

# PREVIEW

## Calgary Christian Secondary School Expansion Project



October 2019

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### OVERVIEW

The Calgary Society for Christian Education (CSCE) and Sahuri + Partners Architecture continue to work collaboratively on the development of Calgary Christian School's campus in Glenbrook. The last major building project for CCS was the addition of classrooms on the north end of the elementary campus (2012). According to the last iteration of our campus master plan, the next phase of development was to focus on expanding and enhancing the secondary campus. More than a matter of addressing desired improvements, lack of space, or aging infrastructure, the secondary expansion requires **innovative thinking** to provide spaces **to support the concepts and practices of 21st Century learning**. This priority was affirmed in the CSCE's Strategic Plan (2017-2022) and by the CSCE Board's current Strategic Planning Committee.

The CSCE's Board has approved capital spending during the 2019 and 2020 fiscal years to support the development of a preliminary building design and conduct a **feasibility study** in support of this project. The intent is to produce a high-level concept design and production drawings that can be used to **clarify the vision, articulate the purpose**, and **rally financial support** for the project.

This preview exists to help those being interviewed as part of our due diligence process better understand the origins, intent, and vision for the campus expansion.

### OUR HISTORY

In 1963, a group of like-minded parents - many of whom were recent immigrants and Dutch Calvinists - committed themselves to build a school where their children would grow in knowledge and wisdom through a distinctly Christian education. It was to be a place where all of learning would be subject to God's will, and to the revelations of His Word and His Creation. What they started modestly in the basement of one church was Calgary's first private Christian school.

Fueled by their deep convictions, financial sacrifice, and tireless volunteer labor, they quickly transformed a rough little plot of land in Glenbrook into the Calgary Christian School campus. Through their continued perseverance and sacrifice, the fledgling school graduated its first grade 9 class just 6 years later. Through times of both plenty and need, the community's compelling vision for a Christian school galvanized parents and teachers in their shared purpose. It wasn't long before the tiny cluster of classrooms grew to

include a gymnasium, science lab, and more classrooms. The Calgary Christian School community was well on its way to grow into a full-fledged K-12 school program.

God again blessed the community in the mid-1990s with a significant expansion. The neighboring curling club facility was for sale, so the parent-run school society purchased it with an eye to transform it into a middle and high school campus. For the better part of a decade, the CCS community, from founders and grandparents to current student families, again poured their financial gifts and volunteer best into renovating the facility.

Over the following 15 years, CCS grew both in size and reputation, achieving recognition for its academic rigor and fostering an environment that developed well-rounded graduates. During this period, when fee structures threatened to limit who could afford its Christian programs, the school's Society prudently joined forces with the Palliser School District. Not only did this new partnership better enable CCS to keep program fees affordable for a majority of families, it also strengthened the professional capacity of the school to fulfill its vision as an exceptional Christian school.

Today CCS serves a diverse student body of 850 students who represent more than 45 countries of origin and speak 30 different languages. Its distinct learning experiences help students understand who they are as children of God, and discover what it means to actively participate in His story of creation, love, and redemption.

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## OUR CURRENT CONTEXT

A future of rapid change and opportunity is before us, and CCS has thought carefully on how to position itself to better prepare its students to engage the 21st Century with confidence and purpose. Beyond university preparedness or introductions to career tracks, a CCS education must equip young people with growth mindsets and the tools they need to adapt to jobs, technology, challenges, and opportunities that haven't even been invented yet. It also means developing learning experiences with a distinctly Christian optimism that continues to integrate a deep and abiding faith in God's sovereignty and grace, as well as a tangible understanding within students of their distinct purpose within His redeeming activities through time. It means we must equip young hearts, minds, and hands to care deeply, think critically, and act intentionally to serve a dynamic world that is still in need.

Which leads us to Calgary Christian School's next phase of growth and improvement.

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## VALUES TO GUIDE DESIGN DECISIONS

Our hope is to develop learning environments that reflect WHO we are, WHAT we do, and WHY we do it. Ultimately, we want **a facility that reflects what we value most**. The following lists should help clarify and guide design and systems decisions for the project:

### VISION

*God's children making the world a better place.*

### MISSION

*Calgary Christian School is a community, called and dedicated to integrate faith and learning, reaching for excellence as we equip responsive citizens of God's Kingdom through a Christ-centered educational environment.*

### BRAND VALUES

1. *God at the Centre*

God is our greatest value and the reason CCS exists. We believe that life and education are at their best when God is at the center. Each day we seek to be filled by His love, power, and presence so that we can actively participate in His eternal purpose to redeem people and all of Creation.

