

# Eastern Passage School Options Committee

## Presentation of Recommendation for Usage of Schools

Community Conversation #3 ~ May 24, 2016

Meeting Summary

#EPSOC2016

### Executive Summary

A School Options Committee (SOC), appointed in early 2016 for the School Review process in Eastern Passage, was mandated with reviewing four schools: EPEC, Seaside, Tallahassee and Ocean View, for optimal utilization given there is a new high school being built which will serve grades 9-12.

The SOC, tasked with engaging community members in the review process, hosted the final of three community conversations on May 24, 2016 to present the SOC recommendation for input and feedback from community members in attendance.

The recommendation presented was:

School	Programs	Grades
EPEC	English/French Immersion	6-8
Seaside	English/French Immersion	4 & 5
Tallahassee	English/French Immersion	P-3
Ocean View	English	P-3

A boundary change is recommended that involves Birch Hills Estates, Greenridge Mobile Home Park and Hornes Road Area to be reassigned from Tallahassee to Ocean View. This change will affect approximately 30 students in grades P-3.

Two additional recommendations to support implementation of this are:

1. Graduated Implementation of boundary changes to ease transition of the students/families affected on a case-by-case basis.
2. Board Established Campus Committee to facilitate inter-school communication and programming across all the schools.

This report contains information about the recommendation, the process to date, data considered, other options considered, responses to FAQs, meeting feedback and some responses to community member queries, a list of the members of the SOC and facilitation support.

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## **Purpose of Community Conversations**

The School Options Committee (SOC) was tasked with engaging the community in the school review process for Eastern Passage. The mandate of the SOC is contained in Appendix A and the review process timeline is in Appendix B.

### *Purpose of Community Conversation #1*

The purpose of the first community conversation on March 9, 2016 was to present the process and objectives and receive feedback and input that might inform the SOC decision making process. To do this a process was designed with the intention to engage each person in attendance fully in the conversation. A report of that community conversation was completed and posted on the HRSB website.

### *Purpose of Community Conversation #2*

Between the first and second community conversation (held on April 20, 2016), the SOC looked at data to begin to discern options for better utilization of EPEC, Ocean View, Seaside and Tallahassee schools. The purpose of the second community conversation was to present options to the community for consideration, reflections and questions and to see if, among the options presented, if there were any that emerged as having greater potential for a recommendation. Also, to see if new ideas emerged that might point to different options not already considered by the committee. A report from that community conversation is also posted on the HRSB website.

### *Purpose of Community Conversation #3*

After the second community conversation, the SOC met to determine recommendation(s) to put before HRSB. After significant deliberations, including revisiting previous decisions based on questions and reflections from community members during the second community conversation and in emails received, in reviewing the data, the SOC came to the realization and agreed there was one recommendation to focus on which included a boundary change. This purpose of the third community conversation was to present the proposed recommendation to community members, determine if there were additional ideas not yet considered, and invite reflections to improve the recommendation.

To look at the reports from each community conversation, find meeting feedback and additional SOC meeting notes go to: <http://www.hrsb.ca/school-review/school-review-eastern-passage-schools>

### Flow of May 24, 2016 at Ocean View 6:30-8:30 pm

Community members were welcomed by members of the SOC. The graphic landscapes created from the previous two community meetings were hung around the room to remind people of the previous conversations and highlight the process so far. Copies of the report from the second community conversation were available for people to look at as well as copies of a handout on the Baragar system of data collection and a handout on the proposed recommendation.

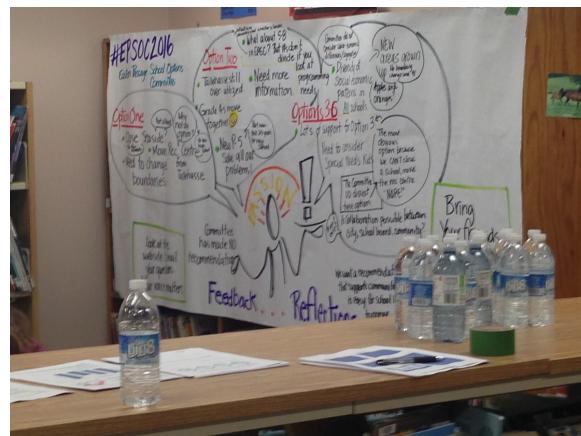
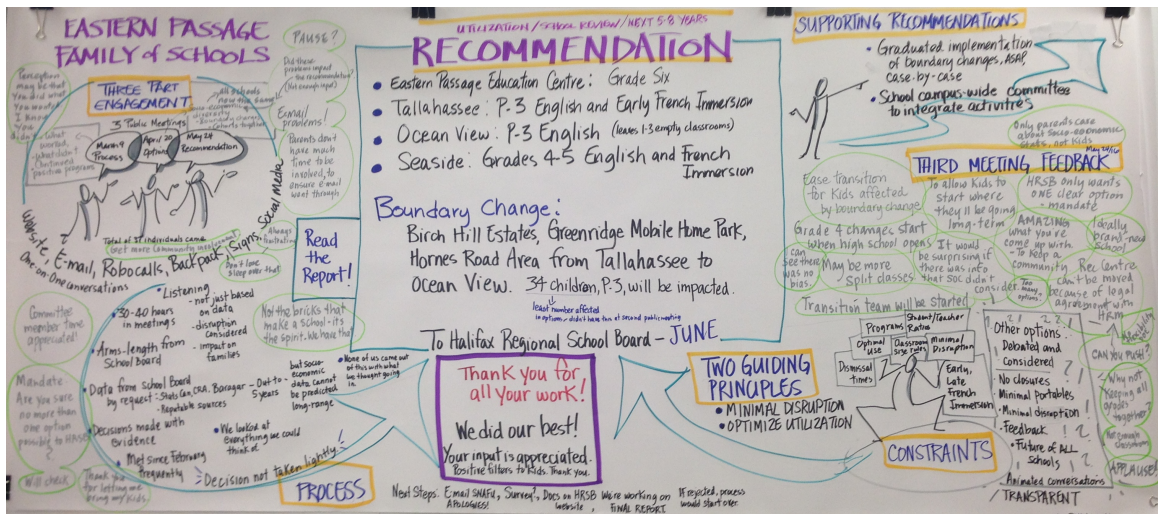
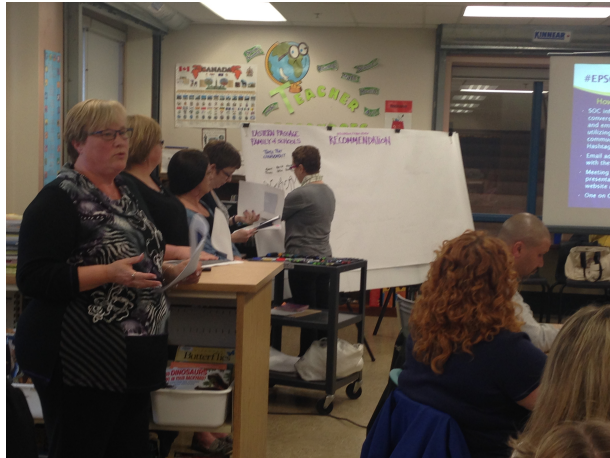
SOC members began their presentation of the proposed recommendation. Community members were anxious to engage the conversation and invited to wait until the full presentation had been offered so the conversation could include all points in the presentation. When the presentation was concluded, community members were invited to offer the range of opinions and views, reflections and questions in the room.

A number of people offered questions about the recommendation, other options, the community center at Tallahassee and the quality of schools in general. The SOC heard that the email address created for community members to provide additional comments had been rejecting some emails (from Hotmail or gmail accounts) but that the problem had been resolved. A question was raised about whether the process should be delayed to allow more time for input, either through the email address or through a survey. We heard that survey responses to another question in the schools (Getting to Great) was low. Since this last community conversation only one additional email has been received and responded to and the number of visits to the EP review process page have been low. For these reasons, it was decided that additional time would not likely bring new information to light that would substantially influence the proposed recommendation.

The SOC responded to other questions and participants involved in the schools (teachers and principals) or in other review processes offered their wisdom and knowledge about the community center, about easing transitions of students and about the quality of a school experience not being the bricks and mortar but the atmosphere created by staff in a school.

Toward the end of the evening, going table by table, any and all community members were invited to share any reflections that were true for them. Many expressed their confidence in the work of the SOC and their appreciation for the time, passion and commitment of the SOC and felt that low community turnout was not a reflection of the SOC or its efforts in getting the word out but of other factors including trust in the work of the SOC, fatigue due to other review processes.

Photos from May 24, 2016



### Proposed Recommendation Presented

The proposed recommendation presented was:

School	Programs	Grades
EPEC	English/French Immersion	6-8
Seaside	English/French Immersion	4 & 5
Tallahassee	English/French Immersion	P-3
Ocean View	English	P-3

A boundary change is recommended that involves Birch Hills Estates, Greenridge Mobile Home Park and Hornes Road Area to be reassigned from Tallahassee to Ocean View. This change will affect approximately 30 students in grades P-3.

