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# **South Shore Regional School Board**

## **Recommendations from the School Options Committee for Bridgewater and Park View Families of Schools**

May 12, 2016

## **Opening Comments**

In a climate of declining enrolment of students in rural Nova Scotia, the School Options Committee (SOC) was presented with a challenge and an opportunity to make recommendations with the mandate to review the Bridgewater and Park View Families of Schools. The provincially mandated policy and process for school review was followed.

The review allowed the Committee Members to discuss, debate, learn, develop scenarios, and hear from the public. The Board staff provided necessary information to all of our questions, including class sizes, courses offered and enrolments over several years, specialized programs, staffing, bussing times, and other issues. This process is time consuming and can be emotionally draining and we would like to thank the volunteers who served on the SOC, the Board staff, Cheryl Veinotte – Recording Secretary, and our Facilitator, Gary Walker, who guided us through the Provincial Department of Education and Early Childhood Development process. While recognizing that the possibility of change is difficult, we would like to thank all those members of the public who gave their considered opinions. As always, more time allows more in-depth review, but we feel confident in our review and recommendations and that we met the objectives outlined in the mandate.

## **Introduction**

The *2015 SSRSB Long Range Outlook* recommended a school review for Bridgewater Family of Schools, within one year, to examine “catchment area, cross boundary registrations, facility utilization, operational costs, grade configurations, and program options,” (p. 106). It also recommended a school review for the Park View Family of Schools, within one year, to examine “catchment area, cross boundary registrations, facility utilization, operational costs, grade configurations, program options, and P3 renewal (Bayview School),” (p. 110).

The rationale for doing the school reviews for these two families together, as one review, is based on their geographic closeness. The Bridgewater Family of Schools is almost completely surrounded by the Park View Family of Schools. Students in and just outside the Town of Bridgewater attend schools in both families. It is logical to explore various solutions to identified issues (catchment area, cross boundary registrations, etc.) for both families at the same time.

## **Schools Involved**

Bayview Community School (BCS), Bluenose Academy (BA), Bridgewater Elementary School (BES), Bridgewater Jr./Sr. High School (BJSHS), Hebbville Academy (HA), Newcombville Elementary School (NES), Park View Education Centre (PVEC), Pentz Elementary School (PES), and Petite Rivière Elementary School (PRES).

## **School Options Committee Membership**

The SOC is comprised of two School Advisory Council (SAC) members from each school and a community/business representative from each family of schools. The community/business representatives are not to be elected officials, parents of impacted students, or employees of the School Board. The SOC Members are:

- Stephanie Martin – Parent Rep, BES
- Siobhan Doyle – SAC Chair, BES

- Heather Mackenzie-Carey – Community Rep, PVEC Family of Schools
- Tina Grace – Parent Rep, PVEC
- Shelley Mann – SAC Co-Chair, PVEC
- Leif Helmer – SAC Chair, PRES
- Sarah Tingley – Parent Rep, PRES
- Hope Demone – Parent Rep, BA
- Melissa Risser – SAC Chair, BA
- Mitch Foley – SAC Chair, HA
- Iris Charlton – Parent Rep, HA- resigned during April 21 public meeting
- Maja Kelley – Parent Rep, PES (effective February 25; replaced Suzanne Mosher, whose last meeting attended was on February 18)
- Allen Sullivan – SAC Chair, PES
- Andrea McGinnis – SAC Chair, BHS
- Kim Benjamin – Parent Rep, BHS
- Palma Champoux – Community Rep, Bridgewater Family of Schools (effective February 5; replaced Kathryn Dumke, whose last meeting attended was on December 16 and resignation was received February 3)
- Anne Burgess – SAC Chair, NES
- Pam Hebb – Parent Rep, NES
- John Biebesheimer – SAC Chair, BCS
- Erica Moore – Parent Rep, BCS

Gary Walker is the Facilitator and Cheryl Veinotte is the Recording Secretary.

### **Summary of Rationale to Review**

In the SSRSB's Long Range Outlook, which was approved in October 2015, Board staff recommended that the governing Board initiate a school review for Bridgewater and Park View Families of Schools.

This school review included a review of school catchment areas for Bridgewater and Park View Families of Schools. The present catchment areas for the Bridgewater and Park View Families of Schools were defined by municipalities prior to 1982. Demographics have changed over thirty-three years. The catchment areas no longer serve the students residing around the town of Bridgewater. Changes in school catchment areas may necessitate a review of grade configurations for the schools involved. This was also explored.

A school review could propose solutions for these two senior high schools that would optimize the programming options available for students residing in the areas.

Student access to courses was another focus of this review. Due to declining enrolments, course selections will continue to be limited.

The lease for Bayview Community School, a P3 (Public-Private Partnership) school, expires October 31, 2020. A notice of intent for future use is required to be communicated to the owner by October 31, 2017. A school review process of Park View Family of Schools will explore solutions for this issue.

Presently, both families have a combined excess capacity for over 1000 additional students. This is space the South Shore Regional School Board must maintain, heat, and clean. Ten years from now, the excess capacity is projected to be even greater. This excess capacity, together with the geographic closeness of the two families, the outdated catchment area boundaries, the possible limited course selection for senior high school students, and the Provincial Government requirement to provide a notice of intent for the P3 School by October 31, 2017, all necessitate that a school review be completed for these two families.

### **Mandate**

The SOC's mandate consisted of two purposes:

1. Conduct a review, with public consultation, of Bridgewater and Park View Families of Schools. The review will include catchment area, cross boundary registrations, facility utilization, operational costs, grade configuration, program options and P3 renewal recommendation.
2. Submit a Report and Recommendations to the School Board that will inform the Board's final decision.

### **Meetings**

The objective of the Committee's attendance at the public meetings is to listen to the community speak and determine what information needs to be included in the scenarios.

Notification of public meetings was communicated to families and the community in numerous ways – email to all schools, ALERT (PowerSchool) to every student's home, school newsletters, school websites, Board website, Board Facebook page, Board Twitter account, etc. Public meetings were also announced on local radio stations and there were advertisements in the local newspaper about a week before the meeting.

The following meetings took place:

- Meeting #1 – SOC Meeting on Thursday, November 26, 2015, 6:30 p.m., at the Board Office.
- Meeting #2 – SOC Meeting on Wednesday, December 16, 2015, 6:30 p.m., at the Board Office.
- Meeting #3 – SOC Meeting on Thursday, January 21, 2016, 6:30 p.m., at the Board Office.
- Meeting #4 – SOC Public Meeting on Tuesday, February 2, 2016, 6:30 p.m., at Bridgewater Jr./Sr. High School.
- Meeting #5 – SOC Meeting on Tuesday, February 11, 2016, 6:30 p.m., at the Board Office.
- Meeting #6 – SOC Meeting on Thursday, February 18, 2016, 6:30 p.m., at the Board Office.
- Meeting #7 – SOC Public Meeting on Tuesday, February 25, 2016, 6:30 p.m., at Park View Education Centre.
- Meeting #8 – SOC Meeting on Wednesday, March 2, 2016, 6:30 p.m., at the Board Office.
- Meeting #9 – SOC Meeting on Wednesday, March 30, 2016, 6:00 p.m., at the Board Office.

- Meeting #10 – SOC Meeting on Tuesday, April 5, 2016, 6:00 p.m., at the Board Office.
- Meeting #11 – SOC Meeting on Monday, April 18, 2016, 6:30 p.m., at the Board Office.
- Meeting #12 – SOC Public Meeting on Thursday, April 21, 2016, 6:30 p.m., at Hebbville Academy.
- Meeting #13 – SOC Meeting on Tuesday, May 3, 2016, 6:30 p.m. at the Board Office.

### **Variations from Provincial Policy**

There were no variations from the Provincial Policy.

### **Address Each Review Objective**

There are five review objectives for the SOC's deliberation:

1. Make recommendation to the Board that optimizes High School programming options and choices for all students.
2. Review school catchment areas as defined in the Catchment Area Policy.
3. Consider facility utilization and operational costs when making recommendations.
4. Make recommendation to the Board regarding school grade configuration at all schools.
5. Determine whether Bayview School will be needed beyond 2020.

The following scenarios were considered:

#### **1. Scenario #1 – Status Quo**

Nothing changes – programming options and choices for all students remain the same; no changes to school catchment areas; facility utilization and operational costs remain unchanged; no changes to grade configurations; and Bayview Community School stays open beyond 2020.

#### Pros:

- Both high schools still have the programs required to graduate
- No changes to catchment areas, cost to operate, and grade configurations
- No transition of students would be needed
- Scholarship opportunities remain the same in each high school
- Would have minimal effect on the International Student Program
- Bayview would remain open

#### Cons:

- Future senior high school program choices will be limited and will continue to become more limited as enrolment declines
- Possible loss of programs, including specialized programs, at both senior high schools if not a requirement for graduation
- No immediate program changes but expect loss of programs in near future at all grade levels
- Possible loss of AP at BJSHS in future years
- Will continue to reduce options

- Bridgewater will end up with core programming only
- Possible loss of teachers due to loss of programming and declining enrolments
- Funds received from province would be decreased, due to declining enrolments
- Still have long bus runs for some students; no ability to change
- Lower utilization at PVEC due to declining enrolments
- Jeopardizes French Immersion
- With fewer program offerings, students outside the area might not be attracted to the area
- Wasted funding
- Grade splits for elementary and junior high grades will increase with declining enrolments
- Schools could end up with core programming only and this may not be maintainable

The rationale for rejection of this scenario was due to declining program options for students.

## 2. Scenario #2 – Move Grades 10-12 from BJSHS to PVEC

Based on current enrolments, there would be 854 students at PVEC in September 2017.

### Pros:

- Programming options would be optimized for all senior high students with a wider selection of courses to choose from
- May add or re-introduce other options
- No permanent teachers displaced in BES, BJSHS, and PVEC (not including retirements or educational leaves)
- No change in catchment areas would be necessary for senior high
- More efficient class sizes; therefore budget savings to Board
- No increase in busing expenses
  - An average, only 42% of eligible students take buses at PVEC, which would leave space for BJSHS students
- IB will continue
- Core French could be offered
  - Currently not offered at either high school
- Excess space at BES and/or BJSHS could be a cost savings, as it could be used for Board Office, complementary services and special needs (such as space for specialists to provide children's special programming when required (i.e., speech, OT, etc.)), early learning (Early Years Centre, like the pilot project in New Germany), etc.
- Two buildings in Bridgewater be reconfigured to best optimization (ex. P-4 and 5-9)
- Bayview would still be needed

### Cons:

- Eventual loss of AP
- BJSHS could lose teachers in French Immersion
- BJSHS utilization would go down to 35%

- Possible move of BES grades 5 and 6 to BJSHS
  - Playground supervision would be required
- Possible change in catchment areas to improve elementary and middle school configurations

The rationale for acceptance of this scenario was to increase programming options for students.

### **3. Scenario #3 – Move Grade 9s from PVEC feeder schools (BCS, HA, BA) to PVEC**

Based on current enrolments, there would be 852 students at PVEC in September 2017.

#### Pros:

- Catchment area would not change
- Bayview would still be needed

#### Cons:

- Does not improve senior high programming, and could actually deprive grades 10-12 of existing programs
- Grade 9s are required to take Phys Ed and would require priority on times in the gymnasium, limiting use for extra-curricular athletics
- Grade 9s require a different set-up than senior high (i.e., locked in grid of seats (specific seat numbers)), and the building would need to be reconfigured
- Concerns around social development for the younger students in a senior high setting
- Grade 9s would be one group, and grades 10-12 would be another group
- Staff utilization at PVEC would be less efficient due to programming for grade 9s
- Jeopardizes feeder schools because of lower utilization

The rationale for rejection of this scenario was due to negative impacts on programming for students.

### **4. Scenario #4 – Move Grades 9-12 from BJSHS and grade 9s from PVEC feeder schools into PVEC**

Based on current enrolments, the student population would be 1151 students at PVEC in September 2017 and this would exceed PVEC's capacity, which, at 100% utilization, is 900 students.

#### Pros:

- Could benefit 10-12 programming options, but grade 9s pull resources, space, and time away from grades 10-12

#### Cons:

- PVEC would be over capacity
- Catchment area would change to include the town of Bridgewater
- Does not improve senior high programming, and could actually deprive grades 10-12 of existing programs

- Grade 9s are required to take Phys Ed and would require priority on times in the gymnasium, limiting use for extra-curricular athletics
- Grade 9s require a different set-up than senior high (i.e., locked in grid of seats (specific seat numbers)), and the building would need to be reconfigured
- Concerns around social development for the younger students in a senior high setting
- Grade 9s would be one group, and grades 10-12 would be another group
- Staff utilization at PVEC would be less efficient due to programming for grade 9s
- Jeopardizes feeder schools because of lower utilization
- Increased costs for busing
- Increased time on buses
- Utilization at the feeder schools would decrease
- Parking issues
- Bayview may not be needed due to loss of grade 9s (44 students)

The rationale for rejection of this scenario was due to over-capacity utilization and negative effect on programming for Grades 10-12.

#### **5. Scenario #5 – Move BJSHS Grades 10-12 to PVEC; move all of BCS to BES and BJSHS**

Based on current enrolments, the student population in September 2017 would be 860 at PVEC, 675 at BES, and 348 at BJHS.

##### Pros:

- More students at all levels means additional opportunities for expanded and additional programs, such as French Immersion
- Programming options would be optimized for all senior high students with a wider selection of courses to choose from
- May add or re-introduce other options
- More efficient class sizes; therefore budget savings to Board
- IB will continue
- Core French could be offered
  - Currently not offered at either high school
- Two buildings in Bridgewater be reconfigured to best optimization (ex. P-4 and 5-9)
- More efficient utilization of BES and BJSHS

##### Cons:

- Eventual loss of AP
- Reconfiguration of BES and BJSHS might require an additional playground
  - Playground supervision would be required
- Change in catchment areas to improve elementary and middle school configurations
- Based on current catchment areas, some students would be on the bus for more than an hour
- There would be bulging classrooms in schools where the BCS students would be placed
- Cost of \$500,000 due to the addition of six buses

- Bayview students would go to WNES, BA, Bridgewater, NGES, and NGRHS; would be putting students who currently walk to school on a bus for up to one hour
- Increased busing expenses
- Closure of Bayview Community School

The rationale for rejection of this scenario was due to cost escalation and bussing travel times negatively affecting students.

### **Recommendation(s)**

The SOC held ten meetings, as well as three public meetings, to gather information and gain feedback to take into consideration when reviewing the options for Bridgewater and Park View Families of Schools.

1. It is the recommendation of the School Options Committee of the Bridgewater and Park View Families of Schools to move the grades 10-12 students from Bridgewater Jr./Sr. High School to Park View Education Centre.

This recommendation speaks to the Review Objective of optimizing high school programming options and choices for all students. While this recommendation was not met with a unanimous vote and some committee members believe this decision has already been made at the Board level prior to this report, the following conditions were arrived at by unanimous decision of the committee in the hopes of positively impacting a decision to change existing school structure.

Should the Board accept this recommendation, the SOC would ask that the following conditions be considered:

- No students move until the interior renovation at PVEC is 100% complete
  - Students move at the beginning of the school year, not midway through the year
  - Clear communication from Board to public regarding transition plans and changes
  - Immediately address specialized programs, such as, but not limited to French Immersion, Advanced Placement, and International Baccalaureate
  - Immediately appoint a Transition Team consisting of representation from SACs, staff and administration from both schools, guidance, students, and Regional staff to ensure:
    - a focus on students with learning, social, and emotional supports, with their needs being supported
    - no learning opportunities lost in transition
    - that students may finish grade 12 in the programs in which they are currently enrolled
    - additional topics (e.g., scholarships) are addressed as required
2. It is the recommendation of the School Options Committee of the Bridgewater and Park View Families of Schools that the Board review catchment areas with consideration to improvement of busing times for all students.

This recommendation speaks to the Review Objective of reviewing school catchment areas as defined in the Catchment Area Policy.

The SOC believes that Regional staff have the expertise necessary to review school catchment areas and that it requires a more in-depth review than SOC parameters allowed.

Should the Board accept this recommendation, the SOC would ask for substantial parent engagement on this topic.

3. It is the recommendation of the School Options Committee of the Bridgewater and Park View Families of Schools that the Board direct the Superintendent to evaluate facility utilization and operational costs throughout the entire infrastructure of the South Shore Regional School Board. It is further recommended that the Superintendent request to the Department of Education and Early Childhood Development an Addition and Alteration for Bridgewater Elementary School and Bridgewater Jr./Sr. High School to improve their current facilities.

This recommendation speaks to the Review Objective of considering facility utilization and operational costs when making recommendations. Although some SOC members discussed costs on their own time, it was not discussed in detail by the Committee as a whole.

4. It is the recommendation of the School Options Committee of the Bridgewater and Park View Families of Schools that the Superintendent direct Regional staff to review grade configurations for Bridgewater Elementary School and Bridgewater Jr./Sr. High School to optimize programming and facility use and space. It is further recommended that grade configurations at all other Park View feeder schools remain unchanged, until such time as the Petite Rivière and Pentz issue is resolved and the New Germany Family of Schools review is complete.

The SOC believes that grade configurations need to be examined due to moving the grades 10-12 students from BJSHS to PVEC and that Board staff have the expertise to implement changes, if needed

This recommendation speaks to the Review Objective of making a recommendation to the Board regarding school grade configuration at all schools.

5. It is the recommendation of the School Options Committee of the Bridgewater and Park View Families of Schools that Bayview Community School will continue to provide P-9 education as part of the Park View family of schools beyond the year 2020, and that the SSRSB convey its intention to do so by requesting the province of Nova Scotia to exercise Article 21 – Option to purchase or renew or surrender by selecting option (a), (b) or (c) in the service agreement between the Province and Nova Learning Inc.

This recommendation speaks to the Review Objective of determining whether Bayview Community School will be needed beyond 2020.

The SOC believes there is no benefit to closing Bayview Community School.

**Closing Statement**

These recommendations represent the best efforts of the SOC given the parameters of the Provincial Department of Education and Early Childhood Development School Review Policy. It is clear in our recommendations, particularly in the areas of catchment areas, bussing, and grade configurations, that more work needs to be done beyond the scope and timing of this Committee. It is the belief of the Committee that staff has the expertise to accurately determine what is best for students in these areas.

Throughout this process, as evidenced during the public meetings, there is public and political motivation to examine solutions that go beyond the restrictions of the Provincial Department of Education and Early Childhood Development policy mandates. Declining enrolment and financial resources are indicative of a larger problem of population decline and limited resources. We would encourage the Board to be part of a larger planning process that engages community partners and stakeholders, to find long-term solutions to these problems. We remain confident in our recommendations, given the Provincial policy mandates, as a first step towards solving a regional problem that goes beyond educational parameters.

Thank you for your time and careful consideration.

Respectfully submitted,

On behalf of the School Options Committee for the Bridgewater and Park View Families Schools,

*Heather Mackenzie-Carey and Shelley Mann*



**South Shore Regional School Board  
School Review 2015-2016  
School Options Committee Meeting  
Thursday, November 26, 2015, 6:30 p.m.**

**MINUTES**

**1. Superintendent of Schools – Introductions**

After welcoming everyone to the meeting, Geoff Cainen, Superintendent of Schools, invited staff to introduce themselves. Although they do not sit at the School Options Committee (SOC) Table, the following staff are available to the Committee, through the Facilitator, as resources for information:

- Gord Walters – Principal, Park View Education Centre
- Andy Selig – Coordinator, Operations
- Steve Johnson – Principal, Hebbville Academy
- Angela Gladwin – Principal, Pentz Elementary School
- Denise Dodge-Baker – Principal, Bluenose Academy
- Dave O’Quinn – Principal, Bridgewater Elementary School
- Craig Pottie – Principal, Bayview Community School
- Daphne Egilsson – Principal, Bridgewater Jr./Sr. High School
- Jeff DeWolfe – Director, Programs and Student Services
- Brian Smith – Director, Operations
- Gilbert Jackson – Transportation Analyst
- Allan Turner – Principal, Newcombville Elementary School
- Cheryl Veinotte – Recording Secretary & Executive Assistant to the Director of Programs and Student Services

All staff listed above, except the Recording Secretary, were excused at 6:40 p.m.

Leslie Jones, principal of Petite Rivière Elementary School, is also available as a resource.

It was noted that Aspotogan Consolidated Elementary School is not included in this process because there is no question that it is needed, due to its isolation.

**2. Contextualizing the Work**

All communications will go directly through the Facilitator.

The SOC has three primary purposes:

1. Decide what to do with Bridgewater Jr./Sr. High School (BHS) and Park View Education Centre (PVEC).
2. Determine boundaries for schools involved (included in the attached presentation).

3. Determine if Bayview Community School (BCS), which is a public-private partnership (P3) school, will continue operating as a school once its contract is up in 2017.

A letter (included in the attached presentation) that was publically received by the Board from Minister Karen Casey was reviewed. It was clarified that the SOC will be determining boundaries for Pentz and Petite Rivière Elementary Schools, not if they will close or remain open.

Mr. Cainen introduced the Facilitator, Gary Walker, and Kathryn Dumke and Heather Mackenzie-Carey, community representatives for BHS and PVEC families of schools respectively. He thanked everyone for agreeing to participate on the Committee.

Mr. Cainen excused himself at 6:55 p.m.

### **3. The Schedule**

Mr. Walker gave the Committee a brief personal biography and proceeded to give members an overview of the meeting process, noting that:

- Meetings will last two hours; if agenda items remain, they will be brought to the next meeting;
- Since the meetings are only two hours, there will be no official breaks; members may excuse themselves when needed;
- All members are equal and have a voice;
- All information for and from the Committee will be made available to the public, via the School Board's website.

### **4. Expectations of the Committee and the Staff**

Included in 2 and 3 above.

### **5. Elementary School Discussion**

Not discussed at this meeting.

### **6. Facilitator – Opening Comments**

Committee Members introduced themselves.

- Stephanie Martin – Parent Rep, Bridgewater Elementary School (BES)
- Siobhan Doyle – SAC Chair, BES
- Heather Mackenzie-Carey – Community Rep, PVEC
- Tina Grace – Parent Rep, PVEC
- Shelley Mann – SAC Co-Chair, PVEC
- Leif Helmer – SAC Chair, PRES
- Sarah Tingley – Parent Rep, PRES
- Hope Demone – Parent Rep, Bluenose Academy (BA)
- Melissa Risser – SAC Chair, BA
- Mitch Foley – SAC Chair, HA

- Iris Charlton – Parent Rep, HA
- Suzanne Mosher – Parent Rep, PES
- Allen Sullivan – SAC Chair, PES
- Andrea McGinnis – SAC Chair, BHS
- Kim Benjamin – Parent Rep, BHS
- Kathryn Dumke – Community Rep, BES
- Anne Burgess – SAC Chair, Newcombsville Elementary School (NES)
- Pam Hebb – Parent Rep, NES
- John Biebesheimer – SAC Chair, BCS
- Erica Moore – Parent Rep, BCS

Reviewed the draft Group Norms and roles. Clarification on the role of the Recorder tracking the team's public memory. Essentially, the Recorder takes basic notes, not verbatim, of key discussion and action items. No changes were suggested to Group Norms.

#### **School Review Process**

Reviewed the School Review Process (included in the attached presentation). The Committee must meet regularly to discuss data and other information, develop and evaluate scenarios, and follow-up with public meetings for feedback. After the three public meetings, the SOC will prepare and submit its report and recommendations to the Board. Final decisions are made by the Board.

#### **7. Role of the Chair**

In addition to developing agendas, the Chair is responsible for ensuring that:

- the Committee follows the agenda
- norms are maintained
- correct decision-making procedures are followed

#### **8. Establishing the Chair**

Nominations were received for Chair. After voting, it was determined that Heather Mackenzie-Carey and Shelley Mann will be Co-Chairs.

#### **9. Review of the Terms of Reference**

The Terms of Reference, included in the attached presentation, were reviewed.

#### **10. Questions/Comments**

The following information will be requested from various staff:

- Number of students in classrooms/courses to verify how many classes are split
- Data involving grade 9 students move into a 10-12 school
- Level of consistency among principals with when and how they completed their profile sheets

- What courses have been lost in each school and what might be lost if no action is taken by the committee
- Number of virtual courses taken through Nova Scotia Virtual School (NSVS) per year and success rates of these courses
- What courses are available through NSVS
- Descriptors of programs, such as STEP
  - These can be found on the Board's website.
- Number of students on busses
- Impact of parking availability for both schools, as well as impact on students and staff
- Number of students living in and around each school (map with color bands)
- How are projected enrolments established
- What is the difference between a middle school and a junior high school

#### **11. Adjourn**

The next meeting will be Wednesday, December 16, 6:30 p.m. at the School Board Office. Jim Dexter will be asked to attend.

The meeting adjourned at 8:40 p.m.

**South Shore Regional School Board  
School Review 2015-2016  
School Options Committee Meeting  
Wednesday, December 16, 2015  
6:30-8:30 p.m.**

**MINUTES**

**1. Welcome**

Record of Attendance

In attendance – Gary Walker, Heather Mackenzie-Carey, Shelley Mann, Stephanie Martin, Siobhan Doyle, Tina Grace, Leif Helmer, Sarah Tingley, Andrea McGinnis, Kim Benjamin, Iris Charlton, Mitch Foley, Allen Sullivan, Suzanne Mosher, Kathryn Dumke, Pam Hebb, John Biebesheimer, Erica Moore, Cheryl Veinotte

Regrets were received from Melissa Risser and Hope Demone.

Anne Burgess was absent.

**2. Invited Guests**

The following School Board employees have been invited to provide support and answer questions regarding the information requested at the November 26 meeting:

- o Jim Dexter – Coordinator of Technology Integration and Data Management
- o Andy Selig – Coordinator of Operations
- o Gilbert Jackson – Transportation Analyst

**3. Minutes of November 26, 2015**

**4. Revisions/Approval**

Several corrections were made to the Minutes of the November 26, 2015 meeting.

*MOTION* by Siobahn Doyle, seconded by John Biebesheimer, to approve the Minutes, as amended.

*Motion Carried*

**5. Agenda – Additions**

There were no additions to the Agenda.

**6. Purpose of Meeting**

**a. Google Drive – Information Storage**

Google Drive was briefly reviewed. If committee members need support, they should contact Jim Dexter.

**b. Looking at the Data Received**

Various pieces of data provided by staff were reviewed and staff answered questions. Discussion took place on some of the topics listed below (c-f).

**c. Courses Offered – 2012-2013, 2013-2014, 2014-2015, 2015-2016**

**d. Enrollment**

**e. Courses Offered by Section****f. Correspondence Courses and Virtual Courses****g. Request(s) for Information**

- i. Add Action Plan to Google
- ii. Staffing information, if grades 10-12 from BHS combined with PVEC. Would jobs be lost?
- iii. Number of students coming forward for French Immersion?
- iv. Research around bringing multiple communities together (discipline, safety, cost, benefits, disadvantages, social dynamics, mental health of students and staff, etc.); look at Bluenose Academy and other schools.

**h. Scenarios**

- i. Grade 9s from Bayview Community School (BCS), Hebbville Academy (HA), and Bluenose Academy (BA) and grades 9-12 from BHS go to PVEC – Based on current enrolments, there would be 1151 students at PVEC in September 2017.
  - PVEC's current capacity at 100% utilization is 900 students.
- ii. Combine grades 10-12 from BHS and PVEC – Based on current enrolments, there would be 860 students at PVEC in September 2017.
- iii. September 2020-2021
  - Status quo – 618 students at PVEC
  - Status quo – 236 grades 10-12 students at BHS (9-12 is 293)
  - BHS and PVEC combined grades 10-12 – 854
  - Add grade 9s from BCS, BA, and HA BHS grades 9-12 combined with PVEC – 1053
  - Add grade 9s from BCS, BA, and HA to PVEC – 760
- iv. Grade 9s from BCS, BA, and HA to PVEC – Based on current enrolments, there would be 852 students at PVEC in September 2017.

**Notes to consider:**

- \* A big concern would be the gymnasium, because grade 9s are required to take Phys Ed, where it is an elective in grades 10-12, aside from the one required credit.
- \* Taking in the grade 9s will not help with senior high electives.
- \* Human aspect – people losing jobs, etc.

It was noted that the SOC's job is to make a recommendation based on all levels, even though elementary is not directly included in the process.

**i. Where are students located in the SSRSB?**

This information is available on the maps provided by Gilbert Jackson.

**j. Busing in the SSRSB**

Based on recent spot-checks, completed by Gilbert Jackson, an average of 42% of students (294 out of 699) currently take buses at PVEC. Although not all student take the bus, the Board is legally required to provide busing to students who live 3.6 kilometers from the school.

If grades 10-12 students from BHS were to attend PVEC, busing would not be an issue. A hub model would be developed, having various stops throughout the town of Bridgewater; students would be required to catch the bus at these stops.

**k. Public Meeting**

The first meeting with public is to talk about the process and provide information. This meeting will take place on February 2, 2016 (storm date of February 9). Location will be determined.

**7. What is needed moving forward**

See above – Request(s) for Information.

**8. Next Meeting**

The next meeting will be January 21, 6:30-8:30 p.m.

The first public meeting will be on February 2, 2016, with an inclement weather date of February 9. Location to be determined.

**9. Adjournment**

The meeting adjourned at 8:40 p.m.



**South Shore Regional School Board  
School Review 2015-2016  
School Options Committee Meeting  
Thursday, January 21, 2016  
6:30 – 8:30 p.m.**

**MINUTES**

**1. Welcome**

Record of Attendance

In attendance – Gary Walker, Heather Mackenzie-Carey, Shelley Mann, Stephanie Martin, Siobhan Doyle, Tina Grace, Melissa Risser, Hope Demone, Sarah Tingley, Andrea McGinnis, Kim Benjamin, Iris Charlton, Suzanne Mosher, Pam Hebb, Anne Burgess, John Biebesheimer, Erica Moore, Cheryl Veinotte

Regrets were received from Allen Sullivan.

Mitch Foley, Leif Helmer, and Kathryn Dumke were absent.

**2. Minutes of December 16, 2015 (revisions and approval)**

Corrections were made to the Minutes of the December 16, 2015 meeting.

*MOTION* by John Biebesheimer, seconded by Kim Benjamin, to approve the Minutes, as amended.

*Motion Carried*

**3. Information requested**

**A. HR Info Staffing**

Tina Munro, Director of Human Resources Director, spoke to the effects various scenarios could have on staffing. With regard to a school realignment, she noted that staffing is covered in the local teaching collective agreement. Teachers are transferred based on the percentage of their assignment. Any permanent teacher who is 50% or more, teaching grades 10-12, would move with the grades 10-12 students. Once the teachers move and a new pool of teachers move in, seniority comes into effect.

- There would be no impact to term teachers, as they are hired yearly and have to re-apply for positions.
- All teachers involved in the process are eligible for all of the hiring rounds. They may volunteer to move to another school, if qualified for other positions; they also have the option to volunteer to be surplus.

Ms Munro ran the following staffing scenarios, using 2015-2016 enrolments, and again for 2017-2018:

- Move grades 5-6 from Bridgewater Elementary School (BES) to Bridgewater Jr./Sr. High School (BHS) and grades 10-12 from BHS to Park View Education Centre (PVEC).
- Move grade 6 from BES to BHS and grades 10-12 from BHS to PVEC.

All four scenarios leave no permanent teachers being displaced in any of the three schools. This does not include any retirements or educational leaves, which would allow for even more flexibility.

Ms. Munro will provide the following information to the SOC in prior to its next meeting:

- An additional scenario that moves the grade 9 students from PVECs feeder schools into PVEC
- The percentage of permanent teachers versus the percentage of term teachers

B. Staffing and Program

Jeff DeWolfe, Director of Programs and Student Services, was asked if it were necessary to cut 2.0 full-time equivalent (FTE) teachers at BHS due to loss of equity staffing\* and budget constraints, where would we find this in terms of the loss of High School sections? The same question was asked if it were necessary to cut 3.0 FTEs from PVEC.

\* Equity Staffing – smaller schools sometimes need additional support in order to offer the full PSP; BHS has 1 FTE; BHS is trying to offer a lot and have had to go outside the regular school hours to do so.

At BHS, the loss of 2.0 FTEs would equal the loss of 14 high school sections (Appendix A). At PVEC, the loss of 3.0 FTEs would equal the loss of 19.5 high school sections (Appendix B). With the assistance of Jim Dexter, Coordinator of Technology Integration and Data Management, Mr. DeWolfe reviewed several spreadsheets (Appendices A, B, & C) to help explain how programming would be affected.

Mr. DeWolfe emphasized the following:

- It is difficult to balance multiple sections of a course.
- Core French is not available in either BHS or PVEC because the majority of students are already taking a specific French program, such as French Immersion.
- When courses have a small number of students, they would have to be either combined with another course or not offered.
- When making decisions around eliminating course sections, there is less flexibility to cut those that are part of a specific program, such as International Baccalaureate (IB), Advanced Placement (AP), French Immersion, Skilled Trades, and Skilled Trades Exploration Program (STEP).
- There is little flexibility to reduce staff at grades 7-9, due to the nature of the Nova Scotia Public School Program.

The Board is anticipating a challenging budget in 2016-2017. This is partly due to its obligation to reimburse an equalization fee to the government \$900,000 as a result of the Hogg Funding Formula.

In response to a question from a Committee Member, Geoff Cainen, Superintendent, advised that combining PVEC and BHS in some way would help with the budget minimally, but the focus would be on the benefits to the students, who would have access to more course availability.

C. Items to explore

Mr. Cainen spoke with two principals who were involved with previous school amalgamations in the SSRSB. Both noted the importance of working within the community and talking among students about the changes that would occur. While there were some

minimal issues during the first year, which when joining several communities into one school would be natural, the biggest adjustment was not with the staff and students, but rather with the parents.

4. Scenarios

The following scenarios were developed and discussed:

A	B	C	D
<b>Status Quo</b>	<b>BHS gr 10-12 to PVEC</b>	<b>Move gr 9s from PVEC feeders to PVEC</b>	<b>Move 9-12 from BHS and PVEC feeders</b>
Nothing changes – BCS stays P-9 PVEC – 10-12 with 650 students BHS – 10-12 with 204 students	854 students	850 students	<del>1153 students</del>
<ul style="list-style-type: none"> <li>Programs issues</li> </ul>	<ul style="list-style-type: none"> <li>More programs to choose from.</li> <li>204 seats remaining – what do you do with those seats? If you move BES 5s and 6s to BHS, that’s 129; free up some space in BES; there are students in catchment areas around Bridgewater who would have a much shorter bus ride to school if they went to BES, rather than their current catchment area schools</li> </ul>	<ul style="list-style-type: none"> <li>If you take BCS 9s out, the school would not be needed because it’s a P-3 school and would no longer meet the utilization requirements</li> <li>If there is space in a school, students can be moved</li> <li>Moving grade 9s into senior high does not help senior high programming because the 9s have more Public School Program (PSP) requirements</li> <li>Concerns around social development for the younger students in a senior high setting</li> </ul>	<b>Not viable</b>

Request for Gilbert Jackson, Transportation Analyst, to provide another map indicating what students in grades 5 and 6 live just outside of Bridgewater Elementary School’s catchment area would have a shorter bus ride by going to BES rather than their current catchment area school.

Request for Human Resources to provide actual student numbers in all elementary schools involved in this process, by grade and by classroom, including split classrooms and the number of student at each grade level in the split classes.

**5. Bayview Question**

Discussed briefly in scenarios (above).

**6. Boundaries**

Boundaries may come from a logical flow of students based on time spent on the bus.

**7. Public Meeting**

The first Public Meeting will take place at Bridgewater Jr./Sr. High School on February 2, from 6:30-8:30 p.m. (storm date is February 9). The purposes of this meeting are:

- a) Process
- b) Mandate
- c) Scenarios
- d) Questions

The objective of the Committee's attendance at the public meetings is to listen to the community speak and determine what information needs to be included in the scenarios.

Information regarding the public meetings is transparent, with notification going out to families and the community in numerous ways – email to all schools, ALERT (PowerSchool) to every student's home, school newsletters, school websites, Board website, Board Facebook page, Board Twitter account, etc. It will be on the local radio stations and there will be an advertisement in a local newspaper about a week before the meeting.

Date of second public meeting – February 25, PVEC

Date of third public meeting – March 23, location TBD

Mr. Cainen gave a summary of what will happen at the Board Meeting when the Committee gives its report. He noted that the report can indicate a specific year for suggestions and added that any changes involving senior high school cannot happen until the renovations at PVEC are completed.

**8. Adjournment**

Next meeting will be to discuss the pros and cons of the three scenarios.

Future Meeting Dates – Tuesday, February 9 (storm date Thursday Feb 11) and Wednesday, March 2

**South Shore Regional School Board  
School Review 2015-2016  
School Options Committee Meeting at Bridgewater Jr./Sr. High School  
BHS/PVEC Families of Schools  
Tuesday, February 2, 2016, 6:30 p.m.**

**PUBLIC MEETING MINUTES**

Gary Walker introduced himself and explained that he was hired by the South Shore Regional School Board to facilitate the school review of Bridgewater and Park View families of schools – the two high schools and each of its feeder schools. Tonight’s meeting is to inform the public of what scenarios the School Options Committee (SOC) has developed and is taking into consideration. The SOC will also consider any new information the public provides.

Mr. Walker is the liaison between the SOC and the Board and he assists the co-chairs with the meeting proceedings. If the SOC requests information, Mr. Walker will inform the Superintendent, who will request the information from staff. It was noted that the logical place to begin the review process is at the high school level, because the SOC cannot touch elementary schools in their programming and grades 7 to 9 are currently under review by the Department of Education and Early Childhood Development. No recommendation will come into effect until September 2017, at the earliest, due to the construction at Park View.

Mr. Walker does not have a vote, nor does the Recording Secretary. The SOC is comprised of School Advisory Council members from each school involved (from which two co-chairs were elected) and a community representative for each family of schools. The Committee will make a recommendation to the Board for what they feel is in the best interests of the students.

Schools involved include: Bayview Community School, Bluenose Academy, Bridgewater Elementary School, Bridgewater Jr./Sr. High School, Hebbville Academy, Newcombville Elementary School, Park View Education Center, Pentz Elementary School, and Petite Rivière Elementary School.

Mr. Walker reviewed the attached presentation (Appendix A) explaining the school review process and directives, as well as the mandate and objectives of the SOC. He noted that this is a process that has been put into place by the province to allow the larger community to get involved and have a say. The second public meeting will be to go through the scenarios and their drop downs (implications). The third public meeting will explain what the committee will present to the Board.

The following information is a detail, as accurate as possible, of the Question and Answer period for the public. NOTE: Although the public was asked to use the microphone and write their questions and comments on the paper provided, most speakers did not use the microphone and no one wrote their inquiries.

- Clarification on the Board’s accountability of the outcomes in this process.

- The Board is required to listen to and accept the recommendation of the SOC. The Board is not obligated to put that recommendation into place.
- Public engagement is mandated?
  - Yes it is.
- Regarding recommendation number two, which moves grades 10-12 from BHS to PVEC, what happens to BHS once it is left with only grades 7 to 9 students?
  - The SOC has not done the drop downs yet. Doing the drop downs will be the next step for the SOC.
- There is no option to move PVEC students to Bridgewater?
  - BHS could not accommodate all of PVEC students.
  - After the renovation at PVEC, the school will be able to accommodate 900 students.
- What would the amalgamation do to class sizes?
  - Example – you might have four students who want to take biology at one school and 11 at the other school; amalgamation would offer more opportunity to for the class to occur with the 15 students, while it likely would not be offered with only four students.
  - There could be more sections per class, depending upon the number of students registering for various courses (i.e., if 80 students registered for biology, several sections of biology would be offered).
  - The Human Resources Director of the SSRSB indicated that there would be no loss of permanent staff by sending BHS grades 10-12 students to PVEC. Term teachers have to re-apply for jobs every year.
- How were members of the SOC selected?
  - This is mandated by the provincial School Review Policy – the chair of each school’s advisory council and one other member from the SAC (the second member cannot be a teacher or principal, but has to be a parent or community rep). There are two additional community representatives, one for each family of schools, who either live or run a business in the area they represent.
- Why is there no principal or designate on SOC? Why is there no representation for the municipalities, where there are possible changes to our schools’ configurations?
  - Facilitator has no say in who is on the SOC. The provincial policy guides the membership, as noted above.
- Cannot believe that the SOC work meetings are not public.
- Issues with the Board web site and the minutes of meetings referencing attachments and then finding no attachments.
  - All of the attachments are now on the Board’s web site.
- Issues with publicizing information about the public meeting two weeks in advance, as per the Policy; specifically, that is wasn’t in the paper.
  - The meeting was publicized in a variety of ways, well in advance of the meeting.
- Issues with a wide variety of school community groups being invited to the public meeting.
  - The meeting was publicized in a variety of ways and it is open to anyone wishing to attend.
- Are class sizes capped in high school the way they are in elementary school?
  - No, with the exception of specialized programs, such as Skilled Trades.
  - New school construction accommodates for class sizes of 30.

- Since so much money is being spent on PVEC to get to a 900 student capacity, is there any likelihood we're not going to go with Scenario 2 (moving grades 10-12 from BHS to PVEC)?
  - This is a new process, and the drop downs from junior high would still have to be considered. That is what the SOC has been tasked with.
- Why would you bring over 200 grade nine students into a senior high school?
  - It is one of the scenarios the SOC is exploring.
- This is a total waste of money and time if the Board already knows what they're doing.
- How much of this decision is a foregone conclusion and how authentic is this process? It is outrageous that the people who can answer that question are not in the room to answer it. The process has been thrown in front of the School Board as a way of shielding it from valid questions being asked by the public. We would like to have the decision makers at the next public meeting.
- It is difficult to know which scenario to choose because we don't know what will be lost by choosing one over the other.
- The student enrolments are for the 2017-2018 school year. What about international students?
  - They cannot be taken into consideration, as the number changes every year and there is never a guarantee as to how many students will be coming to our schools.
- Is there a difference between the results of student outcomes for students in a small school compared to a large school?
  - Both schools do well, even with the different programming. One is not deemed better than the other.
- Are dates set for the next public meetings?
  - Yes. February 25 is the next public meeting and it will be held at Park View Education Centre. The third and final meeting is scheduled for March 23.
- Which meeting will the fate of Bayview Community School be discussed?
  - It will be part of the drop downs and will be discussed at the next public meeting.
- Are you removing the politics from this decision? Are the long-term benefits of the students being considered? Are you looking at the convenience of parents dropping their children off at school? If you're really doing what is best for the students, and leaving the parents and politics out of it, PVEC is the logical choice for grades 10-12.
  - No politics are involved and there is no bias. SOC will choose the option that will most benefit the students.
- There is a lot of innocence in the grade nine students and they should not be put in with the grade 12 students.
  - The reason the grade 9s are there as one of the scenarios is because the province is moving in that direction of having high schools configured as grades 9-12.
  - SOC have to represent what the parents of the school want.
- So you are representing the parents, not the students.
- Where are the students on this Committee to represent the student body?
- It will be difficult for a group of 20 people to come to a consensus.
- Has any thought been given on how to minimize the impact for students, in terms of transitioning students from a small school into a large school?
  - Yes, this has been part of the SOC's discussions and there would be recommendations included in the SOC's report, if it chooses that option, for transition planning.

- The SOC can make special requests, such as changing the name of a school, as part of whatever recommendation they make.
- There are parents on the Committee who have students in elementary school as well, and those younger students will also be kept in mind.
- What do we know about enrolments at the elementary schools?
  - The SOC has been given projected enrolments up to 2020-2021. As with all schools across the province, enrolments continue to decline. The first programs cut are the non-essential ones, such as French Immersion and Advanced Placement (AP).
- If Bayview closed, where would those students go?
  - This has not yet been discussed.
- Request for members to introduce themselves.
  - Siobhan Doyle, SAC Chair for BES
  - Melissa Risser, SAC Chair for BA
  - Stephanie Martin, Parent Rep for BES
  - Kim Benjamin, Parent Rep for BHS
  - Sarah Tingley, Parent Rep for PRES
  - Andrea McGinnis, SAC Chair for BHS
  - Erica Moore, Parent Rep for BCS
  - John Biebesheimer, SAC Chair for BCS
  - Leif Helmer, SAC Chair for PRES
  - Heather McKenzie-Carey, Community Rep for PVEC
  - Shelley Mann, SAC Co-Chair for PVEC
  - Pam Hebb, Parent Rep for NES
  - Anne Burgess, SAC Chair for NES
  - Iris Charlton, Parent Rep for HA
  - Tina Grace, SAC Co-Chair for PVEC
  - Allen Sullivan, SAC Chair for PES
- Need to see the drop downs of the scenarios – enrolments, programming, etc.
- Make your decision based on future possibilities to attract people to the area, rather than possibly closing schools, which would not encourage young families to relocate here.
- If BHS grades 10-12 students move to PVEC, would they lose AP or could PVEC have both IB and AP?
  - Programming is part of what the Committee is looking at.
- Please take into consideration the special needs of students, whether it be a physical disability or an advanced learner; don't let them get lost in the shuffle.
  - This is a learning process for the SOC, as well as the public. Part of the reason for these meetings is to get your input. Ultimately, the children are the priority. If you have questions, you need to get them to us. We will consider everything. Don't shoot the messenger. The elected Board will make the final decision.
- What are the implications for student athletes? Consider this in the drop downs.
- There will be difficulty in booking practice times for sports teams.
- What would happen with students who would need bussing? What are the costs?
  - All of the buses currently go through the town, so there is no increase in cost and every student would be accommodated.

- When you do the drop downs, will you show the cost benefits of each one? If you close a school, how much will it save?
  - There has been no talk of closing any schools, but in the drop downs, there are all kinds of scenarios that can happen. There is a separate item with this School Board involving PES and PRES, which is still being explored. However, it is not part of the SOC's mandate to discuss schools that the elected Board previously closed.
- Where does the information/data come from that the committee is using to create the scenarios?
  - All of the information comes from School Board staff based on what the SOC requests.
- Where does what you heard tonight come into play?
  - All of the information heard/received this evening will be considered at the SOC's next meeting.
- Given the amount of work involved, data received, and the size of the Committee, it seems unworkable.
  - At first, it seemed like that. The Committee quickly realized that there are really only a few options to explore that are realistic and/or practical.
- Keep in mind that some kind of programming needs to be in place so that students on the autism spectrum have appropriate transition planning.
  - This is definitely a concern that is being examined.
  - If anyone at BHS has questions, feel free to contact Kim or Andrea and they will be sure to bring your questions to the Committee.
- Was there ever a consideration to take the Bayview students and move them to the Bridgewater schools, for example, the grades P-5 students go to BES and the grades 6-9 students go to BHS, and the grades 10-12 would still go to PVEC?
  - This has not been considered, but it is something the Committee will look at.
- There are 450 students at BHS, at 72% utilization. Take Scenario 2, and put all the 7-9 students at BHS. Look at re-zoning the boundaries.
  - The SOC currently has a request in to the Board's Transportation Department to provide a map indicating where students live, with no boundaries in place. This will be examined at the next SOC meeting.
  - Many of the SOC members are from elementary schools and are very sensitive to the needs of the younger students. Every scenario will have implications at every level, not only at the high school level.
- Have the New Germany schools been taken into consideration?
  - No, because they are not part of the family of schools for Bridgewater or Park View.
- Commending the Committee for taking on this task.
- The School Board is not funded based on programming.
  - No, but when budgets are cut, it is usually the smaller programs (those that are not part of the public school program) that absorb the impact.
- The amount of funding the Board receives for IB and AP is minimal, unless that has changed over the past few years.
- Difficult to believe that 240 students can be transported to PVEC without additional costs to the Board.

- There are 19 buses that land at PVEC that carry small numbers of students. Since the buses are coming through town anyway, there would be no additional costs to pick the students up at hub sites.
- Compliments to the committee for the work that they are doing; it is a very difficult job.
- Seems to be a disconnect when looking at the scenarios; they need to be student-centered. Program offerings are not the only topic that need to be addressed. You have to look at the whole community.
- What would the program look like if you move the grade 9s to PVEC?
  - The enrolment numbers go up, but the grade 9s have dedicated programming, so they must have a specific number of minutes for each subject. The grade nines would inevitably take away from certain areas in the high school.
- Can the Committee present more than one scenario to the Board?
  - They can talk about three, give the reason why/why not, but it has to be one final option presented to the Board in its recommendation report.
  - We all have to make a decision based on what is best for the students.
  - The boundaries that have been in place since 1982 may change. There will be an impact for every person on the SOC with each scenario, except the Status Quo.
  - We are looking at all of the scenarios, and will examine all the drop downs for each scenario. Right now, you are seeing how far the Committee has come since its first meeting. This is a region we are working for and we will choose the option that is the most beneficial for all of the students involved. We want to thoroughly examine all of the options, which is why we want to hear from you, to see if you have an idea that we have not thought of.
- How can the public contact Committee Members?
  - Each school has its SAC's information on their website.
- Is it a definite 2017 changeover?
  - Decisions on the high school cannot be made until the renovations at Park View are complete and we have been told that the renovations are on time, which is September 2017.
  - The Committee wants to emphasize that they are coming up with recommendations, but it is the Board who will make final decision.
- Thank you for stepping up and being an intermediary and risking all of your work being for nothing, because it may come to that.

Mr. Walker thanked the public for coming out and thanked the Committee. "We did not know what this would look like, because a lot of people would not want to sit in front of the community and hear what is being said. Thank you for being so open with us."

The meeting adjourned at 8:35 p.m.

**South Shore Regional School Board  
School Review 2015-2016  
BHS/PVEC School Options Committee Meeting  
Tuesday, February 11, 2016  
6:30 – 8:30 p.m.**

**MINUTES**

**1. Record of Attendance**

In attendance – Gary Walker, Heather Mackenzie-Carey, Shelley Mann, Stephanie Martin, Siobhan Doyle, Tina Grace, Melissa Risser, Hope Demone, Sarah Tingley, Andrea McGinnis, Kim Benjamin, Palma Champoux, Iris Charlton, Allen Sullivan, Pam Hebb (in part), Anne Burgess, John Biebesheimer, Erica Moore, Leif Helmer (in part), Cheryl Veinotte

Mitch Foley and Suzanne Mosher were absent.

**2. Review of Agenda**

*MOTION* by Melissa Risser, seconded by Kim Benjamin, to approve the Agenda.

*Motion Carried*

**3. Minutes of January 21, 2016 (revisions and approval)**

*MOTION* by John Biebesheimer, seconded by Erica Moore, to approve the Minutes.

*Motion Carried*

**4. Boundaries**

As requested by the Committee, Gilbert Jackson reviewed information obtained from Bus Planner around travel times for students if the boundaries of the schools in Bridgewater and schools with connecting boundaries (Bayview, Bluenose, Pentz, Hebbville, and Newcombville) were changed, identifying which students would have a shorter or the same amount of time on the bus by being sent to the Bridgewater schools, with no additional cost to the Board.

**5. Debrief of February 2, 2016 Public Meeting**

The following scenario was brought forward at the February 2 public meeting: move all students from Bayview Community School to Bridgewater Elementary and Junior High Schools.

Board Members and staff will be asked to attend the next two public meetings.

**6. Attendance at Public Meetings**

At the request of the public and Committee Members, School Board Members and staff have been asked to attend the next public meetings; they may sit at the front to be better able to answer questions. Committee Members are expected to attend and they may sit in the audience.

**7. Re-schedule Third Public Meeting**

Due to the public's request to have Board Members attend the public meetings, the third and final meeting had to be re-scheduled and will take place on March 30.

## 8. Information requested

- A. Staffing based on a scenario that moves the grade 9 students from PVECs feeder schools into PVEC  
*Tina Munro ran this additional scenario and noted that all permanent teachers can be placed.*
- B. The percentage of permanent teachers versus the percentage of term teachers (from Human Resources)  
*The percentage of term teachers in the three schools ranges from 2-7%, averaging about 5%. This changes year-to-year, but is a guideline.*
- C. A map indicating what students in grades 5 and 6 live just outside of Bridgewater Elementary School's catchment area would have a shorter bus ride by going to BES rather than their current catchment area school (from Transportation)  
*Covered above, under #4 – "Boundaries".*
- D. Actual student numbers in all elementary schools involved in this process, by grade and by classroom, including split classrooms and the number of student at each grade level in the split classes (from Programs and Student Services – Jim Dexter)  
*This information was provided by Jim Dexter (refer to spreadsheet called "Current Feeder School Enrollments, by Grade & by Class (16-02-11)").*

## 9. Scenarios

The Committee worked in groups to come up with additional information on each of the five scenarios, using these five objectives - Programs, Catchment Areas, Cost/Utilization, Grade Configuration, and whether or not Bayview will be needed. A summary of each scenario is noted below. It should be noted that, although these topics were brought up in the working group sessions, they may not necessarily represent a consensus of the Committee.

### A. Status Quo

- Nothing changes – BCS stays P-9
  - PVEC – 10-12 with 650 students
  - BHS – 10-12 with 204 students
- Future senior high school program choices will be limited and will continue to decline
- BHS still has the programs required to graduate
- Possible loss of programs, including specialized programs, at both senior high schools
- Still have long bus runs for some students; no ability to change
- Cuts may be to programs that are not needed to graduate
- Staff may change or get cut
- No transition of students would be needed
- With fewer program offerings, students outside the area might not be attracted to the area
- Bayview is needed
- This is still an option for the SOC to consider

### B. BHS grades 10-12 to PVEC

- 854 students
- Program options would be improved for all students
- BHS could lose teachers in French Immersion

- Junior high school utilization would go down to 35%
- Could use excess space for Board Office
- Can't "grandfather" everyone in change of boundaries
- Could change catchment areas to improve elementary and middle school configurations
- Could move BES grades 5 and 6 to BHS
- No change in permanent staffing
- More efficient class sizes
- No change in busing expenses
- playground supervision money would be needed for grade 6s as they move up
- Bayview is still needed

**C. Move grades 9s from PVEC feeders to PVEC**

- 850 students
- Does not change grades 10-12 programming and could actually deprive grades 10-12 of existing programs
- Catchment area would not change
- Staff utilization at PVEC would be less efficient
- Utilization at the feeder schools would decrease
- Grade 9s would be "on their own" and grades 10-12 would be on their own
- Bayview would lose 44 students but the school would still be required

Based on discussion and the results of the working groups, this scenario will be removed from the table and will not be discussed any further. Agreed by consensus.

**D. Move grades 9-12 from BHS and PVEC feeders**

- 1153 students
- Required grade 9 programming could have a negative effect on grades 10-12
- Would affect catchment areas for grades 9-12
- Increased costs for busing
- Increased time on buses
- School would be over capacity
- Utilization at the feeder schools would decrease
- Bayview may not be needed
- Creates more problems, rather than solving them
- Age of kids could create problems
- Jeopardizes all feeder schools that already have declining enrolments

Based on discussion and the results of the working groups, this scenario will be removed from the table and will not be discussed any further. Agreed by consensus.

**E. Move BHS grades 10-12 to PVEC, and move all of BCS to BES and BHS**

- More kids, so more opportunities for expanded programs
- Opportunities for French Immersion
- No advantage for senior high programming; perhaps disadvantages
- Based on current catchment areas, some students would be on the bus for more than an hour
- Bulging classrooms in schools where the BCS students would be placed

- Cost of \$500,000 due to the addition of six buses
- Utilization of BA, BES, and BHS would be over 100%; province would save money
- Close Bayview; students would go to WNES, BA, Bridgewater, and NGRHS; would be putting students who currently walk to school on a bus for up to one hour

Based on discussion and the results of the working groups, this scenario will be removed from the table and will not be discussed any further. Agreed by consensus.

Further discussion took place regarding pros and cons of the two remaining scenarios, as well as the process in general. Some Committee Members feel that the Board has already made a decision and the Committee is "being the face" of that decision. It was noted that, if the Board has made a decision, this is an opportunity to have an impact on what will happen.

#### 10. Request for Information

- A. One map showing catchment area two kilometers around Bridgewater and one showing five kilometers around.
  1. What would these changes do to school utilization?
  2. What negative things would happen with programming?
- B. Could there be parameters added to scenarios to grandfather current students and their siblings?
- C. Could the two senior high school principals come to the next meeting and talk to the Committee about what programs might be lost if we keep the Status Quo?
  1. What losses, if any, to programs?
  2. What cost losses?
  3. What would utilization be?
  4. What problems could arise?
    - Mr. Walker feels that neither principal would want to be put in the position of answering those types of questions without having their budget and staffing information, which will not be available until the Board receives and approves their budget.

#### 11. Other

The Recording Secretary requested that anyone wishing to speak at the public meeting must do so using the microphone.

#### 12. Next Meeting Dates

- School Options Committee – Thursday, February 18, 6:00 p.m.
- Public Meeting – Thursday, February 25, 6:30-8:30 p.m., Park View Education Centre
  - The purpose of this public meeting will be to show the five scenarios, along with "drop-downs", and explain why each one was either dropped or kept. Questions will be entertained after that has occurred.
- Public Meeting – Wednesday, March 30, 6:30-8:30 p.m., location to be determined

A request was made to remind the public that the process is not the Committee's, nor the Board's - it is a provincial policy.

#### 13. Adjournment

The meeting adjourned at 9:05 p.m.

**South Shore Regional School Board  
School Review 2015-2016  
School Options Committee Meeting  
Thursday, February 18, 2016  
6:00 p.m.**

**MINUTES**

**1. Record of Attendance**

In attendance – Gary Walker, Shelley Mann, Stephanie Martin, Siobhan Doyle, Melissa Risser, Sarah Tingley, Palma Campoux, Kim Benjamin, Iris Charlton, Suzanne Mosher, Pam Hebb, Anne Burgess, John Biebesheimer, Erica Moore, Leif Helmer, Cheryl Veinotte

Staff in attendance – Geoff Cainen, Jeff DeWolfe, Jim Dexter, Brian Smith, Andy Selig, Gilbert Jackson, and Tina Munro

Regrets were received from Allen Sullivan, Heather Mackenzie-Carey, Tina Grace, Mitch Foley, Andrea McGinnis, and Hope Demone.

**2. Purpose of Meeting**

The purpose of tonight's meeting was to have small group brainstorming sessions at which no final consensus of the whole group was attempted to be met. The meeting was also to list the pros and cons for each of the five scenarios (listed below).

The Committee worked in groups, with Board staff at the tables to answer any questions that arise. They used the five objectives (listed below), as indicated in the Board's Recommendation to Review, to further develop scenarios. Although scenarios 3, 4, and 5 were unanimously removed from the table during the February 11 meeting, the reasons they were removed will still be explained.

A small group brainstorming session

The five scenarios being examined are:

1. Status Quo
2. Move grades 10-12 from BHS to PVEC
3. Move grade 9s from PVEC feeder schools to PVEC
4. Move grades 9-12 from BHS and the 9s from PVEC feeder schools into PVEC
5. Move Bayview students into BES and BHS, while still having grades 10-12 move to PVEC

The stated objectives are:

1. Optimizing high school programing options and choices for all students
2. Review school catchment areas
3. Consider facility utilization and operating costs when making a recommendation
4. Make a recommendation regarding school grade configuration at all schools
5. Determine whether Bayview Community School will be needed beyond 2020

The mandate is to bring ONE recommendation, but it can be multi-leveled, based on various aspects of the objectives.

### 3. Superintendent Comments

Mr. Cainen noted that there will always be questions to ask and it would be impossible to answer every single one. Staff will answer whatever they can, but many of the questions asked may be operational in nature and there may not be an actual realistic answer until things start to change.

He expressed thanks to the Committee for their work, acknowledging the increased pressure folks may be experiencing.

He also reminded the Committee that Pentz and Petite went through a review process several years ago. At that time, the Board decided to close both schools and ask for a new one in each situation. Although the Board is waiting for technical reports from Stantec, the SOC must keep both schools in mind when considering boundaries in the scenarios (i.e., what if one of the school stays open, what if they both close).

Concern was expressed that those school communities have not been receiving any communications from the Board regarding the status of the schools.

### 4. Working Group Summaries (including points from previous meeting)

It should be noted that the summaries of the working group session may not necessarily represent a consensus of the Committee.

#### A. Status Quo

- Nothing changes – BCS stays P-9
  - PVEC – 10-12 with 650 students
  - BHS – 10-12 with 204 students
- Future senior high school program choices will be limited and will continue to decline
- Would not affect International Student Program
- Losing teachers because of loss of programming and decreasing enrolment
- Scholarship opportunities are increased in both schools
- BHS still has the programs required to graduate
- Possible loss of programs, including specialized programs, at both senior high schools
- No change to catchment areas
- Still have long bus runs for some students; no ability to change
- Cuts may be to programs that are not needed to graduate
- Staff may change or get cut
- No transition of students would be needed
- With fewer program offerings, students outside the area might not be attracted to the area
- Lower utilization at PVEC; same at BHS
- Cost to operate is the same; funds received would be less
- Wasted funding
- No change in grade configurations
- Grade splits for elementary and junior high grades will increase with further decline in population
- Bayview is needed
- This is still an option for the SOC to consider

**B. BHS grades 10-12 to PVEC**

- 854 students
- Program options would be optimized for all students
- Opens up new friendships and contacts
- Possible loss of French Immersion; BHS could lose teachers in French Immersion
  - No loss of FI because the combined BHS and PVEC brings the Hebbville FI students to the same place as BHS; no loss of permanent contract teachers
- Advanced Placement will be lost, over time
- No change in catchment areas
  - Changes in catchment areas still possible for P-9
- Junior high school utilization would go down to 35%
- Could use excess space for Board Office
- Elementary school students who have a change of school due to catchment area to fill BES should have a “grandfathered policy” to assist parents and student who request transfers
  - Can’t “grandfather” everyone in change of boundaries
  - Recommend – BA – Oakhill Road to town limits (approximately two kilometers to Bayview); HA – Bonnavista and Century Drive, including apartments; don’t touch NES, PES, or Pine Grove.
- Could change catchment areas to improve elementary and middle school configurations
- Could move BES grades 5 and 6 to BHS
- No change in permanent staffing
- More efficient class sizes
- Use newly vacated space for Board Office or complementary services
- Consider connecting school by pedway for P-9 school
- No change in busing expenses
- Playground supervision money would be needed for grade 6s as they move up
- BES becomes P-4 (299 students) or P-5 (360 students); BHS becomes 5-9 (440 students) or 6-9 (280 students)
- Bayview is still needed

**C. Move grades 9s from PVEC feeders to PVEC**

- 850 students
- Does not change grades 10-12 programming and could actually deprive grades 10-12 of existing programs
- Grade 9s require a different “set-up” than high school (i.e., getting gymnasium priority, locked in grid of seats (specific seat numbers)), and the building would need to be reconfigured
- Catchment area would not change
  - Disrupts catchments of all feeders to PVEC for grade 9s; may jeopardize Bayview by emptying one of their cohorts
- Staff utilization at PVEC would be less efficient
- Jeopardizes feeder schools because of lower utilization
- Grade 9s (13-14 year-olds) are at an inappropriate maturity level to be in high schools (rural issue)
- Grade 9s would be “on their own” and grades 10-12 would be on their own
- Bayview would lose 44 students but the school would still be required

**D. Move grades 9-12 from BHS and PVEC feeders**

- 1153 students; over capacity
- Could benefit 10-12 program choice, but grade 9s pull resources, space, and time away from 10-12s
- Required grade 9 programming could have a negative effect on grades 10-12
- Grade 9s must have designated French
- Not the best optimization of 10-12 due to grade 9s
- Would affect catchment areas for grades 9-12
- Would merge catchment of BHS into PVEC by bus
- Increased costs for busing
- Increased time on buses
- Utilization at the feeder schools would decrease
- Parking issues
- Creates more problems, rather than solving them
- Age of kids could create problems
- Jeopardizes all feeder schools that already have declining enrolments
- Not recommended to include grade 9s in high school cohort of 10-12 scenario; prefer to keep 10-12 configuration as is
- Bayview may not be needed due to loss of grade 9s (44 students)

**E. Move BHS grades 10-12 to PVEC, and move all of BCS to BES and BHS**

- More kids, so more opportunities for expanded programs
- Opportunities for French Immersion
- No advantage for senior high programming; perhaps disadvantages
- PVEC has already lost substantial programming over the last two years at status quo (i.e., German, Core French); BHS has maintained programming by combining AP with regular courses, or outside class hours (before-school classes); Combine BHS and PVEC – AP is barely sustainable at BHS – maintain AP until these students finish, but then only offer IB
- Merger of FI; no disadvantage; grade 7 start at HA
- Optimizes high school, but physically, with the current configuration, it is impossible for P-9 at BES
- Based on current catchment areas, some students would be on the bus for more than an hour
- With current catchment areas, moving BCS students to BES, bus times would be far too long (Martin's River); this option would be devastating to Mahone Bay
- Bulging classrooms in schools where the BCS students would be placed
- Would be over capacity for BES and BHS
- P-9 at BCS would translate to another location at BES/BHS (P-9)
- Cost of \$500,000 due to the addition of six buses
- Utilization of BA, BES, and BHS would be over 100%; province would save money
- Close Bayview; students would go to WNES, BA, Bridgewater, and NGRHS; would be putting students who currently walk to school on a bus for up to one hour
- Bayview is needed because there are too many negative impacts of this option

**5. Questions/Comments**

- Should Jeff DeWolfe be there to answer specific questions regarding the recommendation? For example, merging two programs so that students don't fall through the cracks.

- There is a lot of time to plan and ensure that no students fall through the cracks.
- After the Recommendation is submitted to Board, a technical report will be completed by Board staff. The technical report will respond directly to information in the recommendation.
- Mr. Walker gave a presentation to the Board last night, which ended with him saying, "We hope you will consider our recommendation, and hope you won't ignore it."
- The whole year of transition is an important piece; we have a responsibility so that children don't lose out on programs in which they are currently enrolled
- Why isn't New Germany included?
  - Need to do it in sections, and need to do it right. New Germany will be reviewed next year. We need to figure out what we would do if too many students move from that area. Can't rush.

#### 6. Public Meeting

- As requested by the SOC members, they will not be sitting at the front for the next public meetings.
- Mr. Walker will:
  - introduce SOC members. They should stand so that the public has a face to the name.
  - announce that there are Board Members present.
  - facilitate the meeting and review the drop-downs, but the Superintendent and other staff (Jeff DeWolfe and Gilbert Jackson) will respond to questions from the public, as they have the expertise to give the right answers.
  - remind the public that the process is not the Committee's, nor the Board's - it is a provincial policy.
  - ask for questions/comments from the public, indicating that they are to use the microphone so everyone can hear.
- The elected Board was requested to attend; however, it is not to become a Board Meeting; they will be there to listen.
- Board Members are expected to go to their SAC member on the SOC for answers to their questions.
- SOC may ask questions, but not to contribute to higher tensions during the meeting.
  - It would be best for members to bring their questions to the next SOC meeting.

#### 7. Next Meeting Dates

- Public Meeting – Wednesday, February 25, 6:30-8:30 p.m., Park View Education Centre
- School Options Committee – Wednesday, March 2, 6:30 p.m., School Board Office
- Public Meeting – Wednesday, March 30, 6:30-8:30 p.m., location to be determined

#### 8. Adjournment

The meeting adjourned at 8:49 p.m.



**South Shore Regional School Board  
School Review 2015-2016  
School Options Committee Meeting at Park View Education Centre  
BHS/PVEC Families of Schools  
Tuesday, February 25, 2016, 6:30 p.m.**

**PUBLIC MEETING MINUTES**

Geoff Cainen, Superintendent of Schools, introduced himself. He welcomed the public to the second of three public sessions on the School Review Process for the Park View family of schools and the Bridgewater Jr./Sr. High family of schools. He gave a brief background to put a few things into perspective about who we are, what we are doing, who is here and who is not, and why. He also had a letter to read from the Board.

“About two years ago, the Minister of Education approved a new School Review Policy. In that policy, there was an attempt to put decision-making and conversations back in the hands of the residents in the communities in Nova Scotia. The past policy, if you were involved in any of the reviews in the past, often involved school board staff, superintendents, program directors, and others, working, often silently, with the governing board members, giving them lots of information, and then going to public meetings and having the public stand up and try to plead their case without the community and the public having the data. This policy flips that around.

The School Options Committee (SOC) that has been formed for these two families of schools is made up of School Advisory Council (SAC) members and two members of the public. Staff’s role in the work is to provide them with any data they need, in a timely fashion. As Superintendent, I have instructed staff clearly. If we get questions, if we get information, if people are asking for data, we try to have it back to Mr. Walker, the Facilitator, and the SOC in about a 24-36 hour time period, so they can do their work.

This meeting is a meeting of the SOC. It is not a School Board meeting. It is not the governing Board that is running this meeting. It’s actually Mr. Walker, as the facilitator for the SOC.

The SOC is spread among the audience. Their job tonight is to listen to see, when Mr. Walker goes through the scenarios, if they’ve missed points. If you have ideas they have not thought about yet, that is what this second meeting is for. The third meeting, which will be announced later on after we determine its location, (probably not at Park View because the renovations will continue), will be to present the scenarios as the Committee sees fit. I encourage you to listen tonight. I encourage you to ask your questions. But I really encourage you to pay attention to the scenarios and the work the committee has already done and how they’ve gone through that. I think you will find that they are doing due diligence. They have been given lots of information and I believe they will come to some recommendations. Those recommendations, in the end, will

go to the governing Board. The eight members that make up the South Shore Regional School Board will make the final decisions. That is how the provincial policy, as laid out by the Minister, is set to work.”

At the request of the elected Board, Mr. Cainen read the following letter. This letter was in the paper, from the Board to the community.

“The governing school board thought it would be beneficial to explain the role of the elected school board with regards to the school review process.

The Department of Education and Early Childhood Development's school review process took effect in 2014 through legislation and policy. The School Review policy outlines the process which ensures that communities are engaged and informed. As part of the process, School Options Committees have been selected, meet regularly and have the responsibility of holding public meetings to gather input and feedback from community members on possible scenarios. When the School Options Committee's work is complete, it will then present a report and recommendations to the governing board. This will include information gathered at the public meetings.

The governing board's focus will be on the final information and recommendations received from the School Options Committees when their work is complete. The governing board will make final decisions on schools under review at public board meeting(s) in the spring.

Members of the South Shore Regional School Board”

Mr. Cainen turned the meeting over to Mr. Walker.

Gary Walker, Facilitator for the SOC, introduced the members, who were seated throughout the audience:

- Co-Chairs:
  - Shelley Mann, SAC Co-Chair, Park View Education Centre
  - Heather Mackenzie-Carey, Community Rep, Park View Education Centre
  
- Members:
  - John Biebesheimer, SAC Chair, Bayview Community School
  - Erica Moore, Parent Rep, Bayview Community School
  - Melissa Risser, SAC Chair, Bluenose Academy
  - Hope Demone, Parent Rep, Bluenose Academy
  - Siobhan Doyle, SAC Chair, Bridgewater Elementary School
  - Stephanie Martin, Parent Rep, Bridgewater Elementary School
  - Palma Champoux, Community Rep, Bridgewater Elementary & Jr./Sr. High Schools
  - Andrea McGinnis, SAC Chair, Bridgewater High School

- Kim Benjamin, Parent Rep, Bridgewater High School
- Mitch Foley, SAC Chair, Hebbville Academy
- Iris Charlton, Parent Rep, Hebbville Academy
- Anne Burgess, SAC Chair, Newcombville Elementary School
- Pam Hebb, Parent Rep, Newcombville Elementary School
- Tina Grace, Parent Rep, Park View Education Centre
- Allen Sullivan, SAC Chair, Pentz Elementary School
- Maja Kelley, Parent Rep, Pentz Elementary School
- Leif Helmer, SAC Chair, Petite Rivière Elementary School
- Sarah Tingley, Parent Rep, Petite Rivière Elementary School

That is the group of 20 people, representing nine schools. Each school has two reps and each family of schools has one community rep. Tonight, we're going to do a process that we call drop downs. The drop downs are the discussions of "what ifs" from each scenario. There are five scenarios the Committee has been working on. The SOC came up with four, and the fifth was brought forward at the first public meeting. Tonight's purpose is to show the public the conversations the SOC has had, based on the five objectives (see Appendix A). If anyone thinks of something that is not listed, please ask or comment at the end of this presentation. Central Office Staff are here to answer any questions, as well as the two co-chairs that will answer any questions regarding the SOC. I (Gary) will facilitate the conversation between the SOC and the public, and Central Office staff and the public.

