

Belmont Secondary School

Category: New Construction

School District No. 62 (Sooke)
Langford, B.C.

2016 Exhibition of School
Planning and Architecture



Belmont Secondary School



Site Plan

Belmont Secondary School



The new sports field and over-sized gymnasium [link](#) to the existing [community](#) sports facilities.



Community Environment

Belmont Secondary School

Community Environment

Programming for the shared community-use facilities (referred to as the “Neighbourhood Learning Centre”) was completed by the School District as a part of their application to the provincial government for funding to increase the building size by fifteen percent.

The school is located on the edge of an established community bordering an area of new development. The City of Langford is experiencing rapid growth and the community facility reflects both emerging needs and transitional needs for the existing residents. The location is central to this new/old community and is adjacent to existing community sports facilities. It is a prominent elevated location and has become a community focus.

There is a bi-lateral integration of facilities located within the school and those located adjacent to the school site.

Dedicated Facilities Located in the School

- Wellness Centre including medical examination facilities
- Daycare with an extensive play facility
- Community use multipurpose room with a self contained serving kitchen
- Post Secondary and Adult Education Centre (partnership with Camosun College)

Shared Facilities

- Oversized four court gymnasium for district and community functions
- Multi-purpose “Great Room”
- Kitchen and adjacent servery
- Drama Room

These facilities are accessible directly from the exterior and can be separated by security grills for after hours community use.

Adjacent Facilities

- Community sports fields with bleachers and change facilities
- Shared parking on both sites

These facilities provide an interface between the students and other community members. Since many of those utilizing these facilities are members of the same family this also strengthens the school-community bond.





Learning Environment

The principal academic learning spaces or “learning communities” each are a home for approximately 150 students. This reduces the 1200 enrollment to smaller social units reducing the potential for alienation and isolation. The Learning Community is an off-shoot of the notion that academic outcomes and leadership opportunities are better in smaller schools.

The learning program is in transition so flexibility and future proofing are a foremost objective. By opening overhead doors or moveable walls teachers can organize a range of group sizes. This supports a wide range of learning styles and diverse instructional methods. There are no structural impediments or duct risers to restrict possible future adaptations.

The Learning Community

Proximity and familiarity with a community promotes communication and offers the opportunity for collaboration. Each community includes a Teacher preparation area to facilitate a team approach and cross curriculum opportunities. The physical environment is designed to transform with adjustments in educational delivery by means of overhead doors and moveable walls. The clear span structure allows major redesign in later years to adapt to future changes. Transparency in the communities supports collaboration and a sense of community. It also enhances the quality of light in the shared spaces.

Physical Environment

The entire school is united around a three-dimensional sun-filled environment of interconnected and overlapping spaces. Vertical movement and paths of travel are prominent and encourages casual socialization and fosters a sense of community.

The atrium facilitates easy orientation to all levels of the school starting with the two storey “Great Room,” multi-purpose area at the entry crossroads extending upwards to the student cafe, and the two storey learning commons occupying pride of place in the centre of the plan. Its importance is also signified prominently on the exterior of the building. The learning communities are very transparent with the teaching and breakout project spaces visually linked. The sun-filled atrium ensures that all of these spaces receive natural light. A physical connection to the exterior is made with three overhead doors linking the Great Room to the school patio and sports field. An exterior balcony off the science project area provides opportunities for related environmental studies and astronomy.

By de-emphasizing the books, opportunities for learning occur in the “learning commons” (Library) where the emphasis is on collaboration, project work, and individual study.

Other less-structured and social learning occurs at the “great room” on the main floor, with its social stair, the student cafe and upper floor lounges. One of the communities is dedicated to learning support, another incorporates First Nations studies so that all learners can be successful.





