



**GRAND VIEW PUBLIC SCHOOL**  
**CEFPI MacConnell Award Submission 2013**

# GRAND VIEW PUBLIC SCHOOL

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# GRAND VIEW PUBLIC SCHOOL

## Executive Summary

# EXECUTIVE SUMMARY



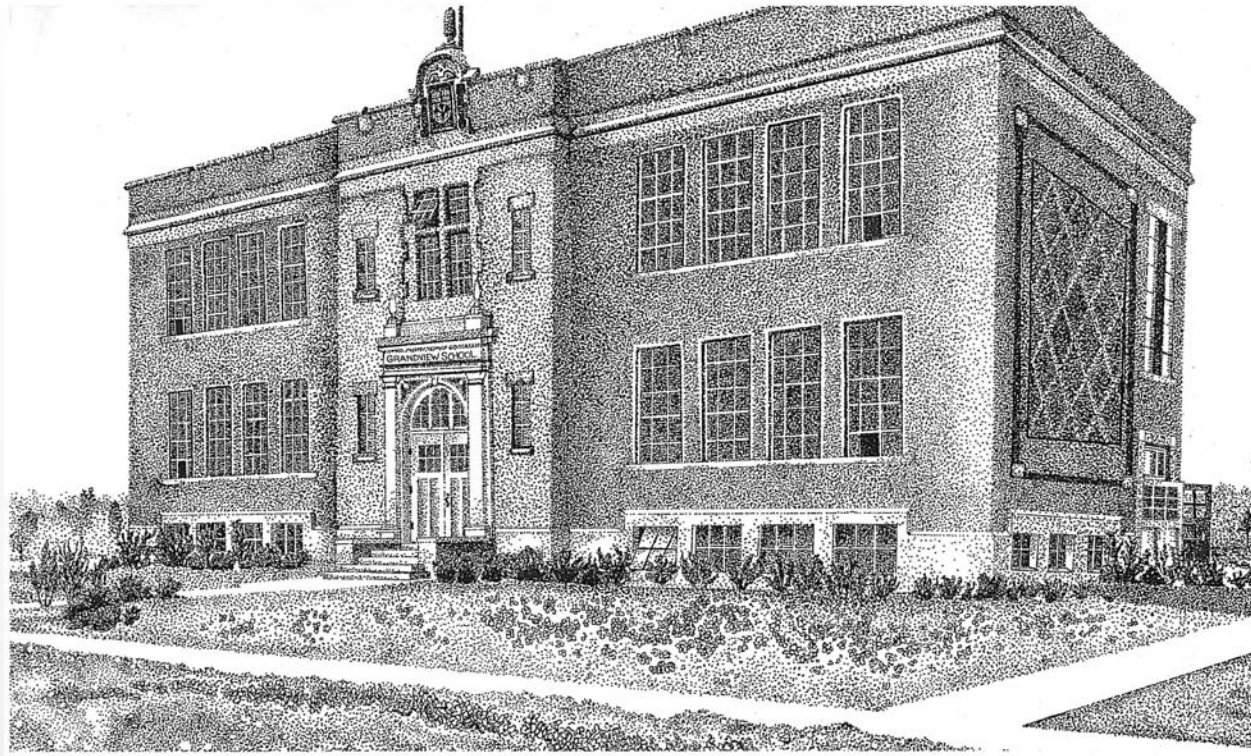
- The Waterloo Region District School Board (WRDSB) in conjunction with our architectural team are extremely proud of the completion of the new Grand View Public School.
  - The existing Grand View Public School capacity did not meet current needs.
  - The age of the school, accessibility and use of the upper and lower grounds became a detriment to the facility. Constructing an addition to the existing school and upgrading the existing infrastructure was deemed too costly.
  - The Architects met with various departments within the WRDSB, external agencies and the community to design a new school for generations to come.
  - The new Grand View Public School is considered to be a 'jewel' in this neighbourhood. The community has graciously embraced the new building. The new school construction leveraged available resources to maximize return on investment and enhance education had community use.
  - Grand View Public School is a beautiful building with respectful incorporation of historical details from the old school. The design is forward-minded with state of the art technology part of which is the incorporation of a green roof space. The original front entrance way, coat of arms with provincial insignia and scholarly gargoyles were recovered and installed into the new building. This transferred historic character and excitement into the new school. In addition, the building connects the upper and lower playgrounds, providing greater use of the excellent site features. This new building fulfills obligations regarding universal accessibility standards for public buildings and the students, staff and community of Grand View Public School.



