City of Regina | REGINA Infinite Horizons

Application for Municipal Heritage Designation

Applicant Information

Name of Applicant: Patricia (Elliott) Jedlic

Address: 2035 Princess Street

City: Regina Province: SK Postal Code: S4T 3Z5

Phone Number – Home: (306) 525-6946 Work: (306) 585-4449

Fax: ( ) _____ E-Mail: pelliott@accesscomm.ca

Subject Property

Lot(s): _____ Block: 394 Plan No: DV4420 Subdivision: Ext 3

Address: 2124 Elphinstone Street, Regina

Zone: _____

Applicant's Interest in the Property

Registered Owner

Representative of Owner } Include letter from owner indicating authorization to apply

Option to Buy } Include letter from owner indicating authorization to apply

✗ Citizen / ratepayer / area homeowner

Present Owner (If different from Applicant)

Name: The Board of Education of the Regina School Division No. 4

Address: 1600 - 4th Ave Regina, SK S4R 8C8

Phone Number – Home: ( ) _____ Work: (306) 523-3000

Fax: ( ) _____ E-mail: infor@rbe.sk.ca

Designation Requested for (Check one or more as appropriate)

X Entire building/site (exterior and interior) Building exterior only

Portions of building interior

Note: The designation will be registered against the whole of the property but may be applied more specifically to the building.

Reason for Requesting Municipal Heritage Designation

This information should be detailed enough to allow City Council to determine the signficance of the historic place. All applications are based on an assessment of heritage "significance" that can be defined by the architectural, historical, cultural, or social importance of the place. It is suggested that you include a "Statement of Significance" as part of your application.

Assistance with your research can be provided by the following agencies:

- Prairie History Room, Regina Public Library (RPL) 306-777-6011
- City of Regina Archives 306-777-7000
- Provincial Archives 306-787-4068
- Saskatchewan Architectural Heritage Society 306-359-0933
- Publications: Henderson's Directory; *Regina: the first 100 years* published by Leader Post Foundation 565-821; and *Historic Architecture of Saskatchewan* ISBN-919781-13-6

PLEASE SEE ATTACHMENTS

Original building blueprints available on disk by request

Present Use of Buildings and Property **(be specific)**

Public school

Proposed Use of Buildings and Property **(state exactly what you propose to do)**

Public school

History of the Property **(provide information below)**

PLEASE SEE ATTACHMENTS

1. Date of Construction – See Building Permit Register at City of Regina Archives: 1912

2. Chronological history of occupancy – See Henderson Directories at RPL: Ecole Connaught School, 1913 to present

3. Copy of "Goad's" Fire Insurance Plans - See Provincial Archives:

4. Date of Archival Photograph(s) – See City of Regina and Provincial Archives: See attachments for archival photographs

5 References to occupants or property in the Leader Post - See RPL newspaper index: See attachments for news clippings

Has this building been moved? X No Yes Date:

From where was it moved?

Original Use: Public school

Other (elaborate):

Who is responsible for regular maintenance: Regina Board of Education

Site Photographs - ATTACHED

For a clear appreciation of the structure for which Municipal Heritage Designation is being proposed, all applications must include photographs, as detailed below:

- all four sides (straight on views)
- all four corners (showing two sides in each photo)
- details of any areas where repairs or replacements are necessary
- general view of overall property, showing structure in relation to the surrounding properties.

Submit completed form to: Planning Department
9th Floor, City Hall
P.O. Box 1790, Regina, Saskatchewan S4P 3C8

Certification

I hereby certify that the statements provided above and in any attached documents are true and correct. If any of the facts stated in this form change, I accept responsibility to inform the City of Regina Planning Department.

_____ Signature of Applicant

_____ Signature of Owner (if different from applicant)

_____Patricia (Elliott) Jedlic _____ Name (printed)

_____ Name (printed)

_____June 4, 2014_____ Date

_____ Date

2. ( )34 / 29ĥ CONDITION AND USE

2.1 DESCRIPTION

Architecture

Ecole Connaught Community School is Regina's oldest public school building, having remained in continuous use as a school for the past 102 years. Along with Holy Rosary Community School (1913), it is one of just two elementary schools built before World War I still remaining in Regina (Heritage Regina, 2014). In 2012, it was named to Heritage Canada's Top 10 Endangered Canadian Historic Places list (Heritage Canada Foundation 2012).

In June 1912 the Department of Education loaned Regina's public school board $168,000 (roughly $4 million in today's terms) to build a school in the city's burgeoning West End. By August, two companies – Parsons Construction and Engineering, and Colter Bros. Plumbing and Heating – were hired for the task. The school was named Connaught School, to honour the anticipated visit of Prince Arthur, the Duke of Connaught and Canada's Governor General (RBE minutes, 1912, Aug. 13).

Architect James H. Puntin received the contract to design the 17-classroom school on a three-acre lot at the corner of Elphinstone Street and 13th Avenue (Puntin, 1912). The contract was one of the first of what would become a substantial body of Saskatchewan architecture designed by Puntin. In a submission to the City of Regina's Municipal Heritage Advisory Committee, Heritage Regina commented that Connaught School is of great architectural and historical significance because it

is "the earliest example of James H. Puntin's skill as an architect" (Heritage Regina, 2014).

Born in Great Britain in 1878, Puntin emigrated to Canada in 1904 and settled in Winnipeg where he became general manager of the Winnipeg office of Darling and Pearson. Puntin moved to Regina in 1906 and found employment with the provincial Department of Public Works, overseeing the construction of the new Legislative Building which Montreal architects Edward and William Sutherland Maxwell had designed. In 1912, Puntin went into private practice. One of his first projects was to design a new building for the Young Women's' Christian Association opposite Victoria Park in downtown Regina; another was Connaught School (Heritage Regina, 2014).

The largest part of James H. Puntin's body of work in Regina is the elementary and high schools he designed for the Regina Public and Catholic School Boards. In all, he designed 7 elementary schools: Benson, Connaught, Haultain, Kitchener, Lakeview, Saint Augustine, and Wetmore. James H. Puntin also designed Campion College, Luther College, Sacred Heart College and an addition to Sacred Heart Academy. Another of Puntin's clients was Regina College, for whom he designed a women's dormitory and tower (1914), a gymnasium (1925), and Darke Hall (1928). During his career in Regina , Puntin also designed three churches: St. Chad's Anglican Church (1907), St. Peter's Anglican Church (1913) and St. Mary's Roman Catholic Church (1931). He also designed the Albert Memorial Bridge (1930) and a new City Police Station (1931). Outside Regina, he designed the Ogema War Memorial Hall (1919), and hospitals in Yorkton (1928) and Biggar (1931). A major

work was the design of a significant portion of the Tuberculosis Sanitorium in Fort Qu'Appelle (1913-1914), including the administration building, doctors' residences, power house and open air pavilions. He also designed the School for the Oblate Sisters (1918) in Gravelbourg (Hill, 2009).

Of these many projects, Connaught School remains significant as the founding definitional work for Puntin's influence on public building design in Saskatchewan. Before 1912, Regina schools ranged between 8 and 12 classrooms. In preparation for the task of building what would be Regina's largest school, and the first in a series of three Regina schools to be built between 1912 and 1914, Puntin travelled throughout the U.S. Midwest, in particular Chicago, and visited Los Angeles for the purpose of studying the latest in large school design (Puntin, 1915). He also drew on his knowledge of designs of the London School Board in England (Yardley, 2012).

With its vernacular brick and decoration, Connaught School broke new ground, providing a sharp contrast with the Gothic style that previously defined Canadian education buildings. Yardley (2012) notes, "The building expressed the local fervour of the time against any religious component in public education, and as such became a type of prototype." (p. 9).

For the exterior, Puntin chose Menominee red brick, laid in Dutch bond with five stretcher and one header course (Puntin, 1912; Yardley, 2012). The brick was a product of the iron-rich soil of Menominee County, Michigan, a region known for its historic brick buildings (Nursey, 1891). Menominee County currently has17 sites on the National Historic Register of the United States, most notably the brick Menominee Court House (Michigan State Housing Development Authority, 2014).

For the school's base, Puntin employed Beford stone, also known as Indiana limestone. The stone was formed over millions of years, and is considered the highest quality limestone mined in North America. Notable buildings employing Bedford stone include Yankee Stadium, the Empire State Building, the New Orleans Cotton Exchange Building, Chicago City Hall, and neo-Gothic campus buildings of the University of Chicago (Indiana Limestone Institute of America, 2014).

An impressive entrance was built facing east onto Elphinstone Street, featuring a portico with six Doric columns. The portico was removed in the 1980s, however the wide double staircase remains, along with its original doors. There are two entrances on the west side, and a brick chimney. Rondels decorate the frieze above the main entrance, along with a nameplate and date of construction. The front-facing east side has a sheet metal cornice, which originally extended all around the building (Yardley, 2012).

Inside, the classrooms were wider than normal, an architectural hurdle that Puntin had cleared for the sake of teachers who preferred a wider, shorter arrangement of their students' desks. There was no gymnasium; instead, students "could be lined up and drilled without difficulty" in the 18-foot-wide, window-lit main corridor, designed with that purpose in mind. Windows were placed to ensure maximum natural lighting of the wide corridors (Puntin, 1915).

The columns and floor slabs are reinforced concrete. Puntin (1915) described his interior treatment as "ornately simple" (p. 42). Interior walls feature rounded plaster corners (Yardley, 2012). Corridors and stair landings are marble terrazzo, laid in a decorative panel effect to prevent cracking (Puntin, 1915). The hallway

floors are bordered with marble baseboards, which remain in place behind later vinyl baseboards (Yardley, 2012). Staircases were designed in a manner that would allow visual supervision while baffling the noise of children using the stairs (Puntin, 1915). The two interior staircases have intricate wrought iron detailing and hardwood handrails, and the original terrazzo staircase landings are preserved under a later addition of clay tiles (Yardley, 2012).

Puntin's plastered crossbeam ceilings remain in place today, hidden by false ceilings installed at a later date (Yardley, 2012). Washroom partitions were of Vermont marble, and are said to remain in the possession of a local contractor who removed them some years ago. The building's plentiful and generously-sized windows had outer sashes of steel and inner sashes of wood (Puntin, 1915). Although most of the windows were replaced in later years, their sashes remain (Yardley, 2012).

An upper level was added to house fans for what was described as a "superior ventilation system, " developed after consulting with Meyer J. Sturm of Chicago; as well, a system of "intercommunicating telephones" was installed, connecting each classroom to the principal's office (Puntin, 1915, p. 42). These innovative touches helped define a building that would serve a distinctly Canadian notion of secular modern public education. Yardley (2012) concludes, "The style of this building manifests the ideal elements of a school from that time period: practicality, economy and beauty" (p. 9).

Physical Setting and Grounds

Connaught School is located on three acres in the heart of Regina's Cathedral Area. Its orientation on the north west corner, surrounded by a sizable schoolyard, was chosen by Puntin (1915) for the following reason:

> By always placing these buildings on the site with the main corridor longitudinally north and south, sunlight enters every classroom daily, those on the east receiving the morning sun, and those on the west receiving the afternoon sun, while none of the classrooms are exposed to the glare of southern exposure, which on the prairies can be particularly trying in the summer (p. 40).

The school's highly visible setting at the intersection of Elphinstone and 13th defines a main entry to the neighbourhood from the west, north and south. The school's location speaks to Regina's pre-World War I historical development. At the time, the surrounding neighbourhood consisted of scattered homes and shops, including Regina Dairy and Robertson Herbert Grocers (Henderson's, 1912). In 1911, a streetcar line was installed along 13th Avenue, opening up the area for increased development. Construction on Westminster Church began in 1912, but it was the new school opening its doors in September 1913 that signaled the neighbourhood had arrived. In Connaught's first year of operation, the neighbourhood expanded greatly, and new stores arrived, including Western Grocery, Western Meat Market, and Higgins and Parker Grocery (Henderson's, 1913). As well, the foundation stone for Holy Rosary Cathedral was laid in 1913, the building from which the neighbourhood would later take the name Cathedral Area. In addition to serving the new neighbourhood, Connaught was a school of choice for surrounding farms. Bartlett Humber was one such student who walked to school daily from his family farm near Rowatt (Windolph, 2011). The school defined the western end of the city,

and continues to fulfill that role today, being only a few blocks away from the terminus of 13th Avenue at the Lewvan Expressway.

Today, the Cathedral Area's Neighbourhood Plan names École Connaught School as a historically significant structure that helps define neighbourhood character. The colour of its brick acts as a guidepost for any new construction or renovation in the area; property developers are encouraged to match the brick façade of the school and other 13th Avenue buildings (Official Community Plan / Cathedral Area Neighbourhood Plan, 2014). The school is the westernmost bookend of one of Regina's most important historic corridors, including Westminister United Church, Holy Rosary Cathedral, Cathedral Courts, the original Campion College buildings, and a block of early row house shops. Directly across from the school is Connaught Library (1931), which shares both complimentary architecture and a close historical relationship with the school (Bendig, 2012, *Connaught Library*).

The surrounding grounds are a valued contributor to neighbourhood character and quality of life. The building is fronted by 15 mature elms and two mature spruce, as well as numerous shrubs and trees planted in more recent decades. In total, there are 45 trees on the school site, as well as perennial beds and shrubs. The grounds also include a bronze historical plaque telling the school's history, a soccer pitch, rock garden, three manufactured play structures, a baseball backstop, three basketball nets, a hard surface play area, a tetherball pole and two sets of swings.

Additionally, the school grounds host two pieces of public sculpture: *Board Game* (1994) and *The Friendship Circle* (2006). *Board Game* was created by the late David Johnson, a Saskatchewan artist who also restored the stained glass windows in Knox

Metropolitan Church and Holy Rosary Cathedral. The sculpture was installed in 1994 as a community project in commemoration of the Year of the Family (Weedmark, 1995).

Artist Lionel Peyachew participated in the design of *The Friendship Circle* as one of two projects he undertook in commemoration of Saskatchewan's centennial year. Peyachew, a member of Red Pheasant First Nation, graduated with an MFA from the University of Calgary in 2000. His first major commission was *The Four Directions*, chosen in 2004 in a national design competition for sculpture to honour the opening of the First Nations University of Canada's new building (Petten, 2004). Other major public sculptures include *Doorways to Opportunity* (Province of Saskatchewan, 2005), *Counting Coup* (Painted Hand Casino, Yorkton, 2010), and *Redline* (Regina Warehouse District, 2012). *Counting Coup* is noted as one of the largest bronze statues in Saskatchewan (Ledding, 2010, May 20). *Doorways to Opportunity* was one of four sculpture projects chosen by the Government of Saskatchewan to represent the provincial centennial in 2005 (Petten, 2006). *The Friendship Circle* was commissioned by the Connaught school community, with the support of a centennial project grant, and was created to accommodate a participatory tile-making project. The tile-making was completed by Connaught students under the supervision of artist Damon Badger Heit.

Alterations

The most significant alteration to Connaught School was the addition of a school gym in 1958. The gym's distinctive round styling was designed by renowned Canadian architect Clifford Wiens. Included in Wiens' body of work are the John Nugent Studio in Lumsden (1960), the University of Regina's Heating and Cooling Plant (1968), Nakusp Hot Springs Spa in British Columbia (1974), CBC Saskatchewan's Broadcast Centre in Regina (1983), Prince Albert City Hall (1984), the Silton Chapel (1969) and Camrose Lutheran College (1986), among many others (Sask. Network for Art Collecting).

Alterations to the main school building include the covering of marble baseboards with vinyl and the installation of a false ceiling. In 2012, heritage consultant Jonathan Yardley toured the building and observed the original steel-frame windows had been replaced with smaller aluminum-framed windows, circa the 1970s. As well, several windows had been blocked up with brickwork. Original staircase doorways glazed with wired clear plate glass – mentioned in the Contract Record (1915) – had been replaced by solid metal fire doors. However, Yardley noted original sashes and casings for doors and windows remained in place. The most significant alteration he noted was the removal of a portico with six Doric columns from the front staircase in the 1980s. The original staircase remains, along with a set of original doors. Several updates were also made to the interior, including the addition of cloakrooms in classrooms. Over the decades, the school building adapted to social changes that saw an expanded community service role for schools, most notably basement renovations to house a daycare and a food

preparation kitchen for the school lunch program. As well, an upstairs classroom was renovated to create a play-friendly pre-kindergarten class. Although time has brought change, Yardley found that the major character defining elements of Connaught School remained intact, albeit in some cases hidden, including terrazzo floors, rounded plaster corners, plaster and beam ceilings, and marble baseboards. His report concluded, "Despite the alterations of the past 100 years, the overall appearance of the building still reflects the bulk, mass and interior of the original design." (p.6)

Social heritage

As stated, Connaught School played a significant role in the development of the Cathedral Area neighbourhood. The connection to neighbourhood development is noted in the school's historical plaque.

Interviews conducted as part of the school's centennial research project in 2012 revealed a surprisingly stable intergenerational connection to Connaught among area residents, with some families representing third and even fourth-generation attendance at the school (Bendig, 2012; Windolph, 2011). The school has a strong musical heritage, which some attribute in small part to the building's superior acoustics. The quality of sound was noted by Wilma Bell Wessel, who sang a solo in the upper hallway at the 1958 graduation ceremony, and is now head of voice at the Conservatory of the Performing Arts in Regina (Elliott, 2012). Other notable musical graduates include concert pianist Catherine Vickers and, more recently, members of the Juno-nominated music group Rah Rah.

For many years now the school has been home to both First Nations and non-First Nations students, with the current enrolment comprised of approximately 50 per cent of each group. French Immersion was established in 1977, drawing in additional francophone and Métis students. École Connaught was one of the first two Regina schools to establish French Immersion instruction (Bendig, 2012, *French Immersion*). It was also a pioneer in community schooling. In the late 1970s, noted Aboriginal storyteller and educator William Asikinack helped spearhead an initiative to transform Connaught into a community school. Inspired by the struggle for First Nations educational autonomy on reserves, parents traveled to Flint, Michigan to study the Lighted Schoolhouse Movement. While the U.S. experiments were focused on developing more inclusive education reform for African American communities, the Connaught version sought school reforms to accommodate First Nations and Métis values and aspirations. The parents' lobbying of their local MLA sparked a provincial initiative to develop community schools, with Connaught as one of four pilot schools. In 1980, Connaught became Canada's first – and for many years only – French Immersion community school. That same year, the Connaught parents established a School Community Council that became a locus for educational reform discussions throughout the 1980s. Named 'Institution of the Year' by the Canadian Association for Community Education in 1987, Connaught parents and community members maintain one of Saskatchewan's most socially active SCCs to this day, taking a lead role in campaigns that led to, among other things, the establishment of a universal school lunch program, the retention of the nearby Connaught Library Branch, and the promotion of walkable neighbourhood

schools (Bendig, 2012, *Community School*). In 2010, the SCC established a centennial committee that launched a two-year arts-based exploration of Regina and Connaught's past 100 years, culminating in a three-day music and arts festival held in September 2012. The project also established an extensive digital archive of school and city history at www.connaught100.com. For this work, in 2013 the École Connaught Centennial Committee received the City of Regina's George Bothwell Heritage Award for Public Service, and Connaught students received the Picturing 100 Years of Regina History Award.

2.2 CONDITION

Members of the Connaught school community have been seeking a structural review of Connaught School by heritage specialists, so that the potential for and costs of successful renovation can be reliably assessed. To date, the Regina Board of Education has not supported this concept, leaving the condition of the building a matter of debate and speculation. It is hoped that the discussion of provincial heritage designation will be an incentive to undertake such a study.

In March 2013, heritage building specialist June Botkin of Botkin Historic Buildings Conservators toured the building's interior with the RBE's facilities manager and members of the SCC. She later did a visual assessment of the exterior, along with a representative of the Saskatchewan Masonry Institute. In a report to the school board, she noted the following:

Exterior

Windows have been bricked over limiting the amount of sunlight and fresh air which instead is now controlled through mechanical and electrical systems.

The portico over the front entrance has been removed, exposing the stairway to water penetration and environmental deterioration. This shows a complete lack of understanding between design elements, form and function.

Exterior Masonry Condition

The cornice was removed for unknown reasons, allowing water penetration into a soft clay brick face that was meant to be protected by the cornice.

The pointing mortar in this area has deteriorated or is missing due to this exposure. The cornice could be easily reinstated and the parapet repointed.

The lower limestone sections' deterioration was caused by completely inappropriate interventions. The soft Indiana Limestone was pressure washed forcing water into the porous stone, which in turn caused the efflorescence present on the exterior of the building face.

Also the pressure washing removed the protective patina on the stone, causing spaulting. The wand marks from the pressure washing are still clearly visible. This intervention was supposedly done to remove graffiti but instead has caused substantial damage**.**

Interior Masonry Conditions

The interior masonry also shows evidence of efflorescence and in some cases spaulting of the brick faces. This is caused by a few factors:

1)there is asphalt and concrete placed directly against the face of the building. This causes water to wick through these materials and into the more porous brick and limestone. This causes a condition called rising damp, which means that water continues to travel through the porous materials, saturating the building envelope and appearing on the exterior as a white powdery substance.

2) I am guessing that the weeping tile system around the perimeter of the building has collapsed and is impacting moisture saturation and the movement observed around the building.

3) A portland mortar was used to selectively repoint the brick. Since this is a substantially stronger material than the soft brick , the brick has spaulted, leaving piles on brick material at the base of the wall.

Interior wall cracking / Slab deflection in Classroom 12

A rigid structural steel support system was installed in the basement directly below Classroom 12 to prevent a sag in the floor. The pressure of the steel pushed up on the clay tile wall system, basically crushing it.

The wall is non-structural according to the historical drawings and has a 24-inch space between it and the wall of the adjacent classroom. The cracking in this area was noted in the November 2012 structural engineer's report where remedial work was recommended but not carried out. Then in December 2013 the room was evacuated due to the serious deterioration of the wall so that emergency repairs could be undertaken

The non-structural clay tile wall has been removed from the cloakroom, which revealed deflection between the floor slabs in this area. The problem is that since the structural steel framework directly below this area is not adjustable, the damage and deflection to the floors and walls will continue. This is another example of an intervention that has caused damage and deterioration.

Beams

Pictures from a February2014 inspection report shows cracking on a beam. However questions regarding how deep and wide the cracks are, including general dimensions and details are missing. (Botkin, 2013).

Botkin's report concluded that the Regina Board of Education's visual inspections and photographs at irregular intervals do not provide adequate information for determining the building's condition. She recommended employing ground-penetrating radar to examine the slabs; carefully noting and measuring cracks over time; and establishing fixed datum points to determine floor deflection. She noted that several interventions over the years had caused damage to the building, however:

That doesn't mean that all of these issues can't be corrected through a carefully researched and planned rehabilitation project. This rehabilitation I believe would cost less than the costs to build a new school and would meet the government's energy management and sustainability requirements. It would also provide a 21st century learning in an inspirational and creative historic setting. (Botkin 2013)

At issue throughout this discussion has been the absence of structural testing. In 2010 JC Kenyon undertook a visual facility audit that outlined numerous building issues and recommended that its life span would be complete by 2014 in the absence of repairs. Deficiencies noted included damage to the front exterior staircase, cracks in interior partition walls, and both interior and exterior areas of brickwork that required repointing. The steam boilers and radiant heating system were noted to be in good condition, however the newer standard furnaces required replacement. A summary of major recommendations is attached.

A second report was submitted in 2012 (attached), however it was based on the 2010 inspection and did not have any changes beyond the date on the cover, which was updated to 2012 (RBE, 2012, March 4). The re-issued report repeated that the building had a limited lifespan to 2014 in the absence of structural intervention. With this as the basis for forward planning, the board determined in 2012 that Connaught was a candidate for major renovation or a demolition and rebuild.

In May 2012, JC Kenyon Engineering provided an opinion of cost from W & R Foundation Specialists for underpinning at $3.75 million, to which Kenyon added a 25 per cent contingency, raising the cost to $4.5 million. With additional related repairs, JC Kenyon estimated a total cost of $6.25 million for "structural renewal of the building." How much of the work needed to be carried out remained an unknown factor, in the absence of a structural study. Based on this, Kenyon recommended that "prior to any decision regarding proceeding with a renewal process, we recommend that a more detailed investigation program be undertaken to assess the condition of the building structure" (JC Kenyon Engineering, 2012, May

23). As such a study was not carried out, the estimate was forwarded 'as is' to the Regina Board of Educaton's consulting architect, P3Architects, which added a further 10 per cent contingency to the estimate, raising the initial estimate of structural repairs by 35 per cent. As well, P3A costed a very aggressive renovation that involved demolition of 4,000 m. sq. of a 4,453 m. sq. building, or 90 per cent of the building. Based on these factors, the cost of renovation was estimated at $23 million compared to an estimated $19 million for a new school (P3A, 2012, May 31). Accordingly, in February 2013 the Regina Board of Education submitted to the Ministry a request for funds to demolish and replace the school.

During this time, beginning in September 2012 quarterly visual reports were ordered from JC Kenyon for monitoring the building's condition. An additional report was ordered from Brownlee Beaton Kreke (BBK) Structural Engineers in August 2013. The BBK report found the building's footings sufficient and did not recommend underpinning as necessary, an item that had figured highly in P3A's renovation estimate (BKK, 2013). However, BKK expressed concerns about the unknown composition of the floor and ceiling slabs, and stated that in the absence of structural testing, it must be assumed that the structural steel in the slabs is insufficient, given that rebar during the time period was typically smooth rather than ridged.

The continued monitoring did not reveal any serious additional issues until December 2013, when repairs to the cloakroom wall in Classroom 12 allowed for inspection of the beam, which revealed cracking in a portion of the beam. This was remediated by installing a steel support. Kenyon also noted there were signs of

significant building movement since the previous report, possibly due to an unusually heavy snowfall and wet summer (JC Kenyon, 2014, Feb. 7). On this basis, the firm stated it was not willing to continue servicing the building in 2014-15 unless remedial repairs were made, amounting to $67,000 (attached), and would not service it past 2015 unless major structural repairs were undertaken. In response, the Regina Board of Education ordered closure of the school in June 2014, citing lack of future insurability. Community members have asked what if any information was forwarded to the insurer, and whether or not Kenyon's list of recommended repairs for continued safe operation was included in the information package or discussed. To date, the Regina Board of Education and the Saskatchewan School Boards Association, which handles insurance, have not made this information public.

2.3 USE

As of May 2014, Ecole Connaught Community School has been in continuous use as a public school since its opening in September, 1913. It also houses Wise Owl School Age Care, a member-operated co-operative childcare centre that was one of the first of its kind in Saskatchewan.

3. HERITAGE VALUE

3.1 HISTORICAL SIGNIFICANCE

A report prepared by the City of Regina's Planning Department (attached) summarizes Connaught's heritage value thus:

> There is value in the connection of the building with the development of education in Regina. Built in 1912, it is the oldest public school in Regina still being used for its original purpose. It is a pioneer in community schooling and dual track French-English education, for many years it was the only dual track community school in Canada. The school was named in honour of His Royal Highness the Duke of Connaught, who was the Governor of Canada from 1911-1916. The French Immersion Program at Connaught started in 1975 (*sic*) and in 1980 the school was designated as a Community School. (City of Regina, 2014, March 24)

Connaught School's significance relates to its role in evolution of education in Saskatchewan. At the same time that hundreds of one-room country schools were being erected across rural Saskatchewan, larger and more imposing elementary and high schools were appearing in its fast-growing cities in these boom years before World War I. Puntin travelled and read widely concerning the aims of public education, seeking to incorporate new ideas in secular, modern education within his building design.

Over more than a century, the school has been central to the events of our times. This began with the challenge of construction in the wake of a devastating tornado. 1912 was a year that saw not only disaster but also a period of re-grouping and forward-looking growth for the provincial capital. Amid the setback of a natural disaster, many cultural institutions were founded that year, such as the Conservatory of Music and the Regina Male Voice Choir, two institutions that exist to this day. The year 1912 also saw the completion of the Legislative Building and Regina's Union Station. Construction began on Regina College's first building, Westminster Church, and the city's first 'skyscraper,' the 10-storey McCallum-Hill Building.

As the city's largest elementary school, Connaught represented within the education sector a manifestation of this forward-looking and optimistic year, which was crowned by a royal visit from Prince Arthur, Duke of Connaught, for whom the school was named. The school carried on through the decades, sharing the ups and downs of a growing city, and making many contributions to the social fabric. World War I saw Connaught playing host to an additional 420 students, after Benson School was taken over for military use (RBE, 1916, Oct. 23). In the 1930s, Connaught families struggled to make ends meet, an issue that did not go unnoticed by the school district, which found that 11.8 per cent of Connaught families had no employment and were unable to afford textbooks. From this emerged school-community social initiatives such as a milk program, which would later evolve into broader school nutrition programs sparked by the community schools movement of the 1980s. In 1943, the students of Connaught formed boy's and girl's cadet corps, with officers appointed by the students. The 1950s saw the introduction of new learning approaches and technologies at Connaught, while later years brought the dawning of French Immersion on the Prairies, along with treaty education. As a progressive, active community-centred school, Connaught took an active role in these developments, while providing a stable base for the establishment of what is today one of Regina's most cohesive and lively historic neighbourhoods. Thus it stands as a living monument to more than a century of history in our neighbourhood, city and province.

3.2 Cultural and Spiritual Significance

As stated in the previous section, for more than a century, Connaught School has been part of the City of Regina's social fabric. This has manifested itself in remarkably strong school-community connections. In an age when the centralization and bureaucratization of schooling has enlarged the distance between communities and their schools, both geographically and socially, Connaught remains today very much a neighbourhood school. The majority of students still walk to school, as they did in 1913, and school activities are deeply embedded in the life of the surrounding community, as a centre for family activities, school performances, festivals and sports. The school grounds have evolved into an urban park, heavily used and admired by the public. Connaught offers a culturally diverse environment, providing instruction in both French and English, with a strong First Nations and Métis learning and cultural component. This cultural diversity was celebrated in the creation of the Friendship Circle, which through a traditional First Nations ceremony was elevated to a site of spiritual significance for students and the neighbourhood.

The heritage value to the surrounding community life is immense. With the celebration of various reunions and significant anniversaries over the years, the school serves as a place that reconnects the community with its past and strengthens intergenerational ties. As noted in the Cathedral Area Community Association's submission to the Municipal Heritage Advisory Committee (2014), the physical presence of a 100-year-old school draws people to the neighbourhood for celebrations of local history and community pride. For example, in August 2013

Heritage Regina sponsored an old fashioned community picnic on the Connaught school grounds, with round dancing, old time games, historical displays and the installation of a bronze historical marker by the Connaught Centennial Committee. Community involvement and pride was evident throughout the celebration of the school's 2012 centennial, with hundreds of volunteer hours and some $70,000 raised in grants and donations toward commemorative activities. Many community partners were involved in this effort, including Regina Public Libraries, the Art Gallery of Regina, the Dunlop Art Gallery, the Saskatchewan Arts Board, the City of Regina, Canadian Heritage, Artist Trading Cards, Sask Filmpool, Mispon aboriginal film collective, SaskCulture, the University of Regina Community Research Unit, the Regina Plains Museum and the Regina Early Learning Centre. In addition to student projects, gallery showings, and historical research, the centennial activities included a three-day centennial music and arts festival (see www.connaught100.com). The festival was attended by an estimated 3,000 people from throughout the city and beyond, realizing a local economic impact estimated at $359,543 in contracted services, merchandise and food sales, hotels, performance fees, and off-site shopping by festival visitors (CACA, 2014).

Thus, the school's heritage value is understood by community members as a tangible social and economic asset, as well as an inspiring historic learning environment that contributes to student learning as a 'building that teaches.' During community consultations regarding the future of Connaught, community members named retention of the school's heritage value as the number one design consideration (P3A, 2013). Subsequently, some 1,600 people signed a petition

calling for structural testing to develop a renovation option for the school's future, while some 300 signatories submitted a joint letter to the school board asking the board to pursue heritage designation. At the opening of the 2014 Cathedral Village Arts Festival, residents of all ages gathered on the steps of Connaught School, as a representational backdrop for a sing-along video celebrating their neighbourhood's natural and built environment.

3.3 Architectural Significance

Connaught School is one of the earliest examples of the work of J.H. Puntin, who became a major influence in public architecture in Saskatchewan. Puntin chose materials that became defining elements in Regina's Cathedral Area, in particular the choice of red-hued brick. More importantly, with Connaught School, Puntin set the tone for schools and public buildings to come. As stated, Puntin sought to develop an architectural style that would represent secular modernity, in contrast to the ecclesiastical, Gothic stylings of earlier public architecture. His design goal of "ornate simplicity" reflected a new focus on practicality and beauty combined. The inclusion of Doric columns at the front entrance created a visual return to the early Greeks and their notion of the ideal education being a combination of theory, practical action and problem solving, as opposed to the more abstract, theological learning of the later modern age. As the only surviving pre-World War I public school in Regina, Connaught offers an architecturally significant record of a turning point in educational and social trends, corresponding with the emergence of pragmatism and instrumentalism in science, learning and the humanities. The

school also provides an example of the modern era, seen in the 1958 Clifford Wiens gymnasium addition, which includes a modernist frieze circling the outside and modernist wood partitions in the interior.

3.4 Scientific Significance

According to contemporary accounts, Puntin consulted with educators to develop a unique classroom shape that presented new engineering challenges for adapting beam construction to square, as opposed to rectangular, rooms (Puntin, 1915). His consultations with Sturm of Chicago resulted the creation of a new style of ventilation system, which can still be seen in the structure of the upper half-floor. Other innovations included the installation of an intercom system, and exceptionally wide clay tile interior walls that provided the building with excellent acoustics and sound-proofing, remaining a hallmark to this day, unduplicated by modern school construction. As well, the school's orientation on the site reflected careful study of the sun's movement over the Prairies. The building's accessible wall structures with their generous inner spaces have allowed for easy adaptation to the wiring of new technologies as they have developed over the years, from computer systems to 'smart boards' in classrooms. If the building is rehabilitated, it will provide an excellent model of adaptable architecture for others to study and emulate.

3.5 Aesthetic Significance

The richly hued bricks of Connaught's exterior provide a defining element for the Cathedral Area neighbourhood. The school's brick architecture is wonderfully

echoed by the Connaught Branch Library, opposite the school's front entrance on Elphinstone. It provides a bookend to a major corridor of historic buildings, beginning with Westminster United Church, also constructed of brick in 1912-1913. While the portico and much of the cornice have been removed, the return of these features via careful rehabilitation will greatly enhance the school's aesthetic impact. Inside, the terrazzo floors remain in relatively pristine condition as the primary feature of uniquely spacious hallways. Wooden hand railings have aged to a rich golden colour, and intricate ironwork creates an interesting play of shadows. Visitors to the school are struck by the current beauty manifested in these features, which are in fact only a portion of the hidden features that could be uncovered and restored, as described earlier in this report. It's not surprising that Connaught School has figured in the works of local artists and photographers, recently a 2012 oil painting by noted landscape artist Debbie Wosniak Bonk, and a portrait of the playground and schools by Brad Jetko included in his May, 2014 exhibition at the Balkwill Centre.

4. Value to Saskatchewan

4.1 Theme Represented

Social and Cultural Life – Education

4.2 Provincial Significance

École Connaught Community School is associated with the visit of Prince Arthur, Duke of Connaught, to Saskatchewan in 1912. It provides a record of

cultural life in the year Saskatchewan's provincial Legislative Building was opened. Its history encapsulates the history of schooling in Saskatchewan from the early part of the last century until the present day. It is one of just two surviving pre-World War I schools in Regina, and the only public school from that period. It represents the work of two prominent Saskatchewan architects representing two distinct eras, J.H. Puntin and Clifford Wiens. École Connaught School helped lead the dawning of French Immersion education in Saskatchewan. It was also the site from which the community schools movement emanated. Under the leadership of First Nations parents at Connaught, this model was adapted from the U.S. to a Saskatchewan setting, with a focus on the inclusion First Nations and Métis values. In 2001, a provincial task force recommend that all schools adopt the community school approach that first emerged at Connaught, resulting in a provincial community framework launched in 2004 (Tymchak, 2001; Saskatchewan Learning, 2004). In addition to its unique historic and architectural signficance, the contribution École Connaught Community School has made to Saskatchewan education – in particular the early development of French Immersion and First Nations inclusive education – is significant and worthy of provincial recognition.

