

# Alternative Education Facility

- an elementary school in downtown Saskatoon
- redefining the “mental image” of a school

A Thesis

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Research



Programming &  
Site Selection



Demonstration



**1.0 Table of Contents**

<b>1.0</b>	<b>Table of Contents</b>	1
<b>2.0</b>	<b>Acknowledgements</b>	3
<b>3.0</b>	<b>Introduction</b>	
3.1	Abstract	4
<b>4.0</b>	<b>Research</b>	
4.1	The History of Education	5
4.2	Why SchoolPlus and Why Now?	6
4.3	SchoolPlus Implementation	7
4.4	P3 – Public Private Partnership	10
4.5	Precedents	11
4.6	Corporate Response	11
<b>5.0</b>	<b>Traditional VS Non-traditional</b>	
5.1	W.H. Cushing School versus W.P. Bate School	12
<b>6.0</b>	<b>Downtown Resources</b>	
6.1	Potential SchoolPlus partners	14
<b>7.0</b>	<b>Site Selection Criteria</b>	
7.1	Establishing a Preliminary Program	16
7.2	Property Profile Matrix	18
<b>8.0</b>	<b>Programming</b>	
8.1	Space Allocation	19
8.2	Area Chart	19
8.3	Descriptive Room Program	20
<b>9.0</b>	<b>Preliminary Review of 3 Sites</b>	
9.1	Meewasin Valley Interpretive Centre	22
	<i>Meewasin Valley Interpretive Centre – Proposed Floor Plans</i>	23
	<i>Bayside– Proposed Floor Plans</i>	24
9.2	Bayside	25
9.3	Former Extra Foods Building	26
	<i>Former Extra Foods Building– Proposed Floor Plans</i>	27



<b>10.0</b>	<b>Demonstration Project</b>	
	<i>Phasing Plans</i>	28
10.1	Phases of Development	29
10.2	Location	30
	<i>Site Plans</i>	31
	<i>Shadow Study Graphics</i>	32
10.3	Shadow Studies	33
10.4	Present Image	34
	<i>Existing Elevation and Section</i>	35
	<i>Proposed Perspective</i>	36
10.5	New Image	37
10.6	Issues and Opportunities	38
	<i>Main Floor and Roof Plans</i>	39
	<i>Perspectives</i>	40
<b>11.0</b>	<b>Conclusion</b>	
11.1	Conclusion	41
11.2	Educational Advantages	42
11.3	Facility Developmental Advantages	43
<b>12.0</b>	<b>Appendices</b>	
12.1	Glossary	45
12.2	Bibliography	48
12.3	Photo and Graphic Credits	49

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### 3.0 Introduction

#### 3.1 Abstract

This document is a guide for all partners involved in the process of realizing a K-3 elementary school in downtown Saskatoon, the front-end portion (chapters 1-6) summarizes the research paper previously completed then continuous on to demonstrates how the research can be implemented into a real life scenario.

The intention is to prove that a downtown school facility in Saskatoon utilizes downtown amenities and serves the needs of the students, parents and staff equally to or is enhanced from that of a traditional school.

While traditional schools and system have served their intended purpose since the birth of the common school under Egerton Ryreson in 1850, much has changed. Up until recently Saskatchewan schools had focused primarily on educating our youth, but with the inception of SchoolPlus the focus has broadened and schools are intended to be more comprehensive in connecting family and community services.

This document explores non-traditional aspects involved in bringing together a school facility in downtown Saskatoon and is a concept that challenges conventional thinking hence:

*"redefines the 'mental image' of a school."*

## 4.0 Research

### 4.1 History of Education

In 1999 a 'Task Force' was established by the Minister of Education to seek a shared understanding amongst educators, stakeholders, and the general public regarding the challenges and responsibilities of schools. The taskforce was determine the gap between public expectation and public and the capacity of schools. By meeting and interviewing over 200 groups all over Saskatchewan Dr. Micheal Tymchak in 2001 published the document "SchoolPlus A Vision for Children and Youth". From this it was determined that there were distinct milestones in the history of the national educational system. Today's milestone is Saskatchewan's SchoolPlus, which is a

*"A new conceptualization of schools as centres of more than learning, but support and a community for our children and families"*

The 1850's saw the birth of the common school under Egerton Ryreson, which was based on Anglo-saxon values, state sponsored, tuition free, standard curriculum, and with licensed teachers. This definition of public education is very similar to today's system. The next milestone that was recognized was in the 1960's when Quebec formed 'The Parent Commission' which established the Ministry of Education and gave French speaking Canadians a world-class education system. It was from this reform that the Task Force proposed Saskatchewan 's education system could learn from to define today's milestone, which is the implementation and realization of the SchoolPlus model.



Figure #1: Little Stone Schoolhouse – Built 1887  
Saskatoon's first school - Originally located on the Victoria School site, initiated by a government loan of \$1,200 with a 12-year debenture, built by Alex Marr a local stonemason & plasterer.

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<sup>1</sup> Tymchak, Dr. M., *Task Force And Public Dialogue On The Role Of The School – SchoolPlus – Pg27*

#### 4.2 Why SchoolPlus and Why Now?

It has been recognized that several factors are effecting Saskatchewan's education system and those include the political environment, changing family structures, and school curriculum.

Saskatchewan has a declining urban student population, which could

*"decrease as much as 20% over the next 10 years".<sup>1</sup>*

*"An underdeveloped wealth-generating sector with a growing dependency on government support"<sup>2</sup>,*

combined with a

*"poverty rate ranked the 3<sup>rd</sup> highest in Canada"<sup>3</sup>*

and

*"child abuse occurring at twice the national average per capita",<sup>4</sup>*

all have negative affect on student behavior in the classroom.

Curriculum reform is continuously evolving and is a process that expends teacher's energy along with the integration of more human services without the additional support required been provided. The rising cost in keeping technology up-to-date is a continuous challenge for school boards to allocate funding for, and the amount of Saskatoon's special needs students are the highest in the province.

Cross-cultural issues include the need to appreciate all cultures. The First Nation student population has seen an un-proportionally larger growth compared to all other races combined in Saskatchewan. If the present trend is maintained by the year 2045 50% of all school aged students will be of First Nation descendants.

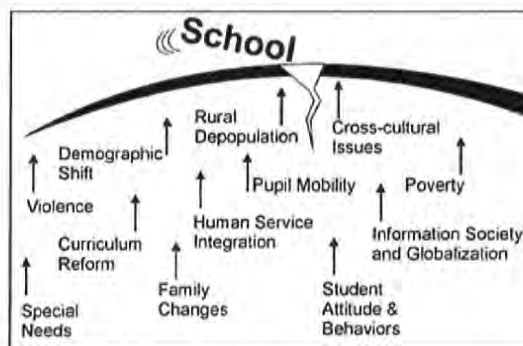


Figure #2 – Factors Affecting Education

There is a recognized need to tap into this growth and eliminate misconceptions and education and the implementation of SchoolPlus is recognized as the best tool for this to occur.

<sup>1</sup> Tymchak, Dr. M., *Task Force And Public Dialogue On The Role Of The School – SchoolPlus – Pg 37*

<sup>2</sup> Saskatchewan Chamber of Commerce. *Action Saskatchewan: A Blueprint for 2005 Version 2.0 it's All About Growth. Pg 1*

<sup>3</sup> Department of Justice Canada (1999, March) 'Youth Justice Statistics'. Web Page

<sup>4</sup> Department of Justice Canada (1999, March) 'Youth Justice Statistics'. Web Page

#### 4.3 SchoolPlus Implementation

One of the key purposes of SchoolPlus is to address issues that expand beyond the scope of teaching. The following quote sums up the frustrations faced by teachers in Saskatchewan.

*"I used to just be a teacher, but now I am expected to be a parent, a nurse, a social worker, and an outreach worker for these kids. I can't ignore their other needs – and I don't want to – but it does make me wonder if I am really getting a chance to do what I was trained to do, and that is to be a teacher!"<sup>1</sup>*

The implementation of SchoolPlus is intended to alleviate this stress. In publications issued by the Government of Saskatchewan, SchoolPlus is outlined as,

*"a new conceptualization of schools as centres of learning, support and community for the children and families they serve. The eight departments of Government that are working together to create School<sup>PLUS</sup> include Corrections and Public Safety; Culture, Youth and Recreation; Government Relations and Aboriginal Affairs; Health; Justice; Learning; Northern Affairs; and Social Services."<sup>2</sup>*

Though partnerships are suggested to be born from government it is believed that legitimate partnerships are occurring within the school themselves. According to a Masters Thesis by Vicki Squires – 'Partnership Development and the Role of the Administrative Team' Aug. 2004 she defines 3 types of partnerships, which are:

*"School and families, School and business and community partners, and School and human service agencies".*

She notes that,

*"When no community coordinator exists partnerships rely heavily on the partner"*

and that

*"Communication, trust, and respect and most importantly time."<sup>3</sup>*

are key elements to creating successful partnership's.

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<sup>1</sup> Tymchak, Dr. M., *Task Force And Public Dialogue On The Role Of The School – SchoolPlus – Pg 22*

<sup>2</sup> Government of Saskatchewan. *Securing Saskatchewan's future – Ensuring the Wellbeing and Educational Success of Saskatchewan's Children & Youth, Provincial Response – pg 33*

<sup>3</sup> Squires, Vicki. *Partnership Development and the Role of the Administrative Team – pg 158*





Dr. Michael Tymchak the author of "SchoolPlus A Vision for Children and Youth", suggests there are no specific answers in relation to how SchoolPlus affects school design but that the research thus far should be utilized by designers as a "green-print"<sup>1</sup> as opposed to blueprint in school design.

By locating an elementary school downtown, in essence the school is locating to where the greatest amount of existing services exist and are needed, and therefore allowing for greater opportunity for partnerships to naturally be started and nourished.

