

2015 Exhibition of School Planning and Architecture

Seven Stones Community School

Category: New Construction

Regina Public Schools

Regina, Saskatchewan, Canada

Seven Stones Community School



Seven Stones Community School



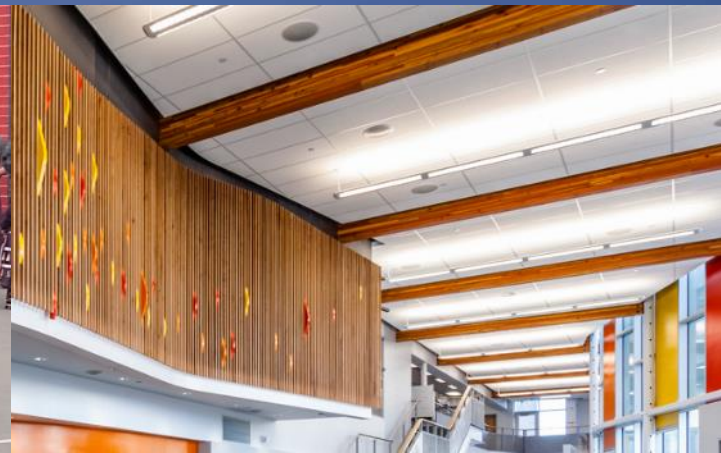
Community as a MOSAIC

Community Environment:

Situated in an economically disadvantaged area of Regina, Saskatchewan, Seven Stones Community School proudly stands as a statement of cultural diversity and sustainable design for 21st Century learning environments.

The concept of a *Mosaic* developed as the schools' signature element, chosen for its inclusive and multicultural message. The mosaic theme translates within some of the school's organizing concepts – where every age group, ethnicity and learning style is recognized and celebrated. As one navigates through the school's open spaces, the design elements merge into one, symbolizing unity and collective strength.

The use of colour creates a unique identity within each Learning Community – distinct learning zones organized by grade level. Colour is used to weave the communities together, while creating a sense of play and excitement within the school.



A Sense of Home & Community

Community Environment:

Seven Stones is an important community space in Regina's North Central neighborhood. One of its most important functions is to provide an informal, welcoming and safe gathering place for the entire community after-school hours. The site and building provide an integrated mesh of indoor and outdoor spaces for learning, fellowship and social growth.

The school is divided into three distinct Learning Communities (LC's), which connect to the central atrium space. The LC's are organized by the following groupings:

- LC-1 - Pre-K to grade 2
- LC-2 - grade 3 to grade 5
- LC-3 - grade 6 to grade 8

The Learning Communities serve as a home base for students, and flow into a central atrium which doubles as additional flexible instructional space.



Making Connections

Learning Environment:

Each of the school's three Learning Communities accommodate up to 125 students and include:

- Welcome area with locker "cubbies"
- Central open Commons space
- Home-like individual washrooms complete with water closets for each student.
- Dedicated teacher collaboration workspace for all 6 teachers
- Wet and messy area
- Flexible learning studio spaces in a variety of sizes and configurations
- Large glazed overhead doors to add flexibility between spaces

These features facilitate:

- Team teaching to enhance the delivery of curriculum and respond to the many different types of learners.
- Student engagement by utilizing the variety of flexible learning spaces for individual, project and group work.
- Project-based learning through the use of flexible furnishings and dedicated areas for computer, building or wet and messy work.



Flexible Learning Spaces

Learning Environment:

Teachers are not assigned their own Home Rooms. Instead, the teaching team collaborates to create a schedule that allows for rotation of each learning space based on student need and abilities and varying learning modalities.

Most of the learning spaces are visually and physically interconnected through the use of glass, overhead doors or openness. All learning spaces have access to natural light and views emphasizing a connection to the outdoor environment.

The teacher collaboration workrooms contain modular professional workstations (6 per workroom) and are visually and physically connected to each Learning Community Commons. This connection encourages and fosters student/teacher relationships while enhancing visual supervision.



Flexible Learning Spaces

Physical Environment

The planning is founded on the *Structural Innovation Framework* developed by Regina Public Schools. Key Innovations of this initiative include:

- Flexible teaching arrangements and instructional groupings
- Teacher collaboration spaces
- Interdisciplinary and Inquiry-based teaching and learning
- Inclusive practices

Most of the learning studios are carpeted to create a home-like feeling and improve physical and acoustic comfort.

Vinyl flooring is used in Wet and Messy areas, Da Vinci Studios and other areas where particularly messy activities might take place.

Overhead doors between some learning studios and central Commons allows for flexible student groupings and openness when required.

Limited permanently fixed millwork was incorporated only if absolutely necessary, in favor of high quality, movable and flexible furnishings.



Sustainability & Celebrating the Details

Physical Environment

The school is striving for LEED® Gold status and serves as a model for sustainable design. An in-floor radiant heating and cooling system is exposed under a glass floor panel at the main entry. An interactive touch screen and website provides real-time data on the school's power usage and other sustainability features and announcements. Tubular skylights bring natural light into interior spaces and are prominently displayed using acrylic light tubes. Displacement ventilation distributes a high volume of low-velocity fresh air throughout the facility, in low-to-the-ground places such as under benches. The school's high-quality acoustics are enhanced by extensive carpeting, ceiling tiles and a decorative acoustic wood wall.



