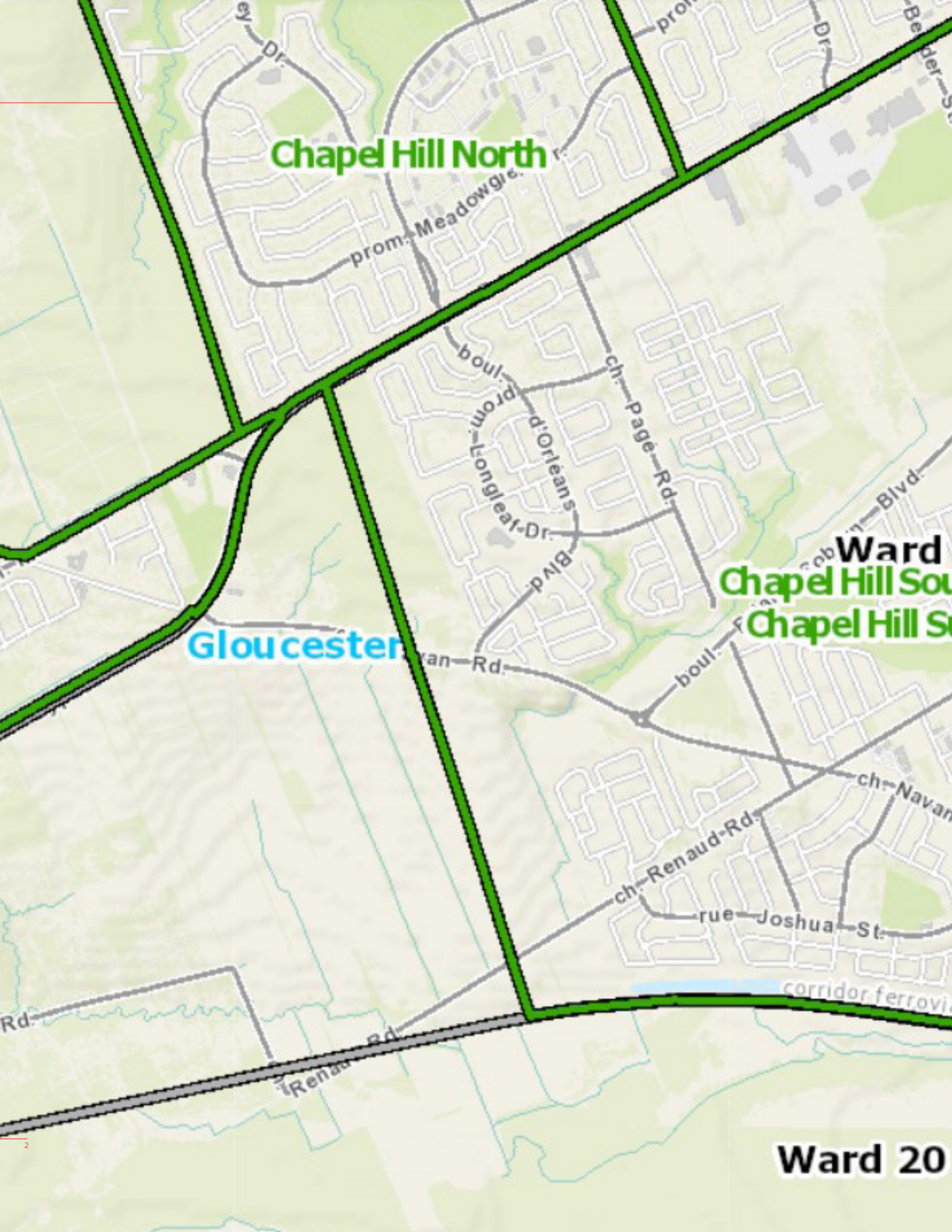
24

SPRING VALLEY PUBLIC SCHOOL
PLANNING RATIONALE, DESIGN BRIEF AND COMMUNICATION STRATEGY

OTTAWA CARLETON DISTRICT SCHOOL BOARD

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

N45 ARCHITECTURE INC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NEIGHBOURHOOD
AT A GLANCE

2024

CHAPEL HILL SOUTH

Chapel Hill South is bounded by Innes Road to the north, Mer Bleue to the east, and the Greenbelt to the south and west. This neighbourhood is one of the outer suburban areas of Ottawa. Chapel Hill was originally part of the City of Gloucester, which was amalgamated with the City of Ottawa in 2001.

Orléans in general has seen steady growth since the 1970s. Similar to other neighbourhoods in the National Capital Region's east end, Orléans has historically consisted of a significant francophone population. Possibly named after the birth place of the area's first postmaster, Ile d'Orléans near Quebec City, the neighbourhood existed as a police village from 1922 to 1974 and was known as St. Joseph d'Orléans

The neighborhood has good accessibility to downtown Ottawa via major roads like Innes Road, and it's well-served by public transit, making commuting relatively convenient.

The neighborhood is predominantly residential, featuring a mix of single-family homes, townhouses, and some low-rise apartment buildings. The homes in Chapel Hill South are relatively modern, with many built in the late 20th century and early 2000s. The area is characterized by well-maintained properties, quiet streets, and green spaces, making it appealing to families, professionals, and retirees.

Chapel Hill South offers a variety of amenities and services that cater to its residents:

Parks and Recreation: The neighborhood has several parks and recreational areas, such as Silverbirch Park and Chapel Hill Park, providing playgrounds, sports fields, and walking paths. The nearby Mer Bleue Conservation Area offers hiking trails and natural beauty for outdoor enthusiasts.

Schools: There are several schools within and near Chapel Hill South, including elementary and secondary schools, both public and Catholic, which cater to the educational needs of the community.

Shopping and Dining: Residents have access to shopping centers along Innes Road, which feature grocery stores, retail shops, restaurants, and other services. The proximity to larger commercial areas in Orléans ensures that residents can find a wide range of shopping and dining options.

Healthcare: There are medical clinics, dental offices, and other healthcare facilities within the neighborhood, with more comprehensive medical services available in the broader Orléans area.

Chapel Hill South has a strong sense of community, with various local events and activities that bring residents together. The neighborhood is known for its safe, friendly atmosphere, making it an attractive place for families and individuals seeking a quiet, suburban lifestyle. The community is also diverse, with a mix of different cultures and backgrounds represented.


8066
34 Blair
8066


CHAPEL HILL
50

SCHOOL SITE
PROJECT OVERVIEW

799 SPRING VALLEY DRIVE

PROJECT.

NEW SPRING VALLEY PUBLIC SCHOOL
799 SPRING VALLEY DRIVE
OTTAWA, ONTARIO

OWNER.

OTTAWA-CARLETON DISTRICT SCHOOL BOARD
133 GREENBANK ROAD
OTTAWA, ONTARIO, K2H 6L3

LEGAL DESCRIPTION.

PLAN OF BLOCK 131
REGISTERED PLAN 4M-1465
CITY OF OTTAWA

SITE INFO.

LOT AREA:	28,345 M2
FRONTAGE, JOSHUA STREET:	120.51 M
FRONTAGE, SPRATT RD:	243.47 M

SUMMARY

Ottawa-Carleton District School Board intends to construct a new 2-storey elementary school on the above noted site. The new Elementary School will serve grades k to 8 with a Daycare and will be approximately 67,000 sf. The associated site development will include a parking lot, bus loop, student play areas, outdoor classrooms, and a sports field.

According to City of Ottawa Zoning By-Law 2008-250, the subject property is currently zoned Institutional and would allow proposed school use. Attached Site Plan calls for 2 storey elementary school (67,000 sq.ft) served by 117 parking spaces (five BF Stall) and 120 bicycle spaces.

The subject site is located on the corner of Spring Valley Drive and Joshua Street , featuring the Library facade on both adjacent streets. The front of the building has been moved to Spring Valley Drive to the minimum allowable setback distance. This helps in creating an urban streetscape and lets the building engage with the street. It is a fairly flat site and the lot faces Spring Valley Drive to

the North and Joshua Street to the West. The proposed school is an linear shaped building fronting both streets and addressing the major intersection. Main entrance is located on Spring Valley Drive but it is accessible from Joshua Street due to its proximity to the corner of the school. Daycare has been located away from the main hub of the school in order to "isolate" it from the busy life of an Elementary School. The facility will have a separate entrance and easy access to the parking lot by the Parents and Staff.

