FOSTERING CULTURAL DIVERSITY AND INCLUSIVITY

HOW ONE DISTRICT'S DESIGN PRINCIPLES SHAPE COMMUNITY AND THE PHYSICAL FRAMEWORK

SOOKE SCHOOLS 62
Shaping Tomorrow Today

thinkspace

AGENDA

1. Introductions
2. Goal and origin of design guidelines
3. The Design Principles
4. SĆIⱥNEW_SŢEŁIŢĶEŁ context
5. Thinkspace's approach
6. Design outcomes
7. Thoughts + questions

INTRODUCTIONS

Pete Godau
Manager of Major Capital + Planning,
School District No. 62 (Sooke)

- 40+ years in building maintenance & industrial, commercial, residential construction
- 20 years at SD62, part of team that has built
  10 schools / maintains 30 sites
- Currently overseeing delivery of South Langford Elementary School

SOOKE SCHOOLS 62
Shaping Tomorrow Today

SCHOOL DISTRICT #62 (SOOKE) OVERVIEW

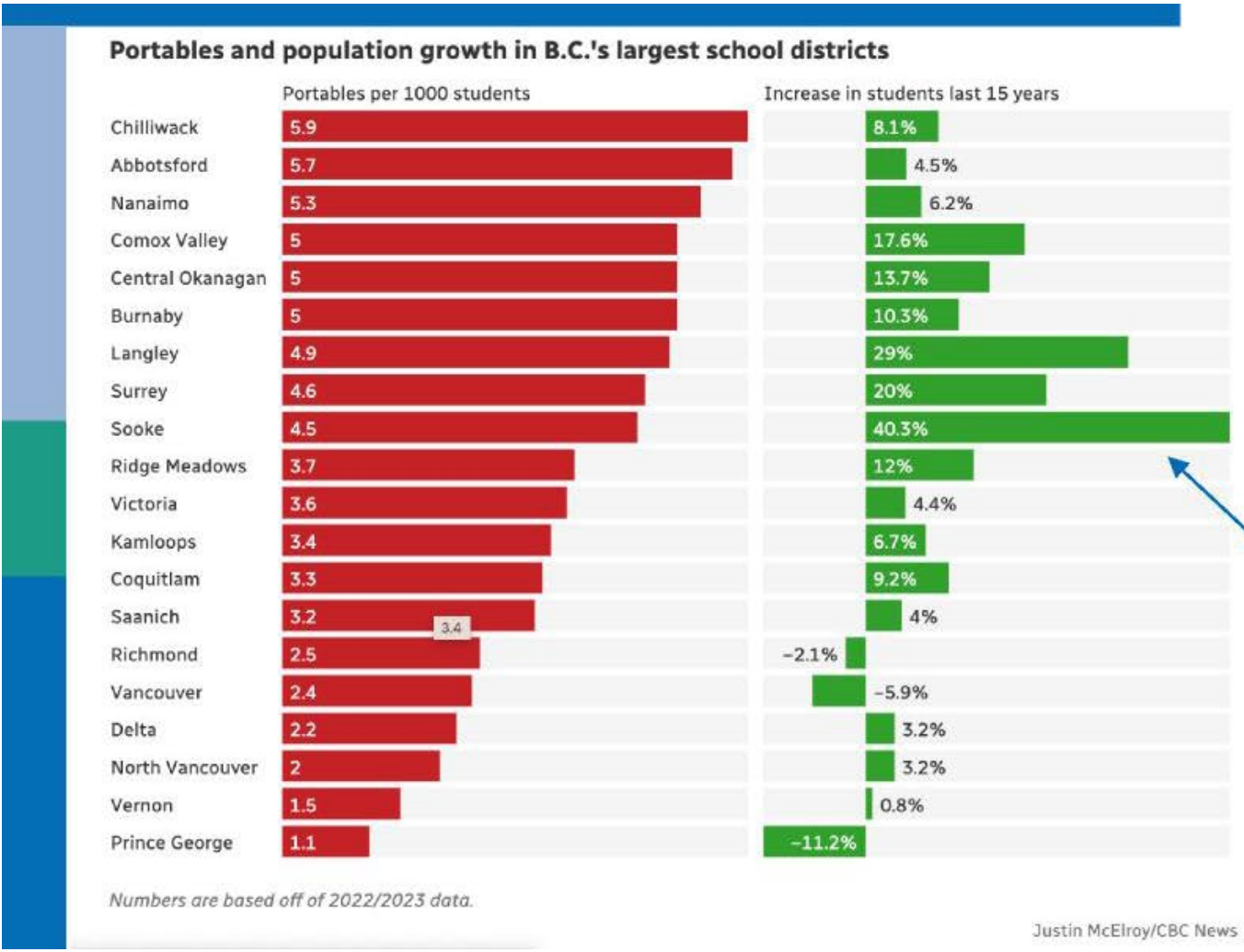
School District #62 acknowledges the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

- School District #62 (Sooke) (SD62) serves the Western Communities of the Capital Regional District, incl. Langford, Colwood, Sooke, Metchosin, Highlands.
- continued growth pattern that BC Statistics estimates with grow by 52% in next 20 years
- City of Langford leads that growth as the 3rd fastest growing community, per capita, in Canada
- City of Colwood and the District of Sooke also planning progressive development

OVERVIEW – SD 62 CULTURAL DIVERSITY

- ESL students make up 13% of the District's population
- 10% of students come from First Nations
- One of fastest growing school districts in British Columbia
- Cultural diversity and inclusivity is important and constantly evolving challenge

SD 62 – STUDENT NUMBERS



<u>SD 62</u>

- 5% growth
- 112% capacity

<u>City of Langford</u>

- 31.8% in five years
- Fastest growing in BC

- Largest increase in students in last 15 years

INTRODUCTIONS

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Ray Wolfe, Architect, AIBC, MRAIC
Thinkspace Architecture Planning Interior Design Ltd.

- Partner and architect at Thinkspace
- Current President of British Columbia A4LE Chapter

ray.wolfe@thinkspace.ca

THINKSPACE OVERVIEW

thinkspace

We transform our clients' complex challenges into elegant solutions...

- 500+ completed K-12 projects
- Expertise in K-12 schools, healthcare, post- secondary, commercial + civic projects
- Projects in British Columbia, Alberta, Yukon, and California
- Offices in Surrey, Kelowna, Langford

THINKSPACE OVERVIEW

PROCESS

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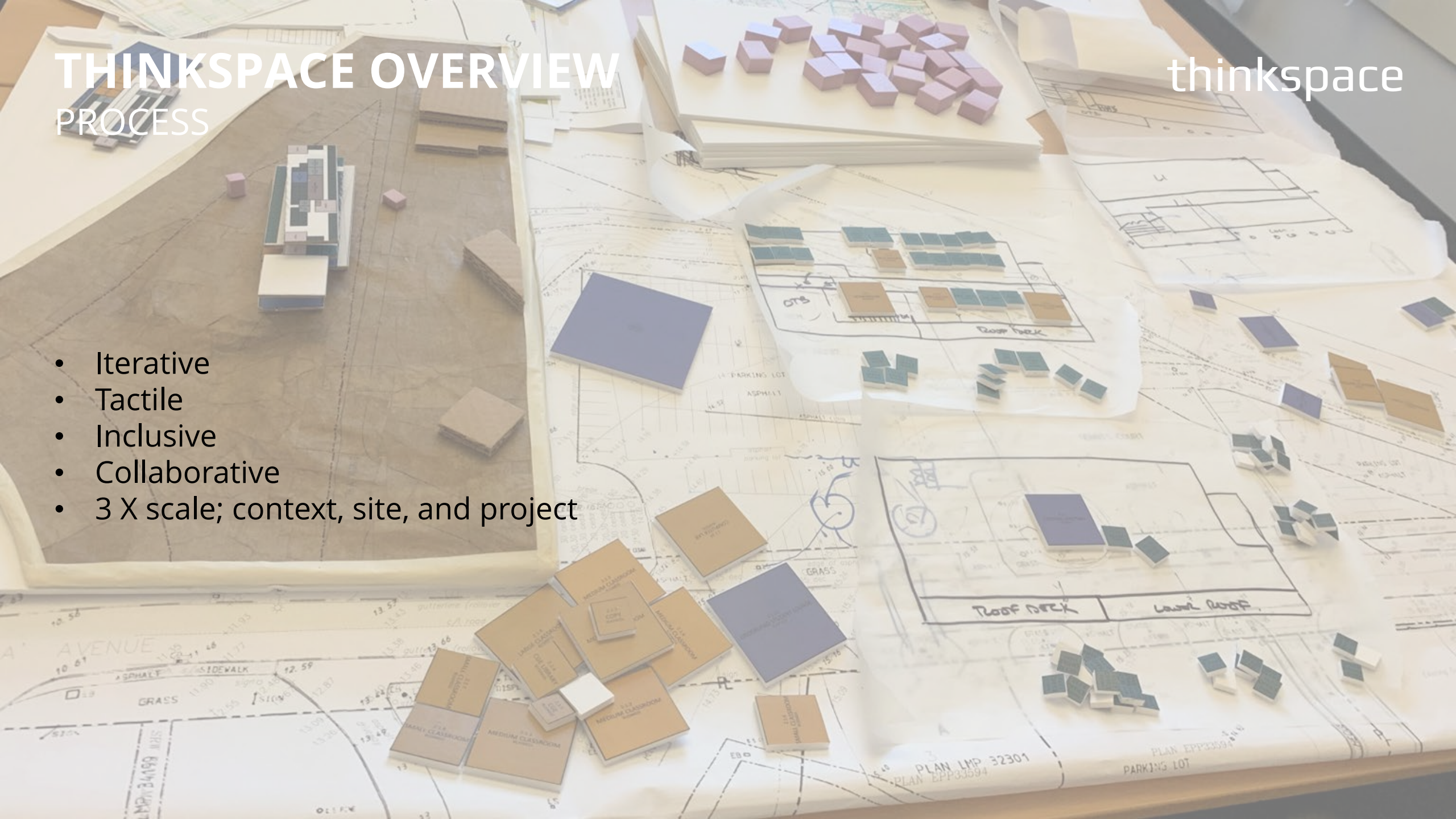
- Iterative
- Tactile
- Inclusive
- Collaborative
- 3 X scale; context, site, and project



OVERVIEW – THINKSPACE DIVERSITY

PRINCIPLES

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- 60 years of design excellence – experience to build on
- Evolving design paradigms – cells and bells to 21st century learning (flexible, open neighborhoods)
- Numerous learning opportunities from working with public, private, First Nations, francophone clients

2 GOAL + ORIGIN OF DESIGN GUIDELINES

SCHOOL DESIGN IN SOOKE

- Guiding principles for school design in the District have been developed over time, are fluid
- Represent best practices for K-12 design / 21st century learning
- Goal is to design space that is flexible, non-structural environmental changes
- Education is shifting, so supporting students and educators with minimal disruption is important
- Operating resources are saved through review and then efficient designs

SCHOOL DESIGN IN SOOKE

- Process started with monitoring + understanding challenges from previous builds; helped to drive guidelines
- When replacing aging Belmont Secondary, needed to design space to be flexible, and environment to welcoming and comfortable for all learners and educators
- Collaborated with Thinkspace more than a decade ago on that project
- Showed us through their design that they understood what we were looking for

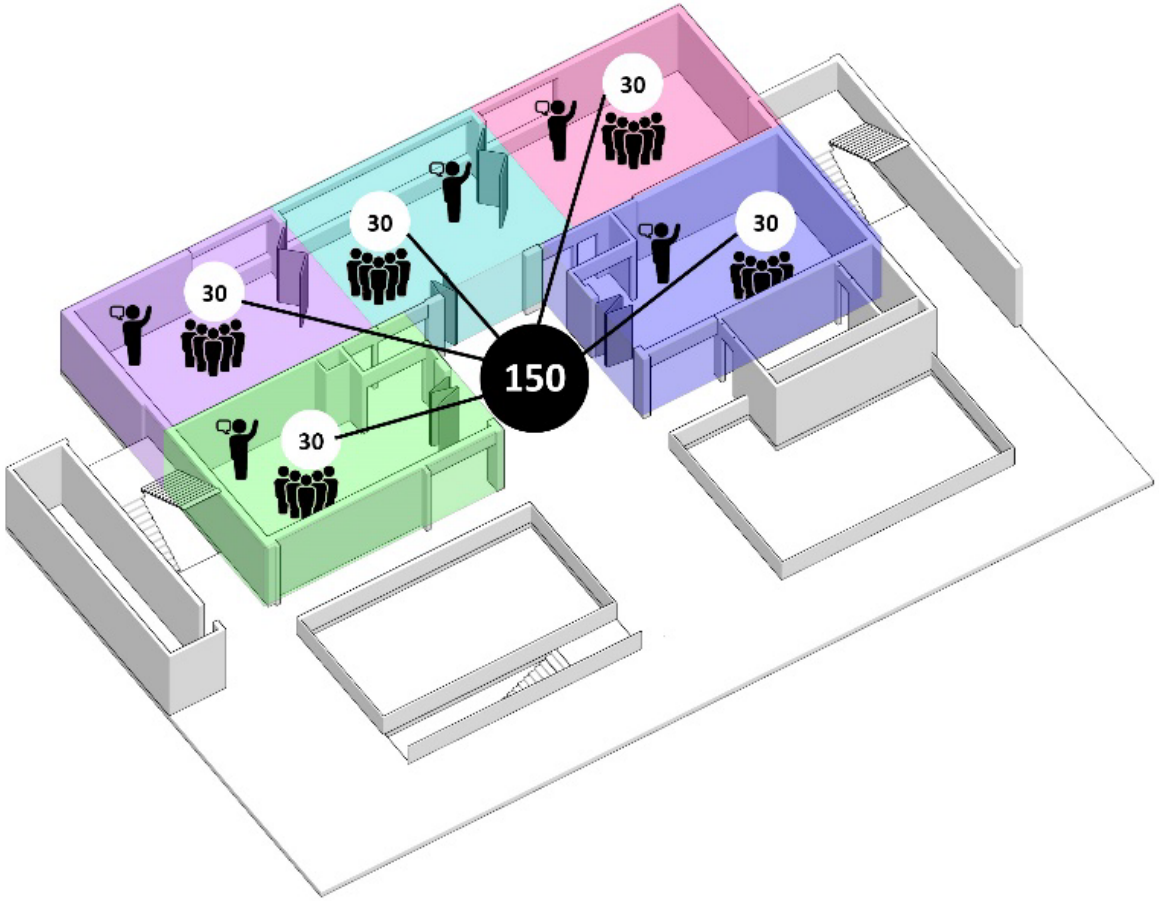
SCHOOL DESIGN IN SOOKE

- District wanted a school that included:
  - neighborhood learning areas with five classrooms
  - educator flex space for each neighborhood
  - student project areas in each neighborhood
  - classrooms that open up to each other
  - project areas to promote team teaching

