ACCOMMODATION REVIEW COMMITTEE
OF THE EAST PLANNING AREA

School Valuation Reports

and

Recommendations to the Director of Education

March 3, 2010

Sudbury Catholic Schools… Creating hopes and dreams through excellence
Mandate of the Accommodation Review Committee (ARC)

The ARC will complete a customized School Valuation Framework Report for each of the schools in the East Planning Area, study and analyze the data within these Valuation Reports, and provide recommendations to the Director on accommodation options, for Board consideration.

ARC Membership:

**Board Representation**:
- Chairperson: Roland Muzzatti, Academic Superintendent
- Senior Board Official: Dennis Bazinet, Acting Superintendent of Business and Finance
- Facilitator: Denis Faucher, Manager of Facility Services
- Secretary: Steve Rinaldi, Project Coordinator

**School Representation**:

- **Pius XII**
  - Louisa Bianchin, Principal
  - Shelley Sloan, School Council Chair
  - Cathy Manuel, Community
  - Leonard Foucault, School Staff

- **St. Bernadette**
  - Nicole Snow, Principal
  - Dan Bronicheski, School Council Chair
  - Mike McKeever, Community
  - Colette Perrin, School Staff

- **St. Albert Adult Learning Centre (ALC)**
  - Cassandra MacGregor, Vice-Principal
  - Ann Brisebois, School Staff
  - Katrina Chevrier, Student Representation
  - Francine Dubreuil, Student Representation

- **St. Charles College**
  - Patty Mardero, Principal
  - Catherine Ross Gonko, School Council Chair
  - Sandra Gobbo, Community
  - Claire Morrison, School Staff

- **St. John**
  - Tricia Dowdall-Cirelli, Principal
  - Amanda Gagne, School Council Chair
  - Tina Madore, Community
  - Tara Large, School Staff

- **St. Mark**
  - Sharon Oliver, Principal
  - Donna Kotanko, School Council Chair
  - Stacey Kennedy, Community
  - Carole Remillard, School Staff

- **St. Paul**
  - Sharon Oliver, Principal
  - Anne-Marie Savage, School Council Chair
  - Jennifer Rocca, Community
  - Natasha Folino, School Staff

- **St. Raphael**
  - Vickie McGuire, Principal
  - Phil Farmer, School Council Chair
  - Jen Bailey, Community
  - Ted Keehn, School Staff

**Community Representation**:
- Mark Simeoni, Senior Planner, Greater City of Sudbury
- Father Remi Hebert, Diocesan Representation
- Clara Steele, Regional Parent Involvement Committee

**ARC Resource**:
- Watson & Associates Economists Ltd.

2/25/2010

“SCHOOLS TO BELIEVE IN”
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St. Charles College
St. John Elementary School
St. Mark Elementary School
St. Paul Elementary School
St. Raphael Elementary School

Tab 4: Public Submissions
On February 17, 2009, the Sudbury Catholic District School Board of Trustees provided administration with a mandate to undertake an Accommodation Review of the East Planning Area. Accordingly, an Accommodation Review Committee (ARC) was established and began the accommodation review process.

The ARC was comprised of thirty-six (36) school representatives, three (3) community representatives, and four (4) Board representatives, for a total membership of forty-three (43). The school and community representatives formed the voting membership of the ARC, with decisions requiring a majority of votes.

The ARC was chaired by Mr. Roland Muzzatti, Academic Superintendent. Mr. Steve Rinaldi, Project Coordinator was designated ARC Secretary and, along with Mr. Denis Faucher, Manager of Facility Services, ARC Facilitator, and Mr. Dennis Bazinet, Acting Superintendent of Business and Financial Services, Senior ARC Official, formed the Board representation and ARC Steering Committee, that provided additional resources for use by the ARC as required. The ARC Steering Committee members were non-voting members of the ARC.

The schools to be reviewed were:

- Pius XII Elementary School (Sudbury)
- St. Albert Adult Learning Centre (Sudbury)
- St. Andrew Elementary School (Sudbury)
- St. Bernadette Elementary School (Sudbury)
- St. Charles College (Sudbury)
- St. John Elementary School (Garson)
- St. Mark Elementary School (Markstay)
- St. Paul Elementary School (Coniston)
- St. Raphael Elementary School (Sudbury)

The ARC held four (4) Public Meetings over the course of the review to present its work and receive comments and questions from the public. Twelve (12) Working Meetings were also held during the process to gather information, consider resources, analyze data and generate options for accommodation. All information, agendas and minutes were made available in hard copy at each Public Meeting and on the Board’s website at www.sudburycatholicschools.ca. Questions and comments submitted following the Public Meetings were received via email, telephone or fax and were brought forward to the ARC for consideration at their next Working Meeting.

The minutes of all Working and Public Meetings are attached within Tab 2.

Prior to the first Public Meeting, the ARC was responsible for customizing the Generic School Valuation Framework, a tool with which the ARC was able to qualify each school’s value to the Student, to the Board, to the Community and to the Local Economy.

In the process of customization, for example, the Committee adopted to identify the presence of Special Education programming, Care and Development programming, Life Skills programming, French Immersion programming, a Snack, Breakfast or Lunch program, Dual Credit courses and Correspondence courses at the elementary and secondary schools in Sections 1.4 and 2.2 of the Valuation Report. Also in Section 2.1, the ARC chose to add a section titled Elementary and Secondary Child Care which identified if there were child care spaces at the school designated for a Best Start Hub, available during the day and for before and after school programs, for a Kindercentre and for an Alternate Day program. Similarly, the ARC chose to add to Section 3.2 to identify if the school is a site for a Daycare or Summer Camp provider. Finally, the ARC added to Section 2.5 a question to identify the proximity of a comparable school from a co-terminus Board.

At the first Public Meeting, held on October 7, 2009, the customized School Valuation Framework was presented to the public along with an overview of the accommodation review process, the ARC’s mandate, and the Board’s current challenges. These challenges were stated to include declining enrolment for the foreseeable future; excess capacity at our current schools; and aging buildings requiring substantial deferred capital expenditures. This meeting presented the opportunity for the public to express views with respect to the work of the ARC. The ARC adopted community input into the customized School Valuation
Framework Report by opting to identify E-Learning courses offered by the schools (added to Section 1.1), and to identify what are the opportunities in the school for staff to pray together, and how is prayer part of the school life (added to Section 1.1).

After considering the input from the first Public Meeting, and finalizing the customized School Valuation Framework Report, the ARC completed an intensive process for completing this document, in the Working Meetings that followed. This process included each group of school representatives within the ARC completing a School Valuation Framework Report for their own school and presenting their findings to the entire ARC. Each group then reviewed all other reports, and submitted comments, corrections, or additions for the ARC’s further consideration.

The completed School Valuation Framework Reports are attached within Tab 3.

With the data in place, the purpose of the second Public Meeting, held on November 25, 2009, was to present to the public the completed School Valuation Reports for their information and input. Community input following this presentation was in support of the current St. Andrew Elementary School programming and community.

The ARC considered the feedback from the second Public Meeting, finalized and adopted the completed School Valuation Reports at Working Meeting #7, held on December 2, 2009, and also heard a presentation from representatives from Watson & Associates Economists Ltd. that explained the methodology used to generate the enrolment projections and accommodation options provided within their November 26, 2008 “Options to Address Accommodation Issues, 2008 to 2022”, and their “Review Based on Board’s Accommodation Decision in May 2009” submissions to the Board. Additionally, the ARC began to consider options for the accommodation of students in the East Planning Area. To begin the process of developing options, Mr. Muzzatti presented the first four (4) preliminary options as contained within the Watson and Associates Economists Ltd November 2008 Report, page iv, as follows:

Option #1  Marymount Secondary students to St. Charles College (Grade 7 to 12)
Multi-Media Centre at St. Charles College
St. Andrew students to St. Raphael
4-unit Portapak at St. Raphael

Option #2  Marymount Secondary students to St. Charles College (Grade 7 to 12)
Multi-Media Centre at St. Charles College
St. Andrew students to St. Raphael
All grade 7 & 8 programming to St. Charles College
8-unit Portapak at St. Charles College
St. Bernadette students to Pius XII

Option #3  All Grade 7 & 8 programming to St. Charles College
4-unit Portapak at St. Charles College
St. Andrew students to St. Raphael
St. Bernadette students to Pius XII

Option #4  Grade 7 & 8 from Pius XII and St. Raphael programs to St. Charles College
Multi-Media Centre at St. Charles College
St. Andrew students to St. Raphael
St. Bernadette students to Pius XII
Mr. Muzzatti then presented three (3) preliminary options put forth for ARC consideration, as variations of the options proposed by Watson and Associates within their November 2008 report, as follows:

Option #5  Grade 7 & 8 from Pius XII and St. Raphael programs to St. Charles College  
St. Andrew students to St. Raphael

Option #6  Grade 7 & 8 from Pius XII and St. Raphael programs to St. Charles College  
St. Bernadette students to St. Raphael

Option #7  Grade 7 & 8 from Pius XII and St. Raphael programs to St. Charles College  
St. Andrew and St. Bernadette students to St. Raphael

In preparation for Working Meeting #8, scheduled for December 9, 2009, options were submitted by ARC members, for committee consideration and discussion as follows:

Option #8  New dual-track JK to 6 on St. Bernadette site  
St. Andrew, St. Bernadette and St. Raphael to a new school and close  
Acquisition of city owned property between St. Bernadette and St. Charles College  
St. Raphael grade 7 and 8 programming to St. Charles College

Option #9  New dual-track JK to 8 on St. Bernadette site (detached school)  
St. Andrew, St. Bernadette and St. Raphael to a new school and close  
Acquisition of city owned property between St. Bernadette and St. Charles College

Option #10  All Grade 7 and 8 students to St. Charles College  
St. Andrew and St. Bernadette to St. Raphael and close

Option #11  All Grade 7 and 8 students to St. Charles College  
St. Andrew and St. Bernadette to St. Raphael; St. Bernadette closes  
St. Mark to St. Paul and closes  
St. Albert to St. Andrew and closes

Option #12  All Grade 7 and 8 students to St. Charles College  
St. Mark to St. Paul and closes  
St. Andrew and St. Bernadette to St. Raphael and close  
St. Albert to St. Andrew and closes

Due to a severe winter storm, Working Meeting #8 was re-scheduled to January 5, 2010, at which the committee was presented with and discussed current subdivision activity information, Grade 7 to 12 programming, school enrolment boundaries, and the current accommodation options for the East Planning Area. Through discussion at the working meeting, committee members put forth the following additional options:

Option #13  New dual-track JK to 8 on St. Bernadette site  
St. Andrew, St. Bernadette, St. Raphael and Pius XII to a new school at the St. Bernadette site and close  
Multi-Media Centre at St. Charles College  
St. Albert moves to St. Andrew and closes

Option #14  St. Andrew, St. Bernadette and St. Raphael JK-SK to St. Andrew  
St. Andrew and St. Bernadette’s Grade 1-6 to St. Raphael, and St. Bernadette closes  
St. Raphael’s Grade 7 and 8 students to St. Charles College
Option #15  
Pius XII becomes a JK to 6 dual-track school with a portion of St. Paul’s French Immersion students, and St. Raphael’s Special Education students  
St. Bernadette becomes a JK to 8 dual-track school  
Pius XII, St. John, St. Mark, St. Paul, and St. Raphael Grade 7 and 8 students to St. Bernadette  
St. John and St. Paul become JK to 6 dual-track schools  
St. Mark and St. Raphael become JK to 6 school schools

Option #16  
St. Raphael’s Special Education students to Pius XII

At the January 6, 2010 Working Meeting #9, the ARC continued the accommodation options discussion, further proposing these options:

Option #17  
New dual-track JK to 6 on St. Bernadette site (detached school)  
St. Andrew, St. Bernadette, St. Raphael and Pius XII to a new school and close  
Acquisition of city owned property between St. Bernadette and St. Charles College Grade 7 and 8 students from St. Raphael and Pius XII to SCC with MMC.

Option #18  
St. Andrew, St. Bernadette and St. Raphael to New School and close  
Pius XII Grade 7 and 8 students to New School

Option #19  
All Grade 7 and 8 students to St. Charles College with MMC  
St. Andrew, St. Bernadette and St. Raphael to attend a new dual-track JK to 6 school, and close

The ARC decided to present Option #7, #11, #9, and #19 and #18 at Public Meeting #3. These options were re-numbered #1-5 respectively and illustrated as follows:

<table>
<thead>
<tr>
<th>Option #1</th>
<th>Option #2</th>
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<td>St. Raphael JK-6 DT</td>
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At Public Meeting #3, held on January 20, 2010, the ARC heard from members of the public, who voiced questions and concerns regarding the supporting rationale and documentation for Grade 7 to 12 programming, as well as the potential implementation challenges of student retention rates and introducing grade 7 and 8 students into the current St. Charles College facility. Additional questions and concerns were voiced by the public in regards to the secondary enrolment projections, the consideration of a French Immersion site for the entire planning area, the deferred capital cost implications of the proposed options, and the identification of St. Albert Adult Learning Centre as ‘to be determined’.

East Accommodation Review Committee  4 of 29
The committee reviewed the input received at the public meeting, together with submissions received prior to its January 20, 2010 Working Meeting #10, to assess which options would become recommendations within the Draft ARC Report to the Director. The committee adopted option #5 and #4 as their preferred recommendations, with option #3 to be considered only in the event that Ministry of Education funding is not available for the construction of a new school for this planning area, re-numbered Recommendation #1, #2 and #3 respectively and illustrated as follows:

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<tr>
<th>Recommendation #1</th>
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Recommendation #1 was also revised by the ARC to have Pius XII Elementary School continue with regular track JK to grade 8 programming instead of the grade 7 and 8 students relocating to the new school at the St. Bernadette site.

Similar to the process used for the completion of the customized School Valuation Framework Report, the completion of the Draft ARC Report to the Director included each group of school representatives within the ARC compiling a list of supporting rationale and implementation challenges for each of the recommendations. This list of supporting rationale and implementation challenges was then compiled by Board staff to include all comments submitted by the ARC members.

At the February 3, 2010, Working Meeting #11, the Draft ARC Report to the Director was reviewed, revised and adopted for presentation at the February 17, 2010 Public Meeting. The committee also chose to further revise these recommendations by stipulating that the location and programming for the St. Albert Adult Learning Centre is to remain ‘status quo’.

The Draft ARC Report to the Director was presented at Public Meeting #4, held on February 17, 2010. Members of the public in attendance were presented with the findings of the Grade 7 to 12 programming rationale obtained by Board staff through discussion with four (4) school boards who have implemented Grade 7 to 12 programming. ARC members heard concerns over the proposed sizing of the new school in Recommendation #1 and #2, the process for managing potential cost over-runs in new school construction, the introduction of additional students into the existing St. Charles College, and received a petition from St. Charles College students calling on the Board to “Stop grade 7 and 8’s from coming to St. Charles College”.

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East Accommodation Review Committee
On February 24, 2010 at St. Andrew Elementary School, the ARC held Working Meeting #12 to consider the feedback from Public Meeting #4, and review any outstanding items from previous Working Meetings in order to finalize the ARC Report to the Director.

The input received after Working Meeting #11 included a letter to parents from the Pius XII School Council Chair together with twenty-seven (27) responses, evidence/research in support of JK to grade 8 programming, and nine (9) emails submitted for ARC consideration. The emails were comprised of one (1) with the contact information for the regional parent council chair for the Ottawa Catholic School Board, four (4) in support of maintaining status quo for Pius XII Elementary School, three (3) in support of maintaining status quo for St. Andrew Elementary School, and one (1) in support of the implementation of grade 7 to 12 programming.

The input received following Public Meeting #4 included a suggestion from Lygia Dallip, from Watson and Associates, to revise the recommendation text within the Draft ARC Report to the Director, a petition received from St. Charles College students, a hard copy of a voice message left on the ARC mailbox by a St. Raphael Elementary School supporter, and three (3) emails submitted for ARC consideration. The emails were comprised of two (2) in support of maintaining status quo for the St. Andrew Elementary School’s location and programming, and one (1) that proposed a new accommodation option for this planning area.

After considering and discussing all the comments and information received from the public, the committee chose to revise the detail of each recommendation as proposed by Watson and Associates, revise a supporting rationale point for Recommendation #3 and add all submissions received from non-ARC members in Tab #4 of the final report.

All submissions received from the public are attached within Tab 4.

The final recommendations of the Accommodation Review Committee for the East Planning Area are detailed in subsequent pages of this contained report, and illustrated as follows:

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<th>Recommendation #1</th>
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Notes:
*"# of Classrooms Available/ Required" = (Total Enrolment - 2007 OTG)/ Average number of Students per Class*

The calculation for "# of Classrooms Available/Required" is based on an average of 23 students per class regardless of program (RT vs. FI)

A positive number indicates a potential need for portables while a negative number indicates surplus classroom space available in the school

The number of classrooms available/required has the potential to be impacted by grade structure and specialized programs available at the school
Recommendation No. 1

- The Prohibitive to Repair sections of Pius XII Elementary School are demolished and reconstructed with a capacity to provide regular track JK to grade 8 programming;
- St. John Elementary School continues with dual track JK to grade 8 programming;
- St. Mark Elementary School continues with regular track JK to grade 6 programming;
- St. Paul Elementary School continues with dual track JK to grade 8 programming;
- Demolition of the existing St. Bernadette Elementary School, and the construction of a new “Green” dual track JK to grade 8 elementary school on the St. Bernadette Elementary School site to include the current students from St. Raphael, St. Andrew and St. Bernadette Elementary Schools;
- Closure of St. Raphael, St. Andrew and St. Bernadette Elementary Schools;
- St. Charles College continues with dual track grade 9 to grade 12 programming;
- The location and programming for St. Albert Adult Learning Centre are to remain status quo; and
- ARC Recommendations #1 and #2 are to be identified as preferred, with Recommendation #3 to be considered only in the event that Ministry funding is not available for the construction of a new school.

Supporting Rationale

1. This recommendation allows for the consolidation of three schools in the New Sudbury area into one new modern facility.
2. It is cost effective as it relieves the maintenance and renewal costs of the three schools.
3. St. Raphael has a section that is prohibitive to repair.
4. The new school should be built on the St. Bernadette site because it mirrors what is being done in the south end. This location is central to four main arteries in New Sudbury and close to St. Charles College. The superintendent of business indicated that the acquisition of the city owned easement would not be a barrier to expansion. The frontage on Auger is best suited for bus pick up and drop-off. The land is long, wide and relatively flat which would support construction.
5. Garson, Coniston, Minnow Lake and New Sudbury would have their own community school.
6. St. John, St. Paul and Pius XII continue to be viable at a more than reasonable utilization rate (75%+).
7. A new ‘Green’ school with “all the bells and whistles” would be built.
8. St. Charles College remains 9-12 programming as teachers and parents recommended at last public meeting.
9. This recommendation would encourage the attraction or retention of students who want 9-12 secondary experience.
10. This recommendation would encourage the attraction and retention of parents and students who prefer the JK-Gr. 8 model.
11. A new “green” school would be attractive to new families…allows competition with co-terminus board.
12. This recommendation eliminates the concern of grade 7 and 8 students being transported with high school students.

13. There is no need to renovate St. Charles College.

14. The Prohibitive to Repair liability for St. Raphael School is eliminated.

15. This recommendation keeps children in neighbourhoods where they can walk to school.

16. This recommendation allows St. Charles College to attract students who are only interested in attending a secondary school that is high school only. There is also no potential of losing existing students from St. Charles College if Grades 7 and 8’s come into the school.

17. This recommendation allows us to attract more parents to our elementary schools who do not want their grade 7 or grade 8 child to attend a high school. It would also allow the board to keep the grade 7 or grade 8 students from moving to a Co-terminus board if the parents do not accept to send their child to a 7-12 programming school.

18. By constructing a green school, it would be easier to compete for students from Co-terminus Boards.

19. With a new school, students would have access to newer resources and facilities.

20. By keeping small community schools as ‘status quo’, small children would not have to be bussed out of the community.

21. Rural school status monies would still be available for the board.

22. The recommendation does not affect the small communities and their parish, since the students from the small community schools will still be attending their community Mass during school hours. Without these schools, the presence of the parish could be in jeopardy. As a domino effect, we can potentially lose all our Parishes and our Catholic Schools all together.

23. Grade 7-12 programming and the construction of a Multi-Media Centre are not available in this recommendation. However, each student in grade 7 and grade 8 already benefit from a Smartboard in their class and their own individual laptop.

24. Currently there is no room to accommodate the grade 7 and 8 students at St. Charles College.

25. Intimidation issues for the grade 7 and 8 students are eliminated in this scenario.

26. Students who would be intimidated in a Grade 7 to 12 setting and would prefer to attend a catholic high school in a Grade 9 to 12 format would have no other choice in our catholic system if this option did not exist.

27. In order to compete with the coterminous schools in our area, we to need stay as a Grade 9 to 12 High School.

28. There is strong parental support for K-8 neighbourhood schools.

29. There is strong teacher support for K-8 neighbourhood schools in both the elementary and secondary panels.

30. The Home-School-Church alliance is supported.


32. There is a potential for more parental involvement within the school and for a longer duration of child’s school years in K-8 schools.

33. New school would potentially attract new students.

34. New school would be modern (green) and have modern facilities.

35. Parents would be happy that Grade 7 and 8 students remain in community schools.

36. There would be less disruption with the schools in this area.

37. K-8 Elementary schools already have access to the one-to-one laptop program for Grade 7 and 8 students.

38. K-8 Elementary schools currently offer large uninterrupted blocks of instructional time for Grade 7 and 8 (no recess).

39. St. Charles College could continue to attract students from our coterminous boards. (St. Charles College has been very successful at attracting students from other boards).

**Implementation Challenges**

1. This option would create a fairly large school (K to 8 dual track) which would necessitate boundary changes in order to reduce its size.
2. St. Charles College would remain status quo and therefore its future viability would be in question. Demographic data indicate that in 2022, there would be 55% utilization rate. Even as early as 2013, the utilization rate at St. Charles College drops to 62%. There would be accommodation challenges during the construction phase.

3. There is a concern that not enough monies from the Ministry will be forthcoming, to complete the construction of a new ‘Green’ school. Where will monies come from to complete this building when not enough monies were passed over for the completion of the new school in South/Central, or renovating/rebuilding of the St. David site.

4. It would be detrimental to close the last SMALL (not PTR) Catholic English Regular Track COMMUNITY School in New Sudbury.

5. There would be too many students at one site (JK-Gr 8 DT).

6. There is a concern that not enough monies from the Ministry will be forthcoming, to complete the construction of a new ‘Green’ school. Where will monies come from to complete this building when not enough monies were passed over for the completion of the new school in South/Central, or renovating/rebuilding of the St. David site.

7. It would be detrimental to close the last SMALL (not PTR) Catholic English Regular Track COMMUNITY School in New Sudbury.

8. Construction may require a temporary location for St. Bernadette students.

9. There is a potential loss of students to coterminous Board due to school closures.

10. The new elementary school community would be too large.

11. There would be a significant loss to neighbourhoods due to schools closing.

12. There are potential job losses (custodial, secretarial, teachers, administration, etc)

13. There is a potential for increased traffic on Auger Street.

14. This recommendation does not address the declining enrolment at St. Charles College.

15. Repairs required to Pius will result in students needing to be housed elsewhere.

16. Relocating the St. Raphael students, which would make up most of the new green school at St. Bernadette, to the other end of Lasalle might encourage parents to send their child to a Co-terminus Board found in their neighborhood. Most parents enjoy having their children in a small community school, even in the area of Sudbury.

17. If no change is implemented in the next few years at St. Charles College, data predicts that this school will possibly only be half utilized in the future.

18. A thorough review of all boundaries is required to maximize the space in our small communities in order to build a smaller new green school.

19. Pius XII and St. Raphael have sections that are prohibitive to repair. Therefore, these sections would need to be demolished and reconstructed.

20. The initial idea is for the grade 7 to 12 model at St. Charles College. Are we strong enough to do what is best for our students by recommending that the best option is the K-8 model?

21. A new school on the St. Bernadette site may not be the most attractive location.

22. The alternative if the new school doesn’t receive enough funding is Recommendation No. 3 which does not contain K-8 neighbourhood schools.

23. We lose the opportunity for a Multi Media Centre with this recommendation.

24. What kind of message are we sending to the public when we close another three schools?
## Recommendation #1

**SUDBURY CATHOLIC DISTRICT SCHOOL BOARD**

**Scenario Builder**

**Proposed Scenario:** St. Andrew, St. Bernadette and St. Raphael to a New School at St. Bernadette site

### Pius XII

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### Description:
- **Pius XII:** JK - 8 Regular Track
- **St. Andrew:** moved to New School at St. Bernadette site and CLOSES
- **St. Bernadette:** moved to New School at St. Bernadette site and CLOSES
- **St. John:** JK - 8 Dual Track
- **St. Mark:** JK - 6 Regular Track

### Utilization Rate

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### # of Classrooms Available/ Required

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**SUDBURY CATHOLIC DISTRICT SCHOOL BOARD**

**Scenario Builder**

**Proposed Scenario:** St. Andrew, St. Bernadette and St. Raphael to a New School at St. Bernadette site

### St. Paul

**2009 OTG**

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**Total Enrolment:** 386

**Utilization Rate:** 76% 75% 66% 83% 85% 85% 85% 85% 87% 88% 89% 89% 87% 87% 86% 86% 85% 84% 84%

**# of Classrooms Available/ Required:** -4 -4 -3 -3 -3 -3 -3 -2 -2 -2 -2 -2 -2 -2 -2 -2 -2 -3

### St. Raphael

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**Total Enrolment:** 650

**Utilization Rate:** 105% 104% 96% 110% 103% 101% 98% 94% 94% 95% 95% 95% 95% 95% 96% 95% 94% 97%

**# of Classrooms Available/ Required:** 1 1 -1 -3 1 1 0 -1 -1 -2 -2 -1 -1 -1 -1 -1 -1

### NEW ELEMENTARY SCHOOL

**2009 OTG**

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**Total Enrolment:** 1,080

**Utilization Rate:** 73% 80% 87% 76% 73% 69% 62% 60% 58% 53% 55% 56% 56% 57% 56% 55% 62%


### St. Charles College

**2009 OTG**

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**Total Enrolment:** 1,080

**Utilization Rate:** 85% 84% 86% 84% 89% 86% 86% 85% 84% 84% 84% 83% 83% 83% 83% 83% 83% 83%

**# of Classrooms Available/ Required:** -12 -12 -11 -12 -9 -11 -12 -13 -12 -13 -12 -13 -13 -13 -13 -13 -13 -14

**Notes:**

# of Classrooms Available/ Required = (Total Enrolment - 2007 OTG)/ Average number of Students per Class

The calculation for "# of Classrooms Available/ Required" is based on an average of 23 students per class regardless of program (RT vs. FI)

A positive number indicates a potential need for portables while a negative number indicates surplus classroom space available in the school

The number of classrooms available/ required has the potential to be impacted by grade structure and specialized programs available at the school

13 of 29
### Recommendation #1

**SUDBURY CATHOLIC DISTRICT SCHOOL BOARD**

**Scenario Builder**

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Proposed Scenario</th>
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<td>St. Andrew, St. Bernadette and St. Raphael to a New School at St. Bernadette site</td>
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### Financial Summary

#### Status Quo

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<tr>
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**TOTAL excluding St. Albert Adult Learning Centre**

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#### Proposed Scenario

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**Diff Compared to Status Quo Scenario**

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<td><strong>TOTAL</strong></td>
<td>2,868</td>
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**PLEASE NOTE:** This option will require additional funds from the Ministry of Education.
Recommendation No. 2

- The Prohibitive to Repair sections of Pius XII Elementary School are demolished and reconstructed with a capacity to provide regular track JK to grade 6 programming;
- St. John Elementary School continues with dual track JK to grade 6 programming;
- St. Mark Elementary School continues with regular track JK to grade 6 programming;
- St. Paul Elementary School continues with dual track JK to grade 6 programming;
- Demolition of the existing St. Bernadette Elementary School, and the construction of a new “Green” dual-track JK to grade 6 elementary school on the St. Bernadette Elementary School site to include the current students from St. Raphael, St. Andrew and St. Bernadette Elementary Schools;
- Closure of St. Raphael, St. Andrew and St. Bernadette Elementary Schools;
- St. Charles College continues with dual track grade 7 to grade 12 programming, the construction of a Multi-Media Centre and addition to the existing school, and current grade 7 and 8 students from all elementary schools in this planning area;
- The location and programming for St. Albert Adult Learning Centre are to remain status quo; and
- ARC Recommendations #1 and #2 are to be identified as preferred, with Recommendation #3 to be considered only in the event that Ministry funding is not available for the construction of a new school.

Supporting Rationale

1. This recommendation allows for the consolidation of three schools in the New Sudbury area into one new modern facility.
2. It is cost effective as it relieves the maintenance and renewal costs of the three schools.
3. St. Raphael has a section that is prohibitive to repair.
4. The new school should be built on the St. Bernadette site because it mirrors what is being done in the south end. This location is central to four main arteries in New Sudbury and close to St. Charles College. The superintendent of business indicated that the acquisition of the city owned easement would not be a barrier to expansion. The frontage on Auger is best suited for bus pick up and drop-off.
5. Garson, Coniston, Minnow Lake and New Sudbury would have their own community school.
6. The 7 to 12 model improves educational programming of the grade 7 and 8 students.
7. High school transitioning is easier and retention rates increase.
8. The 7 and 8 students have access to facilities that they would not have in a regular elementary school.
9. Partnerships and mentorship programming would be readily available at the new 7 to 12 high school.
10. The new school would be a smaller K to 6 dual track setting.
11. All students, from 7 to 12 would benefit from the Multimedia center as well as easier access to this for the K to 6 students.
12. The community schools would not have to renovate to accommodate the grade 7 and 8 students. This could potentially reduce the physical footprint required to accommodate the remaining students which would then have a positive impact on renewal costs.
13. All grade 7 and 8’s should be a part of the changes to make the grade 7 and 8 programming at St. Charles College viable. The Board should implement the “all or none” concept.
14. A new ‘Green’ school with “all the bells and whistles” would be built.
15. All the grade 7 and 8 students attend St. Charles College, with a Multi-Media Centre, and with “all the bells and whistles”.
16. This recommendation will address declining enrolment at St. Charles College.
17. This scenario decreases the number of transitions for some students.
18. There are more opportunities for Grade 7 and 8 students for programming (sports, music, shops)
19. Multi Media Centre at St. Charles College would attract and retain students.
20. This scenario eliminates the Board’s liability at St. Raphael.
21. With the new school at the St. Bernadette site becoming dual track, you eliminate the transition if a student leaves French Immersion programming
22. A new “green” school attracts more families
23. There is a potential for more space for before and after school programs/daycare programs.
24. By constructing a green school, it would be easier to compete for students from Co-terminus Boards.
25. With a new school, students would have access to newer resources and facilities.
26. By keeping small community schools as ‘status quo’, small children would not have to be bussed out of the community.
27. Rural school status monies would still be available for the board.
28. The recommendation does not affect the small communities and their parish, since the students from the small community schools will still be attending their community Mass during school hours. Without these schools, the presence of the parish could be in jeopardy. As a domino effect, we can potentially lose all our Parishes and our Catholic Schools all together.
29. The inclusion of the Multi-Media Centre would attract students and provide an area of interest to encourage attendance and learning.
30. Inclusion of Grades 7 and 8 allows the possibilities of more clubs/organizations/sports to be introduced to these students.
31. Inclusion of Grades 7 and 8 allows them more opportunity to receive a mentor/ peer tutoring from the older students, which in return, creates a greater sense of community in the school and provides opportunity for the older students to act as positive role models for the younger students.
32. Inclusion of Grade 7 and 8 would mean more children wearing the St. Charles College uniforms, which gives more visibility to the community and provides more awareness of the school. Also, with Grade 7 and 8 students wearing uniforms, there would be less discrimination among them.
33. Sharing of materials, strategies, resources between the six grade levels would occur.
34. There would be a sharing of materials, strategies, resources between the Grade 7 and 8 teachers since they would all be in one location.
35. There would be more space for before and after school programs.
36. If a Grade 7-12 programming is established at St. Charles College, it is possible that the percentage of Grade 8 transitioning to St. Charles College for Grade 9 increases since there might be a high percentage of retention, as shown at Marymount College (80% retention vs 75% for the board).
37. The development of the MMC would attract prospective students and encourage existing students to remain within the system.
38. Having grade 7 and 8 students together in one school would be very beneficial. They would have a Math Teacher, Science Teacher, English Teacher, etc… and rotary would prepare them for Secondary.
39. Students would have access to Construction subjects and Family Studies facilities.
40. Firstly, we completely understand the stresses of the idea of closing “community” schools. But as we all have seen through this process, the Sudbury Catholic District School Board is not unique in the fact that we are facing declining enrolment. Keeping schools open that are half full, falling apart and extremely expensive is no longer a viable option.
41. When looking at the situation from a business perspective amalgamating is the only option. That being said, treating a school like a business seems very impersonal and almost irrational but also unavoidable.
42. By closing St. Andrew, St. Bernadette and St. Raphael, the school board will then be able to build a business case for a new “green” school on property that the Board already owns. The SCDSB will then build the only new JK to grade 6 school in New Sudbury.
43. The school board will be able to sell the property at the St. Andrew and St. Raphael site putting more money in the “pool” for programming. By closing the three schools the board will also combine resources, saving money on administration, custodial time, utility costs etc.. The savings will be put back into the current schools.
44. By combining and then building a new school the students will have the opportunity to learn in a clean, new environment with the latest in technology and expanded programming. When parents are shopping for a school to send their children; a new building is definitely a preference.
45. The Ministry of Education encourages school boards to use the grade 7 to 12 model in their secondary schools as research has proven that this is the best path for student success. By making St. Charles College a grade 7 to 12 school, we would then be consistent in all our secondary schools. This model works very well at Marymount Academy and will be implemented at St. Benedict and Bishop Alexander Carter. This model also minimizes the number of transitions that students make. St. Charles College would have to be renovated which gives the school the opportunity for upgrading offering the current school body access to new technologies and a “green” school plan.
46. Because of the new Early Learning program that the SCDSB is committed to, this scenario also frees up the space for the full day JK that is being offered at all the elementary schools in September of 2010.
47. Looking at the big picture; school boards have to be proactive and progressive in the choices that they make. With a commitment from the Sudbury Catholic School Board for recommendation #2, they will be showing the parents and school community that they are committed to providing the best learning opportunities and spaces for our children.
48. The idea of closing a school is never easy as schools are near and dear to our hearts and have provided decades of memories for generations of families. But, we have to move forward and look to the future. What in the long run will be best for our children? What option from a business perspective will offer the Sudbury Catholic District School Board the most return? We need new schools that are energy efficient, cost effective and offer the powerful programming opportunities that our children deserve in a clean and healthy environment.
49. Having St. Charles College grade 7 to 12 supports the benefits of a grade 7 to12 model.
50. Having a grade 7 to12 model maximizes the classroom space at St. Charles College.
51. St. Albert Adult Learning Centre must be in a central downtown location, close to a bus route and with adequate daycare. There must also be free parking for students/teachers.
52. A new “green” school will help attract students to the school and will appease some of the fears and concerns parents have for closing some schools.
54. Grade 7 and 8 students would potentially have access to secondary programming.
55. Grade 7 and 8 students would potentially have access to a greater range of extra curricular activities.
56. Grade 7 and 8 students would have access to a Music Program.
57. Grade 7 and 8 students would have access to Multi-Media Centre.
58. A new school would potentially attract new students.
59. A new school would be modern (green) and have modern facilities.
60. This recommendation would result in fewer transitions for students.

Implementation Challenges
1. Parental concerns about grade 7 and 8 integration into the high school will need to be addressed.
2. St. Charles College would have to be upgraded to reflect the changes to a grade 7 to 12 school (gym, cafeteria, labs, shops, classrooms...).
3. St. Charles College would require renovations or a new wing attached to ensure that the grade 7 and 8’s are in a separate wing, which is a huge consideration for parents. Renovations to the existing space (gym, etc.) would be required to accommodate the increase in students.
4. Monies from the Ministry are crucial for the development of a new school and changes to St. Charles College, and a Multi-Media Centre. Without this funding, parents will not get what they have been led to believe they will get.
5. It would be detrimental to close the last SMALL (not PTR) Catholic English Regular Track COMMUNITY School in New Sudbury.
6. Teachers and parents voiced their opinions at Public Meeting #3. They did not wish younger students to be integrated into St. Charles College (Grade 7 and 8 in this setting raises many red flags; influences from older children; some good/many bad).
7. Segregation during school/lunch periods/before and after School (examples- Separate wing/lunch rooms/busses for grade 7 and 8 students), will need to be addressed.
8. This scenario will require limited interaction with high school students (exceptions Special Events).
9. There is a potential loss of students to coterminous board (due to concern about negative influences of high school students).
10. The demolition and construction at St. Bernadette and St. Charles College will need to be addressed.
11. The placement of St. Bernadette students during the construction will need to be addressed.
12. There are potential job losses (custodial, secretarial, teachers, administration) with this scenario.
13. Transportation issues (grade 7 and 8 students with the high school students) need to be addressed.
14. Space issues for accommodating all Grade 7 and 8 students need to be addressed.
15. Significant changes to the physical structure of St. Charles College to accommodate Grade 7 and 8 will be required.
16. There is a potential for increased traffic on Auger Street.
17. Parental, staff and student attitudinal changes will be necessary.
18. There will be staff Collective Agreement issues to address.
19. Grade 7 to 12 programming might encourage parents to send their child to a coterminus board if they don’t want their grade 7 or grade 8 child to attend a high school due to their concerns (e.g. negative influences, no longer an older sibling at the elementary school to babysit the younger siblings before or after school, travel on the bus).
20. A thorough review of all school boundaries is required to maximize the space in our small communities in order to build a smaller new green school.
21. Pius XII has sections that are prohibitive to repair. Therefore, these sections would need to be demolished and reconstructed.
22. If Grade 7 to 12 programming would occur, parental concerns would have to be addressed (e.g. separate bussing, specific wing for Grade 7 and 8 only, gym/cafeteria/music space and time allotment, etc.)
23. Not all Grade 7 and 8 *elementary* teachers want to be combined with *secondary* teachers who do not share the same Collective Agreement.

24. A separate area for the grade 7 and 8 classes would be required.

25. Transportation concerns need to be addressed.

26. Concerns pertaining to the shared use of the cafeteria need to be addressed.

27. This recommendation is contrary to strong parental support for K-8 neighbourhood schools.

28. This recommendation is contrary to strong teacher support for K-8 neighbourhood schools in both the elementary and secondary panels.

29. A new school on the St. Bernadette site may not be the most attractive location.

30. The alternative if the new school doesn’t receive enough funding is Recommendation #3, which does not contain K-8 neighbourhood schools.

31. There is a potential loss of students to co-terminus school with this recommendation (especially in outlying communities that have co-terminus boards offering grade 7 & 8 programming).

32. This recommendation will result in a longer bus ride for some Grade 7 and 8 students.

33. There is a potential loss of jobs (custodial, secretarial, teachers, administration) with this scenario.

34. Closing more schools at Sudbury Catholic sends the wrong message to community.

35. Meeting the demands of the parents of grade 7 & 8 students is a potential challenge.

36. Current grade 7 and 8 Ministry mandated curriculum does not include programming for Shop Class etc.
### Recommendation #2

**SUDbury Catholic District School Board**

**Scenario Builder Proposed Scenario:**

St. Andrew, St. Bernadette and St. Raphael to a New School at St. Bernadette site; with all Grade 7 & 8’s to SCC (with Multi-Media Centre)

#### Pius XII

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#### St. Andrew

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## Recommendation #2

### SUDbury Catholic District School Board

#### Scenario Builder

**Proposed Scenario:** St. Andrew, St. Bernadette and St. Raphael to a New School at St. Bernadette site; with all Grade 7 & 8's to SCC (with Multi-Media Centre)

### St. Paul

**Description:** JK - 6 Dual Track

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<td>303</td>
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### St. Raphael

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<tbody>
<tr>
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<td>226</td>
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### NEW ELEMENTARY SCHOOL

**Description:** JK - 6 Dual Track

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### St. Charles College

**Description:** Grade 7 - 12 Dual Track (Grade 7 and 8's from all schools)

<table>
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<tr>
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<tr>
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<tr>
<td># of Classrooms Available/ Required</td>
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</tr>
</tbody>
</table>

### Notes:

- "# of Classrooms Available/ Required" = (Total Enrolment - 2007 OTG) / Average number of Students per Class
- The calculation for "# of Classrooms Available/ Required" is based on an average of 23 students per class regardless of program (RT vs. FI)
- A positive number indicates a potential need for portable classrooms while a negative number indicates surplus classroom space available in the school
- The number of classrooms available/required has the potential to be impacted by grade structure and specialized programs available at the school
Recommendation #2

SUDbury Catholic District School Board

Scenario Builder

Proposed Scenario: St. Andrew, St. Bernadette and St. Raphael to a New School at St. Bernadette site; with all Grade 7 & 8's to SCC (with Multi-Media Centre)

Financial Summary

**Status Quo**

<table>
<thead>
<tr>
<th>School Name</th>
<th>2009 OTG</th>
<th>Renewal Needs 2008/09</th>
<th>2013/14</th>
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</thead>
<tbody>
<tr>
<td>Pius XII</td>
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<td>$4,701,968</td>
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<tr>
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<td>201</td>
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<tr>
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<tr>
<td>St. John</td>
<td>368</td>
<td>$2,269,579</td>
<td>$2,832,381</td>
</tr>
<tr>
<td>St. Mark</td>
<td>69</td>
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<tr>
<td>St. Paul</td>
<td>386</td>
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<td>St. Charles College</td>
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<td>3,303</td>
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| TOTAL excluding St. Albert Adult Learning Centre | 3,093 | $26,471,141 | $40,224,890 |

**Proposed Scenario**

St. Andrew, St. Bernadette and St. Raphael to a New School at St. Bernadette site; with all Grade 7 & 8's to SCC (with Multi-Media Centre)

<table>
<thead>
<tr>
<th></th>
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<tr>
<td>Pius XII</td>
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<tr>
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<tr>
<td>St. John</td>
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<td>(15,417,830)</td>
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**PLEASE NOTE:** This option will require additional funds from the Ministry of Education
Recommendation No. 3

- This recommendation is to be implemented only in the event that the Ministry of Education chooses not to fund the construction of a new school in this planning area, as per the previous ARC Recommendation #1 or #2.
- The Prohibitive to Repair sections of Pius XII Elementary School are demolished and reconstructed with a capacity to provide regular track JK to grade 6 programming;
- St. John Elementary School continues with dual track JK to grade 6 programming;
- St. Mark Elementary School continues with regular track JK to grade 6 programming;
- St. Paul Elementary School continues with dual track JK to grade 6 programming;
- The Prohibitive to Repair section of St. Raphael Elementary School is demolished and reconstructed with a capacity to provide dual track JK to grade 6 programming to include current students from St. Andrew and St. Bernadette Elementary Schools. Reconstruction at St. Raphael also include site improvements to provide adequate parking and bus routes;
- Closure of St. Andrew and St. Bernadette Elementary Schools;
- St. Charles College continues with dual track grade 7 to grade 12 programming, the construction of a Multi-Media Centre and addition to the existing school, and current grade 7 and 8 students from all elementary schools in this planning area; and
- The location and programming for St. Albert Adult Learning Centre are to remain status quo.

Supporting Rationale

1. St. Raphael’s is not completely Prohibitive to Repair. Therefore, the building is still viable.
2. All grade 7 and 8 students will be at St. Charles College (“all or nothing” concept). This allows St. Raphael’s to concentrate on K-6 programming
3. St. Raphael’s has the largest school population to be displaced, which may have a negative effect on parent population.
4. Less monies will be required from the Ministry for renovations as compared to the building of a new “green school”, renovations to St. Charles College and the building of a Multi-Media Centre. Therefore, this proposal may be more attractive to the Ministry.
5. We are not closing 3 Catholic elementary schools in New Sudbury. By not closing these schools, the Board is not sending a negative message to the residents of this city, and another message to our co-terminus board, who continue to promote the message to the Ministry of a single English board in this city.
6. St. Raphael’s has just been selected as a site for an Early Learning Program. Now we are going to fill this program, only to move new parents to a new site in 2 years? It makes no sense to do this to people.
7. Monies have already been spent at St. Raphael’s on heating in the newer wing, new ventilation system in the gym, changes to washrooms. This may be interpreted as wasted money on a school that is being closed in 2 years.

8. All grade 7 and 8 students attend St. Charles College with a Multi-Media Centre with “all the bells and whistles”.

9. This scenario promotes the retention of existing students (St. Raphael)

10. The Multi-Media Centre at St. Charles College will promote 21st century learning skills.

11. By keeping small community schools as ‘status quo’, small children would not have to be bussed out of the community.

12. St. Raphael is home to a large number of our elementary students. Keeping this school open would allow them to stay in their school.

13. Rural school status monies would still be available for the board.

14. The recommendation does not affect the small communities and their parish, since the students from the small community schools will still be attending their community Mass during school hours. Without these schools, the presence of the parish could be in jeopardy. As a domino effect, we can potentially lose all our Parishes and our Catholic Schools all together.

15. The inclusion of the Multi-Media Centre would attract students and provide an area of interest to encourage attendance and learning.

16. Inclusion of Grades 7 and 8 allows the possibilities of more clubs/organizations/sports to be introduced to these students.

17. Inclusion of Grades 7 and 8 students allows them more opportunity to receive a mentor/peer tutoring from the older students. This in turn creates a greater sense of community in the school and provides opportunity for the older students to act as positive role models for the younger students.

18. Inclusion of Grade 7 and 8 students would mean more children wearing the St. Charles College uniforms, which gives more visibility to the community and provides more awareness of the school. Also, with Grade 7 and 8 students wearing uniforms, there would be less discrimination among them.

19. Sharing of materials, strategies, resources between the seven grade levels would occur.

20. There would be sharing of materials, strategies, resources between the Grade 7 and 8 teachers since they would all be in one location.

21. There would be more space for before and after school programs.

22. If a Grade 7-12 programming is established at St. Charles College, it is possible that the percentage of Grade 8 transitioning to St. Charles College for Grade 9 increases since there might be a high percentage of retention, as shown at Marymount College (80% retention vs 75% for the board).

23. The development of the Multi-Media Centre would attract prospective students and encourage existing students to remain within the system.

24. Having grade 7 and 8 students together in one school would be very beneficial. They would have a Math Teacher, Science Teacher, English Teacher, etc… and rotary would prepare them for Secondary.

25. Students would have access to Construction subjects and Family Studies facilities.

26. Having St. Charles grade 7 to 12 programming supports the benefits of a grade 7 to 12 model.

27. Having a grade 7 to 12 model maximizes the classroom space at St. Charles College.

28. St. Albert Adult Learning Centre must be in a central downtown location, close to a bus route and with adequate daycare. There must also be free parking for students/teachers.

29. Grade 7 and 8 students would potentially have access to secondary programming.

30. Grade 7 and 8 students would potentially have access to a greater range of extra curricular activities.

31. Grade 7 and 8 students would have access to Music Program.

32. Grade 7 and 8 students would have access to Multi-media centre.

33. This scenario would result in fewer school transitions for students.
Implementation Challenges

1. This option was originally voted down and then reintroduced by a voter who changed his/her mind.
2. It was voted in with the caveat that it would only become an option if the Ministry refused the funding of the new school.
3. This would create a very large school at St. Raphael which has a Prohibitive to Repair section and a property that is not conducive for bussing, parking or construction, due to its proximity to Junction Creek.
4. St. Raphael’s would require renovations to the parking area and school yard. The old section needs to be removed and a new section built on a flat surface to be fully wheelchair accessible.
5. It would be detrimental to close the last SMALL (not PTR) Catholic English Regular Track COMMUNITY School in New Sudbury.
6. Building onto an existing school which has a section that is PTR, and that does not have enough land to accommodate a single floor school (the only way to expand is up) is questionable. This would mean the second floor should last 50 years but the foundation (1st floor) will probably also be PTR in the next decade. Would this option not be a waste of tax payers money?
7. We agree with several other people in our community about the state of Catholic Education in the city of Sudbury. Closing too many schools is sending a very strong negative message to parents about why we are doing this. Do we not have any more confidence in our Catholic Education? Do we feel it’s not worth fighting for? So we will downsize, which will make it less costly and less likely that children from coterminus boards will be able to switch boards because our schools will not be able to accommodate such students.
8. Segregation during school/lunch periods/before and after School (examples- Separate - wing/lunch rooms/busses for grade 7 and 8 students will need to be addressed.
9. This scenario will require a limited interaction with high school students (exceptions Special Events).
10. There is a potential for loss of students to coterminous board (due to concern about negative influences of high school students)
11. There is a potential loss of students to coterminous board due to loss of small school community (fear of large ‘super-school’).
12. The demolition of St. Bernadette and construction at St. Charles College will need to be addressed.
13. The placement of St. Raphael students during construction needs to be addressed.
14. There is a potential of job losses (custodial, secretarial, teachers, administration) with this scenario.
15. Transportation issues (grade 7 and 8 students with the high school students) need to be addressed.
16. Space issues for accommodating all Grade 7 and 8 students need to be addressed.
17. Significant changes to the physical structure of St. Charles College to accommodate Grade 7 and 8 will be required.
18. There is a potential for increased traffic on Auger St.
19. Parental, staff and student attitudinal changes will be required.
20. There will be Collective Agreement issues to address.
21. PTR repairs at St. Raphael will be required.
22. Grade 7 to 12 programming might encourage parents to send their child to a coterminus board if they don’t want their grade 7 or grade 8 child to attend a high school due to their concerns (e.g. negative influences, no longer an older sibling at the elementary school to babysit the younger siblings before or after school, travel on the bus).
23. Pius XII and St. Raphael have sections that are prohibitive to repair. Therefore, these sections would need to be demolished and reconstructed.
24. If Grade 7-12 programming would occur, parent concerns would have to be addressed (e.g. separate bussing, specific wing for Grade 7 and 8 only, gym/cafeteria/music space and time allotment, etc.)
25. Not all Grade 7 and 8 elementary teachers want to be combined with secondary teachers who do not share the same Collective Agreement.
26. Relocating the St. Bernadette and St. Andrew to St. Raphael might encourage parents to send their child to a Co-terminus Board found in their neighborhood. Most parents enjoy having their children in a small community school, even in the area of Sudbury. If they had to move their children to another older school instead of a New school, parents might be even more encouraged to change to a coterminus school in their community.

27. A separate area for the grade 7 and 8 classes would be required.

28. Transportation concerns need to be addressed.

29. Concerns pertaining to the shared use of the cafeteria need to be addressed.

30. This recommendation is contrary to strong teacher support for K-8 neighbourhood schools in both the elementary and secondary panels.

31. The closure of St. Andrew and St. Bernadette represents insufficient monetary savings.

32. This recommendation does not address the problem of insufficient intake at the JK level, insufficient retention of students at the 8-9 transition, and the Christian experience our children live at the elementary level.

33. Implementing this recommendation puts the Catholic School Board and education at risk by losing more students to the public board.

