



South Shore Regional School Board

Program Review

Document 1:

Program Review Phase I:

Final Report – June 2006

Interim Implementation Report – Fall 2006 – Fall 2007

Document 2:

Program Review Phase II: School Utilization Study

Part 1: School Utilization Study Report – November 27, 2007

Part 2: Public Consultation – December 2007 to February 15, 2008

**Program Review
Phase I – Final Report
June 2006**

Phase I of the Program Review process consisted of three separate and distinct steps:

1. All schools were surveyed to determine course offerings and allocation of time.
2. Three sub-committees were struck.
3. The three sub-committees reported their findings to the Program Review Committee.

The three sub-committees met throughout the spring of 2006 to address the questions identified through the Program Review Process (Appendix 1).

Each sub-committee submitted their report (Appendix 2, 3, 4). From those reports, as well as an additional report from the French Second Language Consultant, the following observations were made:

1. That the current model of offering enriched French programs within the South Shore Regional School Board (SSRSB) is not equitable to all students.
2. That the current model of offering enriched programs (IB/AP) in high schools within the SSRSB is not equitable to all students.
3. That the current Program Support Teacher (PST) ratio within the SSRSB (1:275) is significantly above the recommended provincial ratio (1:165).
4. That there is no equity of support for schools with respect to library technicians or administrative assistants.
5. That there needs to be a standardized model/definition for Learning Centres.
6. That elementary schools require on-going and consistent support from qualified guidance counsellors.
7. That school administrators are not provided with adequate time and support to effectively do their job.
8. That the current staffing formula does not adequately meet the needs of all schools.
9. That the SSRSB faces a shortage of qualified teachers in specialized subject areas.
10. That the SSRSB provides a variety of supports and options for students through alternate programming.
11. That the SSRSB enjoys a variety of positive community and interagency partnerships that are of great benefit to students.
12. That declining enrolment is having a negative effect on the ability of schools to offer a variety of programs.
13. That schools are meeting the Public Schools Program (PSP) targets in core subject areas.
14. That staff in our schools are to be commended for their work.
15. That parental and community support for our schools is strong.

Recommendations:

1. That a utilization study be conducted by an external reviewer.
2. That ways of sharing staff/resources be explored.
3. That immediate priorities be identified, so that an action plan can be put into place.

4. That the Program Review ensure that there is equal access to programs and resources for all students.
5. That the Program Review ensure that there is equal and adequate support for all schools (library technicians, administrative assistants, technology and training).
6. That the current administrative allocation be reviewed to ensure that administrators have adequate time to carry out their duties.
7. That resources and support be put into place that recognize the diverse needs of learners at various stages in their development (i.e.: elementary needs differ from junior and senior high needs).
8. That the current staffing formula be reviewed.
9. That recommended provincial ratios, with respect to staffing allocations, be followed.
10. That the Board formulate a response, with respect to its intentions regarding Program Review, so that this may be shared with schools.
11. That staff be praised for doing so much.
12. That parental/community support be acknowledged in support of the schools.

Respectfully submitted on behalf of the Program Review Committee,

Trudy M. Johnson, Director
Programs and Student Services

Program Review

Phase One – School Programming

The first phase of this study is that which addresses the following questions:

1. What programs are currently being offered in our schools?
2. What is basic program that the Board will provide at each level?
3. What supports will be required to support the basic program?
4. What is required to support changes in programs?

Phase Two – Utilization Study

The second phase of the study is a school utilization study which will address the implementation of recommendations developed in the first phase of the study. This phase will include:

1. Preparing data for study (our staff)
 - a) Projected enrolment
 - b) Bussing times and capacities
 - c) Excess classroom capacity
 - d) Review of facility study
2. Development of recommendations (Contracted out)

Contracting of an outside individuals/firm to develop recommendation with respect to how the Board can provide its basic programming to all students. The respect to how the Board can provide its basic programming to all students. The report may include consideration of such things as:

 - a) School Staffing
 - b) School Grade Configuration
 - c) School Boundaries
 - d) School Closures
 - e) Student Transportation
 - f) Student Transfer Policy

Areas to Review in Phase One

The review would focus on programs at the three school levels. A list of programs is provided; however, the review is not limited to those listed.

