



SCHEMATIC DESIGN PHASE PUBLIC OPEN HOUSE NO.3:

WHAT WE HEARD



KMBR | ARCHITECTS
PLANNERS

300 – 152 West Hastings Street
Vancouver BC, V6B 1G8
October 3, 2022



EVENT SUMMARY

Public Open House #3

Date:	June 27, 2022, 6:00 - 8:00 p.m.
Location:	Cedar Hill Middle School Gymnasium
Participants:	125 community members, SD61 representatives, KMBR architects representatives
Format:	In-person gallery style display of boards and Q&A
Attendees included:	• Neighbours from Gregory Place, Garnet, and Rose Gardens • Members of the public general from other parts of Saanich • Teaching staff • Parents/guardians of current Cedar Hill students • Parents/guardians of future middle school students

The open house was advertised in the Times Colonist and Saanich Newspaper. The School District sent out a media release to promote the event and earned coverage with local radio stations and papers (CFAX, CTV, CHEK, Black Press, etc.). The media release was also sent to the School District's 3,500+ staff members. The School District advertised on all their social channels (Facebook, Twitter and Instagram). Letters with invitations to the open houses were extended to Rose Garden residents and nearby community associations. The school administration also sent invitations to the Parent Advisory Committee (PAC).

The event was organized by School District staff with the participation of the Principal and Vice-principal from Cedar Hill Middle School, KMBR Architects, and representatives from the School District. It was an in-person open house to update the public on the status of the project including:

- Site plan revisions;
- Information pertaining to the site from City of Saanich's Active Transportation Plan;
- Floor plans for the new design;
- A rendered exterior view to provide an idea of what the building will look like from the intersection of Cedar Hill Road and Gregory Place;
- Items that will be retained from the old school.

There were thirteen (13) boards, which included the following:

- Three (3) introductory boards that focused on project timeline and milestones, as well as previously summarized design drivers and key themes
- Two (2) boards that addressed the off-site improvements required by the City of Saanich, implementing a multi-use pathway for pedestrians and cyclists along Cedar Hill Road for the length of the developed site
- Two (2) boards that focused on the updates and revisions to site design including:
 - the proposed location of the new school,
 - proposed parking,
 - tree retention and demolition,
 - vehicle circulation,
 - pickup and drop-off options,
 - pedestrian and bike access to site,
 - site amenities desired by the community, and
 - highlighted differences between current and previous site plan presented at Open House #2 (changes due to budget constraints)
- Three (3) boards that focused on the new school design including the new floor plans, proposed exterior design and finishes, and elements that are to be retained from the old school site along with their placement in the new design. (3 boards)
- One (1) board requesting any other comments from the participants (1 board)

Participants were encouraged to provide responses to prompting questions on various boards using sticky notes or by adding stickers that show their preferences. A table was also set up in the center of the room with comment cards for participants to provide thoughts and comments regarding any topic that interested or concerned them. Members of KMBR's design team and the School District were on hand to answer questions and listen to comments. All feedback was recorded and incorporated into this document.

PUBLIC INPUT



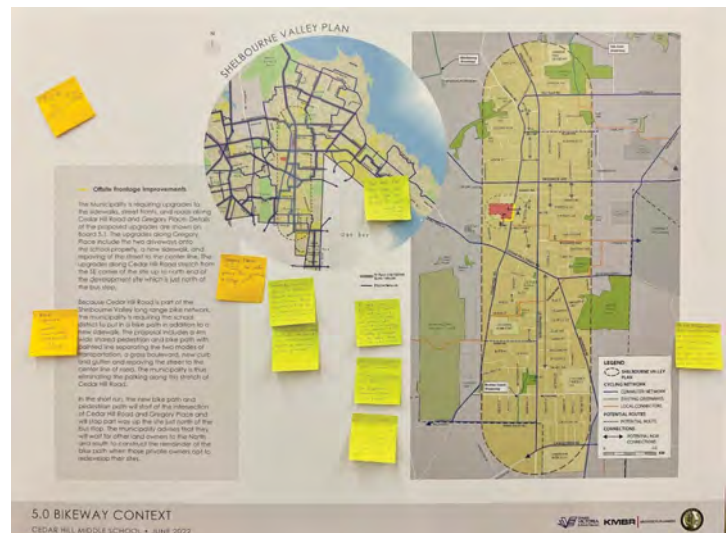
4.0 COMMUNITY ENGAGEMENT - VISIONING

The participants added comments to the board expressing their concerns if outdoor play space were to be reduced, as well as the exploration programs/classes were to decrease (from the existing school). They expressed their desire to have more of hands-on education and suitable spaces.

Note: Area provided reflects the Ministry of Education Area Standards and reflects the Ministry of Education funding requirements.

5.0 BIKEWAY CONTEXT

The board showed the Active Transportation Plan. Members of the public expressed their desire to have safer bike routes and pick-up/drop-off locations, reduced parking, and integration of new bike routes with existing routes. Participants noted concerns about having traffic concerns at the corner of Cedar Hill Road and Gregory Place when the pick-up/drop-off traffic is at its peak. A few participants suggested traffic mitigation solutions for this intersection. There was a general consensus that reducing parking and increasing space for bike routes is desirable.



5.1 BIKEWAY CONTEXT

This board explained the proposed off-site improvements planned for the multi-use pathway along Cedar Hill Road. Participants express a desire to have it connect with the Cedar Hill Recreation Centre and Doncaster School. Participants also expressed that having the drop-off off Cedar Hill Road instead of Gregory Place or having no drop-off at all could encourage biking and walking. Participants noted that the bike route on the hill on McKenzie Avenue should be well lit, even if this is beyond the scope of the present project.

PUBLIC INPUT - CONTINUED



6.0 UPDATED SITE PLAN CONFIGURATION

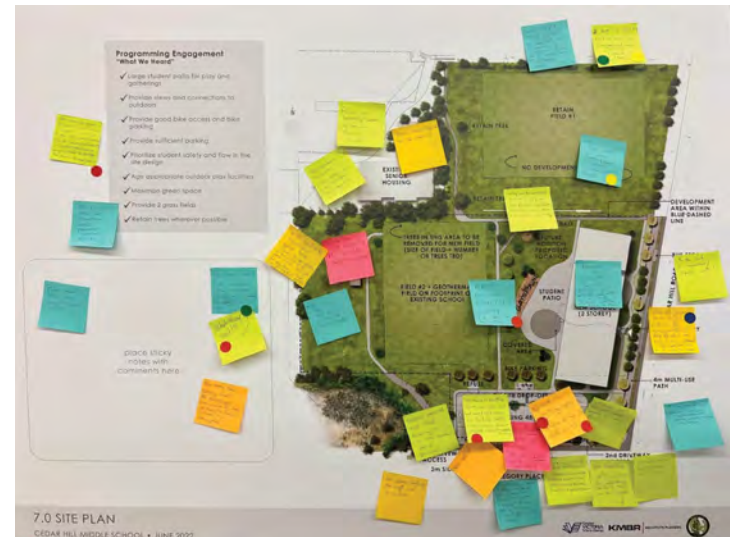
The two main themes that the participants of the public open house expressed were the need to have an outdoor basketball court. Respondents noted the basketball courts are always in use and provide students with a place to burn off energy and stay active, especially when the fields are wet due to rain.

Note: Basketball court was added back into the proposed site plan following this event. A playground was included and kept in the design, in accordance with Ministry of Education requirements.

7.0 SITE PLAN

Participants expressed support for the retention of mature trees and emphasized having basketball courts and a sufficiently sized playground in the new design. Some participants requested an artificial turf field in place of grass to ensure better playing terrain year-round. Other suggestions included more bike storage and less parking to try to reduce car congestion and encourage active transportation. Some suggested shifting the proposed building to the West in order to move the drop-off from Gregory Place to Cedar Hill Road.

Note: The City does not support driveways off Cedar Hill Road. The Ministry of Education does not fund artificial turf fields.

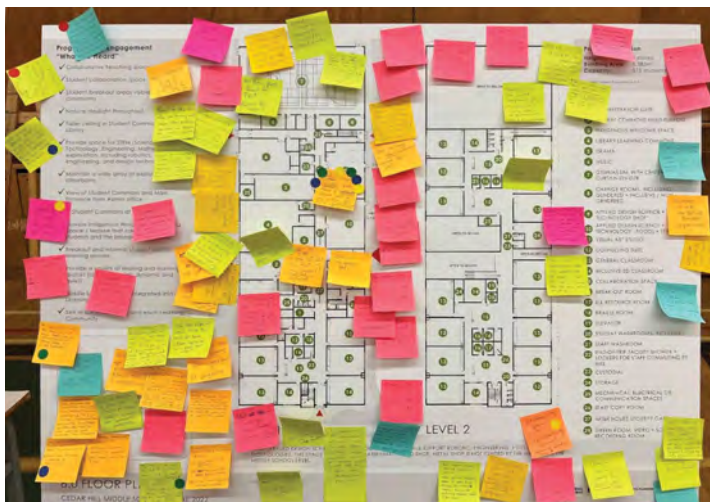


8.0 FLOOR PLANS

Participants raised the concern that the new design is too small, and might warrant the need for portables. They felt performing arts needs more storage and a stage. Many expressed the need for more space for woodwork and a bigger gym. School staff were concerned about number of classrooms and size of spaces. Some of the participants expressed the need to have more staff washrooms and more storage space. Also, was noted that Indigenous Welcome space should be place towards the exterior walls for better views to outside.

Note: The Indigenous Welcome Space was moved to the outside wall after the event.

In the present design, the number of general classroom meets the Ministry of Education standard, and all spaces are sized to the Ministry Standard.



PUBLIC INPUT - CONTINUED



9.0 RETAINED ELEMENTS

As expressed throughout the previous boards, the community requests to retain the basketball courts, and add other sport courts if possible. Student artwork is also a fundamental part of the school's culture and is a highly requested element to retain. Likewise, the stained glass is an element that the respondents would like to incorporate into the new design.

Note: All items listed above are planned to be retained. A new replacement basketball court was added to the site plan following the open house

10.0 ARTISTIC RENDERINGS

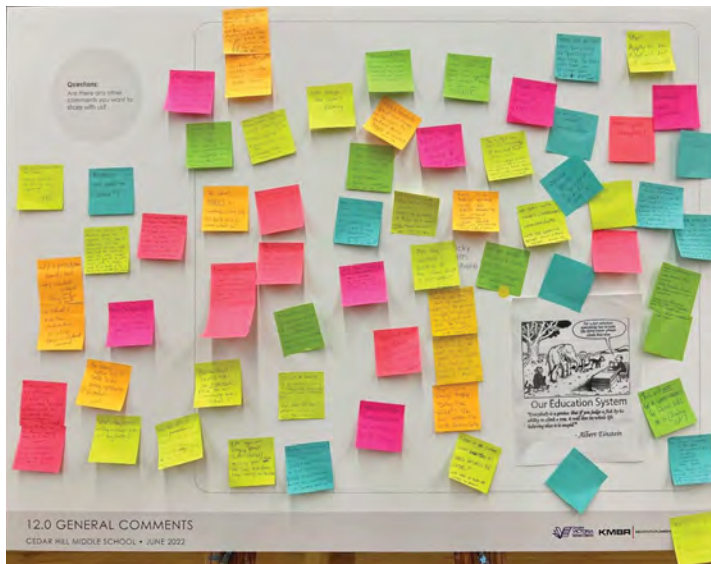
Some participants noted a preference for a pitched roof. Some also noted concerns about the "boxy" form. Other participants noted they would like to see more Indigenous design elements incorporated throughout the design.



11.0 MATERIALS AND AESTHETICS

The participants requested more sun-shading and more greenery. They would like to see more natural elements and organic shapes to break away from the straight edges. There is also a desire to incorporate real cedar wood into the building finishes.

PUBLIC INPUT - CONTINUED



12.0 GENERAL COMMENTS

Participants shared concerns in regards to the size of the school, namely a concern that it may not be large enough to accommodate the future student population, or even the current one. There was a strong response to the lack of basketball courts, serverly space, performing arts stage, wood and traditional shop space. Staff present also expressed a desire to increase the number and the size of classrooms and gym. Overwhelmingly, respondents noted a concern that the new school will offer less space and fewer amenities that what the existing school currently offers.

Participants have raised concerns about the potential traffic congestion during peak hours and some requested additional traffic studies. The design team noted that the final traffic report is pending. Some suggestions included: adding a traffic light instead of the existing flashing beacon at Cedar Hill Road and Gregory Place, moving the pick-up/drop-off area and access to it from Gregory Place to Cedar Hill, extending bike routes to connect directly to existing ones, and having more bike storage and less parking spaces to encourage more active transportation.

A few participants voiced a desire to postpone the project until more funding can be obtained to cater to the concerns and the suggestions expressed in the comments throughout the board displayed.

Note: The new school design has been reviewed and approved by the Ministry of Education and Child Care. The school meets the area requirements as set out in the Area Standards and a larger school would not be possible given the enrollment projections.

APPENDICES

TABLE OF CONTENTS

Appendix A	All Boards
Appendix B	Boards with Attendee Comments
Appendix C	Comment Cards

APPENDIX A

ALL BOARDS



TERRITORIAL ACKNOWLEDGMENT:

“The Project Team wishes to acknowledge that Cedar Hill Middle School is located in the traditional territories of the Esquimalt and Songhees Nations and we wish to express gratitude for the opportunity to work, learn, and share ideas on their traditional territories.”

KMBR Architects Planners Inc. Acknowledgment:

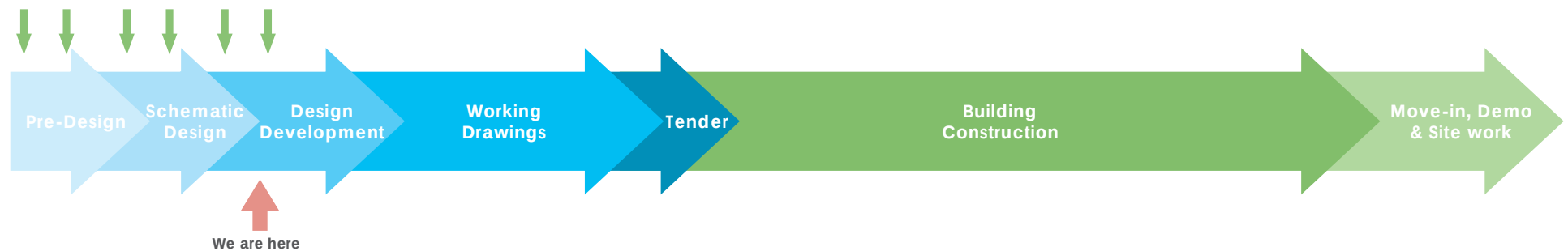
KMBR Architects Planners Inc. is committed to the process of decolonization, and reconciliation with First Nations and Urban Indigenous communities.
We recognize that we live and work on the unceded territories of the Coast Salish Peoples including the x̱məθkʷəy̱əm (Musqueam), Skwxwú7mesh (Squamish), and Sellwítlh (Tseil-Waututh) Nations.



PROJECT SCHEDULE

	PHASE	TIMELINE
	Visioning + Programming Engagement	October - December 2021
	First Public Information Meeting	November 9, 2021
	Schematic Design Phase	January 4 - June 10, 2022
	Second Public Information Meeting	March 3, 2022
	Design Development Phase	June 13 - September 9, 2022
	Third Public Information Meeting	June 28, 2022 - TODAY
	Working Drawing Phase	Sept 9, 2022 - February 28, 2023
	Building Permit Submission	October 14, 2022
	Ministerial Approval	February 28, 2023
	Tender	March - April 2023
	Construction Start	May 2023
	New School Complete	Expected Spring 2025
	Student & Staff Move-in	Expected Summer 2025
	Demo + Site Work Complete	Expected 2026

Public Engagement Opportunities / Stakeholder Input



2.0 PROJECT SCHEDULE

CEDAR HILL MIDDLE SCHOOL • JUNE 2022

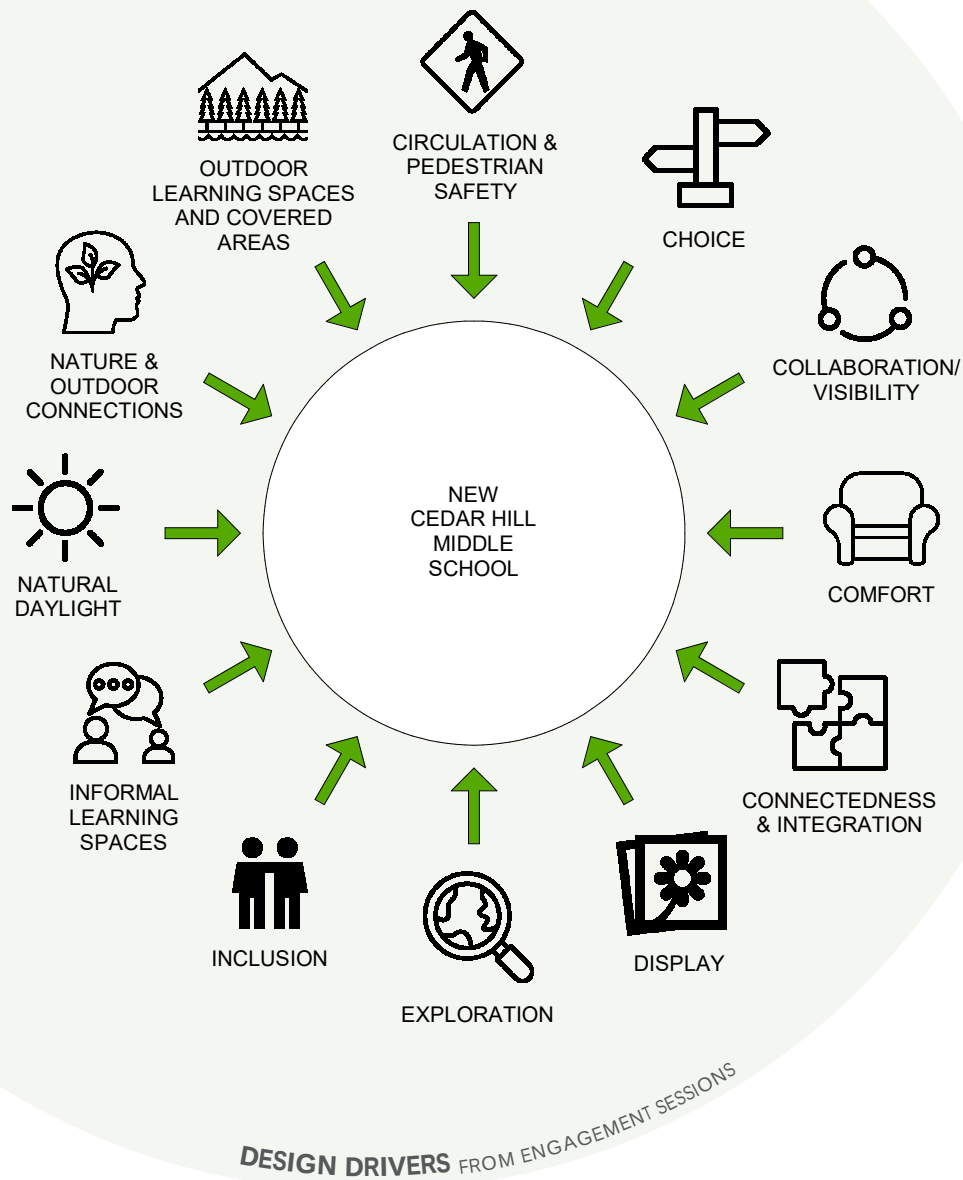


COMMUNITY ENGAGEMENT SCHEDULE

	Description	Date	Status
Visioning	Tours of Existing Middle Schools	October 2021	✓
	Steering Committee Visioning Session	October 22, 2021	✓
	Staff Visioning Session	October 28, 2021	✓
	Student Visioning Sessions	November 2021	✓
	Feeder School Student Visioning Sessions	November 2021	✓
	Public Information Session #1	November 9, 2021	✓
	Online Survey for Parents, PAC, Neighbourhood	November 9-26, 2021	✓
Programming	Consultation with Songhees and Esquimalt Nations	Ongoing	✓
	Steering Committee Programming Workshop	December 6, 2021	✓
	Consultation with Rose Bank Gardens Living	Mid December, 2021	✓
	Programming Workshops with School Staff	December 8, 2021	✓
Schematic Design	Final Programming Workshop with Steering Committee	December 14, 2021	✓
	Schematic Design W/shop #1 - Steering Committee	December 6, 2021	✓
	Schematic Design W/shop #2 - Steering Committee	January 7, 2022	✓
	Schematic Design Workshop #3 + #4 - Staff	January 13 + 14, 2022	✓
	Public Open House #2	March 3, 2022	✓
	Costing + Value Engineering	April 2022 + May 2022	✓
Design Development	Schematic Design Final Review + Acceptance	June 15, 2022	✓
	Cedar Hill Staff Update	June 16, 2022	✓
	Public Open House #3	June 28, 2022 - TODAY	✓
	Design Development	June 13 - September 9, 2022	✓
	Ministry approval to proceed to Construction Doc. Phase	September 9, 2022	✓