# INTRODUCTION



- Initiated by the completion of a boundary review to accommodate a growth in student population, original plans to construct an addition to the existing Grand View Public School, while fitting the approval budget, did contemplate the best long term solution for the school community.
- Through the design process the design team continued to ask difficult questions and had courageous conversations about the strategic use of scarce resources. As a result of these courageous discussions, additional resources and capital were sought to design and construct a facility that would elevate the learning environment to today's standards and beyond.
- The new Grand View Public School was designed to reflect and support a modern educational environment while at the same time elegantly preserving some breathtaking historical features from the original 1923 school. Built into a hill to allow the children to utilize all areas of the multilevel site, the new design provides a barrier-free and diverse range of learning settings that connect visually, as well as, physically. Students transition smoothly between these areas finding places that satisfy their learning needs. We at the Waterloo Region District School Board are very proud of our new facility that emphatically captures the spirit of modern design, as well as, respectfully capturing the beautiful heritage features from the past.



# GRAND VIEW PUBLIC SCHOOL

## History of Grand View Public School

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# HISTORY OF GRAND VIEW PUBLIC SCHOOL

Grand View Public School was constructed between 1922 and 1923, with the official opening falling on April 1923. It was originally used as a public elementary school until 1934 when it was converted to a continuation school. In September of 1934 Grand View officially became Preston Continuation School, where grades 9 and 10 were taught. Shortly after that a six room addition was constructed onto the school by Dunker Bros. Construction Company, designed by J.H. Patterson, architect.

Student enrolment increased at this time from 120 in 1934 to 240 in 1940 when Grand View officially became Preston High School. During World War II a total of 133 men from Grand View served in the armed forces including the Principal at that time, Mr. R.O. Geddes. Tragically 14 of those men lost their lives in active duty during the war.

In 1946, a major addition to the curriculum was added, agriculture, taught by Mr. A.O. Stager. The school acquired a chicken house, bee hives, a tool shed, a garden tractor and built a garden.

The high school served the needs of the Preston community for 22 years. Changes continued through this time with the curriculum and also with a broader extra-curricular program. Activities such as: Glee Club, Hockey, Football and many other sports were introduced during this time. The high school student body eventually moved in 1956 to the newly constructed Preston High School on Rose Street and Grand View Public School became an elementary school again.

Grand View underwent more construction with the addition of a gymnasium in 1969 . Over the years Grand View Public School has had many upgrades and work performed on the school. Currently, Grand View supports wireless technology throughout the school and has had regular upgrades to the facility including floors, painting and furniture. School population has hovered around 200 students over the last two decades, however in the last few years enrolment has been declining slowly.

Even though Grand View's student population has consistently been small, the school continues to provide the students with a variety of activities and opportunities to grow, such as: Chess instruction, Skating, Intramural sports, Running Club, Craft Club, Games Club, Computer Club, Recycling, and the list goes on.

Grand View Public School maintains strong ties with its community, many of our students have had parents and grandparents attend this school and many of them come to visit the school regularly. We, at Grand View, see our school not only as an academic institution but also as a family where we care about all of our students' needs and help them to become adults.

<http://gvc.wrdsb.on.ca/>  
<http://www.wrdsb.ca/school/gvc>

# CRITERIA







# GRAND VIEW PUBLIC SCHOOL

Scope of Work

Budget

# SCOPE OF WORK

- The scope of work was to design and construct a new three storey school to replace the existing three storey school.
- There were three major criteria to be taken into consideration for this project:
  1. Due to the historical vintage of the building, circa 1923, and the story it shares with the community, we had to capture as much of the historical essence of the original Grand View Public School into the new building.
  2. The existing school was required to remain in service and fully operational while the new school was being built making the issue of ‘public safety’ a priority for all students, staff, parents, and community, in addition to all consultants and workers on site.
  3. The site was completely divided in half by a 30 foot high embankment. The design of the new building embraced the embankment and utilized the site conditions as part of the solution.
  4. The lower playing field was severely under utilized prior to this project, due to the embankment. This project needed to remedy the functionality of the entire property for the benefit of the occupants of the school and the community at large.

# BUDGET

- Area: 3,401 m<sup>2</sup> (36,598 sq. ft.)
- Student Capacity: 340
- Project Budget: \$8,000,000.00
- Year of Construction: 2011/ 2012