The parking lot is located on Sring Valley Drive with the Bus Loop located on Joshua Street and its loading/ unloading zone is separated from the internal parking lot traffic. Since the parking lot is located away from the front entrance , the students utilizing the parking lot will be entering the school either from the south entrance or walk up to the main entrance. Due to distance of the parking lot to front entrance, barrier-free parking and visitor parking have been provided with a direct paved path to the closer building entracne equiped with ADOs.

We opted for traditional garbage enclosure, which will less visible from the street by placing it in the back of the parking lot and conceal by landscaping. Water and electrical meters are located inside the building. The transformer and the gas meter will be concealed by landscaping. Signage will be integrated into the landscaping. Sports field has been placed in the south-east corner of the property closer to the property line in order to maximize the grass play areas. The field is oriented north-south in order to minimize the possibility of players being blinded by the sun.

Given the rate of expansion of Chapel Hill South, OCDSB is planning for a future portables to accommodate new student population. Because of the unpredictibility and lack of funding by the Province for capital projects, the site has been planned to accommodate 18 future portables in order to absorb future population pressures until the funding for a new school can be secured.

Pedestrian connections have been provided from sidewalks of both streets and lead directly to the play yard (from parking, lay-buys, and bus loop). The pedestrian and vehicular access and circulation within the property are designed to provide safe and well-defined routes. The school “campus” is designed around the landscaped open spaces such as: entry plaza, outdoor courtyard, outdoor teaching areas, sports fields and community gardens to promote healthy living. Future play structure (drainage provided as part of this project) and community garden are two projects that are being developed with the parent council and wider community and will be implemented after the school has been constructed and the school is occupied. The school is designed to be the certified “ECO-SCHOOL” and sustainability will form an important part of the curriculum.

SCHOOL SITE
EXISTING SITE PHOTOGRAPHS

799 SPRING VALLEY DRIVE

PHOTOGRAPH 01

Corner of Spring Valley Drive and Joshua Street facing in the North-East direction.

PHOTOGRAPH 02

Photograph from Joshua Stree facing in the North-West direction.

PHOTOGRAPH 03

Photograph from Spring Valley Drive facing in the East direction.

PHOTOGRAPH 04

Photograph from Spring Valley Drive facing in the South-East direction.

SCHOOL BUILDING
DESIGN PRINCIPLES

799 SPRING VALLEY DRIVE

DURABILITY

The intent of this design requirement is to minimize materials use and construction waste over a building's life resulting from premature failure of the building and its constituent components and assemblies. At the concept design stage, one of the project team's objectives is to reiterate the building's design service life of 50-99 years for educational buildings ("long life") taking into account future adaptations of the building. The design team, in cooperation with OCDSB, evaluated multiple criteria:

- rain penetration control
- resistance to condensation of interior surfaces
- thermal resistance and thermal bridging
- durability to physical damage
- control of air leakage
- compatibility between materials
- overall constructibility

These criteria are evaluated to make sure that the design of the structural system and other components will perform adequately in the proposed building envelope system.

SUSTAINABILTY

In designing the New Schools we shall use SB-10 (OBC Supplementary Standard for Energy Conservation) as a low benchmark and where practical, improve upon it in every aspect of the building. We will use Energy Modeling to evaluate the existing and proposed design alternatives in order to create a simple but effective building envelope and achieve highest possible energy conservation (compared to SB-10 requirements). Emphasis will be placed building envelope, light harvesting strategies, lighting controls and high efficiency mechanical and electrical systems.

It is essential that funding allocated to schools is used effectively and appropriately by designing and installing long term sustainable energy systems. An additional benefit of this approach will be to make the schools more comfortable and improve the educational environment for students by making them fit for purpose. The entire school then becomes a learning tool for the students and raises the awareness about our environment and energy conservation.

21ST CENTURY LEARNING

There is a growing recognition that 21st century knowledge and skills not only build upon core content knowledge, but also include information and communication skills, thinking and problem-solving skills, interpersonal and self-directional skills. Students today, utilize 21st century tools, such as information and communication technologies. Schools today should be enabled to move away from teacher-directed instruction and create learning workplaces for a collaborative culture of students at work.

Matching Pedagogical Approach with Physical Environment: Pedagogical activities must be matched with appropriate physical environment and must encourage cross-collaboration

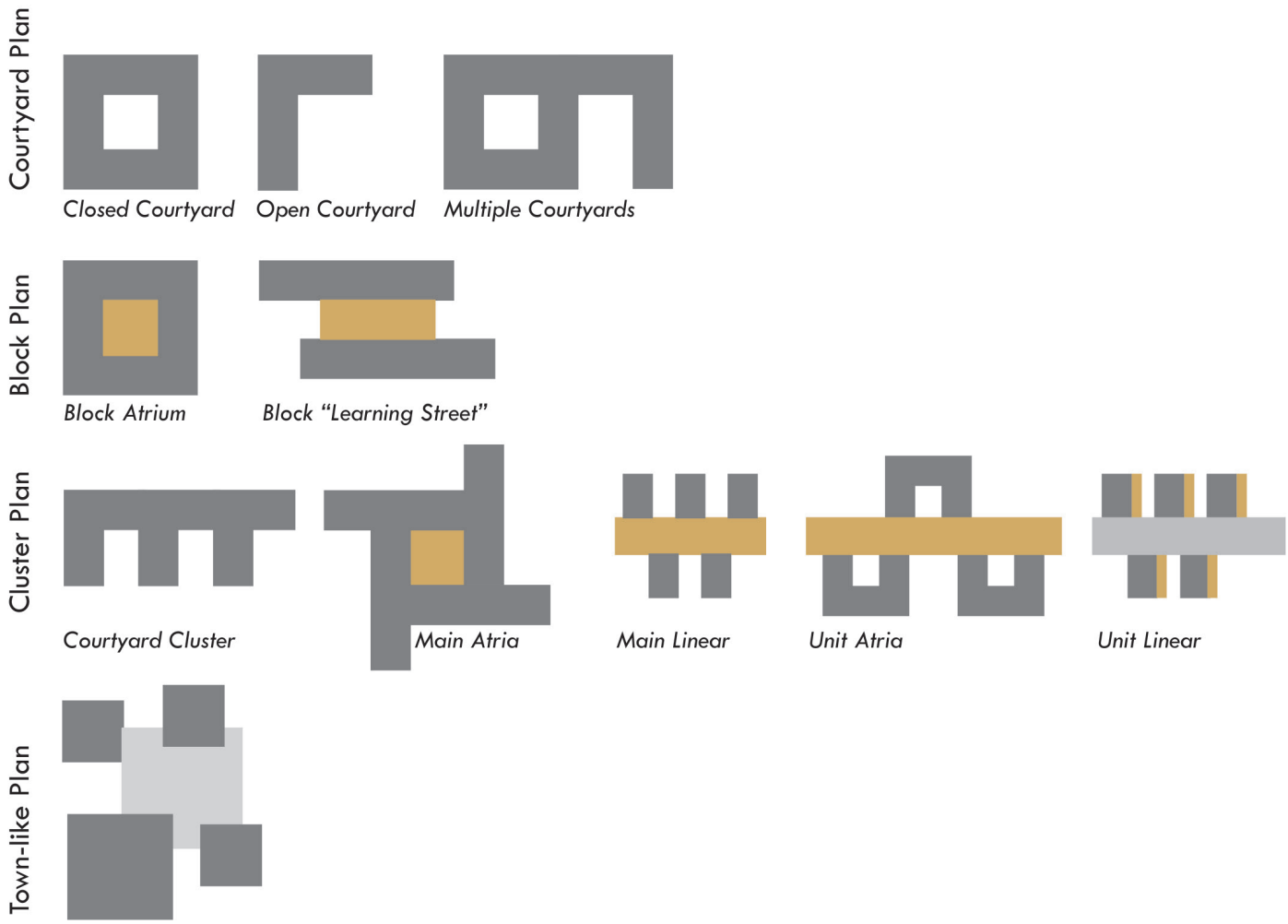
delivering • applying • creating • communicating • decision making

principle	pedagogical approach	pedagogical activity	implications for building design
The learning environment is supportive and productive	Learner centred pedagogies with multiple learning settings collocated	delivering applying creating communicating decision making	Design reflects community diversity, respects and values different cultures Students have access to teachers
The learning environment promotes independence, interdependence and self motivation	Peer to peer learning, integrated problem- and resource- based		Breakout spaces are provided to allow individual student work . Furniture is suitable for cooperative learning
Students are challenged and supported to develop deep levels of thinking and application	Integrated, problem and resource based learning		Access to ICT, multi-media supports authentic learning
Students' needs, backgrounds, perspectives and interests are reflected in the learning program	Theory linked to practice, problems integrate both aspects, resources used continually and creatively, integrated curriculum delivery		Quiet spaces, multi-purpose rooms that enable students to work on different subjects over longer periods of time, encourage integrated curriculum. Teacher spaces that encourage cross-disciplinary teams of teachers working with groups of students
Assessment practices are an integral part of teaching and learning	Continuous assessment, utilizing a pedagogy of assessment		Spaces for student-teacher conferencing Intranet facilities enable ongoing monitoring of student progress by students and parents
Learning connects strongly with communities and practice beyond the classroom	Project and resource-based learning on practical problems		Buildings and facilities that bring the community into the school ICT facilities that support curriculum links to professional and community practice