- Understanding today's educator and today's learners was key to the principles

- Not a formalized spec / checklist

- Vision + Needs from PDR and project set the stage for South Langford Elementary



SCHOOL DESIGN IN SOOKE – BELMONT SECONDARY

SCHOOL DESIGN IN SOOKE – BELMONT SECONDARY

3 THE DESIGN PRINCIPLES

SOOKE SCHOOLS 62

Our VISION for Powerful Learning

"VISION WITHOUT ACTION IS MERELY A DREAM
ACTION WITHOUT VISION JUST PASSES THE TIME
VISION WITH ACTION CAN change the world"
JOEL A. BARKER

WE BELIEVE...

- STUDENTS are at the CENTRE of LEARNING and ENGAGEMENT.
- THEY are self-aware.
- CURIOSITY FURTHERS COMPETENCE

- the STUDENT-TEACHER RELATIONSHIP fuels the passion FOR LEARNING and TEACHING

- the FOUNDATION of ALL RELATIONSHIPS is mutual

- in CREATING CHOICE

- EDUCATION INVOLVES ACCESS to DIFFERENT LEARNING ENVIRONMENTS in ORDER to inspire and engage ALL LEARNERS

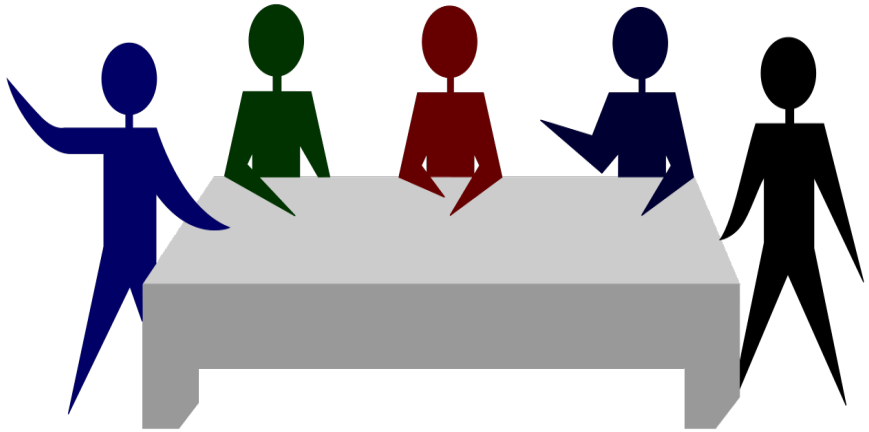
Our VISION

WE HONOUR STUDENT VOICE AND CHOICE THROUGH ENGAGING, PURPOSEFUL AND EXPERIENTIAL LEARNING IN A SAFE AND RESPECTFUL COMMUNITY

Our VALUES

- RELATIONSHIPS
- CHOICE
- RESPECT
- INTEGRITY
- TRUST
- SAFETY

COMING UP WITH GUIDING PRINCIPLES



- Was a process to get from Belmont to South Langford
- Needed to set parameters to manage predicted growth
- Supported by SD62 Board of Education's Strategic Plan goals of "Learning, Engagement, Growth"
- Design education from A4LE and Thinkspace helped SD62 better understand 21st century learning, how it needed to be incorporated into principles
- Understand that space has to be flexible to adjust as education changes over time

COMING UP WITH GUIDING PRINCIPLES – CORE CONCEPTS

- Entrances and accessibility for all learners are clearly identified
- There is a large and open central space that is inviting and environmentally friendly
- Learning neighborhoods incorporated into all designs
- Each neighborhood is open, has collaborative space and learning support

COMING UP WITH GUIDING PRINCIPLES – PROCESS

- Prior to gaining support for SĆIȺNEW̱ SṮEŁIṮḴEŁ, SD62 went through an extensive District Program Review
- Review recommended to further define design standards and guidelines
- District leadership and committees gathered information from other districts, as well as within the District
- Reviewed designs on new and existing buildings
- SD62 leadership consisting of principals, vice principals, managers, directors and executive met and discussed the best way to move forward

COMING UP WITH GUIDING PRINCIPLES – PROCESS

- Committees were set up to review and set standards and philosophies
- Capital Educators responsible for gathering information, steering the process
- Created Capital Steering Committee to make suggestions and apply the principles
- Our guidelines and standards evolved from the education and design ideas we gained when designing Belmont
- Refined the principles on three projects leading up to starting the design of SĆIȺNEW̱ SṮEŁIṮḴEŁ

GUIDING PRINCIPLE #1

BE SUPPORTIVE OF THE BOARD'S VISION, MISSION AND VALUES

Vision

- We honor student voice and choice through engaging, purposeful and experiential learning in a safe and respectful community.

Mission

- Our mission is to help develop informed, literate and resilient citizens through engagement in a safe, respectful, inclusive and responsive SD62 learning community.

Values

- Relationships, Choice, Respect, Integrity, Trust, Safety, Diversity, Equity

GUIDING PRINCIPLE #2

INCLUSIVE AND WELCOMING

- Welcoming landscaping leading to main entry
- Clearly defined and identified main entry, inviting and open to all
- SD62 territorial acknowledgement on display in main entry area
- Inclusive signage
- Open gathering spaces
- Accessibility standards over and above building code to create barrier-free environment
- Secure buildings and sites to ensure students and staff feel safe
- Consistent floor plans on all levels

GUIDING PRINCIPLE #3

REPRESENTATIVE OF THE DIVERSE STUDENT AND STAFF POPULATIONS

- Small spaces for personal and cultural needs
- Gender neutral wash and change rooms
- Evidence of multiple languages reflecting our community

GUIDING PRINCIPLE #4

REFLECTIVE OF OUR NATURAL SURROUNDINGS AND LOCAL INDIGENOUS CULTURES

- Planned in consultation with Indigenous nations
- Local Indigenous artists consulted for symbols / artwork
- Artwork / displays reflect staff and student diversity
- Natural local materials (wood, plant life, stone) connect building to the land
- Bright, engaging, connected spaces
- Greenery

'Harmonious' Territory Acknowledgement. Artist: Connie Watt

GUIDING PRINCIPLE #5

BUILT WITH THOUGHT TO THEIR SUSTAINABILITY AND ENVIRONMENTAL IMPACT

- Materials that are sustainable or minimize environmental impact; buildings are to be built equivalent to a LEED Gold standard
- Energy modelling done during planning process, and then in design
- Use local resources as much as possible; monitor delivery of resources to ensure that is kept to minimum
- Spaces designed to use local, natural elements as primary source

GUIDING PRINCIPLE #6

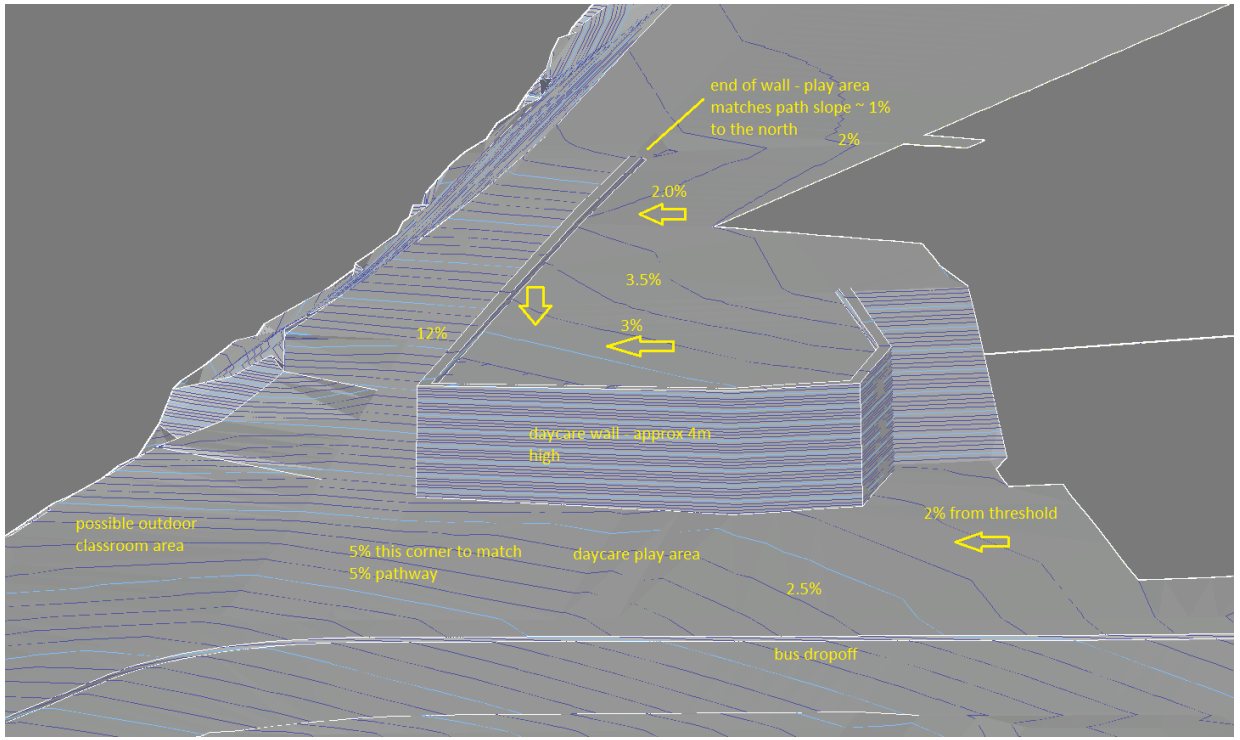
FLEXIBLE, FUNCTIONAL, INNOVATIVE AND PRACTICAL

- Open spaces with clear sight lines
- Flexible rooms that allow for collaborative teaching and seamless transitions
- Storage spaces
- Covered play and learning spaces
- Multi-use areas for collaboration
- Common areas to support ease of movement and informal gathering
- Consideration of technology usage

GUIDING PRINCIPLE #7

BUILT WITH THOUGHT TO PROVIDE SAFE AND HEALTHY SPACES

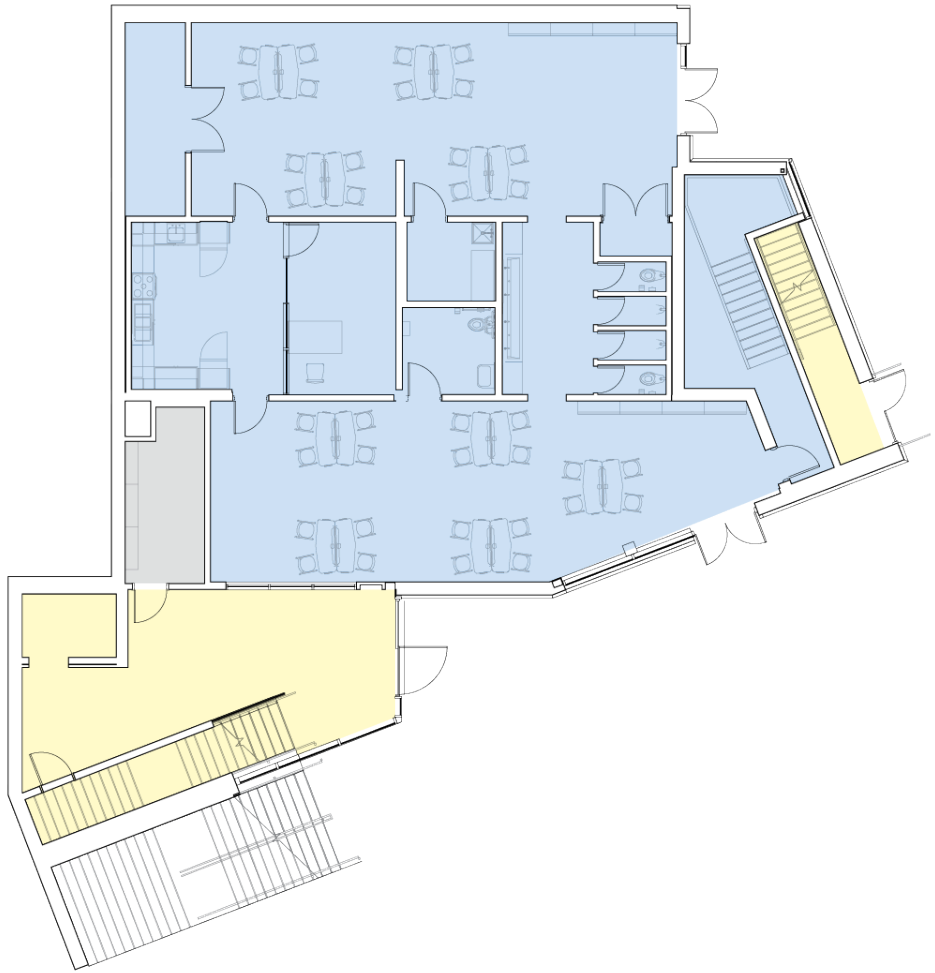
- Traffic and transportation management
- Safe building access
- Attention to sensory needs (quiet spaces, low light spaces, tactile environment)
- Natural surroundings, topography utilized in building design to ensure sites are accessible and safe to maneuver around
- Systems to provide comfortable environments where air quality can be easily managed and adjusted
- Buildings and sites with acceptable lighting levels for all seasons

