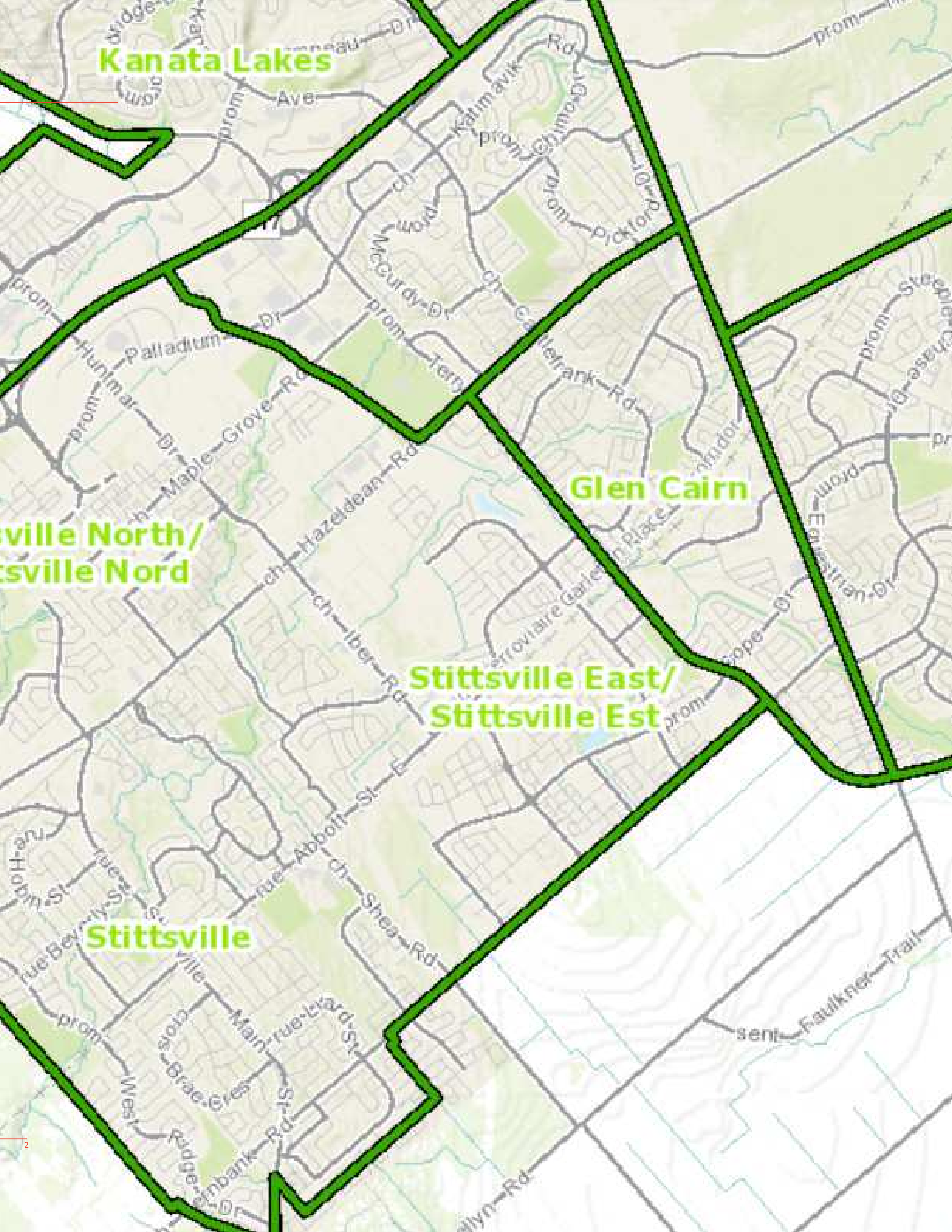
25

FERNBANK CATHOLIC HIGH SCHOOL
PLANNING RATIONALE, DESIGN BRIEF, COMMUNICATION STRATEGY, AND PRELIMINARY CONSTRUCTION MANAGEMENT PLAN

OTTAWA CATHOLIC SCHOOL BOARD

OTTAWA CATHOLIC SCHOOL BOARD

N45 ARCHITECTURE INC



Kanata Lakes
Glen Cairn
ville North/
tsville Nord
Stittsville East/
Stittsville Est
Stittsville
Palladium Dr
Huntmar Dr
Maple Grove Rd
ch Hazeldean Rd
ch Iber Rd
rue Abbott St E
ch Shea Rd
McCurdy Dr
Pickford Dr
Faulkner Trail
Equestrian Dr

TABLE OF CONTENTS

NEIGHBOURHOOD
AT A GLANCE

2025

FERNBANK - STITTSVILLE

Introduction: Fernbank is a rapidly developing suburban neighborhood located in the western part of Ottawa, within the broader Stittsville community. As a master-planned community, Fernbank is designed to accommodate Ottawa's growing population with a mix of residential housing, parks, schools, and future commercial spaces. With its family-friendly layout and emphasis on green space, Fernbank represents one of the newest and most strategically important growth areas in the city.

