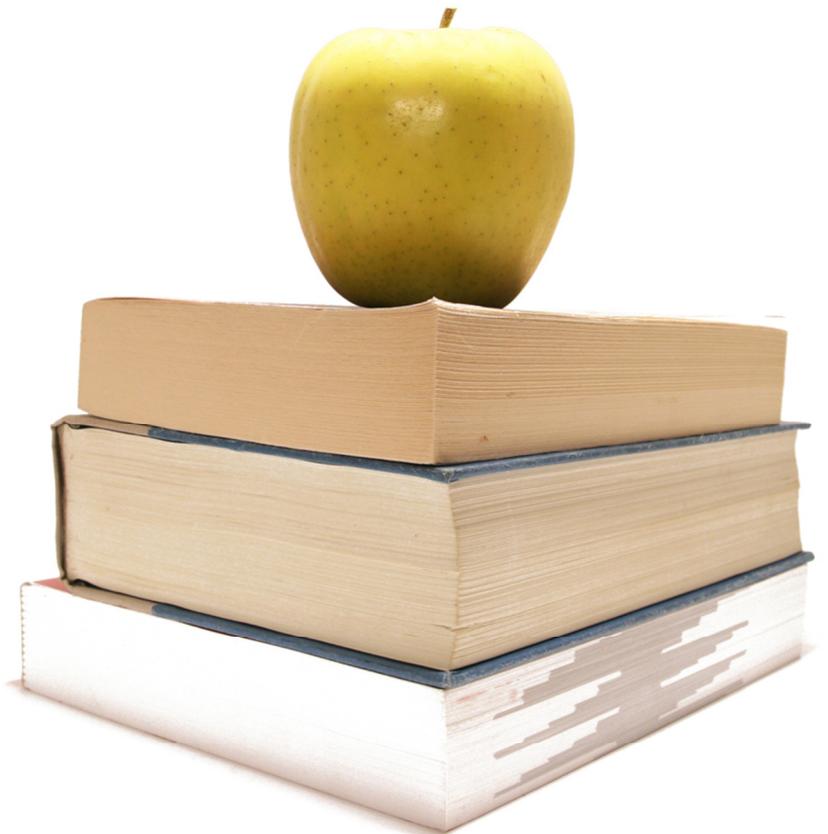




# Impact Assessment Report: Pentz Elementary School

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 Pentz 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.

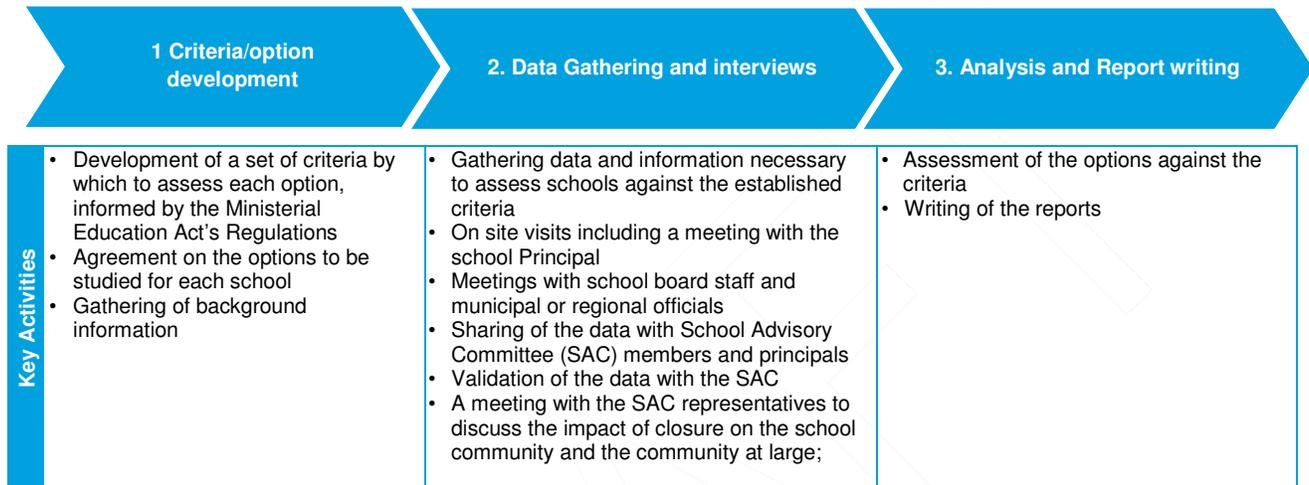
Pentz Elementary School's Identification Report (ID Report)<sup>1</sup> is included in Appendix J for reference. ID Reports are high level preliminary reports designed to help the Board determine whether a school would continue in the School Review process and thus undertake a more in-depth impact assessment.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

**Table 1: Data and Information Sources**

Name	Title	Reason for engagement
<b>Jeff Merrill</b>	Director of Planning - Lunenburg Municipality	Community impact
<b>Carol Hughes</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>Darrell MacDonald</b>	Director of Facilities Management – NS Department of Education	New school construction costs
<b>Denise Crouse</b>	Transportation Coordinator -	Impact on current bussing

	SSRSB	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 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 Pentz Elementary 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 school 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 for PES are presented in Section 4 which concludes with a summary of the assessment.

# 3 Options for consideration

The options under consideration for Pentz Elementary School (PES) 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	Option 3	Option 4	Option 5
<p><b>Status quo</b></p> <p>Keep all students in PES</p>	<p><b>Transfer all students</b></p> <p>Close school and transfer all students to Hebbville Academy (HA)</p>	<p><b>Transfer all students</b></p> <p>Close school and split students between HA and Petite Rivière Elementary School (PRES)</p>	<p><b>Transfer all students</b></p> <p>Consolidate school with HA and PRES into a new school (P-5)</p>	<p><b>Transfer all students</b></p> <p>Consolidate school with PRES into a new school (P-6)</p>

Numerous options were considered for PES and two options in addition to those detailed above, were set aside for specific reasons which are explained below.

## Options for PES not included in this assessment

### *Housing all the students of PES and PRES in either one of those schools*

One option considered, and subsequently set aside, is that of housing all the students of PES and PRES in either of those schools and closing the other. Based on the enrolment projections for 2013-14 (see Appendix D), the combined enrolment of these schools is expected to be 178; 86 for PES and 92 for PRES. The building utilization capacity of PES should be set at 70% or 125 students (a position discussed later in this report) to reflect the modern-day classroom requirements of an elementary school. Similarly building utilization of PRES should be 65% or 150 students. Based on these utilization capacities, using modern-day classroom requirements, neither PES nor PRES have sufficient capacity to house the combined enrolment of 178. For this reason, the option to combine the two schools in one or the other was not deemed feasible and was thus not assessed further.

### *Creation of a new elementary school to house all Grade P-6 students from HA, PES and PRES*

Another option considered, and subsequently set aside, was the creation of a new elementary school to house all grade P-6 students from HA, PES and PRES. Again using the projected enrolments for 2013-14, the total P-6 enrolment from the three schools would be 421. Elementary schools of this size are not uncommon, but an enrolment of over 400 is considered large for an elementary school. In this situation it would be unnecessarily large because there is no reason to argue that the grade 6 students of HA should be transferred to another school. These students are already housed in the newer building at HA and, yet, there are unused classrooms in the building. Furthermore, to move the grade 6 students from HA is

contrary to the position being taken by the SSRSB, and numerous other school systems, that grade 6 is a better fit, educationally, with grades 7 and 8 if the contemporary middle school philosophy is to be the model of choice. Thus, for reasons related to school size, underutilized capacity at HA and congruency with the move towards middle school configurations and philosophy, the option to create a new P-6 elementary was not deemed feasible for further assessment.

### **About Option 3: Close school and split students between HA and Petite Rivière Elementary School (PRES)**

It should be emphasized that the option of splitting the enrolments of PES or PRES is based on a somewhat arbitrary assumption for assessment purposes that the student population would be halved. It must be arbitrary because of the difficulty in trying to accurately predict the number of students who will be living in particular areas of each school's catchment area. With considerable detailed work using transportation data, only rough estimates of the future number of students in various areas or down each road could be determined. School enrolment projections are based on the information about students already attending school; they are not based on the number of children who have not yet started school, except for an estimate of Grade Primary enrolments.

It was stated earlier in this section PES or PRES could not house the total enrolment from both schools because neither building has the capacity to accommodate the combined projected enrolment of 178. The arbitrary assumption that either school could house 50% of the students from the other school can be justified at least for purposes of further assessment because this option would bring the enrolment for PES or PRES down to a range of 130 to 140; furthermore, the enrolment of each school is projected to decline.

### **About Option 4: Consolidate school with HA and PRES into a new school (P-5)**

Option 4 consolidates the P-5 students from HA Elementary School building, PES and PRES into a new P-5 school. Under this option the grade 6 students of all three schools would attend classes in the larger, 6-9 building, of HA.