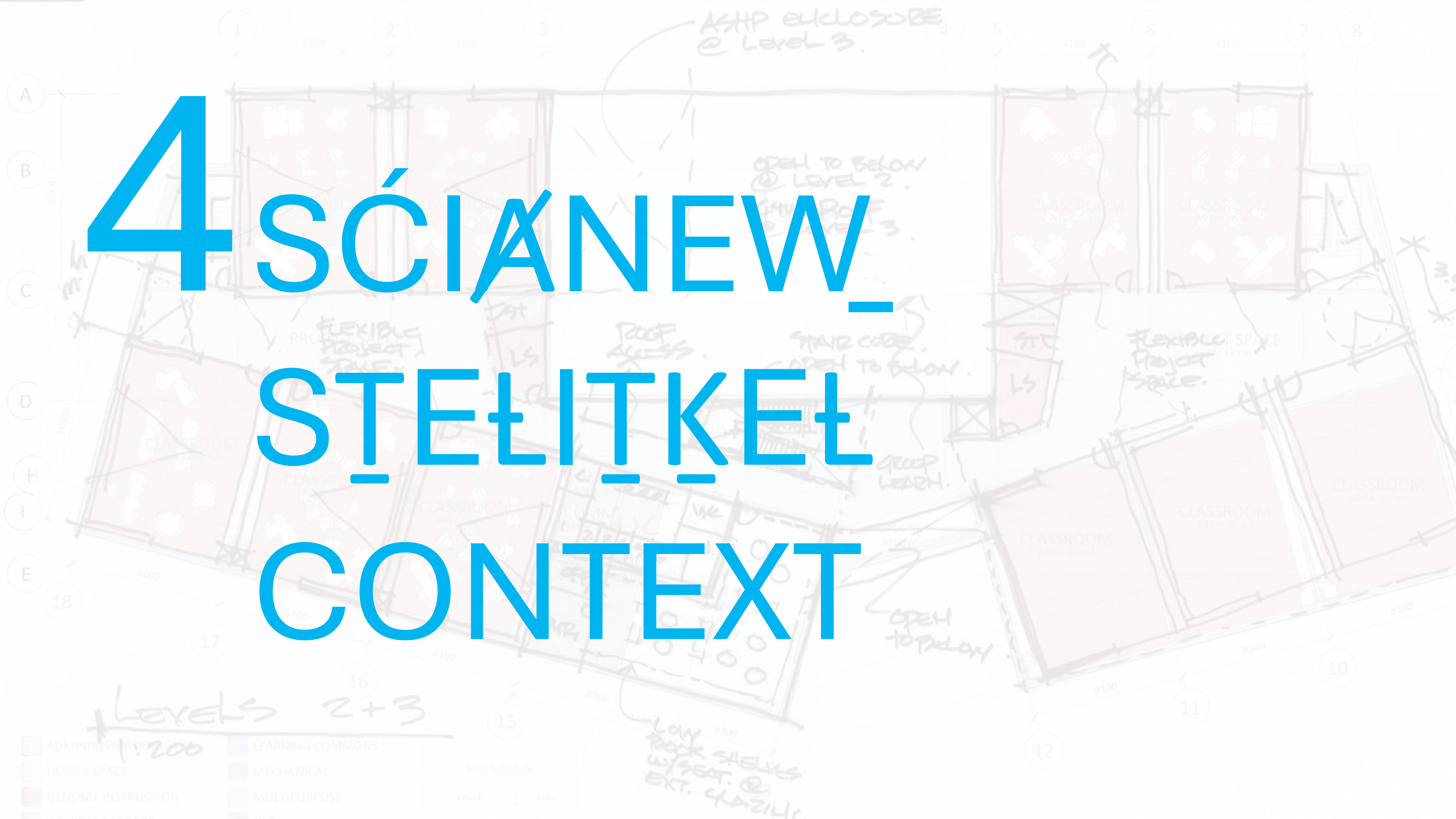


GUIDING PRINCIPLE #8

TO MAXIMIZE PARTNERSHIP OPPORTUNITIES THAT REFLECT MUTUAL INTEREST IN PUBLIC EDUCATION AND THE SOCIAL, ECONOMIC AND ENVIRONMENTAL WELLBEING OF THE LOCAL COMMUNITY

- Multiple uses to support school and community
- Collaborate and maximize public funds in development of community resources





4 SĆIANEW_ STEŁITKEŁ CONTEXT

SĆIȺNEW̱ SṮEŁIṮḴEŁ PRONUNCIATION

CONTEXT

CONTEXT

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CONTEXT

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CONTEXT

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- small, narrow, complex site
- rapidly growing neighborhood
- phased construction (graded, pads in place, prepped before school designed)

CONTEXT

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- extensive blasting on site, both after site acquisition and after design was complete

5 THINKSPACE'S APPROACH

SCIÁNEW SŦELIŦKEŁ BY THE NUMBERS

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- Four storeys of mass timber @ 4,178 sq m / 44,972 sq ft
- Four kindergarten spaces and 16 classrooms
- 480 Grade 1 to 5 / 80 kindergarten students
- Site size 2.14 HA / 5.3 ac
- Site slope – 15m / 45’
- Construction budget – $40 million CAD
- Completion date – summer 2025

VISION AND NEEDS

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VISION AND NEEDS

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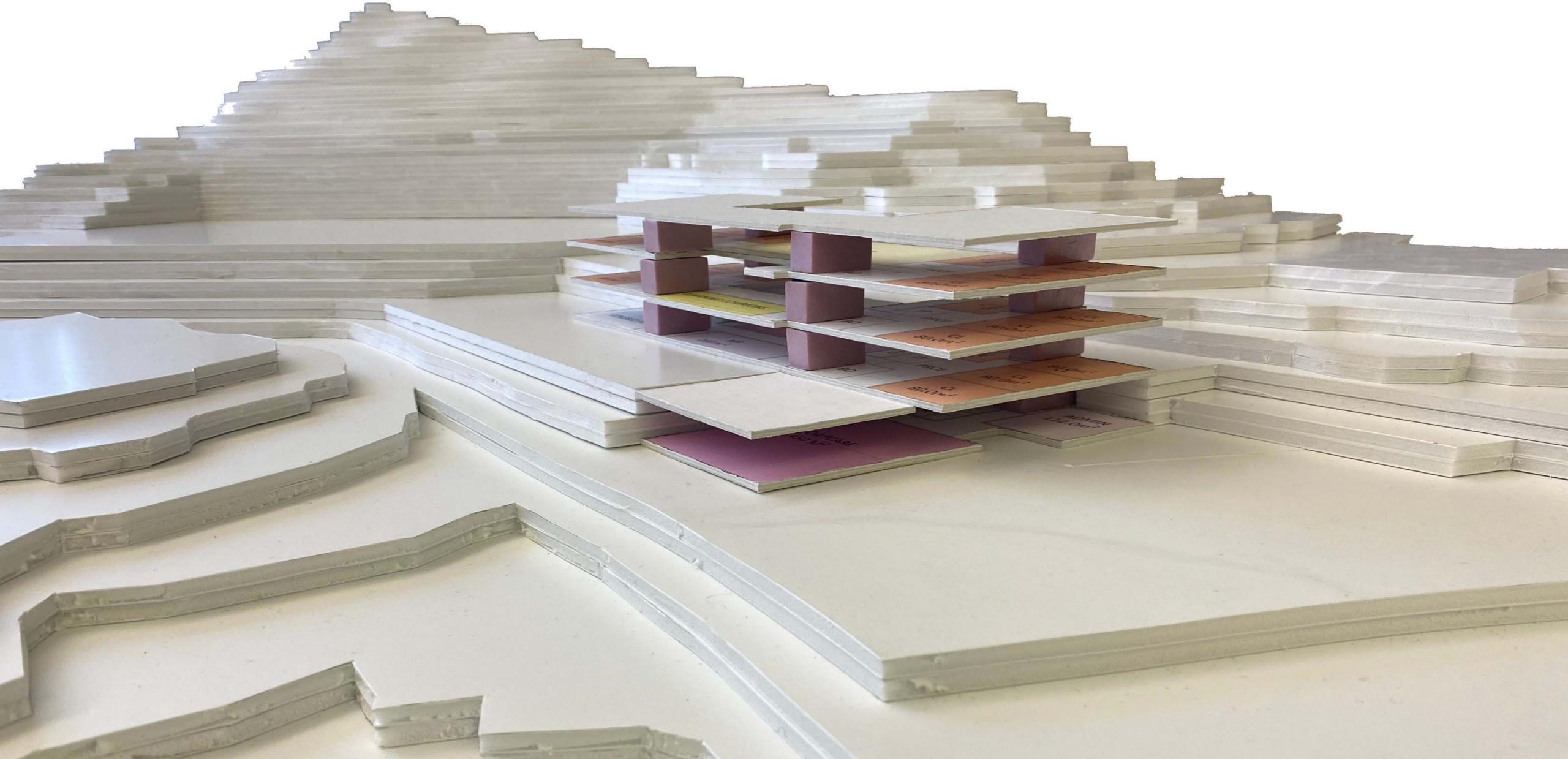

CONTEXT
ESTABLISHED PADS

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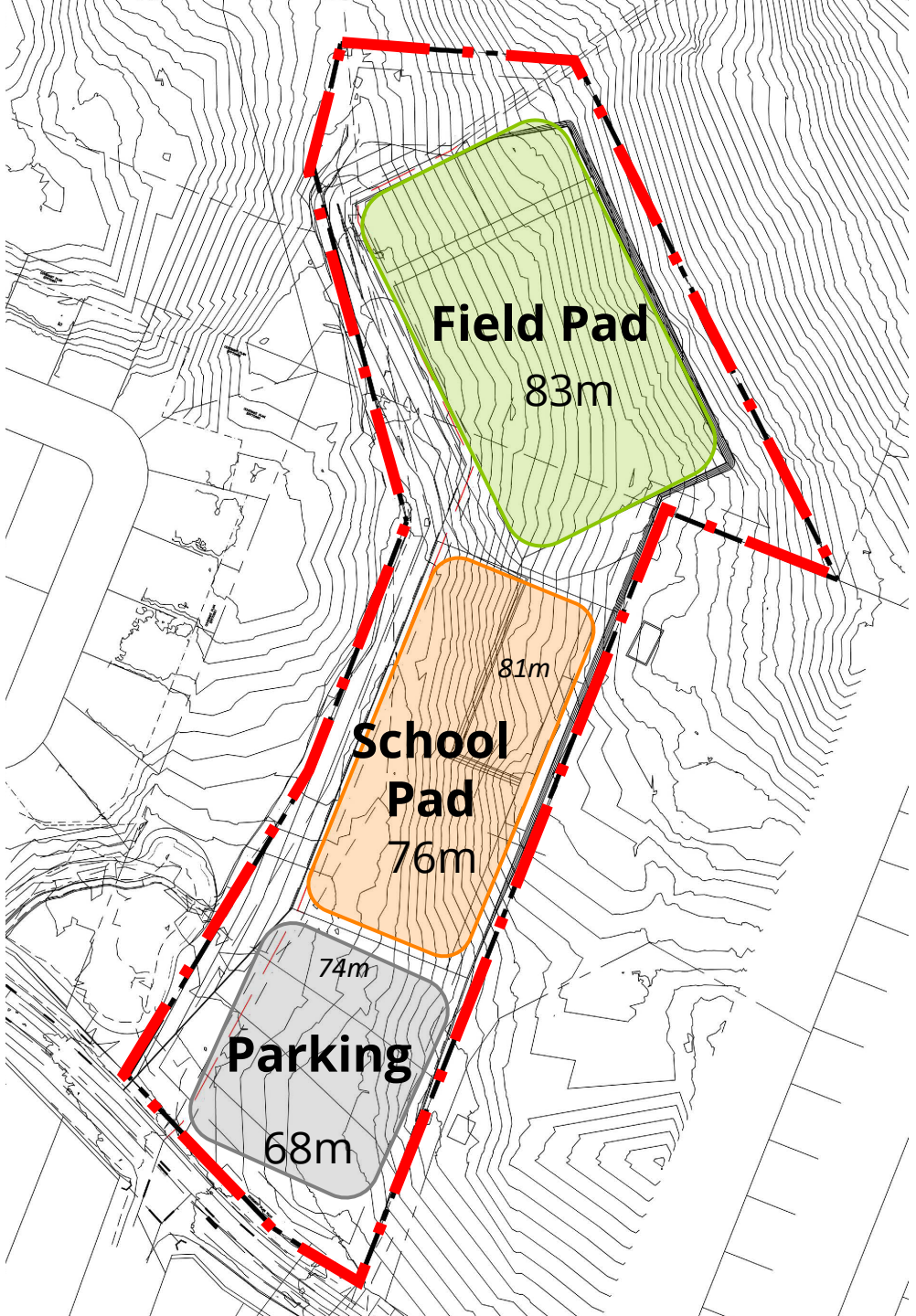