Location and Context: Fernbank is situated southeast of Old Stittsville and west of Terry Fox Drive. It lies between key arterial roads such as Shea Road and Robert Grant Avenue, making it well-positioned for commuters heading toward Kanata or downtown Ottawa. The neighborhood is adjacent to other recent developments, including Blackstone, EdenWylde, and Rathwell Landing. Despite its growing population, Fernbank maintains a quieter, suburban feel, though it remains car-dependent for most errands due to the current lack of retail density.

Community Design and Housing: Fernbank is being developed through a collaborative effort involving multiple home builders and land developers, including Regional Group, eQ Homes, and Glenview Homes. The neighborhood features a diverse housing mix, including detached single-family homes, bungalows, townhomes, and low-rise condominiums. This variety makes the area attractive to a wide demographic—young families, professionals, and retirees alike. The development is being rolled out in phases and includes thoughtful urban planning elements such as pedestrian paths, stormwater ponds, and green corridors. While much of the community's infrastructure is still under construction, the overall vision emphasizes livability, sustainability, and long-term growth.

Parks and Green Spaces: Fernbank places strong emphasis on green space and recreational areas. One of the key planned parks is Metric Park (also known as Park No. 9 or Trail View Park), which will include amenities such as a mini soccer field, playground, open grass areas, and picnic shelters. The park will link into a broader trail system, including access to the Trans Canada Trail, enhancing the walkability and recreational opportunities of the neighborhood. Additionally, a designated "Village Green" is part of the master plan. This central community space is intended to serve as a focal point for social gatherings and events, although its construction timeline remains undetermined.

Transit and Accessibility: While Stittsville overall has growing access to public transportation, Fernbank is currently best accessed by car. OC Transpo services the area with local bus routes along Fernbank Road and Stittsville Main Street, but the neighborhood's

walkability remains low by urban standards. As development continues and density increases, transit services may be expanded to better serve the area's residents. Education and Community Infrastructure
Plans are underway for two new schools to be constructed within Fernbank: a high school for grades 7–12 and a K–6 elementary school, both under the Ottawa Catholic School Board. These new facilities will include child care spaces and modern educational amenities. In the interim, families in Fernbank rely on nearby schools such as Guardian Angels Catholic School, Westwind Public School, Goulbourn Middle School, and Sacred Heart High School. Community services such as libraries, medical clinics, and commercial amenities are limited within Fernbank itself but are accessible within nearby parts of Stittsville and Kanata.

Growth Trends and Outlook: Stittsville is one of the fastest-growing regions in Ottawa, with Fernbank serving as a major engine of this expansion. Approximately half the homes in the area were constructed after 2016, and projections estimate that the broader Stittsville area will house over 75,000 residents in the coming decades. As the population increases, infrastructure investment, school development, and commercial growth will likely follow.

Character and Lifestyle: Fernbank offers a modern, family-oriented suburban lifestyle. It is ideal for those seeking newer homes, nearby green spaces, and access to future amenities. Though it currently lacks the full complement of shops, cafes, and community centres found in more established neighbourhoods, Fernbank's long-term development plan promises to make it a well-rounded community. Residents value the balance of open space and urban proximity, especially given its closeness to high-tech employment centres in Kanata.

Conclusion: Fernbank in Stittsville represents a dynamic and evolving part of Ottawa's west end. With significant investments in housing, green space, schools, and infrastructure, the neighbourhood is poised to become a vibrant and self-sustaining community over the next decade. For homebuyers and families looking to settle in a growth-focused area with long-term potential, Fernbank offers a compelling option—one rooted in both strategic planning and community-oriented design.

SCHOOL SITE
PROJECT OVERVIEW

5431 FERNBANK ROAD, STITTSVILLE

PROJECT.

NEW FERNBANK CATHOLIC HIGH SCHOOL
5431 FERNBANK ROAD
OTTAWA, ONTARIO, K2S 0T7

OWNER.

OTTAWA CATHOLIC SCHOOL BOARD
570 WEST HUNT CLUB ROAD
OTTAWA, ONTARIO, K2G 3R4

LEGAL DESCRIPTION.

BLOCK 365
REGISTERED PLAN 4M-1637
CITY OF OTTAWA

SITE INFO.

