

HALIFAX REGIONAL SCHOOL BOARD

Staff Technical Report Further to: School Options Committee Final Report and Recommendations Citadel Family of Schools – School Review 2016

PURPOSE: To provide comments to the Governing Board regarding the recommendations from the School Options Committee (SOC) of the Citadel High Family of Schools school review.

BACKGROUND: At the regular Board Meeting on December 16, 2015, *Report 2015-10-43 Recommendation to Review Citadel High School Family of Schools* was presented by staff and the following motion was carried by the Governing Board:

It was moved/seconded (Linders/Jakeman) that the Governing Board direct staff to initiate a review of the following schools within the Citadel High Family of Schools:

- *Joseph Howe Elementary*
- *Oxford School*
- *St Patrick's-Alexander McKay Elementary*
- *St. Stephen's Elementary*
- *Highland Park Junior High*

That the Governing Board direct the Superintendent to establish a School Options Committee to complete the review following the provincial School Review Policy

That the Governing Board approve the Terms of Reference for this review as being those included in Appendix A.

At a Special Board Meeting on July 6, 2016, the following motion was carried by the Governing Board:

It was moved and seconded (Daye/Yee) that the Governing Board approve the following process for receiving and approving School Options Committee (SOC) Reports as amended:

Upon receipt of the final report from the SOC, the Superintendent will:

1. *Post the SOC's Report on the HRSB website within a week;*
2. *Prepare a Staff Technical Report for presentation to the Governing Board;*
3. *In consultation with the Board Chair schedule a presentation of the SOC's Report and the Staff*

Technical Report to the Governing Board at a public meeting – these reports will typically be posted to the HRSB website at least three days prior to the public meeting;

- 4. In consultation with the Board Chair schedule a meeting for the Governing Board decision on the recommendations in the SOC's Report (preferably two weeks after the SOC presentation); and*
- 5. Publish the following information to the HRSB website:*

“The <insert School Review name> SOC has submitted its final Report and Recommendations to the Superintendent on <insert date>. Please follow link to view Report <insert hyperlink>.

The <insert School Review name> SOC will present its final Report and Recommendations to the Governing Board on <insert date>. A Staff Technical Report will also be provided to the Governing Board at this meeting.

It is anticipated that the Governing Board will make a final decision on the <insert School Review name> SOC Report and Recommendations on <insert date>.

The Governing Board will receive public submissions through emails at <http://www.hrsb.ca/about-hrsb/meet-board/board-member-contact-information>

For more information on School Reviews, please visit <http://www.hrsb.ca/about-hrsb/operations-services/school-review-process>.”

CONTENT:

The SOC has completed its review and submitted its report to the Superintendent.

Staff has reviewed the report and recommendations from the Citadel High School Review SOC and submit Appendix A as the Staff Technical Report.

An information profile sheet was provided to the SOC for each school in the review and is included in this report as Appendix B.

COST:

If the Governing Board approves the recommendations from the SOC, it is anticipated there will be one-time operational costs associated with relocation processes.

FUNDING:

Funding for relocation would be allocated within the Board Operating budget.

TIMELINE: Implementation will depend on approvals by the Governing Board but decisions regarding school closure must adhere to the provincial School Review Policy.

Directive P (vi) of the policy states:

“If the governing school board votes to permanently close a public school, the school must close within five school years of the decision, beginning in September of the school year following the decision.”

APPENDICES: Appendix A: *Staff Technical Report-School Review: Citadel High School Family of Schools*
Appendix B: *School Information Profiles*

RECOMMENDATIONS: It is recommended that the Governing Board receive this report for information and consider its contents when making decisions regarding the Citadel High Family of Schools School Review SOC recommendations.

COMMUNICATIONS: Published to HRSB website on August 26, 2016

From: For further information please contact Ron Heiman, HRSB Director Operations Services at 902-464-2000 ext. 2144 or by e-mail rheiman@hrsb.ca.

To: Senior Staff – August 16, 2016
Governing Board – August 31, 2016

Filename: *Columbia\Facilities\Heiman-Sheehan-Fagan\Reports\Board Reports*
Date last revised: *August 24, 2016.*



APPENDIX A: STAFF TECHNICAL REPORT

School Review: Citadel High School Family of Schools

August 2016

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Introduction

Policy and legislative frameworks exist in Nova Scotia related to school reviews and permanent school closure. Among other things, the provincial School Review Policy provides information and directives which guide the development of a Long-Range Outlook (LRO), timelines for school reviews and a detailed process for the creation and work of a School Options Committee (SOC).

In accordance with the provincial School Review Policy, the Halifax Regional School Board (HRSB) passed a motion at its December 16, 2015 Regular Board Meeting to initiate a school review of five schools in the Citadel High School Family of Schools. This review included:

- Highland Park Junior High
- Joseph Howe Elementary
- Oxford School
- St. Joseph's-Alexander McKay Elementary
- St. Stephen's Elementary.

An SOC was formed and a facilitator was appointed by the Superintendent to assist the SOC. HRSB staff supported the SOC throughout its process when requested by the SOC. The SOC submitted its final report to the Superintendent on July 4, 2016.

Directive M of the provincial School Review Policy states:

"If deemed necessary or requested by the governing school board, school board staff will submit a Staff Technical Report providing additional technical details or pertinent comments related to the SOC's Report and Recommendation.

The Staff Technical Report will be presented at the same public school board meeting as the Report and Recommendation."

The Governing Board has requested that the Superintendent provide a Staff Technical Report for each school review. Further, the Governing Board has approved a process and timeline for decision-making and has taken steps to provide this information to the general public. This was decided at a Special Board Meeting on July 6, 2016, when the Governing Board approved the following motion:

It was moved and seconded (Daye/Yee) that the Governing Board approve the following process for receiving and approving School Options Committee (SOC) Reports as amended:

Upon receipt of the final report from the SOC, the Superintendent will:

- 1. Post the SOC's Report on the HRSB website within a week;*
- 2. Prepare a Staff Technical Report for presentation to the Governing Board;*

3. *In consultation with the Board Chair schedule a presentation of the SOC's Report and the Staff Technical Report to the Governing Board at a public meeting – these reports will typically be posted to the HRSB website at least three days prior to the public meeting;*
4. *In consultation with the Board Chair schedule a meeting for the Governing Board decision on the recommendations in the SOC's Report (preferably two weeks after the SOC presentation); and*
5. *Publish the following information to the HRSB website:*

"The <insert School Review name> SOC has submitted its final Report and Recommendations to the Superintendent on <insert date>. Please follow link to view Report <insert hyperlink>.

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For more information on School Reviews, please visit <http://www.hrsb.ca/about-hrsb/operations-services/school-review-process>."

The Staff Technical Report is intended to support the Governing Board in its decision-making.

Reference Documents

The following documents are provided as references. Hyperlinks are useful in e-copies of this document; web addresses are also provided for use in printed copies.

- Provincial [School Review Policy](https://www.ednet.ns.ca/sites/default/files/pubdocs-pdf/schoolreviewpolicy.pdf)
<https://www.ednet.ns.ca/sites/default/files/pubdocs-pdf/schoolreviewpolicy.pdf>
- HRSB [Long-Range Outlook, April 2016](http://www.hrsb.ca/sites/default/files/hrsb/long_range_outlook-jun2016.pdf)
http://www.hrsb.ca/sites/default/files/hrsb/long_range_outlook-jun2016.pdf
- HRSB [Report 2015-10-43: Recommendation to Review Citadel High School Family of Schools](http://www.hrsb.ca/sites/default/files/hrsb/2015-10-43revised.pdf)
<http://www.hrsb.ca/sites/default/files/hrsb/2015-10-43revised.pdf>
- HRSB [2016-2017 Business Plan and Budget](http://www.hrsb.ca/sites/default/files/hrsb/2016-06-24.pdf)
<http://www.hrsb.ca/sites/default/files/hrsb/2016-06-24.pdf>
- [Exploring the Future of our North End Schools](http://www.hrsb.ca/sites/default/files/hrsb/citadel_soc_finalreport_04july2016.pdf). Final Report and Recommendations
Citadel Family of Schools – School Review 2016
http://www.hrsb.ca/sites/default/files/hrsb/citadel_soc_finalreport_04july2016.pdf

In addition, the HRSB webpage for this review includes many additional documents such as school condition reports which can be found at:

- [Citadel High Family of Schools School Review webpage](http://www.hrsb.ca/school-review/school-review-citadel-high-family-schools)
<http://www.hrsb.ca/school-review/school-review-citadel-high-family-schools>

Policy Compliance

Staff is confident that the Citadel High School Family of Schools School Review process adhered to the timelines, directives and intent of the provincial School Review Policy, with a minor exception, as explained below. It is the opinion of staff that this variance from the policy did not conflict with the intent of the policy or impact the SOC's ability to meet its mandate.

- **Directive A:** Compliant
Report 2015-04-13 Long-Range Outlook was presented to the Governing Board on April 22, 2015.
- **Directive B:** Compliant
Report 2015-10-43 Recommendation to Review Citadel High School Family of Schools was presented to the Governing Board December 16, 2015.
- **Directive C:** Compliant
Board motion approved on December 16, 2015 as noted in report above.
- **Directive D:** Compliant
A SOC was formed as required.
- **Directive E:** Compliant
A facilitator was appointed upon Governing Board approval of the initiation of the school review.
- **Directive F:** Compliant
Terms of Reference were presented and finalized as required.
- **Directive G:** Compliant
School Information Profiles were prepared and presented to the SOC.
- **Directive H:** Compliant
A Chair was elected from among the committee members.
- **Directive I:** Compliant
Regular working SOC meetings were held.
A webpage was created for the Citadel School Review and minutes were posted.
- **Directive J:** Compliant
Three public meetings were held in the community – April 21, May 19, June 7.
- **Directive K:** Compliant
The SOC Facilitator and HRSB staff worked together to ensure that meeting notices,

minutes and presentation materials were made available on the website. To assist users to find information, a link was added to the HRSB home page, called "School Review".

- **Directive L:** Compliant
The SOC submitted its Report and Recommendations to the School Board (July 4, 2016) through the Superintendent.
- **Directive M:** Compliant
Staff has prepared this technical report for presentation at the same meeting the SOC report is presented.
- **Directive N:** Compliant
"The governing school board is responsible for making a final decision with respect to the outcome of a school review."
For clarity, staff has not made any decisions about the outcomes of this review.
- **Directive O:** Compliant
Should the Governing Board vote to permanently close a public school, an appropriate transition plan will be developed.
- **Directive P: Not Compliant with (ii)**
"The following timelines will apply:
 - i. A Recommendation to Review can be made to the governing school board at any time.*
 - ii. If a review is approved, no more than 30 calendar days must elapse before the establishment of the School Options Committee.*
 - iii. Upon its formation, the SOC has a minimum of 90 and a maximum of 150 calendar days to conduct the review, including public consultation.*
 - iv. No more than 60 calendar days will elapse between the submission of the Report and Recommendation to the superintendent and the presentation of the Report and Recommendation at a public school board meeting. [If a Staff Technical Report is being submitted it must be done during these same 60 days].*
 - v. Generally, no more than 30 calendar days must elapse between the presentation of the SOC's Report and Recommendation and the board's final decision at a public school board meeting. In exceptional circumstances an additional 30 days is permissible for the school board decision to be made.*
 - vi. If the governing school board votes to permanently close a public school, the school must close within five school years of the decision, beginning in September of the school year following the decision."*

The school review process was approved on December 16, 2015. The first SOC meeting occurred on February 15, 2016, exceeding the 30 day timeline for the first meeting to

occur. We attribute the delay to three specific things: (a) the Christmas Holiday occurred in this timeframe; (b) the process to select and appoint a Facilitator took longer than expected; and (c) availability of SOC members for the first meeting.

Staff does not consider this variance from the provincial policy to be significant.

Communications

Staff believe the SOC had a strong communication plan. Their communication efforts were supported throughout the process by the HRSB Communication Services department and the five schools involved in the school review.

Notable communications included:

- Publication of the scope and schedules for the three public community meetings:
 - *Chronicle Herald*: April 2
 - *Metro*: April 6 & April 20
- Notice of the public meetings were posted on the HRSB website and Twitter account, shared with schools for distribution (Print and Alert – phone messages), posted on school websites and outdoor school signs.
- Public meetings were live-streamed to include community members and others who were unable to attend in person.
- News releases were distributed to local media prior to the three public meetings on April 18, May 16 & June 6.
- An email address CitReview2016@hrsb.ca was created on the HRSB website for people who could not attend the public meetings or who had additional comments to share. There were 103 emails received to this address. These were shared with the facilitator.
- As outlined in their report, SOC members undertook a number of additional strategies to help share information about the school review process including, the creation of a Twitter account (@NorthEndSchools), Facebook account (North End School Review), emails, distribution of brochures and word of mouth in the community.
- Summaries of each public meeting, presentations and participant feedback were posted on the HRSB website at: <http://www.hrsb.ca/school-review/school-review-citadel-high-family-schools>.
- In addition, information on the Provincial School Review Policy, Long-Range Outlook and videos which educate everyone on *The Future of Our Schools* were posted on the HRSB website at <http://www.hrsb.ca/about-hrsb/operations-services/school-review-process>. A link to this information was posted on the HRSB home page.

Impact of Proposed Changes on Business Plan Goals & Student Learning

The Governing Board and Senior Staff have established four goals to guide the development of the 2016-17 business plan priorities. In reviewing the recommendations from the Citadel SOC, staff has considered the impact on each of the business plan goals, should the Governing Board decide to approve the SOC recommendations.

Goal 1: To improve student achievement.

The proposed changes in the SOC recommendations do not restrict achievement of this business plan goal. While new infrastructure is not a major determinant in student achievement, modern learning facilities are certainly an asset. Updated program spaces with modern amenities provide a learning environment which support high quality instruction and student-centered learning. Multi-purpose programming space can contribute to hands-on learning, space for specialists and infrastructure for modern technologies.

Goal 2: To strengthen safe and inclusive school environments.

The SOC recommendations would result in upgrades for the existing schools and the proposed new junior high school would be designed with principles of universal accessibility. This would support efforts to strengthen safe and inclusive school environments.

Goal 3: To achieve equitable learning opportunities for all students.

The proposed changes in the SOC recommendations would provide opportunities for greater accessibility at schools. Overall changes would not inhibit the focus of the system to achieve equitable learning opportunities for all students.

Goal 4: To build engagement, support and confidence in HRSB.

This school review process has been intentionally built to engage the public differently than in the past. These efforts are part of the strategy to build support and confidence in HRSB.

Impact of Proposed Changes on System Operations

Staff has considered the five recommendations from the Citadel SOC and offers comments below on each, as they relate to system operations.

Rec 1: Construct a new junior high school that consolidates Oxford School grades 7-9 and Highland Park Junior High

The SOC recommendation for construction of a Grade 7-9 junior high school can be supported as staff considers the combined projected Grade 7-9 enrollment to be stable for the foreseeable future.

The assignment of staff for a new junior high school is not expected to be changed significantly in comparison to the current junior high teacher assignments at the two schools. For the most part, the allocation of staffing resources is done by formula, highly dependent on student enrollment.

There would likely be an impact to the provincial funding formula by creating a new junior high school. It is difficult to determine the extent, as there are a number of factors that apply to the funding formula. It is expected that the impact of the additional square footage within the system would be marginal and potentially minimized if there is also closure of a school.

Outcome if Approved:

If approved by the Governing Board, a formal capital request would be submitted by the Governing Board to the Department of Education and Early Childhood Development (EECD). The timing of this submission would normally be upon request by the province but could be as directed by the Governing Board.

The approval of and schedule for a new school construction is not within the control of the HRSB staff or Governing Board. If HRSB is advised that the capital request is being considered by EECD, a business case will be submitted following the EECD template. If approved as a project by EECD, timelines for project phases would be dependent on provincial capital funding allocations. The location of a new school would be determined by the Minister of Education and Early Childhood Development, through the process of site selection, following the Board policy [F.009 School Site Selection](#).

In preparation for the opening of the new junior high, School Administration Supervisors would lead a transition team. The team would be composed of principals, School Advisory Council members, staff members and students from each of the impacted schools. The mandate of the team would be to develop a transition plan for students, staff and parents/guardians. It would explore alternative ideas, solutions and opinions to support the academic, emotional and social well-being of students and staff as they

transition to developing a new school community. The focus of the work would be on a positive outcome for students, staff and parents/ guardians. The transition team would be formed the year prior to the opening of the new school. The work of the team would unfold over the school year and would involve regular communication with the school communities. Transition planning would also include the packing and moving of appropriate resources.

Outcome if Not Approved:

If the recommendation is not approved by the Governing Board, the grade 7-9 students will remain at Highland Park Junior High and Oxford schools as they are currently assigned (status quo).

HRSB will consider other means for completion of infrastructure repairs to the schools.

Rec 2: Close Highland Park Junior High

A closure of this junior high school can be supported. As per the provincial School Review Policy, the motion considered must not be dependent on any other factors. If the governing school board votes to permanently close a school, the school must close within five years of the decision, beginning in September of the school year following the decision.

Outcome if Approved

A closure of this school would result in change for some families as students will be assigned to a different school. Transitioning would occur as described above.

There would likely be an impact to the provincial funding formula by closing this junior high school. It is difficult to determine the extent, as there are a number of factors that apply to the funding formula. It is expected that the impact of the additional square footage within the system would be marginal and potentially minimized if there is also closure of a school.

Outcome if Not Approved

If the recommendation is not approved by the Governing Board, the catchment area of this school will remain the same and the grade 7-9 students will remain at Highland Park Junior High as they are currently assigned.

HRSB will consider other means for completion of infrastructure repairs to this school.

Rec 3: Oxford School reconfigured to P-6; include school in a future review to determine best use of the asset in the context of south end and west end schools

The proposed P-6 grade configuration can be supported as a temporary measure until completion of a future school review involving the remainder of the Citadel High Family of Schools.

Outcome if Approved

If a grade reconfiguration is approved transitioning would occur through the school principals to assist students and families. It is not anticipated that there would be significant costs associated with grade configuration changes.

If this is the only SOC recommendation approved, it would result in reassignment of Oxford School grade 7-9 students to another school. These students could not be accommodated at Highland Park Junior High School.

By including the Oxford school in a future review process, there is potential for improved capacity utilization of schools in this Family of Schools.

Outcome if Not Approved

If the recommendation is not approved, it is possible that the grade configuration will occur anyway, as a result of *Recommendation 1* above. The P-6 grade configuration at Oxford School is a predictable outcome if a new consolidated junior high school is approved.

Rec 4: Major renovation for St Joseph's-Alexander McKay

This recommendation can be supported. The school is currently the oldest operating HRSB school building and requires capital renewal. The enrollment is projected to increase.

Outcome if Approved

If approved by the Governing Board, a formal capital request would be submitted by the Governing Board to the Department of Education and Early Childhood Development (EECD). The timing of this submission would normally be upon request by the province but could be as directed by the Governing Board.

