

St. Joseph's-Alexander McKay Elementary School

Steering Team (SST) Meeting

Meeting Minutes #5 – via MS Teams

Date: Feb 1, 2023 **Time:** 6:30-8:10 pm **Attendees:**

Name	Organization
Peter Wicha	Facilitator, HRCE
Kavita Khanna	Director of Operations, HRCE
Matt Flewwelling	Capital Project Manager, HRCE
Melanie Ross-Breen	Principal, Halifax Regional Arts, HRCE
Samantha Lang	Administrative Assistant – Operations, HRCE
Paul Lenarczyk	Parent, Educator & SAC Member, St. Joseph's-Alexander McKay Elementary
Krista Ranahan	Building Infrastructure, Education, DPW (new)
Sheena Smith	Project Executive, Capital Projects & Operations, EECD (previously represented by Joe MacEachern)
Cheyenne Gorman-Tolliver	Acting Principal, St. Joseph's-Alexander McKay Elementary
Cory Schlievert	Project Director, Strategic Policy & Research, EECD
Darrell MacDonald	Director of Education Facilities Project Services, DPW
Colin Carrigan	Senior Architect, DPW (previously represented by Pedro Martinez)
Robert Rooney	Project Manager, DPW (previously represented by Robin Parsons)
Roger Tulk	Project Manager, Stantec
Leif Fuchs	Lead Designer/CA, Stantec

1. Call to order

- a. Facilitator Peter Wicha called to order the St. Joseph's-Alexander McKay Elementary (SJAM) SST meeting #5 at 6:35 pm, February 1st, 2023
- b. SST Terms of Reference (Appendix A)

2. Where are we now? Status Update on Tendering and Procurement

a. Darrell MacDonald, Director of Education Facilities Project Services, DPW

Darrell noted that the tender documents are in the final stages of preparation for bidding and tendering to start. Final reviews are being completed now and it is expected for the procurement department to be able to tender it shortly.

Q- CGT: do you have an expected timeline/date that it will go to tender?

DM: It is currently in review with the Fire Marshal. Since there are other stakeholders requiring review, we are subject to their timelines as well and are unable to provide a specific timeline and/or date.

Q- PL: On behalf of the community, why has there been such a delay in the school's opening?

KK: With any project of this size there are complexities and as Darrell mentioned, there are a lot of interdependencies, such as the fire marshal's review; review and changes requested by EECD; etc. All of these items and interdependencies influence and impact the schedule. DPW tries to mitigate the impact of these changes and challenges, but they do sometimes impact timelines and cannot always be minimized.

Q-PL: Why did the design specifications suddenly change? The school was originally intended to be completed and ready for students to attend in Sept 2022 and now there is a large delay.

KK: There are various delays caused by a variety of sources; delay in materials, shortage of labour, construction projects happening everywhere, and changes to the design required. Even during the original design phase, the school capacity was one of the things brought forward that needed reviewed, along with a requirement for a daycare space. These were all items we had to adopt and resulted in having to alter the design to accommodate these requests. There were 4 more classes having to be added to an already small site; this caused a requirement for the re-evaluation of structural components since we had to build up instead of out, and a review of the designed foundation, etc. DPW's schedule is impacted whenever we have design changes. Our updated capacity data and projections were only collected in 2022 and we had to increase the space and scope of the project after these projections were received.

Q-CGT: The most recent numbers that were communicated indicated a capacity total of 417; is this including or in addition to the daycare capacity?

DM: The school capacity is actually 517 and does not include the number of children and staff for the daycare space.

CS: The daycare space is planned to be on the bottom floor and is intended to house 58 children, 16 of these 58 spaces is intended for infants, then there is a toddler space, and preschool space. The pre-primary space is incorporated with the school and is located beside the childcare centre on the lower floor.

2. Presentation – Leif Fuchs, Lead Designer/CA, Stantec

- Leif shared a PowerPoint presentation providing 3D Renderings of the site plan and play areas, potential exterior colour options, floor layouts and more details about the story telling canvas.

i. Site Plan:

The site plan was an exterior bird's eye view showing the projected school. The main entrance would face Russell Street, with a separate entrance (facing same side) for the daycare and pre-primary students.

The school would have a total of 4 daycare classrooms, 22 school classrooms, 1 learning centre, 1 music room, 1 visual arts room, 1 gym, 1 library, 1 cafeteria and 4 separate open/collaborative areas.