CONTEXT

OPTIMIZING THE SITE

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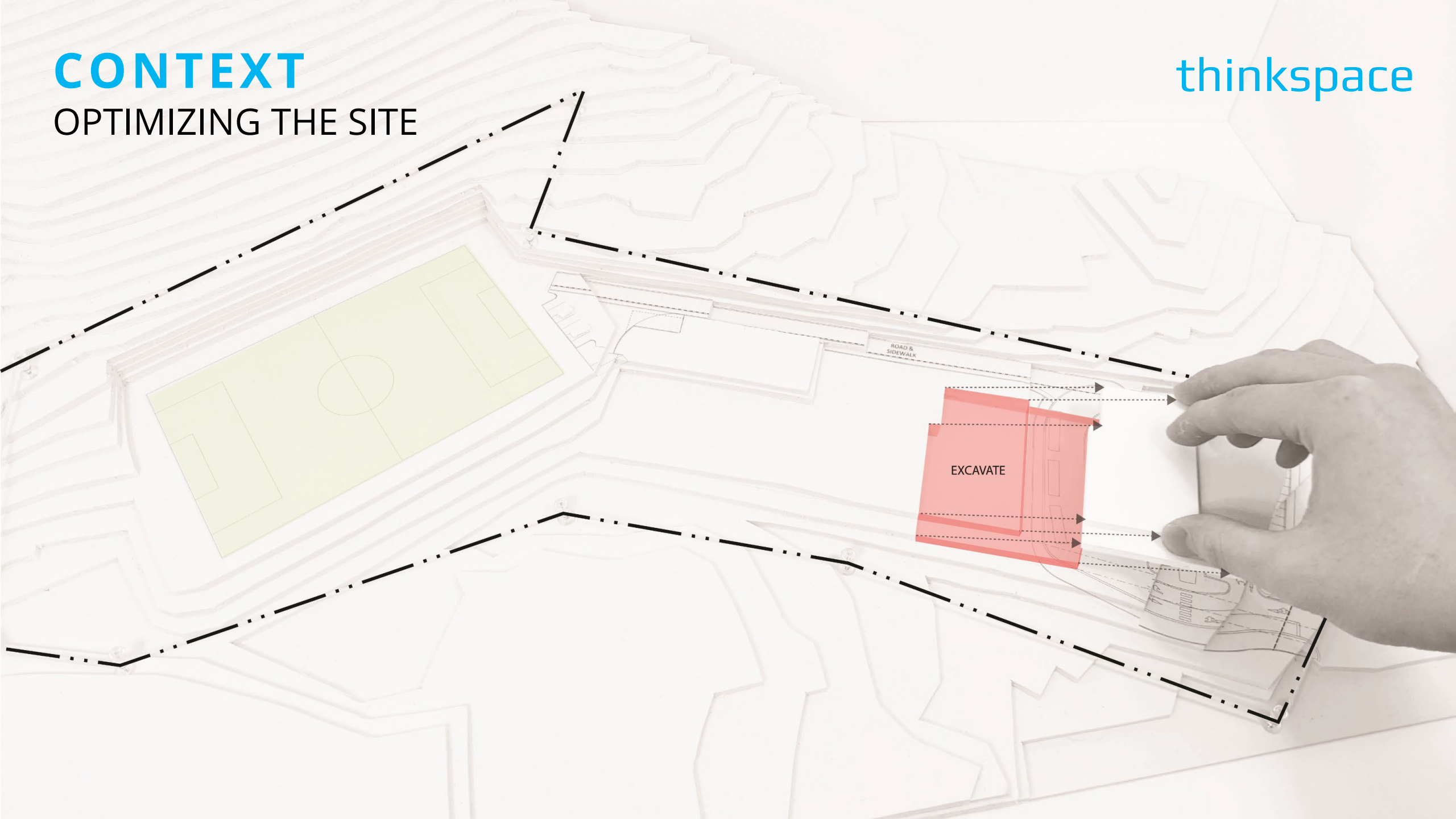

CONTEXT

OPTIMIZING THE SITE

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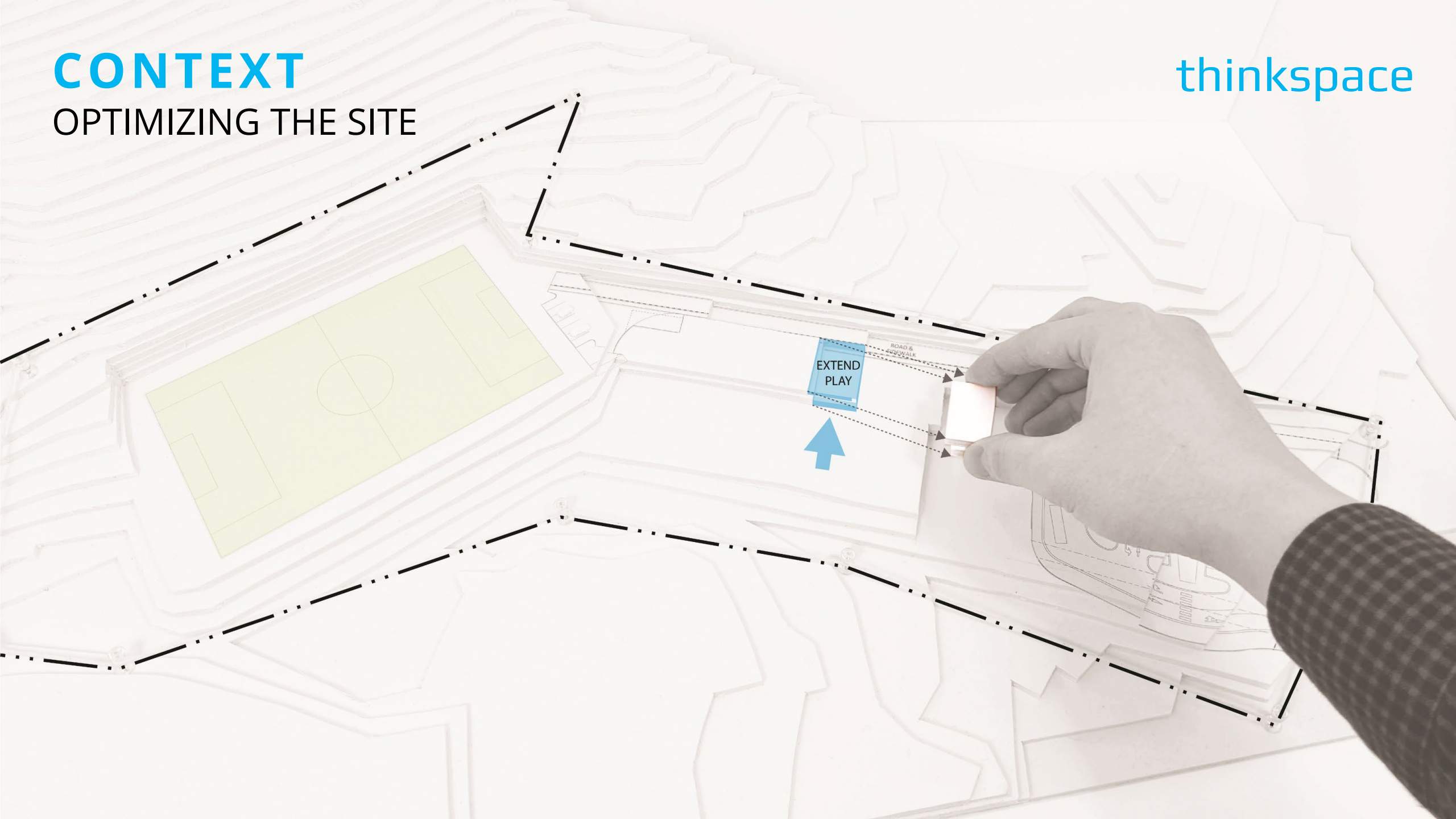

CONTEXT

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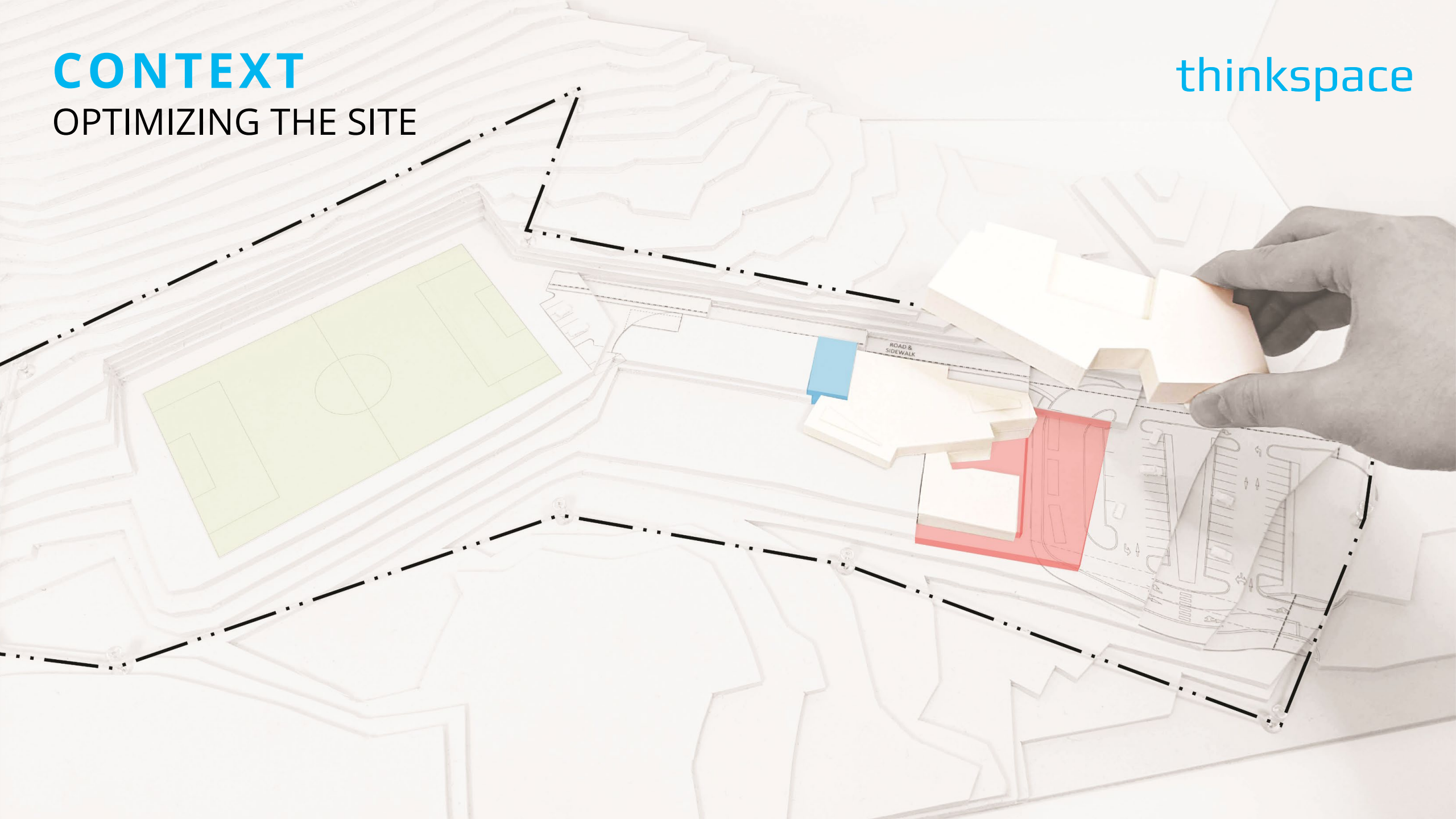