The approval of and schedule for a school renovation is not within the control of HRSB staff or Governing Board. If HRSB is advised that the capital request is being considered by EECD, a business case would be submitted following the EECD template, with analysis of alternative project parameters being included (i.e. new school construction vs major renovation). If approved by the provincial government, timelines for project phases would be dependent on provincial capital funding allocations.

If a renovation construction project is approved and implemented by EECD, it is expected that the renovation would be a significant impact to the building, and would warrant a temporary relocation of some or all of the students to another school.

If the project is approved by EECD as a new school construction, the location of a new school would be determined by the Minister of Education and Early Childhood Development, through the process of site selection, following the Board policy [F.009 School Site Selection](#).

Outcome if Not Approved

If this recommendation is not approved by the Governing Board, or a subsequent capital request is not approved by the provincial government, this school will still require investment to upgrade the building systems and program spaces. HRSB would seek alternate means to secure funding for incremental, targeted repairs or upgrades of building systems and program spaces.

Rec 5: Minor renovations to Joseph Howe and St. Stephen's Elementary Schools

This recommendation is outside the mandate of the School Options Committee. However, staff will continue to assess facility conditions and seek funding for capital repairs.

Impact of the Proposed Changes on Budget

If all the recommendations from this School Review are approved and implemented, there may be a net increase to operational costs for the Board. A detailed determination of anticipated costs will require a more defined scope for the two proposed capital construction projects.

It is expected there will be minimal impact to overall operational provincial funding. It is difficult to determine the exact amount, as there are a number of factors that apply to the funding formula.

Impact of the Proposed Changes on School Facilities

The recommendations from the Citadel SOC may result in facility upgrades or modifications to some school buildings and grounds. If approved and implemented, the following impacts will result:

New School Construction

A new school will increase the provincial capital asset inventory and Board operating and maintenance costs due to added building space and additional building systems infrastructure.

The new building will provide modern program space.

There may be an opportunity for a municipal enhancement on a new school or major renovation which could create additional space supported through municipal funding under a joint use agreement. This would increase capacity for community after-hours access.

School Renovation

A renovated school will extend the useful life of the facility and provide some modern program spaces. Renovations may limit the scope of the upgrade to what can be accommodated on the existing school site(s).

A renovation may increase Board operating and maintenance costs through increased square footage area or additional building systems infrastructure.

There may be an opportunity for a municipal enhancement on a new school or major renovation which could create additional space supported through municipal funding under a joint use agreement. This would increase capacity for community after-hours access.

Closure of a school:

A 'permanently closed school' as defined in the provincial School Review Policy means to *"...permanently discontinue the use of the public school building for the offering of the public school program"*.

When a school is closed the facility is considered for future use to accommodate educational purposes other than the public school program. It may provide an opportunity for alternative use through HRSB partnerships for services to support community needs, similar to other sites that have housed services such as All-City Music and English as an Additional Language (Adult EAL) classes.

If a school building is deemed surplus and there is no other educational purpose for the building, it is prepared for turnover to the municipality. This would result in a reduction to the provincial asset inventory and reduced operating costs for the Board.

Impact of the Proposed Changes on Student Transportation

There is no proposed change in school assignments for students in grades P-6.

As per HRSB policy [F.005 Student Transportation](#), the requirement for transportation of students in grades 7-9 is determined based on the walking distances from their residence to their assigned schools. If a new junior high school is approved, a site would be chosen for that school. The impact on student transportation could only be determined after this site selection is completed. However, it is anticipated that an alternate location within the existing catchment areas would not result in significant changes to student transportation costs.

Impact of the Proposed Changes on School Capacity Utilization

A new junior high school would provide an optimal utilization as the design would accommodate the projected enrollment.

There would be a negative impact to the utilization of Oxford School, with a projected P-6 enrollment of approximately 135 students, which would put utilization at 20%. This is expected to be addressed in a future school review for the remainder of the Citadel High Family of Schools, being recommended by staff in the Long-Range Outlook Action Plan and by the SOC.

A renovated St Joseph’s-Alexander McKay Elementary School would provide opportunity to align the number of classroom spaces to the projected enrollment, thus being closer to optimal utilization.

Joseph Howe Elementary School is realizing a growth in student enrollment that is not currently reflected in the updated Long-Range Outlook. The influx of newcomer students has increased the utilization from 59% to approximately 92%.

St. Stephen’s Elementary School enrollment is projected to remain stable over the next ten years with utilization at approximately 63%.

The table below shows the potential impact of the SOC recommendations on enrollment and capacity utilization for the five schools in the school review:

| School | Enrollment Capacity (LRO) | 2022 Status Quo | | 2022 SOC Proposal | |
|---|---------------------------|-----------------|-----------------------|-------------------|-----------------------|
| | | Enrollment | Capacity Utilization% | Enrollment | Capacity Utilization% |
| Highland Park Junior High | 168 | 149 | 89% | 0 | 0 |
| Joseph Howe Elementary | 217 | 135* | 62% | 135* | 62% |
| Oxford School | 696 | 358 | 51% | 128 | 18% |
| St. Joseph’s-Alexander McKay Elementary | 417 | 307 | 74% | 307 | 74% |
| St. Stephen’s Elementary | 336 | 198 | 59% | 198 | 59% |
| New Junior High** | 379 | n/a | n/a | 379 | 100% |

Source: Long-Range Outlook and Baragar Demographics

*note: the LRO and Baragar Demographics data is based on September 30, 2015 enrollments. This enrollment data does not account for the newcomer students assigned to schools this year, which would result in higher numbers for Joseph Howe Elementary School.

**The projection for the proposed new school enrollment is based on data from Baragar Demographics and may vary year to year.

Conclusion

Staff are supportive of the future plan for schools as proposed by the SOC.

It is important to remind the Governing Board about motions for school closure. The Governing Board has received legal clarifications in the past that indicates, among other things, a motion for school closure is binding and not able to be reconsidered. Nor can a motion for school closure be dependent on other factors (Directive N, School Review Policy), like the construction of a new school. Significant too is that a decision to close a school must cause the school to close within five school years of the Governing Board's decision.

In the context of the SOC recommendations, it is very important that the language of motions not cause unintended consequences, like closing a school before a new one is constructed. Simply put, if the Governing Board was to take the five SOC recommendations in order, and pass them each as motions, recommendation #2 would cause Highland Park to close (at the latest by 2022) **even if** the new school described in recommendation #1 was not built. Staff do not believe that is the intent of the SOC, and would like to offer a series of motions to achieve the SOC's future plan without closing a school before a new one is constructed.

Therefore, should the Governing Board wish to achieve the future plan as proposed by the SOC, staff would recommend the following five separate motions:

1. That the Governing Board write to the Minister of Education and Early Childhood Development to request a replacement school for Highland Park Junior High, and to indicate in that request an enrollment capacity of 379 and a school boundary to be the current Highland Park Junior High boundary together with the current boundary for Grades 7, 8 and 9 students at Oxford School.
2. That upon opening of the replacement school for Highland Park Junior High, the boundary of that school include the current boundary of Highland Park Junior High and the current boundary for Grades 7, 8 and 9 students at Oxford School.
3. That the Superintendent include Oxford School in a future school review in the Citadel High School Family of Schools, clarifying that only the P-6 student population is included in the mandate.
4. That the Governing Board write to the Minister of Education and Early Childhood Development to request a capital Addition & Alteration project for St. Joseph's-Alexander McKay Elementary.
5. That the Governing Board reject the SOC recommendation for minor renovations to Joseph Howe and St. Stephen's Elementary Schools as it is beyond the mandate of the School Options Committee (SOC) and the responsibilities of the Governing Board, and

that the Governing Board acknowledge the thoughtful suggestion of the SOC and ask the Superintendent to include Joseph Howe Elementary and St. Stephen's Elementary schools when making future submissions for school repairs to the Minister of Education and Early Childhood Development.



APPENDIX B: SCHOOL INFORMATION PROFILES

School Review: Citadel High School Family of Schools

August 2016

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Introduction

Policy and legislative frameworks exist in Nova Scotia related to school reviews and permanent school closure. Among other things, the provincial School Review Policy provides information and directives which guide the development of a Long-Range Outlook (LRO), timelines for school reviews and a detailed process for the creation and work of a School Options Committee (SOC).

In accordance with the provincial School Review Policy, the Halifax Regional School Board (HRSB) passed a motion at its December 16, 2015 Regular Board Meeting to initiate a school review of five schools in the Citadel High School Family of Schools. This review included:

- Highland Park Junior High
- Joseph Howe Elementary
- Oxford School
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- St. Stephen's Elementary.

An SOC was formed and a facilitator was appointed by the Superintendent to assist the SOC. HRSB staff supported the SOC throughout its process when requested by the SOC. The SOC submitted its final report to the Superintendent on July 4, 2016.

Directive G of the provincial School Review Policy states:

“The school board staff will prepare and provide the School Options Committee with School Information Profiles for each school identified as part of the review, according to the template provided by the Minister in Appendix D.”

The attached School Information Profiles were prepared by staff and presented to the SOC at its initial meeting.

Information regarding facility condition and estimated repair cost for each school was also provided to the SOC and is available on the HRSB web site at:

<http://www.hrsb.ca/school-review/school-review-citadel-high-family-schools>

SCHOOL INFORMATION PROFILE: Highland Park Junior High School

| SCHOOL PROFILE SUMMARY | | | |
|---|------------|----------------|--------------------|
| School: Highland Park Junior High | | | |
| Address: 3479 Robie St., Halifax | | | |
| Community/communities served: Halifax Peninsula North | | | |
| Grade configuration: 7-9 | | | |
| Age of facility: 61 years (1955) | | | |
| Site size: 1.31 ha (3.25 acres) | | | |
| Building size: 2 695 m ² (29 005 sq.ft.) | | | |
| Number of stories with teaching spaces: 2 | | | |
| Number of portable teaching spaces/classrooms: 0 | | | |
| Current school capacity (permanent structures only): 168 | | | |
| Historic enrolment (past 5 years) | Year: 2010 | Enrolment: 127 | Utilization: 76% % |
| | Year: 2011 | Enrolment: 118 | Utilization: 70% % |
| | Year: 2012 | Enrolment: 116 | Utilization: 69% % |
| | Year: 2013 | Enrolment: 125 | Utilization: 74% % |
| | Year: 2014 | Enrolment: 132 | Utilization: 79% % |
| Current enrolment (as of Sept. 30, 2015): 140 | | | Utilization: 83% % |
| Enrolment projection (next 5 years) | Year: 2016 | Enrolment: 140 | Utilization: 83% % |
| | Year: 2017 | Enrolment: 146 | Utilization: 87% % |
| | Year: 2018 | Enrolment: 141 | Utilization: 84% % |
| | Year: 2019 | Enrolment: 148 | Utilization: 88% % |
| | Year: 2020 | Enrolment: 150 | Utilization: 89% % |
| List all other schools that are part of the same feeder system: | | | Grades: |
| • <i>Citadel High School</i> | | | 10-12 |
| • <i>Gorsebrook Junior High School</i> | | | 7-9 |
| • <i>Halifax Central Junior High School</i> | | | 7-9 |
| • <i>St. Agnes Junior High School</i> | | | 7-9 |
| • <i>Oxford School</i> | | | P-9 |
| • <i>Inglis Street Elementary School</i> | | | P-6 |
| • <i>Joseph Howe Elementary School</i> | | | P-6 |
| • <i>LeMarchant-St. Thomas Elementary School</i> | | | P-6 |
| • <i>LeMarchant –St. Thomas –Ecole Beaufort Annex</i> | | | P-6 |
| • <i>Saint Mary's Elementary School</i> | | | P-6 |
| • <i>Springvale Elementary School</i> | | | P-6 |

| | |
|--|---|
| • <i>Sir Charles Tupper Elementary School</i> | <i>P-6</i> |
| • <i>St. Catherine's Elementary School</i> | <i>P-6</i> |
| • <i>St. Joseph's-Alexander McKay Elementary School</i> | <i>P-6</i> |
| • <i>St. Stephen's Elementary School</i> | <i>P-6</i> |
| • <i>Westmount Elementary</i> | <i>P-6</i> |
| What are the closest schools with the same grades? | |
| <ul style="list-style-type: none"> • <i>Gorsebrook Junior High School</i> • <i>Halifax Central Junior High School</i> • <i>St. Agnes Junior High School</i> • <i>Oxford School</i> | |
| Is this the only school in the area? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| Is the school part of a campus? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |

| Section 1 – VALUE TO THE STUDENT | | |
|---------------------------------------|---|--|
| 1.1 Physical space | | |
| Number of classrooms in the school: 6 | | |
| Does the school have a: | | |
| Visual Arts room? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Music room? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Drama room? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Laboratory? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Chemistry? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Physics? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Biology? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Multi-purpose science lab? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Food lab?? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Textile lab? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Gymnasium? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Gym storage? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Active Healthy Living classroom? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Change rooms? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Technology Education production lab? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Technology Education innovations lab? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Technology Education media lab? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Library? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

| | | |
|---|---|--|
| Cafeteria/lunch room? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Kitchen? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Guidance office? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Learning Centre? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Resource room? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Sensory room? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Auditorium? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Washrooms? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Sick room? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Staff work room? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Does the school have designated physical spaces for students with special educational needs? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| <p>If yes, list all spaces:</p> <ul style="list-style-type: none"> • <i>Small room adjacent to Learning Centre for calming/quiet space</i> | | |
| Does the school site have a: | | |
| Hard surfaced playground? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Play structure(s)? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Green space? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Sports field(s)? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| If yes, please describe: | | |
| Bicycle racks? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Parking? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| If yes, how many spaces? | 20 | |
| Student drop-off and pick-up area? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Bus loading zone? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Property to accommodate development or additions? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Is the school adjacent to a public park or open space? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Describe additional amenities attached to or available to the school (e.g. pool, arena): Tennis courts adjacent to school | | |
| Additional comments: | | |

| 1.2 Accessibility | | |
|---|------------------------------|--|
| Is the school fully accessible? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Does the school have: | | |
| Accessible washrooms on every floor? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Elevator(s)/lift devices? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Accessible change rooms? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Appropriate ramps? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Automated doors? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Accessible playground? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Accessible stage? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Dedicated disabled parking spaces? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Can special needs vehicles off load in a barrier-free location? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Is an entrance to the school barrier-free? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Additional comments: | | |

| 1.3 Program offerings | | |
|--|---|--|
| Does the school have classes with combined grades? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| If yes, please specify which grades are combined: | | |
| Does the school offer: | | |
| French Immersion? | | |
| Early | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Middle | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Late | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| International Baccalaureate (IB)? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| O ₂ | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Skilled Trades | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Board-specific local programming? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| If yes, please specify: | | |
| An instrumental music program? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| A music program? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| A drama program? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| A Learning Centre? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Guidance and career education programs? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |

| | | |
|--------------------------------|------------------------------|--|
| If yes, please specify: | | |
| Programs for students at risk? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| If yes, please specify: | | |
| Additional comments: | | |

| 1.4 School staffing | | |
|-------------------------------------|---|--|
| Does the school have: | | |
| Teaching Staff: | | |
| A principal? | Yes <input checked="" type="checkbox"/> | FTE: 1.0 |
| A vice-principal? | Yes <input checked="" type="checkbox"/> | FTE: 1.0 |
| Guidance Counsellor | Yes <input checked="" type="checkbox"/> | FTE: 0.6 |
| Registrar | Yes <input type="checkbox"/> | FTE: |
| Classroom Teachers | Yes <input checked="" type="checkbox"/> | FTE: 10 |
| Specific Program Teachers: | | |
| Options and Opportunities | Yes <input type="checkbox"/> | FTE: |
| Skilled Trades | Yes <input type="checkbox"/> | FTE: |
| Co-operative Education | Yes <input type="checkbox"/> | FTE: |
| Technology Education | Yes <input checked="" type="checkbox"/> | FTE: 0.1 |
| Family Studies | Yes <input checked="" type="checkbox"/> | FTE: 0.3 |
| Mathematics Mentors | Yes <input type="checkbox"/> | FTE: |
| Literacy Mentors | Yes <input type="checkbox"/> | FTE: |
| Other Mentors | Yes <input type="checkbox"/> | FTE: |
| Music | Yes <input checked="" type="checkbox"/> | FTE: 0.3 |
| Physical Education | Yes <input checked="" type="checkbox"/> | FTE: 0.4 |
| French Specialists (4 to 9) | Yes <input type="checkbox"/> | FTE: |
| English Specialists (4 to 9) | Yes <input type="checkbox"/> | FTE: |
| Gaelic Language Instruction | Yes <input type="checkbox"/> | FTE: |
| Resource | Yes <input checked="" type="checkbox"/> | FTE: 1.0 |
| Learning Centre (Special Education) | Yes <input checked="" type="checkbox"/> | FTE: 1.0 |
| Learning Disabled Specialist | Yes <input type="checkbox"/> | FTE: |
| Reading Recovery | Yes <input type="checkbox"/> | FTE: |
| Early Literacy Intervention | Yes <input type="checkbox"/> | FTE: |
| International Baccalaureate | Yes <input type="checkbox"/> | FTE: |
| Other (please specify): | | |
| | Yes <input type="checkbox"/> | FTE: |
| | Yes <input type="checkbox"/> | FTE: |
| | Yes <input type="checkbox"/> | FTE: |
| | Yes <input type="checkbox"/> | FTE: |
| Support Staff: | | |
| 2 x 1.0, 2 x .8, 1 x .5 | Educational Assistants | Yes <input checked="" type="checkbox"/> FTE: |
| | Custodial | Yes <input checked="" type="checkbox"/> FTE: 1.0 |

| | | |
|-------------------------------------|---|----------|
| Administrative Assistants | Yes <input checked="" type="checkbox"/> | FTE: 1.0 |
| Library Services | Yes <input checked="" type="checkbox"/> | FTE: .40 |
| SchoolsPlus | Yes <input checked="" type="checkbox"/> | FTE: .33 |
| Mental Health Clinician (Health) | Yes <input type="checkbox"/> | FTE: |
| Community Outreach Workers | Yes <input type="checkbox"/> | FTE: |
| African Nova Scotian Support Worker | Yes <input checked="" type="checkbox"/> | FTE: .60 |
| First Nations Support Worker | Yes <input type="checkbox"/> | FTE: |
| Early Years Centre (E.C.E.) | Yes <input type="checkbox"/> | FTE: |
| Social Worker | Yes <input checked="" type="checkbox"/> | FTE: .10 |
| Police School Liaison Officer | Yes <input checked="" type="checkbox"/> | FTE: |
| Youth Health Centre Nurse | Yes <input type="checkbox"/> | FTE: |
| Other (please specify): | | |
| | Yes <input type="checkbox"/> | FTE: |
| (Access to) Regional staff: | | |
| Psychologist | Yes <input checked="" type="checkbox"/> | FTE: |
| Speech Language Pathologists | Yes <input checked="" type="checkbox"/> | FTE: |
| Family Interventionist | Yes <input type="checkbox"/> | FTE: |
| Behaviour Interventionist | Yes <input checked="" type="checkbox"/> | FTE: |
| Autism Support | Yes <input checked="" type="checkbox"/> | FTE: |
| Other (please specify): | | |
| | Yes <input type="checkbox"/> | FTE: |
| | Yes <input type="checkbox"/> | FTE: |
| | Yes <input type="checkbox"/> | FTE: |
| Additional comments: | | |

