

NORTHSIDE FAMILY OF SCHOOLS
STUDENT ACCOMMODATION STUDY GROUP
FINAL REPORT
DECEMBER 2014

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Introduction

The Looking Inward document was drafted in the fall of 2012 and released for public review and input in April of 2013. Public information sessions, information sessions for the NSTU and CUPE Unions, School Advisory Council focus groups, student focus groups, Principal's information and input sessions and public input sessions in each of the seven Families of Schools marked the efforts of the Cape Breton Victoria Regional School Board to engage the educational stakeholders in this planning process.

Looking Inward is a planning framework for long term facility provision and system sustainability in a time of changing demographics.

The original document contained 32 scenarios designed to start the conversation with respect to long term facility requirements within the School Board. With the completion of the first round of consultations fifty additional scenarios were put forth for consideration. These were generated from the SAC focus groups, school based administrators and public input sessions. Two web based surveys generated another four hundred responses to variables associated with attempting to establish a long range plan that would be responsive to the challenges facing the School Board.

Staff reviewed all the scenarios , generated a series of proposals for further consideration, shared the input received with the School Board, and in April of 2014 released a document entitled " Looking Inward- Disposition of Scenarios to Family of Schools Suggested Solutions" . The document also contained proposals as to how school facilities within each Family of Schools could be configured to accommodate students on the long term.

Public reaction to the proposals for each Family of Schools was sought by once again engaging stakeholders in the process. Student Accommodation Study Groups were established in each Family of Schools. The mandate of each Student Accommodation Study Group (SASG) was threefold:

- a) To continue the multi-part conversation of stakeholder engagement by soliciting input from educational partners on proposals designed to sustain required school facilities and to protect/maintain programs and services for students.
- b) To provide the Family of Schools Student Accommodation Study Group with an opportunity to reflect on the proposals with a view to commenting/recommending the identified proposal or suggesting viable alternatives.
- c) To afford educational stakeholders the opportunity to generate a response document on the evolving plan including recommendations for the consideration of the Board.

Guiding Principles

There is recognition on the part of participants that aging facilities and declining enrollment have contributed to inequities when it comes to providing all students with access to educational opportunities. Choices will be required when it comes to a request for a new vs. refurbished school and consistency in organizational structure vs. special funding arrangements. Proposed options will require an overhaul of grade level configuration.

Complete list of guiding principles as prioritized by Northside Participants

1. Equity
2. Sustainability
3. Integrity
4. Adequacy
5. Transparency
6. Accountability
7. Responsiveness
8. Stewardship.

Values & Beliefs

Values & Beliefs as prioritized by the Northside Participants

1. Student learning/achievement is primary concern.
2. Need to manage the stock of school buildings.
3. Engaged parents help improve the focus on education.
4. Parents/community members should be engaged in addressing issues facing the Board.
5. Establishing a new school community is an option to consider.
6. Maintain a school in a community.
7. Major considerations for transportation of students.

Proposal 1 - Scenario # 6 – All grade 9 students go to Memorial High

Initial Reaction

Everyone agrees that this step is inevitable and that it is the first step to make.

Strengths

It utilizes more space in the high school

Weaknesses

None

What are the unknowns with respect to this proposal?

Will the grade nine students have their own wing?

Will they follow a different schedule for classes?

Will they have the same lunch as the rest of the high school students?

How will it affect sports teams?

Will the elected board meet only once to make a final decision about grade level configurations?

Impact on Students

The number of students that will be enrolled at Memorial High following the implementation of this scenario will be 951. That breaks down into 198 Grade 9 students, 228 Grade 10 students, 254 Grade 11 students, 227 Grade 12 students, and 44 returning grads.

Parents are concerned that students will not have enough time to prepare for the transition required with the proposed grade level configuration. The group suggested that a deadline be made for the grade level configuration. They would like to see this decision made by February 1, 2015. If a decision has not been reached by this date then the group feels the process should be moved to the following school year (September 2016).

Impact on Program Delivery

Would integrated French be included in Memorial? Would Grade 9 be semestered?

Concerns were raised about the timelines required for students with special needs requiring transitioning support when moving to a new school.

It is felt that more specialist services will be required to support our students, i.e.: guidance, social workers, SLPs, etc. The group feels that the provincial ratio for these specialists is currently not sufficient. It was suggested that our elected board take these concerns to the Department of Education and that parent and community members voice their concerns to elected officials (applies to all scenarios).

Impact on Community

No perceived impact on the community.

Impact on Staffing

Additional staff will be required for the Grade 9 complement.

Timetable for Implementation

There is no perceived delay in the ability for Memorial to accommodate the Grade 9 student population and the transition can happen at the beginning of any future school calendar year.

Operational Costs

No additional operational costs are recognized as a result of this scenario.

Capital Costs

Memorial High is currently undergoing extensive infrastructure renovations which include new washrooms, main entrance new roof and windows, electrical and mechanical upgrades as well as a new sports field. Renovations for 2015 include site paving and a potential new bus loop enhancing site safety. No additional capital costs will be required to accommodate the Grade 9 population.

Transportation Costs

No additional transportation costs are recognized as a result of this scenario.

Proposal 2 - Scenario # 8 – New Middle School

Initial Reaction

Many people feel that it is unnecessary to spend extra money to build a new school when Dr. TL Sullivan can be renovated to accommodate all 6-8 students on the Northside.

People from North Sydney and Sydney Mines would like their 6-8 students to stay in the town area.

Location for a new school could be an issue to hold up the new school construction – based on prior experiences.

Strengths

State of the art new school

Size of the school and student population would be more manageable

Weaknesses

Bussing students who were used to walking to school

Spending more money on a new construction instead of renovations at Dr. TL Sullivan

What are the unknowns with respect to this proposal?

Approval for a new school

Location of the new school

What information is required to assist in generate a response?

Comparing the population and costs associated with the project.

Impact on Students

Students in North Sydney and Sydney Mines are mostly walkers – bussing will be an issue

Travel to extra-curricular activities

Bigger school environment

Mixing of students from two communities

Bussing does force students to stay at school so there is an increase in safety

If a new school was built to house students from North Sydney and Sydney mines the number of students enrolled would be 359. This breaks down into 102 Grade 6 students, 126 Grade 7 students, and 131 Grade 8 students.

Would Grade 6's students be self contained in their class or rotate classes similar to Grade 7's and 8's?

Impact on Program Delivery

Sydney Mines will lose French Immersion program but will it move as part of the initial grade shift?

Will French Immersion extend to Grade 6?

Will the new school keep Integrated French?

Will there be a Learning Disabilities program?

Impact on Community

Businesses may lose support when students are not able to go to convenience stores, grocery stores and restaurants at lunch

Will boundary lines be established for all the Northside schools, especially, if there is a new middle school for the Northside?

Impact on Staffing

If a new school was built the minimum required teaching staff would go from 25 to 16.

Timetable for Implementation

A business case for this project has been submitted to Government in April 2014. If the application is successful, work will begin on site selection & design of the new school in April 2015. Design and construction activities may take up to 3 years with eventual possible opening of the new school for September 2018.

Operational Costs

The operation costs for a new middle school are estimated at \$300,000. The current operating costs of Sydney Mines Junior High and Thompson Junior High are \$650,000 combined, so there will be an operational savings of \$350,000.

Capital Costs

The capital costs for this new school are estimated at \$16.1M. An alternative project has been put forth which is an extensive renovation and addition at the current Staff Development site. The cost of this project is approximately \$13M.

Transportation Costs

Additional transportation costs are incremental fuel charges. No additional busses or drivers will be required as a result of this scenario.

Proposal 3 - Scenario # 9 – Consolidate St. Joseph’s with Jubilee

Initial Reaction

Representatives wanted to know how much it would cost to renovate St. Joseph compared to a buy out cost for Jubilee. These numbers were provided and all agreed that it was much more economical to purchase Jubilee as a P-5 school.

Strengths

The cost to buy out Jubilee

Operating costs would be reduced with one elementary school in the town

Weaknesses

Safety concerns with the area for dropping off and picking up students

Extra bussing will create more traffic on Main Street which may result in an increase of traffic flow

Not enough green space for the additional students

Lack of staff parking

What are the unknowns with respect to this proposal?

Will students be allowed to leave the school grounds during lunch?

Will the playground equipment from St. Joseph’s Elementary be moved to the new site?

What information is required to assist in generating a response?

Questions were posed and answered during the first two meetings.

Impact on Students

More green space required for additional students

Increased bussing – many students were able to walk to school

Loss of a school within the community

If St. Joseph’s consolidates with Jubilee the new school enrolment at Jubilee will be 359 students. This breaks down to be 62 students in each grade from Primary to Grade 4 and 49 students in Grade 5.

Impact on Program Delivery

Learning Centre would have to be moved including specialized equipment

Sensory room would need to be established – able to use some of equipment from room at St. Joseph

The Early Years Centre will stay at Jubilee

Transitioning will be required for students with special needs

Impact on Community

Loss of a school within the community

May impact businesses in the community with one less school

Impact on Staffing

If St. Joseph’s consolidates with Jubilee the minimum required Teaching Staff will go from 17 to 15 while

Administration goes from 2 to 1.

Timetable for Implementation

This consolidation is only dependent on the middle school grade shift. Once both schools are P-5 grade levels, Jubilee can accommodate the St. Joseph's population in a timeframe allowed by the new school review process which is yet to be determined.

Operational Costs

No additional operational costs are recognized as a result of this scenario. There will be operational savings with the closure of St. Joseph's of approximately \$190,000.

Capital Costs

No capital improvements are required for Jubilee to accommodate this consolidation. Some site work may be required but this has not been scoped at this time. Buy out costs for Jubilee from the P3 partner are \$3.6M in 2020.

Transportation Costs

Additional transportation costs are incremental fuel charges. No additional busses or drivers will be required as a result of this scenario.

Proposal 4 - Scenario # 10 – Seton to consolidate with Ferrisview

Initial Reaction

Representatives wanted to know how much it would cost to renovate Seton compared to adding an addition to Ferrisview. These numbers were provided and all agreed that it was much more economical to add to Ferrisview.