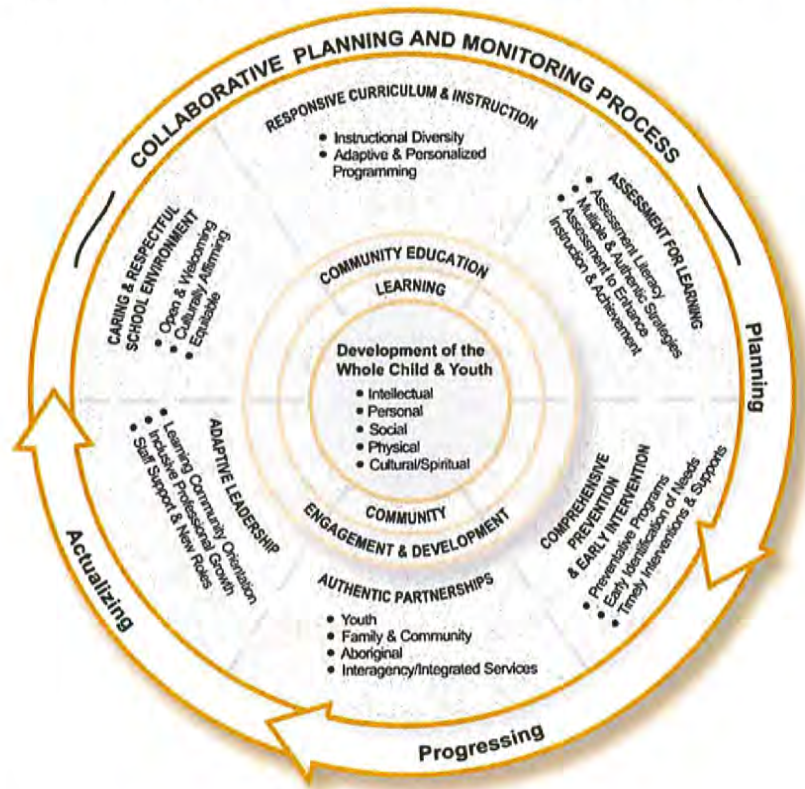


Figure #3 – SchoolPlus

The graphic above indicates the continuous cyclical process of the SchoolPlus model and at the very core of these processes is the "Development of the Whole Child and Youth", while engagement of authentic partners within the community occurs to assist the core.

<sup>1</sup> Tymchak, Dr. M., Lecture at 2005 Saskatchewan Education Faculty Conference



SchoolPlus has been recognized and embraced at all level of government and all school divisions. As recent as March 26, 2005 the StarPhoenix issued an article "Government ignoring K-12 education: Karwacki"; he comments that:

"the SchoolPlus program uses schools to deliver services from numerous departments such as health, justice and community resources and employment."

He goes on to say:

"We need to make it a reality in our province. It is really something that could take us forward and give the youth of our province a real opportunity in the future"

but he suggests the government is:

"paying lip service to it"

and he suggests the \$2 million in the latest 2005 budget

"isn't enough, double that amount was required"<sup>1</sup>.

If proposed budget numbers were extrapolated from the document "SchoolPlus A Vision for Children and Youth", published in 2001 it adds up to a financial injection of \$43,775,00 the first year with the following 3 years requiring \$23,458,333 per year. This reveals an enormous gap between the need and the support. The intended purpose of the money was to provide support in 20 different aspects of education, social services, health, and justice towards the realization of SchoolPlus  
This \$42 million gap that has been created needs to be filled by the private sector and the creation of P3's is one way that this could be achieved.

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<sup>1</sup> Saskatoon StarPhoenix. *Government Ignoring K-12 Education: Karwacki.*



#### 4.4 P3 – Public Private Partnership

Public Private Partnerships relate to

*“the provision of public services or public infrastructure and necessitates the transfer of risk between partners. A cooperative venture between the public and private sectors, built on the expertise of each partner, that best meets clearly defined needs of both parties”.*<sup>1</sup>

Canada has fallen well behind other countries like Europe, Australia, and the USA in utilizing P3's. The government of Canada has taken a passive role in developing P3's. This view is speculated to have been generated from negative experiences that occurred with over-designed, over-built, and therefore over-priced lease agreements with P3 schools in Nova Scotia.

There is a way for P3's to succeed as realized with Auguston School in BC, which was built for less money and in less time. The key to success comes from:

*“Open mindedness, mutual trust and expertise, and communication”*<sup>2</sup>.

In discussion with Nelson Wagner – Saskatchewan Learning Minister – Facilities Branch Manager he suggests that:

*“at this time there is no mechanism in place to establish funding for leasing options because capital budgets and operating budgets are specifically allocated”.*

Therefore the system would have to change to accommodate a public-private partnership. The Government plays a crucial role in defining policies, procedures, and planning. It is not until they open their minds to this that a mechanism can be put in place that would allow partnerships to emerge. If a partner is committed to supporting the education of our youth, it would appear the Government is ill-prepared to work together with that partner therefore jeopardizing such a great opportunity.

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<sup>1</sup> Wilson, Michael. "Canadian Council for Public-Private Partnerships" Online

<sup>2</sup> Brown, Daniel. *The Public-Private Partnership that Built a 'Traditional' School – A case study from British Columbia.* Pg 12



#### 4.5 Precedents

The concept of an elementary school in a downtown setting is not a new concept and has been recognized as been successful around the world. A downtown school can appeal to parent who chooses to be close to their children while at work. In the USA there are several examples that range from schools being housed in airports, shopping malls, and office towers.

Today in and around downtown Saskatoon there are 5 program specific 'storefront schools' that lease space. These schools provide a specific service to students that cannot otherwise function in a traditional school setting.



Figure #4 – W.H. Cushing School Entrance

TELUS initiated W.H. Cushing Workplace School on the main floor of the 18 storey Len Werry building in downtown Calgary. Initially intended to serve TELUS employees children, it is now occupied by 90% non-TELUS employee children from 53 different communities around the city. The school is limited presently to K-3 but plans to grow as space becomes available. This school utilizes several services that presently exist

downtown like a gym and a park. The curriculum is further enhanced to take advantage of the resources available by been downtown.



Figure #5 – W.H. Cushing School View from Calgary's C.N. Tower

It is from this model that Saskatoon could learn from in establishing a future downtown school.

#### 4.6 Corporate Response

In August of 2004 a questionnaire with 5 questions was sent to 16 of the largest corporations and 13 responded. The results from 2 of the questions were:

.1 Would partnering with the Public School Board be of interest to you?

*23% responded yes*

.2 Do you agree that having a school in or near your workplace would be beneficial to both your employees and their children?

*54% responded yes*

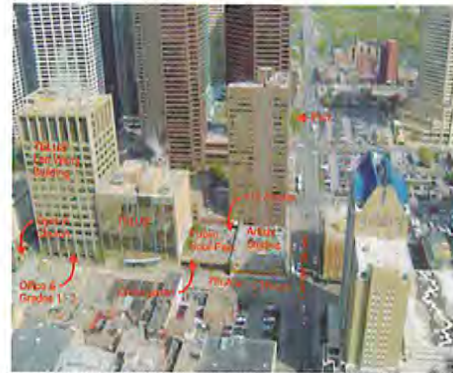
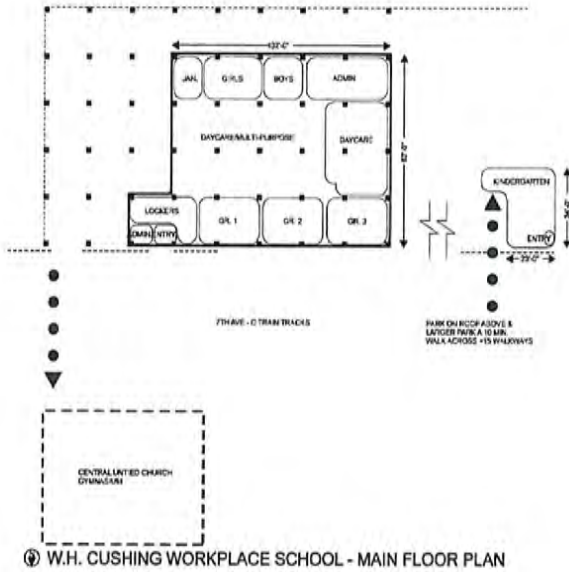
The corporate response was overwhelming in their support for such a project. Some skepticism arose on the viability of such a project in present day downtown. Presently Saskatoon only houses 3,000 permanent residents and commercially is not as dense as other larger cities. Proposed projections of 10,000 people living downtown as suggested by Mayor Don Atchison would make a downtown school even more realistic.

Today's marketing would be focused at those families who want an alternative to their community school and/or work downtown and realize the benefits of creating a strong partnership between family, student, downtown and the school.

**5.0 Traditional VS Non-traditional**

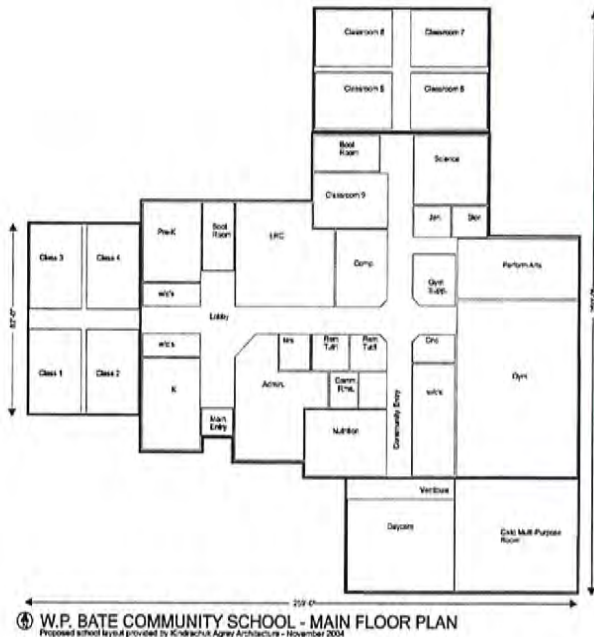
**5.1 W.H. Cushing School versus W.P. Bate School**

This comparison emphasizes the difference in how a school can operate at a smaller scale while maintaining all the essential services as accomplished by W.H. Cushing School in it's ability to utilize existing services available in downtown Calgary.



④ ARIAL PHOTO FROM CN TOWER - CALGARY  
The 1st view of downtown Calgary  
March 2004

School Comparison		
W.H. Cushing School	Topic	Proposed W.P. Bate School
9,700 sf	Building Area	38,700 sf
70	# of Students Served	250
30	# of Daycare Children Served	30
5 to 8	Overall Ages Served	1.5 to 13
3	Parking Provided	30
.25 Acres	Provided Outdoor Play Area	3 Acres
4 Acres	Other Available Park Areas	8.5 Acres
0	Gym Area	3,400 sf
\$700,000	Estimated Construction Cost	\$3,900,000
6	Fulltime Staff #	20
2	Partime Staff #	8



④ W.P. BATE SITE PLAN  
Partial plot of Meadow Green  
23rd St to 18th St & Vandenbosch Ave. to Wilkey Ave.  
Page 1 - Aerial Photograph by A&A Geomatics - 1999  
Overlays by Author

Figure #6 – W.H. Cushing School Compared to Proposed W.P. Bate School



## Downtown Resources

### 5.2 Potential SchoolPlus Partners

Highlighted below are some of the potential resources that could partner with a downtown elementary school in some capacity. A natural relationship would occur by locating in close proximity to them, making them more accessible for the school to use and in return making the school more accessible for the service providers to use. This accessibility to services embraces the theme of SchoolPlus by providing support for student, family, and community.

