



Community Consultation

No. 1

October 27, 28, 29 & 30, 2008

Halifax Regional
School Board

Imagine
Our Schools

**10 Year Facilities
Master Plan**



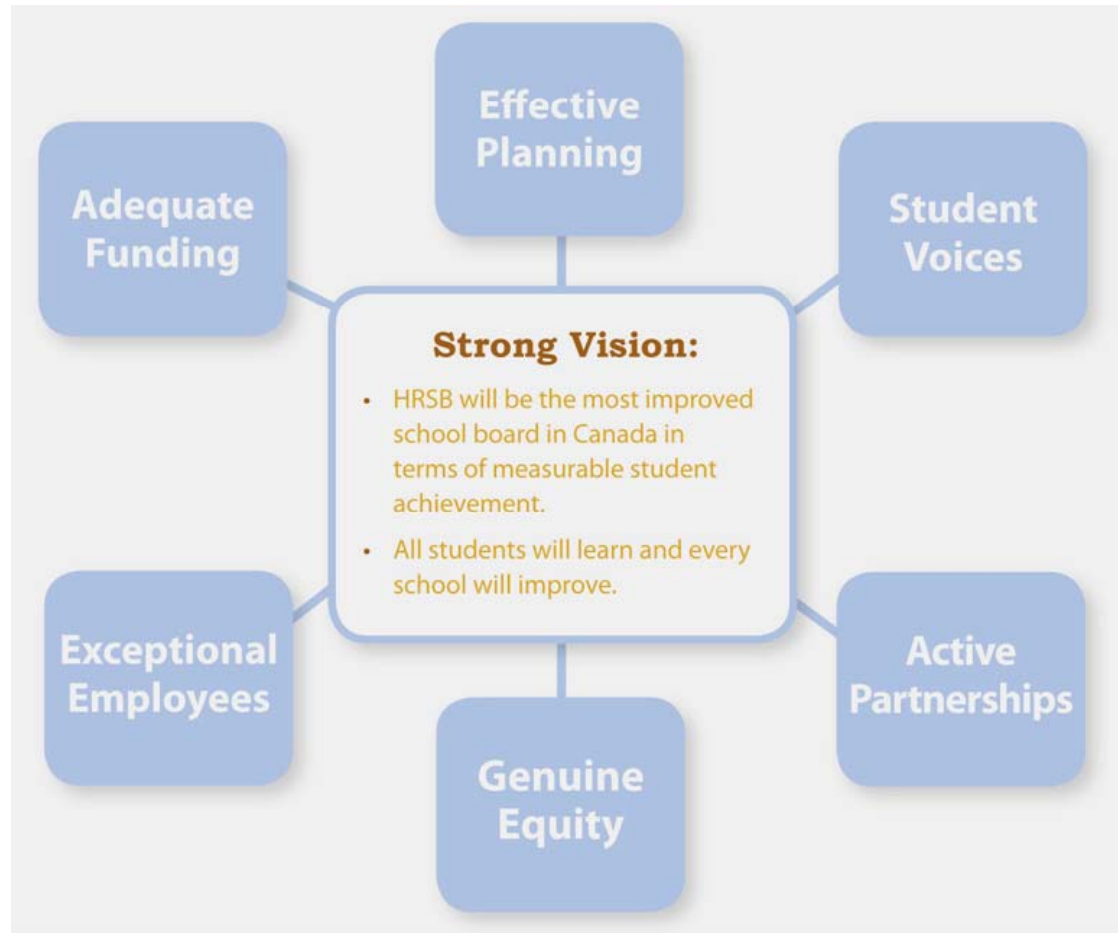
- Introduction to the process and purpose of the Imagine Our Schools Process
 - Overview
 - Community Consensus
 - Background Report
 - Demographic Trends
 - Facility Program Delivery Review
- Phase 1 Recommendations
- Questionnaire & Group Discussion
- Next Steps

- Maureen O'Shaughnessy
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 - McKnight & Associates, Educational Facilities Planner
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 - Greentree Associates, Capital & Accommodations Planning
- Sairah Tyler
 - Viridia, Planner, Community Consultation Coordinator
- John Heseltine
 - EDM, Planner, Urban Development & Demographics
- Tim Uyl
 - Paradigm Group, Demographics and Projections

In her annual report for the 2006-2007 school year Halifax Regional School Board's Superintendent Carole Olsen said:

“Our vision for improved student achievement reaches into every aspect of the board's operation because it demands that we put students – and their success – at the centre of everything we do”.

HRSB has outlined seven strategies to make every school a great a great school:



- HRSB is experiencing the challenges of:
 - aging facilities
 - declining enrolments
 - unpredictable regional development
 - limited funding
- The effects are:
 - excess capacity in many of the board's schools
 - overcrowding in others
 - difficulty in properly providing school programming, modern technology, arts and music opportunities and physical activity options.

In June 2007 HRSB received a letter from the Nova Scotia Department of Education stating:

*“The Halifax Regional School Board and the Department of Education agree that it would be timely and helpful if the Halifax Regional School Board **undertook a review of proposed projects, under utilized space and changing demographics for the Dartmouth/Eastern Passage area and Halifax Peninsula** prior to the Department of Education and provincial Cabinet considering the most recent School Capital Construction Report”.*

- In response to the Department of Education directive HRSB initiated the Community

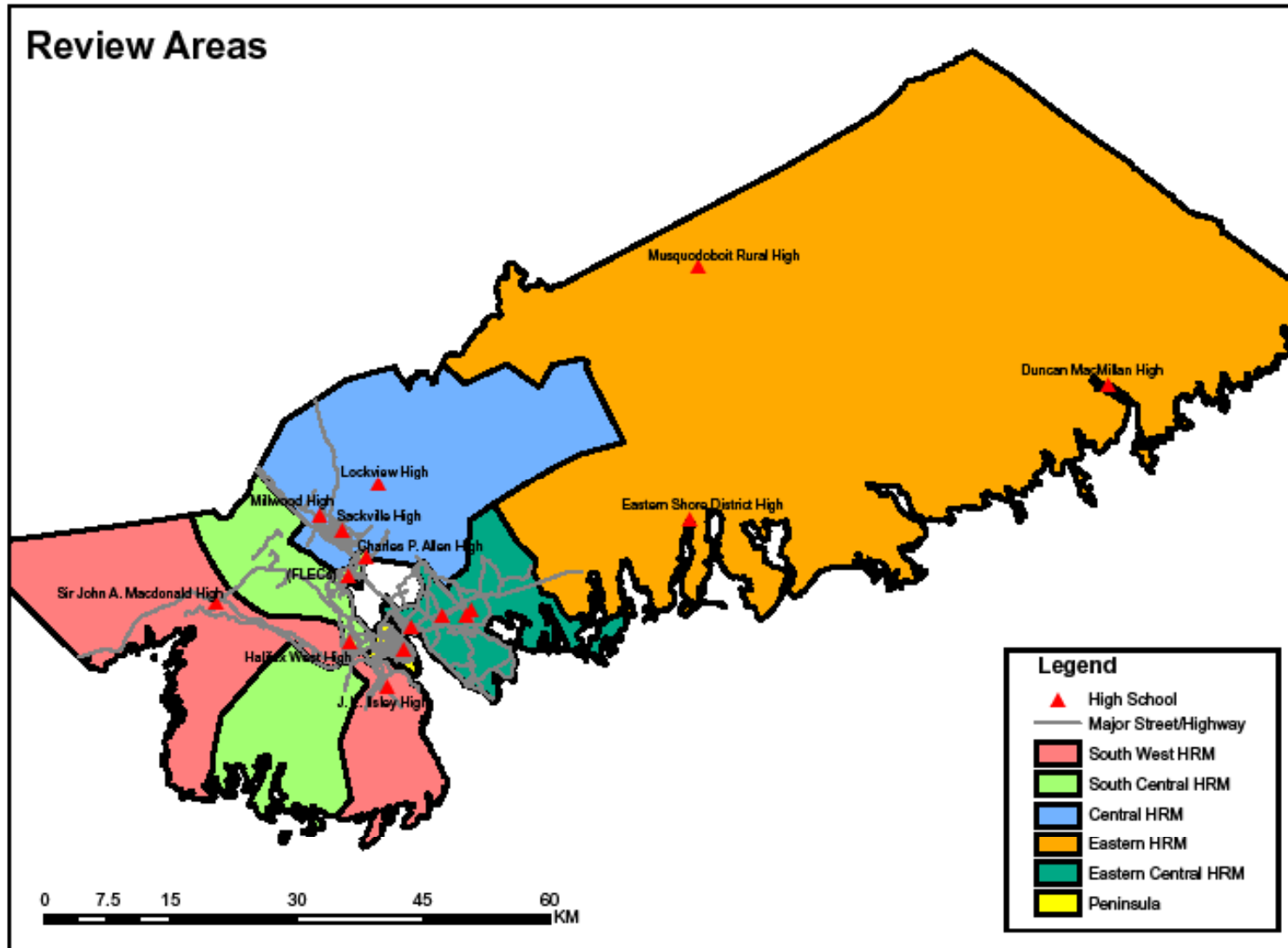
Consultation Process: The logo for 'Imagine Our Schools' features the word 'Imagine' in a large, blue, sans-serif font, with 'Our Schools' in a smaller, green, sans-serif font positioned directly below it.

