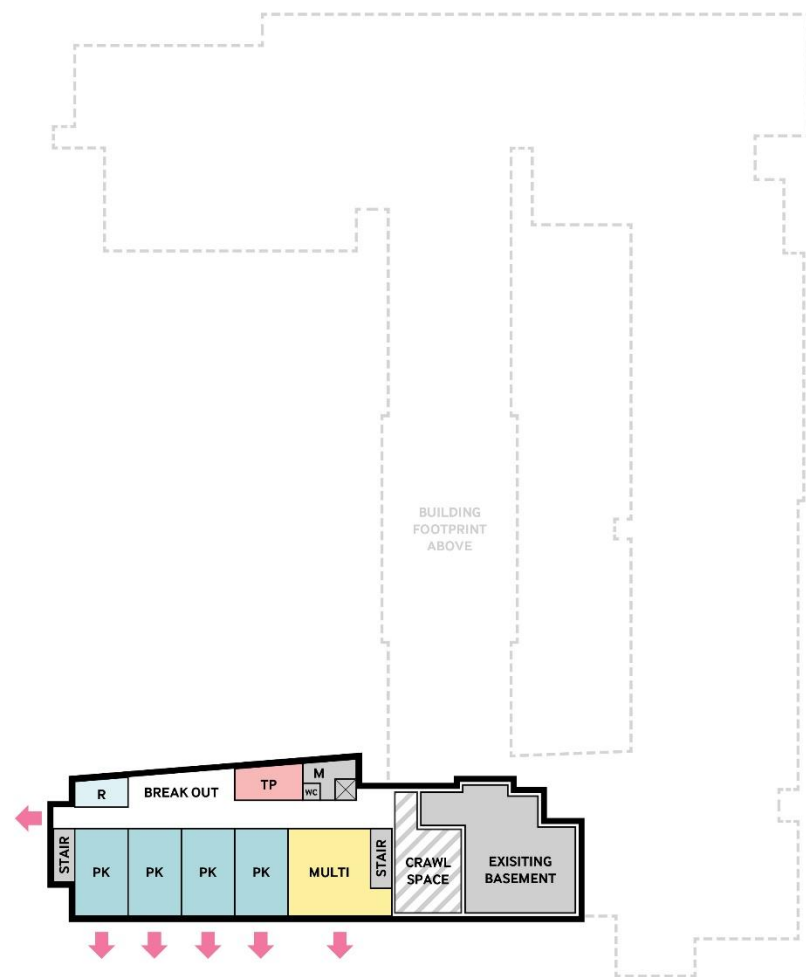
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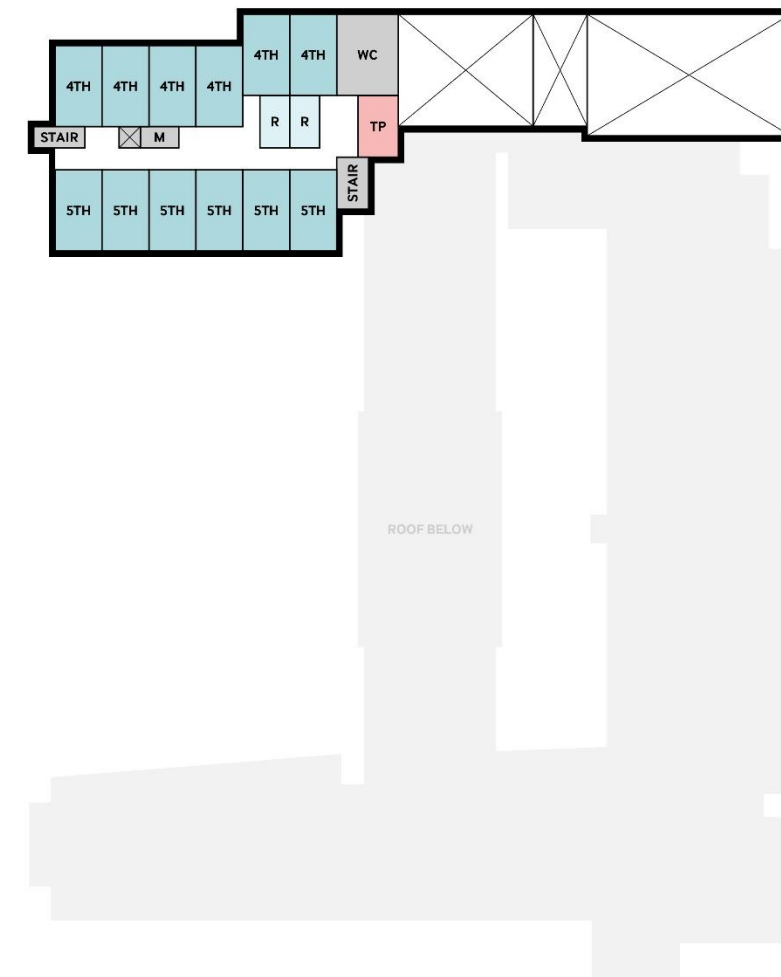
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Level 0 (+710)

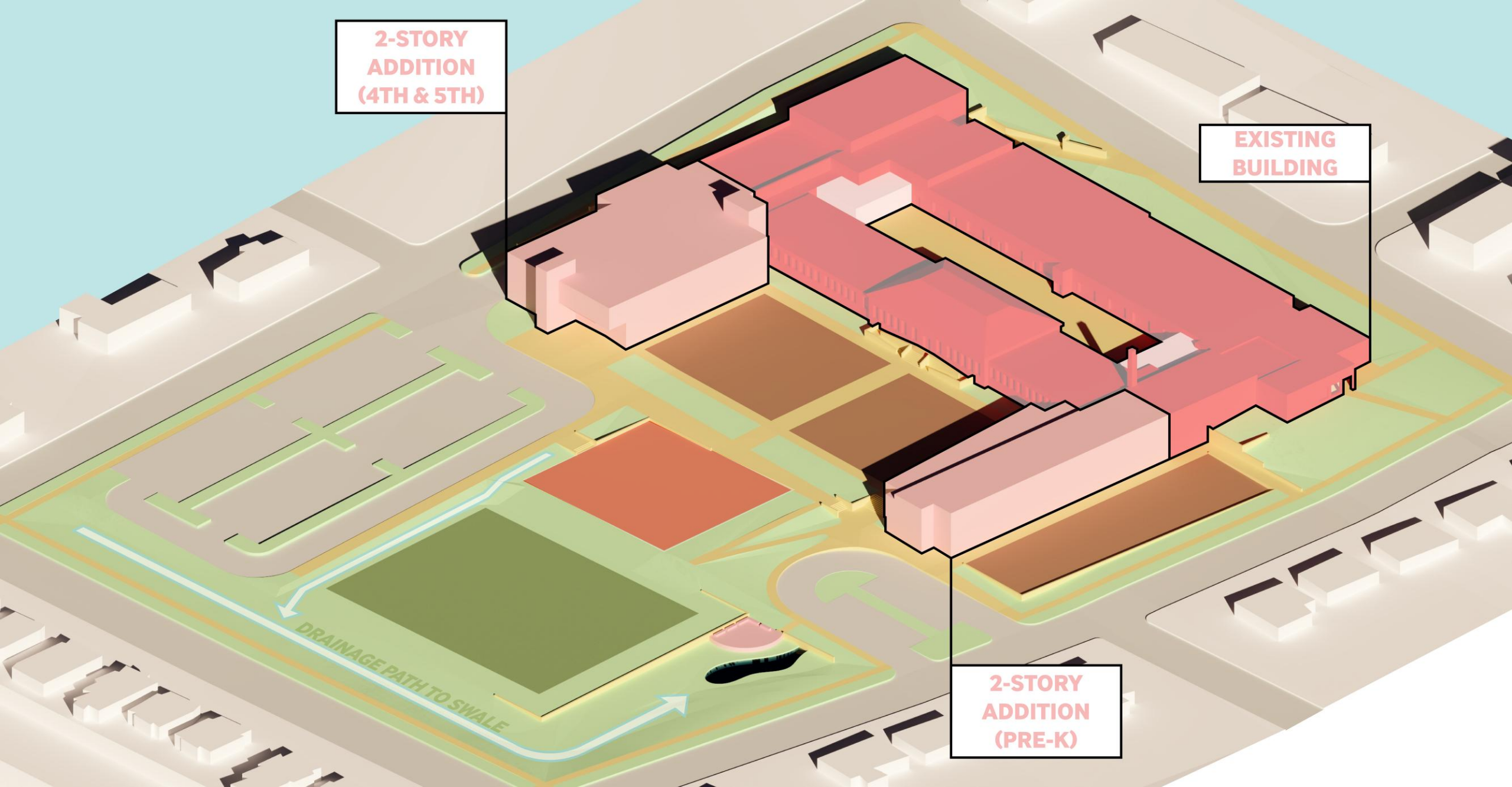


Level 1 (+720 ,722, 724)



