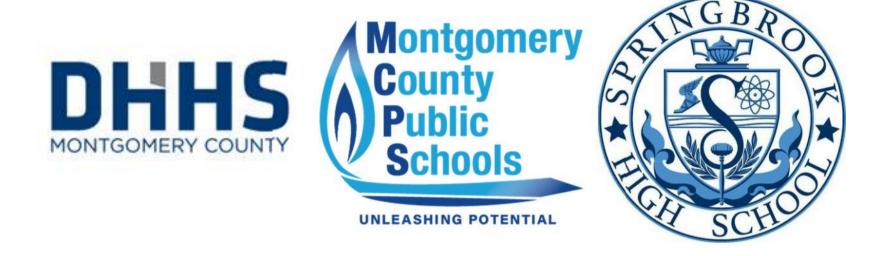






## Springbrook High School School-Based Wellness Center A/E Team



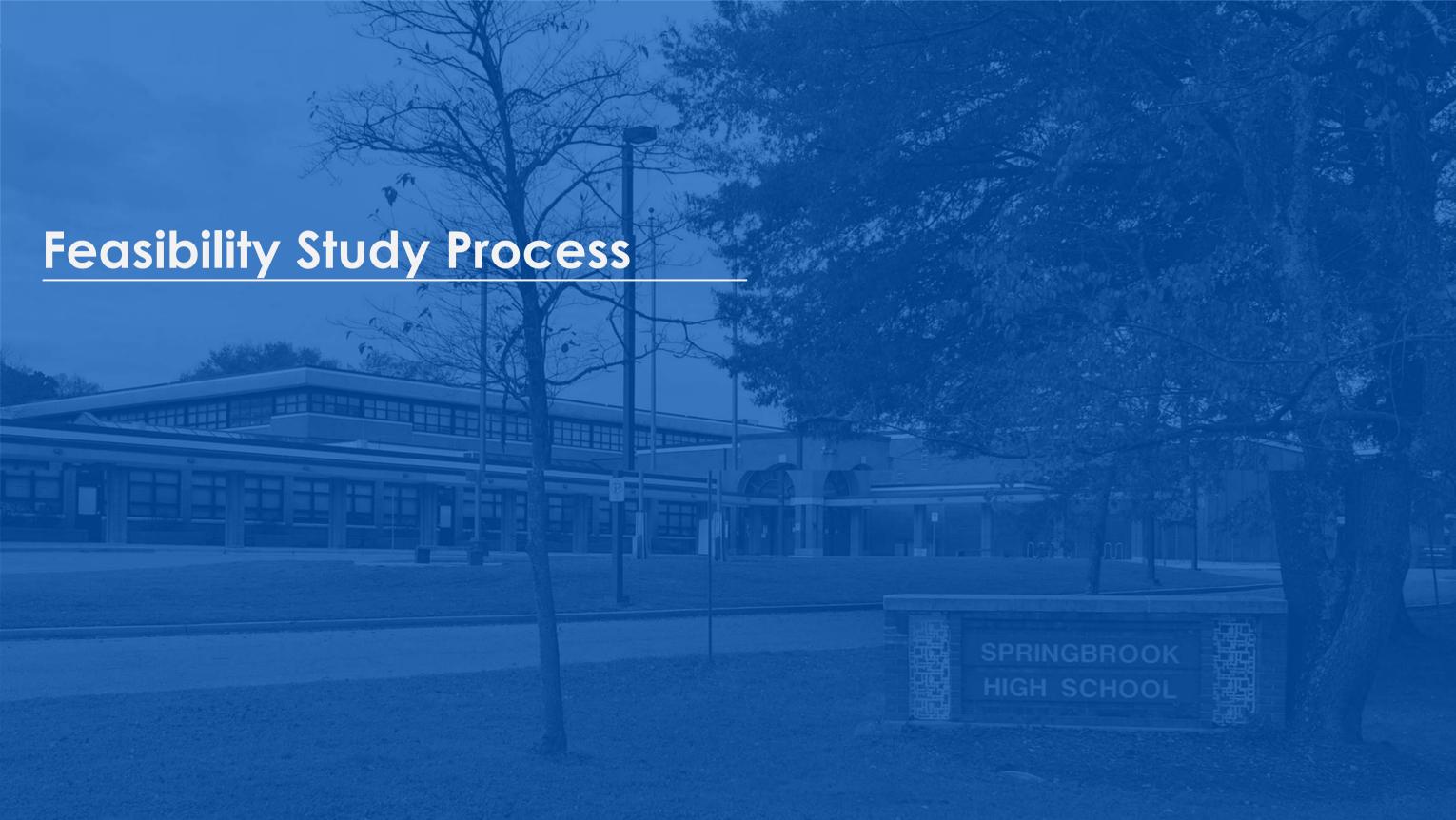




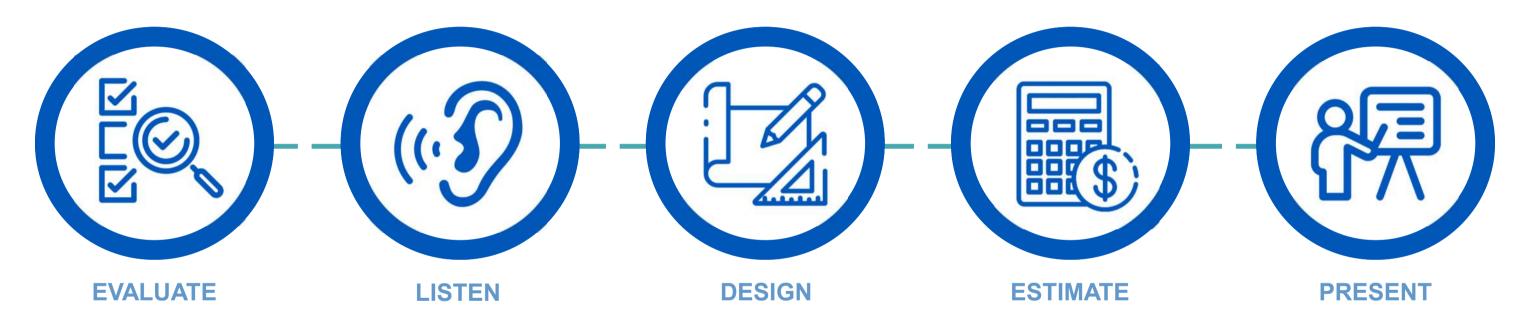








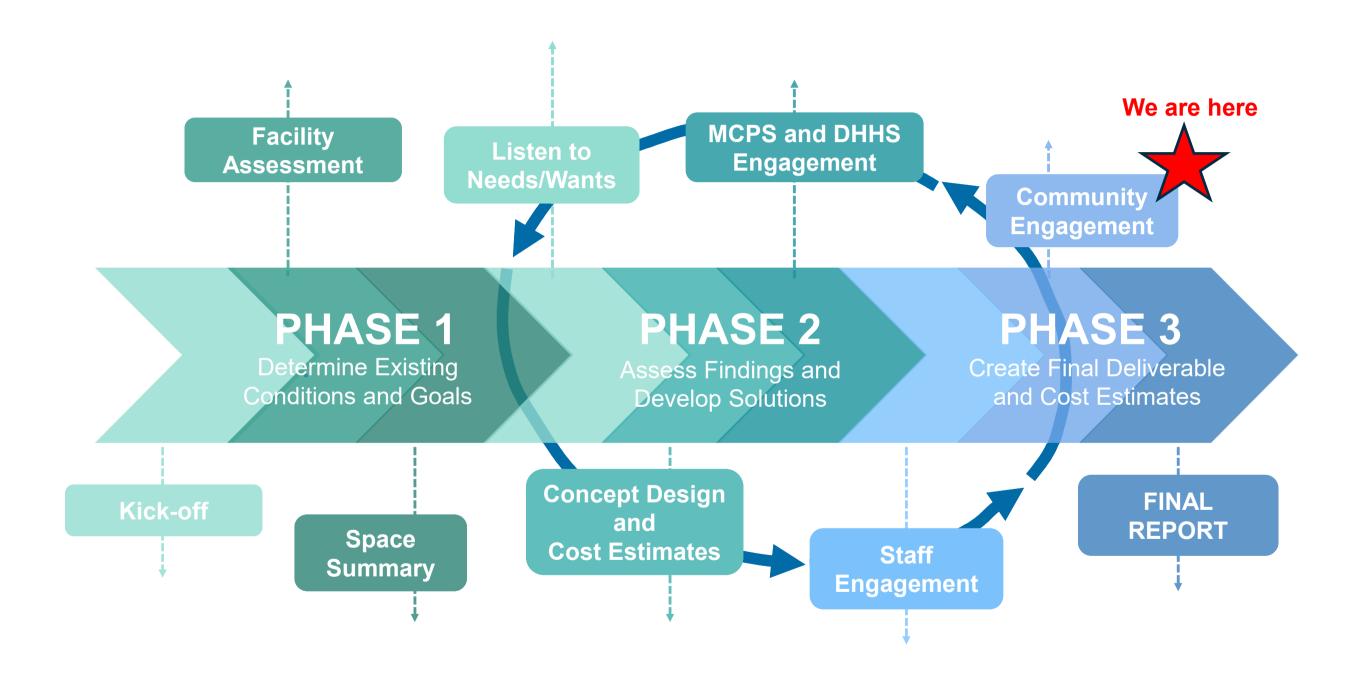
## What Does the A/E Team Do?



A feasibility study is a comprehensive analysis to assess the practicality and viability of a proposed project to determine which approach is most appropriate and cost effective.



