

DORSET COLLEGIATE SCHOOL SYSTEM REVIEW





BACKGROUND

On December 7, 2019, the Board of Trustees read the following notice of motion to be voted on at the March 28, 2020 public meeting of the Board:

MOTION: Dorset Collegiate School System, Dorset Collegiate (7-12), Green Bay South Academy (K-6), Brian Peckford Primary (K-3)

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 and a reorganization of schooling in the Dorset Collegiate School System is required to achieve that objective; and

WHEREAS in order to accommodate the students in one location infrastructure requirements must first be addressed;

BE IT THEREFORE RESOLVED that: Conditional upon the opening of an extension to Dorset Collegiate to accommodate K-6 students from Green Bay South Academy (K-6) and Brian Peckford Primary (K-3):

- i) Dorset Collegiate will be reconfigured from grades 7-12 to grades K-12;
- ii) Green Bay South Academy (K-6) and Brian Peckford Primary (K-3) will close;
- iii) The student attendance zone for Dorset Collegiate will be rezoned to include the current student attendance zones for Green Bay South Academy (K-6) and Brian Peckford Primary (K-3).

CURRENT CONFIGURATION

The Dorset Collegiate school system consists of Brian Peckford Primary (K-3) in Triton, Green Bay South Academy (K-6) in Robert's Arm, and Dorset Collegiate (7-12) in Pilley's Island.

BRIAN PECKFORD PRIMARY

- Brian Peckford Primary is a Grades K-3 school with 6 classrooms.
- The school has an estimated capacity of 140 students.
- The school has a current enrolment of 30.
- Building was constructed in 1989.

GREEN BAY SOUTH ACADEMY

- Green Bay South Academy is a Grades K-6 school with 12 classrooms.
- The school has an estimated capacity of 300 students.
- The school has a current enrolment of 90.
- Building was constructed in 1970.

DORSET COLLEGIATE

- Dorset Collegiate is a Grades 7-12 school with 10 classrooms.
- The school has an estimated capacity of 305 students.
- The school has a current enrolment of 126.
- Building was constructed in 1978.



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.

BRIAN PECKFORD PRIMARY

Assuming the current K-3 configuration, the enrolment projections for Brian Peckford Primary are shown in Figure 1 below. The school has a total of six classrooms.

	K	1	2	3	Total	Rooms
2019	9	2	10	9	30	4
2020	8	8	2	10	28	4
2021	12	7	8	2	29	4
2022	1	11	7	8	27	4
2023	8	0	11	7	26	3
2024	7	7	0	11	25	3
2025	7	6	7	0	20	3
2026	7	6	6	7	26	4
2027	8	6	6	6	26	4
2028	7	7	6	6	26	4
2029	7	6	7	6	26	4

Figure 1: Brian Peckford Primary enrolment projections

The projection model shows enrolment decreasing to a low of 20 in 2025. The school is projected to require a maximum of four classrooms from 2020 to 2029. The school uses one multi-grade class (Grade 1/Grade 2) for a total of three classes. The school could continue to use multi-grading throughout the 10-year projection to accommodate its enrolment in a maximum of three classrooms.

GREEN BAY SOUTH ACADEMY

Assuming the current K-6 configuration, the enrolment projections for Green Bay South Academy are shown in Figure 2 below. The school has a total of 12 classrooms.

	K	1	2	3	4	5	6	Total	Rooms
2019	13	5	7	8	14	21	22	90	7
2020	9	13	5	7	16	14	22	86	7
2021	6	9	13	5	16	16	15	80	7
2022	4	6	9	13	7	16	17	72	7
2023	5	4	6	9	22	7	17	70	7
2024	6	5	4	6	17	22	8	68	7
2025	6	6	5	4	18	17	23	79	7
2026	6	6	6	5	4	18	18	63	7
2027	5	6	6	6	13	4	19	59	7
2028	6	5	6	6	13	13	5	54	7
2029	6	6	5	6	13	13	14	63	7

Figure 2: Green Bay South Academy enrolment projections

The projection model shows enrolment decreasing to a low of 54 in 2028. The school is projected to require a maximum of seven classrooms in all years. The school uses one multi-grade class (Grade 1/Grade 2) for a total of six classes. The school could continue to use multi-grading throughout the 10-year projection to accommodate its enrolment in a maximum of six classrooms.

DORSET COLLEGIATE

Assuming the current 7-12 configuration, the enrolment projections for Dorset Collegiate are shown in Figure 3 below. The school has a total of 10 classrooms.

	7	8	9	10	11	12	13	Total	Rooms
2019	17	18	25	26	18	20	2	126	6
2020	22	17	18	26	26	17	2	128	6
2021	22	22	17	19	26	24	2	132	6
2022	15	22	22	18	18	24	2	121	6
2023	16	15	22	23	17	17	2	112	5
2024	17	17	15	22	22	16	2	111	6
2025	9	18	16	16	22	20	2	103	5
2026	23	9	17	17	15	21	2	104	5
2027	18	23	9	18	17	14	2	101	5
2028	19	19	23	9	17	15	2	104	5
2029	6	19	18	23	9	16	2	93	5

Figure 3: Dorset Collegiate enrolment projections

The projection model shows enrolment decreasing to a low of 93 in 2029. The school is projected to require a maximum of six classrooms in 2020 to 2022 and 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 Dorset Collegiate school systems posed the following question:

“What are the most important things for the District to consider in reviewing the Dorset Collegiate school system?”

The results of this consultation follow on pages 11 to 14.