3.0 COMMUNITY ENGAGEMENT

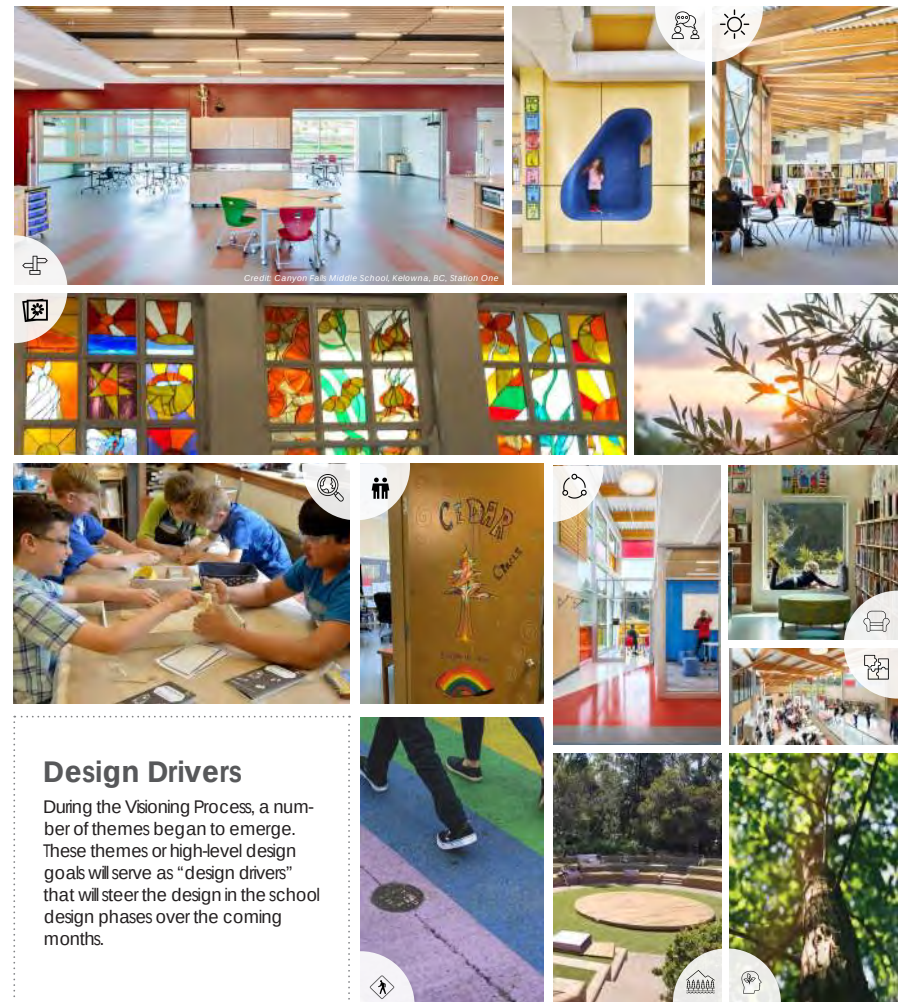
CEDAR HILL MIDDLE SCHOOL • JUNE 2022



Key Themes

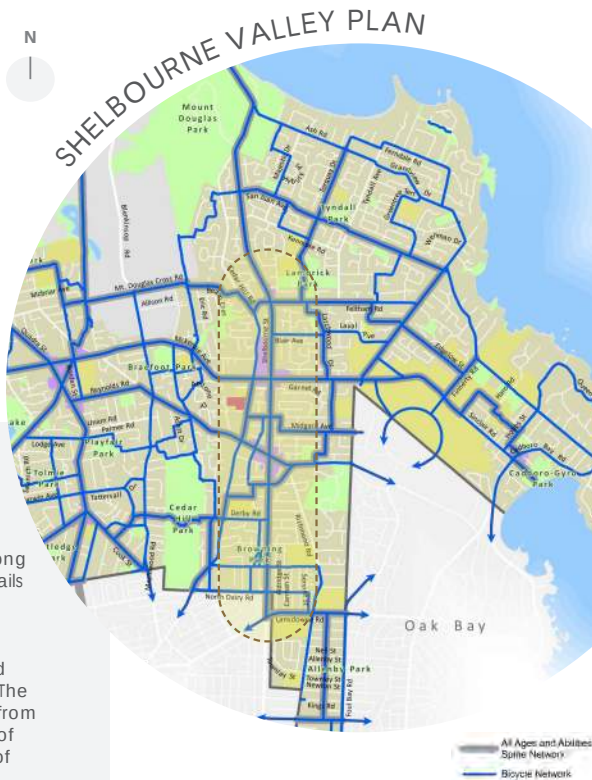
From the workshops, conversations, and survey, six themes emerged:

- Access to nature;
- The importance of long-term environmental sustainability;
- The need for flexible and adaptable facilities that reflect current ways of learning and teaching;
- The desire for comfortable, welcoming spaces;
- The importance of outdoor play, outdoor education, physical activity, and creating covered areas for inclement weather and opportunities for hands-on outdoor learning;
- The importance of maintaining a wide variety of learning options for students to explore (Music, Drama, Visual Arts, Tech, Education/Shop, Textiles/Culinary Arts, and STEM - Science, Technology, Engineering, Mathematics).



4.0 COMMUNITY ENGAGEMENT - VISIONING

CEDAR HILL MIDDLE SCHOOL • JUNE 2022



Offsite Frontage Improvements

The Municipality is requiring upgrades to the sidewalks, street fronts, and roads along Cedar Hill Road and Gregory Place. Details of the proposed upgrades are shown on Board 5.1. The upgrades along Gregory Place include the two driveways onto the school property, a new sidewalk, and repaving of the street to the center line. The upgrades along Cedar Hill Road stretch from the SE corner of the site up to north end of the development site which is just north of the bus stop.

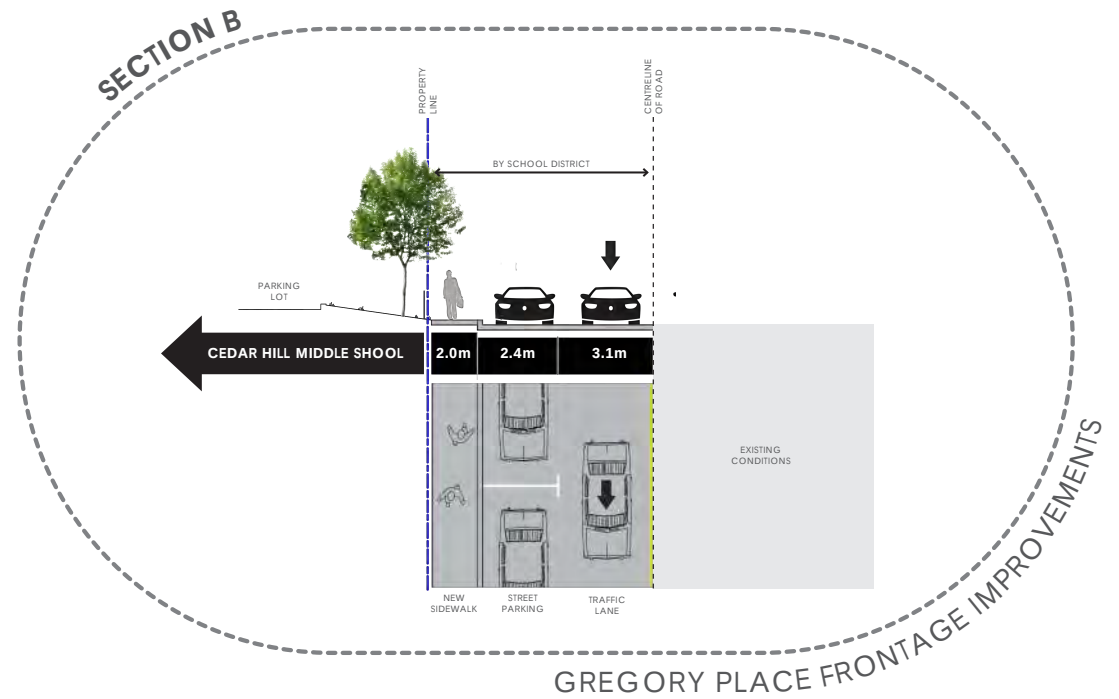
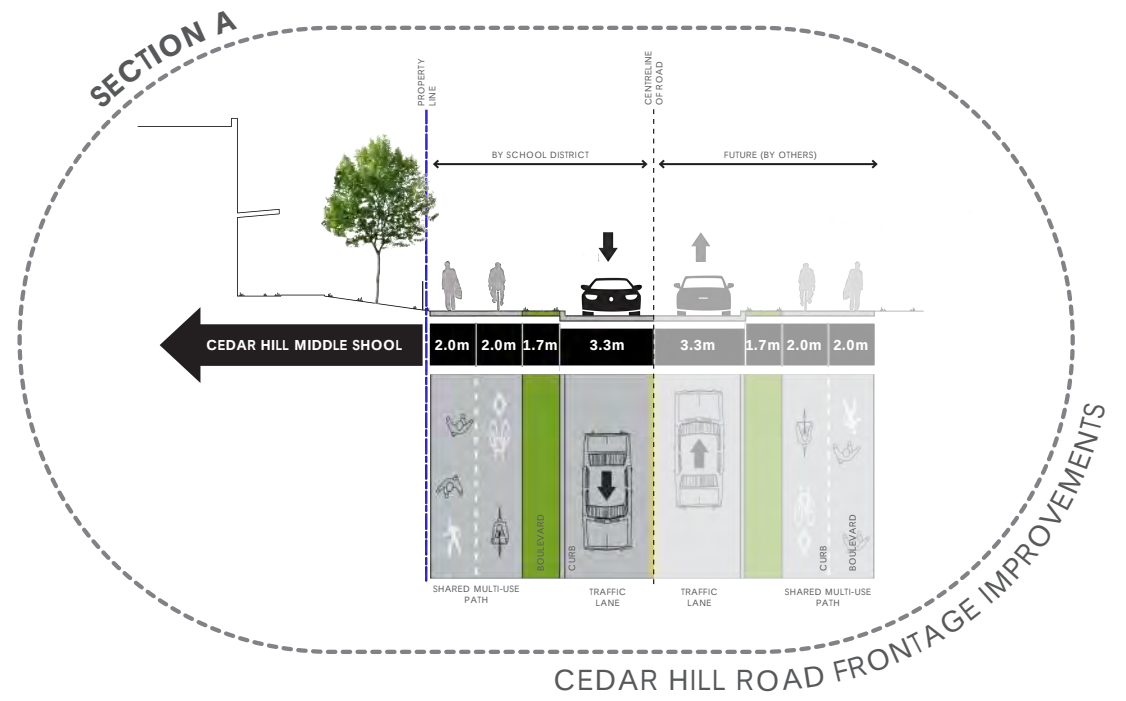
Because Cedar Hill Road is part of the Shelbourne Valley long range bike network, the municipality is requiring the school district to put in a bike path in addition to a new sidewalk. The proposal includes a 4m wide shared pedestrian and bike path with painted line separating the two modes of transportation, a grass boulevard, new curb and gutter and repaving the street to the center line of road. The municipality is thus eliminating the parking along this stretch of Cedar Hill Road.

In the short run, the new bike path and pedestrian path will start at the intersection of Cedar Hill Road and Gregory Place and will stop part way up the site just north of the bus stop. The municipality advises that they will wait for other land owners to the North and south to construct the remainder of the bike path when those private owners opt to redevelop their sites.



5.0 BIKEWAY CONTEXT

CEDAR HILL MIDDLE SCHOOL • JUNE 2022



5.1 BIKEWAY CONTEXT

CEDAR HILL MIDDLE SCHOOL • JUNE 2022



PREVIOUS SITE PLAN



UPDATED SITE PLAN

NOTES:

* ALL SCHOOL FLOOR AREA RETAINED. INDIGENOUS WELCOME SPACE / FEATURE RETAINED. NEIGHBOURHOOD LEARNING CENTER FLOOR AREA NO LONGER PROVIDED.

** 5 PARKING STALLS ASSOCIATED WITH ELIMINATED NEIGHBOURHOOD LEARNING CENTRE AREA HAVE BEEN ELIMINATED.

6.0 UPDATED SITE PLAN CONFIGURATION

CEDAR HILL MIDDLE SCHOOL • JUNE 2022

Programming Engagement "What We Heard"

- ✓ Large student patio for play and gatherings
- ✓ Provide views and connections to outdoors
- ✓ Provide good bike access and bike parking
- ✓ Provide sufficient parking
- ✓ Prioritize student safety and flow in the site design
- ✓ Age appropriate outdoor play facilities
- ✓ Maximize green space
- ✓ Provide 2 grass fields
- ✓ Retain trees wherever possible

place sticky
notes with
comments here



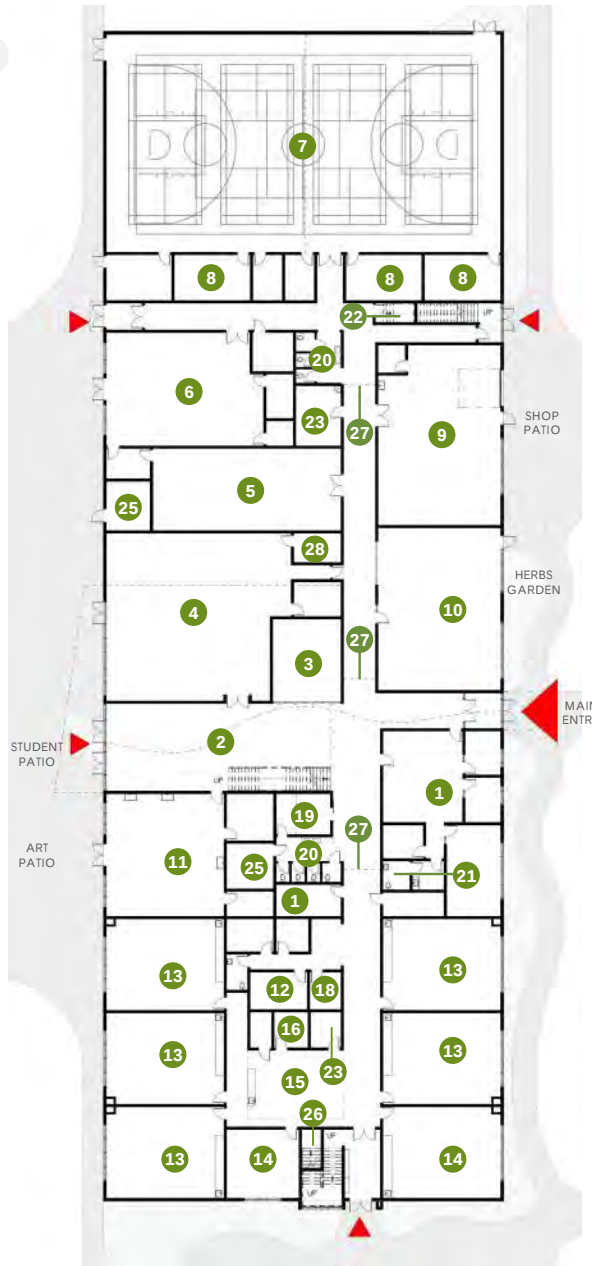
7.0 SITE PLAN

CEDAR HILL MIDDLE SCHOOL • JUNE 2022

Programming Engagement "What We Heard"

- ✓ Collaborative teaching space
- ✓ Student collaboration space
- ✓ Student breakout areas visible from classrooms
- ✓ Natural daylight throughout
- ✓ Taller ceiling in Student Commons and Library
- ✓ Provide space for STEM (Science, Technology, Engineering, Mathematics) exploration, including robotics, engineering, and design technology.
- ✓ Maintain a wide array of exploratory classrooms
- ✓ View of Student Commons and Main Entrance from Admin office
- ✓ A Student Commons at heart of school
- ✓ Provide Indigenous Welcome or Learning Space / feature that can be used by students and the broader community
- ✓ Breakout and informal student-centric learning spaces
- ✓ Provide a variety of seating and learning spaces (large and small, dynamic and quiet)
- ✓ Middle School Science Integrated into all Learning Communities
- ✓ Sink in each classroom and each Learning Community

place sticky notes with comments here



LEVEL 1



LEVEL 2

Project Information

Height: 2 storey
Building Area: 5,383m²
Capacity: 575 students*

*Current Student Population is 515.