An Engaging Process

Planning Process:

The project began in February of 2009 with a site selection process in which the consultant team worked with stakeholders to evaluate two potential sites for the new school.

In May of that year, the original site of the recently demolished Herchmer Community School was chosen to be most suitable.

Later that summer, the community engagement and schematic design process began in earnest, culminating with a public presentation held in December, 2009.



Community Engagement Benchmarks

Design for the Creative Age
Community Meeting, 10 February 2009




1

Site Visioning Workshop
Community Meeting, 24 March 2009




2

Site Matrix Analysis
Committee Webex, 29 April, 2009



3

Site Analysis Report
Matrix and diagrams, 9 May 2009



4

Site Recommendations
Public Meeting, 1 June 2009



5

Conceptual Design Review
Committee Webex, 15 September 2009



6

Design Progress Presentation
Committee Webex, 13 October 2009



7

Curriculum Mapping Workshop
Teachers Meeting, 13 November 2009



8

Schematic Design Presentation
Public Meeting, 9 December 2009



9



An Engaging Partnership

Planning Process:

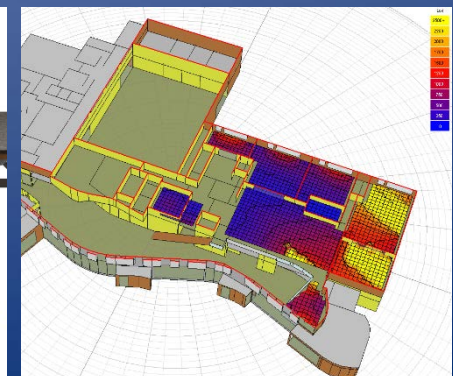
The design development process involved the full consultant team and a broader spectrum of stakeholders from the Ministry and School Board. A carefully planned **Integrated Design Process** was used to draw on all the relevant experience within the group and to collectively set performance goals for various aspects of the design.

Where special spaces were required, such as the *Hawk's Nest*, the team met specifically with community Elders to review the design concepts and to better understand the cultural and functional requirements.

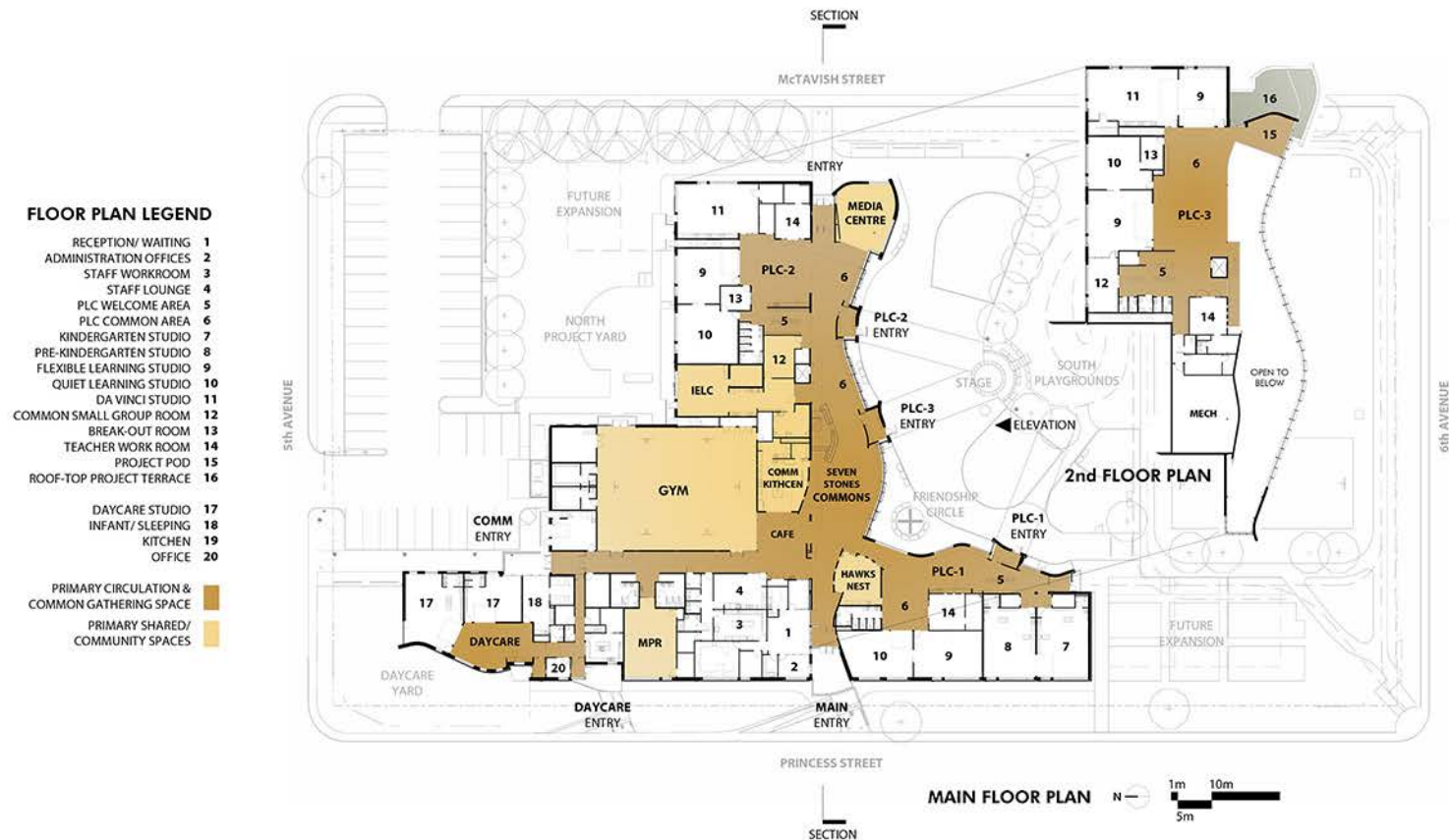
Two partnering firms maintained a collaborative approach throughout the design process, allowing the design team fully understand the community's goals and needs in schematic design, and to provide review and feedback during design development.