34. Implementing this recommendation may result in a loss of students to co-terminus school

35. This scenario will result in a longer bus ride for some Grade 7 and 8 students.

36. There is a potential loss of jobs (custodial, secretarial, teachers, administration) with this scenario.

37. This scenario will result in less schools in the SCDSB.

38. This scenario will result in no new school to attract new students.

39. This scenario will result in closing more schools within this board.

40. Meeting the demands of grade 7&8 parents is a potential challenge.

41. Current grade 7 & 8 Ministry mandated curriculum does not include programming for shop class etc.
### Scenario Builder Proposed Scenario:

**St. Andrew and St. Bernadette to St. Raphael; ALL Grade 7 and 8 students to SCC (w/ Multi-Media Centre)**

#### Pius XII

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<thead>
<tr>
<th>School Name</th>
<th>Description: JK to 6 Regular-Track</th>
</tr>
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<tr>
<td>Pius XII (JK - 6 RT)</td>
<td>176 176 189 191 189 185 179 180 177 176 175 175 176 177 177 176</td>
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<tr>
<td>Pius XII (SE)</td>
<td>20 20 31 20 20 20 20 20 20 20 20 20 20 20 20 20 20</td>
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<tr>
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#### St. Andrew

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#### St. Bernadette

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<td><strong># of Classrooms Available/ Required</strong></td>
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#### St. John

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<th>Description: JK to 6 Dual-Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. John (JK - 6 RT)</td>
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<tr>
<td>St. John (SE)</td>
<td>90 84 88 87 89 89 91 92 90 88 87 86 84 83 82 80 80</td>
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<tr>
<td><strong>Total Enrolment</strong></td>
<td><strong>368</strong></td>
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<td><strong>Utilization Rate</strong></td>
<td><strong>66%</strong></td>
</tr>
<tr>
<td><strong># of Classrooms Available/ Required</strong></td>
<td><strong>-5 -6 -6 -6 -5 -5 -5 -5 -5 -5 -5 -5 -5 -5 -5 -5 -5</strong></td>
</tr>
</tbody>
</table>

#### St. Mark

<table>
<thead>
<tr>
<th>School Name</th>
<th>Description: JK to 6 Regular-Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Mark (JK - 6 RT)</td>
<td>6 6 9 9 6 7 8 9 10 10 10 10 10 10 10 10 10</td>
</tr>
<tr>
<td><strong>Total Enrolment</strong></td>
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</tr>
<tr>
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<td><strong>9%</strong></td>
</tr>
<tr>
<td><strong># of Classrooms Available/ Required</strong></td>
<td><strong>-3 -3 -3 -3 -3 -3 -3 -3 -3 -3 -3 -3 -3 -3 -3 -3 -3</strong></td>
</tr>
</tbody>
</table>
### St. Paul

#### Description: JK to 6 Dual-Track

<table>
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<tr>
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<tbody>
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<td>St. Paul (6 – 8 RT)</td>
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<td>104</td>
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<td>67%</td>
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#### St. Raphael

#### Description: JK to 6 Dual-Track

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<td>St. Andrew (JK – 6 RT)</td>
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<td>154</td>
<td>153</td>
<td>150</td>
<td>142</td>
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<td>St. Bernadette (JK – 6 RT)</td>
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<td>90</td>
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<tr>
<td><strong>Total Enrolment</strong></td>
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<td>101%</td>
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<td>94%</td>
<td>93%</td>
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<td>95%</td>
<td>94%</td>
<td>93%</td>
<td>92%</td>
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<tr>
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<td>0</td>
<td>-2</td>
<td>0</td>
<td>0</td>
<td>-1</td>
<td>-2</td>
<td>-1</td>
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### NEW ELEMENTARY SCHOOL

#### Description:

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<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
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<td><strong>Utilization Rate</strong></td>
<td>#DIV/0!</td>
<td>#DIV/0!</td>
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<tr>
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<td>0</td>
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### St. Charles College

#### Description: 7 to 12 Dual-Track (Pius, St. John, St. Paul and St. Raphael 7&8's)

<table>
<thead>
<tr>
<th></th>
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</thead>
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<tr>
<td>St. Charles College (Grd. 4 – 6 RT &amp; 6)</td>
<td>787</td>
<td>860</td>
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<td>601</td>
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<tr>
<td>Pius (Grd. 7 – 8 RT)</td>
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<td>54</td>
<td>50</td>
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<td>55</td>
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<td>44</td>
<td>43</td>
<td>43</td>
<td>44</td>
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<tr>
<td>St. John (Grd. 7 – 8 RT)</td>
<td>25</td>
<td>19</td>
<td>29</td>
<td>19</td>
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<td>13</td>
<td>12</td>
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<td>11</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Paul (Grd. 7 – 8 RT)</td>
<td>42</td>
<td>38</td>
<td>33</td>
<td>40</td>
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<td>36</td>
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<td>42</td>
<td>42</td>
<td>43</td>
<td></td>
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</tr>
<tr>
<td>St. Paul (Grd. 7 – 8 RT)</td>
<td>28</td>
<td>25</td>
<td>22</td>
<td>27</td>
<td>25</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>29</td>
<td>30</td>
<td>29</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Raphael (Grd. 7 – 8 RT)</td>
<td>141</td>
<td>131</td>
<td>167</td>
<td>141</td>
<td>151</td>
<td>174</td>
<td>102</td>
<td>99</td>
<td>106</td>
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<td>108</td>
<td>114</td>
<td>115</td>
<td>116</td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Mark (Grd. 7 – 8 RT)</td>
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<td>6</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>0</td>
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<td>2</td>
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<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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</tr>
<tr>
<td><strong>Total Enrolment</strong></td>
<td><strong>1,080</strong></td>
<td><strong>1,133</strong></td>
<td><strong>1,165</strong></td>
<td><strong>1,255</strong></td>
<td><strong>1,162</strong></td>
<td><strong>1,086</strong></td>
<td><strong>1,036</strong></td>
<td><strong>953</strong></td>
<td><strong>893</strong></td>
<td><strong>882</strong></td>
<td><strong>847</strong></td>
<td><strong>852</strong></td>
<td><strong>861</strong></td>
<td><strong>861</strong></td>
<td><strong>884</strong></td>
<td><strong>865</strong></td>
<td><strong>864</strong></td>
</tr>
<tr>
<td><strong>Utilization Rate</strong></td>
<td>105%</td>
<td>108%</td>
<td>116%</td>
<td>108%</td>
<td>101%</td>
<td>96%</td>
<td>88%</td>
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<td>80%</td>
<td>80%</td>
<td>82%</td>
<td>80%</td>
<td>80%</td>
<td>88%</td>
</tr>
<tr>
<td><strong># of Classrooms Available/ Required</strong></td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>4</td>
<td>0</td>
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<td>-10</td>
<td>-9</td>
<td>-9</td>
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</tr>
</tbody>
</table>

### Notes:

- "# of Classrooms Available/ Required" = (Total Enrolment - 2007 OTG)/ Average number of Students per Class
- A positive number indicates a potential need for portables while a negative number indicates surplus classroom space available in the school
- The number of classrooms available/ required has the potential to be impacted by grade structure and specialized programs available at the school
**Recommendation #3**

SUDBURY CATHOLIC DISTRICT SCHOOL BOARD

**Scenario Builder**

**Proposed Scenario:** St. Andrew and St. Bernadette to St. Raphael; ALL Grade 7 and 8 students to SCC (w/ Multi-Media Centre)

### Financial Summary

#### Status Quo

<table>
<thead>
<tr>
<th>School Name</th>
<th>2009 OTG</th>
<th>Renewal Needs 2008/09</th>
<th>2013/14</th>
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<tbody>
<tr>
<td>Pius XII</td>
<td>315</td>
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<td>$4,701,968</td>
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<tr>
<td>St. Andrew</td>
<td>201</td>
<td>$1,829,563</td>
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<td>St. Bernadette</td>
<td>135</td>
<td>$1,737,811</td>
<td>$2,447,741</td>
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<tr>
<td>St. John</td>
<td>368</td>
<td>$2,269,579</td>
<td>$2,832,381</td>
</tr>
<tr>
<td>St. Mark</td>
<td>69</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>St. Paul</td>
<td>386</td>
<td>$3,154,891</td>
<td>$5,338,750</td>
</tr>
<tr>
<td>St. Raphael</td>
<td>539</td>
<td>$5,160,976</td>
<td>$7,851,532</td>
</tr>
<tr>
<td>St. Charles College</td>
<td>1,080</td>
<td>$8,431,271</td>
<td>$14,584,341</td>
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<td>St. Albert Adult Learning Centre</td>
<td>210</td>
<td>$2,063,806</td>
<td>$3,706,613</td>
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**TOTAL excluding St. Albert Adult Learning Centre** 3,093 $26,471,141 $40,224,890

#### Proposed Scenario

**St. Andrew and St. Bernadette to St. Raphael; ALL Grade 7 and 8 students to SCC (w/ Multi-Media Centre)**

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<thead>
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<td>$500,000</td>
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<td>$2,051,589</td>
<td>$2,051,589</td>
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<tr>
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<tr>
<td>St. Bernadette</td>
<td>0</td>
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<tr>
<td>St. John</td>
<td>368</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>$2,269,579</td>
<td>$2,832,381</td>
<td>$2,832,381</td>
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<td>--</td>
<td>$500,000</td>
<td>$3,851,532</td>
<td>$3,851,532</td>
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</tr>
<tr>
<td>St. Paul</td>
<td>386</td>
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<td>$3,154,891</td>
<td>$5,338,750</td>
<td>$5,338,750</td>
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<tr>
<td>St. Raphael</td>
<td>539</td>
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<td>$5,500,000</td>
<td>$600,000</td>
<td>$5,160,976</td>
<td>$3,851,532</td>
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<td>NEW ELEMENTARY SCHOOL</td>
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<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>St. Charles College</td>
<td>1,080</td>
<td>--</td>
<td>$4,000,000</td>
<td>--</td>
<td>$8,431,271</td>
<td>$14,584,341</td>
<td>$14,584,341</td>
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<td>TOTAL</td>
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<td>$13,500,000</td>
<td>$1,100,000</td>
<td>$22,903,767</td>
<td>$28,658,593</td>
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<td>$3,567,374</td>
<td>$(11,566,298)</td>
<td>$28,658,593</td>
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</tbody>
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**PLEASE NOTE:** This option will require additional funds from the Ministry of Education

29 of 29
Tab 1

Board Regulations
1. REGULATION STATEMENT

1.1 The Sudbury Catholic District School Board is committed to providing a full range of educational opportunities equitably distributed across a broad and diverse geographical area. Due to ever changing factors such as mobile population, changes in funding, new legislation, changing educational objectives, community aspirations and physical limitations of buildings, the Board will monitor and evaluate all schools on a regular basis.

1.2 The Pupil/School Accommodation Review may result in such changes as: boundary adjustments, major additions, renovations and alterations to school buildings, blending or twinning arrangements for school organization, alternate use of school facilities, transfer of students and/or programs or school consolidations, and are not limited to any other practical resolutions to school facilities.

1.3 Any changes being required in pupil/school accommodation must enrich and enhance the students’ educational experience.

2. PUPIL/SCHOOL ACCOMMODATION REVIEW PROCESS

2.1 The process of Pupil/School Accommodation Review shall consist of:

• an Annual Pupil/School Accommodation Review

and, depending on recommendations presented in the Annual Pupil/School Accommodation Review, may consist of:

• a School or Schools being placed “Under Review”
• a Public Consultation process,
• a Board Decision and Administrative Implementation

and upon request

• a Ministerial Review of the Accommodation Review Process.

3. ANNUAL PUPIL/SCHOOL ACCOMMODATION REPORT AND RECOMMENDATIONS

3.1 Each school year, the Director of Education shall submit a Pupil/School Accommodation Report at the first Board Meeting in February in accordance with Executive Limitations Policy EL110.

This report will:

a) highlight any proposed changes to the existing 5 Year Capital Plan for Pupil/School Accommodation
b) provide an update on current and forecasted student enrolment and demographic trends

and may include:

c) Other information or special circumstances that the Director of Education may deem relevant.

d) Recommendations to the board regarding which school(s) should be placed “Under Review”
e) Recommendations to the board regarding school(s) not placed “Under Review” (e.g., school boundary changes).

4. SCHOOLS PLACED “UNDER REVIEW” PROCESS

4.1 When the board, approves a motion, that identifies a school or schools as being “Under Review”, the following actions shall occur:

4.1.1 The Director of Education shall forthwith inform parents, staff, the school council(s), and the school community(ies) of the schools identified under 4.1 of the intention to conduct an accommodation review of the school(s) and possible changes in accommodation status.

4.1.2 The Director of Education shall specify clearly if school closure / consolidation is an option.

4.1.3 The Board shall appoint a local Accommodation Review Committee (ARC), in accordance with the Pupil Accommodation Review Guidelines, attached as Appendix 1, which includes the provision of a board wide Generic School Valuation Framework.

4.1.4 The following individuals shall be invited to be members of the local ARC:

   a) The chair(s) of the School Parent Involvement Committee(s) of the school(s) under review, or another member of the School Parent Involvement Committee chosen by the committee;

   b) A school community member appointed by each of the School Parent Involvement Committee(s) of the school(s) under review;

   c) A municipal representative from each of the local municipalities in which the school(s) under review are located;

Where a person, or persons, above declines the invitation to be a member of the local ARC, the board may appoint a replacement.

4.1.5 Additional members of the Accommodation Review Committee shall include:

   a) The Chair of the Board or designate

   b) The principal of each of the school(s) under review

   c) A staff member of each of the school(s) under review

   d) The Superintendent or a senior board official for the school(s) under review

4.1.6 The Chair of the Board or designate shall chair the meetings.

4.1.7 The minutes of all meetings of the local ARC shall be made publicly available on the board’s website.

4.1.8 The Director of Education shall provide the local ARC with any alternative accommodation plans developed by staff for the school(s) under review.

4.1.9 The local ARC will customize, as appropriate, the board’s generic School Valuation Framework, and apply the local ARC’s customized framework to the school(s) under review, giving consideration to value to the students, community, school board, and the local economy.

4.1.10 All information the local ARC deems relevant to the accommodation review shall be posted on the board’s website, and made available in print on request.

5. COMMUNITY CONSULTATION AND PUBLIC MEETINGS & TIME LINES

5.1 In this policy use of the word "day" shall include all calendar days, but exclude School holidays such as summer vacation, Christmas break and Spring break.
5.2 A minimum of sixty (60) days shall elapse between the date at which the Director of Education informs parents, staff, the School Parent Involvement Committee(s), and the community(ies) of the intention to conduct an accommodation review of the school(s) and possible changes in accommodation status and the local ARC’s first public meeting. The date of this first meeting shall be established by the board.

5.3 This consultation is to be based on the local ARC’s customized valuation framework, and include input from a wide range of school and community groups. These groups may include the school(s) Parent Involvement Committee(s), parents, guardians, students, teachers, the local community, and other interested parties.

5.4 A minimum of four public meetings are to be held as part of the consultation.

5.5 At the discretion of the local ARC additional public meetings may be held where deemed by the local ARC to be necessary.

5.6 Public meetings will be publicized in advance, and held in the school(s) under review, or in a nearby facility if physical accessibility cannot be provided at the school(s).

5.7 Attendance at such public meetings must be recorded in order to track people who have taken part in the accommodation review process. Attendance must include the printed name, full address, home phone number, and signature of attendees.

5.8 The last of the public meetings held by the local ARC will be for the purpose of presenting to the school community(ies) the school valuation report(s) and findings that the local ARC plans on submitting to the school board’s administration. Following this meeting the ARC may further revise the report based on input received at this meeting prior to submitting it to the school board administration.

5.9 The local ARC’s report will include individual valuations for each of the schools placed under review, and a summary evaluation of all the schools placed under review.

5.10 A minimum of ninety (90 days) shall elapse between the first and last public meeting of the local ARC. The date of the last public meeting shall be established by the board, in consultation with the local ARC.

5.11 In the interests of achieving a timely conclusion for the community(ies) involved, a maximum of fourteen (14) days shall elapse between the last of the local ARC’s public meetings and the submission of the local ARC’s school valuation report to the school board administration.

5.12 Should a local ARC fail to submit its school valuation report to the school board administration within the fourteen (14) day period, it must request an extension of this time line. The request for the extension must be addressed to the Chair and Director of the Board, and include detailed reasons why the local ARC requires an extension to the time line.

5.13 The board may require the local ARC to appear before it to explain the reasons for the delay, to discuss the progress of the ARC, and to establish time lines for the ARC’s work.

6. ARC SCHOOL VALUATION REPORT, STAFF RECOMMENDATIONS, BOARD DECISION(S) AND IMPLEMENTATION

6.1 The ARC’s report will address the valuation results for each school in the group of schools under review in the relevant planning area, the proposed changes, reactions to the proposed changes, and other relevant findings and data.

6.2 The Director of Education will make this report accessible to trustees and the public, and will have the report reviewed and analysed by board staff.

6.3 The Director of Education will present the ARC report to the board along with staff findings and
recommendations to the trustees, prior to the decision of the board.

6.4 Based on staff findings the Director of Education shall recommend to the board:

a) That a school or school(s) continue to operate in the present format; or
b) That a school or school(s) operate under a revised format; or
c) That a school or school(s) under review be closed.

6.5 Subsequent to the Board meeting the, staff findings and recommendations pertaining to the ARC report presented to the Board, will be circulated to the affected school community for its review and comment.

6.6 A minimum of sixty (60) days notice will be given to the public prior to the meeting where the trustees will vote on the recommendations. This will provide the public with an opportunity to make presentations at the meeting at which the Board will make its decision.

6.7 Following the required time period Board decisions shall be made at an open Special Meeting at a time and date to be determined at the call of the Chair.

a) That a school or school(s) continue to operate in the present format; or
b) That a school or school(s) operate under a revised format; or
c) That a school or school(s) under review be closed.

6.8 Decisions made by the Board shall be communicated in writing to all parents of the affected students. The communication will outline in detail all changes, time lines, and accommodation for students.

6.9 Every reasonable effort shall be made to facilitate any changes with maximum consideration for students' needs.

7. MINISTERIAL REVIEW OF ACCOMMODATION REVIEW PROCESS

7.1 An individual or individuals may seek a review of the school board’s accommodation review process from the Ministry of Education. In order to seek a review the individual or individual(s) must:

7.1.1 Submit a copy of the board’s Pupil/School Accommodation Review policy highlighting how the accommodation review process was not compliant with the school board’s policy.

7.1.2 Demonstrate the support of a portion of the school community through the completion of a petition signed by a number of supporters equal to at least 30% of the affected school’s student headcount (e.g., if the headcount is 150, then 45 signatures would be required). Parents/guardians of students and/or other individuals that participated in the accommodation review process are eligible to sign the petition.

7.1.3 The petition must provide a space for individuals to print and sign their name; address (street name and postal code); and to indicate whether they are a parent/guardian of a student attending the school subject to the accommodation review, or an individual who has participated in the review process.

7.1.4 The petition and the justification must be submitted to the school board and the Minister of Education within 30 days of the board’s closure resolution.

7.2 When the board receives a petition, the board must:

7.2.1 Confirm to the Minister of Education that the names on the petition are parents/guardians of students enrolled at the affected school(s) and/or individuals who participated in the review process.

7.2.2 Prepare a response to the individual or individuals’ submission regarding the process and
forward the board’s response to the Minister of Education within thirty (30) days of receiving the petition.

7.2.3 The Director of Education shall post the Decision of Review completed by the Minister of Education on the board’s website, and make it available to all affected and involved parties.

8. APPLICATION

8.1 This policy applies to schools offering elementary or secondary regular day-school programs.

8.2 This policy does not apply:

8.2.1 Where a replacement school is to be rebuilt by the board on the existing site or located within the existing school attendance boundary as identified through the board’s existing policies; i.e., replacement of a rural school within its existing rural community;

8.2.2 When a lease is terminated;

8.2.3 When the board is considering the relocation of a grade or grades, or a program, where the enrolment in the grade of grades, or program, constitutes less than 50% of the enrolment of the school;

8.2.4 When the board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations; and

8.2.5 Where a facility has been serving as a holding school community whose permanent school is under construction or repair.

8.3 In the circumstances in which this policy does not apply, the board shall provide appropriate notice of decisions affecting the accommodation situation of students in the particular school community affected.

9. EXTRAORDINARY CIRCUMSTANCES

9.1 In extraordinary circumstances, the Director of Education shall in a report to the Board provide an explanation of said extraordinary circumstances and seek board approval to place a school “Under Review” as per Bylaw 2001-01 with relational modified Time lines.

10. (BR 10 B) PUPIL/SCHOOL ACCOMMODATION REVIEW PROCESS & TIME LINES

10.1 Board Regulation BR10 B outlines a flowchart intended to facilitate an understanding of the sequence of events as outlined in this Board Regulation. The written detail of this Regulation supercedes the flowchart in defining the pupil/school accommodation review process.

| Monitoring: |
| Methods: |
| Frequency: |
| Approval Date: | February 20, 2001 |
| Effective Date: | February 20, 2001 |
| Last Review Date: | May 1, 2007 |
| Revised: | May 1, 2007 |

Signature of Chairperson of the Board: ________________________________

Signature of the Secretary of the Board: ________________________________

Distribution: Trustees and Administration Staff
Tab 2

Minutes from the ARC Working and Public Meetings
MINUTES of the 1st WORKING SESSION of the Accommodation Review Committee for the East Planning Area, of the Sudbury Catholic District School Board, held in meeting room B3 of the Catholic Education Centre, 165A D’Youville Street, in Sudbury, on September 9, 2009, from 7:00 p.m. to 9:00 p.m.

Committee Members in Attendance:

Board Representation:
Chairperson          Roland Muzzatti, Academic Superintendent
Senior Board Official Dennis Bazinet, Acting Superintendent of Business and Finance
Coordinator          Denis Faucher, Manager of Facility Services
Secretary            Steve Rinaldi, Project Coordinator

School Representation:

Pius XII
Louisa Bianchin, Principal
Shelley Sloan, School Council Chair
Leonard Foucault, School Staff

St. Albert Adult Learning Centre (ALC)
Cassandra MacGregor, Vice-Principal
Ann Brisebois, School Staff

St. John
Tricia Dowdall-Cirelli, Principal
Amanda Gagne, Community
Tara Large, School Staff

St. Andrew
Melody Henry, Principal
Mary Smith, School Council Chair
Lucille Szalai, Community
Dyan Pyott, School Staff

St. Mark
Mitch Smet, Vice-Principal
Donna Kotanko, School Council Chair
Stacey Kennedy, Community
Carole Remillard, School Staff

St. Bernadette
Nicole Snow, Principal
Dan Bronicheski, School Council Chair
Colette Perrin, School Staff

St. Paul
Sharon Oliver, Principal
Anne-Marie Savage, School Council Chair
Natasha Folino, School Staff

St. Charles College
Patty Mardero, Principal
Catherine Ross Gonko, School Council Chair
Sandra Gobbo, Community
Claire Morrison, School Staff

St. Raphael
Vickie McGuire, Principal
Phil Farmer, School Council Chair
Ted Keehn, School Staff

Community Representation:
Mark Simeoni, Senior Planner, Greater City of Sudbury

Committee Members Regrets:

- Cathy Manuel, Pius XII
- Catherine Ross-Gonko, St. Charles College
- Mike McKeever, St. Bernadette
- Christina Sitko, St. John

- Jennifer Rocca, St. Paul
- Jen Bailey, St. Raphael
- Fr. Remi Hebert, Diocese of Sault Ste. Marie
- Clara Steele, Regional Parent Involvement Committee

3/1/2010

“SCHOOLS TO BELIEVE IN”
General Public in Attendance:
Rosella Bagnato, SCDSB Academic Superintendent
Laura O’Reilly, St. John
Stephanie Van Druenen, St. John
Aaron Barry, St. Charles College
Todd Horn, Pius XII

Call to Order:
Chair Roland Muzzatti called the meeting to order @ 7:05 p.m.

OPENING PRAYER

The Chair Roland Muzzatti led the group in an opening prayer for guiding presence.

WELCOME

Mr. Muzzatti welcomed the group to the Accommodation Review Committee (ARC) and thanked all present for their commitment and participation in what was described as an intensive process and commitment. The ARC Board Representation was introduced as including Roland Muzzatti, Academic Superintendent, ARC Chairperson, Dennis Bazinet, Acting Superintendent of Business and Finance, ARC Senior Board Official; Denis Faucher, Manager of Facility Services, ARC Coordinator; and Steve Rinaldi, Project Coordinator, ARC Secretary. Mr. Muzzatti referred to the Board Representatives as the ARC Steering Committee. Mr. Muzzatti continued in welcoming Rossella Bagnato, Academic Superintendent, who was attending to present the Generic School Valuation Framework to the ARC. The members were then invited to introduce themselves in turn, the school they were representing, and their role as ARC members.

ARC Binder / Web-site Presentation

The Chair introduced Denis Faucher, Manager of Facility Services, ARC Coordinator who presented the group with the ARC binders and briefly described the binder’s setup and purpose. Mr. Faucher explained that the Board was currently updating the website, and that the newly designed site would follow the 2008-09 Accommodation Review format in regards to layout and location of data. Mr. Faucher continued with an overview of the Board’s web home page, with instructions for where various ARC and Board information would be found. Mr. Faucher stated that all the information contained in the ARC member’s binder will also be posted to the Accommodation Review website.

Mr. Faucher stated that any questions, comments, or concerns by committee members or the general public could be brought to the committee’s attention via the ARC’s email - arc@sudburycatholicschools.ca or voice mail at 673-5620 ext. 325. All questions or concerns will be brought to the next working meeting before a reply is sent. All agendas, and information regarding the review process will be posted on the web site as soon as all the technical difficulties have been addressed.

Purpose, Mandate & Intent of ARC Review

Chair Muzzatti provided a brief overview of the purpose, mandate and intent of the ARC review, with particular emphasis on requiring the experience, expertise, reflections, wisdom, feedback and input from all members, essential to providing the best possible report and recommendations to the Director of Education, for the Board of Trustees’ consideration. Mr. Muzzatti stated that questions were welcome at any time, stressing the importance of working together to find the best solutions for the challenges facing the Board and to remember that the process was “about our students” and “our children”. The Chair explained that by the end of the Accommodation Review process, the Board of Trustees would receive reports and recommendations from the ARC, Board staff, the Director and possibly from the public to guide their decisions on the future of this Board.
For a better understanding of the intent and purpose of the review, Mr. Muzzatti encouraged all ARC members to read through the Ministry of Education guidelines and Board Regulation BR10, which can be found both in the ARC Binders (Index tabs 2 and 3), and on the web-site. Mr. Muzzatti stressed that the Ministry’s mandated process is the protocol under which the ARC will operate. Mr. Muzzatti stated that the ARC is mandated to study, report and make recommendations on accommodation options respecting the group of schools in the East Planning Area, requiring the following four steps to be completed by the ARC:

1. Customize the Generic School Valuation Framework.
2. Provide public information and access to information.
3. Provide an opportunity for community consultation and public meetings.
4. Present to the Director of Education a comprehensive School Valuation Report and recommendations for Board consideration.

Mr. Muzzatti shared that 63 of the 72 provincial school boards are experiencing declining enrolment, with a total of 129 schools currently under review, affecting over 90,000 students, and that all of the Sudbury co-terminus School Boards are experiencing declining enrolment. Mr. Muzzatti emphasized that the Board cannot continue to offer its current breadth of quality educational programs with enrolment and funding on the decline, and stressed that the status quo is not an option. Mr. Muzzatti stated that solutions and alternative options to address the challenges of declining enrolment, excess school capacity, and aging buildings, must be explored in order to find a better way of serving our students. Mr. Muzzatti acknowledged that developing solutions for Board consideration will require an open, transparent dialogue and collaboration of the ARC members, and that Board staff present at meetings may not have all the answers posed by the ARC members, but are committed to providing all information currently available.

Meeting Structure
Suggestions for the Rules of Conduct for ARC Working Meetings were invited from all present and following a short break to allow discussion within each of the school representative groups, the following proposals were brought forth:

1. Commitment to time-lines
   - Start and stop times for meetings
   - Member’s and Chair’s responsibility to appropriate use of meeting time

2. Everyone has a voice. Everyone has a right to speak.
   - Use of a speaker’s list

3. Respectful relationships
   - No interruptions
   - Not talking out of turn
   - No put downs

4. Stay on topic. Follow the agenda.

The Chair committed that these proposals, as well as any other, would be presented for committee approval at its next Working Meeting.

The Chair reiterated the importance for these meetings to foster an open and informed exchange of views, and reminded the members that questions not asked at meetings may be sent to the ARC email at arc@scdsb.edu.on.ca or left by voice mail at 673-5620 ext. 325. Such questions will be brought to the ARC for consideration and response.

Mr. Muzzatti advised that while the general public is welcome at all working meetings for the ARC, they cannot contribute to the discussions directly, but can direct their questions and concerns through committee members at the meeting or by submitting them to the email or voice mail set up for this process. Mr. Muzzatti further stated that the general public will have an opportunity to offer input during the Public Meetings, but formal presentations from the public are to be scheduled for the April 27 and May 25, 2010 Board Meetings.
Chair Muzzatti explained the importance of attendance at these meetings, as the School Valuation Framework Report and Recommendations will be based on the comments and recommendations of members in attendance. Mr. Muzzatti mentioned to the members that there will be times when all members may not agree on certain recommendations, and that there may be a possibility of a majority and minority report presented to the Director.

Mr. Muzzatti proposed ARC decisions to be based on a majority vote (50% + 1) of the voting membership present, with the voting membership consisting of the School and Community Representatives only, consisting of four (4) representatives from each school and three (3) members from the community, for a maximum voting body of thirty-nine (39) members. Mr. Muzzatti explained that with this formula, and full attendance, committee approval would require twenty-one (21) voting members in agreement.

Mr. Muzzatti further proposed that the committee consider the quorum (attendance) requirement as consisting of sixty-six percent (66%) of the total membership and a minimum of fifty percent (50%) of each school’s representation. Mr. Muzzatti explained that with a total ARC membership of forty-three (43), the ability of the committee to conduct meetings (quorum) would require a minimum of twenty-eight (28) members consisting of at least two (2) representatives from each school.

MOVED BY L. Foucault and Seconded by L. Bianchin

“THAT the proposed requirements for majority voting and quorum be accepted as presented”. CARRIED

AMENDED BY B. Broncheski

“THAT the quorum requirement of the previous motion be amended to state only one (1) school representative be required for quorum”. NO SECOND - DEFEATED

Mr. Muzzatti asked that the school principals coordinate the attendance of their school representatives in an attempt to ensure a timely start to the ARC Working Meetings.

The following question was posed by a member and responded to by the Chair:

Q. If we know that a member will not be able to attend, can we have an alternate representative attend in their place?
A. Accepting replacement members is up to the committee to decide, although the intent is to have consistent attendance by members.

MOVED BY C. Morrison and Seconded by T. Large

“THAT alternate members be accepted by the committee to attend ARC Working Meetings when required.” CARRIED

Mr. Muzzatti directed committee members to provide the names of their alternate representatives to the ARC Secretary by the next meeting, if not already provided.
Timelines for Review / Meeting Structure
Mr. Muzzatti proceeded to review the proposed timelines for the accommodation process, and the proposed meeting schedule with working group meeting locations rotated through the elementary schools and public meetings at the area secondary school. The rationale for public meetings to be held at secondary school was based on the fact that secondary schools have the largest gyms, wheelchair accessibility and more parking. The proposed meeting schedule was reviewed and the group was informed that public meetings and the Director’s presentation to the Board have been set by the Board of Trustees and cannot be changed. It was stressed that all meetings are time sensitive.

The following question was posed by a member and responded to by the Chair:

Q. Due to the current construction occurring at St. Mark, can this meeting be scheduled later in the process?
A. The intent for having St. Mark earlier in the schedule was to avoid potential winter driving. If the proposed schedule is acceptable, we can address this meeting’s location depending on St. Mark renovation progress.

MOVED BY L. Foucault and Seconded by C. Morrison

“THAT the ARC Working Meetings locations be accepted as presented, with meetings to be held from 6:00 p.m. to 8:00 p.m.”

CARRIED

Mr. Muzzatti stated that the committee had approved the next Working Meeting from 6:00 p.m. to 8:00pm, on Wednesday, September 23, 2009 at Pius XII School. School representatives were then encouraged by Chair Muzzatti to review all dates on the proposed schedule and respond with any school scheduling issues (book fairs, etc.) at the ARC’s next Working Meeting.

The following question was posed by a member and responded to by the Chair:

Q. Can the committee be provided bus transportation from the Board office to St. Mark (Markstay) for the Working Meeting scheduled on November 4, 2009?
A. We will investigate this option and bring the decision to the next meeting.

Board & School Profiles
Mr. Dennis Bazinet, Acting Superintendent of Business and Finance, ARC Senior Board Official provided an overview of the Board, its staffing (number of employees, employee groups), the planning areas, schools and their locations, and the various school programming offered. Mr. Bazinet also provided an overview of the way that education in the province is funded and how that impacts the Board’s budgeting process. Mr. Bazinet established the challenges that the Board was now seeing with respect to declining enrolment, school utilization, declining revenues for school operations and administration, and the growing problem of the deteriorating conditions of current schools. Mr. Bazinet provided a brief overview of available grants, budgets and expenditures, with emphasis on how current capital funding available to our Board presents a challenge that must be addressed. In conclusion, Mr. Bazinet indicated that the Accommodation Review process has also provided the Board with opportunity to engage the public in constructive dialogue to generate innovative solutions to the challenges the Board is facing.

The following questions were posed by a member and responded to by Mr. Bazinet:

Q. Is the tax revenue entirely from property tax?
A. Yes, however this is only a portion of the total funding.

Q. Can we generate additional funds if parents are encouraged to support the Board through their property taxes?
A. There is not a direct link.
Q. How is the 80% capacity utilization target for the schools significant to the Ministry?
A. The Ministry has a formula that provides additional funding for schools that meet criteria. It is their intent to promote better than 80% utilization after 2010/11. The challenge is to balance the desired/required student programming with available space.

Q. When a school is designated PTR, does that mean it will be repaired?
A. No, the Ministry direction has been for school boards to examine these schools in terms of their student programming and needs, and propose options to best address.

Q. I notice that the Board has budgeted to use reserve funds, is that typical?
A. The Board has working reserve fund. The trend has been that we have been required to budget the use of this reserve, although by fiscal year end, we have not had to actually draw these funds.

School Valuation Framework
Ms. Rossella Bagnato, Academic Superintendent then reviewed the background and development of the Sudbury Catholic District School Board’s Generic School Valuation Framework Report. Ms. Bagnato explained how the committee tasked with developing this report decided to focus on qualitative vs. quantitative scoring to assess each school under the accommodation review’s value to the student, community, school board and local economy, with the most weight given to the school’s value to the student. She stressed that our Catholic identity was considered in the development of this School Valuation Framework Report.

Tasks for Next Meeting
Chair Muzzatti closed the meeting by recommending that each ARC member review the Generic School Valuation Report provided in their binder (Index tab #8), encouraging them to also begin thinking about what could be added to the report as they began customization at the next Working Meeting. Mr. Muzzatti advised the committee members to remember that items can be added but not removed from the form in the customization process, and instructed that nothing was to be entered on this report at the present time, as the group must come to a consensus on what will be customized.

Date of Next Meeting
The group was thanked for their patience and attention given the quantity of information shared at the first meeting, and reminded of the next meeting date and location as Wednesday, September 23, 2009 from 6:00 to 8:00 p.m. at Pius XII School, 44 Third Avenue, Sudbury.

ADJOURNMENT
Meeting Adjourned at 9:05 pm.
MINUTES of the 2nd WORKING SESSION of the Accommodation Review Committee (ARC) for the East Planning Area, of the Sudbury Catholic District School Board, held in the gymnasium of Pius XII Elementary School, 44 Third Street, in Sudbury, on September 23, 2009, from 6:00 p.m. to 8:00 p.m.

Committee Members in Attendance:

Board Representation:
Chairperson  Roland Muzzatti, Academic Superintendent
Coordinator  Denis Faucher, Manager of Facility Services
Secretary  Steve Rinaldi, Project Coordinator

School Representation:
Pius XII
Louisa Bianchin, Principal
Shelley Sloan, School Council Chair
Nita Nath, Community
Leonard Foucault, School Staff

St. Albert Adult Learning Centre (ALC)
Laura Kuzenko, Principal
Allison Dufour, School Staff
Christina Chevrier, Student Representative
Francine Dubreuil, Student Representative

St. Andrew
Mary Smith, School Council Chair
Lucille Szalai, Community
Dyan Pyott, School Staff

St. Bernadette
Nicole Snow, Principal
Dan Bronicheski, School Council Chair
Mike McKeever, Community
Colette Perrin, School Staff

St. Charles College
Patty Mardero, Principal
Aaron Bailey, School Council Chair
Sandra Gobbo, Community
Claire Morrison, School Staff

St. John
Stephanie Van Druenen, Vice-Principal
Amanda Gagne, Community
Tara Large, School Staff

St. Mark
Mitch Smet, Vice-Principal
Donna Kotanko, School Council Chair
Stacey Kennedy, Community
Carole Remillard, School Staff

St. Paul
Mitch Smet, Vice-Principal
Anne-Marie Savage, School Council Chair
Jennifer Rocca, Community

St. Raphael
Vickie McGuire, Principal
Phil Farmer, School Council Chair
Jen Bailey, Community
Ted Keehn, School Staff

Community Representation:
Fr. Remi Hebert, Diocesan Representative
Mark Simeoni, Senior Planner, Greater City of Sudbury

Committee Members Regrets:
Cathy Manuel, Pius XII
Ann Brisebois, St. Albert
Melody Henry, St. Andrew
Catherine Ross-Gonko, St. Charles College
Tricia Dowdall-Cirelli, St. John

Sharon Oliver, St. Paul/Mark
Natasha Folino, St. Paul
Clara Steele, Regional Parent Involvement Committee
Dennis Bazinet, ARC Senior Board Official

3/1/2010

“SCHOOLS TO BELIEVE IN”
General Public in Attendance:
None

Call to Order:
Chair Roland Muzzatti called the meeting to order @ 6:05 p.m.

OPENING PRAYER
The Chair Roland Muzzatti led the group in an opening prayer for guiding presence.

WELCOME
Mr. Muzzatti welcomed the group to ARC Working Meeting #2 and thanked everyone for attending. He also thanked Mrs. Louisa Bianchin, Principal of Pius XII Elementary, and her staff for hosting the meeting and providing refreshments.

APPROVAL OF THE AGENDA

MOVED BY L. Bianchin and Seconded by P. Mardero

“THAT the agenda for today’s September 23, 2008 Working Meeting be approved as presented”. CARRIED

ARC BINDERS
The Chair asked Denis Faucher, Manager of Facility Services, ARC Coordinator to present updates to the ARC binders that included membership, last meeting minutes, questions and answers, financial report and handout of today’s presentation.

REVIEW OF THE MINUTES FROM THE LAST MEETING

MOVED BY C. Perrin and Seconded by T. Keehn

“THAT the minutes of the East Planning Area ARC Working Meeting #1 held September 9, 2009 be approved as presented”. CARRIED

REVIEW RULES OF CONDUCT
The Chair presented the Rules of Conduct as discussed at the last working meeting.

MOVED BY M. Smet and Seconded by N. Snow

“THAT the Rules of Conduct be approved as presented”. CARRIED

ATTENDANCE / QUORUM
Chair Muzzatti reviewed the attendance/quorum requirements as 50% attendance of each of the school’s representation (minimum of two representatives for each school) and 66% of the total membership.

The following question was posed by a member and responded to by the Chair:

Q. How are we to handle delays in arriving/attending in cases of snow storms?
A. If we don’t meet the quorum requirements, the meeting cannot proceed, and an alternate date will have to be chosen. The ARC has agreed to allow alternates to attend in place of members, and Principals are asked to review attendance with their school representatives prior to the meeting.
TIMELINES FOR REVIEW
The Chair reviewed the process timeline and encouraged members to mark meeting dates on their calendars. These dates represent the members’ commitment to the Accommodation Review process.
The following question was posed by a member and responded to by the Chair:

Q. Public Meeting #4 has been scheduled for Ash Wednesday. Will this be a problem?
A. The thinking was that most Ash Wednesday functions are earlier in the day. We can review this if required.

MEETING SCHEDULE
The Chair reviewed the meeting schedule as presented at the last ARC Working Meeting, and asked members to share if there were any conflicts with previously scheduled school functions. As no conflicts were noted, the Chair reminded the group that all public meetings would be held at St. Charles College, and that the dates, locations and times for the subsequent working meetings remain as presented.

Mr. Muzzatti stated that at the last ARC Working Meeting, a request was made by a member for the potential of busing to the working meeting scheduled to be held at St. Mark Elementary. By a show of hands, eleven (11) members indicated they would be interested if available. Mr. Muzzatti stated that this option would be considered by the Board.

BINDER ORIENTATION
Mr. Denis Faucher then led the group in a tour of the School Profile sections of their ARC binder. For review purposes, Mr. Faucher focused on the content of St. Mark Elementary.

The following questions were posed by members and responded to by Mr. Faucher:

Q: When we look at the data provided for St. Mark, it seems to show a capacity for 9 students in one of the classrooms. Is this the case?
A: The data you are looking at is identifying the number of students funding by the Ministry of Education’s model of how many students can be taught in that space (room).

Q: It appears that the St. Mark profile needs updating as it shows more classrooms than we actually use.
A: Yes, three (3) classrooms are rented at St. Mark. The On-The-Ground (OTG) capacity will need to be updated.

Q: The data shown is from 2008/09. When are we to receive 2009/2010 data?
A: The data is more relevant to 2008/09 to maintain consistency with other reports that have been provided.

Q: Do we report on 2008/09 data for the School Valuation Report?
A: Yes.

The Chair then explained the binder orientation exercise to the group, which is intended to allow members to get familiar with the contents of the ARC binder. Mr. Muzzatti then asked the School Representatives to discuss within their own groups, which tabs in the binder corresponded with the questions asked in the exercise during the 20-minute break.

After the break, the binder orientation exercise was reviewed and the Chair thanked everyone for participating.
CUSTOMIZING THE VALUATION FRAMEWORK
Mr. Muzzatti explained that the intent of today’s meeting was to customize Generic School Valuation Framework Report for presentation at the Public Meeting on October 7, 2009. Mr. Muzzatti stated that the report would be finalized at the next Working Meeting on October 14, 2009 to include any comments or inputs from the public prior to the committee entering any data.

Proposals for revision were put forth by the committee as follows:

MOVED BY P. Mardero and Seconded by L. Bianchin

“That Section 1.4 Range of Courses or Programs Offered; sub-section B, question 1 on page 4 and 5 of the Generic Valuation Framework be revised to include Special Education”.
CARRIED

MOVED BY P. Mardero and Seconded by S. Sloan

“That Section 1.4 Range of Courses or Programs Offered; sub-section B, question 1 on page 4 and 5 of the Generic Valuation Framework be revised to include Care and Development”.
CARRIED

MOVED BY L. Foucault and Seconded by L. Bianchin

“That Section 1.4 Range of Courses or Programs Offered; sub-section B, question 1 on page 4 and 5 of the Generic Valuation Framework be revised to include Life Skills”.
CARRIED

MOVED BY S. Van Druenen and Seconded by T. Large

“That Section 1.4 Range of Courses or Programs Offered; sub-section B, question 1 on page 4 and 5 of the Generic Valuation Framework be revised to include French Immersion”.
CARRIED

MOVED BY L. Kuzenko and Seconded by P. Mardero

“That Section 1.4 Range of Courses or Programs Offered; sub-section C, question 12 on page 6 of the Generic Valuation Framework be revised to include Dual credit courses”.
CARRIED

MOVED BY L. Kuzenko and Seconded by P. Mardero

“That Section 1.4 Range of Courses or Programs Offered; sub-section C, question 12 on page 6 of the Generic Valuation Framework be revised to include Correspondence courses”.
CARRIED

MOVED BY N. Nath and Seconded by L. Foucault

“That Section 1.5 Range Extracurricular Activities; sub-section C, new question 14 on page 7 of the Generic Valuation Framework be added asking: Is there a child-care summer camp?”.
DEFEATED

MOVED BY C. Perrin and Seconded by D. Bronicheski

“That Section 2.2 Range of Courses or Programs Offered; sub-section B, question 1 on page 13 of the Generic Valuation Framework be revised to include French Immersions”.
CARRIED
MOVED BY M. McKeever and Seconded by S. Sloan

“THAT previous additions the committee approved on pages 5 and 6, also be added to Section 2.2 Range of Courses or Programs Offered; sub-section B, question 1 on page 13 of the Generic Valuation Framework”.

CARRIED

MOVED BY C. Morrison and Seconded by M. Smet

“THAT Section 2.2 Range of Courses or Programs Offered; sub-section B, new question 5 on page 13 of the Generic Valuation Framework be added asking: Does the school have a Snack, Breakfast or Lunch program? If so, please describe”.

CARRIED

MOVED BY M. Smet and Seconded by L. Bianchin

“THAT the previous approved motion be similarly added to Section 1.4”.

CARRIED

MOVED BY M. Simeoni and Seconded by M. McKeever

“THAT Section 2.5 Location of School; new question 5 on page 16 of the Generic Valuation Framework be added asking: What is the proximity of a comparable school from a co-terminus Board”.

CARRIED

MOVED BY C. Morrison and Seconded by T. Keehn

“THAT as it is currently 8:00pm, this ARC Working Meeting be extended by thirty minutes (30 min)”.

CARRIED

The following question was posed by a member and responded to by the Chair:

Q. Is Section 2.9, question 1 asking what is the open market value of the school?
A. No, this question was intended to be a subjective, qualitative answer for the committee to provide.

MOVED BY M. Simeoni and Seconded by D. Pyott

“THAT Section 2.9 Summary; new question 2 on page 18 of the Generic Valuation Framework be added asking: What is the monetary value of the school to the School Board”.

DEFEATED

MOVED BY N. Nath and Seconded by M. McKeever

“THAT Section 3.2 Range of Program Offerings at the School that serve both Students and Community Members; question 1 on page 19 of the Generic Valuation Framework be revised to include: a site for a Day-care provider?”.

CARRIED

MOVED BY N. Nath and Seconded by L. Bianchin

“THAT Section 3.2 Range of Program Offerings at the School that serve both Students and Community Members; question 1 on page 19 of the Generic Valuation Framework be revised to include: a site for a Summer camp provider?”.

CARRIED
The following questions were posed by members and responded to by the Chair:

Q. Does Section 4.1, question 1 all schools in the student catchment area?
   A. Yes.

Q. Will we get maps of the current student boundary areas?
   A. Yes.

MOVED BY D. Kotanko and Seconded by L. Bianchin

“THAT Section 1.5 Range of Extracurricular Activities; questions 1 to 7 from p.7 of the Generic Valuation Framework be repeated as a new sub-section C in Section 2.1 Physical Space to Support Student Learning on page 13.”

CARRIED

MOVED BY M. Smet and Seconded by N. Snow

“THAT the Generic Valuation Framework be customized as amended and presented at the October 7, 2009 Public Meeting”.

CARRIED

AGENDA FOR PUBLIC MEETING #1

MOVED BY C. Morrison and Seconded by L. Bianchin

“THAT the Chair of the East Planning Area ARC also Chair the October 7, 2009 Public Meeting #1 to be held at St. Charles College”.

CARRIED

AMENDED BY M. Simeoni and Seconded by M. McKeever

“THAT a co-Chair be included for Public Meeting #1”.

DEFEATED

MOVED BY C. Remillard and Seconded by L. Bianchin

“THAT the agenda for Public Meeting #1 be accepted as presented”.

CARRIED

TASK FOR NEXT MEETING

Chair Muzzatti closed the meeting by again thanking the committee for spending the time to customize the School Valuation Report, and reminded the group that there would be final opportunity for revision at the next Working Meeting to be held on Wednesday, October 14, 2009 from 6:00pm to 8:00pm at St. Albert Adult Learning Centre, 504 St. Raphael Street, Sudbury.

MOVED BY L. Bianchin and Seconded by M. McKeever

“THAT the East Planning Area ARC Working Meeting #2 be adjourned”.

CARRIED

CLOSING PRAYER

Meeting Adjourned at 8:25pm.
MINUTES of the 1st PUBLIC MEETING of the Accommodation Review Committee (ARC) for the East Planning Area, of the Sudbury Catholic District School Board which was held in the Amphitheatre of St. Charles College, 1940 Hawthorne Drive, in Sudbury on Wednesday, October 7, 2009 from 7:00 p.m. 9:00 p.m.

Board Representation Present:
ARC Chairperson         Roland Muzzatti, Superintendent of Employee Relations and Schools
ARC Secretary           Steve Rinaldi, Project Coordinator

School Representation Present:

**Pius XII**
Louisa Bianchin, Principal
Shelley Sloan, School Council Chair
Cathy Manuel, Community

**St. Albert Adult Learning Centre (ALC)**
Cassandra MacGregor, Vice-Principal
Ann Brisebois, School Staff
Francine Dubreuil, Student Representation

**St. Andrew**
Melody Henry, Principal
Mary Smith, School Council Chair
Lucille Szalai, Community
Dyan Pyott, School Staff

**St. Bernadette**
Nicole Snow, Principal
Dan Bronicheski, School Council Chair
Mike McKeever, Community
Colette Perrin, School Staff

**St. Charles College**
Patty Mardero, Principal
Catherine Ross Gonko, School Council Chair
Sandra Gobbo, Community
Claire Morrison, School Staff

**St. John**
Tricia Dowdall-Cirelli, Principal
Amanda Gagne, School Council Chair
Tina Madore, Community
Tara Large, School Staff

**St. Mark**
Sharon Oliver, Principal
Donna Kotanko, School Council Chair
Stacey Kennedy, Community
Carole Remillard, School Staff

**St. Paul**
Sharon Oliver, Principal
Jennifer Rocca, Community
Natasha Folino, School Staff

**St. Raphael**
Vickie McGuire, Principal
Phil Farmer, School Council Chair
Jen Bailey, Community
Ted Keen, School Staff

Community Representation
Father Remi Hebert, Diocesan Representation

Board Resource Present
Senior Board Official      Dennis Bazinet, Acting Superintendent of Business and Finance
Coordinator               Denis Faucher, Manager of Facility Services
Facilitator               Lygia Dallip, Watson & Associates Economists Ltd

3/1/2010

“SCHOOLS TO BELIEVE IN”
Absent:
Mark Simeoni, Senior Planner, Greater City of Sudbury
Katrina Chevrier, Student Representation, St. Albert A.L.C.
Anne-Marie Savage, School Council Chair, St. Paul School
Leonard Foucault, School Staff, Pius XII School
Clara Steele, RPIC Representative

Recording Secretary
Sharon Cormier

Call to Order:
Roland Muzzatti, ARC Chair, called the meeting to order @ 7:05 p.m.

OPENING PRAYER
Roland Muzzatti, ARC Chair, led the group in an opening prayer for guiding presence.

WELCOME AND INTRODUCTIONS
Mr. Muzzatti welcomed the general public in attendance and thanked everyone for attending. He extended a thank you to Mrs. Patty Mardero, Principal of St. Charles College (SCC) and her staff for hosting the meeting and providing refreshments. Mr. Muzzatti requested all attendees to sign the attendance sheet and to note their school affiliation. Copies of the meeting agenda and blank School Valuation Framework Reports for the East Planning Area were available.

Mr. Muzzatti, informed all present of the change in format for this year’s accommodation process in that Trustees of the Sudbury Catholic District School Board (SCDSB) will be attending public meetings. Mr. Muzzatti stated that the trustees would be there in the capacity of observers only in order to receive and hear the same information that is presented to the public and he introduced and welcomed Jody Cameron, Board Chair Person and Barry MacDonald Vice-Chair to this evening’s meeting.

Mr. Muzzatti introduced the ARC Steering Committee as Dennis Bazinet, Acting Superintendent of Business and Finance, Denis Faucher, Manager of Facility Services, ARC Coordinator; and Steve Rinaldi, Project Coordinator, ARC Secretary. The Chair acknowledged and introduced all other ARC Committee members that were present and thanked them for their commitment to the Accommodation Review process.

Mr. Muzzatti stressed that questions were welcome throughout this evening’s presentation and that all feedback and input was crucial to the review process in order to provide first class learning opportunities for our children.

PURPOSE, MANDATE AND INTENT OF ACCOMMODATION REVIEW
Mr. Muzzatti provided the public with a brief overview of the purpose, mandate and intent of the Accommodation Review. Mr. Muzzatti shared that 63 of the 72 provincial school boards are experiencing declining enrolment, that a total of 129 schools are currently under review and that 15 of those schools belong to the Sudbury Catholic District School Board. Mr. Muzzatti further explained that all four boards in the Sudbury are experiencing the effects of declining enrolment.

Chair Muzzatti emphasized that the Accommodation Review is a process to determine the future of the Board’s schools. He once again emphasized that feedback and input from the public is essential in the review process in order to make the best possible recommendations to ensure that our students are provided with the best possible learning environment.
Mr. Muzzatti stated that clear parameters have been established regarding the Accommodation Review process and that the Ministry of Education guidelines, together with the Board’s regulations, are available on the ARC’s website at www.sudburycatholicschools.ca. The Chair encouraged the public to read these documents as they form the basis of the Accommodation Review process.

The Chair outlined the three main responsibilities or duties of the ARC:
1. Generate a School Valuation Report;
2. Study/Analyze the data within the School Valuation Report; and
3. Provide recommendations on accommodation options for Board consideration.

In order to fulfill these duties, Mr. Muzzatti then outlined the four tasks to be performed by the ARC:
1. The customization of the School Valuation Framework;
2. To provide public information and access to information;
3. To provide an opportunity for community consultation and public meeting; and
4. To present to the Director of Education a comprehensive School Valuation Report and recommendations for Board consideration.

Mr. Muzzatti emphasized that the Accommodation Review Committee is only able to make recommendations to the Board of Trustees. The Board of Trustees is responsible for making the decisions. Mr. Muzzatti explained that in addition to the ARC recommendations, the Trustees may also receive recommendations from the Senior Administration Team comprised of the Director of Education and the four (4) Superintendents, the Director of Education independent of the Senior Administration Team, and members of the general public. The Chair informed the public that the Trustees would vote on the recommendations at the Board Meeting scheduled for May 25, 2010.

Mr. Muzzatti stated that the ARC for the East Planning Area is comprised of forty-three (43) members consisting of school, community and Board representatives. The Chair explained and identified the thirty-six (36) school representatives consisting of the principal, a parent council representative, a community representative and a staff member for each school and the three (3) Regional Representatives consisting of a representative from the Diocese of Sault Ste. Marie; a representative from the City of Greater Sudbury; and a representative from the Regional Parent Involvement Committee (RPIC) as voting members of the ARC (currently in the process of finding a replacement for Clara Steel whose present commitments make her unavailable). The chair identified the four (4) representatives from the SCDSB consisting of the ARC Chair, ARC Senior Board Official, ARC Coordinator and ARC Secretary as non-voting members.

Mr. Muzzatti explained that the purpose of all public meetings was to provide the public with a venue to receive information as well as affording them the opportunity to provide input and feedback but that it was not the forum for public presentations. He stated that members of the public wishing to present recommendations to the Trustees for consideration must submit a request in writing. He stressed that ARC recommendations are the bedrock of all presentations and that other presentations, for Board consideration, must provide a rationale for any recommendations that differ from those of the ARC.

Mr. Muzzatti explained that this public meeting and each subsequent public meeting has been scheduled to provide the community with the opportunity for input into specific components of the review process. Community input was encouraged by the Chair through questions at the public meetings or by submissions to the ARC email or voicemail, and stated that all questions and submissions will be presented to the ARC for consideration and response. The Chair stated that written briefs concerning the Customized School Valuation Framework Report presented tonight would be accepted for ARC consideration until 9:00 a.m., Tuesday, October 13, 2009.

**ARC COMMUNICATION**

Mr. Steve Rinaldi, ARC Secretary, reaffirmed the ARC’s mandate to provide public information and easy access to information and that in order to fulfill this mandate all working meetings are open to the public.

Mr. Rinaldi stated that whenever possible the Board will endeavor to provide resource information for ARC working meetings, to be available on the ARC website 48 hours prior to meetings. Mr. Rinaldi stated that ARC information is posted and available on the Board’s website, also questions and or comments can be submitted for ARC consideration by email and/or voice mail, or at any of the scheduled public meetings. Any concerns or questions submitted for consideration will be brought to ARC members at the next meeting for response.
Chair Muzzatti then shared the timeline and meeting schedules for the Accommodation Review process and stated that all public meetings would be held at St. Charles College and that the ARC Working Meetings would be rotated throughout the schools within the planning area. Mr. Muzzatti explained that the date, time and location of public meetings would not be changed but working meetings which were approved by the ARC members, may be subject to change based on member availability. The audience was advised by the Chair to check the Board website for any revisions to dates, location and times for working meetings. All ARC working meetings will commence at 6:00 and all public meetings at 7:00 p.m.

Mr. Muzzatti stressed that the accommodation review process is a transparent and open process. The general public is welcome at any working meeting of the ARC committee. Any comments, concerns or questions from the general public at a working meeting can be submitted to an ARC representative for response.

Mr. Muzzatti stressed that April 27, 2009 is the date for public presentations to the Board of Trustees and the submission deadline of application to make a presentation to the Board is April 20, 2010. May 25, 2010 is the date that has been scheduled for the Trustees to vote on the recommendations received. Mr. Muzzatti also explained that June 24, 2020, is the deadline date for a Ministerial Review.

