

Bedford Ravine PP-8 & 9-12 School Steering Team (SST) Meeting Meeting Minutes #3

Date: June 28, 2021
Meeting

Time: 4:00 pm – 6:00 pm

Location: Microsoft Teams

Attendees:

Name	Organization
Amy MacLeod	Facilitator, HRCE
Sean Andrews	PCL Project Lead
Susan Casey	Principal, Bedford Ravine PP-8
Sean MacDonald	Principal, Bedford Ravine 9-12
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
James McKee	Senior Landscape Architect, Vollick McKee Petersmann & Associates Ltd
Joe MacEachern	Director of Finance, EECD
Peter Howitt	Regional Director, EECD
Darrell MacDonald	Director of Education facilities Project Services, DIH
Kimberly Cooke	Director of Engineering Design and Construction, DIH
Laura Steele	Manager of Engineering Design and Construction, DIH
Andrea Lawson	Lead Architect, DIH
Maryann Mason	Capital Manager, 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
Temitope Abiagom	SAC Co-chair, Rocky Lake Elementary
Jennifer Ramsay	SAC chair, Charles P. Allen High School

1. Call to Order & Introduction

- a. **Facilitator Amy MacLeod called to order the SST meeting #3 for the Bedford Ravine PP to 8 and the Bedford Ravine 9 to 12, at 4:00 pm**
- b. **Presentation of the Agenda**

2. Project Description – Overview from Sean Andrews, PCL Project Lead

Sean Andrews is the PCL Project Lead with significant experience in major construction implementation. Sean leads a team of PCL Project Managers, Site Coordinators and Site Superintendents among others who are advising on the construction methodology from the early design stage through to construction implementation, commissioning, warranty and project closeout.

In essence, this project undertakes the Design, Tender and Construction concurrently. This approach has been proven to be efficient from both a cost and schedule perspective. As an example, the site grading started well in advance of the confirmation of interior construction details to save time.

Generally speaking the construction sequence follows; shaping the large site to achieve final grade accuracy to support the building, parking, sports and play designs, completion of the foundations followed by the install of the exterior envelope (walls, roof, windows, doors) to create a weather tight skin to allow the protection of interior work.

PCL uses various Project management tools to create bar and gantt charts. These are helpful to illustrate how the work tasks are linked together and/or interdependent and to identify the critical path and important schedule milestones. PCL provides a 3 week look ahead for all the trade disciplines on site, structural for example. This is an excellent tool for the Sub Contractors to prepare and coordinate their area of work with material deliveries and co dependencies to support the schedule.

The shaping of this large, very rocky site was the first step. There were two large ridge's that bisect the site from East to West with valleys in between. These ridges were bounded on either end of the site with large marshy areas. Each ridge was 20 to 30 feet high from the NW to the NE side respectively. The NE ridge (at the Highschool end) had a cliff like edge to it. To achieve the level grades required for the building and site amenities, a significant amount of blasting was completed on a daily basis. The blasting Contractor used a drone to monitor, manage and coordinate the blasting work.

By March, a nice flat pad was established that generally shaped to what was required. At this point, the excavation for the foundations began to install typical 4' frost walls and get the site services (water, power) underground amidst the rocky subgrades typical to the Bedford area.

An image of Sector A (Elementary School), Sector B (Gym and Cafeteria center core) and Sector C (Highschool) was shared. The largest ridge aligned with the NWest side of Sector C and the grade change facilitated the high ceilings required for the specialty spaces such as Skilled Trades, Production Labs etc., found on Level 0.

In March the foundations started to go in. The frost walls are constructed so that the insulation embeds into the concrete creating what is called a thermal mass insulation that is much more energy efficient than traditional insulation surface applied to concrete. In the week of June 21, 750 cubic meters of concrete was poured on the large foundation walls in Sector C, with both Sector B and C now done. This was a significant amount of concrete with several concrete trucks on site to implement the required pours.

Regarding the steel erection, by early in the week of July 6, all of the steel will be complete in Sector B. This is a massive building so the completion of the steel is a major milestone accomplishment particularly given the current scarcity of materials in the construction sector.

Once the slabs are complete, PCL will start the envelope. Roofing is scheduled to start at the end of July/ early August. At that time, the insulated panels will also begin. There will be a significant push to close in the building to make it weather tight status by Christmas so the interior works can begin.