2. *Life is Better Together*

CCS is surrounded by a caring, supportive community that plays an active and vital role in the life and health of the school. Through intentional relationships, we serve as the loving hands of Christ and invite others to become a part of a community where they can feel at home.

3. *Learning for All of Life*

God has created a vast, wondrous, multi-faceted world - so we take an expansive approach to education to develop the whole child. We want each of our students to discover their unique strengths and realize their full God-given potential. Our goal is to equip them with the understanding, skills and attitude they need to thrive intellectually, artistically, emotionally, socially, physically and spiritually.

4. *Serve Generously*

The families who founded CCS more than a half century ago modeled dedication, hard work, and self-sacrifice to establish a Christian school in Calgary. Today, our community continues in that spirit of devotion. Our parents and staff routinely go above and beyond the call to volunteer as board members, coaches, prayer warriors, hot dog chefs, stage hands, and sport chauffeurs. Many families continue to actively support CCS even after their children have graduated.

5. *Keep Reaching Higher*

God has given us wonderful gifts and potential that He wants us to fan into flame, so we set specific goals, monitor our progress, and give thought to our ways. When we miss the mark, we acknowledge our shortcomings, take corrective measures and redouble our efforts.

6. *Life is for Celebrating!*

Life is a good and beautiful gift from God, so we celebrate it! We intentionally cultivate an atmosphere of kindness, love, and harmony so that friendliness, smiles and joy may abound. Our students and staff freely express their humor and unique personalities, and this celebratory spirit shines in our classrooms, through our hallways, on the playground and in our many special events.

## LEARNING VALUES

1. Wholly Integrated – We are committed to providing an engaging, **faith-integrated learning experience** at CCS with a **distinctly Christian worldview** that is **Rigorous** in its application, **Relevant** to the world we live in, and highly **Relational** in its approach. We want to engage students in a dynamic learning environment so they might more deeply embrace their faith and passionately fulfill their unique roles in God's story of love and redemption.
2. Modal Flexibility – Our learning environments should **allow for shifts in modes of learning**, e.g., auditory and visual, physical and contemplative, social and independent. We call this an “agile learning space”. For easy reference, we can point to Thornburg’s “primordial spaces” which are metaphors for learning environments and the activity they support. These are CAMPFIRE (storytelling/lecture), WATERING HOLE (Group and Data), CAVE (independent/reflective), and LIFE (participation/performance/publishing).
3. Accessibility - In addition to fostering diverse learning styles, we must also transform spaces to improve **access for persons with physical disabilities**.
4. Intentional Aesthetic & Narrative – our living and working spaces at school, like elements within a “cathedral of learning”, should be designed and furnished to remind us of the **creation-fall-redemption-restoration** story. As we journey through the space, we should encounter positive, creative expressions of the Sovereignty of our Creator, His boundless Love, the Gift of Salvation, the Living Example of Christ, the presence of His Spirit, the revelation of His Word. Learning and working together in this environment would reinforce our identities in Christ and help us to embrace our personal roles within this grand story for which we have been uniquely created.
5. Integration of Natural Elements - natural light, living plants, flowing water - things that tie us back to **God's created elements** (nature) will help foster a sense of inclusion and well-being for students and staff alike.

## IMPACT VALUES

### Space and Furnishings to Enhance Student Learning Experiences

- Reinforce a distinctly Christian worldview where faith is integral to learning
- Accommodate individual and group learning needs effectively and easily
- Encourage project-based and experiential learning opportunities
- Foster positive social dynamics and interaction
- Motivate inquiry, exploration, and risk-taking for personal development
- Equip student creativity for beauty-creation, self-expression, and problem solving
- Provide robust labs for authentic exploration of the sciences and industry
- Integrate technology effectively to build competency and develop it into the future
- Inspire personal and corporate acts of worship and service

### Space to Inspire and Support Visionary Teachers

- Provide for collaborative and interdisciplinary activities with peers and students
- Offer flexibility to shape activities that meet individual and group learning needs
- Reinforce relationships – to people, to content, to God – essential to learning
- Encourage creative instruction to personally engage each learner
- Promote professional development through open observation of peers in action