Strengths

Ferrisview is a new school
Students will have access to a new school with latest technology
The cost to add onto Ferrisview in comparison to renovating Seton
Operating costs would be reduced with one elementary school in the town

Weaknesses

Safety concerns with the area for dropping off and picking up students
Not enough green space for the additional students
Lack of staff parking

What are the unknowns with respect to this proposal?

Where will the addition go on Ferrisview?
Will pick up and drop off area be addressed for Ferrisview?

Impact on Students

More green space required for additional students
Increased bussing – many students were able to walk to school
Loss of a school within the community
If Seton consolidates with Ferrisview the enrollment at Ferrisview will rise to 334 students. This breaks down to 55 students in each grade from Primary to Grade 4 and 59 students in Grade 5.

Impact on Program Delivery

No impact on program delivery

Impact on Community

Loss of a school within the community
May impact businesses in the community with one less school

Impact on Staffing

If Seton were to consolidate with Ferrisview the required Teaching Staff would go from 16 to 13. The Administration would drop from 2 to 1.

Timetable for Implementation

This scenario is not solely dependent on the middle school grade level shift. Additional classroom space will be required at Ferrisview and a business case will be required to provide capital funds.

Operational Costs

As additional space is required at Ferrisview, the operational costs will increase incrementally by approximately \$24,000. There is an operational savings with the closure of Seton, \$150,000.

Capital Costs

To provide the additional classrooms required (2), approximately \$750,000 in capital funding will be required.

Transportation Costs

Additional transportation costs are incremental fuel charges. No additional busses or drivers will be required as a result of this scenario.

Proposal 5 - Scenario # 12 – Dr TL Sullivan to become a P-8 school

Initial Reaction

Some representatives do not like the idea of putting primary students in junior high school setting
Parents of Florence students would prefer to keep their children in the Florence community instead of sending them to Bras d'Or Elementary
The general consensus of the public in Florence is that they feel decision is already made and they have nothing to fight for in their community

Strengths

Florence students stay in their community
There may be an opportunity for an Early Years Centre
Less transition required for when students have to move to the Middle School environment

Weaknesses

Losing a school in the community
Loss of community identity
Closure of a school may impact property values and housing sales
With a larger school you will lose the feeling of a small school setting – “bigger is not better”
Phys. Ed. time / gym size – can gym accommodate the required minutes for all students
Community use of school space – gym and classrooms- this may be restricted due to availability

What are the unknowns with respect to this proposal?

Will there be a separate area in the school for the P-5 students?
Would they have their own green space?
Would playground equipment be available in the green space?
Will there be enough space available for extracurricular activities, i.e. basketball schedule for elementary and middle school teams?
How will students react to joining students of junior high age – will they be intimidated?
What is required to renovate the school to accommodate elementary students and how much will it cost?

Impact on Students

P-8 students in the same building may keep 7-8 students in a “younger” frame of mind
Make 7-8 students more responsible
Staying in a P-8 school is less intimidating than moving to junior high school after grade 5 or 6
Less transitioning opportunities – this could make moving to high school more intimidating
School day may have to be lengthened due to bussing. This could have more of an impact on younger students.
If Dr. TL Sullivan became a P-8 school the new enrolment at the facility would be 340 students. This breaks down to 105 students from Grade primary to 5 and 235 from Grades 6 to 8.

Impact on Program Delivery

More difficulty to have PLC approach for staff within the school setting
Phys. Ed. time and gym size – can gym accommodate all students based on DOE required minutes for the program?

School will have French Immersion, but when will it start Grade 6 or 7? Will it have Grade 6 Intensive French?

Possibility of still having combined grades

Programs like French Immersion or Integrated French doesn't leave much room for splitting students (personalities & diverse needs)

Impact on Community

Loss of school and identity within the community

Community groups that depend on the school for after hours use and storage of materials

Impact on Staffing

If Dr. TL Sullivan were to become a P to 8 school with Florence Elementary, the minimum required teaching staff would go from 11 to 10 with Administration remaining the same.

Timetable for Implementation

A business case has been submitted to government in April 2014. Implementation of this scenario is not solely dependent on the success of this business case, however there will be minor renovations required to accommodate the elementary population. The scenario is more dependent on the outcome of the new middle school decision. If a new school is awarded this scenario can be implemented in the timeframe outlined in the new school review process which is yet to be determined.

Operational Costs

No additional operational costs of Dr TL Sullivan will be recognized as a result of this scenario. There will be operational savings of approximately \$200,000 with the closure of Florence Elementary.

Capital Costs

The capital costs for this scenario are estimated at \$500,000. While not in the direct scope of the current business case, renovations can be made at Dr TL Sullivan with TCA funding to ensure successful accommodation of the elementary students from Florence.

Transportation Costs

Additional transportation costs are incremental fuel charges. No additional busses or drivers will be required as a result of this scenario.

Proposal 6 – SAC Scenario # 4 – Boularderie to consolidate with Bras D’Or

Initial Reaction

School is relatively new with an up to date facility

School receives Hog funding which would mean a loss of revenue for school board

School was built as a community centre and is widely used by various community groups all year long

Strengths

Building is owned by province so school board can walk away from it without any strings attached

Weaknesses

Losing only school within the community – Boularderie School is located in Victoria County so cannot be included in the Bras d’Or community

Travel time for students being bused to Bras d’Or

Cost for private conveyance for school board as a student lives beyond the area where buses travel so private conveyance is required for the student to attend school

Loss of small community feeling

If Hog funding is lost it may impact other two school receiving the same funding

What are the unknowns with respect to this proposal?

Length of school day based on bussing and travel time

Impact of loss of Hog funding

Impact on Students

Length of day due to bussing

Loss of community identity in a new school far away from home community

Loss of rural school setting – values and beliefs

If Boularderie consolidates with Bras D’Or the enrolment at Bras D’Or would rise to 333 students. This breaks down to 56 students in each grade from Primary to Grade 4. Grade 5 would have an enrolment of 53 students.

Impact on Program Delivery

Loss of extra-curricular activities due to grant funding through Victoria County – most of the extra-curricular activities are funded through these grants

Learning Disabilities program and Resource program may not be able to accommodate the number of students

Will Bras D’Or have Intensive French in Grade 5?

Impact on Community

Community members’ involvement with students – knitting, yoga, etc.

Loss of community centre

Loss of RCMP Community Liaison Office

Loss of community CAP site

Loss of venue for community activities, i.e. Celtic Colors concerts

Impact on Staffing

If Boularderie were to consolidate with Bras D’Or the combined teaching staff of both schools would drop from 18 to 14. The required Administration would go from 2 to 1.

Timetable for Implementation

As this scenario is dependent on several factors, including school review timing, business case, new school decision and grade level reconfiguration, an exact timetable cannot be assigned. A possible sequence is included in Appendix D.

Operational Costs

As additional space is required in this scenario, operational costs will incrementally increase, approximately \$11,000. There is total savings of \$200,000 with the closure of Boularderie. This takes into account the loss of the \$250,000 Hogg funding and staff reductions.

Capital Costs

The capital costs required for this scenario are estimated at \$350,000. This will allow for the addition of 1 extra classroom. This will require a business case and capital funding.

Transportation Costs

Additional transportation costs are incremental fuel charges. No additional busses or drivers will be required as a result of this scenario.

Alternative Proposal 1 - Scenario # 7 – All middle school students go to Dr TL Sullivan

Initial Reaction

Too many students at that grade level from too many different communities

Representatives from North Sydney and Sydney Mines feel that parents would rather have a new school

Strengths

Cost – less to renovate Dr. TL Sullivan than build a new school

It would mean Dr. TL would have more solid administration – no more teaching vice-principal

Possibility of more programming and student support, i.e. guidance, etc.

Weaknesses

Limited option for students to move schools

More students with diverse needs

Loss of integrated French program

Town lose another school

All students would be bussed – no walking

Gym and facility space for school time and extra-curricular activities

What are the unknowns with respect to this proposal?

The effects on French Immersion program – would students choose to go to new school?

How long do we wait to implement the plan? Do we wait to see if board gets approval for new school construction?

Impact on Students

Less chance for leadership

No choice of school if issues arise

Less chance to participate in extra-curricular activities

More flexibility with staff to address student needs

If all middle school students go to Dr. TL Sullivan there will be a total of 550 students enrolled there. This breaks down into 162 Grade 6 students, 190 Grade 7 students, and 198 grade 8 students.

Impact on Program Delivery

Possibly more options for programs

New and up to date tech ed programs

Integrated French may be lost with French Immersion present

Schedule for gym facility – can it accommodate all students to meet time requirements

Impact on Community

Dr. TL Sullivan is a closed campus so students do not frequent businesses during the school day; therefore, community will stay the same.

More activities to take place in community with only one middle school for Northside, i.e. sports tournaments

Impact on Staffing

Not included

Timetable for Implementation

Like its counterpart, the new middle school, this scenario will require construction, and capital funding to support renovations to Dr. TL Sullivan. However construction will be minor and could allow for an early open date of September 2018 if this project is request in the 2015-16 business case portfolio.

Operational Costs

As additional space is required in this scenario, operational costs will incrementally increase by approximately \$11,000. There will operation savings of \$650,000 with the closure of SMJH and Thompson.

Capital Costs

The additional space required to accommodate all Northside middle school students is 6 classrooms with an estimated cost of \$1.5M.

Transportation Costs

Additional transportation costs are incremental fuel charges. No additional busses or drivers will be required as a result of this scenario.

Alternative Proposal 2 – SAC Scenario # 4 – Florence to consolidate with Bras D’Or

Initial Reaction

Negative reaction because it means the closure of Florence Elementary

Strengths

Operational savings by reducing square footage

Weaknesses

Loss of elementary school in Florence

No longer will Florence have elementary students in their community

Loss of community space

Larger number of students in Bras d’Or – can the facility accommodate the number of students coming in?

What are the unknowns with respect to this proposal?

Renovation to Bras d’Or – what is required to accommodate new students?