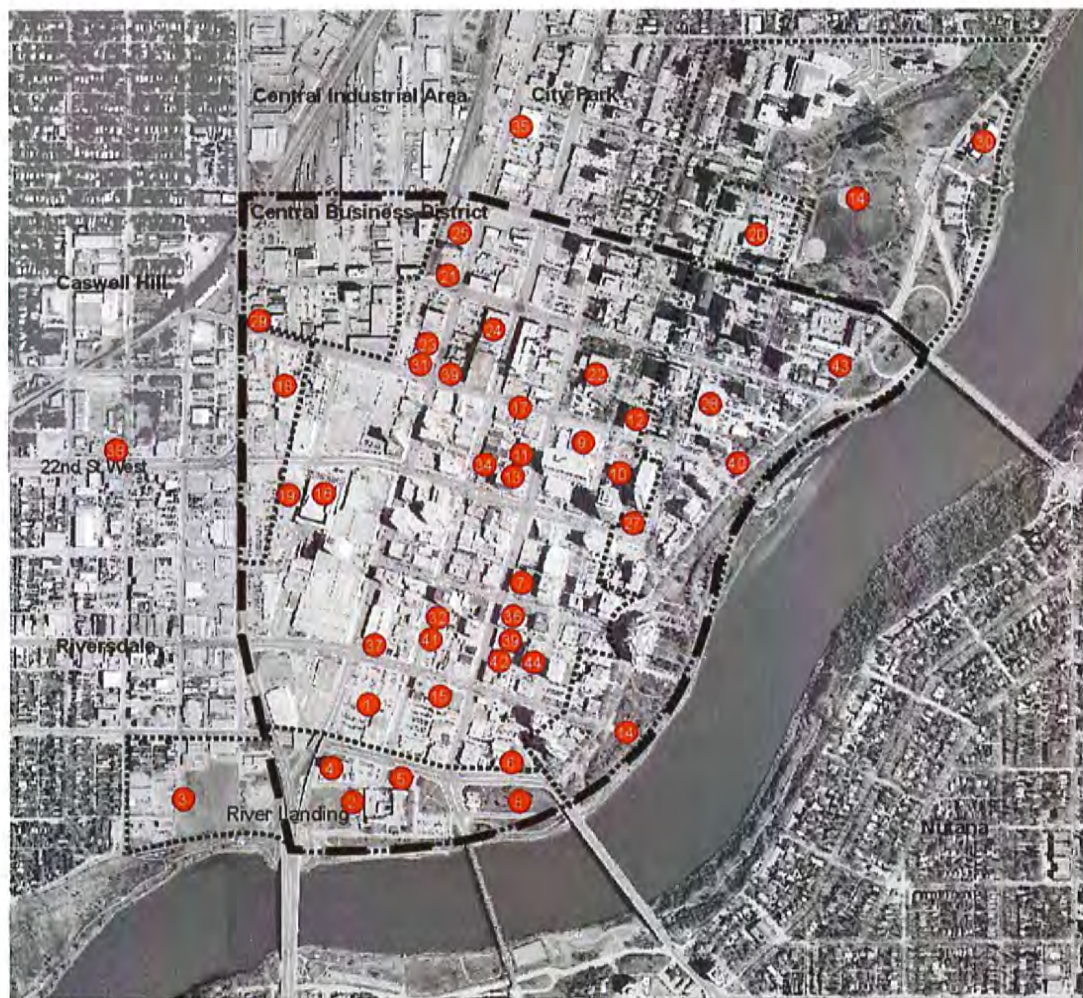


Figure #7 - Aerial Photograph of Downtown Saskatoon

The following 44 businesses and service providers are located on the plan on the previous page and have been recognized as potential partners.

1	Future Block 146	200 20 <sup>th</sup> St East
2	Riverlanding East Development	200 19 <sup>th</sup> St East
3	Riverlanding West Development	100 19 <sup>th</sup> St West
4	Clinkskill	115 19 <sup>th</sup> St East
5	Legion Hall	315 19 <sup>th</sup> St East
6	Zion Lutheran Church Gym	323 4 <sup>th</sup> Ave South
7	Saskatoon Public School Division Office	310 21 <sup>st</sup> St East
8	Friendship Park	Spadina Cres.
9	Main Branch Library	311 23 <sup>rd</sup> St East
10	Police Services	130 4 <sup>th</sup> Ave North
11	SCORE -	205-129 3 <sup>rd</sup> Ave North
12	Canada Post	200 4 <sup>th</sup> Ave North
13	Metis Employment and Training Centre	201-129 3 <sup>rd</sup> Ave North
14	Kinsmen Memorial Park	Spadina Cres.
15	Youth Resource Centre	311 20 <sup>th</sup> St East
16	Centennial Auditorium	35 22 <sup>nd</sup> St East
17	Bus Mall	50 23 <sup>rd</sup> St East
18	Indian & Metis Friendship Centre	168 Wall St
19	YMCA	25 22 <sup>nd</sup> St East
20	YWCA	510 25 <sup>th</sup> St East
21	Egadz Youth Centre	301 1 <sup>st</sup> Ave North
22	City Hall	200 3 <sup>rd</sup> Ave North
23	Saskatoon Open Door Society	247 1 <sup>st</sup> Ave North
24	Heinze Institute	255-255 2 <sup>nd</sup> Ave North
25	Army Navy Hall	359 1 <sup>st</sup> Ave North
26	Career & Employment Services	90 23 <sup>rd</sup> St East
27	Saskatoon Catholic School Division Office	110 23 <sup>rd</sup> St East
28	Star Phoenix	504 5 <sup>th</sup> Ave North
29	The Saskatchewan River	River
30	Mendel Art Gallery	Spadina Cres. West
31	AKA Artist Run Centre	#12 23 <sup>rd</sup> Street East
32	Arlington Frame Gallery	265 2 <sup>nd</sup> Ave South
33	Art Placement	238 3 <sup>rd</sup> Ave South
34	Artecho Gallery	110-255 2 <sup>nd</sup> Ave South
35	Collectors Choice Art Gallery	625 1 <sup>st</sup> Ave North
36	Darrel Bell Gallery	317-220 3 <sup>rd</sup> Ave South
37	Magnum Opus Art Gallery	126 20 <sup>th</sup> St East
38	Master Framing	1001 22 <sup>nd</sup> St West
39	Paved Art & New Media Inc.	#12 23 <sup>rd</sup> St East
40	Riverhouse Gallery	308 Spadina Cres. West
41	Trading Post	226 2 <sup>nd</sup> Ave South
42	Watermelon Crab Creative Productions	224 2 <sup>nd</sup> Ave South
43	Ukrainian Museum of Canada	910 Spadina Cres. West
44	Career Village	229 4 <sup>th</sup> Ave South





## 6.0 Site Selection Criteria

### 6.1 Establishing a Preliminary Program

The following criteria establishes a preliminary program to help define an optimum site in which to demonstrate a downtown school.

- .1 The school must be **feasible** meaning that as of November 2004 the selected location must have, or is speculated that in the future will have, available space to support an elementary school. There must be sufficient amount of useable area to support a K-3 school, which is in the range of 10,000sf if W.H. Cushing is used as a base model.
- .2 To have the school considered viable by the **Saskatoon Public School Division** it requires the ability to meet the minimum required programming elements similar to a suburban school with classrooms, administration, gym, and park space. The intent would be to adapt existing interior spaces or have the potential of expanding to meet spatial requirements. By locating downtown an immediate public awareness is created and by doing so will generate partnerships to better serve the student, family and community.
- .3 To have the school incorporate a **private partner** it must be created as a shared-use facility, meaning the private investor would reap the benefit of utilizing the shared spaces like a Gym, Multi-purpose, and other spaces. Also the private investor would be recognized for upholding education, family and community values
- .4 To have the school embrace **SchoolPlus** it shall be located adjacent to existing social, health, public, career, family, or student type services. Additional program areas at this stage could include Nutrition, Daycare, and a Multi-purpose community space. A concisely defined program would not be realized until several years into its inception therefore the location must allow for future expansion or contraction, as potential partnerships are realized.

- .5 While it has been recognized that the first nation population is the largest growing culture in Saskatchewan we must recognize the other 80 or more cultures that exist. The intent is to have a school that **embraces all cultures**, which would mean expressing all cultures equally. The educational programming would be key to promoting the integration and recognition of all cultures, with the facility playing a secondary role. Any additional or uniquely programmed areas would be defined as multi-purpose spaces which would serve as a gathering place for all students/parents/teachers with no pre-determined purpose. (But it should also be recognized that housing a school in a downtown location allows for the school to evolve over time, meaning that if the movement was there to unanimously support the First Nation culture then the school facility could easily adopt by expanding/changing/or reducing as required. The next step in this scenario would be the transition to a First Nation School on Reserve Status land, this transition would see involvement from all levels of government with several ramifications and viewed as an unrealistic scenario at this time.)

**6.2 Property Profile Matrix**

From the 13 sites initially reviewed only 5 met the site selection criteria as indicated in the Property Profile Matrix Chart below.

	<b>MVA Building</b>	<b>Former Extra-Foods</b>	<b>Former Countrywide Building</b>	<b>Bayside</b>	<b>Former Bay Building</b>
<b>AVAILABLE BUILDING AREA</b> The amount of area as of November 2004 that is available or will be coming available. GFA per level.	6,500 s.f. x 2 levels	20,000 s.f. x 1 level	20,000 s.f. x 4 levels	20,000 s.f. x 1 level	40,000 s.f. x 3 levels
<b>OUTDOOR PARKS</b> Availability of adjacent park space or vacant land that has the potential of becoming park space.	●	●	○	●	○
<b>INDOOR SERVICES</b> Existing adjacent services that include gymnasium and multipurpose spaces and/or the ability to provide these spaces within the existing building and/or site.	●	●	○	●	●
<b>AMENITIES</b> Existing adjacent services that include art galleries, libraries, performing arts complexes, and other social/academic services that support the school, families, and students as a community centre	●	●	○	●	●
<b>BUILDING CHARACTERISTICS</b> The construction quality of the existing building and its ability to sustain a school function within it.	●	○	●	●	○
<b>TRANSPORTATION</b> Access to parking and the ability to provide a drop-off zone and allow access to public transit.	●	○	●	○	○
<b>TRAFFIC</b> The amount of vehicles that drive past the site per day according to 2001 statistics.	21,120	9,320	13,991	20,580	9,673

**LEGEND:**

Good ○ Better ● Best ●



## 7.0 Programming

### 7.1 Space Allocation

The school design shall be based on a K-3 school and will provide daycare support for students attending the school only. The K-3 school model combines aspects from both the W.H. Cushing Workplace School in Calgary and a traditional elementary school like the proposed W.P. Bate located in Saskatoon.