Legend

- 1 ADMINISTRATION SUITE
- 2 STUDENT COMMONS MULTI-PURPOSE
- 3 INDIGENOUS WELCOME SPACE
- 4 LIBRARY LEARNING COMMONS
- 5 DRAMA
- 6 MUSIC
- 7 GYMNASIUM, WITH CENTER CURTAIN DIVIDER
- 8 CHANGE ROOMS, INCLUDING GENDERED + INCLUSIVE / NON-GENDERED
- 9 APPLIED DESIGN SCIENCE + TECHNOLOGY SHOP*
- 10 APPLIED DESIGN SCIENCE + TECHNOLOGY - FOODS + TEXTILES
- 11 VISUAL ART STUDIO
- 12 COUNSELING SUITE
- 13 GENERAL CLASSROOM
- 14 INCLUSIVE ED CLASSROOM
- 15 COLLABORATION SPACE
- 16 BREAK-OUT ROOM
- 17 ELL RESOURCE ROOM
- 18 BRAILLE ROOM
- 19 ELEVATOR
- 20 STUDENT WASHROOMS, INCLUSIVE
- 21 STAFF WASHROOM
- 22 END-OF-TRIP FACILITY SHOWER + LOCKERS FOR STAFF COMMUTING BY BIKE
- 23 CUSTODIAL
- 24 STORAGE
- 25 MECHANICAL, ELECTRICAL OR COMMUNICATION SPACES
- 26 STAFF COPY ROOM
- 27 AFTER HOURS SECURITY GATE
- 28 GREEN ROOM, VIDEO + SOUND RECORDING ROOM

* ADST - APPLIED DESIGN SCIENCE + TECHNOLOGY SKILLS SHOP WILL SUPPORT ROBOTIC, ENGINEERING, + DESIGN TECHNOLOGIES. THIS SPACE REPLACES THE TRADITIONAL WOOD SHOP. METAL SHOP IS NOT FUNDED BY THE MINISTRY AT THE MIDDLE SCHOOL LEVEL.

8.0 FLOOR PLANS

CEDAR HILL MIDDLE SCHOOL • JUNE 2022



01 - RETAIN SELECT STUDENT ARTWORK



09 - RETAIN ARBUTUS TREE



08 - RETAIN NORTH PLAYFIELD



07 - STAINED GLASS



02 - RETAIN STRUCTURE



03 - RETAIN + RELOCATE GAGA BALL ENCLOSURE



06- RETAIN/RELOCATE FLAGPOLE BASE
+ UNEARTH TIME CAPSULE



05- REUSE BENCH FROM ADMIN OFFICE



04 - NEW COMMEMORATIVE PLAQUE
LOCATION TBD



9.0 RETAINED ELEMENTS

CEDAR HILL MIDDLE SCHOOL • JUNE 2022



CONCEPTUAL BUILDING MASSING: BIRD'S EYE VIEW FROM SOUTH-EAST CORNER OF CEDAR HILL ROAD

NOTE:
SOME EXISTING TREES ON CEDAR HILL
ROAD ARE HIDDEN ABOVE FOR CLARITY

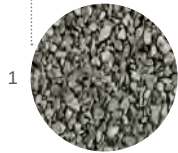


ARTISTIC RENDERING OF MAIN ENTRANCE ON CEDAR HILL ROAD

10.0 ARTISTIC RENDERINGS

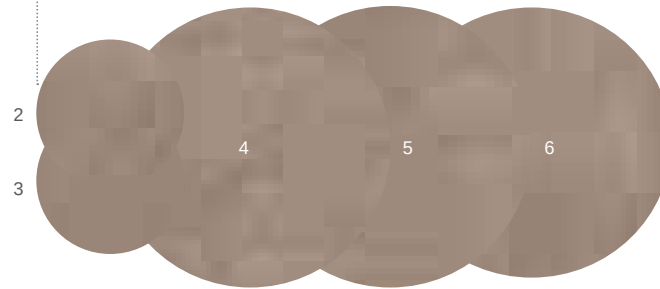
CEDAR HILL MIDDLE SCHOOL • JUNE 2022

1 - LIGHT GREY SBS ROOFING



ROOFING

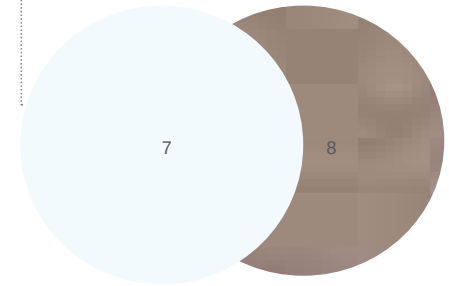
- 2 - CHARCOAL METAL CLADDING + PREFINISHED METAL FASCIA
- 3 - LIGHT GREY METAL CLADDING + PREFINISHED METAL FASCIA
- 4 - PREFINISHED METAL SOFFIT (WOOD LOOK)
- 5 - CHARCOAL PAINTED METAL DOORS
- 6 - CONCRETE MASONRY VENEER



CLADDING

7 - SEALED DOUBLE GLAZING

8 - CLEAR ANODIZED ALUMINUM CURTAIN WALL FRAME AND ALUMINUM FRAME GLAZED DOORS



GLAZING



EXTERIOR THEME



INTERIOR THEME

11.0 MATERIALS AND AESTHETICS

CEDAR HILL MIDDLE SCHOOL • JUNE 2022

Questions:

Are there any other
comments you want to
share with us?

place sticky
notes with
comments here

12.0 GENERAL COMMENTS

CEDAR HILL MIDDLE SCHOOL • JUNE 2022



KIMBA | ARCHITECTS PLANNERS



APPENDIX B

BOARDS WITH ATTENDEE COMMENTS

The following 24 pages include a visual record of each comment board that was displayed at the public open house, including all sticky note comments provided by attendees. It also includes a transcript summary of the verbal comments in regards to each board that were provided to the school district representatives and their design team throughout the evening.

BOARD 4.0 – COMMUNITY ENGAGEMENT - VISIONING



BOARD 4.0 – COMMUNITY ENGAGEMENT - VISIONING (transcript of feedback from sticky- notes)

- Where is the outdoor play? No basketball/sports courts, 1 sm playground for 575?
- Where is the “access to nature?” Outdoor play?
- This new design doesn't allow for these themes to be realized!
- Where did the server go? What will happen to kids who need breakfast program?
- Adequate spaces and rooms are must for explore classes (music/theatre/shop/even gym)
- Shops disappearing will be a huge blow to the students creativity and the school culture
- Shop is important and inclusive. Why is there NO SHOP in the new plan??
- Kids need more hands on not less
- We need adequate music space and music storage! Music is mental health and community
- What are these kids doing? Woodshop or metal shop is what the school needs
- Neurodiversity is untapped talent!!
- Accessibility AND inclusion

BOARD 5.0 – BIKEWAY CONTEXT



BOARD 5.0 – BIKEWAY CONTEXT (transcript of feedback from sticky- notes)

- Thankfully, Saanich is starting to implement forward thinking road design in line with an expected shift to 90% of commuters preferring active transportation to motor vehicles, but why are we increasing parking for vehicles at the school and not supporting other forms of transportation?
- Safe drop off and pick up areas location
- Gregory Place is not the safe place for pickup and drop off!
- Bike network to where – single lane Shelbourne at Hillside
- Children need safe bike routes that are well lit from the Lake Hill area. Biking on McKenzie is not safe in my opinion.
- We bike to school daily. Safe routes very welcome. We should incentivize biking/walking/transit over driving cars. So maybe less parking? Even for staff, they can take active transport!
- Too bad the bike lane just ends. Not very helpful for cyclists who commute here like I do. Hopefully local residents get on board to expand it. The hill is dangerous.
- I hope you are lobbying to work to connect the new (very welcome) bike infrastructure to existing routes, otherwise it is totally disconnected from the cycling network of safe routes to school.
- We need to support Active Transportation. Can we work together with Saanich? How do parents/community support this process?

BOARD 5.1 – BIKEWAY CONTEXT



BOARD 5.1 – BIKEWAY CONTEXT - (transcript of feedback from sticky notes)

- Must have bike lane complete to Cedar Hill Rec Centre, not stranded
- IN REFERENCE TO THE ABOVE COMMENT: and connect to Doncaster School too. Cedar Hill X and Cedar Hill Road intersection is horrible for cyclists.
- Currently Cedar Hill has one of the best arrangements for student drop off and pick up in the city. Why disrupt that amenity? Please be more imaginative! Visit Glanford Middle School's drop off/pick up
- Actually, I agree with no general pickup/drop off directly at school. We should be encouraging students/families active transportation!
- Don't need a parking space with size of a school. We need a bigger school, even if it comes at the expense of space for vehicles.
- Will a traffic light be put in for turning onto Gregory Place. As of now traffic can already back up past Cedar Hill X (over the hill) intersection and currently folks are not supposed to drop off on Gregory Place.
- This bike lane only exists for the length of the school.
- Without a pick-up and drop-off area or street parking on Cedar Hill, student safety is a concern.
- Gregory Place is already too congested. Putting pick up/drop off here is worse.
- Many safety issues – near misses with student pedestrians and traffic.
- As a resident of Gregory Place, I am very concerned with this plan! It is already a nightmare at peak times to get out of the street. I'm shocked the drop off isn't on Cedar Hill Road!! Such a no brainer!

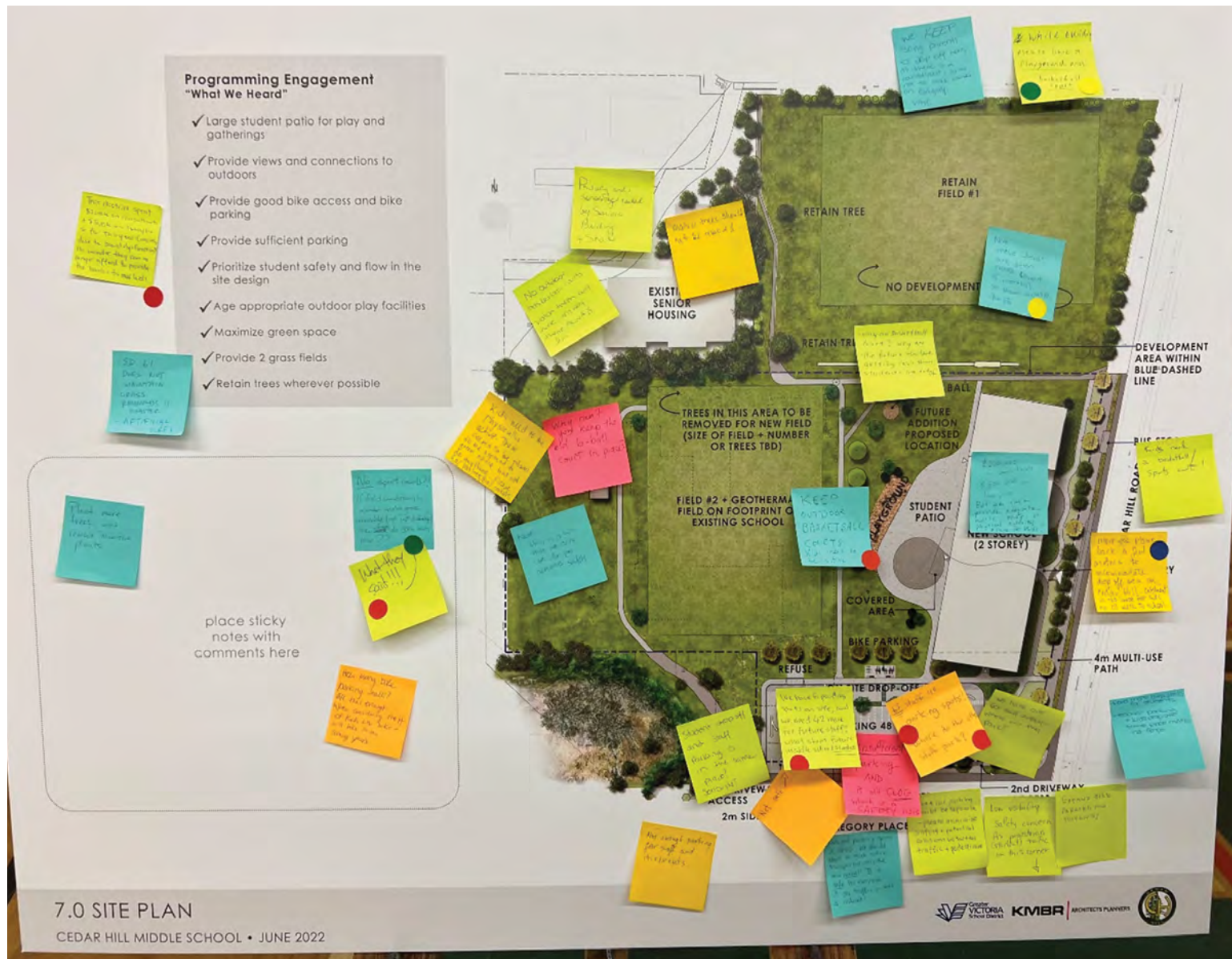
BOARD 6.0 – UPDATED CONFIGURED SITE PLAN



BOARD 6.0 – UPDATED CONFIGURED SITE PLAN - (transcript of feedback from sticky- notes)

- The kids need an outdoor blacktop for sports
- In the interim and long term future site there needs to be basketball courts
- How many cars fit in the drop off area?
- I wonder about a PPP with soccer assn/football/FH for turf field? Rental potential and great for weather.
- Where is the playground in the interim while building is underway. Gaga ball is not enough.
- Basketball court/outdoor sports – why remove this given marginal cost?
- There better be tinted windows because keeping the present orientation, the sun pours into the classroom = too HOT!
- As a PHE teacher, I would suggest a blacktop/sport court is crucial for DPA/programming.
- Improve drainage on existing fields.
- Also traffic light into Gregory PI (Saanich to install).
- Can we reduce parking and drop off area? Use this space for student learning like basketball court? It's actually very popular space for kids!
- We need outdoor basketball. Kids need to move! Save existing playground equip??
- Basketball court more important than gaga ball.
- Needs to be artificial turf. SD61 does not maintain grass fields well.
- Outdoor basketball please keep.
- Need a basketball court.
- What happens during the wet season when grass is closed?
- I think save and move existing playground. Use that \$ for something else.
- DIAGRAM PROVIDED – showing drop off area in front of staff parking.

BOARD 7.0 – SITE PLAN



BOARD 7.0 – SITE PLAN - (transcript of feedback from sticky- notes)

- Mature trees should not be removed.
- Low visibility safety concern for pedestrian (student) traffic on this corner (REFERENCING CEDAR HILL ROAD AT GREGORY PLACE).
- While building please have a playground and basketball court.
- We KEEP asking parents to drop off here, as there is a roundabout so as not to block houses on Gregory. Why?
- Note: these “fields” are often closed (about 5 months) so they’re unusable for PE
- Why no basketball court? Why are the future students getting less than students are today?
- Kids need a basketball/sports court!
- Move the plans back a few meters to accommodate drop off area on Cedar Hill. Catchment is too large for kids to all walk to school.
- Need more bike stalls for students. Teacher parking and kids drop off same place makes no sense.
- \$200,000 on consultants, \$500,000 on lawyers, but we can’t provide adequate music, shop, or physical activity space for kids!
- Bike and car parking should be separate. Please minimize conflict and potential collisions between traffic and pedestrians.
- 65 staff 48 parking spots! Where do the other staff park?
- SD61 does not maintain grass. Reynolds is disaster. ARTIFICIAL TURF!
- Plant more trees and remove invasive plants.
- We have over 60 staff already, where will they park?
- Keep outdoor basketball courts. Kids need to be active.
- We have 6 parking spots on site, and we need 42 more for future staff? What about future middle school students.
- Insufficient parking AND it will CLOG which is a SAFETY issue.
- Reduced parking spots is GOOD. We should start to think active transportation is the new normal! It is safe for everyone if car traffic in area is reduced!
- Student drop off and staff parking is in the same place? Seriously?
- Not enough parking for staff and itinerants.
- Expand bike parking for students!
- This district spent \$200K on consultants and \$500K on lawyers so far this year (mostly due to board dysfunction) no wonder they can no longer afford to provide the basics to our kids.
- No sports courts?! If field conditions in winter make grass unusable (not just drainage?) then where do 500+ kids play??
- IN REFERENCE TO THE ABOVE COMMENT: What they said!!!
- No outdoor basketball courts. Watch them any time, any day, they’re ALWAYS full.
- Privacy and screening needed by seniors building and shade.
- How many bike parking stalls? Are their enough when considering the # of kids who bike and will bike in the coming years.
- Note: this is a hill that we can’t use for PE activities safely.
- Why can’t you keep the old b-ball court in place?
- Kids need to be physically active. There seems to be plans to be exposed to green space but not do anything. Please keep basketball courts.
- Not safe (REFERENCING 1ST DRIVEWAY ACCESS).

BOARD 8.0 – FLOOR PLANS



BOARD 8.0 – FLOOR PLANS- (transcript of feedback from sticky- notes)

- There's no space for the performing arts. Need stage, backstage, auditorium, theatre, etc. Larger volume rooms.
- Need much larger space for music and the arts. The new build should improve the school for future students, not put them at a disadvantage relative to other schools or previous builds
- Cedar Hill has a big and thriving music program. The current space is barely sufficient and this suggested space is smaller. A priority for my family.
- Where? How? Tech? Looks like the same layout as our grandparents classrooms. (REFERENCING "STUDENT COLLABORATION SPACE" ON DISPLAY BOARD)
- Where is music storage? Bigger gym! Losing weight room and stage is a big blow.
- Congestion at stairs entrance to art room. Can door move away from stairs if you put sinks on far wall?
- Where is the storage? The design is a box! No character or design appeal.
- I thought there was no money in the budget for furniture, as it's a re-build, not a new build? (REFERENCING "PROVIDES A VARIETY OF SEATING AND LEARNING SPACES" ON DISPLAY BOARD)
- Woodshop is very important and needed!
- Need more space 575 students will soon be more build larger do not need portables
- In future washrooms, they should separate girls and boys – girls need privacy.
- Fitness/active lifestyle/physical activity (1) increase size of gym (2) include outdoor basketball (3) active transportation support needed.
- Please be realistic about what students need in life. Hands on training in shops should be an opportunity all students can access. Same with music!
- Trades/woodshop is critical. Please explain ADST – it sounds like more computers to me.
- My child will be one of the firsts to join this school. I do not want him or any students/staff in a portable. More classrooms, more storage. Ask the ministry for more \$ due to inflation.
- Need a stage to support concerts and theatre.
- Same size gym (one vg court size). No fitness/workout room. No stage. No outdoor basketball court. Fields closed all winter.
- No support for arts! No stage, a small music room, and no instrument/equipment storage space. It's a step backwards.
- Where are the alternative fitness areas? How can we go from 4 spaces (stage, gym, fitness room, cage) to none?!?!?
- The absence of a full technology education facility is a travesty and a disservice to our youth. Canada has an acute shortage of trades people. Why are we not solving this problem?
- Are there plans for wheelchair access to 2nd floor for staff and students?
- Are these spaces storage for PE? Where is the stage? (REFERENCING "8" ON DISPLAY BOARD)
- This past year has taught us that music is a priority. *More space for music and storage for instruments.
- Where is the woodwork/metal work rooms? Very important these be retained.
- Both ADST (future) and woodshop need to be supported with funding for equipment and teachers for ADST!
- The removal of the woodshop is unacceptable. Tactile learning and making things is a critical part of development and is not replaced by computers (and I am a software engineer) and trades are important. Students have enough computers in their lives and many other avenues for learning it.
- Can we determine a plan to return NL space? Schools should be community connectors.
- Need workshop not just robotics basic skills a necessity.

