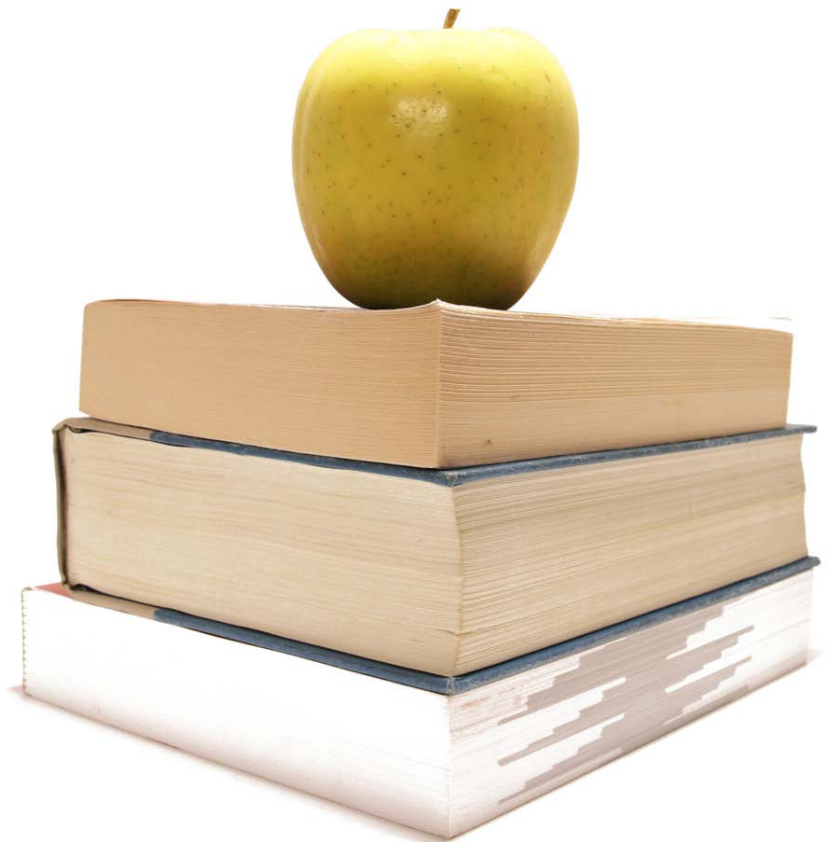




Impact Assessment
Report: Gold River-
Western Shore
Elementary School

Prepared for the South Shore
Regional School Board



September, 2012

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1 Background

This document is an Impact Assessment (IA) Report for Gold River Western Shore Elementary School which will help enable the governing Board of the South Shore Regional School Board to undertake further decisions about the school as part of School Review.

The Education Act of the Government of Nova Scotia, as well as the Ministerial Education Act's Regulations, describes the formal process that Nova Scotia School Boards must follow when assessing a school for potential closure. (See Appendix A) Once identified for School Review, an *Impact Assessment Report* must be prepared.

The SSRSB has engaged the services of Deloitte, ('Deloitte team') to prepare this report, along with impact assessment reports on other schools currently undergoing School Review. Deloitte contracted the services of Dr. Jim Gunn to work as part of the team gathering information and preparing the reports.

Once completed, the school Impact Assessment Report is tabled by the School Board for review and discussion, and the report is made public. School communities then can establish a study committee to respond to the report.

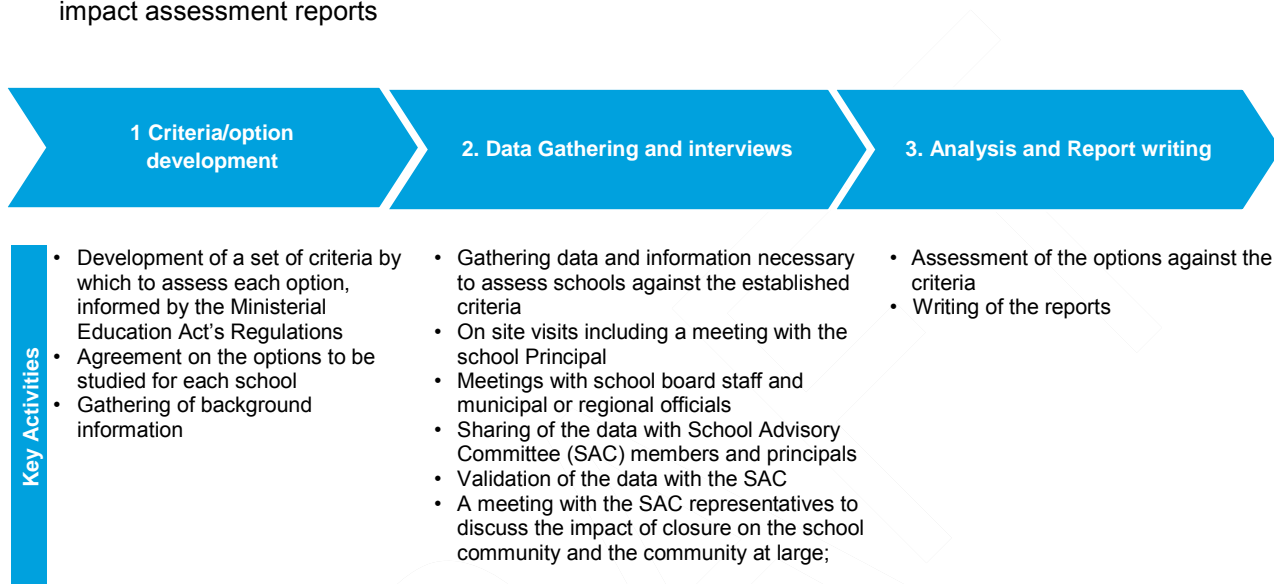
Once the Study Committee Response has been tabled, the governing Board must hold a public hearing, prior to making a decision on the future of the school under review. The decision must be made by March 31.

Gold River Western Shore Elementary School's Identification Report (ID Report)¹ is included in Appendix I for reference. ID Reports are high level preliminary reports designed to help the Board determine whether a school would continue in the School Review process and thus undertake a more in-depth impact assessment. Some of the information contained in the ID report has been included, updated and/or corrected in this IA Report as noted herein as a result of a more comprehensive review of school being performed during an IA Report than is required for an ID Report.

¹ A report prepared by a school board (under Section 16 of the Education Act) for the purpose of identifying a public school under its jurisdiction for review

2 Approach

A three phased approach, summarized in the below diagram, was used to aid development of all school impact assessment reports



Data and Information

The following table lists individuals who were consulted for information and input during the course of completing the impact assessment for Gold River Western Shore Elementary School.

Table 1: Data and Information Sources

Name	Title	Reason for engagement
Geoff MacDonald	Planner - Chester/Mahone Bay Municipality	Community impact
Bernie VanDonnick	Principal	Overview of school
Alex Kay	Technology Services - SSRSB	Technology operating costs
Wade Tattrie	Director of Finance - SSRSB	Operation costs
Steve Prest	Director of Operations - SSRSB	Capital costs
Fred Conrad	Manager of Facility Maintenance - SSRSB	Capital costs
Hal Corkum	Manager of Custodial Services and Grounds - SSRSB	Capital costs
Jeff DeWolfe	Director of Programs and Student Services - SSRSB	Program and specialist services, PD activities
Denise Crouse	Transportation Coordinator - SSRSB	Impact on current bussing system, bell times and transportation costs
Tina Munro	Director of Human Resources - SSRSB	Teacher staffing

Jack MacLeod	Human Resources Coordinator - SSRSB	Teacher staffing, enrolment
Charmaine Stevens, Andrew Francis	Council Members - Acadia First Nation	First Nation students
Janice Francis	Education Director - Acadia First Nation	First Nation students

It was the aim of the SSRSB and Deloitte to undertake an approach that was as open and transparent as possible. The SAC's role was to represent the school and to fact check information and data. Information was shared with SACs at multiple points of the project using email correspondence and an in-person meeting between each SAC and the project team.

After data and information were gathered from the aforementioned sources and distributed as information packages to the SACs, SACs were given the opportunity to respond to each package regarding the integrity and validity of the data and information. Deloitte met with the SAC of Gold River Western Shore on June 12, 2012. Items discussed included the contents of initial information packages and the school's relationship with the community.

Assessment Criteria

In developing this report, options for the school have been assessed against a set of pre-determined criteria, based on Section 17 of the Ministerial Education Act Regulations. All criteria contained in the Regulations are included and grouped into 9 categories. These categories are listed in Table 2 below. Individual criteria are introduced in Section 4 and a summarized list is provided in Appendix C.

The approach for assessing options was developed in close consultation with SSRSB's Superintendent. On June 1st Deloitte distributed the assessment criteria, confirmed by the Superintendent, as part of a data package to SACs and subsequently followed up with a consultation meeting 2 weeks later to discuss the criteria in more detail.

Table 2: Categories of Assessment Criteria

Category	
1	Educational program delivery
2	Operational expenditures
3	Capital expenditures
4	Staffing allocation efficiencies
5	Impact on educational staff
6	Student transportation
7	Extra-curricular activities
8	Community relationship and usage
9	Impact on receiving school

All schools undertaking School Review in 2012 were assessed against the same set of criteria. The results of this assessment are presented in Section 4 which concludes with a summary of the assessment.

3 Options for consideration

The options under consideration for Gold River-Western Shore Elementary School were developed in consultation with the SSRSB and are shown in Table 3. On June 7th 2012 a list of the options under review was released to the public via the SSRSB website and sent to the local media.

