



**Annapolis Royal Regional Academy
School Closure Impact Assessment**

September 7, 2011

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Annapolis Royal Regional Academy

Annapolis Royal, N.S.

Identification Report

February 21, 2011

Grades Served – 6 to 8

Enrolment 2010-11 – 178

Square Footage – 71,251

Utilization – 42%

Original Construction – 1947

Major Renovation – 1990

Annapolis Valley Regional School Board

Identification Report

Annapolis Royal Regional Academy

Background:

In the fall of 2008 the Annapolis Valley Regional School Board (AVRSB) embarked on a process to develop a long range plan for the delivery of public education to students served in the region. The plan was to engage in a dialogue with communities to review what the current situations were and then to look to the future to develop an action plan for the next two to ten years. One of the areas studied was western Annapolis County which includes the Annapolis Royal Regional Academy (ARRA).

The final report and recommendations were presented and approved by the Board in May 2010. The following excerpt deals with the Annapolis Royal Regional Academy:

Annapolis County Schools Reviews- West

This review had three components Western, Central and Eastern each relating to one of the high schools and the schools that feed into them. In the west the system feeds into the Annapolis West Education Centre (AWEC). The approval of a new school to replace Clark Rutherford Memorial School left only one issue outstanding for this area; should the Annapolis Royal Regional Academy (ARRA) and AWEC be combined and if so, in which building? On the first issue, the student population has declined from 315 in ARRA in 1996 to 192 in 2009 and AWEC has declined from 457 in 1996 to 298 in 2009. By September 2013 when renovations at AWEC are scheduled to be completed, the combined population is projected to be 417 students in grades 6 to 12.

The responses received from the public indicated a preference to retain the two separate facilities. Further comments on the option to combine the two facilities indicated a preference to use ARRA as it is a more esthetically pleasing facility. Portions of the ARRA structure date back to 1947 but it was very nicely renovated in 1990. It has slightly larger classrooms and significantly more natural light than AWEC but lacks facilities in many program areas. AWEC was built in 1976 and its two main drawbacks are limited natural light due to reduced window area and smaller classrooms. It does, however, have all the necessary program spaces needed to deliver both a middle school program and a high school program. A Program Space Allocation for a new middle/high school of 417 students is attached as Appendix B including a comparison of the space available in the two current buildings.

Other suggestions received included building a new high school between Annapolis Royal and Bridgetown to house the students from the two high schools and returning the grade sixes to the elementary schools.

Recommendation #1

It is recommended that subject to the completion of a formal School Review process in accordance with the Education Act and Regulations for the closure of the Annapolis Royal Regional Academy, the student populations of the Annapolis Royal Regional Academy and the Annapolis West Education Centre be combined into a single middle/high school in the AWEC building effective September 1, 2013 or at such later date that the renovations to AWEC have been completed.

Rationale

There is no desire to remove educational services from the Town of Annapolis Royal and AWEC is clearly better equipped to deliver the educational program to students and has the infrastructure capacity to support the combined student population. The renovations and reorganization at AWEC will be tailored to create a school within a school model to serve the middle and high school populations effectively. The Board will work with the Department of Education to ensure the schools needs are met appropriately. The School Board will continue to seek new and innovative approaches to program delivery to ensure that the students in this area receive the best educational programming that can be provided given the declining student populations and the geographic challenges of the area. The ARRA facility will be returned to the Town of Annapolis Royal and the Municipality of Annapolis County in a well maintained state and of the two existing structures ARRA has the greatest potential for successful redevelopment.

Considerations for the Identification Report:

Population trends- Information from Statistics Canada from 2001-06 (attached) illustrate a general decline in population in western Annapolis County and more significantly in the Town of Annapolis Royal. The median age for the county was 47.9 and the town 58.4 and is expected to continue to rise as most new residents tend to be in the older age demographic.

Economic Activity – Efforts are on-going to increase economic activity in the area, however it takes significant new economic activity to generate population growth and, in turn, enrolment growth. Moderate economic growth could slow the population and enrolment decline but would not be sufficient to drive significant and sustained increases.

Enrolments - Enrolment statistics and projections for the schools in the area reflect a steady decline as reflected in the Review. This trend is expected to continue into the future although the rate of decline will ease somewhat in a few years. The detailed enrollment information for ARRA is attached.

Facilities – There are two large school facilities serving grades 6 to 12. Both are in good condition and have sufficient gross square footage to accommodate their anticipated combined population based on Department of Education instructional space allocations. When the two facilities were compared during the review process on the basis of the DOE instructional space allocation, ARRA was shown to lack many of the necessary instructional spaces required to deliver the program while the Annapolis West Education Centre (AWEC) matched the requirements quite closely. AWEC is a relatively new building, opening in 1997 and is scheduled for a mid-life upgrade in the 2013-14 fiscal year. A building profile of ARRA is attached.

