

MARYSTOWN CENTRAL HIGH SCHOOL SYSTEM REVIEW





BACKGROUND

On December 7, 2019, the Board of Trustees read the following two independent Notices of Motion to be voted on at the March 28, 2020 public meeting of the Board:

MOTION 1: Marystown Central High School System, Marystown Central High (10-12), Pearce Junior High (8-9), Sacred Heart Academy (K-7), Donald C. Jamieson Academy (K-7):

WHEREAS the Newfoundland and Labrador English School District is committed to providing the best possible educational programs for students; and

WHEREAS a reorganization of schooling in the Marystown Central High School system is required to achieve that objective;

BE IT THEREFORE RESOLVED that: Pearce Junior High, 8-9 will close effective June 2020.

BE IT THEREFORE FURTHER RESOLVED that: Marystown Central High will be reconfigured from Grades 10-12 to Grades 8-12.

BE IT THEREFORE FURTHER RESOLVED that: Students attending Pearce Junior High will attend Marystown Central High (8-12) effective September, 2020.

MOTION 2: Marystown Central High School System, Marystown Central High (10-12), Pearce Junior High (8-9), Sacred Heart Academy (K-7), Donald C. Jamieson Academy (K-7):

WHEREAS the Newfoundland and Labrador English School District is committed to providing the best possible educational programs for students; and

WHEREAS a reconfiguration of grading in the Marystown Central High School system is required to achieve that objective;

BE IT THEREFORE RESOLVED that: Sacred Heart Academy will be reconfigured from Grades K-7 to Grades K-4. Donald C. Jamieson Academy will be reconfigured from Grades K-7 to Grades 5-7.

Please note, if trustees choose to move forward with potential changes to this system, they could choose to move forward with Motion 1, or Motion 2, or both. If trustees choose not to move forward with either Motion, the status quo will be maintained.

CURRENT CONFIGURATION

The Marystown Central High school system consists of Donald C. Jamieson Academy (K-7) in Burin Bay Arm, Sacred Heart Academy (K-7) in Marystown, Pearce Junior High (8-9) in Burin Bay Arm, and Marystown Central High (10-12) in Marystown.

DONALD C. JAMIESON ACADEMY

- Donald C. Jamieson Academy is a Grades K-7 school with 18 classrooms.
- The school has an estimated capacity of 296 students.
- The school has a current enrolment of 296.
- Building was constructed in 1972.

SACRED HEART ACADEMY

- Sacred Heart Academy is a Grades K-7 school with 26 classrooms.
- The school has an estimated capacity of 670 students.
- The school has a current enrolment of 426.
- Building was constructed in 1981.

PEARCE JUNIOR HIGH

- Pearce Junior High is a Grades 8-9 school with 14 classrooms.
- The school has an estimated capacity of 390 students.
- The school has a current enrolment of 218.
- Building was constructed in 1966.

MARYSTOWN CENTRAL HIGH

- Marystown Central High is a Grades 10-12 school with 27 classrooms.
- The school has an estimated capacity of 810 students.
- The school has a current enrolment of 359.
- Building was constructed in 1972.



ENROLMENT PROJECTIONS AND ROOM REQUIREMENTS

Enrolment projections were conducted by NLESD using Baragar Systems, a custom planning software suite for use by school districts across Canada. These projections are a best estimate of future enrolments based on current data and historical trends. Actual enrolments may differ from projections. Enrolments listed for a given school year are reflective of the data on September 30 of that year.

Room requirements are calculated on the basis of maximum class caps. For example, the class cap in primary Grades is 25 students, so if there were 50 students projected in Grade 2, this means the room requirement would be listed as two rooms of 25 students per class. However, if there were 51 students projected for the next year in Grade 3, the room requirement would be listed as three rooms of 17 students per class. Combined classes of up to 18 students for Grades 1 to 6 are assumed and included in room requirement calculations. Schools with less than 25 students may use multi-grading, in which the cap on number of students depends on the Grade configuration. Senior high classes have no official cap; these room requirement calculations assume a cap of 30.

The listed estimated capacities assume that all classrooms are full to the grade level caps. However, based on the distribution of students in each grade level, schools generally do not have all classrooms completely filled. For this reason, the calculated room requirement is a more accurate representation of a school's ability to accommodate the number of students enrolled.

DONALD C. JAMIESON ACADEMY

Assuming the current K-7 configuration, the enrolment projections for Donald C. Jamieson Academy are shown in Figure 1 below. The school has a total of 18 classrooms.

	K	1	2	3	4	5	6	7	Total	Rooms
2019	29	37	36	29	45	41	35	44	296	15
2020	38	29	37	35	30	43	39	36	287	14
2021	34	37	29	34	36	30	42	41	283	13
2022	39	33	38	26	34	36	29	45	280	14
2023	34	38	33	35	27	35	36	31	269	12
2024	34	34	38	30	35	27	34	37	269	14
2025	35	34	34	35	31	35	26	36	266	13
2026	35	34	34	31	35	31	34	28	262	12
2027	35	34	34	31	31	35	30	37	267	13
2028	34	34	34	31	31	32	35	32	263	13
2029	34	33	34	32	32	32	31	37	265	13

Figure 1: Donald C. Jamieson Academy enrolment projections

The projection model shows enrolment decreasing to a low of 262 in 2026. The school is projected to require a maximum of 14 classrooms in 2020, 2022, and 2024.

SACRED HEART ACADEMY

Assuming the current K-7 configuration, the enrolment projections for Sacred Heart Academy are shown in Figure 2 below. The school has a total of 26 classrooms.

	K	1	2	3	4	5	6	7	Total	Rooms
2019	41	40	48	43	58	63	64	69	426	22
2020	42	42	41	46	44	57	61	67	400	22
2021	47	43	42	41	48	44	54	62	381	21
2022	34	47	44	42	43	48	42	57	357	21
2023	40	35	49	44	44	42	47	45	346	21
2024	41	41	35	49	45	43	40	49	343	21
2025	40	41	42	35	51	44	41	41	335	20
2026	41	41	42	42	37	50	42	43	338	20
2027	41	42	42	42	44	36	48	43	338	21
2028	39	42	43	42	44	43	35	49	337	21
2029	39	40	43	43	44	43	41	36	329	20

Figure 2: Sacred Heart Academy enrolment projections

The projection model shows enrolment decreasing to a low of 329 in 2029. The school is projected to require a maximum of 22 classrooms in 2020.

PEARCE JUNIOR HIGH

Assuming the current 8-9 configuration, the enrolment projections for Pearce Junior High are shown in Figure 3 below. The school has a total of 14 classrooms.

	8	9	Total	Rooms
2019	102	116	218	9
2020	112	102	214	9
2021	102	113	215	9
2022	104	103	207	8
2023	103	105	208	8
2024	77	105	182	8
2025	88	78	166	8
2026	80	88	168	8
2027	73	81	154	7
2028	83	74	157	8
2029	83	84	167	8

Figure 3: Pearce Junior High enrolment projections

The projection model shows enrolment decreasing to a low of 154 in 2027. The school is projected to require a maximum of nine classrooms in 2020 and 2021.

MARYSTOWN CENTRAL HIGH

Assuming the current 10-12 configuration, the enrolment projections for Marystown Central High are shown in Figure 4 below. The school has a total of 27 classrooms.

	10	11	12	13	Total	Rooms
2019	122	111	120	6	359	12
2020	122	121	102	6	351	12
2021	108	122	112	6	348	12
2022	118	108	113	6	345	12
2023	109	118	100	6	333	12
2024	111	109	110	6	336	12
2025	111	111	101	6	329	11
2026	84	111	104	6	305	11
2027	95	84	104	6	289	10
2028	88	95	79	6	268	9
2029	81	88	89	6	264	9

Figure 4: Marystown Central High enrolment projections

The projection model shows enrolment decreasing to a low of 264 in 2029. The school is projected to require a maximum of 12 classrooms from 2020 to 2024.

FIRST CONSULTATION

The District consulted with the school communities using the online platform ThoughtExchange. ThoughtExchange provides an inclusive opportunity for all members of the school communities to participate in the decision-making process, and have their ideas and thoughts considered by their peers. The overall goal is to enhance the District's communication with stakeholders; enhance the transparency of the consultation process, and to ensure all members of the school community have an equal opportunity to have a voice. This process, and information collected, will assist the Board of Trustees in determining what, if any, adjustments should be made to the school system for the 2020-21 school year.

The first consultation for the Marystown Central High school system posed the following question:

“What are the most important things for the District to consider in reviewing the Marystown Central High school system?”

