

Bedford Ravine PP-8 School & 9-12 School School Steering Team (SST) Meeting Meeting Minutes #2

Date: March 11th, 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
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
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
Darrell MacDonald	Director of Education facilities Project Services, DIH
Andrea Lawson	Lead Architect, DIH
Maryann Mason	Capital Manager, HRCE
Glenda Lush	SAC chair, Kingswood Elementary
Laura Steele	Manager Building Design, DIH
Angela Thornhill	Filling for Dana Mills

Regrets:

Name	Organization
Jason Withrow	SAC chair, Rocky Lake Junior High
Anna Neumann	SAC chair, Bedford South School
Jacob Ritchie	Director of Operations, HRCE
Kimberly Cooke	Director of Engineering Design and Construction, DIH
Dana Mills	SAC chair, Madeline Symonds Middle School
Sean MacDonald	Principal, Bedford Ravine 9-12
Temi Abiagom	SAC Co-chair, Rocky Lake Elementary

1. Call to Order & Introduction

- a. **Facilitator Amy MacLeod called to order the Bedford Ravine SST meeting #2 at 6:00 pm**
- b. **Preamble** – Amy introduced meeting #2. Thanked everyone for contributing to the design discussions of these two schools

2. 3D Walking Tour – Catherine Hefler of A49

How will the two schools interact and share some spaces while being two distinct schools.

Catherine began a 3D tour of these two schools proposing preliminary ideas for discussion purposes and subject to overall budget considerations.

Two distinctive entries color coded differently on the exterior. These relate to the color on the interior. The idea of way finding and building the sense of belonging. This helps to break down the large scale of the building and provides way finding both from the exterior and interior. This is also a LEED point to contribute to wellness.

The shared **Cafeteria space** is just inside of the main entry. From the exterior, the identifying colors on the entry is continued inside and around the entries to the two Gymnasiums. It was important to have a prominent and visual connection to the Gym spaces. The main entries are aligned for interior visual directly to the Elementary and Highschool entries to the Gyms.

Students within each Wing belong to **Houses**, and those Houses have a **distinctive color theme**. This holds true for the Elementary school and the Highschool.

You can begin to see the development of how the large shared space can be divided into smaller zones within this larger space.

From a 'birds eye view', the larger area of the Cafeteria can be viewed. Through discussions, elements were included to **divide and differentiate the spaces**. Half height walls complete with a film or frit to divide up the space, with a translucent feel but again a feeling of separation.

Provide **lots of seating choices**; 8' bench seating that is flexible to flip up and become benches, round tables for 2, individual stools at counters, seating at the stage steps etc.

The **Main Entry** into the Elementary school is again color coded and is immediately adjacent to the Cafeteria. You can feel the separation at this point in that the Elementary side of the Cafeteria feels distinct from the Highschool.

Acoustic 'clouds' are hung from the ceiling, acoustic panels behind the decorative wood slats on the wall to give the level of warmth and contribute to the idea of natural materials to support the idea of **biophilia**.

Glazing into the adjacent Elementary Library with a variety of seating available.

The larger platform that extends beyond the Drama room and into the Cafeteria. This is opportunity for seating, or performances, gathering etc. The operable wall is sound attenuated between this stage

and the Drama room. The room can quickly be re arranged to support a performance arrangement due to the flexibility of the furniture design.

Entry from the Cafeteria into the Highschool is again differentiated in it's appearance, location and colour story from the Elementary.

Half walls and glazing delineates the Cafeteria from the adjacent corridor. The Highschool section flows more easily and naturally given it is a larger area. Floor finishes are used to highlight the egress path. As in the Elementary, the Highschool utilizes the same wall and ceiling finishes for both an aesthetic and acoustic performance criteria.

Level Two – above Cafeteria

A portion of the PP – 8 school looks down into the Cafeteria. Below in the design of the Kitchen there are porches or windows down and into the Cafeteria. A **niche or space to connect** the upper level to the activity below. Again wrapped in acoustic paneling for both color and acoustic performance.

Kitchen – One Kitchen but there are two **separate serveries**. One dedicated to Elementary school and one dedicated to the Highschool. There is a tiled wall along the corridor that is a wonderful opportunity to create **student artwork** that will blend and connect the two schools. The wall tiles could be individual or created to make a piece of group art.

The Admin area has strong viewing with the glazing and into the Cafeteria and Washroom. A passive supervision.

