

New Ross Consolidated School
Empowering and supporting youth in Education
Box 10, 4689 Hwy 12, New Ross, NS B0J 2M0
(902) 689-6100, Fax (902) 689-6110

January 29, 2013

Mrs. Jennifer Naugler
Chair, SSRSB
69 Wentzell Drive
Bridgewater, NS, B4V 0A2

Dear Mrs. Naugler and members of the governing School Board,

The School Study Committee of New Ross Consolidated School has prepared a response to the Deloitte Impact Assessment Report 2012. Our written response indicates that it is not in the best interest of the grade nine students to be transferred from NRCS to FHCS, and it is fiscally responsible to invest in the building requirements and upgrades needed at NRCS.

The decision the board will need to vote on is whether to keep the school operating status quo, or to transfer grade 9 students to FHCS. You will find in this report that we feel NRCS staff and students are fully utilizing the available space within the building. Our staff and students have embraced Inquiry Based Learning and are searching out every corner of the school for available learning space. We believe there is value in investing financially in the school building and that SSRSB would be helping maintain NRCS as the 'Hub Of The Community'.

In our response we will prove that it is in the best interest of the students of New Ross and the community itself, to maintain the school structure of a Primary to Grade 9. New Ross Consolidated School is a small rural school with many wonderful educational and extra curricular opportunities happening daily. NRCS fosters small student-teacher ratio, strong community involvement, parental support, low behavior referrals, high attendance rates and a greater probability of inclusion in extracurricular activities.

We want you to know as a community we value our school and more importantly we value the education of our youth. We feel our children are receiving the best education at NRCS and we are asking that you celebrate in our success and maintain NRCS as a Primary to Grade 9 School.

We are looking forward to the opportunity in meeting with Board members to discuss our formal response to the Impact Assessment Report on February 20th 2013 at NRCS.

Yours respectfully,

Sheila Ernst

Sheila Ernst
Study Committee Co-Chair

Sheena Isenor

Sheena Isenor
Study Committee Co-Chair

New Ross Consolidated School



Study Committee Review Response to Impact Assessment Report (September 2012)



Empowering and supporting youth in education!

Section addressing question how “NRCS facility can be used more efficiently” stated in the Impact Assessment Report by Deloitte.

Errors made within the Report by Deloitte that are important in addressing the above question.

1. A large error was made in the calculation of the average number of students per classroom. Eleven would be the correct calculation for the average number of students per grade level but our school operates 4 combined grade situations, which translates into the average number of students per classroom as 18.

Classroom Primary to Grade 1: 19
Classroom Grade 1 and Grade 2: 17
Classroom Grade 3 and Grade 4: 27
Classroom Grade 5 and Grade 6: 21
Classroom Grade 7: 12
Classroom Grade 8: 15
Classroom Grade 9: 17

This is significant as it would appear in the Deloitte report that the average teacher is teaching 12 students per class, when in fact it is 18.

2. Our current enrollment is 126 students at NRCS, which would make the school operating at 46% of its capacity if you average 25 students for all 11 classrooms. New Ross Consolidated in fact has 8 functional classrooms as 2 are used for storage of surplus and SSRSB storage of documents and 1 is functioning as a Learning Center. This means that NRCS is operating at 65% capacity. In addition, the current school population is using 82% of the building for instructional purpose. There are only 3 current rooms that are not being used for instruction of students. Two of these rooms are occupied with storage as stated above and one room is an old science lab that will need upgrading to make it usable for students. With 82% of the facility being used for instructional purposes at the school, it should be recognized that the facility is being used efficiently. If administration were given the option to use the 3 rooms currently unavailable to be used, this would be done to support technology integration and open classroom concept for the Inquiry Based Learning occurring in the Junior High Level.
3. The following changes are required to the table on the bottom of page 30 of the Deloitte Report. A floor plan is included for reference. This is important as it goes to the changes made in point 1 and 2 above.

Attached is a corrected version of the table (Appendix I). See ATTACHMENT #1
Attached is a floor plan to detail layout of rooms. See ATTACHMENT #2

8 classrooms (7 Homerooms at NRCS)
1 Stage Area by gym that is used as a Cafeteria
1 Gymnasium (in use)
1 Library (in use)
1 Music/ Home Economics Room (in use)

- 1 Staff Room (in use)
- 1 Learning Center (in use)
- 1 Computer Room (in use)
- 1 Industrial Arts Room (in use)
- 1 Guidance Office (in use)
- 1 Conference Meeting Room (in use)
- 1 Administration Office (in use)
- 1 Board Storage Room
- 1 School Surplus Equipment Room
- 1 Science Lab (not in use)

4. Community use of the school and outdoor recreation facilities.

Chester District Soccer Association: Program Registration and Field Use
 Family Resource Center: Soccer Programs for under 8, Dance Programs, Family Gym Recreation, After-School Program, Adult Fitness Programs, Adult Volleyball Program, Peer Mediation Training, Girl Talk Program, Rainbows Program.
 Chester Municipal Recreation Department: Event Use, After School Program.
 Municipality of Chester: Public Meeting Space regarding Municipal Matters.
 Annual Adult Basketball Tournament: Event Use.
 South Shore Public Health: Flu Clinic and Wellness Fair.
 Messengers of Music Community Group.
 RCMP Chester Detachment: Public Meeting and Policing Matters.
 New Ross Regional Development Society: Event Use.
 New Ross Credit Union: Event use.
 New Ross Legion: Event use.
 Upper County United Soccer: Event Use.
 New Ross Pre-School Society: Event Use.
 New Ross Christmas Festival Committee: Event Use.
 New Ross Home and School: Meeting Use.
 Handy Hands 4-H Club: Event Use.

The Regional Development Society Survey conducted in 2012 demonstrated in its results that New Ross Consolidated School is considered as the 'HUB' of the community. The school is extremely valued in the hearts of the community members of New Ross and is seen as the community-gathering place to celebrate and play throughout the year. New Ross Consolidated School, as a facility, is an integral part of community life and community spirit. Acknowledging this is crucial when addressing how the facility can be used more efficiently. This school is used weekly by outside community groups, and daily in connection with the Family Resource Center next door. We would like to argue that the facility is being used efficiently after school hours, which has not been acknowledged by the Deloitte Report. - Quote from Diane Webber, the coordinator of the Family Resource Center:

"The relationship with the school and Resource Centre cannot be measured easily. I regard us as a lifeline for each other. When my husband and I moved to New Ross in 1998 with 2 young boys our first activity, as a family was to attend Family Gym Night. This is a program offered by NRFRC at NRCS. It was a way to meet other young families and play in a supported group. It wasn't long before I began volunteering and working part time at NRFRC. Our success at NRFRC would be compromised without the school and the school would be compromised without our Family Centre. There

are many programs that are successful because of our close proximity. NRFRC offers an afterschool program for working families, students from those families as well as dance class students, come to us directly from NRCS. We also offer rainbows (grief support), family gym night, and many adult exercise programs that we provide are run in the school. We support and partner with NRCS with the schools + afterschool program and the school uses our site for primary screening, meetings, peer mediator training and we are the evacuation site for NRCS. We also host our dance recital at the school and we worked together with the school to successfully complete our Recreation Complex; which benefits both the School and Community. New Ross would lose a huge part of our community spirit without this wonderful partnership.”
-Sincerely Diane Webber, Coordinator

5. Deloitte states that it has learned there are no municipal developments within the catchment area for the school that will have a noteworthy effect on student enrolment. There are two main projects currently in development: the two million dollar Ross Farm Museum expansion, which includes the addition of a new learning center, and the development of a wind farm in the New Russell area. Other businesses in the area continue to support and expand the community, including a new Frenchys which has recently opened. It is also noteworthy that the future focus on shipbuilding, even though it is in Halifax, may impact rural economy/living, as not all industry workers will want to live in urban areas and will look for more affordable rural areas with great schools and prospects. With the twining of Highway 103, set to expand to Hubbards, this will be an easier and more viable option.