Project Timeline:	Phase:	Stakeholder Involvement:
Feb – May 2009	Site Evaluation	Owner, Community, Design Team
Jun – Dec 2009	Schematic Design	Owner, Community, Design Team
Oct 10 – Apr 11	Design Development	Owner, Community, Users, Design Team
May 10 – Aug 12	Contract Documents	Owner, Design Team
Oct 12 – Aug 14	Construction Period	Owner, Community, Design Team, Contactor
Oct 2014	Video Case Study	Owner, Users, Design Team
Sep 2015	Post Occupancy Review	Owner, Users, Design Team

The design team has stayed in close contact with the administration and staff at Seven Stones through social media and site visits. Operational and pedagogical alignment issues are periodically reviewed and discussed.



Floor plans



SEVEN STONES COMMUNITY SCHOOL REGINA, SASKATCHEWAN

Exhibition of School Planning and Architecture

Project Data

Submitting Firm :	Number TEN Architectural Group
Project Role	Design Development, Construction Documents, Tender & Award, Construction Administration
Project Contact	Gabe Derksen
Title	Studio Lead Education & Recreation
Address	310-115 Bannatyne Ave W.
City, State or Province, Country	Winnipeg, MB, Canada
Phone	(204) 942-0981
Joint Partner Firm:	Fielding Nair International
Project Role	Programming & Schematic Design
Project Contact	Randy Fielding
Title	Principal
Address	4937 Morgan Avenue South
City, State or Province, Country	Minneapolis, MN 55419-5251 US
Phone	(612) 925-6897
Construction Firm:	Clark Builders
Project Role	General Contractors
Project Contact	Brian Klashinsky
Title	Project Manager
Address	2302 Hanselman Avenue
City, State or Province, Country	Saskatoon, SK, Canada
Phone	(306) 986-0046

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Project Details

Project Name	Seven Stones Community School
City	Regina
State	Saskatchewan
District Name	Regina Public Schools
Supt/President	Ron Christie,
Occupancy Date	September 2014
Grades Housed	Daycare + Pre-K to Grade 8
Capacity(Students)	375 Design Occupancy (plus 51 Daycare Spaces)
Site Size (acres)	3.1
Gross Area (sq. ft.)	43,455 (plus 3,490 Daycare)
Per Occupant (pupil)	116 sq.ft (68 sq.ft. Daycare)
gross/net please indicate	20%
Design and Build?	
If yes, Total Cost:	\$17.25M
Includes:	Siteworks, Building, Fixed Eqpt
If no,	
Site Development:	
Building Construction:	
Fixed Equipment:	
Other:	
Total:	

Supporting/Supplemental files/Images

Salvaged pieces from the original Herchmer Community School at the site were incorporated in the design of Seven Stones School. Examples include Tyndall stone carvings and the original solid oak wood doors.



Original Herchmer Community School, 1930 - 2008



Original stone carvings built into Seven Stones' Media Centre walls

Supporting/Supplemental files/Images



Learning happens everywhere

- Seven Stones School has a wide variety of learning spaces that are comfortable, safe and inviting.
- The undulating south wall of the central school Commons provides active and passive learning opportunities both inside and out.

Supporting/Supplemental files/Images



Learning happens everywhere

- The shared Commons space in each Learning Community provides flexible instructional spaces for a variety of learning experiences



Supporting/Supplemental files/Images



Learning happens everywhere

- Portable bookshelves provide flexibility in where library/resource & reading happens
- Students feel connected to the entire school community by interacting with a variety of spaces from day to day.



Supporting/Supplemental files/Images



Learning happens everywhere

- The integrated Early Learning Centre (daycare) was designed with the same flexible learning principles as the school and provides an opportunity to share learning resources.