Mr. Dennis Bazinet, Acting Superintendent of Business and Finance, ARC Senior Board Official provided an overview of the Board, its staffing, planning areas and school programming offered at various schools. A short synopsis of the Board’s funding model and a brief explanation of the impact of this funding on the Board’s budgeting process was presented. Mr. Bazinet added that updated information will continually be made available on the Website as the review process continues. Mr. Bazinet outlined the challenges now facing the Board as being declining enrolment, school utilization, declining revenues for school operations and administration, and the deteriorating physical conditions of the schools, and as a result, the Board is in a position whereby it cannot continue to operate and maintain all of its schools. Mr. Bazinet stated that currently the Ministry of Education is funding the SCDSB for junior and senior Kindergarten based on half day attendance but is looking at implementing changes effective September 2010 to funding based on full time but this funding change would not be significant enough to change the overall picture. He also stated that the implementation of changes to the top up funding by the Ministry of Education will result in an additional loss of revenue to Board which in turn will result in an additional shortfall of dollars required to operate and maintain the infrastructure. In concluding, Mr. Bazinet indicated that the Accommodation Review process has provided the Board with an opportunity to engage in constructive dialogue for the exchange of ideas in order to generate solutions to meet these challenges and find innovative solutions to meet the needs of our students.

Mr. Muzzatti presented the audience with an overview of the background and development of the Sudbury Catholic District School Board’s generic School Valuation Framework Report. It was explained by Mr. Muzzatti that the School Valuation Framework Report assesses a school’s value to the student, to the Board, to the community and to the local economy, with the most emphasis on the value to the student. Mr. Muzzatti also explained that this report focuses on qualitative vs. quantitative assessments for each value. He further explained that the ARC members for East planning area have made some minor changes to the generic form by including additional factors for valuation by the ARC members and stressed that items could only be added to the generic form and that nothing could be deleted.
PRESENTATION OF CUSTOMIZED VALUATION FRAMEWORK

Mrs. Patty Mardero, Principal and member of the ARC Committee for St. Charles College presented an overview of the customized Valuation Framework Report for the East planning area. Mrs. Mardero stated that the indicators for the value pertaining to the student remained the first and foremost priority in the customization of the Valuation Framework Report. Mrs. Mardero explained how the Customized School Valuation Framework is based on a series of yes / no answers and allows for difference between elementary and secondary schools. Mrs. Mardero stated that several indicators were added to the Valuation Framework for the East and these additions were highlighted on the sample Valuation Report. Each of the four sections within the valuation framework report – value to the student, value to the Board, value to the community and value to the economy were then briefly outlined and highlighted by Mrs. Mardero.

The following question was posed and responded to by Mr. Muzzatti:

Q. Is this now complete or is there any opportunity to add more things?
A. That is the purpose of tonight’s meeting. It is to provide you with a blank form before we fill it out for your input and comments. If you have any comments they will be brought to the ARC at our next working meeting and we will consider your comments and it will be up to the ARC members to decide, by voting, if they want to make any amendments, revisions or other changes.

QUESTIONS AND ANSWERS

The Chair opened the floor to questions from the public.

The following questions were posed and responded to by Mr. Muzzatti:

Q. I was always curious why the Ministry only funds for half time when we do have full time kindergarten? What is the reasoning?
A. Because that is all they are offering. It’s up to a Board if they want to go full day and if a Board does decide to offer full day senior kindergarten then they have to find the money to do it from other areas of their budget.

Q. Are there a lot of other Ontario boards that only choose half day SK?
A. There a lot of them that do. You have to remember the real reason for that is the Education Act says that the compulsory age for school attendance is from 6 to 18. It is not the law for 4 or 5 year olds to go to school, so if you want your 5 year olds to go to school the Ministry says we are only going to pay for half a day. That is the dilemma that we find ourselves in.

The following question was posed and responded to by Mr. Muzzatti:

Q. I have two children that attend St. Raphael School. Are you going to try to accommodate one school or all three schools that are in the Sudbury area? What is going on with that?
A. This committee will present accommodation options on January 13, 2010 but we are not at that stage yet. At Public Meeting #3, alternative options will be presented to the public and once again you will have the opportunity to comment on those options at that time. We are now at the stage where we are sharing information and we are going to determine the value to school to each respective community.

The following question was posed and responded to by Mr. Bazinet:

Q. It was mentioned that the funding model would be changing for next year to a certain degree that will likely mean less revenue. I was wondering if the revenues that are projected for 2022 take this into account or are these last year numbers and honestly what is the point of projecting 15 years into the future? Why not 5 years or 10 years?
A. A couple of different reasons. In terms of when we looked at the enrolment projections, the Ministry was asking multiple Boards to look at 10 and 15 year projections because they are looking at a very high level as to what currently exists and what will be needed for the future.
In terms of the funding, essentially there are changes that do occur year over year without a doubt. We needed a starting point and the information in this package is from 2008/2009. As we speak there is already updated information on the website. We are currently just finalizing the financials for the 2008/2009 school year which will be sent to the Ministry in November of this year. There is definitely a timing issue in terms of how accurate the information is.

In terms of what the Ministry has indicated to us, yes they are looking at funding the four and five year olds on a full day basis, which is helpful because we have been providing, all northern boards basically, have been providing full day kindergarten programs where as many, many southern boards do not.

In terms of other changes that are on the not so positive side, is the revenues that are going towards the school operations for your heating and lighting. There is currently a top amount more or less saying that if your school is at 80% utilization based on your enrolment and what the Ministry says you should have in the that school they will give dollars for your heating, lighting and your cleaning as if you had 100% utilization. But they are changing that incrementally over the next couple years, saying no you should be moving from 80 to 85%, and upwards of the that value, which is negative for us, it is a loss of revenue for us. It is geared to asking communities to come together and take a serious look at their infrastructure and what is needed for the future.

On the positive side, if you look at the challenges we faced in the South Central Planning Area and the positive outcome, change is very difficult and we are not understating how difficult that is, but if you have schools that were built in the 50’s or 60’s, they are very old and if you can look at gaining newer teaching spaces that are more conducive to current curriculum and projected curriculum, those are positive outcomes. There will more additional financial information as we move forward.

The following questions were posed and responded to by Mr. Muzzatti:

Q. I noticed that the filled in Valuation Report will be presented at the next Public Meeting.
A. At the next Public Meeting on November 25, 2009 completed School Valuation Reports will be presented. We will bring the completed Valuation Framework back to the public for their input, their feedback and their comments.

Q. The four people who represent our schools will be filling this out prior to the next public meeting?
A. Yes, that is the next step.

REMINDERS / SUMMARY

Community input was again encouraged by the Chair through questions at the Public Meetings or by submissions to the ARC email or voicemail and stated that all questions and submissions will be presented to the ARC for consideration and response. Mr. Muzzatti reminded the public that any written feedback, questions or comments from this meeting would be accepted until 9:00 a.m., Tuesday, October 13, 2009.

The Chair stated that the next public meeting would take place at St. Charles College, on November 25, 2009 at 7:00 p.m. at which time the completed School Valuation Framework Report for each school within this Planning Area would be presented for public input and will be the basis for the ARC recommendations.

Mr. Muzzatti thanked everyone present for their participation and attendance at the first public meeting for the East Planning Area and wished everyone a Blessed Thanksgiving.
CLOSING PRAYER

ADJOURNMENT

Mr. Muzzatti adjourned the meeting at 8:28 p.m.

Roland Muzzatti, Chair
Sudbury Catholic District School Board

Recording Secretary
Sharon Cormier
MINUTES of the 3rd WORKING SESSION of the Accommodation Review Committee (ARC) for the East Planning Area, of the Sudbury Catholic District School Board (SCDSB), held in the gymnasium of the St. Albert Adult Learning Centre (A.L.C.), 504 St. Raphael Street, in Sudbury, on October 14, 2009, from 6:00 p.m. to 8:00 p.m.

Committee Members in Attendance:

Board Representation:
Chairperson: Roland Muzzatti, Academic Superintendent
Senior Board Official: Dennis Bazinet, Acting Superintendent of Business and Finance
Coordinator: Denis Faucher, Manager of Facility Services
Secretary: Steve Rinaldi, Project Coordinator

School Representation:
Pius XII: Louisa Bianchin, Principal
Shelley Sloan, School Council Chair
Cathy Manuel, Community
Leonard Foucault, School Staff

St. Albert Adult Learning Centre (ALC): Cassandra MacGregor, Vice-Principal
Ann Brisebois, School Staff
Katrina Chevrier, Student Representative
Francine Dubreuil, Student Representative

St. Andrew: Melody Henry, Principal
Mary Smith, School Council Chair
Lucille Szalai, Community
Dyan Pyott, School Staff

St. Bernadette: Nicole Snow, Principal
Dan Bronicheski, School Council Chair
Mike McKeever, Community
Colette Perrin, School Staff

St. Charles College: Patty Mardero, Principal
Catherine Ross Gonko, School Council Chair
Sandra Gobbo, Community
Claire Morrison, School Staff

St. John: Tricia Dowdall-Cirelli, Principal
Amanda Gagne, School Council Chair
Tina Madore, Community
Tara Large, School Staff

St. Mark: Sharon Oliver, Principal
Donna Kotanko, School Council Chair
Stacey Kennedy, Community
Carole Remillard, School Staff

St. Paul: Sharon Oliver, Principal
Anne-Marie Savage, School Council Chair
Jennifer Rocca, Community
Natasha Folino, School Staff

St. Raphael: Vickie McGuire, Principal
Jen Bailey, Community
Ted Keehn, School Staff

Community Representation:
Fr. Remi Hebert, Diocesan Representative

Committee Members Regrets:
Phil Farmer, St. Raphael
Clara Steele, Regional Parent Involvement Committee
Mark Simeoni, Greater City of Sudbury

11/5/2009

“SCHOOLS TO BELIEVE IN”
General Public in Attendance:
Nora Gauthier, Pius XII
Allison Dufour, St. Albert A.L.C.
Laura Kuzenko, St. Albert A.L.C.

Call to Order:
Chair Roland Muzzatti called the meeting to order @ 6:05 p.m.

OPENING PRAYER
The Chair Roland Muzzatti led the group in an opening prayer for guiding presence.

WELCOME
Mr. Muzzatti welcomed the group to ARC Working Meeting #3 and thanked everyone for attending. He also thanked Mrs. Laura Kuzenko, Mrs. Cassandra MacGregor, Mrs. Anne Brisebois and staff of the St. Albert Adult Learning Centre for hosting the meeting and providing refreshments.

APPROVAL OF THE AGENDA

MOVED BY A. Gagne and Seconded by S. Sloan

“THAT the agenda for today’s October 14, 2009 Working Meeting #3 be approved as presented”.  
CARRIED

ARC BINDERS
The Chair reviewed the updates to the ARC binders that included membership, last working and public meeting minutes, site utility costs, pupil transportation data, school EQAO results, and a hard copy of this meeting’s presentation.

REVIEW OF THE MINUTES FROM THE LAST MEETING

MOVED BY C. Remillard and Seconded by M. Smith

“THAT the minutes of the East Planning Area ARC Working Meeting #2 held September 23, 2009 be approved as presented”.  
CARRIED

MOVED BY T. Large and Seconded by C. Ross-Gonko

“THAT the minutes of the East Planning Area ARC Public Meeting #1 held October 7, 2009 be approved as presented”.  
CARRIED

REVIEW OF PUBLIC SUBMISSIONS
The Chair stated that two submissions were received in regards to the Public Meeting presentation, as follows:

Submission #1
Add to page 15, Section 2.2 Range of Courses or Program Offerings, sub-section B, question 1: a new “Item n. E-Learning Courses”

Submission #2
Add to page 2, Section 1.1 Catholic Identity and Faith Dimension, the following questions:
3. What are the opportunities in the school for staff to pray together (not staff and students, but only staff)?
4. How is prayer part of the school life?
5. What are the opportunities for staff to update themselves in terms of their faith (opportunities through the school, not system wide)?
MOVED BY C. MacGregor and Seconded by P. Mardero
“THAT a new item ‘d. E-Learning Courses’ be added to page 16, Section 2.2 Range of Courses or Program Offerings, sub-section B, question 12”.

CARRIED

MOVED BY T. Dowdall-Cirelli and Seconded by A. Gagne
“THAT each question within submission #2 be voted upon individually”.

CARRIED

MOVED BY L. Foucault and Seconded by L. Bianchin
“THAT a new question 3. ‘What are the opportunities in the school for staff to pray together (not staff and students, but only staff)?’ be added to page 2, Section 1.1 Catholic Identity and Faith Dimension”.

CARRIED

MOVED BY S. Sloan and Seconded by T. Keehn
“THAT a new question 4. ‘How is prayer part of the school life?’ be added to page 2, Section 1.1 Catholic Identity and Faith Dimension”.

CARRIED

MOVED BY L. Bianchin and Seconded by Fr. R. Hebert
“THAT a new question 5. What are the opportunities for staff to update themselves in terms of their faith (opportunities through the school, not system wide)?’ be added to page 2, Section 1.1 Catholic Identity and Faith Dimension”.

DEFEATED

Mr. Muzzatti stated that as there were no further motions, the changes approved by the ARC is the previous resolutions would be made and the finalized School Valuation Framework Report would be forwarded to all members through email, at tonight’s meeting.

PROPOSED PROCESS FOR COMPLETING SCHOOL VALUATION REPORTS

Mr. Muzzatti outlined the proposed process for completion of the School Valuation Framework Reports, for presentation at Public Meeting #2 on November 25, 2009.

MOVED BY L. Foucault and Seconded by C. Remillard
“THAT the proposed process be adopted as presented, with a twenty (20) minute maximum presentation time for each school”.

CARRIED

The following questions were posed by committee members and responded to by the Chair:

Q: In addition to the School Valuation Report, are schools required to provide a summary report for Working Meeting #4?
A: No, the suggestion is that presenters speak to the major points of their Report, although the presentation speaking points are entirely up to each school.

Q: The process identifies that each committee member can propose additions or changes to any other school’s Valuation Report. What would this consist of? What would that look like?
A: Each member has an opportunity to provide input into all reports. This input would be forwarded to the ARC Secretary, presented to the group, and voted upon.

Q: Will we present the same way at both the Working and Public Meetings?
A: This is entirely up to this committee to decide. A consideration is that at the Public Meeting, there will be nine (9) school reports, which will require at least a three (3) hours to complete.

Q: How can we present at the Public Meeting? Are we restricted to the format of these Reports?
A: In previous accommodation reviews, the discussion and decision by those committees were to have a standard presentation of the approved School Valuation Framework Report, although this is entirely at your discretion.
Q: Are hard-copies of the finalized School Valuation Framework Report going to be made available?
A: The changes adopted tonight by the committee will be updated and sent electronically to the group as a MS Word document. If you intend to work in any other format or application (i.e. Mac), your document must be saved as a Word document. Please contact the ARC Secretary, Steve Rinaldi, if you have any problems.

DATA INPUT INTO SCHOOL VALUATION REPORTS

The group then took approximately forty-five (45) minutes to discuss and begin data input into the School Valuation Framework Report.

TASK FOR NEXT MEETING

After the time allotted for discussion and data input, Mr. Muzzatti led the group in a review of tasks for the upcoming meetings, the dates and locations. A concern was raised by a committee member that the ongoing renovations at St. Mark Elementary may restrict the use of the gymnasium on the November 4, 2009 Working Meeting #3. Mr. Denis Faucher, Manager of Facility Services, was asked to confirm the use of the gymnasium with the building owners, the French Public Board, and advise if it would not be available.

Mr. Muzzatti stated that arrangements will be made to have alternate bus transportation available, as requested by the committee, and confirmed that at least eight (8) members were still interested.

Mr. Muzzatti then confirmed the schedule of presentation by school representatives for the November 4 and 5, 2009 Working Meetings as follows:

November 4, 2009 Working Meeting #3: St. Albert, St. Charles College, St. Paul and St. Raphael
November 5, 2009 Working Meeting #4: Pius XII, St. Andrew, St. Bernadette, St. John and St. Mark

QUESTIONS AND ANSWERS

Chair Muzzatti led the group in a review of an email received concerning majority voting and the proposed response identifying that there is no requirement for all voting members to vote on motions, but rather that the motions will be carried or defeated by those members who choose to participate.

There were no other questions by posed.

NEXT MEETING

Chair Muzzatti closed the meeting by again thanking the committee and reminded the group that the next Working Meeting would be held on Wednesday, November 4, 2009 from 6:00pm to 8:00pm at St. Mark Elementary, 13 Church Street, Markstay.

MOVED BY C. Morrison and Seconded by P. Mardero
“THAT the East Planning Area ARC Working Meeting #3 be adjourned”. CARRIED

CLOSING PRAYER
Meeting Adjourned at 8:00pm.

Roland Muzzatti, Chair
Sudbury Catholic District School Board
MINUTES of the 4th WORKING SESSION of the Accommodation Review Committee (ARC) for the East Planning Area, of the Sudbury Catholic District School Board (SCDSB), held in the gymnasium of St. Mark Elementary School, 13 Church Street, in Markstay, on November 4, 2009, from 6:00 p.m. to 8:00 p.m.

Committee Members in Attendance:

Board Representation: Roland Muzzatti, Academic Superintendent
Senior Board Official Dennis Bazinet, Acting Superintendent of Business and Finance
Coordinator Denis Faucher, Manager of Facility Services
Secretary Steve Rinaldi, Project Coordinator

School Representation:
Pius XII
Louisa Bianchin, Principal
Shelley Sloan, School Council Chair
Cathy Manuel, Community
Leonard Foucault, School Staff

St. Charles College
Patty Mardero, Principal

St. Albert Adult Learning Centre (ALC)
Cassandra MacGregor, Vice-Principal
Ann Brisebois, School Staff
Katrina Chevrier, Student Representative

St. John
Tricia Dowdall-Cirelli, Principal

St. Andrew
Melody Henry, Principal
Mary Smith, School Council Chair
Dyan Pyott, School Staff

St. Mark
Sharon Oliver, Principal

St. Bernadette
Dan Bronchieski, School Council Chair
Mike McKeever, Community
Colette Perrin, School Staff

St. Paul
Sharon Oliver, Principal
Jennifer Rocca, Community
Natasha Folino, School Staff

St. Raphael
Vickie McGuire, Principal
Phil Farmer, School Council Chair
Ted Keehn, School Staff

Community Representation:
Fr. Remi Hebert, Diocesan Representative

Committee Members Regrets:
Francine Dubreuil, St. Albert
Lucille Szalai, St. Andrew
Nicole Snow, St. Bernadette
Jen Bailey, St. Raphael

Tara Large, St. John
Anne-Marie Savage, St. Paul
Mark Simeoni, Greater City of Sudbury
Clara Steele, Regional Parent Involvement Committee
General Public in Attendance:
Megan Murphy, Pius XII
Nora Gauthier, Pius XII
Allison Dufour, St. Albert A.L.C.

Call to Order:
Chair Roland Muzzatti called the meeting to order @ 6:15 p.m.

OPENING PRAYER
The Chair Roland Muzzatti led the group in an opening prayer for guiding presence.

WELCOME
Mr. Muzzatti welcomed the group to ARC Working Meeting #4 and thanked everyone for attending. He also thanked Mrs. Sharon Oliver and team from St. Mark Elementary for hosting the meeting and providing food and refreshments.

APPROVAL OF THE AGENDA

MOVED BY T. Keehn and Seconded by M. Smith

“THAT the agenda for today’s November 4, 2009 Working Meeting #4 be approved as presented”.

ARC BINDERS
The Chair reviewed the updates to the ARC binders that included the minutes of the last working meeting, summary of questions and answers, School Valuation Framework Reports, and a hard copy of this meeting’s presentation package.

REVIEW OF THE MINUTES FROM THE LAST MEETING

MOVED BY P. Mardero and Seconded by S. Oliver

“THAT the minutes of the East Planning Area ARC Working Meeting #3 held October 14, 2009 be approved as presented”.

PRESENTATION OF THE SCHOOL VALUATION FRAMEWORK REPORTS TO THE ARC
Mr. Muzzatti reminded the committee members of the adopted motion from the last Working Meeting restricting School Valuation Framework Report presentations to 20 minutes.

St. Albert ALC
Mrs. Cassandra MacGregor, Vice-Principal and school representative of St. Albert ALC presented the assessment of this school, as detailed within the hardcopy of the School Valuation Framework Report provided in the handouts.

St. Charles College
Mrs. Patty Mardero, Principal and school representative of St. Charles College presented the assessment of this school, as detailed within the hardcopy of the School Valuation Framework Report provided in the handouts.

St. Paul Elementary
Mrs. Sharon Oliver, Principal and school representative of St. Paul Elementary presented the assessment of this school, as detailed within the hardcopy of the School Valuation Framework Report provided in the handouts.
The following questions were posed by members of the committee and responded to by the presenter:

Q: Can you provide some more information about the Before and After School Program at St. Paul?
A: Our Before and After School Program is offered, with costs geared to income, and runs from 6am to 8:30am in the morning.

Q: What is meant by the term “Dual-Track”?
A: Dual-Track programming identifies school programming offered in both English and French.

The following question was posed by a member of the committee and responded to by Mr. Denis Faucher:

Q: Does the Board receive payment from daycare providers for the space they use?
A: Yes, daycare providers sign lease agreements with the Board. The Before and After Program providers are subsidized by the Ministry. We have about five (5) full daycares, with approximately ten (10) to thirteen (13) Before and After programs.

St. Raphael Elementary
Mrs. Vickie McGuire, Principal and school representative of St. Raphael Elementary presented the assessment of this school, as detailed within the hardcopy of the School Valuation Framework Report provided in the handouts.

The following questions were posed by members of the committee and responded to by the presenter:

Q: Where is St. Raphael Elementary?
A: This school can be found by heading south from Lasalle Boulevard onto Attlee Street, then turning right onto Dublin Street.

Q: How many schools feed into St. Raphael for Grade 7 and 8 programming?
A: Currently, only grade 6 graduates from St. Andrew Elementary continue to St. Raphael.

Q: What is the Section 23 class?
A: Section 23 is a care and treatment program at St. Raphael for behaviourally and socially maladjusted children. It is the only site and program of this type within our Board.

Q: How old is St. Raphael Elementary School?
A: The first section of St. Raphael was built in 1961, with the addition built in 1963.

With the conclusion of presentations, Mr. Muzzatti thanked the presenters and their teams for the time and effort invested in generating these reports, and remarked that the passion felt by both the presenters, staff and parents of these schools was evident in the presentations.

**TASK FOR NEXT MEETING**
Mr. Muzzatti then led the group in a review of tasks for the upcoming meeting as including presentations of the School Valuation Framework Reports for Pius XII, St. Andrew, St. Bernadette, St. John and St. Mark Elementary. Mr. Muzzatti asked the school representatives to forward the signed copy of the School Valuation Report cover page to the ARC Secretary by the end of this meeting. The task for the November 11, 2009 Working Meeting #6 was to prepare for the next Public Meeting by finalizing the draft School Valuation Framework Reports by a process to be discussed at our next Working Meeting.

It was agreed by the committee that the November 11, 2009 Working Meeting #6, to be held at St. Bernadette Elementary, would commence at 6:30pm instead of 6:00pm.

**QUESTIONS AND ANSWERS**
Chair Muzzatti led the group in a review of an email sent to the ARC school principals, clarifying how to complete several sections of the School Valuation Framework Report, from October 27, 2009.

There were no other questions posed.
NEXT MEETING
Chair Muzzatti closed the meeting by again thanking the committee and reminded the group that the next Working Meeting would be held tomorrow, **Thursday, November 5, 2009 from 6:00pm to 8:00pm at St. Andrew Elementary, 1305 Holland Road, Sudbury.**

**MOVED BY** P. Mardero and **Seconded by** C. Morrison

“**THAT** the East Planning Area ARC Working Meeting #4 be adjourned”.  

**CARRIED**

**CLOSING PRAYER**
Meeting Adjourned at 7:40pm.

Roland Muzzatti, Chair
Sudbury Catholic District School Board
MINUTES of the 5th WORKING SESSION of the Accommodation Review Committee (ARC) for the East Planning Area, of the Sudbury Catholic District School Board (SCDSB), held in the gymnasium of St. Andrew Elementary School, 1305 Holland Road, in Sudbury, on November 5, 2009, from 6:00 p.m. to 8:00 p.m.

Committee Members in Attendance:

Board Representation:
Chairperson: Roland Muzzatti, Academic Superintendent
Senior Board Official: Dennis Bazinet, Acting Superintendent of Business and Finance
Coordinator: Denis Faucher, Manager of Facility Services
Secretary: Steve Rinaldi, Project Coordinator

School Representation:
Pius XII
Louisa Bianchin, Principal
Shelley Sloan, School Council Chair
Cathy Manuel, Community
Leonard Foucault, School Staff
St. Albert Adult Learning Centre (ALC)
Laura Kuzenko, Principal
Ann Brisebois, School Staff
Katrina Chevrier, Student Representative
Francine Dubreuil, Student Representative
St. John
Tricia Dowdall-Cirelli, Principal
Amanda Gagne, School Council Chair
Tina Madore, Community
Tara Large, School Staff
St. Charles College
Aaron Barry, School Council Chair
Sandra Gobbo, Community
Claire Morrison, School Staff
St. Andrew
Melody Henry, Principal
Mary Smith, School Council Chair
Lucille Szalai, Community
Dyan Pyott, School Staff
St. Mark
Sharon Oliver, Principal
Donna Kotanko, School Council Chair
Stacey Kennedy, Community
Meghan O’Reilly, School Staff
St. Bernadette
Nicole Snow, Principal
Dan Bronicheski, School Council Chair
Colette Perrin, School Staff
St. Paul
Sharon Oliver, Principal
Anne-Marie Savage, School Council Chair
Jennifer Rocca, Community
St. Raphael
Vickie McGuire, Principal
Phil Farmer, School Council Chair
Ted Keehn, School Staff
St. Charles College
Carole Remillard, St. Mark
Natasha Folino, St. Paul
Jen Bailey, St. Raphael
Clara Steele, Regional Parent Involvement Committee

Community Representation:
Fr. Remi Hebert, Diocesan Representative
Mark Simeoni, Greater City of Sudbury

Committee Members Regrets:
Cassandra MacGregor, St. Albert ALC
Mike McKeever, St. Bernadette
Patty Mardero, St. Charles College
Catherine Ross-Gonko, St. Charles College

“SCHOOLS TO BELIEVE IN”
General Public in Attendance:
Nora Gauthier, Pius XII
Allison Dufour, St. Albert A.L.C.
Maria Middleton, St. Andrew

Call to Order:
Chair Roland Muzzatti called the meeting to order @ 6:05 p.m.

OPENING PRAYER
The Chair Roland Muzzatti led the group in an opening prayer for guiding presence.

WELCOME
Mr. Muzzatti welcomed the group to ARC Working Meeting #5 and thanked everyone for attending. He also thanked Mrs. Melody Henry and team from St. Andrew Elementary for hosting the meeting and providing food and refreshments.

APPROVAL OF THE AGENDA

MOVED BY L. Foucault and Seconded by M. Smith

“THAT the agenda for today’s November 5, 2009 Working Meeting #5 be approved as presented”. CARRIED

ARC BINDERS
The Chair reviewed the updates to the ARC binders that included the School Valuation Framework Reports, and a hard copy of this meeting’s presentation package.

PRESENTATION OF THE SCHOOL VALUATION FRAMEWORK REPORTS TO THE ARC
Mr. Muzzatti reminded the committee members of the adopted motion from the last Working Meeting restricting School Valuation Framework Report presentations to 20 minutes, and to forward the signed copies of the front page of their reports to the ARC Secretary.

Pius XII Elementary
The representatives of Pius XII presented their assessment of this school, as detailed within the hardcopy of the School Valuation Framework Report provided in the handouts.

St. Andrew Elementary
Mrs. Mary Smith, School Council Chair and school representative of St. Andrew Elementary presented the assessment of this school, as detailed within the hardcopy of the School Valuation Framework Report provided in the handouts.

St. Bernadette Elementary
Mrs. Nicole Snow, Principal and school representative of St. Bernadette Elementary presented the assessment of this school, as detailed within the hardcopy of the School Valuation Framework Report provided in the handouts.

St. John Elementary
Mrs. Tricia Dowdall-Cirelli, Principal and school representative of St. John Elementary presented the assessment of this school, as detailed within the hardcopy of the School Valuation Framework Report provided in the handouts.
The following questions were posed by members of the committee and responded to by the presenter:

Q: How many students from New Sudbury, in French Immersion or Regular Track programming attend St. John Elementary?
A: None. There were seven (7) French Immersion students at St. Raphael Elementary in September 2008, when the Board decided to discontinue this program, who were offered the option of attending St. John Elementary, although none did.

Q: Where do the graduating grade 6 French Immersion students from New Sudbury go?
A: These students either transfer to Regular Track programming or attend a school at a co-terminus board. If enrolment were to increase at St. Raphael Elementary in the future, the program could be reinstated.

St. Mark Elementary
Mrs. Sharon Oliver, Principal and school representative of St. Mark Elementary presented the assessment of this school, as detailed within the hardcopy of the School Valuation Framework Report provided in the handouts.

The following questions were posed by members of the committee and responded to by the presenter:

Q: As we don’t own the building in Markstay, St. Mark, how do we receive funding?
A: The Ministry funds Boards on a per student basis, with additional funds available for outlying areas and school funding based on capacity utilization.

Q: Could you explain the zero costs stated for utilities at St. Mark Elementary?
A: There were no distinct costs for utilities as this cost is a component of the lease.

With the conclusion of presentations, Mr. Muzzatti thanked the presenters and their teams for the time and effort invested in generating these reports, and remarked that the commitment and dedication brought by the presenters, staff and parents of these schools were evident in the presentations.

REVIEW OF SCHOOL VALUATION PROCESS
Mr. Muzzatti reviewed the school valuation process with the committee, reminding that with the completion of presentations of School Valuation Framework Reports, the next step allows for each school representative to make proposed additions/changes to any of the presented reports. Mr. Muzzatti encouraged each of the school groups to meet separately to compile a summary of all proposed additions/changes, and to submit on the provided submission form by 9am, Monday, November 9, 2009. Mr. Muzzatti stated that the ARC Secretary, Mr. Steve Rinaldi, will prepare these submissions and distribute electronically to the committee by the end of the same day.

The following questions were posed by members of the committee and responded to by the presenter:

Q: There is not much time to complete these submissions, can we submit at the end of the day on Nov. 9?
A: Yes, the intent is for submissions to be prepared and distributed to the group prior to our next Working Meeting on Nov. 11. If this cannot be done, then revisions are made as part of the Working Meeting, through motion.

Q: How are we going to get to a final School Valuation Report?
A: At our next Working Meeting on Nov. 11, the group will review any additions or changes submitted in order to have draft reports ready for presentation at the Nov. 25 Public Meeting, where the public has an opportunity to review and comment. At the Working Meeting after the Public Meeting, we will review the public input and finalize the reports.
Q: Many of the presentations stated that community growth is expected for the areas surrounding their schools. If there is data disproving this, does this need to be included in the School Valuation Report?
A: These reports are generated and approved by the committee. You are strongly encouraged to present any data, opinion, or comments that you would like to have included in the reports, to the group for consideration.

**TASK FOR NEXT MEETING**
Mr. Muzzatti stated that the task for our next meeting is to finalize the draft School Valuation Framework Reports for presentation at the Public Meeting #2, on November 25, 2009.

**QUESTIONS AND ANSWERS**
Chair Muzzatti led the group in a review of an email sent to the ARC school principals, clarifying how to complete several sections of the School Valuation Framework Report, from October 27, 2009.

There were no other questions posed.

**NEXT MEETING**
Chair Muzzatti closed the meeting by again thanking the committee and reminded the group that the next Working Meeting would be held on **Wednesday, November 11, 2009 from 6:30pm to 8:30pm at St. Bernadette Elementary, 870 Auger Avenue, Sudbury.**

**MOVED BY** M. Smith and **Seconded by** C. Perrin
“**THAT** the East Planning Area ARC Working Meeting #5 be adjourned”.

**CARRIED**

**CLOSING PRAYER**
Meeting Adjourned at 8:02pm.

Roland Muzzatti, Chair
Sudbury Catholic District School Board
MINUTES of the 6th WORKING SESSION of the Accommodation Review Committee (ARC) for the East Planning Area, of the Sudbury Catholic District School Board (SCDSB), held in the gymnasium of St. Bernadette Elementary School, 870 Auger Avenue, in Sudbury, on November 11, 2009, from 6:30 p.m. to 8:20 p.m.

Committee Members in Attendance:

Board Representation:  Steve Rinaldi, Project Coordinator

School Representation:
- Pius XII
  - Louisa Bianchin, Principal
  - Shelley Sloan, School Council Chair
  - Cathy Manuel, Community
  - Leonard Foucault, School Staff
- St. Albert Adult Learning Centre (ALC)
  - Cassandra MacGregor, Vice-Principal
  - Ann Brisebois, School Staff
- St. Andrew
  - Melody Henry, Principal
  - Mary Smith, School Council Chair
  - Lucille Szalai, Community
  - Dyan Pyott, School Staff
- St. Bernadette
  - Nicole Snow, Principal
  - Dan Bronicheski, School Council Chair
  - Colette Perrin, School Staff
  - Mike McKeever
- St. Charles College
  - Patty Mardero, Principal
  - Claire Morrison, School Staff
  - Aaron Barry, Alternate

School Representation:
- St. John
  - St. John
  - Stephanie Van Drunen, Vice Principal
  - Amanda Gagne, School Council Chair
  - Tina Madore, Community
  - Tara Large, School Staff
- St. Mark
  - Sharon Oliver, Principal
  - Donna Kotanko, School Council Chair
  - Stacey Kennedy, Community
  - Carole Remillard, School Staff
- St. Paul
  - Sharon Oliver, Principal
  - Anne-Marie Savage, School Council Chair
  - Jennifer Rocca, Community
  - Natasha Folino, School Staff
- St. Raphael
  - Vickie McGuire, Principal
  - Phil Farmer, School Council Chair
  - Ted Keehn, School Staff
  - Jennifer Bailey, Community

Community Representation:
- Fr. Remi Hebert, Diocesan Representative

Committee Members Regrets:
- Roland Muzzatti, SCDSB
- Dennis Bazinet, SCDSB
- Denis Faucher, SCDSB
- Mark Simeoni, Greater City of Sudbury
- Clara Steele, Regional Parent Involvement Committee
- Catherine Ross-Gonko, St. Charles College
- Sandra Gobbo, St. Charles College
- Katrina Chevrier, St. Albert
- Francine Dubreuil, St. Albert

12/3/2009

“SCHOOLS TO BELIEVE IN”
General Public in Attendance:
Nora Gauthier, Pius XII
Megan Murphy, Pius XII
Allison Dufour, St. Albert A.L.C.

Call to Order:
Chair Steve Rinaldi called the meeting to order @ 6:35 p.m.

OPENING PRAYER
The Chair led the group in an opening prayer for guiding presence.

WELCOME
Mr Rinaldi welcomed the group to ARC Working Meeting #6 and thanked everyone for attending. He also thanked Ms. Nicole Snow, principal of St. Bernadette Elementary School and her team for hosting the meeting and providing food and refreshments.

APPROVAL OF THE AGENDA

MOVED BY C. Remillard and Seconded by S. Oliver

“THAT the agenda for today’s November 11, 2009 Working Meeting #5 be approved as presented”. CARRIED

ARC BINDERS
The Chair reviewed the updates to the ARC binders that included minutes from the fourth and fifth working meetings, proposed changes to School Valuation Framework Reports as submitted by ARC members, the agenda for Public Meeting #2 and this evening’s presentation package.

APPROVAL OF THE MINUTES

MOVED BY C. Perrin and Seconded by C. MacGregor

“THAT the minutes from the 4th Working Meeting be approved as presented”. CARRIED

MOVED BY M. Henry and Seconded by T. Large

“THAT the minutes from the 5th Working Meeting be revised to reflect the in meeting location as St. Andrew Elementary School, 1305 Holland Road, Sudbury as well as the addition of Maria Middleton, a parent from St. Andrew School to the names of the general public in attendance, and approved.” CARRIED

PRESENTATION OF PROPOSED CHANGES TO THE SCHOOL VALUATION FRAMEWORK REPORTS

Mr. Rinaldi informed the committee members that changes and/or revisions to several School Valuation Framework Reports were submitted and that these would be reviewed and voted on by the committee. Each school group was asked to submit a signed copy of the cover sheet of the submission report for the record. The Chair stressed that it was the committee’s decision as to whether to look at each proposed addition, deletion or change individually or to review these by school submission. Some concern was expressed regarding who the change was submitted by and a
discussion followed which resulted in the group agreeing that this was unimportant and that the main purpose of the valuation reports was to ensure that it was the best representation of each school.

MOVED BY M. Henry and Seconded by C. Perrin

“THAT the submitted proposal to add to Section 1.4 B Number 2 for Pius XII be amended to read “St. Bernadette also offers a French Immersion program to students in the area within their designated boundaries”.”
CARRIED

MOVED BY D. Bronicheski and Seconded by S. Sloan

“THAT Section 1.4 B Number 2 for Pius be accepted as amended.”.
CARRIED

A discussion regarding French Immersion programming available at various schools, which schools were accessible and the availability of transportation to these schools took place. The group discussed the validity of current school boundary information being included in the valuation reports and agreed to review boundary maps as part of the alternative accommodation deliberations commencing at Working Meeting #7.

MOVED BY C. Morrison and Seconded by P. Mardero

“THAT Section 3.3 for Pius XII be accepted as presented”.
CARRIED

MOVED BY C. Perrin and Seconded by C. Morrison

“THAT from this point on that all proposed changes be reviewed and voted on as a whole, school by school”.
CARRIED

MOVED BY L. Bianchin and Seconded by S. Sloan

“THAT the last two proposed changes to Pius XII. be accepted as presented”.
CARRIED

MOVED BY M. Henry and Seconded by P. Mardero

“THAT the proposed changes to Valuation Report for St. Andrew School be accepted as amended in order to correct the typing error in Section 2.4 from “undated” to “updated”.
CARRIED

MOVED BY D. Bronicheski and Seconded by N. Snow

“THAT the proposed changes to the Valuation Report for St. Bernadette be accepted as presented”.
CARRIED

MOVED BY T. Large and Seconded by A. Gagne

“THAT the proposed changes to the Valuation Report for St. John be accepted as presented”.
CARRIED

MOVED BY S. Oliver and Seconded by C. Morrison

“THAT the proposed changes to the Valuation Report for St. Mark School be accepted as presented”.
CARRIED
Chair Steve Rinaldi provided the members with the dollar value was approximately $44,500.00 of lease at St. Mark School which was requested at the last working meeting. The Chair also explained that this amount was inclusive of the exclusive use rooms, common areas and shared utilities and services. A short discussion took place regarding the lease value and its correlation with the rural grant and it was agreed by all members that this was not pertinent for the valuation report, but will be brought forward sometime in the future.

MOVED BY S. Oliver and Seconded by N. Folino

“THAT item 1.14 #3 be removed from the proposed changes to the Valuation Report for St. Paul School as a result of the previous discussion regarding school boundaries.” CARRIED

MOVED BY N. Folino and Seconded by A. Brisebois

“THAT the proposed changes to Valuation Report for St. Paul School be accepted as amended.” CARRIED

MOVED BY T. Keehn and Seconded by P. Farmer

“THAT item 1.4B #10 of the St. Raphael Valuation Report, last sentence to be amended to read “We continue to be a designated French Immersion school for Grade 7 and 8 students.”” CARRIED

MOVED BY T. Keehn and Seconded by V. McGuire

“THAT the proposed changes to Valuation Report for St. Raphael School be accepted as presented and amended.” CARRIED

A committee member brought forth information regarding future construction of residential dwellings in the Pius XII area and put forth a motion that was seconded to add this information to Pius XII School Valuation Report. During discussions, the members of the committee agreed to officially request the most recent information for all school areas from the Planning Department of the City of Greater Sudbury. The committee agreed that it was important to have this information available for all schools, not just for Pius XII, for discussion at the next working meeting and then available for Public Meeting #3. The members stressed that the Valuation Report is a qualitative not quantitative report. Based on the discussion that took place, the motion to add this information to Pius XII School was rescinded by the mover and seconder until the information is received from the City.

MOVED BY C. MacGregor and Seconded by D. Bronicheski

“THAT all nine School Valuation reports as submitted and as amended by the previous motions this evening be accepted.” CARRIED

AGENDA FOR NEXT PUBLIC MEETING

The Chair stated that the second public meeting will take place November 25, 2009 at St. Charles College within the gymnasium as opposed to the amphitheatre which will allow for a change to the setup. It was agreed that all committee members will be seated at the front in order to better represent and present findings to the general public.

MOVED BY M. Henry and Seconded by S. Oliver

“THAT every School Valuation Presentation will be no longer than 10 minutes.” CARRIED
MOVED BY T. Keehn and Seconded by P. Mardero

“THAT each school chooses one representative to present their School Valuation Report.”

Each school was asked to supply the ARC Secretary with the name of the person who will be presenting the Valuation Report at the Public Meeting. It was confirmed that the public will receive hard copies of each school’s Valuation Report. It was requested by a committee member to change the presentation order at the Public Meeting by exchanging St. Mark Elementary School with St. Charles College, so that the principal of St. Mark/St. Paul would not have consecutive presentations. It was asked that the reason for this change in the order of presentations be explained at the Public Meeting.

MOVED BY M. McKeever and Seconded by S. Oliver

“THAT the Agenda for Public Meeting # 2 be amended to reflect the change in the order of School Presentation for St. Mark School to item 4.e. with the St. Charles College presentation renumbered item 4.g.”

CARRIED

TASK FOR NEXT WORKING MEETING
Mr. Rinaldi stated that the next working meeting will be December 2, 2009 at St. John School where the committee will review any feedback received from the public meeting, school valuation reports will be finalized and a representative from Watson & Associates will make a presentation to the ARC members regarding demographics. Mr. Rinaldi advised the ARC members that the Watson Report is available for their perusal on the Board Website and will be available in hard copy on December 2, 2009.

The following questions were posed by committee members and responded to by the Chair.

Q. Is there a shorter version of the Watson Report available?
A. An executive summary section is found at the front of the Watson Report and this will provide a summary of the report.

Q. Has Watson and Associates been asked to provide updated information in light of the changes and decisions that occurred as a result of the Accommodation Review done in the North/West and South/Central last year?
A. Watson has not been asked to provide a complete new report, but rather updated enrollment projections. The enrollment projections in your binder reflect this change. If you check these numbers with the enrolment numbers from last year’s Watson Report (November 2008) you will see that they are different.

Mr. Rinaldi also stated that the discussion and examination of boundaries and possible alternative options will begin at the next working meeting.

MOVED BY M. McKeever and Seconded by N. Snow.

“THAT the City of Sudbury Planning Department be asked to provide information regarding permits submitted and construction projects for all the East Planning Area.”

CARRIED
QUESTIONS AND ANSWERS
The following questions were posed by committee members and responded to by the Chair.

Q. Will the question of school boundaries and maps be addressed at the next meeting?
A. It is our intent to provide boundary maps at the next working meeting. This information has not been provided to the committee yet as the question of boundaries is not really addressed in the valuation report. The intent is that we provide the same information once complete to everyone. Boundaries are mainly used for transportation purposes through the Consortium agreement with all 4 school boards. These transportation boundaries are usually rigid but sometimes exceptions are made.

Q. You previously mentioned that there would be accommodation options from the ARC Steering Committee presented. How were these options arrived at?
A. The Steering Committee has been looking at several options for this area based on background work and on previous discussions with the Ministry. We have considered enrollment projections, size and history of schools, the amount of repairs and what the Ministry may consider as plausible options. What are some plausible ideas? We are not saying these are the only ideas. We are only saying here are some ideas we have discussed for you to consider. The intent is only to provide you with something to build on, something to start from.

Q. Are we still able to revise the School Valuation Report?
A. The intent is that we will be reviewing any input and submissions from the public because the committee has already had the opportunity to go through it. As we are also requesting information from the Planning Department, it will be up to the ARC Committee members whether or not to incorporate that data into the valuation reports.

Mr. Rinaldi informed the group that no questions have been received by voicemail or email since the last working meeting.

NEXT MEETINGS
Chair Rinaldi closed the meeting by again thanking the committee and reminded the group that the next meeting would be Public Meeting #2 at St. Charles College on Wednesday, November 25, 2009 from 7:00 p.m. to 9:00 p.m. and that the next working meeting will be held on Wednesday, December 2, 2009 from 6:00 to 8:00 p.m. at St. John School, 181 William Street, Garson.

MOVED BY T. Large and Seconded by M. Henry
“THAT the East Planning Area ARC Working Meeting #6 be adjourned”. CARRIED

CLOSING PRAYER
Meeting Adjourned at 8:20pm.

Steve Rinaldi, Chair
Sudbury Catholic District School Board

Sharon Cormier
Recording Secretary
MINUTES of the 2nd PUBLIC MEETING of the Accommodation Review Committee (ARC) for the East Planning Area, of the Sudbury Catholic District School Board which was held in the Gymnasium of St. Charles College, 1940 Hawthorne Drive, in Sudbury on Wednesday, November 25, 2009 from 7:00 p.m. 9:00 p.m.

Board Representation Present:
ARC Chairperson          Roland Muzzatti, Superintendent of Employee Relations and Schools
ARC Secretary            Steve Rinaldi, Project Coordinator
Senior Board Official    Denis Bazinet, Acting Superintendent of Business and Finance
Coordinator              Denis Faucher, Manager of Facility Services

School Representation Present:

Pius XII
Louisa Bianchin, Principal
Shelley Sloan, School Council Chair
Cathy Manuel, Community
Leonard Foucault,

St. Albert Adult Learning Centre (ALC)
Cassandra MacGregor, Vice-Principal
Ann Brisebois, School Staff
Francine Dubreuil, Student Representation
Katrina Chevrier, Student Representation

St. Andrew
Melody Henry, Principal
Mary Smith, School Council Chair
Lucille Szalai, Community
Dyan Pyott, School Staff

St. Bernadette
Nicole Snow, Principal
Dan Bronicheski, School Council Chair
Mike McKeever, Community
Colette Perrin, School Staff

St. Charles College
Patty Mardero, Principal
Catherine Ross Gonko, School Council Chair
Sandra Gobbo, Community
Claire Morrison, School Staff

St. John
Tricia Dowdall-Cirelli, Principal
Amanda Gagne, School Council Chair
Tina Madore, Community
Laura O’Reilly, School Staff

St. Mark
Mitch Smet, Vice-Principal
Donna Kotanko, School Council Chair
Carole Remillard, School Staff

St. Paul
Mitch Smet, Vice-Principal
Natasha Folino, School Staff

St. Raphael
Vickie McGuire, Principal
Phil Farmer, School Council Chair
Jen Bailey, Community
Ted Keelh, School Staff

ARC Resource Present
Facilitator            Lygia Dallip, Watson & Associates Economists Ltd

1/15/2010

“SCHOOLS TO BELIEVE IN”
Absent:
Mark Simeoni, Senior Planner, Greater City of Sudbury
Father Remi Hebert, Diocesan Representation
Stacey Kennedy, Community, St. Mark School
Sharon Oliver, Principal, St. Paul School, St. Mark School
Anne-Marie Savage, School Council Chair, St. Paul School
Clara Steele, RPIC Representative

Recording Secretary
Sharon Cormier

Call to Order:
Roland Muzzatti, ARC Chair, called the meeting to order @ 7:05 p.m.

OPENING PRAYER
Roland Muzzatti, ARC Chair, led the group in an opening prayer for guiding presence.

WELCOME, INTRODUCTIONS AND REVIEW OF INFORMATION
Mr. Muzzatti welcomed the general public in attendance and thanked everyone for attending. He extended a special thank you to Mrs. Patty Mardero, Principal of St. Charles College and the St. Charles College community for hosting the meeting and providing refreshments.

Mr. Muzzatti requested all attendees to sign the attendance sheet and to note their school affiliation. Copies of the meeting agenda, minutes from the last public meeting, and completed School Valuation Framework Reports for the schools in the East Planning Area were available.

Mr. Muzzatti introduced the members of the ARC Steering Committee, members of the ARC Committee and the two trustees that were present. The Chair stressed that the Trustees were at the meeting as observers only and for information purposes so that they would have all the proper information they will need to make future decisions regarding accommodation options. The Chair noted the change in meeting set up with all ARC Committee members seated at the front in order to emphasize that meeting was an ARC Committee Meeting and not a Board Meeting.

The Chair reviewed and emphasized the importance of public input in the accommodation review process. The Chair identified changes to the School Valuation Framework Report that were implemented as a result of the input received from Public Meeting #1. As a result of the review and acceptance by the ARC Committee of this feedback E-Learning Courses were added to Section 2.2 of the School Valuation Report. A second submission concerning the addition of three questions to Section 1.1, Catholic Identity and Faith Dimension of the Valuation report, the ARC members review and accepted two of the three questions and therefore they were added to each school’s valuation report.

Mr. Muzzatti provided the public with a brief review of the purpose, mandate and intent of the Accommodation Review. The Chair identified the nine schools within the East Planning Area and reviewed the structure of the Accommodation Review Committee. He also reminded all present that public meetings are not the forum for formal presentations from the public but rather a venue for the public to voice concerns and ask questions. Mr. Muzzatti stressed that the public can have a voice in the process by asking questions and voicing concerns at public meetings; can submit the same in writing at the end of the meeting, or submit comments and questions via email or fax within 48 hours of the next working meeting. Comments and questions from Public Meeting #2 will be received until Monday, November 30, at 9:00 a.m. and reviewed at the next working on December 2, 2009.
Mr. Muzzatti outlined the main purpose for each of the public meetings. Chair Muzzatti presented a review of the timelines and meeting schedule for the Accommodation Review process, clarifying that the dates in bold are not subject to change but that the dates for working meetings may change and asked that anyone wishing to attend these meetings verify the time, date and location on the Accommodation Review website. Mr. Muzzatti stated that the public is welcome at working meetings but that they are only there as observers. The Chair stressed the following dates:

1. April 20, 2010 deadline date for submission of the application form for public presentation at the April 27, 2010 Board Meeting;
2. May 18, 2010 deadline date for submission of the application form for public presentation at the May 25, 2010 Special Board Meeting; and

PRESENTATION OF SCHOOL VALUATION FRAMEWORK REPORTS

The School Valuation Framework Reports were presented in approximately 10 minute blocks in the order outlined on the Agenda. It was noted by Chair Muzzatti that school presentations were being delivered in the alphabetized order with the exception of St. Charles College presenting between St. Mark School and St. Paul School. As St. Mark and St. Paul schools had the same presenter, a change of order was requested and implemented. Each presenter, using the values within the framework (Value to Student, Value to Board, Value to Community, Value to the Local Economy) presented their school report to the public. Each presenter highlighted the uniqueness, individuality, diversity and distinctiveness of their school. At the end of each presentation there was the opportunity to ask questions of the presenter.

The following question was posed at the end of the St. Andrew School presentation and responded to by the Chair:

Q. This is more of a comment than a question. Just want to comment that a lot of people in this room have emotions regarding their school and that if everyone could listen and refrain from side conversations during presentations as I find that it is disrespectful to the process. The other thing that St. Andrew has is the mentorship between the young and that it is a true community.
A. Thank you.

The following question was posed at the end of the St. Bernadette School presentation and responded to by the presenter:

Q. The section built in 1986, can you describe what that is please?
A. This section is now the gym, change rooms and storage areas.

The following question was posed at the end of the St. John School presentation, and responded to by the presenter:

Q. You noted that students are bused in from Skead and Falconbridge, if St. John were to close approximately what would the distance be to have students bused to the closest catholic school in the New Sudbury area?
A. I would approximate that it would be 10 maybe 15 kilometers. The majority of the current 356 student that presently attend St. John’s live in Garson.

The following question was posed at the end of all school presentations, and responded to by the Chair:

Q. The enrollment to a catholic school a baptismal certificate is involved. Is that still correct?
A. That’s true. Yes.
Q. Is there any way the Board would look at accepting people from other faith dominations?
A. The Education Act clearly states that for elementary education, either the child has to be a baptized catholic or one of the parents must be catholic. For secondary education, it is open access, as long as you live in the area you can attend, domination is not a critical factor for enrollment. If there are exceptions they must be dealt with on a case by case basis by the Director of Education.

Q. With the Accommodation Review process, if there are closures, has there been any consideration as to where children would be housed in an emergency or a disaster situation?
A. There will be lots of opportunity once we take a look at alternative accommodation options, to look at factors such as the one you just mentioned. In other words, I don’t know the answers because we are not there yet.

Q. On page 7 of the report for St. John School, there is mention of a program, a non athletic school club called Destination Conservation. I was wonder if you could tell us a little bit about that program.
A. That is a program that exists in all of our elementary schools, linked to the Grade 5 programming, and has to do with the stewardship of the earth and our resources on the planet.

Q. Every school has this program?
A. Yes, and secondary has it too. Destination Conservation is a club linked to the science and geography programming.

Mr. Muzzatti thanked everyone present for their participation and commended the members the school’s Accommodation Review Committee for their commitment, hard work and dedication to the Accommodation Review process.

**REMINDEERS / SUMMARY**

Community input was again encouraged by the Chair through questions at the Public Meetings or by submissions to the ARC email or voicemail and stated that all questions and submissions will be presented to the ARC for consideration and response. Mr. Muzzatti reminded the public that any written feedback, questions or comments from this meeting would be accepted until 9:00 a.m., Monday, November 30, 2009 to be considered at the next ARC Working Meeting on December 2, 2009.

The Chair stated that the next public meeting would take place at St. Charles College, on January 13, 2010 at 7:00 p.m. at which time alternative accommodation options that reflect the best interest of the affected students as well as the overall school system will be presented for public input.

Mr. Muzzatti thanked everyone present for their participation and attendance at the second public meeting for the East Planning Area and wished everyone a Merry Christmas and Happy New Year.

**CLOSING PRAYER**
Mr. Muzzatti led the group in a closing prayer.

**ADJOURNMENT**
Mr. Muzzatti adjourned the meeting at 8:55 p.m.

Roland Muzzatti, Chair
Sudbury Catholic District School Board

Recording Secretary
Sharon Cormier
MINUTES of the 7th WORKING SESSION of the Accommodation Review Committee (ARC) for the East Planning Area, of the Sudbury Catholic District School Board (SCDSB), held in the gymnasium of St. John Elementary School, 181 William Street, in Garson, on December 2, 2009, from 6:00 p.m. to 8:00 p.m.