References:

Bendig, T. (2012). Connaught Library. Regina: Ecole Connaught Centennial Committee and the Community Research Unit, University of Regina. Accessed at http://connaught100.com/history/connaught-library-connection/

Bendig, T. (2012). Community School. Regina: Ecole Connaught Centennial Committee and the Community Research Unit, University of Regina. Accessed at http://connaught100.com/history/community-school/

Bendig, T. (2012). French Immersion. Ecole Connaught Centennial Committee and the Community Research Unit, University of Regina. Accessed at http://connaught100.com/history/french-immersion/

Brownlee Beaton Kreke Structural Engineers (2013, August 27). Connaught School review. File no. 85310.

Cathedral Area Community Association (2014, April 7). Submission to Community Planning and Development, City of Regina re. 2124 Elphinstone Street / Ecole Connaught Community School.

City of Regina (2014). Official community plan: Part B6: Cathedral Area.

City of Regina (2014, March 24). Statement of significance: Connaught School.

Elliott, P.W. (2012). 100 years at a Saskatchewan School. In *Premier jour/First day*, by Dakota McFazdean. Regina: Ecole Connaught Centennial Committee.

Henderson's Directory Ltd (1912), City of Regina. Winnipeg: Henderson's Directory Ltd.

Henderson's Directory Ltd (1913), City of Regina. Winnipeg: Henderson's Directory Ltd.

Heritage Canada Foundation (2012). Top 10 most endangered places list. Accessed at https://www.heritagecanada.org/sites/www.heritagecanada.org/files/Top10_2012E.pdf

Heritage Regina (2014, April 7). Submission to Community Planning and Development, City of Regina re. 2124 Elphinstone Street / Ecole Connaught Community School. Heritage Regina.

Hill, R.G. (2009). James Henry Puntin. *Biographical Dictionary of Architects in Canada 1800-1950.* Accessed at http://www.dictionaryofarchitectsincanada.org/architects/view/622

Indiana Limestone Institute of America (2014). About Indiana limestone: History. Accessed at http://www.iliai.com/pages/190

JC Kenyon Engineering, Inc. (2012, May 23). Opinion of cost re. Connaught school. Correspondence to James Youk, P3Architecture Partnership.

JC Kenyon Engineering, Inc. (2014, Feb. 7). Structural engineering condition report, Connaught School.

Ledding, A. (2010, May 20). Aboriginal artists use cola bottles for inspiration. Raven's Eye. Accessed at http://www.ammsa.com/node/29924

Michigan State Housing Development Authority (2014). Historic sites, Menominee County. Accessed at http://www.mcgi.state.mi.us/hso/advancematch.asp?ctype=any&cname=&cnty=Menominee

Nursey, W. R. (1891). The Menominee Iron Range: Its cities, their industries and resources, being a sketch of the discovery and development of the great iron ore beds of the north. Milwaukee: Swain and Tait, Co.

P3Architecture Partnership (2012, May 31). Connaught Community School renovation / rebuild: Stage One submission document for Regina Public Schools.

Petten, C. (2004). Artist expands his boundaries with important commission. *Sweetgrass*, 11(*11*), p. 5. Accessed at

http://www.ammsa.com/publications/alberta-sweetgrass/artist-expands-his-boundaries-important-commission

Petten, C. (2006). Peyachew sculpture selected for Yorkton. Saskatchewan Sage. 10 (*4*). Accessed at http://www.ammsa.com/publications/saskatchewan-sage/peyachew-sculpture-selected-yorkton

Peyachew, L. (2005) *The Four Directions* (artwork) steel, boulders, Collection of the University of Regina.

Peyachew, L. (2010). *Counting Coup.* (artwork) bronze. Collection of the Painted Hand Casino, Yorkton.

Peyachew, L. (2012). Redline (artwork). Collection of the Regina Warehouse District.

Puntin, J.H. (1912). The Connaught School, Regina. *Contract Record and Engineering Review*. 26 (*Oct. 23*). p. 65.

Puntin, J.H. (1915) Connaught School. *Construction: a journal for the architectural, engineering and contracting interests of Canada.* 8 (*1*), January, 40-42.

Regina Board of Education (1912, Aug. 13). Minutes of meeting: discussion of Connaught tenders. Saskatchewan Archives Board.

Regina Board of Education (1916, Oct. 23). School management committee report.

Regina Board of Education (2012, April 2). Facility audit report for Connaught School.

Saskatchewan Learning (2004). Building communities of hope: Effective practices for meeting the diverse learning needs of children and youth. Community schools policy and conceptual framework (revised). Accessed at http://www.education.gov.sk.ca/building-communities-of-hope

Saskatchewan Network for Art Collecting (n.d.) Artist: Clifford Wiens. Accessed at http://www.sknac.ca/index.php?page=ArtistDetail&id=154

Tymchak, M. (2001). SchoolsPLUS: A vision for children and youth. Toward a new school, community and service partnership in Canada. Final report to the provincial Department of Education. University of Regina: SIRDU. Accessed at http://edadm821.files.wordpress.com/2013/01/schoolplus-final-report.pdf

Weedmark, K. (1995). A brief study of the art and architecture of the Cathedral Area. Regina: CVAF.

Windolph, J., dir. (2011) Time traveller/voyageur du temps (video). http://connaught100.com/the-video-project

Yardley, J. (2012). Connaught School: Initial heritage assessment. Saltspring Island, BC: Jonathan Yardley Architect, April 30.

Attachments

1. Land Title

2. Statement of Significance

3. Photographs

    a. Building views
    b. Setting and grounds
    c. Character-defining elements
    d. Use of building

4. Documents

    a. Construction descriptions
    b. Archival documents
    c. Memories of former students
    d. News clippings

5. Building condition

    a. Visual assessment by engineer
    b. Building conservator's assessment

6. Heritage Canada documents

Province of Saskatchewan
Land Titles Registry
Title

Title #: 105600967 **As of:** 21 May 2014 13:58:39
Title Status: Active **Last Amendment Date:** 04 Apr 2003 14:36:18.120
Parcel Type: Surface **Issued:** 16 Feb 2002 22:20:25.293
Parcel Value: N/A
Title Value: *N/A* **Municipality:** CITY OF REGINA
Converted Title: 81R21250E
Previous Title and/or Abstract #: 81R21250E

The Board of Education of the Regina School Division No. 4 of Saskatchewan is the registered owner of Surface Parcel #112246051

Reference Land Description: Blk/Par 394Plan No DV4420 Extension 3 As described on Certificate of Title 81R21250E.

This title is subject to any registered interests set out below and the exceptions, reservations and interests mentioned in section 14 of *The Land Titles Act, 2000.*

Registered Interests:

None

Addresses for Service:

Name	**Address**
Owner:	
The Board of Education of the Regina School Division No. 4 of Saskatchewan Client #: 102889637	1870 Lorne St Regina, Saskatchewan, Canada S4P 2L9

Notes:

Parcel Class Code: Parcel (Generic)

Province of Saskatchewan Land Titles Registry
Uncertified Mineral Title

Title #: 105600978 **As of:** 21 May 2014 13:57:27
Title Status: Active - Locked **Last Amendment Date:** 04 Apr 2003 14:36:42.323
Parcel Type: Mineral - All **Issued:** 16 Feb 2002 22:20:28.733
Mineral Value: N/A
Title Value: *N/A* **Municipality:** UNKNOWN
Converted Title: 81R21250E
Previous Title and/or Abstract #: 81R21250E

The Board of Education of the Regina School Division No. 4 of Saskatchewan is the uncertified owner of all mines and minerals as referenced on Certificate of Title 81R21250E in Mineral Parcel #112246062

Reference Land Description: Blk/Par 394Plan No DV4420 Extension 0
As described on Certificate of Title 81R21250E.

The registered interests set out below have been registered respecting this uncertified mineral title.

Registered Interests:

None

Addresses for Service:

Name	Address
Owner:	
The Board of Education of the Regina School Division No. 4 of Saskatchewan Client #: 102889637	1870 Lorne St Regina, Saskatchewan, Canada S4P 2L9

Title Locks:

Date	Type	Description
16 Feb 2002 22:20:29	Uncertified Mineral Title - Non-Producing Area (Transfer Permitted)	mineral title without a mineral certificate

Notes: Parcel Class Code: Unknown

Statement of Significance

Jonathan Yardley
Architect

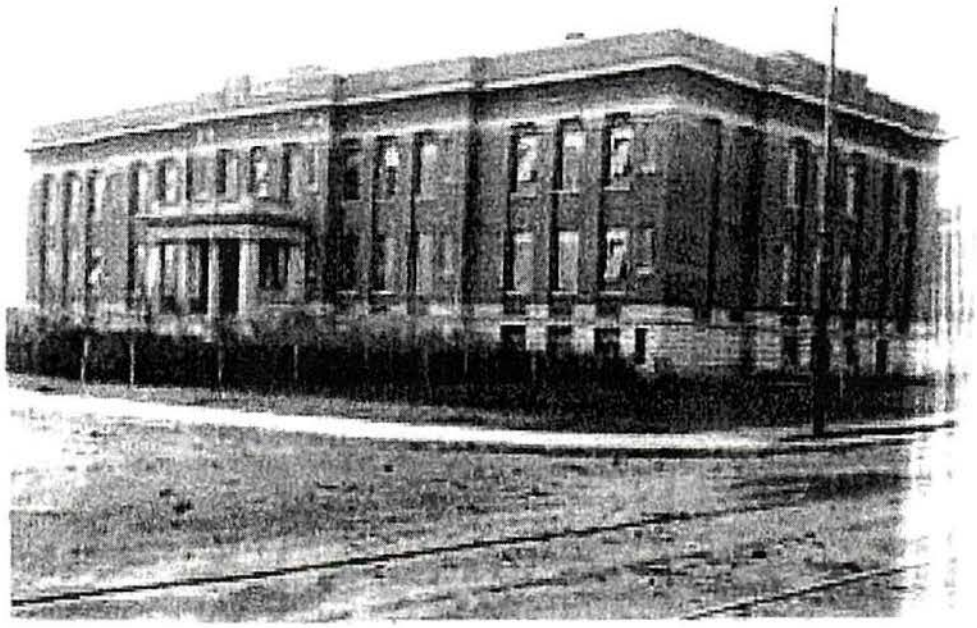
316 Isabella Point Road
Salt Spring Island, BC
Canada V8K 1V4

phone: 250.653.4931
fax: 250.653.9931
jy@yardleyarchitect.ca

Jonathan Yardley Architect Inc.
Jonathan P.M. Yardley

www.yardleyarchitect.ca

CONNAUGHT SCHOOL
2124 ELPHINSTONE STREET
REGINA SK



INITINAL HERITAGE ASSESSMENT

2012 April 30
JY12025

Jonathan Yardley
Architect

316 Isabella Point Road
Salt Spring Island, BC
Canada V8K 1V4

phone: 250.653.4931
fax: 250.653.9931
jy@yardleyarchitect.ca

Jonathan Yardley Architect Inc
Jonathan P.M.Yardley

www.yardleyarchitect.ca

2012 April 30
JY12015

CONNAUGHT SCHOOL
2124 ELPHINSTONE STREET
REGINA, SK.

INITIAL HERITAGE ASSESSMENT

I N D E X

1. INTRODUCTION

1.1 A brief site visit was carried out on Wednesday, April 24, 2012 in the company of James Youck and Wyatt Eckert, from P3 Architecture. We were accompanied by Terry Zacharias.

1.2 The purpose of the site visit was to review first-hand the overall appearance of the School having relied on archival materials and recent photographs to write a Statement of Significance (SOS) which lists the history, historic significance

and the physical character-defining elements of the building. A copy of the SOS is attached under Appendix A.

1.3 In addition to the SOS the visit was to obtain a first-hand impression of the overall condition and see what original parts of the fabric still exist.

2. FINDINGS

2.1 EXTERIOR

2.1.1 The exterior of the School has been much altered over its 100 year life with the removal of all the original wood-framed windows and either their replacement with aluminium-framed units and blocking up with brickwork, which only nearly matches the original. This intervention has severely affected the appearance and aesthetics of the building.

2.1.2 A major change is the removal of the six (6) Doric columned entry portico that originally covered the main entry. This would have been the most important element of the building.

2.1.3 All of the original windows to the basement level have been removed and the void below the stone belt course infilled with some new windows set within concrete to closely resemble the adjoining sandstone of the plinth of the building.

2.1.4 At the front entry one original set of doors is retained to the south side. However, to right it has been infilled with brickwork.

2.1.5 At the front (east) parapet level the original sheet metal cornice is in place but is showing signs of rusting in a number of areas. Of concern is the fact that this cornice

that extended around the perimeter of the entire building has been removed from the other three (3) sides.
This action has exposed the soft common back-up brickwork, which was never designed to be exposed as an exterior finished surface, and has now been left exposed to the elements which has allowed the penetration of rainwater to the interior of the fabric.

2.1.6 The red facing brick is laid in Dutch bond with five stretcher and one header course. The new (1970?) brickwork is all laid in stretcher bond. An attempt appears to have been made to match the size and gauging of the new brickwork to the original.

2.2 INTERIOR

2.2.1 A major CDE is the very wide central corridor at all levels, which incorporated terrazzo floors surrounded with a darker perimeter strip this same colour is used as cross division strips which line up with the location of the beams. These terrazzo floors are boarded with a marble baseboard, which has been both painted and covered with a vinyl-coved baseboard.

2.2.2 The staircases between the three (3) levels have balustrades of intricate wrought iron with a moulded hardwood (oak?) handrail. This is an important CDE.

2.2.3 The original terrazzo finish of the stair landings and treads has been overlaid with 1" x 1" clay mosaic tiles. These tiles preserve the terrazzo underneath and could be removed in the future.

2.2.4 Some of the plaster work within corridors and classrooms retain the large radius corners to the exterior corners, again a CDE.

2.2.5 The classrooms all have a small narrow cloakroom at their rear. At some time, possibly when the original windows were removed in the 1970(?), two circular openings surrounded by bricks have been inserted into the wall between it and the classroom to provide better supervision.

2.2.6 Many of the original mouldings and casings to the doors and windows are still in place although all the original doors and windows have been replaced.

2.2.7 All the original ceilings have been covered by the installation of suspended ceilings, a combination of tee bar systems and ceiling tiles. Above the ceilings within the main central corridor are the original plastered ceilings and cross beams.

3. CONCLUSIONS

3.1 Since the Connaught School was built in 1912 there have been many alterations and changes made to it. These changes have been made for two basic reasons; to mitigate structural failure of the foundation system and to "upgrade" the interior with modern materials and finishes.

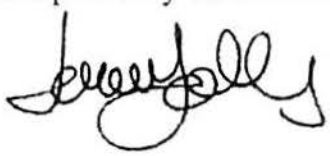
3.2 The exterior has suffered from the wholesale removal of all the original windows and either replacement or being blocked up with brickwork, the removal of the sheet metal cornice and the portico to the main entry.

3.3 Despite the interventions of the past 100 years, the overall appearance of the building still reflects the bulk, mass and interior ambiance of the original design.

3.4 Dependent on the educational programming for the School as to the suitability of the spaces within the building, from a heritage perspective the building could well be re-used for its original educational purpose. This will require much further study related to programs and a full heritage conservation plan to enable the most appropriate decisions to be made.

3.5 It is hoped that this brief overview of the heritage aspects of the Connaught School will enable a rational plan to be developed.

Respectfully submitted



Jonathan P.M. Yardley, Dip Arch (Birm), MAIBC, MSAA, MRAIC, RIBA, CAHP, BCAHP
Registered Architect &
Professional Heritage Consultant.

Jonathan Yardley
Architect

316 Isabella Point Road
Salt Spring Island, BC
Canada V8K 1V4

phone: 250.653.4931
fax: 250.653.9931
jy@yardleyarchitect.ca

Jonathan Yardley Architect Inc
Jonathan P.M Yardley

www.yardleyarchitect.ca

APPENDIX A
Statement of Significance

Connaught School – 1314 Elphinstone Street, Regina, Saskatchewan

Description of Historic Place

Connaught School is a two-storey brick structure in the heart of Regina's Cathedral Village neighbourhood at the corner of Elphinstone and 13th Avenue. Also on the site is a round auditorium designed by Clifford Wiens Architect in the 1960s..

Heritage Value:

The heritage value of Connaught School lies in its connection with the development of education in Regina, its architect, and its architectural style.

There is value in the connection of the building with the development of education in Regina. Built in 1912, it is the oldest public school in Regina still being used for its original purpose. It is a pioneer in community schooling and dual track French-English education, for many years it was the only dual track community track school in Canada. The school was

named in honour of His Royal Highness the Duke of Connaught, who was the Governor of Canada from 1911-1916. The French Immersion Program at Connaught started in 1975 and in 1980 the school was designated as a Community School.

There is also value in the identity of the architect. James Henry Puntin(1878-1957) made an important contribution to architecture in Regina yet his work is often underrated and overlooked. Born at Gateshead-on-Tyne, England on 3 May 1878 he was educated at schools in Gateshead, at Rutherford College, Newcastle-on-Tyne, and at Owens College in Manchester. He articled to Charles Kempson, Gateshead, 1891-95 and worked as assistant to F.R.N. Haswell of North Shields in 1896-99, then joined the Royal Engineers Civil Staff as draftsman and clerk-of-works. He emigrated to Canada in 1904 and settled at Winnipeg where he assisted J.G.H. Russell in 1904-05 and became manager of the Winnipeg office of Darling & Pearson in 1905-06. Puntin moved to Regina in late 1906 and worked as supervising architect for the Saskatchewan Public Works Dept. overseeing construction of important buildings such as the provincial Parliament Buildings in Regina, designed by E. & W.S. Maxwell. He accepted the appointment of Architect to the Regina Public School Board in 1912 and designed many substantial school buildings in Regina during the next twenty years, but it was his assured designs for major additions to Regina College (1914) and the new complex for Luther College (1925) which demonstrated his ability to use Collegiate Gothic forms in a distinctive manner. In 1929 he formed a partnership with Col. F.J. O'Leary and the following

year invited Charles Coxall to join their firm, but a dearth of work during the Depression led to the dissolution of the firm and Puntin continued under his own name until 1943 when he retired and moved to British Columbia. He died in Vancouver on 20 March 1957.

There is value in the architectural styling of the school. An architectural style was chosen that was devoid of ecclesiastical reference. The building expressed the local fervour of the time against any religious component in public education, and as such became a kind of prototype. The architect based his design on those developed for the London School Board in England. With vernacular red brick and applied decoration, it contrasted sharply with the Gothic buildings normally used for places of learning. The style of this building manifests the ideal elements of a school from that time period: practicality, economy, and beauty.

Character Defining Elements

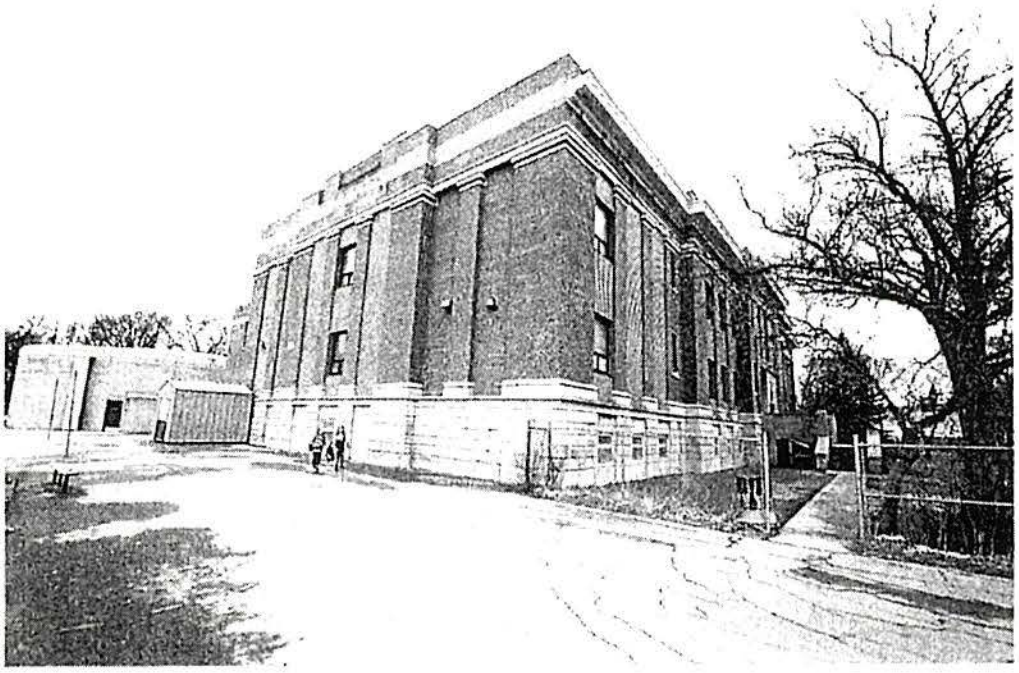
The heritage character of Connaught School is defined by the following elements:

- stone base
- masonry walls with applied pilasters
- stone column capitals and bases
- double staircase on front facade
- entrance doors on front and rear
- pattern of fenestration
- relationship between main school and gymnasium
- brick chimney at rear

- name plate on front of building
- setting in landscape
- rondels on frieze above main entrance
- connection with history of education in Regina
- connection with architect James Henry Puntin

Front facade

Rear and side view



Front, side and auditorium

PHOTOGRAPHS

Building Views

South

East

North

West

Southwest

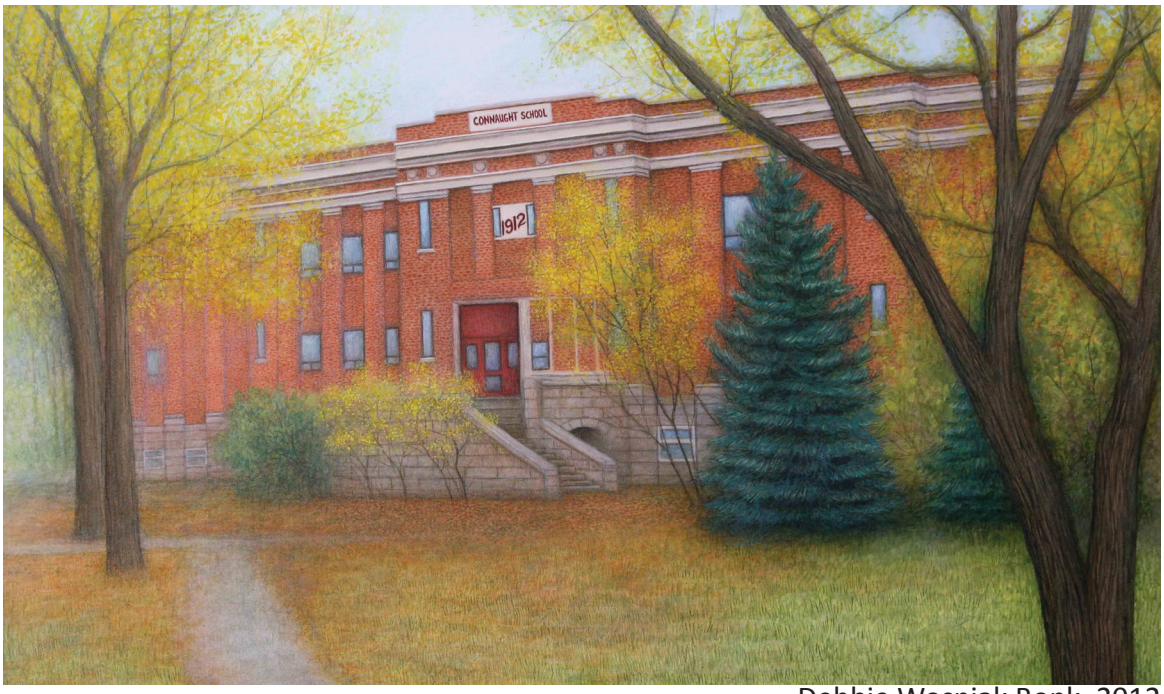
Southeast

Northeast

Northwest

Setting and Grounds

June 2014
P. Elliott photos



Debbie Wosniak Bonk, 2012
Oil painting

Brad Jetko 2013
Digital photograph

Historical marker.
P. Elliott photo.

Ash trees and play structure, south side grounds, 2012.
Don Jedlic photograph.

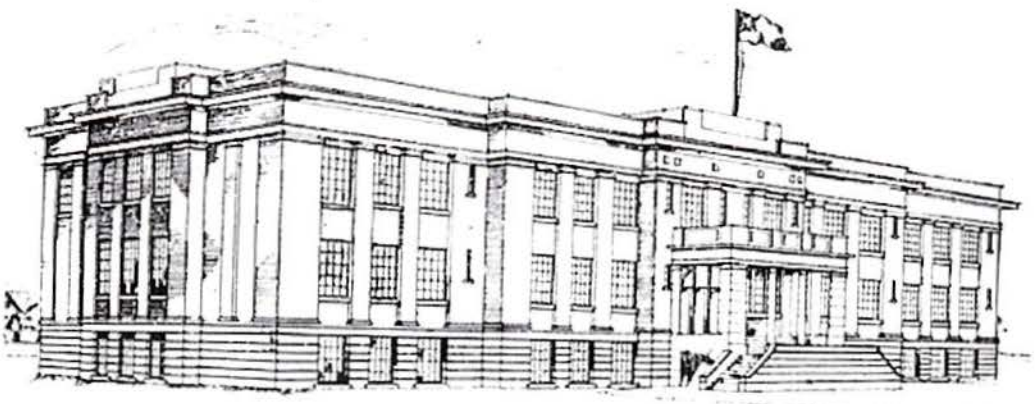
Aerial shot of Connaught taken in 1959 SAB: Photo Services 59-139-19

Friendship Circle
Provincial Centennial Project
Lorraine Brecht photo.

"Board Game"
by David Johnson
P. Elliott photo.

Opposite front entrance
Vincent Sorensen photo.

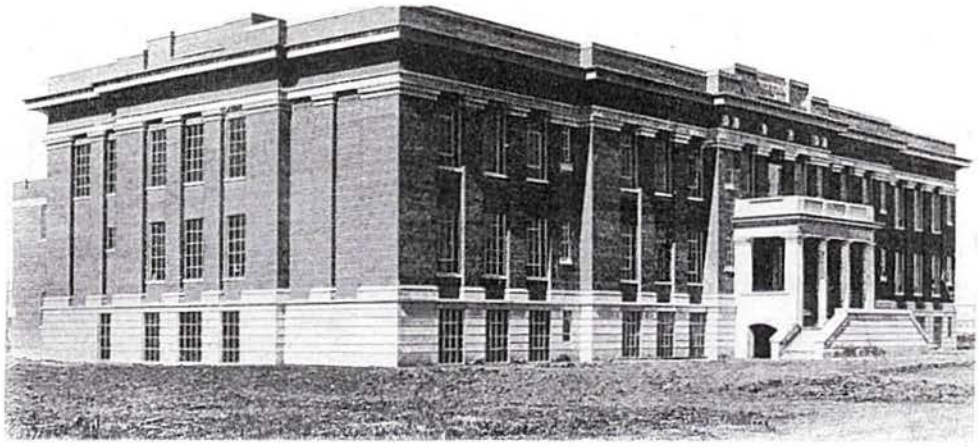
Exterior Historical Photos



The Connaught School, Regina. Architect, Mr. J. H. Puntin; contractors, Parsons Building Company, Limited

The Contract Record, Oct. 23, 1912

SAB B-876



Connaught School, Regina

J. H. PUNTIN, Architect

Construction, Jan. 1915

View of windows and portico in background, 1930
RBE Museum

1952 TB Bus visit to Connaught School. The original northwest entrance lintel can be seen in the background.
Vic Bull Photos. Saskatchewan Archives Board R-A 11,308.

Main entrance, 1981.
Ecole Connaught Community School Yearbook, 1980-81

Interior Historical Photos

Gym class in hallway, 1936-37.
Saskatchewan Archives Board RA 1524

Library 1978.
W. Dumanski photo.

Gym 1978.
W. Dumanski photo.

Connaught students follow radio broadcast instructions for making paper animals, February, 1950.
Photo by James J. Walter. Saskatchewan Archives Board.

Classroom 1978.
W. Dumanski photo.

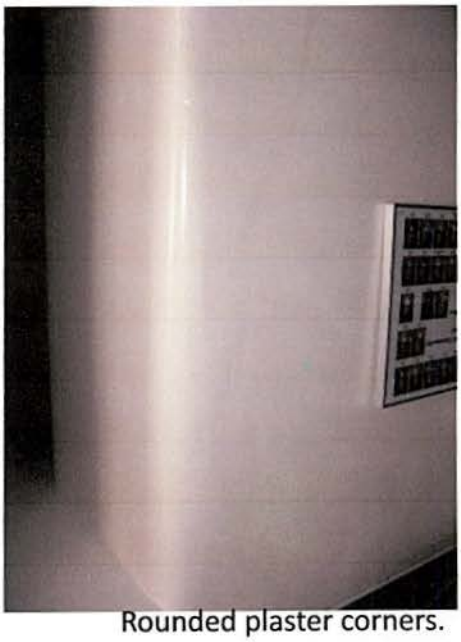
Character-Defining Elements: Interior
2014

Hardwood handrails and ironwork,
north and south interior stairs.

Original door sashes.

Terazzo floors.

Hallways.

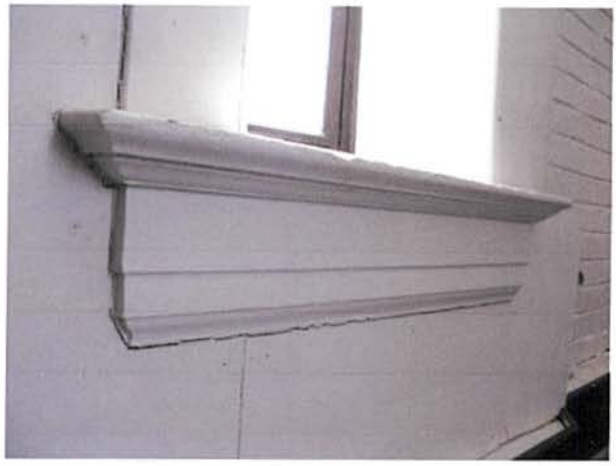


Rounded plaster corners.

Original doors at entrance.

All photos taken by P. Elliott, May 10, 2014.

Original window casings.



1958 Clifford Wiens Gym interior

Character-Defining Elements: Exterior
2014

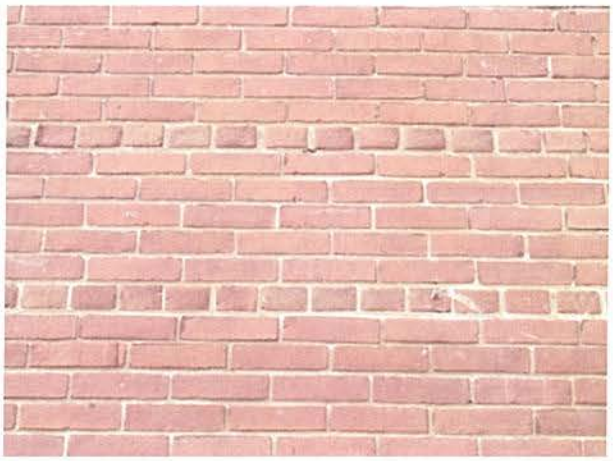
Setting in environment, east side.

Double staircase.

East side cornice.

Construction year plate.

Original doors.



Menominee brickwork.
Dutch bond, 5 stretcher and one header.

Column supports.

Rondels.

Bedford stone base.

Staircase and stone base, showing original window recesses.

Column support.

Masonry chimney.

Northwest entrance.

Gym brickwork.

Gym frieze detail.

Clifford Wiens gym - Frieze

Original building and Wiens gym,
with breezeway connector.

Use of Building

1934 Drill Class.
Photo courtesy George Beckett.

1939 Kindergarten
Saskatchewan Archives Board

1944 Grade 3.
Photo courtesy Joy Stewart.

1965 Grade 8
Photo courtesy Joy Stewart

1979-80 Grade 4 Class
Photo courtesy B. Dumanski

2003-04 Grade 1 French
Jostens. Photo courtesy of P. Elliott

In continuous use as a public elementary school since opening in Sept. 1913

Documents

a. Construction descriptions
b. Archival documents
c. Memories of former students
d. News clippings

VOL. 8. NO. 1

JANUARY, 1915

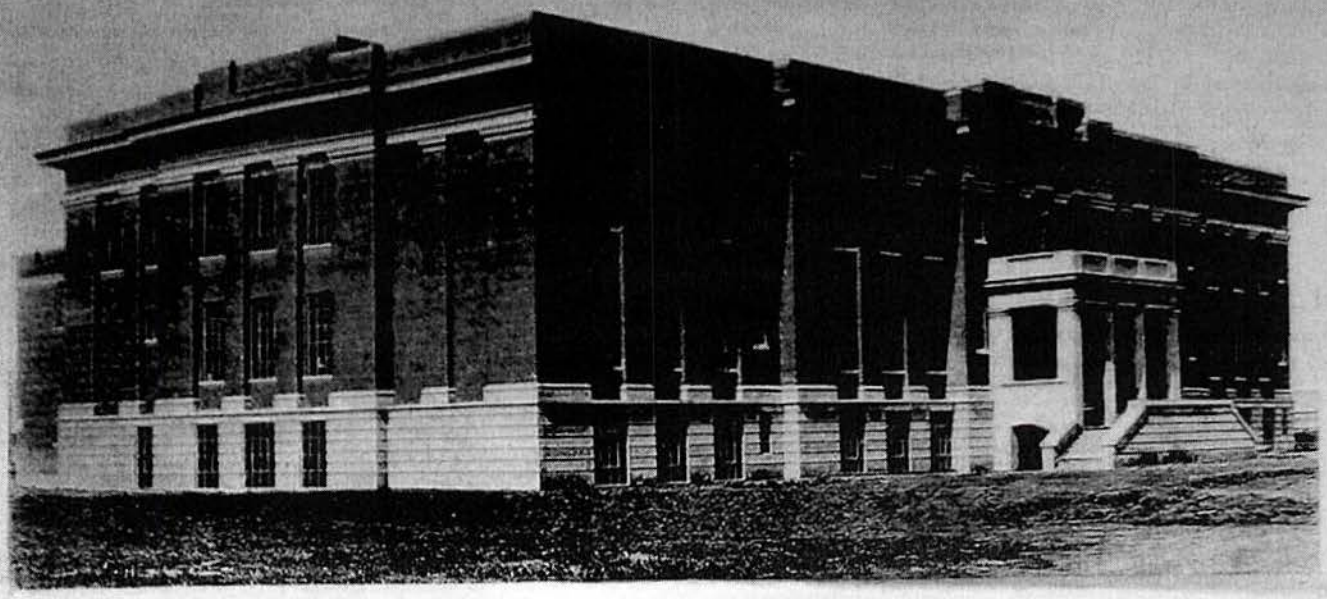
SAMPLE COPY

CONSTRUCTION

A · JOURNAL · FOR · THE · ARCHITECTURAL ENGINEERING · AND · CONTRACTING INTERESTS · OF · CANADA

REGINA, SASK.