1.5 Nova Scotia Assessments

Percentage of students at or above the provincial standard over the past three years

| | | | Year 1 | Year 2 | Year 3 |
|---|---------|--------|--------|--------|--------|
| Reading | Grade 3 | School | | | |
| | | Board | | | |
| | Grade 6 | School | | | |
| | | Board | | | |
| | Grade 8 | School | 85% | 60% | 71% |
| | | Board | 73% | 76% | 76% |
| Writing (IDEAS) | Grade 3 | School | | | |
| | | Board | | | |
| | Grade 6 | School | | | |
| | | Board | | | |
| | Grade 8 | School | 100% | 75% | |
| | | Board | 95% | 86% | |
| Mathematics | Grade 4 | School | | | |
| | | Board | | | |
| | Grade 6 | School | | | |
| | | Board | | | |
| | Grade 8 | School | 50% | 54% | 64% |
| | | Board | 56% | 59% | 58% |
| Additional assessment data (e.g. board-administered assessments, Nova Scotia Examinations): | | | | | |
| Additional comments: | | | | | |

| 1.6 Extracurricular activities currently offered | |
|---|---|
| List intramural sports: | <ul style="list-style-type: none"> Basketball, volleyball, badminton, soccer |
| List interschool sports: | <ul style="list-style-type: none"> Basketball, soccer, volleyball, badminton, track |
| List school clubs and activities: | <ul style="list-style-type: none"> Art, lego, knitting, computer, archery, chess, girls club |
| Additional comments: | <ul style="list-style-type: none"> Breakfast and snack program |

| 1.7 Security | | |
|---|---|--|
| Does the school have an access control procedure in place? (e.g. a single, clearly marked entrance for visitors, visitor badges, procedure to handle unauthorized visitors) | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Are there portable teaching spaces on-site that would prevent any secondary doors from being locked? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Does the physical arrangement of the school building and school grounds allow for staff supervision of all areas? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Can the PA system be heard in every area of the school? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Is there a system in place for quick, two-way communication between teachers and the main office in case of an emergency that can be initiated by the classroom teacher? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| If members of the community or community groups have access to the school building or grounds, informally, to access services, or to use the school space, describe the measures that are taken to ensure the safety and security of students: N/A | | |
| Additional comments: | | |

| 1.8 Proximity of the school to students | |
|--|-------------------|
| What percentage of students are bussed to school? | 1% |
| What percentage of students attend from outside the school boundary? | 11% (15 students) |
| How many bus routes serve the school? | 4 |
| How long is the longest route? | 30min |
| What is the median average bus ride duration for students from within the school boundary? | 15min |
| Additional comments: There are 2 routes in the morning and 2 in the afternoon. | |

| 1.9 School Advisory Council | | |
|--|---|--|
| Does the school have a School Advisory Council that meets regularly? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Does the school have any other groups, such as a parent-teacher association or home-school association, that meet regularly? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| If yes, please describe: | | |

Section 2 – VALUE TO THE BOARD

2.1 Condition of school building and grounds

| | |
|--|---|
| When was the school built? | 1955 |
| Have there been any significant renovations or additions? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| If yes, please provide details and dates: | |
| What are the current operating costs? | \$ |
| Please provide a general description of the condition of the building envelope: | |
| <p><i>The exterior cladding is brick masonry with very limited metal siding on the south east elevation. The brick was reported to be original and is in fair condition with some observed missing mortar and areas requiring repointing. Painted wood is observed near the wall to roof transition and is in fair condition with no observed areas of rotting or deterioration but requires repainting.</i></p> <p><i>The roof was reported to be a combination of modified bitumen and a built up system but could not be observed due to the amount of snow cover. The modified bitumen was reported to be on the north-west section of the school with the south-east section being the built up roof. It was not known when the roofs were installed but it was reported that they were more than twenty years old with the modified bitumen roofing being newer. There was no reported active leaks during the assessment but they had dealt with some just before the Christmas break. The roof system has an expected useful life of twenty years with a partial repair after 15 years to achieve the full life of the roof which is in keeping with the reports of repairs. The roofs are likely to be in fair condition and nearing the end of their life.</i></p> <p><i>The exterior doors were observed to be a combination of aluminum storefront style doors with single pane glazing and metal doors with and without glazing. The storefront doors were observed to be in good condition with no reported issues with the door hardware. The metal doors without glazing to the boiler room were observed to be in good condition and reported to have been replaced in 2013. The double metal doors with glazing from the gym were observed to be in fair condition with some observed salt damage.</i></p> <p><i>Exterior windows were observed to be aluminum framed single pane double sliders in good condition. There were no major issues reported with the hardware.</i></p> | |
| Please provide a general description of the condition of the building systems: | |
| <p>Mechanical-Plumbing - <i>The domestic water enters the building in the custodian room and was observed to have a meter and backflow preventer. The domestic water serves the washrooms,</i></p> | |

fountains, and kitchenettes throughout the building. The majority of the vitreous china fixtures were observed to be in good working condition. The fixtures on the first floor were observed to be of newer vintage than the fixtures on the second floor. Some of the sinks on the second floor were observed to have no mixing valve and separate hot and cold taps. Janitor sinks were observed and reported to be original. Domestic hot water is produced from a 270L Rheem Fury water heater installed in 2013. Supply piping for plumbing fixtures was reported to be copper with drain piping observed to be cast iron and plastic.

Heating - *The building is supplied heating from two Cleaver Brooks natural gas fired boilers rated at 1500MBH. The boilers were reported to have been installed in 2013. The boilers were reported to be in good working condition and have an expected useful life of 30 years. Hot water is distributed to baseboard radiators and hot water coils within the air handling units. Natural gas consumption is sub metered by the school for internal reporting and education purposes. An electric fan coil was observed in the boiler room. The limited building controls for the building are supplied by Honeywell and are reported to be in fair condition and provide limited control of the heating system. The 9000L oil tank from the oil boilers that were replaced in 2013 still remains on site and is surrounded by chain link fencing.*

Ventilation - *Ventilation for the building is limited to the operable windows with the gym supplied with tempered fresh air from one Trane T air handling unit and two ceiling mounted diffusers.*

Vertical Conveyance - *There is no vertical conveyance within the building.*

Electrical - *The building is provide electricity from NS Power and is equipped with a main disconnect manufactured by Siemens and is rated at 400A 120/208V. Power is then distributed to lighting and receptacles throughout the building. The electrical consumption is sub metered by the school using a Schneider electric system for internal reporting and education purposes. The electrical equipment was reported to have undergone replacement in 2013. Interior lighting was observed to be T8 and underwent a retrofit in 2013 through Efficiency NS. Exterior lighting was observed to be a combination of building mounted metal halide and LED and also went under replacement during the Efficiency NS retrofit.*

Life Safety Systems - *The building is protected by a wet sprinkler system that was installed in 1955 however the entrance was upgrade including a new backflow preventer in 2007 and was recently inspected by Tyco on January 11, 2016. Notwithstanding the annual inspection, given the age of the piping and of the sprinkler heads, further inspection is recommended to verify whether pipe and sprinkler heads warrant replacement. The fire alarm and detection system is equipped with pull stations, alarms, smoke detectors and connected to a Notifier AFP-200 fire panel. It was installed in 2013 and was most recently inspected by Tyco on October 14, 2014*

therefore is overdue based on the inspection sticker. Emergency lighting and exit signs are provided by battery backup. Fire extinguishers are strategically mounted around the building. The building is provided with a security system and is monitored by a local alarm company.

Please provide a general description of the condition of the building interior:

There was an asbestos survey conducted on the school by Maritime Testing 1985 Limited on February 16, 1999. Asbestos was found on various piping elbows, and the 9x9 floor tiles. All the asbestos containing materials were considered Priority 3 which means they were non-friable or were in good condition and which currently pose no current risk to building occupants. Based on the age of the report and that the boiler room has undergone significant renovation during the natural gas conversion it is assumed the majority of asbestos containing insulation from the piping was removed during the conversion, although this could not be confirmed.

The floor finishes within the building consist of 9x9 and 12x12 vinyl composite tile (VCT) with some hardwood strip flooring. Floor finishes varied significantly throughout the building. The first floor flooring was generally in good condition and consisted of 12x12 VCT, with the majority of the flooring reported to have been replaced within the last five years. The gym stage consists of hardwood strip flooring and was observed to be in poor condition and requires refinishing. The second floor flooring was observed to mostly consist of 9x9 VCT with repaired sections consisting of 12x12 VCT in addition to some classrooms having 12x12 VCT. The 9x9 VCT in the washrooms was observed to be in the worst condition with significantly stained and damaged tiles. The library flooring was observed to consist of 12x12 although almost half the flooring was delaminating and was observed to be in poor condition. There was minimal floor wax observed on the VCT tiles throughout the building. Regular waxing and polishing will extend the life expectancy of the flooring.

The ceiling finishes consist of suspended ceiling tiles, acoustical sound panels, and exposed to the underside of the structure. All the ceiling finishes were observed to be in fair condition with no sagging or damaged ceiling finishes observed.

Walls consist of plaster, drywall, hard tile and wood finishes. All wall finishes were observed to be in fair to good condition. There was some damaged drywall observed in the gym as a result of impact damage from basketballs. It was observed that this was also a location of a past repair. The hard tile in the bathroom extended to around five feet above the finished floor and was observed to be in fair condition with some observed damaged and missing tiles. The remaining finishes were observed in fair to good condition with routine maintenance expected to maintain the current condition.

Interior doors consist of a combination of wood and metal doors in wood and metal frames with

and without glazing. Doors were observed to vary in age but were generally in good condition with some refinish required for some of the wood doors. The millwork in the classrooms and bathroom was observed to be in fair condition with the majority of the millwork reported to be original with some upgrades to the hardware and countertops. The bathroom partitions were observed to be floor mounted painted metal in good condition. The metal lockers were observed to be in fair condition with rusting observed at the base.

Please provide a general description of the condition of the site:

Minimal observation of the site was undertaken due to the amount of snow cover. Asphalt paving leads to building entrances from the concrete sidewalks on the north side of the building, is mostly used as a play yard and from limited observation was observed to be in good condition, although limited vehicle traffic is expected in these areas. The asphalt parking lot on the east section of the building was observed to be in fair to poor condition with significant cracking and alligating.

List capital improvements (if any) completed in the last 5 years:

Additional comments:

2.2 Enrolment, capacity and utilization

| | | |
|---|---|--|
| Does the school’s current enrolment exceed the available surplus capacity in nearby schools? (“Nearby schools” means those schools the attendance of which by students would be consistent with school board transportation policy guidelines) | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Could the school’s current enrolled population be accommodated in these other schools? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| <p>Please explain:</p> <ul style="list-style-type: none"> <i>The total enrolment of Junior High Students on the north end of the peninsula is 363 students. The combined capacity of Highland Park Junior High and Oxford Schools is 624; therefore, there is available capacity to accommodate this population.</i> | | |

| | |
|--|-----|
| What is the current enrolment of the school? | 133 |
| What is the projected enrolment in 5 years? | 150 |
| What is the projected enrolment in 10 years? | 128 |
| What is the capacity of the school? | 168 |
| What is the current utilization rate of the school (enrolment/capacity)? | 79% |
| What is the projected utilization in 5 years? | 89% |
| What is the projected utilization in 10 years? | 76% |
| Additional comments: | |

2.3 Cost to operate the school (for the past three years)

| | | | |
|---|--------------|---------------|---------------|
| What is the annual energy consumption? | | | |
| | Year 1 | Year 2 | Year 3 |
| Volume (annually): | 1595.14 GJ | 1802.61 GJ | 1637.52 |
| Volume (per m ²) | 0.59 GJ | 0.67 GJ | 0.61 GJ |
| Cost | \$40,133.31 | \$50,370.62 | \$48,973.13 |
| What are the maintenance costs for the facility, including the grounds? | | | |
| | Year 2012-13 | Year 2013-14 | Year 2014-15 |
| Cost (annually) | \$ 183,537.5 | \$ 151,442.68 | \$ 166,791.81 |
| Cost (per student) | \$ 1582.22 | \$ 1211.54 | \$ 1263.57 |
| Cost (per m ²) | \$ 68.10 | \$ 56.19 | \$ 61.89 |
| Additional comments: | | | |

Section 3 – VALUE TO THE COMMUNITY

3.1 School as community partner

Does the school have:

| | | |
|--|---|--|
| A SchoolsPlus program? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| A Teen Health Centre? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| An Early Years Centre? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| A regulated child care centre? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Is the school a partner in other government or community initiatives that use space in the school building or grounds? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |

If yes, please specify:

If the school was not available, what programs would have to relocate?

Schools Plus

Does the community have the facilities and/or capacity to accommodate these programs?

Yes

No

List any significant upgrades to the school in the past five (5) years completed in partnership with the community:

Additional comments:

3.2 Community use of school facilities

List the organized community groups which use the school/school grounds:

| Group | School facilities used (e.g. gym, library) | # of hours (per day/week/month/year?) |
|---|--|---|
| <i>Special Olympics</i> | <i>Gym</i> | <i>3hrs/week January-April</i> |
| Do members of the community use the school on an informal basis? | | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| Is there a community centre attached to or within the school building? | | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| Is space in the school building used during school hours for purposes other than delivering the public school program? | | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| If yes, please specify: | | |
| If yes, is this arrangement governed by a written agreement? | | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| What other facilities/sports fields in the vicinity are used by community groups? | | |
| <ul style="list-style-type: none"> • <i>Lou Goddard Field</i> | | |
| Has the municipality identified a shortage of open space or built facilities in the vicinity, which could be exacerbated by a school closing? | | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Additional comments <ul style="list-style-type: none"> • <i>At this time, HRSB has not received confirmation from the Municipality regarding potential shortage of open space or built facilities in the vicinity, which could be exacerbated by a school closing.</i> • <i>There may be an increased use of Highland Park Jr. High if the custodial evening shift was from 4:00-11:00pm daily (M-F). Currently, the shift is 4:00-8:00pm which limits community groups use to 6:00-7:30pm (M-F).</i> | | |

SCHOOL INFORMATION PROFILE: Joseph Howe Elementary School

| SCHOOL PROFILE SUMMARY | | | |
|---|------------|----------------|------------------|
| School: Joseph Howe Elementary School | | | |
| Address: 2557 Maynard St., Halifax | | | |
| Community/communities served: Halifax Peninsula North | | | |
| Grade configuration: P-6 | | | |
| Age of facility: 49 years (1967) | | | |
| Site size: .60 ha (1.5 acres) | | | |
| Building size: 4 073 m ² (43 844 sq. ft.) | | | |
| Number of stories with teaching spaces: 2 | | | |
| Number of portable teaching spaces/classrooms: 0 | | | |
| Current school capacity (permanent structures only): 217 | | | |
| Historic enrolment (past 5 years) | Year: 2010 | Enrolment: 140 | Utilization: 64% |
| | Year: 2011 | Enrolment: 127 | Utilization: 58% |
| | Year: 2012 | Enrolment: 106 | Utilization: 49% |
| | Year: 2013 | Enrolment: 112 | Utilization: 52% |
| | Year: 2014 | Enrolment: 128 | Utilization: 59% |
| Current enrolment (as of Sept. 30, 2015): 129 | | | Utilization: 59% |
| Enrolment projection (next 5 years) | Year: 2016 | Enrolment: 129 | Utilization: 59% |
| | Year: 2017 | Enrolment: 138 | Utilization: 64% |
| | Year: 2018 | Enrolment: 143 | Utilization: 66% |
| | Year: 2019 | Enrolment: 136 | Utilization: 63% |
| | Year: 2020 | Enrolment: 139 | Utilization: 64% |
| List all other schools that are part of the same feeder system: | | | Grades: |
| • <i>Citadel High School</i> | | | <i>10-12</i> |
| • <i>Gorsebrook Junior High School</i> | | | <i>7-9</i> |
| • <i>Halifax Central Junior High School</i> | | | <i>7-9</i> |
| • <i>Highland Park Jr. High</i> | | | <i>7-9</i> |
| • <i>St. Agnes Junior High School</i> | | | <i>7-9</i> |
| • <i>Oxford School</i> | | | <i>P-9</i> |
| • <i>Inglis Street Elementary School</i> | | | <i>P-6</i> |
| • <i>LeMarchant-St. Thomas Elementary School</i> | | | <i>P-6</i> |
| • <i>LeMarchant –St. Thomas –Ecole Beaufort Annex</i> | | | <i>P-6</i> |
| • <i>Saint Mary’s Elementary School</i> | | | <i>P-6</i> |
| • <i>Springvale Elementary School</i> | | | <i>P-6</i> |

| | |
|--|---|
| • <i>Sir Charles Tupper Elementary School</i> | <i>P-6</i> |
| • <i>St. Catherine's Elementary School</i> | <i>P-6</i> |
| • <i>St. Joseph's-Alexander McKay Elementary School</i> | <i>P-6</i> |
| • <i>St. Stephen's Elementary School</i> | <i>P-6</i> |
| • <i>Westmount Elementary</i> | <i>P-6</i> |
| What are the closest schools with the same grades? | |
| <ul style="list-style-type: none"> • <i>Oxford School</i> • <i>St. Joseph's-Alexander McKay Elementary School</i> • <i>St. Stephens Elementary School</i> | |
| Is this the only school in the area? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| Is the school part of a campus? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |

| Section 1 – VALUE TO THE STUDENT | | |
|---|---|--|
| 1.1 Physical space | | |
| Number of classrooms in the school: 8 including ELO | | |
| Does the school have a: | | |
| Visual Arts room? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Music room? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Drama room? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Laboratory? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Chemistry? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Physics? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Biology? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Multi-purpose science lab? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Food lab?? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Textile lab? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Gymnasium? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Gym storage? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Active Healthy Living classroom? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Change rooms? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Technology Education production lab? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Technology Education innovations lab? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Technology Education media lab? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Library? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Cafeteria/lunch room? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |

| | | |
|--|---|--|
| Kitchen? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Guidance office? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Learning Centre? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Resource room? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Sensory room? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Auditorium? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Washrooms? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Sick room? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Staff work room? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Does the school have designated physical spaces for students with special educational needs? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| If yes, list all spaces: | | |
| Does the school site have a: | | |
| Hard surfaced playground? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Play structure(s)? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Green space? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Sports field(s)? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| If yes, please describe: | | |
| Bicycle racks? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Parking? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| If yes, how many spaces? | 11 | |
| Student drop-off and pick-up area? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Bus loading zone? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Property to accommodate development or additions? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Is the school adjacent to a public park or open space? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Describe additional amenities attached to or available to the school (e.g. pool, arena): N/A | | |
| Additional comments: | | |

| 1.2 Accessibility | | |
|--|---|--|
| Is the school fully accessible? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Does the school have: | | |
| Accessible washrooms on every floor? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Elevator(s)/lift devices? • <i>stair lift from main level down to gym</i> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Accessible change rooms? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Appropriate ramps? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Automated doors? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Accessible playground? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Accessible stage? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Dedicated disabled parking spaces? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Can special needs vehicles off load in a barrier-free location? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Is an entrance to the school barrier-free? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Additional comments: | | |

| 1.3 Program offerings | | |
|--|---|--|
| Does the school have classes with combined grades? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| If yes, please specify which grades are combined: P/1, 4/5, 5/6 | | |
| Does the school offer: | | |
| French Immersion? | | |
| Early | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Middle | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Late | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| International Baccalaureate (IB)? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| O ₂ | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Skilled Trades | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Board-specific local programming? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| If yes, please specify: ELO | | |
| An instrumental music program? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| A music program? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| A drama program? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| A Learning Centre? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Guidance and career education programs? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| If yes, please specify: | | |

| | | |
|--|---|-----------------------------|
| Programs for students at risk? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| If yes, please specify: <ul style="list-style-type: none"><li data-bbox="240 289 594 323">• <i>Safe and Caring Schools</i> | | |
| Additional comments: | | |

