



P.O. Box 1749  
Halifax, Nova Scotia  
B3J 3A5 Canada

**Item No. 9.3**  
**Heritage Advisory Committee**  
**January 25, 2017**

**TO:** Chair and Members of the Heritage Advisory Committee

Original signed

**SUBMITTED BY:**

\_\_\_\_\_  
Bob Bjerke, Chief Planner & Director, Planning and Development

**DATE:** December 16, 2016

**SUBJECT:** **H00416: Substantial Alteration to Tower Road School, 945 Tower Road, Halifax, a municipally registered heritage property**

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### **ORIGIN**

Request by the Armour Group.

### **LEGISLATIVE AUTHORITY**

*The Heritage Property Act*

14 (1) A heritage advisory committee may recommend to the municipality that a building, public-building interior, streetscape, cultural landscape or area be registered as a municipal heritage property in the municipal registry of heritage property.

(2) The municipality shall cause notice of the recommendation to be served upon each registered owner of the building, public-building interior, streetscape, cultural landscape or area that is the subject of the recommendation at least thirty days prior to registration of the building, public-building interior, streetscape, cultural landscape or area in the municipal registry of heritage property.

### **RECOMMENDATION**

It is recommended that the Heritage Advisory Committee recommend that Regional Council approve the substantial alteration to the Tower Road School (Halifax Grammar School) at 945 Tower Road, Halifax.

## **BACKGROUND**

The Tower Road School is located at 945 Tower Road, Halifax and was registered as a municipal heritage property in October, 1983. Both the building and the land that it occupies were registered. Tower Road School was built in 1911 by a provincially and nationally significant architect, Walter J. Busch, who designed many institutional buildings in Nova Scotia including the Oxford Street Public School and St. Patrick's Boys High School. The existing school replaced an earlier building that was designed by Busch's father, Henry Busch, in 1874. Institutional uses occupied the site since the late 19<sup>th</sup> century.

Characteristic of Busch's institutional designs, the existing school is an excellent example of the Classic Revival architectural style from the Edwardian period (1900-1914). The three storey masonry building features a symmetrical front façade, prominent front entrance with central portico, a front central temple with a pyramid roof, decorative brick pilasters, well-defined cornice with dentils, and double hipped roof. Modest changes to the 1911 building occurred including the replacement of all hung windows to fixed vertical windows divided into five lights, the removal of two shed dormers, the central tower finial, and two roof-top ventilation monitors.

The Armour Group submitted an application on November 22, 2016 on behalf of the Halifax Grammar School for a substantial alteration to a heritage property (Attachment A). Students and staff from the middle school currently occupy the building. An expansion of the existing school site is proposed to accommodate prep and senior school staff and students from the Atlantic Street school campus. A two and three storey, L-shaped addition is proposed north and east of the Tower Road School, as shown in Attachments B and C. Consolidation of the existing site and a vacant lot north of the site as well as two lots south of the site is proposed. Careful consideration has been given to the preservation of the heritage building.

### **Existing Site Context**

The subject property is approximately 75,916 square feet in size and has about 367 feet of frontage along Tower Road. It is split zoned Park and Institutional (P) and Single Family (R-1) under the Halifax Peninsula Land Use By-law. The existing school building is setback approximately 45 feet from the streetline and 23.4 feet from the rear property line. It is surrounded by residential uses to the north, east, and south, and university uses to the west. There is one vacant lot immediately north of the school site, which is included in the proposed lot consolidation of the school site (see Attachment B).

### **Proposal**

The existing heritage building is considered to be in good condition. Besides reinstating the arched windows, no repairs to the existing masonry, doors, windows, and roof beyond the scope of the new addition is proposed for this application. There are two components to the proposal that affect the character-defining elements of the heritage property – lot consolidation and a new addition. The lot consolidation involves adding three parcels of land, identified as PID 41425760, 00064337, and 00064329, to the school site. Immediately north of the school site is a vacant lot (PID 41425760). The two lots located south of the school site are occupied by single family dwellings. None of these three properties are registered heritage properties and the two buildings are small modern bungalows. A 20,062 square foot addition is proposed to the north and east of the existing building for additional classrooms, staff rooms, and common areas for the Atlantic Street campus students and staff. Included in the proposal is the demolition of the 1954 rear one-storey gym addition; however, this portion does not contribute to the heritage value of the school.

The proposed addition is L-shaped with a minimum setback of 10 feet from the streetline. A minimum 20-foot setback is maintained along the side and rear property lines. The portion of the addition immediately north of the heritage building is two storeys and has a glazed front façade with substantial columns. This portion of the addition is set back considerably more from the streetline than the heritage building. Further north, the addition increases to three storeys but does not extend beyond the cornice of the heritage

building. The front façade of this portion is much closer to the street, creating a courtyard space between the addition and the heritage building. Materials proposed for the addition include red brick masonry, curtain wall systems, modern translucent glazing, spandrel, and composite panels. The addition also features a defined vertical and horizontal rhythm, consistent with that of the heritage building.

Minimal changes are proposed to the existing heritage building. The proposed addition will enclose the first two storeys of the north and east elevations of the rear wing of the heritage building. As a result, the proposed addition will enclose fourteen windows along the north elevation of the rear wing and two windows along the east elevation of the rear wing. Three window openings along the north elevation and two along the east elevation will be infilled, where the proposed addition connects to the heritage building, to address fire separation concerns required under the building code. Portions of the existing exterior walls become enclosed, but will remain visible from outside through glazed connections. While these portions of the heritage building become enclosed, they remain as exterior walls to the heritage building and are subject to the provisions of the *Heritage Property Act*.

### Substantial Alteration

In accordance with Section 17 of the Nova Scotia *Heritage Property Act*, any substantial alteration to a municipal heritage property requires Regional Council approval. The *Heritage Property Act* (HPA) defines a substantial alteration as “*any action that affects or alters the character-defining elements of a property*”. Therefore, a determination on the appropriateness of a substantial alteration lies in its effect on the property’s unique heritage value and character defining elements. The HPA defines heritage value as “*the aesthetic, historic, scientific, cultural, social or spiritual importance or significance for past, present or future generations and embodied in character-defining materials, forms, locations, spatial configurations, uses and cultural associations or meanings*.” Accordingly, the character-defining elements of a heritage building are defined as “*the materials, forms, location, spatial configurations, uses and cultural associations or meanings that contribute to heritage value and that must be sustained in order to preserve heritage value*.”

### Heritage Value & Character-Defining Elements

In order to determine the appropriateness of a substantial alteration, a full understanding of the building’s heritage values and character-defining elements is needed. As a point of reference, staff have prepared a heritage building summary which outlines the heritage values and character defining elements for the Tower Road School (Attachment D). This information was created using the historical information contained in HRM’s heritage files, additional staff research, and information submitted by the applicant as background to their proposal.

The *Heritage Property Act* defines “character-defining elements” of a heritage building as “*the materials, forms, location, spatial configurations, uses and cultural associations or meanings that contribute to heritage value and that must be sustained in order to preserve heritage value*.” The following is a list of character-defining elements relating to the architectural significance of the Tower Road School:

- Three storey building;
- Red brick masonry;
- Double-hipped roof;
- Four-storey protruding central bay with portico, paired fixed windows, and paired arched windows under a pyramid roof;
- Brick pilasters with stone bases and capitals;
- Prominent transom windows and sidelights;
- Entablature band;
- Dentils and other decorative brick work;
- Stone water table;
- Cornice; and

- Tall window openings with brick lintels and stone lug sills.

Additional information on the heritage value and character-defining elements of the property is outlined in Attachment D.

### **Requested Alterations**

The proposal is for a lot consolidation and a two and three storey, L-shaped addition to the Tower Road School, as shown in Attachments B and C. The proposal affects the character-defining elements as follows:

- spatial configuration of lot;
- enclosure of portion of north and east elevations of the rear wing;
- infill of three window openings along the north elevation, on the second storey;
- infill of two window openings along the east façade, on the first? storey; and
- alteration to the footprint of the building.

### **Regulatory Context and Approval Process**

The Standards and Guidelines for Historic Places in Canada (2<sup>nd</sup> edition) are used to evaluate proposed alterations to registered heritage buildings within HRM. The Standards and Guidelines help to ensure that careful consideration is given to how the proposed alteration may affect the heritage values and character-defining elements of the building. Different approaches may be applicable in different contexts to allow for a better integration of new development with existing heritage buildings. The first nine Standards are to be considered for all proposals, and additional standards may apply depending on if the project involves rehabilitation or restoration. An evaluation of the proposal as it pertains to the Standards and Guidelines is included as Attachment F.

The proposal is also subject to an amendment to the Halifax Municipal Planning Strategy (MPS) and Halifax Peninsula Land Use By-law (LUB). This process also requires a recommendation from the Heritage Advisory Committee and approval by Regional Council. Should Council refuse the MPS and LUB amendments, the proposal will not be permitted. If Council approves the MPS and LUB amendments and the substantial alteration, the permits necessary to authorize construction can be issued. If Council approves the MPS and LUB amendments but refuses the substantial alteration, the property owners may choose to make the alteration after three years from the date of the application, but not more than four years after the date of the application, in accordance with Section 18(3) of the *Heritage Property Act*.

### **DISCUSSION**

The proposal is generally consistent with the Standards and Guidelines for the Conservation of Historic Places in Canada. The heritage value of the Tower Road School is conserved, with minimal impacts to the character-defining elements and built form. Minimal intervention to the heritage building is required, only where the proposed addition connects to the existing building. There are no proposed changes to the front façade of the heritage building, which holds significant heritage value. The architectural design of the proposed addition is compatible yet distinguishable from the heritage building.

The footprint of the addition is larger than the existing building but it is necessary to accommodate students and staff from the prep and senior schools and continue the historical use of the property. A front courtyard north of the heritage structure is proposed. As the addition is not directly connected to the front façade of the heritage building and is set back considerably from the street line, the addition is subordinate to the heritage structure and the majority of the window openings along the north elevation of the heritage structure are preserved. This also allows the heritage structure to appear as a separate building from Tower Road.

As the addition has a flat roofline that is in line with the cornice of the heritage building, the heritage structure emerges as the dominant building mass in the proposal. The historic double-hipped and pyramid central tower roofs also stand out more than the flat roof of the addition. Along the north elevation, the heritage building protrudes behind the new addition.

Immediately north of the heritage building is a wide transparent façade with substantial stone or precast columns. A transparent connection is also proposed along the east or rear elevation. The exterior walls of the heritage structure enclosed by the addition become interior walls but are visible through the transparent connections. Only certain window openings will be infilled to meet building code requirements. Preservation of the walls on the interior allows for restoration of the heritage building if the addition is removed in the future. Modern glazed materials help clearly define the transition from old to new.

Immediately north of the heritage structure, a common area and the new main entrance to the school is proposed. The new entrance is asymmetrical and farther from the heritage structure. The existing central entrance remains and becomes a secondary entrance or exit to the school. The distance between the present and proposed entrances is sufficient to ensure the central portico remains prominent.

Further along the west elevation and along the north, south, and east elevations, red brick is proposed as the main cladding material. The brick relates to the classic revival style; however, the integration of modern window arrangements and curtain wall systems distinguish the historical architecture from the modern addition. Repetition of columns and window openings on three sides of the heritage structure emphasises order and symmetry and is a distinct feature of the heritage building. The addition continues the vertical and horizontal rhythm, but the proposed window arrangements vary and are more modern.

The addition features clean lines and great articulation without the decorative brickwork and other historical architectural detailing, characteristic of the historical architectural style. The rear of the school and proposed addition faces the rear yards of residential properties. While the east façade is less detailed than the other sides of the proposal, the addition adds more articulation than the existing façade.

## **Conclusion**

The proposed lot consolidation and addition to the Tower Road School meets the Standards and Guidelines for the Conservation of Historic Places in Canada. The proposal allows for the continued use of the historic property as an institutional use. Furthermore, minimal intervention to the character-defining elements is proposed. The architectural design of the addition is visually compatible with, distinguishable from, and subordinate to the heritage building. Staff recommend approval of the substantial alteration.

## **FINANCIAL IMPLICATIONS**

The HRM costs associated with processing this application can be accommodated within the approved 2016/17 operating budget for C310 Planning & Applications. HRM is not responsible for construction and renovation costs.

## **COMMUNITY ENGAGEMENT**

The community engagement process is consistent with the intent of the HRM Community Engagement Strategy. The level of community engagement was information sharing achieved through the HRM website and public accessibility to the required Heritage Advisory Committee meeting, Design Review Committee, and Regional Council.

## **ENVIRONMENTAL IMPLICATIONS**

No implications have been identified.

## **ALTERNATIVES**

1. The Heritage Advisory Committee may recommend that Council refuse the proposed substantial alteration to the Tower Road School as outlined in this report. The Heritage Property Act does not include appeal provisions for decisions of Council regarding substantial alterations; however, the owners would be permitted to proceed with their proposal three years from the date of the application. This is not the recommended course of action as staff advise that the proposed alterations be approved for reasons outlined in this report.

## **ATTACHMENTS**

Map 1	Location Map
Attachment A	Application Letter
Attachment B	Site Plan
Attachment C	Architectural Drawings
Attachment D	Building Summary
Attachment E	Heritage Impact Statement
Attachment F	Standards and Guidelines Evaluation
Attachment G	Current Photos

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A copy of this report can be obtained online at <http://www.halifax.ca/commcoun/index.php> then choose the appropriate Community Council and meeting date, or by contacting the Office of the Municipal Clerk at 902.490.4210, or Fax 902.490.4208.

Report Prepared by: Stephanie Salloum, Planner II, 902.490.4223

Report Approved by: Original signed  
Jacob Ritchie, Manager of Urban Design, Planning & Development, 902.490.6510

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# MAP 1 LOCATION MAP - 945 TOWER ROAD

-  Application Location
-  Existing Municipally Registered Heritage Property
-  Building

**HALIFAX**

Planning & Development  
Heritage

0 30 60 90 Meters

N





## ARMOUR GROUP

ESTABLISHED 1972

November 17, 2016

Stephanie Salloum, Planner II  
Heritage Property Program, Halifax Regional Municipality  
Halifax, NS B3J 3A5

**Re: Application for a Substantial Alteration to a Heritage Resource: Halifax Grammar School, 945 Tower Road, Halifax, NS**

Dear Stephanie:

On behalf of Halifax Grammar School, The Armour Group Limited is pleased to submit an application for a Substantial Alteration to a Heritage Resource in relation to a proposed expansion to the Halifax Grammar School, 945 Tower Road, Halifax, NS (PID 00064345). To assist with your review of the application, the following supportive materials are enclosed:

- Heritage Impact Statement, including:
  - Design Rationale/Proposed Alterations Summary in accordance with *The Standards for the Conservation of Historic Places in Canada*
- Building Drawings Package
  - Historical Context
  - Site Plan
  - Exterior Renderings
  - Front Elevation and Section
  - Interior Renderings (depicting internal wall reveal)

We trust that the enclosed information satisfies all HRM requirements for application of a Substantial Alteration to a Heritage Resource. Furthermore, based on the timing of this submission, we anticipate being before the Heritage Advisory Committee in January 2017 for review and consideration of our application.

Should you have any questions or comments, please do not hesitate to contact the undersigned.

Best Regards,

**The Armour Group Limited**

Signature redacted

Blaise Morrison, MCIP, LPP

Manager, Development & Planning

T: 902-474.3018 E: [bmorrison@armourgroup.com](mailto:bmorrison@armourgroup.com)

ATTACHMENT B

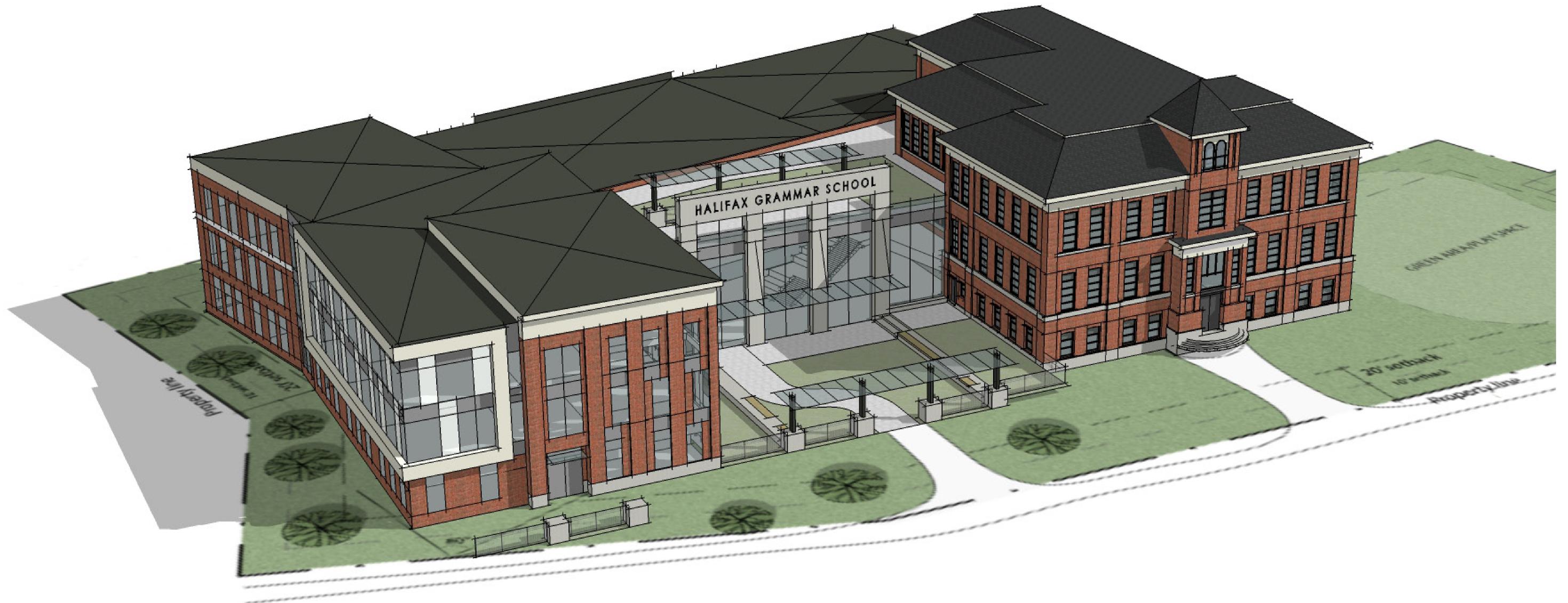


SITE PLAN - Scheme 4



# HALIFAX GRAMMAR SCHOOL

Building Drawings Package for a Substantial Alteration to a Heritage Resource



## HISTORICAL CONTEXT

The school's site sits along the historical route between the Halifax Citadel and the Martello Tower which gives Tower Road its name. Hopkin's Atlas of 1878 clearly shows an earlier building on the site noted as school. This school was the Tower Road Public School, 1874-75; designed by Henry Busch (1826-1902) of ELLIOT & BUSCH and was demolished C. 1910 and is described as a small wooden building serving elementary aged children.

