

- The Sustainability Study painted the Coles Island area as:**
- “A dying community” like other rural areas of NB,**
 - with no evidence of growth in the near future**
 - with no new housing starts**
 - with projected decline in student enrolment**
 - claimed that the new highway had a negative impact on the area.**



***Let's take a quick look around the
Coles Island School catchment area.***

There are more homes in the Coles Island catchment area than ever before. 40 + New Homes.

- 22 of these new homes don't have beach frontage. 18 do.**
- These are year-round homes ranging in price from 30 thousand to over 1 million.**
- Many older homes have been renovated.**



Every year there are new builds, more renos and lake front developments! For our local tradesmen, contractors, service men, & etc.



The new highway has ushered in
A on going era of GROWTH for the
Coles Island School catchment area.

**We see a buying trend right here, right now.
Many local properties have been renovated!**



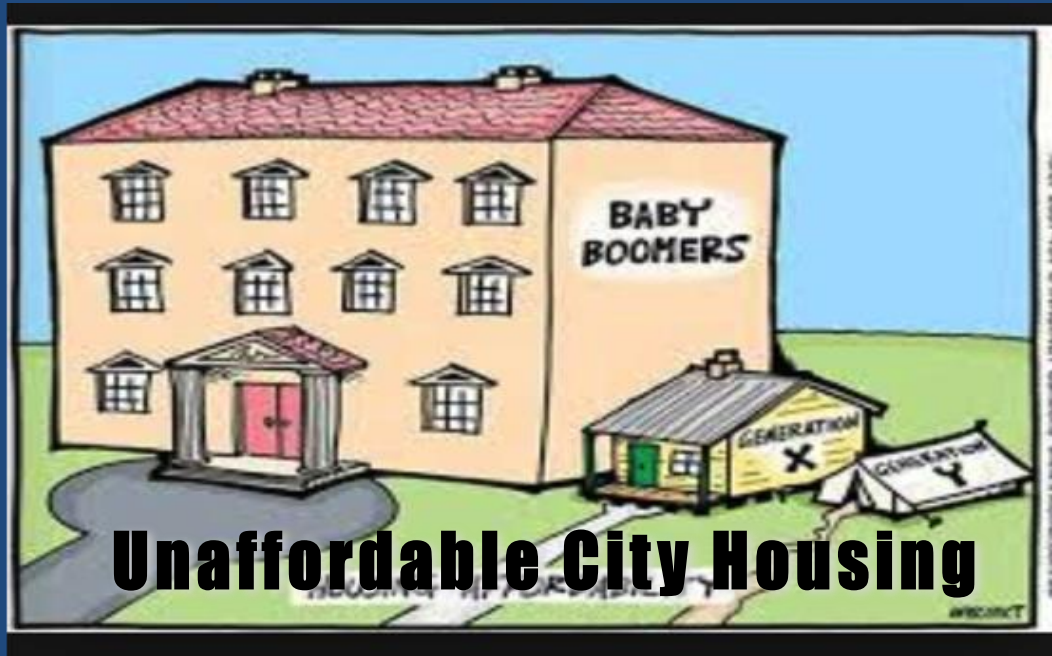
**The cycle of young families with
school children is here again.**

Within the next 10 years many more well maintained properties that have had single ownership for 20-40 years will be dumped into a buyers market for young families.



**Country homes are not being boarded up.
Here's why...**

People love a bargain!



Local properties offer a better bang for your buck compared to city properties.

Reason this area isn't dying!

People love lower property tax.



People love
the beautiful
lakes.



**Reason
this area
isn't
dying!**



People love
the country!



Reason
this area
isn't
dying!

People love a smaller school !



Reason
this area
isn't dying!

People love a good road!