Mr. Walker reviewed the attached presentation (Appendix A) listing the five scenarios the committee has been working with, the pros and cons of each, and which scenarios are still being reviewed as viable options. He also reminded the public that these drop downs are all items that were discussed among the SOC members during their meetings and working sessions.

Out of the five scenarios, there are two remaining – #1 and #2.

- Scenario #1 - Status Quo
- Scenario #2 - BJSHS Grades 10-12 to PVEC
- Scenario #3 - Move Grade 9s from PVEC feeders to PVEC
- Scenario #4 - Move Grades 9-12 from BJSHS and PVEC feeders (9)
- Scenario #5 - Move BJSHS Grades 10-12 to PVEC; move all of BCS to BES and BJSHS

The SOC has had a lot of information to consider in its work. They now have to make a decision between those, and everything they would like to recommend to the Board to do, as the Board makes the final decision. Central staff and co-chairs are here to answer questions."

The Superintendent noted that these meeting are recorded verbatim to ensure an accurate record.

- You've presented a great deal of information. Is that available to everybody? Can I get a copy of that power point?
  - (Gary Walker) My belief is the minute the SOC approves anything, it goes to Board's website. So they will get a copy of these minutes and go through them. The minute they sign them off, they will go to the website. Everything we do must go to the website.
- Time frame?
  - (Gary Walker) Wednesday, March 2
- In the second option, which is not my favorite, you've indicated that advanced placement will go away. Why does committee favor IB over advanced placement?
  - (Jeff DeWolfe) So, first off, we do not favor advanced placement over IB. We see the value of both programs, certainly. Nova Scotia's EECD, Department of Education, requires every Board to have one IB program and they fund us for IB. AP is an option that boards have for schools as well, not funded.
- AP is more widely recognized and IB has a pretty name. I personally know people that have been denied going to particular universities because they have IB and were advised to change some of their courses to AP courses.
  - (Jeff DeWolfe) I won't comment on which program is better. I am well aware of the research on both programs. So if that's your opinion, thank you. I know there are people that believe that, absolutely. What we are facing now for IB and AP at both sites is declining enrolments in the courses and it is jeopardizing our ability to offer some courses. We are certainly seeing it at Bridgewater – a limited number of AP courses; it is not a full complement of AP courses in every discipline. We are starting to see it at Park View, with numbers reaching single digits. So that is basically the answer. We believe that both programs are valuable and we would like one program to be strong and offer more course options for students.
- OK. But I think my questions was why, in the document, in the scenario, does it say AP programming will go away in favor of IB. That's what it says.
  - (Jeff DeWolfe) AP is in a much more volatile position now. AP has fewer sections offered now. Park View is still viable at this point, although there are concerns around courses with single digits. So the reason that would have been said, it's just the current state of the two programs.
- Scenario 3 indicates that Grade 10-12 programming will stay the same and in the same sentence, it says that it may deprive some programming in grades 10-12. So it can't be both. You can't have programming stay the same and then deprive programming. So which is it?
  - (Heather Mackenzie-Carey) Within the SOC, which programs would stay and which programs would go, that's an operational issue. Although we can look at what could possibly happen, we don't make recommendations as to which

programs will stay and which will go. That's an operational decision, I believe, between the Board and staff. So it's not really part of our mandate.

- I'm just looking for clarification, because in the same sentence, it says both, and it can't be both. It has to be one or the other. It's either going to change or it's going to stay the same; and the sentence said both so I'm just looking for clarification.
  - (Erica Moore) In the discussions we had, I believe that "deprive" was changed to "doesn't improve", because you're not actually adding any more 10-12 to PVEC; you're only adding grade 9s, so it's not doing anything to the programming, as it stands now. But in all reality, because of declining enrolment levels, it could, over time, decrease the amount of existing programs. So it's actually both.
- First of all, I want to thank all of these people who have stepped forward to be on the SOC. I don't know if you realized what task you took on when you agreed to do that and I think you deserve the thanks of the rest of us for doing it. It is very easy for those of us in the audience who have a vested interest in this to become very aggressive with the committee. Please don't take it personally. It's never meant that way. We have parents here who have moved into a certain location because of the school that is there. I moved to Bridgewater because of the school that is there. My son has moved back to the area because of the school that is there. We have a vested interest. I have a vested interest in keeping my property value up and keeping my taxes lower than they could be if people don't want to settle in Bridgewater anymore because there's no high school. One thing that wasn't mentioned – the projected enrolments. We have birth records. I know people move in and out. I think that's something that has to be taken into consideration. Is the population at Park View declining, because it's pulling from rural areas? Is the population at Bridgewater going to go up? Have to look at the elementary school to see how many students are there, to see how many students are going to be in your high school in 3-6 years. I think that's something that needs to be taken into consideration. I think you also need to start thinking outside the box. We have two schools that are within striking distance. There are kids that walk back and forth every day. It's not a huge distance. We need to look at staff utilization. Most of our staff live within a few miles of the town. You hire them for Physics 12 for Park View first semester, you hire them for BHS second semester. Back in the good old days, when I was in school, we had itinerant teachers who moved all over the place, sometimes between three and four schools. And it worked. You provided competent people to do that program. I don't see why that can't work here. I think that's something that has to be considered. I think there is also an opportunity here to do something really creative. We've got great staff at both schools. And even though I was a Bridgewater person, I always respected the PVEC school because I knew they had some great staff, great programming; just as Bridgewater did. But of course we had that rivalry, because of sports; you've got to have some fun there. So I think this is a time when we can look at, should we have a science tech trades school? Should we have an arts French immersion school? That's a scenario that needs to be looked at. Within this

distance, we can do it. If it's not going to cost anything to bus Bridgewater High School kids to Park View, then it certainly shouldn't cost anything to bus them back and forth. I'm not sure why it doesn't cost anything to bus them from Bridgewater to Park View. That really doesn't make any logical sense to me. So we have buses going by the school that are half empty. If that's the case, Bubby, you need to do your job better.

- (Gilbert Jackson) Thank you very much. You're as hard on me now as when I went to your school. We did a review of all the buses coming through the town of Bridgewater going toward Park View school, and what we found out was, in our Board, how our policy works, we have to ensure that every student who goes to our schools and lives outside of the walking distance has the available transportation. What we've also figured out is, as we all know, a lot of high school kids don't use it. So yes, we do have empty buses coming into Bridgewater; but we have to plan for that day, because of the Education Act and our policy, when those kids do in fact want to use the bus. We did a review and found out that we have a ridership of about 15-20. So, what we've decided we could do, is we could utilize those same buses that are going through the town of Bridgewater, by the school, to pick up those kids. We have areas around the town that we could designate for these pick-ups and that's how we would do it.
- Scenario 2 – numbers in schools. Do you have a magic number you would like to see? I know Bridgewater Elementary School is fairly full. I don't know how many kids are there. You start peeling kids out of BES to go elsewhere and you ended up with 395 students. Is that what you want there? Or is there a magic number? I know you want to utilize schools as much as possible.
  - (Gilbert Jackson) I can't actually speak to a magic number that we have. I don't know if the Board has one, but when we did these scenarios, we went through what the utilization percentages could be. They range from 75% to 110%. If it was P-4 and 6-9, it would put it at 77% at both schools.
  - (Geoff Cainen) There isn't a magic number. It really does depend on the make-up of the school. The other piece of the puzzle we have to keep in mind is that the province has class caps, effective September 2016, from grades primary to 6. When we looked at these numbers, they really are just numbers until we can sit down and say how many are grade 1, how many are grade two, what are the numbers, how many classrooms do we have, and can we fit the children into the available classrooms. So, no magic number. It really is a mathematical exercise to see how we can arrange the students based on the new class caps.
- Rivalries between Bridgewater and Park View sports. What is going to happen with the sports programs at the junior/senior high levels at Bridgewater, and as of right now, students are fighting to get on teams at Park View. If you add all those kids here, what's going to happen with all the extra-curricular activities?

- (Geoff Cainen) I think what we're really focused on first is the academic piece. There's no question that the extra-curricular and sports pieces are important. I would be expecting that the administration and the teachers in the school are working to solve those problems, but our very first focus needs to be on the academic piece. I actually had an individual say to me, there's so much emphasis on the competition between Park View and Bridgewater, when, in fact, the students, upon graduation, the competition won't be between Park View and Bridgewater; it will be between the students here, and students from China, Australia, and all around the world. So really, the focus, from our perspective, first needs to be on the curriculum and program delivery.
- That's fine, but then you have the government giving refunds to parents to keep kids active. Kids thrive on high school sports. If there's no team for them, maybe their academics will fail.
  - (Geoff Cainen) Those are things we need to look at. We are not saying there's no activity, there's no sports. What we are saying is there's obviously the varsity teams, there could be junior varsity, there could be extra-curricular activities. There are all sorts of ways to do that. I have yet to come across a school, especially in this Board, that doesn't look at that seriously and try to get all the kids involved.
- So will there be more scholarships for kids, academic-wise, if we join Bridgewater and Park View together? Because right now, Bridgewater has their scholarships and Park View has their scholarships. Are we going to get more because they're combined?
  - (Geoff Cainen) I can't answer that question at this point. I don't deliver the scholarships.
- When this does take place? When will it happen? Will it be the start of the school year next year?
  - (Geoff Cainen) No. We've said right from the start that the one thing we want to do before we think about moving students is to make sure that any renovations in this building are complete.
- So is this why we have to combine them? To pay for the renovations? Because if attendance is down, why are you renovating? I went to this school. It was perfectly fine. But if your attendance is down, why are you renovating this school if your attendance is down, and now you're taking students from a school that was renovated, what, five to ten years ago to make it a more efficient Bridgewater Jr./Sr. High School?
  - (Geoff Cainen) A request went in to government for the renovation about four years ago. The renovation was approved for 13 million dollars, to do a mid-life retrofit for this building.
- OK. Was the numbers looked at then? Because the number really shouldn't have changed in four years.
  - (Geoff Cainen) I'm assuming they were. I wasn't here at the time.

- So, the other night at BJSHS, we had a meeting about program courses and the O2 course. As it stands right now, I don't know how many kids are in the Bridgewater O2 program, but at the meeting, it was made out to be a very good program from the students and the teachers' point of view. There's kids taking AP courses, pre-calculus, etc. I know a lot of students who take IB (sic) at Park View and there are more dropout students. There are kids that didn't want to take time to go to school, get a good education, so they went and did this O2 program and left school early, and now they're working. Is the O2 program going to be offered for two scenarios or is it just going to be one with 20 kids?
  - (Jeff DeWolfe) O2 is funded by the province. We get a large degree of funding from the province to run that program. The stipulation is one program per site and there's a cap on the students. We've thought about this question and the ratios are slightly lower in O2; therefore, there is a little bit of additional cost, depending on the ratio of the group. It's a 20 student cohort. There is nothing to prevent us from adding a second O2 program; it's just that we would have to do so within our regular staffing. A 20 student ratio is pretty much where we are on average anyway. So, if the interest were there for O2, and we do truly believe in the program, we could add a cohort.
- One scenario was to move the grade 9s from Bayview to 10-12, with the possibility of closing Bayview. If you take the 10-12s out of Bridgewater, you're only leaving 200 kids at Bridgewater Jr./Sr. High School. Wouldn't that be a possibility of closing their junior high school, and making them students go elsewhere? What will happen with those kids in a couple years when you do this again?
  - (Geoff Cainen) I think the scenario looked at the junior high students that would be left at Bridgewater High would be around 200 students. I think the SOC looked at what is the possibility of moving some of the elementary students over to the junior high to create a middle school at the current Bridgewater Jr./Sr. High School. The other piece of the puzzle the SOC has been working on is what are the surrounding boundaries for Bridgewater currently and are there students who, by bus have to go (and I'm going to use two examples – don't take it personally folks), people who live on the boundary close to Bridgewater would have to go all the way down to Bluenose (a long bus ride; much shorter to Bridgewater) or down to Pentz (could be shorter into Bridgewater as well). We could round those boundaries and bring some students into the current Bridgewater Jr./Sr. High.
- In one of the scenarios, you talked about if you were to move the kids from Bridgewater into Park View, a bigger school, it would provide an opportunity for the kids to make lots of new friends. In my situation, I would be looking at having the transition year being my daughter's grade 11 year, which, to me, is probably the single most important year of your education because you're applying to early entrance to university. Those are the marks you're applying with. What if you have a child, such as my own, who struggles socially at school? So they're already struggling in a smaller school environment, and now,

in the most important year of their academic career, you're going to put them into a school with hundreds of children where they are going to potentially get distracted, potentially bullied, and who knows what? So, I just wanted to remind you that the idea of it being nice and, oh, you can make lots of friends? Sure, for some kinds, that's going to work; but there are going to be a lot of children that you are going to be potentially uprooting that are really going to have a challenge with that. I also would like to remind you that, although you may not perceive this as being a direct academic type of issue, Bridgewater Jr./Sr. High School is the only school in any of these scenarios that is a walkable school. Every single child who goes to Bridgewater High School right now gets to walk to school or walk back, and that is not going to be the case for the kids if they have to come to Park View. And we all know that kids who are active and get some exercise perform better in school.

- So sorry about this, but I have a few things to say and I'm going to take some time. I moved to Bridgewater for the school. We have a terrific special needs program, terrific TAs. It's a walkable school. If you make my child come here for 10, 11, and 12, there goes her ability to attend any extra-curricular activities, because I have a job and I can't drive her to these things. Her only chance is to walk. You're also going to lessen the opportunities for these extra clubs and sports teams that we have because there are two schools and I believe it's a very healthy competition. Our kids are friends. They go to each other's dances. There's no issues with that at all, as far as I'm concerned. Now, you don't want the kids to be on buses, because that seems to be a big issue? You're going to have to bus the 10s, 11s, and 12s here from inside of town. So there, you're putting kids on buses. And the grade 9s not functioning in a 10, 11, 12 program? Forest Heights and South Queens seem to be doing it perfectly well. But if you're making this a middle school and going to change the catchment areas, does that not affect all of the other little feeder schools? You're going to take kids away from Pentz and Petite, who only have 120 kids combined? How are you going to keep that open if you can't keep open these big schools? Anybody?
  - (Gilbert Jackson) What I can address in those two questions that came up with the students walking to school. There will be a walking school, because PVEC is in the town and town has the infrastructure to allow that for kids who live within 3.6 kilometers of the school. We would have to look at the infrastructure to make sure that is was updated and have the proper safety considerations in place. We would work with the town of Bridgewater in that aspect. There would be students who would have the option, outside of that, to take a bus. We're not saying they have to, but we would provide that option for them, if they wanted to take the bus to school as opposed to walk. But certainly, the infrastructure is in place in the town of Bridgewater.
- This question may have been addressed at the first meeting. I do apologize. I was not able to be there. I'm just curious as to how you poor souls are going to make a decision,

because I don't envy you your job, because it is such an emotional issue. So I'm curious as to what parameters you have in place and what criteria you are going to use to make that decision. And I'm curious as to how much weight of what we have said here tonight will have on that decision-making. We have come here and put our hearts out on the table and I want to know that all of the comments, even though I didn't agree with all of them, will have some weight when that decision is made.

- (Heather Mackenzie-Carey) So, the question of do we listen here? Absolutely. After the first public meeting, we actually added another scenario because we heard another scenario. So, we do take that. We'll take the minutes and go back and if we've heard something here that will change one of the scenarios, or add another one, we'll do that. As far as the process, we're hoping to be able to come to a consensus, to be able to vote on the scenarios that we have left. If we can't come to a consensus, it will come down to a vote within the SOC.
- Just to add to these comments, their decision going from consensus to vote comes right out of the provincial policy, so they're following the directive of the policy.
- Mr. Jackson, I'm not great at visualizing distances. Can you tell me what is 3.6 km from Park View? I'm not sure there are there a lot of students in that area.
  - (Gilbert Jackson) We have a program called Bus Planner. It's a new piece of software the Board has. What it does, is it takes every student in our entire Board and inputs their address. It can take all of the students who live 3.6 kilometers from any school (it can use any distance, but our Board uses 3.6). 3.6 kilometers from Park View goes all the way to the corner of Dufferin and King Streets. It's based on a road network, not how the crow flies; so it might be different in some places, but that's about how far it would go.
- I'm just wondering if you could explain to me how exactly it would be more efficient for class sizes. I went to Bridgewater and I also went to university with large and small class sizes. I can honestly say I had much better experiences in smaller classrooms. I was wondering if someone could explain that.
  - (Jeff DeWolfe) The class size issue. Our role is, when the SOC asks a question, to give them information. This document has every class at Park View and Bridgewater, and the size of the class. So, the question was, smaller classes are good. Sometimes when classes get too small, you have to combine and teach two classes in one. The numbers are small and with a grade split teacher, that is certainly feasible and it works. The bottom line is we receive funding based on a class size that is about 20 or so and in high school, when you factor in prep time, it's hard to put an exact figure on it, but it's about an average of 22 or 23. I think officially it is 25, but the fact that students don't take a full load factors into that. We just can't carry a large number of small classes as a system. That's a reality. As an example, what we've done in the analysis, at Bridgewater, out of 68 courses, there are 14 that are below 12, and a couple of those are combined. At Park View,

there are 19 sections below 12. It is hard to sustain those sections. I would say that all of those sections are in jeopardy under our direct funding model. We are trying hard to provide extra support around small schools for equity so they can maintain those courses. Sustaining very small courses, I would argue that a course of 20-22 in high school is optimal. I'm not sure that a single-digit course is optimal.

- Could you speak to the opposite of that, about how big classes could get by combining schools?
  - (Jeff DeWolfe) By combining the schools, you should get class sizes that are more towards the middle than highs and lows. Currently, we do have some large classes in both schools; there's one at Park View that is 42, but that's a music class outside of the regular schedule. We have a 36, 33, 32, 29, and another 29 at Bridgewater, for instance, and the 36 is a Math 11 course. And the reason that 36 is there in Math 11, a very important course, is likely because there are a lot of smaller courses. You can see the push and pull. By combining them, you just gain efficiencies to level off the sections. The other factor is, when you have a school that has a cluttered time table, if you have multiple offerings of the course, there are fewer conflicts for students. So when they choose that course, the numbers become more balanced. So what you see now, in both schools, is, for example, three sections of history 11, you may see one at 29 or 33, one at 29, and one at 8. There is an inefficiency with that. Just from a pure numbers perspective, when you have more students, the time table, the options, the conflicts, there's just an efficiency with that.
- Which ones are they? Are they core courses? I'm assuming that if they're going to be cutting some of their courses in Bridgewater, they will be ones that aren't necessarily required. Will core classes increase? I imagine those would be some pretty big class sizes, right?
  - (Jeff DeWolfe) Biology 11 Advanced – 3 students; Biology 12 AP – 4 students; Yoga 11 – 5; Drama 10 – 7; Music 10 – 9; Drama 10 – 9
  - (Jeff DeWolfe) These are not core courses. Remember, in high school, there are several course options. Drama could be a required course, although it could be Drama or Music. You have clusters of courses that are put into specific categories and you have to have so many from each category, with the exception of Mathematics, English, and you have to have a Phys Ed credit. So all of those, in some ways, are compulsory courses. You have Phys Ed 10 and 11, Philosophy 12, Phys Ed Leadership 11, Physics 12 and Physics Advanced 12 combined class – 13; English 12 AP – 12; Biology 11 – 13. There are a number of courses that are required or one of the options in the cluster that are very small. Those are courses that are difficult to maintain. I'll give you a couple from Park View – French 12 Immersion and IB 12 combined course – 6 students; IB History 12 Higher Level – 7; IB Visual Arts 12 – 7; Music 12 – 8; IB Visual Arts 11 – 9; Physics 11 – 10;

Philosophy 12 – 10; IB French 11 – 10; IB Theory of Knowledge 11 – 11; IB Theory of Knowledge 12 – 11; IB English 11 – 11; Science 10 – 12, and that would be an example of getting to the point where there are time table conflicts, which would mean that there would be other Science 10 sections, probably six or seven, and one ends up with 12 students because of time table conflicts. Those are examples of courses that are difficult to maintain with the numbers we have, in both schools.

- (Geoff Cainen) This is an example – and this is not to say Bridgewater or Park View; this is the way it's happening now – when you're in a smaller school and you're offering a course like Math 12, if the numbers are really small, the potential is there that you may only be able to offer it once a year. So that may go in first semester, depending on the selections that students have made and what other courses they need. If a student is not successful in that course in first semester, and it's not offered in second semester, something has to happen right away. What are we going to do? In a larger school or one with more students, the opportunity to offer a course like that in both first and second semesters exists. That's just another point. I'm not for one second saying that's the case in Bridgewater or Park View at this point, but it is a reality that is possible.
- I'm just wondering about facts and figures that go behind some of the assumptions that are made up here. So for example, there's a statement that Bayview is \$500,000 extra for buses, but that doesn't consider the savings from not operating an entire school. It just says more efficient class sizes but no changes in permanent staffing. With the numbers you just listed and the number of people in a class, I can't imagine you need the same number of teachers to teach these more efficient classes. How many students are now on a bus that weren't on a bus before? How many are on for an hour, when they didn't go an hour before? What is the actual impact on some of the extra-curricular activities? These are all different factors and there is lots of information here. It's a mixture of comments that were made and statements that aren't really supported, at least by what we see. I know you're looking at a lot of information, but it would be good to see at the end of scenario 1 or scenario 2, what is the utilization of a school, what is the expected class size, what is the effect on busing, the cost, the people, how far they're going, how many are now walking that weren't? With all of those different factors, it would be nice to see the results of those laid out; not just the money, but the impact on things like the class sizes, teachers, and those sorts of things. And related to that, it would be nice if we could consider different combinations of options. For example, option 1 was keep things as they are and no changes to the catchment areas. Now I have no idea if this is true or not, but maybe if you considered option 1 as it is, but change the catchment areas, you could improve utilization or address some of the other issues you have. It would be nice to see what the effects of those are, because they're kind of all mixed in together, and it could be done in other combinations.

- (Geoff Cainen) Your points are good points, and I think, I don't want to speak for the SOC, but I can guarantee you that by the amount of data we have been getting for them, most of that type of information has been given to the SOC to make their work easier and make those recommendations. Catchment areas is something the group will eventually get to. They've gone from these scenarios and the background work that they are doing, and I think, in the end, they will be able to sit down and see what is left on the table and what is left as viable options to bring forward out of those scenarios. There could be blending, there could be only doing one thing and leave everything else off the table. I have no idea what they'll come forward with. I just know that the SOC is relentless with wanting information and trying to make a really sound decision. That work is going on, for sure.
- I appreciate that you have to think about academics, and efficiency of bringing courses. But as a parent and a grandparent, I want my children and grandchildren to be looked at as human beings, not as a number, not as a seat, not as a body, in Physics 12 or in an AP or IB class. I want them to be looked at as a human being and I want them all to have the opportunity to be on sports teams, to be on student council, to create all kinds of different groups they have available to them, in each school. When you have 1100 kids, 900 kids, 800 kids, those opportunities are lessened. And for some kids, this is what makes the difference in a school being a place they want to go to and a place they want to stay at. When you have three kids in a class and you can interact with those three kids, those 10 kids, those eight kids, this is going to make a difference in some child's life. And if we make that difference in some child's life, what we've done is worth doing. I would be very worried about what the future will hold.
  - (Shelley Mann) Thank you very much for your comments. I would just like to respond that we are definitely considering that. We are all parents on the SOC; so we all have children in the school system and we realize all of those affects. I would just ask you to, we are trying to consider all those things, extra-curricular or not. Looking at all of the scenarios, sometimes there are increased opportunities for students. We are trying to be open-minded about all of that and we're certainly considering students' needs. We're also considering how we can best prepare these students, when they move onto whatever they are going to move onto, whether it be employment or Community College. We are considering all of those factors.
- I guess I'm losing track of what the actual mandate is for the committee. Trying to keep focus on where we are and what is the direction? Is it to fill Park View? Because it seems like that's where we're headed, to make sure that the number is here for full utilization. And I understand that you need those numbers for added space; we're renovating here to do that. But I also understand that the student is more than academics. Academics, arts, athletics – there's many things in a well-rounded student that needs to be taken into

consideration. You've eliminated scenario 3 because it would lead to closure of Bayview, correct?

- (Heather Mackenzie-Carey) No.
- For what reason?
  - (Heather Mackenzie-Carey) There were a lot of reasons for eliminating scenario 3.
- I'm looking at that. And I'm looking at even if Bayview didn't come with the grade 9s to Park View, did you look at the scenario with Bluenose and Hebbville grade 9s (but not Bayview) coming into Park View? Is that an option? Does that scenario work?
  - (Heather Mackenzie-Carey) We didn't look at that. We'll write it down.
- I'm trying to look at all the options and I understand that if I had a child and I lived in Blockhouse or in that area, yes, I would like to have an elementary school close by that my child could go to. I graduated from Park View. My kids went through Park View. I know there's a lot of people here that went through the Bridgewater feeder system. Yes, we were rivals by times, but we all live together and we all get along. I think that we need to definitely – and I know you guys are doing a lot of work, the hours that you're putting into this is phenomenal – but I think that I'm not sure if all the scenarios are totally being looked at. If you bring Bridgewater High school to Park View, the parking scenario won't – these guys aren't walking three and a half kilometers when they have their driver's license. And they only have enough parking here now to deal with the students that are here. That's one of the things. Grade 9s don't drive. 11s and 12s are driving. So is that not a viable option to do this? Is there some reason why that can't happen? I know that if you're in the Bridgewater catchment area, or if you're in the Park View catchment area right now, you're not allowed to change schools unless you want to take IB. Would the movement help put more students in Bridgewater if it was allowed?
  - (Heather Mackenzie-Carey) It sounds like there might be another scenario in there. I'm not too sure, but we'll take a look at that. But as far as our mandate, we are not to look at operational concerns. We need to step away from that. These are the five things in our mandate – one is the programming; we still haven't really addressed catchments yet, so that's still coming up; the utilization and operating costs; the grade configurations; and we also have to look at whether or not Bayview should continue. That's our mandate. That's only our mandate.
- One of the things I'm having a hard time understanding is, if I'm understanding the scenarios correctly, there's a lot of talk about how moving the kids from Bridgewater to Park View will be optimizing their opportunities because they can potentially take IB, which they already have that potential option to do anyway, and they might have better scheduling scenarios. But it's also saying that it appears the decision has been made that AP is automatically off the table. Whereas in the first one it says that AP may come off the table, it doesn't say necessarily that it will. So I guess I'm having a hard time understanding how this is optimizing. I kind of just want to remind the committee as well, I don't think I really need to remind the committee, I want to remind the School Board that Bridgewater,

in the last five years, has produced two graduates who have gone to Harvard. I'm not sure how many of Park View's IB students have gone to Harvard. So I guess I just want to remind you that, when you're looking at kids' long-term future, even though you sort of want to underplay the value of sports, we're not looking at sports, we're looking at program options. Again, when you're applying for scholarships, being on a sports team and committees helps you get into university as well as your marks. I don't think our students would have gotten into Harvard if they wouldn't have had those opportunities from being in a small school. I also want to make a comment from a few comments back about scheduling, where in a small school, there would only be one option for maybe Math, and if you fail that Math course, well you're kind of done for the year. Whereas if you were at Park View, you would have more options; if you failed Math, well you could just do it again. I think the difference between a small and big school is that in our small school, our teachers would be paying a heck of a lot of attention to ensure that our students aren't failing Math. Just a reminder of that.

- (Jeff DeWolfe) Thank you. Very quickly – the Department of Education and Early Childhood Development requires each Board to have an IB program and they fund us for that. The only school that has a population big enough to run an IB program is Park View; that's why the program is here. As I said earlier, I'm not saying IB is better than AP or vice versa. I certainly respect AP. That's the only reason the IB program is here. And secondly, I would expect all of our teachers to have that same care for students and to be concerned about their education.
- I have a question of clarification. Although I live in Bridgewater and I've had children and grandchildren in the school, I work in Chester, so I've been interested and watching what's been happening with Tancook school. I have a question for clarification for Mr. Cainen. Looking at their minutes, there was a question about the designation of the school. In their approved minutes, it says "there was a meeting that took place at Forest Heights in June where it was noted that there were mistakes in the Long Range Outlook for the Board and the whole document needed to be reviewed again". You're attributed to saying "it was decided that the Board would wait until after the two reviews were complete before revising it". So I guess my question is, how does one effect the other, to go through a 116 page document and make changes, what does that do to the school review process? Are we at it again, or what?
  - (Geoff Cainen) The typo in the Long Range Outlook that I think you're referring to, was around the designation of Schools by Necessity. I think we forgot to list it for New Ross Consolidated. That's a living document and, as we talked about, it needs to be updated. That's the whole idea of that document. No, we would not be going back through this process again for these schools.
- So the Long Range Outlook doesn't affect the School Review Process?

- (Geoff Cainen) The Long Range Outlook is where the Board actually makes their decision about the schools that would be going through the School Review Process.
- So then my question is, what are they going to be changing?
  - (Geoff Cainen) The Long Range Outlook is a living document full of data. So when we do work on buildings, if we get reno money and we put a roof on a building, we go into the Long Range Outlook and update it on a regular basis. It's our working document and the Board's living document in terms of where we are with our schools.
- You or Mr. Walker said, at the beginning, that staff are available to this committee to find out information. I'm assuming you're talking about Central Office staff?
  - (Geoff Cainen) Yes. What we've done is, I say Central Office staff, but we wait to see what the questions are and we go get the answers, whether it's from our PowerSchool database, whether it's our HR Director, our Ops Director – whoever needs to get the answers for the group.
- So I guess my question is, were the administration and students of the two schools involved consulted in any of these scenarios and if not, why not?
  - (Geoff Cainen) What we've tried to do, and this goes back to the way the old school review policy used to read, you would often have the superintendent, directors, principals, or staff, or anyone else, sitting in on the group, influencing the group, with their opinions. What we've tried to do is take the opinion factor out of it and stick with the facts. Everybody has an opinion. Sometimes they're based on facts and sometimes they're not. What we've tried to do is give the 20 individuals that have been charged with this responsibility all the facts they need as they feel they need. Mr Walker, as part of his role, he went to both schools and sat down and asked the principals very specific questions around the information we wanted to gather. He asked them the same questions. They were data questions, not opinion questions. That information was shared with group. But really, we've kept staff out of this process as much as we can. Central staff are only there when needed.
- Now I have a question in relation to your comment on that radio that moving the grade 10-12 out of Bridgewater was not closing Bridgewater High School. It would be then called Bridgewater Junior School. Is there some kind of new Math or something, because I would say if you move the 10s, 11s, and 12s out of that building, it is no longer delivering high school programming?
  - (Geoff Cainen) You are correct. It is not delivering high school. I absolutely agree with you.
- So therefore the high school will be closing then.
  - (Geoff Cainen) My comment was around the word "closure", because the word closure has a definitive meaning. It's almost like a lightning rod word and I didn't

want anyone in the community to think that the actual building itself, – because that’s what we go by for a school closure, you’re actually closing the building up, putting boards on windows and putting a lock on it and that’s it. That would be the case, for example, with the potential for the school review going on in Big Tancook Island. I didn’t want anyone to hear or think that the governing Board had made some decision to actually physically close that entire building. That’s never been the discussion.

- But the high school component of that building at 130 York Street will be closed, under that scenario.
  - (Geoff Cainen) Those children would move, if that’s the scenario that is accepted, would be going to Park View.
- So we would no longer have a high school in the town of Bridgewater. Correct?
  - (Geoff Cainen) I believe Park View is in the town of Bridgewater.
- The main town of Bridgewater; in that main part of Bridgewater, in that school lot.
  - (Geoff Cainen) I’m not going to argue over the main part. It’s within the town limits.
- Just a comment with respect to the next public meeting you’re proposing. That proposed meeting is during holy week services, the Thursday before Good Friday. Maybe some people might want to go to services or more importantly, staff may want to have a long weekend. Is there any change of reconsidering that?
  - (Geoff Cainen) I think the SOC has already done that. They are adjusting that.
- Thanks to the staff from Central Office for coming out. We asked that at the last meeting and you turned up this meeting. You’ve built trust in the process, so thank you. I understand that there’s a policy around the decision-making of the SOC. What I’m not clear on is whether there is a policy that demands that the Board itself integrates the recommendation of the SOC into their decision-making. If there is no policy, is there a precedent? Does the School Board have to integrate the outcomes of this public meeting and of the SOC?
  - (Geoff Cainen) I’ll attempt this. I think I have your questions. The policy is new, only two years old. The Cape Breton Board, this Board, and perhaps one other, are the first ones through this review. The policy states that the SOC comes forward with their recommendations to the governing Board at an open public meeting. I would suggest this is complicated enough that it’s not going to be in one meeting; that indeed the Board is going to want to look at it, review it, have questions, go away, come back again, so it will probably take a few meetings. In the end, the governing Board has the right to accept the recommendations, to reject the recommendations, or to modify the recommendations. Did I answer that?
- Yes. The dodgy part of that, so to speak, is it could lead the entire public consultation process and the work of the committee for naught, it a group of folks who are being lobbied by whatever groups happens to be lobbying them in their decision-making make

another decision entirely. It throws a political level into what is essentially a fundamentally a public citizen process.

- (Geoff Cainen) So, I agree with you. I think it's a very fair question. I was the co-chair of this new provincial policy and it's my sincere hope that, in the writing of the policy, that it actually eliminates that piece. Before, I don't know if you've been to public school closures in Nova Scotia before, but often, at the front of the room, we would have eight or ten Board Members. I can tell you, maybe not in the South Shore because they're far more polite, but the board I came from, there would be yelling and screaming and hollering and going on and pounding the tables and tears being shed. And that's enormous pressure placed on eight or ten individuals. Not that these 20 are free from that pressure, because I know they're not. But they are taking all of the data, free from opinions of staff, and they're actually working through it. You really can hear that from the SOC, and not from me as the Superintendent. But that's truly the belief behind that policy. When they come forward to the governing Board, the governing Board has their opportunity to ask questions, seek clarification, and then make a decision. And it should be without all of the political pressure that you speak of, or the community pressure. It is solely based on what the SOC is bringing forward.
- So that's the intent of the policy, but it's not embedded in the instruction of it.
  - (Geoff Cainen) Yes. That's the idea.
- The only other thing is it seems like this is largely being driven by population decline and enrolment decline.
  - (Geoff Cainen) I think it's the starting point for the discussion around making sure that students have every opportunity to get the courses, the best opportunity for course selections. This is not about the quality of the teaching. It's not about the quality of the principals in the buildings or anything else. It's truly about can we give every student the best opportunities of course selections possible. And I'm going to be honest with you. We are a Board that's facing decreased revenue, yet again, this coming year. And it's difficult to continue to staff our schools at the same rate every year when you're finding \$700,000 and \$900,000 every single year. So you need to look at where can you make logical decisions that would say we haven't, and I'll say this and people will boo almost, we haven't affected students to the extent that perhaps we would if we had made other decisions. So if we can combine schools, if that's the option, and allow kids to still get those courses, with numbers that aren't crazy over the top (at Park View with 35 and 45 kids in a class, but reasonable numbers), try to make sure they've got a soft landing if indeed they are not successful in a course, in second semester. Those are good discussions that the SOC is trying to look at.
- The only other point is we need more kids so we should be all making babies. It seems like we could begin to turn around the population decline in this region. That would

actually complete the chain of discussion we're in at the table. There's a bigger discussion we all need to be in in our communities if we're worried about our school or health services. We actually need to start thinking about how to make this an attractive place to live. And, of course, closing schools doesn't make it attractive; but, you're being driven by, I understand the factors that you're being driven by. The last point for me is that Mahone Bay is a community that is getting younger and bigger, so the idea of closing down the school in one of the community's that's bucking the population trend from the decline, seems to be like the opposite of what we should be doing. That's just what we need to be keeping open because that scenario is attracting people and the more people we attract here to this area, actually the better it's going to be for the school system as a whole. I think there's something about the whole review process that demands we all look at the area as a region, rather than dig in and have turbulence. My kids go to Bayview, so I'm standing here doing it. We've got to look at what's attracting people here and if you've got a school in a community that's attracting people and it's growing, then we need to invest in that so it attracts more people and continues to grow. There are decisions here that aren't just about education. They're actually about our communities and our region. The decisions that you and the Board and the SOC makes are bigger than just the education system.

- I have a daughter at school with a disability and when she moved into Bridgewater High, we were informed that there was no time in the junior/senior high school schedule for remediation. So as a result, my daughter will graduate illiterate, which to me, is unacceptable. That's the absolute failure. I'm a little bit intrigued by option #2. It sounds like a larger school offers a little bit more in flexibility in scheduling and I'm wondering if that flexibility in scheduling will extend to what can be offered to students with challenging disabilities.
  - (Jeff DeWolfe) Great question. I'm not sure where to start here. My former position was in Student Services. I know our LD numbers; I know where they are and I know the support that those students deserve and need. I think that in a larger school, there is the potential that we can bring some services together for groups of students and concentrate that service. We actually have a pretty good strategy for learning disabled students and support structure. It shouldn't really look different from school to school. The issue we have is, you mentioned the one-to-one intervention, I think is one of the points you made at the beginning.
- Yes – remediation. She doesn't read and write, so there's no time to go back and teach her to do that now that we know that she has a learning disability.
  - (Jeff DeWolfe) We can talk a little bit more about your daughter's case. I would say that we have programming around LD; we do have four personnel who we dedicate for that and they work with our resource teachers in the schools. We believe we've accomplished a lot, so if there are issues, we would like to know about them, because every individual is different. There's a point, when we're

looking at how best to support a student, that we're also providing them students with tools and adaptations so that they can compensate for some of those things and stepping back a little from the remediation. There's a balance there, obviously. I would like to talk to you more about that.

- (Geoff Cainen) Just before you leave the mic, do you drink tea?
- No.
  - (Geoff Cainen) Because I do and I was going to tell you to come to my office; I want to sit down and have a cup of tea with you. We need to talk.
- I drink water.
  - (Geoff Cainen) I thought she said wine.
- I want to acknowledge all the great work the SOC has done. It's a really hard job and I would definitely not want to be in your shoes. I guess I'm not really understanding or maybe it's not clear to me, the issue around catchment and why it's not being considered in this process.
  - (Heather Mackenzie-Carey) It is, we just haven't gotten to it yet.
- But that could have a huge impact on your five, possibly eight, options. I guess I'm not understanding why catchment isn't being done until after this part. I understand the process. But the process seems backwards a bit.
  - (Gary Walker) Catchment, to you, means?
- Well, I think it's boundaries. They could change those boundaries.
  - (Gary Walker) In what we call our drop downs, we may only get to one item, and not get to catchment. Our recommendation might be to not change catchments. We started at our last two meetings with maps taking a two kilometer radius around the town to see what groups of kids are going where, and how far they are going on the buses in certain directions. The committee has taken that apart. We can actually see where the children live on the map and things like, can these five kids go over here, because they're going an hour that way, can they come over this way. Bubby sits with us and explains that all to us. The parents seem to know it better because when we point to a map, they're on top of us. We are getting to that, but before we do, we can't move anybody unless we create space. If we do status quo, there is no catchment because there is nowhere to put kids. We know if we can move kids certain ways, we've talked about it, the conversation of do you want to take that child in grade 5 and move them for a year when they have one more year to finish.
- If you did think about catchment in different ways, you might have more scenarios, and that's what I'm wondering.
  - (Gary Walker) Catchment is #2, so we do have to consider it.
  - (Siobhan Doyle) So far, what Gary is saying, is that if we start with high schools, which is where we started, and we've got two high schools – we've got Bridgewater and we've got Park View. Either we move some kids into Park View

and then talk about catchment or move kids into Bridgewater High School and then talk about catchment. The only two ways to do that was to look at the scenarios; the first scenario is status quo, and that moves nobody; the second scenario is to move Bridgewater, so that's a possibility to look at catchments, which we are doing; the third option would be to move grade 9s from the feeder schools, and then look at catchments, but by moving the grade 9s, we've already figured out that that's not helpful for anybody. Really, the only scenario of moving the kids into Park View from Bridgewater and then look at catchments, and that's exactly what we're doing next week. If you have an interesting way of looking at catchments, I would like to hear it.

- We have three rural high school. Where does New Germany fit into all of this?
  - (Geoff Cainen) Thank you. That's a very good question. The Long Range Outlook for the South Shore Regional School Board, if we looked at it tonight, and flipped to the back page, New Germany Rural High and that feeder area is the next area to be looked at next year. It's very difficult to take the entire structure at once and look at it. So, this well come forward as the first piece, and next year, if the Board so chooses to go through the school review process for that family of schools, that will be looked at. And that could have, and I'm just putting it all out there, it could have ramifications back here. We need to, at some point, say what could that do to the Park View family? Is it possible for recommendations to come in two, four, five years out, based on the review they do in that area? It's an interesting area, in that the high school is far enough away, and we have students on the far end of the New Germany area who, if you didn't have the elementaries or the high school, students would have a fair distance to come all the way in. I'm certainly aware of the Pine Grove and West Northfield areas and the complicated factor around there and some decisions that were made in the past, but it does have to be looked at. It's just trying to figure out the pieces of the puzzle one at a time. This one is first, and next year is New Germany.
- Isn't Blue Rocks to Park View the same as New Germany to Park View?
  - (Gilbert Jackson) The kids that live at the far end of Barss' Corner, in order to get to Park View, is much further than from Blue Rocks.
- What about the Springfield area line?
  - (Gilbert Jackson) That's not the furthest point in the catchment area. The furthest point is actually up the Barss' Corner Road. Students going from Barss' Corner Road coming to the school, that route alone takes about an hour, and then you have to get them to Park View. It's not up for review right now, but that's the situation you're dealing with in that community.
- Well why hasn't it been looked at?
  - (Geoff Cainen) I promise you we will be looking at that next year.

- Well it should be looked at now. I live in Turner Heights and I had the choice between Park View and New Germany. I chose Park View because it was a bigger school. It was a big mistake on my behalf. Just my own personal feeling. Everybody is different. The kids need a choice. Not every child does well in every school system. I did well in a smaller school where I could get the extra help I needed. When you have a bigger school that's flooded with all these kids, you get lost if you're not academically strong or athletically gifted. My own personal feelings. I was a number. My mom was dying, and when my grandfather came to find me, they couldn't find me because he didn't know my student number. Now, since I have your attention. You talked about moving the 5s and 6s in with 7s, 8s, and 9s. How does that affect programming, busing, time start in the morning, curriculum? What about the iPad program? Bridgewater has a fantastic iPad program that sets the kids up for university because they need to know how to use the technology. Park View doesn't have the iPad program. Did you look at the births for your upcoming numbers? Did you go back to all the births?
  - (Geoff Cainen) I'm going to try to ...
- You want my notes?
  - (Geoff Cainen) No thanks. I've got them right here; all verbatim. Thank you. Was Mr. DeWolfe the principal when you were here?
- No, that was back when there used to be a thousand kids here. I was here then.
  - (Geoff Cainen) We're only going to go to a population, if we move the schools, of around 850. I just want to go back to your very end question about birth rates, etc. One of the things we did in preparing for this, in terms of the Long Range Outlook and for the School Options Committee, is we sent our info to all of the municipalities and we had their staff fill in a large component of information around potential housing developments, birth rates (we were able to get that information from government statistics). All of that is built into the information we gave the SOC through the Long Range Outlook. I know Mr. DeWolfe wants to talk about combining the grade levels and the iPads.
  - (Jeff DeWolfe) It's a recommendation on the table around moving the 5s and 6s. What we see happening at Bridgewater Elementary is, and it's on our list and there might be some alterations done, there are a lot of students who need special spaces. Even though it's not at capacity yet, we really have to be careful of that capacity number because to be at 100% capacity, it would be crowded; so, to create some space, we could potentially create a middle school. Configurations in the province vary; they can go 5-9, they can go 6-8, they can go 5-8. So either a 6-9 or a 5-9, and we have the space in the building if the 10-12s weren't there. That's kind of the scenario that the SOC has looked at. We're not making that recommendation, but that's a scenario that came up. You could separate the 5s and 6s on one floor so they're kind of separate from the 7s and 8s. That's the typical way they organize those schools. As far as the expectations around

technology integration, we believe strongly, as you said, thank you, that we need to teach the students to use technology responsibly and ethically. We believe it's a valuable learning tool. We do believe it's only a tool and not to be used all the time and is only to be used when appropriate. We are proud of the efforts that have happened at Bridgewater. There is no question that they have embraced our program and we've seen a lot of great things they've done there. I would like to acknowledge that. We have made it very clear in this process, that we have the same expectation of Park View when the renovation is complete.

- I'd like to thank the SOC for their efforts in all of this. It seems the Board has already made their decisions and it's just using them as a scapegoat.
- I promise this is going to be the last time I'm going to make a comment. You talking about technology reminded me of something that, on Monday, I learned, when I went to the grade 9 meeting for the parents and I'm wondering if the members of the committee are aware of this, because many of you are elementary school students and not at the point where you're having to help your child choose their courses for next year. But what I wasn't aware of, was that there is actually a virtual school aspect for high school. What we're looking at is the potential for optimizing the courses. If there's a course that can't be offered, or can't be scheduled within our small school, students do actually have the opportunity to take it virtually. Has that been brought up?
  - (Jeff DeWolfe) Absolutely. We have virtual school courses being offered at both schools and throughout our Board. The numbers, provincially, are actually spiking now. This semester, the enrolment has grown almost to the point where it's challenging our capacity. They're looking at creating a second generation of virtual schools. In other words, changing the way they're delivering them, slightly, and expanding them. That will definitely be a growing option.
- Regarding catchment areas. About 12-13 years ago, I was working for the education department in the UK and at that time, we got rid of catchment areas. Any child could go to whatever school they wanted. I'm wondering if that is something that has been considered by the committee.
  - (Geoff Cainen) I'm not sure you're looking for a real answer. But I think it's a wonderful idea. I think one of the stumbling block is the infrastructure we have around transportation. If I had my way, we would have no boundaries and it would be an open system. I totally agree.
- I just have one question. You talk about less teachers if they joined schools and they won't need them. The Bridgewater school would be just 7-9, etc. What about the administration staff? As of right now, today, for an example, the vice-principal of my son's school called me first thing with an educational problem he was having that wasn't diagnosed earlier. Is that something that's going to happen if these two schools collide? Will he get recognized as a disability, learning disability, any type of disability?

- (Jeff DeWolfe) We have high expectations of our administrators. They are the second most influential on the achievement and success of your child, next to the teacher. So I would hope that you would get that in every school. Our allocation of administrators is based on ratios, so more students will impact the number of administrators.
- So you could have a principal and three vice-principals?
  - (Jeff DeWolfe) Potentially, depending on the numbers. What I'm saying is, the same amount of time would be there, and the expectation is the same.
- I see the Pre-IB information night information night over there. I'm certainly thinking that students who go to Park View next year in grade 10, they are part of the IB process. My child is in grade 9 right now at Bridgewater, so she will not have started the AP process but will arrive at Park View in grade 11, potentially. What are her options going to be?
  - (Jeff DeWolfe) I know this has come up. The SOC will make a decision and they will make a recommendation to the governing Board and the governing Board will make a decision. At that time, we will immediately start to respond to whatever decision that is. So, if indeed, the decision is that they move, then I know this is a big issue. We talked about this as a possible scenario, because it has come up. We would then look at ways to make sure that every student has the opportunity.
- But they won't be able to start IB. So will AP be still offered to the students coming from Bridgewater?
  - (Jeff DeWolfe) We are not getting ahead of ourselves, because we do not know what the decision is. But we have played with a couple of different scenarios, just from the start. Mr. Cainen has actually made contact with the province and asked a question about that, in the event that it does happen. So I'm telling you that we will respond to those concerns immediately after decisions are made.

Mr. Walker called for final questions. Hearing none, he encouraged public to send their comments and questions to your SAC members, as they are the voice at the table. Their information can be found on the various schools' websites.

Thanks to everyone for coming out. The SOC will meet next week. The last public meeting date has not yet been decided, as it had to be changed so that Board Members could attend. (It was originally planned on a regular Board Meeting night, so had to be re-scheduled.)

The meeting adjourned at 8:34 p.m.

**South Shore Regional School Board  
School Review 2015-2016  
BHS/PVEC School Options Committee Meeting  
Wednesday, March 2, 2016, 6:30 p.m.**

**MINUTES**

**1. Record of Attendance**

In attendance – Gary Walker, Andrea McGinnis, Kim Benjamin, Stephanie Martin, Leif Helmer, Tina Grace, Erica Moore, John Biebesheimer, Heather Mackenzie-Carey, Mitch Foley, Sarah Tingley, Maja Kelley, Palma Champoux, Pam Hebb, Siobhan Doyle, Iris Charlton, Cheryl Veinotte

Regrets – Melissa Risser, Allen Sullivan, Shelley Mann, Hope Demone, Anne Burgess

**2. Approval of Agenda**

Mr. Walker reviewed the agenda. There were no changes.

**3. Approval of Minutes**

A. Public Meeting Notes (16-02-02)

*MOTION* by Siobhan Doyle, seconded by Kim Benjamin, to approve the minutes of the February 2, 2016 BJSHS-PVEC SOC Public Meeting. *Motion Carried*

B. BHS-PVEC SOC Meeting Minutes (16-02-11)

*MOTION* by John Biebesheimer, seconded by Leif Helmer, to approve the minutes of the February 11, 2016 BJSHS-PVEC SOC Meeting. *Motion Carried*

C. BHS-PVEC SOC Meeting Minutes (16-02-18)

*MOTION* by Erica Moore, seconded by Andrea McGinnis, to approve, as amended, the minutes of the February 18, 2016 BJSHS-PVEC SOC Meeting. *Motion Carried*

QUESTION TO BOARD OFFICE STAFF FOR CLARIFICATION:

- If BJSHS grades 10-12 students move to PVEC,
  - what would the impact be to the International Student Program?
  - would Advanced Placement be lost, over time?

D. Public Meeting Notes (16-02-25)

*MOTION* by John Biebesheimer, seconded by Sarah Tingley, to approve, as amended, the minutes of the February 25, 2016 BJSHS-PVEC SOC Public Meeting. *Motion Carried*

**4. Debrief of February 25 Public Meeting**

A. Question on Numbers?

Mr. Walker verified with Board staff the enrolment numbers from the slides in the presentation. The numbers used were correct, according to the information received. However, they appear confusing because, as informed by Gilbert Jackson

and Andy Selig, approximately 18-20% of Bridgewater students will transfer to Park View.

QUESTION TO BOARD OFFICE STAFF FOR CLARIFICATION:

- Further clarification will be requested from staff to ensure accuracy, including projected enrolments number and the school year the numbers represent. Specifically, the SOC would like to have projected enrolments for the 2017-2018, 2018-2019, and 2019-2020 school years, with an explanation of how those numbers were established.

Some members challenged the 18-20% comment above. It will be important to obtain accurate information.

B. New Scenarios?

Question – Could Bridgewater have two high schools with specific, but different specialized programming, i.e., an Arts/French Immersion school or a Science/Trades/Technology school?

- This question has been forwarded to Board Office staff for a response.

Suggestion – Move grade 9s from Bluenose Academy and Hebbville Academy to Park View (but not the grade 9s from Bayview)

- This suggestion is similar to two of the SOC's original four scenarios, which have been removed from discussion, as moving grade 9s into Park View does not improve programming for senior high school and would only further under-utilize those schools, and possibly jeopardize enrolments at other schools.

Discussion took place regarding busing Bridgewater students to Park View.

REQUEST TO BOARD OFFICE STAFF FOR CLARIFICATION:

- Further clarification will be requested from Board Office staff regarding a hub busing model (i.e., would there be a handful of stops created and students would be responsible to get to one of those stops; would students who live 3.6 kilometers or more from the school be picked up at stops near their homes, etc.).

The Committee also had a conversation around communications among the group, whether it is a question to be asked at a future meeting, a question asked by a member of the public, etc. It was noted that the SOC members who are getting most of the questions from members of the public are from people who are involved in the schools that may be most impacted through the school review process. Members are expected to filter their questions from the public and if they cannot answer a question directly, they should bring it to the regular meetings to be addressed.

C. Any other items?

i. REQUEST TO BOARD OFFICE STAFF FOR INFORMATION:

- Although scholarships are not part of the Committee's mandate, they are requesting information regarding distribution of scholarships and how scholarships, in general, might be impacted by a "merger" of grades 10-12.

ii. Clarification regarding the renovations at Park View

- At the public meeting, it was suggested that Park View is being renovated to accommodate the grades 10-12 students from BJSHS; insinuating that the Board has already made their decision on this review.

The SOC want to clarify that the renovations at Park View are not making the school bigger. The renovations are a mid-life refurbish project intended to upgrade the school for the 21<sup>st</sup> century learner.

5. **Next Level of Drop Downs**

It was noted that the SOC will not discuss, in detail, utilization and cost because whatever recommendations the SOC makes, the Board's decision will have to take those into consideration. Also, the SOC determined that Bayview will still be needed beyond 2020, so that topic will no longer be discussed.

The Committee worked in groups to discuss programming, grade configurations, and catchment areas in regards to the two remaining scenarios – 1) Status Quo and 2) Move Grades 10-12 Students from BJSHS to PVEC. A point-form summary of that brainstorming session follows. **NOTE: A consensus of the Committee was not attempted in any way. The notes below are results of the Committee's brainstorming session and are in no particular order.**

A. Using the objectives assigned to this review, what recommendation can we look at in terms of High Schools, Junior High Schools and Elementary Schools? (programming)

- Status Quo
  - No immediate program changes but expect loss of programs in near future.
  - Likely loss of AP at Bridgewater.
  - Choices will become more limited as/if enrolment declines.
  - Courses required to graduate will be kept.
  - Would French Immersion be safe?
  - No recommendation
    - \* Will continue to reduce options
    - \* Bridgewater will end up with core programming only

- Status Quo means nothing will change except a deterioration/decrease in program options. Schools could end up with core programming only and this may not be maintainable.
- Move Grades 10-12 Students from BJSHS to PVEC
  - Continue to have program options, wider selection, may add or re-introduce other options.
  - IB will continue. AP will likely be dropped.
  - Core French can be offered.
  - Merged high schools/shared campuses.
  - Staff consider re-programming for optimal results, given a greater pool of students.

**B. What catchment decisions can we recommend?**

- Status Quo
  - Bottom line is no need for changes unless 10-12 BHS moves to PVEC or there are developments in Pentz/Petite.
  - Do we need to make a change?
  - For consideration based on what may or may not happen. No one scenario weighted differently.

Petite Open/ Pentz Close	Pentz Open/ Petite Close	Both Close
<ul style="list-style-type: none"> <li>• Kids closer</li> <li>• Move kids who are closer to Bridgewater to BES</li> <li>• Remainder to Petite</li> </ul>	<ul style="list-style-type: none"> <li>• Small grouping just beyond Bridgewater boundary to BES (Riverside Drive?)</li> </ul>	<ul style="list-style-type: none"> <li>• Larger portion of Pentz to Bridgewater Riverside</li> <li>• Kids to Hebbville</li> <li>• Decision to be subject to bus times</li> </ul>

- Bridgewater town borders – any changes to boundary if we cannot move any 10-12 out of BHS-PVEC. We cannot move the boundaries for Bridgewater because you will just also balloon kids’ population at that school (BES).
- Unless you change grade configuration at BHS and BES (i.e., Grade 6-12 school or 5-12) (see grade configuration comments).
- If we move and make a change in grade configuration, move grade 6 from BES to Bridgewater middle school; + 58 kids; 271 kids = 40% utilization at BES.
- Move catchment area so does not impact outside school utilization to less than 75%. Also looks at busing time.
- Minimal number of kids so that not robbing Peter to pay Paul (i.e., BA at approximately 80% utilization). How many kids on the very border of TOB? Move to TOB.

- Move 5 & 6 – 63 (58) – 334 kids at 54%
- Recommend boundaries are maintained as bus transportation boundaries only. Maintain this ability for students to transfer if private transportation provided by family.
- Move Grades 10-12 Students from BJSHS to PVEC
  - BJHS – Middle School. Current 7-9. 213 kids – 2017 at approximately 32% utilization.
  - Cannot consider move in catchment areas unless you change grade configuration.
  - Just moving some of 7-9 from Hebbville to Bridgewater is not effective; reduces utilization of Hebbville and questions busing time.
  - The only reason to mess with catchment is to balance utilization in the schools.
  - Catchment is not a reason to drive this issue forward. Only look at catchment if 10-12 Bridgewater goes to PVEC and even then, it is only fine tuning.
  - Recommend boundaries are maintained as bus transportation boundaries only. Maintain this ability for students to transfer if private transportation provided by family.

C. What grade configurations can we recommend?

- Status Quo
  - No change.
  - Grade 6
    - \* Move 58 kids to BJSHS (428) = 486 at approximately 78% utilization; only changes utilization; does nothing else; just allows us to make room to accommodate move in long busing times or address Petite or Pentz closures.
    - \* BES – 350 kids – approximately 66% utilization; then room to bring kids in immediately adjacent to the current town of Bridgewater border.
  - Recommend no change to any P-6 or P-9 schools in Park View family
  - Staff consider re-configuration of grades to better utilize two school buildings within Bridgewater family.
- Move Grades 10-12 Students from BJSHS to PVEC
  - Suggestion
    - \* Bridgewater Elementary and Bridgewater Junior buildings and administration become a P-9 school. One school utilizing two buildings, so all children feel part of this school community, rather than segregating a couple of grades.
    - \* Provides opportunities for shared space and special needs spaces, etc.
    - \* Could even build a simple pedway.

- \* Can also include space for early learning (pilot project in New Germany now).
- \* Specialists could have space to provide children's special programming when required (i.e., speech, OT, etc.)
- \* Might be able to use just one cafeteria (different thoughts on this).
- \* Wonderful mentorship opportunities; social networks can improve (i.e., grade 9s can help prepare the grade 6s for junior high, etc.).
- \* Opportunity to share the same bell time.
- o No other grade changes needed/recommended.
- o Recommend no grade reconfiguration.
- o Two buildings in Bridgewater be reconfigured to best optimization (ex. P-4 and 5-9)
- o Recommend considering adding Board Office to Bridgewater schools as an additional cost savings.

## 6. Next Meetings

### A. SOC Meeting

The next regular SOC meetings will be Wednesday, March 30, 6:00 p.m. and Tuesday, April 5, 6:00 p.m. at the Board Office.

### B. Public Meeting

The date of the third and final public meeting has to be re-scheduled. Information will be publicized as soon as the Committee has finalized the date and location.

## 7. Adjournment

The meeting adjourned at 8:57 p.m.

**South Shore Regional School Board  
School Review 2015-2016  
BHS/PVEC School Options Committee Meeting  
Wednesday, March 30, 2016, 6:00 p.m.**

**MINUTES**

**1. Record of Attendance**

In attendance – Gary Walker, John Biebesheimer, Hope Demone, Siobhan Doyle, Stephanie Martin, Palma Champoux, Andrea McGinnis, Kim Benjamin, Mitch Foley, Iris Charlton, Anne Burgess, Pam Hebb, Shelley Mann, Tina Grace, Heather Mackenzie-Carey, Allen Sullivan, Maja Kelley, Leif Helmer, Sarah Tingley, Cheryl Veinotte

Regrets – Erica Moore, Melissa Risser

The following staff were present to answer questions at the beginning of the meeting:

1. Geoff Cainen, Superintendent
2. Jeff DeWolfe, Director of Programs and Student Services
3. Andy Selig, Coordinator of Operations
4. Gilbert Jackson, Transportation Analyst

**2. Approval of Agenda**

*MOTION* by John Biebesheimer, seconded by Kim Benjamin, to approve the agenda.

***MOTION CARRIED***

**3. Approval of Minutes**

*MOTION* by Palma Champoux, seconded by Heather Mackenzie-Carey, to approve, as amended, the Minutes of the March 2, 2016 BJSHS-PVEC SOC Meeting.

***MOTION CARRIED***

**4. Review of Last Meeting. Questions.**

- A. Clarification/Verification of projected enrolments (number of students and corresponding years for 2017- 2018, 2018-2019, and 2019-2020), with an explanation of how those numbers were established.

*Mr. Selig provided a spreadsheet (Appendix A) with accurate projected enrolments for the years requested. The Superintendent noted that enrolments are affected by transfer students – this would include students who transferred in years prior to senior high school, students in families where one parent lives in each school’s catchment area, students who register for IB, and many other reasons. This leads to approximately 18-20% (about 45) of students who live in the BJSHS catchment area going to PVEC from BJSHS. Some of these students have never attended BJHS.*

*If a student transfers to PVEC for IB, they must register for a minimum of three pre-IB courses in grade 10 and they must maintain at least two IB courses in grade 11. If they do not, they are expected to return to their home school. However; often times, a student's circumstances change over the course of their grade 10 year and the students provide valid reasons to remain at PVEC if they do not maintain two IB courses in grade 11. PVEC's administration and the Director of Programs and Student Services monitor registrations in IB.*

- B. Could Bridgewater have two high schools with specific, but different, specialized programming (i.e., an Arts/French Immersion school or a Science/Trades/ Technology school)?

*The Superintendent contacted the Deputy Minister's Office with this question. The answer was "no, because every school offering high school programming in Nova Scotia must offer the full Public School Program".*

*Mr. Cainen and Mr. DeWolfe added the following comments:*

- Beginning in 2018, changes are coming to the high school course complement, where every student will need a full grade 11 Math course (220 hours), which will eliminate one elective.*
- Every graduate will require a Career Education course, which will eliminate another elective.*
- Other changes may also occur.*
- Once these changes come into effect, students will be required to take fewer electives because of restrictions on the common path that students will be required to take.*
- The Department of Education and Early Childhood Development is currently re-writing all high school curriculum, so it is unknown what courses will still be available when that has been completed.*
- There will still be opportunities for students, because schools will still need flexibility for students who do not need the 220 hour courses; however, there will be so many required courses that smaller schools will have very limited elective options, but larger schools will still have some flexibility. For example, Physical Education will continue to be mandatory; in a large school, there would be more opportunities to offer such courses as Phys Ed, Dance, and/or Yoga, where a small school will likely be left to only offer Phys Ed.*
- The province is moving towards a Math and Science focus. Calculus and Pre-Cal are the courses that schools will be offering. The technology-rich courses, and other courses, such as Arts, Economics, Philosophy, and Law, will be more likely offered at larger schools because of the higher enrolments, whereby schools with smaller enrolments would not be able to offer these types of courses.*
- Students entering grade 10 in September 2017 will need 21 credits to graduate. Current senior high students require 18 credits to graduate.*

- C. If BJSHS grades 10-12 students move to PVEC,  
a. what would the impact be to the International Student Program?

*Response from Jeff DeWolfe*

- *Nova Scotia International Student Program has set a restriction that a school cannot have more than five students from one country. There are currently students from eight or nine countries in PVEC and BJSHS. There is a cap of 50 international students at PVEC, so there would be a slight decrease in student numbers, but no decrease in the experience of having international students in our schools.*
- *It is hoped to make up the loss of students by re-introducing the program to Forest Heights Community School.*
- *New Germany has built a successful program.*
- *Looking to expand the short-term program with two new schools – Chester Area Middle School and South Queens Middle School.*
- *There is still growth in our Board with the ISP, with a possible net increase of 10 students next year.*

- b. would Advanced Placement be lost, over time?

*Response from Jeff DeWolfe and Geoff Cainen*

- *Yes, but it would be phased out over a couple years (it would be carried over to PVEC for one or two years of student cohorts, to allow them to complete the program they started in grade 10).*
- *The Board would make the necessary arrangements to allow students currently taking AP to complete the program.*
- *If there was enough interest in pre-IB at BJSHS, the Board would arrange to have someone trained so that the pre-IB courses could be taken there. Board staff would have to determine how many students would be needed to support this option.*
- *The provincial IB Coordinator and IB staff at PVEC would work with BJSHS staff to ensure that students could take Pre-IB. BJSHS would be designated as a satellite office for the transition year.*
- *This could be in place for September 2016 because, “although the teacher training for IB is for the grade 11 and 12 component, the Pre-IB is really a sit-down with the cohort of teachers to determine expectations of students, what thresholds will be expected, and what readings and writings are the students going to do”.*
- *Professional development opportunities exist for teachers interested in IB training.*
- *The main difference between IB and AP is that the province recognizes IB – every Board must have at least one IB school. AP determines if a student gets advanced standing at universities.*
  - *AP – cost for exams*
  - *IB – Board gets the equivalent of one FTE, which is broken down into .5 for*

*the IB Coordinator at PVEC and .5 distributed among other staff who are offering IB courses*

- D. Clarification regarding a hub busing model (i.e., would there be a handful of stops created and students would be responsible to get to one of those stops; would students who live 3.6 kilometers or more from the school be picked up a stops near their homes, etc.).

*Response from Gilbert Jackson*

- *Mr. Jackson reviewed a map (Appendix B) of what a hub busing model, or Central Pick-Up Model, would look like with the 3.6 kilometres' walking distance. The Board's current infrastructure could be used to pick up students outside of the 3.6 kilometers so that they wouldn't have to walk more than 800 meters to the nearest bus stop. It is possible that students who live within the walking distance could catch a bus, but that would have to be determined at a later date and it would also depend on space availability.*
- *Traffic congestion should not be much of an issue, as the reno at PVEC has seen significant improvements in the flow of traffic. Also, there will be an additional student parking area behind the school.*

- E. What will happen with scholarships?

- *Mr. Cainen noted that, as part of the transition, a team comprised of BJSHS, PVEC, and Board staff would be formed, and one of that team's tasks would be to review all scholarships that are available to both schools and make a plan as to how they should be distributed.*
- *Some scholarships are specific to BJSHS and will have to be reviewed with the appropriate individuals to find out if they can be transferred to PVEC and what, if any, stipulations would be put in place.*

## **5. Superintendent Topics/Questions**

### **A. Boundaries and Feeder Schools**

- Pentz and Petite went through the old school review process a few years ago.
- At a Board Meeting in February, staff submitted a capitol plan to the province, which included a request for a new school for Pentz and Petite. The rationale behind this request was that if the Board does not ask for a new school, they have not done what the former Board said it would do for those communities.
- The Minister's office has asked the SOC to continue their work and know that the Minister is aware of and is in receipt of the Board's positive request for a new school for Pentz and Petite.
- The boundary portion of the Committee's work is not critical. It is, however, important that the Committee "future-proof". Future-proofing is making decisions about what will happen with students at all levels (i.e., if the high school students are moved, make recommendations on what will happen with the lower grades in all of the schools involved as well).
- SSSRB cannot have an open boundary system, due to class cap sizes, staffing,

and busing. If a family wants their child to attend a school other than their catchment area school, they have to apply for a transfer. (NOTE – This does not mean that the request will be approved. Each request is evaluated on its own merit.)

- In regards to requiring a specific minimum number of students to get a new school, Mr. Cainen reiterated that future-proofing cannot only be for those two schools. Whatever happens with Pentz and Petite, some students will be served better (in terms of time spent on the bus) by going to a different school.

Concerns were raised over the potential decrease in utilization of BJSHS and BES if the grades 10-12 students are moved to PVEC. The Superintendent suggested that it may be a great opportunity to consider a campus model that would bring the students together and encourage the mix of students, rather than separating them. Mr. Cainen also noted that the A&A request list to province will be revised after this review is completed. An A&A could be requested for BJSHS and BES to make both buildings more suitable for the grades they have with a modern concept (i.e., appropriate space for learning commons and cooperative learning). It should be noted once again that PVEC is undergoing a renovation and this is not an expansion. The footprint remains the same.

- B. What plans will be put into place for the influx of special/high needs students into PVEC from BJSHS?
  - The reno includes a complete re-do of the learning centre areas, with the addition of another learning centre. The learning centres will be well-equipped with furniture and fixtures to provide those students with what they need. Program and transition planning will be critical to those students. Staff from both schools, with the support of staff from the Board Office, will meet to develop a plan for each student.
  
- C. Big Tancook was a unique situation and cannot be compared the BJSHS and PVEC situation, because the Board had to take into consideration the possibility of sending a four year old child on a ferry. This SOC is talking about the possibility of sending 15-18 year old students two kilometers down the road. It is important for this Committee to know that the Board will definitely consider the report submitted at the end of this review.

## 6. New Business

### A. Discussion on High Schools

Before anything can be decided regarding the catchment area and grade configuration questions, the Committee must make a decision on the high school piece first. Discussion took place and the following motion was made:

**MOTION** by John Biebesheimer, seconded by Siobhan Doyle, to move the grades 10-12 students from Bridgewater Jr./Sr. High School to PVEC.

## Recorded Vote:

Allen Sullivan	y	Andrea McGinnis	n	Anne Burgess	y
Heather Mackenzie-Carey	y	Hope Demone	y	Iris Charlton	n
John Biebesheimer	y	Kim Benjamin	n	Leif Helmer	n
Maja Kelley	y	Mitch Foley	y	Palma Champoux	n
Pam Hebb	n	Sarah Tingley	y	Shelley Mann	y
Siobhan Doyle	y	Stephanie Martin	n	Tina Grace	y

Absent – Melissa Risser, Erica Moore

***MOTION CARRIED (11 for; 7 against)***

B. Highlights of discussion catchment areas include:

- Possibly leave decisions involving catchment areas/boundaries with Board staff, as they have the expertise in this area.
- Consideration to families who live on the outskirts of current boundaries, such as the top of Jubilee Road.
- Option to transfer if a family wants their child to go to a school other than their catchment area school.

C. Brief discussion took place around Bayview Community School. It had been decided at previous meetings that Bayview will remain open.

**7. Next Meetings**

- A. SOC – Tuesday, April 5, 6:00 p.m. at the Board Office
- B. Public Meeting – April 21, 6:00 p.m., location to be confirmed

**8. Adjournment**

The meeting adjourned at 8:41 p.m.