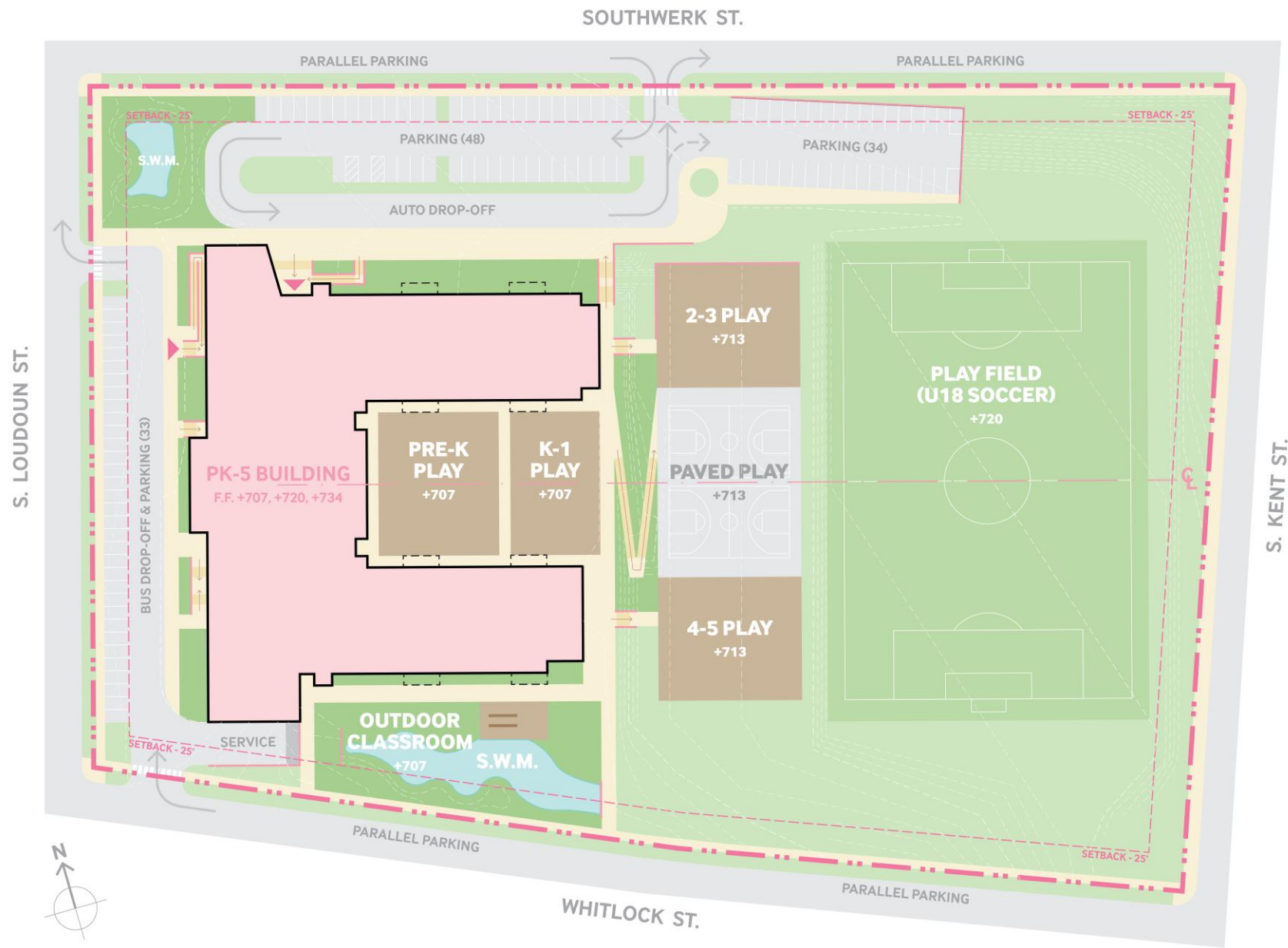
Level 2 (+734)

1 - Max Renovation with Additions – Floor Plans



1 - Max Renovation with Additions – Site Massing

New School with Integrated PK



New School w/ Integrated PK

Stats

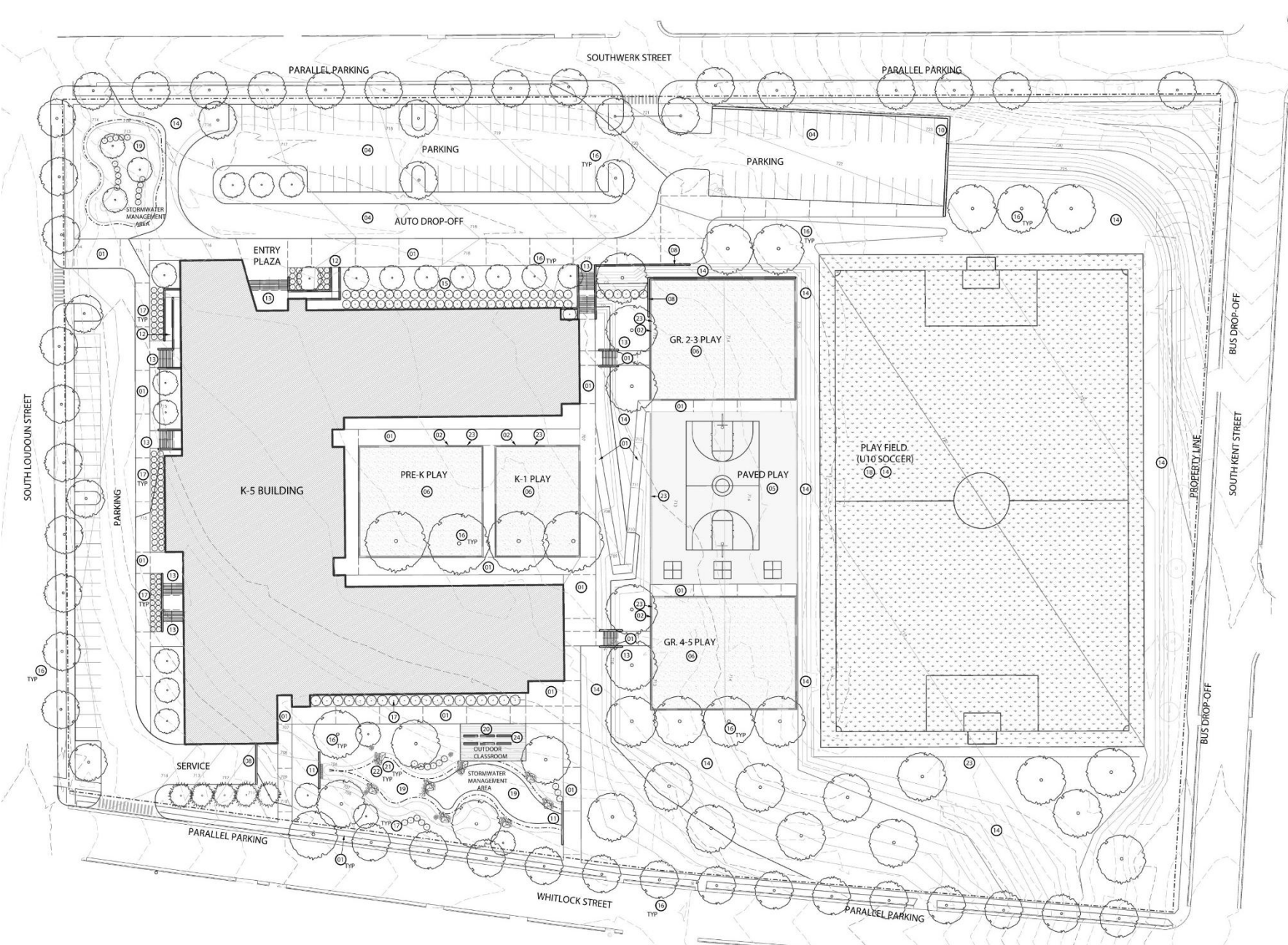
- **PK-5 for 834 students**
- 132,000 GSF on 3-stories
- **115** parking spaces + 50 parallel
- **U18** playfield or multiple fields
- **45K** SF of play areas

Opportunities

- Single facility simplifies operations
- Existing school can operate during construction
- Classrooms oriented for daylight
- High-performing building envelope and building systems
- More space for site amenities

Challenges

- Removal of an existing asset
- Large student population, including Pre-K students
- Some parking is remote from school