Cost Saving – The attached operating cost analysis for 2009-10 for ARRA identifies potential annual savings for building operation in excess of \$300,000. There would also be some staffing efficiencies realized in the program delivery area by combining the two school operations.

Transportation – There would be no impact on transportation of students by combining the two schools as the students currently travel on the same buses together on a daily basis to and from school.

Walking Students – There would no impact on the few walking students that attend ARRA as AWEC is located only 500 meters away within the Town.

Recommendation:

It is recommended to the Board that a formal school closure review process be undertaken for the Annapolis Royal Regional Academy in Annapolis Royal, Nova Scotia.

Section 2 – Review of Potential Impact of School Closure

Section 2-1: The capability of the school to deliver the public school program.

Both the current situation of grades 6-8 at Annapolis Royal Regional Academy (ARRA) and the proposed configuration of grades 6-12 at Annapolis West Education Center (AWEC) would ensure the middle level students have access to the Nova Scotia Public School Program (PSP). While both scenarios ensure students have access to the PSP, the middle level students would certainly benefit from the enhanced facilities and equipment normally found at larger schools that support the requirements for high school students under the PSP. Some examples include science labs, technology education labs, food and nutrition labs, textile arts and design labs, a broader program for visual arts and larger instructional spaces and equipment for music and physical education programs.

Section 2-2: The educational benefits to students if they attend another school.

The educational benefits to the grade 6-8 students attending AWEC rather than ARRA are mostly related to access to enhanced facilities and equipment found at AWEC. Most of these facilities are at AWEC because they are currently a grade 9-12 school, meaning the province and Board have worked to meet a standard to support the high school curriculum and the variety of courses that are available to high school students currently attending the school.

Combining the grades 6-8 and the grades 9-12 student population in one school also provides an economy of scale that will allow the best of two schools to be available to both the middle level and high school students. Using current staffing formulas, support of a qualified guidance counsellor will be available on a full-time basis, and school administration will be more accessible as there would be both a full-time principal and vice-principal. Also, AWEC has full-day library staffing where ARRA only has part-time staff. While most schools that operate as a “school within a school” look to minimize the number of teachers that teach at both levels (in this case a teacher that teaches at both the middle level and high school), specialist teachers often teach at both levels which allows them to know students from grades 6 to 12. Bringing the two school populations together, especially during this time of declining enrolments, will help the school maintain full-time positions in areas such as guidance, resource, music, physical education, French, visual arts, food and nutrition, textile arts and design, and technology education. This helps to ensure teachers are teaching in their area of expertise and assists in retaining teachers, as many teachers look for positions that allow them to focus in the areas where they have the most training and experience. Students benefit from staffing stability and a highly qualified teaching staff.

Section 2-2 (cont.)

We know that students learn better if they have a healthy breakfast and access to reasonably priced nutritional food during the day. With declining enrolments, schools across the AVRSB are finding it increasingly difficult to operate food services to ensure students have access to nutritional food choices. The combined student population of ARRA and AWEC will improve opportunities to maintain a quality food service for students.

Section 2-3: The travel time and distance implications for students travelling to a different school(s).

The students attending ARRA currently travel on the same buses as the students of AWEC and AWEC is located less than 500 meters from ARRA. Therefore there will be no changes in bus routes as a result of the consolidation of the two student populations in one facility. There will be a time saving of 10-15 minutes per day on the bus for all of the students as the buses will only have one school to drop off and pick up students rather than the current two sites.

Section 2 4: The ability of students to access and participate in extracurricular activities.

Combining the student populations at AWEC and ARRA will most likely enhance the opportunities for students to participate in extra-curricular activities. While in most cases extra-curricular activities are organized by level, meaning middle level and high school students would not be participating together, there are some instances when students would be participating together. Music, drama, and school spirit activities are some examples. In the area of extracurricular sports, including activities governed by the Nova Scotia School Athletic Federation, there continues to be some debate as to which grades should play together in representing their school. Having a school spanning grades 6-12 provides the school with the flexibility necessary to respond to different configurations and organize in a way that maximizes participation and opportunities. Other schools with a 6-12 configuration report that students from all grades take pride in the school and support extracurricular activities regardless of the activity and the grade(s) of the students participating. For example, support for the middle level basketball team comes from all students, increasing the support from the student body and from the general community. There is also a school of thought that students are more likely to continue to participate in their areas of interest when they remain at the same school throughout their grade 6 to 12 years.