Projected Enrolments from 2017-2021

Scenario 1 Status Quo

	P	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-2018														
Park View											201	215	229	645
Bridgewater High											67	81	68	215
Bridgewater Junior								58	71	84				213
Bayview	41	40	36	48	35	35	32	49	49	37				402

	P	1	2	3	4	5	6	7	8	9	10	11	12	Total
2018-2019														
Park View											218	201	215	634
Bridgewater High											92	67	81	239
Bridgewater Junior								57	58	71				186
Bayview	39	41	40	36	48	35	35	32	49	49				404

	P	1	2	3	4	5	6	7	8	9	10	11	12	Total
2019-2020														
Park View											200	218	201	619
Bridgewater High											79	92	67	237
Bridgewater Junior								64	57	58				179
Bayview	40	39	41	40	36	48	35	35	32	49				395

	P	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-2021														
Park View											200	200	218	618
Bridgewater High											66	79	92	236
Bridgewater Junior								66	64	57				187
Bayview	40	40	39	41	40	36	48	35	35	32				386

Scenario 2 BISHS 10-12 to PVEC

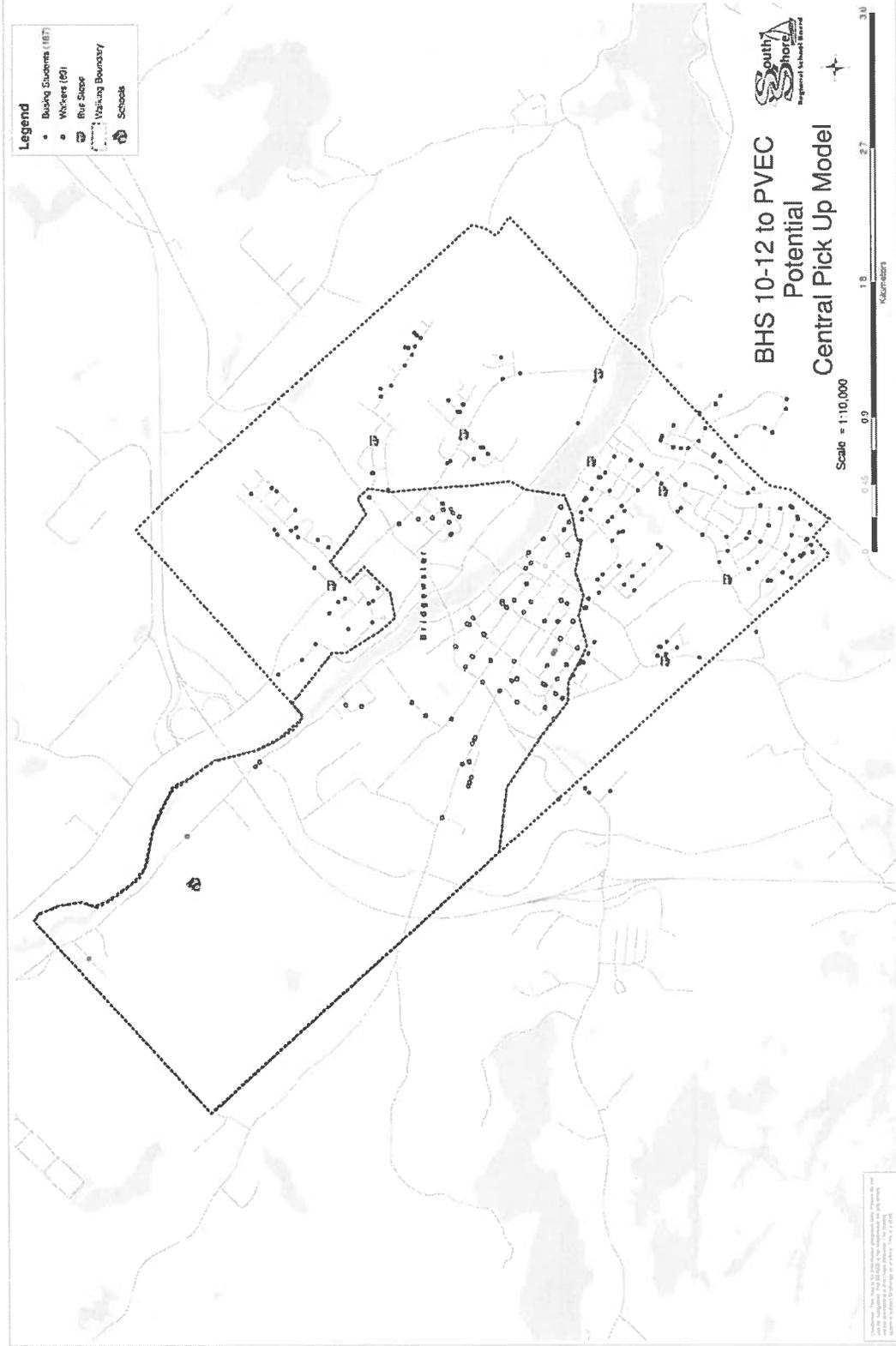
	10	11	12	Total
2017-2018	268	296	297	860
2018-2019	310	268	296	873
2019-2020	279	310	268	856
2020-2021	266	279	310	854

"Enrolment projections for Grades 1 through 12 are calculated by moving forward the previous year's enrolment in the previous grade level. Primary Projections are calculated based on using the average grade size of the Primary through Grade 2 numbers at the school from the previous year."

The above definition is taken from the glossary of the Long Range Outlook.

In addition there are 8 students added to BISHS in grade 10 to account for international students, this is also done at PVEC using a factor of 11. These additional numbers are rolled through with the grade levels until graduation.

Appendix B



**South Shore Regional School Board  
School Review 2015-2016  
BJSHS/PVEC School Options Committee Meeting  
Tuesday, April 5, 2016, 6:00 p.m.**

**MINUTES**

**1. Record of Attendance**

In attendance – Gary Walker, John Biebesheimer, Hope Demone, Siobhan Doyle, Stephanie Martin, Andrea McGinnis, Kim Benjamin (arrived 6:20), Mitch Foley, Iris Charlton, Anne Burgess, Pam Hebb, Shelley Mann, Tina Grace, Heather Mackenzie-Carey, Allen Sullivan, Leif Helmer, Sarah Tingley, Maja Kelley

Regrets – Palma Champoux, Erica Moore, Melissa Risser, Cheryl Veinotte

**2. Approval of Agenda**

**MOTION** by Anne Burgess, seconded by Tina Grace, to approve the agenda.

**MOTION CARRIED**

**3. Approval of Minutes**

**MOTION** by Heather Mackenzie-Carey, seconded by John Biebesheimer, to approve, as amended, the minutes of the March 30, 2016 BJSHS-PVEC SOC Meeting.

**MOTION CARRIED**

**4. Reminder**

Our mandate:

1. The SOC will conduct a review of Bridgewater and Park View families of schools. The review will consider catchment areas, boundaries, facility utilization, operational costs, grade configurations, program options, and P3 renewal recommendation.
2. The SOC will submit a report and recommendation to the School Board, which will inform the School Board's final decision.

Review Objectives:

1. Make a recommendation to the Board that optimizes high school programming options and choices for all students.
2. Review school catchment areas as defined in the catchment area policy.
3. Consider facility utilization and operational costs when making recommendation.
4. Make recommendation to the Board regarding school grade configuration at all schools.
5. Determine whether Bayview Community School will be needed beyond 2020.

The SOC now has to submit a report and recommendations to the Board through the Superintendent for consideration. The report outlines the work of the SOC, addresses each issue identified in the recommendation to review, and makes a recommendation consistent

with the review objectives. If deemed necessary, Board staff will submit a technical report providing additional technical details or pertinent comments related to the SOC's Report and Recommendations. The staff's technical report is presented at the same public Board meeting as the Report and Recommendations.

**MOTION** by John Biebesheimer, seconded by Siobhan Doyle, to recommend the following:

It is a recommendation of the SOC that Bayview Community School continue to provide P-9 education as part of the Park View family of schools beyond the year 2020, and that the SSRSB convey its intention to do so by requesting the province of Nova Scotia to exercise Article 21 – Option to purchase or renew or surrender by selecting option (a), (b) or (c) in the service agreement between the Province and Nova Learning Inc.

**MOTION CARRIED**

## 5. New Business

In the report, the SOC must make recommendations on each of the review objectives. The recommendations should speak to the stated objectives. These recommendations should be clear and focused but not restrictive in what the SOC is trying to accomplish. Items that should be considered in the technical report should be highlighted.

The following recommendations were the result of group work on the objectives. We looked at each objective and decided on several recommendations for each one. Over the past four months, the SOC has been presented with a great deal of information on each topic. Discussion and agreement took place by the Committee to come to the following recommendations.

Should the Board proceed with moving the grades 10-12 students from BJSHS to PVEC, the following recommendations flow from that decision:

1. For high school programming options and choices for all students.
  - a. It is recommended the movement of students from BHS to PVEC is conditional on the point that there needs to be 100% completion of the interior renovation of PVEC.
  - b. It is recommended that the movement of students happen at the start of a school year not midway through the year.
  - c. It is recommended that there should be a transition plan for those students in French Immersion, Advanced Placement, and the International Baccalaureate programs. The transition team should have school advisory chairs, staff from both schools, administration and where appropriate representative students. The plan should make sure no students miss out on learning opportunities in the transition.
  - d. It is recommended that there be a focus on students with learning, social, and emotional supports in the transition plan and that guidance staff be on the team assembled.

- e. It is recommended a transition team meet to deal with the items around scholarships between the two schools.
  - f. It is recommended the transition team begin immediately as there may be other items that require input.
  - g. It is recommended that there needs to be very clear communication from the Board to the public about the transition plans and possible changes.
2. For school catchment areas.
    - a. It is recommended that the Board review catchment areas with consideration to improvement of busing times for all students.
  3. For facility utilization and operational costs.
    - a. It is recommended that the Board direct the Superintendent to evaluate facility utilization and operational costs across the entire infrastructure of the South Shore Regional School Board.
    - b. It is recommended that the Superintendent request to the Department of Education and Early Childhood Development an Addition and Alteration for the Bridgewater Elementary and BJSHS facilities.
    - c. It is recommended that any savings on staffing or operational items should move to the 7-9 building of BJSHS.
  4. For grade configuration at all schools.
    - a. It is recommended that the Superintendent direct the staff to review grade configurations for Bridgewater Elementary School and Bridgewater Jr./Sr. High School to optimize programming and facility use and space.
    - b. It is recommended that the grade configurations at all other Park View feeder schools remain unchanged.
  5. For Bayview Community School.
    - a. It is recommended that the Board inform the Minister of Education of the need to keep Bayview Community School as part of the Board's infrastructure.

## 6. Correspondence

It was agreed that correspondence dated March 22, 2016 from Donna Coleman, Chairperson of the Bridgewater Elementary Home and School Association, be sent to Board staff for discussion.

## 7. Next Meetings

### A. SOC Meeting

The next regular SOC meeting will be Monday, April 18, 6:30 p.m. at the Board Office.

### B. Public Meeting

The third and final public meeting will take place on Thursday, April 21, 6:30 p.m. at Hebbville Academy.

**8. Adjournment**

The meeting adjourned at 8:16 p.m.

*\* In the Recording Secretary's absence, these minutes were recorded by Gary Walker.*

**South Shore Regional School Board  
School Review 2015-2016  
BJSHS/PVEC School Options Committee Meeting  
Monday, April 18, 2016  
6:30 p.m.**

**MINUTES**

**1. Record of Attendance**

In attendance – Gary Walker, John Biebesheimer, Hope Demone, Siobhan Doyle, Stephanie Martin, Andrea McGinnis, Kim Benjamin, Mitch Foley (arrived 6:55), Iris Charlton, Pam Hebb, Tina Grace, Heather Mackenzie-Carey, Leif Helmer (arrived 6:45), Sarah Tingley, Maja Kelley, Palma Champoux, Erica Moore, Cheryl Veinotte

Regrets – Shelley Mann, Anne Burgess, Allen Sullivan, Melissa Risser

**2. Approval of Agenda**

**MOTION** by Tina Grace, seconded by John Biebesheimer, to approve the agenda.

**MOTION CARRIED**

**3. Approval of April 5, 2016 Minutes**

**MOTION** by Heather Mackenzie-Carey, seconded by Erica Moore, to approve, as amended, the minutes of the April 5, 2016 BJSHS-PVEC SOC Meeting.

**MOTION CARRIED**

The Recording Secretary found an error in an SOC Member's name in the Minutes of November 26, 2015.

**MOTION** by Siobhan Doyle, seconded by Kim Benjamin, to revise the Minutes of the November 26, 2015 BJSHS-PVEC SOC Meeting.

**MOTION CARRIED**

**4. Review Recommendations for Board Presentation**

The Committee reviewed, in detail, the recommendations from the April 5 meeting. Some modifications were made and many of those modified recommendations will be included in the presentation (Appendix A) Thursday night at the SOC's third and final Public Meeting. Along with the recommendations, the rationale for decisions made by the SOC will be included.

**5. Procedures for Third Public Meeting**

As Facilitator, Mr. Walker will begin the meeting with a review the SOC's mandate and objectives, then will go into the recommendations that will be presented to the Board. The presentation will also include the rationale that goes with the recommendations. The SOC

Co-Chairs, Heather Mackenzie-Carey and Shelley Mann, will answer any questions directly related to the work of the SOC. Board staff will be present to answer other types of questions.

**6. Next Meetings**

A. Public Meeting – Thursday, April 21, 6:30 p.m., Hebbville Academy

B. Special Board Meetings

The following special meetings have been scheduled:

- Thursday, May 12, 6:30 p.m., BJSHS – SOC Co-Chairs to present Report and Recommendations to Board
- Thursday, May 19, 6:30 p.m., Board Office – Board to discuss Report and Recommendations
- Thursday, May 26, 6:30 p.m., PVEC – Board to make a decision on Report and Recommendations

The Recording Secretary will let the membership know if there is any flexibility in these dates, as May 26 is the junior prom at BJSHS.

**7. Adjournment**

The meeting adjourned at 8:46 p.m.

# South Shore Regional School Board

## School Review of Bridgewater and Park View Families of Schools

Public Meeting #3

April 21, 2016

# Mandate

- The School Options Committee will conduct a review, with public consultation, of Bridgewater and Park View Families of Schools. The review will include catchment area, cross boundary registrations, facility utilization, operational costs, grade configuration, program options, and P3 renewal recommendation.
- The School Options Committee will submit a Report and Recommendations to the School Board which will inform the Board's final decision.

# Review Objectives

1. Make recommendation to the Board that optimizes High School programming options and choices for all students.
2. Review school catchment areas as defined in the Catchment Area Policy.
3. Consider facility utilization and operational costs when making recommendations.
4. Make recommendation to the Board regarding school grade configuration at all schools.
5. Determine whether Bayview School will be needed beyond 2020.

## **Objective 1:**

**Make recommendation to the Board that optimizes High School programming options and choices for all students.**

# Recommendations on Objective 1

There was a motion by the SOC to move grades 10-12 students from BJSHS to PVEC.

**(11 for; 7 against)**

*– Rationale – speaks to the mandate of optimizing programming at the high school level.*

Should the Board accept this, the SOC would ask that the following conditions be considered:

# Conditions of Recommendation on Objective 1:

- No students move until interior renovation at PVEC is 100% complete.
- Students move at the beginning of the school year.
- Clear communication from Board to public re plans and changes.
- Immediately address FI, AP, and IB.

# Conditions of Recommendation on

## Objective 1:

- Immediately appoint Transition Team (SAC, staff, administration, guidance, students) to ensure:
  - students with learning, social, and emotional needs are supported.
  - no learning opportunities lost in transition.
  - additional topics (e.g., scholarships) are addressed as required.

## Objective 2:

Review school catchment areas as defined in the Catchment Area Policy.

Recommend Board review catchment areas with consideration for improving bussing times for all students.

– *Rationale: Believe staff have expertise; need greater parent engagement on this topic; and requires more in-depth review than SOC parameters allow.*

### Objective 3:

Consider facility utilization and operational costs when making recommendations.

- A. Recommend the Board direct Superintendent to evaluate facility utilization and operational costs throughout the SSRSB.
- B. Recommend application to DEECD for Addition and Alteration for BES and BJSHS.
  - *Rationale – to improve current facilities.*

## Objective 4:

Make recommendation to the Board regarding school grade configuration at all schools.

- A. Recommend staff review grade configurations for BES and BJSHS to optimize programming and facility use and space.
  - *Rationale - grade configuration needs to be examined due to moving the grades 10-12 to PVEC.*
- B. Recommend grade configurations at all other Park View feeder schools remain unchanged.
  - *Rationale – SOC feels that Board staff have the expertise to implement changes, if needed.*

## Objective 5:

Determine whether Bayview School will be needed beyond 2020.

Recommend Bayview Community School remain part of the Board's infrastructure beyond 2020.

– *Rationale – there is no benefit to closing.*

# Next Steps

The following Special Board Meetings have been scheduled:

- **Thursday, May 12, 6:30 p.m., BJSHS**
  - SOC Co-Chairs to present Report and Recommendations to Board
- **Thursday, May 19, 6:30 p.m., Board Office**
  - Board to discuss Report and Recommendations
- **Tuesday, May 24, 6:30 p.m., Hebbville Academy**
  - Board to make a decision on Report and Recommendations

# Questions/Comments

- Please use microphone



**South Shore Regional School Board  
School Review 2015-2016  
School Options Committee Meeting at Hebbville Academy  
BJSHS/PVEC Families of Schools  
Thursday, April 21, 2016, 6:30 p.m.**

**PUBLIC MEETING MINUTES**

*These Minutes have been transcribed, verbatim, from a recording in a school gymnasium. Due to poor acoustics and the lack of a high quality sound system, not every single word was audible.*

Geoff Cainen – Good evening and welcome to the third public meeting of the review of Bridgewater and Park View Families of Schools. My name is Geoff Cainen and I am the Superintendent of School. I want to just take a moment and start the meeting by explaining the process because there are people here I'm sure who were not here for meeting 1 or 2. I will explain how the process has worked to date and what will come; and then turn it over to Facilitator, Gary Walker, to walk us through part of the rest of the evening and then open it up for questions from the floor.

The process that we are following here at the South Shore Regional School Board (SSRSB) is a provincial ministerial policy on school review. It is the same policy that will be used in each board across the province. We have taken the idea of instead of just school closure, looking at school review from a little broader perspective and saying if there's an opportunity to have public input and public dialogue about where we should be going with our schools, then let's try to do that. One of the first things I heard when I arrived here, at a meeting at Park View actually, from a number of people, was about the fact that it seemed, often times, when decisions were made with the School Board, that they were made from the School Board Office; they were made in a few offices, and some people would make some notes, and things got passed, and people didn't know how it all occurred. We have attempted to make this a little more transparent and open, and have as much involvement as possible. So for this review of the Park View and Bridgewater Families of Schools, our attempt was to follow the policy and have SAC members and two community members on the review team. So the review team ended up being a group of 20 very, very committed individuals and I want to thank them publicly for the work that they've done.

The first public meeting was an opportunity for the Facilitator, as per the policy, to explain the rationale for the review, the objectives, and what will come out of the objectives. The Committee met a number of times and out of those meetings, the attempt was to come up with a number of possibilities given the objectives they were given. Those were shared at a meeting a while back and then the second public meeting, where we heard from numerous people, and got at least one more recommendation, that the Committee needed to look at. Tonight's meeting is an opportunity, through the Facilitator and the Co-Chairs, to present the recommendation that the

committee has come up with. And I want to be clear – it is a recommendation. The Committee doesn't make the final decision and the Superintendent does not make the final decision. The final decision rests with the governing School Board. And there will be three meetings for the governing Board to make that decision.

I hope I get these dates right. I look to the Board Members at the back to make sure I'm correct. The first public meeting will be held May 12. And although it's a public meeting, there is no public input. So it's a chance to hear. Your chance for input is tonight. The public meeting is the chance for the SOC, the School Options Committee, to present their findings to the governing Board. The governing Board, on the 19<sup>th</sup> of May, will then bring back their senior staff, the SOC, if they so choose, to ask further questions for further clarification. And then on May 24, the governing Board will make their final decision on the recommendations given by the SOC. The governing Board has three options – they can reject the entire work, they can accept the entire work, or they can alter it. That's their right and responsibility as governing Board Members. So, the second meeting, we had numerous back and forth with the public, lots of great ideas, lots of questions and clarifications. Tonight, we really just want to focus on the recommendation that the SOC is actually taking forward to the Board. So I'm going to ask Mr. Walker now, after some introductions, if he would walk us through that.

Gary Walker – Good evening. My name is Gary Walker and I am the Facilitator for the SOC. At this time, I would like to present the SOC, I've been checking them off as they come in, I believe I should have most people. I would like for you to wave or let people when I call your name please:

- Representing Bayview Community School, John Biebesheimer and Erica Moore
- Representing Bluenose Academy, Melissa Risser and Hope Demone
- Representing Bridgewater Elementary School, Siobhan Doyle and Stephanie Martin
- Community Rep for Bridgewater, Palma Champoux
- Representing Bridgewater High School, Andrea McGinnis and Kim Benjamin
- Representing Hebbville Academy, Mitch Foley and Iris Charlton
- Representing Newcombville, Anne Burgess and Pam Hebb
- Representing Park View Education Centre, Shelley Mann, Tina Grace, and Community Member Heather Mackenzie-Carey
- Representing Pentz, Allen Sullivan and Maja Kelley
- Representing Petite Rivière Elementary School, Leif Helmer and Sarah Tingley

My two Co-Chairs for the Committee are Heather Mackenzie-Carey and Shelley Mann. And at this time, I would also like to thank, on behalf of the Committee, our Recording Secretary. She doesn't take a whole lot of enjoyment sometimes, but she shows up and she puts up with us. Thank you so much Cheryl.

Tonight, I'll present the slides. I'd like to go through the slides, and then I have Board people that can answer questions, I have Co-Chairs that can answer questions, and I can facilitate any questions that need to be answered. I'll go through the slides as we present our recommendations. The slides are done according to our mandate.

(The following italicized content is the presentation.)

*Our meeting was twofold – we had to conduct a review, with public consultation, of the Bridgewater and Park View Families of Schools. The review included catchment area, cross boundary registrations, facility utilization, operating costs, grade configuration, program options, and P3 renewal recommendation. The second part is the School Options Committee will submit a Report and Recommendations to the School Board which will inform the Board of their final decision.*

*We've always have five objectives. Our five objectives are to make a recommendation to the Board that optimizes high school programming options and choices for all students; review school catchment areas as defined in the Catchment Area Policy; consider facility utilization and operational costs; make recommendation to the Board regarding school grade configuration at all schools; and, finally, determine whether Bayview School will be needed beyond 2020.*

*Objective #1 was to make a recommendation to the Board that optimizes high school programming options and choices for all students.*

*There was a motion by the SOC to move grades 10-12 students from BJSHS to PVEC. A recorded vote of 11 for and 7 against. The rationale spoke to the mandate of optimizing programming at the high school level. Should the Board accept this recommendation, the Committee would ask that the following conditions be met:*

- No students move until interior renovation at PVEC is 100% complete.*
- Students move at the beginning of the school year, not mid-way.*
- Clear communication from the Board to public re plans and changes in the move.*
- Immediately address French Immersion, Advanced Placement, and the International Baccalaureate Program.*

*We also wanted, on Objective #1,*

- To immediately appoint a Transition Team made up of School Advisory Council members, staff, administration, guidance, and students, to ensure that:*
  - students with learning, social, and emotional needs are supported in the transition.*
  - no learning opportunities are lost in the transition.*

- *and additional topics, such as scholarships, and a number of areas we were looking at, we need to know that they are going to be addressed in the transition.*

*Objective #2 was to review school catchment areas as defined in the Catchment Area Policy. We received a lot of information in this area of school catchment. It is a policy in this area. We received and asked for a great deal of information; however, at the end, we recommend that the Board review catchment areas with consideration for improving bussing times for all students. And the rationale was that we believe Central Office staff have more, and greater expertise; there is a need greater parent engagement on this topic; and requires more in-depth review than SOC could actually do. There was so much information, but even with all of that information, we couldn't make a decision on it.*

*Objective #3: Consider facility utilization and operating costs when making recommendations.*

- A. Recommend the Board direct Superintendent to evaluate facility utilization and operating costs throughout the SSRSB.*
- B. Recommend application to the Department of Education for an Addition and Alteration for BES and BJSHS.*

*The rationale is to improve current facilities.*

*Objective #4: Make a recommendation to the Board regarding school grade configurations.*

- A. We recommend that staff review grade configurations for BES and BJSHS building to optimize programming and facility use and space. The rationale is that grade configuration needs to be examined if they move the 10-12's out of Bridgewater. That should be looked at.*
- B. Recommend grade configurations at all Park View feeder schools remain unchanged. And the rationale is that the SOC feels that the Board has the staff to make this happen.*

*And Objective #5: Determine whether Bayview School will be needed beyond 2020. Our recommendation is that Bayview Community School remain part of the Board's infrastructure beyond 2020. And the rationale is that there is no benefit to closing Bayview.*

*Our recommendations are made for the Board, when making a decision, to take into consideration. They will make a decision. Their meeting will take place as follows:*

- *Thursday, May 12, 6:30 p.m., BJSHS – The SOC Co-Chairs will present to the Board.*
- *Thursday, May 19, 6:30 p.m., Board Office – The Board will discuss the recommendations.*
- *Tuesday, May 24, 6:30 p.m., Hebbville Academy – The Board will make a decision.*

*We will try to make our report very simple, with nothing elaborate.*

At this time, I would ask that, if you have question, think about what we said, please come up to this microphone at the centre and we'll go from there.

Geoff Cainen – While people are deciding whether they will go to the mic, there is some terminology that I would like to take a minute to explain. Additions and Alterations – Every year, the government of Nova Scotia asks school boards put an order in, basically, for major repairs to schools, over a million dollars and up. That's the kind of money that, a number of years ago, before my time, the Board put an application in for Park View. That's the money that's going into Park View's Addition and Alteration. It is my honest feeling that, when I look at students going into Bluenose in grade primary, and they go all the way through and come out at the other end at Park View, when we finish the renovation. Or to the schools Queens. Those students have the opportunity to go through some very modern buildings and I truly believe that students in the town of Bridgewater deserve the same thing. So, an Addition and Alteration, we're not talking about a couple hundred thousand; we're talking about millions of dollars. I made a mistake at a meeting when I described those schools and I'll say it publicly here – they're kind of like a dump inside. It was the wrong thing to say. I offended some people and I sent an email to apologize about that. But the rationale was, when I look – and by the way, that's not about the teaching, the administration, or the people cleaning that building either; there are some phenomenal things going on in there – but when I look at those buildings and I look at Bluenose, or Bayview, or South Queens, I think, why shouldn't the town of Bridgewater have that as well, from primary to 12? The Addition and Alteration we'd be looking at would be well over the 10 million dollar range; a substantial refurb for both of those buildings would be what we'd be looking for. So I wanted to explain what the Addition and Alteration was and where the money came from.

#### Questions and comments from the public:

- I'm a little bit confused in your explanation about the school. Bridgewater Elementary opened in 1980, a new school. About 21 years ago, we had the junior high completely taken down, a new junior high; a major refit to the high school. What's wrong with that?
  - Geoff Cainen – There's nothing wrong with that. It's a matter of continuing to ask for upgrades for those schools. There's a lot of new courses coming in that should be able to be offered in those buildings, and be sure that there are large open learning spaces for students, where they can collaborate together – a little different than what they currently have, in terms of structure of the hallways and classrooms.
- It's always been my opinion in my findings at the hospital, it's not the bricks and mortar, it's the person at the front of the classroom.
  - Geoff Cainen – Totally, totally agree. 100%. You can have the shiniest building in town, but you need the best teachers there as well. 100% agree.

- I'm a resident of the town of Bridgewater. My name is Dennis Woodworth. I've lived here since 1970. As a young boy, I remember going to school in Bridgewater when the infrastructure wasn't even there. Jeff was part of it as well, growing up in the town of Bridgewater. We used to go to annexes and make things work. I certainly agree with Bev tonight in regards to, I seem to think that we tend to focus on how glamorous the building is and what we have available to us as the focus that we have and we truly shouldn't have that. Years ago I was asked to actually be a volunteer coach at the new French school and I made some comments to some individuals the other night, the other day actually, about how can you have a school when you only have a hundred and some students in it and have such a big glamorous school and not look at their situation as being an option for the future? I know that it's in a different jurisdiction, but Bridgewater High School is incredibly important to the community of the town of Bridgewater. I'm a tax payer of the town of Bridgewater and I was also a tax payer for a number of years in the municipality and I can tell you, sir, that I've spent a lot more money on taxes in the town of Bridgewater than I ever did in the municipality. And the number 1 reason why I made that move back to Bridgewater was that my son could walk to school every day from our location at 80 Parkdale Avenue. And he could also participate in extra-curricular activities every day without his mother or father having to pick him up at 7, 8, or 9 o'clock at night. I watch my son getting on the bus, or I did watch my son get on the bus every morning, because my wife and I had to go to work each day and leave our son behind. In Upper Branch, every day, unattended, so he could attend school. The health and safety aspect to us, as a family, to pay that much more money for property taxes, was a no-brainer to us. So we made that investment. So having a school located in the central part of Bridgewater is incredibly important to the culture of the town of Bridgewater and also attracting new people to become part of our community. Making that change of having students go from 10, 11, and 12 to go to Park View would be a wrong move. The second thing is transportation. I coach young kids. And many of you here tonight also are volunteers in our community, coaching kids. And I can tell you that I have a very difficult time believing that you're not gonna see a parking lot the size of possibly Sobeys and Empire Theatres up at Park View someday, because you talk about an extra burden on a family, a lot of kids are not gonna walk from Jubilee Road to Park View, or even Parkdale Avenue to Park View. Which means that I, as a family member, my son is 23 years old, so I'm not directly affected by it, but I can tell you I can see the families here tonight. Mom, dad, I'm not walking to school every day, we need another car. Which means we need additional insurance, we need additional maintenance and repairs, we need additional fuel, to be able for our son or daughter to be able to go and travel back and forth to school. Let's say, on average, it's \$400 a month. That's an added expense of \$5,000 a year. There's not one person in this room tonight that spends \$5,000 a year towards their taxes or education. So you're gonna put an extra burden on families that live in our community to make sure that our kids can get back and forth to school, especially in grade 10, 11, and 12, because they're 16 years of age at that time. The next thing I looked at is sports teams.

I grew up playing every sport in the town of Bridgewater. I played every sport in school, because I had an equal opportunity to do so and adequate coaching to be able to coach every team. I know Park View has one division and one only. And I can tell you if you had a surplus of teams in every sport in that school, there is no possible way that you can convince me that there will be kids not playing sports any more. And extra-curricular activities, sir, in every single day of life, for kids, is so essentially needed at this time, especially with the problems we have with obesity in our community right now. It's prevalent, it's in our face every day. And we know that we need to have these kids actively involved, each and every day, and if we minimize the amount of facilities we have, and we continue to let the number grow, regardless of the amount of people attending the school, it's going to be very challenging to allow those kids to participate. And the other big problem is, and I know this because I asked people like Jim Whynot, Charles McNeil, and many other teachers that were my coaches in school, I find more people outside that have careers or jobs that are in here volunteering as coaches in the same program. I just don't see the amount of numbers that we could have to sustain coaching under one roof. And another problem that I've had conversations, and these are all comments from people in the community that are part of our alumni. The other one is the bullying aspect. We talk about it every day. It's online. It's in our community. It's on the radio. It's on television every day. When you take students from Bridgewater Jr./Sr. High School and you show up at that branded school, and it's going to continue to stay as Park View Education Centre, those hundred and some kids that are gonna transfer to that school, no matter how much you educate that population, they will always be looked at differently and treated differently because of where they live. Whether that's right or wrong. I know that's wrong, but it doesn't make a difference. And it's a healthy divide. I have many kids that I grew up with that went to Park View and we were best of friends, best of friends, growing up together, but I can tell you, when it came to the institution, the school, we were very proud to represent our community and our school at the highest level of competition, both academically and extra-curricular. So there will be a prevalent bullying issue for a very long period of time, until we can get over that issue. And that I can guarantee. And last, but not least, I am speaking on behalf of the thousand graduates that graduated from Bridgewater High School, including one of the people that are on your board here tonight, Jeff DeWolfe. It'll be a very sad day, very sad day, to historically change the dynamics and the culture of Bridgewater Jr./Sr. High School, as historically it's been a landmark in our community for a very long time. We, this weekend, and you know it's funny that tonight this meeting takes place, because tomorrow, over 200 of our graduates from the 1980's are all coming back, very proud graduates of Bridgewater Jr./Sr. High School, to take part in the largest alumni event that we've ever had in the history of our school. And I would hate to be the one to educate all of them this weekend on the decision being made tonight in the recommendation for what changes dramatically the landscape of education in our community. I wish you all the best of luck. I can truly tell you that I am dynamically against what you are talking about and what you are proposing, because I am a very proud graduate of Bridgewater Jr./Sr. High

School, my son is a very proud graduate of Bridgewater Jr./Sr. High School, my father is a very proud graduate of Bridgewater Jr./Sr. High School, my grandfather is a very proud graduate of Bridgewater Jr./Sr. High School, and my great-grandfather is a very proud graduate of Bridgewater Jr./Sr. High School. Thank you very much.

- I didn't graduate from Bridgewater High School but I did spend a few years there, I have two children who graduated and a granddaughter there now. When I'm presented with a situation or problem, I always try to remind myself to step back and take a dispassionate look at the situation and I ask myself a few questions, like what are we trying to do and why are we doing this? And what do we hope to accomplish and how do we hope to accomplish it? So I ask myself, why are we reviewing BHS and Park View anyway? Why are we moving 200 students from BHS to Park View? Both schools are providing a good educational program. And this has been publicly stated by Board officials that one school is not better than the other, so it's not about programming. But there is this latest Department of Education trend to look at utilization, or supposed underutilization, of being decidedly out of favor. And with declining rural populations, Park View, in the future, will have classrooms that are empty; not in use for all periods in all days. To me, that's a bonus. As an educator, as an administrator, that's a bonus because it allows for more creativity in scheduling and program delivery. These spaces can be utilized for non-seat-work components of your school courses. What physics teacher wouldn't like to have an empty space when they're working on velocity? What English teacher wouldn't like to have a place for improv and drama without dealing with 30 desks and chairs? That teacher of special education wouldn't like a quiet place for students with autism who need to step back from all of the input that they cannot cope with on some days? What art teacher wouldn't like a blank space to lay out big art projects? That would be a dream come true. And it's a possible dream that could come true. The fact that a building is underutilized does not make it more expensive to operate, nor does being fully utilized make it cheaper to run. There are many things that remain the same no matter how many students are in the building – heating the building remains the same, grounds keeping remains the same, custodial staff remains the same. And for instance, right now, BHS has naturalized their grounds in order to make the building more appealing and so it isn't an eyesore. The Board doesn't even pay for that. It doesn't help with the upkeep of naturalized spaces. So there's no cost in it for the Board. In certain areas, underutilization would be less costly – less power if they turn off the lights when they're not in the room; fewer professional staff for fewer students; wear and tear is less with fewer students jostling their way through hallways wearing those 80 pound bookbags on their backs; with less crime, there's less tension, less violence; fewer student days lost to suspensions; and fewer teacher days lost to illnesses that are related to stress. An underutilized building has the potential to store records for the School Board, rather than pay storage at a place like the Bridgewater storage units. There's all kinds of things that could be done. So I see no savings there for the Board to not have an underutilized school. Now, here are my thoughts about programming, because this is a big issue. Would a move to Park View provide more course

selection, better programming, better teaching to BHS students? Is it enough to move forward? A few things were expressed at SOC meetings that a small school might not be able to offer the range of courses that would be desired. One example provided was in the Phys Ed area, where a small school might not be able to offer dance and yoga, as it calls for in the Phys Ed program. Yet at BHS, which is a small school, there are qualified Phys Ed teachers, of course, as well as a dance instructor and a yoga instructor on staff. BHS, a small school, has maintained its advanced program, its regular programs, its immersion program, which other schools have not been either willing or able to keep. It would lose seats in some programs, such as O2, since only one O2 class can be at a school. It was suggested that small schools would have limited elective options. As the Department of Education moves toward 21 required courses to graduate, there will be a reduced need for electives. Most students only take seven courses per year. Even if graduation required immediately 21 courses, smaller student schools can still offer many electives. Staffing is based on a formula that's very consistent throughout the Board, a certain number of students equals a certain number of number of teachers. Drop 300 students, they might lose 10 teachers, 600 students might be 20 teachers. But those extra ten teachers are going to be dedicated to maintaining the multiple sections of courses that will be required to educate the extra 300 students. No savings there. No advantage there. Technology has also been banged about as an issue and BHS is certainly ahead of the game with its use of iPads and its access to computers for the teachers and staff. There's no advantage there. Money. Money, of course, is always an important factor. Education is expensive. We are all paying for that expensive education and we want the best bang for our buck. So will this save you more dollars? No, I don't think so. I do not think so. I considered the issue of the physical plant and there's no savings there. In fact, I contend that fewer students in the building will save money. Human Resources stated at an SOC meeting that no jobs would be lost if there was a merger of the schools. So there are no savings there. In fact, moving the students from BHS to Park View will cost money. Busing will cost more. I'm sorry Bubby. It's not personal, you know that. In a scenario presented at the last public meeting, it was indicated that buses were driving through Bridgewater half empty or with empty seats. I questioned the economics of having half empty buses and was told that seats have to be guaranteed for all students who have the right to travel on the bus. That's logical, makes sense to me. Bus as we know, many don't travel on the bus, they have parents drop them off or they drive themselves, so there are empty seats. But if those seats have to be guaranteed for the kids from Pentz, Riverport, Five Houses, wherever it may be, how can we put BHS students in those seats? I don't think we can. What if all the students from Back Centre, Front Centre, Rose Bay, and Riverport decide to take the bus today? There will be no empty seats for BHS students. Are my kids, my granddaughter, going to be told, Sorry, you don't get to go to school today; the bus is full. That's gonna cost money. Also, as Dennis pointed out, many BHS students are going to want to drive. Parking has always been an issue. Park View has always felt sorry for the administrators up there who had to deal with that issue,

because we don't even have parking lots at BHS. We didn't have to worry about it. It was pointed out that a parking lot would be created behind the school. It's going to cost money to create that parking lot. It's not just going to happen. Now one option that was put forward at an SOC meeting in response to queries about what would happen to Bridgewater Jr./Sr. High School once it became Bridgewater Junior High School was that the two schools could operate under a campus model, which generally means shared services. It's been tried. Some places it's worked, but other places? But this would mean, again, having underutilized buildings, especially if the 5s and 6s were moved to the high school building. But that problem can be easily solved. You take the remaining BES students to Bayview because that school is going to remain open and it's probably going to be underutilized because their population is dropping. And there's empty buses that are going back to Park View, back through Mahone Bay, dropping kids off. They could pick up the BES students. That's not gonna be a long bus ride for them. Or we could take the students from Pentz and Petite. Buses are already traveling up the river for the high school students. Empty seats on those buses. Pick up the elementary students and bring them to BES. Solves the problem. Two buildings the Board can ditch. That is a true savings for them. They no longer have to heat, look after them. Of course, the municipality will have to take them over and that's gonna be a cost to them but that's not the School Board's problem. But I do fear that Pentz and Petite will not only not get a new school, they won't have any school. There will be no schools in their communities to serve their children. So I return to my original question. Why are we doing the shifting of students? There are no savings to be made by the Board. There are no real programming advantages to this. So what do we hope to accomplish? If we jump on the band wagon of utilization of school plants, which we can see doesn't mean savings or enhance programming. But I think this school review process has been hurried with insufficient input from the major stakeholders. Insufficient information or meeting times, or even the purpose of all of this. And some of whom, like the students, who will have their educational programs affected, have had no voice at all. I don't think all of the affected parties have been invited to the table. Every change that is made creates a domino effect, which could affect Pentz, Petite, Hebbville, Bayview, New Germany. These areas must be part of the conversation. Why have the governments of the town and the county not been included? They contribute to educational funding. They will bear the burden of abandoned schools and the loss of tax dollars, when the area become so less appealing to families with children, they don't want to settle there anymore. Why were school staff muzzled at meetings? Should they not be part of looking at the whole picture? I still contend that we could have an educational system that would be the envy of the province. And we could have it with what we've got. We need to start thinking outside the box. Yes, it's 2016. What was good when I went to school, way back when dinosaurs roamed the earth, is no longer good. My granddaughter is doing things with iPads and stuff that I couldn't even dream about when I was her age. I was still using a party line on the telephone when I was in grade 8. How times have changed. And we have to keep up with them. These kids are growing up in a

different world than I lived in, that's for sure. I made suggestions about specialized high schools, and I know every school has to offer the full high school program. But that doesn't mean that they are all required to be given at the same physical plant. Why can't students from New Germany or Bridgewater transfer to Park View for a semester to pick up specialized courses? Why can't Park View students transfer to BHS and New Germany for things like French Immersion? They would go back to their own schools, get their education, and graduate with their cohorts. You could have more teachers teaching specialized courses, like guitar or calculus, that would be available to all students in this area. Not just BHS, not just Park View, not just New Germany. Any student should have access to what they need, want or desire. And Forest Heights should not be left out of this equation. They can be part of this super campus model as well and they have every right to be. They should have access to the same things as my granddaughter and your children or grandchildren. Why are you not hiring staff at New Germany for semester 1 and Park View for semester 2? Or BHS semester 1, Park View semester 2. That's something that should be done. We need to be more creative. We need to look at what could be. Don't put the road blocks up first. Look at what do we want for education for our children and grandchildren? How can we make that happen? Put the road blocks behind. You're gonna have problems to solve no matter what you do. But look at what we can do. We have some fabulous staff. We have some fabulous students. And we have good Board Members, terrific SOC members, who are all concerned with the education of the students in this area. They're not doing this because it's fun. There were times, I'm sure, they said I'm getting out of here; this is too much. They did it and they stuck with it because they want to do what is best. I'm going to make a recommendation as to what I think is best. I challenge the SOC to change their recommendation to the Board. You're going to be surprised at what I say because it's not what you think. I challenge the members of the Committee to re-examine the very questions I put forward – why are we doing this and what do we hope to accomplish? I challenge the Committee to recommend to the Board that no decision could be made at this time because of a process that did not include all effected parties, that did not give sufficient time for consultation and reflection, that did not fully examine the ramifications of any decision that is made and that has put such a formidable task on the shoulders of the SOC. To me, it's the only viable recommendation at this time. Thank you for listening. I appreciate it.

- My name is David Walker and I am the mayor of the town of Bridgewater. I was there as a staff member under Debra. Just to make sure that Bubby gets equal time, Dennis only wanted to acknowledge Jeff, Bubby, but you're with me, so you were there too. I'm extremely disappointed in the fact that, and this is my formal presentation, because I anticipated that the public meetings would be an opportunity for myself and councillors to hear what the public had to say. We're elected by the public in Bridgewater; we wanted to hear what they had to say, we want to reflect their concerns and their thoughts to the Board. So I was a bit taken back tonight when I found out that it's either speak tonight or you're never speaking again. So that really frustrates me. That the School Board that

represents all our communities has now said, this is your time to voice your opinion, but don't dare come to a School Board meeting and say anything on this topic. I'm not happy about that. I do want to say that I appreciate unbelievably the work that the SOC members have done. I sympathize with them. School Board staff, School Board members, councillors and our staff, we get criticized all the time. Just check Facebook. But we're paid. That's part of what comes with the job. What should not come with the job of being an SOC member was criticism, phone calls, and complaints to them. So hats off to them because I think you were set up from the start. We did communicate to the Board as a council. We expressed a number of concerns that we had with the school review. To their credit, the Board came and met with us. We discussed all of the concerns that we had. We appreciated that very much. One at least was certainly fully explained and I now know how to work notifications on my Facebook site, so I can get more notifications. The rest, as far as we're concerned, were not resolved. The process is not transparent. If the process were transparent, the Board, in its wisdom years ago, would have recognized that we have an enrolment issue. I don't think any of us would dispute this. It's declining. We have to look at what does that mean. Enrolment in every school, from my understanding, is declining, with two exceptions – Bridgewater Elementary and Bridgewater Jr./Sr. High. Are we coming through the roof with new people? No, but we're stable. So you step back and you look and say, what's the best model with this declining enrolment? When do you decide that you're going to do that? After you apply for and receive a 14 million dollar upgrade to Park View Education Centre; after you've been told you cannot consider certain schools, after you've been told you can't consider boundary reviews and boundary changes. Then basically, and I'll allude to this in a minute, the answer has already been decided. What we're doing is trying to, without upsetting a lot of people, end up agreeing with that decision that has already been made. The letters went to the Board. Our council decided that we have people on the SOC. I sit on the SAC for the high school, the junior senior high school. Councillor Graves sits on it as our liaison for the elementary school. We said we'd let the process unfold. Tonight, we'll force the issue a bit. We took it among ourselves, as a council, to invite our SOC members and community rep to a meeting with council. Informal. No media. No minutes, although some people took some notes, but nothing formal. An exchange of thoughts. An exchange of ideas to clarify things for us. What we're hearing, A, is that right? They can ask us questions. So I was less than enthused when I received a phone call suggesting that was highly inappropriate. If anybody wants to tell me I have no right to talk to people who represent me, you're barking up the wrong tree. We also decided that sometimes we say we're the bright people, the students are not. We said, but they're the ones gonna be affected. The 10s to 12s at Bridgewater right now, are the students who will, depending upon timelines, be going to Park View. The 5s and 6s perhaps from the elementary school will be the students that perhaps will become part of a new junior high model. I wonder what they think. So the second thing we did, the deputy mayor and I met with the junior senior high school's student council. Great meeting. A lot of exchange. They offered opinions and I reminded

them of a situation that happened, and Dennis probably knows the dates, I don't, when we were tearing down the F.R. Davis part of the school. We were a split shift. I shared a classroom with Jamie Whynot. My daughter happened to be in the school on student council at the junior high level at the time. I should have said that from the start. Full disclosure. I taught at BES and BHS for 30 years. I hope that's not clouding my statement. I don't think it is. The senior highs went in the morning, the junior highs went in the afternoon. It was supposed to switch at the end of the first half of the year. The junior highs got wind that the senior highs really likes the morning. They were more alert, it was easier to study, and they get to the beach quicker. They had the rest of the day. The junior high student council went and appeared before the School Board. They did their homework, they came in prepared, and they took all the educational data to support why the morning is more productive than the afternoon. And guess what? We switched. They got the morning for the second half of the year. And what I encouraged the students to do is they have to understand the student council, that they're us. They're the political arm of their students. They need to stand up and let everybody know when they believe we're not making the right decisions. They might be criticized by some of us wise adults. Yup. But the good learning that can be realized is that you can accomplish as students if you're willing to put yourself in the front. There's a two-way provincial basketball tournament at BHS gym, and my apologies again, for me, it's always BHS, I can't get the j and s in there. There's a lot of leaders in that school. On a regular basis, town council presents certificates and medallions and plaques to individual teams that have been successful sports wise, culture wise, individually. And that reinforces the value and kind of grounding and preparation those students are getting. What is disturbing me as well is this has deteriorated in some circles into a debate about who is better. They have a bad school, they have a good school, they have more to offer, they have less to offer. One of the things I learned very quickly when I retired, the Board, in its wisdom, said we're going to give you early retirement. We're going to give you some sub days and you'll be paid at a full teacher's pay for the days, but you must teach in schools that are more rural than Bridgewater. Park View qualified. What I discovered was, when I taught, I always felt the school I taught in needed all the repairs, all the other schools were state of the art. All the bad kids were in my class and came to my school. What I discovered in subbing throughout the county was that, guess what? Every school has issues, structurally, and what it needs for its facility and every school has some unbelievably gifted and talented students, and every school has those few students who made the day really long. So I'm really disappointed that we have, in many ways, allowed this to become a debate about good and bad, one school is better than the other. They are both excellent schools with dedicated staff and students who are really doing wonderful things. If you didn't believe that, go to Park View last weekend, go to the Baptist church last weekend, to see Park View's IB program. Great successes in both schools. And rather than celebrating the success of both, we're now getting ourselves into the position where we're going to say, no, we're better than them or we're not as good as them. And that's unfortunate.

Programming, that one I heard a number of times, that students in school A can't get things students in school B can get. I taught in one of those schools. Both of my children graduated from those schools. I went back for six years subbing. I have no reservations in saying that if a family moves to Bridgewater and they go to Bridgewater Elementary School until grade 6 and they go to Bridgewater Jr./Sr. High from 7-12, and they move on. They're prepared well. They are not lacking anything. How they do in university can be affected by a lot of other things. First year away from home, all of a sudden a lot of freedom to be had. The programming they received is there. For me, and again, I haven't met with council, that was going to happen before we presented to the Board, for me, it's the process. The process is flawed, and it's a process that the provincial government is imposing. I guess I know where I have to go next. Because to me, it was as Debra pointed out, you step back and say, what's the problem? We don't have enough students to fill all our schools. Well what's the best solution? And if that solution is looking at that with an umbrella, not cherry picking one school, two schools, let's not look at that now, let's look at that in the future. You should be looking at the whole thing to determine what's in the best interest of the tax payer, of the student, and the operations of the Board. This particular process was predetermined. I read a report that went from the School Board to the Department of Education many years ago, which basically said in supporting the application for the renovations at Park View, the flag ship school of the district and we have to do it quickly. I encourage the Board to step back, I'm addressing this for the Board, once again, whether they agree or not. I really feel sorry for the SOC, because I think you were set up. I encourage the Board to step back and slow it down. And I want to remind the Board of something. The night that the Superintendent presented the options to the Board to review the Tancook and the Bridgewater and Park View families, a comment was made by board member Griffin, I'm not gonna quote, because I'll misword it probably, why aren't we involving municipal units, they should be involved, they should have input. Not to be critical. The only time there has been communication between the Board and council is when council has requested it. It's not coming the other way. I agree with her. Over two million dollars in taxes is funded for public education in Bridgewater. What will happen this fiscal year, municipalities across Nova Scotia will contribute nine million dollars more to education. So there's declining enrolments, costs should be going down, it's not going down for the municipalities. And what's even more interesting is nine million more going into public education from municipalities, but only 2.8, I think, increase in the budget from the province. So, I'm wondering where the rest of that went, but that's a different thing. But I really urge the Board, I think you're hurrying the process, I think you're doing it in a way that is not considering the overall process and that is going to lead to problems down the road. Thank you.

- He stole half of what I was gonna say, but I have a few things to say. For those of you who don't know me, by name is Bill McInnis and I'm the Deputy Mayor of Bridgewater. I never taught a class in my life. I grew up in the banking world and I've often come to the conclusion many, many years ago that bigger is not often better. I'm living proof of that.

I decline several promotions for jobs with a major bank of Canada and I could have left Bridgewater years ago, but Bridgewater is the place where I want to live and raise my kids. I'm under some threat here this evening, because I have three kids that graduated from Bridgewater High School, and if we do something with that high school, they'll disown me. Having said that, there are a few things I'm not sure you've taken into consideration. Bridgewater, the town of Bridgewater, is one of the fastest, if not the fastest, growing towns in Nova Scotia, indeed, maybe in Canada. That's an important fact. This is why our school population is not deficient; it's holding its own. Bridgewater High School is a key component in the strategy of the town. We use that as a marketing tool for the town of Bridgewater. We've had many, many, many students who have graduated and gone on to do some wonderful things. I've gone to graduations. We've had students that, on a very regular basis, get scholarships for Harvard, in little old Bridgewater. There must be something going on in that school that's right. And I'm not pitting it against Park View. Park View is a wonderful school. But I must ask you, when you go to my home town, Sheet Harbour, a wonderful spot by the way, you should go there, they never heard of Park View. Where's Park View? They know where Bridgewater is. And that's why we use Bridgewater High School to market our town. It is a key component of our economic strategy. I was at a meeting with some of you people at town council a while ago and I said, whatever is best for the students and whatever is best for those people that pay for this, i.e., the tax payer, I'm on side, but it's really, really important to keep the politics out of it. I've lived here now for 37 years, and I didn't know this, politics is all through it. Absolutely. Why would someone who lives directly adjacent to Park View be bused to New Germany? As a business person or just common sense, why would we do that? Why wouldn't they go to Park View? I know we have our boundaries for schools and we have our busing, but if you want to look at running this thing economically and getting good results, we have to look at things like that. It's not your decision I understand, it's the province's. Well someone's gotta talk to the province. Maybe we should have our MP, our MLA here. These are serious decisions that are going to affect what I consider to be the most important people in our town, our kids. They're our future. I would ask that you please reconsider what you're thinking about. Bigger is not always better. It's really not. I would encourage you to take a second look at this, because, you know, I was at that meeting with the student council in Bridgewater. Those kids know what's going on. They know what's going on. Not to include them in the conversation, I think is wrong. They have a point of view as well. The mayor said a lot of things I wanted to say. I would ask you to go back to the table and take the politics out of it. Let's look at it in a common sense, rational manner. Thank you.

- Good evening. I'm one of the seven and I really hope the 11 are thinking right now. This whole policy, this whole process, is a disgrace for this Board, this county, and this province. And I know you co-chaired it Geoff, but a job not well done. You talk about transparency, there was none. There were things questioned of our Facilitator/Co-Chair, whatever his position was, I'm not sure. He took them all. The minutes does not reflect

what was in those meetings, what was said by members in those meetings, and we all know. There were many things left out. One you brought to our attention 15 minutes before this meeting tonight. It happened March 30 when you made that remark about Bridgewater High School. And it takes you to the 11<sup>th</sup> hour before you can own up to it? Where is the leadership in this Board? And what kind of leadership is it? I really want to know. Can you tell me? Because I'd really like to know. Staff are too afraid to speak up against you for fear of being fired. Insubordination. What happened to, I don't know, freedom of speech? Page 38 of the Education Act maybe? Would you like me to recite it to you? Where all board members, employees, discuss things and come to an agreement. That wasn't done. It wasn't done on this committee. It was steered the whole way. And I'm done as an SOC member. I'm not being a part of this anymore.

- I'm sorry for coming back up again, but I was asked to ask a few questions tonight. I was getting pretty emotional and I forgot to ask those few questions. I would like to say that Mike Ward, who is our head custodian at Bridgewater Jr./Sr. High School, and has been since I was a young boy, he is a fantastic individual and has worked in that facility for a very long time and we are very proud of the work he does there. First question, for the Board – I was alarmed yesterday to find out that, and if somebody could grab the microphone and answer this question for all of this, because maybe you don't know this, it's that the Board pays out quite a substantial amount of money, over a hundred thousand dollars a year to the town of Lunenburg for parking and also the use of the facilities in the town of Lunenburg. Could you explain to us why we spend that kind of money as tax payers to pay those expenditures?
  - Brian Smith – You're correct. Just over 96 thousand dollars. This was part of the agreement when it was chosen for the school to go there. There were already some agreements about charges for sewer and the playground that were in place. And then the town levied those fees for sewer and for playground use. Playground meaning the sports fields that are in behind, not the playground right beside the school. So these were really charges that were in place before that new school was built and there was no way we could negotiate that again. It was before my time and I don't know all the details, but at the time of building, that was the agreement that was in place.
- Mayor Walker, do we charge for parking and use of facilities or anything at Bridgewater Jr./Sr. High School?
- No.
- Zero. Next question, verbatim. Where are the students going to come from to fill Bridgewater Jr. High? From what I see, the school will be opened up to the students outside the town of Bridgewater. Is this correct? And, if so, what do you foresee as the school configuration? P-5 Hebbville, P-5 Bridgewater Elementary, 6-9 Bridgewater Jr. High. Is this your intention to do that with these schools?

- Geoff Cainen – I think, if I ... can I just ask you to stand at the microphone until we finish your question? I want to make sure we get it all. I don't think we have a preferred configuration at this point at all. What the recommendation is basically saying is for staff and community to get together and see if that can be worked out. So whether it be a P-5 or a P-4, honestly, at this point, I couldn't tell you that. I do know that it's something that, as the recommendation says, there needs to be a lot of discussion around that. One of the pieces of the puzzle, and the SOC can certainly speak to this better than I, one of the things they were looking at, at one point, was the rounding of boundaries, for lack of a better word, taking the corner of maybe Hebbville, the corner of Pentz, and the corner of Bluenose, because bus services for Bluenose, for example, from Dayspring, might be taken from 49 minutes down to 12 or 13 minutes, I think, into the town of Bridgewater. So, taking a few of those students and bringing them back into the town of Bridgewater, even though they're not in the town boundaries. Does that answer your question?
- Yes, for now.
- I think Dennis brought up a very good point, that this decision is not a finite decision. Whatever decision is made, it will affect, possibly, everybody else in this room. If I was on a committee making a recommendation, I would not feel in my heart that I could make a recommendation until the dominoes had fallen. And I'm sure the people of Pentz and Petite want to know. They maybe, probably don't have an opinion about BHS and Park View, but they want to know whether they're going to have a school and whether they're students are going to be coming to BES. I'm sure Bridgewater people, whose kids are in the elementary, never thought about the fact that your kids could be bused to Bayview, your kids could be bused to Bluenose. Who knows? Maybe they will be a new school down the river and they are going to be bused down the river. They're all going to be good schools, as David said. Every school has its issues, but by and large, Lunenburg County has always been known to produce good academics and to provide good support for our students who need it. This is why Bridgewater High School has maintained some classes with four or five kids in them, because these are the kids who are going to be doing the moving and shaking in years to come, who are going to be paying the taxes that keep me in my old folks home. But we make sure that all of our students are looked after. Park View does the same. Forest Heights does the same. They're all working to make sure that every student is working to their capacity, to the best that it can be. But we also know that we are not an island. No man is an island. No school is an island. And what affects Bridgewater will affect the rest of you. So don't relax because Bridgewater's position has been made, because you may be next. I don't want to be fear mongering. This is just reality. I know it's expensive, but as I looked at things, it is not cheaper to run a school, we're not saving money unless we totally ditch a school. Because it costs the same to heat it, to clean it, to look after the grounds, whether there are 200 kids, 400 kids, or 600 kids.

The only thing that's gonna change is the number of staff and those staff are gonna be somewhere. It doesn't matter whether they're at Park View, Bridgewater, Pentz, Petite, or New Germany. They're all going to be paid. That is a static number. There are economies when you get down to 23 kids in a building from P-6, but I know kids that have gone to the Greenfield schools, who have gone to their little schools and who have done amazingly well. Two of them were my children, who both, at Bridgewater High School, won scholarships and made the dean's list in university. They work in multiple grade classrooms, three grades, and they came out of it just fine. So I think we really need to rethink this, we need to slow this process. There's no reward for having this decision made this year and I think that the public is going to agree with that. Thank you.

- Hi. We just want to introduce ourselves. I'm Andrea McGinnis and this is Kim Benjamin, and we were the SOC reps for the Bridgewater Jr./Sr. High family of schools. We just want to let everybody know that we felt, as the two people that represented that school, that we didn't have a fair or equal forum to speak about the benefits of our school. All the information presented was slanted in a very pro-Park View way. No time was ever given to explore the potential of Bridgewater. We felt we were continually overshadowed by the Park View family of schools during this process. If you had the time to read the minutes that are on the site, you will see the comments that just say, just move the Bridgewater schools, don't touch the Park View feeder schools, it's working just fine. We want everyone to understand in this room that it is not that simple. By moving BHS students, you have created a very large void in the Bridgewater campus of schools. And although it has been stated that BES is bursting at the seams, we have yet to see any evidence that supports this. Moving the students from Bridgewater High and BES will allow the Board freedom to start moving all students. This process ended up as being save our school, and not what is best for the students, the community, or the tax payers. The recommendations presented here tonight require more thought and planning than the sixteen hours that this committee have been given. You can clearly see that by the PowerPoint presentation. There we no drop-downs to see what happens when the students start to move. The process was rushed and incomplete. I encourage everyone to contact their elected board member and the Department of Education and let them know that no decision should be made until all schools are reviewed, including the New Germany family of schools and if the province decides to renew the lease of Mahone Bay, Bayview, sorry. Thank you.
- I would like to echo Andrea's comments. So we had 20 members on the SOC who were volunteers. We have no background in education. The only person with any subject matter expertise was Gary, our Facilitator, who was a principal in the school system in Nova Scotia. Other than that, it was people who had been on SACs for many years. I had joined the SAC in September this last year and somebody asked if I'd like to sit on the committee that talked about the merging of the schools. I don't think any of us can grasp what was presented to us in the data on numbers and enrolments and boundaries.

Sixteen hours of work to make a recommendation to the Board that vastly affects the education of the students within those families of schools. Just because we all went to school doesn't mean that we know about education. So they should be engaging people that have more expertise than we do to help make these decisions. I know that the Board is going to be making the final decision, but when we talk about the recommendation of the SOC as a whole, that the Board will very much look at our recommendation because they feel that we have looked at the data and the information that has been available to us. When I hear people say thank you so much for being on this committee, I feel very badly because I don't feel we did a good job, because we aren't experts. I know my child, I know my school, I know my community, but the information that the staff gave to us, I feel like it came like a train toward us. I'm putting that out there so that people understand that I'm one of the seven. I'm not saying I disagree, that I can't see the value of combining the schools, but I'm saying that because I don't think that we have the ability or the information to make that recommendation to the Board. As a parent, I have somebody in grade 9 who doesn't know where she's going to school in September. I don't know how we can make decisions this quickly and change the outlook of their school career in a few months. I would ask that that be included when the Board is looking at their decision.

- I'm also one of the seven. I am the SAC representative at BES. I'm a parent of three children in this school system – one at BES, one in junior high, and one in senior high. When I took this on, I took it on with an open mind, hoping that the data and evidence to show what we were looking at would be good for all kids in the school system. Unfortunately, I will say, I am disappointed and not happy with the recommendation put forward. Not just because of the vote. It's the lack of content. This does not show the public anything that I feel they need to see. Whether it be whether we decided grade configurations, we didn't show them the possibilities. I will say I was not paid or elected to do this, but as one of the schools that is mostly possibly affected in all of this, I have fielded, as a business owner, I have fielded people at my place of business, my doctor's appointments, at sports events, I have fielded questions practically daily since the second public meeting. And I'm happy to have done this, but we also promised the public more information, and drop downs, and possibilities as to what every school in this review may look like when it's finished, and we didn't do that, and I don't feel that this review is finished. I think a lot of work needs to be done and that the recommendation put forward to the Board should really look at the rationale behind every objective and the reasons it was given. I don't feel any of these back up moving these kids. The vote should speak to that. There wasn't a consensus, so obviously, some of us, and I won't say the whole committee, many of us did a lot of work outside of these meetings to look at what we were given and try to understand. But I echo Andrea and Kim, we're not educators. We only are parents and people who may work near the system. We don't know all of this but we can clearly see that each one of these recommendation affecting them will affect more than just Bridgewater. And that's what I looked at when I voted. Thank you.

- So the recommendation put forth to keep Bayview School, it's just that. The Board still has to decide whether it's needed or not. It shows rationale, it's just needed. But it's a P3 school that costs 950 thousand dollars to the province annually to run. What happens if the province doesn't renew the lease? What happens then?
  - Geoff Cainen – The province has asked school boards with P3 schools to go through some kind of review to make a decision on whether those schools are needed or not. We have two – one is Aspotogan and one is Bayview. With Aspotogan, the Board put forward the recommendation for that school because, and I won't say it's isolated, but it's in and of itself in one area, and to get the students from that peninsula area to Chester would be well over an hour. So the recommendation went from the elected School Board to the province saying we need Aspotogan. And we did the Bayview one through the process that the SOC has talked about tonight and the recommendation is that we need that school as well. Once the province gets the recommendation, we don't know of any situation where the province has not taken the Board's decision.
- I'm going to apologize. I've got a cold so I sound a little bit snuffly. I'm a parent at Bayview School and I spoke briefly at the last meeting as well. What I heard a lot of today, at this meeting, is that a lot of information that's been kind of almost thrown and we're told that they weren't necessarily ready for that kind of information or didn't have background or it wasn't their field and they weren't prepared to deal with that kind of information. I want to support the people in saying it's been rushed and that it's not really given anybody enough time to come to a really clarified decision and be able to make such an important decision in 16 hours, 20 hours, that sort of thing. I think I mentioned at the last meeting that I worked for the education department in the UK. And I've had to work in these kinds of reviews when I worked in the UK education department. What I'm curious about is that this is sort of a committee made up of volunteers that put their time into coming up with these recommendations. But I'm curious to know what's actually happening within the Board, what's the School Board actually doing. I know the things that I had to undertake in order to be considering any kind of school closure or any kind of review or transition of this scale. So I'm just curious to know what is actually happening at the school board. What are they doing that's separate to what this volunteer board are actually doing?
  - Geoff Cainen – Just for clarification, do you mean staff or the elected School Board, or both?
- Both really. I was a staff member in the education department where I worked and I was responsible for collecting data and analysing data. I wasn't aware of any kind of volunteer committee that was coming up with a recommendation. We were the people that went and spoke to the public. I'm just curious.
  - Geoff Cainen – In terms of this review process, one of the things the policy is attempting to do was to broaden the involvement of people and not have it just

as staff running reports and getting the data and giving it to the Board. So staff's responsibility in the process was to make sure that the School Options Committee received any and all information, hopefully in a timely manner, that they requested or required. The governing Board was updated once by the Facilitator. Their role fits in next month when the recommendations go to the Board and the Board will then hold those three meetings, they will deliberate, they'll ask questions of the co-chairs, of staff, whomever they wish. In the Tancook situation, they sent the staff away to gather more information so they could make an informed decision. And then when the time came, they made their decision. Does that answer your question?

- I think so. The last thing I want to say is that I really felt very encouraged by what Debra was saying. The possible opportunities to think outside the box. I think there can always be a tendency to rush in, that something has to happen and happen quickly. And I just feel that there is a real opportunity to look at providing something in the Bridgewater area that can really be something special, something that addresses many more issues and takes all students in the Park View school and in the Bridgewater area something more that will benefit them. I would like to ask that you slow down and try not to rush the process.
- I have a few points that I want to make. I'm a graduate of Bridgewater High. Ms. Featherby was my vice-principal and Mr. Walker was there. I'm a resident in the town of Bridgewater. But besides that, my main interest is that I have a son who is in the elementary school in grade 1, so he's pretty far removed from the high school, but I see how this can affect him. This is what I'm concerned about. I've got some points to make about the whole process and about the issues we were talking about here. The SOC objectives – there were five objectives and, as we were shown on the PowerPoint here earlier, three of them, the SOC didn't do anything on. Or they did discussions and they decided that they weren't pertinent or they didn't have the expertise to deal with it. Three of the five objectives. So, what's the point of the SOC if they're not equipped to deal with the stuff they're supposed to do? How can they possibly make a recommendation if they can't even complete they're objectives, if they can't come to any kind of consensus or decision anything on those. How can they possibly make a recommendation? Discussion on the motion at the March 30 meeting, the motion to move the students. In the minutes of the meeting, it just says discussion took place. What was the discussion? Isn't that the point of having minutes? Why don't we get to know what they actually talked about? I don't understand what the point of having the minutes is, if it's not gonna include the discussion. That's the important part. Like, we're missing a big chunk there. Next is the busing. As Ms. Featherby brought up earlier, I've been wondering what this, it's bothering me too. If you're legally required to have a certain number of space for Park View students, and you're adding more Bridgewater students, doesn't that mean you're legally required to provide more bus spaces? Like, I was pretty good at math in high school and

it seems to me that if you're adding more students, you're adding more bus spaces. So I don't understand how you can say there is no added cost to busing. So next is the money, which has also been brought up. The former director of finance for the School Board, Jerome Tanner, said that consultants reviewed this very option in 2012 and that there's no money to be saved and that he didn't see any reason for doing this, it didn't make sense to move the kids at that time. So, what's changed? Why are we reviewing it now? It's not gonna save any money now. What has changed since 2012? One of the original scenarios was to move all of the grade 9s from the Park View feeder schools to Park View. And this was rejected for several reasons we were told at the last meeting. But one thing that we're told again and again was, oh, you can't move an entire cohort out of the school, it's gonna completely change the school, you can't move an entire cohort, it's gonna change everything, it's gonna ruin the school. But to remove three entire cohorts out of Bridgewater Jr./Sr. High. What the heck is that gonna do for the school? Doesn't that matter? Like, I don't understand why it's ok to do it to that school, but it's not ok to move a grade 9 cohort out of another school. That doesn't make sense to me. And finally, if you're gonna make this recommendation, and the School Board is gonna make this decision, there needs to be an entire plan. You can't just say, let's move the grade 10-12 students and then we'll decide what to do with the rest of them later. Again, in the March 30 minutes, about this motion to move the grade 10-12 students, it said that they weren't going to consider grade configuration or catchment or anything like that. That needs to be part of the decision. We need to know how it's going to affect anybody else. It's all one thing. If you're gonna move half the students from a school, you have to know how it's gonna affect the rest of that school, how it's gonna affect the elementary school, because, you know, oh maybe we'll move some of the grades over, we're not really sure, grade 5 or grade 6 or both, or kids from another school, we don't really know what we're gonna do. You have to know that if you're gonna make this big decision. I don't think that our town council here would decide on legalization or the zoning of a building in the town without first considering how it's gonna affect the people who use that building or its neighbors. It's got to be part of the decision. So the School Board needs to consider that too, moving three grades out of one school. Again, like I said, I am in the elementary school, so that's what I'm concerned about. How is this going to affect all these kids coming up through the system, how it's gonna affect the schools. All the schools are working well now. You want to shuffle all these kids around and not really know what's going to happen.

- I have a couple of questions for the Board. I'm not from Bridgewater, I'm from Shelburne, but that's my problem. I want to talk about catchment areas. I've been dealing with that in the fire department for years. We have boundaries in the town of Bridgewater. But the fire departments have to come through town to go back out to certain surroundings. That's a catchment area. So if you look at the catchment area, how many students are within five miles of the Bridgewater school? And wouldn't it make more sense for them to come to Bridgewater as to bus them 35 minutes to New Germany? I have an issue with

that. And the other issue is, in the last five years, the town of Bridgewater and its residents have paid over 200 thousand dollars more for education to the province. We're paying over two million dollars and the province is putting a little over two million back into education system. Where does the other seven million go? We have a right to know that. And certainly, you should look at that catchment area and put something up that is best for the students. Certainly busing them this long bus distance is not the status quo. We have to change the way the students use it. Get on board. You owe it to the students.

- I think I have the answers to your questions. I did a little research while I was on the SOC. Apparently, last year, 75 and a half million dollars of the budget to this school board in the year 2014-15, and 85% went to Board employee salaries. And of the 85%, 90% went to central office staff salaries. And most average around ten. And while I'm here, there are a few other things I would like to address, that I didn't have a chance to before because I let my temper get in the way. On the SOC, I don't know if anybody could calculate this or not, we worked a total of 16 hours on this. 16 hours. And we're gonna determine the death of a school that's 110 years old in 16 hours. 200 kids and their families and this community is going to be changed over 16 hours, of, not term it work, because three out of the five mandates didn't even get done. It needs to be postponed until there can be all of the information needed, the whole picture, and David, leave politics out of it, I agree with you completely.
- Hi. My name is Kelcie Bond and I am one of the co-presidents of our student council at Bridgewater Jr./Sr. High School. Hi. I'm Mark Rogers and I'm also on the student council executive, I'm the treasurer. We didn't really prepare anything for tonight. We weren't expecting to speak, but once we got here we felt it necessary to voice our opinions. I'm personally very disappointed with this review. I feel like I have benefitted greatly from being at a small school and getting to know the administration and staff, being involved in athletics, and just personally, I feel like I've really benefitted from being in a small school. I've had numerous opportunities to be involved in different clubs, like student council and being on six athletic teams. And just really disappointed that Bridgewater may not have a high school next year, or whenever. (Kelcie) I feel the same way as Mark and through our meetings, we've gotten the same response from a lot of the students at our school. And I think that you don't really need to mess with something that's not broken. Our school is very successful and there's a lot of good things at our school. Personally, it's not really about the courses and, I guess, my actual education that I care about the most, because I went through my high school, I have a lot of good friends, I'm going to graduate, and I'm going to be going to university. But for me, it's the community feel of my school and I think that's really important. I have really strong relationships with all of my teachers, and it's not only that, but I have really strong relationships with everyone at my school. I'm really close with everyone. We have 200 kids in our high school and I can probably tell you everyone's name, even our junior high. I went to Bridgewater Jr. Sr. High School since grade 7, so I am very attached to it, and I'm really, really glad that this isn't

going to affect me going to high school, but it does affect two of my siblings. And I'm sure it affects a lot of people's kids that are in this room right now. I just wanted to voice that a lot of students at our school feel the same way as I do. So yeah, I just thought that it was important that you hear the students' side of it. Another thing, for sports teams, I don't think I would have played on as many sports teams if I went to Park View, but I played on five or six sports teams this year, so I've had a lot of opportunities and I'm going to UNB next year to play volleyball and I don't think I would have had that opportunity if I didn't stay at Bridgewater and play volleyball. Not only that, but if I went to Park View, I probably wouldn't have made a lot of the sports teams that I play for in Bridgewater, and yes, there would be a division 2 or maybe even 3 team, because of the numbers at Park View, but I honestly probably wouldn't have played if I didn't make the A team. And for people that are going to be transferred to Park View, there will already be sports teams at Park View that would have already been established. There would be students that have played in grade 10, grade 11, and grade 12. When you move students to Park View from Bridgewater, maybe the gr 10s from Bridgewater aren't going to make the team at Park View because they already have their set team. There's not going to be as many opportunities for our students there.