Leif identified the different enclosed daycare/pre-primary outdoor spaces, basketball courts, expected play and natural material play space opportunity by showing picture examples of the intended vision for the sloped area, and identified the parking and entrance from the parking area to the building for staff.

ii. Exterior Colour Options:

Some potential exterior colour options shown as samples during the slideshow were red and yellow. Leif showed samples of vertical panelling as an option, or blocked colours with the upper portion or the lower portion being a solid block of colour. The exterior colours are not expected to impact the timeline and is not in addition to the existing contract/scope of work; however, do need to be selected within the next several weeks to avoid delays. Peter noted the exterior colours should be decided by the school community and Arts Department.

In consideration of potential options for colour choices and material choices, Robert said there are some constraints that need to be considered to align with the contract. Robert to provide Cheyanne a high-level overview of materials and choices as available options and Melanie and the Arts team will review options and request assistance from Stantec / DPW to create 3D renderings reflecting the agreed upon options to then share with the community for their engagement. Leif said he can discuss further with the Arts Department/Melanie and can arrange for the Arts Department to have access to the photos/files for discussion and colour implementation.

iii. Floor Layouts:

Leif shared several slides identifying each floor level and sharing designs that crossed several floors (nest areas, story wall).

1. The bottom floor housed 2 infant areas (16 infant capacity), 1 toddler room (capacity 18), preschool room (capacity 24), stairs, elevator, the atrium, the pre-primary spaces and of course the story wall/canvas – which extends on almost all levels.

Q- MRB: Do you have dimensions of the story wall?

DM: We have sent them before, but can send dimensions again.

2. On the second floor is the main entrance, the admin & principal area, staff room, learning centre, kitchen, cafeteria, assistive care washrooms, program rooms, gym, and music space.

Leif confirmed that the washroom spaces are universal style with independent rooms and sinks in the main common space; there are also small sinks in each of the toilet spaces as well.

In the main entry, there are a double set of interior doors controlled by swipe card/doorbell access so that Admin can provide a high level of security on behalf of the staff and students in the building.

Q-CGT: Is there a door on parking lot side for staff that has card entry access?

LF: It would be easy to add card access here (*Leif identified the door entrance to left of the school at the parking lot*), and you have your staff room just off this entrance area as well which makes this entrance likely to be the main entrance for staff-use.

Q-CGT: Are the windows operational/do they open?

LF: Yes, they open.

Darrell and Leif confirmed that HRCE can share these draft images now with the public and Kavita noted we can have them posted to HRCE's website under project updates.

3. On the 3rd floor there is a planned 12 classrooms, open collaborative space, a library, a visual arts room, and a common area.

Krista Ranahan noted that the FF&E (Finishings, Furniture and Equipment) team will work with Cheyanne to identify opportunities to utilize and furnish the open collaborative spaces and that they could potentially arrange a walk through of the Bedford Ravines site in the fall to provide some inspiration for these spaces.

4. On the 4th floor –there are 8 classrooms, a smaller collaborative space (expected to be used by just the higher grades-5s and 6s), and a rooftop play area as well. The story telling wall doesn't go up to this level, as the classroom are not directly above it.

The rooftop area will be an enclosed space with fencing surrounding the area. Locking systems/swipe/fob access and/or hardware for this space can be discussed with Cheyanne later in the design phase to ensure student safety.

Some items brought up for consideration/of concern for the roof-top play space were: choice of material for enclosure/fencing (climb-ability, aesthetics/not wanting a jail-like/institutional feel), snow clearing being a requirement (will be up to end user/if they want to use the space in the winter), drainage for precipitation, and whether the rooftop weight

bearing amount had been calculated with the consideration of the added weight of snow.

Review & Confirm Expectations

Darrell confirmed that DPW / EECD will provide formal updates to HRCE quarterly and as key milestones occur.

Q- CGT: Who does the quarterly update go to, or does it go directly to the website?

MF: The quarterly update goes to the key members involved; principal, SST, SLC Supervisor, etc., and by evening/same day is typically then posted on the HRCE website.

Kavita noted that these updates would likely be communicated out to School Principal with a message noting to share with the school's families at or after X time, and Kavita would coordinate with HRCE to have any links and this message go live at that timeframe on the HRCE website.

Informal/HRCE internal updates (such as artwork) can be shared with SST and the public more regularly (twitter, school website, etc). Kavita noted the HRCE's communication team can assist with posting internal updates on the HRCE project page, the same page that the SST and SJAM minutes are posted.

