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

Main Site Diagram

- Bus Stop
- Park Trails Maintained and Connected Through Site
- Pacific Spirit Regional Park
- Future Housing
- Middle School Drop-Off
- To UBC Campus
- On-Site Forest
- Primary Drop-Off
- UBC, Early Learning / Daycare Facilities
- Lilliput Day Care
- Multi-Family Residences
- UBC Child Care Services
Site Play & Learning: K-5 Elementary School

- Interactive sundial
- Bioswale & detention pond
- Curvy seat walls & outdoor classrooms
- Adventure play equipment
- All-weather playfield
- Paved play area

"Urban stream"

Primary School Playground
Site Play & Learning: 6-8 Middle School

- Middle School Playground
- Pavement maze & other play markings
- Paved play area
- Outdoor classroom
- Exercise stations
- All-weather playfield
- Connect park trails
- Trail
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, Musqueum 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 Musqueum, 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 21st C. school plan can serve as a teaching laboratory for the UBC Faculty of Education.

Musqueum heritage and traditions are honored through cultural-specific curriculum. The school is named after Musqueum educator “Papep” Norma Rose Point.
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 21st 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.
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

Teachers' Collab. Space

Break-out Space

Art Sink

“Signpost”

Garage Doors

“Da Vinci” Studio

Quiet Learning Studio

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 21st 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 3rd 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.

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 3rd 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.
**Exhibition of School Planning and Architecture**

**Project Data**

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<tr>
<th>Submitting Firm:</th>
<th>Graham Hoffart Mathiasen Architects</th>
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<tr>
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<td>Prime Consultant</td>
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<tr>
<td>Project Contact</td>
<td>Mark Mathiasen, Architect AIBC</td>
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<td>Title</td>
<td>Partner</td>
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<td>Address</td>
<td>Suite 300 – 10190 152A Street</td>
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<tr>
<td>Project Role</td>
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<td>Project Contact</td>
<td>Randy Fielding</td>
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### Exhibition of School Planning and Architecture

#### Project Details

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<th>Project Name</th>
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<td>State</td>
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<td>Supt/President</td>
<td>Steve Cardwell</td>
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<td>September, 2014</td>
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