

Eastern Shore School Steering Team (SST) Meeting #1 Meeting Minutes

Date: December 01 2021

Time: 6:00 pm – 8:00 pm

Location: Microsoft Teams Meeting

Attendees:

Name	Organization
Amy MacLeod	Facilitator, HRCE
Jennifer Murray	Principal, Eastern Shore District High
David Reed	Principal, Gaetzbrook Junior High
Kelly Hale	SAC Chair/Parent ESDH. Currently VP of Oyster Academy.
Pam Johnstone	Co-SAC Chair GBJH/Parent
Leanne Wrathall	Parent/Guardian ESDH
Natalie Stevens	Teacher ESDH
Allison Penwell	Band Teacher ESDH and GBJH
Abbie Bain	Student Grade 10, ESDH
Brodie Oakes	Student Indigenous Grade 8, GBJH
Mason Hartlen	Student Grade 11, ESDH
Peter Howitt	Regional Director, EECD
Kavita Khanna	Director of Operations, HRCE
Darrell MacDonald	Director of Education Facilities Project Services, DPW
Colin Carrigan	Design Team Leader, DPW
Tom Fontaine	Project Manager, DPW
Mike Harvey	Design Team Lead Architect, Harvey Architecture, Collaborative Design Build Team
Colin Dorgan	Lead Designer, Harvey Architects
Terry Drysdale	HRCE Mi'kmaq Culture Monitor (Brittany Pennell will assist)
Maryann Mason	Manager Capital
Richard White	Educational Facility Planner working with Harvey Architects

Regrets:

Name	Organization
M. Mancini-Burbridge	Co-SAC Chair GBJH/Parent
Kent Walker	Project Manager, Marco Construction

Call to Order: Amy MacLeod

Introduction as the Eastern Shore facilitator. Round table introduction and confirmation of some attendees. Amy acknowledged that it will be a fantastic journey that this SST will be on. It is important to start and end on time to the greatest extent possible. We will leave the meeting with things to ponder and reflect on. Hopefully all are familiar with Microsoft Teams. Format discussion: MS Teams is similar to Zoom. Great to see people with their camera's turned on which helps the feeling of being in a group. Review of aspects of MT.

The Agenda and Terms of Reference were emailed to all. The Facilitator role is to make sure we stay on task and topic.

Introductions

Amy introduced herself as a past, Teacher, VP, Principal and Supervisor for the HRCE. She was part of the SST process for the Marine Academy school. She has familiarity with both the ESDH and the GBJH.

Amy has an in depth understanding of working together for the common good, very glad to be here.

A round table introduction.

DM Thanked and welcomed the student advisors. He expressed his gratitude and welcome to Harvey Architects and the entire SST. He is excited about implementing the needs for the ESDH and GBJH.

AM Are there any questions with regard to the Invite or Terms of Reference that were emailed. The Meeting Norms, it is important to take a look at these. This is to ensure that everyone has a voice and an opportunity to speak while being mindful of everyone's platform.

KK Welcome to everyone and thank you for attending these meetings. It is a very good platform for everyone to share ideas. If there are any questions please feel free to email those to Amy or to bring them forward within this meeting. She is very excited to be part of this process for a new school in Eastern Shore.

PH Thank you to everyone involved in the SST. The focus of this project is primarily for students and teachers. This is what we will all strive for. The discussions around the design has been consultative and we value the expertise within the HRCE, Principals, Teachers and EECD. There is a lot of resource and learning to make this the best school it can be. The EECD listens and tries to accommodate all views and opinions. Regarding safety the school will be designed using CPTED principles. This involves clear sightlines, visibility and safe design that is built in. This will minimize bullying, avoid blind corners etc. You can go online for more information on CPTED. The EECD is seeing that the new designs reduce the amount of bullying particularly through the gender neutral washroom designs. This lends itself to greater accountability for actions in these spaces. Darrell MacDonald has championed this. The school will be accessible ensuring ready access to all learning and educational spaces.