Two additional recommendations to support implementation of this are:

3. Graduated Implementation of boundary changes to ease transition of the students/families affected on a case by case basis.
4. Board Established Campus Committee to facilitate inter-school communication and programming across all the schools.

### Rationale for the Recommendation

The SOC recommendation considers the constraints and guidelines, listed below and offered in greater detail in other sections of this report. It balances competing factors – guiding principles, facilities and classrooms available, programs and numbers of students in the catchment areas. Some of the competing factors and constraints include:

- Two key guiding principles influencing the SOC’s recommendation: minimal community / student disruption (SOC Guideline) and optimal facility utilization (HRSB Guideline).
- The number of students – current and projected – was a key consideration.
- The number of classrooms available for use in each school.
- English, early & late French immersion programs.
- Provincial classroom size allowances for each grade level.
- Bussing and walking student considerations – no additional busses will be required.

*Schools Utilization Chart with Projections (2018 – 2023)*



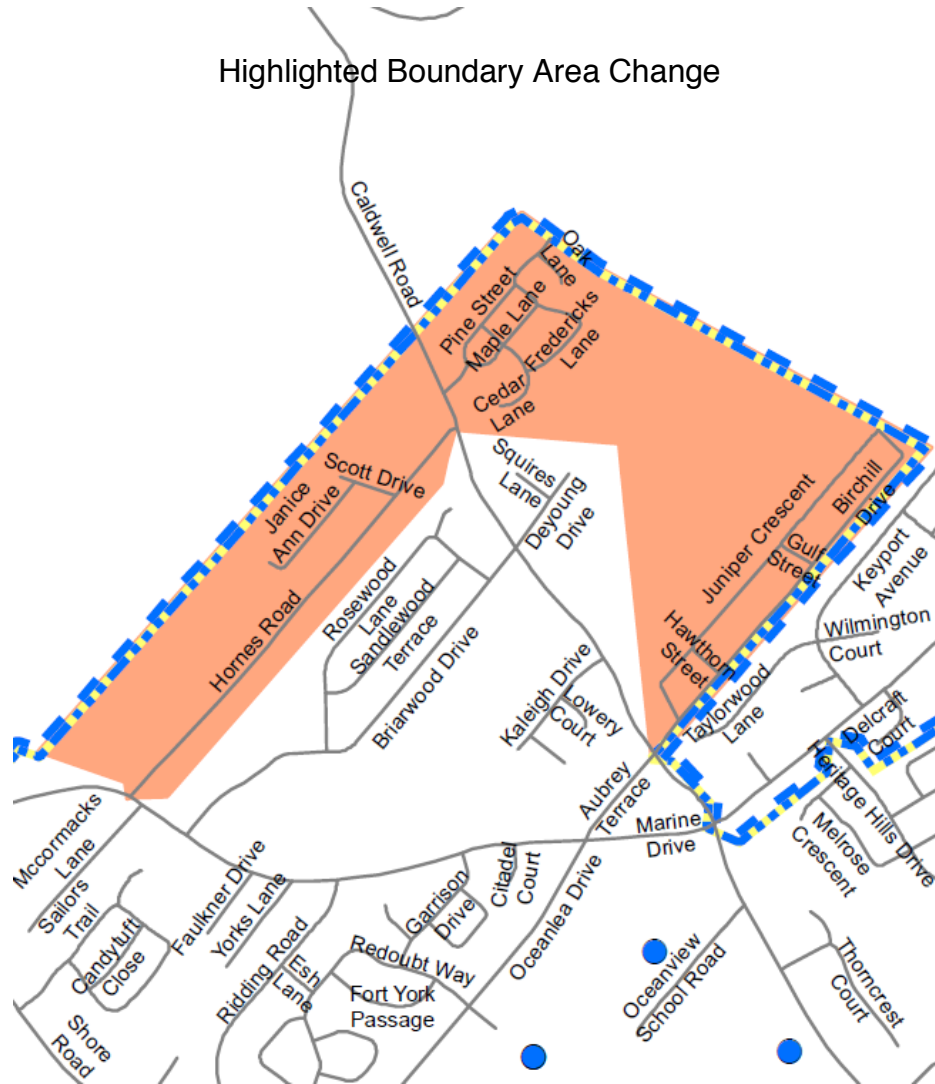
The SOC looked at student numbers and classroom utilization projections over this six year period and it indicates the following:

- EPEC: Grades 6-8 – there is some variation in use. With the Grade 9’s moving to the new high school when it is completed, EPEC would be greatly underutilized. Moving Grade 6’s to EPEC offers more optimal utilization of that facility over time. Adding Grade 5’s to EPEC was considered by the SOC so that other options could be explored with the remaining schools but that would have created over-utilization for EPEC and was not workable.
- Seaside: Grades 4-5 – this has all Grade 4s (English and French) at one school instead of dividing them between Ocean View and Tallahassee. This shows consistent use of Seaside over the projected period.
- The boundary change affects a few families and students in the Ocean View-Tallahassee catchment areas. The recommended boundary change affects the least number of students in the area while still optimizing classroom utilization.
- Ocean View: Grades P-3 English – after the first year, classroom use is stable over the balance of the projected time period.
- Tallahassee: Grades P-3 English and French Immersion – Tallahassee shows the greatest fluctuations in use over the projected period. This school is currently over-utilized with a portable. Other boundary change considerations would have had Tallahassee at maximum utilization with more underutilization of Ocean View. This recommendation gives the best stabilization of use and has at least one additional classroom in each school available for alternative uses.



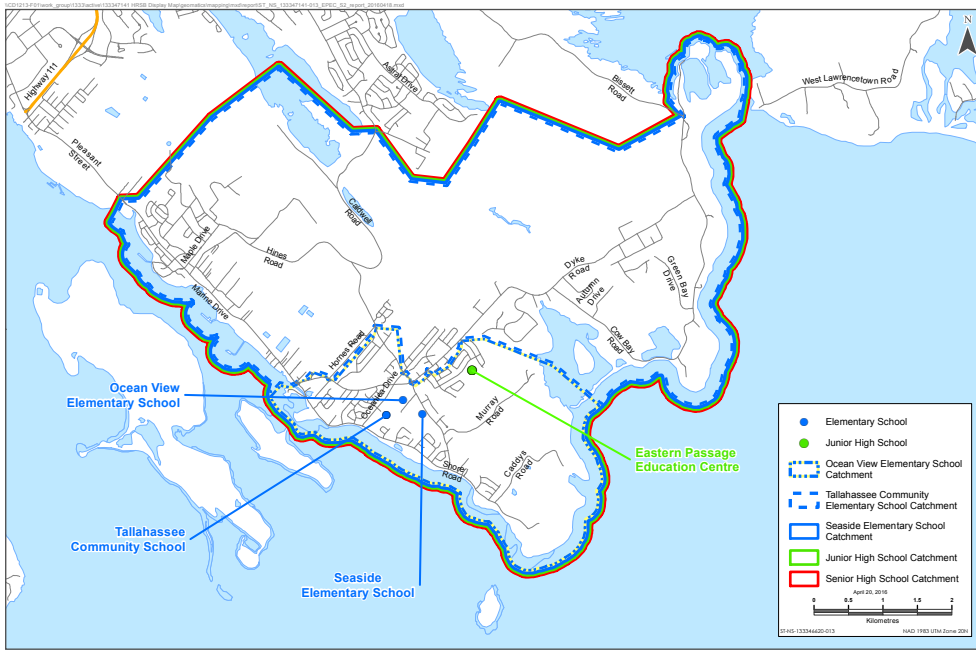
### Recommended Boundary Change

This recommendation involves the following boundary change: Birch Hills Estates, Greenridge Mobile Home Park and Hornes Road Area to be reassigned from the Tallahassee catchment to the Ocean View catchment. This change will affect approximately 30 students in grades P-3. The boundary change is highlighted in three maps. The first is the boundary change area itself, the second is a map of the full catchment area and the third shows the boundary change within the catchment area.



This was one of several boundary changes considered. It affects the least amount of students and it creates the best school use of Tallahassee and Ocean View of all the boundary change options considered. The additional considerations are outlined in another section of this report.

