



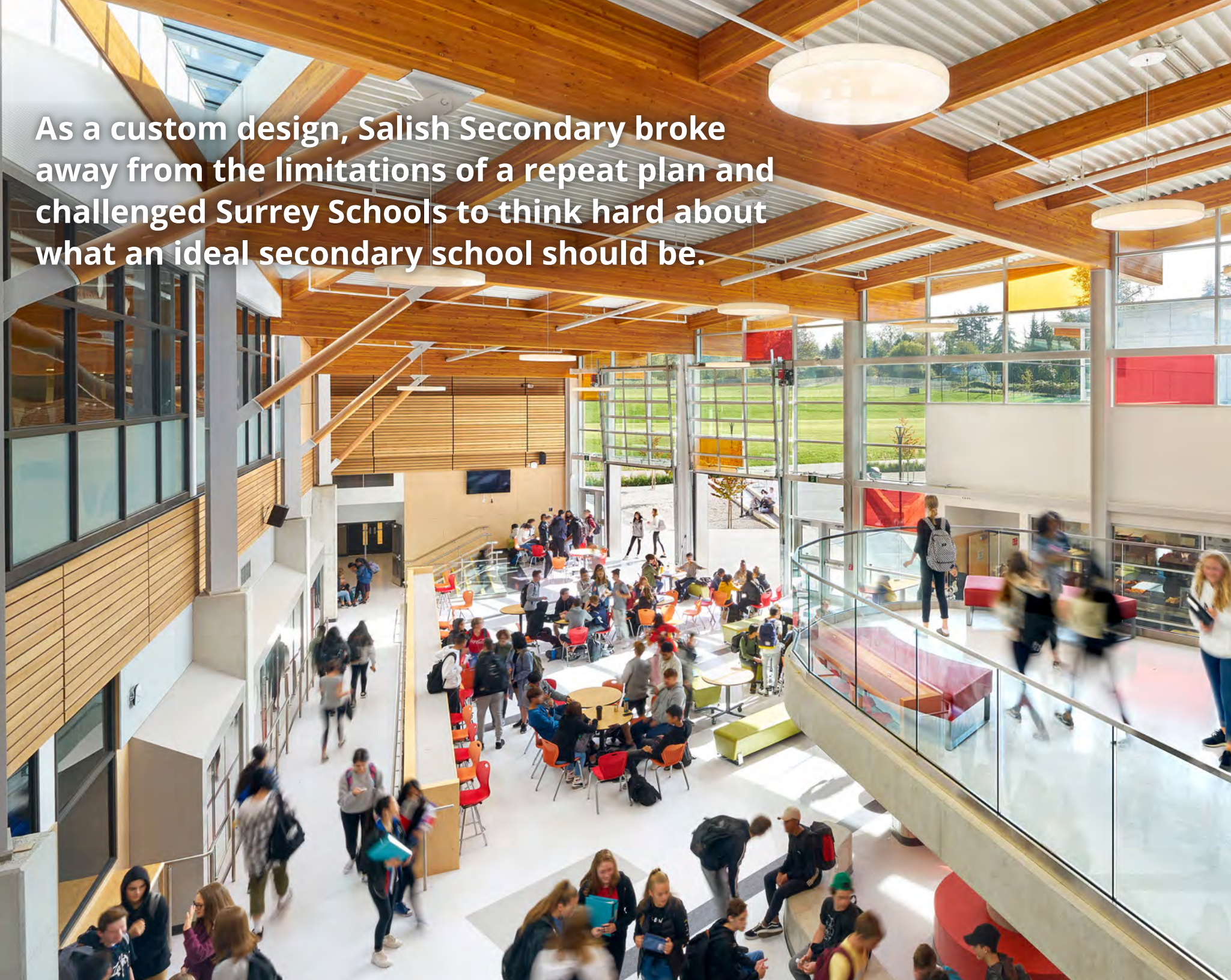
Learning By Design

ÉCOLE SALISH SECONDARY SCHOOL

**JAMES D. MacCONNELL AWARD
ASSOCIATION FOR LEARNING ENVIRONMENTS**

JULY 10, 2020

As a custom design, Salish Secondary broke away from the limitations of a repeat plan and challenged Surrey Schools to think hard about what an ideal secondary school should be.



A. EXECUTIVE SUMMARY

Completed in 2018, École Salish Secondary School (Salish Secondary) is located in Surrey, British Columbia, Canada, just outside the country's third largest city, Vancouver, and within the purview of School District 36, also known as Surrey Schools. It is in the largest school district in BC, and one of the fastest growing.

Building this new facility provided the opportunity to challenge outmoded ideas, reflect current teaching methodologies, and support a new generation of learners. With a district mandate to embrace 21st century learning, Surrey Schools engaged our firm to help to re-envision a new school from the ground up, as a place that will empower students to face the new challenges in a rapidly changing future.

B. SCOPE OF WORK + BUDGET

Salish Secondary was designed to be a flagship secondary school (grades 8 to 12) in British Columbia, showcasing the latest concepts in personalized and 21st century learning, and incorporating best practices in design for sustainability. It is one of four secondary schools in Surrey offering French immersion.

- School Capacity: 1,500 Grades 8 to 12
- Area of New Construction: 13,685m² (147,300ft²)
- Site Area: 7.5 hectares (18.5 acres)
- \$52M Budget
- Ministry of Education Unit Rate for New Construction: \$1,965/m² (\$183/SF)
- Construction Contract Amount: \$38.7M
- Project Delivery Method: Design-Bid-Build
- Year of Completion: 2018



C. SCHOOL + COMMUNITY ENGAGEMENT

THE COMMUNITY

Salish Secondary is located in the North Clayton community of the City of Surrey. Surrey is the second-largest city by population in British Columbia. Clayton Heights, an urban suburb located on the eastern border of Surrey, has evolved over the last decade into three nodes; East Clayton, West Clayton, and North Clayton. Research suggests that the area's population will reach over 100,000 residents by 2031. Clayton Heights has been growing into a major hub of Surrey, with the high connectivity to Fraser Highway, Trans-Canada Highway, Langley City, and the rest of Surrey.