Committee Members in Attendance:

Board Representation:
Chairperson Roland Muzzatti, Academic Superintendent
Senior Board Official Dennis Bazinet, Acting Superintendent of Business and Finance
Coordinator Denis Faucher, Manager of Facility Services
Secretary Steve Rinaldi, Project Coordinator

School Representation:
Pius XII
Louisa Bianchin, Principal
Shelley Sloan, School Council Chair
Cathy Manuel, Community
Leonard Foucault, School Staff

St. Albert Adult Learning Centre (ALC)
Laura Kuzenko, Principal
Ann Brisebois, School Staff
Katrina Chevrier, Student Representative
Francine Dubreuil, Student Representative

St. Andrew
Melody Henry, Principal
Mary Smith, School Council Chair
Lucille Szalai, Community
Dyan Pyott, School Staff

St. Bernadette
Dan Bronicheski, School Council Chair
Mike McKeever, Community
Colette Perrin, School Staff

St. Charles College
Patty Mardero, Principal

St. John
Tricia Dowdall-Cirelli, Principal
Amanda Gagne, School Council Chair
Tina Madore, Community
Tara Large, School Staff

St. Mark
Sharon Oliver, Principal
Donna Kotanko, School Council Chair
Stacey Kennedy, Community
Meghan O’Reilly, School Staff

St. Paul
Sharon Oliver, Principal
Anne-Marie Savage, School Council Chair
Jennifer Rocca, Community

St. Raphael
Vickie McGuire, Principal
Phil Farmer, School Council Chair
Ted Keehn, School Staff

Community Representation:
Clara Steele, Regional Parent Involvement Committee

ARC Resource
Cynthia Clarke, Watson & Associates, ARC Resource

Committee Members Regrets:
Fr. Remi Hebert, Diocesan Representative
Mark Simeoni, Greater City of Sudbury
Cassandra MacGregor, St. Albert ALC
Nicole Snow, St. Bernadette

Catherine Ross-Gonko, St. Charles College
Carole Remillard, St. Mark
Natasha Folino, St. Paul
Jen Bailey, St. Raphael

3/1/2010

“SCHOOLS TO BELIEVE IN”
General Public in Attendance:
Nora Gauthier, Pius XII  Stephanie Van Druenen, St. John
Megan Murphy, Pius XII  Lillian Lebo, St. John

Call to Order:
Chair Muzzatti called the meeting to order @ 6:05 p.m.

OPENING PRAYER
The Chair led the group in an opening prayer for guiding presence.

WELCOME
Mr. Muzzatti welcomed the group to ARC Working Meeting #7 and thanked everyone for attending. He also thanked Mrs. Tricia Dowdall-Cirelli, principal of St. John Elementary School, and her team for hosting the meeting and providing the food and refreshments.

APPROVAL OF THE AGENDA

MOVED BY M. Henry and Seconded by L. Szalai

“THAT the agenda for today’s December 2, 2009 Working Meeting #7 be approved as presented”.  CARRIED

ARC BINDERS
The Chair reviewed the updates to the ARC binders that included minutes from the last ARC Working Meeting, the Watson and Associates Reports from November 29, 2008 and September 2, 2009, boundary maps, and this evening’s presentation package.

APPROVAL OF THE MINUTES

MOVED BY M. Smith and Seconded by L. Szalai

“THAT the minutes of the 6th Working Meeting be revised on page 2, within the Approval of the Minutes section, second motion, to show that Maria Middleton is a parent of St. Andrew School.”  CARRIED

MOVED BY C. Perrin and Seconded by S. Sloan

“THAT the minutes of the 2nd Public Meeting be approved as presented. ”  CARRIED

REVIEW OF INPUT FROM PUBLIC MEETING #2
The Chair led the group in reviewing the comments submitted at Public Meeting #2 held on November 25, 2009. These comments included two (2) written and one (1) email submission in support of the current St. Andrew Elementary School programming and community.
WATSON & ASSOCIATES PRESENTATION

Mr. Muzzatti introduced Cynthia Clark, Associate Director, from Watson and Associates Economists Ltd to present the methodology, analysis and results of the demographic report and subsequent enrolment projections supplied to the Sudbury Catholic District School Board within the Watson and Associates Economists Ltd September 2, 2009 report.

Ms. Clark spoke to the provincial reality that enrolment is in general decline, how this trend is expected to continue, and the direct affect this will have on the Sudbury Catholic District School Board. Ms. Clark outlined how provincially, the majority of facilities have relatively low utilization rates, require significant capital investments to maintain, and that most Board’s are looking at fewer, larger schools as a solution.

Ms. Clark then presented the background to the enrolment projections as being based upon examination of historical grade structure ratios, elementary/secondary apportionment, Greater City of Sudbury and Statistics Canada population summary, anticipated development in the Greater Sudbury Area, and system-wide demographic and enrolment trends.

The following question was posed by a committee member and responded to by the presenter, Ms. Clark:

Q. Has your firm (Watson and Associates) conducted a study as to the impact the on-going 4-laning of Highway #69 will have on this community and its' prospective growth?
A. Our empirical evidence has shown that while most communities have economic development projects, most do not relate to increased school age children.

Mr. Muzzatti thanked Ms. Clark for providing the group with a provincial accommodation review prospective, and providing some clarification to the enrolment projections we will be utilizing for our alternative accommodation option discussions.

Chair Muzzatti informed the group that the community development information requested of the City of Greater Sudbury’s Planning Department, would be forwarded to the group and discussed at our next Working Meeting.

ACCOMMODATION OPTIONS

Mr. Muzzatti stated that the ARC Steering Committee, consisting of the ARC Chair, Secretary, Coordinator, and Senior Board Official, had discussed alternative accommodation options for the East Planning Area, for the ARC’s consideration. These options recognized the philosophies of establishing a Multi-Media Resource Centre tied with grade 7 to 12 school programming at St. Charles College, in alignment with the Ministry of Education’s “Student Success Initiative”.

Mr. Muzzatti defined the Multi-Media Resource Centre as the hands-on equipment and training that would enable the Board to provide both elementary and secondary students with 21st century skills and learning opportunities directed towards all career pathways. This centre could also create partnership opportunities with the local community regarding further uses of this facility.

The following questions were posed by the committee and responded to by the Chair:

Q. Could the Multi-Media Centre you have described include Performing Arts programming?
A. These centres are intended for more technology based programming, but yes, it is possible.

Q. Does including a Multi-Media Centre mean JK to 12 programming?
A. Not exclusively, but we will examine the grade 7 to 12 programming shortly.

Ms. Cynthia Clark stated that the Multi-Media Centres constructed in the Halton school district included many technology based components such as a mini-wind tunnel, media development and exploration of renewable resources, as well as partnerships with local business, that has contributed to more than 80% of the students from the school going on to professional careers.
Mr. Muzzatti followed with a brief explanation of the alignment of grade 7 to 12 school programming with the Ministry of Education’s “Student Success Initiative” direction that effective programming must be viewed as a continuum that minimizes the number of times a student would transition as he/she progresses from JK to Grade 12. Mr. Muzzatti also stated that with the larger population of Grade 7 & 8 students and the proximity of the secondary school, the following program enhancements are possible:

- Access to specialized facilities (technology areas, cafeteria, double-gym, etc)
- Expansion of program offerings and flexible spaces to meet changing program needs (grade 7&8 instrumental music)
- Expansion of resources in classrooms.
- Interaction with a larger community of learners.
- Larger blocks of uninterrupted teaching time/blocks (elimination of recess breaks for grades 7&8)

Prior to the examination of the preliminary alternative accommodation options, the Chair took time to outline where the ARC was in the accommodation process, stressing the importance that these options and the upcoming discussion is in preparation for the next Public Meeting, and do not form the ARC’s final recommendation to the Board. The Chair stated that the ARC will use the next Working Meetings to decide which of the alternative accommodation options most effectively address the challenges such as declining enrolment through to 2022 which results in significant surplus capacity in this planning area.

Mr. Muzzatti presented the first four (4) preliminary options as contained within the Watson and Associates Economists Ltd November 2008 Report, page iv, as follows:

**Option #1**
- Marymount Secondary students to St. Charles College (Grade 7 to 12)
- Multi-Media Centre at St. Charles College
- St. Andrew students to St. Raphael
- 4-unit Portapak at St. Raphael

**Option #2**
- Marymount Secondary students to St. Charles College (Grade 7 to 12)
- Multi-Media Centre at St. Charles College
- St. Andrew students to St. Raphael
- All grade 7 & 8 programming to St. Charles College
- 8-unit Portapak at St. Charles College
- St. Bernadette students to Pius XII

**Option #3**
- All Grade 7 & 8 programming to St. Charles College
- 4-unit Portapak at St. Charles College
- St. Andrew students to St. Raphael
- St. Bernadette students to Pius XII

**Option #4**
- Grade 7 & 8 from Pius XII and St. Raphael programs to St. Charles College
- Multi-Media Centre at St. Charles College
- St. Andrew students to St. Raphael
- St. Bernadette students to Pius XII

The following questions were posed by the committee and responded to by the Chair:

Q. Some of these options include schools in other planning areas. How can we consider these?
A. Yes, an issue does exist when considering these options as presented.

Q. Options #3 and #4 show St. Bernadette students moving to Pius XII. Does this mean Pius XII would become dual-track?
A. Yes.

Q. Option #3 identifies Portapaks. Are these acceptable by our Trustees?
A. Portapaks or portables are included in some of these options, and have been deemed unacceptable as an accommodation solution by our Trustees.
Q. Does Watson and Associates suggest renovations with these options?
A. Yes.

Q. Would the Board consider retrofitting or renovating a school deemed to be prohibitive to repair (PTR)?
A. We have two (2) sections of schools that qualify as PTR. These are the original section of St. Raphael and the original and first addition to Pius XII. Therefore, potential accommodation options may include demolition of the PTR sections.

Chair Muzzatti then presented three (3) preliminary options put forth for ARC consideration, as variations of the options proposed by Watson and Associates within their November 2008 report, as follows:

- **Option #5**  Grade 7 & 8 from Pius XII and St. Raphael programs to St. Charles College
  St. Andrew students to St. Raphael

- **Option #6**  Grade 7 & 8 from Pius XII and St. Raphael programs to St. Charles College
  St. Bernadette students to St. Raphael

- **Option #7**  Grade 7 & 8 from Pius XII and St. Raphael programs to St. Charles College
  St. Andrew and St. Bernadette students to St. Raphael

The following questions were posed by the committee and responded to by the Chair:

- **Q.** Is the construction of a Multi-Media Centre included with options #5, 6 and 7?
  **A.** Yes, this centre would be included at St. Charles College as part of the grade 7 to 12 programming.

- **Q.** Can we build a JK to 6 school at the St. Charles College site, modeled after the solution for the South/Central Planning Area?
  **A.** This would have to be an additional option put forth for committee discussion.

- **Q.** Do options #5, 6 and 7 leave St. Mark Elementary status quo?
  **A.** Yes, our JK to 6 programming would remain within the three (3) classrooms we lease from the Conseil Scolaire Public du Grand Nord l’Ontario, at their school in Markstay. Additionally, there are no proposed changes to programming for St. John or St. Paul in these options.

- **Q.** When would these proposed changes take place, as St. Charles College is currently fully utilized?
  **A.** Trustees will approve recommendations with timelines for development, depending on the extent of the changes. For example, a two (2) year timeline was directed for the South/Central while the North/West Planning Area was placed on a longer implementation timeline. Remember that the Ministry looks at a class loading of twenty-one (21) students in a classroom at all times throughout the day.

The following questions were posed by the committee and responded to by Mr. Denis Faucher:

- **Q.** Is there a specific square foot per student calculation for capacity associated to that twenty-one (21) students per classroom number?
  **A.** A regular elementary classroom is approximately seven-hundred and thirty (730) to seven-hundred and fifty (750) square feet, with possible occupancy of thirty-five (35). These are the calculations included in a new school design.

- **Q.** For our classrooms at St. Charles College that are larger than the regular elementary size, is there consideration to cut these in half or renovate the interior of the school to re-size?
  **A.** There is a lot of discussion and architectural planning that would be required prior to making these decisions, including defining the requirements for the Multi-Media Centre.
Q. Why would we choose option #5 or #6, when option #7 appears to affect more schools?
A. These options propose the introduction of JK to 6 students to St. Raphael. Depending on the number of students, additional funds may be required to construct a new addition to the school, which would include the demolition of the older PTR section.

Q. Do options #5, 6 or 7 require the use of portables? Do they leave a playground area at St. Raphael?
A. These are issues to be examined by the group, although the consideration was that portables would not be utilized and that the play areas would be incorporated into the final design.

The following question was posed by the committee and responded to by the Chair:

Q. Would all students have access to the proposed Multi-Media Centre?
A. This centre would be accessed as part of the Grade 7 to 12 programming.

Q. In the South/Central Planning Area, is the Multi-Media Centre part of St. Benedict Secondary School?
A. At this time, the decision remains whether the Board will proceed with an addition to the existing school or with a separate, two-school plan for the St. Benedict campus site.

The following question was posed by the committee and responded to by Mr. Denis Faucher:

Q. If construction is required for these options at St. Raphael, where do you accommodate the displaced students?
A. We would not proceed with the demolition or closure of any school without a place for the students to go. A transition plan would be developed that considered the construction timeline, and the possible use of alternative space at another school.

The following question was posed by the committee and responded to by the Chair:

Q. There is a southern Ontario model with different school boards building schools on a large property with common gymnasium, labs and music rooms. Has this been examined for Sudbury, given that other boards are currently conducting accommodation reviews?
A. Trustees from the local boards have not indicated or directed that this is a direction they are interested in pursuing.

Ms. Cynthia Clark, from Watson and Associates, added to this discussion that there are many varied agreements between boards for providing student programs that include sharing facilities, and in some cases sharing facilities with private commercial businesses such as condominium developments with schools within. Ms. Clark stated that shared sites are very difficult to manage if a comprehensive agreement is not in place that outlines critical issues concerning insurance, liability and responsibilities.

The following question was posed by the committee and responded to by Mr. Dennis Bazinet:

Q. Is there a possibility with this process to discuss these options with other boards, to examine the joint construction of a new shared school?
A. At this point in the process, the table is open for ideas. Several years ago when construction of Bishop Alexander Carter Catholic Secondary School in Hanmer was underway, similar discussions took place, with no success. Additionally, no other boards have contacted our board to discuss this option.

After some further discussion by committee members that this possibility should be investigated, Mr. Muzzatti stated that further discussion would take place at the Board level, with a response brought to the group.
The following question was posed by the committee and responded to by Mr. Dennis Bazinet:

**Q.** St. Mark and St. Bernadette Elementary Schools both seem to be running with high deficits. Why?
**A.** Funding is not received from the Ministry on a per school basis, although we are still required to provide the support staff necessary to operate. In general, funding is provided based on the total student population of the Board, therefore when we provide these reports trying to define the individual costs, we have to perform some averaging to capture true costs. The big issues are the size, condition and student population of the building.

**Q.** There are additional funds that are received to operate schools like St. Mark are there not?
**A.** True, some funds are provided, but do not entirely make up for the actual costs.

A committee member added that a shared site may negatively impact school identity.

The following question was posed by the committee and responded to by the Chair:

**Q.** For options #5, 6 and 7, why are the grade 7 and 8 students from St. John and St. Paul not included in the grade 7 to 12 programming at St. Charles College?
**A.** These options were presented for ARC consideration, looking at alternative accommodation options for the entire planning area.

A committee member identified that the planning development information to be presented to the ARC would be very useful when looking at accommodation options as it will show where the new development and therefore new students may be situated. Ms. Cynthia Clark stated that Watson and Associates utilized city development information when preparing the enrolment projections.

The following questions were posed by the committee and responded to by the Chair:

**Q.** Why is all the development for options #5, 6 and 7 targeted at St. Raphael?
**A.** The development took into account the available space at this school.

**Q.** Why is St. Albert not mentioned in these options?
**A.** Options #5, 6 and 7 were variations of the Watson and Associates reports that recommended re-location of St. Albert programming only with the closure of St. Andrew.

**Q.** The boundaries currently in place for New Sudbury need to be addressed and may address a lot of the problems.
**A.** Boundary changes are part of the accommodation process and can be included in the final recommendations to the Board.

The following question was posed by the committee and responded to by Mr. Dennis Bazinet:

**Q.** Including the Grade 7 and 8’s from St. Raphael and Pius XII only to St. Charles College doesn’t make sense. Why not all the schools?
**A.** These options are for your consideration only, based on the Watson and Associates report. The intent of these options is to begin the accommodation options discussion.

The following question was posed by the committee and responded to by the Chair:

**Q.** Could the Multi-Media Centre be built on the St. Bernadette site?
**A.** This could be proposed, although the intent of the Multi-Media Centre’s programming is as a component of grade 7 to 12 programming.
Mr. Muzzatti opened the floor for committee members to table alternative accommodation options for ARC examination and discussion. The following options were voiced:

Option #8  
New dual-track JK to 6 on St. Bernadette site  
St. Andrew, St. Bernadette and St. Raphael to new school and close  
Acquisition of city owned property between St. Bernadette and St. Charles College  
St. Raphael grade 7 and 8 programming to St. Charles College

Option #9  
New dual-track JK to 8 on St. Bernadette site (detached school)  
St. Andrew, St. Bernadette and St. Raphael to new school and close  
Acquisition of city owned property between St. Bernadette and St. Charles College

Option #10  
All Grade 7 and 8 students to St. Charles College  
St. Andrew and St. Bernadette to St. Raphael and close

Option #11  
All Grade 7 and 8 students to St. Charles College  
St. Andrew and St. Bernadette to St. Raphael; St. Bernadette closes  
St. Mark to St. Paul and closes  
St. Albert to St. Andrew and closes

The following questions were posed by the committee and responded to by the Chair:

Q. Can we be provided with enrolment numbers for each of these options, at our next meeting?  
A. Yes.

Q. Can additional options be submitted?  
A. Yes. Please submit any additional options prior to 9am, Monday, December 7, 2009, so we can prepare for ARC discussion at our next meeting.

Q. Are the options limited to the ones discussed here tonight and those submitted prior to Monday?  
A. No, we have two Working Meetings prior to presentation to the public on January 13, 2010.

TIMELINES AND MEETING SCHEDULE

Mr. Muzzatti reviewed the timeline and meeting schedule with the group.

TASK FOR NEXT WORKING MEETING

Mr. Muzzatti reminded the group to submit any additional options for ARC discussion at our next Working Meeting by 9am Monday, December 7, 2009, in order to prepare the presentation of accommodation options for the ARC’s next Public Meeting.

QUESTIONS AND ANSWERS

No further questions were put forth by the committee members, and no questions were received by phone, email or fax for ARC response.
NEXT MEETING DATES

Chair Muzzatti closed the meeting by again thanking the committee and reminded the group that the next meeting would be Working Meeting #8, to be held on **Wednesday, December 9, 2009 from 6:00 to 8:00 p.m. at St. Paul Elementary School, 1 Edward Street North, Coniston.**

**MOVED BY** M. McKeever and **Seconded by** D. Bronicheski

“**THAT** the East Planning Area ARC Working Meeting #7 be adjourned”. **CARRIED**

CLOSING PRAYER

Meeting Adjourned at 8:05pm.

Roland Muzzatti, Chair
Sudbury Catholic District School Board
MINUTES of the 8th WORKING SESSION of the Accommodation Review Committee (ARC) for the East Planning Area, of the Sudbury Catholic District School Board (SCDSB), held in the gymnasium of St. Paul Elementary School, 1 Edward Avenue, in Coniston, on January 5, 2010, from 6:00 p.m. to 8:30 p.m.

Committee Members in Attendance:

Board Representation:
Chairperson: Roland Muzzatti, Academic Superintendent
Senior Board Official: Dennis Bazinet, Acting Superintendent of Business and Finance
Coordinator: Denis Faucher, Manager of Facility Services
Secretary: Steve Rinaldi, Project Coordinator

School Representation:
Pius XII
Louisa Bianchin, Principal
Shelley Sloan, School Council Chair
Cathy Manuel, Community
Leonard Foucault, School Staff

St. Albert Adult Learning Centre (ALC)
Cassandra MacGregor, Vice-Principal
Ann Brisebois, School Staff
Katrina Chevrier,

St. Andrew
Melody Henry, Principal
Mary Smith, School Council Chair
Lucille Szalai, Community

St. Bernadette
Nicole Snow, Principal
Dan Bronicheski, School Council Chair
Colette Perrin, School Staff
Mike McKeever

St. Charles College
Patty Mardero, Principal
Claire Morrison, School Staff
Catherine Ross-Gonko, St. Charles College
Sandra Gobbo, St. Charles College

Community Representation:
Fr. Remi Hebert, Diocesan Representative
Mark Simeoni, City of Greater Sudbury

2/3/2010

"SCHOOLS TO BELIEVE IN"
Committee Members Regrets:
Clara Steele, Regional Parent Involvement Committee
Francine Dnbreuil, St. Albert
Dyan Pyott, School Staff
Tina Madore, Community
Donna Kotanko, School Council Chair
Phil Farmer, School Council Chair

General Public in Attendance:
Nora Gauthier, Pius XII
Allison Dufour, St. Albert A.L.C.
Dave Sisk, Community
Jean McHarg, SCDSB

Call to Order:
Chair Roland Muzzatti called the meeting to order at 6 p.m.

OPENING PRAYER
The Chair led the group in an opening prayer for guiding presence.

WELCOME
Mr. Muzzatti wished the group a Happy New Year and welcomed the group to ARC Working Meeting #8 and thanked everyone for attending. He also thanked Mrs. Sharon Oliver principal of St. Paul Elementary School and her team for hosting the meeting and providing food and refreshments. He also thanked the group for their flexibility with rescheduling the meeting from December 9, 2009 that was cancelled due to inclement weather.

APPROVAL OF THE AGENDA

MOVED BY S. Oliver and Seconded by N. Snow

"THAT the agenda for today’s January 5, 2010 Working Meeting #8 be approved as presented". CARRIED

ARC BINDERS
The Chair reviewed the updates to the ARC binders that included minutes from the Working Meeting #7 and this evening’s presentation package.

APPROVAL OF THE MINUTES

MOVED BY S. Sloan and Seconded by L. Szalai

"THAT the minutes from the 7th Working Meeting be approved as presented". CARRIED

SUBDIVISION ACTIVITY
Mr. Muzzatti introduced Mr. Mark Simeoni, ARC member, Senior Planner for the City of Greater Sudbury, to respond to a request from ARC for updated information concerning planned commercial/residential development in this planning area. Mr. Simeoni described Sudbury as a large Northern Ontario community with challenges in regards to population growth. Mr. Simeoni reviewed the Subdivision Activity Plans included in tonight’s presentation package, identifying that the number and location of registered lots are good indications of where the private sector believe there is demand for development.
Grade 7 to 12 Programming
Mr. Muzzatti introduced Jean McHarg, Superintendent of Education & Academic Programs JK-12. Mrs. McHarg thanked the committee for allowing her to address the group. Mrs. McHarg stated that she has been involved with the Student Success Initiative for the past 6 years, since it was introduced in 2003, to address the problem with students at risk of not graduating. Mrs. McHarg explained that in 2004, Dr. Allan King did a study about where students go after secondary school which concluded that 34% go to university, 20% go to college, 6% go into apprenticeships and 40% leave before graduating or go directly to the workplace, and that the reasons why students were dropping out included a feeling that no one cared, they had no connection to the adults in the school and had no hope of meeting the curriculum expectations. Mrs. McHarg further explained that Dr. Allan King’s study recommended that in order for students to be successful they had to have a sense of being, belonging, becoming, and that it found that the fewest school transitions possible are the best for students.

Mrs. McHarg stated that the Board is proposing one transition between elementary and secondary from grade 6 to grade 7, which would also allow students greater access to facilities (shops, sports programs, musical instruments), and more familiar with the teachers in the secondary school, helping to reduce the fear factor of going from grade 8 to grade 9. Mrs. McHarg stated that it would also make it easier for teachers to discuss and understand the students that are in the system, and there would be more access to specialty teachers.

The following questions were posed by committee members and responded to by Mrs. McHarg:

Q. Is a separate wing at St. Charles College a reality or a possibility? Why move when we have available space at St. Raphael?
A. The intention is that the grade 7 and 8 classes would be provided within a separate wing, with a physical separation at the beginning, which would evolve over time.

Q. Does a child in Minnow Lake have the option to attend St. Bernadette?
A. Yes, without consortium transportation available.

Mr. Muzzatti spoke to the group about the challenges within this planning area, and identified that at this stage of the accommodation process, the group should focus on possible options. Chair Muzzatti suggested that the group considers how successful Marymount Academy has been with its 7-12 programming, and reminded that all options tabled will be voted on by the ARC to accept or reject, in preparation for the next Public Meeting #3.

BOUNDARY MAPS
Mr. Muzzatti introduced Mr. Dennis Bazinet, Acting Superintendent of Business and Finance who reviewed that current boundary maps with the group, in order to clarify exactly which schools students would attend based on their home address.

ACCOMMODATION OPTIONS
Mr. Muzzatti reviewed the options brought forth at Working Meeting #7, identifying the changes to “Status Quo” as follows:

Option #1
Marymount Secondary students to St. Charles College (Grade 7 to 12)
Multi-Media Centre at St. Charles College
St. Andrew students to St. Raphael
4-unit Portapak at St. Raphael

Option #2
Marymount Secondary students to St. Charles College (Grade 7 to 12)
Multi-Media Centre at St. Charles College
St. Andrew students to St. Raphael
All grade 7 & 8 programming to St. Charles College
8-unit Portapak at St. Charles College
St. Bernadette students to Pius XII
Option #3
All Grade 7 & 8 programming to St. Charles College
4-unit Portapak at St. Charles College
St. Andrew students to St. Raphael
St. Bernadette students to Pius XII

Option #4
Grade 7 & 8 from Pius XII and St. Raphael programs to St. Charles College
Multi-Media Centre at St. Charles College
St. Andrew students to St. Raphael
St. Bernadette students to Pius XII

Option #5
Grade 7 & 8 from Pius XII and St. Raphael programs to St. Charles College
St. Andrew students to St. Raphael

Option #6
Grade 7 & 8 from Pius XII and St. Raphael programs to St. Charles College
St. Bernadette students to St. Raphael

Option #7
Grade 7 & 8 from Pius XII and St. Raphael programs to St. Charles College
St. Andrew and St. Bernadette students to St. Raphael

Option #8
New dual-track JK to 6 on St. Bernadette site
St. Andrew, St. Bernadette and St. Raphael to new school and close
Acquisition of city owned property between St. Bernadette and St. Charles College
St. Raphael grade 7 and 8 programming to St. Charles College

Option #9
New dual-track JK to 8 on St. Bernadette site (detached school)
St. Andrew, St. Bernadette and St. Raphael to new school and close
Acquisition of city owned property between St. Bernadette and St. Charles College

Option #10
All Grade 7 and 8 students to St. Charles College
St. Andrew and St. Bernadette to St. Raphael and close

Option #11
All Grade 7 and 8 students to St. Charles College
St. Andrew and St. Bernadette to St. Raphael; St. Bernadette closes
St. Mark to St. Paul and closes
St. Albert to St. Andrew and closes

Option #12
All Grade 7 and 8 students to St. Charles College
St. Mark to St. Paul and closes
St. Andrew and St. Bernadette to St. Raphael and close
St. Albert to St. Andrew and closes

Mr. Muzzatti then opened the floor for discussion, and committee members put forth the following options:

Option #13
New dual-track JK to 8 on St. Bernadette site
St. Andrew, St. Bernadette, St. Raphael and Pius XII to new school at St. Bernadette site and close
Multi-Media Centre at St. Charles College
St. Albert moves to St. Andrew and closes

Option #14
St. Andrew, St. Bernadette and St. Raphael JK-SK to St. Andrew
St. Andrew and St. Bernadette’s Grade 1-6 to St. Raphael, and St. Bernadette closes
St. Raphael’s Grade 7 and 8 students to St. Charles College
Option #15  Pius XII becomes a JK to 6 dual-track school with a portion of St. Paul’s French Immersion students, and St. Raphael’s Special Education students
St. Bernadette becomes a JK to 8 dual-track school
Pius XII, St. John, St. Mark, St. Paul and St. Raphael Grade 7 and 8 students to St. Bernadette
St. John and St. Paul become JK to 6 dual-track schools
St. Mark and St. Raphael become JK to 6 school schools

Option #16 St. Raphael’s Special Education students to Pius XII

Chair Muzzatti stated that Board staff would take these options, and generate tables that reveal the projected enrollment based on the Watson and Associates demographic report, and the subsequent school utilization for each of these scenarios. The “Scenario Builder” table for the “Status Quo’ option was distributed to the group and Mr. Bazinet reviewed with the group.

The following questions were posed by committee members and responded to by Mr. Bazinet

Q. What is the ideal school utilization percentage?
A. There is a difference between on the ground capacity and what the school really needs to operate. We strive to fill classrooms as much as possible. The Ministry is encouraging 80 to 85%. Dual track programs will require additional space. The ministry wants school boards to maximize school utilization as much as possible.

Q. Some schools seem to be able to maintain their student population and others don’t. Are there updated numbers that show the current actual retention trend?
A. From June of 2009 into September/October of 2009, approximately 200 elementary students were lost. Enrolment is declining but not necessarily everywhere and at the same rate. Watson expects that secondary will decline within the next two years.

FINANCIAL SUMMARY
Mr. Muzzatti introduced Mr. Denis Faucher, Manager of Facility Services, to review the financial summary contained within the “Scenario Builder” tables, for the ‘Status Quo’ scenario, with the group.

Mr. Faucher stated that the financial summary outlines the Ministry of Education’s replacement value for each school, together with the required replacement costs of each schools aging components. Mr. Faucher identified that in 2003, the Ministry hired a firm to visit all 6,000 provincial schools to list the mechanical, electrical and architectural components of the buildings, and to determine the components life expectancy, replacement requirement and replacement cost. Mr. Faucher also clarified that the annual funding received from the Ministry is a very small percentage of the required annual replacement costs, creating an ever increasing cost identified as deferred capital. Mr. Faucher stated that the deferred capital requirements are currently funded from two programs, called Good Places to Learn (GPL) and Facilities Renewal Program (FRP).

The following questions were posed by committee members and responded to by Mr. Faucher

Q. In the South/Central Planning Area, a new school was approved based on closing four (4) schools that were identified as Prohibitive to Repair (PTR). Do we have a similar opportunity in the East?
A. The PTR program has been cancelled by the Ministry, although we do have sections at Pius and St. Raphael that had qualified as PTR.

Q. Can we alter/edit current options?
A. Yes.

Mr. Muzzatti then reviewed option #1 to #3, identifying that these were from the November 2008 Watson and Associate Report to the Board, involve a planning area where decisions have already been made and call for the placement of portables, an option that Trustees have made clear they will never support the use of. The Chair then outlined how option #8 to #12 were generated through ARC discussion at Working Meeting #7, and that option #13 to #16 were subsequently submitted by ARC members.
MOVED BY C. Perrin and Seconded by C. Morrison

“THAT the meeting be extended until 8:30 p.m. CARRIED

SUMMARY OF OPTIONS
The Chair called on Mr. Bazinet to review the chart included in tonight’s presentation package that illustrates the summary of accommodation options currently under ARC consideration. Mr. Bazinet reviewed, explaining that this visual may assist members in identifying schools to remain open, their curriculum programming and how the option compares to the status quo.

TASK FOR NEXT WORKING MEETING
Chair Muzzatti stated that the task for the next meeting is to prepare for the presentation of accommodation options for the ARC’s Public Meeting #3.

QUESTIONS AND ANSWERS
Mr. Muzzatti reviewed the three (3) items received, for ARC consideration, as follows:

Item #1 (email submission):
Handout’s were provided to the group outlining additional grants that are over and above the regular funding that is received specific to St. Mark Elementary School. If St. Mark’s were to close, these grants would be lost. It was discussed that the funding received is sufficient to pay for all current costs associated with the operation of this program.

Item #2 (email submission)
The Board’s Scent Awareness Program literature was provided.

Question #3 (email submission)
Due to time constraints, this question was tabled for the next Working Meeting.

NEXT MEETINGS
Chair Muzzatti closed the meeting by again thanking the committee and reminded the group that the next meeting would be Working Meeting #9 at St. Raphael Elementary, on Wednesday, January 6, 2010 from 6:00 p.m. to 8:00 p.m. and that the next Public Meeting will held on Wednesday, January 13, 2010 from 7:00 to 9:00 p.m. at St. Charles College, Sudbury.

MOVED BY L. Bianchin and Seconded by S. Sloan
“THAT the East Planning Area ARC Working Meeting #8 be adjourned”. CARRIED

CLOSING PRAYER
Meeting Adjourned at 8:30pm.

Roland Muzzatti, Chair
Sudbury Catholic District School Board
MINUTES of the 9th WORKING SESSION of the Accommodation Review Committee (ARC) for the East Planning Area, of the Sudbury Catholic District School Board (SCDSB), held in the gymnasium of St. Raphael Elementary School, 1096 Dublin Street, in Sudbury, on January 6, 2010, from 6:00 p.m. to 9:00 p.m.

Committee Members in Attendance:

Board Representation:
Chairperson: Roland Muzzatti, Academic Superintendent
Senior Board Official: Dennis Bazinet, Acting Superintendent of Business and Finance
Facilitator: Denis Faucher, Manager of Facility Services
Secretary: Steve Rinaldi, Project Coordinator

School Representation:
Pius XII
Louisa Bianchin, Principal
Shelley Sloan, School Council Chair
Cathy Manuel, Community
Leonard Foucault, School Staff

St. Albert Adult Learning Centre (ALC)
Cassandra MacGregor, Vice-Principal
Ann Brisebois, School Staff
Katrina Chevrier, Student Representative
Francine Dubreuil, Student Representative

St. Andrew
Melody Henry, Principal
Mary Smith, School Council Chair
Lucille Szalai, Community
Dyan Pyott, School Staff

St. Bernadette
Nicole Snow, Principal
Dan Bronicheski, School Council Chair
Mike McKeever, Community
Colette Perrin, School Staff

St. Charles College
Patty Mardero, Principal
Catherine Ross-Gonko, School Council Chair
Sandra Gobbo, Community
Claire Morrison, School Staff

St. John
Tricia Dowdall-Cirelli, Principal
Amanda Gagne, School Council Chair
Tina Madore, Community
Tara Large, School Staff

St. Mark
Sharon Oliver, Principal
Carole Remillard, School Staff
Stacey Kennedy, Community

St. Paul
Sharon Oliver, Principal
Jennifer Rocca, Community

St. Raphael
Vickie McGuire, Principal
Phil Farmer, School Council Chair
Ted Keehn, School Staff
Jen Bailey, Community

Community Representation:
Fr. Remi Hebert, Diocesan Representative

Committee Members Regrets:
Donna Kotanko, St. Mark
Stacey Kennedy, St. Mark
Clara Steele, Regional Parent Involvement Committee

Anne-Marie Savage, St. Paul
Mark Simeoni, Greater City of Sudbury

2/12/2010

“SCHOOLS TO BELIEVE IN”
General Public in Attendance:
Nora Gauthier, Pius XII
Megan Murphy, Pius XII
Meghan O’Reilly, St. Mark
Allison Dufour, St. Albert ALC

Call to Order:
Chair Muzzatti called the meeting to order @ 6:05 p.m.

OPENING PRAYER
The Chair led the group in an opening prayer for guiding presence.

WELCOME
Mr. Muzzatti welcomed the group to ARC Working Meeting #9 and thanked everyone for attending. He also thanked Mrs. Vicki McGuire, principal of St. Raphael Elementary School, and her team for hosting the meeting and providing the food and refreshments.

APPROVAL OF THE AGENDA

MOVED BY N. Snow and Seconded by C. Remillard

“THAT the agenda for today’s January 6, 2010 Working Meeting #9 be approved as presented.”

CARRIED

ARC BINDERS
The Chair reviewed the updates to the ARC binders as included in this evening’s presentation package.

ACCOMMODATION OPTIONS

Mr. Muzzatti reviewed the ARC options as presented at Working Meeting #8 identifying the changes to “Status Quo” as follows:

Option #1
Marymount Secondary students to St. Charles College (Grade 7 to 12)
Multi-Media Centre at St. Charles College
St. Andrew students to St. Raphael
4-unit Portapak at St. Raphael

Option #2
Marymount Secondary students to St. Charles College (Grade 7 to 12)
Multi-Media Centre at St. Charles College
St. Andrew students to St. Raphael
All grade 7 and 8 programming to St. Charles College
8-unit Portapak at St. Charles College
St. Bernadette students to Pius XII

Option #3
All Grade 7 and 8 programming to St. Charles College
4-unit Portapak at St. Charles College
St. Andrew students to St. Raphael
St. Bernadette students to Pius XII

Option #4
Grade 7 and 8 from Pius XII and St. Raphael programs to St. Charles College
Multi-Media Centre at St. Charles College
St. Andrew students to St. Raphael
St. Bernadette students to Pius XII
Option #5  Grade 7 and 8 from Pius XII and St. Raphael programs to St. Charles College
St. Andrew students to St. Raphael and closes

Option #6  Grade 7 and 8 from Pius XII and St. Raphael programs to St. Charles College
St. Bernadette students to St. Raphael and closes

Option #7  Grade 7 and 8 from Pius XII and St. Raphael programs to St. Charles College
St. Andrew and St. Bernadette students to St. Raphael

Option #8  New dual-track JK to 6 on St. Bernadette site
St. Andrew, St. Bernadette and St. Raphael to new school and close
Acquisition of city owned property between St. Bernadette and St. Charles College
St. Raphael grade 7 and 8 programming to St. Charles College

Option #9  New dual-track JK to 8 on St. Bernadette site (detached school)
St. Andrew, St. Bernadette and St. Raphael to new school and close
Acquisition of city owned property between St. Bernadette and St. Charles College

Option #10 All Grade 7 and 8 students to St. Charles College
St. Andrew and St. Bernadette to St. Raphael and close

Option #11 All Grade 7 and 8 students to St. Charles College
St. Andrew and St. Bernadette to St. Raphael; St. Bernadette closes
St. Mark to St. Paul and closes
St. Albert to St. Andrew and closes

Option #12 All Grade 7 and 8 students to St. Charles College
St. Mark to St. Paul and closes
St. Andrew and St. Bernadette to St. Raphael and close
St. Albert to St. Andrew and closes

Option #13 New dual-track JK to 8 on St. Bernadette site
St. Andrew, St. Bernadette, St. Raphael and Pius XII to new school at St. Bernadette site and close
Multi-Media Centre at St. Charles College
St. Albert moves to St. Andrew and closes

Option #14 St. Andrew, St. Bernadette and St. Raphael JK-SK to St. Andrew
St. Andrew and St. Bernadette’s Grade 1-6 to St. Raphael, and St. Bernadette closes
St. Raphael’s Grade 7 and 8 students to St. Charles College

Option #15 Pius XII becomes a JK to 6 dual-track school with a portion of St. Paul’s French Immersion
students, and St. Raphael’s Special Education students
St. Bernadette becomes a JK to 8 dual-track school
Pius XII, St. John, St. Mark, St. Paul and St. Raphael Grade 7 and 8 students to St. Bernadette
St. John and St. Paul become JK to 6 dual-track schools
St. Mark and St. Raphael become JK to 6 school schools

Option #16 St. Raphael’s Special Education students to Pius XII

Mr. Muzzatti then opened the floor for discussion, and committee members put forth the following options:

Option #17 New dual-track JK to 6 on St. Bernadette site (detached school)
St. Andrew, St. Bernadette, St. Raphael and Pius XII to new school and close
Acquisition of city owned property between St. Bernadette and St. Charles College
Grade 7 and 8 students from St. Raphael and Pius XII to SCC with MMC.
Option #18  St. Andrew, St. Bernadette and St. Raphael to New School and close
Pius XII Grade 7 and 8 students to New School

Option #19  All Grade 7 and 8 students to St. Charles College with MMC
St. Andrew, St. Bernadette and St. Raphael to attend new dual-track JK to 6 school, and close

The following question was posed by a committee member and responded by the Chair:
  Q: Can we limit the number of options that we present to the public to a maximum of three?
  A: This is a suggestion that would have to be voted upon.

ARC ACCOMMODATION OPTIONS FOR PUBLIC MEETING #3

Mr. Muzzatti identified that there are three (3) criteria that should be met before proposing a selected option to the
public. It must first pass the sanity test with the Ministry. Second, it must be focused on improving educational
opportunities (i.e. value to the students). Lastly, it must be based on preserving and sustaining the future of Catholic
education in this planning area.

MOVED BY N. Snow and Seconded by T. Keehn

“THAT Option #16 be removed as an ARC option.”
CARRIED

MOVED BY T. Keehn and Seconded by C. Remillard

“THAT Option #15 be removed as an ARC option.”
CARRIED

MOVED BY L. Bianchin and Seconded by M. Henry

“THAT Option #1 be removed as an ARC option.”
CARRIED

The following question was posed by a committee member and responded by the Chair:
  Q: Can we have some time between motions to review before voting?
  A: Yes.

MOVED BY M. Henry and Seconded by L. Bianchin

“THAT Option #2 be removed as an ARC option.”
CARRIED

MOVED BY C. Ross-Gonko and Seconded by S. Sloan

“THAT Option #3 be removed as an ARC option.”
CARRIED

MOVED BY L. Bianchin and Seconded by A. Brisebois

“THAT Option #4 be removed as an ARC option.”
CARRIED

Amendment to the Motion:
MOVED BY C. MacGregor and Seconded by D. Pyott
“THAT St. Albert will remain as status quo (t.b.d.) in Option #4.”
CARRIED

MOVED BY N. Snow and Seconded by L. Bianchin
“THAT Option #14 be removed as an ARC option.”

MOVED BY S. Sloan and Seconded by C. Ross-Gonko

“THAT Option #11 be amended to state the following:

1) Pius XII would be JK-6 Dual Track school with a Special Education Centre.
2) St. Paul would be JK-6 Dual Track school, with one boundary for Regular and French Immersion programming, in Coniston area only.
3) St. Albert would relocate to another site, consider leasing space, or relocate to another Catholic site, should be no cost to the board.
4) The following modifications to St. Charles College:
   a. Separate/new wing and separate entrance for Grade 7 and 8 students.
   b. Separate dividing doors/wall between elementary and secondary students (Grade 7-8 wing).
   c. Multimedia centre, including gym, stage, cafeteria, art and music rooms.
   d. Separate lunch periods and assemblies.
   e. Separate buses for elementary and secondary students.
   f. Bridging activities with Grade 8 students moving to secondary panel.
   g. Theatre – Performing Arts area.

The following question was posed by a committee member and responded by the Chair:

Q: Is this the forum to be making these kinds of specific changes or does this happen at another meeting. Is there a separate committee to go over these issues?
A: I agree that making such changes is being too specific at this point.

MOVED BY T. Dowdall-Cirelli and Seconded by C. MacGregor

“THAT the question be called, and cease debate on the amendment of Option #11.”

MOVED BY P. Farmer and Seconded by T. Keehn

“THAT Option #12 remain as an ARC option and be presented at Public Meeting #3.”

MOVED BY C. Ross-Gonko and Seconded by D. Bronicheski

“THAT Option #13 remain as an ARC option and be presented at Public Meeting #3.”

Amendment to the Motion:

MOVED BY L. Szalai and Seconded by D. Pyott

“THAT St. Albert be noted as to be determined (t.b.d.) in Option #13.”

MOVED BY L. Szalai and Seconded by M. Smith

“THAT Option # 10 remain as an ARC option and be presented at Public Meeting #3.”

The following questions were posed by committee members and responded by the Chair:

Q: Can we amend Option #10 to include the addition of the Multi Media School at St. Charles College?
A: The Multi Media Centre is actually already included as a part of the addition of Grade 7 and 8 students being sent to St. Charles College with Grade 7-12 programming.
Q: How interested is the Ministry in the building of a new school in Sudbury versus a renovation of one of our current schools?
A: The Ministry knows that our Catholic Board has taken the accommodation review of our schools very seriously. Yes, they are interested in a long-term investment. I feel that the Ministry will approve an appropriate business case presented to them that includes a new school in the New Sudbury area, with the consolidation of 2-3 existing schools.

Q: Did we not secure the funding of a new school to be built in the South end of the city?
A: Yes, they granted $11 million. The difference with the South Central end of the city is that it consisted of four (4) PTR schools, whereas we only have two (2) school sections identified as PTR in our area.

Q: Do we not own land at the St. Bernadette site which we could build a new school?
A: We would need to obtain a parcel of land between St. Bernadette and St. Charles that is owned by the City of Sudbury. We do not see that as being a major issue.

Q: In 5 years from now how many of our schools will be classified PTR?
A: In 5 years six (6) of our schools will be over 65% F.C.I. Only St. John and St. Charles College will not be, St. Charles College will be borderline.

Q: Would it be possible to not make any changes at St. Charles College and get funding from the Ministry for a new school?
A: That would pose a very weak argument.

Q: Would renovating and adding to St. Bernadette school be an option?
A: Any major renovations on that site would require a tear-down. Because of its location we would need to re-orient the building to create an entrance and exit at Auger Street for busing.

Q: Does the Board have any idea of how many students would be attracted to our Board with the addition of a new school with a Multi Media Centre?
A: No, because at the Elementary level you must be a Catholic student, whereas at the Secondary level it is open access. It would be very difficult to make an accurate guess.

Q: If the Grade 7 & 8 students are at the High School would they have to be practicing their faith?
A: Yes, the Education Act states that either the child or a parent of the child must be Catholic.

Q: Do we know how many Catholic children attend Public schools?
A: No, we do not have those figures, however, property tax does indicate support.

Q: Do you have the number of Separate Board students who have transferred to the Public Board in the last 5 years?
A: We are provided with a monthly enrollment report at the Elementary level indicating any change of students to another Board. Our numbers show a decline in enrollment at the Elementary level. To summarize that data over 5 years would be onerous.

MOVED BY C. MacGregor and Seconded by M. Henry

“THAT Option #9 remain as an ARC option and be presented at Public Meeting #3.” CARRIED

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MOVED BY S. Sloan and Seconded by M. Henry

“THAT Option #11 remain as an ARC option and be presented at Public Meeting #3.” CARRIED

Amendment to the Motion:
MOVED BY L. Bianchin and Seconded by S. Sloan

“THAT Pius XII becomes a JK-6 Dual Track School in Option #11.” DEFEATED

The following question was posed by a committee member and responded by the Chair:
Q: Would it be possible to make renovations at St. Raphael’s?
A: That would be a part of the recommendations we would make to the Director. That would be a recommendation we would bring to Public Meeting #4.

MOVED BY L. Foucault and Seconded by C. Perrin

“THAT tonight’s meeting be extended until 8:30 p.m.” CARRIED

MOVED BY P. Mardero and Seconded by V. McGuire

“THAT Option #8 be removed as an ARC option.” CARRIED

MOVED BY L. Szalai and Seconded by C. MacGregor

“THAT Option #19 be presented as an ARC option at Public Meeting #3.” CARRIED

MOVED BY P. Farmer and Seconded by C. Remillard

“THAT there will be no more additional options or amendments made at this meeting.” DEFEATED

MOVED BY L. Foucault and Seconded by C. Remillard

“THAT there will be a maximum of four (4) options to be presented at Public Meeting #3.” DEFEATED

MOVED BY T. Dowdall-Cirelli and Seconded by T. Large

“THAT Option #7 remain as an ARC option and be presented at Public Meeting #3.” CARRIED

MOVED BY C. MacGregor and Seconded by S. Sloan

“THAT Option #5 be removed as an ARC option.” CARRIED

MOVED BY L. Foucault and Seconded by C. Perrin

“THAT Option #17 be presented as an ARC option at Public Meeting #3.” DEFEATED
MOVED BY P. Mardero and Seconded by S. Oliver

“THAT tonight’s meeting be extended until 9:00 p.m.”

CARRIED

MOVED BY C. MacGregor and Seconded by P. Mardero

“THAT Option #6 be removed as an ARC option.”

CARRIED

MOVED BY C. Ross-Gonko and Seconded by D. Bronicheski

“THAT Option #18 be presented as an ARC option at Public Meeting #3.”

CARRIED

APPROVAL OF AGENDA FOR PUBLIC MEETING #3

Mr. Muzzatti inquired the committee members as to whether or not they would like Watson & Associates to present at Public Meeting #3. If Watson & Associates are to present at the meeting, they would require a separate time to present their statistical data so as not to interfere with the presentation of the options to the public. If Watson & Associates do not make a presentation, they would be present at the meeting so that they would be available to answer any questions on demographics.

MOVED BY L. Foucault and Seconded by M. Henry

“THAT the agenda be adopted as outlined in slide #13 from Working Meeting #9 and that Watson & Associates attend, but not present at Public Meeting #3.”

CARRIED

MOVED BY L. Bianchin and Seconded by C. Morrison

“THAT Superintendent Jean McHarg be asked to be present at Public Meeting #3, to answer any questions regarding Grade 7-12 programming.”

CARRIED

TIMELINES AND MEETING SCHEDULE

Mr. Muzzatti reviewed the timeline and meeting schedule with the group.

TASK FOR NEXT WORKING MEETING

Mr. Muzzatti reminded the group that at Public Meeting #3 the ARC group will present options #7, #9, #11, #18 and #19 to the public, for their feedback. At the next Working Meeting, the committee members will review the feedback in order to draft the ARC’s recommendations to the Director.

QUESTIONS AND ANSWERS

Mr. Muzzatti reviewed an email received from the public, suggesting the ARC request some guarantee from the Board that the ARC recommendations are carried through without alteration.

Mr. Muzzatti stated that the ARC has the power to make recommendations to the Director of the Board who will either accept the recommendations, modify them, or reject them and come up with other recommendations to submit to the Board of Trustees. The Board of Trustees will receive the ARC recommendations along with the Director’s
recommendations. The Board of Trustees will then either accept them, modify them, or reject them and come up with their own recommendations. The Board of Trustees must give a rationale for any recommendations that they reject.

The following question was put forth by a committee member and responded to by the Chair:

Q: How are we going to respond to this parent?
A: It is up the committee members to decide if or how they want to respond to this concern.

NEXT MEETING DATES

Chair Muzzatti closed the meeting by again thanking the committee and reminded the group that the next meeting would be Public Meeting #3, to be held on **Wednesday, January 13, 2009 from 7:00 to 9:00 p.m. at St. Charles College, 1940 Hawthorne Drive, Sudbury.** The next Working Meeting would be **Wednesday, January 20, 2010 from 6:00 to 8:00 p.m. at Pius XII, 44 Third Avenue, Sudbury.**

The meeting was concluded at 9:02 p.m. due to loss of quorum.

CLOSING PRAYER
Chair Muzzatti led the group in the closing prayer.

Roland Muzzatti, Chair
Sudbury Catholic District School Board
MINUTES of the 3rd PUBLIC MEETING of the Accommodation Review Committee (ARC) for the East Planning Area, of the Sudbury Catholic District School Board held in the Gymnasium of St. Charles College, 1940 Hawthorne Drive, in Sudbury on Wednesday, January 13, 2009 from 7:00 p.m. 10:30 p.m.

Board Representation Present:
ARC Chairperson: Roland Muzzatti, Superintendent of Employee Relations and Schools
ARC Secretary: Steve Rinaldi, Project Coordinator
Senior Board Official: Dennis Bazinet, Acting Superintendent of Business and Finance
Coordinator: Denis Faucher, Manager of Facility Services

School Representation Present:

Pius XII
Megan Murphy, Vice-Principal
Shelley Sloan, School Council Chair
Cathy Manuel, Community
Leonard Foucault, School Staff

St. Albert Adult Learning Centre (ALC)
Cassandra MacGregor, Vice-Principal
Ann Brisebois, School Staff
Francine Dubreuil, Student Representation
Katrina Chevrier, Student Representation

St. Andrew
Melody Henry, Principal
Mary Smith, School Council Chair
Lucille Szalai, Community
Dyan Pyott, School Staff

St. Bernadette
Nicole Snow, Principal
Dan Bronicheski, School Council Chair
Mike McKeever, Community

St. Charles College
Aaron Barry, Vice-Principal
Catherine Ross-Gonko, School Council Chair
Sandra Gobbo, Community
Claire Morrison, School Staff

St. John
Tricia Dowdall-Cirelli, Principal
Amanda Gagne, School Council Chair
Tina Madore, Community
Tara Large, School Staff

St. Mark
Sharon Oliver, Principal
Donna Kotanko, School Council Chair
Stacey Kennedy, Community
Carole Remillard, School Staff

St. Paul
Sharon Oliver, Principal
Jennifer Rocca, Community
Natasha Folino, School Staff

ARC Resource Present
Cynthia Clark, Watson & Associates Economists Ltd
Daniel Del Bianco, Watson & Associates Economists Ltd
Jean McHarg, Academic Superintendent

“SCHOOLS TO BELIEVE IN”
Absent:
Mark Simeoni, Senior Planner, Greater City of Sudbury
Father Remi Hebert, Diocesan Representation
Louisa Bianchin, Principal, Pius XII
Colette Perrin, School Staff, St. Bernadette
Patty Mardero, Principal, St. Charles College
Anne-Marie Savage, School Council Chair, St. Paul School
Clara Steele, RPIC Representative

Recording Secretary
Natalie Lillie

Call to Order:
Roland Muzzatti, ARC Chair, called the meeting to order @ 7:05 p.m.

OPENING PRAYER
Roland Muzzatti, ARC Chair, led the group in an opening prayer for guiding presence.

WELCOME, INTRODUCTIONS AND REVIEW OF INFORMATION

Mr. Muzzatti welcomed the general public in attendance and thanked everyone for attending. He extended a special thank you to Mrs. Patty Mardero, Principal of St. Charles College and the St. Charles College community for hosting the meeting and providing refreshments.

Mr. Muzzatti requested all attendees sign the attendance sheet and to note their school affiliation. Chair Muzzatti reminded everyone that they should have a copy of tonight’s meeting agenda and the minutes from the last public meeting. Mr. Muzzatti informed the attendees that there would be five (5) packages available at the conclusion of the meeting. These packages included resource materials from Watson & Associates Economists Ltd., the 2008 Watson & Associates Economists Ltd. Report, the 2009 Update Report, the demographic information that was presented to the ARC members by Watson & Associates Economists Ltd., and information regarding the Multi-Media Centre/Technology Plaza. He notes that these additional resources can also be obtained through any member of the ARC, including school Principals.

Mr. Muzzatti introduced the members of the ARC Steering Committee, members of the ARC Committee and the two trustees that were present. The Chair stressed that the Trustees were at the meeting as observers only and for information purposes so that they would have all the proper information they will need to make future decisions regarding accommodation options.

Mr. Muzzatti reviewed the agenda for tonight’s Public Meeting #3 and informs the attendees that this agenda has been approved by the ARC members. Mr. Muzzatti goes on to review the minutes from Public Meeting #2, and informs the attendees that these minutes are for review only and that have already been approved by the ARC members.

