

Bedford Ravine PP-8 & 9-12 School Steering Team (SST) Meeting Meeting Minutes #1

Date: Feb 4th, 2021

Time: 6:00 pm – 8:00 pm

Location: Microsoft Teams Meeting

Attendees:

Name	Organization
Amy MacLeod	Facilitator, HRCE
Susan Casey	Principal, Bedford Ravine PP-8
Sean MacDonald	Principal, Bedford Ravine 9-12
Jennifer Ramsay	SAC chair, Charles P. Allen High School
Dana Mills	SAC chair, Madeline Symonds Middle School
Arlene Williams	SAC co-chair, Basinview Elementary
Natalie Lutwick	SAC chair, Sunnyside Elementary
Temitope Abiagom	SAC Co-chair, Rocky Lake Elementary
Angela Conrad	Community member, Hammonds Plains Consolidated Elementary
Catherine Hefler	Design Architect, Architecture 49
Stacey Hughes	Managing Principal, Architecture 49
James McKee	Senior Landscape Architect, Vollick McKee Petersmann & Associates Ltd
Peter Howitt	Regional Director, EECD
Kimberly Cooke	Director of Engineering Design and Construction, DIH
Darrell MacDonald	Director of Education facilities Project Services, DIH
Andrea Lawson	Lead Architect, DIH
Jacob Ritchie	Director of Operations, HRCE
Maryann Mason	Capital Manager, HRCE
Yanan Gou	Planner, HRCE

Regrets:

Name	Organization
Jason Withrow	SAC chair, Rocky Lake Junior High
Anna Neumann	SAC chair, Bedford South School
Glenda Lush	SAC chair, Kingswood Elementary

1. Call to Order & Introduction

- a. **Facilitator Amy MacLeod called to order the Bedford Ravine SST meeting #1 at 6:00 pm**
- b. **Terms of Reference** (Appendix A)
- c. **Preamble**

Jacob Ritchie – Director Operations Services, HRCE

Introduction: what is the role and involvement of HRCE Operations

HRCE is responsible for the maintenance of schools, including custodial service, additions and alterations, school transportation and IT. In 2018, HRCE were working on the premise to get one P-9 school in the Bedford Ravine area. We have collected and analyzed data that most of the schools in the Charles P Allen (CPA) family are overcrowded. Recognizing that this was not enough, we knew more seats were needed.

Through 2018, the HRCE team worked with demographers, population projections and developers to show how the western side of Bedford was exerting unsustainable pressure on the CPA family. HRCE is pleased that EECD and DIH recognized this issue of growth and overcrowding. Stacy Hughes, the A49 Project Architect, was challenged to create a design to offer as many seats as possible.

Just this week, budgetary changes were announced to make this school the right size in terms of the base building design, equipment and facilities. Darrell MacDonald (DIH Director of Educational Facilities) and Kim Cooke (DIH Director of Building Design) have supported this and along with EECD, Bedford Ravine PP-12 is now a reality.

It is a good news story in many communities when you can build to relieve overcrowding. To escalate this new school to meet the pressure of the need, the approach was taken that the boundary review will come afterwards. The intent is for the spaces to be used as designed for the very best educational outcomes.

2. Project Description – EECD and DIH

Darrell MacDonald called on to describe the project to the SST

- a. **Darrell Macdonald - Provided information on the design team**

A49 Architecture, James McKee Landscape Architect and a whole host of experts are behind the scene.

Stacey Hughes, is an Accredited Learning Environment Planner (ALEP). There are 3 ALEPs on the team. Nova Scotia has the highest rate of ALEP's in Canada. BRPP12 will be a modern school, which reflects changing education delivery models. It has been designed to be as flexible as possible to 'future proof' it and to accommodate the many ways that students learn. DIH and EECD has great confidence in the Design Team.

- b. **Design Overview**

A49 has been working with the principals, TIR, EECD and a larger group of people including specialists, consultants and the constructor PCL, to develop the design to the point you will see today. We used a method called Collaborative Design Build, which includes the construction contractors on the design team and allows us to move projects along more quickly than a traditional method. Early trade packages are underway, including grading and foundation.

James McKee Presented the site plan and Catherine H from A49 presented the building design. Questions will be addressed after presentation.