Map of Catchment area with the Grade 4's at Seaside

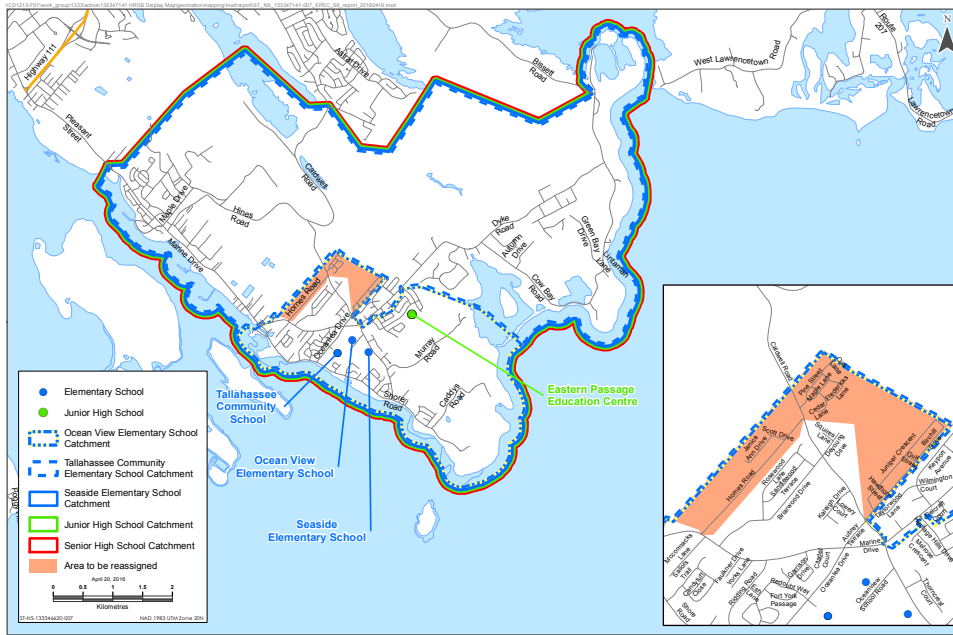


Reconfiguration of Tallahassee Community School to Grades P-3 for English Program and French Immersion, Ocean View Elementary School to P-3 English Program, and Seaside Elementary Grades 4-5 for English Program and French Immersion. Additionally, Reconfiguration of Eastern Passage Education Centre to Grades 6-8

HRSB FAMILIES OF SCHOOLS MAPS

Scanning 2

Map of Catchment area with the proposed boundary change



Proposed Birch Hill Estates, Greenridge Mobile Home Park and Homes Road Area to be reassigned from Tallahassee Community School to Oceanview Elementary School

### Appendix A: Background/Mandate

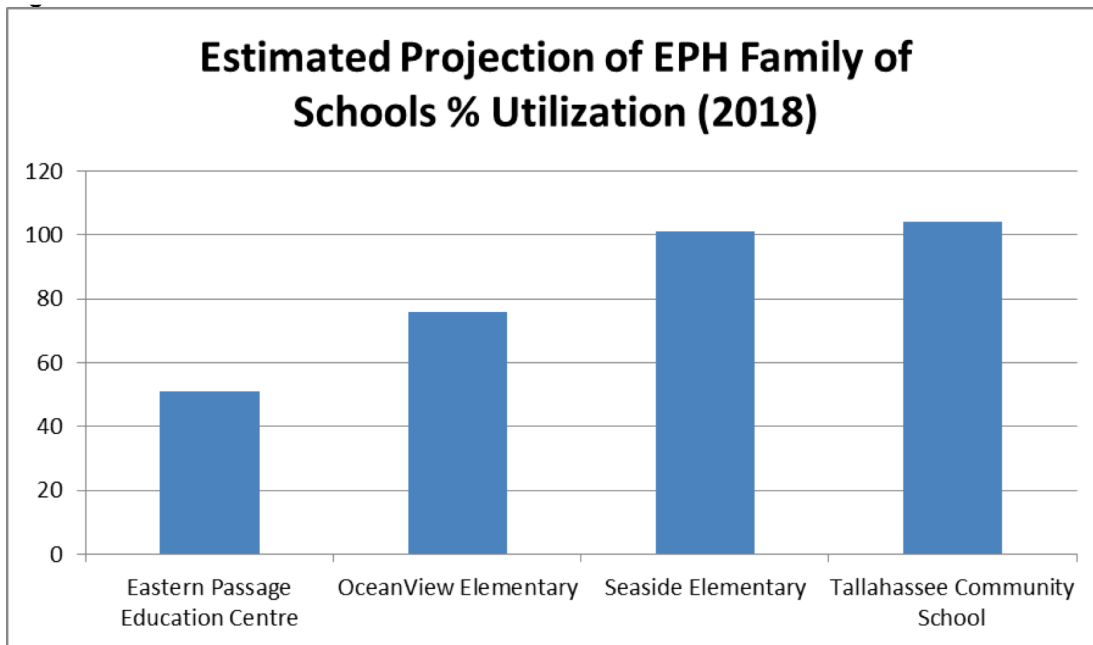
In October 2014 the province approved the provincial School Review Policy for use by all school boards. A school review may be considered when a Long-Range Outlook (LRO) has been completed by a school board, as required by the Education Act.

The schools in Eastern Passage were identified for review in 2015-16. A boundary review was completed for the new high school in Eastern Passage.

### Rationale for Review

The province approved construction of a Grade 9-12 high school in Eastern Passage and a Boundary Review was completed for the school. The catchment area includes Eastern Passage Education Centre, Seaside Elementary, Ocean View Elementary and Tallahassee Community School within the Family of Schools and school utilization is a key question.

The Long-Range Outlook data for the schools indicates that Eastern Passage Education Center (EPEC) and Ocean View Elementary Schools are underutilized, while Tallahassee Community School and Seaside Elementary School are both projected to be slightly above optimum utilization.



With the reassignment of Grade 9 students from EPEC to the new high school, there will be further negative impact to the underutilization of EPEC. It is estimated that EPEC will be at approximately 52% utilization when the high school opens, due to reassignment of Grade 9 students.

### *School Options Committee Mandate*

The mandate of the School Options Committee is to:

- Conduct a review of the existing four schools in Eastern Passage, utilizing input from the community via a series of public engagement sessions and drawing on the expertise of HRSB staff
- Provide a written report with recommendations, consistent with the review objectives and reference criteria, to the Governing Board through the Superintendent
- Include in the report: grade configuration of each school and, which school(s), if any, have been identified for permanent closure

### *Objective of the Review*

The circumstances identified in the provincial Policy that have led to this review are:

- “Reorganization involving a school or group of schools could optimize use of school facilities across the school board”; and
- “Reorganization involving a school or group of schools could enhance program and learning opportunities for students.”

Therefore, the objective of the School Options Committee is to reduce excess capacity of the schools to optimize the use of school facilities in the Eastern Passage High Family of Schools while exploring options to enhance program and learning opportunities for students.

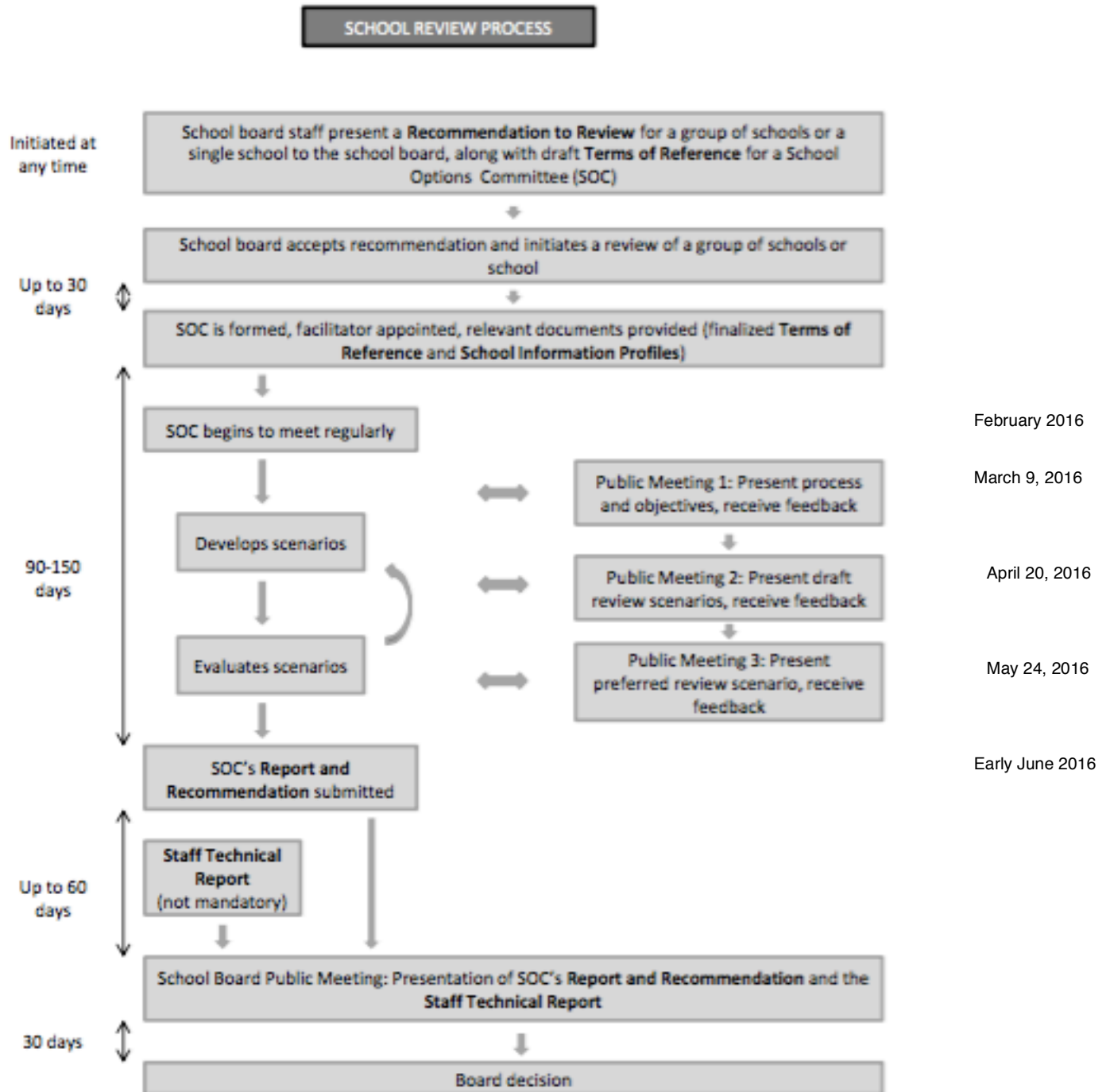
One way SOC's have been able to look at better utilizing all schools is to look at grade configurations.