### Space to Shape God's World

- Environments that reflect and promote our unique purposes within God's story
- Open exhibits that share the products and outcomes of our learning together

## OPERATIONAL VALUES

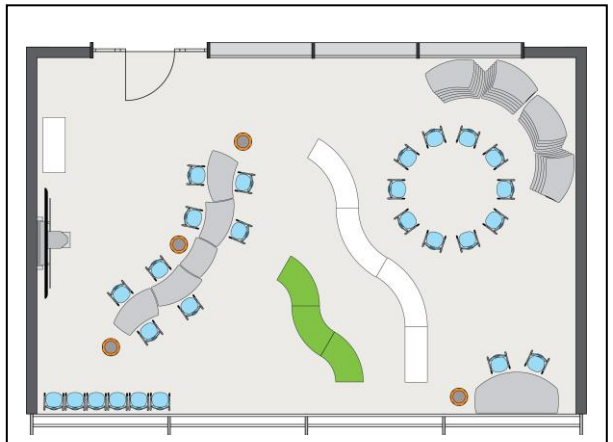
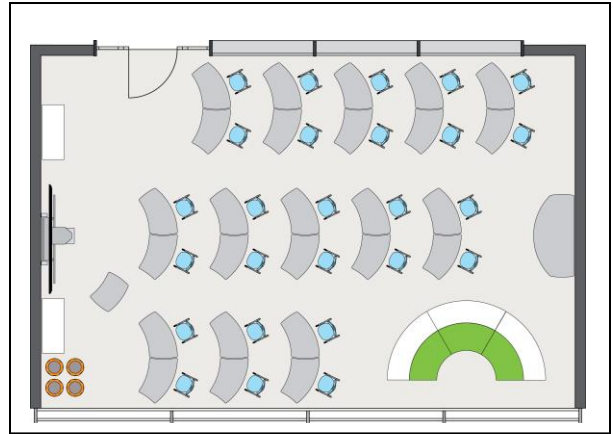
1. Reduced Carbon Footprint - our desire is to be **good stewards** of the resources we've been provided, including energy. We want to design and build with efficiencies in mind that help us approach a "net zero" operation. These would include options for power generation (solar) and storage, LED lighting (in process), improved insulation, and optimizing sources of radiant heat more efficiently heat/cool the buildings.
2. Accessibility - is not only a requirement by law, but must be contemplated across the scope of the project to integrate ALL spaces for ease of use by any and all participants. We want to be a **welcoming community** in as many ways as possible.
3. Limit Inconveniences - to operations and personnel with **efficient construction** systems and practices. These may include prefabricated exterior walls and trusses, the use of modular interior construction (i.e., DIRTT), and sequenced development plans to reduce impact on the learning process.
4. Manage Proactively to Ensure Reasonable Costs - good planning and decision making will be required to stay within our budgeted expectations. The CSCE does plan on hiring a project manager to assist with the oversight of going from "page to stage" with the expansion project.

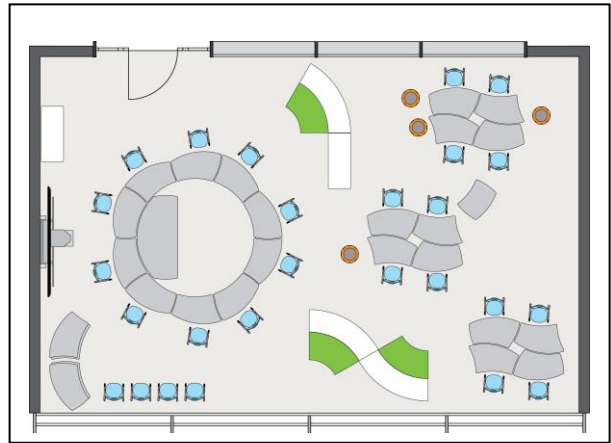
## PRIORITY SPACES FOR INCLUSION

The stated objective in the Strategic Plan for this project is to “expand and refresh the secondary campus with improved learning environments for 600 students”. Since we accept the task to expand, we must also accept the reality that this will require us to “optimize” spaces within a limited footprint. Based on discussion with current staff, and with an eye on long term program development, the following are spaces - or objectives for current spaces - that we should include:

### Agile Learning Spaces (21st Century Classrooms)

- The classroom count needed to accommodate up to 5/6 of the total projected campus population of 600 would be **18 agile classrooms**. Specialized areas (e.g., shops, gyms, performance, and common areas) would accommodate the others.
- Classrooms can be conceived as a set of adjoining “studios” separated by glass and/or moving walls. When adjoined these become “learning suites”
- Essential to the success of the **agile classroom** are furnishings - movable tables, chairs, desks, cabinets, equipment, etc. - that allow multiple layouts in support of varied activities and learning styles. See the sample images below:





*The “agile classroom” provides furnishings that can be easily rearranged to alter the mode of learning desired for each session. Furniture is modular, portable, and stores easily when not in use. The same space can be used by a variety of grades and disciplines. Many current classrooms at CCS are adequate in size to accommodate agile classroom furnishings and activities.*

## Specialized Spaces

- **Gymnasium 1** - RENO – Our “Sports Complex” is currently one gym that has limited flexibility. It takes considerable work and time to transition the space to accommodate social gatherings or presentation events in it - and it doesn’t do them well. The space requires improved change rooms and equipment storage, as well as increases in flexible seating options.
- **Gymnasium 2** – ADD - “Multi-purpose Facility” to adjoin the current space, this space must contemplate greater activity potential including the variety of physical/athletic, performance, and event types that CCS would hope to host. Flexible bleacher seating and convertible staging options are essential considerations. (Would love a climbing wall in there, too!)





- **Weight Room** – ADD - for individual physical training and conditioning.
- **Flex & Fitness Studio** – ADD - located near the gym, the Studio would allow groups of 30 to participate in physical activities like dance, aerobics, and other fitness training including performance rehearsals.
- **Black Box Theatre** – RENO - for live or video presentations, this intimate theatre would seat 180 and allow for varied stage and audience arrangements.
- **Music Room** – RENO – Add space to our existing music room to allow for larger choirs and music groups (orchestra), plus individual practice rooms, recording technology, and improved instrument and equipment storage.
- **Science Labs** – ADD - learning labs would be vastly improved by moving them to the main and second floors, allowing proper ventilation, prep areas, and natural light. Up to **4** labs would cover all secondary natural science curriculum needs.
- **Maker Space** - RENO- a light construction area where we can make a mess! Allows for the development, construction and presentation of learning projects. Does not require natural light, but rather a rugged, “industrial-like” area with access to power, water and supplies (good storage) that can take spills and drops. This doesn’t yet exist, but could be accommodated in the basement once additional high school classrooms are built above ground.
- **Commercial Kitchen** – ADD- expand on the idea of “practical space as classroom”, allows culinary skills to be taught while providing food services for the campus.
- **Video Studio/Lab** – RENO – because it does not require windows, basement or interior space can be renovated for video and audio production suites. Small “recording room” with acoustic insulation included.
- **Design Studio**- RENO - much like a Makerspace, but for more refined design and construction, e.g., clothing/costumes/fashion.
- **CSCE Administrative Offices** – RENO - to accommodate finance, admissions, development, and Executive Director.
- **Conference Room** – ADD - for up to 20. Provides in-person and video conferencing capabilities.
- **Maintenance Storage** – ADD/RENO – at least 10,000 cubic feet of storage space for supplies, equipment, and work space.
- **Little Sanctuaries** - ADD - a series of semi-private spaces for quiet contemplation, small meetings, and therapeutic activities. (We are currently in the process of developing an “art therapy” space this year.)
- **Elevator & Lobby** – ADD - efficient and easy to find, it will serve people and as a loading option to all three floors.
- **Bike Storage** – ADD - easy, front of building access that is covered and secure.