#### K-3 school

- School mostly located within existing buildings, with minimal amount of additions made.
- Minimal amount of compromises made that deviate from provincial area allocation standards.
- Additional services provided that support the SchoolPlus model.

### 7.2 Area Chart

Space Description	Downtown K-3		VS	W.P. Bate K-8		VS	W.H. Cushing K-3	
	sm	sf		sm	sf		sm	sf
*Kindergarten	98	1,049		98	1,049		85	910
*Grades 1-3	285	3,050		285	3,050		165	1,766
Instruction Support	0	0		205	2,194		0	0
Science 6-8	0	0		90	963		0	0
***Resource Centre	60	646		228	2,440		75	803
**Physical Activity	0	0		400	4,280		0	0
**Program Arts	0	0		172	1,840		0	0
*Administration	75	803		199	2,129		35	375
Civic Room	150	1,605		218	2,333		0	0
*Community School Services	100	1,070		192	2,054		111	1,188
Daycare	200	2,140		200	2,140		200	2,140
*Building Service	121	1,295		276	2,953		80	856
<b>Subtotal</b>	<b>1,079</b>	<b>11,545</b>		<b>2,563</b>	<b>27,424</b>		<b>751</b>	<b>8,036</b>
29% Walls/Circulation	313	3,348		745	7,972		150	1,605
<b>Total</b>	<b>1,412</b>	<b>15,004</b>		<b>3,308</b>	<b>35,396</b>		<b>901</b>	<b>9,641</b>

\* Saskatchewan Area Allocation Standard

\*\*Required function to occur offsite

\*\*\*Resource Centre area allocated equally to each classroom



### 8.3 Descriptive Room Program

The following program requirements have been compiled from Saskatchewan Learning "K-12 School Facilities" and KDL Consulting Ltd. "SPSD #13 Design Procedures and School Building Criteria", "The Childcare Regulations, 2001", and from experience gained recently by working with the SPSD in designing a community elementary school. Any revisions or deviations required to accommodate a K-3 school that is located in an existing building downtown are indicated in (brackets).

#### Kindergarten

Secured after-hours, natural daylight, 1 unit washroom, storage closet, a story area, art-work area with sink, counter and storage, open lockers for 30 students, 8 small tables with 32 chairs, and 1 Teachers desk.

#### Grades 1-3

Secured after-hours, natural daylight, 30 student desks or optional table & chairs, and 1 teacher's desk.

#### Instruction Support

Secured after-hours, storage room with shelves, workroom with table, chair and photocopier.

#### Resource Centre

Accessible to public after-hours, natural daylight, story area, table and chairs, storage room, workroom. (No specific library required because the Francis Morrison Library will be utilized for resources, and an allowance of 150 square feet per classroom is included for resource material.)

#### Administration

Staff room, Office/Work Area, Principal Office, VP Office (optional), staff room and 2 staff washrooms.

### Civic Room

A civic funded space to be primarily used by the community but utilized to better the education of the school children when required, an excellent example of a SchoolPlus partner. Accessible to public after-hours with natural daylight, connections to Community Services, and the Resource Centre. A multi-functional open space with Storage, Coffee Area, Work Room and Coats.

### Community School Services

Accessible to public after-hours, community coordinator room, counseling room, social worker room, and a health nurse room. (Different rooms may be required but cannot be determined until school is functioning and has begun developing relationships with potential downtown partners.)

### Daycare

It is intended to function similar to W.H. Cushing School in Calgary, which is a licensed daycare that is utilized by students attending the school only, used before school starts, over the noon hour, and after school, therefore defined as Assembly A2 occupancy.

### Child Care Regulation

Childcare useable space = 35 square feet of floor space/child.

Sleeping area = 15 square feet of floor space/child

Natural light at least 50% children's play area

Windows equivalent to 10% of useable area

Access to sufficient kitchen

Outdoor play area = 80 square feet/child with at least 1/2 adjacent to facility,  
and remainder within walking distance.

1:10 adult/child ratio – when in childcare only

### Building Services

Washrooms – Occupant Load maximum Grades K-3 with 30 each = 120+ 14 staff, therefore require 3 men's and 4 women's. Change rooms would be accommodated within the washrooms.

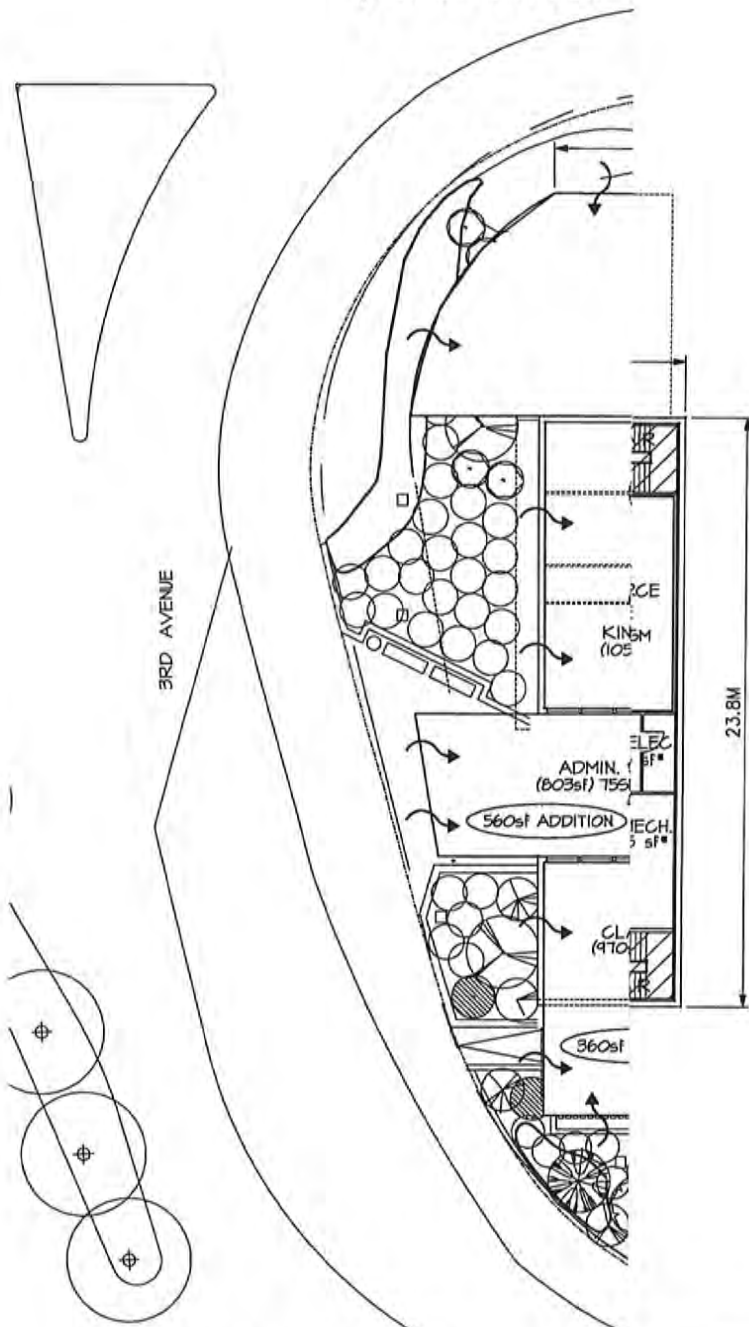
Mechanical room and janitor room.

## 8.0 Preliminary Review of 3 Sites

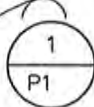
The Property Profile Matrix chart assisted in determining 3 sites to explore further. The 3 sites that were reviewed and presented in April 2005 included:

- 8.1 Meewasin Valley Interpretive Centre had the advantage of having abundant park space adjacent to it a gymnasium across the street in Zion Church and adjacent future developments occurring in the south downtown and the 'The Riverlanding'. Preliminary estimates equated to \$1.5 million purchase price combined with renovations and several additions bringing the total cost to over \$3 million. Its location in relation to the downtown core isolates it from potential partnerships and expansion capabilities into adjacent existing buildings.

↑ TO GYMNASIUM IN  
ZION LUTHERAN CHURCH



PROPOSED ROAD RE-ALIGNMENT  
AS PER RIVERLANDING DEVELOPMENT  
PROPOSAL BY CROSBY HANNA & ASSOC.