DM There is a great team with Marco and Harvey, DPW and EECD. There is no shortage of expertise in school planning around the table. Our Province is progressive and knowledgeable in the ALEP Planners given there is only 18 Canada wide and there are 9 people including Richard White and Darrell MacDonald on this project! When DPW hired the Marco/Harvey team...Collaborative Design Build, the Contractor is on the team from the start. This includes the Landscape Architect, Structural Engineers, Mechanical etc., are on the project from the beginning with the Architect. This approach speeds things up and elevates the quality. A lot of work has already been accomplished such as the site and understanding the Schematic Design phase of the project. This is a loose process but stabilizes as it moves forward and the design solidifies. The SST's are extremely valuable to receive input. Depending on the grade levels and enrollments, we do need to make sure that the standard for these grade levels is implemented in an equitable fashion. We expect this to be a top notch project.

CD The Lead Architect, Harvey Architects. Colin has fallen in love with the site and feels it is offering up excellent opportunities for a wonderful learning environment. He shared the site plan on screen. He will discuss both the site and some interior configurations along with Richard White.

Images of snow dusted mature coniferous trees. The site is rural, this is a wonderful opportunity to create a retreat style facility for the students offering a level of safety and comfort to come to each day. Wonderful image of the local plants and site characteristics was shared. The site is full of life including a rich bio diversity and nature of the wetlands and bog systems that have great scientific value to be drawn into the design. In this way spaces will be inspired by the site. There is a scale of the site offerings from underfoot plantings, to hip level plants, wetlands and it's plants including reflections of the sky, they want to release the minimum amount of carbon and being respectful of the site. There are birch,

firs, larch and many textures which add to the bio diversity and site aesthetic. These are clues that could inform the materiality of the building.

In thinking about the Program, the DPW applies an equitable model for this age group of learners. From there, the Designers contemplate the adjacency relationships in the form of spatial diagrams and schematic thoughts...how do people learn, what serendipitous interactions can occur with networking, technology, in groups or lecture formats or other. They look at the greater whole of the spaces and how they align with the whole. At this point a shape begins to emerge from the 'bubble' diagrams. Detailed sketches will emerge and interrelate. Consistent themes such as passive surveillance and security as an example. At this stage they are establishing a quantified footprint. Colin shared a sketch of how the Library might be adjacent to the Family Studies etc., how does adjacency inform the space.

Break out spaces are considered, and how these can be used for potential group work and exploration outside of the classroom. The idea of celebrating working with your hands, making things and being creative. The Maker Space is one of the themes being carried throughout the school. A sketch was shared to show how the building might be positioned on the site to avoid the wetlands. Another sketch was shown to show how different spaces work and inform each other, for example the large Gymnasium. At the moment, the thought is for one wing designated for Junior High and one for High school with some overlap to introduce each age group to the other. An opportunity to learn from each other. A perspective sketch was shown to suggest how the massing of the building might look on the site. Tending toward a single storey building. Another sketch showed how the entrance canopy could be informed by nature for example plants growing out of nooks and crannies which form canopies. On the more detailed level, how natural daylighting can be maximized in a way that ensures the energy use is mitigated. This school is to be Net Zero ready. This being further defined.

Pause for questions

AM Quite impressed and truly working from the ground up and incorporating nature especially for the Eastern Shore which has so much within their landscapes to offer.

JM Discussions from Jen and David around the culture of the schools has been thought about, thank you. A circular design incorporating the Mi'kmaq culture.

Also, a theater is needed in the Eastern Shore. She is assuming there is a Cafetorium in the design. The closest theater is in Dartmouth. Is this a partnership or separate fund raising that could come from the Community.

In talking about two separate wings for Highschool and Junior High, this is a question for the HRCE.

DM Regarding the theater. There is no dedicated theater on any new schools. We could have a Cafetorium. Also the Drama space is often raised to stage height and located off of the Gym to facilitate enlarged gatherings. Sometimes there are Community fund raising efforts that can help. However typically with what is discussed above, the existing spaces can offer very high quality performing spaces.