At this stage, the plumbing, electrical rough ins, conduit and other systems will start to be installed. Once the building is weather tight, the drywall installation can begin. The progress will generally move from Sector A which is the Elementary School, to Sector B which is the Center Core containing the Gymnasium and Cafeteria to Sector C which is the High School.

The Elementary school is currently scheduled to complete by September 2022 with the High School completing in January of 2023.

The sportsfield installation will begin in the latter part of the summer of 2021 to allow time for a full growing season prior to active use.

The DIH and the EECD approved the early issuance of the Tender for the steel work. This was pivotal for PCL's construction schedule as the steel supply and installation was largely unaffected by the market scarcity and escalating costs.

3. Building Description – A49 Design Architect, Catherine Hefler

Growing up within the two buildings...

A49 Architecture Catherine Hefler explained how the students will 'grow up' within the school. Starting their education within the lower grades and Elementary, moving into the Junior High wing on the third floor and finally transitioning to the Highschool.

On Level 0 (Sector C), the width of the footprint is less than that of the classroom wing above. The East side of this wing has an abundance of window areas and views to the outside and the green of the sports field beyond. These windows offset the West side of the wing which is essentially the retaining wall to the next level. This level is a dynamic and hands on learning environment with Makerspace, Production Labs, Art and Skilled Trades.

This area is well connected to the next level via a large open staircase with a mezzanine area. As you ascend or descend the stair, there are great views to above or below that provide visual cues. The movement using the stairs is part of the experience of connecting the makerspace on Level 0 to the classroom wing above.

Level One

In addition to the separate Elementary and Highschool classroom wings at the West and East end respectively, this is where the two school Gymnasiums, Cafeteria, Libraries, Administration and the two separate school entrances are located.

Level Two

The area between the two schools is exciting. Small Group Work areas and informal seating are located to overlook the cafeteria below. It is an open and airy light filled area at this level and below.

Each classroom wing is described as a house or neighbourhood to break this large school down into a human scale of smaller components. So for example, in a typical classroom wing there is, one wing of 6 classes and 6 teachers with their own break out and group working areas. The teachers can collaborate together and 'share' these classes within the houses. The Architect created a great deal of openness using large sliding doors and walls with the central area becoming one large collaborative zone. The extent of flexibility is wonderful as you can also close down these spaces while the small group work rooms remain accessible at all times,

This pattern is repeated throughout the Elementary space. Within the High School, it becomes more of a linear design or pattern. This is intended to entice teachers and students out of the classroom and into a flexible and responsive learning environment to share ideas, collaborate and thus enrich the learning process.

Level Three

Level three houses the 'Bridge' element which transitions the Junior High's from the Elementary school toward the High School, with 7 – 8's on one side and the 9's on the other. The Collaborative zone in the corridor to the West is designated for the 7/8's and this is echoed in the corridor for the grade 9's on the other side. Science, Biology, Nutrition, Textiles Classrooms, flexible spaces, Small Group Work Rooms and Resource all reside within the Bridge.

Entrances

There are two distinctly separate entrances and Administration for each of the Elementary and the Highschool. Each school has a dedicated suite of Principal, VP and Reception offices and areas as well as a Seminar room for each located immediately inside of the Main Entrances.

There are outdoor courtyards at the rear of the building flanking the gyms, one for each school. These facilitate daylighting into the classroom areas above and beside, exterior

views and the opportunity for at grade access to outside for lunching, learning, chatting with their friends. It is a safe, fenced environment.

Libraries

On the main level, the Libraries are placed in the knuckles between the two classroom wings and the center core housing Cafeteria, Gymnasium, Drama etc. These spaces offer a transition area from the core into the quieter learning wings. An entire class or smaller break out groups can work within each Library with a view to the exterior green space or out to the Main Entrances. In addition, there is a multi functional Library space situated on Level Two at the entrance to the Bridge on the highschool side with a Learning Commons at the Elementary side.

Changes

There are no changes to the layouts presented on June 28 as compared to what was shown in the SST meeting #2. The changes reside within the developments of the interior spaces for example details such as interior glazing required for construction.