The Universal Washrooms are a balance of privacy and supervision. They are open at the sink areas with windows in the sink wall to penetrate and offer again supervision opportunity. Each stall is gender neutral and private with solid walls from the floor to the u/s of ceiling, and again doors into these washroom spaces.

Library

Elementary Library Welcoming and bringing in the colors of the 'houses'. Colors connect from the outside into the interior finishes...so kids can identify where their house is from outside or inside. Biophilia remains an important theme throughout in the use of **natural materials, natural light, viewplanes to the outdoors and greenery**. Created a meandering path through a 'meadow' setting, with few windows glimpses into activity beyond. It is a **flexible space**, tables, bean bag chairs, risers. Provide assembly or presentation and multiple classes to use all together. There is a quiet reading zone focused on the courtyard behind. Windows AND seating looking into the courtyards. Hanging 'clear' chairs. Using shelving to divide space into different zones. Clear dividers above the shelving to create zones. **Entire class can sit at higher tables and stools** for an entire class. Lot of places for groups to work together and collaborate. Librarian has clear and strong view throughout the space. Flocked resilient tile...cleans like a sheetgood using bucket of water. The flocked top provides a softer feel and warms the space up significantly along with acoustic qualities. Colorful and fun.

Librarian – clear view of the entire space with a window through shelving into the small group work room.

Suggesting specialty or hanging chairs at the glazed wall to the courtyard. Seating that hangs from the structure and tether to the floor slab. Nice ability to curl up with a light sense of movement would be an enjoyable experience and alternate seating.

The sense of bringing the **outdoors in via the view to the exterior courtyard**. This then becomes the introduction for the Elementary students into their wing.

They travel to their 'houses', each house is differentiated at the wing entrance. The **stairs associated with each of these house is also color coded to the area it serves**. So each of the 7 stairs throughout the two schools are **color coded to enhance way finding**.

Elementary

From Library go to left or right to one of the wings. DOT signage and color at each Elem house. The dot is graphically represented on the wall, in the signage and through the use of colour. Operable walls at classrooms open or close. The Small group work rooms provide smaller group areas with quiet space to the exterior for 1 or 2 students. Opportunities to focus even when operable walls are all open

Millwork for classrooms is tucked away in wall of small group work room. Windows are built into these spaces to maintain visual connection.

Flooring concept becoming important. Play up through the color and the flooring of what house you are in. A Blending of color from bright spot and fading outward. Not color crazy, everything else is white or grey...typically one accent wall in the classrooms only to keep toned down. Little cubbies spaced throughout

Operable walls closed...small windows in them to connect to the central space. Risers and bean bags along with center benches. Even when all walls are closed, there is a **group gathering space with white boards to present and project for break out groups**. Lots of natural light and bright colors. Variety of seating options and opportunities for smaller or larger groups. Operable walls are fully tucked away out of touch from students. Seating niches in 'corridor' windows.

Wood doors throughout the school and in the classrooms. Provides great texture and adds warmth to the space.

Safety and potential for lockdowns

Stacey Hughes. With regard to safety and the potential for a lockdown scenario. The Architects have worked very closely with an experienced CPTED Consultant. He helped A49 balance safety and security with the variety of modern pedagogies. From a security perspective it is called a theory of operations to set up a line of defense. Each entry and door between the exterior and the interior classroom wings offer security. The main vestibule is the first security stop with the doors that lead from the cafeteria into the library the next gate for lockdown for example. Every wing has 3 traditional classrooms that do lock down. Even if the operable wall is fully open there are other options where refuge can be taken within each wing. The learning center for example is 1200 or 1300 square feet and can accommodate many students in this scenario as well as the group work spaces.

The Highschool

The classroom wings are longer and there is less of a circular feel in the central corridors as was seen in the Elementary school. A more mature feel. The operable walls at each classroom are framed with the natural wood to showcase the walls and differentiate the classrooms while warming up the space due to the natural materials.

The highschool wing has an open side but there are also more traditional classrooms. There are large windows that connect to the collaborative spaces that overlook gathering zones. There are sliding whiteboards and/or integral blinds at all the interior windows at the classrooms to facilitate any lock down scenario.

When the operable walls are open, it creates a wonderful sense of depth for collaboration with other classes and students.

