

# 2014 Exhibition of School Planning and Architecture

## Norma Rose Point Primary/Middle School

School District #39

Vancouver, British Columbia



# Norma Rose Point Primary/Middle School



**View to Main Student Entry and Gym (construction completion in progress)**

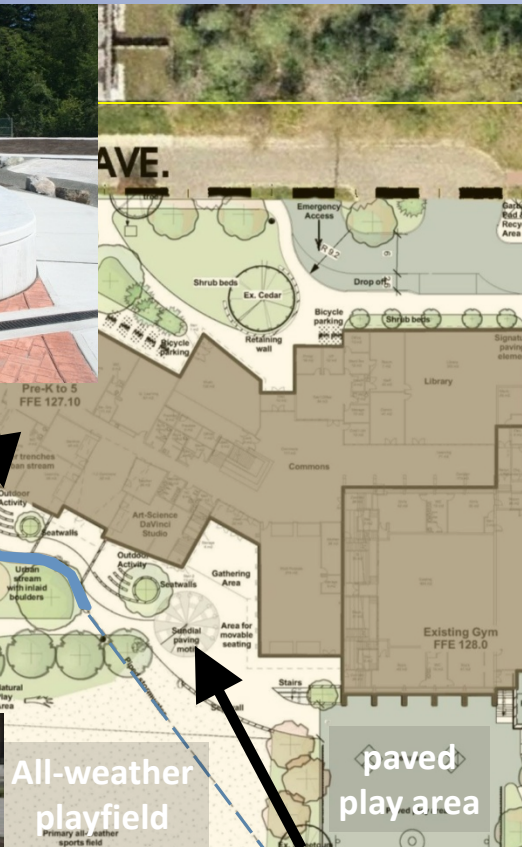


# Context Plan – Community Connections





# Site Play & Learning: K-5 Elementary School





**C22 BUS STOP**





## Community Environment

Originally the home of University Hill Secondary School, the site is adjacent to the University of British Columbia, in close proximity to student and multi-family residential neighborhoods, Musqueam Indian lands, and large, forested Pacific Spirit Park.

The school is designated as a Neighborhood Learning Center, and received additional funding for community facilities. Through several community engagement workshops and consultation with the Musqueam, it was determined that the existing iconic gym should be retained. New spaces add a gym, multi-purpose and meeting rooms for joint school-community use, with family pre-school and out-of-school care facilities.

The community is invited into the school playgrounds, visually linked and supervised from the street, with connections to and from Spirit Park trails.

Conceived as part of a continuum of the UBC family of schools, from pre-school to post-secondary, the primary/middle school lies adjacent to UBC daycare spaces, and proposes that its cutting edge 21<sup>st</sup> C. school plan can serve as a teaching laboratory for the UBC Faculty of Education.

Musqueam heritage and traditions are honored through cultural-specific curriculum. The school is named after Musqueam educator “Papep” Norma Rose Point .

## Community Entry

## Shared Multi-Purpose/ Out-of-School Care

## Renovated Community/School Gym





# Community Environment Shared Gym Facilities

**New Gym** – designed acoustically as a multi-purpose performance space with theatrical lighting, large projection screen, and blackout blinds for skylights & windows



**Renovated Main Gym** – restored finishes, bleachers, and equipment, exterior sunshade glare control. Keeping and restoring the iconic gym was a local community priority.





## Learning Environment

The 920 student Norma Rose Point School is conceived as two schools on one site: a 470 student pre-kindergarten to grade 5 primary school, and a 450 grade 5 to grade 8 middle school.

Opening September 2014, this school gives physical form to Vancouver School Board's vision of 21<sup>st</sup> Century Learning. Students are grouped in 9, collaboratively taught, Learning Communities arrayed around shared Commons, varying in size from 3 teachers/60 students in kindergarten up to 4 teachers/112 students in grades 6-8. Special needs students are fully integrated into the school community – special education assistants share a professional collaboration office with the teacher team in each Learning Community.