BOARD 8.0 – FLOOR PLANS- (transcript of feedback from sticky- notes) - continuation

- Where? Show me? So far they look like rectangular classrooms. (REFERENCING “PROVIDE A VARIETY OF SEATING AND LEARNING SPACES” ON DISPLAY BOARD)
- Create shared small privacy rooms directly linked to classrooms. Used for concentration, exams, focus, quiet, neurodiverse students, and teacher can still supervise. (REFERENCING “PROVIDE A VARIETY OF SEATING AND LEARNING SPACES” ON DISPLAY BOARD)
- It is unthinkable to build a new school without a woodshop. The ONLY school in Victoria without one? Trades are crucial and giving everyone the chance to experience wood working imperative. Equality across all schools, something the district likes to say they support is lacking here.
- If the footprint needs to be this, could you have outdoor learning in a roof top area?
- Wow! More square box classrooms!!! Not progressive. (REFERENCING “13” ON DISPLAY BOARD)
- There is not nearly enough PE space. A single small gym is grossly insufficient for 575 students when there are no other indoor or paved outdoor (basketball, tennis, etc.) PE spaces to be used in the winter.
- #2 student commons appears to be a hallway rather a quiet work space.
- SHOP one of the pillars of middle is exploration --> intro to the trades.
- #3 A room? Can we do better? How about circular? Engagement? Integrated throughout?
- Where is the exhaust pad?
- What is a classroom’s square footage (+ is there storage?)
- No window/access to outside nature for the Indigenous space? Respect culture.
- Is the kiln on the inside of the building? Could it be put back to back with a dust extractor for a woodshop?
- Does drama room include a stage?
- 21 classrooms for 24 classes of kids + more to come means one thing...bigger class sizes. Unless we get a mandatory EA (or 2!) in each class, this can’t work! Students are losing out!
- Needs stage/theatre, auditorium, bring back woodshop.
- How will students support their drama and public work with no stage in gym?
- How will the students have sufficient PE time with 1 area? What happens during rainy season recess? (all school year)
- Every other middle school in Victoria offers woodshop as an exploratory. This is an important class for many kids. Equity issue.
- We’re land rich! Make sure we have enough classrooms + shop/music/gym. Don’t want to add portables as soon as new school goes up!
- Doesn’t plan for future students. We will be in portables in no time. Tiny crap box school!
- You can’t “do PE” or use this room for any teaching as it has the only/main doors to the back patio area. (REFERENCING “2” ON DISPLAY BOARD)
- Not enough gym space for adequate access to PE activities for all kids and no outdoor court either??! Grass fields are not conducive to play in our wet winter months. Where will kids play & exercise?!?
- I want to cry. This is awful. No storage, tiny music space, NO SHOP! We have no stem equipment. Trades are booming, we need shop!
- No server. Where will students with no breakfast go to get food in the morning?
- The technology education floor space is too small. There should also be a proper dust extraction system.
- We already have 565 kids, so we’re just planning for portables? Not accurate for 2023. (REFERENCING “CAPACITY” ON DISPLAY BOARD)
- Please reconsider capacity! Portables are almost assured with this plan for a brand new school.
- Not just two staff toilets: one per floor?

BOARD 8.0 – FLOOR PLANS- (transcript of feedback from sticky- notes) - continuation

- The staffroom right beside the office? The office is full of kids, etc. at lunch. Staff need some space.
- Is there a second door to the staff room or an exit to the outside??
- We are confused about not having an actual woodworking/metal work shop. Why?
- So is the district supplying all the necessary equipment for robotics, etc?
- No visual access to nature (not even a window?) in the #3 INDIGENOUS WELCOME SPACE.
- What are all the additional non labeled rooms (and the second admin (1) room)? Could this space not be better utilized?
- $575 \text{ kids} \div 20 \text{ classrooms} = 28.75 \text{ kids per class}$. This is a huge average class size. We could need portables right away. Seems shortsighted.
- IN REFERENCE TO THE ABOVE COMMENT: Yes this build seems very shortsighted with all the developments happening in the area. I don't understand why this is not factored in. Not logical.
- Tiny classrooms with no storage space. What is a "maker space"? Please define.
- An exhaust will provide more opportunities for students for years to come.
- What is the talk about "robotics"??? One has to learn algebra before taking on calculus. Same goes with trades skills. Start with the basics first.
- This is not sustainable. Cedar Hill currently has 24 classes, so why build only 21 classrooms? Where are those students going to go?
- ADST shop "will include wood and metal hand tools, etc." What does this actually mean for shop skills development? Sounds hollow? This is not sufficient. Students need a full shop.
- Gym need risers and sound improvements to accommodate multiple band concerts and performances.
- Where are storage for books, math, science equipment
- A tech ed facility with a modern dust extraction system is absolutely necessary. Don't short-change educational opportunities for our youth.
- No community space. No community income! You need to spend \$ to make \$
- Retain the same amount of space for music + PE
- Why will Cedar Hill be the only middle school with no woodshop? Especially given need for trades in BC!
- Why is there no woodshop in this plan? Trades are so important and the offering at middle school gets them excited and prepared to develop their skills further at high school and beyond.
- Keep the woodshop dust collector.
- No woodwork? No staffroom? 60+ teachers and only 2 bathrooms.
- Where will all the science equipment go? As this is no science room – the equipment will have to be carried everywhere only usable by one group at a time. Volume wise. (REFERENCING "15" ON DISPLAY BOARD)
- Kids and Trades both need a WOOD SHOP with an extractor. We would be the only school without one. How is that equitable? (REFERENCING "10" ON DISPLAY BOARD)

BOARD 9.0 – RETAINED ELEMENTS



BOARD 9.0 – RETAINED ELEMENTS (transcript of feedback from sticky- notes)

- Not having outdoor sports amenities is crazy – bball nets, space for organized sport.
- Retain stain glass windows.
- Who gets to decide which “select” art pieces are retained??
- Cedar Hill needs cedar in its design.
- Could we allocate potential garden area? Outdoor project based learning.
- Why keep this it does not appear to be appropriate storage and an eyesore. (REFERENCING “02 – RETAIN STRUCTURE” ON DISPLAY BOARD)
- We live right behind this, it is not attractive and appears very temporary. (REFERENCING “02 – RETAIN STRUCTURE” ON DISPLAY BOARD)
- Where are the outdoor basketball courts?
- Please retain music and shops. Athletics facilities too! (basketball, etc)
- GOOD!! (REFERENCING “09 – RETAIN ARBUTUS TREE” ON DISPLAY BOARD)
- Outdoor basketball court.
- Why artificial turf? They pollute! Grass & concrete!
- Where is the basketball court?
- I don't see any courts for PE (basketball or other games).
- Where's outdoor basketball courts?!
- Basketball courts? Tetherball too pls?
- Is this a big enough area to lock up bikes? (REFERENCING THE PARKING AND PICK-UP/DROP-OFF AREA ON DISPLAY BOARD)
- Please retain current b-ball court if you can't afford a new one.
- We need an outdoor court for tennis/pickle ball and basketball.
- Artificial turf.
- Some of this is child's art! How would you feel if you were a student and you came back 20 years later and your art piece you saw was in the garbage.
- Retain historical artifacts and art.
- Can we redefine catchment boundaries to send surplus students to Arbutus? They have space and the new school is too small.
- New is nice but not artistic? We need some art on walls!
- Playfields are not maintained & therefore end up completely underutilized!
- Track and field space needed.
- Keep the basketball court – or create new one!
- Just a good roof to throw things up on!
- I am 12 and go to school and...the gaga ball pit is usually empty and the b-ball is always super busy! We need a b-ball court!! Plz.
- MDHS crest + Douglas alumni mascot photo or?

BOARD 10.0 – ARTISTIC RENDERINGS



BOARD 10.0 – ARTISTIC RENDERINGS (transcript of feedback from sticky- notes)

- Garden roof and solar panels
- Far too institutional. This boxy design is far from welcoming.
- Flat roofs are not suited for this climate. A pitch is needed to disperse water. GVSD spends a fortune on roof repair. We don't live in California!
- Flat roof are you kidding! This is the West Coast.
- The building needs to incorporate more Indigenous elements to reflect the territory.
- IN REFERENCE TO THE ABOVE COMMENT: Yes!
- It has four walls you called it a school. Other than that, it does not meet the learning requirements of future students.
- The solar panels are window dressing – keep real amenities instead eg. Woodshop, Foods, Sewing
- This will leak (REFERENCING THE FRONT ENTRANCE ON THE DISPLAY BOARD)
- Very boxy building and plain. Industrial?
- IN REFERENCE TO THE ABOVE COMMENT: I agree!
- Narrow entrance is not welcoming and not smooth for entering and exiting at the same time.
- BLAH! Big box design.
- No flat roof! Where are the shade structure for the classrooms.
- Roof top courts.
- IN REFERENCE TO THE ABOVE COMMENT: Cool idea! Fencing?
- Basketball courts on the roof if you're keeping it flat.
- Need a natural green roof! Flat roof is a bad idea. Are you using a metal roofing.
- I hope my new playground. (sic)
- I hope my new school would listen. (sic)
- I love my new school. (sic)
- No flat roof it leaks rain.
- Why a flat roof? It leaks water!

BOARD 11.0 – MATERIALS AND AESTHETICS



BOARD 11.0 – MATERIALS AND AESTHETICS (transcript of feedback from sticky- notes)

- Real cedar needed.
- All of this eye candy on a building with tiny classes without storage and no technology education shop to speak of. Pause this project until something better can be done!
- Naturey
- We need more outdoor spots for PE. Courts!!
- I do like the wood but we NEED sound proofing.
- Looks nice but that doesn't give kids tech ed, proper PE space, or outdoor sports areas!
- Pause this project and consult with teachers on what they need for a good working & learning environment.
- Themes don't matter without substance. Where is the woodshop?
- Flat roof design could be a problem in Victoria with all the rain we get leak!!!
- Who cares about style if amenities are lacking?
- Tinted windows?! The sun is shifting! (+sucks kids energy!)

BOARD 12.0 GENERAL COMMENTS



BOARD 12.0 – GENERAL COMMENTS (transcript of feedback from sticky- notes)

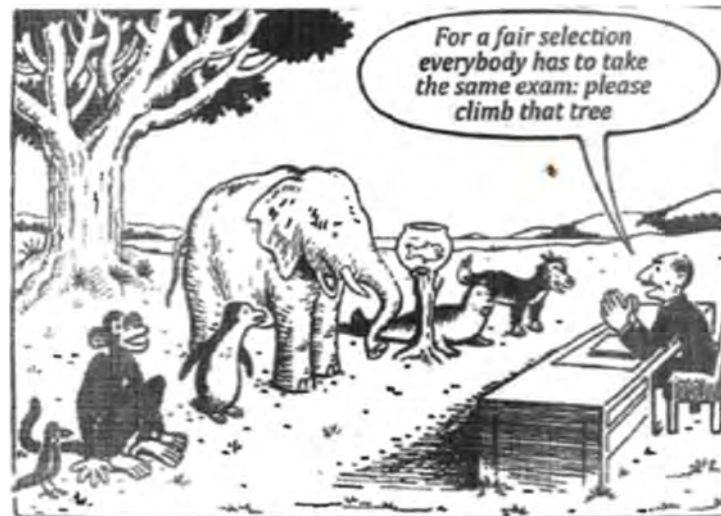
- Concerned neighbor → parking → student drop off *There will be 12 brand new town-houses across the street!
- An exhaust system will provide better learning opportunities for students.
- It will be a nightmare early AM + 3PM. Staff parking only 48 spots where do parents + visitors park?
- Why is the space for music so limited? We need to make space for more music programs.
- *We need to support ARTS + MUSIC. *Improve space for our thriving music program*
- IN REFERENCE TO THE ABOVE COMMENT: Yes!
- Basketball courts are an essential piece for our community and school.
- →12x presentation boards total →1=student centered board →no furniture no layouts. A school is more than architecture, it's interior design + student centered.
- Why ask for consultation when you ignore what people said. This build should not go through unless properly funded. Kids are our future. Stop cutting into their future with this.
- We are going from 24 classes to 21 class rooms? Bigger is best even for cost.
- We need a woodshop! Need metal work room.
- Thank you!
- Need woodwork shop. Need basketball court. Need bigger school as enrollment will increase. School not providing enough room to compensate for classroom sizes to be manageable. Too small!
- With the current funding dried up and many schools still needing upgrading, the province will need to announce new funding at some point. Is it not possible to wait for more funding? Settling for a cheaper school that does not meet our needs seems short-sighted. This school will be used for decades, we should do it right.
- Please ensure the kids who are having to endure the construction have spaces and structures to play in the interim. Playground, basketball court, tetherball are needed. A field is not enough.
- Ministry must fund inflation difference. This school is a 50-75 year building. Very short sighted to cut so much because of challenging times. New workshop and metal shop and outdoor courts, due a reno!
- Needs more outdoor sports areas, where are the basketball and/or tennis courts?
- Might sound fancy. Empty. Delay the build! We want better. Our kids deserve better.
- It has four walls. You called it a school. Other than that, it does not meet any requirements for learning.
- Built with public dollars with no public amenities. –No outdoor recreation –Have never seen my neighbours play gaga ball in evening.
- The budget was set w/o knowledge of current/upcoming construction costs. –the budget should be re-visited as we are getting total barebones and amenities are getting chopped.
- Please include a woodshop! Our kids love it!
- Re-plan with trades classrooms, woodwork/metal. Need pre-learning before high school trades – Reynolds, etc.
- Fix the current building as this “new” build is NOT better.
- 1 gym + no outdoor courts (basketball, etc.) shared between all classes? Kids need to burn off energy to learn.
- Parking will be horrendous (more than it already is) off of Gregory!
- No one will go down Gregory Place if they cannot get out. Need a light.

BOARD 12.0 – GENERAL COMMENTS (transcript of feedback from sticky- notes) - continuation

- This box design is a travesty. Small spaces. No significant shop space at a time when Canada is experiencing a critical shortage of tradespeople. This facility would not serve our youth well in the future.
- This is less than what is currently here. Less amenities, no community use, no server for breakfast program?? No woodshop? No basketball?
- SD61 needs to spend less money on lawyers to defend their illegal misconduct.
- SD61 needs to request more \$ from Education Ministry.
- This is smaller than what we have now and less opportunity for students than we have now. SHAME.
- Why spend \$500K on lawyers (almost double the legal budget this year) instead of shops, music, etc.?
- Not enough bike racks + parking
- Feels like we are being punished for building at this time. So many cuts from our original plan. Students deserve more!!
- Stop! Apply for new budget and don't cut enhancements.
- Where is woodshop?
- Basketball courts outside.
- Needs more funding. Where is shop??
- Music facilities require a special consultant. It's not just another classroom! Acoustics, room volume, high ceiling.
- Keep/rebuild playground and basketball courts. Rebuild in field.
- As you can see from the common comments: too few spaces, too small music/parking, no storage, basketball, woodshop, AND more. This design is not well received. Yes inflation is high and unpredictable. Demand more from the ministry. Pause. Build something worthwhile.
- This will NOT be a good legacy for future kids as is (funding cut!)
- Inferior design! Woodshop! Outdoor activity space. Bigger gym. Community space!
- What's the point of building a school if it isn't any better?
- Forcing the new build that is worse than the old (woodshop, PE/gym, outdoor recreation) is a mistake that the district students and teachers will regret for the life of the building. Hit pause and reevaluate this as an upgrade!
- The school NEEDS a woodshop/metal shop. This build can't go ahead without one.
- Inadequate music space. NO shop! NO server for kids breakfast program. NO basketball court. Inadequate class space for growing neighbourhood.
- Not adequate for current enrollment. So disappointing and short sighted. Sad.
- We need support for Fitness & Active Lifestyles: 1. Include outdoor basketball courts, 2. Increase gym size, 3. Plan to maintain grass fields, 4. SUPPORT active transportation.
- Delay the build if you have to. I would rather my children learn than come to a building that is built for show.
- IN REFERENCE TO THE ABOVE COMMENT: Yes!
- It will be hard for the new students coming to focus and learn when the new school is being built. What about all the pollution in the air when the windows are open?
- Will there still be COVID precautions and what about our janitors? Also, our music teachers are the best. I can't believe you're cutting that!
- Traffic light onto Gregory Place? Traffic already backs up past Cedar Hill Cross and that's when asking no drop-offs

BOARD 12.0 – GENERAL COMMENTS (transcript of feedback from sticky- notes) - continuation

- Budget constraints? Maybe misplaced priorities. District spent \$0.5 million on legal services, \$230K on cell phones, \$200K on consultants for “trustee coaching!!”
- How are kids supposed to have more than ONE block of PE a week, with a SINGLE gym, no fitness room, no stage, and no outdoor basketball court, when the fields are closed almost half the year?! Not okay.
- With the reduction in PE/active space, the reduction in arts support (band, stage, etc.), the elimination of the woodshop, and the lack of space for future student population growth, it hardly seems worth it. Maybe it's time to go back to the Ministry for more \$\$, even if it means delaying!
- I read the full report and noted the strong student interest in wood/metal shop. Not including these components seems like a huge step backwards. If cost overruns are an issue, is it better to wait until this can be done right? This school may be in use in 2100 and generations of students will miss out because of short-term thinking. The plans for this school seem unambitious and uninspired compared with SD62's recent announcements. Gives the feeling of a district in decline rather than a thriving place to raise a family.



Our Education System

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

- Albert Einstein

APPENDIX C

COMMENT CARDS

**QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?**

This is extremely shortsighted.
This area is growing and you are
making a smaller school. No woodshop,
smaller music area, no storage areas...
ridiculous. Fewer classrooms = fewer
students. This impacts staffing at
both Cedar Hill & Reynolds in the
future. The kids in the exploratories/music
here get a taste of these and then
gain more experience at high school.
A case of "all style... no substance"



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

Why are you proposing
a school that does not
meet what the current
school has to offer?