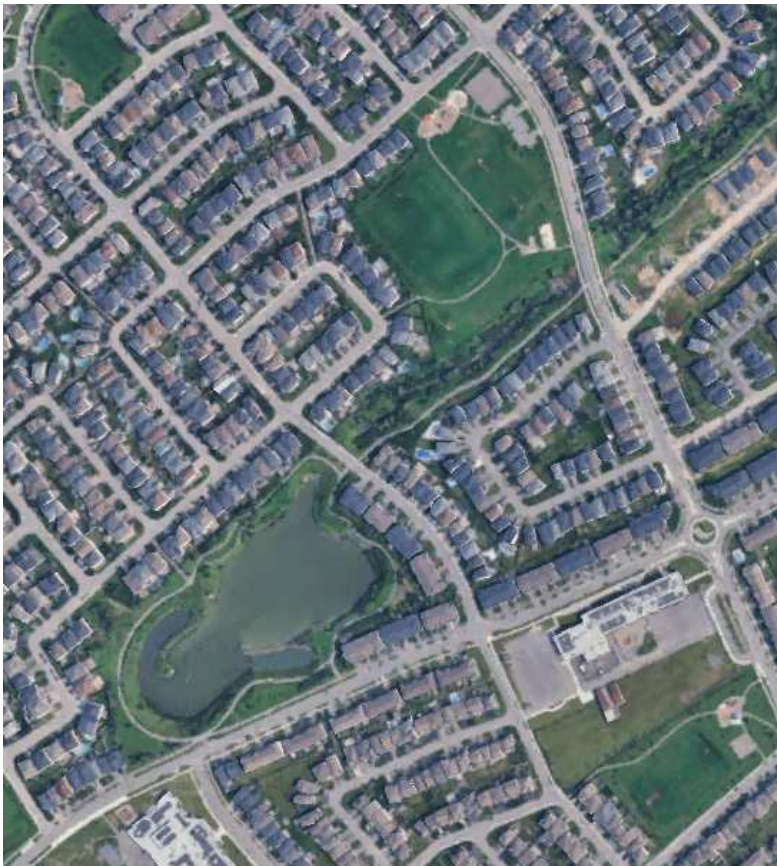
LOT AREA:	73,950 M2
FRONTAGE, COPE DRIVE:	221.20 M
FRONTAGE, FERNBANK RD:	239.15 M

SUMMARY

The Ottawa Catholic School Board intends to construct a new 3-storey secondary school on the above noted site. The new High School will serve grades 7 to 12 and will be approximately 159,000 sf. The associated site development will include a parking lot, bus loop, student play areas, outdoor classrooms, and two sports fields with the larger of them incorporating a running track.

The subject site is located between Cope Drive and Fernbank Road adjacent to Walmart and Atlas Terrace. The proposed school is an L-shaped building fronting Cope Drive and Atlas Terrace, addressing that intersection. The main entrance will be located on Atlas Terrace though it will also be accessible from Cope Drive and Fernbank.

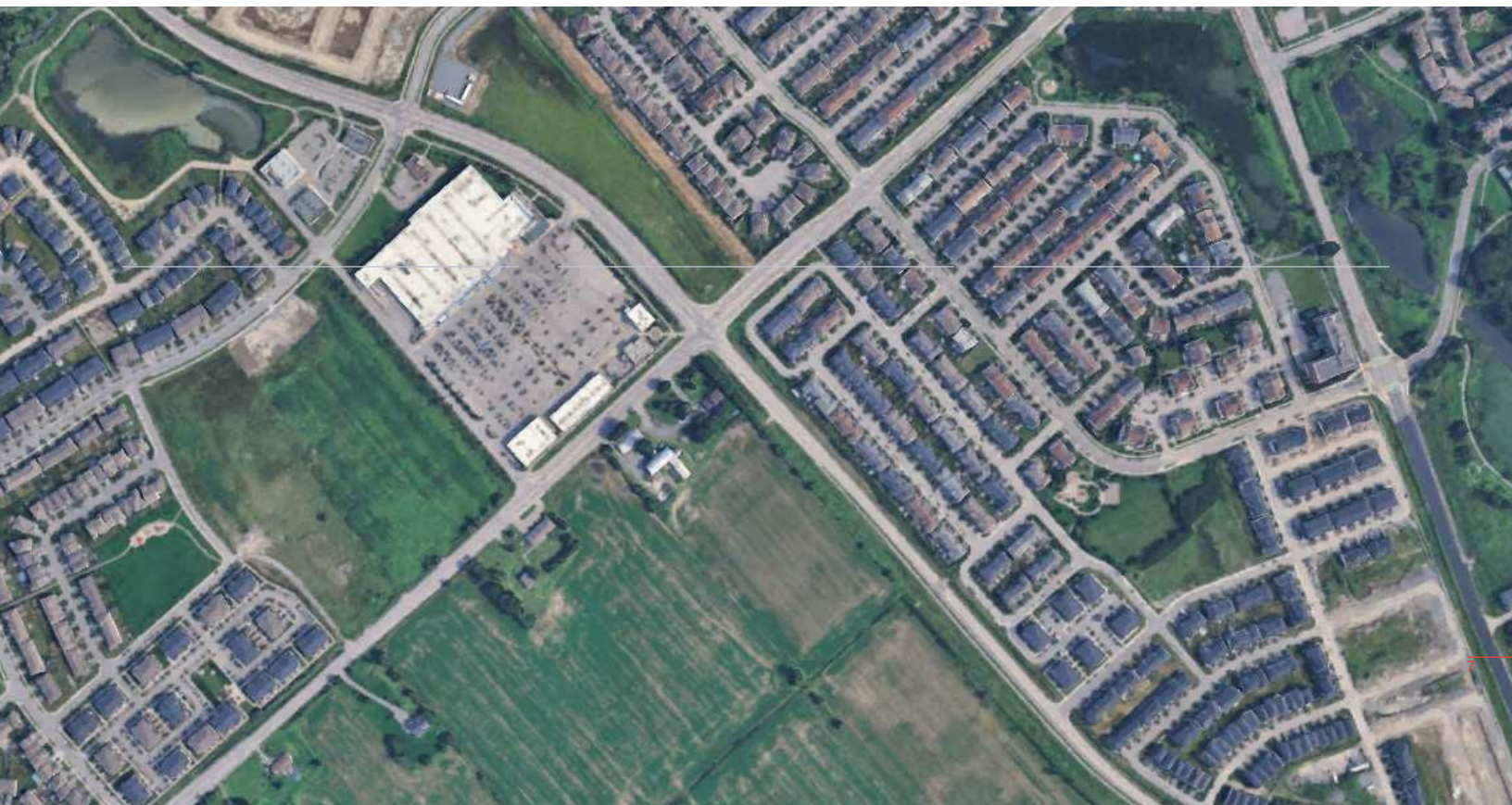
The parking lot has been located so that it may be accessed from Fernbank and Atlas Terrace and still