<http://www.johnmitchellphoto.com/blog/?tag=cambridge-ontario>



<http://www.galtkiltieband.com/location.php>

# GRAND VIEW PUBLIC SCHOOL

## Community Engagement Process

# COMMUNITY ENGAGEMENT PROCESS

## STAKEHOLDERS



Waterloo Region  
District School Board



Heraldic Crest of the City



<http://maps.region.waterloo.on.ca/rdevelopment/>



- In order to understand Grand View Public School's story one needs to understand the historical patronage associated with the very fabric from which the people of the Town of Preston, in Cambridge Ontario, hold dear to their hearts.
- The story of Preston, Ontario, Canada dates back to the early 1800s when the area was settled by German speaking Mennonites from Pennsylvania. Preston became a landmark and attraction for tradesmen, artisans, and craftsmen of young Germans who had recently arrived in North America. By the mid-nineteenth century European travelers were attracted to the town's mineral springs which were thought to possess curative powers for a variety of ailments. In 1973 the Town of Preston became part of the City of Cambridge and part of the Region of Waterloo, Ontario, Canada. [http://www.cambridge.ca/city\\_clerk/city\\_archives/historical\\_information\\_evolution\\_of\\_preston](http://www.cambridge.ca/city_clerk/city_archives/historical_information_evolution_of_preston)
- The stakeholders consist of several generations within this community who are very passionate about their immediate surroundings whether it be the local library, municipal buildings, local post office and this includes their local schools.
- When the stakeholders of the community heard publicly that the original Grand View Public School dating back to 1923 was going to be demolished and a new building to be built, there was an uproar in the immediate community, the Town of Cambridge, the Cambridge historical society and all persons that had memories of association to the building. The value of the building is what the building represented to the generations that had attended the school over the decades.
- The darker shade in the map (at left) illustrates the boundary that encompasses the Region of Waterloo, Ontario which affects Grand View Public School.



# COMMUNITY ENGAGEMENT PROCESS

## CHALLENGES

Issue No. 158 | March 14, 2010

Built Heritage News



### Cambridge Record: Grandview School Threatened by Kevin Swayze

Grandview school's history likely won't be enough to save it from the wrecking ball

CAMBRIDGE - City heritage officials are scrambling after hearing of demolition plans for Grandview Public School on Hamilton Street. Monday, public school board trustees approved, in principle, plans to raze the 77-year-old building. Until last week, talk was about \$4.5 million in renovations and additions to double its size to handle upwards of 200 students bused in from the Deer Ridge area of south Kitchener. Now, the talk is of spending \$7 million to raze and replace it, after more and more problems were found with the existing building as the renovation plans were drawn up. **Heritage boosters were blindsided by the change of plans for Grandview. This has just exploded into the community, said Kathy McGarry, president of Heritage Cambridge.** I was horrified when I heard Tuesday. The original Preston Public School was saved from demolition and converted into apartments in the late 1970s. When Central Public in Galt was demolished and replaced with a modern school, the public anger led to creation of the watchdog group Heritage Cambridge in 1971, McGarry said.

Read full article: [http://www.builtheritageneews.ca/newsletter\\_archive/97.html#9](http://www.builtheritageneews.ca/newsletter_archive/97.html#9)

### Destroying Preston's Grand View School - Another Permanent Loss

Looking Down The Barrel Of Demolition Once Again by Kenneth J. Hoyle - OALA, FCSLA, CAHP

Apr 06, 2010



#### Destroying Grand View School

I have read with interest the articles regarding the proposal by the Waterloo Region Public School Board to demolish Grand View Public School. **The story repeats a familiar, worn-out scenario.** Owner owns old building. Owner wants to redevelop property. Heritage advocates object. Owner pleads hardship. Council comes to the rescue of the owner and the building is demolished. As a result the community is polarized; heritage advocates are exhausted and labeled as obstructionists, living in the past and unrealistic. The City loses some of its charm, Council is seen as the protector of property rights and the long term public interest is diminished.

Read full article: <http://www.cambridgenow.ca/newsarchives/archivedetails.cfm?id=1806>

Lisa Rutledge, Times Staff

Mar 10, 2010 - 2:40 PM

### New future for Grand View School to be torn down, new one built on site

Grand View Public School was set to get a new lease on life with more than \$1 million in renovations. Now the school won't see its 90th year.

**Community backlash caught board officials by surprise because they thought the option would make parents "over the top" happy..**

Marilyn Marklevitz, superintendent of financial services, said once facilities planners looked more closely at Grand View, they couldn't find enough "redeeming" factors to keep it and decided to put a new school option on the table for trustees to consider.

"It was really risky on our part," she said. "It was a leap of faith to ask for a couple million more."

As for concerns over public consultation, Marklevitz said she didn't want to raise the issue before getting board approval.

"It was never our intention to pull the wool over anybody's head."

Read full article: <http://www.cambridgetimes.ca/news/local/article/648077>



# COMMUNITY ENGAGEMENT PROCESS

## *AVAILABLE ASSETS*

- The Waterloo Region District School Board expanded the regional boundary surrounding the school. This drove the need to increase the size of the existing Grand View Public School.
- The fact of the matter was that the original Grand View Public School was:
  - In such a decayed state that it was simply far too cost prohibitive to do further renovations;
  - The building did not meet today's standards regarding building code, barrier free design, or universal accessibility standards;
  - The heating and ventilation systems were due to be replaced;
  - The building did not have air conditioning;
  - The roof needed to be replaced;
  - The windows throughout needed replacement;
  - The lighting conditions were poor and needed to be replaced throughout.
  - The operations costs for maintaining the original building were exorbitant.
- Due to the generously sized property, the project was able to continue with the original school fully operational throughout the new construction process.
- The drastic grade changes on the property were an advantage to the entire project for the purpose of being able to better utilize the site and enabling the entire property to function more accessibly by all users.
- The original building contained historical masonry and fine stonework that were both inspirational for the new design, as well as, provided the opportunity to capture the sentimental essence of the history that the community is so passionate about by including architecturally significant components into the new building and treating them as artifacts on display as in a museum.