Each Learning Community accommodates multi-grade groupings of students in spaces that encourage collaborative teaching and individualized project-based, experiential learning. Specialized, variously sized and equipped Learning Studios open through garage doors into the Commons accommodating flexible work groupings, and supporting a variety of differentiated teaching and learning. Breakout spaces, project and collaborative space, and a “Da Vinci Studio” for art and science explorations are provided. Learning Commons extend to outdoor classrooms on the ground floor connecting outside through balconies and terraces on the upper floors.



**LC Commons** – project space, outdoor connections



**Teacher Collaboration Space, Glazed Learning Studios**



# Learning Environment – Vancouver School Board Objectives

VSB developed an educational program for the UBC family of schools combining the best professional practices, physical facilities and educational resources to serve and fulfill the needs of the learning community. An interconnected set of facilities accommodate a continuum of learning from early childhood to adulthood.

Key elements include:

- A continuum of learning from early childhood to post secondary
- Emphasis on engagement and experiential learning
- Student-to-student learning, collaboration and mentorship
- A science and technology focus
- Sustainability and global citizenship
- Multi-level active partnerships with UBC

## VSB “LEARNS” Framework



**LEARNING** – Diverse rates and styles of learning are recognized and supported;



**ENGAGING, EXPERIENTIAL** – Engaging experiential learning opportunities within and beyond the classroom are routine;



**ACTIVE, PASSIONATE TEACHING** – Active learning experiences are created by teachers;



**RELATIONSHIPS** – Relationships are respectful, supportive and purposeful;



**NEED FOR FLEXIBILITY AND CHOICE** – Flexibility and choice in the classroom, school and system is accommodated;



**SAFETY** – A safe and supportive environment exists.



# Learning Community Environment

Flexible L.C.  
Commons

Quiet Learning  
Studio

Teachers'  
Collab. Space

Break-out  
Space

"Da Vinci"  
Studio

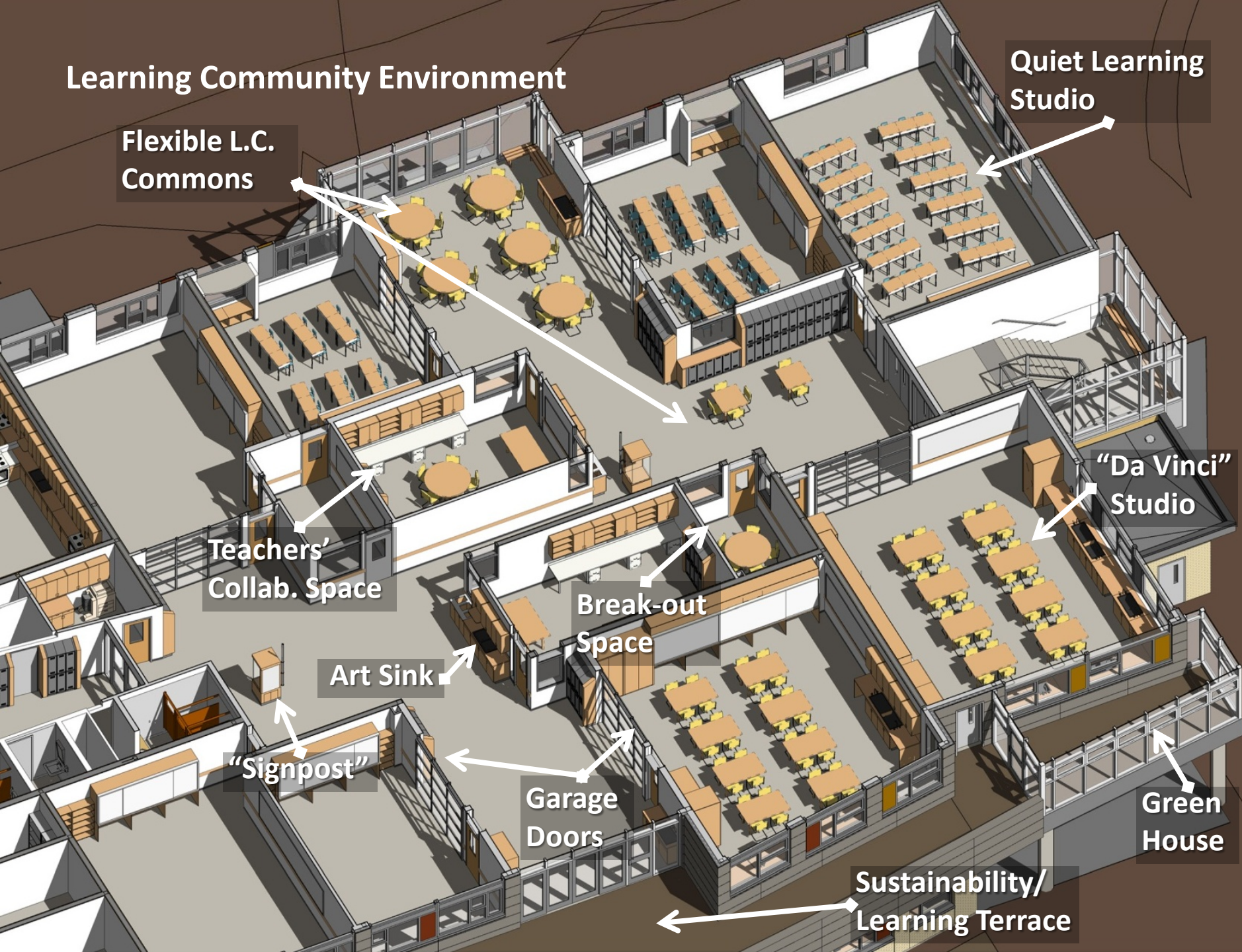
Art Sink

"Signpost"

Garage  
Doors

Green  
House

Sustainability/  
Learning Terrace





# Learning Commons

The Library spills out through glazed garage doors into the light-filled Learning Commons, the figurative heart and literal center of the school. Wood seating nooks and display cabinets are nestled between the muscular concrete buttresses of the existing gym. The “Learning Cube” engages students with color and interactive nooks, with a peek-a-boo loft above and a “campfire” story-telling pit below.





# School Commons

The School Commons serves as both school and community entrance. It organizes the main public spaces, including the blue gathering stair with its lookout, the green portal and glass doors into the Multi-purpose Room, the curving glazed entry into the Main Gym, and the Learning Commons outside the library. Soft furnishings and student displays are envisaged for this space.

