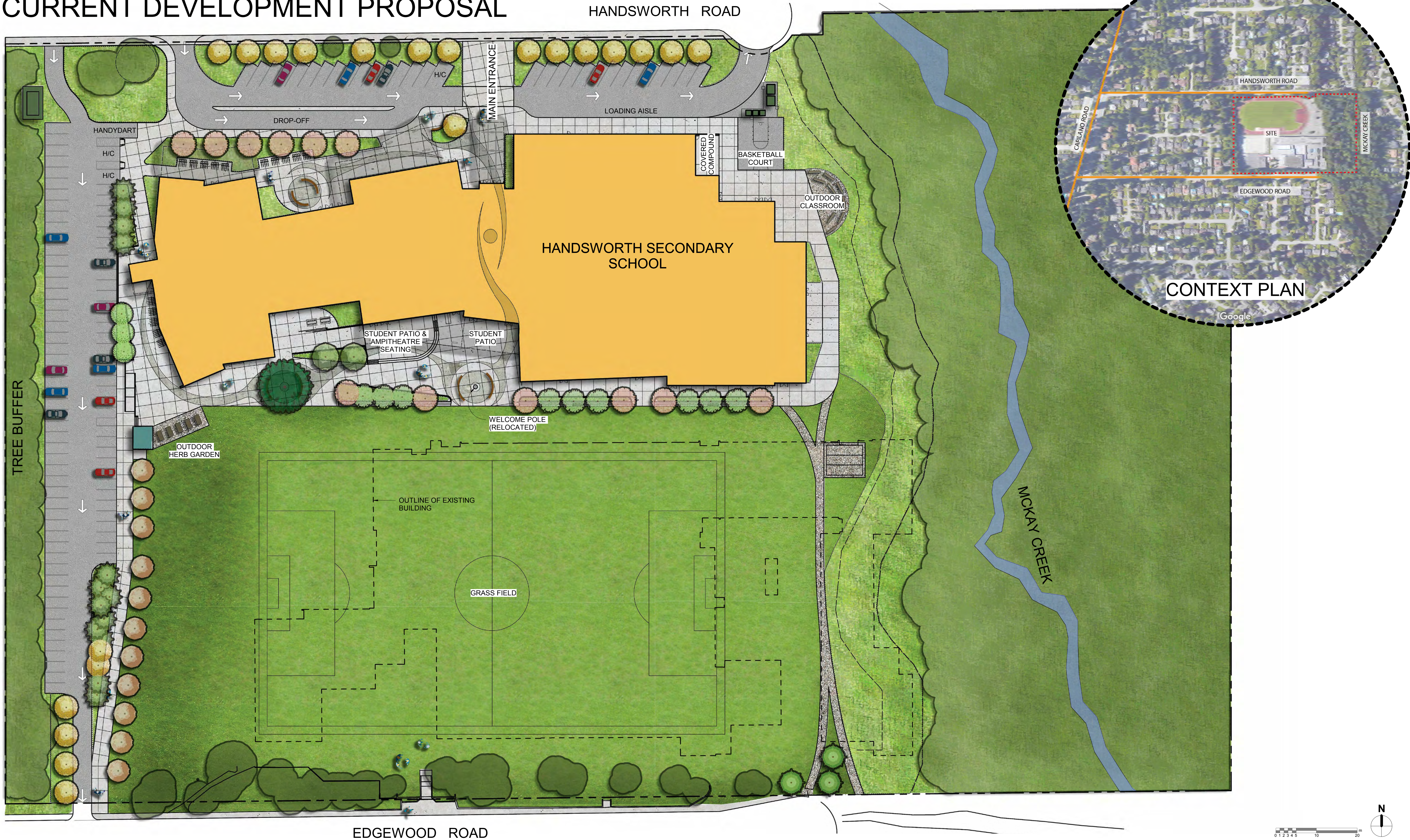
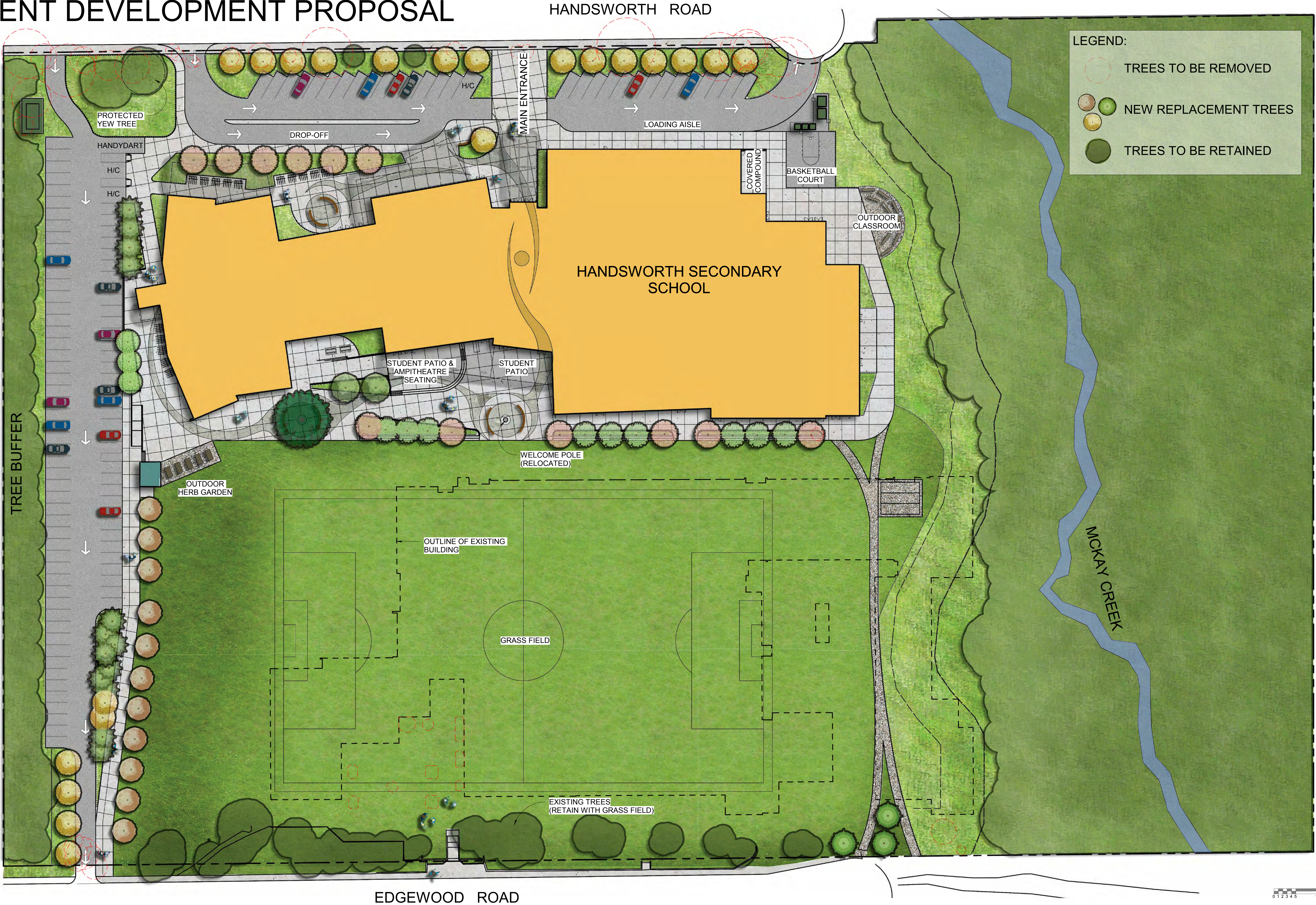