1.4 School staffing

| | | |
|-------------------------------------|---|----------|
| Does the school have: | | |
| Teaching Staff: | | |
| A principal? | Yes <input checked="" type="checkbox"/> | FTE: 1.0 |
| A vice-principal? | Yes <input checked="" type="checkbox"/> | FTE: 1.0 |
| Guidance Counsellor | Yes <input checked="" type="checkbox"/> | FTE: 0.5 |
| Registrar | Yes <input type="checkbox"/> | FTE: |
| Classroom Teachers | Yes <input checked="" type="checkbox"/> | FTE:14.5 |
| Specific Program Teachers: | | |
| Options and Opportunities | Yes <input type="checkbox"/> | FTE: |
| Skilled Trades | Yes <input type="checkbox"/> | FTE: |
| Co-operative Education | Yes <input type="checkbox"/> | FTE: |
| Technology Education | Yes <input type="checkbox"/> | FTE: |
| Family Studies | Yes <input type="checkbox"/> | FTE: |
| Mathematics Mentors | Yes <input type="checkbox"/> | FTE: |
| Literacy Mentors | Yes <input type="checkbox"/> | FTE: |
| Other Mentors | Yes <input type="checkbox"/> | FTE: |
| Music | Yes <input checked="" type="checkbox"/> | FTE: 0.5 |
| Physical Education | Yes <input checked="" type="checkbox"/> | FTE: 0.4 |
| French Specialists (4 to 9) | Yes <input checked="" type="checkbox"/> | FTE: 0.3 |
| English Specialists (4 to 9) | Yes <input type="checkbox"/> | FTE: |
| Gaelic Language Instruction | Yes <input type="checkbox"/> | FTE: |
| Resource | Yes <input checked="" type="checkbox"/> | FTE: 1.0 |
| Learning Centre (Special Education) | Yes <input checked="" type="checkbox"/> | FTE: 1.5 |
| Learning Disabled Specialist | Yes <input type="checkbox"/> | FTE: |
| Reading Recovery | Yes <input checked="" type="checkbox"/> | FTE: 0.5 |
| Early Literacy Intervention | Yes <input checked="" type="checkbox"/> | FTE: 0.5 |
| International Baccalaureate | Yes <input type="checkbox"/> | FTE: |
| Other (please specify): | | |
| Band | Yes <input checked="" type="checkbox"/> | FTE: 0.2 |
| | Yes <input type="checkbox"/> | FTE: |
| | Yes <input type="checkbox"/> | FTE: |
| | Yes <input type="checkbox"/> | FTE: |
| Support Staff: | | |
| Educational Assistants | Yes <input checked="" type="checkbox"/> | FTE: 6.5 |
| Custodial | Yes <input checked="" type="checkbox"/> | FTE: 1.0 |

| | | |
|---|---|----------|
| Administrative Assistants | Yes <input checked="" type="checkbox"/> | FTE: 1.0 |
| Library Services | Yes <input checked="" type="checkbox"/> | FTE: 0.4 |
| SchoolsPlus | Yes <input type="checkbox"/> | FTE: |
| Mental Health Clinician (Health) | Yes <input type="checkbox"/> | FTE: |
| Community Outreach Workers | Yes <input checked="" type="checkbox"/> | FTE: 0.2 |
| African Nova Scotian Support Worker | Yes <input checked="" type="checkbox"/> | FTE: 0.4 |
| First Nations Support Worker | Yes <input type="checkbox"/> | FTE: |
| Early Years Centre (E.C.E.) | Yes <input type="checkbox"/> | FTE: |
| Social Worker | Yes <input checked="" type="checkbox"/> | FTE: 0.1 |
| Police School Liaison Officer | Yes <input checked="" type="checkbox"/> | FTE: |
| Youth Health Centre Nurse | Yes <input type="checkbox"/> | FTE: |
| Other (please specify): | | |
| | Yes <input type="checkbox"/> | FTE: |
| (Access to) Regional staff: | | |
| as required Psychologist | Yes <input checked="" type="checkbox"/> | FTE: |
| as required Speech Language Pathologists | Yes <input checked="" type="checkbox"/> | FTE: |
| Family Interventionist | Yes <input type="checkbox"/> | FTE: |
| as required Behaviour Interventionist | Yes <input checked="" type="checkbox"/> | FTE: |
| as required Autism Support | Yes <input checked="" type="checkbox"/> | FTE: |
| Other (please specify): | | |
| | Yes <input type="checkbox"/> | FTE: |
| | Yes <input type="checkbox"/> | FTE: |
| | Yes <input type="checkbox"/> | FTE: |
| Additional comments: | | |

1.5 Nova Scotia Assessments

Percentage of students at or above the provincial standard over the past three years

| | | | Year 1 | Year 2 | Year 3 |
|-----------------|---------|--------|--------|--------|--------|
| Reading | Grade 3 | School | 44% | 36% | 20% |
| | | Board | 70% | 68% | 69% |
| | Grade 6 | School | 40% | 53% | 45% |
| | | Board | 79% | 78% | 76% |
| | Grade 8 | School | | | |
| | | Board | | | |
| Writing (IDEAS) | Grade 3 | School | 88% | 67% | 47% |
| | | Board | 87% | 77% | 76% |
| | Grade 6 | School | 100% | 13% | 55% |
| | | Board | 89% | 78% | 82% |
| | Grade 8 | School | | | |
| | | Board | | | |
| Mathematics | Grade 4 | School | 30% | 43% | 38% |
| | | Board | 77% | 76% | 78% |
| | Grade 6 | School | 33% | 19% | 18% |
| | | Board | 76% | 72% | 72% |
| | Grade 8 | School | | | |
| | | Board | | | |

Additional assessment data (e.g. board-administered assessments, Nova Scotia Examinations):

Additional comments:

| 1.6 Extracurricular activities currently offered | |
|---|---|
| List intramural sports: | <ul style="list-style-type: none"> Dodgeball, basketball |
| List interschool sports: | <ul style="list-style-type: none"> Basketball team that plays against other elementary through grant |
| List school clubs and activities: | <ul style="list-style-type: none"> track and field, cooking club, robotics club, tutoring program |
| Additional comments: | |

| 1.7 Security | | |
|---|---|--|
| Does the school have an access control procedure in place? (e.g. a single, clearly marked entrance for visitors, visitor badges, procedure to handle unauthorized visitors) | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Are there portable teaching spaces on-site that would prevent any secondary doors from being locked? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Does the physical arrangement of the school building and school grounds allow for staff supervision of all areas? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Can the PA system be heard in every area of the school? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Is there a system in place for quick, two-way communication between teachers and the main office in case of an emergency that can be initiated by the classroom teacher? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| <p>If members of the community or community groups have access to the school building or grounds, informally, to access services, or to use the school space, describe the measures that are taken to ensure the safety and security of students:</p> <ul style="list-style-type: none"> After hours, HRM & Facility bookings manage it. During school day, daycare has a separate entrance. | | |
| Additional comments: | | |

| 1.8 Proximity of the school to students | |
|---|------------------|
| What percentage of students are bussed to school? | 4% |
| What percentage of students attend from outside the school boundary? | 9% (12 students) |
| How many bus routes serve the school? | 2 |
| How long is the longest route? | 10min |
| What is the median average bus ride duration for students from within the school boundary? | 5min |
| Additional comments: <ul style="list-style-type: none"> • <i>There is 1 route in the morning and 1 in the afternoon.</i> | |

| 1.9 School Advisory Council | | |
|--|---|--|
| Does the school have a School Advisory Council that meets regularly? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Does the school have any other groups, such as a parent-teacher association or home-school association, that meet regularly? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| If yes, please describe: | | |

Section 2 – VALUE TO THE BOARD

2.1 Condition of school building and grounds

| | |
|---|---|
| When was the school built? | 1967 |
| Have there been any significant renovations or additions? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| If yes, please provide details and dates: | |
| What are the current operating costs? | \$ |
| Please provide a general description of the condition of the building envelope: | |
| <p><i>The exterior cladding is a combination of brick masonry and precast concrete panels at the exterior windows and exterior the exterior doors. The brick masonry and mortar appeared in good condition.</i></p> <p><i>The roofing was reported to be modified bitumen although could not be observed due to the amount of snow on the roof. It was reported that the roof over the Learning Centre portion of the school at north west corner was replaced in 2004 with the remaining sections having been replaced a couple years before that. There were no active leaks during the site visit but reports that there have been some in the past. Modified bitumen roofing has an expected useful life of twenty years with repairs after fifteen.</i></p> <p><i>The aluminum framed, single pane double slider windows were observed to be in fair condition and were reported to be original to 1966. The exterior doors were observed to be storefront style doors with single pane glazing; some reported to be original with others having been replaced in the last five years. Service doors were observed to be metal in metal frames and in fair condition with some rusting observed at the base.</i></p> | |
| Please provide a general description of the condition of the building systems: | |
| <p>Mechanical-Plumbing - <i>The incoming line with meter was observed in the mechanical room on the south side of the building and is equipped with a backflow preventer. The domestic water services the washrooms, fountains, kitchenettes, and the caretaker room. The majority of the vitreous china water closets and urinals were observed to be original to the building and in fair condition with the urinals having newer flush valves. The sinks were observed to be stainless steel and in good condition with the exception of the sinks in the basement observed to be vitreous china and reported to be original to the construction of the building. Janitor sinks were reported to be original and in fair condition. Domestic hot water is provided by an oil fired NY Boiler (1996) supplying a 60 Gal Giant electric buffer tank that was replaced in 2005.</i></p> | |

Heating - The building is supplied primary heating from two Matheson & Co oil fired boilers that are reported to be original with Carlin burners. There are no reported issues with the boilers although it was not known if any re-tubing has been completed. The expected useful life of boilers is 35 years with full overhauls of the boilers expected after 15 years. The boilers are supplied oil from an exterior mounted 9000L dual wall steel tank reported to have been installed in 2005. Hot water is distributed throughout the school to baseboard radiators that were observed to be in good condition and providing the required heating demand for the building. The limited building controls are supplied by Honeywell, and were reported to be in fair to poor condition as they provided limited control of the heating system.

Ventilation - Ventilation for the building is provided by a window mounted exhaust fan in the computer lab and the opening of the exterior windows.

Vertical Conveyance - There are two Concord stair climber chair lifts in the community daycare side of the building rated for 1 person, 500lbs and are covered by a third party contract. It was reported to be in good condition and they had operating certificates issued by the province valid until December 31, 2017.

Electrical - The building is provided electricity from NS Power and is equipped with a main disconnect manufactured by Square D that is rated for 400A 120/208V. Power is then distributed to lighting and receptacles throughout the building. The electrical equipment was reported to be original to 1966. Interior lighting was observed to be T12 and functioning properly. It was reported that the lighting of the building is due for a T8 lighting retrofit. Exterior lighting was observed to be achieved by building mounted metal halide fixtures, although their effectiveness could not be observed during the daytime site visit.

Life Safety Systems - The building is protected by a wet sprinkler system and was recently inspected by Tyco on January 21, 2016. A full replacement of the system is not expected however a repair allowance for isolated piping and head replacement has been included in the cost table. The fire alarm and detection system is equipped with pull stations, alarms, smoke detectors and an Edwards EST fire alarm panel installed in 2000 and was most recently inspected by Tyco on November 27, 2015. Emergency lighting and exit signs are provided by battery backup. Fire extinguishers are strategically mounted around the building.

Please provide a general description of the condition of the building interior:

There was an asbestos survey conducted on the school by Maritime Testing 1985 Limited on December 21, 1998. None of the interior finishes within the building were reported to contain asbestos. Asbestos was found in the boiler room, on piping insulation elbows and some plaster ceiling within the boiler room.

The interior floor finishes within the building consist of 9x9 and 12x12 vinyl composite tile (VCT), and hard tile floor finishes; suspended ceiling tiles and drywall and plaster ceiling finishes; concrete block, plaster, drywall and wood wall finishes. The floor finishes were observed to be in fair to good condition with the 9x9 VCT and hard tile reported to be original to the construction of the building. Some lifting and damage tiles were observed. It was observed that there was minimal wax applied to the VCT flooring. A cyclical replacement allowance of the 9x9 VCT flooring has been included in the cost table.

The ceiling finishes appeared in good condition with only some damaged plaster observed around exterior windows as a result of an old roof leak. Interior doors consist of wood in metal frames, with and without glazing. The millwork in the classrooms and bathroom was observed to be in fair condition with the majority of the millwork reported to be original with some upgrades to the hardware and countertops.

The bathroom partitions were observed to be floor mounted painted metal with the ones in the basement observed to be in poor condition with significant rusting observed near the toilets. The window sills were observed to be a laminated wood product and were observed to be in fair condition with some observed delaminating as a result of reported standing water. Sound panels were observed in the gym and were observed to be in good condition and were installed in 2015.

Please provide a general description of the condition of the site:

Minimal observation of the site was undertaken due to the amount of snow cover. The asphalt parking on the west side of the building was observed to be in poor condition with multiple cracks. Replacement of the asphalt parking has been included in the cost table. The concrete retaining wall running along the north and east sections were observed to be in poor condition with significant deterioration of the concrete at the corner of the Creighton and Charles Street. In addition the metal fencing running along the retaining wall was observed to be in poor condition. Replacement and or refinishing of the metal fencing is anticipated in 2016. The playground equipment was observed to be in good condition. The chain link fencing around the oil tank was observed to be in good condition.

List capital improvements (if any) completed in the last 5 years:

Additional comments:

| 2.2 Enrolment, capacity and utilization | | |
|---|---|--|
| Does the school's current enrolment exceed the available surplus capacity in nearby schools? ("Nearby schools" means those schools the attendance of which by students would be consistent with school board transportation policy guidelines) | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Could the school's current enrolled population be accommodated in these other schools? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Please explain: <ul style="list-style-type: none"> <i>The combined enrolment for students in grades P-6 on the north end Peninsula of Halifax is 755 students. The total capacity for elementary schools in this area is 1210; therefore, students from this school could be accommodated within the nearby schools.</i> | | |
| What is the current enrolment of the school? | 129 | |
| What is the projected enrolment in 5 years? | 139 | |
| What is the projected enrolment in 10 years? | 130 | |
| What is the capacity of the school? | 217 | |
| What is the current utilization rate of the school (enrolment/capacity)? | 59% | |
| What is the projected utilization in 5 years? | 64% | |
| What is the projected utilization in 10 years? | 60% | |
| Additional comments: | | |

| 2.3 Cost to operate the school (for the past three years) | | | |
|---|---------------|---------------|---------------|
| What is the annual energy consumption? | | | |
| | Year 1 | Year 2 | Year 3 |
| Volume (annually): | 2 607.77 GJ | 2 826.11 GJ | 3 141.48 GJ |
| Volume (per m ²) | 0.64 GJ | 0.69 GJ | 0.77 GJ |
| Cost | \$72 210.08 | \$82 141.39 | \$73 361.29 |
| What are the maintenance costs for the facility, including the grounds? | | | |
| | Year 2012-13 | Year 2013-14 | Year 2014-15 |
| Cost (annually) | \$ 187 312.14 | \$ 238 494.68 | \$ 215 809.62 |
| Cost (per student) | \$ 1 767.10 | \$ 2 129.42 | \$ 1 686.01 |
| Cost (per m ²) | \$ 45.99 | \$ 58.56 | \$ 52.99 |
| Additional comments: | | | |

Section 3 – VALUE TO THE COMMUNITY

3.1 School as community partner

| | | |
|---|---|--|
| Does the school have: | | |
| A SchoolsPlus program? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| A Teen Health Centre? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| An Early Years Centre? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| A regulated child care centre? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Is the school a partner in other government or community initiatives that use space in the school building or grounds? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| If yes, please specify: <ul style="list-style-type: none"> <i>Halifax Developmental Centre for early learning (daycare) operates in part of the building with a separate entrance (a tenant of the building)</i> | | |
| If the school was not available, what programs would have to relocate? <ul style="list-style-type: none"> <i>If the building was not available, the daycare would have to relocate.</i> | | |
| Does the community have the facilities and/or capacity to accommodate these programs? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| List any significant upgrades to the school in the past five (5) years completed in partnership with the community: N/A | | |
| Additional comments: | | |

3.2 Community use of school facilities

List the organized community groups which use the school/school grounds:

| Group | School facilities used (e.g. gym, library) | # of hours (per day/week/month/year?) |
|---|--|---|
| <i>Baton</i> | <i>Gym</i> | <i>2 hrs/week October-May</i> |
| <i>Halifax Steelers B-Ball</i> | <i>Gym</i> | <i>2 hrs/week October-April</i> |
| <i>Adult Basketball</i> | <i>Gym</i> | <i>6 hrs/week October-May</i> |
| <i>Adult Rec Sports</i> | <i>Gym</i> | <i>2 hrs/week September-May</i> |
| <i>Adult Dodgeball</i> | <i>Gym</i> | <i>4 hrs/week September-May</i> |
| Do members of the community use the school on an informal basis? | | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| Is there a community centre attached to or within the school building? | | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| Is space in the school building used during school hours for purposes other than delivering the public school program? | | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| If yes, please specify: | | |
| If yes, is this arrangement governed by a written agreement? | | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| What other facilities/sports fields in the vicinity are used by community groups? | | |
| <ul style="list-style-type: none"> • <i>Community Y</i> • <i>George Dixon Centre</i> | | |
| Has the municipality identified a shortage of open space or built facilities in the vicinity, which could be exacerbated by a school closing? | | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Additional comments: | | |
| <ul style="list-style-type: none"> • <i>At this time, HRSB has not received confirmation from the Municipality regarding potential shortage of open space or built facilities in the vicinity, which could be exacerbated by a school closing.</i> | | |

