

### From the Chapter President

I hope that everyone found time over the summer and fall to relax with family and friends and recharge for the start of the 2016/ 2017 school year. It has been a busy 6 months since our last newsletter with lots of activity for A4LE members to participate in.

#### Regional Conference

The 2016 Regional Conference was held in Girdwood Alaska on June 22-25th. I was fortunate enough to be able to attend the conference and take a little time to see the beautiful scenery and sites of Alaska. I was really impressed with the hospitality and quality of the sessions that were provided at the conference this year. As I was the only person attending the conference from Saskatchewan, I want to take a moment to share the benefits of the Regional Conferences. The regional conference is usually a smaller conference that provides a more intimate setting. This allows for more discussion and collaboration with the other delegates and presenter both during sessions and breaks. I find this to be one of the best aspects of any conference; the dialogue and learning that can happen between colleagues. Based on my work with Saskatoon Public Schools, I found that the sessions were very relevant to the work we are focusing on and the regional views are in line with our provincial views and ideas. A large focus of the conference was about ensuring that every student is able to engage, whether in the classroom, on the playground and within the programs and schools they attend. It was reassuring to hear from other provinces, states and school staff that the challenges we face are common, and that we can learn from the successes of others. The Regional Conference in 2017 is being held in Banff Alberta, May 17-19th at the beautiful Fairmont Banff Springs Hotel. If you have not attended a Regional Conference in the past this one to consider. Watch for information regarding our Provincial Chapter sponsoring members to attend upcoming Regional or International A4LE conferences.

#### Saskatchewan Chapter Conference

**January 24-26** we will be hosting our annual Chapter Conference in "Canada's Border City" Lloydminster. The conference will have a mix of sessions, from technology based, safety, operation models, and the benefits and challenges of partnerships and agreements. As always the content will have a strong local flavor and will provide sessions for school facilities staff, designers and planners. We look forward to seeing you in January.

#### Members and our Saskatchewan Chapter Executive

I am pleased to say that we have a really diverse Chapter Executive, made up of School Division staff, Consultants,

### President Elect Message

I am pleased to assume the role of President Elect for the A4LE Saskatchewan Chapter for the fall of 2016, and the position of President in 2017. I would like to thank Kristin for her hard work; everyone on the Executive looks forward to working with her again.

For those who may not know me, I am currently the Secretary on the Chapter Executive and have been in that role for 3 years. I am an Architect and Associate with P3Architecture Partnership in Regina where I have been for the last 10 years. I have been involved with many different types of educational projects during my career and have a keen interest in creating quality education spaces that are technically sound and long lasting.

I look forward to another productive year with our Executive and continuing to build on the strengths of our previous teams. We have a strong chapter in our province and I truly believe there is great value for people from all sides of the education facility spectrum to come together and share knowledge. Through the strength of our members we can continue to advocate for beautiful, functional and well performing educational spaces throughout our province.

I am always open to suggestions, so please do not hesitate to contact me.

Chris Roszell  
President Elect

### SAVE THE DATE!

### 2017 Saskatchewan Chapter Annual Conference

The Association for Learning Environments (A4LE) Saskatchewan Chapter Annual Conference will be held Wednesday, January 25th to Friday, January 27th, 2017 in Lloydminster, Saskatchewan.

Early bird registration deadline is Friday, December 16, 2016. [Click here](#) for more information or to register.

Please note that conference rooms rates are in effect until December 31, 2016 after which time the rate is subject to change.

and Suppliers. We continue to work on new initiatives in order to provide the most benefits we can to our members. At our AGM in January we are always interested in having member let their name stand to join our executive. If you are interested in joining the executive please contact Chris Roszell, our President Elect, at [crozell@p3arch.com](mailto:crozell@p3arch.com).