### MAIN FLOOR PLAN

1 : 300

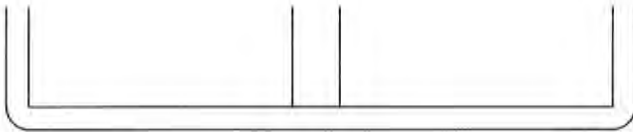
PROGRAMMED AREA  
SCHOOL AREA - (14,964 SF) 1,390 SM

- 1) 530SM
- 2) 290SM
- 3) 510SM
- 1,330 SM

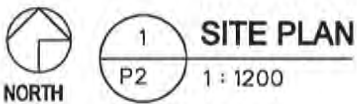
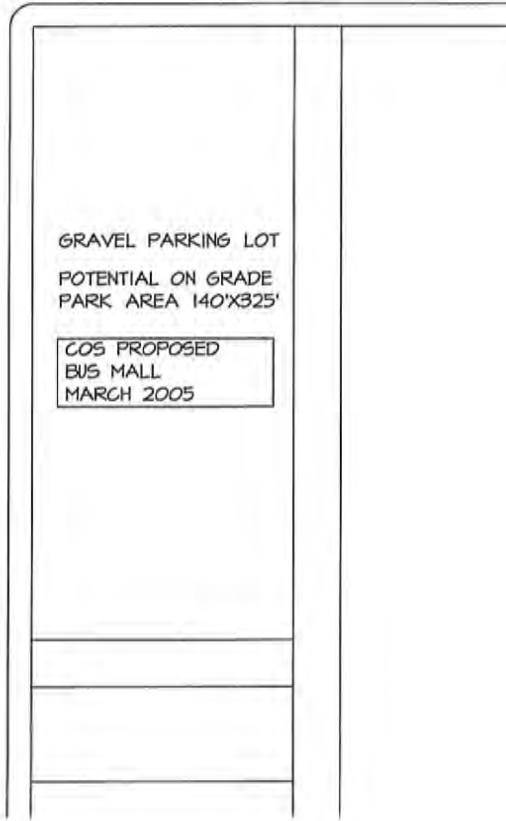
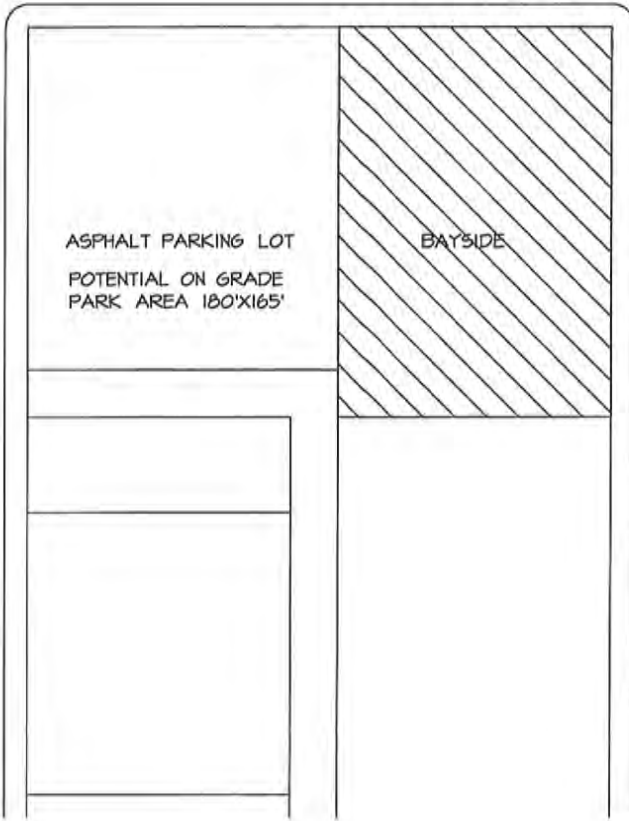
## MEEWASIN VALLEY INTERPRETIVE CENTRE







24TH STREET



**SITE PLAN**

1 : 1200

**BUILDING HISTORY**  
 BUILT IN 1987  
 ARCHITECT - to be confirmed  
 CONSTRUCTION TYPE:  
 - STRUCTURE - STEEL FRAME  
 - WALLS - STEEL STUD W/ BRICK VENEER  
 - MAIN FLOOR - SLAB ON GRADE  
 - SECOND FLOOR - CONCRETE HOLLOW CORE  
 - ROOF - METAL DECK

**COST SUMMARY**  
 ● OWNERSHIP SCENARIO (GYM NOT INCLUDED)  
 BUILDING COST - \$3,200,000  
 RENOVATION COST \$100/SF - \$1,200,000  
 TOTAL COST - \$4,300,000  
**LEASE SCENARIO**  
 BUILDING LEASE \$12.00/SF/YR - \$132,000/YR  
 RENOVATION COST \$100/SF - \$1,100,000  
 TOTAL COST - \$1,100,000 + \$132,000/YR

**AREA SUMMARY**  
**MAIN**  
 SCHOOL AREA - 12,000 SF  
**PROGRAMMED AREA**  
 SCHOOL AREA - 14,964 SF

● POTENTIAL INCOME FROM  
 25,360 SF LEASABLE AREA  
 \$304,300/YR

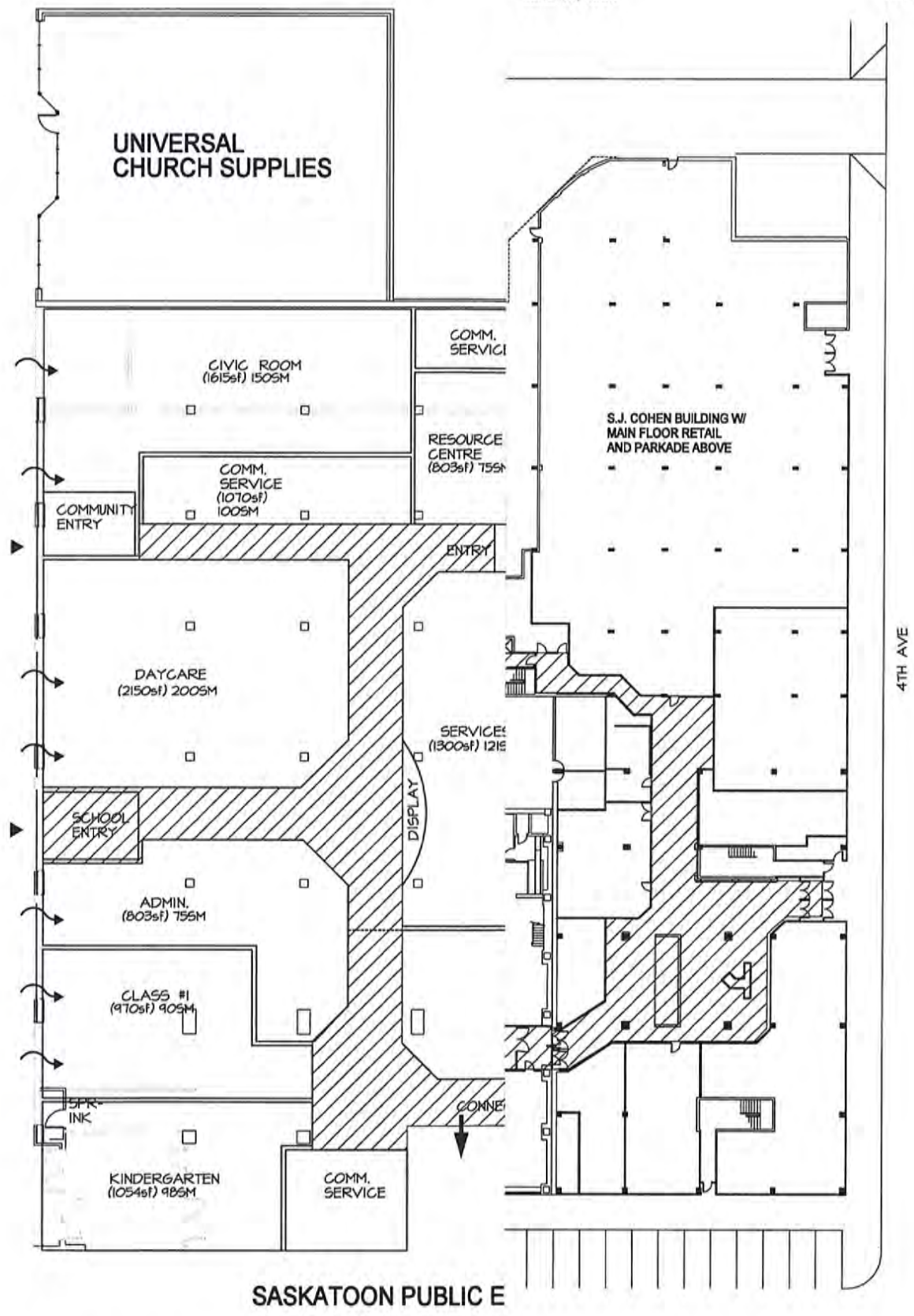
8.2 Bayside has the disadvantage that its location is far from existing parks, so adjacent parking lots would require development into park space. The main floor has great potential to support Recreation space because of a 18' floor to floor height. Built in 1997 this 39,000 square foot 2 storey building has an asking price of \$3.2 million. After main floor fit-ups into a 12,000 square foot elementary the costs would escalate to an excess of \$4 million, not including the acquisition and development of park space. The remaining space could generate annual revenues of \$288,000 (assuming a \$15 square foot lease rate).



9.3 Former Extra-Foods building adjacent to the Education Building, centrally located in the city and in close proximity to several partners in the spirit of SchoolPlus. The purchase price of the building has continuously declined over the year from over \$1 million to presently asking price of \$800,000, preliminary cost estimates fell in the range of \$2-\$3 million. The building itself has some historical value in that it was built in 1942 in conjunction with the former Eaton's building to house the Eaton's Foodetera. The building size allows for the programmed school size to occur entirely within its footprint. Parks and a gymnasium are within walking distance but preliminary review discovered that some of this function could be accommodated on site.

9.4 Selecting a Site to Demonstrate

All 3 sites chosen to review could potentially house a downtown K-3 school, but it was determined that the Former Extra-Foods buildings held the most potential in optimizing all aspects of what downtown a school should include.



FORMER EXTRA FOODS BUILDING

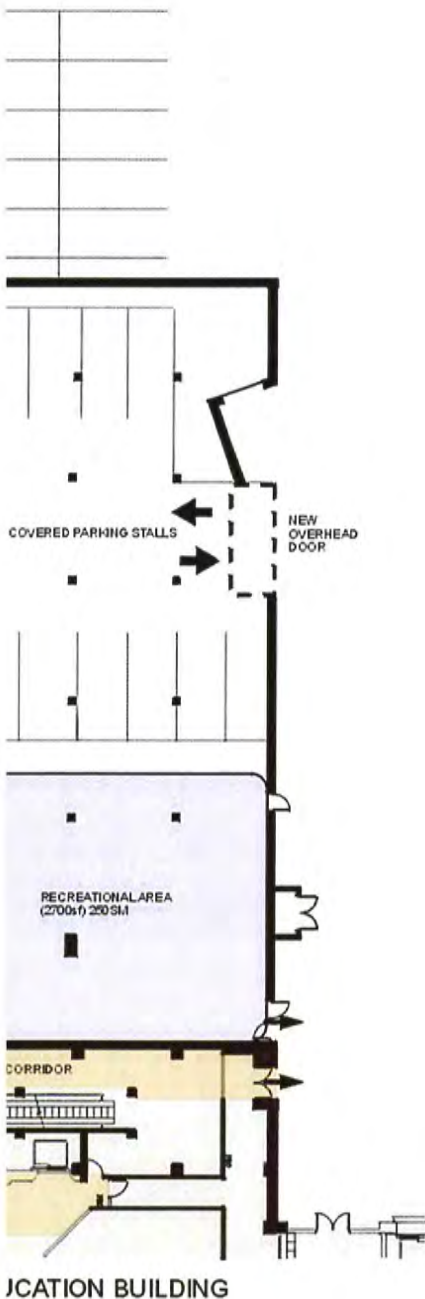


2  
P3.1

MAIN FLOOR PLAN

1 : 300





PHASING PLANS

**PHASE #3 - PLAN**

**COST SUMMARY**

CAPITAL COSTS  
 PHASE 1 & 2 TOTAL COST - \$2,040,400  
 ADD SCHOOL AREA \$100/SF - \$520,000  
 ADD PARK AREA \$10/SF - \$26,000  
 ADD ROOF PARK - LUMP SUM \$250,000  
 TOTAL COST - \$2,836,400

