

# MEETING minutes



Visioning Session  
 October 10, 2013  
 project no.: 13113 - Fultonvale Elementary Junior High School Modernization

meeting time: **9:00 am**  
 location: **Group2 Architecture Interior Design  
 10337 124 Street**

- Edmonton Studio
- Red Deer Studio
- Calgary Studio
- Saskatoon Studio

| Distrib<br>on | At<br>tending | Name | Representing |
|---------------|---------------|------|--------------|
|---------------|---------------|------|--------------|

**Client Representatives:**

|   |   |                  |  |
|---|---|------------------|--|
| X | X | Basil David      | Director, Elk Island Public Schools                |
| X | X | Calvin Wait      | Assistant Director, Elk Island Public Schools      |
| X | X | Estella Tong     | Program Co-ordinator, Alberta Infrastructure       |
| X | X | Krista Scott     | Advisory Council Chair, Fultonvale School          |
| X | X | Larissa Moroziuk | Staff, Fultonvale School                           |
| X | X | Laurel Udell     | Education Manager, Alberta Education               |
| X | X | MJ Nam           | Principal, Fultonvale School                       |
| X | X | Peter Olynyk     | Project Manager, Alberta Infrastructure            |
| X | X | Shawn Brzezicki  | Staff, Fultonvale School                           |
| X | X | Scott McFadyen   | CFO/Secretary Treasurer, Elk Island Public Schools |

**Design Team Representatives:**

|   |   |                 |                           |
|---|---|-----------------|---------------------------|
| X | X | Doug Ramsey     | Partner, Group2           |
| X | X | Joylyn Teskey   | Architect, Group2         |
| X | X | Carly Moore     | Intern Architect, Group2  |
| X | X | Allison Leggatt | Interior Designer, Group2 |

**Additional Copies To:**

|   |  |                |  |
|---|--|----------------|--|
| X |  | Bruce Beliveau | Superintendent of Schools, Elk Island SD 14    |
| X |  | John Lovell    | Director, North Region, Alberta Infrastructure |
| X |  | Michael Ediger | Director, Noth Region, Alberta Education       |

| Item No. | Description  | Action |
|----------|--|--------|
| 1.1      | Introductions  |        |
| 1.2      | Meeting Goal<br>To establish high level guidelines for the project which will act as a measuring tool for the next phase of the process  |        |
| 1.3      | Trends in Education Facility Planning and Design<br>Review of current trends in order to explore the possibilities and to identify current issues in education facilities <ul style="list-style-type: none"> <li>• Learning as an Active Process: Less sitting in classrooms, moving away from the teacher as lecturer to the teacher as facilitator. Need for more flexible spaces that can accommodate this learning style.</li> <li>• Community Creation: Learning is the primary function, connecting to the extended community is secondary. This is especially important here as we have two school communities coming together.</li> <li>• Breakout Spaces for Independent Work: Library is the obvious space for this, but there is an opportunity to bring this into other spaces as well, and in the corridors.</li> <li>• Promotion of Health and Sustainability: Children and staff with environmental sensitivities to certain materials can influence choices. Natural light is an important aspect. Group2 always strives to incorporate certain sustainable initiatives, as part of our firm's philosophy. We will not be striving for Leadership In Energy and</li> </ul> |        |

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Environmental Design (LEED) accreditation on this project, but will still keep the guiding sustainability principles in mind.

- Integration of the Surrounding Environment: Bringing the natural environment that surrounds the school into the interior. Also refers to integrating flexible spaces within the program to the other spaces in the school.
- Personalization of Space: Finding a way for the students and staff to make the school their own, recognizing the K-6 students do not get formal lockers – coat/backpack areas are their only personal spaces within the school, so this should be addressed in some way. Staff also require the ability to personalize their workspaces.
- Integration of Technology: Technology can be integrated seamlessly into the classroom and support spaces. Infrastructure needs to accommodate not only the current technology but anticipate future needs as uses change.
- Flexibility and Adaptability: Thinking of space that can adapt to pedagogy changes. Building program zones that meet the needs of a type of use and can shift to accommodate future changes.
- Imaginative and Creative Solutions: Seeking moments of spontaneity and joy throughout the school. Furniture and non-fixed items can be explored.
- Materiality and Pedagogy: Opportunity to use materials to reflect a focus or identity/personality of the school.

## 1.4

### Fultonvale School Site Context

- Parent and bus drop off area should be addressed as they are not optimal. Bus transfer station is high traffic zone.
- Two age appropriate playgrounds (early years and older children) are currently at the school and must be maintained/restored
- The structure of the school is very sound. It is an excellent canvas to start with.