Time line for renovations?

Impact on Students

Loss of community identity for students in Florence

Would Florence students be forced to go to Bras d’Or – would boundary lines be enforced?

If Florence consolidates with Bras D’Or the student enrolment at Bras D’Or would be 366 students. The breakdown of each grad from P-5 would consist of 61 students for each.

Impact on Program Delivery

Intensive French – would it be implemented for grade 5?

More opportunity for teacher collaboration

May have less combined classes

Possibly have more administrative and program support

Impact on Community

Loss of school and identity within the community

Community groups that depend on the school for after-hours use and storage of materials

Loss of venue for community events, i.e. Remembrance Day service in conjunction with Florence Legion and Florence Legion providing special breakfasts and meals for students of Florence.

Impact on Staffing

If Florence were to consolidate with Bras D’Or the combined required teaching staff would go from 20 to 14. Also, the required Administration would go from 2 to 1.

Timetable for Implementation

As this scenario is dependent on several factors, including school review timing, business case, new school decision and grade level reconfiguration, an exact timetable cannot be assigned. The initial business case submission would be for additional space to accommodate the Florence students only. A

further consolidation with Boularderie would take place in the future as space becomes available. A possible sequence is included in Appendix D.

Operational Costs

The additional space required to accommodate the Florence students is 3 classrooms with an estimated additional operational cost of \$22,000. The operation savings of from the closure of Florence is \$200,000.

Capital Costs

The estimate capital costs of this scenario are estimated at \$750,000. A business case will be required to provide capital funding.

Transportation Costs

Additional transportation costs are incremental fuel charges. No additional busses or drivers will be required as a result of this scenario.

Alternative Proposal 3 – Jennifer MacDonald

- To re-configure Memorial High School from a Grade 10-12 to a Grade 9-12 school.
- Boularderie School to be re-configured from a P-6 to a P-8 school.
- Bras d’or Elementary to be retained as a P-6 school.
- Dr. T.L. Sullivan to be re-configured to a P-8 school including students from Florence Elementary and Grade 7 and 8 students Bras d’or Elementary.
- Jubilee Elementary to become a P-8 school to include students from St. Joseph’s and Sydney Mines Junior High Grades 7 and 8.
- Ferrisview to become a P-8 school to include students from Grades 7 and 8 at Thompson and students from Seton Elementary.

Rationale:

Consistent with the most recent research on grade level configuration, the establishment of P-8 instructional settings provides the optimum opportunity for student success while addressing growth and developmental factors in children and youth.

The establishment of P-8 schools in the communities noted ensure the presence of a school in the community for the foreseeable future. Community schools are one of the pillars for community growth and sustainability.

While Addition and Alteration Capital Projects would be required at Ferrisview, Jubilee, Boularderie, as well as a smaller project at Dr. T.L. Sullivan, these projects right size and strategically locate community based facilities for the long term while negating the need for a new middle school to replace Thompson and Sydney Mines Junior High. (A sixteen (16) million dollar saving)

The retention of P-8 community schools in identified communities on the Northside, reduces time spent on school buses for many students.

In right-sizing P-8 school facilities, the excess capacity issues identified by the Board can be addressed.

Students are retained in their home town communities for a long period of time and are afforded the opportunity to develop leadership skills in their school community.

Only one transition from community schools to the High School would be required with the exception of Bras d’or Elementary.

Older school facilities would close and newer facilities would provide safe, secure, and nurturing learning environments for students.

The Middle School philosophy could flourish within P-8 learning institutions with the development and maximizing of meaningful, lasting relationships among adults and students within each facility.

A balance would be struck where instructional environments would be equalized and the anxieties associated with major change to what is familiar would diminish.

The establishment of community based P-8 schools could help stem the tide of out-migration and enrolment decline as well as support other government initiatives of rural sustainability for Cape Breton communities.

Alternative Proposal 4 – Michelle Brown

To examine the option of:

- Reconfiguring Memorial High to a 9-12 school
- Constructing a new middle school to replace Thompson Jr High and Sydney Mines Jr High
- Reconfigure Boularderie Elementary, Bras d'or Elementary, and Florence Elementary in P-8 schools
- Convert Dr. T.L. Sullivan into the Board offices and Staff Development Centre
- Establish a P-5 school at Jubilee in Sydney Mines and a P-5 school at Ferrisview.

Rationale:

Public opinion favors the reconfiguration of Memorial High School as a 9-12 school. This reconfiguration will allow Grade 9 students to benefit from school program options as they transition to high school.

The Cape Breton-Victoria Regional School Board, in May 2014, identified the need to replace two aging junior high facilities on the Northside through a submission to the Department of Education and Early Childhood Development. The Board requested the Department to consider the replacement of Thompson Jr High School (1949) and Sydney Mines Jr High School (1959) with a new middle school for Grades 6-8 under a proposed grade level reconfiguration delivery model. This new facility would, under this alternate proposal, house the French Immersion Program for middle school students who elect this program offering on the Northside.

The desire of parents to retain a school in the rural areas of Cape Breton County and the Boularderie Island section of Victoria County could be achieved if the Cape Breton-Victoria Regional School Board established Primary to grade 8 schools at Boularderie, Bras d'or, and Florence. This organizational model is consistent with the research that supports improved student outcomes. This model would reduce the transition required by all students served by these three community schools.

Based on 2014-2015 student enrolments, 646 grade primary to grade 8 students would need to be accommodated within three existing schools. The existing capacity of the three buildings would allow the student population to be accommodated and permit some space for new program spaces if the student catchment boundaries were realigned.

Dr. T.L. Sullivan is a 75,467 sq ft facility centrally located among the students of the Cape Breton-Victoria Regional School Board. This facility has the capacity to handle the consolidation of all School Board Administration offices. Principals meeting were held there before the opening of the Staff Development Centre.

The opportunity exists to establish a P-5 school in North Sydney and one in Sydney Mines thus reducing excess square footage within the Northside Family of Schools.

PUBLIC MEETING
Northside Family of Schools

Alternative Proposal #5

To examine the option of combining all Northside Grade 6-8 students in a new middle school and utilize Dr. T.L. Sullivan as the Primary to Grade 5 school to serve all P-5 students from Kempt Head to Florence.

Rationale:

Facility Requirements

The new Middle School would need to be constructed to house 425 students. The facility would be constructed so as to provide all program spaces appropriate for a Middle School setting.

Dr. T.L. Sullivan has a capacity of 500. The combined enrolment (2014-2015) of Boularderie, Florence, and Bras d'or Primary to 5 student population is 404.

Equity

This proposal would address the equity perspective from several perspectives.

- a) All Middle School students would be housed in a new facility giving all students equal opportunity to program spaces and a Middle School approach to instruction.
- b) French Immersion would not move from one school to another, but be housed in the new school for all Middle School students to access.
- c) Boularderie, Bras d'or and Florence would form a new school community and be housed under one roof at the Dr. T.L. Sullivan School site. The loss of individual community schools would not be popular, but would be equitable.

Long Term Outlook:

The enrolment projections suggest that within the ten year planning window outlined in the chart (as part of the Study Groups Report), a need will exist to revisit school facility utilization. The question is: "Do we bite the bullet now or do we consolidate one school now and another later, keeping the service delivery system in the state of turmoil?"

Addressing the Issue:

Bras d'or, Boularderie, Florence and Dr. T.L. Sullivan have excess student capacities of 17%, 55%, 29%, and 53%, respectively. This alternate proposal would result in the elimination of almost all excess capacity and would reduce annual operating costs substantially.

PUBLIC MEETING
Northside Family of Schools

Alternative Proposal #6

Examining the option of creating P-8 learning environments in the Northside Family of Schools communities of Florence and Boularderie and explore the feasibility of the P-8, 9-12 in other schools.

Rationale

Research suggests that small community schools provide a supportive and nurturing environment for students nationally and internationally.

Building on excellent elementary school learning environments, the opportunity exists to extend well established Primary to Grade 6 learning environments to Primary to Grade 8 instruction settings. Such learning environments would be characterized as follows:

- Have a large space for whole group work and discussion;
- Have flexible and reconfigurable spaces for small group and collaborative work;
- Have active areas for inquiry and investigation;
- Have instructional and resource material organized for ease of access and use by all students.

A P-8 learning environment would reduce by one (1) the number of transition students would experience during their P-12 school years.

The existence of a P-8 school at Florence and Boularderie would provide an alternative small school setting in each community in contract to the larger Middle School (6-8) setting.

Some students experience anxiety and adjustment issues when placed in a new school setting or a setting with a substantially larger number of students. Students in community based P-8 schools could avoid these issues and benefit from the support provided in a familiar learning environment.

Middle School structure and practices are designed for, and are about, our understanding of and commitment of young adolescents. Middle School practices provide students opportunities for voice, choice, and responsibility.

Numerous speakers at the Northside Family of Schools Public Meeting voiced a belief that P-8 community schools consideration should be re-visited as an option.

Student Accommodation Study Group Draft Report
Northside Family of Schools
Public Input Session

Memorial High School

November 23, 2014

Participants: 82 registered

The Northside Family of Schools Student Accommodation Study Group had six (6) proposals and two (2) alternate proposals to present to the public for input.

Comments with respect to the six (6) proposals and two (2) alternate proposals are attached. In addition, several broad categories noted here received comments from the public input session.

As a follow-up, a new proposal was received and developed. This proposal is also attached to this input summary.

1. Proposal 1

All Grade 9 students go to Memorial.

One parent who agrees with the Grade 9's attending Memorial would like to see the students in Grade 9 in semester schedule and treated like other high school students.

One participant was not sure that the Grade 9 students could be housed in a separate wing at Memorial High.

Two parents voiced their concern that Grade 9 students were going to be part of the high school. One indicated that the Grade 9's should be part of a middle school. The other also wondered if there was any chance of Memorial High School closing.

One participant questioned whether all high schools within the board would be adopting a Grade 9-12 model. This parent understood Riverview High was not ready to be reconfigured.