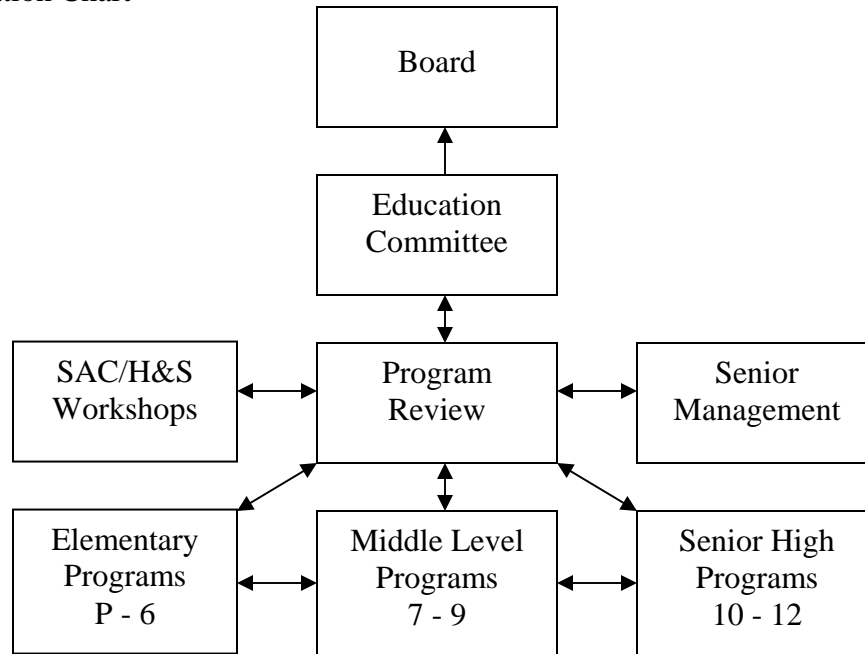
1. Elementary School Programming
 - a) Public Schools Programs
 - b) Special Education Programs
 - i. Clustering
 - ii. Dayspring Youth Centre
 - iii. Inclusion
 - c) Enrichment Programs
 - d) Guidance Programs
 - e) Healthy Active Living Programs
 - f) French Immersion Programs
 - g) Library Programs

2. Middle School Programming
 - a) Public School Programs
 - b) Special Education Programs
 - i. Clustering
 - ii. Middle Level Transition Programs
 - iii. Life Skills Programs
 - iv. Learning Centers
 - v. Inclusion
 - c) Enrichment Programs
 - d) Guidance Programs
 - e) French Programs
 - i. Core
 - ii. Extended Core
 - iii. Immersion
 - f) Elective Programs
 - g) Healthy Active Living Programs
 - h) Library Programs

3. High School Programming
 - a) Public School Programs
 - b) Special Education Programs
 - i. Clustering
 - ii. Alternate School Programs
 - iii. Verge House Program
 - iv. Life Skills Programs
 - v. Learning Centers
 - vi. Inclusion
 - c) Enrichment Programs
 - d) Guidance Programs
 - e) French Programs
 - i. Core
 - ii. Extended Core
 - iii. Immersion
 - f) Healthy Active Living Programs
 - g) Library Programs
 - h) Adult Education

Review Structure

Organization Chart



Committee Membership

Elementary Program Review Committee

- Yvonne Rafuse, Chair
- Mark MacLeod, Principal, BES
- Pat Morash, Principal, Milton/Mill Village
- Katherine MacPherson, Principal, GRWS
- Kalin Smith, Teacher, NGES
- Jonathan Chaisson, Teacher BVCS
- Marsh Freeman, Teacher, Greenfield
- Others as required

Junior High Program Review Committee

- Betty-Jean Aucoin, Chair
- Darren Haley, Principal, Hebbville
- Elsie Rodenhizer, Principal, NRCS
- Glenn Heisler, Principal, SQJHS
- Deanna Rawding, Teacher, BHS
- Greg Selig, Teacher, NGRHS
- Shelly Gilby, Teacher, CAMS
- Others as required

