

Snokomish Elementary School

Board Presentation

DATE: December 8, 2021



Introduction

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Introduction

Description of the Project:

The new Snokomish Elementary School will be designed according to 21st Century Learning design principles, with increased energy efficiency targets and significantly lower GHG emissions compared to a LEED Gold building.

The proposed design is 4,688m² over 3 storeys, with 27 classrooms for Kindergarten - Grade 7, for a 655-student capacity.

The building will include 283m² Neighbourhood Learning Space consisting of a daycare for ages 3-5 as well as before and after school care.

The site design incorporates multiple outdoor play and learning areas, maintains some of the existing mature trees on site, and has pathways connecting 148th street to Goldstone Park. The site will be accessible for the community outside of school hours.

Construction is scheduled to start in spring 2023, with an anticipated completion of the school in spring 2025.

Themes / Guiding Principles for Snokomish Elementary

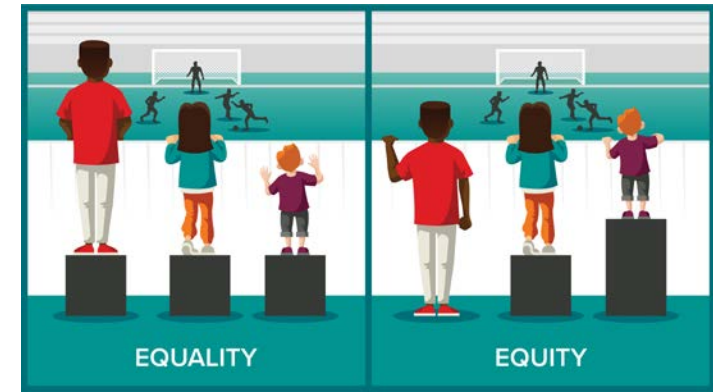
Equity

Resiliency

First Peoples Principles of Learning

Equity

- Provide a **non-institutionalized design**, to make everyone feel safe and welcomed in every space
- Provide **varied spaces for student interaction and learning**: stair seating, breakout spaces, courtyards, outdoor spaces, etc.
- **Provide gender neutral washroom facilities.**
- Provide **a barrier free building and site design** by providing accessible structures and play environments.
- **A site that is welcoming to all.**