### **Timeline**



## Feasibility Study Schedule

	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
2025							Project Kick- Off		Staff Meeting Community Meeting #1	We are here Community Meeting #2 Community Meeting #3 Community Meeting #4		Final Report

#### Final Report Example

## MARYVALE ELEMENTARY SCHOOL

## CARL SAND

COLLOCATION F

PREPARED FOR

MONTGOMERY (



1902 Campus Commons Drive, Suite

#### I. INTRODUCTION

#### Feasibility Study Participants:

Ms. Karen Gregory Ms. Marlene Kenny

Mr. Brent Mascott

Mr. Seth Adams Mr. Rakesh Bagai

Ms. Toni Baron Ms. Sharona Clinthum

Ms. Susan Dowling

Ms. Becky Hubbard

Ms. Erin Kemp Mr. Zachary Larnard

Ms. Caryn Nagler Ms. Imani Pearson

Mr. Vaughn Proffton

Ms. Carol Scott

Mr. Michael Shpur

Ms. Pat Talbert Smith

Mr. John Stanton Ms. Sarah Starr

Ms. Jillian Storms

Ms. Deborah Szyfer

The purpose of the feasibility study Sandburg Learning Center program Maryland. The programmatic goal f 748, and a core capacity of 740 stude

Architecture, Inc. would like to than enthusiastic attitude, creative ideas community at large



Principal

Maryvale Elementary School Carl Sandburg Learning Center

#### V. EXISTING CONDITIONS, Continued

#### **DESCRIPTION OF EXISTING FACILITIES**

The existing Maryvale Elementary School facility was originally constructed in 1969 as the Southlawn Middle School and consists of

a sprawling single-story building. The exist circulation route around the media center loca multipurpose room to the north, and leads to core, connected via corridor to the north of the

The existing single-story structure has receive 1985 - Handicapped accessibility upgrades

1993 - Reroofing

2001 - Teacher's lounge renovation

2003 - Life safety improvements

2005 - HVAC Renovations

#### SITE ASSESSMENT

#### 1. Size of Site:

The current school site is located at 1000 set back is typically 25', the rear yard sett and west of Gude Drive. The school is si acres, Parcel 559 is part of the site also ( resembles a 1100' by 700' rectangle with t footprint occupies approximately 92,050 s play areas occupy an additional 19,100 s

#### 2. Site Features

The school property is bordered by single north, and 1st Street to the east. The schiabout 422.1 feet and the school building across the site. 1st Street generally is about school resulting in ADA compliance issue: up to 432 feet. The rear of the site is occu and asphalt play areas are located around



VI. DESCRIPTION OF OPTIONS, Continued

#### ADVANTAGES

#### BUILDING &

- u Most efficient floor plan. Has s than Options 1 or 3.
- Main entrances for each school lo 1st Street.
- □ Efficient student circulation rout program and between programs.
- Administration areas have goo parent drop-off areas and parking Multipurpose rooms & gymnas programs conveniently located 1
- areas/ball fields. Numerous courtyards provide da classrooms and corridors.
- Daylight to multipurpose rooms ac □ Separate bus loops for each progr
- □ Extensive bus queuing for each pr
- 89.58 SELECT BLDG, DEMO

Progress Cost Report

Maryvale ES & Carl Sandburg Learning Center

92.00 SUBSTRUCTURE \$3.00 SUPERSTRUCTURE

DISADVANTAGES

84.98 EXTERIOR CLOSURE

05.00 ROOFING

86.88 INTERIOR CONST

Elevator pit, sgl, incl w.p. & drains 135.00 125,399.00 SF Floor framing & deck. 18.50 5.25 13.25 48 651 00 58 Roof furning & deck Stainways- 2 story Stainways- 2 story Monu Misc metals Misc Wood Blooking 125,399.00 S 174,050.00 GSF Perimeter Wall - CMUMetal Pane 6 703 00 58

Prepared by: Downey & Scott LLC

208,000.00 0.00 209,777.50 60,917.50 51,00 46,00 90,00 62,00 0,85 0,45 71,668.00 SA 822.00 SA 3,440,064,00 Curtain wall Storefront Windows -allowance 9,404.52.88 Storefront entrances Doors, frames, handware, sidelities Canopies Misc. w.p./caolit/five sealants/etc. Div 7 11.35 Low slope membrane w/ fashing & copings 125,399.00 SF 1.423.278.65 Masonry hoistway walls Mesonty partitions (liev Cab finish allowance Misc. Natt insulation Sound transmission control insulation interior glass at interior partition allowance interior doors, single, incl jambs, trim & hardware

34,810.00 SF

1,595.00 SF 885.00 SF 142,230.00 SF 1,293.33 SY 5,681.00 SF

174,050.00 GSF

Chicket by falses Job no: 17988

786,251,73

1.661.536.75

345 853 00

583,080.24

147,942.50 78,322.50

23,760.00 907.676.75 8,500.00 26,107.50 76,322.50 33,069.50 191.451.50 391.612.50 52,211.00 62,658.00 19,778.00 24,116.25 476,186.04 55,872.00 86,351.20

May 26, 2017 See Spoter

Acoustic ceiling, ing Premium wall finish: main comidors & conf. rm Painting Moisture mitigation

List of Stakeholders

Cost Estimate

Recommendation

**Description of Existing Facilities** 

Design Approach Graphics & Narrative

**Program of Requirements** 

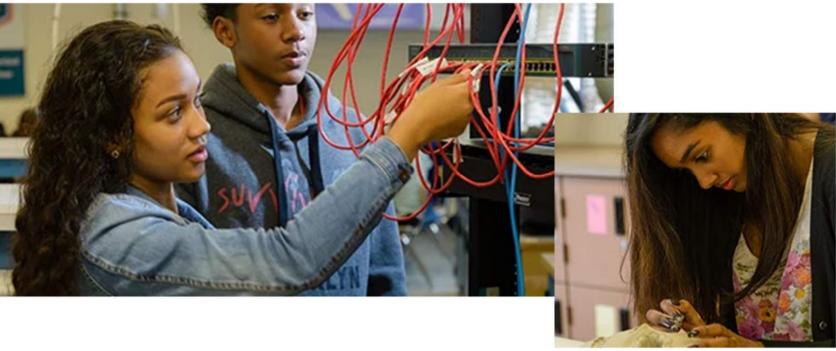
VALE ELEMENTARY SCHOOL / CARL SAN

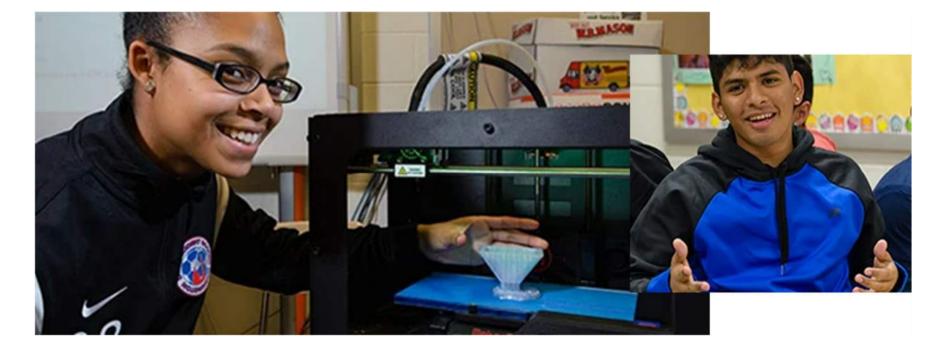


## What is a School-Based Wellness Center?

- Provides the following **Services**:
  - Somatic
  - Mental health
  - Case management
  - Youth development programs
- Supports the **school** community:
  - Current students, siblings, parents
  - Less than 25 people served per day
- **Hours** of operation:
  - M-F from 8am 6pm
  - Saturday field trips (quarterly)

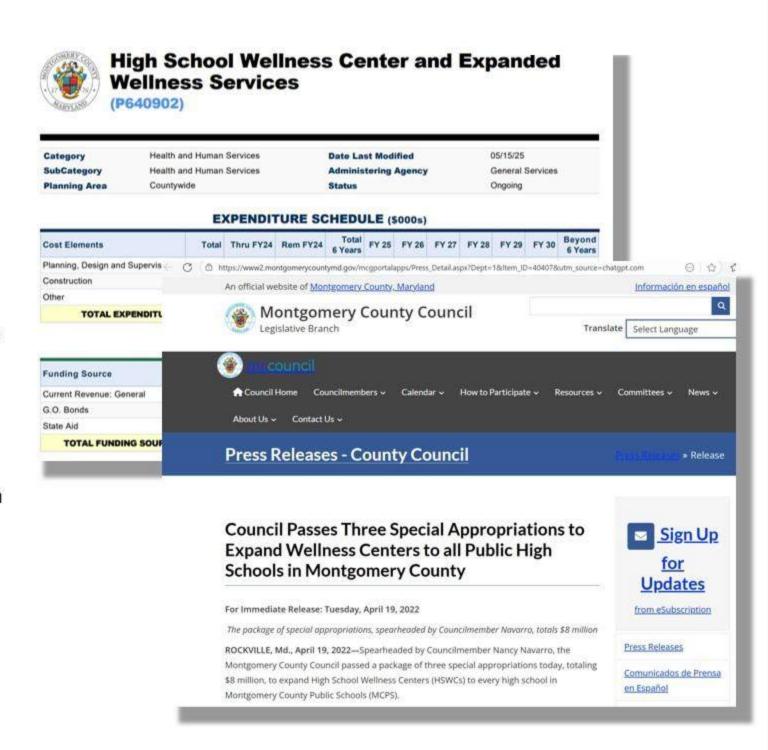






#### Why Springbrook HS?

- Montgomery County Council passed appropriations in FY22 to expand the Wellness Center program.
- To expand High School Wellness Centers in every high school in Montgomery County Public Schools (MCPS).
- The Department of Health and Human Services (DHHS) will fund the construction of and have full responsibility for the operation of the Wellness Center.
- The DHHS performed a comprehensive analysis of need to determine the priority order for constructing the centers.
- Woodward HS and Springbrook HS were schools identified as the highest priority to be completed within a 6-year period.
- There was a planning process with input from stakeholders, and consideration by elected officials.
- All of these considerations went into the decision to select Springbrook HS for the new School-Based Wellness Center (SBWC).