With the new 4 lane highway

-Moncton is a ½ hour closer

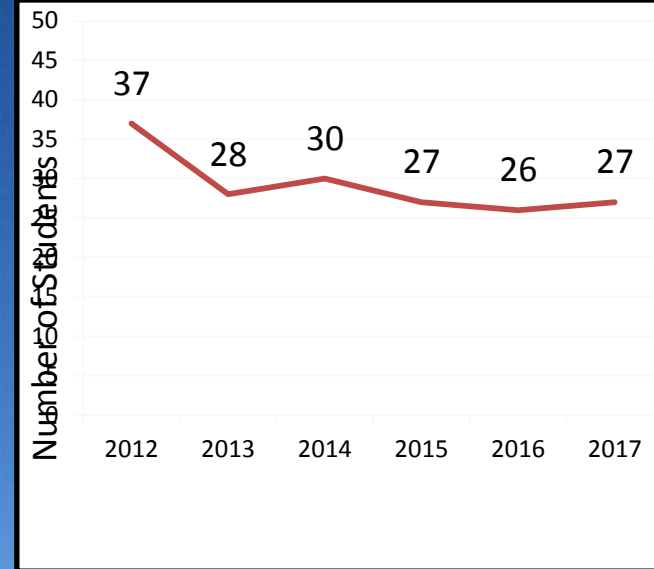
-Fredericton is a ¼ hour closer

*Reason
this area
isn't dying!*

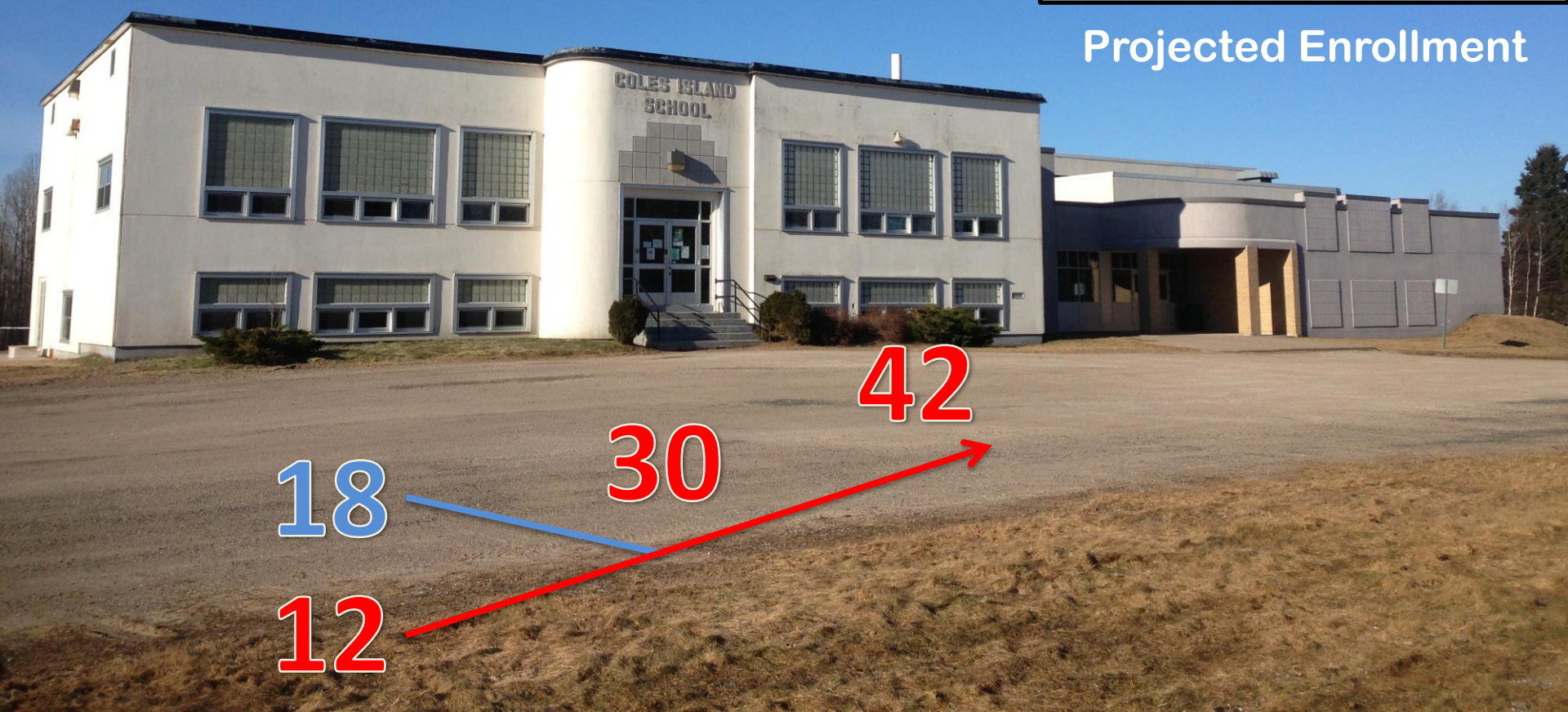


The new 4 lane highway has brought us more and more homes, cottages and vacationers. This = local jobs!