The results of this consultation follow on pages 12 to 15.

DEMOGRAPHICS

A total of 159 people participated in the consultation, with 317 thoughts shared. There were a total of 8,417 ratings.

- 106 of the participants shared thoughts.
- 121 participants rated thoughts.
- 128 participants explored thoughts.

Parents and guardians of students made up 88% of the participants.



%	Count	Role
88%	(136)	Parent/Guardian
2%	(3)	Extended family member (grandparent, aunt, etc)
2%	(3)	Student
2%	(3)	School staff member
6%	(10)	Community member

Participants identified most commonly with the Donald C. Jamieson Academy school community, followed by the Sacred Heart Academy school community.



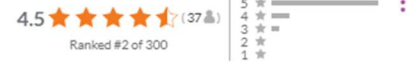
%	Count	School Community
42%	(65)	Donald C. Jamieson Academy
32%	(49)	Sacred Heart Academy
13%	(20)	Pearce Junior High
11%	(17)	Marystown Central High
2%	(4)	None of the above

TOP THOUGHTS

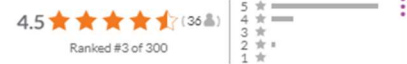
Class size I am concerned about class sizes being too large.



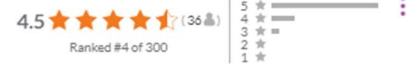
Class size Ensure number of students per class remains adequate for teachers to ensure proper learning environment for students



As a parent I just wanna make sure that our children's education is being put first



Teacher workload Teachers are dealing with behaviour issues, academic difficulties and disabilities like never before. Supports and resources must be provided to them.



Ensuring a healthy class size that stays within the district guidelines and does not rely on combined grades as a cost saving method. Smaller class sizes (across the grades from K-12) allow teachers to better meet the needs of their students.



Class sizes Because if classes are too big it's harder to get the required assistance from the teacher



Having lots of resources for the teachers to avail of and smaller class sizes means more time for teachers to spend with students Best education for the kids



Student to teacher ratio This is extremely important, especially with inclusion in the classroom. Teachers need more resources in order be able to be as effective as possible



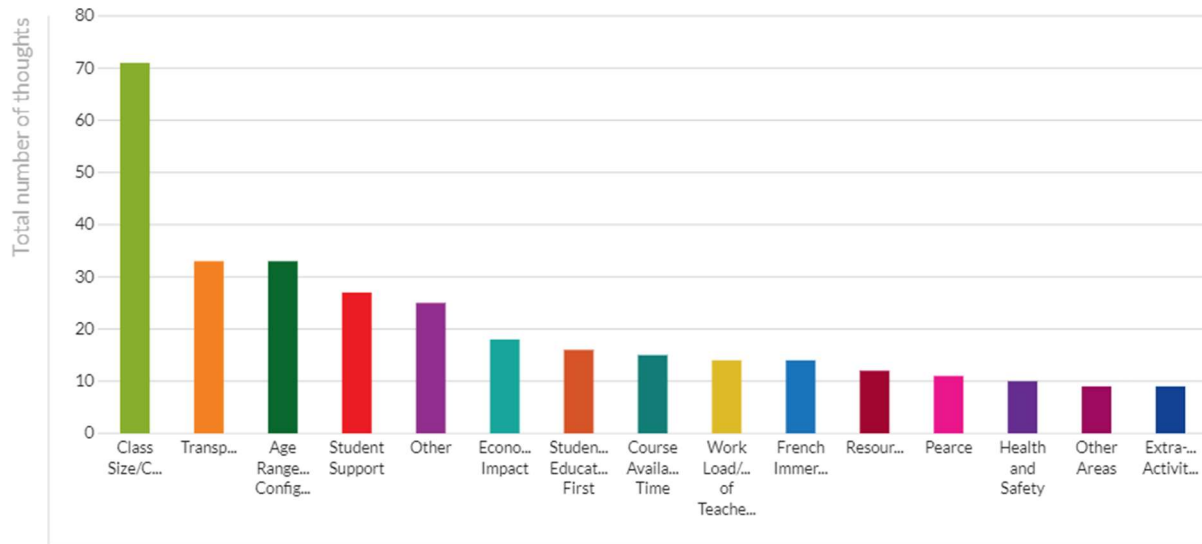
Class size The higher the population in a classroom harder for teachers to work with all students



Class size Smaller class sizes allow teachers to reach all learners.



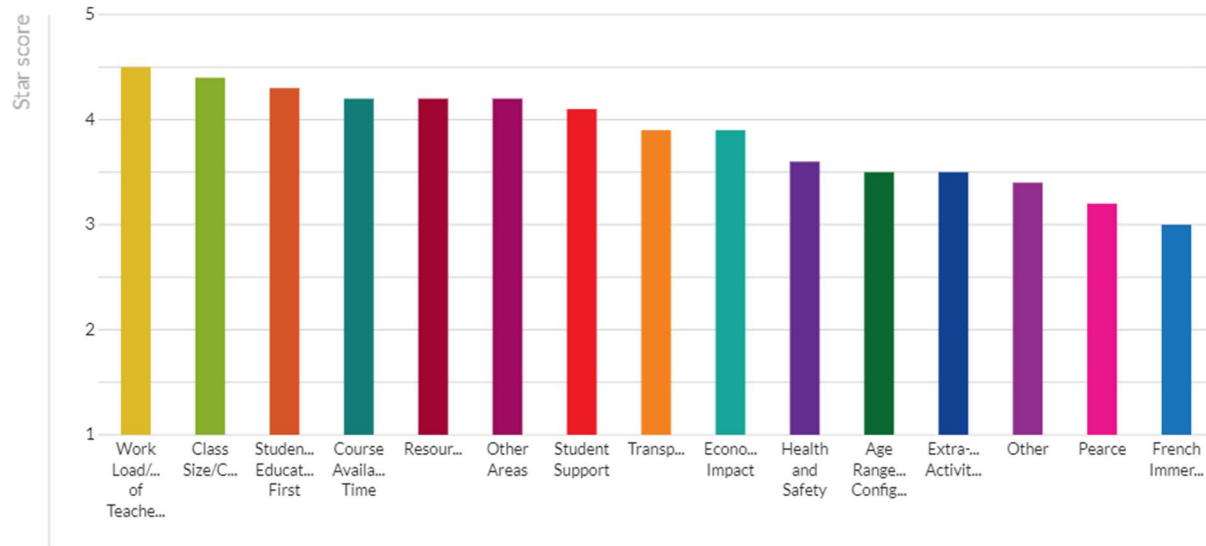
COMMON THEMES



*All themes: Class Size/Crowding, Transportation, Age Range/Grade Configurations, Student Support, Other, Economic Impact, Students' Education First, Course Availability/Programming Time, Work Load/Number of Teachers, French Immersion, Resources, Pearce, Health and Safety, Other Areas, Extra-Curricular Activities.

The most commonly-cited thoughts were related to Class Size/Crowding (71), followed by Transportation (33), Age Ranges/Grade Configurations (33), and Student Support (27).

THEME RATINGS



*All themes: Work Load/Number of Teachers, Class Size/Crowding, Students' Education First, Course Availability/Programming Time, Resources, Other Areas, Student Support, Transportation, Economic Impact, Health and Safety, Age Range/Grade Configurations, Extra-Curricular Activities, Other, Pearce, French Immersion.

The highest-rated thoughts were related to Work Load/Number of Teachers (4.5), Class Size/Crowding (4.4), Students' Education First (4.3), Course Availability/Programming Time (4.2), and Resources (4.2).

Other feedback has been received by the District from community members and the School Council of Pearce Junior High. All information provided prior to the December 7, 2019 meeting of the Board has been shared with trustees. Feedback received after December 7 will be provided to trustees in advance of the March 28, 2020 meeting.

PROPOSED CONFIGURATION CHANGES

The review of the Marystown Central High school system resulted in two independent Notices of Motion. If trustees choose to proceed with changes to this school system, they could potentially move forward with Proposed Configuration Change #1 or Proposed Configuration Change #2 or both. If trustees choose not to proceed with changes to this school system, status quo would be maintained.

PROPOSED CONFIGURATION CHANGE #1

Pearce Junior High is proposed to close at the end of the 2019-20 school year. Beginning in September 2020, Marystown Central High will be reconfigured from a Grades 10-12 school to a Grades 8-12 school and the student attendance zone will include all Grades 8 and 9 students in the system. Students who would have attended Pearce Junior High for Grades 8 and 9 will attend Marystown Central High instead.