Section addressing question “What can be done to make the best use of the building and what renovations or upgrades are needed in the short and long term” stated in the Impact Assessment Report by Deloitte.

We argue that our school facility is being used to its capacity by students during the educational school day. The school is highly used by community groups outside of school hours and is a major partner to the Family Resource Center in offering programs that extend learning after school during the school year and summer.

We have 3 rooms that are currently unavailable for use by students and our wish is to have 2 of these rooms available to continue to offer enriched instruction to our NRCS students through the introduction of open space classrooms and Inquiry Based Learning. An open space classroom that is rich in technology will allow our students to continue to explore “Inquiry Based Learning” which allows students to build bridges across curriculum, and explore their prior knowledge. Inquiry Based Learning at NRCS has increased student engagement in the Junior High students and has allowed students to take ownership in their development as future citizens. We are having such great success that our students are upset if an event or assembly interferes with their time in their Inquiry Based Learning Modules.

“Through the process of inquiry, individuals construct much of their understanding of the natural and human-designed worlds. Inquiry implies a “need or want to know” premise. Inquiry is not so much seeking the right answer -- because often there is none -- but rather seeking appropriate resolutions to questions and issues. For

educators, inquiry implies emphasis on the development of inquiry skills and the nurturing of inquiring attitudes or habits of mind that will enable individuals to continue the quest for knowledge throughout life.”

(<http://www.thirteen.org/edonline/concept2class/inquiry/index.html>)

Inquiry Based Learning Modules at NRCS has involved teachers seeking out additional space within the building to allow students to work collectively on projects and assignments. Teachers are using the library, industrial arts room, music room, stage and even storage rooms to allow students the space needed to work collectively and independently. It would only enrich the learning environment at the school to provide a space that is large enough, with multiple stations and workspaces with access to technology. Our unused science lab would be an ideal space for this type of learning environment but is currently unusable in its current state. This type of classroom in the junior high would enrich our ability to incorporate Inquiry Based Learning across our curriculum.

The school is also seeking a similar facility for the elementary students. The increased technology at the elementary level has made it difficult for teachers to manage laptops and computers within their regular classrooms, as space is limited. The elementary teachers are seeking a communal room where technology can be stored and accessed by students with workspaces available for collaborative learning to take place. There is a room on the elementary level with computer hook ups throughout but it is currently used by the SSRSB as a storage facility for files. Our request is to move this storage room to a classroom on the second floor of the building, which would allow a computer room accessible to our primary to grade 4 classrooms on the lower level of the school.

If both of these changes were made to the structure of New Ross Consolidated, 100% of our school space would be used. One room left, as storage for the SSRSB would result in 98% of the school used daily in the education of the students.

[Section addressing the maintenance upgrades needed to the school as stated in the Deloitte Report, section 4.4 of the Impact Assessment Report:](#)

NRCS has requested the SSRSB to complete a building review for repairs to assess what is needed to maintain the facility. Operations staff has been in throughout the year to examine the building. We agree that upgrades are required but feel the capital expenses listed may be falsely high as they are not based on actual engineering quotes and based on older data. We do not argue that maintenance upgrades are required but feel the value of maintaining a school in the community of New Ross is essential and the investment to the school is required. Young students being bused from our boundary line should not experience a bus ride any longer than they currently experience. NRCS is successfully meeting the educational needs of students and is a valuable school within the SSRSB.

One of the largest concerns is lack of accessibility. (Deloitte projected cost of \$75,000 to \$235, 000 in Criterion 3.1). A lift will be required for the gymnasium but we feel alternatives can be arranged to avoid the cost of an installation of an elevator. NRCS agrees the need for bathroom upgrades to include accessible washrooms. NRCS will require maintenance to the roof, ventilation and drainage concerns have arisen that

will need to be addressed; however stated costs around basketball backdrop installation will not be required. Staff and students are working hard to maintain and upgrade the school where possible through painting and general maintenance. Respect for the school facility is high by students and the community with little concern for vandalism.

Section addressing errors found within the Deloitte report that NRCS feels are significant in determining a response:

1. In Table 6: We feel the wording of “Total Yearly Cost Savings of \$15,763.00” is deceiving. This table as it pertains to the costs associated with the transfer of grade 9’s to FHCS, should read “Total Yearly Cost Expense of \$15,763.00”, as there is no savings associated with the removal of grade 9’s from NRCS. There will be a cost of \$15,763.00 to the SSRSB in removal of the grade 9’s to FHCS.
2. Criterion 2.3 stating there would be little to no impact with the transfer of the grade 9’s to FHCS in the implications of provincial funding formula. NRCS argues that any amount of funding loss to a small school is significant and that funding is based on student enrollment. The funding for 15 students by the province is allocated in many facets such as Library allocations, Book Bureau Funding, Breakfast Program Grants, Cafeteria Costs, and provincial per student funding. This will be major significant financial loss to a small rural school.
3. Criterion 4.2 indicates there will be no change in administration allocation; however, a 0.5 administration assistant will be required at FHCS.
4. Section 4.5 indicates that the allocation efficiencies created by reducing the total enrolment by less than 20 students are not significant; however, there will be a loss to junior high specialist allocations in music, French, resource, guidance, and behavior support. Please refer to *Point #1: Impact on Staffing at NRCS* in this response which outlines the impacts to teaching allocations.
5. Criterion 5.2 states “the small change in staffing should have no measureable impact on the teacher turnover”. This is contradictory to the point referenced above; if the projections they have stated about turnover rates is correct then there should be a measurable impact on staffing.
6. Criterion 5.3 addressing the ability to match teacher qualifications to teaching assignments. In discussion with Jim Gunn it was identified that Deloitte was misinformed regarding combined grade classes occurring at the Junior High Level. There are no combined grade 7, 8 and 9 Junior High classes at NRCS other than 5 hours a week that students are engaged in Inquiry Based Learning Modules. During these modules grade 7, 8 and 9 students are combined and can choose between 3 options that run for six weeks in length. At no time during the core subject areas are grade 7, 8 and 9 currently combined at NRCS. This misunderstanding is significant; as the Deloitte report identifies that a major advantage of the grade 9’s to FHCS is the reduction of combined classes. NRCS will show later in this report that removal of the grade 9’s will in fact have a negative impact on program options to the grade 7’s and 8’s.

