

# AGENDA

## School Board Meeting



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**Wednesday, September 28, 2011    6:00 pm    Board Chambers  
33 Spectacle Lake Drive  
Dartmouth, NS**

- 1.    CALL TO ORDER**
  
- 2.    APPROVAL OF AGENDA**
  
- 3.    AWARDS / PRESENTATIONS (Normally awards and presentations will be limited to 5 minutes – the Chair may extend the time limit under unique circumstances.)**
  
- 4.    PUBLIC PRESENTATIONS**
  
- 5.    APPROVAL OF MINUTES/BUSINESS ARISING FROM THE MINUTES**  
  
June 8, 2011 (Special Board)  
June 22, 2011 (Regular Board)
  
- 6.    CORRESPONDENCE**
  
- 7.    CHAIR’S REPORT**
  
- 8.    SUPERINTENDENT’S REPORT**
  
- 9.    ITEMS FOR DECISION**
  - 9.1    [Ad hoc Governance Committee Report](#) – Board Member David Cameron
  
  - 9.2    Board Member David Finlayson provided the following notice of motion:

*The HRSB would appreciate the support of the public and staff in creating a scent-reduced environment at all meetings. Please turn off your cell phone. Usage is restricted to outside the Board Chambers. Thank you.*

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**Whereas** the school boards are mandated with the responsibility of school reviews and closures;

**Whereas** the HRSB has a maintenance deficit of over \$80 million;

And the Province of Nova Scotia through the Department of Education is responsible for announcing school openings and allocating maintenance funds;

HRSB recommends that the process be reviewed by the Minister to either assign full responsibility for all of the above tasks to the individual Boards with 4 year commitments for funds for Capital and maintenance; or the Department of Education removes the responsibility completely and manages all of it under provincial departments.

- 9.3 [Report#11-08-1313](#) - Boundary Review for Bedford South/West - Report – Charles Clattenburg, Director, Operation Services, and Jill McGillicuddy, Planner

**10. COMMITTEE REPORTS (Committee reports will be limited to 5 minutes – the Chair may extend the time limit under unique circumstances.)**

10.1 Audit Committee

10.1.1 Election of two additional committee members

10.2 Finance Committee

10.3 Planning, Policy and Priority Committee

10.3.1 [B.002 Communicable Diseases, Illnesses and Infections](#)  
(Revision)

10.3.2 B.016 Acquired Immune Deficiency Syndrome Policy (To be rescinded)

10.3.3 [A.002 School Review Process for Permanent Closure Policy](#)  
(Revision)

10.4 Nova Scotia School Boards Association

**11. INFORMATION ITEMS**

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- 11.1 [Report #11-09-1315](#) - Impact Assessment Reports: Central Spryfield Elementary, South Woodside Elementary, Prince Arthur Junior High, Gertrude Parker Elementary, Sackville Centennial Elementary
- 11.2 [Report #11-09-1314](#)- Mental Health Initiatives and Mental Health Promotion Report – Geoff Cainen, Director, Program
- 11.3 [Report #11-02-1284](#) - Annual Purchasing Policy Report – Terri Thompson, Director, Financial Services, and Kathryn Burlton, Manager, Accounting and Purchasing

## 12. NOTICE OF MOTION

Board Member David Cameron provided the following notice of motion:

**Whereas** cancellation of school because of inclement weather represents a loss of valuable time for teaching and learning that cannot be made up; and **Whereas** the cancellation of all schools in HRSB when buses do not operate imposes an unnecessary burden on many families whose children either do not use bus transportation or who are able to make alternative arrangements to transport their child or children to school; and

**Whereas** the current policy of the board (B.012) adopted January 27, 2010, states that “When deciding school cancellation due to severe weather, the Superintendent or designate shall consider closing individual schools, Families of Schools or all schools; and

**Whereas** most school boards in Canada have policies or procedures whereby schools normally remain open in the case of inclement weather, whether or not buses are able to run, with parents deciding whether or not it is safe for their child or children to go to school;

**Be it Resolved** that the policy of the HRSB be modified such that the normal expectation is that schools will be open and staffed on each scheduled school day as prescribed by the Department of Education.

Decisions regarding the operation of buses will normally be made respecting each Family of Schools.

Only in cases of the most extreme weather conditions will the decision be made to close all schools.

## 13. DATE OF NEXT MEETING

- Board Meeting – October 26, 2011

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**14. IN-CAMERA**

14.1 Legal Issue, Ian Pickard, Legal Counsel, McInnes Cooper

**15. ADJOURNMENT**

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# Governance Review Committee

## Final Report

### **Introduction:**

The committee met twice in person and a third time to review the recommendations. The following report is submitted with the unanimous support of the committee. The committee addressed the organization and operation of the PPP and Finance committees. The Audit Committee, mandated by legislation, is outside the mandate of the committee.

### **Report:**

The committee concluded that the size of the governing board does not fit easily or effectively with the committee structure as currently established. Whether a committee is small, as for a substantial period was the case with the Finance Committee, or relatively large, as with the PPP Committee, experience has demonstrated that with a relatively small governing board, committees tend to be redundant. Matters considered in committee must generally be discussed again in the full board because not all board members were present in the committee meeting but expect to be fully involved in making decisions.

The committee examined several alternative structures that might address this issue. It discussed at some length the possibility of using a committee of the whole format. It concluded that this option appeared to be unnecessarily formal since it was presumed that committee meetings would be held in the board chambers. It also considered the possibility of holding board meetings more frequently, perhaps twice per month, with the first meeting designed to discuss issues in a less formal fashion and the second to reach decisions. Again, this appeared to be unnecessarily formal. The committee then considered the present practice of holding Leadership Sessions, in which governing board members and senior staff consider matters

in an informal fashion with no decisions expected or taken. It was agreed that this format is extremely useful and should be expanded.

**Recommendations:**

1. The by-law should be suspended to allow for a trial period of six months in which the PPP and Finance Committees would not function. At the end of this trial period the matter shall be reviewed and a decision made to amend the by-laws to make the change permanent or to revert to the existing structure.
2. Board meetings will continue to be held on the fourth Wednesday of each month, but may be scheduled more frequently if circumstances require.
3. Leadership Sessions will be held on the Wednesdays when no Board meeting is scheduled, and could be held on other evenings if necessary and appropriate.
4. The Chair and Corporate Secretary will set the agenda for Leadership Sessions.
5. The chair of a Leadership Session may rotate among governing board members who have indicated an interest in chairing such meetings. Again, the Chair and Corporate Secretary will be responsible for arranging the details of this. Normally a board member who has brought an issue forward for discussion should not chair that Leadership Session.
6. Leadership Sessions will not be considered public meetings, but brief notes of what was discussed will be recorded and posted on the board web site.
7. In order to encourage less formality in board meetings, and in recognition of the role played by senior staff in assisting governing board members come to reasoned and informed decisions, the seating format should be altered so that directors and other senior staff with issues before the board are seated in closer proximity to governing board members, allowing for easier interaction.

**Terms of Reference:**

“The committee will review the current structure and operation of the governing board, including its committees, review relevant literature, consult with senior staff as appropriate, and make recommendations on how the following matters could be dealt with more effectively:

- a. The appropriate role of the governing board in the development and approval of the budget.
- b. Whether the two standing committees (Finance and PPP) are adequate and effective or whether changes in the committee structure should be considered.
- c. Whether Leadership Sessions continue to serve as an effective device for professional development and the provision of background information on issues related to the review and development of policy or whether these functions should be integrated into the structure of standing committees and formal board meetings.
- d. Consider the process by which the agendas of board and committee meetings are set, including the processes for identifying and prioritizing the issues by the governing board to be considered at its meetings, so that they can be addressed in an effective and timely fashion.

The *ad hoc* committee should be struck at the June 22 meeting of the governing board, should work through the summer months, and should report to the governing board at its regular meeting in September.”

**Members of the Committee:**

**Governing Board:** Steve Brine

David Cameron (Chair)

Irvine Carvery

Chris Poole

Gin Yee

**Senior Staff:** Selena Henderson

Carole Olsen

## HALIFAX REGIONAL SCHOOL BOARD Boundary Review for Bedford South/West

**PURPOSE:** To request the Board to direct staff to complete a boundary review of Bedford South, Basinview Drive Community, Sunnyside Elementary, Kingswood Elementary, Madeline Symonds Middle, and Bedford Junior High schools.

**BACKGROUND:** This boundary review process is being recommended in accordance with Policy B. 003 *Creating School Populations Procedures*.  
*Section 2.0 states in part:*  
*A boundary review process will be recommended for the following reasons:*  
*2.1 to respond to changes in demographics, and*  
*(Halifax Regional School Board Policies and Procedures)*

**CONTENT:** The Bedford South/West and Hemlock Ravines area has been experiencing significant residential development in the previous 3-5 years and it is anticipated to continue over the medium term. This development has caused enrolment pressure at Bedford South School.

As outlined in Report 11-06-1309, Bedford South School is above capacity with portables on site. Although, the portables are not fully utilized, many of the specialty areas are being used as classroom teaching areas.

In the 2010-2011 school year, the Halifax Regional Municipality has accepted primary/secondary services on a number of streets in the Bedford South/West area. This approval would allow for the following developments:

- 176 residential single unit dwellings;
- 30 residential town house units; and
- 142 residential multiple units

Additionally, there are previously approved lots which have not been developed. There are various factors which determine the housing market as well as the forms of housing. Therefore, development may proceed in a varied fashion with some years experiencing increased housing starts while other years there may be a slight decrease.

Although the developer is entitled to apply for building permits on the above referenced lots, HRM Development Service has indicated building permits were issued for the following developments:

- 77 residential single unit dwellings;
- 12 semi-detached dwellings; and
- 1 four unit townhouse dwelling

As outlined in Report 11-06-1309, the potential increase in September 2011 is approximately 42 students.



Based on discussions with HRM Community Planning Services, there are additional lands that will be eligible for development and required infrastructure upgrades are being completed.

As previously outlined this development has been rapid and ongoing. As part of the Facility Master Planning process, the Imagine Our Schools consultant and staff identified the significant and on-going development of this area. On April 28, 2010 the governing Board debated various issues from the “Senior Staff Response to Phase 2 of Imagine Our Schools: 10 Year Facility Master Plan”. A motion to address the overcrowding at Bedford School was passed:

*Whereas the very significant increase in the enrolment of Bedford South School is a matter of considerable urgency, it was moved and seconded that construction of a new elementary school to ease the overcrowding be given top priority and, furthermore, that this request be submitted to the Department of Education for immediate attention.*

In June 2010, the Department of Education responded that requests for provincial capital projects are evaluated within the School Capital Construction Committee (SCCC) process and that it is not anticipated another SCCC process will occur for approximately two years.

As a result of the continued growth and delay in receiving funding for a new facility, staff recommends a boundary review be initiated to alleviate the overcrowding.

This boundary review would provide recommendations regarding the catchment areas of Bedford South, Basinview Drive Community, Sunnyside Elementary, Kingswood Elementary, Madeline Symonds Middle and Bedford Junior High schools.

Should the Board recommend a boundary review, the process would be subject to compliance with Policy B.003 *Creating School Populations*. A copy of the policy and procedures may be accessed at <http://www.hrsb.ns.ca/files/downloads/pdf/board/policy/sectionb/b.003-creating-school-populations.pdf>.

**COST:**

Cost is approximately \_\_\_\_.

**FUNDING:**

Costs of a boundary review would be funded within the Operations Services Budget.

Capital costs to the Department of Education.

**TIMELINE:**

September 2012

**APPENDICES:**

Appendix 1 – Existing Boundaries for Basinview Elementary, Bedford South, Kingswood Elementary, and Sunnyside Elementary schools

Appendix 2 – Existing Boundaries for Bedford Junior High School, Bedford South, and Madeline Symonds Middle schools

Appendix 3 – Historical and Projected Enrolment for Charles P. Allen High Family of Schools

**RECOMMENDATIONS:**

Senior Staff recommends:

- The Board direct staff to complete a boundary review of Bedford South, Basinview Drive Community, Sunnyside Elementary, Kingswood Elementary, Madeline Symonds Middle, and Bedford Junior High schools.

**COMMUNICATIONS:**

AUDIENCE	RESPONSIBLE	TIMELINE
Community via Web	Doug Hadley	Following Board approval
Department of Education	Charles Clattenburg	Following Board approval
School Administration	Jill McGillicuddy	Following Board approval

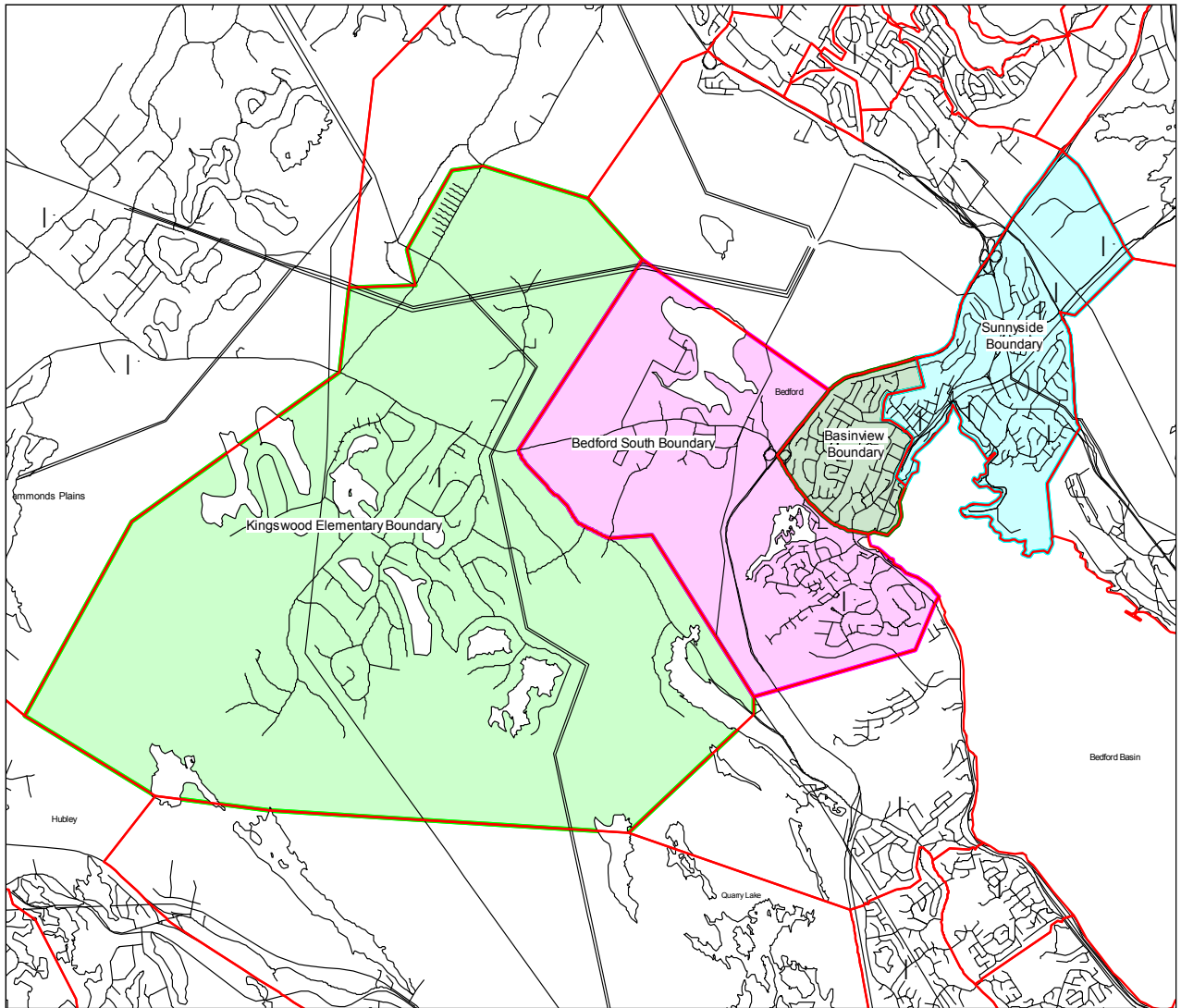
**From:**

For further information, please contact Charles Clattenburg, Director of Operations Services by way of e-mail at [cclattenburg@hrsb.ns.ca](mailto:cclattenburg@hrsb.ns.ca) or at 464-2000 ext. 2144 or Jill McGillicuddy, Planner – Operations Services by way of e-mail at [jmcgillicuddy@hrsb.ns.ca](mailto:jmcgillicuddy@hrsb.ns.ca) or at 464-2000 ext 2277.

**To:**

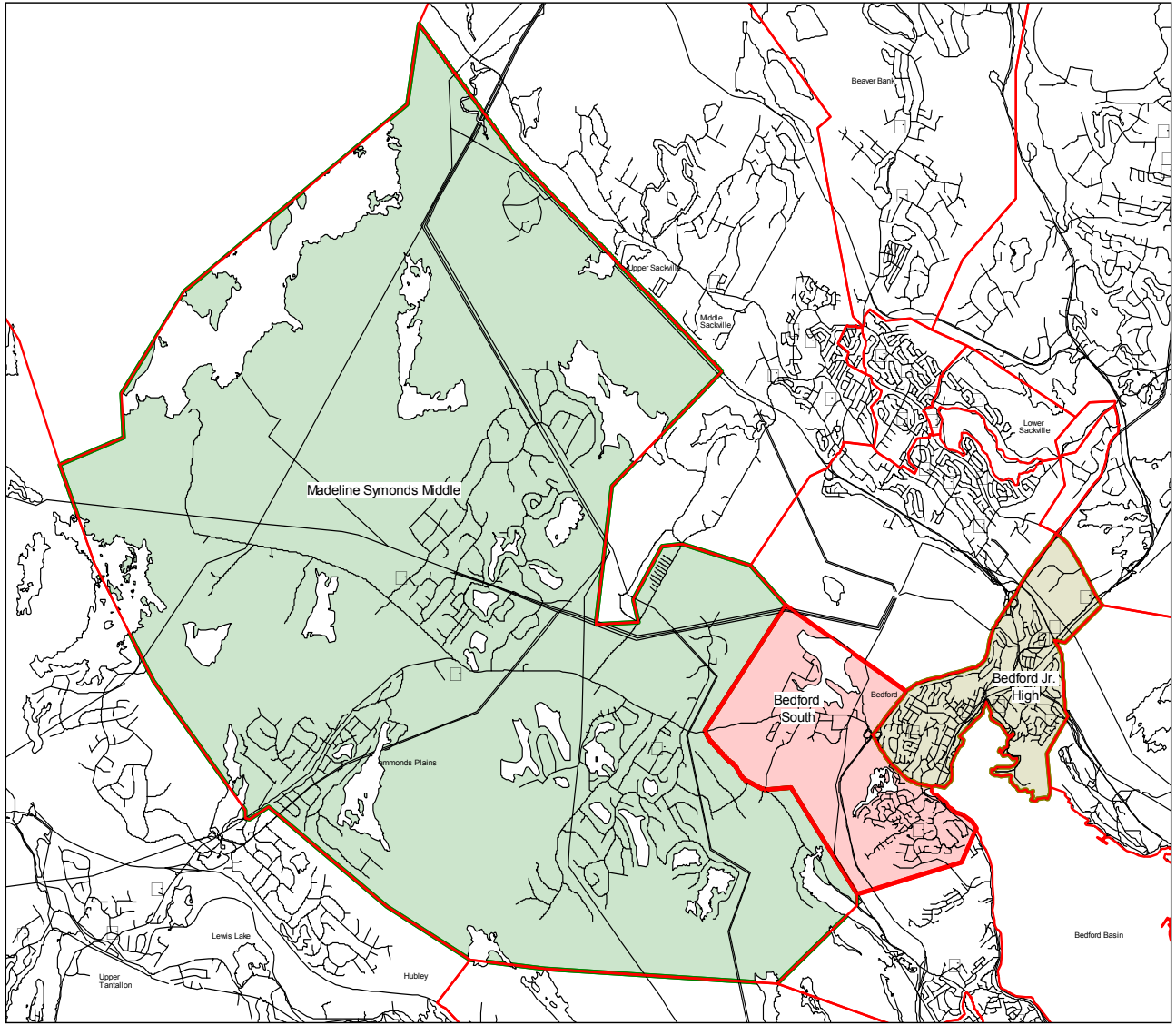
Senior Staff: September 6, 2011  
 Full Board: September 28, 2011

**Appendix 1 – Existing Boundary of Bedford South, Kingswood Elementary Sunnyside Elementary, and Basinview Drive Community schools**



Source: Halifax Regional School Board and Baragar Demographics

**Appendix 1 – Existing Boundary of Bedford Junior High School, Bedford South, and Madeline Symonds Middle schools**



Source: Halifax Regional School Board and Baragar Demographics

Historical and Projected Enrolment – Charles P Allen High Family of Schools															
School	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019
Basinview Drive Community School	371	357	323	330	353	359	370	361	355	367	363	357	360	371	376
Bedford Junior High School	448	438	408	385	373	397	389	387	369	367	352	396	388	385	353
Bedford South School	562	516	559	601	614	639	662	709	751	763	757	773	777	775	787
Charles P Allen High School	1003	1043	1094	1122	1172	1185	1218	1275	1332	1327	1373	1364	1410	1408	1554
Hammonds Plains Consolidated	777	502	511	524	560	572	568	574	617	624	590	576	566	546	493
Kingswood Elementary School		565	585	595	608	595	570	542	534	521	504	459	438	437	428
Madeline Symonds Middle School	580	517	556	613	642	679	672	679	697	713	716	742	730	707	691
Sunnyside Elementary	557	549	546	531	573	552	518	504	493	494	494	457	457	465	463

## **HALIFAX REGIONAL SCHOOL BOARD SCHOOL REVIEW PROCESS – IMPACT ASSESSMENT REPORTS**

**PURPOSE:** To provide the Board with the Impact Assessment Reports for Central Spryfield Elementary, Gertrude M. Parker Elementary, South Woodside Elementary, Sackville Centennial Elementary and Prince Arthur Junior High schools for their information.

**BACKGROUND:** On March 30, 2011 the Halifax Regional School Board approved that Central Spryfield Elementary, Gertrude M. Parker Elementary, South Woodside Elementary, Sackville Centennial Elementary and Prince Arthur Junior High schools will participate in the school review process. The decision was made by the Board after reviewing staff report 11-03-1290 *Potential School Reviews for 2011-2012 School Year* that outlined staff recommendations for the future of the Board's school facilities. These schools have been identified for review based on construction of replacement infrastructure, enrolment patterns, facility program delivery review and excess space.

**CONTENT:** Assessment Reports have been prepared for the five schools:

- Central Spryfield Elementary School
- Sackville Centennial Elementary School
- Gertrude M. Parker Elementary School
- South Woodside Elementary School
- Prince Arthur Junior High School

The reports have been compiled according to the provincial school review regulations. The information in the reports will be considered by the individual School Review Committees regarding the possible impact of the review of these schools.

The reports include the following information:

- 1.0 Introduction
  
- 2.0 School Information
  - 2.1 School Name
  - 2.2 School Configuration
  - 2.3 School Location
  - 2.4 Administration
  - 2.5 Population Patterns
  - 2.6 Enrollment
  - 2.7 Capital Construction Planning
  - 2.8 Physical Condition of Building
  - 2.9 Building Use

- 3.0 Impact Analysis
  - 3.1 Capability to Deliver Public School Program
  - 3.2 Education Benefits
  - 3.3 Transportation
  - 3.4 Extra Curricular Activities
  - 3.5 Property Service Efficiencies
  - 3.6 Operational and Capital Requirements
  - 3.7 Impact on the Community
  - 3.8 Community Use of School
  
- 4.0 Proposed Receiving School Information
  - 4.1 School Name
  - 4.2 School Location
  - 4.3 Administration
  - 4.4 Enrollment
  - 4.5 School Configuration
  - 4.6 Physical Condition of the Building
  - 4.7 Building Use
  - 4.8 Transportation
  - 4.9 Proposed Attendance Boundary
  
- 5.0 Additional Proposed Receiving School Information  
(if there is more than one receiving school)
  
- 6.0 Supplementary Information

Facilitators have been contracted to assist the School Review Committees upon their formation. The Committees will begin their work after they are established in accordance to the mandated October 7, 2011 date.

- COST:** \$210,000 including formal building audits and facilitator costs.
- FUNDING:** From Board Services and Operations Services budgets.
- TIMELINE:** Reports have been prepared in time for the mandated September 30, 2011 deadline.
- RECOMMENDATIONS:** The Board receives this report for information.

The Board provides the reports to the School Review Committees to be utilized in the School Review Process.

**COMMUNICATIONS:**

**From:** For further information, please contact Charles Clattenburg, Director, Operations Services at [cclattenburg@hrsbc.ns.ca](mailto:cclattenburg@hrsbc.ns.ca) or at 464-2000, Ext. 2144.

**To:** Senior Staff September 12, 2011  
Board September 28, 2011



## SCHOOL REVIEW PROCESS

### Impact Assessment Report Central Spryfield Elementary School

For more information, please contact: Jill McGillicuddy, 464-2000 ext.2277



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### **Supplementary Information**

Building Audit and Expenditure Plan for Central Spryfield Elementary and Elizabeth Sutherland  
Halifax Regional School Board Facilities Master Plan (pending approval – tabled March 2011)  
Halifax Regional Municipality Regional Plan  
Halifax Regional Municipality Facilities Master Plan

## 1.0 INTRODUCTION

Recently, the Halifax Regional School Board has undertaken a 10 year facility master planning process which resulted in a staff report and recommendations which were presented to the Governing Board in February 2010 (<http://www.hrsb.ns.ca/files/Downloads/pdf/reports/2009-2010/February/10-01-1236.pdf>). The Governing board requested the facility master plan be prepared and presented in smaller components.

**It was moved and seconded (Conrod/Finlayson) that the Board request staff to develop an approach or process that would divide the capital construction master plan into more manageable components---for example, area-by-area or family-by-family, and that staff review this approach or process, including a timeline, with the Board before it begins.  
(CARRIED)**

During the 2010-2011 school year, staff prepared a facility master plan that is divided by family of schools. The plan outlines the historical information, demographics, feeder system – existing and proposed, and requested capital project for each area. The staff report and proposed facility master plan was tabled at the Board meeting of March 30, 2011.

The Capital Plan has identified a number of schools that should be considered for review as part of the ongoing planning process. Catchment areas that are experiencing enrolment decline provide opportunities to consolidate populations into existing infrastructure, renovated or replacement schools.

Central Spryfield Elementary School has been identified for possible consolidation with Elizabeth Sutherland School. The potential receiving school, Elizabeth Sutherland, would not require capital improvements to accommodate the potential student population.

The information in this report has been compiled according to the Provincial school review regulations and outlines information for the School Review Committee to consider regarding possible impacts of the Central Spryfield Elementary School review.

## 2.0 SCHOOL INFORMATION

### 2.1 SCHOOL NAME

Central Spryfield Elementary School

### 2.2 SCHOOL CONFIGURATION

Primary to Grade 6

Regular Program

### 2.3 SCHOOL LOCATION

364 Herring Cove Rd

Halifax, NS B3R 1V8

### 2.4 ADMINISTRATION

Principal: Sara Walker

Vice Principal: Cindy Astephan

### 2.5 POPULATION PATTERNS

#### 2.5.1 Projection Methodology

##### **Paradigm Shift Inc.**

Currently, the Board has the advantage of reviewing projections as prepared by two demographic systems. The Imagine Our Schools consultants submitted projected demographics as prepared by Paradigm Shift Inc. The methodology that was applied included the cohort-survival method combined with the residual method.

The cohort survival method applies historical census data and projects future population based on assumptions about births, deaths, and migration. The residual method is derived from a calculation of population between two points in time for which population data is available using the Cohort Survival Method. Additionally, the consultants worked closely with the Halifax Regional Municipality in determining approved/potential development areas.

##### **Baragar Demographics**

The Halifax Regional School Board has purchased planning software from Baragar Demographics and as part of the licensing agreement, the company provides the Board with projections for each school on a yearly basis.

Baragar Demographics applies a similar methodology as Paradigm Shift Inc. Their data analysis includes:

- Analysis of yearly birth records;
- Determining the number of children who reside in a boundary by accessing the Universal Child Care Benefit tax records and Canada Child Tax Benefit records on a yearly basis;
- Applying census information such as women of child bearing years, generally in the age cohorts of 25-29, 30-34, and 35-39; and
- Applying a historical migration rate (+/-) of the boundary.

Upon comparison, the projections as prepared by each company are relatively close. Paradigm Shift has not been asked for updated projections since 2009, resulting in stale-dated data in later years. Baragar Demographics provides yearly projections and as such is the projection software package that will be utilized on a go forward basis.

## 2.5.2 Halifax Regional Municipality Historical and Projected Population

### Historical

- The total population of Halifax Regional Municipality (HRM) increased by 8.8% from 1996 to 2006; however, during this same period the age 5 to 19 population decreased by 0.9%.
- The age 0 to 4 population has decreased significantly from 6.6% of the total population in 1996 to 4.9% of the total population in 2006.

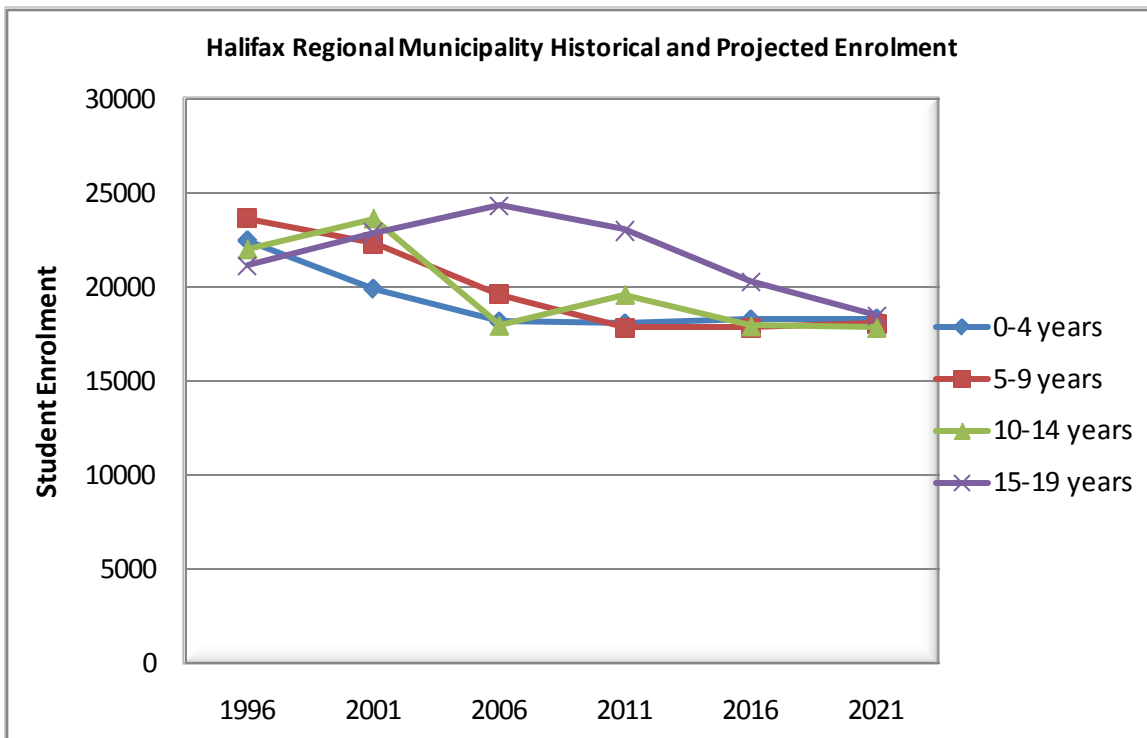
### Projected

- The age 5 to 19 population comprised 17.8% of the total population in 2006, this value is estimated to steadily decline to 13.4% in 2021.
- The age 5 to 19 population will decrease due to the lower age 0 to 4 population that will move into the older age cohorts.
- The age 0 to 4 population is expected to remain stable due to a projected value of approximately 3800 live births per year.

### Halifax Regional Municipality Historical and Projected Population

Age Cohort	1996	2001	2006	2011	2016	2021
<b>0 to 4</b>	22,460	19,925	18,205	18,104	18,311	18,368
<b>5 to 9</b>	23,675	22,365	19,645	17,957	17,873	18,080
<b>10 to 14</b>	22,040	23,685	22,325	19,608	17,924	17,842
<b>15 to 19</b>	21,190	22,905	24,340	23,025	20,274	18,510
<b>20 to 24</b>	25,570	26,560	28,120	29,842	28,868	25,938
<b>25 to 29</b>	27,950	26,440	26,015	27,578	29,262	28,261
<b>30 to 34</b>	33,195	27,600	25,850	25,461	27,025	28,676
<b>35 to 39</b>	31,980	32,850	27,405	25,677	25,294	26,852
<b>40 to 44</b>	28,080	31,645	32,745	27,336	25,601	25,214
<b>45 to 49</b>	25,765	28,070	31,565	32,675	27,327	25,569
<b>50 to 54</b>	19,075	25,525	28,235	31,741	32,913	27,674
<b>55 to 59</b>	14,155	18,335	25,065	27,778	31,229	32,402
<b>60 to 64</b>	12,305	13,670	18,235	24,898	27,819	31,262
<b>65 to 69</b>	10,595	11,840	13,210	17,525	23,918	26,896
<b>70 to 74</b>	9,415	9,715	11,010	12,327	16,254	22,172
<b>75 to 79</b>	7,055	8,060	8,560	9,677	10,854	14,197
<b>80 to 84</b>	4,610	5,535	6,475	6,924	7,771	8,719
<b>85 to 89</b>	2,325	2,880	3,735	4,420	4,758	5,301
<b>90 and over</b>	1,230	1,505	1,935	2,476	3,014	3,400
<b>Total Population</b>	<b>342,670</b>	<b>359,110</b>	<b>372,675</b>	<b>385,029</b>	<b>396,289</b>	<b>405,333</b>

Sources: Statistics Canada (historical), Environmental Design and Management Ltd.  
 Figures do not include Census under-count.



### 2.5.3 South West HRM Planning Area Historical and Projected Population

#### Historical Population

- The total population of the Eastern Central HRM planning area increased by 13.3% from 1996 to 2006.
- During this same period the age 5 to 19 population increased by 7.4%.
- The age 0 to 4 population decreased by 9% in the same time frame.

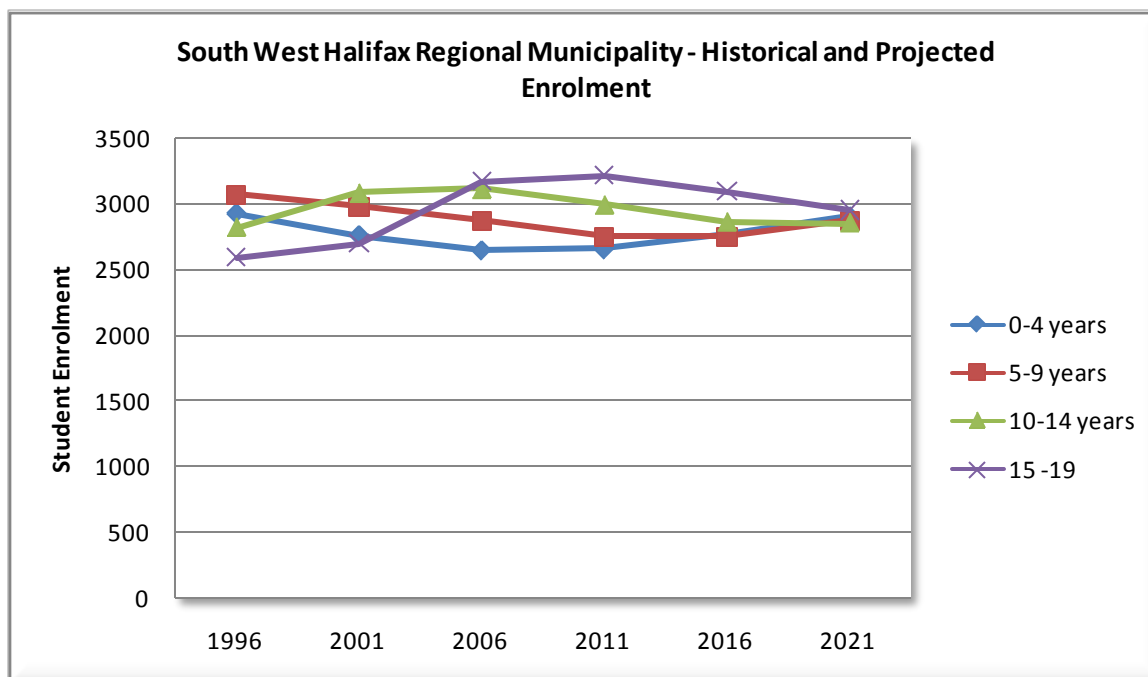
#### Projected Population

- The age 5 to 19 population comprised 20.0% of the total population in 1996 and remained relatively steady at 19.2% of the total population in 2006. This value is estimated to steadily decline to 14.7% in 2021.

**South West Halifax Regional Municipality Planning Area  
Historical and Projected Population (Sir John A Macdonald High and J.L Ilsley High Families of Schools)**

Age Cohort	1996	2001	2006	2011	2016	2021
0 to 4	2,925	2,760	2,645	2,653	2,765	2,902
5 to 9	3,070	2,985	2,870	2,754	2,755	2,870
10 to 14	2,820	3,085	3,115	2,993	2,861	2,855
15 to 19	2,595	2,695	3,175	3,217	3,099	2,952
20 to 24	2,455	2,120	2,350	2,771	2,747	2,587
25 to 29	2,880	2,700	2,465	2,676	3,116	3,134
30 to 34	3,945	3,485	3,300	3,041	3,256	3,749
35 to 39	4,060	4,225	3,855	3,640	3,361	3,576
40 to 44	3,545	4,145	4,550	4,201	3,948	3,652
45 to 49	3,125	3,490	4,340	4,789	4,460	4,182
50 to 54	2,420	3,105	3,695	4,573	5,080	4,783
55 to 59	1,820	2,440	3,285	3,948	4,861	5,435
60 to 64	1,510	1,785	2,425	3,258	3,934	4,837
65 to 69	1,300	1,380	1,710	2,315	3,120	3,780
70 to 74	1,135	1,220	1,315	1,622	2,179	2,941
75 to 79	795	955	1,085	1,167	1,429	1,909
80 to 84	495	650	780	883	946	1,141
85 to 89	280	345	440	522	592	682
90 and over	150	185	230	285	343	387
<b>Total population</b>	<b>41,325</b>	<b>43,755</b>	<b>47,630</b>	<b>51,308</b>	<b>54,852</b>	<b>58,304</b>

Sources: Statistics Canada (historical), Environmental Design and Management Ltd (projected).  
Figures do not include Census under-count.



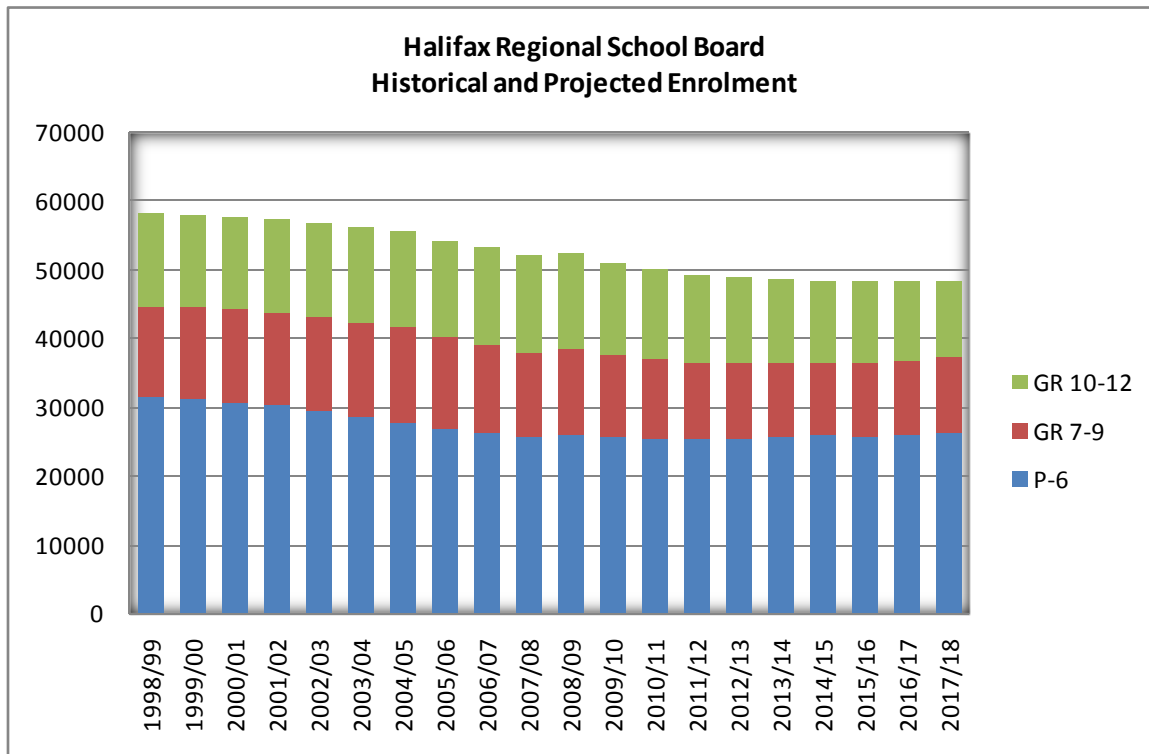
## 2.6 ENROLMENT

Enrolment projections are based upon the Cohort-Survival Method, which uses historical grade by grade enrolment to estimate a grade by grade projection for each program offered at a school. This method uses trends to identify the progression of students from one grade to the next higher grade. Other data sources, including historical migration rates (+/-) of the catchment area, analysis of out-of-area students, feeder school analysis, and an analysis of the Universal Child Benefit tax record and Canada Child Tax Benefit Tax records on a yearly basis are used to supplement the Cohort-Survival Method projections.

### 2.6.1 Historical and Projected Enrolment for HRSB 1998/1999 to 2017/2018

Over the past ten years, the total student enrolment in the Halifax Regional School Board has shown a steady decline. As of 2010/2011 enrolment has decreased by 8,128 students from the total enrolment of 58,297 in 1998/1999.

Over the next five to seven years, enrolments are estimated to continue to marginally decline with the most significant decline having occurred. The construction of new housing and a positive migration rate have helped mitigate some of the decline that has occurred during the past ten years. The projections indicate a decrease of approximately 1700 students from the registered enrolment of September 2010 to the projected enrolment of 2017.