- I'm the former of director of finance that was referred to earlier. I would just like to say a couple of things. One is, in June of 2012, the Board passed a motion based on a study that was done by Deloitte and Touche and also one of the consultants in place at the time, was Dr. Jim Gunn, who was a former acting superintendent of the South Shore Regional School Board, at least a couple of times, and it was decided when they looked at the Park View and Bridgewater schools, it was decided at the time, that they were both sustainable and that they would not be reviewed for at least five years. So that was in 2012 and five years would take us to 2017, and I'm wondering what we're doing here in 2016. First of all, I'd like to say thanks to the people of town council, the mayor and deputy mayor, for coming here tonight and speaking against this program change, or school change, which definitely needs some more thought. Several months ago, I was approached by the School Advisory Council of Bridgewater Jr./Sr. High School to serve on the School Options Committee. I guess, unfortunately, I didn't get selected. When I was checking on the criteria of selection, I was told that I had worked for the school board and I have a son that is a town councillor, and therefore, I shouldn't be able to serve, but I think that after almost 30 years working for the school board, I would have had something to offer to the School Options Committee. And I really resent not having the opportunity to do that. It was also mentioned earlier, I think it was Dennis Woodworth, that had questions for Mr. Smith, I assume, concerning Lunenburg Jr./Sr. High and paying a hundred thousand dollars. Back a number of years ago, when the old Lunenburg Jr./Sr. High School didn't have a gymnasium, we paid approximately 50 thousand dollars to Lunenburg because we utilized their gymnasium. So if you're paying a hundred thousand dollars now, start re-negotiating, because you're paying way too much. The last thing is, I heard someone else saying, is that I could understand if we were moving kids out and closing buildings, I could

understand there would be savings, but why, why would you ever move 200 kids out and still maintain the same facilities for fewer students. It just doesn't make sense to me. Thank you very much.

- Hi. My name is Tess. I am also on the Bridgewater High School student council. I'm gonna speak to the other side though. I'm not gonna talk about sports or clubs. I'm gonna talk about how it's going to affect the students and I'm gonna go back to programs. I've been hearing a lot of people talking about the O2 program, which will be affected, because right now there is an O2 program in both the Bridgewater High School and Park View, and each school accepts 20 grade 10 students each year into the program. By changing it, and sending the grade 10-12 students from Bridgewater to Park View, you're actually literally cutting the O2 program in half for the town, which I'm afraid isn't a good decision. I am a part of the O2 program and it has actually been such a blessing for me. I've gotten so much out of it. I have learned so much about myself and it would be such a shame to see it cut in half like that. The more students that get that opportunity the better options they'll have. That's why it's called Options and Opportunities program, and merging the schools is effectively cutting that program in half. The other thing I'd like to speak to is, I have not always lived here. I moved from Montréal five or six years ago now. I've been to big schools, but I've also been a part of two school closures. The first one was a complete closure, so they took all the kids from the school and moved them to another school and that school was actually demolished two years later, entirely. And that had a huge effect on the students who used to go there. A lot of the students who had to make that switch were very depressed the next year and it was very traumatizing for a lot of the students because that was the school that we had grown up in and we knew that school very well. The second time it happened was actually more similar to how this closing or merger is happening. So, I was in grade 4 at the time and they said what we're gonna do is we're gonna make the school that you currently go to a pre-primary to 3 and we're gonna send you all to a 4-7 school, which didn't make any sense to us and we were all moved the next year and we had no idea what we were doing, we had no idea what our place was. And that's another thing. At Bridgewater, everything kind of has its place, and at Park View, most people have their place, but by merging the two schools, everything is gonna be up in the air for quite a few years. And it's just gonna be a lot of running around and it's gonna be very traumatizing for a lot of the students involved and it's not going to have a positive effect. I've heard a lot of talk about the cost and how it's going to affect transportation to and from school. It's going to affect the students more than anything. And that's the part that I don't think is getting a lot of talk. That's what the biggest problem is going to be, is how it's going to affect the students. And I think more talk needs to go into that.
  - Jeff DeWolfe – If you could just wait there, I'd just like to respond. Thank you for your comments. Great job. We did previously provide information to the SOC. Each school gets funded for one O2 program with 20 students. We recognize the great success that program has had in all of our high schools and the community

piece, the connection to the community is excellent for students. We would not be able to get Education funding from the province for a second cohort, but we had given information to the SOC that we would fund the second cohort if the decision was to move the students. So there would be two cohorts. Thank you.

- Hi. I'm Sara Greenough and I'm currently in grade 7 at Hebbville. I wanted to share my opinion on how it would affect me if you move Bridgewater's 10-12 to Park View. If they're moved there, there will be a giant hole in Bridgewater. If you moved them, say, to Pentz and Petite, to Hebbville, well, I came from Pentz, and if you move them there, will you move the people that came from Pentz there, so they'd be from 7-9? And I think, before you make any decisions, you should make sure there's a clear cut plan of what you're going to do. That if you move people here that this will fill that, not leave it up in the air what will happen to those kids. I just wanted to share my small opinion, so yeah.
- OK. My name is Bev Burgess and I've been involved in education in the town of Bridgewater for about 30 years, being on school trustees and some of this rodeo I've been through before, so it's not new. I have a couple of questions, one with respect to the process, which other people have alluded to hasn't been followed. I see in the policy it says, School Boards are responsible for ensuring the policy is followed. So, did the School Board say you were not following the policy? Did anybody contact you and say you shouldn't be doing this, you should be doing that? I just want to know the answer.
  - Heather Mackenzie-Carey – Could you elaborate?
- Right here, it says, School Boards are responsible for ensuring the policy is followed. So there has been allusions tonight that the policy has not been followed, and certainly from reading this I can see that some parts of the policy was not followed. For example, the second meeting we had drop downs. It was my understanding the drop downs were to have been done. They did not appear. I believe the mayor of the town of Bridgewater asked for a copy of the presentation and he was told he could not have it until after the committee reviewed it. Which is kind of strange to me. Why would you make a public presentation and then saying, well we have to make sure it's right. That part of the policy didn't make sense to me. So, did you get any kind of communication from the Board to say, yes, you're doing what you're supposed to be doing or no, you're not doing what you're supposed to do, I guess is my question.
  - Heather Mackenzie-Carey – I guess I would have to say that we have a facilitator and I think that we really worked through the facilitator's guidance and made the assumption that we were following the policy because of that facilitator who was versed in the policy and following his guidance between staff and provincial bodies. The SOC members have put our faith in the facilitator in terms of the policy being followed.
  - Gary Walker – So, and as for the policy, I met with the Board. I did meet with the Board with the Co-chairs to talk to the Board about where we were in the process, but no, I never received anything from the Board, to answer your question.

- So, I guess my question is, how could you present something at a meeting as public information, but say, no, it's not for the public, we have to go back. And how do we know, the public who were at that second meeting, whether all those presentations we really what you had agreed to or not. This is the next meeting, correct?
  - Gary Walker – Actually, after the meeting, Cheryl was responsible to post them right away.
- No, they had to be approved by the SOC. Those minutes of the public meeting did not happen right away. They had to be approved. You said right at the meeting they had to be approved by the SOC at their next meeting.
  - Gary Walker – So when they approved them, they get posted.
- Yes, but how do we know the presentations didn't get changed? We couldn't get a copy of what was presented at that public meeting. Because the committee had not approved it. Which seems kind of strange that you would have a public meeting and say, this is what we talked about, but no, it really isn't. How can you arrive at a decision when you really haven't gone to the public? That's my point.
- It's me again. Sorry. It's just my opinion. This has been hard for me to let go. I apologize. I know the SOC did the best they could with the information they were given, which seems to me the information was just to drive them to arrive at the decision you guys wanted. I find it very hard to believe that you don't know what's going to happen to our school once those kids are moved. You're always 10 steps ahead. You know what's happening. We're just not being told. I want to know what was missing out of the minutes, because I know there's stuff that was not in those minutes that were discussed. I want to know what those discussions were. I would also like to know how many of those people on the committee voted yes to move the 10s-12s, but maybe wanted conditions that their schools would be left alone. Where is all the conversation on who asked for what? Nobody has any of this information for any of us to see. And I'm very sorry the committee was put in this position.
- Hi. I'm Sophie Tanner. I'm in grade 9 at Bridgewater Jr./Sr. High School. Hi. I'm Layne Conrad and I'm in grade 9 at Bridgewater Jr./Sr. High School. Hi. I'm Kaitlyn Woodworth and I'm in grade 9 at Bridgewater Jr./Sr. High School. I'm Kait Benjamin and I'm in grade 9 at Bridgewater Jr./Sr. High School. Hi. I'm Taylor Scarfe and I'm in grade 9 at Bridgewater Jr./Sr. High School.
- So, I have a few things to say and I have a question. The first thing is that, I think that all agree that it is hard for us not to know what school we're going to be going to next year. Also, in a small town, we're very fortunate to have the option to either go to the AP program or the IB program. If you merge, obviously that option will be taken away, which we are very lucky to have. I'm also wondering, how will class sizes be affected if we do merge?
  - Jeff DeWolfe – We provided the SOC a pretty detailed analysis of the current class sizes and some scenarios. Basically, what would happen is, small classes at

Bridgewater that may have eight or nine students, I'll use French Immersion as a good example, Hebbville feeds into Park View for French Immersion, they have a course in grade 10, they haven't been able to offer a course in grade 11 and 12. Bridgewater's French Immersion numbers are very small. By combining those numbers, it would be healthier. Generally, class sizes, when you bring two schools together, with more students, class sizes usually go up; therefore you can offer more sections of other things, because you're not carrying very small class sizes. One of the issues here from the start is the difficulty in having classes that are in the single digits and it has budget implications. That piece is a real challenge for us. When you combine two schools, you get a bit more efficiencies and you're able to offer more courses.

- Being in the French Immersion program at Bridgewater Jr./Sr. High School, along with four or five people standing up here, I believe that being in a class of single digits or 14 or 15 students is more beneficiary to our learning because a class of 30 limits one-on-one learning with the teacher and can deteriorate the options for kids that struggle in school by being in a class of 30 where kids that struggle or are shy to raise their hand and ask a question because they struggle with the material. That can be very nerve wracking and being in a smaller class can give one on one time with the teacher really helps a lot. Also, being a grade 9, having the older kids at our school to mentor us in sports and academics really helps us a lot because we get their insight into things that they did through their high school career and can help us move through. I don't think that could be something that would happen because we are going to be kids moving into a new school and I don't think that would happen.
- Personally, my opinion on this merge is that being in a small school you know everybody. I started going to Bridgewater when I was in grade 7 and probably by grade 8 I knew who everyone was at the school, which I find is very benefitting because people are relaxed at school and you don't have to worry about, you know, what people think, because everybody is very close at school. Also, I play sports at Bridgewater and one thing that I'm a bit worried about if we do end up going to Park View is if I don't make sports teams, because students are already chosen before we get to Park View and if we do end up going in grade 10, I don't think it will be so much of an issue as if we go in grade 11. But that is something that I worry about.
- Hi. So, my opinion on this is that it's very scary not knowing what we're going to be doing next year. And I find a lot of people I talk to in my age group find that they're really worried too. I also like about my school that it's very small and everyone knows each other. I feel like if we went to Park View, more people would be kind of nervous to speak up in class and also if the classrooms are smaller, you get more one-on-one time with the teacher and people aren't afraid to speak up. I find it nerve wracking that classes are going to be bigger and I don't know what's going to happen.

- OK. I just have one thing to say. I tried out for a lot of sports teams at Bridgewater and if I go to Park View, I'm probably not going to make a lot of them that I would very easily make at Bridgewater. And they are competitive. They may not be division one, but they're more fun to be on, you're not as scared to try out.
- Hi there. For anybody that knows me, I don't do this. I have two kids a Pentz in grade primary and grade 3. So, I'm concerned about what the drop downs look like. First of all, I want to extend to the SOC members a thank you for what you guys have done. I'm ashamed the Board has put them in this position of having to give them the facts and information they need to make the right decision. In looking at our school, we're up for closure, my kids have 16 months and we don't know where they're going to school. No answers have been given. Of these class sizes, our kids have classes of 10, 12, 15 students. You're gonna tear them apart and put them in three different schools? So my grade 3 students is going to two of her friends, three of her friends, maybe transfer to another school with her? It's really unfair to start at the top and just hope that everything else just falls into place. It's our little people you have to think about, as well as our big people. I'm a graduate of Bridgewater High. I was in the class of 96. My brother was valedictorian in 92, my two sisters graduated in 82, and 83, and I think my sister from 83 is coming to the alumni weekend this weekend. I think we really need to slow down the process. As JC said in a meeting a few months back, slow it down, make some choices, and get the facts in place. I'd also like to note that we in the Pentz community wrote letters to the Board over two months ago, were promised a response, and still haven't gotten one. You might want to mention that to them. Thank you for your time.
- What happens to the jobs? What happens to our teachers at Bridgewater Jr./Sr. High School? I mean, they're leaders in our community, and educators. What happens to them?
  - Tina Munro – So, the teachers at Bridgewater, there is a process that we follow in how we staff. The process is actually online. If you teach predominantly in the middle school, you would stay in the middle school. If you teach predominantly in the high school, you move with the children to Park View. Once you're in Park View, there is an entire pool. We've done the staffing scenarios with each year calculating FTEs and no one is displaced, we've used the current numbers. When I say that, it doesn't mean the same number of teachers, it means that terms, retirements, all of those pieces, are vacancies in the schools, so that no one is displaced. So there is a process outlined, but basically, the high school teachers move with the high school students.
- Are you saying there will be fewer teachers when the two high schools are merged? Or will the number of teachers, regardless of whether they're term, whether they're subs, whether they're permanent, would the number of teachers remain the same for that number of students from Bridgewater High School and Park View?
  - So, what I'm saying is that there are savings in FTEs.

- So you're saying that there'll be fewer teachers then. There are savings.
  - With full-time equivalents, there will be fewer full-time equivalents. I will say though, that term teachers are not guaranteed at each school any year. We re-hire each year, so they're not included in our numbers when we do that. But full-time equivalents, there are savings when you move the high school.
- So there'll be fewer teachers, whether they're term or permanent. There will be fewer teachers teaching that mass of students. So that when we talk about being able to offer more electives, I'm a little confused. I guess I've been out of the system a little too long. I'm still going to say that I see no reason why French Immersion kids, calculus kids, English kids, can't be in a class of 12 or 14. We have students in our school system who have an adult assigned to them full time and a classroom teacher for a good portion of that time as well. I think that there are times when other students within that school system deserve to have that type of attention. They have that right too. I don't think that there are going to be that many electives needed to be offered if we're going to 21 credits to graduate. Now, Jeffrey is going to try to persuade me otherwise. Go ahead.
  - Jeff DeWolfe – I'm debating on trying. There are graduation requirements in the province that students, at the current time, need 18 credits to graduate. In the late 90's and 2000, many schools switched to semestering, which caused them to have, rather than seven credits available per year, you have eight credits available. So, from one perspective, if you only need 18 credits currently to graduate, and there are 24 possible credits you could earn, that number is low. So what we are going to see the province do, even though the details aren't finalized yet, they will probably move to 21 credits. So, right away, you are asking kids to take more courses. So, when you ask kids to take more courses, there needs to be more options for kids. So, somehow, the way this has been answered in the past, is that there'll be less flexibility. Well, the need for more courses will be there, because students are going to want to take them. That will bump the class size up, and it will also, hopefully, fill in courses that are of interest to students. I could read the list of graduation requirements now. There is a wide variety of courses that are available. And from a programming perspective in high school, the more students you have, the more courses you can offer, and more varied interests for the students. That's a fact.
- To a certain degree. But with more students, you also have to have more sections of English 10, English 11, English 12, Math 10, Math 11, and all the different levels of the math courses. You have to have more sections. I think that a lot of people don't understand the difference between a section and a course, because telling them there are 110 courses being offered at grade 10, did anybody distinguish for them that 25 of them were English 10 courses? That's one course, not 25 courses.
  - Jeff DeWolfe – That's right. What multiple sections do, obviously, if you have 200 kids in grade 10, and the average is 25 in each section, taking the average

Communications 10, what it does, it brings efficiency so you don't have four kids in one, the closer the average will be in those courses. So, for that, you're right. But there's also other courses that, with more students, you could offer, that you wouldn't be able to otherwise.

- But, in a small school like Bridgewater, you can respond much more rapidly to the interests of the students and decide what courses you will offer and in a school like Bridgewater, which is a walking school, you can run outside of the regular school day, because they do that. We've had courses offered at 7:30 at night. But I know the Department doesn't like that because it doesn't fit in their nice little box. But we responded to the needs of students. Did we respond to all of the courses that they wanted? No. No school can do that.
  - Jeff DeWolfe – In fairness, what make a small high school difficult is you have several streams of programming in a small school and when you don't have multiple sections of a course, often students run into conflicts. I know that's one of the reasons you've gone outside the school day. When you look at it from strictly a programming perspective, more students does give more options to students to get the one they want. It's a fact.
- How many complaints did you have from Bridgewater this year about kids not being able to get courses?
  - Jeff DeWolfe – We've run some data on the number of students who, when they select their courses they ran into conflicts, and the percentage is much higher at Bridgewater. The other issue we have is that Park View's enrolment is declining. And that's not a Bridgewater responsibility. I get that. But we're running into similar problems at a small high school like Bridgewater. All the good points that were raised tonight, there is an efficiency in programming and options for students if we have a higher number and if they were combined.
- Good. Then let's allow the kids from New Germany to come in for a semester in Bridgewater. With those buses rolling by us, let them go to Park View for a semester. But let them stay as Bridgewater High School students and stay with their cohort. You're heard these kids. These are just a sampling.
  - Jeff DeWolfe – I've heard all the students and all the voices tonight. Absolutely.
- Good. Then I hope you listen to the students voices and that you don't just talk about getting 25 kids in an English 10 section at Park View as opposed to 14, because you know that's not what it's about Jeff. You know in your heart of hearts, just like I do.
- I just have one more question about AP and IB? So, if we do merge with Park View and you're in grade 11, I'm in grade 9, will pre-IB be offered at Bridgewater when we're in grade 10?
  - Jeff DeWolfe – We have had to speculate to some degree, but with all honesty, we are waiting for the decision to be made. We are not going too far in planning, but I know there's a fair amount of anxiety with parents and students around that

question. Pre-IB now happens, and we have a policy where if you're accepted into three pre-IB courses, you get the transfer. You don't get denied that. In the past, we've had a number of students from Bridgewater who have done this. Some years it's a little higher than others, some years it's very lean. So, that's underway now. The issue, if they were to decide to move the school, would be would you be able to join IB in grade 11. So what we have done, is we've asked the province, the person responsible for IB, if that were to happen, if we could train teachers. Pre-IB isn't an official IB course. It's a course where they kind of enrich the curriculum a little bit to prepare you for the IB courses in grade 11. So we've asked the province if we could train teachers at Bridgewater for the grade 10 cohort so that they could do pre-IB, then when they move in grade 11, they would be able to just join IB so they would be prepared. If this decision is made, if the Board goes with the decision to move the Bridgewater students, there will be a committee that we said from early on that would have students on it, and community, and these are the types of issues we would deal with right away to get these things cleared up so the transition would be as smooth as possible.

- Also, if you're saying that students outside of a 3.5 kilometer radius of the school would have to walk to school, that would mean that I would have a 45 minute walk to school every day. And some days, my parents work early, so that would mean I would not be able to get a drive. So, I'm just wondering what determines the 3.5 kilometer distance.
  - Gilbert Jackson – It's actually 3.6 kilometers and it's a provincial standard from the Education Act. That's something the province has decided is a reasonable distance for students in high school to walk to school. Given that the proper infrastructure is in place in the town of Bridgewater. I went to Bridgewater myself and I walked three kilometers to school every day. It took me about 30 minutes.
- I live in the town of Bridgewater. I have a bright daughter and she's interested in the IB program. So, if she registers for three IB courses, then you automatically admit her to Park View. Other part of the question. I live in the county. I have a son. He's analyzed things and decided the best advanced program for him is the AP program. Can he register for AP courses at Bridgewater and automatically transfer?
  - Jeff DeWolfe – IB – It is required that every board have IB in their system. IB is a provincially recognized program. AP is also recognized, but there is funding for IB and every board is required to have one IB school. I would say this to you – students who apply for a transfer and recognize AP as course they wanted, they we would go through a process and I am confident that, if the reasons were valid, we would grant that as well. We really do what is best for students with transfers and there is great sensitivity around transfers, obviously, because it affects the population. We do what's best for the kids.
- I just want to talk a little bit about this 3.6 kilometers walking distance. I can't grasp it, but it's a provincial standard, you say. I take it the reason why it's a provincial standard is that,

the city of Halifax or other towns, they have a transit system. We don't have a transit system here, not yet at least. And 3.6 kilometers is the pouring rain or snow, or some days, it gets pretty cold, and I'm an expert at that, because I walk every day, and it's not very pleasant, especially if you're carrying, what was it, 40 pounds? We don't have a transit system. You may want to address that before you make a decision on this.

- I know you're trying to shut us down here. I just want to say that, based on everything that's been said tonight, based on what we've seen at the meetings and the PowerPoints, and obviously what we haven't seen, this recommendation doesn't look like a recommendation, at least not a reasonable one. Not one that really anyone can follow through on. That's all I can say.

Gary Walker – The SOC's recommendation will go to the School Board. The School Board has their process in place to deal with it, as Geoff outlined. They can take it, leave it, take part of it. The School Board will make the final decision for the Bridgewater/Park View School Review.

- Why isn't the School Board here to listen to the public?
  - Gary Walker – I believe they are. I believe there are some Board members here. School Board members, you want to raise your hands? Three. There are eight Board Members.
  - Geoff – they'll go through that
  - More comments from Geoff – they'll make that decision
- I don't know of a successful business in this country could run a process like this. Not a one.

Geoff Cainen – The provincial policy on school reviews states that the work goes through the SOC and it's the SOC that actually comes to the School Board members to present to them. So the will go through those three meetings that are outlined there, and get all the information, as they did at the Tancook one, which would talk about what went on at the meetings, what was the data given, and what were the decisions made. They'll go through that process through the three meetings. Having gone through the Review for Tancook, the SOC made their presentation, the Board asked questions of the SOC, the Board then brought staff back in and asked more questions and asked for more data, and then at the last meeting, they asked some more questions and then made their decision. If they felt they had enough information, we'll have to see, if they don't, I expect that if they don't feel they have enough information on the 24<sup>th</sup>, they'll make that decision.

- Just a quick question in response to Jeff's comments about Park View's enrolment declining. My question is, if Park View's enrolment wasn't declining, would we be here tonight?

- Kim Benjamin – I know we don't meet again. So, we've heard everything tonight. Are there any next steps for the SOC?
  - Gary Walker – We'll meet. We'll be in touch with the SOC for the public meeting minutes that we need to go through, to see what came out of the meeting, the same process we did for number 1 and number 2.
- Kim Benjamin – The reason why I asked the question is because we've heard a lot of comments from the public tonight. There's nothing to say that we're going to put that in a recommendation. People want those comments to be heard by Board Members. There's opportunities outside of this that they need to take advantage of. Can you speak to that? They'll get the comments from tonight, but you don't get the full flavor of things from reading the minutes. People will want to speak to their Board members. Could you please outline how they would go about doing that? We had that clarified for us. Can you clarify it for people, other than here, their options to do that?
  - Geoff Cainen – Yes, I think the SOC needs to come back together. There was a lot of information tonight and I think that they will probably come back for a meeting to talk about that and see if there's things that they want to add to the recommendation. That's the whole idea of the third public meeting, so the SOC can hear from members of the public. There's a need to reflect that. The question about the Board members, obviously everybody always has that right to contact their individual Board Member or the Board Chair, that information is on the website, their phone numbers and emails.

Gary Walker – On behalf of the SOC, thank you so much.

The meeting adjourned at 8:52 p.m.

**South Shore Regional School Board  
School Review 2015-2016  
BJSHS/PVEC School Options Committee Meeting  
Tuesday, May 3, 2016  
6:30 p.m.**

**MINUTES**

**1. Record of Attendance**

In attendance – Gary Walker, John Biebesheimer, Hope Demone, Siobhan Doyle, Stephanie Martin, Andrea McGinnis, Kim Benjamin, Tina Grace, Heather Mackenzie-Carey, Leif Helmer, Sarah Tingley, Maja Kelley, Erica Moore, Shelley Mann, Anne Burgess, Allen Sullivan, Cheryl Veinotte

Regrets – Melissa Risser, Palma Champoux, Mitch Foley

Absent – Pam Hebb

**2. Approval of Agenda**

**MOTION** by Siobhan Doyle, seconded by Anne Burgess, to approve the agenda.

**MOTION CARRIED**

**3. Approval of Minutes**

A. Regular SOC Meeting – April 18, 2016

**MOTION** by John Biebesheimer, seconded by Erica Moore, to approve the minutes of the April 18, 2016 BJSHS-PVEC SOC Meeting.

**MOTION CARRIED**

B. Public SOC Meeting – April 21, 2016

**MOTION** by Shelley Mann, seconded by Allen Sullivan, to approve the minutes of the April 21, 2016 BJSHS-PVEC SOC Public Meeting.

**MOTION CARRIED**

**4. Discussion Points from April 21 Public Meeting**

- Presentation from Public Meeting
  - Objective 3: Consider facility utilization and operational costs when making recommendations. Item A: Recommend the Board direct Superintendent to evaluate facility utilization and operational costs throughout the SSRSB.
    - Although some members discussed costs on their own time, it was not discussed in detail by the Committee as a whole. This will be noted in the Report and Recommendation to the Board.
  - Objective 4: Make recommendation to the Board regarding school grade configuration at all schools. Item B: Recommend grade configurations at all other Park View feeder schools remain unchanged.

- The following revision will be included in the Report and Recommendation to the Board:
  - Recommend grade configurations at all other Park View feeder schools remain unchanged, until such time as Petite Rivière and Pentz issue is resolved and the New Germany Family of Schools review is complete.
- Committee members were given, and took advantage of, this opportunity to comment on the views expressed by people who spoke at the Public Meeting.
- How do we reflect what we heard at the meeting? What people told us and said will go into the recommendation.

## 5. Approval of Minutes for This Meeting

The Minutes of this meeting will be approved via email by SOC members who attended this meeting.

## 6. Next Meetings

A. There are no additional SOC Meetings.

### B. Special Board Meetings

The following special meetings have been scheduled:

- Thursday, May 12, 6:30 p.m., Bridgewater Jr./Sr. High School – SOC Co-Chairs to present Report and Recommendations to Board
- Thursday, May 19, 6:30 p.m., Bridgewater Elementary School – Board to discuss Report and Recommendations
- Tuesday, May 24, 6:30 p.m., Hebbville Academy – Board to make a decision on Report and Recommendations

## 7. Adjournment

The meeting adjourned at 7:55 p.m.



# South Shore



**Regional School Board**

*“Inspiring our students to reach their full potential.”*



NOVA SCOTIA

**Education and Early Childhood Development**  
**Office of the Minister**

PO Box 578, Halifax, Nova Scotia, Canada B3J 2S9 • Telephone 902 424-4236 Fax 902 424-0680 • [www.ednet.ns.ca](http://www.ednet.ns.ca)

Cheryl Fougere, Acting Chair  
South Shore Regional School Board  
69 Wentzell Drive  
Bridgewater, NS B4V 0A2

Dear Ms. Fougere:

As a follow-up to our meeting on November 17, regarding Pentz Elementary School and Petite Riviere Elementary School I can confirm the following:

1. The School Board will continue with the School Review Process for the Park View and Bridgewater families of schools, with the understanding that the school boundaries will stay the same for Pentz Elementary School and Petite Riviere Elementary School.
2. Subject to Cabinet approval, the government will approve a Major Addition and Alteration to upgrade either Petite Riviere or Pentz Elementary Schools. This will be a P-6 school.
3. The closure dates for Pentz Elementary School and Petite Riviere Elementary School will need to be revisited by the Board.

Yours truly,

Karen Casey  
Minister, Education and Early Childhood Development

c: Hon. Mark Furey, MLA, Lunenburg West <[markfurey.mla@eastlink.ca](mailto:markfurey.mla@eastlink.ca)>  
Geoff Cainen, Superintendent, SSRSB <[gcainen@ssrsb.ca](mailto:gcainen@ssrsb.ca)>

# School Review 2015-2016

## Draft School Options Committee

### Group Norms

1. Confidentiality is top priority until minutes are approved at a subsequent meeting. Work is considered in-camera.
2. Requests for further information will be directed to the Superintendent through the Facilitator.
3. Leave your titles, personal agendas and egos at home. All team members are equal.
4. Decisions will be made by consensus. If a consensus is not reached a vote will be taken.

- 
5. Decisions need to be what is best for students, not just schools.
  6. Treat each other with respect.
  7. Use time wisely, starting and ending meetings on time.
  8. Be on time and allow no interruptions to make or take phone calls, etc.
  9. Distribute tasks equally among members.
  10. Be concise when we speak – encouraging others to participate.
  11. Topics outside the agenda will be documented and tabled for a later time.

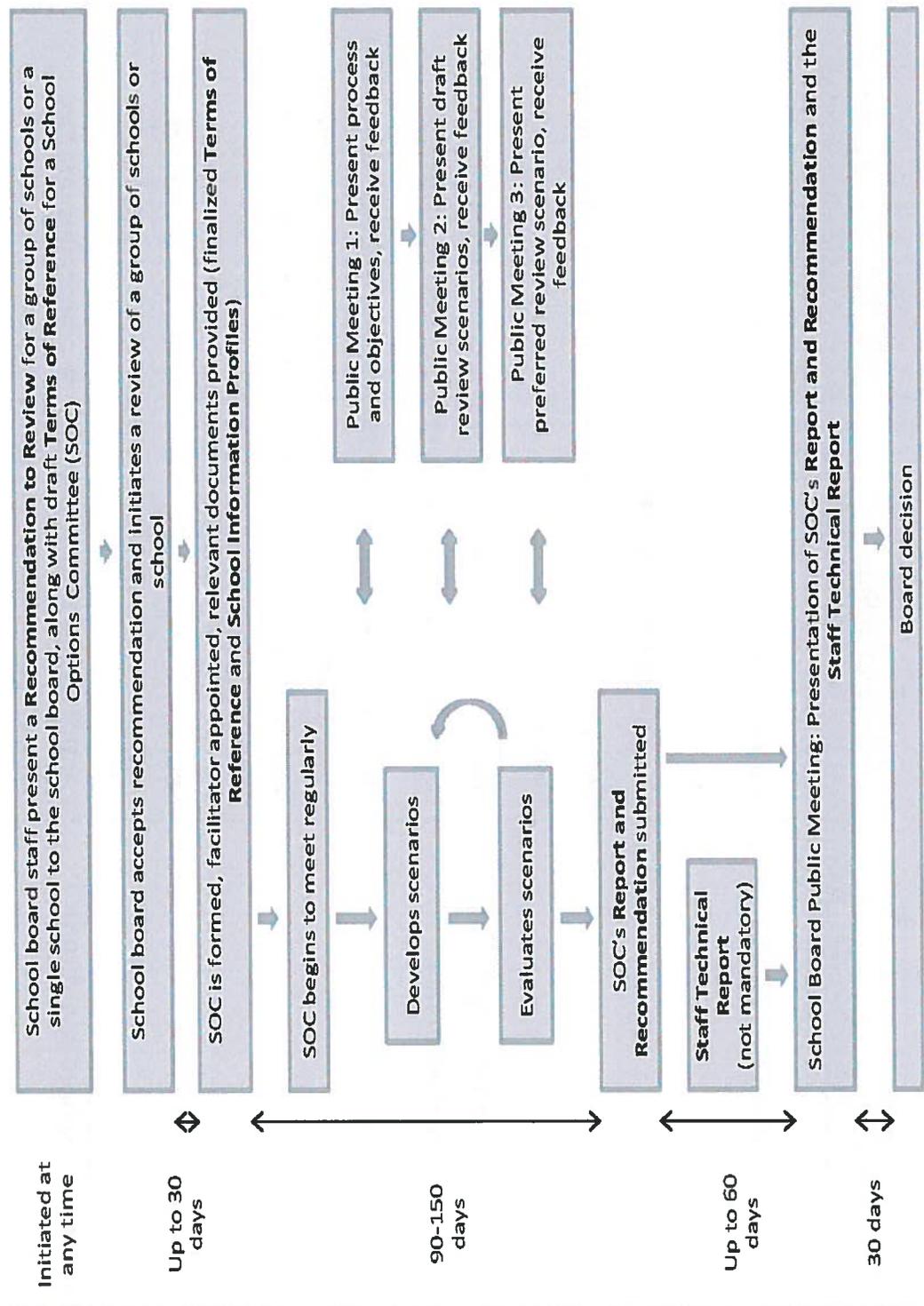
- 
12. When members miss a meeting we will share the responsibility of bringing them up to date.
  13. Notify the team in advance of any absences.
  14. Address conflict by dealing with the issue not the person.
  15. Ask questions when in doubt.
  16. Complete assigned tasks by assigned deadlines.
  17. Keep electronic distractions to a minimum.
  18. One voice at a time.
  19. Listen attentively.
  20. Be respectful of all opinions and ideas.



The following roles are important to effective meeting functioning:

- The Facilitator convenes the meeting.
- The Facilitator keeps the discussion and decision-making process moving along.
- The Recorder takes notes on paper, laptop or on flip charts, records action items and tracks the team's public memory.
- The Facilitator monitors the overall meeting time as well as times for specific agenda items.

**SCHOOL REVIEW PROCESS**



SOC Membership		
Voting	School Advisory Council (SAC) representatives	<p>Two members of the School Advisory Council (SAC) from each school identified as part of the review:</p> <ul style="list-style-type: none"> <li>• Chair of the SAC (or designate); and</li> <li>• one parent representative.</li> </ul> <p>SAC representatives cannot be employees of the school board.</p>
	Community/business representatives	<p>Up to two community /business representatives from the region in which the schools under review are located.</p> <p>Individuals may apply to be members of the SOC or may be asked to act as such by the school board superintendent. The final decision on a candidate's membership rests with the superintendent.</p> <p>Representatives must not be elected officials, parents of impacted students, or employees of the school board.</p>
Non-Voting	School board staff	Central school board staff (facilities, programs, etc.) as determined by the school board superintendent.

# Timeline

DATE	DURATION	ACTIVITY
Oct 28, 2015		School Board accepts A Recommendation to Review submitted by the Superintendent. A review of Bridgewater and Park View Families of Schools is initiated.
Oct 29 to Nov 27, 2015	Up to 30 days	A School Options Committee (SOC) is formed, a facilitator is appointed, and relevant documents (Terms of Reference and School Information Profiles) are provided.
Nov 28, 2015 to Mar 27, 2016	Up to 122 days	SOC conducts the review. It meets regularly to develop and evaluate scenarios, holds 3 public meetings (as outlined in the School Review Process) and prepares Report and Recommendation.
Mar 28, 2016	Up to 31 days	SOC submits Report and Recommendations to the superintendent. Staff submits Staff Technical Report (optional).
Apr 27, 2016		SOC facilitator and chair present the Report and Recommendations at a public school board meeting.
Apr 28 to May 25, 2016	Up to 28 days	School Board makes a final decision about recommendations made by the SOC for Bridgewater and Park View Families of Schools, at a public school board meeting.

# Terms of Reference

**Date: October 2015**

**School(s) under review:**

List the names of the schools included in the review.

**Bridgewater Family of Schools:**

- Bridgewater Elementary School
- Bridgewater Junior/Senior High School

**Park View Family of Schools:**

- Newcombville Elementary School
- Pentz Elementary School
- Petite Rivière Elementary School
- Bayview Community School
- Hebbville Academy
- Bluenose Academy
- Park View Education Center

# Mandate

## *Provide a statement of the purpose of the School Options Committee.*

- The School Options Committee will conduct a review, with public consultation, of Bridgewater and Park View Families of Schools. The review will include – catchment area, cross boundary registrations, facility utilization, operational costs, grade configuration, program options and P3 renewal recommendation.
- The School Options Committee will submit a Report and Recommendations to the School Board which will inform the Board's final decision.

# Review Objectives

***State all objectives for the review as determined by the School Board.***

- Make recommendation to the Board that optimizes High School programming options and choices for all students.
- Review school catchment areas as defined in the Catchment Area Policy.
- Consider facility utilization and operational costs when making recommendations.
- Make recommendation to the Board regarding school grade configuration at all schools.
- Determine whether Bayview School will be needed beyond 2020.
- Consider the proposed scenario below along with School Option Committee generated scenarios that meet the review objectives.

# South Shore Regional School Board School Review of the Bridgewater and Park View Families of Schools

Public Meeting  
February 2, 2016  
Bridgewater Jr./Sr. High School

# Explanation of the School Review Process

- School Board staff presents a Recommendation to Review.
- School Board accepts recommendation to review.
- School Options Committee (SOC) is appointed according to a set of criteria.
- SOC begin meetings.

# School Review Policy Directives

- School review is done as part of the long-range outlook required by the Education Act
- SOC Membership
- Facilitator Role
  - Facilitate Public meeting
  - Liaison between SOC and School Board
  - Assist SOC Chair with the report to the School Board

# Mandate of the School Options Committee

- SOC will conduct a review of the Bridgewater and Park View Families of Schools
- The review will include
  - Catchment areas
  - Cross-boundary registrations
  - Facility utilization
  - Operational costs
  - Grade configuration
  - Program options
  - P3 renewal recommendation

# Review Objectives

- Make a recommendation to the Board that optimizes high school programming options and choices for all students
- Review school catchment areas as defined in the Catchment Area Policy
- Consider facility utilization and operational costs
- Make grade configuration recommendation
- Determine whether Bayview Community School will be needed beyond 2020

# Scenarios

1. Status Quo - 650-PVEC; 204-BHS
2. Move grades 10,11 and 12 from BHS to PVEC, resulting in 854 students
3. Move grade 9s from PVEC feeder schools to PVEC, resulting in 850 students
4. Move grades 9-12 from BHS and the feeder school grade 9s from PVEC all to PVEC, resulting in 1154 students

## Second Public Meeting

- The second public meeting will focus on the resulting scenarios for elementary and junior high feeders ... for both high schools.

# Public Comments/Questions

# South Shore Regional School Board

## School Review of Bridgewater and Park View Families of Schools

Public Meeting #2

February 25, 2016

# Objectives to Consider in the Bridgewater/Park View School Review

1. **Optimizing high school programing options and choices for all students**
2. **Review school catchment areas**
3. **Consider facility utilization and operating costs when making a recommendation**
4. **Make a recommendation regarding school grade configurations at all schools**
5. **Determine whether Bayview Community School will be needed beyond 2020**

## Scenario #1 - Status Quo

### Items the SOC discussed at their meetings:

- Nothing changes
  - BCS - P-9 with 403 Students
  - PVEC - 10-12 with 650 students
  - BJSHS - 7-12 with 404 students
  - 10-12 with 204 students

## Scenario #1, continued

- Future senior high school program choices could be limited and could continue to decline
- Would not affect International Student Program
- Potential loss of teachers because of loss of programming and decreasing enrolment

## Scenario #1, continued

- Scholarship opportunities remain the same in both schools
- BJSHS still has the programs required to graduate
- Possible loss of programs, including specialized programs, at both senior high schools

## Scenario #1, continued

- No change to catchment areas
- Still have long bus runs for some students; no ability to change
- Cuts may be to programs that are not needed to graduate
- Staff may change or be reduced
- No transition of students would be needed
- With fewer program offerings, students outside the area might not be attracted to the area

## Scenario #1, continued

- Lower utilization at PVEC; same at BJSHS
- Cost to operate is the same; funds received would be less
- Wasted funding
- No change in grade configurations
- There was discussion about what grade splits may look like at elementary and junior high with further decline in population
- Bayview is needed
- This is still an option for the SOC to consider

## Scenario #2 - BJSHS Grades 10-12 to PVEC

### Items the Committee discussed:

- 854 students
- Program options would be optimized for all students
- Opens up new friendships and contacts
- Possible loss of French Immersion; BJSHS could lose teachers in French Immersion
  - No loss of FI because the combined BJSHS and PVEC brings the Hebbville FI students to the same place as BJSHS; no loss of permanent contract teachers

## Scenario #2, continued

- Advanced Placement will be lost, over time
- No change in catchment areas
  - Changes in catchment areas still possible for P-9
- Junior high school utilization would go down to 35%
- Could change catchment areas to improve elementary and middle school configurations
- Could move BES grades 5 and 6 to BJSHS

## Scenario #2, continued

- No change in permanent staffing
- More efficient class sizes
- Use newly vacated space for Board Office or complementary services
- No change in bussing expenses
- BES becomes P-4 (395 students) or P-5 (497 students); BJSHS becomes 5-9 (476 students) or 6-9 (374 students) 7-9 (289)
- Bayview is still needed
- This is still an option for the SOC to consider

# Scenario #3 - Move Grade 9s from PVEC feeders to PVEC

## Items the Committee discussed:

- 850 students
- Does not change grades 10-12 programming and could actually deprive grades 10-12 of existing programs
- Grade 9s require a different “set-up” than high school (i.e., getting gymnasium priority, locked in grid of seats (specific seat numbers)), and the building would need to be reconfigured
- Catchment area would not change
  - Disrupts catchments of all feeders to PVEC for grade 9s; may jeopardize Bayview by emptying one of their cohorts

## Scenario #3, continued

- Staff utilization at PVEC would be less efficient
- Jeopardizes feeder schools because of lower utilization
- Grade 9s (13-14 year-olds) would be in a high school environment
- Grade 9s would be “on their own” and grades 10-12 would be on their own
- Bayview would lose 44 students
- The SOC agreed, by consensus, that this is not a viable option

## Scenario #4 - Move Grades 9-12 from BJSHS and PVEC feeders (9)

### **Items the Committee discussed:**

- 1153 students; over capacity
- Could benefit 10-12 program choice, but grade 9's pull resources, space, and time away from 10-12s
- Required grade 9 programming could have a negative effect on grades 10-12
- Grade 9s must have designated French

## Scenario #4, continued

- Not the best optimization of 10-12 due to grade 9's
- Would affect catchment areas for grades 9-12
- Would merge catchment of BJSHS into PVEC by bus
- Increased costs for bussing
- Increased time on buses
- Utilization at the feeder schools would decrease

## Scenario #4, continued

- Parking issues
- Creates more problems, rather than solving them
- Age of kids could create problems
- Jeopardizes all feeder schools that already have declining enrolments
- Not recommended to include grade 9's in high school cohort of 10-12 scenario; prefer to keep 10-12 configuration as is
- Bayview may not be needed due to loss of grade 9s (44 students)
- The SOC agreed, by consensus, that this is not a viable option

**Scenario #5 - Move BJSHS Grades 10-12 to PVEC; move all of BCS to BES and BJSHS**

**Items the Committee discussed:**

- Cost of \$500,000 due to the addition of six buses
- Utilization of BA, BES, and BJSHS would be over 100%; province would save money
- More kids, so more opportunities for expanded programs
- Opportunities for French Immersion

## Scenario #5, continued

- No advantage for senior high programming; perhaps disadvantages
- PVEC has already lost substantial programming over the last two years at status quo (i.e., German, Core French); BJSHS has maintained programming by combining AP with regular courses, or outside class hours (before-school classes); Combine BJSHS and PVEC – AP is barely sustainable at BJSHS – maintain AP until these students finish, but then only offer IB
- Merger of FI; no disadvantage; grade 7 start at HA

## Scenario #5, continued

- Optimizes high school, but physically, with the current configuration, it is impossible for P-9 at BES
- Based on current catchment areas, more students would be on the bus for more than an hour
- With current catchment areas, moving BCS students to BES, bus times would be far too long (Martin's River); this option would be devastating to Mahone Bay
- Bulging classrooms in schools where the BCS students would be placed

## Scenario #5, continued

- Would be over capacity for BES and BJSHS
- P-9 at BCS would translate to another location at BES/BJSHS (P-9)
- Close Bayview; students would go to WNES, BA, Bridgewater, and NGRHS; would be putting students who currently walk to school on a bus for up to one hour
- Bayview is needed because there are too many negative impacts of this option
- The SOC agreed, by consensus, that this is not a viable option

# Questions/Comments

- Please use the microphone to ask a question

# South Shore Regional School Board

## School Review of Bridgewater and Park View Families of Schools

Public Meeting #3

April 21, 2016

# Mandate

- The School Options Committee will conduct a review, with public consultation, of Bridgewater and Park View Families of Schools. The review will include catchment area, cross boundary registrations, facility utilization, operational costs, grade configuration, program options, and P3 renewal recommendation.
- The School Options Committee will submit a Report and Recommendations to the School Board which will inform the Board's final decision.

# Review Objectives

1. Make recommendation to the Board that optimizes High School programming options and choices for all students.
2. Review school catchment areas as defined in the Catchment Area Policy.
3. Consider facility utilization and operational costs when making recommendations.
4. Make recommendation to the Board regarding school grade configuration at all schools.
5. Determine whether Bayview School will be needed beyond 2020.

## Objective 1:

Make recommendation to the Board that optimizes High School programming options and choices for all students.

# Recommendations on Objective 1

There was a motion by the SOC to move grades 10-12 students from BJSHS to PVEC.

**(11 for; 7 against)**

– *Rationale – speaks to the mandate of optimizing programming at the high school level.*

Should the Board accept this, the SOC would ask that the following conditions be considered:

# Conditions of Recommendation on Objective 1:

- No students move until interior renovation at PVEC is 100% complete.
- Students move at the beginning of the school year.
- Clear communication from Board to public re plans and changes.
- Immediately address FI, AP, and IB.

# Conditions of Recommendation on

## Objective 1:

- Immediately appoint Transition Team (SAC, staff, administration, guidance, students) to ensure:
  - students with learning, social, and emotional needs are supported.
  - no learning opportunities lost in transition.
  - additional topics (e.g., scholarships) are addressed as required.

**Objective 2:**  
**Review school catchment areas as defined in the Catchment Area Policy.**

Recommend Board review catchment areas with consideration for improving bussing times for all students.

– *Rationale: Believe staff have expertise; need greater parent engagement on this topic; and requires more in-depth review than SOC parameters allow.*

### Objective 3:

Consider facility utilization and operational costs when making recommendations.

- A. Recommend the Board direct Superintendent to evaluate facility utilization and operational costs throughout the SSRSB.
- B. Recommend application to DEECD for Addition and Alteration for BES and BJSHS.
  - *Rationale – to improve current facilities.*

## Objective 4:

Make recommendation to the Board regarding school grade configuration at all schools.

A. Recommend staff review grade configurations for BES and BJSHS to optimize programming and facility use and space.

– *Rationale - grade configuration needs to be examined due to moving the grades 10-12 to PVEC.*

B. Recommend grade configurations at all other Park View feeder schools remain unchanged.

– *Rationale – SOC feels that Board staff have the expertise to implement changes, if needed.*

## Objective 5:

Determine whether Bayview School will be needed beyond 2020.

Recommend Bayview Community School remain part of the Board's infrastructure beyond 2020.

– *Rationale – there is no benefit to closing.*

# Next Steps

The following Special Board Meetings have been scheduled:

- **Thursday, May 12, 6:30 p.m., BJSHS**
  - SOC Co-Chairs to present Report and Recommendations to Board
- **Thursday, May 19, 6:30 p.m., Board Office**
  - Board to discuss Report and Recommendations
- **Tuesday, May 24, 6:30 p.m., Hebbville Academy**
  - Board to make a decision on Report and Recommendations

# Questions/Comments

- Please use microphone



Nova Scotia's  
Action Plan  
for Education  
2015

# The 3 Rs: Renew Refocus Rebuild



**The 3 Rs:**  
Renew  
Refocus  
Rebuild

Nova Scotia's  
Action Plan  
for Education



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The 3Rs: Renew, Refocus, Rebuild—Nova Scotia's Action Plan for Education

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# Minister's Message

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It is time. Time for action to build a better school system and a brighter future for Nova Scotia's students, teachers, administrators, and parents.

For months now, we have had tremendous input and insight from thousands of Nova Scotians to help create this Action Plan. This is the product of dedication, passion, debate, research, expertise, experience, and opinion.

We have done the studying; now it is time to do the work.

It has been a generation since the last major education review in the province. Consider how society has changed since then, in particular when it comes to technology and information, and our ability to identify student needs. Along with the seismic shifts in society, consider the increased expectations and demands placed on our schools. Simply put, Nova Scotia's education system has not kept pace with these changes.

Time and again, test results show our students are falling behind in math and literacy, nationally and internationally. Over the years, there have been several different reports and public consultations that reached similar conclusions.

Most recently, more than 19,000 Nova Scotians responded to the Minister's Panel on Education, which filed its comprehensive review of our system in October 2014. The title of the report got right to the point and reflected what the panel heard: *Disrupting the Status Quo: Nova Scotians Demand a Better Future for Every Student*.

We agree. Nova Scotians' message has been received and understood: we must improve and modernize our school system and that change must begin now.



Honourable Karen Casey

The details of the Action Plan come in the pages ahead of you. In the simplest terms, we want to ensure that our students do better, especially in math and literacy, and that they are better prepared to lead productive lives in our changing world. The readiness of students to enter school and their readiness to graduate into a world of employment or post-secondary education are critical.

**We will be making fundamental changes in four key areas. We will**

- 1. Build a modern education system**
- 2. Create an innovative curriculum**
- 3. Promote inclusive school environments**
- 4. Advance excellence in teaching and leadership**

In reality, our public education system has lost credibility in the eyes of many Nova Scotians over the past couple of decades. We have not done enough for our students, teachers, or parents to deliver a modern education system that puts us at the top of the class. As Minister of Education, I am dedicated to re-establishing public confidence in the Department of Education and Early Childhood Development, and regaining the credibility of our public education system in the eyes of Nova Scotians.

We need to be held accountable and we need to see real, tangible results. As part of that effort, we will be producing an annual report on the Action Plan, highlighting what has been achieved, what needs more work, and future improvements. At the same time, this Action Plan will naturally evolve, based on experience, study, and evaluation: if there is a good idea, we will consider it; if something is not working, we will change it.

At every step of the Action Plan, we have one guiding question: Is this decision in the best interest of students? It is that motivation that will move the Plan forward.

Thank you to everyone who has contributed to making this a roadmap that will put us on the right path.

A special tribute must go to the members of the Minister's Panel on Education: Chair, The Honourable Myra Freeman; Tina Dixon; Mike Henderson; Kyle Hill; Gordon MacInnis; and Donna O'Connell.

This Plan is fuelled by the ideas and insights of thousands of Nova Scotians and strengthened by experience and research, both provincially and beyond. It is also supported by evidence of student achievement and driven by best practices in various schools across the province.

Nova Scotia is a small province filled with enormous potential. At one time, our province had a reputation of innovation in the classroom and for leading the way in education. We can be leaders again by building upon the tremendous potential that we have right here at home. We have talented students, supportive parents, and skilled teachers who are all committed to student success. The cooperation of everyone involved will be fundamental to the successful implementation of the Action Plan. Starting now, we will renew, refocus, and rebuild. Thank you for your anticipated support.

Sincerely,



Honourable Karen Casey  
Minister of Education and  
Early Childhood Development



# The 3Rs: **Renew, Refocus, Rebuild**

## Nova Scotia's Action Plan for **Education**

### The Need for Change – Transforming Nova Scotia's Public Education System

It is an unfortunate, accepted truth that we have fallen behind in educating our children in Nova Scotia. And they, in turn, have fallen behind their peers, nationally and internationally.

Our preschoolers lag below the national average on some indicators of developmental growth and school readiness.<sup>1</sup>

On national and international tests of achievement in literacy, math, and science, Nova Scotia students generally perform lower than their peers in other Canadian provinces.<sup>2</sup>

On recent provincial assessments of literacy and math, student performance is generally declining.<sup>3</sup>

Adding to these disturbing trends, teachers and administrators are facing increasing demands and expectations—taking on responsibilities well beyond traditional education, particularly when it comes to the mental and physical well-being of students. Schools today are delivering an array of programs and services in cooperation with a variety of agencies and departments.

This is in addition to their traditional role of teaching the Public School Program.

Over the past two decades, the way we consume, process, and share information has changed. Our education system has not kept pace. Mobile phones, social media, tweets, texts, and YouTube are now very much a part of the social culture of our students.

At the same time, technology has changed our economy, locally and globally. Our resource-based economy of the past is shrinking. Traditional jobs have been eclipsed by jobs and industries that were unheard of a generation ago.

Everyone agrees our school system needs to modernize, prepare for the future, and change for the better; the question is: how do we do that?



Thankfully, we have benefited from multiple sources of inspiration and information, including

- Feedback from over 19,000 Nova Scotians
- The best and promising practices from here and around the world
- Educational research on a range of topics
- Previous reports like One Nova Scotia, Reality Check, and the BLAC Report<sup>4</sup>
- The findings of public consultations regarding report cards, the school review process, and early intervention
- Recent data on the Early Developmental Index (EDI) and Individual Program Plans (IPP)
- Student assessment results from provincial, national, and international tests

Many different sources of information have contributed to the actions in this Plan, including the report of the Minister's Panel on Education. The report's recommendations were rooted in the experience of its panel members, complemented by perhaps the most successful public consultation in the province's history. Nova Scotians from all walks of life responded, and 50 per cent of respondents were not satisfied with the current system.

The report also spurred more interest, discussion, and ideas, both formal and informal. Since the report's release, the department, including the Minister, has participated in meetings with teachers, education leaders, school board officials, parents, teachers' union members, and students. Those conversations and ideas have contributed to this document.

*“In education,  
we have just about reached  
the end of squeezing good out  
of an outdated system.  
The current system is  
too costly,  
too ineffective,  
and as any kid will tell you,  
deadly boring.”*

Fullan, 2013



## Our **Commitment** to Nova Scotians – A Real Action Plan

We are committed to

- Increased student achievement in math and literacy
- Improved career readiness for students
- Expanded programs and services for pre-schoolers
- Reduced disruptive student behaviour
- Enhanced inclusive education
- Expanded focus on immigration and multiculturalism
- Improved curriculum to better reflect Acadian, African Nova Scotian, Gaelic, and Mi'kmaq cultures and history
- Increased support for teaching and learning

Reports, white papers, and blue ribbon panels that were designed to bring about change often over-promised and under-delivered on public policy issues because they were never implemented. That will not happen with this Action Plan. The stakes are too high for the future of our students and our province.

The department is putting this Plan into action—and we must be held accountable and judged by its results. As a department, we are committed to reviewing the Plan as it takes shape. Each year, we will keep Nova Scotians informed by producing and publishing an annual report on our progress. As a starting point, we are highlighting the actions that will be ready for September 2015.





## Coming in September 2015

- Create a streamlined, coordinated, and innovative curriculum for grades primary to 3
- Integrate educational technology and student assessment in the new curriculum
- Create and distribute a growth and development guide for four year olds
- Address the wait list for Early Intervention Programs across the province (as announced January 2015)
- Administer *An Observation Survey of Early Literacy Achievement*® to all students at the start of grade 1
- Provide students with hands-on learning activities for developing their technology skills
- Discontinue the use of existing homework guides from the Department of Education and Early Childhood Development
- Establish new homework standards through a Ministerial Policy
- Add more Discovering Opportunities 9 programs in schools across the province
- Direct targeted funding for math mentors to grades primary–3
- Offer Early Intervention Support in math for students in grades primary–3
- Review the efficiency and effectiveness of the Department of Education and Early Childhood Development



- Establish a Centre for Excellence within the department, dedicated to advancing student achievement, Nova Scotia-specific school research, high-quality teaching, and strong leadership
- Establish a Minister's Forum for Teaching Excellence to provide teachers with support, opportunities for networking, and teacher requested professional development
- Create an Inter-University Chair in Research for the Achievement Gap
- Establish a Business-Education Council
- Establish a Transition Task-Force of Public School Educators, Universities, and the Nova Scotia Community College (NSCC) to make recommendations to the Minister by March 2016
- Develop and implement a new School Code of Conduct with clear and concise standards for behaviour
- Monitor student progress on Individual Program Plans (IPPs) at the school, school board, and provincial levels through the Technology for Improving Education Network (TIENET)
- Develop provincial criteria for placing a student on an IPP
- Complete comprehensive assessment of individual student learning needs in order to identify the most appropriate programming options



## Working Together for Student Success

The Department of Education and Early Childhood Development cannot do this alone. Together, we are accountable for our children's future.

That means we need students, parents and guardians, teachers and education leaders, and our communities to do their parts. Success in education does not happen just during school hours. Success has to be nurtured at home and in our communities, where our children spend most of their time, do their socializing and learn their values, play sports and participate in extracurricular activities.

Students need to work to reach their full potential, to embrace new learning opportunities, to bring their passion and knowledge to class with them, to become leaders in their schools and communities, and to learn and to challenge.

Parents need to continue to support their sons and daughters, to make sure the system is working for them, to be their advocates as well as their parents, to continue to push for improvements where they are needed, and to be positive forces in the lives of our schools. Parents also need to support teachers in their efforts to improve the learning environment in the classroom.

Teachers need to continue providing the excellent leadership and instruction that makes lasting, positive impacts on students' lives. These outcomes can be achieved in classrooms that are positive learning environments where teachers can teach and students can learn. They can also be supported by curriculum that is relevant, engaging,

meaningful, and challenging, setting high standards for student performance.

We need communities to do their part too. We need them to continue to find innovative ways to work together with our schools, to infuse the best of our neighbourhoods into our schools and the best of our schools into our neighbourhoods.

We need our business leaders to come forward with their knowledge, skills, technologies, and, most of all, their willingness to support and assist young Nova Scotians.

***“Improvement  
will only happen if everyone  
at all levels of the system  
takes ownership for  
the strategy  
and strives valiantly  
to raise the bar  
for all students to  
close achievement gaps.”***

Glaze, 2013



## THE FOUR PILLARS

### A Strong Foundation to Renew, Refocus, and Rebuild

The actions in this Plan comprise four pillars, each one essential to a strong foundation for public education. The pillars are interconnected and intertwined to reinforce our focus on student success:

1. **A modern education system**
2. **An innovative curriculum**
3. **Inclusive school environments**
4. **Excellence in teaching and leadership**

## PILLAR ONE

### A Modern Education System

In order to transform the entire education system, the basic structure must be revamped to create a firm foundation for change. Specifically, the structure will be reconstructed to become more student-centered, efficient, flexible, sustainable, and integrated with other government departments and agencies that serve children and youth. To achieve this goal, the school boards and the Department of Education and Early Childhood Development will be renewed and refocused. Changes will be enacted at each level of the public education system.

The Department of Education and Early Childhood Development will

- Create a student-centred education system focused on increased student achievement and success
- Restructure divisions within the department to more closely align with the direction of the Action Plan on Education
- Review the efficiency and effectiveness of the Department of Education and Early Childhood Development in providing public education to Nova Scotians
- Establish a Centre for Excellence within the department, dedicated to advancing student achievement, Nova Scotia-specific school research, high-quality teaching, and strong leadership. The Centre will focus on innovations, success stories, and pilot programs from around the province and beyond
- Establish a Minister's Forum for Teaching Excellence to provide teachers with support, opportunities for networking, and teacher-requested professional development
- Clarify the roles and responsibilities of all partners in education for the implementation of the Action Plan
- Report annually to the public on the progress of the Action Plan



School boards will

- Participate in an audit carried out by the Auditor General, that will examine
  - The results of our current governance model, including committee structure of elected school boards
  - The effectiveness and results of management structure of senior staff (above school principals, up to and including superintendents) within individual boards and across boards
  - How efficient operations of key management functions (purchasing, payroll, finance, and transportation services) are being delivered
  - How effective school boards are in delivering results for key department initiatives

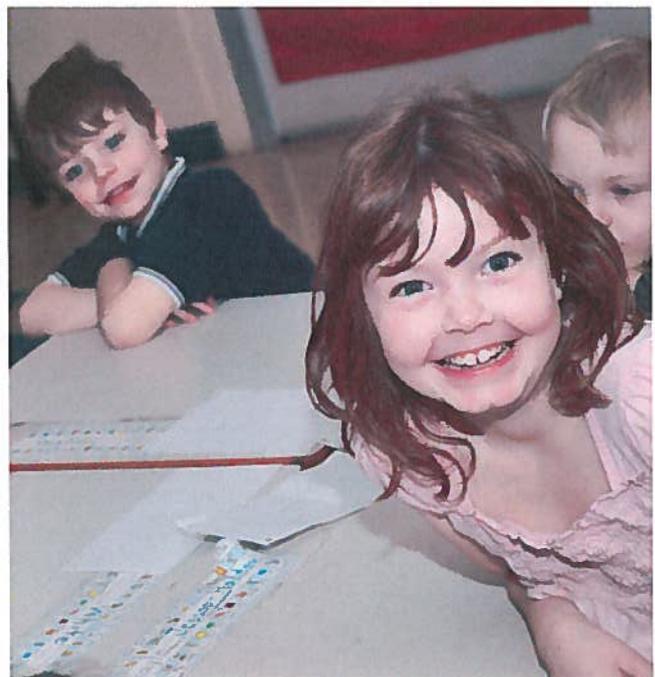
## **PATHWAYS SPRYFIELD**

**In May 2010, Pathways Spryfield was launched in partnership with Chebucto Connections. It was in response to students and families wanting to see greater success in education. The program benefits students in the Halifax Regional School Board in the J.L. Ilsley family of schools between grades 9 and 12. Students attend at least two after-school tutoring sessions each week.**

The Department of Education and Early Childhood Development, school boards, and schools will

- Continue to partner with other government departments, community agencies and businesses. They will work together to develop partnerships that serve students better, including
  - Cross-government partnerships
  - Community partnerships
  - Partnerships with the business community

Education cannot do it alone. Health, Justice, Community Services, and other departments and agencies contribute to the provision of school-based services and programs. Students and families benefit from being able to access these many different government services at their local school. We will work together to better coordinate these services and programs, in order to serve students better.



## Cross-Government Partnerships

Many of society's most complex issues require the attention and dedication of government as a whole. This is especially true of the provision of programs and services for children and youth. While schools are the responsibility of the Department of Education and Early Childhood Development, many other departments play a role in service delivery for our students.

The education challenges that Nova Scotia faces today provide numerous opportunities for government departments to work together. The government recognizes the need to deal with complex issues regardless of departmental responsibilities or jurisdictional boundaries. This kind of partnership, collaboration, and overlap amongst government departments can lead to strong partnerships and efficient use of resources. However, it can also lead to inefficiencies and bureaucratic challenges when departments work in isolation. Working across departments, through horizontal initiatives, we will achieve the results we have promised Nova Scotians. With this Action Plan, government departments are committed to working together to help our students succeed now and for years to come. The Department of Education and Early Childhood Development will work across departments to better coordinate services for children in Early Years Centres and SchoolsPlus sites.



## Community Partnerships

### COMMUNITY USE OF SCHOOLS

**Conseil Scolaire Acadien Provincial (CSAP) works very hard to open their schools for community use. School and Community Development Officers at the high schools work closely with the schools and the community to coordinate activities. Cultural events, concerts, the Arts Smarts program, Youth Health Centres, SchoolsPlus programs, and agreements with Acadian associations are all examples of how CSAP opens their doors to the community.**

Government and school boards are not the only partners with a role in Nova Scotia's education system. Education is a learning partnership between the student, the family, and teachers—one that is supported by a network of partners, including community groups, service organizations, public libraries, and many others. Each of these partners has an important role to play while working collaboratively to support a high quality education system. Collectively, we need to look at our community resources, ensure that they are being used effectively, and provide opportunities for innovation. By sharing information, expertise, and resources and by working together, we will better support families and children.

The Department of Education and Early Childhood Development will

- Partner with other government departments, health professionals, community agencies, the business community, post-secondary institutions, and other organizations to
  - Map support networks in each school board
  - Streamline intake and referral processes
  - Identify gaps with the goal of ensuring students have timely access to a wide range of services that support mental and physical well-being
  - Encourage participation in sports, recreation, and youth leadership programs
- Create clear and uniform mechanisms for information sharing and communication across agencies, including web-based information and use of accessible language that reflects cultural competence
- Work with school boards to increase community access to schools
- Design a new provincial policy for school boards for the delivery of programs and services to students by outside organizations and community groups



## Partnerships with the Business Community

Businesses and educators are key stakeholders in ensuring that our students are well prepared to embrace the challenges of a complex global economy. In Nova Scotia, business leaders have expressed a keen interest in working with the public school system to ensure our children have the skills they need to be successful in the workforce. Business can play an important role by expanding students' awareness of the wide range of career choices available today. This happens when students and employers are connected through work experience opportunities, increased career planning, and more mentorship opportunities.

A recent survey tells us that only 12 per cent of Nova Scotia's students envision themselves as future entrepreneurs. We need to encourage more students to consider entrepreneurship as an attractive career choice. In order to foster this shift in thinking, business and education must work together to provide students with more opportunities to learn about the world of business. By enabling our students to gain access to the experience and expertise of local business operators, we can encourage the development of the attributes of successful entrepreneurs, such as innovation, creativity, problem-solving skills, personal initiative, and teamwork. Our students can apply what they learn in school to business settings and gain firsthand experience of what it takes to start and operate a business.

The Department of Education and Early Childhood Development is committed to developing the future workforce and the entrepreneurial skills and attributes of our students through increased partnership with the business community.

The department will

- Establish a Business-Education Council that will
  - Explore and create positive and productive career exploration opportunities and experiences for our children
  - Provide a forum where business can identify the skills and attributes students need to be successful in the workforce
  - Create a database of local entrepreneurs to serve as business mentors to students
  - Support teacher awareness of economic growth sectors in Nova Scotia and the importance of developing entrepreneurial skills and attributes across the curriculum
  - Increase the number of work experience and co-op opportunities available for students
- Expand the delivery of Junior Achievement in all school boards
- Embed entrepreneurship in the high school curriculum as courses are developed
- Update the Entrepreneurship 12 course
- Align the new Business and Entrepreneurship courses with post-secondary programs
- Raise the profile of local businesses through success stories
- Add Entrepreneurship to the eligible courses for Challenge for Credit and/or Independent Study in the Public School Program, to encourage entrepreneurship among students
- Create a Minister's Entrepreneurship Award of Excellence for students who have successfully launched their own business



### Cooperation or Negotiation with the Nova Scotia Teachers Union

Coming out of the Minister's Panel on Education are issues that relate to legislation and collective agreements. The following issues will need to be resolved through cooperation or negotiation with the Nova Scotia Teachers Union (NSTU):

- Changes to the school year, including the scheduling of teacher professional development
- Allocation of professional development funding
- Improved program delivery in the Nova Scotia Virtual School to provide students with more flexible options and teaching support
- Removal of principals and school board administrators from the NSTU
- Creation of a robust system for teacher performance management
- Generation of new requirements for teacher certification
- Linking of teacher assignment directly to credentials and experience
- Strengthening of the process for addressing poor teaching performance

## PILLAR TWO

### An Innovative Curriculum

All of the structural changes that we make and partnerships that we strengthen set the stage for the major changes that are required in our curriculum. The curriculum is the cornerstone of an education. It sets the standards for what teachers teach and what students learn. With an improved, streamlined curriculum, we are taking steps to ensure our students will be prepared for life, regardless of the fields they choose. This Action Plan is laser-focused on improving the two most important fundamentals in education: math and literacy.

To make the curriculum more streamlined, coordinated, and innovative, we will

- Provide more time for teaching both math and literacy in the early years
- Identify the essential learning outcomes of all subjects in all grades
- Provide professional development for teachers of multi-grade classes
- Adjust the Time to Learn guidelines to reflect the revised curriculum
- Engage student interests through more hands-on learning activities
- Design the curriculum to address the full range of students' learning strengths and needs, including opportunities for enrichment
- Provide access to modern technology to support classroom teaching and learning

- Include the language, history, and culture of Acadians, African Nova Scotians, Gaels and Mi'kmaq, including Treaty Education, in the grade primary to 12 curriculum
- Include the history of immigration in Nova Scotia in the grade primary to 12 curriculum



*“Quality student assessment policies and practices constitute a significant factor in the construction of a strong education system.”*

Webber & Scott, 2012

## Student Assessment, Evaluation, and Reporting

### COMMON ASSESSMENTS IN MATH

**The Strait Regional School Board has periodically completed common assessments in math at different grade levels. The assessments provide teachers with helpful information for student programming. The common assessments also identify areas of math that may require attention as students transition from one grade level to the next.**

Just as we are revising our curriculum in grades primary to 12, we are updating student assessments, including our Program of Learning Assessment for Nova Scotia (PLANS). Ongoing improvements to student assessment and evaluation will be a priority, including the use of results from teacher-prepared assessments. Both classroom "assessment for learning" activities and large-scale assessments will contribute to the measurement and monitoring of student progress. For example, at the grade primary to 3 level, student assessments will include

- Teacher-prepared pretests and post-tests of student progress
- Administration of *An Observation Survey of Early Literacy Achievement*® to all students at the start of grade 1
- Administration of a common Mathematics Assessment to all students at the start of grade 2

At the grade 3 and grade 8 levels, the current provincial assessments in literacy and mathematics will be replaced by teacher-

generated, common assessment tools. In grade 6 and grade 10, students will continue to participate in provincial assessments of math and literacy. On the national and international levels, Nova Scotia students will no longer participate in PIRLS (Progress in International Reading Literacy Study) but will continue to complete the P-CAP (Pan Canadian Assessment Program) and PISA (Programme for International Student Assessment) assessments. To support student assessment, evaluation and reporting, we will

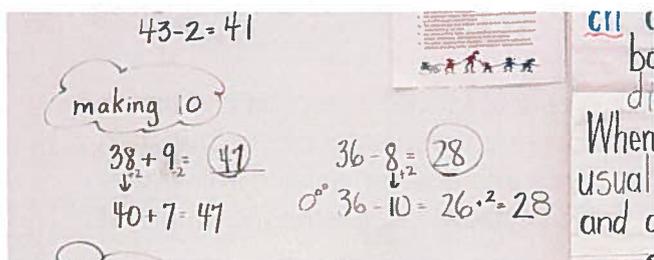
- Develop and implement a policy and supporting procedures for student assessment, evaluation and reporting to provide direction and support to students, parents, teachers, and administrators in this essential area of education
- Refocus on "assessment for learning" in all subjects
- Integrate student assessment into all revised curriculum
- Provide teachers and school administrators with ongoing professional development in the use of assessment for student programming and intervention



## Building Success in Math: Strengthening Nova Scotia's Math Strategy

The process of curriculum design must begin with the end in mind: curriculum must be revised and rebuilt to ensure that students have the skills that they require upon graduation to pursue a wide range of options. It is essential that students acquire automaticity in fundamental literacy and math skills in the early grades to support their learning later on. In math, our strategy is to systematically build student math skills, from early elementary grades to high school, through a series of actions. We will

- Direct targeted funding for math mentors to grades primary–3
- Extend grade 11 Academic Math to a full year, 2-credit course
- Cap class enrolment at 24 in Academic Math 10 and Academic Math 11
- Create a plain language resource for parents to explain the math curriculum at each grade level and key math concepts so that parents can help their children with homework
- Offer Early Intervention Support in math for students in grades P–3
- Require students to complete three high school math courses, as a graduation requirement starting in 2020



## Curriculum Changes – By Age Group

Beyond the broader changes to the curriculum, there will be many changes that target specific ages and grades. An overview of those more targeted changes include

### BIRTH TO PRE-SCHOOL – READY TO LEARN

#### EARLY YEARS CENTRES

**Jubilee Elementary School in Sydney Mines hosts an Early Years Centre in the Cape Breton-Victoria Regional School Board. Although the board primarily oversees the centre, there is a strong partnership with community agencies, specifically the Cape Breton Family Resource Centre. The board also has a Memorandum of Understanding with Family Place.**



We know from research that the first few years of a child's development are the most critical. The brain develops faster here than at any other point in life. The department recognizes the importance of a strong foundation in the

early years. That is why there are a number of actions outlined in this Action Plan to support preschool children and their families in meeting key developmental milestones and preparing for school. We will

- Register all children in an electronic school file at birth. Parents will use this file to keep track of their child's growth and development. The education system may use the file to help plan services like preschool screenings and transition plans for starting school.
- Arrange preschool screenings, in cooperation with healthcare professionals, for children at 18 and 36 months of age, and six months before starting school. The screenings will provide parents with regular updates on their child's growth and development. Based on the screening results, parents will be directed to information and appropriate support services, as necessary.
- Open four new Early Years Centres (as announced January 2015) so that every school board has at least one. We will continue to expand this network of Early Years Centres across the province. Staff at Early Years Centres will use a variety of programs to teach positive relationships to four year olds.
- Create and distribute a growth and development guide for four year olds to parents, daycare centers, and preschools. Parents and preschool agencies will have access to the same information to support the learning of four year olds.
- Address the wait list for Early Intervention programs across the province (announced January 2015).