JM If we are respecting the Mi'kmaq culture, the concept of a circular design has a lot of value and honour where everyone is equal. Jen offers that the earlier some of these things are brought forward the better.

DM Terry, hopefully over the next little while we can talk in greater depth about ideas like this.

DR Restorative practices and having a space that identifies with that would be helpful. David was very interested in a more circular dedicated space. If we are going to have a band program from 7 to 12, they will need to be located between the Junior High and High school wings.

NS What is the total number of classrooms?

RW 21 Classrooms overall with Science and Specialty classrooms extra.

DM This is an application of the Provincial Standard

NS Skilled Trades was visible in the sketch. Will there be a separate wood shop?

DM Tech Ed, Media, Production are all separate functions from Skilled Trades. There is an Active Healthy Living, multi-purpose space off the Gym for weights, dance etc.

KK We can ask Colin to distribute the images that he presented at the SST.

DM He cautions that sharing this information outside of this group too prematurely might lead to some misinterpretation, given that the design is still in a fluid state and changes are likely to occur.

KK Yes, if there are better ways to share the information.

AP Band Teacher. If a dedicated auditorium is not part of the original design, they are constantly using the gym. A gym stage is typically not suitable. If Drama is connected to the stage, is this taking up space also? At CPA, in that performance area hub.

DM Will have a learning space that is raised off the Gym. Also a Music Room adjacent to that space can assist or adjacent to the cafeteria. This is happening in the new Bedford Project. The Music Room becomes the green room or staging area. Sometimes we put an opening to the Cafeteria and during the day there are performances or a speaker. DPW and EECD strives to provide the most flexibility they can.

CD What is an example of an instance where you cannot do something in the school?

AP Cannot run musicals because cannot run rigging on the stage. They have to shut down the gym and recreation program. Acoustically it is not a worthwhile performance space, making it work, lugging in the props and equipment. She would not like to continue shutting down portions of the school to try to make performing arts work. They have taken it to Alderney Landing or others trying to make a performance work.

LW A dedicated Theater space would be much valued and appreciated. Even if it meant fundraising. OPA in particular has a very active musical program historically. This should be considered. I keep hearing about the **Provincial Standards**, can a copy be provided to the SST. Also the HRCE Enrolment projections. Can we see those and how current they are? Covid has dramatically affected real estate and new families in Eastern Shore. The enrollments at OPA are escalation. The population environment is different than what was seen 5 years ago, it has shifted and has this been taken into consideration? What are the Provincial Standards? What is the HRCE enrollment projections?

DM Provincial Standards. The Design Requirements Manual is on line, but the Space Standards is something that the EECD covers all the program areas. That changes with every school based on enrollment and age groups. You will get a High school sized gym, Drama etc.

KK Darrell what was discussed between EECD and the previous Director of HRCE. To confirm the revised projection data.

DM It was from March 2021 enrollment projections.

KK Please share this with me by email. Yes, Darrell agreed.

A Currently they do have a Dance room and Weight room. They want to continue to have those spaces and not a bonus or shared space

RW The Design Requirements DC 350 document is on line but very dense document. The space requirements can be shared. This document was issued with the RFP document, it lists everything from classrooms to offices, specialty spaces and sizes are calculated based on a formula against the school population. A new school is being built for equity throughout, we are not always able to give you everything that you previously had. We want to achieve that it is unique to your community. Design Build is an accelerated process that moves quickly. We want to understand the culture of bringing two schools together. Colin can you share the image of the educational model.

JM To add, if it is two schools and trying to land on a Gym space. Will it be a double gym? Will we be able to support High and Junior High levels and male female break out areas. When you are in a rural

school there are a lot of singleton courses as well as respect the 7 to 9 component that we are asking these questions ahead of time. Is there a way to transform spaces, for instance, a combined weight room and dance room will not work. Perhaps a dance studio and yoga could be shared. What are they getting relative to the list. If there is something extra that they need, how do they go through that process. How does the cost of construction work relative to the spaces they want.