2. Proposal 2

A new middle school Grades 6-8 to serve North Sydney and Sydney Mines

One speaker suggested that students in Grade 6 were not ready for middle school.

One parent indicated that a challenge may exist in bringing in two former towns together when a new middle school is approved. This was the case in the past.

3. Proposal 3

Consolidate St. Joseph's, Sydney Mines, with Jubilee as a P-5 school.

A parent of a Grade 2 student indicated there is considerable anxiety on the part of some students and called for suggestions to deal with this matter.

4. Proposal 4

Seton Elementary to consolidate with Ferrisview as P-5 school.

One parent indicated Seton was the best kept secret on the Northside. The school has had a full complement of students for seven years.

5. Proposal 5

Dr. T.L. Sullivan to become a P-8 school to serve Florence with Grades 6-8 students from Bras d'or and Boularderie.

One participant called for an orientation program to address the anxiety and mental health issues that arise from upheaval when organizational structures change. This individual asked that the benefits of the services to be provided be highlighted to students and their parents.

6. Proposal 6

Boularderie to consolidate with Bras d'or Elementary as a P-5 school.

Two parents expressed concern about the distance small children would have to travel (40 km) to get from Kempt Head to Bras d'or. Twenty-one (21) kms would be over dirt roads.

One parent indicated a preference to retain Boularderie as a P-8 small rural school. The research indicates children perform better in a P-8 situation, the Ivany Report on sustainability supports retention of rural schools and being less disruptive to rural situations and it would create just one transition from a community school to high school.

The potential of having 570 students at Bras d'or, if both Florence and Boularderie students were to attend, makes that student population too large from the perspective of one parent.

One parent indicated it was her preference to sustain Boularderie School on Boularderie Island for as long as possible as small rural schools have value and service the community as well.

Another parent commented that Boularderie School, while included in the Northside Family of Schools, is a Victoria County school. It is similar to Middle River, and as such, is valued as a small rural school.

A Boularderie parent suggested closing junior high schools and creating P-8 schools in the various communities to allow for retention of a school in the community.

A parent indicated Boularderie School still benefits from the \$150,000 small school grant. This funding should be a consideration in the creating of a solution to retain Boularderie School as a community school.

7. Alternate Proposal 1

All middle school students go to Dr. T.L. Sullivan.

One parent believes the concept of a middle school is a good one and would be a result of creating a 9-12 high school. This parent sees this alternate proposal as being challenging because of the histories of the towns and the rivalries that existed in the past.

8. Alternate Proposal 2

Florence to consolidate with Bras d'or Elementary as a P-5 school.

In addressing this proposal, one parent wondered if Boularderie would be included as well. If so, the large number of students (in excess of 500) would tax the classroom instructional as well as the speciality areas.

Another parent suggested that consolidating larger numbers of students into bigger schools (eg Bras d'or) creates congestion at lunchtime in the cafeteria.

A teacher raised the concern of the size of the gym to provide physical education for larger numbers of students.

One parent suggested that this proposal be examined carefully and not implemented because it is easy to do. This parent suggested looking at four year olds being bused to another community.

A parent indicated that Florence does not want to lose its school. This parent believes enrolment at Florence Elementary is already being impacted by the discussion on consolidation.

This is very stressful on young children.

In addition to the input on the six proposals and two alternate proposals, the following input was made with respect to these categories:

1. Funding

One speaker indicated that the Board should be pleading its case for additional funding to the Provincial Government.

2. Excess Capacity

One speaker noted that 5 of the 11 schools in the Northside Family of Schools had excess capacity. This excess capacity was addressed by a second participant who noted programs and services would soon be impacted if this excess capacity issue is not addressed. Difficult discussions with respect to some school facilities in various communities need to be made.

3. Boundaries

Two parents spoke about school boundaries. One speaker indicated the board made it easy for students to attend Bras d'or School even though students lived on Boularderie Island. Bus routes around Bras d'or back track to pick up students. This parent believes Boularderie is a Victoria County School and should receive the same rural status consideration as does Middle River School.

4. Enrolment Decline

One speaker indicated enrolment decline has led to few jobs, fewer jobs have led to out-migration which in turn has led to additional enrolment decline.

A second speaker, challenged, question the Board personnel to identify the impact of job cuts for CUPE personnel caused by enrolment decline.

5. Middle School Request

One parent noted that the Board appears to have already decided on the Middle School Concept as it has requested a new middle school for North Sydney/Sydney Mines in the last round of school capital requests to the Province.

6. School Transition

One speaker indicated that school transition for students should be kept to a minimum and as such, grade configuration should remain the same (P-6, 7-9, 10-12)

A second participant indicated that by creating as many P-8 community schools as possible, the numbers of student transitions would actually diminish.

7. Timelines

Two individuals spoke on the importance of timelines.

One parent wondered what the timeline was for the establishment of the middle school. That individual believed students should be made aware of the timeline to lessen the anxiety.

A second parent indicated that a predictor of student success is the positive relationship students have with teaching staff. This parent called for a timeline to be disclosed to allow staff to be adequately prepared (Prof. Dev.) and to make the necessary adjustments to welcome students into a new instructional environment. This parent suggested the time for making this type of disclosure is now.

Post Public Session Input

Two alternative proposals were received from Northside residents. The alternative proposals are reflected in the body of the report.

One parent expressed concern that the fall down position created by establishing Memorial High as a 9-12 school would result in a major impact being felt at the elementary school level, particularly schools like Boularderie and Florence.

This parent expressed concern about consolidating large numbers of students in one building. Distance from home to school over poorly maintained roads (most notably, Kempt Head and Old #5) would result in long, arduous bus rides for very young children.

APPENDIX A – Q&A FROM MEETING #1

Northside Family of Schools Student Accommodation Study Group - Q&A from May 14, 2014

Scenario 6 – Grade 9's into Memorial

1. Where do the Grade 9 students fit when it comes to teams and events?

Grade 9 students would form an integral part of the student body of a 9-12 school. Events, activities, and participation on sports teams and with cultural, artistic and historically significant activities with the school are open to all who attend the facility.

Interscholastic sport teams are filled with participants who try out and who possess the skill level required for successful participation in the sport. Often in the current grade configuration older students (grade 11 and 12 plus vocational) make up the membership on the interscholastic sport team. Second tier (often called junior varsity) teams are established to develop the talent pool for upcoming seasons. Intramural programs are often present in high school settings to encourage participation, help build school spirit, and serve as a social activity networking experience for some students.

Drama, band and civic minded clubs at the school are open to all who attend the school.

Administration and staff are very sensitive to the social needs of students at this level and do much to support the social and creative development of students at this level.

2. Would the building be set up to have unique bells and schedules & spaces to isolate the grade 9 students from the older groups?

Most high schools that function in a semestered environment for grades 10-12 student populations identify spaces for respective grade levels (often wings or floors). If grade 9's were to be accommodated at Memorial High, the same consideration would be given in terms of keeping this grade level in an assigned area of the building for the majority of their academic activity.

Administrators of schools within the board have identified the need for theoretical and practical professional development with respect to both 9-12 instructional settings and the middle school (grade 6-8) approach to teaching and learning. Other school boards within the province have extensive experience with 9-12 instructional settings. Following up on suggestions from principals, if this grade configuration is adopted the board will provide professional development and networking experience for school administration tasked with scheduling and establishing operational procedures for a 9-12 environment. Both the Strait and Annapolis Valley boards have excellent site-based personnel who can support CBVRSB personnel in the transition to a 9-12 environment.

Scenario 8 – New middle school for Sydney Mines/North Sydney

1. Why would you build a new school, when you are trying to deal with other excess capacity in schools and trying to close schools?

If a new middle school for 6-8 was built, Sydney Mines Junior and Thompson Junior High would close removing 97,771 square feet of aging space in need of a capital refurbishing, it would

replace the aging facilities with a "right sized" facility that does not have excess capacity and as a consequence of its construction it would enable the board to house P-5 students in one elementary facility each in North Sydney and Sydney Mines.

2. Why isn't Scenario 7 (all middle school students at DTLs) a viable option?

Scenario 7 in Looking Inward suggested one junior high (or by extension one middle school) for the Northside. To determine viability it would be necessary to identify capital requirements and review enrolment patterns relative to capacity.

An engineer's report identified that Dr. T. L. Sullivan would be the cheapest solution to accommodate all junior high (or by extension middle school) students at one of the existing Northside junior high school sites. The study also looked at what it would cost to improve all existing facilities (Thompson, SMJH, and Dr. T. L. Sullivan) to sustain each for 10-20 years. With projected enrollments, a small addition of 6-8 classrooms would be required at TL Sullivan to accommodate the middle school population of 566 by 2017.

3. What did the student focus groups say about this scenario?

The two student focus groups did not specifically focus on the scenario for the new middle school. They were aware of the option of utilizing an existing school as well. Rather, they addressed the advantages/disadvantages from a student's perspective for:

- a) creation of a middle school 6-8
- b) grade 9's attending Memorial High

Memorial High students generally supported the movement of grade 9's to the high school. Advantages noted included:

- exposure to vocational component, opportunity to be acclimatized in preparation for high school, viewed as transition year, belief most were mature enough for setting, more courses/more options

Concerns expressed by Memorial High students:

- some students would be too immature for high school setting, space in cafeteria, exposure to drugs/alcohol

The participants were divided on the issue of participation on sports teams. More students would mean more competition for spots on teams positions. Others recognized that "your turn will come" if you have the talent.

Grade 7-9 students noted:

- grade 6 is a transition year just like grade 9
- see the transition a year early as good for students (7 years in one setting is too long)
- the majority of the group favoured 6, 7, 8 combination
- fear expressed that space availability and number of students may cause a 7/8 school when 9's go to high school. Majority not in favor of 7-8 school.

This group had questions on:

- time for reconfiguration
- accessibility
- courses grade 9's could choose from

- concern about cuts to programs
- importance of schools to community sustainability

4. What are the costs involved in building new vs. a renovation?

A new school with all curricular amenities would be sized at 57,325 sq ft for 340 Gr 6-8 students. The cost of construction of a school of this size is estimated at \$16.1M. This cost is based on recent new school construction adjusted for inflation.