• OFFICE OF PUBLICATION •
• TORONTO •
• BRANCH OFFICES •
MONTREAL -- WINNIPEG
NEW YORK



Connaught School, Regina

J. H. PUNTIN, Architect

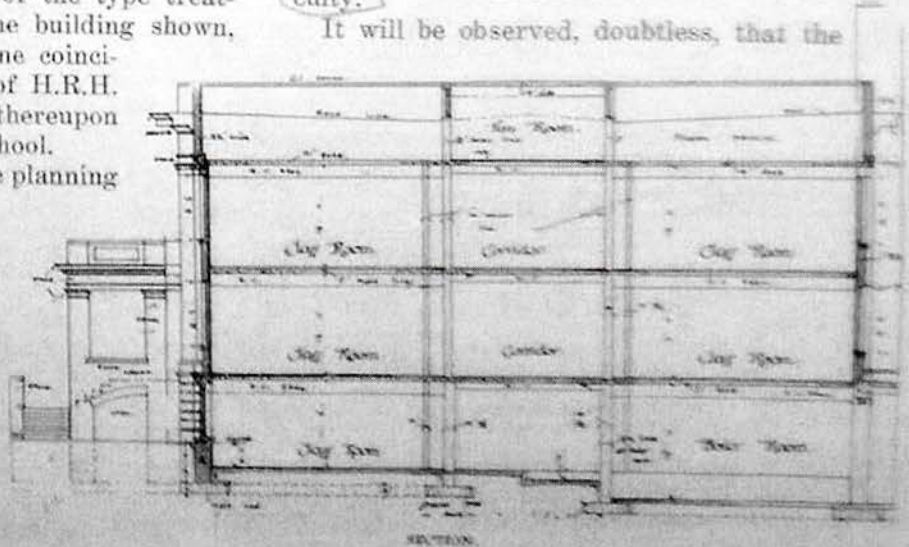
THE accompanying drawings and photographs illustrate the first of a series of three school buildings designed and erected during the years 1912, 1913 and 1914 for the Regina Public School Board, Province of Saskatchewan.

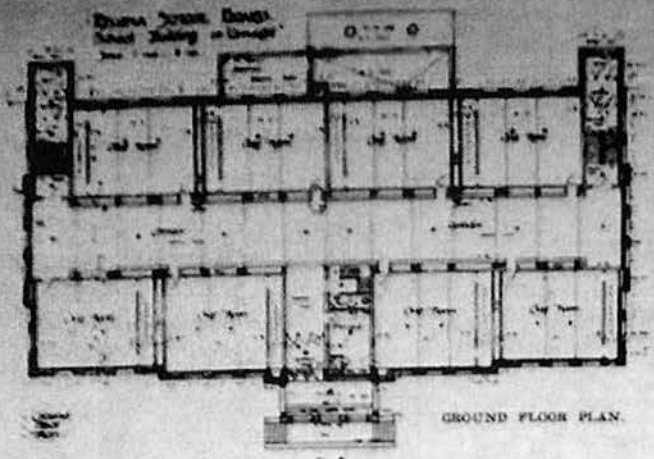
The schools of the city existing prior to the above date were mostly 8 and 12-room buildings, but the rapid increase in school population during 1911 and succeeding years demanded a larger type. After some months spent in travel, extending westward to the Pacific Coast, southward as far as Los Angeles, and through the Middle Western States, undertaken for the purpose of collecting information on the spot as to the result of recent developments in planning and equipping school buildings, Mr. Puntin recommended the adoption of the type treatment first exemplified in the building shown, which, commencing at a time coincident with a Western visit of H.R.H. the Governor-General, was thereupon known as the Connaught School.

It will be observed that the planning of the building is comparatively simple, each floor consisting of a central hall or corridor, with class rooms arranged on either side. By always placing these buildings on the site with the main corridor longitudinally north and south, sunlight enters every class room daily, those on the east receiving morning sun, and those on the west the afternoon sun, while none of the rooms are exposed to the glare of southern exposure, which on the prairie is particularly trying in summer.

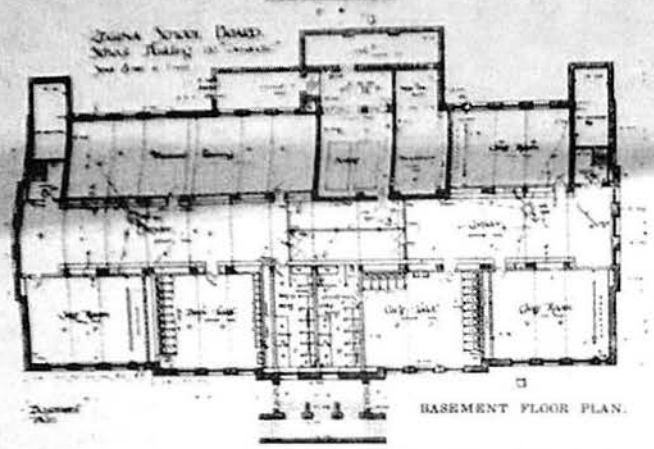
Another point may be noted regarding the position of main staircases, which are kept clear of the main corridor and separated from same by screen doorways glazed with wired clear plate glass. Noise of stair traffic is thus confined to the stair halls, cold is excluded, while at the same time perfect supervision is maintained. The carrying of main corridor, 18 feet wide, clear to outer walls of building without obstruction, enables same to be well illuminated by direct lighting, so that the scholars may be lined up and drilled in the halls without difficulty.

It will be observed, doubtless, that the





GROUND FLOOR PLAN.



BASEMENT FLOOR PLAN.

class rooms do not conform to 32 x 24 feet dimensions usually adopted in the States, but are generally 26 feet wide, and in certain senior class rooms 28 feet wide. The latter dimensions were adopted at the suggestion of educational advisers, who preferred to teach a class seven desks wide and six rows deep to a room narrower, having desks arranged six wide and seven deep. From the constructional standpoint, of course, the narrower standard has decided advantages, both on beam spans and loading, while as regards lighting the wider room requires special care on window dimensions and treatment.

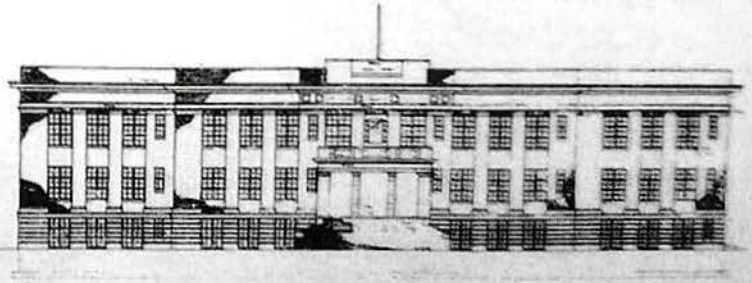
Construction is fireproof throughout, reinforced concrete floor slabs carried on concrete piers at corridor and on walls at outer bearing. Interior partitions are of hollow tile throughout, and owing to the massed array of air ducts are doubled with a space of some 20 to 24 inches between the two lines of tile. By this means the class room is rendered soundproof, and wall surfaces kept unbroken, while in each class room a large stationary cupboard was enabled to be set back in duct space, thus taking no further projection into the room.

Owing to severe weather conditions prevailing during certain periods of the year in the West, the windows are double. The outer sash are of steel, divided into comparatively small lights, to minimize cost of repairs due to glass breakage, and having a portion, casement hung, opening outward. Inner sash are of wood set in wood linings and removable if required.

Class room floors are maple, dressed off, but not oiled, on 4 x 3 inch fir sleepers, embedded in cinder concrete on the floor slab. Owing to rapid construction the architect had waterproof roofing felt laid over the sleepers and cinder "fill" before laying maple, with the result that the latter has retained its even jointing. Corridor and staircase floors are in marble terrazzo, laid in panel effect to prevent irregular cracking.

The toilet rooms are provided in basement, being of generous dimensions, having shower and plunge baths adjoining. Walls and ceilings are white enamelled on cement, with white tile dado. Floors are of asphalt, which, although open to the objection of its somewhat dull color, proved so successful that all corridor floors and staircases in following school buildings were finished with this material. Partitions are of Vermont marble. Doors of toilet compartments are hung on spring hinges to open inward, so that when unoccupied the door stands back or wide open, by which means the teacher's inspection is facilitated and occupied compartments noted at a glance.

In accordance with the recommendations of Meyer J. Sturm, of Chicago, who was consulted on this question, plenum fans with air intake are placed in the machinery room of basement, with thermostatic and humidity controls working automatically on steam coils and washing screens. In fan room on roof, exhaust fans working at a slightly accelerated velocity, so as to slightly decrease air pressure in the building, remove foul air and discharge above roof line.



DETAIL OF MAIN FACADE.

Each class room has a duplicate set of inlets and exhausts, viz.: two sets of inlets and two sets of outlets, controlled by dampers and connected by means of galvanized air ducts with the fans. Corridors are equipped with plenum system only in order to minimize drafts, while toilet rooms vice versa are on exhaust system. By means of venting the closet bowls in toilet rooms with vents connected to duct space in

rear, and in turn exhausting latter to roof fan, the toilet rooms have proved singularly free from odor.

The heating is accomplished by two 100 h.-p. boilers, operated at low pressure and assisted by complete vacuum system, with fittings throughout. Direct radiation is provided in each class room, automatically controlled by thermostats operating on air pressure valves.

Intercommunicating telephones connect each room with principal's office, while in each class room and corridor electric clocks, with programme attachment on the "Standard" system, keep synchronized time.

While desiring to provide good material and sound construction throughout, economy was kept in the foreground as an important factor in the design. The elevation treatment and interior finish are ornately simple, while the importance of providing special ventilating and sanitary equipment of superior quality and design caused the latter features to be grouped under a separate contract. Contract figure for all trades, excepting plumbing, heating and ventilating, amounted to $136,231; the other trades $31,860, making a total of $168,091, working out at a factor of 23.6 cents a cubic foot.

* * *

IN referring to the town planning in Regina, Malcolm Ross cites the Government as having secured the services of a man who has had a wide practical experience of such work in Great Britain, in several European countries and North America, so that it is reasonably certain if the plans submitted are fully carried out, that the results will show a combination of the high idealism evident in many American schemes modified by the practical expressions of such systems in older countries. The plan provides sites for handsome monumental buildings to be used for public and institutional purposes and also includes an area which it is proposed to develop as a residential district. In connection with this regulations have been prepared which will guarantee to the residents the continuance of good conditions and surroundings, and which will make it impossible for one resident to build or construct his buildings in such a way as to be a detriment to his neighbors. On this property the twenty-five foot frontage lot will be unknown, and areas up to two acres in extent will be available for homes so that opportunity will be afforded for the ambitious designer of domestic architecture.

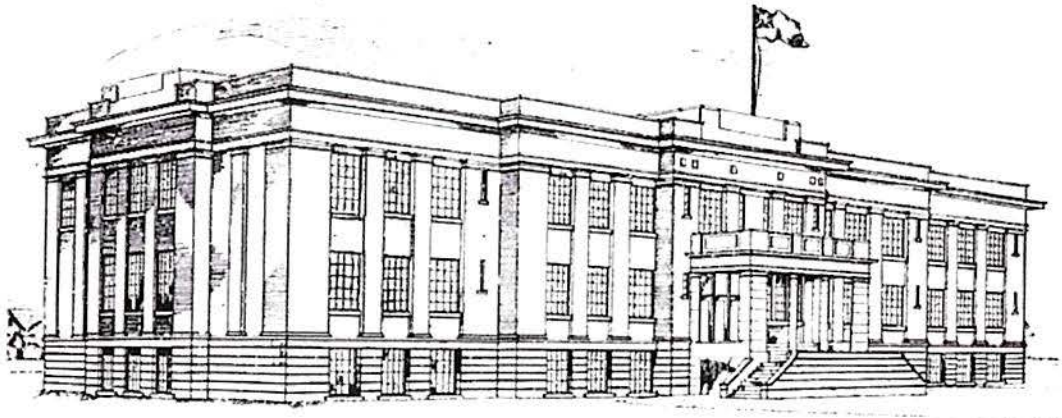
In architectural features, Regina, for a city of its size, is very fortunate, for not only are there many well designed buildings, but opportunity has been found for placing them so as to form terminal features, and at the present time the view down several of the streets is completed by a costly building of excellent design. The general impression of the architecture seen on the residential streets is pleasing and the increasing use of brick and roughcast or pebble dash is giving an atmosphere of stability not usual nor expected in Western cities.

For a general town planning scheme, beyond what has already been done along this line with such excellent results, Regina offers an exceptional opportunity. The topographical features necessitate no costly engineering construction, such as is entailed in hilly and rocky country, and with the exception of a possible widening of portions of certain streets and the opening of a few diagonal streets, very little expenditure, beyond that normally required for city extension work, will be necessary.

* * *

ONE of the most disastrous fires that ever occurred in a manufacturing plant destroyed recently a part of the Edison works at West Orange, N.J. The fire broke out about 5.30 o'clock and before morning half of the plant was in ruins, involving a very great loss. The burning of this plant at once became a subject of widespread interest in engineering and insurance circles, as it involved the behavior of several types of buildings under unusual stress, including structures of reinforced concrete. The contents were of the most inflammable and heat-creating types, including wood used in the manufacture of cabinets, celluloid for films and wax for phonograph records, chemical supplies and other material of highly inflammable character. The burning of these materials subjected the buildings to the most intense heat. The floors in some of the concrete buildings were covered with wood, supported on wooden sleepers imbedded in the concrete, and here and there strips of wood had been imbedded in the concrete columns. So hot was the fire that not only were these wooden floors entirely consumed, but no evidence of the sleepers or strips remain other than the grooves in the concrete and the nails which held the floor down. The concrete slabs must have been red hot to consume the wooden sleepers in this way, and this fact is substantiated by actual observation during the process of the conflagration. In spite of this heat the concrete slabs in almost all cases are in perfect condition. In addition to floors of wood, the window frames were also of wood and the windows of plain glass. On every floor to which the flames gained access and ignited the contents, the latter was entirely consumed. Only the fire-resisting properties of the concrete floors saved part of the contents of the concrete buildings. Furthermore, had the concrete floors been unable to withstand the heat, there would undoubtedly have occurred an entire collapse of the buildings.

Vol 26, Oct 23, page 65.



The Connaught School, Regina. Architect, Mr. J. H. Puntin; contractors, Parsons Building Company, Limited

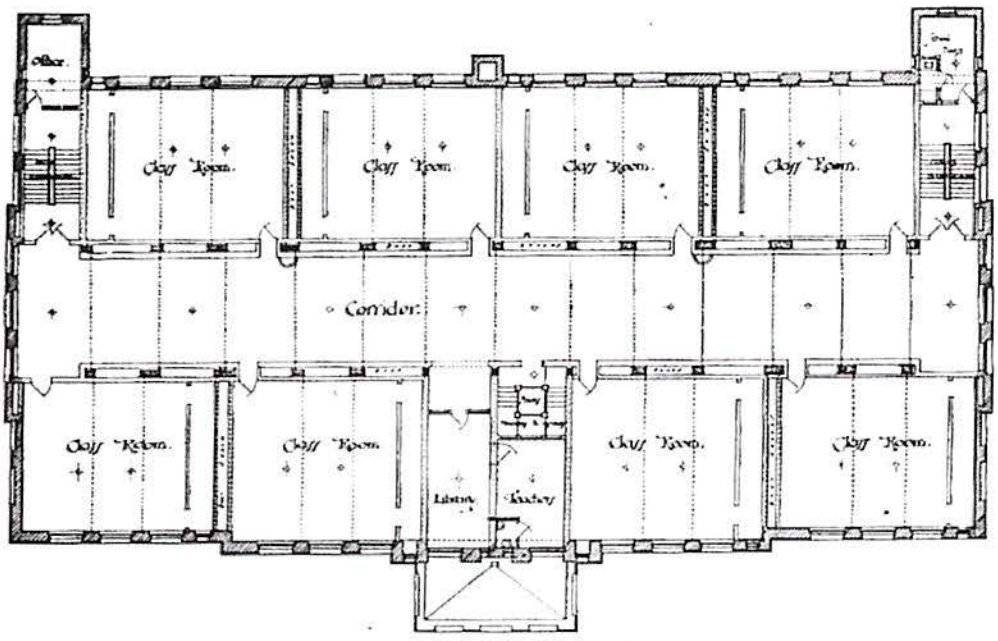
room on the next floor, being finished in Italian walnut, while other offices throughout the building will be finished in white oak. Behind the counter the floor will be of cork tile. On the same level there are to be rooms for the working staff.

The Royal Trust will also occupy the first floor, which will contain the auditor's room, a large lunch room, and securities department. The other floors are to be let for offices for various firms, there being accommodation for storage on the fourth floor and vaults on the sixth and seventh floors. On the roof there is to be a tank for storing water.

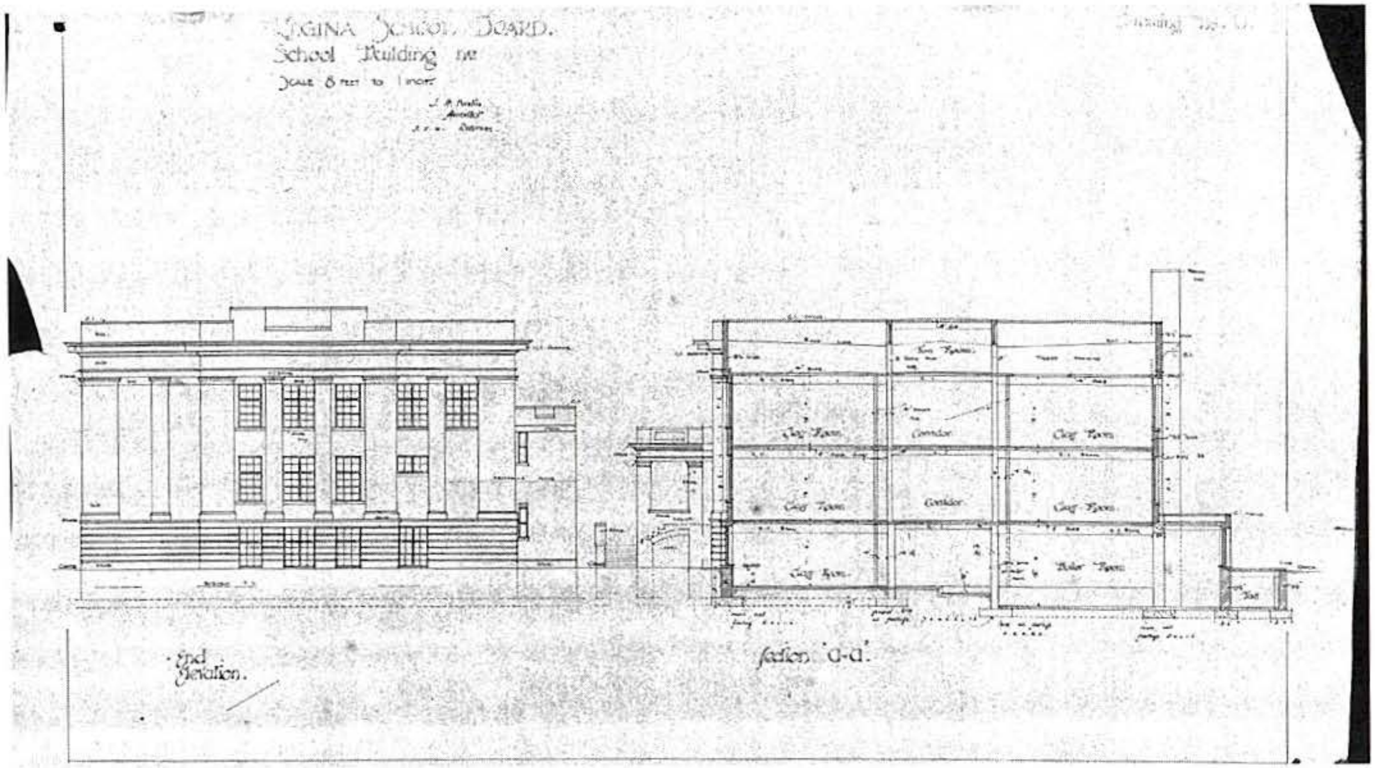
The Calgary Clay, Coal and Coke Company, Limited, has been incorporated with a capital of $2,800,000 to deal in bricks, clay and other building materials. The head office will be at Calgary.

The Connaught School, Regina

THE accompanying illustrations show a perspective view and floor plan of the new Connaught School, Regina, now under construction and for which plans were prepared by Mr. J. H. Puntin, architect, of Regina. The building is situated on the corner of the 13th avenue and Elphinstone street. At the time of writing, our information is that the corner-stone of the building is to be laid by H.R.H. the Duke of Connaught, upon the occasion of his approaching visit to the city. The building embodies the most approved principles of school design. The columns and floor slabs are reinforced and the exterior is of Bedford stone and Menominee red brick. The building is equipped with an elaborate ventilating system and all modern improvements. The contractors are the Parsons Building Company, Limited, Regina, Sask.



Floor Plan, Connaught School, Regina.


School Building
End Elevation.
Section 'a-a'.
Class Room
Corridor
Boiler Room

Moved by Mr Peart and carried that tenders be called for kalsomining the walls of Victoria and Strathcona schools with alabastine or a preparation equal in quality to be approved by Board, work to be done by Aug. 22nd, and that the building and ground com. be authorized to accept tender if same are satisfactory.

Moved by Mr Peart and carried that Mr Puntin be authorized to advertise for tenders for the plumbing heating and ventilating in "Connaught" school according to plans and specifications submitted. Advertisements to be inserted in the local papers and in the Winnipeg Free Press.

Moved by Mr Peart and carried that the School in B. "394" be named "Connaught" and that his Royal Highness the Duke of Connaught be asked to lay the corner stone of this school on his visit to Regina this autumn & that Mr Gordon and the Chairman be a com. to arrange details of the ceremony with his honor the Lieut. Gov. the Prov. Govt., or the City Council.

Moved by Dr Thomson and carried that Mr. Ayre be given the month of August off duty without salary.

Moved by Mr Peart that the Exhibition Ass'n be granted the use of Alexandra and adjoining Victoria schools if necessary during Exhibition week

PROVINCE OF SASKATCHEWAN

Grade VIII Diploma

It is Hereby Certified that Edna Elizabeth Cameron,
has been recommended for Grade VIII standing by the Principal of the
Connaught School

This Diploma is issued in accordance with Section 7 (a) of the High School Regulations and entitles the holder to admission to any High School or Collegiate Institute in the Province of Saskatchewan.

Regina, August 20th 1920.

COUNTERSIGNED

R. V. Blackstock
REGISTRAR

W. M. Martin
MINISTER OF EDUCATION

Form 232—July, 1920—1,500.

481

Regina Public Schools,
Annual Concert

May 10th, 1929.

Programme

O Canada
Chairman's Address- Mr. E.O.Walker
Two selections by Boys' Junior Orchestra
One-room Chorus- Gr. 3- Lakeview School Miss Proud
One-room " Gr. 3- Connaught " Martin
Solo- Master Norman Harper-Kindergarten-Connaught
Girl's solo- low voice- Miss Ada Taylor- Victoria
Girl's " " " Miss I.Phillips-Connaught
Physical Training- Gr. 111- Benson School
One-room Chorus-Grs.4.5 & ~~6~~ Benson School Miss Hall
One-room Chorus " 4.5.& ~~6~~ Lakeview " Hall
Folk-Dancing- Gr. 1- Thomson School- Miss Nickle
Special Chorus- Connaught School- Miss Briggs
Solo- Master Kenneth Allen- Victoria School
Special Chorus- Wetmore School- Miss Weaver
Boy Soloist- Master E.Hamon- Benson School
Special Chorus-Thomson School- Miss Harrison
Xylophone solo- Master Nelles Glover-Victoria
Girl's solo- high voice-Miss M.Herbison-Victoria
Girl's " " " -Miss E.Cooper-Albert
Folk Dancing- Senior Girls-Kitchener-Miss Hindson
Massed Special Chorus- Mr. McCann conducting.
Report of Adjudicators.
Presentation of Shields;-
Rotary Shield for Special Chorus
Women's Musical Club-for One-room Chorus.
God Save the King

Nov. 11, 1930 The Report of the "Committee of the Whole Board" which is as follows, was considered and adopted.

Nov. 4th, 1930.

Report of the Committee of the Whole Board.

Members present;-

Mr. Nobles.

Mrs. Walker Mr. Grassick

Mr. Adcock.

A letter under date of Nov.3rd, was received from Miss Black, teacher at the Wetmore School, requesting permission to use the school piano in the evenings for practise, and on Motion of Mrs. Ashley Walker, it was decided to recommend to the Board that she be allowed the use of a piano in some school which is being used in the evening.

A letter from Mr. H. Appleton, Chairman of the Independent Labor Party for permission to use the schools as follows for election meetings, was read;-

Nov. 12th- Thomson School
Nov. 14th- Albert School
Nov. 17th Connaught School
Nov. 19th- Haultain and Benson Schools.

On Motion of Mr. Grassick, it was decided to recommend to the Board that they be allowed to use the schools as requested on the usual terms;- $3.00 for Class room, and $5.00 a night for auditorium.

A letter was received from the teachers of Connaught and Kitchener Schools requesting permission to play Badminton in the halls of these schools, and on Motion of Mr. Grassick , it was decided to recommend to the Board that the matter be referred to the Superintendent for Report.

A letter was received from the Recording Secretary of the Regina Branch of the Canadian Federation of the Blind requesting that their blind members be given an opportunity of tuning the school pianos, and on Motion of Mr.Grassick, it was decided to recommend to the Board that they be allowed to tune the Herchmer Piano provided that the tuner be duly qualified.

A letter under date Of Oct. 29th was received from the Principal of the Technical School requesting permission of the Board for the class in Janitor Engineering to visit the schools a couple of evenings during the winter, and on Motion of Mrs. Walker, it was decided to recommend to the Board that they be granted this privilege.

Memories of Connaught School

We all have memories of the 1940's but they are also about the neighbourhood, vacations, the war years and the recovery in the late 40's when the troops came back and rationing ended. It is hard to separate out school events from the whole part of growing up in urban Saskatchewan. So, for the last 60 odd years my days at Connaught were not front and centre in my thoughts. When I do think back on the 40's, there are a few significant happenings that come to mind.

- **Recess** was a big deal. It was a chance to get outside and play. During the winter it was ball hockey. Each grade made their own rink and there was lots of fun with a frozen tennis ball. I don't remember what the girls did, segregation was very evident. In the summer, it was baseball. Most of the boys had gloves and there was usually at least one ball and one bat. I was usually picked last for the team because of my skill in dropping the ball! I don't remember any grass on the school ground, only snow in the winter, mud in between seasons and clay and weeds in the summer.

- **Jam Pail Curling** was introduced to make sure that Saskatchewan would always have a Brier contender. The large jam pails were filled with concrete and a handle of sorts stuck in the top. Someone flooded and marked sheets of ice and we kids were taught the rudiments of the roaring game. I don't recall much roaring but I also don't recall us having brooms to sweep. Any success at curling would come much later in life because my jam cans normally ended up rolling on their sides.

- **Spring** seemed to take forever to arrive but when the snow started to melt, the boys got out their marbles while the girls got involved with the skipping season. It was my first experience gambling and learned that I was very risk averse when I lost my favourite marbles playing "keepsies".

- **Phys Ed** was so specialized that I remember there was a visiting teacher that would travel from school to school getting all the students in a sort of formation in the hallways and to the tunes emanating from the Victrola, would lead us in exercise.

- **Bullies** were in attendance but we managed to survive and I guess that it was just part of growing up.

- **Corporal** punishment was alive and well at Connaught. I must have upset Miss Parker in grade 6 and was hauled to the front of the class and administered a couple of strokes of the strap. This was terrible, I was more terrified of crying than the actual act itself. Either she was not very strong or I was because I don't recall any tears. The really bad kids went to the Principal's office for their strapping.

- **Ink** seemed to end up everywhere except on paper. There were no ball point pens and so we progressed from the large pencils to smaller pencils and then to pen and ink. We had ink wells on our desks that were filled with care and then we learned how to carefully dip our pens in the ink and then to carefully form letters on paper. Somehow ink ended up on clothes, desks, fingers and even on the tips of braids. I don't think that my penmanship was never very legible but it is equal to or better than my children's.

- **Blackboard Erasers** naturally accumulated a lot of chalk and some of us were detailed to gather them up and go into the depths of the school and hold them up to a vacuum. It was a big deal to get the responsibility of this task and get into places in the basement where students seldom went.

- **Movies** were few and far between but there were 16mm films. Of course the films often broke and needed splicing. A couple of us were taught the way to repair the film and wind it back onto the reels. This was another task that took place in the basement and on more than one occasion in our efforts to repair the films we ended up with having to make more splices than when we started. Obviously film repair is a lost art in this century.

- **Finger nail biting** seemed to be prevalent in our grade 6 class and Miss Parker did her best to rid us all of this habit. I think there was nail inspection each day and those that passed inspection got some kind of a star and those that failed were chastised and humiliated in front of all the class. Her method was probably not "politically correct" but it worked and I never took up nail biting again.

- **Miss Parker** features in a number of my memories of Connaught. On a somber note, on one occasion some of us had been given detention to write "I will not talk in class" 500 times. Sadly, our Principal, Mr. MacDiarmid (sp?) collapsed on the front steps of the school just below our class window. I think that he was a WWI veteran and had lost a leg. It was a very traumatic event for a 10 year old to see and unfortunately the memory is still with me.

- **Graduation** was held in the hallways of the school. I don't remember much of the ceremony but everyone was dressed in their best and either proud to be there or glad to be leaving Connaught. I played a euphonium solo and feared making a mistake in front of the huge audience. Anyway we dined on cold meat (Spam?) and potato salad, were entertained by classmates, and toasted the school. In 1950, there were 58 graduates and over the years I have met 13 of them in my travels. We spread out to different locations and have contributed in some way to the progress of our nation.

That ended my time at Connaught. I went on to Central Collegiate, Regina College and then I left Regina to join the RCAF and attended the Royal Military College in Kingston Ontario. I did return to visit my parents from time to time and even spent a tour in Dana, Saskatchewan while in the service. In the 1970's I was project manager of planning

study for the future of Regina Airport during my time with Transport Canada. Overall I kept in touch with the City and although I drove past the School many times I really did not think much about my time there. Most of my contacts with classmates have been from Central. Many of them looked for warmer climates and are here in British Columbia.

There were many that went before us and many that came after us at Connaught in its 100 year history and I believe that we all benefited from the experience. At our Graduation in 1950 we toasted the School, and in 2012 I would like to propose another toast "To Connaught".

D.J.R Larrigan
Richmond, BC

Connaught School, 100 years? Really?

I was a student at Connaught School for nearly all of my elementary education, Kindergarden to Grade 8, with the exception of most of Grade 4 which was spent at Strathcona School. This encompassed the years from the fall of 1941 through the early summer of 1950. The first four years were during the Second World War, but the remaining ones happily saw a return to peace and better economic conditions. Both the war and the "Dirty Thirties" were finally behind us.

It seems that life was much simpler then. Everyone walked to school, rain, shine, wind or snow, both in the morning and afternoon, and home and back at lunch time as well. There were no school buses, nor do I remember any of the students being driven to school by their parents. Perhaps the streets really were safer then, for I can't recall anyone expressing much concern about the safety of their children. All that walking may also shed a little light on the current problems with overweight, or even obese children.

Although the war years had a significant impact on our general lifestyle, particularly the rationing of sugar, butter, meat, gasoline and tires, it did not seem to have much of an effect on school activities. Of course, those with family members in the services had special concerns to worry about. We were encouraged to buy war savings stamps which we kept in little booklets, but beyond that, the only war related school incident I can remember is getting sent home in midmorning one day in the spring because of events in Europe. Careful counting seems to indicate that occurred in either Grade 2, when Miss Colbeck was my teacher, and D-day was the event, or in Grade 3 and Victory in Europe on May 8, 1945 was the event. Miss Polly was my teacher that year. Somehow the latter seems to be the right one.

Another memory of the early grades is the Nurse's Office. In those days we were subject to a medical examination each year. A traveling doctor would appear on the scene and subject us all to a cursory examination. I'm sure all my male contemporaries can remember being asked to cough during one part of the exam. Today that doctor would be up on child abuse charges. We also got some of our inoculation or vaccination shots at this office. All of one class would be lined up partly in and partly outside the office as each of us in turn got punctured. Anticipation of the shot was so stressful for some of the students that tears were shed and bladder control became a major issue.

Physical Education was not a very well organized part of our experience. Most of it occurred during recess which happened twice a day at approximately 10:30 a.m. and 2:30 p.m. , the beginning and end of each being signaled by the ringing of the school bell. The girls were allotted the north side of the grounds, which didn't give them much space, and the boys had the much larger southern portion. No one thought that there was anything wrong with such an arrangement. In the early grades such activities as playing tag were pursued. But as one advanced through the grades you could take part

in scrub softball games in the warmer months and shinny or ball hockey in the winter. The school provided no equipment but most boys had a hockey stick of some sort, and a few had an old tennis ball, without which there was no game. Forget the old horse apple stories! Each grade would commandeer a plot of ground, scrape the snow to the sides to form "the boards" and two snow mounds at each end for goal posts and play away each recess and return to school early before the afternoon bell for another half hour or so. It was too late after school in the winter to see the ball, so we just went home, or perhaps to a friend's for an hour or so of play.

In the summer, softball was the sport. Again there was no school equipment, but most boys could bring a ball glove, often a hand me down of dubious quality, and someone usually had a bat and ball. I can't remember any specific diamonds and backstops being present, although there might have been two or three in the corners of the field. The playing fields got divided up in some fashion and each of the higher grades would have a game going during recess and before the afternoon bell. There were no little leagues organized in those days except for hockey, nor were there organized school leagues at the elementary level. But I do remember at least one occasion when Davin School brought a team over for a ball game after school. Unfortunately, Connaught was not victorious that day.

A Field Day was held once a year in the spring during which no classes were held and all the students went outside to participate in a variety of sporting events organized by the teachers. Most events were races of one sort or another, but there were also a few such as the high jump and broad jump. Ribbons were handed out for first, second and third places, so one wanted to collect as many of these as possible.

There was no gymnasium at Connaught at that time which may partially account for the absence of anything much in the line of organized sports activities. One consequence of that was the lack of success Connaught students had at basketball when they went on to high school. The only sports equipment provided were soccer goal posts at either end of the boys side, and a heavy old leather soccer ball which made an appearance exactly once in my seven years at Connaught. There was also a steel swing set on both the girls' and boys' side and a simple steel bar on steel posts on the girls side for some sort of gymnastic endeavors. Hanging upside down by the knees was about the only thing I ever saw done.

One activity that would have been frowned upon had one got caught doing it, has subsequently become something of a recognized sport in recent years. I refer to climbing the lower section of the walls to perch on a ledge about six or eight feet off the ground. Although most of the building is of red brick construction, some of the class pictures I have seen show the light colored stone layer around the lower perimeter of the school. There are horizontal grooves cut in this stone surround, just large enough for toe and finger holds which allows one to climb up to the ledges found in indentations of the upper brick work. Although I am sure this was a completely accidental result of the school design, we spent considerable time attempting, and succeeding at climbing

the walls. Little did we realize that rock climbing would one day be a recognized sport, and that a few daredevils would carry wall climbing to unimaginable ends.

But if we lacked a gym, we did have a Woodworking Room and a Home Economics Room. Or was it a Domestic Science Lab? We were scheduled into these rooms only in Grade 7 and Grade 8, and I'm not even sure about Grade 7. They were in the basement of the boys' side in the first case, and the girls' side in the second. A traveling teacher appeared once a week to conduct the woodworking class. Davin School did not have a woodworking room so its students came over to Connaught on a weekly basis to have their woodworking and home economics classes. Come to think of it, why didn't we go over to Davin once a week to make use of their gym? An early lesson in the injustice of the world, I suppose.

As with sports, not much attention was paid to Art or Music. We did a bit of both in our classrooms, and now and again a special travelling teacher would show up to conduct a class in one or the other. There was a special school choir made up of those who showed some ability in their classroom singing, and they got excused from class now and again so that they could practise somewhere in the school. Was there a music room with a piano somewhere? As you can see, I was not invited to participate in the school choir. Those of us who were musically challenged remained in the classroom and were given some activity to keep us busy. However, a system wide choir was formed when I was in Grade 8, and much to my astonishment, I was invited to be a member. No doubt this was due to the minor miracle of the male voice change.