7. Criterion 5.3 addressing a future move to include Grade 6 students into the middle school approach. This is not feasible at NRCS due to the fact that our grade 5 and 6 class currently operates as a combined classroom. Grade 5 and 6 will again operate as a combined class in 2013-2014.
8. Criterion 5.4 addressing the statement that the challenge in staffing could be reduced with the move to include Grade 6 students under the middle school approach. Again this is not feasible at NRCS, which operates a combined grade 5 and 6 classroom. Even if the grade 6 students could participate in the Inquiry Based Learning Modules it would not be possible as the teacher time would still be allocated to the grade 5's and does not free up teacher time to the Modules. The Middle School Approach addressed in the Deloitte report would require NRCS to include the combined grade 5 and 6 class.
9. Criterion 5.5 addressing that "it is difficult to predict the impact" on the co-curricular and extra-curricular involvement at NRCS without the grade 9 students. NRCS feels the impact on extra-curricular is predictable and has dedicated a section of this report to demonstrating this through numbers of participants in Athletics and School Clubs.
10. Section 4.7 addressing student transportation is based on estimations. It is more likely that this will increase the time that students are spending on the bus and that there will be an increase in expenditure for the cost of bus drivers and fuel mileage.
11. Criterion 8.1 addressing "there would be a potential to renovate the 2nd floor and rent it out to local business or organization". Under the current fears around school security and the need to have locked doors, this would not be feasible without the construction of a second separate entrance. However, even with a second entrance it would allow access to school property throughout the day by unmonitored and unknown individuals. NRCS does not see the benefit financially as significant enough to alter the current school use. NRCS also feels the additional space should be used to enhance the educational facility and learning environment for students.
12. Criterion 8.3 states the school availability for community use is low. As supported in the community use section of this response, it is evident that this is not the case and our school is actively used by the community. This will continue to grow into the future.
13. Page 33 Table giving the annual total operating costs for NRCS. Jim Gunn noted that this was an error. Annual Operating Cost for 2009/2010 was stated as \$509,267.00 when in actual fact it was \$120,017.00. This makes the average operating cost \$147,066.00 not \$341,691.00. The total cost per square foot is \$4.20 not \$9.76.

Section addressing Gunn Report regarding Transfer of Grade 9 from Chester and Area Middle School to Forest Heights Community School: Potential Impact on the Students and Schools

Prepared for the South Shore Regional School Board by Gunn's Leadership Consulting Services

As stated by Mr. Gunn in his Executive Summary, "This paper is intended both as a supplement to the NRCS Impact Assessment Report and as an additional resource to assist the Superintendent of Schools and the SSRSB in weighing the potential educational benefits, primarily, of reconfiguring the three schools --- with some attention to any operational benefits that might result."

On this basis, this section contains the views and opinions of the New Ross Consolidated School Study Committee as it relates to the school review process and the potential transfer of the grade 9 students from NRCS to FHCS.

With respect to: Classroom Space at FHCS (page v)

Mr. Gunn states, in relation to the recent renovations that have been completed at FHCS for the skilled trades program, that "It is possible that the grade 9 students could have some type of access to the new teaching areas and the equipment." It seems that this is being referred to as a benefit to the grade 9's; however, this statement clearly indicates that there are no guarantees for the grade 9's having any access at all. In fact, it suggests that there is no existing commitment to this.

With respect to: Potential Impact on the Grade 9 Students and FHCS (page v, vi)

Mr. Gunn states, "Most answers to questions about potential impacts can be only general in nature because they do not apply to all students. As with all age or grade groupings of students, a grade 9 class is a grouping of unique individuals who cannot be described with only one set of characteristics. Because their personal interests, maturity levels, abilities, and aptitudes vary greatly, what may be considered as a benefit for some students are challenges for others." As this supports the potential impacts to the grade 9's, it should only be considered on a general basis and cannot be applied to all students as a blanket statement. Why then, should the Department of Education and South Shore Regional School Board apply a "one size fits all" approach for the transfer of grade 9 students into a high school environment. If the reason for transfer is truly for the benefit of the student, as stated in this paper, each school must be considered on an individual basis not as a collective unit.

Also, the report states "A decision to transfer grade 9 from a middle school to a high school for the first time provides an opportunity to redesign the grade 9 program and methods of instruction to fit the unique needs and interests of the students --- the grade 9 program is presently under review by the Department of Education." While this suggests that the curriculum is being reviewed as a result of the possibility of transfer and that transferring to FHCS will give them an advantage with a new grade 9 curriculum; it has been clearly stated by Nancy Pynch-Worthylake, Superintendent of

Schools, that this curriculum will be available to the grade 9's regardless of what school they are attending.

It states, while some students who enter the high school setting are not highly motivated, "Other students who move to the high school are enthusiastic and more highly motivated by being among senior high students." It should be noted that while they may be motivated and enthusiastic to be involved, this will inevitably lead to feelings of disappointment, frustration, rejection and disengagement when they are not given the opportunities to be involved. Our grade 9 students at NRCS are engaged. "Our students are excited to be at school on Inquiry Based Learning days. They actually will get mad at me if I schedule an assembly during IBL. As well, our grade 9 involvement in extra-curricular activities is extremely high, at least 90% are involved in a school based activity." (Quote NRCS Principal)

With respect to: [Potential Impact on CAMS and Its Students \(page vii, 10\)](#)
(which can be mirrored to the potential impacts on NRCS and its students)

It is stated, "the experience of other schools has been that the grade 8 students will rise to the challenge of being the most senior students in the school." While this may be true, it should also be noted that there will be a period of time during the transition that the grade 9 students lose this experience, within the transition.

Mr. Gunn further states on page 10 of this paper, "This study is primarily about what is best in the long run for grade 9 students, about the impact of being transferred from CAMS. Therefore, the potential benefits for the other students of CAMS and for the school are few in number." The impact to the students left behind and to the school should not be discredited solely on the basis that this process is to determine what is best for the grade 9 students. We must remember that the expectation will continue to be that these schools must continue to provide the same education to continue to prepare the remaining students to transition to FHCS in grade 9. Based on the challenges and disadvantages stated by Mr. Gunn in the next paragraph of this paper, this must be done with a reduction in teaching staff, less ability and flexibility in matching teacher qualification and interests to teaching assignments, diminished breadth and depth of staff expertise to deliver program and to volunteer for extra-curricular activities, diminished levels of administrative, guidance and specialist, and student services support because of less time dedicated to these functions and greater challenges in being able to maintain the array of French programs.