To complete a renovation project at Staff Development (19,427 sqft) would require extensive renovation and addition to match the new school requirements. This cost is estimated at \$12.9M.

5. What are the costs for Scenario 7?

To house all middle school students at TL Sullivan (student population of 566) would require an addition. This addition would be mainly for classrooms (5400 sqft total). The cost of this project is estimated at \$1.5M.

6. What are the additional transportation costs?

There will be additional costs for Scenario 7 vs new middle school, however they will be incremental fuel costs as bussing requirements for each scenario are similar.

Scenario 9 – Move St. Joseph’s into Jubilee (P-5)

1. With the addition of the early years center to Jubilee, is this even possible, will all the students fit?

The original population of Jubilee was 410. With a consolidation with St. Joseph’s, this P-5 population of this school by 2017 will be 345. The capacity of the school is 375 which takes into account new class cap numbers and the early years center.

2. Why not renovate St. Josephs? What are the costs to renovate and give back Jubilee? What are the buyout costs at Jubilee? Are there any other costs to consider (site issues)?

The buyout costs for Jubilee are \$3.6M (50,851 sqft). To renovate St Joseph’s for the entire Sydney Mines P-5 elementary population would require an extensive addition. The school size required for this population (345 students @ P-5 in 2017) is 42,500 sqft. The estimated cost of renovating St Joseph’s for this population is \$8M.

3. If St. Joseph’s is closed, what happens to the land? Does it remain School Board property or does it revert back to the diocese? (There may be a pre-existing lease with the diocese)

Board records indicate St. Joseph’s is owned by the province as there was a major addition completed in 1989. There is no record or document the Board has which indicates ownership of the school or land by the diocese.

4. Pick up and parking as well as play area in terms of Jubilee and property available is a concern. Traffic patterns on street, considering it is on Main Street creates congestion. Has traffic patterns/siting been looked at?

The student population in 2017 will be less than was originally at Jubilee when it opened. However there are opportunities to expand the parking area as well as creation of a lay by area on the main street.

5. Is there a learning center area at Jubilee?

Yes there is a learning center area in the current Jubilee building. It is not currently being utilized as a learning center.

6. Could we keep both schools and reconfigure them at different grade levels, such as P-4 and 5-8?

Scenario 9 in the original Looking Inward documents proposes to the option of housing all elementary students in one building. In 2012 Jubilee had 50% excess capacity and St. Joseph's had 37% excess capacity.

SAC scenario 16 proposed the utilization of both St. Joseph's and Jubilee. The SAC scenario 16 proposed putting P-3 in one building and 4-6 in another.

The costing information provided shows that any configuration of a P-4, 5-8 schools in North Sydney requires high capital investment with little cost savings to the Board. St. Joseph's would require a demolition, renovation, and major addition to accomplish this.

Scenario 10 – Move Seton into Ferrisview (P-5)

1. Can Ferrisview even handle this population size?

The capacity of Ferrisview with new class cap size is 285. In 2017 the anticipated P-5 population of North Sydney will be 335 students. There is space on the Ferrisview site for an addition to accommodate this student population.

2. What about reconfiguring Seton and Ferrisview as a P-4 and 5-8 (similar to what was proposed for Sydney Mines)

Similar to SAC Scenario 16 for Sydney Mines, Seton would require a demolition, renovation, and major addition to accomplish this. The costing information provided shows that any configuration of a P-4, 5-8 schools in North Sydney requires high capital investment with little cost savings to the Board.

3. Considering the site at Ferrisview is tight, what about additional traffic being brought to this area (staff parking, parent drop off, bus loop) Is there any reconfiguration being looked at? What are the costs of adding onto Ferrisview and availability of land vs renovation at Seton? Seton seems to be more appropriate in terms of property, soccer field, play area and equipment, similar to that available at St. Joseph's.

To convert Seton Elementary to the appropriately sized school for this student population would require a demolition plus renovation and addition. The cost of this renovation is estimated at \$9M while the Ferrisview renovation is estimated at \$750K. There is a possibility of creating a

lay by lane on Station St for an additional pick up location. Two additional buses will be brought to the Ferrisview site as a result of this consolidation.

4. What would the additional transportation costs be?

Two additional buses will be brought to the Ferrisview site as a result of this consolidation. The bus runs are existing and the only incremental cost will be fuel charges.

Scenario 12 – Consolidate Florence Elementary with DTLs as a P-8

1. How is this scenario equitable with the scenarios proposed for the elementary students in Sydney Mines and North Sydney?

If Memorial High School was to become a 9-12 school and a middle school is to be established on the Northside, the question becomes:

Will the middle school encompass all seven elementary schools, grade 6 grouping, and the 7's and 8's from Thompson, Sydney Mines Junior High and Dr. T. L. Sullivan at the Dr. T. L. Sullivan site.

OR

Will a middle school be established for North Sydney and Sydney Mines leaving former Cape Breton County students from the Northside (including Boularderie in Victoria County) to be reconfigured differently.

If the "OR" part is the preference of the Board then a new community school for Florence is established at Dr. T. L. Sullivan accommodating all P-8 students from Florence and including grade 6*8 students from Boularderie and Bras d'Or at the Dr. T. L. Sullivan site.

In Sydney Mines the new community school for Sydney Mines would probably be Jubilee as a P-5 school. In North Sydney, Ferrisview would probably be the P-5 school. In each of these cases existing schools (St. Joseph's in Sydney Mines and Seton in North Sydney) would become part of Jubilee and Ferrisview Schools respectively much the same as Florence would be part of the Dr. T. L. Sullivan facility.

2. Why can't all the middle school students from Northside go into DTLs? (Scenario 7)

Scenario 7 in Looking Inward suggested one junior high (or by extension one middle school) for the Northside. To determine viability it would be necessary to identify capital requirements and review enrolment patterns relative to capacity.

An Engineer's Report identified that Dr. T. L. Sullivan would be the cheapest solution to accommodate all junior high (or by extension middle school) students at one of the existing Northside junior high school sites. The study also looked at what it would cost to improve all existing facilities (Thompson, SMJH, and Dr. T. L. Sullivan) to sustain each for 10-20 years.

With projected enrollments, a small addition of 6-8 classrooms would be required at TL Sullivan to accommodate the middle school population of 566 by 2017.

3. What are the costs to renovate Florence as a P-4 or P-5 in Scenario 7 vs adding space at Bras D'Or to accommodate the Florence students if DTLs was indeed the middle school or Grades 5-8 for the Northside.

The costs to renovate Florence which include demolition of the old section (\$50K), and renewal of the newer section are estimated \$1.25M. Conversely it estimated that 3 additional classrooms would be required at Bras D'Or to accommodate this student population in 2017. The estimated cost of this project is \$750K.

4. There is concern of reconfiguring DTLs as a P-8. Where would the elementary students go? What are the costs involved?

The elementary students in a P-8 school at DTLs would be in a separate wing with separate access to play areas. Costs to accommodate this population are minimal and mainly include washroom renovations and classroom renewal. There would be some sitework required as well to ensure separation of bus and car traffic. Estimated cost of this renovation is \$500K.

5. With reference to the administrative scenario, Where do special services staff go from Thompson and Sydney River?

During the initial input stage with SAC's and the public sessions the issue of support facility sites was raised as a consideration (Central Office, Staff Development Center, Operations Center, etc.). In the disposition of the scenarios relating to the Sydney Family of Schools a proposal was put forth to repurpose Whitney Pier Memorial as a center to address all administrative needs of the Board. Staff currently situated in the existing offices of the Board as well as support staff located in schools would be centralized at the new administrative office if this proposal was instituted.

SAC Scenario 4 – Move Boularderie into Bras D'Or

1. If we close schools does the money actually come to board to put into classrooms for students and learning?

When the Board receives its budget from the province and its municipal contribution for a fiscal period, the provincial funding is supplied on the basis of various formulas.

In 2012-2013 the Board received \$17,818,960.00 for property services. During that same period the expenditures to operate and maintain the schools was \$19,201,829.00 which is a difference of 1,382,869.00. This difference of 1.38 million dollars came from general formula funds to sustain the school buildings.

What is happening is that money from other budgets is being used to keep buildings open. The Board recognizes that bleeding funds from other budget categories cannot be allowed to continue.

The Board is attempting to sustain programs and services to students. If something is not done to deal with the excess capacity even more dollars will be needed to keep buildings with a large amount of excess capacity opened and programs and services will be negatively impacted.

2. Staffing issues, for example if a school moves to another school, what happens to staff of each building?

The recently accepted local NSTU contract addresses this question. Please refer to the new contract language.

3. What are the additional transportation costs? How long would kids be on a bus?

There are no additional transportation costs as a result of this scenario. Buses that would travel to Bras D'Or are already travelling that way to go to the junior and senior high schools. The bus travel time from Kempt Head to Bras D'Or Elementary including all stops is 45 minutes.

4. Is the \$150,000 Hogg funding forever and how does this compare to the costs to run the building?

The formula was initiated following the introduction of the Hogg Funding Formula developed in 2004-2005; the allocation of \$150,000 per small school with a student population of less than 100 has been in effect since 2006.

When the Hogg Funding Formula was revised in 2010 the category of small school (under 100 students) was dropped as a funding category and replaced by the isolated rural school factor. The small school funding category was grandfathered for those schools that still meet the initial criteria. (In CBVRSB there are three: Boularderie, Marion Bridge and Middle River)

The current government has and continues to honour the grandfathered funding for small schools. There has not been nor is there now any indication of a planned change for this funded category.

Should the current small school funding be lost to the Board because of a change in funding categories at the provincial level, it is reasonable to assume that the Board of the day may wish to revisit the long term sustainability of any and all schools impacted by such a change.

For 2012-2013 the operating costs for the Boularderie School were \$180,000.

The \$150,000 allocation did not offset the operating costs for the 2012-2013 fiscal period. Staffing costs are not included in the aforementioned operating costs.