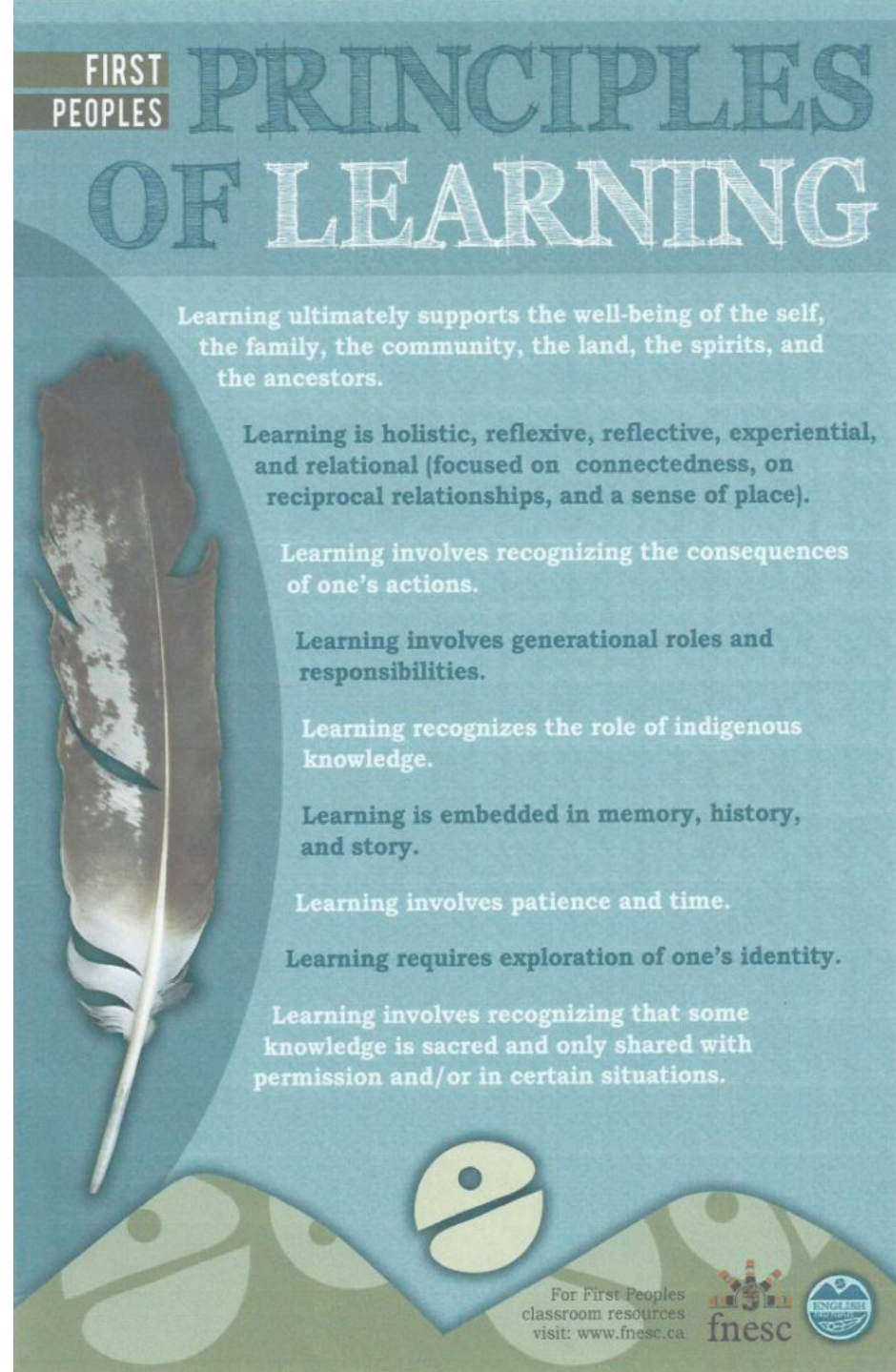
Resiliency

- **Climate resiliency:** Provide ample opportunities for **natural (cross- and stack-) ventilation** considering increasing temperatures, planting trees to provide natural shading.
- Provide **flexible and open space for multi-use** and design with **future expansion and future adaptations** in mind.
- Select materials and furnishings that promote cradle-to-cradle rather than cradle-to-grave.
- **Preserve existing ecological functions of the site** wherever possible – this also provides a learning opportunity.
- Select drought tolerant native plants to plan for future water conservation requirements.
- Provide **strong indoor-outdoor connections** and **covered outdoor spaces** to promote outdoor learning and activities.
- **Promote walking and cycling** by creating welcoming outdoor spaces that are easily accessible by cyclists and pedestrians.



First Peoples Principles of Learning

- A recurring theme in FPPL is “we are all related”.
 - To each other,
 - To the land.
- **Create a relationship to the land:** Provide physical and visual connections to the outdoors, use outdoor spaces as the “classroom”, provide nature learning.
- Create **spaces for experiential learning:** flexible and malleable spaces using moveable chairs, stumps and natural features.
- Provide spaces for self-reflection, in solitude.
- Provide multiple access points for learners to enter a space, indoors or outdoors, to join activities.
- Outdoor spaces for **community gathering** to **encourage intergenerational relationships** between students, parents, grandparents and siblings.



FIRST PEOPLES PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.


Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples classroom resources visit: www.fnesc.ca