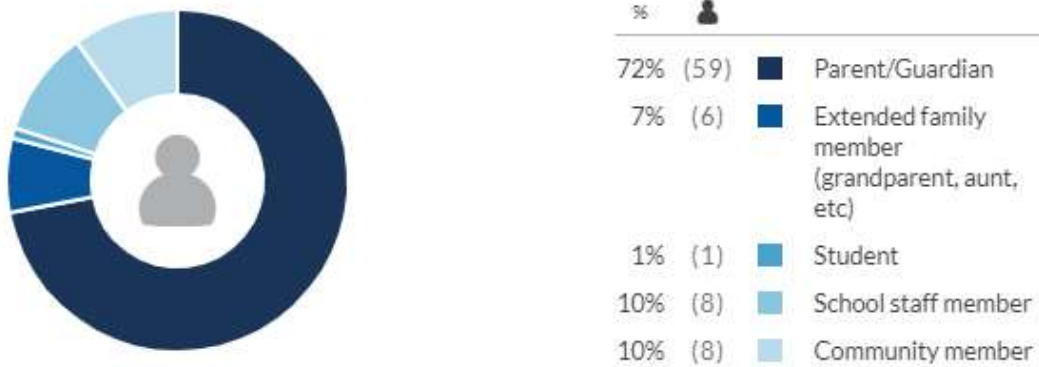
DEMOGRAPHICS

A total of 85 people participated in the consultation, with 154 thoughts shared. There were a total of 4,096 ratings.

- 58 of the participants shared thoughts.
- 69 participants rated thoughts.
- 71 participants explored thoughts.

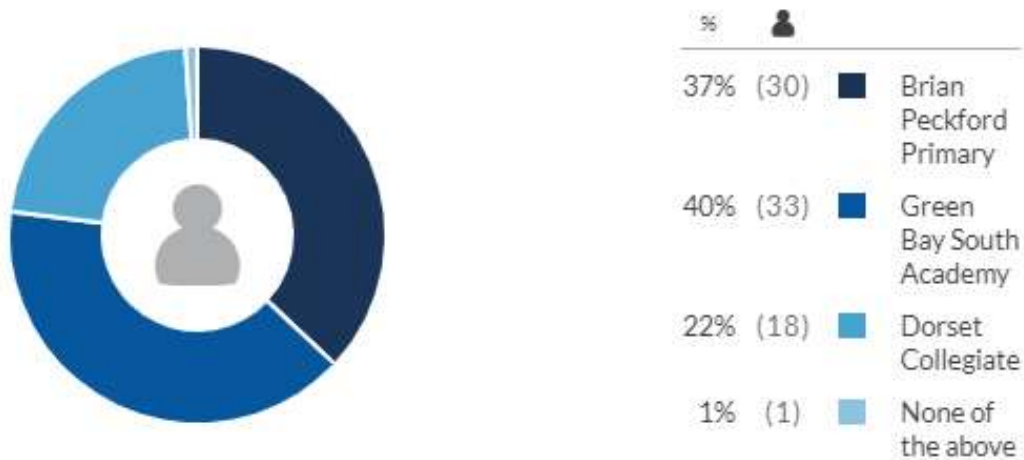
Parents and guardians of students made up 72% of the participants.

- Recognizing you may belong to more than one of the following groups, please choose the one that most appropriately describes your role in this exchange.



Participants identified most commonly with the Green Bay South Academy school community, followed by the Brian Peckford Primary school community, and the Dorset Collegiate school community.

- To what school community do you most closely associate? If you have multiple students in the system, please choose the school of your youngest student.



TOP THOUGHTS

It must be in the best interest of our students ex. the absolute best programming possible. Students are the main focus of our education system.



Comment

The guiding principle of the school review process is to ensure the best possible programming and service delivery for students in all areas of the District.

Schools need to be up to date.



Comment

Regardless of the age of buildings, NLESD schools are maintained in a safe condition for students and staff.

Construction of a new a new k-12 school? Dorset is not ready to accommodate students from k-12. Younger children need their own wing and there needs to be more classrooms and modular, not so temporary, buildings are not sufficient.



Giving the students the very best education possible with necessary helps.



Neither school will accommodate all needs for a k-12 school. Will need to build new wing, not portables. We want to move forward with our children's education. Not backward



Quality of education provided



Comment

All schools in the District are resourced to the level required to provide the appropriate support for programming directly connected to the curriculum being offered.

There are many things to consider that are all equally important. Water source, bussing length, available space, available resources, separationofkids This is all important things to consider in this move as it will effect many. A move is needed but thought through carefully and thoroughly.



Comment

This is the information gathering stage of the school review process. A planning team will be established later on in this school year for any system that moves to the next stage of this process, as determined by Board Trustees.

We need more help in place for kids with learning disabilities. Will there be more IRT time with a k-12 school? They need more time not less



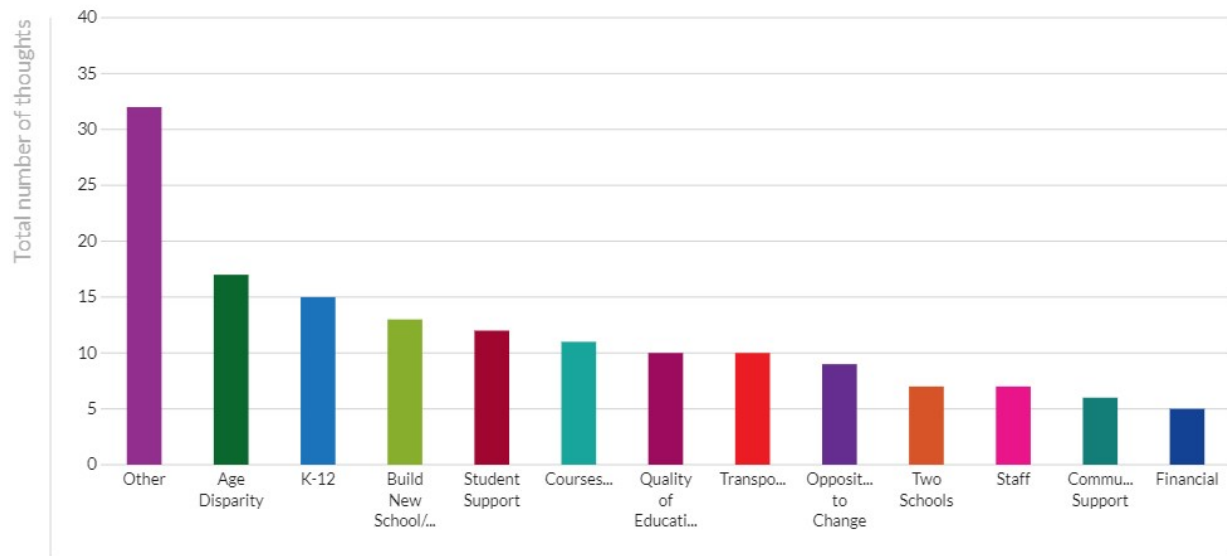
Providing the best education to our students but also considering features of safety, community, and economics.