PH – The EECD, DIH and HRCE have worked with Teachers to perfect what is designed and to blend ideas and create something special. The EECD has met with Jill Chaulk and Christine Christensen the Science resource for the Province. Darrell MacDonald has collaborated on an ongoing basis with these resources such as Family Textiles and Nutrition, Science and Tech Ed., to ensure the learning spaces are designed to meet the needs of the students, the curriculum and looking forward with flexibility to future needs.

4. Site Plan – James McKee

Some minor adjustments have been made on site to make better use of the existing conditions but does not affect earlier overall design.

There will be a new bus driveway between the two main driveways that will slope up to the main entrance drop off zone.

A signalized intersection will be installed at Broad street to manage the parent drop off areas. A generous amount of drop off area has been provided in the drop off turning circle along with accessible parking. At the exterior front of school there is a hardscaped plaza area with 24" high walls for students to sit and wait for parents, the bus or to socialize together. There is bicycle parking for both the highschool and the elementary side. The students will arrive and depart en masse, as such there is a lot of open area for the students to move through this area safely with high volumes. The planters serve as safety and security between vehicular pathways and the plaza along with bollards in the wider spaces. The dimensions and clearances of the plaza will be accessible for snow clearing vehicles.

A large play area is out in front of the elementary wing with a combination of hardscape and play structures. The students get dropped off and they can exit onto this large play area. There will be distinct play areas for grades. A basketball hoop area will be provided. The area is fenced by a black chain link fence 5' high which is more of an operation and management fence for monitoring the children. There is dedicated parking for Pre Primary drop offs, allowing parents to walk the young child into the school. There is a private fenced play area that is separate for the Pre Primary

The teachers parking is on the South side and along the back of the school. The driveway allows for deliveries at the Lower Level and circles around the building. At the back of the school, the exterior courtyards connect directly to the cafeteria's with multiple sitting walls to read a book, talk or perhaps lunch. The courtyards have evolved to incorporate and fence the entire courtyard to include the green space on the sunny West side of the building, allowing much wider but secure outdoor access.

On the High school site, multiple sitting areas and break out spaces to encourage them to get outside and enjoy fresh air and talk to one another. A variety of gathering spaces. At the front of the school, there is a hope to retain existing trees in the elevated area adjacent to the bus loop. Perhaps a crusher dust pathway or alternate that the students can access to engage with the trees and green space. There could be traffic from students and teachers across to a potential commercial space.

Soccer field construction will start soon. Ideally constructed in September/October with the milder hot temperatures. The plan is to build it this Fall. Full size soccer field is accessible and fully fenced. It is designed for soccer at the moment.

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

5. Questions and Responses

Q. Susan Casey - Outdoor Classroom. Can the Elementary School eligible for one?

R. Joe M – While the Federal funding was not intended for new schools that are currently in design and not in existence, there may be something that can be done regarding the accrual of funding to allow for use of these funds at the BRPP-8. This will be determined by the DIH.

R. James McKee – considering the space from the curb line into the building, that work will not happen until next Spring or Summer. There is time to contemplate an Outdoor Classroom

Q. Dana Mills – Is there an expectation of the capacity that both schools can hold. Is there a total number of classrooms for each space?

R. MA – There is a plan that is being reviewed with promising capacity outcomes into 2030 however it is preliminary and has not been approved.

Q. Dana Mills - What are the boundary changes that will be made and when can we expect them to happen? We do not want capacity pressures or portables to continue to be the solution at MSMS for example.

R. MA - I cannot speculate on when any changes may occur as this decision resides with the HRCE Senior Leadership and the Province.

Q. Susan Casey – while the Elementary side will complete, the Highschool side will be under construction. What measures will be taken to ensure safety?

R. TF – Mechanical and Electrical systems were designed to be commissioned separately, there will be a distinct demising boundary between the Elementary and the Highschool. The High school side will be effectively isolated. PCL will develop a Site Layout plan for approval that is safe and effective.

Q. Sean – does the Highschool side have aspects of the Tech Ed that would need to be utilized by the Grade 7/8's.

R. DM - The Tech Ed areas would not be accessible for a couple of months when school begins for the Elementary side. The 7/8's are on the third floor to the West. The Tech Ed would not be ready for a few months given it is on the lowest floor.

Q. Sean – will the Grade 9 classrooms on the Third Level be available if the Tech Ed classrooms on the Lower Level would not quite be ready?

