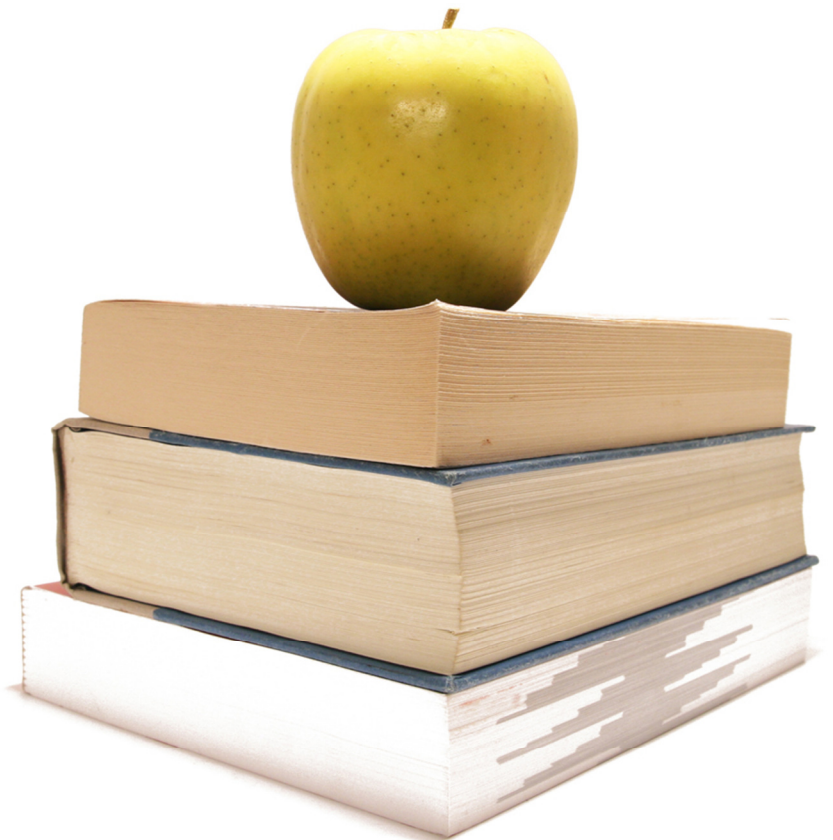




# Impact Assessment Report: Mill Village Consolidated School

Prepared for the South Shore  
Regional School Board



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# 1 Background

This document is an Impact Assessment (IA) Report for Mill Village Consolidated 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.

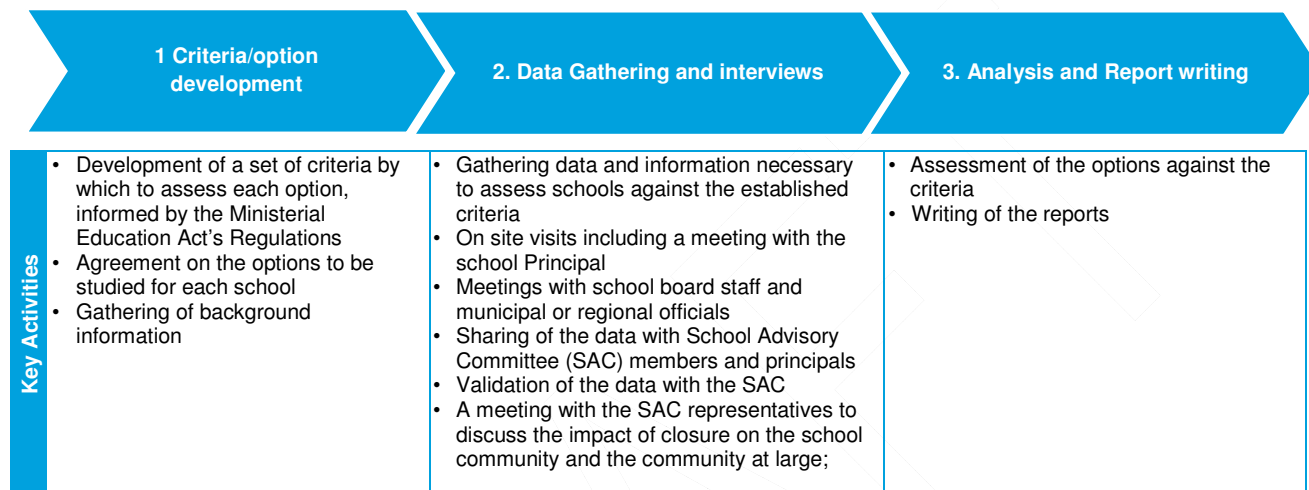
Mill Village Consolidated School's Identification Report (ID Report)<sup>1</sup> is included in Appendix I for reference. ID Reports are high level preliminary reports designed to help the Board determine whether a school would continue in the School Review process and thus undertake a more in-depth 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.

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<sup>1</sup> 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 Mill Village Consolidated School.