Table 3: Options

Option 1	Option 2
Status quo School remains open and continues to offer Grades P – 5.	Close school Transfer all students to Chester District School (CDS) and close GRWSES.

The ID Report (Appendix I) for GRWSES mentions Bayview Community School as a possible receiving school for GRWSES students. However, at the 6th June 2012 Board meeting of the SSRSB, options for GRWSES were discussed and a motion was carried to eliminate the option of sending students from GRWSES to Bayview Community School.²

² MOTION SS046-12 by Judith Sullivan-Corney that the Board eliminate the option of sending students from Gold River Western Shore Elementary School to Bayview Community School. Motion Carried

4 Option assessment

Table 4 offers a high level snapshot or profile of GRWSES and Chester District School (CDS) to provide the reader with some base information and context before reviewing the subsequent assessment across key criteria.

Table 4: School Profile

	Gold River-Western Shore Elementary School	Chester District School
Year Built	1954	1980
Additions/Alterations	N/A	N/A
Configuration	P-5	P-5
Percentage of students bussed to school	100	75
Design Classrooms	8	13
Current Enrolment*	100	206
Projected Enrolment 2016*	108	181
Gross building square footage	11,000	39,000

*detailed enrolment projections are included in Appendix D

4.1 Assessment

The following section of the report provides the analysis of the options for GRWSES against the criteria referenced previously. A list of all criteria across each of the 9 categories can be found in Appendix C.

4.2 Educational program delivery

The educational programs which must be delivered in all elementary schools in Nova Scotia are defined in the Public School Program, or PSP, an official document of the Department of Education³.

Two of the criteria developed for this series of impact assessments (Criteria 2 and 3) refer to the availability of a range of programming options and the availability of optional programs. The range of programming options refers to the choice of courses for high school students. The term “optional program” is also primarily a high school term, and usually refers to the International Baccalaureate and Advanced Placement programs and French Immersion. French immersion is the only “optional” program that is offered in the elementary schools of Nova Scotia. It is not offered at the two schools being considered in this report.

³ Source: http://www.ednet.ns.ca/index.php?t=sub_pages&cat=92

Another of the criteria (Criterion 4) refers to the availability of specialist services. Specialist services are provided in all elementary and secondary schools in Nova Scotia to meet the unique and varied learning and behavioral needs of individual students. Students who are unable to achieve success in the basic program without specialist services may be placed on an “Individualized Program Plan” (IPP) or on “Documented Adaptations” (DA) and gain support or interventions from specialists. For example, a growing number of students who have been diagnosed with a learning disability often require additional support or interventions from the resource staff. All elementary schools in the SSRSB can call on the services of resource/learning centre teachers, guidance counselors and literacy, autism and student behavior specialists---guidance is provided in all elementary schools of the SSRSB and the student behavior specialist support is provided within the resource allocation. The autism specialist support is provided by staff from the regional office.

In the SSRSB, each elementary school receives a resource teacher allocation through the application of the staffing formula, and the specialist services provided from the regional office are available to each school depending on the identified needs of individual students. In smaller schools, the challenges can be greater in addressing the needs of individual students because the resource/learning centre and guidance positions in the school are less than full time. For example, if the resource/learning centre position is only an 80% position and is being filled by a teacher who is job sharing, that teacher is in the school only 4 days per week; this may create problems in dealing with a particular student when the teacher is not present. As another example, a full-time teacher on staff who is serving in a 50% resource/learning centre position and a 50% classroom teacher position cannot be called from the classroom to deal with individual students when situations arise.

Criterion 1.1: Availability of minimum public school program requirements

Option	Key findings
Status quo	The requirements of the PSP are being met as they should be.
Close school (Transfer all students to CDS)	The students would receive the same required program at CDS

Criterion 1.2: Availability of a range of programming options

Option	Key findings
Status quo	No program or course options are offered in elementary schools.
Close school (Transfer all students to CDS)	

Criterion 1.3: Availability of optional programs

Option	Key findings
Status quo	<p>No optional programs are offered in elementary schools, other than French Immersion which is not offered at GRWSES.</p> <p>Although it is not an optional program offered at the school, a special program should be noted because it is strongly supported by the school and its benefits are evident at the school. About 10 Acadia First Nations students from the Gold River Band Reserve attend GRWSES during the day and then an after-school program in the Gold River Health Centre on the Reserve, just a few minutes away. Their school bus drops them off after school at the Health Centre.</p> <p>This after-school program, provided by the Acadia First Nation, has been actively supported by the Principal and staff of GRWSES since it began. A</p>

	<p>very constructive working relationship between those responsible for the after-school program and the staff of the school has been established and evidence of the program's success is growing year-by-year.</p>
Close school (Transfer all students to CDS)	<p>No optional programs are offered in elementary schools, other than French Immersion which is not offered at CDS.</p> <p>In terms of educational benefits for the Acadia First Nations students, it would be very important that the support continue at CDS for the after-school program on the Gold-River Band Reserve.</p>

Criterion 1.4: Availability of specialist services

Option	Key findings
Status quo	The specialist services of a part-time resource teacher guidance counsellor and the various specialist services from regional office are available at GRWSES. Because the allocations for resource, guidance and each specialist service at the school are 60% or less, either one teacher must provide all the services or two or more teachers must provide a specialist service and carry some regular classroom duties. Although, no particular problem exists presently, it has been necessary in recent years, to increase the resource allocation to full-time to be able to respond to the special needs of an individual student.
Close school (Transfer all students to CDS)	The resource teacher allocation in CDS would be 1.77, so there would be one full-time position and a 77% position. The guidance counsellor position would be a 60% position and the behavior support position would be 40%, thus these two allocations could be combined to create a full-time position.

Criterion 1.5: Suitability of teaching areas for program delivery

Option	Key findings
Status quo	The teaching areas at GRWSES are suitable for all program delivery, but not for all potential students. The second floor at GRWSES is not accessible for people in a wheel chair. Capital investment is required to enable wheelchair access to the second floor of the school. (See financial implications below)
Close school (Transfer all students to CDS)	The teaching areas at CDS are suitable for all program delivery.

Criterion 1.6: Ability to satisfy course load preferences of high school students

Option	Key findings
Status quo	N/A
Close school (Transfer all students to CDS)	

4.3 Operating Expenditures

The Finance Department at SSRSB performed a detailed assessment of the option to transfer all students from GRWSES to CDS. In completing this assessment Director of Finance worked closely with the following individuals and, where required, members of their departments to assemble the information required:

- Transportation Coordinator - SSRSB
- Director of Operations - SSRSB
- Director of Human Resources – SSRSB
- Department of Education

The following table provides annual property services expenditures for GRWSES for the past five years: those costs that are necessary to keep the school operating from a property services perspective. (See Criterion 2.1 below for an explanation of costs included in property services expenditures.) Costs not contained within property services include: management and support costs, instruction and school services costs, student support services costs and major repairs funded from capital accounts by the

SSRSB and/or the Province of Nova Scotia. Detailed expenditure information for each year can be found in Appendix F. For purposes of this Impact Assessment the average costs over the five year period were used to compare the two options under consideration.

Table 5: GRWSES property services expenditures per year

	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
Total Expenditures	\$131,146	\$91,582	\$81,937	\$102,811	\$98,994
Five year average:					\$101,294

Table 6 illustrates the key cost increases and reductions estimated to result if GRWSES were closed and all students transferred to CDS. In total it is expected that the SSRSB will save approximately \$170,000 per year in operating expenditures under this option. Please note that teaching staff estimates within this section are based on the staffing allocation forecast provided in Appendix E and do not include the cost of the principal position which is reported separately in Table 6.

Table 6: Estimated impact on SSRSB of transferring students to CDS

Item	Estimated impact
Reduction in Property Services Costs – at GRWSES (See Criterion 2.1 below)	(\$101,294)
Increase in Property Services Costs – at CDS	There would be no material increase.
Reduction In Teaching Staff Costs – at GRWSES	(\$436,460)
Increase in Teaching Staff Costs – at CDS	\$356,789
Reduction In Admin Staff (Principal) Costs – at GRWSES	(\$83,233)
Increase in Admin Staff (Principal) Costs – at CDS	\$23,120
Reduction In Non-Teaching Staff Costs – at GRWSES	(\$37,654)
Increase in Non-Teaching Staff Costs – at CDS	\$28,240
Increase (Decrease) in Bussing Costs ⁴	\$1,499
Reduction in Principal's Operating Costs (Supplies) and SAC Fixed Amounts (See Criterion 2.2 below)	(\$2,875)
Hogg Formula Sq Footage Funding Reduction - 25% (See Criterion 2.3 below)	\$18,920
Hogg Formula Principal Funding Reduction	\$60,113
Small Isolated School Teaching Funding Reduction ⁵	There would be no material reduction.
Small Isolated School Funding Reduction - Additional ⁶	There would be no material reduction.

⁴ A detailed synopsis of student transportation impact can be found in section 4.7

⁵ To date, the small isolated school funding is only for calculation purposes. It is not targeted and has had no impact on our total funding. We have no confirmation that this will change.

⁶ See footnote #5

Total Yearly Cost Savings	(\$172,834)
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As well as examining the impact in total costs to SSRSB, the following three items, and thus individual criterion, were examined in further detail.