5. Similarly suggested reconfiguration as previous questions – P-4 or P-5 at Boularderie with Florence going to Bras D'Or and DTLS the 5-8 or 6-8 for Northside County. With consideration to the Hogg funding how do these costs compare?

The operational costs of Boularderie are \$180K per year. The Hogg funding formula provides an additional \$150K to Boularderie. The cost to renovate Bras D'Or to accommodate the Boularderie students is estimated at \$350K (1 classroom). The cost savings per year with taking the Hogg funding into account with closing Boularderie is \$150K. The simple payback period for a renovation at Bras D'Or to accommodate Boularderie is 2.3 years.

APPENDIX B – NOTES FROM MEETING #2

Northside Family of Schools Student Accommodation Group - May 28, 2014

- the session agenda was reviewed
- guiding principles and beliefs/values resulting from the MHS meeting were reviewed
- the costing chart was reviewed, with all items identified and defined so that participants were able to understand how to read and interpret the chart
- the question and answer key stemming from the May 14, 2014 session was provided to the participants for their review and consideration
- specific questions regarding the costing chart and various scenarios for the Northside were asked and addressed. For example, a question was asked about retaining a P-4 and 5-8 school in each community of Sydney Mines and North Sydney. Reference to the costing chart revealed that this suggestion would require high capital expenditures with low cost change.
- points of discussion included the following: change will not happen all at once with regard to consolidation and reconfiguration of schools. The overall plan of change may occur over a 10 year timeframe. But change will happen. Participants considered the value in having or building a new Middle School for the Northside and Sydney Mines areas. Lewis gave the example of the new Middle School that just opened in Queen's County and described its' layout and the philosophy of teaching possible in a more open concept style school. The essential consideration for the group is what is best for students.
- clarification was sought regarding Boularderie School and the Hog formula. The costing chart was referenced to clarify operating costs for the school.
- representatives from Florence and Boularderie areas noted that they are fighting for their communities, not just their schools. This was heard by the group. Other participants encouraged the remainder of the group to think with their heads and to have a meaningful voice in the process. The school closures over the years were highlighted and although change was/is difficult, it will happen. In the communities where school closures have already occurred, students and others have adapted well.
- the group then asked if they could develop a plan which would unfold over a period of time rather than all at once. They determined that the plan would commence with all grade 9 students attending MHS. They looked at outlining the steps in a plan. To do this, the fundamental question needing to be addressed was "where will the Middle School be located". Information brought forward by participants to address this fundamental question included geography (TL is central geographically), the CBVRSB has brought forward an application for new Middle School Construction for the Northside area, if the new project is not approved will the group proceed with TL as the Middle School solution for the area, and there is a need for a progressive, step by step plan to be implemented over a period of time.

- the group identified the following elements of the plan for change: (1) grade 9 students will move into MHS (2) grade 6 students will move to Middle Schools after the grade 9 students move into MHS (3) await decision regarding the new school construction project for the Northside area (4) make the decision about the Middle School - if project is denied, proceed with TL as the Middle School (5) Florence Elementary representatives will hold a SAC meeting to solicit parent feedback regarding the two options for Florence, become part of TL or join Bras d'Or Elementary and will share the outcome of that SAC meeting with the group at our June meeting. This outcome may also influence the decision around the Middle School location.
- after this discussion about the plan, the questions that need to be addressed for the report to be prepared for the school board were revised. The group agreed that we would work on developing the report in the next meeting. The meeting is scheduled for June 17th at 5:30 pm at TL

APPENDIX C – FINANCIAL INFORMATION FROM MEETING #2

	Suggested Solution A	Alternative 12	Difference	% Diff
Capital Required	\$21,332,000	\$7,450,000	\$13,882,000	65.08%
Operating Costs	\$1,425,000	\$1,184,000	\$241,000	16.91%
Staffing Costs	\$4,516,000	\$4,682,000	-\$166,000	-3.68%
Loss of Revenue	-\$456,656	-\$554,936	\$98,280	-21.52%
Net Change in Operating Cost	\$1,035,000	\$1,276,000	-\$241,000	-23.29%
Net Change in Teaching Cost*	\$1,184,000	\$1,018,000	\$166,000	14.02%
Total Estimated Cost Change	\$1,762,344	\$1,739,064	\$23,280	1.32%
School closures	Thompson SMJH Boularderie Florence Seton St Joseph's	Thompson SMJH Boularderie Florence Seton St Joseph's		
Grade Configuration	New Middle School (TCA) P-5 @ Ferrisview (TCA) P-5 @ Jubilee P-8 @ DTLS (TCA) P-5 @ Bras D'Or (TCA) 9-12 @ Memorial	P-5 @ Ferrisview (TCA) P-5 @ Jubilee 6-8 DTLS (TCA) P-5 @ Bras D'or (TCA) 9-12 @ Memorial		

	Current	Suggested Solution A	Suggested Solution B
Capital Required		\$21,332,000	\$20,982,000
Operating Costs	\$2,460,000	\$1,425,000	\$1,594,000
Staffing Costs	\$6,360,000	\$4,516,000	\$4,706,000
Loss of Revenue		-\$456,656	-\$249,618
Net Change in Operating Cost		\$1,035,000	\$866,000
Net Change in Teaching Cost*		\$1,184,000	\$994,000
Total Estimated Cost Change		\$1,762,344	\$1,610,382
<i>* Includes 660,000 additional teaching cost for Memorial</i>			
School closures		Thompson SMJH Boularderie Florence Seton St Joseph's	Thompson SMJH Florence Seton St Joseph's
Grade Configuration		New Middle School (TCA) P-5 @ Ferrisview (TCA) P-5 @ Jubilee P-8 @ DTLS (TCA) P-5 @ Bras D'Or (TCA) 9-12 @ Memorial	New Middle School (TCA) P-5 @ Ferrisview (TCA) P-5 @ Jubilee P-8 @ DTLS (TCA) P-5 @ Bras D'Or P-5 @ Boularderie 9-12 @ Memorial
Dispositions		Adding 1 classroom to Bras D'Or at a cost of 350K will Save approx 150K per year with the consolidation of Boularderie. Payback period of 2.3 years.	

	Current	Alternative 13	Alternative 14
Capital Required		\$19,100,000	\$20,582,000
Operating Costs	\$2,460,000	\$1,550,000	\$1,551,000
Staffing Costs	\$6,360,000	\$4,824,000	\$4,830,000
Loss of Revenue		-\$419,682	-\$411,230
Net Change in Operating Cost		\$910,000	\$909,000
Net Change in Teaching Cost*		\$876,000	\$870,000
Total Estimated Cost Change		\$1,366,318	\$1,367,770
* includes 660,000 additional teaching cost for Memorial			
School closures		Thompson SMJH Boulerderie Florence	Thompson SMJH Boulerderie Florence St. Joseph's
Grade Configuration		NS P-4 (TCA), 5-8 SM P-4 (TCA), 5-8 6-8 DTLs (TCA) P-4 @ Bras D'Or	New Middle School (TCA) P-5 @ Ferrisview P-5 @ Jubilee P-8 @ DTLs (TCA) P-5 @ Bras D'Or (TCA) P-5 @ Seton
Dispositions			Similar to suggested solution B, adding 2 classrooms to Ferrisview at a cost of \$750K will save \$395K/yr with consolidation of Seton. Payback period is less than 2 years