Section 2-5: The impact on the receiving school.

The middle school will operate as a “school within a school” as part of the overall grades 6 to 12 school but separately as well. An overview of how this will be carried out is attached as Appendix 4-2

In education we know that with every transition students can feel anxiety and instructional time and opportunities can be lost in managing the transition. This is particularly true of students with special needs as their program of studies is often more individual and involves the input of many people. Having students as part of a new 6-12 school will eliminate the transition that now takes place between grades 8 and 9. While moving to high school will always require some transitioning, having the students already a part of the school and having the staff working closely together to support students can only assist in a smooth path from middle level to high school. The guidance and administration as well as classroom teachers and the resource department are better able to support students that are a part of the school for seven years. This leads to opportunities for stronger relationships and better support.

Schools that have a “school within a school” have reported that many older students take a real leadership role when interacting with the younger students, many of whom are siblings and family friends. A grade 6-12 configuration allows for increased opportunities for peer leadership, from peer counselling to tutoring. While those opportunities may be possible in the current two-school configuration, physical challenges and scheduling often mean they don’t materialize.

AWEC was built to accommodate, and has had in the past, a significantly larger population than its current 305 students. During the previous study conducted on the facilities in western Annapolis County, a School Space Allocation exercise was carried out for a new school with a population of 417 students in grades 6 - 12. It generated the requirement for a facility of just under 70,000 square feet. Both ARRA and AWEC are slightly larger than this so an instructional space comparison was carried out. The analysis clearly indicated that AWEC had more available instructional space overall and the specialized spaces necessary for the delivery of the high school program. There would be no difficulty accommodating the combined school populations at AWEC. These details are attached in Appendix 4-3.

As with any 35-year-old building, AWEC has had some facility issues over the years. An overview of the more recent history of events in the building is attached as Appendix 4-7

Section 2-6: Capital construction planning for the school region.

AWEC has an approved renovation project for the 2013-14 fiscal year. This project will deal predominately with electrical and mechanical (ventilation) upgrades and improvements to some instructional areas. No significant building modifications are planned. Other capital construction activities currently planned in the western end of the AVRSB include a replacement for Clark Rutherford Memorial School and renovations to the Bridgetown Regional High School to facilitate its consolidation with the Bridgetown Regional Elementary School to create a Primary to grade 12 school.

Section 2-7: Any property services efficiencies that would be achieved by the closure.

Property service efficiencies provide the largest benefit for combining the two school populations. The annual building operating and maintenance costs totaled \$277,820 for the 2010-11 fiscal year and will continue to increase annually. All of these costs will be saved with the closing of the ARRA facility. No property service operational or maintenance cost increases are anticipated at AWEC as a result of the combination of the two student populations. Details of the 2010-11 operating costs are provided in Appendix 4-4.

Section 2-8: The operational and capital requirements of maintaining the status quo.

As stated above it will cost in the range of \$300,000 per year to continue to operate ARRA. In addition, while the building is generally in good shape there are a number of capital requirements that will have to be addressed in the coming years. These are outlined in Appendix 4-5 and 4-6.

Section 2-9: Efficiencies in instructional and support staffing that can be achieved.

There will be some savings in school administration, secretarial, library and cafeteria personnel with the combination of the two schools. Teaching staff, student support and supervision staffing will see little change as they are based on student numbers and specific student needs. There will be staffing benefits with the combination of the two staffs particularly in the area of specialist teachers. These teachers will more likely be able to have full time assignments in their specialties, a situation that is becoming increasingly difficult as school populations decline. This will benefit the students both at the middle level and high school grades.

Teacher retention is challenging in small schools and rural areas as many positions are only part-time. Having more full-time teaching positions will improve teacher retention and improve continuity at the school from year to year.

Section 2-10: The extent of community usage of the school over the past year.

There is considerable use of ARRA facilities by the local community. Because of available space in the building, the local Cadet Corps has more than 2,000 sq. ft. dedicated for their sole use. This group also uses the gym, cafeteria and classrooms on a regular basis. There has been a Nursery School operating at ARRA for many years, occupying more than 1,000 sq. ft. and operating five mornings a week through the school year. More recently the local Food Bank has operated out of a couple of former storage rooms on the lower floor.

Annapolis Royal Recreation operates programs over five evenings per week, usually in the gym, and stores equipment on site. Independent teams/clubs (badminton, volleyball, etc.) as well as some exercise groups utilize the gym two to three times per week. The local Community Band maintains some storage in the building and uses the facility one weekend a summer to host a Band Fest.