With respect to: [Sufficient Time to Ensure a Smooth Transition \(page vii\)](#)

Mr. Gunn states "Fortunately, there is no reason whatsoever to argue that this must be done quickly." We agree with Mr. Gunn. The impact of transition is crucial when making this decision. Given the reality that there is only one other family of schools within our school board being considered to transition, why then is there a need for the grade 9 students in these two schools to transition now? It must be asked if these reasons are truly in the best interest of our children. If the answer is not a resounding yes, then we are heading down the wrong path. Do we need to approach this as a "one size fits all"?

Mr. Gunn also states, "One of the main reasons to "take the time to get it right" is that the grade 9 curriculum has never been offered at FHCS. It is easier to transfer students,

whatever their grade level, from one school to another if the program is already being provided in the receiving school.” Time will be required to allow the necessary professional development and program implementation plan development for staff at FHCS to effectively deliver the grade 9 curriculum, which is currently an unknown for the high school teachers. In addition to developing a grade 9 curriculum approach at FHCS, they will need the tools and learning to create an academic environment which instills the Inquiry Based Learning Philosophy.

With respect to: [Introduction \(page 1\)](#)

Mr. Gunn states, “the key rationale behind this study is to consider the most appropriate placement of grade 9 students in terms of programming and social/emotional health; in other words, where their needs are best met.” Their needs are currently being met at New Ross Consolidated School. If the primary reason to transfer is to meet the needs of these students, then take the time and ask the students themselves, rather than relying on the voice, thoughts and opinions of others, because again, we feel that each community needs to be addressed as their own entity.

With respect to: [Research on Grade Configuration – Conclusion 3 \(page 3\)](#)

Mr. Gunn states, “From the educational perspective, Grade 9 should be housed in high schools, rather than middle schools or junior high schools, given the choice and with the understanding that no evidence strongly supports one configuration over another.” What then are we basing this decision on? Why is this felt to be the best option when there is no evidence supporting it? *Mr. Gunn goes on to say, “In the professional literature or research, it seems to be generally assumed that grade 9 is included with the senior high grades.”* Are we then basing a decision on a misassumption? If so, what validity can be placed on such literature and research?

With respect to: [One Source of Anxiety is Removed \(page 9\)](#)

Mr. Gunn states, “If they have already transferred to the high school after grade 8, one of these sources of anxiety has been removed. Being in the high school a year earlier, they have an opportunity to get to know their way around and to meet students and staff members.” If we refer to his previous statement that *“Most answers to questions about potential impacts can be only general in nature because they do not apply to all students”*, it cannot then be stated with any certainty or accurately assumed that anxiety will be removed at all. It is equally valid to assume that this could cause the opposite and increase their anxiety at an age when their maturity level and ability to handle anxiety and stress cannot support them effectively. Developmentally they are less able to avoid negative influences and be effective with time management.

Section addressing question “whether grade 9 NRCS students should be transferred to FHCS” stated in the Impact Assessment Report by Deloitte.

NRCS believes the following 8 points are important in addressing the impact of transferring the grade 9 students to FHCS.

1. Impact on staffing at NRCS
2. Cost and time needed for transitioning grade 8's
3. Financial loss to NRCS
4. Impact on Inquiry Based Learning modules at NRCS
5. Expectations of programming and class size at FHCS
6. Impact on NRCS athletics
7. Benefits of a small rural school
8. Impact on NRCS students and community overall

Point #1: Impact on Staffing at NRCS

- ♦ 1.37 FTE's would be removed from NRCS.
- ♦ The 0.37 in Specialist Allocation is a big loss as it impacts primarily our Phys. Ed and Music program delivery. Also our Principal allocation of 100% is based on a portion of this percentage as well as our guidance and resource. Reduction in these areas would have huge impact on ALL the students of NRCS.
- ♦ Reduction will also increase teacher load and subjects taught on load at NRCS. This will impact quality of teaching and ability to maintain quality-teaching staff within the community. This could also impact on the volunteering component that is required by NRCS staff to support extra-curricular and curriculum enrichment activities offered. This would be a loss to ALL students at NRCS.
- ♦ Maintaining the FTE at NRCS if the grade 9's leave would increase expenditure for the SSRSB.

In a small school the loss of 1.37 teachers has a large impact. Our primary concern is around the teaching load carried by the Junior High teachers. Currently NRCS teachers have 7 preps on their teaching assignment.

Teacher 1: Grade 8 and 9 (Social Studies, Healthy Living, English) and IBL Modules= 7 Preps

Teacher 2: Grade 8 and 9 (Science, Math) and Grade 7 (Math) and IBL Modules = 7 Preps

Teacher 3: Grade 5 to 9 (Core French) and Grade 7 (English and Healthy Living) and IBL Module = 8 Preps

Teacher 4: Grade Primary to 9 Phys. Ed, Grade 2 to 6 Music and Grade 7 Social Studies = 10 Preps

Eliminating the grade 9 teacher would require the other 3 teachers to absorb yet another prep into their course load.

Teacher 1: Grade 7 and 8 (English, Healthy Living, Social Studies), Grade 7 (Science) and IBL Module = 9 Preps

Teacher 2: Grade 5 to 8 (Core French) and Grade 7 and 8 (Math) and IBL Module = 9 Preps

Teacher 3: Grade Primary to 8 (Phys. Ed), Grade 2 to 6 (Music) and Grade 8 (Science) = 10 Preps

It can be very difficult to find a good qualified teacher who is willing to work in a small community with expertise in a variety of teachable subjects. NRCS community is concerned about a high turnover in staff as a result of difficult teaching assignments. There is concern that this lack in consistency of teaching staff and the varied teaching assignments, our students will not receive the highest quality of education. Over the past 3 years there has been a turnover twice in 2 of the 4 Junior High staff members.

Point #2: Cost and time needed for transitioning the grade 8's

The attributes of successful transition programs include the following:

- ♦ Sensitivity to the anxieties accompanying a move to a new school setting.
- ♦ The importance of parents and teachers as partners in this effort.
- ♦ The recognition that becoming comfortable in a new school setting is an ongoing process, not a single event.
- ♦ This is a crucial component for success, and will involve a cost to the SSRSB to successfully transition students.

<http://www.amle.org/aboutamle/positionstatements/transitioningstudents/tabid/283/default.aspx>

To successfully transition the grade 9's to FHCS, NRCS feels that opportunities should be made for the students to familiarize themselves with the high school. Events should be coordinated for parents and guardians to feel included in the process and ease anxieties that may arise around the earlier transition for their children. NRCS would require funding for transportation costs associated with travelling to and from FHCS throughout the transition.