## **GRADE PRIMARY TO 3 – STRONG FOUNDATIONS**

### **SOCIAL EMOTIONAL LEARNING**

**Over the past few years, the Tri-County Regional School Board has seen a growing need to support the healthy social and emotional development of its students, which is critical for their overall success at school. The board introduced new programs for their Healthy Living teachers to deliver to students in grades primary to 6 and in grades 7 to 9. They will evaluate the impact of the new programs this year to ensure their efforts are helping more students to lead happy and healthy productive lives.**

Fully revising and refocusing the curriculum will take several years to complete. This process will begin immediately at the Early Elementary level.

The first years of formal schooling can be a time of excitement and enthusiasm, but also of challenges and unease. Early learning can sometimes perfectly complement the natural,

irresistible energy and curiosity of children. And other times, self-discipline and concentration can seem entirely unnatural and entirely resistible to a young mind. Welcome to the challenges and opportunities of grades primary to 3.

At this stage, the Action Plan stresses the importance of teaching and learning the basics, engaging in daily physical activity, and ensuring student progress is closely monitored to make sure proper support and attention can be provided. As some of the key actions for this group, we will

- Identify essential learning outcomes
- Increase emphasis on literacy and math. These subjects will be reinforced in other areas like science and social studies to provide students with extra practice in basic skills
- Provide more time for teaching literacy and math through revisions to the Public School Program. Teachers will have extra time to cover the material in depth, and students will have more time to learn it thoroughly before moving on
- Enhance assessment and intervention for literacy and math in grades primary to 3
- Monitor students' progress in literacy and math at set intervals to identify need for early intervention
- Encourage more daily physical activity
- Provide professional development for teachers of multi-grade classes
- Update the program of courses available to Nova Scotia's students in the Public School Program
- Integrate educational technology and student assessment in the new curriculum



## GRADES 4 TO 8 – INNOVATION AND EXPLORATION

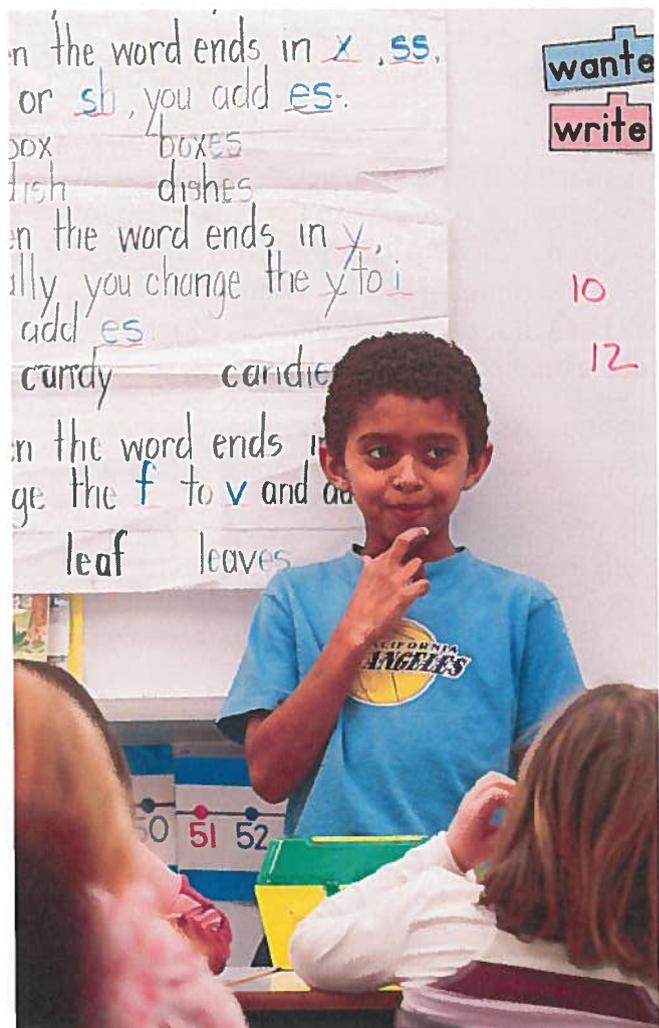
### SOUTH QUEENS MIDDLE SCHOOL

South Queens Middle School in South Shore Regional School Board was designed to accommodate a variety of learning styles. The curriculum has a strong emphasis on inquiry, or encouraging students to ask questions about issues they care about, with teachers guiding and mentoring them through the process of finding answers. It is one of the first schools in the province with a layout and technology specifically designed to support this type of learning. There is a strong focus on collaborative work in project-based scenarios. The focal point of the school is its library, with classrooms built around it, so students can work collaboratively on projects near the resources they need to do their work. In fact, you could say the school is “in the library,” as opposed to the other way around. The school also features a wireless network so students can use their school-provided mobile devices for their studies.

At this stage of education, students begin the transition from child to young adult, leaving elementary grades for middle school. The curriculum will, again, focus on math and literacy, practising and refining those skills to prepare for the complexities of all subjects. In addition, there will be more technological and scientific learning, combined with a larger focus on becoming a successful, respectful member of society. Among the key initiatives, we will

- Teach reading, writing, and speaking skills across subject areas so that students may develop stronger communication skills. For example, in writing, students will have increased instruction and time for learning spelling, punctuation, and the formation of sentences and paragraphs.
- Provide more hands-on learning activities for students in computer programming, creative arts, science labs, and collective impact projects. Students will have opportunities to develop their creativity, innovation, and problem-solving skills.
- Incorporate personal development education into subjects such as health, social studies, and family studies, in order to teach students about citizenship, service learning, leadership, volunteering, and personal financial management.
- Incorporate character development into subjects such as health, social studies, and family studies in order to teach students about important personal qualities such as honesty, empathy, respect, responsibility, and consideration for others.
- Implement Core French programs that use interactive and conversational teaching methods.

- Add more Intensive Core French programs in schools at the grade 6 level.
- Offer online learning opportunities to middle school students to prepare them for online courses in high school.
- Provide all students with an introduction to the basics of coding, technology, and design.
- Provide students with hands-on learning activities for developing their technology skills.
- Introduce a Career Education Framework for students from grades 4 to 12.



## GRADES 9 TO 12 – READY TO LAUNCH

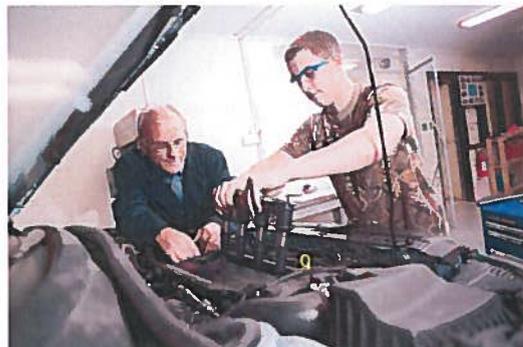
### EXPERIENTIAL HIGH SCHOOLS

**The Experiential High School Program is a relatively new program for students in the Annapolis Valley Regional School Board. It helps students who, for a variety of reasons, are unable to succeed in a traditional school setting. Students participate in educational programs and learning experiences to develop the necessary skills, strategies, and self-confidence so they can make successful transitions back to their home school, to other educational opportunities, or possibly to the workplace.**

Nova Scotia's students have told us that many of our students are not ready for post-secondary learning and/or the workforce. We want our Nova Scotia students to be competitive on the international stage, and we have a responsibility to improve their readiness for that important step as they graduate.

We recognize that career readiness does not start in grade 12. The Action Plan has laid out actions that will ensure our students are ready to succeed in whatever they chose to do after graduation. We will

- Add more Discovering Opportunities 9 programs in schools across the province to familiarize grade 9 students with careers and education programs linked to trades, technology, and apprenticeship.
- Create a mandatory course in 21st century citizenship at the grade 10 level. Topics will include civics, Canadian government, citizenship, personal financial management, volunteerism, media and digital literacy, and service learning.
- Provide additional opportunities for grade 12 students to graduate with DELF (Diplôme d'études de la langue française) certification, an important recognition of skills in French as a second language.
- Add Entrepreneurship to the eligible courses for Challenge for Credit and/or Independent Study in the Public School Program, to encourage entrepreneurship among students.
- Create a Minister's Award of Excellence for Entrepreneurship to encourage entrepreneurship among high school students and to recognize them for successfully starting their own businesses.
- Expand community-based learning programs for high school students, including Discovering Opportunities 9, Co-Op Education, Entrepreneurship, O2, Skilled Trades.
- Require all high school students to develop Individual Career Plans for graduation. Students will receive information on opportunities for the exploration of STEAM careers (science, technology, engineering, arts, mathematics).
- Require students to complete three high school math courses as a graduation requirement, starting in 2020



## Requirements to Graduate

In Nova Scotia, students must currently complete a minimum of 18 prescribed courses in grades 10, 11, and 12 to graduate with a high school diploma. The number of mandatory courses to graduate will increase. The gradual implementation of class caps for grade 10 Academic Math and grade 11 Academic Math, and the extension of Grade 11 Academic Math to a full-year course will be new priorities.

High schools must fulfill these priorities while continuing to provide the prescribed courses for graduation. Consequently, school boards and high schools will have to adjust their course offerings, class sizes, staffing, and hiring practices.

## Homework

The department recognizes that homework plays an important role in students' education. Teachers are encouraged and supported in assigning appropriate homework activities to students in grades primary to 12. These activities should be tailored to an individual student's age, grade, and learning needs. Homework reinforces the importance of students taking personal responsibility for their schoolwork. Through homework, students may learn about the satisfaction of a job well done or the consequences of late and/or incomplete assignments.



To assist students, the Department of Education and Early Childhood Development will

- Recognize the importance of homework in learning outside of school and work with school boards to establish consistency in homework practices across the province
- Work with school boards to identify ways to provide school-based homework support for both students and parents
- Discontinue the use of existing homework guides from the Department of Education and Early Childhood Development
- Establish new homework standards through a Ministerial Policy

## PILLAR THREE

### Inclusive School Environments

#### Positive Classrooms and Learning Environments

We are committed to making every classroom a positive learning environment where teachers can teach and students can learn together. To make that happen, we will develop and implement a new School Code of Conduct with clear and concise standards for behaviour that include

- Programs of prevention and intervention to support and promote positive student behaviour
- Standards of acceptable and unacceptable behaviour (students, school staff, parents, community members) for Nova Scotia schools
- Roles and responsibilities of partners in education
- Identified consequences for unacceptable behaviour
- Procedures for reporting, recording, and tracking incidents of unacceptable behaviour
- Requirements for monitoring incidents of unacceptable behaviour at the school, board, and provincial levels to identify areas needing more support

To have the kind of future we want for Nova Scotians, our schools have to be models of the kind of society we want to be. In addition to academic and teaching excellence, our schools need to lead the way as places of tolerance, respect, and personal responsibility. We need to accommodate differences, celebrate diversity, and show respect for all students and adults.

Classrooms are the centres of learning in our schools. The following actions are central to ensuring we can create the kinds of caring, respectful, and safe schools that students, parents, and teachers deserve. This Action Plan will

- Strengthen support for classrooms
- Introduce a new model of service delivery for inclusive education
- Introduce a new Code of Conduct to support positive student behaviour
- Streamline the curriculum to identify essential learning outcomes



## **AUTISM SPECTRUM DISORDER (ASD) INTERVENTION: AN INTRODUCTION FOR SCHOOL PERSONNEL**

**Through the APSEA Autism and education partnership, Nova Scotia, Prince Edward Island, Newfoundland and Labrador are working with New Brunswick to develop a regional training program on autism. Level one is a 10 module on-line course for school personnel including teachers, teacher assistants, and core professionals such as psychologists, speech language pathologists, and ASD specialists. Currently 10 participants from Nova Scotia are enrolled in the level one training pilot. The pilot will be evaluated in March 2015. It is expected that the course will be available to a larger school-based audience in April 2015.**

### **Inclusive Education**

We have heard clearly from parents and teachers that our current model of inclusion needs improvement. We agree and will develop a needs-based model of service delivery that will

- Support the success of all Nova Scotia's students
- Focus on individual student needs
- Include parent participation and input in student programming
- Provide flexible programming choices and options
- Include opportunities for academic enrichment

- Monitor student progress at school, school board, and provincial levels
- Promote high expectations for student academic achievement

This needs-based model of service delivery supports teaching and learning for all students. While most students' learning needs can be met through large group instruction within the classroom, some students may periodically require small group instruction and/or intensive individualized programming outside the classroom.

In order to implement the new model, we will

- Create a Continuum of Support to provide a broad range of programming options for students with special needs
- Complete comprehensive assessment of individual student learning needs in order to identify the most appropriate programming options
- Develop provincial criteria for placing a student on an IPP
- Monitor student progress on IPPs at the school, school board, and provincial levels through the Technology for Improving Education Network (TIENET), the electronic information system for student services
- Revamp the IPP process to increase parent participation and reduce paperwork for parents and teachers
- Share responsibility for the development and implementation of IPPs with classroom teachers, and Resource/Student Services teachers, and other professionals

- Increase co-teaching between classroom teachers and Resource/Student Services teachers to provide more teaching support for students with special needs in the classroom
- Create and facilitate professional development modules for teachers and teacher assistants regarding different learning styles

## Transition Matters

For our students to lead successful, fulfilling lives, they need support as they move through the education system. Change is never easy. With this Action Plan, transition support will be available to all parents and teachers to ensure a smooth and successful transition for every student in our school system. We will

- Develop and implement a new provincial transition planning guide to support consistent transition planning for students across the province
- Establish new standards regarding student promotion, retention, and acceleration through a Ministerial Policy
- Incorporate student orientation activities, school tours, parent information sessions, and other activities as part of the guide
- Offer one School to Community Transition Program per school board for graduating high school students with special needs, through partnership agreements
- Establish a Transition Task-Force of Public School Educators, Universities, and the NSCC to make recommendations to the Minister by March 2016 regarding
  - successful transition to post-secondary education including academic and social readiness
  - career choices and pathways



## Cultural Awareness and Equity

### **INTERNATIONAL STUDENT PROGRAM**

More than 2500 students have participated in the Nova Scotia International Student Program in the Chignecto-Central Regional School Board. The initiative is bringing the global studies curriculum to life for Canadian students. It is allowing the students to connect with one another and learn first-hand about cultural differences and similarities. The program helps to create global citizens by promoting the growth of intercultural understanding and increased international educational opportunities for Nova Scotia's students and students from around the world.

The diversity of cultures in our schools should be a source of unity and common understanding. Students and staff need to be able to share freely their cultural background, heritage and beliefs—and to have those differences taught and celebrated in our schools. Students also need to be free to be themselves, to feel secure in expressing that individuality. In order to help make that happen, we will

- Include the language, history, and culture of Acadians, African Nova Scotians, Gaels and Mi'kmaq, including Treaty Education, in the grade primary to 12 curriculum
- Include the history of immigration in Nova Scotia in the grade primary to 12 curriculum  
Include the history of immigration and cultural diversity in Nova Scotia to students across the province

*“Schools that do not have an effective strategy for convincing students to become invested in their education—to work hard, study, arrive at school on time and prepared, and generally care about learning—are unlikely to reduce disparities in academic outcomes and raise student achievement.”*

Boykin & Noguera, 2011

- Implement a teacher recruitment campaign to attract new members to the teaching profession, including Acadian, African Nova Scotian and Mi'kmaq teachers
- Develop equity education programs that highlight Acadian, African Nova Scotian, and Mi'kmaq cultures, and provide them to students and staff
- Utilize more conversational teaching methods in Core French programs
- Increase the number of Intensive Core French programs at the grade 6 level
- Provide additional opportunities for grade 12 students to graduate with international certification in French language skills (DELF – Diplôme d'études de la langue française)
- Create an Inter-University Chair in Research for the Achievement Gap
- Implement a province-wide Achievement Gap Initiative to address persistent differences between groups of students in results in math and literacy
- Create clear and uniform mechanisms for information sharing and communication across agencies, including web-based information and use of accessible language that reflects cultural competence
- Promote cultural awareness and equity through curriculum, learning resources, and direct teaching
- Support self-identification for all students

## Achievement Gap Initiative

In Nova Scotia, as in many parts of the world, there are ongoing disparities in student achievement between groups of students. Nova Scotia research has confirmed that this is the case among our own students. We are committed to improving student achievement in math and literacy for all students. We will

- Implement a province-wide Achievement Gap Initiative to address persistent differences between groups of students in results in math and literacy
- Create an Inter-University Chair in Research for the Achievement Gap
- Create a team of representatives from the department, school boards, and post-secondary institutions to support research into student achievement in math and literacy

## Student Health and Wellness

As society has changed over the past generation, so has our understanding of the complexities of being a healthy person. Physical activity and nutrition have always been cornerstones of good health and now we also understand more about the critical importance of nourishing mental health—being strong enough to talk about it, to identify and address mental health challenges early, and to do more to remove the stigma attached to it. To support student health and wellness, we will

- Create a framework to increase opportunities for physical activity throughout the school day
- Design and implement curriculum components that address social and emotional learning across grade levels
- Develop and implement a new School Code of Conduct with clear and concise standards for behaviour



- Implement interagency programs and services for mental health, addiction prevention (including prescription drug abuse), and physical wellness in partnership with outside agencies
- Expand SchoolsPlus sites based on identified community needs
- Partner with other government departments, health professionals, community agencies, the business community, post-secondary institutions, and other organizations to map support networks in each school board, streamline intake and referral processes, and identify gaps with the goal of ensuring students have timely access to a wide range of services that support mental and physical well-being, and encourage participation in sports, recreation, and youth leadership programs
- Arrange Preschool Screening, in cooperation with health care professionals, for children at 18 and 36 months of age, and six months before starting school and use this information to direct parents to information and appropriate support services, as necessary



## PILLAR FOUR

### Excellence in Teaching and Leadership

#### NOVA SCOTIA INSTRUCTIONAL LEADERSHIP PROGRAM

Introduced in September 2010, the Nova Scotia Instructional Leadership Program is a three-year diploma program that provides principals and other instructional leaders with the skills and knowledge they need to improve their instruction and leadership abilities. The program helps students by providing the leaders in their school with best practices and proven methods to achieve a higher level of student achievement, and encourages them to work with staff to support those practices in every classroom.

This one-of-a-kind program was designed with principals, school boards, the Nova Scotia Teachers Union, Nova Scotia School Boards Association, universities, and the Department of Education and Early Childhood Development in response to principals requesting more instructional leadership support.

*“There are examples of educational excellence without accountability, or common standards, or digital technology. But there are no instances of educational excellence without high-quality teachers and teaching.”*

Hargreaves & Shirley, 2012



The rebuilding of our education system is designed to create outstanding students and successful graduates. This will require support for teachers and administrators. As professionals, they have enormous responsibilities and face increasing demands.

Teachers need support, time, and structure that will allow them to focus on student learning and student achievement.

The Department of Education and Early Childhood Development will

- Create a framework of teaching standards for Nova Scotia
- Build a new model of teacher education based on those standards
- Work with universities to redesign the Bachelor of Education programs based on the standards, including teaching competencies in literacy instruction, math instruction, student assessment inclusive education, equity education, and behaviour management
- Introduce new graduate-level teaching specialties in response to student needs, including Behaviour Intervention Teachers, and Early Elementary Literacy and Math specialists
- Develop standards for the accreditation of University Schools of Education in Nova Scotia
- Accredite University Schools of Education

Teacher Certification

- Generate new requirements for teacher certification that are aligned with the new teaching standards and certify teachers based on those standards

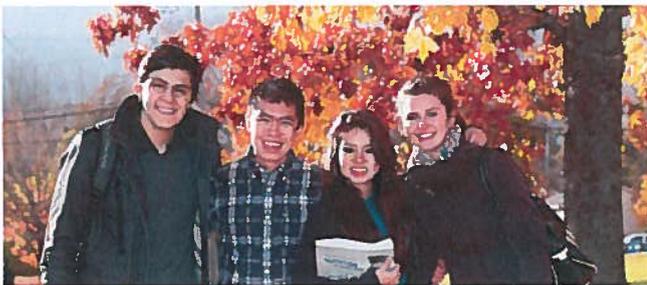


Teacher Performance Management and Professional Development

- Design a Performance Management System based on the teaching standards
- Design and implement a new provincial template for teacher performance appraisal
- Provide all school administrators with training in teacher performance appraisal using the provincial template
- Designate common requirements in credentials, professional experience and/or leadership training for hiring principals in Nova Scotia schools—for example, training in teacher performance appraisal will be mandatory
- Create new programs and professional development opportunities to provide additional support to new, practicing, and substitute teachers
- Encourage school boards to provide more opportunities for recent graduates to gain full-time and substitute teaching experience
- Implement a teacher recruitment campaign to attract new members to the teaching profession, including Acadian, African Nova Scotian and Mi'kmaq teachers

*“A major overhaul of teacher education is well overdue ... one way forward is to ask each teacher education program to articulate a set of graduating standards, and then evaluate how appropriate these standards are, and evaluate the nature and quality of the evidence that all students meet these standards.”*

Hattie, 2009



## Conclusion

We are building upon the 3Rs of reading, writing, and arithmetic that have stood the test of time and continue to be the foundation of excellence in education. From this solid foundation, we will move forward to Renew, Refocus, and Rebuild our education system. This will create a brighter future for our students and our province. We will renew the teaching and leadership of our schools by revamping teacher education and providing more professional development opportunities and classroom support. We will refocus the curriculum by identifying the essential learning outcomes and concentrating on improved math and literacy. We will rebuild our education system by creating more efficient structures and inclusive schools that better serve all of our students.

This Action Plan is our map for creating a modern and student-centered education system for Nova Scotians. It is a living document that will be implemented and updated over time as ideas are tested and new breakthroughs in research guide us. As the Action Plan unfolds, we are committed to building the kind of education system that we all want for our children—one that gives all students the chance to reach their full potential and enjoy success in their chosen careers. We need your ongoing assistance and support to move forward in the best interest of students.

There is not a moment to lose: our students are in school now, awaiting better learning opportunities to prepare them for the challenges that lie ahead. Their future depends on having the knowledge and skills necessary to succeed in a quickly changing economy. Nova Scotia's future depends on healthy, well-educated and socially responsible citizens to build the economy.

Education is the key to the future prosperity of our children and our province. I hope that you will join us in working together to unlock the potential of our public school system—to rebuild education for a generation and chart a path for future success.



*“Transforming education isn’t about the ‘latest great idea.’ It is about imagining the best possible future for our students and putting our hearts into our work, so we can take the next steps on the path. It is about building on the research and finding ways to make the ‘seemingly impossible’ both possible and practical.”*

Davies, Herbst, & Reynolds, 2008

## **MODERN EDUCATION SYSTEM**

Restructured Department of Education and Early Childhood Development

New Centre for Excellence

Address achievement gap

Minister's Forum for Teaching

Business-Education Council

Entrepreneurship Education

Expand preschool services and programs

## **INNOVATIVE CURRICULUM**

Focus on math and literacy

New curriculum Primary-3

Technology-based learning resources

More support for high school math

Career Education Framework for grades 4-12

Early intervention programs in literacy and math

Focus on communication skills in middle school

New citizenship course in grade 10

# **STUDENT SUCCESS**

## **EXCELLENCE IN TEACHING AND LEADERSHIP**

Teaching standards for Nova Scotia

Revamped teacher education

Induction program for new teachers

Teacher recruitment campaign

Teaching specializations in literacy and math

Performance Management System for teachers

## **INCLUSIVE SCHOOL ENVIRONMENTS**

Transition planning guide

Continuum of support for inclusive education

New School Code of Conduct

Treaty Education

African Nova Scotian history

Promote French language and culture

Equity education

Character development

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## Appendix

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This appendix includes the time line for the implementation of Nova Scotia's Action Plan for Education. It includes the actions for September 2015 as outlined on page 10.

## Endnotes

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## References

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## Pillar One

### Modern Education System

**2015–2016: Nova Scotia’s school boards will participate in an audit carried out by the Auditor General. The audit will examine**

- The results of the current governance model, including committee structure of elected school boards
- The effectiveness and results of management structure of senior staff (above school principals, up to and including superintendents) within individual boards and across boards
- How efficient operations of key management functions (purchasing, payroll, finance, and transportation services) are being delivered
- How effective school boards are in delivering results for key department initiatives

**2015–2016: Restructure divisions within the Department of Education and Early Childhood Development to more closely align with the direction of the Action Plan on Education.**

**2015–2016: Review the efficiency and effectiveness of the Department of Education and Early Childhood Development in providing public education to Nova Scotians.**

**2015–2016: Establish a Centre for Excellence within the department, dedicated to advancing student achievement, Nova Scotia-specific school research, high-quality teaching, and strong leadership. The centre will focus**

on innovations, success stories, and pilot programs from around the province and beyond.

**2015–2016: Establish a Minister’s Forum for Teaching Excellence to provide teachers with support, opportunities for networking, and teacher-requested professional development.**

**2015–2020: Create a student-centred education system focused on increased student achievement and success.**

**2015–2016: Implement a province-wide Achievement Gap Initiative to address persistent differences between groups of students in results in math and literacy.**

**2015–2016: Provide teachers and school administrators with ongoing professional development in the use of assessment.**

**2015–2016: Create an Inter-University Chair in Research for the Achievement Gap.**

**2015–2016: Create a team of representatives from the department, school boards, and post-secondary institutions to support research into student achievement in math and literacy.**

**2015–2016: Clarify the roles and responsibilities of all partners in education for the implementation of the Action Plan.**

**2015–2020: Report annually to the public on the progress of the Action Plan.**

**2015–2019: Mandate that all provincial policies and procedures will be implemented consistently across all school boards.**

**2015–2019: Continue to work across departments to better coordinate services for children in Early Years Centres and SchoolsPlus sites.**

**2015–2017: The Department of Education and Early Childhood Development will**

- Partner with other government departments, health professionals, community agencies, the business community, post-secondary institutions, and other organizations to map support networks in each school board.
- Streamline intake and referral processes.
- Identify gaps with the goal of ensuring students have timely access to a wide range of services that support mental and physical well-being.
- Encourage participation in sports, recreation, and youth leadership programs.
- Create clear and uniform mechanisms for information sharing and communication across agencies, including web-based information and use of accessible language that reflects cultural competence.
- Work with school boards to increase community access to schools.
- Design a new provincial policy for school boards for the delivery of programs and services to students by outside organizations and community groups.

**2015–2016: Establish a Business-Education Council that will**

- Explore and create positive and productive career exploration opportunities and experiences for our children.

- Provide a forum where business can identify the skills and attributes students need to be successful in the workforce
- Create a database of local entrepreneurs to serve as business mentors to students
- Support teacher awareness of economic growth sectors in Nova Scotia and the importance of developing entrepreneurial skills and attributes across the curriculum
- Increase the number of work experience and co-op opportunities available for students

**2015–2016: Expand the delivery of Junior Achievement in all school boards.**

**2015–2016: Embed entrepreneurship in the high school curriculum as courses are developed.**

**2015–2016: Update Entrepreneurship 12.**

**2015–2016: Align the new business and entrepreneurship courses with post-secondary programs.**

**2015–2016: Raise the profile of local businesses through success stories.**

## Pillar Two

### An Innovative Curriculum

#### **2015–2019: Create a streamlined, coordinated, and innovative curriculum to**

- Increase the emphasis on literacy and math by providing students with extra practice in basic skills in other subject areas such as science and social studies
- Provide more time for teaching both math and literacy in the early years
- Identify essential learning outcomes of all subjects in all grades
- Provide professional development for teachers of multi-grade classes
- Engage student interests through more hands-on learning activities
- Design the curriculum to address the full range of student learning strengths and needs, including opportunities for enrichment
- Provide access to modern technology to support classroom teaching and learning
- Include the language, history, and culture of Acadians, African Nova Scotians, Gaels and Mi'kmaq, including Treaty Education, in the grade primary to 12 curriculum
- Include the history of immigration in Nova Scotia in the grade primary to 12 curriculum

#### **2015–2017: Update the program of courses available to Nova Scotia's students in the Public School Program.**

**2015–2016: Integrate educational technology and student assessment in the new primary to grade 3 curriculum.**

**2015–2017: Register all children in an electronic school file at birth that parents will use to keep track of their child's growth and development. The education system may use the file to help plan services like preschool screenings and transition plans for starting school.**

**2015–2019: Arrange preschool screening, in cooperation with health care professionals, for children at 18 and 36 months of age, and six months before starting school and use this information to direct parents to information and appropriate support services, as necessary.**

**2015–2016: Open four new Early Years Centers so that every school board has at least one center. Continue to expand this network of Early Years Centres across the province. Early Years Centre staff will use a variety of programs to teach positive relationships to four year olds (announced January 2015).**

**2015–2016: Create and distribute a growth and development guide for four year olds and make it available to parents, daycare centers, and preschools.**

**2015–2016: Address the wait list for Early Intervention Programs across the province (announced January 2015).**

**2015–2017:** Provide more time in grades primary to 3 for teaching literacy and math through revisions to the Public School Program.

**2015–2017:** Enhance assessment and intervention for literacy and math in grades primary to 3.

**2015–2017:** Monitor students' progress in literacy and math at set intervals to identify need for early intervention.

**2015–2017:** Establish new homework standards through a Ministerial Policy.

**2015–2017:** Work with school boards to identify ways to provide school-based homework support for both students and parents.

**2015–2017:** Discontinue the use of existing homework guides from the Department of Education and Early Childhood Development.

**2015–2017:** Recognize the importance of homework in learning outside of school, and work with school boards to establish standards that bring consistency across the province.

**2015–2017:** Create a framework to increase opportunities for physical activity throughout the day.

**2015–2017:** Adjust the Time to Learn guidelines to reflect revised curriculum

**2015–2019:** Design and implement curriculum components that address social and emotional learning across grade levels.

**2015–2019:** Implement improvements to student assessment and evaluation, including

- Teacher-prepared pretests and post-tests of student progress at the primary to grade 3 level
- Administration of *An Observation Survey of Early Literacy Achievement*® to all students at the start of grade 1
- Administration of a common Mathematics Assessment to all students at the start of grade 2
- Replacement of grade 3 and grade 8 provincial assessments in literacy and math with teacher-generated, common assessment tools
- Development and implementation of a policy and supporting procedures for student assessment, evaluation and reporting

**2016–2017:** Teach reading, writing, and speaking skills across subject areas so that students may develop stronger communication skills. For example, in writing, students will have increased instruction and time for learning spelling, punctuation, and the formation of sentences and paragraphs.

**2015–2016:** Implement Core French programs that use interactive and conversational teaching methods.

**2015–2016:** Increase the number of Intensive Core French programs at the grade 6 level.

**2015–2019:** Introduce Character Development starting in elementary school to teach personal qualities such as empathy, honesty, respect, accountability, and responsibility.

**2015–2019:** Offer online learning opportunities to middle school students to prepare them for online courses in high school.

**2015–2016:** Introduce a new career education framework for students in grades 4 to 12.

**2015–2019:** Provide grade 4 students with Interest Inventories to learn about their interests, strengths, and learning styles.

**2015–2019:** Provide students with hands-on learning activities for developing their technology skills.

**2015–2019:** Incorporate personal development education into subjects such as health, social studies, and family studies, in order to teach students about citizenship, service learning, leadership, volunteering, and personal financial management.

**2016–2019:** Provide middle school students with access to a range of innovative, experiential, and entrepreneurial learning opportunities.

**2016–2019:** Provide more hands-on learning activities for students in grades 4 to 8 through computer programming, creative arts, science labs, and collective impact projects.

**2016–2019:** Provide all students with an introduction to the basics of coding, technology, and design.

**2015–2016:** Add more Discovering Opportunities 9 programs to familiarize grade 9 students with modern careers, including trades, technology, and apprenticeship.

**2016–2017:** Add Entrepreneurship to the eligible courses for Challenge for Credit and/ or Independent Study in the Public School Program, to encourage entrepreneurship among students.

**2016–2017:** Create a Minister’s Award of Excellence for Entrepreneurship to encourage entrepreneurship among high school students and to recognize them for successfully starting their own businesses.

**2016–2017:** Provide additional opportunities for grade 12 students to graduate with DELF— (Diplôme d’études de la langue française certification), an important recognition of skills in French as a second language.

**2016–2017:** Create a 21st Century Citizenship course at the grade 10 level—and make it mandatory for graduation—that includes civics, Canadian government, citizenship, personal financial management, volunteerism, media and digital literacy, and service learning.

**2015–2016:** Direct targeted funding for Math Mentors to grades primary to 3.

**2016–2017:** Extend grade 11 Academic Math to a full-year, two-credit course.

**2016–2020:** Increase the number of mandatory courses to graduate.

**2017–2018:** Cap class enrollment at 24 in Academic Math 10 and Academic Math 11.

**2015–2016:** Create a plain language resource for parents to explain the math curriculum at each grade level and key math concepts so that parents can help their children with homework.

**2020:** Require students to complete three high school math courses in order to graduate.

**2015–2016:** Offer Early Intervention Support in math for students in grades P–3.

**2016–2017:** Require all school boards to follow a new Ministerial Policy regarding student promotion, retention, and acceleration.

**2015–2019:** Provide students with varied learning opportunities with school technology, including the use of digital learning resources, completion of on-line courses offered by the Nova Scotia Virtual School, participation in bring-your-own-device learning activities, and completion of blended learning projects.

**2015–2019:** Require all high school students to develop Individual Career Plans as part of a new, mandatory course. Students will receive information on opportunities for the exploration of STEAM careers.

**2015–2019:** Expand community-based learning programs for high school students, including Discovering Opportunities 9, Co-Op Education, Entrepreneurship, O2, and Skilled Trades.

**2015–2016:** Offer workplace training to graduating students entering the workforce,

such as WHMIS, First Aid, CPR, labour relations.

**2017–2018:** Provide students with hands on learning activities for developing their technology skills.

**2016–2017:** Promote cultural awareness and equity through curriculum, learning resources, and direct teaching.

**2016–2017:** Develop equity education programs that highlight Acadian, African Nova Scotian, and Mi'kmaq cultures, and provide them to students and staff.

**2016–2017:** Support self-identification for all students.

## Pillar Three

### Inclusive School Environments

**2015–2017:** Develop and implement a new provincial transition planning guide to support consistent transition planning for students across the province. Incorporate student orientation activities, school tours, parent information sessions, and other activities as part of the guide.

**2015–2017:** Offer one School to Community Transition Program per school board for graduating high school students with special needs, through partnership agreements.

**2015–2016:** Establish a Transition Task-Force of public school educators, universities, and the NSCC to make recommendations to the Minister by March 2016 regarding

- Successful transition to post-secondary education including academic and social readiness
- Career choices and pathways

**2015–2017:** Develop and implement a new needs-based model of service delivery for inclusive education.

**2015–2019:** Create a continuum of support to provide a broad range of programming options for students with special needs.

**2015–2019:** Complete comprehensive assessment of individual student learning needs in order to identify the most appropriate programming options.

**2015–2017:** Develop provincial criteria for placing a student on an IPP.

**2015–2019:** Monitor student progress on IPPs at the school, school board, and provincial levels through the Technology for Improving Education Network (TIENET).

**2015–2017:** Revamp the IPP process to increase parent participation and reduce paperwork for parents and teachers.

**2015–2017:** Share the responsibility for the development and implementation of IPPs with classroom teachers, Resource/Student Services teachers, and other professionals.

**2015–2019:** Increase co-teaching between classroom teachers and Resource/Student Services teachers to provide more teaching support for students with special needs in the classroom.

**2015–2019:** Create and facilitate professional development modules for teachers and teacher assistants regarding different learning styles.

**2015–2016:** Implement interagency programs and services for mental health, addiction prevention (including prescription drug abuse), and physical wellness in partnership with outside agencies.

**2015–2016:** Implement provincial guidelines for supporting transgender and gender-nonconforming students.

**2015–2016:** Expand SchoolsPlus sites based on identified community needs.

**2015–2016: Develop and implement a new School Code of Conduct with clear and concise standards for behaviour that include**

- Programs of prevention and intervention to support and promote positive student behaviour
- Standards of acceptable and unacceptable behaviour (students, school staff, parents, community members) for Nova Scotia Schools
- Roles and responsibilities of partners in education
- Identified consequences for unacceptable behaviour
- Procedures for reporting, recording, and tracking incidents of unacceptable behaviour
- Requirements for monitoring incidents of unacceptable behaviour at the school, board, and provincial levels to identify areas needing more supports

## Pillar Four

### Excellence in Teaching and Leadership

**2015–2016:** Create a framework of teaching standards for Nova Scotia.

**2018–2019:** Build a new model of teacher education based on these standards.

**2015–2018:** Work with universities to redesign bachelor of education programs based on the standards and include compulsory course work in inclusive education, equity education, behaviour management, literacy instruction, math instruction, and student assessment.

**2017–2018:** Introduce new graduate level teaching specialties in response to student needs, including Behavior Intervention Teachers and Early Elementary Literacy and Math specialists.

**2017–2018:** Accredite university schools of education.

**2015–2017:** Generate new requirements for teacher certification that are aligned with the new teaching standards and certify teachers based on those standards.

**2015–2017:** Design a performance management system based on the teaching standards.

**2015–2017:** Design and implement a new provincial template for teacher performance appraisal.

**2015–2017:** Provide all school administrators with training in teacher performance appraisal using the provincial template.

**2015–2017:** Designate common requirements in credentials, professional experience and/or leadership training for hiring Principals in Nova Scotia schools. For example, training in teacher performance appraisal will be mandatory.

**2015–2017:** Create new programs and professional development opportunities to provide additional support to new, practicing, and substitute teachers.

**2015–2017:** Encourage school boards to provide more opportunities for new teachers to gain full-time and substitute teaching experience.

**2015–2017:** Implement a teacher recruitment campaign to attract new members to the teaching profession, including Acadian, African Nova Scotian and Mi'kmaq teachers.

# Endnotes

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4. Full titles of those reports are *Now or Never: An Urgent Call to Action for Nova Scotians* available at <http://onens.ca/report/>; *Reality Check: A Review of key program areas in the BLAC Report for their effectiveness in enhancing the educational opportunities and achievement of African Nova Scotian learners* available at [http://acs.ednet.ns.ca/sites/default/files/REALITY\\_CHECK\\_FINAL\\_REPORT\\_FOR\\_WEB.pdf](http://acs.ednet.ns.ca/sites/default/files/REALITY_CHECK_FINAL_REPORT_FOR_WEB.pdf); *BLAC Report on Education: Redressing Inequity—Empowering Black Learners* available at <http://acs.ednet.ns.ca/sites/default/files/BLAC%20Report%20on%20Education%20Vol%201-3.pdf>.

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## **School Options Committee**

### **Requests for Information from Staff**

#### **November 26, 2015 Meeting**

- 1. Was there any consistency among the principals with when and how they completed their profile sheets? Was there a consistent message?**

The individual school profile sheets are a template provided by the province as part of the School Review Policy (page 41).

Completion of the templates for this school review involved Board staff from Operations, Finance, Human Resources, and Programs and Student Services Departments, as well as principals from all schools involved in the review.

The profile sheets were populated in a consistent manner with applicable sections being completed by Board staff, then sent to principals for review and completion of program and unique school information. Following completion of the profiles by principals, a final review was conducted by phone between each school principal and Operations to validate all data.

- 2. How are projected enrolments established?**

Enrolments are pulled directly from the Long Range Outlook Glossary. Enrolment projections for Grades 1 through 12 are calculated by moving forward the previous year's enrolment in the previous grade level. Primary projections are calculated based on using the average grade size of the Primary through Grade 2 numbers at the school from the previous year. On a go-forward basis, all boards in the province will be using a standardized method of calculating projected enrolments; this will be done using the software Baragar.

- 3. Numbers in classrooms/courses to verify how many classes are split?**

Refer to spreadsheets "School Course Offerings by Section PLUS Correspondence and NSVS" (several school years).

- 4. What courses have been lost in each school and what might be lost if no action is taken by the committee?**

Refer to spreadsheets "School Course Comparison" (several school years).

- 5. How many drop a virtual course? How many virtual courses are taken in a year and what is the success rate of these courses? What is available at NSVS?**

The present online registration system for NSVS opens up for the upcoming school year around April 1 and normally remains open until about two weeks into a given semester. Unfortunately, they cannot distinguish between a student "dropping" a course on May 30, versus September 30, versus October 30, except possibly at the school level. In other words, the data on students who "complete" NSVS courses is somewhat ambiguous. Success or lack of success in a course would be based on the student being in the course until at least after the mid-semester reporting period in each semester. If one considers a lack of success being a student who drops the course mid-October, then the actual numbers provided are more favourable than what they would actually be.

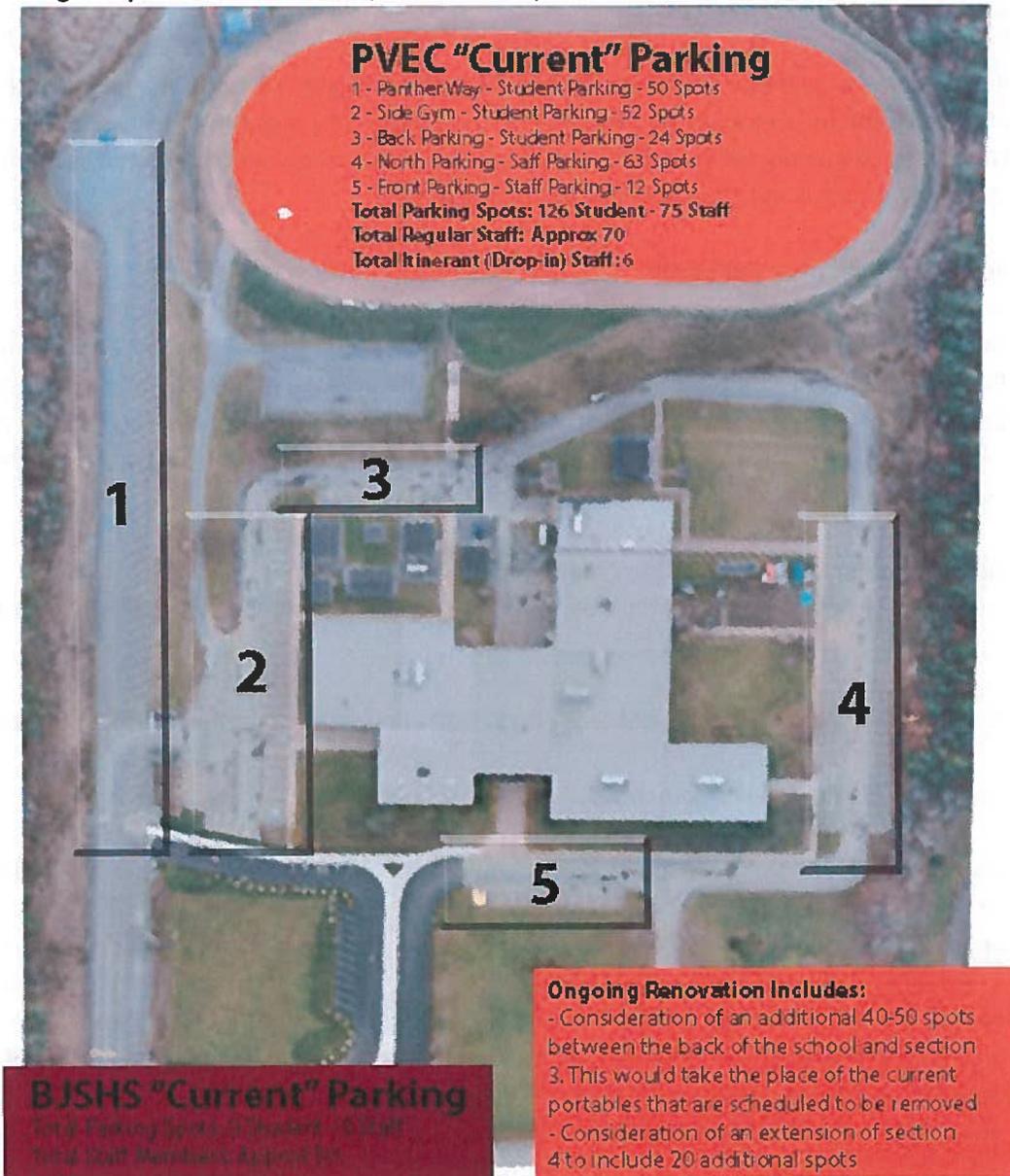
Refer to spreadsheets "School Course Offerings by Section PLUS Correspondence and NSVS" (several school years).

**6. As above, for correspondence courses?**

For correspondence studies, they base success or lack of success on course completion within the given deadline for students whose course has been paid for. Knowing this, and the circumstances of some students who take courses via correspondence, the rates of success are always very low.

Refer to spreadsheets "School Course Offerings by Section PLUS Correspondence and NSVS" (several school years).

**7. Parking – impact on both schools, as well as impact on students and staff?**



**8. Bussing – number of students on busses arriving at Park View?**

Currently, the SSRSB is required to accommodate all PVEC students whether they use the bus or not. The NS Education Act states that any students who live more than 3.6km from the school must have access to student transportation. Currently, PVEC does not have any students who the SSRSB would consider “Walking Students” (students who live within 3.6 kilometers of the school that have access to sidewalks, crosswalks, and proper pedestrian markings). This means all students are currently considered busing students. We often get calls from parents of students throughout the year who live in the extremities of the catchment area and require transportation for a couple of days or weeks. We do have to accommodate these requests.

A spot check was completed on December 3 and it was determined that 296 students (42% of registered students) used the bus on that day. Typically, to get a consistent average number a study would be completed over several days, perhaps even a month. There will be a follow up in regards to this number after more daily counts can be completed.

**9. Map showing colour bands of students living in the areas we are reviewing?**

See “Map Grades 10-12 BHS”.

**10. Is there a cost difference between middle schools and junior high schools?**

As referenced in the AMLE middle school philosophy, true middle schools have more focused support for individual students and value a differentiated instruction approach. They also value service-learning opportunities where students partner with the community. These examples do come at an increased cost. The SSRSB currently funds middle grades with this in mind.

The traditional junior high school approach is much less student-centered, in that instruction, assessment, and routines are not supported with current research and much less responsive to motivating and engaging today’s students.

During the 2014-2015 fiscal year and school year, 6.68 full-time equivalents (FTEs) were allocated to Middle Level Programming. This equates to \$503,781 on a full-year basis. Middle Level Programming was eliminated in the 2015-2016 budget.

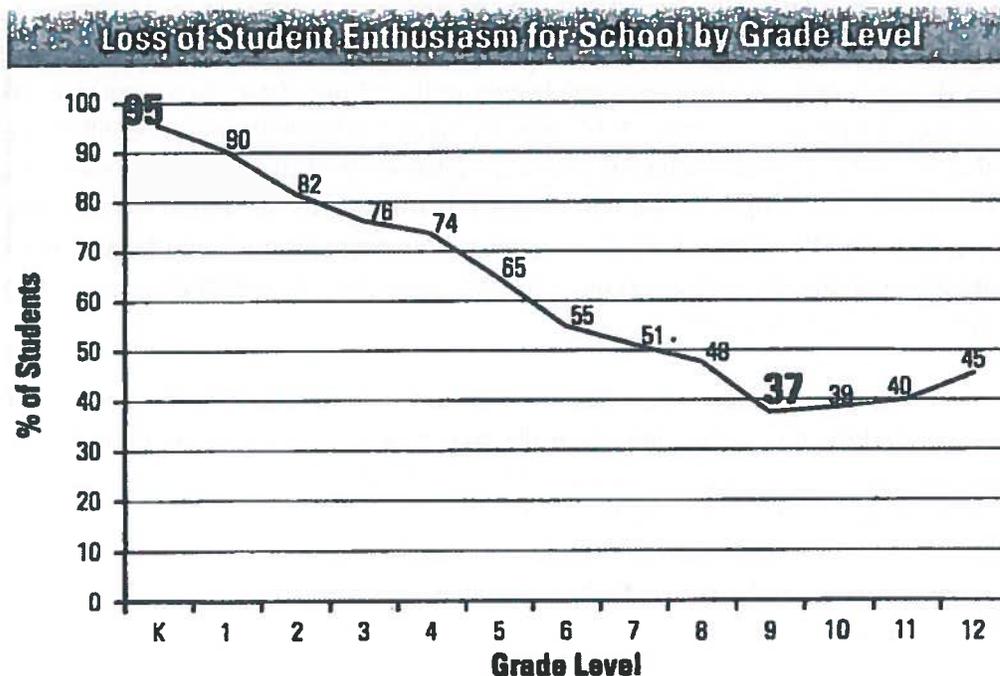
**11. Any data in regards to having grade 9s move into a 10-12 school?**

In what school configuration do grade 9s fit best?

Grade 9 is a unique year in that it really is different from grades six, seven, and eight. It is also different from grades 10-12. The programming at the grade 9 level should reflect this uniqueness. There is little research to suggest that grade 9 programming is better suited attached to a junior high, middle school, or senior high school.

Improving Programming at the Grade 9 Level

Nationally, grade 9 students indicate the lowest level of engagement in school.



(M Fullan; Stratosphere)

Efforts are underway to enhance grade 9 programming in the province of Nova Scotia and across Canada. The 3Rs: Renew, Refocus, Rebuild – Nova Scotia’s Action Plan for Education 2015, references grade 9 specifically with the following action:

“Add more Discovering Opportunities 9 programs in schools across the province to familiarize grade 9 students with careers and education programs linked to trades, technology, and apprenticeship”.

Please see the complete Action Plan through this link:

<http://www.ednet.ns.ca/education-actionplan>

In 2011, the province of Nova Scotia formed a committee mandated to overhaul and improve grade 9 public school programming. This committee produced a draft document Learning in Action: Project-Based Learning (Grade 9 Pilot) (attached).

The SSRSB also did work in this area, known to us as Inquiry-Based Learning, which involved all grade 9 classes in the Board. There was evidence of increased engagement and learning with this pedagogical approach. There was a cost pressure associated with this initiative, as we provided extra staff to schools so they could create smaller groups of students to pursue interdisciplinary learning, consistent with the Learning in Action document. During the 2015-2016 budget deliberations, it was necessary to remove that extra funding.

What trends are evident in Nova Scotia regarding the school configuration of grade 9 students?

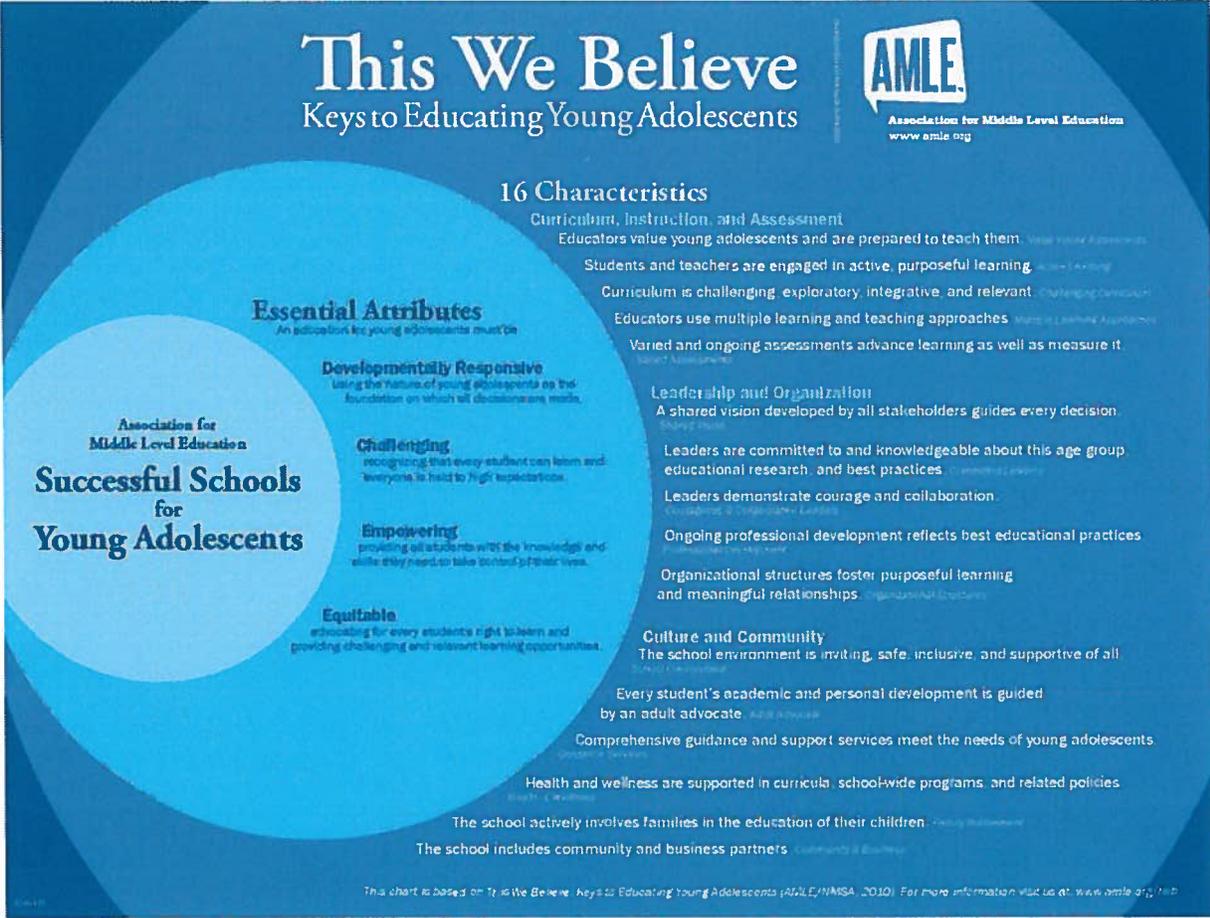
Traditionally, schools were configured as elementary (P-6), Junior High (7-9), and Senior High (10-12). Depending on the population of a given community, configurations may have been P-6 and 7-12, or in a small community P-12.

As the province faces significant enrollment decline, there have been trends occurring. Smaller high schools have been consolidated into larger schools when geographically possible. There are many examples of this occurring over the past 40 plus years. This trend exists because it allows high schools with larger populations to offer a broader range of courses for students while providing fiscal efficiency.

A second trend has occurred more so over the past 20 years, most often after the above consolidation has occurred. As high school populations continue to decline, grade 9s have been relocated to the high school. This grade 9-12 configuration achieves efficiencies in sustaining specialist teachers and economy of scale savings. A second piece to this trend is that junior high schools are being renamed as middle schools.

There is a philosophical difference between the traditional junior high and the middle school approach. All South Shore schools, even those still named junior high schools, have moved significantly along the continuum of middle school practices. When opportunities present, jurisdictions may move their 6s and sometimes 5s to the middle school setting.

See the middle school vision (blue color chart below) from the Association of Middle Level Education (AMLE).





**From:** Siobhan Doyle  
**Subject:** SOC info request  
**Date:** January 22, 2016 at 9:54:01 AM AST  
**To:** Gary Walker

Hi Gary,

Regarding last night's meeting, and working under the scenario of the Bridgewater High School (grades 10-12) students moving to Parkview, could you please ask Gilbert Jackson to prepare a map which shows the existing catchment areas for all of the nine schools. Have him superimpose on this map dots for all of the students (grades P-9 only) attending south shore regional area. Please use four different dot colours representing grades 7-9, six, five, and P-4.

Then, based on his expertise, have Gilbert expand the catchment area for Bridgewater schools sufficiently to enjoin (using more natural boundaries or clumps of students) those students which seem the best choice to bring to Bridgewater. The net effect should be to significantly reduce lengthy travel times for students to the outlying schools, while also increasing the populations for both BES and Bridgewater Jr. High (BJH), given that 245 high school students will be shifted out of Bridgewater to Parkview. These repopulating adjustments should be based on two scenarios:

1. where BES has grades P-5 and BJH has grades 6-9;
2. where BES has grades P-4 and BJH has grades 5-9.

In turn, we would like to see the resulting net effect from these scenarios on the reduction of student populations for the schools bordering Bridgewater's catchment area (Newcombville, Hebbville, Pentz, Bluenose, Bayview).

Depending on how many varieties of the shape of the ballooned Bridgewater catchment boundary Gary thinks interesting, more than one version of the map might be helpful.

I think Gilbert indicated at the meeting that he couldn't project the data beyond the current year, so perhaps the map(s) and revised school population numbers should only reflect 2015/16 student demographics.

If it's not looking too busy on the map, could you also put the 1.6 and 3.6 km walking distance lines from BES and BJH. (What is the starting grades for the 1.6 and 3.6 km line? ie. If the grades 5 and/or 6 are moved into BJH, who still has bussing?).

A question which flows from the above, but may more appropriately go to someone other than Gilbert, is how a "middle school" would be organized if it had a grade range from 5-9 or 6-9.

Finally, a question for you Gary: your comments last night indicated that BES is operating under the constraints of lack of space, while the data indicates 88% capacity. I note that Bluenose Academy operates at 86% capacity and Newcombville at 79%. Meanwhile, you and Geoff also were implying that Bayview (74% capacity) ought to be touched very little or else that whole cookie of a P3 school could crumble. What is the percentage of capacity which we should be considering to be "ideal" if it's not in fact 100%?

Ok. This email turned out to be more lengthy than I had initially intended. Nonetheless, I've been wanting to say that you're doing a really great job facilitating these meetings. Much appreciated.

Cheers,  
Siobhan

**January 29, 2016**

**From Brian Smith, Director of Operations**

School Capacity is defined in the Long-Range Outlook as: Total student enrolment based on the full occupancy of spaces that a school building can accommodate, in order to deliver the public school program. The provincial formula for calculating capacity indicates that a building is full when at 100% capacity. Capacity and utilization are different but related. Using Bayview as an example, a 74% factor indicates the utilization percentage of a building in the present year. Utilization is calculated by dividing the present year's student enrolment by the building capacity.

The province does not specify an ideal utilization percentage for individual schools or Families of Schools.

Across the province, school board utilization rates are both above and below 100%. Overall provincial utilization is well below 100%. The Minister of Education has publicly stated that the province has substantial unused space in schools.

**January 29, 2016**

**From Jeff DeWolfe, Director of Programs and Student Services**

6-9 Scenario – The middle school configuration would ideally have grade nines as a rather separate cohort as far as a location (hallway). Closest to the nine area would be a wing with grade 8 classrooms. Separated usually by floor levels, would be the cohort of grades 6 and 7. This is an advantage because of the social aspects of similar aged students and the ability to make the surroundings more reflective of the age of students and programming for those grades. Please keep in mind that the Minister's Action Plan includes a curriculum rewrite for grades 4-6, then 7-8. There are also plans to treat grade nine as a separate entity in the plan.

5-9 scenario – In this scenario, we would ideally have grade nines as a rather separate cohort as far as a location (hallway). Closest to the nine area would be a wing with grade 7 and 8 classrooms. Separated usually by floor levels, would be the cohort of grades 5 and 6. This is an advantage because of the social aspects of similar aged students and the ability to make the surroundings more reflective of the age of students and programming for those grades. Please keep in mind that the Minister's Action Plan includes a curriculum rewrite for grades 4-6, then 7-8. There are also plans to treat grade nine as a separate entity in the plan.

Importance of flexible learning spaces and Learning Commons – In converting the space to support instruction and learning at the middle level, there would be additional space created to allow students

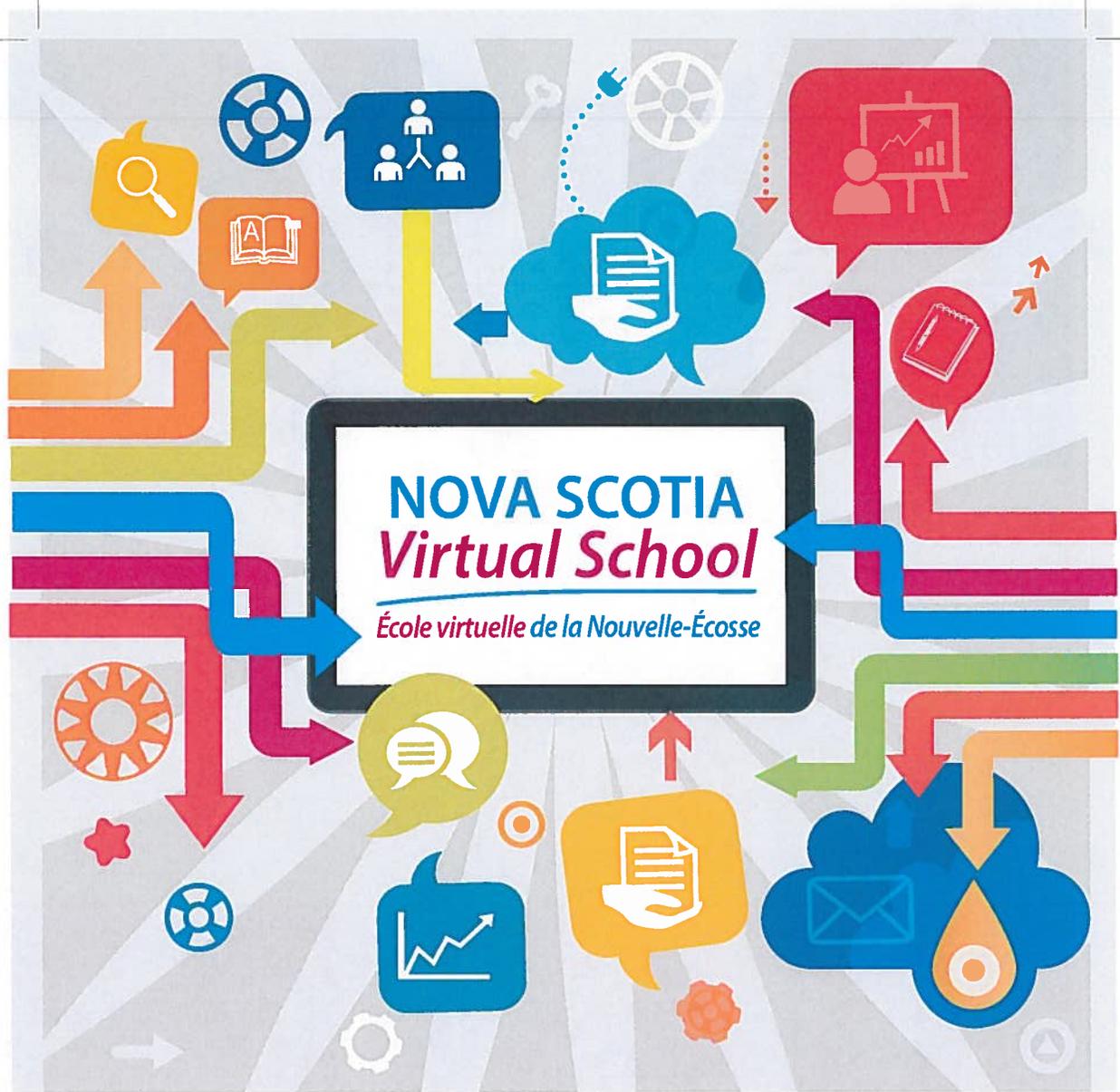
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to have collaborative areas to work collaboratively and pursue many of the high engagement, creative activities as outlined in the Action Plan. A concrete example is the Brilliant Lab space that has already been added to BJSHS.

In a school configured for either of the above scenarios, it is important that locations of services for all students are located as centrally as possible. For instance, cafeteria, guidance, specialist areas such as art, music, etc., that all students will access on a regular basis.

Ultimately, successful middle schools create welcoming space that represents the age and developmental stage of early to mid-adolescents.