SCHOOL TYPOLOGY

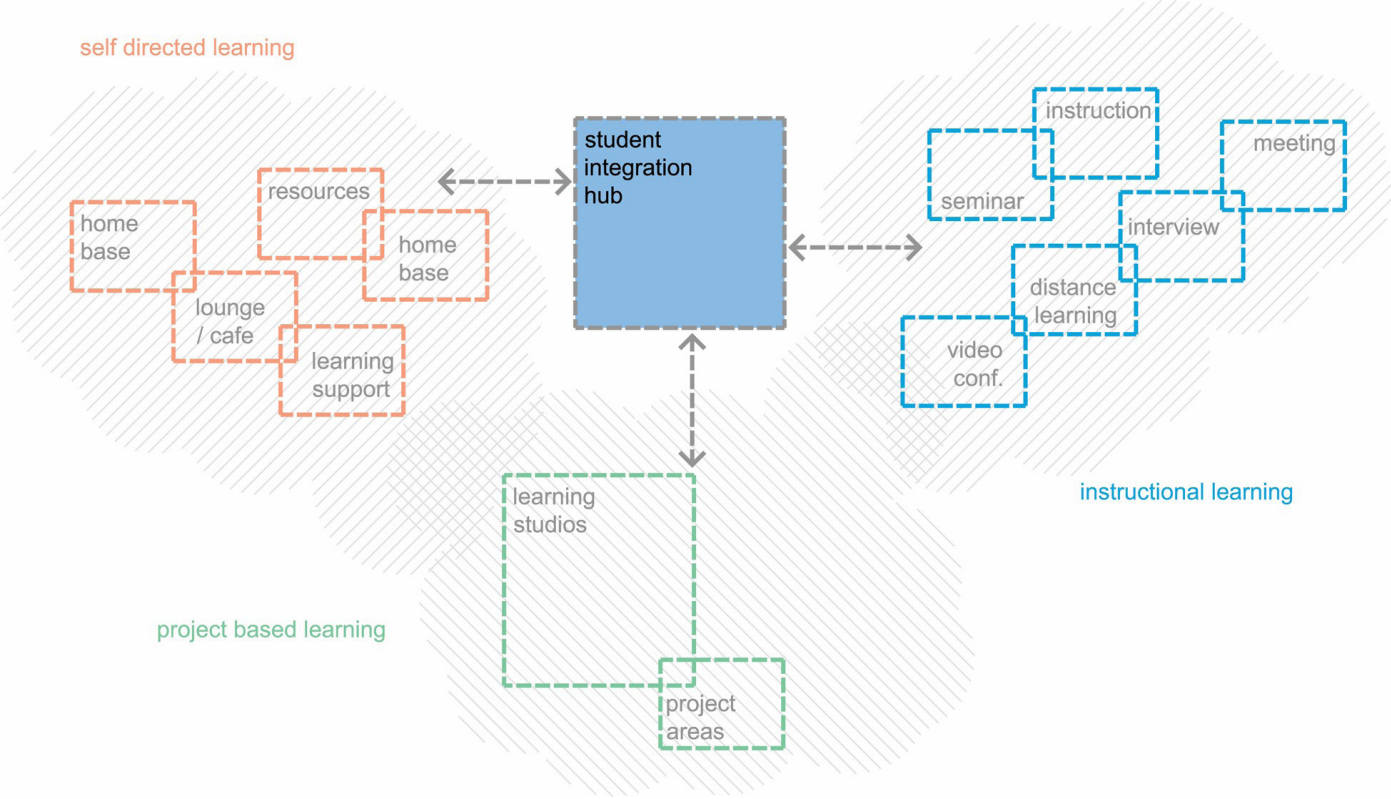
The starting point for this definition of general design patterns for educational facilities was a body of research, based on the analysis of international case studies. The research focused on school buildings that presented innovative factors in the field of spaces for learning and socializing. It led to the identification of four design types: the courtyard type, block type, cluster type and town-like type. It is important to note that the basic criteria for the elaboration of these types were morphology and internal layout. These latter aspects strongly influence the characteristics of some spatial patterns which are fundamental to the planning process of school buildings. They include, for instance, the hierarchy between the various spaces within the facility and the co-existence of classrooms (or their evolution) and the semi-private areas nearby. For thIS new schools we are proposing a combination of "Open Courtyard" and "Block Learning Street" type.

The block type is characterized by compact volumes and simple internal layouts , which contributes to cost efficiency. A second major feature of this type is a large (and unique) space for socializing leading directly to the main learning spaces (classrooms, studios, laboratories). The simplicity of the circulation scheme, an expanding internal street, is designed to facilitate the sense of orientation of people with multiple disabilities. This type, with its different configurations (the “learning street”), tends to optimize the circulation areas and provides for a flexible layout of didactical spaces. This also makes the "street" a vibrant place, especially when students move from one classroom / activity to another.



Although, the traditional linear model might not work for elementary schools, we still feel that the "modified linear model" is still appropriate learning environment. The traditional layout of corridors with classrooms on either side (“cells and bells” model of the traditional school) is to be modified / supplemented with flexible spaces for individual and group learning activities and plenty of natural light. This translates into many diverse learning spaces: the student home base, the collaboration incubator, storage space, specialized and focused labs, project space and wet areas, outdoor learning space, display space, breakout space, the individual pod, group learning space, presentation space, teacher meeting space, etc. All these spaces should be centralized around central learning commons ("learning corridor", "great room", "plaza") that should be the heart of the school in this community centre like environment. In this space the students might feel more like they are in an art gallery or a high-end book store than a typical classroom building. This "flexible layout" should be very different from unstructured space of “open-concept” schools in the 1960s.

A variation to the traditional model will be a “school within a school” format which should divide students into learning communities (Daycare, Kindergartens, grades 1-6, and 7&8), each with separate areas in the building and all connected to the building’s central learning commons. This way the "student communities" can choose the level of integration with the rest of the school. Instead of one student hub, each community can have its own learning commons.



SITE ORIENTATION - LOCAL CLIMATE

Local climate has a great influence on how the outdoor learning is delivered. Taking into account harsh winters in Canada, the design must fulfill the need for outdoor learning spaces and maintain student comfort. There should always be a strong visual connection / immersion with the outdoors. This is why school's placement on site is critical in the design process. A well designed site can greatly enhance curriculum delivery and quality of learning.

INTERACTIVE COMMUNICATION TECHNOLOGIES

Students utilize new technology tools as investigators and producers of knowledge. The best 21st century schools provide every student with a computer, which increasingly means a laptop or tablet in a wireless environment. Computers, tablets, cameras, and interactive whiteboards all come to life as student tools in a 21st century classroom. Newer Web 2.0 tools, including blogs, wikis, and social networking sites, add greatly to the student toolset for individual and collaborative work.

ONTARIO ECOSCHOOLS

ONTARIO ecoschools écoécoles de l'ONTARIO

The Design of the new schools will focus on support in areas of Energy Conservation, Waste Minimization, School Ground Greening, Environmental Stewardship and incorporation of these elements in the curriculum.