A number of us got some early lessons in crimes and punishment. Somewhere there must have been a list of misdemeanors for which various levels of punishment were prescribed. These included talking in class, and running in the basement on rainy days when we were all confined to the available indoor spaces, mainly the basement, boys on one side, girls on the other. For these lesser offences one might have to stay after school and complete some assigned task or another. On the only such occasion I can remember, Miss Parker gave us our assignment and then left. Apparently there was no need for the teacher to stay after school just because the students were bad. While some worked at the assignment at least one of us decided to look out the window and thereby discovered the Principal, Mr. McDiarmid, fallen on the front steps of the school. Although I believe we were the first to notice this, and have vague recollections of going to find the janitor, I can no longer recall exactly what we did. As it turned out, he had suffered a fatal heart attack. It was the single most dramatic event in my school life.

For more heinous crimes, you got the strap. This was administered either in the classroom by the classroom teacher, or for the more serious infractions, in the Principal's office by the Principal or Vice Principal. The strap was a piece of leather or rubberized canvas, about 16 or 18 inches (40cm) long and 2 to 3 inches (7 cm) wide. You held out hand, palm up, and it got struck one or more times. This was then repeated for the other hand. It certainly smarted and you did your best not to cry, but except for the brief stinging and reddening of your hands, it really wasn't all that traumatic. All that I observed who were punished in this fashion seemed to survive, and

were neither much the better nor worse for the experience. It was , however, best not to let any word of this reach the home front, lest some real punishment might follow.

Occasionally, when the classroom assignments were completed a few minutes before the end of the day, or before recess began, students were invited to offer their classmates a recitation, a riddle, a joke or a small performance of some sort. A few of the braver souls did. I can remember one young lady doing a song and dance rendition of "The Trolley Song", one young man singing "Old Shep", a melancholy song about his doomed pet, and a couple of clever word plays that have stuck in my head all these years, First, a riddle.

Question: Why does one never have to fear starving to death on the desert?

Answer: Because of the sand which is on it.

Secondly, a morality tale:

A south seas potentate lived in an enormous palace built entirely with grass. He was well known for his addiction to fancy thrones, so visiting kings, dukes, ambassadors etc., always brought him a new throne as a gift. The old throne was carted away and stored in the attic as the king seated himself in the new one. This went on for many years until the addition of one extra throne to the attic brought the whole collection, as well as the attic floor and roof down on the king, his visitors, and his entire entourage, killing the lot of them.

The Moral? People who live in grass houses shouldn't stow thrones.

Finally, the boy-girl thing. Somewhere around Grade 4 or 5 one began to notice that one of the girls in your class suddenly seemed to have become much more charming than you had previously realized. You might find yourself watching her across the classroom for lengthy periods of time. And if the gods of romance were on your side, the object of your admiration might simultaneously notice that you weren't quite as offensive as she had hitherto thought. If she chose to stare back you would find yourself in a staring match, the first one to look away being the "loser". Pretty exciting stuff! By the time we reached Grades 7 and 8, co-ed parties were common, and a few boys and girls were involved in "serious" crushes. We were slowly leaving our childhoods behind and beginning our relentless progression to adulthood.

While we might have lacked the physical amenities common in schools today, most of us seemed to enjoy our school days, and most of us got a pretty decent education, even if it was through the use of educational practices such as rote learning and failing students, apparently frowned on in current educational theory. For most of its students, Connaught seemed to prepare them well to continue on to high school, and ultimately to take their place in adult society.

Happy 100th Connaught!

Submitted by Donald McKenzie, Penticton, BC
June 12, 2012

Public Consultation:

(Note: public comments have been duplicated in this section exactly as submitted in the sessions. No changes have been made for grammar or spelling.)

Hopes

- Connaught Elementary School stays
- My children are very impressed with the design of the new Arcola School. Today I asked them if they would like a neat new school like that instead of old Connaught. They both said without hesitation that they want to keep the old school. I hope they will be able to.
- Hope for retrofit not rebuild
- Hope the new design concepts can be integrated with existing bldg.
- That the old building stays up active in use as the process goes forward
- Existing Connaught School will be restored and renovated
- That they don't walk into a heritage community, decide heritage communities' concerns don't matter and cause a huge uproar by destroying a signature landmark that our kids love
- A beautiful Heritage school oozing with tradition
- Retrofit school, better resource centre, community room, science room, work to retro fit
- That our building will be respected and restored
- Retrofit and renovate NOT rebuild
- Renovations where needed, rather than destruction
- Keep our heritage building
- Architect firm is familiar with historical building and willing to explore retrofitting
- Seriously consider renovating instead of rebuilding – we could have beautiful additions
- Renovation not destruction x2
- I hope a viable historic building will get a chance at being renewed the wishes of the community will be respected
- Renovation
- What do I hope: more emphasis on creative 'redesign' and less on demolition and rebuild... often 3x more expensive to rebuild. Work to enhance work done.
- I hope that instead of wasting time and money on a new facility, the current facility gets long term stable funding
- Renovate heritage building
- Most of the concepts presented could be worked into the existing building with better use of the playground area and all the talk about more light.. so why with windows bricked in?
- I hope that this can be a real collaboration xercise and that this school can be renovated, restored and improved
- Can you incorporate parts of the old school in a new one? Keep the big trees
- That we'll have an architect who has specific experience in heritage building restoration
- Intelligent creative sustainable retrofit An example of sustainable heritage redevelopm't for Regina
- I hope that common sense will prevail and any repairs that the school needs will be done instead of incurring the

> *"[I hope the school will have] more connection to the outside – both outdoors/nature as well as the community."*

extra expense of building a new (unnecessary) one
- That the school building will be preserved REDESIGN is ok
- Wouldn't mind a new school with some outer heritage incorporated
- Another 100 years of learning and community in a better brighter redesigned ccs

- Lots of light and greenery
- That the school will incorporate nature both indoors and outdoors to help connect the children to the natural environment and help them learn to care about and for it
- Environmental
- Natural spaces- interior and exterior , incorporate learning about gardening, environment climate, sciences, traditional Aboriginal culture
- More natural learning space both outside and inside ie – rooftops – solariums
- More connection to the outside – both outdoors/nature as well as the community
- A large school yard with grass
- Environmentally friendly design ideas
- Sustainable landscaping part of building plan not an add on after the construction
- Outdoor spaces for learning
- Consider the value of outdoor learning spaces
- A Beautiful Learning Environment
- Restore the architectural details (front entrance) that have been removed
- The design "fits" with the surrounding neighbourhood
- More natural light, remove the bricked up windows that the school board filled in
- Reflects many needs
- Big hallways, some historic content (retrofit), wheelchair accessible
- Good light – windows skylights? Court yard
- Not too much colour i.e. freedom for teachers to create their environments
- Sound proofing between classroom and classroom/hall
- Our hyperactive students need peaceful spaces. Peaceful is an important word!!!
- Enough floor space per student- we are way under in present building
- That somehow some of the current school structure can be incorporated into the new structure – e.g. the shell of the school as it is such a feature in the locality
- Façade is saved, more light, better recreation space opportunity, long term planning
- A better education for my kids
- I hope that my kids' education helps them become confident, happy, giving adults with a sense of community and purpose and are NOT solely focused on careers $
- I hope that Connaught School will continue to be a vibrant core of this community (events noisy children projects and participation in community initiatiave)
- Put windows back into blocked window
- Hope that this really will be creative!
- Please repair the front steps soon!!
- Hope that the cultural richness of this school community centres (effortlessly)- children learning in play about racial and cultural traditions
- This school used to have huge windows and lots of natural light, so it could be opened up again
- Replace the portico
- Resource Centre
- Underground parking for teacher and visitors allowing more outdoor space and easier student drop-off

- That the consultants and RBE will listen to the Connaught school community
- I hope the powers that be really listen to what the people in the neighbourhood have to say
- That the communities needs and ideas will be respected and incorporated
- Cultural
- I hope that the people who design schools actually talk to teachers, keep class sizes small 15 or less
- Decisions should be made by community members
- I hope our needs desires and collective direction are respected. I hope positivity reigns
- That everyone will keep their minds open to change and compromise
- Reflects the community
- Work with community resources
- I hope the classroom space take into account teachers needs. I have hear a great deal from teachers who do not share the green space concepts being proposed as it does not deal with practicle teaching needs
- That they give us $18 million for teachers and books, (and a little extra for repairs)
- That what is in disrepair can be fixed, more money for teachers support staff
- I hope that Connaught preserves its sence of history and place in the Cathedral/crescents
- Future generations feel connection to our past
- That my child can still walk to school
- Traditional and e-learning
- For less row-like structure to meeting hall... too militant

(Note: public comments have been duplicated in this section exactly as submitted in the sessions. No changes have been made for grammar or spelling.)

Fears

- Demolition
- Loss of history
- Destruction of our heritage building
- I fear losing another school with heritage value. And I fear the children losing that connection too
- I am worried that you will tear down the school
- Demolishon of a Heritage Property
- Losing a vital part of the community if the school closes
- That this 100-year old school will be simply dumped and a new school built without real and thorough consideration of the options
- Loss of a significant heritage property
- Losing community ties to our school and playground
- Losing history
- Losing Davin School
- Loss of the school
- Losing our heritage school
- Seeing Connaught carted piece by piece to the land fill
- That this process is bullshit and you are prepared to destroy a century old building no matter what
- A tear down and rebuild has already been planned and this is an exercise to "appease" the community and share holders
- School will be torn down
- That there is a pre-determined agenda to demolish this school, which is a beautiful, heritage building, instead of renovating
- Not honoring a good old building with basic good bones
- Hidden agendas? Once demolished will plans for our school change?
- Progress will turn its back on history
- I fear that this new "concept" school is a "done deal" and that we will have little chance to change it or ask for a renovation instead

- I fear that, if this new design happens, there won't be adequate money to truly make a well designed building AND there won't be enough money around to maintain it when things break (like the garage "doors")
- That we are going to spend all the money on structure and no money on teaching methodology. We can make and space "creative" with our attitudes and some paint!
- This school will get torn down and the neighbourhood will be "bequeathed" a fancy new facility it can't afford to maintain
- Elevated costs
- This looks like a "done deal"
- The Connaught parents need to worry about the loss of playground equipment or structures. The school board will not replace them and the burden will fall on the parents
- Why do you tease us with examples of beautiful outdoor space when the RBE takes no responsibility for playground equipment or plantings. We have had to sqrimp to improve our yards. And maintain them too.

- Teachers haven't been asked for their input in these new designs and won't necessarily be comfortable teaching in new learning env'ts
- Too much of this process is about architecture and not enough about EDUCATION
- Does this "creative" age concept work, Many kids need quiet, no distractions – Are there studies on the ed. Outcomes of kids and "creative" age design

- Are teachers able to teach the new concept ways
- A school built of plastic based on an unproven learning philosophy with vague references to something called "the creative age"
- I fear the school board has already made up its mind and these meetings are a token effort these new concepts are more about fashion – a building does not make a good student- good parents and caring teacher do – and this process can be done in a teepee a one room country school etc.
- Too much- visual stim. With a shopping centre or work-place feel – want emphasis on natural material – natural world. Neutral beautiful environment children make the colour
- Open walls?? This has been done and is usually abandoned. Hmmm.... Sound proofing important for so many reasons. Children having meltdowns – distracting noise interferes with focus – a feeling of secure safe spaces, defined spaces important
- So much open space will just be distracting to students
- This is a trend- focus on good teacher and teacher aids and the kids will learn

- School will be built according to an educational fad and will not work for whatever fad comes next
- That we will ignore the beautiful old building for the flashy "creative" concept

- That thousands of hours, hundreds of thousands of dollars and gallons of sweat have been contributed to the current outdoor environment over the past 15 yrs. will be covered by bungalo style school
- The school community will not be respected
- Disregard for contributions of community/parents and kids to improve school env. So far
- All the 10 yrs of work by parents with the school's greening will be wiped out and have to start new
- That this process is simply to make the community think they have had a say in the design process
- I feel that we will have little input in any decisions. I feel that the decisions are already made and that these meetings are a waste of time
- That this process will become a battle instead of a collaborative intelligent discussion

- Continued lack of genuine interest in consultation collaboration and community
- That we will be presented a great plan but in reality given mediocre result
- Community resistance to new ideas

- School will fall apart and endanger our children
- That the existing building is safe
- Not moving fast enough to save the building and keep it safe and open
- School will be closed because of structural issues – build or reno not done in time
- What will happen to my kids during re-design
- Construction zone for 2 -3 years

"[I fear] the school will fall apart and endanger our children"

- Disrupting students
- School will take too long to rebuild

- We have a beautiful school and overextended burnt out teachers
- The renovation process or rebuilding will take away the kids playground

- The RBE's Admin and the prov gov't will mess it all up as they have for decades
- White boards
- A school that doesn't fit in community
- I fear we will no longer fit in the community if we move to a super modern look. This building is beautiful.
- I fear overstimulation with so much available at once
- Classrooms in new designs don't look big enough to accommodate 24-26 kids
- Schools that look like offices
- No useable outdoor space while work is done/if school facility is expanded
- Design of school that doesn't incorporate existing building or reflect character of neighbourhood
- That the look of the school will change. We moved into this community because we like old buildings
- Cookie cutter modern architecture
- Characterless "mega school"
- Larger footprint and less green space
- No resemblance of the old school. I love this school.
- The school board didn't even want us to have GRASS! What are the odds of it supporting "Indoor/Outdoor Connections"
- That the school will lose its close connection in the cathedral community
- I fear too many open areas or indoor windowed areas are too distracting for students. You need walls for concentration and to keep noise levels down
- Is that the same people who designed, decorated and furnished the new library will design a new Connaught School

(Note: public comments have been duplicated in this section exactly as submitted in the sessions. No changes have been made for grammar or spelling.)

Desires

- A breakfast program opportunity for kids who need to eat to play equally with kids whose parents bring food
- Daycare option for –before – lunch – after school care – holiday coverage
- School administration that encourages and allows for teacher creativity for whatever the schools design is
- Smaller class sizes so that the teachers can help each student
- Our school will be a culturally sensitive, sustainable, eco-friendly space where indiv. And collective needs are acknowledged, respected and provided for
- Please remember that kids need some space to call their own. – desk, locker space This is still needed in open concept environments. I work in an open cubicle office space and while there are advantages in open concept the people you work with it also illustrates the need for some privacy in the work (or school) environment
- *Lunch program for low income kids*
- Education based on kid's level of learning
- Continue to foster participation by all age groups and of this community and continue to risk events that address the (present) cultural mix of peoples
- Schools also need a way to bring the younger and older kids together for shared learning, mentorship and leadership events

- The trees we planted
- More green space
- Playground with natural materials
- A forest please, Trees, growing things
- The school should have : a creative desire to renovate, improved emphasis on access, unlock the door, improved natural light, 100% emphasis on recycling, reusing, 1 acre of land (outdoor play space) to 100 students
- Beautiful mature trees
- Lots of interactive programs – gardening – group play
- A roof garden
- Natural environment
- Natural materials difft textures
- Light Living Things Meeting Space
- Natural Light Yes!
- Recycled materials/environmental improvements

"*[I desire]* Lots of natural light, large communal areas- including areas for lunch so kids not eating in classrooms, science areas, interesting outdoors play areas integrated with natural landscape, safe parking for bikes, environmental education areas outside- although this climate is not conducive to a lot of outdoor activity in winter."

- It would be nice to see more trees around the playground perimeters More grass, this should be a green space
- More windows- natural light

- A connection to nature – more plants/gardens indoors or outdoors
- Lots of natural light and views to the outdoors
- Its past, the community, creativity, freedom, children, balance, proper funding, more green space, gardens
- A playground
- Environmentally friendly building materials and energy efficient maintenance an eco building
- Outdoor space maintained by school board
- Natural light in gym
- Should have many more windows an outdoor learning space
- Recycling area
- A nice big plant room
- Lots of natural light, school gardens
- Should have a green house a bike cage original portico returned or rebuilt
- Connaught should include roof garden, community space, benches, media library, art studio (incl kiln), writers' nooks, light, light, light
- Natural climbing structures- logs, boulders, snow hills
- Outdoor amphitheatre
- Green space, play space for school time and non-school time, "Dena's" garden (developed by parents..)
- Lots of natural light, large communal areas- including areas for lunch so kids not eating in classrooms, science areas, interesting outdoors play areas integrated with natural landscape, safe parking for bikes, environmental education areas outside- although this climate is not conducive to a lot of outdoor activity in winter
- A better gym more light (windows were bricked in) more teachers/associates with all the extra spaces
- Want skating rink gardens community space natural light a school that reflects the feel of the neighbourhood
- Lots of light, good control of temperature – school now is too warm sometimes, science room, nutrition room, hall – for assemblies, lunches, school shows
- More windows

- Repairs to make it safe
- Maintain Heritage Design
- A re-working of as much of our historical school as possible
- Respect for the current building. Loving restoration
- Return of the windows, portico and cornices that were taken away. Make it beautiful again!
- Bring back our windows. They were beautiful in the original design
- Lead the way: innovative reno/add-on that blends best of sustainability, heritage building, new concepts of best learning design
- The heritage features to make it fit our community

- Indoor play area for pre – k and k
- Classes on history of school and community
- Space for children to focus – quiet spaces that feel warm and inviting – not detention or punishment
- Collaborative planning space for staff
- Art room
- More than one area for physical activity
- Awnings and shade space (particularly on south side)
- Some "traditional" learning areas for those that learn best that way
- More physical or active areas for the kids to burn off energy
- Art rooms
- More Art or Murals on the walls
- Outdoor stage or apotheatre

- Art Construction Science space with curriculum expectations to match
- Creative spaces music art environment garden
- Variety of learning spaces for different learners
- Adequate bike storage (secure) space
- Balance between "private" space (i.e. classrooms) and collaborative spaces
- Multi-purpose gym
- Underground parking
- Areas for learning skills that kids need as adults e.g. cooking budgeting life skills
- Nutrition room
- Storage in classrooms, large storage spaces for large items in pre-k – k classes
- Storage for facilities items (for maintenance)
- Larger gym for school and community use
- High quality materials – build to last
- Areas that honour our Aboriginal heritage and culture
- A stage- for presentations
- AVT room
- Inclusive Program and Design
- Aboriginal culture (with permission /appropriate) – other cultures
- Just give us teachers! And staff! And books!
- Better gym facilities and room for active learning
- Pedway from Connaught school to Connaught library
- Adequate and comfortable space for staff
- School should have comfortable, inviting resource centre, large enough outdoor play areas, common area for community of parents, guardians, family to meet and have discussions and activities a community room
- Better bike storage, better lunch facilities so kids can heat lunch or buy them
- Better access to school – drop off and pick up zones
- Room for community and school events
- Space/amenities for learning
- Writeable walls, walls for spray painting and other art
- Lots of flexible learning areas

CHOIR CONTEST WON BY SINGERS FROM CONNAUGHT

Best From Regina Public Schools Chosen to Represent City at Festival

Before an audience which packed Metropolitan United Church to the roof last night, the public school choruses and soloists were heard in the final competition which was designed to select those who will represent Regina at the musical festival at Saskatoon next week. Connaught school choir was chosen to represent Regina in the special public school choir event. That the interest of the public was aroused to a high degree was demonstrated by the fact that scores of those who sought admittance to the large building were turned away at the doors.

The contest formed a major feature of a concert in which most of the public schools of the city took part. The adjudicators were Cyril Hampshire, director of the Regina College Conservatory of Music, and Prof. J. Henry.

Chief in importance, perhaps, was the final trial of skill to decide which of the special school choirs should go to Saskatoon. Three of these choruses had survived the elimination tests held at the city hall Wednesday morning, from Connaught, Thomson and Wetmore schools. The same test pieces were sung as on the previous occasion, being C. Armstrong Gibbs' "Five Eyes," with words by Walter de la Mare, and "Rest Thee on This Mossy Pillow," by Henry Smart.

The competition was won by Connaught school, with 177 marks, Thomson coming next with 169 marks and Wetmore third with 162 1-2. In addition to the honor of competing at the musical festival, their victory brings Connaught the shield presented by the Rotary Club. Rev. Harry Nobles, as president of the club, made the presentation, amid great enthusiasm.

The leader of the winning chorus is Miss Frankie Briggs; Miss Harrison directed Thomson school choir, and Miss Etta Weaver led the choir from Wetmore.

In the one-room chorus final contest for Grades 1 to 3, Lakeview school beat Connaught, with 163 points to 160; while in the corresponding event for Grades 3 to 6, Lakeview was again victorious, this time scoring 254 points to 238 gained by Benson.

Three classes for soloists were heard next. The first, girls' low voice, was won by Ada Taylor, Victoria school, with 87 points. Her opponent, I. Phillips, Connaught, scored 74.

M. Herbison won more honors for Victoria by carrying off the major points in the girls' high voice competition, with a score of 75. E. Cooper, Albert school, was a bare point and a half behind, her award being 73 1-2.

In the boys' voice contest, Angus Allan gave Victoria yet another triumph, with a total of 90 as against 82 for E. Hamon of Benson.

The winning soloists were presented with medals by Mrs. A. S. Gorrell, on behalf of the Women's Musical Club, who also gave shields to the successful one-room choruses.

One of the most interesting and enjoyable items of the whole evening, and which was thoroughly appreciated by the large audience, was the performance of little Norman Harper, a six-year old kindergarten pupil of Connaught, who sang the test piece which had been chosen for the boys' solo class, Franz Schubert's "Hark, Hark, the Lark."

A xylophone solo by Nelles Glover, Victoria school, was well received as were selections by the public school orchestra under the direction of W. E. McCann, supervisor of music.

Demonstrations of folk dancing were given by the little girls of Grade 1 of Thomson school, directed by their teacher, Miss K. Nickle, and the senior girls from Kitchener, under the supervision of Miss A. Hinson. As popular as anything on the entire program was a demonstration of physical drill given by the pupils of Grade 3, Benson school, under Miss McPherson.

The adjudicators spoke favorably of the general improvement in singing which was so noticeable last night, and specially commended the performance of Connaught school choir, drawing attention to the improvement in their rhythm since Wednesday morning.

Education board approves program

F[illegible]att Bellan
Leader-Post

Regina education board has approved a program to improve education in poverty-stricken, largely native areas of the city.

The board approved introducing the education department financed-program at at its weekly meeting Monday, and it now goes to the department for final discussion and approval.

The program is designed to improve students' achievement by getting parents and the rest of the community involved in school activities, hiring teaching aides and other extra staff to support teachers, and helping develop native and other course materials suited to student needs.

It has a budget of $248,000 for 1980-81, to be paid for totally by the education department.

The main parts will be introduced at Kitchener and Connaught Schools, and a nutrition component will go to Albert School. All three are inner-city schools with large native enrolments.

Among the main features approved by the board Monday were:

- Hiring eight teaching associates for Kitchener and Connaught — four for each school. Their job will be to help teachers in the classroom and help them relate to students;
- Hiring one community school co-ordinator for each school. That person will co-ordinate the over-all program, encouraging development of programs to involve the community in the school. These will range from arranging adult education to working with local agencies and social services to improve community life;
- A $10,000 local curriculum development grant to develop native and other course materials suited to student and co[illegible]ity needs, ranging from local hi[illegible]rojects to teacher-parent comm[illegible]ion workshops;
- An $8,000 community education budget to cover costs of community social or cultural events, meetings, workshops and other events, and
- The nutrition program at Albert School will have a budget of $55,800 in 1980-81, including breakfasts, lunches or snacks, nutrition education and a food experience program with students shopping for, preparing and tasting a variety of foods, among other activities.

The agreement approved Monday follows months of closed-door negotiations between the the public school board, the education department, community and native organizations.

It's one of several similar agreements the department has been negotiating with school boards in Regina, Saskatoon and Prince Albert since last spring.

Ron Mitchell, board spokesman, said in an interview Monday he expects the provincial cabinet to discuss the program as amended by the board within the next few weeks. The program will be phased in starting before the end of the year and should be in place before the end of the school year.

Trustee Les Hammond and Mary Hicks, board chairman, voted against introducing the nutrition program, with the board's five other trustees supporting it.

Mrs. Hicks said better nutrition would help many children with their schoolwork but the social services department or other agencies should pay for such programs.

She said other schools in the area might also ask for nutrition programs. Parents might also "resent" the board's implying they're not feeding their children well enough.

Rejected program

The separate school board recently voted to reject a nutrition program from its own agreement for a community schools program with the province. It said the $5,000 provided for capital costs wasn't enough to cover kitchen renovations the school introducing the program would require.

Ron Mitchell, of the public board, said Monday the program would involve serving simple foods like sandwiches and wouldn't require major renovations. The money the department was offering would cover costs adequately.

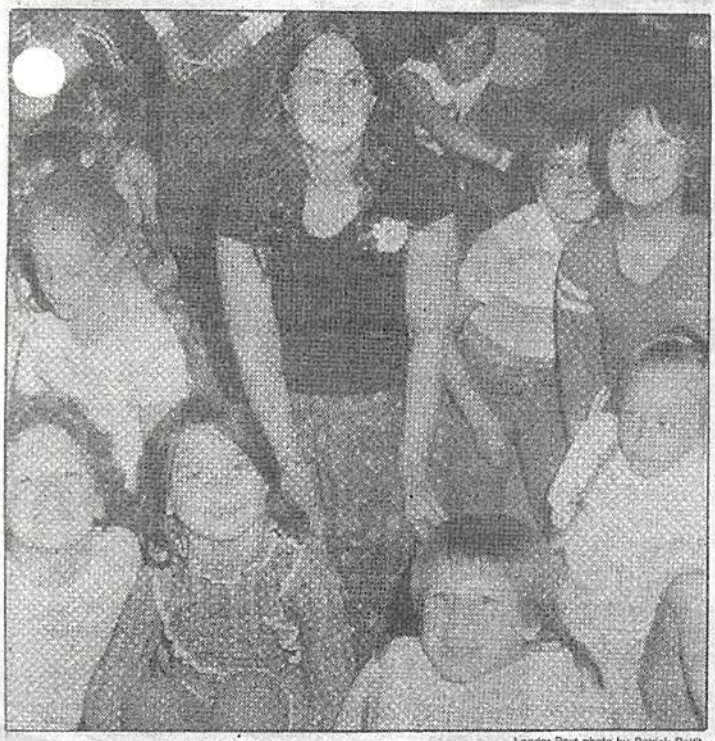
Trustee Susan Currie said the department wanted the nutrition program located at either Kitchener or Connaught Schools because it wanted to study the program in a school offering the whole community schools program.

But the North Central Community Society pressured strongly to have it at Albert School instead.

More school board stories on Page 5

Regina Leader-Post Sept. 9, 1980

Regina Leader-Post circa 1983-1984



Leader-Post photo by Patrick Pettit

Sue Deranger with students at Connaught School

Community school concept alive and well at Connaught

By [illegible] Fahey
of The Leader-Post

The community school concept may be suffering some growing pains but enthusiasm for the program at Connaught School hasn't waned.

That enthusiasm is largely due to the school's community co-ordinator, Sue Deranger.

Deranger has just completed her first year at the school and, based on the tributes made at a special ceremony this week, the staff, parents and members of the community are happy with the job she has done.

"She's been the main driving force in our parents' group," said the group's president, Greta Wagner.

The program is designed to improve communication between the school and community by involving parents and other local residents in various programs.

Deranger visits homes when a child is having a problem in school or is not attending classes and acts as a liaison between parents and teachers when necessary.

A parent of one five-year-old girl credits Deranger with making her child more comfortable at school. She said her daughter was "making a slow start" in kindergarten and it got to the point where she didn't want to go to school. Deranger offered to check on the child throughout each day so she would feel more at ease at school.

"Sue has a way with children — it's just amazing," said the parent. "After Sue started visiting her, my daughter always felt comfortable at school because she knew Sue was there."

Another parent said her daughter was "caught stealing and playing hookey." Deranger talked to the parent and referred her to Child and Youth Services so her daughter could get counselling. Since then, her daughter has been attending school regularly and hasn't been involved in any more incidents.

"Sue talked to children when they had no one else to talk to," said another parent.

Connaught is one of three inner-city schools wi[illegible]he Regina public school system that re[illegible]dditional resources from the Regina Bo[illegible] Education and the Department of Education to operate a community program.

Deranger has been instrumental in bringing a number of programs to the school, including education upgrading classes, Cree lessons, an Alcoholics Anonymous group and a dance exercise class.

"Sue has tried all kinds of methods to get parents to the school," said Dennis Leniczek, a member of the community school council.

The school has had four community co-ordinators in four years, he said. "Sue has been the best one we've had — she's just done an excellent job."

She is also involved in a number of extra-curricular activities to promote an awareness of multiculturalism among the children. These activities include teaching Indian dances.

As well, she tries to develop community awareness by taking the children on excursions to local businesses and cultural programs.

"It's a hectic and frustrating job, but the kids are sure a reward," Deranger said. "Days when I feel bogged down and can't keep up any more, I go outside and one of the kids comes up and hugs me or holds my hand and my heart just melts. That makes it all worthwhile."

There was some opposition to the community school concept by both parents and teachers when the program started four years ago but it was mainly just a resistance to change, she said. Once people realize what she trying to do, they generally accept her and a bond is formed, she said.

Deranger said her biggest success is with attendance rates.

"Through my home visits, I have been able to increase the attendance rates on the whole and especially with native children," she said. The school has received several commendations from the Department of Education for having a high attendance rate among its students.

Deranger attributes her success in this area to the fact that both parents and students "feel there's someone out there who cares."

Deranger has a degree in social work and has extensive counselling experience. Although she is of native ancestry herself, she was not hired to work exclusively with native children. Unlike the other community schools in the system, Connaught School has a relatively low native population of only 25 per cent.

French classes, funding in public schools discussed

By Joy-Ann Cohen
of The Leader-Post

The board of education discussed enrolment and funding of its French immersion program at its weekly meeting Tuesday evening.

The program has been held at Massey School in kindergarten and Grade 1 since the fall of 1976. This year it is being extended to Grade 2 at Massey School and kindergarten at Connaught School.

French is used as the language of instruction in kindergarten for up to 100 per cent of the time, and in Grades 1 and 2 for up to 75 per cent of the time. The students in the French program learn the same skills as students attending English classes.

Enrolment statistics for this school year show that in the French immersion program at Massey School, 36 pupils are attending two kindergarten classes; 18 pupils are in Grade 1 and nine pupils are in Grade 2.

In the Connaught School French kindergarten class, 13 pupils are enrolled.

W. F. Ready, chairman of the board, said he was concerned that the demand for the program was slight and that in Grade 2 so few students enrolled that holding a class was almost impractical.

Board member Ken Johns said if the demand is small, the board might have to offer incentives to encourage parents to enrol their children. He said French instruction should be a high priority at this time in Canada's history, when government leaders are talking about ways to keep Quebec a part of the country.

Alex Robb, superintendent of programs, said the enrolment does not reflect a slight interest in the program. Although the classes are open to pupils from all areas of the city, many parents who say they would like to send their children do not want to transport them to schools far from their homes.

The board of education reimburses parents 50 cents a day for transportation of each child.

Praised by parents

Robb said that after the first month of operation, no parent withdrew a child because of dissatisfaction with the program. Many parents have told the teachers and himself that the instruction is excellent. Students have left because their families moved out of town, or for other reasons not pertaining to the quality of the program, he said.

The provincial government this year boosted grants to the school board for pupils in the program from $84 per student to $200, Robb said.

Massey School has also received $15,000 of a possible $30,000 grant from the federal department of the secretary of state for resource materials such as tape recorders and overhead projectors. Many of the tapes and books bought under the grant are in French.

Ready said he wanted more information on how much the French classes cost compared with English classes, and whether the additional expenses are covered by the grants. If they are not, and the government thinks the classes are important, it should provide more funds, he said.

J. A. Burnett, director of education, said there is a problem in co-ordinating French immersion classes in this city with those in other cities. For example, a family recently came here from Ottawa, where the child was enrolled in a French immersion program. In Regina, he could not continue in the program, because he was beyond Grade 2.

Harvesting virtually stops

Continuing cool, wet weather brought harvest operations to a virtual standstill across the province last week, the Saskatchewan Wheat Pool said Wednesday in its weekly crop report.

The report said harvest operations have fallen behind last year's progress because swathed crops are not maturing or drying. Farmers are beginning to take off tough grain to prevent further grade deterioration.

Pool agents say farmers are bringing out grain dryers to cope with the wet conditions.

Only about 80 per cent of this year's crop is swathed, which is well behind the 1976 rate and combining was virtually nonexistent last week.

Farmers were able to combine only about nine per cent compared to 22 per cent in the same week a year earlier. About 40 per cent of the harvest is completed.

This is about four days behind last year when 54 per cent was in the bin by this stage. Although harvest is almost done around Estevan, in the north only 10 per cent of combining is complete.

Production estimates remain unchanged from a week ago with total wheat production of 412.5 million bushels expected.

Heavy frost across Saskatchewan the first two days of September is expected to significantly damage late seeded cereal and oilseed crops. Early seeded crops should not suffer.

Worst hit is the northeast and northwest where up to 30 per cent of wheat crops will be downgraded to utility grade as a result of frost damage.

Early seeded fall rye crops are reported to have germinated well and are progressing favorably.

Agents report rainfall in all crop districts last week ranging from 62.5 millimetres in the Carrot River district to only five mm in the Shamrock-Gravelbourg area.

Although rainfall was often not significant, it combined with cool nights and heavy dews to prevent crops from drying.

"At least one week of hot, sunny weather is needed to enable farmers in the southern half of Saskatchewan to complete harvesting," the pool said.

School board denies cable loan

The Regina Cablevision Co-operative, with its licence already approved but unable to operate because of the dispute between Sask Tel and the Canadian Radio-television and Telecommunications Commission (CRTC), will not be getting any additional money from the city's separate school board.

The board, a member organization of the co-operative, turned down the request for funds at its regular meeting Tuesday night.

Board chairman Jack Goetz said the board didn't have the power to grant the request, and trustee Gerald Kleisinger said he doubted there was any money left in the budget.

In its letter to the board, the co-operative said its board of directors, in view of the long delay in becoming operational, had decided to make the original loans interest bearing at a rate of eight per cent per annum effective July 17, 1977, which was the anniversary date of the original loans.

The group was asking for additional loans from the member organizations repayable within the first year of operation with interest at eight per cent.

Farm input focus

A conference aimed at encouraging development of economic policies and public attitudes which lessen Canadian dependence on foreign suppliers of farm chemicals starts Monday in Winnipeg.

The Canadian Agricultural Chemicals Association is holding its three-day 25th annual conference at the Fort Garry Hotel.

An association spokesman said the conference will focus attention on the common interests of food producers and those who supply them with input products such as fertilizer, herbicides and pesticides.

Representatives of all sectors of agriculture are expected to attend.

The spokesman said it is dangerous for Canadian farmers to depend too much on foreign suppliers for farm inputs.

Problems to be dealt with include tariff policies, chemical registration and control procedures and other economic and political issues facing the Canadian industry.

Speakers will include Ron Dalgliesh, Saskatchewan deputy minister of agriculture, and Roy McKenzie, director of the farm services division of Saskatchewan Wheat Pool.

Other speakers include Gaetan Lussier, federal deputy minister of agriculture, Douglas McIntorie, head of the agricultural division of the Royal Bank of Canada, and D. H. Pound, chief commissioner of the Canada Grains Commission.

Lussier and Pound will also speak at the semi-annual meeting of the Canada Grains Council in Montreal Oct. 25 and 26.

Extension for teacher

A one-year extension has been granted to the department of national defence for the services of Regina teacher Daniel Lundine.

The Regina separate school board unanimously approved the extension to Aug. 31, 1979, for Lundine, who has been teaching at Baden Intermediate School in Germany.

Trustee John Lipp said he had visited the school and talked with Lundine during a trip to Europe last spring, and found that school officials were pleased with Lundine's work.

