2015 Exhibition of School Planning and Architecture

Seven Stones Community School
Category: New Construction

Regina Public Schools
Regina, Saskatchewan, Canada
Seven Stones Community School

- Amphitheatre & Stage
- The Hill
- Early Learning Play Yard
- Outdoor Projects & Community Engagement
- Outdoor Learning & Gathering
- Evening Community Entry
- Active Play
- Learning Community Direct Entry (3 total)
- Daylighting Sky Tubes (8)
- Learning Community
- Direct Entry (3 total)

5th Avenue
Main Entry
Princess Street
Expansions
Field
Courts
Daycare
Biowall
Gymnasium
Project Yard Community Engagement
Project Yard Community Engagement
Expansion
Mctavish Street
Grades 3-5
Amphitheatre & Stage
Grades 6-8
Play Structure Grades 1-2
Play Structure Pre-K & K1
Friendship Circle
Grades 1-2
Grades 3-5
Grades 6-8

SkyTubes (8)
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.
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
Oct 2014  Video Case Study  Design Team, Contactor
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.
### Exhibition of School Planning and Architecture

**Project Data**

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<tr>
<th>Submitting Firm</th>
<th>Number TEN Architectural Group</th>
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<tr>
<td>Project Role</td>
<td>Design Development, Construction Documents, Tender &amp; Award, Construction Administration</td>
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<tr>
<td>Project Contact</td>
<td>Gabe Derksen</td>
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<tr>
<td>Title</td>
<td>Studio Lead</td>
</tr>
<tr>
<td>Address</td>
<td>310-115 Bannatyne Ave W.</td>
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<tr>
<td>City, State or Province, Country</td>
<td>Winnipeg, MB, Canada</td>
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<tr>
<td>Phone</td>
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<th>Fielding Nair International</th>
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<td>Project Role</td>
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<tr>
<td>Project Contact</td>
<td>Randy Fielding</td>
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<tr>
<td>Title</td>
<td>Principal</td>
</tr>
<tr>
<td>Address</td>
<td>4937 Morgan Avenue South</td>
</tr>
<tr>
<td>City, State or Province, Country</td>
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<td>Brian Klashinsky</td>
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<td>Project Manager</td>
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<tr>
<td>Address</td>
<td>2302 Hanselman Avenue</td>
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<tr>
<td>City, State or Province, Country</td>
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<td>Phone</td>
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#### Project Details

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<tr>
<td><strong>Supt/President</strong></td>
<td>Ron Christie,</td>
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<td><strong>Occupancy Date</strong></td>
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<td><strong>Grades Housed</strong></td>
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<td><strong>Capacity(Students)</strong></td>
<td>375 Design Occupancy (plus 51 Daycare Spaces)</td>
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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
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.
Learning happens everywhere

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