SCHOOL INFORMATION PROFILE: Oxford School

| SCHOOL PROFILE SUMMARY | | | |
|---|------------|----------------|------------------|
| School: Oxford | | | |
| Address: 6364 North St., Halifax | | | |
| Community/communities served: Halifax Peninsula North | | | |
| Grade configuration: P-9 | | | |
| Age of facility: 78 years (1938); addition (1967) | | | |
| Site size: .90 ha(2.2 acres) | | | |
| Building size: 8 181.61 m ² (88 069 sq. ft.) | | | |
| Number of stories with teaching spaces: 3 | | | |
| Number of portable teaching spaces/classrooms: 0 | | | |
| Current school capacity (permanent structures only): 696 | | | |
| Historic enrolment (past 5 years) | Year: 2010 | Enrolment: 349 | Utilization: 50% |
| | Year: 2011 | Enrolment: 343 | Utilization: 49% |
| | Year: 2012 | Enrolment: 357 | Utilization: 51% |
| | Year: 2013 | Enrolment: 326 | Utilization: 47% |
| | Year: 2014 | Enrolment: 346 | Utilization: 50% |
| Current enrolment (as of Sept. 30, 2015): 353 | | | Utilization: 51% |
| Enrolment projection (next 5 years) | Year: 2016 | Enrolment: 346 | Utilization: 50% |
| | Year: 2017 | Enrolment: 356 | Utilization: 51% |
| | Year: 2018 | Enrolment: 350 | Utilization: 50% |
| | Year: 2019 | Enrolment: 352 | Utilization: 51% |
| | Year: 2020 | Enrolment: 345 | Utilization: 50% |
| List all other schools that are part of the same feeder system: | | | Grades: |
| • <i>Citadel High School</i> | | | <i>10-12</i> |
| • <i>Gorsebrook Junior High School</i> | | | <i>7-9</i> |
| • <i>Halifax Central Junior High School</i> | | | <i>7-9</i> |
| • <i>Highland Park Jr. High</i> | | | <i>7-9</i> |
| • <i>St. Agnes Junior High School</i> | | | <i>7-9</i> |
| • <i>Oxford School</i> | | | <i>P-9</i> |
| • <i>Inglis Street Elementary School</i> | | | <i>P-6</i> |
| • <i>LeMarchant-St. Thomas Elementary School</i> | | | <i>P-6</i> |
| • <i>LeMarchant –St. Thomas –Ecole Beaufort Annex</i> | | | <i>P-6</i> |
| • <i>Saint Mary’s Elementary School</i> | | | <i>P-6</i> |
| • <i>Springvale Elementary School</i> | | | <i>P-6</i> |

| | |
|--|---|
| • <i>Sir Charles Tupper Elementary School</i> | <i>P-6</i> |
| • <i>St. Catherine's Elementary School</i> | <i>P-6</i> |
| • <i>St. Joseph's-Alexander McKay Elementary School</i> | <i>P-6</i> |
| • <i>St. Stephen's Elementary School</i> | <i>P-6</i> |
| • <i>Westmount Elementary</i> | <i>P-6</i> |
| What are the closest schools with the same grades? | |
| <ul style="list-style-type: none"> • <i>Gorsebrook Junior High School (7-9)</i> • <i>Halifax Central Junior High School (7-9)</i> • <i>St. Agnes Junior High School (7-9)</i> • <i>Joseph Howe Elementary School (P-6)</i> • <i>St. Joseph's-Alexander McKay Elementary School (7-9)</i> • <i>St. Stephens Elementary School (P-6)</i> | |
| Is this the only school in the area? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| Is the school part of a campus? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |

| Section 1 – VALUE TO THE STUDENT | | |
|--|---|--|
| 1.1 Physical space | | |
| Number of classrooms in the school: 17 | | |
| Does the school have a: | | |
| Visual Arts room? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Music room? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Drama room? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Laboratory? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Chemistry? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Physics? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Biology? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Multi-purpose science lab? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Food lab?? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Textile lab? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Gymnasium? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Gym storage? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Active Healthy Living classroom? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Change rooms? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Technology Education production lab? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Technology Education innovations lab? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |

| | | |
|---|---|--|
| Technology Education media lab? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Library? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Cafeteria/lunch room? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Kitchen? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Guidance office? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Learning Centre? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Resource room? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Sensory room? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Auditorium? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Washrooms? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Sick room? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Staff work room? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Does the school have designated physical spaces for students with special educational needs? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| <p>If yes, list all spaces:</p> <ul style="list-style-type: none"> • <i>Small rooms adjacent to Learning Centre for physio, occupational therapy</i> | | |
| Does the school site have a: | | |
| Hard surfaced playground? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Play structure(s)? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Green space? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Sports field(s)? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| If yes, please describe: | | |
| Bicycle racks? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Parking? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| If yes, how many spaces? | | |
| Student drop-off and pick-up area? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Bus loading zone? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Property to accommodate development or additions? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Is the school adjacent to a public park or open space? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Describe additional amenities attached to or available to the school (e.g. pool, arena): | | |
| N/A | | |
| Additional comments: | | |
| 1.2 Accessibility | | |
| Is the school fully accessible? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Does the school have: | | |
| Accessible washrooms on every floor? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |

| | | |
|---|---|--|
| Elevator(s)/lift devices? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Accessible change rooms? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Appropriate ramps? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Automated doors? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Accessible playground? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Accessible stage? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Dedicated disabled parking spaces? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Can special needs vehicles off load in a barrier-free location? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Is an entrance to the school barrier-free? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Additional comments: | | |

| 1.3 Program offerings | | |
|---|---|--|
| Does the school have classes with combined grades? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| If yes, please specify which grades are combined: <i>P/1, 2/3, 3/4</i> | | |
| Does the school offer: | | |
| French Immersion? | | |
| Early 7-9 only | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Middle | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Late | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| International Baccalaureate (IB)? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| O ₂ | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Skilled Trades | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Board-specific local programming? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| If yes, please specify: <i>All City Music program – based in downstairs</i> | | |
| An instrumental music program? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| A music program? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| A drama program? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| A Learning Centre? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Guidance and career education programs? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| If yes, please specify: | | |
| Programs for students at risk? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| If yes, please specify: | | |
| Additional comments: | | |

1.4 School staffing

| | | |
|-------------------------------------|---|----------|
| Does the school have: | | |
| Teaching Staff: | | |
| A principal? | Yes <input checked="" type="checkbox"/> | FTE: 1.0 |
| A vice-principal? | Yes <input checked="" type="checkbox"/> | FTE: 1.0 |
| Guidance Counsellor | Yes <input checked="" type="checkbox"/> | FTE: |
| Registrar | Yes <input type="checkbox"/> | FTE: |
| Classroom Teachers | Yes <input checked="" type="checkbox"/> | FTE:27.6 |
| Specific Program Teachers: | | |
| Options and Opportunities | Yes <input type="checkbox"/> | FTE: |
| Skilled Trades | Yes <input type="checkbox"/> | FTE: |
| Co-operative Education | Yes <input type="checkbox"/> | FTE: |
| Technology Education | Yes <input checked="" type="checkbox"/> | FTE: 0.9 |
| Family Studies | Yes <input checked="" type="checkbox"/> | FTE: 0.4 |
| Mathematics Mentors | Yes <input type="checkbox"/> | FTE: |
| Literacy Mentors | Yes <input type="checkbox"/> | FTE: |
| Other Mentors | Yes <input type="checkbox"/> | FTE: |
| Music | Yes <input checked="" type="checkbox"/> | FTE: 0.4 |
| Physical Education | Yes <input checked="" type="checkbox"/> | FTE: 1.3 |
| French Specialists (4 to 9) | Yes <input checked="" type="checkbox"/> | FTE: 1.0 |
| English Specialists (4 to 9) | Yes <input type="checkbox"/> | FTE: |
| Gaelic Language Instruction | Yes <input type="checkbox"/> | FTE: |
| Resource | Yes <input checked="" type="checkbox"/> | FTE: 2.0 |
| Learning Centre (Special Education) | Yes <input checked="" type="checkbox"/> | FTE: 2.0 |
| Learning Disabled Specialist | Yes <input type="checkbox"/> | FTE: |
| Reading Recovery | Yes <input type="checkbox"/> | FTE: |
| Early Literacy Intervention | Yes <input checked="" type="checkbox"/> | FTE: 0.4 |
| International Baccalaureate | Yes <input type="checkbox"/> | FTE: |
| Other (please specify): | | |
| Junior High Support | Yes <input checked="" type="checkbox"/> | FTE: 0.4 |
| | Yes <input type="checkbox"/> | FTE: |
| | Yes <input type="checkbox"/> | FTE: |
| | Yes <input type="checkbox"/> | FTE: |
| Support Staff: | | |
| Educational Assistants | Yes <input checked="" type="checkbox"/> | FTE: 5.2 |
| Custodial | Yes <input checked="" type="checkbox"/> | FTE: 2.4 |

| | | |
|-------------------------------------|---|----------|
| Administrative Assistants | Yes <input checked="" type="checkbox"/> | FTE: 1.0 |
| Library Services | Yes <input checked="" type="checkbox"/> | FTE: 0.6 |
| SchoolsPlus | Yes <input checked="" type="checkbox"/> | FTE: 0.2 |
| Mental Health Clinician (Health) | Yes <input type="checkbox"/> | FTE: |
| Community Outreach Workers | Yes <input type="checkbox"/> | FTE: |
| African Nova Scotian Support Worker | Yes <input checked="" type="checkbox"/> | FTE: 0.4 |
| First Nations Support Worker | Yes <input checked="" type="checkbox"/> | FTE: 0.4 |
| Early Years Centre (E.C.E.) | Yes <input type="checkbox"/> | FTE: |
| Social Worker | Yes <input checked="" type="checkbox"/> | FTE: 0.1 |
| Police School Liaison Officer | Yes <input checked="" type="checkbox"/> | FTE: |
| Youth Health Centre Nurse | Yes <input type="checkbox"/> | FTE: |
| Other (please specify): | | |
| | Yes <input type="checkbox"/> | FTE: |
| (Access to) Regional staff: | | |
| Psychologist | Yes <input checked="" type="checkbox"/> | FTE: |
| Speech Language Pathologists | Yes <input checked="" type="checkbox"/> | FTE: |
| Family Interventionist | Yes <input type="checkbox"/> | FTE: |
| Behaviour Interventionist | Yes <input checked="" type="checkbox"/> | FTE: |
| Autism Support | Yes <input checked="" type="checkbox"/> | FTE: |
| Other (please specify): | | |
| | Yes <input type="checkbox"/> | FTE: |
| | Yes <input type="checkbox"/> | FTE: |
| | Yes <input type="checkbox"/> | FTE: |
| Additional comments: | | |

1.5 Nova Scotia Assessments

Percentage of students at or above the provincial standard over the past three years

| | | | Year 1 | Year 2 | Year 3 |
|-----------------|---------|--------|--------|--------|--------|
| Reading | Grade 3 | School | 65% | 50% | 78% |
| | | Board | 70% | 68% | 69% |
| | Grade 6 | School | 73% | 87% | 88% |
| | | Board | 79% | 78% | 76% |
| | Grade 8 | School | 69% | 86% | 77% |
| | | Board | 73% | 76% | 76% |
| Writing (IDEAS) | Grade 3 | School | 81% | 44% | 88% |
| | | Board | 87% | 77% | 76% |
| | Grade 6 | School | 93% | 100% | 88% |
| | | Board | 89% | 78% | 82% |
| | Grade 8 | School | 96% | 95% | |
| | | Board | 95% | 86% | |
| Mathematics | Grade 4 | School | 65% | 81% | 69% |
| | | Board | 77% | 76% | 78% |
| | Grade 6 | School | 53% | 87% | 94% |
| | | Board | 76% | 72% | 72% |
| | Grade 8 | School | 66% | 78% | 75% |
| | | Board | 56% | 59% | 58% |

Additional assessment data (e.g. board-administered assessments, Nova Scotia Examinations):

Additional comments:

| 1.6 Extracurricular activities currently offered | |
|---|--|
| List intramural sports: <ul style="list-style-type: none"> • <i>Volleyball, basketball, handball, floor hockey</i> | |
| List interschool sports: <ul style="list-style-type: none"> • <i>Trace, basketball, volleyball, badminton, field hockey, hockey, softball</i> | |
| List school clubs and activities: <ul style="list-style-type: none"> • <i>GSA, WeDay, Student Council, KTS – African NS Group, stamp group, African Drumming, Junior High chair, chess club P-9, science club, lego league, IMHOTEP, girls space</i> | |
| Additional comments: | |

| 1.7 Security | | |
|---|---|--|
| Does the school have an access control procedure in place? (e.g. a single, clearly marked entrance for visitors, visitor badges, procedure to handle unauthorized visitors) | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Are there portable teaching spaces on-site that would prevent any secondary doors from being locked? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Does the physical arrangement of the school building and school grounds allow for staff supervision of all areas? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Can the PA system be heard in every area of the school? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Is there a system in place for quick, two-way communication between teachers and the main office in case of an emergency that can be initiated by the classroom teacher? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| If members of the community or community groups have access to the school building or grounds, informally, to access services, or to use the school space, describe the measures that are taken to ensure the safety and security of students: <ul style="list-style-type: none"> • <i>After school – All City Music</i> • <i>Need to ring bell during school day</i> | | |
| Additional comments: | | |

| 1.8 Proximity of the school to students | |
|---|------------------|
| What percentage of students are bussed to school? | 2% |
| What percentage of students attend from outside the school boundary? | 8% (28 students) |
| How many bus routes serve the school? | 8 |
| How long is the longest route? | 15min |
| What is the median average bus ride duration for students from within the school boundary? | 12.5min |
| Additional comments: <ul style="list-style-type: none"> • <i>There are 3 routes in the morning and 5 in the afternoon.</i> | |

| 1.9 School Advisory Council | | |
|--|---|-----------------------------|
| Does the school have a School Advisory Council that meets regularly? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Does the school have any other groups, such as a parent-teacher association or home-school association, that meet regularly? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| If yes, please describe: | | |

Section 2 – VALUE TO THE BOARD

2.1 Condition of school building and grounds

| | | |
|--|---|-----------------------------|
| When was the school built? | 1938; addition 1967 | |
| Have there been any significant renovations or additions? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| <p>If yes, please provide details and dates:</p> <p><i>The original portion of the school was constructed in 1938, and consists of a two storey building with a basement. In 1967 a two storey section with a basement and gymnasium was constructed almost doubling the size of the school.</i></p> | | |
| What are the current operating costs? | \$ | |
| <p>Please provide a general description of the condition of the building envelope:</p> <p><i>The exterior cladding is brick masonry. The brick was reported to be original to the various construction years and is in good condition with no observed damaged bricks or mortar joints.</i></p> <p><i>The roof was not accessed during the site visit. The roof was reported to be a combination of modified bitumen and a built up roof system. The original section and the central section that connects the gym and the original section were reported to be modified bitumen. The central section roof was noted to have been replaced in 2004, with the original section being a couple years older. The newer section of the building including the gym was reported to have a built up roof and it was reported to be more than twenty-five years old. There were no reported or observed active leaks during the site assessment. Both roof systems have an expected useful life of twenty years with repairs after fifteen. The roofs are likely in fair to poor condition and nearing or having exceeded their expected useful life.</i></p> <p><i>The exterior doors were observed to be a combination of aluminum storefront style doors with single pane glazing and wood doors in wood frames with glazing. The storefront doors were observed to be in good condition with no reported issues with the door hardware. The wood doors with glazing were observed to be aged but in good working condition. The wood doors provided exits on the main floor on the west side as well on the third floor to the fire escape.</i></p> <p><i>There is a large variety of windows throughout the school consisting of aluminum framed single glazed double sliders, aluminum framed double glazed fixed and awning style, wood framed single glazed, aluminum framed single glazed and glass block. The windows varied in condition with the aluminum framed single glazed double sliders being in good condition with the remaining windows observed to be in fair to poor condition with deteriorating frames, glazing and seals. The majority of the aluminum single pane double sliders were reported to have been installed in the last ten years. It was reported that the hardware for the older windows was in</i></p> | | |

poor condition and difficult to open.

Please provide a general description of the condition of the building systems:

Mechanical-Plumbing - *The domestic water enters the building in the custodian room and was observed to have a meter and backflow preventer installed in 2006 and recently inspected on March 4, 2015. The domestic water serves the washrooms, fountains, and kitchenettes throughout the building.*

The majority of the vitreous china fixtures were observed to be in good working condition. Some fixtures were observed to be original with some new toilets observed to have been installed in 2014. Some of the urinals have had new flush valve assemblies installed. The older sinks were not equipped with mixing valves and have separate taps for the hot and cold water. Janitor sinks were observed and reported to be original. Domestic hot water is produced from two electric water heaters, one 38.5 Gal Giant electric heater observed in the boiler room and was noted to have been installed in 2003 with no issues supplying the required hot water. The second tank was observed in the gym storage room and is a 30 Gal John Wood electric heater and the date of install was not reported however it was assumed to be more than twenty years old based on observations. Domestic water heaters have an expected useful life of fifteen years and both of these tanks are approaching or have exceeded their expected useful life. Supply piping for plumbing fixtures was reported to be copper with drain piping observed to be cast iron and plastic with no reported issues.

Heating - *The building is supplied heating from five Viessmann Vitodens natural gas fired near condensing boilers rated at 450MBH each. The boilers were reported to have been installed in 2015 and are still undergoing commissioning. The boilers were reported to be in good working condition and have an expected useful life of 30 years. Hot water is distributed to baseboard radiators and hot water fan coils throughout the building. The limited building controls for the building are supplied by Honeywell and are reported to be in fair condition and provide limited control of the heating system.*

Ventilation - *Ventilation for the building is limited to the operable windows with some mechanical ventilation provided to the classrooms in the 1967 section of the building. There were reported to be ten exhaust fans on the roof but they could not be accessed during the site visit.*

Vertical Conveyance - *There is no vertical conveyance within the building.*

Electrical - The building is provided electricity from NS Power and is equipped with a main disconnect manufactured by Square D rated at 600A 240V and is reported to have been installed in 1967 during construction. Power is then distributed to lighting and receptacles throughout the building. The electrical consumption is sub metered by the school using a Schneider electric system for internal reporting and education purposes. Interior lighting was observed to be T8 and underwent a retrofit around 2013 through Efficiency NS. Exterior lighting was observed to be a combination of building mounted LED and also went under replacement during the Efficiency NS retrofit. All lights appeared to be in good working order with not observed or reported issues with the building lighting.

Life Safety Systems - The building is protected by a wet sprinkler system that was installed in 1967, is equipped with a Tamper 15HP electric fire pump and was recently inspected by Tyco on December 15, 2015. Notwithstanding the annual inspection, given the age of the piping and of the sprinkler heads, further inspection is recommended to verify whether pipe and sprinkler heads warrant replacement. It was also noted there was no apparent backup power supply provided for the fire pump. The fire alarm and detection system is equipped with pull stations, alarms, smoke detectors and connected to an Edwards EST 2 fire panel. No inspection could be observed on the exterior of the fire panel, and the panel was estimated to be at least ten years old based on the observed rust and damage to the housing. Emergency lighting and exit signs are provided by battery backup. Fire extinguishers are strategically mounted around the building.