# COMMUNITY ENGAGEMENT PROCESS

## *VALUE OF PROCESS & PROJECT TO COMMUNITY AT LARGE*

- The surrounding neighbourhood and community of Preston are passionate about their history and heritage. It was important to embrace community involvement in moving forward with this project.
- This process and the project may have affected the immediate neighbours and surrounding community to the point where they have become even more passionate about their history – making them a closer community than before the project.
- The community meetings enabled the decision makers an opportunity to listen to the concerns and comments from the community at large and respond with sensitivity and understanding.
- Community meetings were held to review the many issues that loomed over the original school and to share the proposed solutions encompassing the decisions that were to be made regarding the future of Grand View Public School.
- Keeping the community abreast of the plans for a new Grand View Public School empowered them with scepticism at first and acceptance, pride and new stories to share with current and future generations that will attend the school.





New main entrance.



Rear of building.

# GRAND VIEW PUBLIC SCHOOL

Educational Environment



# EDUCATIONAL ENVIRONMENT

## *SUPPORTING THE CURRICULUM* (COMMENTS FROM STAFF & STUDENTS)



- The new Grand View Public School supports the curriculum in a variety of ways.
  - Staff and students have access to resources including in-class manipulatives for Mathematics.
  - The library is becoming increasingly stocked with current and relevant reading material in subject areas such as early reading, social studies, science, and technology.
  - The school technology includes:
    - Document readers in each classroom for resource sharing in all curriculum areas;
    - A computer lab fully outfitted with high quality graphic equipment and software;
    - Now the classrooms have in-class ipads for full day, everyday use by students supporting the development of technology, media literacy, mathematics and writing.
  - The junior reading programs are now supported by resources that are leveled for students of all abilities.
  - An appropriately sized gymnasium to support physical education and the science of Kinetics.
  - Dedicated staff are now able to congregate as a larger population to effectively deliver a team approach regarding planning, curriculum and assessing school budgets.
  - Earth tones used on the walls in the classrooms are found to be calming and comforting in turn promoting learning.
  - The expansive windows in each classroom bring the outdoors in and begin the inquiries for learning. Students are fascinated in the exploration with light and shadows, changes in seasons, changes in temperatures, mud flourish, and rain showers.
  - The design of the corridors with high contrast materials supports self-regulation as occupants now have a natural walking path wherever they go.

# EDUCATIONAL ENVIRONMENT

## *SUPPORTING LEARNING & TEACHING STYLES* (COMMENTS FROM STAFF & STUDENTS)



- Grand View Public School supports a variety of learning and teaching styles.
- Every classroom is equipped with a front row audio system allowing students with auditory challenges (CAP, ADHD, and specific hearing impairments) to attend with less effort.
- Speakers in each classroom provide students and teachers, that would normally have difficulty projecting their voices, a tool that is easily used empowering all parties with confidence and self-esteem.
- Smart Board technology is a wonderful tool beneficial to interactive and kinesthetic learners.
- There is a computer in each classroom.
- There are many bulletin boards to display anchor charts.
- The school now has the facilities to house small group 'enrichment' sessions.
- The library is equipped with six student computers for students to use for library searches, as well as, various subject related research.
- All kindergarten classrooms are located in close proximity to one another promoting support, collaboration, team building and creative thinking among groups.