### **About Options 4 and 5**

For purposes of this assessment, the 'new school' being referred to in these options is expected to be a newly constructed elementary school that would be located somewhere in the Hebbville area or in a location that would facilitate the most optimal transport option for PES and PRES students.

# 4 Option assessment

Table 4 offers a high level snapshot or profile of PES, Hebbville Academy (HA) and Petite Rivière Elementary School (PRES) to provide the reader with some base information and context before reviewing the subsequent assessment across key criteria.

**Table 4: School Profile**

	Pentz Elementary School	Hebbville Academy	Petite Rivière Elementary School
Year Built	1965	1967 (P-5); 1997 (6-9)	1961
Additions	N/A	N/A	N/A
Configuration	P-6	P-5; 6-9	P-6
Percentage of bussed students	100%	99.5	100%
Design Classrooms	8	36	7
Current Enrolment*	98	538	88
Projected Enrolment 2016*	83	527	79
Gross building square footage	11,200	(P-5) 17,500; (6-9) 66,000	10,800

\*detailed enrolment projections are included in Appendix D

## 4.1 Assessment

The following section of the report provides the analysis of the options for PES 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 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.

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

<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)

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
<b>Status quo</b>	The requirements of the PSP are being met.
<b>Close school and transfer all students to HA</b>	The students would receive the same required programs.
<b>Close school and split students between HA and PRES</b>	
<b>Consolidate school with HA and PRES into a new school (P-5)</b>	
<b>Consolidate school with PRES into a new school (P-6)</b>	

### Criterion 1.2: Availability of a range of programming options

Option	Key findings
<b>Status quo</b>	No program or course options are offered in elementary schools.
<b>Close school and transfer all students to HA</b>	
<b>Close school and split students between HA and PRES</b>	
<b>Consolidate school with HA and PRES into a new school (P-5)</b>	
<b>Consolidate school with PRES into a new school (P-6)</b>	

### Criterion 1.3: Availability of optional programs

Option	Key findings
<b>Status quo</b>	No optional programs are offered in elementary schools, other than Early French Immersion which is not offered at PES. Although not a formally defined program in the PSP, a special initiative called “Promoting Optional Thinking Strategies” (PATHS) is offered.
<b>Close school and transfer all students to HA</b>	No optional programs are offered in elementary schools, other than Early French Immersion which is not offered at HA. The special initiative, PATHS, would continue to be offered. Although Early Immersion is not offered at HA, it could be offered eventually. Late Immersion is offered in the junior high grades and Intensive French is offered at HA in grade 6. Access to Intensive French is likely be a welcomed option to PES students.
<b>Close school and split students between HA and PRES</b>	
<b>Consolidate school with HA and PRES into a new school (P-5)</b>	
<b>Consolidate school with PRES into a new school (P-6)</b>	

### Criterion 1.4: Availability of specialist services

Option	Key findings
<b>Status quo</b>	<p>During the last school year, the music teacher serves as an itinerant teacher with PRES. For the school year just starting, a full-time physical education/music teacher has been hired to serve only PES.</p> <p>Because the other specialist teachers in the school, such as the resource teacher or behaviour specialist, 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. When there is a student who requires ongoing daily support, an additional staffing allocation has to be added to meet that student’s learning or behavioral needs.</p>
<b>Close school and transfer all students to HA</b>	According to the staffing formula application to the 2013-14 enrolment projection, the physical education allocation would provide one full-time position plus 12%. The music position would be 57% music. The resource teacher allocation would be almost 2 full-time positions and the guidance counselor position would be a full-time position plus a 25% position. For those positions which would be less than full-time, the teachers would be able to find other duties within HA to have a full-time position; i.e., itinerant positions would be unnecessary.
<b>Close school and split students between HA and PRES</b>	The availability of specialist services would be greater than the status quo and less than the option of combining PES and PRES in a new school.
<b>Consolidate school with HA and PRES into a new school (P-5)</b>	Because this school would be more than 3 times the size of the status quo, the allocations for the specialist services positions would be about 3 times as large. In fact, the allocations would be similar to those of the option to transfer all students to HA.
<b>Consolidate school with PRES into a new school (P-6)</b>	This new school would be twice as large as the status quo. Although many of individual allocations would double approximately, all of the specialist positions, except resource, would be less than full time. The likelihood of an itinerant position being necessary would be much less and the specialists would be more available on a daily basis, compared to the status quo.

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

Option	Key findings
Status quo	The teaching areas at PES are suitable for all program delivery.
Close school and transfer all students to HA	The teaching areas at HA are suitable for all program delivery.
Close school and split students between HA and PRES	The teaching areas at HA and PRES are suitable for all program delivery.
Consolidate school with HA and PRES into a new school (P-5)	New schools are designed to meet all expectations, standards and codes of the Department of Transportation and Infrastructure Renewal so to ensure suitable teaching areas for all program delivery.
Consolidate school with PRES into a new school (P-6)	New schools are designed to meet all expectations, standards and codes of the Department of Transportation and Infrastructure Renewal so to ensure suitable teaching areas 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 and transfer all students to HA	
Close school and split students between HA and PRES	
Consolidate school with HA and PRES into a new school (P-5)	
Consolidate school with PRES into a new school (P-6)	

### 4.3 Operational Expenditures

The Finance Department at SSRSB performed a detailed assessment of the options under consideration for PES. 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 PES 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: PES property services expenditures per year**

	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
<b>Total Expenditures</b>	\$69,720	\$71,112	\$66,885	\$69,467	\$70,749
<b>Five year average:</b>					\$69,587

Table 6 illustrates the key cost increases and reductions estimated to result if PES were closed. The options under consideration are located below along with the total increases/savings to SSRSB resulting from each. 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 from PES to HA, PRES/HA or to a consolidated new school**

Item	Estimated impact			
	Close school and transfer all students to Hebbville Academy (HA)	Close school and split students between HA and Petite Riviere Elementary School (PRES)	Consolidate school with HA and PRES into new school (P-5) <sup>3</sup>	Consolidate school with PRES into new school (P-6) <sup>4</sup>
Reduction in Property Services Costs - Old School (See Criterion 2.1 below)	(69,587)	(69,587)	(235,007)	(139,948)
Increase in Property Services Costs - Receiving School	There would be no material increase	There would be no material increase	TBD <sup>5</sup>	TBD <sup>6</sup>
Reduction In Teaching Staff Costs - Old School	(365,220)	(365,220)	(1,360,883)	(731,135)
Increase in Teaching Staff Costs - Receiving School	285,549	341,714	1,182,588	637,981
Reduction In Admin Staff (Principal) Costs - Old School	(84,298)	(84,298)	(291,031)	(157,538)
Increase in Admin Staff (Principal) Costs - Receiving School	There would be no material increase.	26,699	133,493	94,701

<sup>3</sup> Please note that the P-5 new school options take into consideration the inclusion of students both Hebbville Academy (P-5) and Pentz Elementary School (PES).

<sup>4</sup> Please note that the P-6 new school options take into consideration the inclusion of students from PES in order to provide a realistic estimate of the impact on costs.

<sup>5</sup> Awaiting information on operating costs of a new facility to serve as a proxy

<sup>6</sup> Awaiting information on operating costs of a new facility to serve as a proxy

Reduction In Non-Teaching Staff Costs - Old School	(37,654)	(37,654)	(122,375)	(75,308)
Increase in Non-Teaching Staff Costs - Receiving School	There would be no material increase.	There would be no material increase.	207,131	80,559
Increase(Decrease) in Bussing Costs	11,993	7,496	There would be no material increase	There would be no material increase
Reduction in Principal's Operating Costs (Supplies) and SAC Fixed Amounts (See Criterion 2.2 below)	(2,875)	(2,875)	(5,750)	(2,875)
Hogg Formula Sq Ft Funding Reduction/Increase - 25% (See Criterion 2.3 below)	19,264	19,264	(6,364)	6,880
Hogg Formula Principal Funding Reduction	84,298	57,599	157,538	62,837
Small Isolated School Teaching Funding Reduction <sup>7</sup>	71,970	71,970	143,940	143,940
Small Isolated School Funding Reduction - Additional <sup>8</sup>	There would be no material reduction.	There would be no material reduction.	9,804	9,804
Transition Period Funding Offset <sup>9</sup>	(71,970)	(71,970)	(153,744)	(153,744)
<b>Total Yearly Cost Savings</b>	<b>(158,530)</b>	<b>(106,862)</b>	<b>TBD<sup>10</sup></b>	<b>TBD<sup>11</sup></b>

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

<sup>7</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>8</sup> See footnote #7

<sup>9</sup> See footnote #7

<sup>10</sup> To be calculated once estimates for property services costs are received

<sup>11</sup> To be calculated once estimates for property services costs are received

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

Option	Key findings
Status quo	N/A
Close school and transfer all students to HA	This option would result in savings of approximately \$69,500 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
Close school and split students between HA and PRES	This option would result in savings of approximately \$69,500 by eliminating the property services costs associated with keeping the school open.
Consolidate school with HA and PRES into a new school (P-5)	This option would result in savings of approximately \$235,000 by eliminating the property services costs associated with keeping PES, PRES and the HA elementary building open. However, these savings would be offset by operating costs of the new school.
Consolidate school with PRES into a new school (P-6)	This option would result in savings of approximately \$140,000 by eliminating the property services costs associated with keeping PES and PRES open. However, these savings would be offset by the operating costs of a new school.