Please provide a general description of the condition of the building interior:

There was asbestos survey conducted on the school by Maritime Testing 1985 Limited on December 14, 1998. Asbestos was found on various piping elbows, wall plaster and the 9x9 floor tiles in the original portion of the building.

The floor finishes within the building consist of 9x9 and 12x12 vinyl composite tile (VCT), terrazzo, quarry tile and hard tile. The floor finishes were generally in fair to poor condition. The 9x9 VCT although original was in fair condition with no lifting or damage tiles observed. The 12x12 tile in the basement was observed to be in poor condition with evidence of staining and multiple past repairs of the flooring which has resulted in the flooring having multiple tile colours and patterns. The quarry tile is limited to secondary entrance vestibules and is in good condition. The hard tile was observed in the bathrooms. It consists of small octagon tiles and was observed to be in fair condition with minimal missing tiles. The tiles however were observed to be stained in multiple locations. The terrazzo flooring was observed in some of the hallways, bathroom and the main entrance vestibule and stairs. The main entrance stairs were in poor condition with excessive rusting observed of the metal floor pans. There was minimal floor wax observed on the VCT tiles throughout the building.

The ceiling finishes consist of spline tiles, drywall and exposed to the underside of the structure. All the ceiling finishes were observed to be in fair condition. Some of the spline tiles were noted to be sagging or had delaminated and had been screwed back to the ceiling structure using metal screws. It was noted in the boy's bathroom on the second floor beside the gym that some of the exposed steel open web steel joist (OWSJ) appeared to have sustained some form of impact damage. A repair program was completed at all schools identified with OWSJ structure and the report should be reviewed to confirm the extent of work at this school. If not confirmed through a past report, it is recommended a review be completed by a qualified structural engineer to ensure the strength of the OWSJ has not been compromised.

Walls consist of plaster, drywall, hard tile, brick, concrete block, sound panels and wood finishes. All wall finishes were observed to be in fair to good condition. The sound panels in the gym are mounted eight feet above the floor and were observed to be damage in some locations as a result of impact. The remaining finishes were observed in fair to good condition with routine maintenance expected to maintain the current condition.

Interior doors consist of a combination of wood and metal doors in wood and metal frames with and without glazing. Doors were observed to vary in age but were generally in good condition with some refinish required for some of the wood doors as well as the frames. The millwork in the classrooms and bathroom was observed to be in fair condition with the majority of the millwork reported to be original with some upgrades to the hardware and countertops. The bathroom partitions were observed to be floor mounted painted metal and wood. The partitions varied in condition with some of the metal partitions observed to have excessive rust.

Please provide a general description of the condition of the site:

Minimal observation of the site was undertaken due to the amount of snow cover. Asphalt paving leads to building entrances from the concrete sidewalks and from limited observation was observed to be in fair to poor condition with cracking, potholes and previous patching observed. The metal fencing between the play yard and the parking was observed to be in good condition with the exception of a small section that was observed to be damage due to recent snow removal activities. The concrete steps leading to the entrances on the west elevation were observed to be in good condition with no observed spalling or cracking of the concrete.

List capital improvements (if any) completed in the last 5 years:

- 2014 - Energy Upgrades, \$826,661
- 2014 - Brick Work East, \$49,581
- 2013 - Music Room Renovations, \$10,369

Additional comments:

| 2.2 Enrolment, capacity and utilization | |
|---|---|
| Does the school's current enrolment exceed the available surplus capacity in nearby schools? ("Nearby schools" means those schools the attendance of which by students would be consistent with school board transportation policy guidelines) | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| Could the school's current enrolled population be accommodated in these other schools? | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| <p>Please explain:</p> <ul style="list-style-type: none"> • <i>The combined enrolment for students in grades P-6 on the north end Peninsula of Halifax is 755 students. The total capacity for elementary schools in this area is 1210; therefore, students from this school could be accommodated within the nearby schools.</i> • <i>The total enrolment of Junior High Students on the north end of the peninsula is 363 students. The capacity of Highland Park Junior High is 168 with a student population of 140; therefore, there is not available capacity to accommodate the junior high population in these other schools.</i> | |
| What is the current enrolment of the school? | 353 |
| What is the projected enrolment in 5 years? | 345 |
| What is the projected enrolment in 10 years? | 373 |
| What is the capacity of the school? | 696 |
| What is the current utilization rate of the school (enrolment/capacity)? | 51% |
| What is the projected utilization in 5 years? | 50% |
| What is the projected utilization in 10 years? | 54% |
| Additional comments: | |

| 2.3 Cost to operate the school (for the past three years) | | | |
|---|---------------|---------------|---------------|
| What is the annual energy consumption? | | | |
| | Year 1 | Year 2 | Year 3 |
| Volume (annually): | 3 442.86 GJ | 4 035.78 GJ | 3 545.35 GJ |
| Volume (per m ²) | 0.42 GJ | 0.49 GJ | 0.43 GJ |
| Cost | \$95 836.32 | \$116 441.07 | \$89 993.44 |
| What are the maintenance costs for the facility, including the grounds? | | | |
| | Year 2012-13 | Year 2013-14 | Year 2014-15 |
| Cost (annually) | \$ 356 093.15 | \$ 335 423.41 | \$ 316 352.56 |
| Cost (per student) | \$ 997.46 | \$ 1 028.91 | \$ 914.31 |
| Cost (per m ²) | \$ 43.52 | \$ 41.00 | \$ 38.66 |
| Additional comments: | | | |

| Section 3 – VALUE TO THE COMMUNITY | | |
|--|---|--|
| 3.1 School as community partner | | |
| Does the school have: | | |
| A SchoolsPlus program? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| A Teen Health Centre? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| An Early Years Centre? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| A regulated child care centre? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Is the school a partner in other government or community initiatives that use space in the school building or grounds? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| If yes, please specify: | | |
| If the school was not available, what programs would have to relocate? | | |
| Does the community have the facilities and/or capacity to accommodate these programs? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| List any significant upgrades to the school in the past five (5) years completed in partnership with the community: N/A | | |
| Additional comments: | | |

3.2 Community use of school facilities

List the organized community groups which use the school/school grounds:

| Group | School facilities used (e.g. gym, library) | # of hours (per day/week/month/year?) |
|--|--|---|
| <i>Halifax Hurricanes</i> | <i>Gym</i> | <i>6 hrs/week October-April</i> |
| <i>Baton</i> | <i>Gym</i> | <i>2 hrs/week October-May</i> |
| <i>Choir</i> | <i>Classroom</i> | <i>2 hrs/week September-June</i> |
| <i>HRM Programs</i> | <i>Classrooms</i> | <i>6 hrs/week September-June</i> |
| <i>Sign Language</i> | <i>Classroom</i> | <i>6 hrs/week September-June</i> |
| Do members of the community use the school on an informal basis? | | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| Is there a community centre attached to or within the school building? | | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| Is space in the school building used during school hours for purposes other than delivering the public school program? | | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| If yes, please specify: | | |
| If yes, is this arrangement governed by a written agreement? | | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| What other facilities/sports fields in the vicinity are used by community groups? | | |
| <ul style="list-style-type: none"> • <i>Con Rose Field</i> | | |
| Has the municipality identified a shortage of open space or built facilities in the vicinity, which could be exacerbated by a school closing? | | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Additional comments: <ul style="list-style-type: none"> • <i>At this time, HRSB has not received confirmation from the Municipality regarding potential shortage of open space or built facilities in the vicinity, which could be exacerbated by a school closing.</i> | | |

SCHOOL INFORMATION PROFILE: St. Joseph's Alexander McKay Elementary

| SCHOOL PROFILE SUMMARY | | | |
|---|------------|----------------|------------------|
| School: St. Joseph's A. McKay Elementary School | | | |
| Address: 5389 Russell St., Halifax | | | |
| Community/communities served: Halifax Peninsula North | | | |
| Grade configuration: P-6 | | | |
| Age of facility: 95 years (1921); addition (1960) | | | |
| Site size: .65 ha (1.61 acres) | | | |
| Building size: 4 415.723 m ² (47 532 sq. ft.) | | | |
| Number of stories with teaching spaces: 4 | | | |
| Number of portable teaching spaces/classrooms: 0 | | | |
| Current school capacity (permanent structures only): 417 | | | |
| Historic enrolment (past 5 years) | Year: 2010 | Enrolment: 249 | Utilization: 60% |
| | Year: 2011 | Enrolment: 255 | Utilization: 61% |
| | Year: 2012 | Enrolment: 250 | Utilization: 60% |
| | Year: 2013 | Enrolment: 243 | Utilization: 58% |
| | Year: 2014 | Enrolment: 274 | Utilization: 66% |
| Current enrolment (as of Sept. 30, 2015): 268 | | | Utilization: 64% |
| Enrolment projection (next 5 years) | Year: 2016 | Enrolment: 289 | Utilization: 69% |
| | Year: 2017 | Enrolment: 292 | Utilization: 70% |
| | Year: 2018 | Enrolment: 293 | Utilization: 70% |
| | Year: 2019 | Enrolment: 302 | Utilization: 72% |
| | Year: 2020 | Enrolment: 300 | Utilization: 72% |
| List all other schools that are part of the same feeder system: | | | Grades: |
| • <i>Citadel High School</i> | | | <i>10-12</i> |
| • <i>Gorsebrook Junior High School</i> | | | <i>7-9</i> |
| • <i>Halifax Central Junior High School</i> | | | <i>7-9</i> |
| • <i>St. Agnes Junior High School</i> | | | <i>7-9</i> |
| • <i>Oxford School</i> | | | <i>P-9</i> |
| • <i>Inglis Street Elementary School</i> | | | <i>P-6</i> |
| • <i>Joseph Howe Elementary School</i> | | | <i>P-6</i> |
| • <i>LeMarchant-St. Thomas Elementary School</i> | | | <i>P-6</i> |
| • <i>LeMarchant –St. Thomas –Ecole Beaufort Annex</i> | | | <i>P-6</i> |
| • <i>Saint Mary's Elementary School</i> | | | <i>P-6</i> |
| • <i>Springvale Elementary School</i> | | | <i>P-6</i> |

| | |
|---|---|
| • <i>Sir Charles Tupper Elementary School</i> | <i>P-6</i> |
| • <i>St. Catherine's Elementary School</i> | <i>P-6</i> |
| • <i>St. Joseph's-Alexander McKay Elementary School</i> | <i>P-6</i> |
| • <i>St. Stephen's Elementary School</i> | <i>P-6</i> |
| • <i>Westmount Elementary</i> | <i>P-6</i> |
| What are the closest schools with the same grades? | |
| <ul style="list-style-type: none"> • <i>Joseph Howe Elementary School (P-6)</i> • <i>Oxford School (P-9)</i> • <i>St. Stephens Elementary School (P-6)</i> | |
| Is this the only school in the area? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| Is the school part of a campus? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |

| Section 1 – VALUE TO THE STUDENT | | |
|--|---|--|
| 1.1 Physical space | | |
| Number of classrooms in the school: 14 | | |
| Does the school have a: | | |
| Visual Arts room? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Music room? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Drama room? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Laboratory? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Chemistry? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Physics? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Biology? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Multi-purpose science lab? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Food lab?? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Textile lab? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Gymnasium? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Gym storage? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Active Healthy Living classroom? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Change rooms? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Technology Education production lab? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Technology Education innovations lab? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Technology Education media lab? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Library? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Cafeteria/lunch room? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |

| | | |
|--|---|--|
| Kitchen? | Yes <input checked="" type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Guidance office? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Learning Centre? X2 | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Resource room? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Sensory room? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Auditorium? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Washrooms? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Sick room? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Staff work room? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Does the school have designated physical spaces for students with special educational needs? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| If yes, list all spaces: | | |
| Does the school site have a: | | |
| Hard surfaced playground? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Play structure(s)? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Green space? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Sports field(s)? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| If yes, please describe: | | |
| Bicycle racks? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Parking? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| If yes, how many spaces? | | |
| Student drop-off and pick-up area? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Bus loading zone? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Property to accommodate development or additions? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Is the school adjacent to a public park or open space? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Describe additional amenities attached to or available to the school (e.g. pool, arena): N/A | | |
| Additional comments: | | |

| 1.2 Accessibility | | |
|---|---|--|
| Is the school fully accessible? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Does the school have: | | |
| Accessible washrooms on every floor? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Elevator(s)/lift devices? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Accessible change rooms? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Appropriate ramps? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Automated doors? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Accessible playground? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Accessible stage? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Dedicated disabled parking spaces? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Can special needs vehicles off load in a barrier-free location? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Is an entrance to the school barrier-free? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Additional comments: | | |

| 1.3 Program offerings | | |
|--|---|--|
| Does the school have classes with combined grades? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| If yes, please specify which grades are combined: | | |
| <ul style="list-style-type: none"> • P/1, 1/2, 2/3; French Immersion – P/1, 1/2, 2/3, 3/4, 4/5, 5/6 | | |
| Does the school offer: | | |
| French Immersion? | | |
| Early | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Middle | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Late | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| International Baccalaureate (IB)? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| O ₂ | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Skilled Trades | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Board-specific local programming? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| If yes, please specify: | | |
| | | |
| An instrumental music program? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| A music program? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| A drama program? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| A Learning Centre? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Guidance and career education programs? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

| | | |
|---|---|-----------------------------|
| If yes, please specify: <ul style="list-style-type: none">• <i>Roots to Empathy (Guidance)</i> | | |
| Programs for students at risk? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| If yes, please specify: <ul style="list-style-type: none">• <i>"Options to Anger" offered by Schools Plus</i> | | |
| Additional comments: | | |

| 1.4 School staffing | | |
|-------------------------------------|---|------------|
| Does the school have: | | |
| Teaching Staff: | | |
| A principal? | Yes <input checked="" type="checkbox"/> | FTE: 1.0 |
| A vice-principal? | Yes <input checked="" type="checkbox"/> | FTE: 1.0 |
| Guidance Counsellor | Yes <input type="checkbox"/> | FTE: 0.5 |
| Registrar | Yes <input type="checkbox"/> | FTE: |
| Classroom Teachers | Yes <input checked="" type="checkbox"/> | FTE: 14 |
| Specific Program Teachers: | | |
| Options and Opportunities | Yes <input type="checkbox"/> | FTE: |
| Skilled Trades | Yes <input type="checkbox"/> | FTE: |
| Co-operative Education | Yes <input type="checkbox"/> | FTE: |
| Technology Education | Yes <input type="checkbox"/> | FTE: |
| Family Studies | Yes <input type="checkbox"/> | FTE: |
| Mathematics Mentors | Yes <input type="checkbox"/> | FTE: |
| Literacy Mentors | Yes <input type="checkbox"/> | FTE: |
| Other Mentors | Yes <input type="checkbox"/> | FTE: |
| Music | Yes <input checked="" type="checkbox"/> | FTE: 0.8 |
| Physical Education | Yes <input checked="" type="checkbox"/> | FTE: 0.8 |
| French Specialists (4 to 9) | Yes <input type="checkbox"/> | FTE: |
| English Specialists (4 to 9) | Yes <input type="checkbox"/> | FTE: |
| Gaelic Language Instruction | Yes <input type="checkbox"/> | FTE: |
| English – 1.0, FI – 0.5 | Resource Yes <input checked="" type="checkbox"/> | FTE: 1.5 |
| Learning Centre (Special Education) | Yes <input checked="" type="checkbox"/> | FTE: 2X1.0 |
| Learning Disabled Specialist | Yes <input type="checkbox"/> | FTE: |
| English – 0.5, FI – 0.5 | Reading Recovery Yes <input checked="" type="checkbox"/> | FTE: |
| English – 0.5, FI – 0.5 | Early Literacy Intervention Yes <input checked="" type="checkbox"/> | FTE: |
| International Baccalaureate | Yes <input type="checkbox"/> | FTE: |
| Other (please specify): | | |
| | Yes <input type="checkbox"/> | FTE: |
| | Yes <input type="checkbox"/> | FTE: |
| | Yes <input type="checkbox"/> | FTE: |
| | Yes <input type="checkbox"/> | FTE: |
| Support Staff: | | |
| 5 x 1.0, 5 x 0.8 | Educational Assistants Yes <input checked="" type="checkbox"/> | FTE: |

| | | |
|-------------------------------------|---|----------------|
| Custodial | Yes <input checked="" type="checkbox"/> | FTE: 1.0 |
| Administrative Assistants | Yes <input checked="" type="checkbox"/> | FTE: 1.0 |
| Library Services | Yes <input checked="" type="checkbox"/> | FTE: 0.4 |
| SchoolsPlus | Yes <input checked="" type="checkbox"/> | FTE: 0.33 |
| Mental Health Clinician (Health) | Yes <input checked="" type="checkbox"/> | FTE: 0.1 |
| Community Outreach Workers | Yes <input type="checkbox"/> | FTE: |
| African Nova Scotian Support Worker | Yes <input checked="" type="checkbox"/> | FTE: 0.5 |
| First Nations Support Worker | Yes <input type="checkbox"/> | FTE: |
| Early Years Centre (E.C.E.) | Yes <input type="checkbox"/> | FTE: |
| Social Worker | Yes <input checked="" type="checkbox"/> | FTE: 0.2 |
| Police School Liaison Officer | Yes <input checked="" type="checkbox"/> | FTE: |
| Youth Health Centre Nurse | Yes <input type="checkbox"/> | FTE: |
| Other (please specify): | | |
| | Yes <input type="checkbox"/> | FTE: |
| (Access to) Regional staff: | | |
| Psychologist | Yes <input checked="" type="checkbox"/> | FTE: as needed |
| Speech Language Pathologists | Yes <input checked="" type="checkbox"/> | FTE: |
| Family Interventionist | Yes <input type="checkbox"/> | FTE: |
| Behaviour Interventionist | Yes <input checked="" type="checkbox"/> | FTE: |
| Autism Support | Yes <input checked="" type="checkbox"/> | FTE: |
| Other (please specify): | | |
| | Yes <input type="checkbox"/> | FTE: |
| | Yes <input type="checkbox"/> | FTE: |
| | Yes <input type="checkbox"/> | FTE: |
| Additional comments: | | |