-Almost half the students
at Coles Island School
have moved here within
the last 10 years.



Projected Enrollment



Every school in the province has waste.

50,000,00 \$
yearly operational cost

Cut half the school off...

...if size is really the problem.



NB is poor so low enrollment numbers
are a good thing not a bad thing.
Empty classrooms don't cost anything
compared to full classrooms.



Coles Island School could be a part of the solution
to Moncton's school shortage crisis.

It's under 1 hour away.

Coles Island School

Student : Teacher Ratio

	Total Number Student : Teacher	Student : Teacher
2014-2015	30 : 4	7.5 : 1
2013-2014	28 : 4	7.0 : 1
2012-2013	37 : 4	9.25 : 1
2011-2012	30 : 4	7.5 : 1

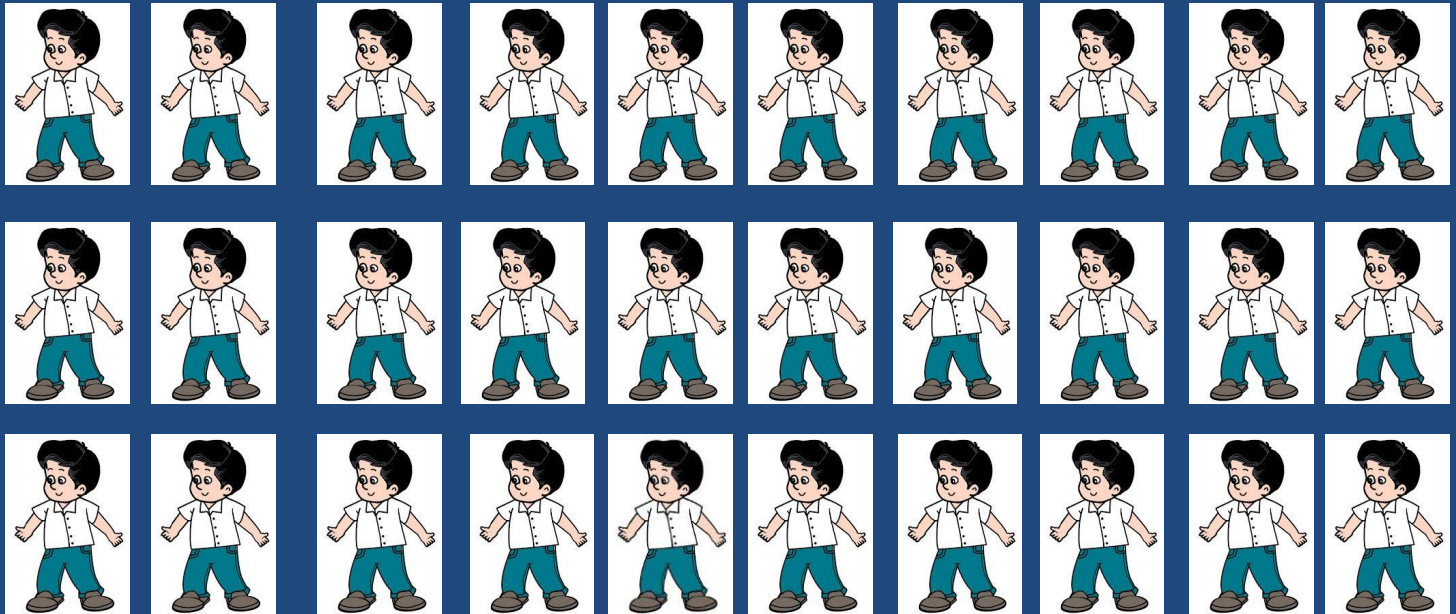
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Comparable Student : Teacher Ratio