Henry Busch's son Walter Johannes Busch (1865-1924), is noted as the architect for the present day Tower Road School. In 1911 (1912?) TRS was used following the Halifax Explosion to accommodate north end students until north end schools could be returned to use. In 1946, the building underwent substantial upgrades and in 1954 the building received a rear one-storey gymnasium addition.

The building was closed as a public school in 2000 and subsequently sold to the present owners of the building, Halifax Grammar School (HGS), who continue to use the facility for its original educational purpose. In 2011, HGS undertook renovation of the basement level of the original building converting redundant service spaces to new classroom areas.

## STATEMENT OF SIGNIFICANCE AND HERITAGE VALUE

The Tower Road School is valued for its association with the history of education in Halifax, for its association with former students, for its role in the aftermath of the Halifax Explosion, its architect, and for its Classical Revival architecture.

Architecturally, Tower Road School is an excellent example of twentieth century Classical Revival style as embodied in the building's formal bi-symmetrical floor plan, principle elevation, protruding, central entrance tower, decorative brick pilasters, sill banding, strong entablature cornice, and double hipped roof.

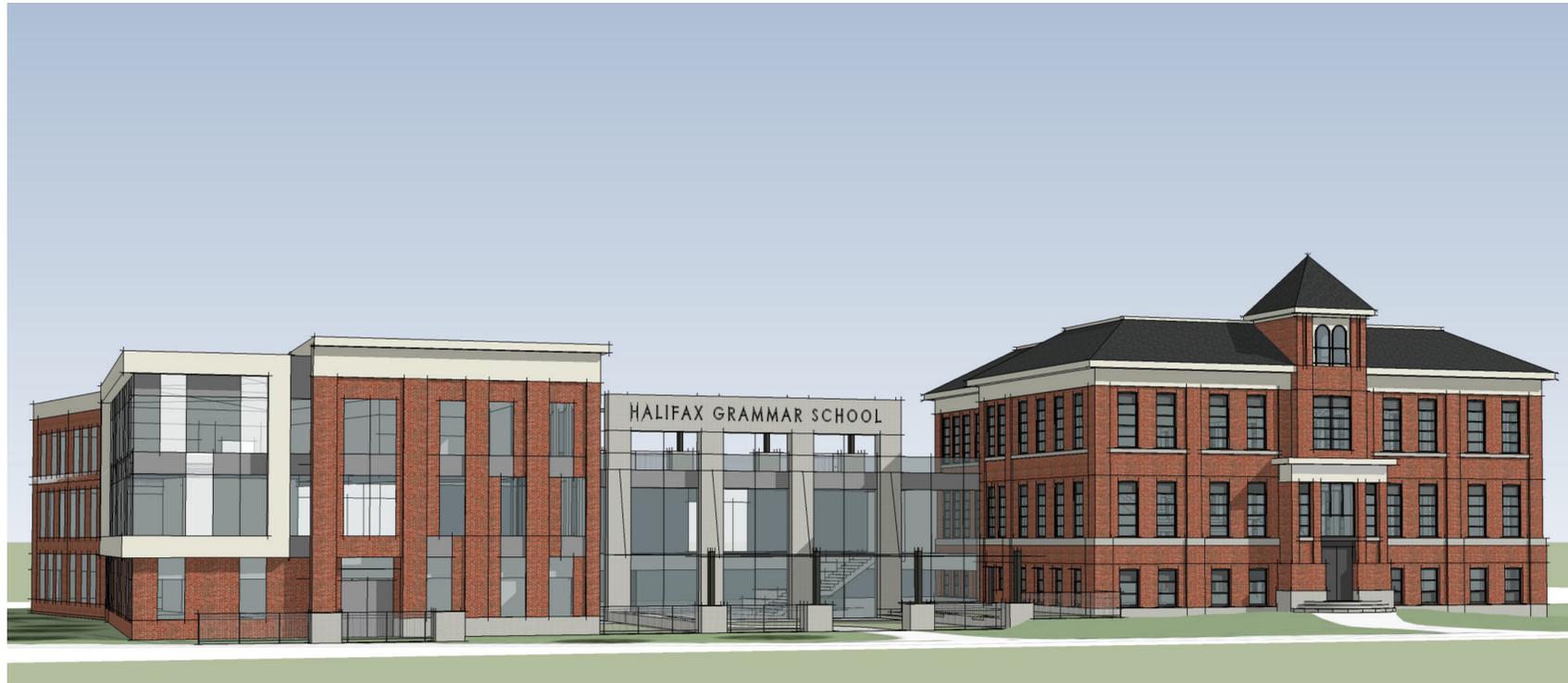
The building reflects the emerging concern for fresh air for educational buildings of its day and employed cast iron hot water heating combined with a Calorifere mechanical ventilation system, consisting of two prominent roof-top monitors (since removed) which exhausted a ducted, heated air distribution system fed from basement ventilation rooms. The use of the ventilation rooms lead to a raised ground floor to provide good window access to the partially sunken basement.



Tower Road School, 1916, source:

[https://www.facebook.com/345650135485173/photos/?tab=album&album\\_id=1033468953369951](https://www.facebook.com/345650135485173/photos/?tab=album&album_id=1033468953369951)





View from Tower Road



View from above looking North

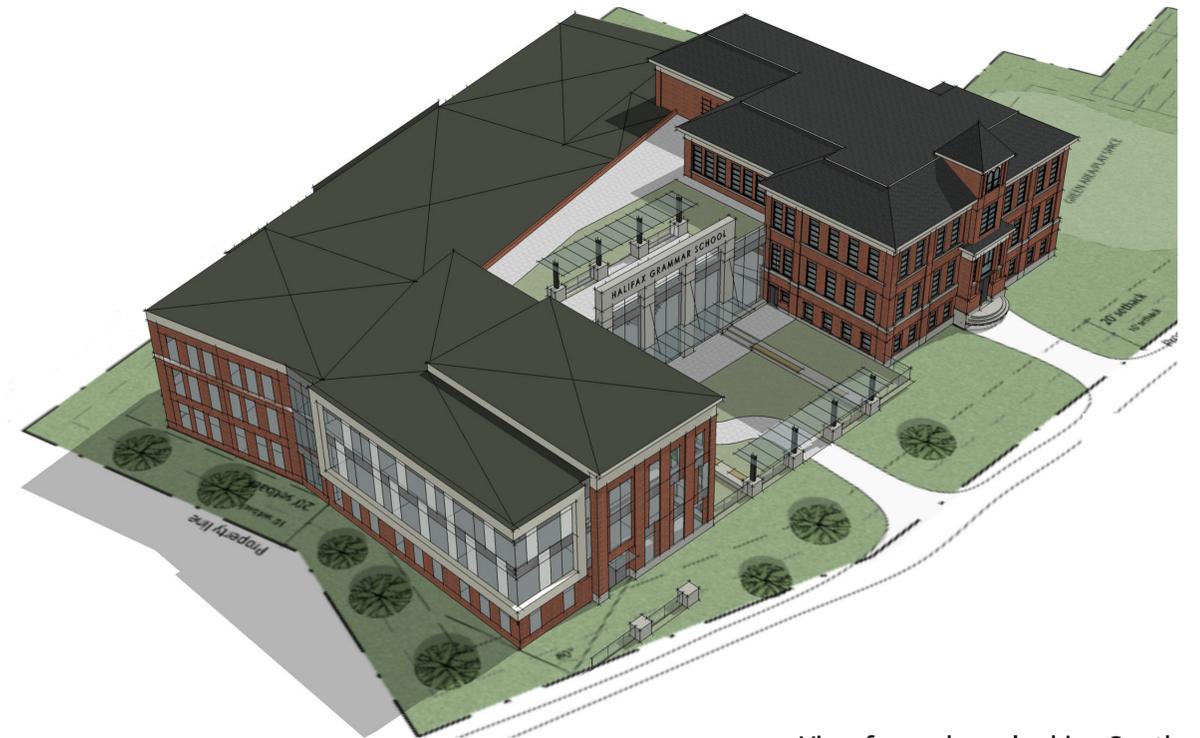
**EXTERIOR RENDERINGS - Scheme 4**  
**Evolved Contextual Blended Scheme**

This evolved scheme enhances the features of the previous studies, and pays particular attention to the courtyard and arrival experience. The subtle move of reconfiguring the academic wing to make it more slender and completing the form toward the NE corner, provided multiple advantages including; more courtyard space for educational/play and arrival uses, oriented the classrooms to maximize access to light/natural ventilation and permitted more opportunity to celebrate the new main entrance. The language is closest to the original blended scheme, but picks up on elements studied in the more modern schemes like the contemporarily glass patterns on the north west elevations and the articulation of the 2 storey link with stone pilasters and lintel marking the

entrance between the original heritage school and the new academic wing. Materials and massing are complementary to and respect the heritage of the original structure with the use of red clay brick and stone but combines contemporary materials and articulation that contrasts the original building in a respectful manner and with modern twist.



View looking South

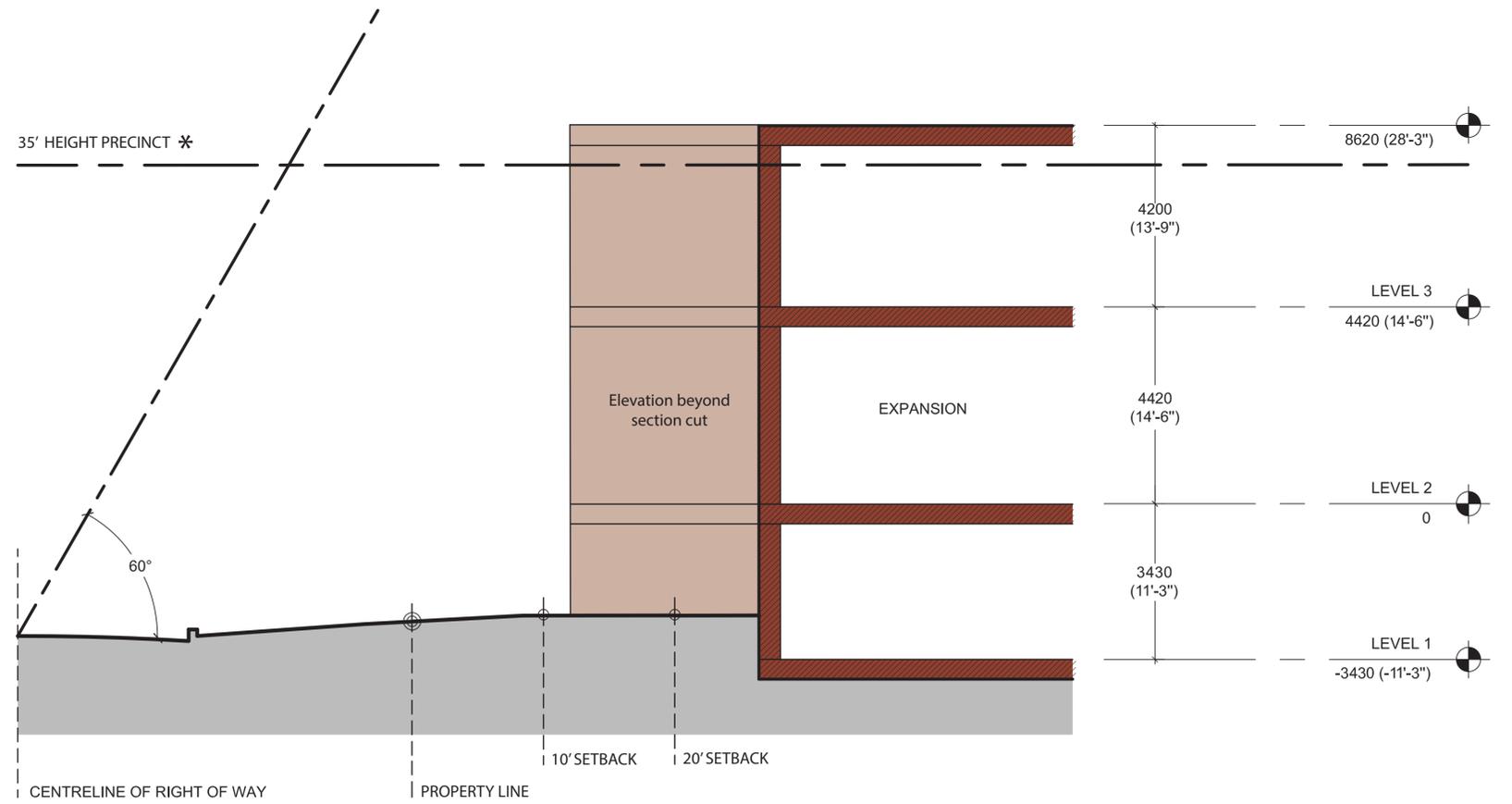
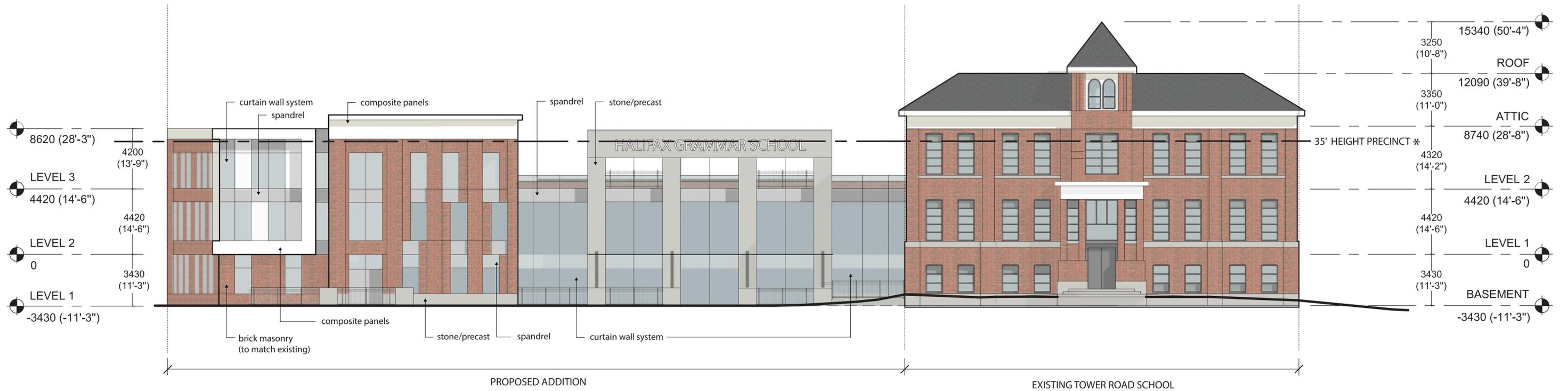


View from above looking South





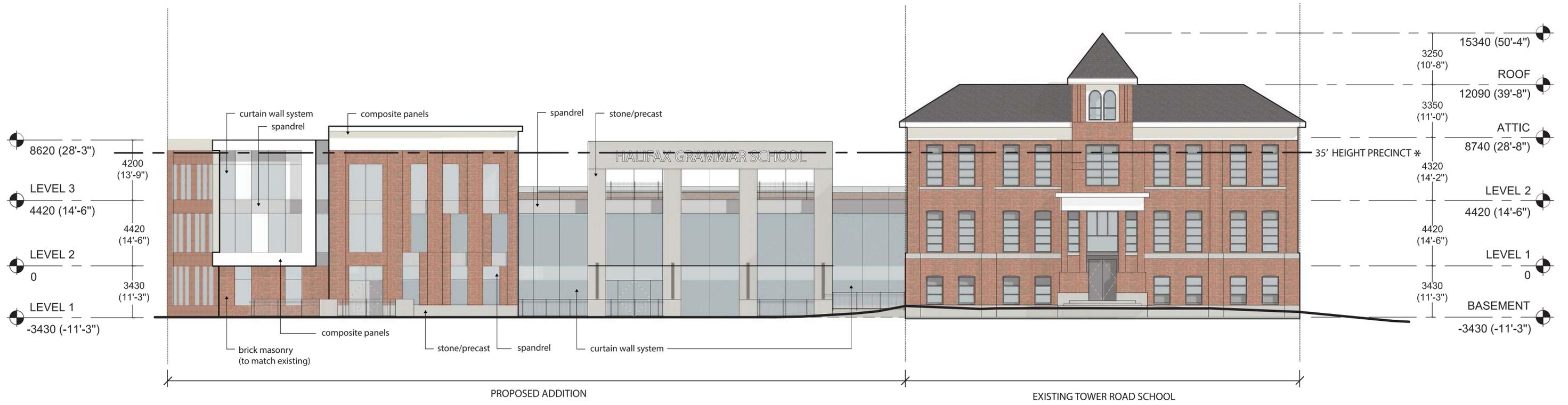
INTERIOR RENDERINGS - Scheme 4  
Library/commons