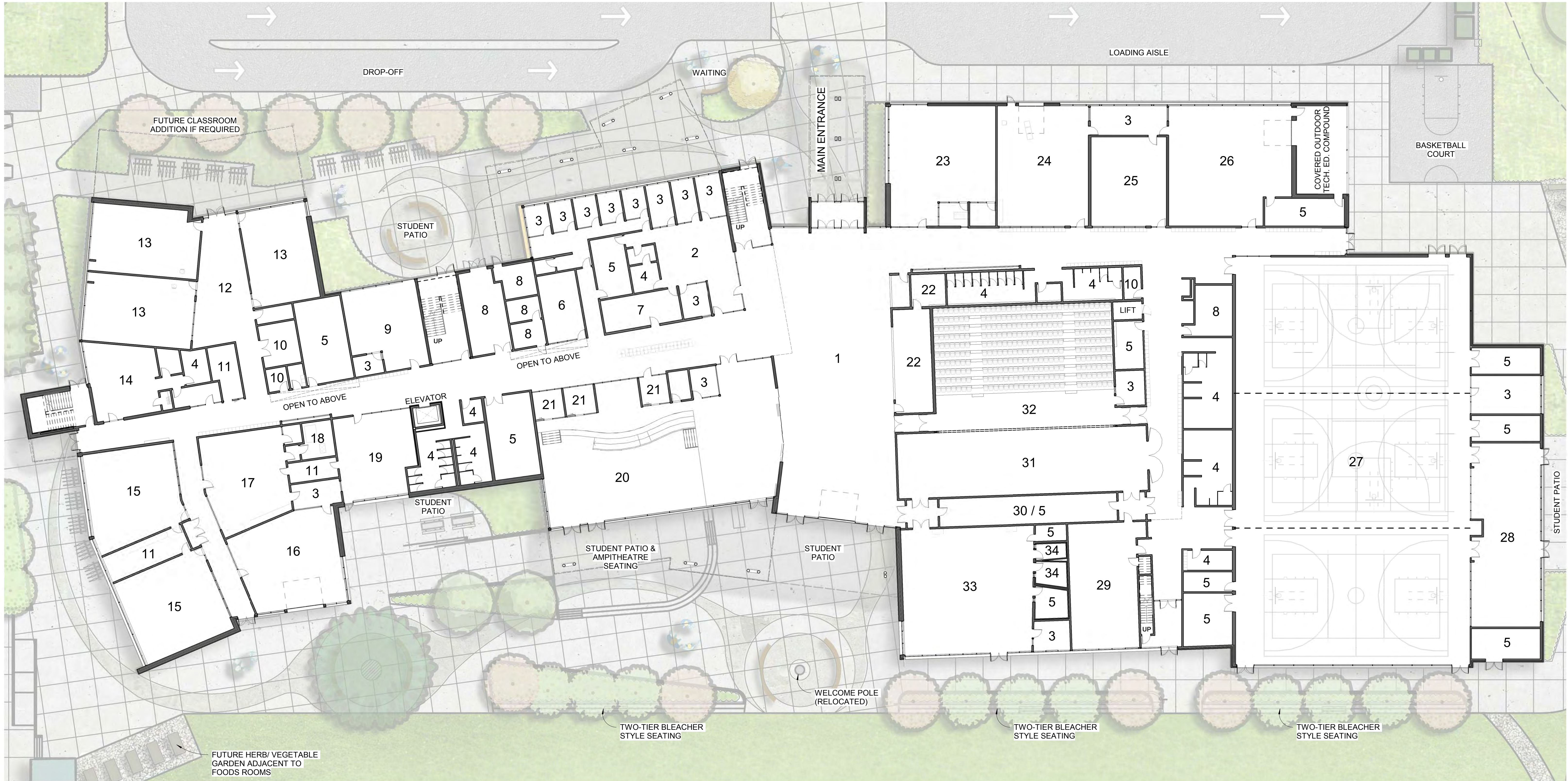
GROUP A:
CURRENT DEVELOPMENT PROPOSAL



GROUP A:
CURRENT DEVELOPMENT PROPOSAL



GROUP A:
CURRENT DEVELOPMENT PROPOSAL



1	GRAND COMMONS	10	JANITOR	19	ART (DRAWING / PAINTING)	28	WEIGHT ROOM
2	ADMINISTRATION GENERAL OFFICE	11	TEACHER PREP.	20	MEDIA-TECH (LIBRARY)	29	DANCE
3	OFFICE	12	COLLABORATION SPACE	21	BREAKOUT SPACE	30	DRESSING ROOM
4	WASHROOM	13	BUSINESS ED.	22	SERVERY	31	SENIOR DRAMA
5	STORAGE	14	LIFE SKILLS	23	LANGUAGE STUDY CENTRE	32	JUNIOR DRAMA
6	MEETING ROOM	15	FOOD ROOM / TEXTILES	24	ROBOTICS ENGINEERING	33	BAND/CHORAL