be isolated from the Bus Loop during peak hours of student drop off and pick up. As the parking lot is located at a distance from the front entrance, the students utilizing the lot will be entering the school either from the entrance on the south or will walk up to the main entrance with planned pathways. Barrier-free parking and visitor parking will be located closer to the main entrance.

On the east end of the property, two sports field have been located, nestled in between pedestrian paths and outdoor classrooms to create a natural environment on the site. The fields are planned to be oriented north-south in order to minimize any possibility of players being blinded by the sun. The larger field will also house a running track along its perimeter. This field will be lit, and is planned to be placed in the south-east corner of the property (close to the Walmart) to keep any light pollution away from the residential areas on Cope Drive and Atlas Terrace.

Given the rate of expansion of Fernbank Neighbourhood, OCDB is planning for a future addition to accommodate an enlarged student population. At this point there is no projected date for the construction or the need for a new school addition. Due to the unpredictability and lack of funding from the Province for capital projects, the site has been planned to accommodate 30 future portables in order to absorb future population pressures until the funding for a new addition can be secured.



SCHOOL SITE
EXISTING SITE PHOTOGRAPHS

5431 FERNBANK ROAD, STITTSVILLE

LOCATION 01

Corner of Cope Drive and Atlas Terrace

LOCATION 02

Photograph from Cope Drive (Mid-Block)

LOCATION 03

Corner of Cope Drive and Walmart

LOCATION 04

Mid-Block at Walmart

LOCATION 05

Corner of Fernbank Road and Walmart

LOCATION 06

Fernbank Road (Mid-Block)

LOCATION 07

Corner of property on Fernbank Road

LOCATION 08

Atlas Terrace (Mid-Block)

SCHOOL BUILDING
DESIGN PRINCIPLES

5431 FERNBANK ROAD, STITTSVILLE

DURABILITY

The intent of this design requirement is to minimize materials use and construction waste over a building's lifespan, 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 OCSB, 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 School 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 environments and must encourage cross-collaboration