Phase 1

- Peninsula Halifax and the Eastern Central HRM (2007 -2008)
 - Citadel High Family
 - Dartmouth High Family
 - Prince Andrew High Family
 - Auburn Drive High Family
 - Cole Harbour District High Family

Phase 2 & 3

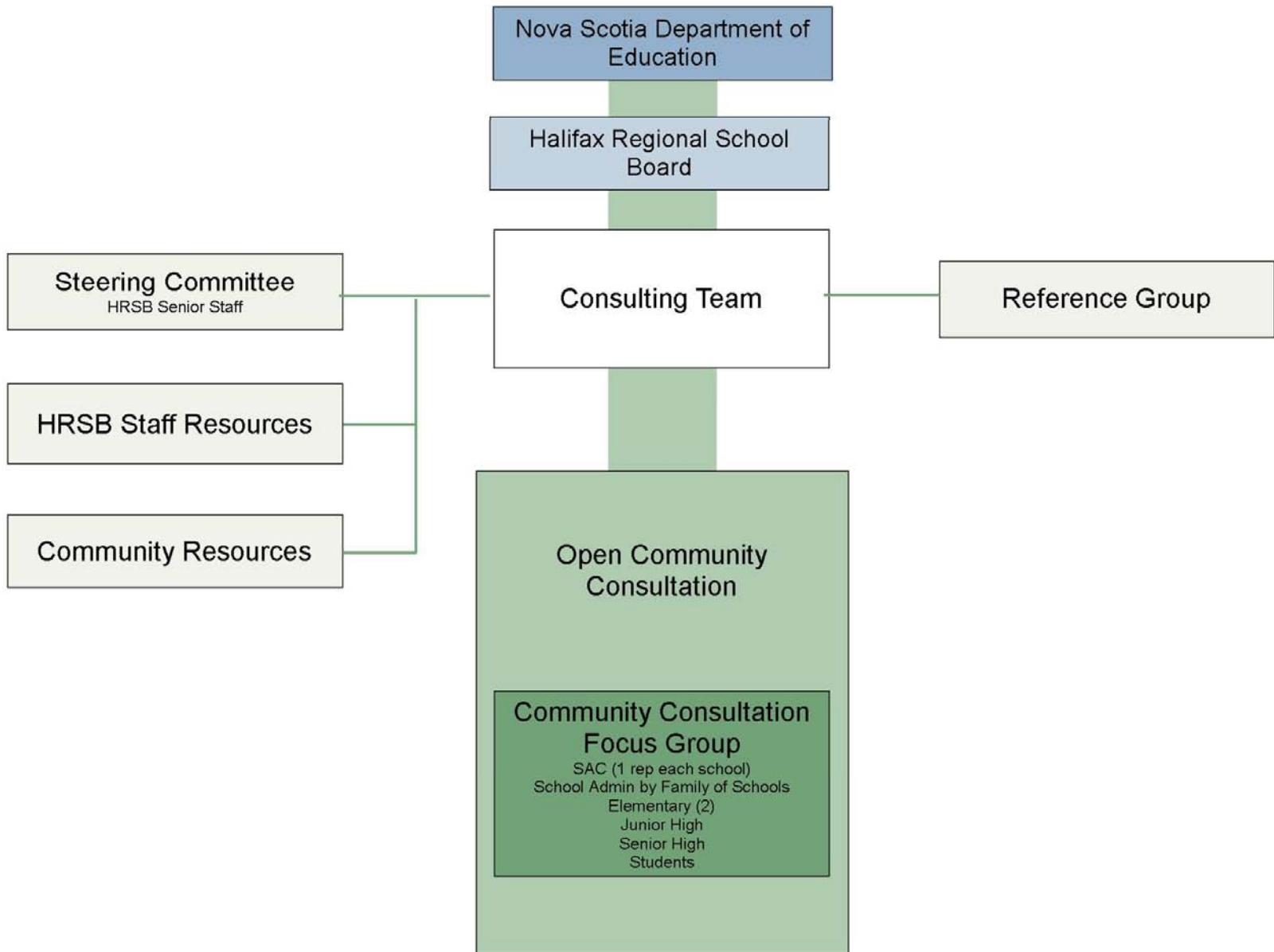
- North Central HRM, Western HRM & Eastern Rural HRM (2008 to 2009)
 - Sir John A. Macdonald
 - J.L. Ilsley
 - C.P. Allen
 - Halifax West
 - Millwood
 - Sackville
 - Lockview
 - Musquodoboit Rural
 - Eastern Shore District
 - Duncan MacMillan



Phase 2 & 3

- Sir John A. Macdonald
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The community consultations will provide an open forum to allow the community to participate actively in determining the vision and direction for the future of their schools.



Community Consultation

Community Resources

- HRM Approved Regional Master Plan
- HRM Planning and Development
- HRM by Design
- HRM Facility Master Plan
- HRM Real Property Planning
- HRM Transportation Strategic & Long Term Plan
- Metro Transit
- HRM Approved Active Transportation Plan

- Capital Health
- Halifax Public Library Master Plan
- Municipal & Provincial Politicians
- Chamber of Commerce
- Community Daycare

HRSB Resources

- Operations
- Administration
- Programming
- Communications
- Diversity Management
- Health Promotion

SAC Meeting	Start-up Meeting
October 2008	
Consultation No.1	Process and Questionnaire
October 2008	
Consultation No. 2	Summary of responses and open-mike feedback
December 2008	
Consultation No. 3	Presentation of Background Report
January 2009	
SAC Meeting	Preview of Option development
February 2009	
Consultation No. 4	Preliminary Options presentation and discussion
February 2009	
Consultation No. 5	Revised Options presentation and discussion
April 2009	
Consultation No. 6	Final Recommendations presentation and discussion
May 2009	