CONTEXT

OPTIMIZING THE SITE

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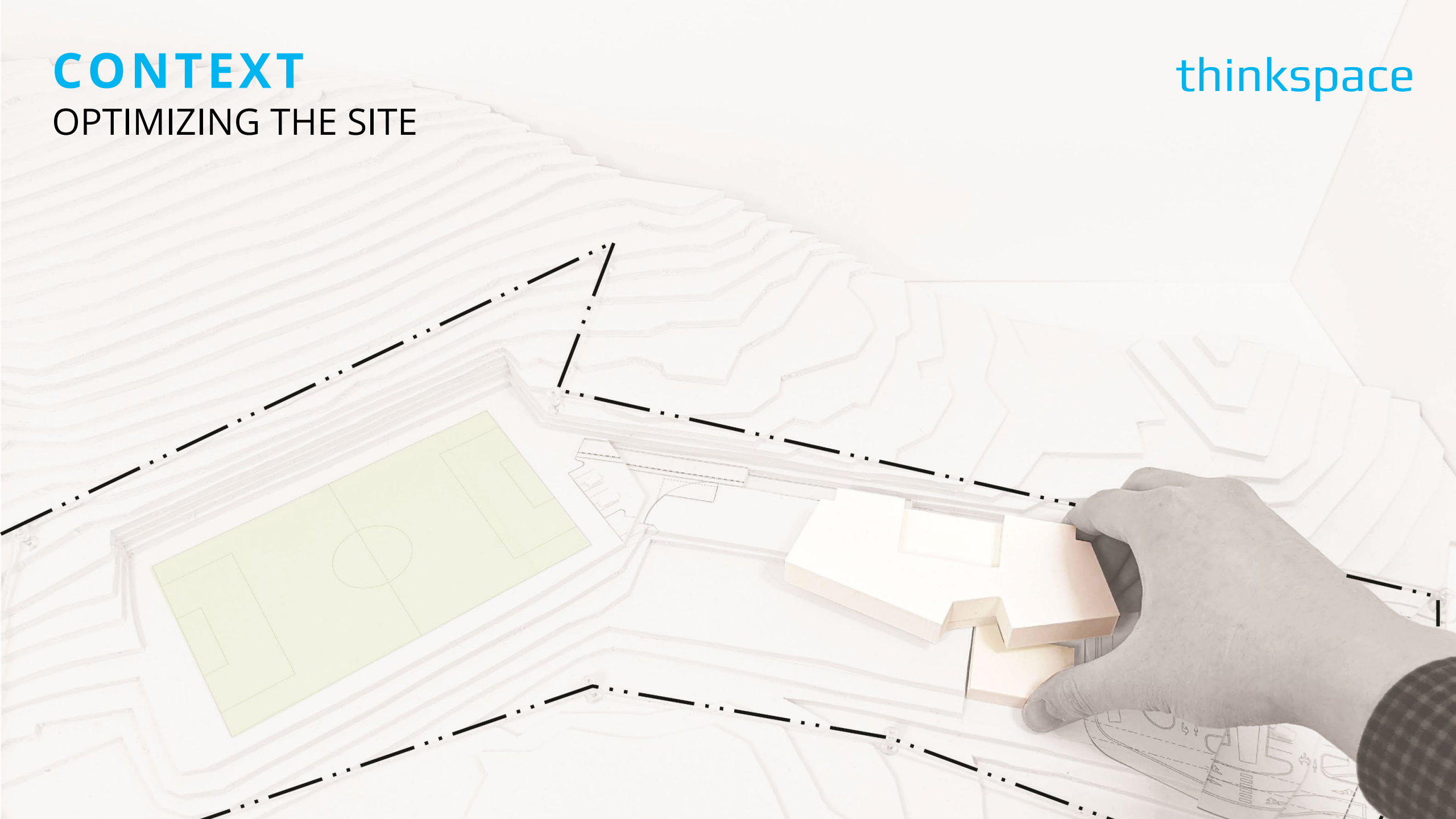

CONTEXT
OPTIMIZING THE SITE

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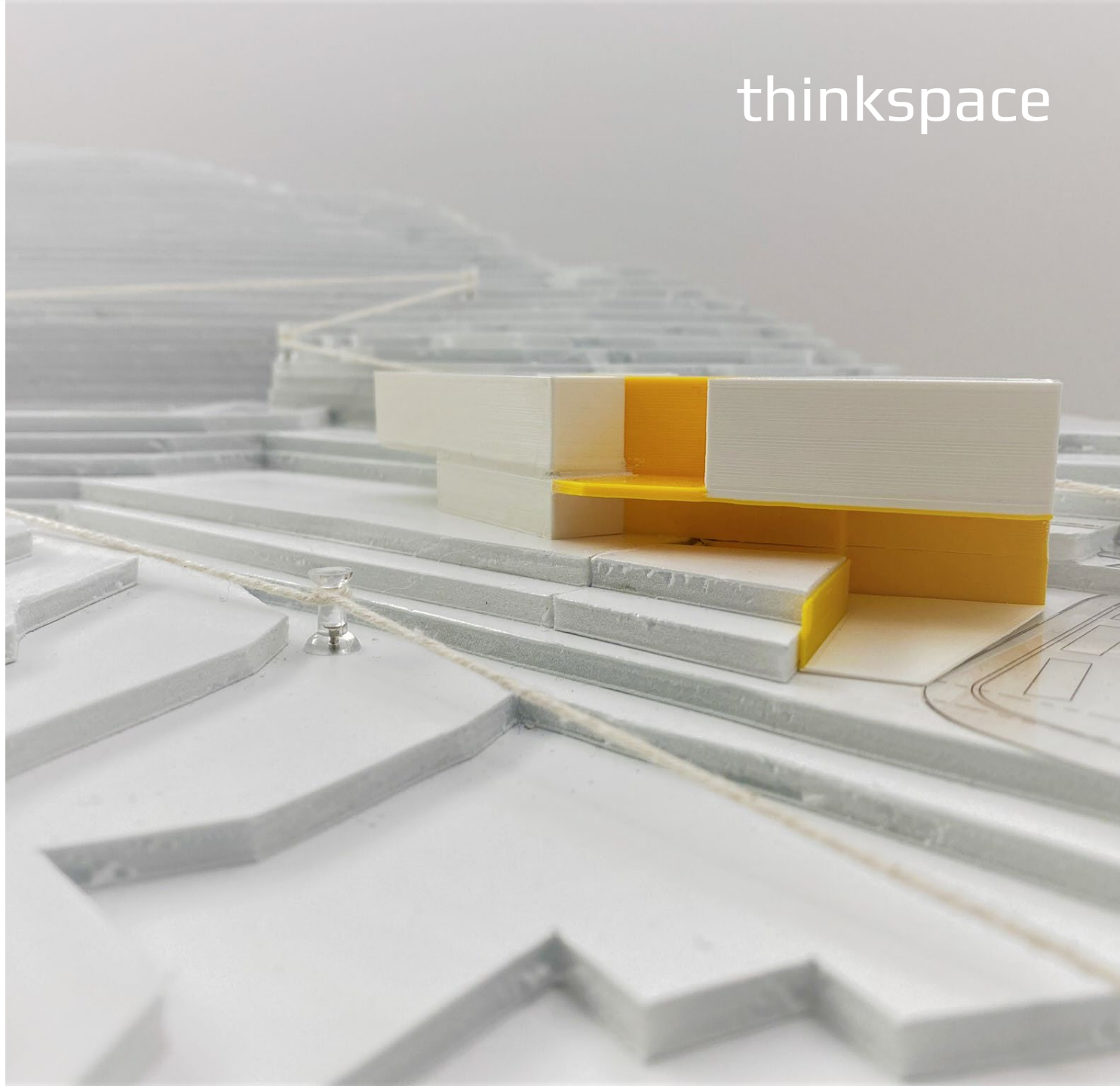

CONTEXT

OPTIMIZING THE SITE

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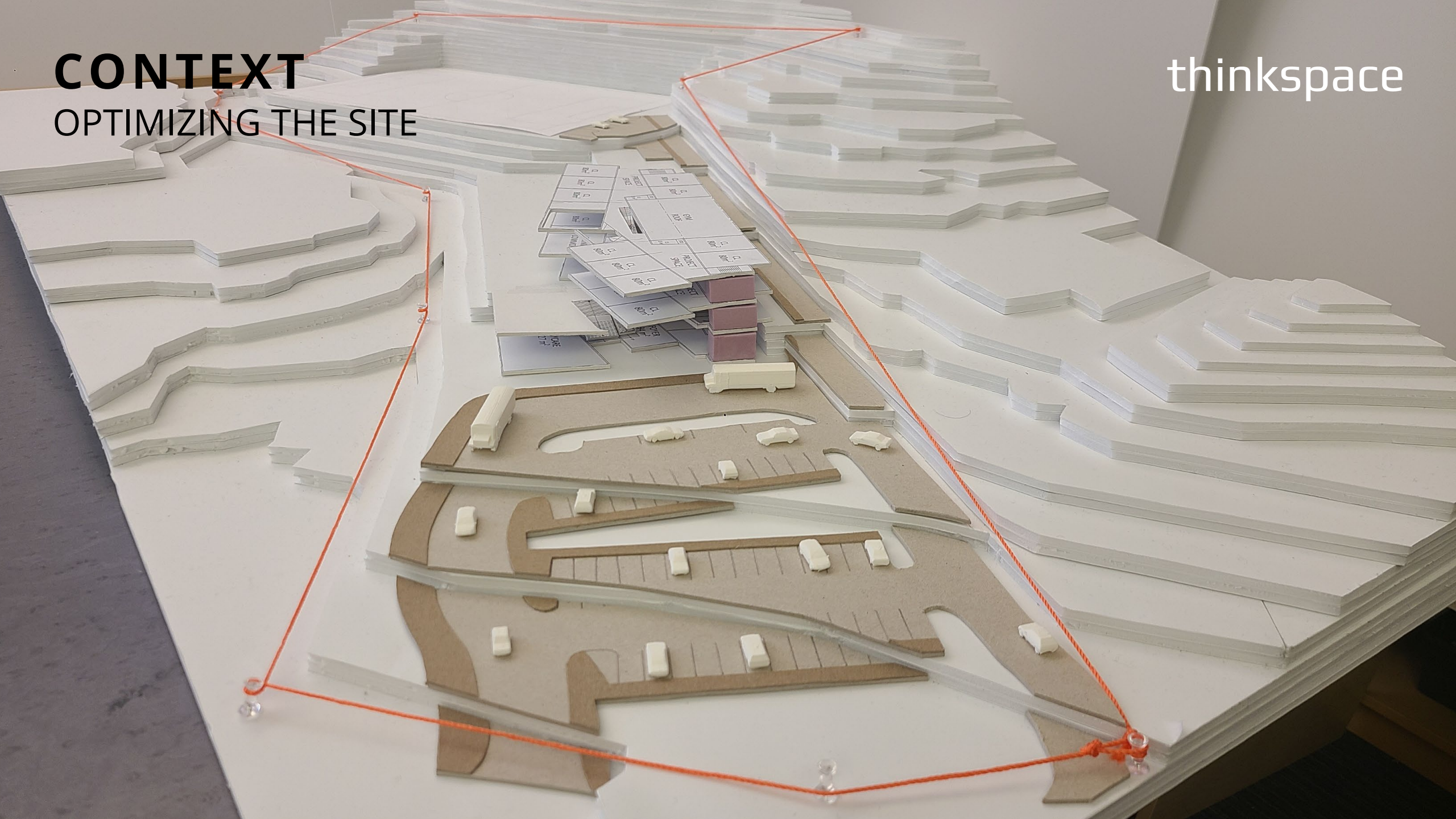

CONTEXT

OPTIMIZING THE SITE

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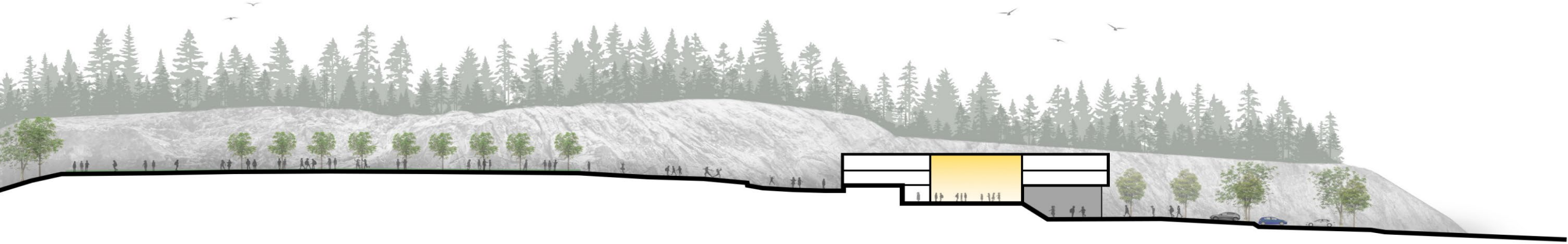

6 SCHOOL DESIGN

VISION, MISSION, VALUES

SD 62'S VISION

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Provide a **shared center** | Foster a **sense of community** | **Equality for all** | Access to **views and daylighting** | Connection between **inside and outside** | Maximize **play areas**