- **Site Plan** (Appendix B, Image #1 – Site Plan for BRPP12 School) - **Presented by James McKee**

James and his team have been working with A49 since March 2020. He provided a quick background: the property faces Broad Street and is generally bracketed on the South side by Larry Uteck Blvd. Front of the school faces East and back of the school faces West. The northern neighbor includes one apartment building that is already under construction and two in the planning stage. In general, 2/3 of the site is a flat plateau to the south and middle, then the site slopes off quite suddenly to the north, which is the sports field and parking lot. The Elevation change between the high point and low point is significant, which led to key design decisions which shaped the school.

Transportation design - The site will be accessed off Broad Street by 3 driveways. The Main Driveway is already roughed in for drop off. The second driveway will be dedicated to bus-only traffic. The third driveway in the NE corner of the site is for high school students. The driveway slopes up to the front of the school at about 5%, which is a walkable and bikeable elevation. High school and soccer field are at a lower elevation, about 6 or 7 metres below the main entrance of the school.

The best way to present the site is to describe a typical day arriving at the school. Off Broad Street is a signalized intersection with lights. Parents drop off kids for the elementary side using the 'Kiss and Go' lane. No parking is allowed except for barrier-free parking near the main entrance. Many students will arrive by bus and the bus loop can currently accommodate 9 buses. Currently 14 to 16 buses will be dropping in. Not all buses will arrive at the same time.

With elementary and high school starting at different times, bus parking is not a big concern. Parents will be able to drop off and leave. There will be a 3-metre wide asphalt sidewalk for walkable routes from Broad Street up to the school. With Pre-Primary, parents need to be able to drive, park and escort their children to school. There is dedicated parking for pre-primary parents. They will be able to arrive, turn left, park, drop off and then leave through signalized intersection.

A number of spots have been dedicated to teachers, visitors and high school traffic. How the driveways should be accessed has been an ongoing discussion between DIH and HRM. Half of the traffic coming into the school driveways are making left hand turns. Traffic engineers are concerned about traffic backing up on Broad Street however this is being analyzed.

Elementary School side exterior design - The large play area in front of the elementary school will be fully fenced to manage child/traffic issue. Students can get into play area through open gates. Currently there are two playgrounds. One is dedicated to younger children and one to older children.

Dedicated pre-primary play area is on the south side of the school. There will be a lot of hard surface open play area to accommodate the population of children. Between the two wings of the school is a courtyard connected to the cafeteria for teaching/ playing/gathering. Students will be able to come out during lunch time. There will be seating, planter walls, benches and different gathering areas for quiet play or more active play. It will be enclosed during the school day. Green play lawn on the SW side of the school and lawn area on the southern side of the school are dedicated for outdoor education. The intent is to retain as many trees as possible and practical between the site and Larry Uteck Blvd.

Additional teachers parking will be in the back south corner of the school. There is dedicated teachers' staff parking at the high school wing now.

Two dumpster garbage collection areas are at the back of the school. They have been located there for proximity to the cafeteria and to screen them from view when you drive up to the school.

High School side exterior design - High school students will be arriving primarily by bus. There is no parking along the Broad Street since it is a major collector for the residential area however student parking is provided on site. We want to give high school students a large welcoming area. Each of the planters are surrounded by walls/ sitting areas to be used to wait for the bus, meet or greet friends. High school students will have courtyard as well with hard surface and benches, which creates additional seating opportunities.

A Basketball court for students and a large circulation area are connected to the soccer field. Walkways at level zero are wide enough for deliveries to occur.

Full size soccer field is accessible and fully fenced. It is designed for soccer at the moment.

All drainage collected are temporarily stored under the parking area before being discharged to lower area corner of the site.

Building Design - Presented by Catherine Hefler

Interior Design - A49 colour-coded program is based on the educational streams. It began to make sense to become one building but to work toward maintaining two distinct schools with their own identities, two separate entrances, wings and gyms. There are multi-functional spaces in the centre area. By sharing one building, the design will be able to provide the flexibility and to make it a hub in the community for the families while optimizing site and building efficiencies.

Parti (Appendix B, Image #2 - Parti for BRPP12 School) – Early sketches of the design intent were presented. Main entrances are separated between Elementary and High School. The vast majority of students' days will be taking place within those two separate wings but there are certain shared elements. Two gyms are designed to be side by side to optimize flexibility. Fine arts openings are in the opposite directions. Cafeteria is designed for various groups and various age levels and informal gatherings with natural light from the bridge above and within the space. The elementary area of the Cafeteria will be separated from those areas for higher grade levels as much as possible.