7	COPY ROOM	16	ART (VISUAL - POTTERY / CERAMICS)	25	DIGITAL DESIGN STUDIO	34	PRACTICE ROOM
8	MECHANICAL / ELECTRICAL	17	ART (DIGITAL)	26	WOOD SHOP		
9	CHOICES	18	ART DARK ROOM	27	GYMNASIUM		

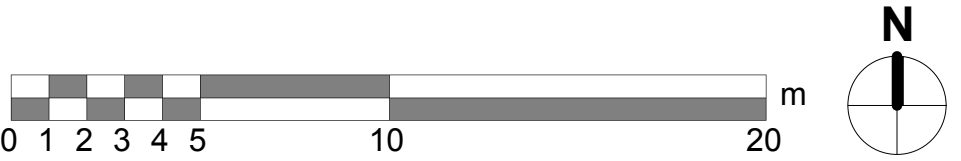
[illegible]

The diagram shows a rectangular area of 20m in length. The left 10m section is divided into five 2m segments, each containing a tree. The right 10m section contains a single tree. A compass rose indicates North is up.

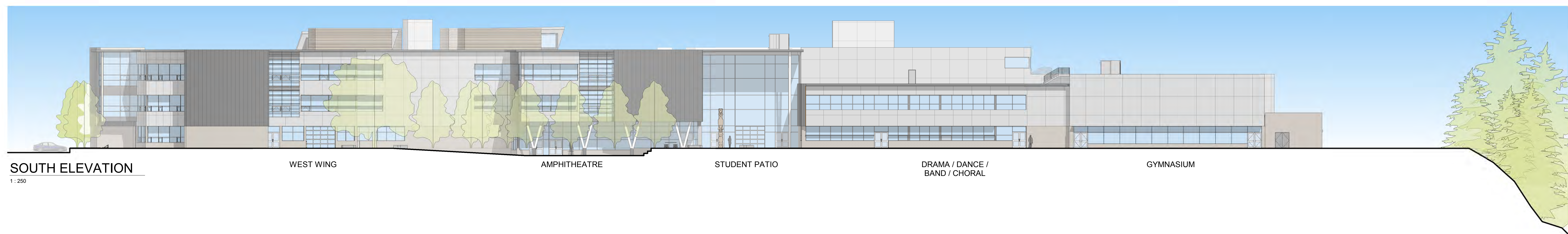
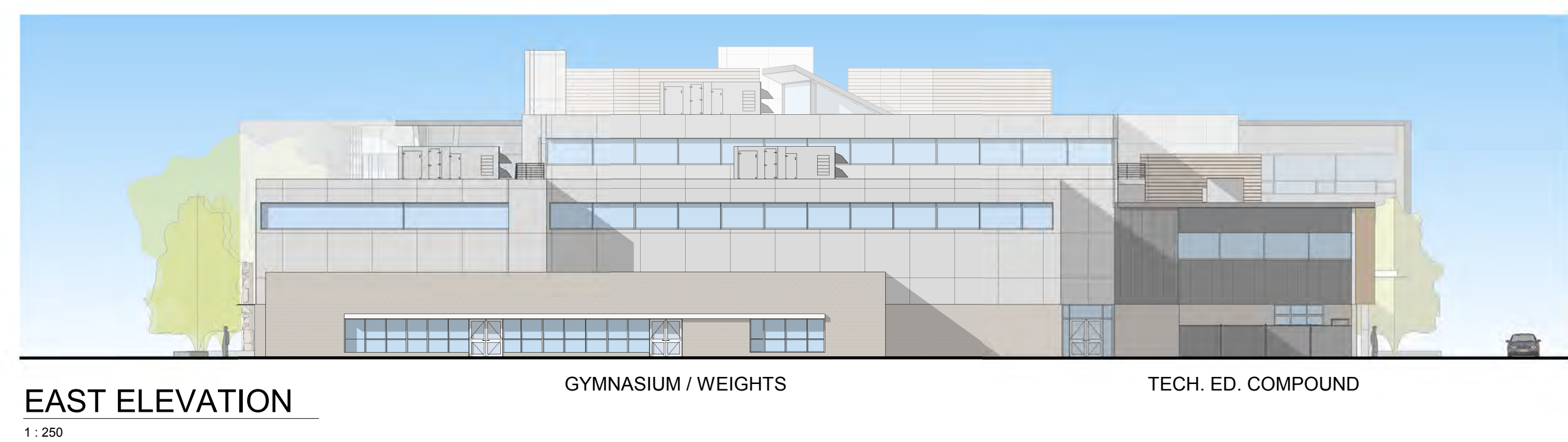
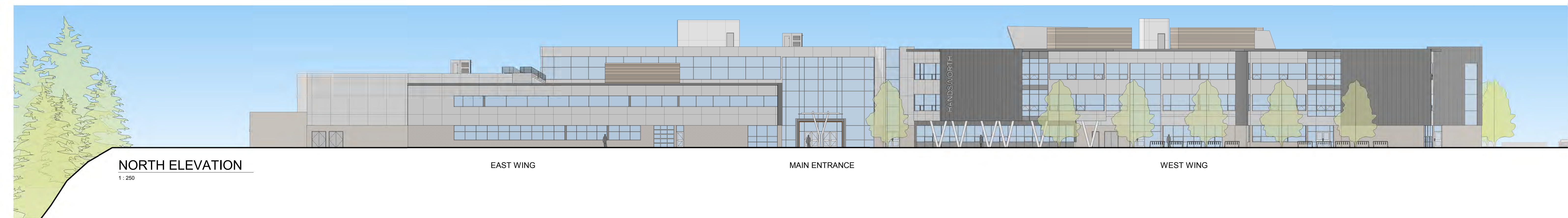
GROUP A:
CURRENT DEVELOPMENT PROPOSAL