VISION, MISSION, VALUES

SD 62'S NEEDS

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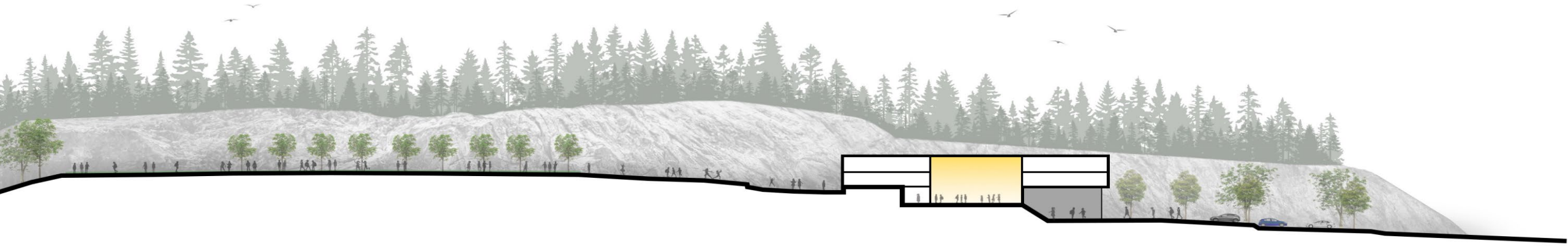
Provide **four kindergarten** spaces and **16 classrooms** | Provide **daycare** space | Provide access to **outdoor play** spaces | Provide **natural play area** | Incorporate **natural colours** | Supervision | No hidden corners

SAFE AND HEALTHY SPACES, REFLECTIVE OF NATURAL SURROUNDINGS

thinkspace

Traffic management | **Safe building access | Natural surroundings** and topography are utilized in building design to ensure sites are **accessible and safe** to maneuver around | **Supervision** from the office area directly to the play areas |**Accessible play** field throughout | Attention to sensory needs (quiet spaces, low light spaces, tactile environment) |Design buildings and sites to have acceptable lighting levels for all seasons



REFLECTIVE OF NATURAL SURROUNDINGS

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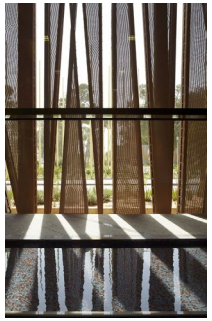

- façade is an articulation of the light that filters through the gaps between the trees in a forest

SAFE AND HEALTHY SPACES, REFLECTIVE OF NATURAL SURROUNDINGS

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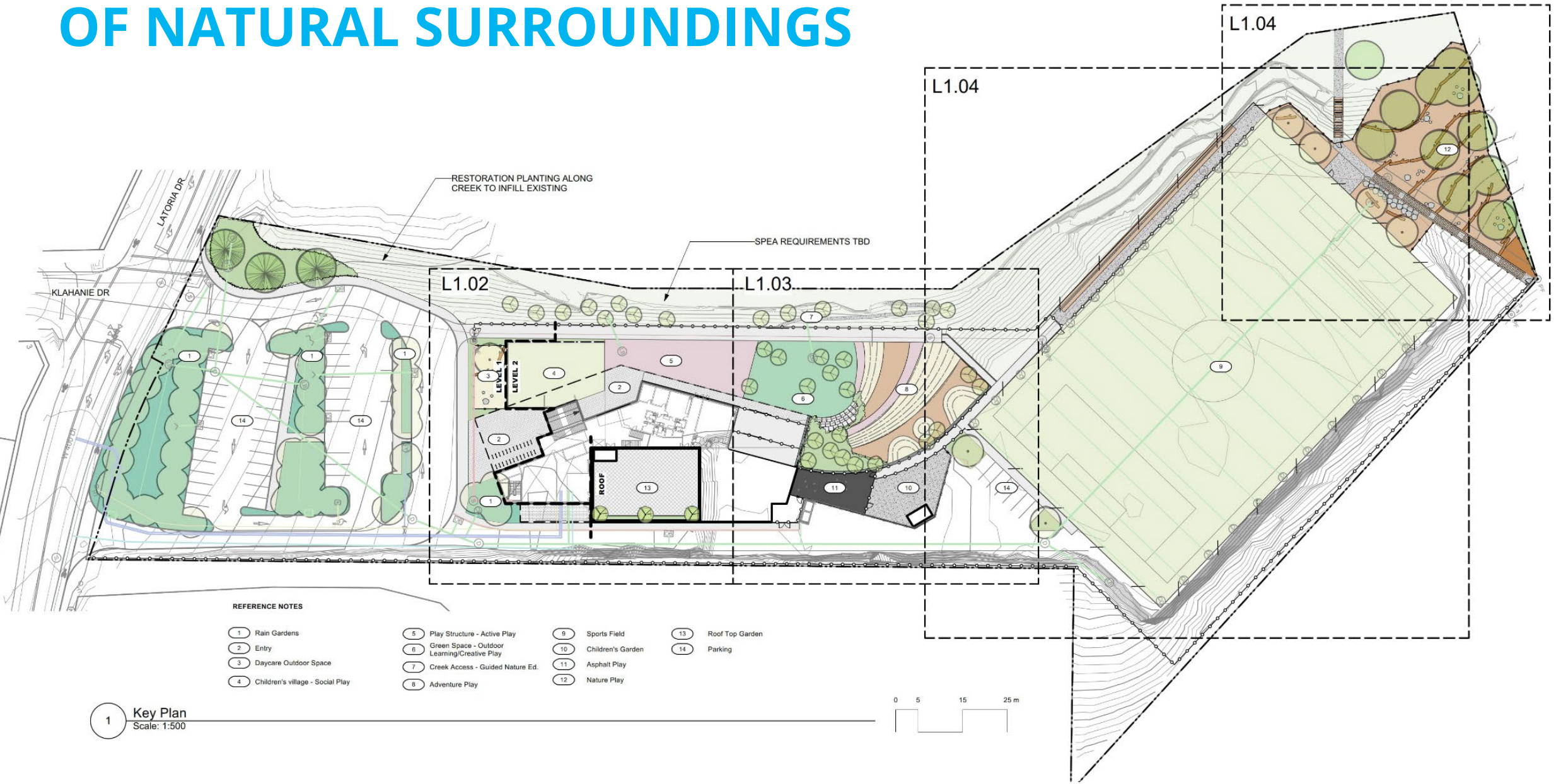

LANDSCAPE DESIGN

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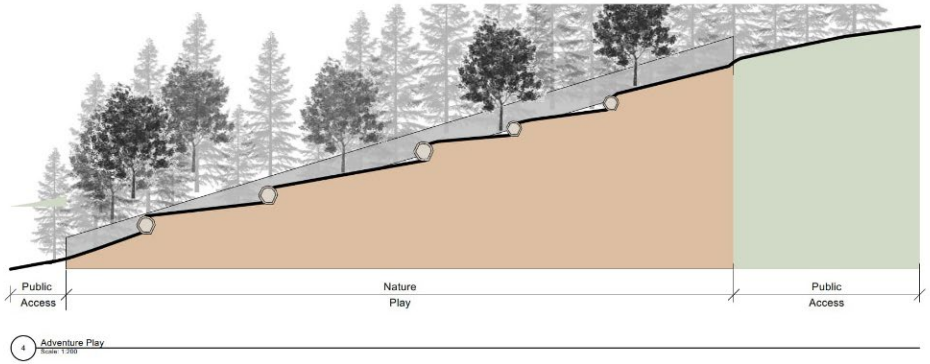
Playfield | **Nature / adventure play** | **Outdoor teaching** space | Asphalt & children's garden

1. Nature Play

Spatial Relationships:
- Adjacent to play field (fence required for ball control)
- Far from building (less supervision)
- Within perimeter fence

Design intent:
- Simple nature play space with river rock, logs and natural area
- Log terracing to decrease slope
- At-grade, timber frame stairs connecting to adjacent communities

Requirements:
- Close attention to safety - fencing and restricted access to upper portion of cliff
- Low maintenance plantings
- Trail connections



2. Adventure Play

Spatial Relationships:
- Views toward green space and creek
- Retaining wall at back of slope
- Stairs and ramp leading to play field

Design intent:
- Quirky adventure play space build on the slope
- Combination of sloped and flat play
- Sloped areas=climbing walls, rock and log climbers, slides
- Flat areas=river rocks and open running space
- Wood chip on flat sections with resilient surfacing at base of sloped play
- Mounds/tunnels/bridges at top of play area
- Plantings
- Mural along concrete retaining wall with children's art sections

Requirements:
- Close attention to safety
- Low maintenance plantings

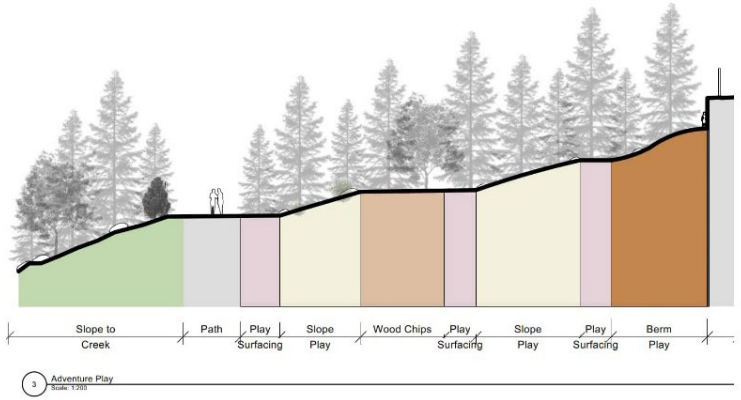
SLOPE PLAY

SLOPE PLAY

SLOPE PLAY

BERM PLAY

MURAL



FLEXIBLE, FUNCTIONAL, INNOVATIVE AND PRACTICAL

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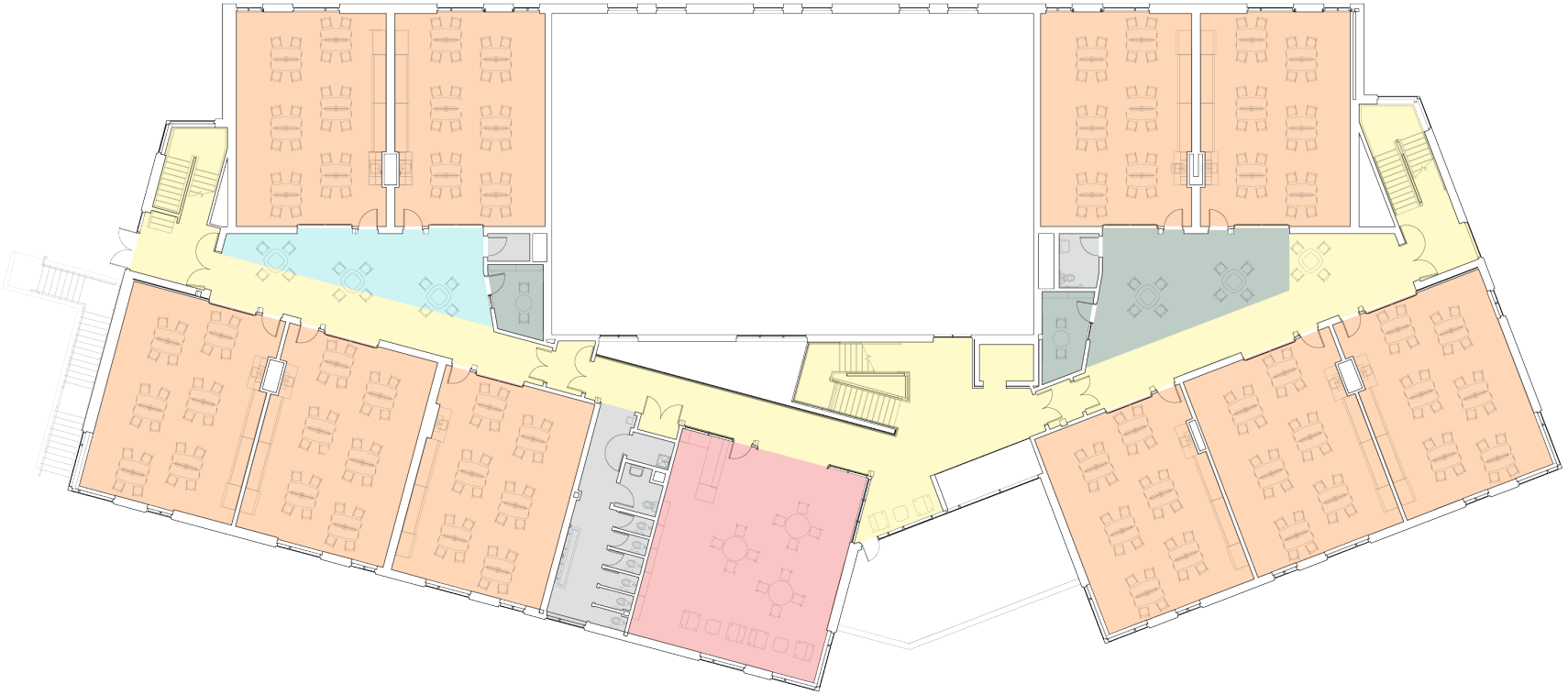
Classrooms are equal and identical to allow seamless transition between rooms |All classrooms include sliding glass doors, with central design space that can be **shared amongst the adjoining classrooms | Floor plates are stacked** on level 02 and 03 for ease of construction | Multi-use areas for **collaboration** | **Common areas support ease of movement + informal gathering**