REVENUE GENERATION  
 STALL RENTAL \$115/STALL/MTH - \$6,900/YR  
 DAYCARE RENTAL - \$10/SF - \$21,500/YR  
 CIVIC SPACE RENTAL - \$6,000/YR  
 TOTAL REVENUE = \$34,400/YR

**LEGEND**

- GENERAL INSTRUCTION
- ADMINISTRATION
- BUILDING SERVICES
- PHYSICAL ACTIVITY
- COMMUNITY SERVICES
- CIRCULATION
- OTHER

## 9 Demonstration Project

10.1 Phases of Development – A request was made to review the potential of phasing the project into 3 phases the following outlines what is proposed:

- 10.1.1 Phase 1 – Includes instruction and administration space only with the remaining space occupied by covered parking and a commercial rental unit. This would allow the owner to achieve some instruction space at a minimal cost and the potential to recover some cost initially through rental of both the parking and the commercial space. Services could be borrowed from the Education Building; this phase deviates greatly from the public school division requirements and would function more as a program specific space similar to other storefront schools located downtown.
- 10.1.2 Phase 2 – Adds internal Recreation space, Service spaces and an access stair to the roof for additional Recreation space.
- 10.1.3 Phase 3 – The final phase is development of the entire school to its fullest potential with all required spaces and additional spaces that would serve the needs of the community.



## 10.2 Location

The former Extra-Foods building is located on 3<sup>rd</sup> Avenue which is presently a 99'-0" wide arterial street. There are 2 traffic lanes in both directions with parallel parking on both sides. A bus stop stretches from the corner of 21<sup>st</sup> Street to the south edge of the building.

The street configuration could change as discussed with John Penner from the City of Saskatoon Planning Department. In March of 2005 J. Penner submitted a proposal to the Transportation Departments that proposed 4 options, which would incorporate angled parking and a center median. Incorporating one of these options would double the amount of on-street parking. Traffic would be limited to a single lane in both directions creating a more pedestrian friendly and calmer street, similar to portions of 2<sup>nd</sup> Avenue. The area directly in front of the school should be considered as a school zone and limited to 30 km/hr, and a controlled pedestrian crossing should also occur somewhere between 21<sup>st</sup> Street and 22<sup>nd</sup> Street to make the area as safe as possible for parents and children that are accessing the school.

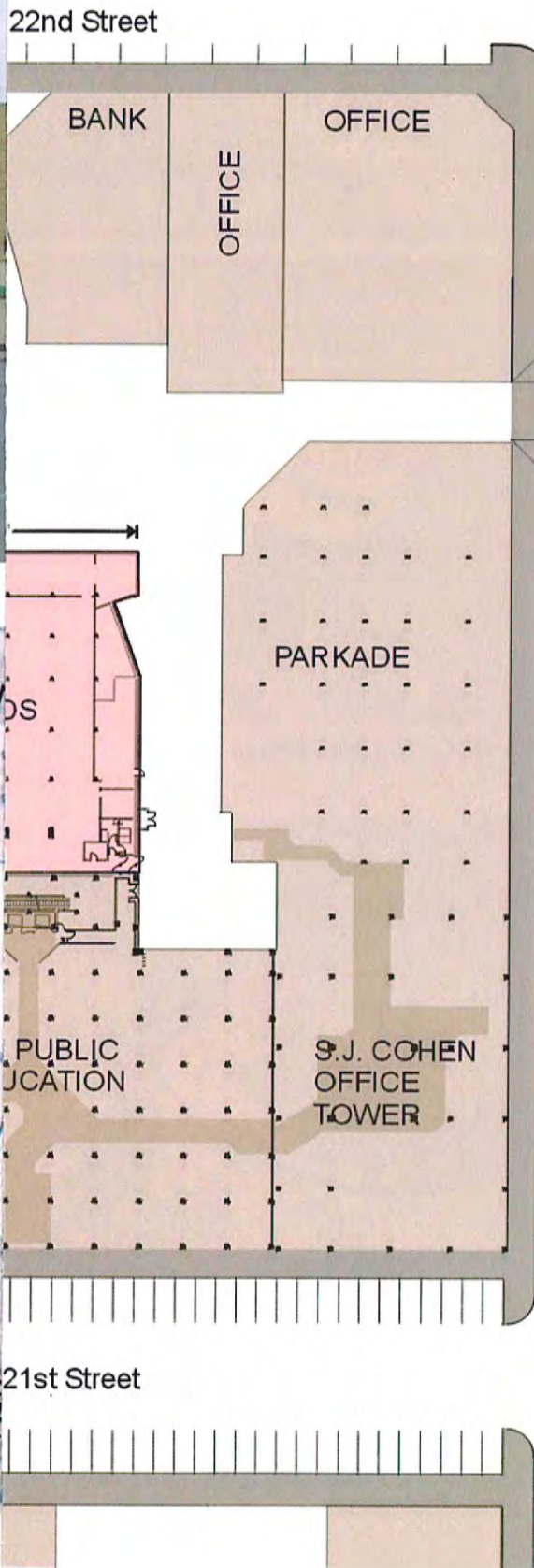
Adjacent properties include the 3 storey Public School Education building to the south, the single storey Universal Church Supplies building to the north, a 5 storey parkade across the back-lane towards the east, and the 10 storey S.J. Cohen building to the south-east. Across the street there exists a variety of buildings ranging from 1 to 5 storeys.



PHOTO - From 3rd Ave Looking South-east

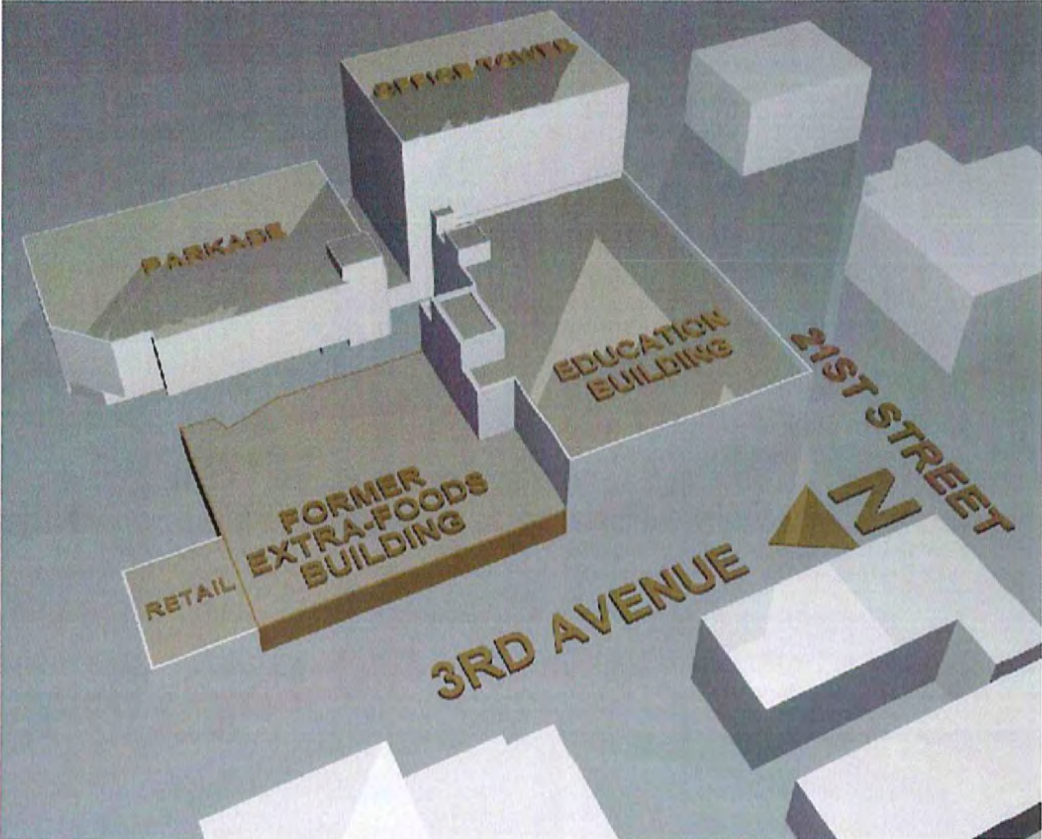


 SITE PLAN

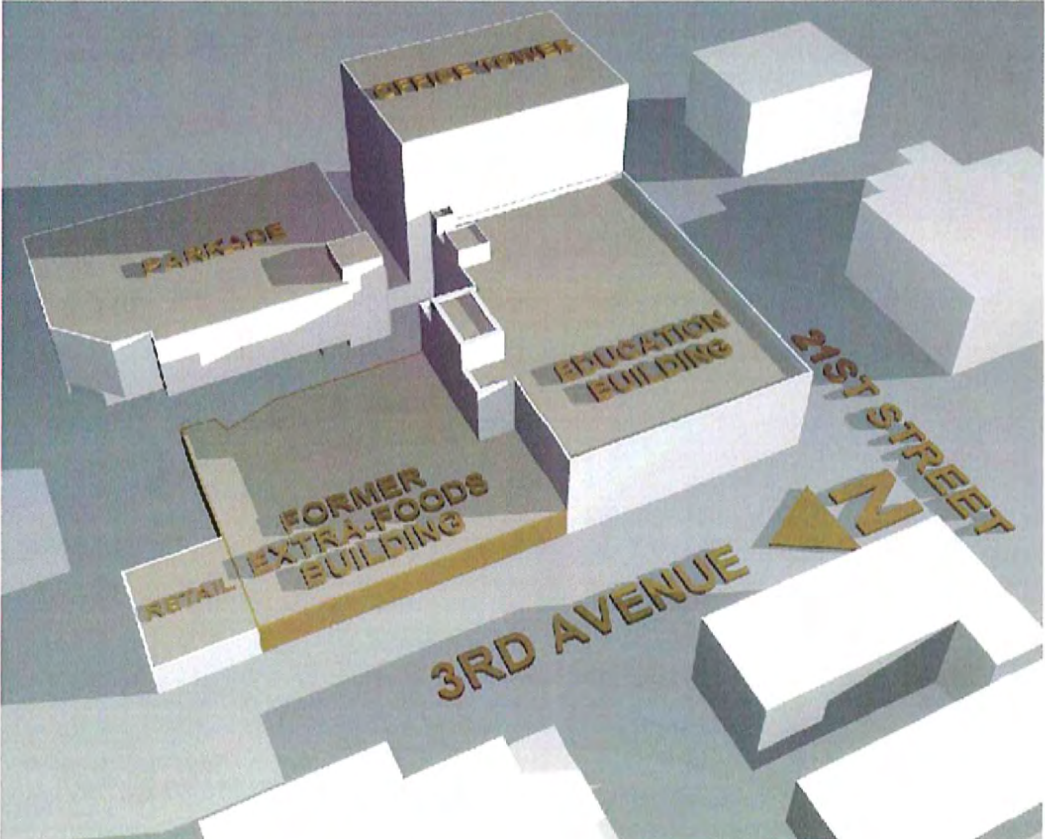


4th Avenue  
EXISTING BUILDING REVIEW





SHADOWS - December 15th at 10:30a.m.