North Clayton is quickly transforming into a diverse socio-economic and cultural community consisting of new single and multi-family residential neighbourhoods, served by community amenities and commercial retail developments.



STAKEHOLDERS

The project went through a lengthy, 10-month, visioning and programming phase. The architect facilitated numerous workshops and discussion groups. Broad consultation with stakeholders in the planning process helped to develop a new educational philosophy for the school.

It embraced personalized learning, with a focus on the whole student and an emphasis on team and cross-disciplinary teaching, community-building, project-based inquiry, interdisciplinary learning and, as much as possible, the flexible multi-purpose/universal use of every learning space.

The project was also reviewed in public meetings with the Board of Trustees, and with the City of Surrey, the Insurance Corporation of BC, and school district facility managers. Online postings of design concepts were used to solicit community feedback.

Undeveloped school site as it looked in 2013.

CHALLENGES

Several challenges presented themselves during the course of developing the new school ranging from budget and area standard restraints, geographic constraints, rethinking outmoded teaching pedagogies, and real world concerns for student safety and wellbeing.

The geography of Surrey is characterized by long rolling hills and valleys, which is very much evident on the Salish Secondary site. In response, the design team landed on a two-storey structure situated over a partial lower floor. Programmatically, this configuration tended to orphan the lower floor from the rest of the school; however, by careful consideration of functional adjacencies, the design team purposefully embedded the Technical Labs in the lower floor to achieve a shared creative mix with the Performance and Art Labs. The lower floor became an arts/technical collaboration wing with several visual and physical connections to the main floor above, and access to outdoor teaching spaces.

The challenge of envisioning a new curriculum for the next generation required a different lens on traditional teaching spaces. Starting fresh with open ended names and definitions led to new meanings and possibilities. For example, terms such as "Home Ec" became "Lifestyle Lab" and "Gymnasium" became "Active Living Spaces." This allowed everyone to pivot from what a space "is" to what a space "could be."

AVAILABLE ASSETS

Site | With fewer and fewer sites suitable for new school facilities, Surrey Schools strategically chose a site a short distance from an existing, more traditional, secondary school. This created a unique opportunity to re-align catchment areas and provide a more diverse and creative academic program within the community based on shared and complementary synergies between the companion schools.

The site comprised two parcels of land located along the south side of 184 Street in the North Clayton neighbourhood. At the time of construction, the site was bounded by acreage properties along all four sides. The

site topography gently slopes down to the north-west with a total drop of 14m (46ft). A narrow creek runs east to west along the north property line. A clump of 28 mature trees in the north parcel was considered an important natural feature of the site and the site planning was developed to preserve these trees.

Staff | A significant asset made available to this project was the expertise embodied in District educators and facility managers, who manage 132 schools and learning centres. Surrey Schools committed considerable resources to tap into the best expertise around the district for the planning of Salish Secondary. Over 45 educators took time away from their regular work to contribute their vision, innovative ideas, advice, and experience to the planning process.

Time | Another intangible but precious asset for this project was time. Partly because of delays in finalizing the scope and funding for the project with the Ministry of Education, the visioning, programming and preliminary design spanned nearly two years. This was a gift to the project's success, as it allowed sufficient time for Surrey Schools to explore new ideas, undertake a broad consultation process, and wrestle with the limitations of Ministry funding. Difficult decisions were not rushed, nor valid options overlooked in the name of planning expediency. As a result, the final design was built on a foundation of thoroughly examined planning considerations. Having adequate time permitted this rigorous process to reach its optimal conclusion.

A UNIQUELY BRITISH COLUMBIAN CHALLENGE

School planning and construction are funded by the provincial government and, in BC, the amount of base funding available on any new construction project is prescribed, with unit rate adjustments for location and size. As well, there are Area Standards which drive the "Design Aid Sheets" that determine the amount of space to be funded. These Area Standards have not been significantly revised since 1999, and therefore do not reflect the changes in curriculum and pedagogy that have emerged in recent years. The Ministry of Education's New Curriculum, while forward-looking and progressive, has not been synched to a revision in the Area Standards, instead simply acknowledging that the New Curriculum addresses the "what" and not the "how" for educational change.

School districts designing for the New Curriculum are therefore in the difficult position of designing 21st century learning environments within the restraints of 20th century Area Standards. Considerable creativity is required to translate the outdated Area Standards into a modern space and functional program. The biggest challenge is finding space for shared collaboration, which is essential for creating learning community hubs, breakout rooms, informal social spaces, and staff collaboration areas.

To provide the full range of 21st century learning spaces needed, while demonstrating to the Ministry that the school will accommodate the target enrolment capacity within the maximum allowable floor area, the Area Standards must be reinterpreted in creative but defensible ways. The process required that Surrey Schools be very clear about its priorities because the overall allowable floor area set by the Ministry was quite limiting. Flexibility and adaptability were essential and, as a consequence, every space was examined to see if the design could support multiple uses.



VALUE OF PROCESS + PROJECT TO COMMUNITY AT LARGE

As one of the fastest growing cities in Canada, it is no surprise that the demand for new schools in Surrey is so high. Projected to become the biggest city in BC by 2041, there are 44,000 new residences expected over the next decade, adding approximately 10,000 additional students. The construction of Salish Secondary addressed emerging enrolment pressures from nearby residential developments. The school's opening benefited two other nearby over-capacity secondary schools, allowing for the removal or reduction of 17 portable classrooms.

As a custom design, Salish Secondary broke away from the limitations of a repeat plan and challenged Surrey Schools to think hard about what an ideal secondary school should be.

The extra time and effort put into the lengthy visioning, programming, and planning process for Salish Secondary was a valuable investment; one that will result in educational and social dividends for many generations of students to come. The school has become a hub for the community as well. Extensive community use occurs after regular school hours, especially in the active living, multi-purpose, and drama facilities.



200 seat theatre.

Surrey Schools was determined to use educational best practices from across the district to guide their thinking. It was also crucial to use an inclusive and consultative approach to ensure that the innovative design had wide support within the district, and was defensible in its departure from traditional educational facility planning concepts. The comprehensive planning approach that was used engaged so many key educators and built such a strong consensus for flexible and collaborative learning that the design in the end was built on a strong pedagogical foundation and well within Surrey Schools' comfort zone.