"Energy Monitoring Station" will be installed in the main lounge area enabling students to actively explore energy use and energy conservation within the school.

Recycling Bins will be placed in the school where they are highly visible and accessible to all students and staff. This will enable students to monitor recycling practices within the school and participate in school-wide waste audits and prevent garbage/recycling contamination.

As part of the design process, our team will design and set aside areas on the property for student/community greening projects (see section on outdoor learning spaces).

COMMUNITY USE

New school will be required to further develop and enhance their role within the community. As well as providing increased access for the community for sports and other educational facilities and resources. The school administration will need to consider a range of other services and activities to improve the learning and well being of the students, their families and for the wider community.

The accommodation needs of each school to facilitate community provision will vary. However, consideration should be given to location and access for efficient management and maintaining site security e.g. zoning of heating and zoned access and control of facilities.

As part of this project we will make appropriate provisions to support community use of Gym, Kitchen, Library (including spaces for community meetings), and outdoor learning spaces (as outlined in 4.0 Ontario EcoSchools).

ACCESSIBILITY FR ONTARIANS WITH DISABILITIES ACT (AODA)

Historically, educational buildings within the OCDSB have undergone alterations to comply with the AODA on a need by need basis for those students with a disability transferring between schools. It is the firm belief of the Board and our company that all new schools must be 100% AODA compliant creating equal opportunities for students, staff and the community.

The new school will have a hydraulic elevator, unit washroom on each floor, barrier free stalls in each washroom, barrier free washrooms for staff and all areas in the school shall be barrier free accessible.

Outdoor paths, play areas and play structures shall comply to AODA Standards for Accessibility of Public Spaces.

SECURITY AND SUPERVISION

Schools should have appropriate signage, security warnings, trespass warnings and direction to main entrance. Parking control signage is required as part of a controlled entrance to the school and separate vehicle and pedestrian entrances to enjoy segregated safe access for pupils and community users.

Attention shall be paid to designing out poor visibility and blind spots around schools which make safeguarding children more difficult.

The design must support all applicable policies and procedures of OCDSB pertaining to safety and well being of students (lock down procedures, access to school premises, safe arrival, safe schools, emergency school evacuation, etc.)

OUTDOOR LEARNING SPACES

There is a wealth of evidence of the wide and varied benefits arising from outdoor learning and play and a range of organizations and policy documents that promote young children's engagement, enjoyment and learning outdoors. Learning is more than merely the acquisition of certain knowledge and information; and that learning outside the classroom is one vehicle to support the development of young people in both formal and informal ways in school grounds, the local environment, local community spaces, and so forth.

As part of the design process, our team will design and set aside areas on the property for student/community greening projects. This will enable students and community to collaborate on planning, design, fundraising, implementation and maintenance of these projects. Areas of interest would be outdoor classrooms, community "sharing gardens", outdoor lounge areas, nature study areas, etc. These initiatives will help engage the community and help students learn about environment, biodiversity, native plant species, plant growth, and sustainability as part of their curriculum. During winter period, students can start growing plants in the greenhouse. In the spring student, teachers, and community can transfer those plants to the outdoor "sharing garden" and outdoor classroom.

In order to support the community garden a "Rain Water Harvesting" should be considered in close proximity to the garden and outdoor classroom.

Holding lessons outdoors has been shown to be very beneficial to learning and student well-being in many ways. A well-designed site greatly enhances learning experience, concentration, information retention, and reduces stress levels for the student. For students with anxiety or ADHD this can be a game-changer.

An outdoor classroom extends learning space, brings the learning experience closer to outdoor facilities to and can serve as a space to build community. The clear definition of a space for instruction lends structure to the outdoor session, and facilitates the use of teaching aids. With a simple shelter, the space can be used even in poor weather.

Site selection, future school building orientation, and incorporation of strong visual connection / immersion with the natural and structured outdoors is critical to excellent design. The outdoor classroom can be situated near natural areas and community gardens or greening projects to facilitate hands-on nature studies and agriculture, and close to sports facilities to allow its use during sports activities for discussions.

A good design also makes the space fully accessible, which brings it in line with The Accessibility for Ontarians with Disabilities Act (AODA), 2005.

SCHOOL BUILDING
BUILDING DESIGN

702 EARL ARMSTRONG ROAD

BUILDING PROGRAME

The New Elementary School shall be designed to accommodate 675 students with gross floor area of approximately 67,000 sq.ft. Apart from Classroom spaces, the design will also incorporate all auxiliary spaces like prep rooms, book rooms, resource rooms, storage areas, washrooms, utility spaces, etc.

The school will consist of:

21 Classrooms
1 LST Classroom
1 Admin

7 Kindergartens
1 Music Room
1 Staff Loungs

1 Spec Ed
1 Library
1 Double Gym

CLASSROOM LEARNING SPACES

As the fundamental aim of education is to produce learners who are increasingly responsible for their own learning and able to make full use of new technologies, we refer in this document to learning spaces as opposed to teaching areas.
In order to deliver the changing curriculums successfully, the spaces for learning will in future need to facilitate/ accommodate:

- Flexible learning in small and large group spaces for independent and collaborative learning
- Sufficient storage for teacher resources and student work
- Integrated IT and Communication systems and full wireless access in the classroom.
- The organization of a wide range of resources that can be accessed independently by children
- Classrooms must have access to a secure outdoor space that encompasses a mixture of soft and hard play areas, shade and shelter, access to water and provision for gardening
- Classroom/learning spaces should have two sinks, at an appropriate height for the age range of the students

Learning resource areas are generally spaces used for informal learning and shared by the whole school. These spaces can also be used for special group learning or as break-out group spaces that are project specific.

LEARNING COMMONS, LIBRARY, HALLS, LOUNGES AND STUDIOS

These learning areas will support project and problem solving learning. The design will encourage different types of group or individual learning and promote social interaction among students and staff and learning outside the traditional classroom.

New Schools will have the double Gym on site to provide for whole school assemblies, physical education, dance, drama, music, school performances and community gatherings. In addition to that, a full stage (connected to Music / Multi-purpose Room) will provide variety of functions (apart from music program), like informal lectures, community/ school gatherings around kitchen, extended lounge, etc.

Kindergarten Students will reside on the ground floor and will have access to breakout areas in the corridor, as well as Library and extended Library Lounge adjacent to Library. These rooms will be interconnected and equipped with removable partitions, so that Kindergarten Classrooms can be expanded into larger learning areas with variety of possible furniture layouts to suit the particular learning style.
Grades 1-6 and 7-8 will reside on the second floor. Each age group will have access to their own learning lounge and will share the main "learning commons" in the centre of the school. lounges and learning commons will be used for independent learning, breakout sessions.



BUILDING AS A TEACHING TOOL

School walls commonly serve as a silent backdrop for posters and other educational displays. In the new school design we want to incorporate all architectural elements and building systems as teaching props for the students. Mechanical & Electrical Rooms, Data Rooms, Recycling, and other utility rooms will be showcased with glass partitions ("viewing ports"). The students will be able to see inside those rooms and have engaging discussions about real life connectivity and sustainability. These systems, if strategically exposed around the school and installed with hands-on learning tools such as meters and gauges for observation and investigation, can provide valuable lessons on how they work, how buildings come together, or how physics, chemistry and environmental science can be linked. In combination with "Energy Monitoring Station", located in the main lounge, the students will be able to quantify what they see in the utility rooms with hard data shown on the monitoring station. The school building also offers a prime opportunity to teach about sustainability, how buildings effect the environment, what they consume, pollution they produce in terms of waste and noise, and the overall impact of pollutants on climatic change, wildlife and vegetation.



SPECIALTY SPACES, RESOURCE AND PREP AREAS

Learning resource areas are generally spaces used for informal learning and shared by the whole school. These rooms will also be used as teacher prep rooms and small group break-out rooms or studios. Resource rooms will be located adjacent to lounges and learning commons so that they can be used as extensions of class activities or independent learning in smaller groups. Transparent walls will keep visual interaction between break-off groups and the learning commons (for privacy, curtains will be provided).

STAFF AND ADMINISTRATION

The Staff and Administration area is located at the front entrance with the visual and physical connection to the main lobby. This area acts as a "gateway" for students, community and visitors. Apart from space for admin staff, this cluster will accommodate offices of Principal and Vice-Principal as well as Health Room (with integrated washroom) and Copy/Supply Room.