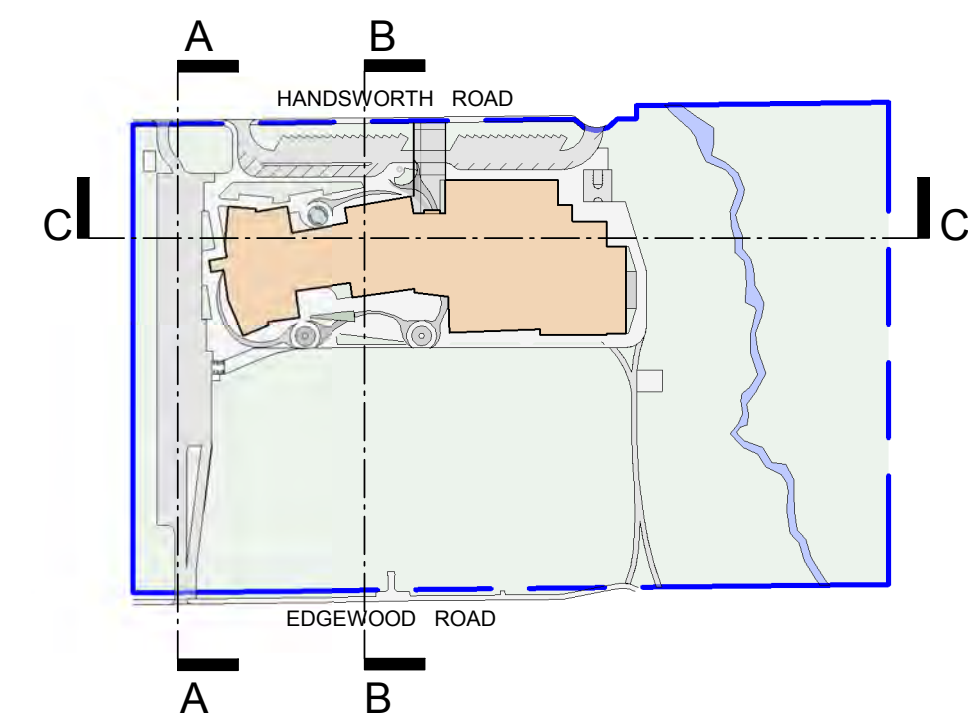
- | | | | |
|----|-------------------------|----|-----------------------------------|
| 4 | WASHROOM | 35 | CLASSROOM - TRADITIONAL |
| 7 | COPY ROOM | 36 | CLASSROOM - 21ST CENTURY LEARNING |
| 8 | MECHANICAL / ELECTRICAL | 38 | SCIENCE (BIOLOGY) |
| 11 | TEACHER PREP. | 39 | SCIENCE (CHEMISTRY) |
| 12 | COLLABORATION SPACE | 40 | JUNIOR SCIENCE |
| 21 | BREAK OUT SPACE | 41 | DRAMA CABLE GRID |