# GRAND VIEW PUBLIC SCHOOL

## Physical Environment

# PHYSICAL ENVIRONMENT

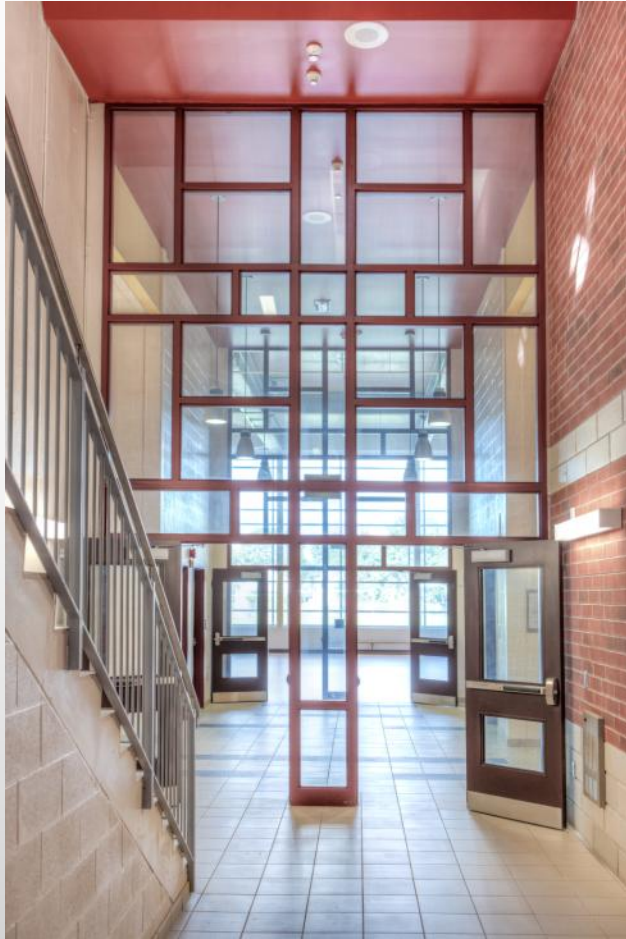
## *ATTRIBUTES OF THE ENVIRONMENT*



- The building is situated in plain view from all directions on the property as was the original Grand View Public School. This was one of the many sensitive issues surrounding the demolition of the old building and the construction of the new school. The new building truly has provided for a “Grand View” both from the street and from the inside looking out.
- The front entrance is clearly identifiable with a canopy and a two storey space making it feel large and welcoming. The main front doors are on automated sensors incorporating security devices taking the safety of all occupants into consideration when entering and exiting from the building.
- One of the many physical attributes Grand View Public School now has is the connection to natural daylight. The school has been designed with many oversized windows allowing natural daylight to filter into the building from all directions.
- Artificial lighting has been connected to motion sensors as part of an energy conservation initiative. Temperature controls further enhance the many sustainability initiatives in the design and construction of this school.
- Classroom sizes are comfortably sufficient for the program enabling occupants with disabilities to be able to navigate through the built environment with ease and confidence. The views of Preston from each classroom provide members of the community visiting the school to feel the natural sentimental comforts of being in a place that belongs in the community.

# PHYSICAL ENVIRONMENT

## *ATTRIBUTES OF THE ENVIRONMENT*



- The colours and materials selected throughout are warm and earthy yet bright and inviting. The palette successfully blends the historical essence of the original school while incorporating a current application of colours and materials, which meet universal accessibility standards.
- There is ample shelving and storage for all staff, students and administration personnel.
- The Library is particularly bright and airy. The seating along the windows allow students to feel as though they are outside while reading in the Library particularly as the green roof over the gymnasium is adjacent to the library windows.
- Green building initiatives using a holistic design approach have been implemented for an extended lifespan of the building and accommodation of flexibility and adaptation over time.
- Energy saving measures and unique features that have been incorporated into the design of the new Grand View Public School project are:
  - Natural day lighting & controlled artificial lighting
  - Heating & ventilation controlled with sensors
  - Domestic water reduction
  - Fire protection
  - Assistive listening
  - Electrical safety features
  - Energy efficient building components
  - Materials used with longevity and ease of maintenance in mind.



# PHYSICAL ENVIRONMENT

## *FACILITY WITHIN CONTEXT OF COMMUNITY*



- The design of Grand View Public School now has the attention of the entire neighbourhood and community and is visible from all four streets, which was an important consideration for patron Prestonites. “It is still the school on the hill”.
- There was a time when the school building and the school yard were separated by a 30 foot high embankment making the site awkward to access for outdoor play and physical education classes, therefore under utilized. The new Grand View Public School is now situated in the centre of the property whereby the embankment has been incorporated into the design of the building. This not only helps to connect the drastic grade change of the property, but was incremental in being able to fulfill the Waterloo Region District School Board’s program while making the building’s footprint as small as possible, and still making the school a dominant structure within the community.
- The site now has an upper field which includes soccer fields, playground equipment and a baseball diamond. The lower field has two soccer fields and an asphalt area with lines painted for games. Both fields are easily accessible and safe to use by staff, students, visitors and the general public from within the neighbourhood.
- Grand View Public School integrates old school architecture with new school innovations. The brick work of the original building has been carefully taken into consideration and replicated in a way that is fitting of a new building with modern and current building technologies.
- The community of Preston has a proud history which is honoured by the architecture and historical displays. This school is one that the community can still feel as though their connections have been embraced by the preservation of the historical artifacts from the original building which include the old main entrance, coat of arms with provincial insignia, and exterior corner stones that now act as museum pieces on a wall in the lower level. Students can learn about the school’s history via these artifacts and feel a part of something bigger than themselves.
- There is a Community Room located on the upper level that is used by the public as is the generously sized gymnasium. The corridors are wide allowing for occupants of various abilities including the use of wheelchairs and walkers to share the space easily.