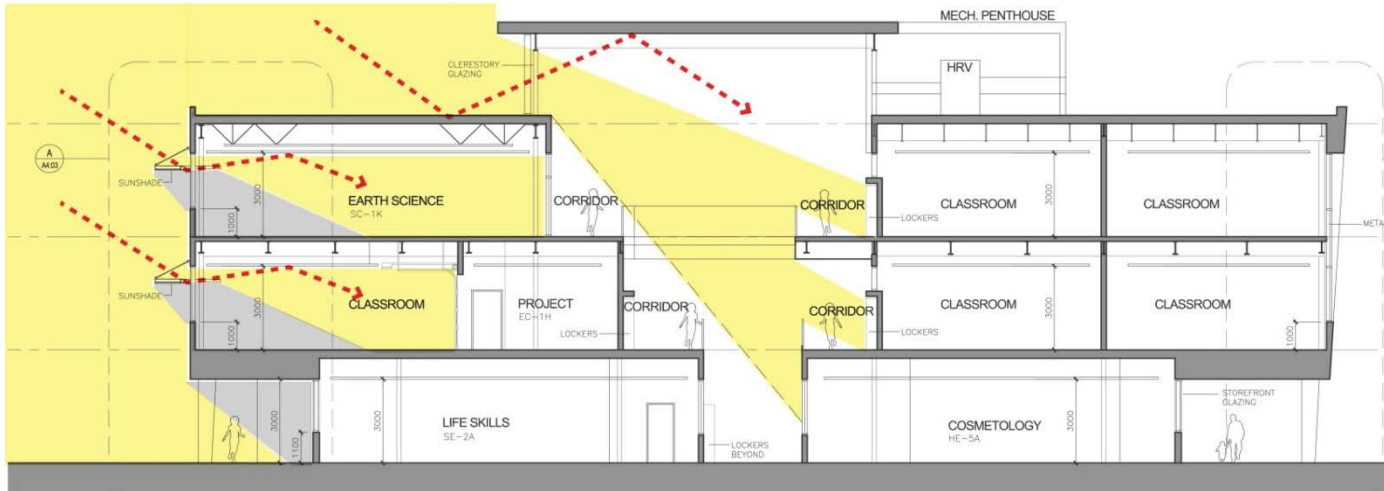
Physical Environment

Belmont Secondary School



Physical Environment

Belmont Secondary School



- The entire school is united around a three dimensional sun-filled environment of interconnected and overlapping spaces
- Paths of travel encourage casual socialization and foster a sense of community
- A wood structure is provided in the major social spaces.

Sustainability

The atrium provides opportunities for passive ventilation and heat recovery. The building is targeting LEED Gold incorporating a brown field site, an air-source heat pump system with displacement ventilation, reduced heat island effect, water efficient landscaping, optimized energy performance, utilizing regional and recycled materials, achieving a high standard of Indoor Air Quality, innovation points and aiming for a durable building.

Cross Section

Belmont Secondary School



Planning Process

Belmont Secondary was procured through a competitive design-build RFP process. We developed the plan through initial “in-conference” consultation meetings. These meetings included the Superintendent and Assistant Superintendent of Education for the District, the school Principal, the Director of Facilities, a District Project Manager and a consultant shadow team.

Post award, the design was advanced through an intensive design development process, which in addition to the same participants included each of the teacher department leaders and administrative staff.

There are tangible outcomes which are captured in the design:

- the District Superintendent emphasized inclusiveness of all members of the school community
- the Principal emphasized the opportunities for the learning communities, social learning and recycling
- the Project Manager sought integration of the community facilities
- The Director of Facilities focused on energy-use, maintenance and durability

Each of their inputs is reflected in the design.

The construction and post-occupancy phases greatly involved the Principal, Director of Facilities and the shadow team. The Superintendent and Assistant Superintendent participated throughout the project at scheduled milestones. The Director of Facilities and the shadow team monitored construction progress and compliance with the vision and goals of the RFP. They had open discussions with the Design-Builder at two week intervals with all consultants attending.

Client Goals

- The school district required a replacement high school for 1200 students to serve as a community hub.
- They sought a flexible learning environment which would adapt to the changing requirements of 21st Century educational delivery.
- They wanted the school to be a social environment with spaces to encourage student/staff engagement.
- This new facility was to incorporate best practices for sustainable and energy efficient design.

Timeline

February 2013	RFP issued
May 2013	Submissions closed
June 2013	Proponent selected and Design Development begins
July 2013	Construction Documents begin
November 2013	Design Development complete (overlap with construction documents)
December 2013	Building Permit Application
January 2014	Construction beings
September 2015	Occupancy

Great Room overhead doors **connect** to the **outdoors**.
The Great Room and Learning Commons present opportunities
for **social** interaction.