Q-MRB: Do we have an updated project timeline/ prospective opening timeline for the school's opening. What age of kids should we be engaging with for the story wall; what grades would they be currently? **MF:** The projected school opening is scheduled for Sept 2024 as per the most recent updates. The school will encompass grades Pre-primary – 6 (plus the daycare). **MRB:** We will focus primarily on engagement then with the current PP to Grade 4's for their input as the students in these grades will be the group of students expected to be utilizing this space (as opposed to current older grades).

Cheyenne: Suggested that the older grades are included in the artwork and engagement, as they represent the community.

Cheyenne noted the budget was discussed at the last meeting, and that we may as a group need to let go of some things to allow for the story wall to become the main focus. Cheyenne to meet with Melanie to discuss further in advance of the next SST meeting. An update from the Art Team can be provided at the next SST meeting.

3. Questions and Answers

Q- With the delayed opening of the new school, it has extended the amount of time that staff and students will be residing at Ecole Beaufort. There has been a request for optimizing Ecole Beaufort's building conditions.

MF: HRCE is currently gathering information from site on what improvements are required, and optimizations could be beneficial for the extended stay. HRCE will review available funding for various improvements both inside and outside of the school. At this time a draft plan of intent needs to be constructed based on site reviews, projected timelines, and projected budgets for approval.

KK: HRCE will also be looking at heating and cooling systems in the existing Ecole Beaufort building as well with the need for improvements in mind.

CGT commented: Our current gym space is inadequate for regular gym-related activities (larger activities such as hockey/basketball) and the alternative arrangements with Dalhousie don't fit within the allotted timeframe of our gym period. As such the spaces provided by the partnership with Dalhousie is being used during regular classes' instructional time to the benefit of our students (the use of this space is in addition to their regular scheduled gym classes that are provided by their Phys. Ed teachers).

4. Next meeting – TBD

5. Adjournment

Meeting adjourned by Peter Wicha at 8:10 pm on Feb 1, 2023.
Minutes approved by HRCE, EECD and DPW

APPENDIX A – Terms of Reference

St. Joseph's-Alexander McKay Elementary PP-6 School Steering Team (SST) Terms of Reference

The St. Joseph's-Alexander McKay Elementary School Steering Team (SST) is a group that represents stakeholders for the school community.

Role

- To work with the Regional Education Centre or Conseil scolaire acadien provincial (EC), 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 EC, EECD, TIR)
- One (1) School Principal and Vice Principal from; St. Joseph's-Alexander McKay Elementary
- School Advisory Council Chair or Designate, Teacher(s), SAC Member(s), Parent(s)