**FRONT ELEVATION & SECTION - Scheme 4**

\* INTERPRETATION OF BUILDING HEIGHT: Map ZM-17  
 "Area where maximum permitted height is measured between the commencement of the top storey of a building and the mean grade of the finished ground adjoining the building between the building and the fronting street"





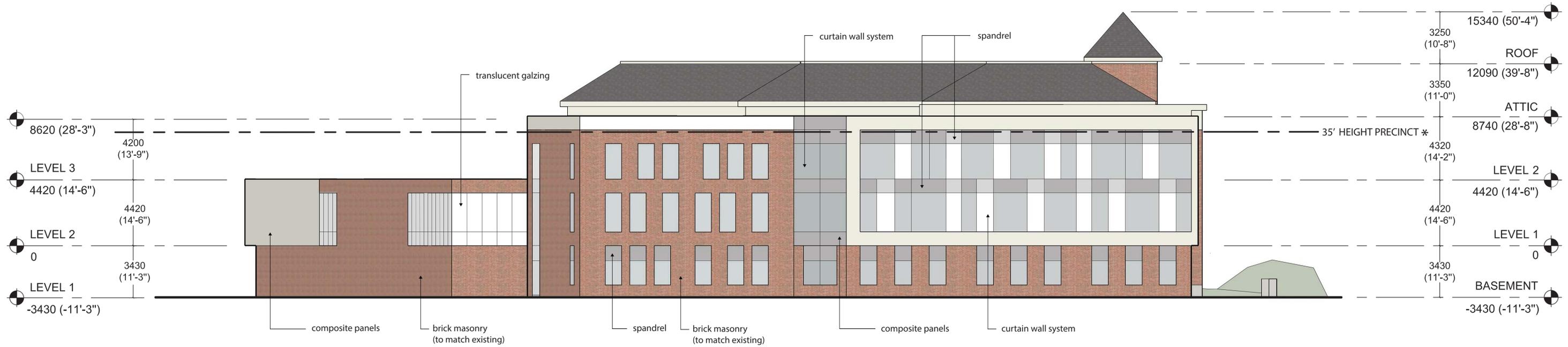
WEST ELEVATION



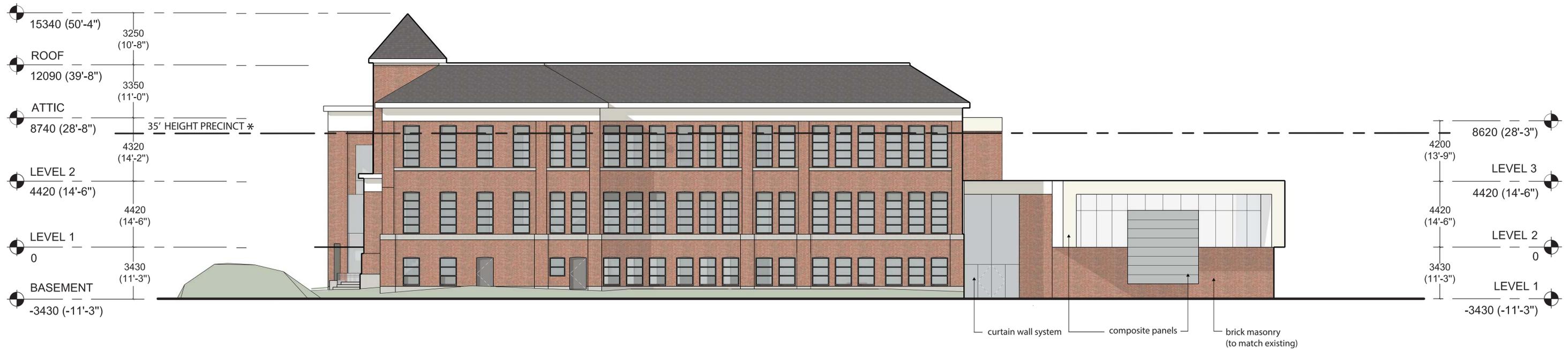
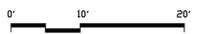
EAST ELEVATION



\* INTERPRETATION OF BUILDING HEIGHT: Map ZM-17  
 "Area where maximum permitted height is measured between the commencement of the top storey of a building and the mean grade of the finished ground adjoining the building between the building and the fronting street"



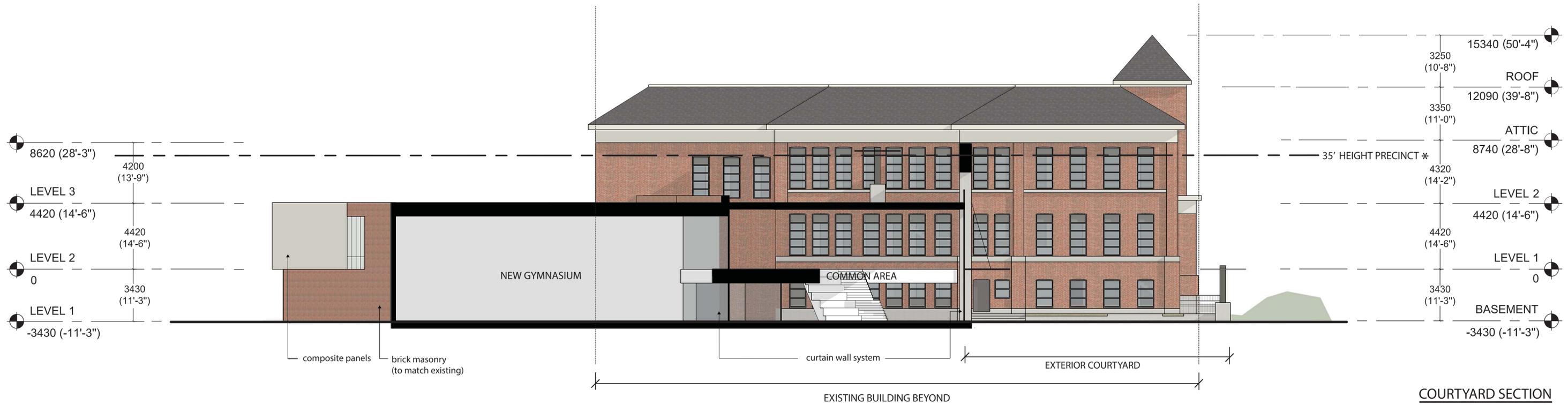
NORTH ELEVATION



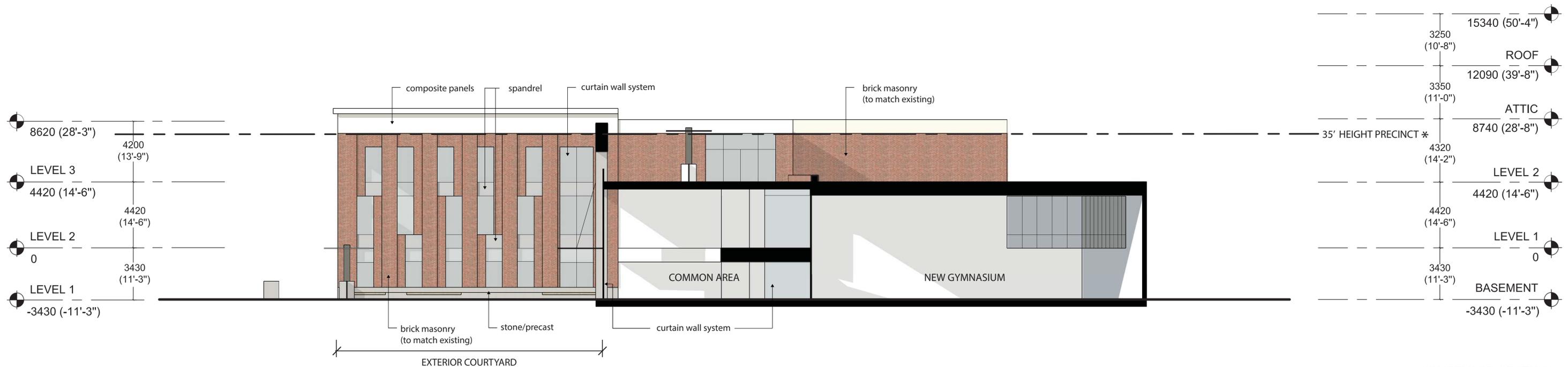
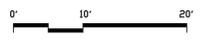
SOUTH ELEVATION



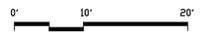
\* INTERPRETATION OF BUILDING HEIGHT: Map ZM-17  
 "Area where maximum permitted height is measured between the commencement of the top storey of a building and the mean grade of the finished ground adjoining the building between the building and the fronting street"



**COURTYARD SECTION**  
looking south



**COURTYARD SECTION**  
looking north



\* INTERPRETATION OF BUILDING HEIGHT: Map ZM-17  
 "Area where maximum permitted height is measured between the commencement of the top storey of a building and the mean grade of the finished ground adjoining the building between the building and the fronting street"

## ATTACHMENT D

### Tower Road School – 945 Tower Road, Halifax (1911)



#### Character Defining Elements:

- Three storey building;
- Red brick masonry;
- Double-hipped roof;
- Four-storey protruding central bay with portico, paired fixed windows, and paired arched windows under a pyramid roof;
- Brick pilasters with stone bases and capitals;
- Prominent transom windows and sidelights;
- Entablature band;
- Dentils and other decorative brick work;
- Stone water table;
- Cornice; and
- Tall window openings with brick lintels and stone lug sills.

#### Heritage Value:

The Tower Road School is a three storey, masonry building that was constructed in 1911. The building and the land it occupies is valued for its Classic Revival architectural style from the Edwardian Period (1900-1914) and for its association with prominent architect, Walter Johannes Busch, a provincially and nationally known architect, who designed the Tower Road School. He was a descendant of Henry F. Busch, who had an architecture firm and designed the original Tower Road School in 1875. Walter worked under his father as an assistant for fifteen years. After his father passed away in 1902, Walter took over the firm. During the Edwardian Period (1900-1914), Busch designed many institutional buildings in Halifax.

After it was originally constructed in 1875, the Tower Road School offered elementary classes to children of upper-class families. In 1911, Walter Busch designed a new building for the Tower Road School.

The Tower Road School is valued for its historic association with the evolving educational system in Nova Scotia. The school was originally a wood framed building, designed by Henry F. Busch and constructed in 1875 north of the existing building, on the same property, and offered elementary classes to children of upper-class families. Walter Busch designed a new building for the Tower Road School and it was constructed in 1911. After the construction of the existing school was completed, the original school building was demolished. Schools in North End Halifax suffered extensive damage from the 1917 Halifax Explosion. The Tower Road School accommodated many displaced students after the explosion. Towards the 1930s, the Tower Road School attracted many other families which diversified the student population. In 1999, the Halifax School Board closed the school. Soon after, the Halifax Grammar School purchased the property and continued using the site as an elementary school.

# Tower Road School Heritage Impact Statement



Cover image: Tower Road School, 1916, source:

[https://www.facebook.com/345650135485173/photos/?tab=album&album\\_id=1033468953369951](https://www.facebook.com/345650135485173/photos/?tab=album&album_id=1033468953369951)

## INTRODUCTION

Architecture49 has been retained by the Halifax Grammar School to develop a preliminary design for the property of the Tower Road School and adjoining lands on Tower Road, in south end Halifax, for alterations and addition to the existing building. This report will examine the design with respect to its compliance with the Province of Nova Scotia's Heritage Property Act, and the City of Halifax's adopted Standards and Guidelines for the conservation of heritage properties.

The objectives of this report are to:

- Provide a description of the existing building and outline an understanding of its heritage value and character defining elements
- Provide a history of the evolution of the building and its site
- Describe the proposed alterations to the building and how those alterations meet the objectives of the City of Halifax and impact the existing site
- Outline considered alternatives to the proposed design
- Outline a schedule and reporting structure for the implementation of the proposed heritage strategy and its monitoring
- Provide a summary statement for this report and its heritage recommendations.

## HERITAGE DESIGNATION

The school and its site were municipally registered in the fall of 1983. The listing does not contain a statement of Historical value nor definition of the buildings character defining properties and elements. Likewise, the building does not appear on the Parks Canada national registry. Schedules A and B for the listing are appended to this report.



Figure 1: Contemporary Front Elevation<sup>1</sup>

<sup>1</sup> <http://doorsopenhalifax.com/halifax-grammar-school/>

## HISTORY

The school's site sits along the historical route between the Halifax Citadel and the Martello Tower which gives Tower Road its name. Hopkin's Atlas of 1878 clearly shows an earlier building on the site noted as a school. This school was the TOWER ROAD PUBLIC SCHOOL, 1874-75, designed by Henry Busch (1826-1902) of ELLIOT & BUSCH and was demolished C. 1910<sup>2</sup>

This school is described as a small wooden building serving elementary aged children.<sup>3</sup>

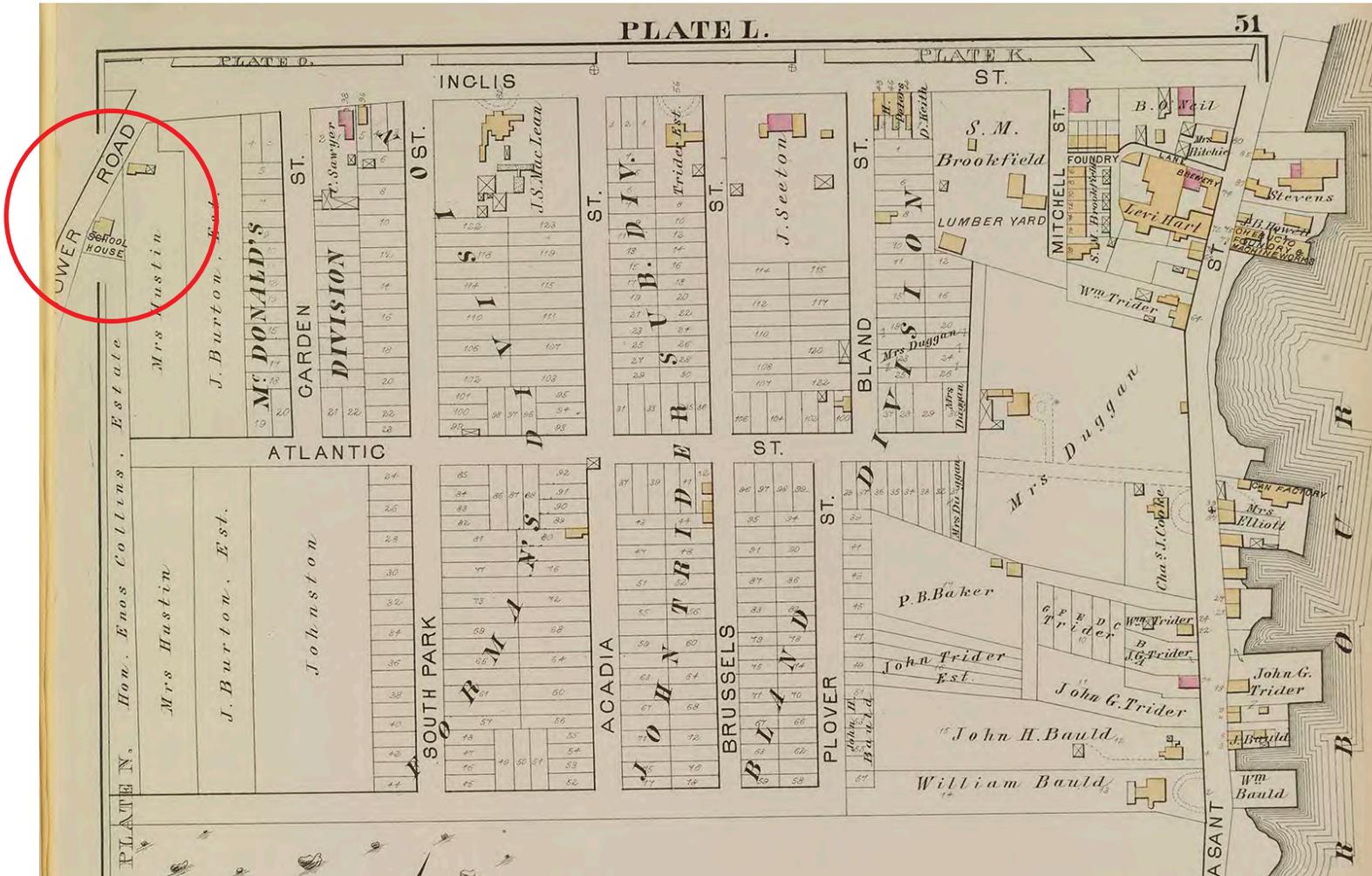


Figure 2: Figure 9: Hopkins Atlas, 1878, plate L

<sup>2</sup> <http://dictionaryofarchitectsincanada.org/node/1553>. References G. Tratt, Centennial History of Tower Road School, 1975, 6, 9. It is possible that this date is wrong and would likely be past the construction of the replacement school as noted by Memory NS website.