REPRESENTATIVE OF DIVERSE STUDENT & STAFF POPULATIONS

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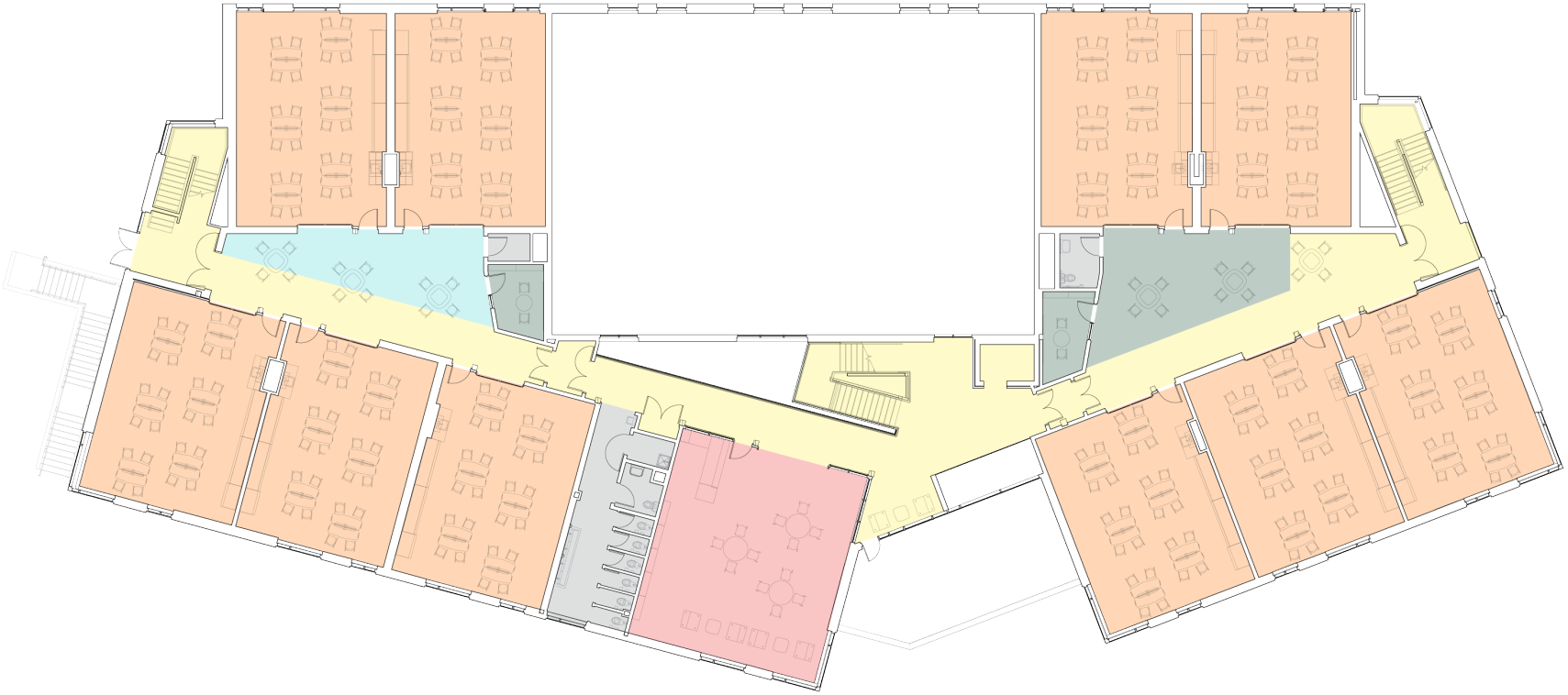
Allow students to collaborate and learn in **various environments that suit them best** | Fully **barrier-free / accessible facility**, including outdoor spaces | **Gender-neutral** washrooms



REPRESENTATIVE OF DIVERSE STUDENT & STAFF POPULATIONS

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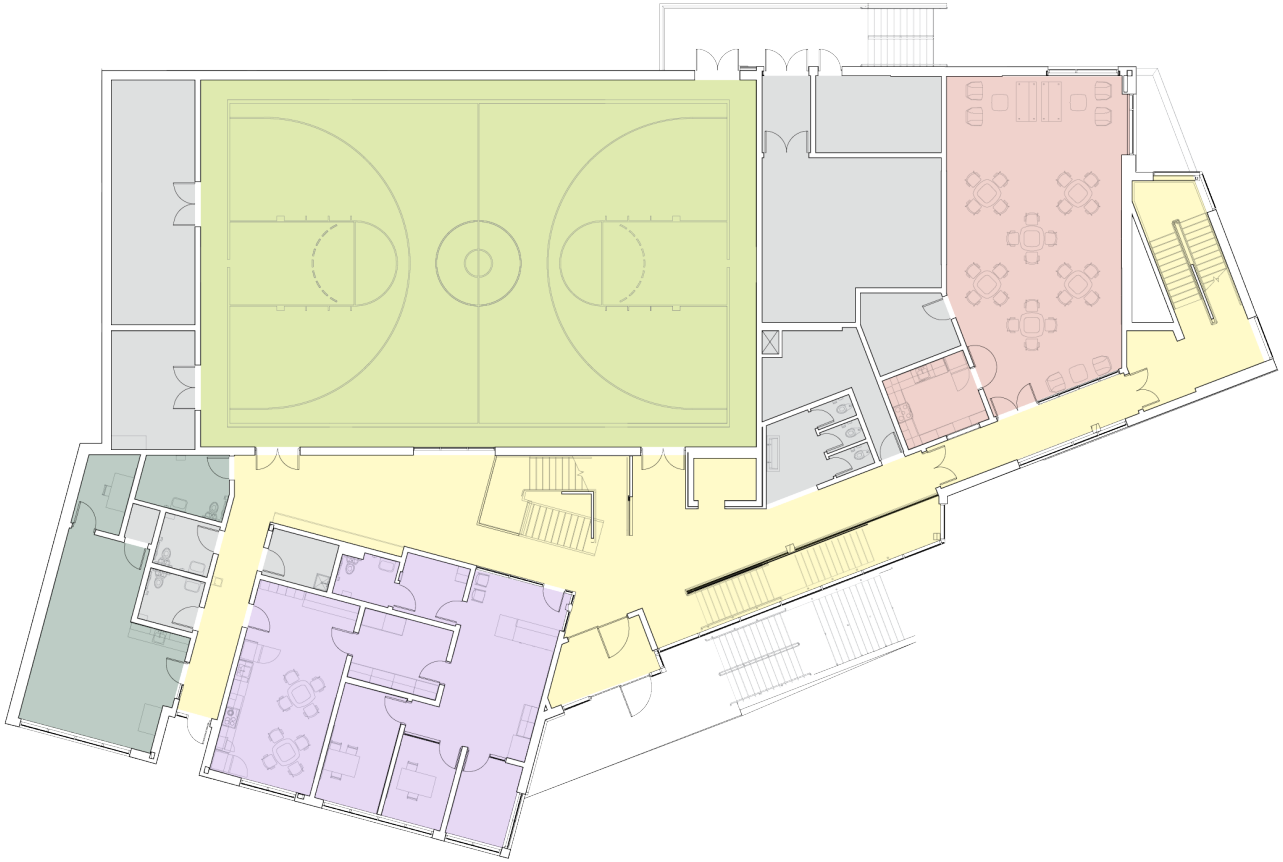
21st century learning concept / neighborhoods of **150 students** | **Moveable, flexible** and open concept spaces | **Center of the school** acts as heart |**Connects all areas** with classrooms located at the upper two levels | Acts as the treehouse itself



SAFE AND HEALTHY SPACES

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No hidden corners | **Operable windows** in all classrooms allow **natural ventilation** in warmer months | **Learning support spaces** incorporated into classroom wings

INCLUSIVE AND WELCOMING

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Clearly defined entrance | Concrete patterns leading to entrance | Main overhang provides **protection from the elements**

INCLUSIVE AND WELCOMING

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Use of glazing allows for **safety and transparency** into classrooms and offices | Provides **abundant natural light**

ACCESSING THE HEART

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First view into building | Daycare as **first point** of contact | **Staircase leading to heart** | How the site and building **come together** | **Accessibility / connection**

PURPOSE AND CONNECTIVITY

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Grow thru time| Branches **reach out**
from the trunk | Always **come back**
to the heart

REFLECTIVE OF NATURAL SURROUNDINGS

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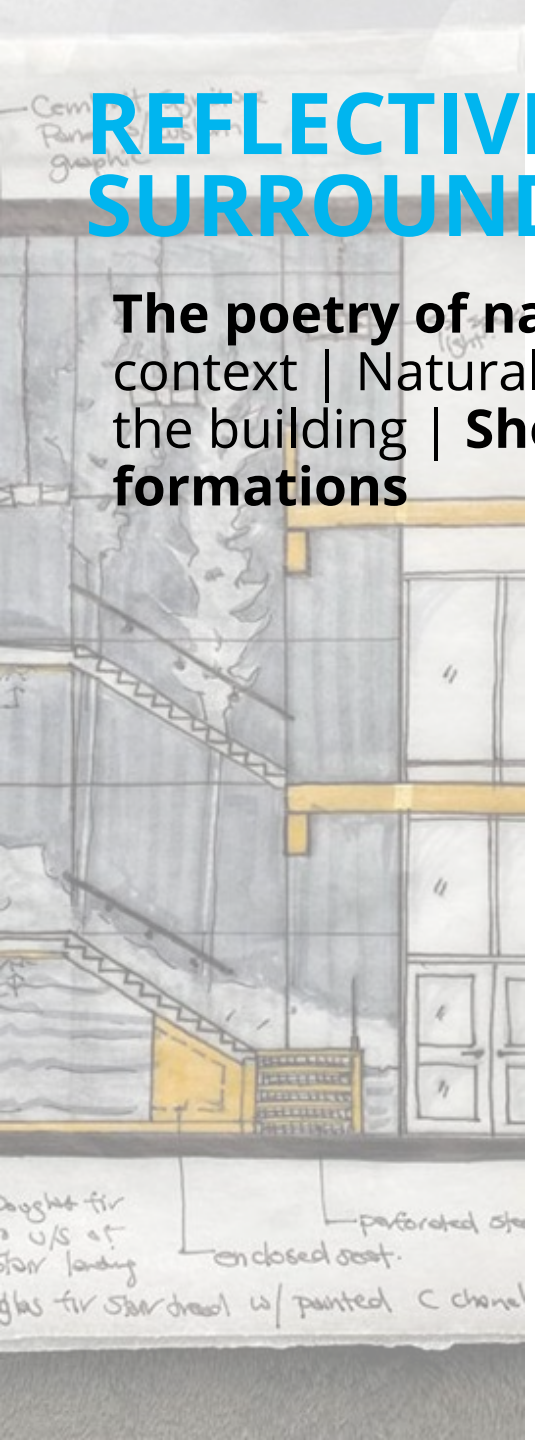
Natural local materials | **Bright, engaging** spaces |
Light colors **inspired by nature**

REFLECTIVE OF NATURAL SURROUNDINGS

The poetry of nature | Trees and façade context | Natural environment |Filtered into the building | **Shotcrete / natural rock formations**



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REFLECTIVE OF NATURAL SURROUNDINGS

