

# Eastern Shore School Steering Team (SST) Meeting #2 January 19

## Meeting Minutes

**Date:** January 19 2021

**Time:** 6:00 pm – 8:00 pm

**Location:** Microsoft Teams Meeting

**Attendees:**

<b>Name</b>	<b>Organization</b>
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
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 John Drysdale	HRCE Mik'maw Culture Monitor (Brittany Pennell will assist)
Maryann Mason	Manager Capital
Heidi Fraser	OPA SAC member
Jill Chaulk	HRCE Programs Supervisor
Richard White	Educational Facility Planner working with Harvey Architects
Kent Walker	Project Manager, Marco Construction

**Regrets:**

<b>Name</b>	<b>Organization</b>
Mason Hartlen	Student Grade 11, ESDH
Brodie Oaks	Student Grade 8, GBJH
Abbie Bain	Student Grade 10, ESDH

**Appendix A: Space Allocation Table**

**Appendix B: Eastern Shore and Gaetzbrook HRCE updated Enrollment Projections**

**Call to Order: Amy MacLeod**

Round Table attendance.

**Introductions**

**DM**

**1. Technical**

The Dept. of Public Works document DC350, Design Requirements Manual, which can be found at:

<https://novascotia.ca/tran/works/dc350.asp>

This document outlines the “technical” requirements for provincially funded capital projects. It does not include for the numbers and sizes of spaces included in any education facility project. The standard for those items are outlined in item .2 below. There are 2 parts to the DC350. Part 1 is intended to be generic to the majority of our projects, regardless of building type. Part 2 outlines the technical aspects of education facilities and some planning elements, such as site design.

Education delivery continues to evolve so the EECD and DPW do adapt as new ideas emerge. One example would be the recent increased need for Learning Centers. This is an example of a Space Allocation Program that has evolved as the need does.

Attached in Appendix A: Please find a copy of the Space Allocation Program.

Enhancements are another aspect to the new school designs which are normally funded by the municipality and processed through City Council for approval. The need for a community enhancement in the area would be determined by the HRM.

**PH** CP Allen has 2 Gyms and a community center funded by HRM. HRM also funded an upsized gym enhancement at Le Marchant St. Thomas. The inclusion of a second gym was not because of the school program itself. It was a part of a very unique concept where the school is only one part of a dynamic overall community resource where “the whole is greater than the sum of its parts”. The complex includes a large community healthcare center, a Long Term Care facility, a “community wellness” facility and a school.

**KK** Kavita has contacted the HRM to obtain information on the enhancement process and timelines. Once she receives a response she will share this with the EECD/DPW and all. She is asking everyone to be mindful of the schedule when we are considering options like this.

**NS** When you look at the schedule for the current gym design there would not be adequate space to provide all of the gym classes. She is concerned about losing gym classes. Junior High gym curriculum has been increased and these are requirements. The Gr 11 and 12 students will also require gym credits to graduate.

**LW** I heard that the norm is upsizing gyms however it is not uncommon for the HRM to step in? Is this how it is done? We hope Kavita is successful in reaching out to HRM for a second gym. If we do not get another gym and we have one gym, what is the size of the Gym?

**DM** Reviewed the sizes of the gyms for all grade levels. Drawings of each layout are listed in the DC 350. that are listed in the DC 350.

**Elementary**

Standard 5,264 sf

**Junior High**

Standard 6,580 sf

Enhancement 7,500 sf

**High School**

Standard 8,400 sf (included in this project)

Enhancement 10,528 sf

**LW** Does one gym subdivided complicate the scheduling for the gyms?

**DM** There is precedent for an 8400 sq ft gym for even larger student populations at the high school level and in PP-12 schools.

**AP** Splitting between two gyms that are already stretched and the potential to cut classes and programs in a new school is disappointing. If our gym is currently being used and strapped the entire time without a Cafetorium to gather then our school will miss out on community events where we would want to gather.

**DM** When Harvey Architects shows us their work you will see that a Cafetorium is included. There is also an Active Healthy Living room adjacent to the gym which is there to augment the active living program with activities such as dance, yoga.

**KH** Does the design of the gym have a curtain that comes down? If there is an issue about a gym, we do have a new person named Kent Smith who people might want to reach out to. He is the MLA.

**AM** Questions were raised around the HRCE enrollment projections for the Eastern Shore.

**KK** Kavita will send the projection data and it can be issued as part of the Meeting Minutes. See Appendix B. Enrollment pressures over the next 10 years or so in the ESD family (specifically Oyster Pond, Porters Lake and O'Connell Drive) are not anticipated. The decision is a 7-12 school as supported by the HRCE projections with other schools remaining as is.