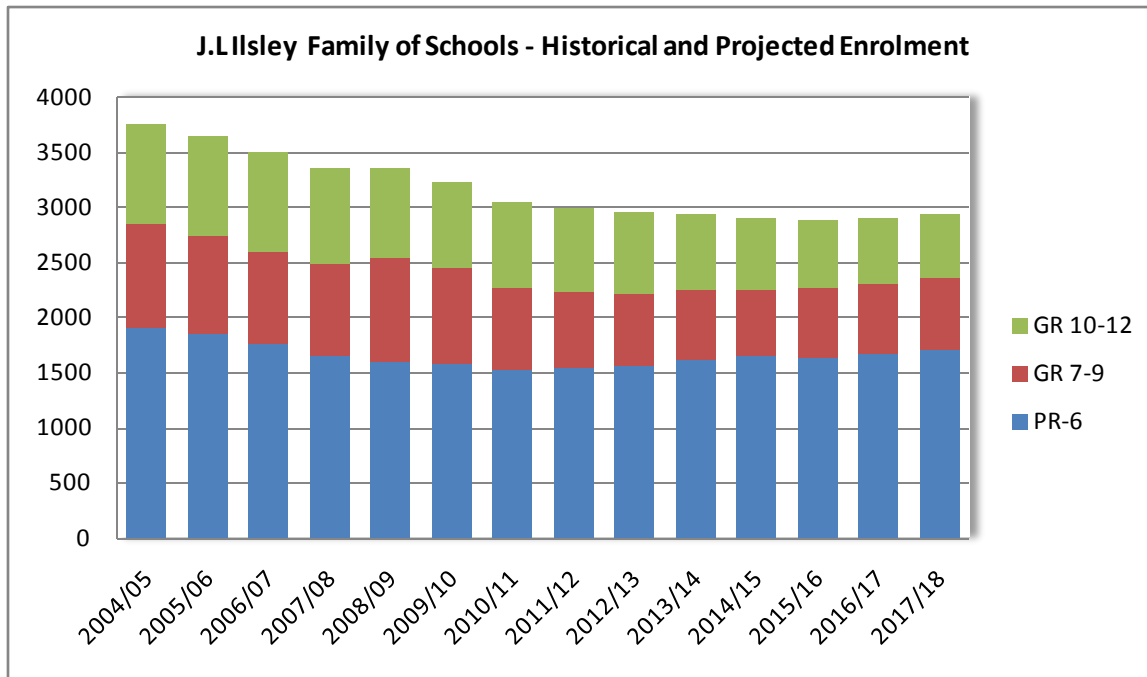


Source: Halifax Regional School Board and Baragar Demographics



### 2.6.2 J.L Ilsey Family of Schools Enrolment by Grade

The following charts outline the historical enrolment and the projected enrolment in the J.L Ilsey Family. According to this data the total enrolments will remain relatively constant with a slight decrease over the next 5 years.



Source: Halifax Regional School Board and Baragar Demographics

### 2.6.3 Central Spryfield Elementary School Historical and Projected Enrolments

Central Spryfield Elementary School provides regular programming for grades Primary to six. Actual enrolments are given through 2010 and projected enrolments are provided through 2015. Projections provided by Baragar Demographics.

#### Historical and Projected Enrolments of Central Spryfield Elementary School

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Primary	23	22	20	17	19	19	17	22	24	22
One	28	21	26	22	11	19	18	17	21	24
Two	28	25	14	24	20	9	16	15	14	17
Three	43	26	24	13	20	19	9	15	15	14
Four	29	37	20	21	13	21	20	10	16	16
Five	40	26	32	24	23	13	21	20	10	16
Six	20	33	23	32	22	21	12	19	18	8
Total	211	190	159	153	128	121	112	117	118	117

Source: Halifax Regional School Board and Baragar Demographics

### 2.6.4 Central Spryfield Elementary School In and Out of Boundary Details

#### Students attending Central Spryfield Elementary – September 2010

- 117 students living within the Central Spryfield Elementary School Boundary
- 11 students living in other elementary school boundaries
- Total of 128 students attending Central Spryfield Elementary as of September 30, 2010

### Students living Central Spryfield Elementary – September 2010

- 117 students from the Central Spryfield Elementary School Boundary attend the school as of September 30, 2010
- 34 students from the Central Spryfield Elementary School Boundary attend other schools in English programming as of September 30, 2010
- 68 students from the Central Spryfield Elementary School Boundary attend other school in French Immersion programming as of September 30, 2010

### 2.6.5 Central Spryfield Elementary School Registered Enrolment for September 2011

The following registered enrolments for September 2011 are accurate as of April 30, 2011. The actual September 30, 2011 enrolments will be provided to the School Review Committee in October 2011.

Grade	Enrolment as of April 30, 2011
Primary	12
One	19
Two	13
Three	19
Four	21
Five	14
Six	23
Total	121

## 2.7 CAPITAL CONSTRUCTION PLANNING

### 2.7.1 Halifax Regional Municipality Regional Plan

Central Spryfield Elementary School and its catchment area are designated Urban Settlement in the HRM Regional Municipal Planning Strategy. The designation includes developed and undeveloped lands and includes six sites as potential areas for new urban growth.

Within each designation, there are a series of mixed use transit oriented centres. The Central Spryfield encatchment area is located in the suburban district centre. Permitted land uses in the suburban district include a mix of low, medium and high density residential, commercial, institutional and recreation uses. In established neighbourhoods, low to medium density residential uses would be encouraged.

The HRM Regional Plan states that approximately 25% of the growth in the next 25 years will be targeted to occur in the Regional Centre, approximately 50% of the growth will occur in the suburban areas; and the remaining 25% will occur within the rural areas.

During the development of the Regional Plan, HRM had a demographic study prepared by Clayton Research. They found that the projected housing demand by type from 2001-2026 for the Suburban region to be:

Single and Semis:	18,851
Row:	735
Apartments and others:	11,013
Total:	30,599

### **2.7.2 HRM Facility Master Plan**

The Communities Facilities Master Plan (CFMP) was approved in principle in May 2008. The objective of the CFMP is to specifically indicate where facilities will be constructed; which existing facilities will be improved; and joint school use agreements and partnerships for community facilities throughout HMR over the next 20 years.

The Municipality has indicated the Sackville area is well serviced and should Central Spryfield Elementary School be closed, the site would not be considered for community use. Should this site be returned to the Municipality, the real estate division of transportation public works would initiate a formal assessment regarding future use of the building and site.

### **2.7.3 Community Visioning**

HRM has been undertaking visioning exercises to further develop ideas for identified growth centres within the HRM Regional Plan. To date, the visioning process has not been initiated for the Central Spryfield area.

### **2.7.4 Proposed Development**

HRM Planning and Development Services have provided the following development numbers for the Central Spryfield and Elizabeth Sutherland catchment areas:

- July 2009 – June 2011 – 153 building permits issued – one multiple unit (20 unit) remainder were residential single unit dwellings or residential semi detached dwellings.
- Occupancy permits issued – 30
- Anticipated development (in process, not approved) – 15 -20 townhouses in Governors Brook

## **2.8 PHYSICAL CONDITION OF BUILDING**

### **2.8.1 Condition of Building Envelope, Interior and Systems**

A complete Building Audit and Expenditure Plan has been completed for Central Spryfield Elementary School and will be provided to the School Review Committee. The intent of the document is to provide a review of the existing building and to provide a capital building estimate that would be required for the continued operation of the school. The report concludes that an investment in capital of approximately \$1,284,900 is required to ensure the future use of the building.

### **2.8.2 Indoor Air Quality and Environmental Issues**

The Review Committee will be provided with any past investigations and reports regarding indoor air quality and environmental issues at Central Spryfield Elementary School.

### 2.8.3 Costs Associated with Maintenance, Repair and Operation

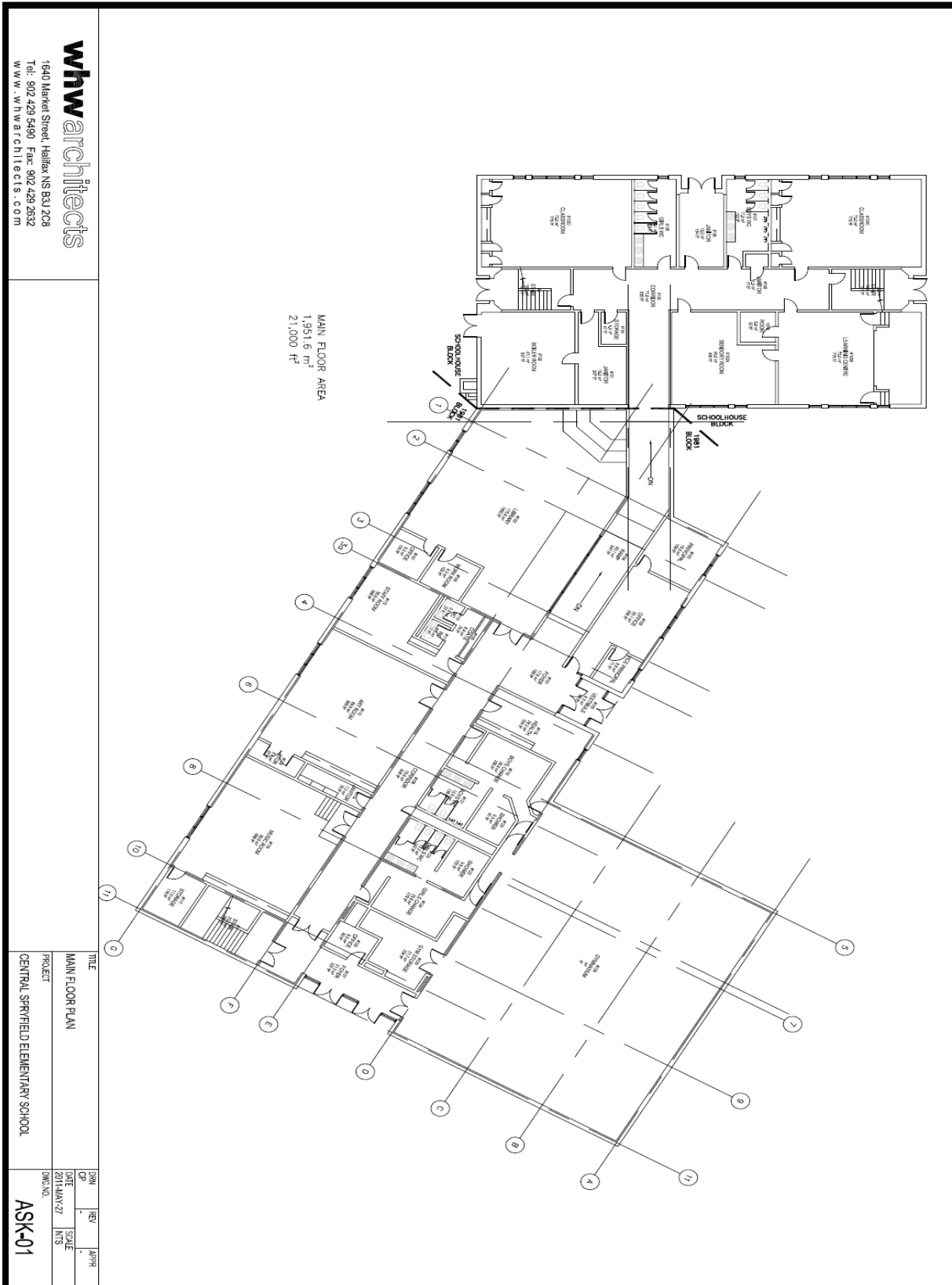
<b>Costs</b>	<b>2009/2010</b>	<b>2010/2011</b>
Utilities		
Phone	\$3,552.00	\$3,552.00
Power	\$19,054.07	\$16,309.10
Fuel	\$21,171.92	\$21,829.32
Water	\$3,761.68	\$5,917.68
Maintenance	\$11,966.20	\$12,266.20
Caretaker and Supplies	\$102,363.31	105,677.74
<b>Total</b>	<b>\$161,869.18</b>	<b>\$165,552.04</b>

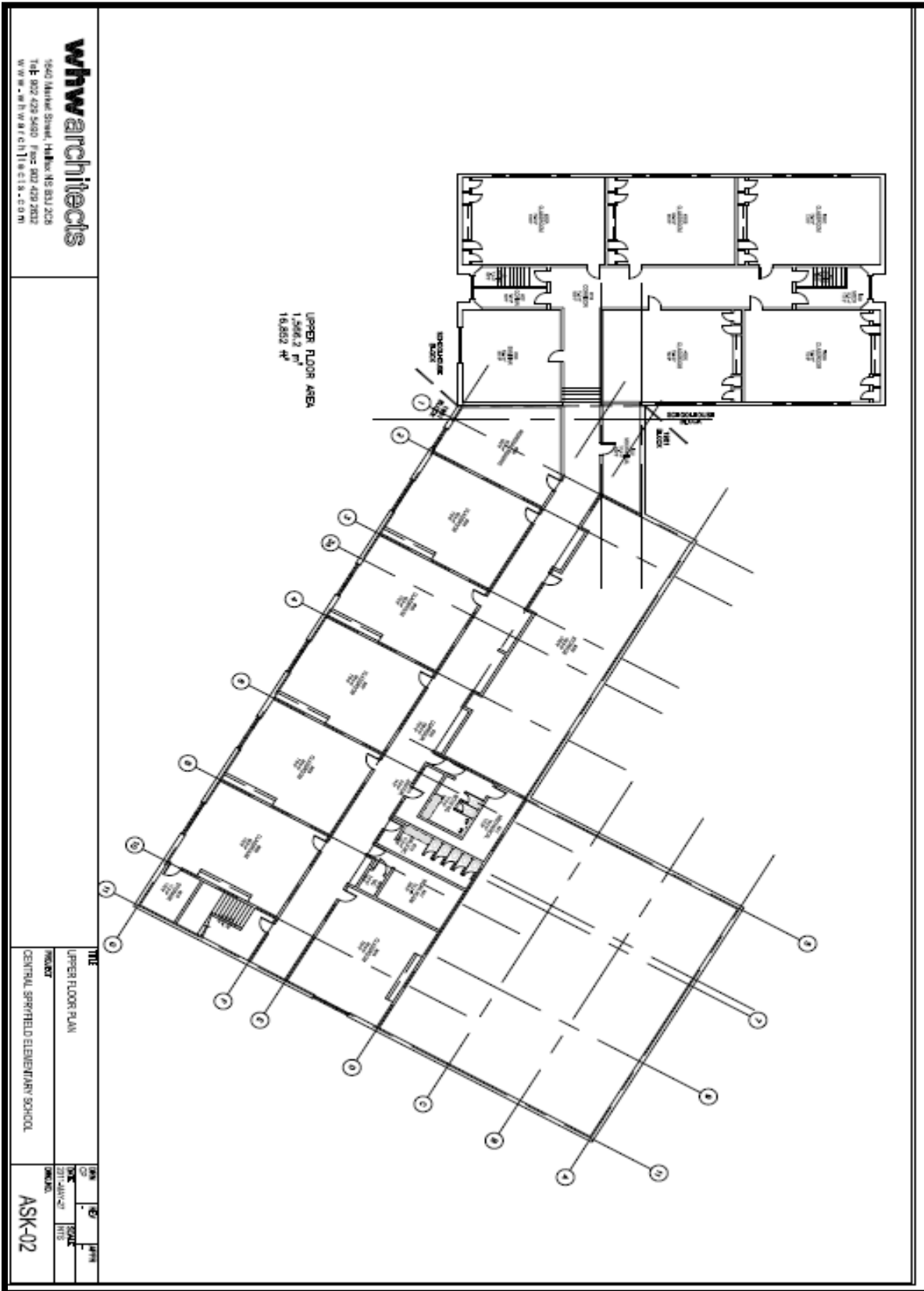
### 2.8.4 Barrier Free Accessibility to Building and Grounds

Please refer to the Building Audit and Expenditure Plan

## 2.9 Building Use

### 2.9.1 Floor plan





### 2.9.2 Building Details

Gross building square footage: 37,665 square feet

No. of storeys: 2

Building Age: 1940 and 1981(addition)

Accessibility: no

Elevator (Y/N): no

### 2.9.3 Teaching Spaces and Current Usage

Room	Intended Use	Current Use
<b>Ground Floor</b>		
100A	Sensory Room	Sensory Room
100B	Classroom	Learning Centre
100C	Classroom	Restricted use-lunchroom (4hr limit due to Radon)
100D	Classroom	Restricted use-lunchroom (4hr limit due to Radon)
103	Library	Library
113	Art Room	Art Room
116	Music Room	Music Room
Small spaces for office, caretaker, mechanical and storage.		
<b>Upper Floor</b>		
200A	Classroom	Resource
200B	Classroom	Math / Literacy Interventions
200C	Classroom	Classroom
200D	Classroom	Classroom
200E	Classroom	Classroom
204	Remedial Reading	Specialists access
205	Classroom	Classroom
206	Classroom	Classroom
207	Classroom	Classroom
208	Classroom	Classroom
209	Classroom	AV Room (LCD and 15 computers)
218	Classroom	Classroom
Small spaces for caretaker, mechanical and storage.		

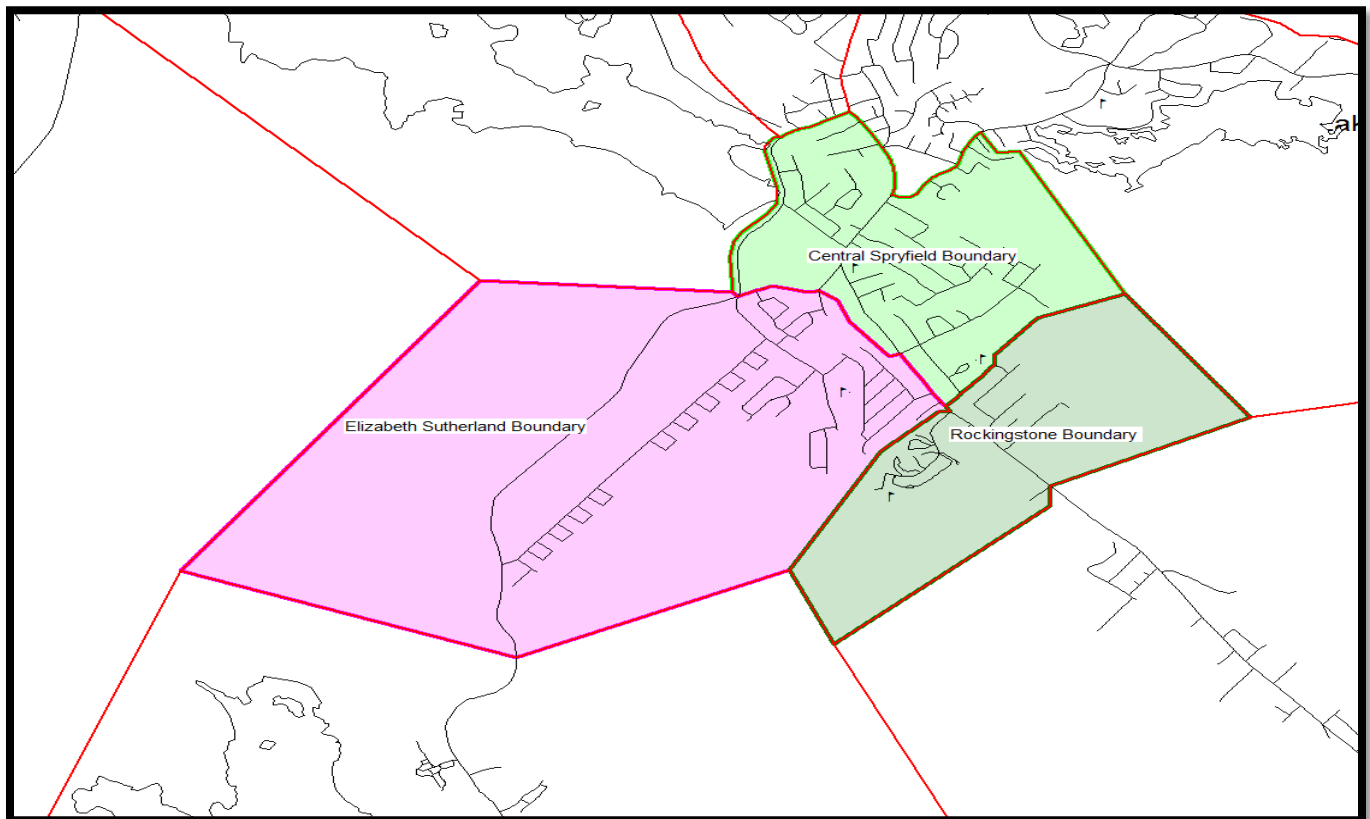
### 2.9.4 Excess Teaching Spaces

Central Spryfield has 14 classroom spaces and 7 specialty areas available.

Based on the current class configuration, Central Spryfield requires 6 of the 14 available classroom spaces leaving eight classroom spaces available for other uses (i.e. Resource, Lunch Room, AV room, etc.)

### 2.9.5 Central Spryfield Elementary School Boundary

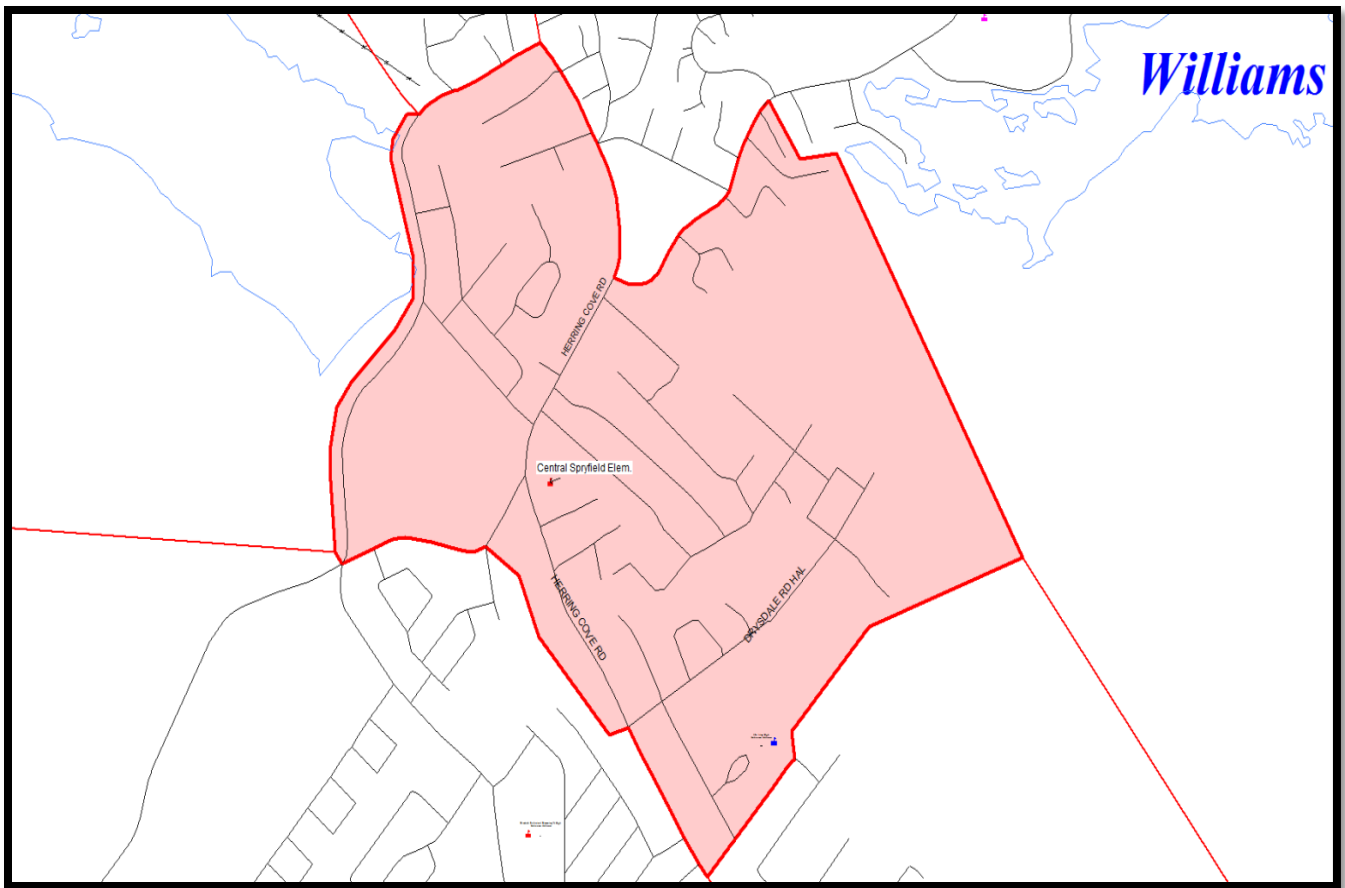
Central Spryfield Area



Source: Halifax Regional School Board and Baragar Demographics



Existing Central Spryfield Boundary



Source: Halifax Regional School Board and Baragar Demographics

### 3.0 IMPACT ANALYSIS

#### 3.1 CAPABILITY TO DELIVER PUBLIC SCHOOL PROGRAM

##### ABILITY AS A FACILITY TO DELIVER THE PUBLIC SCHOOL PROGRAM

Facility Program Delivery Review is a term used to define how well an educational facility serves the academic program being offered. It does not refer to the quality of the school’s academic programs or the success of its students measured by test scores. A Facility Program Delivery Review does not reflect the state of the physical plant of the building for architectural, structural, mechanical or electrical conditions.

A Facility Program Delivery Review was conducted by the consultants for all schools in the Imagine Our Schools planning process.

#### Facility Program Deliver Review Results for Central Spryfield Elementary School

Facility Program Delivery Review Observations					
	Poor	Fair	Average	Above Average	Excellent
<b>Site Condition</b>					
<b>Educational Areas</b>					
Classrooms					
Other Instructional Areas					
Library					
Gymnasium					
<b>Support Areas</b>					
Administration/Student Services					
Cafeteria/Food Services (none)					

### 3.1.2 Public School Programming

The following are details regarding Central Spryfield Elementary School’s ability to deliver the public school program based on data from June 30, 2011. It is noted that Central Spryfield Elementary School is currently delivering the public school program as mandated by the Province.

- Pupil-Teacher Ratio = 20.2:1 (enrolment divided by classroom teachers only)
- Pupil-Staff Ratio = 9.6:1 (enrolment divided by all NSTU staff assigned to the school which includes Principals, Vice Principals, Circuit Teachers, Student Services Staff, ESL, Early Literacy Support, Math Mentors, etc.)
- Enrolment: 121
- Total Classes: 6
- Number of Combined Classes: 2
- Class sizes:

Primary /Grade 1	Grade 1/2	Grade 3	Grade 4	Grade 5	Grade 6
20	24	19	21	14	23

Program	Program Delivery Comments
General Classroom Program	Program is being delivered effectively.
Physical Education	Program is being delivered effectively.
Art	Program is being delivered effectively. Teacher has 3 schools on a circuit
Music	Program is being delivered effectively.
French Core	Program is being delivered effectively.
Computer Lab	AV room with 15 computers in extra classroom.
Learning Centre	Program is being delivered effectively.
Resource Room	Program is being delivered effectively.
Specialty Space	Provided in several individual spaces.
Library	Provided in a well equipped space.
Science Lab	N/A
Family Studies	N/A
Technology Education	N/A
Extra Curricular	Choir, Band, Strings, after-school Hockey, Girls Group, Book Club, Pals, Chess Club, and others as developed by staff.
Playground	Playground onsite. Currently damaged by vandals and off limits.
Field	Limited grassy area with steep incline, augmented by access to tennis courts.
Food services	Lunch Rooms provided in unused classrooms.

### 3.2 EDUCATIONAL BENEFITS

In general, the ability for a school to staff for specialty programs and extra-curricular activities is enhanced with larger student populations. This can occur because more teaching staff can be allocated to the school in either full time positions or they are in the school for longer periods of time as part of a circuit. While each individual student’s exposure to certain subjects is defined by the curriculum offered and is consistent throughout the board, the fact that art, music, gym and French teachers are able to spend more time at a school with larger pupil numbers allows for the teachers to become more familiar with their students, enhances the ability for

extra-curricular offerings and enhances the ability for students with special interests in those subjects to be exposed to the subject(s) in more depth.

**Possible Outcome: Central Spryfield Elementary remains open.**

Central Spryfield Elementary School is currently delivering the needed educational support services and public school program. However the number of students attending the school is affecting the efficiency of delivering the program in such a large space. The school has ample room to effectively provide appropriate spaces for the library, specialty spaces, computers, French, music, art, and for the provision of lunch. The outdoor play area is limited and has limited opportunity to expand. While the programming is being delivered in adequate educational spaces, it is being delivered to a very small number of students in a school that was designed to accommodate substantially more pupils.

**Possible Outcome: Central Spryfield Elementary is closed and the students attend Elizabeth Sutherland Elementary School.**

Elizabeth Sutherland Elementary School is currently delivering the public school program effectively and would continue to do so with the addition of all of the projected 2012 enrolment from Central Spryfield Elementary School. It is a larger school than Central Spryfield and is equipped with a larger gymnasium and library. While some extra classes utilized by specialists would be returned to classroom use, ample space would remain and the school would not be at capacity.

### **3.3 TRANSPORTATION**

**Possible Outcome: Central Spryfield remains open.**

Some bussing occurs at Central Spryfield and would continue.

**Possible Outcome: Central Spryfield is closed and students attend Elizabeth Sutherland.**

Some mandatory bussing would be required to Elizabeth Sutherland based on the current HRSB 2.4 km walking distance. Cost for transportation will be incurred by the Board as a result.

### **3.4 EXTRA-CURRICULAR ACTIVITIES**

It should be noted that the delivery of extra – curricular activities at any school is dependent on the staff at the school in given year. The special interests and skills of the teaching staff along with their availability to provide extra-curricular activities generally define what is offered. Extra-curricular activities are often offered over lunch periods or after school.

**Possible Outcome: Central Spryfield closes and the students are moved to Elizabeth Sutherland.**

Students will be able to access the extra-curricular activities offered at Elizabeth Sutherland. The extra-curricular activities currently in place at Elizabeth Sutherland may be enhanced due to the addition of new teachers at that site.

### **3.5 OPERATIONAL AND CAPITAL REQUIREMENTS**

#### **3.5.1 Completed Capital Projects at Central Spryfield Elementary School**

- Fire dept report 03/2010- paneling - \$8,684.78
- Installed time out room - \$8, 583.12
- Mit.sys or 2 – \$10,611.00
- Repointed brickwork - \$13,636.59
- Replace insulation on rooftop - \$12,000
- Window replacement - \$93, 864
- Roof replacement section D – \$96,000

### 3.5.2 Immediate Operating Needs (5 years)

If Central Spryfield were to remain open, the following deferred Maintenance and capital upgrades would need to occur over the next 5 years:

- Masonary wall repairs – \$23,000
- Install retaining wall - \$10,000
- Exterior doors - \$9,000
- Total - \$42,000.00

### 3.5.3 Capital Investments on Current Building

A complete Building Audit and Expenditure Plan has been completed for Central Spryfield Elementary School and will be provided to the School Review Committee. The intent of the document is to provide a review of the existing building and to provide a capital building estimate that would be required for the continued operation of the school. The report concludes that an investment in capital of approximately \$1,284,900 is required to ensure the future use of the building.

### 3.6 PROPERTY SERVICE EFFICIENCIES

The projected cost savings to the Board for each possible outcome of the review are listed below. Please note that administrative cost savings are not included in the calculations below.

**Possible Outcome:** Central Spryfield Elementary remains open

	Immediate Capital Costs 5 yr	Long Term Capital Costs 20 yr	Annual Operating Costs	Students	Annual Operating Costs/Student
Central Spryfield	\$42,000	\$1,284,900	\$165,552.04	128	\$1,293.37
Elizabeth Sutherland	\$1,287,900.00	\$1,408,300.00	\$256,018.46	276	\$927.60
<b>Total Cost</b>	<b>\$1,329,900</b>	<b>\$2,693,200</b>	<b>\$421,570.46</b>		<b>\$2,220.97</b>
<b>Total Cost Savings</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>

**Possible Outcome:** Central Spryfield is closed and students attend Elizabeth Sutherland School

	Immediate Capital Costs 5 yr	Long Term Capital Costs 20 yr	Annual Operating Costs	Students	Annual Operating Costs/Student
Central Spryfield	0	0	0	0	0
Elizabeth Sutherland	\$1,287,900.00	\$1,408,300.00	\$256,018.46	276	\$927.60
<b>Total Cost</b>	<b>\$1,287,900.00</b>	<b>\$1,408,300.00</b>	<b>\$256,018.46</b>		<b>\$927.60</b>
<b>Total Cost Savings</b>	<b>\$42,000 over 5 years</b>	<b>\$1,284,900 over 20 years</b>	<b>\$165,552.04/year</b>		

### 3.7 IMPACT ON THE COMMUNITY

If Central Spryfield Elementary School were to close, the impact on the community surrounding the school would be largely related to the school’s proximity and convenience to families that are experiencing socio-economic challenges.

### **3.8 COMMUNITY USE OF THE SCHOOL**

From September 2010 to June 2010 the following activities occurred at Central Spryfield Elementary School. Source of this information is the HRSB/HRM Facilities Booking database.

Rooms: Gymnasium

Booked by: HRSB Basketball Season – Todd Umlah

Dates: September 22, 27, 29

October 1, 5, 7, 8, 12, 14, 15, 18, 19, 21, 25, 28, 29

November 1, 4, 5, 8, 9, 12, 15, 16, 18, 19, 22, 23, 25, 26, 29

December 2, 3, 6, 8, 9, 10, 13, 20

January 6, 7, 10, 12, 13, 14, 17, 19, 20, 24, 26, 27, 28, 31

February 2, 3, 4, 7, 8, 9, 10, 11, 28

March 2, 3, 4, 7, 9, 10, 11, 14, 16, 17, 18, 21, 23, 24, 28, 28, 30, 31

April 1, 4, 6, 7, 8, 11, 13, 14, 15, 18, 21, 27, 28, 29

May 2, 4, 5, 6, 18, 19, 20

June 1, 2, 3

Times: 6:00 p.m. to 7:30 p.m.

6:00 p.m. to 9:00 p.m.

Rooms: Gymnasium

Booked by: FA/11WI 2010-001 – Karen Lowery

Dates: October 5, 12, 19, 26

November 9, 16, 23, 30,

Times: 6:00 p.m. to 8:00 p.m.

Rooms: Gymnasium

Booked by: HRSB Volleyball Season – Krista Forbes

Dates: January 4, 5, 10, 12, 17, 18, 19, 24

February 1, 2, 8, 9

March 1, 2, 8, 9, 15,

Times: 7:30 p.m. to 10:00 p.m.

Rooms: Gymnasium

Booked by: HRSB Dryland Fitness – Shawna Taylor

Dates: October 19, 26

November 9, 23

January 4, 18

February 1, 8,

March 1, 15, 29

Times: 8:00 p.m. to 10:00 p.m.

### **3.9 IMPACT OF POTENTIAL CONSOLIDATION (IF APPLICABLE)**

N/A

## 4.0 PROPOSED RECEIVING SCHOOL INFORMATION

### 4.1 SCHOOL NAME

Elizabeth Sutherland School

### 4.2 SCHOOL LOCATION

66 Rockingstone Rd  
Halifax, NS B3R 2C9

### 4.3 ADMINISTRATION

Principal: Frank Covey  
Vice Principal: Paul Betuik

### 4.4 ENROLMENT

#### 4.4.1 Elizabeth Sutherland School Historical and Projected Enrolments

Actual enrolments are given through 2010 and projected enrolments are provided through 2015. Projections provided by Baragar Demographics.

#### Historical and Projected Enrolments for Elizabeth Sutherland School

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Primary	19	6	17	25	12	12	19	19	20	22
One	23	20	4	20	26	15	14	22	22	23
Two	14	20	18	4	20	25	14	13	20	20
Three	16	16	19	20	7	21	25	15	14	21
Four	28	22	18	19	23	9	23	27	16	16
Five	21	25	22	19	21	24	9	23	28	17
Six	26	28	29	24	19	22	25	10	24	28
Seven	65	62	54	57	42	56	42	55	35	65
Eight	41	66	65	48	58	40	52	38	52	33
Nine	69	38	68	62	48	56	38	48	36	49
Total	322	303	314	298	276	280	261	270	267	294

Source: Halifax Regional School Board and Baragar Demographics

#### 4.4.2 Elizabeth Sutherland School In and Out of Boundary Details

##### Students attending Elizabeth Sutherland School – September 2010

- 185 students living within the Elizabeth Sutherland School Boundary
- 91 students living in other school boundaries – 55 students are attending French Immersion Programming
- Total of 276 students attending Elizabeth Sutherland Elementary as of September 30, 2010

##### Students living in Elizabeth Sutherland Boundary – September 2010

- 185 students from the Elizabeth Sutherland School Boundary attend the school as of September 30, 2010
- 12 students from the Elizabeth Sutherland School Boundary attend other schools in English programming as of September 30, 2010
- 17 students from the Elizabeth Sutherland School Boundary attend other school in French Immersion programming as of September 30, 2010

#### 4.4.3 Elizabeth Sutherland School Registered Enrolment for September 2011

The following registered enrolments for September 2011 are accurate as of April 30, 2011. The actual September 30, 2011 enrolments will be provided to the School Review Committee in October 2011.

Grade	April 30, 2011 Registered Enrolment for September 2011
Primary	7
One	14
Two	26
Three	20
Four	7
Five	23
Six	21
Seven	53
Eight	42
Nine	55
<b>Total</b>	<b>268</b>

#### 4.4.4 Impact of the Review Outcome on Elizabeth Sutherland School

If Central Spryfield Elementary School were to close effective September 2012, the entire student population would be assigned to Elizabeth Sutherland School. Elizabeth Sutherland School currently delivers the public school program effectively and has the space to provide specialty courses in unused classrooms. Elizabeth Sutherland would be able to accommodate the students from Central Spryfield and continue to effectively deliver the public school program. A larger student population will allow for increased staffing allocations for specialty subjects. The additional population of elementary students from Central Spryfield would have a positive impact on the configuration of elementary homerooms, reducing the number of combined classes from 3 to 1. The combined configuration would also result in a reduction to teaching staff allocations.

#### 4.5 SCHOOL CONFIGURATION

Primary to Grade 9

Regular English Program

Early French Immersion Program – Grade 7 to 9

#### 4.6 PHYSICAL CONDITION OF THE BUILDING

##### 4.6.1 Facility Utilization

Capacity: 530

Enrolment September 30, 2010: 276

Utilization September 30, 2010: 52%

##### 4.6.2 Condition of Building Structure and Systems

###### Completed Capital Projects at Elizabeth Sutherland

- Paving patchwork - \$6458.00
- Roof Replacment – \$128,235



### Deferred Maintenance and Required Capital Upgrades over the next 5 years

- Roof section replacement - \$153,000
- Doors and window weather striping - \$15,000
- Refinish gym floor - \$15,000
- Brick repointing - \$15,000
- Exterior walls – \$119,900.00
- Roof Coverings - \$623,700
- Exterior doors - \$126,300.00
- Heat Generation - \$220,000.00
- **Total = \$1,287,900.00**

### Required Capital Upgrades

A complete Building Audit and Expenditure Plan has been completed for Elizabeth Sutherland School and will be provided to the School Review Committee. The intent of the document is to provide a review of the existing building and to provide a capital building estimate that would be required for the continued operation of the school. The report concludes that an investment in capital of approximately \$2,371,000.00 is required to ensure the future use of the building.

### 4.6.3 Costs Associated With Maintenance and Operation

Costs	2009/2010	2010/2011
Utilities		
Phone	\$7,320.00	\$7,320.00
Power	\$35,495.42	\$35,892.43
Fuel	\$38,666.27	\$49,225.13
Water	\$6,817.99	\$4,442.81
Maintenance	\$16,464.43	\$17,164.30
Caretaker and Supplies	\$139,706.63	\$141,973.79
<b>Total</b>	<b>\$244,470.74</b>	<b>\$256,018.46</b>

### 4.6.4 Operation and Availability of Accessibility Ramps, Elevators, Accessible Playgrounds

Please refer to the Building Audit and Expenditure Plan

## 4.7 BUILDING USE

### 4.7.1 Excess Space

Number of students as of September 30, 2010 = 276

Square footage = 54,675 square feet

#### 4.7.2 Teaching Spaces and Current Usage

Room	Intended Use	Current Use
<b>Main Floor</b>		
1003	Classroom	Extra Classroom
1004	Classroom	Classroom
1005	Classroom	Classroom
1009	Classroom	Classroom
1010	Classroom	Extra Classroom
1011	Classroom	Classroom
1012	Classroom	Classroom
1019	Classroom	Learning Centre
1020	Classroom	Learning Centre
1021	Classroom	Lunch Room
1022	Classroom	Classroom
1023	Classroom	Classroom
1024	Classroom	Classroom
1034	Lunch Room	Lunch Room
1029	Computer Lab	Computer Lab
1030	Remedial Room	Resource
1056	Art Room	Art Room
1052	Music Room	Music Room
1102	Food Lab	Food Lab
1122	Library	Library
1127	Small Group Work Room	Seminar Room
1128	Classroom	Classroom
1129	Classroom	Classroom
1130	Science Lab	Science Lab
1135	Classroom	Classroom
1136	Classroom	Classroom
1139	Classroom	Classroom
1140	Classroom	Classroom
1143	Classroom	Classroom
1155	Gymnasium	Gymnasium
Multiple Small spaces for office, caretaker, mechanical and storage.		

#### 4.7.3 Impact of Increased Number of Students on Building Usage

If Elizabeth Sutherland were to receive the entire projected 2012 enrolment of 115 from Central Spryfield it would result in approximately 332 students in Elizabeth Sutherland Elementary School which would require a total of 16 classrooms. There would likely be 1 combined class depending on the configurations at that time which is a reduction from the current two combined classes in 2011-2012 configuration. Elizabeth Sutherland Elementary School would not be operating at its capacity and some classrooms that are currently being used for specialty spaces would remain and would allow for future student growth from within the expanded Elizabeth Sutherland Elementary School boundary.

A projection to 2015 demonstrates a further increase to a population of 351 and 17 classes. It is important to note that this boundary change would see the students of Central Spryfield remain at Elizabeth Sutherland for Junior High, which results in a significant reduction to the junior high population of Rockingstone School.

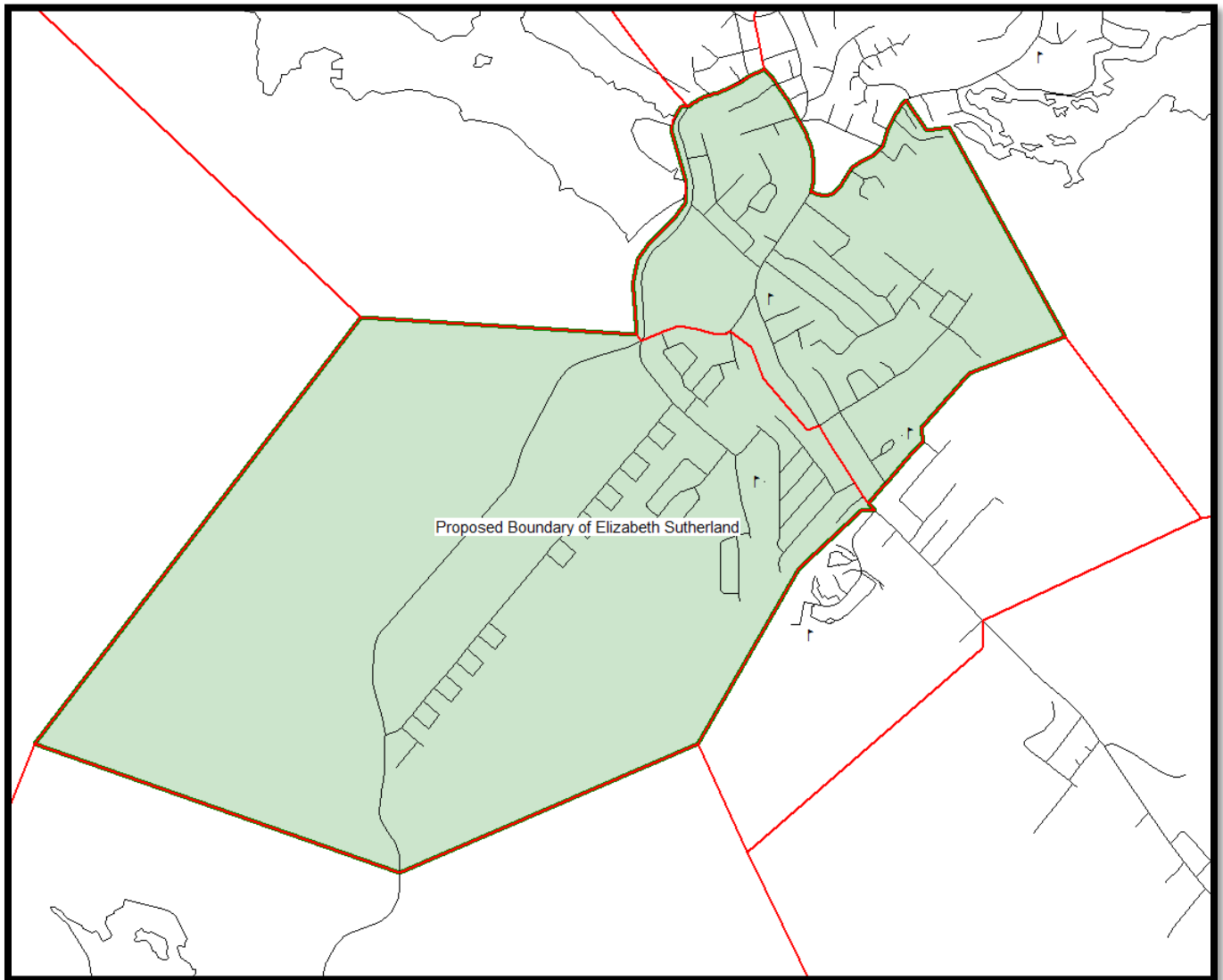
#### **4.8 TRANSPORTATION**

Currently, there are some students who qualify for bussing on distance attending Elizabeth Sutherland School.