## Program of Requirements (POR) – School-Based Wellness Center

## Springbrook High School



Description	# of spaces	Net SQ. FT Each	Total Net SQ.FT.
A. Administrative Area			
1. General Conference/Reception Area	1	250	250
2. Conference Room	1	300	300
3. Storage Closets	2	10	20
4. Large Storage Closet	1	20	20
B. Health Clinic			
1. Exam Room #1	1	100	100
2. Exam Room #2	1	100	100
3. Exam Room #3- Nurse			
Practitioner/Physician Office	1	150	150
4. Laboratory	1	100	100
5. Medical Supplies Storage Area	1	50	50
6. Data Entry and Records Room	1	100	100
7. Toilet Room	1	50	50
C. Mental Health/Social Services/Youth Development Suite			
1. Recreation/Welcome Area	1	250	250
2. Youth Development Conference	1	250	250
3. Mental Health & Wellness Activities Group Room	1	250	250
4. Program Manager Office	1	150	150
5. Case Manager Office	1	150	150
6. Youth Development Office	1	150	150
7. Mental Health//Therapy Room	1	150	150
8. Mental Health Office	1	150	150
9. Youth Development Office	1	150	150
10. Large Storage Closet	1	20	20

D. School Health Room			
Waiting Area	1	150	150
Treatment/Medication Area	1	140	140
Rest Areas	2	100	200
School Nurse Office	1	150	150
Isolation Room	1	100	100
Storage	1	50	50
Toilet Room	2	60	120

3,820 NSF

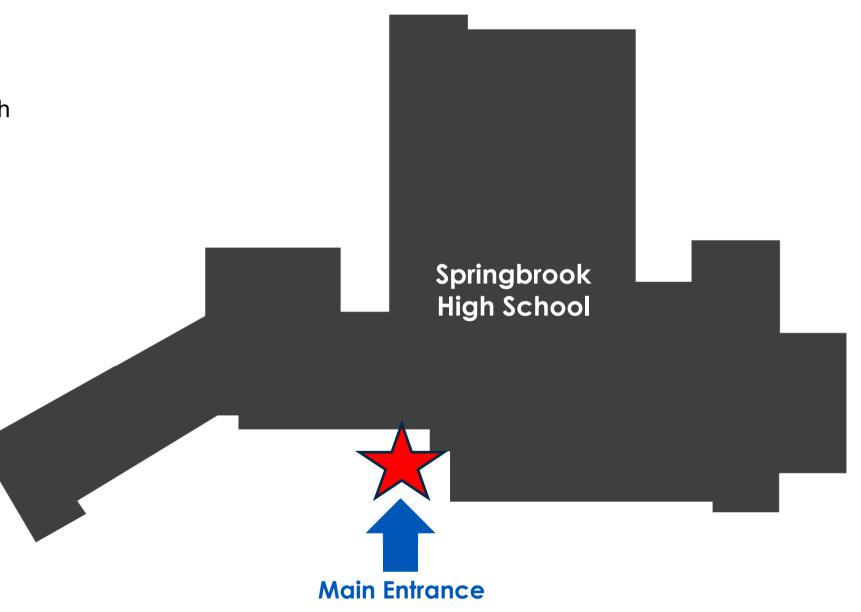
x1.34 GF =

5,119 GSF

## School-Based Wellness Center - Spatial Needs



- Locate SBWC at the school
- Locate SBWC near the main entrance of the school
- Locate SBWC directly adjacent to the school health room suite which may require relocation of the school's health suite
- Open school's health room suite door into the SBWC
- Enter the SBWC from school for students
  - One directly to health clinic area
  - One to mental health case management area
- Enter the SBWC from exterior for community particularly after hours
- Ten parking spaces should be provided for Wellness Center Staff and Visitors
- Clearly identify the SBWC















## School-Based Wellness Center - Example





Seneca Valley High School

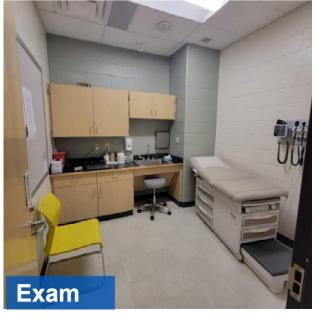






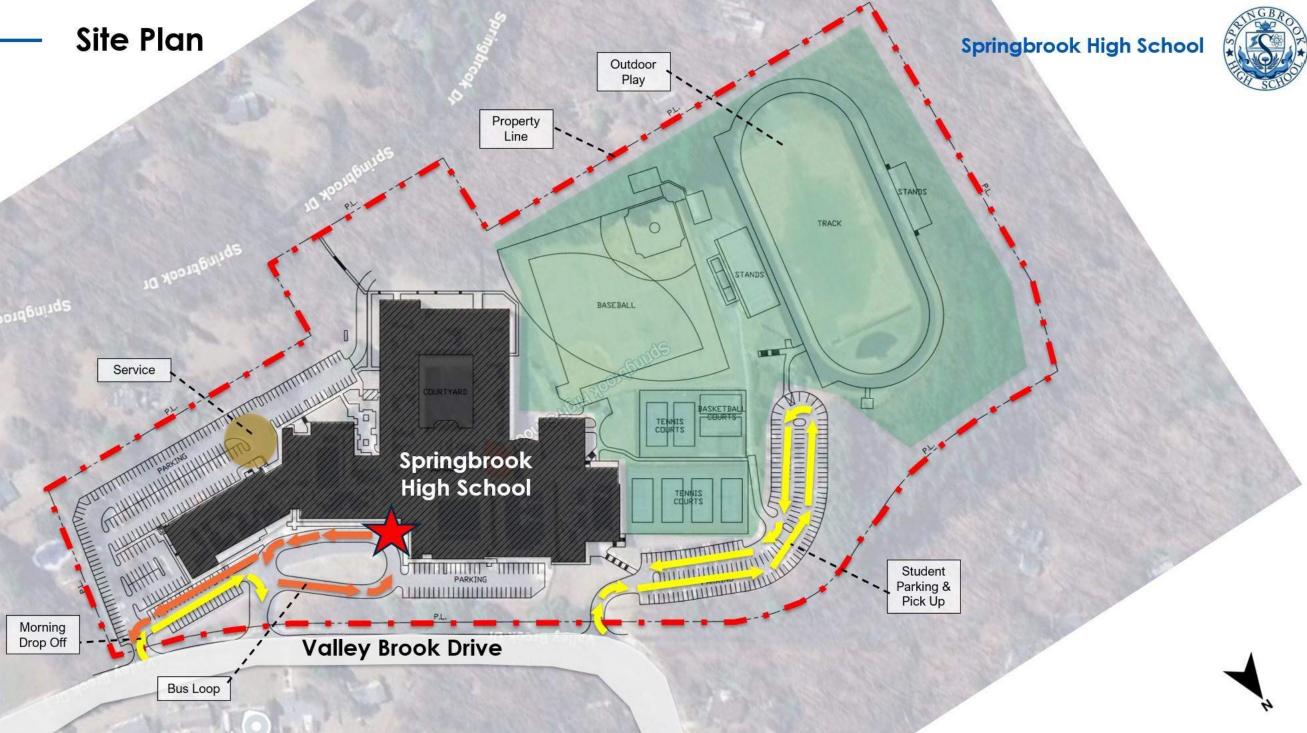












# Existing Floor Plans



REDACTED

















- Concern with process existing Bridge to Wellness will be incorporated within the new SBWC, the existing programs will not be lost
- Concern with a new project affecting the existing infrastructure (HVAC, electricity)
- Existing infrastructure improvements would be under separate funding.
- Funding for the SBWC does not impact potential funding for school related improvements.
- Would like to be engaged in the process ability to review and provide comments on the three approaches
- Whatever approach is chosen, the students will not exit the school building to access the SBWC.

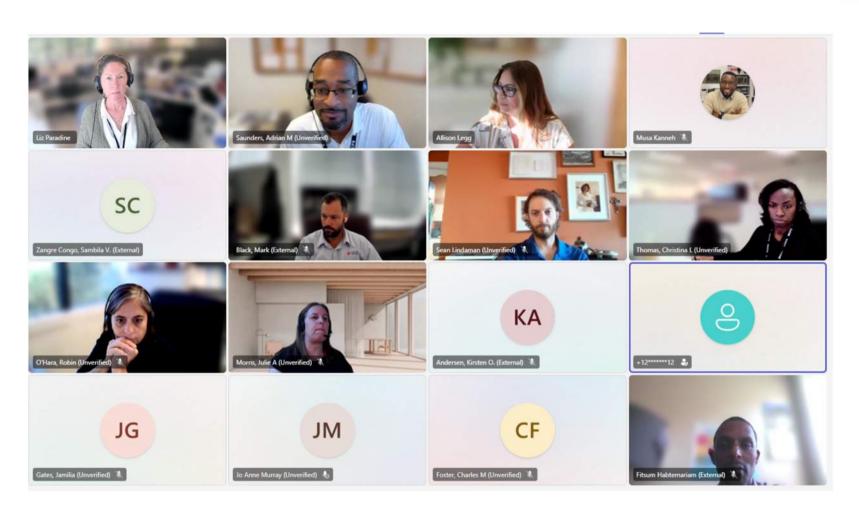


- Interest in the types of programs and what the spaces in an existing SBWC look like
- Interest in who the SBWC serves students and their siblings
- Interest expressed in the schedule of construction of the SBWC



## Community Meeting #2 on 10/1/2025

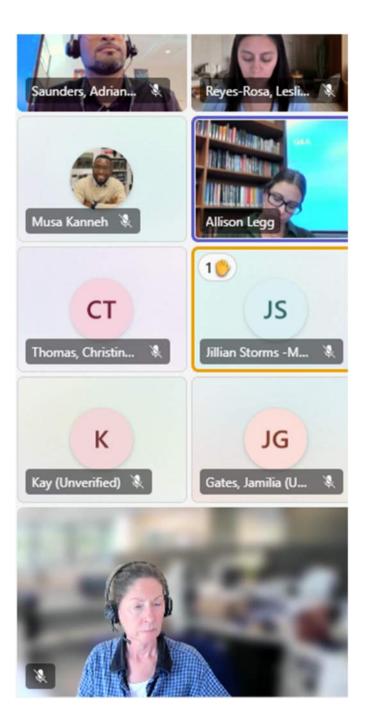
- Excitement about the project and appreciated the opportunity to be a part of the planning.
- Someone asked how an Ambulance and first responders currently access the school health room and how they would access the new SBWC in each proposed approach.
- A parent asked about the design and construction schedule and if each approach would take the same amount of time.
- An Art teacher asked about how the displaced spaces in Approach 1, specifically the Art classes, would be affected.
- A parent asked about staffing for the SBWC.
- Principal Valentine emphasized that the school needs all of its current parking spaces, any spaces displaced should be returned to the school elsewhere on the site.