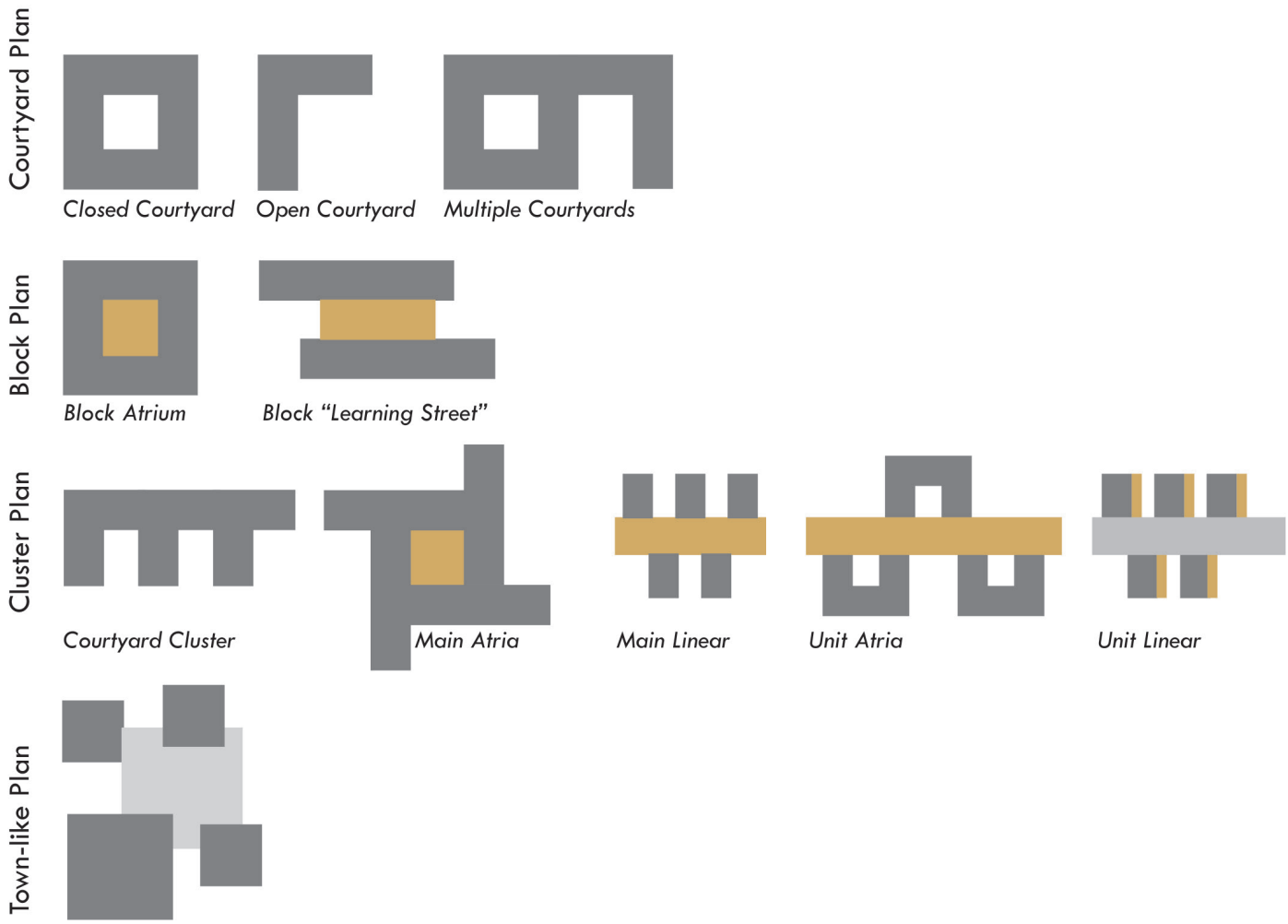
delivering • applying • creating • communicating • decision making

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

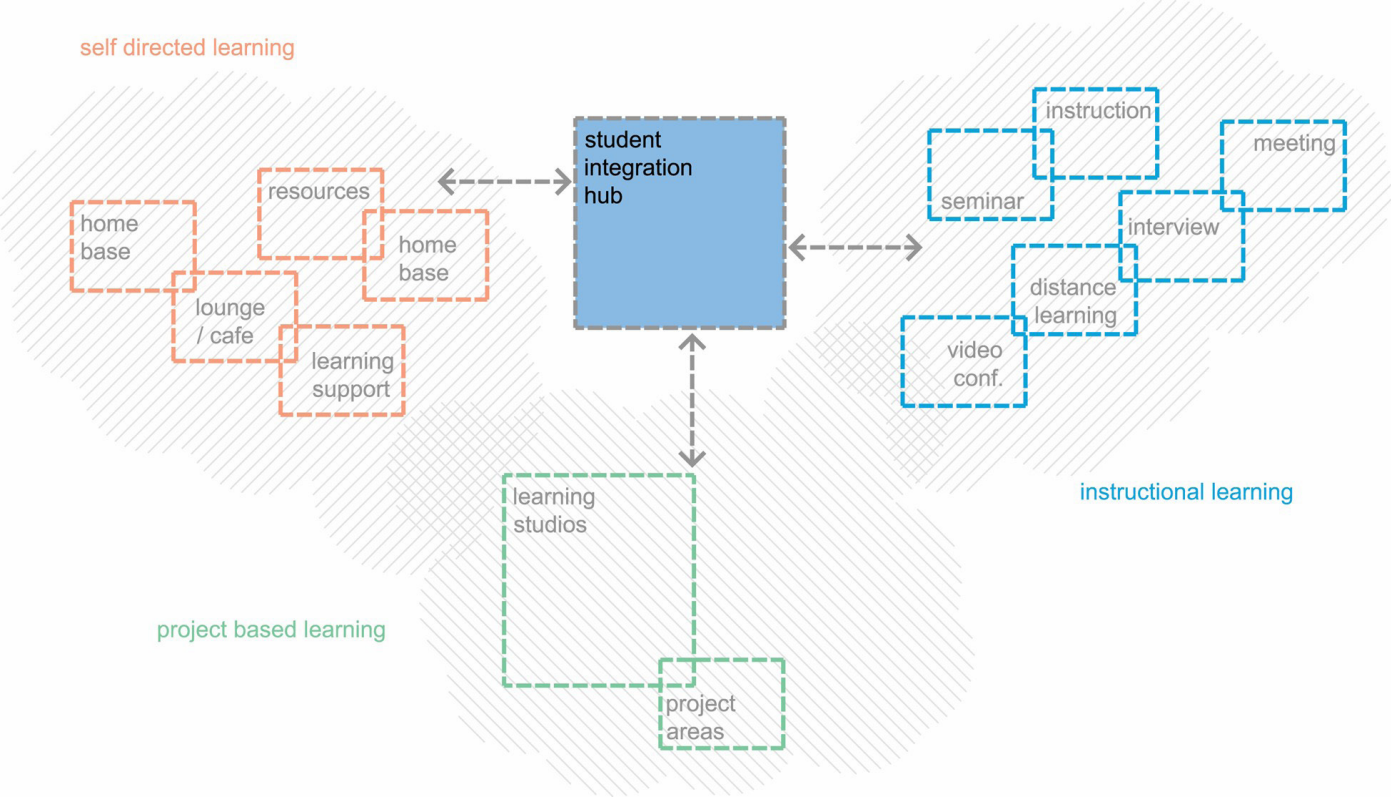
The starting point for this definition of general design patterns for educational facilities was a body of research, based on the analysis of international case studies. The research focused on school buildings that presented innovative factors in the field of spaces for learning and socializing. It 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 high 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 (7&8, and 9-12), 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.