#### 4.9 PROPOSED ATTENDANCE BOUNDARY

If Central Spryfield Elementary School were to close with students being redirected to Elizabeth Sutherland School the new boundary would be as shown below.

Proposed Boundary of Elizabeth Sutherland – Central Spryfield and Elizabeth Sutherland



Source: Halifax Regional School Board and Baragar Demographics

SUPPLEMENTARY INFORMATION



## SCHOOL REVIEW PROCESS

### Impact Assessment Report Sackville Centennial Elementary School

For more information, please contact: Jill McGillicuddy, 464-2000 ext.2277

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#### Supplementary Information

Building Audit and Expenditure Plan - Sackville Centennial Elementary and Hillside Park Elementary

Halifax Regional School Board Facilities Master Plan (pending approval-tabled March 2011)

Halifax Regional Municipality Regional Plan

Halifax Regional Municipality Facilities Master Plan



## 1.0 INTRODUCTION

Recently, the Halifax Regional School Board has undertaken a 10 year facility master planning process which resulted in a staff report and recommendations which were presented to the Governing Board in February 2010 <http://www.hrsb.ns.ca/files/Downloads/pdf/reports/2009-2010/February/10-01-1236.pdf>. The Governing Board requested the facility master plan be prepared and presented in smaller components.

**It was moved and seconded (Conrod/Finlayson) that the Board request staff to develop an approach or process that would divide the capital construction master plan into more manageable components---for example, area-by-area or family-by-family, and that staff review this approach or process, including a timeline, with the Board before it begins.  
(CARRIED)**

During the 2010-2011 school year, staff prepared a facility master plan that is divided by family of schools. The plan outlines the historical information, demographics, feeder system – existing and proposed, and requested capital project for each area. The staff report and proposed facility master plan was tabled at the Board meeting of March 30, 2011.

The Capital Plan has identified a number of schools that should be considered for review as part of the ongoing planning process. Catchment areas that are experiencing enrolment decline provide opportunities to consolidate populations into existing infrastructure, renovated or replacement schools.

Sackville Centennial Elementary School has been identified for possible consolidation with Hillside Park Elementary School. The potential receiving school, Hillside Park Elementary would not require capital improvements to accommodate the potential student population.

The information in this report has been compiled in accordance with Provincial school review regulations and outlines information for the School Review Committee to consider regarding possible impacts of the Sackville Centennial Elementary School review.

## 2.0 SCHOOL INFORMATION

### 2.1 SCHOOL NAME

Sackville Centennial Elementary School

### 2.2 SCHOOL CONFIGURATION

Primary to Grade 6

Regular Program

### 2.3 SCHOOL LOCATION

2A George St

Lower Sackville, NS B4C 2M5

### 2.4 ADMINISTRATION

Principal: Sue Fetterly

Vice Principal: N/A

### 2.5 POPULATION PATTERNS

#### 2.5.1 Projection Methodology

##### **Paradigm Shift Inc.**

Currently, the Board has the advantage of reviewing projections as prepared by two demographic systems. The “Imagine our Schools” consultants submitted projected demographics as prepared by Paradigm Shift Inc. The methodology that was applied included the cohort-survival method combined with the residual method.

The cohort survival method applies historical census data and projects future population based on assumptions about births, deaths, and migration. The residual method is derived from a calculation of population between two points in time for which population data is available using the Cohort Survival Method. Additionally, the consultants worked closely with the Halifax Regional Municipality in determining approved/potential development areas.

##### **Baragar Demographics**

The Halifax Regional School Board has purchased planning software from Baragar Demographics and as part of the licensing agreement, the company provides the Board with projections for each school on a yearly basis.

Baragar Demographics applies a similar methodology as Paradigm Shift Inc. Their data analysis includes:

- Analysis of yearly birth records;
- Determining the number of children who reside in a boundary by accessing the Universal Child Care Benefit tax records and Canada Child Tax Benefit records on a yearly basis;
- Applying census information such as women of child bearing years, generally in the age cohorts of 25-29, 30-34, and 35-39; and
- Applying a historical migration rate (+/-) of the boundary.

Upon comparison, the projections as prepared by each company are relatively close. Paradigm Shift has not been asked for updated projections since 2009, resulting in stale-dated data in later years. Baragar Demographics provides yearly projections and as such is the projection software package that will be utilized on a go forward basis.

## 2.5.2 Halifax Regional Municipality Historical and Projected Population

### Historical

- The total population of Halifax Regional Municipality (HRM) increased by 8.8% from 1996 to 2006; however, during this same period the age 5 to 19 population decreased by 0.9%.
- The age 0 to 4 population decreased significantly from 6.6% of the total population in 1996 to 4.9% of the total population in 2006.

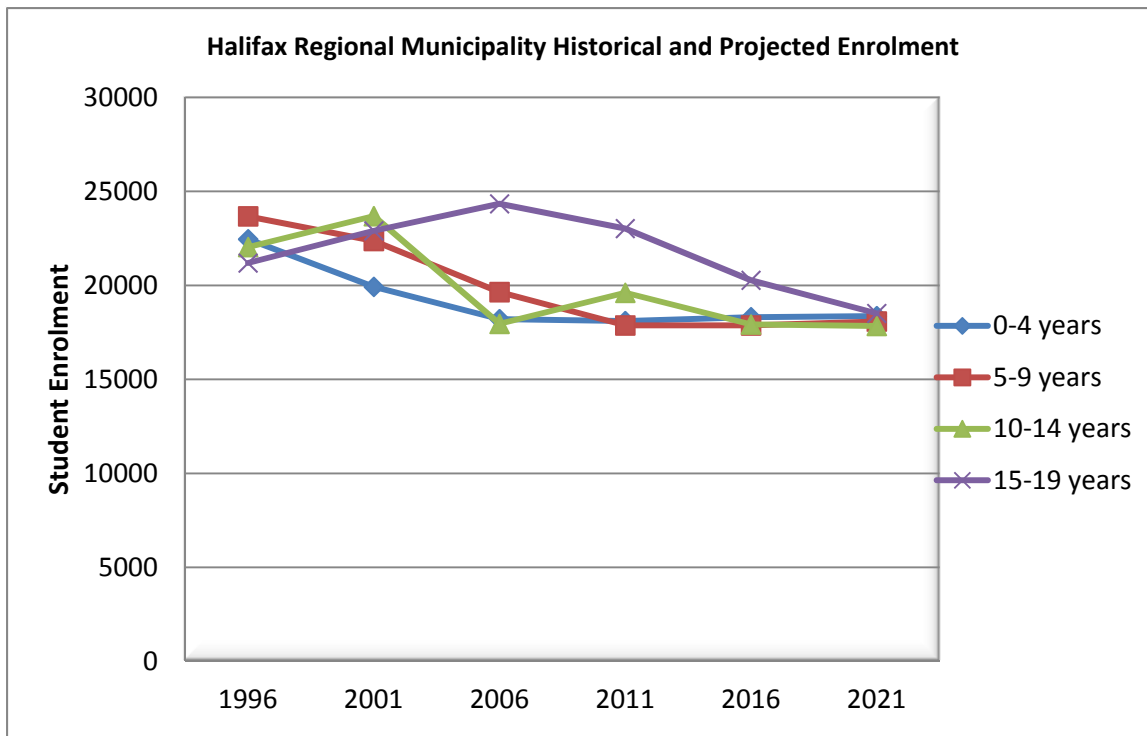
### Projected

- The age 5 to 19 population comprised of 17.8% of the total population in 2006 with this value is estimated to steadily decline to 13.4% in 2021.
- The age 5 to 19 population will continue to decrease resulting from the lower age 0 to 4 population that will move into the older age cohorts.
- The age 0 to 4 population is expected to remain stable due to a projected value of approximately 3800 live births per year.

### Halifax Regional Municipality Historical and Projected Population

Age Cohort	1996	2001	2006	2011	2016	2021
0 to 4	22,460	19,925	18,205	18,104	18,311	18,368
5 to 9	23,675	22,365	19,645	17,957	17,873	18,080
10 to 14	22,040	23,685	22,325	19,608	17,924	17,842
15 to 19	21,190	22,905	24,340	23,025	20,274	18,510
20 to 24	25,570	26,560	28,120	29,842	28,868	25,938
25 to 29	27,950	26,440	26,015	27,578	29,262	28,261
30 to 34	33,195	27,600	25,850	25,461	27,025	28,676
35 to 39	31,980	32,850	27,405	25,677	25,294	26,852
40 to 44	28,080	31,645	32,745	27,336	25,601	25,214
45 to 49	25,765	28,070	31,565	32,675	27,327	25,569
50 to 54	19,075	25,525	28,235	31,741	32,913	27,674
55 to 59	14,155	18,335	25,065	27,778	31,229	32,402
60 to 64	12,305	13,670	18,235	24,898	27,819	31,262
65 to 69	10,595	11,840	13,210	17,525	23,918	26,896
70 to 74	9,415	9,715	11,010	12,327	16,254	22,172
75 to 79	7,055	8,060	8,560	9,677	10,854	14,197
80 to 84	4,610	5,535	6,475	6,924	7,771	8,719
85 to 89	2,325	2,880	3,735	4,420	4,758	5,301
90 and over	1,230	1,505	1,935	2,476	3,014	3,400
<b>Total Population</b>	<b>342,670</b>	<b>359,110</b>	<b>372,675</b>	<b>385,029</b>	<b>396,289</b>	<b>405,333</b>

Sources: Statistics Canada (historical), Environmental Design and Management Ltd.  
 Figures do not include Census under-count.



### 2.5.3 Central HRM Planning Area Historical and Projected Population

#### Historical Population

- The total population of the Eastern Central HRM planning area increased by 5.8% from 1996 to 2006.
- During this same period the age 5 to 19 population decreased by 2.8%.
- The age 0 to 4 population decreased by 23.3% in the same time frame.

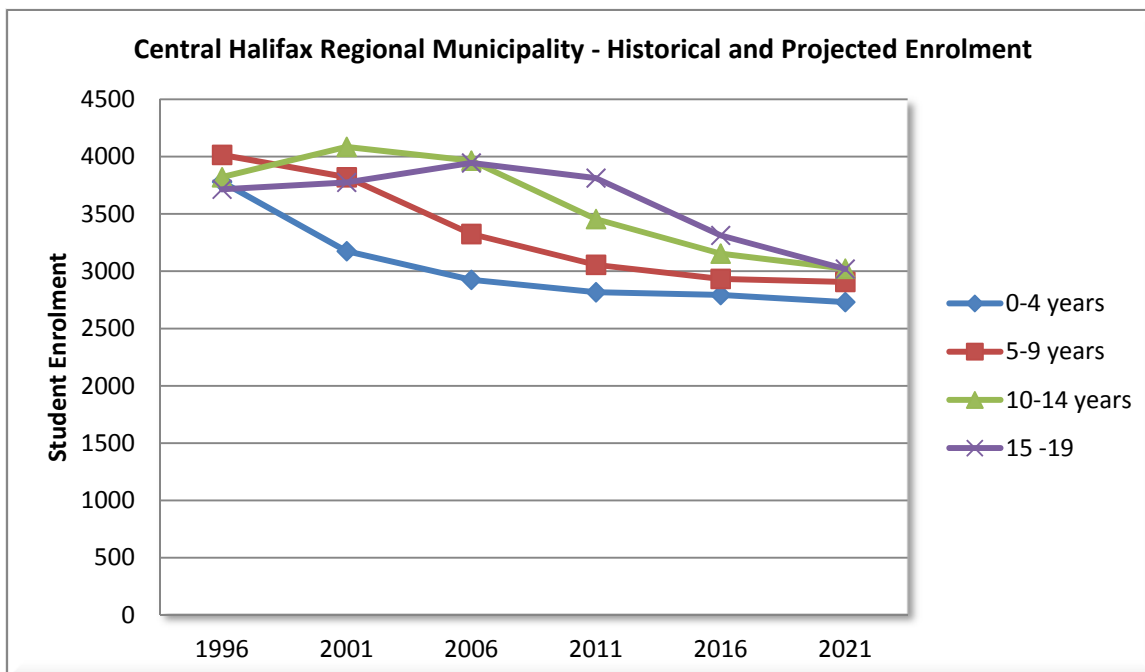
#### Projected Population

- The age 5 to 19 population comprised 19.5% of the total population in 1996 and remained relatively steady at 18.4% of the total population in 2006. This value is estimated to steadily decline to 13.4% in 2021.

**Central Halifax Regional Municipality (Lockview High, Millwood High, and Sackville High Families of Schools)  
Historical and Projected Population**

Age Cohort	1996	2001	2006	2011	2016	2021
0 to 4	3,780	3,175	2,925	2,817	2,793	2,731
5 to 9	4,015	3,820	3,325	3,056	2,933	2,907
10 to 14	3,820	4,085	3,965	3,455	3,154	3,022
15 to 19	3,715	3,775	3,945	3,813	3,313	3,019
20 to 24	3,220	2,925	2,845	3,019	2,835	2,352
25 to 29	3,325	2,845	2,680	2,625	2,803	2,596
30 to 34	4,920	3,730	3,495	3,294	3,252	3,433
35 to 39	4,845	5,055	4,240	3,922	3,690	3,652
40 to 44	4,295	4,730	5,100	4,280	3,939	3,709
45 to 49	4,175	4,165	4,670	5,025	4,201	3,860
50 to 54	2,965	3,920	3,945	4,433	4,755	3,923
55 to 59	1,845	2,735	3,660	3,626	4,095	4,369
60 to 64	1,305	1,715	2,670	3,574	3,567	4,014
65 to 69	910	1,215	1,610	2,503	3,362	3,365
70 to 74	645	795	1,065	1,419	2,208	2,963
75 to 79	445	570	625	843	1,131	1,768
80 to 84	275	305	405	432	584	786
85 to 89	80	120	185	240	250	334
90 and over	40	60	90	135	180	203
<b>Total Population</b>	<b>48,620</b>	<b>49,740</b>	<b>51,445</b>	<b>52,511</b>	<b>53,045</b>	<b>53,006</b>

Sources: Statistics Canada (historical), Environmental Design and Management Ltd (projected).  
Figures do not include Census under-count.



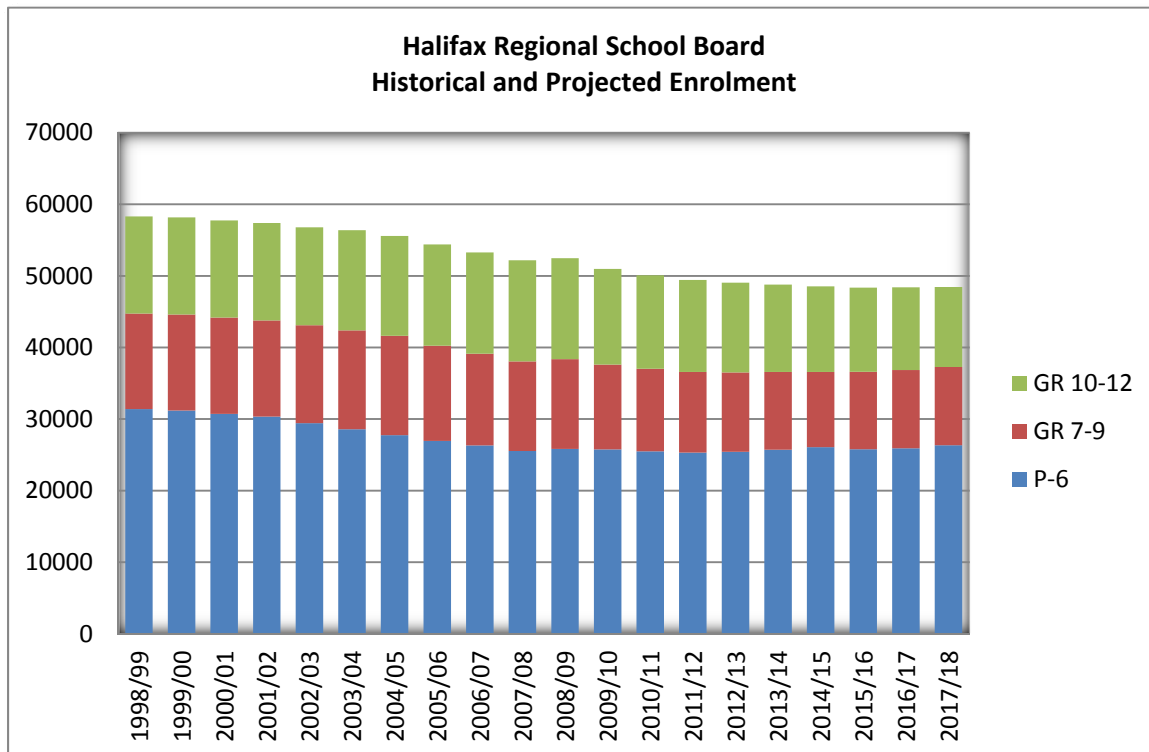
## 2.6 ENROLMENT

Enrolment projections are based upon the Cohort-Survival Method, which uses historical grade by grade enrolment to estimate a grade by grade projection for each program offered at a school. This method uses trends to identify the progression of students from one grade to the next higher grade. Other data sources, including historical migration rates (+/-) of the catchment area, analysis of out-of-area students, feeder school analysis, and an analysis of the Universal Child Benefit tax record and Canada Child Tax Benefit Tax records on a yearly basis are used to supplement the Cohort-Survival Method projections.

### 2.6.1 Historical and Projected Enrolment for HRSB 1998/1999 to 2017/2018

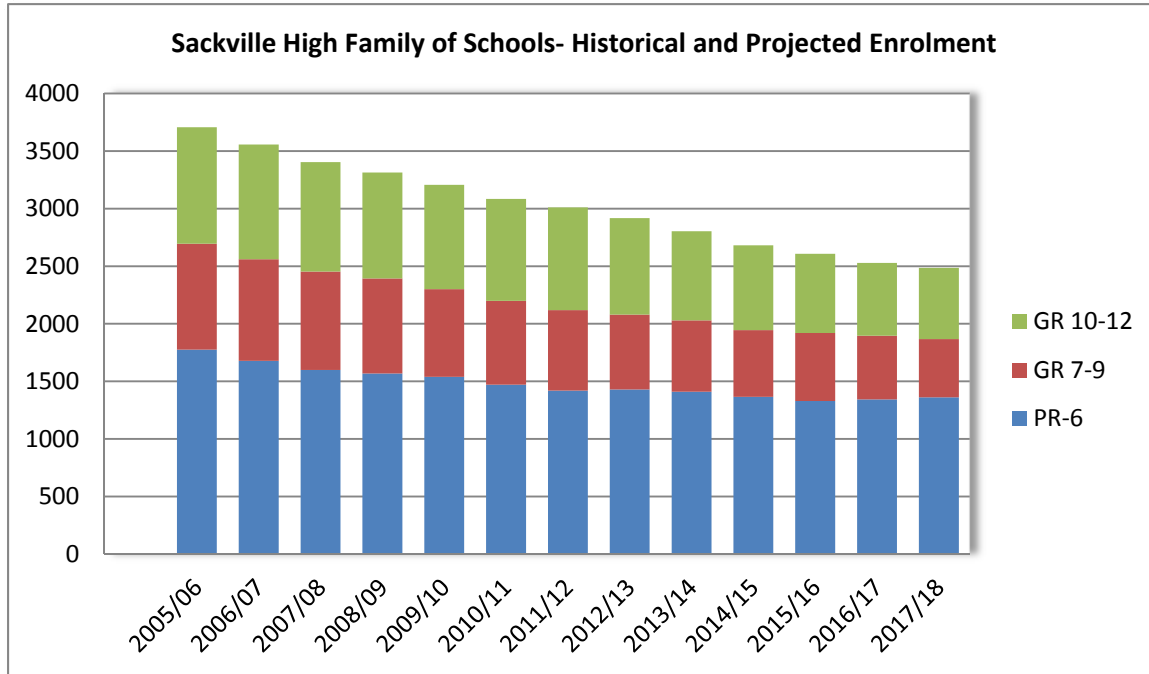
Over the past ten years, the total student enrolment in the Halifax Regional School Board has shown a steady decline. As of 2010/2011 enrolment has decreased by 8,128 students from the total enrolment of 58,297 in 1998/1999.

Over the next five to seven years, enrolments are estimated to continue to marginally decline with the most significant decline having occurred. The construction of new housing and a positive migration rate have helped mitigate some of the decline that has occurred during the past ten years. The projections indicate a decrease of approximately 1700 students from the registered enrolment of September 2010 to the projected enrolment of 2017.



### 2.6.2 Sackville High Family of Schools Enrolment by Grade

The following charts outline the historical enrolment and the projected enrolment in Sackville High Family of Schools. According to this data the total enrolments will continue to significantly decline.



### 2.6.3 Sackville Centennial Elementary School Historical and Projected Enrolments

Sackville Centennial Elementary School provides regular programming for grades Primary to six. Actual enrolments are given through 2010 and projected enrolments are provided through 2015. Projections provided by Baragar Demographics.

#### Historical and Projected Enrolments of Sackville Centennial Elementary School

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Primary	18	18	16	12	16	13	17	13	15	15	17
One	17	19	13	19	11	14	13	18	13	16	16
Two	13	16	16	16	17	14	15	14	18	14	16
Three	20	10	15	17	16	16	13	15	15	19	14
Four	19	17	11	14	17	17	16	13	15	14	19
Five	16	19	14	13	14	15	17	16	13	15	14
Six	27	19	14	14	16	13	15	17	16	13	15
Total	130	118	99	105	107	100	106	106	105	106	112

Source: Halifax Regional School Board and Baragar Demographics

### 2.6.4 Sackville Centennial Elementary School In and Out of Boundary Details

#### Students attending Sackville Centennial Elementary – September 2010

- 91 students living within Sackville Centennial Elementary School Boundary
- 9 students living in other elementary school boundaries
- Total of 100 students attending Sackville Centennial Elementary as of September 30, 2010

### Students living in the Sackville Centennial boundary – September 2010

- 91 students from the Sackville Centennial Elementary School Boundary attend the school as of September 30, 2010;
- 11 students from the Sackville Centennial Elementary School Boundary attend other schools as of September 30, 2010.

### 2.6.5 Sackville Centennial Elementary School Registered Enrolment for September 2011

The following registered enrolments for September 2011 are accurate as of April 30, 2011. The actual September 30, 2011 enrolments will be provided to the School Review Committee in October 2011.

Grade	Enrolment as of April 30, 2011
Primary	10
One	13
Two	14
Three	12
Four	16
Five	17
Six	15
Total	97

## 2.7 CAPITAL CONSTRUCTION PLANNING

### 2.7.1 Halifax Regional Municipality Regional Plan

Sackville Centennial Elementary School and its catchment area are designated Urban Settlement in the HRM Regional Municipal Planning Strategy. The designation includes developed and undeveloped lands and includes six sites as potential areas for new urban growth.

Within each designation, there are a series of mixed use transit oriented centres. The Sackville Centennial catchment area is located in the suburban local centre. Permitted land uses in the suburban local centre include a mix of low to medium density residential and convenience commercial uses. In established neighbourhoods, low to medium density residential uses would be encouraged.

The HRM Regional Plan states that approximately 25% of the growth in the next 25 years will be targeted to occur in the Regional Centre; approximately 50% of the growth will occur in the suburban areas; and the remaining 25% will occur within the rural areas.

During the development of the Regional Plan, HRM had a demographic study prepared by Clayton Research. They found that the projected housing demand by type from 2001-2026 for the Suburban region to be:

Single and Semis:	18,851
Row:	735
Apartments and others:	11,013
Total:	30,599



### **2.7.2 HRM Facility Master Plan**

The Communities Facilities Master Plan (CFMP) was approved in principle in May 2008. The objective of the CFMP is to specifically indicate where facilities will be constructed; which existing facilities will be improved; and joint school use agreements and partnerships for community facilities throughout HRM over the next 20 years.

The Municipality has indicated the Sackville area is well serviced and should Sackville Centennial Elementary School be closed, the site would not be considered for community use. Should this site be returned to the Municipality, the real estate division of transportation public works would initiate a formal assessment regarding future use of the building and site.

### **2.7.3 Community Visioning**

HRM has been undertaking visioning exercises to further develop ideas for identified growth centres within the HRM Regional Plan. To date, the visioning process has not been initiated for the Lower Sackville area.

### **2.7.4 Proposed Development**

HRM Planning and Development Services have provided the following development numbers for the Sackville Centennial and Hillside Park catchment areas:

- July 2009 – June 2011 – 83 residential building permits have been issued – 78 of which were multiple unit dwellings and 82 occupancy permits have been issued; and
- Anticipated development (in process, not approved) – 72 unit multiple unit dwelling located on Sackville Drive

## **2.8 PHYSICAL CONDITION OF BUILDING**

### **2.8.1 Condition of Building Envelope, Interior and Systems**

A complete Building Audit and Expenditure Plan has been completed for Sackville Centennial Elementary School and will be provided to the School Review Committee. The intent of the document is to provide a review of the existing building and to provide a capital building estimate that would be required for the continued operation of the school. The report concludes that an investment in capital of approximately \$759,900 is required to ensure the future use of the building.

### **2.8.2 Indoor Air Quality and Environmental Issues**

The Review Committee will be provided with any past investigations regarding indoor air quality and environmental issues at Sackville Centennial Elementary School.

### 2.8.3 Costs Associated with Maintenance, Repair and Operation

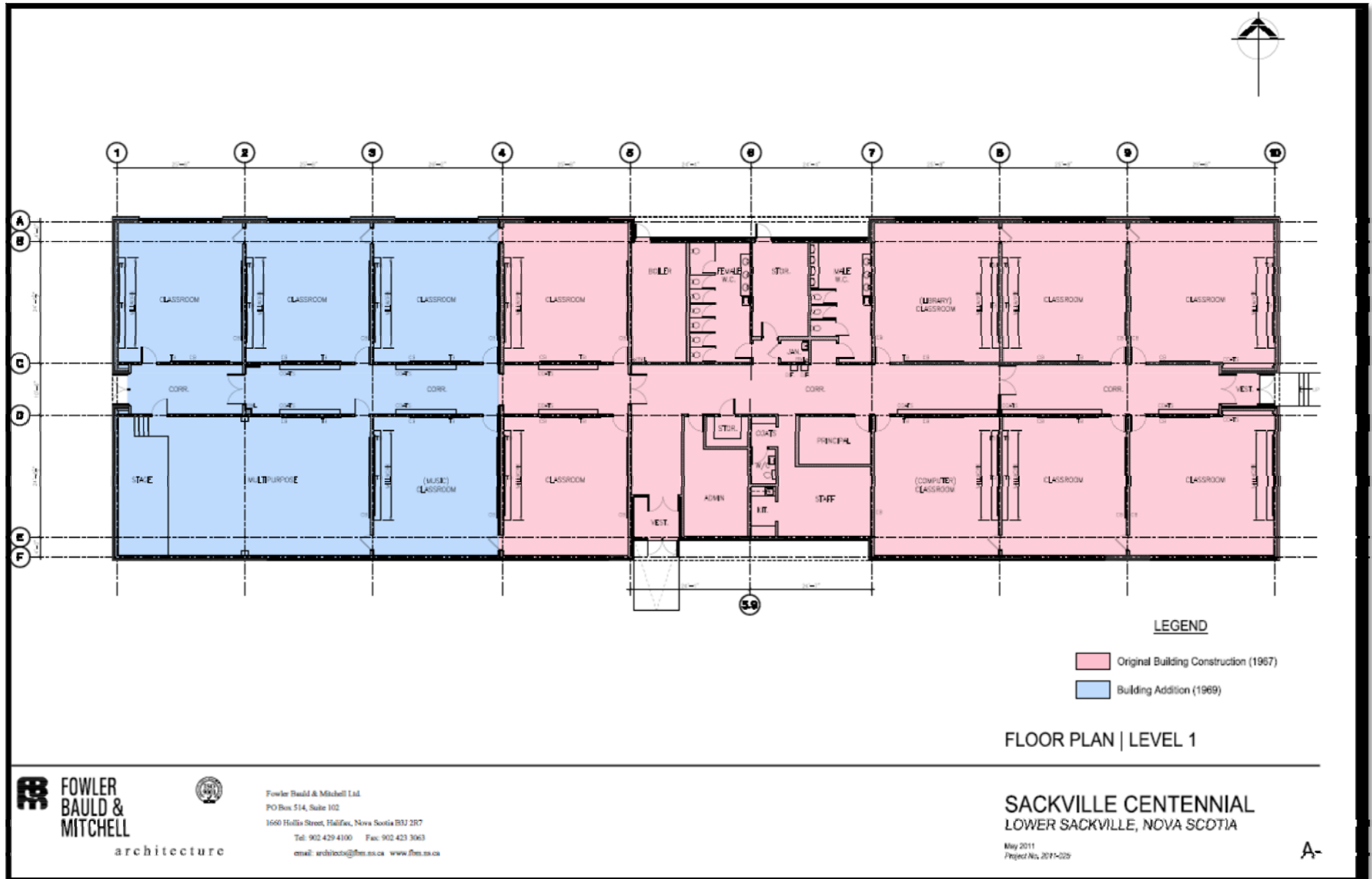
<b>Costs</b>	<b>2009/2010</b>	<b>2010/2011</b>
Utilities		
Phone	\$3,300.00	\$3,300.00
Power	\$18,969	\$14,752.79
Fuel	\$9,334.80	\$13,182.59
Water	\$3,518.03	\$7,900.90
Maintenance	\$11,995.77	\$12,395.77
Caretaker and Supplies	\$51,330.15	\$52,619.94
<b>Total</b>	<b>\$98,447.75</b>	<b>\$104,151.99</b>

### 2.8.4 Barrier Free Accessibility to Building and Grounds

Please refer to the Building Audit and Expenditure Plan.

## 2.9 BUILDING USE

### 2.9.1 Floor plan



### 2.9.2 Building Details

Gross building square footage: 15,915

No. of storeys: 1

Building Age: 1967, addition 1969

Accessibility: Ramp

Elevator (Y/N): N/A

Average teaching space net square footage:

Note: this number is derived from adding the square footage of each room used as a classroom divided by the total number of classrooms.

### 2.9.3 Teaching Spaces and Current Usage

Room	Intended Use	Current Use
<b>Ground Floor</b>		
Classroom 100	Classroom	Student Services Office*
Classroom 102	Classroom	Classroom*
Classroom 104	Classroom	Classroom*
Classroom 106	Classroom	Resource/Book Room*
Classroom 116	Classroom	Library**
Classroom 118	Classroom	Core French**
Classroom 120	Classroom	Classroom*
Classroom 119	Classroom	Classroom*
Classroom 117	Classroom	Classroom*
Classroom 115	Classroom	Computer Lab*
Classroom 105	Classroom	Learning Centre**
Classroom 103	Classroom	Music Room**
Classroom 101	Gym/Assembly Hall	Gym/Assembly Hall**

\* denotes a room that was considered as classroom space.

\*\* denotes a room that was considered as a specialty area (i.e. Music).

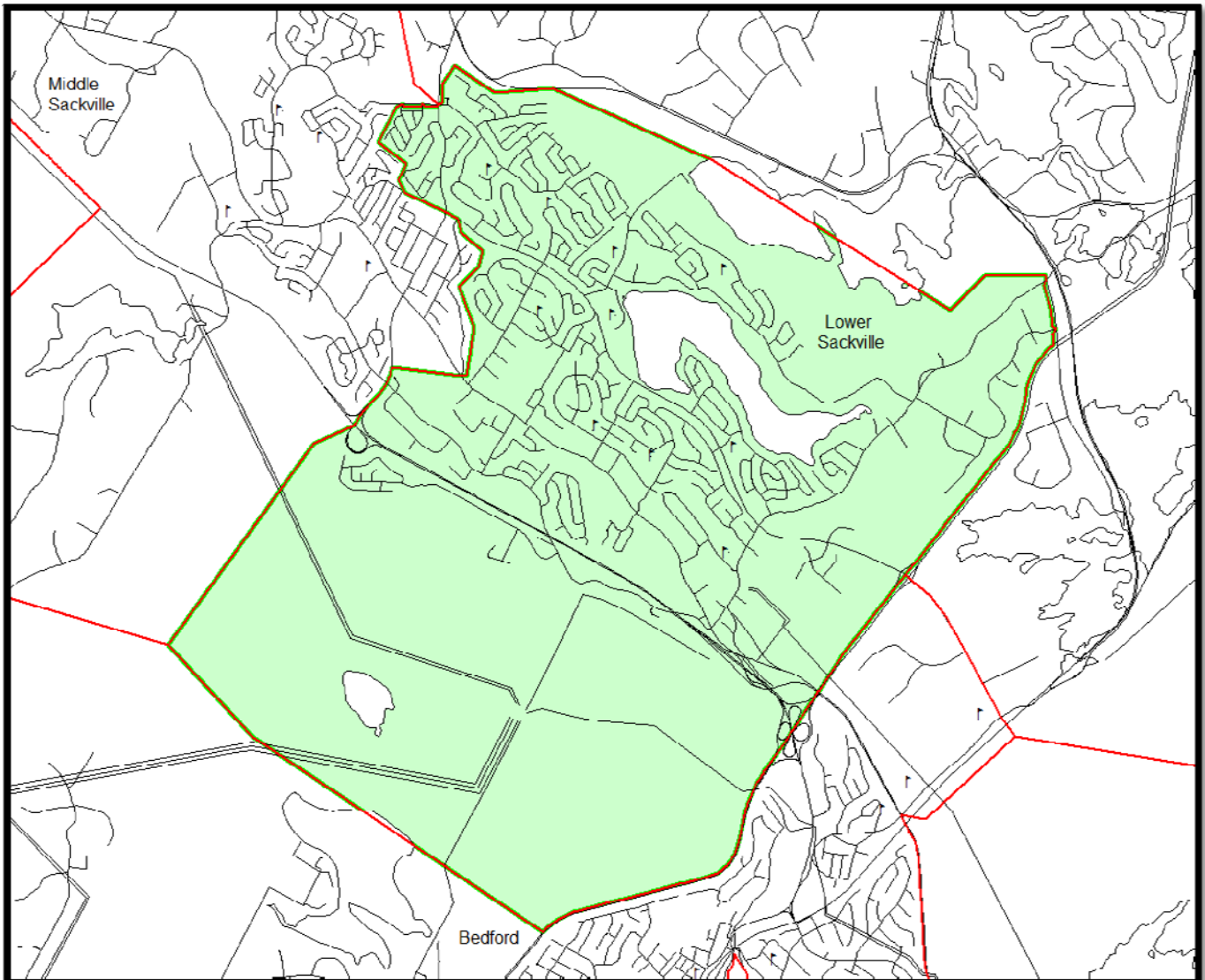
### 2.9.4 Excess Teaching Spaces

Sackville Centennial has 8 classroom spaces and 5 specialty spaces available (Gym, Learning Centre, Library, Music and Core French).

Under the attached classroom configuration, Sackville Centennial requires 5 of the 8 available classroom spaces, leaving three classroom spaces available for other uses (i.e. Resource, EXCEL, etc.)

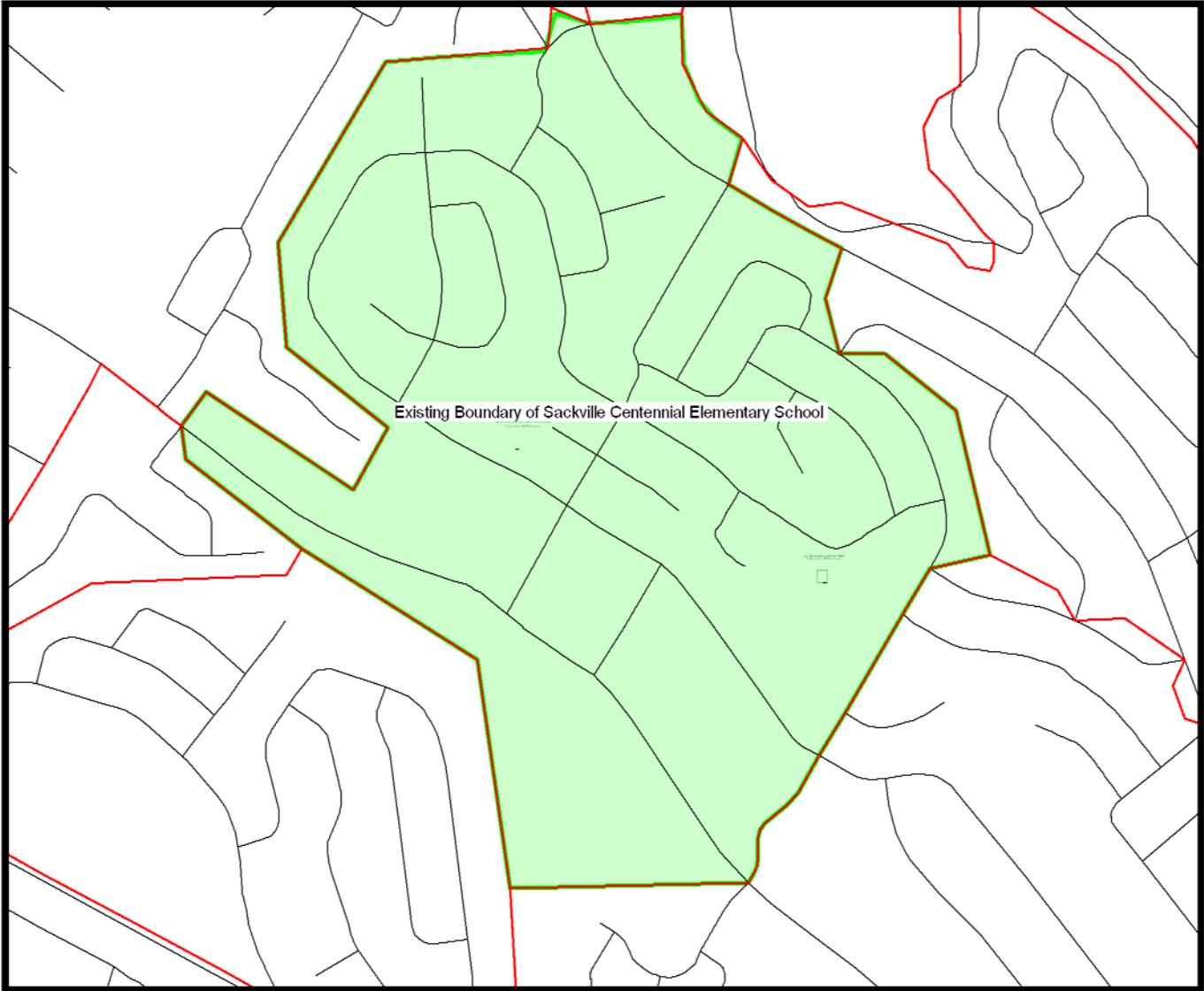
## 2.9.5

### Sackville Planning Area



Source: Halifax Regional School Board and Baragar Demographics

**Existing Sackville Centennial Boundary**



Source: Halifax Regional School Board and Baragar Demographics

### 3.0 IMPACT ANALYSIS

#### 3.1 CAPABILITY TO DELIVER PUBLIC SCHOOL PROGRAM

##### ABILITY AS A FACILITY TO DELIVER THE PUBLIC SCHOOL PROGRAM

Facility Program Delivery Review is a term used to define how well an educational facility serves the academic program being offered. It does not refer to the quality of the school’s academic programs or the success of its students measured by test scores. A Facility Program Delivery Review does not reflect the state of the physical plant of the building for architectural, structural, mechanical or electrical conditions.

A Facility Program Delivery Review was conducted by the consultants for all schools in the Imagine Our Schools planning process.

#### Facility Program Deliver Review Results for Sackville Centennial Elementary School

Facility Program Delivery Review Observations					
	Poor	Fair	Average	Above Average	Excellent
<b>Site Condition</b>					
<b>Educational Areas</b>					
Classrooms					
Other Instructional Areas					
Library					
Gymnasium					
<b>Support Areas</b>					
Administration/Student Services					
Cafeteria/Food Services (none)					

### 3.1.2 Public School Programming

The following are details regarding Sackville Centennial's ability to deliver the public school program based on data from June 30, 2011. It is noted that Sackville Centennial is currently delivering the public school program as mandated by the Province.

- Pupil-Teacher Ratio = 18.4:1 (enrolment divided by classroom teachers only)
- Pupil-Staff Ratio = 17.4:1 (enrolment divided by all NSTU staff assigned to the school which includes Principals, Vice Principals, Circuit Teachers, Student Services Staff, ESL Reading Recovery, Math Mentors, etc.)
- Enrolment: 92
- Total Classes: 5
- Number of Combined Classes: 3
- Class sizes:

Primary/ Grade 1	Grade 2	Grade 3	Grade 4/5	Grade 5/6
10/10	13	14	12/16	6/17

Program	Program Delivery Comments
General Classroom Program	Program is being delivered effectively.
Physical Education	Program is being delivered effectively. Teacher is in a circuit with one other school. Small Gym.
Art	Program is being delivered effectively by the classroom teachers.
Music	Program is being delivered effectively. Teacher is in a circuit with one other school.
French Core	Program is being delivered effectively. Teacher is in a circuit with one other school.
Computer Lab	Computer Lab.
Learning Centre	Provided in a classroom-sized space.
Resource Room	Provided in a classroom-sized space.
Specialty Space	Some available (i.e. Core French, Music)
Library	Library in a converted classroom.
Science Lab	N/A
Family Studies	N/A
Technology Education	N/A
Extra- Curricular	Running club, volleyball, cross country and floor hockey after school throughout the year. Also, intramurals, choir, and leadership program during regular school hours.
Playground	The playground consists of one large playground equipment site, swings, baseball field/soccer field and two paved pads: one for basketball and the other for four square.
Field	Baseball /soccer field.
Food services	Lunch Room provided in an unused classroom.