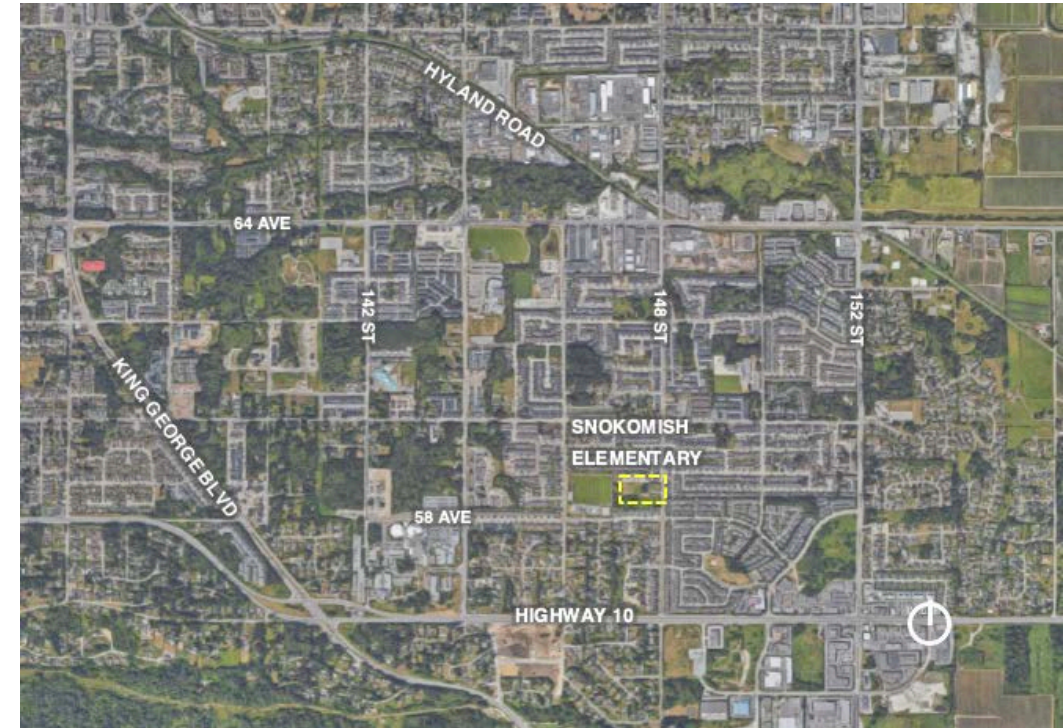
fnesc



Site Characteristics

5845 and 5851 148th street, Surrey
(Panorama / Sullivan Educational
Region)

- Very limited frontage on 148th
- 148 Street is an arterial road, used by public transit and for emergency response services
- Small site 4.8 acres (1.96 ha)
- Mutually shared amenities (fields and playgrounds) with the City
- City By-Law requirement of minimum of 9 school drop-off spaces and 48 staff parking spaces

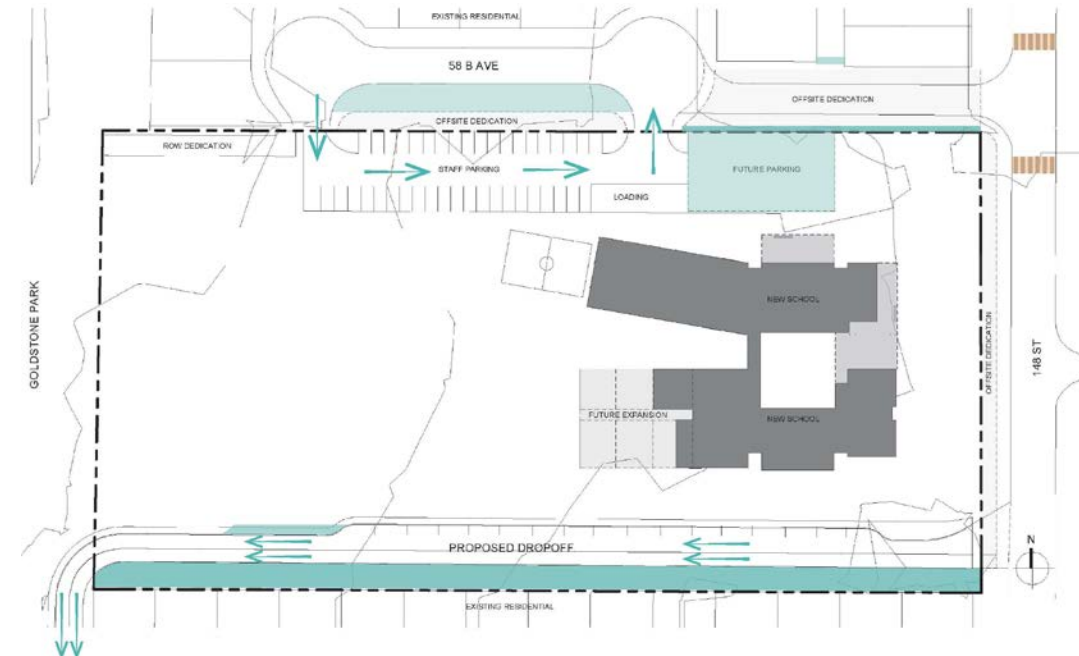


Site and Traffic

City of Surrey Planning and Engineering Depts worked with the SD36 architectural and engineering consultant team to determine the site and traffic plan. Many options were considered over the past 2 years. Options were reviewed by ICBC with regards to safety.