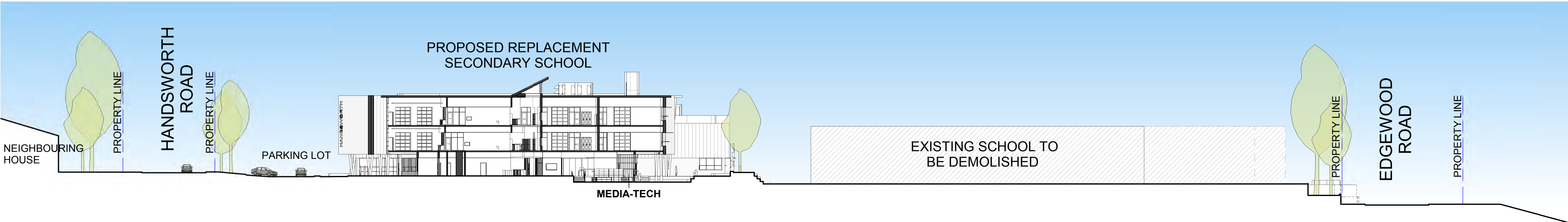
GROUP A:
CURRENT DEVELOPMENT PROPOSAL



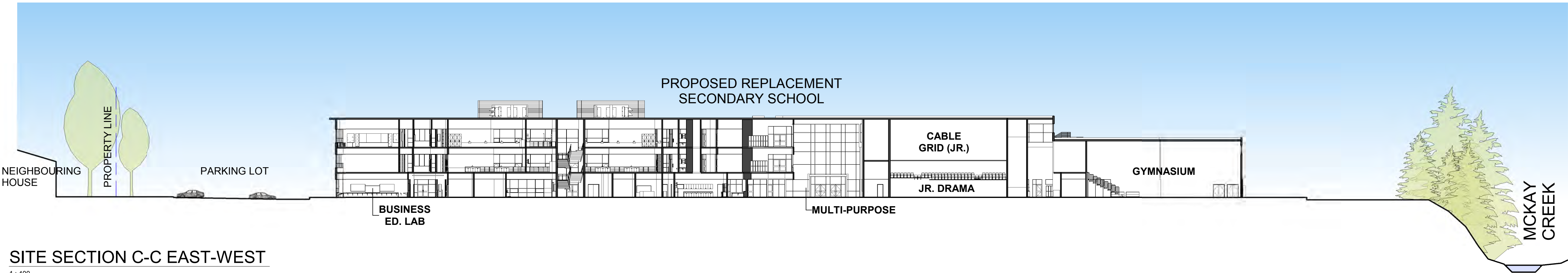
GROUP A: CURRENT DEVELOPMENT PROPOSAL



SITE SECTION A-A - NORTH-SOUTH
1:400



SITE SECTION B-B NORTH-SOUTH
1:400



SITE SECTION C-C EAST-WEST
1:400

GROUP A:
CURRENT DEVELOPMENT PROPOSAL



MAIN ENTRANCE



APPROACH FROM HANDSWORTH ROAD



VIEW OF CLASSROOMS FROM SOUTH-WEST CORNER



VIEW OF STUDENT PATIO FROM FIELD

Please review the **GROUP B – PARKING** presentation boards.

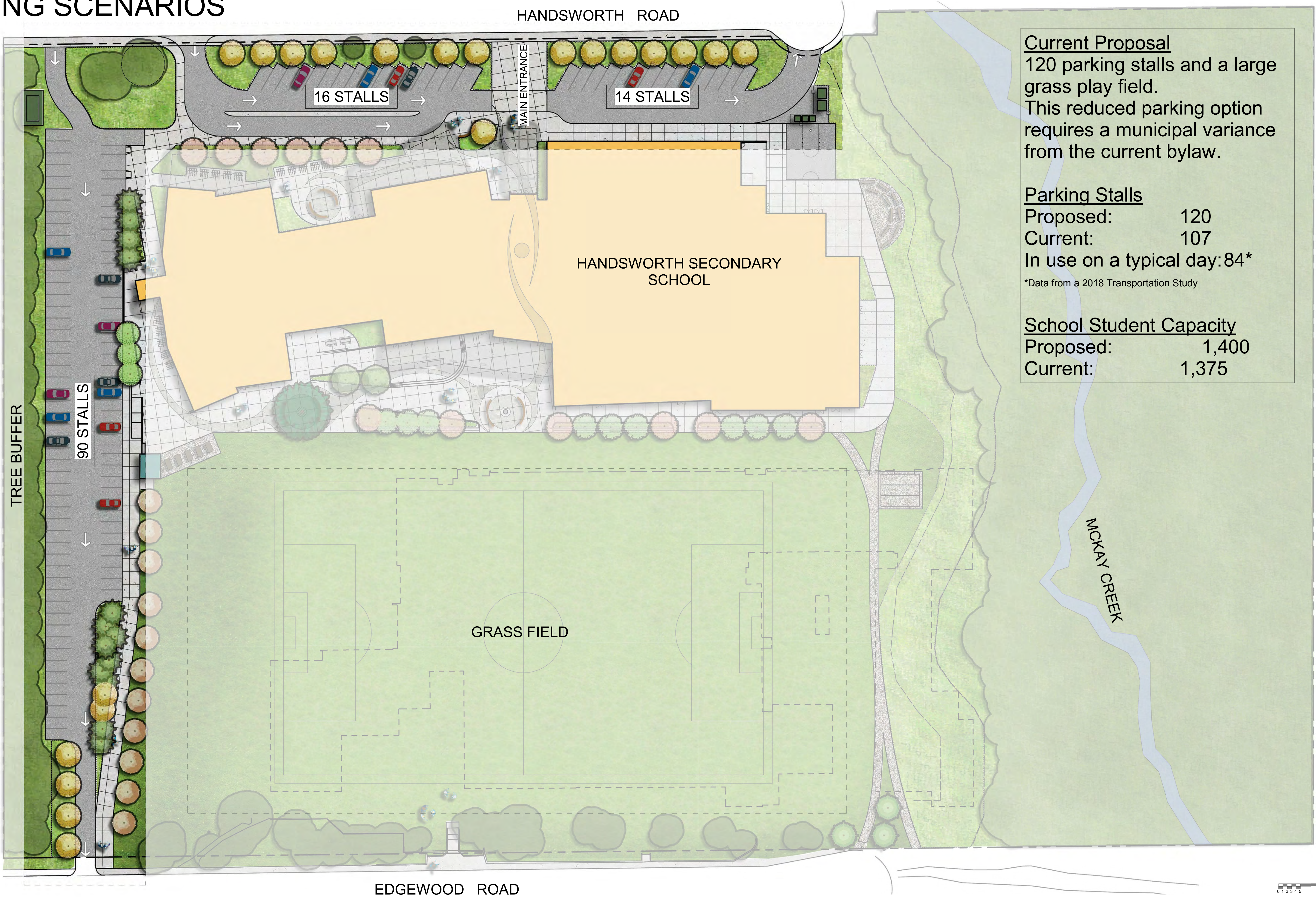
The School District is considering requesting a Bylaw variance to reduce the municipal requirement for on-site parking.