## 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 and transfer all students to HA	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.
Close school and split students between HA and PRES	
Consolidate school with HA and PRES into a new school (P-5)	This option would result in savings of approximately \$6,000 from the reduction in spending on supplies and the elimination of a fixed amount for the SAC, which is comprised of the savings of fixed costs for two schools.
Consolidate school with PRES into a new school (P-6)	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, which is comprised of the savings of fixed costs for one school only.

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

Option	Key findings
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<b>Status quo</b>	N/A
<b>Close school and transfer all students to HA</b>	This option would result in approximately \$ \$19,000 in eliminated funding (revenue) for the SSRSB due to the closure of PES.
<b>Close school and split students between HA and PRES</b>	This option would result in approximately \$19,000 in eliminated funding (revenue) for the SSRSB due to the closure of PES.
<b>Consolidate school with HA and PRES into a new school (P-5)</b>	This option would result in approximately \$6,000 in funding (revenue) for the SSRSB due to the closure of PES. Additionally, there would be an estimated increase in provincial funding of approximately \$79,500 for the new school..
<b>Consolidate school with PRES into a new school (P-6)</b>	This option would result in approximately \$7,000 in eliminated funding (revenue) for the SSRSB due to the closure of PES. However, this cost would be offset by an estimated increase in provincial funding of approximately \$36,000 for the new school.

#### 4.4 Capital Expenditures

It was determined that in the last 10 years, an estimated \$22,500 in capital expenditures have been made at PES. (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. 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 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. Costs are estimated to range from \$23,000 to \$49,000. To determine the right solution and more precise costing, 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 PES; 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 in short-term capital costs is required to keep the school operating safely and effectively and an investment of approximately \$23,000-\$49,000 will have to be made to bring accessibility up to code.</p> <p>These costs include \$3,000 for an automatic door opener at the front entrance and another \$3,000 to install an additional door opener at the back entrance. 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. There would also be potential for the addition of a third washroom for staff.</p>
<b>Close school and transfer all students to HA</b>	The cost to upgrade accessibility at PES (\$23,000-\$49,000) would not have to be incurred in this case as HA is an accessible school.
<b>Close school and split students between HA and PRES</b>	The cost to upgrade accessibility at PES (\$23,000-\$49,000) would not have to be incurred in this case. HA is an accessible school, however, PRES still requires approximately \$28,000-\$54,000 to upgrade their accessibility.
<b>Consolidate school with HA and PRES into a new school (P-5)</b>	The cost to upgrade accessibility at PES (\$23,000-\$49,000) would not have to be incurred in this case as the new school will be constructed with accessibility in mind.
<b>Consolidate school with PRES into a new school (P-6)</b>	The cost to upgrade accessibility at PES (\$23,000-\$49,000) would not have to be incurred in this case as the new school will be constructed with accessibility in mind.

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

Option	Key findings
<b>Status quo</b>	<p>A substantial increase in long-term capital costs will have to be incurred to keep PES open long term. Estimates were obtained for major structures or systems likely to reach end of their life 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 PES is approximately \$790,000.</p>
<b>Close school and transfer all students to HA</b>	Closing PES would avoid substantial long-term costs required to continue to meet regulation and code over time, and to complete repairs resulting from major maintenance. However, HA will require an increase in long-term capital including, but not limited to, upgrades to electrical panels and wiring, driveway and parking lot paving and exterior brickwork, estimated to be approximately \$1.15M
<b>Close school and split students between HA and PRES</b>	Closing PES would avoid substantial long-term costs required to continue to meet regulation and code over time, and to complete repairs resulting from major maintenance. However, HA will require an increase in long-term

	<p>capital including, but not limited to, upgrades to electrical panels and wiring, driveway and parking lot paving and exterior brickwork, estimated to be approximately \$1.15M. PRES will also require an increase in long-term capital costs including, but not limited to, upgrades to electrical panels and wiring, washrooms, and interior and exterior cosmetic upgrades, estimated to be approximately \$785,000.</p>
<p><b>Consolidate school with HA and PRES into a new school (P-5)</b></p>	<p>The capital construction costs for building a new school, which would include students from PES, HA and PRES would be approximately \$12.9M if built today and that cost would likely increase over time given inflation.</p> <p>Cost estimates for building a new school were provided by the NS Department of Education's (DOE) Facilities Management branch and were based on enrolment projections for the three schools combined, which requires a facility of approximately 48,000 sq. ft. to accommodate all students, teachers and non-teaching staff.</p> <p>While these figures represent a fair projection of capital construction costs for this option, a detailed study would have to be conducted in order to accurately estimate total costs.</p> <p>Costs for a new school would also include land acquisition costs, which are not included in the above figure given,</p>
<p><b>Consolidate school with PRES into a new school (P-6)</b></p>	<p>The capital construction costs for building a new school, which would include students from PRES and PES would be approximately \$12.5M if built today and that cost would increase along with inflation over time.</p> <p>Cost estimates for building a new school were provided by the NS Department of Education's (DOE) Facilities Management branch and were based on enrolment projections for the two schools combined, which requires a facility of approximately 37,600 sq. ft. to accommodate all students, teachers and non-teaching staff.</p> <p>While these figures represent a fair projection of capital construction costs for this option, a detailed study would have to be conducted in order to accurately estimate total costs.</p> <p>Costs for a new school would also include land acquisition costs, which are not included in the above figure given,</p>

**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>	An application of the staffing formula (see Appendix D) to the projected enrolment for 2013-14 <sup>12</sup> indicates that PES would require 6.86 FTE teaching positions. HA would require 34.71 FTE teaching positions for the same year. Thus, the total teacher allocation for both schools, for the status quo, would be 41.57 FTE positions.
<b>Close school and transfer all students to HA</b>	An application of the staffing formula to the combined, projected enrolment indicates that HA would require 39.38 FTE teaching positions. Thus, the total number of teaching positions would be reduced by 2.09 FTE's (41.47-39.38). This reduction would include a principal position.
<b>Close school and split students between HA and PRES</b>	Using the data in Table 16 in Appendix E, the total status quo for PES, PRES and HA would be 48.34 FTE's (6.86+6.77+34.71). The total allocation for closing either PES or PRES and sending 50% to the other school and 50% to HA would be 47.6 FTE's (9.6+38.0). Thus, the staffing reduction of this option would be 0.94 FTE's. This reduction is mainly due the removal of the PES principal position.
<b>Consolidate school with HA and PRES into a new school (P-5)</b>	The total for the status quo of the three schools is 48.34 FTE's. From Table 15 in Appendix E, the allocation for the new P-5 school would be 20.55 and the allocation for Grade 6-9 at HA would be 24.61 to give a total of 45.16. Thus, the reduction would be 3.18 FTE's, the difference between the totals. This reduction includes a principal position.
<b>Consolidate school with PRES into a new school (P-6)</b>	The total status quo allocation for PES and PRES would be 6.86 +6.77=13.63 FTE's. Consolidated in a new school, the total would be 11.41 FTE's, thus a reduction of 2.22 FTE's. This reduction would include a principal position.

## Criterion 4.2: Reduction or increase in administration allocation

Option	Key findings
<b>Status quo</b>	The administration allocation for PES is 0.90 for the principal and there is no vice-principal. The administration allocation for HA is 2.75 FTE's to provide a full-time principal position and 2 vice-principal positions.
<b>Close school and transfer all students to HA</b>	The administration allocation for HA would remain at 2.75 FTE's. Thus, the reduction would be 0.9 FTE's.
<b>Close school and split students between HA and PRES</b>	Because the enrolment increases would be about 45, the administration allocation for both PES and HA would remain as is, and a principal position would be eliminated.
<b>Consolidate school with HA and PRES into a new school (P-5)</b>	The allocations for PES and PRES would be eliminated, that of HA would decrease to 1.50, and the new school's allocation would be 1.25 FTE's (a vice-principal position would be added for the new school). The overall reduction would be 2.95 FTE's, including the removal of one of the vice-principal positions at HA.
<b>Consolidate school with PRES into a new school (P-6)</b>	The administration allocation for the new school would be 1.0. Because the total status quo allocation for PES and PRES is 1.70 FTE's, the reduction would be 0.70 FTE's.