DM The Space Program has lists of spaces and sizes. 8400 sq foot Gym is a High School size with a divider down the middle. Definitely have more than one session going at the same time. The DPW does not have any authority to go beyond the Space Program Standard, such as a theater.

If there are funding contributions, time is of the essence because the project must be implemented as soon as possible.

DR With the increase in physical education from 'Time to Learn' document, he is concerned that a two spot Gym will not be sufficient. Gym in the classroom will not support the gross motor exercises.

N Gym concern is very important. The weight room is very valuable at the high school level. We already have a full program with numbers at 300+ but personally hoping for the chance to come together and confirm; what does ES have, what do we need to keep etc. Make sure we have done everything we can to get it right. Do appreciate the parameters. How do we ensure this?

RW Sharing an image of Library and Common area at the center of Science, Technology, Engineering, Arts, Academic....we are following the lead of the Province and trying to come up with high quality education for the students. There are models around the world to suggest what the best methods are. Our group has a passion for technology and integrating art and hands on science...the STEAM approach. Try to create this throughout the school rather than creating a science wing for example. As an approach, combine these disciplines...eg Science in multiple locations instead of together. This may result in some travel for Teachers. This can though create synergies within different elements available to us.

Specialties surrounding a Library/Common/ Interactive space and PLC, Learning Center. This is used as a diagram to start thinking about adjacencies. Another image shared: all the Space Program listed, are broken out into bubbles and placed in adjacencies. Such as the Gym/Drama/Cafeteria are linked or the Administration Support, Learning Environments all around the inner circle or hub of Library and Student Services. The Design Team is working on iterative solutions on this. What are the links? What is the future? What do we need now? Educational specialists are embedded in the process to help to fine tune the shape of the school moving forward.

Shared a bubble diagram with break out listing of major areas. Is it one school with all grades pulled together? Is it a Junior High wing and High wing? At the moment it is a single storey with the inner space called the 'engine room' (Gym Cafeteria, Entrance, Student Services, Skilled trades, Maker Spaces).

Where is the future going? Striving to create a school that is adaptable, agile and able to accommodate the future. We try and bring a collective share to the middle zone as noted above, elements that are common to both the Junior and High. There is a strong Skilled trades experience in this school, can this be show cased and expressed up front in the school. The cafeteria is very important given the large number of bus students. Occupied during lunches but also in down times. Provide a welcoming space and good cafeteria to prepare healthy food.

Music and Drama, are an important aspect to this school. We are interested to hear how the design can improve to meet your needs. The learning center is not intended to be hidden away, we want the space to be happy safe and respectful. The site really is magnificent and can be a sanctuary for the students. We hope to provide glimpses of the surrounding nature. The entire site is a classroom, we want to create visual links between the indoors and the outdoors. How to enjoy and be respectful of the site and what it can bring to the aesthetic. There is not much time to percolate considerations and ideas as the heavy machinery is ready to get started.

Pause for questions

JM Richard brought up the importance of the cafeteria and site. The kids are driving a lot. There are young drivers, there is a concern with the off ramp toward the eastern side. Young drivers are inexperienced and there is a safety concern. There has been a student and staff member who were in terrible accidents. There is no public transportation, and if there are kids who are leaving the site there is a concern with a safe access to the highway. Anyone driving from the East to the school entrance.

DM That would be a separate project altogether. It is not anticipated or budgeted in this project. There would have to be a separate advocacy outside of this project for a new highway ramp. The highways division in Public Works. He will get an understanding of the process for that advocacy.

NS Can we get more information on the layouts such as the Skilled Trades being located centrally given there can be loud noise, smells etc. which might be a concern for adjacencies. Will there be an opportunity to look more closely at these adjacencies.