<sup>3</sup> <https://memoryns.ca/tower-road-school>

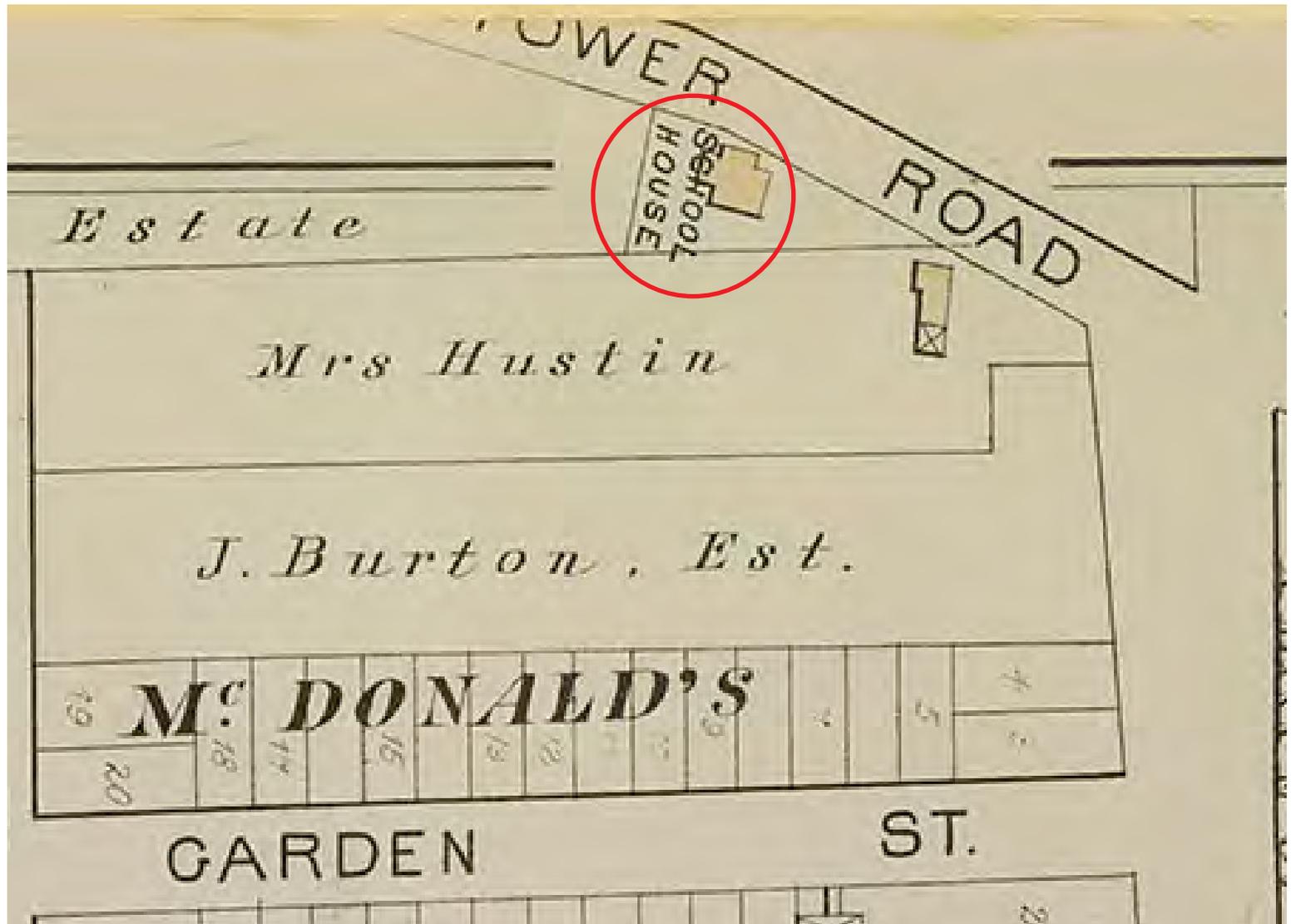


Figure 3: Hopkins Atlas, 1878, plate L Detail

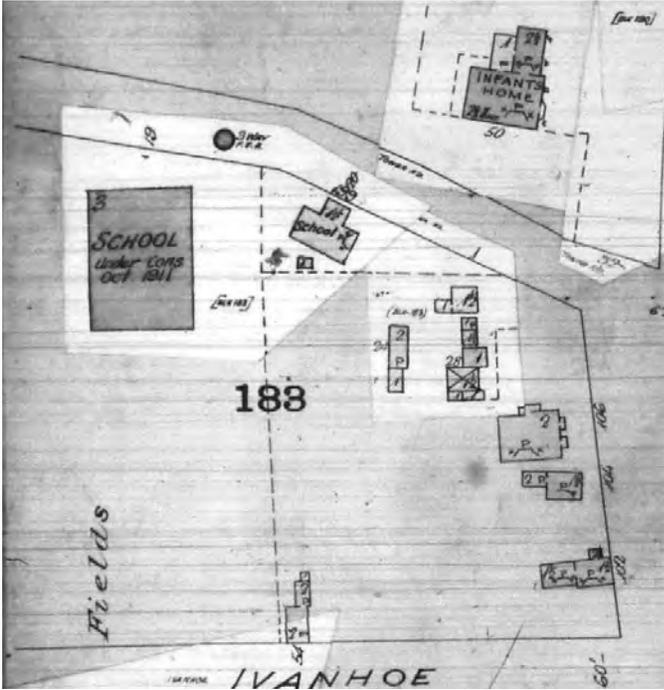


Figure 4: Goads' Fire Atlas, 1895 - Updated to show school construction

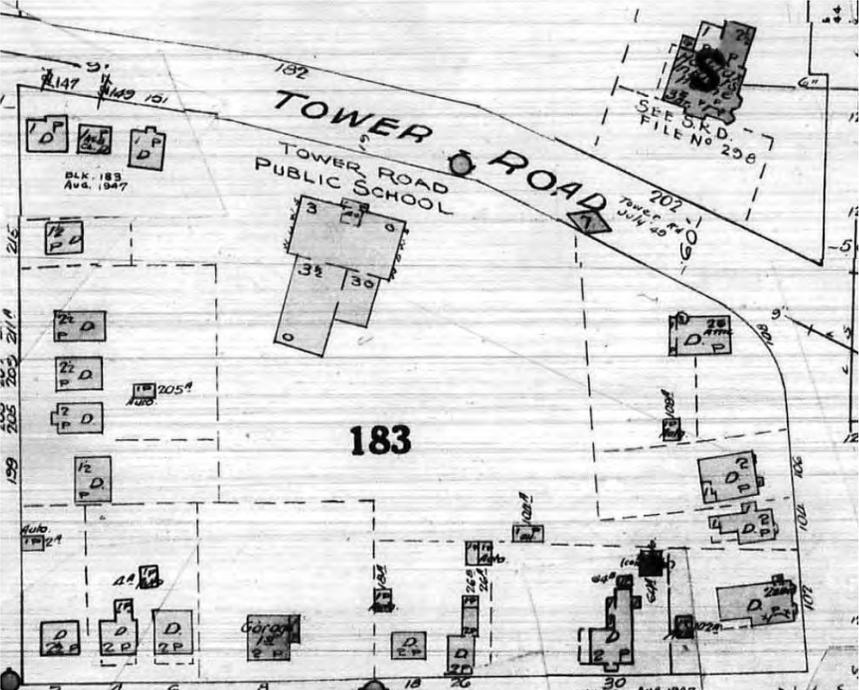


Figure 5: Goads' Fire Atlas, 1951

## TRS BUILDING HISTORY

Henry Busch's son Walter Johannes Busch (1865-1924), is noted as the architect for the present day Tower Road School<sup>4</sup> In 1911 (1912?). Note the updated 1895 Goad's fire atlas map shows the building as under-construction, next to the existing school.

Original drawings exist from the construction of the school and are appended to this report for record. After the Halifax Explosion, TRS was used to accommodate north end students until north end schools could be returned to use.<sup>5</sup>

In 1946 the building underwent substantial upgrades and in 1954 the building received a rear one-storey gymnasium addition.<sup>6</sup>

The building was closed as a public school in 2000<sup>7</sup> and subsequently sold to the present owners and occupiers of the building, Halifax Grammar School (HGS), who continue to use the facility for its original educational purpose. In 2011, HGS undertook renovation of the basement level of the original building converting redundant service spaces to new classroom areas.

### Notable attendees:

Hugh MacLennan, Author, attended c. 1915-<sup>8</sup>

Rich little, Comedian

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4 <http://dictionaryofarchitectsincanada.org/node/1252>

5 <http://doorsopenhalifax.com/halifax-grammar-school/>

6 <http://doorsopenhalifax.com/halifax-grammar-school/>

7 <https://memoryns.ca/tower-road-school>

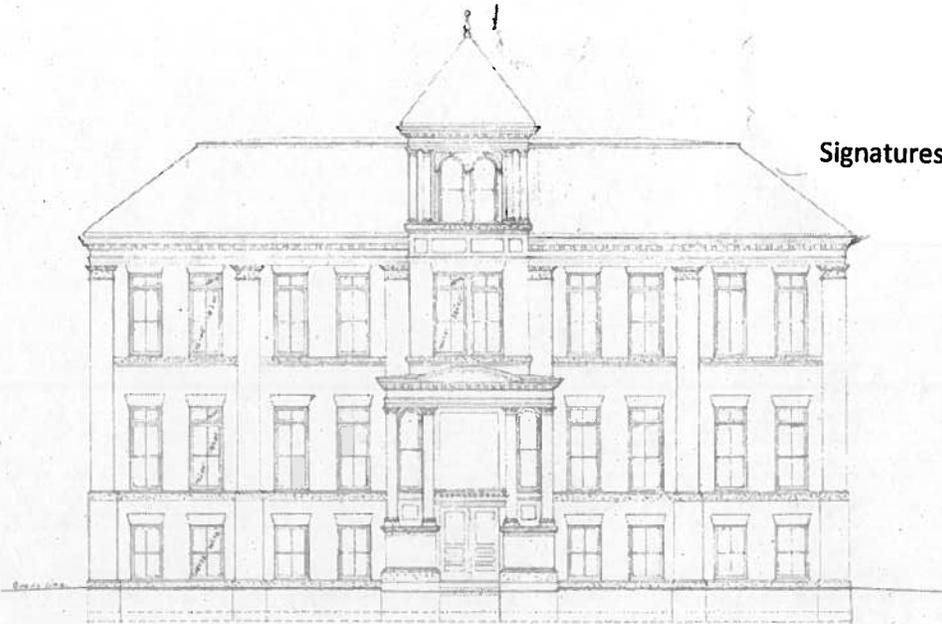
8 John Robert Columbo, Canadian Literary landmarks, 1984, Hounslow Press, p.31. Notes MacLennan attending as a ten year old at time of Halifax Explosion.

Tower Road School Heritage Impact Statement

REAR ELEVATION

*These are the drawing sheets Nos 1 to 15 inclusive referred to in and forming part of the contract dated Aug 9<sup>th</sup> 1911.*

Signatures redacted



FRONT ELEVATION

W. J. BUSCH  
ARCHITECT  
1000 9<sup>th</sup> HALIFAX, N.S.

①

SCALE FIFTE FEET

Figure 6: original elevation

## STATEMENT OF SIGNIFICANCE AND HERITAGE VALUE

The Tower Road School, is valued for its association with the history of education in Halifax, for its association with former students, for its role in the aftermath of the Halifax Explosion, its architect, and for its Classic Revival architecture.



Figure 7: Early Notman Studio Photo <sup>9</sup>

Architecturally, Tower Road School is an excellent example of twentieth century Classic Revival style as embodied in the building's formal generally bi-symmetrical floor plan and principle elevation, protruding, central entrance tower, decorative brick pilasters, sill banding, strong entablature cornice, and double hipped roof. The building reflects the emerging concern for fresh air found in the educational buildings of its day and employed cast-iron hot water heating combined with a Calorifère<sup>10</sup> mechanical ventilation system, consisting of two prominent roof-top monitors (since removed) which exhausted a ducted, heated distribution system fed from basement ventilation rooms. The use of the ventilation rooms necessitated a raised ground floor to provide good window access to the partially sunken basement<sup>11</sup>

<sup>9</sup> Notman Studio Nova Scotia Archives accession no. 1983-310 number 21245

<sup>10</sup> For a general description of Calorifère systems see ventilation in Historic Buildings, p.6 & 15. [http://www.sfv.se/globalassets/bygg-pa-kunskap/byggnadsvard/ventilation\\_in\\_historic\\_buildings\\_b-2.pdf](http://www.sfv.se/globalassets/bygg-pa-kunskap/byggnadsvard/ventilation_in_historic_buildings_b-2.pdf)

<sup>11</sup> A similar proprietary ventilation system, the Snead System, was used in the earlier Alexandra School (1890, J.C. Dumaresq) on Brunswick Street. The TRS system differs from a true Smead system in that hot water piping from a boiler are used to pre-heat incoming fresh air, rather than a hot air furnace usually employed by Snead. See [https://books.google.ca/books?id=Gd40AQAAIAAJ&printsec=frontcover&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.ca/books?id=Gd40AQAAIAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false) and <http://www.historygrandrapids.org/article/4301/out-with-the-stoves>

## CHARACTER-DEFINING ELEMENTS

As the listing pre-dates the formal listing of Character-defining elements and characteristics, we put forward the following list including:

- Continued use as an educational building
- Three-storey masonry massing with double hipped roof
- formal classical centre hall plan
- Classical front entry elevation, symmetrical about a central entry tower
- Front tower decorative brickwork
- Large round headed windows on the central tower, between pilasters and at top
- Variety of round and flat headed tall-proportioned, single hung with top hopper windows (removed)
- Side Scottish dormers along each side of the rear section
- Decorative brick pilasters
- Dominate entablature over entry and at the roof eaves
- Granite sill course line and pilaster bases and capitals
- Original interior heavy wood-frame and cast-iron column construction
- Original interior wood doors, transoms, trim-work, casework and blackboards
- Original interior wood and cast-iron stairs
- Original ventilation system.

Although not expressly protected by legislation, we have included interior elements of the building to which we believe future development should give consideration.

## BUILDING DESCRIPTION

The original construction of the building was three storeys including the lower floor slightly recessed into the ground. Exterior walls are principally brick construction with stone banding and detailing, forming a 49' deep by 87' wide western street-fronting mass with four storey central tower. To the rear the building extends with an approximately 70' wide by 80' deep full-height wing, minus a recessed north-east corner. The basement boasts cast-iron columns supporting a floor of steel and wood beams, while the remainder of the interior structure is generally timber. A later mid-20th century one-storey gymnasium addition was added in the north-east corner, level with the basement plan.

### Design

The building is marked by an central, engaged, four-storey entrance tower consisting of paired brick pilasters with stone bases and capitals, flanking the main entrance doors with large transom window, and supporting an entablature band. Windows, originally with ached tops (since removed) sit between the paired pilasters. Over the entablature sits a narrower second floor capped with a band of decorative brickwork, and above the attic portion of the tower with arched windows and paired pilasters supporting a pyramidal roof.

The main mass of the building is defined by low-relief, symmetrically placed, full-height brick pilasters, and stone horizontal banding and grade, main floor windows, and second floor sills. Second floor sills are broken by the pilasters. Windows are

generally arranged in pairs, or triplet, between the pilasters. Pilasters support a deep, dentiled, entablature cornice band on which sits the double hipped roof. The roof was once crowned by two circular air monitors which have been since removed.

In addition to the removal of the roof monitors, alterations to the exterior of the building include removal of two shed dormers, one from the north and one from the south roof slopes of the building, loss of the tower roof finial, loss of what may have been a short-wave antennae (see cover photo), and replacement of the original windows. The chosen replacement windows have horizontal mullions rather than the original hung sashes with top awning windows. Additionally the round-arched windows flanking the main entry have been replaced with square windows. Existing windows are considered to be relatively new and in sound condition.

The main floor of the building originally consisted of two classrooms immediately flanking the main entry stair with cloak rooms to either side of the entry stair. Beyond the classrooms were additional cloak rooms paired with north and south circulation stairs which lead to more classroom cloak rooms above. Beyond the stairs on each floor were three classrooms, one on the north and two on the south with additional cloak rooms and a few small support rooms. A central hall stair provided access to the second floor where a dividable assembly hall with a raised stage occupied the front portion of the building. The basement contained mechanical rooms and washrooms. The attic contained the air system ductwork distribution to the roof-top monitors.

In general terms, with plans and use of, the building remain unchanged. Cloak rooms have been expanded and converted to offices and support rooms, or removed as in the rear of the building for additional office space. The second floor raised stage has been removed and the auditorium, whose use was replaced with the 1950's gym addition, have been subdivided for art room and classroom space. Mechanical rooms in the basement have been mostly converted to class room use, with the fresh air rooms converted to office and electrical room use. The 1950's gym was subsequently converted to seated auditorium use by the Grammar School.

### Style and Local Precedence and Context

The building is part of a series of schools built for a growing Halifax peninsula at the beginning of the 20th century including Manual Training School (1901)<sup>12</sup>, Quinpool School (1903)<sup>13</sup>, St. Joseph's Public School (1904)<sup>14</sup>, St. Patrick's Girls High School (1906-7), Oxford Street Public School (1908)<sup>15</sup>, Chebucto School (1908-10)<sup>16</sup>, Bloomfield Academy (1913-14)<sup>17</sup>, the St. Joseph's Roman Catholic Boy's School (1916), and St. Patrick's Boys high School (1919). Many of these buildings share similar stylistic and formal similarities, as all but The Manual Train School and St. Patrick's Boys High School are from the same architectural office of W J Busch. Tower Road, Chebucto, and Bloomfield are strikingly similar and the three along with the Manual Training Centre and St. Patrick's Boys High School (vacant) are the lone survivors from the above list. Chebucto is the only other designated heritage property.