K-6 needs to have their own section of the school, with their own entrance. K-6 does not need to be exposed to older students lifestyles.



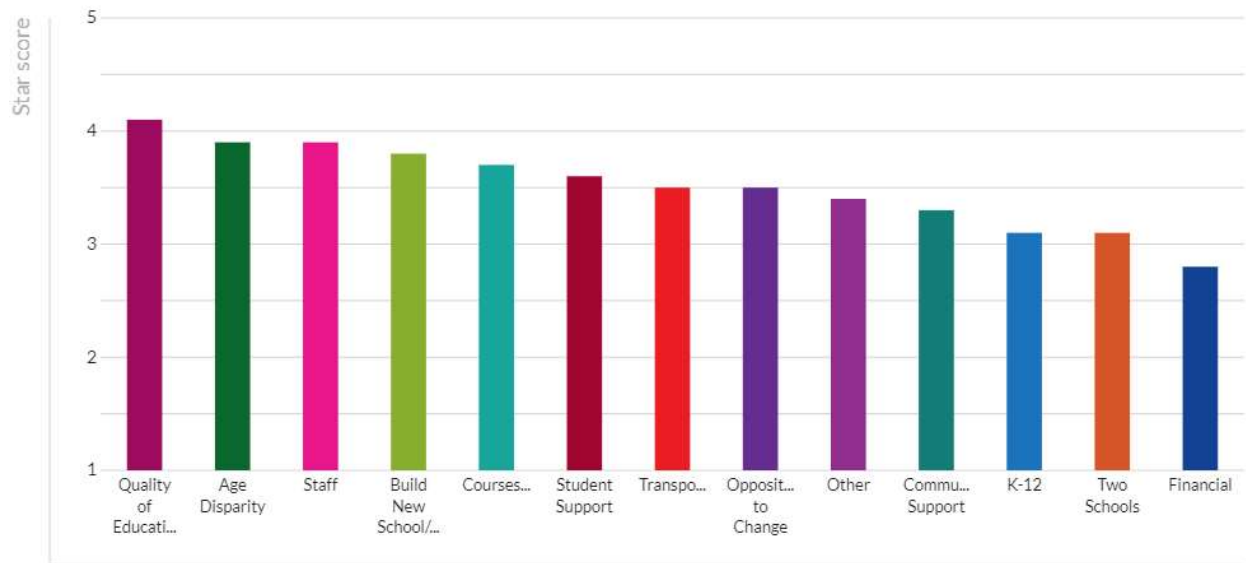
COMMON THEMES



*All themes: Other, Age Disparity, K-12, Building a New School or Extension, Student Support, Courses/Programming, Quality of Education, Transportation, Opposition to Change, Two Schools, Staff, Community Support, Financial.

The most commonly-cited thoughts were related to Age Disparity of Students in a School Together (17), a K-12 School (15), Building a New School or Extension (13), Student Support (12), Courses/Programming (11), Quality of Education (10), and Transportation (10).

THEME RATINGS



*All themes: Quality of Education, Age Disparity, Staff, Building a New School or Extension, Courses/Programming, Student Support, Transportation, Opposition to Change, Other, Community Support, K-12, Two Schools, Financial.

The highest-rated thoughts were related to Quality of Education (4.1), Age Disparity of Students in a School Together (3.9), Staff Concerns (3.9), Building a New School or Extension (3.8), Courses/Programming (3.7), Student Support (3.6), Transportation (3.5), and Opposition to Change (3.5).

PROPOSED CONFIGURATION

Contingent on the construction and opening of an extension at Dorset Collegiate, Dorset Collegiate will be reconfigured from a Grades 7-12 school to a Grades K-12 school. Brian Peckford Primary and Green Bay South Academy will be scheduled to close. The student attendance zones of Brian Peckford Primary and Green Bay South Academy will be added to the student attendance zone of Dorset Collegiate. Grades K-3 students who would have attended Brian Peckford Primary and Grades K-6 students who would have attended Green Bay South Academy will attend Dorset Collegiate instead.

New construction is completed to the standard of the Government of Newfoundland and Labrador School Planning Manual. Specific layout of the extension, if approved, would be determined by the architect appointed to design the project, in consultation with the District who would in turn engage the school community in that process. The extension would utilize permanent construction (e.g. concrete block) versus the existing modular classrooms.



DORSET COLLEGIATE

Assuming the proposed K-12 configuration, enrolment projections for Dorset Collegiate are shown in Figure 4 below. The school currently has a total of 10 classrooms, and would require an extension to accommodate K-12.

	K	1	2	3	4	5	6	7	8	9	10	11	12	13	Total	Rooms
2019								17	18	25	26	18	20	2	126	6
2020	17	21	7	17	16	14	22	22	17	18	26	26	17	2	240	13
2021	18	16	21	7	16	16	15	22	22	17	19	26	24	2	239	13
2022	5	17	16	21	7	16	17	15	22	22	18	18	24	2	218	13
2023	13	4	17	16	22	7	17	16	15	22	23	17	17	2	206	12
2024	13	12	4	17	17	22	8	17	17	15	22	22	16	2	202	13
2025	13	12	12	4	18	17	23	9	18	16	16	22	20	2	200	12
2026	13	12	12	12	4	18	18	23	9	17	17	15	21	2	191	12
2027	13	12	12	12	13	4	19	18	23	9	18	17	14	2	184	12
2028	13	12	12	12	13	13	5	19	19	23	9	17	15	2	182	12
2029	13	12	12	12	13	13	14	6	19	18	23	9	16	2	180	12

Figure 4: Dorset Collegiate enrolment projections

The projection model shows enrolment decreasing to a low of 180 in 2029. The school is projected to require a maximum of 13 classes from 2020 to 2022 and 2024.