Criterion 2.1: Ongoing annual reduction or increase in property services costs

Option	Key findings
Status quo	N/A
Close school (Transfer all students to CDS)	Savings of approximately \$101,000 would be possible by eliminating the property services costs associated with keeping the school open. These operating costs consist of the salaries (such as custodian), benefits, contracted services, supplies, materials, repairs, maintenance and utilities related to maintaining and operating the property. There would be no material reduction or increase in property services costs at CDS as a result of moving the students.

Criterion 2.2: Ongoing annual reduction or increase in principal's operating costs (supplies) and SAC fixed amounts

Option	Key findings
Status quo	N/A
Close school (Transfer all students to CDS)	This option would result in savings of approximately \$3,000 from the reduction in spending on supplies, as one Principal position (thus budget) would be eliminated, and the elimination of a fixed amount for the SAC, which would no longer be required.

Criterion 2.3: Implications of provincial funding formula application for each option (Hogg Formula Sq. Ft Funding)

Option	Key findings
Status quo	N/A
Close school (Transfer all students to CDS)	<p>This option would result in approximately \$19,000 in eliminated funding (revenue) for the SSRSB due to the closure of GRWSES.</p> <p>The provincial government provides an allotment of funds to each school based on incremental factors including building square footage, cost per student and the number of Principal and Vice Principal positions. In this option, the only effect on the funding formula would be the loss of square footage through the closure of GRWSES which would thus result in lower overall square footage and therefore lower funding from this mechanism to SSRSB.</p>

4.4 Capital Expenditures

It was determined that in the last 10 years, an estimated \$326,000 in capital expenditures have been made at GRWSES. (See appendix G for details.) Recent improvements were considered in determining what future building improvements need to be funded through capital expenditures. Capital expenditures are made from an allotment of the Department of Education's centralized capital budget, as well as from SSRSB's own budget which has a designated amount for capital purposes.

To examine capital expenditures for GRWSES and CDS, the Deloitte team worked with SSRSB staff, and considered information from the Principal and SAC members, while using the latest school condition study performed by the MacDonell Group in 2003.

Investment required for the school to continue to operate was defined as anything that, if not completed in the next 5 years, would lead to regulatory and code infractions, or would mean GRWSES would be unable to continue to offer the mandated programs and activities effectively. While some cosmetic changes are desirable, staff feel routine painting and repair can be funded from the property services budget for the school. Providing wheel chair access to the second floor of the school is required to meet the standards of access adopted by the Board. In the absence of a detailed engineering assessment, we used based on previously obtained engineering estimates for other schools. Costs are estimated to range from \$50,000 for a chair-lift to \$200,000 for an external elevator. To determine the right solution, an engineering firm would be required to do a preliminary assessment.

Appendix G shows the longer term capital costs likely to be required for the school to remain open longer than 5 years. Substantial longer-term capital costs will be required for GRWSES; however, for the purpose of this assessment, longer-term requirements should not be considered a determining factor for closing the school, given that satisfying regulatory and code related items are the primary requirements to keeping the school operating in a safe and effective manner.

Criterion 3.1: Reduction or increase in short-term capital maintenance costs (This refers to spending required to keep an option alive until another is available)

Option	Key findings
Status quo	<p>An increase short-term capital costs is required to keep the school operating safely and effectively. An investment of approximately \$50,000-\$200,000 will have to be made to bring accessibility up to code. The approximate range is wide to reflect the array of choices available for individual items.</p> <p>These costs include \$50,000 for chair life access to the 2nd level or up to \$200,000 for an external elevator.</p>
Close school (Transfer all students to CDS)	<p>The cost to upgrade accessibility at GRWSES (\$50,000-\$200,000) would not have to be incurred in this case as CDS is an accessible school. However, CDS will have to install an automatic door opener for the front entrance at a cost of approximately \$3,000 to be fully accessible.</p>

Criterion 3.2: Reduction or increase in long-term capital renovation or construction costs

Option	Key findings
Status quo	A substantial investment in the property will be needed to keep GRWSES open long term. Estimates were obtained for major structures or systems likely to reach end of their life (roof), or need upgrade (electrical system), in the longer term. (A list of possible requirements appears in Appendix G.) The SSRSB's preliminary estimate of long-term costs at GRWSES is approximately \$1.5M.
Close school (Transfer all students to CDS)	Closing GRWSES would avoid the substantial long-term costs required to continue to meet regulation and code.

4.5 Staff allocation efficiencies

Efficiencies in both teaching staff and administrative staff allocations usually result when two schools are consolidated because application of the SSRSB teacher staffing formula to the larger combined enrolment requires fewer teacher positions than the schools require separately, and administrative and administrative assistant allocations are likewise reduced. The key findings identified below were derived from an assessment that produced the data on the staffing allocation forecast which can be found in Appendix E.

A note of explanation: The staff allocation data in Appendix E was used to determine the cost increases or reductions reported in section 4.3 (Operational Expenditures). In that section, the teaching staff cost estimates do not include the cost of the principal's position; it is reported separately. In this section on staff allocation efficiencies, the cost of the principal or administrative allocation is included in the total staffing allocation for each school because, in the smaller elementary schools, the principal's position includes some teaching duties. In this section, the various impacts on the administrative allocation are also reported separately for greater clarity.

Criterion 4.1: Reduction or increase in teacher allocation

Option	Key findings
Status quo	<p>An application of the staffing formula to the projected enrolment for 2013-14⁷ indicates that GRWSES would require 8.02 FTE teaching positions.</p> <p>Using the same year's enrolment projection, CDS would require 12.77 FTE teaching positions.</p> <p>Thus, the total teacher allocation for both schools, for the status quo, would be 20.79.</p> <p>(The staff allocation data in Appendix D was used to determine the cost increases or reductions reported in the section Operational Expenditures.)</p>
Close school (Transfer all students to CDS)	<p>An application of the staffing formula to the combined, projected enrolment indicates that CDS would require 18.33 FTE teaching positions.</p> <p>Thus, the total number of teaching positions would be reduced by 2.46 (20.79 – 18.33).</p>

⁷ 2013-14 was used throughout this report as September 2013 is the target close date if the decision is made to do so.

Criterion 4.2: Reduction or increase in administration allocation

Option	Key findings
Status quo	<p>Under the staffing formula, the administration allocation for GRWSES is a 0.90 FTE position. This means that the principal is expected to carry some type of teaching duty.</p> <p>The allocation for CDS is 1.00 FTE, a full-time administrative position.</p>
Close school (Transfer all students to CDS)	<p>The administration allocation for the larger enrolment would be 1.25 FTE's. This normally equates to a full time principal and a vice-principal with teaching responsibilities.</p> <p>The total administrative reduction would be 0.65 FTE's numerically, but the effect would be that a principal position with the accompanying administrative allowance would be eliminated and a vice-principal position with a smaller administrative allowance would be added. The vice-principal would be teaching 75% of the time.</p>

Criterion 4.3: Reduction or increase in support staff allocation

Option	Key findings
Status quo	<p>GRWSES has one administrative assistant and a part-time (0.88) custodian position.</p> <p>CDS has one administrative assistant and 2.38 custodian positions.</p>
Close school (Transfer all students to CDS)	<p>The administrative assistant position and the custodian position at GRWSES would be eliminated.</p> <p>CDS would have one full-time administrative assistant and one part-time (75%). The custodian allocation would not change.</p>

4.6 Impact on educational staff

Generally, experience has shown that schools with low enrolments must deal with staffing issues which are not characteristic of schools with larger enrolments. These issues or risks of the issues becoming problematic are more noticeable for teaching staffs in small schools. The issues or risks are related to the ability of a school to attract qualified teachers and then have them stay on staff for an extended number of years, the ability to match teacher qualifications to teacher assignments, and the ability to give teachers a reasonable workload both in what they are teaching and in what they are volunteering to do in extra-curricular and professional staff activities. For example, there is less flexibility to match teacher workloads with qualifications for a staff of 10 teachers compared to a staff of 20 and it is more difficult for a staff of 10 to cover the extra-curricular responsibilities than it is for a staff of 20.

To say generally that issues can arise or that there is greater risk of them arising is not to say that they are evident in the findings for any particular school. Experience has shown that these risks are minimized because the teachers on a small staff "rise to the challenge" or "go the extra mile" to cover the demands. This can put stress on younger teachers: It takes a few years for relatively inexperienced teachers to gain the expertise to cover teaching duties and volunteer activities for which they are not particularly prepared.

Another type of inflexibility is generally inherent in staffing a small school compared to a larger school and it is related to the assignment to students to their classes. If an elementary school has only one teacher who teaches each grade level, then there is no flexibility in being able to assign students to a different teacher. Situations do arise with individual students and/or families when it is preferable that the student be assigned to another teacher. (This factor is references below under criterion 4.)

Criterion 5.1: Ability to attract suitably qualified teachers

Option	Key findings
Status quo	The ability to attract suitably qualified teachers is not a problem for either school because the teacher supply far surpasses the number of teaching positions in all school systems in Nova Scotia presently.
Close school (Transfer all students to CDS)	No problem here for the same reason as above.

Criterion 5.2: Teacher turnover

Teacher turnover can be measured by the number of teachers who transfer to another school, are on pregnancy or other leave, and by the number of retirees. These in turn account for the number of probationary or 100% term contract positions on staff in any particular year.