Section 2-11: Alternatives available to the community for facility use.

The main issue for general public use will be the loss of the gymnasium at ARRA if the facility is not maintained in some capacity. AWEC will still be available for community use but its gymnasium is used extensively already. It has other meeting spaces and there are other meeting facilities available in the community. Organizations such as the Food Bank, the Cadet Corps and the Nursery School may need to find new locations for their activities if ARRA is not maintained as a community facility. AWEC does not have the space available to accommodate them. Other spaces in the community may not be available without charge, which has been the case for most groups using ARRA. Champlain Elementary School, located a short distance from the Town in Granville Ferry, will also continue to be available as well.

Section 2-12: Other community impacts.

The Annapolis Royal Regional Academy has a long and proud history in the Town of Annapolis Royal and is a significant landmark on the main street of the Town. Members of the community are attached to the facility both emotionally and aesthetically. The building is in good condition and represents a strong potential for redevelopment if an appropriate use or a number of compatible uses can be found

Section 3 – Rationale and Recommendation

The Annapolis Royal Regional Academy has had a long and proud history of educating students from Annapolis Royal and the surrounding communities. The decision to initiate a formal school closure review was not based on concerns of the quality of education being provided. The Annapolis West Education Centre was built in the mid 1970s to alleviate overcrowding at ARRA. Now after 30 years of enrolment decline there is twice as much instructional space in the two facilities than is required to serve the students. These are both large buildings that are expensive to operate, consuming financial resources that can be used more effectively to serve students. While ARRA may be both the sentimental preference of the community and a more aesthetically pleasing structure than AWEC, it does not have the necessary infrastructure to meet the instructional needs of the students from grades 6-12. AWEC is scheduled to be renovated in the near future to upgrade its infrastructure and improve its educational facilities.

It is recommended that the Annapolis Royal Regional Academy be closed and the students be transferred to the Annapolis West Education Centre following the completion of the planned renovations to AWEC.

Section 4 – Appendices

Appendix 4-1
ARRA and AWEC Enrollment History and Projections

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected
ARRA															
6	76	78	69	65	86	73	70	50	63	62	51	53	47	66	51
7	76	72	82	72	66	87	74	73	56	63	62	51	53	47	66
8	106	76	69	76	82	67	89	73	73	53	63	62	51	53	47
Total	258	226	220	213	234	227	233	196	192	178	176	166	151	166	164
Decrease		32	6	7	-21	7	-6	37	4	14	2	10	15	-15	2
AWEC															
9	104	112	78	74	81	80	65	82	78	78	53	63	62	51	53
10	105	94	111	81	68	84	65	66	88	77	78	53	63	62	51
11	112	93	78	94	81	70	75	62	69	85	77	78	53	63	62
12	84	93	84	69	91	88	69	64	63	65	85	77	78	53	63
Total	405	392	351	318	321	322	274	274	298	305	293	271	256	229	229
Decrease		13	41	33	-3	-1	48	0	-24	-7	12	22	15	27	0
Combined															
6												53	47	66	51
7												51	53	47	66
8												62	51	53	47
9												63	62	51	53
10												53	63	62	51
11												78	53	63	62
12												77	78	53	63
Total												437	407	395	393

ARRA Impact Assessment Appendix 4-2

School within a School Overview

1. How will the school within a school be housed in the proposed AWEC building?

Annapolis West Education Centre (AWEC) is a spacious building housing approximately 300 students. It can easily accommodate the students from Annapolis Royal Regional Academy (ARRA) in the building. It will be renovated in advance of the amalgamation of the students, which will facilitate the joining of the two school populations. Total students at AWEC once ARRA students arrive is estimated to be less than 420 students. AWEC has accommodated more students than this in the past and this projected enrollment is well within the number of students that can be comfortably accommodated.

The preferred organization of students is to develop a “school within a school” in which students are basically exclusive to their school (Middle School and High School) as much as physically possible. This model is used successfully in other schools within the Annapolis Valley Regional School Board (AVRSB).

Facilities within the building that will be used by both schools are found on the main level. The gymnasium, cafeteria, library and music room will be used by both schools and are strategically located on the main level in the main corridor near the administrative offices. The food lab and the art room, which may also be used by both schools, are also located on the ground level in the west wing. There is also a resource room in this wing that can be used for the Middle level.

There are seven classrooms and a technology lab located in the east wing on the ground floor that will house the grades 6-8 students. This corridor will be accessible only to middle school students. It can be easily isolated and monitored.

The grades 9-12 students will be housed upstairs and on the lower floor. There are ten classrooms plus other spaces on the 3rd floor, including a resource space and technology space. There are also four classrooms on the bottom floor which can be used for high school purposes.