DM Excellent comments. We will most definitely want those comments. The location of the Skilled Trades at the moment, is still fairly remote. It is not adjacent to the Learning Center for example. At some point soon, that detailed conversation will occur.

AM Would someone like Jill Chaulk be referred to for input?

DM We really enjoy having Jill engaged. We also have specialists at the EECD who have a lot of experience also in terms of being Teachers and Administrators.

RW There is one huge collaborative team of 20 to 25 people. We broke off a small core of specialists in education from nutrition to textiles and continue through January and February. There have been so many other groups such as site, sustainability, but it does affect everything we do in the building including orientation for example. There are many influencers on the table that the Design Team is juggling. One may be wrong for one reason but offset by positives in another area. Education is the first driver. It is a learning environment first but also cutting edge within a limited budget. The fine elements to make it sparkle have to be carefully considered. There have been several meetings to date already on this project.

NS The individuals in the schools also have a lot to offer as well. We do appreciate that the specialist you are working with are good too. The opinions of the teachers within the space is a key.

CD In the last school, the VP's were incredibly engaged in the process. They hosted sessions in the school and used model pieces to frame decision making. It was during the schematic stage. If this was organized next week for example, that would be timely. Later we would have a sit down opportunity with HRCE and DPW to review all of this. Example, the best way to lay out a carpentry shop, each site will have it's own way of doing it. This has been seen in several instances.

KK Jill has been involved to provide information to Public Works. An email has been sent to the Principals to introduce Jill to them.

LW Wondering, in terms of the Space Standards. Site, sustainability can be expensive aspects of the project. Will that influence how much school we will get? What if any inspections of that site have been done? The local thought is that there is a significant amount of water on the site. There may be previous environmental contamination from previous industrial buildings that were there. How does all of this impact on the budget and the school.

CD Water tests have been done. Environmental impact tests have been done. There are challenges on every site that the Capital Budget has to absorb. We will fulfill the contract we have and that relates to the size and quality of the school. There are some items that are pending and will ultimately influence the final budget. The homework is in the process and ongoing. Some site inspections were done prior to the Tender released. Currently testing the water and soils. There is no evidence of arsenic.

RW Richard is listening to what everyone's concerns are. It is good to hear people speak freely and openly. Any questions or comments from the students?

AM Is there an opportunity for Abbie, Brody and Mason to be ambassadors or further engage?

DM There are opportunities for a broader student involvement. There could be a survey approach or a day to rotate people through or ask questions? Any ideas someone might have to more fully involve the students?

AM Jen and David you could reach out to Ronnie at Marine Drive. Kids can add enrichment.

RW DM worked on South Queens where the students worked in tandem with the Design team. It was a project based learning exercise. A lot to be said to tie these into educational elements, it does require a lot of planning. It may be late on this project but something to think of moving forward.

JM What options can the students pick and choose and contribute? It would not be good to offer 'what are your ideas' and then unfortunately say 'we cannot do any of your ideas'. If there was something that the kids could have an influence on rather than asking them and not incorporating.

RW It is more about the kids describe what is their safe place? What are the key elements they like about places? Understanding what makes the kids in the community tick, what do they enjoy about school or not enjoy? For example the feedback on gender neutral washrooms being very positive.

LW Very concerned that Oyster Pond academy has not been included in this SST. The Gaetz Brook Junior High kids will be there 3 years before OPA, but OPA will be involved. It is disingenuous not to include them, that their Principal and SAC are not here.

PH In South Queens they paralleled the process. The classes were scheduled when the project experts were in. In Marine Drive it was talking to the students about what was important to them.

In closing, are there items coming out of tonight's meeting that we need to carry forward:

KH Having two children with special needs and being the OPA VP, next time would like a chance to talk about aspects of the learning center.

LW Inclusion of Oyster Pond in the discussion.

Amy MacLeod adjourned the meeting.

Next Meeting - January 19 2022

Minutes approved by: Minutes will be posted on the HRCE web site once they are approved by EECD, DPW and HRCE.

Minutes prepared by: M. Mason