Kristin Hetterly  
President  
Saskatchewan Chapter



## Revolutions in Learning – LearningSCAPES 2016, Philadelphia

As Saskatchewan Governor to the Pacific Northwest Region, I had the amazing opportunity to attend LearningSCAPES 2016 in Philadelphia, Pennsylvania. Philly is one of those cities that was not on my radar to visit, so this was an incredible chance to see a very old and history filled city. It is the city of many American firsts – including the first hospital, public park, permanent theatre house, first fire company and fire truck, and coincidentally, the first public school. What a long way we must have come since that very first school in 1698.

So, with a toddler and a 6 month in tow (thank you to my mother for accompanying me as my "Granny Nanny"), we were off to the City of Brotherly Love, the home of the Liberty Bell, Rocky's Steps at the National Gallery, and, as far as I am concerned, most importantly, the home of cream cheese and Philly cheesesteaks!

The Conference opened with the first day of school tours. This is always such a good way to start a conference. You have a perfect chance to sit and network with fellow attendees from all over North America and the rest of the world. I was fortunate enough to be on the bus with a couple of people who were well acquainted with Philadelphia, and so basically had tour guides as we navigated our way through downtown Philly.

In the past I have typically chosen suburban schools, but for Philly, I chose the tour that covered three urban schools. GAMP was a grade 5-12 school of music that had found its home in a 100-year-old existing school with a large addition added on in 2008 to provide program specific space. This well attended public school served student that could not afford a more expensive, private music school. With approximately 600 applicants, and only 66 spots available each year, it is in high demand. Students are accepted partly based upon their audition.

The next school on our tour was the Workshop School. This fairly new school of 240 students is located in an existing building, with little more than a small front entry renovation. Entering the school by lottery, the students use maker spaces to learn auto-body, welding, auto tech, body painting, and fabrication. Never have I seen students more willing to engage a tour full of adults, and so excited about showing off their work. These students not only design and fabricate items such as ornament, keychains and decorations, but they also sell and market them on their website, [Workshopindustries.org](http://Workshopindustries.org). They are famous for the creation of the Philly-famous "Jawnament" (a popular Philly slang word that they incorporated into the design of a Christmas ornament.

Our final stop was at Kensington high school in Fish Town, a neighborhood typified as "blue collar factory workers". This school was a very different specimen from our first two stops in that it was a new build on a brownfield remediation site that used be the terminal for a freight line from the Delaware Train line. Our tour leader described it as a wasteland. This Leed Platinum school gave new life to this once very "dicey" street corner. The 88,450 sf facility includes a green roof, geothermal heating and cooling, and onsite water retention. In order to stay within budget, decrease their footprint, and still provide auditorium and cafeteria space, they decreased both the classroom size and corridor width. The school, though, paid close attention to providing transparency and views to the outside, a key to the interaction it has with its neighborhood.

The rest of my conference was filled with workshops and sessions that were both interactive and exciting. Academic incubators, tinkering, emotional learning, and a fantastic key note from Tom Vander Ark ([Gettingsmart.com](http://Gettingsmart.com)) were some of the highlight sessions that rounded off an awesome 5 days. I can't stress enough how important it is for those of us that have anything to do with learning spaces to take advantage of this amazing experience. There is no place that you can get access to this wealth of



knowledge and exposure to what is happening outside of our province like a LearningSCAPES conference. Please look for information on the 2017 LearningSCAPES in Atlanta, Georgia in Fall 2017. You will not regret it!

Kirstin Mahan Thompson  
Saskatchewan Governor, PNW  
Association for Learning Environments

## Terry White on LearningSCAPES 2016

A4LE's 2016 Philadelphia LearningSCAPES conference provided a view of extremes in school facilities. A recent audit of the city's roughly 300 schools identified \$5 billion in deferred maintenance. The school board's facilities department is struggling with how best to spend the \$120 million they have over the next five years on repairs. A half hour outside Philadelphia, in a community of 26,000 people, we toured a new high school that cost \$120 million to build. The community had voted to increase their own property taxes to build the kind of school they wanted for their kids, one that includes a 10-lane, 35 meter swimming pool and a main gym with seating for 1500 spectators, the school's full student enrolment. Delegates to LearningSCAPES appeared unanimous in their belief in a direct relationship between the quality of school facilities and student outcomes. The architects focused on light and space. The educators wanted those qualities plus flexibility in the use of space. The facilities operators and design engineers focused on sustainability and operating costs and showed numerous applications of ground source heat pumps and solar electricity. One facility aspect, thermal comfort, was assumed and therefore almost never mentioned. That is a lost opportunity for both student outcomes and operating costs.