Research shows girls are more readily affected by transitions as well. Simmons and Blythe 1987, found that girls in early adolescence suffered from a drop in self-esteem, extracurricular participation, and leadership behaviors when they made the transition into middle school or junior high, but not if they remained in an elementary school setting. This study found that the effects of this transition lingered throughout the school years. The authors concluded that the relatively protected elementary school setting made the entry into adolescence less stressful for both boys and girls. The students who had not had the stress of the earlier transition seemed to cope better with the transition into high school than did other students. And when you compare the engagement rate that NRCS can provide to other schools it is somewhat astounding. For example, of the 32 girls in grades 6-9, 22 are involved on two competitive basketball teams available at NRCS which is an engagement rate of 69%. The engagement rate of NRCS grade 9 girls is 8 out of 9 = 88%. NRCS offers many types of major extra-curricular opportunities, including, soccer, basketball, volleyball, badminton, track and field, dance, intramurals. With such a high engagement rate, students can see the benefits of all the areas you need to target, as listed earlier, more involvement in extra-curricular activities yields:

- higher engagement;
- higher involvement in school and community;
- fosters well-rounded individuals;
- increased bonding with peers and non-familial adult role models;
- fosters better learning;
- increases in academic achievement;
- higher self-esteem and increase in motivation;

- decreases in childhood obesity;
- fosters a sense of belonging and improves retention rates.

Point #3: Financial Loss to NRCS

DOE allocation per student funding.

The following are based on enrollment:

Library Supplies Funding

Breakfast Program Allocation

Noon Hour Supervision

Book Bureau

Cafeteria

NRCS operates on a small budget with a current enrollment of 126 students. Further reduction of funding in the above will impact on the remaining Primary to grade 8 students.

One example, which has substantial impact, is the effect to the cafeteria with the loss of the grade 9's and the future viability of the cafeteria at NRCS. Grade 9's contribute on average \$2/day. 15 students x 195 school days x \$2 spent on average per day = \$5,850.00 financial loss to NRCS. Because of this loss, there is a very high probability that NRCS will lose their cafeteria. This goes against the healthy food, healthy body, healthy mind concept and Ramona Jennex's statement that there needs to be a focus on healthy living for young children and their families.

A financial impact will be incurred to the community as a whole, as well. The loss of the grade 9 class from NRCS will most likely result in less teams offered or fielded at the junior high level. The loss of tournaments and games at our school means less people coming into our community to support local businesses, such as our restaurants, Frenchys, grocery store and gas station. It will also impact funding that comes directly to the school to support sports, such as, equipment, uniforms, referee fees, and travel.

Point #4: Impact on Inquiry Based Learning modules at NRCS

- ♦ Teacher allocation currently allows us to run 4 teachers for 3 afternoons a week for grades 7 to 9.
- ♦ Reduction in allocation will result in only allowing 2 teachers for 3 afternoons a week for grade 7 and 8.
- ♦ Incorporating the **Grade 6** group would be difficult with teacher allocation as they are in a combined grade 5 and 6 class.
- ♦ Increase teacher subject load will impact on quality of IBL programming.

We currently have 4 teachers involved in Inquiry Based Learning Modules for 5 hours a week. The reduction of the grade 9 teachers will result in only 2 teachers with remaining scheduled time to be involved in the Inquiry Based Learning Modules. This reduction could result in the elimination of the current Inquiry Based Learning Module

structure at NRCS for grade 7 and 8 students. Our current structure for Inquiry Based Learning allows students to engage in a multi-grade group of 15 students for 5 hours a week. Our students are excited for Modules, and will even be upset if a Module is cancelled to accommodate an assembly or school function. The students are engaged in the Modules and want to them to remain as is at NRCS. The grade 9 students are a vital component in our current success at introducing Inquiry Based Learning at NRCS.

It is not a viable option at NRCS to move to a grade 6 to 8 Inquiry Based Learning Modules because NRCS operates a combined grade 5 and 6 classroom. The modules would need to include grade 5 to 8, which makes differentiating the curriculum a greater challenge from a 5 to 8 grade split.

With 4 teachers teaching Inquiry Based Learning Modules this year we were able to offer the following modules: Stop Motion Video, Robotics, World of Technology and Web Design, Journalism Within the School Community, Exploration into the World of Film, Home Economics and the Food Industry, Art Based Learning, Leadership, Cider Making, Silk Screening, Construction Tech., Science Fair, Creative Writing, Drama Production Tech., Rustic Furniture Design and Construction, and Families and the 21st Century.

It is a gift to have these type of course offerings at NRCS, and it would be a loss to have these courses disappear for the grade 7's and 8's because of increased teacher course loads and extracurricular demands placed on the teaching staff at NRCS. The cost to the grade 7 and 8's is large enough to argue against removal of grade 9's from NRCS.

Point #5: Expectations of programming and class size at FHCS

- ♦ Unknown program structure and set up for Grade 9's at FHCS.
- ♦ Low class size will not be able to be maintained at FHCS.
- ♦ Participation in afterschool programs will be reduced due to bussing issues and probability of making the school teams.

It would benefit the NRCS community to have access to and see in advance the anticipated structure for the grade 9's at FHCS in terms of courses, class structure, timetable, and whether the intention is to integrate them in with the grade 10 to 12's or to maintain a separate lunch and scheduling. This would assist in the transition component mentioned in point #2.

Currently our Junior High students are achieving well on Provincial and SSRSB Assessments. Our teacher to student ratio is 15 to 1; which allows students the needed educational support. NRCS students are succeeding and our community wants them to remain at NRCS where the student to teacher ratio is low. A move to FHCS would result in a greater number of students per teacher for our grade 9's.

"The research demonstrates that having a smaller class size not only increases student achievement but also helps to significantly minimize the achievement gap among different groups of students. But it should not be surprising that smaller class sizes raise student performance. Having fewer students in the classroom enables the teacher to dedicate more time to each child. Consequently, students pay more

attention to class work and participate more in academics. Because the students are more involved with their studies they learn more and behave better. Is it any wonder then that test scores are significantly higher for students who attend small classes? Based upon the findings of the STAR project and other studies there is little doubt that students taught in small classes enjoy significant and lasting educational advantages especially minority and low income students.”

<http://www.coffineducationcenter.com/?tag=student-teacher-achievement-ratio>

NRCS students benefit from a close affiliation with the New Ross Family Resource Center. One of the benefits is participating in the afterschool program. This program offers afterschool supervision for parents while allowing students to engage in physical activity or artistic programming. This program is offered free to NRCS student and would be an unfortunate loss to the grade 9 students.

Another benefit at NRCS is access to a late bus. This allows many students the opportunity to remain at school for tutoring, athletic practices, and afterschool programs. In a rural area where homes can be a far distance from the school and parents are not accessible for drives, this late bus provides students with the transportation necessary to engage in extra-curricular.

Point #6: Impact on NRCS athletics

NRCS currently has 54 Junior High students in grade 6 to 9. Of these students, 28 are female students and 26 are males. Removing the grade 9 class from NRCS would result in the total number of eligible junior high students for 2013-2014 as 37; out of the 37 players, 23 eligible female players and 14 eligible males. To run a soccer team at NRCS would require at least 15 players on the team and a basketball team would require 12. A male soccer team at NRCS in 2013-2014 would require every male in Junior High to participate in order to field a team. Realistically not all students at Junior High are willing or able to participate in a school sport team.

These numbers convey that removing the grade 9's from NRCS will impact upon the grade 6 to 8 students remaining and their ability to field athletic teams throughout the school year. Losing the grade 9 students would be devastating on the ability of NRCS to remain competitive in athletics.