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12 <http://dictionaryofarchitectsincanada.org/node/1649>

13 <https://novascotia.ca/archives/notman/archives.asp?ID=353>

14 <http://dictionaryofarchitectsincanada.org/node/1252>

15 <http://dictionaryofarchitectsincanada.org/node/1252>

16 See parks Canada Registry listing. <http://www.historicplaces.ca/en/rep-reg/place-lieu.aspx?id=3479>

17 See Bloomfield School heritage statement [https://www.halifax.ca/property/BCMP/documents/Bloomfieldheritagevalue\\_2006.pdf](https://www.halifax.ca/property/BCMP/documents/Bloomfieldheritagevalue_2006.pdf)



Figure 8: Oxford Street Public School



Figure 9: Quinpool School



Figure 10: St. Patrick's Girls High School



Figure 11: Chebucto School



Figure 12: Bloomfield High School

## EXTENDED SITE AND OTHER BUILDINGS

The surrounding site is predominantly low rise residential construction to the north, south and east, with Saint Mary's University sitting across Tower Road to the west. None of the neighbouring buildings appear to carry heritage designations, though 5780 Inglis Street is a notable candidate for registration. The area in general maintains a strong historical character with registered street scapes along Tower Road to the north and along Inglis Street,

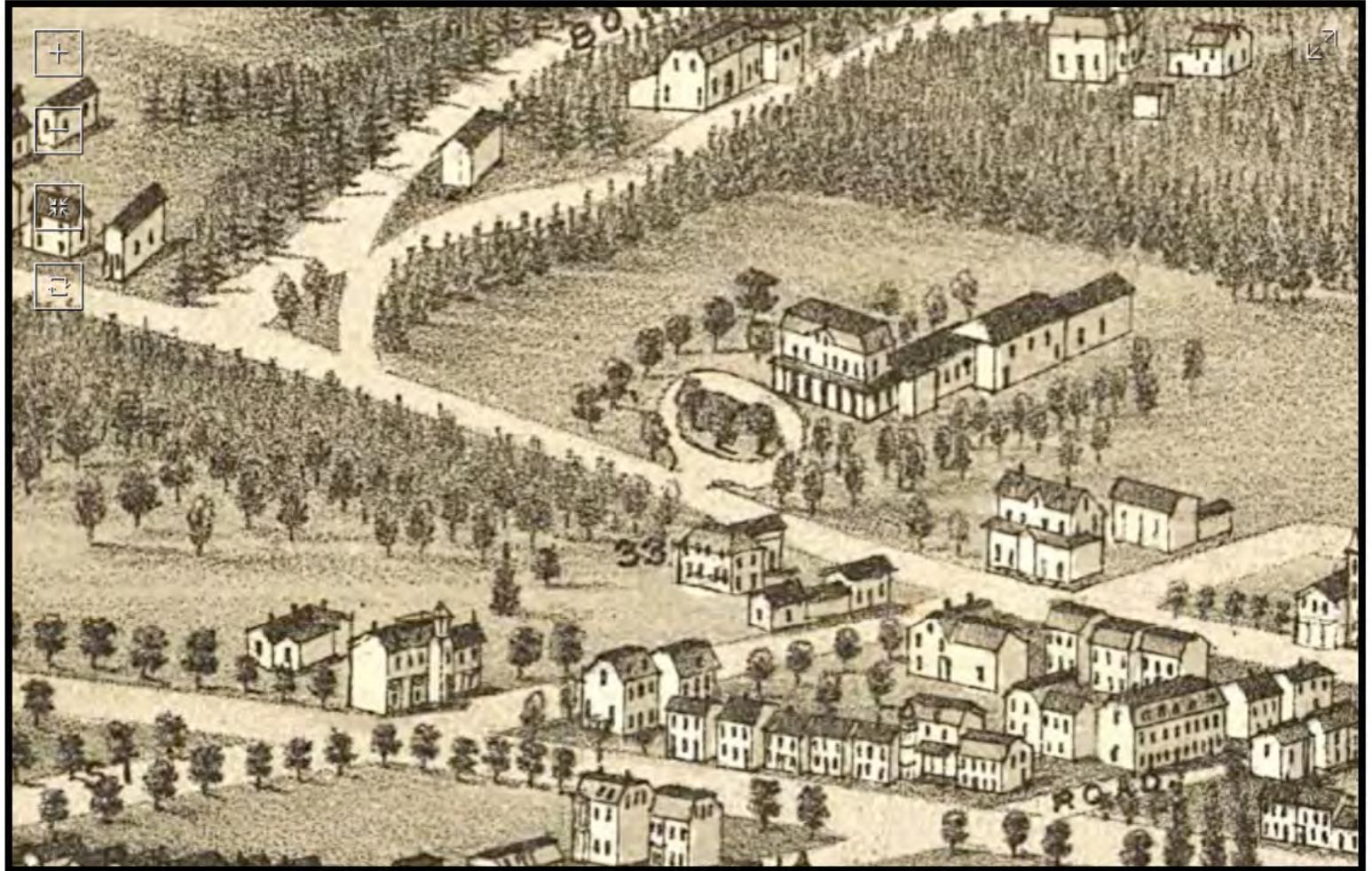


Figure 13; Birds Eye view of Halifax, 1879. Detail

McClary Nova Scotia Archives accession no. 2015-01003 on 10 www.gov.ns.ca/2015



Figure 14: Pre- 1931 aerial view. <sup>18</sup>

<sup>18</sup> <https://www.facebook.com/photo.php?fbid=10151207277915671&set=o.345650135485173&type=3&theater>



Figure 15: Detail<sup>19</sup>

<sup>19</sup> <http://novascotia.ca/archives/mccully/archives.asp?ID=78>

## PROPOSED ALTERATIONS

Plans and elevations of the proposed design are appended to this report.

Proposed alteration include the removal of the 1950's gymnasium addition. We believe the removal of the gym would not adversely affect the heritage value of the property.

The overall condition of the exterior masonry walls, windows, doors and roofs are considered to be in good condition and work to these elements is not proposed beyond that required for the construction of the new addition.

With the removal of the gymnasium, a new two and three storey addition would be added to the school on its northern side. The massing of the addition has been configured into an 'L' shape running along the north edge of the site and connecting to the existing school to the east of the existing front mass of the school to form a courtyard to the north of the existing school. The courtyard preserves the legibility of the principle mass of the existing school as well as providing practical waiting and play space at the building's entrance.

The new building will provide the principle entrance for the facility on the western face of the new courtyard. Programmatically this makes the entrance central to the elementary, junior, and high school sub areas of the building, and provides the crush space and barrier-free access required for an increase student body, neither of which are available within the existing school. The existing school entrance will remain in its general existing configuration for use as a building exit and potential secondary entrance. The design of the building will allow for the reversibility of the relocate entrance function.

The new building will be broken into three principle masses; entrance, north wing, and rear gymnasium to present an overall scale that is subservient to the existing building, tied together with a light-coloured masonry base generally aligning with the existing base of the building. The central two-storey entrance portion will present a glazed façade to the courtyard to provide light to a central gathering hall, but also to allow views to the historic, now interior, rear north wall of the original school. The glazing also serves to differentiate between the original building, and the three storey new north, masonry-clad wing of the school. The masonry-clad gymnasium mass is set to the rear of the property away from the principle mass of the existing building, separated from its rear wall with a glazed circulation space.

Beyond the removal of the gymnasium, minimal interventions are proposed for the existing building. Arched windows will be re-instated either side of the main entrance, and upper rear north windows will be sympathetically infilled with brick to address fire separation concerns. Selective window openings on the now enclosed northern rear elevations will be lowered to floor level for new access points between the original building and new addition. Given the previous replacement of the original windows, and the repetitive nature of the construction of these opening, that the openings are acceptable as reversible alterations.

On the interior of the existing building, all three basement fresh-air rooms survive and are maintained in the proposed plan. Existing original ventilation shafts on the main and upper floors of the western portion of the building would be retained as would remaining attic ventilation piping.

Existing class room configuration would be generally retained with some modifications to suit a new interior southern stair. This stair will replace the existing eastern stair and provide compliant exiting for the building. Existing stairs to the north side of the centre hall will be removed for additional program space. Central entrance and hall stairs will remain in their existing configuration.

## CONSIDERED ALTERNATIVES

The existing school is not of sufficient size to solely meet the complete infrastructure needs of the occupant. We believe that the existing owner / occupant to be a good fit for the continued appropriate use of the property, and for this arrangement to continue into the future, addition to the building is required to meet the owner's long-term needs. Given this desire for continued scholastic use of the property, we believe the addition represents a viable option for the stable use and maintenance of the existing heritage building.

With respect to massing for the new design, other designs where the mass of the addition were brought forward towards the street and closer to the line of the front of the building were considered. We believe this general design concept challenges the legibility and prominence of the existing building given the extent of program spaces the client wishes to incorporate into the design. These alternative require close placement of the larger three storey and gymnasium massings of the new work to the existing building which tend to complete with, rather than complement and frame views of the existing building.

## SCHEDULE AND STRATEGY

While the project will follow the laid out procedures for approvals and permitting of the work, we offer the following commentary on proposed heritage scope of work development:

Existing conditions drawings will be submitted for record.

- Documents outlining a masonry conservation strategy will be prepared including known extents of work and anticipated extents of work. These will be reviewed with City Staff and will form the basis for building permit and construction documents. The general scope of work is anticipated to focus on selective alteration of existing openings on the north and western facades where connections are made between the existing building and the addition.
- A Building Code Analysis will be prepared outlining allowable retention of existing combustible elements and the code relationship between the existing and new portions of the building. These will be reviewed with City Staff and will form the basis for building permit and construction documents.
- Selective demolition and new construction drawings outlining the interior and exterior alterations to the building will be submitted with application for building permit
- Excavation of a heritage site and artifact recovery plan will be prepared.
- The preparation of a construction monitoring plan will be prepared outlining the documentation and monitoring of the protection of the retained historical elements of the building.

## SUMMARY

In conclusion, the development seeks to protect the historical value of the existing building while increasing the viability of the project through a consolidation of the owner's current facilities to one site. The added program requirements to the site require removal of the 1954 gymnasium addition, as minor alterations to the original buildings exterior and interiors, and the construction of a new two and three storey addition. The addition is set back from and subordinate to the existing building, and articulated in its massing, materials and arrangements in ways that are both of their own time, and referential to the style, materials and massings of the original building. The proposed development represents a significant investment in the heritage building and its site, adding to the long-term stability and continued scholastic use of this heritage property.

## APPENDICES

Municipal Registration Schedules A & B

1911 original drawings by W J Busch Architect.

Current Building Floor Plans

Proposed alterations and addition drawings and outline specification.



## APPENDIX 1: MUNICIPAL REGISTRATION SCHEDULES A&B

Registered Mail

46875

FORM "A"

448

CITY OF HALIFAX  
ORDINANCE NUMBER 174  
(THE HERITAGE PROPERTY ORDINANCE)

NOTICE OF RECOMMENDATION TO REGISTER  
AS A MUNICIPAL HERITAGE PROPERTY

TO: Board of School Commissioners  
1649 Brunswick Street  
Halifax, N.S.  
B3J 2R1

You are hereby notified that:

1. The land and building located at  
945 Tower Road

has been recommended to be registered in the Halifax Registry of  
Heritage Property.

2. The reasons for this proposed designation are:  
That the property has been evaluated under the  
Heritage Resource Evaluation and Protection  
System adopted by the City Council on July 27  
1978 and has scored not fewer than the minimum  
of forty-five (45) points required for registration.  
Scoring details are attached.

3. Section 13(4) of the Heritage Property Act prohibits  
demolition or any substantial alteration of the appearance of  
a property described herein for a period of one hundred and twenty  
(120) days from the date of service of this notice, unless the Council

sooner refuses to register the property.

4. The effect of recommendation and registration in the Halifax Registry of Heritage Property described in paragraph 1 is that no demolition or substantial alteration in exterior appearance may be undertaken from the date of registration unless an application, in writing, for permission is submitted to the City and the application is granted with or without conditions. Where such application is not approved the owner may make the alterations described in his application or carry out the proposed demolition at any time after one year but not more than two years from the date of application.

5. You are hereby notified that the Council will sit to hear any objections regarding the recommendation of the property described in this notice on the 5th day of October 1983 at 7:30 p.m., at The Council Chamber, City Hall, 1841 Argyll Street, Halifax.

Information and particulars concerning the reasons for recommendation are available from the office of the City Clerk for the City of Halifax weekdays from 9:00 a.m. to 4:30 p.m.

DATED this 29th day of August, 1983.

Signature redacted



Province of Nova Scotia  
County of Halifax

I hereby certify that the within instrument was recorded in the Registry of Deeds Office at Halifax, in the County of Halifax, N. S. at 10:05 a.m. on the 1st day of Sept.

A. D. 1983 In Book Number 3741 at Pages 448-449

*G. P. ...*  
Registrar of Deeds for the Registration District of the County of Halifax.

CERTIFIED MAIL

57815

FORM "B"

9:



CITY OF HALIFAX

ORDINANCE NUMBER 174

(THE HERITAGE PROPERTY ORDINANCE)

NOTICE OF REGISTRATION OF HERITAGE PROPERTY

TO: BOARD OF SCHOOL COMMISSIONERS  
1649 BRUNSWICK STREET  
HALIFAX, NOVA SCOTIA  
B3J 2R1

You are hereby notified that:

1. The land and building located at  
945 Tower Road

has been registered in the Halifax Registry of Heritage Property by resolution adopted at a meeting of Council the 13th day of October, 1983.

2. The effect of registration in the Halifax Registry of Heritage Property is that no demolition or substantial alteration in the exterior appearance may be undertaken from the date of registration unless an application, in writing, for permission is submitted to the City Council and the application is granted with or without conditions. Where an application is not approved, the owner may make the alteration described in his application or carry out the proposed demolition at any time after one year but not more than two years from the date of the application.

DATED this 19th day of October, 1983

Signature redacted

G.I. BLENNERHASSETT  
CITY CLERK

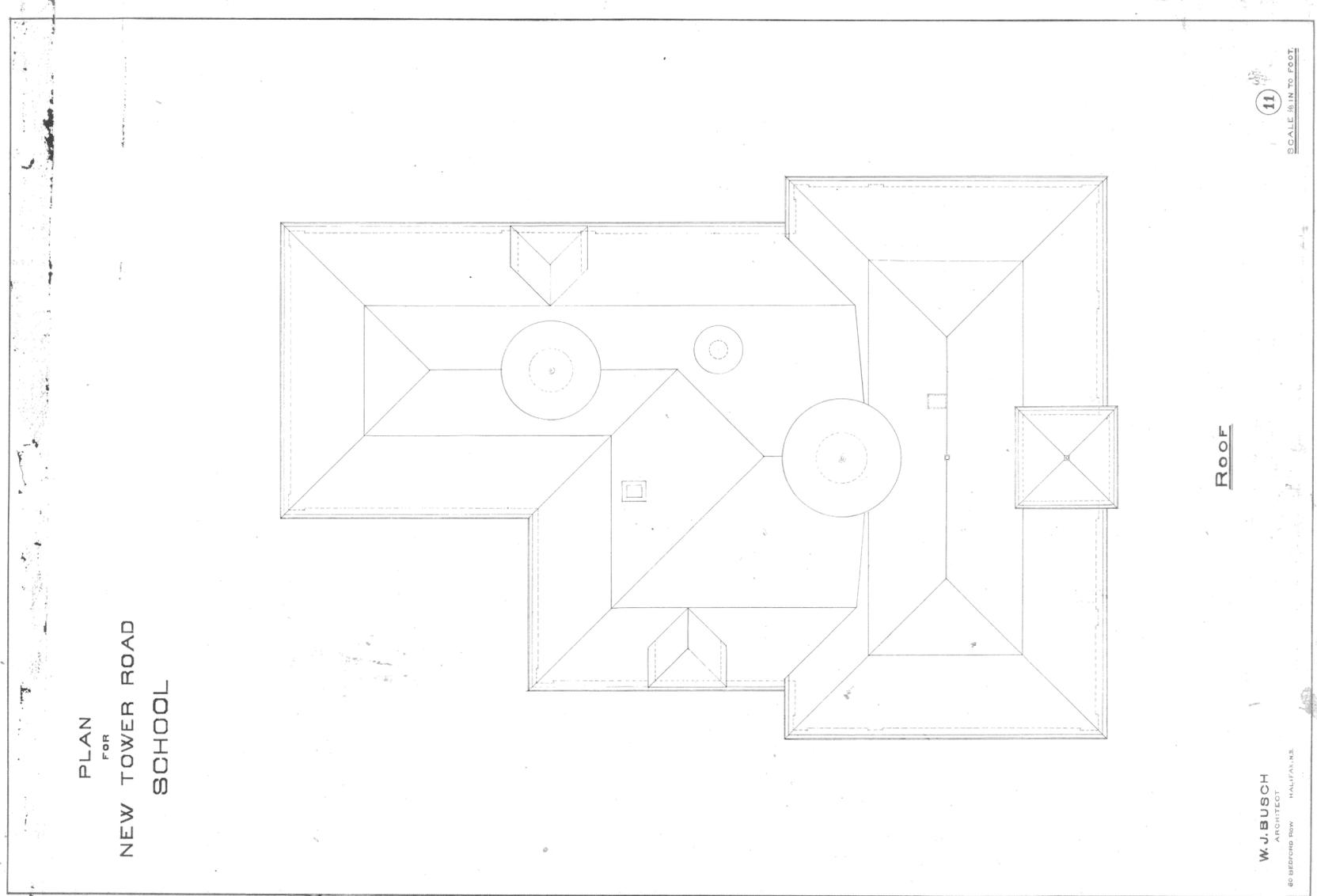
Province of Nova Scotia  
County of Halifax