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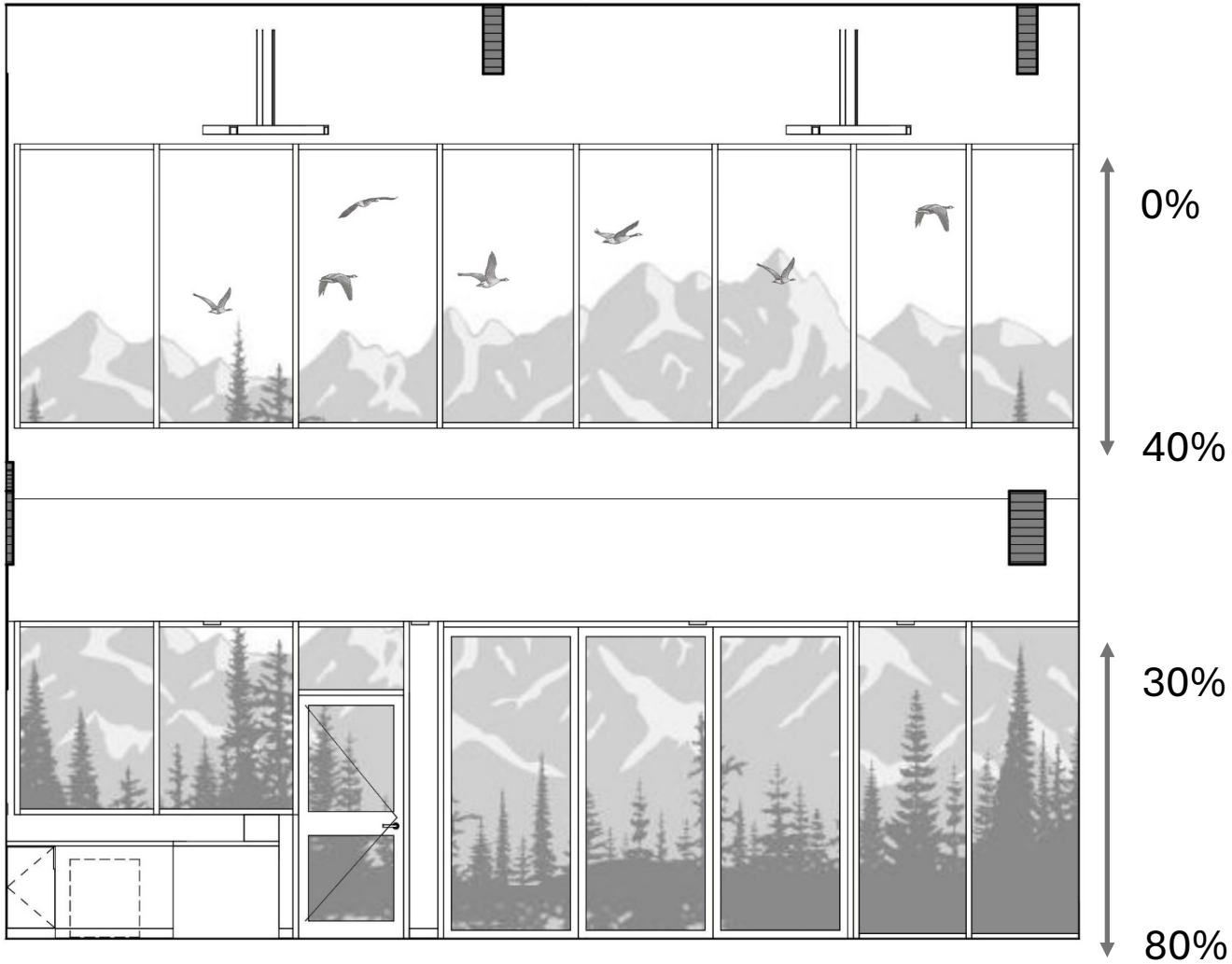
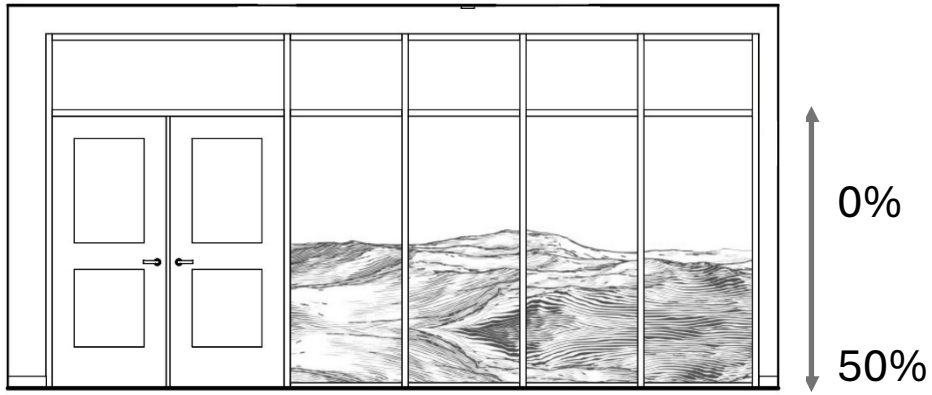
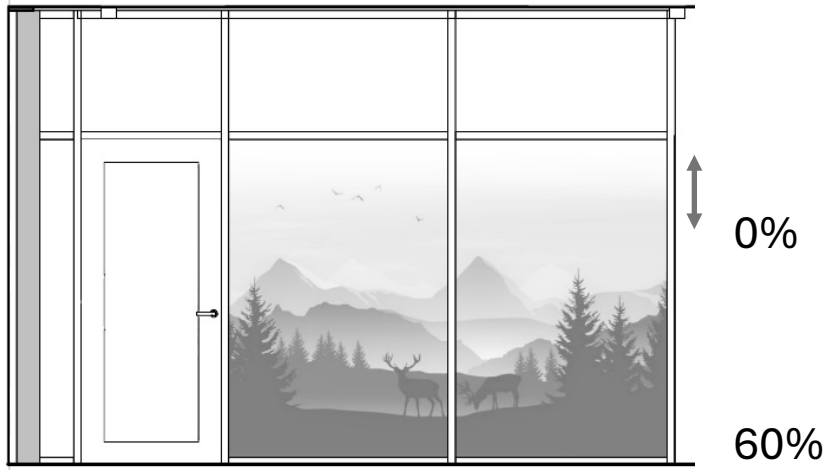
Interior glazing



Learning Commons glazing film, mountain scene with birds



Multi-purpose Room Glazing Film, Ocean Waves



General office glazing film, mountain scene with woodland animals

SUSTAINABILITY AND ENVIRONMENTAL IMPACT

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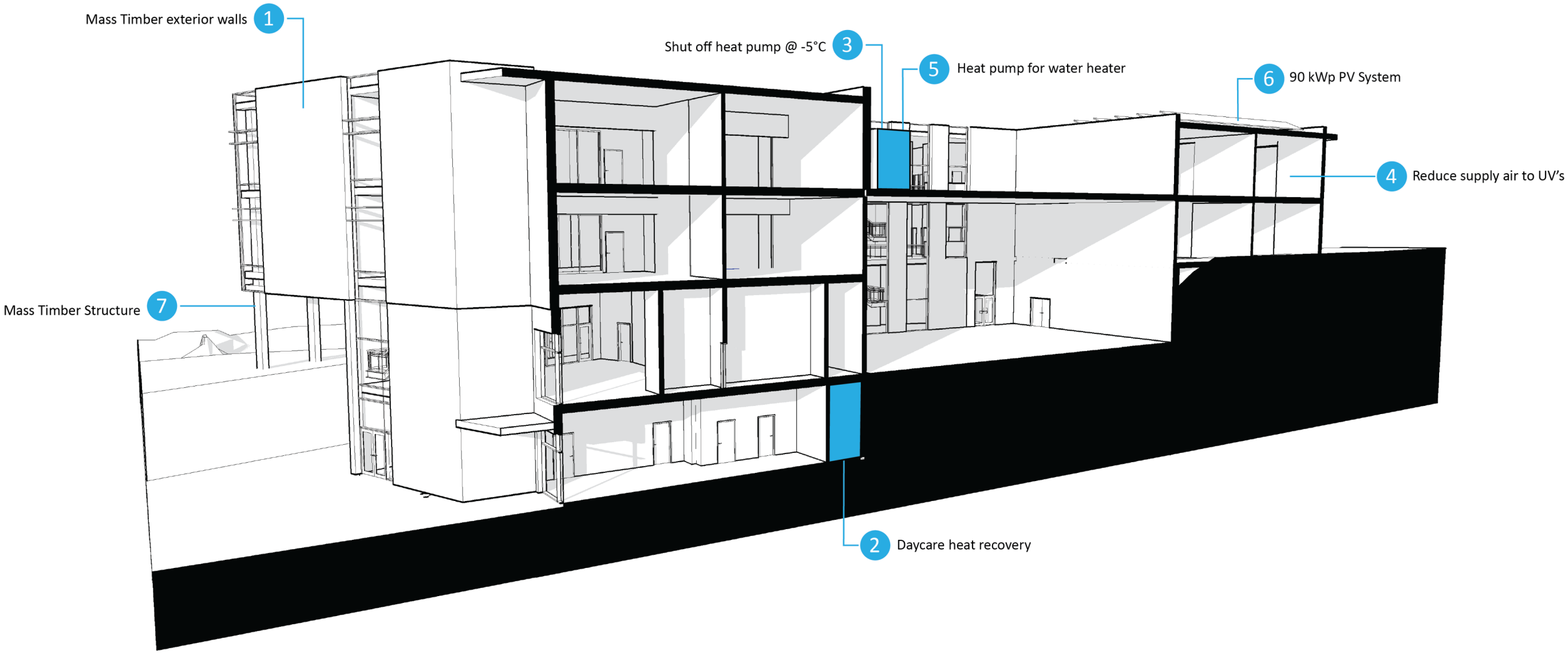

SUSTAINABILITY AND ENVIRONMENTAL IMPACT

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Mass timber construction is **renewable**, more sustainable than other construction methods | Supports the **local economy** in British Columbia | **Embodied carbon reduction**

SUSTAINABILITY AND ENVIRONMENTAL IMPACT

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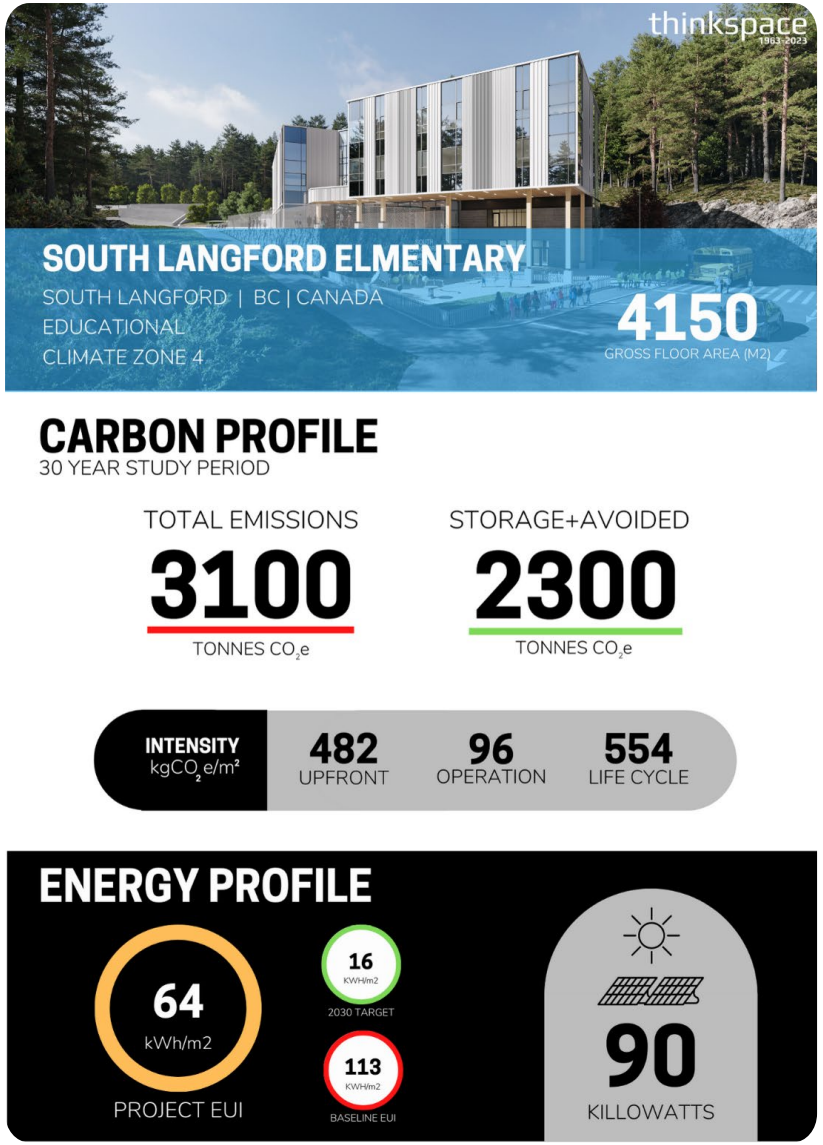
Building produces **2.75 times less GHG emissions** than a similar building using conventional construction | **64% of site energy requirements** are achieved **on site** thru renewable energy sources / photovoltaic panels | building uses **60% less energy** than a similar building using conventional construction | **southwest facing windows** allow for maximum solar gain



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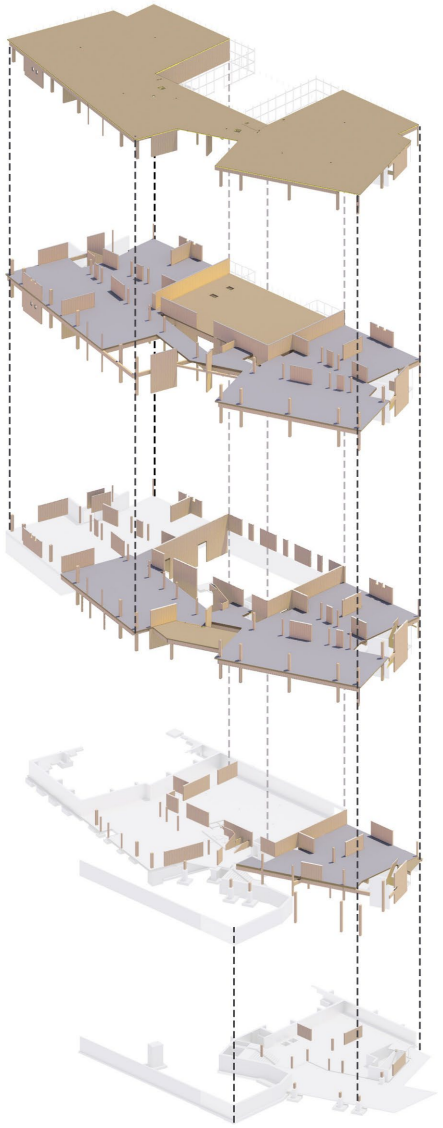

Stacking is essential for success | **Mass timber** layout can accommodate teaching methodology | Supports **environmental causes** + **local economy** | Flexible spaces / **biophilic qualities** | **Lower embodied carbon**

SĆIĄNEW̨ SŢEŁIŢĶEŁ FLY THROUGH

CURRENT CONDITIONS

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7 THOUGHTS + QUESTIONS

THANK YOU!

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