Option	Key findings
Status quo	<p>Teacher turnover has been a matter of concern because term contract positions have been filled by different individuals and some probationary contract teachers had to be declared surplus, thus being forced to transfer.</p> <p>During the past 5 years, 3 teachers transferred from GRWSES and, for a various reasons, in 3 of the 5 years, there were 2 probationary contract positions in each year.</p> <p>Also, for GRWSES, there have been 7 different principals in the past 7 years, for various reasons.</p> <p>During the past 5 years, 3 teachers transferred from CDS. For various reasons, in 4 of the 5 years, there was 1 probationary contract position each year and, in 2 of those years, there was one 100% term contract position.</p> <p>For each of these schools, the number of new teachers is significant relative to the total number of teachers on staff.</p>
Close school (Transfer all students to CDS)	Typically, smaller schools have a higher percentage of new or inexperienced teachers than larger schools, relative to the total number on staff, but this is not the case in the schools being considered here. There is no reason to believe that teacher turnover will be a problem, given that it is not a problem now at CDS and the school's enrolment will be made larger under this option.

Criterion 5.3: Ability to match teacher qualifications and preferences to teaching assignment

Option	Key findings
Status quo	Although no particular concerns were identified for either school, the fact that the music position is an itinerant position which services both schools is not preferred and the physical education teacher's assignment at GRWSES is only 41% physical education. This teacher also team teaches with the Grade Primary and Grade 5 teachers and provides literacy support.
Close school (Transfer all students to CDS)	The itinerant music position would be unnecessary and the physical education position would be fully devoted to physical education. Also, there would be greater flexibility to match qualifications with teaching assignment.

Criterion 5.4: Ability to keep teaching assignments to a reasonable load

Option	Key findings
Status quo	<p>No particular concerns identified other than those noted above.</p> <p>Regarding the number of classroom teachers at each grade level, at GRWSES and CDS, there can be two teachers for each grade only if there are classes of combined grades or multi-age groups. For example, if there is a Grade P class, a Grade P-1 class and a Grade 1-2 class, then the students of Grades P and 1 can be placed with one of two teachers.</p>
Close school (Transfer all students to CDS)	<p>With a larger staff, the risk is reduced and the flexibility is increased in being able to keep teaching assignments to a reasonable load.</p> <p>Regarding the number of teachers per grade, at least two classes for each grade will be required for each grade level so there will be greater flexibility in assigning students to classes.</p>

Criterion 5.5: Ability to spread the load of co-curricular and volunteer extra-curricular activities reasonably among teachers

Option	Key findings
Status quo	The teachers in each school are highly committed to providing the co-curricular and extra-curricular activities, thus, all input was very positive about the breadth and strength of these activities. But it is a fact of life in a small school that the teachers are under greater pressure to volunteer for a variety of activities during each school year than they would be as members of a larger staff.
Close school (Transfer all students to CDS)	Because the teaching staff would be significantly larger, the volunteer workload in could be spread among the teachers more reasonably.

Criterion 5.6: Ability to spread professional/in-service activities

Option	Key findings
Status quo	<p>During each school year, teachers are required be away from their duties and school to attend various professional development/in-service activities or to represent the staff a various meetings, at the call of the SSRSB regional office or by the Department of Education. The teachers on a small staff are under greater pressure to cover these expectations because they are few in number. For example, if the regional office and Department of Education require someone from each school to attend 10 activities or meetings during the year; these are more easily covered by a staff of 25 teachers than a staff of 8. The average cover per teacher per year is much greater in the small school. According to the substitute teacher data of the past 3 (See Appendix H), the average substitute coverage per year for professional/in-service activities, which required teachers to be away from their school, is 8.94 days per teacher for the whole school system.</p> <p>Using the same data, the average number of days per teacher per year for professional/in-service activities is 11.35 for the teachers of GRWSES. The corresponding average is 9.42 for the teachers of CDS. In comparison, the average per teacher is 6.02 for the teachers of Bridgewater Elementary School which has an enrolment of 485.</p> <p>This data demonstrates that the professional/in-service activities which require teachers to be away from their school places a greater demand on the staff of a small school compared to a larger school.</p>
Close school (Transfer all students to CDS)	The ability to spread the professional/in-service activities would be enhanced or improved because of the significantly larger teaching staff.

4.7 Student transportation

The Transportation Department of the SSRSB has investigated the bussing implications for the option under review. Focus was placed on the impact of the option on student travel time as well as overall costs to the SSRSB. It was agreed by staff that a full and detailed route review of the transportation plan would be required to determine the exact impact on student travel times and costs. However, adequate estimates were made based on transportation data as of June, 2012, current school population numbers and forecasted route changes as a result of the option under consideration. The primary factors for making estimations included current route length, student loads, bus turn around areas, current pick-up and drop-off times and bus capacity. Student travel time was paramount in the estimations as the Transportation Department strives to ensure student travel time is kept to hour in length as per SSRSB Policy 215. (See back end of Appendix B for detailed Student Transportation policy items)

The below information is based on transportation data as of June 2012, current school population numbers and likely route changes as a result of the option under consideration.

Criterion 6.1: Increase or decrease in time/distance on bus for students

Option	Key findings
Status quo	N/A
Close school (Transfer all students to CDS)	<p>This option would add 120 total square kms to CDS's current catchment area and impact student transportation by 15 minutes. Some students will see an increase in onboard travel time. This is expected to be a maximum of 15 minutes for any individual student and thus all routes will be less than one hour in total transport time and thus in line with SSRSB Policy 215.</p> <p>Currently students from this area are transported to CAMS when they reach grade 6, which is on the same campus as CDS, and similar journeys are being made within the SSRSB transportation routing system at present.</p>

Criterion 6.2: Increase or decrease in time/distance for families to attend school activities

Option	Key findings
Status quo	N/A
Close school (Transfer all students to CDS)	<p>There will be an increase for some families to attend school activities at CDS. Given the maximum additional transit time for students under this option is 15 minutes by bus, it is expected that families with cars will experience smaller increases, due to the fact that the school bus must make stops, which is an increase in travel time that will not affect direct travel via car. Families without the use of a car may have difficulty attending school events under this scenario.</p>

Criterion 6.3: Impact on bell times: is a bell time change positive or negative in impact

Option	Key findings
Status quo	N/A
Close school (Transfer all students to CDS)	<p>There are currently 4 buses servicing CDS in the morning and 5 in the afternoon. Due to the limited bus parking area at CDS, the addition of 3 buses in the afternoon would result in having a split dismissal to allow for 5 buses to load and go and then the additional 3 buses would arrive at the school. The 3 additional buses would likely have to use CAMS as a lay-by as the first 5 load and leave the school. This will require cooperation and coordination of the CDS administrative staff but this scenario occurs in other schools within the SSRSB.</p>

Criterion 6.4: Reduction or increase in student transportation costs

Option	Key findings
Status quo	N/A
Close school (Transfer all students to CDS)	Given the increase in estimated travel time of 15 minutes per day, driver paid time will increase by approximately \$1,500 per year.

4.8 Extra-curricular activities

Extra-curricular programs in elementary schools normally provide a wide range of activities during each school year, including music, drama, art, science or gardening clubs, team sports, fitness clubs, and various other activities offered by staff or community members. A strong extra-curricular program requires a high level of commitment and involvement from the staff and families of the school in terms of both offering/supervising each activity and in raising the financial, material and human resources to support the activities. A strong program brings a school and its community together and builds a sense of school and community spirit which would not exist otherwise.

Both schools, and their respective communities, being considered in this assessment have a tradition of providing successful and extensive extra-curricular programs. If GRWSES closes, the community will lose not only the programs, but also, the sense of community established to support the local elementary school. But the experience of other school communities in school consolidation demonstrates quite consistently that there would be a period of transition during which loyalties and commitments of families and community members would shift to support the extra-curricular program of CDS. Families and communities support their children in whatever school they attend. Yes, the closure of GRWSES would have a negative effect on the local community but, in time, the collective impact on CDS in terms of expertise and commitment of human and financial resources to support the extra-curricular program would be positive. Inherently, schools with larger enrolments, thus a larger community support base, have greater potential to provide or support a wider variety of extra-curricular activities.

Criterion 7.1: Availability of a suitable number and range of extra-curricular activities

Option	Key findings
Status quo	There is no problem or concern whatsoever about the availability of a suitable number and range of extra-curricular activities in GRSWES or CDS. The input from the principal and SAC representatives of each school was very positive. Recreational programs run through the school serve the needs of children whose families otherwise may have to pay for sports and other activities. We were told these activities include: soccer, basketball, healthy girls league, ukulele group and choir.
Close school (Transfer all students to CDS)	Having a larger number of staff members and families, with a broader school community, should enhance or extend what is already offered at CDS. SAC members told us that they were concerned about the loss of programs that the school offered for free, that may need to be paid for once the students attend CDS. Soccer and basketball were specifically mentioned.

Criterion 7.2: Accessibility to activities for a reasonable majority of students and families

Option	Key findings
Status quo	Accessibility to activities is related directly to the distances that students and families must travel to the school. Relative to some geographical or school catchment areas in the SSRSB and other areas of Nova Scotia, the catchment areas of GRWSES and CDS are not excessively large and the families in each are most likely accustomed to the distances they must travel.
Close school (Transfer all students to CDS)	Because the expanded school catchment area would be much larger, the impact on some families of GRWSES, and perhaps the majority, would be one of disadvantage or inconvenience, compared to the status quo; they would have to travel a greater distance to access the extra-curricular activities at CDS. Some GRWSES families could have less distance to travel because their home is closer to CDS than to GRWSES.

4.9 Community relationship and school usage

The school review process must consider the impact options under consideration will have on the community surrounding GRWSES. In order to gain a better understanding of how options under consideration may affect the school's community, Deloitte met with the Municipality (Chester/Mahone Bay Municipal Planner Geoff MacDonald) as well as the SAC. These meetings were aimed at gathering data and information that would provide a sense of community impact of the school.