The next generation learning spaces are, by definition, welcoming open spaces – physically and visually interconnected and barrier-free. On the other hand, recent and tragic events have forced schools to limit exposure, heighten security, and resist intrusion. In dealing with this highly charged issue, our design team consulted both District security staff and municipal fire safety and policing authorities. Although divergent opinions arose, the configuration of the small learning communities (SLCs) presented a flexible and workable solution. Students could sequester inside the SLC's within the Exploration Lab where glazing is obscured and, if need be, students could readily escape through the dedicated stairs serving each learning community.

ROOM ID's

- 1 STUDENT COMMONS
- 2 GENERAL ADMINISTRATION OFFICE
- 3 ACTIVE LIVING LARGE
- 4 ACTIVE LIVING SMALL
- 5 P.E. INSTRUCTION
- 6 MUSIC/BAND
- 7 RECORDING/PRACTICE
- 8 DRAMA THEATRE
- 9 TED DESIGN STUDIO
- 10 TED METAL LAB
- 11 TED WOOD LAB
- 12 TED FABRICATION LAB
- 13 TED STUDIO
- 14 ART LAB
- 15 GREEN ROOM
- 16 STUDIO
- 17 EXPLORATION LAB
- 18 COLLABORATION AREA
- 19 OPEN BREAKOUT
- 20 CO-LAB
- 21 BREAKOUT ROOM
- 22 PREP. ROOM
- 23 SEMINAR
- 24 LIFESTYLE LAB
- 25 LIFESTYLE FLEX
- 26 BASES
- 27 DISCOVERY LAB
- 28 THEATRE CATWALK
- 29 FITNESS ROOM
- 30 LEARNING COMMONS
- 31 DIGITAL MAKERSPACE
- 32 MAKERSPACE
- 33 DRESSING ROOM
- 34 DANCE
- 35 MEZZANINE
- 36 SOUND BOOTH
- 37 SERVERY
- 38 COUNSELLING
- 39 OUTDOOR COURTYARD



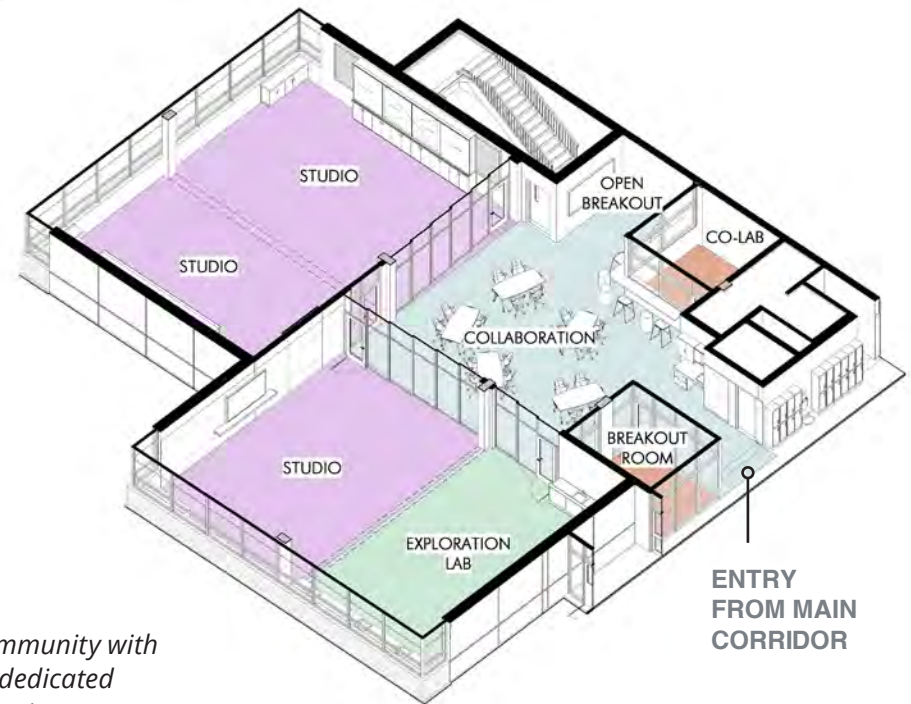
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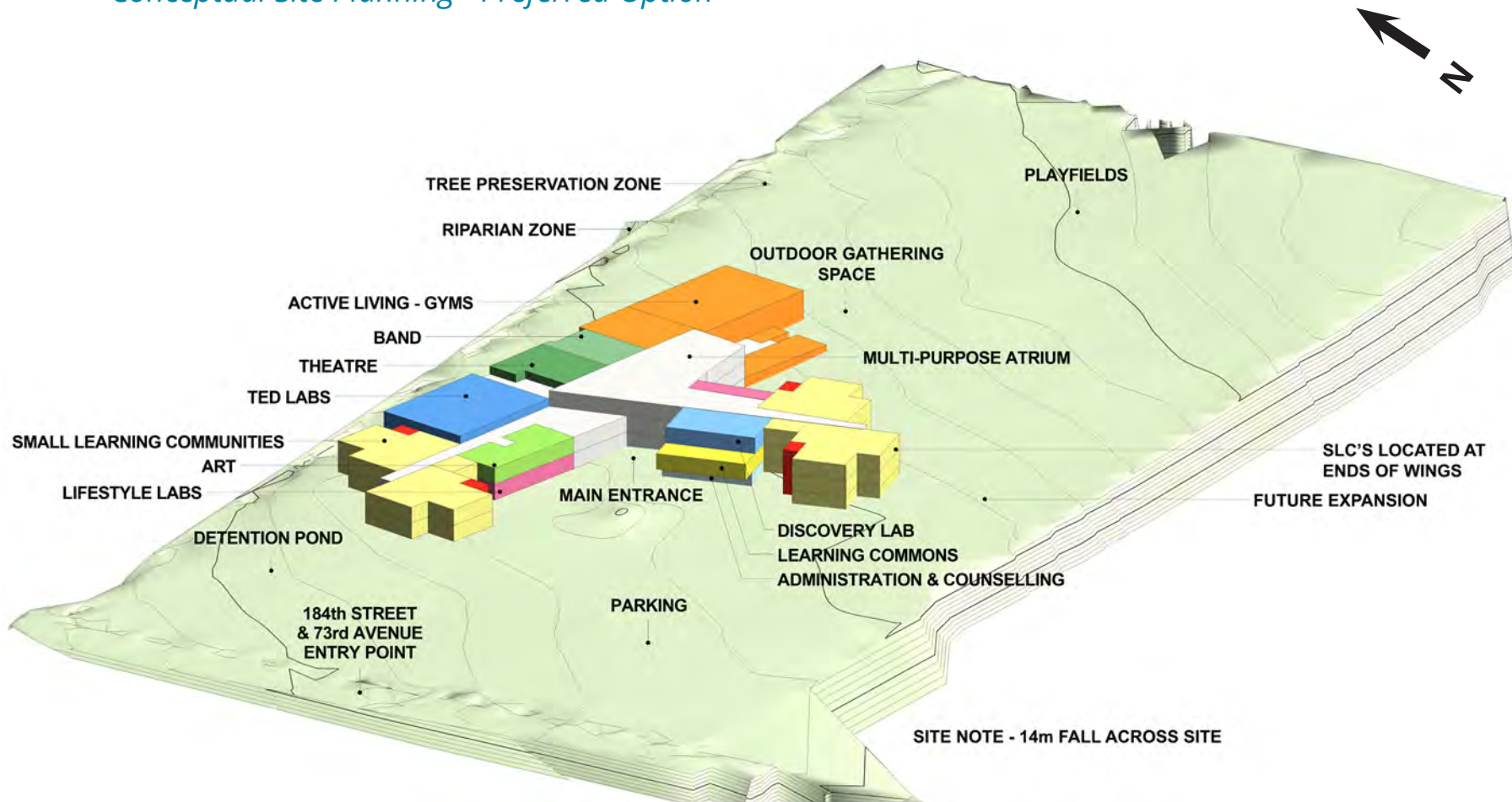
ROOM ID's