MARYSTOWN CENTRAL HIGH

Assuming the proposed 8-12 configuration, the enrolment projections for Marystown Central High are shown in Figure 5 below. The school has a total of 27 classrooms.

	8	9	10	11	12	13	Total	Rooms
2019			122	111	120	6	359	12
2020	112	102	122	121	102	6	565	21
2021	102	113	108	122	112	6	563	21
2022	104	103	118	108	113	6	552	20
2023	103	105	109	118	100	6	541	20
2024	77	105	111	109	110	6	518	20
2025	88	78	111	111	101	6	495	19
2026	80	88	84	111	104	6	473	19
2027	73	81	95	84	104	6	443	17
2028	83	74	88	95	79	6	425	17
2029	83	84	81	88	89	6	431	17

Figure 5: Marystown Central High enrolment projections

The projection model shows enrolment decreasing from a high of 565 in 2020 to a low of 425 in 2028. The school is projected to require a maximum of 21 classrooms in 2020 and 2021.

PROGRAMMING AND SERVICES

The review of the Marystown Central High school system resulted in two independent Notices of Motion. If trustees choose to proceed with changes to this school system, they could potentially move forward with Proposed Configuration Change #1 or Proposed Configuration Change #2 or both. If trustees choose not to proceed with changes to this school system, status quo would be maintained.

The information below is related to Motion 1, which involves the closure of Pearce Junior High and the reconfiguration of grade levels at Marystown Central High.

CURRENT CONFIGURATION

Pearce Junior High School, Burin (8-9)

- Pearce Junior High School has both English and French Immersion streams. French Immersion is combined with the English stream for all courses except Français, Religion, Health, and Social Studies.

Marystown Central High School (MCHS), Marystown (10-12)

- MCHS has both English and French Immersion programming. French Immersion is combined with the English stream for all courses except Français, Histoire du Canada, and Histoire mondiale.

GENERAL PROGRAM COMMENTS (RECONFIGURED MCHS, GRADES 8-12)

Some of the District's considerations related to the proposed changes for this system are as follows:

- There is opportunity for increased positive student socialization and interaction in a larger school.
- Increased leadership opportunities in a larger school could result in the development of more student leadership skills.
- There would be more opportunities for overall teacher collaboration within specific departments/subject areas. Teacher collaboration and planning provide enhanced opportunities for student learning.
- There would be two full time administrators if MCHS became a Grades 8-12 school. The current allocation is 1.25 at each school for a total of 2.5 administration units for two buildings. The additional 0.5 unit will be retained for the 2020-21 transition year.
- There would be 1.13 Guidance Counsellor units based on formula. The District will continue to supplement to 1.5 guidance units for the 2020-21 school year and this will be re-evaluated annually based on need.
- There would be one less school transition as students progress from Grades K-12.
- A Grades 8-12 school would provide an opportunity for teachers and other staff members to build relationships with students over a five year period. This increased contact time will provide advantages, especially for addressing the needs of at-risk learners and for social-emotional learning.
- Allocations in the area of Student Services would allow for a larger department in this area, and greater collaboration which would be beneficial in supporting the needs of specific students. MCHS has a designated Department Head for student services.
- The combined time for Teacher Librarian could help with the development of the Learning Resource Centre as a Learning Commons, further supporting student learning.
- The French Department would be larger at MCHS, which could result in more emphasis on this curriculum area, as well as greater teacher collaboration to support student learning.
- The technology resources to support programming from each school would be combined and available for all students in Grades 8-12.

Details regarding class configurations, staffing, specialist information, and programming are outlined in the various sections which follow.

CLASS COMPOSITIONS

All projected staffing information in this document is based on the current teacher allocation guidelines used for the 2019-2020 school year. The tables which follow show the projected number of classroom teaching units. Other allocations for administration, guidance, music, physical education, and student services are provided to schools based on the overall student enrolment. Class sizes are formula-driven for specific grade levels and are not related to the grade configuration or overall student enrolment of a school.

Table 1 Pearce Junior High School 2020-2021 (Status Quo)	<u>Classroom Configurations</u>		
	Grade	Enrolment	Classroom Teaching Units*
	Grade 8	112	5*
	Grade 9	102	4*
	Total	214	9
*Estimated teaching units include English and Early French Immersion (EFI).			

Table 2 Marystown Central High School, 10-12 2020-2021 (Status Quo)	<u>Classroom Configurations</u>		
	Grade	Enrolment	Classroom Teaching Units*
	Grade 10	122	12* HS units
	Grade 11	121	
	Grade 12	102	
	Level 4	6	
	Total	351	12
*Estimated teaching units include English and EFI.			

Table 3 Marystown Central High School, 8-12 2020-2021 (Reconfigured)	<u>Classroom Configurations</u>		
	Grade	Enrolment	Classroom Teaching Units
	Grade 8	112	5*
	Grade 9	102	4*
	Grade 10	122	12 HS units*
	Grade 11	121	
	Grade 12	102	
	Level 4	6	
	Total	565	21
*Estimated teaching units include English and EFI.			

SPECIALIST ALLOCATIONS

Includes the areas of Music and Physical Education.

Table 4	Pearce JH 8-9, 2020-21	MCHS 10-12, 2020-21	MCHS 8-12, 2020-21
Specialist Allocation	1.43	2.01	3.44

As noted in the above table, there would be more specialists (Music and Physical Education) in the same school if the proposed change is made. This situation increases the possibility for collaboration within each of these specialty areas.

STUDENT SERVICES - INSTRUCTIONAL RESOURCE TEACHER (IRT) SUPPORT

The regular Instructional Resource Teacher (IRT) allocation is based on the total student enrolment. Please note that there is also an additional IRT allocation given to every school based on the provision of programming for students who have been diagnosed with an exceptionality. This is determined yearly based on the needs which exist in a specific school.

There is a student services Department Head at MCHS.

Table 5	Pearce JH 8-9, 2020-21	MCHS 10-12, 2020-21	MCHS 8-12, 2020-21
IRT Allocation	1.5	2.5	4.0

As noted in the above table, there would be more IRTs in the same school if the proposed change is made. This would result in a larger Student Services Department, with increased opportunities for collaboration to support student needs.

IRT SUPPORTS AT PEARCE

- There are currently two IRT classrooms.
- There are additional spaces that could be used for Student Services.

IRT SUPPORTS AT MCHS

- There are currently two Student Services programming spaces with a shared washroom and a lift/change station.
- There are currently three IRT classrooms.
- There are additional spaces that could be used for Student Services.
- The Guidance area contains two rooms and an office, that could be used for itinerant visits or other student supports.

GUIDANCE SUPPORT/SOCIAL-EMOTIONAL LEARNING

Table 6	Pearce JH 8-9	MCHS 10-12	MCHS Reconfigured 8-12
Calculated Guidance Allocation for 2019-2020	0.44	0.70	N/A
Supplemented Guidance Allocation for 2019-2020	0.50	1.00	N/A
Calculated Guidance Allocation for 2020-2021	0.43	0.70	1.13
Supplemented Guidance Allocation for 2020-2021	0.50	1.00	1.50

Note: The same level of guidance staffing (1.50 units) would be maintained in a reconfigured Grades 8-12 MCHS as currently exists in the two schools separately. This would allow for the possibility of two Guidance Counsellors in the reconfigured Grades 8-12 MCHS (possibility of a full time position and a partial position). The supplement will be assessed annually and adjustments may be made if required to support the level of need.

The following are some of the benefits that could be gained from this change:

- Students would be in the same school for five years. This gives the staff more time to build relationships with the students, which is especially important for guidance and student support services.
- With two Guidance Counsellors in the same building, there would be increased opportunities for students to have direct contact with a Guidance Counsellor and to avail of guidance services.
- Increased potential for collaboration between the Guidance Counsellors and other members of Program Planning Teams (PTT), Service Delivery Teams, the Individual Student Services Planning (ISSP) teams and the Individual Educational Planning (IEP) teams.
- Increased ability to deploy throughout the school in support of children, youth and staff who have experienced a traumatic/critical incident.
- Two Guidance Counsellor would have an increased opportunity to work in many other areas of student support, such as those identified below:
 - Gender Sexuality Alliance group
 - Career Counselling
 - Organizational Skills Sessions
 - Study Skill Sessions
 - Social-emotional learning

AVAILABILITY OF TEACHER LIBRARIAN TO SUPPORT PROGRAMMING IN THE REGULAR CLASSROOM

Table 7	Pearce JH 8-9, 2020-21	MCHS 10-12, 2020-21	MCHS 8-12, 2020-21
Teacher Librarian Allocation	0.21	0.35	0.56

- In the proposed MCHS 8-12 school, the combined time for a Teacher Librarian could help with the development of the Learning Resource Centre as a Learning Commons. Relative to the current situation, the Teacher Librarian would have more time to collaborate with classroom teachers and use this space for initiatives which support enhanced student learning.
- Pearce JH shares its library with NL Public Libraries. The public library is connected to Pearce JH. It could be a standalone structure with renovations/demolition and could continue to function if Pearce JH were to close. This would fall under the mandate of Provincial Information and Library Resources Board.