Children's experiences of success or frustration when they participate in organized activities outside school can also play a crucial role in development, as they either exacerbate or compensate for children's experiences in school. Successful experiences in a wide range of settings can help to give a child a healthy, positive view of his or her competence, and a positive attitude toward learning and engagement in life's activities and challenges. (Eccles, 1999)

Ramona Jennex has requested a review of the time students spend on physical activity and has noted that to increase this time shows so many benefits.

There is overwhelming support of small rural schools versus larger schools to enhance student achievement. (Cotton 1996/Raywid 1998/Franklin & Glascock 1997&98/Bickel et al 2001/Howley (2000)). There is, and will continue to be, a notion of what is considered too small, but when you look at what a class size should entail as being the most optimum number, that number is quoted more specifically in, Finn & Achilles 1999, as “13-17 students per class”, which gives a P-9 school range of 130-170 students, as is the case for NRCS. Smaller schools appear advantageous because they create:

- A. Focus on core curriculum;
- B. Tighter bond between student & teacher;
- C. Environment that fosters teacher effectiveness;
- D. Encouragement of greater parental involvement;
- E. Positive effect on students at risk, students of low socioeconomic status and minorities.

Why are these important factors?

- A. The researchers argued that the potential benefit of an expanded curriculum in large schools was negated by the students inability to choose their courses wisely, and that small schools directed their resources toward core programs (Lee et al, 2000)/(Lee & Leob 2000). Research suggests that students in larger schools showed poorer achievement in, ie. math and language skills, occurring often to an over specialized curriculum which enabled students to graduate from high school with few purely academic courses. Ramona Jennex notes in Kids and Learning First, “Currently, more than 150 high school courses are offered across the province with just 18 required credits for graduation.” What we will begin to see is students needing to then pick their “career path” in grade 9. It is hard to believe that students at this age know what they want to do with the rest of their lives, and by the time they get to graduation, their course selection may not afford them to go into their desired profession.
- B. Stiefel/Berne/Latarola/Fruchter (2000) found an increase in achievement because small schools encourage a closer relationship between student and teacher resulting in students experiencing greater support leading to a desire to increase performance. Bryk & Holland (1993) note the close relationship between student and teacher encourages a sense of community, which is the basis for a positive relationship needed to foster learning.
- C. Stiefel et al (2000) found there is a greater accountability for teachers in smaller schools which in turn leads to an increase in self-assessment. This process increases teacher effectiveness and increases student achievement. Klonsky (1995) indicates, that because students in small schools tend to achieve at a higher level, teachers are satisfied with their work and are therefore willing to expend greater effort. Stiefel et al (2000) notes the increased student teacher interaction was fundamental in increasing student achievement, the higher the student teacher contact fostered academic success which in turn increased effort on part of the

teacher and student. Wasley (2002) summed these points up nicely stating, that my teaching and research experience have provided me with data that convince me that both small classes and small schools are crucial to a teacher's ability to succeed with students. Students reported feeling safer and more connected and teachers reported a greater sense of efficacy/job satisfaction and connection with parents as well as more opportunity to collaborate with teachers/build coherent educational programs, use a variety of instructional approaches and engage students in peer critique and analysis.

- D. Stiefel et al (2000) smaller schools have parents who are more involved in their children's learning. Increased involvement is fostered by a sense of community inherent in a small school. Parents felt more involved in the school, therefore took more responsibility for their children's academic achievement.
- E. The evidence supporting the benefits of small rural schools for minorities is comparable to that of low socio-economic status students, and the research has repeatedly suggested that small schools benefit minority students. For both it seems to be related to how students feel about their school. Students feel more connected to their school and because of this they are more likely to stay in school and achieve at a higher rate.

In summary, we see small rural schools have a positive effect on student achievement. Small rural schools enhance academic achievement for students in general and more particularly for students from disadvantaged backgrounds, minorities, and for students "at risk" (Klonsky 1995). The overriding reason for this positive effect appears to be the more intimate relationship that students and teachers develop in small schools. Teachers have a greater influence on student achievement than school size, but it is school size that nurtures this relationship. Students who feel engaged in the school and connected to its teachers will achieve greater academic success, are less likely to drop out, and will experience fewer social and emotional difficulties.

Small rural schools can also promote teacher efficacy. Teachers who feel that they have a positive effect on student learning feel better about their profession. In small schools, teachers tend to have a closer relationship with their students, and this encourages them to take greater responsibility for student learning, and by extension enhances student academic achievement, and teacher efficacy.

Currently there is no evidence that placing grade 9's with the 10-12 is the right configuration choice. There is evidence that P-8 is a good configuration, but where do grade 9's fit in specifically in all this research? There is a void. To date there is no right answer. There is support as to why a P-9 or P-12 configuration holds more validity than 9-12.

New Ross is a "small rural school"; however, there is research which supports why small rural schools are advantageous. All of the following reasons can hold true for New Ross Consolidated.

- a) smaller class size which allows more one on one time with the teacher and provided by the teacher, this affords more individualized instruction. This type of environment can engage all learning levels as you can reach to the general and academic, but the struggling and at risk students alike; Finn & Achilles (p103)

- states: every student is on the firing line, it is impossible to withdraw from the teaching/learning interaction, which increases the participation of the student.
- b) more positive teaching and higher learning outcomes;
 - c) higher student academic achievement;
 - d) higher attendance rates;
 - e) more parent/family support;
 - f) fewer behavior problems/improved student behavior;
 - g) lower drop outs/higher graduation rates;
 - h) increased academic achievement especially for low socioeconomic status (important in New Ross) and at risk students;
 - i) greater student involvement in extra-curricular activities; including activities like sports, drama, music, intramurals, dance. Due to the lower numbers at the school, most if not ALL of the children who try out for a sport, lead role, etc. are going to get the opportunity to be part of whatever the event offers.
 - j) receive more individualized instruction
 - k) higher self-esteem (especially with lower transitions)
 - l) more positive attitude toward school
 - m) leadership opportunities; as with any small school, NRCS acts like a family, wherein the older siblings can be role models and help nurture the younger siblings. Children growing up in their families observe that older individuals are usually more competent and may conclude that they will become more proficient over time. The younger siblings keep their older sibling young at heart. This is a gift.

NRCS engages students at the academic level. The most important factor that in the literature states the importance of the student-teacher relationship. NRCS supports and fosters this student-teacher relationship with small class sizes. This is an advancement of the 21st century to adapt this program pattern of teaching students on the fundamentals of learning. To effectively deliver this you require appropriate space and dedicated teachers. From our review you may note that 82% of our school is utilized at this juncture. With the implementation of a new grade 9 curriculum (which the DOE is looking to update) the engagement of the grade 9's is supposed to take a dramatic shift, and we feel more than anything this is a positive approach and is very easily adaptable to the space we have available. More importantly enlarging classrooms to allow an "open concept" forum or learning environment could easily be adapted on our second floor, and factor nicely with the Inquired Based Learning knowledge set. Inquiry based learning looks something like what an old adage states: *"Tell me and I forget, show me and I remember, involve me and I understand."* How much easier would it be for a student in a smaller class to engage in this form of learning, and how much more effective would it make the student-teacher bond and interaction within a smaller class size? Which is exactly what NRCS can foster.