PROGRAMMING AND SERVICES

GENERAL PROGRAMS COMMENTS - PROPOSED NEW COMPLEX WITH EXTENSION

There are advantages to rezoning the K-3 students from Brian Peckford Primary and the K-6 Green Bay South Academy students to Dorset Collegiate (currently Grades 7-12).

The motion for this system would have to be passed and funding approved from the provincial government before planning and construction of a K-12 Dorset complex could begin. Consequently, the date for amalgamation cannot be determined at this time. There are references in this document to September 2020-2021, which is for comparative purposes only.

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

- Larger peer groups at the primary level allow for greater social interaction amongst younger learners. Play-Based Learning currently permeates the K-3 classroom and associated instructional strategies centre around students being able to interact with their peer group in various play scenarios (pairs, small group, large group). The class sizes in the proposed K-12 school allows teachers and students to capitalize on these opportunities.
- With various initiatives related to the Education Action Plan, it is beneficial to have students in classes where the teacher is able to form multiple groups of students. This would be true when addressing literacy, numeracy and social-emotional learning needs for students. Having the ability to group students for instruction where they get time with the teacher but also with their peers increases opportunities to develop skills.
- If the proposed changes are made, the current partial Guidance allocations would be combined into a single allocation for a K-12 Dorset Collegiate. This situation would eliminate the need to travel to three buildings and would result in more contact with students, which should result in a more comprehensive Guidance program.
- A K-12 school system will provide an opportunity for teachers and other staff members to build relationships with students over a 13-year period. This increased contact time will provide advantages, especially for addressing the needs of at-risk learners and for social-emotional learning.
- Bringing together the resources from all three schools creates greater potential for enhanced learning and opens up new possibilities for students. For example, primary and elementary students will benefit from work being done at Dorset Collegiate with respect to Google Suite applications. Likewise, students at the intermediate/senior high level will benefit from their teachers being exposed to the many coding and Makerspace initiatives that have been ongoing at both Brian Peckford Primary and Green Bay South Academy.
- With combined resources, the potential to support literacy and numeracy development is greater through initiatives such as leveraging digital technologies.

- Students will benefit from having specialist teachers in the areas of French, Music and Physical Education throughout Grades K-12.
- With an increased allocation in the area of Student Services, teachers will have more opportunities to collaborate regarding students needing extra support.
- Teachers and students from all three schools will benefit from the expertise of a technology education teacher, exposing learners to new possibilities in that area.

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.

The motion for this system would have to be passed and funding approved from the provincial government before planning and construction of a K-12 Dorset complex could begin. Consequently, the date for amalgamation cannot be determined at this time. Below are the class configurations for all three schools as separate entities beginning September, 2020 and also for a combined system to show what the proposed changes would look like. **This information is for comparative purposes only.** However, it does reflect the fact that if Dorset Collegiate becomes a K-12 school, it will maintain a single stream at each grade level for a projected 10-year period.

Table 1: Brian Peckford Primary, K-3 (Status Quo)

Grade Level:	Enrolment:	Classroom Teaching Units:
Kindergarten	8	3
Grade 1	8	
Multi-Grade 2/3	12	
Total	28	

Table 2: Green Bay South Academy, K-6 (Status Quo)

Grade Level:	Enrolment:	Classroom Teaching Units:
Kindergarten	9	6
Grade 1	13	
Multi-Grade 2/3	12	
Grade 4	16	
Grade 5	14	
Grade 6	22	
Total	86	

Table 3: Dorset Collegiate, 7-12 (Status Quo)

Grade Level:	Enrolment:	Classroom Teaching Units:
Grade 7	22	6.5
Grade 8	17	
Grade 9	18	
Grade 10	26	
Grade 11	26	
Grade 12	18	
Level 4	1	
Total	128	

Table 4: Dorset Collegiate, K-12 (Proposed New Complex with Extension - For comparison purposes if changes were in effect for September 2020)

Grade Level:	Enrolment:	Classroom Teaching Units:
Kindergarten	17	13.5
Grade 1	21	
Grade 2	7	
Grade 3	17	
Grade 4	16	
Grade 5	14	
Grade 6	22	
Grade 7	22	
Grade 8	17	
Grade 9	18	
Grade 10	26	
Grade 11	26	
Grade 12	18	
Level 4	1	
Total	242	

Notes: 1). The amalgamation of this system will result in a single stream from Kindergarten to Grade 12.
 2). A single stream system is projected for a 10-year period.

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.

BRIAN PECKFORD PRIMARY, K-3 (STATUS QUO)

Due to the size of this school, it is not expected to receive any additional human resources from being part of this initiative. Students would not have the advantage of the support offered by a reading specialist with respect to literacy and numeracy development. As well, classroom teachers would not have the opportunity to collaborate with this specialist on best instructional practices. Similarly, this school would not qualify for a Teaching and Learning Assistant.

GREEN BAY SOUTH ACADEMY, K-6 (STATUS QUO)

As a separate K-6 school coming on in Phase 3 in 2020-2021, Green Bay South Academy would be classified as a medium school based on the current staffing model. The school is expected to receive an additional 0.5 Reading Specialist allocation, an increase to 0.5 allocation for a Teacher Librarian and would be allocated 1.0 for a Teaching and Learning Assistant.

DORSET COLLEGIATE, 7-12 (STATUS QUO)

Intermediate/Senior High Schools are not currently part of the Education Action Plan. In addition, the school is projected to have an allocation of 0.13 of a teaching unit for a Teacher Librarian for 2020-2021. This allocation is currently a part of the assigned duties of a regular classroom teacher as scheduling allows.