Toronto to draft

Regina's new zoning bylaw, to be completed by the end of 1977, will be prepared by IBI Group Ltd. of Toronto for $45,000.

The consulting firm was selected from 27 applicants seeking to develop a zoning bylaw regulating residential, business, commercial and industrial development in the city.

Saskairie rat aid approve

In a break from its traditional practice of refusing to allow students to sell raffle tickets for campaigns, the board of education voted Tuesday evening to allow high school clubs to sell, on a voluntary basis, raffle tickets in support of Saskairie.

The approval was granted because of the special nature of the project. Saskairie is an outdoor education centre on the southern slopes of Moose Mountain. It is designed primarily for the use of students from Grades 5 to 12.

Plans call for winterized facilities to accommodate up to 96 students, the establishment of a small mixed farm, and the acquisition of equipment and resource material for a wide variety of outdoor programs.

Construction on the site began in 1975, and is not yet complete. Saskairie is being built by the Prairie Lore and Living Society, a non-profit organization incorporated in 1973 to promote outdoor education in Saskatchewan. The

Sept 5, 2012

Leader-Post • leaderpost.com

CENTENNIAL

Back to school — for the 100th time

EMMA GRANEY
LEADER-POST

As students trooped back to class at Ecole Connaught Community School on Tuesday, former student George Beckett looked on.

The 1950 Connaught graduate wasn't there to see off grandkids, but to help promote the school's upcoming centennial celebrations, being held Sept. 28-30.

Things have changed at the Cathedral neighbourhood school since Beckett and his friends sat in classrooms in the brick building.

"When I started in 1941, the Depression was on, the war was on," he said.

"Discipline and the like was very strong in those days and education wasn't as varied as it is now, not as interesting."

"WHEN I STARTED IN 1941, THE DEPRESSION WAS ON, THE WAR WAS ON."
GEORGE BECKETT

One thing that hasn't changed, Beckett thinks, is the excitement at heading back into the classroom — or at least seeing one's friends again.

"There would be some good friends you'd see over the summer, but a lot of people had cottages and so you wouldn't see them over the summer months," he said.

"I think back then we were excited to get back, and I think it's the same now. After a long vacation you get kind of bored."

Beckett expects Connaught's centennial celebrations to be a reunion of sorts and is looking forward to catching up with people he hasn't seen in years.

"Certainly I'm going to be there on Friday to enjoy the festivities and meet some people," he said.

"I'm sure talking to some of those people will bring back a lot of memories."

Aside from a chance to reunite with former teachers and students, organizing committee chair Trish Elliott said it was a chance for people to focus on the role the school has played in the community over the years.

"It's been a vital part of the community for 100 years now and ... a lot of innovation has come out of the school as well," she said.

"This is definitely a community-based celebration because Connaught is so interconnected with everything in the community."

The free festival will feature bands, old schoolyard games and some hands-on arts and theatre workshops and bands.

"We also have at least two compositions in the works ... so we'll get some great art and music coming out of this," Elliott said.

Connaught is Regina's oldest school and was one of the first community schools in Saskatchewan.

This ain't your grandpa's party

École Connaught turns 100, throws bitchin' party

paul bogdan
arts editor

Tenielle Bogdan

you don't look a day older than 85

Hundredth birthdays are generally as worrisome as they are celebratory; something this far past its prime is bound to go at any second. Thankfully, École Connaught isn't a living organism that runs the risk of croaking on its birthday. Even still, turning one hundred years old is no small feat, even for the non-living.

But, everyone knows the best part about birthdays is the party, and Connaught school is throwing one hell of a birthday party September 28 - 30, including (but not limited to) school yard games, barbeques, theatre, and live music from the likes of The Lazy MKs, The Local Onlyz, Jack Semple, Rah Rah, and many others.

"We're running three stages and four art exhibitions. It's going to be a pretty amazing event for a little school ...The festival is in celebration of the one-hundredth anniversary of Connaught Community School, and we're lding because it's a pretty rare .ing for a school to reach one hundred. It's the oldest school in Regina and one of the first community schools," said Trish Elliott chair of the École Connaught Centennial Committee.

The idea for a music and arts festival at the school began with local parents' concern with the "decline in arts and culture in the school in recent years".

"There's been a much bigger focus on standardized testing and mathematics and literacy, but there wasn't a lot of art coming home from the kids any more. So, we got talking about this and what we could do to help make it easier to bring back art into the school, and that's where this idea came up ... why don't we do something artistic around the centennial?

"We've been doing a whole year-and-a-half now of different art projects with students and the community to commemorate the school, and this festival is one of the highlights of it," said Elliott.

With all of the events that have gone on at École Connaught over the past year, Elliott remarked that "it was the best year to be a kid at Connaught."

Moreover, though, Elliott also commented that the different artistic events that the Connaught Centennial Committee has worked on have addressed the issues that initiated its creation.

"A lot of these projects have been a real great outreach, and has brought art back into the school and created links with galleries and artists right in this neighbourhood, [and] I'm sure those links will last, and there'll be lots more projects to come," said Elliott.

And, hopefully, more projects do follow, as the school has deep roots in the community, but more specifically, the artistic community in Regina.

"The school has a really good musical history, going back to the '20s. We've had lots of graduates who have gone into music and the arts ... most of these performers have some kind of connection to the school ... so, we chose our centennial theme as 'history through creative expression'," said Elliott.

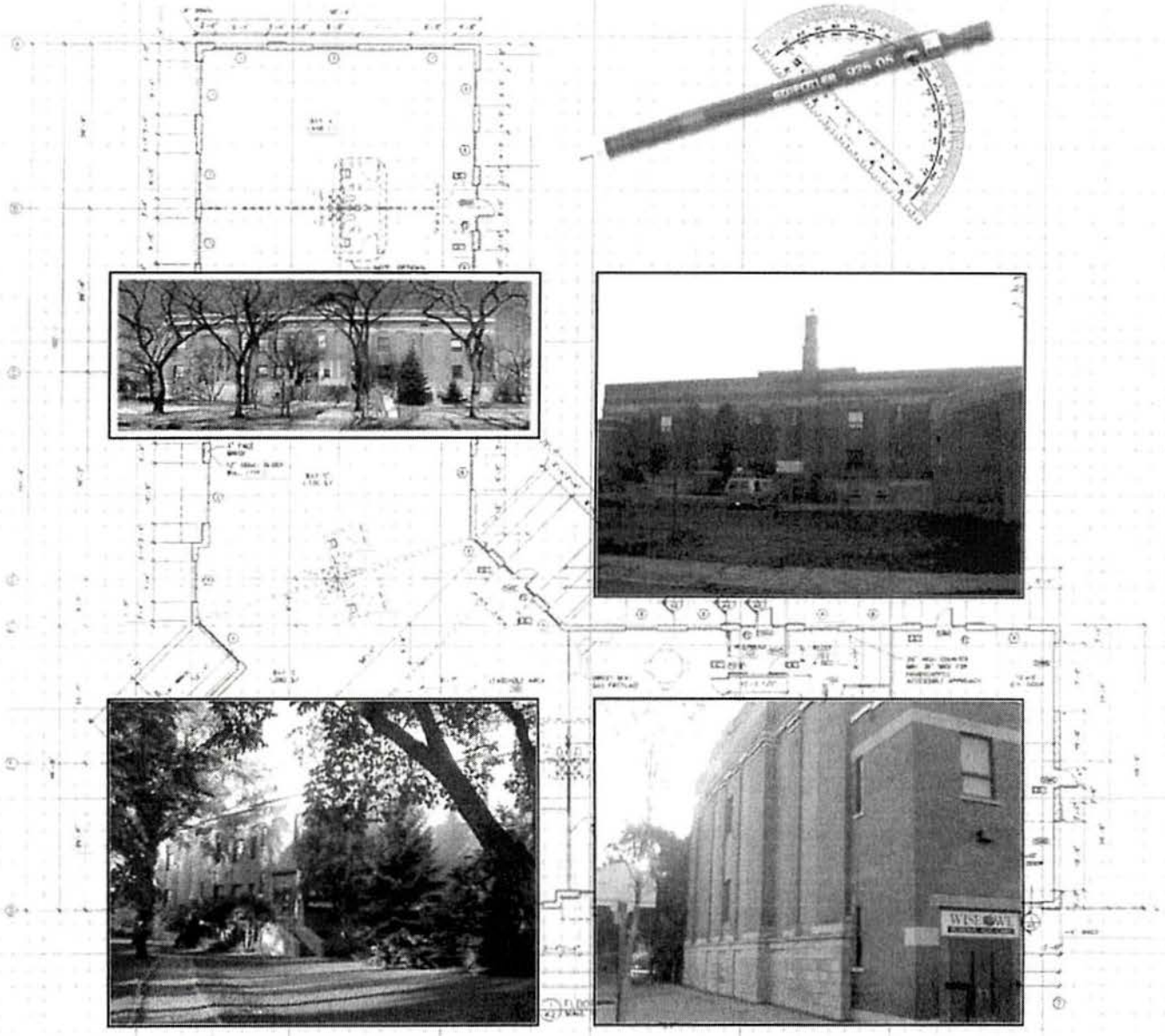
The party begins at 1 P.M. on Friday, Sept. 28 and continues until the pancake breakfast on Sunday, Sept. 30. For a full list of details, head over to connaught100.com.

Building condition

a. Visual assessment documents
b. Recommended structural tests

Facility Audit Report

Connaught



Facility Audit report for: Connaught
Regina, SK

Report Created: 2012-04-02

Facility Details

Facility Connaught
Address: 2124 Elphinstone St.
Location: Regina, SK S4T 3N6
Facility Zone: 8
Grade Configuration: Elementary Schools
FacilityCode: CONN

Date Built: 1912-04-00
Construction Type:
Replacement Cost: $11,476,200
FCI: 0.6%

Contact Name: Bernadette Leblanc-Fortier
Contact Phone: 306-791-8620
Contact Email: bernadette.leblancfortier@rbe.sk.ca

Audit Details

Audit ID: 169 (click here for full Audit Information)
Audit Date: 2010-11-08
Date Completed: 2010-12-17
Status: Completed
WorkOrder #:
Overall Rating: 6.6
Evaluator:
Service Provider:

Summary:

FAME Visual Condition Assessment

Notes

2010-12-01 10:14:47 Shaun Erick Last Edited By: scott@fameassets.com 2010-12-17 09:22:47

General Summary:

Connaught School was originally built in 1912. The Gym addition and major renovations were completed in 1978. The size of the school is 4452.6sq.m (Second Floor 1355.5, Main Floor 1773.1, Basement 1324.0) with an approximate replacement cost of $13,803,060.

Envelope Summary:

A clay brick wall finish provides the envelope for most of the school. Exterior doors in the facility are either wood or steel. Exterior windows in the facility are either steel or aluminum. Roof covering on the facility is either a SBS roof system or a BUR roof system. A sheet metal roof finish was noted on the Penthouse.

Conveying Summary:

No standard passenger elevators or chairlifts have been installed in the facility.

Interior Summary:

The school is composed primarily of concrete masonry units (CMU) and gypsum board partition walls. You will also find many types of flooring throughout the facility including vinyl composite tiles (VCT), sheet vinyl flooring, vinyl asbestos tiles (VAT), terrazzo, mosaic tile, concrete and carpet. The Gym in the facility has a VCT flooring system installed. The school's ceiling finish is primarily a acoustic suspended ceiling (ACT). Gypsum board and plaster ceiling finishes were also noted.

Plumbing Summary:

Connaught School contains one domestic water heater which supplies all the necessary hot water. Plumbing fixtures include commercial grade toilets and floor mounted urinals. Washroom sinks include enamel sinks set in vanities or wall mounted vitreous china sinks complete with standard faucets. Corridors contain wall mounted drinking fountains.

Mechanical Summary:

Two low pressure steam boilers have been installed in the facility with applicable distribution devices such as pumps and piping equipment which distributes hot water to radiant heating enclosures found throughout the facility. Two standard furnaces have been installed in the Gym Mechanical Room for Gym heating requirements. Auxiliary heating equipment include unit heaters. Two supply fans have been installed in the facility for air distribution. Numerous exhaust fans have also been installed in the facility.

Electrical Summary:

The Main Switchgear provides a 120/208V, 600 amp, 3 phase, 4 wire electrical service to the facility. Lighting in the facility is T-8 fluorescent lighting. Circuit panels installed in the facility are at approximately 92% capacity. Exterior lighting consists of HID light fixtures installed around the perimeter and at exit points.

Fire and Life Safety Summary:

The building is protected by an Edwards 6500 fire alarm system complete with applicable initiating and notification devices. A fire alarm sprinkler system has also been installed in the facility. Illuminated exit signs and emergency lighting battery packs with remote light heads have been installed throughout the facility. Portable fire extinguishers and fire hoses can also be found throughout the school.

Site Summary:

Thefacility has two gravel parking lots complete with electrical car plug-ins. Pedestrian walkways are comprised of concrete. A grass play field, asphalt play surfaces and playground structures have been provided for student athletic and recreational activities.

Barrier Free Equipment Summary:

Barrier free equipment has not been provided in the facility.

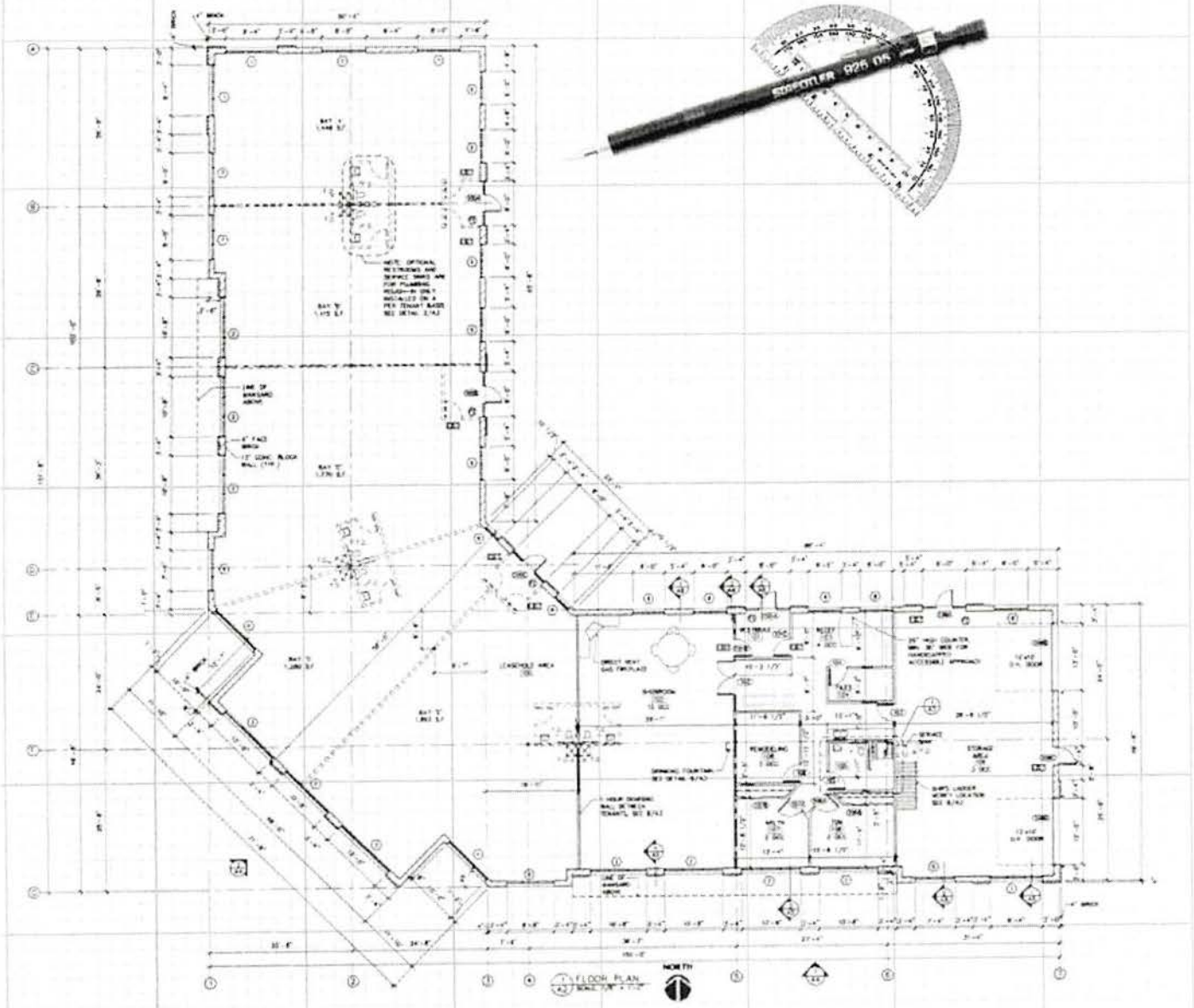
Audit Rating Summary

Category	Average Rating	Estimated Deficiency
Envelope	5.9	$119,450
Equipment & Furnishings	7.2	$24,200
Interiors	6.2	$400,050
Services - Electrical	6.9	$75,550
Services - Fire/Life/Safety & Security	8.0	$0
Services - Mechanical	6.7	$170,850
Services - Plumbing	6.6	$8,250
Site	6.8	$68,750
	Total:	**$867,100**

Rating Guide		
Rating	Response	Definition
10	Non Essential	Like new condition – meets current and foreseeable future requirements.
9	Non Essential	Good condition - between new and mid forecasted life span. Meets current and near future requirements.
8	Non Essential	Good to Fair condition – mid forecasted life span has been reached. Meets current requirements.
7	Non Essential	Fair condition – final stages of lifespan. No deficiencies were noted. Meets current needs.
6	Essential	Reached or exceeded forecasted lifespan. Currently in serviceable condition and functions as designed. Requires monitoring.
5	Essential	Minor Deficiencies noted. Will require replacement or refurbishing within 5 years to keep element in service. Requires monitoring.
4	Essential	Moderate deficiencies noted. Will require replacement, or refurbishment within 2 years to keep element in service. Requires monitoring.
3	Essential	Major deterioration of asset, no immediate risk, has not failed. Replacement / upgrading within 2 years necessary. Requires monitoring.
2	Critical	Significant deterioration of asset, poses low to medium risk for occupant health and safety; failure imminent; replacement / upgrading within 12 months necessary. Requires action.
1	Critical	Extreme deterioration of asset, poses high risk for occupant health and safety; immediate attention required. Requires action.

Facility Audit Report

Connaught



Facility Audit report for: Connaught
Regina, SK
Report Created: 2012-04-02

Facility Details

Facility Connaught
Address:
Location: Regina, SK
Facility Zone: 8
Grade Configuration: Elementary Schools
FacilityCode: CONN

Date Built: 1912-03-31
Construction Type:
Replacement Cost: $11,476,200
FCI:

Contact Name: Bernadette Leblanc-Fortier
Contact Phone: 306-791-8620
Contact Email: bernadette.leblancfortier@rbe.sk.ca

Audit Details

Audit ID: 68 (click here for full Audit Information)
Audit Date: 2006-07-04
Date Completed:
Status: Pending
WorkOrder #:
Overall Rating: 4.1
Evaluator:
Service Provider:

Summary:

Connaught Audit

The structural Facility Audit of Connaught School was conducted in April and May, 2010 by Holly Sawka and Nathan Campbell, J.C. Kenyon Engineering Inc.

Notes

2010-06-08 15:38:05 Jim Kenyon Last Edited By: jkenyon@jckenyon.com 2010-06-09 10:04:17

Our review of the Connaught School building has been based on site observations as well as drawings obtained from the City of Regina archives and renovation drawings dated 1978 provided to us by Regina Public Schools.

Connaught School was constructed in the 1920's and in the 1970's extensive renovation work was done to the building. The building is a brick, two storey structure. Most of the walls, ceilings, and floors of this building are covered in architectural finishes. The basement of this building consists of a slab on grade in the boiler and machinery room which sits approximately 3 to 4 feet below grade, and then an asphalt floor in the rest of the basement. The floors above the basement, the ground floor, first floor, and roof support slab, all consist of structural slabs spanning between reinforced concrete beams. The concrete beams are then supported by the exterior brick walls or by interior concrete columns. The exterior walls of this building consist of brick which sits directly on a foundation of spread footings located approximately 7 feet below ground level. Square footings are under the interior columns. The Interior load bearing walls consist of brick, while the non-load bearing partition walls are made up of hollow tile.

The roof of this building consists of wood decking spanning between wood roof joists. The joists sit on a wood top plate that is supported by posts spaced at approximately 2 feet on centre. The posts, which are a maximum height of 5 feet at the centre of the roof space, sit on a wood bottom plate which sits on the concrete roof support slab.

In the 1960's, a round auditorium designed by Clifford Wiens Architect was added to the school. The auditorium consists of a reinforced concrete slab on grade and concrete reinforced walls with a brick finish. The roof is dome shaped and consists of reinforced concrete. The foundation of the gymnasium is a grade beam and pile system.

From our assessment of the school it was concluded that this building has experienced and continues to experience extensive foundation movement. Another major issue this building has is a lack of redundancy in the structural systems, which reduces the safety of these systems. For example, our inspection revealed that there is no transverse rebar in the roof support slab and that larger cracks have developed in those slabs. This condition may exist in the other floor slabs. This school is only safe for occupancy on the basis of some immediate upgrades and ongoing inspection every 6 to 12 months. Without major structural upgrades its life is a maximum of five years.

Audit Rating Summary

Category	Average Rating	Estimated Deficiency
Interiors	2.5	$35,000
Roofing		$2,200
Shell	4.0	$75,000
Structure	4.4	$4,290,000
	Total:	**$4,402,200**

Rating Guide		
Rating	Response	Definition
10	Non Essential	Like new condition – meets current and foreseeable future requirements.
9	Non Essential	Good condition - between new and mid forecasted life span. Meets current and near future requirements.
8	Non Essential	Good to Fair condition – mid forecasted life span has been reached. Meets current requirements.
7	Non Essential	Fair condition – final stages of lifespan. No deficiencies were noted. Meets current needs.
6	Essential	Reached or exceeded forecasted lifespan. Currently in serviceable condition and functions as designed. Requires monitoring.
5	Essential	Minor Deficiencies noted. Will require replacement or refurbishing within 5 years to keep element in service. Requires monitoring.
4	Essential	Moderate deficiencies noted. Will require replacement, or refurbishment within 2 years to keep element in service. Requires monitoring.
3	Essential	Major deterioration of asset, no immediate risk, has not failed. Replacement / upgrading within 2 years necessary. Requires monitoring.
2	Critical	Significant deterioration of asset, poses low to medium risk for occupant health and safety; failure imminent; replacement / upgrading within 12 months necessary. Requires action.
1	Critical	Extreme deterioration of asset, poses high risk for occupant health and safety; immediate attention required. Requires action.

Detailed Audit Results by Category

Roofing

Roofing: Inspections ()

Rating	Last Update	Response	Installed	Element Life	Remaining Years	Deficiency	Project #
					0		

Roofing: Roof Coverings (B3011)

Rating	Last Update	Response	Installed	Element Life	Remaining Years	Deficiency	Project #
	2010-05-03				0	500.00	

Deficiencies:

Seams on flashing require minor re-caulking.

Flashing and stripping on small NW and SW roofs in poor condition.

Slight leakage on gym around chimney.

Slight water staining in main roof close to penthouse window

Leakage reported in NW entrance is likely a result of a split in the roof membrane.

Recommendations:

Routine maintenance required

Comments:

The results of the roof inspection were conducted on May2, 2005

CAM Project 47 created.

Notes

2010-05-03 10:02:29 Support Fame

2005-07-13 14:56:04 - Sean Milne (edited on 2005-08-04 13:51:24)Roof System Materials: BUR

Slope of Roof System: Sloped to central drains (1/12). Gym utilizes a conical slope to side drains (3/12).

Insulation: Est. R-8

Insulation Type: Est. Fiberglass and fiberboard Insulation

Drainage: Central Roof Drains on main, side sloped roof drains on gym

Reported Roof Leakage:
a. Slight leakage on gym around chimney.
b. Slight leakage in NW roof over entrance.
c. Slight water staining in main roof close to penthouse window.

2010-05-03 10:02:53 Support Fame

2005-07-13 14:56:45 - Sean MilnePerimeter Parapet Condition:
Mostly lap flashing in generally good condition.
Seams on flashing require minor re-caulking.
Perimeter stripping in good condition on main roof likely location of the reported leakage.
Flashing and stripping on small NW and SW roofs in poor condition.

Drainage System Condition:
Recessed drains debris on main roof. While they are in good condition in consideration of their age, they have accumulated significant debris.
Drains on gym are not equipped with any protection to prevent them from being plugged with debris.

Mechanical Systems Condition:
No mechanical systems on roof.

Condition of Main Field of Roof:
Main roof in very good condition.
Gymnasium roof indicating signs of moderate/severe ridging due to aggressive slope on roof.
Stripping around drain on gym roof the likely location of reported roof leakage.

Roofs on the NW and SW corners of the building are in very poor condition. Leakage reported in NW entrance is likely a result of a split in the roof membrane.

Roof Vent/ Chimney Condition:
Vents appear to be original, but remain in fair-good condition.

Other Identified Issues:
Recommend the installation of a platform for accessing the entrance to the main roof the penthouse to ensure the safety of the CFO while conducting roof inspections.

Roofing: Roof Openings (B3021)

Rating	Last Update	Response	Installed	Element Life	Remaining Years	Deficiency	Project #
	2010-05-03				0	1700.00	

Deficiencies:

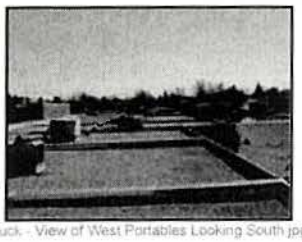
Drains on gym are not equipped with any protection to prevent them from being plugged with debris.

Recommendations:

Recommend the installation of a platform for accessing the entrance to the main roof the penthouse to ensure the safety of the CFO while conducting roof inspections. Routine maintenance required

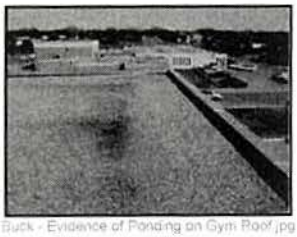
Comments:

CAM Project 48 created.


Buck - View of West Portables Looking South.jpg


Buck - View from Gym Looking West.jpg


Buck - View from Gym Looking SW.jpg


Buck - Evidence of Ponding on Gym Roof.jpg

JCK
J C KENYON ENGINEERING INC.
STRUCTURAL ENGINEERING CONSULTANTS

May 23, 2012

File: 116-10

Mr. James Youck
P3 Architecture Partnership
2292 Dewdney Ave.
Regina, SK
S4R 1H3

Re: Connaught School
Regina, Saskatchewan

Dear James:

As you requested, we have prepared a preliminary "opinion of cost" for restoring the structural systems at Connaught School as part of a major renewal project for the school. As you are aware, the building has many structural issues with the primary concern being the condition of the foundation. The foundation consists of brick walls supported on concrete footings and the foundation requires stabilization in the form of underpinning with piles. The brick wall foundation presents many difficulties in regard to underpinning in that the brick does not have the continuity that is normally required for underpinning. The brick foundation requires more piles and more time to underpin than a comparable concrete foundation system would.

We have received a preliminary cost estimate from W & R Foundation Specialists for underpinning the structure which puts the cost at approximately $3.75M. In our opinion, this cost should carry a 25% contingency at this time which puts the underpinning at approximately $4.5M. This contingency would cover unforeseen conditions and repairs to deteriorated walls and other elements. It should also be noted that W & R has indicated that the time required for the underpinning would be 10 to 11 months.

Other structural items that need to be addressed as part of the renewal project would be the condition of the upper floor structures and the attic slab. These floor systems are sagged and cracked and their structural capacities are unknown since the rebar content within the concrete is unknown. We expect that structural reinforcement of the floors will be required in many areas. At this time, we suggest an allowance of $1.0M be carried for upgrades to the superstructure.

We also expect that there will be structural modifications which would be part of the renewal project that would include things such as removal of some interior walls, new openings through walls, reconstruction of the front stairs and portico, support of new mechanical equipment and other items. We suggest an allowance of $750,000 for these additional structural items.

Our opinion of cost is therefore $6.25M for the structural renewal of this building. Our cost does not include general conditions, contractor overhead and profit and engineering fees.

Further to the above, prior to any decision regarding proceeding with a renewal process, we recommend that a more detailed investigation program be undertaken to assess the condition of the building structure. This would include exposing the footings at several locations to determine the condition of the concrete, retrieval of concrete core samples at the footings and the superstructure

and an investigation into the slab and beam rebar.

We trust this information is sufficient for your present needs. Please contact our office if you have any questions or concerns.

Yours truly,

J C KENYON ENGINEERING INC.

Jim Kenyon, P.Eng.

PROFESSIONAL ENGINEER
J.C. KENYON
REGINA
May 23/12
SASKATCHEWAN

Association of Professional Engineers & Geoscientists of Saskatchewan

CERTIFICATE OF AUTHORIZATION
J.C. Kenyon Engineering Inc.
Number C794

Permission to Consult held by:

Discipline	Sk. Reg. No.	Signature
Structural	5214	JK

JCK
J C KENYON ENGINEERING INC.
STRUCTURAL ENGINEERING CONSULTANTS

Connaught

September 12, 2012

File: 216-11

Regina Public Schools
1600 4th Avenue
Regina, Saskatchewan
S4R 8C8

Attention: Mr. Ron Christie BID, REFP
General Manager, Educational Facilities

Re: Structural Engineering Building Inspection #3 (August 2012)
Connaught School, Regina, Saskatchewan

Dear Ron:

As requested, J. C. Kenyon Engineering has completed a structural assessment of Connaught School located at 2124 Elphinstone Street in Regina, Saskatchewan. This is the second assessment completed at the school since the Facility Audit Report was completed in 2010. The last inspection was completed in December 2011.

The purpose of these visual assessments is to monitor and identify any structural changes to the building. No analysis of the structure or testing was performed. J.C. Kenyon Engineering makes no guarantees that the building's original construction is free of defects.

The visual assessment of the school was completed in August 2012. Deficiencies that were identified in past reports have not been included unless changes were identified.

Our observations during this inspection were as follows:

1. The gymnasium appeared to have water stains at the top of the walls and in the ceiling (Photo 1). A review of photos from past inspections show the same water stains. These stains were caused by water infiltration around the parapet of the roof. Any cracks or seams in the exterior metal flashing should be filled.

2. Approximately 20 feet of the tin cap over the west parapet wall had blown off (Photo 2). The metal flashing should be replaced and sealed to avoid penetration.

3. The structural slab in the library deflects between the beams. In some cases, the book stacks are leaning. We recommend that the book stacks be shimmed and made stable.

In addition to the recommendations above, the school should be inspected every 6 to 12 months to monitor deficiencies that have been identified in previous reports. If there are any significant changes in the structure we should be notified immediately.

We trust this report is sufficient for your present needs. Please contact us if you have any questions.

Yours truly,

J C KENYON ENGINEERING INC.

ENGINEER-IN-TRAINING
B.J.L. TAYLOR
MEMBER 21381
12 09 12
YR. MN. DAY
SASKATCHEWAN

J. Kenyon
Sept. 12/12

Brad Taylor, Structural Engineer-in- Training

Jim Kenyon, P.Eng.

Association of Professional Engineers & Geoscientists of Saskatchewan
CERTIFICATE OF AUTHORIZATION
J.C. Kenyon Engineering Inc.
Number C764
Permission to Consult held by:

Discipline	Sk. Reg. No.	Signature
Structural	5214	

Photo 1: Water Stains in the Gymnasium

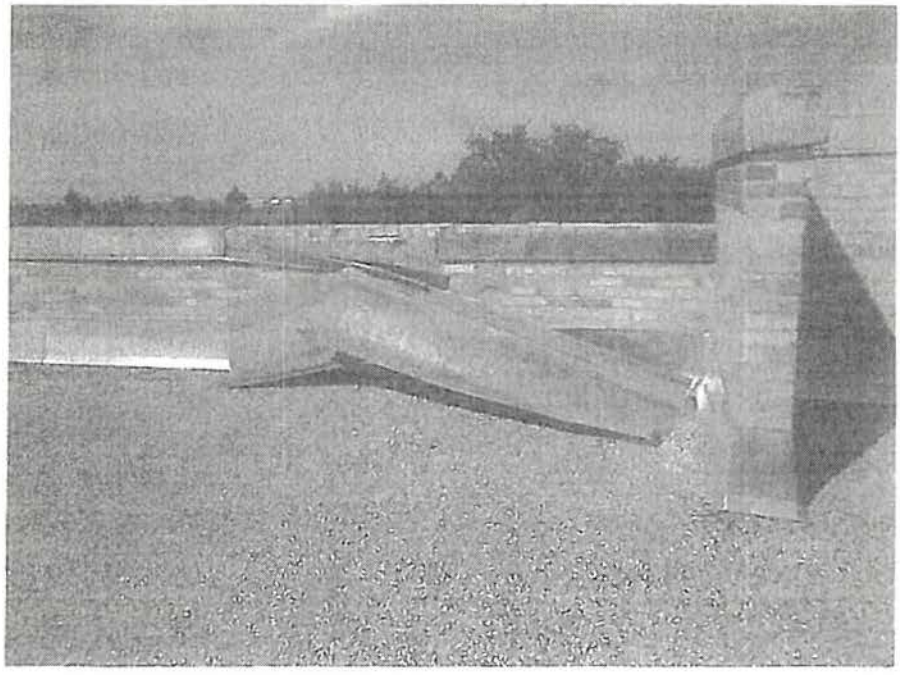


Photo 2: Parapet Flashing on West Side

JCK
J C KENYON ENGINEERING INC.
STRUCTURAL ENGINEERING CONSULTANTS

January 7, 2013

File: 216-11

Regina Public Schools
1600 4th Avenue
Regina, Saskatchewan
S4R 8C8

Attention: Mr. Ron Christie BID, REFP
General Manager, Educational Facilities

Re: Structural Engineering Building Inspection #4 (November 2012)
Connaught School, Regina, Saskatchewan

Dear Ron:

As requested, J. C. Kenyon Engineering has completed a structural assessment of Connaught School located at 2124 Elphinstone Street in Regina, Saskatchewan. This is the forth assessment completed at the school including the Facility Audit Report was completed in 2010.

The purpose of these visual assessments is to monitor and identify any structural changes to the building. No analysis of the structure or testing has been performed. We have not included observations from previous reports in the following.

The visual assessment of the school was completed in November and December 2012. During this inspection we observed that the basement floor in the nutrition room (#5) and Day Care Center (#7) had heaved. The floor in the Day Care center has also cracked (Photo 1 & 2).

We believe that the heaving has occurred in the past 6 months, and will likely continue to occur in the future. This is not a structural issues at this time, however we will continue to monitor these areas during our quarterly assessments and notify you if there are any significant changes.

We also looked at the wall in Room #12 to see if there has been any recent changes to the cracks that have occurred (Photo 3). When compared to photos taken during past assessments, it did not appear that there had been any significant changes. However, because of the extent of cracking in this wall we recommend that remedial work be undertaken. We will further assess the condition of this wall and prepare documents outlining repairs in the near future.

If you have any questions or concerns please contact us.

Jim Kenyon, M.Eng., P.Eng. Principal Tony A. Gartner, BA., A.Sc.T. Principal
2424 College Avenue REGINA, SASKATCHEWAN S4P 1C8 P: 306. 585-6126 F: 306.585-6156
#202 – 440 2nd Avenue North SASKATOON, SASKATCHEWAN S7K 2C3 P: 306 249-5346 F. 306.249-4581
www.jckenyon.com

Yours truly,

J C KENYON ENGINEERING INC.

Brad Taylor, Structural Engineer-in- Training

Jim Kenyon, P.Eng.