## Community Meeting #3 on 10/9/2025

- **Springbrook High School**

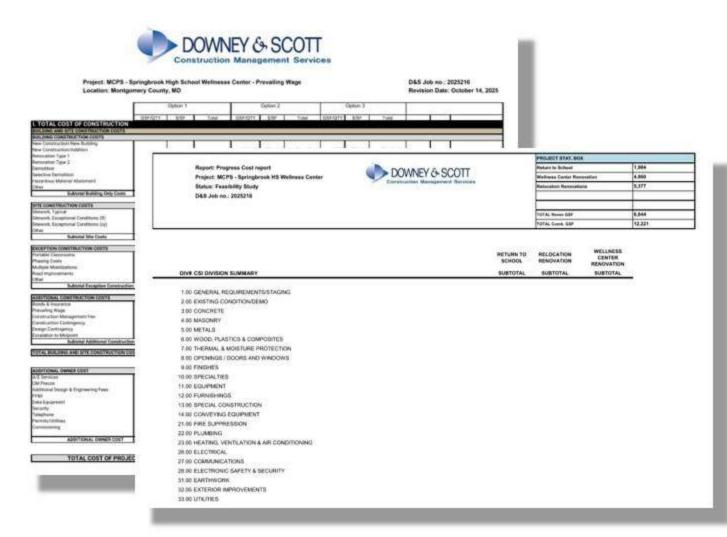
- Interest in the timeline for the Wellness Center
- Interest in how Springbrook HS was chosen for the site of the Wellness Center and if other locations were considered.
- Concerns with the Wellness Center being in a zoned residential neighborhood.
- Concerns with additional traffic and parking on the streets.
- Interest in the Wellness Center hours.
- Interest in location of an addition at the rear of the school, possibly for an Art wing.
- Principal Valentine shared the existing spaces that will serve the expanded Autism program.
- The Art teachers expressed concern with relocating the Art classrooms and the new spaces should meet the same specialized needs.





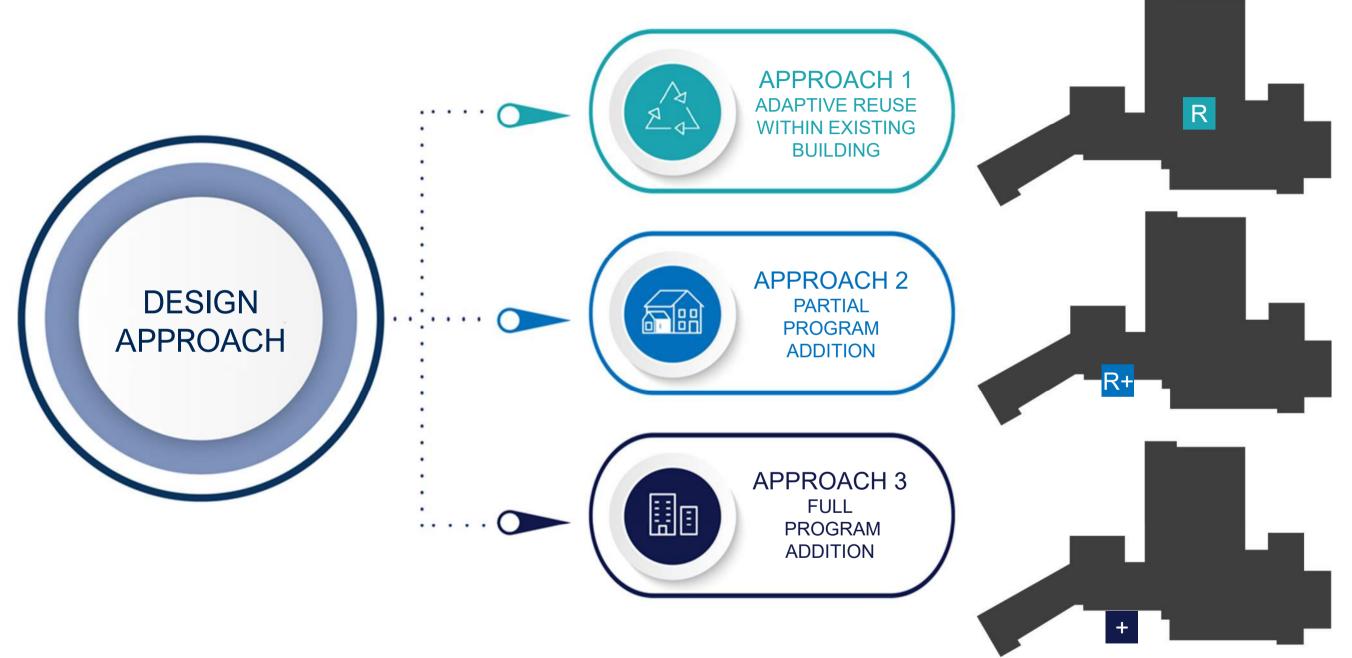
#### **Budget Considerations**

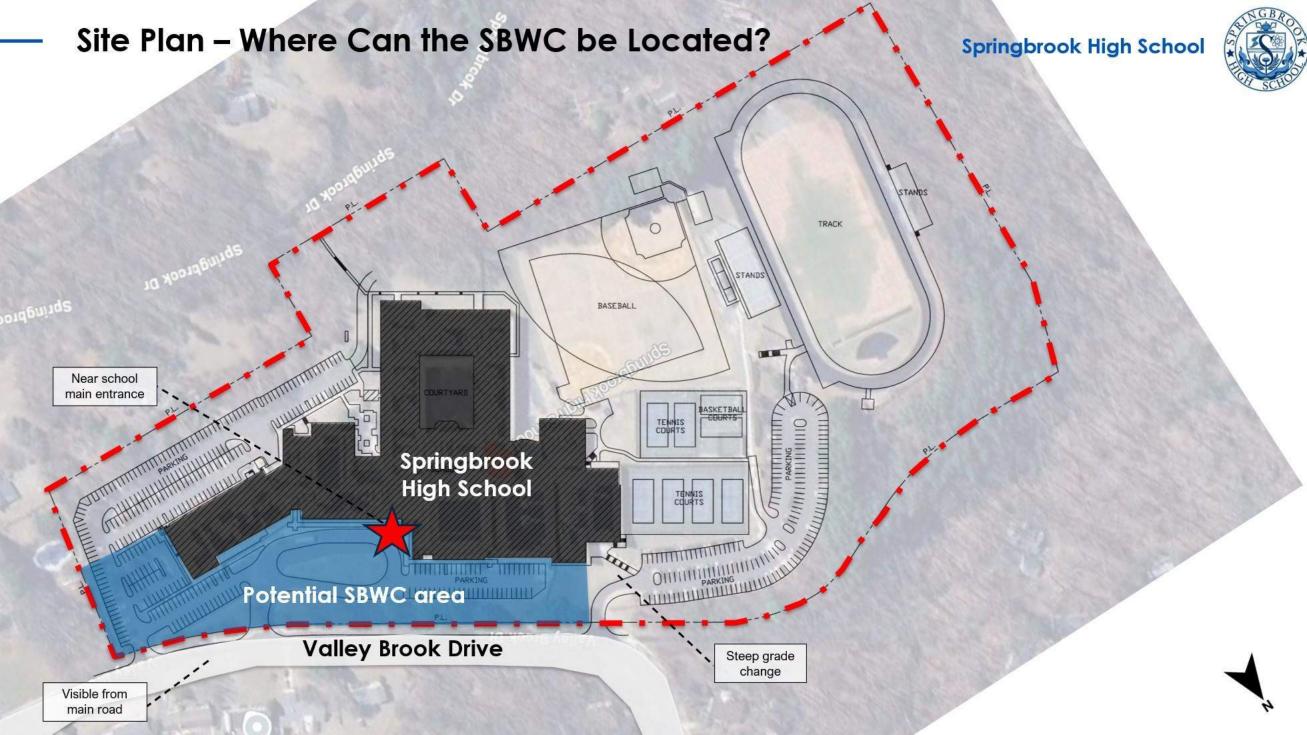
- The DHHS has allocated funds for Wellness Centers and will fund the construction of this project.
- A/E team has performed preliminary cost estimates.
- Estimates for each approach are higher than anticipated.
- Why?
  - Costs of inflation since the project was budgeted.
  - · Requirement for prevailing wages.
  - Interior renovation work to support the SBWC and maintain current school programming.
  - Exterior site work to accommodate additional parking spaces in areas with steep topography and trees.
- · The budget may limit which approaches are feasible.
- The following design approaches may need to be modified and reductions to the program requirements may be required to meet the budget.
- Replacement and additional parking needs to be considered as an Add Alternate
  - 440+/- total existing parking spaces
  - 227+/- staff spaces needed (FT & PT administrators, teachers and other staff)
  - · 213+/- spaces remain for students, visitors, and Wellness Center