SPECIALTY AREAS TO SUPPORT PROGRAMMING/CURRICULUM IMPLEMENTATION

Both Pearce JH and MCHS have various specialty areas to support student programming. Both schools have a fiber optic connection to the internet, all classrooms networked, wireless capability, and a computer lab. MCHS also has a number of computers in the skilled trades area. Both schools have the following specialty areas: cafeteria, gymnasium, fitness room, music room, art room, production lab/skilled trades classroom, Learning Resources Centre, guidance room, science lab, and Instructional Resource areas. MCHS also has a Positive Actions for Student Success (PASS) room and a second science lab.

USE OF TECHNOLOGY FOR PROGRAMMING

Both schools have a variety of technologies which are used to support student programming and learning. These include: Teamboards/Smartboards, Chromebooks, laptop computers, assistive technology (Ex. Word Q, Speak Q, Read and Write Gold). Pearce Junior High also has 250 iPads, a 3-D printer, a Computer Numerical Control Router Machine, some coding resources (ozobots, Mindstorm Lego kits) and hovercams/drones. If these two schools combined, the resources from Pearce Junior High would be transferred to MCHS.

FRENCH PROGRAMS (EFI)

As referenced above, the merger of these two schools will result in a larger French department at MCHS. Consequently, there would be more expertise in this curriculum area with more potential for collaboration to support French learning including language and culture.

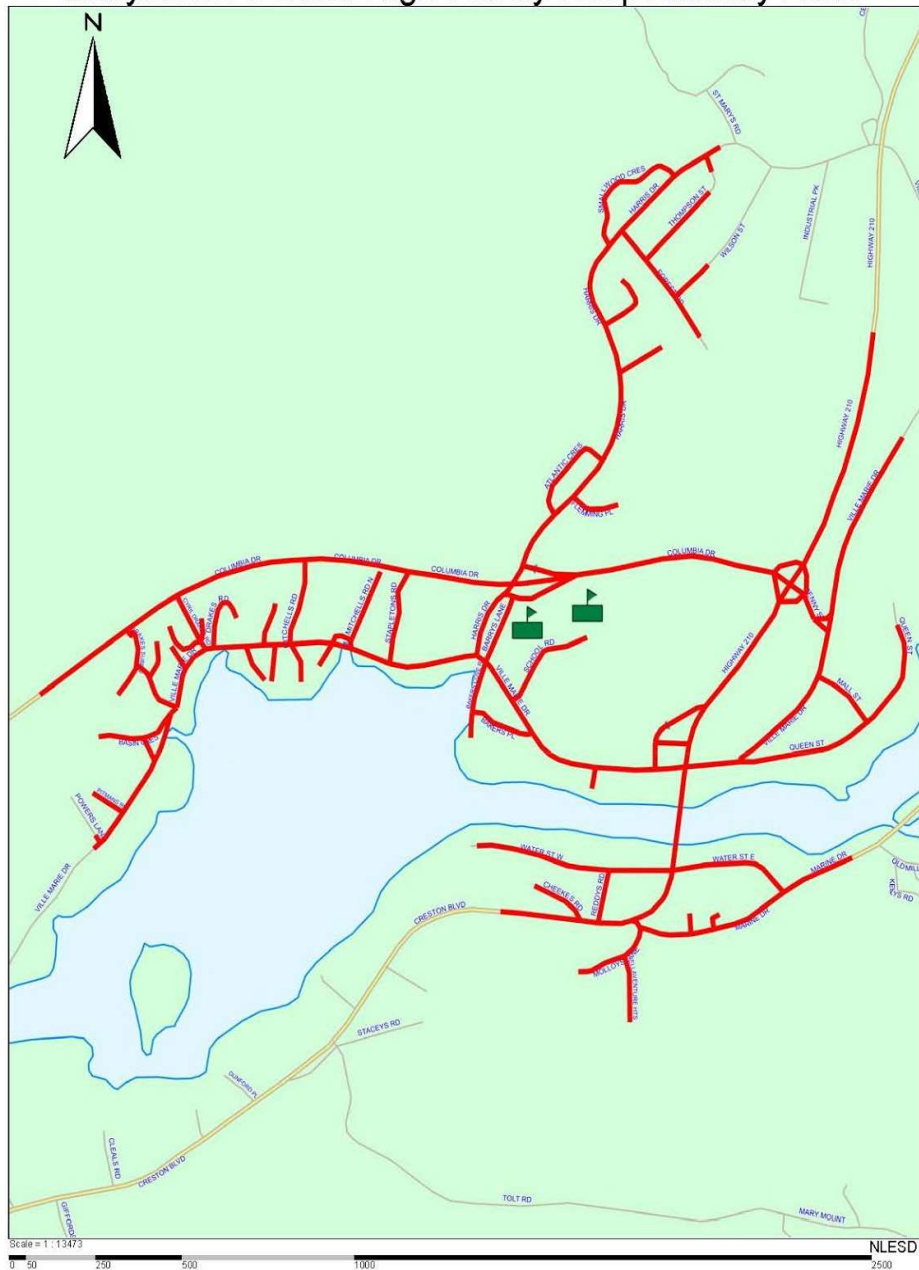
TRANSPORTATION

The current configuration of the Marystown Central High school system uses 22 buses to perform 35 runs for all schools in the system. Proposed Configuration Change #1 would result in up to eight fewer bus runs, and therefore an estimated reduction of four buses required to service the system.

The current longest bus runs are as follows: from Donald C. Jamieson Academy to Garnish/Frenchman's Cove and from Red Harbour to Pearce Junior High (both 60 minutes). With Proposed Configuration Change #1, the run from Red Harbour to Pearce Junior High would no longer apply.

The Family Responsibility Zone for Marystown Central High is shown below. It currently includes 40 non-bus-eligible students. There would be no change to this Family Responsibility Zone with the proposed configuration change. All students currently in the student attendance zone for Pearce Junior High would qualify for busing to Marystown Central High.

Marystown Central High Family Responsibility Zone



RESULTING FINANCIAL IMPACT

Annual cost reductions for each school are estimated based on projected student enrolment for the 2020-21 school year and may vary in future years. Reductions are comprised of support staff salaries, facility operating costs, and transportation costs. These figures do not reflect potential changes in instructional units (for information regarding changes in instructional units, see Programming and Services section above). Actual reductions will vary from estimated amounts due to a number of unknown factors, such as potential costs relating to upkeep of vacant school buildings during disposal period.

Proposed Configuration Change #1 would result in an estimated annual reduction in costs of between \$557,000 and \$564,000 from the closure of Pearce Junior High.

PROPOSED CONFIGURATION CHANGE #2

Beginning in September 2020, Sacred Heart Academy will be reconfigured from a Grades K-7 school to a Grades K-4 school. Students who would have attended Sacred Heart Academy for Grades 5-7 will attend Donald C. Jamieson Academy instead. Donald C. Jamieson Academy will be reconfigured from a Grades K-7 school to a Grades 5-7 school. Students who would have attended Donald C. Jamieson Academy for Grades K-4 will attend Sacred Heart Academy instead.



SACRED HEART ACADEMY

Assuming the proposed K-4 configuration, the enrolment projections for Sacred Heart Academy are shown in Figure 6 below. The school has a total of 26 classrooms.

	K	1	2	3	4	5	6	7	Total	Rooms
2019	41	40	48	43	58	63	64	69	426	22
2020	80	71	78	81	74				384	21
2021	81	80	71	75	84				391	20
2022	73	80	82	68	77				380	20
2023	74	73	82	79	71				379	19
2024	75	75	73	79	80				382	21
2025	75	75	76	70	82				378	19
2026	76	75	76	73	72				372	20
2027	76	76	76	73	75				376	19
2028	73	76	77	73	75				374	19
2029	73	73	77	75	76				374	19

Figure 6: Sacred Heart Academy enrolment projections

The projection model shows enrolment decreasing to a low of 372 in 2026. The school is projected to require a maximum of 21 classrooms in 2020 and 2024.