Senior High Program Review Committee

Charles Williamson, Chair
Terry Doucette, Principal, LRHS
Laurie Hayden, Principal, LHS
Jeff DeWolfe, Principal, PVEC
Norm Surette, Teacher, BHS
Roxanne Power, Teacher FHCS
Cindy Hutton, Teacher, NQRHS
Others as required

Program Review Committee

Trudy Johnson, Director of Programs and Student Services (Chair)
Chairs of Elementary, Middle and Senior High Program Review Committees
Anita Conrad, Manager of Transportation
Kelly Whalen, Manager of Finance
Annette Hartlen and Marg Forbes, Board Members
Steven Simpson, Superintendent of Schools (ex officio member)

When required for discussion

- a) Coordinator of Assessment and Technology
- b) Consultants for French Second Language RCH, Program Support and Healthy Active Living
- c) Manager of Human Resources
- d) Supervisor of Maintenance
- e) Other as required

Timeline for Phase One

1. November 22, 2005
 - a) Review with principals the need for a program review and its purpose.
 - b) Review with principals the program review survey.
 - c) Receive from principal's their concerns and suggestions regarding a program review.
2. December 1, 2005
 - a) Elementary and Junior High Program Review Surveys distributed to schools.
3. December 20, 2005
 - a) Senior High Program Review Surveys distributed to schools.
4. January 6, 2006
 - a) Elementary and Junior High Program Review Surveys to be completed and returned to Central Office.
5. January 11, 2006
 - a) The Communications Committee will discuss a communications plan for the Program Review.

6. January 13, 2006

- a) Elementary and Junior High program Review Surveys to be compiled
- b) Senior High Program Review Surveys to be completed and turned to Central Office.

7. January 27, 2006

- a) Membership of Elementary, Junior and Senior High Program Review Committees to be finalized.
- b) The committee's first meeting should be held by February 3, 2006:
 - i. Review their role
 - ii. Review the timeline
 - iii. Review the survey results
 - iv. Set meeting dates

8. February 22, 2006

- a) Communications plan is to be finalized.

9. Program Review Committee Meeting Dates

These dates will assist the Elementary, Junior High and Senior High Program Review Committees established their own timelines for reports to the Program Review Committee.

- a) Thursday, March 30, 2006
- b) Thursday, April 27, 2006

10. Meetings with SACs/H&S/NSTU etc.

As the process unfolds the Program Review Committee will establish a process and dates for information to be shared with and collected from stakeholders.

11. Recommendations for Consideration by the Board

It is expected that recommendations will be brought forward to the Board for its consideration at the Board's regular meetings on May 24 or June 14, 2006

Program Review: Elementary Level - April 26, 2006

1. Schools are meeting the PSP curriculum targets as outlined in time to Learn for all subjects, except in specialist areas (French, Music, Physical Education Visual Arts).

Specific Basic Program

- Language Arts
 - Math
 - Social Studies
 - French
 - Visual Arts
 - Music
 - Phys. Ed.
 - Science
 - Health
 - Reading Recovery
 - Special Education/Inclusion - Program Planning
 - Dayspring Children's Centre
 - Transition to School Program (in schools where there are enough students)
2. We are currently not meeting our needs in areas of:
 - Student Services due to the shortfall in the ratio of PST's per student.
 - We are currently not meeting our needs in areas of Comprehensive Guidance and School Wide Enrichment
 - French, Music, Physical Education, Visual Arts
 3. The South Shore Regional School Board needs to address the following:
 - The inequalities in staffing and programs, administrative support and library services.
 - Additional qualified full time employed FTE specialist teachers in areas of French, Physical Education, Music, Visual Arts, especially in small schools which currently receive formula funding.
 - More teachers need to be hired under a combination of formula staffing and hand staffing.
 - Additional PST staffing to meet provincial guidelines of 1/165
 - Additional staffing of qualified Guidance Counselors who can implement Comprehensive Guidance
 - Transportation to Dayspring Program

Supports Required:

1. More PST's
2. Learning Centres
3. Specialist Teachers – full time itinerant (Music, Art, Phys. Ed.)
4. Increase admin time in every school. (Hand staffing – administrative & teaching staff)
5. Equity staffing to continue but needs to also address hand staffing issues.