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NOVA SCOTIA

# Nova Scotia Virtual School Information for High School Students 2014-2015

Nova Scotia's Collaborative Online Learning Centre



For more info about NSVS visit our website  
<http://nsvs.ednet.ns.ca>

NOVA SCOTIA

## First Semester Courses

## Second Semester Courses

# 10

**Mathematics**  
*\*Mathematics 10 is a two credit course; students must enrol in first semester in September\**  
Science  
Visual Arts

**Mathematics**

*\*Mathematics 10 is a two credit course; students must enrol in first semester in September\**

Biologie  
Biologie Avancée  
Business Technology  
Canadian History  
Oceans  
Physics  
Advanced Physics  
Tourism  
Visual Arts  
Advanced Visual Arts

# 11

Advanced English  
African Canadian Studies  
Biology  
Advanced Biology  
Career Development (1/2 credit)  
Chemistry  
Advanced Chemistry  
Chimie  
Chimie Avancée  
Fitness Leadership  
Oceans  
Tourism  
Workplace Health and Safety (1/2 credit)

Accounting  
Biologie  
Biologie Avancée  
Calculus  
Canadian Families  
Chemistry  
Advanced Chemistry  
Entrepreneurship  
Film and Video (Mac only)  
Global Politics  
Introduction à la Littérature  
Law  
Mathematics Pre-Calculus  
Multimedia (Mac only)  
Sociology

# 12

Advanced English  
Chimie  
Chimie Avancée  
Entrepreneurship  
Geology  
Global Geography  
Advanced Global Geography  
Global Politics  
Film and Video (PC only)  
Mathematics  
Advanced Mathematics  
Mathematics Pre-Calculus  
Physics  
Advanced Physics  
Sociology

Accounting  
Biologie  
Biologie Avancée  
Calculus  
Canadian Families  
Chemistry  
Advanced Chemistry  
Entrepreneurship  
Film and Video (Mac only)  
Global Politics  
Introduction à la Littérature  
Law  
Mathematics Pre-Calculus  
Multimedia (Mac only)  
Sociology

## Information for High School Students

-  Courses are open to all registered NS high school students
-  To register for a course contact your guidance counsellor
-  Courses are semestered and follow the NS curriculum
-  Your NSVS course is a credit course and needs to be part of your schedule
-  All course work is done online
-  Your login information will be sent to your student email address (be sure you know your account info)
-  You are expected to login at least once a day to complete assignments
-  You will meet weekly through online e-chats (video conferencing) with your teacher and classmates from around the province
-  Your online teacher is available throughout the day by e-mail, IM, e-chat and during virtual office hours
-  Most of the time you are guided through your online course activities independently
-  Students can check their marks online at any time
-  Grades are reported at mid-term and end of semester on the report card issued by your high school
-  The online quiz (<http://tiny.cc/nsvsquiz>) will help you, your parent/guardian and guidance counsellor determine if NSVS could work for you
-  At your school you will have a contact teacher who will provide supervision, ensure you have a space to work, and course materials
-  NSVS help desk can assist you if you are experiencing any technical difficulties during the school day.
-  NSVS helps foster independence in learning and increase technical skills

<http://nsvs.ednet.ns.ca>

# First Semester 2013

Advanced Biology	11
Advanced Chemistry	11
Advanced English	12
Advanced Global Geography	12
Advanced Math	12
Advanced Physics	12
African Canadian Studies	11
Biologie (Imm)	11
Biologie Avancée (Imm)	11
Biology	11
Chemistry	11
Chimie (Imm)	11
Chimie Avancée (Imm)	11
Entrepreneurship	12
Film and Video (PC)	12
Fitness Leadership	11
Geology	12
Global Geography	12
Global Politics	12
Math	12
Oceans	11
Physics	12
Pre-Calculus	12
Science	10
Sociology	12
Tourism	11
Visual Arts	10
Workplace Health & Safety	11

# Second Semester 2014

Accounting	12
Advanced Chemistry	12
Advanced Math	12
Advanced Physics	11
Advanced Visual Arts	11
Biologie (Imm)	12
Biologie Avancée (Imm)	12
Business Technology	11
Calculus	12
Canadian Families	12
Canadian History	11
Chemistry	12
Chimie (Imm)	12
Chimie Avancée (Imm)	12
Entrepreneurship	12
Film and Video (MAC)	12
Global Politics	12
Introduction a la Littérature (Imm)	12
Law	12
Multimedia (MAC)	12
Océans (Imm)	11
Physics	11
Pre-Calculus	12
Science	10
Sociology	12
Tourism	11
Visual Arts	11



Check our website for latest course updates



NSVS Courses 2012 - 2013	First Semester	Second Semester
Accounting 12 (2003)		✓
Advanced Biology 11 (11155)	✓	
Advanced Chemistry 11 (11015)	✓	
Advanced Chemistry 12 (11017)		✓
Advanced Global Geography 12 (12359)		✓
Advanced Math 12 (8015)	✓	
Advanced Physics 11 (11020)		✓
Advanced Physics 12 (11022)	✓	
Advanced Visual Arts 11 (1078)		✓
African Canadian Studies 11 (12218)	✓	
Biologie (Immersion) 11 (11145)	✓	
Biologie Avancée (Immersion) 11 (11258)	✓	
Biologie (Immersion) 12 (11123)		✓
Biologie Avancée (Immersion) 12 (11259)		✓
Biology 11 (11153)	✓	
Calculus 12 (8190)		✓
Canadian History 11 (12330)		✓
Chemistry 11 (11149)	✓	
Chemistry 12 (11151)		✓
Chimie (Immersion) 11 (11120)	✓	
Chimie Avancée (Immersion) 11 (11136)	✓	
Chimie (Immersion) 12 (11121)		✓
Chimie Avancée (Immersion) 12 (11137)		✓

NSVS Courses 2012 - 2013	First Semester	Second Semester
Entrepreneurship 12 (2098)	✓	
Film and Video (MAC only)* 12 (327023)		✓
Film and Video (PC)* 12 (337023)	✓	
Fitness Leadership 11 (1083)	✓	
Geology 12 (11219)		✓
Global Geography 12 (12209)		✓
Global Physics 12 (11242,3)	✓	
Introduction à la littérature (Immersion) 12	✓	
Law 12 (12028)		✓
Math 12 (8015)	✓	
Multimedia (MAC only)* 12 (327057)		✓
Oceans 11 (11214)		✓
Oceans (Immersion) 11 (11157)	✓	
Physics 11 (11150)		✓
Physics 12 (11152)	✓	
Political Science 12 (12093)		✓
Pre-Calculus 12 (8156)	✓	
Sociology 12 (12027)		✓
Tourism 11 (98205)		✓
Visual Arts 10 (1077)	✓	
Visual Arts 11 (1081)		✓
Workplace Health & Safety 11 (149120)	✓	



School Course Offerings by Section PLUS Correspondence and NSVS 2015-2016  
PVEC Grades 10-12

Term	Grade	Course Name	Students
15-16	12	IB MATHEMATICS SL 12	17
15-16	10	ENGLISH 10 PLUS	10
15-16	10	MATHEMATICS 10	30
15-16	10	MATHEMATICS 10	35
15-16	12	IB BIOLOGY SL 12	10
15-16	11	IB PHYSICS 11	22
15-16	12	IB MATHEMATICS SL 12	18
15-16	11	MATH ESSENTIALS 11	13
15-16	12	IB HISTORY HL 12	7
15-16	10	MATHEMATICS PRE_IB 10	29
15-16	10	MATHEMATICS 10	24
15-16	12	FRANCAIS IMMERSION 12	1
15-16	12	IB ENGLISH LITERATURE HL 12	14
15-16	12	IB VISUAL ARTS SL 12	7
15-16	12	IB FRENCH B SL 12	18
15-16	10	MATHEMATICS PRE_IB 10	18
15-16	10	ENGLISH 10 PLUS	13
15-16	10	MATHEMATICS 10	16
15-16	11	IB ENGLISH LITERATURE 11	20
15-16	12	IB ECONOMICS SL 12	11
15-16	12	IB PHYSICS HL 12	17
15-16	12	IB CHEMISTRY HL 12	23
15-16	11	IB ENGLISH LITERATURE 11	11
15-16	12	FRANCAIS IMMERSION 12	1
15-16	12	IB FRENCH B HL 12	5
15-16	12	IB ENGLISH LITERATURE HL 12	16
15-16	12	MATHEMATICS AT WORK 12	1
15-16	12	PRODUCTION TECHNOLOGY 12	14
15-16	10	MUSIC 10	19
15-16	11	MUSIC 11	14
15-16	12	MUSIC 12	8
15-16	11	ENERGY_POWER_TRANSPORTATION 11	1
15-16	10	EXPLORING TECHNOLOGY 10 ACAD	13
15-16	12	DRAMA 12 THEATRE ARTS	14
S1	11	IB ENGLISH LITERATURE 11	20
S1	12	IB ECONOMICS SL 12	11
S1	10	LEARNING STRATEGIES 10	6
S1	11	BUSINESS TECHNOLOGY 11	12
S1	11	MATH ESSENTIALS 11	12
S1	12	SOCIOLOGY 12	5
S1	12	ADVANCED ENGLISH 12	1
S1	11	AFRICAN CANADIAN STUDIES 11	1
S1	12	GLOBAL POLITICS 12	1
S1	11	LEARNING STRATEGIES 11	3
S1	11	MATHEMATICS 11	31

School Course Offerings by Section PLUS Correspondence and NSVS 2015-2016  
PVEC Grades 10-12

Term	Grade	Course Name	Students
S1	10	SKILLED TRADES 10	12
S1	10	EAL 10	13
S1	10	ENGLISH PRE_IB 10	28
S1	12	FOOD SCIENCE 12	22
S1	12	PHYSICS 12	23
S1	10	CAREER DEVELOPMENT 10	19
S1	11	AFRICAN CANADIAN STUDIES 11	29
S1	11	CANADIAN HISTORY 11	1
S1	10	FRANCAIS IMMERSION 10	11
S1	11	ENGLISH_COMMUNICATIONS 11	14
S1	12	ENGLISH_COMMUNICATIONS 12	26
S1	10	PHYSICAL EDUCATION 10	33
S1	10	SCIENCE 10	29
S1	11	IB MATHEMATICS 11	22
S1	12	GEOLOGY 12	21
S1	11	CANADIAN HISTORY 11	28
S1	12	MUSIC 12	8
S1	10	LEARNING STRATEGIES 10	1
S1	12	LEARNING STRATEGIES 12	4
S1	11	CHEMISTRY 11	20
S1	11	OCEANS 11	22
S1	11	MATHEMATICS AT WORK 11	14
S1	10	VISUAL ARTS 10	23
S1	12	MATHEMATICS 12	30
S1	12	GLOBAL HISTORY 12	8
S1	12	IB CHEMISTRY HL 12	23
S1	11	CORE FRENCH 11	1
S1	11	IB FRENCH B 11	18
S1	10	EXPLORING TECHNOLOGY 10 ACAD	18
S1	12	CO_OPERATIVE EDUCATION 12	3
S1	11	LEARNING STRATEGIES 11	3
S1	12	LEARNING STRATEGIES 12	2
S1	12	HEALTH_HUMAN SERV 12 ACAD	19
S1	11	BIOLOGY 11	30
S1	11	ENGLISH 11	30
S1	10	MATH ESSENTIALS 10	12
S1	11	CANADIAN HISTORY 11	30
S1	10	ENGLISH 10	32
S1	10	LEARNING STRATEGIES 10	8
S1	11	LEARNING STRATEGIES 11	1
S1	12	LEARNING STRATEGIES 12	3
S1	12	ADVANCED GLOBAL HISTORY 12	32
S1	11	CO_OPERATIVE EDUCATION 11	4
S1	10	MATH ESSENTIALS 10	19
S1	12	GLOBAL GEOGRAPHY 12	14

School Course Offerings by Section PLUS Correspondence and NSVS 2015-2016  
PVEC Grades 10-12

Term	Grade	Course Name	Students
S1	12	ENGLISH 12	35
S1	10	SCIENCE PRE_IB 10	36
S1	12	PRE_CALCULUS 12	24
S1	12	LAW 12	30
S1	11	IB CHEMISTRY 11	21
S1	11	TRANSPORTATION TRADE 11	15
S1	10	SCIENCE 10	29
S1	11	PHYSICALLY ACTIVE LIVING 11	22
S1	11	DESIGN 11	25
S1	11	CHILD STUDIES 11	20
S1	11	CAREER DEVELOPMENT 11	14
S1	12	SOCIOLOGY 12 ACADEMIC	1
S1	11	COMMUNICATIONS TECHNOLOGY 11	10
S1	10	SOCIAL RELATIONSHIP 10	6
S1	12	BIOLOGY 12	2
S1	12	PRE_CALCULUS 12	26
S1	12	FOOD SCIENCE 12	5
S1	11	OCEANS 11	10
S1	12	GEOLOGY 12	1
S1	12	LEARNING STRATEGIES 12	5
S1	10	HISTORY 10	18
S1	11	BIOLOGY 11	28
S1	10	ENGLISH PRE_IB 10	15
S1	12	GLOBAL HISTORY 12	26
S1	11	CANADIAN HISTORY 11	32
S1	12	ENGLISH_COMMUNICATIONS 12	1
S1	10	ENGLISH 10	13
S1	12	ENGLISH 12	34
S1	12	LAW 12	30
S1	10	MUSIC 10	28
S1	10	LEARNING STRATEGIES 10	2
S1	11	LEARNING STRATEGIES 11	5
S1	10	SKILLED TRADES 10	12
S1	11	PHYSICAL EDUCATION 11	27
S1	10	ENGLISH 10	26
S1	11	COMMUNICATIONS TECHNOLOGY 11	24
S1	10	VISUAL ARTS 10	25
S1	12	VISUAL ARTS 12	16
S1	11	PHYSICS 11	29
S1	12	FILM AND VIDEO PRODUCTION 12	6
S1	11	ENGLISH_COMMUNICATIONS 11	23
S1	10	MATHEMATICS AT WORK 10	11
S1	12	HEALTH_HUMAN SERV 12 ACAD	26
S1	11	MATHEMATICS 11	33
S1	10	MATH ESSENTIALS 10	13

School Course Offerings by Section PLUS Correspondence and NSVS 2015-2016  
PVEC Grades 10-12

Term	Grade	Course Name	Students
S1	12	ADVANCED ENGLISH 12	2
S1	12	ENTREPRENEURSHIP 12	1
S1		ACADEMIC SUPPORT	2
S1	12	ADVANCED GLOBAL HISTORY 12	18
S1	10	ENGLISH 10	23
S1	12	ECONOMICS 12	18
S1	11	AFRICAN CANADIAN STUDIES 11	27
S1	10	PHYSICAL EDUCATION 10	25
S1	11	IB MATHEMATICS 11	24
S1	10	SCIENCE PRE_IB 10	17
S1	12	MATHEMATICS 12	20
S1	12	SOCIOLOGY 12 ACADEMIC	28
S1	10	MUSIC 10	25
S1	10	LEARNING STRATEGIES 10	2
S1	11	LEARNING STRATEGIES 11	3
S1	12	LEARNING STRATEGIES 12	5
S1	11	CHEMISTRY 11	23
S1	10	SKILLED TRADES 10	7
S1	10	PHYSICAL EDUCATION 10	30
S1	12	FILM AND VIDEO PRODUCTION 12	21
S1	10	VISUAL ARTS 10	20
S1	12	CHEMISTRY 12	18
S1	12	FOOD SCIENCE 12	14
S1	11	PHYSICS 11	21
S1	11	GEOGRAPHY 11	17
S1	11	ENGLISH_COMMUNICATIONS 11	11
S1	12	IB BIOLOGY SL 12	10
S1	11	WORKPLACE HEALTH_SAFETY 11	14
S1	12	IB THEORY OF KNOWLEDGE 12	11
S1	11	WORKPLACE HEALTH_SAFETY 11	12
S1	12	CO_OPERATIVE EDUCATION 12	17
S1	12	CO_OPERATIVE EDUCATION 12A	1
S1	11	OCEANS 11	1
S2	11	IB THEORY OF KNOWLEDGE 11	12
S2	10	EAL 10	2
S2	12	INDEPENDENT LIVING 12	5
S2	10	LIFE_WORK TRANSITION 10	4
S2	12	SOCIOLOGY 12	2
S2	12	AUDIO RECORDING_PRODUCTION 12	16
S2	10	LEARNING STRATEGIES 10	1
S2	12	LEARNING STRATEGIES 12	1
S2	11	ENGLISH 11	33
S2	10	CAREER DEVELOPMENT 10	20
S2	11	OCEANS 11	23
S2	11	CANADIAN HISTORY 11	18

School Course Offerings by Section PLUS Correspondence and NSVS 2015-2016  
PVEC Grades 10-12

Term	Grade	Course Name	Students
S2	10	FRENCH PRE_IB 10	30
S2	12	CO_OPERATIVE EDUCATION 12 TWO	11
S2	12	ENGLISH_COMMUNICATIONS 12	13
S2	12	ENGLISH 12	34
S2	12	PHYSICAL EDUCATION 12	25
S2	12	BIOLOGY 12	36
S2	11	CHEMISTRY 11	23
S2	10	SKILLED TRADES 10	16
S2	10	HISTORY 10	28
S2	11	BIOLOGY 11	28
S2	10	ENGLISH 10	31
S2	12	COMMUNICATIONS TECHNOLOGY 12	23
S2	10	MATHEMATICS AT WORK 10	21
S2	12	CHEMISTRY 12	29
S2	11	CANADIAN HISTORY 11	13
S2	12	ENGLISH_COMMUNICATIONS 12	3
S2	12	IB HISTORY HL 12	7
S2	11	IB FRENCH B 11	10
S2	12	BIOLOGY 12	29
S2	10	SCIENCE 10	10
S2	11	MUSIC 11	20
S2	10	LEARNING STRATEGIES 10	9
S2	11	LEARNING STRATEGIES 11	2
S2	12	LEARNING STRATEGIES 12	4
S2	11	ADVANCED CHEMISTRY 11	2
S2	11	BIOLOGY 11	24
S2	11	ENGLISH 11	19
S2	12	ADVANCED GLOBAL HISTORY 12	16
S2	11	ENGLISH 11	20
S2	12	CO_OPERATIVE EDUCATION 12	1
S2	11	MATH ESSENTIALS 11	18
S2	10	VISUAL ARTS 10	13
S2	12	ENGLISH 12	34
S2	11	PHYSICS 11	8
S2	11	MATHEMATICS 11	28
S2	12	SOCIOLOGY 12	25
S2	12	CALCULUS 12	21
S2	11	ENGLISH 11	21
S2	11	IB CHEMISTRY 11	14
S2	10	SKILLED TRADES 10	16
S2	11	PHYSICAL EDUCATION 11	21
S2	11	COMMUNICATIONS TECHNOLOGY 11	28
S2	10	VISUAL ARTS 10	34
S2	10	DRAMA 10	20
S2	12	CHEMISTRY 12	22

School Course Offerings by Section PLUS Correspondence and NSVS 2015-2016  
PVEC Grades 10-12

Term	Grade	Course Name	Students
S2	12	HOUSING AND DESIGN 12	13
S2	10	COMMUNITY BASED LEARNING 10	18
S2	12	SOCIOLOGY 12 ACADEMIC	23
S2	11	PRE_CALCULUS 11	25
S2	12	INDEPENDENT LIVING 12	3
S2	12	IB FRENCH B HL 12	5
S2	11	CAREER DEVELOPMENT 11	12
S2	11	IB ENGLISH LITERATURE 11	11
S2	10	VISUAL ARTS 10	12
S2	11	BUSINESS TECHNOLOGY 11	13
S2	12	CALCULUS 12	25
S2	10	LEARNING STRATEGIES 10	2
S2	11	LEARNING STRATEGIES 11	3
S2	12	LEARNING STRATEGIES 12	1
S2	12	ADVANCED GLOBAL GEOGRAPHY 12	20
S2	11	HISTORY 11	1
S2	11	MATHEMATICS AT WORK 11	17
S2	12	ENGLISH_COMMUNICATIONS 12	16
S2	10	PHYSICAL EDUCATION 10	28
S2	12	FOOD STUDIES_HOSPITALITY 12	22
S2	10	SCIENCE 10	25
S2	11	PHYSICS 11	23
S2	12	SOCIOLOGY 12 ACADEMIC	27
S2	11	MUSIC 11	20
S2	11	CHEMISTRY 11	28
S2	11	CONSTRUCTION TRADES 11	13
S2	10	PHYSICAL EDUCATION 10	32
S2	10	ENGLISH 10	21
S2	11	COMMUNICATIONS TECHNOLOGY 11	21
S2	10	VISUAL ARTS 10	12
S2	11	IB VISUAL ARTS 11	9
S2	12	PHILOSOPHY 12	9
S2	12	PHYSICS 12	23
S2	11	IB HISTORY 11	24
S2	11	IB PHYSICS 11	22
S2	11	LEARNING STRATEGIES 11	3
S2	11	PRE_CALCULUS 11	28
S2	12	ADVANCED GLOBAL GEOGRAPHY 12	28
S2	11	BIOLOGY 11	16
S2	11	CANADIAN HISTORY 11	19
S2	11	PHYSICAL EDUCATION 11	14
S2	11	COMMUNICATIONS TECHNOLOGY 11	22
S2	11	PHYSICALLY ACTIVE LIVING 11	32
S2	12	FOOD STUDIES_HOSPITALITY 12	20
S2	12	MATHEMATICS 12	19

School Course Offerings by Section PLUS Correspondence and NSVS 2015-2016  
PVEC Grades 10-12

<b>Term</b>	<b>Grade</b>	<b>Course Name</b>	<b>Students</b>
S2	11	MATHEMATICS 11	29
S2	11	LEARNING STRATEGIES 11	1
S2	10	SCIENCE 10	30
S2	12	ADVANCED GLOBAL HISTORY 12	25
S2	11	ENGLISH 11	27
S2	12	COMMUNICATIONS TECHNOLOGY 12	10
S2	11	VISUAL ARTS 11	27
S2	12	MATHEMATICS AT WORK 12	23
S2	10	VISUAL ARTS 10	17
S2	10	SCIENCE 10	30
S2	10	SCIENCE 10	12
S2	10	HISTORY PRE_IB 10	27
S2	12	GLOBAL HISTORY 12	18
S2	11	CO_OPERATIVE EDUCATION 11	15



School Course Offerings by Section PLUS Correspondence and NSVS 2015-2016  
PVEC Sem 1 - VIRTUAL

<b>Term</b>	<b>Grade</b>	<b>Course Name</b>	<b>Students</b>
S1	12	ADVANCED ENGLISH 12	1
S1	11	AFRICAN CANADIAN STUDIES 11	1
S1	12	GLOBAL POLITICS 12	1
S1	12	SOCIOLOGY 12 ACADEMIC	1
S1	12	GEOLOGY 12	1
S1	12	ADVANCED ENGLISH 12	2
S1	12	ENTREPRENEURSHIP 12	1



School Course Offerings by Section PLUS Correspondence and NSVS 2015-2016  
PVEC Sem 2 - VIRTUAL

<b>Term</b>	<b>Grade</b>	<b>Course Name</b>	<b>Students</b>
S2	12	COMPUTER PROGRAMMING 12	2
S2	12	CANADIAN HISTORY 11	1
S2	12	ENTREPRENEURSHIP 12	1
S2	10	SCIENCE 10	1
S2	12	CALCULUS 12	1
S2	12	MATHEMATICS 12	2
S2	12	GLOBAL POLITICS 12	1
S2	11	BUSINESS TECHNOLOGY 11	1
*N/A = Not Scheduled Yet			



School Course Offerings by Section PLUS Correspondence and NSVS 2015-2016  
PVEC - Correspondence Studies

<b>Term</b>	<b>Grade</b>	<b>Course Name</b>	<b>Students</b>			
15-16	11	BIOLOGY 11	3			
15-16	10	MATHEMATICS 10	1			
15-16	12	GLOBAL HISTORY 12	1			
15-16	10	ENGLISH 10	1			
15-16	12	PHYSICS 12	1			

**NOTE:** Unlike NSVS, Correspondence Studies Students do not typically get scheduled.



School Course Offerings by Section PLUS Correspondence and NSVS 2015-2016  
BJSHS Grades 10-12

<b>Term</b>	<b>Grade</b>	<b>Course Name</b>	<b>Students</b>
15-16	10	MATHEMATICS 10	28
15-16	10	MATHEMATICS 10	27
15-16	12	AP ENGLISH 12	12
15-16	12	ENGLISH 12	1
15-16	12	AP FRANCAIS 12 IMM	14
15-16	10	CAREER DEVELOPMENT 10	15
15-16	12	AP BIOLOGY 12	4
15-16	10	SCIENCES 10 IMM	8
15-16	11	ENGLISH 11	33
15-16	11	ADVANCED PHYSICS 11	14
15-16	12	ENTREPRENEURSHIP 12	24
15-16	10	COMMUNITY BASED LEARNING 10	15
15-16	12	ADVANCED PHYSICS 12	1
15-16	12	PHYSICS 12	12
15-16	10	EXPLORING TECHNOLOGY 10 ACAD	25
15-16	11	MATHEMATICS 11	20
15-16	11	PHYSICALLY ACTIVE LIVING 11	8
15-16	11	ADVANCED CHEMISTRY 11	11
15-16	10	ENGLISH SECOND LANGUAGE 10	10
15-16	11	DESIGN 11	17
15-16	10	MUSIC 10	10
15-16	12	BIOLOGY 12	1
15-16	12	GLOBAL HISTORY 12	18
15-16	12	HISTOIRE PLANETAIRE 12 IMM	23
15-16	11	CO_OPERATIVE EDUCATION 11	21
15-16	11	CO_OPERATIVE EDUCATION 11	11
15-16	12	CO_OPERATIVE EDUCATION 12	28
15-16	12	CO_OPERATIVE EDUCATION 12	8
15-16	12	CO_OPERATIVE EDUCATION 12 TWO	11
S1	11	ADVANCED ENGLISH 11	10
S1	12	SOCIOLOGY 12 ACADEMIC	22
S1	10	MATH ESSENTIALS 10	19
S1	12	CANADIAN FAMILIES 12	1
S1	12	GLOBAL GEOGRAPHY 12	28
S1	11	CHEMISTRY 11	25
S1	10	ENGLISH 10	24
S1	10	SCIENCE 10	27
S1	11	MATHEMATICS AT WORK 11	17
S1	11	PRODUCTION TECHNOLOGY 11	12
S1	11	MATHEMATICS 11	36
S1	12	GLOBAL HISTORY 12	29
S1	12	CHEMISTRY 12	20
S1	10	HISTORY 10	17
S1	12	BIOLOGY 12	28
S1	11	OCEANS 11 IMM	1

School Course Offerings by Section PLUS Correspondence and NSVS 2015-2016  
BJSHS Grades 10-12

Term	Grade	Course Name	Students
S1	11	VISUAL ARTS 11	18
S1	12	VISUAL ARTS 12	4
S1	11	CHEMISTRY 11	1
S1	10	DRAMA 10	9
S1	11	DANCE 11	14
S1	12	PHYS ED LEADERSHIP 12	11
S1	11	ADVANCED BIOLOGY 11	3
S1	11	BIOLOGY 11	14
S1	12	ENGLISH 12	29
S1	10	ENGLISH 10	19
S1	10	VISUAL ARTS 10	18
S1	11	MATHEMATICS 11	1
S1	11	MODE DE VIE ACTIF 11 IMM	13
S1	12	PRE_CALCULUS 12	26
S1	11	AFRICAN CANADIAN STUDIES 11	25
S1	11	YOGA 11	5
S1	11	WORKPLACE HEALTH_SAFETY 11	18
S2	12	ENGLISH 12	26
S2	11	PHYSICS 11	20
S2	11	ENGLISH_COMMUNICATIONS 11	10
S2	12	ENGLISH_COMMUNICATIONS 12	9
S2	11	BIOLOGY 11	19
S2	11	CANADIAN HISTORY 11	15
S2	12	ADVANCED CHEMISTRY 12	8
S2	12	CHEMISTRY 12	14
S2	10	SCIENCE 10	27
S2	10	ENGLISH 10	21
S2	12	PRODUCTION TECHNOLOGY 12	10
S2	11	PRE_CALCULUS 11	28
S2	11	AFRICAN CANADIAN STUDIES 11	17
S2	11	OCEANS 11	29
S2	12	LAW 12	33
S2	12	SOCIOLOGY 12 ACADEMIC	14
S2	10	VISUAL ARTS 10	24
S2	10	DRAMA 10	7
S2	12	DANCE 12	7
S2	11	YOGA 11	18
S2	11	ENGLISH 11	28
S2	12	CALCULUS 12	17
S2	12	MULTIMEDIA 12	16
S2	12	BIOLOGIE 12 IMM	1
S2	10	FRANCAIS IMMERSION 10	9
S2	11	FRANCAIS IMMERSION 11	8
S2	12	MATHEMATICS 12	30
S2	10	PHYSICAL EDUCATION 10	12

School Course Offerings by Section PLUS Correspondence and NSVS 2015-2016  
BJSHS Grades 10-12

<b>Term</b>	<b>Grade</b>	<b>Course Name</b>	<b>Students</b>
S2	11	CANADIAN HISTORY 11	20
S2	11	CHEMISTRY 11	12
S2	11	CAREER DEVELOPMENT 11	18
S2	11	PHYSICAL EDUCATION 11	26
S2	12	PHYSICAL EDUCATION 12	1



School Course Offerings by Section PLUS Correspondence and NSVS 2015-2016  
BJSHS - Sem 1 - VIRTUAL

<b>Term</b>	<b>Grade</b>	<b>Course Name</b>	<b>Students</b>
S1	11	OCEANS 11 IMM	1
S1	11	CHEMISTRY 11	1
S1	11	MATHEMATICS 11	1



School Course Offerings by Section PLUS Correspondence and NSVS 2015-2016  
BJSHS - Sem 2 - VIRTUAL

<b>Term</b>	<b>Grade</b>	<b>Course Name</b>	<b>Students</b>
S2	12	BIOLOGIE 12 IMM	1
S2	12	SOCIOLOGY 12 ACADEMIC	1
S2	11	OCEANS 11 IMM	3
S2	11	BIOLOGIE AVANCÉE 11 IMM	1
S2	10	SCIENCE 10	1
*N/A = Not Scheduled Yet			



School Course Offerings by Section PLUS Correspondence and NSVS 2015-2016  
BJSHS - Correspondence Studies

<b>Term</b>	<b>Grade</b>	<b>Course Name</b>	<b>Students</b>		
15-16	12	ENGLISH 12	1		
15-16	12	BIOLOGY 12	1		
15-16	11	PHYSICS 11	1		
15-16	11	ECONOMICS 11	1		
15-16	12	GLOBAL HISTORY 12	1		
15-16	10	MATHEMATICS 10	1		

NOTE: Unlike NSVS, Correspondence Studies Students do not typically get scheduled.



School Course Offerings by Section PLUS Correspondence and NSVS 2014-2015  
PVEC Grades 10-12

Term	Grade	Course Name	Students
S1	11	ADVANCED CHEMISTRY 11	1
S1	11	ADVANCED ENGLISH 11	4
S1	11	ADVANCED ENGLISH 11	2
S1	12	ADVANCED GLOBAL GEOGRAPHY 12	31
S2	12	ADVANCED GLOBAL GEOGRAPHY 12	17
S1	12	ADVANCED GLOBAL HISTORY 12	29
S2	12	ADVANCED GLOBAL HISTORY 12	28
S2	12	ADVANCED GLOBAL HISTORY 12	29
S2	12	ADVANCED GLOBAL HISTORY 12	29
S2	11	AFRICAN CANADIAN STUDIES 11	21
S1	11	AFRICAN CANADIAN STUDIES 11	1
S1	11	AFRICAN CANADIAN STUDIES 11	1
S1	11	AFRICAN CANADIAN STUDIES 11	1
S2	12	AUDIO RECORDING_PRODUCTION 12	11
S1	11	BIOLOGY 11	27
S1	11	BIOLOGY 11	23
S1	11	BIOLOGY 11	29
S2	11	BIOLOGY 11	10
S2	11	BIOLOGY 11	6
S1	11	BIOLOGY 11	1
S1	12	BIOLOGY 12	29
S1	12	BIOLOGY 12	28
S2	12	BIOLOGY 12	16
S2	11	BUSINESS TECHNOLOGY 11	23
S2	12	CALCULUS 12	13
S2	12	CALCULUS 12	12
S1	12	CANADIAN FAMILIES 12	1
S2	12	CANADIAN FAMILIES 12	2
S1	11	CANADIAN HISTORY 11	29
S2	11	CANADIAN HISTORY 11	15
S2	11	CANADIAN HISTORY 11	15
S2	11	CANADIAN HISTORY 11	25
S1	11	CANADIAN HISTORY 11	32
S2	11	CANADIAN HISTORY 11	11
S1	11	CANADIAN HISTORY 11	1
S1	11	CANADIAN HISTORY 11	20
S2	11	CANADIAN HISTORY 11	16
S2	11	CANADIAN HISTORY 11	3
S1	10	CAREER DEVELOPMENT 10	16
S1	10	CAREER DEVELOPMENT 10	14
S1	11	CAREER DEVELOPMENT 11	16
S1	11	CAREER DEVELOPMENT 11	16
S2	11	CHEMISTRY 11	28
S1	11	CHEMISTRY 11	27
S1	11	CHEMISTRY 11	20

School Course Offerings by Section PLUS Correspondence and NSVS 2014-2015  
PVEC Grades 10-12

Term	Grade	Course Name	Students
S2	11	CHEMISTRY 11	29
S2	12	CHEMISTRY 12	20
S2	12	CHEMISTRY 12	14
S2	12	CHEMISTRY 12	17
S2	12	CHEMISTRY 12	18
S2	11	CHILD STUDIES 11	26
S1	11	CO_OPERATIVE EDUCATION 11	15
S2	11	CO_OPERATIVE EDUCATION 11	3
S1	12	CO_OPERATIVE EDUCATION 12	8
S1	12	CO_OPERATIVE EDUCATION 12	12
S2	12	CO_OPERATIVE EDUCATION 12	4
S2	12	CO_OPERATIVE EDUCATION 12 TWO	19
S1	11	COMMUNICATIONS TECHNOLOGY 11	25
S2	11	COMMUNICATIONS TECHNOLOGY 11	25
S2	11	COMMUNICATIONS TECHNOLOGY 11	25
14-15	11	COMMUNICATIONS TECHNOLOGY 11	8
S2	11	COMMUNICATIONS TECHNOLOGY 11	19
S1	12	COMMUNICATIONS TECHNOLOGY 12	18
S2	12	COMMUNICATIONS TECHNOLOGY 12	16
S2	10	COMMUNITY BASED LEARNING 10	15
S2	11	CONSTRUCTION TRADES 11	11
S2	10	CORE FRENCH 10	13
S2	11	CORE FRENCH 11	2
S2	12	CORE FRENCH 12	12
S2	11	DESIGN 11	12
S1	10	DRAMA 10	26
S1	11	ECONOMICS 11	14
S1	12	ECONOMICS 12	22
S1	11	ENERGY_POWER_TRANSPORTATION 11	8
S2	10	ENGLISH 10	27
S1	10	ENGLISH 10	16
S2	10	ENGLISH 10	14
S1	10	ENGLISH 10	31
S2	10	ENGLISH 10	27
S2	10	ENGLISH 10	2
S2	10	ENGLISH 10	30
S2	10	ENGLISH 10	15
14-15	10	ENGLISH 10 PLUS	11
14-15	10	ENGLISH 10 PLUS	8
S1	11	ENGLISH 11	15
S1	11	ENGLISH 11	14
S1	11	ENGLISH 11	28
S2	11	ENGLISH 11	26
S2	11	ENGLISH 11	28
S1	11	ENGLISH 11	30

School Course Offerings by Section PLUS Correspondence and NSVS 2014-2015  
PVEC Grades 10-12

Term	Grade	Course Name	Students
S2	12	ENGLISH 12	20
S2	12	ENGLISH 12	21
S1	12	ENGLISH 12	31
S1	12	ENGLISH 12	33
S2	12	ENGLISH 12	29
S2	12	ENGLISH 12	29
S1	10	ENGLISH PRE_IB 10	16
S1	10	ENGLISH PRE_IB 10	28
S1	10	ENGLISH SECOND LANGUAGE 10	5
S1	11	ENGLISH SECOND LANGUAGE 11	4
S2	11	ENGLISH SECOND LANGUAGE 11	7
S2	11	ENGLISH_COMMUNICATIONS 11	24
S1	11	ENGLISH_COMMUNICATIONS 11	10
S1	11	ENGLISH_COMMUNICATIONS 11	19
S1	11	ENGLISH_COMMUNICATIONS 11	10
S1	12	ENGLISH_COMMUNICATIONS 12	20
S2	12	ENGLISH_COMMUNICATIONS 12	15
S2	12	ENGLISH_COMMUNICATIONS 12	17
S1	12	ENGLISH_COMMUNICATIONS 12	2
S2	12	ENGLISH_COMMUNICATIONS 12	9
S2	10	EXPLORING TECHNOLOGY 10 ACAD	12
14-15	10	EXPLORING TECHNOLOGY 10 ACAD	14
S1	10	EXPLORING TECHNOLOGY 10 ACAD	9
S1	12	FILM AND VIDEO PRODUCTION 12	18
S1	12	FILM AND VIDEO PRODUCTION 12	10
S1	12	FILM AND VIDEO PRODUCTION 12	1
S1	12	FOOD SCIENCE 12	27
S2	12	FOOD SCIENCE 12	8
S1	12	FOOD SCIENCE 12	20
S2	12	FOOD SCIENCE 12	11
S1	12	FOOD SCIENCE 12	1
S1	12	FOOD STUDIES_HOSPITALITY 12	19
S2	12	FOOD STUDIES_HOSPITALITY 12	13
S1	10	FRANCAIS IMMERSION 10	15
S2	10	FRENCH PRE_IB 10	29
S1	10	GEOGRAPHY 10	29
S1	10	GEOGRAPHY 10	8
S1	11	GEOGRAPHY 11	30
S1	12	GEOLOGY 12	20
S1	12	GLOBAL GEOGRAPHY 12	12
S2	12	GLOBAL GEOGRAPHY 12	17
S1	12	GLOBAL HISTORY 12	14
S2	12	GLOBAL HISTORY 12	12
S1	12	GLOBAL HISTORY 12	10
S2	12	GLOBAL HISTORY 12	4

School Course Offerings by Section PLUS Correspondence and NSVS 2014-2015  
PVEC Grades 10-12

Term	Grade	Course Name	Students
S2	12	GLOBAL POLITICS 12	1
S1	12	HEALTH_HUMAN SERV 12 ACAD	24
S2	12	HEALTH_HUMAN SERV 12 ACAD	14
S2	10	HISTORY 10	19
S2	10	HISTORY 10	13
S2	10	HISTORY PRE_IB 10	17
S1	10	HISTORY PRE_IB 10	22
S1	12	HOUSING AND DESIGN 12	20
14-15	12	IB BIOLOGY SL 12	8
S1	12	IB BIOLOGY SL 12	8
S2	11	IB CHEMISTRY 11	7
S2	11	IB CHEMISTRY 11	24
14-15	12	IB CHEMISTRY HL 12	10
S1	12	IB CHEMISTRY HL 12	10
14-15	12	IB ECONOMICS SL 12	19
S1	12	IB ECONOMICS SL 12	19
14-15	11	IB ENGLISH LITERATURE 11	18
S2	11	IB ENGLISH LITERATURE 11	18
14-15	11	IB ENGLISH LITERATURE 11	14
S2	11	IB ENGLISH LITERATURE 11	14
14-15	12	IB ENGLISH LITERATURE HL 12	22
S1	11	IB FRENCH B 11	21
S1	11	IB FRENCH B 11	11
14-15	12	IB FRENCH B HL 12	2
14-15	12	IB FRENCH B SL 12	10
14-15	12	IB FRENCH B SL 12	1
S2	11	IB HISTORY 11	14
14-15	12	IB HISTORY HL 12	2
S2	12	IB HISTORY HL 12	2
14-15	12	IB HISTORY SL 12	10
S2	12	IB HISTORY SL 12	10
S1	11	IB MATHEMATICS 11	25
S1	11	IB MATHEMATICS 11	19
14-15	12	IB MATHEMATICS SL 12	22
14-15	12	IB MATHEMATICS SL 12	10
14-15	11	IB PHYSICS 11	21
S2	11	IB PHYSICS 11	21
14-15	12	IB PHYSICS HL 12	10
14-15	12	IB PSYCHOLOGY SL 12	17
S1	12	IB PSYCHOLOGY SL 12	17
S2	11	IB THEORY OF KNOWLEDGE 11	14
S1	12	IB THEORY OF KNOWLEDGE 12	7
S1	11	IB VISUAL ARTS 11	17
14-15	12	IB VISUAL ARTS SL 12	10
14-15	12	INDEPENDENT LIVING 12	4

School Course Offerings by Section PLUS Correspondence and NSVS 2014-2015  
PVEC Grades 10-12

Term	Grade	Course Name	Students
S1	12	LAW 12	31
S2	12	LAW 12	24
S1	12	LAW 12	18
S2	12	LAW 12	1
S2	12	LAW 12	1
S1	10	LEARNING STRATEGIES 10	4
S1	10	LEARNING STRATEGIES 10	9
S1	10	LEARNING STRATEGIES 10	9
S2	10	LEARNING STRATEGIES 10	7
S2	10	LEARNING STRATEGIES 10	4
14-15	10	LEARNING STRATEGIES 10	1
S1	11	LEARNING STRATEGIES 11	6
S1	11	LEARNING STRATEGIES 11	2
S1	11	LEARNING STRATEGIES 11	2
S1	11	LEARNING STRATEGIES 11	5
S2	11	LEARNING STRATEGIES 11	1
S2	11	LEARNING STRATEGIES 11	4
14-15	11	LEARNING STRATEGIES 11	4
S2	11	LEARNING STRATEGIES 11	4
S2	11	LEARNING STRATEGIES 11	4
S1	12	LEARNING STRATEGIES 12	1
S1	12	LEARNING STRATEGIES 12	2
S2	12	LEARNING STRATEGIES 12	1
S2	12	LEARNING STRATEGIES 12	3
S2	12	LEARNING STRATEGIES 12	16
S2	12	LEARNING STRATEGIES 12	2
14-15	12	LEARNING STRATEGIES 12	3
14-15	10	LIFE_WORK TRANSITION 10	4
S2	10	LIFE_WORK TRANSITION 10	3
S1	10	MATH ESSENTIALS 10	11
S1	10	MATH ESSENTIALS 10	15
S1	10	MATH ESSENTIALS 10	13
S1	11	MATH ESSENTIALS 11	18
14-15	11	MATH ESSENTIALS 11	17
S1	11	MATH ESSENTIALS 11	5
14-15	10	MATHEMATICS 10	27
14-15	10	MATHEMATICS 10	32
14-15	10	MATHEMATICS 10	24
14-15	10	MATHEMATICS 10	22
S2	11	MATHEMATICS 11	25
S1	11	MATHEMATICS 11	34
S2	11	MATHEMATICS 11	18
S1	11	MATHEMATICS 11	37
S2	12	MATHEMATICS 12	28
S2	12	MATHEMATICS 12	32

School Course Offerings by Section PLUS Correspondence and NSVS 2014-2015  
PVEC Grades 10-12

Term	Grade	Course Name	Students
S1	12	MATHEMATICS 12	1
S2	10	MATHEMATICS AT WORK 10	19
S2	10	MATHEMATICS AT WORK 10	13
S2	11	MATHEMATICS AT WORK 11	18
S1	11	MATHEMATICS AT WORK 11	23
S1	12	MATHEMATICS FOUNDATIONS 12	19
14-15	10	MATHEMATICS PRE_IB 10	30
14-15	10	MATHEMATICS PRE_IB 10	14
14-15	10	MATHEMATICS PRE_IB 10	18
S2	12	MULTIMEDIA 12	1
S2	12	MULTIMEDIA 12	1
14-15	10	MUSIC 10	22
S1	10	MUSIC 10	26
S1	10	MUSIC 10	22
S2	10	MUSIC 10	28
14-15	11	MUSIC 11	11
S2	11	MUSIC 11	18
14-15	12	MUSIC 12	11
S1	12	MUSIC 12	12
S1	11	OCEANS 11	20
S2	11	OCEANS 11	12
14-15	11	OCEANS 11	5
S2	11	OCEANS 11	24
S1	11	OCEANS 11	8
S2	11	OCEANS 11	1
S1	12	PHILOSOPHY 12	26
S1	10	PHYSICAL EDUCATION 10	29
S1	10	PHYSICAL EDUCATION 10	34
S1	10	PHYSICAL EDUCATION 10	20
S2	10	PHYSICAL EDUCATION 10	26
S2	10	PHYSICAL EDUCATION 10	30
S2	10	PHYSICAL EDUCATION 10	17
S1	11	PHYSICAL EDUCATION 11	23
S2	11	PHYSICAL EDUCATION 11	18
S2	11	PHYSICAL EDUCATION 11	18
S2	12	PHYSICAL EDUCATION 12	30
S1	11	PHYSICALLY ACTIVE LIVING 11	21
S2	11	PHYSICALLY ACTIVE LIVING 11	19
14-15	11	PHYSICALLY ACTIVE LIVING 11	6
S2	11	PHYSICALLY ACTIVE LIVING 11	2
S1	11	PHYSICS 11	12
S2	11	PHYSICS 11	19
S2	11	PHYSICS 11	29
S2	11	PHYSICS 11	1
S1	12	PHYSICS 12	26

School Course Offerings by Section PLUS Correspondence and NSVS 2014-2015  
PVEC Grades 10-12

Term	Grade	Course Name	Students
S1	12	PHYSICS 12	14
S2	12	PHYSICS 12	17
S2	11	PRE_CALCULUS 11	21
S2	11	PRE_CALCULUS 11	31
S1	12	PRE_CALCULUS MATHEMATICS 12	28
S1	12	PRE_CALCULUS MATHEMATICS 12	25
S2	12	PRE_CALCULUS MATHEMATICS 12	1
14-15	12	PRODUCTION TECHNOLOGY 12	14
S1	10	SCIENCE 10	31
S1	10	SCIENCE 10	21
S1	10	SCIENCE 10	15
S1	10	SCIENCE 10	25
S2	10	SCIENCE 10	10
S2	10	SCIENCE 10	32
S2	10	SCIENCE 10	29
S2	10	SCIENCE 10	17
S1	10	SCIENCE PRE_IB 10	22
S2	10	SCIENCE PRE_IB 10	29
S1	10	SKILLED TRADES 10	3
S1	10	SKILLED TRADES 10	10
S2	10	SKILLED TRADES 10	15
S2	10	SKILLED TRADES 10	16
S1	10	SKILLED TRADES 10	15
S1	12	SOCIOLOGY 12	17
S1	12	SOCIOLOGY 12	1
S1	12	SOCIOLOGY 12	5
S2	12	SOCIOLOGY 12	2
S1	12	SOCIOLOGY 12 ACADEMIC	32
S2	12	SOCIOLOGY 12 ACADEMIC	14
S2	12	SOCIOLOGY 12 ACADEMIC	13
S1	12	SOCIOLOGY 12 ACADEMIC	5
S2	11	TECHNICAL READING_WRITING 11	15
S2	11	TOURISM 11	1
S1	11	TRANSPORTATION TRADE 11	15
S1	10	VISUAL ARTS 10	33
S1	10	VISUAL ARTS 10	30
S2	10	VISUAL ARTS 10	15
S1	10	VISUAL ARTS 10	1
S2	10	VISUAL ARTS 10	33
S2	10	VISUAL ARTS 10	27
S1	10	VISUAL ARTS 10	16
S1	11	VISUAL ARTS 11	17
S2	11	VISUAL ARTS 11	18
S1	11	VISUAL ARTS 11	5
S2	12	VISUAL ARTS 12	15

School Course Offerings by Section PLUS Correspondence and NSVS 2014-2015  
PVEC Grades 10-12

<b>Term</b>	<b>Grade</b>	<b>Course Name</b>	<b>Students</b>
S2	12	VISUAL ARTS 12	1
S1	11	WORKPLACE HEALTH_SAFETY 11	16
S1	11	WORKPLACE HEALTH_SAFETY 11	15

School Course Offerings by Section PLUS Correspondence and NSVS 2014-2015  
PVEC - Sem 1 - VIRTUAL

<b>Term</b>	<b>Grade</b>	<b>Course Name</b>	<b>Students</b>	<b>Successful?</b>
S1	11	ADVANCED CHEMISTRY 11	1	N
S1	11	ADVANCED ENGLISH 11	4	Y,Y,Y,Y
S1	11	ADVANCED ENGLISH 11	2	Y,Y
S1	11	AFRICAN CANADIAN STUDIES 11	1	Y
S1	11	AFRICAN CANADIAN STUDIES 11	1	N
S1	11	AFRICAN CANADIAN STUDIES 11	1	Y
S1	11	BIOLOGY 11	1	Y
S1	12	FILM AND VIDEO PRODUCTION 12	1	N
S1	12	MATHEMATICS 12	1	Y
			<b>RATE</b>	<b>76.9%</b>



School Course Offerings by Section PLUS Correspondence and NSVS 2014-2015  
PVEC - Sem 2 - VIRTUAL

<b>Term</b>	<b>Grade</b>	<b>Course Name</b>	<b>Students</b>	<b>Successful?</b>
S2	11	CANADIAN HISTORY 11	3	Y,Y,N
S2	12	GLOBAL POLITICS 12	1	N
S2	12	LAW 12	1	Y
S2	12	MULTIMEDIA 12	1	Y
S2	12	MULTIMEDIA 12	1	Y
S2	11	PHYSICS 11	1	N
S2	12	PRE_CALCULUS MATHEMATICS 12	1	Y
S2	11	TOURISM 11	1	Y
			<b>RATE</b>	<b>70.0%</b>



School Course Offerings by Section PLUS Correspondence and NSVS 2014-2015  
PVEC - Correspondence Studies

<b>Term</b>	<b>Grade</b>	<b>Course Name</b>	<b>Students</b>	<b>Successful?</b>
14-15	12	GEOLOGY 12	1	Y
14-15	12	BIOLOGY 12	3	N,N,N
14-15	11	CANADIAN HISTORY 11	1	N
14-15	10	ENGLISH 10	1	N
14-15	11	PHYSICS 11	1	N
14-15	11	MATHEMATICS 11	1	N
			<b>RATE</b>	<b>12.5%</b>



School Course Offerings by Section PLUS Correspondence and NSVS 2014-2015

BJSHS Grades 10-12

Term	Grade	Course Name	Students
S2	11	ADVANCED BIOLOGY 11	19
S1	11	ADVANCED CHEMISTRY 11	18
S1	11	ADVANCED ENGLISH 11	18
S1	12	ADVANCED MATHEMATICS 12	2
14-15	11	ADVANCED PHYSICS 11	1
S1	11	AFRICAN CANADIAN STUDIES 11	23
S2	11	AFRICAN CANADIAN STUDIES 11	25
14-15	12	AP BIOLOGY 12	6
14-15	12	AP CALCULUS 12	9
14-15	12	AP CHEMISTRY 12	6
14-15	12	AP ENGLISH 12	10
14-15	12	AP FRANCAIS 12 IMM	10
S2	10	ART DRAMATIQUE 10 IMM	9
S2	11	BIOLOGY 11	22
S2	12	BIOLOGY 12	24
S2	11	BUSINESS TECHNOLOGY 11	1
14-15	12	CANADIAN FAMILIES 12	1
S2	12	CANADIAN FAMILIES 12	1
S2	12	CANADIAN FAMILIES 12	3
14-15	11	CANADIAN HISTORY 11	18
S1	11	CANADIAN HISTORY 11	17
S2	12	CANADIAN LITERATURE 12	1
14-15	10	CAREER DEVELOPMENT 10	19
S2	11	CAREER DEVELOPMENT 11	12
S2	11	CHEMISTRY 11	16
S2	11	CHEMISTRY 11	23
S1	11	CHEMISTRY 11	1
S1	12	CHEMISTRY 12	21
S2	12	CHEMISTRY 12	2
14-15	11	CO_OPERATIVE EDUCATION 11	14
14-15	11	CO_OPERATIVE EDUCATION 11	4
14-15	12	CO_OPERATIVE EDUCATION 12	12
14-15	12	CO_OPERATIVE EDUCATION 12	4
14-15	12	CO_OPERATIVE EDUCATION 12	8
14-15	12	CO_OPERATIVE EDUCATION 12 FOUR	3
14-15	12	CO_OPERATIVE EDUCATION 12 TWO	14
14-15	12	CO_OPERATIVE EDUCATION12 THREE	4
14-15	10	COMMUNITY BASED LEARNING 10	19
S1	11	DANCE 11	18
S1	11	DESIGN 11	12
S2	10	DRAMA 10	21
S1	12	DROIT 12 IMM	1
S2	10	ENGLISH 10	25
S1	10	ENGLISH 10	34
S2	10	ENGLISH 10	16

School Course Offerings by Section PLUS Correspondence and NSVS 2014-2015  
BJSHS Grades 10-12

Term	Grade	Course Name	Students
S1	11	ENGLISH 11	18
S2	11	ENGLISH 11	12
S1	11	ENGLISH 11	24
S2	12	ENGLISH 12	23
S2	12	ENGLISH 12	33
14-15	10	ENGLISH SECOND LANGUAGE 10	4
14-15	11	ENGLISH SECOND LANGUAGE 11	5
S1	11	ENGLISH_COMMUNICATIONS 11	16
S1	12	ENGLISH_COMMUNICATIONS 12	10
S1	12	ENTREPRENEURSHIP 12	14
S1	12	ENTREPRENEURSHIP 12	1
S2	10	EXPLORING TECHNOLOGY 10 ACAD	24
S1	10	FRANCAIS IMMERSION 10	11
S2	11	FRANCAIS IMMERSION 11	13
14-15	12	FRANCAIS IMMERSION 12	3
S2	10	GEOGRAPHY 10	32
S1	12	GEOLOGY 12	2
S2	12	GLOBAL GEOGRAPHY 12	15
S1	12	GLOBAL HISTORY 12	23
S2	12	GLOBAL HISTORY 12	23
S1	12	GLOBAL POLITICS 12	1
S2	12	GLOBAL POLITICS 12	1
S1	10	HISTOIRE ANCIENNE MED 10 IMM	11
S2	11	HISTOIRE DU CANADA 11 IMM_INT	11
14-15	12	HISTOIRE PLANETAIRE 12 IMM	14
S2	10	HISTORY 10	8
S1	12	LAW 12	13
S2	12	LAW 12	2
S1	10	LEARNING STRATEGIES 10	10
S1	10	LEARNING STRATEGIES 10	1
S1	10	LEARNING STRATEGIES 10	2
S2	10	LEARNING STRATEGIES 10	1
S1	11	LEARNING STRATEGIES 11	5
S1	11	LEARNING STRATEGIES 11	2
S2	11	LEARNING STRATEGIES 11	2
S2	11	LEARNING STRATEGIES 11	2
S1	12	LEARNING STRATEGIES 12	1
S1	12	LEARNING STRATEGIES 12	1
S1	11	MATH ESSENTIALS 11	16
14-15	10	MATHEMATICS 10	20
14-15	10	MATHEMATICS 10	14
14-15	10	MATHEMATICS 10	20
S1	11	MATHEMATICS 11	25
S1	11	MATHEMATICS 11	27
S1	11	MATHEMATICS 11	16

School Course Offerings by Section PLUS Correspondence and NSVS 2014-2015  
BJSHS Grades 10-12

Term	Grade	Course Name	Students
S2	12	MATHEMATICS 12	26
S1	10	MATHEMATICS AT WORK 10	12
S2	11	MATHEMATICS AT WORK 11	11
S1	12	MULTIMEDIA 12	16
S1	10	MUSIC 10	1
14-15	11	MUSIC 11	1
S2	11	OCEANS 11	27
S1	10	PHYSICAL EDUCATION 10	20
S1	11	PHYSICAL EDUCATION 11	6
S1	12	PHYSICAL EDUCATION 12	12
S2	11	PHYSICALLY ACTIVE LIVING 11	15
S2	11	PHYSICALLY ACTIVE LIVING 11	3
S1	11	PHYSICS 11	19
S2	11	PHYSICS 11	2
S2	11	PHYSICS 11	1
S2	12	PHYSICS 12	5
S2	11	PRE_CALCULUS 11	30
S1	12	PRE_CALCULUS MATHEMATICS 12	9
S2	12	PRE_CALCULUS MATHEMATICS 12	1
S1	11	PRODUCTION TECHNOLOGY 11	10
S2	11	PRODUCTION TECHNOLOGY 11	12
S1	12	PRODUCTION TECHNOLOGY 12	3
S1	10	SCIENCE 10	17
S2	10	SCIENCE 10	15
S1	10	SCIENCE 10	19
S1	10	SCIENCE 10	15
14-15	10	SCIENCES 10 IMM	11
S1	12	SOCIOLOGY 12 ACADEMIC	27
S2	12	SOCIOLOGY 12 ACADEMIC	28
S2	12	SOCIOLOGY 12 ACADEMIC	1
S1	10	VISUAL ARTS 10	20
S2	10	VISUAL ARTS 10	16
14-15	10	VISUAL ARTS 10	26
14-15	11	VISUAL ARTS 11	4
14-15	12	VISUAL ARTS 12	4
S1	11	WORKPLACE HEALTH_SAFETY 11	12
S2	11	YOGA 11	16
S1	11	YOGA 11	17



School Course Offerings by Section PLUS Correspondence and NSVS 2014-2015  
 BJSHS - Sem 1 - VIRTUAL

<b>Term</b>	<b>Grade</b>	<b>Course Name</b>	<b>Students</b>	<b>Successful?</b>
S1	12	ADVANCED MATHEMATICS 12	2	Y,Y
S1	11	CHEMISTRY 11	1	Y
S1	12	ENTREPRENEURSHIP 12	1	Y
S1	12	GEOLOGY 12	2	Y,Y
S1	12	GLOBAL POLITICS 12	1	Y
			<b>RATE</b>	<b>100.0%</b>



School Course Offerings by Section PLUS Correspondence and NSVS 2014-2015  
 BJSHS - Sem 2 - VIRTUAL

Term	Grade	Course Name	Students	Successful?
S2	11	BUSINESS TECHNOLOGY 11	1	Y
S2	12	CANADIAN FAMILIES 12	3	Y,Y
S2	12	CANADIAN LITERATURE 12	1	Y
S2	12	CHEMISTRY 12	2	Y,Y
S2	12	GLOBAL POLITICS 12	1	Y
S2	12	LAW 12	2	Y,Y
S2	11	PHYSICS 11	2	Y,Y
S2	11	PHYSICS 11	1	Y
S2	12	PRE_CALCULUS MATHEMATICS 12	1	Y
S2	12	SOCIOLOGY 12 ACADEMIC	1	Y
			<b>RATE</b>	<b>100.0%</b>



School Course Offerings by Section PLUS Correspondence and NSVS 2014-2015  
 BJSHS - Correspondence Studies

<b>Term</b>	<b>Grade</b>	<b>Course Name</b>	<b>Students</b>	<b>Successful?</b>
S2	12	CANADIAN FAMILIES 12	1	Y
S2	11	CANADIAN HISTORY 11	1	N
14-15	11	MATHEMATICS 11	1	N
14-15	12	ENGLISH COMMUNICATIONS 12	1	N
14-15	10	ENGLISH 10	1	Y
14-15	10	MATHEMATICS 10	1	N
14-15	10	SCIENCE 10	1	N
14-15	11	CANADIAN HISTORY 11	1	N
14-15	11	ENGLISH 11	1	N
14-15	12	ENGLISH 12	1	N
14-15	12	GLOBAL HISTORY 12	1	N
			<b>RATE</b>	<b>18.2%</b>



School Course Offerings by Section PLUS Correspondence and NSVS 2013-2014

PVEC Grades 10-12

Term	Grade	Course Name	Students
S1	12	ADVANCED GLOBAL GEOGRAPHY 12	25
S1	12	ADVANCED GLOBAL GEOGRAPHY 12	30
S2	12	ADVANCED GLOBAL GEOGRAPHY 12	29
S2	12	ADVANCED GLOBAL HISTORY 12	30
S2	12	ADVANCED GLOBAL HISTORY 12	25
S2	12	ADVANCED GLOBAL HISTORY 12	21
S1	12	ADVANCED GLOBAL HISTORY 12	29
S1	11	ADVANCED MATHEMATICS 11	31
S1	11	ADVANCED MATHEMATICS 11	31
S2	12	ADVANCED MATHEMATICS 12	29
S2	12	ADVANCED MATHEMATICS 12	26
S2	12	ADVANCED MATHEMATICS 12	22
13-14	12	ADVANCED VISUAL ARTS 12	1
S1	11	AFRICAN CANADIAN STUDIES 11	30
S2	11	AFRICAN CANADIAN STUDIES 11	16
S2	12	AUDIO RECORDING_PRODUCTION 12	19
S2	11	BIOLOGY 11	24
S2	11	BIOLOGY 11	29
S1	11	BIOLOGY 11	26
S1	11	BIOLOGY 11	26
S1	12	BIOLOGY 12	29
S2	12	BIOLOGY 12	17
S1	12	BIOLOGY 12	24
S2	11	BUSINESS TECHNOLOGY 11	27
S2	12	CALCULUS 12	18
S2	12	CALCULUS 12	18
S2	12	CANADIAN FAMILIES 12	2
S1	11	CANADIAN HISTORY 11	34
S2	11	CANADIAN HISTORY 11	23
S1	11	CANADIAN HISTORY 11	31
S2	11	CANADIAN HISTORY 11	16
S2	11	CANADIAN HISTORY 11	29
13-14	11	CANADIAN HISTORY 11	14
S2	11	CANADIAN HISTORY 11	16
S2	11	CANADIAN HISTORY 11	24
S2	11	CANADIAN HISTORY 11	13
S1	11	CANADIAN HISTORY 11	21
S1	11	CANADIAN HISTORY 11	17
S2	10	CAREER DEVELOPMENT 10	26
S1	10	CAREER DEVELOPMENT 10	12
S1	10	CAREER DEVELOPMENT 10	19
S1	11	CAREER DEVELOPMENT 11	18
S1	11	CAREER DEVELOPMENT 11	15
S1	11	CHEMISTRY 11	26
S1	11	CHEMISTRY 11	21

School Course Offerings by Section PLUS Correspondence and NSVS 2013-2014  
PVEC Grades 10-12

Term	Grade	Course Name	Students
S2	11	CHEMISTRY 11	22
S2	11	CHEMISTRY 11	19
S1	11	CHEMISTRY 11	27
S1	12	CHEMISTRY 12	15
S1	12	CHEMISTRY 12	25
S2	12	CHEMISTRY 12	19
S2	12	CHEMISTRY 12	26
S2	11	CHILD STUDIES 11	21
S1	11	CHILD STUDIES 11	15
S1	11	CO_OPERATIVE EDUCATION 11	14
S2	11	CO_OPERATIVE EDUCATION 11	3
S1	11	CO_OPERATIVE EDUCATION 11	3
S2	11	CO_OPERATIVE EDUCATION 11	2
S1	12	CO_OPERATIVE EDUCATION 12	7
S1	12	CO_OPERATIVE EDUCATION 12	17
S1	12	CO_OPERATIVE EDUCATION 12	7
S2	12	CO_OPERATIVE EDUCATION 12 TWO	20
S1	11	COMMUNICATIONS TECHNOLOGY 11	23
S1	11	COMMUNICATIONS TECHNOLOGY 11	21
S2	11	COMMUNICATIONS TECHNOLOGY 11	23
S2	11	COMMUNICATIONS TECHNOLOGY 11	23
S2	11	COMMUNICATIONS TECHNOLOGY 11	10
S1	12	COMMUNICATIONS TECHNOLOGY 12	22
S2	12	COMMUNICATIONS TECHNOLOGY 12	16
S2	10	COMMUNITY BASED LEARNING 10	19
S1	12	COMPUTER PROGRAMMING 12	9
S2	11	CONSTRUCTION TRADES 11	14
S1	11	CORE FRENCH 11	28
S2	12	CORE FRENCH 12	16
S2	11	DESIGN 11	19
S2	10	DRAMA 10	24
S2	11	ECONOMICS 11	27
S1	12	ECONOMICS 12	16
S1	11	ENERGY_POWER_TRANSPORTATION 11	18
S1	10	ENGLISH 10	28
S2	10	ENGLISH 10	28
S1	10	ENGLISH 10	28
S2	10	ENGLISH 10	15
S1	10	ENGLISH 10	22
S2	10	ENGLISH 10	1
S2	10	ENGLISH 10	10
S2	10	ENGLISH 10	21
S2	10	ENGLISH 10	27
S2	10	ENGLISH 10	13
S1	10	ENGLISH 10 PLUS	15

School Course Offerings by Section PLUS Correspondence and NSVS 2013-2014  
PVEC Grades 10-12

Term	Grade	Course Name	Students
S1	10	ENGLISH 10 PLUS	9
S1	11	ENGLISH 11	29
S2	11	ENGLISH 11	24
S2	11	ENGLISH 11	20
S1	11	ENGLISH 11	28
S1	11	ENGLISH 11	28
S2	11	ENGLISH 11	22
S2	11	ENGLISH 11	20
S1	12	ENGLISH 12	29
S1	12	ENGLISH 12	22
S1	12	ENGLISH 12	24
S1	12	ENGLISH 12	20
S2	12	ENGLISH 12	26
S2	12	ENGLISH 12	28
S2	12	ENGLISH 12	29
S1	10	ENGLISH PRE_IB 10	16
S2	10	ENGLISH PRE_IB 10	23
S1	10	ENGLISH PRE_IB 10	14
S1	10	ENGLISH SECOND LANGUAGE 10	7
S2	11	ENGLISH SECOND LANGUAGE 11	5
S2	11	ENGLISH_COMMUNICATIONS 11	21
S2	11	ENGLISH_COMMUNICATIONS 11	10
S1	11	ENGLISH_COMMUNICATIONS 11	13
S1	11	ENGLISH_COMMUNICATIONS 11	10
S2	12	ENGLISH_COMMUNICATIONS 12	22
S2	12	ENGLISH_COMMUNICATIONS 12	12
S2	12	ENGLISH_COMMUNICATIONS 12	14
S2	12	ENGLISH_COMMUNICATIONS 12	12
S1	12	ENGLISH_COMMUNICATIONS 12	1
S1	12	ENTREPRENEURSHIP 12	14
13-14	10	EXPLORING TECHNOLOGY 10 ACAD	17
S1	10	EXPLORING TECHNOLOGY 10 ACAD	9
S1	12	FILM AND VIDEO PRODUCTION 12	18
S2	12	FILM AND VIDEO PRODUCTION 12	1
S1	12	FILM AND VIDEO PRODUCTION 12	10
S1	12	FOOD SCIENCE 12	21
S2	12	FOOD SCIENCE 12	12
S1	12	FOOD SCIENCE 12	14
S2	12	FOOD SCIENCE 12	6
S1	12	FOOD STUDIES_HOSPITALITY 12	24
S2	12	FOOD STUDIES_HOSPITALITY 12	20
S2	10	FRANCAIS IMMERSION 10	14
S1	10	FRENCH PRE_IB 10	18
S1	10	FRENCH PRE_IB 10	14
S1	10	GEOGRAPHY 10	23

School Course Offerings by Section PLUS Correspondence and NSVS 2013-2014  
PVEC Grades 10-12

Term	Grade	Course Name	Students
S2	10	GEOGRAPHY 10	16
S2	11	GEOGRAPHY 11	15
S1	12	GEOLOGY 12	19
S2	12	GLOBAL GEOGRAPHY 12	8
S2	12	GLOBAL GEOGRAPHY 12	16
S1	12	GLOBAL HISTORY 12	19
S2	12	GLOBAL HISTORY 12	17
S1	12	GLOBAL HISTORY 12	5
S2	12	GLOBAL HISTORY 12	2
S1	12	HEALTH_HUMAN SERV 12 ACAD	15
S2	12	HEALTH_HUMAN SERV 12 ACAD	21
S1	10	HISTORY 10	28
S1	10	HISTORY 10	26
13-14	12	IB BIOLOGY SL 12	14
S1	12	IB BIOLOGY SL 12	14
S2	11	IB CHEMISTRY 11	21
13-14	12	IB CHEMISTRY HL 12	16
S1	12	IB CHEMISTRY HL 12	16
13-14	12	IB ECONOMICS SL 12	9
S1	12	IB ECONOMICS SL 12	10
13-14	12	IB ECONOMICS SL 12	11
S1	11	IB ENGLISH LITERATURE 11	24
S2	11	IB ENGLISH LITERATURE 11	23
13-14	12	IB ENGLISH LITERATURE HL 12	16
13-14	12	IB ENGLISH LITERATURE HL 12	16
S2	11	IB FRENCH B 11	22
13-14	12	IB FRENCH B HL 12	9
S2	12	IB FRENCH B HL 12	9
13-14	12	IB FRENCH B SL 12	13
S1	11	IB HISTORY 11	15
13-14	12	IB HISTORY HL 12	11
S2	12	IB HISTORY HL 12	11
13-14	12	IB HISTORY SL 12	1
S1	11	IB MATHEMATICS 11	20
S1	11	IB MATHEMATICS 11	25
13-14	12	IB MATHEMATICS SL 12	21
13-14	12	IB MATHEMATICS SL 12	9
13-14	11	IB PHYSICS 11	13
S1	11	IB PHYSICS 11	15
13-14	12	IB PHYSICS HL 12	10
13-14	12	IB PHYSICS SL 12	2
S2	11	IB THEORY OF KNOWLEDGE 11	8
S1	12	IB THEORY OF KNOWLEDGE 12	16
S1	11	IB VISUAL ARTS 11	13
13-14	12	IB VISUAL ARTS SL 12	10

School Course Offerings by Section PLUS Correspondence and NSVS 2013-2014  
PVEC Grades 10-12

Term	Grade	Course Name	Students
S1	12	LAW 12	27
S2	12	LAW 12	24
S1	10	LEARNING STRATEGIES 10	5
S1	10	LEARNING STRATEGIES 10	8
S1	10	LEARNING STRATEGIES 10	1
S2	10	LEARNING STRATEGIES 10	3
S2	10	LEARNING STRATEGIES 10	3
S2	10	LEARNING STRATEGIES 10	9
S1	11	LEARNING STRATEGIES 11	4
S1	11	LEARNING STRATEGIES 11	1
S2	11	LEARNING STRATEGIES 11	1
S2	11	LEARNING STRATEGIES 11	2
S2	11	LEARNING STRATEGIES 11	3
S1	12	LEARNING STRATEGIES 12	2
S1	12	LEARNING STRATEGIES 12	1
S2	12	LEARNING STRATEGIES 12	2
S2	12	LEARNING STRATEGIES 12	7
13-14	10	LIFE_WORK TRANSITION 10	9
S1	10	MATH ESSENTIALS 10	19
S1	10	MATH ESSENTIALS 10	15
S1	10	MATH ESSENTIALS 10	9
S1	10	MATH ESSENTIALS 10	1
S2	11	MATH ESSENTIALS 11	21
S2	11	MATH ESSENTIALS 11	15
S1	11	MATH ESSENTIALS 11	8
S2	11	MATH ESSENTIALS 11	3
13-14	10	MATHEMATICS 10	22
13-14	10	MATHEMATICS 10	20
13-14	10	MATHEMATICS 10	29
13-14	10	MATHEMATICS 10	25
S2	11	MATHEMATICS 11	18
S2	11	MATHEMATICS 11	22
S2	11	MATHEMATICS 11	25
S1	12	MATHEMATICS 12	26
S1	12	MATHEMATICS 12	20
S2	12	MATHEMATICS 12	26
S1	10	MATHEMATICS AT WORK 10	19
S1	10	MATHEMATICS AT WORK 10	1
S1	10	MATHEMATICS AT WORK 10	18
S1	11	MATHEMATICS FOUNDATIONS 11	20
S2	11	MATHEMATICS FOUNDATIONS 11	16
S2	12	MATHEMATICS FOUNDATIONS 12	23
13-14	10	MATHEMATICS PRE_IB 10	26
13-14	10	MATHEMATICS PRE_IB 10	20
13-14	10	MATHEMATICS PRE_IB 10	19

School Course Offerings by Section PLUS Correspondence and NSVS 2013-2014  
PVEC Grades 10-12

Term	Grade	Course Name	Students
S2	12	MULTIMEDIA 12	1
13-14	10	MUSIC 10	17
S1	10	MUSIC 10	23
S1	10	MUSIC 10	21
13-14	11	MUSIC 11	13
S1	11	MUSIC 11	20
13-14	12	MUSIC 12	10
S2	12	MUSIC 12	15
S1	11	OCEANS 11	24
S2	11	OCEANS 11	21
S2	11	OCEANS 11	23
S1	11	OCEANS 11	10
S1	12	PHILOSOPHY 12	14
S2	12	PHILOSOPHY 12	10
S1	12	PHYS ED LEADERSHIP 12	14
S1	10	PHYSICAL EDUCATION 10	26
S2	10	PHYSICAL EDUCATION 10	31
S1	10	PHYSICAL EDUCATION 10	24
S2	10	PHYSICAL EDUCATION 10	30
S1	10	PHYSICAL EDUCATION 10	22
S2	10	PHYSICAL EDUCATION 10	30
S2	10	PHYSICAL EDUCATION 10	27
S1	11	PHYSICAL EDUCATION 11	27
S2	11	PHYSICAL EDUCATION 11	17
S2	12	PHYSICAL EDUCATION 12	28
S1	11	PHYSICALLY ACTIVE LIVING 11	11
S2	11	PHYSICALLY ACTIVE LIVING 11	23
13-14	11	PHYSICALLY ACTIVE LIVING 11	8
S2	11	PHYSICALLY ACTIVE LIVING 11	2
S1	11	PHYSICS 11	28
S1	11	PHYSICS 11	25
S2	11	PHYSICS 11	16
S2	11	PHYSICS 11	23
S1	12	PHYSICS 12	23
S2	12	PHYSICS 12	21
S2	12	PHYSICS 12	20
S1	12	PRE_CALCULUS MATHEMATICS 12	27
S1	12	PRE_CALCULUS MATHEMATICS 12	31
13-14	12	PRODUCTION TECHNOLOGY 12	15
S2	12	PRODUCTION TECHNOLOGY 12	17
S1	10	SCIENCE 10	25
S1	10	SCIENCE 10	21
S1	10	SCIENCE 10	15
S1	10	SCIENCE 10	15
S2	10	SCIENCE 10	2

School Course Offerings by Section PLUS Correspondence and NSVS 2013-2014  
PVEC Grades 10-12

Term	Grade	Course Name	Students
S2	10	SCIENCE 10	29
S2	10	SCIENCE 10	12
S2	10	SCIENCE 10	22
S2	10	SCIENCE 10	27
S1	10	SCIENCE 10	16
S1	10	SCIENCE PRE_IB 10	27
S2	10	SCIENCE PRE_IB 10	32
S1	10	SKILLED TRADES 10	6
S1	10	SKILLED TRADES 10	11
S2	10	SKILLED TRADES 10	11
S1	10	SKILLED TRADES 10	15
S2	10	SKILLED TRADES 10	13
S1	12	SOCIOLOGY 12	19
S2	12	SOCIOLOGY 12	11
S1	12	SOCIOLOGY 12	4
S1	12	SOCIOLOGY 12 ACADEMIC	29
S1	12	SOCIOLOGY 12 ACADEMIC	27
S2	12	SOCIOLOGY 12 ACADEMIC	27
S1	12	SOCIOLOGY 12 ACADEMIC	14
S2	11	TECHNICAL READING_WRITING 11	15
S1	11	TRANSPORTATION TRADE 11	16
S1	10	VISUAL ARTS 10	23
S1	10	VISUAL ARTS 10	18
S2	10	VISUAL ARTS 10	30
S2	10	VISUAL ARTS 10	15
S2	10	VISUAL ARTS 10	30
S1	10	VISUAL ARTS 10	21
S2	10	VISUAL ARTS 10	28
S1	10	VISUAL ARTS 10	1
S2	11	VISUAL ARTS 11	24
S2	11	VISUAL ARTS 11	3
S1	12	VISUAL ARTS 12	16
S1	12	VISUAL ARTS 12	3
S1	11	WORKPLACE HEALTH_SAFETY 11	18
S1	11	WORKPLACE HEALTH_SAFETY 11	16



School Course Offerings by Section PLUS Correspondence and NSVS 2013-2014  
PVEC - VIRTUAL

<b>Term</b>	<b>Grade</b>	<b>Course Name</b>	<b>Students</b>	<b>Successful?</b>
S1	10	VISUAL ARTS 10	1	N
S2	12	FILM AND VIDEO PRODUCTION 12	1	Y
S2	12	MULTIMEDIA 12	1	Y
			<b>RATE</b>	<b>66.7%</b>



School Course Offerings by Section PLUS Correspondence and NSVS 2013-2014  
PVEC - Correspondence

<b>Term</b>	<b>Grade</b>	<b>Course Name</b>	<b>Students</b>	<b>Successful?</b>
13-14	10	MATHEMATICS 10	1	N
13-14	12	ENGLISH COMMUNICATIONS 12	2	Y,Y
13-14	12	GLOBAL GEOGRAPHY 12	1	Y
13-14	12	GLOBAL HISTORY 12	1	Y
13-14	12	CANADIAN FAMILIES 12	3	N,N,Y
13-14	11	CANADIAN HISTORY 11	2	N,N
13-14	12	BIOLOGY 12	1	N
13-14	12	ENGLISH 12	1	N
			<b>RATE</b>	<b>41.7%</b>



School Course Offerings by Section PLUS Correspondence and NSVS 2013-2014  
BJSHS Grades 10-12

Term	Grade	Course Name	Students
S2	11	ADVANCED BIOLOGY 11	13
13-14	11	ADVANCED CHEMISTRY 11	12
S1	11	ADVANCED ENGLISH 11	13
S1	11	ADVANCED MATHEMATICS 11	16
S1	11	ADVANCED MATHEMATICS 11	16
S2	12	ADVANCED MATHEMATICS 12	20
S1	11	AFRICAN CANADIAN STUDIES 11	21
S2	11	AFRICAN CANADIAN STUDIES 11	18
13-14	12	AP BIOLOGY 12	5
13-14	12	AP CALCULUS 12	4
13-14	12	AP CHEMISTRY 12	5
13-14	12	AP ENGLISH 12	7
13-14	12	AP PHYSICS 12	7
S2	10	ART DRAMATIQUE 10 IMM	11
S1	11	BIOLOGY 11	29
S1	11	BIOLOGY 11	2
S1	12	BIOLOGY 12	12
S2	12	CANADIAN FAMILIES 12	4
S2	12	CANADIAN FAMILIES 12	1
13-14	11	CANADIAN HISTORY 11	10
S1	11	CANADIAN HISTORY 11	20
13-14	10	CAREER DEVELOPMENT 10	15
S2	11	CAREER DEVELOPMENT 11	16
S1	11	CHEMISTRY 11	30
S1	12	CHEMISTRY 12	14
13-14	11	CO_OPERATIVE EDUCATION 11	18
13-14	11	CO_OPERATIVE EDUCATION 11	7
13-14	12	CO_OPERATIVE EDUCATION 12	4
13-14	12	CO_OPERATIVE EDUCATION 12	25
13-14	12	CO_OPERATIVE EDUCATION 12 TWO	19
13-14	10	COMMUNITY BASED LEARNING 10	15
S1	10	CORE FRENCH 10	1
S1	11	CORE FRENCH 11	2
S1	12	CORE FRENCH 12	1
S2	11	DESIGN 11	17
S2	10	DRAMA 10	18
13-14	12	DROIT 12 IMM	5
13-14	12	DROIT 12 IMM	2
S1	10	ENGLISH 10	16
S1	10	ENGLISH 10	26
S2	10	ENGLISH 10	28
S1	10	ENGLISH 10	18
S2	11	ENGLISH 11	26
S2	11	ENGLISH 11	25
S1	12	ENGLISH 12	25

School Course Offerings by Section PLUS Correspondence and NSVS 2013-2014  
BJSHS Grades 10-12