R. TF – that level of completion detail relative to construction is not available at this time but will be reviewed.

6. Next Meeting

Amy MacLeod – the next meeting is yet to be proposed.

7. Adjournment

- a. Facilitator Amy MacLeod adjourned the meeting at 5:49 pm, June 28 2021
- b. Minutes submitted by: MM June 29

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

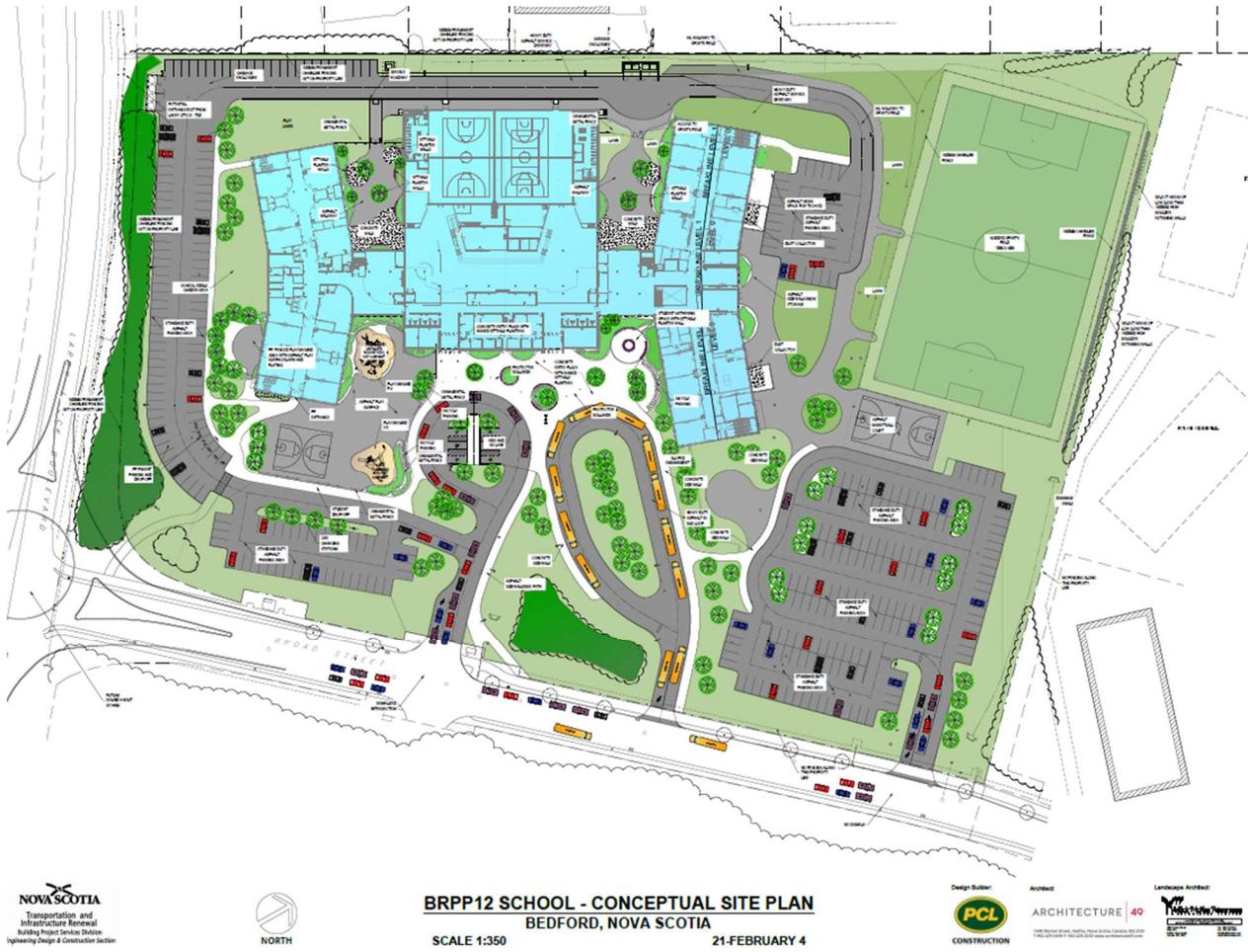


Image #2 – Parti for BRPP12 School