For this review, this SOC has been looking at:

- Current utilization
- Current school boundaries
- Projected number of students
- Projected number of classrooms required
- French and English programs
- Impact of possible boundary changes within the catchment area

For an outline of the timetable of the process according to the mandate, look to Appendix B.

**Appendix B: Review Process Timeline**



**Appendix C: Current Enrolment and Grade Configurations (2015)**

<b>Ocean View</b>			
<b>Grade Level</b>	<b>Total Students</b>	<b># of Classes</b>	<b>Additional Notes</b>
P	64	3	
1	65	3	
2	60	3	
3	55	2.5	One 3/4 combined class
4	57	2.5	

Classes used: 14  
 Classes available: 17

<b>Tallahassee</b>					
<b>Grade Level</b>	<b>Total Students</b>		<b># of Classes</b>		<b>Additional Notes</b>
	E	FI	E	FI	
P	57	57	2.5	2.5	P/1 combined
1	53	46	2.5	2.5	
2	46	44	2.5	2	2/3 combined FI
3	60	41	3.5	1.5	
4	53		2.5		3/4 combined E

Classes used: 22  
 Classes available: 19

<b>Seaside</b>					
<b>Grade Level</b>	<b>Total Students</b>		<b># of Classes</b>		<b>Additional Notes</b>
	E	FI	E	FI	
4		37		1.5	2 combined FI classes – a 4/5 and a 5/6
5	117	42	4	2	
6	109	32	4	1.5	

Classes used: 13  
 Classes available: 16

## Appendix D: Data and Considerations that Inform Options

There is a range of information and data that must be considered when looking at possibilities for grade configurations and school utilization in a family of schools. It is not as simple as identifying the number of students and the number of classrooms available. The data to be considered includes:

1. Number of students in the catchment areas now and projected into the future
2. Enrolment in English, Early French Immersion and Late French Immersion
3. Number of classrooms available in a school after rooms have been set aside for specific needs like music, art, a resource room, gym and, in the higher grades, labs
4. Maximum numbers of students in classes, which varies from Elementary up through High School
5. Overall resourcing for schools and for the family of schools

### *1. Number of students in the catchment areas*

Projecting the number of students in a school district is done by a company called Baragar Systems. Baragar is a custom planning software provider located in White Rock, BC. They have been in business for over 30 years and currently serve 95 school districts. They look at data and trends from several different sources including:

- The Board's student information system data
- The provincial birth registry current and historical files
- Canada Revenue Agency's current and historical Child Tax Benefit and Child Care Credit data bases
- Census data, specifically women of child bearing age

The Baragar system looks at and takes into account:

- Current enrolment by school, grade and program
- Birth data
- Population of children by year of age from 1-17
- Migration rates

Baragar's projections are more than 95% reliable over a five year period.

### *2. Enrolment in English, Early and Late French Immersion*

The availability of three different programs: English, early French Immersion and late French Immersion has an impact on the number of home room classes needed in a school. In Grades P-2, there can be up to 20 students in a class. The disbursement of students in the English and early French Immersion programs may mean there are less than 20 in a class. So, for instance, if you divide a cohort of 60 students by 20, that would suggest 3 classrooms. But if 15 of those students are in early French Immersion that would leave 45 students in the English program which might require they be

disbursed in 3 classrooms for a total of 4 home rooms or that some of those students may be in a split class.

Early and late French Immersion programs maintain separate streams until high school.

### *3. Number of classrooms available*

Looking at a floor plan for a school will show up more rooms than those identified as home rooms. Simply looking at the number of rooms and dividing it by the number of students does not give the full picture. There are certain rooms that need to be set aside for art, music, as a learning centre or as a resource room. Also a library and a gym. In junior high there are additional rooms like science and tech labs and music rooms that are also set aside. This could mean that a school is technically over capacity even if the number of students seems to work when the specific rooms are not taken into account.

### *4. Maximum number of students in a classroom*

As referenced in number 2 above, there are guidelines for a maximum number of students in a classroom. For P-2, it is 20 students with flex up to 22. For 3-6 it is 25 with flex up to 27. For 7-9 there is no provincial formula but HRSB generally works with 30 with a flex up to 35.

### *5. Overall resourcing for a school and the family of schools*

The province has funding formulas and program guidelines that inform resourcing. Overall resourcing in this family of schools would not be significantly impacted by any of the options considered.



## Appendix E: Principles Guiding SOC Exploration and Decision Making

The SOC worked with guiding principles in considering possible options, a few of which were high in priority and had the greatest influence on decision making. When SOC conversations became very animated and making choices was challenging, the guiding principles served to bring clarity to the decision making process. The principles have emerged from three sources – the SOC mandate, conversation among the SOC members and what the community has also asked the SOC to keep in mind during its decision making process.

It is quite common that some principles take priority and even come in conflict with each other in the consideration of options.

The highest priority principles were:

*to minimize disruption to students, their families and the community  
while optimizing the use of school facilities*

Other principles included:

- Equality of program delivery in each of the schools
- Keep grade cohorts together
- Equitable disbursement of students
- Similar student to teacher ratios in each school
- Reflections shared by community members taken into consideration
- Least number of transitions possible for students
- Buddy/student mentoring opportunities considered
- Minimal structural modifications to physical buildings required

### *Other Considerations*

Other considerations included:

- Both early and late French Immersion remain as part of the programming available.
- Consider the current buildings, their usage and utilization and offer suggestions for more equitable usage across the existing buildings. While HRSB has not indicated that a school be closed, it could be a consideration of the SOC if the numbers warranted.
- The Eastern Passage family of schools have 3 schools located in close proximity, essentially a campus of schools. It does mean that in some cases, students walk past one school to get to their school.
- Projections over five+ years help to ascertain longer term sustainability of options considered.

- Special Needs students: what programs support special needs students (although this was a topic of conversation, there are funding and programming guidelines that ensure these needs will be addressed).
- Other programs that are available in the schools that the community wants to ensure are maintained.

## Appendix F: Information Gathered

There is a great deal of information available to assist in looking at options. Bringing all the data together illuminates the complexity and interrelationship of the data in determining options. There is a great temptation to crunch the numbers in a more straight forward manner and many, if not all, of the SOC members have taken a shot at this on their own, only to be confronted by the complexity of the interdependent relationships of the numbers. This is where the knowledge and resource of HRSB staff has been particularly valuable.

The data that has been looked at includes:

- Current enrolments by grade and program
- Trends for the above using rejected Long range numbers (Baragar Data)
- School Floor plans and # of classrooms available
- Recommended number of students per class
- Student population by postal code
- Operating and Maintenance costs
- EPEC Lease information
- Joint Use Agreement between HRM and Tallahassee

## Appendix G: Other Options Considered

The School Options Committee has been supported in understanding the complexity of determining possible options by HRSB staff who have helped both with projections, catchment area mapping and understanding of programming needs for different grade levels and different types of schools.

### *Current School Utilization*

The SOC looked first at the current school utilization rates and grade configurations to understand the baseline. This includes grades 7-9 at EPEC. The Grade 9's will move to the new high school when it is build, leaving EPEC greatly underutilized if nothing changes. Moving the Grade 6's to EPEC improves utilization. This is included in all the options explored that were presented.

### *Grades 6-8 at EPEC*

The next thing was to look at what would happen by shifting the grade configuration of EPEC to Grades 6-8. All of the options that were presented at the community conversation on April 20, 2016 had Grades 6-8 going to EPEC.

### *Grades 5-8 at EPEC*

The SOC also looked at the possibility of adding the Grade 5's to EPEC. It would have put EPEC at full utilization with other schools being underutilized but not to such a degree that closure of any of the schools could be recommended. This was not put forward as an option for community consideration. There were no configurations that pointed to the closure of any of the schools as a viable option or strategic use of available properties.

### *All French Immersion School*

Having an all French Immersion school was considered. To create an all French Immersion P-5 school would require 12-14 classrooms. For this option to work, the French Immersion program would have to be located in Seaside and all the school boundaries would need to be reviewed and redefined to fill the remaining schools in an equitable way. This would cause disruption and transition across the entire catchment area. While it would fit with the principle of reducing transitions for students once it was implemented, the complete disruption for the family of schools caused the SOC to rule it out after substantial discussion in more than one meeting.