The following parameters were established:

- City requires staff parking and drop-off aisle to be separated
- City requires the school drop-off aisle to have separate entry and exit points
- The drop-off drive aisle and staff parking are not public and to be gated outside of school hours
- Safety is the main priority: pedestrian safety, vehicular safety, good emergency vehicle access



Traffic and Parking recommendations

148 St:

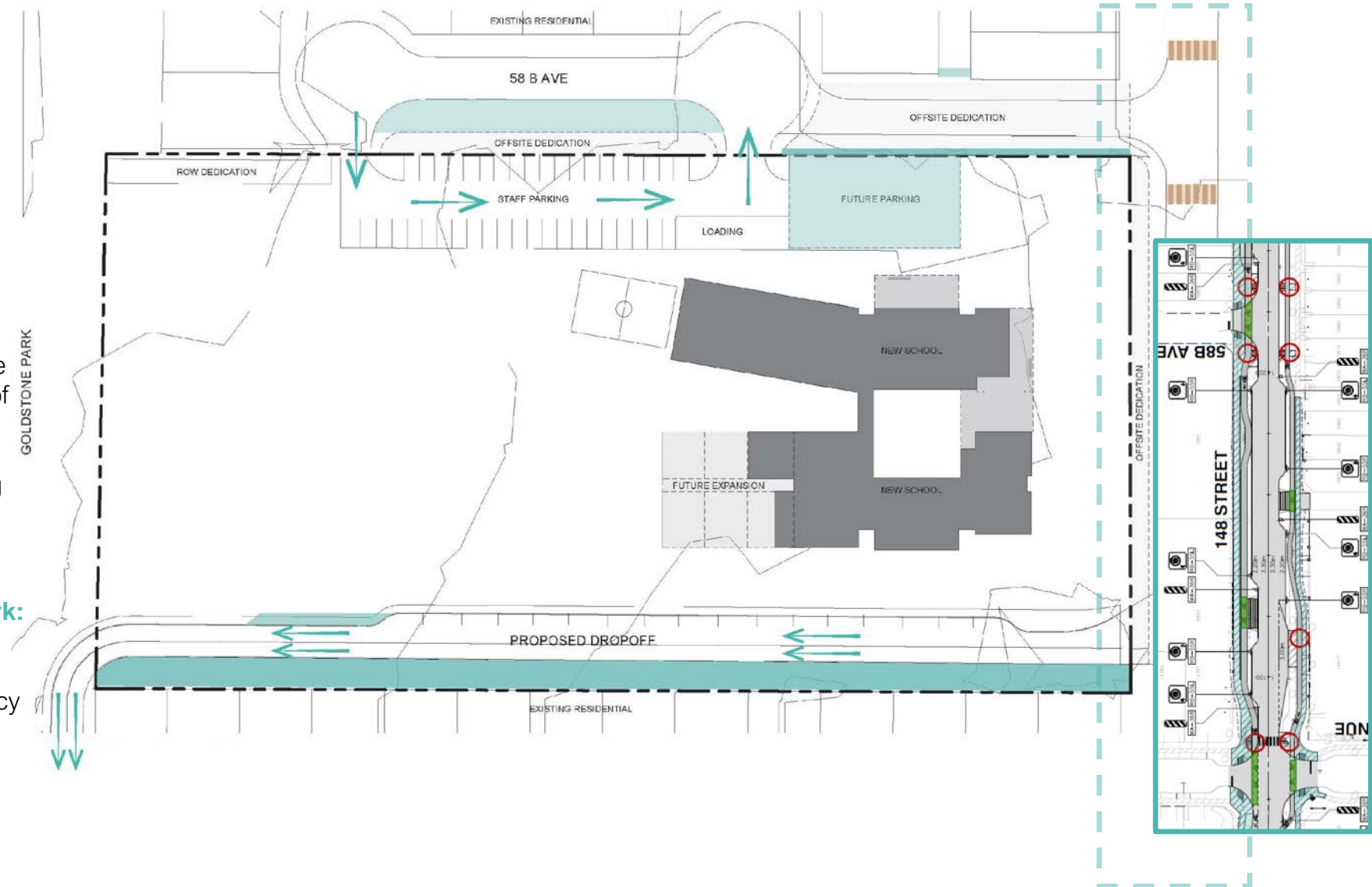
1. Future street improvements by City

58B Ave Cul-de-sac:

1. Off-site – create additional parking on the south side of 58B in the median as part of the project
2. On site – install SD36 gates at entry and exit to staff parking and staff only parking signage

School PU-DO Drive Aisle / Goldstone Park:

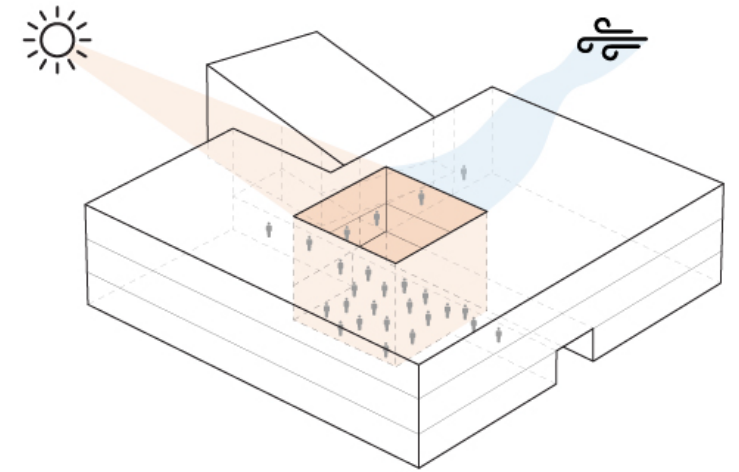
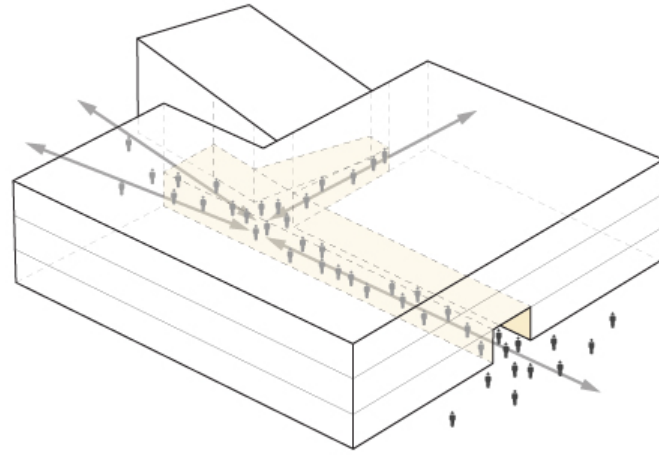
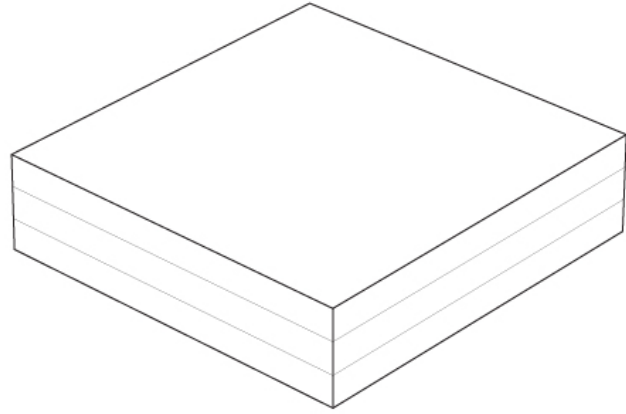
1. Widened sidewalk from 148th to park
2. One-way traffic flow, two lanes, emergency service access
3. Note 6m landscape buffer
4. Note gated drive aisle