<sup>12</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 4.3: Reduction or increase in support staff allocation

Option	Key findings
<b>Status quo</b>	<p>PES has one full-time administrative assistant position and HA has 3.</p> <p>PES has a part-time (0.63) custodian position and HA has 4.75 positions, including a head custodian position.</p>
<b>Close school and transfer all students to HA</b>	<p>The administrative assistant position at PES would be eliminated and the 3 positions at HA would remain as is.</p> <p>The custodian position at PES would be eliminated in this option and the option below.</p>
<b>Close school and split students between HA and PRES</b>	<p>One administrative assistant position would be eliminated, the new school would have 1 position; there would be no change for HA.</p>
<b>Consolidate school with HA and PRES into a new school (P-5)</b>	<p>The administrative assistant positions of PRES and PES would be eliminated, the new school would have 1.75 positions, and HA would have 1.75 positions instead of 3; thus, a reduction 1.50 positions (5.0 - 3.50).</p> <p>The custodial positions at PES and PRES would be eliminated and the new school would have at least 3 positions including a head custodian position.</p>
<b>Consolidate school with PRES into a new school (P-6)</b>	<p>One administrative assistant position would be eliminated and the new school would have 1 position.</p> <p>The custodian positions at PES and PRES would be eliminated and the new school would have about 0.9 positions.</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 because the teacher supply far surpasses the number of teaching positions in all school systems in Nova Scotia at present. Nevertheless, the potential risk for a problem to occur is greater for PES, not only because of its very small enrolment but also because of the fact that it is under review for possible closure and this has been a concern for quite a few years.</p> <p>Even if PES 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 and transfer all students to HA</b>	Because HA has a larger staff with specialist positions more fully dedicated to the speciality, the risk in being able to attract suitably qualified specialist is minimized in comparison to the status quo.
<b>Close school and split students between HA and PRES</b>	Because these receiving schools would have larger staffs with specialist positions more fully dedicated to the speciality, the risk in being able to attract suitably qualified specialist is minimized in comparison to the status quo.
<b>Consolidate school with HA and PRES into a new school (P-5)</b>	Because a new school with higher enrolment would have a larger staff with specialist positions more fully dedicated to the speciality, the risk in being able to attract suitably qualified specialist is minimized. Typically, new schools are particularly successful in being able to attract teachers.
<b>Consolidate school with PRES into a new school (P-6)</b>	

## 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>During the past 6 years, 2 teachers transferred from PES (in 2008-09) , 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. During 4 of the 6 years, there were 1 or 2 100% term or probationary contract teachers on staff.</p> <p>Over the same period, 6 teachers transferred from HA and there were from 2 to 6 100% term or probationary contract teachers on staff each year. Relative to the size of the HA staff, this amount of turnover causes less of an impact.</p>
<b>Close school and transfer all students to HA</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 HA and the school's enrolment will be made larger under this option.
<b>Close school and split students between HA and PRES</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 at these receiving schools given that it is not a problem now and the receiving schools' enrolment will be made larger under this option.
<b>Consolidate school with HA and PRES into a new school (P-5)</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 at a larger, newer school.
<b>Consolidate school with PRES into a new school (P-6)</b>	

## 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, the fact that the PES music position is an itinerant position is not preferred.
<b>Close school and transfer all students to HA</b>	As indicated in a previous section, the need to have an itinerant specialist position would be less likely because of the larger specialist allocations. Because all other options would have larger enrollments, there would be greater flexibility to match qualifications with teaching assignment.
<b>Close school and split students between HA and PRES</b>	
<b>Consolidate school with HA and PRES into a new school (P-5)</b>	
<b>Consolidate school with PRES into a new school (P-6)</b>	

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

Option	Key findings
<b>Status quo</b>	<p>As indicated in a previous section, the teachers of PES must carry a variety of duties to have a full-time position. With only 4 classes for seven grades, multi-grade classes are a must. 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 4 classes at PES, there can be little or no choice about which student will be assigned to each teacher, depending on the multi-grade configurations. There can be advantages to being able to assign individual students to another teacher. 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> <p>Regarding the requirement for itinerant teaching positions between or among schools, the demands on a teacher who serves two schools can be kept to a reasonable load, but the demands on a teacher who serves 3 schools can be unreasonable. It is very difficult and therefore frustrating for the teacher who wishes to build strong relationships with the students and their families and with the staff members in 3 schools.</p>
<b>Close school and transfer all students to HA</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, the requirement to have multi-grade classes will be less, because it will have at least two classes for each grade, there will be much greater flexibility in assigning students to classes.</p>
<b>Close school and split students between HA and PRES</b>	
<b>Consolidate school with HA and PRES into a new school (P-5)</b>	
<b>Consolidate school with PRES into a new school (P-6)</b>	

## 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>	<p>The teachers of PES 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. 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.</p>
<b>Close school and transfer all students to HA</b>	<p>Depending on the size of the teaching staff, the volunteer workload could be spread among the teachers much more reasonably at a school with a larger staff.</p>
<b>Close school and split students between HA and PRES</b>	
<b>Consolidate school with HA and PRES into a new school (P-5)</b>	
<b>Consolidate school with PRES into a new school (P-6)</b>	

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

Option	Key findings
<p><b>Status quo</b></p>	<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 I), the average substitute coverage per teacher 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. Using the same data, the average number of days per teacher per year for professional/in-service activities is 7.81 for the teachers of HA, below the system average. To compare an even larger elementary school, 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 to be away from their classroom and school compared to the staff of a larger school.</p>
<p><b>Close school and transfer all students to HA</b></p>	<p>The ability to spread the professional/in-service activities would be enhanced or improved, the degree of which depending on the size of the teaching staff.</p>
<p><b>Close school and split students between HA and PRES</b></p>	
<p><b>Consolidate school with HA and PRES into a new school (P-5)</b></p>	
<p><b>Consolidate school with PRES into a new school (P-6)</b></p>	

### 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 options under consideration.

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

Option	Key findings
<b>Status quo</b>	N/A
<b>Close school and transfer all students to HA</b>	This option would add just over 66 total square kms to HA's current catchment area (HA's catchment area includes Pentz) and impact student transportation by adding an additional 20 to 30 minutes to current bus times. Students will experience an increase in onboard travel time however this is expected to be a maximum of 50 minutes for any individual student and thus all routes will be less than one hour in total transport time and in line with SSRSB Policy 215.
<b>Close school and split students between HA and PRES</b>	This option would add just over 46 total square kms to HA's current catchment area and just over 21 kms to the PRES catchment area. Students travelling to either HA or PRES would experience an average increase of approximately 20 minutes on the bus and all routes are expected be less than one hour in total transport time and thus in line with SSRSB Policy 215.
<b>Consolidate school with HA and PRES into a new school (P-5)</b>	The site of a potential new school is still unknown, which makes it difficult to estimate the impact on student transportation. Site selection and a complete route review would be required before any estimates could be made.
<b>Consolidate school with PRES into a new school (P-6)</b>	

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

Option	Key findings
Status quo	N/A
Close school and transfer all students to HA	There will be an increase for some families to attend school activities at HA. Given the maximum additional transit time for students under this option is 30 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 families. Families without the use of a car may have difficulty attending school events under this scenario. It is worth noting that all students attend HA starting in grade 7, so there is no increase in travel for school wide events and there may be travel savings from having all children from one family attend the same school.
Close school and split students between HA and PRES	There will be an increase for some families to attend school activities at either HA or PRES. Given the approximate additional transit time for students under this option is 20 minutes by bus, it is expected that some families with cars will not experience the same increase given efficiencies of car travel. Families without the use of a car may have difficulty attending school events under this scenario
Consolidate school with HA and PRES into a new school (P-5)	The site of a potential new school is still unknown, which makes it difficult to estimate the impact on time/distance for families to attend school activities.
Consolidate school with PRES into a new school (P-6)	

### 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 and transfer all students to HA	There will be no impact on bell times with this option.
Close school and split students between HA and PRES	
Consolidate school with HA and PRES into a new school (P-5)	The site of a potential new school is still unknown, which makes it difficult to estimate the impact on current student bell times. Site selection and a complete route review would be required before any estimates could be made.
Consolidate school with PRES into a new school (P-6)	

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

Option	Key findings
<b>Status quo</b>	N/A
<b>Close school and transfer all students to HA</b>	There would be an increase of 2 hours in driver paid time per day which results in approximately \$12,000 per year due to an increase of one run from PES to HA and an extra 20 minutes per run for each of 3 drivers currently serving the school.
<b>Close school and split students between HA and PRES</b>	This option would lead to an increase in paid driver time of 1 hour and 20 minutes per day, which results in approximately \$7,500 per year.
<b>Consolidate school with HA and PRES into a new school (P-5)</b>	The Transportation Department of the SSRSB cannot determine transportation costs associated with these options. To do so, a complete route review would be required and without a definite location of the new school it is impossible to determine the costs of these two options.  The experience of other Provincial School Boards suggests that when integrating new schools into a district there is no material impact on transportation costs, however this is site and situation specific.
<b>Consolidate school with PRES into a new school (P-6)</b>	