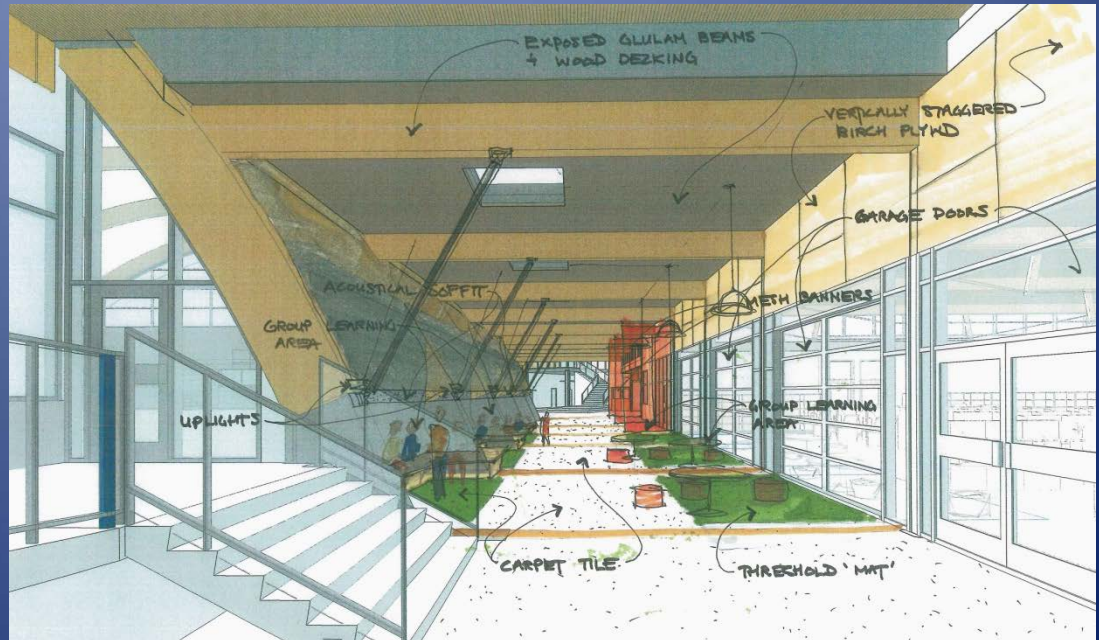




# Physical Environment

The design of the school and site physical environment target three major objectives:

- 1) to create a supportive learning environment for differentiated 21<sup>st</sup> Century Learning;
- 2) to provide comfortable places for people to be, work, and socialize, individually and in small and large groups;
- 3) to develop a sense of belonging and community; and
- 4) to provide a living example of durable, sustainable, energy efficient design, targeting LEED™ Gold certification.





## Physical Environment – places for people





# Physical Environment – belonging and community

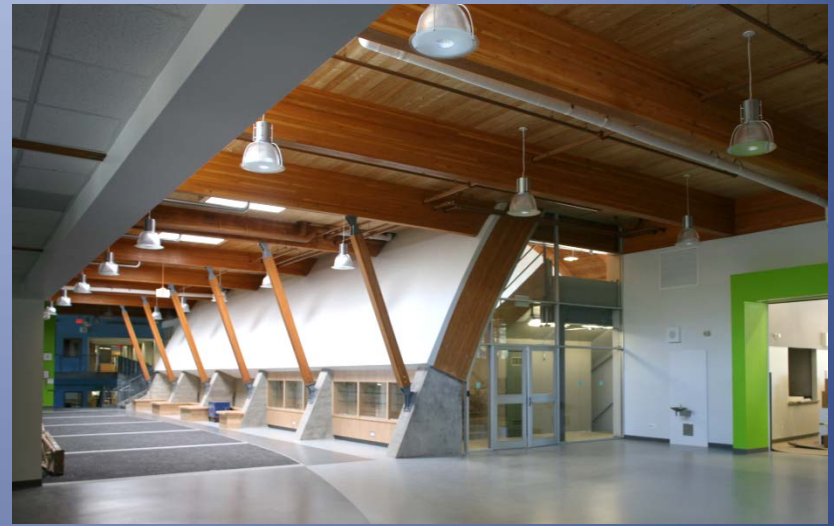
**Learning Communities** – each has its own identity, expressed on the exterior by massing, and in the interior through color and unique “signposts”