- 8 DRAMA THEATRE
- 9 TED DESIGN STUDIO
- 10 TED METAL LAB
- 11 TED WOOD LAB
- 12 TED FABRICATION LAB
- 13 TED STUDIO
- 14 ART LAB
- 15 GREEN ROOM
- 16 STUDIO
- 17 EXPLORATION LAB
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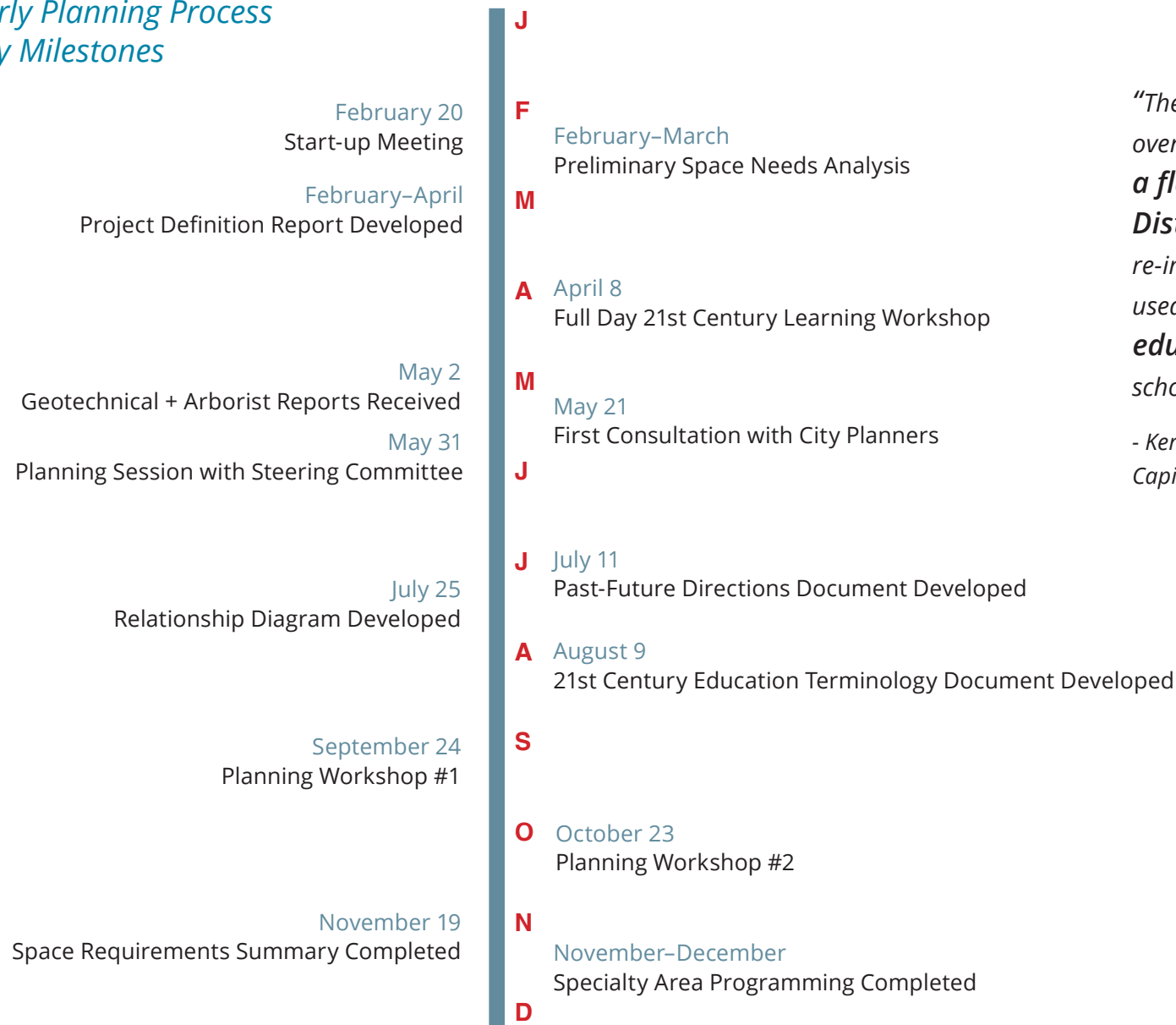
Typical Small Learning Community with movable glass partitions, dedicated stairway, and cafe style seating.