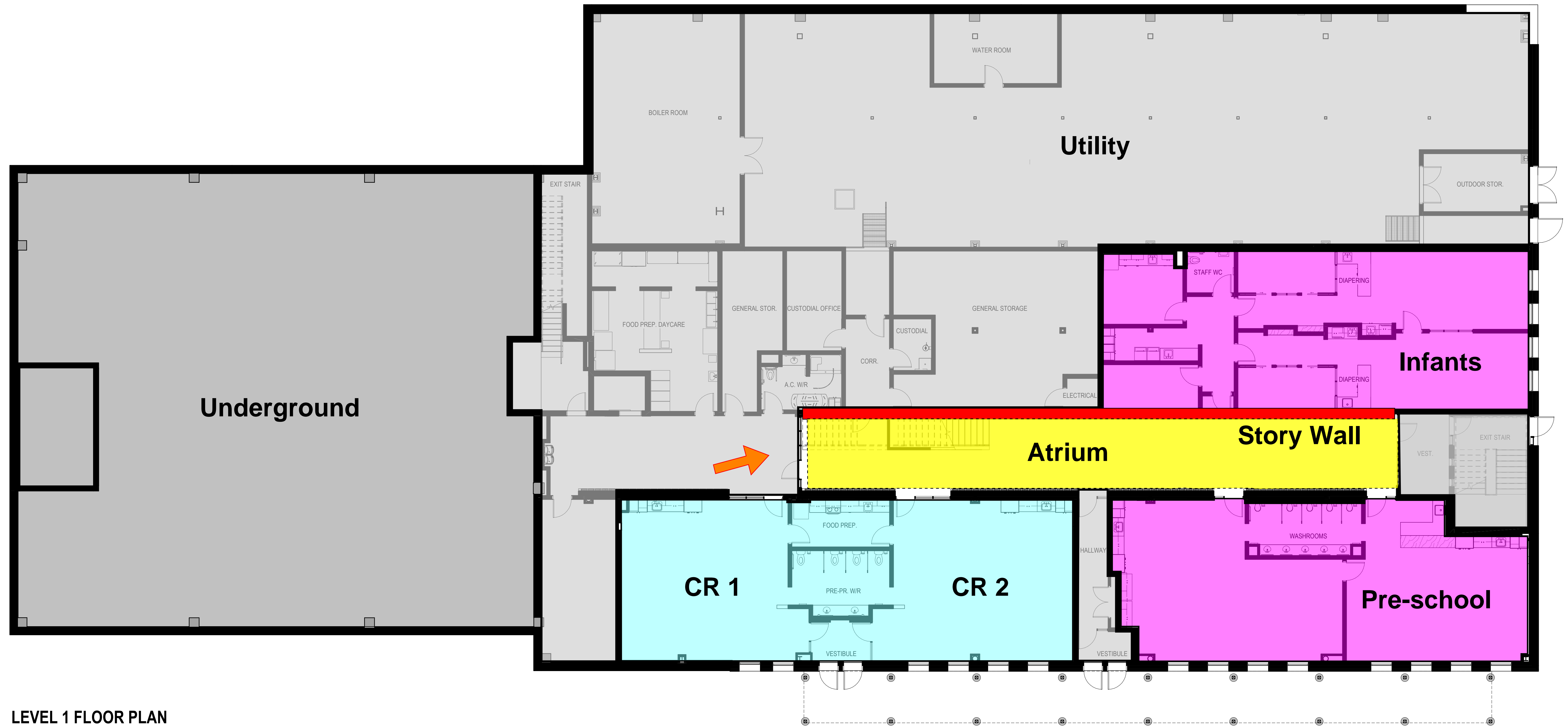
□ SST and Sponsor Group Responsibilities

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.

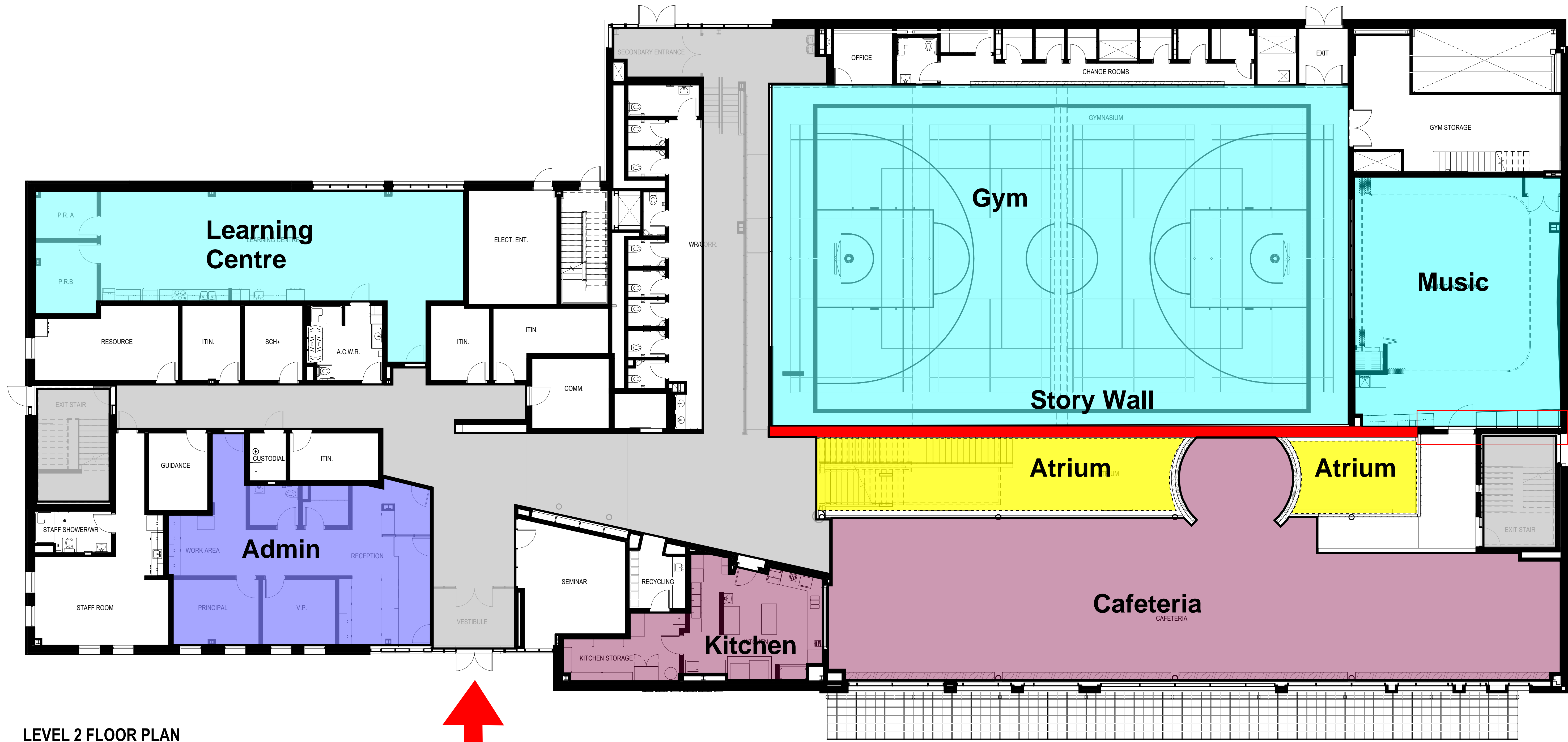
During the construction documentation phase, the role of the SST changes as all design related decisions have been made and the SST becomes more focused on receiving status reports of construction progress.