There are also three science labs on the second floor. This space is used for high school science courses, but can be made accessible to enhance middle level science courses.

The set-up of the school allows for a very manageable separation of the middle and high schools.

There is also a Youth Health Centre, dance studio and technology education space on the bottom floor.

The school is well organized to allow the concept of a “school within a school” and to restrict interaction between both groups even if they are using common rooms. The middle level students will remain predominantly on the ground level except to access the technology education space on the first floor.

2. How will the Board support both high school and middle school curriculums and models? i.e. Will grade 12 teachers be teaching grade 7 courses as well?

A school within a school usually means that classroom teachers at one level do not teach students at the other level (i.e. a grade 7 classroom teacher would not teach high school students). One of the advantages of a school within a school model is that specialist teachers (i.e. guidance, resource music, phys. ed., tech. ed., art, food and nutrition) are available to teach all students in the school. Students benefit from this model as it assists the school in hiring and retaining highly qualified teachers and allows them to teach in their area of expertise.

The concept of a middle level school is very much based on the entire development of the child. There are specific programs that support the academic, physical, social and emotional development of the students. Some strategies supporting this concept include, teaming, exploratories, interdisciplinary units, home-base, regular assemblies, etc. This model is different from a more curriculum-based high school model. Each model would function independently of the other.

3. How will the days be scheduled to limit interaction time between the two separate schools?

There will be separate recess and lunch schedules. Although students would arrive on the same buses, once they arrive at school they would be separated immediately by middle level and high schools. This separation would happen both in the school and on the outside play areas. The gym will be divided by a heavy curtain. There will be a need for separate change rooms. All areas will be monitored closely in order to ensure that all students fully understand the concept of a “school within a school”.

4. How does the Board propose to support and maintain the strong Middle School and PEBS philosophies currently practiced at ARRA, most specifically regarding BIRT and the different disciplinary procedures of the High School model?

PEBS will be the student management model in both schools. This is a preventative and proactive student management system that has been implemented provincially in schools. Staffs from both schools have received extensive professional development on this student management system.

AWEC will also continue to use a comprehensive support model which will value such services as a Behaviour Intervention Resource Teacher (BIRT), guidance services, resource services, and a student support worker.

Middle level students attending AWEC will continue to benefit from a middle school philosophy that will support and enhance the development of middle school students. The middle school philosophy has proven to be very effective in other AVRSB schools and will be equally important at AWEC.

5. How will the scheduling of extra-curricular activities be impacted and addressed, i.e. concerts, intramurals, exploratories, sports teams, etc.?

AWEC prides itself on strong extra-curricular opportunities for students. Both the Fine Arts and athletic programs are important and valued. AWEC is committed to provide ample opportunities to all students in both schools to participate in extra-curricular activities. AWEC will also run important intramural programs for both schools. AWEC staff and administration look forward to joining with the staff of ARRA in welcoming the middle level students and further enhancing and expanding present intramural and extra-curricular programs.

Combined band concerts are currently conducted with AWEC and ARRA students. Therefore, this will not be a new concept. In addition, this school year, AWEC and ARRA will once again provide opportunities for students of both schools to come together for inter-school assemblies and activities i.e.; Remembrance Day Ceremonies.

As stated earlier, exploratories are an important component of middle level philosophy. AWEC is committed to running a successful middle school and will explore all components.

6. Will scheduling impact such subjects as Art, Tech Ed., Family Studies and Science, which require various non-classroom facilities?

There are specialty Art, Tech Ed., and Family Studies rooms in AWEC. Like the gymnasium, cafeteria, library and music room, these will be common spaces accessed by both schools. It is a priority for the AWEC administration to ensure that the school, including the timetable and bell schedule, is organized to allow the best possible programs and opportunities for all students.

Again, the good news is that the AVRSB does have models of a “school within a school” working successfully. The administration and staff at AWEC look forward to the opportunity to welcome the middle level staff and students from ARRA and to take on a new, yet historical, identity. The administration of AWEC and the AVRSB are committed to ensuring that both high school and middle level students experience the best possible educational experiences while at AWEC.