Consultation Schedule

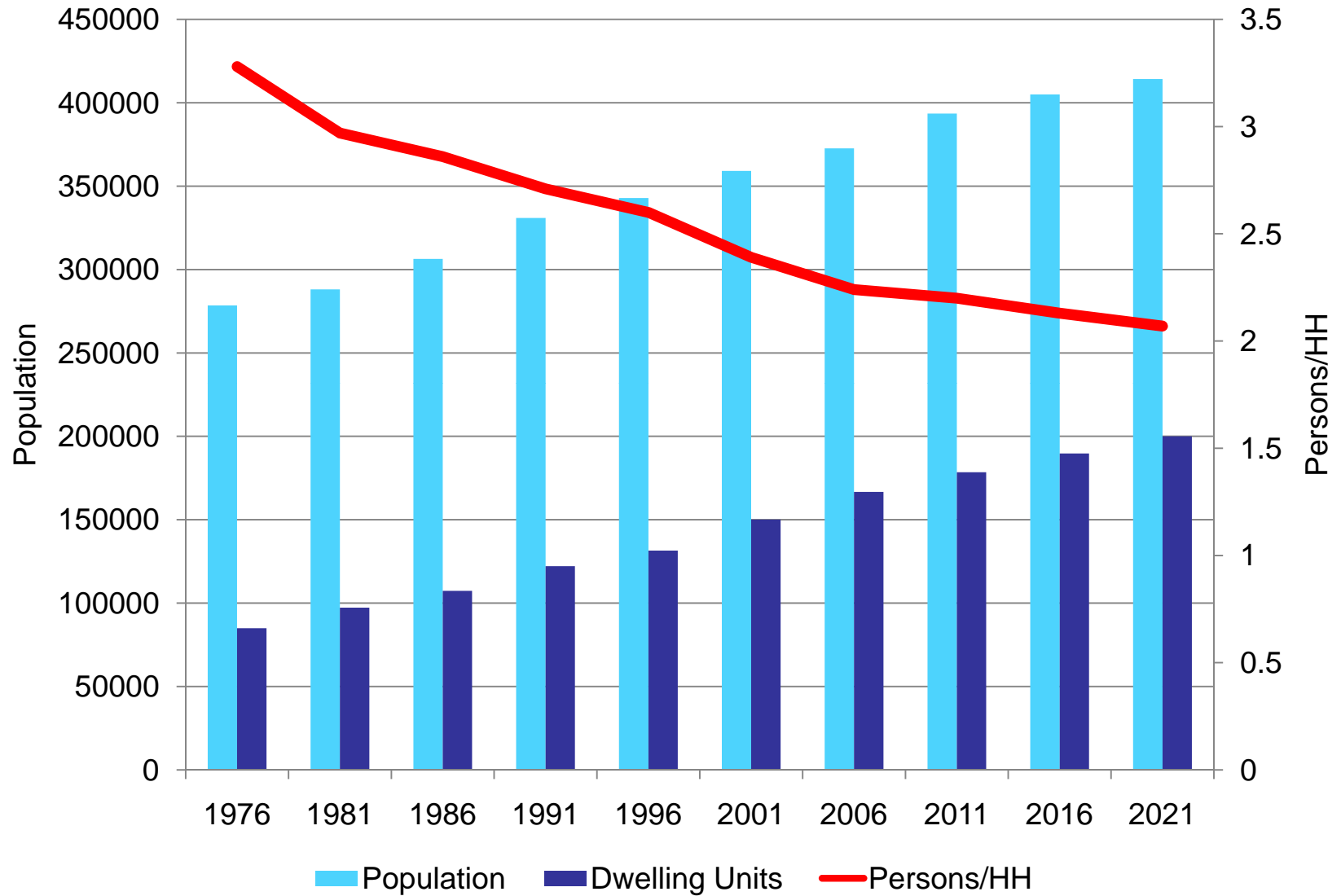


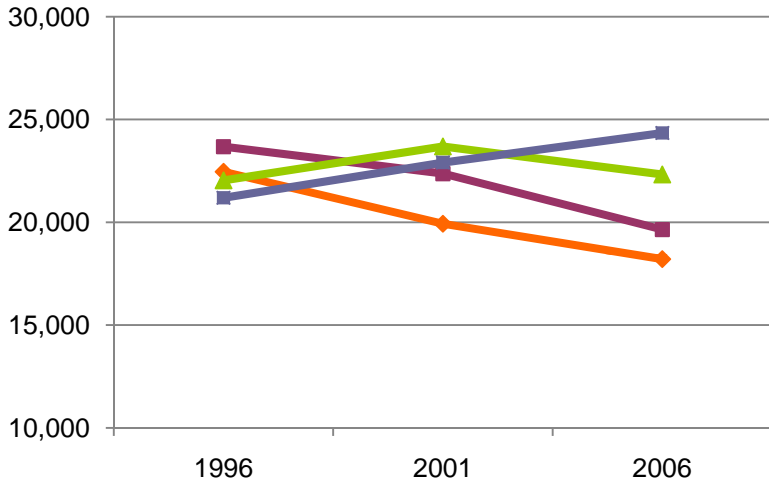
Background Report

Imagine
Our Schools

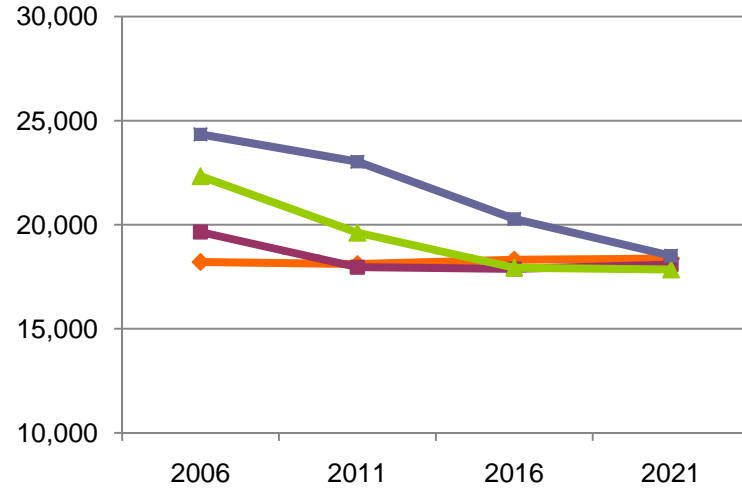
- The purpose of the **Background Report** is to provide HRSB and the community with baseline information regarding the state of the regions' school facilities including:
 - a demographic profile of the region
 - historical and projected enrolments
 - capacity information & utilization rates
 - Facility Program Delivery Review for each school

HRM Projected Population, Number of Dwelling Units, persons per Household





Historical Population



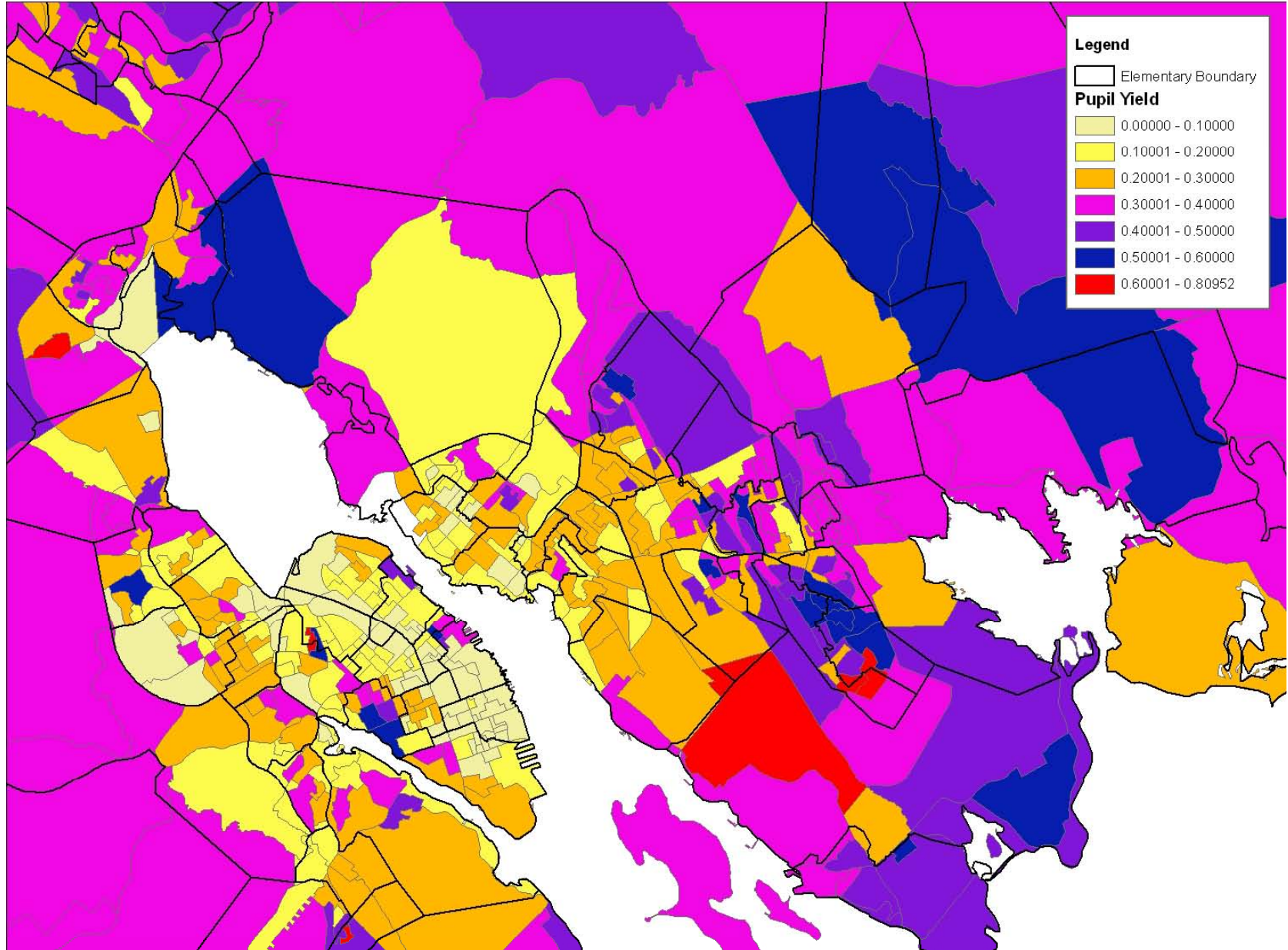
Projected Population

- ◆ 0 to 4 years
- 5 to 9 years
- ▲ 10 to 14 years
- 15 to 19 years

HRM Demographic Information by Age Cohort

HRM Population

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Pupil Yield - Ages 5 to 14 (2006 Census)

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Facility Program Delivery Review

- Evaluates how well a facility serves the academic program offered
- Does not refer to:
 - the quality of the school's academic programs
 - success of the students based on test scores
 - physical building conditions (Arch, Struct, Mech, Elec)
- Assessments referred to DOE standards
- Meet HRSB's vision "to make every school a great school"