- The existing school has 107 on-site parking stalls.
- 174 on-site parking stalls are required to be constructed for DNV Bylaw compliance.
- 120 on-site parking stalls are proposed to be constructed, to allow more green space, and to allow sufficient space for a future track.

Please indicate if you support the proposal to request a Bylaw variance to reduce parking.

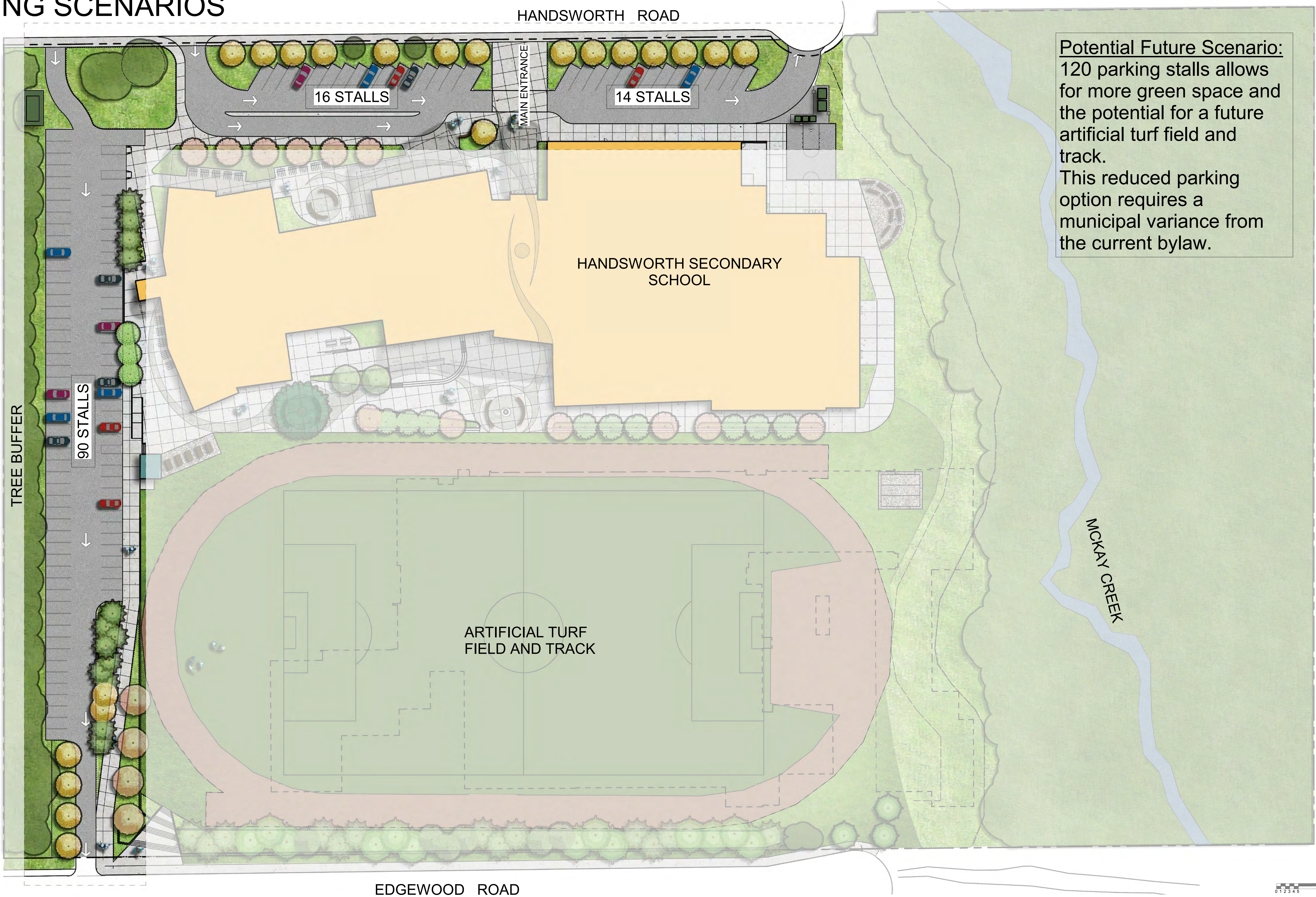
GROUP B:
PARKING SCENARIOS

PARKING - CURRENT PROPOSAL



GROUP B:
PARKING SCENARIOS

PARKING - POTENTIAL FUTURE SCENARIO



GROUP B:
PARKING SCENARIOS

PARKING - BYLAW REQUIREMENT



Bylaw Requirement:
174 parking stalls as
per bylaw
requirement. This
option will increase off
street parking but will
provide less green
space on site and not
enough space for a
future track.

Please review the **GROUP C – FIELD** presentation boards.

Ministry of Education project funding supports the construction of a new grass field, following demolition of the existing school. Community feedback has indicated a desire for a new artificial turf field, and local sports groups have indicated a desire for a new track, both of which will require external funding support in order to proceed.

- A new grass field is the current proposal
- Space has been provided to allow an artificial turf field scenario to proceed, with minimal impact to the current proposal.
- Space has been provided to allow a track and artificial turf field scenario to proceed, with minimal impact to the current proposal, however the trees and retaining wall along the south property line would be removed. A parking bylaw variance will be required, please see GROUP B – PARKING presentation boards.

Please indicate if you support any or all options.