Site and Building Design



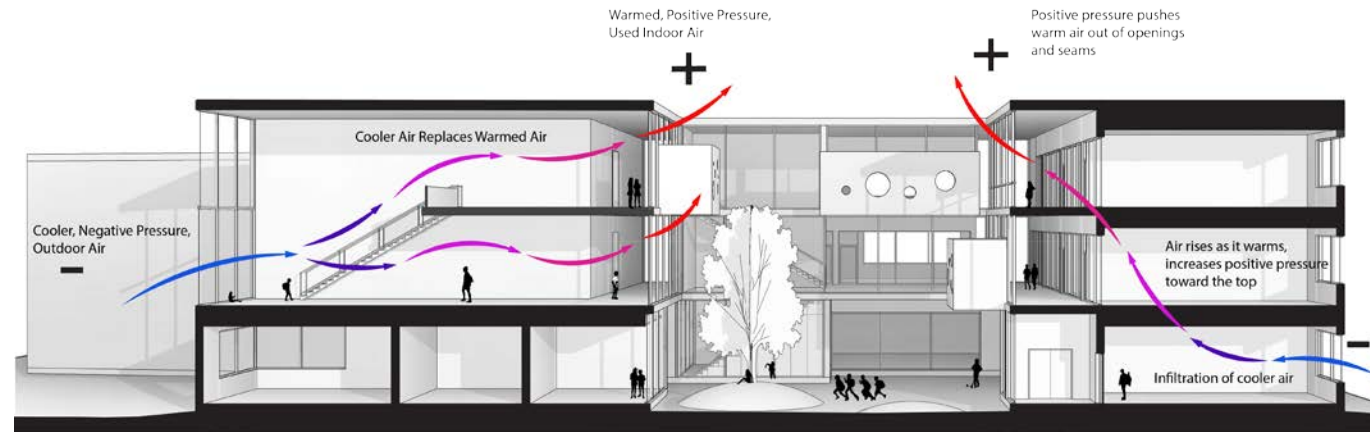
Building Design Concept



Outdoor Learning Commons

What are the benefits of an outdoor learning commons?

- Creates a heart of the school: A place to play, teach and learn
- Provides a large, secure, additional central space
- Provides visual and physical connection to the outdoors
- Allows for Natural cross ventilation and stack effect opportunities
- Increases access to Natural Lighting significantly





