

University Hill Secondary School

Development Permit Application

Project Design Checklist (Strategy 40)



January 2010
Project No.: 08233

(Note: the numbering system of the checklist has been followed below)

1. Site Use and Organization

- .1 The site at 1.6 Ha could be considered to be very small. Augmenting this is a joint-use play-field of 1.23 Ha on the adjacent site. The proposal is for a full build-out; no further expansion. This will be achieved by construction now of 780m² of space which will have an interim use until further expansion to accommodate an increase from 800 to students at opening to 1000 in the future. Site coverage for the building is 43%.
- .2 The building will utilize existing and planned expansions to the infrastructure, which will conform to the planned development of the South Campus.
- .3 The expansion utilizes the only part of the site which is available.

2. Responding to Context

- .1 The massing of the building positions the multi-purpose room and south entry plaza facing a large community open space and the Gymnasia and spaces which could be used by the community after hours is located in proximity to the proposed Community Centre.
- .2 The siting facilitates east-west and north-south pedestrian circulation.
- .3 As noted in 2.2, the siting facilitates circulation routes. The mid-block crossing on 16th Avenue continues to a school entry on the north side and further continues to a pedestrian crossroads in the centre of the school.
- .4 Since the Architectural quality of the existing building is already established with a distinctive presence, as a Secondary School, it will become a civic reference point.
- .5 The building relates to the development pattern of the South Campus particularly the pedestrian circulation routes.

3. Building Envelope

- .1 The building is a two storey structure.
- .2 Massing and eve-lines align with the podium of the adjacent four storey building.
- .3 The alignment of the building follows the predominant grid of the village centre.

4. Building/Open Space Relationships

- .1 There is a strong indoor/outdoor connection between the multi-purpose room, south entry plaza and community open space. Good weather and play field activities will draw the students to the south side of the building which in turn is on a major east-west pedestrian area.
- .2 The open space at the south entry will serve as an entry plaza with seating, paving stones, and landscaping.
- .3 The pre-existing berm and trees on 16th Avenue, which compromise the safety of the students and pedestrians of the building on the North side have been removed.
- .4 There are no existing open spaces to protect.
- .5 New extension spaces form part of a network.
- .6 Building faces adjacent to public open spaces are to be transparent.
- .7 The ground floor is at grade.
- .8 The windows of the new part of the building open directly to outdoor open spaces.

5. Response to Climate

- .1 Important public spaces are located on the south side of the building.
- .2 All entrances have covered canopies and there are roof overhangs on the principal pedestrian route.

6. Circulation

- .1 Interior pedestrian routes link with exterior pedestrian routes.
- .2 N/A
- .3 Interior Circulation routes are hierarchical with the major east-west and north-south routes forming a cross roads.
- .4 All aspects of this building conform to relevant accessibility codes.

7. Building Entrances

- .1 Building entrances are easily identifiable, incorporating canopies and colour accents to assist wayfinding.
- .2 Building entrances are hierarchal.
- .3 The ordering of building entrances corresponds to the ordering of public spaces and circulation routes within the building.
- .4 All major public open spaces have entrances.
- .5 Building entrances are covered and have seating to promote social interaction particularly the south entry.
- .6 All of the entrances are open and direct.
- .7 The canopies and transparent entries provide a transition from exterior to interior.
- .8 Building massing augments the ordering of the entrances.

8. Transparency and Territories

- .1 The building will be transformed to a more transparent one.
- .2 N/A
- .3 N/A

9. Location of Public Facilities

- .1 N/A
- .2 N/A
- .3 Those areas of the building which may be used by the public have direct access to the sunny outdoors.

10. Long Life / Loose Fit

- .1 The interior spaces will be defined with removable non-load bearing partitions.

11. Architectural Expression

- .1 The points of this item on the checklist are well taken and answered in the proceeding.

12. Scale

- .1 Planning in the vertical plane is organized on a module of 720 mm (28in). This module is referenced by score lines on both the exterior and interior. (Three times this module is door height.)
- .2 From a distance the massing defines the major components of the building and more detail, particularly the horizontal and vertical modules, is apparent as one gets closer to the building.

University Hill Secondary School
Development Permit Application

Project Design Checklist (Strategy 40)



January 2010
Project No.: 08233

13. Exterior Materials

- .1 The exterior materials reflect those on the existing building but with transparent glazing introduced instead of the existing opaque tinted glass.
- .2 The building currently has a landmark presence which will remain.
- .3 Point noted.
- .4 Point noted.
- .5 There is no exposed concrete on the building.

14. Landscape Quality

- .1 The landscape materials have been selected to maintain visual cohesion on campus.
- .2 Point noted.
- .3 Point noted.

15. Servicing

- .1 Servicing is provided at the west end of the site; which is the only part of the site which grants vehicular access.
- .2 Note above.
- .3 N/A
- .4 Only emergency vehicles will be permitted adjacent to public spaces.

16. Technical Performance

- .1 The design team and stake holders have participated in constructing an energy model incorporating life-cycle costing to form a business case for design decisions.
- .2 See Above.
- .3 The design team and the stake holders have participated in a LEED® Charette to achieve a LEED® Gold Standard.
- .4 See Above.
- .5 Point noted: This will not occur.
- .6 Noise generating activities will be located within the building, except for activities on the sports field which is removed from residential proximity.