### 3.2 EDUCATIONAL BENEFITS

In general, the ability for a school to staff for specialty programs and extra-curricular activities is enhanced with larger student populations. This can occur because more teaching staff can be allocated to the school in either full time positions or they are in the school for longer periods of time as part of a circuit. While each individual student's exposure to certain subjects is defined by the curriculum offered and is consistent throughout the board, the fact that art, music, gym and French teachers are able to spend more time at a school with larger pupil numbers allows for the teachers to become more familiar with their students, enhances the ability for extra-curricular offerings and enhances the ability for students with special interests in those subjects to be exposed to the subject(s) in more depth.

**Possible Outcome:**

**Sackville Centennial remains opens:**

Sackville Centennial is currently delivering the required educational support services and public school program. The school has room to effectively provide appropriate spaces for a library, specialty areas such as French and Music, and dedicated lunch supervision space.

**Sackville Centennial closes and students are moved to Hillside Elementary.**

In the event that Sackville Centennial is closed, the students could continue to be supported effectively at Hillside Park Elementary with respect to the public school program.

### 3.3 TRANSPORTATION

**Possible Outcome: Sackville Centennial remains open.**

Students within the boundary of Sackville Centennial Elementary School are within walking distance of the school. No students are bussed to Sackville Centennial Elementary.

**Possible Outcome: Sackville Centennial closes and students are redirected to Hillside Park Elementary.**

No students would be entitled to bussing under the current 2.4 walking distance.

### 3.4 EXTRA-CURRICULAR ACTIVITIES

It should be noted that the delivery of extra-curricular activities at any school is dependent on the staff at the school in any given year. The special interests and skills of the teaching staff along with their availability to provide extra-curricular activities generally define what is offered. Extra-curricular activities are often offered over lunch periods or after school.

**Possible Outcome: Sackville Centennial closes and the students are moved to Hillside.**

Students will be able to access the extra-curricular activities offered at Hillside. The extra-curricular activities currently in place at Hillside may be enhanced due to the addition of new teachers at that site.

### 3.5 OPERATIONAL AND CAPITAL REQUIREMENTS

#### 3.5.1 Completed Capital Projects at Sackville Centennial Elementary School

- Remove and replace cork boards window panels - \$5,836.56

#### 3.5.2 Immediate Operating Needs (5 years)

If Sackville Centennial Elementary were to remain open, the following deferred maintenance and capital upgrades would need to occur over the next 5 years.

- Expand parking lot – pave and speed bumps – 75,000

### 3.5.3 Capital Investments on Current Building

A complete Building Audit and Expenditure Plan has been completed for Sackville Centennial Elementary School and will be provided to the School Review Committee. The intent of the document is to provide a review of the existing building and to provide a capital building estimate that would be required for the continued operation of the school. The report concludes that an investment in capital of approximately \$759,900.00 is required to ensure the future use of the building.

### 3.6 PROPERTY SERVICE EFFICIENCIES

The projected cost savings to the Board for each possible outcome of the review are listed below. Please note that administrative cost savings are not included in the calculations below.

**Possible Outcome:** Sackville Centennial Elementary remains open

	<b>Immediate Capital Costs 5 yr</b>	<b>Long Term Capital Costs</b>	<b>Annual Operating Costs</b>	<b>Students</b>	<b>Annual Operating Costs/Student</b>
Sackville Centennial	\$75,000.00	\$759,900.00	\$104,151.99	100	\$1,041.52
Hillside Park	\$133,920.00	\$848,805	\$161,074.53	207	\$778.13
<b>Total Costs</b>	<b>\$208,920</b>	<b>\$1,608,705</b>	<b>\$265,226.52</b>		<b>\$1,819.65</b>
<b>Overall Cost Savings</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>

**Possible Outcome:** Sackville Centennial is closed and students attend Hillside Park School

	<b>Immediate Capital Costs 5 yr</b>	<b>Long Term Capital Costs</b>	<b>Annual Operating Costs</b>	<b>Students</b>	<b>Annual Operating Costs/Student</b>
Sackville Centennial	0	0	0	0	0
Hillside Park	\$133,920	\$848,805	\$161,074.53		\$778.13
<b>Total Costs</b>	<b>\$133,920.00</b>	<b>\$848,805</b>	<b>\$161,074.53</b>		<b>\$778.13</b>
<b>Overall Cost Savings</b>	<b>\$208,920 over 5 years</b>	<b>\$759,900 over 20 years</b>	<b>\$104,151.99/ year</b>		

### **3.7 IMPACT ON THE COMMUNITY**

If Sackville Centennial Elementary School were to close, the impact on the community surrounding the school would be largely related to the school's proximity and convenience to families that reside in the area.

### **3.8 COMMUNITY USE OF THE SCHOOL**

From September 2010 to June 2011, the following activities occurred at Sackville Centennial Elementary School. Source of this information is the HRSB/HRM Facility Booking database.

Rooms: Classroom

Booked by: EXCEL

Dates: September 2010 to June 2011

Times: 7:30 a.m. to 8:20 a.m.

2:15 p.m. to 6:00 p.m.

Rooms: Gymnasium

Booked by: School Usage

Dates: September 2010 to June 2011

Times: 3:00 p.m. to 6:00 p.m.

The school was not used by the community during the 2010-2011 school year. All community use functions that occur at Sackville Centennial Elementary School could occur at Hillside Park Elementary School.

### **3.9 IMPACT OF POTENTIAL CONSOLIDATION (IF APPLICABLE)**

N/A

## 4.0 PROPOSED RECEIVING SCHOOL INFORMATION

### 4.1 SCHOOL NAME

Hillside Park Elementary School

### 4.2 SCHOOL LOCATION

15 Hillside Ave.

Lower Sackville, NS B4C 1W6

### 4.3 ADMINISTRATION

Principal: Karla Wolfe

Vice Principal: Lisa Taylor

### 4.4 ENROLMENT

#### 4.4.1 Hillside Park Elementary School Historical and Projected Enrolments

Actual enrolments are given through 2010 and projected enrolments are provided through 2015. Projections provided by Baragar Demographics.

#### Historical and Projected Enrolments for Hillside Park Elementary School

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Primary	33	29	23	35	23	23	25	22	23	24
One	33	35	34	22	36	22	21	24	20	21
Two	29	35	36	33	24	35	21	20	23	20
Three	38	29	37	31	36	22	33	19	19	21
Four	23	34	30	32	31	35	22	32	19	19
Five	31	23	32	28	33	29	33	21	31	18
Six	36	30	26	30	24	28	24	29	17	25
Total	223	215	218	211	207	194	179	167	152	148

Source: Halifax Regional School Board and Baragar Demographics

#### 4.4.2 Hillside Park Elementary School In and Out of Boundary Details

##### Students attending Hillside Park Elementary School – September 2010

- 190 students living within the Hillside Park Elementary School Boundary
- 17 students living in other school boundaries
- Total of 207 students attending Hillside Park Elementary as of September 30, 2010

##### Students living in Hillside Park Elementary – September 2010

- 190 students from the Hillside Park Elementary School Boundary attend the school as of September 30, 2010;
- 30 students from the Hillside Park Elementary School Boundary attend other schools in English programming as of September 30, 2010
- 8 students from the Hillside Park Elementary School Boundary attend other school in French Immersion programming as of September 30, 2010

#### 4.4.3 Hillside Park Elementary School Registered Enrolment for September 2011

The following registered enrolments for September 2011 are accurate as of April 30, 2011. The actual September 30, 2011 enrolments will be provided to the School Review Committee in October 2011.

Grade	April 30, 2011 Registered Enrolment for September 2011
Primary	25
One	25
Two	24
Three	37
Four	25
Five	34
Six	32
Total	202

#### 4.4.4 Impact of the Review Outcome on Hillside Park Elementary School

If Sackville Centennial Elementary School were to close effective September 2012, the entire student population would be assigned to Hillside Park Elementary School. Hillside is currently delivering the required educational support services and public school program. The school has room to effectively provide appropriate spaces for a library, specialty areas such as French and Music, and dedicated lunch supervision space.

Hillside has adequate space to accommodate the students from Sackville Centennial.

#### 4.5 SCHOOL CONFIGURATION

Primary to Grade 6  
Regular English Program

#### 4.6 PHYSICAL CONDITION OF THE BUILDING

##### 4.6.1 Facility Utilization

Capacity: 400  
Enrolment September 30, 2010: 207  
Utilization September 30, 2010: 52%

##### 4.6.2 Condition of Building Structure and Systems

###### Completed Capital Projects at Hillside Park Elementary School

- Upgrade PA System – \$11,945.87
- Replace roof 'E' – \$64,315.74
- Cuppler on air replaced – \$6,706.15
- Replace roof ( library) – \$78,724

###### Deferred Maintenance and Required Capital Upgrades over the next 5 years

- Windows and doors - \$80,000.00
- Roof replacement - \$53,920.00
- Total - \$133,920

### Required Capital Upgrades

A complete Building Audit and Expenditure Plan has been completed for Hillside Park Elementary School and will be provided to the School Review Committee. The intent of the document is to provide a review of the existing building and to provide a capital building estimate that would be required for the continued operation of the school. The report concludes that an investment in capital of approximately \$900,225.00 is required to ensure the future use of the building.

### 4.6.3 Costs Associated With Maintenance and Operation

<b>Costs</b>	<b>2006/2007</b>	<b>2007/2008</b>
Utilities		
Phone	\$3,552.00	\$3,552.00
Power	\$24,669.89	\$24,403.69
Fuel	\$21,673.66	\$26,935.75
Water	\$10,225.29	\$9,224.00
Maintenance	\$12,269.43	\$12,669.43
Caretaker and Supplies	\$83,275.47	\$84,289.66
<b>Total</b>	<b>\$155,665.74</b>	<b>\$161,074.53</b>

### 4.6.4 Operation and Availability of Accessibility Ramps, Elevators, Accessible Playgrounds

Please refer to the Building Audit and Expenditure Plan.

## 4.7 BUILDING USE

### 4.7.1 Excess Space

Number of students as of September 30, 2010 = 194

Square footage = 28 816

#### 4.7.2 Teaching Spaces and Current Usage

Room	Intended Use	Current Use
<b>Ground Floor</b>		
Classroom 146	Classroom	Classroom*
Classroom 147	Classroom	Teacher Work Room/Resource Room*
Classroom 148	Staff Room	Staff Room
Classroom 143	Classroom	Classroom*
Classroom 141	Classroom	Classroom*
Classroom 104	Classroom	Classroom*
Classroom 103	Classroom	Classroom*
Classroom 102	Classroom	Classroom*
Classroom 106	Classroom	Learning Centre*
Classroom 106	Classroom	Learning Centre**
Classroom 120	Library	Library**
Classroom 129	Art Room	EXCEL/Band/Breakfast Program*
Classroom 130	Music Room	Music Room**
Classroom 131	Gym/Assembly Hall	Gym/Assembly Hall**
<b>First Floor</b>		
Classroom 202	Classroom	Classroom*
Classroom 203	Classroom	Classroom*
Classroom 204	Classroom	Classroom*
Classroom 213	Classroom	Resource*
Classroom 207	Classroom	Resource*
Classroom 206	Classroom	Classroom*
Classroom 212	Classroom	Core French**

\* denotes a room that was considered as classroom space.

\*\* denotes a room that was considered as a specialty area (i.e. Music).

#### 4.7.3 Impact of Increased Number of Students on Building Usage

Hillside Park Elementary has the necessary classroom space to accommodate the students currently enrolled at Sackville Centennial, leaving two classroom spaces in reserve.

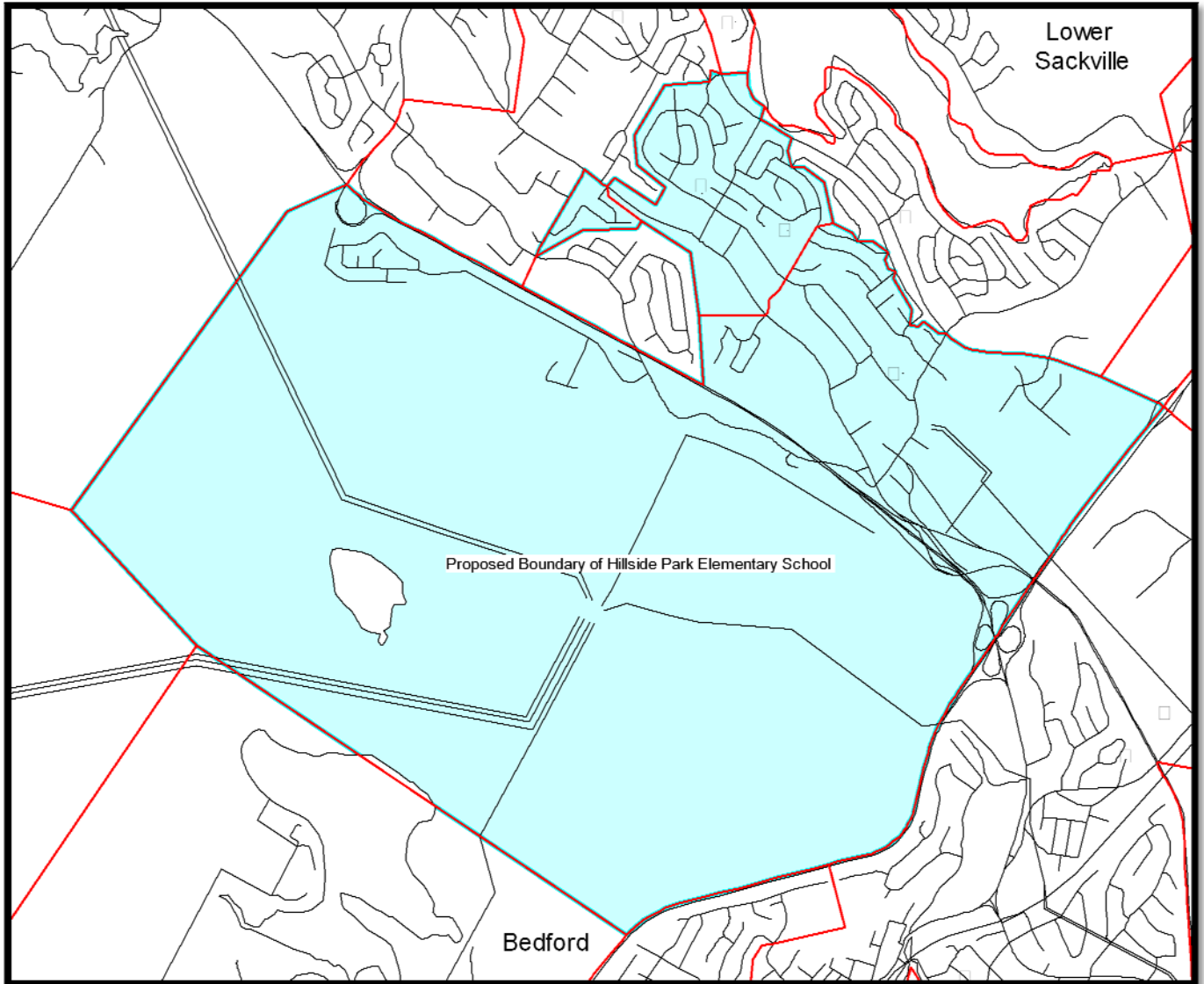
#### 4.8 TRANSPORTATION

Currently, there are students who qualify for bussing based on distance attending Hillside Park Elementary School.

#### 4.9 PROPOSED ATTENDANCE BOUNDARY

If Sackville Centennial Elementary School were to close with students being redirected to Hillside Park Elementary School the new boundary would be as shown below.

Proposed Boundary of Sackville Centennial and Hillside Park



Source: Halifax Regional School Board and Baragar Demographics





## SCHOOL REVIEW PROCESS

### Impact Assessment Report Gertrude M. Parker Elementary School

For more information, please contact: Jill McGillicuddy, 464-2000 ext.2277

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### **Supplementary Information**

Building Audit and Expenditure Plan - Gertrude Parker and Cavalier Drive)

Halifax Regional School Board Facilities Master Plan (pending approval - tabled March 2011)

Halifax Regional Municipality Regional Plan

Halifax Regional Municipality Facilities Master Plan

## 1.0 INTRODUCTION

Recently, the Halifax Regional School Board has undertaken a 10 year facility master planning process which resulted in a staff report and recommendations which were presented to the Governing Board in February 2010 (<http://www.hrsb.ns.ca/files/Downloads/pdf/reports/2009-2010/February/10-01-1236.pdf>). The Governing Board requested the facility master plan be prepared and presented in smaller components.

**It was moved and seconded (Conrod/Finlayson) that the Board request staff to develop an approach or process that would divide the capital construction master plan into more manageable components---for example, area-by-area or family-by-family, and that staff review this approach or process, including a timeline, with the Board before it begins.**

**(CARRIED)**

During the 2010-2011 school year, staff prepared a facility master plan that is divided by family of schools. The plan outlines the historical information, demographics, feeder system – existing and proposed, and requested capital project for each area. The staff report and proposed facility master plan was tabled at the Board meeting of March 30, 2011.

The Capital Plan has identified a number of schools that should be considered for review as part of the ongoing planning process. Catchment areas that are experiencing enrolment decline provide opportunities to consolidate populations into existing infrastructure, renovated or replacement schools.

Gertrude Parker Elementary School has been identified for possible consolidation with Cavalier Drive School. The potential receiving school, Cavalier Drive, would not require capital improvements to accommodate the potential student population; however, a grade reconfiguration from P-9 to P-6 is recommended in the proposed Facilities Master Plan.

The information in this report has been compiled in accordance with Provincial school review regulations and outlines information for the School Review Committee to consider regarding possible impacts of the Gertrude Parker Elementary School review.

## 2.0 SCHOOL INFORMATION

### 2.1 SCHOOL NAME

Gertrude Parker Elementary

### 2.2 SCHOOL CONFIGURATION

Primary to Grade 6

Regular Program and Early French Immersion

### 2.3 SCHOOL LOCATION

100 Stokil Drive

Lower Sackville, NS B4C 2G5

### 2.4 ADMINISTRATION

Principal: Brian Toner

Vice Principal: Kara MacGillivray

### 2.5 POPULATION PATTERNS

#### 2.5.1 Projection Methodology

##### **Paradigm Shift Inc.**

Currently, the Board has the advantage of reviewing projections as prepared by two demographic systems. The Imagine Our Schools consultants submitted projected demographics as prepared by Paradigm Shift Inc. The methodology that was applied included the cohort-survival method combined with the residual method.

The cohort survival method applies historical census data and projects future population based on assumptions about births, deaths, and migration. The residual method is derived from a calculation of population between two points in time for which population data is available using the Cohort Survival Method. Additionally, the consultants worked closely with the Halifax Regional Municipality in determining approved/potential development areas.

##### **Baragar Demographics**

The Halifax Regional School Board has purchased planning software from Baragar Demographics and as part of the licensing agreement, the company provides the Board with projections for each school on a yearly basis.

Baragar Demographics applies a similar methodology as Paradigm Shift Inc. Their data analysis includes:

- Analysis of yearly birth records;
- Determining the number of children who reside in a boundary by accessing the Universal Child Care Benefit tax records and Canada Child Tax Benefit records on a yearly basis;
- Applying census information such as women of child bearing years, generally in the age cohorts of 25-29, 30-34, and 35-39; and
- Applying a historical migration rate (+/-) of the boundary.

Upon comparison, the projections as prepared by each company are relatively close. Paradigm Shift has not been asked for updated projections since 2009, resulting in stale-dated data in later years. Baragar Demographics provides yearly projections and as such is the projection software package that will be utilized on a go forward basis.

## 2.5.2 Halifax Regional Municipality Historical and Projected Population

### Historical

- The total population of Halifax Regional Municipality (HRM) increased by 8.8% from 1996 to 2006; however, during this same period the age 5 to 19 population decreased by 0.9%.
- The age 0 to 4 population decreased significantly from 6.6% of the total population in 1996 to 4.9% of the total population in 2006.

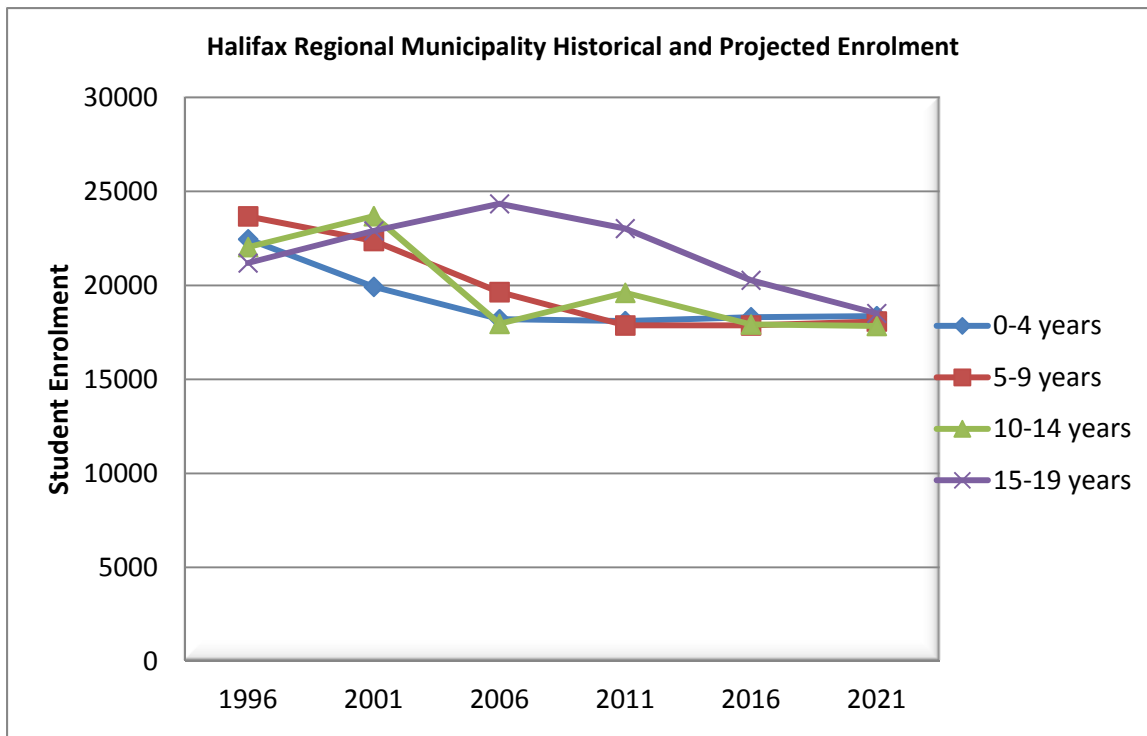
### Projected

- The age 5 to 19 population comprised of 17.8% of the total population in 2006 with this value is estimated to steadily decline to 13.4% in 2021.
- The age 5 to 19 population will continue to decrease resulting from the lower age 0 to 4 population that will move into the older age cohorts.
- The age 0 to 4 population is expected to remain stable due to a projected value of approximately 3800 live births per year.

### Halifax Regional Municipality Historical and Projected Population

Age Cohort	1996	2001	2006	2011	2016	2021
0 to 4	22,460	19,925	18,205	18,104	18,311	18,368
5 to 9	23,675	22,365	19,645	17,957	17,873	18,080
10 to 14	22,040	23,685	22,325	19,608	17,924	17,842
15 to 19	21,190	22,905	24,340	23,025	20,274	18,510
20 to 24	25,570	26,560	28,120	29,842	28,868	25,938
25 to 29	27,950	26,440	26,015	27,578	29,262	28,261
30 to 34	33,195	27,600	25,850	25,461	27,025	28,676
35 to 39	31,980	32,850	27,405	25,677	25,294	26,852
40 to 44	28,080	31,645	32,745	27,336	25,601	25,214
45 to 49	25,765	28,070	31,565	32,675	27,327	25,569
50 to 54	19,075	25,525	28,235	31,741	32,913	27,674
55 to 59	14,155	18,335	25,065	27,778	31,229	32,402
60 to 64	12,305	13,670	18,235	24,898	27,819	31,262
65 to 69	10,595	11,840	13,210	17,525	23,918	26,896
70 to 74	9,415	9,715	11,010	12,327	16,254	22,172
75 to 79	7,055	8,060	8,560	9,677	10,854	14,197
80 to 84	4,610	5,535	6,475	6,924	7,771	8,719
85 to 89	2,325	2,880	3,735	4,420	4,758	5,301
90 and over	1,230	1,505	1,935	2,476	3,014	3,400
<b>Total Population</b>	<b>342,670</b>	<b>359,110</b>	<b>372,675</b>	<b>385,029</b>	<b>396,289</b>	<b>405,333</b>

Sources: Statistics Canada (historical), Environmental Design and Management Ltd.  
 Figures do not include Census under-count.



### 2.5.3 Central HRM Planning Area Historical and Projected Population

#### Historical Population

- The total population of the Eastern Central HRM planning area increased by 5.8% from 1996 to 2006.
- During this same period the age 5 to 19 population decreased by 2.8%.
- The age 0 to 4 population decreased by 23.3% in the same time frame.

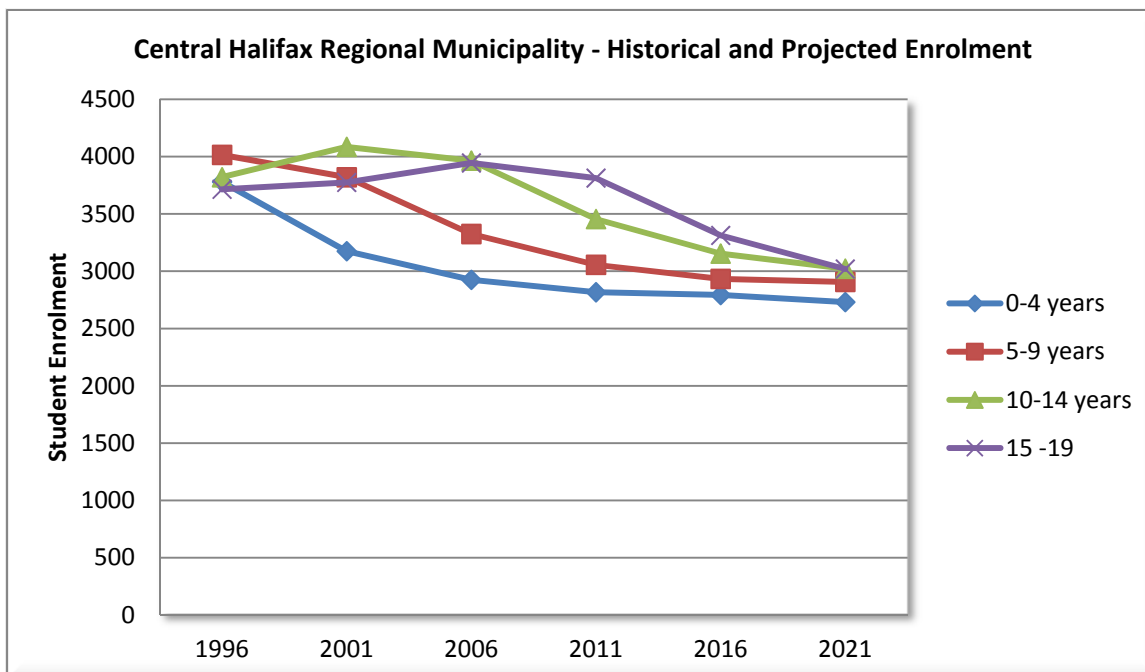
#### Projected Population

- The age 5 to 19 population comprised 19.5% of the total population in 1996 and remained relatively steady at 18.4% of the total population in 2006. This value is estimated to steadily decline to 13.4% in 2021.

**Central Halifax Regional Municipality (Lockview High, Millwood High, and Sackville High Families of Schools)  
Historical and Projected Population**

Age Cohort	1996	2001	2006	2011	2016	2021
0 to 4	3,780	3,175	2,925	2,817	2,793	2,731
5 to 9	4,015	3,820	3,325	3,056	2,933	2,907
10 to 14	3,820	4,085	3,965	3,455	3,154	3,022
15 to 19	3,715	3,775	3,945	3,813	3,313	3,019
20 to 24	3,220	2,925	2,845	3,019	2,835	2,352
25 to 29	3,325	2,845	2,680	2,625	2,803	2,596
30 to 34	4,920	3,730	3,495	3,294	3,252	3,433
35 to 39	4,845	5,055	4,240	3,922	3,690	3,652
40 to 44	4,295	4,730	5,100	4,280	3,939	3,709
45 to 49	4,175	4,165	4,670	5,025	4,201	3,860
50 to 54	2,965	3,920	3,945	4,433	4,755	3,923
55 to 59	1,845	2,735	3,660	3,626	4,095	4,369
60 to 64	1,305	1,715	2,670	3,574	3,567	4,014
65 to 69	910	1,215	1,610	2,503	3,362	3,365
70 to 74	645	795	1,065	1,419	2,208	2,963
75 to 79	445	570	625	843	1,131	1,768
80 to 84	275	305	405	432	584	786
85 to 89	80	120	185	240	250	334
90 and over	40	60	90	135	180	203
<b>Total Population</b>	<b>48,620</b>	<b>49,740</b>	<b>51,445</b>	<b>52,511</b>	<b>53,045</b>	<b>53,006</b>

Sources: Statistics Canada (historical), Environmental Design and Management Ltd (projected).  
Figures do not include Census under-count.





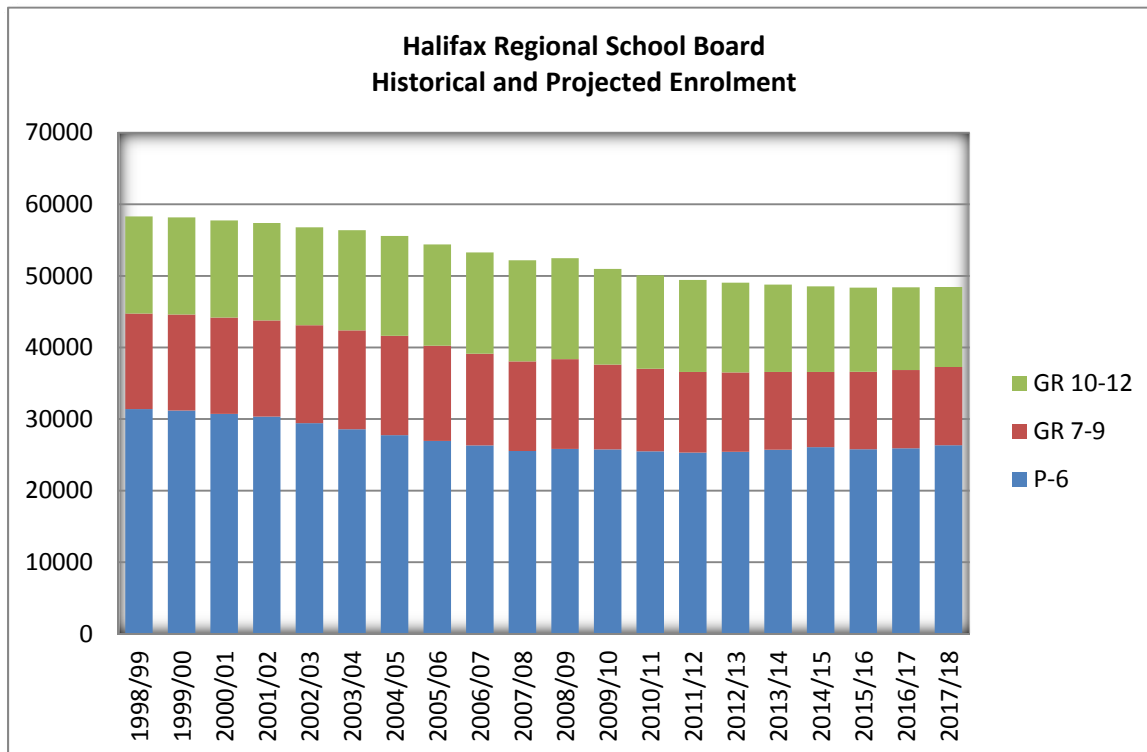
## 2.6 ENROLMENT

Enrolment projections are based upon the Cohort-Survival Method, which uses historical grade by grade enrolment to estimate a grade by grade projection for each program offered at a school. This method uses trends to identify the progression of students from one grade to the next higher grade. Other data sources, including historical migration rates (+/-) of the catchment area, analysis of out-of-area students, feeder school analysis, and an analysis of the Universal Child Benefit tax record and Canada Child Tax Benefit Tax records on a yearly basis are used to supplement the Cohort-Survival Method projections.

### 2.6.1 Historical and Projected Enrolment for HRSB 1998/1999 to 2017/2018

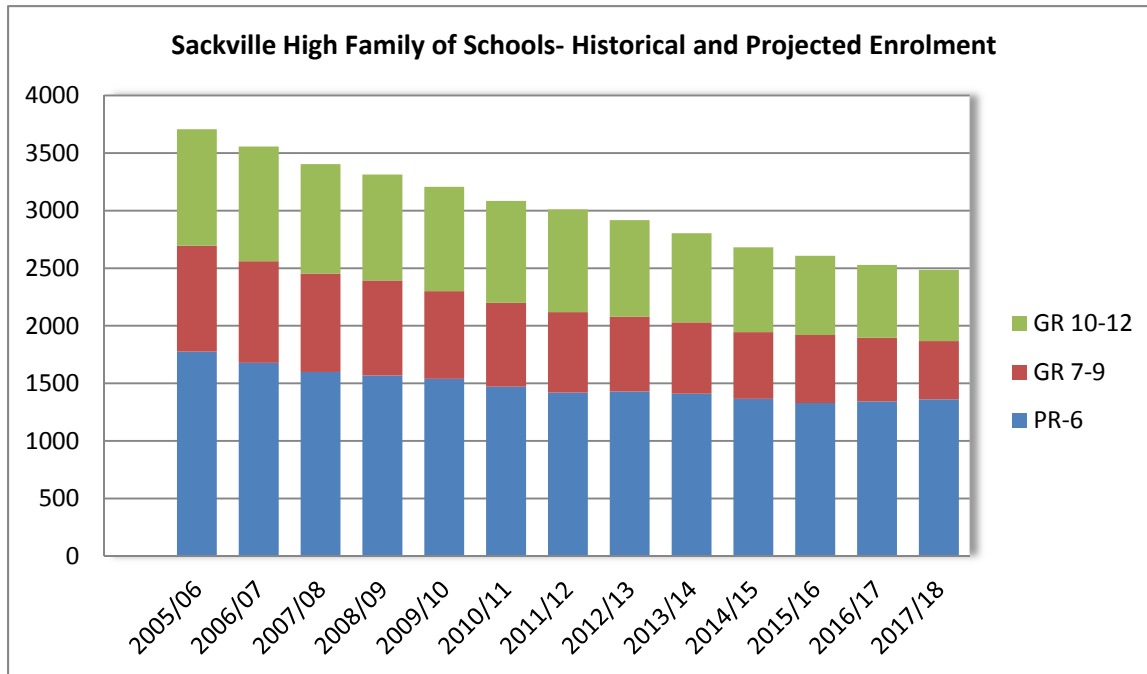
Over the past ten years, the total student enrolment in the Halifax Regional School Board has shown a steady decline. As of 2010/2011 enrolment has decreased by 8,128 students from the total enrolment of 58,297 in 1998/1999.

Over the next five to seven years, enrolments are estimated to continue to marginally decline with the most significant decline having occurred. The construction of new housing and a positive migration rate have helped mitigate some of the decline that has occurred during the past ten years. The projections indicate a decrease of approximately 1700 students from the registered enrolment of September 2010 to the projected enrolment of 2017.



### 2.6.2 Sackville High Family of Schools Enrolment by Grade

The following charts outline the historical enrolment and the projected enrolment in Sackville High Family of Schools. According to this data the total enrolments will continue to significantly decline.



### 2.6.3 Gertrude Parker Elementary School Historical and Projected Enrolments

Gertrude Parker Elementary School provides regular programming for grades primary to six as well as Early French immersion programming for grades primary to six.

Actual enrolments are given through 2010 and projected enrolments are provided through 2015. Projections provided by Baragar Demographics.

#### Historical and Projected Enrolments of Gertrude Parker Elementary School

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Primary	38	35	40	46	42	34	35	34	37	40	40
One	40	41	37	45	45	38	32	33	32	35	37
Two	47	39	39	39	42	42	35	30	30	29	34
Three	38	46	42	37	33	44	42	37	31	31	33
Four	52	38	40	38	30	35	41	40	35	28	27
Five	35	51	39	41	35	30	31	41	38	33	28
Six	37	38	43	40	42	38	30	34	40	38	29
<b>Total</b>	<b>287</b>	<b>288</b>	<b>280</b>	<b>286</b>	<b>269</b>	<b>261</b>	<b>250</b>	<b>249</b>	<b>244</b>	<b>234</b>	<b>230</b>

Source: Halifax Regional School Board and Baragar Demographics

### 2.6.4 G Elementary School In and Out of Boundary Details

#### Students attending Gertrude Parker – September 2010

- 140 students living within Gertrude Parker Elementary School Boundary
- 121 students living in other elementary school boundaries
- Total of 261 students attending Gertrude Parker Elementary as of September 30, 2010

### Students living in the Gertrude Parker Boundary – September 2010

- 140 students from the Gertrude Parker Elementary School Boundary attend the school as of September 30, 2010
- 11 students from the Gertrude Parker Elementary School Boundary attend other schools as of September 30, 2010

### 2.6.5 Gertrude Parker Elementary School Registered Enrolment for September 2011

The following registered enrolments for September 2011 are accurate as of April 30, 2011. The actual September 30, 2011 enrolments will be provided to the School Review Committee in October 2011.

Grade	Enrolment as of April 30, 2011
Primary	30
One	32
Two	35
Three	35
Four	41
Five	35
Six	28
Total	236

## 2.7 CAPITAL CONSTRUCTION PLANNING

### 2.7.1 Halifax Regional Municipality Regional Plan

Gertrude Parker Elementary School and its catchment area are designated Urban Settlement in the HRM Regional Municipal Planning Strategy. The designation includes developed and undeveloped lands and includes six sites as potential areas for new urban growth.

Within each designation, there are a series of mixed use transit oriented centres. The Gertrude Parker catchment area is located in the suburban local centre. Permitted land uses in the suburban local centre include a mix of low to medium density residential and convenience commercial uses. In established neighbourhoods, low to medium density residential uses would be encouraged.

The HRM Regional Plan states that approximately 25% of the growth in the next 25 years will be targeted to occur in the Regional Centre; approximately 50% of the growth will occur in the suburban areas; and the remaining 25% will occur within the rural areas.

During the development of the Regional Plan, HRM had a demographic study prepared by Clayton Research. They found that the projected housing demand by type from 2001-2026 for the Suburban region to be:

Single and Semis:	18,851
Row:	735
Apartments and others:	11,013
Total:	30,599

## **2.7.2 HRM Facility Master Plan**

The Communities Facilities Master Plan (CFMP) was approved in principle in May 2008. The objective of the CFMP is to specifically indicate where facilities will be constructed; which existing facilities will be improved; and joint school use agreements and partnerships for community facilities throughout HRM over the next 20 years.

The Municipality has indicated the Sackville area is well serviced and should Gertrude Paker Elementary School be closed, the site would not be considered for community use. Should this site be returned to the Municipality, the real estate division of transportation public works would initiate a formal assessment regarding future use of the building and site.

## **2.7.3 Community Visioning**

HRM has been undertaking visioning exercises to further develop ideas for identified growth centres within the HRM Regional Plan. To date, the visioning process has not been initiated for the Lower Sackville area.

## **2.7.4 Proposed Development**

HRM Planning and Development Services have provided the following development numbers for the Gertrude Parker and Cavalier Drive catchment areas:

- July 2009 – June 2011 – no residential building permits have been issued ; and
- Anticipated development (in process, not approved) – none.

## **2.8 PHYSICAL CONDITION OF BUILDING**

### **2.8.1 Condition of Building Envelope, Interior and Systems**

A complete Building Audit and Expenditure Plan has been completed for Gertrude Parker Elementary School and will be provided to the School Review Committee. The intent of the document is to provide a review of the existing building and to provide a capital building estimate that would be required for the continued operation of the school. The report concludes that an investment in capital of approximately \$825,365 is required to ensure the future use of the building.

### **2.8.2 Indoor Air Quality and Environmental Issues**

The review Committee will be provided with any past investigations and reports and regarding indoor air quality and environmental issues at Gertrude Parker Elementary School.