New School w/ Integrated PK

Stats

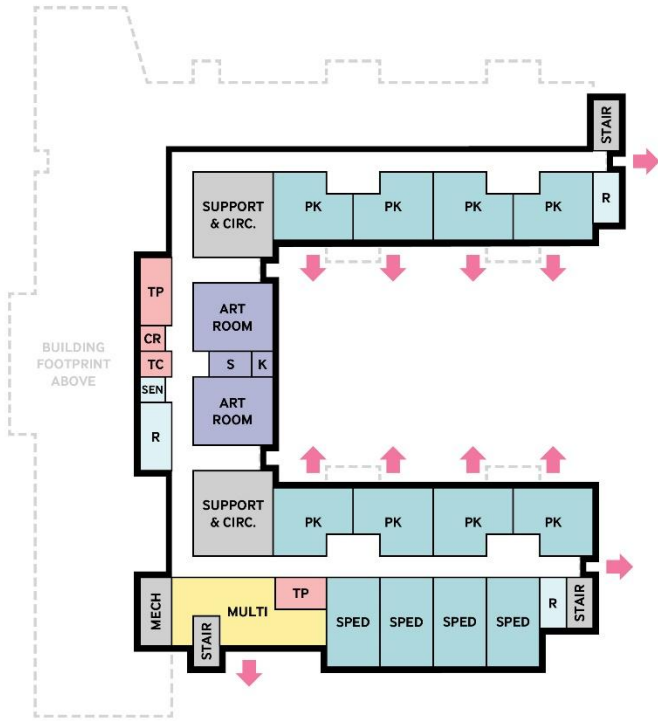
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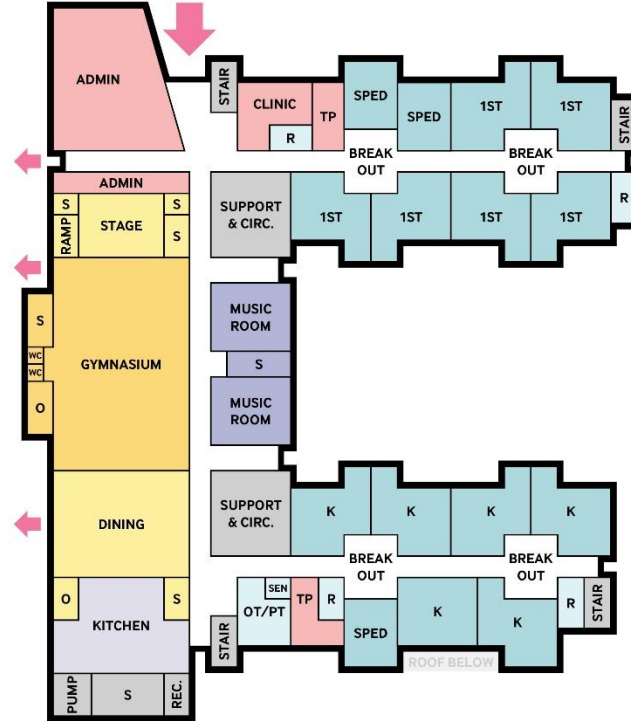
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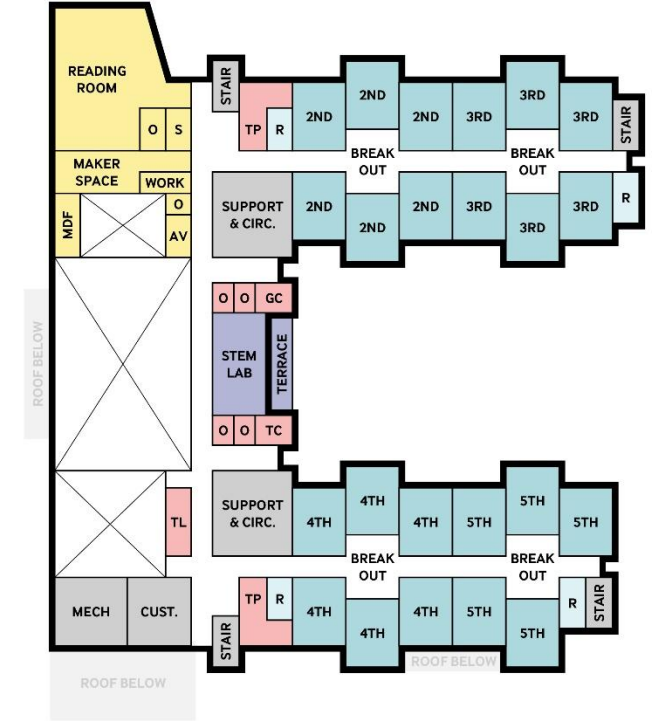
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- Some parking is remote from school



Level 0 (+707)

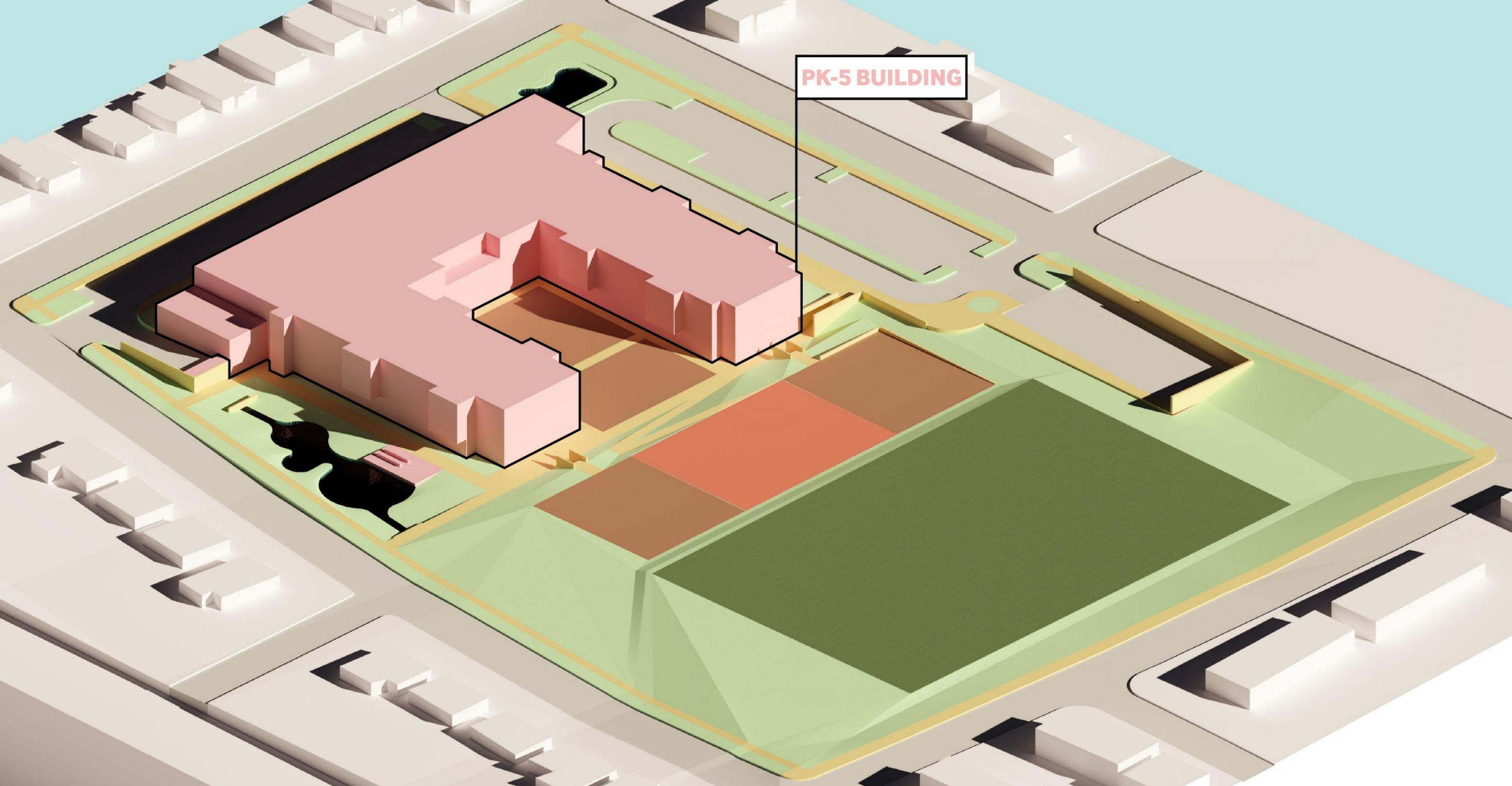


Level 1 (+720)