Process

- Former HRSB Principals & Consultant team visit each school
- Brief interview with school administrator
- Detailed assessments completed for :
 - **Site Conditions:** safety & security, traffic circulation, play areas, garbage & loading
 - **Education Areas:** classrooms, learning support, art, music, drama, technology, family studies, library, gym
 - **Support Areas:** administration, student services, food services, custodial

Nova Scotia Department of Education Facilities Design Standards

- **School design must provide flexibility of learning spaces:**
 - variety in size of learning spaces recognizing that learners, teachers and others engaged in learning experiences will work in groups of different sizes
- **School design must accommodate learners' diverse learning styles and preferences:**
 - each classroom and school ground will allow optimal opportunity for the use of a range of communication modes and activities
- **It is essential that classrooms:**
 - are large enough
 - are furnished appropriately to allow learners to shift from individual activity to triad and small group learning experiences
- **School design needs to reflect the importance of technology in all subject areas**

HRSB's vision "to make every school a great school":

- Ensuring that students have reasonable access to a **full range of program** offerings to foster **equal opportunity**
- Considering the **impact of the facility** on the ability to deliver the program
- Maximizing **operating efficiency**
- Maintaining a **viable school presence** in each community
- Recognizing that **community consultation is essential**



Phase 1 Recommendations

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Student Achievement

- Maximize facility program delivery opportunities to meet future educational needs
 - Equitable access to full range of opportunities
 - Size schools to best deliver full range of program and extra-curricular activities
 - Plan grade configuration to optimize learning, social and behavioural needs of students
 - Plan for an agile response to change: program, technology, demographics

Community

- Enhance opportunities for community centred schools through shared or joint use
 - Promote a viable school presence in every community
 - Provide for safe, walk-able neighbourhood schools
 - Encourage full support and recognition of all cultures – celebrate diversity

Province

- Promote effective utilization of facilities
- Maximize full potential of community centred facilities



Trends in Education

Imagine
Our Schools

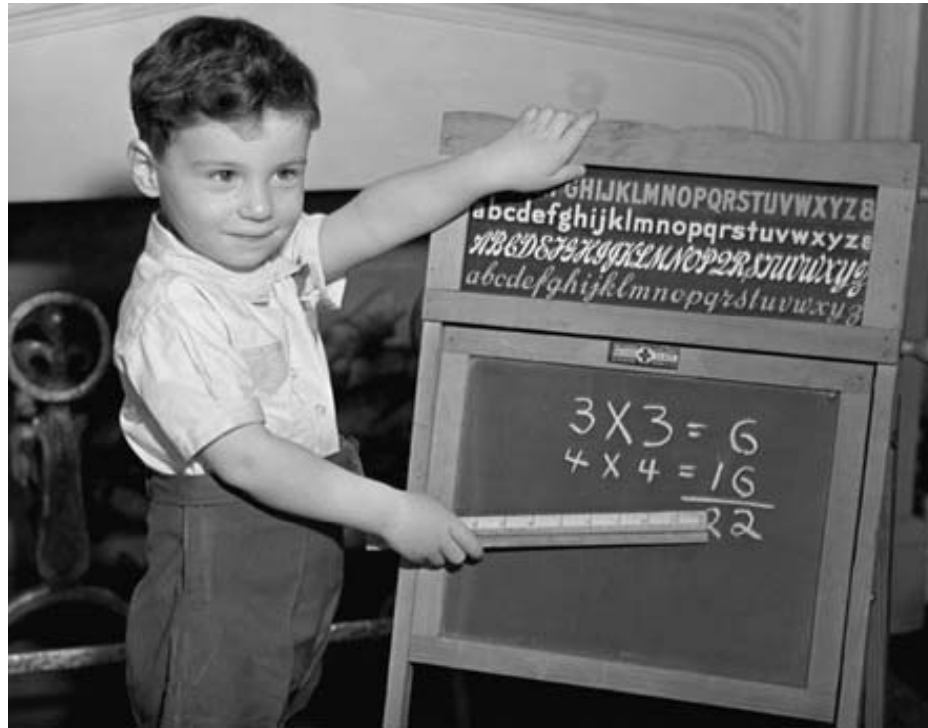
School started in an era when agrarian life was the norm and minimal book learning was needed.



A one-room schoolhouse was sufficient to meet this earliest model of education.

Source:<http://www.nap.edu/readingroom/books/techgap/navigate.dgi>

Teachers taught reading, writing, and elementary mathematics to complement the skills students learned outside of school.



The need for higher levels of education was minimal since few students pursued more than a basic education.

Source: <http://www.nap.edu/readingroom/books/techgap/navigate.dgi>

With the Industrial Revolution came a revolution in schooling. Students learned enough to obtain a factory job.



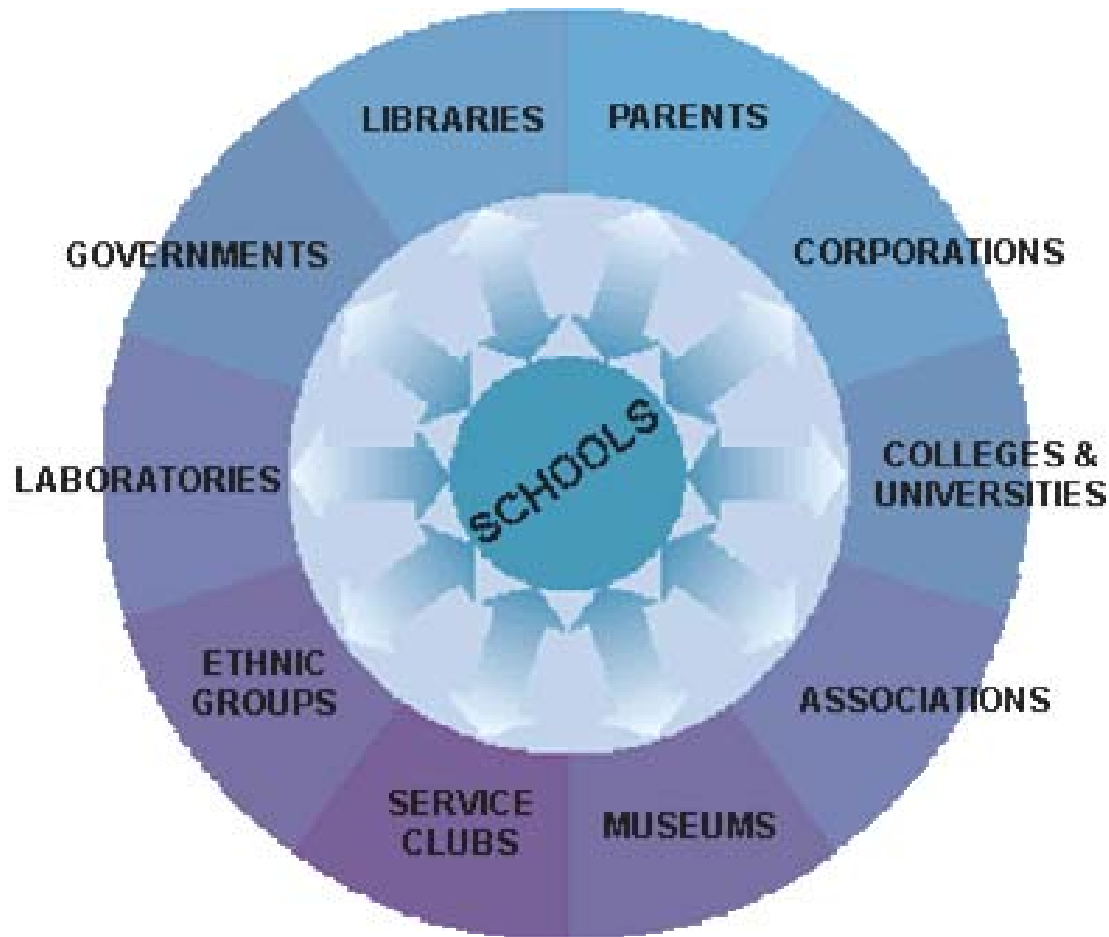
They attended large schools where they sat in neat rows and listened to the teacher in the front of the classroom.

Source:<http://www.nap.edu/readingroom/books/techgap/navigate.dgi>

Trends in Education

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New Model of Education



Today's schools should draw upon a rich web of interconnections among societal institutions, with people and information from other sectors.

Source:<http://www.nap.edu/readingroom/books/techgap/navigate.dgi>

Trends in Education

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The Nature of Learning



- Students Learn Differently



- Physical Surroundings Matter



- Relationships Impact Learning



Verbal/Linguistic learners learn most effectively through the use of words and language.



Logical/Mathematical learners learn through inductive and deductive reasoning, as well as the use of numbers and the recognition of patterns.



Visual/Spatial learners learn by visualizing objects in spatial dimensions, and by creating internal images and pictures.



Body/Kinesthetic learn most effectively through touch and the expressions of the body.