Conceptual Site Planning - Preferred Option



Early Planning Process Key Milestones

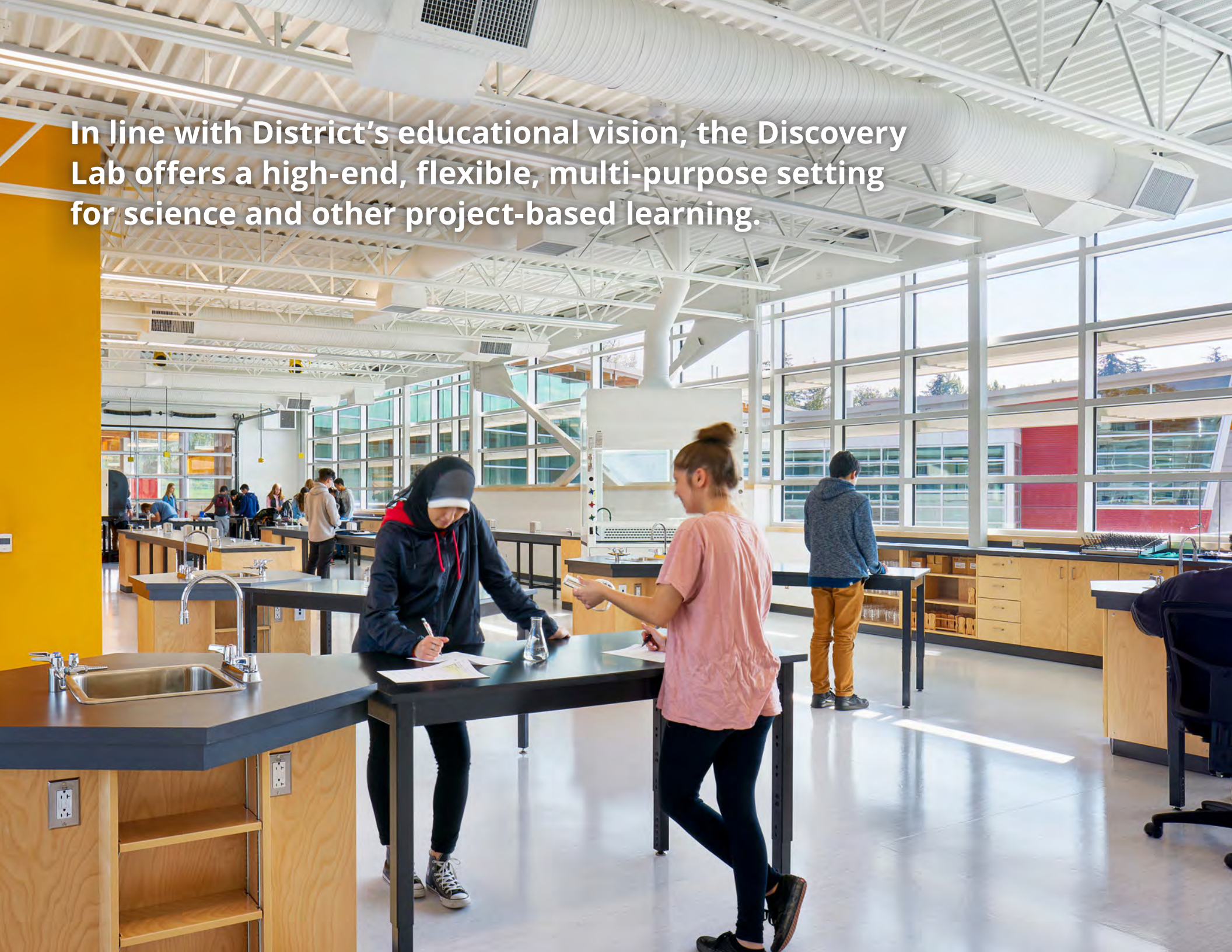
2013



*“The **planning process**, overall, allowed the school to be **a flagship for Surrey School District**; the first of its kind to re-imagine how space could be used and having a **new view of education** drive the design of the school and spaces within.”*

*- Kerry Magnus, Associate Director,
Capital Project Office*

In line with District's educational vision, the Discovery Lab offers a high-end, flexible, multi-purpose setting for science and other project-based learning.



D. EDUCATIONAL ENVIRONMENT

EDUCATIONAL VISION + GOALS

The early consultation process generated seven goals as essential to the vision for Salish Secondary:

1. An environment that supports creativity, collaboration and project-based inquiry
2. Flexible, with a variety of spaces to accommodate a variety of educational needs and learning styles
3. Encourages creative thinkers, innovators, & problem solvers
4. Facilitates interdisciplinary, project-based and student-centred learning
5. Focuses on nutrition, active living, and healthy choices including mental, physical and psychological health
6. Develops learners who are embedded in, supported by, and connected to their community. Community connections are encouraged – both internal and external
7. Fosters stewardship and sustainability – environmental, social, and societal

Concurrently with the planning of Salish Secondary, Surrey Schools developed “Learning by Design,” an on-line platform for disseminating educational vision, methods, and resources supported by Surrey Schools. The Learning by Design web presence, including *The Planning Process* video and *Our Learning Story* page, represents an innovative approach

to providing education partners, including the Ministry of Education, with evidence that Surrey Schools is designing engaging learning experiences to prepare students for success now and into their futures.

Learning by Design has three core aspects – Learning, Structures, and Tools – that support innovation in Surrey schools. It empowers teachers to design learning conditions that are student-centred, inquiry-focused, engaging, and steeped in real-world experiences. It is focused on embracing technologies, innovation, and connecting learning to local and global communities. Learning by Design enables students to access learning according to their passions, curiosities, and needs.