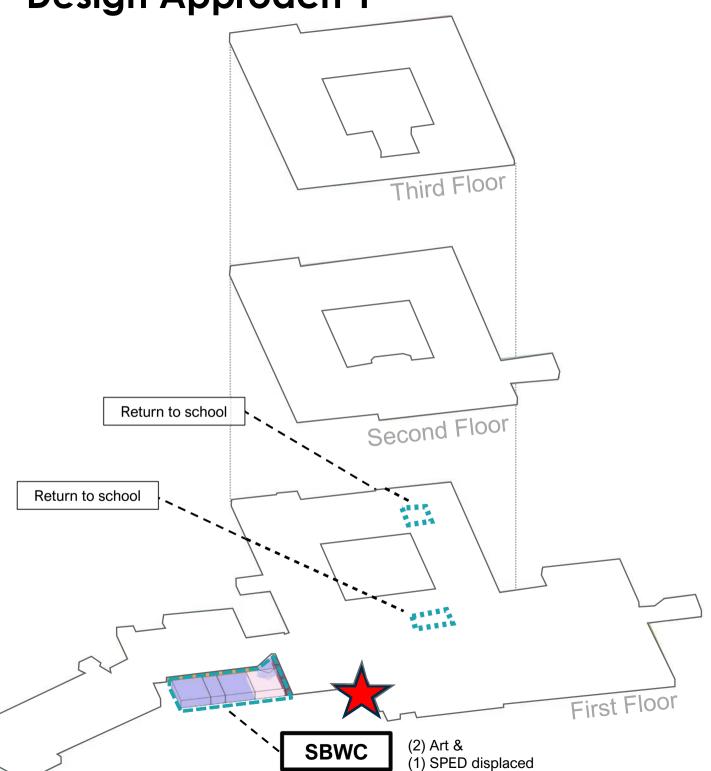
















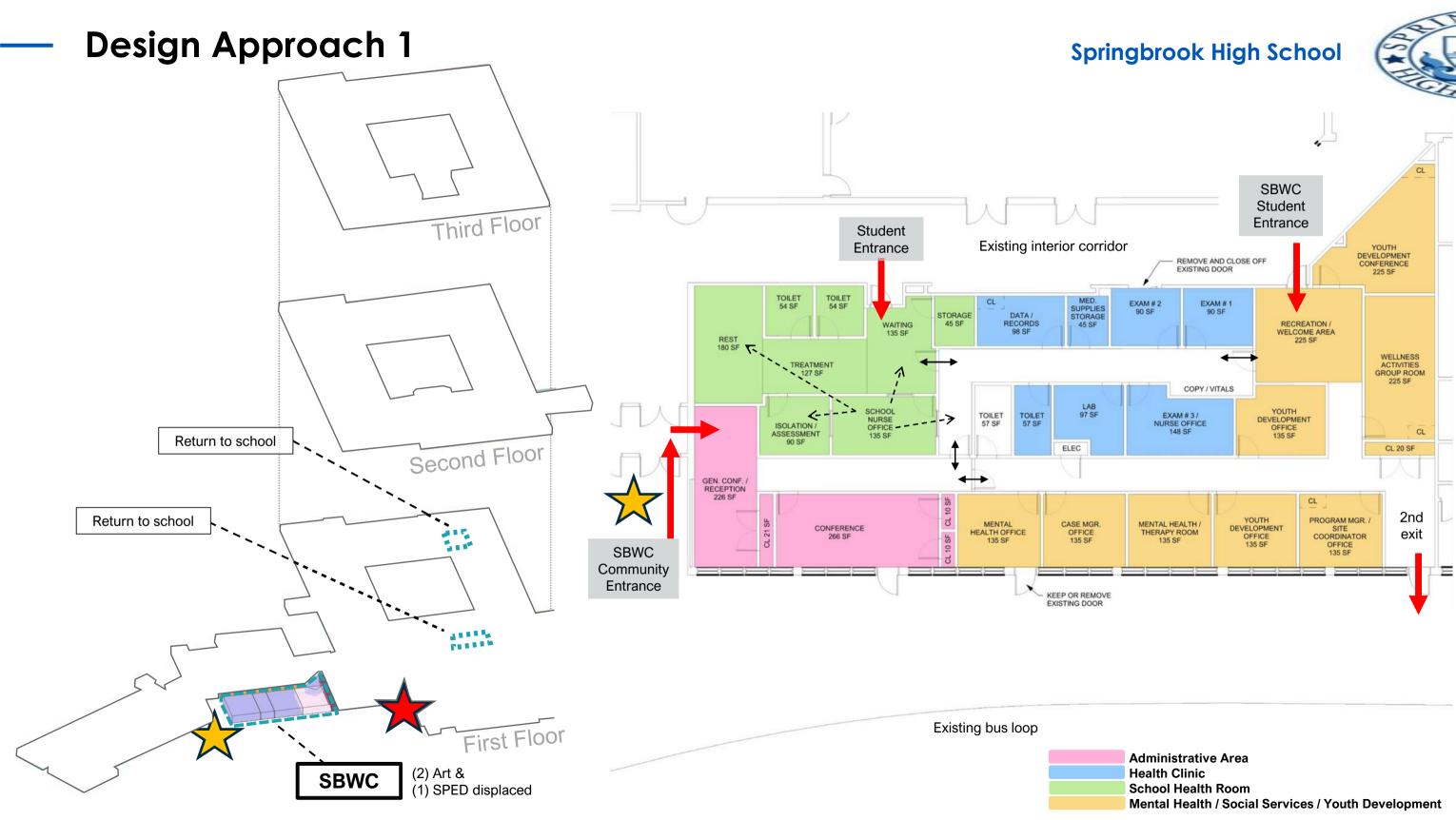
- Creatively repurposes existing spaces for new uses
- Retains significant existing architectural elements
- Adapts existing spaces to meet new functional requirements
- Reuses structure to reduce waste and environmental impact
- Makes only as many changes as necessary to serve the new function