Musical/Rhythmical learners learn best by recognizing tonal patterns and sounds, as well as sensitivity to rhythm and beats.



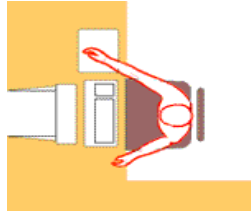
Interpersonal learners learn through the capacity for person-to-person communications and relationships.



Intrapersonal learners learn through spiritual, inner states of being, self-reflection, and awareness.

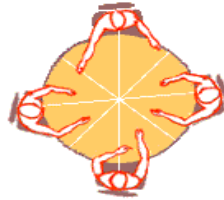
Students Learn Differently

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Computer Learning Work Station

- Library carrel
- 4-10 student work station
- Private work station
- Hall niche with laptop
- Garden bench with laptop
- Home
- Work station at office



Talking, Social Learning Conference Area

- Small seminar room
- Large group room
- Media resource area
- Hallway (standing)
- Cafeteria
- School grounds
- Home

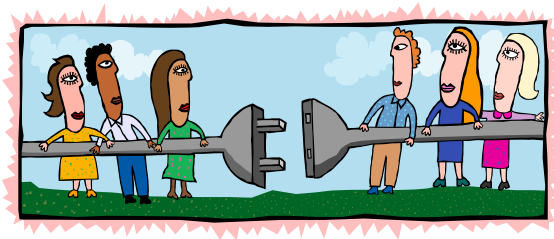
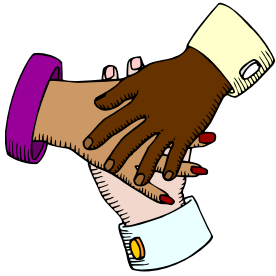
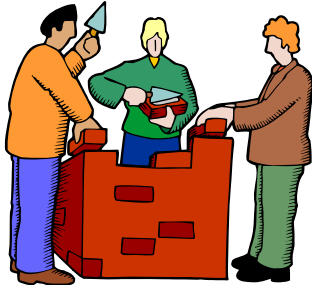


Learning by Doing Active Zone

- Tech or science lab
- Shop
- Garden
- Dance studio
- Playing field
- Local commercial, professional placements
- Museum, zoo.....

Physical Surroundings Matter

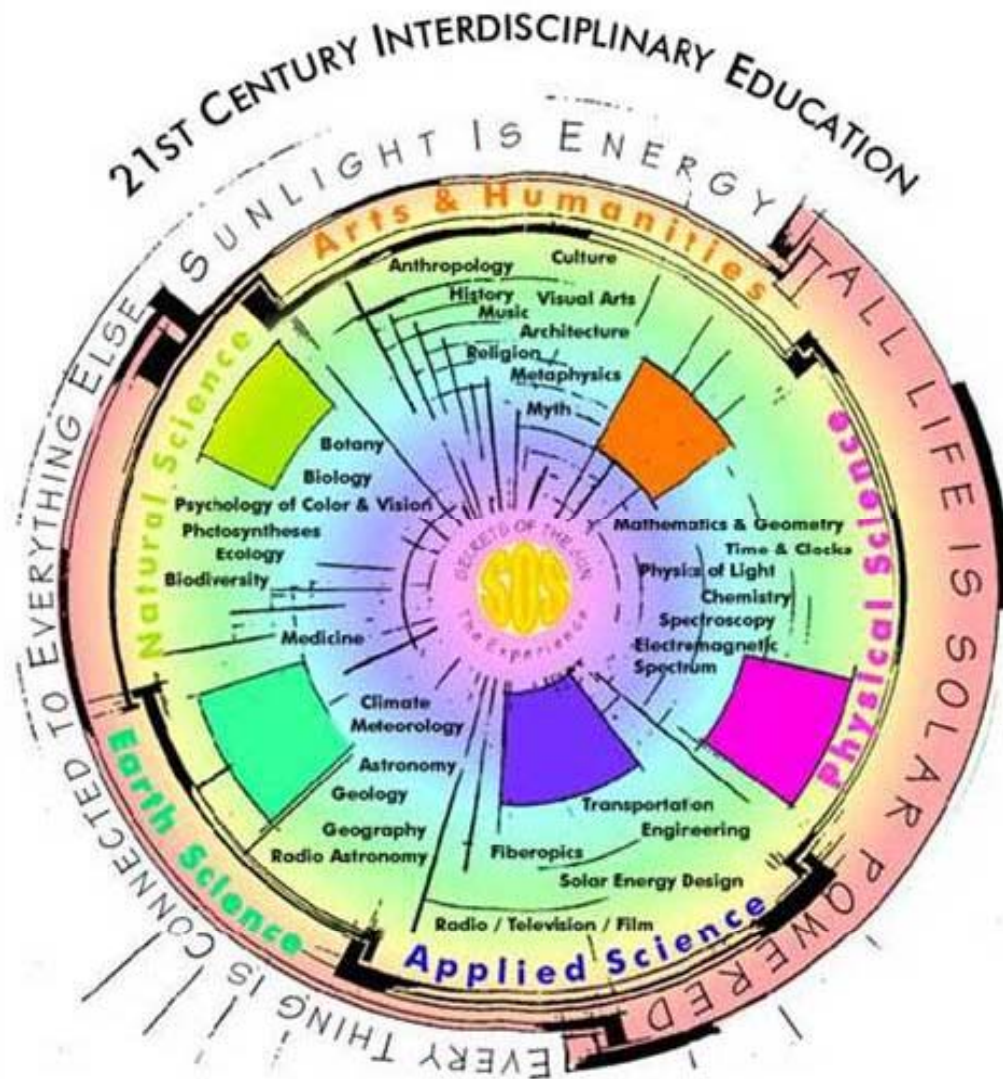
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- Content to Content
- Content to Real World
- Student to Teacher
- Student to Student
- Teacher to Teacher
- School to Community

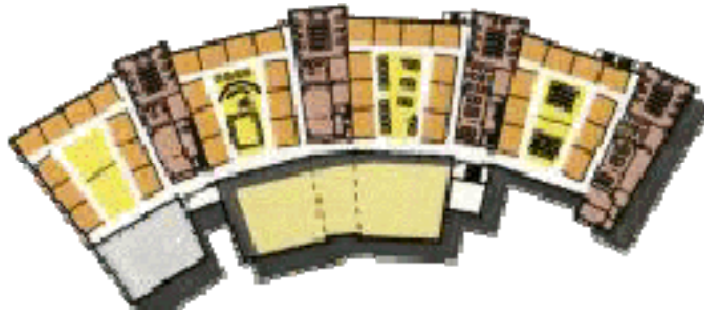
Relationships Impact Learning

Imagine
Our Schools



Relationships Impact Learning

Imagine
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High School
4 houses, 100 students each



Zoo School, Minnesota



Trends in Education

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Harbourfront School Toronto

K – 12 school
Childcare
Community Centre



Trends in Education

Imagine
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Looking east from the forest surrounding the city.

Harbour City International School Minnesota

High School
200 students

New High School

Lake Front

A **café** serves as a social team area, with an adjacent sink, refrigerator, microwave, and juice vending machine. Two couches and comfortable chair clusters near large, arched-top windows with a view of Lake Superior, are located within the café area, allowing for informal learning and "get away" space. Rectangular tables along a wall, with display space above, provide for informal study and eating. Round tables in the center accommodate up to six students. An enclosed warming kitchen is available for catered hot meals.

A **media lab, art room, and science lab** provide for both neat and messy functions. Vinyl sheet flooring and sinks in the science and art rooms allow for craft and scientific projects. The media lab has a sound control wall enclosure and both theater-type and direct/indirect lighting, allowing it to serve as a recording studio. A double-glazed interior window provides a view from the central café and workstation area into the media lab. Interior windows are used throughout the school to bring light into the interior, as well as to foster connections between adjacent spaces.

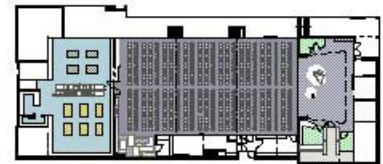
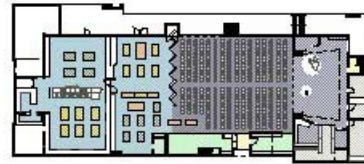
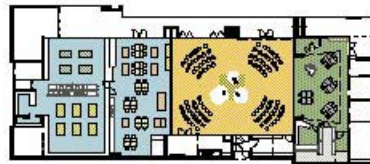
A **wireless network** will be used for general communications, word processing, spreadsheets, and Web research. Whiteboards with a medium textured surface double as projection screens. An Ethernet connection with category five wiring supports the whiteboard's projectors and allows for display of large graphics, video, or music files. Ethernet connections also are located in the media lab, offices, teacher's room, and library.