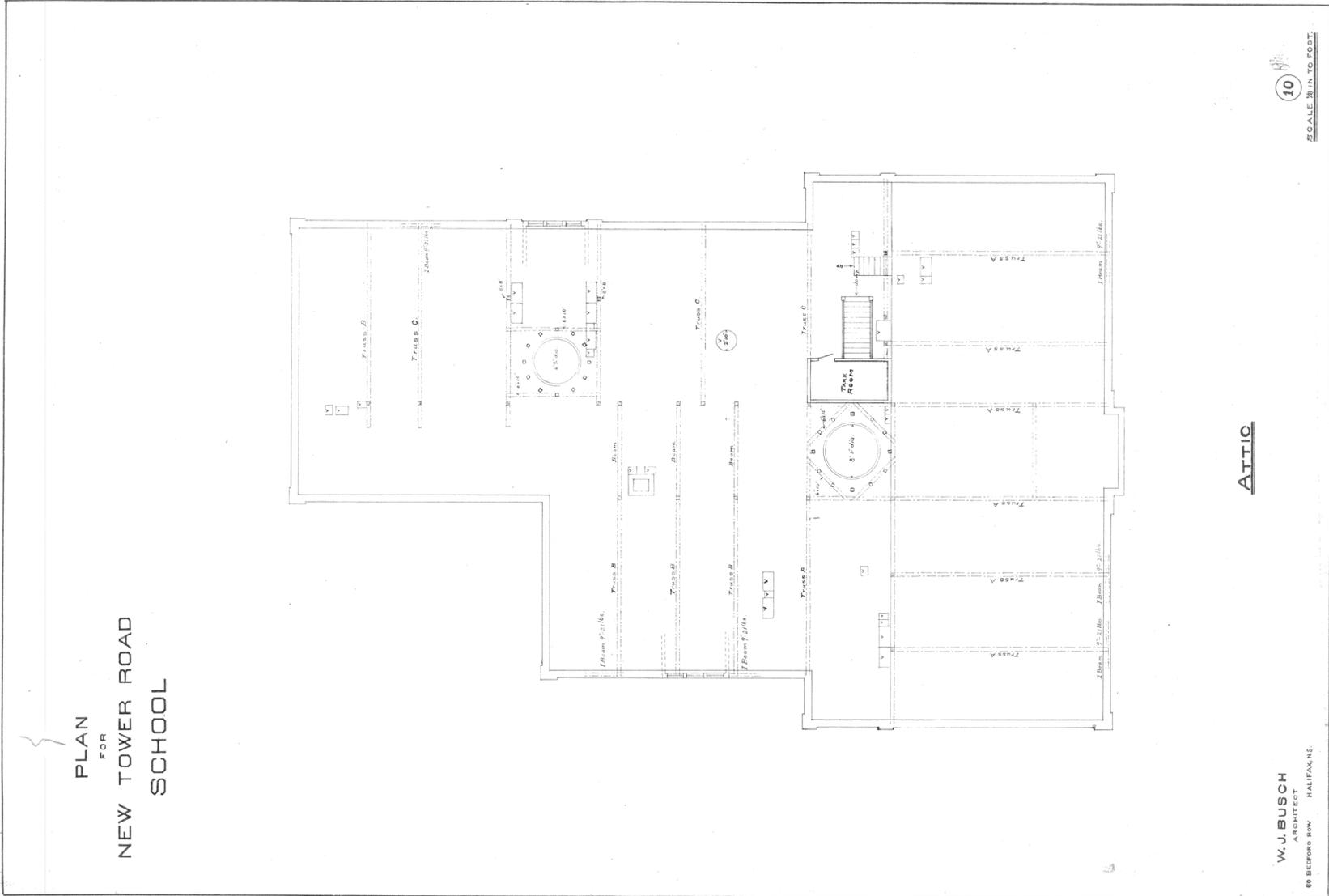
I hereby certify that the within instrument was recorded in the Registry of Deeds Office at Halifax in the County of Halifax, N.S. at 10:19 o'clock A.M. on the 19th day of Oct. A.D. 1983 in Book Number 3763 at Page 923

*[Signature]*  
Registrar of Deeds for the Registration District of the County of Halifax.

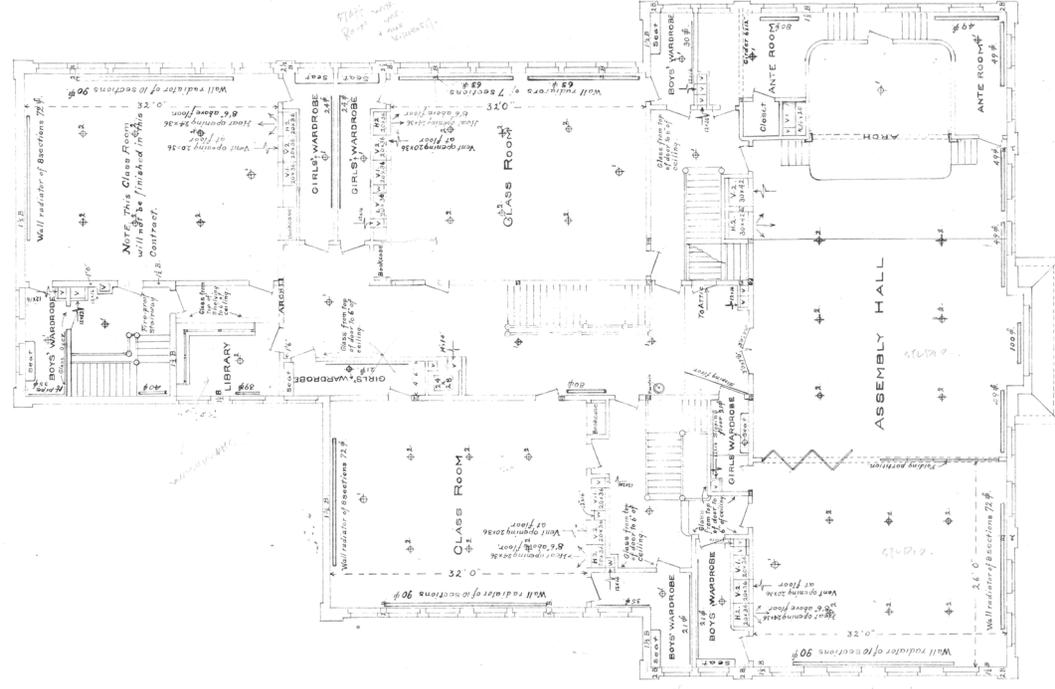
**APPENDIX 2: 1911 ORIGINAL DRAWINGS BY W J BUSCH ARCHITECT**







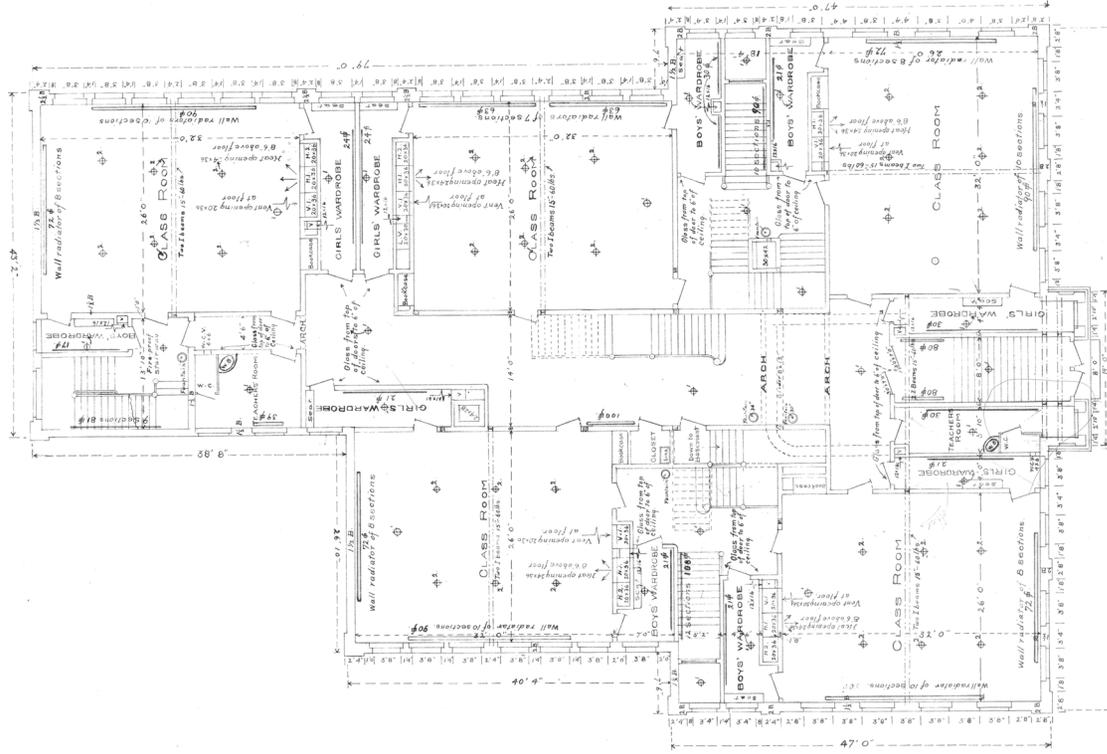
PLAN  
FOR  
NEW TOWER ROAD  
SCHOOL



SECOND FLOOR

W.J.BUSCH  
ARCHITECT  
80 BELSHAW ROW HALIFAX, N.E.

PLAN  
FOR  
NEW TOWER ROAD  
SCHOOL

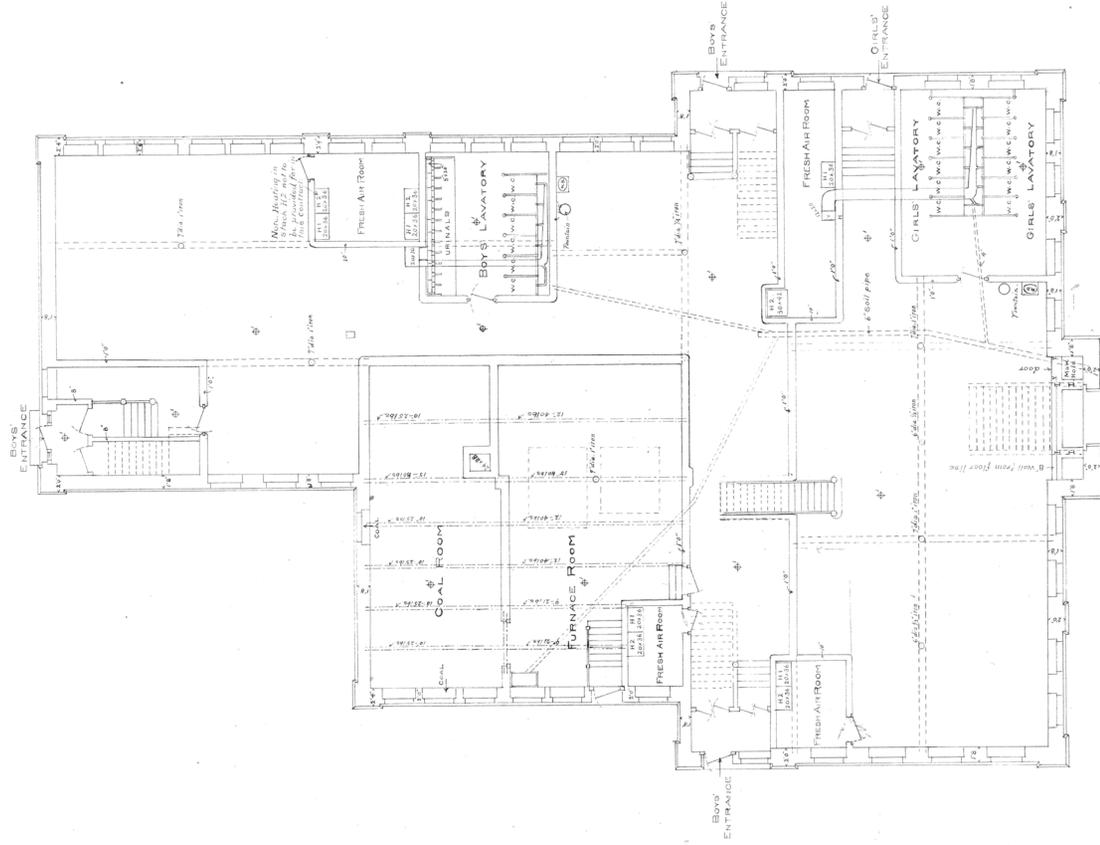


FIRST FLOOR

W.J. BUSCH  
ARCHITECT  
80-BLEDING RD. HALIFAX, N.S.

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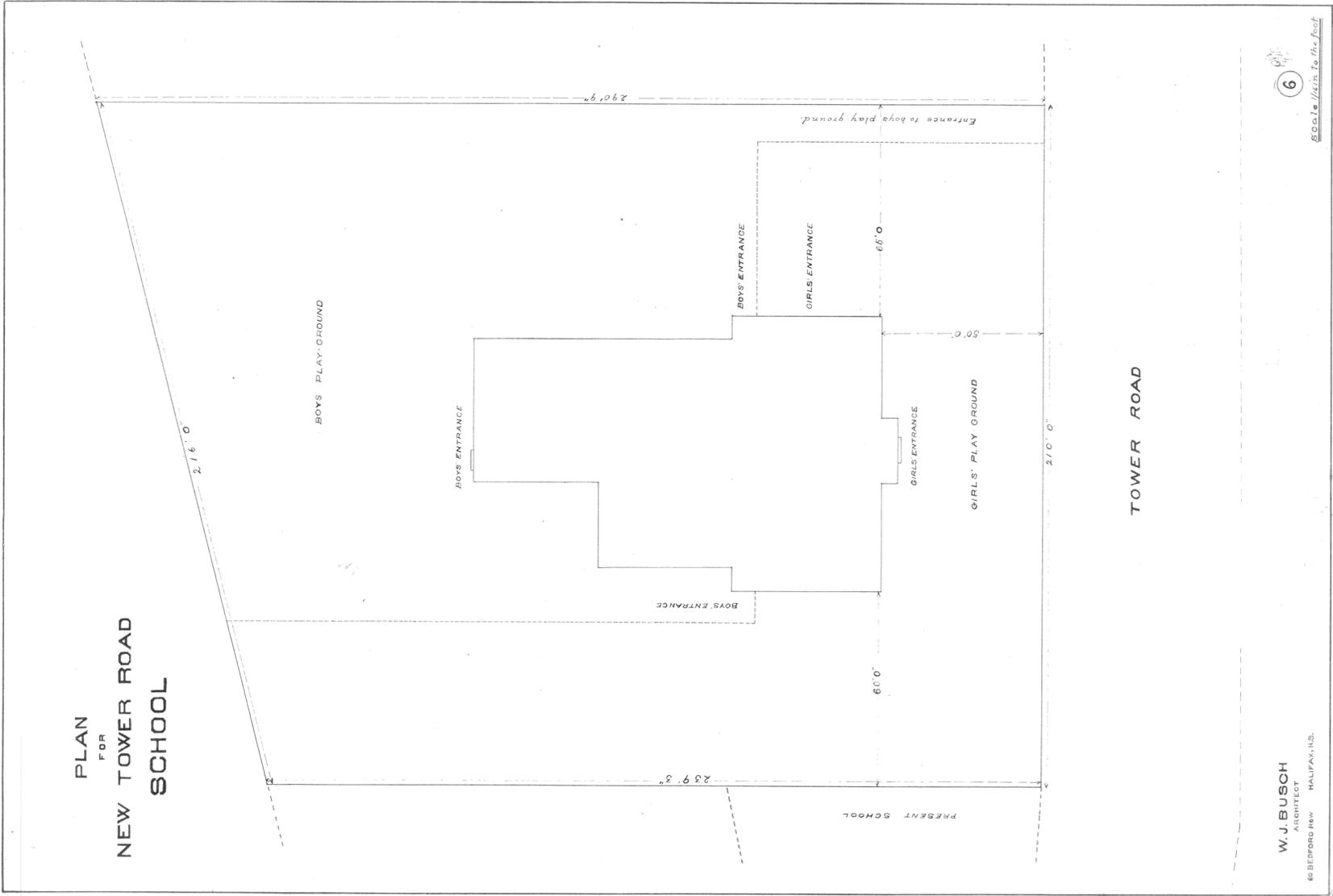
PLAN  
FOR  
NEW TOWER ROAD  
SCHOOL



**BASEMENT**

**W J BUSCH**  
ARCHITECT  
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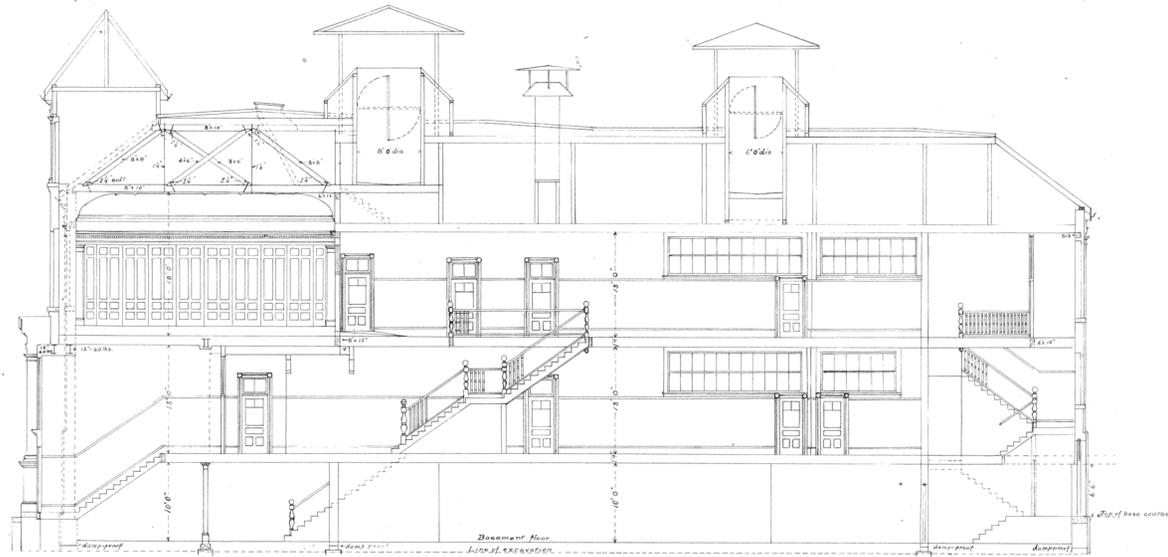
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W. J. BUSCH  
ARCHITECT  
40 BEDFORD ROW HALIFAX, N.S.