**Table 1: Data and Information Sources**

Name	Title	Reason for engagement
<b>Mike MacLeod</b>	Planner - Queens Municipality	Community impact
<b>Rosanne Williams</b>	Principal	Overview of school
<b>Alex Kay</b>	Technology Services - SSRSB	Technology operating costs
<b>Wade Tattrie</b>	Director of Finance - SSRSB	Operation costs
<b>Steve Prest</b>	Director of Operations - SSRSB	Capital costs
<b>Fred Conrad</b>	Manager of Facility Maintenance - SSRSB	Capital costs
<b>Hal Corkum</b>	Manager of Custodial Services and Grounds - SSRSB	Capital costs
<b>Jeff DeWolfe</b>	Director of Programs and Student Services - SSRSB	Program and specialist services, PD activities
<b>Denise Crouse</b>	Transportation Coordinator - SSRSB	Impact on current bussing system, bell times and transportation costs
<b>Tina Munro</b>	Director of Human Resources – SSRSB	Teacher staffing
<b>Jack MacLeod</b>	Human Resources Coordinator - SSRSB	Teacher staffing, enrolment

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 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 Mill Village Consolidated School on June 15, 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 1<sup>st</sup> 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 Mill Village Consolidated School (MVCS) were developed in consultation with the SSRSB and are shown in Table 3. On June 7<sup>th</sup> 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
<b>Status quo</b>  School remains open and continues to offer Grades P – 5.	<b>Close school</b>  Transfer all students to Dr. John C. Wickwire Academy (DJCWA) and close MVCS.

## Impact of DJCWA

The impact of receiving the students from MVCS is primarily a result of its enrolment being increased by 50 students; the grade configuration will change from a Grade P-6 to a Grade P-5 configuration---Grade 6 students will attend the new South Queens Middle School. A more detailed look at the impact on DJCWA can be found in section 4.10.

# 4 Option assessment

Table 4 offers a high level snapshot or profile of MVCS and Dr. John C. Wickwire Academy (DJCWA) to provide the reader with some base information and context before reviewing the subsequent assessment across key criteria.

**Table 4: School Profile**

	Mill Village Consolidated School	Dr. John C. Wickwire Academy
Year Built	1962	1995
Additions/Alterations	N/A	N/A
Configuration	P-6	2-6
Percentage of students bussed to school	96%	84%
Design Classrooms	7	21
Current Enrolment*	54	354
Projected Enrolment 2016*	64	294
Gross building square footage	11,172	62,016

\*detailed enrolment projections are included in Appendix D

## 4.1 Assessment

The following section of the report provides the analysis of the options for MVCS 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 Education<sup>2</sup>.

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 other 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.

<sup>2</sup> Source: [http://www.ednet.ns.ca/index.php?t=sub\\_pages&cat=92](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 successfully 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 regional staff.

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.
Close school (Transfer all students to DJCWA)	The students would receive the same required program.

### 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 DJCWA)	

### Criterion 1.3: Availability of optional programs

Option	Key findings
Status quo	No optional programs are offered in elementary schools, other than French Immersion which is not offered at MVCS.
Close school (Transfer all students to DJCWA)	No optional programs are offered in elementary schools, other than French Immersion which is not offered at DJCWA.



## Criterion 1.4: Availability of specialist services

Option	Key findings
<b>Status quo</b>	<p>At MVCS, music and physical education are provided by itinerant teachers. During the past school year, the music teacher also taught music at DJCWA and Milton Centennial School (MCES). The physical education teacher also taught physical education at MCES and served as the behaviour support specialist at MVCS.</p> <p>Resource, Levelled Literacy Intervention (LLI), “Succeeding in Reading” and Behaviour Support are available at MVCS and the various specialist services, such as autism specialists and speech language pathologist, from regional office can be accessed. With such a low enrolment, the staffing formula does not generate an allocation for guidance. Because the allocations for in-school specialist services are very small, either one teacher must provide all the services or two or more teachers must provide a specialist service and carry some regular classroom duties. Presently, one classroom teacher’s assignment includes some coverage for the Grade P/1/2 class (0.23) plus resource (0.31), Succeeding Reading (0.25), Levelled Literacy Learning (0.11) and Grade 5/6 French (0.10). Because the appropriate specialists are not available full time to respond when an incident arises, there can be problems in providing adequate support to a student who requires attention or interventions daily. If there was a student who required ongoing daily support, an additional staffing allocation would have to be added to meet that student’s learning or behavioral needs.</p>
<b>Close school (Transfer all students to DJCWA)</b>	<p>According to the staffing formula application to the 2013-14 enrollment projection, the physical education allocation would provide one full-time position plus a half-time position. The music position would be 75% music. The resource teacher allocation would be 2.47 FTE’s so there would be two full-time positions and a half-time position. The guidance counselor position would be a full-time position.</p>

## Criterion 1.5: Suitability of teaching areas for program delivery

Option	Key findings
<b>Status quo</b>	The teaching areas at MVCS are suitable for all program delivery.
<b>Close school (Transfer all students to DJCWA)</b>	The teaching areas at DJCWA are suitable for all program delivery.

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

Option	Key findings
<b>Status quo</b>	N/A.
<b>Close school (Transfer all students to DJCWA)</b>	

### 4.3 Operational Expenditures

The Finance Department at SSRSB performed a detailed assessment of the option to transfer all students from MVCS to DJCWA. 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 MVCS 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: MVCS property services expenditures per year**

	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
<b>Total Expenditures</b>	\$74,178	\$70,281	\$79,155	\$93,332	\$73,904
<b>Five year average:</b>					\$78,170

Table 6 illustrates the key cost increases and reductions estimated to result if MVCS were closed and all students transferred to DJCWA. In total it is expected that the SSRSB will save approximately \$164,000 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 DJCWA**