A **presentation forum** includes a raised platform and a 12-foot dedicated projection screen. The chairs are movable so the space can be used in various ways; for example, following a presentation, students can rearrange chairs into breakout groups.

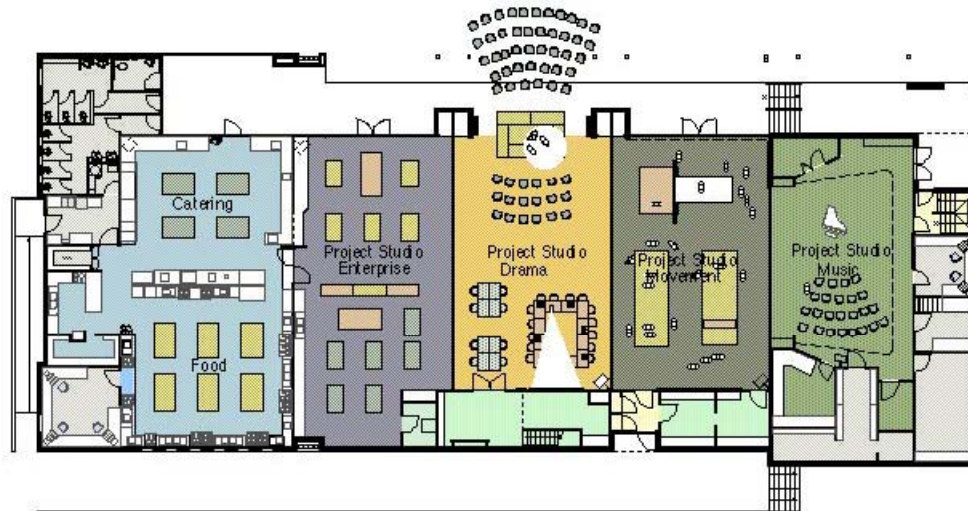
Each student has a **homebase** comprised of a lockable drawer, a coat hook, and an individual workstation shared with another student. Depending on the time of day and adjacent activities, the workstation can serve as either "cave space" or a collaboration incubator. Many of the workstations have round conference ends, serving as an informal meeting area. Workstations also include an acoustically absorptive tack board and partial height enclosure.

The **library** includes a private conference room, study carrels, and two overstaffed armchairs in a niche created by a brick archway.

In contrast to the lively, high volume character of the café, a **quiet team area** is located at the center of the school. Student workstations, bookcases, and couch/comfort chair clusters support individual work and small group meetings.



**Reese Community
High School
Tasmania**



Building 7 Floor Plan & Usage Variations



Trends in Education

Imagine
Our Schools



Questionnaire

Imagine
Our Schools

Understand

- Explore the issues
- Discover what works

Imagine

- Imagine the future
- Express possibilities

Co-create

- Plan & prioritize as a team

Appreciate:

- valuing; the act of recognizing the best in people or the world around us; affirming past and present strengths, successes, and potentials; to perceive those things that give life (health, vitality, excellence) to living systems
- Synonyms: valuing, prizing, esteeming and honouring

Inquire:

- the act of exploration and discovery
- to ask questions; to be open to seeing new potentials and possibilities
- Synonyms: discovery, search, systematic exploration and study

- Currently HRSB has a variety of configurations, predominantly 3-tier
- Across Canada grade configurations vary to reflect urban, rural and demographic considerations
- Research suggests middle school aged students perform better in an elementary, P-8 or P-12 environment than a 6-8 or 7-9

(Moore, 1984; Franklin & Glascock, 1998; Paglin & Fager, 1997)

Factors to consider:

- Cost and length of student travel
- Possible increase or decrease in parent involvement (e.g. middle school)
- Number of students at each grade level – affect on class groupings and courses offered
- Affect on student achievement
- Effect on whether neighbourhood schools remain open or closed

Factors to consider:

- Number of transitions for students
- Opportunities for interaction between age groups
- Influence of older students on younger students
- Design of facility, suitability to deliver program options

(Paglin & Fager, 1997)

- Current NS Department of Education Standards cap P-3 and recommend 4-6 at 25 students (20 students for split grades), 7-12 at 30 students
- Many Provinces have implemented class size reduction initiatives, e.g. NS, ON & AB, others have specifically chosen not to, e.g. MB & BC
- Research indicates smaller class sizes in grades P-3 improves student achievement

(Mitchell & Mitchell, 1999, Molnar, Smith & Zahorik, 1999, Ehrenberg, Brewer, Gamoran & Willms, 2001)

- Current DOE Standards recommend: Elementary 500, Middle/JH 700, High School 1000
- Current ranges in school population in the HRM are: P-6 (17 to 746), P-9 (82 to 756), 7-9 (151 to 606), 7-12 (229 to 337), 10-12 (554 to 1521)

- Prevalent research defines small schools as: elementary 300-400, middle 300-600, high 400-800 (Williams, 1990; Howley, 1996)
- Research indicates that low socio-economic status students benefit most from small schools
(Freidkin & Necochea, 1998; Howley, 1992, 1994, 1996; Fetler, 1989; Lee & Smith, 1997; Cotton, 1996)
- Much current research is focussed on Small Learning Communities

Small Schools

- Safety, violence prevention
- Personal relationship with students
- Neighbourhood schools
- Potential improved learning
- High % of student involvement in activities

Large Schools

- Enhanced course offerings
- Reduced cost per student to build & operate
- More/higher league sports & student activities
- Diversity
- Less susceptible to demographic shifts

Small School

- Basics-only course offerings
- Increased cost per student to build & operate
- Fewer/lower league sports & student activities
- Possible lack of diversity
- Susceptible to demographic change

(Department of Public Instruction, North Carolina)

Large School

- Possible safety/violence issues
- Impersonal student/staff relationships
- Institutional vs. community atmosphere
- Potential reduced learning
- Increased bus travel time
- Reduced % of students involvement in activities

- Offers specialized courses or curricula concentrating on a particular discipline or areas of study
- Students are able to attend from the entire HRSB
- Eligible students residing within the school boundary would be given priority to attend the school
- Competitive entrance process may be used to determine who may participate in the specialize programs
- School would also offer the complete core curriculum

- Provides opportunities for students to complete their education in a non-traditional school environment
- May be offered as programs available at various schools throughout the system or off-site through business, institutional and industry partnerships
- Programs currently offered by HRSB include: FLECs (Flexible Learning and Education Centres) and Options & Opportunities (O²)
- May include alternative scheduling, evening courses, counselling services, school to work opportunities, etc.

- School Boundaries
- Special Education
- French Immersion
- Childcare
- Shared Facilities
- Transportation
- School Daily Schedule
- Environmental Issues