In our consultations, Deloitte learned that the population in the catchment area for the school is not expected to grow appreciably, and enrolment is unlikely to deviate from the projections of SSRSB staff.

Several local developments were brought to our attention:

- a golf course subdivision proposed along Mill Cove Road, however no buildings have started and the target is likely to be retirees with no school-aged children;
- the prospective twinning project of the highway to Hubbards, which could entice more people to move out of the urban areas;
- a planned Lunenburg County Lifestyle Centre;
- two sewage treatment plants that need upgrading and one potential new plant to support Oak Island Inn.

There is no information at this time to suggest that the above development would materially affect enrolment in the school appreciably.

While the future prospects for community growth are very important to the school review process, so is the current level of affiliation that the school has with the community. Mr. MacDonald and his team agreed that the spiritual health of the school is positive and most children benefit from being in walking distance to the school. The school is also close to a municipal walking trail that it can use for student activities. The school itself houses a strong after school program for its students. This includes a municipal after school program operating 1 day per week for between 40 and 50 children.

We heard from the SAC that the school is able to support families with unique circumstances, and that this might be lost in a bigger school, and that CDS would have to ensure that some programs, such as breakfast and lunch programs can accommodate the children from Gold River.

The potential receiving school, CDS, provides some after school programs, such as curling, a running club and cross country (although these use soccer fields and other school tracks across SSRSB) and after school sessions such as skating, arts and crafts, outdoor activities and claymation, which run for four

week blocks after school. CDS has not had soccer, basketball or other after school programs for the past four years. The Chester Recreation Department has offered various programs at the school such as Steve Nash Basketball clinics, as well as several evening sessions of gymnastics and Family Gym Nights. Overall, the community uses the gym at CDS more often as a request for a night here or there rather than weekly (with the exception of Family Gym Nights on Wednesday nights). The school also hosts events such as a partnered Family Valentine's Dance night in February.

Criterion 8.1: Level of usage of school for community activities

Option	Key findings
Status quo	GRWSES has a strong after school program. Outside of the after school programs the current level of usage for community activities at GRWSES is low.
Close school (Transfer all students to CDS)	Children who transfer may see a difference in the recreational programming available through the school, and although we did not examine programming in detail, there appears to be less sport offered by the school on a recreational basis. There is reason to believe that some student's may suffer if the school is closed. The transfer of students to CDS may have a negative impact on some children, and their families, by limiting their ability to participate in events that take place outside of school hours due to excess travel time. Families may have to travel longer distances to get home after practices or activities that occur after school, in the evenings and on Saturdays.

Criterion 8.2: Availability of alternate sites for community activities already at the school

Option	Key findings
Status quo	Few community meetings and activities appear to be held at GRWSES at present; although we did hear from the SAC that community use was more prevalent in the past. Now the need to have formal staff supervision of school facilities when used by outside organizations is a barrier to groups wishing to use the school.
Close school (Transfer all students to CDS)	Little impact will be felt as the school is only occasionally used for recreational activities by the community.

Criterion 8.3: Availability of school facilities for community use

Option	Key findings
Status quo	The school is available, but the community usage is low. SAC members we met with told us they have plans to expand community use of the school.
Close school (Transfer all students to CDS)	There would be not much of an effect on the community if the school were to close.

Criterion 8.4: Gain or loss in shared services or resources between school and community

Option	Key findings
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Status quo	There is a gain, or rather a continuity, in shared services because of the municipal after school program using the facility once a week.
Close school (Transfer all students to CDS)	The only known loss would be to the after school program provided by the municipality that could affect 40-50 children once a week.

Criterion 8.5: Gain or loss in benefits to students and school provided by the community

Option	Key findings
Status quo	There is a gain, or rather a continuity of the use of the municipal walking trail in close proximity to the school.
Close school (Transfer all students to CDS)	As both schools are in the Municipality of the District of Chester, programs available to students should be similar. The only known loss would be to the after school program provided by the municipality that could affect 40-50 children once a week. The students would also no longer have the use of the walking trail for school activities.

Criterion 8.6: Community use of excess space – can space be used in a cost neutral or revenue generating manner?

Option	Key findings
Status quo	We did not hear of any such plans from our meetings with the SAC and Principal.
Close school (Transfer all students to CDS)	No impact due to the absence of any current plan to use the school in this way.

4.10 Impact on receiving school

Much of what can be said about the educational impact on the receiving school, CDS, has been said in the various sections above. The impact is primarily a result of its enrolment being increased by about 100 students with no change to the grade configuration. The allocations for teacher positions, administration and support staff will increase and the operating budget for the principal will increase.

The enrolment history for CDS shows that it housed 218 students in 2006-07 and, in fact, it housed 317 10 years earlier, in 1996-97. The projected enrolment for this fall is 198 and it is the same for 2013-14. The combined enrolment of the two schools would be 298 for 2013-14.

Other than the key findings provided below and as explained in previous sections, the educational impact is most evident in how having a larger number of teachers increases the flexibility in assigning teacher workloads and assigning students to classroom teachers. Furthermore, the volunteer or extra-curricular activities can be spread more evenly among the teachers and other staff members and the greater flexibility reduces the risk of problems arising in meeting the special needs of individual students.

Table 7: Impact on CDS to receive GRWSES students

Criteria	Key findings
Criterion 9.1: Sufficient number of classrooms	The programs and student services of CDS are being delivered in 9 classrooms, 1 resource/learning centre, 1 music room and 1 gymnasium.

<p>and ancillary teaching areas</p>	<p>There are 4 other classrooms: 1 is unused and the others are used less than half time for French, math instruction and guidance. The school has a library and a cafeteria which seats 100 students.</p> <p>Based on the total enrolment of 298 projected for 2013-14 and according to the Principal of CDS, 12 classrooms would be required or 2 classrooms per grade. Because of a particularly large class progressing through the school, a third classroom might be required in Grade 5 in 2013-14. Given that presently there are 4 classrooms unused or used less than half time, there are sufficient classrooms and other teaching areas to accommodate the students from GRWSES. The French program and the additional math instruction can be offered in the regular classrooms during the periods in each cycle when the class is attending physical education or music.</p>
<p>Criterion 9.2: Ability to schedule programs in gymnasium, sciences labs and other specialist areas</p>	<p>With an enrolment of 198, the CDS facility is underutilized compared to when it housed over 300. There should be no problem in scheduling the programs in the gymnasium and specialist areas.</p>
<p>Criterion 9.3: Additions or alterations</p>	<p>No additions or alterations to the facility are required.</p>

5 Concluding remarks

The criteria, and options, assessed in this report are complex and often inter-connected. There are trade-offs, benefits and challenges to each option presented and the purpose of this report was to examine each criteria and option in depth so as to provide the information necessary for the incoming Board to debate, consider and conclude on the best way forward. In addition to this report, input from the Study Committee is expected to provide yet another vital part of the decision making process for the incoming Board.

6 Appendices

6.1 Appendix A: Ministerial Education Act Regulations⁸

The Act provides a roadmap for the school review process, outlining the steps the school board must follow in from identification to a decision by the board. Below you will find the sections relevant to this report to provide a detailed look into the fundamental principles and criteria we used to create our assessment of the school.

Section 16 – Identifying public school for review

1. For the purpose of identifying a public school under its jurisdiction for review, a school board must prepare an Identification Report containing data, statistics and any additional information supporting the reasons for identification, including all of the following:
 - a. enrollment patterns within the school region for the current fiscal period and past 5-year fiscal periods;
 - b. enrollment projections within the school region for the next 5-year fiscal period;
 - c. general population patterns and projections within the school region for the past, current and next 5-year fiscal periods;
 - d. factors relating to the physical condition of the public school, including all of the following:
 - i. its ability as a facility to deliver the public school program,
 - ii. facility utilization, including excess space,
 - iii. condition of the building structure and systems,
 - iv. costs associated with its maintenance and operation.
2. An Identification Report may contain data, statistics or other information about any of the following:
 - a. current municipal or Provincial plans for infrastructure development within the school region;
 - b. the geographic isolation of the public school, if any, within the school region;
 - c. factors relating to student transportation to and from the public school;
 - d. proposed development, including residential or economic development, within the school region.
3. An Identification Report must cite all sources of data and statistics and document the methodologies used in the creation of the report.

[Subsection 16(3) added: N.S. Reg. 164/2010]

4. No later than April 1 or, for the school review period commencing April 1, 2008, no later than April 30, a school board that has prepared an Identification Report must make the report available to the public.

[Subsection 16(3) renumbered 16(4): N.S. Reg. 164/2010.]

[Section 16 replaced: N.S. Reg. 240/2008.]

⁸ Source: <http://www.gov.ns.ca/just/regulations/regs/admin.htm>

Section 17 – Impact Assessment Report

1. On identifying a public school for review in accordance with Section 16, a school board must prepare an Impact Assessment Report in respect of the public school and table the Impact Assessment Report at a public meeting of its members no later than September 30 [2012].
2. An Impact Assessment Report must
 - a. be made in the form approved by the Minister;
 - b. contain the Identification Report prepared under Section 16; and
 - c. outline a comprehensive review of the potential impact of a school board decision to permanently close the public school that is subject to review, including data, statistics, and any additional information about all of the following:
 - i. the capability of the public school to deliver the public school program,
 - ii. any educational benefits to students of the public school that would arise from their attendance at another public school, including access to services and programs such as special services, particular courses and extra-curricular programs,
 - iii. the time and distance involved in transporting students of the public school to another public school,
 - iv. the ability of students of the public school to continue to access and participate in extra-curricular activities,
 - v. the impact on any public school that might receive the students of the public school,
 - vi. capital construction planning for the school region,
 - vii. any property services efficiencies that would be gained,
 - viii. the operational and capital requirements arising from maintaining the status quo,
 - ix. any efficiencies in educational staffing that would be gained,
 - x. the extent of community usage of the school over the last year,
 - xi. any alternatives available to the community with respect to facilities available for community or regional use,
 - xii. any other impact on the community.

