
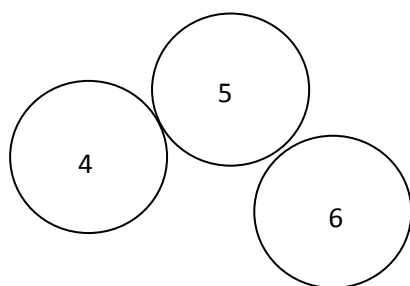
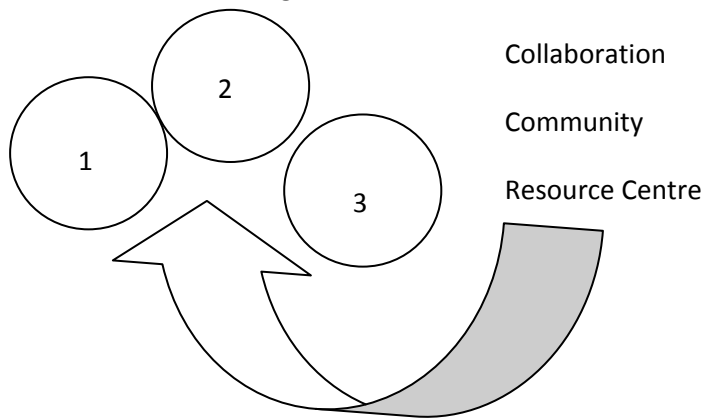


Post-It Panel Notations – Recorded by Robert Drew - BPW

District Goals

- Refer to handout on developmental objectives
- Presence in the community
- Visual representation of community
- Celebrate diversity of cultures
- Arrival into Canada/BC/West Coast/Richmond/neighborhood/new friends
- Convey a sense of collaboration
- Inclusion – drives all other developmental objection
- Room sizes will be a concern for teachers
- Inclusivity
- Classroom size
- Classroom balance – small intimate spaces, larger classrooms
- Classroom flexibility
- Diversity – ages and experiences
- Teaching – facilitating groups of classes working together
- Challenge – old ways – habits/comforts
- Student-centred environments
- Collective space, shared space 
- Balance – technology & environment
- Metric of educational success
 - Richmond: graduation rate = 93%
- Library – flexible/multipurpose space
- Library – renaming/repurposing
- Library as lounge – story time
- Library as team-teaching centre
- Library-computer centre relationship – media centre
- Deploy learning to classroom and beyond.
- Full experience media delivery
- Re-thinking how students interact with digital media
- Enable all learners/enable possibilities
- Preparing learners for society (of the future)
- Social e
- Emerging social concerns: the environment, inclusion, connection with natural systems
- Architectural expression as didactic tool
 - Building as a living system

- Confluence of architecture and learning
- Better performance results
- Sense of arrival/accommodating parents
 - Many levels
 - Immigrants
- Balance current rigidity with future requirements
- Personal space/collaborative spaces
- Freedom/independence
- Curricular integration into activities beyond the curriculum. And with other areas within the curriculum
- Social sciences (ancient cultures) art, science, music?
- Teachers have a lot of stuff!
- Collaborative space for the educators
- Teachers “own” their space
- Cloakroom logistics



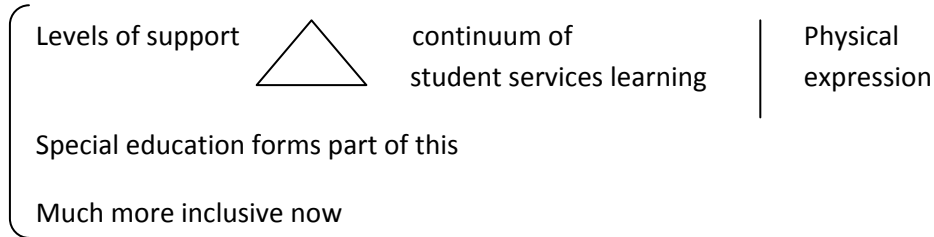
Each grouping may relate differently to shared and outdoor environments

Clustering to accommodate demographic bulges in age groups

Self-directed learning

- Importance of fine arts – performance arts, print and visual arts
- Stage – fosters culture of performance
 - 25% of students go through band
- Music permeates the corridors
- Language challenges – music bridges (4 out of 5 days music all days)

- Multipurpose spaces
- Enrolling teachers – 16
- Non-enrolling teachers – 6
 - ESL/Teacher Librarian/Music
 - Camp in ½-size rooms
- Enrolling and non-enrolling team teach
- INCLUSION: Student successes ←new! Vs. Student achievement ←dated
- Physical/social/intellectual/emotional



- Transparency – process
- Inclusion – by age level
- Inclusion is fluid
- Meaningful courtyard spaces
- Teacher volunteers
- Walking neighborhood - good proximity to cultural facilities
- Security is currently not an issue; could be in the future

Lunch Topics of Discussion

- Connections to the environment/sustainability
- Inclusion
- Engaging Interiors – tell a story
 - Discovery, motivational, interactive, building as a teaching instrument
- Efficiency – synergies
- Identity
- Centralization vs. decentralization of resources

Individual Group Discussions:

Group 1

Environment

Educational Tool: Learning + environmental goals correlate

- Promote
- Reference Points
 - Energy meter – real-time feedback
 - Integrate indoor + exterior environment
 - Wireless freedom
 - “off the page” building tells a story
 - Temporary metering for water – Small Energy
 - Climate action fund
 - Demonstration project – BC Hydro | funding opportunity, pioneering \$\$=space

Group 2

Engaging Interiors

- Welcoming Entrance
- Linkages between interiors + exterior environments
- Expressing energy/water management
- Atrium space = greening of interiors with indoor planting
- Wood – warm inviting materials
- Comfortable
- Interactive Learning
- Performance Space
- Inclusion – student art display gallery
- Expression of sustainable strategies
- Natural day lighting / ventilation
- Open circulation/ visual permeability/ open collaboration

Group 3

Inclusion – identity

- Expanded to include families
- Expanded to include neighborhood
- Forging a new identity “identity can lead to innovation”
- Sustainability – forms part of identity
- Spaces between inform new forms of learning (identity)
- Outreach to neighborhood through fine arts
- Metaphor
- Community has stories to tell
- Gateway – flow-through demographic

Group 4

Centralized vs. Decentralized

- Centralized (Shanghai schools multipurpose)
- Decentralized computer
 - Easy to do
 - Different grades/different regiments
- Garage
- Security – easier with centralization
- Communal space: furnishings – computer workstations
- Washroom decentralizations

Next Steps

- Student Charrette: March 23, 2009 at 2:00 pm
- Steering Committee: March 23, 2009 at 3:30 pm
- Design Charrette #2 : March 24, 2009
- Blog site set up by: March 23, 2009
- Staff presentation: April 6, 2009 at 2:45 pm
- PAC meeting: April 6, 2009 at 6:30 pm
- Steering committee: April 6, 2009 at 3:30 pm
- Design Charrette: April 7, 2009
- BPW to summarize comments
- BPW to develop Site alternatives
- BPW to contact City of Richmond Planning Dept.
- SD #38 to confirm Neighborhoods of Learning Program
- General Program questions will be forwarded to Steering Committee.