DONALD C. JAMIESON ACADEMY

Assuming the proposed 5-7 configuration, the enrolment projections for Donald C. Jamieson Academy are shown in Figure 7 below. The school has a total of 18 classrooms.

	K	1	2	3	4	5	6	7	Total	Rooms
2019	29	37	36	29	45	41	35	44	296	15
2020						100	100	103	303	12
2021						74	96	103	273	12
2022						84	71	102	257	12
2023						77	83	76	236	12
2024						70	74	86	230	11
2025						79	67	77	223	11
2026						81	76	71	228	10
2027						71	78	80	229	11
2028						75	70	81	226	11
2029						75	72	73	220	11

Figure 7: Donald C. Jamieson Academy enrolment projections

The projection model shows enrolment decreasing from a high of 303 in 2020 to a low of 220 in 2029. The school is projected to require a maximum of 12 classrooms from 2020 to 2023.

PROGRAMMING AND SERVICES

The review of the Marystown Central High school system resulted in two independent Notices of Motion. If trustees choose to proceed with changes to this school system, they could potentially move forward with Proposed Configuration Change #1 or Proposed Configuration Change #2 or both. If trustees choose not to proceed with changes to this school system, status quo would be maintained.

The information below is related to Motion 2, which involves changes to the reconfigurations of Donald C. Jamieson Academy and Sacred Heart Academy as outlined in this report.

CURRENT CONFIGURATION

Sacred Heart Academy (SHA), Marystown (K-7)

- Sacred Heart Academy has Early French Immersion and an English stream.

Donald C. Jamieson Academy (DCJA), Burin (K-7)

- Donald C. Jamieson Academy has an English stream only.

GENERAL PROGRAM COMMENTS

Some of the District's considerations related to the proposed changes for this system are as follows:

- As a result of the proposed change, Early French Immersion would be available in Grades K-7 for all students in this system. It is currently only available for students in Grades K-7 at Sacred Heart Academy.
- Both Early French Immersion (EFI) and Intensive Core French (ICF) programming has the potential to be enhanced with this single-feeder reconfiguration. If more students were to avail of EFI, then this could lead to larger enrolments at various grades as students move through the program. With respect to Grade 6 ICF, with all of the students in the system in one school, the viability of this program should increase.
- In a single-feeder school system, there would be more opportunities for teacher collaboration at each grade level/division (i.e. primary, elementary, intermediate). Teacher collaboration and planning provide enhanced opportunities for student learning.
- With the proposed changes, it is acknowledged that students would have an additional transition, i.e. two schools in Grades K-7 versus one.

Details regarding class configurations, staffing, specialist information and programming are outlined in the various sections which follow.

CLASS COMPOSITION

All projected staffing information in this document is based on the current teacher allocation guidelines used for the 2019-2020 school year. The tables which follow show the projected number of classroom teaching units. Other allocations for administration, guidance, music, physical education, and student services are provided to schools based on the overall student enrolment. Class sizes are formula driven for specific grade levels and are not related to the grade configuration or overall student enrolment of a school.

Table 1
Sacred Heart Academy, K-7, 2020-2021(Status Quo)
Classroom Configurations

Grade	Enrolment			Classroom Teaching Units		
	Eng	EFI	TOTAL	Eng	EFI	TOTAL
Grade K	27	15	42	2	1	3
Grade 1	27	15	42	1.5	1	2.5
Grade 2	26	15	41	1.5	1	2.5
Grade 3	34	12	46	1.5	1	2.5
Grade 4	31	13	44	1.5	1	2.5
Grade 5	41	16	57	2	1	3
Grade 6	44	17	61	2	1	3
Grade 7	51	16	67	2	1	3
TOTAL	281	119	400	14	8	22

Eng - English Program, EFI - Early French Immersion Program

Note: Based on the projected enrolment for 2020-2021, there would be combined grades in the English stream for Grades 1 and 2 and Grades 3 and 4.

Table 2

Sacred Heart Academy, reconfigured as K-4, 2020-2021

Classroom Configurations

Grade	Enrolment			Classroom Teaching Units		
	Eng	EFI	TOTAL	Eng	EFI	TOTAL
Grade K	65	15	80	3	1	4
Grade 1	56	15	71	3	1	4
Grade 2	63	15	78	3	1	4
Grade 3	69	12	81	3	1	4
Grade 4	61	13	74	3	1	4
TOTAL	314	70	384	15	5	20

Eng - English Program, EFI - Early French Immersion Program

Notes: 1). For Sacred Heart Academy, a change from a K-7 to a K-4 school would result in 16 fewer students. 2). Based on these enrolment projections, there would be no combined grades classes in the K-4 school for 2020-2021. This is also expected to be the case for the 2023-2024 and the 2024- 2025 school years.

Table 3

Donald C. Jamieson Academy, K-7, 2020-2021 (Status Quo)

Classroom Configurations

Grade	Enrolment	Classroom Teaching Units
Grade K	38	2
Grade 1	29	1.5
Grade 2	37	1.5
Grade 3	35	1.5
Grade 4	30	1.5
Grade 5	43	2
Grade 6	39	2
Grade 7	36	2
TOTAL	287	14

Note: Based on the projected enrolment for 2020-2021, there would be a combined class in Grades 1 and 2 and Grades 3 and 4.

Table 4

Donald C. Jamieson Academy, reconfigured as 5-7, 2020-2021

Classroom Configurations

Grade	Enrolment			Classroom Teaching Units		
	Eng	EFI	TOTAL	Eng	EFI	TOTAL
Grade 5	84	16	100	3	1	4
Grade 6	83	17	100	3	1	4
Grade 7	87	16	103	3	1	4
TOTAL	254	49	303	9	3	12

Eng - English Program, EFI - Early French Immersion Program

Notes: 1). For Donald C. Jamieson, a change from a K-7 to a 5-7 school would result in 16 more students. 2). This change would result in a class of Early French Immersion for each grade level. 3). Based on these enrolment projections, there would be no combined grades classes in the 5-7 school for the 2020-2021 school year, and this would be the case until the 2026-2027 school year. After the 2026-2027 school year, one combined class is projected per year.

SPECIALIST ALLOCATIONS

The information in the following tables 5 and 6 applies to Music and Physical Education.

Table 5	SHA, K-7, 2020-21	SHA, K-4, 2020-21
Specialist Allocation	2.35	2.19

Table 6	DCJA, K-7, 2020-21	DCJA, 5-7, 2020-21
Specialist Allocation	1.67	1.83

It is an advantage to a student’s programming to have curriculum delivered by a trained teacher for Music and Physical Education. This is currently the situation for both schools.

With a reconfiguration of the two K-7 schools into a single stream, the total specialist allocation would remain the same.

STUDENT SERVICES - INSTRUCTIONAL RESOURCE TEACHER (IRT) SUPPORT

The regular IRT allocation is based on overall student enrolment. Please note that there is also an additional IRT allocation given to every school based on the provision of programming for students who have been diagnosed with an exceptionality. This is determined yearly based on the needs which exist in a specific school.

Table 7	SHA, K-7, 2020-21	SHA, K-4, 2020-21
IRT Allocation	2.75	2.75

Table 8	DCJA, K-7, 2020-21	DCJA, 5-7, 2020-21
IRT Allocation	2.00	2.00

The proposed reconfiguration of the two schools into a single stream would have no effect on IRT allocation. The level of IRT service would be the same for both schools with or without the proposed changes.

IRT SUPPORTS AT SACRED HEART ACADEMY

- There are seven IRT rooms for small group learning.
- A functioning lift/change station.
- Guidance suite area contains an informal conferencing area, and private offices useful for itinerant services (i.e. Speech Language Pathologist, Education Psychologist, Program Itinerant - Autism, Itinerant Teacher - Hearing Impaired).

IRT SUPPORTS AT DONALD C. JAMIESON ACADEMY

- There are four IRT rooms for small group learning.
- A functioning lift/change station.
- Guidance area contains an informal conferencing area.
- Additional office spaces for itinerant services (i.e. Speech Language Pathologist, Education Psychologist, Program Itinerant - Autism, Itinerant Teacher - Hearing Impaired).

GUIDANCE SUPPORT/SOCIAL-EMOTIONAL LEARNING

Table 6	SHA (K-7)	SHA (K-4)	DCJA (K-7)	DCJA (5-7)
Calculated Guidance Allocation for 2019-2020	0.88	N/A	0.60	N/A
Supplemented Guidance Allocation for 2019-2020	1.00	N/A	0.75	N/A
Calculated Guidance Allocation for 2020-2021	0.80	0.77	0.57	0.61
Supplemented Guidance Allocation for 2020-2021	1.00	1.00	0.75	0.75

Note: The level of guidance staffing for 2020-2021 will be the same in both SHA and DCJA with or without the proposed changes (1.75 units in total). The supplemented guidance allocation for each school will be assessed annually and adjustments may be made if required to support the level of need.