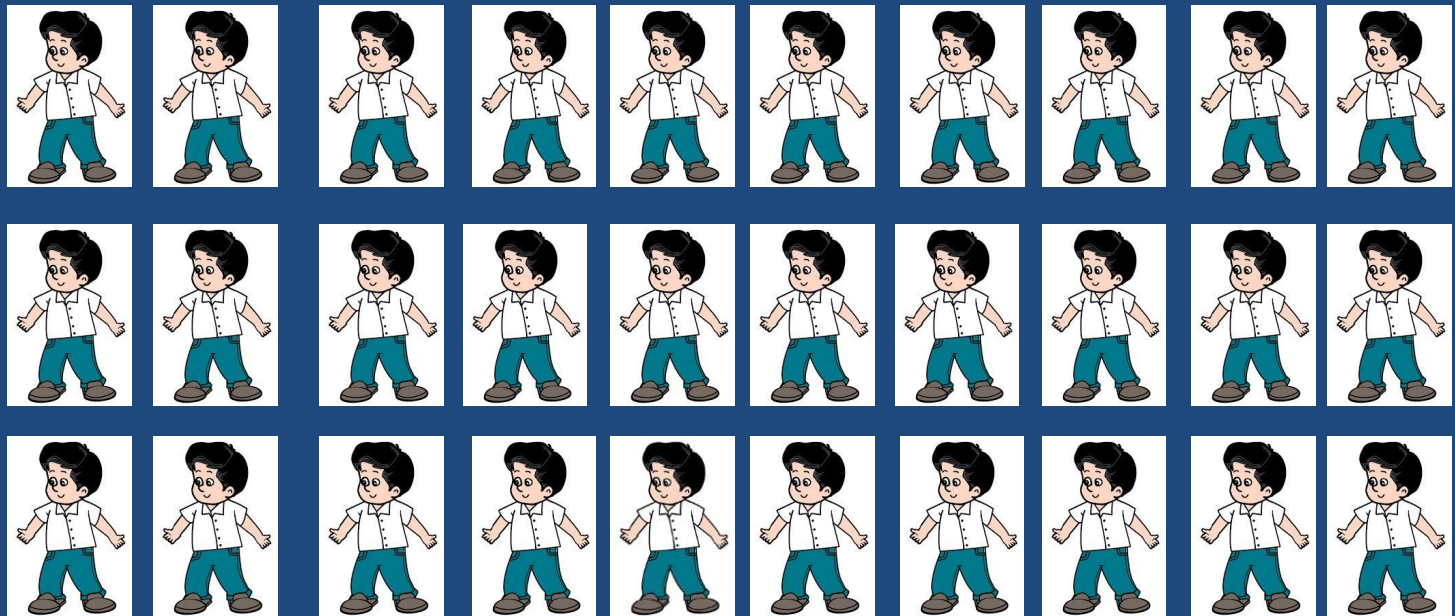
	Total Number Student : Teacher	Student : Teacher
Chipman Elementary	104 : 8	13.0 : 1
Lincoln Elementary	171 : 13.5	12.7 : 1
Geary Elementary (extenuating circumstances this year)	161 : 13.5	11.9 : 1