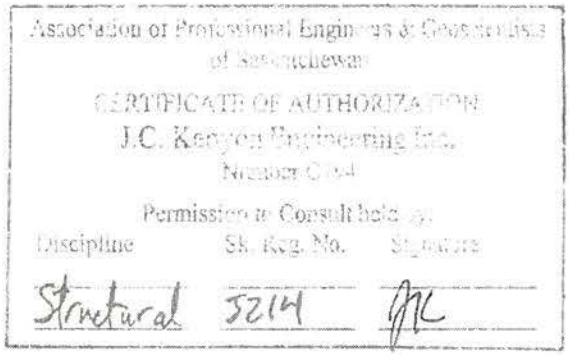


Photo 1: Nutrition Room- Cracks in tile at floor heave location

Photo 2: Wise Owl Daycare- Cracks in concrete at heave location

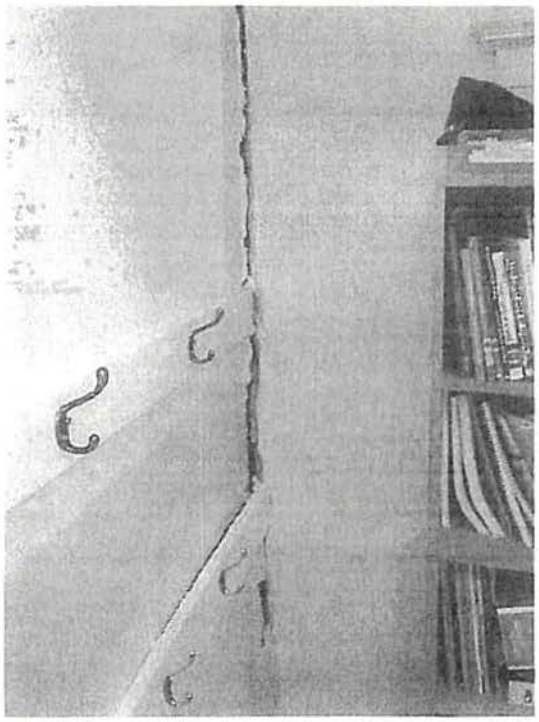


Photo 3: Wall in Room #15 (December 2012)

JCK
J C KENYON ENGINEERING INC.
STRUCTURAL ENGINEERING CONSULTANTS

May 8, 2013

File: 216-11

Regina Public Schools
1600 4th Avenue
Regina, Saskatchewan
S4R 8C8

Attention: Mr. Ron Christie BID, REFP
General Manager, Educational Facilities

Re: Structural Engineering Building Inspection #5 (May 7, 2013)
Connaught School, Regina, Saskatchewan

Dear Ron:

As requested, J. C. Kenyon Engineering has completed a structural investigation of Connaught School located at 2124 Elphinstone Street in Regina, Saskatchewan. This is the fifth investigation completed at the school including the Facility Audit Report was completed in 2010.

The purpose of these visual investigations is to monitor and identify any structural changes to the building. No analysis of the structure or testing has been performed.

During our investigation we looked at the areas that have been outlined in past reports to determine if there have been any noticeable changes. The floor below the basement level seems to have moved in some locations. The cracks that we have been monitoring did not appear to increase in size.

We did notice that the stairs on the north side of the east entrance have continued to move (Photo 1). These stairs have been blocked off at the top. In addition to this, we recommend blocking off the bottom of the stairs to deter students from climbing or sitting on these stairs.

If you have any questions or concerns please contact us.

Yours truly,

J C KENYON ENGINEERING INC.

ENGINEER-IN-TRAINING
B.L. TAYLOR
MEMBER 21381
13 05 08
YR. MN. DAY
SASKATCHEWAN

Brad Taylor,
Structural Engineer-in-Training

PROFESSIONAL ENGINEER
J. C. KENYON
REGINA
May 8/13
SASKATCHEWAN

Jim Kenyon, P.Eng.

Association of Professional Engineers & Geoscientists of Saskatchewan
CERTIFICATE OF AUTHORIZATION
J.C. Kenyon Engineering Inc.
Permission to Consult held by:
Discipline	Sk. Reg. No.	Signature
Structural	5214	JK

Jim Kenyon, M.Eng., P.Eng. Principal Tony A. Gartner, BA., A.Sc.T. Principal
2424 College Avenue REGINA, SASKATCHEWAN S4P 1C8 P: 306. 585-6126 F: 306.585-6156
#202 – 440 2nd Avenue North SASKATOON, SASKATCHEWAN S7K 2C3 P: 306 249-5346 F. 306.249-4581
www.jckenyon.com

Photo 1: North side of East Stairwell

JCK
J C KENYON ENGINEERING INC.
STRUCTURAL ENGINEERING CONSULTANTS

August 28, 2013

File: 123-13

Regina Public Schools
1600 4th Avenue
Regina, Saskatchewan
S4R 8C8

Attention: Mr. Ron Christie BID, REFP
General Manager, Educational Facilities

Re: Structural Engineering Building Inspection #6 (August 2013)
Connaught School, Regina, Saskatchewan

Dear Ron:

As requested, J. C. Kenyon Engineering has completed a structural investigation of Connaught School located at 2124 Elphinstone Street in Regina, Saskatchewan.

Periodical visual assessments of Connaught School take place every 3 months. The purpose of these visual assessments is to monitor and identify any structural changes to the building. No analysis of the structure or testing has been performed. J.C. Kenyon Engineering makes no guarantees that the building's original construction is free of defects.

The visual assessment of the school was completed in August 2013. During our assessment we looked at the areas that have been outlined in past reports to determine if there have been any noticeable changes. Our observations during this assessment are as follows:

Basement:

1. The basement floors continues to move. Both in the Nutrition and Wise Owl rooms the floor tiles appear to have separated more as compared to photographs taken in previous assessments.

2. The North interior stairs appear to have continued to settle along the north exterior wall.

3. The flooring along the south exterior wall has a bubbling appearance. This is likely due to pop outs of the aggregate in the concrete slab. Pop outs are usually caused by the expansion of aggregate particles due to moisture. This is not a recent occurrence and was only mentioned as it may be an indication of water infiltration of the adjacent exterior brick foundation wall. It is our recommendation that a hole be cut into the drywall along the South foundation wall in order to determine the condition of the foundation wall.

Main and Second Floor:

1. There appears to be new diagonal cracks in the wall finishes above doorways in various rooms. This is likely an indication of foundation movement.

2. In the Gymnasium, the concrete at the door entrance has broken apart. We recommend

JCK
J C KENYON ENGINEERING INC.
STRUCTURAL ENGINEERING CONSULTANTS

March 17, 2014

File: 123-13

Regina Public Schools
1600 4th Avenue
Regina, Saskatchewan
S4R 8C8

Attention: Mr. Ron Christie BID, REFP
General Manager, Educational Facilities

Re: Structural Engineering Wall Inspection (March 2014)
Connaught School, Regina, Saskatchewan

Dear Ron:

As requested, J. C. Kenyon Engineering has completed a structural inspection of Connaught School walls located at 2124 Elphinstone Street in Regina, Saskatchewan.

Periodical visual inspections of Connaught School take place every 3 months with visual inspections of the walls and general conditions taking place every 4 to 8 weeks. The purpose of these inspections is to monitor and identify any structural changes to the building. No analysis of the structure or testing has been performed as part of these inspections. J.C. Kenyon Engineering makes no guarantees that the building's original construction is free of defects.

The visual inspections of the school were undertaken in March 2014. During our inspections we looked at the areas that have been outlined in past reports to determine if there have been any noticeable changes. New cracks as well as worsening of existing cracks in the wall finishes throughout the building in various locations were noted during the inspection. As mentioned in previous reports this is an indication of significant foundation movement throughout the entire building. As compared to the last inspection, foundation movement appeared to have continued.

Due to the ongoing shifting and heaving of the structure and the resulting increasing damage to the building in terms of cracking of walls and floors, we recommend that visual inspections of the walls be continued every 4 to 8 weeks while the visual inspection of the entire structure proceed on a quarterly basis. If there are any significant changes in the structure between the scheduled

inspections, we should be notified immediately.

We trust this report is sufficient for your present needs. Please contact us if you have any questions or concerns.

Yours truly,

J C KENYON ENGINEERING INC.

Holly Wallace, P. Eng.

JCK
J C KENYON ENGINEERING INC.
STRUCTURAL ENGINEERING CONSULTANTS

February 7, 2014

File: 123-13

Regina Public Schools
1600 4th Avenue
Regina, Saskatchewan
S4R 8C8

Attention: Mr. Ron Christie BID, REFP
General Manager, Educational Facilities

Re: Structural Engineering Condition Report
Connaught School, Regina, Saskatchewan

Dear Ron:

As you have requested, JC Kenyon Engineering has been inspecting and monitoring the condition of Connaught School since June 2010. Since our initial inspections, the condition of the school relative to structural foundation movement has continued to worsen. Our most recent inspections of the school were undertaken in late December 2013 and early January 2014. Based on those and our previous inspections we have become concerned with the deteriorating condition of specific building elements and we have also become aware of other structural concerns within the building. On this basis, we have prepared this condition report to outline those concerns.

This report addresses four specific topics:

1. The structural condition of the foundation walls.
2. The inspections and repairs at Room 12.
3. The general condition of the building.
4. The ongoing useful life of the building.

The following presents our observations and comments in this regard.

1.0 Foundation Walls

The foundation walls of the school are brick construction. They carry the gravity loads from the building structure above, down to the footings and they resist lateral pressure from the surrounding earth. The foundation walls have shown significant deterioration on the inside face of the bricks at the mechanical rooms in the basement, which can be seen in photos 1 and 2 attached. The deterioration of the brick is such that in some locations there are holes through the wall to the exterior, photos 3 and 4. As shown in photos 5 and 6, deterioration has also been apparent on the exterior face of these walls, particularly in the past year with the occurrence of significant amounts of moisture staining and efflorescence.

With a building such as this, a potential mechanism of failure would be the collapse of a brick foundation wall. With the ongoing deterioration of the brick the possibility of such an occurrence increases. For that reason, we undertook a detailed investigation and analysis of some areas of the foundation walls during the recent Christmas break. The plaster finishes were removed at four locations in the basement and core samples of the bricks were taken and tested. The walls were visually inspected by our office at each location. The walls were measured to be 13 inches thick on the west boiler room wall and 26 inches thick in the other three locations.

Photos 7 to 13 show the condition of the inside face of the walls at these locations as well as the condition of some of the core samples. As shown in the photos, the condition of the bricks and the mortar was very poor on the inside face of the walls. More importantly, the core samples showed that the condition of the mortar was poor to depths beyond the face of the wall. There was extensive fracturing and softening of the mortar as well as a lack of mortar deep into the wall.

Three core samples were taken to Ground Engineering Consultants to test for the compressive strength of the brick. The test results varied between 10.4MPa and 16.2MPa with an average strength of 13.3MPa. These results are generally satisfactory but would be on the low end of what would normally be acceptable. The principle concern with the walls is with the condition of the mortar. As indicated previously, the condition of the mortar was poor with softening and fracturing. Without a proper mortar structure between each brick, the wall loses its structural integrity and its ability to handle load is diminished.

Based on the available information, we undertook a structural analysis of the foundation walls assuming some loss of brick and mortar at both the inside and outside face of the walls. Our analysis indicated that the wall capacities are at or in some cases slightly below the safe load capacities required by the National Building Code assuming the mortar to be structurally competent. Further deterioration of the brick and mortar will lower the safe loading capacity of these walls.

2.0 Investigation at Room 12

During our December inspections we became concerned with the condition of the south wall of the cloakroom at Room 12. We had been monitoring the condition of the wall since 2010 and the condition we observed in December 2013 was significantly worse than we had previously observed. Photos 14 and 15 show some of the cracking that was observed at this wall. This wall is located on the north side of a mechanical shaft that runs parallel to the wall. The opposing shaft wall is the north wall of the adjacent classroom.

Based on the deteriorated condition of this wall, we decided to further investigate its condition by removing portions of the plaster finishes. What we found was the clay tile back up system for the wall was severely cracked and portions of the clay tile had crushed and collapsed. We also discovered that two clay tile bracing walls, which connect the opposing shaft walls together, were severely cracked and very unstable, photos 16 and 17. These walls were on the verge of collapse. On this basis, all of the unstable walls were removed and a new shaft wall was constructed.

As part of the investigation, we were able to view the condition of the concrete floor beam and slab that was located above the damaged shaft wall. This was the first opportunity for us to see the structural connection of a concrete beam to the exterior brick wall. Photos 18 to 21 show this condition. As can be seen in the photos, the beam extends into the brick wall and the concrete at the bearing point, at the base of the beam, was porous and segregated. As we have indicated in a previous report regarding the structural condition of this building, we have a significant concern with the structural continuity of this concrete beam to brick wall connection. There is little lateral load resistance and no redundancy is provided through this connection.

We also observed significant cracks in the beam and the slab at this location, Photos 22 to 24. These cracks were in excess of 3mm wide and indicate a potential shear failure of the beam. We therefore instructed that a steel column be installed at mid-span of the beam to provide support for the beam. This column bears onto a brick wall below and as such is a temporary solution.

The conditions that we observed at the wall, beam and slab at Room 12 are evident at other similar shaft locations in the school, but at this point not to the same extent. However, the same mechanism of failure does exist at these locations and the same damage will eventually occur with further foundation movement and loading.

Another concern that we observed at Room 12 is the severe slope in the slab between the cloak room and the classroom and the cracking and shifting of the floor slab below the location of the shaft wall.

Photos 25 to 27 show fracturing and shifting of the slab in this area.

3.0 General Building Condition

As indicated in our most recent inspection report of the school dated January 21, 2014 the condition of the building continues to deteriorate. New cracks have appeared in the walls throughout the building and old cracks have become worse. The heaving of the foundation due to swelling of the clay soil is ongoing and is active. This heaving and the resulting damage has increased over the last 3 to 6 months and this may be the result of the high amount of moisture in the ground from the runoff from the heavy snowfall of the past winter which has reached the level of the footings causing the clay to swell.

Photos 28 to 34 show some the conditions of some of the walls that presently exist in the building. Many walls contain cracks and bulging in the plaster finishes similar to what was observed at Room 12. These conditions are occurring due to pressure on the walls and structure from the heaving of the footings. This pressure is causing the clay tiles to crush and fracture and the plaster to crack and separate from the walls. This pressure is strong enough to lift and fracture the concrete slabs at the upper floor levels of the building. The basement floor slab continues to heave and shift particularly along the east side of the basement. Previously repaired floors have now shifted and the flooring has broken in several areas.

Another major concern to us is the lateral shifting and bulging of the wall at the south east corner of the building, photos 35 and 36. At this corner, the wall has shifted 50 to 75mm laterally and the brick has fractured and bulged. The crack on the south face extends diagonally down through the bricks and continues down through the stone work below and into the foundation wall. This is a serious separation of the load bearing system and is a result of movement at the foundation. We are monitoring this condition closely and we believe that there is still active movement of the wall in this area.

In addition to the above, there continues to be movement of the exterior stairs at the main entrance. These stairs have continued to display significant shifting since our initial inspections and previously repaired mortar joints have now re-cracked and opened up, Photos 37 and 39.

Our previous reports and inspections have indicated structural concerns with the roof structure of the building. We have previously noted the longitudinal cracks in the roof slab that run the length of the building and the lack of sufficient anchorage of the wood roof framing to the slab. These continue to be concerns.

4.0 Useful Life of the Building

Based on these recent conditions that have developed with the building, it is apparent that the foundation heaving issue is ongoing. It is also apparent that the foundation walls are continuing to deteriorate. Cracking of the beams, slabs and walls is widespread and this situation continues to be active.

The situation has become such that Room 12 had to be suddenly shut down in December 2013 and a wall removed in order to avert a possible collapse. While we believe this to be an exceptional situation, it is a strong indication of the deteriorating condition of the building.

It is our opinion that the building is at the end of its safe and useful life. Unless major structural upgrades are implemented, the building will soon become unsafe to occupy.

We recommend that the school be closed at the end of this school term, at the end of June 2014. It is possible to extend that date by up to one year with immediate repairs to some areas of the foundation walls and with enhanced structural monitoring.

JC Kenyon Engineering is prepared to continue to monitor the condition of the school and to provided structural engineering services for continued operations until the end of June 2015 but we will not

continue to provide these services beyond that time.

We trust this report is sufficient for your present needs. Please contact us if you have any questions or concerns.

Yours truly,

J C KENYON ENGINEERING INC.

Jim Kenyon, P. Eng.

Holly Wallace, P. Eng.

August 27, 2013

Regina Public School Board
1600 4th Avenue
Regina, SK S4R 8C8

Attention: Ron Christie

RE: CONNAUGHT SCHOOL REVIEW
REGINA, SASKATCHEWAN
OUR FILE NO. 85310

Dear Sir:

INTRODUCTION

The Regina Public School Board contacted BROWNLEE BEATON KREKE in July of 2013 for the purpose of conducting a review of the existing structure. The intent of this review is to provide a second opinion of a previous report that was prepared on the structure.

The Connaught School was constructed in 1910's with a gymnasium addition being completed in the 1960's. The original school is a three storey structure with an approximate 13 700 square foot floor plate. The gymnasium addition is a single storey structure with the floor plate size unknown at this time.

STRUCTURAL DESCRIPTION

Original Three Storey Structure.

1. The foundation consists of a combination of continuous strip footings under exterior walls and pad footing below interior walls.

2. The below grade foundation walls consist of 22" thick clay brick that narrows down to 13.5" at the window recesses.

3. The lowest level floor is constructed of a cast in place concrete slab on grade. Thickness unknown.

4. The main floor and the second floors are a cast-in-place concrete structure. The beam and slab sizes are mentioned on the original drawings but no reinforcing steel is shown. The beams span

SUITE 400-4010 PASQUA STREET | REGINA, SASKATCHEWAN, CANADA, S4S 7B9
P 306.584.8833 F 306.586.9477 E bbkregina@bbkeng.ca

from loadbearing exterior brick walls to interior cast in place concrete columns. The concrete slabs span between concrete beams.

5. The walls above the main floor consist of 22" thick clay brick that narrows down to 13.5" at the window recesses.

6. The roof structure is similar to the main/second floor construction with a 4" slab between beams. The roof slope above the ceiling slab is created with a wood structure consisting of pony walls, roof joists and ship lap sheathing.

Gymnasium Addition

1. The foundation consists of cast in place concrete piles and a cast in place concrete grade beams.

2. The floor is a cast in place concrete slab supported on grade.

3. The exterior walls consist of load bearing concrete interior wythe and an exterior brick finish.

4. The roof is constructed of cast in place concrete.

EXISTING INFORMATION REVIEW

Our office was provided with the following information to assist us in our structural review.

- Drawings of the original school. Drawings included a floor plan of the foundation, basement, ground floor, first floor, and roof. Also included were a front elevation, rear elevation, side elevations and a cross section.
- Facility Audit Report prepared by the School Board dated July 4, 2006.
- Connaught School level survey prepared by Brian Wagner Consulting dated April 28, 2009.

Original Drawings

The drawings of the original school construction are limited in the information they provide but do provide a overall layout of the structure with general sizes for the major structural components.

We have reviewed the footing sizes shown on the drawings and found them adequate.

The ground floor and first floor concrete support beams vary in size with the beams spanning the corridor being 12" x 18" spanning 18 feet and the classroom beams being either 14" x 26" or 14" x 28" spanning either 27' or 29' depending on location. The drawings further note that the slab is 5" thick spanning approximately 13 feet. In all the sizes mentioned, the span to depth ratios are very high with the modern codes requiring a minimum depth for the slab to be 7.2" and the minimum beam depth to be 26". It has been our personnel experience that designers of this vintage did not understand the failure mechanism in concrete construction. Smooth reinforcing bars, under reinforcement, no negative

reinforcing, and no transverse reinforcing for load sharing all contribute to large deflections in beams and slabs.

The concrete roof ceiling slab and beams are similar to the lower levels with the slab thickness reduced to 4". This slab is significantly undersized and has a very low factor of safety.

Without considerable more investigation than this report allows (determine actual reinforcing) we must assume that the floor structure is under reinforced and has a lower facture of safety than a structure built today.

The concrete columns are sized to be 12" x 12" with normal reinforcing they are adequate to support the floor loads.

The brick exterior walls are adequate to support the structural loads that they were designed to resist. The use of clay brick below grade without a protective membrane is not recommend and leads to serious deterioration due to sulfate and water attack.

Facility Audit Report

The Facility Audit Report outlines a number of concerns with the structure. The following is a brief summary of those concerns.

1. Underpinning the foundation system.

2. Excavate the foundation walls install water proofing, weeping tile and repair as required.

3. Reinforce slabs and beams.

4. Repair columns as required.

5. Repoint the exterior brick were the cornice was removed.

6. Repoint the brick in locations were cracking has occurred.

Level Report

The Level Report outlines a number of areas where movement has occurred. The largest amount of differential movement in the exterior walls is 3.5" with most deflection of the structure in the classrooms recorded to be 3". The report did address the cause of the deflection suggesting the differential movement is related to native clay soils swelling with changes in moisture content.

BBK ENGINEERING REVIEW

Observations

The following observations are based on a visual inspection of the facility only. No destructive testing of any building components was conducted. The following observations are a brief description of the concerns with the structure. Our observations do not vary significantly from reviews that have been completed in the past.

Similar to earlier reviews we observed that the building has differential movement that presents itself as cracking in the exterior and interior brick work and the floors being no longer level. The differential movement, in our opinion, is directly related to the highly expansive clay soils native to the Regina which support the spread footing foundation system. This in combination with changes in moisture content has caused movement.

The exterior brick foundation walls can only be observed in the Mechanical space with the majority of the walls being covered with finishes. If the area that we observed is reflective of the entire building, it suggests that the foundations are in poor condition. Moisture has been migrating through the brick for many years and depositing natural sulfates on the interior face of the wall. These sulfates have caused the interior face of the interior wythe of brick to spall up to 2" deep in some locations. There is one area where the brick has been severely damaged leaving a 2 ft. square hole. The cause for this damage is unknown at this time.

The floors have settled/deflected throughout the school but it is most noticeable in the classrooms. These deflections, in our opinion, are due to the floor slabs and supporting beams being under reinforced showing itself as the observable deflections.

Exterior brick walls are showing signs of cracking due to the differential movement of the foundation systems. There is also some deterioration of mortar joints. The areas of exposed brick where the cornice used to be will require repair work and repointing.

The basement floor slab is in the poorest condition of all the floors due to a combination of heaving soils and moisture infiltration causing the finishes to delaminate and floors to heave.

The front entrance has significant heaving, cracking and general deterioration. The entrance has been repaired several times and temporary reinforcement has been installed to make the entrance safe.

RECOMMENDATIONS

1 Excavate around the entire perimeter of the school and install a waterproof membrane to the existing foundation wall, install a weeping tile system, and repair the brick work as necessary.

2 Install a site drainage system including a number of catch basins. Slope the grade to the catch basins to ensure that surface water is removed from the site as quickly as possible.

3 Completely gut the lowest level so the basement slab can be removed. Replace the floor with a new cast in place concrete slab complete with a weeping tile drainage system and a free draining layer of granular material.

4 The main floor, first floor and the roof slab will have to be reinforced. Reinforcement can be a system of structural steel beams supported on the existing columns and foundation systems. The beams will have to be cut down the span of the existing slabs limiting future deflections and significantly increasing the factor of safety. To relevel the floor, we recommend removal of interior floor finishes and installing a self leveling topping like Gypcrete.

5 The exterior brick walls will require repointing, crack repair and in some severe locations, removal and reinstallation of the face brick.

We wish to point out that these recommendations will most probably require a complete gutting of all interior finishes and partitions. We also suggest that the mechanical and electrical distribution system will have to be removed to facilitate the structural upgrading.

BUDGET

This report does not allow for an indepth costing study, but considering the interior will require a complete demolition including finishes, interiors partitions, mechanical distribution, electrical distribution along with the structural upgrades that are required the cost to renovate will be similar to a that of a new facility.

CONCLUSION

The Connaught School, although functioning at the present time requires a major upgrading and retrofit of structural systems. We have noted no safety items except at the original front entrance which has been dealt with. It has been our experience that deterioration of structural systems accelerate toward the end of their useful life and increase the likelihood of failure.

We recommend that the school have a limited life expectancy of 10 years with a plan for major retrofits or closure. We further recommend that you continue to monitor critical areas on a yearly or semiannual basis.

CLOSURE

I trust that this is satisfactory for your present needs but if you require anything else please do not hesitate to contact the writer.

Yours truly,

BROWNLEE BEATON KREKE
(Regina) Ltd.

Garry Kreke, P. Eng.

GK/eab

JCK
J C KENYON ENGINEERING INC.
STRUCTURAL ENGINEERING CONSULTANTS

March 17, 2014

File: 123-13

Regina Public Schools
1600 4th Avenue
Regina, Saskatchewan
S4R 8C8

Attention: Mr. Ron Christie BID, REFP
General Manager, Educational Facilities

Re: Structural Engineering Wall Inspection (March 2014)
Connaught School, Regina, Saskatchewan

Dear Ron:

As requested, J. C. Kenyon Engineering has completed a structural inspection of Connaught School walls located at 2124 Elphinstone Street in Regina, Saskatchewan.

Periodical visual inspections of Connaught School take place every 3 months with visual inspections of the walls and general conditions taking place every 4 to 8 weeks. The purpose of these inspections is to monitor and identify any structural changes to the building. No analysis of the structure or testing has been performed as part of these inspections. J.C. Kenyon Engineering makes no guarantees that the building's original construction is free of defects.

The visual inspections of the school were undertaken in March 2014. During our inspections we looked at the areas that have been outlined in past reports to determine if there have been any noticeable changes. New cracks as well as worsening of existing cracks in the wall finishes throughout the building in various locations were noted during the inspection. As mentioned in previous reports this is an indication of significant foundation movement throughout the entire building. As compared to the last inspection, foundation movement appeared to have continued.

Due to the ongoing shifting and heaving of the structure and the resulting increasing damage to the building in terms of cracking of walls and floors, we recommend that visual inspections of the walls be continued every 4 to 8 weeks while the visual inspection of the entire structure proceed on a quarterly basis. If there are any significant changes in the structure between the scheduled

inspections, we should be notified immediately.

We trust this report is sufficient for your present needs. Please contact us if you have any questions or concerns.

Yours truly,

J C KENYON ENGINEERING INC.

Holly Wallace, P. Eng.

JCK
J C KENYON ENGINEERING INC.
STRUCTURAL ENGINEERING CONSULTANTS

February 7, 2014

File: 123-13

Regina Public Schools
1600 4th Avenue
Regina, Saskatchewan
S4R 8C8

Attention: Mr. Ron Christie BID, REFP
General Manager, Educational Facilities

Re: Structural Engineering Condition Report
Connaught School, Regina, Saskatchewan

Dear Ron:

As you have requested, JC Kenyon Engineering has been inspecting and monitoring the condition of Connaught School since June 2010. Since our initial inspections, the condition of the school relative to structural foundation movement has continued to worsen. Our most recent inspections of the school were undertaken in late December 2013 and early January 2014. Based on those and our previous inspections we have become concerned with the deteriorating condition of specific building elements and we have also become aware of other structural concerns within the building. On this basis, we have prepared this condition report to outline those concerns.

This report addresses four specific topics:

1. The structural condition of the foundation walls.
2. The inspections and repairs at Room 12.
3. The general condition of the building.
4. The ongoing useful life of the building.

The following presents our observations and comments in this regard.

1.0 Foundation Walls

The foundation walls of the school are brick construction. They carry the gravity loads from the building structure above, down to the footings and they resist lateral pressure from the surrounding earth. The foundation walls have shown significant deterioration on the inside face of the bricks at the mechanical rooms in the basement, which can be seen in photos 1 and 2 attached. The deterioration of the brick is such that in some locations there are holes through the wall to the exterior, photos 3 and 4. As shown in photos 5 and 6, deterioration has also been apparent on the exterior face of these walls, particularly in the past year with the occurrence of significant amounts of moisture staining and efflorescence.

With a building such as this, a potential mechanism of failure would be the collapse of a brick foundation wall. With the ongoing deterioration of the brick the possibility of such an occurrence increases. For that reason, we undertook a detailed investigation and analysis of some areas of the foundation walls during the recent Christmas break. The plaster finishes were removed at four locations in the basement and core samples of the bricks were taken and tested. The walls were visually inspected by our office at each location. The walls were measured to be 13 inches thick on the west boiler room wall and 26 inches thick in the other three locations.

Photos 7 to 13 show the condition of the inside face of the walls at these locations as well as the condition of some of the core samples. As shown in the photos, the condition of the bricks and the mortar was very poor on the inside face of the walls. More importantly, the core samples showed that the condition of the mortar was poor to depths beyond the face of the wall. There was extensive fracturing and softening of the mortar as well as a lack of mortar deep into the wall.

Three core samples were taken to Ground Engineering Consultants to test for the compressive strength of the brick. The test results varied between 10.4MPa and 16.2MPa with an average strength of 13.3MPa. These results are generally satisfactory but would be on the low end of what would normally be acceptable. The principle concern with the walls is with the condition of the mortar. As indicated previously, the condition of the mortar was poor with softening and fracturing. Without a proper mortar structure between each brick, the wall loses its structural integrity and its ability to handle load is diminished.

Based on the available information, we undertook a structural analysis of the foundation walls assuming some loss of brick and mortar at both the inside and outside face of the walls. Our analysis indicated that the wall capacities are at or in some cases slightly below the safe load capacities required by the National Building Code assuming the mortar to be structurally competent. Further deterioration of the brick and mortar will lower the safe loading capacity of these walls.

2.0 Investigation at Room 12

During our December inspections we became concerned with the condition of the south wall of the cloakroom at Room 12. We had been monitoring the condition of the wall since 2010 and the condition we observed in December 2013 was significantly worse than we had previously observed. Photos 14 and 15 show some of the cracking that was observed at this wall. This wall is located on the north side of a mechanical shaft that runs parallel to the wall. The opposing shaft wall is the north wall of the adjacent classroom.

Based on the deteriorated condition of this wall, we decided to further investigate its condition by removing portions of the plaster finishes. What we found was the clay tile back up system for the wall was severely cracked and portions of the clay tile had crushed and collapsed. We also discovered that two clay tile bracing walls, which connect the opposing shaft walls together, were severely cracked and very unstable, photos 16 and 17. These walls were on the verge of collapse. On this basis, all of the unstable walls were removed and a new shaft wall was constructed.

As part of the investigation, we were able to view the condition of the concrete floor beam and slab that was located above the damaged shaft wall. This was the first opportunity for us to see the structural connection of a concrete beam to the exterior brick wall. Photos 18 to 21 show this condition. As can be seen in the photos, the beam extends into the brick wall and the concrete at the bearing point, at the base of the beam, was porous and segregated. As we have indicated in a previous report regarding the structural condition of this building, we have a significant concern with the structural continuity of this concrete beam to brick wall connection. There is little lateral load resistance and no redundancy is provided through this connection.

We also observed significant cracks in the beam and the slab at this location, Photos 22 to 24. These cracks were in excess of 3mm wide and indicate a potential shear failure of the beam. We therefore instructed that a steel column be installed at mid-span of the beam to provide support for the beam. This column bears onto a brick wall below and as such is a temporary solution.

The conditions that we observed at the wall, beam and slab at Room 12 are evident at other similar shaft locations in the school, but at this point not to the same extent. However, the same mechanism of failure does exist at these locations and the same damage will eventually occur with further foundation movement and loading.

Another concern that we observed at Room 12 is the severe slope in the slab between the cloak room and the classroom and the cracking and shifting of the floor slab below the location of the shaft wall.

Photos 25 to 27 show fracturing and shifting of the slab in this area.

3.0 General Building Condition

As indicated in our most recent inspection report of the school dated January 21, 2014 the condition of the building continues to deteriorate. New cracks have appeared in the walls throughout the building and old cracks have become worse. The heaving of the foundation due to swelling of the clay soil is ongoing and is active. This heaving and the resulting damage has increased over the last 3 to 6 months and this may be the result of the high amount of moisture in the ground from the runoff from the heavy snowfall of the past winter which has reached the level of the footings causing the clay to swell.

Photos 28 to 34 show some the conditions of some of the walls that presently exist in the building. Many walls contain cracks and bulging in the plaster finishes similar to what was observed at Room 12. These conditions are occurring due to pressure on the walls and structure from the heaving of the footings. This pressure is causing the clay tiles to crush and fracture and the plaster to crack and separate from the walls. This pressure is strong enough to lift and fracture the concrete slabs at the upper floor levels of the building. The basement floor slab continues to heave and shift particularly along the east side of the basement. Previously repaired floors have now shifted and the flooring has broken in several areas.

Another major concern to us is the lateral shifting and bulging of the wall at the south east corner of the building, photos 35 and 36. At this corner, the wall has shifted 50 to 75mm laterally and the brick has fractured and bulged. The crack on the south face extends diagonally down through the bricks and continues down through the stone work below and into the foundation wall. This is a serious separation of the load bearing system and is a result of movement at the foundation. We are monitoring this condition closely and we believe that there is still active movement of the wall in this area.

In addition to the above, there continues to be movement of the exterior stairs at the main entrance. These stairs have continued to display significant shifting since our initial inspections and previously repaired mortar joints have now re-cracked and opened up, Photos 37 and 39.

Our previous reports and inspections have indicated structural concerns with the roof structure of the building. We have previously noted the longitudinal cracks in the roof slab that run the length of the building and the lack of sufficient anchorage of the wood roof framing to the slab. These continue to be concerns.

4.0 Useful Life of the Building

Based on these recent conditions that have developed with the building, it is apparent that the foundation heaving issue is ongoing. It is also apparent that the foundation walls are continuing to deteriorate. Cracking of the beams, slabs and walls is widespread and this situation continues to be active.

The situation has become such that Room 12 had to be suddenly shut down in December 2013 and a wall removed in order to avert a possible collapse. While we believe this to be an exceptional situation, it is a strong indication of the deteriorating condition of the building.

It is our opinion that the building is at the end of its safe and useful life. Unless major structural upgrades are implemented, the building will soon become unsafe to occupy.

We recommend that the school be closed at the end of this school term, at the end of June 2014. It is possible to extend that date by up to one year with immediate repairs to some areas of the foundation walls and with enhanced structural monitoring.

JC Kenyon Engineering is prepared to continue to monitor the condition of the school and to provided structural engineering services for continued operations until the end of June 2015 but we will not

continue to provide these services beyond that time.

We trust this report is sufficient for your present needs. Please contact us if you have any questions or concerns.

Yours truly,

J C KENYON ENGINEERING INC.

Jim Kenyon, P. Eng.

Holly Wallace, P. Eng.

Association of Professional Engineers & Geoscientists of Saskatchewan
CERTIFICATE OF AUTHORIZATION
J.C. Kenyon Engineering Inc.
Permission to Consult below only

Discipline	Sk. Reg. No.	Signature
Structural	5214	

August 27, 2013

Regina Public School Board
1600 4th Avenue
Regina, SK S4R 8C8

Attention: Ron Christie

RE: CONNAUGHT SCHOOL REVIEW
REGINA, SASKATCHEWAN
OUR FILE NO. 85310

Dear Sir:

INTRODUCTION

The Regina Public School Board contacted BROWNLEE BEATON KREKE in July of 2013 for the purpose of conducting a review of the existing structure. The intent of this review is to provide a second opinion of a previous report that was prepared on the structure.

The Connaught School was constructed in 1910's with a gymnasium addition being completed in the 1960's. The original school is a three storey structure with an approximate 13 700 square foot floor plate. The gymnasium addition is a single storey structure with the floor plate size unknown at this time.

STRUCTURAL DESCRIPTION

Original Three Storey Structure.

1. The foundation consists of a combination of continuous strip footings under exterior walls and pad footing below interior walls.