SHADOWS - December 15th at 3:30p.m.

SHADOW STUDIES

### 10.3 Shadow Studies

The shadows that are thrown from adjacent building during different times of the year at different times of the day are illustrated below.

During the afternoons natural light will be hitting the west face (storefront side) of the building so shading devices are incorporated to eliminate glare and heat gain. The east and north faces enjoy indirect and shaded natural light, so unshaded windows are used without worrying about glare. A light monitor located to the most northerly point of the roof has no glazing on the south face to limit glare into the daycare office space. The light monitor is strategically placed in the crux of the circulation paths to bring natural light to the core, creating a positive environment for natural interaction to occur.

Skylights let light flood the shaft of the opening and down into the corridor, direct sunlight will hit the walls for short periods of time but deemed acceptable because people are typically in motion. By bringing natural light into the corridor the east interior partition of the classrooms includes clerestory windows that allow borrowed light to filter into the classroom. This assures that natural light is reaching the classroom space all day. Some classrooms may require black-out capability and this would be done by adding opaque blinds to windows, but the intention would be to use other spaces within the school that have less windows.



#### 10.4 Past and Present Image

The public face of the building provides the first and last impression of the facility. The following images provide a graphic history of the evolution of the building.

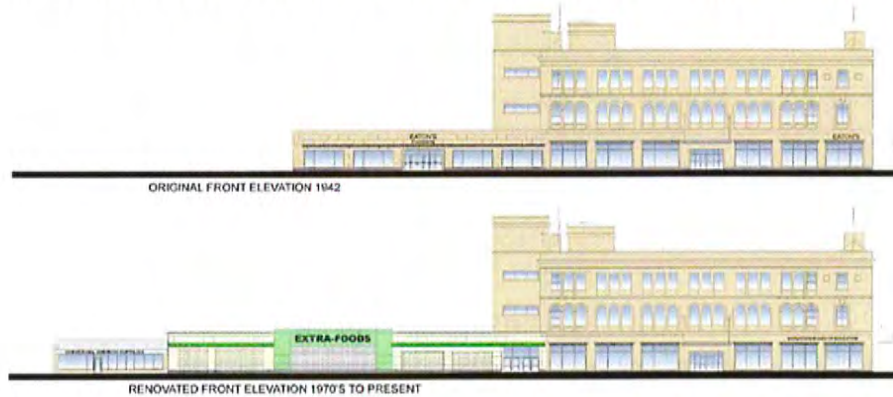
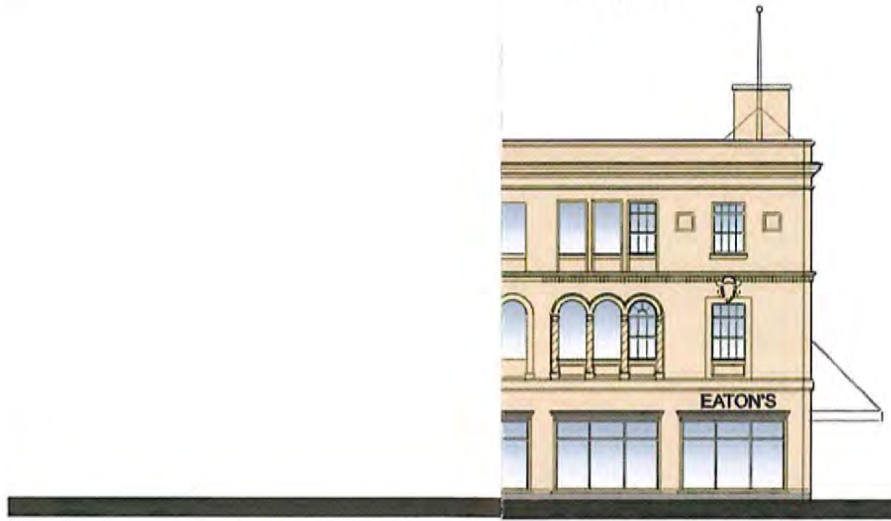


Figure #8— Past and Present Elevations

An originally sensitive and responsive 1942 addition designed by Eaton's drafting department for Eaton's Foodeteria, has been disrespectfully infilled/painted and dismantled by O.K. Economy and Extra-Foods from the 1970's to present. The elevation above and the photo below indicate its present day appearance.



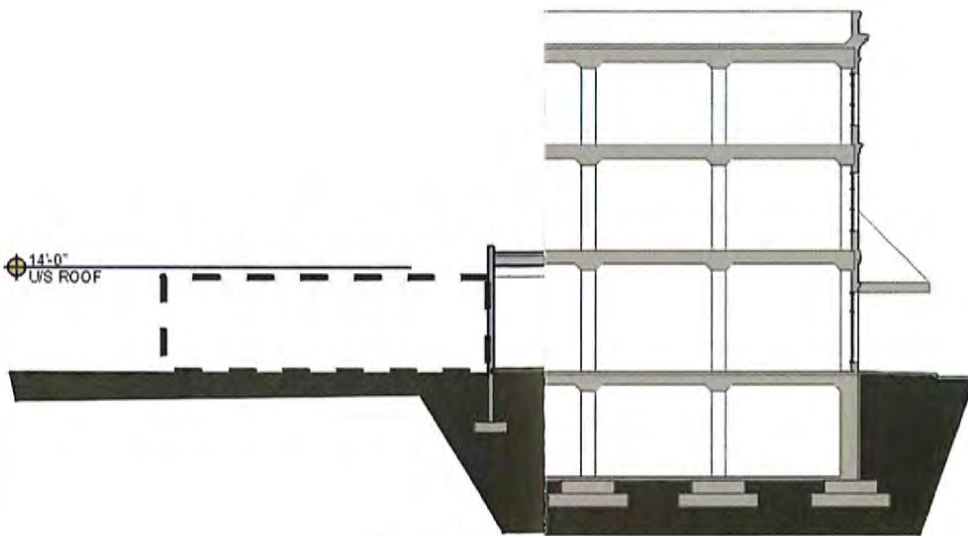
Figure #9- Photo from 3<sup>rd</sup> Avenue Looking Southeast



ORIGIN



RENOVATED



EXISTING

EXISTING ELEVATION & BUILDING SECTION





PERSPECTIVE

### 10.5 New Image

The intent of the façade improvement is to revitalize to its 1942 aesthetic because:

- A sympathetic renovation that meets the "*Commercial Façade Guidelines*"<sup>1</sup> produced by the City of Saskatoon – Planning and Building Department would be eligible for the City of Saskatoon Heritage Façade Grant.
- Streetscape Continuity - By aesthetically continuing the Renaissance style architecture of the former Eaton's building it expands the Saskatoon Public School's public perception as a responsible service provider to the citizens of Saskatoon



FRONT ELEVATION  
Figure #10– Proposed Front Elevation

Windows, awnings, canopy, signage and wall finishes are restored or replaced to appear as they originally did. Budget would dictate that certain materials would be substituted, for example aluminum would be used where bronze was once used for window frames and decorative details above the windows. Cut Tyndal stone is still a realistic cladding material, but all these details would be resolved during the working drawing stage.

<sup>1</sup> City of Saskatoon, Planning and Building Department. *Commercial Façade Guidelines*. Saskatoon, SK. 1997

## 10.6 Issues and Opportunities

We want our children to be safe and downtown is often perceived as unsafe compared to the suburbs. Facility design addresses this by adhering to CPTED (Crime Prevention Through Environmental Design) requirements. This means access from the back lane is limited to employees, and any windows facing the lane will be clerestory, additional fences could be added if any recessed areas off the back lane require screening.

A reception space is centrally located to allow monitoring of entry points and the corridor. Entry is limited to parents with children through electronic security hardware similar to W.H. Cushing School in Calgary.

Interior Recreation Space is non-conventional but uniquely serves the needs of a K-3 situation. Columns within the space create opportunity to support apparatuses that promote physical activity in unique ways. Exterior recreation space is accommodated in the form of a roof-park conducive to physical play and interaction.

The location allows easier access to downtown services because field trips are often times cost prohibitive in traditional suburban schools. Without transportation fees it is suspected field trips will be double or triple the amount as experienced in Calgary and W.H. Cushing School. The roof park also provides much opportunity for teaching/learning outdoor projects in a controlled environment, i.e. learning about harvesting solar and wind energy, and a wide range of science, art, math, and social study projects.

Shared use of Community and Service spaces that occur after-hours can be secured from the remainder school by locking doors that access the corridor in 2 locations. Access to the full sized basketball court on the roof would occur in the off-season and after-hours, access to the roof for employees occurs directly from the second floor of the Education Building.



### LEGEND

- GENERAL INSTRUCTION
- ADMINISTRATION
- BUILDING SERVICES
- PHYSICAL ACTIVITY
- COMMUNITY SERVICES
- CIRCULATION
- OTHER



MAIN FLOOR AND ROOF PLAN

MAIN FLOOR PLAN







BIRDS-EYE VIEW FROM BACK LANE LOOKING SOUTH-WEST



BIRDS-EYE VIEW FROM 3RD AVE LOOKING SOUTH-EAST

PERSPECTIVES

## 11.0 Conclusion

11.1 This thesis was initially intended to learn more about SchoolPlus and its impact on school design. It has evolved into looking at how a combination of opportunities such as P3 – Public-Private Partnership, and an existing downtown location, and an existing structure can be transformed into a learning environment that support the SchoolPlus concept while creating a unique environment for parent, teacher, and child to interact uninhibited by the institutionalization of a traditional school.