### 2.8.3 Costs Associated with Maintenance, Repair and Operation

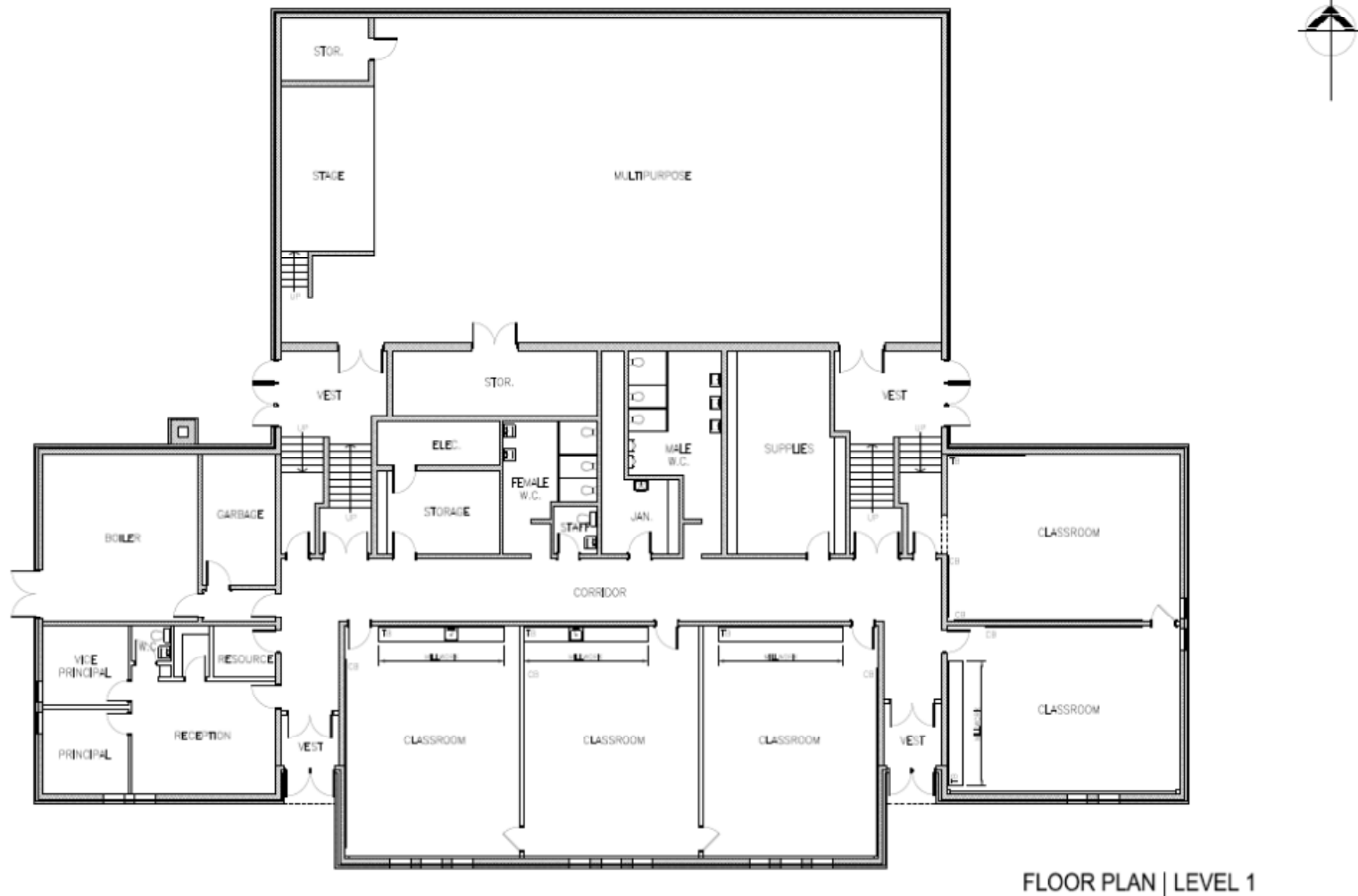
<b>Costs</b>	<b>2009/2010</b>	<b>2010/2011</b>
Utilities		
Phone	\$4,056.00	\$4,056.00
Power	\$18,969.64	\$14,752.79
Fuel	\$10,830.63	\$7,900.90
Water	\$12,896.18	\$13,182.59
Maintenance	\$11,952.46	\$12,252.46
Caretaker and Supplies	\$82,673.57	\$85,750.03
<b>Total</b>	<b>137,327.04</b>	<b>137,894.77</b>

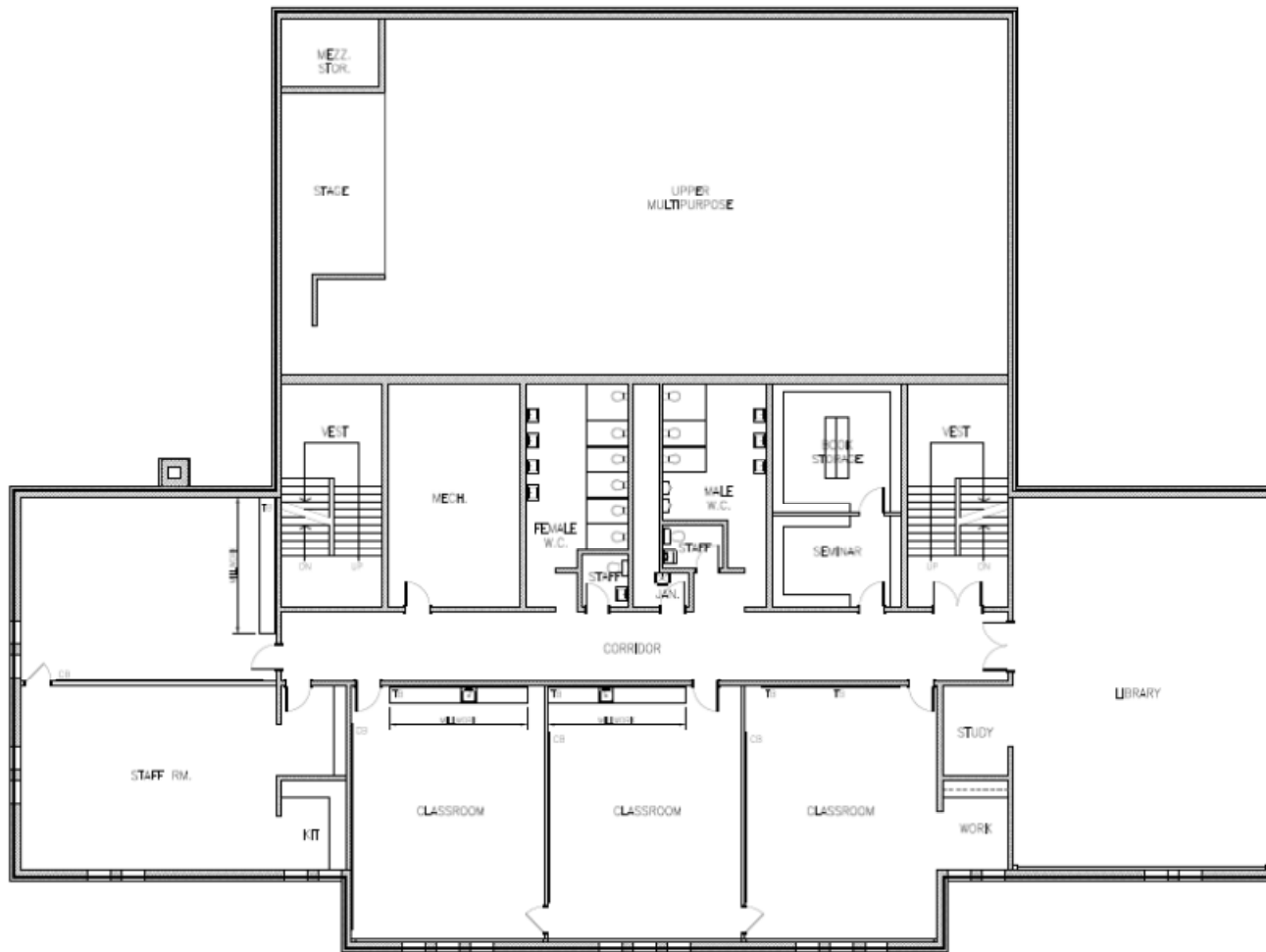
### 2.8.4 Barrier Free Accessibility to Building and Grounds

Please refer to the Building Audit and Expenditure Report.

## 2.9 BUILDING USE

### 2.9.1 Floor plan





FLOOR PLAN | LEVEL 2



FLOOR PLAN | LEVEL 3



Fowler Bauld & Mitchell Ltd.  
PO Box 514, Suite 102  
1600 Hollis Street, Halifax, Nova Scotia B3J 2R7  
Tel: 902 429 4100 Fax: 902 423 3063  
email: architects@fbm.ns.ca www.fbm.ns.ca

GERTRUDE PARKER  
LOWER SACKVILLE, NOVA SCOTIA

May 2011  
Project No. 2011-026

A-



### 2.9.2 Building Details

Gross building square footage: 27,682  
 No. of storeys: 3  
 Building Age: 1974  
 Accessibility: Ramp  
 Elevator (Y/N): No

### 2.9.3 Teaching Spaces and Current Usage

Room	Intended Use	Current Use
<b>Ground Floor</b>		
Classroom 101	Classroom	Classroom*
Classroom 102	Classroom	Classroom*
Classroom 103	Classroom	EXCEL Lunchroom*
Classroom 104	Classroom	Classroom*
Classroom 105	Classroom	Classroom*
Gym/Assembly Hall	Gym/Assembly Hall	Gym/Assembly Hall**
<b>First Floor</b>		
Classroom 201	Classroom	Learning Centre**
Staffroom	Staffroom	Staffroom
Classroom 202	Classroom	Classroom*
Classroom 203	Classroom	Classroom*
Classroom 204	Classroom	Classroom*
Library	Library	Library**
Supply Room	Supply Room	Supply Room/Meeting Room
<b>Second Floor</b>		
Classroom 301	Classroom	Classroom*
Classroom 302	Classroom	Classroom*
Classroom 303	Classroom	Classroom*
Classroom 304	Classroom	Classroom*
Classroom 305	Classroom	Classroom*
Classroom 306	Classroom	Core French**
Classroom 307	Classroom	Music**
Classroom 309	Classroom	EXCEL Lunchroom*

\* denotes a room that was considered as classroom space.

\*\* denotes a room that was not considered as a specialty area (i.e. Music).

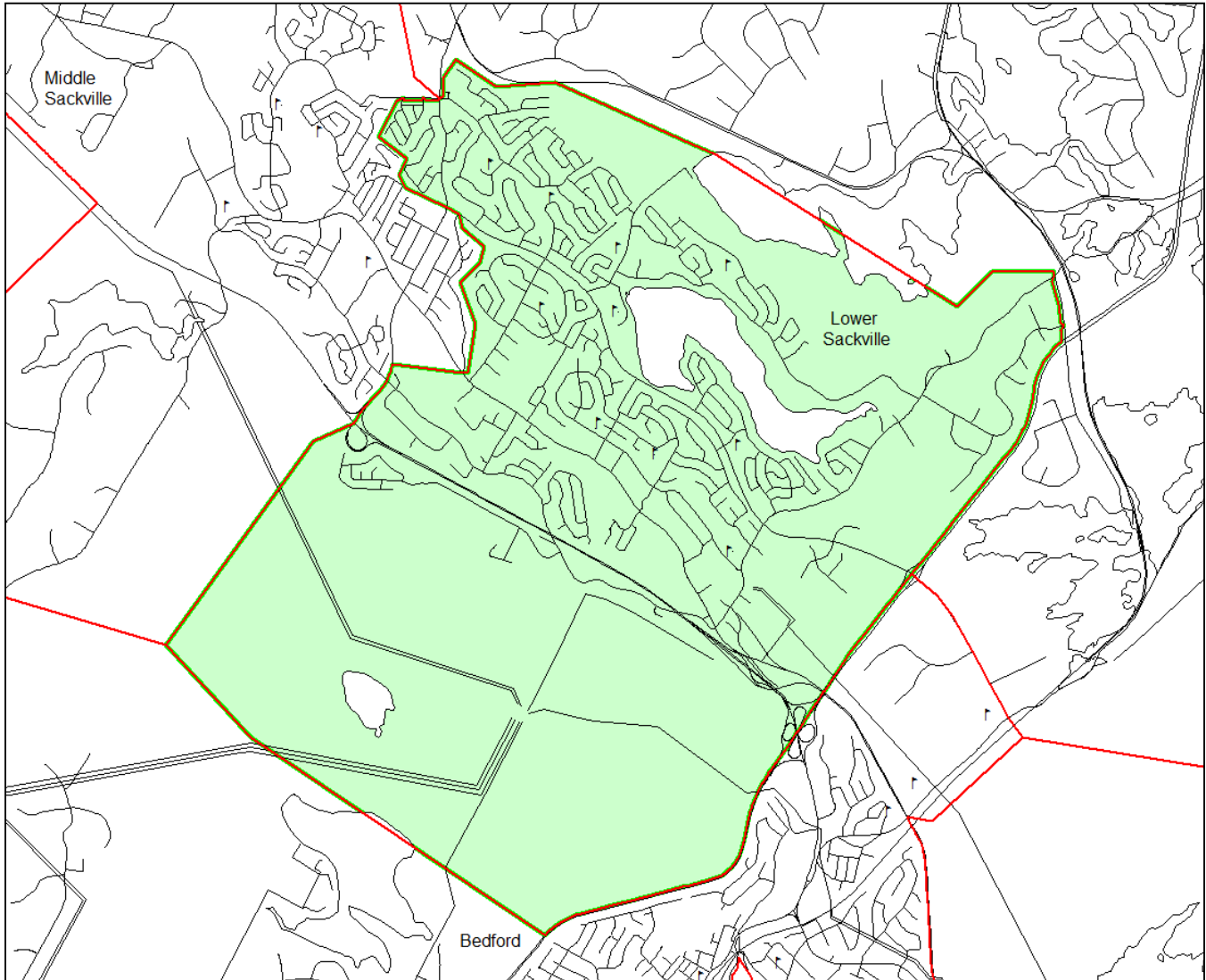
### 2.9.4 Excess Teaching Spaces

Gertrude Parker has 14 classroom spaces and 5 specialty spaces available (Gym, Learning Centre, Library, Core French and Music).

Under the attached classroom configuration, Gertrude Parker requires 12 of the 14 available classroom spaces, leaving two classroom spaces available for other uses (i.e. Resource, EXCEL, etc.).

2.9.5

Sackville Planning Area



Source: Halifax Regional School Board and Baragar Demographics

**Existing Gertrude Parker Boundary**



Source: Halifax Regional School Board and Baragar Demographics

### 3.0 IMPACT ANALYSIS

#### 3.1 CAPABILITY TO DELIVER PUBLIC SCHOOL PROGRAM

##### ABILITY AS A FACILITY TO DELIVER THE PUBLIC SCHOOL PROGRAM

Facility Program Delivery Review is a term used to define how well an educational facility serves the academic program being offered. It does not refer to the quality of the school’s academic programs or the success of its students measured by test scores. A Facility Program Delivery Review does not reflect the state of the physical plant of the building for architectural, structural, mechanical or electrical conditions.

A Facility Program Delivery Review was conducted by the consultants for all schools in the Imagine Our Schools planning process.

#### Facility Program Deliver Review Results for Gertrude Parker Elementary School

Facility Program Delivery Review Observations					
	Poor	Fair	Average	Above Average	Excellent
<b>Site Condition</b>					
<b>Educational Areas</b>					
Classrooms					
Other Instructional Areas					
Library					
Gymnasium					
<b>Support Areas</b>					
Administration/Student Services					
Cafeteria/Food Services (none)					

### 3.1.2 Public School Programming

The following are details regarding Gertrude Parker’s ability to deliver the public school program based on data from June 30, 2011. It is noted that Gertrude M. Parker Elementary School is currently delivering the public school program as mandated by the Province.

- Pupil-Teacher Ratio = 20.2:1 (enrolment divided by classroom teachers only)
- Pupil-Staff Ratio = 14:1 (enrolment divided by all NSTU staff assigned to the school which includes Principals, Vice Principals, Circuit Teachers, Student Services Staff, ESL, Reading Recovery, Math Mentors, etc.)
- Enrolment: 242
- Total Classes: 12
- Number of Combined Classes: 5
- Class sizes:

#### English Program – Elementary

Primary/ Grade 1	Grade 1/2	Grade 3	Grade 4	Grade 5	Grade 6
14/5	9/10	18	16	23	20

#### French Immersion Program – Elementary

Primary	Grade 1	Grade 2	Grade 3/4	Grade 4/5	Grade 5/6
19	19	21	16/9	10/10	8/15

Program	Program Delivery Comments
General Classroom Program	Program is being delivered effectively.
Physical Education	Program is being delivered effectively. Teacher is in a circuit with one other school.
Art	Program is being delivered effectively by classroom teachers.
Music	Program is being delivered effectively. Teacher is in a circuit with one other school.
French Core	Program is being delivered effectively. Teacher is in a circuit with one other school.
Computer Lab	No computer lab.
Learning Centre	Provided in a classroom-sized place.
Resource Room	Provided in a classroom-sized place.
Specialty Space	Core French, Music, Learning Centre.
Library	Provided in a well equipped space.
Science Lab	N/A
Family Studies	N/A
Technology Education	N/A
Extra Curricular	Clubs focused on athletics and the arts and include photography and cribbage.
Playground	The area immediately surrounding the school is asphalt. There is fixed playground equipment onsite and the playground includes a baseball field with a backstop.
Field	Baseball field.
Food services	Lunch Room provided in an unused classroom.

### 3.2 EDUCATIONAL BENEFITS

In general, the ability for a school to staff for specialty programs and extra-curricular activities is enhanced with larger student populations. This can occur because more teaching staff can be allocated to the school in either full time positions or they are in the school for longer periods of time as part of a circuit. While each individual student's exposure to certain subjects is defined by the curriculum offered and is consistent throughout the board, the fact that art, music, gym and French teachers are able to spend more time at a school with larger pupil numbers allows for the teachers to become more familiar with their students, enhances the ability for extra-curricular offerings and enhances the ability for students with special interests in those subjects to be exposed to the subject(s) in more depth.

**Possible Outcome: Gertrude M. Parker Elementary remains open.**

Gertrude Parker is currently delivering the required educational support services and public school program. The school has room to effectively provide appropriate spaces for a library, specialty areas such as French and music, and dedicated lunch supervision space.

**Possible Outcome: Gertrude M. Parker Elementary is closed and the students are moved to Cavalier Drive School.**

Cavalier Drive School is currently delivering the public school program effectively and would continue to do so with the addition of all of the students in the projected 2012-2013 enrolment for Gertrude Parker. However, this would require the Junior High component at Cavalier Drive School to move to another school.

### 3.3 TRANSPORTATION

**Possible Outcome: Gertrude M. Parker Elementary remains open.**

Students within the boundary of Gertrude Parker Elementary School are within walking distance of the school. No students are bussed to Gertrude Parker Elementary.

**Possible Outcome: Gertrude M. Parker Elementary is closed and the students are move to Cavalier Drive.**

Some mandatory bussing would be required to Cavalier Drive School based on the current HRSB 2.4km walking distance. Costs for transportation will be incurred by the Board as a result.

### 3.4 EXTRA-CURRICULAR ACTIVITIES

It should be noted that the delivery of extra-curricular activities at any school is dependent on the staff at the school in any given year. The special interests and skills of the teaching staff along with their availability to provide extra-curricular activities generally define what is offered. Extra-curricular activities are often offered over lunch periods or after school.

**Possible Outcome: Gertrude M. Parker is closed and students are moved to Cavalier Drive School.**

Former Gertrude M. Parker students and Cavalier students will be able to continue access the extra-curricular activities offered at Cavalier Drive School, with the potential for enhancement due to the addition of new teachers at that site.

### 3.5 OPERATIONAL AND CAPITAL REQUIREMENTS

#### 3.5.1 Completed Capital Projects at Gertrude Parker Elementary School

- Roof replacement - \$83,900.00
- Positive Latching - \$5,176.46

#### 3.5.2 Immediate Operating Needs (5 years)

If Gertrude Parker Elementary were to remain open, the following deferred Maintenance and capital upgrades would need to occur over the next 5 years.

- Replace gym roof - \$80,000.00
- Replace entrance doors - \$8,000.00
- Install mag Holder on fire doors - \$8,000.00
- Repoint brick - \$29,900
- New boiler plant - \$175,000.00
- Total - \$293,276.46

#### 3.5.3 Capital Investments on Current Building

A complete Building Audit and Expenditure Plan has been completed for Gertrude Parker Elementary School and will be provided to the School Review Committee. The intent of the document is to provide a review of the existing building and to provide a capital building estimate that would be required for the continued operation of the school. The report concludes that an investment in capital of approximately \$825,365.00 is required to ensure the future use of the building.

### 3.6 PROPERTY SERVICE EFFICIENCIES

The projected cost savings to the Board for each possible outcome of the review are listed below. Please note that administrative cost savings are not included in the calculations below.

**Possible Outcome:** Gertrude Paker Elementary remains open

	Immediate Capital Costs 5 yr	Long Term Capital Costs 20 yr	Annual Operating Costs	Students	Annual Operating Costs/Student
Gertrude Parker	\$293,276.46	\$621,165.00	137,894.77	261	\$528.33
Cavalier Drive	\$15,000	\$2,115,856.00	\$233,027.60	384	\$606.84
<b>Total Costs</b>	<b>\$293,276.46</b>	<b>\$2,737,021.00</b>	<b>\$370,922.37</b>		<b>\$1,135.17</b>
<b>Overall Cost Savings</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>

**Possible Outcome:** Sackville Centennial is closed and students attend Hillside Park School

	Immediate Capital Costs 5 yr	Long Term Capital Costs 20 yr	Annual Operating Costs	Students	Annual Operating Costs/Student
Gertrude Parker	0	0	0		0
Cavalier Drive	\$15,000	\$2,115,856.00	\$233,027.60		
<b>Total Costs</b>	<b>\$308,276.46</b>	<b>\$2,737,021.00</b>	<b>\$233,027.60</b>		
<b>Overall Cost Savings</b>	<b>\$293,276.46 over 5 years</b>	<b>\$621,165.00 over 20 years</b>	<b>137,894.77/year</b>		

### **3.7 IMPACT ON THE COMMUNITY**

If Gertrude Parker Elementary School were to close, the impact on the community surrounding the school would be largely related to the school's proximity and convenience to families that reside in the area.

### **3.8 COMMUNITY USE OF THE SCHOOL**

From September 2010 to June 2011 the following activities occurred at Gertrude Parker Elementary School. Source of this information is the HRSB/HRM Facility Booking database.

Rooms: Library, and Classroom,  
Booked by: EXCEL  
Dates: September 2010 to June 2011  
Times: 7:15 a.m. to 8:20 a.m. (Library)  
2:30 p.m. to 6:00 p.m.(Classroom)

Rooms: Gymnasium  
Booked by: School Usage  
Dates: September 2010 to June 2011  
Times: 3:00 p.m. to 6:00 p.m.

Rooms: Gymnasium  
Booked By: HRSB Carter District Girl Guides  
Dates: January 11, 12, 18, 19, 25, 26  
February 1, 2, 8, 9  
March 1, 2, 8, 9, 15, 16, 22, 23, 29, 30  
April 5, 6, 12, 13, 26, 27  
May 3, 4, 10, 11, 18, 24, 25, 31  
June 1  
Times: 6:00 p.m. to 7:30 p.m.  
6:30 p.m. to 7:30 p.m.

Rooms: Gymnasium  
Booked By: HRSB Indoor Practice Season – Scott Martin  
Dates: January 6, 7, 13, 14, 17, 20, 21, 24, 28, 31  
February 3, 4, 7, 11  
Times: 6:00 p.m. -7:30 p.m.

The school was utilized by the community during the 2010-2011 school year; however, it is anticipated that the community use functions that occur at Gertrude Parker Elementary School could occur at neighbouring facilities

### **3.9 IMPACT OF POTENTIAL CONSOLIDATION (IF APPLICABLE)**

N/A



## 4.0 PROPOSED RECEIVING SCHOOL INFORMATION

### 4.1 SCHOOL NAME

Cavalier Drive School

### 4.2 SCHOOL LOCATION

116 Cavalier Drive  
Lower Sackville, NS B4C 3L9

### 4.3 ADMINISTRATION

Principal: Don Reardon  
Vice Principal: Mary Lou Fraser

### 4.4 ENROLMENT

#### 4.4.1 Cavalier Drive School Historical and Projected Enrolments

Actual enrolments are given through 2010 and projected enrolments are provided through 2015. Projections provided by Baragar Demographics.

#### Historical and Projected Enrolments for Cavalier Drive School

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Primary	32	34	37	34	33	27	30	32	30	30
One	29	35	32	39	33	34	28	30	32	30
Two	42	31	32	38	36	31	32	26	28	30
Three	36	41	32	32	39	38	33	34	27	30
Four	41	38	41	36	31	39	38	33	33	26
Five	38	44	40	43	34	32	40	38	33	33
Six	49	41	48	40	44	36	33	41	40	35
Seven	42	49	42	47	42	46	37	35	43	41
Eight	55	39	51	44	47	40	43	36	32	40
Nine	52	58	45	60	45	49	42	44	37	34
Total	416	410	401	413	384	372	356	349	335	329

Source: Halifax Regional School Board and Baragar Demographics

#### 4.4.2 Cavalier Drive School In and Out of Boundary Details

##### Students attending Cavalier Drive School – September 2010

- 345 students living within the Cavalier Drive School Boundary
- 39 students living in other school boundaries
- Total of 384 students attending Cavalier Drive School as of September 30, 2010

##### Students living in Hillside Park Elementary – September 2010

- 345 students from the Cavalier Drive School Boundary attend the school as of September 30, 2010;
- 16 students from the Cavalier Drive School Boundary attend other schools as of September 30, 2010

#### 4.4.3 Cavalier Drive School Registered Enrolment for September 2011

The following registered enrolments for September 2011 are accurate as of April 30, 2011. The actual September 30, 2011 enrolments will be provided to the School Review Committee in October 2011.

Grade	April 30, 2011 Registered Enrolment for September 2011
Primary	25
One	35
Two	34
Three	37
Four	38
Five	31
Six	34
Seven	44
Eight	44
Nine	47
Total	369

#### 4.4.4 Impact of the Review Outcome on Cavalier Drive School

If Gertrude Parker School were to close effective September 2012, the entire student population would be assigned to Cavalier Drive School. Cavalier Drive is currently delivering the required educational support services and public school program.

##### **Possible Outcome: Cavalier Drive accepts the students from Gertrude Parker and keeps its Junior High Component.**

If Gertrude Parker closes and the students are enrolled at Cavalier Drive School, and if Cavalier Drive School maintains its Junior High component, Cavalier would require 25 classroom spaces. The school has 5 classrooms being used for various purposes that could be converted back to regular classrooms (i.e. Resource), and 6 of the 11 identified specialty areas would also need to be converted back to regular classrooms in order to reach the 25 classrooms required under this scenario

These specialty areas might include one of the two Learning Centers, the Band or Music room, the Art Room, the Computer Lab and the Science Lab.

While the programming could be delivered in the existing educational spaces under this scenario, scheduling challenges, with respect to specialist teachers, would be evident.

##### **Possible Outcome: Cavalier Drive accepts the students from Gertrude Parker and the Junior High component is moved to Leslie Thomas School.**

In this scenario, with a requirement for 20 classroom spaces, one specialty area space would require conversion back to a regular classroom due to the requirement for 20 classrooms. The specialty space that would need to be converted could include the Band Room or the Art Room.

#### 4.5 SCHOOL CONFIGURATION

Primary to Grade 9  
Regular English Program

#### 4.6 PHYSICAL CONDITION OF THE BUILDING

##### 4.6.1 Facility Utilization

Capacity: 501  
Enrolment September 30, 2010: 384  
Utilization September 30, 2010: 77%

##### 4.6.2 Condition of Building Structure and Systems

###### Completed Capital Projects at Cavalier Drive School

- Front entry door replacement - \$15,000.00

###### Deferred Maintenance and Required Capital Upgrades over the next 5 years

- Grounds drainage – \$15,000.00

###### Required Capital Upgrades

A complete Building Audit and Expenditure Plan has been completed for Cavalier Drive School and will be provided to the School Review Committee. The intent of the document is to provide a review of the existing building and to provide a capital building estimate that would be required for the continued operation of the school. The report concludes that an investment in capital of approximately \$ \$2,115,856.00 is required to ensure the future use of the building.

##### 4.6.3 Costs Associated With Maintenance and Operation

Costs	2009/2010	2010/2011
Utilities		
Phone	\$7,572.00	\$7,572.00
Power	\$25,641.97	\$21,457.21
Fuel	\$47,100.49	\$57,181.73
Water	\$3,538.61	\$4,549.31
Maintenance	\$17,113.45	\$18,213.45
Caretaker and Supplies	\$120,367.57	\$124,053.90
<b>Total</b>	<b>\$221,334.09</b>	<b>\$233,027.60</b>

##### 4.6.4 Operation and Availability of Accessibility Ramps, Elevators, Accessible Playgrounds

Please refer to the Building Audit and Expenditure Plan

#### 4.7 BUILDING USE

##### 4.7.1 Excess Space

Number of students as of September 30, 2010 = 374  
Square footage = 49,117 square feet

#### 4.7.2 Teaching Spaces and Current Usage

Room	Size (sq. ft.)	Intended Use	Current Use
<b>Ground Floor</b>			
Classroom 100		Classroom	Classroom*
Classroom 101		Classroom	Core French**
Classroom 102		Classroom	Classroom*
Classroom 109		Classroom	ELT Training Room*
Classroom 110		Classroom	Junior High Support/Grade 9 ELA*
Classroom 111		Classroom	Band Room**
Classroom 130		Classroom	Classroom*
Classroom 128		Science Lab	Science Lab**
Classroom 127		Art Room	Visual Arts/Science/Math**
Classroom 119		Classroom	Learning Centre**
Classroom 118		Classroom	Learning Centre**
Classroom 113		Classroom	Resource*
Classroom 143		Classroom	Computer lab**
Classroom 152		Family Studies lab	Family Studies Lab**
Classroom 159		Tech. Ed. Lab	Tech. Ed. Lab**
Gym/Assembly Hall		Gym/Assembly Hall	Gym/Assembly Hall**
Library		Library	Library**
<b>First Floor</b>			
Classroom 200		Classroom	Music Room**
Classroom 201		Classroom	Classroom*
Classroom 202		Classroom	Classroom*
Classroom 203		Classroom	Classroom*
Classroom 208		Classroom	Classroom*
Classroom 209		Classroom	Classroom*
Classroom 210		Classroom	Resource*
Classroom 225		Classroom	Classroom*
Classroom 224		Classroom	Classroom*
Classroom 222		Classroom	Classroom*
Classroom 221		Classroom	Classroom*
Classroom 116		Classroom	Classroom*
Classroom 113		Classroom	Classroom*
Classroom 112		Classroom	EXCEL Room*

\* denotes a room that was considered as classroom space.

\*\* denotes a room that was considered as a specialty area (i.e. Music).

### **4.7.3 Impact of Increased Number of Students on Building Usage**

The effect on space allocation at Cavalier Drive School depends on the decision whether to keep the Junior High component in place at Cavalier Drive School or to move those students to Leslie Thomas. If Cavalier Drive School were to receive students from Gertrude Parker and maintained its Junior High component, 25 classrooms would be required.

Moving the Elementary students only from Gertrude Parker would require 20 classrooms, up from the 14 currently being used. This could be achieved through the conversion of one specialty area space back to a regular classroom.

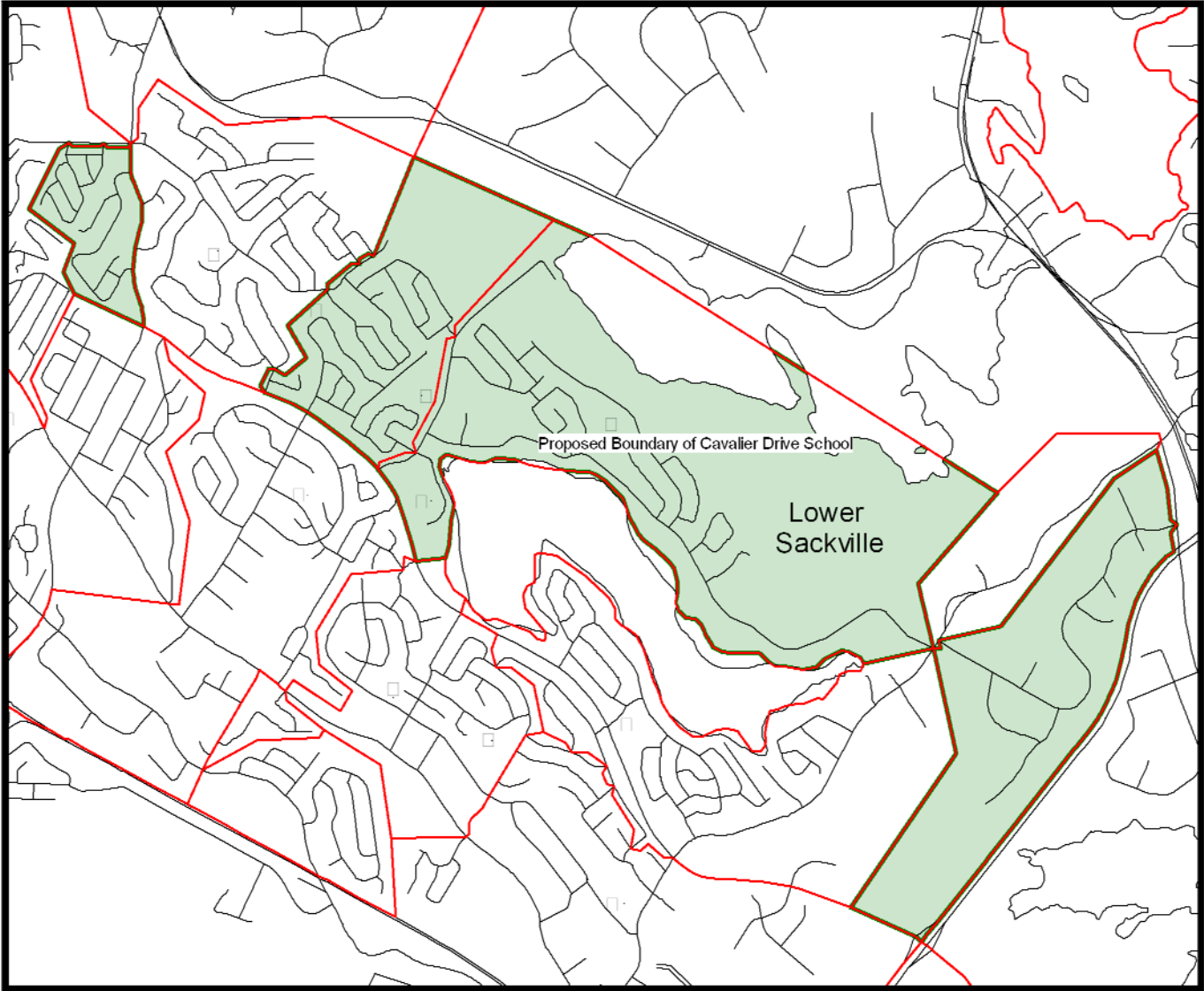
### **4.8 TRANSPORTATION**

Currently, there are students who qualify for bussing based on distance attending Cavalier Drive.

### **4.9 PROPOSED ATTENDANCE BOUNDARY**

If Gertrude Parker Elementary School were to close with students being redirected to Cavalier Drive School the new boundary would be as shown below.

Proposed Boundary of Gertrude Parker and Cavalier Drive School



Source: Halifax Regional School Board and Baragar Demographics



## SCHOOL REVIEW PROCESS

### Impact Assessment Report South Woodside Elementary School

For more information, please contact: Jill McGillicuddy, 464-2000 ext.2277

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Supplementary Information

Building Audit and Expenditure Plan for South Woodside Elementary School

Halifax Regional School Board Facilities Master Plan (pending approval – tabled March 2011)

Halifax Regional Municipality Regional Plan

Halifax Regional Facilities Master Plan

## 1.0 INTRODUCTION

Recently, the Halifax Regional School Board has undertaken a 10 year facility master planning process which resulted in a staff report and recommendations which were presented to the elected Board in February 2010 (<http://www.hrsb.ns.ca/files/Downloads/pdf/reports/2009-2010/February/10-01-1236.pdf>). The elected board requested the facility master plan be prepared and presented in smaller components.

**It was moved and seconded (Conrod/Finlayson) that the Board request staff to develop an approach or process that would divide the capital construction master plan into more manageable components---for example, area-by-area or family-by-family, and that staff review this approach or process, including a timeline, with the Board before it begins.  
(CARRIED)**

During the 2010-2011 school year, staff prepared a facility master plan that is divided by family of schools. The plan outlines the historical information, demographics, feeder system – existing and proposed, and requested capital project for each area. The staff report and proposed facility master plan was tabled at the Board meeting of March 30, 2011.

The Capital Plan has identified a number of schools that should be considered for review as part of the ongoing planning process. Catchment areas that are experiencing enrolment decline provide opportunities to consolidate populations into existing infrastructure, renovated or replacement schools.

In April 2009, the Province of Nova Scotia announced funding for a number of new schools as well as capital upgrades to existing infrastructure. A replacement school for Prince Arthur and Southdale/North Woodside was announced providing programming for Primary to Grade 9. As part of the Capital Plan, staff have recommended a request be submitted to Department of Education requesting a revision to this capital project.

The revision would request a replacement school for Southdale/North Woodside Elementary and South Woodside delivering programming for grades primary through six. Prince Arthur Junior High School is being reviewed for possible permanent closure with students being redirected to Bicentennial School. In the longer term, English Program students would continue to be directed to Bicentennial School and French Immersion students being directed to Shannon Park. The Facilities Master Plan recommends a capital upgrade and grade reconfiguration from P-6 to P-9 at Shannon Park School.

The information in this report has been compiled in accordance with Provincial school review regulations and outlines information for the School Review Committee to consider regarding possible impacts of the South Woodside Elementary School review.

## 2.0 SCHOOL INFORMATION

### 2.1 SCHOOL NAME

South Woodside Elementary School

### 2.2 SCHOOL CONFIGURATION

Primary to Grade 6

Regular Program

### 2.3 SCHOOL LOCATION

5 Everette St

Dartmouth, NS B2W 1G2

### 2.4 ADMINISTRATION

Principal: Robert Caume

Vice Principal: Carol Anne Larade

### 2.5 POPULATION PATTERNS

#### 2.5.1 Projection Methodology

##### **Paradigm Shift Inc.**

Currently, the Board has the advantage of reviewing projections as prepared by two demographic systems. The Imagine Our Schools consultants submitted projected demographics as prepared by Paradigm Shift Inc. The methodology that was applied included the cohort-survival method combined with the residual method.

The cohort survival method applies historical census data and projects future population based on assumptions about births, deaths, and migration. The residual method is derived from a calculation of population between two points in time for which population data is available using the Cohort Survival Method. Additionally, the consultants worked closely with the Halifax Regional Municipality in determining approved/potential development areas.

##### **Baragar Demographics**

The Halifax Regional School Board has purchased planning software from Baragar Demographics and as part of the licensing agreement, the company provides the Board with projections for each school on a yearly basis.

Baragar Demographics applies a similar methodology as Paradigm Shift Inc. Their data analysis includes:

- Analysis of yearly birth records;
- Determining the number of children who reside in a boundary by accessing the Universal Child Care Benefit tax records and Canada Child Tax Benefit records on a yearly basis;
- Applying census information such as women of child bearing years, generally in the age cohorts of 25-29, 30-34, and 35-39; and
- Applying a historical migration rate (+/-) of the boundary.

Upon comparison, the projections as prepared by each company are relatively close. Paradigm Shift has not been asked for updated projections since 2009, resulting in stale-dated data in later years. Baragar Demographics provides yearly projections and as such is the projection software package that will be utilized on a go forward basis.

## 2.5.2 Halifax Regional Municipality Historical and Projected Population

### Historical

- The total population of Halifax Regional Municipality (HRM) increased by 8.8% from 1996 to 2006; however, during this same period the age 5 to 19 population decreased by 0.9%.
- The age 0 to 4 population has decreased significantly from 6.6% of the total population in 1996 to 4.9% of the total population in 2006.

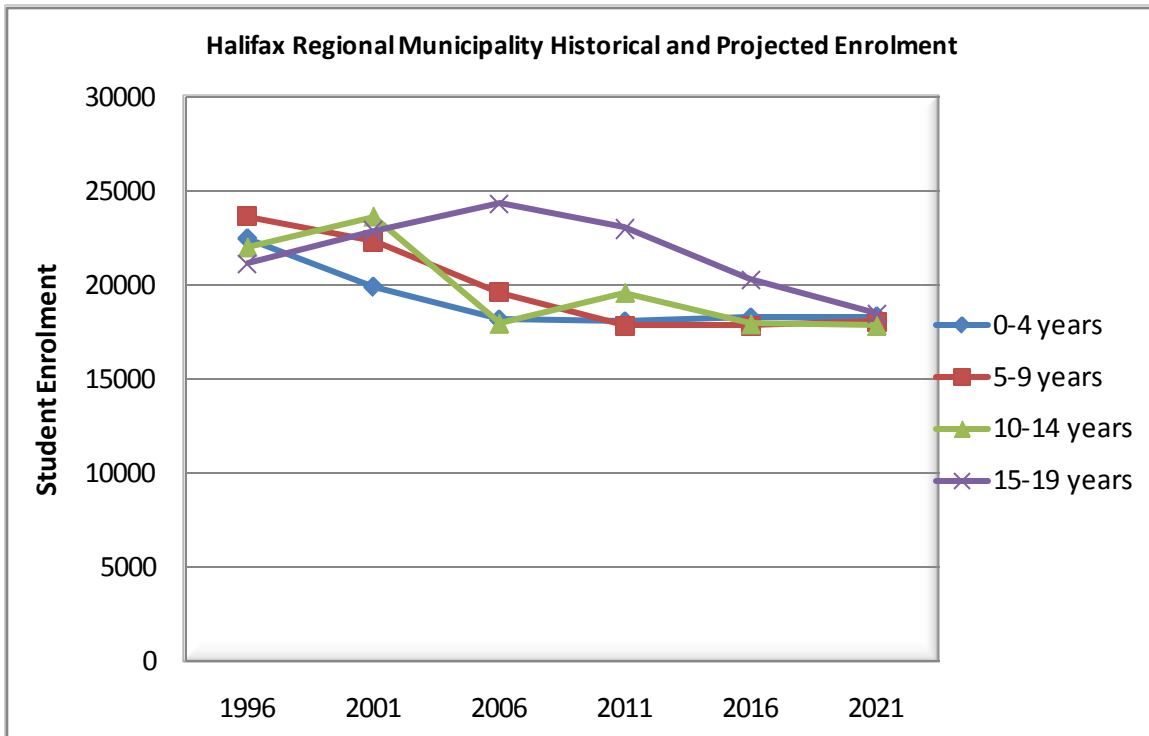
### Projected

- The age 5 to 19 population comprised 17.8% of the total population in 2006, this value is estimated to steadily decline to 13.4% in 2021.
- The age 5 to 19 population will decrease due to the lower age 0 to 4 population that will move into the older age cohorts.
- The age 0 to 4 population is expected to remain stable due to a projected value of approximately 3800 live births per year.

### Halifax Regional Municipality Historical and Projected Population

Age Cohort	1996	2001	2006	2011	2016	2021
0 to 4	22,460	19,925	18,205	18,104	18,311	18,368
5 to 9	23,675	22,365	19,645	17,957	17,873	18,080
10 to 14	22,040	23,685	22,325	19,608	17,924	17,842
15 to 19	21,190	22,905	24,340	23,025	20,274	18,510
20 to 24	25,570	26,560	28,120	29,842	28,868	25,938
25 to 29	27,950	26,440	26,015	27,578	29,262	28,261
30 to 34	33,195	27,600	25,850	25,461	27,025	28,676
35 to 39	31,980	32,850	27,405	25,677	25,294	26,852
40 to 44	28,080	31,645	32,745	27,336	25,601	25,214
45 to 49	25,765	28,070	31,565	32,675	27,327	25,569
50 to 54	19,075	25,525	28,235	31,741	32,913	27,674
55 to 59	14,155	18,335	25,065	27,778	31,229	32,402
60 to 64	12,305	13,670	18,235	24,898	27,819	31,262
65 to 69	10,595	11,840	13,210	17,525	23,918	26,896
70 to 74	9,415	9,715	11,010	12,327	16,254	22,172
75 to 79	7,055	8,060	8,560	9,677	10,854	14,197
80 to 84	4,610	5,535	6,475	6,924	7,771	8,719
85 to 89	2,325	2,880	3,735	4,420	4,758	5,301
90 and over	1,230	1,505	1,935	2,476	3,014	3,400
<b>Total Population</b>	<b>342,670</b>	<b>359,110</b>	<b>372,675</b>	<b>385,029</b>	<b>396,289</b>	<b>405,333</b>

Sources: Statistics Canada (historical), Environmental Design and Management Ltd.  
 Figures do not include Census under-count.



### 2.5.3 Eastern HRM Planning Area Historical and Projected Population

#### Historical Population

- The total population of the Eastern Central HRM planning area increased by 5% from 1996 to 2006.
- During this same period the age 5 to 19 population increased by 27%.
- The age 0 to 4 population decreased by 25.5% in the same time frame.

#### Projected Population

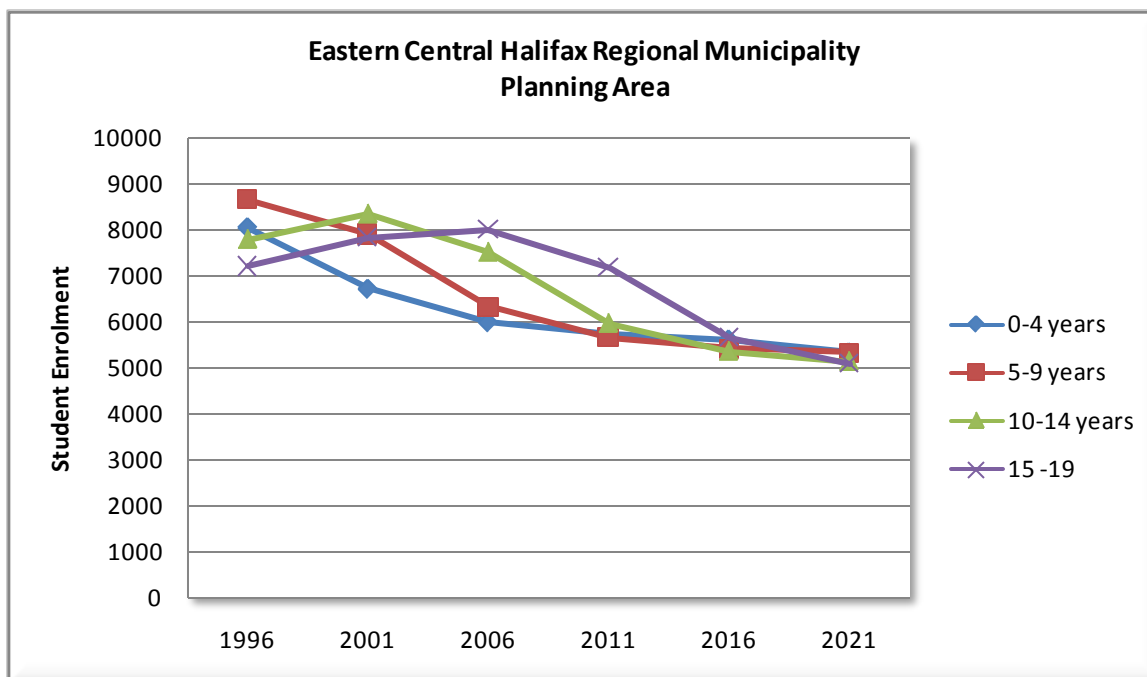
- The age 5 to 19 population comprised 21.5% of the total population in 1996 and remained relatively steady at 18.9% of the total population in 2006. This value is estimated to steadily decline to 13.9% in 2021.