Item	Estimated impact
Reduction in Property Services Costs – at MVCS (See Criterion 2.1 below)	(\$78,170)
Reduction In Teaching Staff Costs – at MVCS	(\$258,715)
Increase in Teaching Staff Costs – at DJCWA	\$174,754
Reduction In Admin Staff (Principal) Costs – at MVCS	(\$30,593)
Increase in Admin Staff (Principal) Costs – at DJCWA	There would be no material increase.
Reduction In Non-Teaching Staff Costs – at MVCS	(\$37,654)
Increase in Non-Teaching Staff Costs – at DJCWA	\$18,827
Increase (Decrease) in Bussing Costs <sup>3</sup>	There would be no material increase.
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)	\$19,216
Hogg Formula Principal Funding Reduction	\$30,593
Small Isolated School Teaching Funding Reduction <sup>4</sup>	\$71,970
Small Isolated School Funding Reduction - Additional <sup>5</sup>	\$21,528

<sup>3</sup> A detailed synopsis of student transportation impact can be found in section 4.7

<sup>4</sup> 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

<sup>5</sup> See footnote #4

Transition Period Funding Offset <sup>6</sup>	(\$93,498)
<b>Total Yearly Cost Savings</b>	<b>(\$164,617)</b>

As well as examining the impact in total costs to SSRSB, the following three items, and individual criteria, were examined in further detail.

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

Option	Key findings
Status quo	N/A
<b>Close school (Transfer all students to DJCWA)</b>	This option would result in savings of approximately \$78,000 by eliminating the property services costs associated with keeping the school open. These operating costs consist of the salaries, 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 DJCWA.

**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
<b>Close school (Transfer all students to DJCWA)</b>	This option would result in savings of approximately \$3,000 from the reduction in spending on supplies and the elimination of a fixed amount for the SAC.

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

Option	Key findings
Status quo	N/A
<b>Close school (Transfer all students to DJCWA)</b>	<p>This option would result in approximately \$19,000 in eliminated funding (revenue) for the SSRSB in eliminated funding (revenue) for the SSRSB due to the closure of MVCS.</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 MVCS which would thus result in lower overall square footage and therefore lower funding from this mechanism to SSRSB.</p>

<sup>6</sup> See footnote #4

## 4.4 Capital Expenditures

It was determined that in the last 10 years, an estimated \$37,500 in capital expenditures have been made at MVCS. (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.

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 that would deem MVCS unable to continue to safely and effectively offer the programs and activities it is responsible for. Although there were several items that SSRSB staff found to be in need of repair or replacement, the only area of concern for our assessment, outside of regular cosmetic upgrades, was accessibility. Providing wheel chair access to the front entrance, the upper and/or lower level and washrooms is a requirement to meet the standards of access adopted by the Board. In the absence of a detailed engineering assessment, we based estimates on previously obtained engineering estimates for other schools. Required upgrades could range from approximately \$95,000 up to approximately \$255,000. These costs were estimated by SSRSB staff and were based on costs associated with similar upgrades at other schools.

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 MVCS; 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
<b>Status quo</b>	<p>An increase short-term capital costs is required to keep the school operating safely and effectively. An investment of approximately \$95,000-\$255,000 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 \$25,000 for a wheelchair ramp up for the front entrance. \$50,000 for chair lift access to either the upper or lower level (\$100,000 would be required to install two chair lifts for access to both levels from the front entrance) or up to \$200,000 for an external elevator. The washrooms would also need to be renovated to provide accessibility such as wider stalls, lower sinks and specialized toilets at a cost of approximately \$10,000-\$15,000 per washroom, with both boys' and girls' washrooms requiring renovation.</p>
<b>Close school (Transfer all students to DJCWA)</b>	<p>The cost to upgrade accessibility at MVCS (\$95,000-\$255,000) would not have to be incurred in this case as DJCWA is an accessible school.</p>

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

Option	Key findings
<b>Status quo</b>	A substantial increase in long-term capital costs will have to be incurred to keep MVCS open long term. Estimates were obtained for major structures or systems likely to reach end of their life (septic system), or need upgrade (electrical system), in the longer term. (A list of possible requirements appears in Appendix G.) Not all these repairs will be needed, but a significant cost is likely. The SSRSB's preliminary estimate of long-term costs at MVCS is approximately \$750,000.
<b>Close school (Transfer all students to DJCWA)</b>	Closing MVCS would avoid the substantial long-term costs required to continue to meet regulation and code over time, and to complete repairs resulting from major maintenance.

#### 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
<b>Status quo</b>	<p>An application of the staffing formula (see Appendix E) to the projected enrolment for 2013-14<sup>7</sup> indicates that MVCS would require 4.69 FTE teaching positions.</p> <p>Using the same year's enrolment projection, JCWA would require 24.11 FTE teaching positions---this enrolment includes the transfer of the students from Milton Centennial School.</p> <p>Thus, the total teacher allocation for both schools, for the status quo, would be 28.80.</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>
<b>Close school (Transfer all students to DJCWA)</b>	<p>An application of the staffing formula to the combined, projected enrolment indicates that DJCWA would require 26.96 FTE teaching positions.</p> <p>Thus, the total number of teaching positions would be reduced by 1.84 FTE's (28.80-26.96).</p>

<sup>7</sup> 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
<b>Status quo</b>	<p>Presently, the principal of MVCS serves also as the principal of Milton Centennial School and the administration allocation for MVCS is 0.25. Under the staffing formula application for 2013-14, with MCES not part of the responsibility, the administration allocation for MVCS is a 0.35 FTE position.</p> <p>The administration allocation for DJCWA is 2.00 FTE to provide a full-time principal position and a vice-principal position.</p>
<b>Close school (Transfer all students to DJCWA)</b>	<p>The administration allocation for the larger enrolment would remain at 2.0 FTE's.</p> <p>The closure of MVCS and Milton Centennial would result in a reduction of 1 principal position.</p>