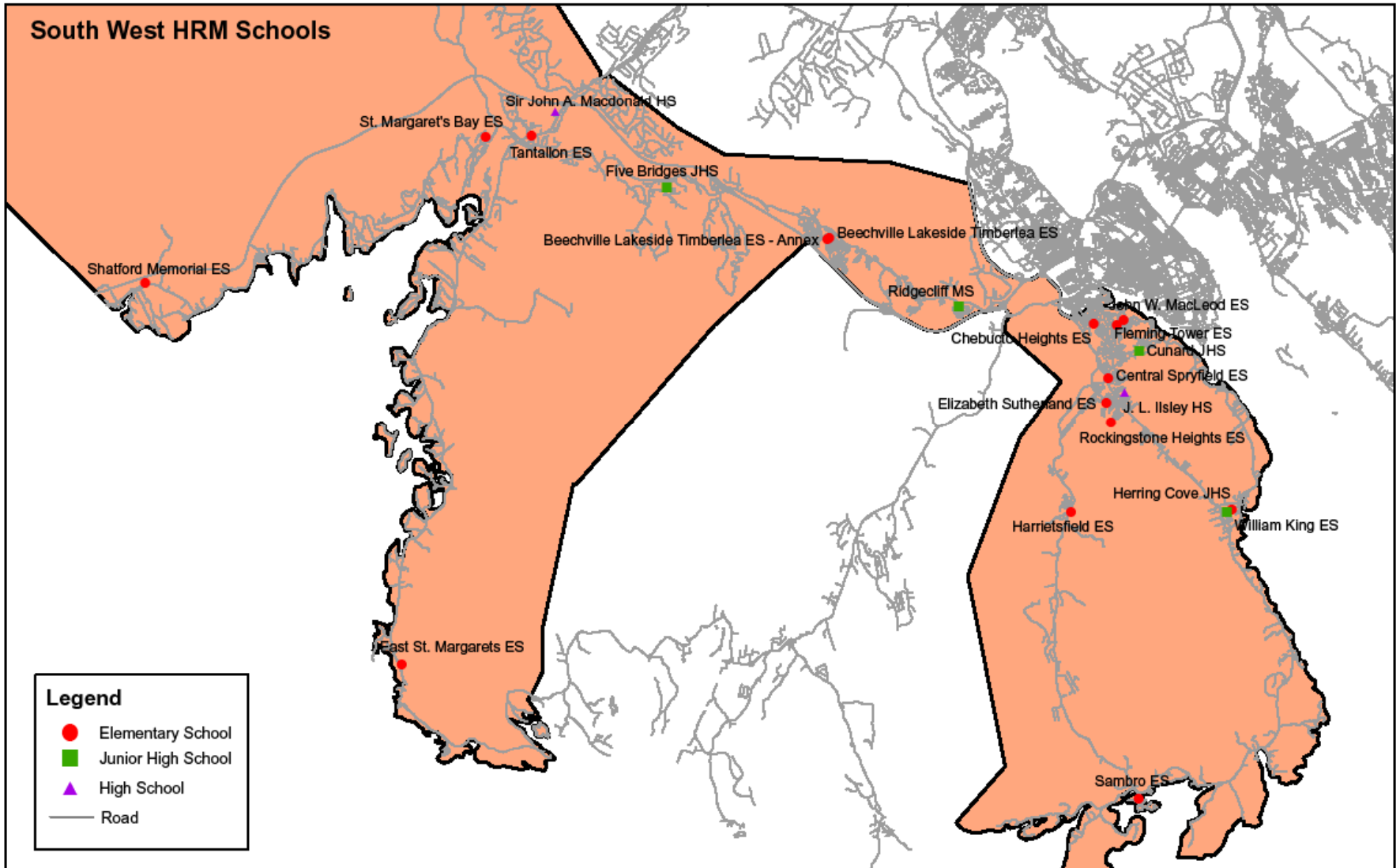


“No problem can be solved with the same consciousness that created it. We must learn to see the world anew.”

Albert Einstein

Next Steps

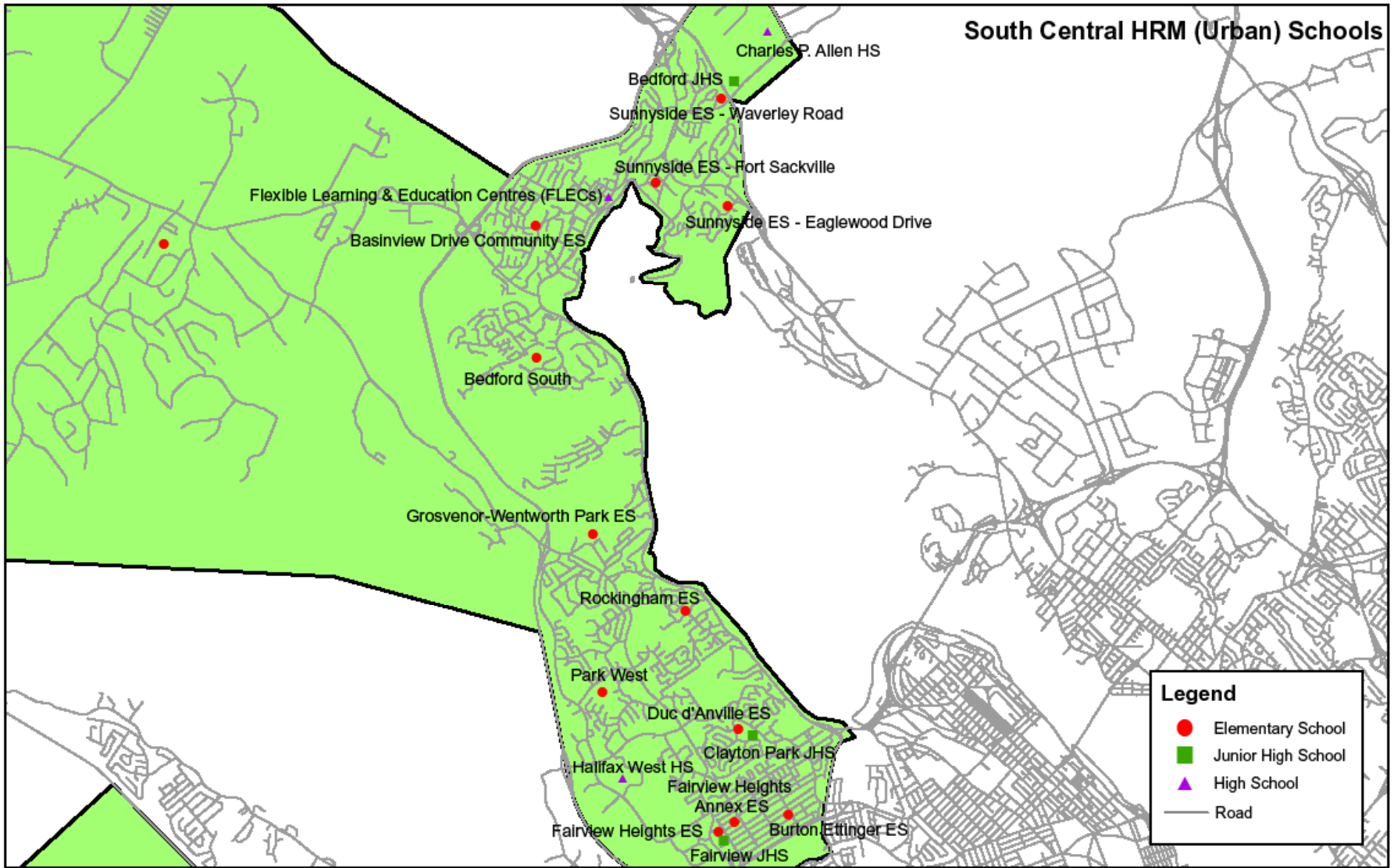
Imagine
Our Schools



John A. Macdonald/JL Ilsley

Project Overview

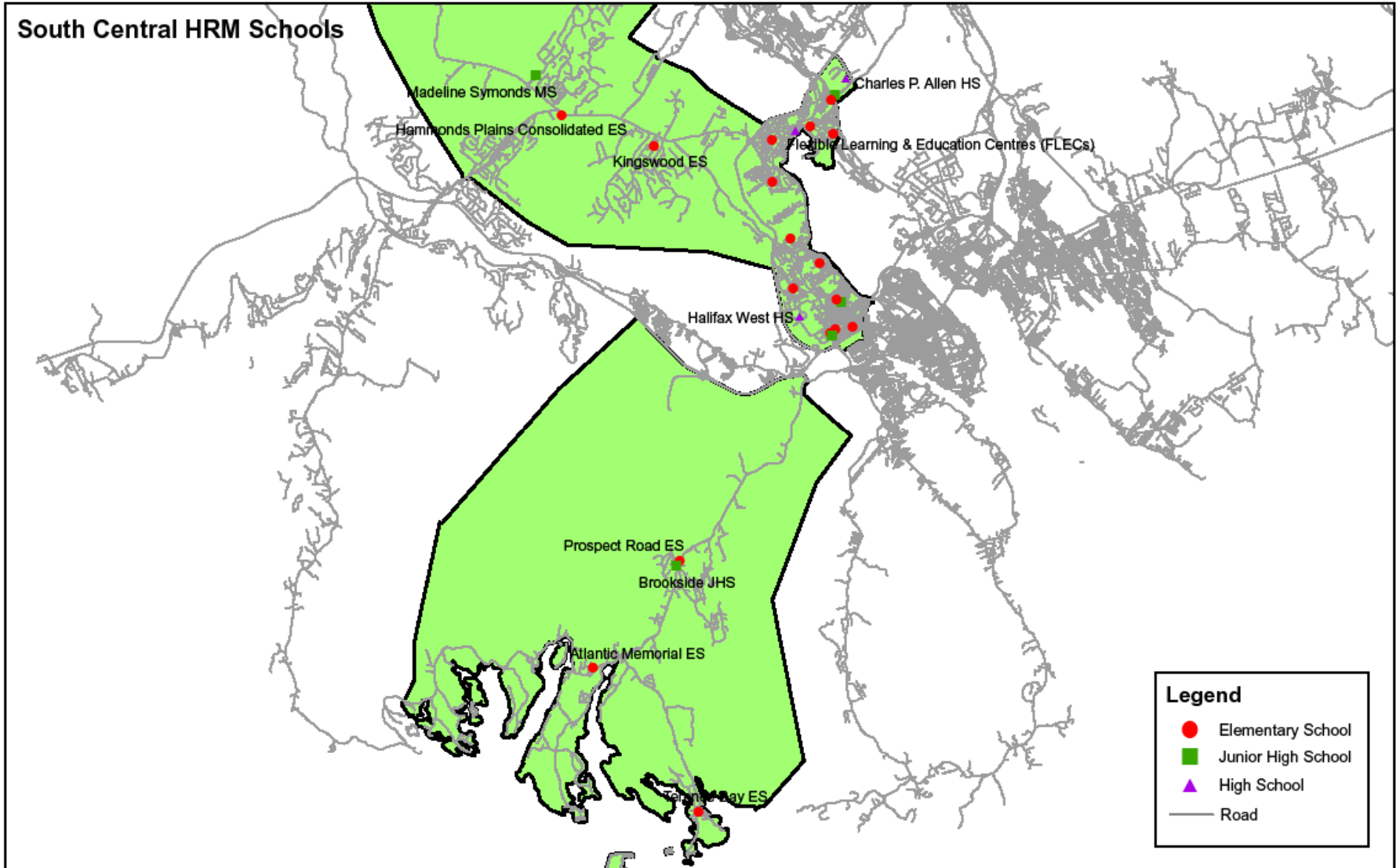
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Halifax West/JP Allen