The staff room will provide for suitably sized social and dining area for staff, as well as work areas with wired computers stations (wireless will also be provided). Staff room will be equipped with a microwave, stove, fridge, and dishwasher. Staff mail slots will also be located in this room.

WASHROOMS

All washrooms in the school shall be barrier-free accessible. Separate washrooms shall be provided for students and staff/visitors. In addition to these washrooms, one "Unit Washroom" per floor will be provided to accommodate students with disabilities who need assistance. Gener Neutral Washrooms have also been provided near the Gym and can also be used as change rooms if desired.

KITCHEN

Not all schools prepare hot food, though all schools require a kitchen area. The kitchen area must include facilities for cold storage, preparing food and drink and washing up. The kitchen will mostly be used for re-heating of prepared food, the milk program and distribution of catered food during school or community events. The kitchen will serve school and community needs and will be located near the new Gym and in proximity to outdoor area with good access to play yard for events that would take place outside the school building (community events, outdoor classes, etc).

CIRCULATION

Circulation areas include corridors, stairs, and reception areas, though may also be within the teaching space where the school includes learning commons and lounges as part of the corridor system.
Due to the practicality of increasing corridor widths in schools of particular designs it would be cost prohibitive to increase widths beyond circulation requirements. Instead widening in corridor width are provided at lounges and learning commons.

OUTDOOR SPACES

SITE SECURITY AND VEHICULAR SAFETY

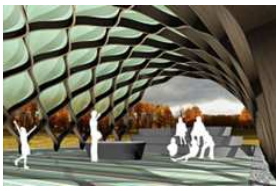
All schools will be fully secure to ensure safety to pupils and staff from external influences. This will be achieved with 1.8m chain link fence at the perimeter of the property. Entry points will be provided from parking and drop-off areas as well as community paths leading to the school. All entry points will have lockable gates with separate vehicle and pedestrian entrances.

School Bus, parking and student drop-off will be physically (and visually; landscaped) separated. "Kiss-and-Ride" approach will be implemented for students being dropped off. Drop off area will be designated within the parking lot (with direct pedestrian access to the play yard) or if allowed by City of Ottawa a lay-by at the street curb.

OUTDOOR LEARNING SPACES

There is a wealth of evidence of the wide and varied benefits arising from outdoor learning and play and a range of organizations and policy documents that promote young children's engagement, enjoyment and learning outdoors. Learning is more than merely the acquisition of certain knowledge and information; and that learning outside the classroom is one vehicle to support the development of young people in both formal and informal ways in school grounds, the local environment, local community spaces, and so forth.





As part of the design process, our team will design and set aside areas on the property for student/community greening projects. This will enable students and community to collaborate on planning, design, fundraising, implementation and maintenance of these projects. Areas of interest would be outdoor classrooms, community "sharing gardens", outdoor lounge areas, nature study areas, etc. These initiatives will help engage the community and help students learn about environment, biodiversity, native plant species, plant growth, and sustainability as part of their curriculum. During winter period, students can start growing plants in the greenhouse. In the spring student, teachers, and community can transfer those plants to the outdoor "sharing garden" and outdoor class.

In order to support the community garden a "Rain Water Harvesting" should be considered in close proximity to the garden and outdoor classroom.






PLAY AREAS

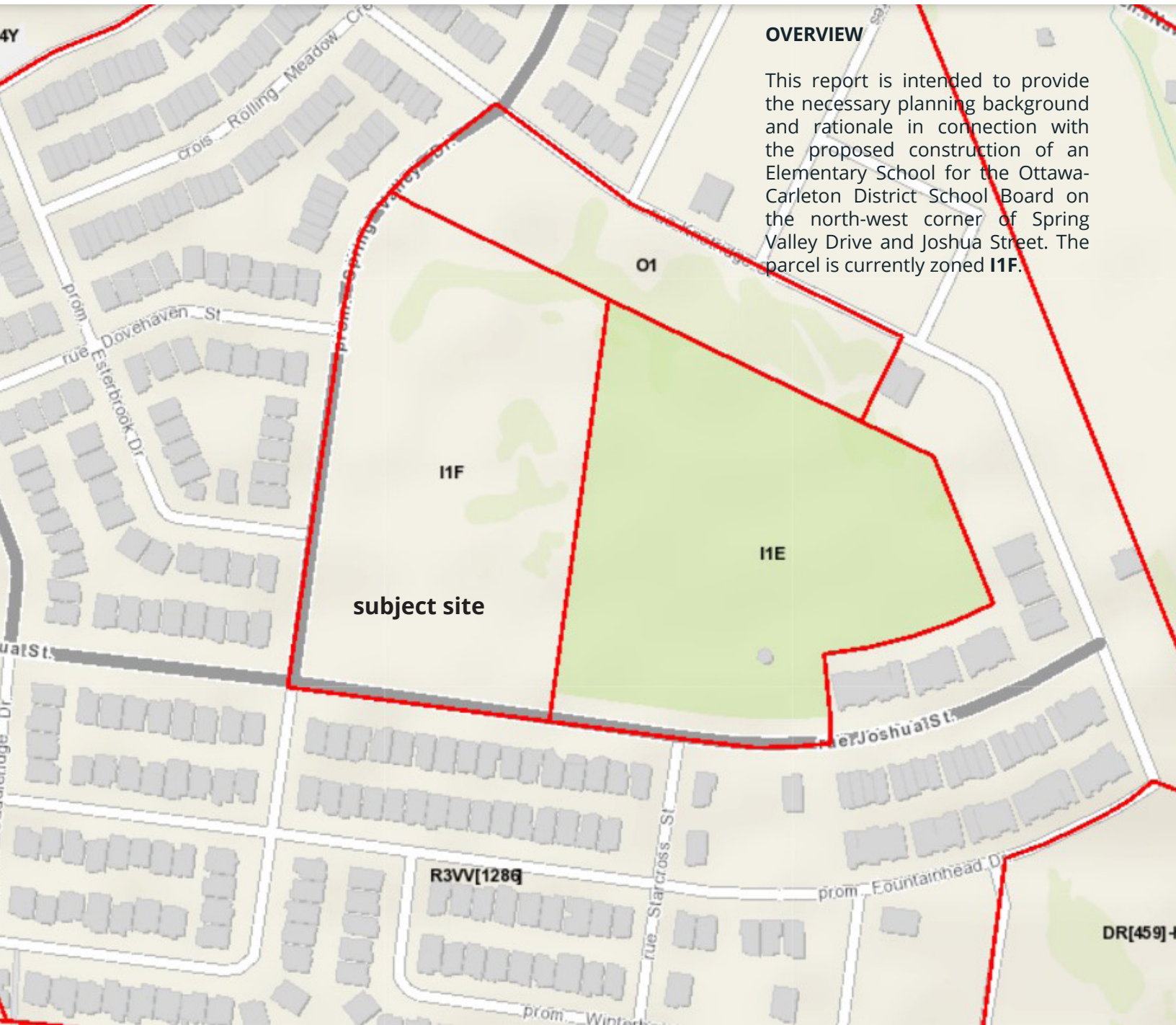
The Accessibility for Ontarians with Disabilities Act (AODA), 2005 requires the province to be accessible by 2025 through the development of five mandatory accessibility standards. One of the five standards to be developed, the Accessible Built Environment Standard, is expected to provide direction on new construction and extensive renovations.

There have been significant changes in provincially mandated standards for play structures in recent years, with much more rigorous requirements from both the Canadian Standards Association (CSA) and the Accessibility for Ontarians with Disabilities Act (AODA) integrated standard of Design of Public Spaces.

When designing new elementary schools, it is OCDSB's practice to include one play structure for the kindergarten play area. Provision will be made on our site plans for a second primary play structure, but the structure itself is not part of the capital project. School councils will have to raise funds to add play structure to the play area.