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.

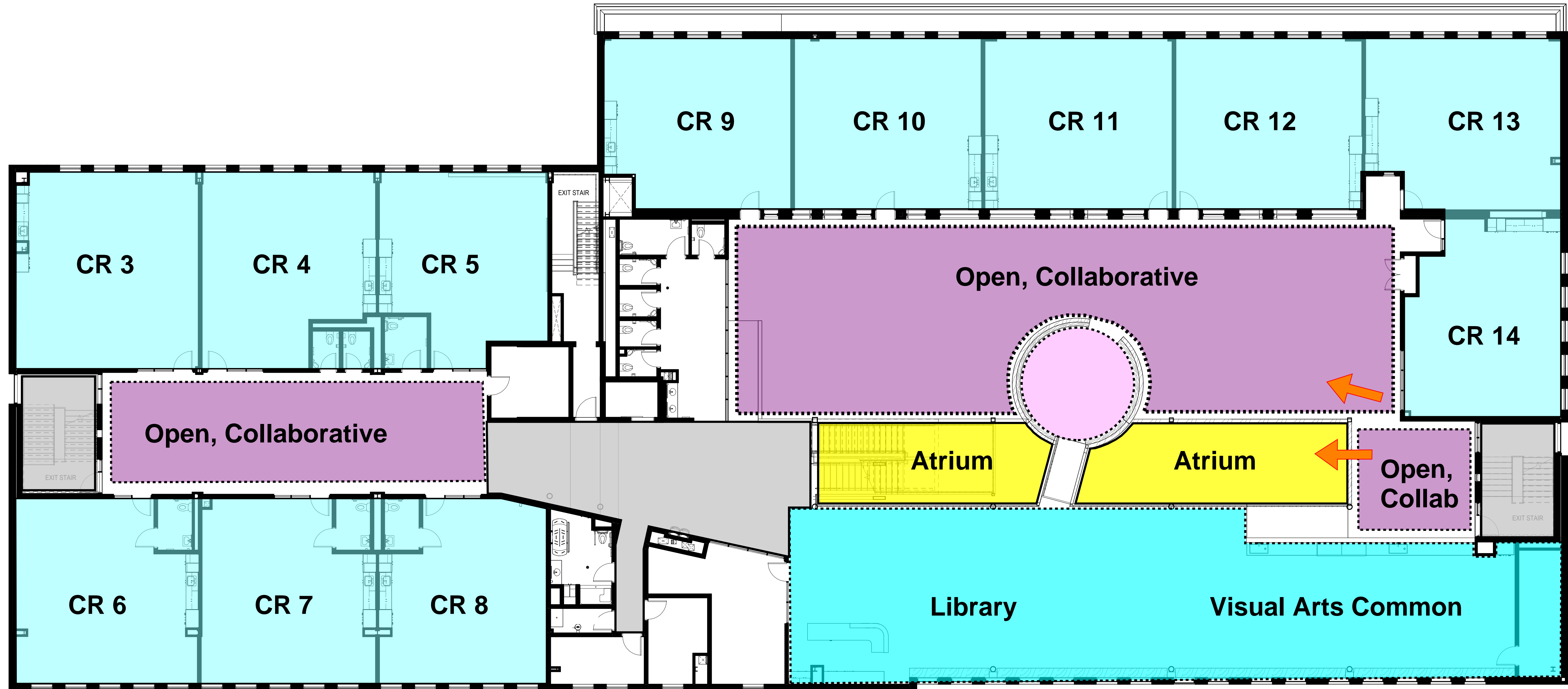


LEVEL 1 FLOOR PLAN



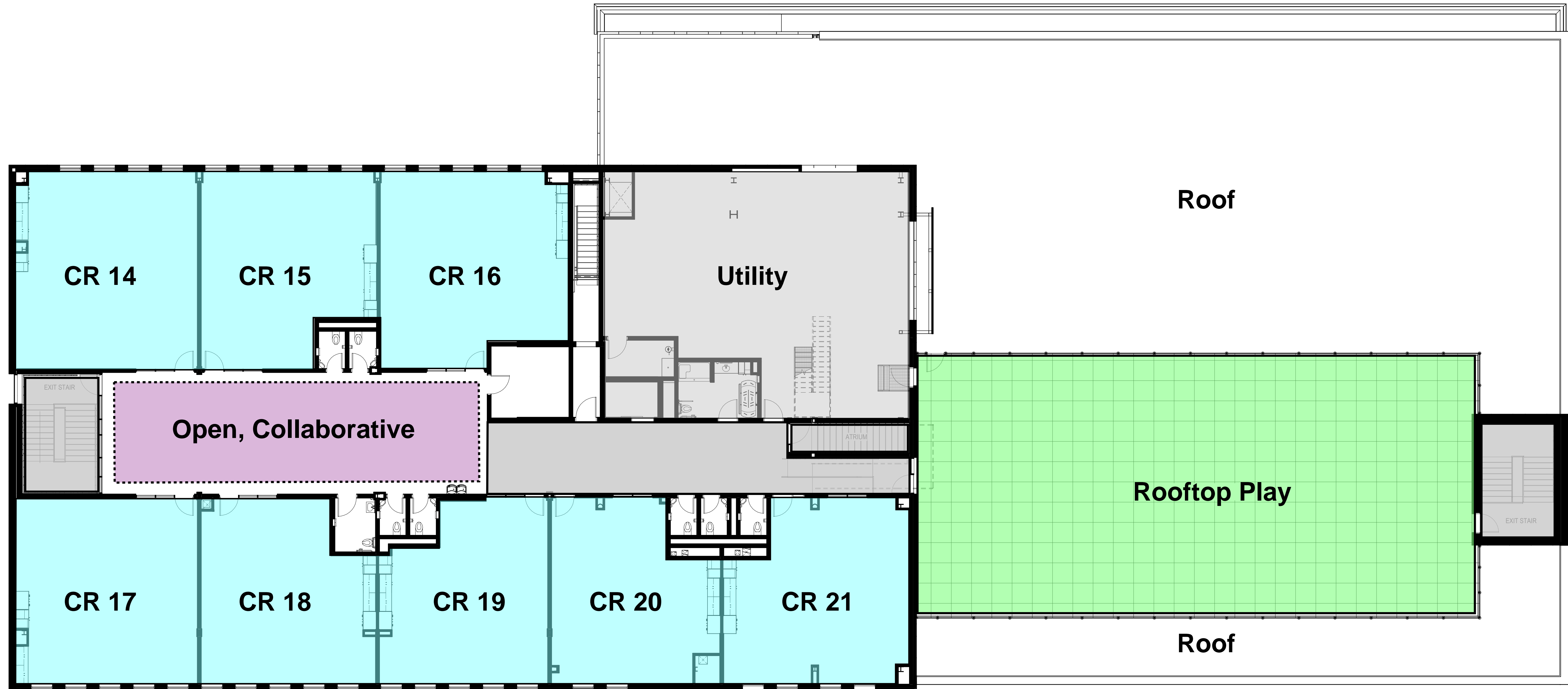
LEVEL 2 FLOOR PLAN





LEVEL 3 FLOOR PLAN





LEVEL 4 FLOOR PLAN