Project Overview

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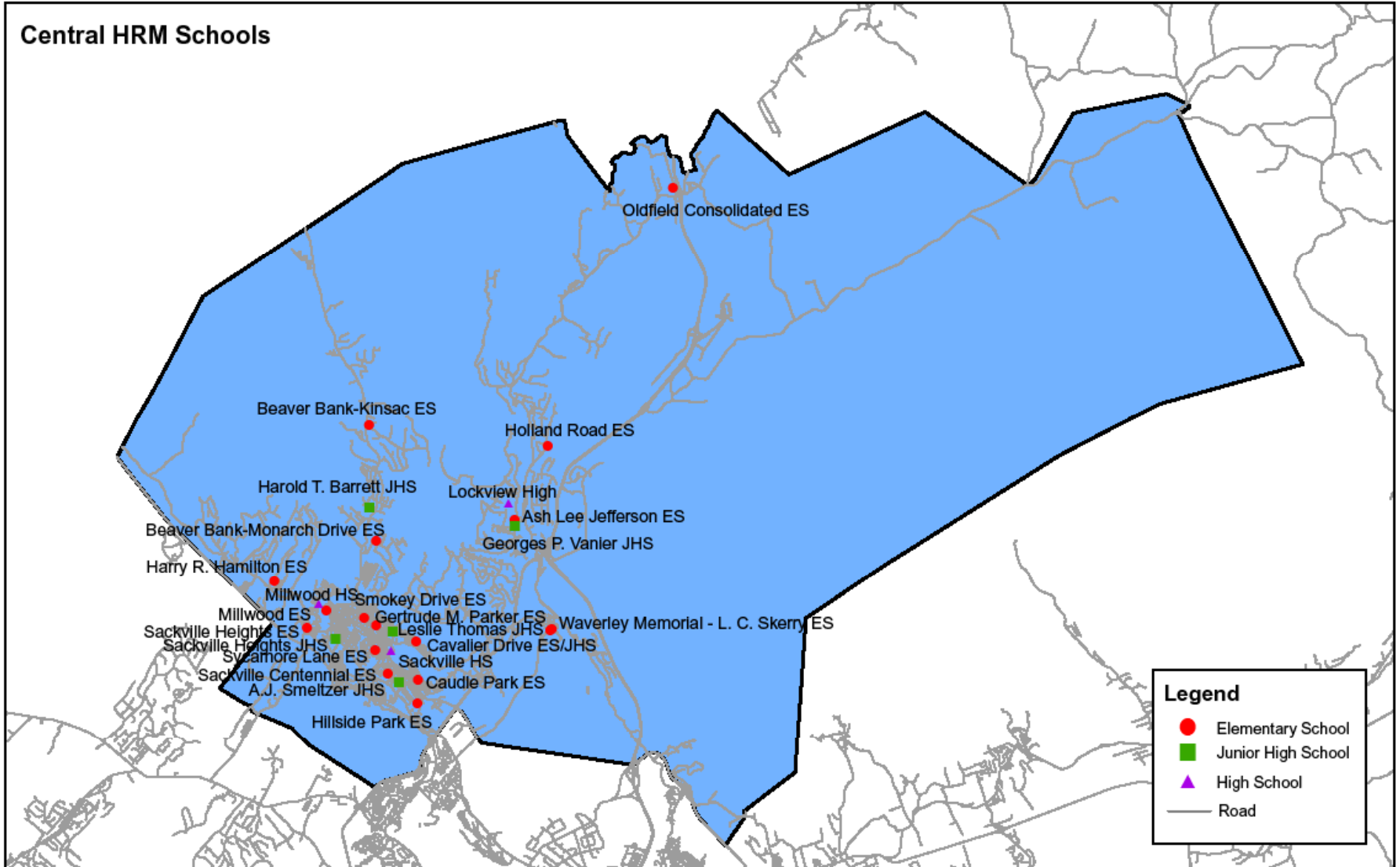


Halifax West/JP Allen

Project Overview

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Central HRM Schools

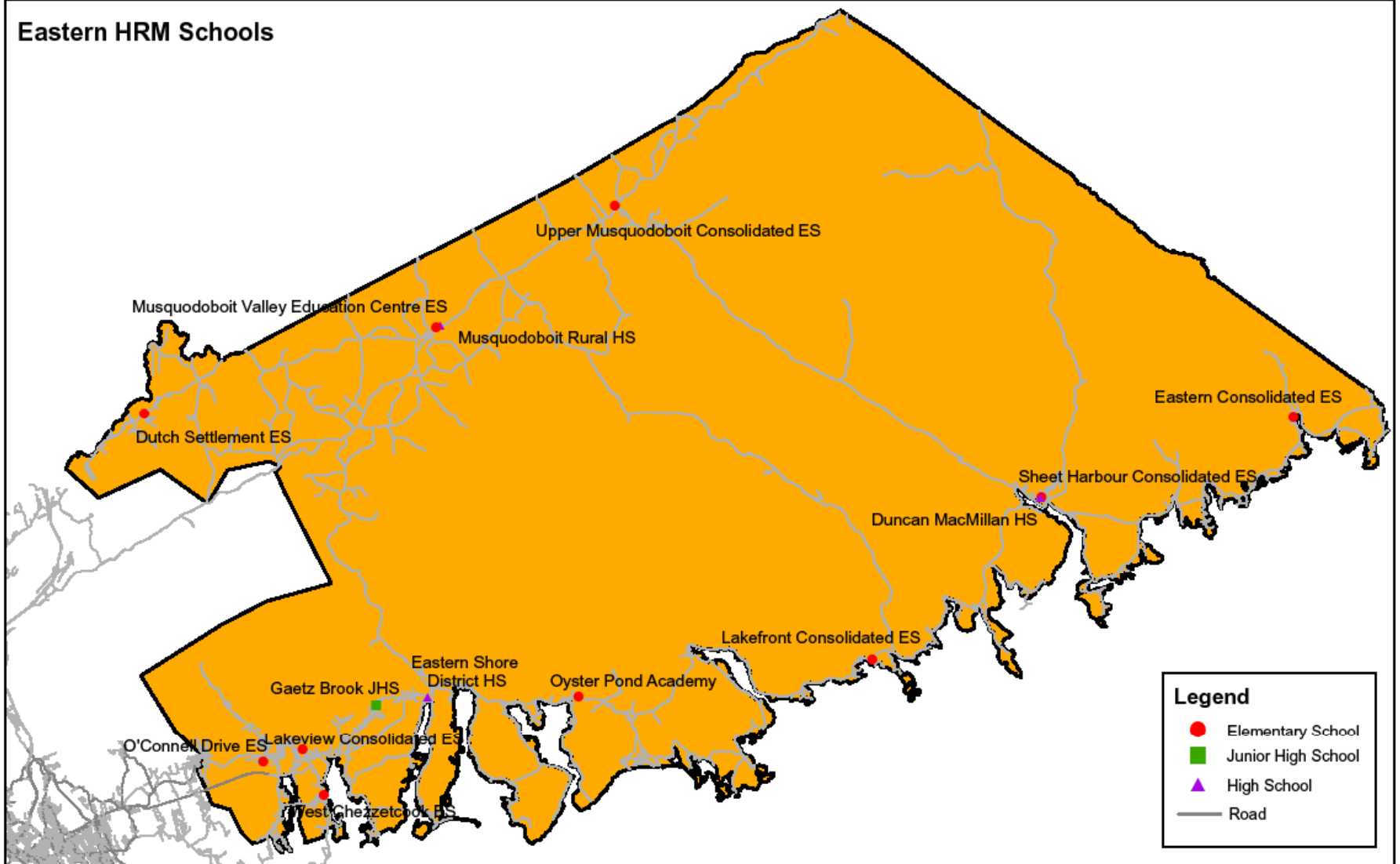


Millwood/Sackville/Lockview

Project Overview

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Eastern HRM Schools



Musquodoboit/Eastern Shore/Duncan MacMillan

Project Overview

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