Idea of Houses - The idea of the houses is to break down large spaces into much more human scale. Think of those wings as a house or a neighborhood for groups of students. This design will allow the teachers and students in these spaces to work in a collaborative way, which plays out differently at different age groups. All houses are connected by knuckles. Those knuckles bring interdisciplinary streams together. A49 colour-coded the program streams for differentiation and to demonstrate the collaborative nature that's really connecting the two schools to the shared zone.

The comments received from our early meetings with Principals are that they want this school to be very collaborative, flexible and interdisciplinary. We overlapped learning spaces to create the intersections of learning through the space. We took the space of 6 traditional classrooms and workrooms and created 12 very flexible distinct learning spaces within each wing.

This design will provide students with as many types of various learning environments as possible. No two students learn the same way and we really need to provide for all students to have their learning optimized. A diagram was shown to illustrate how 6 spaces within the house that has a common space in the centre could possibly have 6 fully closed classrooms. There are additional small group work rooms. We flanked two more traditional classrooms on the end for quiet learning space and direct instruction. This is a "house" with a clear identity for the students which helps break this large school down. The house threshold is clearly expressed, again to help the student identify their realm.

The Elementary knuckles concept - we want to show a high degree of interdisciplinary learning through the knuckles that continue vertically and horizontally. Early sketches are presented to show how interdisciplinary learning spaces can work when opened up or close down.

High School Wings - very similar idea to the elementary house in terms of flexibility. More linear corridor with 3 operable walls allow lots of classroom to break out and connect together. The school needs some spaces for acoustically controlled, direct instruction, plus opportunities to open up for collaborative work outside the direction instruction rooms. Developing house identity and a place for students to build collaborative working relationships in groups with each other in this kind of environment.

House threshold is important. As interiors develop, demarcation of colour/texture will run through the house and be represented on the exterior in some way. Lending to ideas of wayfinding both interior and exterior

will bring that sense of connection back to the students, which helps break down the larger building into identifiable sections.

Overall Floor Plans - Presented by Catherine Hefler

Elementary Wing has 4 operable walls with house threshold area. There are two separate administrations but these are connected by interior doors. There will also be two separate seminar/meeting rooms.

Front Entrance - For students, front doors will be open at certain sets of time strategically. For visitors or parents, front doors will be locked for secure entry. There is a large reception desk oversight in large vestibule. Receptionist decides if they allow you in or not. Student can enter directly into reception. Half gate is used in reception area so student has full access to the office. Principal and two Vice Principals' offices are on other side as well. They all have services including a washroom, a workroom and a sick room etc. Two administration area are connected. Same configuration on the High School side.

Music Room - is 3 feet above the cafeteria level and it has high Sound Transmission Class rated operable wall to separate it acoustically from Gym. It can open up and function as stage with typical lights, stage, curtain etc.

Drama space - is adjacent to the Music room, connected by a double door. It acts as a Green room or support performance space. Drama space has an operable wall to the Cafeteria for informal performances and gatherings/assemblies. A raised platform is designed to support those functions. It can be used as additional cafeteria seating, informal gathering or impromptu performances. There are several bleacher style platforms. There are actual stairs and accessible ramp built in, and 1 to 12 slope ramp to access learning. A lift is provided on the right side for accessibility. Throughout the day, this area is used for additional cafeteria seating or performances.

Kitchen - It has two lines and spaces to access it. It is efficient to have shared kitchen equipment, but still has separate places to access the one servery. Both elements of Cafeteria are connected to courtyard which has extra sitting area with very large glazed openings. You can eat your lunch outside. Glass at gym showcases athletics and fine art when you first walk into the building. Those walls with lots of glass allow students to look through but also create different zones

After hours - Corridor doors can be locked at all times or strategically. A card reader might be needed to open the door for example. After hours, community has no access to educational/teaching areas. The Gym and ancillary spaces are open for community use. Large banks of washrooms are in this central space for again large performances in the Gym or after hours use.

On Level One, there is a student services suite accessible from inside and from exterior. We have offices for a Mental Health Clinician's, Youth Health, School Plus and a barrier free washroom to help support community needs after hours and accessed discretely from exterior.