PLANNING
PLANNING CONTEXT

799 SPRING VALLEY DRIVE



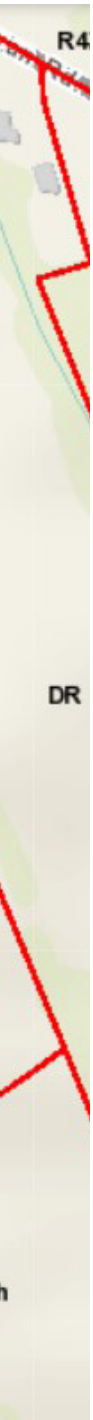
OVERVIEW

This report is intended to provide the necessary planning background and rationale in connection with the proposed construction of an Elementary School for the Ottawa-Carleton District School Board on the north-west corner of Spring Valley Drive and Joshua Street. The parcel is currently zoned **I1F**.

SITE CONTEXT AND LAND USE

The subject property, which is 7 acres, is currently vacant and is generally flat. The property has been set aside by the sub-division developer and has been designated as the school site. The property is currently zoned I1A (Minor Institutional Zone). Existing Land Uses abutting the subject property include as follwos:

North:	O1
South:	R3VV Residential
East:	I1E
West:	R3VV Residential



Part 7 of the Zoning By-Law, Major Institutional Zones, I1F Zone Provision

Zoning Mechanisms	Zone Provisions
Minimum Lot Width (m)	15
Minimum Lot Area (m2)	400
Minimum Front Yard Setback (m)	7.5
Minimum Interior Side Yard Setback (m)	7.5
Minimum Rear Yard Setback (m)	7.5
Minimum Corner Side Yard Setback (m)	4.5
Maximum Height	15

Permitted Uses (as per section 169(1))

School, Day Care

Part 4 of the Zoning By-Law, Parking, Queuing and Loading Provisions

Table 101, Minimum Parking Space rates (Area C on Schedule 1, Suburban Area)

Use	Area	Parking Requirement	Size	Parking Required
Elementary School	Area C (Suburban)	1.5 per classroom	22	33
Portables	Area C (Suburban)	1.5 per classroom	18	27
Daycare	Area C (Suburban)	2 per 100m2 of gfa	400m2	8
				58 (117 provided)

Section 106, Parking Space provisions

A motor vehicle parking space must have:

(a) a minimum width of 2.6 metres and a maximum width of 2.75 metres; and

(b) a minimum length of 5.2 metres, except for parallel parking where a minimum length of 6.7 metres is required.

Despite subsection (1), disabled parking spaces must comply with the provisions of the City of Ottawa Traffic and Parking By-law (part C).

Ottawa Accessibility Design Standards (Section 3.1.2 Provision)

Every owner and operator of a public parking area shall provide reserved parking spaces for the exclusive use of physically disabled persons, or persons conveying physically disabled persons, to park their motor vehicles, in at

least the amount prescribed by the following table:

Total Number of Parking Spaces	Total Number of Accessible Parking Spaces Required	Parking Provided
167-250	5 (2 Type A + 3 Type B)	5 (2 Type A + 3 Type B)

a. Type A spaces (minimum 3400 mm wide) consist of wider parking spaces which accommodate larger vehicles such as vans that are equipped with transfer ramps for users of wheeled mobility aids; and
b. Type B spaces (minimum 2400 mm wide) are standard parking spaces which accommodate users who are ambulatory but have limited mobility and cannot travel lengthy distances, or use other mobility aids, such as canes, crutches and walkers.

Section 107 Aisle and Driveway Provisions

A driveway providing access to a parking lot or parking garage must have a minimum width of;
(i) three metres for a single traffic lane, and
(ii) 6.7 metres for a double traffic lane

Landscaping Provisions for Parking Lots (Section 110)

Minimum required width of Landscaped Buffer of a Parking Lot shall be:

	Parking Lot 100+ spaces
Abutting the Street	3m
Not Abutting the Street	3m

Bicycle Parking Space Rates and Provisions (Section 111)

Bicycle parking must be provided for the land uses and at the rate set out in Table 111A for lands located in Areas A (Central Area), B (Inner City Area) and C (Suburban Area) on Schedule 1 and in the villages of Ashton, Burritt's Rapids, Carlsbad Springs, Carp, Constance Bay, Cumberland, Dunrobin, Fallowfield, Fitzroy Harbour, Galetta, Greely, Kars, Kenmore, Kinburn, Manotick, Marionville, Metcalfe, Munster, Navan, North Gower, Notre Dame des Champs, Osgoode, Richmond, Sarsfield, Vars and Vernon located in Area D on Schedule 1.

Use	Area	Parking Requirement	Size	Parking Required
School	Area C (Suburban)	1 per 100m2 of gfa	6,225	60.2
Future Portables	Area C (Suburban)	1 per 100m2 of gfa	1,260	12.6
				72.8 (120 provided)

Table 111b - Minimum Bicycle Parking Space Dimensions

I Orientation	II Minimum Space Width	III Minimum Space Length
(a) Horizontal	0.6m	1.8m
(b) Vertical	0.5m	1.5m

Zoning Mechanism	Required	Provided
Definition	I1F (I1A) Minor Institutional Zone	Elementary School, Daycare
Minimum Lot Width	15m	
Minimum Lot Area	400m2	
Minimum Front Yard Setback	7.5m	7.5m
Minimum Rear Yard Setback	7.5m	118.50m
Minimum Interior Side Yard Setback	7.5m	7.5m
Minimum Corner Side Yard Setback	4.5m	4.5m
Maximum Building Height	15m	8m
Maximum Floor Space Index	1	
Min. Width of Landscaped Area	3m	3m
Parking Landscape Buffer	3m	3m
Private Approach Provisions: Distance between a two-way private approach and any other private approach	15.0 m, as per ottawa by-law 2003-447, item (l)(ii), for a parking lot containing up to 199 spaces	50m+
Minimum distance between the private approach and Roadway and other Private Approaches	As per Ottawa use of private approaches by-law 2003-447, item 25 (l)(ii), required 18m clearance between a private approach and the intersection. required 15m clearance between private approaches.	50m+
Maximum number of Private Approaches allowed	As per Ottawa use of private approaches by-law 2003-447, item 25 (a)(iv), one two-way approach and two one-way approach or two two-way approaches are permitted.	2
Parking Requirements	58	117
Barrier Free Accessible Parking	5 (2 Type A + 3 Type B)	5 (2 Type A + 3 Type B)
Loading Spaces	1 per 2,000 m² - 4,999 m² of G.F.A.	2
Bycucle Parking Rates	73	120

PLANNING
RESPONSE TO CITY DOCUMENTS

799 SPRING VALLEY DRIVE

CITY OF OTTAWA OFFICIAL PLAN

According to **schedule b** of the City of Ottawa Official Plan ("the urban policy plan"), the subject land is located in "general urban area" and in accordance with section 3.6.1 of the City of Ottawa Official Plan, general urban area:

> "**the general urban area**" designation permits the development of a full range and choice of housing types to meet the needs of all ages, incomes, and life circumstances, in combination with conveniently located employment, retail, service, cultural, leisure, entertainment and institutional uses. This will facilitate the development of complete and sustainable communities. A broad scale of uses is found within this designation, from ground-oriented single-purpose to multi-storey mixed-use; from corner store to shopping centre."

Policies (Section 3.6.1.):

> "Building height in the General Urban Area will continue to be predominantly Low-Rise. Within this range, changes in building form, height and density will be evaluated based upon compatibility with the existing context and the planned function of the area. Secondary plans or zoning that currently permit building heights greater than four Storeys will remain in effect."

> "When considering a proposal for residential intensification through infill or redevelopment in the general urban area; the city will recognize the importance of new development relating to existing community character so that it enhances and builds upon desirable established patterns and built form"

Response:
The proposed School is located on Spring Valley Drive and Joshua Street. The building's location on site, architectural massing, the use of colours, textures and building materials will create a focal point at the intersection and in effect become a recognizable landmark in the community. Two-storey building is not overpowering the surrounding residential buildings, neither in height nor mass.

Policy 2.5.3 Schools and Community Facilities (Section 2.5 Building Livable Communities):

> "the city will recognize that schools form part of the building blocks of any community, not only in providing education to children, but also amenity space and resources to the neighborhood. The city will work in partnership with school boards and school communities to ensure that schools are provided in all communities."

Response:
The new school will demonstrate it's "building block of the community" designation through design of interior and exterior spaces. From community garden, play structures, outdoor classroom, through community use of schools program, the school will be an integral part of the community where it resides.

