

School Use Planning

High School 😊



NVSD School Design Principles



**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, 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

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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, messaging, siting, and elevations contribute to an inspiring and coherent design
- the design establishes an appropriate and presence in its neighbourhood
- the design reflects the design features and structure of the Coast Salish First Nations, specifically the Squamish Nation and Tleil 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

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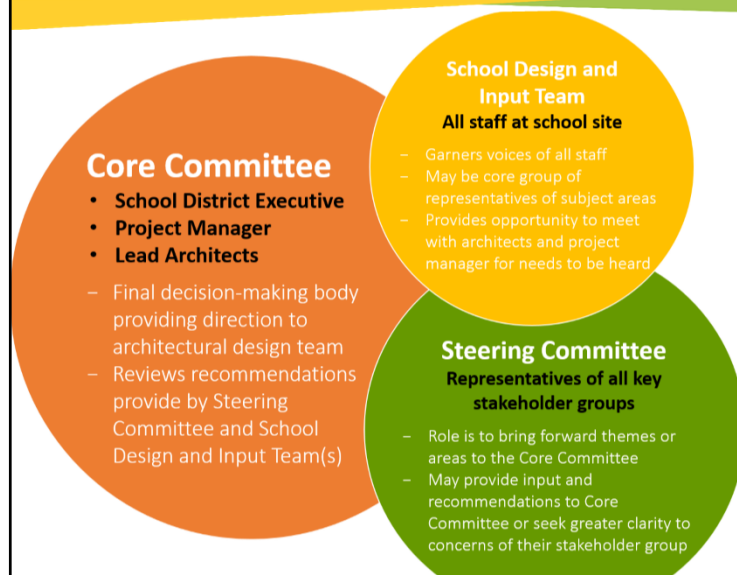


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School Design and Development Process



There are three distinct yet inter-related groups that provide guidance and enable decision-making with regards to a new school design and development

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Definitions



CAMPFIRE
Direct Instruction



WATERING HOLE
Collaborative Group Activities



CAVE
Individual Reflection



LIFE
Application of Knowledge

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Argyle Today



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Campfire



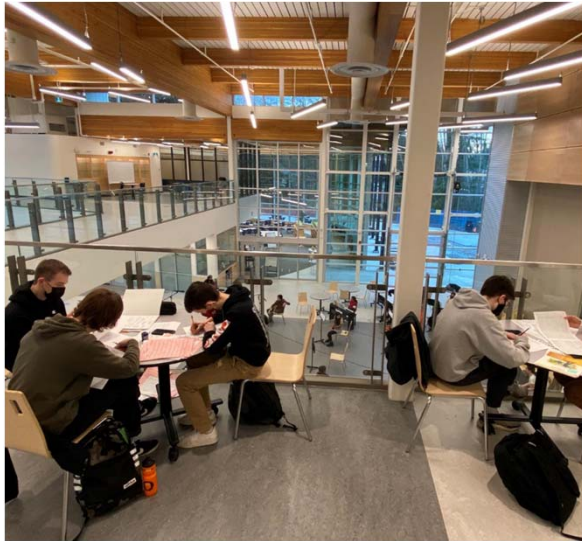
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Campfire



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Watering Hole



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Watering Hole



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Cave



Cave