**Appendix 4-3
ARRA/AWEC Space Allocation Analysis**

Enrolment - 417 - Gr. 6-12	New School Space Allocation				AWEC				ARRA					
	#	Net Sq/Ft	Sub-total		#	Approx.	Sub-total		Comments	#	Approx.	Sub-total		Comments
						Net Sq/Ft					Net Sq/Ft			
Regular Classrooms	10	900	9,000	9,000	16	700	11,200	11,200		11	785	8,635	8,635	Classrooms vary in size from 650 to 900 sq.ft.
Classroom Support				1,740				700					785	
Language	1	900	900		1	700	700			1	785	785		
Small Group Work Rooms	7	120	840		0	-	-		Not in design	0	-	-		Not in design
Administration				3,200				2,925					2,855	
General Office	1	1,000	1,000		1	1,000	1,000			1	1,705	1,705		
Staff Room	1	500	500		1	500	500			1	585	585		
Student Services	1	800	800		1	625	625		Student Supp. Worker	1	565	565		Guidance
Youth Health	1	600	600		1	700	700		Converted Classroom	0	-	-		
Itinerant Rooms	2	100	200		0	-	-			0	-	-		
Student Council	1	100	100		1	100	100			0	-	-		
Arts				4,100				3,798					5,275	
Visual Arts	1	1,000	1,000		1	1,160	1,160			1	1,835	1,835		
Storage	1	100	100		0	-	-		Included above	1	80	80		
Music/Storage	1	1,600	1,600		1	1,638	1,638		Converted AV Room (High Ceiling)	1	2,625	2,625		Low ceiling & under gymnasium
Practice Rooms		200	200											A lot of storage in sq. ft.
Drama/Stage	1	1,200	1,200		1	1,000	1,000		In Gymnasium (No separation)	1	735	735		In Gymnasium (No separation)
Cafeteria				2,218				2,430					2,730	
Cafeteria	1	1,668	1,668		1	1,860	1,860			1	1,890	1,890		
Kitchen	1	400	400		1	495	495			1	735	735		
Storage	1	150	150		1	75	75			1	105	105		
Family Studies				1,800				1,400					1,365	
Textiles	1	700	700				-		Included below	1	525	525		
Nutrition	1	1,100	1,100		1	1,400	1,400			1	840	840		
Gymnasium				11,500				10,450					6,365	
Gym	1	8,400	8,400		1	8,050	8,050			1	4,565	4,565		
Change Rooms	2	500	1,000		2	800	1,600			2	525	1,050		
Office	2	100	200		2	150	300			2	150	300		
Storage	1	900	900		1	500	500			1	450	450		
Active Healthy Living	1	1,000	1,000				-			0	-	-		
Information Technology								2,270					860	
Infor Tech/CRS/Business	1	1,000	1,000	1,000	2	1000+1270	2,270			1	860	860		
Laboratory Rooms				5,100				3,585					1,625	
Chemistry Lab	1	1,200	1,200		1	1,120	1,120			0	-	-		
Chem Prep	1	150	150		1	175	175			0	-	-		

Appendix 4-3 ARRA/AWEC Space Allocation Analysis

Enrolment - 417 - Gr. 6-12	New School Space Allocation				AWEC				Comments	ARRA				
	#	Net Sq/Ft	Sub-total		#	Approx. Net Sq/Ft	Sub-total			#	Approx. Net Sq/Ft	Sub-total		Comments
Physics Lab	1	1,200	1,200		1	1,030	1,030			0				
Life Sciences Lab(Biology)	1	1,200	1,200		1	1,000	1,000			0				
Shared Bio/Phys	1	150	150		2	175+85	260			0				
Jr High Science Lab	1	1,200	1,200				-			1	1,625	1,625		
Library/Resource				1,643				3,675					2,625	
General Library/Storage	1	1,043	1,043		1	3,050	3,050			1	1,995	1,995		
Seminar Room	1	600	600		1	625	625			1	630	630		
Student Services														
Learning Centre	1	900	900	1,840	1	900	900	1,840		1	785	785	1,645	Classroom
Resource	1	600	600		1	700	700		Classroom	1	785	785		Classroom
Sensory Room	1	100	100				-			0	-	-		
Assistive Care Washroom	2	120	240		2	120	240			1	75	75		
Storage				667				700					3,500	
General	1	517	517		1	700	700			10	350	3,500		Spaces ranging from
Outside Equip. Storage	1	150	150				-			0	-	-		240 to 550 sq.ft.
Technology Education				2,600				2,915					920	
Tech Ed - Production	1	1,600	1,600		1	1,855	1,855			1	920	920		
Tech Ed - Inovation Lab	1	1,000	1,000		1	1,060	1,060			0	-	-		
Other Space										2		3,360		3,360
														2,100 sq.ft. used by Cadets
														1,100 sq.ft. used by Preschool
Total Net Square Footage				46,408				47,888					42,545	
Gross-up Factor				1.5				1.5					1.65	
Total Gross Square Footage				69,612				71,832					70,199	
Additional Comments	AWEC has a significantly larger exterior area for outside activities than ARRA which is limited to the small field in front of the school.													