PLANNING
SECONDARY PLAN EAST URBAN COMMUNITY CDP

799 SPRING VALLEY DRIVE

The school property is located within the Chapel Hill Community located in the East Urban Community of the City of Ottawa. The **East Urban Community Design Plan ("CDP")** among other things, provides a framework of the design criteria for the overall identity and structure of the proposed East Urban Community.

The CDP has four (4) school site set aside. They are generally:

- Centrally located to the overall catchment area of the proposed residential development with excellent pedestrian access from the surrounding residential area;
- Rectangular in shape and with flat topography;
- Located on corner lots along minor collectors;
- Ideally located adjacent to park land or open space;
- Located away from potential hazards such as hydro easements, radio towers, major transit ways etc.; and
- Ideally located on lands held by no more than one land owner.

CDP - General Guidelines for Commercial and Institutional Sites

- General Guidelines for Commercial and Institutional Sites
- Orient buildings to front onto public streets and ensure that principal entries are clearly identifiable, visible from the street and universally accessible.
- On corner sites, orient buildings to both street fronts. Address both streets equally through consistent architectural character and level of design
- Set commercial buildings back a maximum of 3 – 5 m from the front property line and from a side property line abutting a public street.
- Ensure that facades, which face and flank streets, parks, and open spaces add interest through their architectural detail. Use the architecture details (e.g. windows, balconies, corner treatments etc.) and materials to articulate and break up the building mass.
- Avoid large blank walls on all facades.
- Locate parking areas at the side or rear of buildings and screen the parking from view.
- Provide a minimum 3m landscape setback from the property line of any parking area facing the street or adjacent to a residential buildings. Landscape the setback with shrubs and trees to create a continuous canopy. The screening must be effective all seasons and understory planting should not exceed 1m in height.
- Limit the number of access driveways to parking areas in order to minimize pedestrian / vehicular conflicts.
- Break up parking lots into smaller areas with landscaped islands no less than 2m in width. Place the islands such that there are no more than 25 parking spaces in a continuous row.
- Locate loading, garbage, and other services (transformers, utility meters, heating, ventilation and air conditioning equipment) in non-prominent locations that do not detract from the aesthetic appeal of the street and homes and that minimize the impact on the street.
- Screen mechanical, service and utility areas from view using landscaping and materials that match the adjacent building. Where context sensitive, enclose these elements within buildings.

CDP - Gateways, Views and Focal Points
Design key gateways and intersections to serve as focal points, way-finding features, and landmarks for the community. Gateways and intersections can be defined by existing natural features, significant landscape treatment, and / or built form. Figure 15 indicates the location of key gateways that contribute to community structure and identity.

- Design institutional buildings as landmarks and site these to become community focal points.
- Site built form to address gateway intersections and ensure that setbacks permit the addition of significant landscaping and an enhanced streetscape treatment.
- Locate parking areas away from gateway intersections.
- Create treed entry boulevards / tree medians at key intersections to define neighbourhood entries.
- Create community focal points by incorporating public art into public spaces
- Ensure that buildings on lots that terminate a view corridor are of distinctive architectural character.
- Locate roads so that they reflect the natural topography, preserve significant views as well as significant trees.

Response:
The new school "campus" is designed to be in compliance with the school design guidelines outlined in the Riverside South CDP. The building facades will be facingthe corner at Eral Armstrong Road and Spratt Road. An entry plaza will be included in front of the main entrance to the school and will facilitate access from both streets. The exterior "courtyard" will be designed to be an outdoor social space and teaching area.
Parking areas are located at the side of the property, are well lit, and are screened by the landscaping. The new school building is set close to the road and the building's entrance forms becomes a focal point. The building is utilizing a minimal front yard setbacks so that the school be can as close as possible to the road. Facades facing the flanking streets are articulated through the playful use of, corner windows, mass walls with alternate textures and colours. Bus Loop, driveways and parking areas are located on the side of the property and are screened by landscaping. Pedestrian connections have been provided from sidewalks of both streets, resdiential blocks (south and east) and lead directly to the play yard (from parking, lay-buys, and bus loop). The pedestrian and vehicular access and circulation within the property are designed to provide safe and well-defined routes. The school "campus" is designed around the landscaped open spaces such as: entry plaza, outdoor courtyard, outdoor teaching areas, sports fields and community gardens to promote healthy living. Future play structure (drainage provided as part of this project) and community garden are two projects that are being developed with the parent council and wider community and will be implemented after the school has been constructed and the school is occupied. The school is designed to be the certified "ECO-SCHOOL" and sustainability will form an important part of the curriculum.

Conclusion
The proposed development conforms to the general urban area policies of the official plan which permits such a use. The proposed development conforms to the applicable land use and design guidelines of the East Urban Community CDP.

Figure 7 - Influences on the Study Area

Figure 13 - Land Use Structure Plan

Figure 14 - Demonstration Plan

Low density development
25 units / net ha

Medium-low density development
29 units / net ha

Medium density development
35 units / net ha

High density development
60 units / net ha

General Urban Area, Phase 2, and
Mixed Use Centre Lands

Existing Residential

Urban Natural Areas Environmental Evaluation Study Candidate Site
(see Section 4.3 for a discussion of this feature)

COMMUNICATION
COMMUNICATION STRATEGY

702 EARL ARMSTRONG ROAD

Introduction

This Public Consultation Strategy Report is prepared in support of the Site Plan Control Application to the City of Ottawa by Ottawa Carleton District School Board. The purpose of this report is to outline an engagement strategy that facilitates communication between the applicant, interested stakeholders, and the surrounding community. Currently, the site part of a large residential development and the school site has been set aside for OCDSB. The proposed building is a two-storey K-8 Elementary School with Daycare.

Scope of Consultation

The scope of consultation is defined by two populations:
- those who immediately surround the proposed development, and
- those families whose students will be attending the future Riverside South Secondary School

These are the groups who will likely take a significant interest in the engagement process.

Purpose of Consultation

- Share information and seek input related to the proposal with the public and any interested stakeholders
- Consult with interested persons and groups, using various methods of engagement
- Determine overarching themes and key points about the proposal from various consultations
- Understand how feedback can be addressed/incorporated into future iterations of plans and reports
- Communicate with the public in a transparent and open manner about the proposal as well as the engagement process

Pre-Application Consultation

Pre-Application Consultation with City of Ottawa staff will be held in the near future. Our team will present the preliminary site plan and will immediatelly implement the feedback received from City staff. Our team is continuing the dialogue with the staff as is preparing necessary reports and studies.

Engagement Methods

While our early discussions with various stakeholders will seek input on how each group wishes to engage, we have prepared our thinking on what could work, as identified with the following engagement methods. The applicant proposes to put this outline forward to the various stakeholders for their input; and is prepared to adjust the engagement plan in response to their feedback.

Meeting with Councilor: OCDSB and our team will engage with the City Councilor Catherine Kitts (Ward 19 Orleans-South Navan) to discuss the details of this proposal. We will process initial feedback and provide the Councilor with the updates.

OCDSB Project Web Page: A webpage for the project will serve as a central information hub for the project. The purpose of the webpage will be to inform residents, stakeholders, and interested members of the public, and will provide the opportunity to: Learn more about the project, Review plans and reports, Learn about the status of the project, Be notified about any upcoming meetings, Provide comments and ask questions. The intention is to launch the webpage after the formal submission of the application to the City of Ottawa.