Other impacts of this option that were discussed include:

- If a child was to change over from French to English during Grades P-5, they would have to change schools increasing distress levels of the change. Currently students can remain at the same school for the balance of the year (if they are out of area) which reduces the level of disruption for a student and their supports in the schools.
- It would create a greater separation of the French students from the English students as they wouldn't come together in the same school until Grade 6 at EPEC.
- Putting the French Immersion program in Seaside also puts younger students closer to a main road in the community and safety of the students was one of the considerations parents asked the SOC to keep in mind.

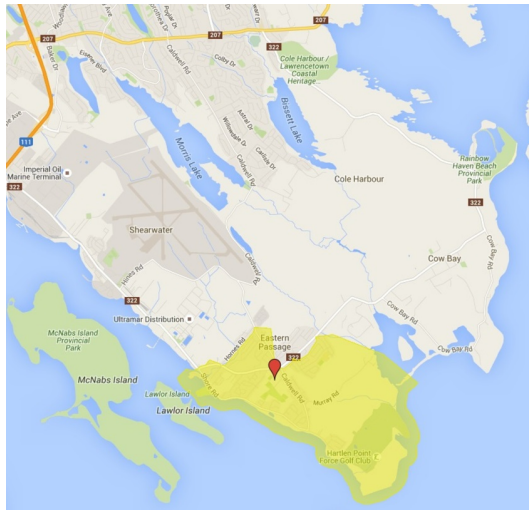
This was not put forward as an option for community consideration although the decision was reviewed again post the second community conversation.

Overall, Option 1 kept all the other grade configurations in the schools as the current status quo as it would involve the least disruption. Option 2 changed the grade configurations so that the Grade 4's are in the same school. Options 3-6 also had the Grade 4's in the same school and looked at small boundary changes to offer more consistent school utilization across the remaining three schools.

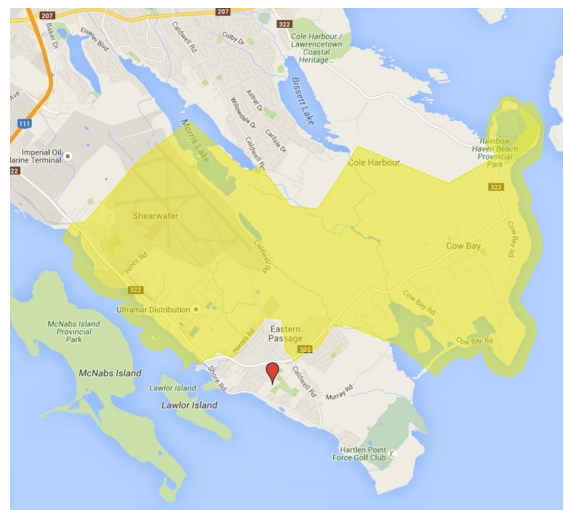
### Current Configuration of Eastern Passage Schools

- EPEC: English, Early French Immersion & Late French Immersion for Grades 7-9
- Tallahassee: English P-4 and Early French Immersion P-3
- Ocean View: English P-4
- Seaside: English Gr 5-6 and Early French Immersion 4-6

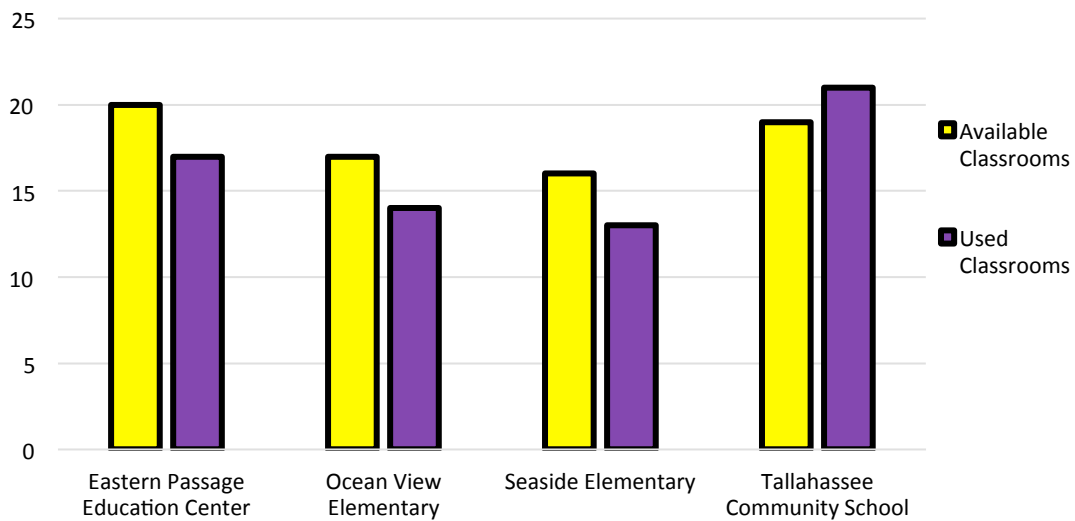
Ocean View English Boundary



Tallahassee English Boundary



### Classroom Utilization 2015-2016

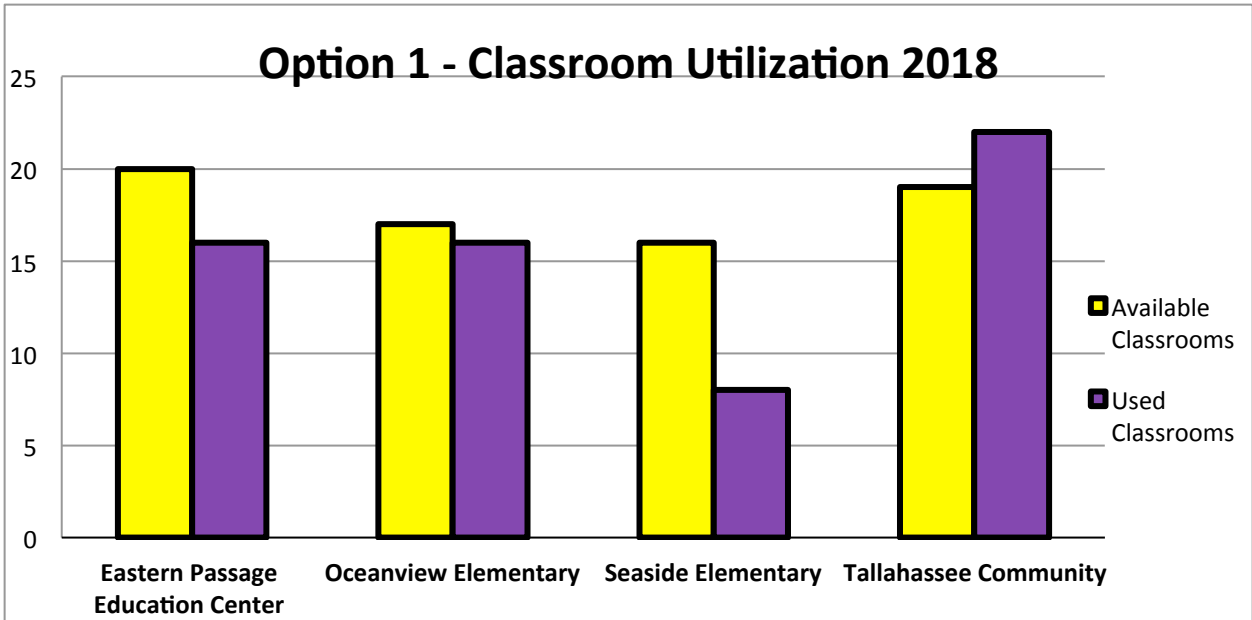


This shows Tallahassee as being over-utilized currently with the use of a portable while the other schools are underutilized. A breakdown of the current number of students and grades for Ocean View, Tallahassee and Seaside can be found in Appendix C.

*Option #1: Grade 6-8 at EPEC, no other changes*

- EPEC: Grades 6-8 at EPEC
- Tallahassee: would remain P-4 English and P-3 Early French Immersion\*
- Ocean View: P-4 English\*
- Seaside: Grade 5 English, 4-5 French Immersion

\*Current school catchment areas (no boundary changes)