2. The below grade foundation walls consist of 22" thick clay brick that narrows down to 13.5" at the window recesses.

3. The lowest level floor is constructed of a cast in place concrete slab on grade. Thickness unknown.

4. The main floor and the second floors are a cast-in-place concrete structure. The beam and slab sizes are mentioned on the original drawings but no reinforcing steel is shown. The beams span

SUITE 400-4010 PASQUA STREET | REGINA, SASKATCHEWAN, CANADA, S4S 7B9
P 306.584.8833 F 306.586.9477 E bbkregina@bbkeng.ca

from loadbearing exterior brick walls to interior cast in place concrete columns. The concrete slabs span between concrete beams.

5. The walls above the main floor consist of 22" thick clay brick that narrows down to 13.5" at the window recesses.

6. The roof structure is similar to the main/second floor construction with a 4" slab between beams. The roof slope above the ceiling slab is created with a wood structure consisting of pony walls, roof joists and ship lap sheathing.

Gymnasium Addition

1. The foundation consists of cast in place concrete piles and a cast in place concrete grade beams.

2. The floor is a cast in place concrete slab supported on grade.

3. The exterior walls consist of load bearing concrete interior wythe and an exterior brick finish.

4. The roof is constructed of cast in place concrete.

EXISTING INFORMATION REVIEW

Our office was provided with the following information to assist us in our structural review.

- Drawings of the original school. Drawings included a floor plan of the foundation, basement, ground floor, first floor, and roof. Also included were a front elevation, rear elevation, side elevations and a cross section.
- Facility Audit Report prepared by the School Board dated July 4, 2006.
- Connaught School level survey prepared by Brian Wagner Consulting dated April 28, 2009.

Original Drawings

The drawings of the original school construction are limited in the information they provide but do provide a overall layout of the structure with general sizes for the major structural components.

We have reviewed the footing sizes shown on the drawings and found them adequate.

The ground floor and first floor concrete support beams vary in size with the beams spanning the corridor being 12" x 18" spanning 18 feet and the classroom beams being either 14" x 26" or 14" x 28" spanning either 27' or 29' depending on location. The drawings further note that the slab is 5" thick spanning approximately 13 feet. In all the sizes mentioned, the span to depth ratios are very high with the modern codes requiring a minimum depth for the slab to be 7.2" and the minimum beam depth to be 26". It has been our personnel experience that designers of this vintage did not understand the failure mechanism in concrete construction. Smooth reinforcing bars, under reinforcement, no negative

reinforcing, and no transverse reinforcing for load sharing all contribute to large deflections in beams and slabs.

The concrete roof ceiling slab and beams are similar to the lower levels with the slab thickness reduced to 4". This slab is significantly undersized and has a very low factor of safety.

Without considerable more investigation than this report allows (determine actual reinforcing) we must assume that the floor structure is under reinforced and has a lower facture of safety than a structure built today.

The concrete columns are sized to be 12" x 12" with normal reinforcing they are adequate to support the floor loads.

The brick exterior walls are adequate to support the structural loads that they were designed to resist. The use of clay brick below grade without a protective membrane is not recommend and leads to serious deterioration due to sulfate and water attack.

Facility Audit Report

The Facility Audit Report outlines a number of concerns with the structure. The following is a brief summary of those concerns.

1. Underpinning the foundation system.

2. Excavate the foundation walls install water proofing, weeping tile and repair as required.

3. Reinforce slabs and beams.

4. Repair columns as required.

5. Repoint the exterior brick were the cornice was removed.

6. Repoint the brick in locations were cracking has occurred.

Level Report

The Level Report outlines a number of areas where movement has occurred. The largest amount of differential movement in the exterior walls is 3.5" with most deflection of the structure in the classrooms recorded to be 3". The report did address the cause of the deflection suggesting the differential movement is related to native clay soils swelling with changes in moisture content.

BBK ENGINEERING REVIEW

Observations

The following observations are based on a visual inspection of the facility only. No destructive testing of any building components was conducted. The following observations are a brief description of the concerns with the structure. Our observations do not vary significantly from reviews that have been completed in the past.

Similar to earlier reviews we observed that the building has differential movement that presents itself as cracking in the exterior and interior brick work and the floors being no longer level. The differential movement, in our opinion, is directly related to the highly expansive clay soils native to the Regina which support the spread footing foundation system. This in combination with changes in moisture content has caused movement.

The exterior brick foundation walls can only be observed in the Mechanical space with the majority of the walls being covered with finishes. If the area that we observed is reflective of the entire building, it suggests that the foundations are in poor condition. Moisture has been migrating through the brick for many years and depositing natural sulfates on the interior face of the wall. These sulfates have caused the interior face of the interior wythe of brick to spall up to 2" deep in some locations. There is one area where the brick has been severely damaged leaving a 2 ft. square hole. The cause for this damage is unknown at this time.

The floors have settled/deflected throughout the school but it is most noticeable in the classrooms. These deflections, in our opinion, are due to the floor slabs and supporting beams being under reinforced showing itself as the observable deflections.

Exterior brick walls are showing signs of cracking due to the differential movement of the foundation systems. There is also some deterioration of mortar joints. The areas of exposed brick where the cornice used to be will require repair work and repointing.

The basement floor slab is in the poorest condition of all the floors due to a combination of heaving soils and moisture infiltration causing the finishes to delaminate and floors to heave.

The front entrance has significant heaving, cracking and general deterioration. The entrance has been repaired several times and temporary reinforcement has been installed to make the entrance safe.

RECOMMENDATIONS

1 Excavate around the entire perimeter of the school and install a waterproof membrane to the existing foundation wall, install a weeping tile system, and repair the brick work as necessary.

2 Install a site drainage system including a number of catch basins. Slope the grade to the catch basins to ensure that surface water is removed from the site as quickly as possible.

3 Completely gut the lowest level so the basement slab can be removed. Replace the floor with a new cast in place concrete slab complete with a weeping tile drainage system and a free draining layer of granular material.

4 The main floor, first floor and the roof slab will have to be reinforced. Reinforcement can be a system of structural steel beams supported on the existing columns and foundation systems. The beams will have to be cut down the span of the existing slabs limiting future deflections and significantly increasing the factor of safety. To relevel the floor, we recommend removal of interior floor finishes and installing a self leveling topping like Gypcrete.

5 The exterior brick walls will require repointing, crack repair and in some severe locations, removal and reinstallation of the face brick.

We wish to point out that these recommendations will most probably require a complete gutting of all interior finishes and partitions. We also suggest that the mechanical and electrical distribution system will have to be removed to facilitate the structural upgrading.

BUDGET

This report does not allow for an indepth costing study, but considering the interior will require a complete demolition including finishes, interiors partitions, mechanical distribution, electrical distribution along with the structural upgrades that are required the cost to renovate will be similar to a that of a new facility.

CONCLUSION

The Connaught School, although functioning at the present time requires a major upgrading and retrofit of structural systems. We have noted no safety items except at the original front entrance which has been dealt with. It has been our experience that deterioration of structural systems accelerate toward the end of their useful life and increase the likelihood of failure.

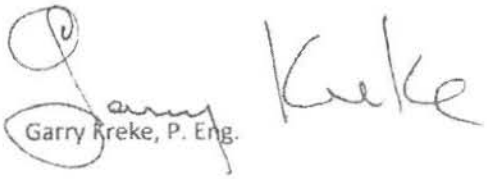
We recommend that the school have a limited life expectancy of 10 years with a plan for major retrofits or closure. We further recommend that you continue to monitor critical areas on a yearly or semiannual basis.

CLOSURE

I trust that this is satisfactory for your present needs but if you require anything else please do not hesitate to contact the writer.

Yours truly,

BROWNLEE BEATON KREKE
(Regina) Ltd.



Garry Kreke, P. Eng.

GK/eab

JCK
J C KENYON ENGINEERING INC.
STRUCTURAL ENGINEERING CONSULTANTS

March 17, 2014

File: 123-13

Regina Public Schools
1600 4th Avenue
Regina, Saskatchewan
S4R 8C8

Attention: Mr. Ron Christie BID, REFP
General Manager, Educational Facilities

Re: Structural Engineering Wall Inspection (March 2014)
Connaught School, Regina, Saskatchewan

Dear Ron:

As requested, J. C. Kenyon Engineering has completed a structural inspection of Connaught School walls located at 2124 Elphinstone Street in Regina, Saskatchewan.

Periodical visual inspections of Connaught School take place every 3 months with visual inspections of the walls and general conditions taking place every 4 to 8 weeks. The purpose of these inspections is to monitor and identify any structural changes to the building. No analysis of the structure or testing has been performed as part of these inspections. J.C. Kenyon Engineering makes no guarantees that the building's original construction is free of defects.

The visual inspections of the school were undertaken in March 2014. During our inspections we looked at the areas that have been outlined in past reports to determine if there have been any noticeable changes. New cracks as well as worsening of existing cracks in the wall finishes throughout the building in various locations were noted during the inspection. As mentioned in previous reports this is an indication of significant foundation movement throughout the entire building. As compared to the last inspection, foundation movement appeared to have continued.

Due to the ongoing shifting and heaving of the structure and the resulting increasing damage to the building in terms of cracking of walls and floors, we recommend that visual inspections of the walls be continued every 4 to 8 weeks while the visual inspection of the entire structure proceed on a quarterly basis. If there are any significant changes in the structure between the scheduled

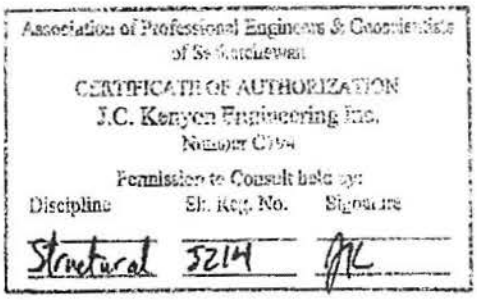
inspections, we should be notified immediately.

We trust this report is sufficient for your present needs. Please contact us if you have any questions or concerns.

Yours truly,

J C KENYON ENGINEERING INC.

Holly Wallace, P. Eng.



Public Consultation:

(Note: public comments have been duplicated in this section exactly as submitted in the sessions. No changes have been made for grammar or spelling.)

Hopes

- Connaught Elementary School stays
- My children are very impressed with the design of the new Arcola School. Today I asked them if they would like a neat new school like that instead of old Connaught. They both said without hesitation that they want to keep the old school. I hope they will be able to.
- Hope for retrofit not rebuild
- Hope the new design concepts can be integrated with existing bldg.
- That the old building stays up active in use as the process goes forward
- Existing Connaught School will be restored and renovated
- That they don't walk into a heritage community, decide heritage communities' concerns don't matter and cause a huge uproar by destroying a signature landmark that our kids love
- A beautiful Heritage school oozing with tradition
- Retrofit school, better resource centre, community room, science room, work to retro fit
- That our building will be respected and restored
- Retrofit and renovate NOT rebuild
- Renovations where needed, rather than destruction
- Keep our heritage building
- Architect firm is familiar with historical building and willing to explore retrofitting
- Seriously consider renovating instead of rebuilding – we could have beautiful additions
- Renovation not destruction x2
- I hope a viable historic building will get a chance at being renewed the wishes of the community will be respected
- Renovation
- What do I hope: more emphasis on creative 'redesign' and less on demolition and rebuild... often 3x more expensive to rebuild. Work to enhance work done.
- I hope that instead of wasting time and money on a new facility, the current facility gets long term stable funding
- Renovate heritage building
- Most of the concepts presented could be worked into the existing building with better use of the playground area and all the talk about more light.. so why with windows bricked in?
- I hope that this can be a real collaboration xercise and that this school can be renovated, restored and improved
- Can you incorporate parts of the old school in a new one? Keep the big trees
- That we'll have an architect who has specific experience in heritage building restoration
- Intelligent creative sustainable retrofit An example of sustainable heritage redevelopm't for Regina
- I hope that common sense will prevail and any repairs that the school needs will be done instead of incurring the

"[I hope the school will have] more connection to the outside – both outdoors/nature as well as the community."

As requested, below are the rough estimated structural repairs and costs necessary to keep Connaught School operating until June 2015. I should note that there is potential for situations to arise that will require temporary closures of areas of the school for repair. I should also note that due to unforeseen situations, which may arise, this estimate may increase. If you have any questions, please call our office. Thanks!

REPAIRS	**ESTIMATED COST**
The existing crack on the South East corner of the building be braced.	$10,000
Re-pointing – Exterior front stairs, brick wall above southwest entrance, brick wall on northeast corner	$5,000
North front stairs be blocked off at the bottom of the stairs to deter students from climbing or sitting on them.	$1,000
Infill and fix holes and deterioration in the west brick wall in the boiler room, caretaker room, and Mechanical room adjacent to the Janitor room.	$5,000
Fix separated, broken and bulging tiles in the Nutrition Room and Wise Owl Room on the Main floor and broken floor slab in the Gymnasium at the side door	$5,000
The mechanical shaft on the floor below the roof, be properly covered.	$1,000
Estimated cost for monitoring Inspections to June 2015	$15,000
Allowance for unforeseen / emergency repairs	$25,000
TOTAL =	**$67,000**

Holly Wallace, P.Eng.
Structural Engineer

JCK
J C KENYON ENGINEERING INC.
STRUCTURAL ENGINEERING CONSULTANTS

2424 College Avenue
Regina, SK, S4P 1C8
Office: (306) 585-6126
Direct: (306) 206-0294
hwallace@jckenyon.com
www.jckenyon.com

BOTKIN HISTORIC BUILDING CONSERVATORS

CONSERVING A MOMENT IN TIME

JUNE BOTKIN

DIP. (CON), PSC, HCP

Presentation to Regina Board of Education
March 7, 2014

Regina Public School Board
Sustainability Policy 14

Policy 14 SUSTAINABILITY

- The Board of Education recognizes everything in our ecosystem is interconnected and that all of our actions impact its well-being.
- The Board understands its fundamental responsibility to be environmentally sustainable and to align current and future actions with governmental policies, regulations and laws.
- The Board acknowledges it has a responsibility to educate students and provide opportunities for staff, to develop social responsibility, ecological literacy, and sustainable behaviours and actions.
- **The Board aims to develop effective environmental practices and strives to create and support innovation within our communities. As a result of our shared guardianship of this planet, implementation of this policy shall be the joint responsibility of the Board, students and staff in collaboration with parents and our community.**
- The intent of the policy is to create awareness and support building the necessary structures for a system-wide approach to environmental stewardship actions.
- Sustainability objectives will relate to the four domains: Curriculum/Teaching/Learning, Facilities and Operations, Professional Development and Governance and may include, but are not limited to the following subject areas:

- Curriculum/Instruction
- Energy Conservation
- Grounds Greening
- Student and Employee Leadership
- Sustainable Purchasing
- Sustainable Transportation
- Waste Management
- Water Conservation

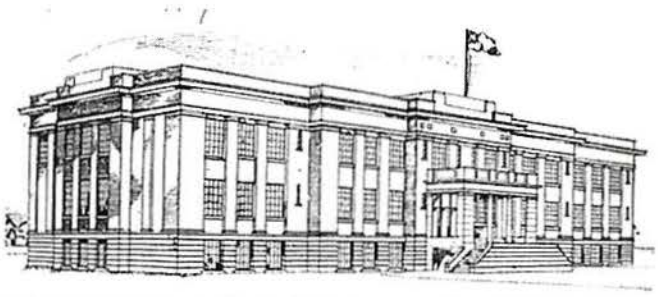
The Director will report annually to the Board on the progress of the Division's sustainability initiatives.

This is the Regina Public School Board's sustainability policy. Please keep this in mind as I go through my presentation.

Connaught School site plan

This is an aerial view of the Connaught School site which is beautifully lined with mature trees while offering ample open space for children to play. Note the orientation of the school on the property. JH Puntin was immensely aware of the importance of how he orientated the school prior to construction and ensured that it was placed on the site in a manner that would maximize the prairie landscape and environment while creating an inspiring learning environment.

Architects rendering Connaught School



The Connaught School, Regina. Architect, Mr. J. H. Puntin; contractors, Parsons Building Company, Limited

- By always placing these buildings on the site with the main corridor longitudinally north and south, sunlight enters every classroom daily, those on the east receiving morning sun, and those on the west the afternoon sun, while none of the rooms are exposed to the glare of southern exposure, which on the prairie is particularly trying in summer.

The architect wrote in the January 1915 Construction: A Journal for architectural, engineering and contracting interests in Canada that *"By always placing these buildings on the site with the main corridor longitudinally north and south, sunlight enters every classroom daily, those on the east the morning sun, and those on the west the afternoon sun, while none of the rooms are exposed to the glare of southern exposure, which on the prairie is particularly trying in summer."*

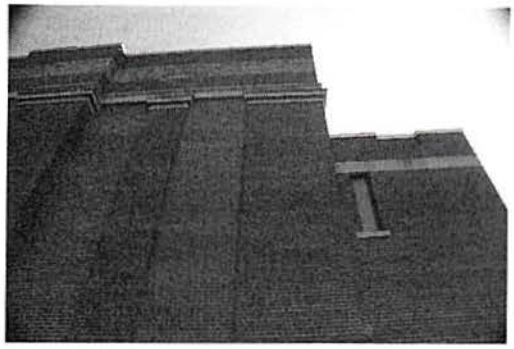
He was acutely aware of how to orientate this school to maximize sunlight and environmental conditions to the benefit of the student, teachers and the building itself.

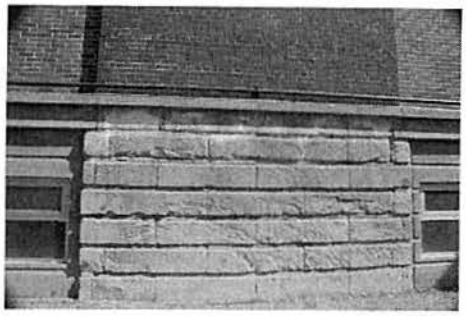
Connaught School, Regina

Connaught School circa 1912 and present

This was Connaught circa 1912 and as it appears today. A poor example of its former glory. Windows have been bricked over limiting the amount of sunlight and fresh air which instead is now controlled through mechanical and electrical systems. This is completely contrary to the original design of the architect who so carefully took into consideration the orientation and placement of the school. The portico over the front entrance has been removed exposing the stairway to water penetration and environmental deterioration. This shows a complete lack of understanding between design elements, form and function.

Exterior Masonry Condition

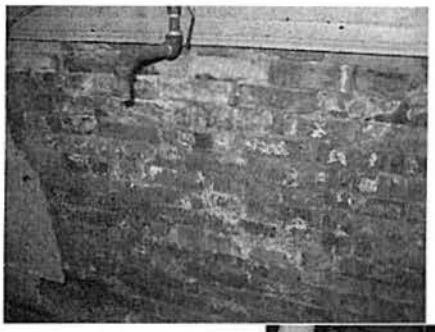


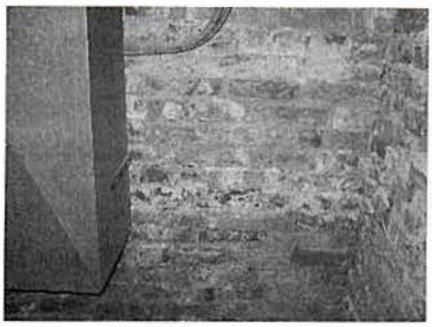


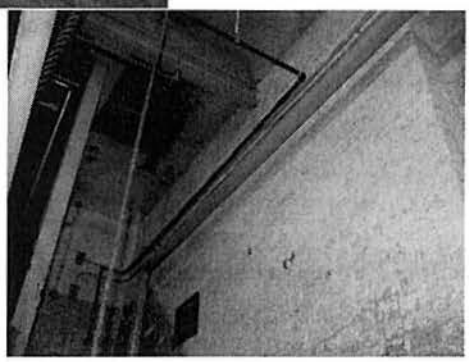
I have a limited time to be able to speak with you so I have chosen some elements that I feel require addressing and comment

The cornice was removed for unknown reasons allowing water penetration into a soft clay brick face that was meant to be protected by the cornice. The pointing mortar n this area has deteriorated or is missing due to this exposure. The cornice could be easily reinstated and the parapet repointed. The lower limestone sections if deterioration was caused by completely inappropriate interventions. The soft Indiana Limestone was pressure washed forcing water into the porous stone which in turn caused the efflorescence present on the exterior of the building face. Also the pressure washing removed the protective patina on the stone causing spaulting . The wand marks from the pressure washing are still clearly visible. This intervention was supposedly done to remove graffiti but instead has caused substantial damage.

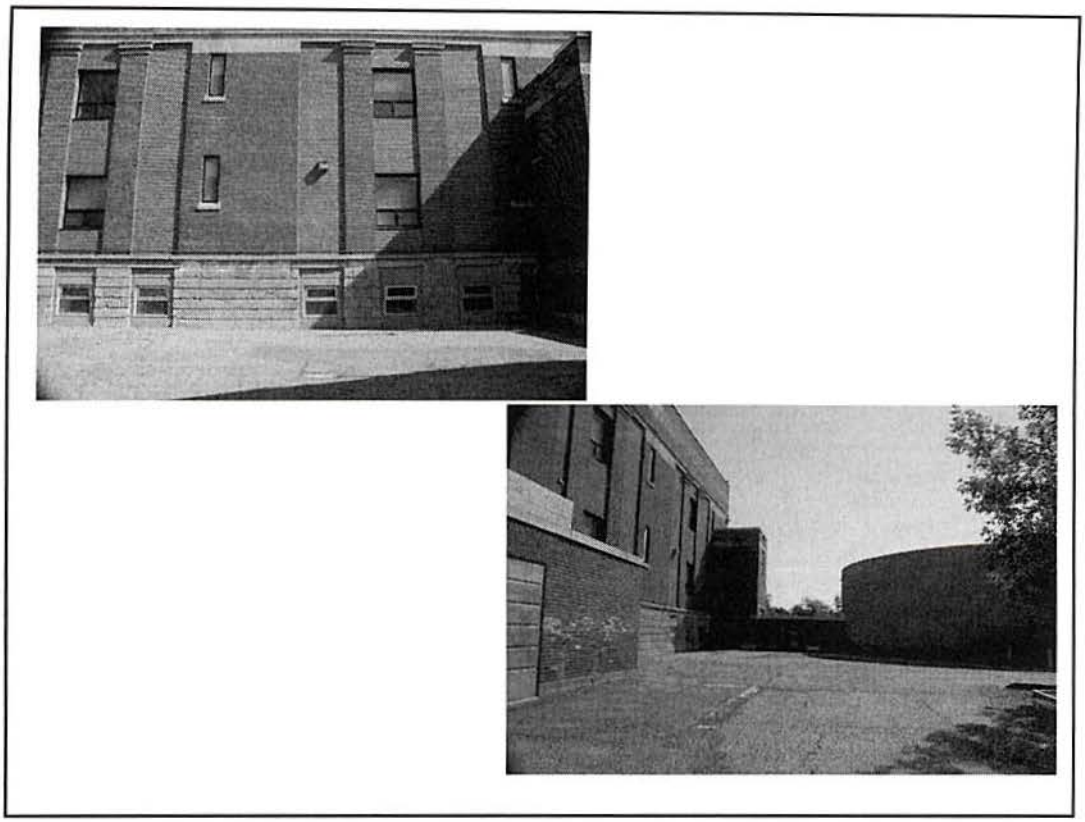
Interior Masonry Conditions



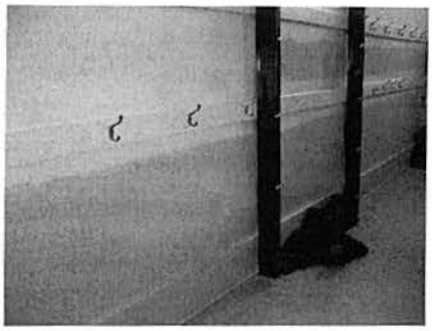


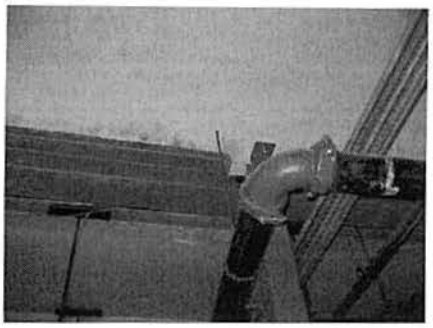


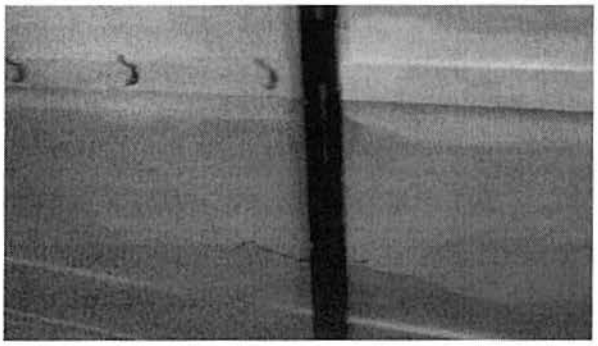
The interior masonry also shows evidence of efflorescence and in some cases spaulting of the brick faces. This is caused by a few factors: 1)there is asphalt and concrete placed directly against the face of the building . This causes water to wick through these materials and into the more porous brick and limestone. This causes a condition called rising damp which means that water continues to travel through the porous materials, saturating the building envelop and appearing on the exterior as a white powdery substance. 2) I am guessing that the weeping tile system around the perimeter of the building has collapsed and is impacting moisture saturation and the movement observed around the building. 3) A portland mortar was used to selectively to selectively repoint the brick. Since this is a substantially stronger material than the soft brick , the brick has spaulted leaving piles on brick material at the base of the wall.



Concrete and asphalt placed directly against the exterior walls.







Interior clay tile cracking

This is an example of good intentions gone wrong. This is the cloakroom in classroom 12. A ridged structural steel support system was installed in the basement directly below this area to prevent a sag in the floor. What you are seeing in these pictures are the pressure of the steel pushing up on the clay tile wall system basically crushing it. The wall is non structural according to the historical drawings and has a 24 inch space between it and the wall of the adjacent classroom. The cracking in this area was noted in the November 2012 structural engineers report where remedial work was recommended but not carried out. Then in December 2013 the room was evacuated due to the serious deterioration of the wall so that emergency repairs could be undertaken.

Photo 25: Floor Crack at Room 12

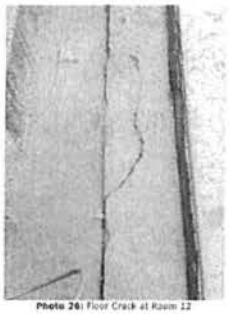
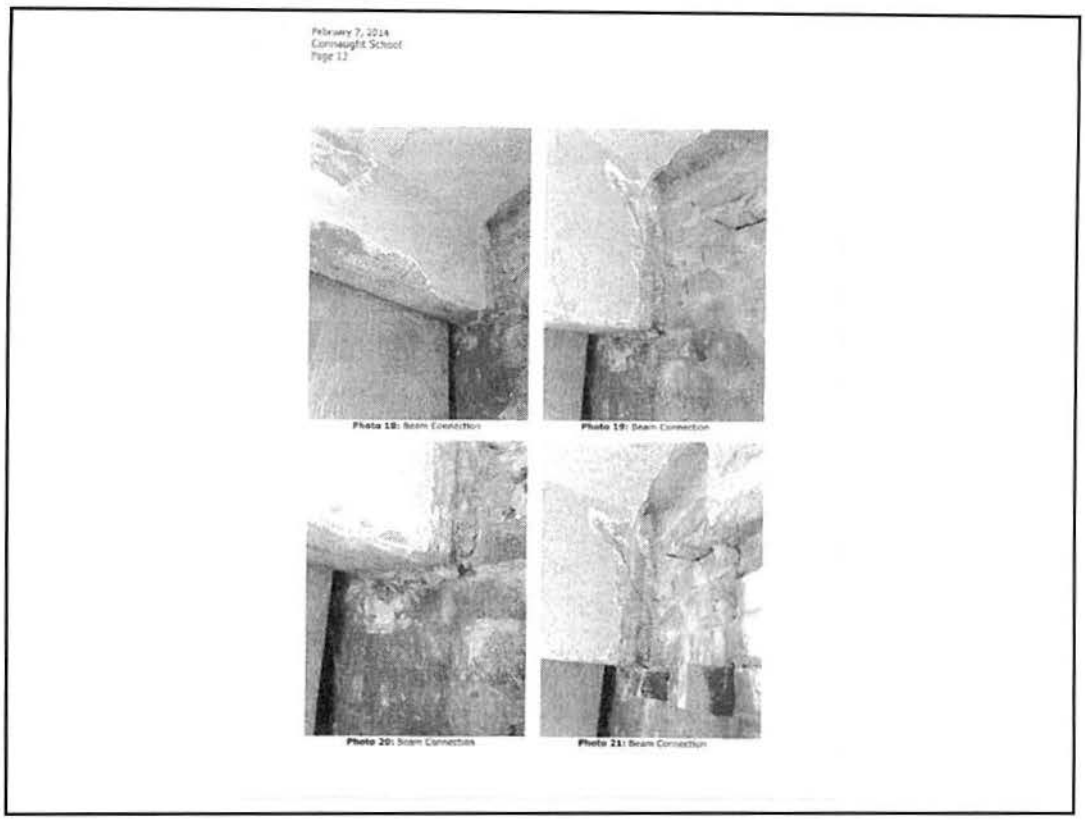
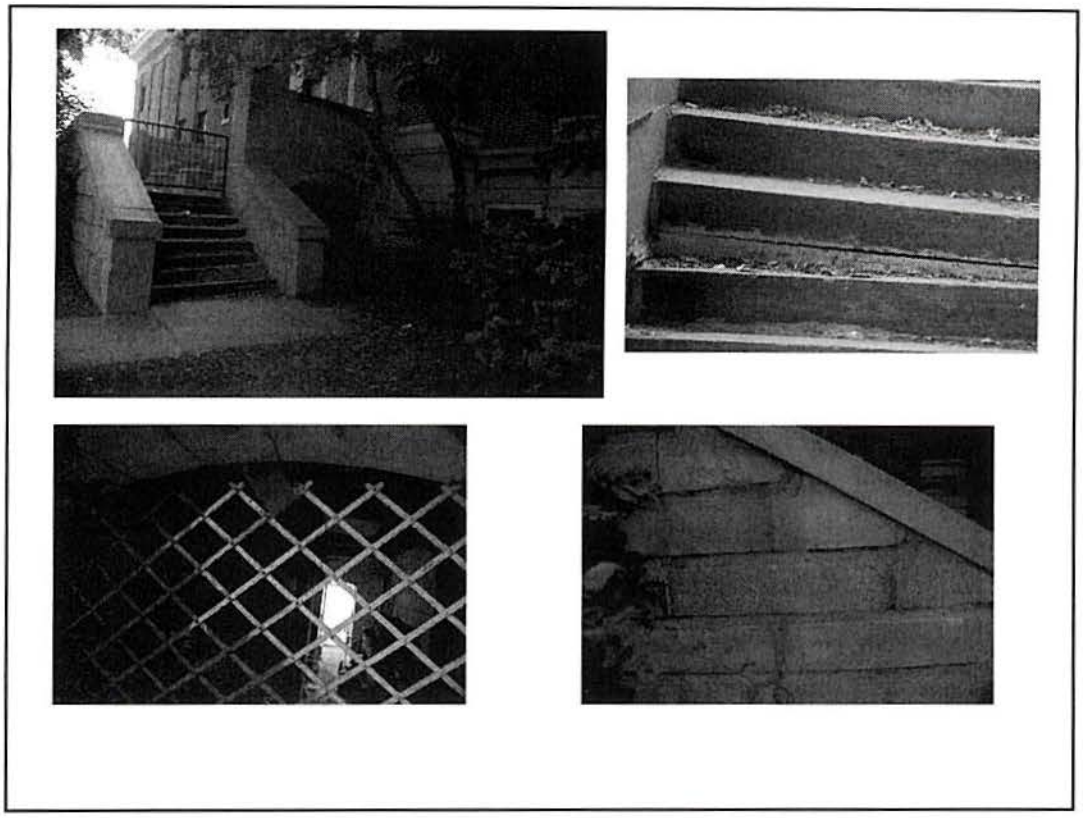


Photo 26: Floor Crack at Room 12

The non-structural clay tile wall has been removed from the cloakroom which revealed deflection between the floor slabs in this area. The problem is that since the structural steel framework directly below this area is not adjustable the damage and deflection to the floors and walls will continue. This is another example of an intervention that has caused damage and deterioration.



These are pictures from the February2014 inspection report of a beam that shows cracking. However questions regarding how deep and wide the cracks are, including general dimensions and details is missing. How deep is the beam pocket and what is the condition of the beam in this area? How much deflection of the beam over its span is there? Is the beam going to collapse at its bearing point between the brick and the visible area of the exposed beam? So many questions and no answers!



These are photos of the front staircase with sagging **treads**. They also show completely inappropriate interventions to repair the situation. A portland based mortar was used to fill and repair the spaces between the treads and risers and also as a pointing mortar on the stair parapets which has caused efflorescence, spaulting of the stone and general deterioration. Supporting the staircase is a brick pier system. It is my understanding that there was a broken tap in this area that was not repaired for years. The water penetration and saturation of the soil would then cause the support system to sink causing the movement evident in the area.

In conclusion visual inspections with photographic comparisons have been on going at infrequent intervals since before August 2012. This has proven inadequate. A detailed structural survey should have been undertaken from the beginning. Cracks should have been measured and carefully noted on drawings for every level and every room. Movement and deflections should have been measured and fixed datum points throughout the building installed so that the movement of the building could be measured and quantified. But this was not the case.

Throughout this presentation I have shown you example after example of interventions that caused damage and deterioration. That doesn't mean that all of these issues can't be corrected through a carefully researched and planned rehabilitation project.

This rehabilitation I believe would cost less than the costs to build a new school and would meet the governments energy management and sustainability requirements. It would also provide a 21st century learning in an inspirational and creative historic setting.

Recommended Structural Tests for the Purposes of Costing a Renovation

Ground-Penetrating Radar (GPR)

- This test involves setting up a grid on which a GPR machine will be passed over the grid pattern at approximately a 4 inch interval. The machine scans the thickness of the material and indicates what objects are contained in that area at that location and what depth the object is located.
- This test will confirm the structural integrity of the slabs and confirm whether or not there is reinforcing steel in the concrete, the size of the steel, and mesh pattern.
- Walls will also be tested in the basement area, allowing for visualization of the foundation's footing and its condition and size.

Moisture testing

- This test involves placing the probes of a moisture meter against the various surfaces to determine moisture content and recording this information by location and material.
- This will confirm the moisture content of masonry and wood roofing numbers.

Efflorescence Analysis/Mortar Scrapes

- This test involves scraping the white efflorescence off the wall and then testing the scrapings using various test strips which will indicate the type of salts moving through the masonry units.
- This will determine what salts are moving through the masonry units (brick and stone) and how this movement is affecting the masonry materials.

Interior Survey

- This test involves setting up a grid system on each of the floors and establishing a benchmark. Marks or datum points will be located on the walls and will be used to indicate deflection in the floor based on the predetermined benchmark.
- This test will allow measurement and calculation of any deflection in the floor system, providing a numerical value of how much movement there is in the floor.

Scoping

- This test involves inserting a baroscope into openings in the building components. This will allow a visual inspection of the area without damaging the structural components.
- This will allow the group to see inside cavities to determine what is happening in the system.

Botkin Building Conservators

Heritage Canada documents

HERITAGE CANADA FOUNDATION

LA FONDATION HÉRITAGE CANADA

Patron
His Excellency The Right Honourable David Johnston
C.C., C.M.M., C.O.M., C.D.
Governor General of Canada

Président d'honneur
Son Excellence le très honorable David Johnston
C.C., C.M.M., C.O.M., C.D.
Gouverneur général du Canada

March 18, 2013

Ms. Julie MacRae
Director of Education
Regina Public Schools
1600 4th Avenue
Regina, Saskatchewan
S4R 8C8

Subject: Connaught School, Regina – Requesting the Cooperation of Regina Public Schools

I am writing on behalf of the board and staff of the Heritage Canada Foundation (HCF) to express our great concern about the future of the Connaught School. We are dismayed by recent media reports that a decision has been made to demolish the structure.