## Criterion 4.3: Reduction or increase in support staff allocation

Option	Key findings
<b>Status quo</b>	<p>MVCS has one full-time administrative assistant position and one part-time (0.88) custodian position.</p> <p>JCWA has 1.5 administrative assistant positions and 3.63 custodian positions.</p>
<b>Close school (Transfer all students to DJCWA)</b>	<p>The administrative assistant position and the custodian position at MVCS would be eliminated.</p> <p>DJCWA would have 2 full-time administrative assistant positions. 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
<b>Status quo</b>	<p>There is no specific evidence to conclude that the ability to attract suitably qualified teachers is a problem for either school because the teacher supply far surpasses the number of teaching positions in all school systems in Nova Scotia presently. Nevertheless, the potential risk for a problem to occur is greater for MVCS, not only because of its very small enrolment but also because of the fact that it is under review for possible closure; this has been a concern for quite a few years.</p> <p>Even if MVCS was not being considered for closure, there can be problems in attracting specialist teachers---physical education, music, French, resource, etc.--- who are not only well qualified in their own specialty but also in other specialties which they must take on to make a full-time position.</p>
<b>Close school (Transfer all students to DJCWA)</b>	With a staff of about 25 teaching positions, the risk of not being able to attract suitably qualified specialists is minimized.

### 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
<b>Status quo</b>	<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 6 years, 4 teachers transferred from MVCS and the same number transferred from DJCWA. Also, for the coming school year, another teacher has transferred from MVCS and another teacher has retired. Relative to the number of teachers in each school, the number of transfers from MVCS is significantly higher.</p>
<b>Close school (Transfer all students to DJCWA)</b>	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 DJCWA 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
<b>Status quo</b>	Although no particular concerns were identified for either school, the music position is an itinerant position which serves 3 schools, which is not preferred. The physical education teacher's assignment is not only itinerant between 2 schools, but also, the teacher must carry other teaching duties at MVCS to make a full assignment.
<b>Close school (Transfer all students to DJCWA)</b>	The itinerant specialist positions would be unnecessary. Also, there would be greater flexibility to match qualifications with teaching assignment because of the significantly larger number of teachers.

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

Option	Key findings
<b>Status quo</b>	<p>As noted under some of the previous criteria, the teachers of MVCS must carry a variety of duties to have a full-time position. With only three classes for seven grades, multi-grade classes are a must. For example, during the last school year, the classes were Grade P/1/2, Grade 3/4 and Grade 5/6. Although the South Shore Regional School Board endorses and supports multi-grade classes, they do cause concern for some families and some teachers.</p> <p>Because there are only three classes at MVCS, there can be no choice about which student will be assigned to each teacher. There can be advantages to being able to assign individual students to another teacher. In fact, students in Grade P, 1 and 2 spend three years with the same teacher, unless teacher assignments are changed. Although there is no evidence of a particular problem, if a problem did arise between a teacher and a student or the student's family, the option of transfer to another teacher does not exist.</p>
<b>Close school (Transfer all students to DJCWA)</b>	<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, there will be at least two classes and most likely three for each grade so there will be much 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
<b>Status quo</b>	The teachers of MVCS 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. In fact what they provide is very impressive and is far beyond what should be normally expected of any school staff. 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.
<b>Close school (Transfer all students to DJCWA)</b>	Because the teaching staff would be significantly larger, the volunteer workload could be spread among the teachers much more reasonably.

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

Option	Key findings
<b>Status quo</b>	<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 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 years (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 20.01 for the teachers of MVCS. The corresponding average is 8.35 for the teachers of JCWA. To compare an even larger elementary school, the average per teacher is 6 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. The difference between MVCS and JCWA is very significant. And it is relevant to emphasize that the use of substitute teachers comes with a financial cost.</p>
<b>Close school (Transfer all students to DJCWA)</b>	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 an 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 DJCWA)	This option would add 119 total square kms to DJCWA'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.

### 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 DJCWA)	There will be an increase for some families to attend school activities at DJCWA. 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. Families without the use of a car may have difficulty attending school events under this scenario.

### 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 DJCWA)	There will be no impact on bell times with this option.

## Criterion 6.4: Ongoing annual reduction or increase in student transportation costs

Option	Key findings
<b>Status quo</b>	N/A
<b>Close school (Transfer all students to DJCWA)</b>	All drivers are currently paid a minimum of 5 hours per day as per the CUPE collective agreement. At current, these drivers are driving under 5 hours per day. This option will slightly increase drive time but the increase will not be above the CUPE <sup>8</sup> tipping time for driver pay. The tipping time rule dictates that if a driver works a minimum of 8 minutes of the 15 minute increment, they will be paid for the full 15 minute increment (For example, If a driver works for 5:07, they will be paid for 5:00 and if they work for 5:08, they will be paid for 5:15). This option will cause no increase in paid time to drivers.

### 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 MVCS 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 DJCWA. Families and communities support their children in whatever school they attend. Yes, the closure of MVCS would have a negative effect on the local community but, in time, the collective impact on DJCWA 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
<b>Status quo</b>	There is no problem or concern whatsoever about the availability of a suitable number and range of extra-curricular activities for the students of MVCS. We heard from the principal and SAC representatives that there was a very positive range of activities. The staff and several highly committed parents are providing the leadership and support necessary. Similarly, a strong program is provided by the staff and community of DJCWA.
<b>Close school (Transfer all students to DJCWA)</b>	Having a larger number of staff members and families, with a broader school community, should enhance or extend what is already offered at DJCWA.