SUPPORTS CURRICULUM

Curriculum requirements are set by the provincial government and over the last several years, the Ministry of Education has modernized and formalized the planning and reporting requirements for school districts in order to enhance student learning and success. The New Curriculum and its underlying philosophy were fully embraced by Surrey Schools for the planning and design of Salish Secondary. The following represents the New Curriculum approach taken by the Ministry, incorporated into Salish Secondary:



- Students are entering a technology-rich world, where communication is instant and information is both immediately accessible and constantly changing
- The curriculum must be student-centered and flexible, and maintain a focus on literacy and numeracy, while supporting deeper learning.
- Curriculum Model - all areas of learning are based on a “Know-Do-Understand” model to support a concept-based competency-driven approach to learning.
- Flexible Learning Environments - learning can take place anywhere, not just in classrooms.

The deep understanding and application of knowledge is at the center of the new model, as opposed to the memory and recall of facts that previously shaped education around the globe for many decades.



The 10 SLCs are expressed in the exterior form and character.



The generous stair landing in the heart of the school has a secluded, cave-like gathering space below.



SLCs have break-out rooms and collaboration spaces with moveable glass partitions. Local Salish artists provided artwork for glass panels.

SUPPORTS A VARIETY OF LEARNING + TEACHING STYLES

Formal and informal learning spaces, both large and small, are student-driven and places where learning can happen anywhere, anytime. Flexible, adaptable spaces break down fixed boundaries and support personalized ways of learning, whether in collaborative settings, small group sessions, social gatherings, or quiet, reflective spaces.

FLEXIBLE + ADAPTABLE

Each Small Learning Community (SLC) blurs the boundaries between separate learning

studio/classrooms allowing for fluid movement. Expansive sliding glass walls open the four learning studios onto a central collaboration area in which students from each studio can work together. In addition, moveable partition walls combine pairs of adjacent studios into one large learning environment.

One of the four learning studios in each SLC is configured as a wet lab (Exploration Lab) which dispenses with the traditional notion of separate science rooms dedicated to just biology, physics, and chemistry. Instead, the Exploration Labs disperse the sciences throughout the school and closely integrates the sciences into an interdisciplinary project-based learning experience. One

large centralized Discovery Lab provides the necessary specialized equipment for more in-depth enquiry. The SLCs also integrate break-out rooms and co-labs which support individualized and small group learning.

Active Learning is integrated throughout the school beyond the confines of the gymnasium. Simple exercise equipment, such as chin-up bars and climbing holds, are installed in the corridors where students can pull and stretch while hanging out with friends.

Technology infrastructure is embedded throughout the school to allow students to connect and power-up seamlessly. Wireless hot spots and data connections are now considered basic requirements for next generation learning. In each learning studio, fixed static whiteboards are now replaced by large interactive LCD displays, supplemented with moveable, writable surfaces. Several studios are also equipped with overhead cord reels and perimeter wire molds to allow the flexible arrangement of workstations within the studio.

IN THE MEDIA

Classroom furniture has been chosen for maximum function and comfort. The desks are made of whiteboard material so students can write directly on them. They also flip up vertically so students can showcase their work to classmates or work from a standing position.

"We are trying in every way to have students focus on their learning and engage in their learning ... if students are comfortable, they will learn," said Hammond.

In addition to classrooms, students have access to makerspaces where, according to the school's principal, Sheila Hammond, they can focus on project-based learning that could include working with hand tools, 3D printers or sewing machines.

The drama department has the only theatre in the school district with a catwalk that is safe for students to climb around and learn on. And if the day's grind ever gets to be too much, the rooftop deck is the perfect spot to unwind with a yoga or dance class.

"Learning doesn't have to happen in four walls ... learning happens everywhere and anywhere."

- From interview with Sheila Hammond, Principal, CBC online news, September 4, 2018



Rendering of the Learning Commons

E. PHYSICAL ENVIRONMENT

PHYSICAL ATTRIBUTES

- Bright, open learning spaces maximize exposure to natural daylight and views, provide direct access to the outdoors and use colours and authentic materials to stimulate the senses.
- The SLC's are designed as destination spaces in which every learning studio has access to daylight and views of the surrounding context. Manually operated window vents provide a measure of individual control over the automated HVAC systems.
- Each SLC is given a sense of identity and wayfinding through the use of different colourful wall accents. Coloured glazing panels and distinctive floor patterns contribute to a vibrant learning environment.
- Daylight introduced into the Active Learning Spaces (gymnasias) create light-filled engaging spaces for physical activity.
- Students and staff can participate in various outdoor activities in the exterior amphitheatre, arts patios, and roof top patios.
- Generous use of wood surface treatments, wood beams and exposed concrete walls contribute to a natural, authentic sense of place.
- Acoustic treatments were installed throughout the school to reduce noise levels and improve speech intelligibility

Designing a healthy physical environment that was energy efficient was of the utmost importance to both the District and our design team. Salish Secondary was designed to a minimum LEED Gold Standard.

Siting of the school was of significant importance to optimize all potential building performance benefits while taking into consideration riparian areas and the surrounding natural environment. The site planning preserves a large grouping of 28 mature trees and uses stormwater detention as a landscape feature and outdoor learning opportunity on the north-west corner of the site.

Twenty-four features of Salish Secondary School's sustainable and energy-efficient environment can be found in *Optional Materials*.

FIT WITHIN THE LARGER COMMUNITY

Naming the school after the local aboriginal Salish community and erecting a First Nation welcome post at the main entrance signify the importance of First Nations heritage to this community. Nine local First Nations artists have their work permanently installed in multiple locations around the school.

Design elements were incorporated that will foster a sense of belonging and social connection, both within the school and in relation to the surrounding community. The attractive and functional community use facilities in this school send a message of welcome and support to the larger community.

Every effort was made to make the new facility neighborhood-friendly and attractive. The building was screened and stepped back from nearby homes while maintaining a positive civic presence to the main frontage street. Community use parking and the pedestrian approach to the school were given priority.

INSPIRES AND MOTIVATES

We strongly believe that good planning and design can assist in the delivery of modern education concepts and support the general well-being of occupants. Salish Secondary required a design team that could not only understand current educational standards but could also create an environment that would inspire and motivate students, teachers, and the community. The project was designed to enable students to discover their passions and purpose in life, develop the critical skills needed for success, become life-long learners, and be inspired to be community-minded citizens.