**School Commons** – sense of arrival, social and “hangout” space, informal podium, display and celebration



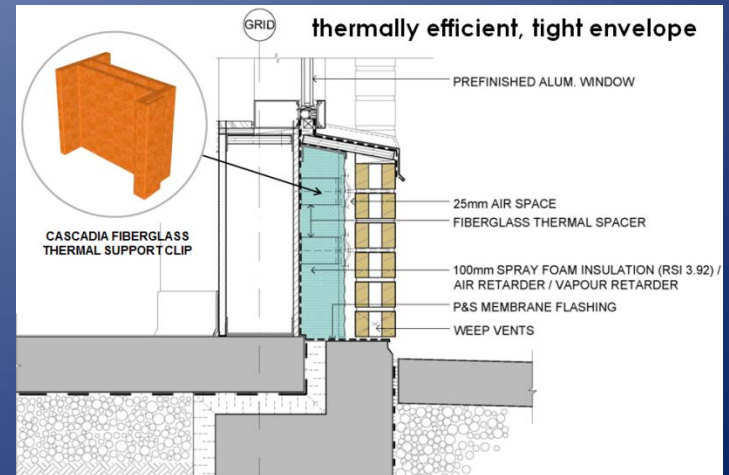


## Physical Environment – visual interest and warmth





# Physical Environment – sweating the details





# Planning Process Narrative

## **January 2008: VSB UBC Educational Facilities Review**

Vancouver School Board (VSB) initiated an Educational Facilities Review of its schools at the University of B.C. to Dunbar neighbourhoods of Vancouver. The district needed to address three challenges: educational priorities, financial sustainability and seismic mitigation of existing schools.

## **June 2008: UBC Neighbourhood of Learning Plan**

The UBC to Dunbar Neighbourhood of Learning development envisioned a new way to organize and deliver education – the creation of Neighbourhoods of Learning within a Network of Learning. A demographic study showed the existing capacity of 410 elementary spaces and 325 secondary spaces was inadequate for the in-catchment population of 1,459 students. The District Capital Plan proposed the addition of a replacement Grade 9-12, 800 capacity high school and new 860 capacity K-8 school for a new total capacity of 2070, based on demographic projections.

## **December 2008: Educational Framework for UBC Family of Schools**

The new K-8 school, along with a new secondary school, was key to VSB's plan to develop an educational program for the UBC family of schools. Combining the best professional practices, physical facilities and educational resources to serve and fulfill the needs of the learning community from early childhood to adulthood.

## **Fall 2008: Ministry of Ed. Project Identification Study**

The project planning and design consultant team was hired to work with District Planning staff to complete an initial study to develop the approach, confirm demographic trends, and analyse the existing high school site for conversion to the proposed K-8 School.

## **Winter 2009: Ministry of Ed. Project Agreement**

The project planning and design consultant team, in consultation with Ministry of Education and District Planning staff, completed detailed project programming, scope, and budgeting to secure project funding. "Neighborhood Learning Center" (NLC) funding for the community was granted.

## **Summer 2009 – Fall 2011: Project Detailed Consultation, Planning, and Design Phase**

The project planning and design consultant team, led by the project architect in close consultation with a VSB Design Committee, including the Director of Planning, Area Planner, a Secondary Administrator, and an Elementary Administrator, participated throughout the design and construction documentation process leading to tender.

## **September 16, 2009: First Community Open House**

The school community was engaged to explore preliminary educational concepts for the proposed K-8 school, including redevelopment of the existing site, basic organization into two school communities within the school facility – a Pre-K to 5 Primary School and 6-8 Middle School. The schedule and Educational Framework were shared and feedback solicited. Community feedback led to retention of the iconic gym and disposition of NLC community space.



# Planning Process Narrative continued

## 2009 – 2014 – VSB for Public Project Website Summarizes Planning and Procurement

### December 2009 – Planning and Visioning Workshop

Facilitated by a 3<sup>rd</sup> party Educational Facilities Planner, the workshop was attended by District staff including senior District educational staff, planners, elementary and secondary principals, teachers, students, and the planning and design consultant team. Design principles were explored and confirmed.



**Visioning Workshop, December 2009**

### February 10, 2010: Second Community Open House

The Design Committee and Architect met the school community to present the redevelopment concepts for the new K-8 School, including the project schedule, phasing plans, illustration of the preliminary design concepts, introduction of Learning Communities concept program, and student and community common areas. Attendees enthusiastically endorsed the proposed school concept.

### Spring 2010: 21st Century School Design Workshops

A series of school staff workshops and meetings were held to focus on the educational goals and directions for the new K-8 school. The process began with a district-wide workshop, Learning in the Creative Age, introduced by Superintendent Steve Cardwell, and facilitated by a 3<sup>rd</sup> party international school planning and design expert, who challenged participants to imagine new ways to connect the best practices and ideas in education with current school design concepts.