## Common Spaces

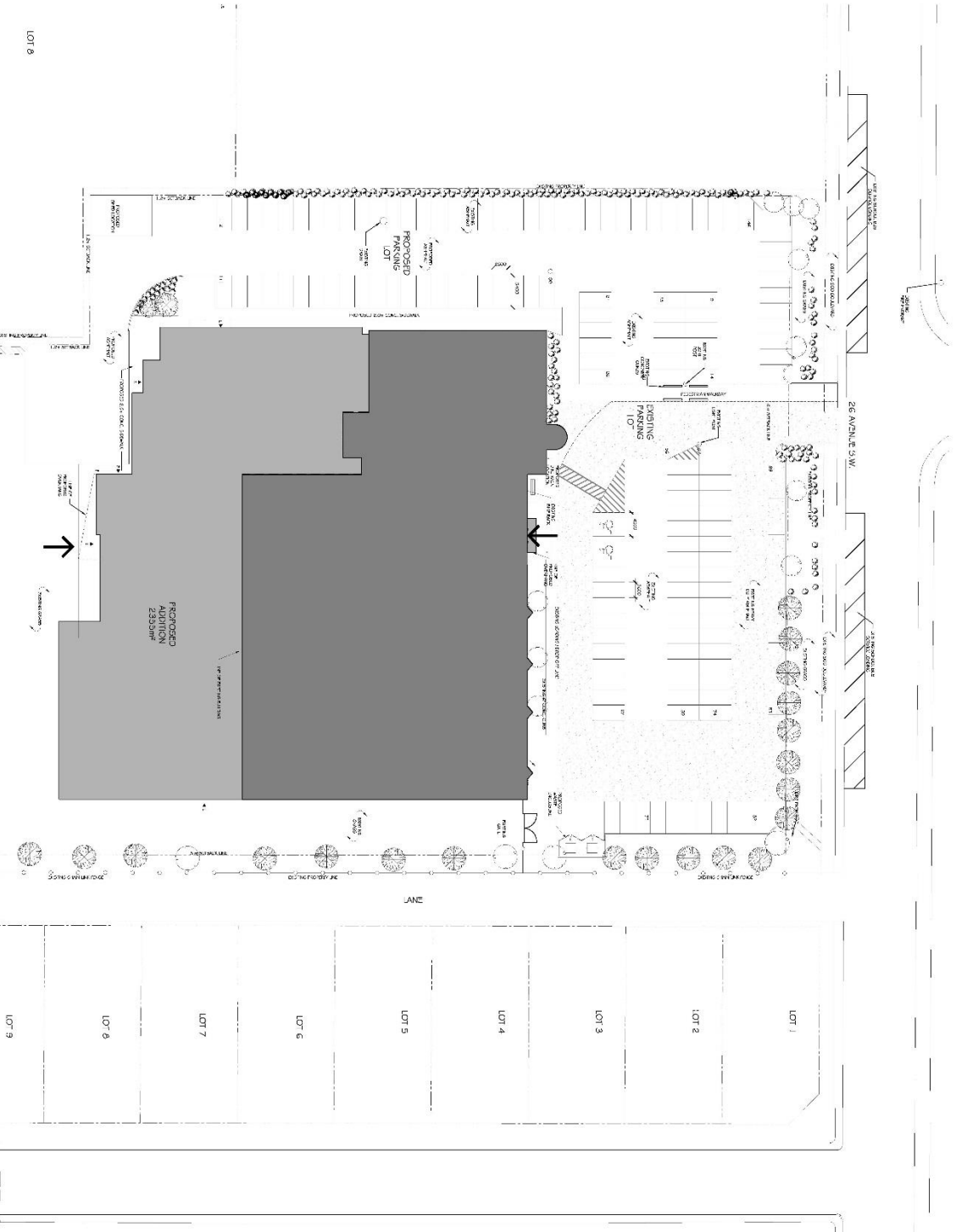
These are larger group areas that can serve for specific or general purposes, from a minor assembly, to a lunch zone, to a study/project work area.

- **Middle School Social Learning Space** – RENO & ADD - students currently eat in classrooms or hallways. A larger space for up to 250 students would help keep food, mess, and clean up consolidated.
- **High School Social Learning Space** – ADD - there is already a “Commons” on the second floor; expand and diversify the space to allow greater numbers and flexibility.
- **Learning Commons** – ADD - additional spaces to complement the work of “the LINC” situated on the first floor.
- **Hospitality Zone** – RENO - within our “Main Entrance” area - this is where guests experience the WELCOME and WOW of CCS.
- **Amphitheaters** – ADD - Outdoors, a series of semi-circular steps for medium-sized groups to engage in dialogue and presentations. Indoors, a Grand Staircase where an extended staircase doubles as a seating and presentation/assembly area.