Students deserve a better
school, not a new but
worse option.



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

This school provides
excellent instruction in
music and exploratories
and deserves world class
facilities



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

Where are you planning
to store everything?
This building is
too small!!

Ask for more money!
Don't set a precedent
of accepting too little.



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

Let's pause, go back
+ take a second look.
Maybe it's better to go
back + evaluate the old
building for a new
seismic upgrade rather
than settle for a new
building that gives less
of everything.



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

BIKE LANE:

most foot traffic comes from
the Mackenzie area. Bikes mostly
come from the Cedar X Rd.

The bike lane only goes along
Cedar Hill Rd and stops at
Gregory. The bike lane is
needed ~~between~~ on Cedar Hill
between Gregory + Cedar Hill X Rd.



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

This new building seems less
than what we currently have:

New

- *21 classrooms
- *small home Ec facilities
- *no useable woodshop/
metalwork/STEM facilities
- *smaller rooms everywhere
- *small gym area - nothing
else

Current

- *24 classrooms
- *large Home Ec facilities
- *wonderful woodshop/
metalwork/STEM facilities
- *large rooms throughout
- *large gym, stage area,
basketball blacktop area

Doesn't it make sense now to
keep what we have & upgrade it?
We are giving up so much!



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

SAFETY CONCERN:

there is limited visibility on
the south side of Gregory
Place & Cedar Hill Road. There
have been numerous "near accidents"
with student pedestrians (my children
have been involved in this!).

Having the drop-off area on
Gregory Place is a safety risk!!



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

SHOPS IS THE MOST COST-EFFECTIVE
WAY TO TEACH STEM SKILLS. WE NEED
TO SEE THE BIGGER PICTURE AND
UNDERSTAND THE INTERSECTIONS
BETWEEN ALL DISCIPLINES. YOU
DON'T IMPROVE LEARNING BY REDUCING
FEWER SUBJECTS, YOU IMPROVE
LEARNING BY GIVING CHILDREN
CHANCE TO PURSUE THE SKILLS AND
TALENTS THEY ARE INTERESTED IN.
LISTEN TO THE STUDENTS.



QUESTION: WHAT OTHER IDEAS OR COMMENTS WOULD YOU LIKE TO SHARE WITH US TODAY?

- WHAT'S THE RUSH?
- STOP AND THINK ^{about the} KIDS
- Need WOODWORK / metalwork.
- ↳ Trades
- more kids bike parking -
- rethink the dropoff + pickup.
- ↳ Out door sports



**QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?**

With new development is residential
~~app~~ apartments/condos coming up
on McKenzie/Shelbourne. We need
to make sure we have enough
classrooms / gym spaces (indoor/outdoor)
+ explore classes. ~~Not only for~~
need a long-term vision for the
changing neighbourhood.



QUESTION: WHAT OTHER IDEAS OR

COMMENTS WOULD YOU LIKE TO

SHARE WITH US TODAY?

DATE - 29 June 2023

TO - CHAIR, SCHOOL BOARD 1461

AT A MEETING OF THE FOREMAN
OF THE NEW SCHOOL CONSTRUCTION
IT WAS STATED THAT THE TREES

ON THE NORTH SIDE OF THE OLD
SCHOOL - WOULD NOT BE TOUCHED.

THE TREES ARE VERY IMPORTANT

①. SHADE FOR THE RESIDENTS OF
ROSE BANK GARDENS.

② PRIVACY FOR THE SCHOOL
YARD AND SPORTS ACTIVITIES.

MICHAEL - PLEASE CONTACT

[REDACTED] - PRESIDENT
ROSE BANK GARDENS -

PHONE - [REDACTED] FOR
MORE INFO -



**QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?**

The tiny school looks like a boring box. The class room size + number is not adequate. It fails to support students to feel success by eliminating shop, reducing music & space, and basketball courts. Kids abilities are diverse. We need to keep music and shop in place so that the most kids possible feel connected to school.



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

I would like to say, Shelbourne corridor is slated for big densification over the next few years. The tiny box of a school in your designs is not adequate for future student numbers, or for current enrollment!! Trades are booming in Victoria, and our middle school should reflect our diverse community by offering STOP. Kids can be athletic, musical, artistic, or interested in trades. This school needs to

be redesigned with that in mind!!



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

- #1 - PLEASE PAUSE THIS PROJECT UNTIL FUNDING IS IN PLACE TO DO THE JOB PROPERLY.
- #2 - CEDAR HILL HAS ONE OF THE BEST STUDENT DROP-OFF/PICK-UP ZONES IN THE CITY. THE PROPOSAL INCREASES CONGESTION AND MAKES FOR A LESS SAFE ENVIRONMENT.
- #3 - A TECHNOLOGY EDUCATION FACILITY WITH A DUST EXTRACTION SYSTEM, AN STORAGE AND ADEQUATE SPACE IS NECESSARY. LOBBY GOVERNMENT AND GO PUBLIC WITH THIS IN MIND BECAUSE CANADA WILL NEED 0.5 MILLION TRADESPEOPLE OVER THE NEXT FIVE TO TEN YEARS. ANYTHING LESS WILL BE A HUGE DISSERVICE FOR YOUTH IN THE FUTURE.



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

At the Lake Hill Gr. 5
leaving ceremony the
most common themes in
what students were
looking forward to about
middle school were
woodwork, music +
lockers. Listen to the kids!
Woodwork and music make
them excited about school.



**QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?**

Residents of Rosebank Gardens
were told at an information
meeting ^{in January} that the trees on the
north side of the school would
not be removed. People were
relied on they provide privacy
and cooling in the summer.
I believe it was Mr W [REDACTED]
who advised the trees would
not be removed.



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

STEM or STEAM are approaches not core subjects. These activities are not done in isolation - usually classroom teachers collaborate with exploratory teachers to create these learning opportunities. The wood/metal shop has been most important in these endeavors. It is vital to the program for the woodshop to continue in the new building. The skills students learn in shop are life long. The exhaust system is worth investing in.



**QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?**

Regulations need to be updated because the ~~limitations~~ on classrooms and the number of students per classroom is out date. - You're building for more students, but the increase in students per classrooms are a bad idea. If you're building for the future + future growth, you need more classrooms, not ~~less~~ ^{less}. Why spend the money & resources if you're only going to set the students back if there is no space for them or for growth?
- Again - update your guidelines



**QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?**

Thank you for all the effort
in planning this. It is very
exciting and I hope it finishes
on time as my children will
be attending the 2023/24-2025/26
years and enduring all the
construction with only one
year of benefit. Please ensure
they have a safe + fun
environment in the interim.
including play structures,
courts, tether ball, etc.



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

Pls have tetherball
I really love the game
and I don't want to
Leave it.

Pls have tetherball
(preferably next year)



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

Thank you for this opportunity
today.

I was able to attend in-person,
but there were others who couldn't
make it.

Next time maybe host online
in addition to in-person?

Also, please we are all for students
So we can work together!!



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

- INCREASE FLOOR AREA
FOR TECH. ED.
- ADD A DUST EXTRACTOR
- SCHOOLS SHOULD NOT
HAVE FLAT ROOFS
ANGLE TO COMPLIMENT
SOLAR PANELS
- IMPROVE DROP OFF FOR
STUDENTS ON CEDAR HILL
(AS IT PRESENTLY IS)



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

As a parent,
WOODSHOP is a
key pillar of hands-on
experience with our
kids.



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

very disappointing about lack
of community involvement &
ability for ^{leader} community to be
a part of this. How can
we teach above progression ^{& innovation}
~~remain~~ stuck in such old, stagnant
ways of doing things (eg. funding
structure). ~~Thank~~
~~Now~~ Schools should be where
change starts.



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

We need more P.E. spaces. Outdoor space is needed for the long rainy season. A concrete or asphalt play area that is covered is needed. We have 3 existing indoor P.E. spaces, going to only 1 space divided by a curtain will not be adequate. The gym is too small for 2 classes at the same time.



**QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?**

Storage is a problem. Music program needs storage for instruments. More storage is needed for classrooms, athletics, and general use. Putting a closet in the corner of the music room but keeping the same square footage takes away from space needed for band and music students.



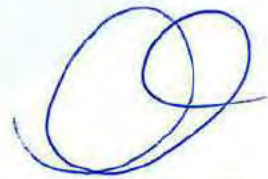
**QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?**

Parking is inadequate. Drop off zone is too close to parking and too close to the corner of Gregory Place and Cedar Hill. That corner is dangerously congested already.

New proposed bike lane does not extend to the south of Gregory. Many students walk, cycle, and scooter to and from school travelling in this direction.



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?



- Need outdoor basketball courts and a large indoor gym & PE area.
- Where is the woodshop and metal work room?
- music room needs to be of sufficient size!
- include enough classrooms
- ~~for~~ - Don't cut corners to save \$!



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

This design is providing a way
worse school than current:

- No Shop (metal or wood)
- No outdoor courts for basketball/play
- No change rooms
- No Home ec area

Spent 16 million to get a school that
is worse seems completely counter intuitive

Start Again



**QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?**

There do not seem to be a lot of options for "sporty" kids like my son for example, where is the basketball court? How about an area to play hockey? Some kids desperately need their sports!



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

Basketball
Court



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

Basketball courts?

Parking on Cedar Hill?

So many people drop off on
Cedar Hill Rd. getting rid of
that is going to snarl up
Gregory Pl. and Barnett?

~~not a good~~ Concerns that were
brought up before, with no change!



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

THE PREMIER JUST
FREED UP 1 BILLION
GO BACK FOR
LARNERZ BUDGET AND
BUILD FACILITY THE
COMMUNITY NEEDS



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

DESIGN HAS COMPLETELY
IGNORED OUTDOOR
RECREATION / SPORTS

- NO BASKETBALL
- NO ARTIFICIAL TURF
- SD 61 DOES NOT MOW
DOES NOT AERATE DOES
NOT USE ROLLERS ON
GRASS - WILL BE USELESS
GRASS FIELDS



ONLY FIT
FOR DOGS.



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

Put a hold on the project.
Try to secure more funding from
the province. Our students deserve
more than what our \$ can give
us. We need a woodshop, a
multipurpose room, servery for
breakfast/lunch program, flexible
PE spaces (outdoor courts/weightroom) and
more classrooms to support
high population increases.



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

This inflation could be an irregular
spike and as such we should
be hesitant to cut so many
important elements.



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

BASKETBALL
COURT IS NOT
A BIG EXPENSE
∴ NOT A BIG
SAVING

- AN ARTIFICIAL TURF
COULD BE USED BY
REYNOLDS SOCCER IN
MORNINGS INSTEAD OF
JUL (\$88).



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

Cedar Hill Catchment ~~is~~ needs
more funding from ministry
for this build. We are getting
less than we have now. We
need larger Gym Outdoor basket-
ball and year round (all weather)
exercise area. ~~XXXX~~ New build has
less classrooms, no metal workshop
and less storage - this is NOT
OK and discriminatory to our
catchment -



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

THE SCHOOL NEEDS TO BE RE-THOUGHT. I
REALIZE THE BUDGET IS SET BUT IT NEEDS TO
BE REVISITED. NEEDS WOODWORK/METAL SHOP
AS ALL STUDENTS ARE NOT ACADEMICS +
THEY NEED TO BE PREPARED. THE NORTH FIELD
IS NOT UTILIZED ENOUGH + COULD BE USED
TO EXPAND DESIGN. THE STORAGE AREA OUT
BACK IS NOT NEEDED AS IS JUST A REPOSITORY
FOR CAST OFFS + THE KIDS JUST USE THE
ROOF TO TAKE THINGS ON. THE KIDS ARE
HERE TO LEARN NOT TO PLAY ALL THE
TIME - FACILITIES COULD BE USED FOR
OTHER THINGS



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

Shop programs lead to more people entering skilled trades, which we need. "Makerspace" is a Fad/ buzzword which will fade. STEM is not the be all and end all, we still will require people in the future who know how to work with tools and build things. Shop programs are important.



**QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?**

The district should reconsider the plans with the cutbacks & reductions in the updated design. This school will serve the community for years to come and the ministry needs to rethink the idea of building a new but worse school many key items that are core to students success at school and in the future:

- better PE facilities / outdoor rec
- woodshop + AOST (trades)
- capacity too close to 2023 count (575 vs. 580); build a little bigger!

there's enough the current school as minimum



**QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?**

Please lobby the government for additional funding. Cedar Hill is not the last school needing to be upgraded. More government funds will need to be announced at some point. Squeezing Cedar Hill in this round of funding and building a school that doesn't meet community needs is extremely short sighted. Better to wait.

School needs:

- More classrooms
- Wood shop
- Bigger Music Room
- More PE space
- Servery



**QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?**

my kids will be in gr. 1 & 3 next year,
they will be the first in this new school
but are worried this current plan will not
set them up for success.

Please take time to plan this better &
get more funding.

Concerns:

- basket ball court = needed
- woodshop = needed
- more space for arts
- parking & student dropoff is concerning
- Is there enough bike parking?
- more free & open space
- multipurpose rooms = needed.
- alternate gym space = needed.



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

Is the Cedar Hill project falling victim to the Vic High project being over budget? Are they needing to cover extra capital costs on that project and needing to pull funding from other projects?



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

You must have a woodshop/metal shop. You will see graduation numbers decline if not. There is also no outdoor basketball court... how is that so?

So many kids from the school AND the community use the court. Either find more money or stop the build and just retro-fit the building. There is so much wrong with the P.E. options in this plan. Absolutely awful planning.

Not having a shop will make so many students stay home.



QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?

The New School
is Providing Less
than the old school
is this an improvement?
Come Up with a Better
Plan.



**QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?**

I am concerned about the transparency
of this to the public. Listed
on slide #4 2 of the 6 main themes
are in regards to Fitness + physical
activity + explorative. The new
building offers less to potential
+ future students than the
existing structure. Wood shop is
an outlet for many students
but is not in the new
building yet it looks as
though on slide #4 it is.
In addition, a same size
gym + no basketball
courts outside is an
outrage + non inclusive
for students



Also,
mention of a new
playground → do a basketball
court instead or an
exhaust system so
we can have a
woodshop. This is a
total outrage +
a poor investment
for our kids

**QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?**

This is our chance to build for the students and the community. These are public funds we are using. There is nothing in these plans for the community and the students are losing amenities (the outdoor sport facilities have been lost over time - first tennis, now bball). The students are losing amenities and opportunities and instead we are investing in environmental window dressing? re: solar panels, geo-thermal.

I understand the budget was set a year ago - with the geometric rise in construction costs, we need to re-look at the validity of the budget and what is being lost from the wish list as a result. It seems a shame to end up with a new facility of less value.

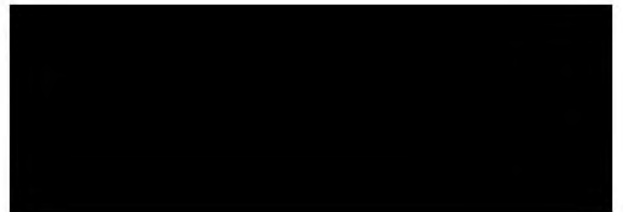
Specifically, sports amenities are required: outdoor bball court, space for outdoor PE classes, proper soccer field (turf likely required), space for vball nets. the drainage is terrible + therefore grass is under utilized.



Can we raise funds in the community to get the amenities we want to see? There is a huge green space opportunity that is currently hugely underutilized.

This plan should be postponed until the level of funding can be achieved to get the value and requirements needed. We are willing to wait.

Please consider.



**QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?**

It makes no sense to take away metal + wood shops when trades programs are ~~being~~ so popular now + encouraged. Music is a huge mental health positive + needs to be supported. We need to keep the original plans, maybe wait an extra year or two to start, in hopes the economy will catch up + costs will come down. We need to spend \$ to make \$.
No community space means no community money/income!



Middle schools may not put on plays but there are still concerts + a stage for concerts is preferred so we can see our kids. Also allows for community org.'s to come in and perform - for the kids + the community.

Forward thinking requires forward funding.

**QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?**

Combine the music room with a classroom to use the smaller of the two rooms as storage.

Drop off/pick ups will irritate + harass the residents by eliminating off street parking. There is no "space" for parking during school events.

The time, money & effort does not equal or take into consideration for potential growth.

Build a woodshop and use in place of one classroom - use it as an advising class.



Build rooftop courts if you're going to stay with a flat roof.

Create a large "multipurpose" outdoor area that can be used as a court, play area or use as a foundation (framework) for a future classroom.

Your plans are ideal in theory, but when applied are impractical and flawed on varying degrees.

Music is a huge part of many students' ~~best~~ lives and development. Decreasing the music space and eliminating storage is a poor and short sighted idea.

Where are the community based areas/rooms/halls? This is an important hub for seniors and families alike.

**QUESTION: WHAT OTHER IDEAS OR
COMMENTS WOULD YOU LIKE TO
SHARE WITH US TODAY?**

Sadly, I'm not impressed with the proposed building design. It seems very unimaginative and status quo. This is an opportunity to create something great for many generations to come and it doesn't seem that anything has been learned from lessons of the past. Everything is square and uninteresting. Music, Arts, woodshop and basketball courts are yielding to robotics and other advanced learning, without justification.

(over)



I'm not sure what a Inclusive Ed classroom is, ~~but~~ but it sounds pretty Exclusive! Inclusion in mainstream classrooms is crucial to everyone's educational experience and must not be replaced by segregation of any kind.

The music room is woefully inadequate as proposed. Considerations should include different instrumental ensembles, choir, instrumental storage, music library, practice rooms, acoustics, sound proofing, echo reduction through non-parallel walls, loading bays + doors, ramps, etc. also lighting, temperature and humidity are important to musicians and the condition of instruments. This may require controls independent of the school.

DESIGN INPUT FOR NEW SCHOOLS:

1: Design a school that is ACCESSIBLE:

- Have the new school be RICK HANSEN CERTIFIED!
- Don't have stairs to the main entrance. Everyone: kids, parents, teachers, workers....should be able to walk into the front doors being equal. No ramps off to the side of the main entrance.

2: WASHROOMS!

- Are an area of stress, anxiety and bullying.
- Include fully stand-alone washrooms for full privacy. This will help kids have less 'tummy-aches' as a result of not feeling comfortable using the multi-stall washrooms.

3: DESIGN FOR NEURODIVERSITY!