This introductory workshop was followed by school meetings with teachers, staff, and some parent representatives to consider how learning communities fit with the notion of teaching and learning in the 21st Century. The expert then collaborated in the schematic design phase with the Project Architect to develop the school's learning community design.



# Planning Process Narrative continued

## **Winter-Fall 2010: Schematic Design**

Work proceeded in detailed consultations with the Design Committee, Project Architect, and collaborating planner/architect. A final Schematic Design Report was issued in fall of 2010.

## **Fall 2010 to Winter 2011: Design Development**

Work proceeded in detailed consultations with the Design Committee and the project consultant team to develop and refine the design. Application for a Development Permit was made in October 2010, with a public consultation process leading to a final public hearing and approval in early 2011.

## **Winter 2011 to Fall 2012: Construction Documentation**

Work proceeded in detailed weekly consultations with the Design Committee and the project consultant team to complete the construction documents. Several workshops were held with School District Education and Operations staff to confirm building systems, including two sustainability workshops and an Energy Modelling Workshop.

## **Spring 2011 to Summer 2014 - Implementation and Construction**

Procurement was by public tender for a 3-phase construction project, to allow for logistics in vacating the existing high school in preparation for demolition. School Occupancy has been granted for August, 2014.



## **Teacher, Staff & Parent Workshop, Spring 2010**

To ensure the final environment would align with the vision and goals established in the planning phase, all aspects of the planning process were documented, and all key personnel on the District Design Committee and consultant Design Team were maintained throughout the duration of detailed planning and design. Further, key consultant Design Team members continued on to complete the construction phase of the project.