### 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.

The schools, and their respective communities, being considered in this assessment have a tradition of providing successful and extensive extra-curricular programs. If PES 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 HA or a new school. Families and communities support their children in whatever school they attend. Yes, the closure of PES would have a negative effect on the local community but, in time, the collective impact on HA or a new school 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>	<p>There is no problem or concern whatsoever about the availability of a suitable number and range of extra-curricular activities for the students of PES. 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.</p> <p>Similarly, a strong program is provided by the staff and community of HA.</p>
<b>Close school and transfer all students to HA</b>	Having a larger number of staff members and families, with a broader school community, could potentially enhance or extend what is already offered at HA.
<b>Close school and split students between HA and PRES</b>	Having a larger number of staff members and families, with a broader school community, could potentially enhance or extend what is currently offered at both HA and PRES.
<b>Consolidate school with HA and PRES into a new school (P-5)</b>	Having a larger number of staff members and families, with a broader school community, has the potential to result in a rich range of activities.
<b>Consolidate school with PRES into a new school (P-6)</b>	

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

Option	Key findings
<b>Status quo</b>	The catchment area of PES is small relative to most small rural elementary schools which aids accessibility to activities which is related directly to the distances that students and families must travel to the school. .
<b>Close school and transfer all students to HA</b>	The impact on some families of PES, 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 HA. Some PES families could have less distance to travel because their home is closer to HA than to PES. Nevertheless, the fact that all PES students attend HA after Grade 6 should help to minimize the negative effect that some families may experience.
<b>Close school and split students between HA and PRES</b>	The effect on some families will be negative for some and positive for others, depending on where they are located relative to a new school.
<b>Consolidate school with HA and PRES into a new school (P-5)</b>	
<b>Consolidate school with PRES into a new school (P-6)</b>	

## 4.9 Community relationship and school usage

The school review process must contemplate the impact that the options under consideration will have on the community surrounding PES. In order to gain a better understanding of how options under consideration may affect the school's community, Deloitte met with the Municipality (Lunenburg Municipal Planner Jeff Merrill) 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. Possible developments that might affect enrolment include: Lower housing prices and car pool parking lots, allowing a free place to park and carpool into Lunenburg, Bridgewater or Halifax for the day and property being cheaper on the side of Petite Riviere that PES school is located.

There is also optimism that LaHave, a nearby village that boasts a vibrant culture rich in the arts, will grow and the school will enjoy the residual effects of new families moving into the region. However, there is no direct indication that these developments would affect enrolment in the school appreciably.

We heard from the SAC that the community rallies around the school. School activities are supported by the community and volunteers are comprised of many community members, not just parents of children enrolled at the school. PES has an outdoor ice rink, which is commonly used by the community in the winter. After school activities include yoga classes, a garden club and various fundraising activities. Fundraising is a major focal point for the SAC who fear that fundraising activities such as the pancake breakfast will be lost if the school closes.

As potential receiving schools; HA and PRES offer some positive benefits. HA provides an after school program that may be convenient for some students. PRES hosts a number of activities from various organizations after school, including: Beavers, Cubs, Scouts, Sparks, Brownies and Guides (approximately 2-2 ½ days per week); special interest groups such as parenting sessions also use the school occasionally; and a senior's garden club maintains a greenhouse on the property that provides fresh produce for the community and the school.

The potential new consolidated elementary school, whether is it a P-5 consolidation of 3 schools or a P-6 consolidation of 2 school, provides an opportunity to offer more programs and may increase participation in after school programs because there will be more students enrolled. The caveat is that, depending on where the school is located, participation in community related after school events may be easier for some than others based on proximity to the school site.

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

Option	Key findings
<b>Status quo</b>	The community utilizes the school for its outdoor hockey rink as well as other activities such as yoga classes and a garden club, which maintains a greenhouse on the property that provides fresh produce for the community and the school. Many successful fundraising events have taken place at PES.
<b>Close school and transfer all students to HA</b>	Fundraising is a major focal point for the SAC who fear that fundraising activities such as the pancake breakfast will be lost if the school closes. The transfer of students out of PES 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 excess 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. On the other hand, families are accustomed to travelling to HA, once their students are in grade 7. Those with more than one child may find it easier when their children attend the same school.
<b>Close school and split students between HA and PRES</b>	
<b>Consolidate school with HA and PRES into a new school (P-5)</b>	Fundraising is a major focal point for the SAC who fear that fundraising activities such as the pancake breakfast will be lost if the school closes. The transfer of students to a new school, depending on the location, 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 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.
<b>Consolidate school with PRES into a new school (P-6)</b>	

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

Option	Key findings
<b>Status quo</b>	No alternate sites would provide the safe and unique advantages that PES offers for after school activities. The community considers PES as a common gathering place. In addition to the indoor facility, the school's field and playground are used in evenings by many members of the community.
<b>Close school and transfer all students to HA</b>	The Pleasantville Fire Hall is a potential venue for community activities, however the space is not as large as the school's and it does not have a field or suitable space for outdoor activities.
<b>Close school and split students between HA and PRES</b>	
<b>Consolidate school with HA and PRES into a new school (P-5)</b>	Fundraising is a major focal point for the PES SAC who fear that fundraising activities such as the pancake breakfast will be lost if the school closes. That said, it is likely that families would shift focus to help fundraise for whichever school their child attends.
<b>Consolidate school with PRES into a new school (P-6)</b>	

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

Option	Key findings
<b>Status quo</b>	The school is available and regularly used by the surrounding community.
<b>Close school and transfer all students to HA</b>	If the school closes the community will have to find a new venue to host yoga classes, garden club and other community activities, such as fundraising events. Although HA provides an after school program, this may not be feasible for some families because of distance.
<b>Close school and split students between HA and PRES</b>	If the school closes the community will have to find a new venue to host yoga classes, garden club and other community activities, such as fundraising events. Although HA provides an after school program and PRES does a similar partnership with a garden club, only students transferred there will continue to enjoy the benefit.
<b>Consolidate school with HA and PRES into a new school (P-5)</b>	If the school closes the community will have to find a new venue to host yoga classes, garden club and other community activities, such as fundraising events. A new facility will most likely have the ability to provide community activities, such as the ones currently offered at PES, however depending on the location of the new school, some families may find it a hindrance to transport their children.
<b>Consolidate school with PRES into a new school (P-6)</b>	

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

Option	Key findings
<b>Status quo</b>	There is a gain to school from the garden club that maintains a greenhouse on the property and provides fresh produce for school lunches. There is also a gain to the community from use of the hockey rink and school building to host fundraising activities.
<b>Close school and transfer all students to HA</b>	Students would lose out on the fresh produce provided by the garden club and the community would run the risk of losing a historically successful fundraising venue.
<b>Close school and split students between HA and PRES</b>	Students would lose out on the fresh produce provided by the garden club, except those who transferred to PRES, and the community would run the risk of losing a historically successful fundraising venue.
<b>Consolidate school with HA and PRES into a new school (P-5)</b>	Students would lose out on the fresh produce provided by the garden club and the community would run the risk of losing a historically successful fundraising venue.
<b>Consolidate school with PRES into a new school (P-6)</b>	

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

Option	Key findings
<b>Status quo</b>	Currently, there is a benefit to the school from the garden club that maintains a greenhouse on the property and provides fresh produce for school lunches.
<b>Close school and transfer all students to HA</b>	Students would lose out on the fresh produce provided by the garden club.
<b>Close school and split students between HA and PRES</b>	Students would lose out on the fresh produce provided by the garden club. Although PRES does a similar partnership with a garden club, only students transferred there will continue to enjoy the benefit.
<b>Consolidate school with HA and PRES into a new school (P-5)</b>	Students would lose out on the fresh produce provided by the garden club.
<b>Consolidate school with PRES into a new school (P-6)</b>	

### 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 community utilizes the school for its outdoor hockey rink as well as other activities such as yoga classes and a garden club, which maintains a greenhouse on the property that provides fresh produce for the community and the school. Many successful fundraising events have taken place at PES.
<b>Close school and transfer all students to HA</b>	The community would have to find a new venue for fundraising activities and other community sponsored events. Nothing suggests that the HA community, or a potential new school community, would not embrace similar initiatives.
<b>Close school and split students between HA and PRES</b>	
<b>Consolidate school with HA and PRES into a new school (P-5)</b>	
<b>Consolidate school with PRES into a new school (P-6)</b>	

#### 4.10 Impact on receiving school

There are four possible receiving schools for all or some of the students of PES: HA, PRES (for about 50% of the students), and two new purpose built schools.