- **Honestly! If the design works for neurodiverse kids...it'll work for EVERYONE! Don't design for neurotypical....it'll only work for them.**
- No more one-size fits all.
- Neurodiversity is untapped workplace talent! Let's set everyone up for success.
- Include privacy study/work rooms accessible from the classroom. Not everyone can focus on a task in a classroom of 25.
- Design your school like the new workplace! If adults need flexible workspaces with a variety of settings (collaborate, private, semi-private etc.), then children (who are still developing coping skills and strategies) most certainly will!
- Think of the classroom as a workplace for kids. The same principles that apply to adults will be even more important for kids.
- Look at the BC GOV 'LWS' workplaces! Apply it to school design.
- Create quiet rooms (don't call them "Calm down rooms". This singles out kids).
- Stop designing classrooms as square boxes with desks in a row. Include moveable flexible seating.
- Stop putting storage on the windows. More seating and opportunity for kids to have direct access to natural light. Use the window space as part of the biophilic design!

4: Design of the admin area:

- Include a positive area in the admin area, for kids who need to "Go to the Principles office" as area that does not shame them, but keeps them safe and gives them the ability to calm down, be supervised, and not feel embarrassment and shame. This space could be a multi-purpose space (with a special name) that could double as a parent mtg room, a focus space for someone needing to do a test, etc.

5: HIRE THE RIGHT PEOPLE.

- Don't go only on the lowest design bid. You'll only be paying for that mistake for generations.
- If your Architect has proposed a plan that is fancy design built around a bunch of rectangular blocks representing classrooms, you've hired the wrong team.
- Engage teachers, admin, community, kids and EA support workers.

6: DON'T CUT ARTS PROGRAMS.

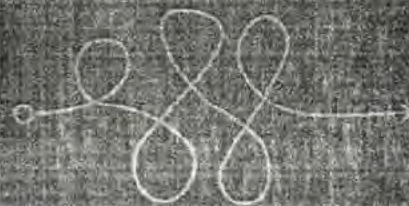
- Wood, metal, music, art, dance, etc..... Think of these programs as your 'Anchor tenant'. They are key.
- For many, these are the programs that get kids out of bed in the morning and to school.



Designing a **NEURODIVERSE** ~~WORKPLACE~~ *SCHOOL*

An investigation into how organizations can rethink their space to be more inclusive and to help an increasingly neurodiverse workforce thrive—and in the process gain a competitive advantage.





Designing a *School* ~~Neurodiverse Workplace~~

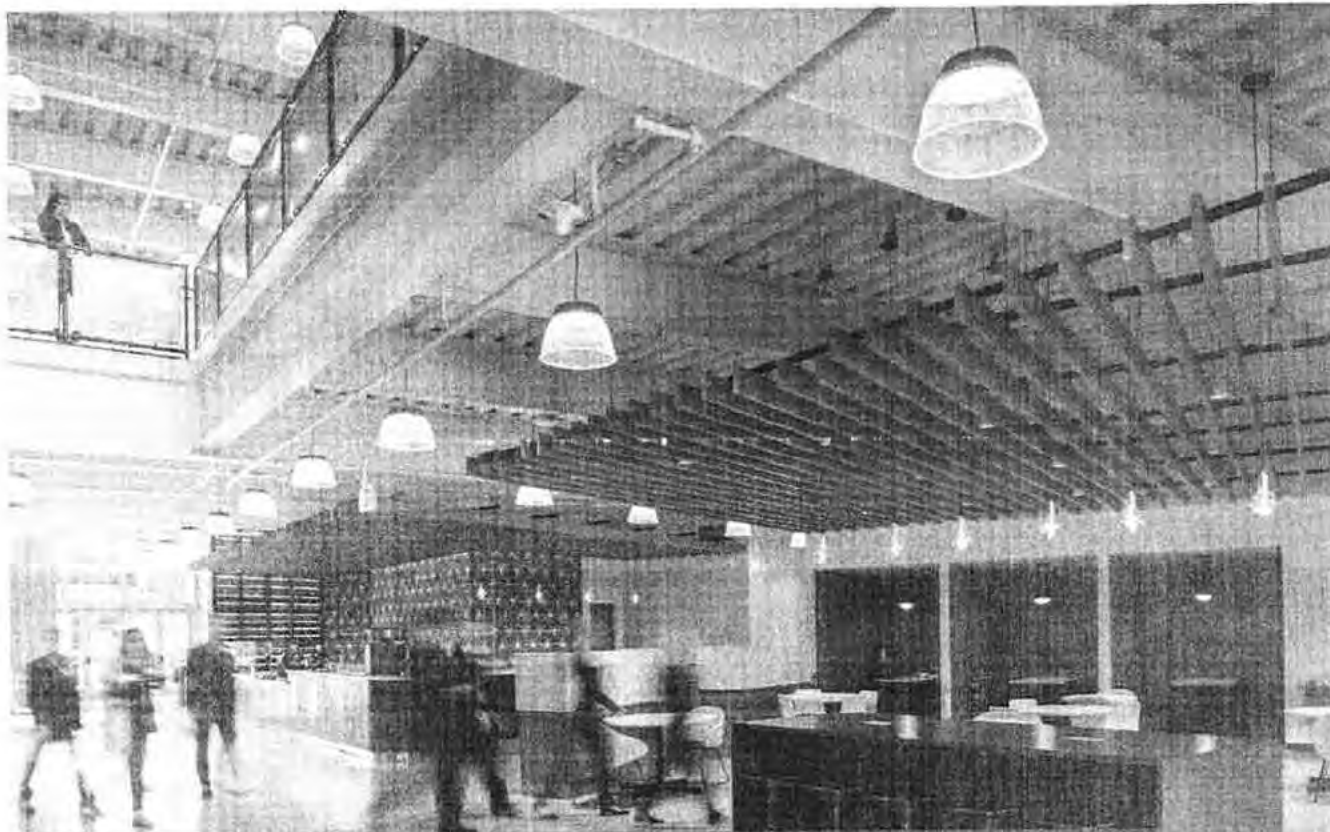
An investigation into how organizations can rethink their space to be more inclusive and to help an increasingly neurodiverse workforce thrive—and in the process gain a competitive advantage.

The spectrum of human brain functioning and behavior forms a wide continuum, with each of us occupying a unique point. While most people operate within a range considered neurotypical, a significant percentage extend into ranges considered neurodiverse.

"Neurodiversity" refers to the natural range of variation in human neurocognition. It's an umbrella term for people who aren't neurotypical, and includes such conditions as autism spectrum disorder (ASD), attention deficit hyperactivity disorder (ADHD), dyslexia, dyspraxia (a neurologically based physical disorder) and Tourette syndrome, among others. Approximately 15-20 percent of people are "neurodivergent."

Neurodiversity also includes neurological challenges resulting from brain injury or other environmental causes. Even among those considered neurotypical, one in four will experience a mental health challenge, such as depression or stress, at some point in life. Because of widespread under-diagnosis, more than half of those on what are considered neurodiverse areas of the continuum don't even know it.

In addition to just being the right thing to do, some progressive employers are beginning to recognize that accommodating the different wiring of neurodiverse people can provide a huge competitive advantage. This is leading to a range of more inclusive policies, programs and procedures, though this recognition is only just beginning to affect workplace design.



This research and advisory firm's office features a simple concept and clear lines for easy navigation. Splashes of color add interest, while strong images reinforce branding and aid in wayfinding. Using natural materials, varied ceiling heights and different light levels for private and public areas humanizes the space. Diverse work settings accommodate various user needs. The space has a welcoming, harmonious feel.

THE NEW PARADIGM

Instead of seeing natural variations in the brain as pathologies, the new neurodiversity paradigm welcomes and facilitates the diverse talents of those of us who think differently. Neurodiverse thinkers often possess exceptional talents when it comes to innovation, creative storytelling, empathy, design thinking, pattern recognition, coding and problem solving.

Journalist Harvey Blume, who along with autism advocate Judy Singer first used the term "neurodiverse" in the late 1990s, pointed out that neurotypical was simply one kind of brain wiring that could even be inferior when it comes to working with technology. "Neurodiversity may be every bit as crucial for the

human race as biodiversity is for life in general," writes Blume. "Who can say what form of wiring will prove best at any given moment? Cybernetics and computer culture, for example, may favor a somewhat autistic cast of mind."¹

Success stories abound. Leading companies working to attract and retain neurodiverse talent include Hewlett Packard Enterprise, Microsoft, IBM, Google, Ford, EY, Dell Technologies, Walgreens, JPMorgan Chase, SAP, DXC Technology, the British Broadcasting Corporation, Deloitte and UBS, among many others.

As part of its inclusive and autism hiring programs, Microsoft hosts

an annual "Ability Summit" for employees, outside experts, and government, business and academic leaders to discuss the importance of an inclusive culture and explore how technology can empower people with special abilities.²

JPMorgan Chase reports that after three to six months of working in its Mortgage Banking Technology group, autistic employees were doing the work of people who typically required three years to train—and were 50 percent more productive.³ At SAP, neurodiverse team members helped develop an innovation that led to a technical solution worth an estimated \$40 million in savings.⁴ And at DXC Technology, employees voluntarily

It's a strange paradox, that over the last 10 years there has been a dramatic increase in the accessibility of neurodiverse information, yet organisations are still not accessing and applying that information at the rate required to support neurodiverse employees'

Cheryl Winter, Director, Cheryl Winter Coaching



In this research and advisory company's office, clean, crisp spaces accented by strategic use of color and pattern generate interest without being overwhelming. Natural materials bring a sense of comfort. The lighting rhythm creates subtle movement and interest.

spread good news about the firm's autism hiring program, representing organizational values in action.⁵

The challenge is that neurodiverse workers may not always be able to thrive within existing workplace norms and practices. Along with their upside talents, people with certain kinds of neurodivergence may be challenged to concentrate, manage distractions, regulate emotions, recall information, process details quickly or communicate effectively. Despite the sought-after advantages and specialist skill sets that neurodiverse thinkers bring, they frequently face obstacles in getting and staying hired.

Through its BBC CAPE (Creating a Positive Environment) neurodiversity initiative, the BBC has created an immersive video that helps viewers experience the challenges of working in a typical office from the perspective of the neurodivergent.⁶

Actions that forward-thinking employers are taking to make it easier for neurodiverse staff to contribute include modifying the interview process, matching neurodiverse employees with in-house mentors and conducting awareness training for existing staff. On-the-job accommodations can be as simple as permitting the use of noise cancelling headphones, reducing lighting or screen brightness, providing access

to supportive software, and allowing breaks for activity or a change of scene. Employers surveyed by the U.S. Job Accommodation Network (JAN) reported that more than half of the adjustments cost nothing to implement and the rest came at a typical cost of \$500.⁷

The premise of inclusive design is that instead of trying to choose or change people to fit their environment, an organization can get the right people for its needs—and simultaneously help them live more fulfilling lives—by changing the environment to welcome all those people who offer unique talents.

Where is the neurodiversity movement heading? How can workplace designers and strategists help? To create better work environments for all, we must first achieve a better understanding of neurological differences. HOK's WorkPlace and Consulting teams have been exploring how design can help generate and sustain a culture of diversity and inclusivity. We tapped into our past and current projects to identify best practices. We surveyed the professional and scientific literature. And we interviewed thought leaders and medical professionals who are experts in neurodiversity.

While an organizational culture of inclusion and respect is the single most essential element in the success of a biodiverse workplace, we also heard that design has a major role to play by removing barriers, improving access to opportunities, reinforcing organizational values and facilitating success.

For organizations just starting to think about neurodiversity, some aspects of inclusive design will be unfamiliar. Other strategies are tried-and-true methods for designing for improved health and well-being. This overlap means that, in addition to helping those who need it most, designing for neurodiverse populations will benefit a company's entire workforce.

Ask the Expert

GEAROID KEARNEY

CEO, myAccessHub

Gearoid uses virtual reality and eLearning to educate employees and build autism-inclusive workplaces.



To what do you attribute the raised awareness for neurodiversity?

Neurodiverse conditions are diagnosed by professionals via a tool called the DSM-5. In the past, the criteria was sparse and ambiguous and diagnosis of neurodiversity was rare.

With enhanced research and collaboration, the tool has been regularly reviewed to reflect academic and societal changes, which has led to an increase in diagnosis of neurodiverse conditions and public awareness.

Yet this awareness is primarily only present among those who are directly impacted by neurodiversity. Additional work

around awareness is required from a broader societal perspective.

There has been an increase in the diagnosis of particular neurodiverse conditions, such as autism spectrum disorders. The diagnosis of this disorder is increasing annually at a rate of 10-17 percent with the cause unknown. The development of autism spectrum disorder is currently being attributed to a genetic predisposition and a complex interaction with the environment. Further research is required to provide a definitive answer to its cause.

"There is a lack of understanding from the managers of neurodiverse staff that results in them not being able to provide the right guidance and support. Some people are also afraid to share that they might struggle with certain tasks, where really they are very gifted and talented but just learn differently."

— Will Wheeler, Founder, The Dyslexic Evolution



At software company OpenText's office in Shanghai, biophilic design strategies including the wood floor and plants humanize the space and help people relax. The design balances the white feature circulation elements with blue lighting and soft blue-toned accents, giving the space a clean, crisp and calming feeling. The strategic use of materials and colors defines the different planes and activity areas within the space, making it more memorable.

DESIGN FOR INCLUSION

The most common workplace challenges center on the issue of sensitivity. Neurodiverse thinkers often can be over- or under-stimulated by factors in their environment such as lighting, sound, texture, smells, temperature, air quality or overall sense of security. Any comprehensive approach to designing for neurodiversity should carefully consider these experiential aspects of the work environment.

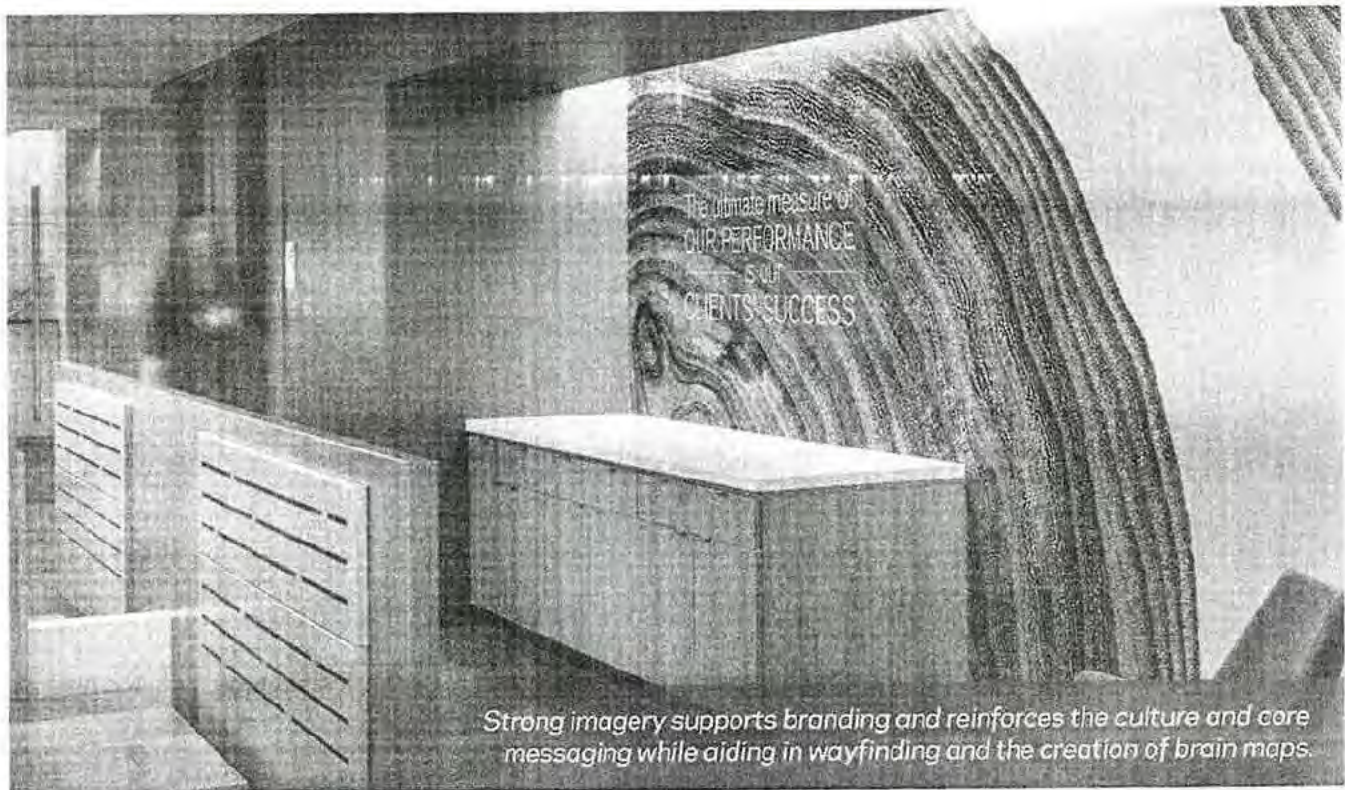
That said, different neurological conditions manifest in different ways, and even people who share the same condition may experience

it to varying degrees and express it in different forms. "If you've met one person with autism, you've met one person with autism," Dr. Stephen Shore, an advocate for people with that condition, has said, and his statement applies to other conditions just as well. That is why one of the most effective ways to design for diversity is to provide choices.

Choice enables people—neurodivergent and neurotypical alike—to more effectively manage their own needs with dignity and autonomy. Versatile environments that provide for a range of preferences make differences less

apparent, fostering equality and integration. These environments also allow for individual and operational changes, helping to make an organization more adaptable.

Below we highlight some of the design considerations behind what our research, conversations and professional experience suggest are five of the most impactful types of choice: spatial character, acoustic quality, thermal comfort, lighting and degree of stimulation. But because an environment's overall sense of order and meaning is what provides context for all other choice decisions, we first need to consider spatial organization.



Strong imagery supports branding and reinforces the culture and core messaging while aiding in wayfinding and the creation of brain maps.

Spatial Organization

Good spatial design excites curiosity and rewards exploration with the delight of discovery. It should also be intuitive. Visitors as well as regular occupants can understand where they are and can easily find their way. However, for some people with neurodiverse conditions—especially those who thrive on repetition, predictability and clear boundaries to feel secure—the need for legible spatial order may be intensified. Spatial order and ease of wayfinding become essential.