Baltimore is less than a two hour drive from Philadelphia. Twenty years ago the American Civil Liberties Union won a court case that resulted in increased state funding for Baltimore city schools. In preparation for the suit the ACLU hired a Virginia Tech professor to rank the criteria for school facilities that most impact student achievement. The top four in order of importance are thermal comfort, air quality, lighting and acoustics.

Schools designed to be LEED certified get a point by meeting the requirements of the ASHRAE 55 thermal comfort standard, which requires that 80 per cent of occupants are satisfied. That standard provides tools for calculating a much higher level of satisfaction but few customers are aware of the option. The lost opportunity is that, counterintuitively, the design aspects that optimize thermal comfort can also optimize energy use. Also, they enable mechanical systems that produce less noise and vibration, enhancing classroom acoustics. Research by the International Energy Agency reported in 2002 that it is radiant delivery that optimizes thermal comfort. Numerous case studies over the past half century show this can also provide energy savings of 30 per cent or more. Unfortunately, no one in North America has modelled how radiant energy transfer in a building works, so the models we use to calculate the energy use of a building design do not recognize that increased efficiency. In 2003 Canada's National Research Council Institute for Research in Construction proposed a research project to model radiant delivery, stating that those energy savings may not be reached without an appropriate control strategy. That research has not yet been done. This helps to explain why none of the schools we visited or saw presentations on at the Philadelphia conference incorporate radiant delivery.

I am happy to say that nearly all of the 35 new schools built in Saskatchewan over the past eight years, including the 21 currently under construction, have radiant floor heating. Some of them also have radiant cooling. There may be room for improvement in how these systems are controlled, but until we mathematically model how it works, we rely on experience. The good news for Saskatchewan is that with these systems embedded in our new schools, they are providing high levels of thermal comfort and energy efficiency and are ideally suited to future use of alternative energy sources.

Terry White, Member

## Attendee Report – LearningSCAPES 2016

*"There has been increasing evidence that the design and condition of an educational facility has a significant impact on the quality of education and a student's ability to learn. In 500 words or less, please describe the sessions, topics and opportunities you anticipate participating in at the conference, and in what way you expect this opportunity will assist you on upcoming projects."*

LearningSCAPES 2016 'Revolutions in Learning' offered numerous examples of experiential learning, and the need to involve the user groups in the planning stages in order to create functional environments that best suit our future students. The keynote speaker, Tom Vander Ark, challenged the attendees to look past what has been done and to consider unusual settings for learning environments, such as the [High Tech High](#), in San Diego, built on an old naval base. The emerging 4th industrial revolution, with its lack of traditional labour jobs along with social and environmental challenges mean students will require skill sets that allow them to consider more complex learning and problem solving. Project based learning was a recurring theme throughout the conference – the emergence, especially with privately funded facilities, of specialized learning environments such as robotics, and a greater emphasis on blended learning models. It would be an interesting discussion to consider how these concepts could be incorporated into the publicly funded facility design model in Saskatchewan, and whether we are encouraging project based learning through the availability of maker spaces, access to nature, and a stronger emphasis on STEAM based training. The presentations from the SchoolsNEXT competition indicated a strong desire on the part of the students to create more interactive and flexible learning environments, that allow the students greater input into their learning experience.