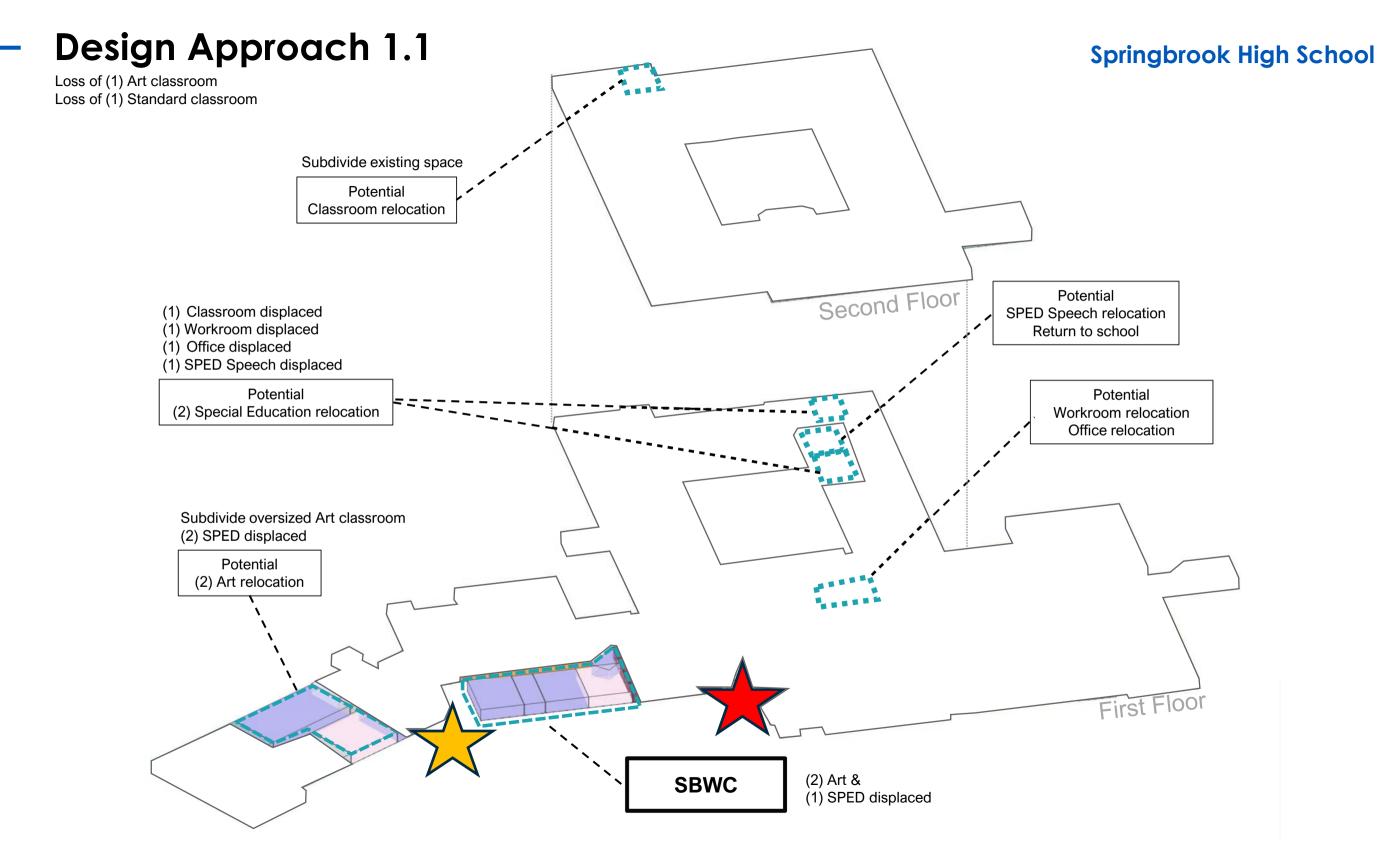
#### **Pros**

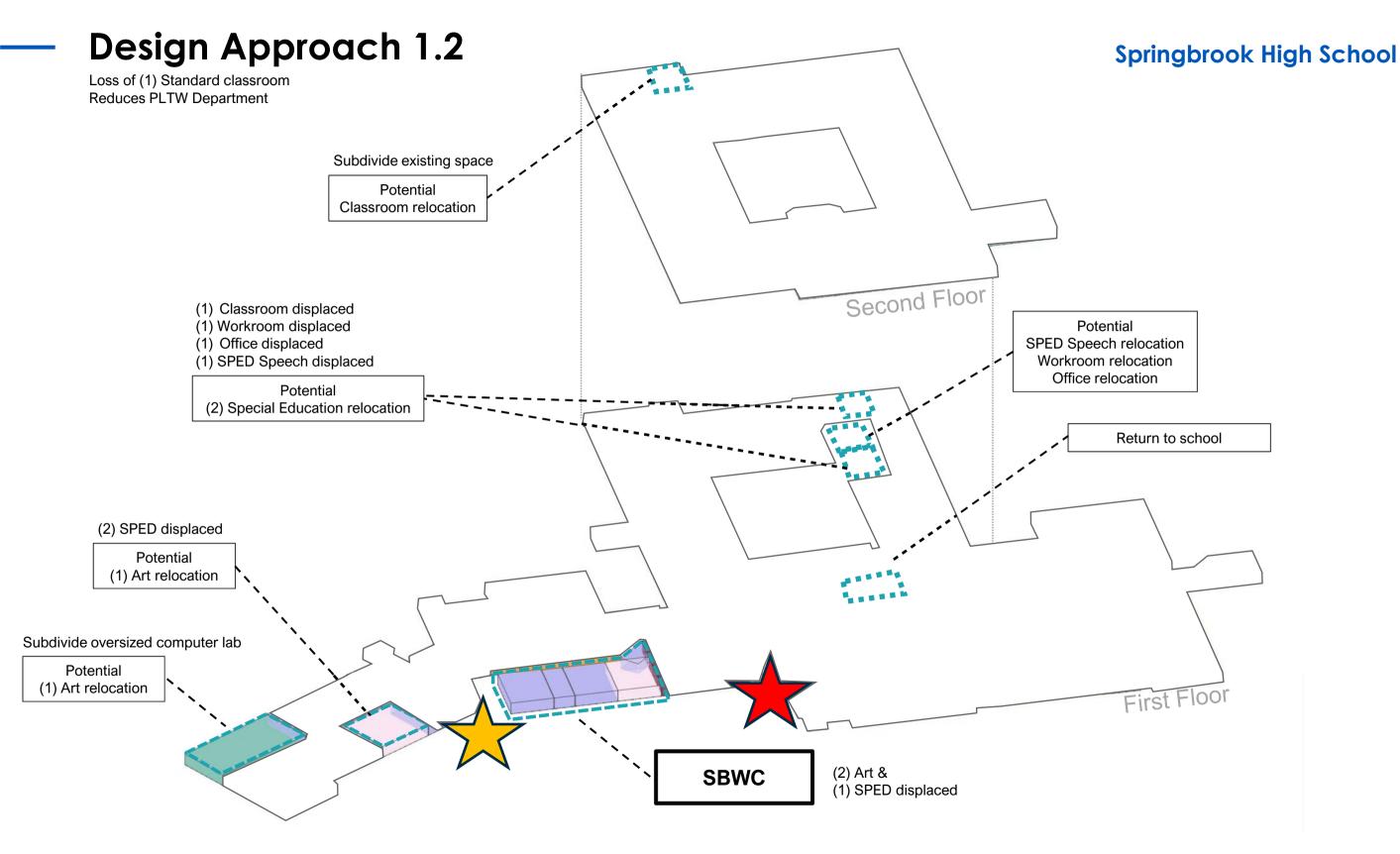
- Contained within existing footprint
- No impact to site
- Lower cost as is only an interior renovation
- No loss of parking

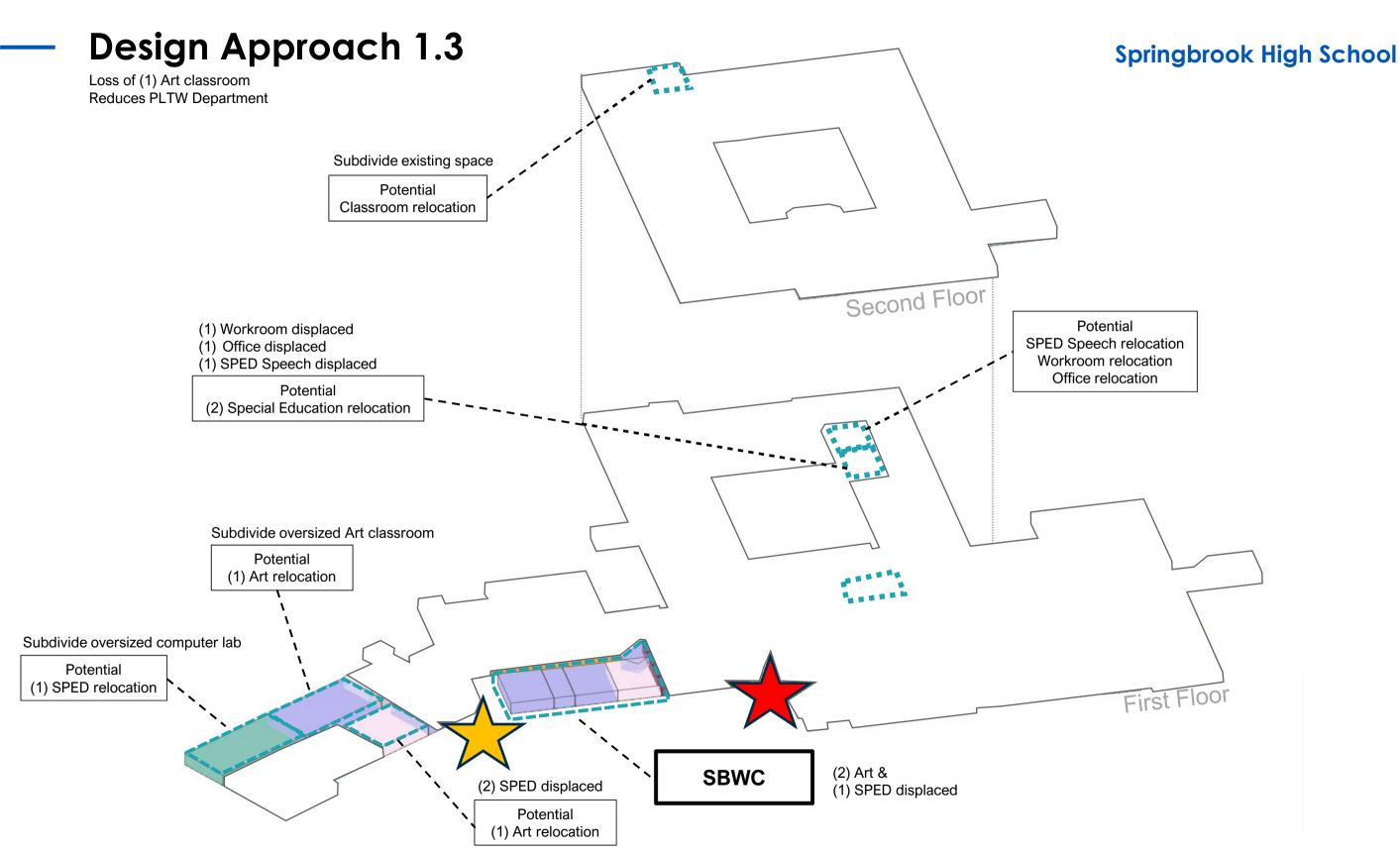
#### Cons

- Some spaces may be undersized
- Most disruption to internal school operations
- Potential loss/change to existing program spaces









Design Approach 2







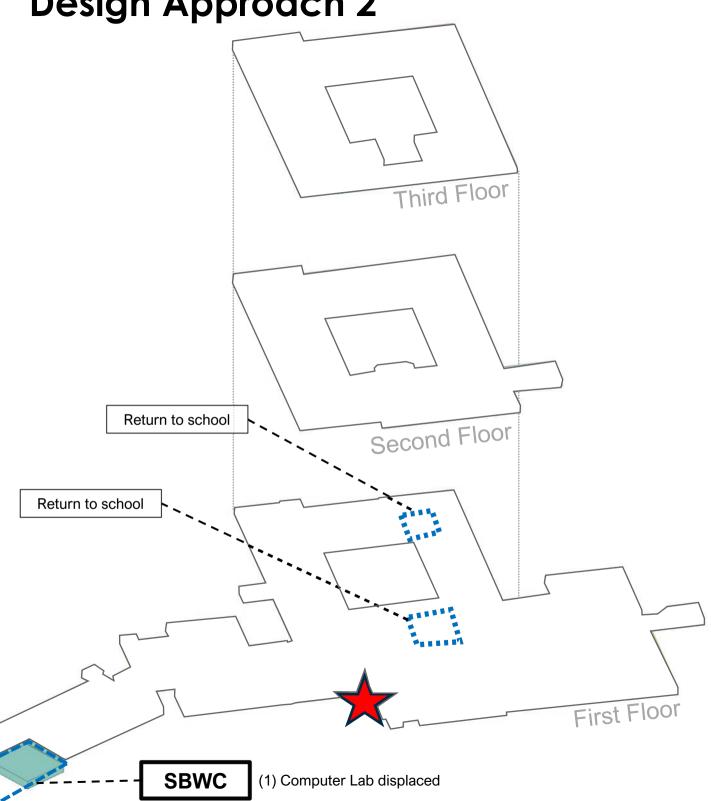
- Balanced approach preserves and upgrades the existing structure while strategically expanding it to meet new programmatic needs
- This approach combines the most successful potential solutions specific to the renovation-only and addition-only approaches