Effective spatial design strategies include:

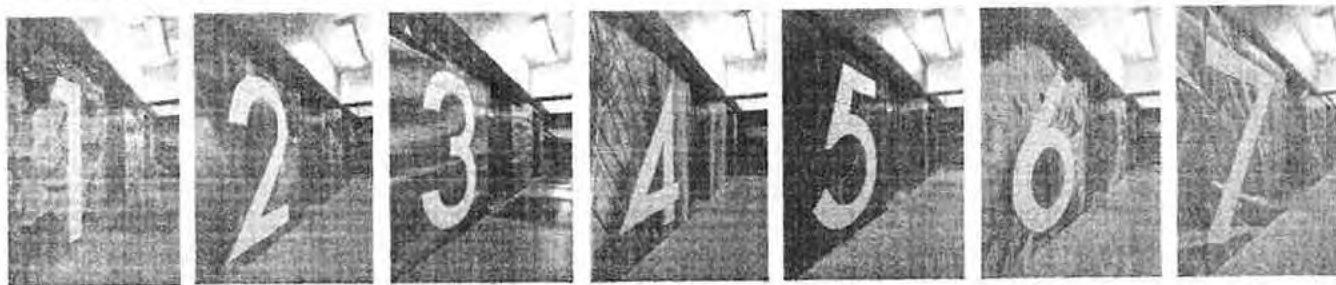
- Creating spaces that are memorable and that use a rhythm of common elements to generate a reassuring sense of order and thus assist the brain's innate positioning systems. Such design should, at the same time, avoid confusing repetition of identical spaces or features.
- Landmarks and focal points (such as a staircase or artwork), viewpoints (such as a mezzanine overlook) and clear lines of sight (including views to the outdoors) can help building users orient themselves.

- Meaningful variations in lighting levels can help as people naturally tend to walk toward brighter spaces or paths. Also consider the strategic use of materials, colors and signage.

Particularly in complex environments, clear and consistent terminology is critical for some people with neurodivergence. Concise messages, plain (sans serif) typography and informational hierarchy ease sensory overload. Consistent cues with redundant messaging in colors, numbers and words provide multimodal assistance to the full range of building users as they head to their destinations.



In the Town Pavilion garage in Kansas City, Missouri, strong graphics with a common theme but varied colors help with wayfinding and orientation.



Spatial Character

Workplaces that offer a variety of settings enable workers to choose the most appropriate environment for their task. Shared, open spaces facilitate socialization. Smaller, enclosed spaces support more focused work. Dedicated phone and meeting areas enhance technology-based communications while buffering other work areas from distraction. Cafe- or kitchen-type spaces allow workers to meet for informal discussions or to recharge between tasks. Equipping some spaces with technology and designating others as tech-free zones provides additional choice for maximizing productivity. In addition to boosting productivity, offering a range of choices in spatial character accommodates neurodiverse staff who may need to minimize distraction and sensory stimulation, who pace or fidget, or who use an enabling technology.

Choices also let people find a comfortable level of social exposure and interaction. For example, it's instinctive for most people to feel vaguely uneasy in a workstation that leaves their back open to a room.⁸ Yet for people with certain types of neurodivergence, that feeling is more than vague—it's intolerable. An enclosed office, on the other hand, can foster feelings of security and autonomy—or it can leave a person who already feels “different” more isolated than ever. Providing a variety of activity-based workspaces, including nooks, alcoves and areas of refuge, as well as clusters and neighborhoods, gathering places and spaces for movement, enables everyone—including neurodivergent staff—to find the best place for their work. If offering choices about work spaces isn't possible, then simply asking the neurodivergent about their preferences can help.

Ask the Expert

TOBY MILDON

Diversity and Inclusion Architect

Toby is an architect who held corporate diversity and inclusion positions for Deloitte and BBC before establishing his own consultancy.

How can workplace designers enhance the efforts of organizations to ensure that their culture, operations and space contribute to the success of neurodiverse employees?

One of the best ways is to put themselves in the shoes of somebody with a neurodiverse condition. For example, ask yourself what it would be like in a space you were designing if you had difficulty with

too much light, loud noises, sensitivity to touch, challenges reading, et cetera. Then think of creative ways of improving the environment for people with these conditions.

What else do we need to keep in mind when designing a workplace for inclusion?

If we design workplaces with different impairments, disabilities and conditions at the forefront of our thinking, we will make workplaces better for everybody. This includes creating different types of environments for team collaboration, quiet reflection time, focused thinking and relaxation.

I am often asked what the business case is for employing people with neurodiverse

conditions—or other disabilities for that matter. Firstly, it is a fundamental human right to access work and employers must do everything they can to provide open workplaces. But organizations do benefit from diversity of thought and cognitive abilities. With a more diverse workforce, businesses are better problem solvers, more creative, more profitable and able to engage with more consumers.



Strong contrast coupled with natural materials in Stryker's office in Brampton, Ontario, ground people in a sophisticated yet calming environment that feels secure. The styling and use of residential elements help people feel welcome.

Acoustic Quality

Impromptu meetings at a nearby space, mobile phone users who seem to believe the cone of silence really works, the continual pinging of technology—the everyday sounds of a typical workplace can make it hard for employees to focus. While it takes about 20 minutes to settle into a state of flow, workplace interruptions occur, on average, every seven minutes. At the other end of the acoustic range, an office space can actually be too quiet. Without low-level, ambient

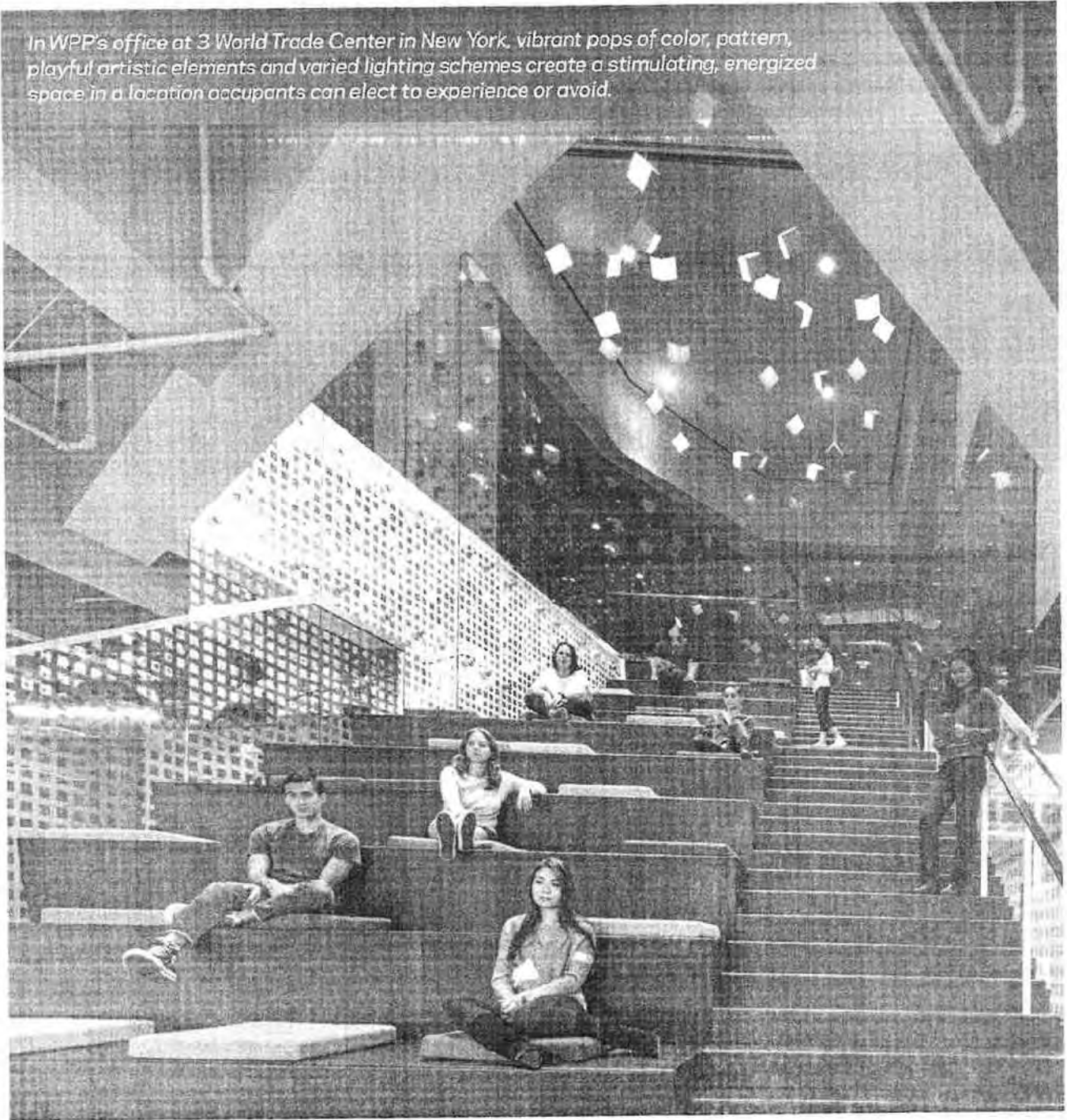
background noise to absorb them, every murmur or cough intrudes.

Where neurotypical employees may find ambient noise—or the lack of it—counterproductive, employees who are especially sensitive or prone to distraction, such as those with autism or ADHD, can find it downright disabling. They may adapt by wearing headphones, seeking out their optimal environment for hyperfocus or using a sensory distraction they can control to mitigate the impact of others who they can't. Companies that depend on all their employees' ability to concentrate,

however, are increasingly prioritizing a comprehensive—and therefore more inclusive—approach to acoustic design.

Effective acoustic design for the workplace provides a variety of auditory settings in support of diverse activities, locates them appropriately relative to one another and specifies assemblies for acoustic comfort within spaces and acoustic separation between them. Acoustic design may also consider whether a sound masking or white noise system would further increase comfort.

In WPP's office at 3 World Trade Center in New York, vibrant pops of color, pattern, playful artistic elements and varied lighting schemes create a stimulating, energized space in a location occupants can elect to experience or avoid.



Thermal Comfort

Along with acoustics, thermal comfort consistently ranks on workplace surveys as one of the top environmental irritants. Researchers have found that it has a significant impact on productivity.

Thermal comfort can vary with personal factors such as clothing, activity level and metabolism, as well as neurology. One solution to this variety is to provide individual temperature controls, such as an operable window or air diffuser, to enable workers to adjust their thermal environment to their liking. Estimates link individual temperature controls to productivity increases of as much as seven percent, depending on the nature of the task.⁹

Other elements of effective thermal design for the workplace include:

- Controlling solar gains in perimeter spaces so people beside the windows don't overheat.
- Improving the performance of the building envelope for even conditioning throughout the space.
- Decoupling heating and cooling zones from ventilation (with radiant systems, for example) for more effective and quieter conditioning.

- Designing thermally varied spaces, such as a naturally ventilated atrium or an outdoor patio, so people can choose a location that suits their thermal preference.

Lighting

Lighting offers another opportunity for inclusive design to make a difference. Measures can be as simple as replacing fluorescent fixtures (which can have a distracting flicker and buzz that are perceptible only to the neurodivergent) LED fixtures.

Lighting research conducted at the University of Toronto has suggested that bright lighting levels can intensify feelings, both positive and negative, and that dimming the lights can result in more rational decisions, a finding that some neurodiverse thinkers may already know from experience.¹⁰ Other studies have found that changing lighting color and intensity over the course of the day to mimic nature's diurnal changes can also help to reduce stress. Again, these benefits are likely to affect the neurodivergent as well as neurotypical employees.

More comprehensively, workplace-wide access to daylight can result in increased physical well-being,

improved mental and emotional health, and increased productivity and happiness for all workers. The evidence for our need for daylight is so compelling that several countries have enacted laws requiring workplace access to daylight. Some studies suggest that the benefits start to kick in with a minimum of four hours of light per day, whether from natural or artificial sources.

Several design standards offer guidance on daylight for workplaces. LEED's Daylight credit, for example, requires specified glare-free daylight illuminance levels for 75 percent of regularly occupied spaces. The WELL Building Standard sets a baseline of 95 percent of building inhabitants sitting within 15 feet of the perimeter, with a fallback requirement for appropriate electrical illumination. Ultimately, the opportunity for staff to tailor lighting to their preferences may be one of the most effective ways to get this key aspect of workplace productivity and well-being right—and to enhance autonomy and comfort for all.

"The tube in fluorescent lighting vibrates, which results in a buzzing sound that only those with hypersensitive vestibular sensory processing disorder can hear. Every person with autism spectrum disorder is impacted by vestibular sensory processing."

—Gearoid Kearney, CEO, myAccessHub



The crisp white furniture, dropped ceiling, soft materials, and dramatic but calming colors make this area of Convene's coworking space in Los Angeles an oasis from the workspace—a place where people can go to refresh.

Degree of Stimulation

For people with certain types of neurological conditions, visual, auditory or scent-based sensory cues can be overwhelming. For others, a lack of stimulation is the problem, resulting in an inability to focus. Creating options for employees to control or choose the degree of sensory stimulation in their surroundings is a key aspect of inclusive design.

Providing different microenvironments to choose from is one approach. Minimizing visual clutter, creating quiet and tech-free zones, and incorporating areas of rest and reprieve into circulation areas and level changes can also be beneficial.

Use of color is a significant consideration. Blues and greens tend to calm and reassure while yellow, orange and red tend to stimulate and uplift. Jarring or clashing colors that neurotypical people may overlook can deeply disturb others with heightened sensitivity.

Pattern and texture also contribute to sensory stimulation. Using predictable patterns and incorporating symmetry or fractals can help people understand, manage and navigate their world. Selecting organic patterns or incorporating irregularity and complexity can invite others to focus and engage. Like patterns, texture can dial up or down the intensity of stimulation in the environment.

Natural elements such as the trickle of water or a view of a roof meadow can be both calming and stimulating, providing a focus of soft fascination that offers relief to people struggling with either too much or too little stimulation. Natural materials are often more comprehensible, calming and uplifting than their synthetic or ersatz counterparts—all good things for neurodiverse thinkers. In fact, many of the principles of biophilic design that have been shown to offer benefit neurotypical people in the workplace can also contribute to an environment that's more inclusive of neurodiversity.

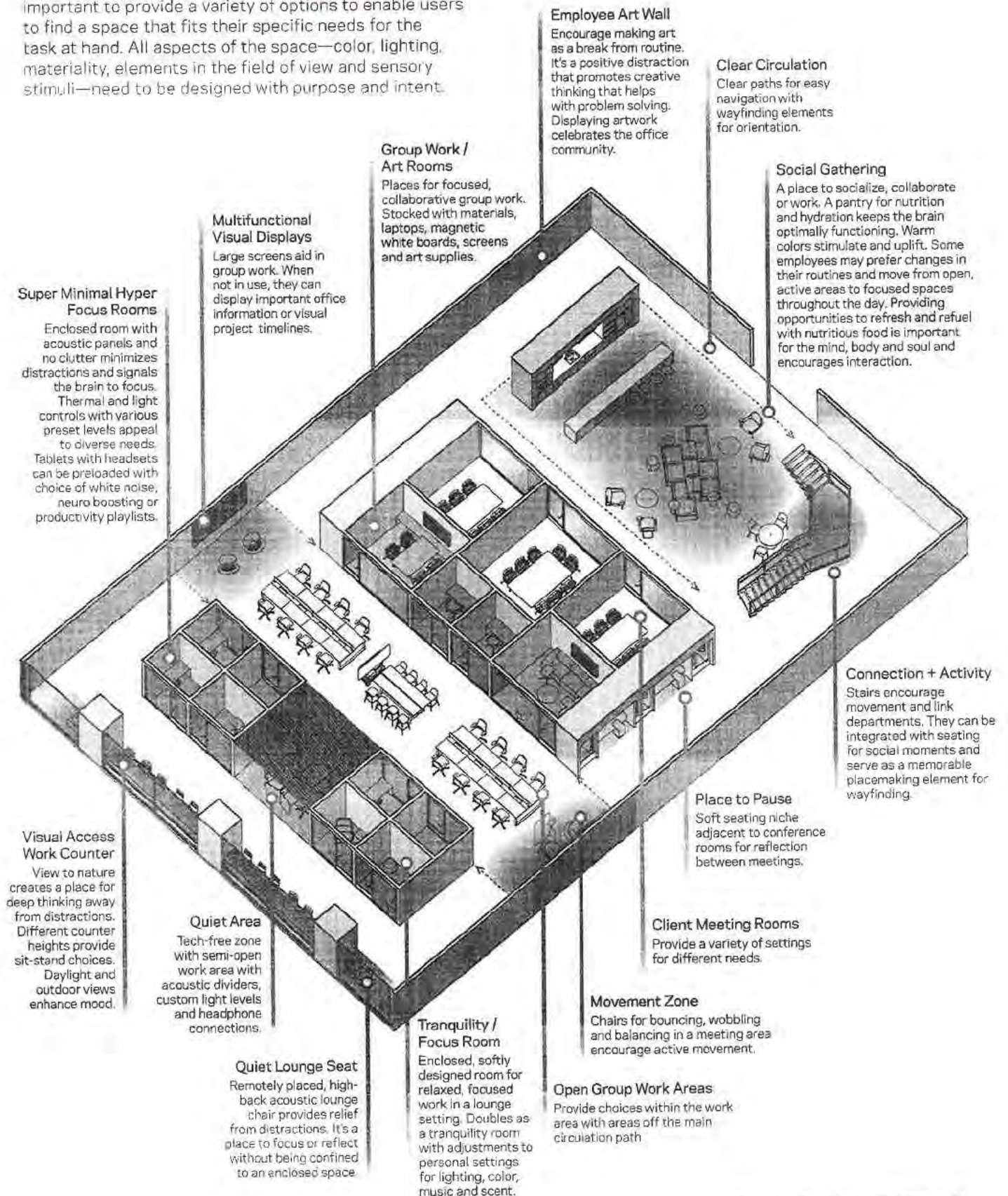
"Ask the neurodiverse what works and what doesn't and include them in the decision making. Don't let fear be a barrier. Ask 'Why do we do that?' 'Could we do it another way?' There's an abundance of knowledge and passion waiting, often for free, to take advantage of"