DORSET COLLEGIATE, K-12 (PROPOSED NEW COMPLEX WITH EXTENSION)

The proposed K-12 school complex would become part of the Education Action Plan. In doing so, this school would receive an additional allocation as follows; Reading Specialist (0.5 unit), Teacher Librarian (0.5 unit), Teaching and Learning Assistant (1.0 unit). Students from Brian Peckford Primary will benefit from these additional resources. Students from Green Bay South Academy will benefit from the same level of resources relative to the Education Action Plan with or without the proposed changes.

The proposed K-12 complex will have a dedicated Learning Commons space available to all K-12 students. The additional allocation to hire a dedicated half time Teacher Librarian has potential to further develop a Learning Commons to support overall student learning. Having this specialist attend teaching and learning team meetings provides the opportunity to enhance the collaboration and bring new insights into best practice, especially in the areas of literacy and numeracy.

As part of the Phase School Initiative, teachers are expected to collaborate with their colleagues in Teaching and Learning Teams. Consolidation of Brian Peckford Primary and Green Bay South Academy into the proposed K-12 complex will provide opportunities for greater collaboration across subjects and grades that may not be as easily accessible to these schools as separate entities. Increased membership on teaching and learning teams provides opportunities to bring more knowledge to the table when making educational decisions for students needing support based on data analysis.

As a K-12 entity under the proposed redevelopment, there will be greater opportunity for resource sharing and expertise sharing across all Grades K-12. Knowledge sharing regarding the K-6 Education Action Plan initiative will occur more naturally as students transition through the grades.

Enhanced collaboration is essential to improved teacher practice and response to learning. The three schools in this system have strong commitments to developing in this area and can benefit from coming together.

SPECIALIST ALLOCATIONS (MUSIC AND PHYSICAL EDUCATION)

BRIAN PECKFORD PRIMARY, K-3 (STATUS QUO)

The specialist allocation would be 0.16 teaching units for the 2020-2021 school year. This limits the ability to attract qualified applicants and/or hire specialist teachers in the areas of physical education and music education. The school is committed to providing students with physical activity and exposure to music, and ensures all grades have periods scheduled throughout each week.

The school is equipped with a gymnasium suitable for primary children.

The school does not have a dedicated music classroom with all the resources. This limits the program being offered.

GREEN BAY SOUTH ACADEMY, K-6 (STATUS QUO)

The specialist allocation would be 0.49 teaching units for the 2020-2021 school year. This allocation allows for classes to be scheduled for all grades in Music and Physical education.

The school is equipped with a gymnasium and resources needed to offer the K-6 physical education program.

The school is equipped with a fully resourced music room suitable for the K-6 Music program.

Core French is currently being taught in Grades 4, 5 and 6.

DORSET COLLEGIATE, 7-12 (STATUS QUO)

The specialist allocation is estimated to be 0.79 of a teaching unit for the 2020-2021 school year.

The school is equipped with a gymnasium resourced to effectively offer the intermediate and senior high physical education programs.

Core French is currently being taught in intermediate and senior high.

The school has had limited success in acquiring a trained music teacher over the past number of years, partly due to music specialist candidates not willing to relocate for a partial position and/or not willing to assume responsibilities for other subject teaching that is often a necessity.

DORSET COLLEGIATE, K-12 (PROPOSED NEW COMPLEX WITH EXTENSION)

There is the possibility for enhanced specialist programming in a newly-renovated facility. There will be increased potential to recruit qualified specialists in the areas of Physical Education, Music and French in a reconfigured K-12 school system. This has sometimes been a challenge in smaller schools.

Students currently attending Brian Peckford Primary will benefit from a fully resourced physical education program with a qualified teacher. Students from Green Bay South Academy will also have their physical education program enhanced by having a qualified physical education teacher.

With the infrastructure work completed, students from Brian Peckford Primary and Dorset Collegiate will benefit from an enhanced Music education program, including a dedicated music classroom. This situation should help attract a qualified music teacher. This will also afford students from Green Bay South Academy the opportunity to continue to receive a quality music program.

Increased specialist support in a K-12 complex will reduce the need for subject teaching in primary and elementary grades as described in the current situation at both Green Bay South Academy and Brian Peckford Primary.

STUDENT SERVICES - INSTRUCTIONAL RESOURCE TEACHER (IRT) SUPPORT

If the changes to this system were made for September 2020, with a projection of 242 students, it is estimated that 1.75 units of Instructional Resource Teacher (IRT) support would be allocated for the newly-reconfigured school. This estimate is subject to change, depending on the amount of time before the amalgamation of schools occurs. 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.

With an anticipated 1.75 Instructional Resource Teachers in the building, there is an opportunity for the further sharing of expertise to support program development and delivery.

There is currently a suite in the modular area of Dorset Collegiate which includes kitchen facilities, a bathroom, room for a bed, etc. This space is used for life skills programming to support students who access alternate courses and/or alternate functional curriculum. A similar specialty area would be created as part of the proposed extension to Dorset Collegiate.

GUIDANCE COUNSELLING SERVICES

Currently, the guidance services are shared between three schools in this system. If the proposed changes are made, the current partial allocations would be combined into a single allocation for a K-12 Dorset Collegiate. This situation will eliminate the need to travel to three buildings and will result in more contact with students, which should result in a more comprehensive Guidance program. The following are some of the benefits:

- The frequency with which the Guidance Counsellor could provide counselling services to students who require daily or weekly counselling;
- The Guidance Counsellor's opportunity to interact with students during non-scheduled time (before classes beginning, recess, lunch and after school);
- Collaboration between the Guidance Counsellor and other members of Program Planning Teams (PTT), Service Delivery Teams, Individual Student Services Planning Teams, and Responsive, Teaching and Learning Teams;
- The Guidance Counsellors' ability to deploy throughout the school in support of children, youth and staff who have experienced a traumatic/critical incident; and
- The depth to which the guidance counsellor could implement the Comprehensive Guidance Plan developed in consultation with the school community.