PRAISE FOR SALISH SECONDARY

The light. It's one of the first things you notice when you walk through the doors of Surrey's newest secondary school.

Even on a rainy day, it's bright, welcoming and uplifting. With copious windows, glass walls, high ceilings and intentional, open spaces; there are no dark corners or dreary rooms at École Salish Secondary.

"It really does have a positive effect on the overall atmosphere of the school," says principal Sheila Hammond, sun beaming through a garage-style glass door in the school's central atrium area. "I don't think people realize how much of an impact it has on students' attitudes and well-being."

- From article entitled "Surrey's Salish Secondary: Modern space for modern learning" in EFMABC's Opps Talk, Fall 2018 by Sheila Reynolds

There will also be no back-to-class bell jarring students from their rooftop sun salutations because Salish Secondary has abandoned the traditional school bell. Principal Sheila Hammond said students will be responsible for knowing when class starts and being on time, as they would in the workforce.

According to Surrey School District spokesperson Doug Strachan, Salish Secondary is the latest in design standards and learning. Strachan said getting a new school is exciting enough, but that this one, in particular, makes him want to go back to school himself. 'It's just a really neat place to be.'

Incoming Salish Secondary students Peyton Tan, Grade 10, and Kevin Hagerty, Grade 8, feel the same way.

"It looks cool," said Tan.

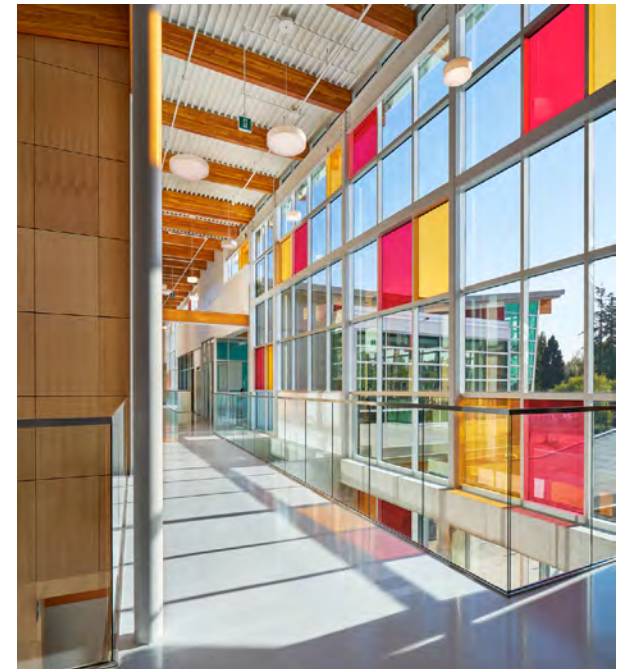
"Really, really cool," agreed Hagerty.

- From CBC online news September 4, 2018

"Along with meeting the educational requirements; energy efficiency; flexibility; and use of durable and natural materials The facility is also beautiful! The glass throughout gives a sense of connection that you don't get in other schools, it is full of natural light and gives a sense of safety and community that is not always apparent in other schools.

On a recent visit to Salish, I asked one of the students if he liked the school. He said "Yes, we love the school! It feels more like a college or university than a high school."

- Kerry Magnus, Associate Director, Capital Project Office





Extensive community use occurs after regular school hours, especially in the active living, multi-purpose, and drama facilities.

F. RESULTS OF PROCESS & PROJECT

ACHIEVING EDUCATIONAL GOALS

The educational goals and objectives for Salish Secondary were student-centered and focused on student engagement. The planning took a fresh perspective, starting with new names for reimagined spaces.

The design of the building allows for teacher collaboration and co-teaching. Students feel ownership of the space and therefore of their learning. The space allows for learning to be continuous and fluid. The design maximizes the use of flexible spaces and supports multiple modes of learning, both in large and small groups. The design allows the school to be divided into natural pods of students based on age groupings, integrating subjects, and team teaching.

ACHIEVING SCHOOL DISTRICT GOALS

Supportive and Inclusive Design | The project created an environment that supports a variety of learning and teaching styles, creating multiple paths for learning. Close attention was paid to support students with special needs, and to make them feel they are an integral part of the school. Special education spaces are no longer relegated to the far corners of the school but are located close to the heart of the school. Also in support of social inclusiveness,

a storefront opens the special education kitchen onto the main circulation system to allow the sale of prepared foods to the general student population. Each SLC is supported by individual gender-neutral washrooms that can serve LGBTQ students discretely and in close proximity to their learning spaces.

Environmental Stewardship | Targeting a LEED Gold standard, the design team incorporated sustainable strategies throughout the school and site planning. Refer to *Section E Physical Environment* for more information on sustainable design features.

ACHIEVING COMMUNITY GOALS

Local Art | In addition to a welcome post, Surrey Schools commissioned nine local Salish artists to provide artwork to be put on glass panels all around the school, signifying the coming together of the Cloverdale and Clayton communities to form our unique Salish community.

GHG Reduction | The City of Surrey has a Community Energy and Emission Plan that includes greenhouse gas (GHG) targets. The Surrey Board of Education has a policy with the general objective of reducing greenhouse gases and sets GHG reduction targets. Efforts by Surrey Schools to design lower carbon schools broadly contribute to the City achieving its goals. No secondary school in Surrey



No secondary school in Surrey has reduced carbon emissions as much as Salish Secondary, which has 60% lower GHGs emissions than average.



has reduced carbon emissions as much as Salish Secondary, which has 60% lower GHGs emissions than average.

Community Use | Outdoor amenities used by the community include two playing fields, a basketball court, several open patios, and built-in seating. Parking is provided next to the playfields for the convenience of community groups. The large gym and smaller gym (Active Living Spaces) provide excellent community use facilities. The 200 seat theatre, fitness room, and central commons are also conducive to community use after school hours. The school was planned so that community groups could undertake a range of activities in the central core while the academic wings are secured from access.