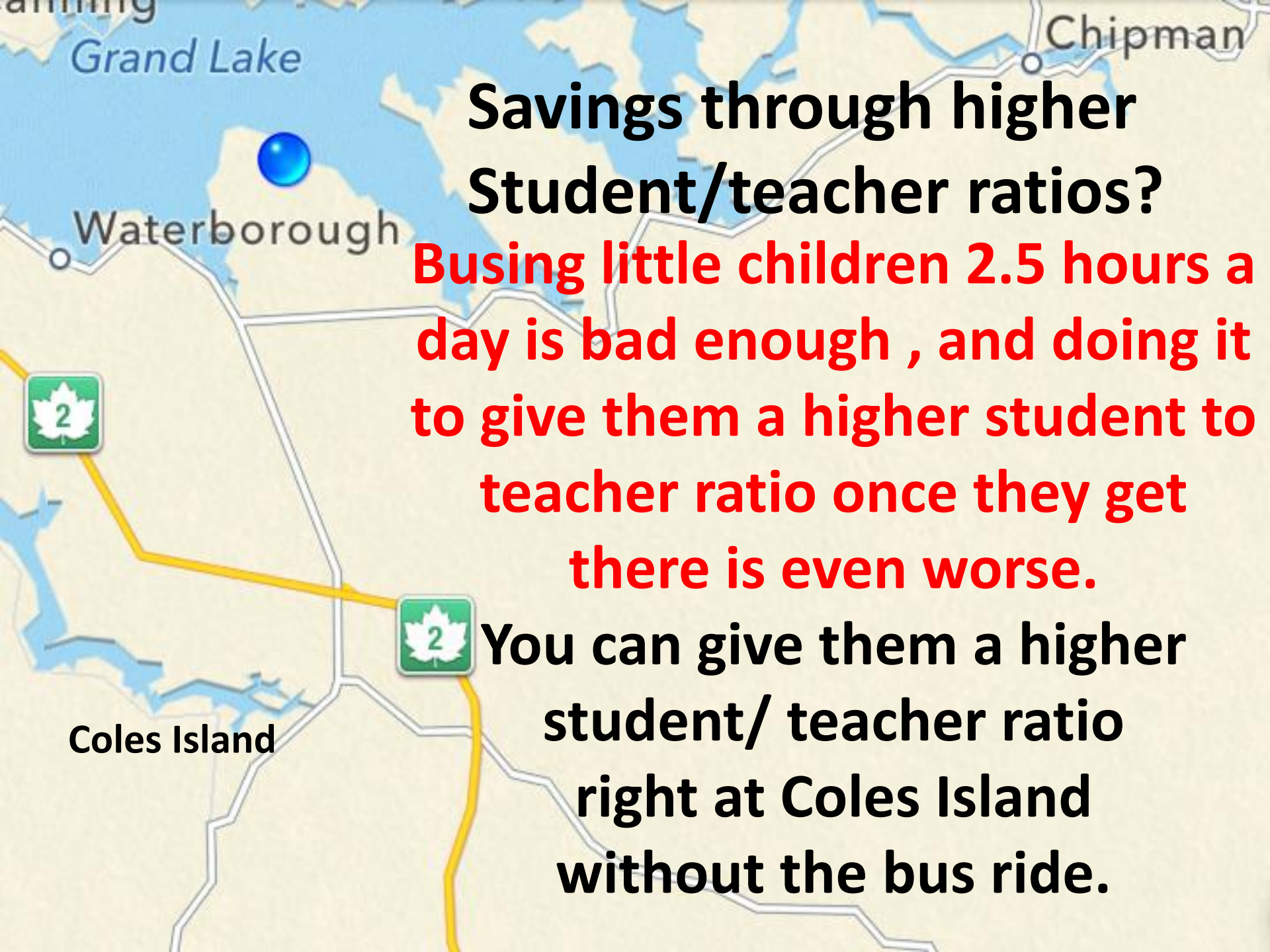
Coles Island School

4 teachers to 30 students
450,000,00 \$



This is what it would look like if Coles Island School was to match Chipman Elementary School's student to teacher.





Savings through higher Student/teacher ratios?

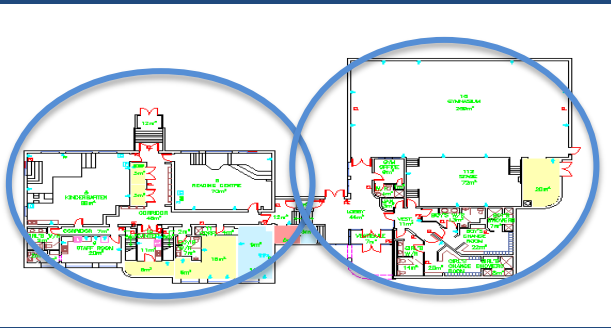
Busing little children 2.5 hours a day is bad enough , and doing it to give them a higher student to teacher ratio once they get there is even worse.

You can give them a higher student/ teacher ratio right at Coles Island without the bus ride.

Give our teachers more technology that allows them to navigate students down the information highway on an “ability tailored” education.
Give them more EA’s.

This is more economical and forward thinking than sending them farther down the old and dangerous Roman road.





Cut building costs from 50,000 to 25,000 and/or collect 54,000.00 in rent per year.



reduce the 450,000,00 dollar educator bill by bring down the high teacher to student ratio to match other elementary schools make it work with online assistance and more EA's.



Keep the little children in close proximity to their moms where they need to be.