SOCIAL-EMOTIONAL LEARNING (SEL)

If the proposed changes were made, the increase in population would provide students at all grade levels enhanced opportunities for social-emotional learning. Some of these benefits are listed below:

- Mentorship (Big Buddy/Little Buddy) - there is a mutually positive impact from older students working as peer mentors with younger students.
- Opportunity for more meaningful friendships/relationships with those with similar interests (i.e. club activities, teams, etc.).
- Greater opportunity for self-management and decision making when exposed to different personalities.
- Social awareness increases when there is greater exposure to diversity.

There are strong connections between the three schools in this system related to social-emotional learning. In a new K-12 school, there would be increased opportunity for all students and staff to work together with their communities to promote social-emotional well-being.

SPECIALTY AREAS TO SUPPORT PROGRAMMING/CURRICULUM IMPLEMENTATION

Included here is a description of the specialty spaces currently housed in each of the three schools in the Dorset Collegiate system. It is important to note that the proposed redevelopment of Dorset Collegiate, resulting in an extension to house K-6 students from Brian Peckford Primary and Green Bay South Academy, will be constructed in accordance with current government standards to meet required programming needs.

BRIAN PECKFORD PRIMARY, K-3 (CURRENT)

Specialty spaces are limited given the resources available in this school. These are as follows: gymnasium with a space to house equipment and resources, Library with resources for student and teacher use (doubles as a space to have music classes), Computer room with work stations to accommodate a class of students and a Makerspace area, and an outdoor play area with equipment. In addition, there is a Family Resource Centre, which is a drop-in program providing services to preschool children and their families.

GREEN BAY SOUTH ACADEMY, K-6 (CURRENT)

Serving previously as a high school, this building has spaces available that have been resourced and utilized to support programming. They are as follows: Two computer rooms, Art Room/Makerspace, library, dedicated classroom space for Instructional Resource Teacher (IRT) and Group Instruction, dedicated classroom space for Core French instruction (with Teamboard), Gymnasium, Gym Equipment Room, Stage in Gymnasium with entrances on both sides, Outdoor Education Play Space/Field, Music Room with set of Wenger Professional Choral Risers, Sensory Room for students with identified needs, Games Room supporting students non-instructional time and social development, and space for Itinerants Teachers.

In addition, there is a Family Resource Centre, which is a drop-in program providing services to preschool children and their families. There is also a daycare centre operating from this building.

DORSET COLLEGIATE, 7-12 (CURRENT)

Dorset Collegiate is currently lacking with respect to some specialty spaces to support programming. The instructional spaces are as follows: Library with computer workstations, Computer Lab, gym and an equipment room, classroom area used for delivery of Alternate Courses and Functional Alternate Curriculum, classroom-size area for Skilled Trades, smaller modular room with some fitness equipment, Science Lab, and a classroom used as a makeshift art room.

DORSET COLLEGIATE, K-12 (PROPOSED NEW COMPLEX WITH EXTENSION)

The proposed new extension would be built to current modern standards for construction and accessibility. This would include any required specialty areas for programming. It is expected that the changes will also include the addition of a Family Resource Centre.

USE OF TECHNOLOGY FOR PROGRAMMING

Students at **Brian Peckford Primary** currently benefit from various technologies to support programming. Some of the computer hardware includes: Teamboards, class computers, 3-D printer, Chromebooks, Makerspace and Coding Education Hardware (ozobots, sphero, Bee bots, Makey-makeys), etc. Some of the software includes: Pro-lo-quo to go (assistive technology), Freckle (Math), Zorbits (Math), Epic, etc. The school also has a computer lab.

Students at **Green Bay South** currently benefit from a Computer Lab and similar technologies to support programming. That school also has Smartboards, iPads, Apple TVs, similar Makerspace/Coding Education Hardware, as well as a Green Screen (Tripod / Lighting and USB Microphone), Hydroponics growing station, Library Pro, etc.

Dorset Collegiate has Teamboards/Smartboards and a teacher computer in each classroom, Chromebooks, computers in the Learning Resources Centre, and a Computer Lab.

All of this technology will be brought together in an amalgamated system. Consequently, as a K-12 school, students will benefit across all grade levels with respect to technology integration for enhanced learning.

TRANSPORTATION

Buses currently run to Dorset Collegiate through the entire student attendance zone. The current longest bus run time in the system is 59 minutes from Green Bay South Academy to Brighton for Grades 4-6 students. With the proposed configuration change, these students would have a shorter bus ride to Dorset Collegiate (22 minutes).