*At the heart of the secondary building, a Grand Staircase intersects two floors and adjoining common areas allowing students to socialize and learn. The space easily accommodates a variety of activities for individuals and groups of many sizes.*

# SITE PLAN



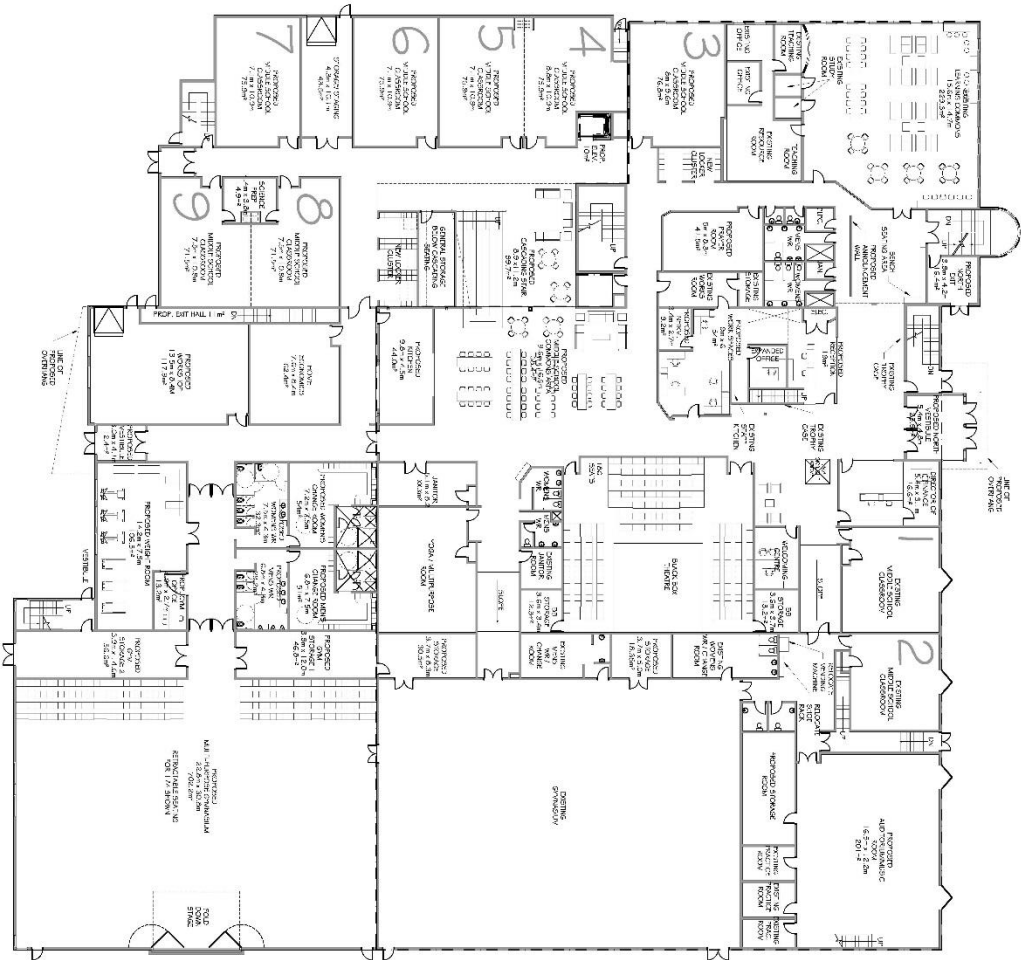
CALGARY CHRISTIAN SCHOOL MASTER PLAN  
 PROPOSED SITE PLAN - Version 1.4