[Subclause 17(2)(c)(xiii) repealed: N.S. Reg. 164/2010.]

3. An Impact Assessment Report must cite all sources of data and statistics and document the methodologies used in the creation of the report.

6.1.1 Section 18 - Study Committee

1. A school board that has tabled an Impact Assessment Report in accordance with subsection 17(1) shall establish a Study Committee no later than October 7 for each public school to be reviewed.
2. A Study Committee shall consist of the school advisory council for the public school under review with the exception of the student representatives of the school advisory council.
3. In the absence of a school advisory council, or if the existing school advisory council does not meet the membership requirements prescribed by Section 21 of the Act except for the student representatives, a Study Committee shall consist of:
 - a. 1 parent of a child attending the public school;
 - b. 1 teacher who is employed at the public school;
 - c. 1 person who is employed as support staff at the public school;
 - d. the principal of the public school; and
 - e. at least 1 and no more than 10 representatives of the community in which the public school is situated.
4. A Study Committee may appoint no more than 2 students of the public school under review, who may be current members of the school advisory council for the public school, to the Study Committee.

5. Other members of the community in which the public school under review is situated, including school board members, may participate in the Study Committee as observers.
6. A school board shall call the first meeting of a Study Committee no later than October 21.
7. A school board shall appoint a person who is not a member of the Study Committee to preside at the first meeting of the Study Committee.
8. At the first meeting of the Study Committee, the members of the Study Committee shall elect a chair from among the members.
9. If a majority of the members of the Study Committee do not agree on the choice of a chair,
 - . the Minister shall appoint a chair from among the members; and
 - a. until a chair is appointed by the Minister, the person appointed by the school board under subsection(7) shall continue to preside over the meetings of the Study Committee.
10. If a vacancy occurs in the office of the chair, subsections (8) and (9) apply with the necessary changes in detail in respect of the first meeting after the vacancy occurs.
11. A chair shall have the same voting rights as other members of the Study Committee only if the chair is elected pursuant to subsection(8).
12. A Study Committee shall prepare a written response to the Impact Assessment Report and submit the response to the school board no later than February 1 of the year following the year in which the school review process was initiated.
13. Before preparing its written response to the Impact Assessment Report, a Study Committee shall conduct at least 1 public meeting.
14. The response of the Study Committee shall include a recommendation about a decision of the school board to permanently close the public school that is subject to review.

Section 20 – Decision by school board

1. After a public hearing under Section 19, and no later than March 31, the members of a school board shall make a decision with respect to the outcome of the school review process at a public meeting.

[Subsection 20(1) amended: N.S. Reg. 164/2010.]

2. No later than 15 days after the day the members of a school board make their decision, the school board shall give public notice of the decision by posting it on the school board website.

[Subsection 20(2) replaced: N.S. Reg. 164/2010.]

3. A decision of a school board made in accordance with these regulations is final and shall not be altered by the Minister.
4. If a school board decides to permanently close a public school, the school board must permanently close the public school no later than 5 years after the date the decision is made.

[Subsection 20(4) replaced: N.S. Reg. 199/2009.]

5. For greater certainty, a school board may decide to discontinue the school review process in respect of a public school at any time after identifying the public school for review under Section 16.

[Subsection 20(5) added: N.S. Reg. 164/2010.]

[Section 20 replaced: N.S. Reg. 240/2008.]

6.2 Appendix B: SSRSB Policy 215 – Student Transport⁹

The Education Act requires school boards to provide transportation to students:

- who live more than 3.6 kilometers from the school to which they are being transported;
- who require transportation, irrespective of distance because of special needs, or
- if the School Board determines that transportation is necessary.

The Motor Carrier Act section 14.2 requires that the driver of a school bus shall not stop the bus for the purpose of taking on, or discharging, passengers at:

- more than three places in 1.6 kilometers (1 mile), or
- a place that has not been designated as a loading station.

Student Transportation:

1. Student Travel, pick-up and afternoon arrival times

Where possible:

- (a) Students will be delivered to the school no more than twenty minutes before the first bell and will board the bus for transport home no more than twenty minutes after the last bell.
- (b) Students will not be picked up at the bus stop prior to 7:00 a.m. and will not be discharged from the bus later than 5:00 p.m.
- (c) Student travel time on a bus will be limited to no more than 1 hour in the morning and 1 hour in the afternoon.

⁹ Source : http://www.ssrbs.ca/index.php?option=com_docman&task=cat_view&gid=32&Itemid=63

6.3 Appendix C: Assessment Criteria Table

Criteria	Elements Considered
1. Program Delivery	1.1 Availability of minimum public school program requirements
	1.2 Availability of a range of programming options
	1.3 Availability of optional programs
	1.4 Availability of specialist services
	1.5 Suitability of teaching areas for program delivery
	1.6 Ability to satisfy course load preferences of high school students (where applicable)
2. Operational Expenditures	2.1 What are the operating cost differences between options?
	2.2 What are the property services cost differences between options?
	2.3 What are the differences in the principal's operating costs between options?
	2.4 What are the implications of the provincial funding formula for each option?
3. Capital Expenditures	3.1 Differences in short term capital maintenance costs (Spending required to keep an option alive until another option is available.)
	3.2 Differences in capital renovation or construction costs between options
4. Staffing allocation efficiencies	4.1 Reduction or increase in teacher allocation
	4.2 Reduction or increase in administration allocation
	4.3 Reduction or increase in support staff allocation
5. Impact on educational staff	5.1 Ability to attract suitably qualified teachers
	5.2 Teacher turnover
	5.3 Ability to match teacher qualifications and preferences to teaching assignment.
	5.4 Ability to keep teaching assignments to a reasonable load
	5.5 Ability to spread the load of co-curricular and volunteer extra-curricular activities reasonably among teachers
	5.6 Ability to spread professional/in-service activities
6. Student Transportation	6.1 Increase or decrease in time/distance on bus for students
	6.2 Increase or decrease in time/distance for families to attend school activities
	6.3 Impact of any changes in bell times (positive or negative changes to school schedule)
	6.4 Reduction or increase in student transportation costs
7. Extra-curricular activities	7.1 Availability of a suitable number and range of extra-curricular activities

	7.2 Accessibility to activities for a reasonable majority of students and families
8. Community Relationship	8.1 Level of usage of school for community activities
	8.2 Availability of alternate sites for community activities already at the school
	8.3 Availability of school facilities for community use
	8.4 Gain or loss in shared services or resources between school and community
	8.5 Gain or loss in benefits to students and school provided by the community
	8.6 Community use of excess space – can space be used in a cost neutral or revenue generating manner?
9. Impact on receiving school	9.1 Sufficient number of classrooms and ancillary teaching areas
	9.2 Ability to schedule programs in gymnasium, sciences labs and other specialist areas
	9.3 Additions or alterations required to receiving school to accommodate incoming students

6.4 Appendix D: Enrolment Projections

Enrolment information was provided by SSRSB's Human Resources Department and are the figures used for staffing and budget planning. This data has been reviewed following meetings with municipal representatives to ensure that projections are inclusive of any population trend implications in the catchment area.

Table 8: Historic enrolment figures and future projections for GRWSES

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
P	18	18	17	8	24	15	18	19	19	18	18
1	18	17	18	21	9	25	16	19	21	20	19
2	15	20	18	18	19	9	25	16	19	21	20
3	23	15	17	19	19	15	8	24	15	18	19
4	21	24	14	19	17	21	15	8	24	15	18
5	19	19	24	14	16	15	20	14	7	22	14
Total	114	113	108	99	104	100	102	100	105	114	108
% Change	1.79%	-0.88%	-4.42%	-8.33%	5.05%	-3.85%	2.00%	-1.96%	5.00%	8.57%	-5.26%

Table 9: Historic enrolment figures and future projections for CDS

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
P	38	27	45	27	25	28	27	27	27	27	27
1	39	39	28	51	27	25	30	29	29	28	28
2	43	38	38	30	50	30	25	31	30	30	29
3	35	40	38	39	28	50	29	25	31	29	30
4	28	36	41	41	38	32	52	31	27	33	31
5	35	30	40	43	44	41	35	55	34	30	36
Total	218	210	230	231	212	206	198	198	178	177	181
% Change	-2.68%	-3.67%	9.52%	0.43%	-8.23%	-2.83%	-3.88%	0.00%	-10.10%	-0.56%	2.26%

6.5 Appendix E: Staffing Allocation Forecast

The following table presents the number of full-time-equivalent teaching positions (FTE's) assigned by the application of the SSRSB staffing formula, using the projected enrolment for 2013-14, for GRWSES and CDS and for the combination of the two schools at CDS.