1.5 Nova Scotia Assessments

Percentage of students at or above the provincial standard over the past three years

| | | | Year 1 | Year 2 | Year 3 |
|---|---------|--------|--------|--------|--------|
| Reading | Grade 3 | School | 55% | 18% | 18% |
| | | Board | 70% | 68% | 69% |
| | Grade 6 | School | 90% | 79% | 73% |
| | | Board | 79% | 78% | 76% |
| | Grade 8 | School | | | |
| | | Board | | | |
| Writing | Grade 3 | School | 80% | 80% | 20% |
| | | Board | 87% | 77% | 76% |
| | Grade 6 | School | 90% | 100% | 97% |
| | | Board | 89% | 78% | 82% |
| | Grade 8 | School | | | |
| | | Board | | | |
| Mathematics | Grade 4 | School | 58% | 68% | 47% |
| | | Board | 77% | 76% | 78% |
| | Grade 6 | School | 57% | 70% | 77% |
| | | Board | 76% | 72% | 72% |
| | Grade 8 | School | | | |
| | | Board | | | |
| Additional assessment data (e.g. board-administered assessments, Nova Scotia Examinations): | | | | | |
| Additional comments: | | | | | |

| 1.6 Extracurricular activities currently offered | |
|---|--|
| List intramural sports: <ul style="list-style-type: none"> <i>Basketball, volleyball, morning & lunch intramural program</i> | |
| List interschool sports: | |
| List school clubs and activities: <ul style="list-style-type: none"> <i>Spelling club, African percussion, choir, chess club, book club, Start to Finish, breakfast program, garden club/school vegetable garden</i> | |
| Additional comments: | |

| 1.7 Security | | |
|---|---|--|
| Does the school have an access control procedure in place? (e.g. a single, clearly marked entrance for visitors, visitor badges, procedure to handle unauthorized visitors) | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Are there portable teaching spaces on-site that would prevent any secondary doors from being locked? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Does the physical arrangement of the school building and school grounds allow for staff supervision of all areas? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Can the PA system be heard in every area of the school? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Is there a system in place for quick, two-way communication between teachers and the main office in case of an emergency that can be initiated by the classroom teacher? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| If members of the community or community groups have access to the school building or grounds, informally, to access services, or to use the school space, describe the measures that are taken to ensure the safety and security of students: N/A | | |
| Additional comments: | | |

| 1.8 Proximity of the school to students | |
|---|------------------|
| What percentage of students are bussed to school? | 4% |
| What percentage of students attend from outside the school boundary? | 7% (18 students) |
| How many bus routes serve the school? | 2 |
| How long is the longest route? | 10min |
| What is the median average bus ride duration for students from within the school boundary? | 10min |
| Additional comments: <ul style="list-style-type: none"> • <i>There is 1 route in the morning and 1 in the afternoon.</i> | |

| 1.9 School Advisory Council | | |
|---|---|-----------------------------|
| Does the school have a School Advisory Council that meets regularly? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Does the school have any other groups, such as a parent-teacher association or home-school association, that meet regularly? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| If yes, please describe: <ul style="list-style-type: none"> • <i>Home & School Association (PTA) meets monthly</i> | | |

Section 2 – VALUE TO THE BOARD

2.1 Condition of school building and grounds

| | | |
|--|---|-----------------------------|
| When was the school built? | 1921; addition 1960 | |
| Have there been any significant renovations or additions? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| <p>If yes, please provide details and dates: <i>Approximately 1960 there was a building addition (administration, classrooms and connection pedway) to the site at the north east corner along with renovations to the original building.</i></p> | | |
| What are the current operating costs? | \$ | |
| <p>Please provide a general description of the condition of the building envelope:</p> <p><i>The exterior cladding is a combination of brick masonry, vertical metal siding, and stone cornices for the 1921 section of the building. The brick masonry was observed to be in good condition. Some of the brick on the west side of the 1921 building has undergone replacement in the last five years while the other sections have been covered with metal siding.</i></p> <p><i>The roofing was reported to be a built up roofing system on the classroom portions of the school a modified bitumen roofing system on the gym. Roofing condition could not be observed due to the amount of snow cover. There were no reported active leaks during the site visit but there were multiple reports of old remediated leaks throughout the building including a partial flood of rooms 508 and 506 two years ago. Both roof systems have an expected useful life of twenty years which they have achieved with a partial repair after 15 years to achieve the full life of the roof which is in keeping with the reports of repairs. The roof is likely to be in fair condition and nearing the end of its life.</i></p> <p><i>The exterior doors were observed to be aluminum storefront doors with single pane glazing and observed to be in fair to good condition with some deterioration to the base of the doors. The main entrance doors were reported to have been replaced in 2014. The majority of the exterior windows were observed to be aluminum framed and installed approximately 1980; some with fixed double panes, awning style and others with single pane double sliders. In addition there were a number of wood framed windows that were reported to have been installed in 1921. The wood windows, the fixed double pane windows and the awning style windows were observed to be in poor condition. In addition the steel spandrel panels on the “newer” building section were observed to be rusting and deteriorating.</i></p> | | |
| <p>Please provide a general description of the condition of the building systems:</p> <p>Mechanical-Plumbing - <i>The domestic water serves the washrooms, fountains, and kitchenettes throughout the building. The majority of the vitreous china water closets, urinals and sinks were reported to have been installed approximately 1960. Urinals in the “newer” portion of the school appearing much newer. The sinks in the original portion of the school were observed to</i></p> | | |

be stainless steel. Most of the fixtures are in good working order with some older units observed in single bathrooms around the school. Janitor sinks were observed and reported to be original. Domestic hot water is produced from a 38 Gal Giant electric water heater installed in 2000 which is at the end of its expected useful life of 15 years. Supply piping for plumbing fixtures was reported to be copper with drain piping observed to be cast iron and plastic.

Heating - *The building is supplied primary heating from three FP Industries boilers; two rated at 2,009MBH and one rated at 1,344MBH with all three equipped with Carlin Burners. The boilers are reported to have been installed in 1991. They are reported to be in good condition with no issues meeting the heating demand of the building. The boilers are supplied with oil from an exterior mounted 9000L dual wall steel tank reported to have been installed in 2005. Hot water is distributed throughout the school to cast iron radiators and wall mounted baseboard heaters. The limited building controls for the building are supplied by Honeywell and are reported to be in poor condition and provide limited control of the heating system.*

Ventilation - *Ventilation to the building is limited to a range hood exhaust for the lunchroom stove, isolated fans in the bathrooms, window mounted fans in computer and photocopier rooms and the operable windows.*

Vertical Conveyance - *There is no vertical conveyance within the building.*

Electrical - *The building is provide electricity from NS Power and is equipped with a main disconnect manufactured by Federal Pioneer and is rated at 400A 240V. Power is then distributed to lighting and receptacles throughout the building. Interior lighting was observed to be T8 and underwent a retrofit in 2014 through Efficiency NS. Exterior lighting was observed to be a combination of building mounted metal halide and high pressure sodium and also went under replacement during the Efficiency NS retrofit.*

Life Safety Systems - *The building is protected by a wet sprinkler system that was installed in 1978 and was recently inspected by Tyco on December 16, 2015. Notwithstanding the annual inspection, given the age of the piping and of the sprinkler heads, further inspection is recommended to verify whether pipe and sprinkler heads warrant replacement. The fire alarm and detection system is equipped with pull stations, alarms, smoke detectors and connected to an Edwards of Canada Custom 6500 fire panel. It was installed in 1995 and was most recently inspected by Tyco on January 30, 2015. Emergency lighting and exit signs are provided by battery backup. Fire extinguishers are strategically mounted around the building.*

Please provide a general description of the condition of the building interior:

There was an asbestos survey conducted on the school by Maritime Testing 1985 Limited on February 8, 1999. Asbestos was found on various piping elbows, wall plaster, the gym ceiling finish and floor tiles. All the asbestos containing materials were considered Priority 3 which means they were non-friable or were in good condition and which currently pose no current risk to building occupants.

The interior floor finishes within the building consist of 9x9 and 12x12 vinyl composite tile (VCT), hard tile, terrazzo and sheet vinyl products. Floor finishes were generally observed in fair to poor condition with cracking sheet vinyl and lifting tiles in the 1921 portion of the building. There was minimal floor wax observed on the VCT tiles. Regular waxing and polishing will ensure extended life of the flooring. The metal floor pans for the interior stairs were observed to be in poor condition with significant rust observed on the underside of the pans. In a limited number of rooms where floor finishes have been recently replaced the flooring was observed to be in good condition. The terrazzo in the bathrooms was reported to be original to the construction of the building and is in good condition.

The ceiling finishes consist of suspended ceiling tiles, spline tiles, plaster, and cement coating. The suspended ceiling tiles were observed to be in good condition, with the spline tiles observed to be in poor condition with water damage. Some of the painted ceilings in the basement of the 1921 portion of the building were observed to be in poor condition with peeling paint.

Interior doors consist of wood doors in wood and metal frames. Doors were observed to vary in age but were generally in good condition. The millwork in the classrooms and bathroom was observed to be in fair condition with the majority of the millwork reported to be original with some upgrades to the hardware and countertops. Most of the cupboards were observed to have been painted. The bathroom partitions were observed to be floor mounted painted metal in poor condition with significant rusting observed near the toilets.

Please provide a general description of the condition of the site:

Minimal observation of the site was undertaken due to the amount of snow cover. The concrete stairs and hand railings from the building entrances were observed to be in good condition with no spalling of the concrete. The railing was in good condition with no observed rusting or deterioration. The chain link fencing between the school property and the adjacent roads was observed to be in good condition. The asphalt parking on the south and north side of the building was observed to be in fair condition with cracking and alligating evident.

List capital improvements (if any) completed in the last 5 years:

- 2015 - Exterior cladding repairs (west side), \$45,000
- 2015 - Interior painting, floor and ceiling tile repairs, \$25,000

Additional comments:

2.2 Enrolment, capacity and utilization

| | | |
|--|---|--|
| Does the school's current enrolment exceed the available surplus capacity in nearby schools? ("Nearby schools" means those schools the attendance of which by students would be consistent with school board transportation policy guidelines) | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Could the school's current enrolled population be accommodated in these other schools? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| <p>Please explain:</p> <ul style="list-style-type: none"> • <i>The combined enrolment for students in grades P-6 on the north end Peninsula of Halifax is 755 students. The total capacity for elementary schools in this area is 1210; therefore, students from this school could be accommodated within the nearby schools.</i> | | |
| What is the current enrolment of the school? | 268 | |
| What is the projected enrolment in 5 years? | 300 | |
| What is the projected enrolment in 10 years? | 287 | |
| What is the capacity of the school? | 417 | |
| What is the current utilization rate of the school (enrolment/capacity)? | 64% | |
| What is the projected utilization in 5 years? | 72% | |
| What is the projected utilization in 10 years? | 69% | |
| Additional comments: | | |

| 2.3 Cost to operate the school (for the past three years) | | | |
|---|---------------|--------------|---------------|
| What is the annual energy consumption? | | | |
| | Year 1 | Year 2 | Year 3 |
| Volume (annually): | 3829.33 GJ | 4160.13 GJ | 4218.70 GJ |
| Volume (per m ²) | 0.87 GJ | 0.94 GJ | 0.96 GJ |
| Cost | \$102,525.58 | \$117,028.98 | \$94,926.00 |
| What are the maintenance costs for the facility, including the grounds? | | | |
| | Year 2012-13 | Year 2013-14 | Year 2014-15 |
| Cost (annually) | \$ 287,384.91 | \$ 278,993.9 | \$ 260,189.92 |
| Cost (per student) | \$ 1149.54 | \$ 1148.12 | \$ 949.60 |
| Cost (per m ²) | \$ 65.08 | \$ 63.18 | \$ 58.92 |
| Additional comments: | | | |

| Section 3 – VALUE TO THE COMMUNITY | | |
|--|---|--|
| 3.1 School as community partner | | |
| Does the school have: | | |
| A SchoolsPlus program? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| A Teen Health Centre? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| An Early Years Centre? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| A regulated child care centre? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Is the school a partner in other government or community initiatives that use space in the school building or grounds? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| If yes, please specify: | | |
| Needham lunch program and Links program would need to relocated | | |
| If the school was not available, what programs would have to relocate? | | |
| Does the community have the facilities and/or capacity to accommodate these programs? | | |
| | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| List any significant upgrades to the school in the past five (5) years completed in partnership with the community: | | |
| <ul style="list-style-type: none"> Playground upgrades with support from Dixel Construction | | |

- *Library upgrades from a 65,000 grant from Indigo (books, shelving) and new furniture for the library from support from T4G, an engineering company which supports the school in many ways.*

Additional comments:

- *Big Sisters/Big Brothers beginning soon*

3.2 Community use of school facilities

List the organized community groups which use the school/school grounds:

| Group | School facilities used (e.g. gym, library) | # of hours (per day/week/month/year?) |
|---|--|---|
| <i>Soccer</i> | <i>Gym</i> | <i>2 hrs/week October-May</i> |
| <i>Links Tutoring</i> | <i>Classrooms</i> | <i>6 hrs/week September-May</i> |
| <i>Baseball</i> | <i>Gym</i> | <i>3 hrs/week October-May</i> |
| Do members of the community use the school on an informal basis? | | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| Is there a community centre attached to or within the school building? | | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| Is space in the school building used during school hours for purposes other than delivering the public school program? | | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| <p>If yes, please specify:</p> <ul style="list-style-type: none"> • <i>Needham Day Care offers a lunch program on site @SHAM and 30 minutes after school. Links program offered 2 x a week after school</i> | | |
| If yes, is this arrangement governed by a written agreement? <i>Through Facilities booking</i> | | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| <p>What other facilities/sports fields in the vicinity are used by community groups?</p> <ul style="list-style-type: none"> • <i>Needham Centre</i> | | |
| Has the municipality identified a shortage of open space or built facilities in the vicinity, which could be exacerbated by a school closing? | | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| <p>Additional comments:</p> <ul style="list-style-type: none"> • <i>At this time, HRSB has not received confirmation from the Municipality regarding potential shortage of open space or built facilities in the vicinity, which could be exacerbated by a school closing.</i> | | |

SCHOOL INFORMATION PROFILE: St. Stephen's Elementary school

| SCHOOL PROFILE SUMMARY | | | |
|---|------------|----------------|------------------|
| School: St. Stephen's Elementary School | | | |
| Address: 3669 Highland Avenue | | | |
| Community/communities served: Halifax Peninsula North | | | |
| Grade configuration: P-6 | | | |
| Age of facility: 68 years (1948) | | | |
| Site size: 2.17 ha (5.36 acres) | | | |
| Building size: 4 336.39 m ² (46 678 sq. ft.) | | | |
| Number of stories with teaching spaces: 1 | | | |
| Number of portable teaching spaces/classrooms: 0 | | | |
| Current school capacity (permanent structures only): 336 | | | |
| Historic enrolment (past 5 years) | Year: 2010 | Enrolment: 206 | Utilization: 61% |
| | Year: 2011 | Enrolment: 202 | Utilization: 60% |
| | Year: 2012 | Enrolment: 197 | Utilization: 59% |
| | Year: 2013 | Enrolment: 203 | Utilization: 60% |
| | Year: 2014 | Enrolment: 198 | Utilization: 59% |
| Current enrolment (as of Sept. 30, 2015): 210 | | | Utilization: 63% |
| Enrolment projection (next 5 years) | Year: 2016 | Enrolment: 207 | Utilization: 62% |
| | Year: 2017 | Enrolment: 193 | Utilization: 57% |
| | Year: 2018 | Enrolment: 190 | Utilization: 56% |
| | Year: 2019 | Enrolment: 196 | Utilization: 58% |
| | Year: 2020 | Enrolment: 202 | Utilization: 60% |
| List all other schools that are part of the same feeder system: | | | Grades: |
| • <i>Citadel High School</i> | | | <i>10-12</i> |
| • <i>Gorsebrook Junior High School</i> | | | <i>7-9</i> |
| • <i>Halifax Central Junior High School</i> | | | <i>7-9</i> |
| • <i>St. Agnes Junior High School</i> | | | <i>7-9</i> |
| • <i>Oxford School</i> | | | <i>P-9</i> |
| • <i>Inglis Street Elementary School</i> | | | <i>P-6</i> |
| • <i>Joseph Howe Elementary School</i> | | | <i>P-6</i> |
| • <i>LeMarchant-St. Thomas Elementary School</i> | | | <i>P-6</i> |
| • <i>LeMarchant –St. Thomas –Ecole Beaufort Annex</i> | | | <i>P-6</i> |
| • <i>Saint Mary's Elementary School</i> | | | <i>P-6</i> |
| • <i>Springvale Elementary School</i> | | | <i>P-6</i> |

| | |
|---|---|
| • <i>Sir Charles Tupper Elementary School</i> | <i>P-6</i> |
| • <i>St. Catherine's Elementary School</i> | <i>P-6</i> |
| • <i>St. Joseph's-Alexander McKay Elementary School</i> | <i>P-6</i> |
| • <i>St. Stephen's Elementary School</i> | <i>P-6</i> |
| • <i>Westmount Elementary</i> | <i>P-6</i> |
| What are the closest schools with the same grades? | |
| • <i>Joseph Howe Elementary School (P-6)</i> | |
| • <i>Oxford School (P-9)</i> | |
| • <i>St. Joseph's-Alexander McKay Elementary (P-6)</i> | |
| Is this the only school in the area? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| Is the school part of a campus? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |

| Section 1 – VALUE TO THE STUDENT | | |
|---------------------------------------|---|--|
| 1.1 Physical space | | |
| Number of classrooms in the school: 9 | | |
| Does the school have a: | | |
| Visual Arts room? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Music room? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Drama room? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Laboratory? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Chemistry? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Physics? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Biology? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Multi-purpose science lab? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Food lab?? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Textile lab? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Gymnasium? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Gym storage? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Active Healthy Living classroom? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Change rooms? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Technology Education production lab? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Technology Education innovations lab? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Technology Education media lab? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Library? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Cafeteria/lunch room? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |

| | | |
|---|---|--|
| Kitchen? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Guidance office? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Learning Centre? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Resource room? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Sensory room? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Auditorium? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Washrooms? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Sick room? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Staff work room? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Does the school have designated physical spaces for students with special educational needs? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| If yes, list all spaces: <ul style="list-style-type: none"> • <i>Small room/office for an alternative work space for student special needs</i> | | |
| Does the school site have a: | | |
| Hard surfaced playground? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Play structure(s)? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Green space? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Sports field(s)? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| If yes, please describe: <i>Soccer field</i> | | |
| Bicycle racks? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Parking? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| If yes, how many spaces? | | |
| Student drop-off and pick-up area? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Bus loading zone? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Property to accommodate development or additions? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Is the school adjacent to a public park or open space? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Describe additional amenities attached to or available to the school (e.g. pool, arena): | | |
| Additional comments: | | |

| 1.2 Accessibility | | |
|---|---|--|
| Is the school fully accessible? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Does the school have: | | |
| Accessible washrooms on every floor? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Elevator(s)/lift devices? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Accessible change rooms? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Appropriate ramps? X2 | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Automated doors? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Accessible playground? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Accessible stage? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Dedicated disabled parking spaces? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Can special needs vehicles off load in a barrier-free location? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Is an entrance to the school barrier-free? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Additional comments: | | |

| 1.3 Program offerings | | |
|---|---|--|
| Does the school have classes with combined grades? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| If yes, please specify which grades are combined: | | |
| <ul style="list-style-type: none"> • P/1, 1/2, 2/3, 3/4, 4/5 | | |
| Does the school offer: | | |
| French Immersion? | | |
| Early | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Middle | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Late | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| International Baccalaureate (IB)? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| O ₂ | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Skilled Trades | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Board-specific local programming? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| If yes, please specify: | | |
| An instrumental music program? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| A music program? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| A drama program? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| A Learning Centre? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Guidance and career education programs? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| If yes, please specify: | | |

- *40% Guidance*

Programs for students at risk?