# PHYSICAL ENVIRONMENT

## *PROJECT INSPIRES & MOTIVATES*



- The new Grand View Public School has been designed with an elevator ensuring all children, regardless of needs or abilities, have access to all areas of the school.
- The new technologies enable the students to be able to hear all lessons and can access technology wirelessly.
- The preservation of the exterior historical pieces have been carefully removed, restored and relocated within the new building and act as artifacts in remembrance of the building that once was.
- The natural light that filters into the interior spaces enables the occupants to connect with their surroundings, which inspire learners to enquire about nature and themselves.
- The materials were selected based on the criteria of high durability, low-maintenance while being cost effective.
- The colour palette was inspired by the original Grand View Public School. The warm tones used on the walls in the corridors help bring the exterior brick colours through to the inside. The classrooms were meant to be more subtle with brighter, happy colours.
- Increased ceiling heights have been proven to promote higher levels of thinking and increases creativity, as well as, productivity.
- The floor pattern in the corridors are a playful interpretation of the strong lines used on the exterior of the building. The high contrast and subtle texture in floor materials meet the Ontarians with Disabilities Act. The occupants use the floor pattern and texture differential as a means of wayfinding, universally accessible queues, not to mention is used subconsciously as a highly effective teaching tool on a day-to-day basis.



# GRAND VIEW PUBLIC SCHOOL

## Results of the Process & Project



# RESULTS OF THE PROCESS & PROJECT

## *ACHIEVES EDUCATIONAL GOALS & OBJECTIVES*



- The new Grand View Public School ensures that all children, parents, teachers and staff, regardless of needs or abilities have access to all areas of the school by the use of an elevator.
- All occupants within a classroom are able to hear all lessons and can access technology wirelessly. The availability and use of technology in the school allow for a fresh approach to learning.
- The use of iPads in each Kindergarten room for teachers and early childhood educators are used for documentation and assessment. Teachers and ECE personnel are better equipped for planning their next steps regarding new play-based kindergarten programs.
- The new school provides space for the resources needed for teachers, students and staff to be able to achieve their goals. The availability of information and resources have made reaching educational goals easier.



# RESULTS OF THE PROCESS & PROJECT

## *WATERLOO REGION DISTRICT SCHOOL BOARD*



- Education goals are:
  - Engage students, families and communities.
    - This has been met. Students, their families and the community feel that Grand View Public School is still the heart of the neighbourhood.
  - Foster wellness and well-being.
    - The Board has achieved wellness and well-being via natural light that filters into the building from all directions, a modern facility with appropriately sized mechanical systems and energy conservation initiatives not to mention the aesthetic appeal of the building.
  - Embrace diversity and inclusion.
    - Having an elevator allows persons with limitations as well as heavy equipment to be transported throughout the facility with ease.
    - The wide corridors provide comfort for persons of all abilities to navigate through the building from space to space.
    - The implementation of elements that support and nurture persons of various abilities is evident through the use of colours, materials, textures, as well as, wayfinding that includes several communication methods such as text, graphics and braille.
  - Promote forward thinking.
    - A state of the art green roof located adjacent to the Library (above the gymnasium and over looking the lower playing fields) demonstrates that the members of this school community value the environment.



# RESULTS OF THE PROCESS & PROJECT

## PROJECT ACHIEVING COMMUNITY GOALS

- The decision to demolish a building from 1923 that had meant so much to so many people with warm and wonderful memories was a difficult decision. A decision that had to be made for current and future generations. A decision that not only made the most financial sense, but also the most responsible for the health and well-being of the occupants within the building.
- As much as the community of Preston would like to cherish and hold onto the past, they have realized that they need to be current. They need to do what is best for their children, grandchildren and great grandchildren. A new state of the art facility is the way of the future and is in the best interest of students enrolled at the school. Early formative education sets the benchmark for young minds as they progress in their academic lives.
- Although the school now has a new and shiny presence, there are many quintessential relics that have been removed, restored and relocated within the building and displayed as artifacts. The town of Preston has new stories to share and memories to harvest, which can then be past onto generations to come.
- This project has inspired members of the community to actively participate in contributing to a legacy of history.
  - Mr. Bob Whittaker's story below is an example of how one's memory of the building that once was will be kept alive by his handcrafted wood carving of the original building. This piece of art will be displayed in the main entrance of Grand View Public School to be shared with the community. *This is a wonderful contribution.*

The Record.com



Jeff Hicks, Record staff Tue Jan 15 2013 07:26:00 4 Comments 3 people recommend this Recommend

### The old Grand View Public, caught in time

CAMBRIDGE — A white cedar sky drifts over Bob Whittaker's handcrafted wooden vision of the old [Grand View Public School](#) in Preston.