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

With any new school in a neighbourhood, it is essential to the vitality of the project to establish itself within the community. By providing opportunities for increased access to the facilities for community sports or educational resources, the school is able to develop and enhance its role with the neighbouring users. This being said, school administration should consider a range of other services and activities that could improve the learning and well-bring of the students, their families, and 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 FOR ONTARIANS WITH DISABILITIES ACT (AODA)

Historically, educational buildings within the OCSB 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 OCSB 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.

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.

SCHOOL BUILDING
BUILDING DESIGN

5431 FERNBANK ROAD, STITTSVILLE

BUILDING PROGRAME

The New Secondary School shall be designed to accommodate 1,440 students with gross floor area of approximately 159,000 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:

36 Classrooms
7 Science Labs
2 Music Rooms
2 Art Rooms
1 Drama
1 Family Studies
2 Tech Shops
2 Computer Labs

4 Communications Lab
4 Special Ed Classrooms
2 Student Commons (7&8 + 9-12)
1 Stage
1 Cafeteria / Auditorium
2 Double Gym
1 Dance Studio
1 Excercise Room

1 Weight Room
4 Change Rooms
1 Admin
4 Staff Lounge/Prep Areas
Various Utility / Storgage / Custodial

LEARNING COMMONS, 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 School will have the quadruple Gym, Cafeteria/Theatre, Learning Commons 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.

SPECIALITY SPACES

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).

HIGH PERFORMANCE SCHOOL

High performance design can impact a School Board from the classroom to the boardroom. The primary benefits include higher test scores, increased average daily attendance, lower operation costs, improved teacher satisfaction and retention, decreased liability, and reduced environmental impacts.

Higher Test Scores: A growing number of studies are confirming the relationship between a school's physical condition, especially its lighting and indoor air quality, and student performance. The message confirms what teachers, students, and parents have known anecdotally for years: a better facility one with great acoustics, lighting, indoor air quality and other high performance features will deliver better student outcomes.

Increased Average Daily Attendance (ADA): A high performance school provides superior indoor air quality by controlling sources of contaminants, providing adequate ventilation, and preventing moisture accumulation. Pollutants are kept out of the classroom, stale air is eliminated, and mold growth is eliminated—all tactics designed to reduce the sources of health problems and inhibit the spread of airborne infections. The result will be fewer sick days for both students and teachers, especially those with asthma or other respiratory problems.

Reduced Operation Costs: High performance schools are specifically designed using life cycle cost methods to minimize the long-term costs of ownership. They use less energy and water than standard schools and are easier to maintain. As a consequence, overall operating costs are low and remain so for the life of the facility. Savings can be used to supplement other budgets, such as special education, computers, books, and salaries Increased

OCSB Staff Satisfaction and Retention: High performance classrooms are designed to be pleasant and effective places to work. Visual and thermal comfort are high, acoustics are good, and the indoor air is fresh and clean. Such environments act as positive factors in recruiting and retaining teachers and in improving their overall satisfaction with their positions.