GROUP C:
FIELD SCENARIOS

FIELD - CURRENT PROPOSAL



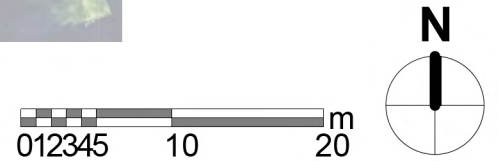
GROUP C:
FIELD SCENARIOS

FIELD - POTENTIAL FUTURE SCENARIO 1









GROUP E: PROCESS INFORMATION

Handsworth Secondary School Replacement Project Design Schedule and Stakeholder Input Opportunity

Project Milestone		Date
Pre-Planning	Geotechnical Assessment	Complete
	Site Survey	Complete
	Arborist Assessment	Complete
	Hazardous Materials Assessment	Complete
	Project Agreement Executed with Ministry of Education	February 1, 2018
Schematic Design Phase	Completion of EOI/RFP Process for Prime Consulting team	February 28, 2018
	Project Design Kick-off Meeting	March 5, 2018
	Establish Steering Committee Representation	March 7, 2018
	New School Program Exploration Meeting	March 9, 2018
	Handsworth staff update	March 13, 2018
	DNV - Development Permit pre-application meeting	March 15, 2018
	Tour of Existing 21st Century Learning Schools	April 11, 2018
	Traffic Study Assessment	May/June 2018
	Schematic Design Workshop #1	May 25, 2018
	Schematic Design Presentation to Handsworth staff	June 18, 2018
	Schematic Design Workshop #2	July 4, 2018
	New School Program Final Review	July 24, 2018
	Schematic Design Workshop #3	August 23, 2018
	Procurement of additional consultants	on-going as required
	Commissioning process strategy meeting	September 14, 2018
	Project mechanical and electrical systems review #1	September 14, 2018
	Schematic Design Workshop #4	September 14, 2018
	Transportation Study Complete	September 21, 2018
	21st Century Learning Presentation to Handsworth staff	September 21, 2018
	Energy Modeling Kick-off meeting	September 24, 2018
	Schematic Design Final Review	September 26, 2018
	Approval to proceed to Design Development Phase	September 26, 2018
	Schematic Design Submission for Costing	October 1, 2018
	NVDS Standing/Steering Committee presentation and feedback	October 2, 2018
	DNV - Planning Department Meeting #1	mid October
Design Development Phase	Energy Model Complete	late October
	Energy Modeling and Value Analysis Workshop	November 2, 2018
	Design Development Review Meeting	November 5, 2018
	DNV - All Department Meeting #1	November 5, 2018
	Handsworth Design Input Team Workshop #1	November 6, 2018
	Development Permit Application	November 15, 2018
	Handsworth Design Input Team Workshop #2	November 19, 2018
	Schematic Design Costing Complete	November 20, 2018
	Servery design discussion	November 21, 2018
	Design Development Review Meeting	November 23, 2018
	Special Needs Review #1	November 23, 2018
	Handsworth Design Input Team Workshop #3	November 26, 2018
	DNV - Engineering Department Meeting #2	November 29, 2018
	NVSD ICT review #1	November 30, 2018
	NVSD custodial review #1	November 30, 2018
	Theatre design kick-off discussion	early December 2018
	Servery design kick-off discussion	early December 2018
	DNV Advisory Design Panel Presentation	December 13, 2018
	Sustainability/VA Costing Complete	late December 2018
	Design Development Phase Submission for Costing	January 4, 2019
	DNV - Engineering Department Meeting #3	January 7, 2019
	Public Information Meeting #1	January 9, 2019

Construction Document Phase	Design Development Costing Complete	mid January 2019
	Sustainability/VA Costing Complete	mid January 2019
	Theatre design meeting	mid January 2019
	Servery design meeting	mid January 2019
	Design Development Costing Review Meeting	late January 2019
	Sustainability/Value Analysis Workshop	late January 2019
	Approval to proceed to Construction Document Phase	late January 2019
	Handsworth Design Input Team Workshop #4	late January 2019
	Special Needs Review #2	late January 2019
	Aboriginal Education Review #2	late January 2019
	Construction Advisor review workshop #1	late January 2019
	DNV - Parks Department Meeting #2	late January 2019
	DNV - Transportation Department Meeting #2	late January 2019
	DNV - Environmental Department Meeting #2	late January 2019
	Project Review Meeting	late January 2019
	Handsworth Design Input Team Workshop #5 (if req'd)	early February 2019
	Classroom A/V systems discovery workshop #1	early February 2019
	NVSD Capital Planning / Project Steering Committee presentation	early February 2019
	CPTED review meeting	early February 2019
	Classroom A/V systems workshop #2	mid February 2019
	Construction Advisor review workshop #2	mid February 2019
	Maintenance Department review meeting	mid February 2019
	NVSD custodial review #2	mid February 2019
	NVSD ICT review #2	mid February 2019
	Lighting systems review	mid February 2019
	Commissioning process review	mid February 2019
	Sustainability Review	mid February 2019
Tender	Construction Documents 40% Submission for Costing	late February 2019
	Fire Department review meeting	late February 2019
	40% Costing Complete	early March 2019
	DNV - All Department Review (if req'd)	early March 2019
	Development Permit issuance (anticipated)	early April 2019
	Construction Documents 75% Submission for Costing	mid April 2019
	Application for Building Permit	mid April 2019
	Conceptual furniture planning for 21st Century Learning	late April 2019
	Equipment budgeting workshop	late April 2019
	75% Costing Complete	late April 2019
Construction Phase	Construction Documents 95% Submission for Costing	early May 2019
	Construction Advisor final review	early May 2019
	Final Pre-tender Review	mid May 2019
	95% Costing Complete	mid May 2019
	Core Committee final review	mid May 2019
	Submission to Ministry for pre-tender review	mid May 2019
	Construction Documentation 100% Complete	late May 2019
	Public Tender Advertisement	late May 2019
	Public Tender Close - Receipt of Contractor Bids	mid July 2019
	Building Permit Anticipated Issuance (Excavation and Foundation)	late July 2019
	Contract Award to General Contractor	late July 2019
	Commence Construction of new school	late July 2019
	Building Permit Anticipated Issuance (Building)	late July 2019
	Completion of Construction of New School	late October 2019
	Occupancy of New School	Summer 2021
	Demolition of Existing School	Summer/Fall 2021
	Commence Construction of new field and other site works	Fall 2021
	Final Project Completion	Spring 2022



GROUP E: PROCESS INFORMATION



North Vancouver School District School Design Principles

Core Purpose

We provide world class instruction and a rich diversity of programs to inspire success for every student and bring communities together to learn, share, and grow.