Presently in the grade 6-9 building at HA, what is known as the grade 5-6 wing is not used for classrooms or teaching areas. Three of the former classrooms in this wing are used for a variety of SSRSB regional services, one is used by the YMCA and for an afterschool program, and two are used by the HA students as a fitness centre and a games room. In other words, there are 6 former classrooms at HA which could

be used again as regular classrooms. (For a detailed analysis of the updated building capacity for HA, see Appendix H.)

Although much of what can be said about the educational impact on HA as the receiving school has been said in previous sections of this report, some greater detail is provided below, as are comments on the impact on PRES as the receiving school.

**Table 7: Impact on HA to receive PES students**

Criteria	Key findings
<b>Criterion 9.1: Sufficient number of classrooms and ancillary teaching areas</b>	<p>The combined projected enrolment of HA and PRES is 605 for 2013-14 and is expected to decline in subsequent years. The 4 classes operating at PES could be accommodated in the 6 classrooms of the 5-6 wing of the newer building if the regional programs, the YMCA program and the afterschool program had to vacate.</p> <p>At least indirectly, the loss of these regional programs would be a loss to the staff of HA. Having the regional specialists and the IT staff interacting on a daily basis with the staff of HA has proven, over the long term, to have inherent advantages in terms of professional development.</p>
<b>Criterion 9.2: Ability to schedule programs in gymnasium, sciences labs and other specialist areas</b>	<p>There would be added demands on these teaching and specialist areas because of the larger number of classes, but they would not unmanageable.</p>
<b>Criterion 9.3: Additions or alterations</b>	<p>No additions or alterations to the facility are required.</p>

**Table 8: Impact of splitting PES on both receiving schools; HA and PRES**

Criteria	Key findings
<b>Criterion 9.1: Sufficient number of classrooms and ancillary teaching areas</b>	<p>The impact on HA would be less compared to the option of receiving all PES students. The impact on PRES would be that of adding about 45 students or another 2 classes. Two more classes can be accommodated at PRES without causing undue pressure on the building utilization. (See Updated Building Capacity of PES in Appendix H)</p>
<b>Criterion 9.2: Ability to schedule programs in gymnasium, sciences labs and other specialist areas</b>	<p>There would be added load or demand on these teaching and specialist areas because of the larger number of classes, but it is not unmanageable.</p>
<b>Criterion 9.3: Additions or alterations</b>	<p>No additions or alterations to the facility are required.</p>

Table 9: Impact on a potential new school to receive P-5 PES, PRES and HA students

Criteria	Key findings
<b>Criterion 9.1: Sufficient number of classrooms and ancillary teaching areas</b>	For both of these options, the facility would be designed to satisfy all codes and standards for a modern-day elementary school.
<b>Criterion 9.2: Ability to schedule programs in gymnasium, sciences labs and other specialist areas</b>	In most cases there are science labs, technology education/innovation rooms and other specialist areas included in a new school construction therefore easing the burden on program scheduling.
<b>Criterion 9.3: Additions or alterations</b>	N/A

Table 10: Impact on a potential new school to receive P-6 PES and PRES students

Criteria	Key findings
<b>Criterion 9.1: Sufficient number of classrooms and ancillary teaching areas</b>	For both of these options, the facility would be designed to satisfy all codes and standards for a modern-day elementary school.
<b>Criterion 9.2: Ability to schedule programs in gymnasium, sciences labs and other specialist areas</b>	In most cases there are science labs, technology education/innovation rooms and other specialist areas included in a new school construction therefore easing the burden on program scheduling.
<b>Criterion 9.3: Additions or alterations</b>	N/A

# 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>13</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>13</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>14</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>14</sup> Source : [http://www.ssrbs.ca/index.php?option=com\\_docman&task=cat\\_view&gid=32&Itemid=63](http://www.ssrbs.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 11: Historic enrolment figures and future projections for PES**

	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>	23	13	17	14	15	13	15	15	15	15	15
<b>1</b>	21	22	11	18	14	11	12	14	14	14	13
<b>2</b>	12	20	18	9	18	15	10	11	13	14	14
<b>3</b>	14	13	20	14	8	17	14	9	9	12	13
<b>4</b>	10	14	13	17	15	7	16	13	8	8	11
<b>5</b>	11	10	17	11	18	17	8	17	14	9	9
<b>6</b>	11	11	6	15	11	18	16	7	16	13	8
<b>Total</b>	102	103	102	98	99	98	91	86	89	85	83
<b>% Change</b>	13.33%	0.98%	-0.97%	-3.92%	1.02%	-1.01%	-7.14%	-5.49%	3.49%	-4.49%	-2.35%

**Table 12: Historic enrolment figures and future projections for PRES**

	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>	10	14	16	12	8	11	11	11	11	11	11
<b>1</b>	12	12	16	15	14	9	12	12	12	12	12
<b>2</b>	10	11	12	16	16	14	9	12	12	12	12
<b>3</b>	11	7	12	11	17	17	14	9	12	12	12
<b>4</b>	16	11	8	10	9	17	16	13	8	11	11
<b>5</b>	9	18	11	8	12	9	18	17	14	9	12
<b>6</b>	8	10	15	12	9	11	9	18	17	14	9
<b>Total</b>	76	83	90	84	85	88	89	92	86	81	79
<b>% Change</b>	5.56%	9.21%	8.43%	-6.67%	1.19%	3.53%	1.14%	3.37%	-6.52%	-5.81%	-2.47%

**Table 13: Historic enrolment figures and future projections for HA**

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
<b>P-5</b>											
<b>P</b>	25	26	33	32	28	24	27	27	27	27	27
<b>1</b>	31	25	28	33	32	28	24	27	27	27	27
<b>2</b>	26	31	25	27	38	28	28	24	27	27	26
<b>3</b>	32	28	32	24	31	40	30	30	26	29	29
<b>4</b>	41	34	26	32	27	31	41	30	31	27	30
<b>5</b>	78	76	37	23	33	29	32	42	30	32	28
<b>Total</b>	233	220	181	171	189	180	182	180	168	169	167
<b>% Change</b>	-1.69%	-5.58%	-17.73%	-5.52%	10.53%	-4.76%	1.11%	-1.10%	-6.67%	0.60%	-1.18%

## 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 enrolments for 2013-14, for the various options which involve PES, PRES and HA. The table includes the consolidation of PES with HA and with PRES in a new P-6 elementary school. Also, it includes the consolidation of the Gr. P-5 students from PES, HA and PRES into a new elementary school; in this option, the Grade 6 students of the 3 schools would attend HA.

Table 14: Staffing Allocation Forecast for 2013-14 for PES options (option to split PES can be found in Table 15)

	PES (P-6)	PRES (P-6)	HA (P-9)	PES & HA (P-9)	PES & PRES, New School (P-6)	PES, HA, PRES, New School (P-5)
<b>Enrolment</b>	86	92	519	605	178	333
<b>Classroom teachers (elementary)</b>	3.68	3.64	9.03	11.84	6.37	12.06
<b>Phys. Ed.</b>	0.33	0.36	0.88	1.12	0.59	1.12
<b>Music</b>	0.18	0.17	0.43	0.57	0.31	0.57
<b>French</b>	0.22	0.22	0.66	0.77	0.44	0.55
<b>PST/resource</b>	0.51	0.55	1.44	1.95	1.06	1.98
<b>Guidance</b>	0.30	0.25	1.00	1.30	0.40	0.75
<b>Behavioral Support</b>	0.11	0.12	0.69	0.80	0.24	0.44
<b>Succeeding in Reading</b>	0.25	0.25	0.38	0.63	0.38	0.75
<b>Admin.</b>	0.90	0.80	2.75	2.75	1.00	1.25
<b>Literacy Intervention</b>	0.11	0.11	0.11	0.11	0.11	0.11
<b>Formula adjustments*</b>	0.27	0.30	1.06	1.30	0.51	0.97
<b>Jr. High Staffing**</b>	0.0	0.0	16.28	16.28	0.0	0.0
<b>Total Staffing</b>	6.86	6.77	34.71	39.38	11.41	20.55

\*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.

\*\* This junior high staffing figure includes allocations for Grade 7-9 French, music, physical education, and program support/resource.

Two other options for PES are (1) to transfer 50% of the students from PRES to PES and the other 50% to HA and (2) to close PES and transfer 50% of the students to PRES and 50% to HA. The total staffing

allocations for these two options would be almost equal because the enrolment of PES and PRES are about the same. The allocation for each of these options would lie about halfway between the combined staffing levels for the status quo and the consolidation of PES and PRES in a new P-6 elementary. The totals are reported in the following table.