6. Administrative Assistants (equity staffing) where there are teaching administrators.
7. Reduce class size: CAP – 25 in P-6, 20 combined.
8. Technology Integration (which requires hardware for classrooms)
9. Mentor Program (Board/School – formula funded)
10. Qualified Specialists for Phys. Ed, French, Visual Arts, Music
11. Librarians, Technology supports on site, P.D. support and time
12. Community & Dept. of Ed. partners for PEBS/Health Promoting Schools
13. Formal agreements with Health/Justice/Community Services
 - N.S. Hearing and Speech
 - More OT/PT
 - Mental Health at school sites.

Program Review: Middle Level – February 15, 2006

Basic Program

1. Public School Program
2. PSP Electives to be available to all students – Art, Music, Family Studies, Industrial Arts/Tech Ed.
3. Formalized Lunch Program – i.e. intramurals/comprehensive health
4. Comprehensive Program – Guidance
5. French Immersion – Access to French
6. Library – every Middle School should have a staffed library to support programming.
 - Middle Level Transition Program (expand to include IPP)
 - Full Learning Centres at each of the Middle Schools for Middle Schools
 - Life Skills Program – Facility and Resources
 - Enrichment Program – Consideration Board level
 - Clusters
 - IPP Enrichment
 - IPP Programming – Literature Programs
 - IPP Social Group
 - Life Skills

Literacy Support and math support groups to support/assist with struggling students – see clusters re: programming

- Public School Program with a difference to address the transition year
- More choice within PSP to accommodate strengths i.e. Math – 2 course offerings
- Language Option
- Tutorials
 - Learning strategies
 - Options and opportunities
 - Co-op programs

Basic Cap on class size to support learning and assessment
Availability of sufficient PST support to assist with small group clustered support for PSP programming. Specialty should be noted for both languages and math.

Teaming Professional Learning Communities

Teachers – staff program schedule include % of assignment as participate on a team within the schedule

Specialist teachers for elective programs (PSP)

Facilities (space, equipment) and resources to support programming

Supports

- Learning Center Teacher
- Program Support Teacher
- Appropriate Facilities
- Resources
- Time for Consultation Assessment and planning within schedule
- Teachers – staffing needs to be based on programming
- Guidance – comprehensive program
- Specialist – trained in specific area
- Learning Center Teacher – Strait Model
- Program Support Assistants
- Program Support Teachers – Strait Model
- Learning Centre Assistants

Alternate Ed Specialists

- Library Technicians
- Board level psychologist behavioral specialist
- SLD Specialist
- Speech Language Pathologist
- Enrichment Specialist
- Assistive Technology
- Student Development Team

Program Review: Senior High Level – February 15, 2006

Points for Considerations:

- Prerequisites in Math school based vs. board based
- On-line courses need to be offered
- Credit system grade 9 on
- Combined coursed
- Continue art drama – 2 half credits
- More half credits – dram/art
- Outside timetable band and drama for credit
- Evening courses

- Community College partnerships
- Reducing number of credits that are required
- Co-op Ed opportunities
- Center of excellence – magnet schools
- Vocational school
- French immersion school
- On-line course
- Address this too many levels in one school can't be effective middle school and high school
- Must look at developing the 'whole' student within communities
- We cannot ignore extracurricular opportunities in community schools
- Advocate community perspective. It is not all about programs.

