

**Eastern District P-12 School Steering Team**  
**Minutes**  
May 8, 2017

**Present:** Bridget Boutilier (HRSB Board Member), Jill Chaulk (HRSB), Carole DesBarres (Lakefront), Marie Fagan (HRSB), Marc Gaudet (DTIR), Peter Howitt (EECD), Jeannie Hubley (DMHS), Lisa Hutt (SHCS), Joy Josey (Lakefront), Ron Kent (HRSB), Darrell MacDonald (TIR), Amy MacLeod (HRSB), Nancy O'Brien (Facilitator), Carolyn Prest (Lakefront), Ronnie Reynolds (Principal DMHS), Wanda Scott (SHCS), Dan Sheehan (HRSB), Amanda Smith (DMHS), Troy Smith (SHCS), Tyler Voeltz (DTIR)

**Guests:** David Hendsbee (HRM), Marilyn Munroe (rep. MLA Lloyd Hines) Architect team, Susan Fitzgerald, Fowler Bauld & Mitchell Ltd, Maureen O'Shaughnessy, CS&P Architects Inc. and Natalia Irvine

Meeting called to order at 6:05 pm.

1. Call to Order and Introductions: Wanda Scott approved the minutes and Jenni Hubley seconded them.
  - 1.1 HRM declined the enhancements but is willing to work with the SST. The design team of architects and engineers is being led by Fowler Bauld and Mitchell (FBM).
  - 1.2 The architect team presented a slide show of the work that has been produced to date. (team is made up of 20 personnel behind the scene). Team will meet with the SST approx. 5-7 times, presently they are in the brainstorming session. During this meeting they presented sketches of the area and indicated that this project is quite complex. They asked the SST to give them some, feedback, thoughts, suggestions and ideas about the unique aspects of the area, community and the land surrounding the schools. One member stated that some of the trees surrounding the area should be kept and the water is something that is important about the site. First Nations and their role in the community is something that was brought up by a committee member and it was stated that this should be part of the school community and culture.
  - 1.3 Basic diagrams were presented and the various grade changes on the site were discussed. It was mentioned that this may be an opportunity for ground floor access to the outdoors. Community uses the parking area and a member stated that a lot of the community, staff, and students use the parking area during and after school hours. The current playground equipment is being looked at to retain as much of it as possible. Also, consideration must be given to creating enough parking and safe entrance and

exit areas while construction is underway. The goal is that the staff and student activities will not be restricted by the ongoing construction work. (ie. during construction, access to the playground, play areas, parking and basketball court etc. will remain available) Hard surface and soft surface space will be considered. Nothing is finalized yet, as we are just beginning the Schematic Design Phase.

- 1.4 The configuration for access to the site will require further discussion.
- 1.5 The Space Allocation Program is set with respect to the size of the building but allows for much flexibility in how the space is apportioned. The Design Team will look to many stakeholder groups for input into this process, with the SST as the key one. The Design Team will consider all input in order to most effectively make design decisions that optimally address the challenges and opportunities presented
- 1.6 There was discussion about how this school needs to also be a significant community resource. The design team enthusiastically supports this idea. The gym and the outside playground can be available and valuable to the community. There is a possibility that community gardening can be included and could support the education program.
- 1.7 The entrance was discussed by the architect team in that it often shows the expression of the school and the children that attend the school.
- 1.8 Site planning was discussed (staff parking, bus drop off, and playground). The lower level was discussed and where the spaces might be and what they represent to the school (administration central to the school, gym in a place of access and centrally located) Interconnection of spaces where deliveries can be made).
- 1.9 The concept of a "Learning common" was introduced where student collaboration can occur. This type of space is not added as a part of the official space allotment for schools but has been effectively achieved by creative use of the space that is included.
- 1.10 The location of windows and sun angles was discussed. Design teams for all school projects consider this carefully.
- 1.11 The P-12 school configuration and its effect on the social pros and cons in regards to the transitions of the younger students and their contact with older students were discussed. One member brought up the concern of having primary and senior high students coming together in one school. Another member responded about the positive opportunities for leadership and growth and for all students to work in collaboration together. They spoke about the school visits to some P-12 schools in operation and the response was positive results for all students. It was also mentioned how all students will be exposed to Science and Tech Ed labs where some

other schools do not have this opportunity. It was reported that some of the younger students are already asking questions about whether they would be able to see their big brother or sister while at school.

- 1.12 Balance between instructional, collaboration, shared and quiet spaces is important and will require input from the SST. The space is about the student and the learning that it is designed for. Circulation and break out spaces were discussed.
- 1.13 Space and the concept of the size of the classrooms were discussed and the ability to divide rooms, so that maximum flexibility is achieved.
- 1.14 Changing demographics must be considered in how the spaces can be utilized.
- 1.15 Making learning responsive to the students in terms of opportunities for the industries in the local area to take advantage of being culturally responsive.
- 1.16 Building relationships with the students and the community is vital to keeping students in school.
- 1.17 This building and its design needs to be flexible and responsive for the future.
- 1.18 Providing learning spaces with daylight and views in multiple directions has positive benefits to occupants.
- 1.19 Age dependent and developmentally appropriate learning space design is key.
- 1.20 Cafeteria, library, hanging out areas, resource rooms and how they are designed was showcased where spaces can look very attractive and inviting, yet cost effective.
- 1.21 The concept of cross disciplinary learning spaces was introduced where they relate to teaching and educating students in an integrated fashion. This acknowledges how course materials interconnect with one another for all students.
- 1.22 The question of the collection of water and a green roof was introduced. The architect stated that these issues can be looked at a later stage. How the school can maximize the collection of water is a good starting point for the design of the building. It was stated that the cost for all the initiatives brought forward includes a potential cost payback that must be looked at. The Design Team will consider if such features can be included in the project. It is too early in the design process to make final decisions on what can or cannot be included.
- 1.23 The new school will be design with safety and inclusion in mind.
- 1.24 The architect team asked each member of the SST to state one thing they want in this design and they are;
  - learning common for all
  - fostering cross age use of space, many years to evolve with students

- large open spaces
- more than 1 plug in wall
- technologically advanced
- effective learning spaces
- collaboration
- meets the needs of students
- make students happy
- vibrant community
- hands-on
- infrastructure that grows and changes
- strikes the balance of efficiency, maintenance friendly
- all ages education, engages students in multi aged activities
- spaces being nimble
- community to be envied by other areas
- culturally connected, diverse and adaptable
- storage
- versatile
- available to the community

2. The architect team stated that five – seven meetings will occur before the school is built.
3. Sept 2019 is the target date for the opening. It takes about one year to design the building.
4. A member asked when the floor plan is to be created because the Lions center is waiting to see what the school will offer so they can plan their new center.
5. Part of the agenda was to have a member of the SST show the committee pictures from their school visits in 2016 but they were not available and may be accessed at the next meeting.
6. The question of student presence at the meeting was raised. It was stated that the student was sent the meeting schedule but did not show-up.. He will be asked to attend the next meeting.
7. The SST and the transition team will work together to get the word out to the student body and they will look at ways to question the students about their thoughts and ideas about what they want in their new school. The design team will send out their questions to be asked to the SST (school staff) to gather information to help design the new school.
8. A member suggested that the transition day on May 31,2017 at DMHS is a good opportunity for the design team to meet with the students (in stations) to gather their thoughts and ideas. Another member asked if the architect team can meet with the Lakefront students on the way back from the transition day.

9. Next Meeting: The design team will speak with the SST chair prior to setting the next meeting.

Adjournment: 8:10 pm