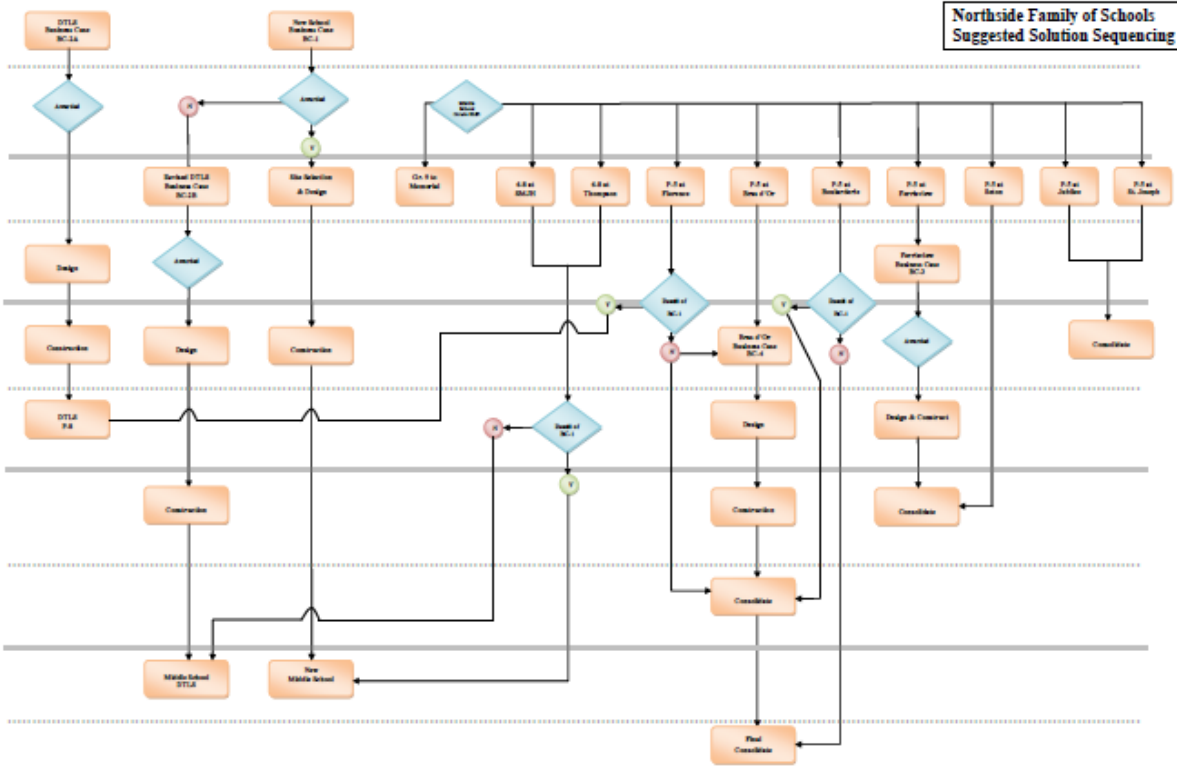
	Seton	Ferrisview	Thompson	SMJH	St. Joseph's	Jubilee	DTLS	Florence	Bras D'Or	Boulerderie	Totals
Current Grades	P-6	P-6	7-9	7-9	P-6	P-6	7-9	P-6	P-6	P-6	
# students (2013)	156	217	178	298	197	217	223	129	300	94	
Building Area	25884	38268	36422	41349	35888	30851	75467	38690	38200	32500	
Capacity		285				375	465		325		
Operating Costs	150000	230000	430000	220000	190000	280000	370000	200000	210000	180000	2460000
Staffing Costs	490000	614000	674000	974000	350000	610000	734000	490000	854000	370000	6360000
											8820000
	Seton	Ferrisview	New 6-8 school	St. Joseph's	Jubilee	DTLS	Florence	Bras D'Or	Boulerderie	Totals	
Suggested Solution		P-5	6-8		P-5	P-8 (incl F)		P-5			
# students (2017-18)		335	340		345	340		343			
Capital Required		750000	16132000		3000000	5000000		3500000		21332000	
Operating Costs		254000	300000		280000	370000		221000		1425000	
Staffing Costs		854000	1100000		974000	674000		914000		4516000	
Loss of Revenue	-45426		98280	-171588			-67901			-207038	-456656
	Seton	Ferrisview	New 6-8 school	St. Joseph's	Jubilee	DTLS	Florence	Bras D'Or	Boulerderie	Totals	
Suggested Solution B		P-5	6-8		P-5	P-8 (incl F)		P-5	P-5		
# students (2017-18)		335	340		345	340		260	83		
Capital Required		750000	16132000		3000000	5000000		0	0	20982000	
Operating Costs		254000	300000		280000	370000		210000	180000	1594000	
Staffing Costs		854000	1100000		974000	674000		794000	310000	4706000	
Loss of Revenue	-45426		98280	-171588			-67901			-249618	
	Seton	Ferrisview	Thompson	SMJH	St. Joseph's	Jubilee	DTLS	Florence	Bras D'Or	Boulerderie	Totals
Alt Solution 1	5-8	P-4			5-8	P-4	5-8	P-4	P-4	P-4	
# students (2017-18)	216	273			272	294	266	95	215	72	
Capital Required	11300000	0			10800000	3000000	0	0	0	0	25700000
Operating Costs	280000	230000			280000	280000	370000	180000	210000	180000	2010000
Staffing Costs	614000	854000			734000	914000	734000	370000	674000	310000	5204000
Loss of Revenue	42730		-99021	-72567	28600			-17800			-118058
	Seton	Ferrisview	Thompson	SMJH	St. Joseph's	Jubilee	DTLS	Florence	Bras D'Or	Boulerderie	Totals
Alt Solution 2	P-4	5-8			P-4	5-8	5-8	P-4	P-4		
# students (2017-18)	273	216			294	272	266	95	287		
Capital Required	7800000	0			7200000	3000000	0	0	0		18600000
Operating Costs	230000	230000			230000	280000	370000	180000	210000		1730000
Staffing Costs	854000	614000			914000	734000	734000	370000	914000		5134000
Loss of Revenue	20760		-99021	-72567	6085			-17800			-369581

	Seton	Ferrisview	Thompson	SMUH	St. Joseph's	Jubilee	DTLS	Florence	Bras D'Or	Bouladerie	Totals
Alt Solution 3	P-4	5-8			P-4	5-8	5-8		P-4	P-4	
# students (2017-18)	273	216			294	272	266		310	72	
Capital Required	7800000	0			7200000	3600000	0		0	0	18600000
Operating Costs	230000	230000			230000	280000	370000		210000	180000	1730000
Staffing Costs	854000	614000			914000	734000	734000		914000	310000	5074000
Loss of Revenue	20760		-99021	-72567	6085			-67901			-212644
Alt Solution 4	P-4	5-8			P-4	5-8	5-8		P-4		
# students (2017-18)	273	216			294	272	266		382		
Capital Required	7800000	0			7200000	3600000	0		750000		19350000
Operating Costs	230000	230000			230000	280000	370000		232000		1572000
Staffing Costs	854000	614000			914000	734000	734000		1154000		5004000
Loss of Revenue	20760		-99021	-72567	6085			-67901		-207038	-419682
Alt Solution 5		P-5			P-5		6-8	P-5	P-5	P-5	
# students (2017-18)		335			345		566	114	260	83	
Capital Required		750000			8000000		1500000	0	0	0	10250000
Operating Costs		254000			255000		400000	180000	210000	180000	1479000
Staffing Costs		854000			974000		1580000	370000	794000	310000	4882000
Loss of Revenue	-45426		-99021	-72567	11670	-89243		-17800			-312387
Alt Solution 6		P-5			P-5		6-8		P-5	P-5	
# students (2017-18)		335			345		566		374	83	
Capital Required		750000			8000000		1500000		750000	0	11000000
Operating Costs		254000			255000		400000		232000	180000	1321000
Staffing Costs		854000			974000		1580000		1094000	310000	4812000
Loss of Revenue	-45426		-99021	-72567	11670	-89243		-67901			-362488
Alt Solution 7		P-5			P-5		6-8	P-5	P-5		
# students (2017-18)		335			345		566	114	343		
Capital Required		750000			8000000		1500000	0	350000		10600000
Operating Costs		254000			255000		400000	180000	221000		1310000
Staffing Costs		854000			974000		1580000	370000	914000		4692000
Loss of Revenue	-45426		-99021	-72567	11670	-89243		-17800		-207038	-519455

	Seton	Ferrisview	Thompson	SMUH	St. Joseph's	Jubilee	DTLS	Florence	Bras D'Or	Bouladerie	Totals
Alt Solution 8		P-5			P-5		6-8		P-5		
# students (2017-18)		335			345		566		457		
Capital Required		750000			8000000		1500000		1600000		11850000
Operating Costs		254000			255000		400000		250000		1159000
Staffing Costs		854000			974000		1580000		1274000		4682000
Loss of Revenue	-45426		-99021	-72567	11670	-89243		-67901		-207038	-569526
Alt Solution 9		P-5				P-5	6-8	P-5	P-5	P-5	
# students (2017-18)		335				345	566	114	260	83	
Capital Required		750000				3600000	1500000	0	0	0	5850000
Operating Costs		254000				280000	400000	180000	210000	180000	1504000
Staffing Costs		854000				974000	1580000	370000	794000	310000	4882000
Loss of Revenue	-45426		-99021	-72567	-62983			-17800			-297797
Alt Solution 10		P-5				P-5	6-8		P-5	P-5	
# students (2017-18)		335				345	566		374	83	
Capital Required		750000				3600000	1500000		750000	0	6600000
Operating Costs		254000				280000	400000		232000	180000	1346000
Staffing Costs		854000				974000	1580000		1094000	310000	4812000
Loss of Revenue	-45426		-99021	-72567	-62983			-67901			-347898
Alt Solution 11		P-5				P-5	6-8	P-5	P-5		
# students (2017-18)		335				345	566	114	343		
Capital Required		750000				3600000	1500000	0	350000		6200000
Operating Costs		254000				280000	400000	180000	221000		1335000
Staffing Costs		854000				974000	1580000	370000	914000		4692000
Loss of Revenue	-45426		-99021	-72567	-62983			-17800		-207038	-504835
Alt Solution 12		P-5				P-5	6-8		P-5		
# students (2017-18)		335				345	566		457		
Capital Required		750000				3600000	1500000		1600000		7450000
Operating Costs		254000				280000	400000		250000		1184000
Staffing Costs		854000				974000	1580000		1274000		4682000
Loss of Revenue	-45426		-99021	-72567	-62983			-67901		-207038	-554936

	Seton	Ferrisview	Thompson	SMIH	St. Joseph's	Jubilee	DTLS	Florence	Bras D'Or	Bouladerie	Totals
Alt Solution 13	P-4	5-8			P-4	5-8	P-8		P-4		
# students (2017-18)	273	216			294	272	361		287		
Capital Required	7800000	0			7200000	3600000	500000		0		19100000
Operating Costs	230000	230000			230000	280000	370000		210000		1550000
Staffing Costs	854000	614000			914000	734000	794000		914000		4824000
Loss of Revenue	20760		-99021	-72567	6085			-67901		-207038	-419682
	Seton	Ferrisview	New 6-8 school		St. Joseph's	Jubilee	DTLS	Florence	Bras D'Or	Bouladerie	Totals
Alt Solution 14	P-5	P-5	6-8			P-5	P-8 (incl F)		P-5		
# students (2017-18)	148	187	340			345	340		343		
Capital Required	0	0	16132000			3600000	500000		350000		20582000
Operating Costs	150000	230000	300000			280000	370000		221000		1551000
Staffing Costs	554000	614000	1100000			974000	674000		914000		4830000
Loss of Revenue			98280	-171588	-62983			-67901		-207038	-411230

**APPENDIX D – SUGGESTION SOLUTION SEQUENCING FROM
MEETING #3**



APPENDIX E – HUB SCHOOL GUIDLINES AND CRITERIA

GUIDELINES and CRITERIA

for a Hub School Model to Guide the Use of School Space

Purpose

This document contains criteria and guidelines for school boards and communities in preparing and evaluating proposals for use of available space in public school buildings.

The main function of public school buildings is to deliver the public school program, however the department supports the use of available space in public school buildings in a way that is appropriate, transparent, operationally and financially viable, sustainable, and most importantly, supportive of student learning and an appropriate school climate.

It is expected that this document will be used when opportunities for use of available space in public school buildings are identified through such processes as long-range planning and family of schools reviews undertaken by school boards.

The Hub School Model

The term *Hub School* is used in a variety of ways across the province and in jurisdictions outside Nova Scotia. For the purposes of these guidelines and criteria when the term Hub School is used it means:

The reasonable and sustainable use of public school space that does not impede the delivery of the public school program, is financially and operationally viable, and is supported through a strong business case from the community.