Mr. Muzzatti outlined what the purpose and expectations are for the Public Meetings. Chair Muzzatti then reviewed in detail what the mandate was from each of the previous Public Meetings and for tonight’s Public Meeting. The Chair identified three (3) major challenges that the Board faces: declining enrollment, surplus spaces, and aging buildings.
ACCOMMODATION CONSIDERATIONS

Mr. Muzzatti outlined the philosophical considerations that the ARC group considered when developing accommodation options as being the establishment of a Multi-Media Centre at the secondary school, alignment of grade 7 to 12 programming with the Ministry of Education’s “Student Success Initiative” and current JK to 6, JK to 8 and grade 9 to 12 programming.

The following question was posed by the public and responded to by the Chair:

Q. Why is there such a decline in enrollment at St. Charles College? Is this due to low enrollment at the elementary level or due to the facility itself?
A. It is due strictly to enrollment.

The following questions were posed by the public and responded to by Ms. Cynthia Clark, Watson and Associates:

Q. Is the reduction you are showing due to the low enrollment at the JK-6 level, or due to the loss of Grade 7 and 8 students going to Marymount Academy?
A. All of the enrollment data is taken from the enrollment of JK children and follows how they progress until Grade 6, then from Grade 7 to Grade 8. Certainly a small portion of this reduction would be due to some students who attend Marymount Academy beginning in Grade 7.

Q. Does this information include before Marymount Academy became a Grade 7-12 school?
A. No, Marymount Academy has been a Grade 7-12 school for the past 10 years. Annually, St. Paul might lose six (6) to seven (7) girls to Marymount Academy.

Q. Why the decline in French Immersion enrollment at St. Raphael?
A. St. Raphael is still officially a dual-track school. The program was suspended due to the lack in the number of students to offer a viable program, those students have the choice to go to St. John for French Immersion or remain at St. Raphael in the English program. This decision was made in September 2008.

Q. How do you factor in low French Immersion enrollment into your projections?
A. You have to look at historical enrollment of French Immersion in all schools Board wide. Also you must look at the decline in the French Immersion program along with the overall enrollment levels. The low French Immersion trends are consistent province wide.

Q. What kind of factors go into making projections?
A. The driving factor is the number of kids enrolling into JK versus the Grade 8 students leaving the Board. There is a higher number of students graduating and leaving the Board at the Grade 8 level than students coming into JK. A second factor is the issue of Sudbury having two (2) English Boards and two (2) French Boards. Depending on who builds the new school etc., will affect enrollment at those respective Boards.

Another factor is community demographic trends from the Census. The number of homes in the area and the number of students in those areas are tracked over time. Province wide shows that people are not having as many kids as before. The decline in enrollment at the elementary level ultimately affects the enrollment at the secondary level.

Q. When you mention the success of other school’s Grade 7-12 programming, is Marymount Academy the only comparison you have made or are there other comparisons of schools outside of the Sudbury Area that you have used? Marymount is a girl’s only school, so the social dynamics would be very different than at a regular school.
A. We mostly looked at schools in the immediate area; there are several schools that have the Grade 7-12 option. When Bishop Alexander Carter was being built, St. Anne’s was a dry-run for Grade 7-12 programming. In the beginning people were very skeptical, however, when they went back to the old programming several students objected. It is an evolutionary thing, Grade 7 and 8 students feel that they don’t fit with the JK-6 group and would like to be with the Grade 9-12 group even though they only had limited contact with the older students at special events.
The following question was posed by the public and responded to by the Chair:

Q. So they would have a separate area in the school? My concern is that the older students would have a negative effect with regards to intimidation and self-esteem on the Grade 7 and 8 students.

A. The model in Sudbury has the Grade 7 and 8 students in a separate wing taught by elementary teachers, with some interaction during special events.

Chair Muzzatti called Mrs. Clark from Watson & Associates Economists Ltd to the podium to bring a provincial perspective to the audience with regards to the success of Grade 7-12 programming. Cynthia explained that there are currently a number of Boards in Ontario with schools that offer Grade 7-12 programming and JK-12 programming. Many parents feared in the Grade 7-12 environment the negative effects that the older students might have on the younger ones; however the documentation shows that these schools who have had these systems for 10-15 years, that the opposite was true. The Grade 7 and 8 students were often mentored by the Grade 11 and 12 students.

The following questions were posed by the public and responded to by the Chair:

Q. At most it shows that there are three (3) classrooms projected to be vacant at St. Andrew’s school. This shouldn’t be an issue when you compare it to the fact that some of the students require the one-on-one that they receive. Are you willing to say that it is cost effective even though some kids will suffer due to school closures?

A. We are trying to look at the best opportunities to meet the needs of the most students. The same opportunity for one-on-one time will be available at any school at this Board. Regardless of the school or school location the Ministry class caps regarding primary are still in effect & Ministry average Board class sizes Grade 4-8 are in effect.

The following questions were posed by the public and responded to by Mrs. Clark:

Q. Regarding one of the previous questions about the decline in French Immersion enrollment, are those statistics based at all on the fact that there are less Catholic people sending their kids to Catholic schools?

A. Yes, this has been found true across the province. One of the largest schools in Ontario has seen as 50% decrease in the last six (6) years in their school enrollment. This is in part due to the number of immigrants entering our country who are not Catholic supporters, and the matter of there being fewer kids in households.

Q. Was the revised data from Watson’s November 2008 report the same data used in tonight’s projections?

A. Yes

Q. In the November 2008 report one of the options was that all Grade 7 and 8 students go to secondary school, and Marymount Academy remained status quo. Under option d3 at the back of the report with all Grade 7 and 8 students to go to secondary I would like you to clarify that the projected enrollment for 2009/10 was to be 874 students, which is status quo?

A. Yes, it would be based on the current Grade 9-12 status quo, before the shift to Grade 7-12 programming.

Q. In continuation of the last question, in today’s presentation package under the current status quo the number states 936, but the actual number is higher. Could you explain some of the anomalies in that data?

A. The enrollment of 936 students was the actual enrollment numbers from October of this current school year, the projected number by Watson would be subject to variations, which explains why the numbers are different.

Q. Besides the Catholic Board saving money, what are the benefits of integrating the Grade 7 and 8 students with the Grade 9-12 students? What are the pros and cons?

A. The advantages are listed on slide 8 of the presentation. The cons would depend on the individual. There is often the fear of change and the fear of negative influences from the older students.

The following questions were posed by the public and responded to by Mrs. Jean McHarg, Academic Superintendent:

Q. With regard to Grade 7-12 programming, would it be safe to say that the JK-6 students would be missing out on the positive influences from the Grade 7 and 8 students?

A. You could say that, they could also have some negative influences on them as well.
Q. Do you think the impact of Grade 9-12 students have more of a negative effect on Grade 7 and 8 students? We want to know that you haven’t made the same decision yet that you made at St. Benedict’s to become Grade 7-12 programming?
A. The decision at St. Benedict’s was not made until the end of the accommodation review process. We want to know the public’s feelings, we want your input.

Ms. Clark commented on the concerns surrounding the idea of Grade 7-12 programming by providing her past experience with a school Board in London, Ontario considering sixty-four (64) school closures and implementing Grade 7-12 programming. Mrs. Clark stated that nowhere in her firm’s research did the parents from other school boards who had implemented 7 to 12 programming feel, two (2) or three (3) years later, that there were negative effects.

The following question was posed by the public and responded to by the Chair:
Q. I feel that from an academic standpoint there will be many positive effects to the Grade 7 and 8 students attending the St. Charles College because of the new facilities that will be available to them at the secondary level. My concern is with the negative social aspects. We had to sell our home nearby St. Charles College due to the fighting, drugs, smoking and language issues we had. Is there going to be segregation and special supervision at the school? What will be done to protect the students on the school grounds and leaving the school grounds?
A. The model that has been put in place with 7-12 programming, the Grade 7 and 8 students are usually in a different wing. The reality is also that Grade 7 and 8 students that want to be exposed to the negative social influences will do so whether they are in a 7-12 environment or a 9-12 environment.

The following question was posed by the public and responded to by Ms. Clark:
Q. What measures will be taken to separate the students before school and after school, when they are outside of their separate wing in the school? Will they have separate buses?
A. With regards to the Toronto area aspect, which has many more issues, the research says that there were no parents who said two (2) to three (3) years down the line that the Grade 7-12 programming was a mistake. You would want to have a discussion with Board staff as to how that can all be handled.

Mr. Muzzatti commented that many of the issues that are being brought forth will be looked into further once a decision has been made. He reminds the attendees that what they are being presented at tonight’s meeting are options brought forth by the ARC group to be explored, no decisions have been made at this point.

The following question was posed by the public and responded to by the Chair:
Q. With regard to Grade 7-12 programming, what type of extra support will be provided? These are eleven (11) year old kids who are impressionable and will require more guidance counseling in an environment like that. We need to know that these types of issues will be sorted out before any decisions are made.
A. Thank you, we hear your concern.

The following questions were posed by the public and responded to by Ms. Clark:
Q. I think that St. Charles College should remain status quo. I don’t understand how they can predict the enrollment to drop so rapidly by 2020. As a St. Charles College student in 1986 we had to move locations to Garson to accommodate the influx of students, and back then they predicted the school wouldn’t survive. We have since moved here to Hawthorne Street and our numbers have continued to increase. Our open houses indicate an interest in our school. I don’t see how your projections can suggests such a dramatic decrease in enrollment. I feel as though you are giving up on St. Charles College.
A. In the presentation made to the ARC members we informed them there was a decrease in enrollment of 34% at the elementary level from 2001 to the present. Unless we can attract more students from the Public Board or French language Boards these numbers will continue to fall into the secondary level. This is true all across the province.

Q. With regard to the status quo from all the elementary schools in 2009 it shows a total enrollment of 1, 479 students and then in 2022 it shows 1, 470 students. How can you say that the numbers will continue to decrease at the elementary level?
A. In around 2017-18 the babies of the echo-boomers come into factor. They start to increase the number of students coming into our elementary school this starts to stabilize the secondary level for a few years. There’s never a flat-line trend. There are a number or factors that go into predicting trends.
Q. What would cause the flat-line at the secondary level if we’re maintaining at the elementary level?
A. The bulk of students you had in the elementary have now entered into secondary, so for at least the next 5-7 years you will have significant decline in secondary enrollment, due to that decrease of 34% at the elementary level. These numbers will continue to decrease if you don’t draw them into our Board.

Q. So you’re saying we will have an increase in enrollment at the elementary level?
A. Yes, because the government is introducing early learning programs this will increase the number of JK and SK students who will follow through. Until they reach the secondary level in twelve years from now the secondary numbers will continue to decline.

The following question was posed by the public and responded to by the Chair:
Q. With regards to the 7-12 programming, they did that research because there is a decrease in enrollment, so they need to close schools, but we need to place the 7 & 8 students elsewhere in a safe environment. When it comes to St. Raphael it seems the only options are to make it a JK-6 school or close it. My concern is what will happen with those 7 & 8 students? I don’t believe that integrating the 7 & 8’s is the same as having JK students with 7 & 8’s.
A. Thank you. We are going to go through each of the five (5) options and you will see where the 7 & 8’s will go.

The following questions were posed by the public and responded to by Ms. Clark:
Q. What’s the projected population growth in the Pius XII area? There is growth in the subdivisions and the numbers show a decline in enrollment of about 5%, could you explain this projection?
A. It takes the construction of 4,000 new homes in a five to 7 year period to make up one elementary school.

Q. Has the construction of these new buildings been factored into these projections? There will be enough children of school age to fill at least two classrooms. What’s the historical transition loss of students to other Boards from Grade 6 to high school?
A. Usually in the Catholic Board there is a slight increase in numbers from Grade 8 to 9. From Grade 6 to 9, statistically the number of parents who remove their kids from the Board due to school closure is very low.

Q. What is the transition from Grade 8 to high school?
A. Many Public Boards lose a slight number of students to Catholic Boards. It depends on the school and area.

The following questions were posed by the public and responded to by the Chair:
Q. What are the problems the Public Board has had with these transitions? For example in Lively, they have 7-12, what are their problems?
A. I’m not aware of any particular problems from that Board.

Q. What about the marketing programs, are we going to sell our schools? I think we have a big transition loss, and that worries me. The problem I have with the centralized school system we’re moving towards is loss of students. How can we validate this? How are we going to convince the parents to drive their kids into town in order to remain with the Catholic Board? If you could look into all of this it would make me sleep better at night. In terms of marketing with the new Multi-Media Centre, I don’t think that alone will be enough to attract students to our Board.
A. These are all ongoing issues, which are always a topic for debate. However, that’s not really our focus for this evening. Once a decision has been made there will be marketing and communications strategies put in place.

Q. What are the stats of the Grade 8 Marymount students who stay there for Grade 9?
A. There is no data available for those figures tonight. Marymount belongs to a different planning area.

Q. What about the 7-12 school in the Valley? Did the Board not visit another 7-12 school in another area before the decision to change St. Benedict’s to a 7-12 school? Were there any retention problems from Grade 8 to 9?
A. I don’t recall that particular fact surfacing. We will be sure that the ARC will receive that answer to that question.
Mr. Muzzatti reminded the public that these are options put forth by the ARC group; they are to be reviewed with feedback before the ARC will make any recommendations. These are just some of the alternatives to show the public and to obtain their input. He informs the attendees that it took the ARC members three meetings to come up with the five (5) options, and they started with 19.

**ACCOMMODATION OPTIONS**

Mr. Muzzatti outlined the current status quo at each of the schools in the East Area. Mr. Bazinet explained the data table that accompanies the status quo. Mr. Bazinet concluded that the main concern of the Board with the current status quo is that at both the elementary and secondary levels, there is a prediction of low utilization rates in our facilities and declining enrollment. Mr. Bazinet then presented the Accommodation Review Committee’s option #1 and #2.

The following questions were posed by the public and responded to by Mr. Bazinet:

Q. Looking at St. Raphael in a few of the projected years they will be above capacity. What will they do with all their extra students?
A. It is unlikely that these schools closures and changes will be in effect during 2010, it will likely happen at the earliest in 2011 and onward. If during the next twelve months there are more students than projected we might have to incorporate an additional expansion to a new school. There is an option of incorporating more classroom space with the addition of a Multi-Media Centre.

Q. With regard to statistic if St. Charles is going to have the expansion and renovations will this increase capacity?
A. It might, depending on what is done. If we add regular classrooms it will affect the OTG, if the changes don’t create loaded spaces it won’t affect the OTG.

Q. While the renovations are being done what happens to the school? I don’t think two months over the summer is enough to complete the necessary changes. Will there be a work stoppage, or delay in a school year?
A. The logistics of implementation will take into account everything you just described.

The following questions were posed by the public and responded to by Mrs. McHarg:

Q. One of the pros to the 7-12 programming is offering gym space to the Grade 7 and 8 students. However, there is already not enough space for the high school students as it is. Will there be an addition of a second gym? This is not a feasible pro.
A. Timetabling and effective use of space has already come into conversation over this matter.

Q. Have they or will they take into consideration the social adjustment for the students of the 2 schools who will have to join a school that is already united?
A. This is part of the implementation plan. Once a decision has been made out of the options then the implementation plan and strategy will begin. If they approve of 7-12 programming then we will deal with the social aspects and transitioning.

Q. I think these Public Meetings are great for us to listen and comment but I don’t know if you really take our opinions into consideration? If we can make our statement we don’t want 7-12 programming in the East end.
A. Thank you.
Q. I want to share my experience. About 9 years ago when Scared Heart closed I had to send my three kids to three different schools. It was a scary experience, but you need to talk to people, the teachers. Once the decision is made that’s what you will have to do.

A. Thank you.

The following questions were posed by the public and responded to by the Chair:

Q. When we talk about all the Grade 7 and 8 students going to St. Charles College, could the females still attend Marymount?

A. Yes. Thank you for the clarification.

Q. How will the logistics work with regards to lunchtime supervision, guidance counseling? Of all the options there are none with a straight French Immersion school, why? I would like to see it as an option.

A. The logistics will be a part of the transitional plan once the Trustees make a decision, all the questions fall under privy of the collective agreement so it will be maintained by the collective agreement. It was the decision of the ARC to remove the straight French Immersion as an option based on majority voting. Your comment has been recorded and will be brought back to the ARC for further review.

Q. If my kid’s school closes where will my kids go?

A. It depends on which option gets selected. We will go through all the options which will explain all the possibilities.

Q. What are the stats to say that my kids will be as comfortable in a Grade 7-12 environment? I find it hard to believe that my kids would feel as safe with Grade 9-12 students as they are with JK-8 students. I would have to see something very compelling to change my mind.

A. Thank you.

Q. My concern with this option is with the lack of space in the gym as well as the music room. There is already not enough space, will would need more space to accommodate. Where will the students go if there are no renovations made to the school?

A. Once a decision has been made there will be another round of consultations regarding the input we’ve received from staff and parents for the layout and logistics of the decision.

Q. Did the ARC take into consideration the effect of the 300 or more students that will be coming into St. Charles College? Where will they find more teachers? From my understanding the Public Board pays more than the Catholic Board.

A. There are Grade 7 and 8 teachers at Pius XII, St. John, St. Paul and St. Raphael. Not under the current agreement, the salaries are similar. If they do pay more it is off by a dollar or two.

Mr. Muzzatti stated that in Options 1 and 2 the ARC has made the accommodations to fit all the current students into our current buildings, with the possibility of some school closures. Mr. Bazinet then presented the Accommodation Review Committee’s options #3.

The following questions were posed by the public and responded to by the Chair:

Q. With the subject of implementation, a decision can’t be made alone on paper statistics. If there is going to be an implementation phase it must be proven that you can implement what you say you can. It can’t be looked at and dealt with after a decision is made, you must deal with the grey area beforehand. In options 3-5 a new school is being proposed, do we have the money to do this?

A. We don’t have that money today. Once the Trustees make that decision we would make a business case to the Ministry and they would decide whether or not to grant us the money. If there is no money granted we would come up with a Plan B.

Q. Do you have a Plan B in effect?

A. No decisions have been made. We feel that based on experience the Ministry will listen with the closure of three schools to grant us the funds to build a new school, but nothing is guaranteed.
The following question was posed by the public and responded to by Mr. Bazinet:
Q. Options 1-3 all have St. Charles College as a 7-12. My first concern is with the segregated area for the 7 and 8’s, where will this area be? There will have to be a capacity change or we will be short of classrooms. My second concern is with Special Education at St. Raphael School. They have the highest number of Special Education students why wouldn’t we put all the Special Ed students together in one centralized place.
A. With regard to Special Education one of the other options addresses this. With the additional space concern adding a new gym or music room won’t change capacity. The students would go to a separate wing and we’re referring to more classroom space, it would be a controlled environment in the same building.

The following questions were posed by the public and responded to by the Chair:
Q. Option 3 compared to Option 1 all three 7 and 8 students go to a new school. Is that the only difference?
A. In Option 1 there is no new school, there is also a change in boundary with French Immersion.

Q. Who is recording our concerns?
A. There is a minute taker and the meeting is being recorded.

Mr. Bazinet then presented the Accommodation Review Committee’s options #4 and Mr. Muzzatti indentified the differences between Option 3 and 4 as follows:
- in both there is a new “Green School”
- in both there is a potential for a Jk-12 campus
- in both there are three (3) school closures
- in Option 3 only the Grade 7 and 8 students from the city go to St. Charles College
- in Option 3 it remains status quo for the single communities
- in Option 4 all the Grade 7 and 8 students go to SCC

The following questions were posed by the public and responded to by Mr. Bazinet:
Q. My concern is making decisions based on these predictions. This option shows a loss of 267 students from 2010-2022, and if you look at the current status quo there is roughly the same loss predicted. If there’s a flat line at the elementary level why is there a loss predicted at the secondary level? In addition to this concern, I am disappointed with the options for St. Albert; to be determined is not an option. I hope you will bring forth some option for St. Albert before this process is over.
A. The report we compiled from November 2008 has the historical data for all the elementary schools by grade. For example, St. John school Grade 3 through 8 in 2006 totaled 218 students. The number of students dropped the following year to 180, and dropped to 159 to following year. They were losing about 30 students per year. So if you retain those students and don’t bring in many JK students, the numbers will continue to decrease over time. That brings us back to the 34% decrease at the elementary level. If the government had not approved the full day learning the numbers would have continued to drop at the elementary level in our projections. We expect to bring up the numbers at the elementary level.

Q. In this option where will the Special Education students go from St. Raphael and Pius XII? Will they go to St. Charles College for Grade 7 and 8, because there won’t be room?
A. The Special Education classes remain as is. The projections for Special Education don’t fluctuate much at the elementary or secondary levels. The Special Education program will continue as is.

Mr. Muzzatti indentified the differences between Option 3, 4 and 5 as follows:
- all three have the new “Green School”
- all three have a JK-12 campus
- all three involve three (3) school closures
- Options 3 & 4 involve Grade 7-12 programming with Multi-Media Centre
- Option 5 is status quo secondary programming

The following questions were posed by the public and responded to by the Chair:
Q. Looking at the options presented tonight, this is the only option that allows my kids in Grade 7 and 8 to remain at the elementary level. Looking at the philosophies presented, I don’t believe that the building of a Multi-Media centre is considered a “philosophy”. This is not a viable option as it goes against your two first philosophies, and this is the only option that would keep me sending my kids to this Board. How do you think this option will fit hand in hand with your two (2) philosophies later on?
A. The ARC felt it was important to come to the public with an option that maintained status quo secondary programming. You are right regarding the philosophies, Grade 7-12 programming and the Multi-Media Centre go hand in hand. They are interdependent options.

Q. Is there something I could access that explains the ends that the philosophies are trying to meet? I have several questions on them, not the technology designs but the background behind these philosophies.
A. We don’t have anything for you now. It has been noted.

Q. In this option St. Charles College remains status quo, with no new Multi-Media Centre being built. Will the new “Green School” have multi-media facilities?
A. All new schools have smart boards, internet, books, computers, etc. The idea behind the Multi-Media Centre was to be able to provide a central space to permit flexible groupings where students could work on projects at the same time using different media.

Q. Why would the Grade 9-12 students be deprived of that in this option?
A. Our philosophy was to present the Multi-Media Centre as part of the Grade 7-12 programming.

Q. I have two (2) children at St. Andrew and in every option you propose its closure. In all options the kids are sent to bigger schools, I chose St. Andrew because it was smaller. I’m afraid of the shock my son will have going into JK at a large school. Will the JK students be more secluded from the rest of the school?
A. With the new early learning program coming to our Board, the Ministry’s proposal is to change the way of the classroom, and teachers of those students. Also they recognize the need to provide capital dollars to renovate schools in order to accommodate the children. The Ministry has recognized the need to look at the JK-SK population differently than the Grade 1-8 students in an elementary school.

Q. They are not going to just put them in with the rest of the population and let them suffer?
A. The discussion at the ARC level and the Boards is interested in presenting recommendations to the Director that make sense, that are sustainable, that meet the needs of the public and students, and that factor in all the input we receive. Ideally we would have one (1) or two (2) recommendations that meet the most of these needs as possible.

Q. I would like to comment further on the last question with regard to JK students being with older students. As is stands the young ones are quite secluded in their own respective areas, with a controlled level of association with older students who are carefully chosen to be “reading buddies”, etc. That is the way the system currently works.
A. Thank you.

Q. In options 3, 4, and 5 what is the timeline for the new school to be built?
A. Once a decision is made you are looking at a minimum of two (2) years from the approval from the Ministry. Let’s say the decision is made in May of this year the school could be built by September of 2012.

Q. In options 1 and 2 either way St. Bernadette closes. If this is implemented by the 2011 school year the kids coming into Grade 6 will be changing schools again the following year in 2012, and again potentially in 2014 if they chose to go to a different high school. How will we help transition those Grade 6 students?
A. There would have to be some work done with transitioning. There would have to be some transitional activities and strategies inputted. These would be discussed by the principals and the staff of both schools.

Q. You mentioned there being research on the 7-12 programming. Where can I find this information to weigh the pros and cons? Are there actual studies done?
A. We obtained some of this information from the Thames Valley School Board in London, Ontario. You can find dialog of parental input on the internet. There are no studies done. All Boards usually have their data on their website.

The following questions were posed by the public and responded to by Mr. Bazinet:
Q. Can you clarify if option 5 is chosen, would there be any renovations made to St. Charles College?
A. The technology improvements would be no problem, the renovations would not be likely. We would maintain the facility and of course we would maintain the Health and Safety Regulations.

Q. It is clear to see that many of the parents are emotionally charged with the concern of their Grade 7 and 8 children being placed amongst Grade 9-12 students. Will you be bringing anything back to the forum regarding these concerns that the public has brought forth to you at tonight’s meeting? If I trust you with my children’s safety I would hope you could provide me with more feedback and assurance.
A. The way this works is that questions asked here needing further answering gets brought back to the ARC group for further review. The ARC deals with the input and feedback, and they will decide how to respond to the five (5) options based on the input received. Thank you for your input, it has been noted.

The following questions were posed by the public and responded to by Ms. Clark:
Q. If there are no studies done and you say that the Grade 7-12 programming has been successful, where is this based from? Did anyone interview a principal, the parents? Are there minutes? Is this the only School Board you got information from?
A. We asked other school Boards for information on their experience, and their input. There is not one study or site that you can base all of this information on. The information was collectively gathered from thirty (30) or more school’s research that still indicated success two to three years later.

Q. Can I get a list of the 30 of 40 School Boards that you contacted?
A. I don’t have a list of those with me. I had a client do that research back in 2003, so it would need to be updated to supplement more recent experience.

Q. I don’t think it’s fair to say it’s been successful if the numbers are reflecting from back in 2003. Society and technology has changed greatly over the last seven years.
A. I do education research every day and I can’t tell you of a research paper that I’ve seen in Canada or even The U.S.A where parents or students have said 7-12 programming was a failed programming structure or environment, in 2003 or any other timeframe.

Q. I know a school in southern Ontario that has converted and it has been a nightmare with bullying, etc. These parents want their kids removed from this environment now.
A. That would be a good example to bring forward, I have not heard about this issue. There are lots of positive examples you can draw from as well.

The following questions were posed by the public and responded to by Mr. Bazinet
Q. Will the new school be built on the current property of St. Bernadette?
A. Yes, there is a portion of land that we would need to obtain from the City of Sudbury but we don’t view that as a problem to obtain that. We have not determined exactly where the boundaries for that school will be because we have not determined which option will be even considered for recommendation.

Q. While this new school is being built where will the St. Bernadette students go?
A. Depending where the school would be it could be an option for the kids to remain at that school. They could temporarily be moved to St. Raphael School. Those are the things that would have to be looked at once a decision has been made.

The following questions were posed by the public and responded to by the Chair:
Q. If you have to move those kids to St. Raphael School that would mean a lot of transition again.
A. Correct. We would have to look at transitioning those kids properly.

Q. I would like to share my own personal experience of attending a 7-12 high school. Going from my elementary school to high school provided me with more experience to more sports and new activities,
more access to computers and technology. I personally had a great experience. We need to look at the pros to this and not just focus on the cons.
A. Thank you.

Q. Was there any talk to our French Public Board colleagues with regard to Hanmer High’s retention? From what I’ve been told they have a very difficult time retaining students from Grade 8 to Grade 9.
A. No, but Board wide historically we retain 75% of our students graduating from Grade 8 to Grade 9.

The following question was posed by the public and responded to by Mr. Denis Faucher:
Q. Currently how many schools are classified P.T.R (prohibited to repair) in this area? In five (5) years from now how many schools in the area will be deemed P.T.R?
A. To date we have 54 Million in assets to go towards replacement. In five (5) years from now we have a projected replacement value of 43 Million. Our F.C. I. (facilities condition index) is very high, so we will need to repair and renovated our schools. More specifically, to date there are three (3) non P.T.R schools. In five (5) years from now St. John and St. Charles College will be the only non PTR schools in the East Planning Area.

Ms. Clark stated that there are no capitals dollars currently available at the Ministry of Education, with their deficit. In this province the population is aging which results in less tax dollars coming in. We are trying to make them understand that there will be less money in the future available than there has been in the past for schools. There is no funding source for upgrading and technology improvements at St. Charles College right now. In order to convince the Ministry of Education to provide the necessary funding I need to show them that you are willing to help save costs elsewhere with the closure of schools, which means they won’t need to spend the $54 million in replacing those schools. There will have to be the consideration of doing less with fewer dollars over time.

The following questions were posed by the public and responded to by Ms. Clark:
Q. I would like to know if there is any information regarding post secondary success rates of students who were exposed to multi-media facilities versus those who were not.
A. My daughter attended an all girls JK-12 school with multi-media resources. When she entered into JK most girls were graduating with an Arts degree. Most girls wanted to stay at home and start a family. In 2004, 80% of graduates were entering into pre-med, pre-law and engineering. In North America and the U.S the largest single investment being made by private enterprises is building these types of technology plaza media centers. There is a belief in the industry that every student will have to have some type of post secondary education in order to get a job within the next ten (10) years. Research from across the globe indicates most students in developed countries are tuned into the global world through various technology devices most of the time, except when they are at school. Many school boards start implementing the use of multi-media resources and working collaboratively as early as the Grade 3 level. The other part of the research would say that there six (6) particular skills that most employers would expect students to have in the next number of years. They obtain more critical thinking and collaborative skills that come out of this environment.

REMINDERS / SUMMARY

Mr. Muzzatti informed the public that we are about 75% of the way through this Accommodation Review process. The Chair stated that the next working meeting would take place at Pius XII, on January 20, 2010 at 6:00 p.m. At this time the ARC members will take the public input from public meeting #3 and based on this input decide if we will revise the options. Mr. Muzzatti reminded the public that they are welcome to attend the working meetings but that they are only there as observers. If they wish to convey their personal input they can do so with the ARC Representative from their school community before or after the working meetings.
The Chair reminded the public of the following upcoming meetings and their purpose:

February 3, 2010 working meeting #11 will take place at St. Albert Learning Centre from 6-8 pm. The ARC will take the feedback from the options and decide which recommendations they will present to the public.

February 17, 2010 public meeting #4 will take place at ST. Charles College from 7-9 pm. The ARC will present the public with the draft of ARC recommendations for the Director, for public input.

February 24, 2010 working meeting #12 will take place at St. Andrew School from 6-8 pm. The ARC will take the feedback and refine the recommendations.

March 3, 2010 the ARC will present their recommendations to the Director of the Board.

March 23, 2010 the Director will present the ARC recommendations along with her own to the Trustees.

April 27, 2010 the public will have the opportunity to attend and present their feedback to the decision makers.

May 25, 2010 the Trustees will vote on the recommendations.

Community input was again encouraged by the Chair through questions at the Public Meetings or by submissions to the ARC email or voicemail and stated that all questions and submissions will be presented to the ARC for consideration and response. Mr. Muzzatti reminded the public that any written feedback, questions or comments from this meeting must be submitted to the Board within 48 hours from tonight’s Public Meeting to be considered at the next ARC Working Meeting on January 20, 2010.

Mr. Muzzatti thanked everyone present for their participation and attendance at the third public meeting for the East Planning Area and wished everyone a nice weekend.

**CLOSING PRAYER**
Mr. Muzzatti led the group in a closing prayer.

**ADJOURNMENT**
Mr. Muzzatti adjourned the meeting at 10:30 p.m.

Roland Muzzatti, Chair
Sudbury Catholic District School Board

Recording Secretary
Natalie Lillie
MINUTES of the 10th WORKING SESSION of the Accommodation Review Committee (ARC) for the East Planning Area, of the Sudbury Catholic District School Board (SCDSB), held in the gymnasium of Pius XII Elementary School, 44 Third Avenue, in Sudbury, on January 20, 2010, from 6:00 p.m. to 9:17 p.m.

Committee Members in Attendance:

Board Representation:
Chairperson  Roland Muzzatti, Academic Superintendent
Facilitator  Denis Faucher, Manager of Facility Services
Secretary  Steve Rinaldi, Project Coordinator

School Representation:
Pius XII
Louisa Bianchin, Principal
Shelley Sloan, School Council Chair
Cathy Manuel, Community
Leonard Foucault, School Staff

St. Albert Adult Learning Centre (ALC)
Cassandra MacGregor, Vice-Principal
Ann Brisebois, School Staff

St. Andrew
Melody Henry, Principal
Mary Smith, School Council Chair
Lucille Szalai, Community

St. Bernadette
Nicole Snow, Principal
Dan Bronichesk, School Council Chair
Mike McKeever, Community
Colette Perrin, School Staff

St. Charles College
Patty Mardero, Principal
Catherine Ross-Gonko, School Council Chair
Sandra Gobbo, Community
Claire Morrison, School Staff

St. John
Tricia Dowdall-Cirelli, Principal
Amanda Gagne, School Council Chair
Tina Madore, Community
Tara Large, School Staff

St. Mark
Sharon Oliver, Principal
Donna Kotanko, School Council Chair
Carole Remillard, School Staff
Stacey Kennedy, Community

St. Paul
Sharon Oliver, Principal
Anne-Marie Savage, School Council Chair
Jennifer Rocca, Community

St. Raphael
Vickie McGuire, Principal
Phil Farmer, School Council Chair
Ted Keehn, School Staff
Jen Bailey, Community

Community Representation:
Fr. Remi Hebert, Diocesan Representative

Committee Members Regrets:
Dennis Bazinet, SCDSB
Katrina Chevrier, St. Albert ALC
Francine Dubreuil, St. Albert ALC
Dyan Pyott, St. Andrew

Natasha Folino, St. Paul
Mark Simeoni, Greater City of Sudbury
Clara Steele, Regional Parent Involvement Committee

2/12/2010

“SCHOOLS TO BELIEVE IN”
**General Public in Attendance:**
Nora Gauthier, Pius XII  
Megan Murphy, Pius XII  
Allison Dufour, St. Albert ALC  
Denise Filipovic, St. Paul

**Call to Order:**
Chair Muzzatti called the meeting to order at 6:05 p.m.

**OPENING PRAYER**
The Chair led the group in an opening prayer for guiding presence.

**WELCOME**
Mr. Muzzatti welcomed the group to ARC Working Meeting #10 and thanked everyone for attending. He also thanked Mrs. Louisa Bianchin, principal of Pius XII Elementary School, and her team for hosting the meeting and providing the food and refreshments.

**APPROVAL OF THE AGENDA**

MOVED BY M. Smith and Seconded by L. Foucault

“THAT the agenda for today’s January 20, 2010 Working Meeting #10 be approved as presented.”

CARRIED

**ARC BINDERS**
The Chair reviewed the updates to the ARC binders as including the minutes from Working Meeting #8, minutes from Working Meeting #9, minutes from Public Meeting #3, and this evening’s presentation package. Mr. Muzzatti also informed the group copies of the presentation package from Public Meeting #3 were available for those interested.

**APPROVAL OF THE PREVIOUS MINUTES**

MOVED BY T. Keehn and Seconded by L. Szalai

“THAT the minutes for January 5, 2010 Working Meeting #8 be approved as presented.”

CARRIED

MOVED BY S. Sloan and Seconded by C. Perrin

“THAT the minutes for January 6, 2010 Working Meeting #9 be amended to reflect Stacey Kennedy, Community representative for St. Mark Elementary, and Allison Dufour as General Public in Attendance, as being present, and approved.”

CARRIED

The following question was posed by a committee member and responded by the Chair:

Q: At Public Meeting #3, Mr. Bazinet said that if option #3 or #4 were implemented, there may be a boundary change for the French Immersion students. We defeated all mention of this requirement at our previous Working Meetings, so I’m not sure how this returned to the discussion.

A: In all likelihood, one of the consequences of implementing any option may require examination of the current boundaries. The group will have an opportunity to decide the supporting rationale and implementation challenges of the Report to the Director.
MOVED BY A. Gagne and Seconded by A. Brisebois

“THAT the minutes for January 13, 2010 Public Meeting #3 be amended by deleting Laura O’Reilly as ARC Member absent, and approved.”

CARRIED

REVIEW OF INPUT FROM PUBLIC MEETING #3

Mr. Muzzatti stated that based on the feedback and comments from Public Meeting #3, the following issues (presentation package slide 6) were presented for ARC consideration:

- Supporting rationale and documentation for Grade 7 to 12 programming
- Student retention rates - elementary to secondary (Marymount, Wiarton, Hanmer High)
- Impact of introducing Grade 7 and 8 students at the existing St. Charles College
- French Immersion site for Planning Area
- Secondary enrolment projection concerns
- Options for St. Albert ALC
- Deferred capital cost implications of option #1-5

MOVED BY S. Sloan and Seconded by M. Smith

“THAT Board staff be requested to provide supporting rationale and documentation for Grade 7 to 12 programming at the next ARC Working Meeting.”

CARRIED

The following question was posed by a committee member and responded to by the Chair:

Q: When we receive this Grade 7 to 12 programming rationale, what is it that we are to do with it?
A: This information will be for the ARC to decide on its recommendations within the Report to the Director.
All information brought to the ARC is posted the website.

Through further group discussion, Mr. Muzzatti confirmed that the supporting rationale and documentation for Grade 7 to 12 programming will consist of information obtained by Board staff, through phone contact with other school boards that have implemented this programming. It was suggested by committee members that this information include the ratio of grade 7 and 8’s versus the entire school population, a discussion with a balanced representation of ‘northern’ school boards, identification of the placement of the grade 7 and 8’s within the school, identifying if any additional program funding was received and quantifying the enrolment impact of implementing this programming.

Mr. Muzzatti shared the some enrolment information with the group regarding retention rates for both Marymount Academy as our example of grade 7 to 12 programming, and the entire Board. Chair Muzzatti stated that as of June 2009, the Board had a grade 8 enrolment of five hundred and sixty-five (565) students, with four hundred and twenty-nine (429) of these students returning in September 2010 for grade 9, resulting in an overall retention rate of seventy-six percent (76%). Mr. Muzzatti further stated that with a total Board-wide grade 9 enrolment of five hundred and fifty-six (556), we acquired twenty-three percent (23%) of this population from the coterminus boards. Chair Muzzatti then shared some Marymount Academy information stating that with sixty-eight (68) of eighty-five (85) grade 8 students from June 2009 returning in September for grade 9, the retention rate is eighty percent (80%), although not all of seventeen (17) or twenty percent (20%) left our Board entirely, merely transferred to one of our other secondary schools.

The following questions were posed by committee members and responded to by the Chair:

Q: Are the enrolment numbers and retention rates presented consistent with historical trends for the Board?
A: Yes.

Q: The enrolment table for Option #1 does not seem to include students moving from St. David Elementary to St. Charles College. Will this be corrected?
A: This enrolment of approximately thirty (30) students will be confirmed as part of the St. Charles College enrolment projections and addressed if required.
Q: When preparing these enrolment projections for the South/Central Planning Area, did the demographers project a decline in enrolment for St. Benedict?
A: Enrolment decline throughout the Board was projected.

Q: My concern is that based on the projections for St. Charles College, if we do not recommend changes to address this, future students and parents may be faced with the closure of this secondary school.
A: It is up to this group to decide how to address that concern. In other planning areas, decisions were made to address school utilization through to the year 2022 and beyond.

Q: In regards to the options for St. Albert Adult Learning Centre, when did ‘to be determined’ become the option? What did this mean?
A: At our previous working group meetings, the committee discussed St. Albert’s uniqueness in its students and services, and suggested that it be examined as a separate entity after the accommodation review for this planning area.

Mr. Muzzatti called upon Mr. Denis Faucher, Manager of Facility Services to discuss the deferred capital cost implications of option #1 to #5, as included in the presentation package, with the group.

The following questions were posed by committee members and responded to by Mr. Faucher and the Chair:
Q: When considering the school renewal needs both current and in five years, are these based on Ministry allocation of funds?
A: No, the renewal needs are based upon the replacement requirements for each school, meaning the windows, doors, roofs, boilers, etc. that need to be replaced due to condition and age.

Q: What was the amount of capital dollars requested to address the South/Central Planning Area last year?
A: A business case was presented to the Ministry in application for a five hundred and fifty (550) pupil place school inclusive of the consolidation of four (4) elementary schools in the amount of nineteen million dollars ($19,000,000), of which the Ministry announced funding of thirteen million dollars ($13,000,000).

Q: Within the financial summary of these options, I don’t see a cost for the demolition and site preparation of the St. Bernadette site prior to construction. Where is this cost?
A: We will re-examine our costing and revise if required.

Q: Are we correct to expect that the Ministry will not provide all the funding requested within a business case for this planning area?
A: It’s difficult to answer this question. We believe that we can prepare a good business case for these options.

Q: Within the financial summary of these options, the same renovation costs are expected for St. Charles College in all recommendations. Why?
A: We will re-examine our costing and revise if required

Finalize Accommodation Options

The group further discussed the merits of options #1 to #5, including the opportunity to invest in expanded grade 7 and 8 programming, the possible impacts of St. Bernadette and St. Andrew closing, and the possibilities included in the construction of a new elementary school in New Sudbury.

The following questions were posed by committee members and responded to by the Chair:
Q: How much does the Board have left in the reserve fund to possibly utilize in the East Planning Area? How does this funding get renewed or replenished?
A: The mandate for this group is to provide recommendations to the Director of Education and the Board of Trustees that address accommodation in the best primary interest of the students.
Q: Within the financial summary of these recommendations, could the four million dollars ($4,000,000) identified for Pius XII create a new school in Minnow Lake?
A: That estimate would not build a new school, but rather fund renovations to the existing school, maintaining the school instead of demolition and rebuild.

MOVED BY L. Foucault and Seconded by P. Mardero

“THAT this ARC Working Meeting postpone adjournment until 8:30pm.” CARRIED

MOVED BY D. Kotanko and Seconded by M. McKeever

“THAT the ARC delete Option #3 as a recommendation to be presented at Public Meeting #4.” CARRIED

MOVED BY P. Mardero and Seconded by C. Morrison

“THAT the ARC delete Option #1 as a recommendation to be presented at Public Meeting #4.” CARRIED

MOVED BY N. Snow and Seconded by D. Kotanko

“THAT the ARC amend Option #5 to stated Pius XII grade 7 and 8’s to remain at Pius XII, and accept as ARC Recommendation #1 to be presented at Public Meeting #4.” CARRIED

Amendment

“THAT the location of the new elementary school be stated as ‘to be determined’” DEFEATED

The following question was posed by a committee member and responded to by Mr. Faucher:

Q: Do we have enough available space at St. Raphael’s to demolish the prohibitive to repair section, and rebuild the proposed new elementary?
A: It would be difficult to accomplish this with a single level school, given the current land available. This may be possible with a multi-floor addition, with added costs for accessibility (i.e. elevator).

MOVED BY L. Foucault and Seconded by L. Bianchin

“THAT this ARC Working Meeting postpone adjournment until 9:00pm.” CARRIED

MOVED BY V. McGuire and Seconded by S. Sloan

“THAT Option #2 be accepted as ARC Recommendation #2 and presented at Public Meeting #4.” DEFEATED

MOVED BY C. Perrin and Seconded by N. Snow

“THAT Option #4 be accepted as ARC Recommendation #2 and presented at Public Meeting #4.” CARRIED
MOVED BY A. Savage and Seconded by L. Bianchin

“THAT the ARC reconsider Option #2 as ARC Recommendation #3 and be presented at Public Meeting #4.” CARRIED

It was recognized by Chair Muzzatti, prior to the calling of the committee vote, that to carry the motion to reconsider Option #2 required members who previously voted against the inclusion of Option #2, to now vote in favour.

MOVED BY N. Gauthier and Seconded by P. Farmer

“THAT the ARC Recommendation #1 and #2 be identified as preferred, with Recommendation #3 to be considered only in the event that Ministry funding is not available for the construction of a new school.” CARRIED

MOVED BY L. Foucault and Seconded by P. Mardero

“THAT this ARC Working Meeting postpone adjournment an additional fifteen (15) minutes to complete tonight’s agenda items.” CARRIED

DRAFT ACCOMMODATION RECOMMENDATIONS

Mr. Muzzatti outlined the proposed structure of the ARC Report to the Director, based upon previous year’s submission. There were no objections from the committee for revision to the report structure as presented.

TIMELINES AND MEETING SCHEDULE

Mr. Muzzatti reviewed the timeline and meeting schedule with the group.

TASK FOR NEXT WORKING MEETING

Mr. Muzzatti reminded the group that at the next Working Meeting, the group would review and approve the agenda for Public Meeting #4 and the member’s supporting rationale and implementation challenges to be submitted by 9am, January 29, 2010 for inclusion in the Draft ARC Report to the Director.

QUESTIONS AND ANSWERS

Mr. Muzzatti reviewed two (2) email submissions received by the ARC email account, and included in tonight’s presentation package for ARC consideration.

Chair Muzzatti also identified that the response to an ARC member’s email request to provide detail regarding the sections of St. Raphael and Pius XII Elementary Schools that are prohibitive to repair, has been included in this presentation package.
NEXT MEETING DATES

Chair Muzzatti closed the meeting by thanking the committee for their hard work and reminded the group that the next meeting would be Working Meeting #11, to be held on Wednesday, February 3, 2010 from 6:00 to 8:00 p.m. at St. Albert Adult Learning Centre, 504 Raphael Street, Sudbury.

CLOSING PRAYER
Chair Muzzatti led the group in the closing prayer.

The meeting was adjourned at 9:17 p.m.

Roland Muzzatti, Chair
Sudbury Catholic District School Board
MINUTES of the 11th WORKING SESSION of the Accommodation Review Committee (ARC) for the East Planning Area, of the Sudbury Catholic District School Board (SCDSB), held in the gymnasium of St. Albert Adult Learning Centre, 504 St. Raphael Street, in Sudbury, on February 3, 2010, from 6:00 p.m. to 9:17 p.m.

Committee Members in Attendance:

Board Representation:
Chairperson Roland Muzzatti, Academic Superintendent
Senior Board Official Dennis Bazinet, Acting Superintendent of Business and Finance
Facilitator Denis Faucher, Manager of Facility Services
Secretary Steve Rinaldi, Project Coordinator

School Representation:
Pius XII
Louisa Bianchin, Principal
Shelley Sloan, School Council Chair
Cathy Manuel, Community
Leonard Foucault, School Staff

St. Albert Adult Learning Centre (ALC)
Laura Kuzenko, Principal
Ann Brisebois, School Staff
Katrina Chevrier, Student Representative

St. Andrew
Melody Henry, Principal
Mary Smith, School Council Chair
Lucille Szalai, Community
Dyan Pyott, School Staff

St. Bernadette
Nicole Snow, Principal
Dan Bronicheski, School Council Chair
Mike McKeever, Community
Colette Perrin, School Staff

St. Charles College
Patty Mardero, Principal
Catherine Ross Gonko, School Council Chair
Sandra Gobbo, Community
Claire Morrison, School Staff

St. John
Tricia Dowdall-Cirelli, Principal
Amanda Gagne, School Council Chair
Tina Madore, Community
Laura O’Reilly, School Staff

St. Mark
Sharon Oliver, Principal
Meghan O’Reilly, Community
Stacey Kennedy, School Staff

St. Paul
Sharon Oliver, Principal
Anne-Marie Savage, School Council Chair
Jennifer Rocca, Community
Denise Filipovic, School Staff

St. Raphael
Vickie McGuire, Principal
Phil Farmer, School Council Chair
Ted Keelh, School Staff
Jen Bailey, Community

Community Representation:
Fr. Remi Hebert, Diocesan Representative

Committee Members Regrets:
Cassandra MacGregor, St. Albert ALC
Francine Dubreuil, St. Albert ALC
Tara Large, St. John
Donna Kotanko, St. Mark

Carole Remillard, St. Mark
Natasha Folino, St. Paul
Mark Simeoni, Greater City of Sudbury
Clara Steele, Regional Parent Involvement Committee

3/1/2010

“SCHOOLS TO BELIEVE IN”
General Public in Attendance:
none

Call to Order:
Chair Muzzatti called the meeting to order @ 6:05 p.m.

OPENING PRAYER
The Chair led the group in an opening prayer for guiding presence.

WELCOME
Mr. Muzzatti welcomed the group to ARC Working Meeting #11 and thanked everyone for attending. He also thanked Mrs. Laura Kuzenko, principal of St. Albert Adult Learning Centre (ALC), and her team for hosting the meeting and providing the food and refreshments.

APPROVAL OF THE AGENDA

MOVED BY M. Henry and Seconded by M. Smith

“THAT the agenda for today’s February 3, 2010 Working Meeting #11 be approved as presented.”

CARRIED

ARC BINDERS
The Chair reviewed the updates to the ARC binders as including the minutes from Working Meeting #10, and this evening’s presentation package.

APPROVAL OF THE PREVIOUS MINUTES

MOVED BY P. Mardero and Seconded by S. Oliver

“THAT the minutes for January 20, 2010 Working Meeting #10 be revised to reflect the second motion on page 6 was moved by Nora Gauthier, and approved as amended.”

CARRIED

BUSINESS ARISING FROM LAST MEETING
Mr. Muzzatti stated that at Working Meeting #10 the ARC directed Board staff to provide supporting rationale and documentation for Grade 7 to 12 programming at the next ARC Working Meeting. Chair Muzzatti stated that to obtain this information he contacted the superintendents from the Ottawa Catholic School Board, Rainbow District School Board, York Catholic School Board and the Conseil scolaire public du Grand Nord du l’Ontario, and asked them a series of questions intended to provide answers to the questions regarding Grade 7 to 12 programming heard at Working Meeting #10. Chair Muzzatti then led the group through the results of his findings, as contained within tonight’s presentation package.

The following questions were posed by committee members and responded to by the Chair:
Q: Has the Ottawa Catholic School Board had Grade 7 to 12 programming since 1984?
A: No, I was told that they had Grade 7 to 10 programming in 1984, and transitioned to Grade 7 to 12, with full implementation in 1987.

Q: Do you believe that after twenty (20) years of experience with this model, they should know the benefits?
A: Yes.
Q: How can we successfully implement Grade 7 to 12 programming when we have separate collective agreements with the teacher’s union for elementary and secondary teachers?
A: Changes to the current arrangement may be required, although we have reached understandings regarding implementation at Marymount Academy which is already Grade 7 to 12.

Q: How have bullying issues that some of us have experienced with grade 9 students, suddenly not an issue in a grade 7 to 12 model?
A: Bullying occurs, although it is usually among peer groups. Similar to other inappropriate student behaviour, it is up to us as educators to provide the support and guidance for these children. The superintendents surveyed said that improvements in behaviour has been realized through the establishment of mentorship programs, enhanced curriculum programming, greater access to resources and improved facilities.

DRAFT OF ARC REPORT TO THE DIRECTOR

Mr. Muzzatti stated that at Working Meeting #10 the group began the process of generating the Draft ARC Report to the Director, for presentation at Public Meeting #4. The Chair confirmed that the submissions by ARC members of supporting rationale and implementation challenges for the three (3) recommendations of the report, have been listed and provided to the Arc for discussion this evening.

MOVED BY C. Perrin and Seconded by N. Snow

“THAT the last bullet describing the ARC Recommendation #1 and #2 be amended to read as follows:
ARC Recommendation #1 and #2 be identified as preferred, with Recommendation #3 to be considered only in the event that Ministry funding is not available for the construction of a new school.”

MOVED BY L. Kuzenko and Seconded by P. Mardero

“THAT the ARC Recommendation to the Director be amended to state that the location and programming for St. Albert Adult Learning Centre should remain status quo.”

MOVED BY L. Szalai and Seconded by T. Keehn

“THAT the Supporting Rationale for Recommendation #1 be amended by deleting #7.”

MOVED BY S. Oliver and Seconded by L. Bianchin

“THAT the Supporting Rationale for Recommendation #1 be amended by deleting #29.”

MOVED BY M. McKeever and Seconded by D. Bronicheski

“THAT the Supporting Rationale for Recommendation #1 be amended by deleting #28.”

MOVED BY C. Ross-Gonko and Seconded by L. Bianchin

“THAT the Supporting Rationale for Recommendation #1, point #25 be amended to read as follows:
Currently there is no room to accommodate the grade 7 and 8 students at St. Charles College.”
MOVED BY C. Ross-Gonko and Seconded by M. McKeever

“THAT the Supporting Rationale for Recommendation #1, point #27 be amended to read as follows:
Students who would be intimidated in a Grade 7 to 12 setting and would prefer to attend a catholic high school in a Grade 9 to 12 format would have no other choice in our catholic system if this option did not exist.”  
CARRIED

MOVED BY D. Bronicheski and Seconded by M. McKeever

“THAT the Supporting Rationale for Recommendation #1 be amended by deleting #31.”  
CARRIED

MOVED BY T. Keehn and Seconded by D. Bronicheski

“THAT this ARC Working Meeting’s adjournment be extended to 9:30pm.”  
CARRIED

Amendment MOVED BY P. Mardero and SECONDED BY M. Smith
“THAT the group adheres to spending no more than twenty (20) minutes amending each of the remaining recommendations”  
CARRIED

MOVED BY C. Perrin and Seconded by L. Szalai

“THAT the Supporting Rationale for Recommendation #1 be accepted as amended and presented at Public Meeting #4.”  
CARRIED

MOVED BY M. McKeever and Seconded by T. Dowdall-Cirelli

“THAT the Implementation Challenges for Recommendation #1 be amended by deleting #22.”  
CARRIED

MOVED BY S. Sloan and Seconded by P. Mardero

“THAT the Implementation Challenges for Recommendation #1 be accepted as amended and presented at Public Meeting #4.”  
CARRIED

MOVED BY M. McKeever and Seconded by D. Bronicheski

“THAT the Supporting Rationale for Recommendation #2 be amended by deleting #14.”  
CARRIED

MOVED BY M. McKeever and Seconded by D. Bronicheski

“THAT the Supporting Rationale for Recommendation #2 be amended by deleting #6.”  
CARRIED

MOVED BY C. Ross-Gonko and Seconded by L. Foucault

“THAT the Supporting Rationale for Recommendation #2, point #21 be amended to read: Multi Media Centre at St. Charles College would attract students.”  
DEFEATED
MOVED BY T. Dowdall-Cirelli and Seconded by A. Gagne

“THAT the Supporting Rationale for Recommendation #2, point #41 be amended to read: Students would have access to Construction subjects and Family Studies facilities.” CARRIED

MOVED BY N. Snow and Seconded by M. McKeever

“THAT the Supporting Rationale for Recommendation #2 be accepted as amended and presented at Public Meeting #4.” CARRIED

MOVED BY C. Perrin and Seconded by M. McKeever

“THAT the Implementation Challenges for Recommendation #2 be amended by deleting #7.” CARRIED

MOVED BY M. McKeever and Seconded by T. Keehn

“THAT the Implementation Challenges for Recommendation #2 be amended by deleting #29.” CARRIED

The group questioned how the ARC could include Implementation Challenge point #30 as the strong empirical evidence stated has not been presented to the group. It was requested that if this evidence was submitted to the ARC Secretary, it be distributed through email to the group.