**Eastern Central Halifax Regional Municipality Planning Area (Dartmouth High, Prince Andrew High, Cole Harbour District High, and Auburn Drive High Families of Schools)**

Historical and Projected Enrolment

Age Cohort	1996	2001	2006	2011	2016	2021
0 to 4	8,050	6,725	6,005	5,726	5,633	5,354
5 to 9	8,675	7,925	6,345	5,681	5,430	5,356
10 to 14	7,805	8,355	7,525	5,977	5,370	5,149
15 to 19	7,210	7,830	8,000	7,174	5,658	5,106
20 to 24	7,395	7,070	7,225	7,353	6,551	5,052
25 to 29	8,040	7,310	6,920	7,107	7,221	6,403
30 to 34	10,840	8,395	7,645	7,213	7,468	7,596
35 to 39	11,020	10,950	8,440	7,669	7,235	7,533
40 to 44	9,270	10,925	10,620	8,101	7,380	6,971
45 to 49	8,200	9,325	10,625	10,275	7,771	7,104
50 to 54	5,950	8,210	9,180	10,460	10,096	7,617
55 to 59	4,390	5,655	7,810	8,683	9,896	9,472
60 to 64	3,925	4,300	5,585	7,687	8,603	9,791
65 to 69	3,200	3,860	4,085	5,285	7,263	8,156
70 to 74	2,610	3,010	3,465	3,680	4,742	6,514
75 to 79	1,595	2,370	2,685	3,088	3,309	4,206
80 to 84	975	1,330	1,820	2,054	2,333	2,500
85 to 89	455	625	800	1,084	1,187	1,320
90 and over	260	360	470	600	792	932
<b>Total Population</b>	<b>109,865</b>	<b>114,530</b>	<b>115,250</b>	<b>114,897</b>	<b>113,938</b>	<b>112,132</b>

Sources: Statistics Canada (historical), Environmental Design and Management Ltd (projected).  
 Figures do not include Census under-count.



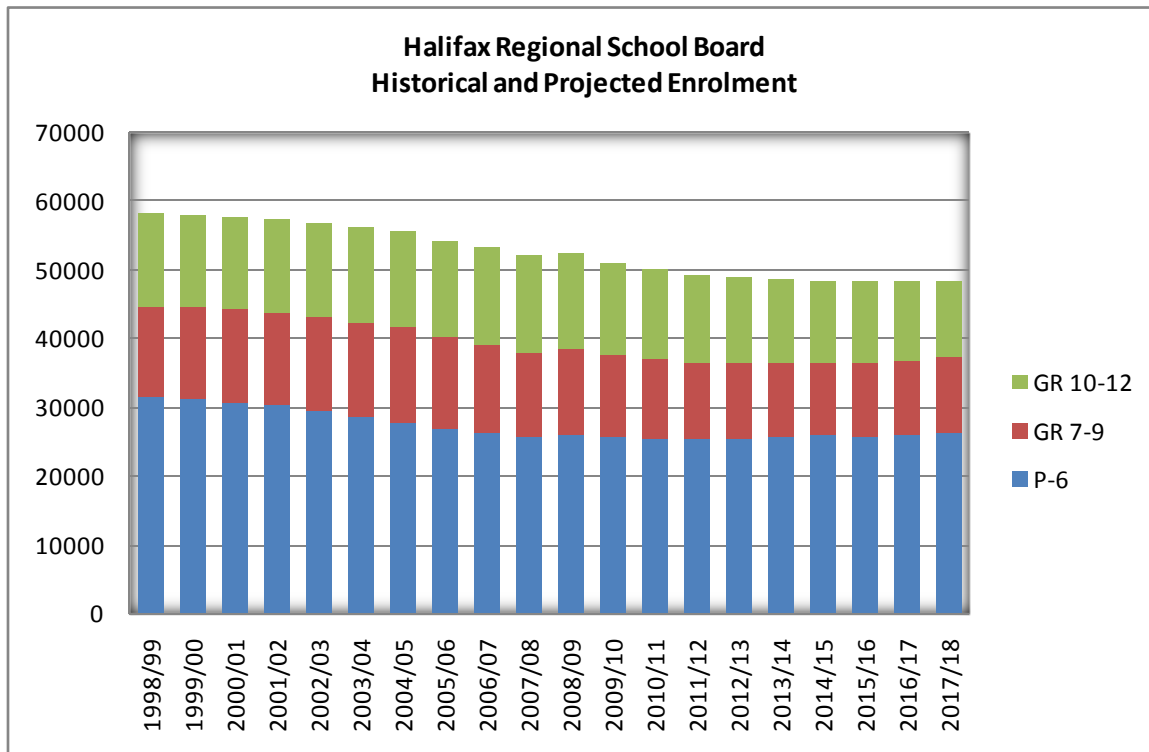
## 2.6 ENROLMENT

Enrolment projections are based upon the Cohort-Survival Method, which uses historical grade by grade enrolment to estimate a grade by grade projection for each program offered at a school. This method uses trends to identify the progression of students from one grade to the next higher grade. Other data sources, including historical migration rates (+/-) of the catchment area, analysis of out-of-area students, feeder school analysis, and an analysis of the Universal Child Benefit tax record and Canada Child Tax Benefit Tax records on a yearly basis are used to supplement the Cohort-Survival Method projections.

### 2.6.1 Historical and Projected Enrolment for HRSB 1998/1999 to 2017/2018

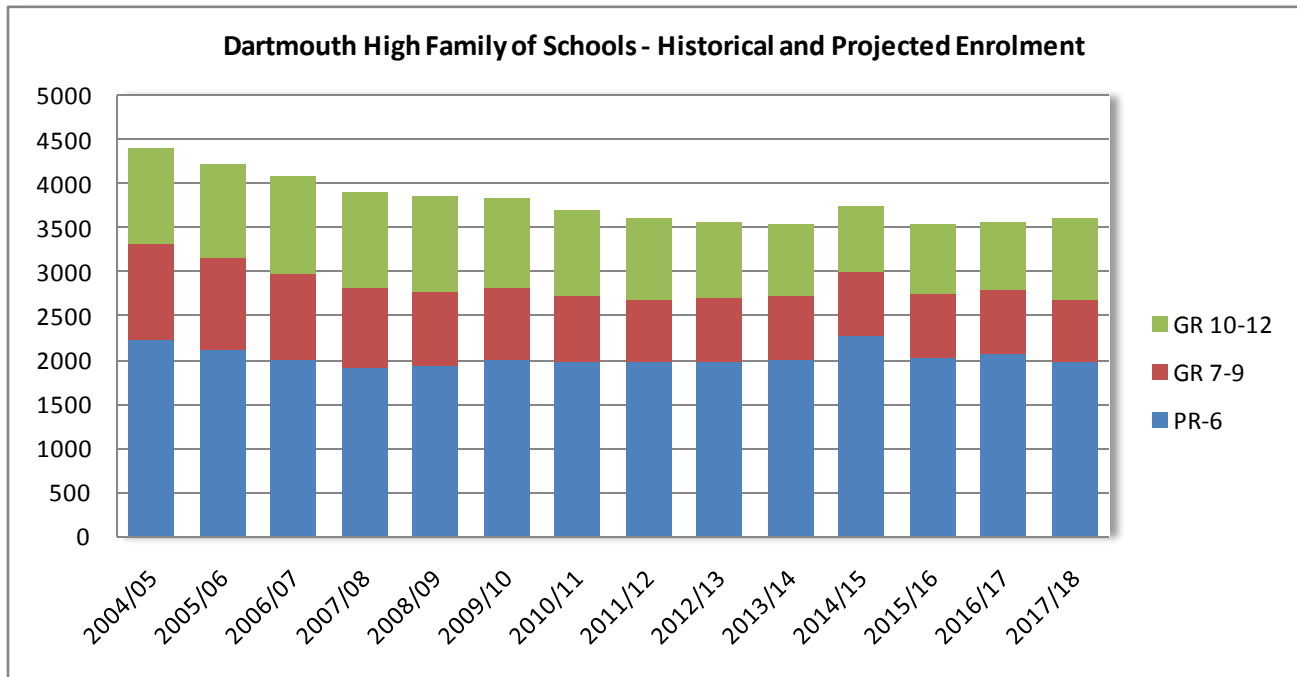
Over the past ten years the total student enrolment in the Halifax Regional School Board has shown a steady decline. As of 2010/2011 enrolment has decreased by 8,128 students from the total enrolment of 58,297 in 1998/1999.

Over the next five to seven years, enrolments are estimated to continue to marginally decline with the most significant decline having occurred. The construction of new housing and a positive migration rate have helped mitigate some of the decline that has occurred during the past ten years. The projections indicate a decrease of approximately 1700 students from the registered enrolment of September 2010 to the projected enrolment of 2017.



### 2.6.2 Dartmouth High Family of Schools Enrolment by Grade

The following charts outline the historical enrolment and the projected enrolment in the Dartmouth High Family of Schools. According to this data the total enrolments will remain relatively constant with a slight decrease over the next 5 years.



### 2.6.3 South Woodside Elementary School Historical and Projected Enrolments

South Woodside Elementary School provides regular programming for grades Primary to Six. Actual enrolments are given through 2010 and projected enrolments are provided through 2015. Projections provided by Baragar Demographics.

#### Historical and Projected Enrolments of South Woodside Elementary School

Source: Halifax Regional School Board and Baragar Demographics

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Primary	21	22	19	20	19	27	22	29	35	34
One	14	22	25	19	24	22	31	25	34	40
Two	16	14	20	25	24	24	22	31	25	34
Three	16	14	14	24	19	24	24	22	31	25
Four	17	13	15	16	21	19	23	24	22	31
Five	26	16	14	18	16	21	20	24	25	23
Six	17	25	17	14	15	16	22	20	25	25
<b>Total</b>	<b>127</b>	<b>126</b>	<b>124</b>	<b>136</b>	<b>138</b>	<b>153</b>	<b>164</b>	<b>176</b>	<b>197</b>	<b>212</b>



## 2.6.4 South Woodside Elementary School In and Out of Boundary Details

### Students attending South Woodside Elementary – September 2010

- 135 students living within the South Woodside Elementary School Boundary
- 3 students living in other elementary school boundaries
- Total of 138 students attending South Woodside Elementary as of September 30, 2010

### Students living in the South Woodside boundary – September 2010

- 135 students from the South Woodside Elementary School Boundary attend the school as of September 30, 2010;
- 13 students from the South Woodside Elementary School Boundary attend other schools as of September 30, 2010

## 2.6.5 South Woodside Elementary School Registered Enrolment for September 2011

The following registered enrolments for September 2011 are accurate as of April 30, 2011. The actual September 30, 2011 enrolments will be provided to the School Review Committee in October 2011.

Grade	Enrolment as of April 30, 2011
Primary	24
One	18
Two	22
Three	24
Four	18
Five	18
Six	15
Total	139

## 2.7 CAPITAL CONSTRUCTION PLANNING

### 2.7.1 Halifax Regional Municipality Regional Plan

South Woodside Elementary School and its catchment area are designated Urban Settlement in the HRM Regional Municipal Planning Strategy. The designation includes developed and undeveloped lands and includes six sites as potential areas for new urban growth.

Within each designation there are a series of mixed use transit oriented centres. The South Woodside catchment area is located in urban local centre. Permitted land uses in the urban local centre include a mix of medium to high density residential, commercial, institutional and recreation uses. In established neighbourhoods, low to medium density residential uses would be encouraged.

The HRM Regional Plan states that approximately 25% of the growth in the next 25 years will be targeted to occur in the Regional Centre, approximately 50% of the growth will occur in the suburban areas and the remaining 25% will occur within the rural areas.

During the development of the Regional Plan, HRM had a demographic study prepared by Clayton Research. They found that the projected housing demand by type from 2001-2026 for the Suburban region to be:

Single and Semis:	18,851
Row:	735
Apartments and others:	11,013
Total:	30,599

### **2.7.2 HRM Facility Master Plan**

The Communities Facilities Master Plan (CFMP) was approved in principle in May 2008. The objective of the CFMP is to specifically indicate where facilities will be constructed; which existing facilities will be improved; and joint school use agreements and partnerships for community facilities throughout HRM over the next 20 years.

The CFMP recognizes South Woodside Elementary School as it relates to the North Woodside community facility. Should South Woodside Elementary School close and a replacement structure be developed, HRM staff would review the possibility of joint school use agreement and advance their recommendation to Regional Council.

Should South Woodside Elementary site would be returned to the Municipality, the real estate division of transportation public works would initiate a formal assessment regarding future use of the building and site.

### **2.7.3 Community Visioning**

HRM has been undertaking visioning exercises to further develop ideas for identified growth centres within the HRM Regional Plan. The community visioning exercise has begun and the Review Committee will be provided with information regarding this planning process.

### **2.7.4 Proposed Development**

HRM Planning and Development Services have provided the following development numbers for the South Woodside catchment area:

- July 2009-June 2011 – 2 residential building permits issued – 71 unit apartment building and a residential single unit dwelling
- Anticipated development – none

## **2.8 PHYSICAL CONDITION OF BUILDING**

### **2.8.1 Condition of Building Envelope, Interior and Systems**

A complete Building Audit and Expenditure Plan has been completed for South Woodside Elementary School and will be provided to the School Review Committee. The intent of the document is to provide a review of the existing building and to provide a capital building estimate that would be required for the continued operation of the school. The report concludes that an investment in capital of approximately \$2,051,600.00 is required to ensure the future use of the building.

### **2.8.2 Indoor Air Quality and Environmental Issues**

The Review Committee will be provided with any past investigations and reports regarding indoor air quality and environmental issues at South Woodside Elementary School.

### 2.8.3 Costs Associated with Maintenance, Repair and Operation

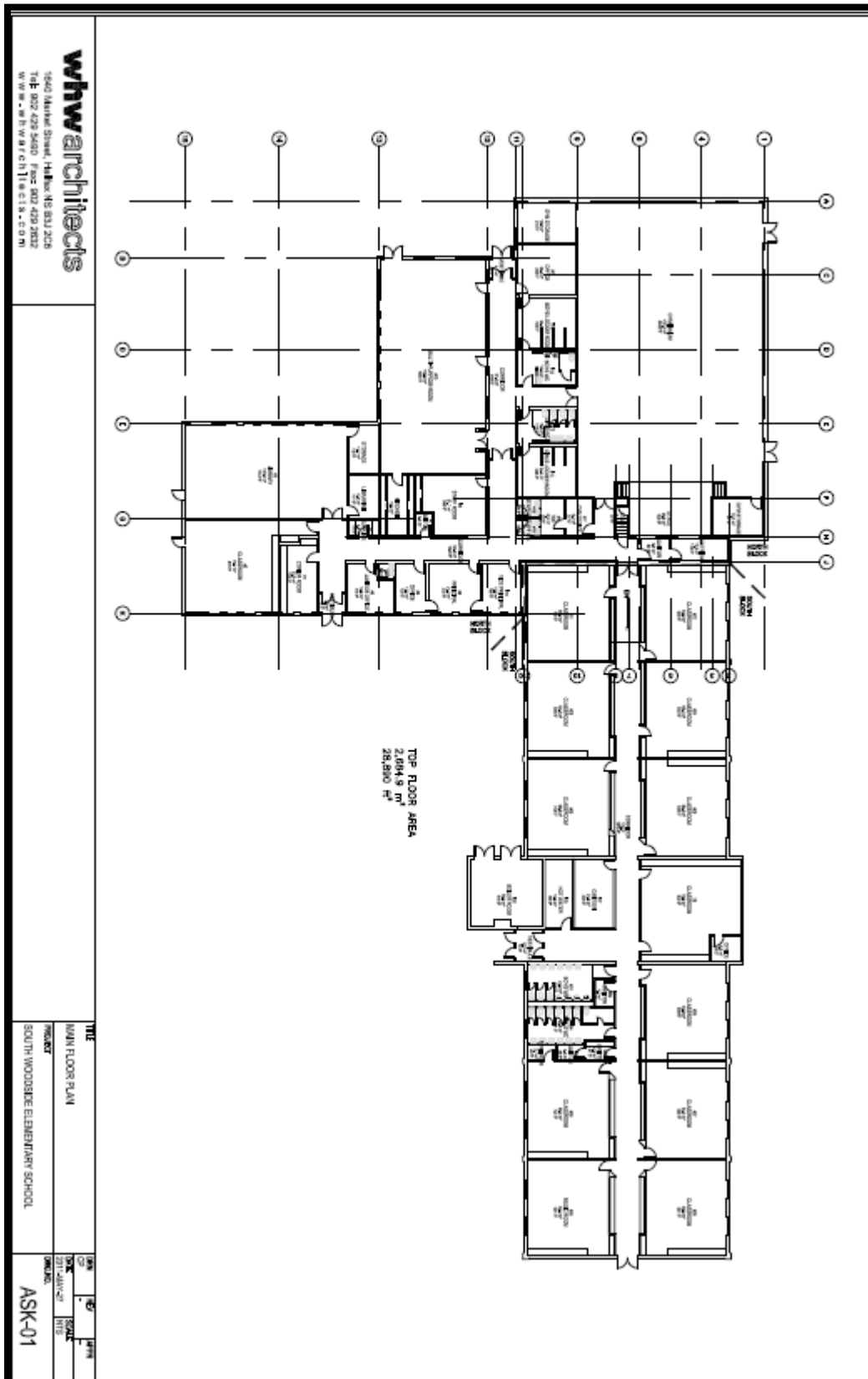
<b>Costs</b>	<b>2009/2010</b>	<b>2010/2011</b>
Utilities		
Phone	\$4,308.00	\$4,308.00
Power	\$12,894.44	\$11,825.96
Fuel	\$25,779.99	\$22,995.17
Water	\$4250.28	\$3,152.90
Maintenance	\$6,298.61	\$6,498.61
Caretaker and Supplies	\$62,380.83	\$65,497.32
<b>Total</b>	<b>\$115,912.15</b>	<b>\$114,277.96</b>

### 2.8.4 Barrier Free Accessibility to Building and Grounds

Please refer to the Building Audit and Expenditure Plan.

## 2.9 Building Use

### 2.9.1 Floor plan



### 2.9.2 Building Details

Gross building square footage: 28,900 square feet

No. of storeys: 1

Building Age: 1959 addition 1978

Accessibility: N/A

Elevator (Y/N): N/A

### 2.9.3 Teaching Spaces and Current Usage

Room	Intended Use	Current Use
<b>Ground Floor</b>		
Classroom 1	Classroom	Classroom
Classroom 2	Classroom	Classroom
Classroom 3	Classroom	Classroom
Classroom 4	Classroom	Classroom
Classroom 5	Classroom	Classroom
Classroom 6	Classroom	Classroom
Classroom 7	Classroom	Classroom
Classroom 8	Classroom	Learning center
Classroom 9	Classroom	Resource
Classroom 10	Classroom	Science room
Classroom 11	Classroom	Music room
Classroom 12	Classroom	French room
Classroom 13	Classroom	Early Learning Opportunities
Library	Library	Library
Community Center	Community Center	Community, Lunch and Breakfast program
Gymnasium	Gymnasium	Gymnasium
Several small rooms used for Principal office, VP office, s office, caretaker office, storage		

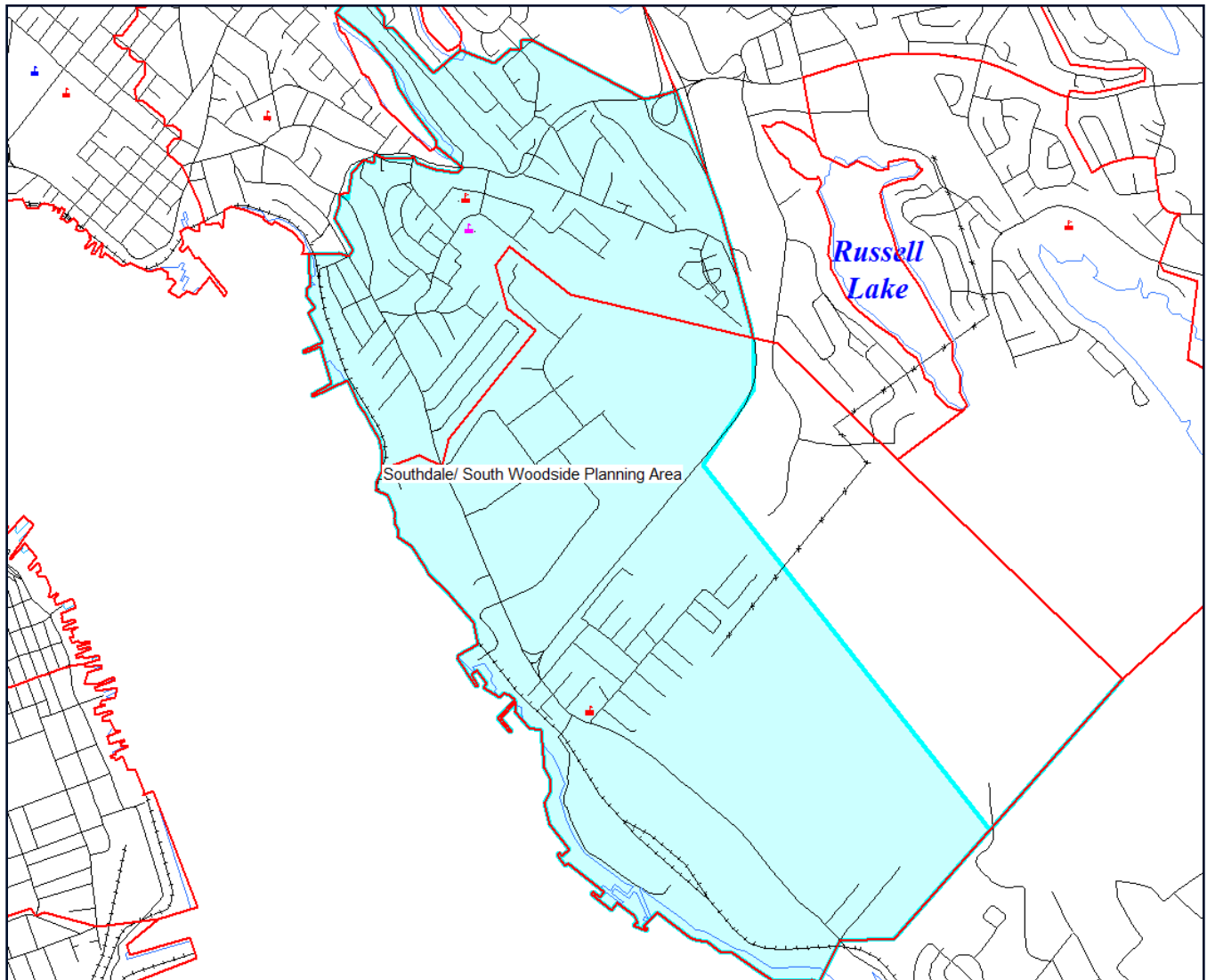
### 2.9.4 Excess Teaching Spaces

South Woodside Elementary School has 11 classroom spaces and 5 specialty areas available.

Under the attached classroom configuration, South Woodside Elementary requires 7 of the 11 available classroom spaces, leaving 4 classroom spaces available for other uses (i.e. Resource, Early Learning Opportunities, etc.)

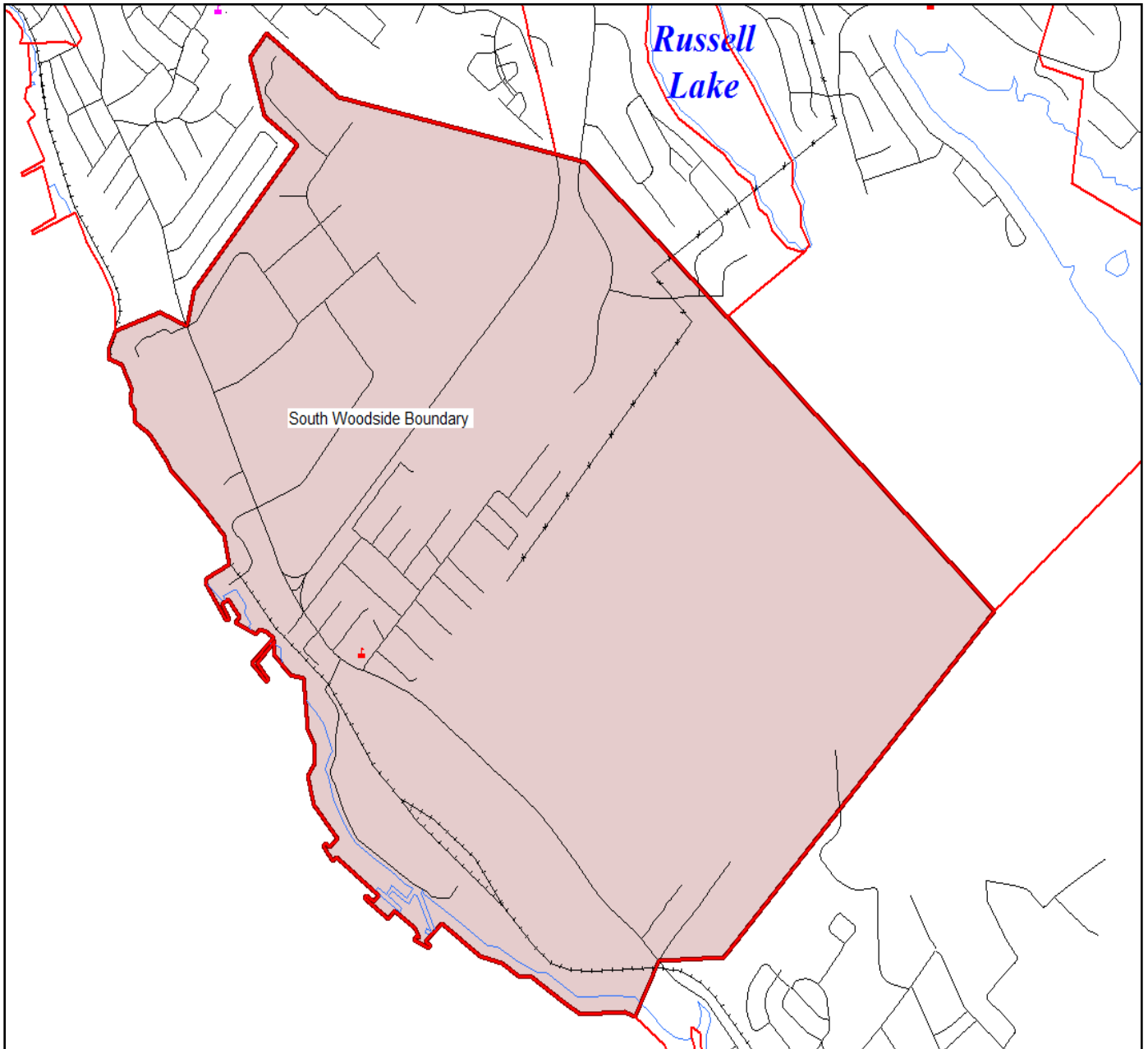
## 2.9.5 South Woodside Elementary School Boundary

### SOUTHDALE/WOODSIDE PLANNING AREA



Source: Halifax Regional School Board and Baragar Demographics

### South Woodside Elementary School Boundary



Source: Halifax Regional School Board and Baragar Demographics

### 3.0 IMPACT ANALYSIS

#### 3.1 CAPABILITY TO DELIVER PUBLIC SCHOOL PROGRAM

##### ABILITY AS A FACILITY TO DELIVER THE PUBLIC SCHOOL PROGRAM

Facility Program Delivery Review is a term used to define how well an educational facility serves the academic program being offered. It does not refer to the quality of the school’s academic programs or the success of its students measured by test scores. A Facility Program Delivery Review does not reflect the state of the physical plant of the building for architectural, structural, mechanical or electrical conditions.

A Facility Program Delivery Review was conducted by the consultants for all schools in the Imagine Our Schools planning process.

#### Facility Program Deliver Review Results for South Woodside Elementary

Facility Program Delivery Review Observations					
	Poor	Fair	Average	Above Average	Excellent
<b>Site Condition</b>					
<b>Educational Areas</b>					
Classrooms					
Other Instructional Areas					
Library					
Gymnasium					
<b>Support Areas</b>					
Administration/Student Services					
Cafeteria/Food Services (none)					



### 3.1.2 Public School Programming

The following are details regarding South Woodside Elementary School’s ability to deliver the public school program based on data from June 30, 2011. It is noted that South Woodside Elementary School is currently delivering the public school program as mandated by the Province.

- Pupil-Teacher Ratio = 21.4:1 (enrolment divided by classroom teachers only)
- Pupil-Staff Ratio = 13.2:1 (enrolment divided by all NSTU staff assigned to the school which includes Principals, Vice Principals, Circuit Teachers, Student Services Staff, ESL, Reading Recovery, Math Mentors, etc.)
- Enrolment:150
- Total Classes: 7
- Number of Combined Classes: 0
- Class sizes:

Primary	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total
22	22	24	18	22	24	18	150

Program	Program Delivery Comments
General Classroom Program	Program is being delivered effectively.
Physical Education	Program is being delivered effectively. Gym is small.
Art	Program is being delivered effectively. Teacher has 8 schools on a circuit.
Music	Program is being delivered effectively.
French Core	Program is being delivered effectively.
Learning Centre	Provided in good space.
Resource Room	Provided in good space.
Specialty Space	Provided in several individual spaces.
Library	Provided in a well equipped space.
Science Lab	N/A
Family Studies	N/A
Computer Lab	Computers are distributed throughout classrooms ( no lab).
Technology Education	N/A
Extra Curricular	Hockey, running club, badminton club, knitting club, games club, skipping club, guitar club, dance club, drawing club, soccer, arts and crafts club, girls dance, gymnastics,.
Playground	Playground onsite.
Field	Grassy mid- size playing field.
Food services	The attached community center is used for both the breakfast program and lunch program.

### **3.2 EDUCATIONAL BENEFITS**

In general, the ability for a school to staff for specialty programs and extra-curricular activities is enhanced with larger student populations. This can occur because more teaching staff can be allocated to the school in either full time positions or they are in the school for longer periods of time as part of a circuit. While each individual student's exposure to certain subjects is defined by the curriculum offered and is consistent throughout the board, the fact that art, music, gym and French teachers are able to spend more time at a school with larger pupil numbers allows for the teachers to become more familiar with their students, enhances the ability for extra-curricular offerings and enhances the ability for students with special interests in those subjects to be exposed to the subject(s) in more depth.

#### **Possible Outcome: South Woodside Elementary is closed.**

Students attend a newly constructed elementary school along with students from Southdale-North Woodside Elementary.

### **3.3 TRANSPORTATION**

#### **Possible Outcome: South Woodside Elementary is closed and directed to the replacement school.**

A transportation review will occur once the catchment area is determined.

### **3.4 EXTRA-CURRICULAR ACTIVITIES**

It should be noted that the delivery of extra-curricular activities at any school is dependent on the staff at the school in any given year. The special interests and skills of the teaching staff along with their availability to provide extra-curricular activities generally define what is offered. Extra-curricular activities are often offered over lunch periods or after school.

#### **Possible Outcome: South Woodside Elementary is closed and directed to the replacement school.**

Students from South Woodside Elementary and Southdale – North Woodside would be able to access the extra-curricular activities offered at the replacement school, with the potential for enhancement due to the addition of new teachers at the site.

### **3.5 OPERATIONAL AND CAPITAL REQUIREMENTS**

#### **3.5.1 Completed Capital Projects at South Woodside Elementary School**

- Clean and balance ventilation system - \$4,497.30

#### **3.5.2 Immediate Operating Needs (5 years)**

While there is no identified deferred maintenance or capital required, it should be noted this site has been exposed to contamination resulting from a fire at the laundry facility which was located on the adjacent building. Additionally, it is located in very close proximity to the Imperial Oil refinery.

#### **3.5.3 Capital Investments on Current Building for 20 Year Building Life**

A complete Building Audit and Expenditure Plan has been completed for South Woodside Elementary School and will be provided to the School Review Committee. The intent of the document is to provide a review of the existing building and to provide a capital building estimate that would be required for the continued operation of the school for an additional 20 years. The report concludes that an investment in capital of approximately \$2,051,600.00 is required to ensure the future use of the building for 20 years.

### 3.6 PROPERTY SERVICE EFFICIENCIES

The projected cost savings to the Board for each possible outcome of the review are listed below. Please note that administrative cost savings are not included in the calculations below.

**Possible Outcome:** South Woodside Elementary is closed.

	<b>Immediate Capital Costs 5 yr</b>	<b>Long Term Capital Costs 20 yr</b>	<b>Annual Operating Costs</b>	<b>Students</b>	<b>Annual Operating Costs/Student</b>
<b>South Woodside</b>		\$2,051,600.00	\$114,277.96	138	\$828.10
<b>Total Costs</b>		\$2,051,600.00	\$114,277.96		\$828.10
<b>Overall Cost Savings</b>		\$2,051,600.00	\$114,277.96		\$828.10

### 3.7 IMPACT ON THE COMMUNITY

If South Woodside Elementary School were to close, the impact on the community surrounding the school would be largely related to the school's proximity and convenience to families that are experiencing socio-economic challenges.

### 3.8 COMMUNITY USE OF THE SCHOOL

All bookings after 5:30 p.m. in the gymnasium and multi - purpose room are arranged by the South Woodside Community Centre and thus are the responsibility of the Centre.

### 3.9 IMPACT OF POTENTIAL CONSOLIDATION (IF APPLICABLE)

N/A



## SCHOOL REVIEW PROCESS

### Impact Assessment Report Prince Arthur Junior High School

For more information, please contact: Jill McGillicuddy, 464-2000 ext.2277

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#### **Supplementary Information**

Building Audit and Expenditure Report

Halifax Regional School Board Facilities Master Plan (pending approval - tabled March 2011)

Halifax Regional Municipality Regional Plan

Halifax Regional Municipality Facilities Master Plan

## 1.0 INTRODUCTION

Recently, the Halifax Regional School Board has undertaken a 10 year facility master planning process which resulted in a staff report and recommendations which were presented to the elected Board in February 2010 (<http://www.hrsb.ns.ca/files/Downloads/pdf/reports/2009-2010/February/10-01-1236.pdf>). The elected board requested the facility master plan be prepared and presented in smaller components.

**It was moved and seconded (Conrod/Finlayson) that the Board request staff to develop an approach or process that would divide the capital construction master plan into more manageable components---for example, area-by-area or family-by-family, and that staff review this approach or process, including a timeline, with the Board before it begins.  
(CARRIED)**

During the 2010-2011 school year, staff prepared a facility master plan that is divided by family of schools. The plan outlines the historical information, demographics, feeder system – existing and proposed, and requested capital project for each area. The staff report and proposed facility master plan was tabled at the Board meeting of March 30, 2011.

The Capital Plan has identified a number of schools that should be considered for review as part of the ongoing planning process. Catchment areas that are experiencing enrolment decline provide opportunities to consolidate populations into existing infrastructure, renovated or replacement schools.

In April 2009, the Province of Nova Scotia announced funding for a number of new schools as well as capital upgrades to existing infrastructure. A replacement school for Prince Arthur and Southdale/North Woodside was announced providing programming for Primary to Grade 9. As part of the Capital Plan, staff have recommended a request be submitted to Department of Education requesting a revision to this capital project.

The revision would request a replacement school for Southdale/North Woodside Elementary and South Woodside delivering programming for grades primary through six. Prince Arthur Junior High School is being reviewed for possible permanent closure with students being redirected to Bicentennial School. In the longer term, English Program students would continue to be directed to Bicentennial School and French Immersion students being directed to Shannon Park. The Facilities Master Plan recommends a capital upgrade and grade reconfiguration from P-6 to P-9 at Shannon Park School.

The information in this report has been compiled in accordance with Provincial school review regulations and outlines information for the School Review Committee to consider regarding possible impacts of the South Woodside Elementary School review.

## 2.0 SCHOOL INFORMATION

### 2.1 SCHOOL NAME

Prince Arthur Junior High School

### 2.2 SCHOOL CONFIGURATION

Grade 7 to Grade 9

Regular Program

Early French Immersion

### 2.3 SCHOOL LOCATION

85 Prince Arthur Ave

Dartmouth, NS B2Y 0B3

### 2.4 ADMINISTRATION

Principal: Darcel Williams Hart

Vice Principal: Sarah Miles

### 2.5 POPULATION PATTERNS

#### 2.5.1 Projection Methodology

##### **Paradigm Shift Inc.**

Currently, the Board has the advantage of reviewing projections as prepared by two demographic systems. The Imagine our Schools consultants submitted projected demographics as prepared by Paradigm Shift Inc. The methodology that was applied included the cohort-survival method combined with the residual method.

The cohort survival method applies historical census data and projects future population based on assumptions about births, deaths, and migration. The residual method is derived from a calculation of population between two points in time for which population data is available using the Cohort Survival Method. Additionally, the consultants worked closely with the Halifax Regional Municipality in determining approved/potential development areas.

##### **Baragar Demographics**

The Halifax Regional School Board has purchased planning software from Baragar Demographics and as part of the licensing agreement, the company provides the Board with projections for each school on a yearly basis.

Baragar Demographics applies a similar methodology as Paradigm Shift Inc. Their data analysis includes:

- Analysis of yearly birth records;
- Determining the number of children who reside in a boundary by accessing the Universal Child Care Benefit tax records and Canada Child Tax Benefit records on a yearly basis;
- Applying census information such as women of child bearing years, generally in the age cohorts of 25-29, 30-34, and 35-39; and
- Applying a historical migration rate (+/-) of the boundary.

Upon comparison, the projections as prepared by each company are relatively close. Paradigm Shift has not been asked for updated projections since 2009, resulting in stale-dated data in later years. Baragar Demographics provides yearly projections and as such is the projection software package that will be utilized on a go forward basis.



## 2.5.2 Halifax Regional Municipality Historical and Projected Population

### Historical

- The total population of Halifax Regional Municipality (HRM) increased by 8.8% from 1996 to 2006; however, during this same period the age 5 to 19 population decreased by 0.9%.
- The age 0 to 4 population has decreased significantly from 6.6% of the total population in 1996 to 4.9% of the total population in 2006.

### Projected

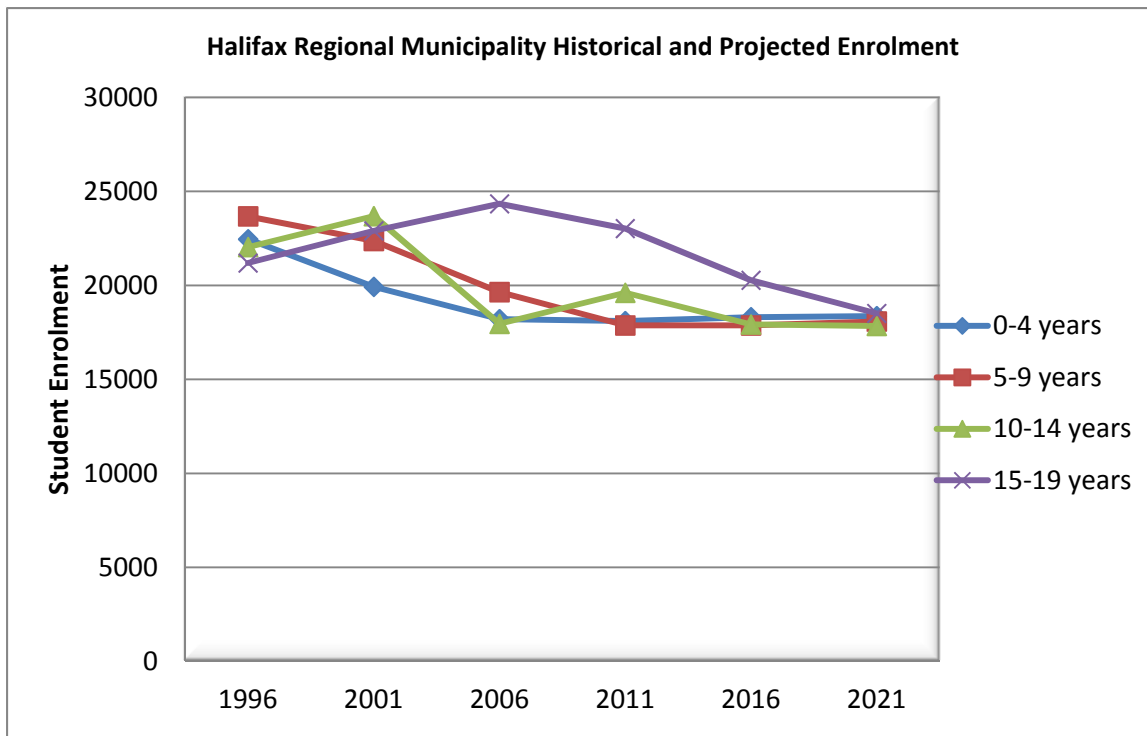
- The age 5 to 19 population comprised 17.8% of the total population in 2006, this value is estimated to steadily decline to 13.4% in 2021.
- The age 5 to 19 population will decrease due to the lower age 0 to 4 population that will move into the older age cohorts.
- The age 0 to 4 population is expected to remain stable due to a projected value of approximately 3800 live births per year.

### Halifax Regional Municipality Historical and Projected Population

Age Cohort	1996	2001	2006	2011	2016	2021
0 to 4	22,460	19,925	18,205	18,104	18,311	18,368
5 to 9	23,675	22,365	19,645	17,957	17,873	18,080
10 to 14	22,040	23,685	22,325	19,608	17,924	17,842
15 to 19	21,190	22,905	24,340	23,025	20,274	18,510
20 to 24	25,570	26,560	28,120	29,842	28,868	25,938
25 to 29	27,950	26,440	26,015	27,578	29,262	28,261
30 to 34	33,195	27,600	25,850	25,461	27,025	28,676
35 to 39	31,980	32,850	27,405	25,677	25,294	26,852
40 to 44	28,080	31,645	32,745	27,336	25,601	25,214
45 to 49	25,765	28,070	31,565	32,675	27,327	25,569
50 to 54	19,075	25,525	28,235	31,741	32,913	27,674
55 to 59	14,155	18,335	25,065	27,778	31,229	32,402
60 to 64	12,305	13,670	18,235	24,898	27,819	31,262
65 to 69	10,595	11,840	13,210	17,525	23,918	26,896
70 to 74	9,415	9,715	11,010	12,327	16,254	22,172
75 to 79	7,055	8,060	8,560	9,677	10,854	14,197
80 to 84	4,610	5,535	6,475	6,924	7,771	8,719
85 to 89	2,325	2,880	3,735	4,420	4,758	5,301
90 and over	1,230	1,505	1,935	2,476	3,014	3,400
<b>Total Population</b>	<b>342,670</b>	<b>359,110</b>	<b>372,675</b>	<b>385,029</b>	<b>396,289</b>	<b>405,333</b>

Sources: Statistics Canada (historical), Environmental Design and Management Ltd.