The front lawn is green poplar.

The concrete foundation is mixed from birdseye maple.

The bricks are pure African padauk. The front door is oak.

Black walnut telephone poles dot the landscape of this intricate intarsia vision, a mosaic using varied shapes, sizes and species of wood to create the illusion of depth, to create the loving illusion the 90-year-old school still exists in the heart of Preston.

Whittaker, 86, knew he wanted to do this project the moment last March he heard the school would be torn down. The old Preston woodworker wanted the challenge. One of his pals said it was an impossible task.

"That really riled me up," Whittaker said.

So, from March until September, he toiled by the band saw in the basement of the little Rose Street home he and wife Agnes — married 64 years with four kids and 14 grandkids — have owned since 1950.

Read full article: <http://www.therecord.com/news/local/article/869628—the-old-grand-view-public-caught-in-time>



# GRAND VIEW PUBLIC SCHOOL

## Additional Images

# ADDITIONAL IMAGES

- Site Plan – Original & New



# ADDITIONAL IMAGES

- Floor Plan – Main Level



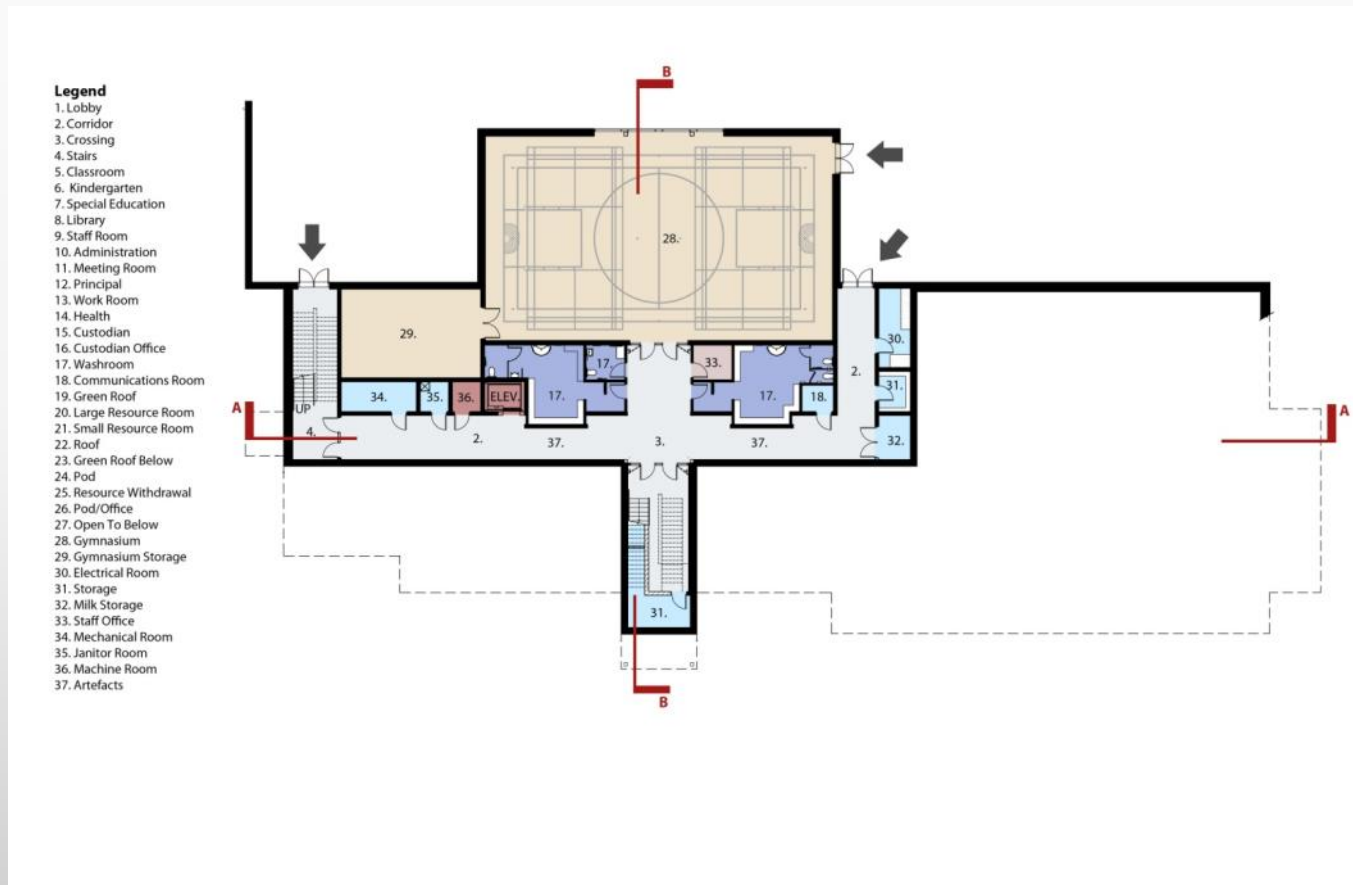
# ADDITIONAL IMAGES

- Floor Plan – Upper Level



# ADDITIONAL IMAGES

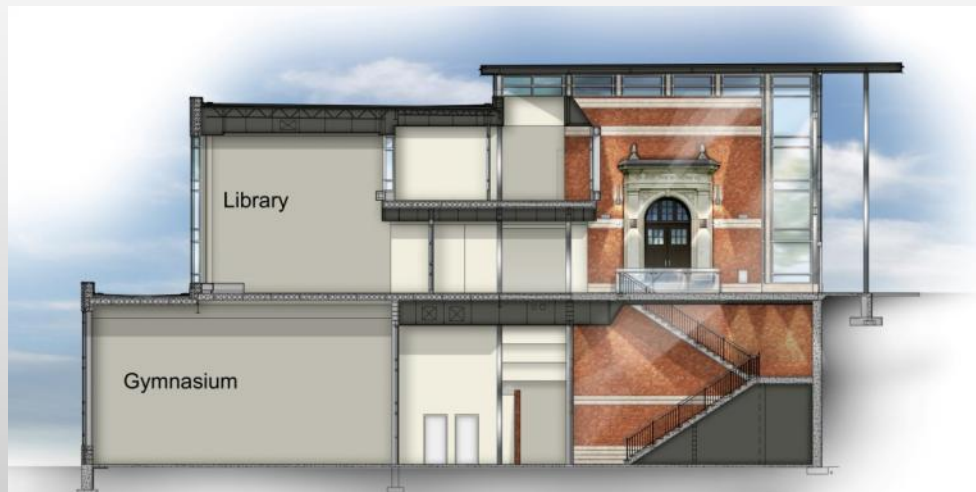
- Floor Plan – Lower Level





# ADDITIONAL IMAGES

- Section Elevations – Interior North (lower level) & East (through the entry lobby)





# GRAND VIEW PUBLIC SCHOOL

## Ontario Ministry of Education Design Guidelines

GRAND VIEW PUBLIC SCHOOL  
CEFPI MacConnell Award Submission 2013

# ONTARIO MINISTRY OF EDUCATION DESIGN GUIDELINES

- Public schools designed and built in Ontario must reflect current Ontario, Ministry of Education Funding Model guidelines:
  - The funding formula is a means for the Ministry of Education to provide a uniform funding model for all school boards in the province of Ontario for new school construction. The formula provides for a maximum floor area per pupil which includes not only the classroom itself but all circulation and ancillary areas such as corridors, gymnasiums and libraries. The elementary school model when Grand View Public School was designed was 9.70m<sup>2</sup> (104.4 square feet) per pupil. A fixed cost per square foot of \$165.00 was then applied to arrive at the maximum funding available for a particular school facility for a new build. This project sought additional resources recognizing the unique design and construction parameters on an operating site.