Table 10: Projected staffing for 2013-14

	GRWSES Status Quo	CDS	GRWSES & CDS
Enrolment	100	198	298
Classroom teachers	4.75	7.32	11.21
Phys. Ed.	0.42	0.70	1.03
Music	0.21	0.35	0.53
French	0.11	0.44	0.44
PST/Resource	0.59	1.18	1.77
Guidance	0.20	0.45	0.60
Behavioral Support	0.13	0.26	0.40
Succeeding in Reading	0.25	0.38	0.63
Admin.	0.90	1.0	1.25
Literacy Intervention	0.11	0.11	0.11
Formula adjustments*	0.35	0.58	0.86
Total Staffing	8.02	12.77	18.33

*This amount includes prep time, the Phys. Ed. grant, "flex time", and a "scheduling" factor.

The physical education grant provides a few FTE positions to be distributed across the school system. Flex time gives each school some flexibility in staffing to address particular staffing needs and the scheduling factor solves particular numerical scheduling problems in each school.

6.6 Appendix F: Operational Expenditure Data

The table below contains the actual audited expenditures of GRWSES over the past 5 years. This table was constructed by SSRSB staff in order to provide us with historical data as a benchmark for future forecasts.

Table 11: Actual operating expenditures for GRWSES over the past 5 years

Operating Costs	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
Regular Wages CUPE	24,235	23,405	27,984	29,947	29,974
Substitutes/Casuals CUPE	75	528	516	571	2,161
Overtime CUPE	1,913	3,258	4,028	1,395	147
CPP	1,065	1,277	1,230	1,345	1,434
EI	581	484	621	703	771
WCB	674	748	792	1,040	1,183
Group Insurance	1,933	2,123	2,331	2,819	2,992
Pension	0	1,762	2,060	1,973	1,966
Security Systems	163	135	162	163	163
Fire Safety	287	415	185	256	3,408
Garbage Removal	3,208	3,965	3,631	3,664	3,668
Pest Control	104	312	156	0	0
Equipment	0	1,234	0	277	0
Equipment Repair	0	428	0	72	0
Sprinkler Systems	6,487	3,764	1,228	12,393	1,437
Playground Maintenance	9,380	0	331	1,063	80
Building Maintenance	36,031	0	0	0	0
Other Contracted Services	0	0	0	0	1,596
Electrical	1,603	4,491	620	551	1,517
Environmental	439	455	560	339	578
Windows	95	0	0	455	0
Flooring	0	0	114	7,788	0
Paving	0	0	0	0	1,205
Painting	0	0	1,402	0	0
Carpentry	960	2,592	1,097	202	72
Roofing	0	0	276	0	0
Ventilation	1,365	0	0	39	2,129
Plumbing	687	1,835	887	1,396	3,970
Oil Heating	0	2,920	254	210	53
Electricity	7,059	7,207	7,295	6,653	7,406
Heating Fuel	12,432	11,646	10,954	13,900	15,019
Water	0	58	0	275	300
Sewer	5,000	5,000	7,000	7,000	7,000
Snow Removal	13,017	10,789	7,166	3,013	5,413
Custodial Supplies	2,589	1,618	2,548	3,286	3,344
Supplies & Materials	530	164	159	23	9
Recovery from other School Boards	-768	-1,031	-3,650	0	0
EXPENDITURES	\$131,146	\$91,582	\$81,937	\$102,811	\$98,994
Five Year Average					101,294

6.7 Appendix G: Capital Expenditure Data

Included in the table below is a list of capital expenditures over the past 5-10 years along with a list of building action items that are important for the continued operation of your school along with approximate costs for each item. These items were identified by SSRSB staff and during site visits by members of the project team. An engineer's review/report would be required to better approximate the costs for some items.

Table 12: Historic investment, immediate capital requirements and necessary longer-term requirements

	Action Item	Approximate Cost
Completed in last 5-10 years	<ol style="list-style-type: none"> 1. Siding (outside) 2. Fire alarm panel 3. Furnaces and circuits (10 years ago) 4. Oil tank 5. Washrooms refurbished 6. Tiles in hall 7. T8 retrofit (classrooms & gym) 8. LED exit and emergency lights 9. PA system 10. Time clock for school bells (electronic) 11. Drainage done in back of school by playground 	<ol style="list-style-type: none"> 1. \$100,000 2. \$10,000 3. \$25,000 4. \$10,000 5. \$30,000 6. \$8,500 7. \$15,000 8. \$3,500 9. \$10,000 10. \$75,000 11. \$3,000 <hr/> \$290,000
Required in next 5 years	Accessibility	\$50,000-\$200,000
Longer-term requirements	<ol style="list-style-type: none"> 1. Chimney rebuild 2. Upgrade water filters, water conditioners 3. Electrical upgrade, new service, and sub panels 4. Side panels in room next to gym (aluminum frames and inserts) 5. RO system for drinking water 6. Sprinkler tanks in pit area (in future will most likely need replacement) 7. Dig up around footing and install new drain till (when it is a wet season water seeps up through cracks in boiler room floor) 8. Would need AHU, only has exhaust fans washrooms 9. Will soon need security system upgrade 10. Main roof 11. New boiler with outside temp control 12. Asbestos issues need to be addressed 13. Air quality issues (staff getting sick; however OHS found nothing) 	<ol style="list-style-type: none"> 1. \$60,000 2. \$15,000 3. \$350,000 4. \$25,000 5. \$10,000 6. \$350,000 7. \$50,000 8. \$150,000 9. \$15,000 10. \$350,000 11. \$100,000 12. TBD¹⁰ 13. TBD <hr/> \$1,576,000

¹⁰ Professional assessment required

A consultation with SSRSB IT staff provided the useful information included below regarding recommended upgrades and/or modifications to the school’s current technological infrastructure:

Table 13: Recommended technology upgrades

	Action Item	Approximate Cost
Recommended changes to current system*	<ol style="list-style-type: none"> 1. Add network drops in ceiling for all classrooms 2. Add power in classroom ceilings for projectors 3. Replace all unmanaged switches for managed switches. Add one POE switch 	<ol style="list-style-type: none"> 1. \$200/room 2. \$250/room 3. \$1,500 <hr/> \$5,100 (calculation based on 8 classrooms requiring upgrades)

*Please note that these are recommendations, not requirements.

6.8 Appendix H: Professional Development and Representation at Regional Committees and Meetings

Table 14: Three-year average/teacher of substitute days for PD, and representation at regional committees and meetings

		Average Days
Total Average Days, System		8.94
Average, Schools Under 200		10.94
Average, School Over 200		6.90

School	Average Enrolment	Average Days
BES	485	6.02
CDS	216	9.42
DJCWA	364	8.35
GRWSES	101	11.35
HA	547	7.81
MVCS	53	20.01
NRCS	134	8.35
PES	98	8.96
PRES	86	9.80

6.9 Appendix I: Identification Report for Gold River-Western Shore Elementary School

Configuration	Location	Administration	
		Principal	Vice-Principal
P-5	6200 Hwy 3, Gold River, NS	B. Van Doninck	NA

Building Use

a. Year Built	1954
b. Building Area	11,000 SF
c. Additions	NA
d. Percentage of Bussed Students	100%
e. Design Classrooms	8
f. Average Number of Students per Classroom	12.5
g. Capacity (e x 25)	200
h. Current Enrolment	100
i. Projected Enrolment (5 Years)	108
j. Current Capacity Utilization (h/g x 100%)	50%
k. Projected Capacity Utilization (i/g x 100%)	54%

	Classrooms	Homeroom Classrooms	Cafeteria	Gymnasium	Lab	Library	Music	Staff Room	Multi-purpose	Early Literary Support/Guidance	Other/unused
Design	8		0	0	0	1	1		1		
Used		5				1	1	1	1	1	1

Community Use

Community use includes Brownies, Sparks and Beavers. Playgrounds and field are used evenings and weekends.

Capital Construction Plans

There are currently no approved capital construction projects for this school. If the school remains open capital investment will be required.

Property Services Building Condition Index

Accessibility	4/10
Cladding	10/10
Doors & Windows	9/10
Grounds	9/10
Electrical	7/10
Fire Alarm & P/A	7/10
Heating	8/10
Interior	7/10
Plumbing	7/10
Roofing	6/10
Ventilation	5/10
Total %	72%

Transportation

Currently 3 buses serve the school with an enrolment of 100. A move to Chester District Elementary School would require no additional buses and depending on enrolment projections, P-12 students may be transported together increasing the efficiency of our routes. Student travel time would be approximately 45-55 minutes. Where applicable, student age groups transported together and thus decreasing the number of bus routes would require bus stop combinations in order to adhere to the 3 stops per 1.6KM UaRB regulation. Any further information would require a route review to best determine the impact on the student transportation system.

Enrolments											
	Past Enrolments					2011	Projected Enrolments				
	2006	2007	2008	2009	2010		2012	2013	2014	2015	2016
#	114	113	108	99	104	100	102	100	105	114	108
% change	1.79	-0.88	-4.42	-8.33	5.05	-3.85	2.00	-1.96	5.00	8.57	-5.26

Trends					
Past Enrolments			Projected Enrolments		
	Board	School		Board	School
5-Year	-10.39%	-12.28%	5-Year	-9.45%	8.00%
10-Year	-22.84%	-22.48%			

School Staff	2011/12
NSTU-Teachers	8.32
Administrative Assistants	1.00
Program Support Assistants	3.55
Library Staff	0.10
Custodial Staff	0.88

Community Population Trends			
Municipality of the District of Lunenburg			
Age	2001	2006	2011
0-19	2,370	2,155	
20-44	3,455	2,930	
45-64	3,150	3,640	
65-74	1,015	1,145	
75 & over	805	875	
Median Age	42.8	46.5	
Total	10,795	10,745	10,599

*Community population data will be updated when available from Statistics Canada

Program: The ability as a facility to deliver the public school program

As a facility, Gold River-Western Shore Elementary School has been able to facilitate the delivery of the public school program. However, the gymnasium is not full-sized, there is no cafeteria available and there are access issues to the library that is located on the second floor.