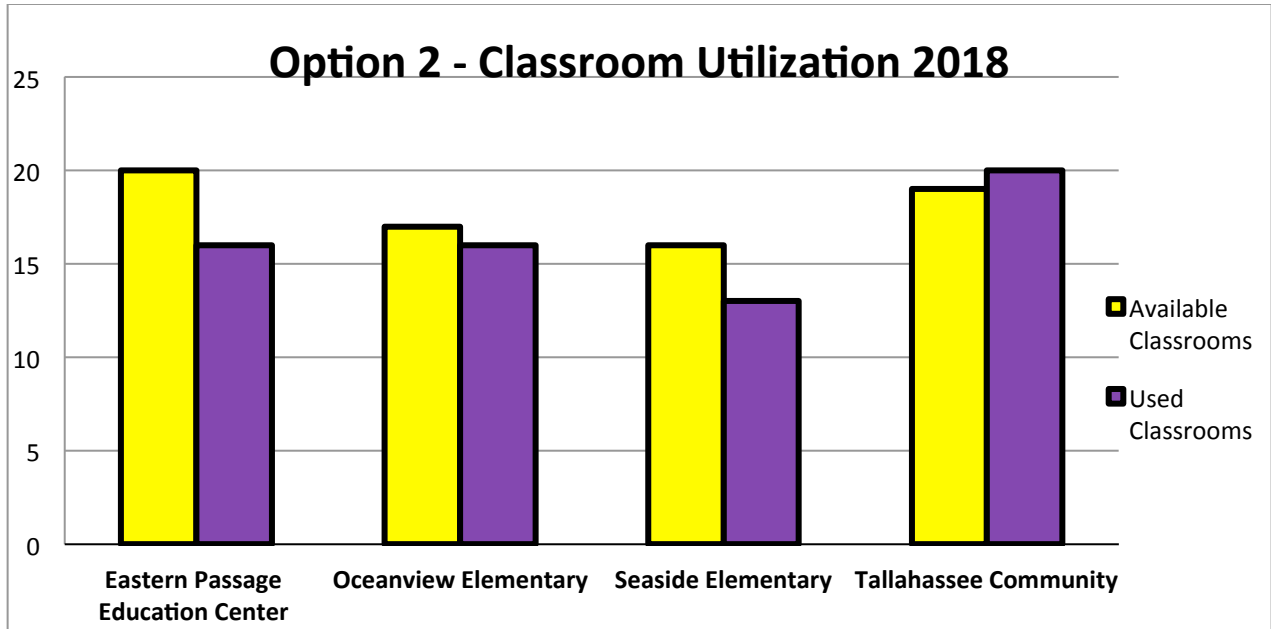


This leaves Tallahassee over utilized and Seaside greatly underutilized.

*Option #2: Grade 6-8 at EPEC, Seaside Gr 4-5, no boundary changes*

- EPEC: Grade 6 would be moved to EPEC
- Tallahassee: P-3 English & P-3 Early French Immersion\*
- Ocean View: P-3 English\*
- Seaside: Grade 4-5 English and French Immersion

\*Current school catchment areas (no boundary changes)



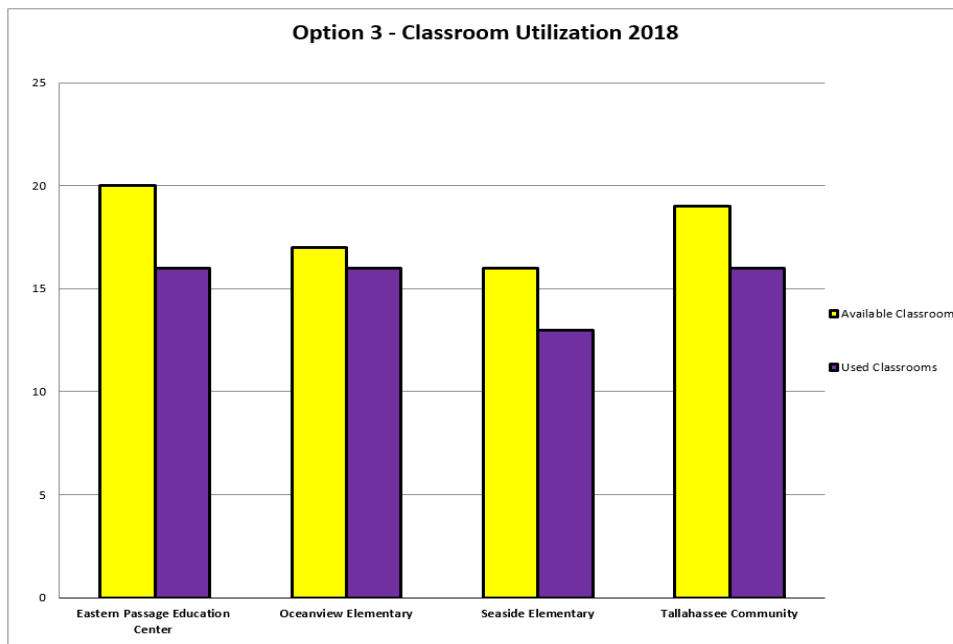
It is desirable to have all the Grade 4's in one school, which is not the case in the current configurations. Putting the Grade 4's together in Seaside still leaves Tallahassee over utilized and Seaside underutilized.



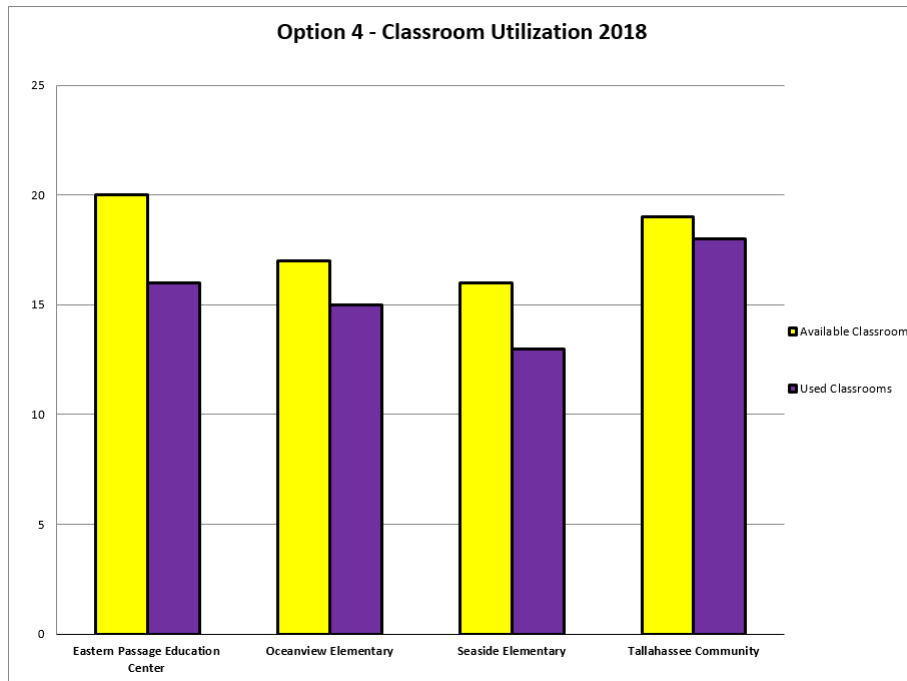
*Option #3-6 Grade 6-8 at EPEC, Seaside Gr 4-5 Tallahassee / Ocean View boundary changes*

- EPEC: Grade 6 -8
- Tallahassee: P-3 English and Early French Immersion\*\*
- Ocean View: P-3 English\*\*
- Seaside: Grade 4-5 English and French Immersion

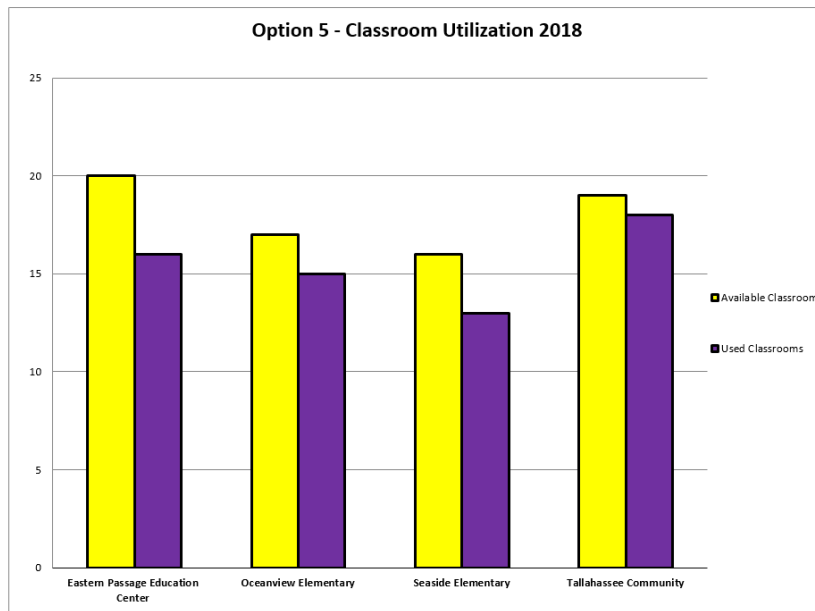
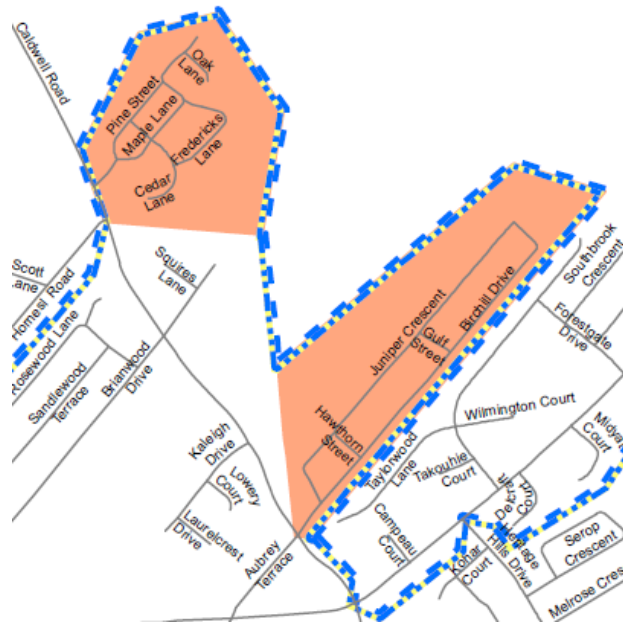
\*\*4 different options to change boundary lines for the English programs at Tallahassee & Ocean View