The South Shore Regional School Board has stated that its mission, guiding principle and belief statement are:

Mission:

To engage all students in quality, equitable education within a healthy, safe and respectful environment.

Our Guiding Principle:

Committed to cognitive, social, emotional, physical and creative development.

Belief Statements:

- Student learning is our primary focus;
- All students have the ability to learn;
- Students learn at their own pace and in different ways;
- School communities must be safe, supportive and socially just, where everyone is treated with dignity and respect;
- Education is a partnership among home, school and the community.

Minister of Education, Ramona Jennex, states in her Minister Address introducing Kids and Learning First, she wants small class sizes. She knows the advantage and value of this and states “the critical years are grade primary and nine”. As well, she also highlights that she wants emphasis on “strengthening links between schools, parents and community”, and she wants to “protect the quality of education in rural communities”.

The Deloitte report itself states, “Presently, all programs required by the Department of Education are available at NRCS.” (page 5)

New Ross Consolidated School is the living embodiment of these statements. Everything that our School Board wants to achieve for its students is being achieved here.

“New Ross Consolidated School allows students to become individuals. They know who they are and what they want when they leave here. Larger schools cannot guide students to this!” (Quote NRCS parent)

“New Ross Consolidated School is not a school that can be compared to others within bigger cities or where multiple feeder schools exist. This is a place where a community is raising its youth. The community takes an active interest in the school through student support, school support, volunteering and attendance at events.” (Quote NRCS Staff Member)

“I wasn’t from New Ross, my parents brought me here in my grade 11 year. After attending school in Dartmouth, NS and Philadelphia, USA, I was involved in a multitude of school configurations, and by high school was getting into trouble. When

I came to New Ross, I finally found something that worked. I found home. I was surrounded by caring teachers who engaged me in my studies, I was able to for the first time play on a soccer team and I met amazing peers who wanted to know my life story and are now, and always will be, a part of mine. I graduated from NRCS in its final year of being a grade P-12 school. I was sad to see that part of NRCS go and I am again struck with the same feelings I had back then. I had moved away from New Ross, to gain further education, and went on to a successful career, but somehow, the force of New Ross pulled me back. I have now bought a home and raised a family here. All I ever wanted for them is to have a school they could go to that provided those core values that NRCS provided me. Again my school is threatened. I do not want to have to move again, after I have finally found my home. New Ross is a valuable school. It is a valuable resource. "It takes a village" to raise a student and New Ross is just the community to do it." (Quote NRCS parent)

New Ross is a community of approximately 1700 people, with an enrolment of 126 students at New Ross Consolidated School. We are a village based on "if something needs to get done we do it!" We are a community proud of our past and excited about our future. We are increasing in population over the last number of years, due to what outsiders looking in can see as the benefits of rural living. Increased accessibility to outdoor physical recreation, good values and a hard work ethic exist in New Ross. We have a vibrant forestry culture, wonderful businesses ranging from restaurants, salons and spas, hardware store, grocery store, Frenchys, Credit Union, lumber mill, garages, mechanics, churches, legion, volunteer fire department and cultural opportunities with the Ross Farm Museum.

We are raising great youth. Youth who are focused, responsible, and eager to contribute to their school, community and world. This is due to the support of the community and the values that exist here. The community of New Ross has a "we are all in it together" attitude. It is a safe and nurturing community, focused on raising our youth to be valuable contributing members of society.

A community thrives as a result of those who live in it and who dedicate their time, energy and support to helping it grow and prosper. Rural schools serve not only to educate youth, but also as a social and cultural center of the community. New Ross Consolidated School has been called the community "hub" in a recent community survey that was completed by the New Ross Regional Development Society. The school is a source of pride, identity and stability. It is the place where our children are getting an incredible education, developing foundational relationships, playing sports, and service learning to their community. The school serves as a symbol of community, autonomy, vitality, traditions and identity. The school is a continuous indicator of our community's well-being. *When something is working that well, why change it?*

Formula: keep our grade 9's = keep our teachers = keep our programs/courses/resources = keep our school = more young families move to New Ross = continued growth of our community

The effect in the end would not only reach out immediately to the community as a loss of a third of our junior high population. If rural communities retain their schools, gain their economic ground, and foster a sense of confidence in their future viability, their populations will cease to decrease and they will begin to attract newcomers looking

for the wonderful lifestyle offered in the many unique and beautiful communities throughout Nova Scotia.

The school review, in and of itself, threatens the sense of safety inherent in small communities, sending a message that it is undervalued in the system which has a huge psychological impact on the citizens and students in the community. They lose faith in the education system. They feel ultimately exhausted, demoralized and betrayed. Parents may find it more difficult to participate at a school in another community and may be less connected to their children's education.

The loss of the grade 9 students of New Ross Consolidated to Forest Heights Community School will create a sense of loss for many in the New Ross community. As our future leaders, our youth hold an important role within the community as role models for their younger counterparts and peers. Parents and community members in their involvement and support of our youth support this philosophy. The students are embraced as contributors to the future development of the community.

New Ross relies on committed citizens that are dedicated to its future well-being such as community churches, fire department and post office. The school is the one thing that the majority of New Ross citizens have in common and gives a sense of inclusion. The school history unites everyone, through their experiences throughout their childhood. This has built a strong sense of community.

The school is where the community comes together to cheer on the students in their sports teams, watch the talents of our students in variety shows, concerts and dance recitals, volunteer for the breakfast program, fluoride mouth rinse, cafeteria helpers, Home and School and SAC, support fundraising efforts of the school to provide more advantages and opportunities for our students. New Ross Consolidated School has community members volunteering long after their children have graduated, not only from NRCS but also from FHCS and college. The commitment to our school is profound within our community. With fewer students, there are fewer volunteers, less opportunity for community members to be involved, less fundraising support and the possibility of no sports teams to cheer on. When our sports teams have a tournament or a game, you can count on the gym being packed. In addition, the parents use the cafeteria to provide canteen services as a fundraiser for the teams and the school. These events bring people from all over the south shore and further, to visit our school, support our fundraising, and support our community. Our community is strong, nurturing, and vibrant. We are engaging our youth who are actively involved in this community. As parents and educators, we want to give our children - our students - our future, the very best advantages as they head off into an unsure world full of endless possibilities. Keeping our grade 9 students at NRCS will give them one more year to build their confidence, achieve their goals and find their way with a community who is behind them 100%.

When NRCS students were asked what they liked best about their school, a common response was, "How safe I feel here." In our school and our community, everyone knows everyone. Intruders who do not belong are easily identified. There is a greater sense of community and a greater sense of responsibility for the school and its safety. This sense of safety and belonging engages students, teachers and the community to support our school.

Our school structure and size allows ease of communication between the school and the community. Parents are more involved and more comfortable forming relationships and bonds with teachers and administrators that they believe care about their children's well-being and education. There is respect and open communication which allows teachers, administrators, parents and students to be easily involved in the educational process.