Biophilia - we try to highlight through the design and interiors the concept of Biophilia and importance of nature in design. It is very important to bring natural light and colour into the spaces. They are very important for our well-being.

The Bridge on level 3 - It has been designed to bridge between two different zones. The Grades 7 and 8's are on one side with Grade 9 to 12 on the other side (Large Mechanical room between the two). This design creates distinct sides.

Two story atrium aids in natural light filter to lower spaces.

Three levels work together and pull the collaborative nature of the design together across the three levels.

DIH - DIH is targeting LEED Silver. We are hoping this building will be energy efficient and sustainable. We are also targeting the environmental goals and prosperity green act.

c. Question and Response

Q. Arlene Williams: What is the overall capacity of the new school?

R. Darrell MacDonald: It is designed to have 800 students on PP-8 site and 1,200 on 9-12 site. The school site was purchased when we had it planned for P-9 school. We acknowledge that the site is finite in size and we can only accommodate so many. 2,000 students in total is not going to be able to solve all the problems in the area. There will need to be further solutions in the general area in addition to this over time. There is a limit to what we can do on this one site. This will be the biggest school in the province.

Q. Natalie Lutwick: How do the movable walls work?

R. Stacey Hughes: when we started to design the elementary wing, Craig wanted the space to have complete flexibility in a learning environment. This is how this flexible/movable wall idea started. Those walls can have punched window, they can be fully glazed or have white board on them and man doors in them. They also have very good acoustic properties. They are sealed at top, bottom and sides.

Q. Jennifer Ramsay: with what have we learned from pandemic, what things have been used in designing this school whether from ventilation perspective, the size of windows, hallway widths? Has all those been considered through the lens of how to prevent the spread of virus?

R. Stacey Hughes: The school exterior envelope, including the amount of windows and operable windows, is design to meet Provincial Guide DC350. 10% of the floor area must be windows and 1/3 of that must be operable. This give plenty of natural ventilation. The mechanical systems was designed to ASHRAE guidelines and this provides 100% fresh air in the system in many area of the school. Hand wash stations and the number of sinks was discussed. Hand wash sinks are in every washroom which supports anti-viral approaches.

R. Catherine Hefler: Washrooms are designed to EECD and DIH universal design configurations, where they each can be used by anyone, with no need for the traditional binary, gender segregated approach.. It balances privacy with security, functionality and high level of cleanliness. To reduce bullying, each stall has full height walls with tile finish from floor to ceiling. This provides great privacy with real doors that closes. You cannot fit a phone/camera under the door. Small corner sink, paper towel and waste basket are built in to each stall. Student will be able to get clean within the stall and avoid dirty hands out into the room. We have open areas at front with large sinks stations with high levels of supervision to help support the high degree of cleanliness and safety.

R. Darrell MacDonald: we met with two infection control physicians to get their input. They are very much in agreement with the washroom design. The design includes the hand wash sinks at the start of the wings and multiple hand sanitizer placed through the wing. The infection control physicians are happy with those design features.

Q. Sean MacDonald: What are the numbers now for the staff parking since the additional area has been added?

R. James McKee: 165 staff parking spaces

Q. Sean MacDonald: 180 is the mark. If we don't have enough parking, staff will have to tap into students parking.

Q. Susan Casey: I have missed the design walkthrough. Staff room and work room areas are on both sides of the school?

R. Catherine Hefler: In school administrative area, there is a Work Room for day to day activities. Both of the Staff Rooms are on Level 2, located at corner of the knuckles at the front. There have dedicated Work Room and kitchenettes for each Staff Room.

Q. Susan Casey: Do Professional Learning Community Spaces spread throughout the building?

R. Catherine Hefler: There are large workspaces at entry to each house, which could be used as meeting spaces or other purposes. There is lots of glazing and visual connection into these spaces to highlight collaboration and interdisciplinary nature of planning and project work with teachers. They are dispersed throughout wings and very visible spaces trying to promote visual passive supervision of the wing.

Q. Susan Casey: What is the capacity for the elementary site in terms of sharing the PD days?

R. Catherine Hefler: Each school has a seminar space (50 to 60 for high school) spread out throughout the building. Itinerant offices are spread throughout the building.