Ground Level

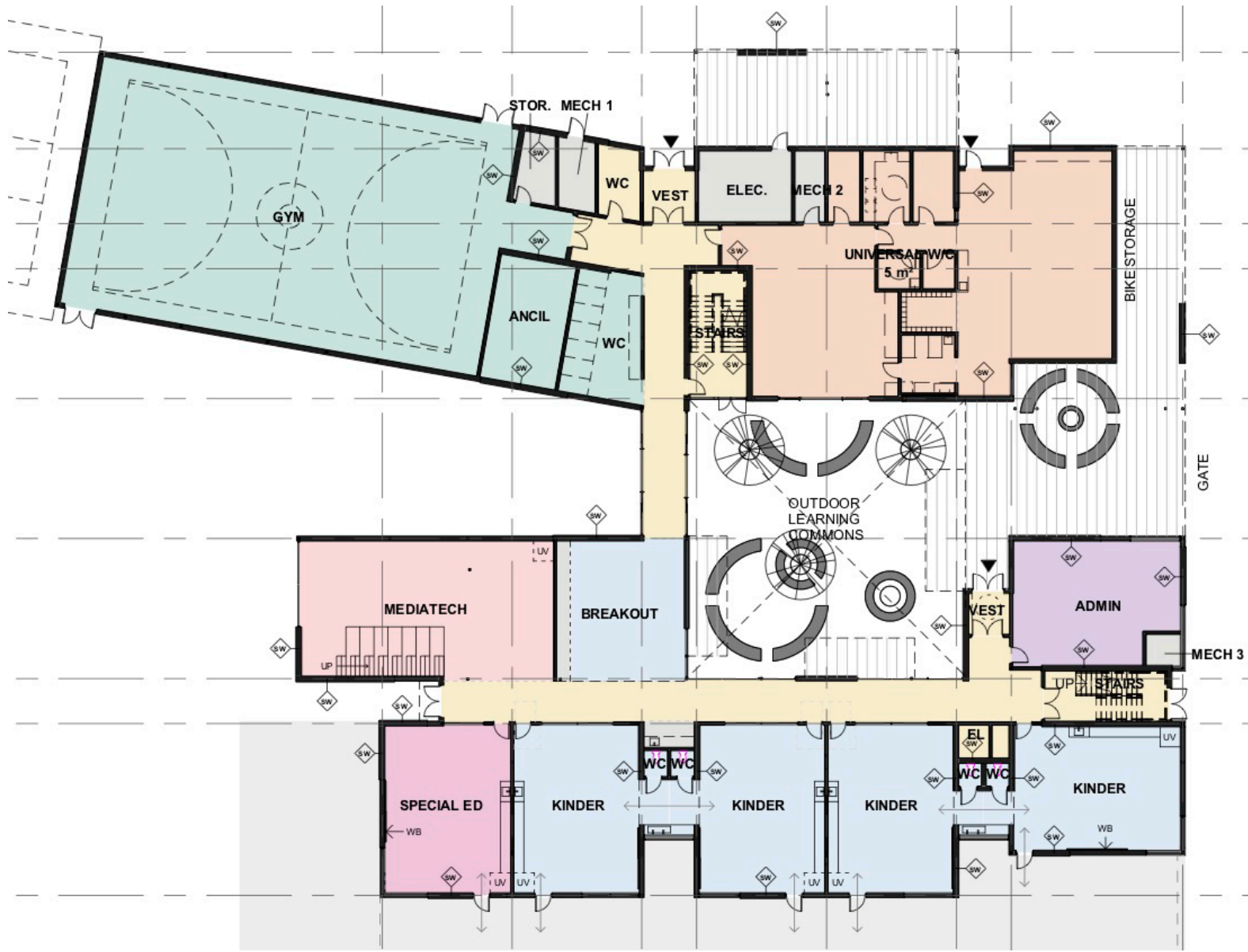


Second Level



Third Level

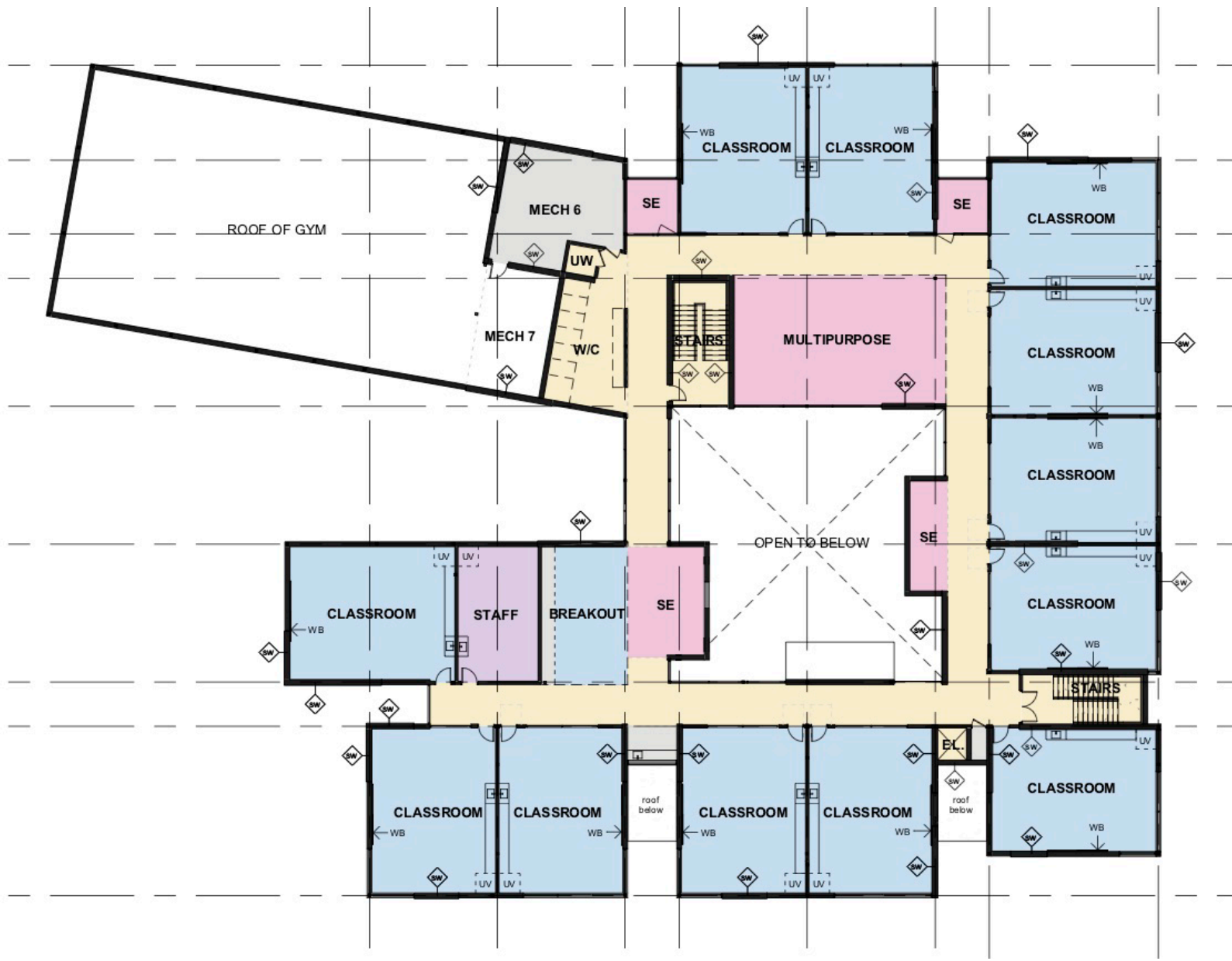
Floor Plans



Ground Floor Plan



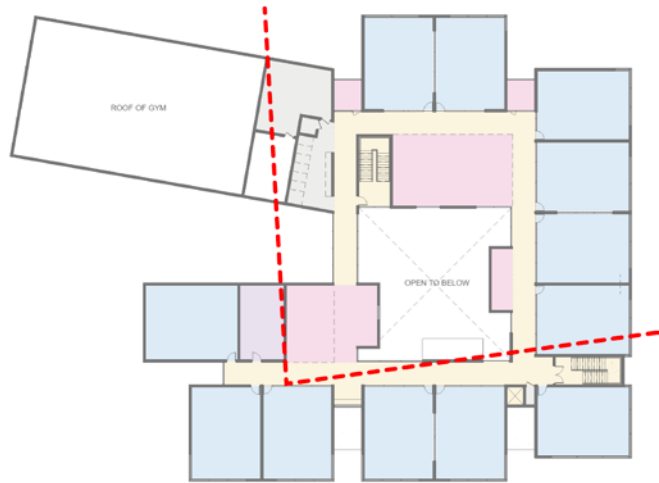
Second Floor Plan



Third Floor Plan