MOVED BY T. Keehn and Seconded by S. Oliver

“THAT the Implementation Challenges for Recommendation #2 be amended by deleting #30.” CARRIED

MOVED BY P. Mardero and Seconded by M. McKeever

“THAT the Implementation Challenges for Recommendation #2 be amended by deleting #34.” CARRIED

MOVED BY M. McKeever and Seconded by L. Szalai

“THAT the Implementation Challenges for Recommendation #2 be amended by deleting #25.” CARRIED

MOVED BY S. Sloan and Seconded by L. Szalai

“THAT the Implementation Challenge for Recommendation #2, point #22 be amended to read: Pius XII has sections that are prohibitive to repair. Therefore, these sections would need to be demolished and reconstructed.” CARRIED
MOVED BY P. Mardero and Seconded by C. Perrin

“THAT the Implementation Challenges for Recommendation #2 be accepted as amended and presented at Public Meeting #4.”  

CARRIED

MOVED BY N. Snow and Seconded by C. Perrin

“THAT the Supporting Rationale for Recommendation #3 be amended by deleting #1.”  

CARRIED

MOVED BY S. Oliver and Seconded by L. Kuzenko

“THAT the Supporting Rationale for Recommendation #3 be amended by deleting #3.”  

CARRIED

MOVED BY S. Oliver and Seconded by L. Kuzenko

“THAT the Supporting Rationale for Recommendation #3 be adopted as amended and presented at Public Meeting #4.”  

CARRIED

MOVED BY T. Keehn and Seconded by S. Oliver

“THAT the Implementation Challenges for Recommendation #3 be amended by deleting #30.”  

CARRIED

MOVED BY D. Bronicheski and Seconded by M. McKeever

“THAT the Implementation Challenges for Recommendation #3 be amended by deleting #31.”  

CARRIED

MOVED BY L. Foucault and Seconded by P. Mardero

“THAT the Implementation Challenges for Recommendation #3 be adopted as amended and presented at Public Meeting #4.”  

CARRIED

AGENDA FOR PUBLIC MEETING #4

Mr. Muzzatti reviewed the proposed agenda for Public Meeting #4 with the group.

MOVED BY S. Oliver and Seconded by P. Mardero

“THAT the supporting rationale and documentation for Grade 7 to 12 programming presented to the ARC at this meeting be included and presented to the public at Public Meeting #4 as part of agenda item #4.”  

CARRIED
MOVED BY L. Foucault and Seconded by C. Ross-Gonko

“THAT the K to grade 8 programming research data be presented at Public Meeting #4.” DEFEATED

Amendment MOVED BY L. Bianchin and SECONDED BY S. Sloan
“THAT the K to grade 8 programming research data be available and presented at Working Meeting #12.” DEFEATED

MOVED BY L. Szalai and Seconded by M. Smith

“THAT the supporting rationale and documentation for Grade 7 to 12 programming presented to the ARC at this meeting be included and presented to the public at Public Meeting #4 as part of agenda item #4.” CARRIED

MOVED BY L. Szalai and Seconded by M. Smith

“THAT the agenda for Public Meeting #4 be followed as presented with the Question and Answer section limited from 8:15 to 9:00 pm.” CARRIED

Amendment MOVED BY T. Dowdall and Seconded by P. Mardero
“THAT the Question and Answer section be moved to last and left open-ended.” CARRIED

MOVED BY S. Sloan and Seconded by M. McKeever

“THAT the agenda for Public Meeting #4 be accepted as discussed.” CARRIED

TIMELINES AND MEETING SCHEDULE

Mr. Muzzatti reviewed the timeline and meeting schedule with the group.

TASK FOR NEXT WORKING MEETING

Mr. Muzzatti reminded the group that at the next Working Meeting, the group would consider feedback from Public Meeting #4 and finalize the ARC Report to the Director, to be submitted by March 3, 2010.

QUESTIONS AND ANSWERS

Mr. Muzzatti reviewed two (2) email submissions received by the ARC email account, and included in tonight’s presentation package for ARC consideration.

NEXT MEETING DATES

Chair Muzzatti closed the meeting by thanking the committee for their hard work and reminded the group that the next Working Meeting #12, would be held on Wednesday, February 24, 2010 from 6:00 to 8:00p.m. at St. Andrew Elementary School, 1305 Holland Road, Sudbury.
CLOSING PRAYER
Chair Muzzatti led the group in the closing prayer.

MOVED BY M. McKeever and Seconded by A. Gagne

“THAT tonight’s Working Meeting #11 be adjourned.”

CARRIED

The meeting was adjourned at 9:17 p.m.

Roland Muzzatti, Chair
Sudbury Catholic District School Board
MINUTES of the 4th PUBLIC MEETING of the Accommodation Review Committee (ARC) for the East Planning Area, of the Sudbury Catholic District School Board held in the Gymnasium of St. Charles College, 1940 Hawthorne Drive, in Sudbury on Wednesday, February 17, 2010 from 7:00 p.m. to 8:35 p.m.

Board Representation Present:
ARC Chairperson: Roland Muzzatti, Academic Superintendent of Education
ARC Secretary: Steve Rinaldi, Project Coordinator
Senior Board Official: Dennis Bazinet, Acting Superintendent of Business and Finance
Coordinator: Denis Faucher, Manager of Facility Services

School Representation Present:

Pius XII
Louisa Bianchin, Principal
Shelley Sloan, School Council Chair

St. Albert Adult Learning Centre (ALC)
Cassandra MacGregor, Vice-Principal
Ann Brisebois, School Staff

St. Andrew
Melody Henry, Principal
Mary Smith, School Council Chair
Lucille Szalai, Community
Dyan Pyott, School Staff

St. Bernadette
Nicole Snow, Principal
Dan Bronicheski, School Council Chair
Mike McKeever, Community
Colette Perrin, School Staff

St. Charles College
Patty Mardero, Principal
Catherine Ross-Gonko, School Council Chair
Sandra Gobbo, Community
Claire Morrison, School Staff

St. John
Tricia Dowdall-Cirelli, Principal
Amanda Gagne, School Council Chair
Tina Madore, Community
Tara Large, School Staff

St. Mark
Mitch Smet, Vice-Principal
Donna Kotanko, School Council Chair
Stacey Kennedy, Community
Carole Remillard, School Staff

St. Paul
Mitch Smet, Vice-Principal
Anne Marie Savage, School Council Chair
Jennifer Rocca, Community
Denise Filipovic, School Staff

St. Raphael
Vickie McGuire, Principal
Phil Farmer, School Council Chair
Ted Keehn, School Staff

ARC Resource Present
Lygia Dallip, Watson & Associates Economists Ltd

“SCHOOLS TO BELIEVE IN”
Absent:
Mark Simeoni, Senior Planner, Greater City of Sudbury
Father Remi Hebert, Diocesan Representation
Clara Steele, RPIC Representative
Cathy Manuel, Community, Pius XII School
Leonard Foucault, School Staff, Pius XII School
Katrina Chevrier, Student Representation
Francine Dubreuil, Student Representation
Jennifer Bailey, Community, St. Raphael School

Recording Secretary
Sharon Cormier

Call to Order:
Roland Muzzatti, ARC Chair, called the meeting to order at 7:05 p.m.

OPENING PRAYER
Roland Muzzatti, ARC Chair, led the group in an opening prayer for guiding presence.

WELCOME, INTRODUCTIONS AND REVIEW OF INFORMATION

Mr. Muzzatti welcomed the general public in attendance and thanked everyone for attending the fourth Public Meeting of the East Planning Area Accommodation Review. Mr. Muzzatti reminded everyone present to please be sure to sign the attendance sheet and to note their school affiliation. Chair Muzzatti informed all present that copies of tonight’s presentation package, minutes from the last public meeting, and a copy of the Draft ARC Report to the Director of Education and extended a special thanks to Mrs. Patty Mardero, Principal of St. Charles College and the St. Charles College community for hosting the meeting and providing refreshments.

Mr. Muzzatti introduced Mr. Barry MacDonald, Vice Chair of the Board of Trustees and Mrs. Estelle Scappatura, Board Trustee and clarified that Trustees were present at the meeting in the capacity of observers only.

Chair Muzzatti then introduced all members the Accommodation Review Committee (ARC) present.

The Chair provided a brief explanation regarding the format for the meeting, explaining that the meeting was on a timed agenda and that ARC members voted on and agreed to meet this obligation by requesting that all questions be held until the end of Agenda Item # 6.

The Chair reviewed the minutes of the last public meeting held on January 13, 2010 and explained that these minutes were approved by ARC members at a previous working meeting, and are presented for information purposes only.

Mr. Muzzatti presented a summary of the ARC’s response to the concerns regarding Grade 7 to12 Programming that were noted at the previous public meeting. Mr. Muzzatti explained that he was directed by the ARC to provide supporting rationale regarding 7-12 programming which was accomplished through conversations with Supervisory Officers from four (4) Ontario Schools Boards. Mr. Muzzatti stated that Grade 7 to12 Programming is not unique to the Sudbury area and noted that the other school boards have adopted this programming. Mr. Muzzatti reviewed the findings of research included in tonight’s package. Mr. Muzzatti also advised that the Regional Parent Council Chair of the Ottawa Catholic Board is available to be contacted by email to discuss any parental concerns, and that the email address is available from any ARC member upon request.

Mr. Muzzatti provided the public with a brief overview of the purpose, mandate and intent of the Accommodation Review Process identifying the three (3) major challenges that the Board faces: declining enrollment, surplus spaces, and aging buildings. Chair Muzzatti reaffirmed that the members of the Steering Committee were non-
voting members of the ARC and that the ARC only has the power to make accommodation recommendations for
the Trustee’s consideration.

The Chair informed the public that four (4) complete samples copies of the Draft ARC Report to the Director of
Education for the East Planning Area, which includes the recommendations being presented tonight, minutes from
all Working and Public Meetings, as well completed Valuation Reports for review, and reminded the public that all
these documents are available on the Board’s Website.

Mr. Muzzatti once again stressed the importance of public input and feedback to the ARC process in order to
develop recommendations that will result in the best value to our students as possible, which was the most important
factor in the school valuation reports.

**RECOMMENDATION #1**

Mr. Muzzatti presented a brief overview of the details for Recommendation #1 outlining that school programming
at Pius XII School, St. John School, St. Paul School, St. Mark School, St. Charles College and St. Albert School
would remain status quo; St. Raphael School, St. Andrew School and St. Bernadette School would close; and a
new “Green” dual track JK to Grade 8 school of 650 pupil places would be built on the St. Bernadette site. The
Chair briefly explained the rationale on which this option was formulated and briefly outlined some of the
implementation challenges identified by the ARC and listed within the Report to the Director.

Mr. Dennis Bazinet, Acting Superintendent of Business and Finance presented a short outline of the projected
enrollment numbers, utilization rates and surplus spaces for each school within Recommendation # 1. Mr. Bazinet
briefly explained to the public the concepts of Average Daily Enrollment (ADE) and On the Ground Capacity
(OTG) in order for better understanding of the enrolment tables.

Mr. Denis Faucher, Manager of Facility Services presented a brief summary of the financial costs and projected
savings for the implementation of Recommendation #1. Mr. Faucher explained the concepts which formulate
Renewal Needs and Prohibitive to Repair (PTR). He outlined that this recommendation includes the demolition and
retrofit costs for Pius XII School based on the fact that 2 sections of this school are deemed too costly to repair by
the Ministry’s Prohibitive to Repair program. The recommendation requires an investment of $13M for the new
“Green” School, $4.5 M retrofit at Pius XII and an additional $1M demolition costs. The proposed savings for
deferral liability based on Renewal Needs for 2013/14 is approximately $15.4 M

**RECOMMENDATION #2**

Mr. Muzzatti presented a brief overview of the details for Recommendation #2 outlining that Pius XII School, St.
John School, St. Paul School and St. Mark School would continue with JK to Grade 6 programming; St. Raphael
School, St. Andrew School and St. Bernadette School would close; and a new “Green” dual track JK to Grade 6
school would be built on the St. Bernadette Site; St. Charles College would be retrofitted to accommodate the
Grade 7 and 8 students from all elementary schools within the East Planning Area; construction of a Multi-Media
Centre at St. Charles College site and St. Albert Adult Learning Centre remains status quo. Chair Muzzatti
stressed that Recommendation # 1 and Recommendation # 2 are the preferred recommendations of the ARC, with
Recommendation # 3 to be considered only in the event the Ministry funding for construction of a new school is
not available to the Board. The Chair briefly explained the rationale on which this option was formulated and
briefly outlined some of the implementation challenges.

Mr. Dennis Bazinet presented a brief overview of the projected enrollment figures, utilization rates and surplus
spaces for each school within Recommendation # 2. This scenario reflected the numbers with construction of a
dual track JK to 6 school with a total of 550 pupil places. This scenario also reflected the changes to St.
Charles College based on the incorporation and consolidation of the grade 7 and 8 schools from the feeder schools.

Mr. Denis Faucher presented a brief summary of the financial costs and projected savings for the implementation of
Recommendation # 2. Mr. Faucher explained that this recommendation includes the demolition costs and
renovations of $4.5M for the PTR sections of Pius XII School, an investment of $11M for a new “Green” School,
and $4M for the construction of the Multi-Media Centre at Charles College. Mr. Faucher identified that the St.
Charles College construction costs would include the renovations required for the amalgamation for grade 7 and 8
students at the proposed saving for deferred liability based on Renewal Needs for 2013/14 is approximately $19M.

**RECOMMENDATION #3**

Mr. Muzzatti presented a brief overview of the details for Recommendation #3 outlining that Pius XII School, St. John School, St. Paul School, St. Mark School, and St. Raphael School would continue with JK to Grade 6 programming; St. Andrew School and St. Bernadette School would close with current students going to St. Raphael School; St. Charles College would be retrofitted to accommodate dual track Grade 7-12 programming with the construction a Multi-Media Centre; and St. Albert A.L.C. would remain status quo. Mr. Muzzatti reiterated that this recommendation is only to be implemented in the event that the Ministry of Education chooses not to fund the building of a new elementary school in the East Planning Area. The Chair briefly explained the rationale on which this option was formulated and briefly outlined some of the implementation challenges.

Mr. Bazinet briefly outlined the projected enrollment figures, utilization rates and surplus spaces for each school based on the scenario presented in Recommendation #3.

Mr. Faucher summarized the financial costs and projected savings to the Board with the implementation of ARC Recommendation #3 with costs amounting to $14.6 M which includes the demolition and renovations to one section of St. Raphael and two sections at Pius XII Elementary School and the construction of the Multi-Media Centre and renovations to accommodate grade 7 and 8 students at St. Charles College. Mr. Faucher also elaborated on the definition of renewal needs by stating multiple examples of system replacements.

The following questions were posed by the public and responded to by Mr. Bazinet:

Q. Firstly I would like to commend the ARC on what I think it is a well documented report and well thought out. My only question or concern is on recommendations #1 and #2. In both recommendation with the average utilization rate in the 90’s, why would we cut it so close and not build a larger school in both recommendations in order to accommodate future growth or program expansion down the road? It just seems to be a little tight to me if we are going to undertake such a project.

A. Essentially when we are developing these scenarios we try to adhere as best we can to the Ministry of Education utilization guidelines. I understand what you are saying and I guess we are still, if you wish, in the draft mode because the capacity of the school and how the Ministry loads the school and the instructional space required to deliver programming are not equivalent. If the principals had the opportunity to come up and speak they would be able to elaborate on the fact that there is a need for space to effectively deliver programming. The challenge for us as a school board is whenever you approach the Ministry, they have templates that they use to restrict how school boards can apply for new schools. I think the issue is trying to make the numbers fit on the OTG or school capacity perspective. As the process moves forward you may see some slight variations because we need to balance the actual delivery of programming versus the funding they are willing to give us if we were to actually enter into new construction.

The following questions were posed by the public and responded to by Mr. Faucher:

Q. If you decide to go ahead with the green school and I know these costs are rough estimates and if you could go with all the happenings with the hospital being built, what would happen to the children and staff if you end up five or ten million dollars over budget?

A. Based on the new Ministry template, they now request us to provide cost analysis as we progress from the conceptual design to the tendering process. Part of the Ministry template is that we must ensure that we provide to the Ministry, through a cost consultant, the costing to build the proposed school and if it is proven to be an inflationary number based on local conditions and site condition, we could always provide a new business case on why it is costing more. The Ministry is quite adamant on their benchmarks. When we look at a school with the capacity for 550 students, they have a formula that identifies how much money they will fund, and will direct us to stay within that funding allocation. We need to provide reports on a regular basis from design through construction stages. We cannot even award a tender prior Ministry approval.
The following comments were brought forth by student representatives who were representing most of the St. Charles College Student Body:

Q. As students at St. Charles College we have come together as a group to protest the decision of bringing Grade 7 and 8 students and additional high school students in to our school. Being catholic students we have faith in our board and respect your decisions, however we disagree strongly with the idea of bringing younger grades in to St. Charles College.

We believe that bringing younger students in to our secondary school would not benefit them, current students or teachers. The high school environment is difficult enough without being thrown into it at such a young age. Having to deal with peer pressure and stress is very difficult and we don’t believe that they should experience that just yet.

Also, our school is already quite full, bringing in more students would cause problems for teachers, space and funding. There wouldn’t be enough one on one time thus making teachers stressed and students unprepared. The numbers you propose don’t make sense because our classrooms are already in use during most, if not all periods, including the amphitheatre and chapel. Even our French Immersion religion class was so big we had to move to the amphitheatre.

Many students, including some of our peers and friends are considering leaving St. Charles College because of this idea. We have most of our school behind us, we have a petition with close to 200 signatures some from even teachers, we also have a Facebook group dedicated to this subject.

If you choose to disregard our agreement we have no choice but to oblige but we encourage you to think this through as it is making many people unhappy.

In this situation, as students we know our school and can guess the outcome already. Even though your numbers say differently you do not know how difficult it is to walk through the hallways between classes, share the attention of our teachers and find a decent spot in the cafeteria. These simple tasks have already become a challenge and by bringing more students into the school, the stress will be multiplied.

Yes, there may be positive outcomes but to what cost? What are we trying to bring to your attention is are they worth the negative outcomes? What’s going to be done to ensure that current students are notified and have a say in this argument? Thank you.

A. Do you have your petition with you?
Q. Yes, we do.
A. The ARC secretary will accept the petition from you and will make sure it is recorded in our minutes and it will be considered at the next working meeting. Please make sure you submit your petition to us.

The following questions were posed by the public and responded to by Mr. Muzzatti:

Q. I too share some of the same concerns of the previous speakers and it is with regard to the capacity of St. Charles College. Right now for 2009 you are showing a utilization rate of 87% and as Catholic community we do run a lot of specialty programs for students with special needs student which require significant additional space and as such there is no classroom space available for additional students.

Right now we are at 87%, but I am telling you we are quite full and unless you do major structural changes and remove some students or some of the programs we currently offer here. If you were to make this a 7 to 12 school you would be going well over a 100% utilization rate and I just don’t see how we would be able to accommodate that. The second point I wish to raise is the projections for enrollment for St. Charles College and I want to thank Mr. Muzzatti and Mr. Bazinet for meeting with staff here yesterday and they did present some new data. One of the things that was raised was the grade 8 and 9 retention data and basically our retention data from our own schools, from the elementary schools, system wide is at 86% therefore we get about 14% of our students from the outside. However, for the East Planning Area and in particular St. Charles College, for this school year, it is 74% retention rate which means we get a significant number of our students, 26% from the outside, from co-terminus boards. From bringing in these students from the outside I think it is extremely difficult for use to use these projections numbers that we have given because those are from our own students and I think we eliminating that big factor of 26% of our students coming from the outside which is big variable. I would hate to see us over that 100% utilization rate for near future or foreseeable future. Just as a note of caution about that. Thank you.
A. Thank you for your comments. Just to respond to some of the concerns that you have raised. First of all, you are correct, the whole issue of the open access student is an unknown when you are doing enrollment projections. You are also correct in pointing out that St. Charles College has been very successful in attracting the open access student and that is due to the student body and staff who work so hard and very proactively to promote this school and our system so we are grateful for things. I do want to make a comment about the available classrooms. There is no question that every classroom is used. But to go back to the Ministry definition, the Ministry definition says 21 students per classroom per period every day. The Ministry says the school is at 100% if in every classroom there were 21 students for eight periods for the year. The other thing the Ministry doesn’t look at is if you use a classroom in a different way, such as an office, or reflection room, or a data room, whatever, those activities are all well and good but the Ministry still considers it a classroom because tomorrow, if you had to you could put 21 students in there. Another complicating factor is the specialty programs such as student success such as learning strategies etc. As one of my colleagues mentioned, the intent has never been just to take the 7’s and 8’s and dump them into this building. The intent would be that if the Trustees approve one of those recommendations there would have to be renovations or retrofits here, so maybe as an example, some of the learning spaces, some of the classrooms, would have to be accommodated to accept as small groups of learners. Maybe some of these larger classrooms could be converted into two smaller classrooms to accommodate classes where there are only 11 or 12 students. All that said, you have raised some important concerns and those concerns are legitimate, they cannot be trivialized, they cannot be dismissed but on the other hand those concerns would be addressed at implementation stage and there is a way of dealing with those concerns at once you get to the implementation phase if that is the decision that the Trustees make. If the Trustees make this decision, the intent would be to have further conversations, further dialogue, further consultation as we did in South/Central. As we heard today, in South/Central people are excited about the 7-12 programming. People are looking forward to it. Why? Because the consultations they have occurred and the Board has proven to the stakeholders, parents, teachers, and students because that we have listened to the concerns and have made appropriate changes of the design. Thank you for this frank conversation and we will have many more of these if the Trustees approve this.

REMINDERS / SUMMARY

Mr. Muzzatti once again stressed the importance of public input and feedback. Mr. Muzzatti reminded the public that they can have a voice in this process by submitting their concerns or comments in writing at the end of the meeting, or by submitting them via email or fax by Monday, February 22, 2010 by 9:00 a.m. He reminded everyone that the contact information for the ARC Secretary is found at the bottom of each page of the power point presentation handout that they received tonight.

Chair Muzzatti presented a review of the timelines and stressed that the final copy of the ARC recommendations would be submitted to the Director of Education on March 3, 2010. Mr. Muzzatti also stressed that the Accommodation Review Committee only presents recommendations and that it is Board of Trustees that made decisions regarding the recommendations. The Director of Education will present the ARC recommendations as well as her own recommendations if her recommendation are different from the ARC recommendations at the Board Meeting on March 23, 2010. The Chair reminded the public that they also have the right to make their own presentation to Trustees at the special board meeting of April 27, 2010 as long as an application (BR 20 and BR 20A) which are available on the Board website is received by April 20, 2010. On May 25, 2010 the Trustees will vote on the recommendations.

Mr Muzzatti stated that all meetings with the Trustees are open to the public and were encouraged to attend. He also announced that the venue for these meetings have not yet been determined, but will be well publicized in advance and indicated on the Board website.

Mr. Muzzatti thanked everyone present for their participation and attendance at the fourth public meeting for the East Planning Area and wished everyone a nice weekend.
CLOSING PRAYER
Mr. Muzzatti led the group in a closing prayer.

ADJOURNMENT
Mr. Muzzatti adjourned the meeting at 8:35 p.m.

Roland Muzzatti, Chair
Sudbury Catholic District School Board

Recording Secretary
Sharon Cormier
MINUTES of the 12th WORKING SESSION of the Accommodation Review Committee (ARC) for the East Planning Area, of the Sudbury Catholic District School Board (SCDSB), held in the gymnasium of St. Andrew Elementary School, 1305 Holland Road, in Sudbury, on February 24, 2010, from 6:00 p.m. to 7:55 p.m.

Committee Members in Attendance:

Board Representation:
Chairperson  Roland Muzzatti, Academic Superintendent
Senior Board Official Dennis Bazinet, Acting Superintendent of Business and Finance
Facilitator Denis Faucher, Manager of Facility Services
Secretary Steve Rinaldi, Project Coordinator

School Representation:
Pius XII
Louisa Bianchin, Principal
Shelley Sloan, School Council Chair
Cathy Manuel, Community
Leonard Foucault, School Staff
St. Charles College
Patty Mardero, Principal
Catherine Ross-Gonko, School Council Chair
Sandra Gobbo, Community
Claire Morrison, School Staff

St. Albert Adult Learning Centre (ALC)
Laura Kuzenko, Principal
Ann Brisebois, School Staff
Katrina Chevrier, Student Representative
St. John
Tricia Dowdall-Cirelli, Principal
Amanda Gagne, School Council Chair
Tina Madore, Community
Tara Large, School Staff

St. Andrew
Melody Henry, Principal
Mary Smith, School Council Chair
Lucille Szalai, Community
Dyan Pyott, School Staff
St. Mark
Sharon Oliver, Principal
Donna Kotanko, School Council Chair
Stacey Kennedy, Community
Carole Remillard, School Staff

St. Bernadette
Nicole Snow, Principal
Dan Bronicheski, School Council Chair
Mike McKeever, Community
Colette Perrin, School Staff
St. Paul
Sharon Oliver, Principal
Anne-Marie Savage, School Council Chair
Jennifer Rocca, Community
Denise Filipovic, School Staff

St. Raphael
Vickie McGuire, Principal
Ted Keelin, School Staff
Jen Bailey, Community

Community Representation:
Fr. Remi Hebert, Diocesan Representative

Committee Members Regrets:
Cassandra MacGregor, St. Albert ALC
Francine Dubreuil, St. Albert ALC
Phil Farmer, St. Raphael
Natasha Folino, St. Paul
Mark Simeoni, Greater City of Sudbury
Clara Steele, Regional Parent Involvement Committee

2/25/2010

“SCHOOLS TO BELIEVE IN”
General Public in Attendance:
Allison Dufour, St. Albert A.L.C.

Call to Order:
The ARC Chair, Mr. Roland Muzzatti, Academic Superintendent, called the meeting to order @ 6:02 p.m.

OPENING PRAYER
The Chair led the group in an opening prayer for guiding presence.

WELCOME
Mr. Muzzatti welcomed the group to ARC Working Meeting #12 and thanked everyone for attending. He also thanked Mrs. Melody Henry, principal of St. Andrew Elementary School, and her team for hosting the meeting and providing the food and refreshments.

APPROVAL OF THE AGENDA

MOVED BY T. Dowdall-Cirelli and Seconded by C. Ross-Gonko

“THAT the agenda for today’s February 24, 2010 Working Meeting #12 be approved as presented.”

CARRIED

ARC BINDERS
The Chair reviewed the updates to the ARC binders as including the minutes from Working Meeting #11, minutes from Public Meeting #4 and this evening’s presentation package.

APPROVAL OF THE PREVIOUS MINUTES

MOVED BY S. Sloan and Seconded by A. Gagne

“THAT the minutes for February 3, 2010 Working Meeting #11 be approved as presented.”

CARRIED

MOVED BY T. Large and Seconded by T. Keehn

“THAT the minutes for February 17, 2010 Public Meeting #4 be approved as presented.”

CARRIED

REVIEW OF PUBLIC INPUT
Mr. Muzzatti reviewed the input received after Working Meeting #11 that included the letter to parents from the Pius XII School Council Chair together with twenty-seven (27) responses, the evidence/research in support of JK to grade 8 programming, and nine (9) emails submitted for ARC consideration. Mr. Muzzatti stated that of the nine (9) emails received, one (1) contained the contact information for the regional parent council chair for the Ottawa Catholic School Board, four (4) supported maintaining status quo for Pius XII Elementary School, three (3) supported maintaining status quo for St. Andrew Elementary School, and one (1) supported the implementation of grade 7 to 12 programming.

Mr. Muzzatti then reviewed the input received after Public Meeting #4 that included a suggestion from Lygia Dallip, Watson and Associates, to revise the recommendation text within the Draft ARC Report to the Director, the petition received from St. Charles College students, a hard copy of a voice message left on the ARC mailbox by a St. Raphael Elementary School supporter, and three (3) emails submitted for ARC consideration. Mr. Muzzatti stated that of the three (3) emails received, two (2) supported maintaining status quo for St. Andrew Elementary School location and programming, and one (1) proposed a new accommodation option for this planning area.
**FINALIZE ARC REPORT TO THE DIRECTOR**

Chair Muzzatti led the group in reviewing the Draft ARC Report to the Director presented at Public Meeting #4, with a new paragraph added to page 5 that summarizes the comments heard at Public Meeting #4, and called for any proposed additions, revisions or deletions the committee would like to make.

**MOVED BY** C. Ross-Gonko and **Seconded by** M. Henry

“**THAT** a new Recommendation #4 be added to this report calling for status quo for all nine (9) schools in the East Planning Area.”

**DEFEATED**

Committee comments in favour of this motion stated that a status quo recommendation would allow the Board to better deal with the changes and challenges of other planning areas, while comments not in favour of this motion stated that given the data presented, the current political and economic climate, and the future condition of our schools, it would be unwise to recommend that Trustees not make a decision.

Prior to the vote on the above motion, the following questions were posed by committee members and responded to by the Chair:

**Q:** Were we not told at the start of the accommodation process, that status quo was not an option?

**A:** This was a statement made based on the data presented to the Board as part of the Watson Report, together with the possibility of Ministry funding for a new school.

**Q:** Can Trustees ignore the recommendations presented and formulate their own recommendations?

**A:** The Director can choose to support the ARC recommendations, or propose something else. Traditionally, the Trustees don’t propose accommodation recommendations, they decide which recommendation to accept.

**Q:** It is implicit in the nature of recommendations that the Trustees always have the option of deciding not to decide any recommendation, although I feel we have a better chance of obtaining Ministry funding now rather than after the next accommodation review. Is it mandated that an accommodation review be undertaken every five (5) years or is this a guideline?

**A:** This is not stated within the Board’s Regulation BR#10, but is stated within the Ministry Guideline document concerning accommodation review. There could be circumstances by which the Board would necessitate the accommodation review of a school or schools, but not to continually put communities through this extensive process.

Prior to the vote on the above motion, the following questions were posed by committee members and responded to by Mr. Denis Faucher, Manager of Facility Services, ARC Facilitator, and Mr. Dennis Bazinet, Acting Superintendent of Business and Finance, ARC Senior Board Official:

**Q:** We have two schools with sections that are Prohibited to Repair (PTR), does the Ministry give us direct funding to repair these? Does the Board have to make a special request for the construction of a new school?

**A:** Mr. Faucher: PTR funding no longer exists as a program, although sections that were deemed as PTR, can be included in a business case. Having no long term plan for the East Planning Area makes the management and investment of capital dollars in these schools very difficult as it would be wasteful to invest in schools that may be ultimately closed. Choosing to decide in five years is not good management. Yes, I understand the comment that these decisions are a trade-off between the bricks and mortar and the students, but while the school is the students, these students need good bricks and mortar in order to learn effectively.

**Mr. Bazinet:** We have been meeting over a number of months, and there is no question that you, as a committee, will decide what recommendations to put forth to the Director. You must now ask yourselves if you want to have the opportunity to influence the Trustee’s decision or are you willing to relinquish this to administration. Analysis on the status quo has been done and we do not believe that this is a sustainable option for this organization. There is no harm in speaking with the Ministry regarding the future because without a good business case submitted, our Board will be left out when the next announcement of funding is made.
Q: Do the Trustees have a timeline governing when a decision must be made on recommendations for this planning area?
A: Mr. Bazinet: The ARC process is defined with specific timelines, with the expectation that a decision will be made, although as decision makers, they have the full spectrum of time required to make a good decision.

Prior to the vote on the above motion, the following question was posed by committee members and responded to by the Chair:

Q: At the May 25, 2010 Board Meeting, can the Trustees choose not to decide?
A: A decision will be made at that Board Meeting. It could be to accept, revise, or place a condition on a presented recommendation, or even to defer the decision to a later date.

After the vote on the previous motion, the following question was posed by committee members and responded to by the ARC Secretary, Mr. Steve Rinaldi:

Q: Will the Director and the Trustees see the documents contained within tonight’s presentation package?
A: As per the table of contents of the Draft ARC Report to the Director, the committee’s recommendations, the minutes of all meetings and the School Valuation Reports are included in the final report. Including any other documents to the final report is up to the ARC.

MOVED BY D. Pyott and Seconded by C. Ross-Gonko

“THAT a new Recommendation #4 be added to this report proposing that grade 7 and 8 students from St. Raphael Elementary School move to St. Bernadette Elementary School, St. Andrew Elementary School remains JK to grade 6 with regular track programming, current St. Bernadette Elementary School students move to St. Raphael Elementary offering JK to grade 6 dual track and Special Education programming, with St. Raphael Elementary School downsized by demolishing the PTR portion of the school.”

DEFEATED

Committee comments in favour of this motion stated that a number of schools have already been closed in New Sudbury, and it maintains several ideal school communities, while comments not in favour of this motion stated that this scenario does not seem to address the issues of declining enrolment, excess capacity or aging buildings; it would require significant renovations to St. Bernadette (washrooms, gymnasium, lockers, daycare) to accommodate grade 7 and 8’s; and adds an additional transition for these students.

MOVED BY C. Remillard and Seconded by S. Sloan

“THAT the supporting documentation from the presentation package for Working Meeting #12 be presented to the Director with the ARC Report to the Director.”

WITHDRAWN BY MOVER AND SECONDER

MOVED BY C. Remillard and Seconded by S. Sloan

“THAT a new Tab #4 be added to the ARC Report to the Director to include all submissions received from non-ARC members.”

CARRIED
MOVED BY M. Henry and Seconded by C. Remillard

“THAT the first and fifth bullet describing Recommendation #1 within the Draft ARC Report to the Director, current page 8, be revised to read as follows:

• The Prohibitive to Repair sections of Pius XII Elementary School are demolished and reconstructed with a capacity to provide regular track JK to grade 8 programming;
• Demolition of the existing St. Bernadette Elementary School, and the construction of a new “Green” dual track JK to grade 8 elementary school on the St. Bernadette Elementary School site to include the current students from St. Raphael, St. Andrew and St. Bernadette Elementary Schools.” CARRIED

MOVED BY T. Keehn and Seconded by C. Perrin

“THAT the last bullet describing Recommendation #1 within the Draft ARC Report to the Director, current page 8, that identifies Recommendation #1 and #2 as preferred be deleted.” DEFEATED

MOVED BY D. Kotanko and Seconded by S. Oliver

“THAT the first and fifth bullet describing Recommendation #2 within the Draft ARC Report to the Director, current page 14, be revised to read as follows:

• The Prohibitive to Repair sections of Pius XII Elementary School are demolished and reconstructed with a capacity to provide regular track JK to grade 6 programming;
• Demolition of the existing St. Bernadette Elementary School, and the construction of a new “Green” dual-track JK to grade 6 elementary school on the St. Bernadette Elementary School site to include the current students from St. Raphael, St. Andrew and St. Bernadette Elementary Schools.” CARRIED

MOVED BY L. Foucault and Seconded by C. Remillard

“THAT the second and sixth bullet describing Recommendation #3 within the Draft ARC Report to the Director, current page 22, be revised to read as follows:

• The Prohibitive to Repair sections of Pius XII Elementary School are demolished and reconstructed with a capacity to provide regular track JK to grade 6 programming;
• The Prohibitive to Repair section of St. Raphael Elementary School is demolished and reconstructed with a capacity to provide dual track JK to grade 6 programming to include current students from St. Andrew and St. Bernadette Elementary Schools. Reconstruction at St. Raphael to also include site improvements to provide adequate parking and bus routes.” CARRIED

MOVED BY N. Snow and Seconded by D. Bronicheski

“THAT the Supporting Rationale #3, of Recommendation #3 within the Draft ARC Report to the Director, current page 22, be deleted.” DEFEATED

Committee comments in favour of this motion stated that to name St. Raphael Elementary as a flagship for New Sudbury does not truly reflect how well all other schools under review are valued, while comments not in favour of this motion stated that St. Raphael Elementary does have a tradition as a flagship school.

MOVED BY M. Henry and Seconded by D. Bronicheski

“THAT only the first sentence of Supporting Rationale #3, of Recommendation #3 within the Draft ARC Report to the Director, current page 22, be deleted.” CARRIED
MOVED BY T. Madore and Seconded by A. Gagne

“THAT the Draft ARC Report to the Director, be accepted as amended and presented to the Director on March 3, 2010.” CARRIED

Mr. Bazinet stated to the group that the Ministry of Education’ guideline clearly reads that whenever possible schools should be subject to an accommodation process once every five (5) years.

QUESTIONS AND ANSWERS

There were no questions posed and Chair Muzzatti noted no outstanding issues to address.

CLOSING REMARKS

Mr. Muzzatti reviewed the remaining timeline with the group, identifying that with the submission of the ARC Report to the Director, the work of the committee was at an end.

Mr. Muzzatti congratulated and thanked the group on behalf of himself, the Director and the Board, for the gift of their time and expertise to provide guidance in a very extensive, complex and emotional situation. Mr. Muzzatti further stated that he felt very fortunate and privileged to work with a group of well intentioned, honourable and committed people.

The Chair stated that Board staff would make the amendments to the ARC Report to the Director and distribute to the committee by Friday, February 26, 2010 together with the minutes of tonight’s meeting, and asked that any proposed revisions be submitted by Monday, March 1, 2010.

Mr. Muzzatti stated that on March 23, 2010, the Director will present the ARC Report, together with the Director’s Report to the Board, and outlined the process for making other presentations to Trustees for the Board Meeting scheduled for April 27, 2010, as well as the Special Board Meeting scheduled for May 25, 2010 where decisions will be made. Chair Muzzatti further stated that the location for these three (3) Board meetings will be held at a location to be determined.

Members of the committee thanked members of the ARC Steering Committee consisting of Chair Muzzatti, Mr. Bazinet, Mr. Faucher and Mr. Rinaldi for their assistance and leadership in supporting this committee in the completion of its mandate. Particular thanks went to Mr. Muzzatti while eligible to retire from the Board last year, chose to stay on to assist with the Accommodation Review of the East Planning Area.

CLOSING PRAYER

Chair Muzzatti led the group in the closing prayer.

MOVED BY M. Henry and Seconded by A. Brisebois

“THAT tonight’s Working Meeting #12 be adjourned.” CARRIED

The meeting was adjourned at 7:55 p.m.

Roland Muzzatti, Chair
Sudbury Catholic District School Board
Tab 3

School Valuation Reports
2009-2010 ACCOMMODATION REVIEW COMMITTEE

SCHOOL VALUATION FRAMEWORK REPORT

Planning Area: EAST

School: Pius XII School

SCHOOL MEMBERSHIP:

Louisa Bianchin
NAME
SIGNATURE

Len Foucault
NAME
SIGNATURE

Cathy Manuel
NAME
SIGNATURE

Shelley Sloan
NAME
SIGNATURE

"SCHOOLS TO BELIEVE IN"
1. **VALUE TO THE STUDENT**

1.1 **Catholic Identity and Faith Dimension**

1. How is the love of your neighbour as yourself (social justice) promoted?

Pius XII School cares for its students and those less fortunate in the community. Everyday is a learning opportunity to love ourselves, our friends and families, our neighbours and our God. Students learn to be of service to others. Self improvement, learning from mistakes and correcting mistakes are goals for all students. Teachers and staff are trained in TRIBES. The agreements are posted in the school and classrooms. The agreements are acknowledged by all. Staff and students celebrate the accomplishments of individuals.

2. How are the catholic graduate’s expectations and the monthly virtues reflected in your programs and in your school?

All teachers incorporate the catholic graduate expectations and monthly virtues in their daily lesson plans. Student assemblies celebrate and acknowledge students who have best demonstrated the virtue of the month.

Classroom teachers post and ask the Essential Questions throughout all instructional lessons. Teachers and staff attend in-servicing sessions at Holy Redeemer Parish to learn how to infuse Catholic expectations into their instructional plans.

3. What are the opportunities in the school for staff to pray together (not staff and students, but only staff)?

Pius XII staff has the opportunity to pray during staff meetings. The staff have the opportunity to gather at Holy Redeemer Parish, pray and reflect on the Liturgy of the Word with the Parish priest and the Pastoral Associate at Holy Redeemer.

4. How is prayer part of the school life?

Every month students, staff and parent volunteers walk to Holy Redeemer parish to celebrate mass, the Liturgy of the Word and Eucharist.

Students, staff and parents work in partnership to prepare the students in Grade 3 for First Reconciliation and First Communion. The Grade 8 students prepare for Confirmation.

Students and staff visit Holy redeemer Parish for Church Tours and learn about the different symbols, traditions and practices of the Church.

1.2 **Physical Space to Support Student Learning**

A. **Elementary and Secondary:**

1. Number of classrooms in the school:

2. Is there currently sufficient permanent space to accommodate all students? Yes

3. Does the school have:

   a. a Library? Yes
   b. a Gymnasium? Yes
   c. Change Rooms? Yes
   d. Storage and Equipment Room? Yes
   e. a Staff Work Room? Yes
   f. a Room for French Language Instruction? No
   g. an Art Room? No
   h. an Instrumental Music Room? Yes
   i. a Special Education Room? Yes
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>j.</td>
<td>a Quiet Room/Chapel?</td>
<td>Yes</td>
</tr>
<tr>
<td>k.</td>
<td>Suitable washrooms?</td>
<td>Yes</td>
</tr>
<tr>
<td>l.</td>
<td>a Cafeteria?</td>
<td>No</td>
</tr>
<tr>
<td>m.</td>
<td>Lockers/Cloak Room area?</td>
<td>Yes</td>
</tr>
<tr>
<td>n.</td>
<td>a Book Room?</td>
<td>Yes</td>
</tr>
<tr>
<td>o.</td>
<td>Native Studies Room?</td>
<td>No</td>
</tr>
<tr>
<td>p.</td>
<td>Theatre Arts Facilities/Stage?</td>
<td>Yes</td>
</tr>
<tr>
<td>q.</td>
<td>a Computer Lab?</td>
<td>Yes</td>
</tr>
<tr>
<td>r.</td>
<td>a Family Studies Room?</td>
<td>No</td>
</tr>
<tr>
<td>s.</td>
<td>an Auditorium?</td>
<td>No</td>
</tr>
<tr>
<td>t.</td>
<td>a Kitchen?</td>
<td>Yes</td>
</tr>
<tr>
<td>u.</td>
<td>Staff/Visitor/Student Parking?</td>
<td>Yes</td>
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<tr>
<td>v.</td>
<td>Student Drop-off and Pick-up areas?</td>
<td>Yes</td>
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<tr>
<td>w.</td>
<td>a Bus Loading Zone?</td>
<td>Yes</td>
</tr>
<tr>
<td>x.</td>
<td>property to accommodate development or additions?</td>
<td>Yes</td>
</tr>
<tr>
<td>y.</td>
<td>a Staff Room?</td>
<td>Yes</td>
</tr>
<tr>
<td>z.</td>
<td>a Math Room?</td>
<td>No</td>
</tr>
<tr>
<td>aa.</td>
<td>a Divisible gymnasium?</td>
<td>No</td>
</tr>
<tr>
<td>bb.</td>
<td>a workout/Exercise room?</td>
<td>No</td>
</tr>
<tr>
<td>cc.</td>
<td>Science prep rooms?</td>
<td>Yes</td>
</tr>
<tr>
<td>dd.</td>
<td>a patio area?</td>
<td>No</td>
</tr>
<tr>
<td>ee.</td>
<td>Kindergarten rooms with en-suite small toilets?</td>
<td>Yes</td>
</tr>
<tr>
<td>ff.</td>
<td>a food preparation areas/servery?</td>
<td>Yes</td>
</tr>
<tr>
<td>gg.</td>
<td>Adjustable space rooms?</td>
<td>Yes</td>
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<tr>
<td>hh. Other:</td>
<td>Pius XII School is .8 kilometres away from Holy Redeemer Parish. The itinerant teachers have their own work space or office space.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**B. Secondary:**

1. Does the school have:
   a. Chapel? Yes □ No □
   b. Science Labs? Yes □ No □
   c. Technology Facilities? Yes □ No □
   d. Student Success Rooms? Yes □ No □
   e. Student Council Room? Yes □ No □
   f. Business Studies Facilities? Yes □ No □

2. Additional Comments:

### 1.3 School Grounds for Healthy Physical Activity and Extracurricular Activities

1. Does the school have:
   a. hard surfaced outdoor play area(s)? Yes
   b. a soccer field? Yes
   c. a football field? Yes
| d. a baseball field? | No |
| e. a track? | No |
| f. a basketball court? | Yes |
| g. play equipment? | Yes |
| h. a shaded area? | Yes |
| i. a green space? | Yes |
| j. Other | |

2. Does the school have access to nearby recreational facilities? Yes

  a. **Please list:**

   Students have access to the following:
   - Playground which is across the street from the school
   - Carmichael arena, two ball fields, one tennis court, one beach volleyball court, skateboard court which is down Bancroft Road,
   - Outdoor rinks and playgrounds
   - Moonlight beach, Martial Arts on Howey Drive and Nickel District Pool.
   - Bicycle paths along Bancroft Road
   - Nature Trail on school property

3. **Has the school participated in an environmental project (nature areas, courtyards, etc.)?**

   In 2007, Pius won the Ugliest School Yard Contest (2nd Place-$12,000)
   In 2007, Counselor Janet Gasparini donated $5000 to re-green the school yard
   Pius XII, City of Greater Sudbury and Belanger Construction jointly agreed to invest and update in the school grounds. Basketball court was resurfaced and new basketball nets were installed. A Nature trail beginning on school property and ending near Kenwood on two donated lots from Belanger to the City.
   In 2008 Pius created a movie called Open Your Eyes and See, (the Effects of Global Warming)
   Pius XII participated in an Earth Minutes DVD with Dearness Conservation; students in Grade 5 are the recycling leaders for the school; recycling occurs everyday.

4. **Describe the conditions of school grounds**

   The school grounds are in good conditions, however have the potential to be great. In 2007, the SCDSB enlarged and improved the parking lot. There is now a staff parking lot, a visitor parking lot and two school bus loading and drop off areas. There are three entrances to the school parking lot. There is a fenced in play structure area with a sand box area and a grassy area for Best Start families, Maple Tree Preschool children, JK, SK and Grade 1 students and the community. There are also two new sheds for storage of equipment by the play structure area. There is a newly constructed fenced in soccer/football field to the left of the school. The field is used by the community and Sudburnia Soccer Association has shown interest in using the field. There is a grassy, shaded area with sitting rocks along the back of the school yard. There is also a nature trail in this area. There is a newly resurfaced basketball court and two new basketball nets. There are four trees on the far side of the basketball court which were planted by staff at Home Depot. There is a grassy, shaded court yard with picnic tables which is used by teachers and students for picnics.

   Pius XII School has additional property outside the fenced area. This area exists parallel to Third Ave and up to Kenwood Ave or the Belanger residential development.
5. **Additional Comments:**
The interior of the school resembles an indoor track. Staff and students use the halls for their Daily Physical Activity, their walking program.

### 1.4 Range of Courses or Program Offerings

#### A. Elementary

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the school provide large uninterrupted blocks of literacy and math instruction?</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Does each class have a Daily Physical Activity (DPA) Plan in place?</td>
<td>Yes</td>
</tr>
<tr>
<td>3. Does each class have access to the gym for the required amounts of time?</td>
<td>Yes</td>
</tr>
<tr>
<td>4. Does the school have a dedicated teacher for:</td>
<td></td>
</tr>
<tr>
<td>a. music?</td>
<td>Yes</td>
</tr>
<tr>
<td>b. physical education?</td>
<td>Yes</td>
</tr>
<tr>
<td>c. computers?</td>
<td>Yes</td>
</tr>
<tr>
<td>d. library?</td>
<td>Yes</td>
</tr>
<tr>
<td>e. French?</td>
<td>Yes</td>
</tr>
<tr>
<td>f. resource?</td>
<td>Yes</td>
</tr>
<tr>
<td>g. literacy coach?</td>
<td>Yes</td>
</tr>
<tr>
<td>h. early reading intervention?</td>
<td>Yes</td>
</tr>
<tr>
<td>i. Native language?</td>
<td>Yes</td>
</tr>
<tr>
<td>j. Teacher of the blind?</td>
<td>No</td>
</tr>
<tr>
<td>k. Learning strategies?</td>
<td>Yes</td>
</tr>
<tr>
<td>l. Other:</td>
<td></td>
</tr>
</tbody>
</table>

5. What is the ‘Average Class Size’ for the school?  **25**

6. Does the school have:
   a. triple grades?  **No**

#### B. Elementary and Secondary:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the school offer:</td>
<td></td>
</tr>
<tr>
<td>a. guidance and career education programs?</td>
<td>Yes</td>
</tr>
<tr>
<td>b. culturally inclusive programs?</td>
<td>Yes</td>
</tr>
<tr>
<td>c. reach ahead programs?</td>
<td>No</td>
</tr>
<tr>
<td>d. technology programs?</td>
<td>Yes</td>
</tr>
<tr>
<td>e. programs and supports for students at risk?</td>
<td>Yes</td>
</tr>
<tr>
<td>f. an instrumental music program?</td>
<td>Yes</td>
</tr>
<tr>
<td>g. a vocal music program?</td>
<td>Yes</td>
</tr>
<tr>
<td>h. Religious Education &amp; Family Life?</td>
<td>Yes</td>
</tr>
<tr>
<td>i. Communication class (re: autism)</td>
<td>Yes</td>
</tr>
<tr>
<td>j. DH/Multi-sensory room</td>
<td>Yes</td>
</tr>
<tr>
<td>k. Special Education</td>
<td>Yes</td>
</tr>
<tr>
<td>l. Care and Development</td>
<td>Yes</td>
</tr>
<tr>
<td>m. Life Skills</td>
<td>Yes</td>
</tr>
<tr>
<td>n. French Immersion</td>
<td>No</td>
</tr>
</tbody>
</table>
**o. Other:**

The students who live within the boundaries of Pius XII School, and want to enroll in the French Immersion program, must attend St. Paul School in Coniston which is approximately 10 kilometres away from Minnow Lake.

Students who live in the Minnow Lake area and want to be enrolled in the French Immersion program are attending Westmount Public School which is about 4 kilometres away.

**2. Where is the nearest access to similar programs?**

The nearest access to similar programs is St. Paul for the Regular and French Immersion programs. St. Bernadette also offers a French Immersion program to students in the area, within their designated boundaries.

**3. Does the school have a Snack, Breakfast or Lunch Program? If so, please describe.**

The school has a Snack and Lunch program. Snack baskets are filled everyday by the students in the Life Skills class. Grandparents come in every Wednesday to prepare tasty fruit and vegetables for all students.

St. Charles College gives two bins of breakfast food, (left over foods from their breakfast program) every morning to Pius XII School. Everyday, two to three classes are fed breakfast. It also has a Fruit and Vegetable program every Wednesday.

**C. Secondary**

1. List the compulsory courses in grades 9-12:

2. List the optional courses in grades 9-12:

3. What optional programs cannot be offered currently that are offered in other SCDSB schools?

4. Does the school have a sufficient number of students to run courses in each subject area for all five student pathways (independent living, work, apprenticeship, college, university)?

   Yes ☐ No ☐

5. Which courses have companion co-op credits?

6. Which multi-level courses are offered?

7. Which multi-grade courses are offered?

8. Which courses were cancelled this year? (List course code and title)

   a. Why?

9. What courses are bundled to offer specialized programs?

10. List partnerships which enhance and support student success:

11. Which second language programs does the school offer?
12. Does the school offer:
   a. business studies programs? Yes □ No □
   b. a theatre arts program? Yes □ No □
   c. outdoor education? Yes □ No □
   d. Dual credit courses? Yes □ No □
   e. Correspondence courses? Yes □ No □

13. Does the school provide co-operative education opportunities for students? Yes □ No □

14. Does the school offer after school remedial programs onsite? Yes □ No □

15. Does the school have access to these programs in nearby facilities? Yes □ No □

16. Other:

17. How many parent/family/community volunteers does the school attract?

18. Does the number of parent volunteers involved in school council adequately reflect the school (pupil) enrollment? What is the current percentage or ratio?

19. Where is the nearest access to similar programs?

20. Additional Comments:

### 1.5 Range of Extracurricular Activities

1. Is this school a designated Best Start hub? Yes

2. Are Child Care services available before school? Yes

3. Are Child Care services available after school? Yes

4. Are Child Care services available during the school day? Yes

5. Is this school a site for kindercentre? No

6. Is an Alternate Day Program available at the school? Yes

7. **List boys’ intramural sports:**
   Volleyball, Basketball, Floor hockey, Handball

8. **List girls’ intramural sports:**
   Volleyball, Basketball, Floor hockey, Handball

9. **List co-ed intramural sports:**
   Volleyball, Basketball, Floor hockey, Handball

10. **List boys’ interschool sports:**
    Volleyball, Basketball, Swimming Lessons, Soccer, Slow Pitch, Track and Field, Skating

11. **List girls’ interschool sports:**
    Volleyball, Basketball, Swimming Lessons, Soccer, Slow Pitch, Track and Field, Skating
12. List co-ed interschool sports:
   Volleyball, Basketball, Swimming Lessons, Soccer, Slow Pitch, Track and field, Skating

13. List non-athletic school clubs:
   Student Council, Chess Club, Stage Band, Rock Band, Dance Club, Drama Club, School Choir, Pius Idol, Social Skills Club

14. Additional Comments:
   Pius XII School attracts a number of parent/grandparent volunteers. Volunteers assist with field trip supervision, fruit and vegetable preparation for weekly snacks, lunch hour supervision, class celebrations, book fair organizers, fund raising volunteers and parent/grandparent helpers in the classroom to support learning. Best Start-The staff and students of Pius XII make great use of our New Sudbury and Minnow Lake community resources. It is not unusual for our school to go to the Theatre Centre, Science North or our Church ( Holy Redeemer) as a whole school. We offer the full range of co-ed and single gender sports. The students play both intramural and interschool sports. Many students walk to school and enjoy the centralized location of the school. Maple Tree Preschool-Maple tree offers a Summer Child Care at Pius XII School.

1.6 Student Outcomes at the School

<table>
<thead>
<tr>
<th></th>
<th>Rolling average for: SCORES</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>04-05-06</td>
<td>05-06-07</td>
</tr>
<tr>
<td>1. EQAO -- Primary Reading</td>
<td>60</td>
<td>48</td>
</tr>
<tr>
<td>2. EQAO -- Primary Writing</td>
<td>44</td>
<td>55</td>
</tr>
<tr>
<td>3. EQAO -- Primary Mathematics</td>
<td>40</td>
<td>69</td>
</tr>
<tr>
<td>4. EQAO -- Junior Reading</td>
<td>59</td>
<td>55</td>
</tr>
<tr>
<td>5. EQAO -- Junior Writing</td>
<td>59</td>
<td>55</td>
</tr>
<tr>
<td>6. EQAO -- Junior Mathematics</td>
<td>46</td>
<td>62</td>
</tr>
</tbody>
</table>

7. EQAO -- Grade 9 academic mathematics
8. EQAO -- Grade 9 applied mathematics
9. OSSLT -- Grade 10 eligible
10. OSSLT -- Grade 10 previously eligible

10. Additional Comments:

The Care and Development, Life Skills and Communication board classes are housed at Pius XII School. For the school year 2008-09, Grade 3 and Grade 6 students in these classes were included in the EQAO assessments. Since these students were unable to participate in the EQAO Assessments, they were exempted. The number of exemptions counted against the Grade 3 and 6 scores for Pius XII School. As a result of the number of exemptions, the EQAO results were lower this year.