Yes

No

If yes, please specify:

Additional comments:

1.4 School staffing

| | | |
|-------------------------------------|---|----------|
| Does the school have: | | |
| Teaching Staff: | | |
| A principal? | Yes <input checked="" type="checkbox"/> | FTE: 1.0 |
| A vice-principal? | Yes <input checked="" type="checkbox"/> | FTE: 0.5 |
| Guidance Counsellor | Yes <input checked="" type="checkbox"/> | FTE: 0.4 |
| Registrar | Yes <input type="checkbox"/> | FTE: |
| Classroom Teachers | Yes <input checked="" type="checkbox"/> | FTE:14.3 |
| Specific Program Teachers: | | |
| Options and Opportunities | Yes <input type="checkbox"/> | FTE: |
| Skilled Trades | Yes <input type="checkbox"/> | FTE: |
| Co-operative Education | Yes <input type="checkbox"/> | FTE: |
| Technology Education | Yes <input type="checkbox"/> | FTE: |
| Family Studies | Yes <input type="checkbox"/> | FTE: |
| Mathematics Mentors | Yes <input type="checkbox"/> | FTE: |
| Literacy Mentors | Yes <input type="checkbox"/> | FTE: |
| Other Mentors | Yes <input type="checkbox"/> | FTE: |
| Music | Yes <input checked="" type="checkbox"/> | FTE: 0.5 |
| Physical Education | Yes <input checked="" type="checkbox"/> | FTE: 0.5 |
| French Specialists (4 to 9) | Yes <input checked="" type="checkbox"/> | FTE: 0.4 |
| English Specialists (4 to 9) | Yes <input type="checkbox"/> | FTE: |
| Gaelic Language Instruction | Yes <input type="checkbox"/> | FTE: |
| Resource | Yes <input checked="" type="checkbox"/> | FTE: 1.0 |
| Learning Centre (Special Education) | Yes <input checked="" type="checkbox"/> | FTE: 1.0 |
| Learning Disabled Specialist | Yes <input type="checkbox"/> | FTE: |
| Reading Recovery | Yes <input type="checkbox"/> | FTE: |
| Early Literacy Intervention | Yes <input checked="" type="checkbox"/> | FTE: 0.4 |
| International Baccalaureate | Yes <input type="checkbox"/> | FTE: |
| Other (please specify): | | |
| | Yes <input type="checkbox"/> | FTE: |
| | Yes <input type="checkbox"/> | FTE: |
| | Yes <input type="checkbox"/> | FTE: |
| | Yes <input type="checkbox"/> | FTE: |
| Support Staff: | | |
| Educational Assistants | Yes <input checked="" type="checkbox"/> | FTE: 4.9 |
| Custodial | Yes <input checked="" type="checkbox"/> | FTE: 1.0 |

| | | |
|-------------------------------------|---|----------|
| Administrative Assistants | Yes <input checked="" type="checkbox"/> | FTE: 1.0 |
| Library Services | Yes <input checked="" type="checkbox"/> | FTE: .20 |
| SchoolsPlus | Yes <input type="checkbox"/> | FTE: |
| Mental Health Clinician (Health) | Yes <input type="checkbox"/> | FTE: |
| Community Outreach Workers | Yes <input type="checkbox"/> | FTE: |
| African Nova Scotian Support Worker | Yes <input type="checkbox"/> | FTE: |
| First Nations Support Worker | Yes <input type="checkbox"/> | FTE: |
| Early Years Centre (E.C.E.) | Yes <input type="checkbox"/> | FTE: |
| Social Worker | Yes <input checked="" type="checkbox"/> | FTE: .10 |
| Police School Liaison Officer | Yes <input checked="" type="checkbox"/> | FTE:HRP |
| Youth Health Centre Nurse | Yes <input type="checkbox"/> | FTE: |
| Other (please specify): | | |
| | Yes <input type="checkbox"/> | FTE: |
| (Access to) Regional staff: | | |
| Psychologist | Yes <input checked="" type="checkbox"/> | FTE: |
| Speech Language Pathologists | Yes <input checked="" type="checkbox"/> | FTE: |
| Family Interventionist | Yes <input type="checkbox"/> | FTE: |
| Behaviour Interventionist | Yes <input checked="" type="checkbox"/> | FTE: |
| Autism Support | Yes <input checked="" type="checkbox"/> | FTE: |
| Other (please specify): | | |
| | Yes <input type="checkbox"/> | FTE: |
| | Yes <input type="checkbox"/> | FTE: |
| | Yes <input type="checkbox"/> | FTE: |
| Additional comments: | | |

1.5 Nova Scotia Assessments

Percentage of students at or above the provincial standard over the past three years

| | | | Year 1 | Year 2 | Year 3 |
|-----------------|---------|--------|--------|--------|--------|
| Reading | Grade 3 | School | 94% | 80% | 79% |
| | | Board | 70% | 68% | 69% |
| | Grade 6 | School | 79% | 79% | 100% |
| | | Board | 79% | 78% | 76% |
| | Grade 8 | School | | | |
| | | Board | | | |
| Writing (IDEAS) | Grade 3 | School | 84% | 79% | 52% |
| | | Board | 87% | 77% | 76% |
| | Grade 6 | School | 88% | 71% | 90% |
| | | Board | 89% | 78% | 82% |
| | Grade 8 | School | | | |
| | | Board | | | |
| Mathematics | Grade 4 | School | 86% | 71% | 67% |
| | | Board | 77% | 76% | 78% |
| | Grade 6 | School | 72% | 63% | 89% |
| | | Board | 76% | 72% | 72% |
| | Grade 8 | School | | | |
| | | Board | | | |

Additional assessment data (e.g. board-administered assessments, Nova Scotia Examinations):

Additional comments:

| 1.6 Extracurricular activities currently offered | |
|--|--|
| List intramural sports: <ul style="list-style-type: none"> • <i>Every Tuesday a program is run/a variety of games and sports.</i> | |
| List interschool sports: N/A | |
| List school clubs and activities: <ul style="list-style-type: none"> • <i>Chess club, hack-ma-tack, choir, grade 6 leadership, African drumming, bricks for kids, Mad Science</i> | |
| Additional comments: | |

| 1.7 Security | | |
|---|---|--|
| Does the school have an access control procedure in place? (e.g. a single, clearly marked entrance for visitors, visitor badges, procedure to handle unauthorized visitors) | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Are there portable teaching spaces on-site that would prevent any secondary doors from being locked? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Does the physical arrangement of the school building and school grounds allow for staff supervision of all areas? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Can the PA system be heard in every area of the school? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Is there a system in place for quick, two-way communication between teachers and the main office in case of an emergency that can be initiated by the classroom teacher? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| If members of the community or community groups have access to the school building or grounds, informally, to access services, or to use the school space, describe the measures that are taken to ensure the safety and security of students: <ul style="list-style-type: none"> • <i>Sign in at office, wear badge, appointments only, no community groups in school</i> | | |
| Additional comments: | | |

| 1.8 Proximity of the school to students | |
|---|------------------|
| What percentage of students are bussed to school? | 3% |
| What percentage of students attend from outside the school boundary? | 9% (19 students) |
| How many bus routes serve the school? | 2 |
| How long is the longest route? | 20min |
| What is the median average bus ride duration for students from within the school boundary? | 15min |
| Additional comments: <ul style="list-style-type: none"> • <i>There is 1 route in the morning and 1 in the afternoon.</i> | |

| 1.9 School Advisory Council | | |
|--|---|-----------------------------|
| Does the school have a School Advisory Council that meets regularly? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Does the school have any other groups, such as a parent-teacher association or home-school association, that meet regularly? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| If yes, please describe: <ul style="list-style-type: none"> • <i>PTA – meet once a month</i> • <i>Paving Project Committee to repair playground pavement</i> | | |

Section 2 – VALUE TO THE BOARD

2.1 Condition of school building and grounds

| | |
|---|---|
| When was the school built? | 1948 |
| Have there been any significant renovations or additions? | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| If yes, please provide details and dates: | |
| What are the current operating costs? | \$ |
| Please provide a general description of the condition of the building envelope: | |
| <p><i>The exterior cladding of the building is metal siding with some minor brick masonry cladding the exterior walls of the boiler room. The metal siding appeared in good condition and was reported to have been installed over the original brick approximately 2002. The brick masonry at the boiler room appeared in fair condition with cracked and missing mortar joints as well as metal strapping installed around the boiler chimney appearing to provide structural support. The chimney was reported to no longer be used by the boilers as they are direct vented through the adjacent wall. Decommissioning and removal of the chimney should be explored if deemed in fact surplus.</i></p> <p><i>The roof of the school was not accessible during the site assessment. It was reported that the building has three sections of roofing. The east section of the school up until the gym was noted to consist of modified bitumen roofing and was replaced in 2004. The central portion of the school was also reported to be modified bitumen but was reported to be a couple years older, circa 2002. The west wing of the school including the boiler room was noted to be a built up roof and was more than twenty-five years old. The modified bitumen roofs were reported to be in good condition however the built up roof was reported to have multiple roof leaks as of recent. There were no active roof leaks but multiple ceiling tiles were observed to have been removed and past leaks reported to have been remediated. Both roof systems have an expected useful life of twenty years with a partial repair after 15 years to achieve the full life of the roof which is in keeping with the reports of repairs. The modified bitumen roof coverings are likely to be in fair condition and nearing the end of their life, while the built up roof has reached the end of its life.</i></p> <p><i>The exterior doors were observed to be aluminum storefront doors with single pane glazing and metal service doors without glazing. The doors were all observed to be in good condition with no reported issues with the hardware. The exterior windows were observed to be metal framed single pane double sliders and were in good condition. There were no reported issues with the window hardware.</i></p> | |

Please provide a general description of the condition of the building systems:

Mechanical-Plumbing - The domestic water enters the building in a closet in the east wing of the building. A water meter but no backflow preventer was observed. The domestic water serves the washrooms, fountains, and kitchenettes throughout the building. The majority of the vitreous china water closets, urinals and sinks were observed to be in fair to good condition. There was a mix of what was assumed to be original bathroom fixtures, (full height inset urinals), and newer wall hung urinals and stainless steel sinks. Janitor sinks were observed and reported to be original. Domestic hot water is produced from a 60 Gal Rheem electric water heater reported to have been installed in 2012. Supply piping for plumbing fixtures was reported to be copper with drain piping observed to be cast iron and plastic with no reported issues.

Heating - The building is supplied primary heating from two Cleaver Brooks, Clear Fire natural gas boilers rated at 1500MBH that are direct vented to the exterior of the boiler room. The boilers are reported to have been installed in 2012. Hot water is distributed throughout the school to wall mounted baseboard heaters and ceiling mounted fan coils. The limited building controls for the building are supplied by Honeywell and are reported to be in poor condition and provide limited control of the heating system. The existing 9000L oil tank from the previous oil boilers still remains on site.

Ventilation - Ventilation to the building is supplied by isolated exhaust fans in the bathrooms, a limited number of reported roof mounted exhaust fans and the operable windows. The roof mounted exhaust fans could not be assessed but reported to have a number of them replaced in the last five years. The ventilation appeared to be adequate and in good condition, there was no evidence of conditions that would suggest inadequate ventilation.

Vertical Conveyance - There is no vertical conveyance within the building.

Electrical - The building is provide electricity from NS Power and is equipped with a main disconnect manufactured by Square D and is rated at 400A 120/208V. Power is then distributed to lighting and receptacles throughout the building. The electrical equipment was reported to have undergone replacement in 2004. Electricity is also sub metered by a Schneider system for internal reporting and conservation measures. Interior lighting was observed to be T8 and underwent a retrofit in 2013 through Efficiency NS. Exterior lighting was observed to be building mounted metal halide and also went under replacement during the Efficiency NS retrofit. All lights were observed to be in good working order with no reported issues.

Life Safety Systems - The building is protected by a dry sprinkler system that was installed in 1951 and was recently inspected by Tyco on November 2, 2015. The system is also equipped with a 15HP electric Tamper fire pump. There was no apparent backup power supply for the

electric fire pump. The alarm valve was replaced in 2012. Notwithstanding the annual inspection, given the age of the piping and of the sprinkler heads, further inspection is recommended to verify whether pipe and sprinkler heads warrant replacement. The fire alarm and detection system is equipped with pull stations, alarms, smoke detectors and connected to an Edwards of Canada Custom 6500 fire panel. Emergency lighting and exit signs are provided by battery backup and were recently upgraded in the last year. Fire extinguishers are strategically mounted around the building.

Please provide a general description of the condition of the building interior:

There was an asbestos survey conducted on the school by Maritime Testing 1985 Limited on February 2, 1999. Asbestos was found on various piping elbows, wall plaster, floor tiles and plaster ceilings. All the asbestos containing materials were considered Priority 3 which means they were non-friable or were in good condition and which currently pose no current risk to building occupants with the exception of the piping elbows which were considered Priority 2.

The interior floor finishes within the building consist of 12x12 vinyl composite tile (VCT), hard tile, quarry tile and hardwood. The VCT finishes were generally observed to be in fair condition with no lifting or damaged tiles. There was minimal floor wax observed on the VCT tiles. Regular waxing and polishing will ensure extended life of the flooring. The quarry tile was observed in the entrance vestibules and was observed in good condition. The hardwood flooring in the gym was observed to be in fair condition and will require refinishing. The hard tile in the bathrooms consisted of small hexagon tiles and was observed to be in poor condition with cracking and uneven tiles.

Walls consist of plaster, and drywall. All wall finishes were observed to be in fair to good condition. There was some observed damaged plaster, for example in the bathroom below a sink. The remaining finishes were observed in fair to good condition with routine maintenance expected to maintain the current condition.

The ceiling finishes consist of spline tiles, and plaster. The spline tiles were observed to be in fair to poor condition with a number of missing and water damaged tiles. The plaster was observed to be in good condition with no observed damage.

Interior doors consist of wood doors in wood and metal frames. Doors were observed to vary in age but were generally in good condition. Some refinishing of the doors will be required. The millwork in the classrooms and bathroom was observed to be in fair condition with the majority of the millwork reported to have some upgrades to the hardware and countertops. The bathroom partitions were observed to be floor mounted painted metal in fair to poor condition with significant rusting observed near the toilets.

Please provide a general description of the condition of the site:

Minimal observation of the site was undertaken due to the amount of snow cover. The playground asphalt paving was observed to be in fair to poor condition with excessive cracking. The concrete flatwork leading to the main entrance was observed to be in good condition with no heaving or cracking.

List capital improvements (if any) completed in the last 5 years:

- 2012 - Natural Gas Conversion, \$378,802
- 2013 - Energy Upgrades, \$172,330
- 2015 - Cat 6 Cabling, \$11,565

Additional comments:

| 2.2 Enrolment, capacity and utilization | | |
|---|---|--|
| Does the school's current enrolment exceed the available surplus capacity in nearby schools? ("Nearby schools" means those schools the attendance of which by students would be consistent with school board transportation policy guidelines) | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Could the school's current enrolled population be accommodated in these other schools? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Please explain: <ul style="list-style-type: none"> • <i>The combined enrolment for students in grades P-6 on the north end Peninsula of Halifax is 755 students. The total capacity for elementary schools in this area is 1210; therefore, students from this school could be accommodated within the nearby schools.</i> | | |
| What is the current enrolment of the school? | 210 | |
| What is the projected enrolment in 5 years? | 202 | |
| What is the projected enrolment in 10 years? | 212 | |
| What is the capacity of the school? | 336 | |
| What is the current utilization rate of the school (enrolment/capacity)? | 63% | |
| What is the projected utilization in 5 years? | 60% | |
| What is the projected utilization in 10 years? | 63% | |
| Additional comments: | | |

2.3 Cost to operate the school (for the past three years)

| | | | |
|---|---------------|---------------|---------------|
| What is the annual energy consumption? | | | |
| | Year 1 | Year 2 | Year 3 |
| Volume (annually): | 2 068.91GJ | 2 198.13GJ | 2 076 GJ |
| Volume (per m ²) | 0.48GJ/m2 | 0.51GJ/m2 | 0.48GK/m2 |
| Cost | \$38 661.47 | \$53 707.93 | \$56 029.12 |
| What are the maintenance costs for the facility, including the grounds? | | | |
| | Year 2012-13 | Year 2013-14 | Year 2014-15 |
| Cost (annually) | \$ 172 837.64 | \$ 186 746.75 | \$ 193 066.22 |
| Cost (per student) | \$ 877.35 | \$ 919.93 | \$ 975.08 |
| Cost (per m ²) | \$ 39.85 | \$ 43.06 | \$ 44.52 |
| Additional comments: | | | |

Section 3 – VALUE TO THE COMMUNITY

3.1 School as community partner

| | | |
|---|---|--|
| Does the school have: | | |
| A SchoolsPlus program? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| A Teen Health Centre? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| An Early Years Centre? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| A regulated child care centre? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Is the school a partner in other government or community initiatives that use space in the school building or grounds? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| If yes, please specify: <ul style="list-style-type: none"> • <i>Excel Program</i> | | |
| If the school was not available, what programs would have to relocate? <ul style="list-style-type: none"> • <i>Excel and evening bookings in gymnasium</i> | | |
| Does the community have the facilities and/or capacity to accommodate these programs? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| List any significant upgrades to the school in the past five (5) years completed in partnership with the community: N/A | | |

Additional comments:

- *Needham Centre could possibly accommodate*

3.2 Community use of school facilities

List the organized community groups which use the school/school grounds:

| Group | School facilities used (e.g. gym, library) | # of hours (per day/week/month/year?) |
|--|--|---|
| <i>Halifax Steelers B-Ball</i> | <i>Gym</i> | <i>9 hrs/week October-April</i> |
| <i>Adult B-Ball</i> | <i>Gym</i> | <i>2 hrs/week October -April</i> |
| <i>Adult Dodgeball</i> | <i>Gym</i> | <i>2 hrs/week October-May</i> |
| <i>HRM Programs</i> | <i>Gym</i> | <i>2 hrs/week September-May</i> |
| Do members of the community use the school on an informal basis? | | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| Is there a community centre attached to or within the school building? | | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| Is space in the school building used during school hours for purposes other than delivering the public school program? | | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| If yes, please specify: | | |
| If yes, is this arrangement governed by a written agreement? | | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| What other facilities/sports fields in the vicinity are used by community groups? <ul style="list-style-type: none"> • <i>Needham Centre</i> | | |
| Has the municipality identified a shortage of open space or built facilities in the vicinity, which could be exacerbated by a school closing? | | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Additional comments: <ul style="list-style-type: none"> • <i>At this time, HRSB has not received confirmation from the Municipality regarding potential shortage of open space or built facilities in the vicinity, which could be exacerbated by a school closing.</i> | | |