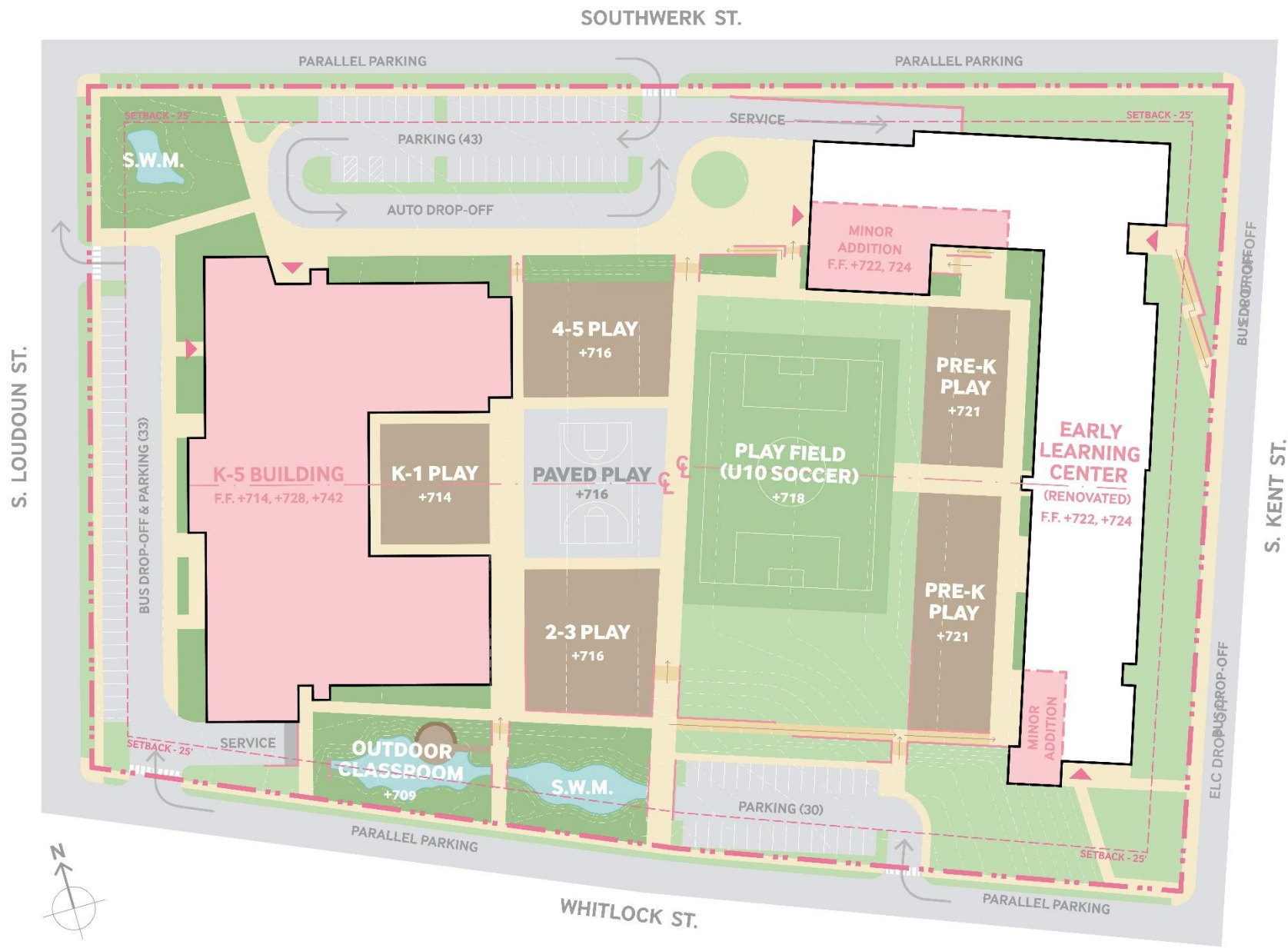
Level 2 (+734)

2 - New School with Integrated PK – Floor Plans



2 - New School with Integrated PK – Site Massing

Campus with ELC



Campus with ELC

Stats

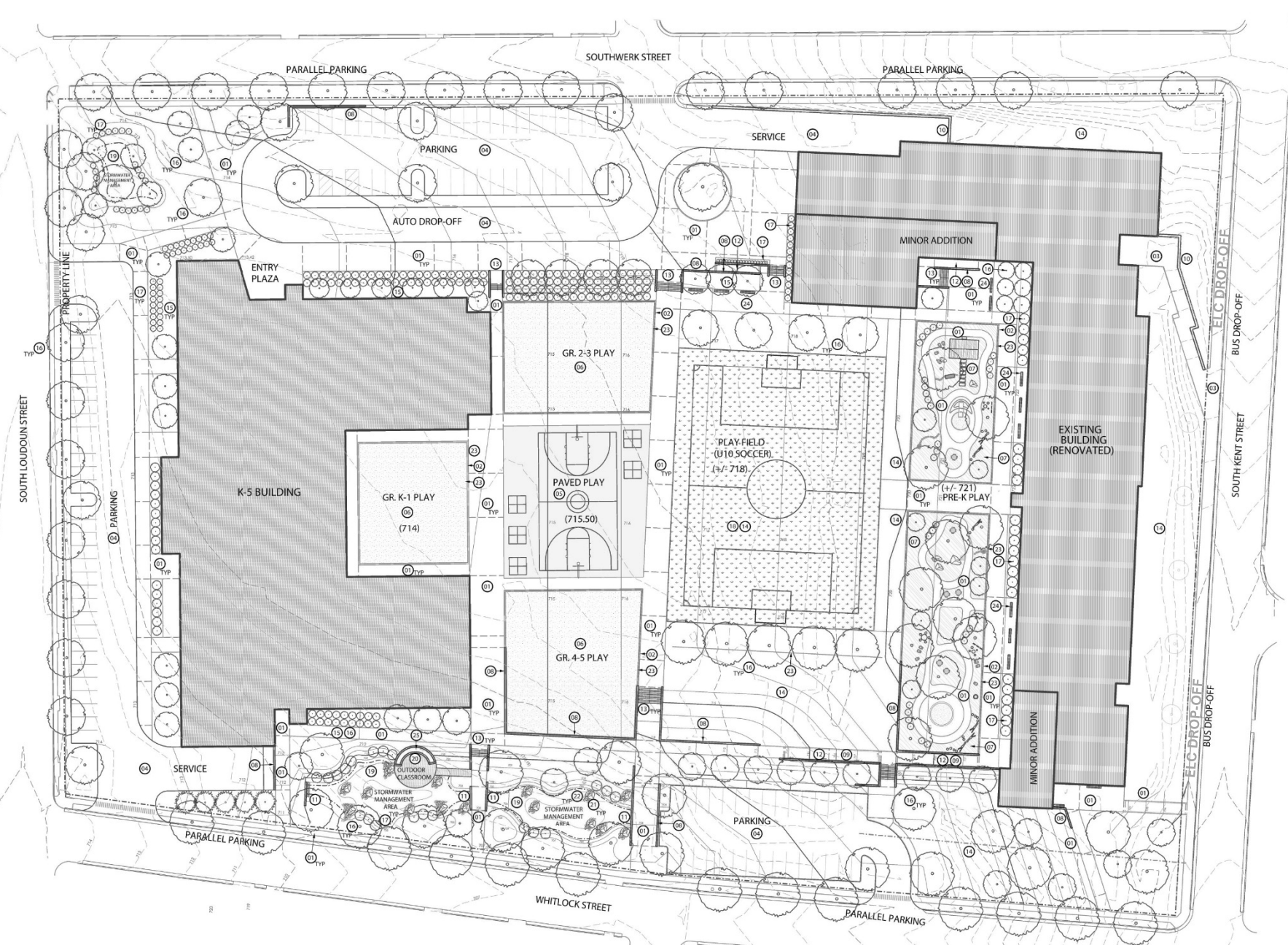
- **K-5 for 608 students + ELC for 228 PK students**
- 116,000 GSF ES on 3-stories
- 48,000 GSF ELC (40K reno/8K new)
- **106** parking spaces + 50 parallel
- **U10** playfield, **50K** SF play areas

Opportunities

- Leverage existing 1995 building
- Dedicated ELC for entire district
- Additional community use programs (gym, cafetorium, clinic, etc.)
- Consistent K-5 program across WPS
- Improving staff efficiency for PK
- Protected outdoor learning & play

Challenges

- Larger project, larger budget
- More buildings, less site amenities
- Requires transportation changes
- ELC bus drop-off on South Kent
- Potential ELC parking / drop-off