PLAN  
FOR  
NEW TOWER ROAD  
SCHOOL

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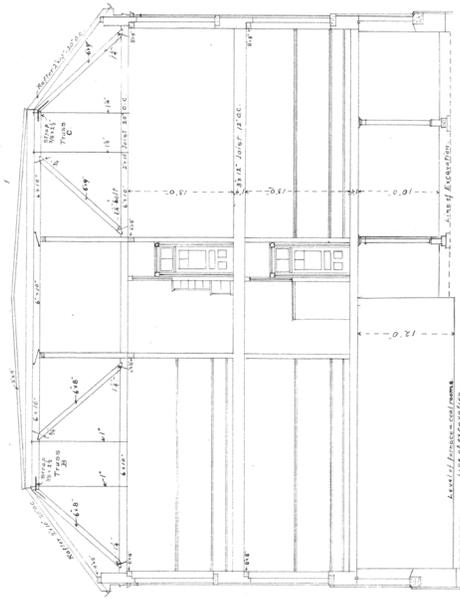


LONGITUDINAL SECTION

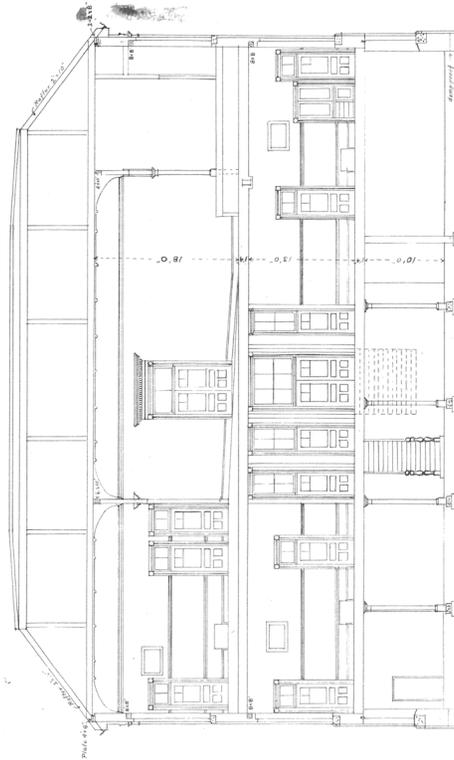
W. J. BUSCH  
ARCHITECT  
60 BEDFORD ROW HALIFAX, N.S.

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PLAN  
FOR  
NEW TOWER ROAD  
SCHOOL



SECTION A.B.



SECTION C.D.

W.J. BUSCH  
ARCHITECT  
688 SPURDIN RD.  
HALIFAX, NS.

5

4

SCALE 1/8" = 1'-0"

PLAN  
FOR  
NEW TOWER ROAD  
SCHOOL

3



SIDE ELEVATION

W. J. BUSCH  
ARCHITECT  
60 BEDFORD ROW HALIFAX N.S.

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PLAN  
FOR  
NEW TOWER ROAD  
SCHOOL

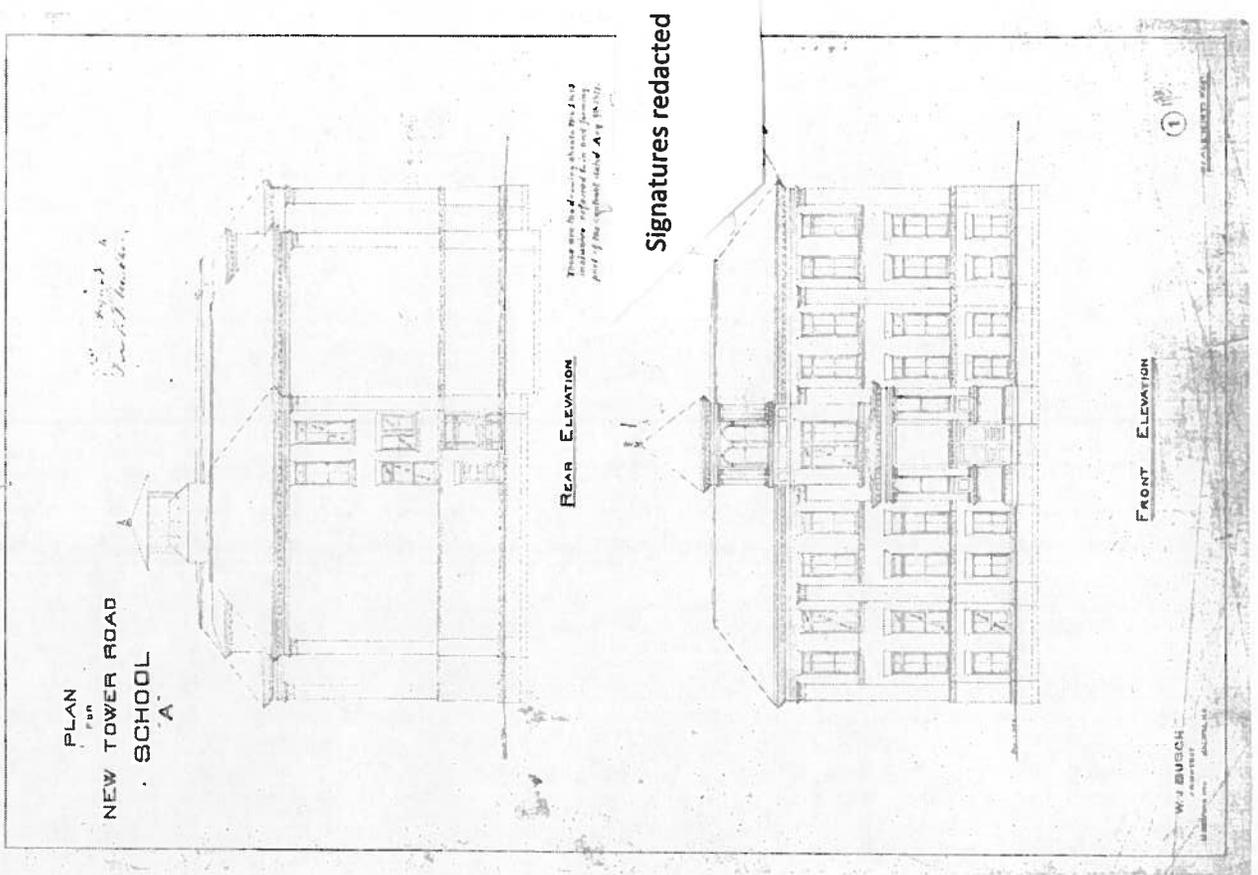
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SIDE ELEVATION

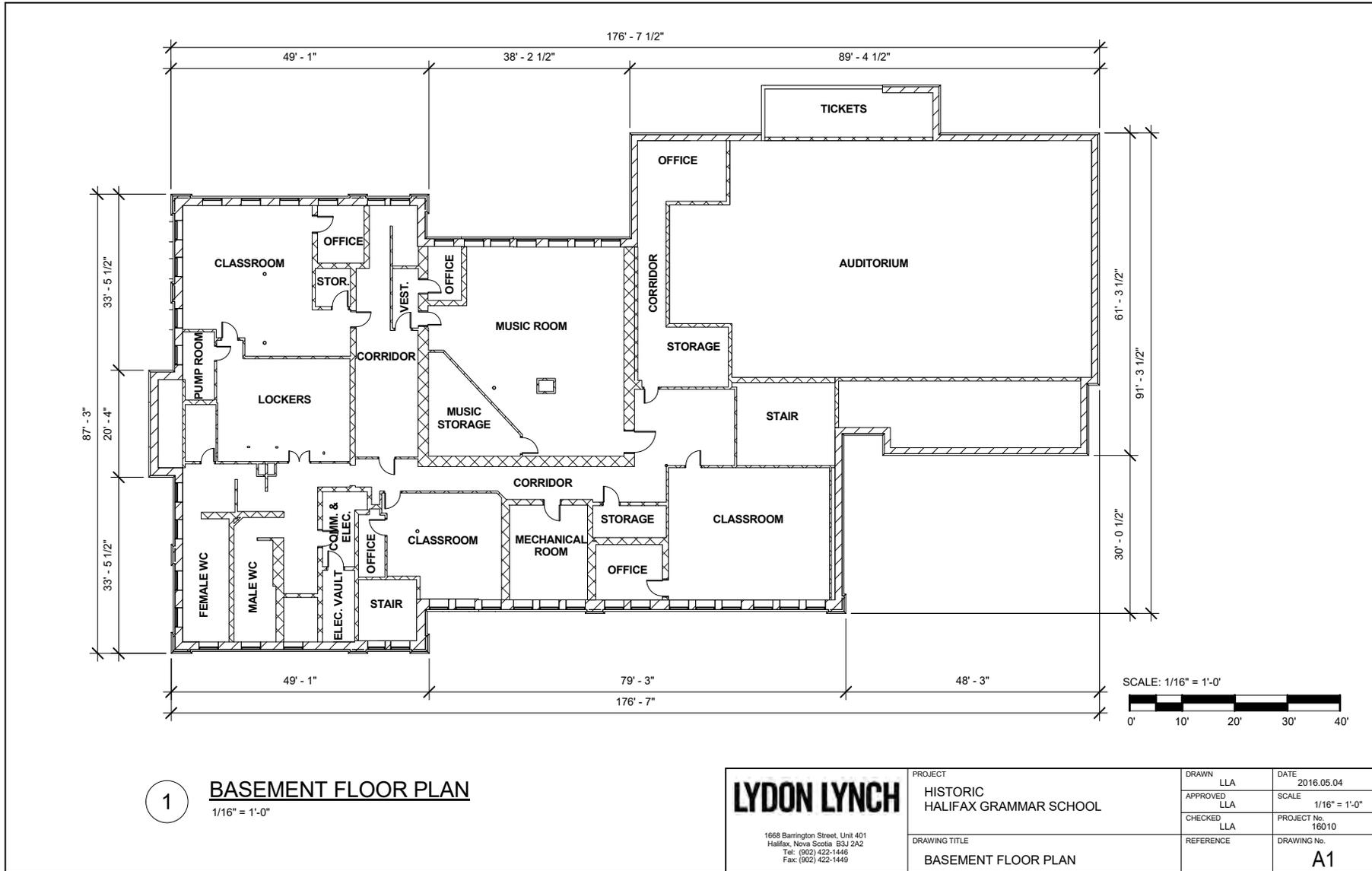
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ARCHITECT  
60 BEDFORD ROW HALIFAX, N.S.

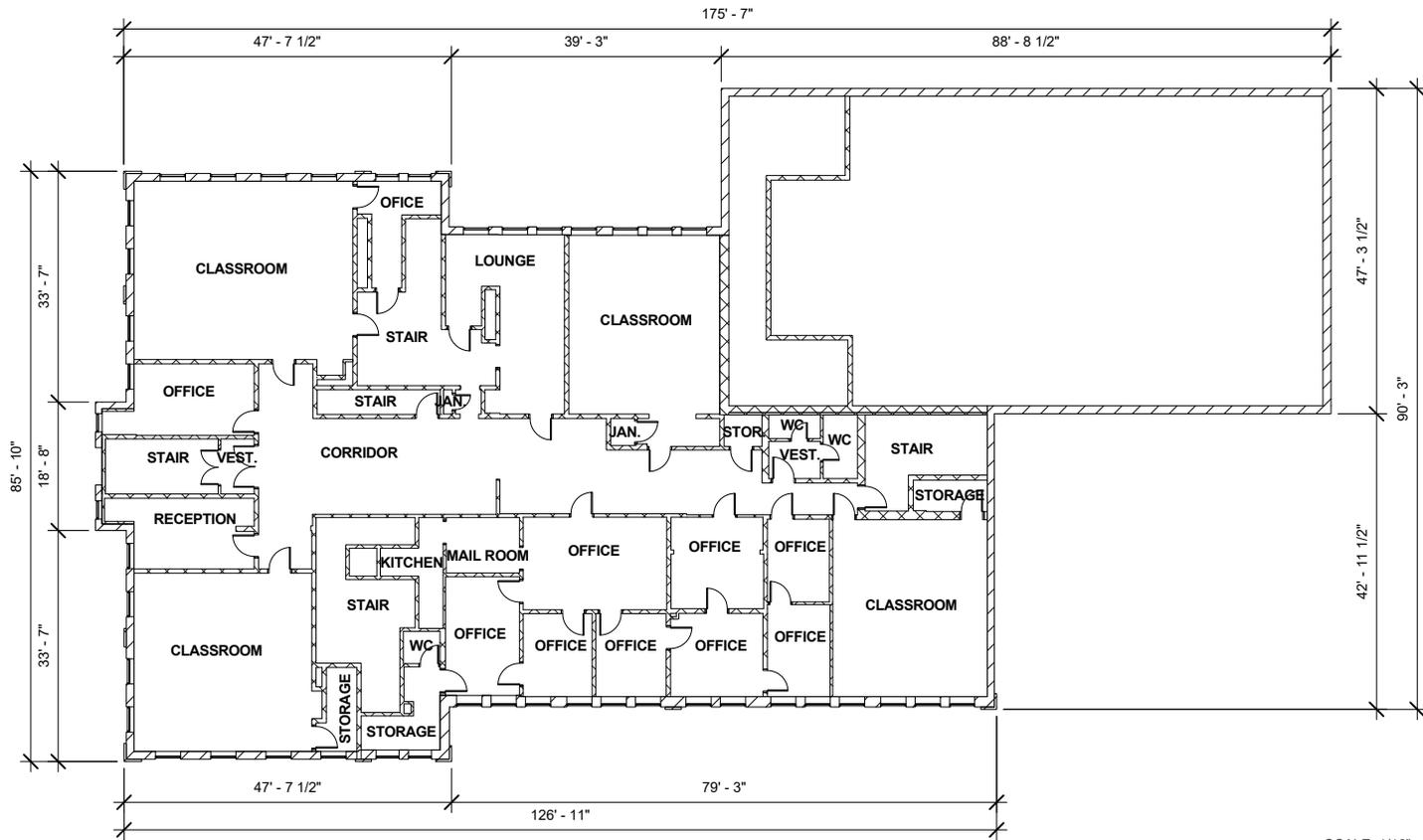
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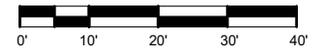