<sup>8</sup> CUPE: Canadian Union of Public Employees

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

Option	Key findings
<b>Status quo</b>	Accessibility to activities is related directly to the distances that students and families must travel to the school. The catchment areas of both schools are of a normal size for elementary schools in Nova Scotia, with that of MVCS being more rural.
<b>Close school (Transfer all students to DJCWA)</b>	Because the students and families would have to travel to the outskirts of Liverpool instead of Mill Village, the impact on some families of MVCS, 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 DJCWA. Some MVCS families could have less distance to travel because their home is closer to Liverpool than to Mill Village.

### 4.9 Community relationship and school usage

The school review process must consider the impact options under consideration will have on the community surrounding MVCS. In order to gain a better understanding of how options under consideration may affect the school's community, Deloitte met with the Municipality (Municipal Planner Mike MacLeod) 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.

We heard from the SAC that the school is a focal point of the Mill Village community; showing movies outdoors, hosting community events such as bike rodeo's, and successfully organizing family ski trips. The SAC is concerned that closing the school will create a cultural void in the community.

The potential receiving school, DJCWA, has provided a number of different after school programs over the past number of years. These programs vary from year to year depending on student interests and staff volunteers. The following programs have been consistently running: soccer and basketball (both having a number of teams at various age levels) cross country running and choir.

The community uses the school to run a wide variety of programs both for students and adults. Usage varies, but a number of programs have been consistently running: gymnastics, fitness classes, youth basketball and men's basketball. The Region of Queens uses the site to run a variety of programs throughout the year and Queens County Minor Hockey use the site for meetings.

The school is used daily by the community during the year and on an average week it would be used approximately 15 to 20 hours.

### Criterion 8.1: Level of usage of school for community activities

Option	Key findings
<b>Status quo</b>	The community utilizes the school for events such as movie night and bike rodeos. The school also acts as an outreach branch of the South Shore Regional Library.
<b>Close school (Transfer all students to DJCWA)</b>	The transfer of students to DJCWA would 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 inconvenient travel times. 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
<b>Status quo</b>	Activities could be moved to another location; however, the school is regarded as a community meeting place.
<b>Close school (Transfer all students to DJCWA)</b>	Events held at MVCS could be offered by DJCWA; however, the distance of travel may deter some families from participating at another location. There are two fire halls in the community that could potentially be used, however other than the fire halls there are no other venues in the community that could be used for community activities. Both fire halls are aging and small, thus may not be suitable for many of the activities currently taking place at MVCS.

## Criterion 8.3: Availability of school facilities for community use

Option	Key findings
<b>Status quo</b>	The school is available for community use and is used for fitness classes and as an outreach branch of the South Shore Regional Library. A January 2012 School Utilization Study <sup>9</sup> stated that stakeholders in the MVCS region want to get the community involved in the school outside of school hours. For example, stakeholders feel the school has the ability to provide more health community programs and fitness/recreation programs. SAC members we met with told us they have plans to expand community use of the school.
<b>Close school (Transfer all students to DJCWA)</b>	The activities hosted at MVCS would have to be relocated to another suitable venue if the school was closed.

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

Option	Key findings
<b>Status quo</b>	The school currently acts as an outreach branch of the South Shore Regional Library. The January 2012 School Utilization Study polled key regional stakeholders on potential options for shared use at MVCS and these stakeholders put forward the following potential partnerships for shared use: VON foot clinics, Flu clinics, RCMP outpost, MLA office, Big Brothers/Big Sisters, Red Cross, Daycare, Water Safety and Boating classes.
<b>Close school (Transfer all students to DJCWA)</b>	The community would lose the library outreach branch if the school were closed.

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

Option	Key findings
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<sup>9</sup> [https://www.ssrbsb.ca/index.php?view=article&id=502%3Assrsb-school-utilization-report-received-by-board&option=com\\_content&Itemid=237](https://www.ssrbsb.ca/index.php?view=article&id=502%3Assrsb-school-utilization-report-received-by-board&option=com_content&Itemid=237)

<b>Status quo</b>	There is a gain, or rather a continuity of the use of the school as a venue for hosting events such as the bike rodeo.
<b>Close school (Transfer all students to DJCWA)</b>	The closure of the school runs the risk of students and families no longer participating in the family ski trip.

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

Option	Key findings
<b>Status quo</b>	The school currently acts as an outreach branch of the South Shore Regional Library. As mentioned above, stakeholders involved in the January 2012 School Utilization Study offered the following uses of the school, which could generate revenue through rent collection: VON foot clinics, Flu clinics, RCMP outpost, MLA office, Big Brothers/Big Sisters, Red Cross, Daycare, Water Safety and Boating classes.
<b>Close school (Transfer all students to DJCWA)</b>	The community would lose the Library outreach branch if the school were closed. Also, the school would lose any chance of exploring the opportunities mentioned in the January 2012 School Utilization Study.

#### 4.10 Impact on receiving school

Much of what can be said about the educational impact on the receiving school, DJWCA, has been said in the various sections above---and keeping in mind that the students from Milton Centennial School will transfer to DJCWA in the same school year. The impact of receiving the students from MVCS is primarily a result of its enrolment being increased by 50 students; the grade configuration will change from a grade P-6 to a grade P-5 configuration---grade 6 students will attend the new South Queens Middle School. The allocations for teacher positions, administration and support staff will increase and the operating budget for the principal will increase as a result. (It should be noted that the enrolment and staffing formula data for DJCWA being used in this analysis has been adjusted to include about 100 students, Grade P-1, and the transfer of the Grade 6 students to the new middle school.)