The washroom blocks are within each of the house wings and again high degree of supervision with the stalls themselves being very private, like separate rooms with full walls and doors.

Color utilization is balanced throughout to support way finding, create pops of color but also using a lot of whites and neutrals so that the feel of the space is not too color wild.

Acoustic qualities of the classroom wings

Traditional classroom walls have an STC of 42 (sound transmission class) for educational spaces.

Within the classroom wings there is acoustic ceiling tile throughout and opportunities to put acoustic panels in the walls if required. There is an opportunity to include a higher acoustic property flooring.

The furniture choices can also support acoustic control. This is especially important in the Elementary wing as younger students have not yet developed the ability to 'sort' or prioritize what they hear when there are conflicting sounds. The flocked flooring material has very good acoustic properties.

The operable walls have an STC of 51. They are sealed at the top and the bottom with sound gaskets. These are robust and provide good acoustic control if a higher degree of concentration is required.

Statement - Andrea Lawson cautioned that the design must work within the DIH project budget.

Response – DM reiterated that the fit-up will be dependent on expenditures keeping within the approved budget allocation.

Maker Space

Coming in the main entry and heading to the right of the high school. Wood doors give a warm texture, beautiful and tactile, exposed core so the wood grain comes out. Again there is an emphasis throughout the two schools on biophilia, zones within zones, natural light and materials. Here is the student council office with acoustic treatment on the wall, flocked resilient flooring which assists with the acoustics and is highly cleanable. Color is used to set areas apart.

High school Library

Again, the idea of a quieter zone with glazing out to a courtyard. Again breaking out quieter chairs spaces within the library through the use of furniture, half height walls and glazing. Playful and graphic 'Dot' idea is used throughout as a pattern. This is seen in larger block lettering as a wall graphic, as you walk in the main entrance. This graphic showcases that you have arrived and this dot pattern is brought back through the space to walls, floor, furnishings, fritting...for a sense of cohesion.

Create touch down areas, lounge like setting, stools, glass for separation and pop of colour, soft seating beyond. An interstitial space just beyond the library, the dividers are doing double duty with shelving for book storage. There is a great wall of glass on one end and moveable rolling white boards to collaborate and move around to promote working together.

Great views from the oversized stair into the important spaces at the lower level. This important stair element is highlighted with the use of color. Down towards the lower level, the color maintains this connection idea from level zero to level one. The Dot design/viewplanes/glass are all aligned. It is a connected zone on multiple levels. The Elevator stops on the mezzanine as well.

There are tables for building, moving trolleys for circuitry or lego etc. There is Storage under the stair. Another storage room off of the mezzanine area as well. Again, connectivity of wall that runs between the floors.

Moving toward Level Zero

The Innovation Lab, Tech Ed are located here.

There are views toward the outside, sky and trees as you make your way to level zero. There are views from the Level zero up to the Library via the large connecting stair and mezzanine area.

On level zero there is a great variety of learning and seating spaces. There are built in Booth work spaces which work to bring the scale of this space down given the higher ceilings and create zones within the greater whole. There are work touch down spaces here with counter areas, chairs. There are whiteboards for sketching along this 'corridor' and niches for group work or break out areas for design work. Counters, booths, tabling, soft seating all contribute to the flexibility of these communal corridors which double as learning spaces.

Question and Response

Q. Angela. Are all of the washrooms accessible? What is the proportion of accessible washrooms.

R. A49. Each washroom bank includes a barrier free 'room'. Each washroom has it's own sink, waste basket and mirror. This enhances privacy and improves the cleanliness. Wherever there is an individual washroom they will be sized to accommodate accessible requirements. This holds for both the Elementary and Highschool.

Q. Ramp in Cafeteria

R. It is a permanent built in ramp. The part of the ramp that folds is a lift. There is a platform where a wheelchair can sit. When not in use, these fold up and tuck out of the way. These lifts get mounted to a railing on the wall.

Q. Elevators

R. There are two elevators one located in each of the schools to facilitate accessibility throughout both

Q. Height of stage, are railings required

R. The platform is 1000 mm above the finished floor. It is somewhat dictated by stage construction and stair storage under. The platforms are over 2' deep, so they are treated as a bleacher. As such by Code they do not require a railing.