Campus with ELC

Stats

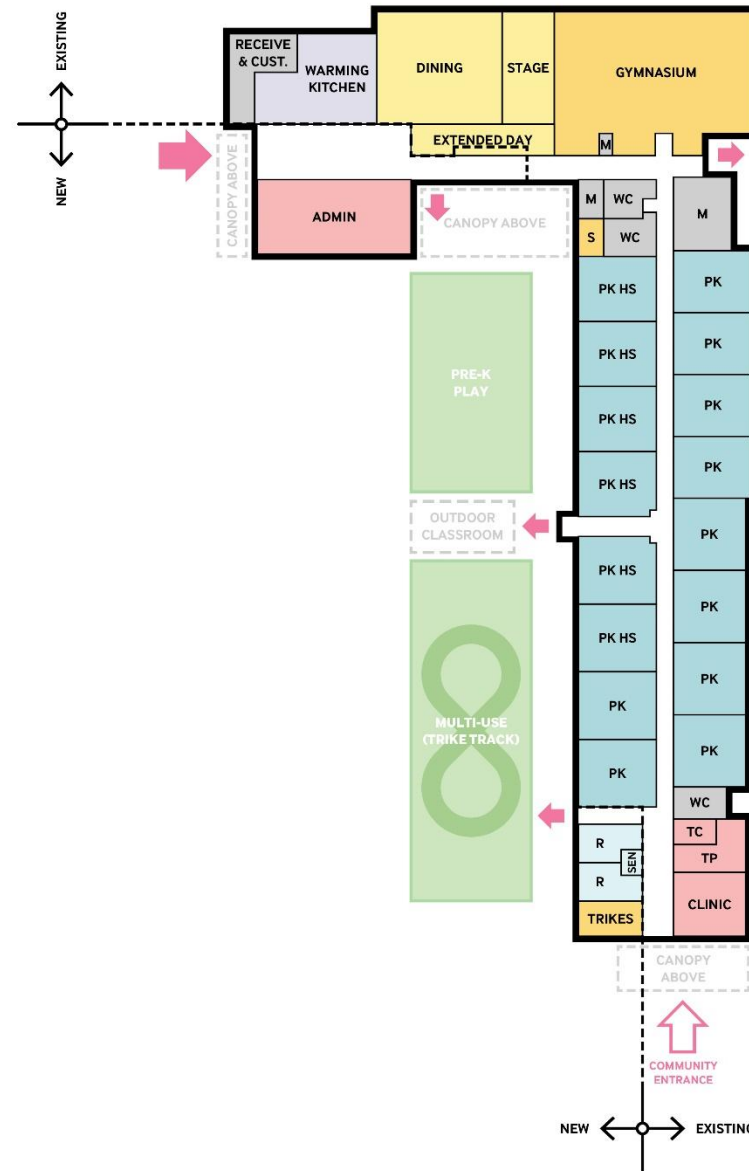
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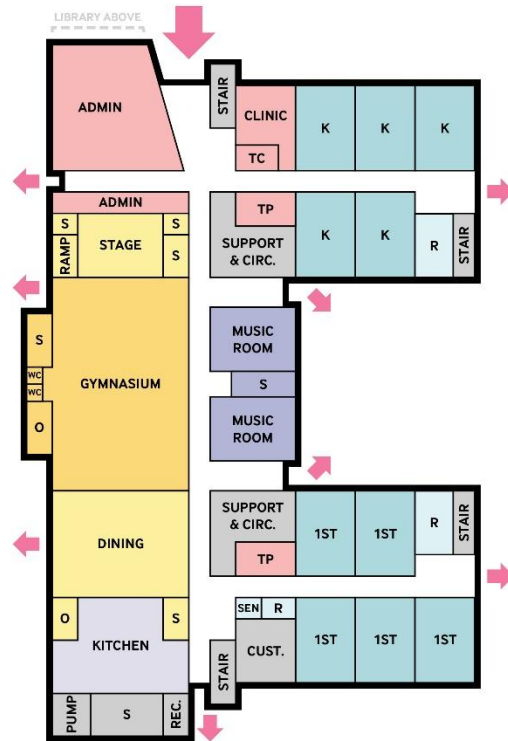
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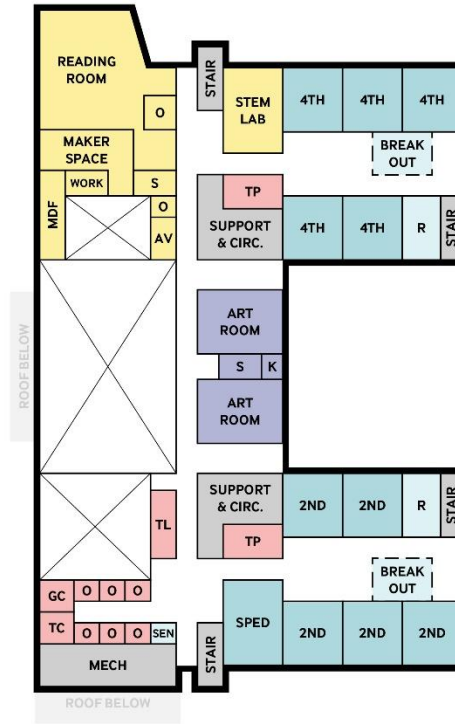
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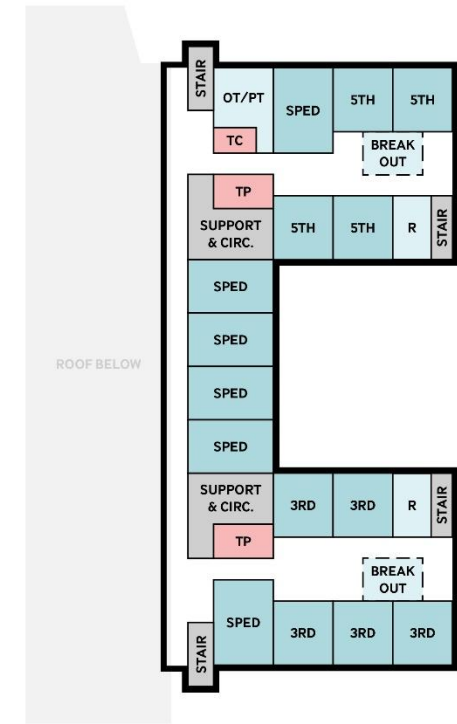
3 - Campus with ELC – ELC Floor Plan



Level 1 (+714)

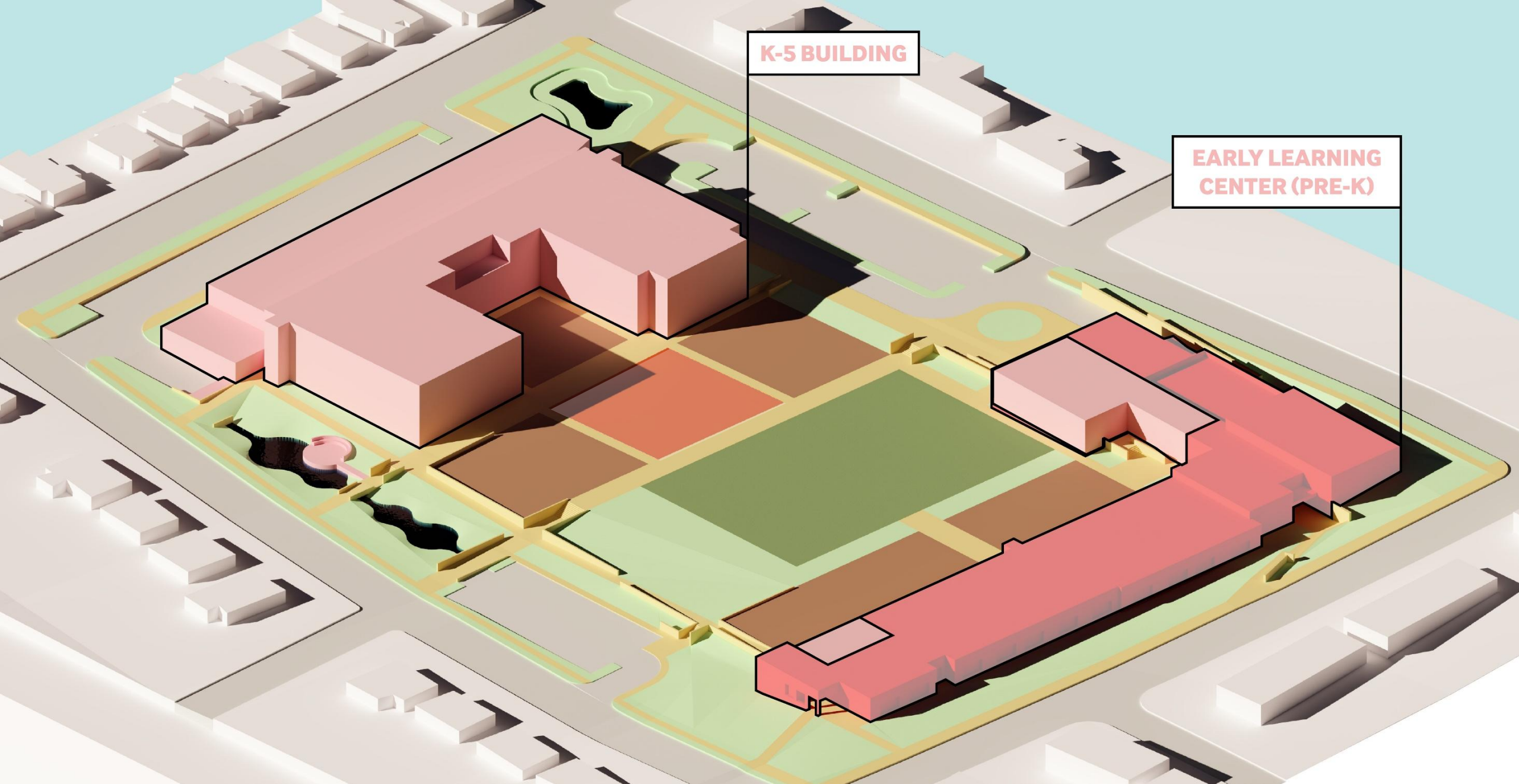


Level 2 (+728)



Level 3 (+742)