Term	Grade	Course Name	Students
S2	12	ENGLISH 12	14
13-14	10	ENGLISH SECOND LANGUAGE 10	7
13-14	11	ENGLISH SECOND LANGUAGE 11	3
S1	11	ENGLISH_COMMUNICATIONS 11	11
S1	11	ENGLISH_COMMUNICATIONS 11	1
S1	12	ENGLISH_COMMUNICATIONS 12	9
S1	12	ENTREPRENEURSHIP 12	11
S1	10	EXPLORING TECHNOLOGY 10 ACAD	22
S2	10	EXPLORING TECHNOLOGY 10 ACAD	18
13-14	10	FRANCAIS IMMERSION 10	11
13-14	11	FRANCAIS IMMERSION 11	14
S2	12	FRANCAIS IMMERSION 12	7
S1	10	GEOGRAPHY 10	25
S2	12	GLOBAL GEOGRAPHY 12	11
S1	12	GLOBAL HISTORY 12	27
S2	12	GLOBAL HISTORY 12	18
S1	10	HISTOIRE ANCIENNE MED 10 IMM	11
S1	11	HISTOIRE DU CANADA 11 IMM_INT	14
S2	12	HISTOIRE PLANETAIRE 12 IMM	7
S2	10	HISTORY 10	12
S2	12	LAW 12	17
13-14	10	LEARNING STRATEGIES 10	4
S1	10	LEARNING STRATEGIES 10	1
S1	10	LEARNING STRATEGIES 10	1
S2	10	LEARNING STRATEGIES 10	1
13-14	10	LEARNING STRATEGIES 10	5
S2	10	LEARNING STRATEGIES 10	1
13-14	10	LEARNING STRATEGIES 10	2
13-14	10	LEARNING STRATEGIES 10	1
13-14	10	LEARNING STRATEGIES 10	1
13-14	11	LEARNING STRATEGIES 11	2
13-14	11	LEARNING STRATEGIES 11	1
S2	11	LEARNING STRATEGIES 11	1
13-14	11	LEARNING STRATEGIES 11	2
13-14	12	LEARNING STRATEGIES 12	2
13-14	12	LEARNING STRATEGIES 12	2
S2	10	MATH ESSENTIALS 10	17
S1	10	MATH ESSENTIALS 10	2
S1	11	MATH ESSENTIALS 11	9
S1	12	MATH FOR THE WORKPLACE 12	2
13-14	10	MATHEMATICS 10	18
13-14	10	MATHEMATICS 10	23
13-14	10	MATHEMATICS 10	17
S1	11	MATHEMATICS 11	21
S2	11	MATHEMATICS 11	19

School Course Offerings by Section PLUS Correspondence and NSVS 2013-2014  
BJSHS Grades 10-12

Term	Grade	Course Name	Students
S2	12	MATHEMATICS 12	23
S1	12	MATHEMATICS 12	1
S1	10	MATHEMATICS AT WORK 10	8
13-14	11	MODE DE VIE ACTIF 11 IMM	27
S2	12	MULTIMEDIA 12	21
S1	10	MUSIC 10	1
S1	11	MUSIC 11	2
S2	11	OCEANS 11	22
S2	10	PHYSICAL EDUCATION 10	14
S1	11	PHYSICAL EDUCATION 11	9
S1	12	PHYSICAL EDUCATION 12	7
S1	11	PHYSICALLY ACTIVE LIVING 11	21
S2	11	PHYSICS 11	13
S1	12	PHYSICS 12	9
13-14	12	PRE_CALCULUS MATHEMATICS 12	4
S1	12	PRE_CALCULUS MATHEMATICS 12	3
S2	12	PRE_CALCULUS MATHEMATICS 12	1
S2	11	PRODUCTION TECHNOLOGY 11	14
S2	10	SCIENCE 10	23
S2	10	SCIENCE 10	27
S2	10	SCIENCE 10	23
13-14	10	SCIENCES 10 IMM	11
S2	12	SOCIOLOGY 12 ACADEMIC	25
S2	11	TOURISM 11	2
S1	10	VISUAL ARTS 10	27
S1	10	VISUAL ARTS 10	16
S2	11	VISUAL ARTS 11	8
13-14	11	VISUAL ARTS 11	1
13-14	12	VISUAL ARTS 12	3
S1	12	VISUAL ARTS 12	2
13-14	12	VISUAL ARTS 12	2
S1	11	WORKPLACE HEALTH_SAFETY 11	16
S1	11	YOGA 11	19
S2	11	YOGA 11	23



School Course Offerings by Section PLUS Correspondence and NSVS 2013-2014  
BJSHS - VIRTUAL

<b>Term</b>	<b>Grade</b>	<b>Course Name</b>	<b>Students</b>	<b>Successful?</b>
S1	11	BIOLOGY 11	2	Y,Y
S1	12	PRE_CALCULUS MATHEMATICS 12	3	Y,Y,Y
S2	12	PRE_CALCULUS MATHEMATICS 12	1	N
S2	11	TOURISM 11	2	Y,Y
S1	12	MATHEMATICS 12	1	Y
			<b>RATE</b>	<b>88.9%</b>



School Course Offerings by Section PLUS Correspondence and NSVS 2013-2014  
BJSHS - Correspondence

<b>Term</b>	<b>Grade</b>	<b>Course Name</b>	<b>Students</b>	<b>Successful?</b>
13-14	10	SCIENCE 10	1	N
13-14	10	VISUAL ARTS 10	1	N
13-14	11	ENGLISH 11	1	Y
13-14	11	MATHEMATICS 11	1	N
13-14	12	CANADIAN FAMILIES 12	1	Y
13-14	11	PHYSICS 11	1	N
13-14	12	ENGLISH 12	1	N
13-14	12	CHEMISTRY 12	1	N
13-14	10	ENGLISH 10	1	N
			<b>RATE</b>	<b>22.2%</b>



School Course Offerings by Section PLUS Correspondence and NSVS 2012-2013  
PVEC Grades 10-12

Term	Grade	Course Name	Students
S1		ACADEMIC SUPPORT	1
S1		ACADEMIC SUPPORT	1
S1	11	ACCOUNTING 11 ACADEMIC	10
S1	12	ADVANCED GLOBAL GEOGRAPHY 12	20
S2	12	ADVANCED GLOBAL GEOGRAPHY 12	23
S2	12	ADVANCED GLOBAL GEOGRAPHY 12	29
S1	12	ADVANCED GLOBAL HISTORY 12	24
S1	12	ADVANCED GLOBAL HISTORY 12	23
S1	12	ADVANCED GLOBAL HISTORY 12	27
S2	12	ADVANCED GLOBAL HISTORY 12	22
S2	12	ADVANCED GLOBAL HISTORY 12	15
S1	11	ADVANCED MATHEMATICS 11	22
S1	11	ADVANCED MATHEMATICS 11	29
S1	11	ADVANCED MATHEMATICS 11	28
S2	12	ADVANCED MATHEMATICS 12	22
S2	12	ADVANCED MATHEMATICS 12	25
S2	12	ADVANCED MATHEMATICS 12	20
S2	12	ADVANCED MATHEMATICS 12	17
S2	11	ADVANCED VISUAL ARTS 11	2
S1	11	AFRICAN CANADIAN STUDIES 11	26
S2	11	AFRICAN CANADIAN STUDIES 11	27
S1	11	APPLIED NETWORKING TECHNLOGY 11	12
S1	12	AUDIO RECORDING_PRODUCTION 12	12
S1	11	BIOLOGY 11	27
S1	11	BIOLOGY 11	26
S2	11	BIOLOGY 11	27
S2	11	BIOLOGY 11	28
S1	12	BIOLOGY 12	20
S2	12	BIOLOGY 12	23
S2	12	BIOLOGY 12	25
S1	12	BIOLOGY 12	1
S1	12	BUSINESS MANAGEMENT 12	6
S2	11	BUSINESS TECHNOLOGY 11	13
S2	11	BUSINESS TECHNOLOGY 11	23
S2	12	CALCULUS 12	21
S2	12	CALCULUS 12	26
S1	11	CANADIAN HISTORY 11	19
S1	11	CANADIAN HISTORY 11	21
S1	11	CANADIAN HISTORY 11	29
S1	11	CANADIAN HISTORY 11	24
12-13	11	CANADIAN HISTORY 11	10
S2	11	CANADIAN HISTORY 11	21
S2	11	CANADIAN HISTORY 11	11
S1	11	CANADIAN HISTORY 11	16
S2	11	CANADIAN HISTORY 11	14

School Course Offerings by Section PLUS Correspondence and NSVS 2012-2013  
PVEC Grades 10-12

Term	Grade	Course Name	Students
S2	11	CANADIAN HISTORY 11	20
S1	10	CAREER DEVELOPMENT 10	19
S1	10	CAREER DEVELOPMENT 10	19
S2	10	CAREER DEVELOPMENT 10	20
S1	11	CAREER DEVELOPMENT 11	18
S1	11	CAREER DEVELOPMENT 11	13
S1	11	CHEMISTRY 11	26
S2	11	CHEMISTRY 11	24
S1	12	CHEMISTRY 12	16
S1	12	CHEMISTRY 12	22
S1	12	CHEMISTRY 12	23
S2	12	CHEMISTRY 12	21
S1	11	CHILD STUDIES 11	13
S2	11	CHILD STUDIES 11	23
S2	11	CO_OPERATIVE EDUCATION 11	2
S1	11	CO_OPERATIVE EDUCATION 11	1
S2	11	CO_OPERATIVE EDUCATION 11	17
S2	12	CO_OPERATIVE EDUCATION 12	2
S2	12	CO_OPERATIVE EDUCATION 12	3
S2	12	CO_OPERATIVE EDUCATION 12	6
S1	12	CO_OPERATIVE EDUCATION 12	8
S2	12	CO_OPERATIVE EDUCATION 12	8
S2	12	CO_OPERATIVE EDUCATION 12 TWO	2
S1	11	COMMUNICATIONS TECHNOLOGY 11	22
S1	11	COMMUNICATIONS TECHNOLOGY 11	23
S2	11	COMMUNICATIONS TECHNOLOGY 11	7
S1	11	COMMUNICATIONS TECHNOLOGY 11	25
S2	11	COMMUNICATIONS TECHNOLOGY 11	24
S2	11	COMMUNICATIONS TECHNOLOGY 11	18
S2	11	COMMUNICATIONS TECHNOLOGY 11	23
S1	12	COMMUNICATIONS TECHNOLOGY 12	12
S2	12	COMMUNICATIONS TECHNOLOGY 12	19
S2	10	COMMUNITY BASED LEARNING 10	19
S1	12	COMPUTER PROGRAMMING 12	12
S2	11	CONSTRUCTION TRADES 11	6
S2	10	CORE FRENCH 10	17
S2	10	CORE FRENCH 10	20
S1	11	CORE FRENCH 11	25
S1	12	CORE FRENCH 12	11
S1	11	DESIGN 11	9
S2	10	DRAMA 10	16
S2	10	DRAMA 10	19
S2	12	DRAMA 12 THEATRE ARTS	16
S2	11	ECONOMICS 11	29
S1	12	ECONOMICS 12	14

School Course Offerings by Section PLUS Correspondence and NSVS 2012-2013  
PVEC Grades 10-12

Term	Grade	Course Name	Students
S1	11	ENERGY_POWER_TRANSPORTATION 11	9
S1	10	ENGLISH 10	29
S2	10	ENGLISH 10	14
S1	10	ENGLISH 10	19
S2	10	ENGLISH 10	10
S1	10	ENGLISH 10	9
S2	10	ENGLISH 10	9
S2	10	ENGLISH 10	14
S2	10	ENGLISH 10	11
S2	10	ENGLISH 10	19
S2	10	ENGLISH 10	22
S2	10	ENGLISH 10	24
S1	10	ENGLISH 10 PLUS	14
S1	10	ENGLISH 10 PLUS	11
S1	11	ENGLISH 11	21
S2	11	ENGLISH 11	28
S1	11	ENGLISH 11	28
S1	11	ENGLISH 11	1
S2	11	ENGLISH 11	25
S2	11	ENGLISH 11	26
S2	11	ENGLISH 11	25
S1	11	ENGLISH 11	18
S1	12	ENGLISH 12	17
S1	12	ENGLISH 12	28
S1	12	ENGLISH 12	26
S2	12	ENGLISH 12	28
S2	12	ENGLISH 12	17
S1	12	ENGLISH 12	20
S2	12	ENGLISH 12	25
S2	12	ENGLISH 12 AFRICAN HERITAGE	13
S1	10	ENGLISH PRE_IB 10	16
S2	10	ENGLISH PRE_IB 10	26
S1	10	ENGLISH SECOND LANGUAGE 10	4
S2	11	ENGLISH SECOND LANGUAGE 11	4
S1	11	ENGLISH_COMMUNICATIONS 11	9
S2	11	ENGLISH_COMMUNICATIONS 11	1
S1	11	ENGLISH_COMMUNICATIONS 11	10
S2	12	ENGLISH_COMMUNICATIONS 12	11
S1	12	ENGLISH_COMMUNICATIONS 12	19
S2	12	ENGLISH_COMMUNICATIONS 12	11
S2	12	ENGLISH_COMMUNICATIONS 12	10
S1	12	ENGLISH_COMMUNICATIONS 12	2
S1	12	ENTREPRENEURSHIP 12	11
S2	10	EXPLORING TECHNOLOGY 10 ACAD	13
S2	10	EXPLORING TECHNOLOGY 10 ACAD	11

School Course Offerings by Section PLUS Correspondence and NSVS 2012-2013  
PVEC Grades 10-12

Term	Grade	Course Name	Students
S1	10	EXPLORING TECHNOLOGY 10 ACAD	9
12-13	10	EXPLORING TECHNOLOGY 10 ACAD	11
S2	10	EXPLORING TECHNOLOGY 10 ACAD	1
S1	12	FILM AND VIDEO PRODUCTION 12	7
S1	11	FITNESS LEADERSHIP 11	9
S1	12	FOOD SCIENCE 12	21
S1	12	FOOD SCIENCE 12	13
S2	12	FOOD SCIENCE 12	26
S1	12	FOOD SCIENCE 12	11
S2	12	FOOD SCIENCE 12	11
S2	12	FOOD STUDIES_HOSPITALITY 12	22
S1	12	FOOD STUDIES_HOSPITALITY 12	16
S1	11	FRANCAIS IMMERSION 11	1
12-13	12	FRANCAIS IMMERSION 12	1
S1	10	FRENCH PRE_IB 10	28
S1	10	GEOGRAPHY 10	18
S2	10	GEOGRAPHY 10	21
S1	11	GEOGRAPHY 11	14
S2	12	GEOLOGY 12	9
S1	12	GLOBAL GEOGRAPHY 12	9
S2	12	GLOBAL GEOGRAPHY 12	12
S1	12	GLOBAL HISTORY 12	17
S2	12	GLOBAL HISTORY 12	16
S2	12	GLOBAL HISTORY 12	1
S2	12	GLOBAL HISTORY 12	14
S1	12	GLOBAL HISTORY 12	1
S1	12	GLOBAL HISTORY 12	1
S1	12	HEALTH_HUMAN SERV 12 ACAD	25
S1	10	HISTORY 10	27
S2	10	HISTORY 10	11
S2	10	HISTORY 10	21
S2	10	HISTORY PRE_IB 10	17
12-13	12	IB BIOLOGY SL 12	17
S1	12	IB BIOLOGY SL 12	17
S2	11	IB CHEMISTRY 11	23
S2	11	IB CHEMISTRY 11	11
12-13	12	IB CHEMISTRY HL 12	14
S2	12	IB CHEMISTRY HL 12	14
12-13	12	IB ECONOMICS SL 12	15
S2	12	IB ECONOMICS SL 12	16
12-13	11	IB ENGLISH LITERATURE 11	18
S1	11	IB ENGLISH LITERATURE 11	19
12-13	11	IB ENGLISH LITERATURE 11	25
S1	11	IB ENGLISH LITERATURE 11	23
12-13	12	IB ENGLISH LITERATURE HL 12	23

School Course Offerings by Section PLUS Correspondence and NSVS 2012-2013

PVEC Grades 10-12

Term	Grade	Course Name	Students
S1	11	IB FRENCH B 11	13
S1	11	IB FRENCH B 11	15
12-13	12	IB FRENCH B HL 12	13
12-13	12	IB FRENCH B SL 12	8
S2	11	IB HISTORY 11	14
12-13	12	IB HISTORY HL 12	10
S2	12	IB HISTORY HL 12	9
S1	11	IB MATHEMATICS 11	24
S1	11	IB MATHEMATICS 11	20
12-13	12	IB MATHEMATICS SL 12	15
12-13	12	IB MATHEMATICS SL 12	15
12-13	12	IB MUSIC SL 12	5
S1	12	IB MUSIC SL 12	5
12-13	11	IB PHYSICS 11	13
S1	11	IB PHYSICS 11	13
12-13	12	IB PHYSICS HL 12	9
S2	11	IB THEORY OF KNOWLEDGE 11	17
S1	12	IB THEORY OF KNOWLEDGE 12	9
S1	11	IB VISUAL ARTS 11	13
S2	11	IB VISUAL ARTS 11	7
12-13	12	IB VISUAL ARTS SL 12	5
S1	12	LAW 12	27
S1	12	LAW 12	29
S2	12	LAW 12	16
S1	10	LEARNING STRATEGIES 10	4
S1	10	LEARNING STRATEGIES 10	2
S1	10	LEARNING STRATEGIES 10	6
S1	10	LEARNING STRATEGIES 10	14
S2	10	LEARNING STRATEGIES 10	4
S2	10	LEARNING STRATEGIES 10	6
S1	11	LEARNING STRATEGIES 11	7
S1	11	LEARNING STRATEGIES 11	3
S1	11	LEARNING STRATEGIES 11	3
S1	11	LEARNING STRATEGIES 11	11
S2	11	LEARNING STRATEGIES 11	4
S2	11	LEARNING STRATEGIES 11	10
S2	11	LEARNING STRATEGIES 11	4
S1	12	LEARNING STRATEGIES 12	8
S1	12	LEARNING STRATEGIES 12	1
S1	12	LEARNING STRATEGIES 12	1
S1	12	LEARNING STRATEGIES 12	6
S1	12	LEARNING STRATEGIES 12	3
S2	12	LEARNING STRATEGIES 12	4
S2	12	LEARNING STRATEGIES 12	2
12-13	10	LIFE_WORK TRANSITION 10	9

School Course Offerings by Section PLUS Correspondence and NSVS 2012-2013  
PVEC Grades 10-12

Term	Grade	Course Name	Students
S1	10	MATH ESSENTIALS 10	10
S2	10	MATH ESSENTIALS 10	8
S1	10	MATH ESSENTIALS 10	14
S2	10	MATH ESSENTIALS 10	11
S1	11	MATH ESSENTIALS 11	13
S1	11	MATH ESSENTIALS 11	1
S2	11	MATH ESSENTIALS 11	1
S2	11	MATH ESSENTIALS 11	9
S1	11	MATH ESSENTIALS 11	14
S2	11	MATH ESSENTIALS 11	1
S1	10	MATHEMATICS 10	26
S1	10	MATHEMATICS 10	24
S1	10	MATHEMATICS 10	21
S2	10	MATHEMATICS 10	24
S2	10	MATHEMATICS 10	25
S1	11	MATHEMATICS 11	27
S2	11	MATHEMATICS 11	24
S2	11	MATHEMATICS 11	25
S1	12	MATHEMATICS 12	28
S1	12	MATHEMATICS 12	27
S2	12	MATHEMATICS 12	25
S1	10	MATHEMATICS FOUNDATIONS 10	23
S2	10	MATHEMATICS FOUNDATIONS 10	16
S2	10	MATHEMATICS FOUNDATIONS 10	1
S1	11	MATHEMATICS FOUNDATIONS 11	19
S2	11	MATHEMATICS FOUNDATIONS 11	21
S2	11	MATHEMATICS FOUNDATIONS 11	1
S1	12	MATHEMATICS FOUNDATIONS 12	12
S2	12	MATHEMATICS FOUNDATIONS 12	14
S1	10	MATHEMATICS PRE_IB 10	23
S2	10	MATHEMATICS PRE_IB 10	21
S2	10	MATHEMATICS PRE_IB 10	17
12-13	10	MUSIC 10	24
S2	10	MUSIC 10	19
S2	10	MUSIC 10	19
12-13	11	MUSIC 11	16
S1	11	MUSIC 11	8
S1	11	MUSIC 11	15
12-13	12	MUSIC 12	7
S2	12	MUSIC 12	8
S1	11	OCEANS 11	12
S1	11	OCEANS 11	18
S2	11	OCEANS 11	1
S1	11	OCEANS 11	1
S1	11	OCEANS 11	10

School Course Offerings by Section PLUS Correspondence and NSVS 2012-2013

PVEC Grades 10-12

Term	Grade	Course Name	Students
S2	11	OCEANS 11	1
S1	12	PHILOSOPHY 12	17
S1	12	PHILOSOPHY 12	11
S1	12	PHYS ED LEADERSHIP 12	13
S1	10	PHYSICAL EDUCATION 10	24
S1	10	PHYSICAL EDUCATION 10	19
S2	10	PHYSICAL EDUCATION 10	23
S2	10	PHYSICAL EDUCATION 10	23
S2	10	PHYSICAL EDUCATION 10	31
S1	11	PHYSICAL EDUCATION 11	28
S2	11	PHYSICAL EDUCATION 11	25
S2	12	PHYSICAL EDUCATION 12	18
S2	11	PHYSICALLY ACTIVE LIVING 11	13
S2	11	PHYSICALLY ACTIVE LIVING 11	17
12-13	11	PHYSICALLY ACTIVE LIVING 11	9
S2	11	PHYSICALLY ACTIVE LIVING 11	12
S2	11	PHYSICS 11	24
S1	11	PHYSICS 11	23
S1	11	PHYSICS 11	22
S2	11	PHYSICS 11	24
S2	12	PHYSICS 12	13
S1	12	PHYSICS 12	20
S2	12	PHYSICS 12	25
S1	12	PRE_CALCULUS MATHEMATICS 12	25
S1	12	PRE_CALCULUS MATHEMATICS 12	31
12-13	11	PRODUCTION TECHNOLOGY 11	2
S2	12	PRODUCTION TECHNOLOGY 12	18
12-13	12	PRODUCTION TECHNOLOGY 12	10
S1	10	SCIENCE 10	20
S1	10	SCIENCE 10	19
S1	10	SCIENCE 10	9
S1	10	SCIENCE 10	14
S1	10	SCIENCE 10	13
S2	10	SCIENCE 10	23
S2	10	SCIENCE 10	2
S2	10	SCIENCE 10	12
S2	10	SCIENCE 10	22
S1	10	SCIENCE 10	22
S2	10	SCIENCE 10	13
S1	10	SCIENCE PRE_IB 10	27
S2	10	SCIENCE PRE_IB 10	27
S1	10	SKILLED TRADES 10	16
S1	10	SKILLED TRADES 10	14
S2	10	SKILLED TRADES 10	11
S1	10	SKILLED TRADES 10	13

School Course Offerings by Section PLUS Correspondence and NSVS 2012-2013  
PVEC Grades 10-12

Term	Grade	Course Name	Students
S2	10	SKILLED TRADES 10	13
S2	12	SKILLED TRADES 12 CO_OP1	1
S2	12	SOCIOLOGY 12	17
S2	12	SOCIOLOGY 12	7
S2	12	SOCIOLOGY 12 ACADEMIC	29
S2	12	SOCIOLOGY 12 ACADEMIC	12
S2	12	SOCIOLOGY 12 ACADEMIC	15
S2	12	SOCIOLOGY 12 ACADEMIC	26
S2	11	TECHNICAL READING_WRITING 11	13
S2	11	TOURISM 11	7
S1	11	TRANSPORTATION TRADE 11	8
S1	10	VISUAL ARTS 10	29
S1	10	VISUAL ARTS 10	23
S1	10	VISUAL ARTS 10	22
S2	10	VISUAL ARTS 10	11
S1	10	VISUAL ARTS 10	23
S1	10	VISUAL ARTS 10	1
S1	10	VISUAL ARTS 10	18
S2	10	VISUAL ARTS 10	28
S2	11	VISUAL ARTS 11	24
S2	11	VISUAL ARTS 11	2
S2	11	VISUAL ARTS 11	9
S2	12	VISUAL ARTS 12	21
S2	12	VISUAL ARTS 12	1
12-13	12	VISUAL ARTS 12	2
S1	11	WORKPLACE HEALTH_SAFETY 11	18
S1	11	WORKPLACE HEALTH_SAFETY 11	13
S1	11	YOGA 11	29
S1	11	YOGA 11	28
S2	11	YOGA 11	26

School Course Offerings by Section PLUS Correspondence and NSVS 2012-2013  
PVEC - VIRTUAL

Term	Grade	Course Name	Students	Successful?
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School Course Offerings by Section PLUS Correspondence and NSVS 2012-2013  
PVEC - Correspondence

<b>Term</b>	<b>Grade</b>	<b>Course Name</b>	<b>Students</b>	<b>Successful?</b>
12-13	11	PHYSICS 11	2	N,N
12-13	12	GLOBAL HISTORY 12	1	N
12-13	12	GEOLOGY 12	2	N,N
12-13	12	ENGLISH 12	3	Y,Y,N
12-13	12	BIOLOGY 12	1	N
12-13	10	ENGLISH 10	1	N
12-13	12	ENGLISH COMMUNICATIONS 12	2	Y,Y
12-13	12	CANADIAN FAMILIES 12	2	Y,Y
12-13	11	MATHEMATICS 11	1	N
			<b>RATE</b>	<b>40.0%</b>



School Course Offerings by Section PLUS Correspondence and NSVS 2012-2013

BJSHS Grades 10-12

Term	Grade	Course Name	Students
S2	12	ACCOUNTING 12 ACADEMIC	1
S2	11	ADVANCED BIOLOGY 11	10
S1	11	ADVANCED CHEMISTRY 11	10
S2	11	ADVANCED ENGLISH 11	12
S1	11	ADVANCED MATHEMATICS 11	25
S2	12	ADVANCED MATHEMATICS 12	21
12-13	11	ADVANCED PHYSICS 11	17
S2	11	AFRICAN CANADIAN STUDIES 11	22
S2	11	AFRICAN CANADIAN STUDIES 11	27
12-13	12	AP BIOLOGY 12	5
12-13	12	AP CALCULUS 12	5
12-13	12	AP CHEMISTRY 12	4
12-13	12	AP ENGLISH 12	9
12-13	12	AP FRANCAIS 12 IMM	2
12-13	12	AP PHYSICS 12	6
S1	10	ART DRAMATIQUE 10 IMM	19
S1	11	BIOLOGY 11	25
S1	12	BIOLOGY 12	25
S2	12	CALCULUS 12	2
S1	11	CANADIAN HISTORY 11	24
S1	11	CANADIAN HISTORY 11	17
S1	11	CANADIAN HISTORY 11	18
12-13	10	CAREER DEVELOPMENT 10	17
12-13	11	CAREER DEVELOPMENT 11	18
S2	11	CHEMISTRY 11	14
S1	11	CHEMISTRY 11	13
S2	12	CHEMISTRY 12	18
S2	12	CHEMISTRY 12	3
12-13	11	CO_OPERATIVE EDUCATION 11	19
12-13	11	CO_OPERATIVE EDUCATION 11	3
12-13	12	CO_OPERATIVE EDUCATION 12	4
12-13	12	CO_OPERATIVE EDUCATION 12	12
12-13	12	CO_OPERATIVE EDUCATION 12 TWO	13
12-13	12	CO_OPERATIVE EDUCATION12 THREE	1
12-13	10	COMMUNITY BASED LEARNING 10	17
S1	10	CORE FRENCH 10	5
S1	11	CORE FRENCH 11	1
S2	11	DESIGN 11	9
S2	10	DRAMA 10	20
12-13	12	DROIT 12 IMM	3
S1	10	ENGLISH 10	29
S2	10	ENGLISH 10	33
S1	10	ENGLISH 10	9
S2	11	ENGLISH 11	10
S2	11	ENGLISH 11	24

School Course Offerings by Section PLUS Correspondence and NSVS 2012-2013  
BJSHS Grades 10-12

Term	Grade	Course Name	Students
S1	12	ENGLISH 12	16
S1	12	ENGLISH 12	34
12-13	10	ENGLISH SECOND LANGUAGE 10	3
12-13	11	ENGLISH SECOND LANGUAGE 11	6
S1	11	ENGLISH_COMMUNICATIONS 11	10
S1	12	ENGLISH_COMMUNICATIONS 12	11
S1	12	ENTREPRENEURSHIP 12	12
S2	10	EXPLORING TECHNOLOGY 10 ACAD	23
S1	10	FRANCAIS IMMERSION 10	18
S2	11	FRANCAIS IMMERSION 11	7
S2	12	FRANCAIS IMMERSION 12	6
S1	10	GEOGRAPHY 10	16
S2	12	GLOBAL GEOGRAPHY 12	24
S2	12	GLOBAL GEOGRAPHY 12	14
S2	12	GLOBAL HISTORY 12	28
S2	10	HISTOIRE ANCIENNE MED 10 IMM	16
S1	11	HISTOIRE DU CANADA 11 IMM_INT	7
S2	12	HISTOIRE PLANETAIRE 12 IMM	9
S2	10	HISTORY 10	13
S1	12	LAW 12	13
12-13	10	LEARNING STRATEGIES 10	4
12-13	11	LEARNING STRATEGIES 11	3
12-13	12	LEARNING STRATEGIES 12	2
S2	10	MATH ESSENTIALS 10	10
S2	11	MATH ESSENTIALS 11	20
S2	12	MATH FOR THE WORKPLACE 12	3
S1	10	MATHEMATICS 10	20
S2	10	MATHEMATICS 10	20
12-13	10	MATHEMATICS 10	22
S1	11	MATHEMATICS 11	13
S2	11	MATHEMATICS 11	18
S1	12	MATHEMATICS 12	25
S1	12	MULTIMEDIA 12	19
S1	10	MUSIC 10	5
S1	11	MUSIC 11	1
S1	12	MUSIC 12	2
S2	11	OCEANS 11	27
S2	12	PHYS ED LEADERSHIP 12	9
S2	10	PHYSICAL EDUCATION 10	21
S1	11	PHYSICAL EDUCATION 11	10
S1	11	PHYSICALLY ACTIVE LIVING 11	11
S1	11	PHYSICS 11	7
S2	12	PHYSICS 12	5
S1	12	PRE_CALCULUS MATHEMATICS 12	8
S1	12	PRE_CALCULUS MATHEMATICS 12	2

School Course Offerings by Section PLUS Correspondence and NSVS 2012-2013  
BJSHS Grades 10-12

<b>Term</b>	<b>Grade</b>	<b>Course Name</b>	<b>Students</b>
S2	12	PRE_CALCULUS MATHEMATICS 12	1
S1	11	PRODUCTION TECHNOLOGY 11	8
S2	12	PRODUCTION TECHNOLOGY 12	6
S1	10	SCIENCE 10	21
S1	10	SCIENCE 10	27
S2	10	SCIENCE 10	8
12-13	10	SCIENCES 10 IMM	16
S2	12	SOCIOLOGY 12 ACADEMIC	23
S1	12	SOCIOLOGY 12 ACADEMIC	8
S2	10	VISUAL ARTS 10	17
S2	10	VISUAL ARTS 10	18
12-13	10	VISUAL ARTS 10	1
12-13	11	VISUAL ARTS 11	9
S2	11	VISUAL ARTS 11	1
12-13	12	VISUAL ARTS 12	2
12-13	11	WORKPLACE HEALTH_SAFETY 11	17
S1	11	YOGA 11	19
S2	11	YOGA 11	21



School Course Offerings by Section PLUS Correspondence and NSVS 2012-2013

BJSHS - VIRTUAL

Term	Grade	Course Name	Students	Successful?
S2	12	ACCOUNTING 12 ACADEMIC	1	Y
S2	12	CALCULUS 12	2	Y,Y
S2	12	CHEMISTRY 12	3	Y,Y,Y
S1	12	PRE_CALCULUS MATHEMATICS 12	2	Y,N
S2	12	PRE_CALCULUS MATHEMATICS 12	1	Y
			<b>RATE</b>	<b>87.5%</b>



School Course Offerings by Section PLUS Correspondence and NSVS 2012-2013  
 BJSHS - Correspondence

<b>Term</b>	<b>Grade</b>	<b>Course Name</b>	<b>Students</b>	<b>Successful?</b>
12-13	11	CHEMISTRY 11	2	Y,N
12-13	12	MATHEMATICS 12	2	Y,N
12-13	12	PRE_CALCULUS MATHEMATICS 12	2	Y,N
12-13	11	PHYSICS 11	2	Y,Y
12-13	11	MATHEMATICS 11	1	N
12-13	12	ENGLISH 12	1	Y
12-13	12	GLOBAL HISTORY 12	1	Y
12-13	12	CHEMISTRY 12	2	Y,N
12-13	10	SCIENCE 10	1	N
12-13	12	CANADIAN FAMILIES 12	4	Y,Y,N,N
			<b>RATE</b>	<b>58.8%</b>



Year-to-Year Unique Course Offerings Trend

School Year	Unique Courses Offered	
	BJSHS	PVEC
12-13	83	127
13-14	82	116
14-15	82	118
15-16	69	109



School Course Comparison 2015-2016  
Course Comparison

Course Name	BJSHS	PVEC
ADVANCED BIOLOGY 11	Y	
ADVANCED CHEMISTRY 11	Y	
ADVANCED CHEMISTRY 12	Y	
ADVANCED ENGLISH 11	Y	
ADVANCED GLOBAL GEOGRAPHY 12		Y
ADVANCED GLOBAL HISTORY 12		Y
ADVANCED PHYSICS 11	Y	
ADVANCED PHYSICS 12	Y	
AFRICAN CANADIAN STUDIES 11	Y	Y
AP BIOLOGY 12	Y	
AP ENGLISH 12	Y	
AP FRANCAIS 12 IMM	Y	
AUDIO RECORDING_PRODUCTION 12		Y
BIOLOGY 11	Y	Y
BIOLOGY 12	Y	Y
BUSINESS TECHNOLOGY 11		Y
CALCULUS 12	Y	Y
CANADIAN HISTORY 11	Y	Y
CAREER DEVELOPMENT 10	Y	Y
CAREER DEVELOPMENT 11	Y	Y
CHEMISTRY 11	Y	Y
CHEMISTRY 12	Y	Y
CHILD STUDIES 11		Y
CO_OPERATIVE EDUCATION 11	Y	Y
CO_OPERATIVE EDUCATION 12	Y	Y
CO_OPERATIVE EDUCATION 12 TWO	Y	Y
CO_OPERATIVE EDUCATION 12A		Y
COMMUNITY BASED LEARNING 10	Y	Y
COMMUNICATIONS TECHNOLOGY 11		Y
COMMUNICATIONS TECHNOLOGY 12		Y
CONSTRUCTION TRADES 11		Y
DANCE 11	Y	
DANCE 12	Y	
DESIGN 11	Y	Y
DRAMA 10	Y	Y
DRAMA 12 THEATRE ARTS		Y
EAL 10	Y	Y
ECONOMICS 12		Y
ENERGY_POWER_TRANSPORTATION 11		Y
ENGLISH 10	Y	Y
ENGLISH 10 PLUS		Y
ENGLISH 11	Y	Y
ENGLISH 12	Y	Y
ENGLISH_COMMUNICATIONS 11	Y	Y
ENGLISH_COMMUNICATIONS 12	Y	Y

School Course Comparison 2015-2016  
Course Comparison

Course Name	BJSHS	PVEC
ENGLISH PRE_IB 10		Y
ENTREPRENEURSHIP 12	Y	
EXPLORING TECHNOLOGY 10 ACAD	Y	Y
FILM AND VIDEO PRODUCTION 12		Y
FOOD SCIENCE 12		Y
FOOD STUDIES_HOSPITALITY 12		Y
FRANCAIS IMMERSION 10	Y	Y
FRANCAIS IMMERSION 11	Y	
FRENCH PRE_IB 10		Y
GEOGRAPHY 11		Y
GEOLOGY 12		Y
GLOBAL GEOGRAPHY 12	Y	Y
GLOBAL HISTORY 12	Y	Y
HEALTH_HUMAN SERV 12 ACAD		Y
HISTOIRE PLANETAIRE 12 IMM	Y	
HISTORY 10	Y	Y
HISTORY 11		Y
HISTORY PRE_IB 10		Y
HOUSING AND DESIGN 12		Y
IB BIOLOGY SL 12		Y
IB CHEMISTRY 11		Y
IB CHEMISTRY HL 12		Y
IB ECONOMICS SL 12		Y
IB ENGLISH LITERATURE 11		Y
IB ENGLISH LITERATURE HL 12		Y
IB FRENCH B 11		Y
IB FRENCH B HL 12		Y
IB FRENCH B SL 12		Y
IB HISTORY 11		Y
IB HISTORY HL 12		Y
IB MATHEMATICS 11		Y
IB MATHEMATICS SL 12		Y
IB PHYSICS 11		Y
IB PHYSICS HL 12		Y
IB THEORY OF KNOWLEDGE 11		Y
IB THEORY OF KNOWLEDGE 12		Y
IB VISUAL ARTS 11		Y
IB VISUAL ARTS SL 12		Y
INDEPENDENT LIVING 12		Y
LAW 12	Y	Y
LEARNING STRATEGIES 10		Y
LEARNING STRATEGIES 11		Y
LEARNING STRATEGIES 12		Y
LIFE_WORK TRANSITION 10		Y
MATH ESSENTIALS 10	Y	Y

School Course Comparison 2015-2016  
Course Comparison

Course Name	BJSHS	PVEC
MATH ESSENTIALS 11		Y
MATHEMATICS 10	Y	Y
MATHEMATICS 11	Y	Y
MATHEMATICS 12	Y	Y
MATHEMATICS AT WORK 10		Y
MATHEMATICS AT WORK 11	Y	Y
MATHEMATICS AT WORK 12		Y
MATHEMATICS PRE_IB 10		Y
MODE DE VIE ACTIF 11 IMM	Y	
MULTIMEDIA 12	Y	
MUSIC 10	Y	Y
MUSIC 11		Y
MUSIC 12		Y
OCEANS 11	Y	Y
PHILOSOPHY 12		Y
PHYS ED LEADERSHIP 12	Y	
PHYSICAL EDUCATION 10	Y	Y
PHYSICAL EDUCATION 11	Y	Y
PHYSICAL EDUCATION 12	Y	Y
PHYSICALLY ACTIVE LIVING 11	Y	Y
PHYSICS 11	Y	Y
PHYSICS 12	Y	Y
PRE_CALCULUS 11	Y	Y
PRE_CALCULUS 12	Y	Y
PRODUCTION TECHNOLOGY 11	Y	
PRODUCTION TECHNOLOGY 12	Y	Y
SCIENCE 10	Y	Y
SCIENCES 10 IMM	Y	
SCIENCE PRE_IB 10		Y
SKILLED TRADES 10		Y
SOCIAL RELATIONSHIP 10		Y
SOCIOLOGY 12		Y
SOCIOLOGY 12 ACADEMIC	Y	Y
TRANSPORTATION TRADE 11		Y
VISUAL ARTS 10	Y	Y
VISUAL ARTS 11	Y	Y
VISUAL ARTS 12	Y	Y
WORKPLACE HEALTH_SAFETY 11	Y	Y
YOGA 11	Y	
<b>Total # of courses offered</b>	<b>69</b>	<b>109</b>



School Course Comparison 2015-2016  
Enrolment Comparison

Course Name	BJSHS	PVEC
ADVANCED BIOLOGY 11	3	
ADVANCED CHEMISTRY 11	11	
ADVANCED CHEMISTRY 12	8	
ADVANCED ENGLISH 11	10	
ADVANCED GLOBAL GEOGRAPHY 12		48
ADVANCED GLOBAL HISTORY 12		91
ADVANCED PHYSICS 11	14	
ADVANCED PHYSICS 12	1	
AFRICAN CANADIAN STUDIES 11	42	56
AP BIOLOGY 12	4	
AP ENGLISH 12	12	
AP FRANCAIS 12 IMM	14	
AUDIO RECORDING_PRODUCTION 12		16
BIOLOGY 11	33	126
BIOLOGY 12	28	67
BUSINESS TECHNOLOGY 11		13
CALCULUS 12	17	47
CANADIAN HISTORY 11	35	141
CAREER DEVELOPMENT 10	15	39
CAREER DEVELOPMENT 11	18	26
CHEMISTRY 11	37	94
CHEMISTRY 12	34	69
CHILD STUDIES 11		20
CO_OPERATIVE EDUCATION 11	32	19
CO_OPERATIVE EDUCATION 12	36	21
CO_OPERATIVE EDUCATION 12 TWO	11	11
CO_OPERATIVE EDUCATION 12A		1
COMMUNITY BASED LEARNING 10	15	18
COMMUNICATIONS TECHNOLOGY 11		105
COMMUNICATIONS TECHNOLOGY 12		33
CONSTRUCTION TRADES 11		13
DANCE 11	14	
DANCE 12	7	
DESIGN 11	17	25
DRAMA 10	9	20
DRAMA 12 THEATRE ARTS		14
EAL 10	10	15
ECONOMICS 12		18
ENGLISH 10	64	146
ENGLISH 10 PLUS		23
ENGLISH 11	61	150
ENGLISH 12	56	137
ENGLISH_COMMUNICATIONS 11	10	48
ENGLISH_COMMUNICATIONS 12	9	59
ENGLISH PRE_IB 10		43

School Course Comparison 2015-2016  
Enrolment Comparison

Course Name	BJSHS	PVEC
ENTREPRENEURSHIP 12	24	
EXPLORING TECHNOLOGY 10 ACAD	25	31
FILM AND VIDEO PRODUCTION 12		27
FOOD SCIENCE 12		41
FOOD STUDIES_HOSPITALITY 12		42
FRANCAIS IMMERSION 10	9	11
FRANCAIS IMMERSION 11	8	
FRENCH PRE_IB 10		30
GEOGRAPHY 11		17
GEOLOGY 12		21
GLOBAL GEOGRAPHY 12	28	14
GLOBAL HISTORY 12	47	52
HEALTH_HUMAN SERV 12 ACAD		45
HISTOIRE PLANETAIRE 12 IMM	23	
HISTORY 10	17	46
HISTORY PRE_IB 10		27
HOUSING AND DESIGN 12		13
IB BIOLOGY SL 12		10
IB CHEMISTRY 11		35
IB CHEMISTRY HL 12		23
IB ECONOMICS SL 12		11
IB ENGLISH LITERATURE 11		31
IB ENGLISH LITERATURE HL 12		16
IB FRENCH B 11		28
IB FRENCH B HL 12		5
IB FRENCH B SL 12		18
IB HISTORY 11		24
IB HISTORY HL 12		7
IB MATHEMATICS 11		46
IB MATHEMATICS SL 12		35
IB PHYSICS 11		22
IB PHYSICS HL 12		17
IB THEORY OF KNOWLEDGE 11		12
IB THEORY OF KNOWLEDGE 12		11
IB VISUAL ARTS 11		9
IB VISUAL ARTS SL 12		7
INDEPENDENT LIVING 12		8
LAW 12	33	60
LEARNING STRATEGIES 10		31
LEARNING STRATEGIES 11		24
LEARNING STRATEGIES 12		25
LIFE_WORK TRANSITION 10		4
MATH ESSENTIALS 10	19	44
MATH ESSENTIALS 11		43
MATHEMATICS 10	55	105

School Course Comparison 2015-2016  
Enrolment Comparison

Course Name	BJSHS	PVEC
MATHEMATICS 11	56	121
MATHEMATICS 12	30	69
MATHEMATICS AT WORK 10		32
MATHEMATICS AT WORK 11	17	31
MATHEMATICS AT WORK 12		24
MATHEMATICS PRE_IB 10		47
MODE DE VIE ACTIF 11 IMM	13	
MULTIMEDIA 12	16	
MUSIC 10	10	72
MUSIC 11		54
MUSIC 12		16
OCEANS 11	29	56
PHILOSOPHY 12		9
PHYS ED LEADERSHIP 12	11	
PHYSICAL EDUCATION 10	12	148
PHYSICAL EDUCATION 11	26	62
PHYSICAL EDUCATION 12	1	25
PHYSICALLY ACTIVE LIVING 11	8	55
PHYSICS 11	20	81
PHYSICS 12	12	46
PRE_CALCULUS 11	28	53
PRE_CALCULUS 12	26	50
PRODUCTION TECHNOLOGY 11	12	
PRODUCTION TECHNOLOGY 12	10	14
SCIENCE 10	54	165
SCIENCES 10 IMM	8	
SCIENCE PRE_IB 10		53
SKILLED TRADES 10		63
SOCIAL RELATIONSHIP 10		6
SOCIOLOGY 12		32
SOCIOLOGY 12 ACADEMIC	36	78
TRANSPORTATION TRADE 11		15
VISUAL ARTS 10	42	156
VISUAL ARTS 11	18	27
VISUAL ARTS 12	4	16
WORKPLACE HEALTH_SAFETY 11	18	26
YOGA 11	23	



School Course Comparison 2014-2015  
Course Comparison

Course Name	BJSHS	PVEC
ADVANCED BIOLOGY 11	Y	
ADVANCED CHEMISTRY 11	Y	
ADVANCED ENGLISH 11	Y	
ADVANCED GLOBAL GEOGRAPHY 12		Y
ADVANCED GLOBAL HISTORY 12		Y
ADVANCED MATHEMATICS 12	Y	
ADVANCED PHYSICS 11	Y	
AFRICAN CANADIAN STUDIES 11	Y	Y
AUDIO RECORDING_PRODUCTION 12		Y
AP BIOLOGY 12	Y	
AP CALCULUS 12	Y	
AP CHEMISTRY 12	Y	
AP ENGLISH 12	Y	
AP FRANCAIS 12 IMM	Y	
ART DRAMATIQUE 10 IMM	Y	
BIOLOGY 11	Y	Y
BIOLOGY 12	Y	Y
BUSINESS TECHNOLOGY 11	Y	Y
CALCULUS 12		Y
CANADIAN FAMILIES 12	Y	Y
CANADIAN HISTORY 11	Y	Y
CANADIAN LITERATURE 12	Y	
CAREER DEVELOPMENT 10	Y	Y
CAREER DEVELOPMENT 11	Y	Y
CHEMISTRY 11	Y	Y
CHEMISTRY 12	Y	Y
CHEMISTRY 11	Y	Y
CHEMISTRY 12	Y	Y
CHILD STUDIES 11		Y
CO_OPERATIVE EDUCATION 11	Y	Y
CO_OPERATIVE EDUCATION 12	Y	Y
CO_OPERATIVE EDUCATION 12 FOUR	Y	
CO_OPERATIVE EDUCATION 12 TWO	Y	Y
CO_OPERATIVE EDUCATION12 THREE	Y	
COMMUNICATIONS TECHNOLOGY 11		Y
COMMUNICATIONS TECHNOLOGY 12		Y
COMMUNITY BASED LEARNING 10	Y	Y
CORE FRENCH 10		Y
CORE FRENCH 11		Y
CORE FRENCH 12		Y
CONSTRUCTION TRADES 11		Y
DANCE 11	Y	
DESIGN 11	Y	Y
DRAMA 10	Y	Y

School Course Comparison 2014-2015  
Course Comparison

Course Name	BJSHS	PVEC
DROIT 12 IMM	Y	
ECONOMICS 11		Y
ECONOMICS 12		Y
ENERGY_POWER_TRANSPORTATION 11		Y
ENGLISH 10	Y	Y
ENGLISH 11	Y	Y
ENGLISH 12	Y	Y
ENGLISH 10 PLUS		Y
ENGLISH PRE_IB 10		Y
ENGLISH SECOND LANGUAGE 10	Y	Y
ENGLISH SECOND LANGUAGE 11	Y	Y
ENGLISH_COMMUNICATIONS 11	Y	Y
ENGLISH_COMMUNICATIONS 12	Y	Y
ENTREPRENEURSHIP 12	Y	
EXPLORING TECHNOLOGY 10 ACAD	Y	Y
FILM AND VIDEO PRODUCTION 12		Y
FOOD SCIENCE 12		Y
FOOD STUDIES_HOSPITALITY 12		Y
FRANCAIS IMMERSION 10	Y	Y
FRANCAIS IMMERSION 11	Y	
FRANCAIS IMMERSION 12	Y	
FRENCH PRE_IB 10		Y
GEOGRAPHY 10	Y	Y
GEOGRAPHY 11		Y
GEOLOGY 12	Y	Y
GLOBAL GEOGRAPHY 12	Y	Y
GLOBAL HISTORY 12	Y	Y
GLOBAL POLITICS 12	Y	Y
HEALTH_HUMAN SERV 12 ACAD		Y
HISTOIRE ANCIENNE MED 10 IMM	Y	
HISTOIRE DU CANADA 11 IMM_INT	Y	
HISTOIRE PLANETAIRE 12 IMM	Y	
HISTORY 10	Y	Y
HISTORY PRE_IB 10		Y
HOUSING AND DESIGN 12		Y
IB BIOLOGY SL 12		Y
IB CHEMISTRY 11		Y
IB CHEMISTRY HL 12		Y
IB ECONOMICS SL 12		Y
IB ENGLISH LITERATURE 11		Y
IB ENGLISH LITERATURE HL 12		Y
IB FRENCH B 11		Y
IB FRENCH B HL 12		Y
IB FRENCH B SL 12		Y

School Course Comparison 2014-2015  
Course Comparison

Course Name	BJSHS	PVEC
IB HISTORY 11		Y
IB HISTORY HL 12		Y
IB HISTORY SL 12		Y
IB MATHEMATICS 11		Y
IB MATHEMATICS SL 12		Y
IB PHYSICS 11		Y
IB PHYSICS HL 12		Y
IB PSYCHOLOGY SL 12		Y
IB THEORY OF KNOWLEDGE 11		Y
IB THEORY OF KNOWLEDGE 12		Y
IB VISUAL ARTS 11		Y
IB VISUAL ARTS SL 12		Y
INDEPENDENT LIVING 12		Y
LAW 12	Y	Y
LEARNING STRATEGIES 10	Y	Y
LEARNING STRATEGIES 11	Y	Y
LEARNING STRATEGIES 12	Y	Y
LIFE_WORK TRANSITION 10		Y
MATH ESSENTIALS 10		Y
MATH ESSENTIALS 11	Y	Y
MATHEMATICS 10	Y	Y
MATHEMATICS 11	Y	Y
MATHEMATICS 12	Y	Y
MATHEMATICS AT WORK 10	Y	Y
MATHEMATICS AT WORK 11	Y	Y
MATHEMATICS FOUNDATIONS 12		Y
MATHEMATICS PRE_IB 10		Y
MULTIMEDIA 12	Y	Y
MUSIC 10	Y	Y
MUSIC 11	Y	Y
MUSIC 12		Y
OCEANS 11	Y	Y
PHILOSOPHY 12		Y
PHYSICAL EDUCATION 10	Y	Y
PHYSICAL EDUCATION 11	Y	Y
PHYSICAL EDUCATION 12	Y	Y
PHYSICALLY ACTIVE LIVING 11	Y	Y
PHYSICS 11	Y	Y
PHYSICS 12	Y	Y
PRE_CALCULUS 11	Y	Y
PRE_CALCULUS MATHEMATICS 12	Y	Y
PRODUCTION TECHNOLOGY 11	Y	
PRODUCTION TECHNOLOGY 12	Y	Y
SCIENCE 10	Y	Y

School Course Comparison 2014-2015  
Course Comparison

<b>Course Name</b>	<b>BJSHS</b>	<b>PVEC</b>
SCIENCE PRE_IB 10		Y
SCIENCES 10 IMM	Y	
SKILLED TRADES 10		Y
SOCIOLOGY 12		Y
SOCIOLOGY 12 ACADEMIC	Y	Y
TECHNICAL READING_WRITING 11		Y
TOURISM 11		Y
TRANSPORTATION TRADE 11		Y
VISUAL ARTS 10	Y	Y
VISUAL ARTS 11	Y	Y
VISUAL ARTS 12	Y	Y
WORKPLACE HEALTH_SAFETY 11	Y	Y
YOGA 11	Y	
<b>Total # of courses offered</b>	<b>87</b>	<b>120</b>

School Course Comparison 2014-2015  
Enrolment Comparison

Course Name	BSHS	PVEC
ADVANCED BIOLOGY 11	19	
ADVANCED CHEMISTRY 11	18	
ADVANCED ENGLISH 11	18	
ADVANCED GLOBAL GEOGRAPHY 12		48
ADVANCED GLOBAL HISTORY 12		115
ADVANCED MATHEMATICS 12	2	
ADVANCED PHYSICS 11	1	
AFRICAN CANADIAN STUDIES 11	23	24
AUDIO RECORDING_PRODUCTION 12		11
AP BIOLOGY 12	6	
AP CALCULUS 12	9	
AP CHEMISTRY 12	6	
AP ENGLISH 12	10	
AP FRANCAIS 12 IMM	10	
ART DRAMATIQUE 10 IMM	9	
BIOLOGY 11	22	96
BIOLOGY 12	24	73
BUSINESS TECHNOLOGY 11	1	23
CALCULUS 12		25
CANADIAN FAMILIES 12	5	3
CANADIAN HISTORY 11	35	167
CANADIAN LITERATURE 12	1	
CAREER DEVELOPMENT 10	19	30
CAREER DEVELOPMENT 11	12	32
CHEMISTRY 11	40	104
CHEMISTRY 12	23	69
CHILD STUDIES 11		26
CO_OPERATIVE EDUCATION 11	18	18
CO_OPERATIVE EDUCATION 12	24	24
CO_OPERATIVE EDUCATION 12 FOUR	3	
CO_OPERATIVE EDUCATION 12 TWO	14	19
CO_OPERATIVE EDUCATION12 THREE	4	
COMMUNICATIONS TECHNOLOGY 11		102
COMMUNICATIONS TECHNOLOGY 12		34
COMMUNITY BASED LEARNING 10	19	15
CORE FRENCH 10		13
CORE FRENCH 11		2
CORE FRENCH 12		12
CONSTRUCTION TRADES 11		11
DANCE 11	18	
DESIGN 11	12	12
DRAMA 10	21	26

School Course Comparison 2014-2015  
Enrolment Comparison

Course Name	BJSHS	PVEC
DROIT 12 IMM	1	
ECONOMICS 11		14
ECONOMICS 12		22
ENERGY_POWER_TRANSPORTATION 11		8
ENGLISH 10	75	162
ENGLISH 11	54	141
ENGLISH 12	56	166
ENGLISH 10 PLUS		11
ENGLISH PRE_IB 10		44
ENGLISH SECOND LANGUAGE 10	4	5
ENGLISH SECOND LANGUAGE 11	5	11
ENGLISH_COMMUNICATIONS 11	16	63
ENGLISH_COMMUNICATIONS 12	10	63
ENTREPRENEURSHIP 12	15	
EXPLORING TECHNOLOGY 10 ACAD	24	35
FILM AND VIDEO PRODUCTION 12		29
FOOD SCIENCE 12		57
FOOD STUDIES_HOSPITALITY 12		32
FRANCAIS IMMERSION 10	11	15
FRANCAIS IMMERSION 11	13	
FRANCAIS IMMERSION 12	3	
FRENCH PRE_IB 10		29
GEOGRAPHY 10	32	37
GEOGRAPHY 11		30
GEOLOGY 12	2	20
GLOBAL GEOGRAPHY 12	15	29
GLOBAL HISTORY 12	23	38
GLOBAL POLITICS 12	1	1
HEALTH_HUMAN SERV 12 ACAD		38
HISTOIRE ANCIENNE MED 10 IMM	11	
HISTOIRE DU CANADA 11 IMM_INT	11	
HISTOIRE PLANETAIRE 12 IMM	14	
HISTORY 10	8	32
HISTORY PRE_IB 10		39
HOUSING AND DESIGN 12		20
IB BIOLOGY SL 12		16
IB CHEMISTRY 11		31
IB CHEMISTRY HL 12		20
IB ECONOMICS SL 12		38
IB ENGLISH LITERATURE 11		64
IB ENGLISH LITERATURE HL 12		22
IB FRENCH B 11		32
IB FRENCH B HL 12		2
IB FRENCH B SL 12		11

School Course Comparison 2014-2015  
Enrolment Comparison

Course Name	BJSHS	PVEC
IB HISTORY 11		14
IB HISTORY HL 12		4
IB HISTORY SL 12		20
IB MATHEMATICS 11		44
IB MATHEMATICS SL 12		32
IB PHYSICS 11		42
IB PHYSICS HL 12		42
IB PSYCHOLOGY SL 12		34
IB THEORY OF KNOWLEDGE 11		14
IB THEORY OF KNOWLEDGE 12		7
IB VISUAL ARTS 11		17
IB VISUAL ARTS SL 12		10
INDEPENDENT LIVING 12		4
LAW 12	15	75
LEARNING STRATEGIES 10	14	34
LEARNING STRATEGIES 11	11	32
LEARNING STRATEGIES 12	2	28
LIFE_WORK TRANSITION 10		7
MATH ESSENTIALS 10		39
MATH ESSENTIALS 11	16	40
MATHEMATICS 10	54	105
MATHEMATICS 11	68	114
MATHEMATICS 12	26	61
MATHEMATICS AT WORK 10	12	32
MATHEMATICS AT WORK 11	11	41
MATHEMATICS FOUNDATIONS 12		19
MATHEMATICS PRE_IB 10		62
MULTIMEDIA 12	16	2
MUSIC 10	1	98
MUSIC 11	1	29
MUSIC 12		23
OCEANS 11	27	70
PHILOSOPHY 12		26
PHYSICAL EDUCATION 10	20	156
PHYSICAL EDUCATION 11	6	59
PHYSICAL EDUCATION 12	12	30
PHYSICALLY ACTIVE LIVING 11	15	27
PHYSICS 11	22	61
PHYSICS 12	5	57
PRE_CALCULUS 11	30	52
PRE_CALCULUS MATHEMATICS 12	9	54
PRODUCTION TECHNOLOGY 11	22	
PRODUCTION TECHNOLOGY 12	3	14
SCIENCE 10	66	180

School Course Comparison 2014-2015  
Enrolment Comparison

<b>Course Name</b>	<b>BJSHS</b>	<b>PVEC</b>
SCIENCE PRE_IB 10		51
SCIENCES 10 IMM	11	
SKILLED TRADES 10		59
SOCIOLOGY 12		25
SOCIOLOGY 12 ACADEMIC	56	64
TECHNICAL READING_WRITING 11		15
TOURISM 11		1
TRANSPORTATION TRADE 11		15
VISUAL ARTS 10	62	155
VISUAL ARTS 11	4	40
VISUAL ARTS 12	4	16
WORKPLACE HEALTH_SAFETY 11	12	31
YOGA 11	33	

School Course Comparison 2013-2014  
Course Comparison

Course Name	BJSHS	PVEC
ADVANCED BIOLOGY 11	Y	
ADVANCED CHEMISTRY 11	Y	
ADVANCED ENGLISH 11	Y	
ADVANCED GLOBAL GEOGRAPHY 12		Y
ADVANCED GLOBAL HISTORY 12		Y
ADVANCED MATHEMATICS 11	Y	Y
ADVANCED MATHEMATICS 12	Y	Y
ADVANCED VISUAL ARTS 12		Y
AFRICAN CANADIAN STUDIES 11	Y	Y
AP BIOLOGY 12	Y	
AP CALCULUS 12	Y	
AP CHEMISTRY 12	Y	
AP ENGLISH 12	Y	
AP PHYSICS 12	Y	
APPLIED TECHNOLOGY 12 IPP	Y	
ART DRAMATIQUE 10 IMM	Y	
AUDIO RECORDING_PRODUCTION 12		Y
BIOLOGY 11	Y	Y
BIOLOGY 12	Y	Y
BUSINESS TECHNOLOGY 11		Y
CALCULUS 12		Y
CANADIAN FAMILIES 12	Y	Y
CANADIAN HISTORY 11	Y	Y
CAREER DEVELOPMENT 10	Y	Y
CAREER DEVELOPMENT 11	Y	Y
CHEMISTRY 11	Y	Y
CHEMISTRY 12	Y	Y
CHILD STUDIES 11		Y
CO_OPERATIVE EDUCATION 11	Y	Y
CO_OPERATIVE EDUCATION 12	Y	Y
CO_OPERATIVE EDUCATION 12 TWO	Y	Y
COMMUNICATIONS TECHNOLOGY 11		Y
COMMUNICATIONS TECHNOLOGY 12		Y
COMMUNITY BASED LEARNING 10	Y	Y
COMPUTER PROGRAMMING 12		Y
CONSTRUCTION TRADES 11		Y
CORE FRENCH 10	Y	
CORE FRENCH 11	Y	Y
CORE FRENCH 12	Y	Y
DESIGN 11	Y	Y
DRAMA 10	Y	Y
DROIT 12 IMM	Y	
ECONOMICS 11		Y
ECONOMICS 12		Y

School Course Comparison 2013-2014  
Course Comparison

Course Name	BJSHS	PVEC
ENERGY_POWER_TRANSPORTATION 11		Y
ENGLISH 10	Y	Y
ENGLISH 10 PLUS		Y
ENGLISH 11	Y	Y
ENGLISH 12	Y	Y
ENGLISH PRE_IB 10		Y
ENGLISH SECOND LANGUAGE 10	Y	Y
ENGLISH SECOND LANGUAGE 11	Y	Y
ENGLISH_COMMUNICATIONS 11	Y	Y
ENGLISH_COMMUNICATIONS 12	Y	Y
ENTREPRENEURSHIP 12	Y	Y
EXPLORING TECHNOLOGY 10 ACAD	Y	Y
FILM AND VIDEO PRODUCTION 12		Y
FOOD SCIENCE 12		Y
FOOD STUDIES_HOSPITALITY 12		Y
FRANCAIS IMMERSION 10	Y	Y
FRANCAIS IMMERSION 11	Y	
FRANCAIS IMMERSION 12	Y	
FRENCH PRE_IB 10		Y
GEOGRAPHY 10	Y	Y
GEOGRAPHY 11		Y
GEOLOGY 12		Y
GLOBAL GEOGRAPHY 12	Y	Y
GLOBAL HISTORY 12	Y	Y
HEALTH_HUMAN SERV 12 ACAD		Y
HISTOIRE ANCIENNE MED 10 IMM	Y	
HISTOIRE DU CANADA 11 IMM_INT	Y	
HISTOIRE PLANETAIRE 12 IMM	Y	
HISTORY 10	Y	Y
IB BIOLOGY SL 12		Y
IB CHEMISTRY 11		Y
IB CHEMISTRY HL 12		Y
IB ECONOMICS SL 12		Y
IB ENGLISH LITERATURE 11		Y
IB ENGLISH LITERATURE HL 12		Y
IB FRENCH B 11		Y
IB FRENCH B HL 12		Y
IB FRENCH B SL 12		Y
IB HISTORY 11		Y
IB HISTORY HL 12		Y
IB HISTORY SL 12		Y
IB MATHEMATICS 11		Y
IB MATHEMATICS SL 12		Y
IB PHYSICS 11		Y

School Course Comparison 2013-2014  
Course Comparison

Course Name	BJSHS	PVEC
IB PHYSICS HL 12		Y
IB PHYSICS SL 12		Y
IB THEORY OF KNOWLEDGE 11		Y
IB THEORY OF KNOWLEDGE 12		Y
IB VISUAL ARTS 11		Y
IB VISUAL ARTS SL 12		Y
LAW 12	Y	Y
LEARNING STRATEGIES 10	Y	Y
LEARNING STRATEGIES 11	Y	Y
LEARNING STRATEGIES 12	Y	Y
LIFE_WORK TRANSITION 10		Y
MATH ESSENTIALS 10	Y	Y
MATH ESSENTIALS 11	Y	Y
MATH FOR THE WORKPLACE 12	Y	
MATHEMATICS 10	Y	Y
MATHEMATICS 11	Y	Y
MATHEMATICS 12	Y	Y
MATHEMATICS AT WORK 10	Y	Y
MATHEMATICS FOUNDATIONS 11		Y
MATHEMATICS FOUNDATIONS 12		Y
MATHEMATICS PRE_IB 10		Y
MODE DE VIE ACTIF 11 IMM	Y	
MULTIMEDIA 12	Y	Y
MUSIC 10	Y	Y
MUSIC 11	Y	Y
MUSIC 12		Y
OCEANS 11	Y	Y
PHILOSOPHY 12		Y
PHYS ED LEADERSHIP 12		Y
PHYSICAL EDUCATION 10	Y	Y
PHYSICAL EDUCATION 11	Y	Y
PHYSICAL EDUCATION 12	Y	Y
PHYSICALLY ACTIVE LIVING 11	Y	Y
PHYSICS 11	Y	Y
PHYSICS 12	Y	Y
PRE_CALCULUS MATHEMATICS 12	Y	Y
PRODUCTION TECHNOLOGY 11	Y	
PRODUCTION TECHNOLOGY 12		Y
SCIENCE 10	Y	Y
SCIENCES 10 IMM	Y	
SCIENCE PRE_IB 10		Y
SKILLED TRADES 10		Y
SOCIOLOGY 12		Y
SOCIOLOGY 12 ACADEMIC	Y	Y

School Course Comparison 2013-2014  
Course Comparison

<b>Course Name</b>	<b>BSHS</b>	<b>PVEC</b>
TECHNICAL READING_ WRITING 11		Y
TOURISM 11	Y	
TRANSPORTATION TRADE 11		Y
VISUAL ARTS 10	Y	Y
VISUAL ARTS 11	Y	Y
VISUAL ARTS 12	Y	Y
WORKPLACE HEALTH_ SAFETY 11	Y	Y
YOGA 11	Y	
<b>Total # of courses offered</b>	<b>83</b>	<b>117</b>

School Course Comparison 2013-2014  
Enrolment Comparison

Course Name	BJSHS	PVEC
ADVANCED BIOLOGY 11	13	
ADVANCED CHEMISTRY 11	12	
ADVANCED ENGLISH 11	13	
ADVANCED GLOBAL GEOGRAPHY 12		84
ADVANCED GLOBAL HISTORY 12		105
ADVANCED MATHEMATICS 11	32	62
ADVANCED MATHEMATICS 12	20	77
ADVANCED VISUAL ARTS 12		1
AFRICAN CANADIAN STUDIES 11	39	46
AP BIOLOGY 12	5	
AP CALCULUS 12	4	
AP CHEMISTRY 12	5	
AP ENGLISH 12	7	
AP PHYSICS 12	7	
APPLIED TECHNOLOGY 12 IPP	2	
ART DRAMATIQUE 10 IMM	11	
AUDIO RECORDING_PRODUCTION 12		19
BIOLOGY 11	31	104
BIOLOGY 12	12	70
BUSINESS TECHNOLOGY 11		27
CALCULUS 12		36
CANADIAN FAMILIES 12	5	2
CANADIAN HISTORY 11	30	238
CAREER DEVELOPMENT 10	15	57
CAREER DEVELOPMENT 11	16	33
CHEMISTRY 11	30	115
CHEMISTRY 12	14	85
CHILD STUDIES 11		36
CO_OPERATIVE EDUCATION 11	25	22
CO_OPERATIVE EDUCATION 12	29	31
CO_OPERATIVE EDUCATION 12 TWO	19	20
COMMUNICATIONS TECHNOLOGY 11		100
COMMUNICATIONS TECHNOLOGY 12		38
COMMUNITY BASED LEARNING 10	15	19
COMPUTER PROGRAMMING 12		9
CONSTRUCTION TRADES 11		14
CORE FRENCH 10	1	
CORE FRENCH 11	2	28
CORE FRENCH 12	1	16
DESIGN 11	17	19
DRAMA 10	18	24

School Course Comparison 2013-2014  
Enrolment Comparison

Course Name	BJSHS	PVEC
DROIT 12 IMM	7	
ECONOMICS 11		27
ECONOMICS 12		16
ENERGY_POWER_TRANSPORTATION 11		18
ENGLISH 10	88	193
ENGLISH 10 PLUS		24
ENGLISH 11	51	171
ENGLISH 12	39	178
ENGLISH PRE_IB 10		53
ENGLISH SECOND LANGUAGE 10	7	7
ENGLISH SECOND LANGUAGE 11	3	5
ENGLISH_COMMUNICATIONS 11	12	54
ENGLISH_COMMUNICATIONS 12	9	61
ENTREPRENEURSHIP 12	11	14
EXPLORING TECHNOLOGY 10 ACAD	40	26
FILM AND VIDEO PRODUCTION 12		29
FOOD SCIENCE 12		53
FOOD STUDIES_HOSPITALITY 12		44
FRANCAIS IMMERSION 10	11	14
FRANCAIS IMMERSION 11	14	
FRANCAIS IMMERSION 12	7	
FRENCH PRE_IB 10		32
GEOGRAPHY 10	25	39
GEOGRAPHY 11		15
GEOLOGY 12		19
GLOBAL GEOGRAPHY 12	11	24
GLOBAL HISTORY 12	45	43
HEALTH_HUMAN SERV 12 ACAD		36
HISTOIRE ANCIENNE MED 10 IMM	11	
HISTOIRE DU CANADA 11 IMM_INT	14	
HISTOIRE PLANETAIRE 12 IMM	7	
HISTORY 10	12	54
IB BIOLOGY SL 12		28
IB CHEMISTRY 11		21
IB CHEMISTRY HL 12		32
IB ECONOMICS SL 12		30
IB ENGLISH LITERATURE 11		47
IB ENGLISH LITERATURE HL 12		32
IB FRENCH B 11		22
IB FRENCH B HL 12		9
IB FRENCH B SL 12		13

School Course Comparison 2013-2014  
Enrolment Comparison

Course Name	BJSHS	PVEC
IB HISTORY 11		15
IB HISTORY HL 12		22
IB HISTORY SL 12		1
IB MATHEMATICS 11		45
IB MATHEMATICS SL 12		30
IB PHYSICS 11		28
IB PHYSICS HL 12		10
IB PHYSICS SL 12		2
IB THEORY OF KNOWLEDGE 11		8
IB THEORY OF KNOWLEDGE 12		16
IB VISUAL ARTS 11		13
IB VISUAL ARTS SL 12		10
LAW 12	17	51
LEARNING STRATEGIES 10	17	29
LEARNING STRATEGIES 11	6	11
LEARNING STRATEGIES 12	4	12
LIFE_WORK TRANSITION 10		9
MATH ESSENTIALS 10	19	44
MATH ESSENTIALS 11	9	47
MATH FOR THE WORKPLACE 12	2	
MATHEMATICS 10	58	96
MATHEMATICS 11	40	65
MATHEMATICS 12	24	72
MATHEMATICS AT WORK 10	8	38
MATHEMATICS FOUNDATIONS 11		36
MATHEMATICS FOUNDATIONS 12		23
MATHEMATICS PRE_IB 10		65
MODE DE VIE ACTIF 11 IMM	27	
MULTIMEDIA 12	21	1
MUSIC 10	1	61
MUSIC 11	2	33
MUSIC 12		25
OCEANS 11	22	78
PHILOSOPHY 12		24
PHYS ED LEADERSHIP 12		14
PHYSICAL EDUCATION 10	14	190
PHYSICAL EDUCATION 11	9	44
PHYSICAL EDUCATION 12	7	28
PHYSICALLY ACTIVE LIVING 11	21	44
PHYSICS 11	13	92
PHYSICS 12	9	64

School Course Comparison 2013-2014  
Enrolment Comparison

<b>Course Name</b>	<b>BJSHS</b>	<b>PVEC</b>
PRE_CALCULUS MATHEMATICS 12	8	58
PRODUCTION TECHNOLOGY 11	14	
PRODUCTION TECHNOLOGY 12		32
SCIENCE 10	73	184
SCIENCES 10 IMM	11	
SCIENCE PRE_IB 10		59
SKILLED TRADES 10		56
SOCIOLOGY 12		34
SOCIOLOGY 12 ACADEMIC	25	97
TECHNICAL READING_WRITING 11		15
TOURISM 11	2	
TRANSPORTATION TRADE 11		16
VISUAL ARTS 10	43	166
VISUAL ARTS 11	9	27
VISUAL ARTS 12	7	19
WORKPLACE HEALTH_SAFETY 11	16	34
YOGA 11	42	