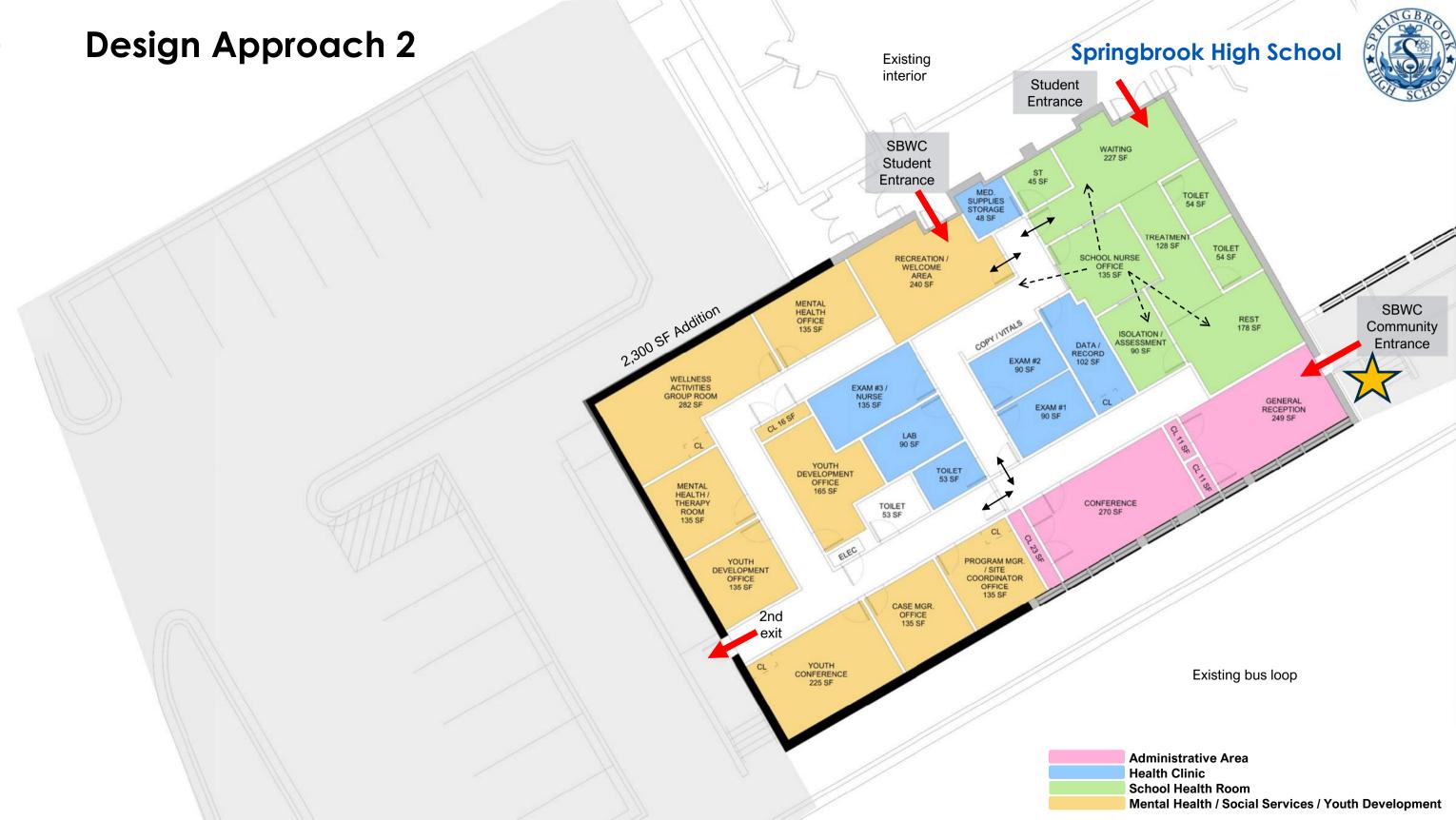
Pros - Alterations are within 10% of POR requirements

- Minimizes relocation of existing spaces

- Loss of 29 parking spaces

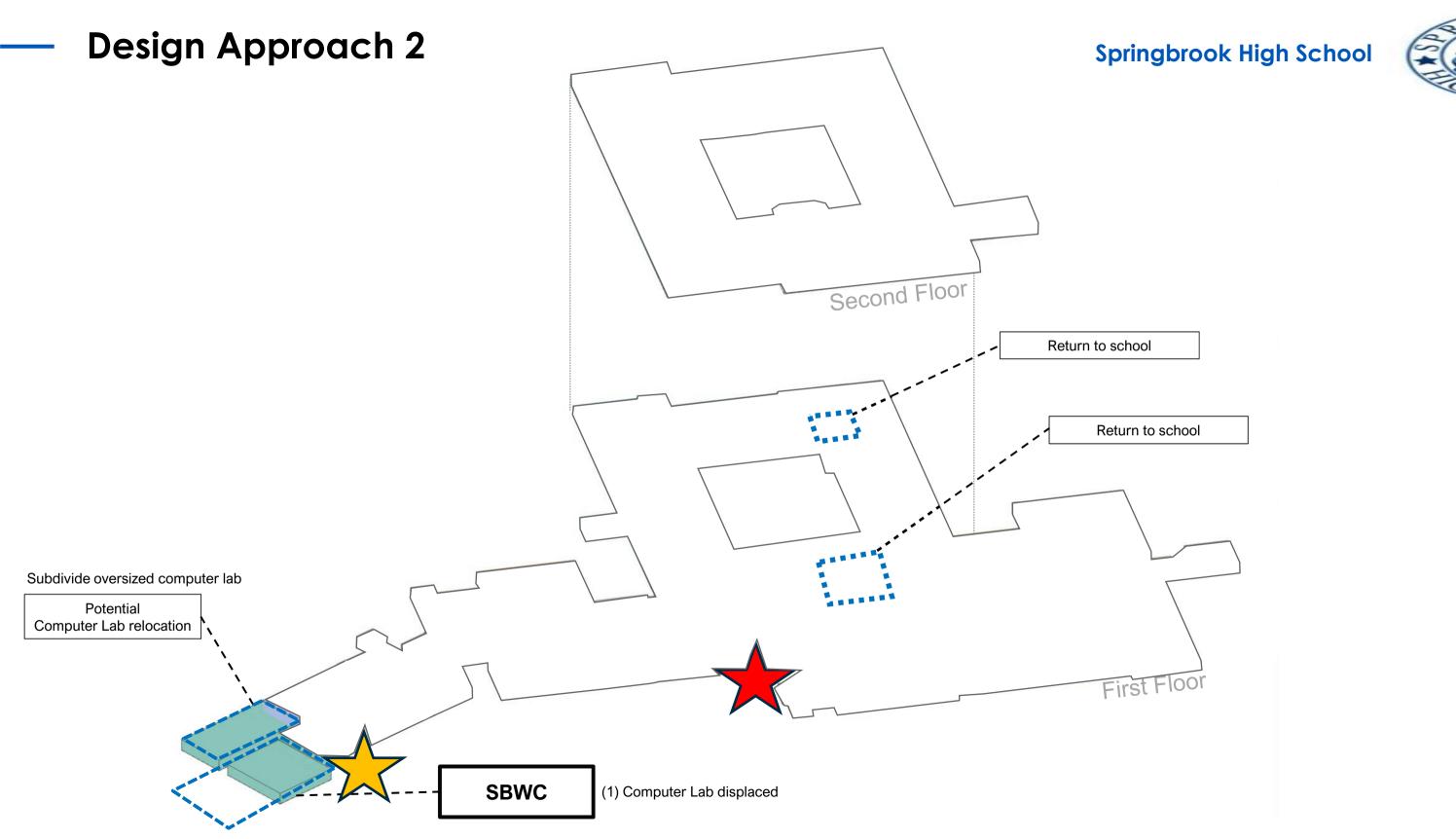
- SWM is needed











**Design Approach 3** 







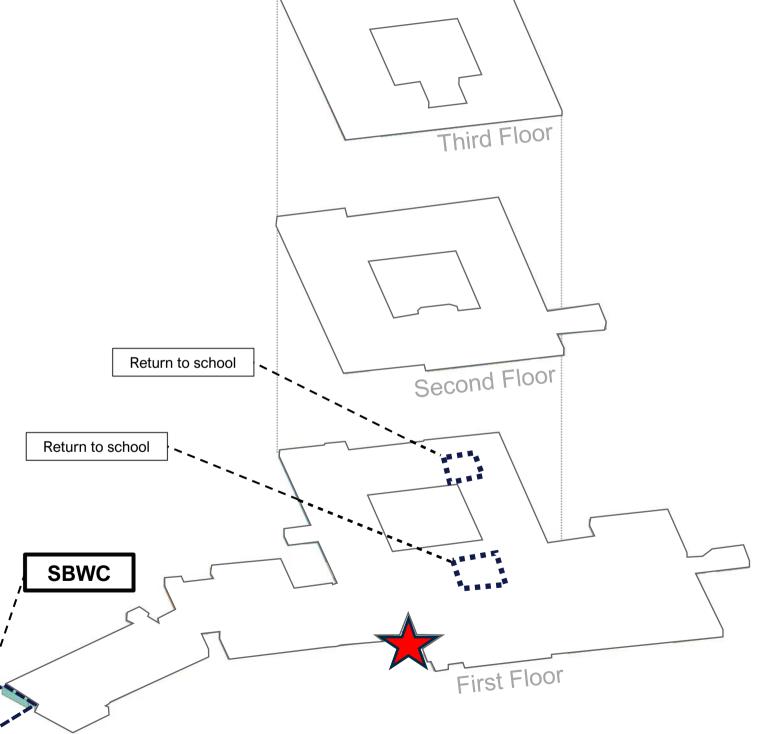
- Expand existing building to enhance the function
- Addition shall be designed with respect to the existing building's scale, proportions, style, and materials
- Address a need that the existing building cannot fulfill
- Integrate new functions cohesively with existing building