3 - Campus with ELC – K-5 Floor Plans



3 - Campus with ELC – Site Massing

Concept Comparison

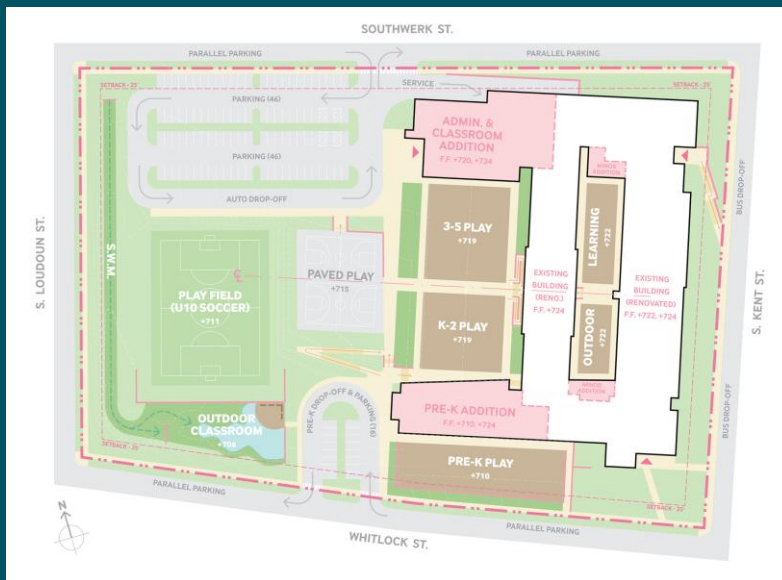
	EDUCATIONAL PROGRAM				STAGING & PHASING		COMMUNITY		SAFETY & SECURITY		PARKING & CIRCULATION		SITE AMENITIES		INCLUSION & ACCESSIBILITY		HEALTH & SUSTAINABILITY		COST		
	MEETS SCHOOL PROGRAM NEEDS	MEETS SCHOOL PRE-K NEEDS	CREATES RIGHT-SIZED LEARNING COMMUNITIES	PROVIDES AGILE & ADAPTABLE LEARNING ENVIRONMENTS	AVOIDS DISRUPTION OF SCHOOL OPERATIONS	ALLOWS STUDENTS TO STAY IN PLACE DURING CONSTRUCTION	REFLECTS SCALE AND FEEL OF SURROUNDING NEIGHBORHOOD	PROVIDES AMPLE SPACES FOR COMMUNITY USE	MAXIMIZES VISIBILITY THROUGHOUT THE SITE	CLEARLY DESIGNATES COMMUNITY ACCESS	PROVIDES ADEQUATE STAFF & VISITOR PARKING ON-SITE	PROVIDES ON-SITE BUS DROP-OFF LANE	PROVIDES ADEQUATE ON-SITE AUTO DROP-OFF LANE	MAXIMIZES OPEN SPACE	PROVIDES AMPLE OUTDOOR SPACE FOR COMMUNITY USE	INTEGRATES SUPPORT FOR SPECIAL NEEDS STUDENTS	PROVIDES EQUITABLE ACCESS TO SITE & BUILDING AMENITIES	LEVERAGES SITE AND LANDSCAPE FOR LEARNING AND PLAY	TAKES ADVANTAGE OF EXISTING SITE AND BUILDING ASSETS	MINIMIZES DEVELOPMENT FOOTPRINT TO REDUCE SITE COSTS	MAXIMIZES ENERGY EFFICIENCY TO REDUCE ONGOING COSTS
MAXIMUM RENOVATION	●	●	●	●	●	✗	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
NEW BUILDING WITH INTEGRATED PRE-K	●	●	●	●	●	●	●	●	●	●	●	●	●	+	●	●	●	●	●	●	●
CAMPUS WITH EARLY LEARNING CENTER	●	+	+	●	●	●	●	+	●	●	●	●	●	●	●	●	●	●	●	●	●
<div><div><div>MAXIMUM RENOVATION</div><div>EDUCATIONAL PROGRAM1.75</div><div>STAGING & PHASING.5</div><div>COMMUNITY2.5</div><div>SAFETY & SECURITY2.5</div><div>PARKING & CIRCULATION2.3</div><div>SITE AMENITIES3</div><div>INCLUSION & ACCESSIBILITY2</div><div>HEALTH & SUSTAINABILITY3</div><div>COST2</div><div>TOTAL SCORE:2.17</div></div><div><div>NEW BUILDING WITH PRE-K</div><div>EDUCATIONAL PROGRAM2.5</div><div>STAGING & PHASING3</div><div>COMMUNITY2</div><div>SAFETY & SECURITY2</div><div>PARKING & CIRCULATION3</div><div>SITE AMENITIES3.5</div><div>INCLUSION & ACCESSIBILITY2.5</div><div>HEALTH & SUSTAINABILITY1.5</div><div>COST2.5</div><div>TOTAL SCORE:2.5</div></div><div><div>CAMPUS WITH E.L.C.</div><div>EDUCATIONAL PROGRAM3.5</div><div>STAGING & PHASING3</div><div>COMMUNITY3.5</div><div>SAFETY & SECURITY3</div><div>PARKING & CIRCULATION2.3</div><div>SITE AMENITIES2</div><div>INCLUSION & ACCESSIBILITY3</div><div>HEALTH & SUSTAINABILITY3</div><div>COST2</div><div>TOTAL SCORE:2.81</div></div></div>																					

Next Steps

- 1. A/E Team Refines Concepts and Cost Estimates based on School Board and Stakeholder Feedback**
- 2. August 10th School Board Work Session (Informational) - Draft Study Report**
- 3. August 24th School Board Meeting (Action) - Final Study Report**

Activity 01: Gallery Walk of Site Concepts

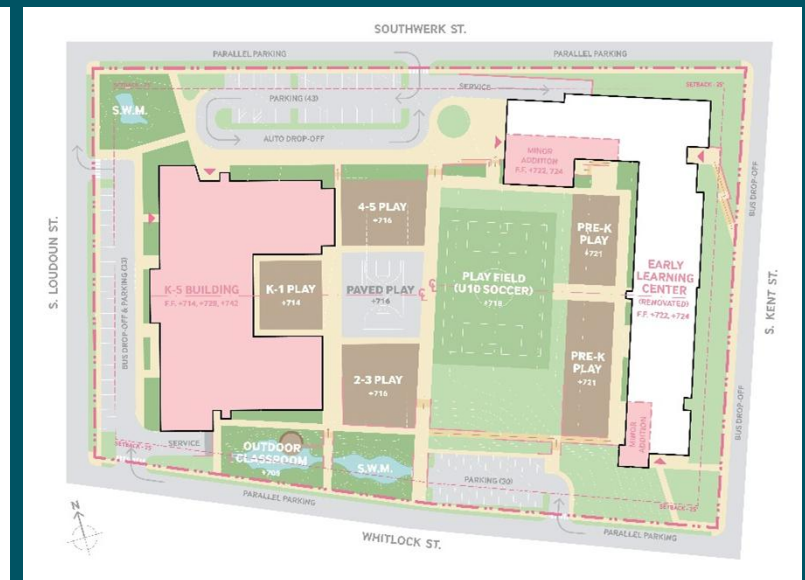
Max Reno w/ Additions



New School w/ Integrated PK

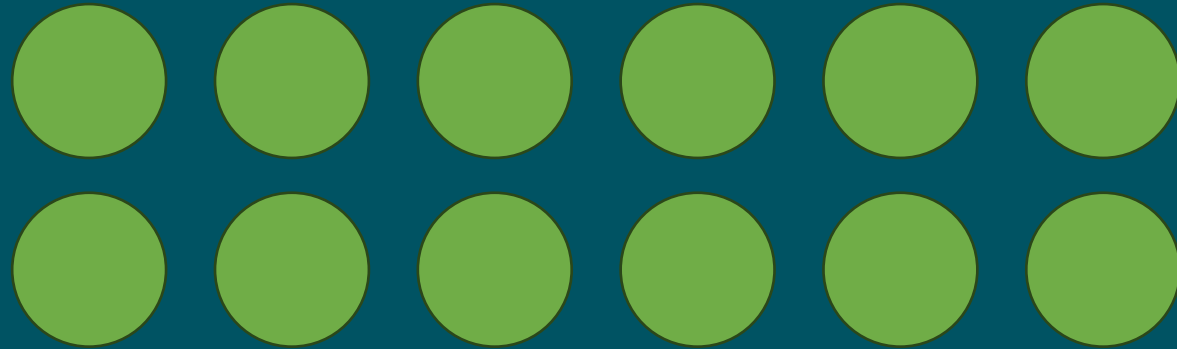


Campus with ELC



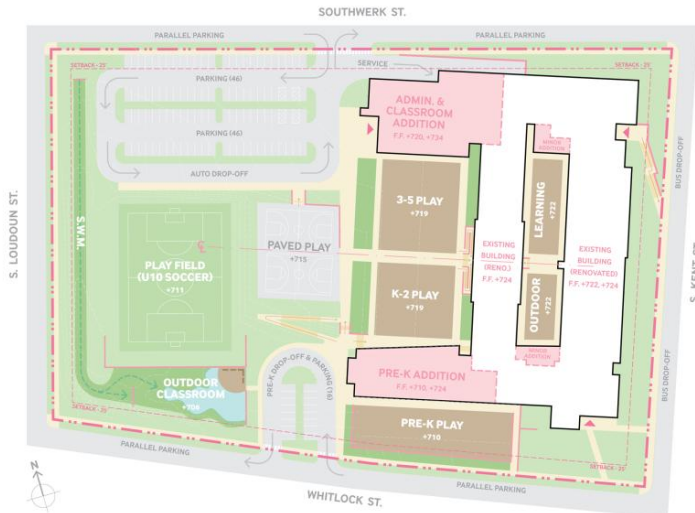
Activity 02:

Dot Democracy



APPENDIX

Max Reno w/ Additions



- \$ Less site grading
- ↑↑↑ Most direct access to outdoors
- ↑ More structured play area
- ↑↑↑ Most outdoor learning
- ↓ Small field
- ↓ Existing bus drop reused

~\$64.1M

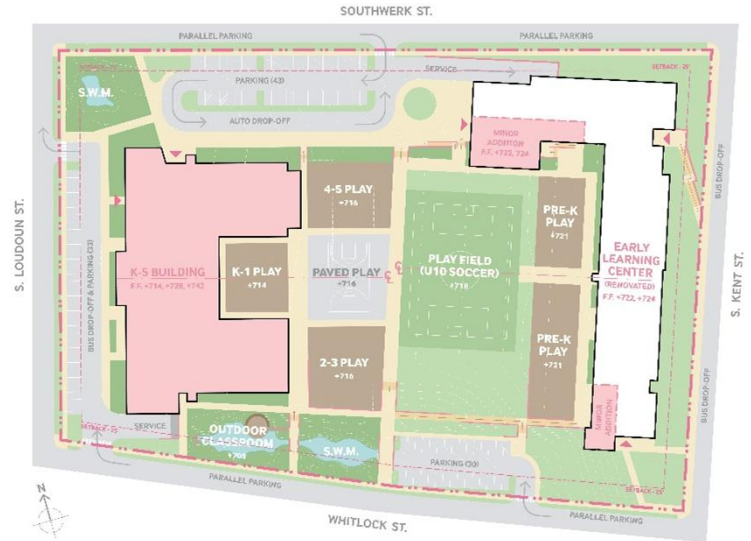
New School w/ Integrated PK



- \$\$\$ Most site grading
- ↓ Less direct access to outdoors
- ↓ Less structured play area
- ↑ Adjacent outdoor learning
- ↑ Large field
- ↑↑↑ Off street bus loop

~\$74.6M

Campus with ELC



- \$\$ More site grading
- ↑↑ More direct access to outdoors
- ↑↑↑ Most structured play area
- ↑ Adjacent outdoor learning
- ↓ Small field
- ↑↑ Off street bus loop for K-5

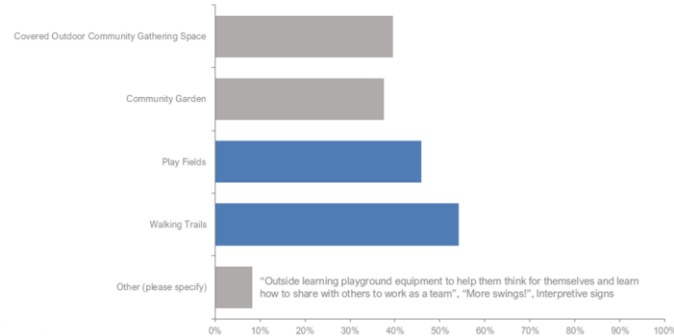
~\$86.9M

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***

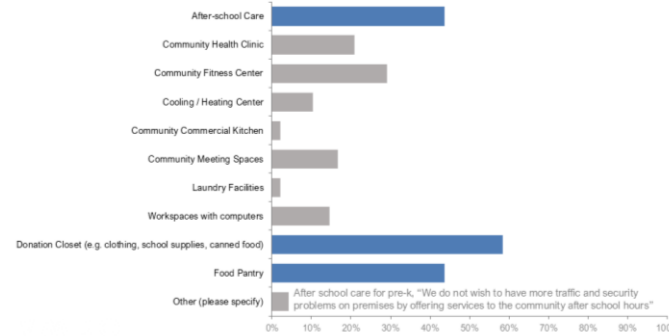
“Be a good neighbor” and make a school that fits the neighborhood and is a resource to the community.

What **outdoor spaces** would you be interested in using?



The community is interested in introducing **walking trails** to the site and having level **play fields** for sports

What **resources** could the school offer that would benefit you or someone you know?



Donation closet, food pantry, & after-school care felt the most beneficial. Community health, fitness and meeting spaces were runners-up

Ideas from Community Meeting & Steering Committee

- **multi-use meeting rooms** (community groups, teacher training, PTA meetings)
- **community classrooms** (partners host workshops and adult education classes)
- **E.L.L. empowerment center**
- **community health clinic**
- community use of **gym**
- community use of **play fields** for sports games (esp. soccer)
- **food distribution** at school

Recommend further discussion between WPS, partner orgs, and Winchester City on what kinds of needs can be addressed by the new school at Quarles and their interest in participating.

Can you think of any spaces that would help support school partnerships? (survey)

- “Access to a limited portion of the building”
- “Indoor and/or outdoor spaces where reading volunteers could work with children”
- “Outdoor classroom for community experts”
- “Outdoor space or upgraded gymnasium facility to be rented out”
- “Dental care and optometry access on a regular basis.”
- “A place for school assemblies that does not disrupt the gym or cafeteria areas.”
- “Full size gym(s)”

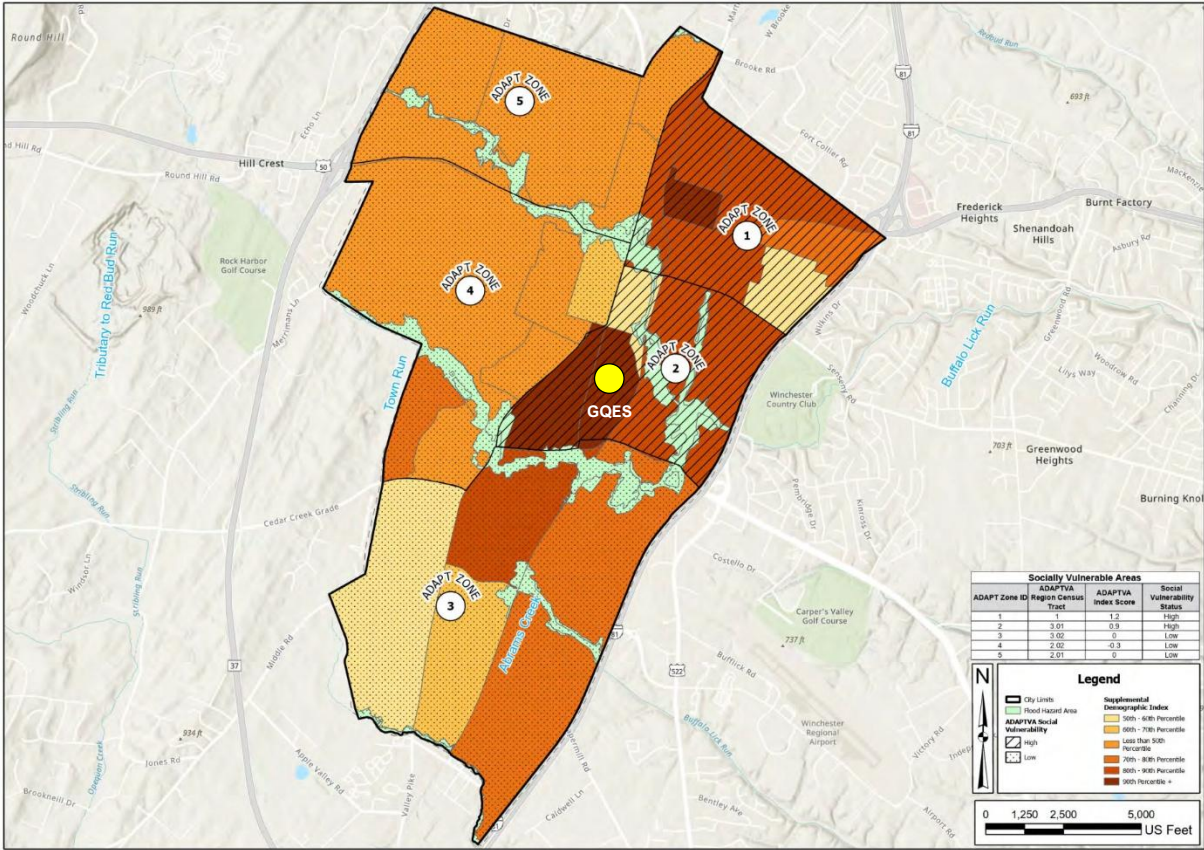
“Be a good neighbor” and make a school that fits the neighborhood and is a resource to the community.