The enrolment history for DJCWA shows that it housed 432 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 is 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 DJCWA to receive MVCS students

Criteria	Key findings
<b>Criterion 9.1: Sufficient number of classrooms and ancillary teaching areas</b>	DJCWA is a relatively new building with a cafeteria and all the teaching and specialist areas required.
<b>Criterion 9. 2: Ability to schedule programs in gymnasium, sciences labs and other specialist</b>	There are a sufficient number of classrooms to accommodate the Grade P-5 students from MVCS and MCS because it is under-utilized presently and all Grade 6 students will be transferred to the new South Queens Middle

<b>areas</b>	School.
<b>Criterion 9.3: Additions or alterations</b>	No additions or alterations to the facility are required.

DRAFT

# 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 Regulations<sup>10</sup>

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.]

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<sup>10</sup> Source: <http://www.gov.ns.ca/just/regulations/regs/edmin.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 Transport<sup>11</sup>

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 require 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.

## 6.3 Appendix C: Assessment Criteria Table

Criteria	Elements Considered
<b>1. Program Delivery</b>	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)

<sup>11</sup> Source : [http://www.ssrbsb.ca/index.php?option=com\\_docman&task=cat\\_view&gid=32&Itemid=63](http://www.ssrbsb.ca/index.php?option=com_docman&task=cat_view&gid=32&Itemid=63)

<b>2. Operational Expenditures</b>	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?
<b>3. Capital Expenditures</b>	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
<b>4. Staffing allocation efficiencies</b>	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
<b>5. Impact on educational staff</b>	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
<b>6. Student Transportation</b>	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
<b>7. Extra-curricular activities</b>	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

<b>8. Community Relationship</b>	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?
<b>9. Impact on receiving school</b>	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 MVCS**

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
<b>P</b>	4	8	9	9	2	10	9	9	9	9	9
<b>1</b>	10	4	8	7	8	3	10	9	9	9	9
<b>2</b>	7	10	5	8	9	8	4	11	10	10	10
<b>3</b>	4	6	12	6	7	9	8	4	11	10	10
<b>4</b>	9	5	6	12	4	8	9	8	4	11	10
<b>5</b>	3	10	5	6	13	6	9	10	9	5	12
<b>6</b>	7	3	9	7	7	10	6	9	10	9	4
<b>Total</b>	44	46	54	55	50	54	55	60	62	63	64
<b>% Change</b>	-18.52%	4.55%	17.39%	1.85%	-9.09%	8.00%	1.85%	9.09%	3.33%	1.61%	1.59%

**Table 9: Historic enrolment figures and future projections for DJCWA**

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
<b>2</b>	62	81	85	56	77	61	67	51	57	62	62
<b>3</b>	92	62	78	83	58	74	60	66	50	56	61
<b>4</b>	84	96	63	80	81	57	75	60	66	50	56
<b>5</b>	99	81	98	64	79	79	56	75	59	65	49
<b>6</b>	95	99	80	95	64	83	79	56	75	60	66
<b>Total</b>	432	419	404	378	359	354	337	308	307	293	294
<b>% Change</b>	-4.42%	-3.01%	-3.58%	-6.44%	-5.03%	-1.39%	-4.80%	-8.61%	-0.32%	-4.56%	0.34%

## 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 MVCS and DJCWA and for the combination of the two schools at DJCWA.

Table 10: Projected staffing for 2013-14

	MVCS Status Quo	DJCWA	MVCS & DJCWA
<b>Enrolment</b>	51	366	417
<b>Classroom teachers</b>	2.78	13.90	15.83
<b>Phys. Ed.</b>	0.27	1.28	1.47
<b>Music</b>	0.12	0.66	0.74
<b>French</b>	0.11	0.66	0.66
<b>PST/resource</b>	0.30	2.17	2.47
<b>Guidance</b>	0.0	1.0	1.0
<b>Behavioral Support</b>	0.07	0.49	0.56
<b>Succeeding in Reading</b>	0.25	0.75	0.88
<b>Admin.</b>	0.35	2.00	2.00
<b>Literacy Intervention</b>	0.22	0.11	0.11
<b>Formula adjustments*</b>	0.22	1.09	1.24
<b>Total Staffing</b>	4.69	24.11	26.96

\*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 MVCS 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 MVCS over the past 5 years

Operating Costs	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
611800 Regular Wages CUPE	29,815	31,143	36,681	30,988	29,027
612500 Substitutes/Casuals CUPE	5,645	4,544	3,689	2,473	2,343
614600 Overtime CUPE	267	1,011	8	1,224	440
627150 CPP	110	325	804	1,471	1,378
627200 EI	662	697	797	789	754
627250 WCB	761	988	992	1,158	1,155
627400 Group Insurance	1,557	1,320	1,046	1,430	736
627450 Pension	205	313	1,171	2,037	1,557
631100 Travel - In Province	25	0	0	255	0
711100 Security Systems	0	0	0	0	0
711200 PA Systems	0	209	0	0	0
711250 Fire Safety	145	289	25	275	471
785900 Garbage Removal	4,448	4,558	4,657	4,782	4,789
786100 Pest Control	104	312	156	0	445
711400 Equipment	0	675	208	0	0
711450 Equipment Repair	0	262	0	173	0
721100 Sprinkler Systems	0	0	208	0	0
721140 Playground Maintenance	272	0	2,989	5,684	0
721160 Building Maintenance	0	2	0	0	0
721250 Other Contracted Services	0	0	2,484	9,674	0
721350 Electrical	162	443	73	1,339	889
721400 Environmental	439	455	560	1,975	578
721450 Windows	118	0	0	0	402
721500 Flooring	0	102	3,788	0	0
721550 Paving	0	0	0	0	0
721650 Painting	6,562	0	1,059	1,098	0
721750 Carpentry	24	91	0	186	0
721800 Roofing	0	0	0	0	0
721850 Ventilation	0	0	0	251	265
721900 Plumbing	741	151	237	197	0
786400 Supplies & Materials	17	699	377	109	565
721950 Oil Heating	0	81	52	3,706	0
785200 Electricity	5,849	5,941	6,683	6,655	11,013
785400 Heating Fuel	9,771	11,076	8,539	7,776	9,417
785600 Water	0	0	0	0	0
785800 Sewer	0	0	0	0	0
786000 Snow Removal	5,980	3,679	3,074	5,282	5,282
786150 Custodial Supplies	1,519	2,075	3,571	2,346	2,398
814450 In Service - Non-Teachers' Non-Contract	51	51	104	0	0
990100 Recovery from other School Boards	-1,072	-1,212	-4,877	0	0
<b>EXPENDITURES</b>	<b>\$74,178</b>	<b>\$70,281</b>	<b>\$79,155</b>	<b>\$93,332</b>	<b>\$73,904</b>
<b>Five Year Average</b>					<b>78,170</b>