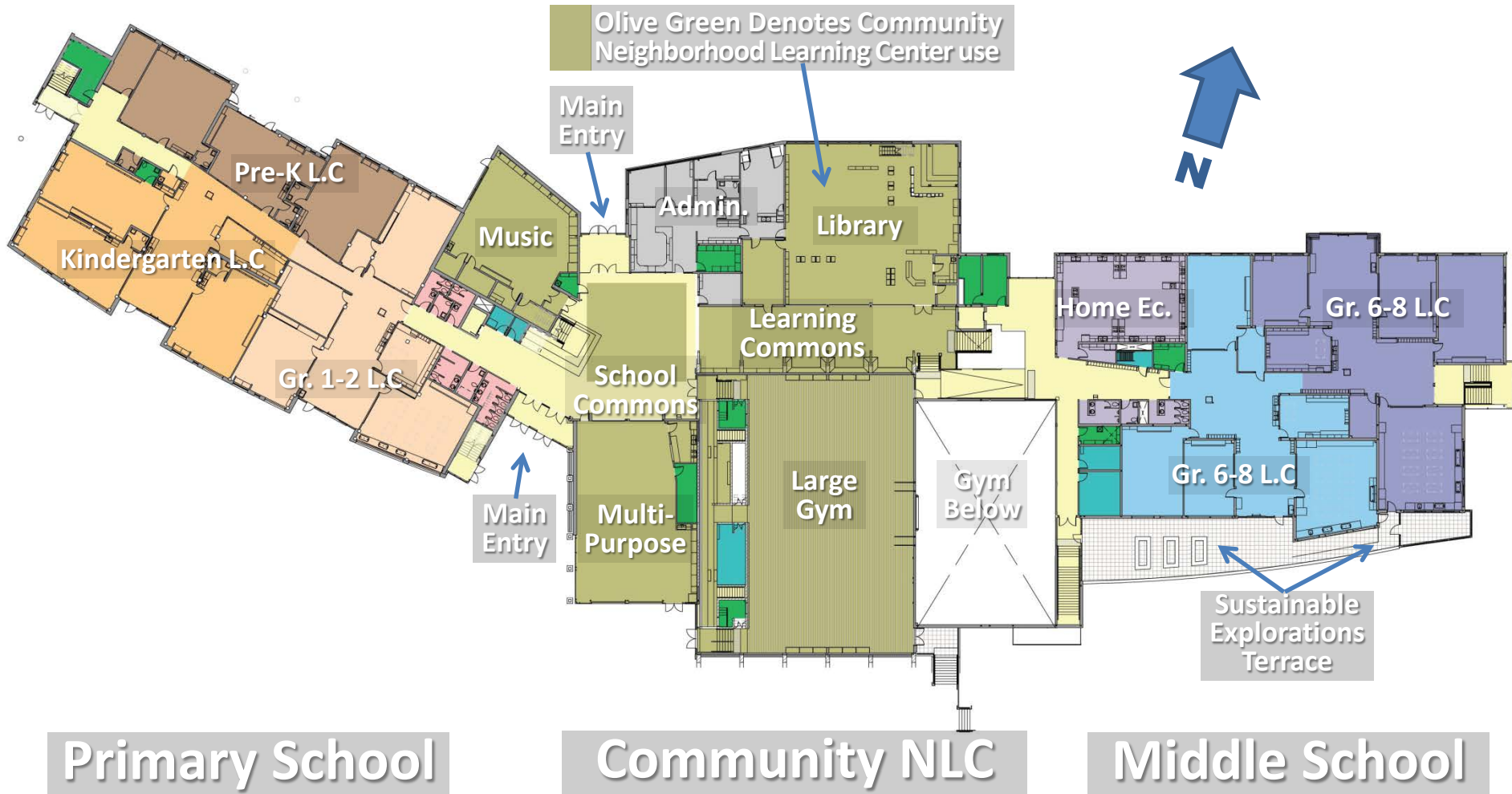


# Birds-eye Perspectives



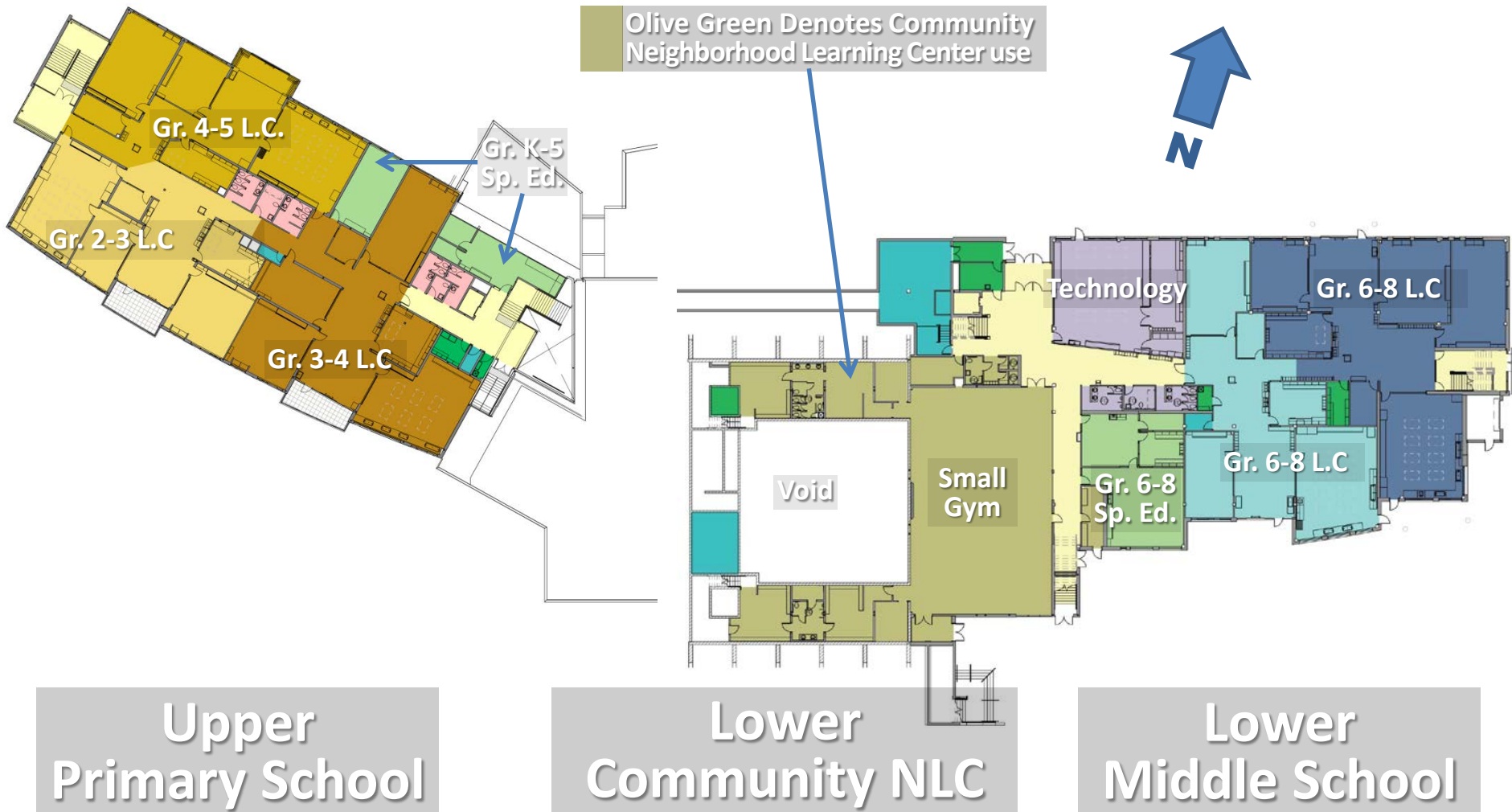


# Main Floor Plan





# Upper and Lower Floor Plans





# Exhibition of School Planning and Architecture

## Project Data

Submitting Firm :	Graham Hoffart Mathiasen Architects
Project Role	Prime Consultant
Project Contact	Mark Mathiasen, Architect AIBC
Title	Partner
Address	Suite 300 – 10190 152A Street
City, State or Province, Country	Surrey, BC, Canada
Phone	604-581-8128

Joint Partner Firm:	
Project Role	
Project Contact	
Title	
Address	
City, State or Province, Country	
Phone	

Other Firm:	Fielding Nair International
Project Role	Architectural Design Consultant, Schematic Design Phase
Project Contact	Randy Fielding
Title	Partner
Address	4937 Morgan Avenue, South
City, State or Province, Country	Minneapolis, MN 55419-5251 USA
Phone	612-925-6897

Construction Firm:	DGS Construction Company Ltd.
Project Role	General Contractor/Construction Manager
Project Contact	George Rossi
Title	President