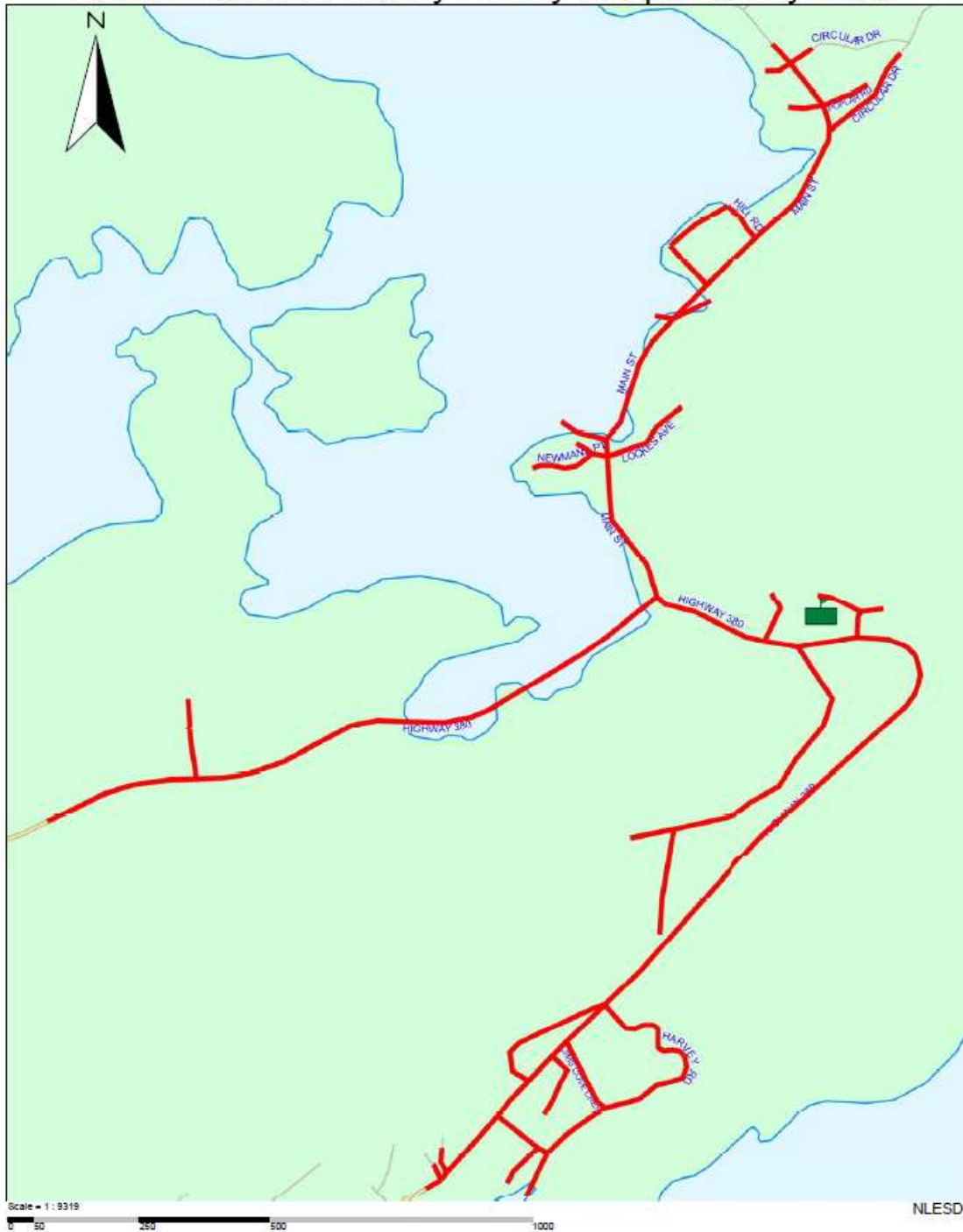
The current bus run from Brian Peckford Primary to Brighton takes 33 minutes. This run travels throughout the student attendance zone visiting stops in Brighton as well as the northern and southern points of Triton. With the proposed configuration change, these students could be instead serviced by multiple routes similar to those servicing Dorset Collegiate from Brighton and Triton. The run times for these routes to Dorset Collegiate could be shorter than the current route servicing Brian Peckford Primary.

The current bus run from Green Bay South Academy to Miles Cove takes 33 minutes. With the proposed configuration change, these students would have a longer bus ride to Dorset Collegiate (53 minutes).

A comprehensive review of transportation for this system would be conducted at a future date pending the construction of an extension to Dorset Collegiate.

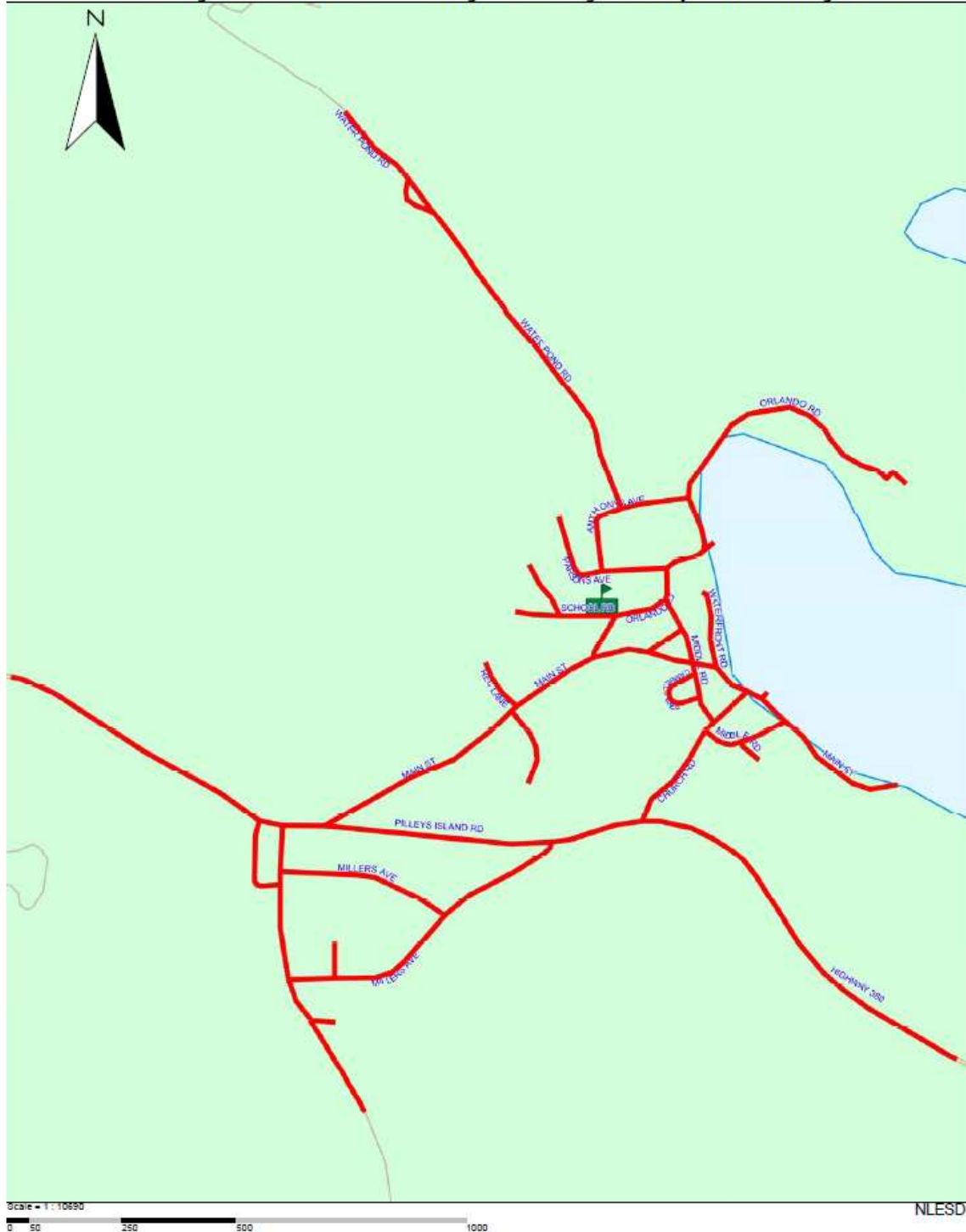
The Family Responsibility Zone for Brian Peckford Primary is shown below. It includes 23 non-bus-eligible students. With the proposed configuration change, all students in the current student attendance zone for Brian Peckford Primary would qualify for busing to Dorset Collegiate.