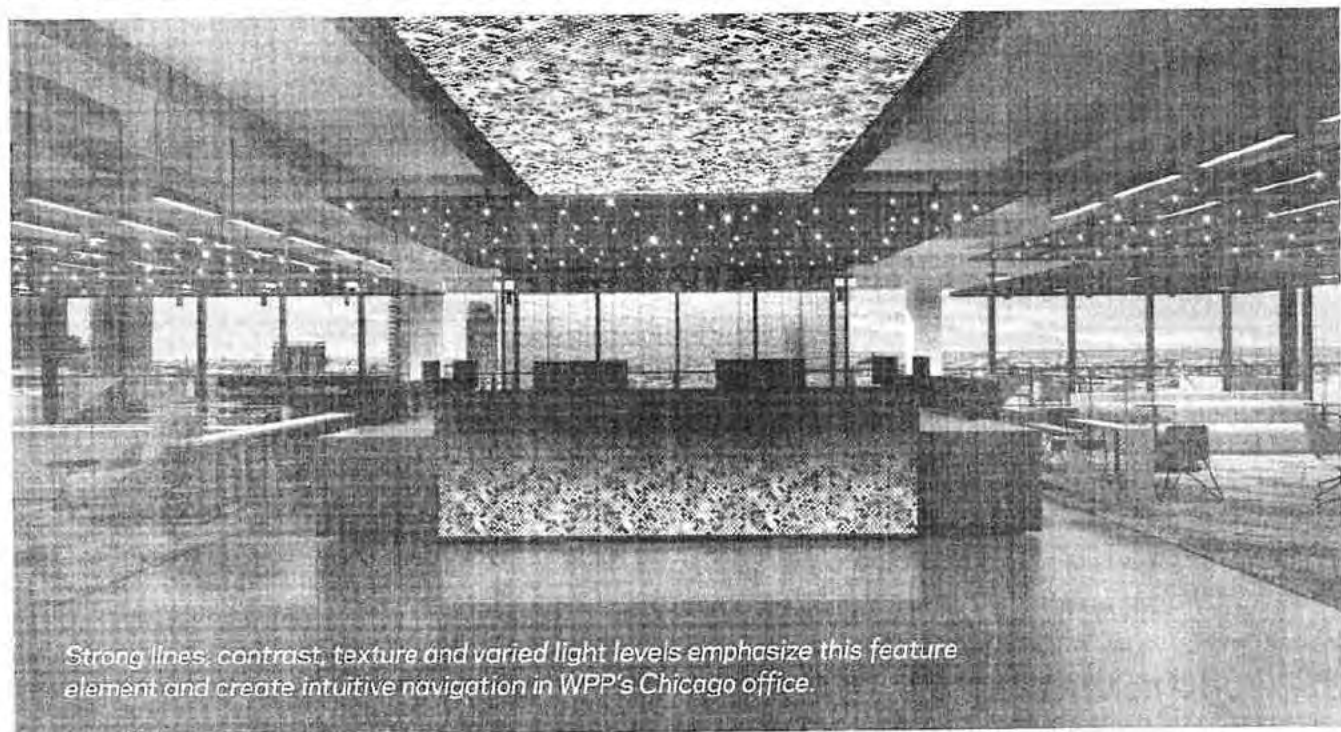
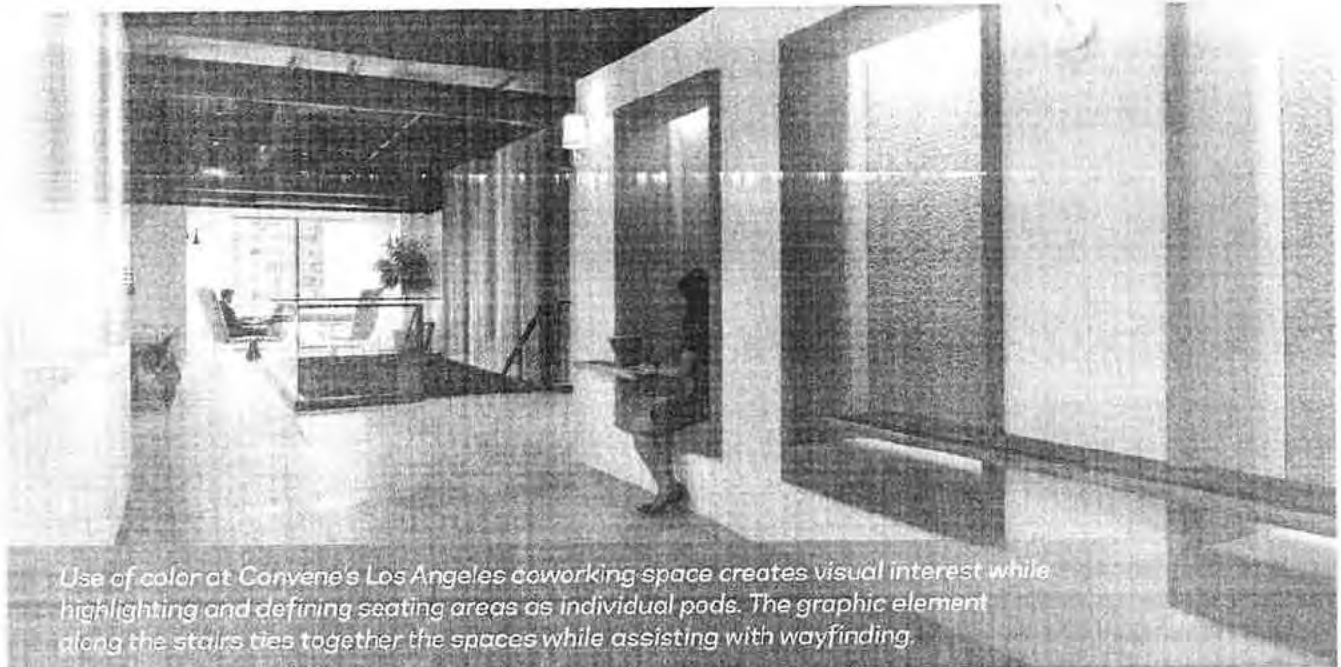
Caroline Turner, Founder and Managing Director, Creased Puddle

School

A NEURODIVERSE-FRIENDLY WORKPLACE

When designing a workplace to be inclusive for all, it's important to provide a variety of options to enable users to find a space that fits their specific needs for the task at hand. All aspects of the space—color, lighting, materiality, elements in the field of view and sensory stimuli—need to be designed with purpose and intent.





 READ THIS!

DESIGN STRATEGIES

A workplace assessment can provide HR and corporate real estate teams with valuable information for creating more effective work environments for the neurodivergent. In planning a new space or overhauling an existing one, incorporating these design features will help create an inclusive culture and physical environment that works better for everyone.

- Provide a wide **variety of spaces**—some for socializing and others for semi-private or private concentration.
- Create active zones and space that **encourage movement**.
- Place **work points in low-traffic areas**.
- Offer dedicated **quiet rooms** to accommodate intense concentration.
- Consider using **dividers in appropriate areas** to block and reduce noise.
- Design **acoustically sensitive environments** that generate white noise.
- Use **acoustic dampening materials** around loud equipment or noisy areas to alleviate crossover sounds.
- Provide work spaces that are **not over-lit** and that have adjustable lighting levels or areas with varied lighting levels.
- Avoid fluorescent lighting and poor-quality LED to **reduce flickering**.
- Ensure **access to daylight**.
- Incorporate **natural elements** into spaces to create a calming effect.
- Provide work spaces that are **well-ventilated**.
- Create non-stimulating **color schemes** intermixed with areas of high stimulation.
- Mitigate stress by **avoiding chaotic patterns** in work areas.
- Prevent sensory overload by creating an **ecosystem with different settings and microenvironments** that enable people to find the right level of stimulation, be it visual, auditory or physical. For those who are under-stimulated, provide spaces that have hands-on tactile elements and sensations that can assist with focusing.
- Design space that is **intuitive to navigate** and has a sense of order.
- **Use color strategically** to help with orientation and wayfinding.
- Emphasize **wayfinding cues** through repetition of signage as well as consistency and clarity of message.
- Create spaces that enable **visual connections**.
- Include **distinct, memorable spaces**.
- Consider providing **nourishment stations** to help all staff maintain healthy blood sugar and hydration levels.
- Consider providing **areas for doodling/drawing** in collaborative areas.

— ACCESSIBILITY
— Washrooms

OPERATIONAL CHANGES

Organizations should create HR programs that educate and sensitize neurotypicals on working and engaging with neurodiverse employees. For example, offering training about how to adjust to or ignore certain self-stimulating (a.k.a. "stimming") behaviors can be highly beneficial.

Consider these simple, no- or low-cost accommodations, all of which will benefit the neurodiverse and neurotypical and create a more inclusive workplace:

- Provide **awareness training** to help staff understand neurodiversity among colleagues.
- Promote a **flexible work culture**. Allow staff to work from home when they need to concentrate, for example, and offer flex hours so staff can minimize distractions.
- **Offer options** so employees can choose the environment that best suits them and the task at hand.
- Give people **choices about where they sit**. This can significantly increase satisfaction and impact engagement and productivity.
- Offer an **ergonomics assessment** program.
- Allow for **seating** away from doors, windows and colorful displays.
- **Reduce visual clutter** and provide uncluttered work surface space and storage space. Promote a clean desk policy.
- **Display important information** where it can easily be seen.
- **Provide accessible storage options** for people needing an increased sense of security and order.
- Eliminate or shield **flashing devices and equipment**.
- Provide easy **access to necessary supplies** and materials.
- Permit employees to use **noise-canceling headphones** to reduce distractions.
- Provide equipment with **accessible instructions**.
- Provide **assistive software and technology** such as speech-to-text software, time management programs and organizational tools.
- Provide **dual monitors** to facilitate organization and information retention.
- **Minimize glare** by strategically locating monitors and using glare-reducing film.
- Encourage **intermittent breaks** between focus periods.
- Give **clear action points** in meetings. Avoid metaphors or ambiguity.
- Encourage the use of **aids such as stress balls** so staff can fidget without distracting others.
- Allow staff to **book meeting rooms** for tasks that require concentration.

The cool color palette for the furniture and wall defines open spaces as "zones" while providing stimulation that aids in innovative thinking and brainstorming.



INDIVIDUAL ADJUSTMENTS

Over the course of our planning and design work with many different clients, we have developed this list of advice that organizations can offer their people about feeling more comfortable in a workplace by adjusting their own work styles and habits:

- If working in an open space, choose a **low-traffic area**.
- **Avoid getting stuck in a daily routine.** Schedule breaks and make slight changes to your work days. This can help you focus on the task at hand.
- Use **visual checklists** to stay on top of progress.
- Use **visual timelines** to track important dates and break down assignments.
- **Break tasks up** into manageable pieces.
- Perform **one task at a time**. Don't start a new task until you complete the current one.
- **Set an alarm** to focus for defined periods of time, followed by a break.
- Set **phone alerts** to provide reminders for scheduled phone calls and meetings.
- Use a **day planner** to write down important deadlines.
- Use **headsets** to tune out background office noise.
- **Turn off email and text message** alerts and set aside 10 minutes of every hour to check.
- Only attend **critical meetings** where you can maintain your focus.
- Always **take notes** in meetings. Use color to highlight key information.
- **Record meetings**, if possible, to review details later.
- **Follow up on oral conversations** with an email for clarification and so you can refer to important details as needed.
- Employ **organizational tools, software and bins** to create a sense of order.

Ask the Expert

HELEN NEEDHAM

Founder, Me.Decoded

Helen founded Me.Decoded as an online platform that brings together the neurodivergent who are willing to share insights into themselves along with advocates and allies who can help change things from the inside out.



Which workplace obstacles prevent neurodiverse individuals from thriving?

Obstacles faced by the neurodivergent often start before they reach the workplace. It begins with the way in which jobs are advertised and how potential candidates are assessed for open roles.

Within the workplace, obstacles can include a lack of access to

assistive technology, sensory-overwhelming environments, a one-size-fits-all approach to management and performance reviews, and a lack of willingness to consider alternative ways of working.

How can workplace designers enhance the efforts of organizations to ensure that their culture, operations and space contribute to the success of neurodiverse employees?

Highlight the benefits of neurodivergent thinking and how changes to support the neurodivergent will benefit everyone. Encourage them to involve the neurodivergent in the design process, so that together they can identify what is needed to ensure the success of the neurodivergent.

Neurodiversity needs to be bought into at all levels. Having corporate strategies for neurodiversity won't bring about change

if managers don't embrace an inclusive approach within their teams. Encouraging a neurodiversity inclusive culture is essential. We want managers and teams to actively strive to understand and agree on what is needed to ensure that team members have what they need to succeed.

It shouldn't be a one-off exercise, as needs may change over time and new neurodivergent employees may have needs that weren't previously considered.



Strong wood elements in the ceiling and on the floor help tie together the space and scale it to the people inside. The pattern on the glass provides shielding for those within the space, subtly reinforces the brand and creates interest without being overwhelming.

BENEFITS FOR ALL

Designers have an opportunity to influence the physical and cultural adaptations required to make workplaces more inclusive. We need to ensure that the most valuable assets and currency of any business—its people—have the opportunity to be happy, healthy, engaged and empowered.

Creating spaces that meet the psychological needs of a wide spectrum of talent starts with the basics. It focuses on workplaces that provide optimal ranges of temperature, lighting, air quality, noise, ergonomics, and a sense of comfort and security.

Going further, designing for the neurodivergent creates space that enables all individuals to find suitable levels of privacy and concentration, connection and engagement.

There is no single solution for designing space that best accommodates everyone. But when achieved within an organizational culture of respect and inclusivity, attention to design elements that consider the needs of the neurodivergent and that provide choices can reduce the adverse effects of neurological difference, take

full advantage of the numerous benefits, and support broader organizational values and goals.

The significant overlap between design for neurodiversity and the wider movement toward design for improved health and well-being suggests that the benefits of a more inclusive workplace apply to the entire population. This can help all of an organization's members cope with the day-to-day stresses of life and achieve their full potential.

ENDNOTES

1. Harvey Blume, "Neurodiversity," *The Atlantic*, September 1998, <https://www.theatlantic.com/magazine/archive/1998/09/neurodiversity/305909/>.
2. "Our Inclusive Hiring Programs," Microsoft, retrieved July 25, 2019, <https://www.microsoft.com/en-us/diversity/inside-microsoft/cross-disability/hiring.aspx>.
3. "Disability as an Asset in the Workplace," JPMorgan Chase, retrieved June 21, 2019, www.jpmorganchase.com/corporate/news/stories/disability-as-an-asset-in-the-workplace.htm.
4. Robert D. Austin and Gary P. Pisano, "Neurodiversity as a Competitive Advantage," *Harvard Business Review*, May-June 2017, <https://hbr.org/2017/05/neurodiversity-as-a-competitive-advantage>.
5. Hedley, D., Wilmot, M., Spoor, J. and Dissanayake, C. (2017), "Benefits of Employing People With Autism: The Dandelion Employment Program, Melbourne, Australia: La Trobe University, School of Psychology and Public Health, Olga Tennison Autism Research Centre, retrieved July 1, 2019, <https://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1024&context=dandelionprogram>.
6. "Project CAPE Neurodiverse 360VR Experience," YouTube-BBC Getin, retrieved July 5, 2019, <https://www.youtube.com/watch?v=ZLYGuVTH8sA>.
7. "Accommodation and Compliance: Five Practical Tips," Job Accommodation Network, retrieved July 26, 2019, <https://askjan.org/topics/accommo.cfm>.
8. Ron Friedman, "Why Our Cubicles Make Us Miserable," *Psychology Today*, April 13, 2015, <https://www.psychologytoday.com/blog/glue/201504/why-our-cubicles-make-us-miserable>.
9. D. P. Wyon, (1996, October), "Indoor Environmental Effects on Productivity," *Proceedings of IAQ* (Vol. 96, pp. 5-15), retrieved June 1, 2019, https://www.researchgate.net/profile/Shin-ichi_Tanabe/publication/233338619_Indoor_Temperature_Productivity_and_Fatigue_in_Office_Tasks/links/5567239308aefcb861d38217.pdf.
10. Don Campbell, "Bright Lights Intensify Your Emotions (Negative and Positive) Study Shows," *University of Toronto News*, retrieved July 23, 2019, <https://www.utoronto.ca/news/bright-lights-intensify-your-emotions-negative-and-positive-study-shows>.

PHOTO CREDITS

- pp.3, 4 *Global Research and Advisory Company*, Fort Myers, FL
Photographer: Seamus Payne Photography
- p.6 *Opentext*, Shanghai, China
Photo courtesy of HYE China
- p.7, 18, 20 *Financial Services Company*, Headquarters Location
Photographer: © 2019 Michael Robinson
- p.8 *Town Pavilion Garage*, Kansas City, MO
Photography: HOK
- p.10 *Stryker*, Brampton, Ontario
Photo courtesy of Aframe Photography Ben Rahn
- p.11 *WPP at 3 World Trade Center*, New York, NY
Photographer: Eric Laignel
- pp.13, 15 *Convene*, Los Angeles, CA
Photographer: © 2018 Bilyana Dimitrova
- p.15 *WPP*, Chicago, IL
Image courtesy of HOK

Special thanks to these experts for contributing:

- Dr. Nancy Doyle**
CEO and Founder, Genius Within
- Gearoid Kearney**
CEO, myAccessHub
- Trina Marshall**
Consultant
- Toby Mildon**
Diversity and Inclusion Architect
- Helen Needham**
Founder, Me.Decoded
- Jeffrey Saunders**
Partner, Behavioural Strategy
- Karen Stephenson, Ph.D.**
Principal, NetForm Resources
- Caroline Turner**
Founder and Managing Director, Creased Puddle
- Will Wheeler**
Founder, The Dyslexic Evolution
- Cheryl Winter**
Director, Cheryl Winter Coaching



High-performance workplaces enable people to be productive, engaged and happy, whether they are distributed workers, digital nomads or working in an office building, hospital, lab, campus or at home. HOK's evidence-based design solutions optimize the potential of these experiences. This may involve decreasing occupancy costs, embodying an organization's culture or fostering innovation—however our client defines success. Leveraging our global network and knowledge of best practices, HOK's WorkPlace practice leads the strategic planning, design and implementation of work experiences across the world.

hok.com/workplace



Kay Sargent
Director of WorkPlace | Global
+1 571 329 1313
kay.sargent@hok.com



Michele Hutchinson
Senior Project Interior
Designer | San Francisco
+1 415 356 8768
michele.hutchinson@hok.com



Emily Payne
Regional Leader of Experience
Design | Kansas City
+1 816 472 3219
emily.payne@hok.com



Christine Vandover
Senior Project Interior
Designer | New York
+1 212 981 7375
christine.vandover@hok.com



Andrew Ibrahim
Chief Medical Officer
| Healthcare
+1 314 754 4189
andrew.ibrahim@hok.com



Tom Polucci
Director of Interiors | Global
+1 212 981 3803
tom.polucci@hok.com



Beate Mellwig
Practice Leader for
Interiors | London
+44 207 898 5087
beate.mellwig@hok.com



Pam Light
Regional Leader for
WorkPlace | Los Angeles
+1 424 298 4520
pam.light@hok.com



Gordon Wright
Director of WorkPlace | Global
+1 415 356 8769
gordon.wright@hok.com

DESIGNING FOR HUMAN POTENTIAL.



KMBR | ARCHITECTS
PLANNERS

300 – 152 West Hastings Street
Vancouver BC, V6B 1G8

Primary Contact:
Kate Lemon, Principal
klemmon@kmbr.com
(604) 732-3361
www.kmbr.com