OTHER UNINTENDED RESULTS

Salish Secondary was a focus of the 2018 A4LE BC Chapter spring conference and the feedback received from the conference attendees

indicated that this project has inspired other school planners, in BC and beyond, to not be resigned in the face of outdated area standards. Touring Salish Secondary, people see how, with the strength of conviction and imagination, the planning of schools can reflect and support educational transformation.

Within Surrey Schools, as the result of Salish Secondary's success, there is a heightened resolve to purchase flexible furnishings and equipment for other schools in the District, as an important step towards educational transformation.

Chin-up bars and climbing holds installed in the corridors allow students to pull and stretch while hanging out with friends.

"The energy efficient design and use of low-carbon heat pumps has resulted in an energy intensity (from electricity and natural gas) that is less than half the average of Surrey secondary schools for the 2019 calendar year.

For the same period, Salish also had 60% lower absolute GHGs emissions compared to the average of the other secondary schools."

- David McKee, Manager Energy Management and Sustainability, Surrey Schools





Indoor and outdoor gathering spaces flow into one other through large garage doors.

G. EDUCATIONAL SPECIFICATIONS

The following shows the table of contents for the more than 250-page Visioning and Programming manual compiled by the architects. These “educational specifications” were used to guide and assess the design for the new school.

1. BACKGROUND FEASIBILITY STUDIES.....	6.5 Discovery and Exploration Labs.....
1.1. Project Identification Report.....	6.6 Communications & Humanities.....
1.2. Project Definition Report.....	6.7 Learning Commons & Makerspaces.....
2. PLANNING WORKSHOPS.....	6.8 Careers, Counseling and Administration.....
2.1. Workshop Notes.....	6.9 Special Education.....
2.2. Breakout Session Results.....	6.9.1 Bases.....
3. STEERING COMMITTEE.....	6.9.2 LST.....
3.1. Meeting Notes.....	6.9.3 Life Skills.....
4. VISIONING.....	6.10 Learning Communities.....
4.1 Past-Future Directions.....	6.11 Student Commons.....
5. SPACE REQUIREMENTS.....	7 PROGRAM SUMMARY.....
5.1. Clayton Heights and Sutherland Secondary Schools (reference projects).....	8 TERMINOLOGY.....
5.1.1. Room Usage Tables.....	9 RELATIONSHIP DIAGRAM.....
5.1.2. Design Aid Sheets.....	10 CONCEPTUAL SITE PLANNING OPTIONS – A, B, C.....
5.2. Salish Secondary.....	
5.2.1. Proposed Design Aid Sheets.....	11 APPENDICES.....
5.2.1.1. 1000 Capacity.....	11.1 Other Reference Projects.....
5.2.1.2. 1500 Capacity.....	11.2 Tour Notes and Highlights.....
5.2.2. Approved Design Aid Sheets.....	11.3 Briefs and Sketches Received from Teacher Subcommittees.....
5.2.3. Space Requirements Summary.....	
5.2.4. Comparison of Space Requirements vs Ministry Design Aid Sheets.....	
6 FUNCTIONAL REQUIREMENTS.....	
6.1 MADD – Music, Art, Drama, Design.....	
6.1.1 Theatre Space Requirements for Different Seating Capacities – 200, 250, 300, 350, 400.....	
6.1.2 Reference Theatres – Collingwood, Kitsilano, Fort McMurray, Massey Theatres.....	
6.1.3 Comparative Area Analysis – Reference Theatres.....	
6.2 Lifestyle Labs.....	
6.2.1 Healthy Living - Food, Nutrition, Culinary Arts.....	
6.2.2 Interior Design & Fabric Arts.....	
6.3 Active Living - Fitness, Mobility, Sports Excellence.....	
6.4 TED Labs - Technology, Engineering, Design.....	

Early
planning
workshop





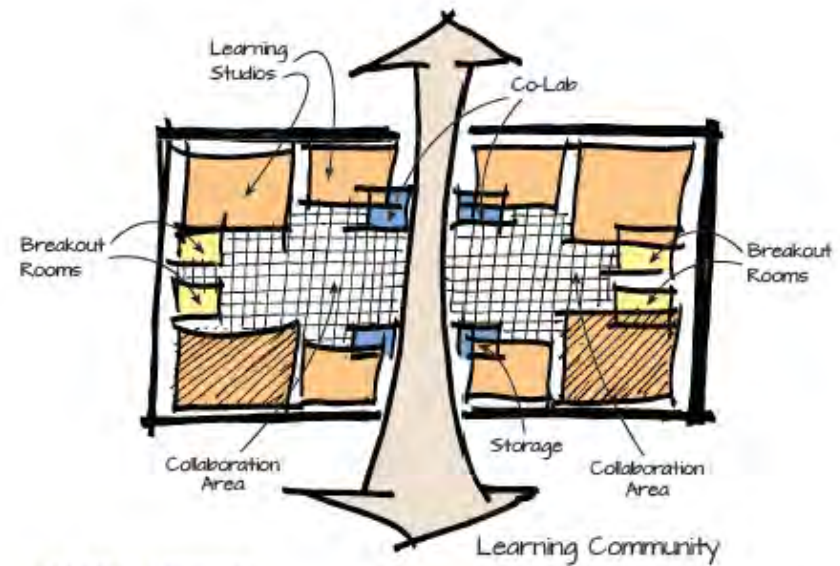
The Past-Futures Directions document helped guide the design of Salish Secondary.

H. EDUCATIONAL BRIEF/VISIONING DOCUMENTS

One of the key program/visioning documents that was developed by the architect was the illustrated summary of key directions or planning strategies arising from the Steering Committee discussions. The document, entitled “Past-Future Directions,” combined graphics and narrative to highlight the change of pedagogy and design approach proposed for each functional area of the school, comparing and contrasting the traditional or “past” approach to the future-looking approach that had emerged for the planning of Salish Secondary.

In the document, easily understood graphics are illustrated with a written narrative that explains how the design approach of the past served goals for learning that are no longer current, and should be reimagined to create a flexible and modern learning environment to serve educational needs well into the future.

Refer to **Optional Materials** for a more complete version of the Past-Future Directions visioning document and the “21st Century Education Terminology” document.



The Past-Future Directions document contains illustrations that are easily understood.



ÉCOLE SALISH SECONDARY SCHOOL

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