Reduced Environmental Impacts: High performance school buildings are consciously designed to respond to and positively impact the environment. They are energy and water efficient. They use durable, nontoxic materials that are high in recycled content and are themselves easily recycled. They preserve pristine natural areas on their sites and restore damaged ones. And they use non-polluting, renewable energy to the greatest extent possible. As a consequence, high performance school buildings are good environmental citizens and they are designed to stay that way throughout their entire life cycles.

PLANNING
PLANNING CONTEXT

5431 FERNBANK ROAD, STITTSVILLE

OVERVIEW

This report is intended to provide the necessary planning background and rationale in connection with the proposed construction of a Secondary school for the Ottawa-Catholic School Board on the north-west corner of Cope Drive and Atlas Terrace.

SITE CONTEXT AND LAND USE

The subject property, which is 14.75 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 Das I1A (Institutional). Existing Land Uses abutting the subject property include as follwos:

North:	R1Z Residential
South:	AG1 & AG5 Agricultural
East:	GM1 General Mixed Use Zone
West:	R3YY & R4Z Residential and O1 Parks and Open Space Zone

Part 7 of the Zoning By-Law, Major Institutional Zones, I1A 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

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
Secondary School	Area C (Suburban)	2 per classroom	48	96
School Other (7 & 8)	Area C (Suburban)	1.5 per classroom	24	24
Portables (SS)	Area C (Suburban)	2 per portable	20	40
Portables (7&8)	Area C (Suburban)	1.5 per classroom	10	15
				175 (197 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	7 (3 Type A + 4 Type B)	8 (4 Type A + 4 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	14,055	140.55
Future Portables	Area C (Suburban)	1 per 100m2 of gfa	1,780	17.8
				159 (180 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	I1A Minor Institutional Zone	High School
Minimum Lot Width	15m	
Minimum Lot Area	400m2	
Minimum Front Yard Setback	7.5m	13.98m
Minimum Rear Yard Setback	7.5m	166.11m
Minimum Interior Side Yard Setback	7.5m	156.73m
Minimum Corner Side Yard Setback	4.5m	4.5m
Maximum Building Height	15m	14m
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	175	197
Barrier Free Accessible Parking	7 (3 Type A + 4 Type B)	8 (4 Type A + 4 Type B)
Loading Spaces	1 per 2,000 m² - 4,999 m² of G.F.A.	2
Bycucle Parking Rates	159	180

PLANNING
RESPONSE TO CITY DOCUMENTS

5431 FERNBANK ROAD, STITTSVILLE

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 Cope Drive and Atlas Terrace . 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. Three-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. Through community use of school programs, the school will be an integral part of the community where it resides.

PLANNING
SECONDARY PLAN FERNBANK CDP

5431 FERNBANK ROAD, STITTSVILLE

SECONDARY PLAN, FERNBANK CDP

The school property is located within the ferbank community. the fernbank community design plan ("cdp") policies direct that comprehensive land use and infrastructure planning be conducted prior to development proceeding. The above referenced document provides specific direction (through guidelines) on the architectural expectations of development in this part of ottawa. To this end, the proposed high schoolsite is subject to the following sections of the Fernbank Community Design Plan: sections 6.35 Gateways, and 6.6.5 Schools. the following examines how the proposed high school site plan complies with these guidelines.

6.3.5 Gateways:

> "To provide a sense of identity and arrival, gateway features should be located at major roadway accesses into the community and neighbourhoods from the surrounding roadways and the central spine road (north-south arterial/transitway).
>
> Two types of the gateways can be identified in this community. a community gateway is where an arterial road meets another arterial road, while a neighbourhood gateway is defined as where an arterial road intersects with a major collector road or a selected minor collector road.
>
> The gateway features should include the combination of street oriented and well articulated architectural design and built form, high quality landscape design along the roadway entrance or around greenspace or a stormwater pond abutting the gateway with possible incorporation of public arts. gateway features shall have regard to the city's gateway and design features guidelines."

Response:
The proposed high school is envisioned to be a significant landmark for the fast growing fernbank community; its location will form a neighbourhood "gateway". This school is designed to support the 21st century learning and is organized around the indoor atrium and outdoor areas, which will act as "social spaces" for students and the community. Special attention is paid to the development of the active indoor/outdoor learning areas and the "gardens" which will promote healthy living. The school is set at the corner of the property, close to the intersection of Atlas Terrace and Cope Drive. The main entrance is visible from both streets and is accentuated by the extension of the library and building's main stairs. The building location on site, the architectural forms, use of colours, and building materials will animate the intersection of robert grand avenue and cope drive and will form a neighbourhood gateway. The transparent corner facades will "reveal" the life of the building while creating an active "urban street edge". The "entrance plaza" will be located in front of the main entrance of the school. the school building and the entry plaza will be integrated with high quality landscaping and create the "community focal point".