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# MAIN FLOOR

CALGARY CHRISTIAN SCHOOL MASTER PLAN  
 PROPOSED MAIN FLOOR PLAN - Version 1.4

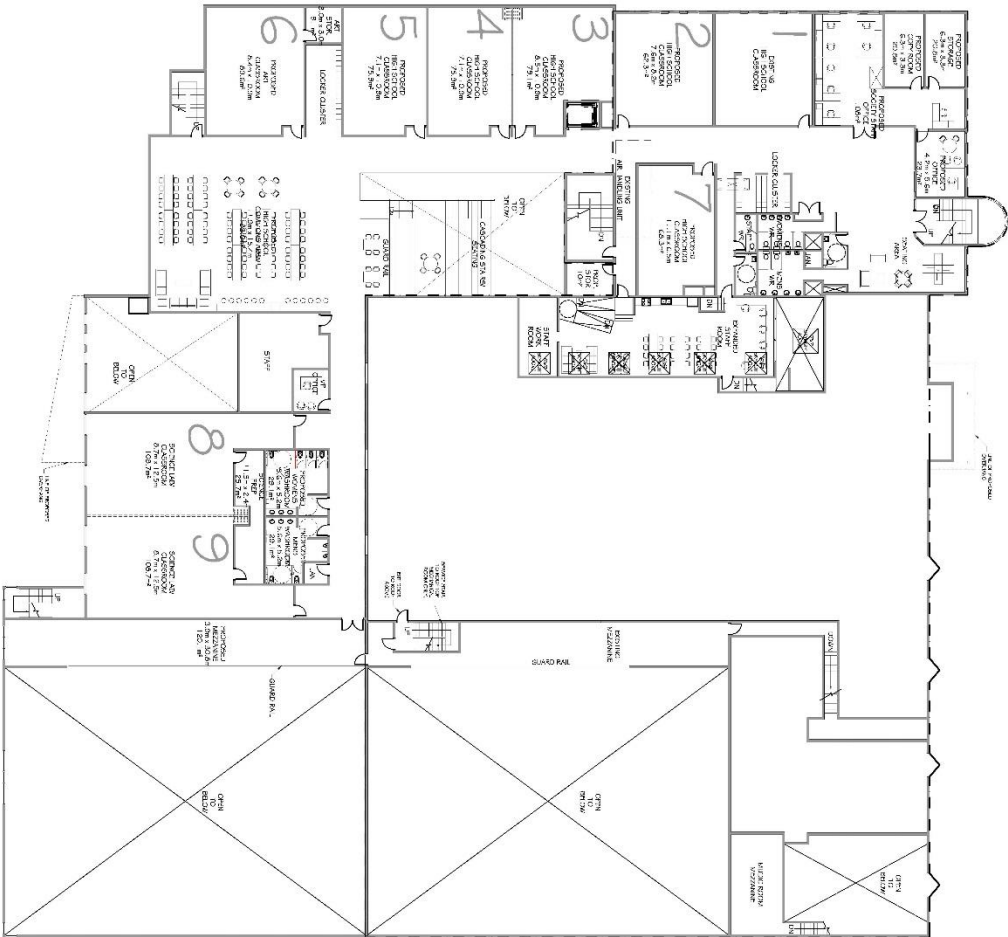


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# SECOND FLOOR

CALGARY CHRISTIAN SCHOOL MASTER PLAN  
 PROPOSED SECOND FLOOR PLAN - Version 1.4



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## FINANCIAL CONSIDERATIONS

Projected costs for the portion of this design plan that is **new construction: \$14,000,000** Renovation costs would be in addition to this; up to \$10 million. Other current Christian school projects in Western Canada are \$16 - \$18 million) A three-year capital campaign would seek to raise up to one half of the construction costs. The balance would be financed with a conventional mortgage.

## MILESTONES

The following is a general timeline of activity based upon recently completed functions and anticipated goals.

**January 2019** - a first look of the “revised plan” that incorporates the elements enumerated in this document.

**March 2019** - feedback from the staff and incorporated into the plan are presented to the Strategic Planning committee.

**June 2019** - Further refinement overseen by an independent professional, who specializes in learning environments and storage efficiencies.

**September 2019** - Prepare cost analysis and presentation materials to support due diligence process.

**October 2019** - A consultant will conduct due diligence (feasibility study) over a two week period assessing level of support and capacity to achieve construction objectives.

**November 2019** - present results of the feasibility study to the CSCE Board and initial project images at the Fall Society Meeting.

**December 2019** - Strategic Planning Committee presents recommendations to the Board on next steps for the project.

**Spring 2020** - Announce intentions of project and related campaign; a project manager is hired to coordinate the project forward

**Fall 2020** - Capital Campaign launches public phase of solicitations

**Spring 2021** - Initial site prep for construction begins.

**Summer 2021** - Project construction underway.

**Fall 2023** - First classes admitted into new wing of expansion project.



*Two adjoining classrooms within the current building's interior will be combined and renovated to create a Black Box Theater. With flexible seating and stage areas, plus a capacity of 180, this presentation space will readily support CCS performing arts as well as worship, lectures, films, and community meetings.*

**PREVIEW**