**Table 15: Staffing Allocation Forecast for 2013-14 for the option to split either PES or PRES**

	PES	PRES	HA	PES & 50% of PRES or vice-versa	HA & 50% of PES or PRES
<b>Enrolment</b>	86	92	519	134	564
<b>Total Allocation</b>	6.86	6.77	34.71	9.6	38.0

## 6.6 Appendix F: Operational Expenditure Data

The table below contains the actual audited expenditures of PES 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 16: Actual operating expenditures for PES over the past 5 years

Operating Costs	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
611800 Regular Wages CUPE	16,914	19,187	21,352	21,981	21,635
612500 Substitutes/Casuals CUPE	158	0	194	0	0
614600 Overtime CUPE	67	161	119	249	0
627150 CPP	627	810	809	916	916
627200 EI	400	348	435	497	514
627250 WCB	449	512	548	702	794
627400 Group Insurance	304	89	151	165	164
627450 Pension	239	863	1,448	1,409	1,408
627550 Benefits - Other	0	0	0	62	0
631100 Travel - In Province	0	0	0	0	0
711100 Security Systems	241	135	527	163	163
711200 PA Systems	0	0	0	0	0
711250 Fire Safety	223	3,775	265	326	617
785900 Garbage Removal	2,815	2,786	2,866	2,879	2,884
786100 Pest Control	104	443	286	428	0
711400 Equipment	0	815	-409	0	0
711450 Equipment Repair	0	2,812	0	499	0
721100 Sprinkler Systems	0	0	0	0	0
721140 Playground Maintenance	8,747	1,032	119	65	65
721160 Building Maintenance	0	-6	0	0	0
721200 Cleaning Services	0	0	0	0	0
721250 Other Contracted Services	0	25	0	548	0
721350 Electrical	63	1,344	586	1,272	1,946
721400 Environmental	439	455	1,150	-279	578
721450 Windows	0	594	0	684	104
721500 Flooring	0	0	0	0	0
721550 Paving	3,129	0	0	0	917
721600 Masonry	0	0	1,297	0	0
721650 Painting	0	1,308	4,903	981	0
721750 Carpentry	104	163	845	405	195
721800 Roofing	0	0	0	0	0
721850 Ventilation	0	1,897	345	0	590
721900 Plumbing	2,013	162	352	4,602	295
786400 Supplies & Materials	389	197	0	362	1,524
721950 Oil Heating	0	164	0	0	180
785200 Electricity	8,186	8,444	10,025	7,589	9,836
785400 Heating Fuel	11,352	10,705	13,049	15,499	18,641
785600 Water	0	0	0	0	422
785800 Sewer	0	0	0	0	0
786000 Snow Removal	11,242	9,889	5,360	5,133	5,261
786150 Custodial Supplies	2,004	2,641	2,449	2,329	1,100
787100 Municipal Levys and Charges	0	0	0	0	0
814450 In Service - Non-Teachers' Non-Contract	0	0	0	0	0
990100 Recovery from other School Boards	-487	-638	-2,186	0	0
<b>EXPENDITURES</b>	<b>\$69,720</b>	<b>\$71,112</b>	<b>\$66,885</b>	<b>\$69,467</b>	<b>\$70,749</b>
<b>Five Year Average</b>					<b>69,587</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 17: Historic investment, immediate capital requirements and necessary longer-term requirements**

Action Item		Approximate Cost
<b>Completed in last 5-10 years</b>	1. PA system (unsure of how long ago this was done)	1. \$5,000
	2. Wired for computers and overhead	2. \$5,000
	3. Fire alarm	3. \$5,000
	4. Security system, cameras	4. \$6,000
	5. Lighting efficiency upgrade	5. \$4,000
		\$25,000
<b>Required in next 5 years</b>	Accessibility	\$23,000- \$49,000
<b>Longer-term requirements</b>	1. Outside upgrade	1. \$350,000
	2. Ventilation system	2. \$80,000
	3. Electrical upgrades	3. \$100,000
	4. Washroom	4. \$60,000
	5. Interior (walls, ceiling, floors, etc.)	5. \$200,000
		\$790,000

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 18: 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 POE 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: Room Utilization at HA and PES

Table 20 below compares the present room use at HA to that of the original design. This table is an update to the similar table provided in the School Identification Report.

As indicated in the School Identification Report, the capacity of a school is defined as the number of regular or “design” classrooms multiplied by 25. Thus, newer HA building was originally designed to house 650 students (26X25). For some reason, the design did not include a science or technical education room. In a school which houses over 275 Gr. 7-9 students, at least 1 science and 1 technology education room is not an unreasonable expectation---presently, 2 classrooms are being used as science rooms. Also, 1 room is being used for storage because of inadequate storage space in the building. If it can be accepted that at least 1 of the original classrooms should be allocated as a science room, 1 as a technology education room, and 1 as a storage room, then the number of classrooms is reduced from 26 to 23. This means that the capacity of the school is reduced from 650 to 575. If it was accepted that the 2 science classrooms are necessary, then the capacity would be 550.

The total P-9 enrolment of HA is projected to be 519 for 2013-14 and 180 of those are in Grade P-5. According to enrolment projections in Appendix D, the total P-9 enrolments for the 3 subsequent years are 522, 527 and 527. The enrolment for the next 5 years appears to be very stable and is below the capacity of 550 or 575. If the elementary building was closed, from a simple mathematical perspective, all the P-5 students could be housed in the 6-9 building. From a much broader perspective, the impact on the programs being delivered is significant.

Presently, what is known as the Grade 5-6 wing is not used for classrooms or teaching areas. The use of the 6 classrooms in this wing is presented in the table below. Four of the rooms are used for a variety of SSRSB regional services, one is used by the YMCA and to deliver an afterschool program and two are used by the HA students as a fitness centre and a games room.

There are 8 classes operating in the P-5 building and 1 classroom is being used by the elementary resource teacher. If the elementary school is closed, then 9 rooms would be required in the newer building. There are 6 rooms in the newer building, in the 5-6 wing, that could be used as classrooms, if the regional services and YMCA services were moved elsewhere and if the fitness centre and games room were eliminated. To find 3 more classrooms, potentially the science rooms, the storage room, and the technology education room could be used. (In a building that has insufficient storage space, it may be unwise to remove some of that space when adding 180 elementary students and their teachers.) There may also be a cost associated with relocating regional services located in the building.

The loss of the science and technology education classrooms, the fitness centre and the YMCA afterschool program would be definite losses that would have a negative effect on the program delivery and the programs available.

Table 19: Comparison of present room use to original design

Room	Original Design	Present Use	Difference
<b>Classrooms</b>	26	16	(10)
<b>Cafeteria</b>	1	1	0
<b>Gymnasium</b>	1	1	0
<b>Library</b>	1	1	0
<b>Music</b>	1	1	0
<b>Science</b>		2	2
<b>Resource</b>	3	3	0
<b>Family Studies</b>	1	1	0
<b>Tech Education</b>		1	1
<b>Storage Room</b>		1	1
<b>Former 5/6 Wing*</b>			0
<b>Assistive Technology Centre SSRSB</b>		1	1
<b>SLD Specialist Center</b>		1	1
<b>IT Centre SSRSB</b>		1	1
<b>YMCA Centre, Afterschool Program</b>		1	1
<b>HA Fitness Centre</b>		1	1
<b>HA Games Room</b>		1	1
<b>Total Rooms</b>	34	34	0

\*Unused as classrooms or teaching areas

Another option set aside was the creation of a new elementary school to house all Grade P-6 students from Hebbville Academy, Pentz Elementary and Petite Riviere Elementary. Again using the projected enrolments for 2013-14, the total P-6 enrolment from the three schools would be 421. Elementary schools of this size are not uncommon, but an enrolment of over 400 is considered large for an elementary school. In this situation it would be unnecessarily large because there is no reason to argue that the Grade 6 students of Hebbville Academy should be transferred to another school. These students are already housed in the newer building at HA and, yet, there are unused classrooms in the building. Furthermore, to move the Grade 6 students from HA is contrary to the position being taken by the SSRSB---and numerous other school systems---that Grade 6 is a better fit, educationally, with Grade 7 and 8 if the contemporary middle school philosophy is to be the model of choice. Thus, for reasons related to school size, underutilized capacity at HA and congruency with the move towards middle school configurations and philosophy, the option to create a new P-6 elementary is not feasible.

The following “Updated Building Capacity” for PES was distributed earlier in the Wave 3 Data Package.

- In the identification report for PES, the capacity of the original school design is defined as 8 classrooms multiplied by 25 students per room, to give a capacity of 200 students. With a current enrolment of 98, the current utilization capacity is given as 98/200 or 49%.
- The present-day requirements for the effective delivery of the educational program and student services requires that each school have at least a learning centre and another room for student services such as resource, literacy intervention and behaviour intervention---and these rooms are not used to deliver specialist programs such as music and French. Music and French can be offered in an elementary school from one or more of the regular classrooms, although it is preferred that music have a room dedicated to it.