Appendix 4-4 ARRA Operating Costs 2010-11

Operating Costs 2010-11			
			ARRA
		Sq. Ft.	71,251
		Students	184
	Utilities		
		power	\$ 32,567
		fuel	\$ 39,124
		water	\$ 3,112
		sewer	\$ 8,778
	Contracted Services		
		Grounds	\$ 2,615
		Snowplowing	\$ 10,333
		Waste disposal	\$ 4,326
	Board Services		
		Repairs	\$ 39,338
		Labour	\$ 9,440
	Custodial		
		Labour	\$ 121,083
		Materials	\$ 7,104
	Total 2010-11 Actual Cost		\$ 277,820
	Cost per Square Foot		\$ 3.90
	Cost per Student		\$ 1,509.89
These figures reflect operating costs and regular maintenance items			

ARRA Impact Assessment Appendix 4-5 Building Profile

Annapolis Royal Regional Academy 590 George Street, Annapolis Royal, N.S.

The school was originally constructed in 1947 with a major renovation in 1990. It is a three storey wood framed structure with brick veneer. Floor area is 71,251 square feet.

Grounds

- The parking areas, although limited, appear to be adequate to support staff and visitor parking. The only barrier-free access is at the rear entrance adjacent to the cafeteria.
- The recreation areas are limited to the front grass areas.

Building Envelope

- Windows appear to be original with an interior pane added during the renovations. This is not a good solution as moisture builds up between the glazing units. This is reducing the expected life of these units and increasing the need for replacements.
- Entrance doors were replaced during the renovations.
- Exterior wall system is brick veneer with wood studs. It is unknown at this time the type and amount of insulation in the wall system. The wood facade along top has paint peeling. This was repainted approximately 5 years ago and there will be a need to repaint and replace some wood in the near future. The paint problem has been identified as a result of moisture build up behind the façade.
- The roof was replaced as part of the renovations but has been patched many times over the last few years. There are areas identified with water ponding that will need to be repaired. The existing 4 ply asphalt system will need to be replaced in the near future.

Interior

- The architectural interior finishes were updated during the renovations. The only issue is the carpeted flooring that is gradually being replaced with vinyl composite tile.

ARRA Impact Assessment
Appendix 4-5
Building Profile
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Mechanical Systems

- The ventilation systems were updated during the renovation and four air handling units serve the building.
- The Heating plant was upgraded with new boilers. There is a building control system that is centrally monitored.
- Plumbing system is in good condition. The washrooms were updated during the renovations. The sanitary drainage and water are serviced by the Town. The storm drainage was disconnected from the sanitary system to reduce the load on the municipal system.
- Underground fuel storage tank has been removed and replaced with a dual wall above ground tank.

Electrical Systems

Power

- The main service is a 1200amp, 120/208V. This is in good condition.
- Distribution panels are in good condition.
- Lighting is T8.
- Emergency/Exit lighting is good condition.
- Public Address system is in good condition.
- Main fire alarm panel is in good condition.

Executive Summary

This school was well upgraded in 1990 and is in good condition. There will be issues in the near future with windows, roof and façade.

Appendix 4-6 ARRA Future Capital Needs

	Annapolis Royal Regional Academy				
	590 George Street				
	Annapolis Royal, NS				
School Details		Details/Comments			
	Enrollment - Current	178			
	Grade Levels	6-8			
Building Envelope		Type/Material/Description/Comments	Age	Condition	Upgrade Cost
	Original Construction	3 level, wood framed, brick veneer	1947		
	Major Renovation/Addition	1990			
	Roof	modified bitumen, 4 ply asphalt	1990	fair	\$ 200,000
	Windows & Entrances	wooden windows, storm units added, entrance upgraded		poor	\$ 300,000
	Brick Veneer	requires repointing in some areas		fair	\$ 10,000
	Façade	requires painting and some repairs		good/fair	\$ 20,000
Building Systems		Type/Material/Description/Comments	Age	Condition	Upgrade Cost
	Fire Alarm	EST Quick Start, Model # QSC	2007	good	
	Sprinkler	yes, some leaks in dry system		good	
	Security	yes		good	
	Heating	hot water	1963	good	
	Water	municipal		good	
	Plumbing	municipal		good	
	Electricity	1200 amp 120/208V		good	
	Ventilation	4 AHU mixed air systems serve the spaces	1990	good	
	Public Address	2 way communication		good	
	Technology Network	cat5		good	