School Design Principles

The North Vancouver School District is designing schools with maximum flexibility for teaching and learning today and for the future. A core feature of this involves conceptualizing school design in a manner that optimizes our ability to celebrate and support student diversity. This document originated from comments collected at the New School Design series of workshops held in February 2016. Our hope is that it will evolve as our understanding of teaching and learning grows.

Maximum flexibility and adaptability for today and the future:

- the design reflects current understanding of the diverse ways in which students learn but it is also flexible enough to adapt as that understanding evolves
- there are spaces designed that allow for transition from large group, small group, and individual activities
- a variety of learning and teaching styles are supported, consistent with foundational principles of inclusion
- every space is potentially a gathering and a learning space, where First Peoples Principles of Learning are evident

Healthy, sustainable and accessible environment:

- a healthy, safe and accessible environment is provided for all users
- learning spaces are designed with sensory awareness , including natural lighting, temperature control, ventilation, sound field and acoustics
- there are provisions for outdoor learning and physical activities
- it is a pleasure to learn, teach, work, play, eat, and socialize in these spaces
- the building incorporates and visibly demonstrates sustainable and accessible design concepts
- the building is durable, low maintenance, highly energy and resource efficient, and reduces operating and maintenance costs

School Community connections:

- the design promotes a feeling of belonging, a sense of community and a celebration of diversity
- small learning communities provide a home base, serve as a gathering space, and enable students to gather in different sized groups
- all learning spaces are designed to support inclusion
- learning spaces allocated for specialized support are dispersed throughout the building
- the design acknowledges and promotes Aboriginal ways of knowing

Connections to the Wider Community:

- the design invites universal community participation
- the design allows for separation of learning spaces from community usage spaces (gym, multi-purpose room, library, meeting rooms)
- materials, massing, siting, and elevations contribute to an inspiring and coherent design
- the design establishes an appropriate civic presence in its neighbourhood
- the design reflects the design features and structure of the Coast Salish First Nations, specifically the Squamish Nation and Tsleil Waututh Nation

Professional Support:

- educators have access to tools, resources, and spaces to share knowledge and practice with each other and other professionals, interact with experts in their field, and connect with their students, families and communities
- the design promotes an awareness among educators of the need to conceptualize learning in ways that consistently celebrate and support diversity
- each small learning community incorporates spaces to promote collaboration and professional sharing

GROUP E: PROCESS INFORMATION



North Vancouver School District School Design and Development Process

We have begun to have a greater understanding of the role of physical design in supporting student learning and engagement, as well as employee wellness. At the same time, the landscape of teaching, learning, and curricular intentions have been shifting towards a more collaborative and process oriented pedagogy. The opportunity to design and build a school that reflects modern design principles, and modern pedagogy is a highly complex process that requires input and insight from a variety of fields and stakeholders. In addition to this complexity, it is important that a new school is a reflection of its local community and its broader needs. The following is intended to provide an overview of the consultation and decision-making process in relation to school design.

There are three distinct yet inter-related groups that provide guidance and enable decision-making with regards to new school design and development. These groups are defined below, along with their respective inter-dependence.

Core Committee

The Core Committee is made up of members of the School District's Executive Committee, the project manager and the lead architects. The Core Committee is the final decision-making body that gives direction to the architectural design team and the financing of the project. The Core Committee reviews recommendations provided via the Steering Committee and the School Design and Input Teams.

Steering Committee

The Steering Committee is made up of representative members of key stakeholder groups. The role of the Steering Committee is to bring forward themes or areas to the Core Committee that represents their stakeholder group's interests and needs. The Steering Committee may provide input, guidance and recommendations to the Core Committee through the Co-Chairs. Types of input provided to the Core Committee and/or asked of the School Design and Input Teams include the physical relationship of facilities, accessibility, and broad needs of employees to perform their respective duties, etc. Members of the Steering Committee may also ask for greater clarity with respect to issues and concerns from their particular stakeholders.

School Design and Input Teams

The School Design and Input Teams are designed to include all staff at the current school site. The team composition may range from a core team of individuals that represent subject areas in the school which can garner the voices of all staff members. Important to the School Design and Input Teams is the process and opportunity to meet with the architects and project manager to ensure their needs have been heard. The School Design and Input Teams provide recommendations to the Steering Committee on the general layout of the school and specific detailed feedback and recommendations for their representative subject area space directly to the architects.

Sample Guiding Questions

Core Committee:

Choice of consultants (lead consultant architect, then sub consultants: mechanical, electrical, code, traffic, sustainability, civil...).

What is the overall budget?

What is the projected enrollment?

What educational program needs to be accommodated?

What are the issues that are important to the City or District of North Vancouver?

What are the environmental concerns?

How will the building be sited?

What are the NVSD Design Principles?

Steering Committee:

What facilities are required for each employee group to perform their duties?

What facilities need to be adjacent to each other?

What facilities need to be separate?

How will the design promote accessibility?

How will the design promote inclusion?

How will the design promote Aboriginal Education?

School Design and Input Team(s)

What does the future of education look like in your specific teaching area?

How will students use the learning spaces?

What specific design elements do you need in the areas in which you work?

What technology do you need?

What staff and student storage should be provided?

What equipment needs to be accommodated in the learning spaces?

What furniture needs to fit into the design?