Our students have goals, a great sense of belonging, positive relationships with teachers and administrators, high participation in extra-curricular activities, high attendance, and low behavioral issues. They are content and engaged. *When something is working that well, why change it?*

What does New Ross Consolidated offer our students that are not, or may not be, available in larger schools?

- Small student-teacher ratio; smaller class size;
- Strong community involvement/parental support;
- Fewer behaviour problems/higher attendance rate/lower dropout rate;
- Educational opportunities/possibilities like inquiry based learning;
- Greater probability of inclusion in extracurricular activities/programs.

At a recent meeting, our Study Committee members were asked, "If in one word you could describe the community of New Ross, what would you say?" Among the responses were: PRIDE, HOME, AWESOME, SAFE, INVITING, APPRECIATIVE, AMAZING, and INCOMPARABLE.

New Ross Consolidated School

Configuration	Location	Administration	
		Principal	Vice-Principal
P-9	4689 Hwy 12, New Ross, NS	L Willow	NA

Building Use

a. Year Built	1960
b. Building Area	35,000 SF
c. Additions	NA
d. Percentage of Bussed Students	98%
e. Design Classrooms	11
f. Average Number of Students per Classroom	18
g. Capacity (e x 25)	275
h. Current Enrolment	126
i. Projected Enrolment (5 Years)	123
j. Current Capacity Utilization (h/g x 100%)	46%
k. Projected Capacity Utilization (i/g x 100%)	45%

	Classrooms	Homeroom Classrooms	Cafeteria	Gymnasium	Lab	Library	Music	Staff Room	Guidance	Board Storage	Other/Unused
Desig	11			1	1	1					
Used	10	8		1	0	1	1	1	1	1	2

First Floor

SSRSB Storage	Grade 1/2 Classroom	Grade P/1 Classroom	W	Boiler Room	Maintenance
Lobby					
Lobby					
Lobby					
Staff Room	W	Music and Home Ec. Room Breakfast Program	Cafeteria Kitchen	Maintenance Office and Supplies	
Tech. Ed Room	Gymnasium				Locker room
Gym Equipment Room	Gymnasium				Locker room

Second Floor

Storage And Work Room	Grade 5/6 Classroom	Grade 8 Classroom	W	Science Lab
Library	Guidance	Computer Room	Grade 9 Classroom	Grade 7 Classroom
Stairs				

Bibliography

Bickel, Robert; Howley, Craig; Williams, Tony; & Glascock, Catherine. (2000, November). *Will the real "Texas miracle in education" please stand up? Grade span configuration, achievement, and expenditure per pupil*. Randolph, VT: Rural School and Community Trust.

Bickel, Robert; Howley, Craig; Williams, Tony; & Glascock, Catherine. (2001, October). High School size, achievement equity and cost: Robust interactions effects and tentative results. *Educational Policy Analysis Archives*, 9 (40).

Bryk, A. S., Holland, P., & Lee, V. E. (1993). *Catholic Schools and the Common Good*. Cambridge: Harvard University Press.

Cotton, K. (1996). *Affective and social benefits of small-scale schooling*. ERIC Digest. Charleston, WV: Clearinghouse on Rural Education and Small Schools (ED 401 088).

Eccles, J.S. (1999). *The Future of Children WHEN SCHOOL IS OUT*. Vol 9, No.2.

Finn, J. D., & Achilles, C. M. (1999). *Tennessee's class size study: Findings, implications, misconceptions*. [Electronic version]. *Educational Evaluation and Policy Analysis*, 21(2), 97-109.
<http://larrycuban.files.wordpress.com/2011/03/finnachilles.pdf>

Franklin, B., & Glascock, C. (1998). *The relationship between grade configuration and student performance in rural schools*. *Journal of Research in Rural Education*, 14(3),149-153.

Gibson, S. Dembo, M. H. (1984). *Teacher Efficacy: A Construct Validation*. *Journal of Educational Psychology*, 76(4), 569-582.

Howley, C. B., & Bickel, R. (2000). *When it comes to schooling...small works: School size, poverty, and student achievement*. Randolph, VT: Policy Program of the Rural School and Community Trust.

Howley, C. R. (2000). "Research on Smaller Schools: What Education Leaders Need to Know to Make Better Decisions" the Informed Educator Series: Educational Research Service (ERIC Digest).

Kids and Learning First. *A plan to help every student succeed*. Province of Nova Scotia. February 2012. (internet source) <http://novascotia.ca/kidsandlearning/pub/KL-en.pdf>

Klonsky, M. (1995). *Small schools: The numbers tell a story. A review of the research and current experiences*. The small schools workshop. Illinois University, Chicago. (ERIC Document Reproduction Service No. ED 386 517)

Louzon, A.C., Leahy, D. Rural Schools and Educational Reform: Should we Keep Rural Schools Open? A Review of the Literature.(internet source)
<http://www.ofa.on.ca/issues/additional-information/Lauzon-should-we-keep-rural-schools-open>

Lee, V. E., & Loeb, S. (2000). School size in Chicago elementary schools: Effects on teachers' attitudes and students' achievement. [Electronic version]. *American Educational Research Journal*, 37(1), 3-31.

Lee, V. E., Smerdon, B. A., Alfeld-iro, C., & Brown, S. L. (2000). Inside large and small high schools: Curriculum and social relations. [Electronic version]. *Educational Evaluation and Policy Analysis*, 22(2), 147-171

Paglin, Catherine, & Fager, Jennifer. (1997, July). Grade configuration: Who goes where [Eletronic Version].

Raywid, M. A. (1999). Current literature on small schools. (ERIC Digest No. EDO-RC-98-8). Charleston, WV: ERIC/Clearinghouse on Rural Education and Small Schools.

Rockhoff, J.E., & Lockwood, B.B. (2010). Stuck in the Middle: Impacts of Grade Configuration in Public Schools. (Electronic Version).

Simmons, R.G. & Blyth, D.A. (1987). Moving into adolescence: The impact of pubertal change and school context. Hawthorne, NY: de Gruyter.

Stiefel, L., Berne, R., Iatarola, P., & Fruchter, N. (2000). High school size: Effects on budgets and performance in New York City. [Electronic version]. *Educational Evaluation and Policy Analysis*, 22(1), 27-39.

Wasley, P. A. (2002). Small classes, small schools: the time is now. *Educational Leadership*, 59n5, 6-10

[ttp://www.thirteen.org/edonline/concept2class/inquiry/index.html](http://www.thirteen.org/edonline/concept2class/inquiry/index.html)

<http://www.coffineducationcenter.com/?tag=student-teacher-achievement-ratio>

<http://www.amle.org/aboutamle/positionstatements/transitioningstudents/tabid/283/default.aspx>

“It takes a Village”



Historical New Ross



Education is a partnership among home, school and the community.

Ramona Jennox

We cannot seek achievement for ourselves and forget about progress and prosperity for our community. Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own.

Cesar Chavez