## **APPENDIX 3: CURRENT BUILDING FLOOR PLANS**





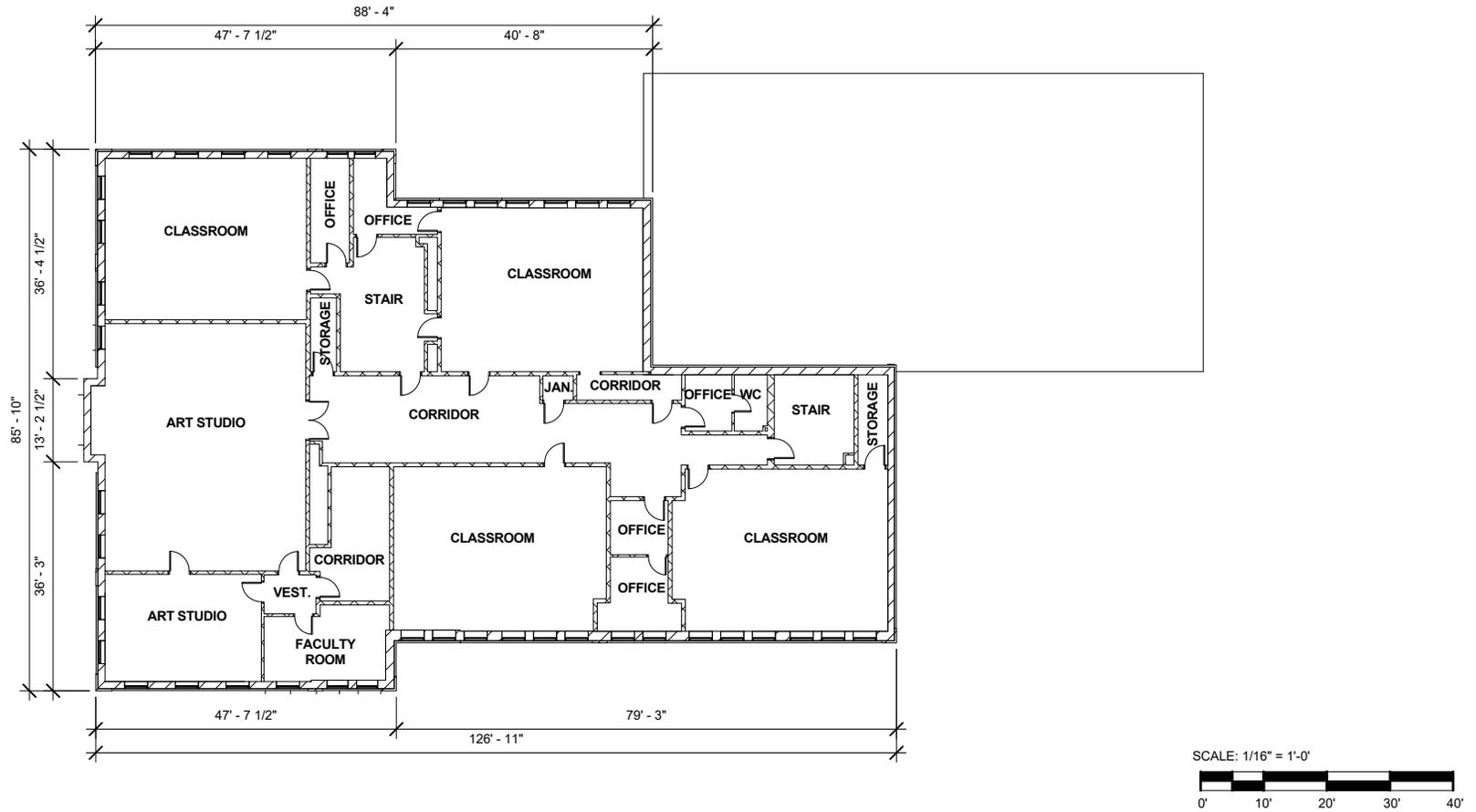
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**1** **FIRST FLOOR PLAN**  
1/16" = 1'-0"

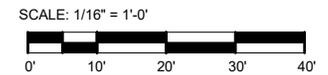
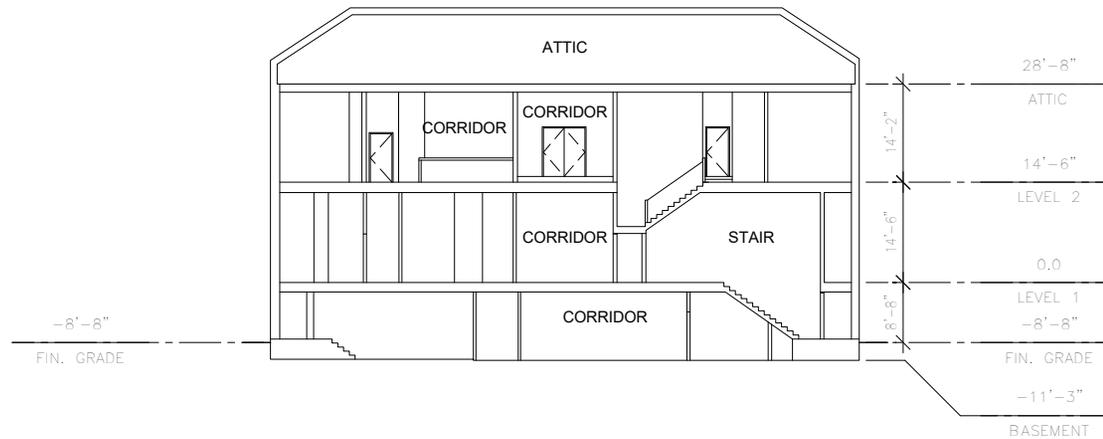
<b>LYDON LYNCH</b> 1668 Barrington Street, Unit 401 Halifax, Nova Scotia B3J 2A2 Tel: (902) 422-1446 Fax: (902) 422-1449	PROJECT	HISTORIC HALIFAX GRAMMAR SCHOOL	DRAWN	LLA	DATE	2016.05.04
	DRAWING TITLE	FIRST FLOOR PLAN	APPROVED	LLA	SCALE	1/16" = 1'-0"
			CHECKED	LLA	PROJECT No.	16010
			REFERENCE		DRAWING No.	<b>A2</b>

# Tower Road School Heritage Impact Statement



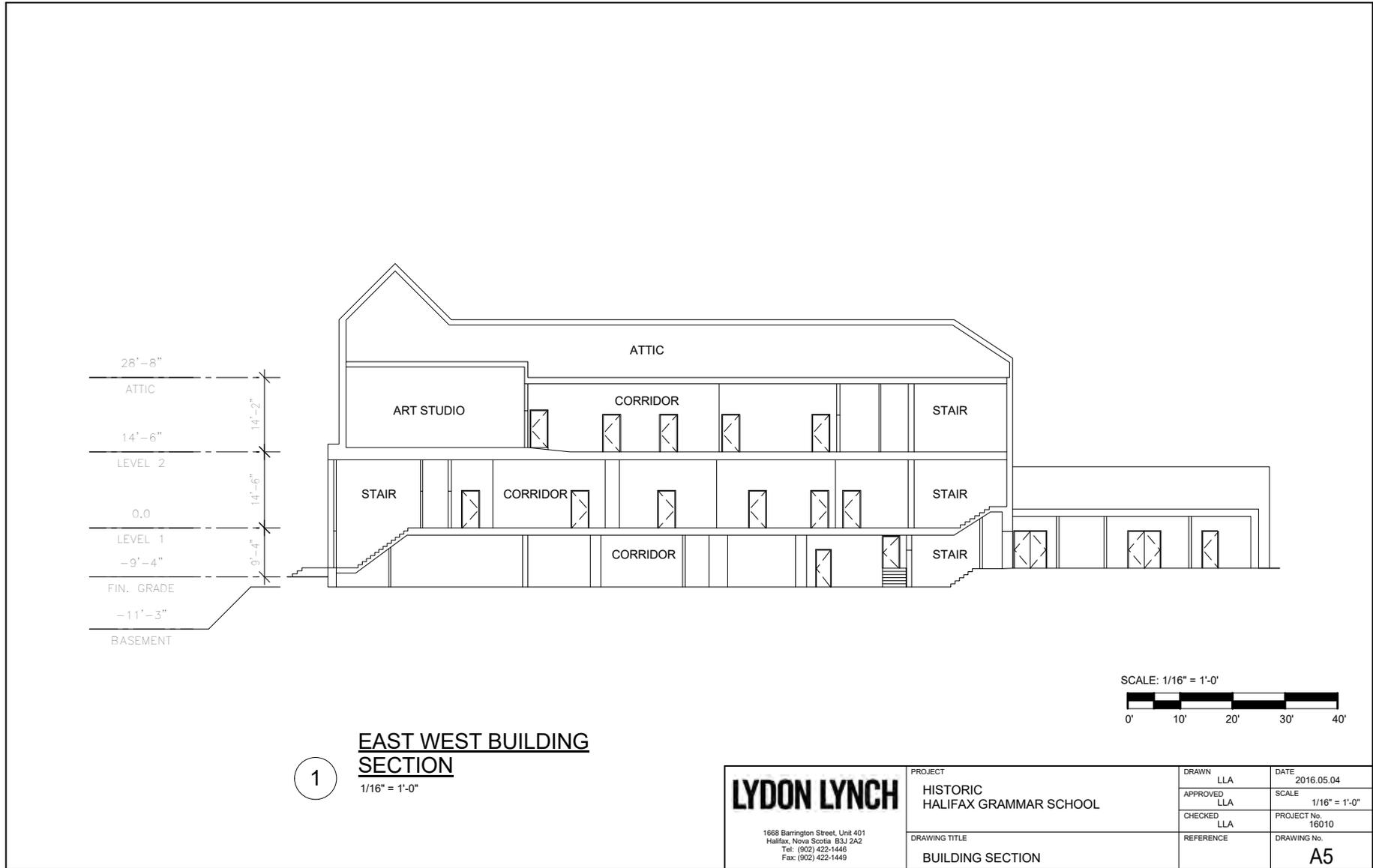
**1** SECOND FLOOR PLAN  
1/16" = 1'-0"

<b>LYDON LYNCH</b> <small>1668 Barrington Street, Unit 401                  Halifax, Nova Scotia B3J 2A2                  Tel: (902) 422-1446                  Fax: (902) 422-1449</small>	PROJECT	DRAWN	DATE
	HISTORIC HALIFAX GRAMMAR SCHOOL	LLA	2016.05.04
DRAWING TITLE SECOND FLOOR PLAN	CHECKED	APPROVED	SCALE
	LLA	LLA	1/16" = 1'-0"
	REFERENCE	PROJECT No.	DRAWING No.
			16010
			<b>A3</b>



**1** NORTH SOUTH BUILDING SECTION  
1/16" = 1'-0"

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	HISTORIC HALIFAX GRAMMAR SCHOOL	LLA	2016.05.04
	DRAWING TITLE	CHECKED	SCALE
	BUILDING SECTION	LLA	1/16" = 1'-0"
		REFERENCE	PROJECT No. 16010
			DRAWING No. <b>A4</b>



## Attachment F: Policy Matrix - Standards and Guidelines for the Conservation of Historic Places in Canada, 2<sup>nd</sup> edition

Conservation is the primary aim of the Standards and Guidelines, and is defined by the Standards & Guidelines as ‘*all actions or processes that are aimed at safeguarding the character-defining elements of an historic place so as to retain its heritage value and extend its physical life. This may involve **Preservation, Rehabilitation, Restoration**, or a combination of these actions or processes.*’

<b>PRIMARY TREATMENT: PRESERVATION</b>		
<b>Preservation</b> is the action or process of protecting, maintaining, and/or stabilizing the existing materials, form, and integrity of an historic place, or of an individual component, while protecting the heritage value.		
<b>STANDARDS 1-10</b>	<b>Recommendation</b>	<b>Discussion</b>
1. Conserve the <i>heritage value</i> of an <i>historic place</i> . Do not remove, replace or substantially alter its intact or repairable <i>character-defining elements</i> . Do not move a part of an historic place if its current location is a character-defining element.	<b>Recommended</b>	Only the 1950s gym addition will be removed for redevelopment. The existing gym does not have any heritage value. There will be no changes to the exterior masonry walls, roof, and doors. The existing windows will be reinstated, except for where the new addition will be connected. Careful consideration was given to ensure the preservation of the majority of the character-defining elements of the existing school. The heritage value is generally conserved. There are a few instances where character defining elements are altered to accommodate the new addition. On the north side of the heritage building, where the proposed glass atrium is connected, three window openings to the rear of the existing building will be filled with brick to meet the building code. The remaining windows and masonry on the north side will become an interior wall for the addition. Two windows on the rear will be covered by the new addition. No character-defining elements will be removed and placed in another location.
2. Conserve changes to historic places that, over time, have become <i>character-defining elements</i> in their own right.	<b>Recommended</b>	There have been changes to date. The existing school was originally built in 1911. In 1949, the school was substantially upgraded. The original hung windows were replaced with five light, fixed windows. Although they were replaced with more modern windows than the original, the original placement, rhythm, and consistency of the windows remained and are character defining elements. There are no changes proposed to alter the rhythm and consistency of the existing windows.
3. Conserve <i>heritage value</i> by adopting an approach calling for <i>minimal intervention</i> .	<b>Recommended</b>	The new addition calls for minimal intervention as it only requires the removal of a few window openings to meet the building code. In addition, the existing windows will be reinstated. The rear portion of the north side exterior wall will become interior and will be visible from the outside from a transparent connection. The existing

		heritage building is in good condition and does not require any repairs at this time. There are minimal impacts to the character-defining elements of the heritage building.
4. Recognize each <i>historic place</i> as a physical record of its time, place and use. Do not create a false sense of historical development by adding elements from other historic places or other properties, or by combining features of the same property that never coexisted.	<b>Recommended</b>	The proposal does not introduce another historic architectural style or change the design of the existing building. Red brick is proposed for the new addition, which is also used on the historic building; however, it is separated by a transparent atrium, which clearly shows the transition from old to new. Modern windows and composite panels are also integrated with the brick façade of the addition, which do not replicate features of another historic time.
5. Find a use for an <i>historic place</i> that requires minimal or no change to its <i>character-defining elements</i> .	<b>Recommended</b>	The proposed use is the same as the original use – institutional or school. The use does not require changes to the character defining elements.
6. Protect and, if necessary, stabilize an <i>historic place</i> until any subsequent <i>intervention</i> is undertaken. Protect and preserve archaeological resources in place. Where there is potential for disturbing archaeological resources, take mitigation measures to limit damage and loss of information.	<b>N/A</b>	
7. Evaluate the existing condition of <i>character-defining elements</i> to determine the appropriate <i>intervention</i> needed. Use the gentlest means possible for any intervention. Respect <i>heritage value</i> when undertaking an intervention.	<b>Recommended</b>	The condition of the exterior of the existing building has been evaluated by the applicant and is deemed to be in good condition. The applicant has noted that a masonry conservation strategy will be prepared that outlines the work proposed to the north and western facades, where addition connects to the heritage structure. A construction monitoring plan will also be prepared.
8. Maintain <i>character-defining elements</i> on an ongoing basis. Repair character-defining elements by reinforcing their materials using recognized conservation methods. Replace in kind any extensively deteriorated or missing parts of character-defining elements, where there are surviving <i>prototypes</i> .	<b>Recommended</b>	No intervention of the existing exterior is proposed except for areas connected to the addition and reinstating arched windows. No replacements have been deemed necessary. The exterior is in good condition, which suggests that the building is being properly maintained.
9. Make any <i>intervention</i> needed to preserve <i>character-defining elements</i> physically and visually compatible with the <i>historic place</i> and identifiable on close inspection. Document any intervention for future reference.	<b>N/A</b>	No replacements are proposed.

<b>PRIMARY TREATMENT: REHABILITATION</b>		
<b>Rehabilitation is the action or process of making possible a continuing or compatible contemporary use of an historic place, or an individual component, while protecting its heritage value.</b>		
<b>STANDARDS 10-12</b>	<b>Recommended</b>	<b>Discussion</b>
10. Repair rather than replace <i>character-defining elements</i> . Where character-defining elements are too severely deteriorated to repair, and where sufficient physical evidence exists, replace them with new elements that match the forms, materials and detailing of sound versions of the same elements. Where there is insufficient physical evidence, make the form, material and detailing of the new elements compatible with the character of the <i>historic place</i> .	<b>N/A</b>	There are no existing character-defining elements that are being replaced.
11. Conserve the <i>heritage value</i> and <i>character-defining elements</i> when creating any new additions to an <i>historic place</i> or any related new construction. Make the new work physically and visually compatible with, subordinate to and distinguishable from the historic place.	<b>Recommended</b>	The new addition is generally compatible yet distinguishable, and subordinate to the heritage building. The majority of the character-defining elements are being conserved, with the exception of selective window openings on the north and west facades, where the new addition will be connected to the heritage building. The northern connection offers a distinct transition from the historic to modern architecture through the use of glazed modern materials and stone/precast columns. The addition follows the vertical and horizontal rhythm of the heritage building. The proposed rear addition for a new gym is also separated from the heritage building by a curtain wall system, which offers a similar transition from old to new. The addition does not extend beyond the height of the cornice line of the heritage building. It has a flat roof whereas the heritage building has a double-hipped roof and four-storey central tower. Furthermore, the proposed main entrance is set back considerably more from Tower Road than the existing school. For these reasons, the heritage building remains as the dominant building mass. The general pattern of columns, windows, and storey heights of the heritage building has been considered in the new addition. However, the integration of modern materials and window arrangements with the red brick make the addition compatible yet distinguishable from the heritage building.
12. Create any new additions or related new construction so that the essential form and integrity of an <i>historic place</i> will not be impaired if the new work is removed in the future.	<b>Recommended</b>	A portion of the north wall of the heritage building will become an interior wall. While a few window openings will be infilled to meet building code, they will be identifiable if the new addition is removed in the future.

<b>PRIMARY TREATMENT: RESTORATION</b>		
<b>Restoration</b> is the action or process of accurately revealing, recovering or representing the state of an historic place, or of an individual component, as it appeared at a particular period in its history, while protecting its heritage value.		
<b>STANDARDS 13-14</b>	<b>Recommended</b>	<b>Discussion</b>
13. Repair rather than replace <i>character-defining elements</i> from the <i>restoration</i> period. Where character-defining elements are too severely deteriorated to repair and where sufficient physical evidence exists, replace them with new elements that match the forms, materials and detailing of sound versions of the same elements.	N/A	There are no existing character-defining elements that are being replaced. Only the arched windows will be reinstated.
14. Replace missing features from the <i>restoration</i> period with new features whose forms, materials and detailing are based on sufficient physical, documentary and/or oral evidence.	N/A	The proposal does not include replacing missing features.

## ATTACHMENT G – CURRENT PHOTOS



*Figure 1: West elevation showing front entrance to existing school*



*Figure 2: North elevation showing heritage building and 1950s addition*



*Figure 3: North elevation continued showing the 1950s addition*



*Figure 4: North Elevation continued showing 1950s addition*



*Figure 5: East and south elevation showing 1950s addition*



*Figure 6: East elevation showing rear of heritage building*



*Figure 7: South elevation*



*Figure 8: South elevation continued showing heritage building*