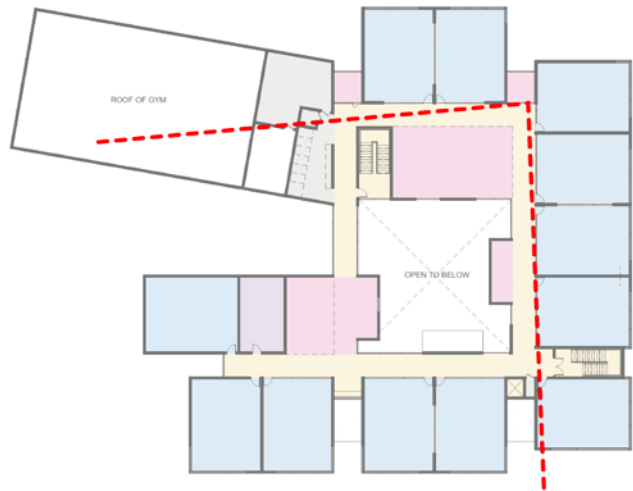
Perspectives

Southwest Breakout Space



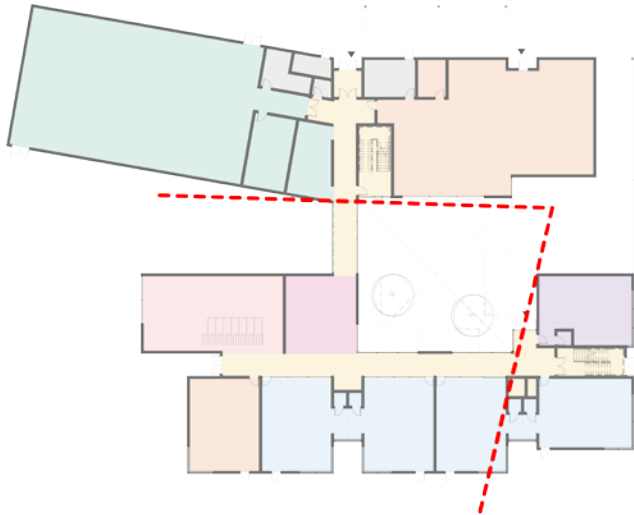
Perspectives

Northeast Breakout Space



Perspectives

View into Outdoor Learning Commons



Thank You

Questions?