Q. Jennifer Ramsay: Is part of the SST member role to take the information back to the SAC and community?

R. Amy MacLeod: Those meetings are transparent. SST members please feel free to share what you learned from those meetings with the community.

R. Darrell MacDonald: We do try to have public meeting, but where and when is key. This is something to discuss.

3. Miscellaneous

Questions received by email from Dana Mills on Feb 5th, 2021.

Q. Dana Mills: Will minutes be taken and circulated?

R. HRCE: Yes. Minutes of the meetings will be taken, distributed to all SST members prior to each subsequent SST meeting and posted on the HRCE website.

Q. Dana Mills: What work/communication is being done to ensure space is accessible and supported in the area/communities surrounding the site with municipal services that will compliment and support the school learning community and all it's moving parts?

R. Darrell MacDonald: DIH, EECD, HRCE and the design team have been collaborating with the HRM throughout the design process regarding parking on site and how school related vehicular circulation affects traffic patterns on Broad St. and Larry Uteck Boulevard. In addition, the HRCE has an on-going relationship with the HRM regarding scheduling of community access to the sports field and gymnasium, along with maintenance of the sports field.

- a. **Peter Howitt** – Thanking Sean MacDonald and Susan Casey for their input into the design to date and their work. We recognize the very important role that they play in this process to work toward a wonderful school design
- b. **Darrell MacDonald** – Thanking A49's Stacey Hughes (Project Architect) and Catherine Hefler (Lead Architect) for their fantastic presentation and the A49 team for their hard work. Thanking Amy MacLeod for facilitating the meeting.

4. Next Meeting

- a. **Amy MacLeod** proposed to have the next Bedford Ravine PP-8 & 9-12 SST meeting in the next 3 or 4 weeks – sometime before March Break.
- b. **Andrea Lawson** made the point that we are 80% along in the design. We will take the barometer of the number of questions received post meeting and consider whether to have the next meeting just before March Break or earlier if deemed beneficial.
- c. **Question from Arlene Williams will be discussed in the next meeting**

Q. Arlene Williams: Would love to understand the use of outdoor space? Will there be any consultation with community along the way?

R. Amy MacLeod: we will discuss this next time.

5. Adjournment

- a. Motion from Sean MacDonald to adjourn the first Bedford Ravine SST meeting, seconded by Maryann Mason
- b. Facilitator Amy MacLeod adjourned the meeting at 8:15pm, Feb 4th 2021
- c. Minutes submitted by: Yanan Gou
- d. Minutes approved by: Maryann Mason

APPENDIX A – Terms of Reference

Bedford Ravine pp-8 & 9-12 School Steering Team (SST)

Terms of Reference

The Bedford Ravine PP-8 & 9-12 School Steering Team (SST) is a group that represents stakeholders for the school community.

Role

- To work with the Regional Centre for Education or Conseil scolaire acadien provincial (RCE), the Department of Education & Early Childhood Development (EECD) and the Department of Transportation & Infrastructure Renewal (TIR) throughout the design phases of the project to provide input into developing the general floor plan layout and the overall design of the building.
- The SST acts as a key resource to gather input and provide information to the school communities they represent to enable a public connection to the school project.
- The SST is an advisory body, it does not have authority to approve project changes.

SST Membership

- Sponsor Group (members from RCE, EECD, TIR)
- One (1) School Principal from; Bedford Ravine pp-8 and Bedford Ravine 9-12
- One (1) School Advisory Council Chair or Designate from; Charles P. Allen High School, Madeline Symonds Middle School, Rocky Lake Junior High, Basinview Drive Community School, Bedford South School, Kingswood Elementary, Rocky Lake Elementary, and Sunnyside Elementary

SST and Sponsor Group Responsibilities

The SST is a key advisory resource for the Sponsor Group during the project. It will be most active during the conceptual and design development phases where prioritization of items is required.

During the construction documentation phase, the role of the SST changes as all design related decisions have been made and the SST becomes more focused on receiving status reports of construction progress.

If, however, matters arise in implementation of the project that have the potential to change the project goals and objectives, the SST will continue in its role as an advisory body.

The Sponsor Group will provide the SST with regular project status updates.

APPENDIX B – Images

Image #1 – Site Plan for BRPP12 School



Image #2 – Parti for BRPP12 School