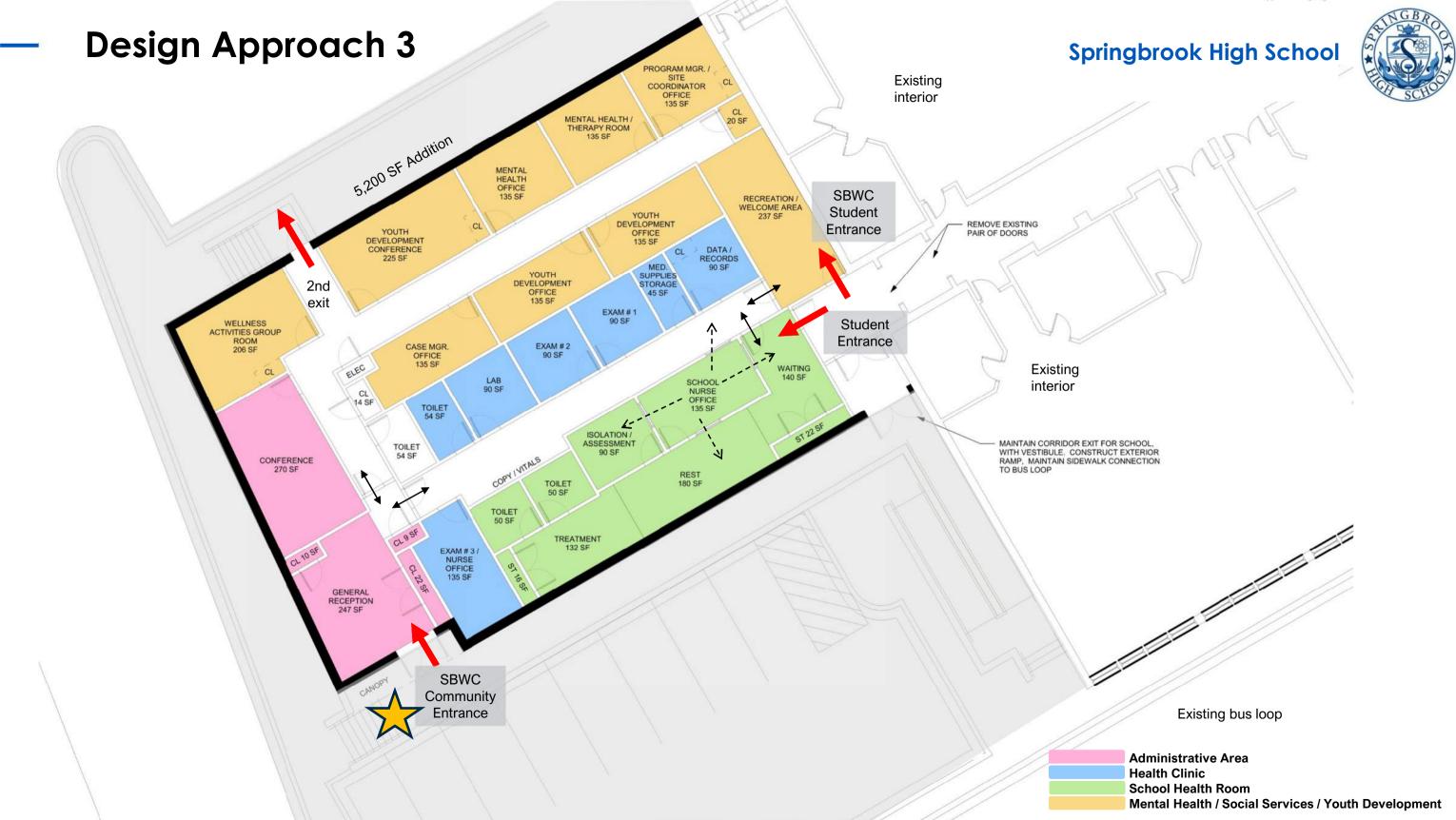
**Pros** 

- Alterations are within 10% of the POR
- Minimal disruption to internal school operations
- Proximity to Wellness Center parking

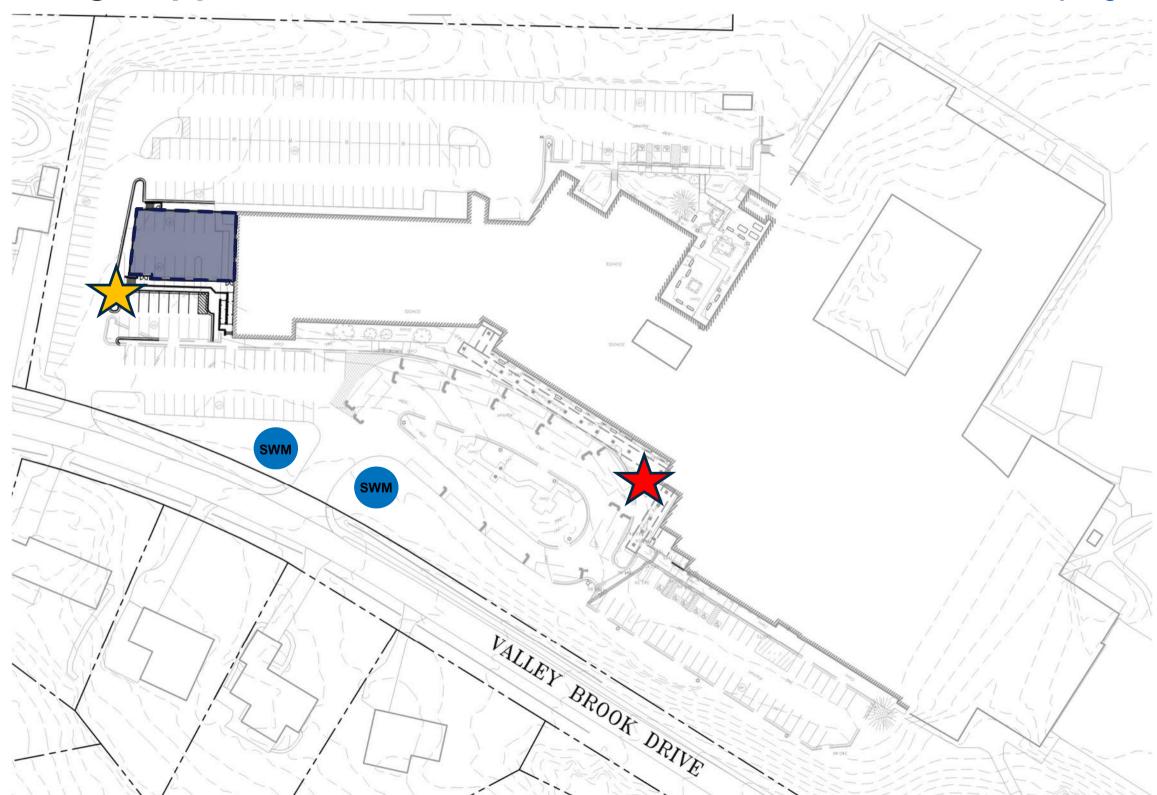
Cons

- Loss of 33 parking spaces
- More SWM needed due to larger addition footprint









## **Design Approaches Summary**

#### Springbrook High School



Approach 1: Retain, Repurpose, Adapt

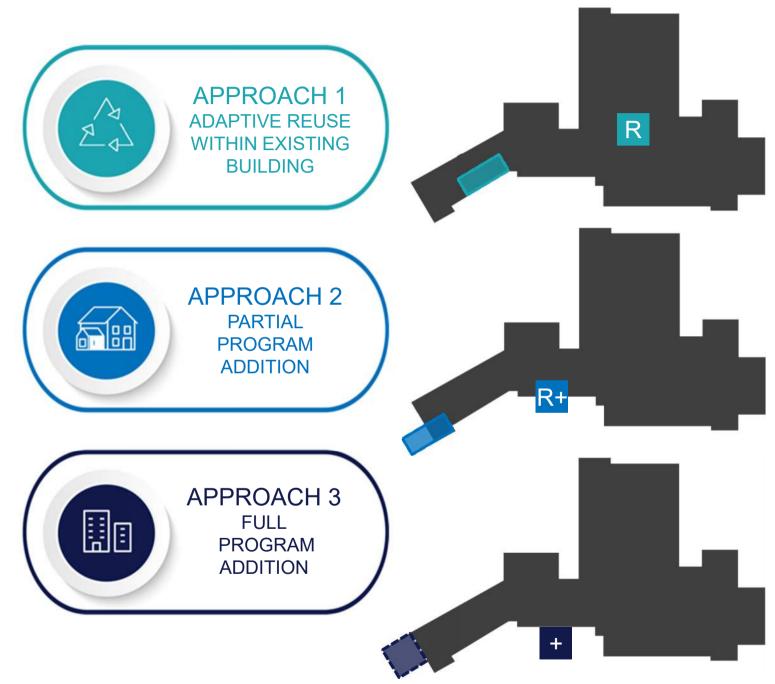
Has the lowest cost but causes the most disruption to school operations and may displace or alter existing program spaces.

#### **Approach 2: Balance**

Meets program needs and improves internal adjacencies, though it requires some site work to accommodate the changes.

Approach 3: Expand, Add, Integrate

Minimizes disruption to existing school operations and fully meets or exceeds program requirements, but it comes at the highest cost.





# Springbrook High School Wellness Center Feasibility Study





### Questions, please contact:

Adrian Saunders
Project Manager
MCPS Department of Planning and Construction
240-740-7700
Adrian M Saunders@mcpsmd.org