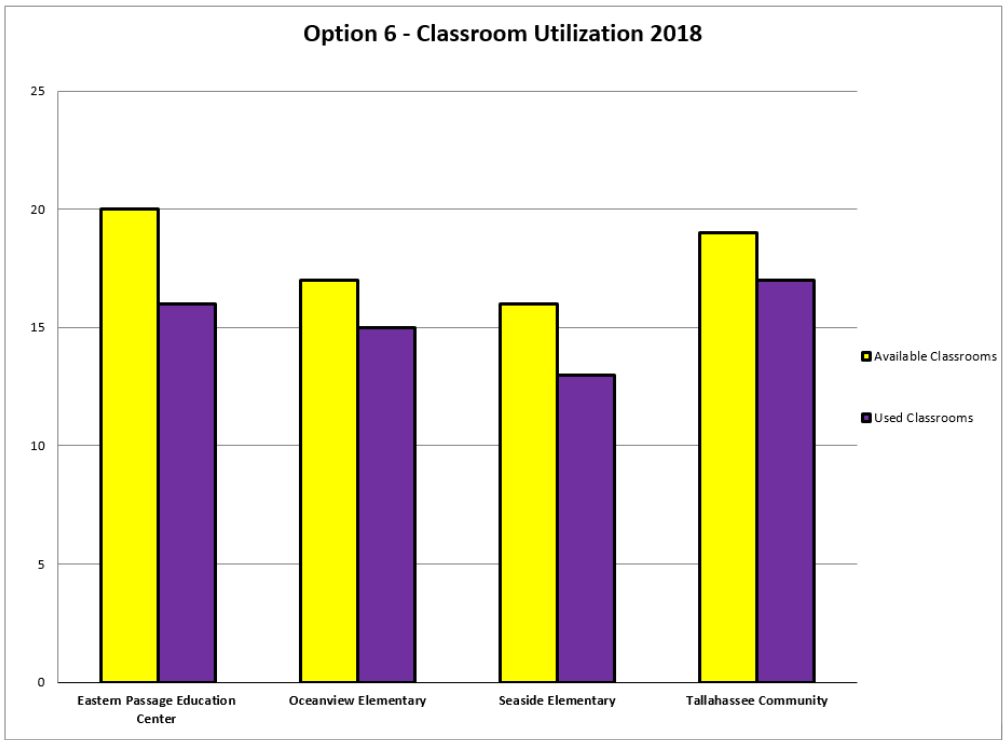
Option 4:



Option 5:



Option 6:



## Appendix H: Q & A / FAQ's

There are a few questions that have come up both in the SOC discussions and in the community conversations. In this section, questions are offered with some background information and/or responses.

### **Can Seaside be closed?**

Closure of a school can and should be considered and discussed by the SOC as a possible option and was discussed by this SOC. The scenarios do not support closure. When looking at optimal utilization of schools, any configuration that does not include Seaside creates over-utilization in the remaining schools.

Questions about the condition of the school have been raised by some participants at the community conversations due to the age of the building and a belief by some members of the community that the school has mold. This is not supported by inspections of the building. HRSB operations staff does not consider the age of Seaside to be a matter of concern or grounds for closure. There is deferred maintenance at most schools that must eventually be addressed. Seaside is not considered an unsafe environment and if there is a concern regarding indoor air quality HRSB will investigate and remediate deficient conditions.

### **There is a perception in the community that Tallahassee is the “best” school.**

From a facilities perspective all the schools are maintained to the same standard. Tallahassee is a newer school, built in 1991. There are newer schools that provide a different variety of spaces but program is delivered successfully in all our schools.

### **There is a perception that some parents send their kids to French Immersion just to have them in that school.**

There may well be some parents in the community who make this decision; however it is not likely the predominant reason that most parents have for putting their children in French Immersion.

### **Can we not free up space in Tallahassee by removing the community centre? What binds that lease agreement? What would it take to open it up?**

There is a legal Joint Use Agreement (JUA) that recognizes the capital investment by HRM to the province for construction of the community center and larger gymnasium at Tallahassee Community School. It establishes the parameters regarding shared use of the facility. There are parameters within the act that stipulate the process for turnover and possible purchase of the school by HRM if it is no longer required as a school. The agreement does not contemplate eviction of HRM or assumption of control over the HRM community center by HRSB or the province. HRSB is legally bound to honour the original agreement.

HRM is investing in infrastructure for Tallahassee. HRM has its own processes to navigate which makes moving the community centre not a viable option at this time, within the time frame and parameters of this review process.

**What about P-5 in all the schools?**

P-5 in all the schools would require significant boundary changes causing disruption to many families and their children that would possibly impact the community long after the year of transition. There is no data that point definitively to one configuration or another as being more or less beneficial to the student experience. There is no definitive data to suggest specific configurations for student transitions from one school to another are better or worse than another.

**What about building a new school to house all the P-5's?**

When considering the rationale for recommendations the SOC and HRSB must also consider the fiscal reality and requirement for responsible fiscal management. There are limited capital funds available to the whole province and based on HRSB knowledge of the school facilities in this school review, none are considered as a priority for replacement in the LRO in the foreseeable future.

**Use of portables?**

Portables are a temporary solution to address overutilization in schools, not a permanent solution.

**Is the SOC, and by extension the community, being told by HRSB what we can do and not do?**

The SOC must adhere to the mandate of the school review provided to them by the governing board. The HRSB staff has been very responsive to requests for information and clarification. Staff has not been directing decisions or outcomes.

The SOC has been working hard to digest the comprehensive information and data available and to understand the complexity of the interrelationship between the number of students, program considerations (English, early and late French Immersion), the number of classrooms available in each school once consideration for other needs (art, library, resource room, etc) are taken into consideration. The SOC has asked HRSB staff for support in acquiring and understanding the data, in taking programming needs into consideration and in supporting information about the process on the HRSB website along with disseminating information.

The decisions about which options to put forward and why have come from the SOC, as will the recommendation. The SOC has also, at times, been frustrated by the “givens” that influence the possible options – like existing structures, the number of classrooms available in each of the schools and other considerations outlined above and is doing due diligence to put forth the best recommendation possible. Various options have been revisited several times and discussed at length to confirm or reconfirm decisions, ensure all the information has been taken into account, that decisions are being made in accordance with the guiding principles. This is not about change for change sake.

## Appendix I: Promotion Efforts and Turnout at the Community Conversations

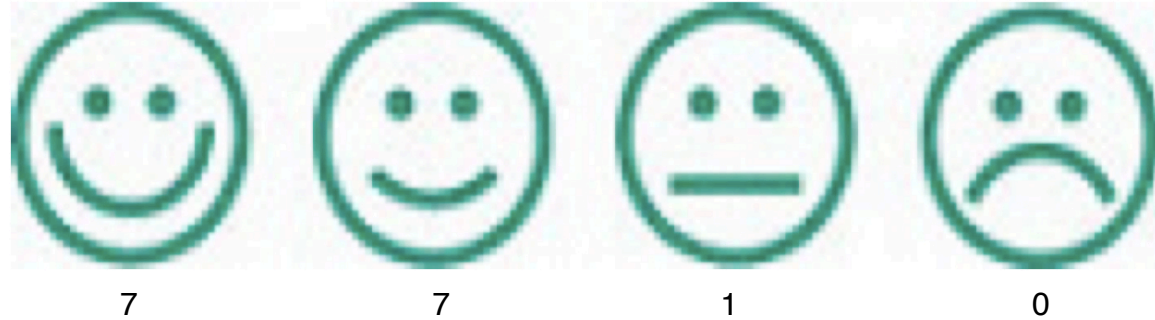
The first community conversation on March 9, 2016 attracted about 25 members from the community, not including SOC members, HRSB support and facilitators. The event had been promoted by HRSB on the website, a meeting notice was published in the paper and the SOC members each communicated with their schools and through social media like Twitter and Facebook pages.

Intent on attracting more people to the second community conversation, notices were sent home in school bags, information was posted on school websites, in the schools, on outdoor signage. SOC members used social media, emails and conversations with their neighbours, stressing the importance of input on the options prepared and presented by the SOC. There was also a meeting notice in the local paper. This turnout was around 30 people. About 12 people attended both community meetings.

The date of the third community conversation was rescheduled for a week later in response to an email notifying the SOC of a conflict with a school event. An additional search was done to avoid any other conflicts with school events. This meeting was attended by 18 community members some of whom had been at one or both of the previous meetings. Many of the same methods to invite community members were used. The SOC heard that some emails were rejected from the email address set up for additional input but that the problem was resolved before the meeting. Participants shared they felt low turnout was not a reflection of the efforts of the SOC but due to other factors like review process fatigue (there have been a number of review processes in the area) and confidence in the SOC to do due diligence and make a good decision.