Brian Peckford Primary Family Responsibility Zone



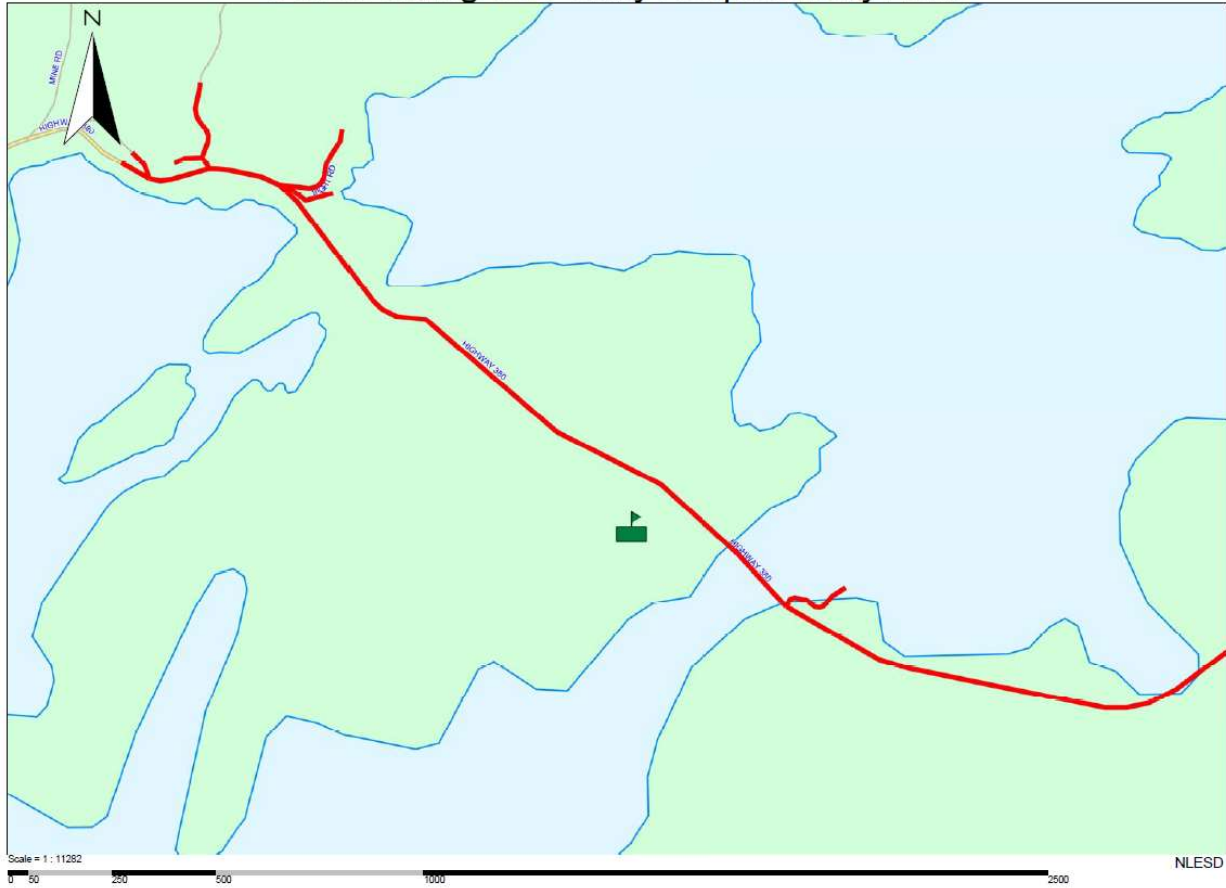
The Family Responsibility Zone for Green Bay South Academy is shown below. It includes 48 non-bus-eligible students. With the proposed configuration change, all students in the current student attendance zone for Green Bay South Academy would qualify for busing to Dorset Collegiate.

Green Bay South Academy Family Responsibility Zone



The Family Responsibility Zone for Dorset Collegiate is shown below. It includes 1 non-bus-eligible student.

Dorset Collegiate Family Responsibility Zone



RESULTING FINANCIAL IMPACT

It is expected that the cost for support staff, facility operations, and transportation would decrease with a one-school system as compared to the current three-school system. There would be an additional expenditure associated with the construction and operation of an extension. Due to the time frame and unknown cost of the construction, an estimate is not available at this time.

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

Brian Peckford Primary: www.nlesd.ca/schools/schoolprofile.jsp?id=433

Green Bay South Academy: www.nlesd.ca/schools/schoolprofile.jsp?id=431

Dorset Collegiate: www.nlesd.ca/schools/schoolprofile.jsp?id=428