At Sacred Heart Academy:

- Peer helper group, including Gender Sexuality Alliance
- Drug Abuse Resistance Education
- Mindfulness activities in K-6
- Be Safe Program
- Best Buddies program
- Anti-Bullying
- Healthy Relationship program
- Yoga
- Organizational/study skills sessions

At Donald C. Jamieson Academy:

- RCMP outreach - Top Cop reading program and Drug Abuse Resistance Education
- Mindfulness activities in K-6
- Beyond the Hurt training
- Career Counselling
- Organizational/study skills sessions
- Kindness club
- Citizenship

EDUCATION ACTION PLAN

The Education Action Plan is the result of the Premier’s Task Force on Improving Educational Outcomes. This K-6 initiative started to be implemented during the 2018-2019 school year, with a three year phase-in period. Schools involved in the 2018-2019 school year are known as Phase One schools. Schools that started with the initiative during the current 2019-2020 school year are known as Phase Two schools. It is expected that all of the remaining schools with some combination of K-6 grades will become involved as Phase Three schools during the 2020-2021 school year.

Some of the benefits of being involved in this initiative are as follows:

- Extra personnel including a Reading Specialist, Teacher and Learning Assistant and an extra allocation for the Teacher Librarian position.
- With the benefit of a Reading Specialist there is regular collaboration with teachers to support reading instruction. This specialist also works to support students who have reading difficulties.
- Enhanced teacher team structures in the Phase schools to further support student learning and identified learning needs in the areas of numeracy, literacy and social-emotional learning.
- Schools have created a school Library Learning Commons. This involves a whole school approach creating opportunities for collaboration among all curriculum areas within the school community. The learning commons encourages collaboration among students and teachers and promotes student engagement. There is an enhanced focus on collaboration, communication, critical thinking and creative thinking.

The projections in tables 11 and 12 are estimates based on current staffing allocation levels under the Education Action Plan. Extra resources are provided based on the total K-6 student enrolment. Sacred Heart Academy is a Phase Two School (began Sept. 2019) and it is expected that a K-7 Donald C. Jamieson Academy will be a Phase Three school for the 2020-2021 school year.

Table 11
As a part of this initiative Sacred Heart Academy is presently resourced with personnel as noted below.
1.0 School Based Reading Specialist
1.0 Teacher Librarian
2.0 Teaching and Learning Assistants

Note: The same allocation is expected with or without the proposed changes

Table 12
As a part of this initiative Donald C. Jamieson Academy should be resourced with personnel as noted below.
1.0 School Based Reading Specialist
1.0 Teacher Librarian
1.0 Teaching and Learning Assistant

Note: It is possible that Donald C. Jamieson Academy may have a smaller allocation if it is reconfigured to a Grades 5-7 School, since there would be approximately 50 fewer students at the K-6 level.

It is expected that both schools will be supported under the Education Action Plan in 2020-2021 with or without the proposed changes.

AVAILABILITY OF TEACHER LIBRARIAN TO SUPPORT PROGRAMMING IN THE REGULAR CLASSROOM

As Donald C. Jamieson Academy will be a proposed Phase Three school, it is anticipated that they will receive a school Teacher Librarian allocation of 1.0 to support learning. This resource will be utilized to create a Library Learning Commons (LLC) to further support student learning.

These changes are expected to occur at DCJA whether it remains a K-7 school or if reconfigured to a Grades 5-7 school.

SPECIALTY AREAS TO SUPPORT PROGRAMMING/CURRICULUM IMPLEMENTATION

Both Sacred Heart Academy and Donald C. Jamieson Academy have numerous specialty areas to support student programming. Both schools have a fiber optic connection to the internet. All classrooms are networked and there is wireless capability throughout both buildings. Both schools have the following specialty areas: cafeteria, gymnasium, music room, Learning Resources Centre, Guidance room, Science lab/room, Instructional Resource areas, and art room. At Sacred Heart Elementary, the Learning Resource Centre is also part of the Marystown Public Library. The school also has two music rooms and a playground with upgrades ready to be installed, including a field and basketball area. Donald C. Jamieson has a playground with modern equipment, a soccer field, an outdoor classroom area and access to a walking trail.

USE OF TECHNOLOGY FOR PROGRAMMING

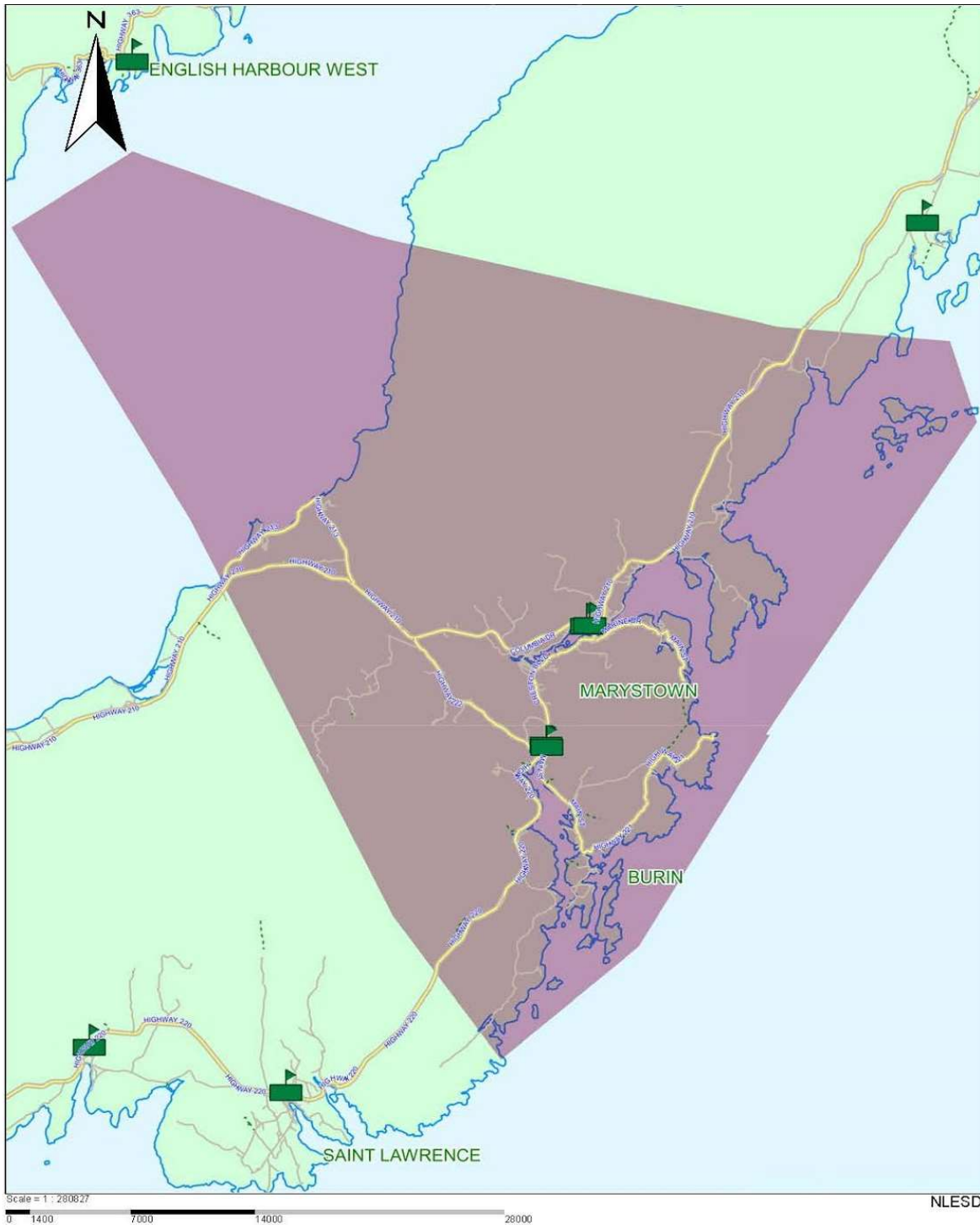
Both schools have a computer lab as well as a variety of technologies which are used to support student programming and learning. These include: Teamboards/Smartboards, iPads, Laptop Computers, Coding resources, assistive technology software (Ex. Word Q, Speak Q). Sacred Heart Academy also utilizes a number of Chromebooks.