Figures do not include Census under-count.



### 2.5.3 Eastern HRM Planning Area Historical and Projected Population

#### Historical Population

- The total population of the Eastern Central HRM planning area increased by 5% from 1996 to 2006.
- During this same period the age 5 to 19 population increased by 27%.
- The age 0 to 4 population decreased by 25.5% in the same time frame.

#### Projected Population

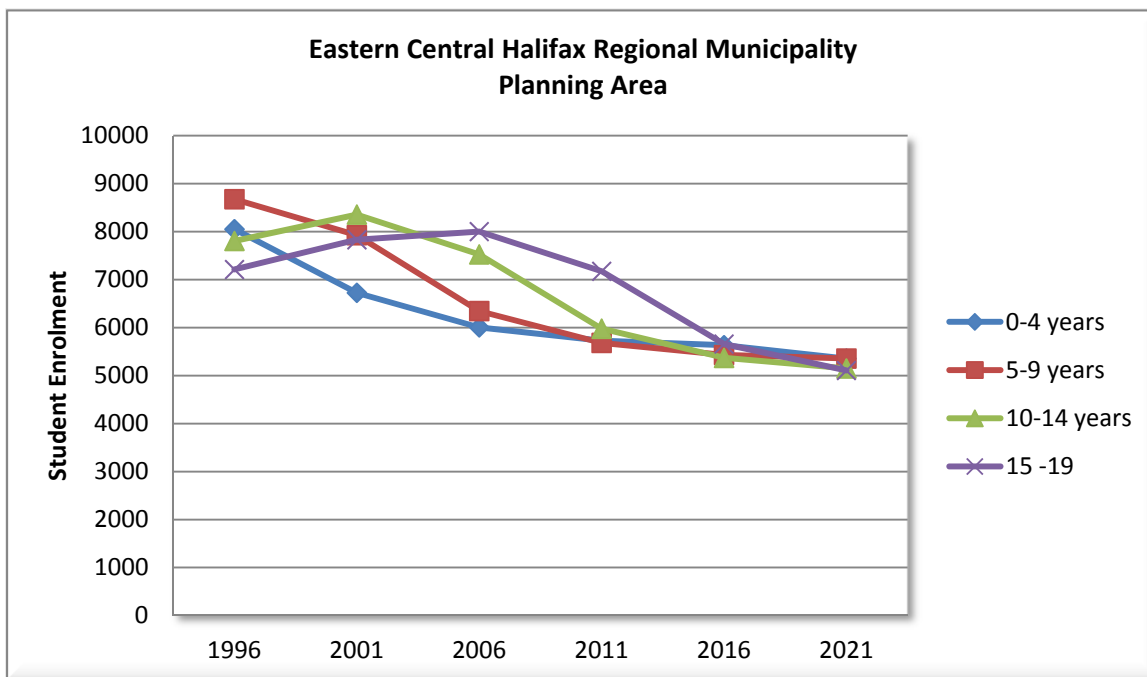
- The age 5 to 19 population comprised 21.5% of the total population in 1996 and remained relatively steady at 18.9% of the total population in 2006. This value is estimated to steadily decline to 13.9% in 2021.

**Eastern Central Halifax Regional Municipality Planning Area (Dartmouth High, Prince Andrew High, Cole Harbour District High, and Auburn Drive High Families of Schools)**

Historical and Projected Enrolment

Age Cohort	1996	2001	2006	2011	2016	2021
0 to 4	8,050	6,725	6,005	5,726	5,633	5,354
5 to 9	8,675	7,925	6,345	5,681	5,430	5,356
10 to 14	7,805	8,355	7,525	5,977	5,370	5,149
15 to 19	7,210	7,830	8,000	7,174	5,658	5,106
20 to 24	7,395	7,070	7,225	7,353	6,551	5,052
25 to 29	8,040	7,310	6,920	7,107	7,221	6,403
30 to 34	10,840	8,395	7,645	7,213	7,468	7,596
35 to 39	11,020	10,950	8,440	7,669	7,235	7,533
40 to 44	9,270	10,925	10,620	8,101	7,380	6,971
45 to 49	8,200	9,325	10,625	10,275	7,771	7,104
50 to 54	5,950	8,210	9,180	10,460	10,096	7,617
55 to 59	4,390	5,655	7,810	8,683	9,896	9,472
60 to 64	3,925	4,300	5,585	7,687	8,603	9,791
65 to 69	3,200	3,860	4,085	5,285	7,263	8,156
70 to 74	2,610	3,010	3,465	3,680	4,742	6,514
75 to 79	1,595	2,370	2,685	3,088	3,309	4,206
80 to 84	975	1,330	1,820	2,054	2,333	2,500
85 to 89	455	625	800	1,084	1,187	1,320
90 and over	260	360	470	600	792	932
<b>Total Population</b>	<b>109,865</b>	<b>114,530</b>	<b>115,250</b>	<b>114,897</b>	<b>113,938</b>	<b>112,132</b>

Sources: Statistics Canada (historical), Environmental Design and Management Ltd (projected).  
 Figures do not include Census under-count.



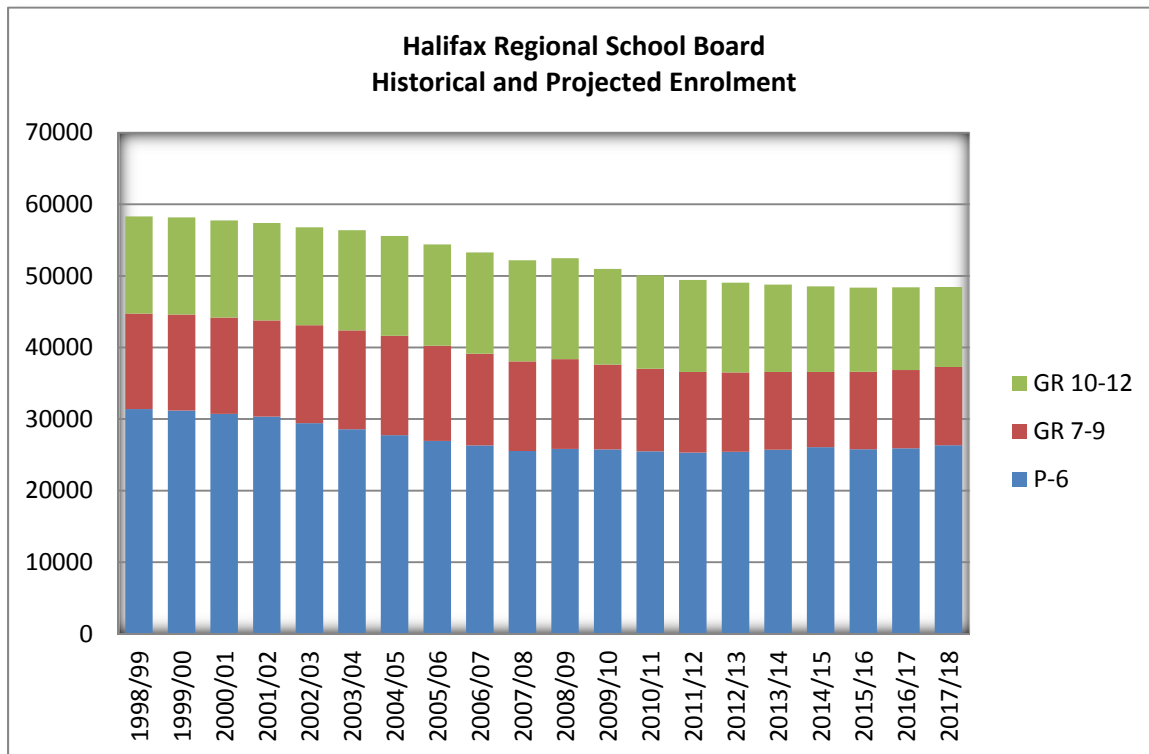
## 2.6 ENROLMENT

Enrolment projections are based upon the Cohort-Survival Method, which uses historical grade by grade enrolment to estimate a grade by grade projection for each program offered at a school. This method uses trends to identify the progression of students from one grade to the next higher grade. Other data sources, including historical migration rates (+/-) of the catchment area, analysis of out-of-area students, feeder school analysis, and an analysis of the Universal Child Benefit tax record and Canada Child Tax Benefit Tax records on a yearly basis are used to supplement the Cohort-Survival Method projections.

### 2.6.1 Historical and Projected Enrolment for HRSB 1998/1999 to 2017/2018

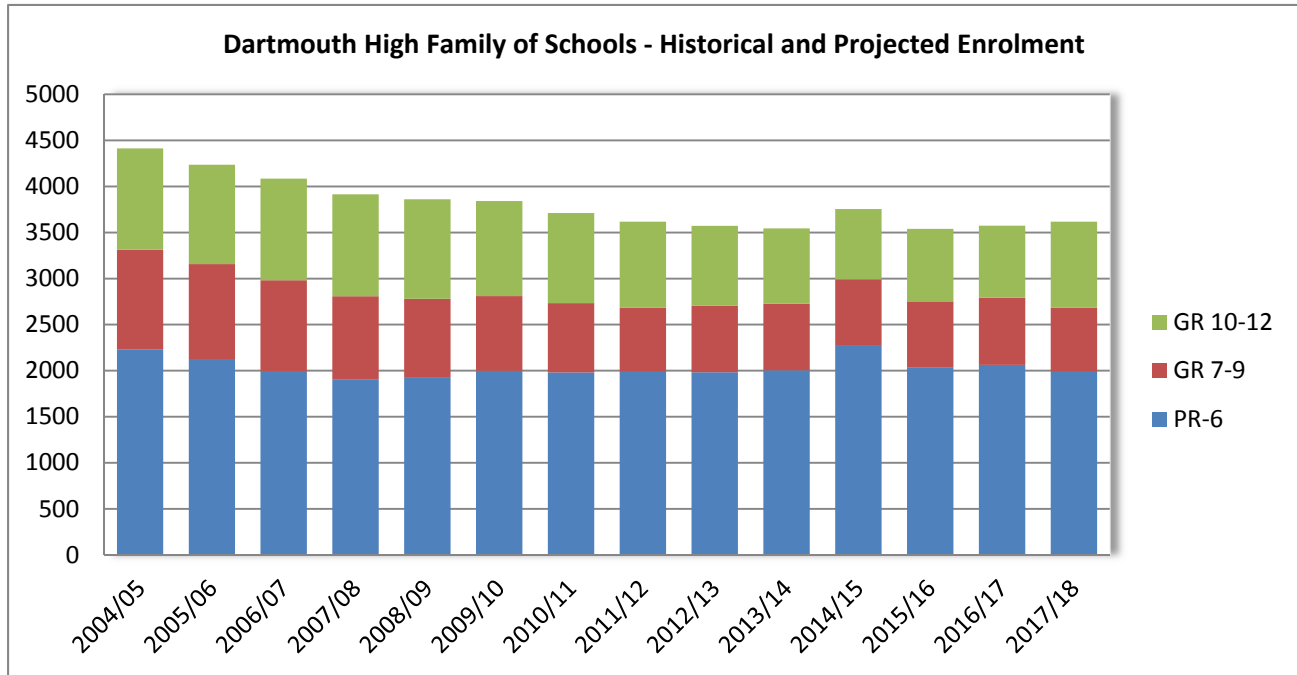
Over the past ten years the total student enrolment in the Halifax Regional School Board has shown a steady decline. As of 2010/2011 enrolment has decreased by 8,128 students from the total enrolment of 58,297 in 1998/1999.

Over the next five to seven years enrolments are estimated to continue to marginally decline with the most significant decline having occurred. The construction of new housing and a positive migration rate have helped mitigate some of the decline that has occurred during the past ten years. The projections indicate a decrease of approximately 1700 students from the registered enrolment of September 2010 to the projected enrolment of 2017.



### 2.6.2 Dartmouth High Family of Schools Enrolment by Grade

The following charts outline the historical enrolment and the projected enrolment in the Dartmouth High Family of Schools. According to this data the total enrolments will remain relatively constant with a slight decrease over the next 5 years.



### 2.6.3 Prince Arthur Junior High School Historical and Projected Enrolments

Prince Arthur Junior High School provides regular programming and Early French Immersion for grades Seven to Nine. Actual enrolments are given through 2010 and projected enrolments are provided through 2015. Projections provided by Baragar Demographics.

#### Historical and Projected Enrolments of South Woodside Elementary School

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Seven	173	156	144	162	115	120	126	137	129	120	149
Eight	160	165	153	133	157	111	116	122	132	125	117
Nine	175	150	161	146	135	150	107	111	115	124	119
Total	508	471	458	441	407	381	348	370	376	371	386

Source: Halifax Regional School Board and Baragar Demographics

### 2.6.4 Prince Arthur Junior High School In and Out of Boundary Details

#### Students attending Prince Arthur Junior High School – September 2010

- 272 students living within the Prince Arthur Junior High School Boundary
- 19 students living in other junior high school boundaries attend English Program and 90 students attend French Immersion program
- Total of 381 students attending Prince Arthur Junior High School as of September 30, 2010

### Students living in the Prince Arthur Junior High School boundary – September 2010

- 272 students from the Prince Arthur Junior High School Boundary attend the school as of September 30, 2010
- 23 students from the Prince Arthur Junior High School Boundary attend other schools as of September 30, 2010

### 2.6.5 Prince Arthur Junior High School Registered Enrolment for September 2011

The following registered enrolments for September 2011 are accurate as of April 30, 2011. The actual September 30, 2011 enrolments will be provided to the School Review Committee in October 2011.

Grade	Enrolment as of April 30, 2011
Seven	101
Eight	119
Nine	106
Total	326

## 2.7 CAPITAL CONSTRUCTION PLANNING

### 2.7.1 Halifax Regional Municipality Regional Plan

Prince Arthur Junior High School and its catchment area are designated Urban Settlement in the HRM Regional Municipal Planning Strategy. The designation includes developed and undeveloped lands and includes six sites as potential areas for new urban growth.

Within each designation there are a series of mixed use transit oriented centres. The Prince Arthur catchment area is located in urban local centre. Permitted land uses in the urban local centre include a mix of medium to high density residential, commercial, institutional and recreation uses. In established neighbourhoods, low to medium density residential uses would be encouraged.

The HRM Regional Plan states that approximately 25% of the growth in the next 25 years will be targeted to occur in the Regional Centre, approximately 50% of the growth will occur in the suburban areas and the remaining 25% will occur within the rural areas.

During the development of the Regional Plan, HRM had a demographic study prepared by Clayton Research. They found that the projected housing demand by type from 2001-2026 for the Suburban region to be:

Single and Semis:	18,851
Row:	735
Apartments and others:	11,013
Total:	30,599

### 2.7.2 HRM Facility Master Plan

The Communities Facilities Master Plan (CFMP) was approved in principle in May 2008. The objective of the CFMP is to specifically indicate where facilities will be constructed; which existing facilities will be improved; and joint school use agreements and partnerships for community facilities throughout HRM over the next 20 years.

The Municipality has indicated the Dartmouth area is well serviced and should Prince Arthur Junior High School be closed, the site would not be considered for community use. Should this site be returned to the Municipality, the real estate division of transportation public works would initiate a formal assessment regarding future use of the building and site.

### 2.7.3 Community Visioning

HRM has been undertaking visioning exercises to further develop ideas for identified growth centres within the HRM Regional Plan. The community visioning exercise for Woodside has begun and the Review Community will be provided with information regarding this planning process

### 2.7.4 Proposed Development

HRM Planning and Development Services have provided the following development numbers for the Prince Arthur and Bicentennial catchment areas.

- July 2009-June 2011 – Building permits issued for 176 units – 159 multiple units and 17 residential single units or semi-detached dwellings
- Occupancy permits – 80 residential units have received occupancy permits
- Anticipated development (in process, not approved) – 616 multiple units

## 2.8 PHYSICAL CONDITION OF BUILDING

### 2.8.1 Condition of Building Envelope, Interior and Systems

A complete Building Audit and Expenditure Plan has been completed for Prince Arthur Junior High School and will be provided to the School Review Committee. The intent of the document is to provide a review of the existing building and to provide a capital building estimate that would be required for the continued operation of the school. The report concludes that an investment in capital of approximately \$4,315,600.00 is required to ensure the future use of the building.

### 2.8.2 Indoor Air Quality and Environmental Issues

The Review Committee will be provided with any past investigations and reports regarding indoor air quality and environmental issues at Prince Arthur Junior High School.

### 2.8.3 Costs Associated with Maintenance, Repair and Operation

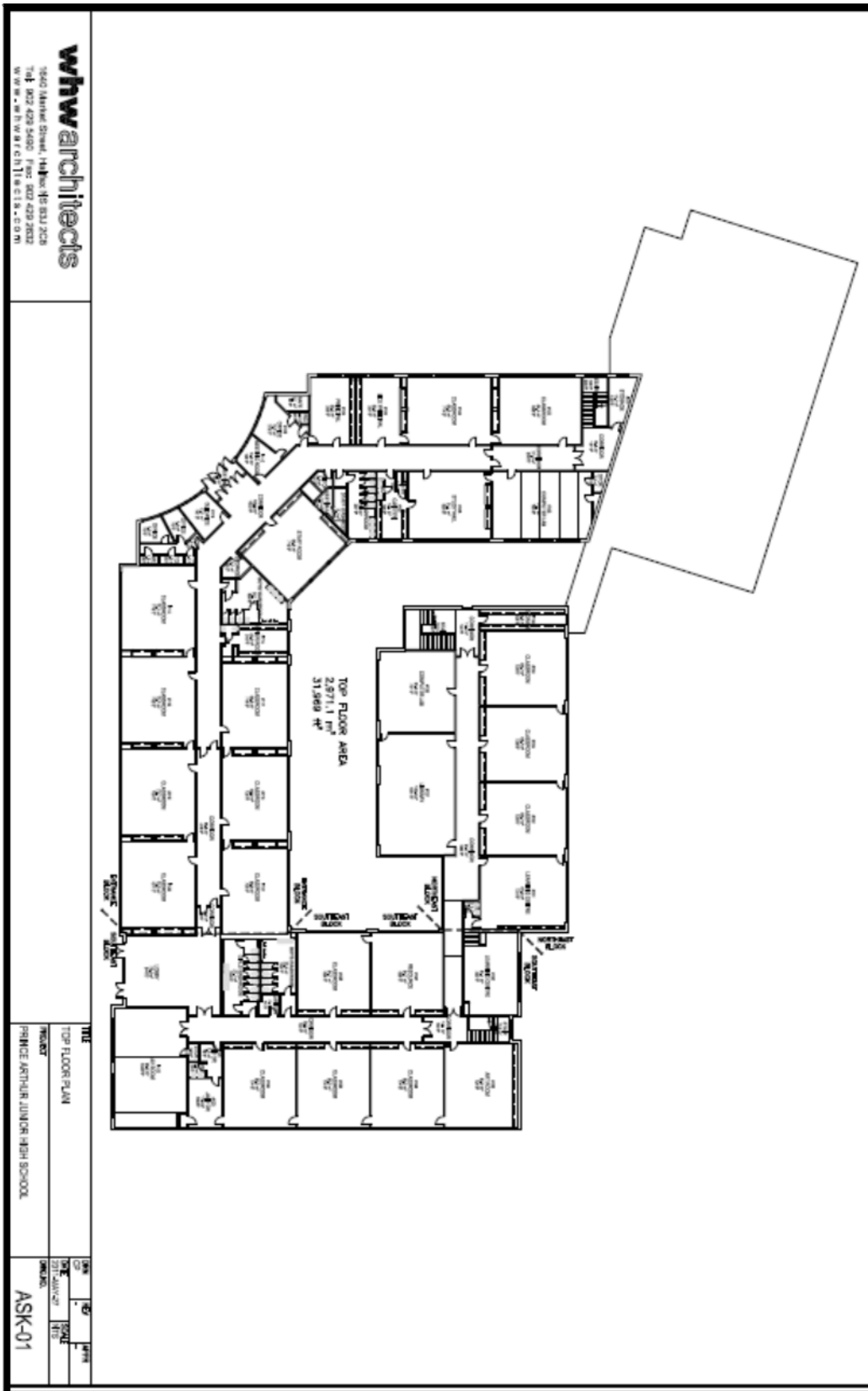
Costs	2009/2010	2010/2011
Utilities		
Phone	\$8,424.00	\$8,424.00
Power	\$31,218.57	\$23,901.20
Fuel	\$81,885.18	\$69,110.98
Water	\$28,349.43	\$17,856.44
Maintenance	\$12,131.43	\$12,431.43
Caretaker and Supplies	\$175,175.21	\$180,683.24
<b>Total</b>	<b>\$337,183.82</b>	<b>\$312,407.29</b>

### 2.8.4 Barrier Free Accessibility to Building and Grounds

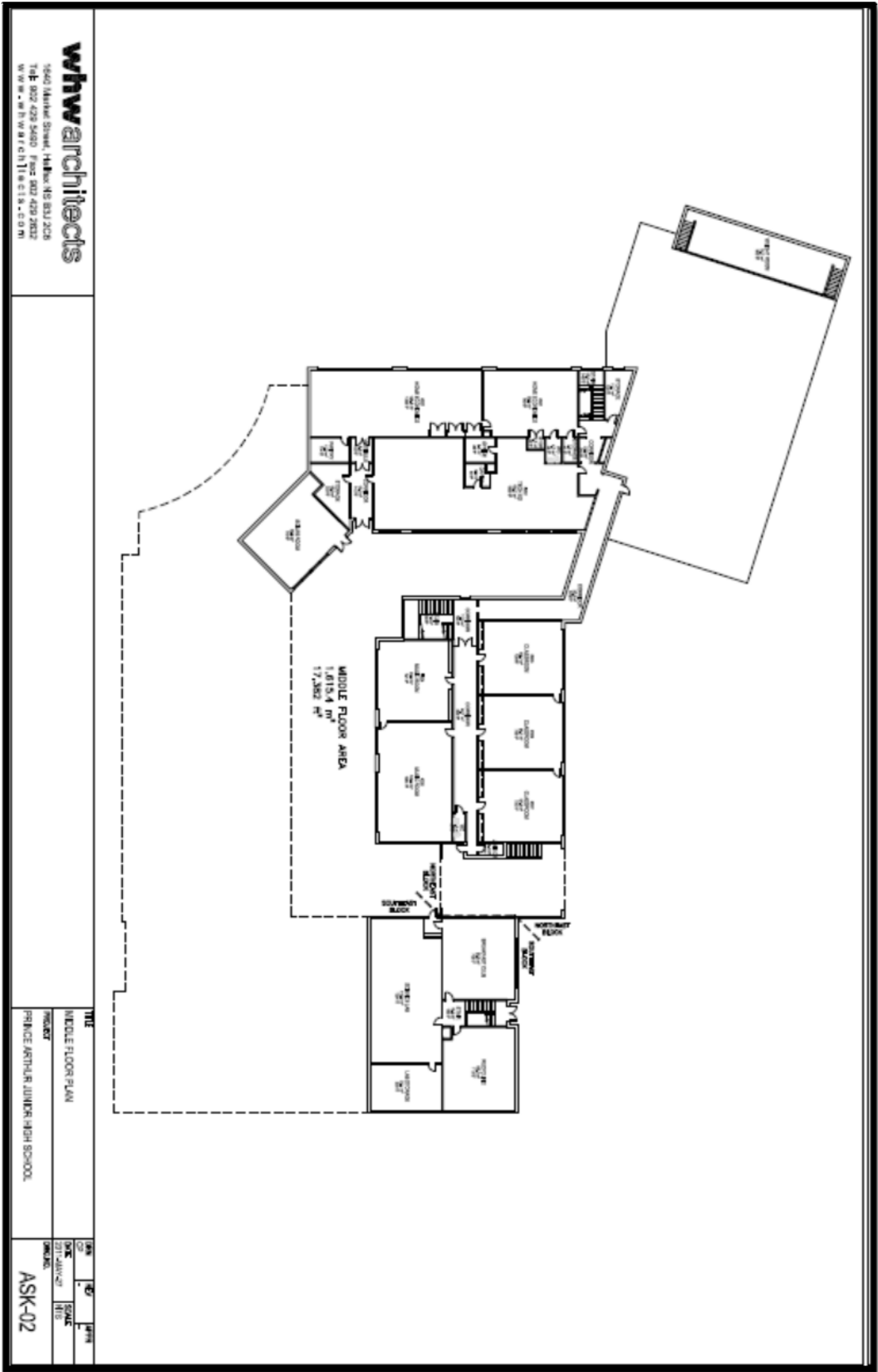
Please refer to the Building Audit and Expenditure Plan.

## 2.9 Building Use

### 2.9.1 Floor plan

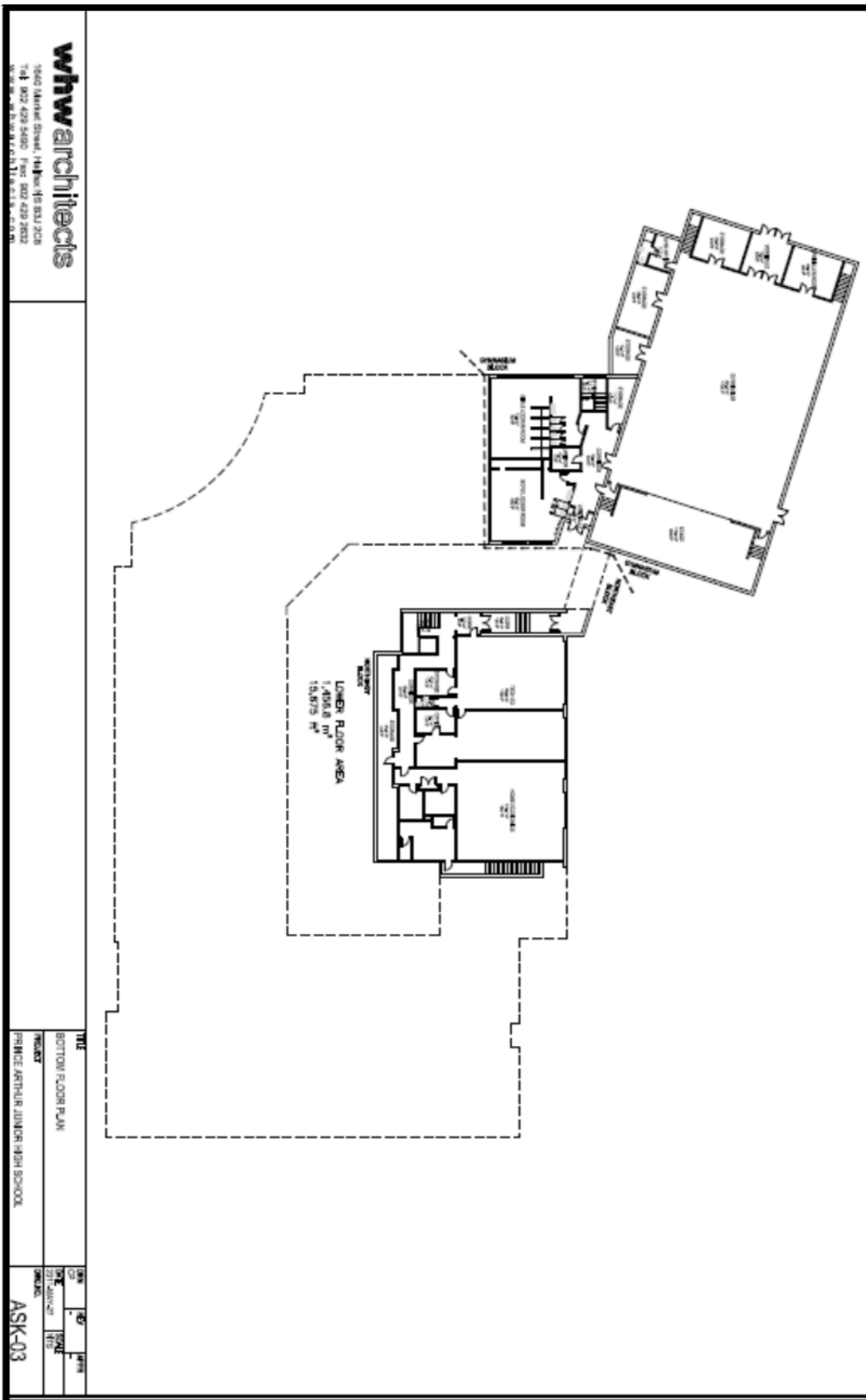






**whw** architects  
 1640 Market Street, Halifax, NS B3J 2C6  
 Tel: 902 429 5490 Fax: 902 429 2832  
 www.whwarchitects.com

TITLE	MIDDLE FLOOR PLAN
PROJECT	PRINCE ARTHUR JUNIOR HIGH SCHOOL
DATE	2011 JANUARY
SCALE	1/8" = 1'-0"
NO.	ASK-02



**whw** architects  
 1540 Marine Street, Halifax NS B3J 2C8  
 Tel: 902 429 5400 Fax: 902 429 2022  
 www.whwarchitects.com

TITLE: BOTTOM FLOOR PLAN  
 PROJECT: PRINCE ARTHUR JUNIOR HIGH SCHOOL  
 DATE: 07/20/2010  
 DRAWN BY: ASK-03

## 2.9.2 Building Details

**Gross building square footage: 64,919 square feet**

No. of storeys: 3

Building Age: 1967

Accessibility: no

Elevator (Y/N): no

## 2.9.3 Teaching Spaces and Current Usage

Room	Intended Use	Current Use
<b>Ground Floor</b>		
Classroom 1	Classroom	classroom
Classroom 2	Classroom	classroom
Classroom 3	Classroom	Part time classroom for grade 9 healthy living
Classroom 4	classroom	classroom
Classroom 5	classroom	classroom
Classroom 6	classroom	Teacher resource room
Classroom 7	Audio Visual room	Audio Visual room
Classroom 8	Classroom	classroom
Classroom 9	Classroom	classroom
Classroom 10	Classroom	classroom
Classroom 11	Classroom	classroom
Classroom 12	Classroom	Room for ANSST to meet with students
Classroom 13	Classroom	Art classroom
Classroom 14	Classroom	Resource room
Classroom 15	Classroom	Learning Center
Classroom 16	Classroom	classroom
Classroom 17	Classroom	classroom
Classroom 18	Classroom	classroom
Classroom 19	Classroom	Computer lab
Classroom 20	Classroom	Lunch room
Classroom 21	Classroom	Lunch room
Classroom 22	Classroom	Lunch room
Classroom 23	Classroom	In school support room
Classroom 24	Classroom	Computer room
Classroom 25	Library	Library
Various small rooms including administration offices, staff room, guidance office, caretakers room and storage		
<b>Middle Floor</b>		
Classroom 26	Classroom	classroom
Classroom 27	Classroom	classroom
Classroom 28	Classroom	Part time classroom for grade 7/8 Healthy Living
Classroom 29	Classroom	Music room
Classroom 30	Classroom	Band Room
Classroom 31	Science Lab	Science Lab

Classroom 32	Classroom	Recycling room
Classroom 33	Classroom	Extra room ( was used for breakfast club)
Classroom 34	Tech Ed	Tech Ed - woodshop

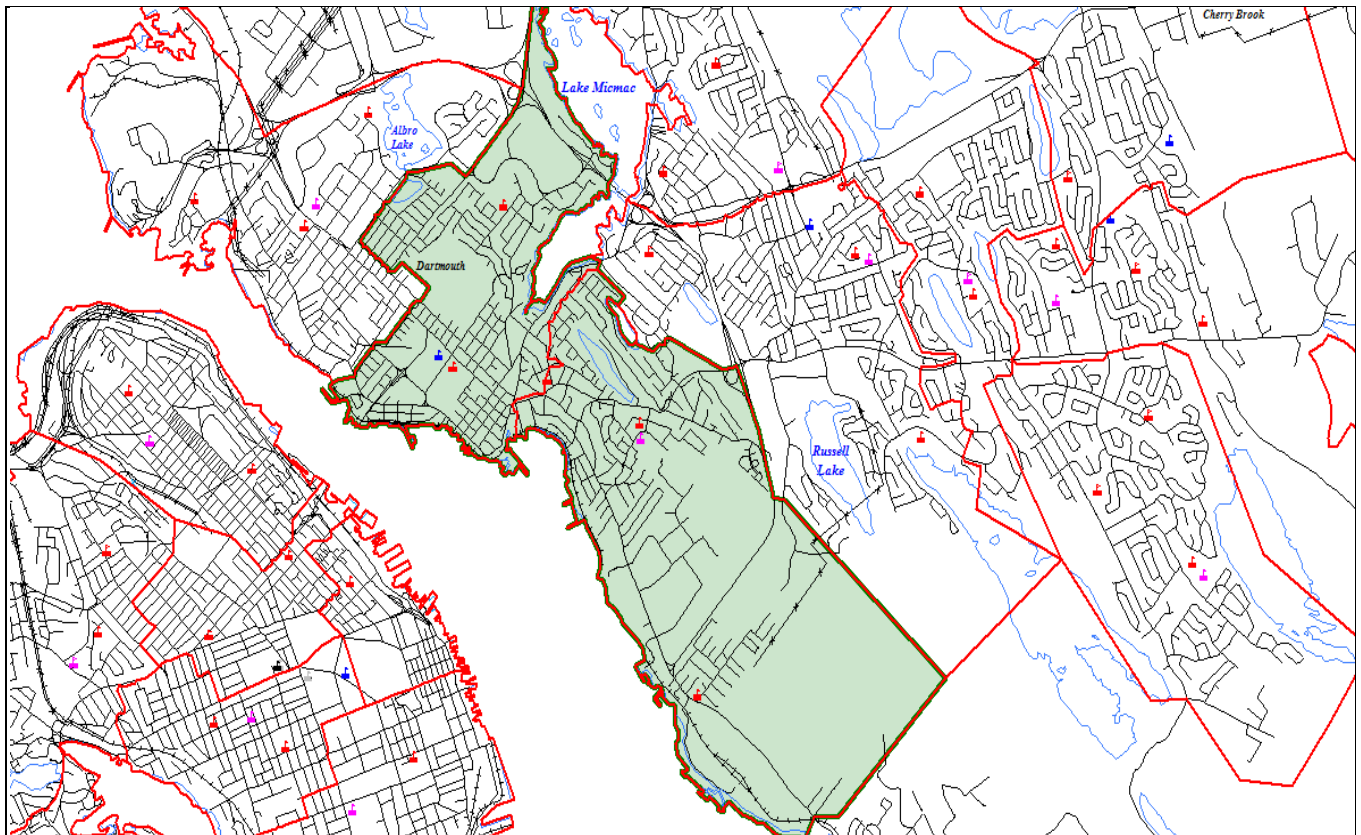
**2.9.4 Excess Teaching Spaces**

Prince Arthur has 23 classroom spaces and 14 specialty areas available.

Based on the current class configuration, Prince Arthur requires 13 of the 23 available classroom spaces leaving 10 classroom spaces available for other uses (i.e. Resource, Lunch room, etc.)

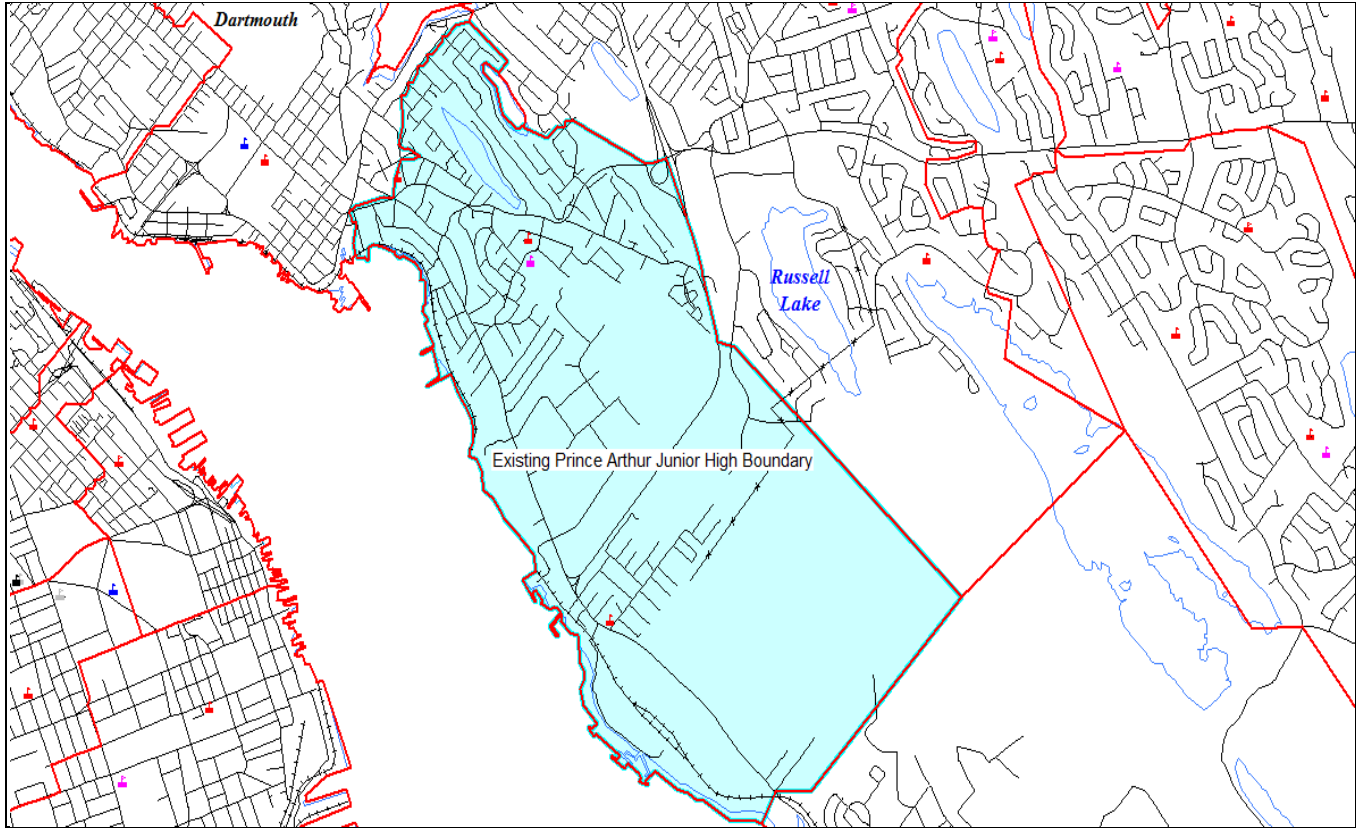
**2.9.5 Prince Arthur Junior High School Boundary**

**CENTRAL DARTMOUTH PLANNING AREA**



Source: Halifax Regional School Board and Baragar Demographics

## Prince Arthur Junior High School Boundary



Source: Halifax Regional School Board and Baragar Demographics

3.0 IMPACT ANALYSIS

3.1 CAPABILITY TO DELIVER PUBLIC SCHOOL PROGRAM

3.1.1 ABILITY AS A FACILITY TO DELIVER THE PUBLIC SCHOOL PROGRAM

Facility Program Delivery Review is a term used to define how well an educational facility serves the academic program being offered. It does not refer to the quality of the school’s academic programs or the success of its students measured by test scores. A Facility Program Delivery Review does not reflect the state of the physical plant of the building for architectural, structural, mechanical or electrical conditions.

A Facility Program Delivery Review was conducted by the consultants for all schools in the Imagine Our Schools planning process.

Facility Program Deliver Review Results for Prince Arthur Junior High School

Facility Program Delivery Review Observations					
	Poor	Fair	Average	Above Average	Excellent
<b>Site Condition</b>					
<b>Educational Areas</b>					
Classrooms					
Other Instructional Areas					
Library					
Gymnasium					
<b>Support Areas</b>					
Administration/Student Services					
Cafeteria/Food Services (none)					

### 3.1.2 Public School Programming

The following are details regarding Prince Arthur Junior High School's ability to deliver the public school program based on data from April 30, 2011. It is noted that Prince Arthur Junior High 2012 School is currently delivering the public school program as mandated by the Province.

- Pupil-Teacher Ratio = 26.8:1 (enrolment divided by classroom teachers only)
- Pupil-Staff Ratio = 14.9:1 (enrolment divided by all NSTU staff assigned to the school which includes Principals, Vice Principals, Student Services Staff, ESL, etc.)
- Enrolment: 349
- Total Classes: 13
- Number of Combined Classes: N/A
- Class sizes:

Grade 7 3 classes	Grade 8 2 classes	Grade 9 3 classes	Grade 7 FI 2 classes	Grade 8 FI 2 classes	Grade 9 FI 1 class	Total
26, 27, 27	29, 30	28, 28, 27	25, 25	21, 21	35	349

Program	Program Delivery Comments
General Classroom Program	Program is being delivered effectively.
Physical Education	Program is being delivered effectively.
Art	Program is being delivered effectively.
Music	Program is being delivered effectively.
Computer Lab	Computers in classrooms and a computer lab.
Resource Room	Provided in good space.
Specialty Space	Provided in several individual spaces.
Library	Provided in an acceptable space.
Science Lab	Program is being delivered effectively.
Family Studies	Program is being delivered effectively.
Technology Education	Program is being delivered effectively.
Extra Curricular	Over 50 extracurricular activities are offered in a range of areas, including: fine arts, sports teams, leisure activities, math competitions, literacy, leadership, technology, and service activities. Activities occur at lunchtime and after school.
Playground	No grassed or paved exterior play areas.
Field	Grassed HRM playing field just off of school property.
Food services	No cafeteria, students eat in 3 extra classrooms which are used as lunch rooms.

### 3.2 EDUCATIONAL BENEFITS

In general, the ability for a school to staff for specialty programs and extra-curricular activities is enhanced with larger student populations. This can occur because more teaching staff can be allocated to the school in either full time positions or they are in the school for longer periods of time as part of a circuit. While each individual student's exposure to certain subjects is defined by the curriculum offered and is consistent throughout the board, the fact that art, music, gym and French teachers are able to spend more time at a school with larger pupil numbers allows for the teachers to become more familiar with their students, enhances the ability for

extra-curricular offerings and enhances the ability for students with special interests in those subjects to be exposed to the subject(s) in more depth.

**Possible Outcome: Prince Arthur Junior High School remains open.**

Prince Arthur Junior High School is currently delivering the needed educational support services and public school program. However there are extensive maintenance issues and costs associated with keeping this building open.

**Possible Outcome: Prince Arthur Junior High is closed and students attend Bicentennial School.** Bicentennial School is currently a P-9 school with 14 available teaching spaces and an estimated capacity of 678. Combining the two schools would result in a total student population of 577 leaving an additional 6 teaching spaces after all classes have been placed. There is a large HRM playing field (part of the Dartmouth Commons) which is adjacent to the school playground. Bicentennial is located in central Dartmouth approximately 3.0 kilometers from Prince Arthur Junior High.

### **3.3 TRANSPORTATION**

**Possible Outcome: Prince Arthur Junior High School remains open.**

Some students are bussed to Prince Arthur based on the current HRSB 2.4 km walking distance.

**Possible Outcome: Prince Arthur Junior High School is closed and students are moved to Bicentennial School.**

Some mandatory bussing would be required to Bicentennial School; however, based on a preliminary review, Stock Transportation has indicated there may be a reduction of mandatory bussing. A more detailed evaluation will be completed.