6.6.5 Schools (Guidelines):

- "school buildings should be located close to the public street with main entrances visible from the street
- where practical, gathering or plaza areas should be included in front of the main entrance of the school
- parking areas are discouraged from being located at the front of the main entrance of the school
- school elevations should be designed with a high level of architectural character and materials
- bus drop-off areas should be located away from the main entrance of the school, preferably at the side of the building to avoid conflict with other vehicles.
- bus drop-off areas for elementary schools may also be located on local streets, where appropriate.
- pedestrian connections should be provided from sidewalks, parking areas, and bus loading areas to school buildings.
- lighting for school buildings and parking areas to be directed away from adjacent properties.
- service areas should be screened from public view
- signage should be integrated into the landscape treatments or building architecture.
- where possible, utility elements and equipment should be located away from publicly exposed views, and are discouraged from being located in the front yard or flankage yard of a corner lot. where utilities are required to be located in the front or flankage yards, the utilities should be located in a discreet area or screened from public view through landscaping or other screening mechanisms."

Response:
The new school "campus" is designed to be in compliance with the school design guidelines outlined in the Fernbank CDP. The building facades will be facingthe corner at Atlas Terrace and Cope Drive. 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 south 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 form 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 south of the property and are screened by landscaping. Pedestrian connections have been provided from sidewalks of both streets, resdiential blocks (north and west) 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 Fernbank CDP.

COMMUNICATION
COMMUNICATION STRATEGY

5431 FERNBANK ROAD, STITTSVILLE

Introduction

This Public Consultation Strategy Report is prepared in support of the Site Plan Control Application to the City of Ottawa by Ottawa Catholic School Board. This provides an outline for an engagement strategy that facilitates communication between the applicant, interested stakeholders, and the surrounding community. Currently, the site is embedded within a neighbourhood that is part of a large residential development. The site itself has been set aside for the OCSB to construct a proposed three-storey 7-12 Secondary School.

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 Fernbank Catholic High 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

Several rounds of Pre-Application Consultations with City of Ottawa staff were held prior to application submission. Our team has presented the preliminary site plan and implemented the feedback received from City staff. Our team is continuing the dialogue with the staff as we are 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: OCSB and our team will engage with the City Councilor Glen Gower (Ward 6 Stittsville) to discuss the details of this proposal. We will process initial feedback and provide the Councilor with the updates.

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 stakeholders and community members for the majority of the duration of the project. Community members will be able to communicate any questions or concerns directly with the OCSB, who will then document and disseminate the information to the consulting team.

PRELIMINARY
CONSTRUCTION MANAGEMENT PLAN

5431 FERNBANK ROAD, STITTSVILLE

Introduction

A Preliminary Construction Management Plan checklist is a document that shows a development proposal's anticipated impacts to all modes of transportation and all elements in the right of way during construction. The purpose of this document is to assist the applicant and staff of Traffic Management Unit, Public Works Department to identify the expected impacts of their proposal on the City's right of way before construction starts.

Project Name:	**Fernbank Catholic High School**
Location:	**5431 Fernbank Road, Ottawa, Ontatio**
Owner:	**Ottawa Catholic School Board**
Construction Start Date:	**April 2026**
Occupancy:	**August 2028**

Project Description

Three Storey Secondary School. The building will include grades 7-12, with approximate student population of 1,440 and the size of close to 159,000 sq.ft.

Purpose of Consultation

	Preliminary Construction Management Plan Checklist Questions	Applocant's Response
1	Will Construction re-quire the temporary detour of a bus route?	From preliminary review of adjacent bus routes, Cope Drive has been identified as existing or future bus routes. No interruption or temporary detour of a bus route is required.
2	Will this Work block a bike lane?	There are bike lanes identified on Cope Drive and Fernbank Road. No closure of bike lanse are anticipated during construction.
3	Will this work block a sidewalk?	There existing/future sidewalks identified along Cope Drive and Atlas Ter-race. No permanet closures are antisipated during construction. Temporary closures of sidewalk on Atlas Terrace is anticppated during road connections of the two site entrances on Atlas Terrace. This will be handled through road cut permit.

Preliminary Construction Management Plan Checklist Questions		Applocant's Response
4	Will this work require a lane of traffic to be closed?	No permanent closure of trtaffic lanes is anticipated during construction. A road cut permit is anticipated for the proposed road connection to Atlas Terrace. Prior to issuance of the permit, the construction management plan will be revised to identify further details such as specific location, traffic control plan, temporary signage, duration of closures, in accordance with the road cut permit requirements. Application for road cut permits are anticipated to be submitted and managed by the General Contractor.

VISUALIZATION
3D-RENDERINGS

5431 FERNBANK ROAD, STITTSVILLE

TO BE INSERTED HERE

2025

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