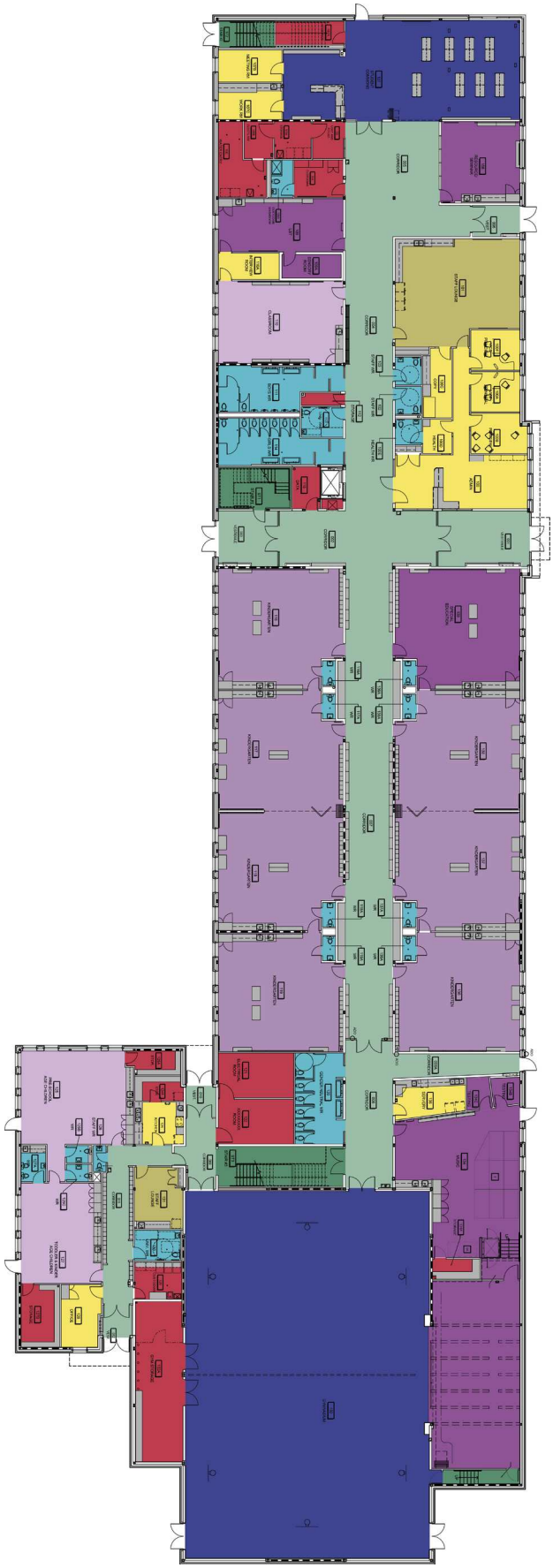
Open House: OCDSB and our team will organize an open house to present the project to the community. The purpose of the open house is to provide an opportunity for the community to learn and ask questions about the proposed development. It will give the opportunity for all of the project team to engage with attendees to gauge interest and understand the concerns of the community. This engagement method will rely heavily on visual tools to show the community what the proposed development could look like and what it would feature.

Documentation and Collection of Feedback: As the main purpose of this engagement method is to inform the community about the happenings of the project, the consulting team and applicant, plan to be engaged with attendees for the majority of the event. After the completion of the open house, all members of the team who participated will have a debrief where comments and questions brought forward by the attendees can be shared. Feedback will then be combined into a report to summarize the event. Feedback could be integrated into the website, update notice, and any future engagement happenings. It will also be used to inform any re-submissions of project applications.

VISUALIZATION
3D-RENDERINGS

BUILDING DESIGN
SITE PLAN
FLOOR PLANS

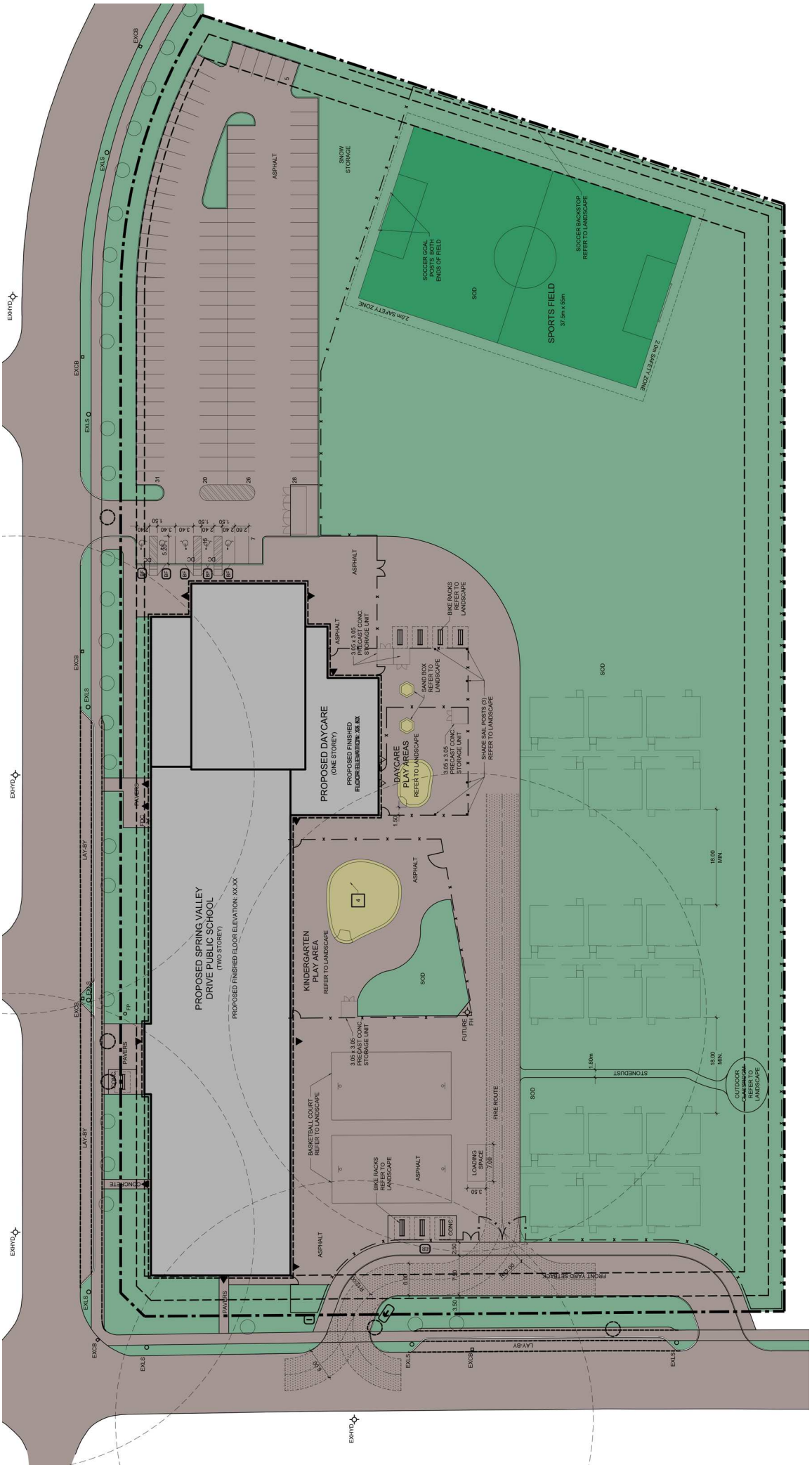
799 SPRING VALLEY DRIVE



GROUND FLOOR PLAN

SECOND FLOOR PLAN

SITE PLAN


PROPOSED SPRING VALLEY DRIVE PUBLIC SCHOOL
(TWO STOREY)
PROPOSED FINISHED FLOOR ELEVATION: XX.XX
PROPOSED DAYCARE
(ONE STOREY)
PROPOSED FINISHED FLOOR ELEVATION: XX.XX
SPORTS FIELD
37.5m x 55m
SOCCER GOAL POSTS BOTH ENDS OF FIELD
SOCCER BACKSTOP REFER TO LANDSCAPE
2.0m SAFETY ZONE
SNOW STORAGE
ASPHALT
SOD
DAYCARE PLAY AREAS
REFER TO LANDSCAPE
SAND BOX REFER TO LANDSCAPE
SHADE SAIL POSTS (3) REFER TO LANDSCAPE
BIKE RACKS REFER TO LANDSCAPE
3.05 x 3.05 PRECAST CONC. STORAGE UNIT
KINDERGARTEN PLAY AREA
REFER TO LANDSCAPE
BASKETBALL COURT REFER TO LANDSCAPE
FUTURE PH
FIRE ROUTE
LOADING SPACE
STONEDUST
OUTDOOR CLASSROOM REFER TO LANDSCAPE
FRONT YARD SETBACK
PAVERS
CONCRETE
LAY-BY
EXH'D
EXCB
EXLS
18.00 MIN.
1.80m

2024

N45 ARCHITECTURE INC

71 Bank Street, 7th floor
Ottawa, Ontario
K1P 5N2

Phone
(613) 224-0095

Fax
(613) 224-98110

Email
info@n45.ca

Website
www.n45.ca