## 1.5

### Existing School Conditions

The following items were the result of a group discussion about the positive and negative attributes of the existing school. The items in bold were identified in a prioritization exercise that followed to be of higher priority (# of votes indicated)

#### Positives

- Love music room
- Like the “donut plan”, with library, science and art in the center
- Like that noisy activities are separated from the rest of the school
- **Like lots of movement spaces (gym and dpa spaces) (3)**
- Love the school yard – want to use it more!
- Love the wide hallways in the portables
- Effective heating and cooling in existing school

#### Negatives

- The art room has no windows
- **There is not enough natural light (5)**
- **There is no gathering space (1)**
- **The school is not barrier free (1)**
- Rural schools can deal with vandalism
- The centre areas have no natural light
- **Communication is difficult (there are only six phones in total) (1)**
- **Staff workspace and washroom facilities are lacking (1)**
- Bars on the windows
- **Bus pickup, drop off, transfer station and parent drop off needs to be**

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addressed (1)

- o **Exterior has too many nooks and crannies, making supervision difficult (1)**
- o The chain link in these exterior areas make it feel like jail
- o **Parents don't have a space to use in the school (2)**

Possible Improvements

- o **Rural/Urban school identity (1)**
- o Not too flexible that it reduces the programming possibilities
- o Want a quiet room and OT space
- o Differentiated learner. Material Finishes
- o **Fresh air – operable windows (2)**
- o Effective acoustics
- o **Two playgrounds is a must (2)**
- o **Space for productions (expand a stage w/ bleachers?) (1)**
- o **Want a collaborative meeting space (2)**
- o Individual student spaces/cubbies/lockers

## 1.6

### Goals and Objectives

The following items were the result of a discussion about goals and objectives based on the previous item. The items in bold were identified in a prioritization exercise that followed to be of higher priority.

- o Community Usage – workout room?
- o **Enhanced Community – in school and broader community (1)**
- o **Having a place to go, of your own - identity (1)**
- o **We're all in this Big House together (4)**
- o Integration of the whole school's population (K-9)
- o **Flexibility for progress (2)**
- o **Honouring Student Development (2)**
- o **Active students (1)**
- o **30 year school infrastructure (3)**
- o **It's not about gold plated finishes, it needs to be functional (2)**
- o **Good infrastructure, ie. Water, wiring, etc. (3)**
- o A "wow" school
- o **Enhanced Technology (1)**
- o Political Aspect – need to make good
- o **Emphasis on the outdoors (3)**
- o Outside Access for the storage of physical education equipment

## 1.7

### Goal Prioritization

The following five items were determined to be of highest priority based on items 1.5 and 1.6.:

- o **Not enough natural light in the existing space**
- o **"We're all in this Big House together"**
- o **An emphasis on the outdoors is desired**
- o **Would like lots of movement spaces**
- o **Infrastructure and functional issues are a focus**

## 1.8

### Programme Analysis

Programme guidelines were reviewed. The types and sizes of spaces required in the School Capital Manual were defined and clarified. The total footprint of the school cannot exceed 6200 s.m., allowing 2000 s.m. of additional area.

## 1.9

### Collaborative Planning

Program blocking was explored using the existing plan and colored future area blocks.

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During the planning, the following items were identified:

- The wrap-around services areas must follow the School Capital Manual guidelines.
- A Phasing schedule will be addressed once a preferred option for the schematic design is selected.
- It is likely demolition will begin July 2014.
- The school community emphasizes daily physical activity. Ideally, two areas for physical activity are desired.
- The school is interested in maintaining a stage/presentation space. There is concern regarding closing the gym in preparation for events/concerts.
- There is interest in maintaining the Industrial Arts and Band rooms. The school would rather combine classrooms/science/ancillary spaces in order to keep these existing facilities, ie. Art and Science labs.
- Current kitchen is not adequately sized for 700 students. The Food/Fashion lab could be a location for hot lunch preparation etc.
- 28 teaching locations must be accommodated in the final school plan.
- The core school is designed to accommodate 700 students. Modular classrooms will be sized to accommodate current student population.
- There are several options to co-locate 2 ancillary spaces to create a black box performance space. 50 seats is a realistic expectation. Note that Alberta Education does not fund theatres for K-9 schools.
- It is possible to stack the PE Support spaces. This is an accessibility issue, and the space above the PE Support area is often a good place for mechanical systems.
- There is concern regarding splitting the gym into two stations.
- Moving the Flex space to existing gym, adjacent to the existing stage, is an option. This could become DPA or viewing chamber for stage.
- Splitting the gym may not allow for adequate DPA space.
- Feedback from the grade 8 and 9's suggests that they would like separate gathering spaces from the younger children. This is a concern for those that prioritize the opportunity for connection between students of different ages within one school.
- A dedicated meeting space or office for the parents is desired away from the staff areas.
- Ideally, the GOALS classroom would be located adjacent to the admin or staff areas, to enable supervision.
- The school is interested in reducing the footprint of the library in order to accommodate another block within the centre of the core. Info Services, Science and Wrap Around Services are options.

## 2.0 Next steps

These notes are considered to be an accurate account of the meeting. Should any errors or omissions be identified, please advise the undersigned, in writing, prior to the next meeting.

Recorded By: Allison Leggatt, Group2 Architecture Interior Design Ltd.

JT : AL

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Distribution Date: October 22, 2013