What we should offer:

Tech Ed Program

6 courses (2 at each level)

Family Studies

2 courses offered – CALM and Fine Arts

Music

Art

Drama



At least one in each. Combine Art and Drama – ½ credits

Business Ed

3 courses from the following: (decide list of courses)

- Economics
- Entrepreneurship
- Accounting
- Consumer Ed
- Business Management
- English

9 courses – communications, academic, enriched

Math

11 courses

Grade 10

Essentials
Academic
2 enriched

Grade 12

Essentials
Academic
Pre calculus
Calculus

Social Studies/Humanities

- Canadian History (African, Mi'kmaq)
- Global History and/or Geography
- +3 more at any level
- At least 1 advanced level
- Recommend streaming Canadian History

Physical Education

- PAL 11
- PE 10
- PE 11
- PE 12

Science

- Science 10
- (Must be multilevel)
- Must offer two of Oceans, Agriculture, Geology, Food Science, etc. (check PSP – Open)
- Physics 11, 12 – enriched 11, 12
- Chemistry 11, 12
- Biology 11, 12

Languages

- French 11, 12
- Access to Immersion (9 credits)

Personal Development/Career Ed

- CALM 11
- LIFE Skills
- Life Work Transition 10 A&B
- OHS
- Occupational Studies
- Peer Tutoring
- Work Place Health and Safety ½ - on-line

Special Education

- Access to learning centre – Learning Strategies (define) appropriate staffing
- In certain cases catchment school concept may be required
- Alternate Schools and Verge House must exist

Co-op Ed

- Should have opportunity to earn up to 2 co-op ed credits during high school
- On site NSCC in May/June
- Teacher % allotment (school-based)
- Guidance – minimum 50% guidance – rest by formula

- Full job description
- Outside agency involvement, mental health, addiction services, etc.
- Put registrar in the schools?
- Staff from guidance and administration – could be non educator

Library – fine as is

Program Review P to 12
Phase I Interim Implementation Report
Fall 2006

General Principles:

- ★ More teachers to deliver recommended courses to keep class sizes reasonable based on the nature of the courses and the class make-up.
- ★ Teacher qualifications and competencies must match their assignments.
- ★ All students to have access to the following at their respective levels and according to any guidelines: Late French Immersion, Alternate and Transition programs, Community-Based Education, Advanced Placement, International Baccalaureate, Reading Recovery. The availability of these programs should be within the eastern, central and western areas of the South Shore Regional School Board.
- ★ To effectively support these recommendations a utilization study needs to be completed regarding operational issues around a facility use and transportation.
- ★ Review of grade configuration within the Board.
- ★ Although there is a decreasing enrollment, there is an increase in the need for special education services. All decisions made in relation to program review should ensure a continuum of special education support for all students at all levels.
- ★ Transitioning of students from home to school, grade to grade, school to school, level to level (elementary, middle, and senior) and school to community be supported.
- ★ To support professional growth school staff should be provided time within the schedule to meet as a professional learning communities for collaboration, consulting and coaching.
- ★ Any decisions made in relation to program review must consider and respect diversity.
- ★ Staffing for schools must reflect minimum time allotments as stated in the Public School Programs (PSP).
- ★ Staffing for schools must reflect the need for both professional and support staff.

**South Shore Regional School Board
Interim Report
2005-2007**

- Class Size Reductions P-3:
 - Class cap P-3 at 25.
 - Split class cap P-3 at 20.
- Staff allocated by class, rather than formula, allows for equity from school to school.
- Increased P-6 specialist allocation:
 - Additional Phys Ed and French teachers hired.
- Early hire of teachers in areas of shortage:
 - French, Math and Family Studies teachers were offered early hire contracts.
- Ratio of students to program support teachers was improved from 1:235 to 1:205.
- Elementary guidance positions have increased by 3.5 FTE.
- Students with autism have received additional support through the hiring of an Autism Consultant, Transition Facilitator and the opening of the Autism Centre.
- Support for enrichment has improved through the hiring of a Consultant, and additional funding for Advance Placement and International Baccalaureate.
- Support for Math has improved through the hiring of a full-time Consultant and the introduction of Math Mentors in every school, P-9.
- Support for literacy has increased:
 - Literacy/Technology Consultant.
 - Literacy/Technology Mentors in every school, P-12.
 - Library Technicians and clerks in every school P-12.
- School based administrative support has increased:
 - Full-time administrative assistants in all schools.
 - Increase time for administrators.
- Student Services support has increased:
 - One additional FTE Psychologist.
 - One additional Severe Learning Disabilities Specialist.
 - One additional Speech-Language Pathologist.
 - Additional training year for Reading Recovery™.