EQAO results are available including the exempt categories and excluding the “Exempt” categories.

Please consider these EQAO results, EXCLUDING the Exempt categories. These results are a true reflection of the Pius XII students in the Regular program at or above Provincial Standard.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Writing</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>48</td>
<td>72</td>
<td>61</td>
</tr>
<tr>
<td>Grade 6</td>
<td>58</td>
<td>61</td>
<td>32</td>
</tr>
</tbody>
</table>
### 1.7 School Accessibility for Individuals with Physical Disabilities

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is the school accessible for individuals with disabilities?</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Does the school have:</td>
<td></td>
</tr>
<tr>
<td>a. accessible washrooms?</td>
<td>Yes</td>
</tr>
<tr>
<td>b. elevator(s)?</td>
<td>No</td>
</tr>
<tr>
<td>c. approved ramps?</td>
<td>Yes</td>
</tr>
<tr>
<td>d. automated doors?</td>
<td>Yes</td>
</tr>
<tr>
<td>e. accessible playgrounds?</td>
<td>Yes</td>
</tr>
<tr>
<td>f. dedicated handicapped parking spaces?</td>
<td>Yes</td>
</tr>
<tr>
<td>g. appropriate signage?</td>
<td>Yes</td>
</tr>
<tr>
<td>3. Is the entrance to the school barrier-free?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Additional Comments:**
Pius XII School is all on ground level, except for the music room (now being used as Gr 5 class) and stage. There are four approved ramps at four different entrances to the school. The SCDSB houses three of its Special Education classes at Pius XII School. They are the Life Skills, Communication and Care and Development classes.

### 1.8 Accommodation for Other Disabilities

<table>
<thead>
<tr>
<th>Disability</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual</td>
<td>Yes</td>
</tr>
<tr>
<td>Hearing</td>
<td>No</td>
</tr>
<tr>
<td>Other</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Visual:**
- There is a Dark Room in the Care and Development classroom.

**Hearing:**
- Three students are equipped with individual FM systems.

**Other:**
- Snoezelen Room

### 1.9 Security

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the school have a security system e.g., controlled entrances, video surveillance?</td>
<td>No</td>
</tr>
<tr>
<td>2. Does the school have magnetic door openers on hallway doors?</td>
<td>Yes</td>
</tr>
<tr>
<td>3. Does the school have a sprinkler system?</td>
<td>No</td>
</tr>
<tr>
<td>4. Does the school have gates?</td>
<td>Yes</td>
</tr>
<tr>
<td>5. Does the school have fences?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Additional Comments:**
The main office and principals’ office have a visual of visitors coming into the school through the main doors.
The main doors are locked at 4:00 p.m. Parents and visitors attending Best Start Hub and Maple Tree Preschool ring the door bell which is located at the main doors and alternate main doors.
Pius XII School will receive a security system including video surveillance from the Health and Safety grant from the City of Greater Sudbury/Children Services.
1.10 Proximity of the School to Students / Length of Bus Ride to School

<table>
<thead>
<tr>
<th></th>
<th>In boundary</th>
<th>out of boundary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What percentage of students walk to school?</td>
<td>22.26%</td>
</tr>
<tr>
<td>2.</td>
<td>What percentage of students attend from outside the school boundary?</td>
<td>13%</td>
</tr>
<tr>
<td>3.</td>
<td>What percentage of students are bused to school?</td>
<td>77.74%</td>
</tr>
<tr>
<td>4.</td>
<td>What is the average distance to school for students?</td>
<td>3 km</td>
</tr>
<tr>
<td>5.</td>
<td>What is the average bus ride duration for students?</td>
<td>15 min</td>
</tr>
</tbody>
</table>

6. **Additional Comments:**

Pius XII School is in walking distance to Holy Redeemer Parish, it is approximately 1 kilometre away.

1.11 Supports

1. Does the school have:
   a. a full-time Principal? Yes
   b. a Vice Principal? Yes
   c. a full-time Secretary? Yes
   d. an onsite Teacher Librarian? No
   e. a full-time Chaplain? No
   f. Hallway Monitors? No
   g. a Library Clerk/Technician? No
   h. a full-time Special Education Teacher? Yes
   i. full-time custodial staff? Yes
   j. Parent volunteers? Yes
   k. Other:

2. How many Educational Assistants does the school have? 12

3. **Additional Comments:**

There is also a full time Learning Strategies teacher to support student learning in Grade 4 to 8.

1.12 Funds

1. **Funds raised over the past 3 years (details)**

   It is estimated that the funds raised over the past 3 years have been approximately $75,000.00.

   **School**
   Reader’s Digest Family Reading Program $3,000
   Fall Walk-a-thon $1500
   Weekly Pizza, SANPA Foods, Subway Sales $6,000
   Daily Milk program $3,000
   Scholastic Book Fairs $5,000
   Cookie Dough and Mix $3,000
   Skate-a-thons $1500
   Poinsettias $100
School Council
Halloween Fun Fair $4,000
Christmas Craft Show $4,000
Sweetheart Family Dance $400
Yard Sale $4,000
Walk-a-thon $2,000

2. Corporate donations over the past 3 years (details)
Xstrata –Donation of $5,000.00
Sudbury Hydro- $3,000
Dearness Conservation-$500
Northern Credit Union- Donation of $4,000 (payment of Science North membership fee for all students for the past 3 years)
Ugliest School Yard Contest (Vale-INCO) - $12,000
Counselor Janet Gasparini- $5,000
Belanger Construction $12,000 and labour
Home Depot $1000 and labour (trees and picnic tables)
Brick- Sponsorship of season Wolves Tickets (past 3 years)
Leon's Furniture-$1000 (Library furniture)
City of Greater Sudbury/Child Services- $10,000 (Purchase of the playground structure)
Knight’s of Columbus donated approximately $10,000 for the Snoezelen Room

3. Contributions to the community (details)
Food Drive to Holy Redeemer Food Bank
Christmas Baskets to Holy Redeemer
Coins for Lent (Development and Peace) to Holy Redeemer $1000.00
Staff Dress Down to Holy Redeemer $1000
Northern Ontario Cancer Research Centre $4700 (Walk-a-thon)
All Best Start programs and activities are free to parents and students

4. Additional Comments:
School Council raised funds, solicited donations and won 2nd place in the Ugliest School Yard contest. In 2007 School Council purchased a soccer field in the amount of $24,000.00

1.13 Parish Connection
1. What does the Parish Connection with the school entail?
Pius XII School is one of the few schools that is in walking distance to a Catholic church, Holy Redeemer Parish. The school has a very unique and strong partnership with the parish. The school aligns all of its charity and social justice work with Holy Redeemer Parish.
The parish priest is invited and participated in literacy activities, Best Start activities, Open House, SK and Grade 8 Graduation, class visits and Staff Luncheons.

Pius XII School participates in sacramental preparation with Holy Redeemer Parish. Preparation classes are held at the parish for students and parents. Class visits from the parish priest and pastoral associate occur on a regular basis to help prepare students and assist teachers.
### 3. Additional Comments:

Pius XII School participates in a number of activities:
- School, parish and home monthly meetings
- Holy Redeemer Food Drive in October
- Christmas Baskets for Holy Redeemer
- Coins for Development and Peace for Holy Redeemer
- Staff Dress Down Funds for Holy Redeemer Parish
- Holy Redeemer Halloween Dance and Haunted House
- Liturgy of the Word for Children Presentations to JK to Grade 3 students
- Bibles to Grade 4 students from Knights of Columbus
- Advent Wreath Making for Families and Students
- Christmas Tree Lighting
- Advent Celebration for Families and Students
- Pius XII Rock Band performances at Holy Redeemer
- Kick Off to Catholic Education Week at Holy Redeemer, Sunday mass

### 1.14 Summary

#### 1. What is the value of this school to the students?

Pius XII School welcomes all students, parents, staff and community members to our school. It is a place to grow and learn, be yourself, there is a focus on student achievement and student development. Pius XII cares for all its students. Each student is special, unique and a gift from God.

Best Start: One of the 5 objectives of the Best Start Network is to “Provide a high quality early learning and child care environment”. Children who have participated in a Best Start Hub or a child care setting have had exposure to school readiness skills and are ready to learn. The school is a link for children to quality early learning programs, child care, specialized services (Wordplay, CTC, Health Unit), recreational services, and social events. Having a Seamless day. Services all in one building.

#### 2. What is unique about this school?

Pius XII is located in one of the oldest neighborhoods in the Greater City of Sudbury. Grandparents were once students at Pius XII School, there have been three generations of students at Pius XII School.

Pius XII houses Minnow Lake Best Start, Maple Tree Preschool
Pius XII has a ROCK BAND
There is a Snoezelen Room for the Care and Development students.
SCDSB Special Support Worker works with students in the Communication class and students who experience difficulties at the school.
There are many special needs students at Pius XII and they are all included in all activities and events.
There is a real sense of family, community, inclusion and tradition at Pius XII.
Pius XII has a high number of exceptional students and non identified students who require support.
Grandparents recall when they attended Pius XII School as students.
Pius XII students excel in the Arts: music, theatre and dance.

### 3. Additional Comments:
### 2. VALUE TO THE SCHOOL BOARD

#### 2.1 Physical Space to Support Student Learning

**A. Elementary and Secondary:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of classrooms in the school:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Is there currently sufficient permanent space to accommodate all students?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>3. Does the school have:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. a Library?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>b. a Gymnasium?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>c. Change Rooms?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>d. Storage and Equipment Room?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>e. a Staff Work Room?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>f. a Room for French Language Instruction?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>g. an Art Room?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>h. an Instrumental Music Room?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>i. a Special Education Room?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>j. a Quiet Room/Chapel?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>k. Suitable washrooms?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>l. a Cafeteria?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>m. Lockers/Cloak Room area?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>n. a Book Room?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>o. Native Studies Room?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>p. Theatre Arts Facilities/Stage?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>q. a Computer Lab?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>r. a Family Studies Room?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>s. an Auditorium?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>t. a Kitchen?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>u. Staff/Visitor/Student Parking?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>v. Student Drop-off and Pick-up areas?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>w. a Bus Loading Zone?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>x. property to accommodate development or additions?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>y. a Staff Room?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>z. Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B. Secondary:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the school have:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Chapel?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>b. Science Labs?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>c. Technology Facilities?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>d. Student Success Rooms ?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>e. Student Council Room?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>f. Business Studies Facilities?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>g. Bleachers?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**2. Additional Comments:**
C. **Elementary and Secondary Child Care:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are there spaces at this school designated for Best Start hub?</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Are Child Care spaces available before school?</td>
<td>Yes</td>
</tr>
<tr>
<td>3. Are Child Care spaces available after school?</td>
<td>Yes</td>
</tr>
<tr>
<td>4. Are Child Care spaces available during the school day?</td>
<td>Yes</td>
</tr>
<tr>
<td>5. Are there spaces at this school for a Kindercentre?</td>
<td>No</td>
</tr>
<tr>
<td>6. Is an Alternate Day Program available at the school?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Additional Comments:**

Best Start Hubs offers parenting classes to all parents in the Greater Sudbury Community in the Pius Library. Maple Tree Preschool uses three classroom and has three groups of students for childcare. Maple Tree Preschool offers summer childcare at Pius XII School. All Kindercentres have been discontinued in all schools. Best Start Hubs have replaced Kindercentres.

---

### 2.2 Range of Courses or Program Offerings

**A. Elementary**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the school provide large uninterrupted blocks of literacy and math instruction?</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Does the school offer daily physical activity?</td>
<td>Yes</td>
</tr>
<tr>
<td>3. Does the school have a dedicated teacher for:</td>
<td>Yes</td>
</tr>
<tr>
<td>a. music?</td>
<td>Yes</td>
</tr>
<tr>
<td>b. physical education?</td>
<td>Yes</td>
</tr>
<tr>
<td>c. computers?</td>
<td>Yes</td>
</tr>
<tr>
<td>d. library?</td>
<td>No</td>
</tr>
<tr>
<td>e. French?</td>
<td>Yes</td>
</tr>
<tr>
<td>f. resource?</td>
<td>Yes</td>
</tr>
<tr>
<td>g. literacy resource?</td>
<td>Yes</td>
</tr>
<tr>
<td>h. early reading intervention?</td>
<td>Yes</td>
</tr>
<tr>
<td>i. Other: Native Language</td>
<td>Yes</td>
</tr>
<tr>
<td>4. Does the school have:</td>
<td>Yes</td>
</tr>
<tr>
<td>a. combined grades?</td>
<td>Yes</td>
</tr>
<tr>
<td>b. straight grades?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**B. Elementary and Secondary:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the school offer:</td>
<td>Yes</td>
</tr>
<tr>
<td>a. guidance and career education programs?</td>
<td>Yes</td>
</tr>
<tr>
<td>b. culturally inclusive programs?</td>
<td>Yes</td>
</tr>
<tr>
<td>c. reach ahead programs?</td>
<td>No</td>
</tr>
<tr>
<td>d. technology programs?</td>
<td>Yes</td>
</tr>
<tr>
<td>e. programs and supports for students at risk?</td>
<td>Yes</td>
</tr>
<tr>
<td>f. an Instrumental music Program?</td>
<td>Yes</td>
</tr>
<tr>
<td>g. a vocal music program?</td>
<td>Yes</td>
</tr>
<tr>
<td>h. Special Education?</td>
<td>Yes</td>
</tr>
<tr>
<td>i. Care and Development?</td>
<td>Yes</td>
</tr>
</tbody>
</table>
j. Life Skills?  | Yes  
k. French Immersion? | No  
l. Dual-credit courses? | No  
m. Correspondence courses? | No  

n. Other?  
- Piano and vocal teachers offer lessons to Pius XII students during the school day.

2. Where is the nearest access to similar programs?  
The nearest access to similar programs would be St. Paul School in Coniston about 10 kilometres away.

3. Does your school offer specialized programming (e.g. Alternate Education, Same Gender Identity)?  
Yes ☐ No ■

4. Identify the specialized programming offered.  
Special support worker offers Social Skills programming to students who experience difficulties in the classroom and school yard.

5. Does the school have a Snack, Breakfast or Lunch Program? If so, please describe.  
The school has a Snack and Lunch program. Snack baskets are filled everyday by Life Skills students. Grandparents come in every Wednesday to prepare tasty Fruit and Vegetables for all students.  
St. Charles College gives two bins of breakfast food, (left over foods from their breakfast program) every morning to Pius XII School. Everyday, two to three classes are fed breakfast.  
The funds are made available from Better Beginnings and Childhood Enfance. Better Beginnings donated three fridges, one freezer and one dishwasher to the school.

C. Secondary  
1. List the compulsory courses in grades 9-12:

2. List the optional courses in grades 9-12:

3. What optional programs cannot be offered currently that are offered in other SCDSB schools?

4. Does the school have a sufficient number of students to run courses in each subject area for all five student pathways (university, college, apprenticeship, workplace and independent living)?  
Yes ☐ No ■

5. Which courses have companion co-op credits?

6. Which multi-level courses are offered?

7. Which multi-grade courses are offered?

8. Which courses were cancelled this year? (List course code and title)

   a. Why?
9. What courses are bundled to offer specialized programs?

10. List partnerships which enhance and support students:

11. Which second language programs does the school offer?

12. Does the school offer:
   - a. business studies programs? Yes ☐ No ☐
   - b. a theatre arts program? Yes ☐ No ☐
   - c. outdoor education? Yes ☐ No ☐
   - d. E-Learning Courses? Yes ☐ No ☐
   - e. Other:

13. Does the school provide co-operative education opportunities for students? Yes ☐ No ☐

14. Does the school offer after school remedial programs onsite? Yes ☐ No ☐

15. Does the school have access to these programs in nearby facilities? Yes ☐ No ☐

16. How many parent/family/community volunteers does the school attract?

17. Where is the nearest access to similar programs?

18. **Additional Comments:**

---

### 2.3 Student Outcomes at the School

<table>
<thead>
<tr>
<th></th>
<th>Rolling average for:</th>
<th>Results</th>
<th>Cohort size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>04-05-06</td>
<td>05-06-07</td>
<td>06-07-08</td>
</tr>
<tr>
<td>1. EQAO -- Primary Reading</td>
<td>60</td>
<td>48</td>
<td>52</td>
</tr>
<tr>
<td>2. EQAO -- Primary Writing</td>
<td>44</td>
<td>55</td>
<td>59</td>
</tr>
<tr>
<td>3. EQAO -- Primary Mathematics</td>
<td>40</td>
<td>69</td>
<td>41</td>
</tr>
<tr>
<td>4. EQAO -- Junior Reading</td>
<td>59</td>
<td>55</td>
<td>62</td>
</tr>
<tr>
<td>5. EQAO -- Junior Writing</td>
<td>59</td>
<td>55</td>
<td>62</td>
</tr>
<tr>
<td>6. EQAO -- Junior Mathematics</td>
<td>46</td>
<td>62</td>
<td>69</td>
</tr>
<tr>
<td>7. EQAO -- Grade 9 academic mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. EQAO -- Grade 9 applied mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. OSSLT -- Grade 10 eligible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. OSSLT -- Grade 10 previously eligible</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**11. Additional Comments:**

The Care and Development, Life Skills and Communication board classes are housed at Pius XII School.
For the school year 2008-09, Grade 3 and Grade 6 students in these classes were included in the EQAO assessments. Since these students were unable to participate in the EQAO Assessments, they were exempted. The number of exemptions counted against the Grade 3 and 6 scores for Pius XII School. As a result of the number of exemptions, the EQAO results were lower this year.
EQAO results are available including the exempt categories and excluding the “Exempt” categories.

Please consider these EQAO results, EXCLUDING the Exempt categories. These results are a true reflection of the Pius XII students in the Regular program at or above Provincial Standard.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Writing</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>48</td>
<td>72</td>
<td>61</td>
</tr>
<tr>
<td>Grade 6</td>
<td>58</td>
<td>61</td>
<td>32</td>
</tr>
</tbody>
</table>

### 2.4 Condition of School

1. When was the original school built? 1959
2. How many sections have been added since the original? 2
3. Year latest section built? 1972
4. What is the current Facility Condition Index (FCI)? 74.9%
5. What will the FCI be in 5 years? 90.6%
6. What are the current renewal costs? 3,887,051
7. What will the renewal costs be in 5 years? 4,701,968
8. Describe the conditions of school grounds Good

9. Additional Comments:
   - Original school was built in 1959, second addition was completed in 1962 and final addition in 1972.
   - The school grounds are in good condition, however have the potential to be great. In 2007, the SCDSB enlarged and improved the parking lot. There is now a staff parking lot, a visitor parking lot and two school bus loading and drop off areas. There are three entrances to the school parking lot. There is a fenced in play structure area with a sand box area and a grassy area for Best Start families, Maple Tree Preschool children, JK, SK and Grade 1 students and the community. There are also two new sheds for storage of equipment by the play structure area. There is a newly constructed fenced in soccer/football field to the left of the school. The field is used by the community and Sudburnia Soccer Association has shown interest in using the field. There is a grassy, shaded area with sitting rocks along the back of the school yard. There is also a nature trail in this area. There is a newly resurfaced basketball court and two new basketball nets. There are four trees on the far side of the basketball court which were planted by staff at Home Depot. There is a grassy, shaded court yard with picnic tables which is used by teachers and students for picnics.
   - Pius XII School has additional property outside the fenced area. This area exist parallel to Third Ave and up to Kenwood Ave or the Belanger residential development.
   - The interior of the school resembles am indoor track. Staff and students use the halls for their Daily Physical Activity, their walking program.
2.5 Location of School

1. What percentage of students are bused to school? 77.74%
2. What is the average distance to school for students? 3 km
3. What is the average bus ride duration for students? 15 min
4. What is the proximity of the school to a Catholic Church? 1 km
5. What is the proximity of a comparable school from a co-terminus Board? Adamsdale PS (JK-6 & Sp Ed) 1 km Westmount PS (FI and Gr 7 & 8) 4 km

6. Additional Comments:
Minnow Lake is home to 22,000 residents. Minnow Lake is centre almost in the geographical centre of City of Greater Sudbury with easy access to all other areas of the city.

2.6 Enrolment vs. Available Space

1. Does enrolment at the school exceed the surplus space in adjacent schools? Yes
2. What is the current enrolment of the school? 320
3. What is the projected enrolment in 5 years? 255
4. What is the projected enrolment in 10 years? 241
5. What is the capacity of the school? 315
6. What is the current utilization rate of the school? 87.9%
7. What is the projected utilization rate in 5 years? Approx. 82%
8. What is the projected utilization rate in 10 years? 75.9%

9. Additional Comments:
The current school enrolment includes each JK and SK student, and not half the number of students enrolled. Enrolment has increase since the last five years. Five years ago enrolment was at 278.

2.7 Cost to Operate the School

1. What are the costs for utilities? (electricity, gas, oil, water) $55,629
2. What are the maintenance costs for the facility? $43,866.68
3. What are the maintenance costs for the grounds? $14,321.89
4. What are the maintenance costs for security? $956.53

5. Additional Comments:
Revenues to the SCDSB from Minnow Lake Best Start Hub and Maple Tree Preschool.

2.8 Supports

1. Does the school have:
   a. a full-time Principal? Yes
   b. a Vice Principal? Yes
   c. a full-time Secretary? Yes
   d. a full-time Chaplain? No
   e. Hallway Monitors? No
   f. Lunchtime Supervisors? Yes
2.9 Summary

1. What is the value of the school to the school board?
Pius XII houses three Special Education classes. Students in these classes are from the Greater City of Sudbury. Pius XII houses the Minnow Lake Best Start Hub and Maple Tree Pre School which provides revenue to the school board.

Best Start- Based one of the 5 Best Start Network objectives “Ensure the Best Start is an Integrated Community Initiative” this will also aid in recruitment and retention of students to the school.

2. Additional Comments:

3. VALUE TO THE COMMUNITY

3.1 Community Use

1. List the community groups which use the school/school grounds and the number of hours used for the school year:

<table>
<thead>
<tr>
<th>Community Group</th>
<th># of hours:</th>
<th>Fees paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. School</td>
<td>5 days/week 9:00-3:00 &amp; 1 evening/month (2.5 hrs) &amp; 1 Saturday/month (4 hrs)</td>
<td>Yes</td>
</tr>
<tr>
<td>Minnow Lake Best Start</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maple Tree Preschool</td>
<td>5 days/week (7:30am -6:00 pm) including July and August)</td>
<td>Yes</td>
</tr>
<tr>
<td>TOPS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holy Redeemer Volleyball</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Minnow Lake Best Start Hub</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Does use of the school by community groups cause any conflicts with school programming?
   No. Minnow Lake Best Start Hub and Maple Tree Preschool have access to the gym, library, student washrooms and playground. A timetable is worked out with the school.

3. What other facilities/playing fields in the vicinity are used by community groups?

4. Additional Comments:

3.2 Range of Program Offerings at the School that serve both Students and Community Members

1. Is this school:
   a. a designated Best Start hub? Yes □ No □
   b. a site for Kindercenter? Yes □ No □
   c. a site for a Daycare provider? Yes □ No □
   d. a site for a Summer Camp provider? Yes □ No □

2. List programs that serve both students and community members?
Best Start programs listed below:
- Parent Discussion groups facilitated by a Mental Health Worker from Child and Family Centre. Child care is provided so parents are able to attend. Having no barriers.
- Babies Day Out – parents and babies under 12 months attend together. Formal and informal programming. Child care provided for older siblings.
- Evening and Saturday playgroups- entire families come to socialize, enjoy learning activities, or access parent support.
- Family Fun Night- Dinner and active activities provided in the gym or playground for the entire family.
- Cooking with Kids
- Wacky Science
- Book making
- Family Math
- Nutritional Snacks
- Access to parenting supports and information
- Services all year round.
- ALL FREE
- Maple Tree Day Care Services
- New 2009-2010 Aboriginal Awareness Activities (monthly activities with Pius XII School)
### 3. Additional Comments

Monthly passport activities with JK, SK, Best Start and Mapletree occur at Pius XII with students and parents of students.

### 3.3 School as Partner in Other Government Initiatives in the Community

<table>
<thead>
<tr>
<th>1. Is the school a partner in other government initiatives within the community? (List)</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Municipal, provincial and federal polling station (elections) occur at Pius XII School. Pius has partnered with Better Beginnings and Childhood Enfance for that healthy snacks are provided everyday and a lunch is provided if students to do have enough to eat. Teacher candidates from a number of universities are assigned to Pius XII School. DSW and ECE students from Cambrian complete placements at Pius XII School. Nursing students from Laurentian University complete placements in the Care and Development class. Nursing students (30 students) participate in a Health Care Fair at Pius. Pius is in its 3rd year of partnership with the Best Start initiative.</td>
<td></td>
</tr>
<tr>
<td>The school holds a very close partnership with the Sudbury District Health Unit.</td>
<td></td>
</tr>
<tr>
<td>The Sudbury Regional Police attends the school to present to our students eg. Bullying, Cyber-bullying</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Are there plans for local partnerships for delivering childcare and other community and social services? (List)</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best Start has a partnership with many community and social services: Child and Family Centre Health Unit Children’s Treatment Centre Wordplay CAS City of Greater Sudbury (Children’s Services) Infant Development Children’s Community Network (CCN)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. List any significant upgrades to the school in the past five years completed in partnership with the community:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Renovations to the Best Start Hub Renovations to the Maple Tree Preschool classroom Renovations in the Care and Development classroom and the expansion of the Care and Development classroom Addition and construction of the Snoezelen Room Addition of new windows New roof on newer wing of the school Renovated outside gym wall (new siding) Mural of the Penguins in the gym $4000.00</td>
<td></td>
</tr>
</tbody>
</table>
Summer 2007- room 101 (Best Start Hub) added two sinks, counter, and large cupboards.
Summer 2007- Maple Tree Preschool- one sink was added
Spring 2008 – Library enhancement – Reading corner (Donation from Leon’s and Minnow Lake Best Start Hub)
Playground enhancement – soccer field and basket ball court.
Spring 2008 – Outside play structure and shed (City of Greater Sudbury and Best Start startup funds, approximately $10,000.00)

4. **List adult learning programs offered at the school:**
   In partnership with the Best Start Hub, we have had the Health Unit, Wordplay and Child and Family Center deliver parenting programs and information sessions.
   
   - COPE (parenting program-ages 5 yrs to 11 yrs
   - Parenting Strategies (parent program 0-5 yrs)
   - 1234 Parents (parenting program 0-12 yrs)

5. Does the community have programs and supports for students at risk? Yes [ ] No [ ]

6. **Additional Comments:**
The Best Start had a donation from Leon’s Furniture store in celebrating their 100th Anniversary. We purchased furniture to create a cozy Library corner for all to enjoy. Mr. Leon (CEO) came to the school to launch the opening of the library in the Spring of 2009.

3.4 **Contributions to the Community (details)**

1. **What are the school’s contributions to the Community?**
   - Minnow Lake Best Start Hub
   - Maple Tree Preschool
   - Catholic school in a residential neighbourhood
   - School supports the many activities initiated by Holy Redeemer Parish
   - Parking is accessible to the community
   - The school provides a sense of belonging.
   - Playground, soccer field and basketball courts are available for community use.
   - The Best Start initiative has a huge contribution by providing Parenting programs, Parenting information and supports. In addition high quality early learning programs to ensure children are ready for school.
   - Community use of the gym where adults are able to keep physically fit.
   - Food Drive for the food bank
   - Elections Canada, polling stations.
   - Students participate in the Grandparent program at Finlandia.
3.5 Summary

1. What is the value of the school to the community?
- Catholic school will help promote the expansion of residential housing and businesses
- Cambrian DSW student placements in the special education classes and other classes with struggling students
- Cambrian ECE student placements in the JK and SK classes
- Laurentian University nursing student placements in the Care and Development class
- Faculty of Education student teacher placements in classrooms

- The value of the school to the community, is the sense of belonging.
  It is strengthening the family unity by providing all the Best Start Initiatives

The 5 objectives of the Best Start Network are as follows:
1. Ensure that Best Start is an integrated Community Initiative
2. Ensure Parent involvement
3. Provide parent support
4. Provide a high quality early learning and child care environment
5. Provide access to specialized services.

2. What would be the impact on the community if this school were to be closed?
- Parents would enroll their children in the nearby public school
- Students would spend more time on the bus to another Catholic school
- The partnership between the school, parish and home would be jeopardized
- Reduced residential developments

- If closed, all the above Best Start objectives would be lost.
  Families would be under more stress.
- Children would be bussed and therefore have less physical activity, if they are not walking to school
- Parents would have to transport their children outside their community for Child care

3. Additional Comments:

4. VALUE TO THE LOCAL ECONOMY

4.1 Local Employer

1. Who are the employers in the community?

Rio Can Centre – all the Box stores (there continues to be expansion in this area, Lowe’s opening soon)

<table>
<thead>
<tr>
<th>Doctors Offices</th>
<th>Lawyer’s Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern Credit Union</td>
<td>Box Stores: Costco, Staples, Chapters, Home Depot, etc</td>
</tr>
<tr>
<td>Mr Gas</td>
<td>Restaurants: Boston Pizza, Montana, Tim Hortons</td>
</tr>
<tr>
<td>Finlandia Nursing Home</td>
<td>Silver City Multiplex Cinemas</td>
</tr>
</tbody>
</table>
4.2 Local Development

1. Is the school an asset to the local housing development?
Pius XII is an asset since there are a number of housing developments in the area, for example:

   - Two new apartment buildings on 2nd Avenue
   - Subdivision at the end of Kenwood Drive
   - Renovated Heritage Secondary School- to be converted into Apartment Building
   - New Subdivision, off Bancroft Rd
   - New Subdivision, off Greenwood

Affordable housing in the proximity of the school is of value to families.

Businesses continue to move and open in the Kingsway and 2nd Avenue area.

4.3 Availability of Cooperative Education

1. List the Co-operative Education employers available in the community for students:

2. Is there public transportation available to the work site? Yes ■ No □

4.4 Availability of Training Opportunities or Partnerships with Business

1. List the training opportunities or partnerships with business in the community:

2. Is there public transportation available to the training site? Yes ■ No □

4.5 Growth/Reduction

1. List plans for further commercial/industrial growth/reduction?
   There are plans for further commercial GROWTH in the area. For example:
   - New Rexall Pharmacy
   - New site for Orendorff and Associates (Lawyer’s office)
   - New site for Marital Arts School
   - New site for Work Out Gym in the MS Building
   - New Lowe’s Store in the Rio Can Centre
### 4.6 Summary

1. **What is the value of the school to the local economy?**
   Residential subdivisions and apartment buildings will continue to expand if families know that a Catholic school exist in the area.

   If families move into the neighbourhood, businesses will continue to set up shop and open their doors for business.

2. **Additional Comments:**
2009-2010 ACCOMMODATION REVIEW COMMITTEE

SCHOOL VALUATION FRAMEWORK REPORT

Planning Area: EAST

School: St. Albert Adult Learning Centre

SCHOOL MEMBERSHIP:

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cassandra MacGregor</td>
<td>[Signature]</td>
</tr>
<tr>
<td>Ann Brisbois</td>
<td>[Signature]</td>
</tr>
<tr>
<td>Katrina Chevrier</td>
<td>[Signature]</td>
</tr>
<tr>
<td>Francine Dubreuil</td>
<td>[Signature]</td>
</tr>
</tbody>
</table>

"SCHOOLS TO BELIEVE IN"
1. VALUE TO THE STUDENT

1.1 Catholic Identity and Faith Dimension

1. How is the love of your neighbour as yourself (social justice) promoted?
St. Albert Adult Learning Centre promotes many social justice issues including Blood Donor clinics, clothing drives and a community cleanup. We also provide a comfortable, welcoming environment that conveys respect for adults and learners and fosters effective communication and relationships. As a school community we celebrate together many times throughout the year including coming together to share in a Christmas dinner, Shrove Tuesday pancake breakfast, hot dog day and an end of the year barbeque.

2. How are the catholic graduate’s expectations and the monthly virtues reflected in your programs and in your school?
Catholic graduate expectations are embedded in the teacher taught courses and is reflected in the interactions between the members of the school community. Morning prayers also reflect the Catholic virtue of the month.

3. What are the opportunities in the school for staff to pray together (not staff and students, but only staff)?

4. How is prayer part of the school life?
Morning prayers are said daily and reflect the virtue of the month.

1.2 Physical Space to Support Student Learning

<table>
<thead>
<tr>
<th>A. Elementary and Secondary:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of classrooms in the school:</td>
<td>Yes X No ☐</td>
</tr>
<tr>
<td>2. Is there currently sufficient permanent space to accommodate all students?</td>
<td>Yes X No ☐</td>
</tr>
<tr>
<td>3. Does the school have:</td>
<td></td>
</tr>
<tr>
<td>a. a Library?</td>
<td>Yes ☐ No X</td>
</tr>
<tr>
<td>b. a Gymnasium?</td>
<td>Yes X No ☐</td>
</tr>
<tr>
<td>c. Change Rooms?</td>
<td>Yes ☐ No X</td>
</tr>
<tr>
<td>d. Storage and Equipment Room?</td>
<td>Yes X No ☐</td>
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<td>e. a Staff Work Room?</td>
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</tr>
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<td>o. Native Studies Room?</td>
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<td>p. Theatre Arts Facilities/Stage?</td>
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<td>q. a Computer Lab?</td>
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</tr>
<tr>
<td>r. a Family Studies Room?</td>
<td>Yes ☐ No X</td>
</tr>
</tbody>
</table>
### B. Secondary:

1. Does the school have:
   a. Chapel? [Yes □ No □ X]
   b. Science Labs? [Yes □ No □ X]
   c. Technology Facilities? [Yes □ No □ X]
   d. Student Success Rooms? [Yes □ No □ X]
   e. Student Council Room? [Yes □ No □ X]
   f. Business Studies Facilities? [Yes □ No □ X]

2. Additional Comments:
   We have two labs used for business studies as well as a portable lab with laptops. There are a total of three Smartboards, one of which is portable and can be moved to various classrooms.

### 1.3 School Grounds for Healthy Physical Activity and Extracurricular Activities

1. Does the school have:
   a. hard surfaced outdoor play area(s)? [Yes X □ No □]
   b. a soccer field? [Yes □ No □ X]
   c. a football field? [Yes □ No □ X]
   d. a baseball field? [Yes □ No □ X]
   e. a track? [Yes □ No □ X]
   f. a basketball court? [Yes X □ No □]
   g. play equipment? [Yes □ No □ X]
   h. a shaded area? [Yes □ No □ X]
   i. a green space? [Yes □ No □ X]
   j. Other

2. Does the school have access to nearby recreational facilities? [Yes X □ No □]

   **a. Please list:**
   - Sudbury Arena, YMCA, Bell Park, Community walking trail and Bike path on Howie Drive
3. Has the school participated in an environmental project (nature areas, courtyards, etc.)?  
- Destination Conservation (via the School Board)  
- Community Cleanup  
   Yes X  No □

4. Describe the conditions of school grounds  
There is a large paring area available at the rear of the building. There is a gravel parking lot with a level surface. The lawn is kept neatly trimmed. There is also a fenced in play and parking ground.

5. Additional Comments:

1.4 Range of Courses or Program Offerings

A. Elementary

1. Does the school provide large uninterrupted blocks of literacy and math instruction?  
   Yes □ No □

2. Does each class have a Daily Physical Activity (DPA) Plan in place?  
   Yes □ No □

3. Does each class have access to the gym for the required amounts of time?  
   Yes □ No □

4. Does the school have a dedicated teacher for:
   a. music?  
      Yes □ No □
   b. physical education?  
      Yes □ No □
   c. computers?  
      Yes □ No □
   d. library?  
      Yes □ No □
   e. French?  
      Yes □ No □
   f. resource?  
      Yes □ No □
   g. literacy coach?  
      Yes □ No □
   h. early reading intervention?  
      Yes □ No □
   i. Native language?  
      Yes □ No □
   j. Teacher of the blind?  
      Yes □ No □
   k. Learning strategies?  
      Yes □ No □
   l. Other:  

5. What is the ‘Average Class Size’ for the school?

6. Does the school have:
   a. triple grades?  
      Yes □ No □

B. Elementary and Secondary:

1. Does the school offer:
   a. guidance and career education programs?  
      Yes X No □
   b. culturally inclusive programs?  
      Yes X No □
   c. reach ahead programs?  
      Yes □ No X
   d. technology programs?  
      Yes □ No X
   e. programs and supports for students at risk?  
      Yes X No □
   f. an instrumental music program?  
      Yes □ No X
g. a vocal music program?  
      Yes □ No X
   h. Religious Education & Family Life?  
      Yes X No □
i. Communication class (re: autism)  
      Yes □ No X
j. DH/Multi-sensory room
k. Special Education
l. Care and Development
m. Life Skills
n. French Immersion
  o. Other: Coop, Dual Credit, correspondence courses, specialized business program

2. Where is the nearest access to similar programs?
Because our school focuses on programming for students over the age of 18, with continuous intake and correspondence courses, St. Albert is the only school in the Greater City of Sudbury that offers these types of programs. Although we follow the same curriculum and expectations as other high schools, St. Albert is geared to adults over the age of 18.

3. Does the school have a Snack, Breakfast or Lunch Program? If so, please describe.
St. Albert provides a breakfast program for their students. Various breakfast food including cereal, toast, juice, milk and condiments are provided to the students. They are welcome to make their own breakfast with the food provided.

C. Secondary

1. List the compulsory courses in grades 9-12:
   4 credits in English
   3 credits in math
   2 credits in science
   1 credit in History, geography, the arts, physical education
   0.5 credit in Grade 10 career studies and civics

   Credits in History, geography, the arts, physical education, career studies, civics, science, 2 math and 2 English can be obtained through the PLAR process if learners are over the age of 18 and out of school for at least one year.

2. List the optional courses in grades 9-12:
   Data and processing concepts
   Data and processing applications
   Learning Strategies
   Designing your Future
   Physical Geography
   Travel and Tourism
   World History
   All math and English courses are offered at all three levels
   Chemistry (Grade11 & 12)
   Biology (Grade11 & 12)
   Physics (Grade11 & 12)
   Health for Life
   Parenting
   World Religions
   Challenge & Change in Society
   Philosophy
   Individuals & Families
3. What optional programs cannot be offered currently that are offered in other SCDSB schools?
Technology courses and Food and Nutrition (food prep area needed).

4. Does the school have a sufficient number of students to run courses in each subject area for all five student pathways (independent living, work, apprenticeship, college, university)?
There may be students in one classroom working on the same course but at different levels. Most courses are offered through our day school program. University level courses are only offered through correspondence.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No X</td>
</tr>
</tbody>
</table>

5. Which courses have companion co-op credits?
The majority of our Grade 11 and 12 courses can be attached to coop credits.

6. Which multi-level courses are offered?
Most classes are multi-level since learners work individually on the course they need for their OSSD. Teachers are in the room to assist learners with the course they are working on. Learners work at their own pace to complete their course.

7. Which multi-grade courses are offered?
Most classes are multi-grade since learners work individually on the course they need for their OSSD. Teachers are in the room to assist learners with the course they are working on. Learners work at their own pace to complete their course.

8. Which courses were cancelled this year? (List course code and title)
None

   a. Why?
Courses were added to our day school and correspondence program. We are also expanding our program to include a teacher taught OLC course, business program, and plans to develop a Personal Support Worker Program for September 2010. A new program was purchased in order for us to cut costs on the purchase of individual courses through our previous supplier. Our new supplier allows us to offer even more courses and all our courses are kept current to the changes to the curriculum.

9. What courses are bundled to offer specialized programs?
Our new Business program, which starts in January 2010 combines 4 high school credits as well as other credentials such as Word and Excel training, CPR/First Aid, Service Excellence and Personality Dimensions. In September 2010 there are plans to start a Personal Support Worker program.

10. List partnerships which enhance and support student success:
We have many partnerships with various businesses which provides us with Coop placements. We partner with Cambrian College so that students can obtain Dual Credits. Our partnership with Jubilee daycare allows us to provide child care services on site for our students who are parents. Our partnership with Sudbury Action Centre for Youth allows us to reach out to youth at-risk. We provide literacy services as well as correspondence courses to these youth.

11. Which second language programs does the school offer?
We offer English as a Second Language to newcomers to our Country.
12. Does the school offer:
   a. business studies programs? Yes X No
   b. a theatre arts program? Yes No X
   c. outdoor education? Yes No X
   d. Dual credit courses? Yes X No
   e. Correspondence courses? Yes X No

13. Does the school provide co-operative education opportunities for students? Yes X No

14. Does the school offer after school remedial programs onsite? Yes X No

15. Does the school have access to these programs in nearby facilities? Yes No X

16. Other: St. Albert offers adult Literacy and Basic Skills (a program designed to help learners improve their literacy and numeracy skills and help develop essential and employability skills). We also offer an e-learning course, English as a Second Language program and certified computer training in Word/Excel and Smartboards.

17. How many parent/family/community volunteers does the school attract?
   St. Albert is an adult school and we offer continuous intake for parents to come to school while their children are in school.

18. Does the number of parent volunteers involved in school council adequately reflect the school (pupil) enrolment? What is the current percentage or ratio?
   St. Albert does not have a parent council.

19. Where is the nearest access to similar programs?
   St. Albert’s wide range of programming for adults as well as continuous intake is unique to Sudbury and area.

20. Additional Comments:
   St. Albert Adult Learning Centre offers programming for adults over the age of 18. We have continuous intake for all of our programs which means that adults can enter class any day throughout the school year. They can start their journey of obtaining their OSSD when they feel the time is right for them. The literacy and basic skills program is offered at St. Albert as well as 5 other satellite campuses including Onaping Falls, Whitefish, St. Charles, N’Swakamok Native Friendship Centre and Sudbury Action Centre. Through the literacy and basic skills program, we offer the Prior Learning, Assessment and Recognition program (PLAR). This allows learners the opportunity to prepare and write a total of four tests in the subjects of math, science, English and history/geography. Upon successful completion of these four tests, learners can earn up to 16 grade 9 & 10 credits towards their OSSD. Last year alone we issued 341 credits.

1.5 Range of Extracurricular Activities

1. Is this school a designated Best Start hub? Yes No X
2. Are Child Care services available before school? Yes No X
3. Are Child Care services available after school? Yes No X
4. Are Child Care services available during the school day? Yes X No
5. Is this school a site for kindercentre? Yes No X
6. Is an Alternate Day Program available at the school? Yes No X
7. List boys' intramural sports:
   None

8. List girls' intramural sports:
   None

9. List co-ed intramural sports:
   None

10. List boys' interschool sports:
    None

11. List girls' interschool sports:
    None

12. List co-ed interschool sports:
    None

13. List non-athletic school clubs:
    None

14. Additional Comments:

### 1.6 Student Outcomes at the School

<table>
<thead>
<tr>
<th>Rolling average for: SCORES</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04-05-06</td>
<td>05-06-07</td>
</tr>
<tr>
<td>06-07-08</td>
<td>08-09</td>
</tr>
</tbody>
</table>

1. EQAO -- Primary Reading
2. EQAO -- Primary Writing
3. EQAO -- Primary Mathematics
4. EQAO -- Junior Reading
5. EQAO -- Junior Writing
6. EQAO -- Junior Mathematics
7. EQAO -- Grade 9 academic mathematics
8. EQAO -- Grade 9 applied mathematics
9. OSSLT -- Grade 10 eligible
10. OSSLT -- Grade 10 previously eligible

11. Additional Comments:
    Not applicable

### 1.7 School Accessibility for Individuals with Physical Disabilities

1. Is the school accessible for individuals with disabilities?  Yes X  No [ ]
2. Does the school have:
   a. accessible washrooms?  Yes [ ]  No X
   b. elevator(s)?  Yes [ ]  No X
   c. approved ramps?  Yes [ ]  No X
   d. automated doors?  Yes [ ]  No X
   e. accessible playgrounds?  Yes [ ]  No X
   f. dedicated handicapped parking spaces?  Yes X  No [ ]
<table>
<thead>
<tr>
<th></th>
<th>g. appropriate signage?</th>
<th>Yes x No</th>
<th>3. Is the entrance to the school barrier-free?</th>
<th>Yes x No</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Additional Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 1.8 Accommodation for Other Disabilities

|   | 1. Visual                     | Yes x No |
| 2. Hearing                    | Yes x No |
| 3. Other                      | Yes x No |

### 1.9 Security

|   | 1. Does the school have a security system e.g., controlled entrances, video surveillance? | Yes X No |
| 2. Does the school have magnetic door openers on hallway doors? | Yes x No |
| 3. Does the school have a sprinkler system? | Yes x No |
| 4. Does the school have gates? | Yes X No |
| 5. Does the school have fences? | Yes X No |
| 6. Additional Comments:     |          |

### 1.10 Proximity of the School to Students / Length of Bus Ride to School

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>In boundary</th>
<th>out of boundary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What percentage of students walk to school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>What percentage of students attend from outside the school boundary?</td>
<td></td>
<td>75%</td>
</tr>
<tr>
<td>3.</td>
<td>What percentage of students are bused to school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>What is the average distance to school for students?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>What is the average bus ride duration for students?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Additional Comments:</td>
<td></td>
<td>Because we are the only adult catholic school within our city, students from all over the community attend St. Albert. Some of our students drive themselves to school but the majority of our students take the city bus. Bus tickets are available for students under the age of 21.</td>
</tr>
</tbody>
</table>

### 1.11 Supports

<table>
<thead>
<tr>
<th></th>
<th>1. Does the school have:</th>
<th>Yes x No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>a full-time Principal?</td>
<td>Yes x No</td>
</tr>
<tr>
<td>b.</td>
<td>a Vice Principal?</td>
<td>Yes x No</td>
</tr>
<tr>
<td>c.</td>
<td>a full-time Secretary?</td>
<td>Yes x No</td>
</tr>
<tr>
<td>d.</td>
<td>an onsite Teacher Librarian?</td>
<td>Yes x No</td>
</tr>
<tr>
<td>e.</td>
<td>a full-time Chaplain?</td>
<td>Yes x No</td>
</tr>
<tr>
<td>f.</td>
<td>Hallway Monitors?</td>
<td>Yes x No</td>
</tr>
<tr>
<td>g.</td>
<td>a Library Clerk/Technician?</td>
<td>Yes x No</td>
</tr>
</tbody>
</table>
h. a full-time Special Education Teacher? Yes ☐ No X
i. full-time custodial staff? Yes X No ☐
j. Parent volunteers? Yes ☐ No X
k. Other: 

2. How many Educational Assistants does the school have? None

3. Additional Comments:
Vice Principal’s allocation is 50%.

1.12 Funds

1. Funds raised over the past 3 years (details)
Funds raised through pizza days held once a week and the occasional hot dog day. This money is put towards our graduation ceremony.

2. Corporate donations over the past 3 years (details)
None

3. Contributions to the community (details)
Our staff and students support a Foster Child.

4. Additional Comments:

1.13 Parish Connection

1. What does the Parish Connection with the school entail?

No.

3. Additional Comments:

1.14 Summary

1. What is the value of this school to the students?
St. Albert Adult Learning Centre gives learners over the age of 18 an opportunity to obtain an OSSD in a setting that is flexible in terms of programming and time commitments. It is not as structured as a regular secondary school environment. Many of our students are single parents or currently are employed. Our flexible schedule allows learners to continue their current commitments while pursing their dreams of obtaining a high school diploma. Since our learners are 18 years of age or older, adult learners returning to school do not feel out of place as they would in a regular high school setting. Our classes are multi-grade and multi-level so students can customize their course selection to obtain the necessary courses required to enter the post-secondary program of their choice.
Not only can a learner obtain credits towards their OSSD, but St. Albert offers upgrading for
learners who need to enhance their skills before entering the workplace or credit program. We also offer Prior Learning Assessment and Recognition (PLAR) which allows student the opportunity to study and prepare to write four exams which focus on the Grade 9 & 10 curriculum. Upon completion of these four exams, learners will obtain a total of 16 credits towards their OSSD.

St. Albert also offers English as a Second Language and non credit courses such as certified computer training in Word, Excel and Powerpoint. We are the only location in Sudbury that offers such certification.

To help single parents return to school, St. Albert has developed a partnership with Jubilee Heritage Daycare. Parents feel comfortable bringing their child to the daycare at the school and then walking down the hall to complete their credits. It is convenient and affordable for our learners.

St. Albert reaches out to all members of our community and beyond. Our many satellites campuses including those in Onaping Falls, St. Charles, Sudbury Jail, Whitefish First Nation, Sudbury Action Centre for Youth and the Native Friendship Centre offers services for those who cannot travel to St. Albert. Our partnership with the Sudbury Action Centre for Youth was developed in September and currently has 30 registered participants. Having these youth meet with success and obtain high school credits has been empowering for them. St. Albert Adult Learning Centre helps learners reach their goals and dreams.

2. What is unique about this school?
St. Albert Adult Learning Centre is a place where learners can progress at their own pace and teachers are readily available for individualized help. Our programming is continuous intake so learners do not have to wait for a specific start date. They can start whenever they are ready. Programming is offered in our day school program, online or through correspondence. St. Albert is developing new programs so students cannot only obtain credits towards their diploma, but also gain hands-on and employability skills through such programs as our Business Program and our Personal Support Worker Program with will start September 2010.

3. Additional Comments:
St. Albert has made changes to their programming and how it is delivered. More changes are to come within the next year with the addition of our Personal Support worker program and Driver's Education training. We are also support our four other high schools by providing access to a correspondence course if a student needs the credit to graduate. Last year we supported a student from St. Benedict in challenging a technology course. The student was able to provide evidence that he was able to meet all curriculum expectations. St. Albert was able to access his challenge course and grant him a credit. This credit helped him obtain a $10,000 scholarship. Because of our success in our new programming, our learner population as increased significantly since last year. Our Prior Learning Assessment and Recognition program has exceeded our expectations with St. Albert issuing 341 credits in this program last year alone.
2. **VALUE TO THE SCHOOL BOARD**

2.1 **Physical Space to Support Student Learning**

<table>
<thead>
<tr>
<th>A. Elementary and Secondary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of classrooms in the school: 10</td>
</tr>
<tr>
<td>2. Is there currently sufficient permanent space to accommodate all students? Yes ☒ No ☐</td>
</tr>
<tr>
<td>3. Does the school have:</td>
</tr>
<tr>
<td>a. a Library?                                                     Yes ☐ No ☒</td>
</tr>
<tr>
<td>b. a Gymnasium?                                                    Yes ☐ No ☒</td>
</tr>
<tr>
<td>c. Change Rooms?                                                   Yes ☐ No ☒</td>
</tr>
<tr>
<td>d. Storage and Equipment Room?                                     Yes ☐ No ☒</td>
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<td>e. a Staff Work Room?                                              Yes ☐ No ☒</td>
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<td>f. a Room for French Language Instruction?                      Yes ☐ No ☒</td>
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<td>g. an Art Room?                                                    Yes ☒ No ☐</td>
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<td>h. an Instrumental Music Room?                                    Yes ☐ No ☒</td>
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<td>o. Native Studies Room?                                            Yes ☒ No ☐</td>
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<td>p. Theatre Arts Facilities/Stage?                                 Yes ☒ No ☐</td>
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<tr>
<td>q. a Computer Lab?                                                 Yes ☐ No ☒</td>
</tr>
<tr>
<td>r. a Family Studies Room?                                         Yes ☒ No ☐</td>
</tr>
<tr>
<td>s. an Auditorium?                                                 Yes ☒ No ☐</td>
</tr>
<tr>
<td>t. a Kitchen?                                                     Yes ☒ No ☐</td>
</tr>
<tr>
<td>u. Staff/Visitor/Student Parking?                                 Yes ☒ No ☐</td>
</tr>
<tr>
<td>v. Student Drop-off and Pick-up areas?                           Yes ☒ No ☐</td>
</tr>
<tr>
<td>w. a Bus Loading Zone?                                             Yes ☒ No ☐</td>
</tr>
<tr>
<td>x. property to accommodate development or additions?             Yes ☒ No ☐</td>
</tr>
<tr>
<td>y. a Staff Room?                                                  Yes ☐ No ☒</td>
</tr>
<tr>
<td>z. Other:                                                         Yes ☒ No ☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Secondary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the school have:</td>
</tr>
<tr>
<td>a. Chapel ?                                                      Yes ☐ No ☒</td>
</tr>
<tr>
<td>b. Science Labs?                                                  Yes ☐ No ☒</td>
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<tr>
<td>c. Technology Facilities?                                        Yes ☒ No ☐</td>
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<td>d. Student Success Rooms ?                                       Yes ☒ No ☐</td>
</tr>
<tr>
<td>e. Student Council Room?                                         Yes ☒ No ☐</td>
</tr>
<tr>
<td>f. Business Studies Facilities?                                  Yes ☒ No ☐</td>
</tr>
<tr>
<td>g. Bleachers?                                                    Yes ☐ No ☒</td>
</tr>
</tbody>
</table>

2. **Additional Comments:**
St. Albert has technology to support student learning including 3 Smartboards, 2 computer labs, 1
Aboriginal laptop kit containing cameras and laptops.

C. Elementary and Secondary Child Care:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are there spaces at this school designated for Best Start hub?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Are Child Care spaces available before school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Are Child Care spaces available after school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Are Child Care spaces available during the school day?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5. Are there spaces at this school for a Kindercentre?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Is an Alternate Day Program available at the school?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Additional Comments:

   Providing the option of child care on site is very important for our learners.