  - In addition to this formula there was also the maximum classroom loading table which sets out the number of pupils for a particular teaching space. These numbers change year by year, however the model at that time was 23 pupils per classroom, 26 for junior and senior kindergarten, and 9 for special education classrooms.
  - In order to keep the cost of a new school within the limits of the formula it is very important to pay close attention to program floor areas of teaching spaces and areas of circulation and ancillary spaces. To ensure this, school boards must complete a Facility Space Template and receive approval from the Ministry of Education prior to hiring an architect for the project.





## CONCLUSIONS

There were three major issues to contend with in the design of the new school. The first was to achieve the Waterloo Region District School Board's goal to capture as much of the historical essence of the original Grand View Public School, circa 1923, into the new school design. The second was that the existing school was required to remain in service while the new school was being built and the third major issue was that the site was completely divided in half by a 30 foot high embankment.

To resolve the first issue, the design approach was taken in which certain elements or building features could be adapted in a more contemporary language within the confines of the "bricks and mortar" of the new building construction. Valued fragments were literally removed from the existing building during its demolition and conserved as artifacts to be positioned within the new building not unlike a museum exhibit.

To resolve the second and third issues of the existing school not being demolished until after the new school was built, and the senior playing fields located on the lower plateau while the existing school and junior play area were on the upper, the most advantageous place to locate the new school was on the embankment itself. This utilized a portion of the property undesirable for anything other than tobogganing and created the physical link required between the upper and lower plateaus.

The community at large were brought closer together to protect the interests of their heritage and history of their ancestors. They have embraced the new building and feel the new Grand View Public School is still the 'school on the hill' with a 'Grand View'.