**AM** There were questions around a Theater

**JM** When or if should they start a fund raising initiative for a new Theater, cafetorium etc.

**LW** With respect to the enrollment, interested to know if it has been updated since Covid?

**KK** We receive updated data every year in December. By the end of September the new enrollments are reflected in the December updates. There is confidence from the HRCE in the enrollment projections however the HRCE continues to monitor this closely.

**KH** OPA enrollment. This seems to be the place that people from Ontario want to come. We have had 30 new students whose families have moved here from Ontario. Soon we will run out of houses.

**KK** We are taking note of this and any comments brought forward tonight are incorporated into our projection considerations.

**AM** Question on the Learning Center location.

**DM** There are 2 Learning Centers. DPW and EECD had conversations with Anne Marie Melnyk with the EECD Student Services division. The location needs to be carefully considered as some of the students may be negatively impacted by being located too close to loud distracting noises and high levels of activity. At the same time, we do not want to locate this at the back of the school. There is a balance in situating this area to engage centrally, down the hall from the Cafeteria and open collaborative space. The entries to the two LC's are tucked around the corner for a bit of a buffer. Hopefully you will see this as a balanced approach.

**KH** Yes I agree. I have 2 children that use the LC with one who is sensitive. Your answer above is exactly what I was looking for.

**AM** We are ready to move into the other half of the agenda for Colin Dorgan to present the design for Harvey Architecture.

**CD** We will look at how we are planning to arrange the school. We encourage questions about the plan and how we can make things better for you, this would be a great use of our time tonight. We would love to feel good about the collaboration.

Parti sketch to show the groupings of spaces within the school. One of the key things was to separate Junior High and the High school enrolments as students will have interactions with one another in the central, shared spaces and when accessing specialty program areas that are located within each wing. There will be a lot of movement between the JH and the HS. The JH is on the West with the HS on the East.

There is a large arrangement of specialty teaching areas such as; Tech Ed, Production, Media, Maker space which form an anchor hub together as they can share teachers and like minded work.

The Gym has the ability to be accessed from the lobby area and the JH wing. There is the ability to exercise while being monitored by the gym teacher within their own zone.

In the center of each wing there is a Collaboration Zone.

The Learning Center is positioned efficiently off the main corridor which means they are well integrated which is important.

A more refined layout was presented which was colour coded relative to program space.

There is a contemplation of 'future' space that aligns with both the interior school plan through the continuation of the corridor between the Cafeteria and the Music/Drama spaces. This would be ready if an addition was required in the future.

Learning Center – dedicated hallway they can 'own' decorate and be proud of. Engagement with the school due to the positioning.

There are 21 classrooms with additional specialty spaces such as Chemistry, Life Sciences, Physics and Family Studies. The Nutrition Lab is positioned next to the Cafeteria commercial kitchen to facilitate any synergies that could exist with these spaces. Physics is located near the Visual Arts space to create a dynamic relationship with Arts.

Library functions are distributed throughout the school, reflecting the changing nature of this resource. There are quiet reading and reflection spaces in each wing, along with more open, collaborative spaces.

The Maker Space is a significant collaborative space adjacent to the main lobby of the school. Its location allows all to see the projects that the students are working on and provides opportunities for supervision. The Media Lab is directly adjacent to this space, taking advantage of the strong relationships that exist between these functions as Media will have a lot of break out work. This entire area will be very richly informed by Arts and Technology.

Gym – there is a proscenium centered on the space with a divider curtain. The Gym is 8,400 sf.

Universal access, private change rooms are available.

Drama and Music are located in this area between the Gym and the Cafeteria, with a small platform for performances that breaks out into the Cafeteria. This "cafetorium" will contribute to a significant space where gathering can happen.

Five small group work rooms are distributed amongst classrooms. These are the fulcrum of the wider portions of the corridor. These are highly glazed with full glass walls looking out into the corridor. Very good viewability both into and from within these spaces.

## Questions

**JM** What is the rationale for a single storey instead of two storeys.

**CD** As compared to a single storey, two storey construction will use up more floor area for things such as elevators, stairways and it makes systems more complicated. Two storeys would take longer to deliver. Once we broadened our perspective, there was a good ridgeline further into the site that lent itself to a single storey. We also considered how students utilize the space, there are elements of the program that JH does not use for example Skilled Trades.

There is an awareness of inadvertent separation of spaces such as a Junior High student being able to view the Technology High School students at work. For these kind of interactions to occur, it would not work to have this on another level.

Construction steel is difficult to source at this time so a single storey approach reduced the amount of steel required and therefore lowered the construction supply chain risk which helps the builder to stay on schedule.