Main Floor Plan

Belmont Secondary School



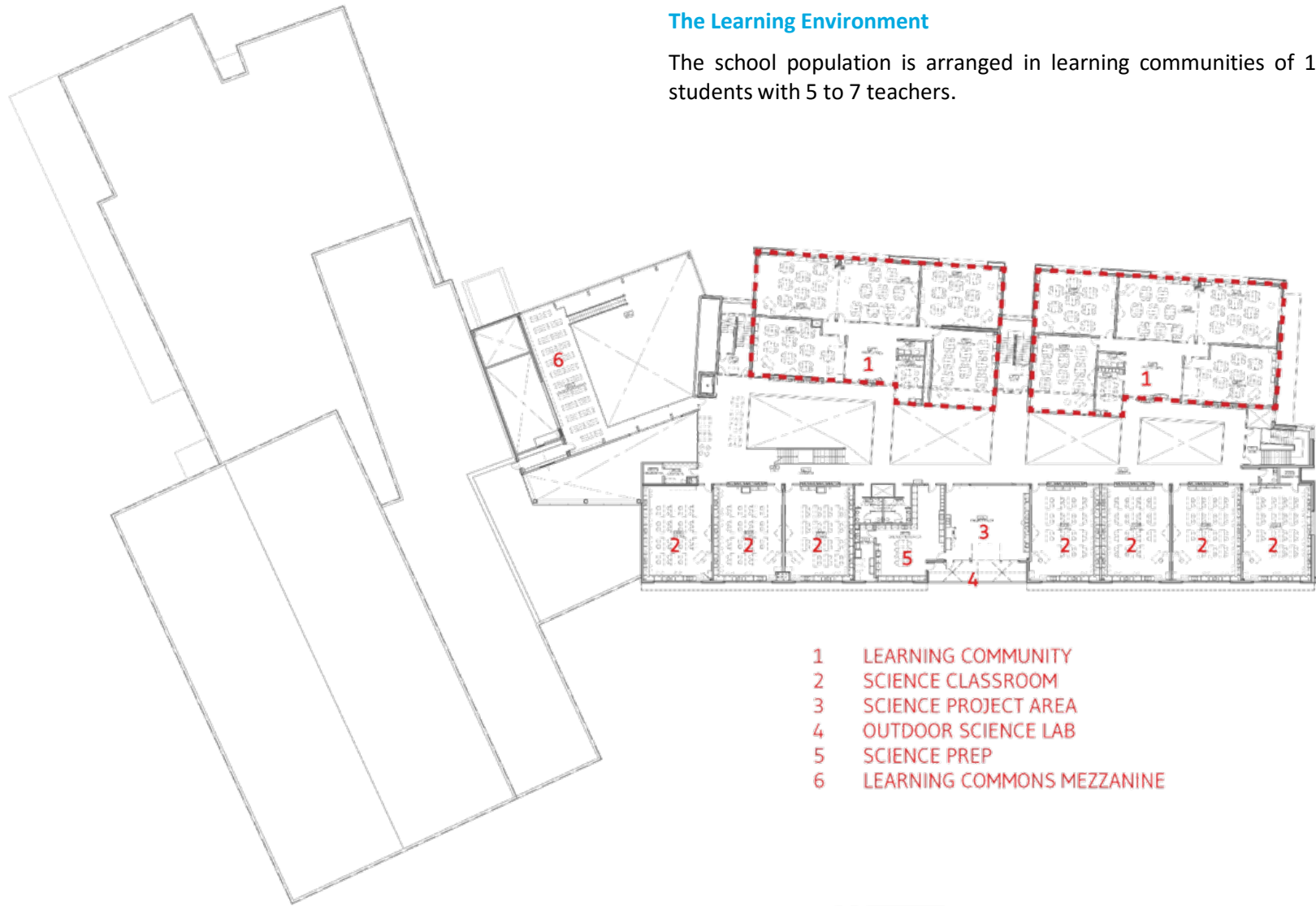
- | | | | |
|---|--------------------|----|------------------|
| 1 | LEARNING COMMUNITY | 7 | STUDENT STORE |
| 2 | LEARNING CENTRE | 8 | LEARNING COMMONS |
| 3 | LEARNING SUPPORT | 9 | BREAK-OUT ROOMS |
| 4 | PROJECT SPACE | 10 | MEDIA / FILM |
| 5 | COMPUTING | 11 | STAFF ROOM |
| 6 | BUSINESS | 12 | FITNESS CENTRE |
| | | 13 | THEATER |

Second Floor Plan

Belmont Secondary School

The Learning Environment

The school population is arranged in learning communities of 125 to 150 students with 5 to 7 teachers.



- 1 LEARNING COMMUNITY
- 2 SCIENCE CLASSROOM
- 3 SCIENCE PROJECT AREA
- 4 OUTDOOR SCIENCE LAB
- 5 SCIENCE PREP
- 6 LEARNING COMMONS MEZZANINE



Third Floor Plan

Belmont Secondary School

Exhibition of School Planning and Architecture Project Data

Submitting Firm :	Thinkspace Architecture Planning Interior Design
Project Role	Design Consultant
Project Contact	Ron Hoffart, Architect AIBC, ALEP
Title	Partner
Address	300-10190 152A Street
City, State or Province, Country	Surrey, B.C., Canada
Phone	(604) 581 8128

Construction Firm:	Yellowridge Construction Ltd.
Project Role	Design Builder
Project Contact	Steve Hawboldt
Title	President
Address	200-2605 Clarke Street
City, State or Province, Country	Port Moody, B.C., Canada
Phone	(604) 936 2630

Exhibition of School Planning and Architecture

Project Details

Project Name	Belmont Secondary School
City	Langford
State	British Columbia
District Name	School District No. 62 (Sooke)
Supt/President	Jim Cambridge
Occupancy Date	September 2015
Grades Housed	9-12
Capacity(Students)	1200
Site Size (acres)	4.82 Ha.
Gross Area (sq. ft.)	152,234 sq. ft.
Per Occupant(pupil)	
gross/net please indicate	
Design and Build?	Yes
If yes, Total Cost:	\$40 Million
Includes:	Site, Building and soft costs. Not FF&E.
If no,	
Site Development:	-
Building Construction:	-
Fixed Equipment:	-
Other:	-
Total:	-



Supporting Images

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