GQES Environmental Risk Factors (Climate Check Report, 2026)

GQES - a source of strength for the Winchester community

2023 Flood Preparedness and Resilience Plan identifies Garland Quarles ES as a **potential shelter location** in an emergency.



Social Characteristics, EJScreen & AdaptVA (Flood Preparedness, 2023)

Three Resilience Hub Modes

Resilience is the ability of people and their communities to anticipate, accommodate and positively adapt to or thrive amidst changing climate conditions and hazard events. Resilient communities enjoy a high quality of life, reliable systems, and economic vitality, and they conserve resources for present and future generations. The term resilience is often used interchangeably with emergency preparedness and response, but these elements only address part of this important concept. As such, Resilience Hubs serve communities in three operating conditions: Everyday (>99% of the time), Disruption, and Recovery.

EVERYDAY



At its core, the Resilience Hub serves as a central point to design and implement a strategy to address root causes of vulnerability and help the community thrive. In addition, the Resilience Hub can deliver preparedness messaging to the communities the Hub serves, and site leaders can work with trusted community leaders to disseminate information and facilitate stronger community ties before a disruption.

DISRUPTION



A community's Resilience Hub can be the central point for gathering, assessing impact, sharing stories, assembling information, accessing resources, and spearheading response. Ideally, residents, businesses, and organizations will collectively manage the Hub including both internal and external communications.

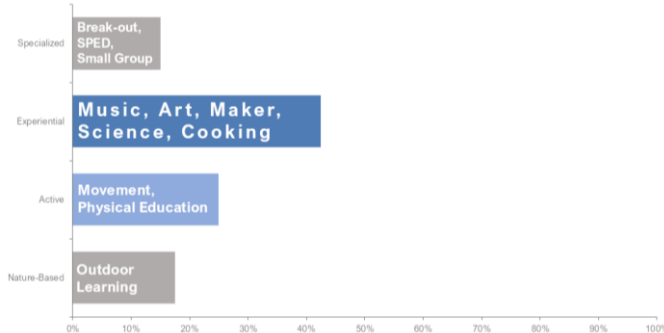
RECOVERY



Resilience Hubs can play a critical role in post-disruption recovery and ongoing communications needs. For resilient communications, the site can remain a central point for gathering, sharing information, and accessing resources. Hubs can also provide space for additional experts, aid organizations, volunteers, and support networks to gather and better understand and help meet community needs.

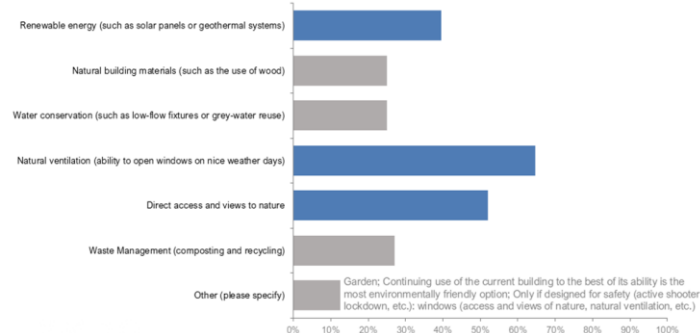
Create learning spaces that build on culture of outdoor access, movement, and experiential learning

Beyond the classrooms, what types of learning spaces should be prioritized at GQES?



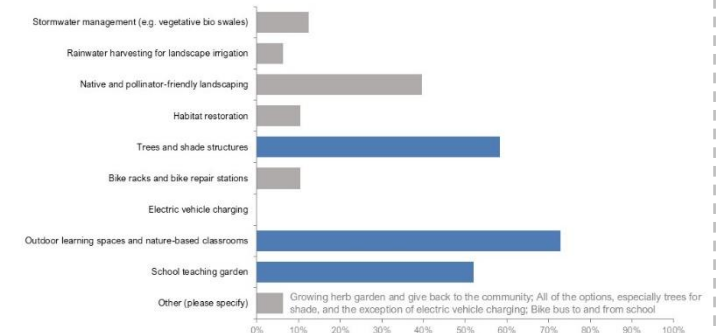
Prioritize **experiential** and **active** learning spaces.

What kinds of **building features** would you like to see prioritized at Quarles?



Inside, occupants want a **connection to outdoors**, access **fresh air**, and **daylight**.

Which of the following **site elements** would you most like to see prioritized at Quarles?



Outside, users want more opportunities for **outdoor learning** (including teaching garden), plenty of **shade**, and more **trees**.

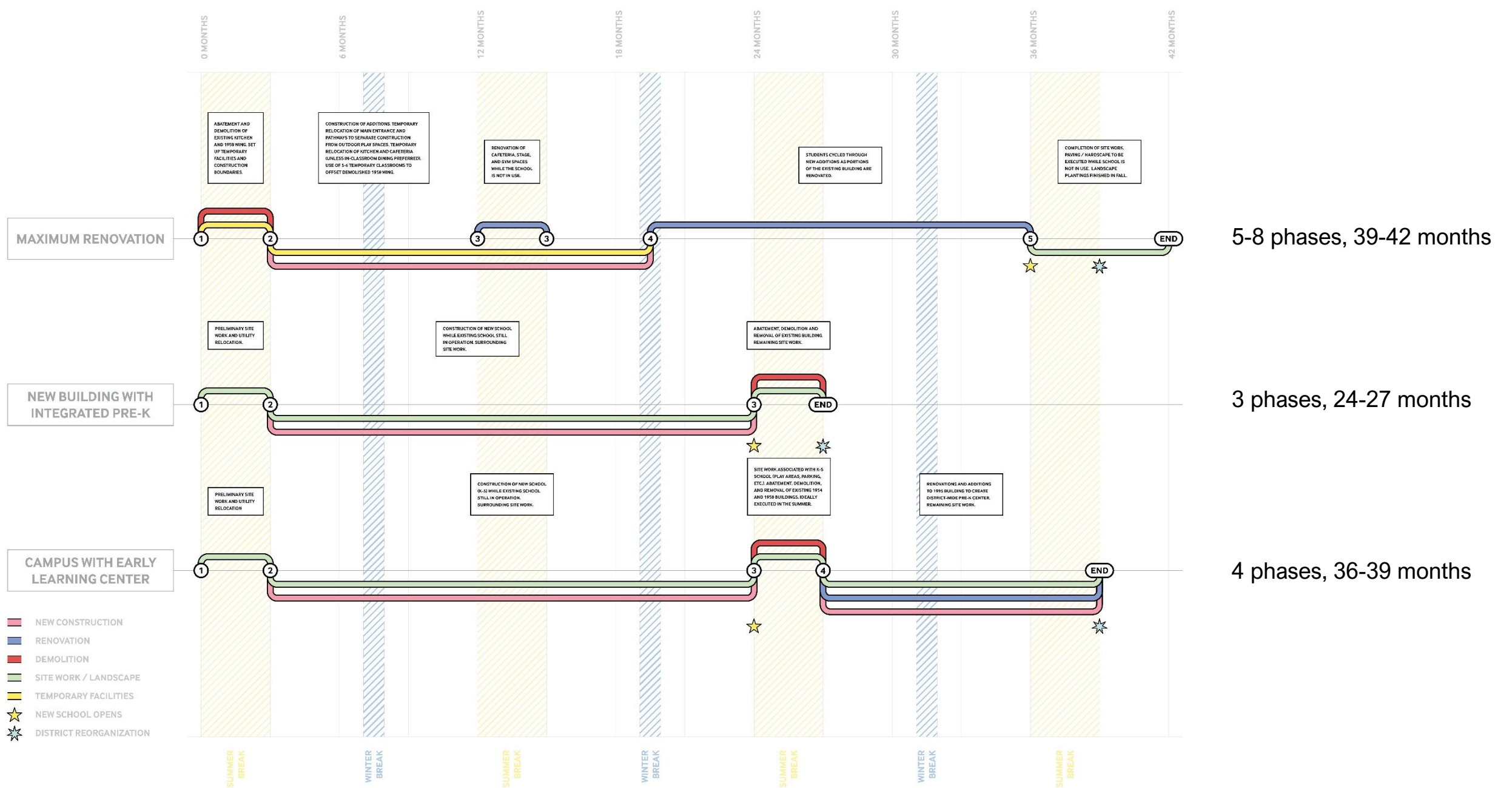
Students and staff like to...

- “soak in fresh air and sun”
- “see what students do with the logs in make believe play”
- “play games and do learning activities”
- “have outside reading lessons on nice days”
- “find a bench to relax and read a book”

Their favorite spaces are the...

- **Courtyard** is a great gathering space that is contained and protected. People like to hold classes here (but HVAC is loud)
- **Playground** and **open field** (but too open and unsecured)
- **Shady trees** at front of school with benches, tree climbing, and log play
- **Covered Gazebo** is well used but could be bigger

Schedule / Phasing



Comparison of Site Concepts – Schedule / Phasing