I had the opportunity to participate in several workshops at the conference. The Future of Academic Incubators (see photo of our governor Kirstin Mahan Thompson as she presented her team's solution) challenged the participants to create supportive



environments to suit real world ideation teams. Again, the emphasis was on creating blended learning and support spaces that would enable the team to solve a specific task and take advantage of mentor opportunities. The idea of a 'resilience wall' was a popular concept suggested in one of the team presentations – the idea that students would benefit from seeing the progression of their problem solving process. Another workshop created a 'monopoly' game where finite resources had to be divided between the planned capital expenditure, with the players taking different roles such as athletic director, student, or community leader. Spirited discussions ensued as the players had to come to a consensus regarding how to divide the funds to satisfy as many of the school districts requirements as possible. The workshop allowed us all to understand how important it is to involve all of the user groups early in the planning process, to avoid planning in a silo.



I gained a much deeper understanding of the depth of change that is being demanded by the user groups today, and how difficult it will be for the planning teams to achieve the dramatic paradigm shift required to move towards a project based and experiential learning model, especially given the current economic constraints. Creative thinking will be an absolute necessity moving forward. The attendees were encouraged to keep on trying to change the boundaries of learning as they exist today. As a vendor who helps to build these facilities, I gained a much stronger understanding of what the planning teams will need to achieve in coming years, and hope that my experience will help me support them as they push for change. I would like to extend my gratitude to A4LE for this valuable scholarship opportunity.

Heather Morgan

## Gerry McCudden Memorial Scholarship 2016

The Association for Learning Environments (A4LE) Saskatchewan Chapter Gerry McCudden Memorial Scholarship is a competitive, merit-based scholarship program designed for graduating grade twelve students who desire financial support for their pursuit of post-secondary educational opportunities. The Scholarship amount is allocated on a yearly basis to Saskatchewan School Divisions which currently have a member in A4LE.

Thank you to all of the students who applied for the Gerry McCudden Scholarship. A \$2000 cash award was issued to two deserving students enrolled in a post-secondary institution for the 2016-17 term.

A4LE was founded in 1921 in the United States as the National Council on Schoolhouse Construction and is the primary advocate and resource for planning effective educational facilities. Fostering and disseminating best practices in creative school planning, A4LE is the educational facilities expert, the only organization whose sole mission is improving the places where children learn.

The mission of the Association is to continually seek out best practices in creating quality learning environments for students. It is A4LE members who lead the educational facility planning profession towards a new vision based on innovation and discovery.

The application required the students to write an essay, based on the following premise: *"There has been increasing evidence that the design and condition of an educational facility has a significant impact on the quality of education and a student's ability to learn. In 500 words or less, please describe how your high school facility has contributed to the quality of your education. Also, please describe the changes to your high school facility that you would propose, which you feel once implemented, would improve the quality of education."*

We had 40 submissions this year, the winning scholars were Michael Rybchuk, from Regina and Levi Perrault, from Tisdale. We extend our thanks to all of the students who submitted applications.

Our applicants touched on some consistent themes regarding how the built environment affected the student's ability to learn. Michael wrote that having operable windows at his school were greatly appreciated as they allowed him to "breathe the fresh air when I am learning, versus the stale, sweaty air caused innocently enough when 800+ kids hurry throughout the school hallways, day in and day out." Michael went on to suggest that reducing the amount of fluorescent lighting and augmenting with natural light could help students who struggle with attention disorders stay focused on their studies. Levi was proud of how the Tisdale Middle and Secondary School's connection to the community recreation complex allowed the students to create stronger relationships with the community. Access to technology and nature made his high school experience a memorable one.

This is great information for our members, as they are faced with the challenge of re-defining our learning environments to meet future needs. The students clearly have a lot of valuable insight and we appreciate their feedback. We look forward to the submissions for the 2017-18 school year and encourage our members to make their students aware of this terrific opportunity.

For more information, please contact Heather Morgan at [hmorgan@dirrt.net](mailto:hmorgan@dirrt.net)



## 2017 Pacific Northwest Regional Conference

**May 17-19, 2017**

*Resilience: Creating Adaptable Learning Environments*

Fairmont Banff Springs Hotel  
Banff, Alberta

Please use the group booking code A4LE / CEFPI when making your hotel reservation.