SchoolPlus has been called an idea, an initiative, a philosophy, and even a “green-print”. As Saskatchewan begins to implement the ideas brought forth by the ‘taskforce’ more varieties of schools will be designed and built that are truly integrated with community services, as the Ashanti proverb suggests:

*"It takes a whole village to raise a child."*<sup>1</sup>

A downtown is vital to a village or city and is often referred to as the heart, the hub or the core. While some would suggest that downtown Saskatoon has fallen victim to suburban sprawl and big-box power centres it still houses a wealth of community services. Forty-four (44) service providers were located downtown that could be potential partners with a K-3 school with more to be discovered as time passes, as was discovered in Calgary's W.H. Cushing's Workplace School.

This downtown school, as demonstrated, is a metamorphoses of the standard requirements created by policy makers into a learning environment that provides several advantages to teachers, students, parents, government, and administrators. The following describes the educational advantages and the facility developmental advantages.

---

<sup>1</sup> Ashanti Quote. *It takes a whole village to raise a child.*



## 11.2 Educational Advantages:

The advantages to educators and students are:

- .1 Provides opportunity: for development of the **SchoolPlus** model to its maximum potential. Its central location in the city provides easy access to services for the downtown business community, to several surrounding residential communities, and to the entire city.



View from Entry Towards Exit to Park Space



View Down Corridor from Lobby

- .2 Provides an excessively **safe and secure environment**. The school must overcompensate for perceived fears of the downtown environment.
- .3 Provides immediate access to a wealth of existing **downtown resources** that will assist in providing for the well-being of the student. Resources can be walked to therefore eliminating the need for transportation costs.
- .4 Creates greater opportunity: for **interaction between the student and parent**. The parent is involved in daily commutes to and from the school.
- .5 Creates greater opportunity: for **interaction between teacher and parent**. Parents are required to accompany the student into and out of the school, therefore providing connection at the entry every morning and afternoon.
- .6 Creates greater opportunity for: **interaction between public administrators and teachers**. School is directly connected to the Education Building.
- .7 Creates greater opportunity for: **interaction between students and the downtown business sector** – because of location.

### Facility Development Advantages

- .1 This **adaptive reuse** project reflects aspects of LEED (Leadership in Energy Efficient Design), and would be eligible for government-funded grants under CBIP (Commercial Building Incentive Program) and have potential high ranking under LEED.
- .2 This **sympathetic renovation** meets the Commercial Façade Guidelines described by the City of Saskatoon – Planning and Building Department and would be eligible for the City of Saskatoon Heritage Façade Grant.
- .3 This school is **economically viable**, because the combined capital cost of the existing building, land and renovations is estimated to be well below that of a traditional school.
- .4 The Provincial Government would recognize this as a joint-use initiative which is a recognized way of **accelerating the funding process**: “Weighted Utilization rating increase of 10%”, would mean it would move higher up the priority list – and may even accelerate if politically motivated to endorse the SchoolPlus philosophy.
- .4 Provides greater opportunities for the private sector to develop a **Public-Private Partnership** – because of greater exposure downtown, and its uniqueness would allow for more leeway government protocol.
- .5 Provides greater **flexibility** for future spatial expansions and reductions – because of the transient nature of downtown businesses.
- .6 Allows for the **ability to phase** development – because of the increased ability to lease unused space.
- .7 On the national or international market it has the potential to **increase awareness** of SchoolPlus and Saskatoon’s ability to be leaders in its development and implementation in creative and unique ways.

While a K-3 school downtown will provide several technical and political advantages, the real advantage is for the students. They will be experiencing unique life lessons, and create special bonds between the corporate sector that cannot be measured in dollars and cents, and cannot be achieved in a traditional suburban school.

## 12 Appendices

### 12.1 Glossary

<b>at risk</b>	Describes students who, for various reasons such as behavioral, economic, cultural, physical and mental, are in danger of being unable to complete a K-12 education
<b>Build-Own-Operate</b>	The private sector finances, builds, owns and operates a facility or service in perpetuity. The public constraints are stated in the original agreement and through on-going regulatory authority.
<b>Build-Own-Operate-Transfer</b>	A private entity receives a franchise to finance, design, build and operate a facility (and to charge user fees) for a specified period, after which ownership is transferred back to the public sector.
<b>Buy-Build-Operate</b>	Transfer of a public asset to a private or quasi-public entity usually under contract that the assets are to be upgraded and operated for a specified period of time. Public control is exercised through the contract at the time of transfer.
<b>charter schools</b>	Similar to associate status schools, but with a focus on specific programs that attracts a narrower range of students – more common in the United States
<b>Community School funding schedule</b>	The Community School concept or philosophy, a formula that provides funding for a Community School on the basis of the number of students at risk recommended term: "at-risk student factor"
<b>Community School Program</b>	A Saskatchewan Education initiative designed for elementary schools in communities with a given number of "at-risk children" (see definition above). The program provides funding to these schools to facilitate the involvement of community services, as well as parents, in fulfilling all the needs of the students
<b>Design-Build</b>	The private sector designs and builds infrastructure to meet public sector performance specifications, often for a fixed price, so the risk of cost overruns is transferred to the private sector. (Many do not consider DB's to be within the spectrum of P3's).
<b>Design-Build-Finance-Operate</b>	The private sector designs, finances and constructs a new facility under a long-term lease, and operates the facility during the term of the lease. The private partner transfers the new facility to the public sector at the end of the lease term.
<b>full-service school</b>	A school which provides all services that might be required by any given student (as in a community school – see definition above). These might include health, child welfare, counseling, and occupational therapy services, and many others.
<b>hidden youth</b>	Children and youth who are under 18, have no fixed address, do not attend school, and live on the street in marginal situations related to inadequate shelter, food, clothing and health care.
<b>HSIF</b>	Human Services Integration Forum, a government body of cooperating departments that share information on the needs of children and youth



within their areas of responsibility and make remedial funding decisions – these departments include Education; Social Services; Health; Postsecondary Education and Skills Training; Municipal Affairs, Culture and Housing; and, Justice.

<b>North (the); Northern</b>	Capitalization of these words denotes the North as an area of Saskatchewan, and Canada also, that are or have been served by provincial and federal government departments called "Northern Affairs." In Saskatchewan this area was previously called the Northern Administrative District (NAD), and consisted of the region north of the 'Green Lake – Cumberland House' line. 75% of the population of this district are of Aboriginal ancestry.
<b>Operation &amp; Maintenance Contract</b>	A private operator, under contract, operates a publicly-owned asset for a specified term. Ownership of the asset remains with the public entity.
<b>P3 – Public- Private Partnership</b>	A cooperative venture between the public and private sectors, built on the expertise of each partner, that best meets clearly defined public needs through the appropriate allocation of resources, risks and rewards.
<b>Parent Commission pre- Kindergarten</b>	Refers to the period between 3 and 5 years, immediately following "early childhood" and immediately preceding Kindergarten age (age 5), during which programs are required for continuity of development and preparation for entry into the K- 12 school system.
<b>public education</b>	K-12 education, whether a school is Public or Catholic, that is funded by the provincial government (sometimes known as "publicly-funded education") and incorporates the provincial curriculum of study.
<b>pupil-teacher ratio</b>	The number of students per teacher in a school.
<b>RIC</b>	Regional Intersectoral Committees are the "on-the-ground" working groups of the Human Services Integration Forum (see definition above), with membership comprising all local agencies having responsibility for one aspect or other of the well being of children and youth in school.
<b>school-based</b>	Any service that is housed on the school premises, such as a nurse's office, an addiction counselor's office, etc.
<b>SchoolPLUS environment</b>	An environment in which the services of public education, and those of other human service agencies, governmental and non-governmental, are delivered in a coordinated manner, either within the school or in easily accessible proximity, for the education and well-being of children and youth.
<b>STAR</b>	Student/Teacher Achievement Ratio Project



<b>stove pipe delivery</b>	The delivery of human services exclusively through single government departments without coordination with related services of other departments.
<b>student-centred</b>	The approach in the Saskatchewan Education curriculum which makes the development and education of the whole child the primary focus of the education system.
<b>student diversity</b>	Concerns the variations and differences, among students in any given classroom, school, division or system, in cultural heritages and identities, gender and class experiences, and mental and physical abilities.
<b>Task-Force</b>	A group established by the Minister of Education in May 1999 to seek shared understanding among educators, stakeholders and the general public regarding the challenges and responsibilities of schools, and to determine the gap between public expectations and the capacity of schools.
<b>The Young Offenders Act</b>	Part of the Criminal Code of Canada which treats juvenile offenders in a different manner than adult offenders by prohibiting publication of names, concentrating on rehabilitation strategies and reducing incarceration.
<b>trustee</b>	A municipally-elected member of a school division board.
<b>vouchers</b>	Especially in the United States, where a "voucher" is a promise of public funding by government of a specified amount for a child; this funding follows the child as a revenue for whatever school is chosen by the family.

## 12.2 Bibliography

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Available [http://www.pppcouncil.ca/aboutPPP\\_definition.asp](http://www.pppcouncil.ca/aboutPPP_definition.asp).



**12.3 Photo & Graphic Credits**

- Cover by author
- Figure 1 J. Wood & K. Hodgson. "Little Stone Schoolhouse" Online. Available [www.sfn.saskatoon.sk.ca/arts/heritage/desig/stone.school.html](http://www.sfn.saskatoon.sk.ca/arts/heritage/desig/stone.school.html)
- Figure 2 Population Breakdown
- Figure 3 "SchoolPlus" Online. Available [www.sasked.gov.sk.ca/k/pecs/splus/](http://www.sasked.gov.sk.ca/k/pecs/splus/)
- Figure 4 Photo of W.H. Cushing School Roof Park – by author
- Figure 5 W.H. Cushing Main Entrance - author
- Figure 6 W.H. Cushing School Compared to Proposed W.P. Bate School – by author
- Figure 7 Atlis Geomatics Inc. "Aerial downtown Saskatoon". City of Saskatoon Planning and Building Department Ortho Images. February 1998 (overlay by author)
- Figure 8 Past and Present Elevations – by author
- Figure 9 Photo from 3<sup>rd</sup> Avenue Looking Southeast – by author
- Figure 10 Proposed Front Elevation - by author