The primary purpose of a public school building is to provide the public school program to students. Any proposal for use of available space in a public school building must align with this purpose and ensure that the public school program will continue to be offered in a safe and secure learning environment. Within that context, any proposal brought forward by an organization, business or individual must demonstrate how it can support the following:

- An environment that is in the best interests of students;
- An environment that does not negatively impact student learning and engagement;
- A strong relationship between schools boards and, as applicable, community partners, business partners, municipalities, and the public;
- Improved service delivery for families and communities; and
- Reasonable and appropriate use of public infrastructure through increased flexibility, accessibility and utilization.

Any proposal for use of available space in a public school must also clearly demonstrate how it will:

- Result in no increase to capital or operational costs for the school board or the province, as compared to the board's plans regarding that school facility;
- Allow school boards to achieve cost savings; and
- Not create additional, unreasonable management responsibilities for the school board.

There may be cases where a board has determined that a potential school closure would make available resources (e.g. financial, human resources) that will better allow it to meet the educational needs of students across the board as a whole (not limited to that one school). A proposal for use of the available space in the public school must demonstrate how the proposed use of the space in the public school building will permit the board to meet the educational needs of students across the board as a whole.

School boards will ensure that use of available space in a public school is consistent with supporting student learning and is aligned with the culture and climate of the school and the school community. Proposals for use of available space in a public school that would not be acceptable include, but are not limited to, those that:

- infringe on the delivery of the public school program and services to students
- provide competing education services or services that target public school students
- infringe unduly on the economic viability of local business enterprise
- could bring the school reputation into disrepute
- are likely to cause damage or risk to students, staff, school buildings or property
- create excessive noise or pose a nuisance to nearby residents
- are illegal.

Eligible Partners/Groups

The success of a hub school model requires strong community leadership and a willingness by all partners to work toward an effective model for students, families, and the community. Although not intended to be a comprehensive list, the following is an initial list of potential partners, groups (for-profit and not-for-profit), businesses, or individuals from which a proposal for use of available school space could be generally acceptable:

- Federal, provincial or municipal government departments and agencies
- Wrap-around education services (e.g. Early Years, Adult Learning, EAL)
- Community organizations
- Organizations supporting culture and the arts

- Local businesses providing services to families, students and children
- Sport and recreation providers
- Other groups as determined by the school board

Evaluation Criteria for a Hub School Proposal

This section outlines the criteria upon which proposals will be evaluated by a school board. The primary responsibility of school boards is to deliver the public school program in a safe and secure learning environment. School boards should only consider proposals submitted to them if the proposal meets the minimum requirements as outlined in this document.

The proposal must be complete before it is submitted to the school board. Further, if more than one group, business or individual is proposing use of available space in the school building, those proposals should be coordinated such that the proposal outlines a comprehensive approach with one primary applicant. It is not the responsibility of the school board to create proposals or attempt to integrate individual proposals into a comprehensive whole regarding alternate use of available space in a school building. A municipality or some other official body may serve as a coordinating body where more than one group, business or individual is proposing uses of the available school space.

General Eligibility Criteria

School boards will evaluate and determine if a proposal for use of available school space in a public school is suitable. In addition to the primary consideration of value to support student learning, the following criteria will be applied to guide the decision to accept or reject the proposal:

- The health and safety of students and staff is not at risk.
- The proposal will not compromise the school's ability to deliver the public school program.
- The proposal is appropriate for the school setting and respects the mission and vision of the school board.
- The proposal aligns with the policies and long-range planning of the school board.
- The proposal does not interfere with the school board's strategy for student achievement.

All proposed uses of available space in a public school building must be in accordance with the Education Act and Regulations, ministerial and school board policies, and any other relevant legislation, and relevant processes and policies respecting the construction and management of school facilities.

Financial Viability and Sustainability Criteria

Proposals must demonstrate financial viability, and the ability of the group/business/individual submitting the proposal to meet any related financial obligations in a sustainable way over the proposed term of use.

The proposal must clearly demonstrate:

- The source of funding for the proposal;
- Evidence that the funding for the proposal has been secured or will be secured prior to any finalized agreement; and
- Evidence of the financial viability and sustainability of the proposal, including sufficient cash flow to support the operation of the alternate use.

Boards are not expected to incur additional operating or capital costs to support the proposed use of available space in the school building beyond the costs required to deliver the public school program. School boards may use some discretion in supporting proposals based on their strategies and budgets to support student achievement. Costs will be recovered by school boards from the applicants to cover all incremental costs to the board for both capital and operating expenditures. This may include costs such as administrative costs, legal costs, construction/ engineering costs, and property taxes (if applicable).

Additional costs required for things such as renovations to protect student safety (arising due to the proposal), provision of appropriate washrooms and other amenities, entrance and requirements, and any other changes required to make the space suitable for the proposed use shall be borne by the group, business, or individual submitting the proposal.

Building Use Criteria

Proposals must outline anticipated facility requirements. This would include things such as the location, the size and type of space required, methods of access to the school building (entrance and egress), and required facility amenities.

Facility requirements as outlined in the proposal will be considered based on the following criteria:

- How student and school staff safety will be maintained, including confirmation of criminal reference and child abuse registry checks for any employee or volunteer associated with the alternate use
- Condition of the facility
- Configuration of space

- Separation of space between educational and non-educational uses of the facility
- Zoning and site use restrictions
- Anticipated vehicle and pedestrian traffic, including required parking
- Accessibility

Proposals must outline any anticipated modifications required to the school building in order to implement the proposed use. Proposals must also include a costing of these modifications based on estimates that the school board would normally apply based on past practice. School boards and those developing the proposal should work together to reach agreement on what a reasonable cost estimate would be for anticipated modifications for the purposes of proposal development, ensuring adherence to current codes and standards for school facilities. School boards and the province will continue to determine design and construction standards for modifications to public school buildings. School board assessments of costs will prevail in the case of disagreement.

Roles and Responsibilities

School Boards

School boards have authority to make a variety of decisions regarding the use of school facilities. These Guidelines and Criteria are intended to support boards in considering proposals for use of available space in public school buildings, within the authority provided to them under the Education Act and applicable regulations.

In following these Criteria and Guidelines, school boards are required to evaluate proposals received to ensure they are aligned with legislation and regulations governing the operations of school boards and public school buildings, as well as any other school board policies or processes related to school facilities. Furthermore, school boards must review and evaluate proposals to ensure that they complement (or enhance) school culture and climate and are cohesive with the Board's strategic plan and business plan.

School boards will provide clarity on how they are implementing these Guidelines and Criteria, including the administrative procedures, processes, timelines for applications, and contact information, on board websites.

Proposal Applicant

An applicant may be:

- A group, business, public service, or individual; or
- A coordinating body officially representing group(s), businesses, public service(s) or Individual(s)

In either case, the applicant may only proceed with a proposal where they believe they meet all of the eligibility requirements outlined in this document.

It is the responsibility of communities, in collaboration or consultation with their local municipality as appropriate, to fully develop their proposals within the timelines provided, before advancing them to the school board for consideration.

Minimum Proposal Requirements

An applicant wishing to propose a Hub model for available space in a public school building must submit a detailed proposal to the school board that explicitly references and demonstrates conformity with these Guidelines and Criteria. Applicants must provide all supporting materials necessary to meet this requirement, such as business plans and/or proof of all financial and funding considerations (e.g. line of credit at bank, grants).

A comprehensive proposal would include, at a minimum, the following elements:

- an executive summary
- a background section providing context and the rationale for the application, as well as an overview of the applicant (e.g. group, business, individual)
- a project description: how will the space be used, by whom and for what purpose or activity, for how long, and during what hours
- a cost/benefit analysis -quantitative (financial cost and benefit) and qualitative (non-financial benefits and cost)
- a financial plan, with evidence of financial viability and sustainability over the term of the agreement
- an analysis of financial risks
- an analysis of non-financial risks (e.g. health and safety, security)
- an analysis of impacts on stakeholders (including the school and the school community)
- an acknowledgement that the proposed use would occur with the appropriate insurance requirements, as determined by the board (i.e. School Insurance Program)
- an implementation strategy
- an operating model

Note that the cost/benefit analysis referenced above will assist the board in understanding the applicant's assessment of the strengths and weaknesses of the proposal, and why the applicant deemed this approach to be the most appropriate. It will also assist the school board in their assessment as to why this proposal is a sound investment, and will support its understanding of the range of alternative approaches the applicant considered.

Timelines

School boards must provide adequate time for communities to prepare a proposal for submission to a school board and for the board to review the proposal. In general, the following timeframes would be appropriate:

- Development of comprehensive and complete proposal by group/business/individual and presentation at a public board meeting -At least 8 months

- School Board's consideration of the proposal -At least 2 months

Boards may choose to extend these timeframes depending on the associated processes. Boards will identify if there is a potential for space to become available. This notification from the board will serve to initiate the timeframes noted above.

Individuals or groups who are preparing a proposal should notify the school board that a proposal is under development. A school board may request periodic updates from a proposal applicant prior to receiving the formal proposal.

Agreement for Building Use

Once a proposal has been accepted by the school board, the school board will be responsible for ensuring that the approved proposal is outlined in an appropriate agreement that:

- Is in accordance with the provisions contained in the Education Act and Regulations
- Protects the rights and responsibilities of the school board
- Provides clear terms and conditions to the party or parties entering into the agreement regarding their rights and responsibilities as tenants, including financial obligations (rents, construction, etc.)
- Outlines maintenance standards and responsibilities for the duration of the agreement
- Ensure the applicability of school board policies and procedures (e.g. criminal records checks, child abuse registry checks, conflict of interest) and other relevant matters (e.g. insurance requirements)
- Outlines provisions for termination of the agreement by either party
- Includes any other terms and conditions which are to the fulfilment of the proposal.

Depending on the proposed relationship and use of the facility school boards must ensure that any appropriate approvals of the Minister or any other party as required by legislation, regulations, or policies are acquired before entering into an agreement.