Q. The number of electrical outlets that are available for students to charge devices.

R. The Cafeteria has half height walls and outlets will be located there. Power points can be built into the stage platform. The Electrical engineer is seeking to maximize the opportunity for power outlets. In the Library and the Cafeteria within columns as well. In Maker Spaces, there are cord reels which hang from the ceilings. It is about technology and future proofing to support the evolving needs.

Q. What is the idea of whiteboard walls or collaboration walls?

R. Within the open collaboration spaces, opportunities for white boards are being built in. White boards are located in many spaces. These are found fixed to walls in collaborative spaces, moveable white boards, within the operable wall you can have white boards built into these. Some of these ideas are quite expensive so balance will have to be achieved to maintain the budget.

Comment. The thoroughfare for the Grade 7 and 8's down to the Tech Ed spaces on Level Zero is a direct route through shared spaces such as the Cafeteria and Library. The Elementary Principal is very supportive of this direct route.

Site

The site is 80% the same as the last presentation. There has been a lot of technical grading changes underway to deal with rock on site and civil engineering. The plan does not look much different but there has been a lot of work accomplished.

General overview of the site was presented which aligns with that as noted in the SST #1 Minutes.

Students arrive by bus, there is a large planter wall where you can sit and wait, instead of benches scattered throughout. These also protect the front of the school from vehicle ramming. These built in planters act as a protection from this kind of negative action.

The bike racks will be covered as required by LEED. The idea is to create flexible spaces that people can use for multiple tasks and activities.

In the corner by the cafeteria at the highschool side, students can get outside and enjoy sunny weather and socializing.

At the Elementary school there is a large hard surface with play equipment. There are ornamental metal fences to contain these play areas to contain balls. On the south side of the school with shade trees planted. There will be a dedicated PP area.

On the south side of the school there is a large grassed area that could be used for teaching, or growing area for vegetable gardens etc.

At the back of the school at the courtyards. These are hard surfaced with great views to tree lines beyond. Shade trees planted and a variety of seating areas and planting. There will be picnic type tables to support cafeteria seating.

The courtyards will have an open, gateable fence. HRCE Operations will work with the Principal on this. It is teachers parking at the back of the school so less traffic thus safe play.

The Highschool courtyard will be a sloping area. Planter walls will be used to mitigate the grade change. At the Gym exits, the sidewalk slopes down with a barrier free access down to the sports fields.

Rain will collect in a lawn area designed for this purpose. There is a ditch for snow storage and a technical drainage for storm sewers, collecting water through the headwall and into the HRM storm system. This is engineered and designed to accommodate the on site water control and drainage.

A sloped smooth rock outcrop is positioned between the bus loop and the parking area. Similar to a Peggy's Cove kind of feel.

Currently – site is flattened, rock has been moved, storm sewers and catch basins are being installed, the sports field grading has started. The huge piles of rock on site now are temporary, they are being stored and broken down.

Q. Will there be any consultation with the Communities along the way

R. DM and PH. – With the sessions now being virtual it is a little bit different this time. We can plan to do this once the design is more refined. We certainly plan to present to the Community.

Q. Flow of traffic on Broad St. Is traffic lowered due to Covid. Also from the Stonington Community there is a concern about the lack of marked crosswalks. Acknowledgement that this lies with HRM but the Community is concerned about safety.

R. JM – HRM has a traffic engineering department, the Province has a Traffic Engineer. These two roles typically address issues around crosswalks. In terms of traffic volume, HRM is basing this on the long term build out of Larry Uteck and Broad Street. The 8 to 845 time zone will generate high traffic volumes. HRM is looking at future volume, not Covid volume.

R. DM – Private sector traffic consultant was hired to do an in depth analysis of traffic and pressures on this site. Once activity leaves the site, DIH's role diminishes. DIH is sharing their traffic analysis information with HRM.

DM – Thank you to Catherine Hefler and to James. Both presentations were excellent and appreciated.

Amy MacLeod – any additional questions should be addressed to Amy MacLeod.

3. Next Meeting. The progress over the next number of weeks is completing the construction documents. It is important to have a meeting when there are new developments to share such as progress from the construction site and photos. Perhaps the Contractor could share some on site updates at the next meeting.

This will be monitored and the Facilitator will reach out to the SST when it is ready for the Contractor to share his update.

4. Adjournment

- a.** Facilitator Amy MacLeod adjourned the meeting at 8:15pm, March 11 2021
- b.** Minutes submitted by HRCE
- c.** Minutes approved by: EECD, DIH and HRCE