Address	A101 13761 116 <sup>th</sup> Avenue
City, State or Province, Country	Surrey, BC, Canada
Phone	604-584-2214



# Exhibition of School Planning and Architecture

## Project Details

<b>Project Name</b>	Norma Rose Point School
<b>City</b>	Vancouver
<b>State</b>	British Columbia
<b>District Name</b>	School District #39 (Vancouver)
<b>Supt/President</b>	Steve Cardwell
<b>Occupancy Date</b>	September, 2014
<b>Grades Housed</b>	Pre-Kindergarten to Grade 8
<b>Capacity(Students)</b>	920 (60 pre-k, 60K, 350 Gr. 1-5, 450 Gr. 6-8)
<b>Site Size (acres)</b>	11.827 acres
<b>Gross Area (sq. ft.)</b>	96,183 sq. ft.
<b>Per Occupant(pupil)</b>	104.55 sq. ft.
<b>gross/net please indicate</b>	1:0.765 Gross:Net
<b>Design and Build?</b>	No – the Project is Design/Bid/Build
<b>If yes, Total Cost:</b>	
<b>Includes:</b>	
<b>If no,</b>	
<b>Site Development:</b>	\$2,760,000 (includes off-site infrastructure costs)
<b>Building Construction:</b>	\$21,520,000
<b>Fixed Equipment:</b>	\$420,000
<b>Other (Furniture &amp; Equipment:</b>	\$882,000
<b>Total:</b>	\$25,582,000