OPTIONAL PROGRAMS - EARLY FRENCH IMMERSION (EFI) AND GRADE 6 INTENSIVE CORE FRENCH (ICF)

Program enhancements in the areas of Early French Immersion and Grade 6 Intensive Core French are possible in a single-feeder reconfiguration. For example, there could be increased opportunities for EFI in the system if Sacred Heart Academy was reconfigured to a K-4 school and Donald C. Jamieson was reconfigured to a 5-7 school. These changes would open up the availability of these programs to all K-7 students in the Marystown Central High system. EFI is currently only available for students in grades K-7 at Sacred Heart Academy. The proposed reconfiguration of these schools could lead to larger student enrolments in the EFI program when these students transition to junior and senior high. With respect to Grade 6 ICF, with all of the students in the system in one school, the viability of this program should increase. Furthermore, there would be an increased focus on French programming in the overall K-12 system.

TRANSPORTATION

The student attendance zone of the proposed configuration of Donald C. Jamieson Academy and Sacred Heart Academy is shown below.



The current configuration of the Marystown Central High school system uses 22 buses to perform 35 runs for all schools in the system. Proposed Configuration Change #2 would result in up to seven additional bus runs, and therefore an estimated increase of six buses required to service the system.

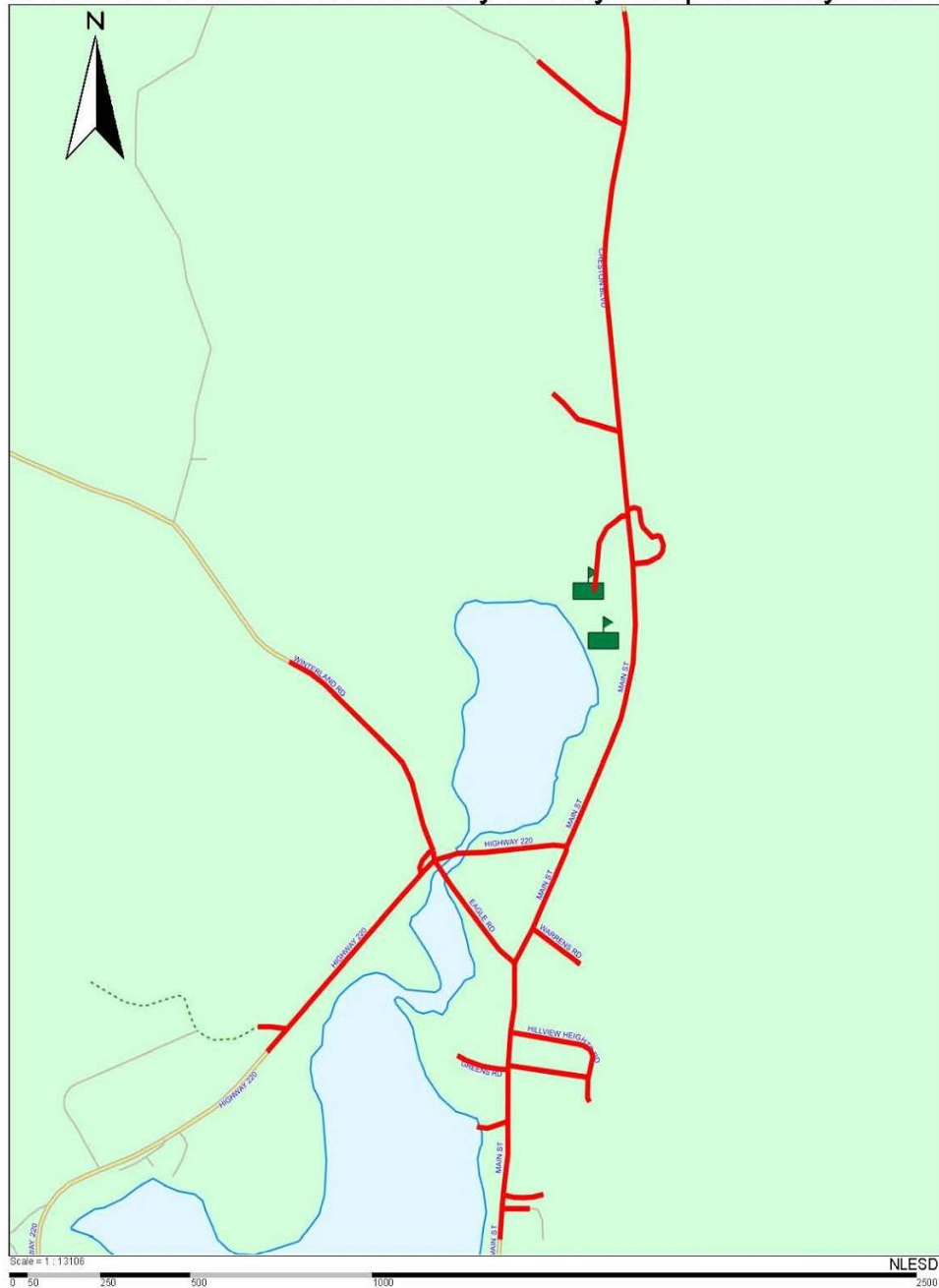
The current longest bus run time is 60 minutes from Garnish/Frenchman's Cove to Donald C. Jamieson Academy.

The current longest bus runs are as follows: from Donald C. Jamieson Academy to Garnish/Frenchman's Cove and from Red Harbour to Pearce Junior High (both 60 minutes). With Proposed Configuration Change #2, there would be no change to either of these bus runs.

The current longest run time from Sacred Heart Academy is 40 minutes to Red Harbour. With Proposed Configuration Change #2, the longest bus run time for Sacred Heart Academy would be 50 minutes to Garnish/Frenchman's Cove.

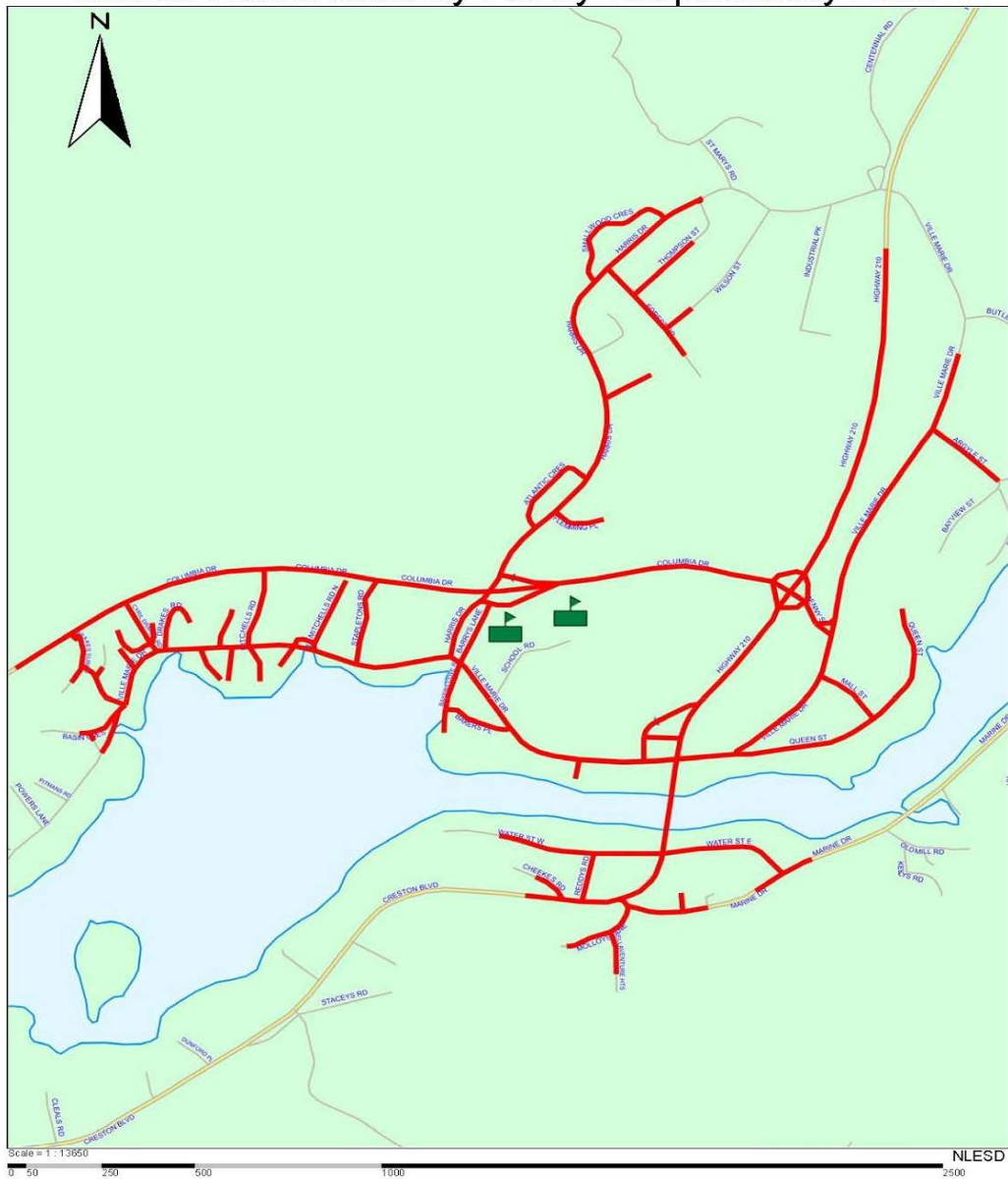
The Family Responsibility Zone for Donald C. Jamieson Academy is shown below. It currently includes 65 non-bus-eligible students. There would be no change to this Family Responsibility Zone with Proposed Configuration Change #2. However, the number of non-bus-eligible students would be reduced to 15, since 50 of the 65 current non-bus-eligible students would attend Sacred Heart Academy for Grades K-4. All students currently in the student attendance zone for Sacred Heart Academy would qualify for busing to Donald C. Jamieson Academy.