- Given that two of the original design classrooms at PES are being used as a resource room and a room to provide various literacy and student support services, only 6 classrooms should be used to calculate the capacity. Thus, the student capacity is adjusted to 150 from 200 and the current utilization capacity is adjusted to 65% (98/150) from 49%.

## 6.9 Appendix I: Professional Development and Representation at Regional Committees and Meetings

Table 20: 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

## Appendix J: Identification Report for Pentz Elementary School

Configuration	Location	Administration	
		Principal	Vice-Principal
P-6	2680 HWY 331, Pentz NS	C. Hughes	NA

### **Building Use**

a. Year Built	1965
b. Building Area	11,200 SF
c. Additions	NA
d. Percentage of Bussed Students	100%
e. Design Classrooms	8
f. Average Number of Students per Classroom	12.2
g. Capacity (e x 25)	200
h. Current Enrolment	98
i. Projected Enrolment (5 Years)	83
j. Current Capacity Utilization (h/g x 100%)	49%
k. Projected Capacity Utilization (i/g x 100%)	42%

	Classrooms	Homeroom Classrooms	Cafeteria	Gymnasium	Lab	Library	Staff	Music/Guidance (portable)	Multi-purpose room	Other/Unused
Design	8						1	1	1	
Used		5				1	1	1	1	2

### **Community Use**

Community use as per Facility Use Policy including pancake breakfasts, field use, skating rink, garden, playground use.

### **Capital Construction Plans**

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

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

Accessibility	7/10
Cladding	6/10
Doors & Windows	5/10
Grounds	9/10
Electrical	7 /10
Fire Alarm & P/A	7/10
Heating	7/10
Interior	7/10
Plumbing	8/10
Roofing	7/10
Ventilation	5/10
<b>Total %</b>	<b>67%</b>

**Transportation**

Currently 3 buses serve the school with an enrolment of 98. A move to Hebbville can be accomplished with the current buses, however P – 12 could not be transported together due to the number of students. It should be possible to transport P-9 on the same busses with some re-routing. Student travel time would be approximately 35 - 40 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
#	102	103	102	98	99	98	91	86	89	85	83
% change	13.3	0.98	-0.97	-3.92	1.02	-1.01	-7.14	-5.49	3.49	-4.49	-2.35

Trends					
Past Enrolments			Projected Enrolments		
	Board	School		Board	School
5-Year	-10.39%	-3.92%	5-Year	-9.45%	-15.31%
10-Year	-22.84%	-35.10%			

School Staff	2011/12
NSTU-Teachers	8.04
Administrative Assistants	1.00
Program Support Assistants	1.00
Library Staff	0.10
Custodial Staff	0.63

Community Population Trends			
Municipality of the District of Lunenburg			
Age	2001	2006	2011
0-19	5,885	5,170	
20-44	8,150	7,075	
45-64	7,450	8,595	
65-74	2,220	2,465	
75 & over	1,860	1,860	
Median Age	42.3	45.7	
Total	25,565	25,165	25,118

\*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, Pentz Elementary School has been able to facilitate the delivery of the public school program. The gymnasium is not full-sized and no cafeteria is available. To date the school has been able to minimize the impact on the students and delivery of programs.

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 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. As the enrolment of Pentz Elementary School continues to decline, the inflexibility and risk caused by these and other factors will increase.

**Costs**

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

2009/2010	2010/2011	Average	Square Feet	\$ Per Sq. Ft.
\$66,882	\$77,311	\$72,096	11,200	\$6.44

Annual utility costs per square foot for 2010-2011

Electricity	Fuel	Water	Sewer	Total	Square Feet	\$ Per Sq. Ft.
\$7,589	\$15,499	NA	NA	\$23,088	11,200	\$2.06

## **Summary**

1. The School Utilization Study from February 2008 recommended that a facility assessment be carried out on Hebbville Elementary School, Pentz Elementary School and Petite Riviere Elementary School. This study was completed in March 2009 and concluded that Pentz Elementary could continue to function for 5 more years with an investment of \$188,000 or for 20 more years with capital upgrades of \$1,017,000.
2. The 2008 School Utilization Study also concluded that it may be timely to review the school in 2 or 3 years.
3. There are some accessibility issues with the school including the stage area. If the school remains open capital investment will be required.
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 savings.
5. The options for Pentz Elementary School include:
  - a) Continue to operate the school and upgrade the building
  - b) Move the students to Hebbville Academy
  - c) Consolidate Pentz Elementary School and Petite Riviere Elementary School in one building
  - d) Construct a new school to accommodate Pentz Elementary, Petite Riviere Elementary, possibly Hebbville Elementary and possibly Newcombville Elementary students

## **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.

## 7.0 Appendix K: 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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**Pentz Elementary School**  
**School Identification Report**

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

**February 22, 2012**

## Pentz Elementary School

Configuration	Location	Administration	
		Principal	Vice-Principal
P-6	2680 Hwy 331, Pentz, NS	C. Hughes	NA

### Building Use

a. Year Built	<u>1965</u>
b. Building Area	<u>11,200 SF</u>
c. Additions	<u>NA</u>
d. Percentage of Bussed Students	<u>100%</u>
e. Number of Classrooms	<u>5</u>
f. Average Number of Students per Classroom	<u>19.6</u>
g. Capacity (e x 25)	<u>125</u>
h. Current Enrolment	<u>98</u>
i. Projected Enrolment (5 Years)	<u>85</u>
j. Current Capacity Utilization (h/g x 100%)	<u>78.4%</u>
k. Projected Capacity Utilization (i/g x 100%)	<u>68%</u>

Regular Classrooms	Cafeteria	Gymnasium	Lab	Library	Staff	Music/Guidance (portable)	Multi-purpose room
5	0	0	0	1	1	1	1

**Community Use**

Community use as per Facility Use Policy including pancake breakfasts, field use, skating rink, garden, playground use.

**Capital Construction Plans**

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

**Property Services Building Condition Index**

Accessibility	7/10
Cladding	6/10
Doors & Windows	5/10
Grounds	9/10
Electrical	7 /10
Fire Alarm & P/A	7/10
Heating	7/10
Interior	7/10
Plumbing	8/10
Roofing	7/10
Ventilation	5/10
<b>Total %</b>	<b>67%</b>

**Transportation**

Currently 3 buses serve the school with an enrolment of 98. A move to Hebbville can be accomplished with the current buses, however P – 12 could not be transported together due to the number of students. It should be possible to transport P-9 on the same buses with some re-routing. Student travel time would be approximately 35 - 40 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 rout 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
#	102	103	102	98	99	98	91	86	89	85
% change	13.33	0.98	-0.97	-3.92	1.02	-1.01	-7.14	-5.49	3.49	-4.49

Trends					
Past Enrolments			Projected Enrolments		
	Board	School		Board	School
5-Year	-10.39%	-10.00%	5-Year	-9.45%	-15.31%
10-Year	-22.84%	-37.74%			

School Staff	2011
NSTU-Teachers	8.04
Administrative Assistants	1.00
Program Support Assistants	1.00
Library Staff	0.10
Custodial Staff	0.63

Community Population Trends		
Municipality of the District of Lunenburg		
Age	2001	2006
0-19	5,885	5,170
20-44	8,150	7,075
45-64	7,450	8,595
65-74	2,220	2,465
75 & over	1,860	1,860
Median Age	42.3	45.7

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

As a facility, PES has been able to facilitate the delivery of the public school program. The gymnasium is not full-sized and no cafeteria is available. To date the school has been able to minimize the impact on the students and delivery of programs.

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 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. As the enrolment of PES continues to decline above the regional average, the inflexibility and risk caused by these and other factors will increase.

**Costs**

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

2008/2009	2009/2010	Average	Square Feet	\$ Per Sq. Ft.
\$71,211	\$66,882	\$69,047	11,200	\$6.16

Annual utility costs per square foot for 2009-2010

Electricity	Fuel	Water	Sewer	Total	Square Feet	\$ Per Sq. Ft.
\$10,025	\$13,049	NA	NA	\$23,074	11,200	\$2.06

**Recommendation**

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

## **Comments**

1. The School Utilization Study from February 2008 recommended that a facility assessment be carried out on Hebbville Elementary, Pentz Elementary and Petite Riviere Elementary. This study was completed in March 2009 and concluded that Pentz Elementary could continue to function for 5 more years with an investment of \$188,000 or for 20 more years with capital upgrades of \$1,017,000.
2. The 2008 School Utilization Study also concluded that it may be timely to review the school in 2 or 3 years.
3. There are some accessibility issues with the school including the stage area. If the school remains open capital investment will be required.
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 savings.
5. The options for Pentz Elementary include:
  - a) Continue to operate the school and upgrade the building
  - b) Move the students to Hebbville Academy
  - c) Consolidate Pentz and Petite in one building
  - d) Construct a new school to accommodate Pentz, Petite, Hebbville Elementary and possibly Newcombville students

## **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.