**KH** Learning Centers. Would there be kitchens and stoves included for life skills?

**DM** Yes this would be all included.

**MB** Will there be enough classrooms? Will we still have French and English? Will any classrooms be doubled up?

**DM** There are 21 classrooms and 12 'specialty spaces' for a total of 33 Teaching Stations. The capacity was designed to align with enrolment projection numbers.

**DM** Ceiling height standard is 9' for most spaces. Part of the rationale is to harvest good daylight into the classroom spaces. Skilled Trades however needs an area with 12 ft. of clear unobstructed height. The Gym is dictated by the DC 350, in the area of 23' clear from the floor to the underside of the structure above. The Music Room will have a high ceiling height to assist in the acoustic design of this room, the walls will be angled to mitigate reverberation and the walls in between it and other spaces will be designed to reduce sound transfer.

**NS** Thank you for including aspects we talked about last time are included in the plans such as the bleachers in the gym for example. If we divided the gym into half, would there be a possibility of half of the gender neutral change rooms located on the other side so everyone is not crushing into the same area to change?

**DM** This has been a question for some time. One of the major goals is to avoid the binary nature of changerooms. Often people raise the issue of team sports, ...do we need 4 sets of change rooms for team sports. This puts us on the edge of losing the benefits of universal access change rooms. If it comes

to team sports, the teams can congregate in the Active Healthy Living or in the Cafeteria for a pre game huddle.

**NS** Classroom sizes. Are they the same? And where is the Staff Room?

**CD** Classroom sizes range from 830 sq ft to 850 sq ft. Colin pointed out the Staff Room location at the center of the school . It is accessed off the same corridor as Family Studies, you are close to the center but exposed to the sound and activity levels. This is intended to offer a bit of a reprieve but still be centrally located.

**DM** PLC support. As the EECD and DPW visit schools around the Province, they would see a corridor of classrooms with teachers in classrooms getting ready for the next day. They noticed that the teachers were each on their own. These PLC spaces are an option for the Teachers to get together at the end of the day and perhaps prep together. They are also located so that the students can see the Teachers modelling collaborative behaviour.

**NS** Teachers will need a spot to do their prep if they are not assigned a homeroom?

**DM** Yes that is the intent

**AP** Would like to share the appreciation that there are things being shown here tonight that were shared in December. Thank you.

**CD** Colin will present some information regarding the site. He shared a rough sketch to discuss the rationale for the position of the school on the site. There are 6 wetlands on the site in total. This is an opportunity to demonstrate good sustainability practices. We are working with the topography and the land itself. There is a wide array of plant life on this site to learn from. This should be displayed for the students to appreciate. This will be a great sanctuary for the students.

The wetland in the center is a bog and will require treatment on one side. There will be tiering that could become outdoor education spaces. The intent is to seed these and do a bit of alteration to the bog to facilitate accessibility.

The bus loop is at the front of the school with the soccer field to the East. There is parking for 110 cars along the vehicle entry road, staff and student parking. A parent drop off and pick up loop and parking for barrier free parking are also included. There is a canopy and waiting area. The bus loop comes in close to the building. There is a dust collector for the Production area which is entirely fenced. Transformers, domestic water tanks and other utilities located out of sight.

The Admin wing has great views over the entire site and naturally landscaped area. The natural ridgeline is very important to site the building. The designers were creative about how to position the building to minimize disruption and respect the land. They have carefully looked at the cut and fill and re using the fill where needed again for economics and sustainability. This is a beautiful space, every classroom will be facing trees. This is a feel good outcome with excellent daylighting. These factors shaped the design and size of the school.

There are 2 entrances from Motts Drive that come around the wetland and respect the natural surroundings.

**TD** I gave some recommendations from Indigenous culture. One was an Eastern facing entrance.

**CD** The entrance itself will be North Eastern. He is going to kick it out a bit and provide an Eastern window incorporated into it.

**MB** Mental health and special needs, is there a possibility of a Sensory Room or Common room to help with these students?

**CD** Yes, he has been contemplating this. He was thinking about dividing up the Active Living space. The Small Group Work rooms will be large enough to be programmed in a way that could be used for this particularly the 2 SGW that are located on the end of the East and West corridors. These would have a window to the exterior...One of these will get a warmer interior or softer floor or incorporate mats for example. Multi denominational room.

**MB** A calming room to distress and light dimmability or tints

**DM** Historically there was a Sensory Room, but years ago they were asked to remove this. The 200 sq ft previously programmed for it was divided into 2 smaller spaces. The smaller one is 80 sq ft and is to accommodate a worker with 1 or 2 students for individual programming. The second space is 120 sq ft and could accommodate various things such as including a plinth for physio therapy for example.