Appendix 4-6 ARRA Future Capital Needs

Site Details		Descriptions/Comments	Age	Condition	Upgrade Cost
	Landscaping	front lawn is sports field		fair	more land needed
	Driveways	bus loop around perimeter		fair	\$ 40,000
	Parking	limited but adequate		good	
	Lighting	building and pole mounted		good	
	Exterior Facilities	limited recreation areas		fair	more land needed
Barrier Free Details		Descriptions/Comments	Age	Condition	Upgrade Cost
	Parking	limited near entrance		fair	\$ 1,000
	Entrances	rear entrance is the only one accessible		fair	\$ 5,000
	Elevators	man lift		good	
	Washrooms	most are barrier free		good	
Building Interior		Descriptions/Comments	Number	Condition	Upgrade Cost
	Classrooms		15	good	
	Specialty Instruction Areas				
	"Specify"	band room	1	good	
		computer	1	good	
		Science demo	1	good	
		Science lab	1	good	
		library	1	good	
		Resource	2	good	
	Gymnasium	4340 sq ft, hardwood floor	1	good	
	Cafeteria	1888 sq ft with full kitchen	1	good	
	Office/Administration	main floor; away from view of main entrance		good	
	Washrooms	on each floor		good/fair	\$ 25,000
	Hallways	nice and wide			
	Flooring	carpets remaining in some rooms		fair	\$ 40,000
	Storage	adequate with current population			
	Furniture & Equipment	some lockers require replacement		fair	\$ 5,000
	Technology Equipment	cat5 added			
Totals					\$ 646,000
Program Requirements for PSP		none for middle level			

Appendix 4-6 ARRA Future Capital Needs

General Comments	Building is generally in good condition. The façade, windows and roof will require upgrades in the near future.			
Condition Coding				
Poor	Doesn't meet requirements, upgrade within 5 years			
Fair	Meets most requirements, upgrade within 10 years			
Good	Meets most requirements, no upgrade for 15 years			
Excellent	New or Like New Condition, no upgrade for 20+ years			



ARRA School Closure Impact Assessment Appendix 4-7

Overview of Building Maintenance Annapolis West Education Centre

As with any building AWEC has had maintenance issues over its 35 year life. Past records of maintenance are limited until more recent years when maintenance record keeping has been significantly improved. The following is a brief overview of the maintenance issues that have been dealt with over the past few years.

There have been roof leaks reported prior to the roof being replaced in 2009. There still is one leak being investigated and it appears to be along the upper wall. The water may be infiltrating through the brick, rather than the roof. Brick sealing will be done to try to alleviate this issue.

We have had a number of issues during the humid summer months of mould growing on the surfaces on the first floor. These areas were thoroughly cleaned and as a safety precaution, the surfaces were treated with AEGIS (antimicrobial). This along with dehumidification has solved the problem. There are air test results on file available for viewing.

With the elevator installation, we encountered a high water table digging the elevator pit. There were some incidents of flooding in the lower hall after the elevator installation. After some thorough investigation, the maintenance staff discovered a blocked drainage pipe under the lower floor concrete slab. There was a sump pit installed in the lower hallway to pick up this water. Storm drainage was added along the rear of the property to divert the water away from the building.

The ceiling tiles that contained some asbestos have all been removed from site and replaced with new tiles. This was in preparation for electrical work required in the ceiling spaces. Air testing was carried out following this work.

There have been a number of upgrades to the facility over the last few years which helped with the maintenance activities. Some include: window replacement, new boilers and heating controls, new entrance systems, a new surveillance system and data network upgrades.

This building is on the Provincial Department of Education list for major renovations. This work which is scheduled for the 2013-14 fiscal year will bring the building up to current code standards.

Summary of Air Testing

During the past several years there have been times when indoor air/environment quality at AWEC has been negatively impacted. In one case, cold water running through pipes caused condensation on pipes in the lower wing which then dripped onto ceiling tiles over the summer. This caused mould to grow on several tiles. These tiles were appropriately removed and follow up air quality testing showed that the remediation was effective. In another case, a period of very high humidity during the summer caused condensation and mould growth on cool wall surfaces, again in the lower wing. Again this was appropriately remediated and testing carried out.

After the installation of the new elevator at the school there were several times that water entered the school on the floor of the lower wing. While the water did enter the school, the lower wing has tile floors and cement block wall and there was little to get wet on the floor. This issue has since been solved with improved drainage around the school. Follow-up testing indicated that remediation was successful and there was no indication of mould growth in the school.

Finally, during and after the removal of ceiling tiles containing asbestos, testing indicated that the work was conducted thoroughly and asbestos was not present in the air in the school