## 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
<b>Completed in last 5-10 years</b>	1. Stairs painted (exterior)	1. \$1,500
	2. New furnace	2. \$10,000
	3. Liner chimney	3. \$3,000
	4. Exit lights	4. \$2,000
	5. Add plug circuits for computer and overheads	5. \$6,000
	6. Roof (within the last 5 years)	6. \$15,000
		\$37,500
<b>Required in next 5 years</b>	Accessibility	\$95,000- \$255,000
<b>Longer-term requirements</b>	1. Need well blown out/cleaned	1. \$15,000
	2. Replace water pump	2. \$2,000
	3. Vent washroom exhausts	3. \$80,000
	4. Electrical upgrade	4. \$100,000
	5. Bathroom upgrades	5. \$150,000
	6. Has above ground oil tank (may have to be replaced)	6. \$50,000
	7. Has old style septic may need replacement	7. \$80,000
	8. Driveway and parking need replacement or repair	8. \$100,000
	9. Need building repainted	9. \$10,000
	10. Outside of building painting	10. TBD
	11. Windows upgraded	11. \$150,000
	12. Doors upgraded	12. \$20,000
	13. PA system needs to be replaced	13. TBD
	\$757,000	

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
<b>Recommended changes to current system*</b>	1. Add network drops in ceiling for all classrooms	1. \$200/room
	2. Add power in classroom ceilings for projectors	2. \$250/room
	3. Replace all unmanaged switches for managed switches. Add one Power-Over-Ethernet switch	3. \$1,500
		\$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
<b>Total Average Days, System</b>	8.94
<b>Average, Schools Under 200</b>	10.94
<b>Average, School Over 200</b>	6.90

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

## 6.9 Appendix I: Identification Report for Mill Village Consolidated School

Configuration	Location	Administration	
		Principal	Vice-Principal
P-6	227 midway River Rd, Mill Village, NS	R. Williams	NA

### **Building Use**

a. Year Built	1962
b. Building Area	11,172 SF
c. Additions	NA
d. Percentage of Bussed Students	96%
e. Design Classrooms	7
f. Average Number of Students per Classroom	7.7
g. Capacity (e x 25)	175
h. Current Enrolment	54
i. Projected Enrolment (5 Years)	64
j. Current Capacity Utilization (h/g x 100%)	31%
k. Projected Capacity Utilization (i/g x 100%)	37%

	Classrooms	Homeroom Classrooms	Cafeteria	Gymnasium	Lab	Library	Music	Multi-purpose	Early Literacy Support/Guidance	Other/Unused
Design	7		0	0	0	1	1	1		
Used		3				1	1	1	1	1

### **Community Use**

Community use as per Facility Use Policy. TOPS, Historic Society, women's fitness, girl's fitness, family literacy program, adult book club, skating rink in winter.

### **Capital Construction Plans**

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

### **Property Services Building Condition Index**

Accessibility	1/10
Cladding	5/10
Doors & Windows	4/10
Grounds	8/10
Electrical	6/10
Fire Alarm & P/A	4/10
Heating	7/10
Interior	7/10
Plumbing	7/10
Roofing	6/10
Ventilation	5/10
<b>Total %</b>	<b>55%</b>

## Transportation

Currently 3 buses serve the school with an enrolment of 54. A move to Dr. J.C. Wickwire Academy would require no additional buses and P-6 students may be transported together. Student travel time would be approximately 55 – 60 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 URB regulation.

Any further information would require a route review to determine the impact on the student transportation system.

Enrolments											
	Past Enrolments					2011	Projected Enrolments				
	2006	2007	2008	2009	2010		2012	2013	2014	2015	2016
#	44	46	54	55	50	54	55	60	62	63	64
% change	-18.52	4.55	17.39	1.85	-9.09	8.00	1.85	9.09	3.33	1.61	1.59

Trends					
Past Enrolments			Projected Enrolments		
	Board	School		Board	School
5-Year	-10.39%	22.73%	5-Year	-9.45%	18.52%
10-Year	-22.84%	-28.00%			

School Staff	2011/12
NSTU-Teachers	4.53
Administrative Assistants	1.00
Program Support Assistants	1.00
Library Staff	0.1
Custodial Staff	0.88

Community Population Trends			
Municipality of the District of Lunenburg			
Age	2001	2006	2011
0-19	2,575	2,240	
20-44	3,660	3,090	
45-64	3,335	3,645	
65-74	1,095	1,155	
75 & over	1,035	1,030	
Median Age	42.9	46.3	
Total	11,700	11,160	10,917

\*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, Mill Village Consolidated Elementary School has been able to facilitate the delivery of the public school program. These are restrictions to delivery of effective programming but the school has been able to minimize their impact on the students. There is no gymnasium for effective PE programming. In addition, no cafeteria is available to offer a healthy lunch program and there are overall accessibility issues.