Named to our list of the Top Ten Endangered Places in Canada in 2012, this site continues to attract the attention of the Heritage Canada Foundation and its supporters.

We urge you to make public the studies upon which the Board is basing its decision to demolish. A transparent process will allow for informed review and response, and perhaps identify an acceptable alternative to demolition.

Given the school's landmark status, its recognition in the Neighbourhood Development Plan for the Cathedral Area as a significant heritage property, and the overwhelming community support for the option to retain and rehabilitate the school, we thank you in advance for your willingness to ensure all avenues are explored.

HCF is a national, not for profit and non-governmental organization established in 1973 to promote the conservation, understanding, and appreciation of Canada's built heritage, historic places, and cultural landscapes and their importance in the life of our communities. Our efforts are designed to strengthen and support the work of local groups and individual Canadians in keeping their own historic places alive.

Please do not hesitate to contact the undersigned if we can be of assistance.

Sincerely,

Natalie Bull

Natalie Bull
Executive Director

190 Bronson Avenue, Ottawa, Ontario K1R 6H4 190 Avenue Bronson, Ottawa, Ontario K1R 6H4
TEL./tél.: (613) 237-1066 FAX/téléc.: (613) 237-5987 EMAIL/Courriel: heritagecanada@heritagecanada.org WEB/site web : heritagecanada.org

HERITAGE CANADA FOUNDATION | LA FONDATION HÉRITAGE CANADA

HCF's 2012 Top Ten Most Endangered Places List

The Heritage Canada Foundation released its eighth annual Top Ten Most Endangered Places List on June 27, 2012.

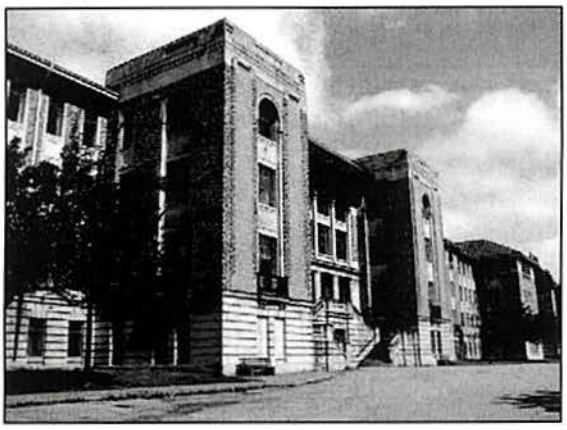
The selection—presented here from the West to East Coast—was compiled from the results of HCF's call for nominations as well as those stories and news items followed throughout the year.

Riverview Hospital – 2601 Lougheed Highway, Coquitlam, BC – EXTRAORDINARY GREATER VANCOUVER CULTURAL LANDSCAPE THREATENED WITH INSENSITIVE DEVELOPMENT

The B.C. Government is rushing the redevelopment plans on the site leaving advocates concerned for its future.

Why it matters

Established in 1904, the Riverview Hospital is a provincially-owned psychiatric facility and an extraordinary cultural landscape comprised of 244 acres and 80 buildings (including 5 massive brick wards) on a hillside overlooking the Fraser River. For most of the 20th century, Riverview was at the forefront of North American mental health theory and practice. Originally called The Hospital for the Mind and Essondale, it was developed as a community where the mentally ill could live purposeful lives in their own sanctuary. A vital part of the therapy included voluntary horticultural work, food production, and building maintenance. Housing over 4,300 patients at its peak, by 2009 only 250 active beds remained and this was reduced to about 70 by 2012.



Riverview's grand designed landscape remains highly significant with public recreational use long important for area residents. The grounds housed Western Canada's first botanical garden—an arboretum featuring over 1,800 mature trees from around the world—and incorporated natural meadows and watercourses. The value of Riverview also lies in its high-quality architecture, orchestrated for many decades with remarkable consistency in scale and materials. The entire

Riverview site is included on Municipal and Provincial heritage registries, but carries no formal protection. In 2009 an effort to declare the site a National Historic Site was blocked by the provincial government.

Why it's endangered

By the early 1990s, with the closure of Riverview programs and the selling off of land parcels, the future of Riverview had become a source of concern for Coquitlam residents who had come to treasure its park-like setting, gardens, architectural heritage, and history. In 2005, the City of Coquitlam set out its position calling for the lands to be kept in public ownership and for the protection of its botanical and architectural heritage. In July 2007, the province announced its intention to develop Riverview to accommodate 7,000 units or more of high-rise market housing, as well as social housing and residences for the mentally ill. Negative reaction was swift. The City of Coquitlam reaffirmed its position that the land should remain publicly owned and market housing taken off the table, and a petition calling for protection of Riverview quickly garnered over 13,000 signatures. The provincial government later withdrew its proposal.

Where it stands

The B.C. Government is currently preparing its own Heritage Conservation Plan for Riverview which will guide development on the property. When this process is completed (in September 2012) redevelopment plans for the site will be finalized. Made wary by the province's previous redevelopment proposals, Riverview supporters are concerned by the Province's apparently swift decision-making timelines. In May, a series of open houses to gather heritage feedback were held on very short notice leaving many residents concerned that the process was being rushed.

Public and Coquitlam Council support for the protection of the Riverview lands remains strong with many groups—including the Riverview Horticultural Centre Society and the Riverview Hospital Historical Society —actively advocating on its behalf. Surrounding municipalities (Port Coquitlam, Coquitlam and Port Moody), the B.C. Union of Municipalities, and the B.C. Chambers of Commerce have all passed resolutions calling for the preservation of the Riverview site.

Paramount Theatre – 46147 Yale Road, Chilliwack, BC – HISTORIC CITY-OWNED THEATRE FACES DESTRUCTION DESPITE YOUTHFUL GRASSROOTS CAMPAIGN

11th hour community group plans to save historic cinema, but faces scrutiny from skeptical City Council.

Why it matters

Opened in June 1949, this large movie theatre in the heart of downtown Chilliwack has become an important historic landmark, one of few remaining in the district, and a key community gathering place. Architecturally, the cinema declares its roots in the International style—characterized by vertical and horizontal lines with little ornamentation—with traces of Art Deco influences in its signage and fluted façade. Solidly built, the movie

house features laminated firewalls and is constructed of reinforced concrete and 60 tons of structural steel. It is listed on the City of Chilliwack's Heritage inventory, but it is not a designated heritage site.

Why it's endangered

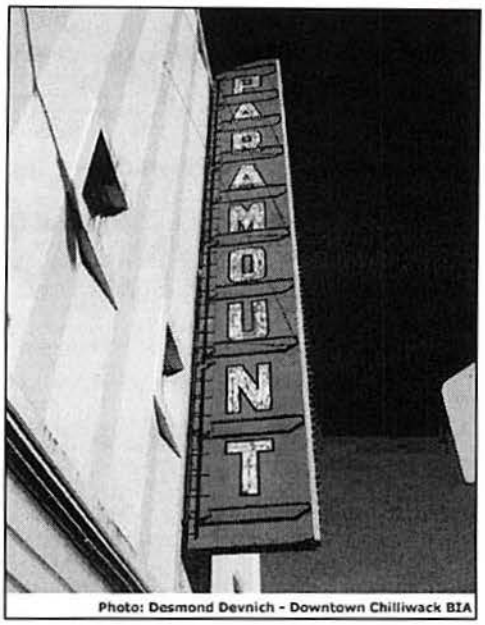


Photo: Desmond Devnich - Downtown Chilliwack BIA

After operating as a movie house continuously for over 60 years, the Paramount ceased operations in November 2010. The owner, Landmark Cinemas, gave the theatre to the city saying it was a gift to the people of Chilliwack for all their years of support. The theatre has been vacant and unheated ever since, and reportedly requires a new boiler and roof. In February 2012, a city staff report made it clear that despite an extensive year-long effort to find someone willing to redevelop the property only two unsatisfactory proposals had come forward. Chilliwack Economic Partners Corporation (CEPCO) then offered to demolish the Paramount at no cost at the same time as the adjacent (and structurally interconnected) Ewert Building, which suffered from environmental contamination. On March 6, in response to a growing public outcry spearheaded by the newly formed Save the Chilliwack Paramount Theatre working group, Council voted to give community groups until June 21 to develop a new business proposal to rehabilitate and run the theatre, while reiterating there was no appetite to put City money into the project. It is estimated that $300,000 will be needed just to open the theatre, not to mention ongoing operating funding and any upgrades.

Where it stands

The Save the Chilliwack Paramount Theatre group submitted its business proposal to the City on June 21 and is currently awaiting a response from staff and council. The proposal included a plan to transform the Paramount into a single-screen, repertory-type theatre offering 600 seats for patrons to screen vintage, independent, alternative or non-mainstream films. In recent months, the campaign to save the theatre has seen a surge of interest from a broad spectrum of residents—youth, seniors, business owners, and the arts community—and garnered lots of media coverage. Offers have poured in to assess the building, donate electrical expertise, or create artistic renderings, among other in-kind services. More than 100 Chilliwack storefronts are sporting posters saying, "We support community efforts to preserve our landmark theatre." A Save A Seat fundraising campaign has also been launched and has raised pledges of over $10,000.

Barron Building – 610 8 Avenue SW, Calgary, AB – BIRTHPLACE OF CALGARY'S OIL INDUSTRY FACES DEMOLITION BY NEGLECT

Mired in legal wrangles and stalled development plans, this high-profile Calgary heritage building sits vacant, derelict, and on the brink.

Why it matters


Photo: Jeremy Hood

The landmark Barron Building in downtown Calgary—constructed between 1949-1951—is one of its finest examples of modern architecture and has historically played a crucial role in solidifying the city's position as the centre of Alberta's oil industry. Clad in buff-coloured brick, Tyndall limestone, and polished black granite, the 11-storey Art Moderne office tower designed by prominent local architect Jack Cawston also houses the two-screen Uptown Theatre (the last historic movie house in the downtown core), which until recently played an important role in the city's cultural scene. Despite Edmonton's proximity to the 1947 Leduc oil strike, the Barron Building's first-class office space quickly drew oil industry occupants, sparking a surge in Calgary office construction that rapidly made it the undisputed centre of the petroleum industry.

Photo: Kaitlyn Coholan

Why it's endangered

In November 2011, the current owner—a numbered company associated with private landlord Strategic Group, which purchased the building in 2007—shut off water services after pipes burst. The last remaining tenant, the Uptown Theatre, was forced to cease operations due to lack of water and heating. The owner has filed a number of demolition applications to remove the theatre marquee and alter other heritage features of the building over the last few years, but there has been no move to rehabilitate and redevelop the building. The property is also caught up in numerous lawsuits, including one involving the theatre marquee. Despite its extraordinary heritage significance, the Barron Building does not have any heritage protection. While it is on Calgary's Inventory of Evaluated Heritage Sites, it has never received heritage designation, as this requires the owner's consent.

Where it stands

Today, the empty Barron Building sits as a depressing symbol of demolition by neglect: windows are broken and doors unsecured, the roof is damaged, it is not being heated and water pipes have burst, and architectural features from the penthouse have been removed. The building's semi-derelict circumstances have further galvanized the call for a solution beyond the arts and heritage community. There has been extensive ongoing media coverage of the building's plight and a "Save the Uptown" Facebook group has quickly gathered over 1,000 members.

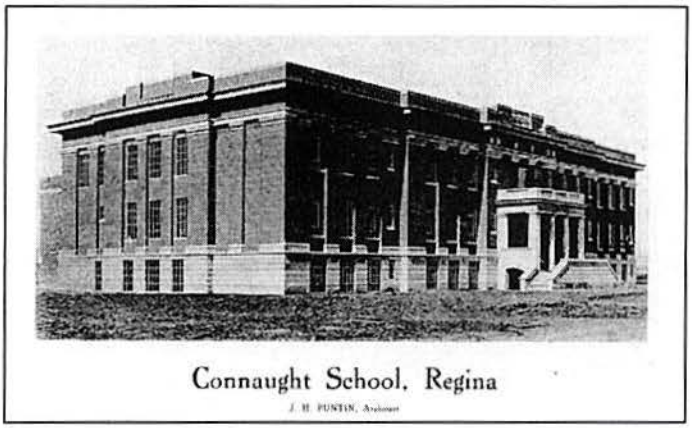
École Connaught Community School – 2124 Elphinstone Street, Regina, SK – REGINA'S OLDEST SCHOOL SET FOR DEMOLITION DESPITE NEIGHBOURHOOD OUTCRY

Rehab of well-loved historic school is being scuttled by School Board and Provincial funding formula bias for new construction.

Why it matters

Built in 1912, Connaught School is Regina's oldest school building and highly significant to the city's educational history. Designed by prominent local architect J.M. Puntin, the two-storey brick school's design turned away from the ecclesiastical Gothic Revival style for a "secular" classical design, which served as a prototype for other city schools. It features wide multi-purpose hallways, high ceilings, ample large windows, broad staircases, good ventilation and extra-wide classrooms. Also on site is a round auditorium designed by architect Clifford Wiens in the 1960s. Connaught is the birthplace of Saskatchewan's community schools movement and was a pioneer in dual English-French education, established in 1975. For many years it was Canada's only dual-track community school. Today it is a viable and growing school community with 330 students and projected to reach 425 by 2018.

The school is also an important landmark in the historic Cathedral neighbourhood. It bookends the city's most significant and high profile heritage corridor. It occupies the intersection of the Cathedral Area's two main thoroughfares (13th Avenue and Elphinstone Street) and sits directly opposite Connaught Library (1930) also designed by Puntin. The school does not have a heritage designation. It has, however, been named in the Neighbourhood Development Plan for the Cathedral Area as a significant heritage property that should be rehabilitated and restored wherever possible.



Connaught School, Regina

J. H. PUNTIN, Architect

Why it's endangered

A 2010 engineering report stated that Connaught was near the limits of safe occupancy and that a plan for repair or replacement must be in place within five years. A visual engineering inspection found the structure highly compromised: there was floor heave, foundation movement, and cracks in the roof slabs, some precipitated by the removal of architectural features like the exterior cornice. The engineering firm provided an estimate of $6.25 million to stabilize the building. Based on this, consultant James Youk of P3Architecture provided two cost estimates: $19 million for demolition and replacement, and $23 million for restoration and large scale renovation to modify the interior to align with the latest pedagogical practices. Mr. Youk pointed out that the Ministry of Education will likely support the cheaper replacement option. Another complicating threat is a strict provincial funding formula that calculates square metres per student, and Connaught's generous rooms and hallways work against it. Finally, and most importantly, Regina Public Schools has publicly stated that it is solely in the business of education and that it does not see a connection between education, heritage conservation and neighbourhood planning. Board officials have also stated that heritage schools are incompatible with modern education techniques because the spaces are too inflexible.

Where it stands

In May 2012, the Regina Public School Board fast-tracked a series of consultative meetings that many participants thought seemed geared toward gaining community support for demolition. This was evidenced by a

presentation that showed only new buildings as potential examples. At a public meeting on June 19, P3 Architecture presented the results of their public consultation and it showed overwhelming community support for the option to retain and rehabilitate the school. This report has now been sent to Regina Public Schools for deliberation, which will in turn forward a dollar request to the Ministry of Education. There is the expectation that a decision to renovate or demolish will happen quickly and neighbourhood residents are very concerned. In a similar recent case regarding Scott Collegiate, another historic Regina school, the Ministry stated the province would not pay an additional $2 million to make renovation feasible, leading to a plan to demolish the building.

Hamilton Education Centre – 100 Main Street West, Hamilton, ON – MODERNIST ARCHITECTURAL LANDMARK HEADING FOR LANDFILL

A demolition permit has been issued to Hamilton-Wentworth District School Board—a condition of its sale to McMaster University—in order to make way for the university's new $85 million health campus.

Why it matters

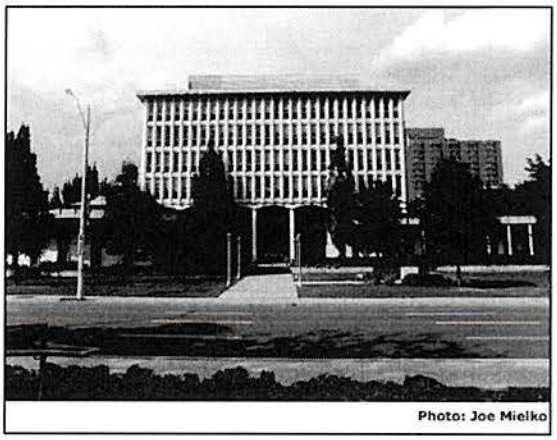


Photo: Joe Mielko

Thought to be Hamilton architect Joseph Singer's signature work, this elegant modernist 8-storey building partly clad in white marble with elongated arched windows and library in the round is considered by many as the city's best example of mid-century Modern architecture. Opened in 1967, the Education Centre was built as a monument to public education and is located opposite City Hall on prominent Civic Square land donated by the City as a way to convince the Board to remain downtown. Keeping the building from landfill preserves an important piece of Hamilton's history, respects the civic component of the site, and makes ecological and environmental sense.

Why it's endangered

On May 2, after months of debate, the City issued a demolition permit to the Hamilton-Wentworth District School Board (HWDSB), which was part of the condition of sale McMaster University imposed to allow for the unfettered development of its new health campus on the site. Although the university's plans are welcome in the downtown, it appears that no consideration was given to developing both the ample parking lot and lands on the Education Centre property, or on any of the acres of vacant lots in the city's core. With McMaster declaring that the building footprint does not fit its expansion purposes—despite it being deliberately designed to allow for future expansion—no real feasibility studies have been undertaken on how the building could be integrated into the design.

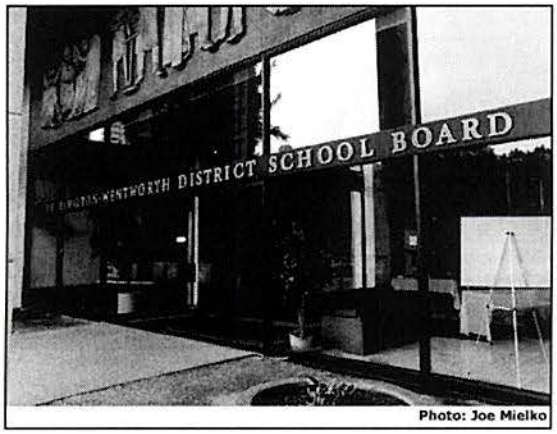


Photo: Joe Mielko

Where it stands

With the demolition permit a condition of sale, McMaster has made it clear that it is not considering any preservation plans for the building. And although the Municipal Heritage Committee urged the City in 2008 to consider the heritage value of the building in its future renewal plans for the area, council backed the university's demolition plans when it committed $47 million to the health campus project. On May 15, +VG Architects submitted its "HWDSB

Education Centre Architectural Record" report to the Board that includes an appendix listing the firm's recommendation that nine "features of interest" be incorporated into the new Education Centre, to be built outside the downtown. Objectors to the building's demolition have made it clear that they are not against the health campus development. Efforts have been focused on "Adding Without Subtracting" for reasons of fiscal, environmental as well as heritage stewardship. McMaster has informed HWDSB that the building must be vacated by August.

Ontario Place – 955 Lakeshore Blvd, Toronto, ON – MODERNIST CULTURAL LANDSCAPE AT RISK

An internationally renowned modernist urban waterfront park has been partially shuttered with no legal protection for its heritage elements, pending a major redevelopment.

Why it matters

A considerable engineering feat, Ontario Place was a futuristic architectural marvel when it opened in 1971. It was designed by one of Canada's most notable landscape architects, Michael Hough and RAIC gold medalist, architect Eberhard Zeidler. The values of Ontario Place survive in its continued recreational use, park-like waterfront setting, the Cinesphere (a spherical triodetic dome housing Canada's first IMAX theatre), and its monumental interconnected mast-hung pavilions with bridges and platforms suspended over the water. Together they formed a singular cultural landscape that express the avant-garde architectural ideas of the time, including diverse influences such as Archigram, the Metabolists, Pop Art and Expo 67.

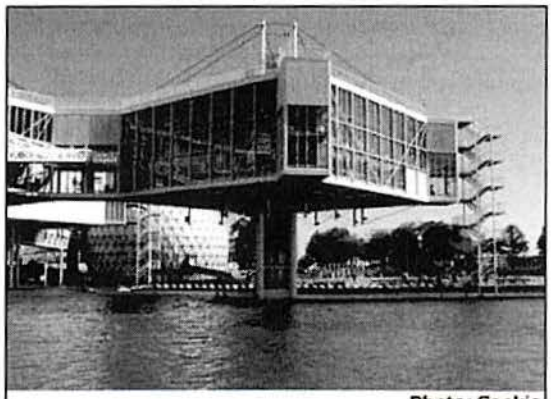


Photo: Sookie

Why it's endangered

In early 2012, citing financial concerns and declining attendance, the provincial government announced the immediate partial closing of Ontario Place pending a major redevelopment to be completed by 2017. An appointed advisory panel responsible for leading the rehabilitation is taking a "paper is blank" approach where "nothing is off the table." Without any statutory protection, Ontario Place's unique cultural landscape with its iconic structures and interconnected design components—that led to its listing on the Docomomo International Selection of buildings, sites and neighbourhoods of the Modern Movement—is at risk.

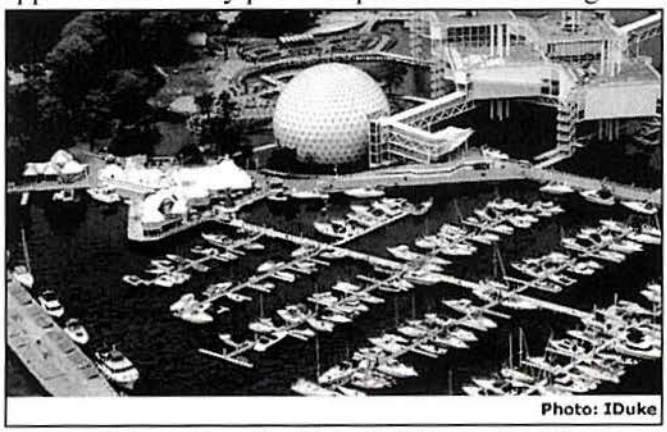


Photo: IDuke

Where it stands

In early June, the advisory panel recommended against using the site for a new Toronto casino. The province intends to begin an international competition later this year on future plans for Ontario Place with a focus on commercial, retail, residential, recreation and entertainment uses. Heritage Toronto and the Architectural Conservancy of Ontario have raised the alarm about the potential risks to this important cultural landscape, and the "Save Ontario Place" Facebook group has been growing daily.

Bala Falls Cultural Landscape – 1044 Bala Falls Road, Township of Muskoka Lakes, ON – GREEN ENERGY INTERSECTS WITH NATURAL AND CULTURAL HERITAGE CONSERVATION INTERESTS

A sensitive green energy project that could destroy the landmark Bala Falls is pushing ahead without an individual Environmental Assessment.

Why it matters

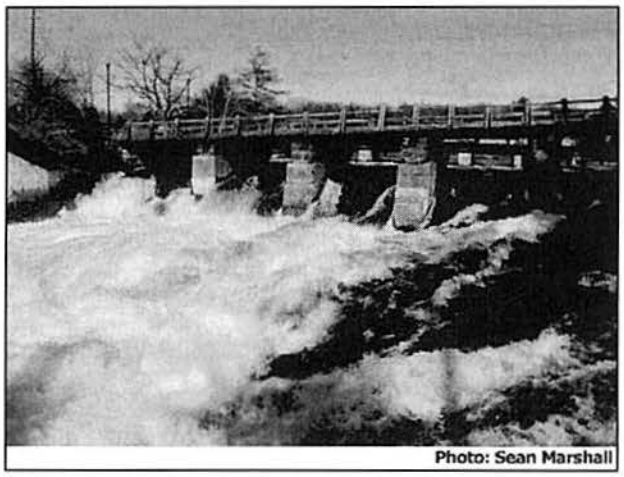


Photo: Sean Marshall

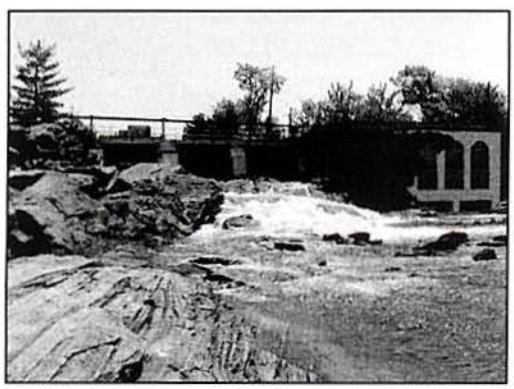
Carved out of the Canadian Shield, Bala Falls is located at the west end of Lake Muskoka (approximately two hours north of Toronto) where the lake's waters spill into Moon River and eventually into Georgian Bay. Part of an important cultural landscape, the falls are a natural physical landmark that define Bala's identity and which are central to its recreational and tourism-based economy. The historically important Portage Landing on the north side of Burgess Island has been a portage point for First Nations and later for the community of Bala, tourists, YM-YWCA campers and cottagers. The landmark boat livery business, Purks Place—the only building ever located on the Portage Landing—has operated continuously since 1906. It is historically interconnected with the portage landing on the west of Burgess Island for water access to Moon River. The only other structure on Burgess Island is the Stone Church, designated under the *Ontario Heritage Act*.

Why it's endangered

In December 2004, the Ontario Ministry of Natural Resources released an RFP for the development of a hydroelectric generating station on approximately one hectare of Crown land adjacent to Bala's north dam as part of the province's green energy program. Swift River Energy Ltd (SREL) proposes to build a 4-5 megawatt run-of-river water power facility that will include:

- the excavation of an approach channel immediately above Bala's North dam;
- the installation of an intake and a concrete powerhouse structure abutting the north Bala falls;
- a tailrace channel to return water to the Moon River some 40 metres from the base of the North dam's waterfall.

Community concerns are focused on the conservation of the natural features of the falls central to Bala's identity and its natural resources (water and water flow, foraging and spawning habitat for fish and invertebrate species, and identified heritage trees) as well as its cultural features. The location of the proposed water intake means that no persons will be able to access the area of Portage Landing and Purks Place for swimming, boating or portaging. Concern is also focused on potential damage to the Stone Church related to blasting shock and vibration.



Where it stands

Concerned about inconsistent information, the mayor and a hundred citizens' request that the Environmental Scanning Process be

elevated to an individual and independent Environmental Assessment was turned down by the Ministry of the Environment. In May, that decision was upheld by the Minister, Jim Bradley. With that news, SREL abandoned a possible Option 2 plan that located the powerhouse some 100 feet south of the north Bala falls, and issued an addendum that the original option will be pursued with a deadline for comments set at June 29. A request for an extension was denied.

Église du Très-Saint-Nom-de-Jésus – 4215 rue Adam, Montreal, QC – PRAYING FOR A MIRACLE

The church's predicament underscores the pressures exerted on places of worship by declining numbers of congregants and high maintenance and restoration costs. A dedicated group of concerned citizens is struggling against an unwilling archdiocese and reluctant provincial government.

Why it matters

This massive church built in 1903-1906 was long the heart and soul of the working-class Maisonneuve-Hochelaga district of Montreal, known once as the Pittsburgh of Canada. Built with the intention of becoming a cathedral, the Roman and Byzantine inspired stone structure with copper roofing is marked by a light ornamental treatment and two imposing steeples. The church houses two Casavant Frères organs dating from 1914. The main one, restored in 1985, is one of the largest and most important pipe organs in North America. With its grand presbytery, today converted to meet community needs, the church remains a key element in the heart of an institutional urban core that has maintained its character and place in community life.

Why it's endangered

The church closed its doors to its congregation in June 2009, when the archbishop of Montreal declared that the archdiocese could no longer assume the $100,000 in annual heating and maintenance costs or the cost of repairing the masonry. Closed and barricaded, the church has been suffering a steady decline. In September of 2010, the Montreal Fire Department declared the building a danger to public safety. Although an active group of concerned citizens, the Comité de sauvegarde, had been working with church representatives to find a solution to save the church, the archbishop short-circuited their efforts when he declared his intention to give the organs to any interested church in Quebec, as long as the estimated $700,000 moving costs are paid. The archdiocese has also proposed demolishing the church to make way for public housing. The church's heritage classification is a level "C" and the provincial Minister of Culture has refused to provide emergency funding for the building or its world-class organ.

Where it stands

The Comité de sauvegarde is looking to raise funds to help stabilize the church and protect the organ to buy enough time to consider possible conversion projects, including its possible use as a concert hall, organ museum or children's library.

Zion Baptist Church – 27 Parade St., Yarmouth, Nova Scotia — CLOCK IS TICKING FOR IMPORTANT TOWN LANDMARK

A part of the Yarmouth community for nearly 115 years, this unique church is in need of costly structural repairs. Although City Council has denied the church's application to deregister the building under the *Municipal Heritage Property Act*—to enable its possible demolition—the legislation will only protect it for a period of three years.

Why it matters

Built in 1895-1896 for the congregation of the First Baptist Church in Yarmouth (originally located on Main Street) and designed by local architect James E Huestis, Zion Baptist Church, with its irregular multi-level massing, is an impressive example of the Queen Anne revival style. An important place of worship in Yarmouth for over a century, the church continues to be used for weekly services, bible studies, Sunday school by a congregation of 50 and as a place for community meetings. The distinctive exterior features include the asymmetrical façade with recessed entrances, large round- arched stained glass windows, landmark bell tower and large gabled roof areas. The church was registered under the *Municipal Heritage Property Act* (MHPA) in 2002.

Why it's endangered

The exterior south wall and bell tower are suffering structural damage associated with water penetration and freezing and thawing. Due to miscommunication the Trustees never formally applied for the provincial funding support they are entitled to under the Act. Although minor repairs have been done, the congregation is unable to afford the full repair costs estimated at $300,000 or the estimated longer-term costs of $700,000. In September, 2011, the church requested permission to demolish the building, which would require City Council to first approve its deregistration. In a letter to Council, Pastor Brian Wallace states that although the congregation does not want to see the building torn down, deregistration would give them the freedom to do what they want.

Where it stands

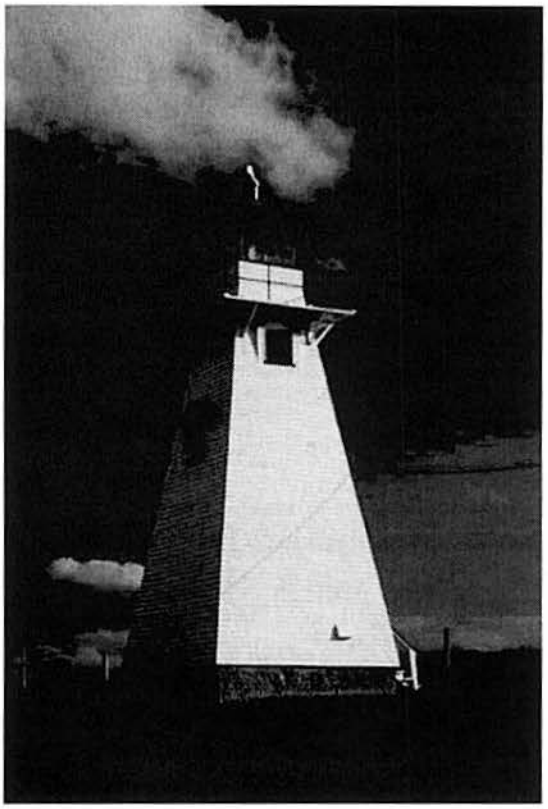
In September, the application to deregister was submitted but was refused. Under the MHPA, this refusal allows for a period of three years for Council and the community to work with the Trustees to develop an alternative plan from the date of application (September 30, 2011). If nothing can be accomplished in that time, the building can be demolished. The building is abutted by the Yarmouth County Museum and it is suggested in the report that the church could be incorporated into something related to the museum, or it could be used as an anchor facility for the Collins Heritage Conservation District.

The congregation and the Heritage Advisory Committee (HAC) have met to discuss options for the building but nothing has been accomplished to date. In April, Council turned down HAC's recommendation that the city fund a structural engineering study to help determine a future course for the building. The community does not want to see this building leave the landscape of Yarmouth, but time is pressing to find a solution.

Canada's Lighthouses—IS IT LIGHTS OUT FOR CANADA'S LIGHTHOUSES?

Local communities left holding the financial bag as federal government unloads hundreds of "surplus" heritage lighthouses.

Why it matters



Lighthouses form an integral part of Canada's identity, culture and history. Beyond their traditional role as navigational aids, lighthouses are monuments to Canada's proud maritime heritage and important for the economic and social sustainability of the communities they are tied to. Most lighthouses are held by the federal Department of Fisheries and Oceans, with a few held by Parks Canada Agency.

Why they're endangered

In 2008, through the efforts of Senators, Members of Parliament, heritage organizations and volunteer citizens, the *Heritage Lighthouse Protection Act* (HLPA) was passed into law promising protection to these vulnerable federal heritage sites. In May 2010, however, the federal Department of Fisheries and Oceans (DFO) declared surplus virtually all its lighthouses, numbering close to 1,000. This action effectively emasculated the HLPA and shifted the responsibility for lighthouse protection entirely onto local communities

The Act allows lighthouses that are declared "surplus to operational requirements" to be designated under the HLPA only if a person or body submits a written commitment to buy or otherwise acquire them and protect their heritage character in the event that they are designated. This acknowledges the reality that many lighthouses are no longer serving as aids to navigation, as well as the reality that DFO has no interest in continuing to invest in these structures.

Canadians had until May 29, 2012 to nominate lighthouses that matter to them for designation under the *Heritage Lighthouse Protection Act.* In the end, 347 lighthouses were nominated for designation. However, almost all of them will require a proposal from an organization or group willing to acquire and invest in them. While many communities may be prepared to make offers to acquire or purchase their local lighthouses, not all lighthouses are easily accessible and maintainable, or surrounded by an active community. Many are complex, remote structures that need regular investment and special equipment: for example, Race Rocks (BC), Christian Island (ON), Gannet Rock (NB), Sambro Island (NS) and Cap-des-Rosiers (QC). This leaves the fate of these lighthouses, many of them unquestionably iconic and historic, in limbo without help from outside funding.

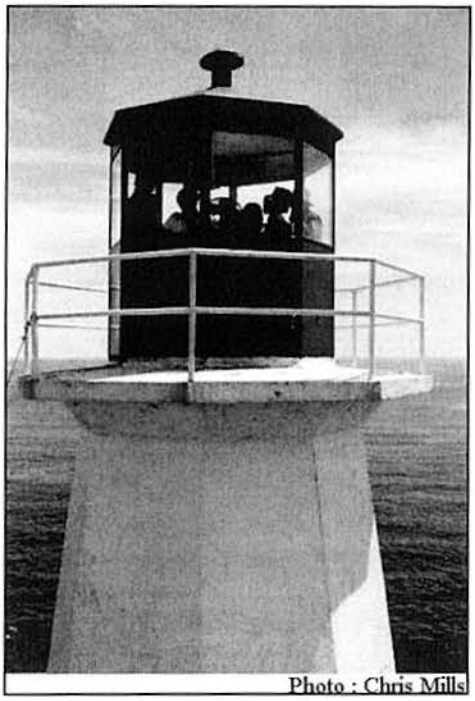


Photo : Chris Mills

Where things stand

In its March 2011 *Report on the Implementation of the Heritage Lighthouse Protection Act*, the Standing Senate Committee on Fisheries and Oceans recommended that the Government of Canada provide seed funding to help launch a comprehensive campaign dedicated to raising funds for the restoration and preservation of Canada's remaining historic lighthouses. HCF launched a nation-wide petition in support of this funding call in January 2012 and has since garnered thousands of signatures from across Canada. In April, HCF launched an endowed fund providing grants for the repair and conservation of lighthouses on Nova Scotia's Fundy Shore. In recent weeks, HCF met with the Fisheries Minister's senior staff to discuss the opportunity for the Department to help fund HCF's fundraising campaign to specifically support communities taking on responsibility for heritage lighthouses.