### **CALL FOR SPEAKERS Due February 6, 2017**

The conference planning committee is soliciting speakers for supporting presentations that align with the following three general domains:

- Sustainable building practices: How can learning environments be resilient to changing pedagogy, learning styles and technology?
- Learning: Curriculum related best practices and innovations
- Context: Case studies or examples of how good planning, partnerships with the community, creative methods of construction resulted in positive outcomes for learning environments

[Click here for more information](#)

[Click here to submit a proposal](#)

## Chapter Officers

**February 1 – January 31**

### **President**

[Kristin Hetterly](#)  
Saskatoon Public Schools

### **Past-President**

[Kirstin Mahan-Thompson, BArch, SAA, LEED](#)  
Edwards Edwards McEwen Architects

### **Secretary**

[Chris Roszell](#)  
P3 Architecture Partnership

### **Treasurer**

[Stan Laba](#)  
Saskatoon Public Schools

### **Governor**

[Kirstin Mahan-Thompson, BArch, SAA, LEED](#)  
Edwards Edwards McEwen Architects

## 2017 LearningSCAPES Annual Conference and Exposition

**October 25-30, 2017**

Atlanta, Georgia

### **CALL FOR INTEREST PNR Secretary/Treasurer**

Our current Secretary-Treasurer, Fred Long, who has served the region since 2000 will be retiring from this role in 2019. The PNR Board would like to choose a Secretary-Treasurer during 2017 so as to allow the new person to be mentored and trained by Fred as the reins are passed.

This position requires active interest and participation in the activities of the region. It also offers tremendous opportunity for expanding one's understanding of the mission of A4LE and growing in personal leadership skills. The A4LE professional staff supports the region activities, as well.

### Directors

[Heather Morgan](#)

DIRTT Environmental Solutions Ltd.

[Tyler Ottenbreit](#)

Regina Catholic Schools

### Ad Hoc Directors

[Daniel Reeves](#)

AODBT Architecture Interior Design

[Derek Kindrachuk](#)

Kindrachuk Agrey Architecture

[Sarah Turnbull, ALEP, NCIDQ, LEED AP](#)

Sarah Turnbull Interior Design

[Kelly R. Nadler](#)

KRN Tolentino Architecture

[Jeff Howlett](#)

Stantec Architecture Ltd

## Regional / Chapter Member Care Manager

As an effort to serve Regions more effectively, Association staff members are fully dedicated to providing support to the leaders and individual members of each region. Please contact [Donna Robinson](#) at 480.239.0688 for article submissions and regional events and activities.



We invite you to consider this opportunity by completing the [attached application](#) by December 30, 2016. Please contact [Catherine Fritz, PNR Past President and Nominating Chair](#), if you would like more information.

## SchoolsNEXT



The [SchoolsNEXT Design](#)

[Competition](#) offers an opportunity to illustrate the kind of creativity that students bring to the planning and design process. The competition

highlights the importance of well-planned, healthy, safe sustainable and resilient schools that foster student and teacher achievement and enhance community vitality. The annual competition, open to middle school students, challenges student teams to design their learning environments to enhance learning, conserve resources, be environmentally responsive and engage the surrounding community. The multi-disciplinary solution requires students to follow a planning process from the concept phase to completion of the project, with thorough documentation. The students will present their project to a jury for review.

Schools around the world are advancing the limits of public education by providing real-world learning experiences and opportunities for students to ask questions and problem solve, collaborate and gain experience tactile, hands-on work. This is a 21st Century learning approach where students are enabled, engaged and empowered through a STEAM (science, technology, engineering, arts and math) curriculum, leadership and teamwork proficiencies to master the 21st century skills they need to succeed in today's global economy.

Contact Barb Worth for more information at [barb@a4le.org](mailto:barb@a4le.org).