**MB** She has been concerned and interested in getting a Sensory Room

**CD** Can these rooms be accessed by people outside of the Learning Center?

**MB** Yes usually they would be coming from the LC

**CD** There are 3 rooms connected to the LC room.

**DM** Those 3 rooms are intended for the use of the LC and not for the general population.

**JH** Typically due to the lack of supervision these should remain within the LC.

**JM** The staff will look at the scheduling and have a chance to see what will work. Just a reminder that we also have to think toward the future. It is the priority to ensure the enhancement questions are brought forward. If it is one storey would we start to lose windows if the gym was enlarged. There is a soccer field. What are the calculations used as we have a very active rugby community on the Eastern Shore. We need an appropriate size for rugby.

**DM** It is a regulation soccer field. To change to a rugby sized field would be an enhancement.

**JM** This is coming back to the needs of the community, for our suburban rural location it is very important to support the rugby team. They have won Provincials in the past.

**LW** Is there a more detailed explanation on how the Gym, Music Room and Cafeteria work together?

**CD** There is an opening in the Drama room that is centered on the Gym. The light rigging goes above this opening. There will be cyclorama curtains and operable walls that will close between Drama and Gym when the Drama space is being used as a classroom. When Drama is being used as a stage, the cyclorama curtains would be used.

There is a ramp that gets you up into Music and further along into Drama. There are no railings here so the production possibilities are not hindered. There is an opening in the back of the Music room facing the Cafeteria that could be presentations, music, drama etc. There will be a drop down projector. There will be curtains to allow the presentation of a production as well.

**AM** Great job and thank you to Colin and the Harvey Architect team for their design work.

### New Business

**CD** We would like to have interaction with the Indigenous groups and others to discuss Art and Cultural projects.

**DM** A mosaic that gets inlaid into the main lobby floor as you enter. Le Marchant, JL Ilsley, Halifax Citadel – every student in the school had a small piece of ceramic tile with a small design and these were mounted on the wall in a strip. Another idea was in Ecole de la Rive Sud, where the exterior wall system was pre cast concrete, the school partnered with the Community and designed a contextually relevant image. The Contractor took rigid insulation and scribed it in the pattern of the community design and used this to form the concrete panels. This promotes the Community and student engagement. These can be very meaningful examples to include the students in the building for years to come.

**DM** Question for Jen. Is your preference soccer versus rugby?

**JM** There are safety features that need to be considered for rugby. What is the best way to design the field for versatility eg., no perimeter rocks.

**DM** We will need a fence likely regardless. There is damage that happens by people after hours with four wheelers. Darrell will put some thought into the rugby field and consider possibilities.

**LW** What about the access to the property? There are concerns about the absence of off ramps on the Eastern side of the 107 access to that area. Motts drive is a gravel road with no sidewalks. If kids are

supposed to use active transportation but how can they walk along the side of the road. How do we advocate for the above?

**DM** Regarding the exit to the 107. DM has had discussion with DPW Highways. They would like to do an analysis/survey on the issue. A full Traffic Impact Analysis process is already in motion. It will be a couple of months to complete it.

**LW** Sidewalks. There are no sidewalks on Motts Drive.

**DM** There will be a recommendation coming out of the Traffic Impact Analysis report. That is Municipal Property. We cannot extend to the Hwy 107 but we look forward to the TIA report.

**JM** The on/off access, continued U turns and accidents related to this remain a big concern. This remains a concern for the SAC.

**DM** Yes the Traffic Analysis will take all of the above into account.

**JM** Name, colours, design all folding into the school identity. The school colours are blue and yellow. The enhancements: Theater/Cafetorium, The Gym, The Field, Projections, Ramp/Access and the colours/name/identity.

**CD** If you are able to send the tone of the color blue and yellow. Can you share the logo's and send this along and the Architect will incorporate into renderings for the next time. One of the proudest spaces in the school is loud school spirit in the Gym. This was well received by the students.

We are combining two schools but there needs to be a process to ensure that both schools are identified in the new school.

**AM** It is 8:00 pm. We have things to consider. It is time to discuss a next meeting date. SST #1 December 01, SST#2 January 19. SST #3....what does the Architect and EECD/DPW suggest?

The school to provide the tone of the blue and yellow to the Amy to send to the EECD/Architect.

**CD** Our team would love to complete a colour board, interior drawings, school spirit for the Gym etc., highlighting the incorporation of nature. For example the Central Hub will be vibrant but within the wings a bit more calming. He would like to send these before the next meeting. **Colin will send to Amy for distribution.**

**AM** Next Meeting Date: **February 23 2022**

END of SST#2 ESDH Minutes