In the first School Utilization Study Part 1 report, a list of factors was introduced which indicate when a school may have reached the point of being too small in terms of its ability to deliver the educational program. These barriers to effective program delivery included 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.
\$86,172	\$93,332	\$89,752	11,172	\$8.03

Annual utility costs per square foot for 2010-2011

Electricity	Fuel	Water	Sewer	Total	Square Feet	\$ Per Sq. Ft.
\$6,655	\$7,776	NA	NA	\$14,431	11,172	\$1.29

## **Summary**

1. The facility is in poor condition and has major accessibility issues.
2. The School Utilization Study from February 2008 recommended that this school be identified for review and be closed when all students can be transferred to Dr. J.C. Wickwire Academy.
3. Dr. J.C. Wickwire Academy will become a P-5 school in September 2013 when the new South Queens middle school opens and it would be able to accommodate students from Mill Village Consolidated Elementary School.
4. 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.
5. Transportation comments are based on a preliminary analysis by board transportation staff. A thorough review would be required.

## **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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**Mill Village Consolidated Elementary School**  
**School Identification Report**

**Received by the South Shore Regional School Board**

**February 22, 2012**

## Mill Village Consolidated Elementary School

Configuration	Location	Administration	
		Principal	Vice-Principal
P-6	227 Midway River Rd, Mill Village, NS	R. Williams	NA

### Building Use

a. Year Built	<u>1962</u>
b. Building Area	<u>11,172 SF</u>
c. Additions	<u>NA</u>
d. Percentage of Bussed Students	<u>96%</u>
e. Number of Classrooms	<u>4</u>
f. Average Number of Students per Classroom	<u>13.5</u>
g. Capacity (e x 25)	<u>100</u>
h. Current Enrolment	<u>54</u>
i. Projected Enrolment (5 Years)	<u>63</u>
j. Current Capacity Utilization (h/g x 100%)	<u>54%</u>
k. Projected Capacity Utilization (i/g x 100%)	<u>63%</u>

Regular Classrooms	Cafeteria	Gymnasium	Lab	Library	Music	Multi-Purpose	Reading Recovery/Guid.
4	0	0	0	1	1	1	1

### Community Use

Community use as per Facility Use Policy. TOPS, Historic Society, women’s fitness, girl’s fitness, family literacy program, adult book club, skating rink in winter.

### Capital Construction Plans

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

### Property Services Building Condition Index

Accessibility	1/10
Cladding	5/10
Doors & Windows	4/10
Grounds	8/10
Electrical	6/10
Fire Alarm & P/A	4/10
Heating	7/10
Interior	7/10
Plumbing	7/10
Roofing	6/10
Ventilation	5/10
<b>Total %</b>	<b>55%</b>

### Transportation

Currently 3 buses serve the school with an enrolment of 54. A move to DJCW would require no additional buses and P-6 students may be transported together. Student travel time would be approximately 55 – 60 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 determine the impact on the student transportation system.

Enrolments										
	Past Enrolments					Projected Enrolments				
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
#	44	46	54	55	50	54	55	60	62	63
% change	-18.52	4.55	17.39	1.85	-9.09	8.00	1.85	9.09	3.33	1.61

Trends					
Past Enrolments			Projected Enrolments		
	Board	School		Board	School
5-Year	-10.39%	-7.41%	5-Year	-9.45%	-18.52%
10-Year	-22.84%	-43.82%			

School Staff	2011
NSTU-Teachers	4.53
Administrative Assistants	1.00
Program Support Assistants	1.00
Library Staff	0.1
Custodial Staff	

Community Population Trends		
Municipality of the Region of Queens		
Age	2001	2006
0-19	2,575	2,240
20-44	3,660	3,090
45-64	3,335	3,645
65-74	1,095	1,155
75 & over	1,035	1,030
Median Age	42.9	46.3

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

As a facility, MVCS has been able to facilitate the delivery of the public school program. These are restrictions to delivery of effective programming but the school has been able to minimize their impact on the students. There is no gymnasium for effective PE programming. In addition, no cafeteria is available to offer a healthy lunch program and there are overall accessibility issues.

In the first School Utilization Study Part 1 report, a list of factors was introduced which indicate when a school may have reached the point of being too small in terms of its ability to deliver the educational program. These barriers to effective program delivery included 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.
\$70,282	\$79,155	\$74,719	11,172	\$6.69

Annual utility costs per square foot for 2009-2010

Electricity	Fuel	Water	Sewer	Total	Square Feet	\$ Per Sq. Ft.
\$6,683	\$8,539	NA	NA	\$15,222	11,172	\$1.36

**Recommendation**

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

## **Comments**

1. The facility is in poor condition and has major accessibility issues.
2. DJCW does not currently have grades P-1 however plans call for P-1 from Milton to attend DJCW when the new middle school opens.
3. The School Utilization Study from February 2008 recommended that this school be identified for review and be closed when all students can be transferred to Dr. JC Wickwire Academy.
4. There would be staff savings in Teachers, Administrative Assistants, Administration, Library staff and Custodial staff if the school was closed. There would also be operational cost savings.

## **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.
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 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.