### **3.4 EXTRA-CURRICULAR ACTIVITIES**

It should be noted that the delivery of extra-curricular activities at any school is dependent on the staff at the school in any given year. The special interests and skills of the teaching staff along with their availability to provide extra-curricular activities generally define what is offered. Extra-curricular activities are often offered over lunch periods or after school.

**Possible Outcome: Prince Arthur Junior High School is closed and students are moved to Bicentennial School.**

Former Prince Arthur Junior students and Bicentennial students will be able to continue accessing the extra-curricular activities offered at Bicentennial School, with the potential for enhancement due to the addition of new teachers at that site and the available fields that are part of the Dartmouth Commons.

### **3.5 OPERATIONAL AND CAPITAL REQUIREMENTS**

#### **3.5.1 Completed Capital Projects at Prince Arthur Junior High School**

- Replace door by caretakers room - \$13,741.38
- Repair Boiler - \$7291.20

#### **3.5.2 Immediate Operating Needs (5 years)**

If Prince Arthur Junior High School were to remain open, the following deferred Maintenance and capital upgrades would need to occur over the next 5 years:

- Repair Exterior Walls - \$170,600.00
- Exterior Windows - \$713,000.00
- Roof Coverings - \$560,000.00
- Heat Generation - \$205,000.00



- Electrical Service and Distribution - \$352,000.00
- Code Requirements - \$72,500.00
- Total - \$2,073,100.00

### 3.5.3 Capital Investments on Current Building for 20 Year Building Life

A complete Building Audit and Expenditure Plan has been completed for Prince Arthur Junior High School and will be provided to the School Review Committee. The intent of the document is to provide a review of the existing building and to provide a capital building estimate that would be required for the continued operation of the school. The report concludes that an investment in capital of approximately \$4,315,600.00 is required to ensure the future use of the building for 20 years.

### 3.6 PROPERTY SERVICE EFFICIENCIES

The projected cost savings to the Board for each possible outcome of the review are listed below. Please note that administrative cost savings are not included in the calculations below.

**Possible Outcome:** Prince Arthur Junior High School remains open

	Immediate Capital Costs 5 yr	Long Term Capital Costs 20 yr	Annual Operating Costs	Students	Annual Operating Costs/Student
Prince Arthur	\$2,073,100.00	\$2,242,500.00	\$312,407.29	381	\$819.96
Bicentennial	\$1,109,200.00	\$1,461,400.00	\$259,764.75	258	\$1,006.84
<b>Total Costs</b>	<b>\$3,182,300.00</b>	<b>\$3,703,900.00</b>	<b>\$572,172.04</b>		<b>\$1,826.80</b>
<b>Overall Cost Savings</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>

**Possible Outcome:** Prince Arthur Junior High School closes and students attend Bi-Centennial School

	Immediate Capital Costs 5 yr	Long Term Capital Costs 20 yr	Annual Operating Costs	Students	Annual Operating Costs/Student
Prince Arthur	0	0	0		0
Bicentennial	\$1,109,200.00	\$1,461,400.00	\$259,764.75	258	\$1,006.84
<b>Total Costs</b>	<b>\$1,109,200.00</b>	<b>\$1,461,400.00</b>	<b>\$259,764.75</b>	<b>258</b>	<b>\$1,006.84</b>
<b>Overall Cost Savings</b>	<b>\$2,073,100.00</b>	<b>\$2,242,500.00</b>	<b>\$312,407.29</b>		

### 3.7 IMPACT ON THE COMMUNITY

If Prince Arthur Junior High School were to close, the impact on the community surrounding the school would be largely related to the school's proximity and convenience to families that are experiencing socio-economic challenges.

### 3.8 COMMUNITY USE OF THE SCHOOL

From September 2010 to June 2011, the following activities occurred at Prince Arthur Junior High School. Source of this information is the HRSB/HRM Facility Booking database.

Rooms: Classroom

Booked by: Good News Halifax

Dates: September 21, 28  
October 5, 12, 19  
November 20, 30  
March 15, 22, 29  
April 5, 19, 26

Times: 6:00p.m. to 8:00p.m.

Rooms: Gymnasium

Booked by: DLBC Basketball Practice

Dates: September 21, 22, 28  
October 5, 6, 12, 13, 19, 20, 26, 27  
November 3, 9, 10, 16, 17, 23, 24, 30  
December 14, 15, 21  
January 4, 5, 11, 18, 19, 25, 26  
February 1, 8  
March 1, 2, 8, 9, 15, 16, 22, 23, 29  
April 5, 6, 12, 13, 20

Times: 6:00p.m. to 10:00p.m.  
7:30p.m. to 10:00p.m.

Rooms: Gymnasium

Booked by: CHMBA Practice

Dates: September 22, 28  
October 6, 13, 20, 27  
November 3, 10, 17, 24  
December 15  
January 5, 19, 26  
March 2, 9, 16, 23  
April 6, 13, 20, 27

Times: 6:00p.m. to 7:30 p.m.

Rooms: Gymnasium

Booked by: HRSB A.B.A Celtics Practice

Dates: September 27  
October 4, 15, 18, 25, 29  
November 1, 5, 8, 15, 19, 22, 26  
January 7, 10, 14, 17, 24, 28, 31  
February 4, 7, 11, 28  
March 4, 11, 14,  
April 1, 4, 11

Times: 6:00p.m. to 9:00p.m.

Rooms: Gymnasium

Booked by: HSSC Adult Recreation – Andrew White

Dates: January 10, 17, 24, 31

February 7, 28

March 14, 21, 28

April 4, 12, 18

Times: 9:00p.m. to 10:00p.m.

**3.9 IMPACT OF POTENTIAL CONSOLIDATION (IF APPLICABLE)**

N/A

## 4.0 PROPOSED RECEIVING SCHOOL INFORMATION

### 4.1 SCHOOL NAME

Bicentennial School

### 4.2 SCHOOL LOCATION

85 Victoria Road  
Dartmouth, NS B3A-1T9

### 4.3 ADMINISTRATION

Principal: Kim Campbell  
Vice Principal: Jamie Kavanaugh

### 4.4 ENROLMENT

#### 4.4.1 Bicentennial Historical and Projected Enrolments

Actual enrolments are given through 2010 and projected enrolments are provided through 2015. Projections provided by Baragar Demographics.

#### Historical and Projected Enrolments for Bicentennial School

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Primary	15	9	22	15	14	14	23	18	18	14
One	15	12	7	22	17	15	14	24	19	19
Two	17	10	12	7	22	17	15	15	24	19
Three	16	13	12	10	7	21	17	15	14	23
Four	27	11	14	10	8	6	20	15	13	13
Five	14	23	10	13	11	8	5	19	15	12
Six	24	14	24	10	14	11	7	4	18	14
Seven	92	66	51	68	47	50	55	48	56	63
Eight	70	94	66	54	68	48	50	55	48	56
Nine	110	65	84	73	50	64	45	48	52	45
Total	400	317	302	282	258	254	251	261	277	278

Source: Halifax Regional School Board and Baragar Demographics

#### 4.4.2 Bicentennial School In and Out of Boundary Details

##### Students attending Bicentennial School – September 2010

- 212 students living within the Bicentennial School Boundary
- 46 students living in other school boundaries
- Total of 258 students attending Bicentennial as of September 30, 2010

##### Students living in Bicentennial School Boundary – September 2010

- 212 students from the Bicentennial School Boundary attend the school as of September 30, 2010;
- 12 students from the Bicentennial School Boundary attend other schools in English programming as of September 30, 2010
- 93 students from the Bicentennial School Boundary attend other school in French Immersion programming as of September 30, 2010

#### 4.4.3 Bicentennial School Registered Enrolment for September 2011

The following registered enrolments for September 2011 are accurate as of April 30, 2011. The actual September 30, 2011 enrolments will be provided to the School Review Committee in October 2011.

Grade	April 30 <sup>th</sup> 2011 Registered Enrolment for September 2011
Primary	4
One	13
Two	21
Three	22
Four	10
Five	7
Six	12
Seven	51
Eight	45
Nine	65
<b>Total</b>	<b>250</b>

#### 4.4.4 Impact of the Review Outcome on Bicentennial School

If Prince Arthur Junior High School were to close effective September 2012, the entire student population would be assigned to Bicentennial School. Bicentennial School currently delivers the public school program effectively and has the space to provide specialty courses in unused classrooms. Combining the two schools would result in a total student population of 577 leaving an additional 6 teaching spaces after all classes have been placed. There is a large HRM playing field (part of the Dartmouth Commons) which is adjacent to the school playground. Bicentennial is located in central Dartmouth approximately 3.0 kilometers from Prince Arthur Junior High.

#### 4.5 SCHOOL CONFIGURATION

Primary to Grade 9  
Regular English Program

#### 4.6 PHYSICAL CONDITION OF THE BUILDING

##### 4.6.1 Facility Utilization

Capacity: 678  
Enrolment September 30, 2010: 258  
Utilization September 30, 2010: 38%

##### 4.6.2 Condition of Building Structure and Systems

###### Completed Capital Projects at Bicentennial

- Window replacement - \$72,769.00
- Upgrade electrical system – computer system - \$15,000.00
- Removed and disposed sections of cabinet – \$6,423.57
- Wheel chair lift - \$175,616.05
- Replaced zone valve and repaired unit heater - \$5,743.04
- Removed and refinished classroom walls - \$8,726.17

#### Deferred Maintenance and Required Capital Upgrades over the next 5 years

- Exterior Walls - \$144,700.00
- Exterior Windows - \$292,000.00
- Exterior Doors - \$67,100.00
- Roof Coverings - \$605,400.00
- Total - \$1,109,200.00

#### 4.6.3 Costs Associated With Maintenance and Operation

Costs	2009/2010	2010/2011
Utilities		
Phone	\$8,172.00	\$8,172.00
Power	\$35,837.37	30,012.59
Fuel	\$34,914.97	\$36,182.99
Water	\$13,528.67	\$16,189.54
Maintenance	\$12,362.20	\$12,665.20
Caretaker and Supplies	\$152,831.51	\$156,542.43
<b>Total</b>	<b>\$257,646.72</b>	<b>\$259,764.75</b>

#### 4.6.4 Operation and Availability of Accessibility Ramps, Elevators, Accessible Playgrounds

Please refer to the Building Audit and Expenditure Plan

#### 4.7 BUILDING USE

##### 4.7.1 Excess Space

Number of students as of September 30, 2010 = 258

Square footage = 65,100 square feet

#### 4.7.2 Teaching Spaces and Current Usage

Room	Size (sq. ft.)	Intended Use	Current Use
<b>Main Floor</b>			
Classroom 1	695	Classroom	Classroom
Classroom 2	704	Classroom	Classroom
Classroom 3	716	Classroom	Classroom
Classroom 4	711	Classroom	Classroom
Classroom 5	716	Classroom	Classroom
Classroom 6	756	Classroom	Classroom
Classroom 7	711	Classroom	Classroom
Classroom 8	1109	Classroom	Audio Visual room
Classroom 9	701	Classroom	Student support
Classroom 10	706	Classroom	Active living room
Classroom 11	714	Classroom	Computer room
Classroom 12	756	Classroom	Junior high resource
Classroom 13	656	Classroom	Guidance (divided into two spaces)
Classroom 14	751	Classroom	Classroom
Classroom 15	1675	Art Classroom	Lunch room
Classroom 16	446	Classroom	Learning center and office
Classroom 17	748	Classroom	Learning center
Classroom 18	1149	Music Classroom	Classroom
Classroom 19	1179	Library	Library
Gymnasium 20	6394	Gymnasium	Gymnasium
<b>Lower Floor</b>			
Classroom 21	757	Classroom	Classroom
Classroom 22	946	Classroom	Classroom
Classroom 23	779	Classroom	Extra Classroom
Classroom 24	671	Classroom	Extra Classroom
Classroom 25	602	Classroom	Extra Classroom
Classroom 26	800	Classroom	Community Outreach Classroom
Classroom 27	692	Classroom	Literacy room
Classroom 28	566	Classroom	Computer Lab
Classroom 29	733	Classroom Music	Behaviour Team room
Classroom 30	1030	Science Lab	Science Lab
Classroom 31	952	Family Studies	Lunch room
Classroom 32	1342	Family Studies	Breakfast program
Classroom 33	988	Tech Ed Computer Lab	Extra Classroom
Classroom 34	1561	Tech Ed -Woodshop	Not in use.

#### 4.7.3 Impact of Increased Number of Students on Building Usage

Bicentennial has the instructional spaces needed for the proposed total population of 577. The elementary classes would total only 87 and would therefore become a very small percentage of the total school population. This may negatively impact on the 'feel of school' for these students. Junior High classes would total 14 and class sizes would be 21-28 with the exception of the grade 9 French Immersion class which would be 35. If a decision was made to split this into 2 classes there is an instructional space available to accommodate the additional class. The corridors of Bicentennial are wide and are suited to the amount of room junior high students need to

move about. From a maintenance perspective Bicentennial is in relatively good condition and most of the maintenance needed is to the exterior of the building.

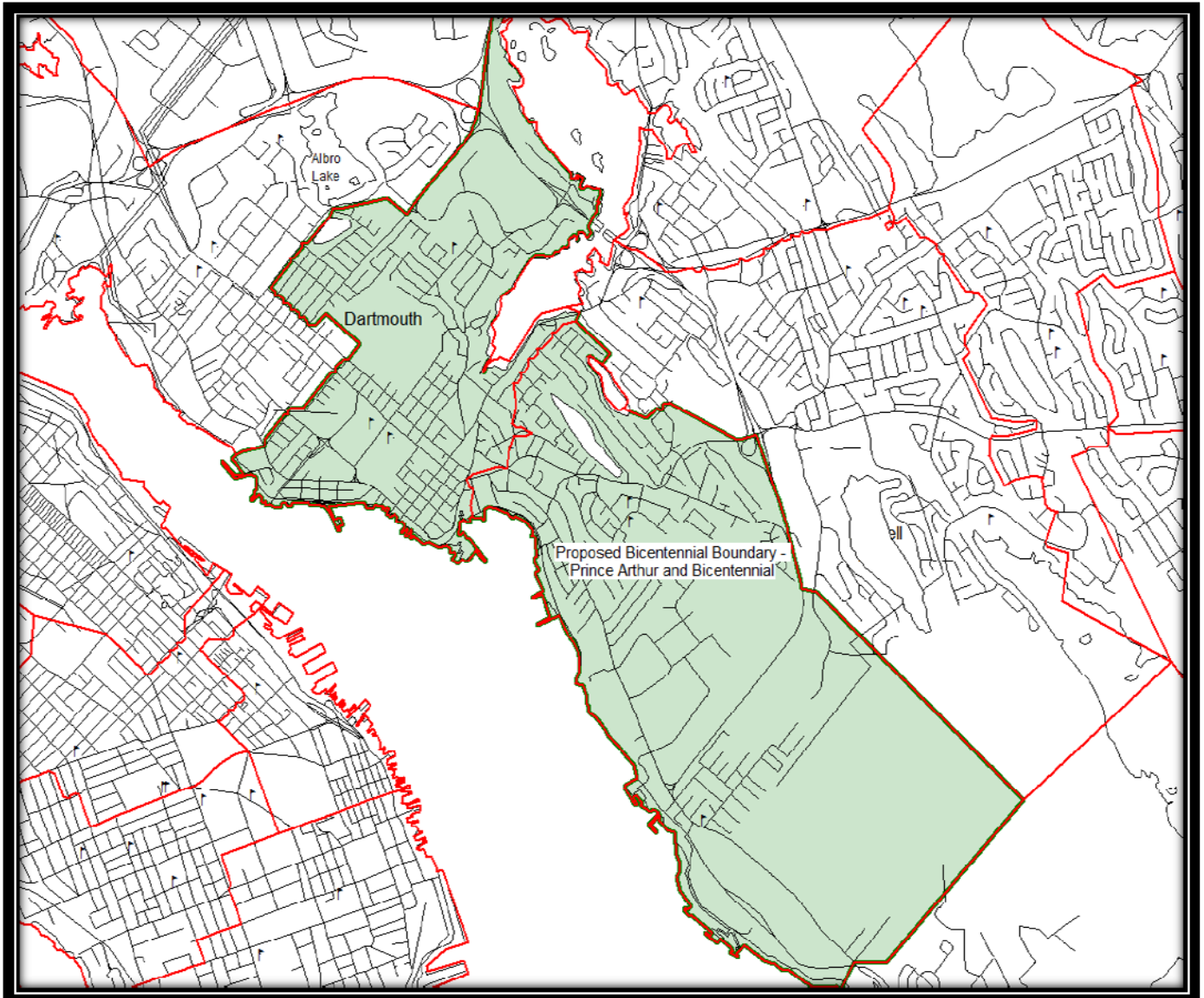
#### 4.8 TRANSPORTATION

Currently, there are no students who qualify for bussing based on distance attending Bicentennial School. The only students bussed are entitled to bussing due to special needs.

#### 4.9 PROPOSED ATTENDANCE BOUNDARY

If Prince Arthur Junior High School were to close with students being redirected to Bicentennial School the new boundary would be as shown below.

**Proposed Boundary of Prince Arthur Junior High and Bicentennial School**



Source: Halifax Regional School Board and Baragar Demographics



## SCHOOL REVIEW PROCESS FOR PERMANENT CLOSURE POLICY

### CONTENTS

- 1.0 PRINCIPLES**
- 2.0 POLICY FRAMEWORK**
- 3.0 AUTHORIZATION**

#### **1.0 PRINCIPLES**

- 1.1 The Halifax Regional School Board has a responsibility to effectively manage the use of its schools.
- 1.2 The Halifax Regional School Board will examine the feasibility of operating schools that prove to be inefficient regarding effective education across the whole region, economic constraints, and the aging of physical plants.
- 1.3 The Halifax Regional School Board shall involve school community members in the school review process.
- 1.4 This policy shall not apply to the closure of a school or schools replaced by a newly constructed facility, built to house students from the school or schools to be closed.

#### **2.0 POLICY FRAMEWORK**

- 2.1 The Halifax Regional School Board is committed to ensuring the review of facilities for permanent closure is in accordance with the Nova Scotia Education Act.

#### **3.0 AUTHORIZATION**

- 3.1 The Superintendent is authorized to develop and implement procedures in support of this policy.

# **SCHOOL REVIEW PROCESS FOR PERMANENT CLOSURE**

## **PROCEDURES**

### **CONTENTS**

- 1.0 IDENTIFICATION OF SCHOOLS FOR REVIEW**
- 2.0 IMPACT ASSESSMENT REPORT**
- 3.0 STUDY COMMITTEE**
- 4.0 PUBLIC HEARING**
- 5.0 DECISION BY GOVERNING BOARD**
- 6.0 POLICY REVIEW**

### **1.0 IDENTIFICATION OF SCHOOLS FOR REVIEW**

- 1.1 Staff will identify schools to be considered for review.
  - 1.1.1 Staff will prepare an Identification Report, by the end of March, containing data, statistics and any additional information supporting the reasons for identification for review including:
    - 1.1.1.1 Condition of the school facility to be reviewed;
    - 1.1.1.2 Condition of the receiving school facility;
    - 1.1.1.3 Factors relating to student transportation;
    - 1.1.1.4 Geographic isolation of the public school, if any.
    - 1.1.1.5 Future enrolments;
    - 1.1.1.6 Area developments.
- 1.2 The Identification Report will be presented to the Governing Board at a public Board meeting held prior to April 30.
- 1.3 The Governing Board will make the decision if a school is to participate in the review process at a public Board meeting.

### **2.0 IMPACT ASSESSMENT REPORT**

- 2.0 Staff will prepare a comprehensive Impact Assessment Report for any schools identified for review, containing data, statistics and any additional information regarding the impact of a potential school closure including:
  - 2.0.1 Capability to deliver the public school program;
  - 2.0.2 Educational benefits to students, including access to services and programs;
  - 2.0.3 Time and distance involved in transporting students to the receiving school;
  - 2.0.4 Ability of students to continue to access and participate in extracurricular activities;
  - 2.0.5 Impact on the receiving school;
  - 2.0.6 Capital construction planning for the school region;
  - 2.0.7 Property services efficiencies that would be gained;
  - 2.0.8 Operational and capital requirements arising from maintaining the status quo;
  - 2.0.9 Efficiencies in educational staffing that would be gained;
  - 2.0.10 Community usage of the school over the last year;
  - 2.0.11 Alternatives available to the community with respect to facilities available for community or regional use;
  - 2.0.12 Any other impact on the community.
- 2.2 The Impact Assessment Report will be presented by staff to the Governing Board at a public Board meeting before the end of September.

### **3.0 STUDY COMMITTEE**

- 3.1 Any school identified for review will establish a Study Committee, prior to October 7, consisting of the members of the School Advisory Council.
- 3.2 The Study Committee shall:
  - 3.2.1 Hold their first meeting prior to October 21;

- 3.2.2 Hold at least one public meeting;
- 3.2.3 Prepare a written response to the Governing Board, no later than Feb. 1, regarding the Impact Assessment Report.

#### **4.0 PUBLIC HEARING**

- 4.1 Upon receiving a response from the Study Committee, the Governing Board shall:
  - 4.1.1 Table the Study Committee's response at a public Board meeting no later than February 28;
  - 4.1.2 Hold at least one public meeting, prior to March 24, to provide the public with an opportunity to respond to the Impact Assessment Report and the Study Committee's response.

#### **5.0 DECISION BY GOVERNING BOARD**

- 5.1 After a public hearing, no later than March 31, the Governing Board shall make a decision with respect to the outcome of the school review process at a public Board meeting.
- 5.2 A decision of the Governing Board made in accordance with the Education Act shall not be altered by the Minister of Education.
- 5.3 If the Governing Board decides to permanently close a school, it is to be closed no later than five years following the decision.
- 5.4 When a school has been reviewed by the Governing Board and is determined to remain open, the school will not be reviewed within a four year time period unless circumstances occur that warrant an earlier review.

#### **6.0 POLICY REVIEW**

- 6.1 This policy will be reviewed every three years or in the event there are changes to the regulations of the school review process under the Education Act.

## COMMUNICABLE DISEASES, ILLNESSES AND INFECTIONS POLICY

### CONTENTS

#### 1.0 PRINCIPLES 2.0 POLICY FRAMEWORK 3.0 AUTHORIZATION

#### 1.0 PRINCIPLES

- 1.1 Communicable diseases, illnesses and infections may affect students or school staff. These diseases, illnesses and infections can be transferred to others and could be life-threatening.
- 1.2 Students who are diagnosed with a communicable disease, illness or infection may be absent from school.
- 1.3 The confidentiality and dignity of students diagnosed with a communicable disease, illness or infection will be respected.
- 1.4 The Halifax Regional School Board will collaborate and take advice regarding communicable diseases, illnesses and infections from the Public Health Services Team within Capital Health.

#### 2.0 POLICY FRAMEWORK

- 2.1 The Halifax Regional School Board is committed to ensuring the *Communicable Diseases, Illness and Infections Policy* is in accordance with the following:
  - 2.1.1 *Education Act*
  - 2.1.2 *C.009 Administration of Medication Policy*
  - 2.1.3 *Health Protection Act*
  - 2.1.4 *Nova Scotia Communicable Disease Control Manual*

#### 3.0 AUTHORIZATION

- 3.1 The Superintendent is authorized to develop and implement procedures in support of this policy.

DRAFT

# COMMUNICABLE DISEASES, ILLNESSES AND INFECTIONS

## PROCEDURES

### CONTENTS:

- 1.0 PRINCIPAL RESPONSIBILITIES**
- 2.0 SCHOOL STAFF RESPONSIBILITIES**
- 3.0 PARENT(S)/GUARDIAN(S) RESPONSIBILITIES**
- 4.0 RECOMMENDED ABSENCE FROM SCHOOL**

### **1.0 PRINCIPAL RESPONSIBILITIES**

1.1 The principal shall:

- 1.1.1 Notify the school Public Health nurse or practitioner when aware that a student has been diagnosed with a communicable disease, illness or infection;
- 1.1.2 Notify the school Public Health nurse or practitioner if 10% or more of the students are absent from school due to illness;
- 1.1.3 Contact parent(s)/guardian(s) if it is suspected that a student is exhibiting symptoms of a communicable disease, illness or infection;
- 1.1.4 Collaborate with the school Public Health nurse or practitioner regarding student immunizations;
- 1.1.5 Distribute communicable disease, illness or infection information sheets and/or letters home only under the direction of a Public Health nurse or practitioner;
- 1.1.6 Ensure school staff is aware of this policy.

### **2.0 SCHOOL STAFF RESPONSIBILITIES**

2.1 School staff shall:

- 2.1.1 Notify the principal if they are aware that a student has been diagnosed with a communicable disease, illness or infection;
- 2.1.2 Promote with students the importance of regularly washing hands with soap and water as it the most effective way to prevent communicable diseases, illnesses and infections from spreading;
- 2.1.4 Exercise sensitivity and confidentiality when a student is diagnosed with a communicable disease, illness or infection;

- 2.1.5 Distribute communicable disease, illness or infection information sheets and/or letters home only when directed to do so by the principal;
- 2.1.6 Contact the school Public Health nurse or practitioner with questions regarding communicable diseases, illnesses or infections.

### 3.0 PARENT(S) /GUARDIAN(S) RESPONSIBILITIES

- 3.1 Parent(s)/guardian(s) shall:
  - 3.1.1 Notify the principal if their child has been diagnosed with a communicable disease, illness or infection that might put others at risk;
  - 3.1.2 Promote proper hand washing techniques with their child;
  - 3.1.3 Contact the school Public Health nurse or practitioner with any questions regarding communicable diseases, illnesses or infections.

### 4.0 RECOMMENDED ABSENCE FROM SCHOOL

- 4.1 The following are recommended timelines from Public Health indicating when students may be absent from school as a result of having a communicable disease, illness or infection:

<b>Disease/Illness/Infection diagnosed by a physician</b>	<b>Recommended timelines</b>
Conjunctivitis – (Pink Eye)	Student may return to school when free of symptoms.
Fifth Disease	Student may attend school.
Hand, foot and mouth disease	Student may attend school.
Hepatitis A	Student may return to school two weeks after onset of symptoms.
Hepatitis B	Student may attend school.
Hepatitis C	Student may attend school.
HIV/AIDS	Student may attend school.
Impetigo	Student may return to school twenty four hours after treatment has been initiated.
Influenza	Student may return to school when symptoms have improved.
Meningitis-Bacterial	Student may return to school after having completed antibiotic treatment.
Meningitis-Viral	Student may attend school.
Mononucleosis (Infectious)	Student may attend school.



Mumps	Student may return to school five days from the time of onset.
Roseola	Student may return to school when rash is no longer apparent.
Rubeola (Measles)	Student may return to school five days after onset of rash.
Rubella (German Measles)	Student may return to school seven days after the onset of rash.
Pertussis -(Whooping Cough)	Student may return to school five days after starting antibiotics or if no antibiotics are given, three weeks after onset of symptoms.
Ringworm	Student may return to school after treatment is initiated.
Scabies	Student may return to school after treatment is completed.
Strep Throat	Student may return to school twenty four hours after onset of treatment.
Varicella-Zoster (Chicken Pox)	Student may return to school five days after onset of rash or when all lesions are crusted over.

## **HALIFAX REGIONAL SCHOOL BOARD**

### **Mental Health Initiatives and Mental Health Promotion Report**

**PURPOSE:** To provide the Board with an update on and framework with respect to Mental Health Initiatives and Mental Health Promotion.

**BACKGROUND:** In the spring of 2011, Dr. Stan Kutcher presented information to the Board regarding his work in adolescent mental health and, in particular, his creation of programs targeted to assist school-aged children. Dr. Kutcher highlighted the high school curriculum he had developed around mental health. Following Dr. Kutcher's presentation, the Board requested information regarding the actions and planned actions that the Program Department was involved with regard to Mental Health Promotion and Initiatives.

**CONTENT:** This report contains attached information on past, present and future Mental Health initiatives gathered from the Program Department, in particular, in the areas of Mental Health Promotion and Student Services focus on Mental Health.

**COST:** There is a cost of \$30,000 to \$35,000 associated with the organization and delivery of two-day training sessions enabling all Grade 9 Healthy Living teachers to be trained in the delivery of six modules encompassing the Mental Health and High School Curriculum – Understanding Mental Health and Mental Illness.

**FUNDING:** This cost has been budgeted for in the Program budget (combination of Health Promoting Schools and Student Services) for this fiscal year.

**TIMELINE:** Ongoing with High School curriculum training to be completed by February and delivery to students before the end of the school year.

**APPENDICES:** Attached: Health Promoting School Team Mental Health Promotion and Student Services Focus on Mental Health documents.

**RECOMMENDATIONS:  
COMMUNICATIONS:** The Board received this report for information.

<b>AUDIENCE</b>	<b>RESPONSIBLE</b>	<b>TIMELINE</b>
<b>Board Members</b>	<b>Geoff Cainen, Director – Program</b>	<b>Ongoing</b>

**From:** For further information contact Geoff Cainen, Director – Program, at 464-2000, Ext 2567 or at gcainen@hrsb.ns.ca.

**To:** Senior Staff                      September 19, 2011  
Board                                      September 20, 2011

**Focus on Mental Health Promotion/Intervention  
Submitted – September 13, 2011**

**Professional Development Opportunities for Teachers, Guidance Counsellors and  
Principals from December 2009 to 2011-2012**

*December 2009*

The *Mental Health Promotion Conference* was held for school administration, teachers, guidance counsellors and school community partners interested in mental health promotion. The purpose of this conference was to:

- to raise awareness about Health Promoting Schools
- to raise awareness of issues that affect mental health
- to increase understanding about mental health promotion
- to provide mental health promotion curriculum resources

*March 2010*

60 school staff and volunteers for Breakfast Programs participated in the *2010 Breakfast Program Workshop*. The key message of this workshop promoted healthy nutrition as an important support for building self-esteem and healthy body image. Through the Food and Nutrition Policy for Nova Scotia Public Schools, HRSB supports the promotion of healthy food choices and initiatives which contribute to a greater sense of well-being in our school communities. Breakfast programs not only nourish students and contribute to their physical well-being, but they also contribute to student's mental well-being.

***Professional Development during 2010-2011***

At the Department of Education, mental health curriculum support has been a priority across the entire province. As a result, all professional development offered to teachers in Health Education Grades 4 to 6 and Healthy Living 7, 8 and 9 has focused on educating students about mental health promotion.

Partnership has been established with Dr. Bianca Horner who authored the new curriculum supplement *Healthy Mind, Healthy Body* for Grades 4 to 9. Dr. Horner has also supported teachers through presentations by demonstrating how to best utilize this resource.

- *December 15, 2010*  
This professional development focused on the implementation of the mental health outcomes in the newly revised Healthy Living 7-9 curriculum. Each of the 50 Healthy Living 7-9 teachers attending the workshop received Bianca Horner's resource *Healthy Mind, Healthy Body*.
- *December 23, 2010*  
Dr. Bianca Horner, author of *Healthy Mind, Healthy Body* co-presented with the Active Healthy Living Leader to 20 elementary Health teachers at Chebucto Heights Elementary School. Each teacher received the resource, *Healthy Mind, Healthy Body*.

- *January 28, 2011*  
45 Health Grades 4-6 teachers received a professional development opportunity regarding mental health to support the implementation of the newly developed curriculum. Each teacher received a copy of *Healthy Mind, Healthy Body* as well as resources from Natalie Flinn, Active Healthy Living Leader, Nova Scotia Department of Education.
- *April 19, 2011*  
16 Healthy Living Grades 7-9 teachers in the Lockview High family of schools participated in professional development that supported the mental health components of the newly implemented Healthy Living 7-9 curriculum. *Healthy Mind, Healthy Body* and other resources pertaining to mental health were distributed to teachers.
- *April 26, 2011*  
10 Healthy Living Grades 7-9 teachers in the Citadel High family of schools participated in professional development that supported the mental health components of the newly implemented Healthy Living 7-9 curriculum. *Healthy Mind, Healthy Body* and other resources pertaining to mental health were distributed to teachers.
- *July 2011*  
Guidance Counsellors, Principals and Student Services staff attended Dr. Stan Kutcher's Summer Symposium on School Mental Health.
- *Other professional development opportunities included:*
  - Delivery of Dr. Stan Kutcher's "Module on Youth Depression and Suicidality" to all Halifax Regional School Board Guidance Counsellors, Social Workers and School Psychologists.
  - Delivery of Dr. Stan Kutcher's "Understanding Mental Health and Mental Illness, Strategies to Work with Adolescents in Schools with Mental Health Disorders" to all Halifax Regional School Board Guidance Counsellors.

### **Professional Development during 2011-2012**

*November 14, 18, and 21, 2011*

During the Race Cross-Cultural Human Rights Bus Cluster Professional Development days, two sessions will be offered to support senior high teachers, guidance counsellors and administrators in their understandings of mental health issues our youth may experience. These two sessions are as follows:

- *Weight bias at the senior high level* – research has shown that weight bias has a similar affect across cultures. Teachers will learn how they can cope with weight bias within their classroom and how to promote healthy body-images.
- *Youths and Mental Health* – this session will present a variety of teaching and classroom management strategies teachers can use to help transition students

back to their class after a long term absence due to mental health issues. Two representatives from the IWK will present this workshop.

*Prior to February 2012*

A two-day training session will be organized to train 75 Grade 9 Healthy Living teachers on how to deliver the six modules within *Mental Health and High School Curriculum – Understanding Mental Health and Mental Illness*. This workshop will be funded through the Health Promoting Schools budget.

<b>Community Partnerships with the Halifax Regional School Board</b>
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Representatives from the Health Promoting Schools team and Student Services have partnered with community agencies to support education of mental health promotion and mental health intervention for school personnel.

*Canadian Mental Health Association partnership*

A member of the Canadian Mental Health Association (CMHA) serves on the Health Promoting School Committee (formerly Our Healthy School Steering Committee). The partnership with CMHA has led to youth attendance at the national conference on youth suicide.

The HRSB partnership with CMHA has also made way for Health Promotion team members to learn about suicide statistics, mental health resources and programs, and community partners in mental health promotion.

*Sun Life Financial Chair in Adolescent Mental Health Advisory Board*

Over the last five years, the Student Services Coordinator and a Health Promotion Team member have served on the Sun Life Financial Chair in Adolescent Mental Health Advisory Board.

*Nova Scotia Provincial School Mental Health Framework Development Committee*

Over the last four years, the Student Services Coordinator and a Health Promotion Team member have served on the Nova Scotia Provincial School Mental Health Framework Development Committee.

*Teen Mental Health Website*

The Student Services Coordinator supported and participated in the creation of the highly regarded [www.teenmentalhealth.org](http://www.teenmentalhealth.org) website. This website was developed in partnership with Dr. Stan Kutcher.

*Isaac Walton Killam Hospital (IWK)*

A professional from the IWK serves on the Health Promoting School Committee (formerly Our Healthy School Steering Committee). Partnership with IWK has led to deepened understandings regarding mental health literacy and intervention. IWK representatives will be presenting at the Race Cross-Cultural and Human Rights professional development in November, 2011 regarding mental health in schools. IWK staff has agreed to support HRSB in its continued work in the area of mental health.

The Student Services Coordinator has scheduled monthly liaison meetings the Manager of Mental Health Programs and Services at the IWK.

#### *Public/Capital Health*

The Student Services Co-ordinator and staff from Curriculum Implementation engage in ongoing, regularly scheduled meetings with the Director of Public Health and Dr. Watson-Creed to determine the best practices of school based Teen Health Centres

Public Health and the Halifax Regional School Board co-chair the Health Promoting Schools Committee. The purpose of this committee is to support schools in the implementation of the Health Promoting School philosophy. A strong emphasis has been placed on mental health promotion within schools as a means to strengthen school spirit and culture.

### **Financial and Other Supports for Mental Health**

#### *Health Promoting Schools Funding*

For the last number of years, Health Promoting Schools funding has supported mental health promotion initiatives within schools. The following are examples of these initiatives:

- Portland Estates Project - Psychologist Parent Volunteer and Principal co-lead a self esteem program
- Duncan MacMillan Junior/High School – “Healthy Relationships” Project created and developed in partnership with Lea’s Place Women’s Centre – student peer led program
- John MacNeil Elementary school – project funds to support training of teacher in the Living Values Program
- Chebucto Heights – Living Values training workshop and resources
- Girls Clubs – Grosvenor Wentworth, Bell Park, Cole Harbour High, Eastern Shore District High, Fairview Heights, John MacLeod, Ridgecliff, Saint Margaret’s, Shannon Park
- Caudle Park – Anti- Anxiety program
- Duncan MacMillan – all staff received 2 day training in Mental Health First Aid
- Prince Andrew – CMHA’s Reaching Out Program – training student leaders

#### *Our Healthy School Website (OHS)*

This website was created by Public Health and team members of HRSB’s Health Promoting Schools team. The OHS website houses mental health promotion curriculum resources, programs, PD opportunities and information on community connections. The following are examples of these programs and resources:

Roots of Empathy  
 Second Step  
 Lions Quest  
 Living Values  
 Youth Speak  
 U Matter

*Our Health School Calendar*

For the last 5 years, HRSB has produced a student calendar which promotes healthy lifestyles including messages specifically pertaining to mental wellness. Elementary students contribute the artwork for the calendar. This artwork is produced in the classroom giving teachers the opportunity to discuss the various aspects of physical and mental well being.

**HALIFAX REGIONAL SCHOOL BOARD**  
**Purchasing Annual Report – 2010/11**

- PURPOSE:** To provide the Board with an annual report with respect to the implementation of and compliance with the Purchasing Policy.
- BUSINESS PLAN GOAL:** N/A
- BACKGROUND:** The mandate of the Purchasing Division is to ensure that goods and services are purchased in an open, fair, consistent, efficient and competitive manner, by providing staff with information and tools to implement best practices in purchasing.
- In 2008, the Purchasing Division embarked on the development of a revised, comprehensive Purchasing Policy to assist and guide schools and Board offices with efficient and effective processes for acquiring goods and services needed for their operations. This policy <http://www.hrsb.ns.ca/files/downloads/pdf/board/policy/section/e.001-purchasing.pdf> was approved by the Board in June 2008. The Policy requires that the Purchasing Division provide an annual report to the Board “*on the implementation of the policy, purchasing activities and any recommendations for improving the purchasing policy and procedures.*”
- CONTENT:** The attached report covers the period **January 1, 2010 to March 31, 2011**. Annual reporting under this policy will now cover the fiscal year and will be presented to the Board each year.
- As required, the report provides an overview of compliance with the policy, and major purchasing activities during the course of the 2010 calendar year plus the last 3 months of the 2010/11 fiscal year.
- COST:** N/A
- FUNDING:** N/A
- TIMELINE:** N/A
- APPENDICES:** Purchasing Annual Report – 2010/11
- RECOMMENDATIONS:** It is recommended that the Board receive the Purchasing Annual Report – 2010/11 for information.



**COMMUNICATIONS:**

Audience	Responsibility	Timeline
General Public via web site	Doug Hadley	Upon receipt by the Board

**From:** For further information please contact Terri Thompson, Director of Financial Services at 464-2000, ext. 2220, or email at [tthompson@hrsbc.ca](mailto:tthompson@hrsbc.ca), or Kathryn Burlton, Manager of Accounting and Purchasing, at 464-2000 ext 2843 or via e-mail [kburlton@hrsbc.ca](mailto:kburlton@hrsbc.ca).

**To:** Senior Staff – September 13, 2011  
Board – September 28, 2011

File name: *2010-annualpurchasingreport*

Date last revised: *September 9, 2011*

## **Purchasing Annual Report – 2010/11**

### **Background**

Section 15 of the Purchasing Policy states that:

*“The Superintendent will submit an annual report to the Board on the implementation of this policy, purchasing activities and any recommendations for improving the purchasing policy and procedures.”*

### **Implementation of the Policy**

The Purchasing Division monitors all purchasing activities for compliance with the Purchasing Policy. The Purchasing Division reviews all requisitions for the purchasing thresholds to ensure compliance with the policy and ensures an open, transparent and competitive process is undertaken consistent with public tendering guidelines. There were no instances observed where policy provisions were not followed by schools and board offices in 2010/2011.

### **Purchasing Activities**

The Halifax Regional School Board purchases approximately \$45 million in goods and services annually, including \$3 million in capital expenditures. The Purchasing Division issued 106 tenders/RFP's, 46 service contracts, and 6,582 purchase orders from January 2010 to March 2011. The Purchasing Division will continue regular communication with schools and departments to ensure compliance with the policy. The Purchasing Division will continue its ongoing cooperation and networking with other school boards, public groups, government departments and agencies to leverage combined expertise in promoting and maximizing purchasing best practices and to ensure accountability for public funds.

Section 14 of the Policy requires all tenders, requests for proposals (RFP), and contracts with a value of \$500,000 or more to be approved by the Board. The following contracts with a total contract value over \$500,000 were approved by the Board in 2010/2011:

<b>Contract Name</b>	<b>Vendor</b>	<b>Contract value</b>	<b>Date Approved by Board</b>
Project Design Consulting-Dartmouth High School	Harvey Architecture	\$732,250	September 22, 2010
Citadel High Theatre Project	Bird Construction	\$2,039,000	June 16, 2010
Roof Replacement-Dartmouth High	McCarthy's Roofing	\$849,000	November 24, 2010
North Wing Mechanical Prince Andrew High	Atlantica Mechancial	\$636,620	March 9, 2011

Section 7 of the Policy permits alternative purchasing (sole sourcing) under certain circumstances. In 2010/2011, the following awarded contracts were of values that should normally have been undertaken with tenders or RFP's. However, alternative or sole sourcing is permissible under circumstances outlined in the Policy and these contracts all met the criteria and were approved for sole sourcing.

<b>Contract Name</b>	<b>Vendor</b>	<b>Value</b>	<b>Reason for Sole Source</b>
Computer Switches	Harris & Roome	\$15,446	Switches for new building.
Sound Upgrade - New Board Chambers	3D Datacomm	\$49,753	To be compatible with existing equipment - only supplier.
Emergency upgrade - dust collection systems - Citadel High	Black & MacDonald	\$107,270	Emergency repair. Student safety.
Student Assistive Publications	Pearson Canada Assessment Inc.	\$16,085	Order direct from publisher. No alternative supplier.
French Language publications	E.R.P.I.	\$16,247	Order direct from publisher. No alternative supplier.
French language books	Pearson Canada Inc.	\$27,227	Order direct from publisher. No alternative supplier.
Net App – software licensing	Enterprise Management	\$40,527	Proprietary license.
French Language books	Groupe Modulo Inc.	\$14,264	Only source for these books. No alternative supplier.
Student books - Program	Nelson Education Ltd.	\$35,055	Order direct from publisher. No alternative supplier.
Student books - Program Dept.	Pearson Canada Ltd.	\$22,792	Order direct from publisher. No alternative supplier.
License Agreement	School Improvement Network	\$15,678	Proprietary license.
French Language publications	E.R.P.I.	\$12,145	Order direct from publisher. No alternative supplier.
French Language publications	Cheneliere Education	\$42,599	Order direct from publisher. No alternative supplier.
Professional Services Software	Ikon Solutions	\$23,462	Proprietary software-Windsor Trevlac data conversion.
Phase II Site Assessment – St. Patrick's-Alexandra	All-Tech Environmental	\$39,845	Continuity of service – same contractor as Phase I.
Anti-Virus Subscription	Faronics Corporation	\$15,000	Compatibility with current software
Student books - Program	Nelson Education Ltd.	\$12,687	Order direct from publisher. No alternative supplier.
Student books - Program	Pearson Canada Ltd.	\$15,515	Order direct from publisher. No alternative supplier.

## **Recommendations**

There are no immediate recommendations for revisions to the Purchasing Policy and Handbook.