Donald C. Jamieson Academy Family Responsibility Zone



The Family Responsibility Zone for Sacred Heart Academy is shown below. It includes 143 non-bus-eligible students. There would be no change to this Family Responsibility Zone with the proposed configuration change. However, the number of non-bus-eligible students would be reduced to 53 since 90 of the 143 current non-bus-eligible students would attend Donald C. Jamieson Academy for Grades 5-7. All students currently in the student attendance zone for Donald C. Jamieson Academy would qualify for busing to Sacred Heart Academy.

Sacred Heart Academy Family Responsibility Zone



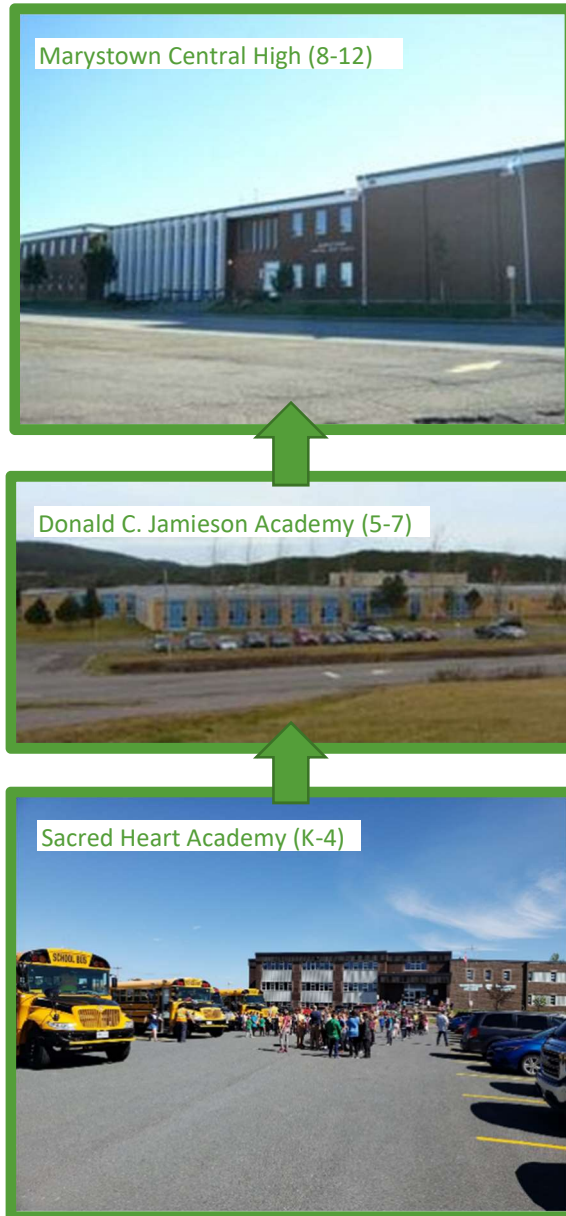
RESULTING FINANCIAL IMPACT

Annual cost reductions for each school are estimated based on projected student enrolment for the 2020-21 school year and may vary in future years. Reductions are comprised of support staff salaries, facility operating costs, and transportation costs. These figures do not reflect potential changes in instructional units (for information regarding changes in instructional units, see Programming and Services section above). Actual reductions will vary from estimated amounts due to a number of unknown factors, such as potential costs relating to upkeep of vacant school buildings during disposal period.

Proposed Configuration Change #2 would result in an estimated annual increase in costs of \$390,000.

PROPOSED CONFIGURATION CHANGES #1 AND #2

The Marystown Central High school system with **both** configuration changes is shown below. Because these proposed configuration changes are independent of one another, the Programming and Services and Resulting Financial Impact of each change as reported above would apply if both changes are moved forward. There would be some differences in transportation information, shown on the following page.



TRANSPORTATION

The current configuration of the Marystown Central High school system uses 22 buses to perform 35 runs for all schools in the system. With both proposed configuration changes, there are no anticipated changes to the number of buses required to service the system.

Further information on these schools can be found at the links below.

Donald C. Jamieson Academy: www.nlesd.ca/schools/schoolprofile.jsp?id=165

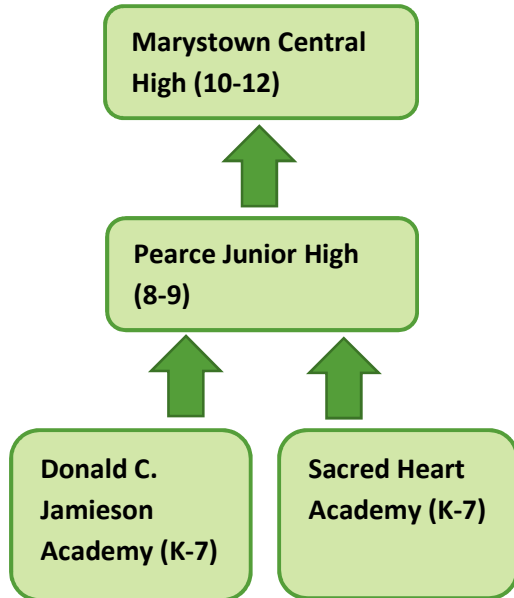
Sacred Heart Academy: www.nlesd.ca/schools/schoolprofile.jsp?id=162

Pearce Junior High: www.nlesd.ca/schools/schoolprofile.jsp?id=166

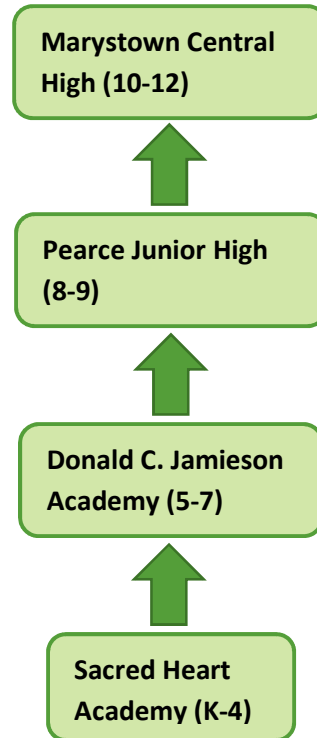
Marystown Central High: www.nlesd.ca/schools/schoolprofile.jsp?id=161

SUMMARY OF PROPOSED CONFIGURATIONS

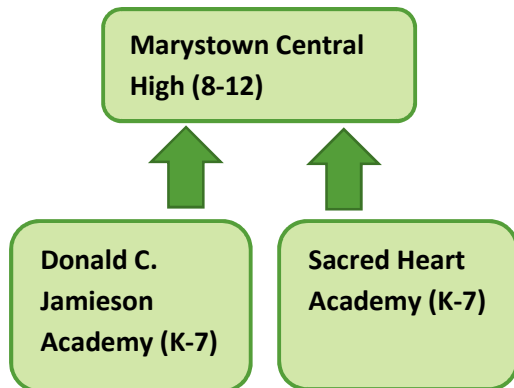
CURRENT CONFIGURATION (STATUS QUO)



PROPOSED CONFIGURATION #2



PROPOSED CONFIGURATION #1



BOTH PROPOSED CONFIGURATION #1 AND #2