### Appendix J: May 24, 2016 Meeting Feedback

My overall experience here tonight was: (circle the one that most represents your experience)



#### The best part of tonight was:

- Allowing time for all comments with no judgment
- Liked the process – it was engaging
- The breakdown of numbers show reasoning between 3-6 and 3-3 choices
- Location – I feel safe to have my kids play outside on the playground
- More precise data on how/why the recommended option was chosen
- Finding out the recommendation for the schools
- The clarity and discussion
- A decision
- Seeing the final recommendation
- Having the members of the committee present the recommendations
- Agreeing on a recommendation – thanks for clarifying on why one option was better than another
- Hearing from the community members. The graphic art ☺
- Receiving some clarification on reasonings for choosing one option over another
- Clarity on questions
- Seeing this process come to an end after all the hard work has been done
- Getting answers that were based in fact

#### It would have been better if:

- Bigger room
- Have the above (breakdown of numbers) explained at the beginning of presenting the chosen option
- More people had participated
- Email had been working properly
- More community members expressed their confidence in the SOC in absentia
- If data available in advance to have read 48 hours before
- More members of the community actually took part in these meetings
- We had the information sooner



**Other things about the school review process that are on my mind that I didn't say this evening:**

- Would have been nice to hold a vote so the committee could have left with a clear majority for the option
- n/a
- Wish that for 2016/17 school year Grade 4 French Immersion students could stay at Tallahassee
- New process, we'll learn from our mistakes
- Thank you!
- Overall good recommendation, but I think it will be seen not favourably by the community
- As a parent I would like to be able to more involved, even though I am an employee of the board ☹

**Other:**

- You all did a fantastic job. The low parent and community turnout is a reflection of the community
- Trying to find the best way to get community members to provide input
- Graphic representation doesn't add value to the process – looks pretty but does not help in my overall review of the process
- Happy with the decision
- Thanks so much to the committee. Great job guys
- Great job. Thank you for caring.
- Thanks ☺
- Thank you for all your hard work and commitment to our community
- Finding better ways to reach the community

## Appendix K: School Options Committee (SOC) Members

The School Options Committee was formed via a request by the Superintendent to each of the School Advisory Councils from the schools named in the Review to appoint a member to the School Options Committee who is not an employee of HRSB. This could include the SAC chair or designate and/or a parent representative. The SOC for the Eastern Passage Family of Schools includes the following members (listed in alphabetical order):

### *Dominique Duchesne*

I am a military spouse, a mother, a grandmother, a teacher, a free-lance consultant and a homemaker. I am also the chair of the Seaside Elementary SAC. Being married to a military soldier I have first hand experience with the transitions of moving to new communities and schools for my children. As a teacher I was a witness to how it affected other families. As the chair of the SAC and a member of the SOC I want to share and help in the configuration of how our children can be provided with best possible means of attaining a caring, supportive and safe education in the years to come.

### *Cori Ferguson*

I am a resident of Cow Bay and the parent of two school aged children who currently attend EPEC and CHDHS. I am in my third year as a parent member and chair of the EPEC School Advisory Council (SAC). I also served on the Seaside SAC for three years (2012-2015). As an SAC member and chair I also sit on the Eastern Passage High School SST. I have been an active SAC rep participating in HRSB Professional Development for SAC members, and mostly recently prior to this project I was the chair of the Boundary Review for the new Eastern passage High School. I believe in making the most of every opportunity and look forward to reviewing the data and presenting to the community and school administration options that have been well thought out with all stakeholder in mind and based on evidence.

### *Beth MacMullin*

I am a member of the Tallahassee Community School SAC. I am also a member of the Tallahassee PTO for the past 4 years and have been the treasurer for the past three years. I am proud to be part of such a wonderful group of individuals and to represent such a great community. I am very excited about playing a part in helping to make our children's education in our community the best it can be for them.

### *Michelle Myers*

I am Eastern Passage born and raised (5th generation) with 4 children - age 14, EPEC late immersion; age 9, Tallahassee grade 4; age 8, Tallahassee, grade 3; age 5, in daycare, starts at Tallahassee in September. I am Chair of Tallahassee SAC and a member of EPEC SAC. I was a voting member on the School Boundary Review Committee. I graduated from Cole Harbour District High School in 1998 as Student's Council President. I hope to be the Student's Council Advisor at the Eastern Passage

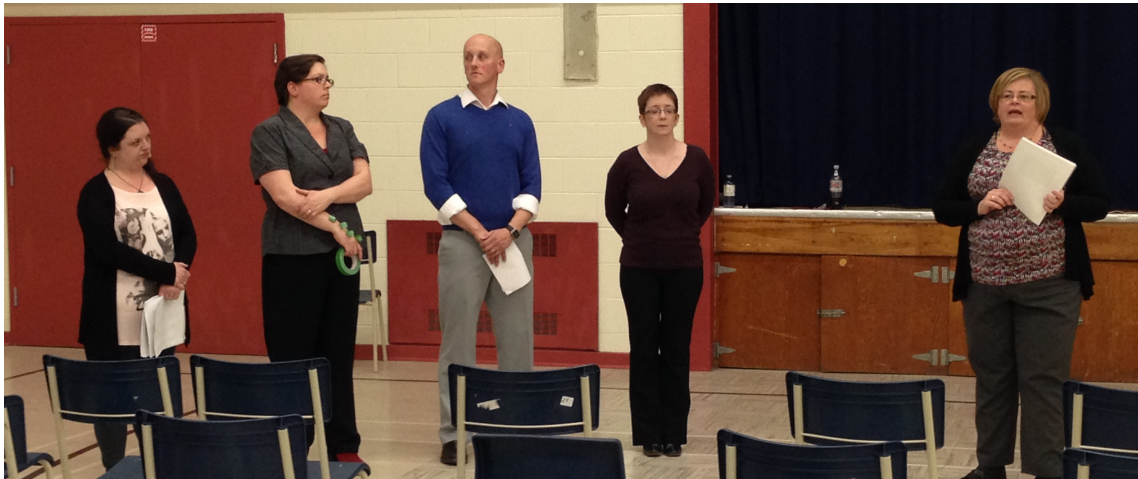
High School ;). I have lived in the same house my whole life and attended 7 schools within the HRSB school system. I enjoy music, reading, spending time with my family.

### *Kristal Sampson*

I am a parent of a second grader at Ocean View Elementary School. I am actively on the OVE School Advisory Council and PTO. I was involved in the boundary review for the new EP High School. I am excited to be a part of this process because I want my son to have the best possible school experience here in Eastern Passage.

### *Steve Traves*

I am a parent of two young children, one who is school age. I have lived in the Passage for 7 years and am married to a 5th generation passage resident. I am Chair of the Ocean View SAC.



*SOC Members from left to right: Michelle Myers, Kristal Sampson, Steve Traves, Beth MacMullin, Cori Ferguson; Missing from the photo, Dominique Duschene*

## Appendix L: Facilitation Support

### Kathy Jourdain, MBA



Kathy Jourdain's diversity of experience in process design and co-creating adaptive strategy is called upon by a wide variety of clients and colleagues in addressing issues that matter. She is co-founder Worldview Intelligence, a rapidly evolving body of work that generates a deeper understanding of worldview, how worldviews are developed and why understanding them and growing the skill to work with them creates a fundamentally different environment for some of today's most challenging conversations. For more information check out [www.WorldviewIntelligence.com](http://www.WorldviewIntelligence.com).

Kathy is internationally recognized as a steward and practitioner of the Art of Hosting (AoH) Conversations That Matter, which provides a set of patterns and practices to understand and work with complexity in increasingly unpredictable circumstances. For more information go to [www.artofhosting.org](http://www.artofhosting.org)

Her company, Shape Shift Strategies Inc., has expertise in co-creative, collaborative leadership and engagement strategies to effectively develop and implement strategic planning, change management, innovation processes, conflict resolution, team enhancement, and to deliver one-on-one and group coaching. For more information check out [www.ShapeShiftStrategies.com](http://www.ShapeShiftStrategies.com)

Kathy's memoir, *Embracing the Stranger in Me: A Journey to Openheartedness*, has been hailed as a deeply authentic sharing of a personal journey that has shaped who Kathy Jourdain is today and an invitation for others to enter or stay in their own unfolding journey. For more information check out [www.KathyJourdain.com](http://www.KathyJourdain.com)

### Susan MacLeod – Graphic Facilitator

Susan MacLeod has more than 25-years experience as a Communications professional. This experience includes permanent Communications positions with the Canadian Cancer Society in Nova Scotia and Ontario, as well as Cancer Care Nova Scotia and Saint Mary's University. She has served as Director of Communications for the provincial Department of Health, the Department of Health Promotion and Protection, and Service Nova Scotia in addition to holding the position of Senior Strategy Advisor with Capital Health's Marketing and Communications team.



Susan now practices as a freelance Graphic Facilitator. Her clients include the Nova Scotia Health Authority; Canadian Association of Psychosocial Oncologists, Toronto; and Pyra Management Consulting Services in addition to others on a one-time basis.