School Course Comparison 2012-2013  
Course Comparison

Course Name	BJSHS	PVEC
ACCOUNTING 11 ACADEMIC		Y
ACCOUNTING 12 ACADEMIC	Y	
ADVANCED BIOLOGY 11	Y	
ADVANCED CHEMISTRY 11	Y	
ADVANCED ENGLISH 11	Y	
ADVANCED GLOBAL GEOGRAPHY 12		Y
ADVANCED GLOBAL HISTORY 12		Y
ADVANCED MATHEMATICS 11	Y	Y
ADVANCED MATHEMATICS 12	Y	Y
ADVANCED PHYSICS 11	Y	
ADVANCED VISUAL ARTS 11		Y
AFRICAN CANADIAN STUDIES 11	Y	Y
AGRICULTURE_AGRIFOOD 11 IPP	Y	
AP BIOLOGY 12	Y	
AP CALCULUS 12	Y	
AP CHEMISTRY 12	Y	
AP ENGLISH 12	Y	
AP FRANCAIS 12 IMM	Y	
AP PHYSICS 12	Y	
APPLIED NETWORKING TECHNLOGY 11		Y
APPLIED SCIENCE 10 IPP		Y
APPLIED TECHNOLOGY 10 IPP		Y
APPLIED TECHNOLOGY 11 IPP		Y
APPLIED TECHNOLOGY 12 IPP		Y
ART DRAMATIQUE 10 IMM	Y	
AUDIO RECORDING_PRODUCTION 12		Y
BIOLOGY 11	Y	Y
BIOLOGY 12	Y	Y
BUSINESS MANAGEMENT 12		Y
BUSINESS TECHNOLOGY 11		Y
CALCULUS 12	Y	Y
CANADIAN HISTORY 11	Y	Y
CAREER DEVELOPMENT 10	Y	Y
CAREER DEVELOPMENT 11	Y	Y
CHEMISTRY 11	Y	Y
CHEMISTRY 12	Y	Y
CHILD STUDIES 11		Y
CO_OPERATIVE EDUCATION 11	Y	Y
CO_OPERATIVE EDUCATION 12	Y	Y
CO_OPERATIVE EDUCATION 12 TWO	Y	Y
CO_OPERATIVE EDUCATION12 THREE	Y	



School Course Comparison 2012-2013  
Course Comparison

Course Name	BJSHS	PVEC
COMMUNICATIONS TECHNOLOGY 11		Y
COMMUNICATIONS TECHNOLOGY 12		Y
COMMUNICATIONS TECH 12 IPP	Y	
COMMUNITY BASED LEARNING 10	Y	Y
COMPUTER PROGRAMMING 12		Y
CONSTRUCTION TRADES 11		Y
CORE FRENCH 10	Y	Y
CORE FRENCH 11	Y	Y
CORE FRENCH 12		Y
DAILY LIVING SKILLS 10 IPP	Y	Y
DAILY LIVING SKILLS 11 IPP		Y
DAILY LIVING SKILLS 12 IPP		Y
DESIGN 11	Y	Y
DRAMA 10	Y	Y
DRAMA 12 THEATRE ARTS		Y
DROIT 12 IMM	Y	
ECONOMICS 11		Y
ECONOMICS 12		Y
ENERGY_POWER_TRANSPORTATION 11		Y
ENGLISH 10	Y	Y
ENGLISH 10 PLUS		Y
ENGLISH 11	Y	Y
ENGLISH 12	Y	Y
ENGLISH 12 AFRICAN HERITAGE		Y
ENGLISH COMMUNICATIONS 11 IPP		Y
ENGLISH COMMUNICATIONS 12 IPP	Y	Y
ENGLISH PRE_IB 10		Y
ENGLISH SECOND LANGUAGE 10	Y	Y
ENGLISH SECOND LANGUAGE 11	Y	Y
ENGLISH_COMMUNICATIONS 11	Y	Y
ENGLISH_COMMUNICATIONS 12	Y	Y
ENTREPRENEURSHIP 12	Y	Y
EXPLORING TECHNOLOGY 10 ACAD	Y	Y
FILM AND VIDEO PRODUCTION 12		Y
FITNESS LEADERSHIP 11		Y
FOOD SCIENCE 12		Y
FOOD STUDIES_HOSPITALITY 12		Y
FRANCAIS IMMERSION 10	Y	
FRANCAIS IMMERSION 11	Y	Y
FRANCAIS IMMERSION 12	Y	Y
FRENCH PRE_IB 10		Y



School Course Comparison 2012-2013  
Course Comparison

Course Name	BJSHS	PVEC
GEOGRAPHY 10	Y	Y
GEOGRAPHY 11		Y
GEOGRAPHY OF NOVA SCOTIA 12IPP		Y
GEOLOGY 12		Y
GLOBAL GEOGRAPHY 12	Y	Y
GLOBAL HISTORY 12	Y	Y
HEALTHY LIVING SKILLS 12 IPP	Y	
HEALTH_HUMAN SERV 12 ACAD		Y
HISTOIRE ANCIENNE MED 10 IMM	Y	
HISTOIRE DU CANADA 11 IMM_INT	Y	
HISTOIRE PLANETAIRE 12 IMM	Y	
HISTORY 10	Y	Y
HISTORY PRE_IB 10		Y
HUMAN BIOLOGY 11 IPP	Y	
IB BIOLOGY SL 12		Y
IB CHEMISTRY 11		Y
IB CHEMISTRY HL 12		Y
IB ECONOMICS SL 12		Y
IB ENGLISH LITERATURE 11		Y
IB ENGLISH LITERATURE HL 12		Y
IB FRENCH B 11		Y
IB FRENCH B HL 12		Y
IB FRENCH B SL 12		Y
IB HISTORY 11		Y
IB HISTORY HL 12		Y
IB MATHEMATICS 11		Y
IB MATHEMATICS SL 12		Y
IB MUSIC SL 12		Y
IB PHYSICS 11		Y
IB PHYSICS HL 12		Y
IB THEORY OF KNOWLEDGE 11		Y
IB THEORY OF KNOWLEDGE 12		Y
IB VISUAL ARTS 11		Y
IB VISUAL ARTS SL 12		Y
LAW 12	Y	Y
LEARNING STRATEGIES 10	Y	Y
LEARNING STRATEGIES 11	Y	Y
LEARNING STRATEGIES 12	Y	Y
LIFE SCIENCE 11 IPP		Y
LIFE SCIENCE 12 IPP		Y
LIFE_WORK TRANSITION 10		Y



School Course Comparison 2012-2013  
Course Comparison

Course Name	BJSHS	PVEC
MATH ESSENTIALS 10	Y	Y
MATH ESSENTIALS 11	Y	Y
MATH FOR THE WORKPLACE 12	Y	
MATHEMATICS 10	Y	Y
MATHEMATICS 11	Y	Y
MATHEMATICS 12	Y	Y
MATHEMATICS FOUNDATIONS 10		Y
MATHEMATICS FOUNDATIONS 11		Y
MATHEMATICS FOUNDATIONS 12		Y
MATHEMATICS PRE_IB 10		Y
MULTIMEDIA 12	Y	
MUSIC 10	Y	Y
MUSIC 11	Y	Y
MUSIC 12	Y	Y
OCEANS 11	Y	Y
PHILOSOPHY 12		Y
PHYS ED LEADERSHIP 12	Y	Y
PHYSICAL EDUCATION 10	Y	Y
PHYSICAL EDUCATION 11	Y	Y
PHYSICAL EDUCATION 12		Y
PHYSICALLY ACTIVE LIVING 11	Y	Y
PHYSICS 11	Y	Y
PHYSICS 12	Y	Y
PRE_CALCULUS MATHEMATICS 12	Y	Y
PRODUCTION TECHNOLOGY 11	Y	Y
PRODUCTION TECHNOLOGY 12	Y	Y
SAFE_HEALTHY ENVIRONMENT 12IPP	Y	
SCIENCE 10	Y	Y
SCIENCES 10 IMM	Y	
SCIENCE PRE_IB 10		Y
SOCIAL COMMUNICATION 12 IPP	Y	
SKILLED TRADES 10		Y
SKILLED TRADES 12 CO_OP1		Y
SOCIOLOGY 12		Y
SOCIOLOGY 12 ACADEMIC	Y	Y
TECHNICAL READING_WRITING 11		Y
TOURISM 11		Y
TRANSPORTATION TRADE 11		Y
VISUAL ARTS 10	Y	Y
VISUAL ARTS 11	Y	Y
VISUAL ARTS 12	Y	Y



School Course Comparison 2012-2013  
Course Comparison

<b>Course Name</b>	<b>BJSHS</b>	<b>PVEC</b>
WORKPLACE HEALTH_SAFETY 11	Y	Y
YOGA 11	Y	Y
<b>Total # of courses offered</b>	<b>92</b>	<b>139</b>



School Course Comparison 2012-2013  
Enrolment Comparison

Course Name	BJSHS	PVEC
ACCOUNTING 11 ACADEMIC		10
ACCOUNTING 12 ACADEMIC	1	
ADVANCED BIOLOGY 11	10	
ADVANCED CHEMISTRY 11	10	
ADVANCED ENGLISH 11	12	
ADVANCED GLOBAL GEOGRAPHY 12		72
ADVANCED GLOBAL HISTORY 12		111
ADVANCED MATHEMATICS 11	25	79
ADVANCED MATHEMATICS 12	21	62
ADVANCED PHYSICS 11	17	
ADVANCED VISUAL ARTS 11		2
AFRICAN CANADIAN STUDIES 11	49	53
AGRICULTURE_AGRIFOOD 11 IPP	2	
AP BIOLOGY 12	5	
AP CALCULUS 12	5	
AP CHEMISTRY 12	4	
AP ENGLISH 12	9	
AP FRANCAIS 12 IMM	2	
AP PHYSICS 12	6	
APPLIED NETWORKING TECHNLOGY 11		12
APPLIED SCIENCE 10 IPP		2
APPLIED TECHNOLOGY 10 IPP		2
APPLIED TECHNOLOGY 11 IPP		2
APPLIED TECHNOLOGY 12 IPP		1
ART DRAMATIQUE 10 IMM	19	
AUDIO RECORDING_PRODUCTION 12		12
BIOLOGY 11	25	108
BIOLOGY 12	25	69
BUSINESS MANAGEMENT 12		6
BUSINESS TECHNOLOGY 11		36
CALCULUS 12	2	47
CANADIAN HISTORY 11	24	185
CAREER DEVELOPMENT 10	10	58
CAREER DEVELOPMENT 11	11	31
CHEMISTRY 11	27	50
CHEMISTRY 12	21	82
CHILD STUDIES 11		36
CO_OPERATIVE EDUCATION 11	22	20
CO_OPERATIVE EDUCATION 12	16	27
CO_OPERATIVE EDUCATION 12 TWO	13	2
CO_OPERATIVE EDUCATION12 THREE	1	

School Course Comparison 2012-2013  
Enrolment Comparison

<b>Course Name</b>	<b>BJSHS</b>	<b>PVEC</b>
COMMUNICATIONS TECHNOLOGY 11		142
COMMUNICATIONS TECHNOLOGY 12		31
COMMUNICATIONS TECH 12 IPP	2	
COMMUNITY BASED LEARNING 10	17	19
COMPUTER PROGRAMMING 12		12
CONSTRUCTION TRADES 11		6
CORE FRENCH 10	5	37
CORE FRENCH 11	1	25
CORE FRENCH 12		11
DAILY LIVING SKILLS 10 IPP	22	4
DAILY LIVING SKILLS 11 IPP		2
DAILY LIVING SKILLS 12 IPP		1
DESIGN 11	21	9
DRAMA 10	2	35
DRAMA 12 THEATRE ARTS		16
DROIT 12 IMM	21	
ECONOMICS 11		29
ECONOMICS 12		14
ENERGY_POWER_TRANSPORTATION 11		9
ENGLISH 10	43	180
ENGLISH 10 PLUS		25
ENGLISH 11	49	172
ENGLISH 12	25	161
ENGLISH 12 AFRICAN HERITAGE		13
ENGLISH COMMUNICATIONS 11 IPP		2
ENGLISH COMMUNICATIONS 12 IPP	1	5
ENGLISH PRE_IB 10		42
ENGLISH SECOND LANGUAGE 10	9	4
ENGLISH SECOND LANGUAGE 11	20	4
ENGLISH_COMMUNICATIONS 11	3	24
ENGLISH_COMMUNICATIONS 12	29	53
ENTREPRENEURSHIP 12	33	11
EXPLORING TECHNOLOGY 10 ACAD	9	45
FILM AND VIDEO PRODUCTION 12		7
FITNESS LEADERSHIP 11		9
FOOD SCIENCE 12		82
FOOD STUDIES_HOSPITALITY 12		38
FRANCAIS IMMERSION 10	1	
FRANCAIS IMMERSION 11	10	1
FRANCAIS IMMERSION 12	24	1
FRENCH PRE_IB 10		28

School Course Comparison 2012-2013  
Enrolment Comparison

<b>Course Name</b>	<b>BJSHS</b>	<b>PVEC</b>
GEOGRAPHY 10	16	39
GEOGRAPHY 11		14
GEOGRAPHY OF NOVA SCOTIA 12IPP		6
GEOLOGY 12		9
GLOBAL GEOGRAPHY 12	1	21
GLOBAL HISTORY 12	22	50
HEALTHY LIVING SKILLS 12 IPP	21	
HEALTH_HUMAN SERV 12 ACAD		25
HISTOIRE ANCIENNE MED 10 IMM	21	
HISTOIRE DU CANADA 11 IMM_INT	2	
HISTOIRE PLANETAIRE 12 IMM	21	
HISTORY 10	19	49
HISTORY PRE_IB 10		17
HUMAN BIOLOGY 11 IPP	21	
IB BIOLOGY SL 12		34
IB CHEMISTRY 11		34
IB CHEMISTRY HL 12		28
IB ECONOMICS SL 12		31
IB ENGLISH LITERATURE 11		85
IB ENGLISH LITERATURE HL 12		23
IB FRENCH B 11		28
IB FRENCH B HL 12		13
IB FRENCH B SL 12		8
IB HISTORY 11		14
IB HISTORY HL 12		19
IB MATHEMATICS 11		44
IB MATHEMATICS SL 12		30
IB MUSIC SL 12		10
IB PHYSICS 11		26
IB PHYSICS HL 12		9
IB THEORY OF KNOWLEDGE 11		17
IB THEORY OF KNOWLEDGE 12		9
IB VISUAL ARTS 11		20
IB VISUAL ARTS SL 12		5
LAW 12	17	72
LEARNING STRATEGIES 10	3	36
LEARNING STRATEGIES 11	2	42
LEARNING STRATEGIES 12	24	25
LIFE SCIENCE 11 IPP		3
LIFE SCIENCE 12 IPP		3
LIFE_WORK TRANSITION 10		9

School Course Comparison 2012-2013  
Enrolment Comparison

Course Name	BJSHS	PVEC
MATH ESSENTIALS 10	3	43
MATH ESSENTIALS 11	2	39
MATH FOR THE WORKPLACE 12	24	
MATHEMATICS 10	5	120
MATHEMATICS 11	16	76
MATHEMATICS 12	11	80
MATHEMATICS FOUNDATIONS 10		40
MATHEMATICS FOUNDATIONS 11		41
MATHEMATICS FOUNDATIONS 12		26
MATHEMATICS PRE_IB 10		61
MULTIMEDIA 12	16	
MUSIC 10	17	62
MUSIC 11	17	39
MUSIC 12	22	15
OCEANS 11	21	43
PHILOSOPHY 12		28
PHYS ED LEADERSHIP 12	21	13
PHYSICAL EDUCATION 10	2	120
PHYSICAL EDUCATION 11	21	53
PHYSICAL EDUCATION 12		18
PHYSICALLY ACTIVE LIVING 11	19	51
PHYSICS 11	21	93
PHYSICS 12	17	58
PRE_CALCULUS MATHEMATICS 12	29	56
PRODUCTION TECHNOLOGY 11	25	2
PRODUCTION TECHNOLOGY 12	24	28
SAFE_HEALTHY ENVIRONMENT 12IPP	14	
SCIENCE 10	25	169
SCIENCES 10 IMM	18	
SCIENCE PRE_IB 10		54
SOCIAL COMMUNICATION 12 IPP	7	
SKILLED TRADES 10		67
SKILLED TRADES 12 CO_OP1		1
SOCIOLOGY 12		24
SOCIOLOGY 12 ACADEMIC	27	82
TECHNICAL READING_WRITING 11		13
TOURISM 11		7
TRANSPORTATION TRADE 11		8
VISUAL ARTS 10	47	155
VISUAL ARTS 11	15	55
VISUAL ARTS 12	28	24

School Course Comparison 2012-2013  
Enrolment Comparison

<b>Course Name</b>	<b>BJSHS</b>	<b>PVEC</b>
WORKPLACE HEALTH_SAFETY 11	21	31
YOGA 11	23	83



Combined Classes 2015-2016  
Combined classes at BJSHS 15-16

<b>Term</b>	<b>Course 1</b>	<b>Course 2</b>	<b>Total</b>
S2	ENGLISH COMMUNICATIONS 1	ENGLISH COMMUNICATIONS 1	19
S1	VISUAL ARTS 11	VISUAL ARTS 12	21
S2	FRANCAIS IMMERSION 11	FRANCAIS IMMERSION 12	17
S2	PHYSICAL EDUCATION 11	PHYSICAL EDUCATION 12	26
S2	CHEMISTRY 12	ADVANCED CHEMISTRY 12	22



Combined Classes 2015-2016  
 Combined Classes at PVEC 15-16

Term	Course Name	Course 2	Course 3	Total
S1	CORE FRENCH 11	IB FRENCH 11		19
15-16	FRANCAIS IMMERSION 12	IB FRENCH 12 HL		6
15-16	FRANCAIS IMMERSION 12	IB FRENCH 12 SL		19
15-16	MUSIC 10 BAND	MUSIC 11 BAND	MUSIC 12 BAND	41
S1	LEARNING STRATEGIES 10	LEARNING STRATEGIES 11	LEARNING STRATEGIES 12	8
S1	LEARNING STRATEGIES 10	LEARNING STRATEGIES 11	LEARNING STRATEGIES 12	10
S1	LEARNING STRATEGIES 10	LEARNING STRATEGIES 11	LEARNING STRATEGIES 12	12



Combined Classes 2014-2015  
 Combined Classes at BJSHS 14-15

<b>Term</b>	<b>Course Name</b>	<b>Course 2</b>	<b>Course 3</b>	<b>Total</b>
S2	LEARNING STRATEGIES 10	LEARNING STRATEGIES 11		3
S1	LEARNING STRATEGIES 10	LEARNING STRATEGIES 11	LEARNING STRATEGIES 12	4
14-15	ENGLISH SECOND LANGUAGE 1	ENGLISH SECOND LANGUAGE 11		9
14-15	VISUAL ARTS 11	VISUAL ARTS 12		8
14-15	AP FRANCAIS 12	FRANCAIS IMMERSION 12		13
S1	LEARNING STRATEGIES 10	LEARNING STRATEGIES 11	LEARNING STRATEGIES 12	16
S1	PRODUCTION TECHNOLOGY 11	PRODUCTION TECHNOLOGY 12		13
S1	PHYSICAL EDUCATION 11	PHYSICAL EDUCATION 12		18



Combined Classes 2014-2015  
 Combined Classes at PVEC 14-15

<b>Term</b>	<b>Course Name</b>	<b>Course 2</b>	<b>Course 3</b>	<b>Total</b>
14-15	LEARNING STRATEGIES 10	LEARNING STRATEGIES 11	LEARNING STRATEGIES 12	8
S2	LEARNING STRATEGIES 11	LEARNING STRATEGIES 12		5
S2	LEARNING STRATEGIES 11	LEARNING STRATEGIES 12		7
S1	LEARNING STRATEGIES 11	LEARNING STRATEGIES 12		4
S2	LEARNING STRATEGIES 11	LEARNING STRATEGIES 12		6
S2	VISUAL ARTS 10	VISUAL ARTS 12		16
S1	ENGLISH SECOND LANGUAGE 1	ENGLISH SECOND LANGUAGE 11		9
S2	CORE FRENCH 11	CORE FRENCH 12		14
14-15	MUSIC 10 BAND	MUSIC 11 BAND	MUSIC 12 BAND	44



Combined Classes 2013-2014  
 Combined Classes at BJSHS 13-14

<b>Term</b>	<b>Course Name</b>	<b>Course 2</b>	<b>Course 3</b>	<b>Total</b>
13-14	LEARNING STRATEGIES 10	LEARNING STRATEGIES 11		5
13-14	LEARNING STRATEGIES 11	LEARNING STRATEGIES 12		4
S1	ENGLISH COMMUNICATIONS 11	ENGLISH COMMUNICATIONS 12		20
S2	LEARNING STRATEGIES 10	LEARNING STRATEGIES 11		2
13-14	ENGLISH SECOND LANGUAGE 11	ENGLISH SECOND LANGUAGE 11		10
13-14	VISUAL ARTS 11	VISUAL ARTS 12		4
S1	MATH ESSENTIALS 11	MATH FOR THE WORKPLACE 12		11
S1	MUSIC 10	MUSIC 11		3
S1	CORE FRENCH 10	CORE FRENCH 11	CORE FRENCH 12	4
S1	PHYSICAL EDUCATION 11	PHYSICAL EDUCATION 12		16



Combined Classes 2013-2014  
Combined Classes at PVEC 13-14

<b>Term</b>	<b>Course Name</b>	<b>Course 2</b>	<b>Course 3</b>	<b>Total</b>
S2	LEARNING STRATEGIES 10	LEARNING STRATEGIES 11		5
S2	LEARNING STRATEGIES 10	LEARNING STRATEGIES 11	LEARNING STRATEGIES 12	12
S1	LEARNING STRATEGIES 10	LEARNING STRATEGIES 11	LEARNING STRATEGIES 12	14
S2	LEARNING STRATEGIES 10	LEARNING STRATEGIES 11	LEARNING STRATEGIES 12	13
S1	LEARNING STRATEGIES 10	LEARNING STRATEGIES 11	LEARNING STRATEGIES 12	3
13-14	MUSIC 10 BAND	MUSIC 11 BAND	MUSIC 12 BAND	40



Combined Classes 2012-2013  
Combined Classes at BJSHS 12-13

<b>Term</b>	<b>Course Name</b>	<b>Course 2</b>	<b>Course 3</b>	<b>Total</b>
12-13	LEARNING STRATEGIES 10	LEARNING STRATEGIES 11	LEARNING STRATEGIES 12	9
12-13	ESL 10	ESL 11		9
S1	MUSIC 10	MUSIC 11	MUSIC 12	8
S1	CORE FRENCH 10	CORE FRENCH 11		6



Combined Classes 2012-2013  
 Combined Classes at PVEC 12-13

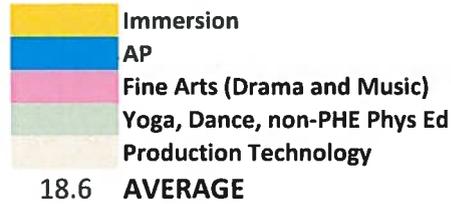
<b>Term</b>	<b>Course Name</b>	<b>Course 2</b>	<b>Course 3</b>	<b>Total</b>
S2	VISUAL ARTS 11	VISUAL ARTS 12		10
S1	LEARNING STRATEGIES 11	LEARNING STRATEGIES 12		15
S1	LEARNING STRATEGIES 11	LEARNING STRATEGIES 12		4
S1	LEARNING STRATEGIES 11	LEARNING STRATEGIES 12		17
S1	LEARNING STRATEGIES 10	LEARNING STRATEGIES 11	LEARNING STRATEGIES 12	10
S2	LEARNING STRATEGIES 10	LEARNING STRATEGIES 11	LEARNING STRATEGIES 12	18
S2	LEARNING STRATEGIES 10	LEARNING STRATEGIES 11	LEARNING STRATEGIES 12	12
S1	MATHEMATICS FND 11	MATH ESSENTIALS 11		20
12-13	MUSIC 10 BAND	MUSIC 11 BAND	MUSIC 12 BAND	47
S1	FRANCAIS IMMERSION 11	IB FRENCH 11		16
12-13	FRANCAIS IMMERSION 12	IB FRENCH 12 HL		14
S2	ADVANCED GLOBAL HIST 12	GLOBAL HISTORY 12		23
S1	ADVANCED GLOBAL HIST 12	GLOBAL HISTORY 12		24
12-13	VISUAL ARTS 12	IB VISUAL ARTS 12		7



Class Size 2015-2016 BJSHS  
BJSHS

Term	Courses	Type	Total
Sem 1	MT11	-	36
Sem 2	LAW12Y11	-	33
15-16	ENG11	-	32
Sem 1	ENG12	-	29
Sem 1	HGS12	-	29
Sem 2	ENG11	-	28
Sem 2	MT12	-	28
Sem 2	PCAL11	-	28
Sem 1	GG512	-	28
Sem 2	OCN11Y11	-	28
Sem 2	SCI10	-	27
15-16	MT10	-	27
Sem 2	ENG12	-	26
15-16	MT10	-	26
Sem 1	BIOL12	-	26
Sem 2	PHE11,PHE12	-	26
Sem 1	SCI10	-	25
Sem 1	PCAL1512	-	25
Sem 1	ENG10	-	24
Sem 2	VISART10	-	24
15-16	ENT12	-	24
15-16	EXT10AC	-	24
Sem 1	CHE1511	-	24
Sem 1	ACS11	-	23
Sem 2	CHE1512,CHE1512AD	-	23
15-16	HSP12IM	-	22
Sem 2	ENG10	-	21
Sem 1	SOC12AC	-	21
Sem 1	VISART11,VISART12	-	21
Sem 2	CHS11	-	21
Sem 1	MTHE10	-	19
Sem 2	PHY11	-	19
Sem 2	ECM11,ECM12	-	19
Sem 2	BIOL11	-	19
Sem 2	ACS11	-	19
Sem 1	CHE1512	-	19
Sem 2	CDV11O2	-	18
Sem 1	ENG10	-	18
Sem 2	MM12	-	18
Sem 1	VISART10	-	18
Sem 1	WRKHS11O2	-	18
15-16	MT11	-	18
15-16	HGS12	-	18
Sem 1	MTW11	-	17
15-16	DES11	-	17
Sem 2	SOC12AC	-	16
Sem 2	CAL12	-	16
Sem 1	HIST10	-	16
15-16	CBL10O2,CD10O2	-	15
Sem 2	FR10IM,FR11IM	-	15
Sem 2	CHS11	-	15
Sem 1	DAN11	-	14
Sem 2	YOGA11	-	14
Sem 2	CHE1511	-	14

\* All based on 2015-2016 Data as of January 2016



**Question: If it were necessary to cut 2.0 FTEs (teachers) due to loss of equity\* staffing and budget constraints, where would we find this in terms of the loss of High School sections? At BJSHS, 2.0 FTEs = 14 High School Sections We have highlighted in COLOUR, 22 sections. With the loss of 2.0 FTEs, 14 of these sections would NOT exist. When making decisions around eliminating course sections, there is less flexibility to cut those that are part of a specific program, like FI or AP. NOTE: There is little flexibility at Grades 7-9 to reduce staff, due to the nature of the NS Public School Program.**

Junior High Homerooms

	Grade 6	Grade 7	Grade 8	Grade 9
	21*	20	21	21
	21*	18	14	21
	29* IMM	26 IMM	22 IMM	14 IMM
		19		20
<b>Total</b>	<b>71</b>	<b>83</b>	<b>57</b>	<b>76</b>

\* - Projected based on BES 2015-2016

Class Size 2015-2016 BJSHS  
BJSHS

Term	Courses	Type	Total		
15-16	FR12APIM	-	13	* All based on 2015-2016 Data as of January 2016	
Sem 1	MVA11	-	13		
Sem 1	BIOL11	-	13		
15-16	ENG12AP	-	12		
15-16	PHY12,PHYS12AD	-	13		
Sem 2	DAN12	-	12		
Sem 1	PDT11	-	12		
Sem 1	PHL12	-	11		14 sections
Sem 2	PHE10	-	11		
15-16	CHE1511AD	-	11		
Sem 1	ENG11ADV	-	10		
15-16	PHY11AD	-	10		
Sem 2	PDT12	-	10		
Sem 1	DRA10	-	9		
15-16	MUSIC10	-	9		
15-16	SCS10IM	-	8		
15-16	PHEAL11	-	8		
Sem 2	DRA10	-	7		
Sem 1	YOGA11	-	5		
15-16	BIO12AP	-	4		
Sem 1	BIOL11AD	-	3		

Class Size 2015-2016 PVEC  
PVEC

Term	Courses	Type	Total
15-16	MUS10B,MUS11B,MUS12B	-	42
Sem 1	SCI10PRE	-	36
Sem 2	ENG12	-	35
Sem 1	ENG12	-	35
Sem 2	VISART10	-	35
Sem 1	ENG12	-	34
Sem 1	MT11	PC	33
Sem 1	PHE10	-	33
Sem 2	BIOL12	-	33
Sem 1	ENG10	-	33
Sem 2	ENG11	-	33
15-16	MT10	-	33
Sem 2	ENG12	-	32
Sem 2	BIOL12	-	32
Sem 2	ENG10	-	32
Sem 1	HGS12AD	-	32
Sem 1	MT11	PC	31
Sem 2	PHE10G	-	31
Sem 2	HIS10PRE	-	31
Sem 1	CHS11	-	31
Sem 2	BIOL11	-	30
Sem 2	PHEAL11	-	30
Sem 1	BIOL11	-	30
15-16	MT10	-	30
Sem 2	MT11	-	30
Sem 1	LAW12Y11	-	30
Sem 1	CHS11	-	30
Sem 2	SCI10	-	30
Sem 1	MT12	-	30
Sem 2	CHE1511	-	29
15-16	MTH10PRIB	-	29
Sem 2	MT11	-	29
Sem 2	SOC12AC	-	29
Sem 1	LAW12Y11	-	29
Sem 1	ENG11	-	29
Sem 1	SCI10	-	29
Sem 1	PHE10G	-	29
Sem 2	CMT11AC	-	29
Sem 1	ACS11	-	29
Sem 1	PHY11	-	29
Sem 2	CHE1512	-	28
Sem 2	FREPREIB10	-	28
Sem 1	SCI10	-	28
Sem 2	GG12AD	-	28
Sem 1	CHS11	-	28
Sem 1	MUSIC10	-	28
Sem 1	BIOL11	-	28
Sem 1	ENG10PRE	-	28
Sem 2	SCI10	-	28
Sem 2	PCAL11	-	27
Sem 2	PHE10	-	27
Sem 1	SOC12AC	-	27

\* All based on 2015-2016 Data as of January 2016

	IB
	Skilled Trades (ceiling of 16 per section)
	STEP (Suggested ratio is 1:15, two cohorts)
	French Immersion
	Scheduling Issues (Multiple Sections)

### 21.1 AVERAGE

**Question: If it were necessary to cut 3.0 FTEs (teachers) due to declining enrolments and budget constraints, where would we find these in terms of the loss of High School sections?**

**At PVEC, 3.0 FTEs = 19.5 High School Sections**

**Of the 62 sections we have highlighted in COLOUR, 42 of those sections are less than 18 students. With the loss of 3.0 FTEs, 19.5 of these sections would NOT exist.**

**When making decisions around eliminating course sections, there is less flexibility to cut those that are part of a specific program, like IB, Skilled Trades, and STEP (Skilled Trades Exploration Program).**

Class Size 2015-2016 PVEC  
PVEC

Term	Courses	Type	Total
Sem 1	ENG10	-	27
Sem 2	ENG11	-	27
Sem 1	ACS11	-	27
Sem 2	PCAL11	-	26
Sem 1	HLHM12AC	-	26
Sem 1	PHE11	-	26
Sem 1	PHE10	-	25
Sem 1	PCAL1512	-	25
Sem 2	CHE1511	-	25
Sem 2	HGS12AD	-	25
Sem 2	BIOL11	-	25
Sem 2	VISART11	-	25
15-16	MT10	-	25
Sem 1	HGS12	-	25
Sem 2	PHY12	-	24
Sem 2	IBHIST11,HIST11	-	25
Sem 1	ECM12	-	24
Sem 2	SCI10	-	24
Sem 1	IBMATH11	-	24
Sem 1	PCAL1512	-	24
Sem 1	MUSIC10	-	24
Sem 1	ENG10,ENG10IP	-	24
Sem 1	VISART10	-	24
Sem 1	DES11	-	24
Sem 2	CHS11	-	23
Sem 1	CHE1511	-	23
Sem 1	CMT11AC	-	23
Sem 1	VISART10	-	23
15-16	IBCHE12HL	-	23
Sem 1	PHY12	-	23
Sem 2	CHE1512	-	22
Sem 2	OCN11Y11	-	22
Sem 2	SOCOP12	-	22
Sem 1	ECM11,ECM11IP	-	22
Sem 2	CMT11AC	-	22
Sem 1	IBMATH11	-	22
Sem 2	MUSIC11	-	22
Sem 2	CAL12	-	22
Sem 2	HIST10	-	22
Sem 1	OCN11Y11,OCNS11IP	-	22
Sem 1	PHEAL11	-	22
Sem 2	CMT11AC	-	22
Sem 1	FDSCI12	-	22
Sem 2	SOC12AC	-	22
Sem 2	FDHOSP12	-	21
Sem 1	GEOL12	-	21
Sem 2	PHY11	-	21
Sem 2	ENG11	-	21
Sem 1	IBCHE11	-	21
Sem 2	PHE11	-	21
Sem 2	ENG10	-	21
Sem 2	CMT12AC	-	21

\* All based on 2015-2016 Data as of January 2016

Class Size 2015-2016 PVEC  
PVEC

Term	Courses	Type	Total
Sem 2	MTW10	-	21
Sem 1	PHY11	-	21
Sem 2	CD10	-	20
Sem 2	ENG11	-	20
Sem 2	PHE12	-	20
Sem 1	MT12	-	20
Sem 2	CAL12	-	20
Sem 1	FVP12	-	20
Sem 2	MTW12	-	20
Sem 1	CHLDST11	-	20
Sem 1	FR11,IBFR11	-	19
15-16	FR12IM,IBFRSL12	-	19
15-16	IBENG11	-	19
Sem 1	CHE1511	-	19
Sem 2	ENG11	-	19
Sem 2	DRA10	-	19
Sem 1	CD10O2	-	19
Sem 2	MT12	-	18
15-16	IBPHY11	-	18
15-16	IBMAT12SL	-	18
15-16	MTH10PRIB	-	18
Sem 1	HGS12AD	-	18
Sem 1	HIST10	-	18
Sem 1	CHE1512	-	18
Sem 2	FDSCI12	-	18
Sem 2	GG12AD	-	18
Sem 1	ECON12	-	18
Sem 2	CBL10O2	-	18
Sem 2	HGS12AD	-	17
Sem 1	EXT10AC	-	17
Sem 1	MTHE10	-	17
Sem 1	SCI10PRE	-	17
15-16	IBMAT12SL	-	17
Sem 2	VISART10	-	17
Sem 1	VISART10	-	17
Sem 2	MTHE11	-	17
15-16	IBPHY12HL	-	17
Sem 2	MTW11	-	16
Sem 2	CHS11	MD	16
Sem 2	ARP12	-	16
15-16	IBENG12HL	-	16
Sem 2	STR10	-	16
Sem 2	STR10	-	16
Sem 2	BIOL11	-	16
Sem 1	VISART12	-	16
Sem 1	GEOG11	-	16
15-16	MT10	-	16
Sem 2	MUSIC11	-	15
Sem 2	HGS12	-	15
Sem 1	TTR11	-	15
Sem 1	ENG10PRE	-	15
Sem 2	PHE11	-	14

\* All based on 2015-2016 Data as of January 2016

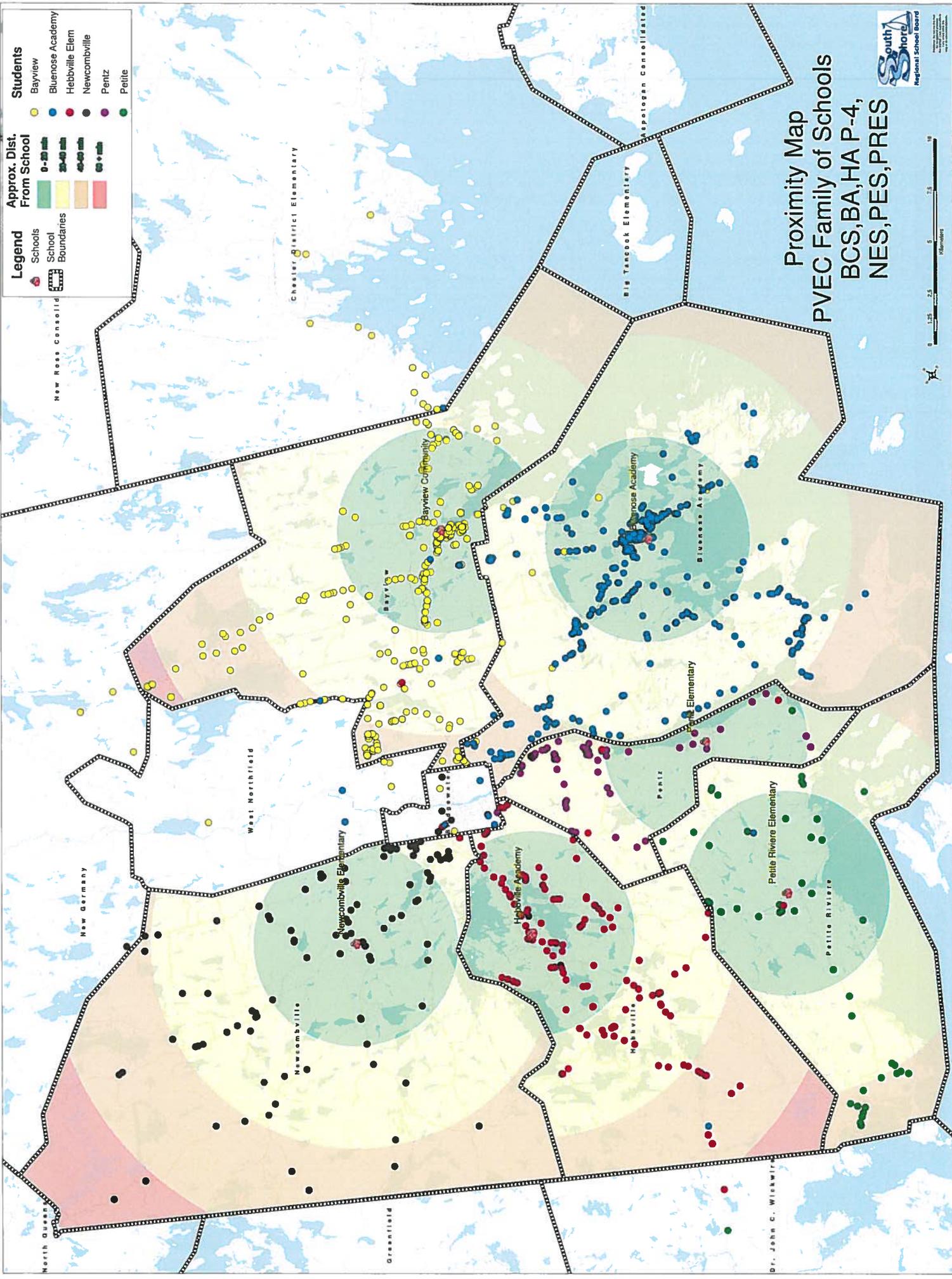
Class Size 2015-2016 PVEC  
PVEC

Term	Courses	Type	Total
Sem 1	ECM11	-	14
Sem 1	GGSI2	-	14
15-16	PDT12	-	14
15-16	EN10P,EN10PIP	-	14
Sem 1	MTW11	-	14
Sem 1	FDSCI12	-	14
Sem 1	CDV11O2	-	14
Sem 1	WRKHS11O2	-	14
Sem 2	ECM12	-	13
Sem 2	ECM12	-	13
Sem 2	VISART10	-	13
Sem 1	ENG10	-	13
Sem 2	BTEC11	-	13
15-16	IBENG12HL	-	13
Sem 2	CHE1511AD,IBCHE11	-	13
Sem 2	CHS11	-	13
15-16	EXT10AC	-	13
Sem 2	HSDS12	-	13
15-16	MTHE11	-	13
15-16	DRA12	-	13
Sem 2	VISART10	IB	12
Sem 2	CDV11	-	12
Sem 1	WRKHS11	-	12
Sem 1	BTEC11	-	12
Sem 1	MTHE10	-	12
Sem 2	CTR11	-	12
Sem 1	STR10	-	12
Sem 1	STR10	-	12
Sem 1	EAL10	-	12
Sem 2	SCI10	-	12
15-16	IBBIO12SL,BIOL12	-	12
Sem 1	FR10IM	-	11
Sem 1	MTW10	-	11
15-16	IBENG11	-	11
Sem 2	CMT12AC	-	11
15-16	IBECSL12	-	11
Sem 1	IBTOK12	-	11
Sem 2	IBTOK11	-	11
Sem 2	IBFR11	-	10
Sem 2	PHIL12	-	10
Sem 2	PHY11	-	10
Sem 2	IBAV11	-	9
Sem 1	MUSIC12	-	8
Sem 1	STR10	-	7
15-16	IBAVSL12	-	7
15-16	IBHIS12HL	-	7
15-16	FR12IM,IBFRHL12	-	6

\* All based on 2015-2016 Data as of January 2016

20 sections

19 sections



**Legend**

- Schools
- School Boundaries

**Approx. Dist. From School**

- 0-20 miles
- 20-40 miles
- 40-60 miles
- 60+ miles

**Students**

- Bayview
- Blunose Academy
- Hebbville Elem
- Newcombville
- Pentz
- Petite

# Proximity Map

## PVEC Family of Schools

BCS, BA, HA P-4,  
NES, PES, PRES



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**Legend**

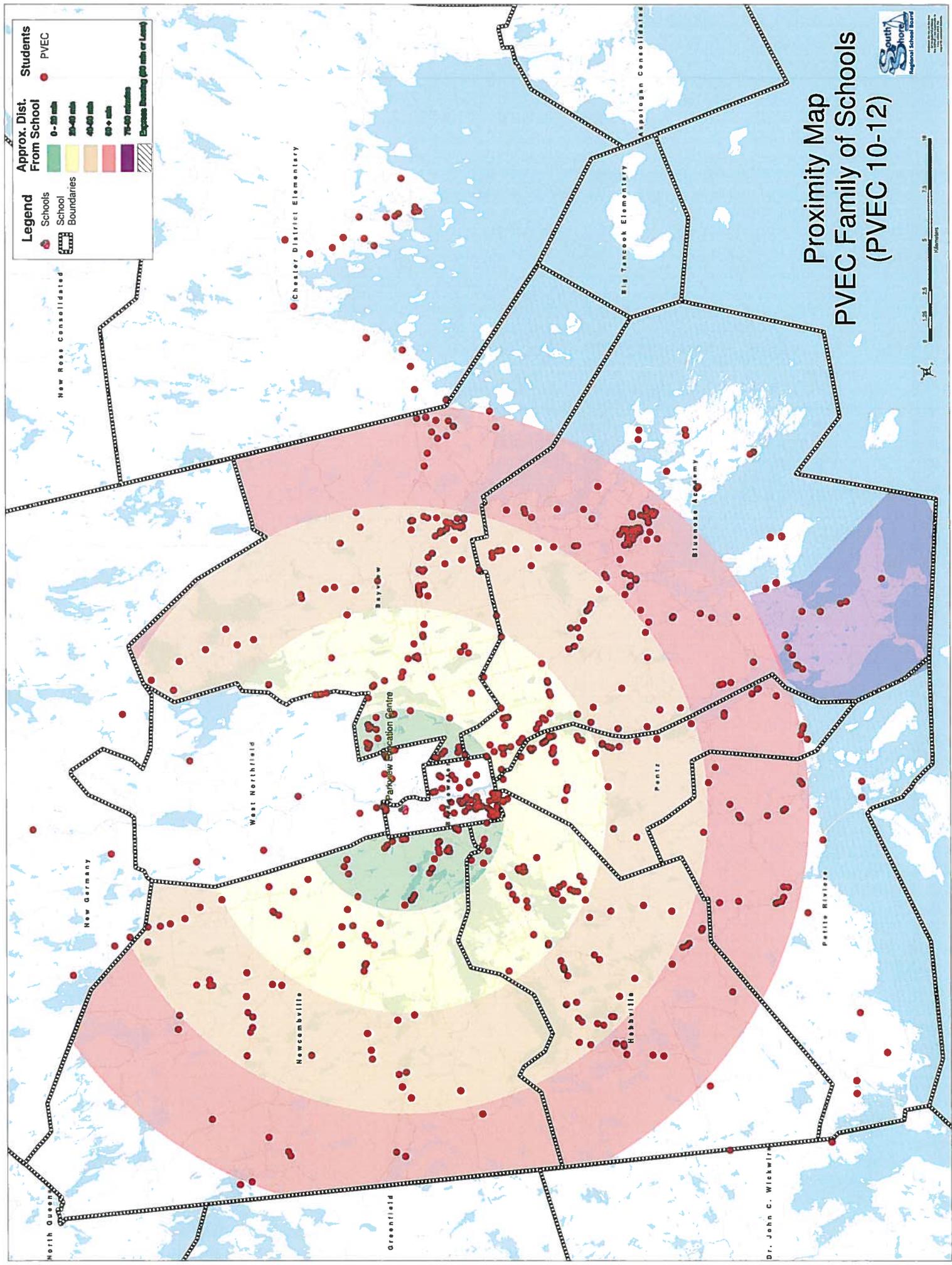
- Schools
- School Boundaries

**Approx. Dist. From School**

- 0-20 miles
- 20-40 miles
- 40-60 miles
- 60+ miles
- 70-80+ miles
- Express Boundary (50 miles or Less)

**Students**

- PVEC



# Proximity Map PVEC Family of Schools (PVEC 10-12)

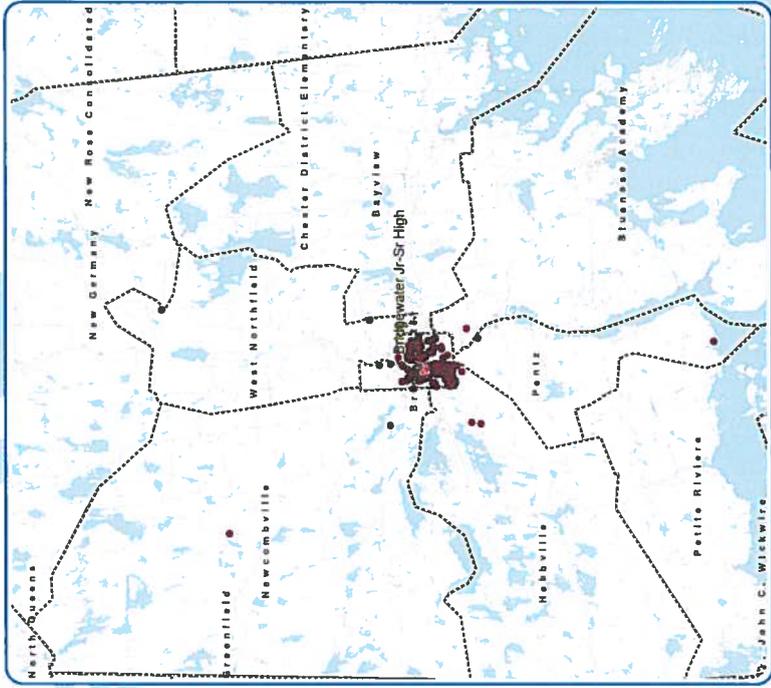


Dr. John C. Wickliff



- Legend**
-  Schools
  -  School Boundaries
  -  Students
  -  BHS 10-12

*Inset "A"*



*See Inset "A"*

# Student Map Bridgewater High School (10-12)



*See Inset "A"*

West Northfield

*See Inset "A"*

Pennie

*See Inset "A"*

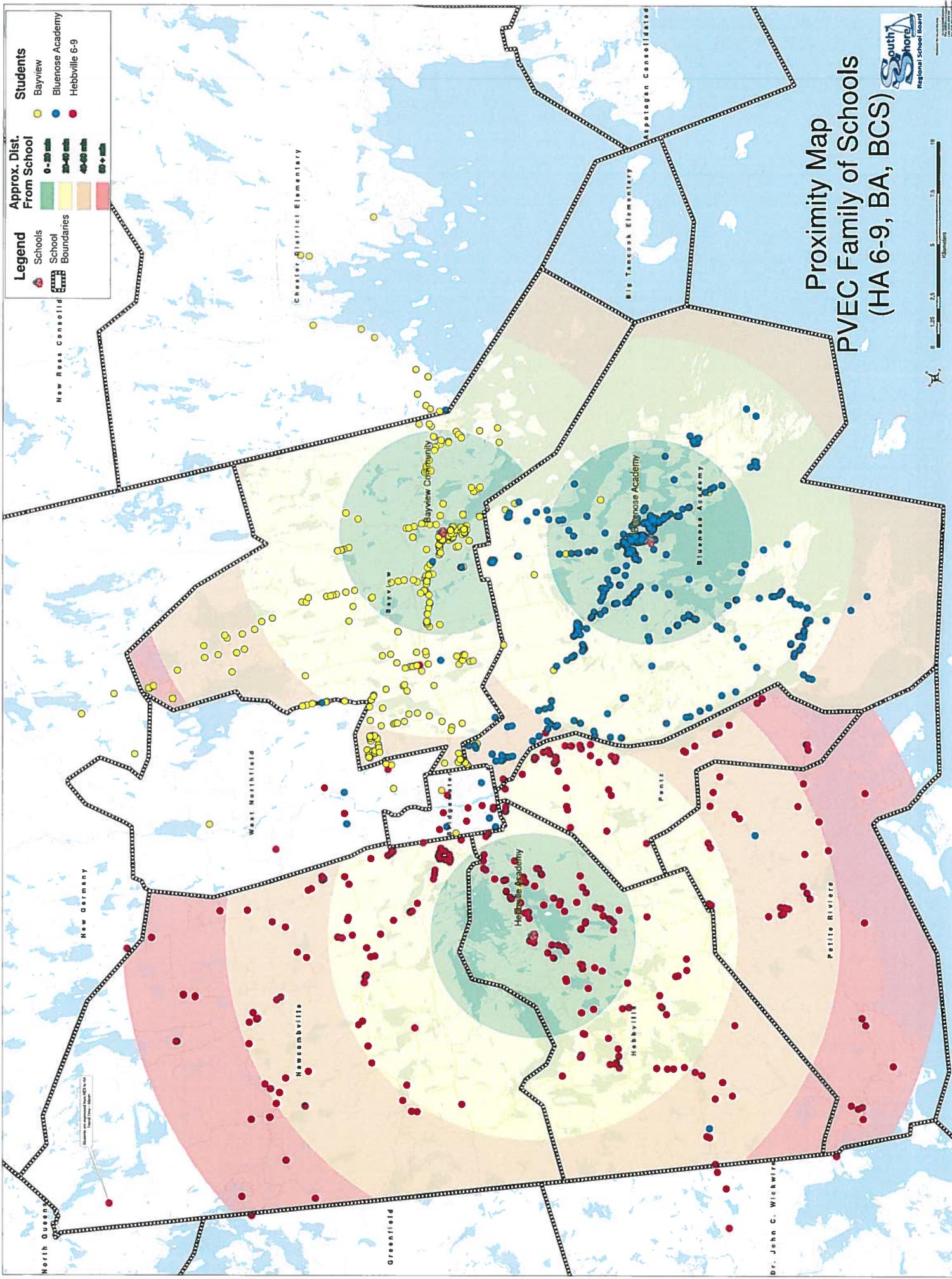
Newcombville

Bridgewater

Bridgewater Jr-Sr High

Hobbville





**Legend**

- Schools
- School Boundaries

**Approx. Dist. From School**

- 0-20 miles
- 20-40 miles
- 40-60 miles
- 60+ miles

**Students**

- Bayview
- Bluenose Academy
- Hebbville 6-9

# Proximity Map

## PVEC Family of Schools

### (HA 6-9, BA, BCS)



Map Date: 11/15/14  
Map Scale: 1:50,000



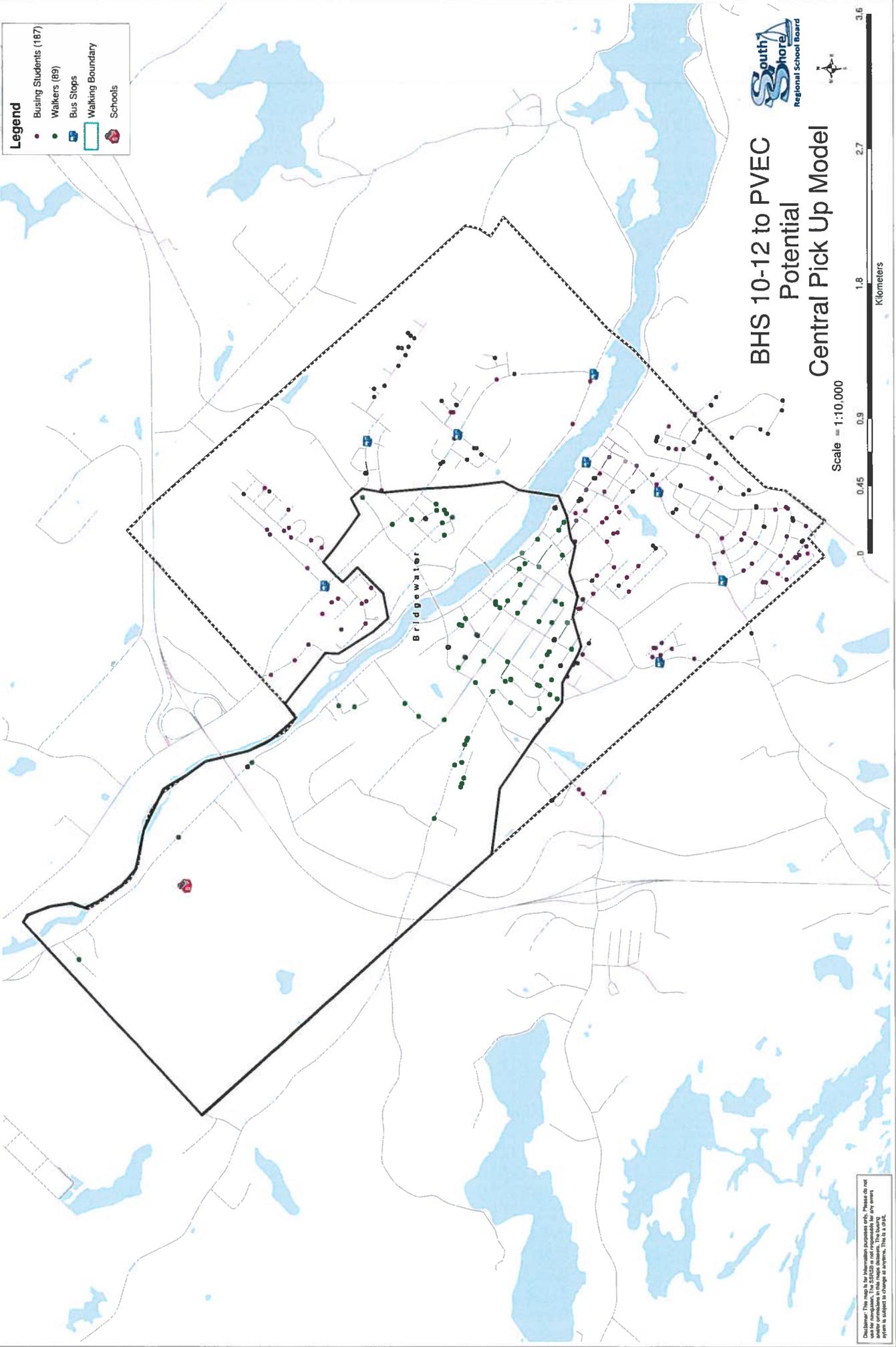
# BHS 10-12 to PVEC Potential Central Pick Up Model

Scale = 1:10,000



**Legend**

- Busing Students (187)
- Walkers (89)
- Bus Stops
- Walking Boundary
- Schools



Disclaimer: This map is for information purposes only. Please do not rely on this map for any legal or financial decisions. The data on this map is subject to change at any time. This is a draft.



## PVEC "Current" Parking

1 - Panther Way - Student Parking - 50 Spots

2 - Side Gym - Student Parking - 52 Spots

3 - Back Parking - Student Parking - 24 Spots

4 - North Parking - Staff Parking - 63 Spots

5 - Front Parking - Staff Parking - 12 Spots

**Total Parking Spots: 126 Student - 75 Staff**

**Total Regular Staff: Approx 70**

**Total Itinerant (Drop-in) Staff: 6**

1

3

2

4

5

## BJSHS "Current" Parking

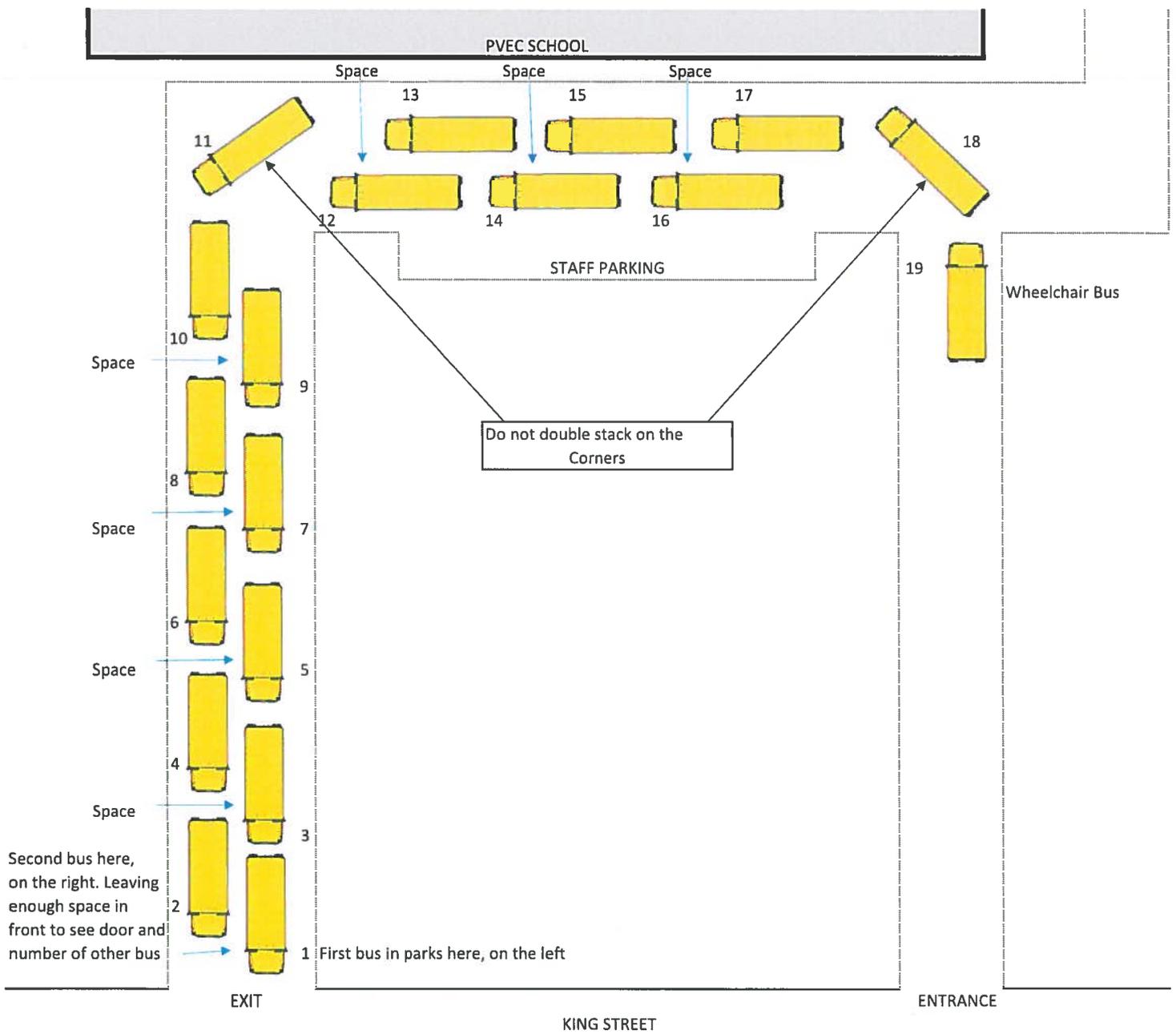
Total Parking Spots: 0 Student - 0 Staff

Total Staff Members: Approx 50

### Ongoing Renovation Includes:

- Consideration of an additional 40-50 spots between the back of the school and section 3. This would take the place of the current portables that are scheduled to be removed
- Consideration of an extension of section 4 to include 20 additional spots





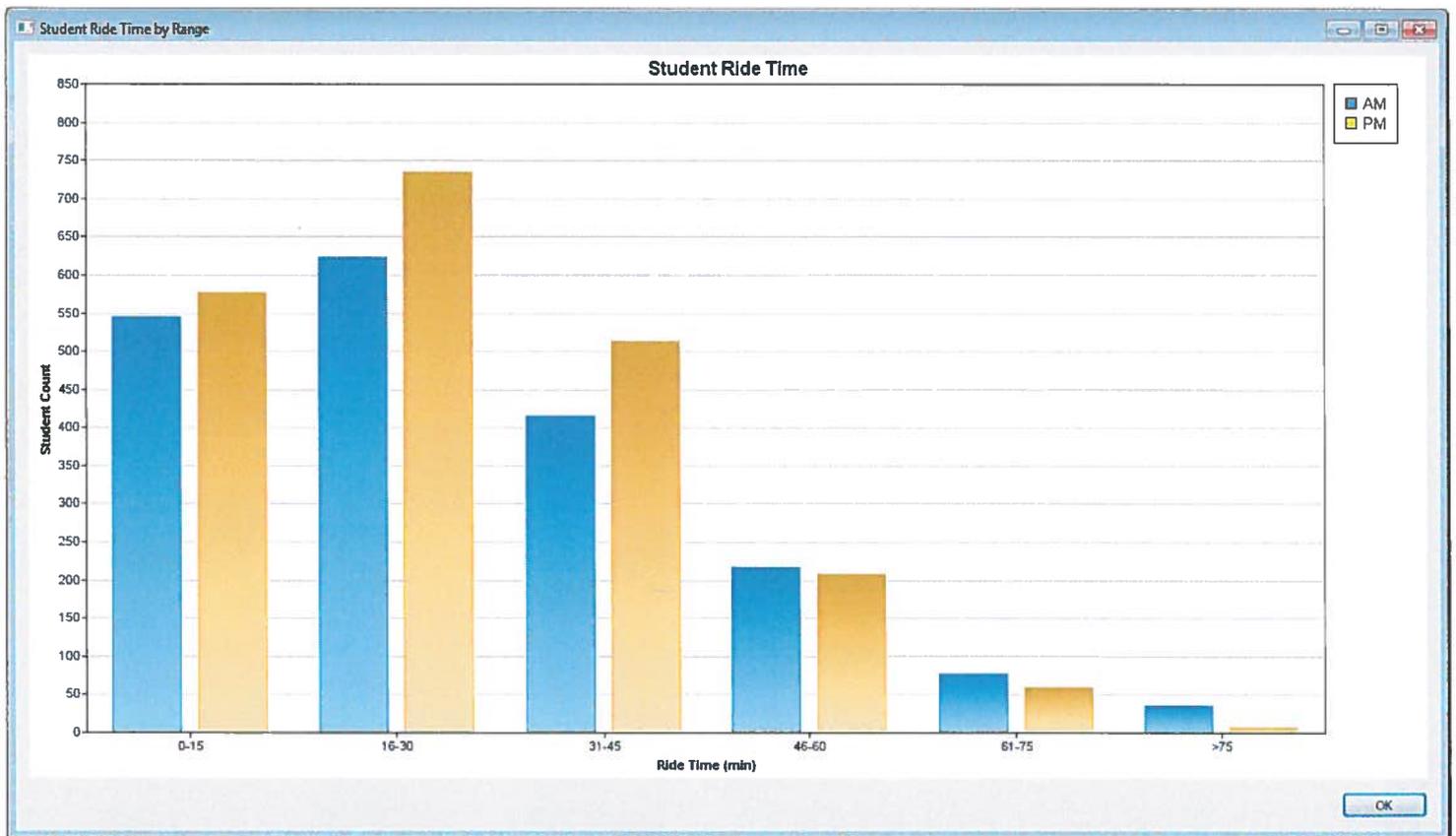
Currently, there are 19 buses that arrive at PVEC. The above graphic shows how the buses line up at the school in the afternoon.



## Student Travel Time in PVEC Family of School. (BES Included)

	0-15 min	16-30 min	31-45 min	46-60 min	61-75 min	>75 min	Total (using bus)
AM	545	624	415	217	77	36	1914
PM	578	736	514	209	60	7	2104
AM %	28.5%	32.6%	21.7%	11.3%	4.0%	1.9%	
PM %	27.5%	35.0%	24.4%	9.9%	2.9%	0.3%	

Disclaimer: This data is portraying only those students who use the bus. This is why there is a difference in the total number of students using the bus than the actual total who attend these schools.





Current-Feeder-School-Enrollments-by-Grade-by-Class-16-02-11  
By Grades

<b>School</b>	<b>PR</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>RG</b>	<b>Total</b>
<i>Bayview Community School</i>	36	50	35	35	32	49	49	37	43	44	0	0	0	0	<b>410</b>
<i>Bluenose Academy</i>	53	47	45	39	38	59	52	64	56	68	0	0	0	0	<b>521</b>
<i>Bridgewater Elementary School</i>	61	49	68	63	57	58	71	0	0	0	0	0	0	0	<b>427</b>
<i>Hebbsville Academy</i>	28	27	31	34	29	34	64	107	94	89	0	0	0	0	<b>537</b>
<i>Newcombville Elementary School</i>	25	32	18	28	21	27	0	0	0	0	0	0	0	0	<b>151</b>
<i>Pentz Elementary School</i>	10	10	10	19	12	12	12	0	0	0	0	0	0	0	<b>85</b>
<i>Petite Riviere Elementary School</i>	15	14	7	9	9	8	12	0	0	0	0	0	0	0	<b>74</b>
<b>As of February 11th, 2016</b>															



Current-Feeder-School-Enrollments-by-Grade-by-Class-16-02-11  
By Classes

School	Grades	P	1	2	3	4	5	6	Total
Bayview Community School	0	21	0	0	0	0	0	0	21
Bayview Community School	0,1	15	6	0	0	0	0	0	21
Bayview Community School	1	0	22	0	0	0	0	0	22
Bayview Community School	1	0	21	0	0	0	0	0	21
Bayview Community School	2	0	0	23	0	0	0	0	23
Bayview Community School	2,3	0	0	12	10	0	0	0	22
Bayview Community School	3	0	0	0	24	0	0	0	24
Bayview Community School	4	0	0	0	0	16	0	0	16
Bayview Community School	4	0	0	0	0	16	0	0	16
Bayview Community School	5	0	0	0	0	0	25	0	25
Bayview Community School	5	0	0	0	0	0	24	0	24
Bayview Community School	6	0	0	0	0	0	0	25	25
Bayview Community School	6	0	0	0	0	0	0	24	24
Bluenose Academy	0	21	0	0	0	0	0	0	21
Bluenose Academy	0	22	0	0	0	0	0	0	22
Bluenose Academy	0,1	9	9	0	0	0	0	0	18
Bluenose Academy	0,1	1	19	0	0	0	0	0	20
Bluenose Academy	1	0	19	0	0	0	0	0	19
Bluenose Academy	2	0	0	18	0	0	0	0	18
Bluenose Academy	2	0	0	21	0	0	0	0	21
Bluenose Academy	2,3	0	0	6	14	0	0	0	20
Bluenose Academy	3	0	0	0	25	0	0	0	25
Bluenose Academy	4	0	0	0	0	25	0	0	25
Bluenose Academy	4,5	0	0	0	0	13	8	0	21
Bluenose Academy	5	0	0	0	0	0	25	0	25
Bluenose Academy	5	0	0	0	0	0	26	0	26
Bluenose Academy	6	0	0	0	0	0	0	28	28
Bluenose Academy	6	0	0	0	0	0	0	24	24
Bridgewater Elementary School	0	20	0	0	0	0	0	0	20
Bridgewater Elementary School	0	20	0	0	0	0	0	0	20
Bridgewater Elementary School	0	21	0	0	0	0	0	0	21
Bridgewater Elementary School	1	0	20	0	0	0	0	0	20
Bridgewater Elementary School	1	0	22	0	0	0	0	0	22
Bridgewater Elementary School	1,2	0	7	14	0	0	0	0	21
Bridgewater Elementary School	2	0	0	21	0	0	0	0	21
Bridgewater Elementary School	2	0	0	20	0	0	0	0	20
Bridgewater Elementary School	2,3	0	0	13	7	0	0	0	20
Bridgewater Elementary School	3	0	0	0	23	0	0	0	23
Bridgewater Elementary School	3	0	0	0	23	0	0	0	23
Bridgewater Elementary School	3,4	0	0	0	10	11	0	0	21
Bridgewater Elementary School	4	0	0	0	0	20	0	0	20
Bridgewater Elementary School	4	0	0	0	0	26	0	0	26
Bridgewater Elementary School	5	0	0	0	0	0	27	0	27
Bridgewater Elementary School	5	0	0	0	0	0	25	0	25
Bridgewater Elementary School	5,6	0	0	0	0	0	6	16	22
Bridgewater Elementary School	6	0	0	0	0	0	0	29	29
Bridgewater Elementary School	6	0	0	0	0	0	0	26	26

Current-Feeder-School-Enrollments-by-Grade-by-Class-16-02-11  
By Classes

School	Grades	P	1	2	3	4	5	6	Total
Hebbville Academy	0	22	0	0	0	0	0	0	22
Hebbville Academy	0,1	6	14	0	0	0	0	0	20
Hebbville Academy	1,2	0	13	9	0	0	0	0	22
Hebbville Academy	2	0	0	22	0	0	0	0	22
Hebbville Academy	3	0	0	0	24	0	0	0	24
Hebbville Academy	3,4	0	0	0	10	13	0	0	23
Hebbville Academy	4,5	0	0	0	0	16	9	0	25
Hebbville Academy	5	0	0	0	0	0	25	0	25
Hebbville Academy	6	0	0	0	0	0	0	30	30
Hebbville Academy	6	0	0	0	0	0	0	16	16
Hebbville Academy	6	0	0	0	0	0	0	18	18
Newcombville Elementary School	0	18	0	0	0	0	0	0	18
Newcombville Elementary School	0,1	7	12	0	0	0	0	0	19
Newcombville Elementary School	1	0	20	0	0	0	0	0	20
Newcombville Elementary School	2	0	0	15	0	0	0	0	15
Newcombville Elementary School	2,3	0	0	3	10	0	0	0	13
Newcombville Elementary School	3	0	0	0	18	0	0	0	18
Newcombville Elementary School	4,5	0	0	0	0	21	4	0	25
Newcombville Elementary School	5	0	0	0	0	0	23	0	23
Pentz Elementary School	0,1	10	10	0	0	0	0	0	20
Pentz Elementary School	2,3	0	0	10	11	0	0	0	21
Pentz Elementary School	3,4	0	0	0	8	12	0	0	20
Pentz Elementary School	5,6	0	0	0	0	0	12	12	24
Petite Riviere Elementary School	0,1	15	4	0	0	0	0	0	19
Petite Riviere Elementary School	1,2	0	10	7	0	0	0	0	17
Petite Riviere Elementary School	3,4	0	0	0	9	9	0	0	18
Petite Riviere Elementary School	5,6	0	0	0	0	0	8	12	20