In a small school the size of Gold River-Western Shore Elementary School, potential barriers to effective program delivery could include having to increase staff allocations, difficulty in matching teaching assignments to teacher qualifications and interests, difficulty in retaining suitably qualified teachers to provide specialist services to students and the number of very different professional responsibilities that must be carried by individual teachers.

Costs

Annual total operating costs per square foot – average previous two years

2009/2010	2010/2011	Average	Square Feet	\$ Per Sq. Ft.
\$86,231	\$252,998	\$169,614	11,000	\$15.42

Annual utility costs per square foot for 2010-2011

Electricity	Fuel	Water	Sewer	Total	Square Feet	\$ Per Sq. Ft.
\$6,653	\$13,900	\$275	\$7,000	\$27,828	11,000	\$2.53

Summary

1. This school does not have a gym, only a small multi-purpose room.
2. There are accessibility issues with this school including a library which is upstairs and not accessible. If the school remains open it will require capital upgrades.
3. There would be staff savings in Teachers, Administrative Assistants, Administration, Library staff and Custodial staff if the school were closed. There would also be operational cost savings.
4. If the school were to close options for Gold River-Western Shore Elementary School students include a move to Chester District Elementary School and/or Bayview Community School.

Methodology

1. Building use, property services building condition index, and community use information was gathered through school visits and interviews with school administrators by the Director of Operations.
2. Transportation comments are based on a preliminary analysis by board transportation staff.
3. Community population trends data was sourced from Statistics Canada.
4. Program comments were prepared by Programs staff based on the ability of the facility to deliver the public school program.
5. Facility operating costs and utility costs were collected from board financial records and utility cost sheets.
6. Enrolment Projection Methodology

Enrolment projections have been calculated for grades 1-12 by:

- a) Moving students ahead by a grade; and
- b) Adjusting the grade level enrolment in a school by the historical rate of change (average of the last five years) from one grade to another
 - a. Where the rate of change has been affected by an anomalous year(s), the rate of change has been adjusted to remove the effect.

Enrolment projections have been calculated for grade primary by:

- a) Calculating the average grade primary enrolment for the last five years
 - a. Where the average grade primary enrolment has been affected by an anomalous year(s), the projected enrolment has been adjusted to remove the effect.

6.10 Appendix J: Glossary of Financial Terms

Financial Glossary:

Operational Expenditures:

Those expenditures specific to the ongoing operations of an organization – that typically provide benefit or usefulness for a period of less than one year. Examples include labor, benefits, repairs, and utilities.

Property Services Expenditures:

Those operational expenditures specific to the ongoing activities, repairs, and maintenance of buildings, equipment and property. Examples include minor building repairs, snow removal, utilities.

Capital Expenditures:

Those expenditures incurred to obtain, maintain or extend the life of physical assets that will provide benefits or usefulness for a period greater than one year. Examples would include a new building or major renovations to a building.

Hogg Formula:

A mathematical formula the Province of Nova Scotia uses to allocate the funding for school boards, among all of the school boards.

Hogg Formula Square Footage Funding Reduction:

School Boards are allocated funding via the Hogg Formula to address the property services costs of schools. This calculation is based both on square footage of the facility and the number of students in it. When a school is closed the school board loses that portion of the funding allocated to it based on the square footage of that school.

Hogg Formula Principal Funding Reduction:

School Boards are allocated funding via the Hogg Formula to address the costs of Principals. When one of these positions is eliminated the school board will lose the funding that had been allocated for that position.

Small Isolated School Teaching Funding Reduction:

This is a Hogg Formula funding calculation due to being designated as a small isolated school – and is related to teaching positions.

Small Isolated School Funding Reduction – Additional:

This is a Hogg Formula funding calculation due to being designated as a small isolated school – and is related to square footage.

Transition Period Funding Offset:

Because the Hogg Formula was changed in many ways starting in the 2012/2013 fiscal year – the Province has decided to implement the full impact of these changes over a period of time – which will be at least three years. This is referred to as the Transition Period. To date the grandfathering of the small isolated school funding factor is for calculation purposes only. We have no confirmation that this will change in the future.

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**Gold River Western Shore
School Identification Report**

Received by the South Shore Regional School Board

February 22, 2012

Gold River-Western Shore Elementary School

Configuration	Location	Administration	
		Principal	Vice-Principal
P-5	6200 Hwy 3, Gold River, NS	B. Van Doninck	NA

Building Use

a. Year Built	<u>1954</u>
b. Building Area	<u>11,000 SF</u>
c. Additions	<u>NA</u>
d. Percentage of Bussed Students	<u>100%</u>
e. Number of Classrooms	<u>7</u>
f. Average Number of Students per Classroom	<u>14.3</u>
g. Capacity (e x 25)	<u>175</u>
h. Current Enrolment	<u>100</u>
i. Projected Enrolment (5 Years)	<u>114</u>
j. Current Capacity Utilization (h/g x 100%)	<u>57%</u>
k. Projected Capacity Utilization (i/g x 100%)	<u>65%</u>

Regular Classrooms	Cafeteria	Gymnasium	Lab	Library	Music	Staff Room	Multi-Purpose	Reading Recovery/Guidanc
7	0	0	0	1	1	1	1	1

Community Use

Community use includes Brownies, Sparks, Beavers. Playgrounds and field are used evenings and weekends.

Capital Construction Plans

There are currently no approved capital construction projects for this school. If the school remains open capital investment will be required.

Property Services Building Condition Index

Accessibility	4/10
Cladding	10/10
Doors & Windows	9/10
Grounds	9/10
Electrical	7/10
Fire Alarm & P/A	7/10
Heating	8/10
Interior	7/10
Plumbing	7/10
Roofing	6/10
Ventilation	5/10
Total %	72%

Transportation

Currently 3 buses serve the school with an enrolment of 100. A move to CDS would require no additional buses and depending on enrolment projections, P-12 students may be transported together increasing the efficiency of our routes. Student travel time would be approximately 45 – 55 minutes. Where applicable , student age groups transported together and thus decreasing the number of bus routes would require bus stop combinations in order to adhere to the 3 stops per 1.6KM UaRB regulation. Any further information would require a route review to best determine the impact on the student transportation system.

Enrolments										
	Past Enrolments					Projected Enrolments				
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
#	114	113	108	99	104	100	102	100	105	114
% change	1.79	-0.88	-4.42	-8.33	5.05	-3.85	2.00	-1.96	5.00	8.57

Trends					
Past Enrolments			Projected Enrolments		
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5-Year	-10.39%	-7.14%	5-Year	-9.45%	8.00%
10-Year	-22.84%	-23.53%			

School Staff	2011
NSTU-Teachers	8.13
Administrative Assistants	1.00
Program Support Assistants	3.55
Library Staff	0.10
Custodial Staff	0.88

Community Population Trends		
Municipality of the District of Chester		
Age	2001	2006
0-19	2,370	2,155
20-44	3,455	2,930
45-64	3,150	3,640
65-74	1,015	1,145
75 & over	805	875
Median Age	42.8	46.5

Program: The ability as a facility to deliver the public school program

As a facility, GRWSES has been able to facilitate the delivery of the public school program. However, the gymnasium is not full-sized, there is no cafeteria available and there are access issues to the library that is located on the second floor.

In a small school the size of Gold River, potential barriers to effective program delivery could include having to increase staff allocations, difficulty in matching teaching assignments to teacher qualifications and interests, difficulty in retaining suitably qualified teachers to provide specialist services to students and the number of very different professional responsibilities that must be carried by individual teachers.

Costs

Annual total operating costs per square foot – average previous two years

2008/2009	2009/2010	Average	Square Feet	\$ Per Sq. Ft.
\$91,583	\$81,938	\$86,760	11,000	\$7.89

Annual utility costs per square foot for 2009-2010

Electricity	Fuel	Water	Sewer	Total	Square Feet	\$ Per Sq. Ft.
\$7,295	\$10,954	NA	\$4,500	\$22,749	11,000	\$2.07

Recommendation

- Further review **is** recommended
- Further review **is not** recommended

Comments

1. This school does not have a gym, only a small multi-purpose room.
2. There are accessibility issues with this school including a library which is upstairs and not accessible. If the school were to remain open it would require capital upgrades.
3. There would be staff savings in Teachers, Administrative Assistants, Administration, Library staff and Custodial staff if the school were closed. There would also be operational cost savings.
4. If the school were to close options for GRWSES students include a move to CDES and/or BCS.

Methodology

1. Building use, property services building condition information, and community us information was gathered through school visits and interviews with school administrators.
2. Transportation comments are based on a preliminary analysis by board transportation staff.
3. Community population trends data was sourced from Statistics Canada.
4. Program comments were prepared by Programs staff based on the ability of the facility to deliver the public school program.
5. Facility operating costs and utility costs were collected from board financial records and utility cost sheets.
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 - a. Where the rate of change has been effected by an anomalous year(s), the rate of change has been adjusted to remove the effect.

Enrolment projections have been calculated for grade primary by:

- a) Calculating the average grade primary enrolment for the last five years
 - a. Where the average grade primary enrolment has effected by an anomalous year(s), the projected enrolment has been adjusted to remove the effect.