---

2.2 Range of Courses or Program Offerings

A. Elementary

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the school provide large uninterrupted blocks of literacy and math instruction?</td>
<td></td>
<td></td>
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<tr>
<td>2. Does the school offer daily physical activity?</td>
<td></td>
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<tr>
<td>3. Does the school have a dedicated teacher for:</td>
<td></td>
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</tr>
<tr>
<td>a. music?</td>
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<tr>
<td>b. physical education?</td>
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<tr>
<td>c. computers?</td>
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<td>d. library?</td>
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<td>e. French?</td>
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<td>f. resource?</td>
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<tr>
<td>g. literacy resource?</td>
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<tr>
<td>h. early reading intervention?</td>
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<tr>
<td>i. Other:</td>
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</tbody>
</table>

4. Does the school have:

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>a. combined grades?</td>
<td></td>
<td></td>
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<tr>
<td>b. straight grades?</td>
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</table>

B. Elementary and Secondary:

1. Does the school offer:

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>a. guidance and career education programs?</td>
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<td>b. culturally inclusive programs?</td>
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<td>c. reach ahead programs?</td>
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<td>d. technology programs?</td>
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<td>e. programs and supports for students at risk?</td>
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<td>f. an Instrumental music Program?</td>
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<td>g. a vocal music program?</td>
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<tr>
<td>h. Special Education?</td>
<td></td>
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<tr>
<td>i. Care and Development?</td>
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</tbody>
</table>
2. Where is the nearest access to similar programs?

St. Albert is the only school within the Greater City of Sudbury to offer these courses through continuous intake.

3. Does your school offer specialized programming (e.g. Alternate Education, Same Gender Identity)?

St. Albert offers Literacy and Basic Skills program and also Prior Learning Assessment and Recognition. We offer English as a Second Language, correspondence courses and a Business Certificate program.

5. Does the school have a Snack, Breakfast or Lunch Program? If so, please describe.

St. Albert provides a breakfast program for their students. Various breakfast food including cereal, toast, juice, milk and condiments are provided to the students. They are welcome to make their own breakfast with the food provided.

C. Secondary

1. List the compulsory courses in grades 9-12:

- 4 credits in English
- 3 credits in math
- 2 credits in science
- 1 credit in History, geography, the arts, physical education
- 0.5 credit in Grade 10 career studies and civics

Credits in History, geography, the arts, physical education, career studies, civics, science, 2 math and 2 English can be obtained through the PLAR process if learners are over the age of 18 and out of school for at least one year.

2. List the optional courses in grades 9-12:

- Data and processing concepts
- Data and processing applications
- Learning Strategies
- Designing your Future
- Physical Geography
- Travel and Tourism
- World History
- All math and English courses are offered at all three levels
- Chemistry (Grade11 & 12)
- Biology (Grade11 & 12)
- Physics (Grade11 & 12)
- Health for Life
- Parenting
# World Religions
# Challenge & Change in Society
# Philosophy
# Individuals & Families

### 3. What optional programs cannot be offered currently that are offered in other SCDSB schools?
Technology courses and Food and Nutrition (food prep area needed).

<table>
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<tr>
<th>4. Does the school have a sufficient number of students to run courses in each subject area for all five student pathways (university, college, apprenticeship, workplace and independent living)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ☐ No X</td>
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</table>

### 5. Which courses have companion co-op credits?
All of our Grade 11 and 12 courses can be attached to co-op credits.

### 6. Which multi-level courses are offered?
All classes are multi-level since teachers work individually with each learner at the learner’s own pace.

#### a. Why?
Courses were added to our day school and correspondence program. We are also expanding our program to include a teacher taught OLC course, business program, and plans to develop a Personal Support Worker Program for September 2010. A new program was purchased in order for us to cut costs on the purchase of individual courses through our previous supplier. Our new supplier allows us to offer even more courses and all our courses are kept current to the changes to the curriculum.

### 9. What courses are bundled to offer specialized programs?
Our new Business program, which starts in January 2010 combines 4 high school credits as well as other credentials such as Word and Excel training, CPR/First Aid, Service Excellence and Personality Dimensions. In September 2010 there are plans to start a Personal Support Worker program.

### 10. List partnerships which enhance and support student success:
We have many partnerships with various businesses which provides us with Coop placements. We partner with Cambrian College so that students can obtain Dual Credits. Our partnership with Jubilee daycare allows us to provide child care services on site for our students who are parents. Our partnership with Sudbury Action Centre for Youth allows us to reach out to youth at-risk. We provide literacy services as well as correspondence courses to these youth.

### 11. Which second language programs does the school offer?
English as a Second Language.

### 12. Does the school offer:

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<tbody>
<tr>
<td>a. business studies programs?</td>
<td>Yes X No ☐</td>
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<td>b. a theatre arts program?</td>
<td>Yes ☐ No X</td>
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<td>c. outdoor education?</td>
<td>Yes ☐ No X</td>
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<tr>
<td>d. E-Learning Courses?</td>
<td>Yes X No ☐</td>
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<td>e. Other:</td>
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<tr>
<td>Dual credit, Literacy and Basic Skill program, Certified computer training in Word, Excel and powerpoint.</td>
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<th>13. Does the school provide co-operative education opportunities for students?</th>
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<td>Yes X No ☐</td>
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14. Does the school offer after school remedial programs onsite?  
   Yes X No  

15. Does the school have access to these programs in nearby facilities? Yes  

16. **How many parent/family/community volunteers does the school attract?**  
   We have one volunteer in the ESL program. Our learners are parents themselves.  

17. **Where is the nearest access to similar programs?**  
   St. Albert Adult Learning Centre is the only adult school in the Sudbury area that offers this wide range of programming and through a continuous intake process.  

18. **Additional Comments:**

### 2.3 Student Outcomes at the School

<table>
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<tr>
<th>Rolling average for:</th>
<th>Results</th>
<th>Cohort size</th>
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<tr>
<td>04-05-06 05-06-07 06-07-08 08-09 05-06</td>
<td></td>
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</table>

1. EQAO -- Primary Reading  
2. EQAO -- Primary Writing  
3. EQAO -- Primary Mathematics  
4. EQAO -- Junior Reading  
5. EQAO -- Junior Writing  
6. EQAO -- Junior Mathematics  
7. EQAO -- Grade 9 academic mathematics  
8. EQAO -- Grade 9 applied mathematics  
9. OSSLT – Grade 10 eligible  
10. OSSLT -- Grade 10 previously eligible  

**11. Additional Comments:**

### 2.4 Condition of School

1. When was the original school built?  
   1964  
2. How many sections have been added since the original?  
   2  
3. Year latest section built?  
   1975  
4. What is the current Facility Condition Index (FCI)?  
   64.9%  
5. What will the FCI be in 5 years?  
   125.5%  
6. What are the current renewal costs?  
   $2,063,806.00  
7. What will the renewal costs be in 5 years?  
   $3,706,613.00  
8. Describe the conditions of school grounds  
   Good  

**9. Additional Comments:**

### 2.5 Location of School

1. What percentage of students are bused to school?  
   75%  
2. What is the average distance to school for students?  
   From all over the city.  
3. What is the average bus ride duration for students?  
   1 hour
4. What is the proximity of the school to a Catholic Church? | 3 km
5. What is the proximity of a comparable school from a co-terminus Board? | None

### 6. Additional Comments:
75% of students use public transportation however the school is not easily accessible by bus because it is not on a regular bus route and it requires students to transfer. The bus comes once every hour.

#### 2.6 Enrolment vs. Available Space

<table>
<thead>
<tr>
<th>1. Does enrolment at the school exceed the surplus space in adjacent schools?</th>
<th>Yes ☐ No X</th>
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</thead>
<tbody>
<tr>
<td>2. What is the current enrolment of the school?</td>
<td>40</td>
</tr>
<tr>
<td>3. What is the projected enrolment in 5 years?</td>
<td>34</td>
</tr>
<tr>
<td>4. What is the projected enrolment in 10 years?</td>
<td>34</td>
</tr>
<tr>
<td>5. What is the capacity of the school?</td>
<td>210</td>
</tr>
<tr>
<td>6. What is the current utilization rate of the school?</td>
<td>22.1%</td>
</tr>
<tr>
<td>7. What is the projected utilization rate in 5 years?</td>
<td>22.1%</td>
</tr>
<tr>
<td>8. What is the projected utilization rate in 10 years?</td>
<td>16.3%</td>
</tr>
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</table>

### 9. Additional Comments:
Our current enrolment number of 40 students is only considering those learners enrolled in our under 21 program. Funding for our over 21, LBS, correspondence and ESL program is done through registers and is reported differently to the Ministry. Currently we have 70 under 21 students, 66 over 21 students, 148 in LBS (all sites) with 50 at St. Albert campus, 14 ESL and 521 correspondence students. On campus during the day St. Albert has 300 students registered, not including correspondence courses.

#### 2.7 Cost to Operate the School

| 1. What are the costs for utilities? (electricity, gas, oil, water) | $31,612 |
| 2. What are the maintenance costs for the facility? | $25,579.57 |
| 3. What are the maintenance costs for the grounds? | $6,898.74 |
| 4. What are the maintenance costs for security? | $554.26 |

### 2.8 Supports

<table>
<thead>
<tr>
<th>1. Does the school have:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>a. a full-time Principal?</td>
<td>Yes ☐ No X</td>
</tr>
<tr>
<td>b. a Vice Principal?</td>
<td>Yes X No ☐</td>
</tr>
<tr>
<td>c. a full-time Secretary?</td>
<td>Yes X No ☐</td>
</tr>
<tr>
<td>d. a full-time Chaplain?</td>
<td>Yes ☐ No X</td>
</tr>
<tr>
<td>e. Hallway Monitors?</td>
<td>Yes ☐ No X</td>
</tr>
<tr>
<td>f. Lunchtime Supervisors?</td>
<td>Yes ☐ No X</td>
</tr>
<tr>
<td>g. a Teacher Librarian?</td>
<td>Yes ☐ No X</td>
</tr>
<tr>
<td>h. a Library Clerk/Technician?</td>
<td>Yes ☐ No X</td>
</tr>
</tbody>
</table>
### i. a full-time Special Education Teacher?
- Yes ☐ No X

### j. full-time custodial staff?
- Yes X No ☐

### k. Other:
- None

2. **How many Educational Assistants does the school have?**

3. **Additional Comments:**

   Vice Principal position is 50%.

---

### 2.9 Summary

1. **What is the value of the school to the school board?**

   St. Albert Adult Learning Centre is the only adult learning facility in our School Board. Not only does St. Albert provide a centre for adult learners to obtain their OSSD, but we also offer programming for at risk youth through our partnership with the Sudbury Action Centre for Youth and also for our School Board’s SALEP program. St. Albert offers courses through continuous intake so learners can start any time they are ready. Learners also complete courses at their own pace. A full range of secondary school credits are offered along with co-op and dual credits. St. Albert also supports adults in our community through our Literacy and Basic Skills. Learners enrolled in this non-credit program enhance their literacy, numeracy, computer and essential employability skills. From the LBS program, learners can move into the credit courses. These LBS services are not only provided within the city limits, but also to outlying communities such as Onaping Falls, St. Charles and Whitefish. We also provide services to community members who cannot attend our school such as at-risk youth at the Sudbury Action Centre and inmates at the Sudbury Jail. St. Albert also supports other high schools by offering their students correspondence courses when one of their students is missing a credit to graduate. We are also the site for Challenge credits if a student at a high school wishes to challenge a course and demonstrate they have met all the curricular expectations.

2. **Additional Comments:**

---

### 3. VALUE TO THE COMMUNITY

#### 3.1 Community Use

1. List the community groups which use the school/school grounds and the number of hours used for the school year:

<table>
<thead>
<tr>
<th>Community Group</th>
<th># of hours</th>
<th>Fees paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. School CUPE Local 1369</td>
<td>Rent a classroom</td>
<td>Yes ☐ No X</td>
</tr>
<tr>
<td>b. School grounds</td>
<td></td>
<td>Yes ☐ No X</td>
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---
2. Does use of the school by community groups cause any conflicts with school programming?
No.

3. What other facilities/playing fields in the vicinity are used by community groups?
None.

4. Additional Comments:

### 3.2 Range of Program Offerings at the School that serve both Students and Community Members

1. Is this school:
   - a designated Best Start hub? Yes □ No X
   - a site for Kindercenter? Yes □ No X
   - a site for a Daycare provider? Yes X No □
   - a site for a Summer Camp provider? Yes X No □

2. List programs that serve both students and community members?
   Daycare has 10 community spots reserved for parents not enrolled at St. Albert.

3. Additional Comments:
   After school hours St. Albert runs Heritage programs for students who are enrolled in an elementary school. These heritage classes are funded by the Ministry and attendance is tracked using a register. Our international language program includes Italian Heritage class, Korean Heritage class, and Irish Heritage class.

### 3.3 School as Partner in Other Government Initiatives in the Community

1. Is the school a partner in other government initiatives within the community? (List)
   We provide Literacy and Basic Skills program which is funded by the Government.
   Ontario Works, SVRC and Employment Services access our facilities for sending clients to us to improve their employability skills and obtain an OSSD. Yes X No □

2. Are there plans for local partnerships for delivering childcare and other community and social services? (List)
   None. Yes x No □

3. List any significant upgrades to the school in the past five years completed in partnership with the community:
   New windows in the daycare have been put in this past summer. A security system has also been put in September 2009.
4. **List adult learning programs offered at the school:**
- Literacy and Basic Skills
- Credit programming for adults under 21 and over 21 years of age.
- Computer upgrading including certification in Word, Excel and Powerpoint.
- Coop and dual credit opportunities.
- Correspondence courses.
- English as a Second Language.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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5. **Additional Comments:**
The Literacy and Basic Skills program is offered at satellite campuses located at the Sudbury Jail, Whitefish First Nation, St. Charles, Onaping Falls, Sudbury Action Centre for Youth.

### 3.4 Contributions to the Community (details)

1. **What are the school’s contributions to the Community?**

   St. Albert’s mandate is to help provide services so adults in our community can obtain their OSSD and gain skills to be more employable. St. Albert listens to community needs and helps provide Literacy and Basic Skills services to outlying communities as well as those who may have difficulty coming to school such as the youth at-risk at Sudbury Action Centre and inmates in the Sudbury Jail. As a school we also outreach to various organizations such as Rock Haven and Pregnancy Care and provide information to these organizations as to the services we can offer to their clients. Our students share their care and concern for the community and environment and participate in many events including our community clean up which is held in the spring and our clothing exchange program.

### 3.5 Summary

1. **What is the value of the school to the community?**

   St. Albert Adult Learning Centre has established many partnerships with the community. We provide services to those in outlying regions such as Onaping and St. Charles. We also provide services to those learners who cannot attend our school such as inmates at the Sudbury Jail and at-risk youth at the Sudbury Action Centre. St. Albert offers accredited computer training in Word, Excel and Powerpoint to employers and employees within our community. We also help agencies such as the Sudbury Vocational Resource Centre support future employees upgrade their skills, or obtain a course/credit they need for the workplace. St. Albert Adult Learning Centre has many partnerships with community agencies and other service providers.

2. **What would be the impact on the community if this school were to be closed?**

   If St. Albert were to close, it would have a devastating impact on the community. There would be no place for at-risk youth to go to school, and many other adults would not be able to attend a school with learners of a similar age. This would deter them from continuing their education and pursing other life goals. St. Albert helps adults and youth over the age of 18 make a better life for themselves and get off government assistance which is a goal for the majority of learners at our school. St. Albert helps learners become productive members of our society. Our learners see the value of education when they come to the school.

3. **Additional Comments:**
## 4. VALUE TO THE LOCAL ECONOMY

### 4.1 Local Employer

**1. Who are the employers in the community?**

Our students find employment at many different businesses. The main employers for our students are the City of Sudbury and nursing homes such as Pioneer Manor.

### 4.2 Local Development

**1. Is the school an asset to the local housing development?**

Not applicable.

### 4.3 Availability of Cooperative Education

**1. List the Co-operative Education employers available in the community for students:**

- Sudbury Regional Hospital
- Laurentian University
- Travelodge
- Simon’s Auto Body
- Deluxe Drive Inn
- Tutti Fruitti
- The Keg
- Cambrian College
- Tim Hortons
- Laura Secord

**2. Is there public transportation available to the work site?**

Yes X No [ ]

### 4.4 Availability of Training Opportunities or Partnerships with Business

**1. List the training opportunities or partnerships with business in the community:**

St. Albert provides business training in the form of a specialized business certificate and courses towards their diploma and also training to certify learners in Word, Excel and Powerpoint.

Many businesses in the community are willing to take our Coop students and provide training to them as needed.

**2. Is there public transportation available to the training site?**

Yes X No [ ]
4.5 Growth/Reduction

1. List plans for further commercial/industrial growth/reduction?
St. Albert Adult Learning Centre is looking into establishing a Personal Support Worker certificate program starting Fall 2010. Learners can earn credits towards their diploma and also training that will give them a PSW certificate upon graduation.
For the Fall 2010, St. Albert will also be offering Driver’s Education to youth within our School Board.

4.6 Summary

1. What is the value of the school to the local economy?
St. Albert Adult Learning Centre educates adults over the age of 18. Having a high school diploma is not only advantageous to these learners but also to future employers. Through our Literacy and Basic Skills program, we help learners focus not only on their literacy and numeracy skills, but also on computer and employability skills.

2. Additional Comments:
SUDBURY CATHOLIC DISTRICT SCHOOL BOARD

2009-2010 ACCOMMODATION REVIEW COMMITTEE

SCHOOL VALUATION FRAMEWORK REPORT

Planning Area: EAST

School: St. Andrew School

SCHOOL MEMBERSHIP:

M. Henry
NAME
SIGNATURE

M. Smith
NAME
SIGNATURE

D. Smith Pyott
NAME
SIGNATURE

L. Szalai
NAME
SIGNATURE

"SCHOOLS TO BELIEVE IN"
1. **VALUE TO THE STUDENT**

1.1 **Catholic Identity and Faith Dimension**

1. **How is the love of your neighbour as yourself (social justice) promoted?**
   - Holy Childhood (children helping children)
   - Christmas canned food drive (hamper created for members of our school community)
   - Toonies for Terry
   - Lenten canned food drive (Sudbury Food Bank)
   - Jump Rope for Heart
   - We provide warm mitts & hats for children in need

2. **How are the catholic graduate’s expectations and the monthly virtues reflected in your programs and in your school?**
   - Principal Awards (monthly)
   - Virtues bulletin board
   - Catholic Graduate Expectations reflected in teaching plans
   - Weekly Caught You Being Good recognition

3. **What are the opportunities in the school for staff to pray together (not staff and students, but only staff)?**
   - At all meetings

4. **How is prayer part of the school life?**
   - Each class prays together daily
   - We have a daily “Prayer Break” – where we all stop, listen to the reflection and are led in a familiar prayer by children
   - We attend Mass as a school family every month
   - We have seasonal prayer services led by classes (each class takes a turn)

1.2 **Physical Space to Support Student Learning**

**A. Elementary and Secondary:**

1. Number of classrooms in the school:

2. Is there currently sufficient permanent space to accommodate all students? Yes ☒ No ☐

3. Does the school have:
   - a. a Library? Yes ☒ No ☐
   - b. a Gymnasium? Yes ☒ No ☐
   - c. Change Rooms? Yes ☒ No ☐
   - d. Storage and Equipment Room? Yes ☒ No ☐
   - e. a Staff Work Room? Yes ☒ No ☐
   - f. a Room for French Language Instruction? Yes ☒ No ☐
   - g. an Art Room? Yes ☒ No ☐
   - h. an Instrumental Music Room? Yes ☒ No ☐
   - i. a Special Education Room? Yes ☒ No ☐
   - j. a Quiet Room/Chapel? Yes ☒ No ☐
   - k. Suitable washrooms? Yes ☒ No ☐
   - l. a Cafeteria? Yes ☒ No ☐
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### B. Secondary:

1. Does the school have:
   a. Chapel ? | Yes | No |
   b. Science Labs? | Yes | No |
   c. Technology Facilities? | Yes | No |
   d. Student Success Rooms ? | Yes | No |
   e. Student Council Room? | Yes | No |
   f. Business Studies Facilities? | Yes | No |

2. **Additional Comments:**

### 1.3 School Grounds for Healthy Physical Activity and Extracurricular Activities

1. Does the school have:
   a. hard surfaced outdoor play area(s)? | Yes | No |
   b. a soccer field? | Yes | No |
   c. a football field? | Yes | No |
   d. a baseball field? | Yes | No |
   e. a track? | Yes | No |
   f. a basketball court? | Yes | No |
   g. play equipment? | Yes | No |
   h. a shaded area? | Yes | No |
   i. a green space? | Yes | No |
2. Does the school have access to nearby recreational facilities?  
   a. Please list:  
      - Playgrounds/Parks  
      - Cambrian College Track

3. Has the school participated in an environmental project (nature areas, courtyards, etc.)?

4. Describe the conditions of school grounds  
   - Well maintained.

5. Additional Comments:  
   Our Catholic School Council has taken a positive and active role to improve our school grounds and building itself. In the years from 2000 to the present our parents have worked to provide 1 ½ acres of a grassed soccer/baseball field. This is an ongoing grounds improvement project. We have a well maintained soccer/baseball field, shade structures, flower planters, painted foundation, picnic tables, trees and park benches.

1.4 Range of Courses or Program Offerings

A. Elementary

1. Does the school provide large uninterrupted blocks of literacy and math instruction?  Yes ☒ No ☐

2. Does each class have a Daily Physical Activity (DPA) Plan in place?  Yes ☒ No ☐

3. Does each class have access to the gym for the required amounts of time?  Yes ☒ No ☐

4. Does the school have a dedicated teacher for:
   a. music?  Yes ☒ No ☐
   b. physical education?  Yes ☒ No ☐
   c. computers?  Yes ☒ No ☐
   d. library?  Yes ☒ No ☐
   e. French?  Yes ☒ No ☐
   f. resource?  Yes ☒ No ☐
   g. literacy coach?  Yes ☒ No ☐
   h. early reading intervention?  Yes ☒ No ☐
   i. Native language?  Yes ☒ No ☐
   j. Teacher of the blind?  Yes ☒ No ☐
   k. Learning strategies?  Yes ☒ No ☐
   l. Other:

5. What is the ‘Average Class Size’ for the school?  18

6. Does the school have:
   a. triple grades?  Yes ☒ No ☐

B. Elementary and Secondary:

1. Does the school offer:
| a. guidance and career education programs? | Yes ☒ No ☐ |
| b. culturally inclusive programs? | Yes ☒ No ☐ |
| c. reach ahead programs? | Yes ☒ No ☐ |
| d. technology programs? | Yes ☒ No ☐ |
| e. programs and supports for students at risk? | Yes ☒ No ☐ |
| f. an instrumental music program? | Yes ☒ No ☐ |
| g. a vocal music program? All classroom teachers provide this. | Yes ☒ No ☐ |
| h. Religious Education & Family Life? | Yes ☒ No ☐ |
| i. Communication class (re: autism) | Yes ☒ No ☐ |
| j. DH/Multi-sensory room | Yes ☒ No ☐ |
| k. Special Education | Yes ☒ No ☐ |
| l. Care and Development | Yes ☒ No ☐ |
| m. Life Skills | Yes ☒ No ☐ |
| n. French Immersion | Yes ☒ No ☐ |
| o. Other: | 

2. **Where is the nearest access to similar programs?**
Carl Nesbitt & Ernie Checkeris, Cyril Varney (all from co-terminus board).

3. **Does the school have a Snack, Breakfast or Lunch Program? If so, please describe.**
Yes we partner with Childhood Enfance and Better Beginning, Better Futures to provide weekly “Muffin Monday”, “Fruity Friday” and nutritious snacks and bagged lunches to those who indicate a need.

C. **Secondary**

1. List the compulsory courses in grades 9-12:

2. List the optional courses in grades 9-12:

3. What optional programs cannot be offered currently that are offered in other SCDSB schools?

4. **Does the school have a sufficient number of students to run courses in each subject area for all five student pathways (independent living, work, apprenticeship, college, university)?**
Yes ☒ No ☐

5. Which courses have companion co-op credits?

6. Which multi-level courses are offered?

7. Which multi-grade courses are offered?

8. Which courses were cancelled this year? (List course code and title)
9. What courses are bundled to offer specialized programs?

10. List partnerships which enhance and support student success:

11. Which second language programs does the school offer?

12. Does the school offer:
   a. business studies programs? Yes ☐ No ☑
   b. a theatre arts program? Yes ☐ No ☑
   c. outdoor education? Yes ☐ No ☑
   d. Dual credit courses? Yes ☐ No ☑
   e. Correspondence courses? Yes ☐ No ☑

13. Does the school provide co-operative education opportunities for students? Yes ☐ No ☑

14. Does the school offer after school remedial programs onsite? Yes ☐ No ☑

15. Does the school have access to these programs in nearby facilities? Yes ☐ No ☑

16. Other:

17. How many parent/family/community volunteers does the school attract?

18. Does the number of parent volunteers involved in school council adequately reflect the school (pupil) enrolment? What is the current percentage or ratio?

19. Where is the nearest access to similar programs?

20. **Additional Comments:**

### 1.5 Range of Extracurricular Activities

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes ☐</th>
<th>No ☑</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is this school a designated Best Start hub?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Are Child Care services available before school?</td>
<td>Yes ☒</td>
<td>No ☑</td>
</tr>
<tr>
<td>3. Are Child Care services available after school?</td>
<td>Yes ☒</td>
<td>No ☑</td>
</tr>
<tr>
<td>4. Are Child Care services available during the school day?</td>
<td>Yes ☒</td>
<td>No ☑</td>
</tr>
<tr>
<td>5. Is this school a site for kindercentre?</td>
<td>Yes ☐</td>
<td>No ☑</td>
</tr>
<tr>
<td>6. Is an Alternate Day Program available at the school?</td>
<td>Yes ☐</td>
<td>No ☑</td>
</tr>
</tbody>
</table>
1. List boys’ intramural sports:

2. List girls’ intramural sports:

9. List co-ed intramural sports:
Basketball, Hockey, Soccer, Speed Stacking

10. List boys’ interschool sports:

11. List girls’ interschool sports:

12. List co-ed interschool sports:
Basketball, Soccer, Speed Stacking, Track & Field

13. List non-athletic school clubs:
Battle of the Books, Math Club, Green Team, Choir, Speed Stacking

Additional Comments: Skating at arenas and playgrounds, Swimming at Nickel District Pool, Science North, Lake Laurentian, Sudbury Theatre Centre, and participation in Heritage Fair.

1.6 Student Outcomes at the School

<table>
<thead>
<tr>
<th></th>
<th>Rolling average for: SCORES</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>04-05-06</td>
<td>05-06-07</td>
</tr>
<tr>
<td>1. EQAO -- Primary Reading</td>
<td>61</td>
<td>67</td>
</tr>
<tr>
<td>2. EQAO -- Primary Writing</td>
<td>58</td>
<td>63</td>
</tr>
<tr>
<td>3. EQAO -- Primary Mathematics</td>
<td>58</td>
<td>58</td>
</tr>
<tr>
<td>4. EQAO -- Junior Reading</td>
<td>61</td>
<td>71</td>
</tr>
<tr>
<td>5. EQAO -- Junior Writing</td>
<td>73</td>
<td>73</td>
</tr>
<tr>
<td>6. EQAO -- Junior Mathematics</td>
<td>56</td>
<td>46</td>
</tr>
<tr>
<td>7. EQAO -- Grade 9 academic mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. EQAO -- Grade 9 applied mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. OSSLT -- Grade 10 eligible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. OSSLT -- Grade 10 previously eligible</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Additional Comments:
Smart Goals: St. Andrew School will move 4% of the students up a level in the May 2010 EQAO in Reading. St. Andrew School will, through students, increase the average math junior EQAO score by 4% and maintain a 75% in the primary division.
### 1.7 School Accessibility for Individuals with Physical Disabilities

1. Is the school accessible for individuals with disabilities?  
   - Yes ☑  No ☒

2. Does the school have:
   - a. accessible washrooms?  
     - Yes ☑  No ☒
   - b. elevator(s)?  
     - Yes ☑  No ☒
   - c. approved ramps?  
     - Yes ☑  No ☒
   - d. automated doors?  
     - Yes ☑  No ☒
   - e. accessible playgrounds?  
     - Yes ☑  No ☒
   - f. dedicated handicapped parking spaces?  
     - Yes ☑  No ☒
   - g. appropriate signage?  
     - Yes ☑  No ☒

3. Is the entrance to the school barrier-free?  
   - Yes ☑  No ☒

4. Additional Comments:
   - Our school has been used as a voting station and we have had guests from L’Arche Bethany House use and visit our school – we have one entrance that has wheelchair access.

### 1.8 Accommodation for Other Disabilities

1. Visual  
   - Books – Co Writer, Write Out Lou  
   - Yes ☑  No ☒

2. Hearing  
   - We have a FM Hearing System in our Grade 2 classroom  
   - Yes ☑  No ☒

3. Other  
   - Yes ☑  No ☒

### 1.9 Security

1. Does the school have a security system e.g., controlled entrances, video surveillance?  
   - Yes ☑  No ☒

2. Does the school have magnetic door openers on hallway doors?  
   - Yes ☑  No ☒

3. Does the school have a sprinkler system?  
   - Yes ☑  No ☒

4. Does the school have gates?  
   - Yes ☑  No ☒

5. Does the school have fences?  
   - Yes ☑  No ☒

### 1.10 Proximity of the School to Students / Length of Bus Ride to School

<table>
<thead>
<tr>
<th></th>
<th>In boundary</th>
<th>out of boundary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What percentage of students walk to school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What percentage of students attend from outside the school boundary?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. What percentage of students are bused to school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. What is the average distance to school for students?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. What is the average bus ride duration for students?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 1.11 Supports

<table>
<thead>
<tr>
<th>Does the school have:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. a full-time Principal?</td>
<td></td>
<td></td>
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<tr>
<td>b. a Vice Principal?</td>
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<tr>
<td>c. a full-time Secretary?</td>
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<tr>
<td>d. an onsite Teacher Librarian?</td>
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<tr>
<td>e. a full-time Chaplain?</td>
<td></td>
<td></td>
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<tr>
<td>f. Hallway Monitors?</td>
<td></td>
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<tr>
<td>g. a Library Clerk/Technician?</td>
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<tr>
<td>h. a full-time Special Education Teacher?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. full-time custodial staff?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Parent volunteers?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other:

2. How many Educational Assistants does the school have? 0

### 3. Additional Comments:

- We are very fortunate to have support, through students with Cambrian College, Laurentian University and Marymount Academy co-op students.
- Financial support from Childhood Enfance and Better Beginnings, Better Futures.
- Volunteer readers for our children – eg., Mayor Rodriguez, Sudbury Wolves hockey players, Priests, and Bishops.

### 1.12 Funds

1. **Funds raised over the past 3 years (details)**
   - Cookie Dough approx $5000
   - Bingos approx $57,000
   - Book Fairs approx $2100
   - Fun Fairs approx $1500
   - Canadian Tire Money approx $1500

2. **Corporate donations over the past 3 years (details)**
   - Nevada Funds approx $21,500
   - Shade Structure from TESC approx worth $15,000
   - Planters and Plants from Home Depot approx worth $500
   - Dennis Consultants $300.00
   - Sudbury Community Foundation $1500

3. **Contributions to the community (details)**
   - Sudbury Food Bank
   - Toonies for Terry
   - Jump Rope for Heart
   - MS Read A Thon
   - Holy Childhood

4. **Additional Comments:**
   - Food Baskets at Christmas
   - Food Drive (Lent)
   - East Donation (trustees fund)
1.13 Parish Connection

1. What does the Parish Connection with the school entail?
   - Monthly Mass
   - Parish priest has been involved as a judge for special competitions
   - CWL send gifts for Gr. 3 sacramental recipients
   - School has contributed to CWL penny table fundraiser
   - School shares parish announcements with families
   - Priest shares school feast day with children
   - Shrove Tuesday has been celebrated in Church basement

   - Sends out notices for parish
   - Share board booklets during religion classes

3. Additional Comments:
   We have students from many different parishes, eg. Ukranian Catholic, Polish Catholic. Our school has visited other parishes for presentations, eg. St. Mary Ukranian Catholic Church

1.14 Summary

1. What is the value of this school to the students?
   - Located in a quiet residential area with trees
   - School grounds with a maintained grass field, picnic table, park benches, shade structure, basketball court
   - Students have great learning opportunities because of small class sizes
   - We are a family who work together to ensure student success
   - We provide a small school environment where each child is known by name
   - Students feel we are a friendly place where it’s easy to meet and keep friends, the following are quotes from our students:
     "We are a loving, caring and sharing school. Also we are a catholic and Christian family” – gr. 3 student
     "My school is unique because we pray everyday, kids get along with each other, we go to church.” – gr. 3 student
     “To me St. Andrew is a very unique school because of all the many amazing experiences the school offers and the amazing staff that welcomes you everyday when you walk in the school. Our school is a very respectful school and everyone is so great.” – gr. 6 student
     “We are special because: prayer services and praying to God, everyone is different, special teachers, special activities like skating, Science North and Mass, we have fun, and we are a family at St. Andrew” – gr. 1 class comment
   - Family oriented
   - Older students have a chance to demonstrate leadership qualities
   Older students are guardian angels for younger children during lunch and recess

2. What is unique about this school?
   Small, intimate
   High percentage of First Nation students
   Have a dedicated school crossing guard
   Bingo run by Catholic School Council with all funds for school projects as determined by the
Principal in consultation with parents
We are the St. Andrew Thunderbirds who endeavour to create hopes and dreams through excellence as our students, staff and parents Live, Laugh, Love.

3. Additional Comments:
Before and After school program
Co-op Nursery School
Multi generational attendance

St. Andrew School is a Christian family that brings together home, school, church and promotes a foundation for:
Pride for self, school, environment, community.
Respect for self, others, property
Individuality for academics, athletics, arts and attitude.
Developing Catholic Faith in an atmosphere of morality, spirituality, goodness and generosity which embodies the life of Jesus Christ.
Educat ing for the future where students develop teamwork skills and the drive for personal success.

2. VALUE TO THE SCHOOL BOARD

2.1 Physical Space to Support Student Learning

<table>
<thead>
<tr>
<th>A. Elementary and Secondary:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of classrooms in the school: 10</td>
<td></td>
</tr>
<tr>
<td>2. Is there currently sufficient permanent space to accommodate all students?</td>
<td>Yes ☒ No ☐</td>
</tr>
<tr>
<td>3. Does the school have:</td>
<td></td>
</tr>
<tr>
<td>a. a Library?</td>
<td>Yes ☒ No ☐</td>
</tr>
<tr>
<td>b. a Gymnasium?</td>
<td>Yes ☒ No ☐</td>
</tr>
<tr>
<td>c. Change Rooms?</td>
<td>Yes ☒ No ☐</td>
</tr>
<tr>
<td>d. Storage and Equipment Room?</td>
<td>Yes ☒ No ☐</td>
</tr>
<tr>
<td>e. a Staff Work Room?</td>
<td>Yes ☒ No ☐</td>
</tr>
<tr>
<td>f. a Room for French Language Instruction?</td>
<td>Yes ☒ No ☐</td>
</tr>
<tr>
<td>g. an Art Room?</td>
<td>Yes ☒ No ☐</td>
</tr>
<tr>
<td>h. an Instrumental Music Room?</td>
<td>Yes ☒ No ☐</td>
</tr>
<tr>
<td>i. a Special Education Room?</td>
<td>Yes ☒ No ☐</td>
</tr>
<tr>
<td>j. a Quiet Room/Chapel?</td>
<td>Yes ☒ No ☐</td>
</tr>
<tr>
<td>k. Suitable washrooms?</td>
<td>Yes ☒ No ☐</td>
</tr>
<tr>
<td>l. a Cafeteria?</td>
<td>Yes ☒ No ☐</td>
</tr>
<tr>
<td>m. Lockers/Cloak Room area?</td>
<td>Yes ☒ No ☐</td>
</tr>
<tr>
<td>n. a Book Room?</td>
<td>Yes ☒ No ☐</td>
</tr>
<tr>
<td>o. Native Studies Room?</td>
<td>Yes ☒ No ☐</td>
</tr>
<tr>
<td>p. Theatre Arts Facilities/Stage?</td>
<td>Yes ☒ No ☐</td>
</tr>
<tr>
<td>q. a Computer Lab?</td>
<td>Yes ☒ No ☐</td>
</tr>
<tr>
<td>r. a Family Studies Room?</td>
<td>Yes ☒ No ☐</td>
</tr>
<tr>
<td>s. an Auditorium?</td>
<td>Yes ☒ No ☐</td>
</tr>
<tr>
<td>t. a Kitchen?</td>
<td>Yes ☒ No ☐</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>u. Staff/Visitor/Student Parking?</td>
<td>Yes ☑ No ☐</td>
</tr>
<tr>
<td>v. Student Drop-off and Pick-up areas?</td>
<td>Yes ☑ No ☐</td>
</tr>
<tr>
<td>w. a Bus Loading Zone?</td>
<td>Yes ☑ No ☐</td>
</tr>
<tr>
<td>x. property to accommodate development or additions?</td>
<td>Yes ☑ No ☐</td>
</tr>
<tr>
<td>y. a Staff Room?</td>
<td>Yes ☑ No ☐</td>
</tr>
<tr>
<td>z. Other:</td>
<td></td>
</tr>
</tbody>
</table>

**B. Secondary:**

1. Does the school have:
   a. Chapel ? | Yes ☑ No ☐ |
   b. Science Labs? | Yes ☑ No ☐ |
   c. Technology Facilities? | Yes ☑ No ☐ |
   d. Student Success Rooms ? | Yes ☑ No ☐ |
   e. Student Council Room? | Yes ☑ No ☐ |
   f. Business Studies Facilities? | Yes ☑ No ☐ |
   g. Bleachers? | Yes ☑ No ☐ |

2. Additional Comments:

**C. Elementary and Secondary Child Care:**

1. Are there spaces at this school designated for Best Start hub? | Yes ☑ No ☐ |
2. Are Child Care spaces available before school? | Yes ☑ No ☐ |
3. Are Child Care spaces available after school? | Yes ☑ No ☐ |
4. Are Child Care spaces available during the school day? | Yes ☑ No ☐ |
5. Are there spaces at this school for a Kindercentre? | Yes ☑ No ☐ |
6. Is an Alternate Day Program available at the school? | Yes ☑ No ☐ |
7. Additional Comments:
   Co-op Nursery school 5 mornings a week.

**2.2 Range of Courses or Program Offerings**

**A. Elementary**

1. Does the school provide large uninterrupted blocks of literacy and math instruction? | Yes ☑ No ☐ |
2. Does the school offer daily physical activity? | Yes ☑ No ☐ |
3. Does the school have a dedicated teacher for:
   a. music? | Yes ☑ No ☐ |
   b. physical education? | Yes ☑ No ☐ |
   c. computers? | Yes ☑ No ☐ |
   d. library? | Yes ☑ No ☐ |
   e. French? | Yes ☑ No ☐ |
   f. resource? | Yes ☑ No ☐ |
   g. literacy resource? | Yes ☑ No ☐ |
   h. early reading intervention? | Yes ☑ No ☐ |

**Other:**
we have itinerant resource and principal resource and part time literacy coach (1/2 a day each week)
4. Does the school have:
   a. combined grades? Yes ☒ No ☐
   b. straight grades? Yes ☒ No ☐

B. Elementary and Secondary:
1. Does the school offer:
   a. guidance and career education programs? Goals for Growth Yes ☒ No ☐
   b. culturally inclusive programs? Yes ☒ No ☐
   c. reach ahead programs? Yes ☒ No ☐
   d. technology programs? Yes ☒ No ☐
   e. programs and supports for students at risk? Yes ☒ No ☐
   f. an Instrumental music Program? Yes ☒ No ☐
   g. a vocal music program? Yes ☒ No ☐
   h. Special Education? Yes ☒ No ☐
   i. Care and Development? Yes ☒ No ☐
   j. Life Skills? Yes ☒ No ☐
   k. French Immersion? Yes ☒ No ☐
   l. Dual-credit courses? Yes ☒ No ☐
   m. Correspondence courses? Yes ☒ No ☐
   n. Other?

2. Where is the nearest access to similar programs? Rainbow Board Schools – Carl Nesbitt, Ernie Checkeris, Cyril Varney

3. Does your school offer specialized programming (e.g. Alternate Education, Same Gender Identity)? Yes ☒ No ☐

4. Identify the specialized programming offered.

5. Does the school have a Snack, Breakfast or Lunch Program? If so, please describe. Muffin Monday, Fruity Friday, snacks and bagged lunches as required

C. Secondary
1. List the compulsory courses in grades 9-12:

2. List the optional courses in grades 9-12:

3. What optional programs cannot be offered currently that are offered in other SCDSB schools?

4. Does the school have a sufficient number of students to run courses in each subject area for all five student pathways (university, college, apprenticeship, workplace and independent living)? Yes ☒ No ☐

5. Which courses have companion co-op credits?
6. Which multi-level courses are offered?

7. Which multi-grade courses are offered?

8. Which courses were cancelled this year? (List course code and title)
   a. Why?

9. What courses are bundled to offer specialized programs?

10. List partnerships which enhance and support students:

11. Which second language programs does the school offer?

12. Does the school offer:
   a. business studies programs? Yes ☐ No ☐
   b. a theatre arts program? Yes ☐ No ☐
   c. outdoor education? Yes ☐ No ☐
   d. E-Learning Courses? Yes ☐ No ☐
   e. Other:

13. Does the school provide co-operative education opportunities for students? Yes ☐ No ☐

14. Does the school offer after school remedial programs onsite? Yes ☐ No ☐

15. Does the school have access to these programs in nearby facilities? Yes ☐ No ☐

16. How many parent/family/community volunteers does the school attract?

17. Where is the nearest access to similar programs?

18. **Additional Comments:**

### 2.3 Student Outcomes at the School

<table>
<thead>
<tr>
<th>Rolling average for:</th>
<th>EQAO -- Primary Reading</th>
<th>EQAO -- Primary Mathematics</th>
<th>EQAO -- Junior Reading</th>
<th>EQAO -- Junior Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>04-05-06</td>
<td>61</td>
<td>58</td>
<td>61</td>
<td>56</td>
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<tr>
<td>05-06-07</td>
<td>67</td>
<td>58</td>
<td>71</td>
<td>58</td>
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<tr>
<td>06-07-08</td>
<td>56</td>
<td>50</td>
<td>76</td>
<td>54</td>
</tr>
<tr>
<td>08-09</td>
<td>67</td>
<td>86</td>
<td>67</td>
<td>52</td>
</tr>
<tr>
<td>Cohort size</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05-06</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- EQAO -- Grade 9 academic mathematics
- EQAO -- Grade 9 applied mathematics
- OSSLT -- Grade 10 eligible
- OSSLT -- Grade 10 previously eligible
11. Additional Comments:

2.4 Condition of School
1. When was the original school built? 1954
2. How many sections have been added since the original? 1
3. Year latest section built? 1958
4. What is the current Facility Condition Index (FCI)? 80.7%
5. What will the FCI be in 5 years? 108.8%
6. What are the current renewal costs? $1,829,563
7. What will the renewal costs be in 5 years? $2,468,178
8. Describe the conditions of school grounds excellent

9. Additional Comments:
Our JK classroom was updated and improved with financial support from the School Board 4 years ago

2.5 Location of School
1. What percentage of students are bused to school?
2. What is the average distance to school for students?
3. What is the average bus ride duration for students?
4. What is the proximity of the school to a Catholic Church?
5. What is the proximity of a comparable school from a co-terminus Board?

6. Additional Comments:

2.6 Enrolment vs. Available Space
1. Does enrolment at the school exceed the surplus space in adjacent schools? Yes □ No □
2. What is the current enrolment of the school? 151
3. What is the projected enrolment in 5 years? 142
4. What is the projected enrolment in 10 years? 141
5. What is the capacity of the school? 201
6. What is the current utilization rate of the school? 75%
7. What is the projected utilization rate in 5 years? 74.6%
8. What is the projected utilization rate in 10 years? 69.6%

9. Additional Comments:

2.7 Cost to Operate the School
1. What are the costs for utilities? (electricity, gas, oil, water) $16,372
2. What are the maintenance costs for the facility? $17,461.40
3. What are the maintenance costs for the grounds? $7,669.92
4. What are the maintenance costs for security? $375.87

5. Additional Comments:
2.8 Supports

1. Does the school have:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. a full-time Principal?</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>b. a Vice Principal?</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>c. a full-time Secretary?</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>d. a full-time Chaplain?</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>e. Hallway Monitors?</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>f. Lunchtime Supervisors?</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>g. a Teacher Librarian?</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>h. a Library Clerk/Technician?</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>i. a full-time Special Education Teacher?</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>j. full-time custodial staff?</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>k. Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. How many Educational Assistants does the school have? 0

Additional Comments:
We have dedicated volunteers who support our library, an itinerant resource teacher, we access help from Laurentian volunteers, Cambrian co op students and Marymount co op students. we have a partnership with Greater Sudbury Police Services (VIP program), and a partnership with the Greater Sudbury Public Library. We have partnered with the SDHU and we are designated a “Healthy School”.

2.9 Summary

1. What is the value of the school to the school board?
   - We are the only Catholic school on this side of Lasalle – many students would switch if they were made to have longer bus rides or walks
   - Location in a quiet residential area only 2 blocks from our Parish community of St. Andrew the Apostle
   - Offer a Catholic alternative to the co terminus schools on this side of Lasalle
   - Large green space
   - Not prohibitive to repair

2. Additional Comments:
St. Andrew School is a Christian family that brings together home, school, church and promotes a foundation for:
Pride for self, school, environment, community.
Respect for self, others, property
Individuality for academics, athletics, arts and attitude.
Developing Catholic Faith in an atmosphere of morality, spirituality, goodness and generosity which embodies the life of Jesus Christ.
Educating for the future where students develop teamwork skills and the drive for personal success.
3. VALUE TO THE COMMUNITY

3.1 Community Use

1. List the community groups which use the school/school grounds and the number of hours used for the school year:

<table>
<thead>
<tr>
<th># of hours:</th>
<th>Fees paid:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. School – Yoga, 1/5 hrs/wk and Federal and Provincial elections</td>
<td>27</td>
</tr>
<tr>
<td>b. School grounds</td>
<td></td>
</tr>
</tbody>
</table>

2. Does use of the school by community groups cause any conflicts with school programming?
None

3. What other facilities/playing fields in the vicinity are used by community groups?
- Ernie Checkeris field
- Ridgecrest Playground
- Cambrian College Track and Fields
- St. Charles College Soccer Fields

4. Additional Comments:
The community freely uses our soccer/baseball field, basketball court, picnic tables, park benches

3.2 Range of Program Offerings at the School that serve both Students and Community Members

1. Is this school:
   a. a designated Best Start hub? Yes ☑ No ☒
   b. a site for Kindercenter? Yes ☑ No ☒
   c. a site for a Daycare provider? Yes ☒ No ☐
   d. a site for a Summer Camp provider? Yes ☒ No ☐

2. List programs that serve both students and community members?
   - Before and after school daycare
   - Co op Nursery school

3. Additional Comments:
The partnership with our Nursery School has bee a very positive endeavor as the parents and children most often choose to enroll their child at St. Andrew School because of what they have experienced during their time with us.

3.3 School as Partner in Other Government Initiatives in the Community

1. Is the school a partner in other government initiatives within the community? (List)
   - Best Start

   Yes ☒ No ☐
2. Are there plans for local partnerships for delivering childcare and other community and social services? (List)  
Yes ☐ No ☒

3. List any significant upgrades to the school in the past five years completed in partnership with the community:
   - School yard….. picnic table, benches, green space, trees
   - Shade structure
   - Planters

4. List adult learning programs offered at the school:

5. Does the community have programs and supports for students at risk?  
Yes ☐ No ☒

6. Additional Comments:

### 3.4 Contributions to the Community (details)

1. What are the school’s contributions to the Community?  
St. Andrew School has been a part of the community for 50 years. Over that time it has been the centre of education for thousands of Sudburians, many of whom still have roots in the community. The school has served as a polling station for many elections of every level of government. The school has hosted needed community enterprises such as a daycare centre. The school grounds are an integral community site for playing and impromptu games.

### 3.5 Summary

1. What is the value of the school to the community?  
St. Andrew School is the last Catholic elementary school in the neighborhood delineated by Hwy. 69N, Lasalle Blvd. (south) and Falconbridge Road. The school offers residents of this neighborhood the peace of mind that they and their children can get to the school without having to cross any busy regional roads. Our community is allowed the opportunity to celebrate their faith. This aspect is of great value to the supporting “catholic” community.

2. What would be the impact on the community if this school were to be closed?  
Small neighborhood schools add value to a neighborhood beyond the obvious. The residents of the neighborhood are more connected to the community if there is a school in their midst. The sight and sound of children playing in the school yard gives comfort to all citizens whether they have student aged children or not. Without these schools property values are adversely affected.

3. Additional Comments:  
If our school were to close, our school population would lose the family and community engagement that we have built up over the past 55 years.

St. Andrew School is a Christian family that brings together home, school, church and promotes a foundation for:  
Pride for self, school, environment, community.
Respect for self, others, property
Individuality for academics, athletics, arts and attitude.
Developing Catholic Faith in an atmosphere of morality, spirituality, goodness and generosity
which embodies the life of Jesus Christ.
Educating for the future where students develop teamwork skills and the drive for personal
success.

4. VALUE TO THE LOCAL ECONOMY

4.1 Local Employer

1. Who are the employers in the community?
   - Retail Sales
   - Food Services
   - Cambrian and College Boreal
   - Taxation Centre

4.2 Local Development

1. Is the school an asset to the local housing development?
   Housing developments that are on the books now look at our successful, well maintained
   school as a drawing card for property sales.

4.3 Availability of Cooperative Education

1. List the Co-operative Education employers available in the community for students:

2. Is there public transportation available to the work site? Yes ☐ No ☐

4.4 Availability of Training Opportunities or Partnerships with Business

1. List the training opportunities or partnerships with business in the community:

2. Is there public transportation available to the training site? Yes ☐ No ☐

4.5 Growth/Reduction

1. List plans for further commercial/industrial growth/reduction?
   - Dalron is listed to build a subdivision at the end of Montrose
   - New residential area at Barrydowne and Maley Dr.
## 4.6 Summary

1. **What is the value of the school to the local economy?**
   - Living close to our community schools ensures the local businesses our support
   - Fruit, muffins, and snacks are purchased at local grocery stores
   - Pizza is purchased at our local Great Lakes Pizza outlet

2. **Additional Comments:**
   A school is the heart of a community. Our St. Andrew School provides the love and laughter which sustains the life of this neighborhood.
2009-2010 ACCOMMODATION REVIEW COMMITTEE

SCHOOL VALUATION FRAMEWORK REPORT

Planning Area: EAST

School: ST. BERNADETTE

SCHOOL MEMBERSHIP:

<table>
<thead>
<tr>
<th>NAME</th>
<th>SIGNATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole Snow</td>
<td>[Signature]</td>
</tr>
<tr>
<td>Colette Perrin</td>
<td>[Signature]</td>
</tr>
<tr>
<td>Dan Bronicheski</td>
<td>[Signature]</td>
</tr>
<tr>
<td>Mike McKeever</td>
<td>[Signature]</td>
</tr>
</tbody>
</table>

"SCHOOLS TO BELIEVE IN"
1. VALUE TO THE STUDENT

1.1 Catholic Identity and Faith Dimension

1. How is the love of your neighbour as yourself (social justice) promoted?
   - our daily activities are rooted in the Catholic teachings and traditions
   - virtues are woven throughout all school activities and curriculum
   - take Action Against Bullying programs, anti-racism campaign
   - involving the students with various fundraising and charitable projects such as MS read-a-thon, food
     drive, Jump Rope for Heart, adopt a family for Christmas, donations to the homeless, United Way,
     -students participate in various activities with our nearby seniors residences (i.e.: trick or treat at
       Halloween, choir visits, Christmas gift sharing)

2. How are the catholic graduate’s expectations and the monthly virtues reflected in your
   programs and in your school?
   -CGEs are part of instruction and planning, they guide our work and are reflected throughout the
     curriculum
   -monthly virtues are evident in the classroom, the hallways, morning announcements, liturgy and
     celebrations
   -virtues become part of instruction and planning ex: teaching-learning critical pathway

3. What are the opportunities in the school for staff to pray together (not staff and students,
   but only staff)?
   -prayers at staff meetings and catholic professional learning community meetings

4. How is prayer part of the school life?
   - prayer is part of daily practice during morning announcements
   - classrooms do lunch and end of the day prayers
   - within our religion program
   - prayer is always part of our school celebrations/activities/assemblies

1.2 Physical Space to Support Student Learning

A. Elementary and Secondary:

1. Number of classrooms in the school: 6
2. Is there currently sufficient permanent space to accommodate all students? Yes ☒ No □
3. Does the school have:
   a. a Library? Yes ☒ No □
   b. a Gymnasium? Yes ☒ No □
   c. Change Rooms? Yes ☒ No □
   d. Storage and Equipment Room? Yes ☒ No □
   e. a Staff Work Room? Yes ☒ No □
   f. a Room for French Language Instruction? Yes ☒ No □
   g. an Art Room? Yes ☒ No □
   h. an Instrumental Music Room? Yes ☒ No □
   i. a Special Education Room? Yes ☒ No □
   j. a Quiet Room/Chapel? Yes ☒ No □
   k. Suitable washrooms? Yes ☒ No □
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>l. a Cafeteria?</td>
<td>Yes ☑</td>
<td>No ☐</td>
</tr>
<tr>
<td>m. Lockers/Cloak Room area?</td>
<td>Yes ☐</td>
<td>No ☑</td>
</tr>
<tr>
<td>n. a Book Room?</td>
<td>Yes ☐</td>
<td>No ☑</td>
</tr>
<tr>
<td>o. Native Studies Room?</td>
<td>Yes ☐</td>
<td>No ☑</td>
</tr>
<tr>
<td>p. Theatre Arts Facilities/Stage?</td>
<td>Yes ☐</td>
<td>No ☑</td>
</tr>
<tr>
<td>q. a Computer Lab?</td>
<td>Yes ☐</td>
<td>No ☑</td>
</tr>
<tr>
<td>r. a Family Studies Room?</td>
<td>Yes ☐</td>
<td>No ☑</td>
</tr>
<tr>
<td>s. an Auditorium?</td>
<td>Yes ☑</td>
<td>No ☐</td>
</tr>
<tr>
<td>t. a Kitchen?</td>
<td>Yes ☑</td>
<td>No ☐</td>
</tr>
<tr>
<td>u. Staff/Visitor/Student Parking?</td>
<td>Yes ☑</td>
<td>No ☐</td>
</tr>
<tr>
<td>v. Student Drop-off and Pick-up areas?</td>
<td>Yes ☑</td>
<td>No ☐</td>
</tr>
<tr>
<td>w. a Bus Loading Zone?</td>
<td>Yes ☑</td>
<td>No ☐</td>
</tr>
<tr>
<td>x. property to accommodate development or additions?</td>
<td>Yes ☑</td>
<td>No ☐</td>
</tr>
<tr>
<td>y. a Staff Room?</td>
<td>Yes ☑</td>
<td>No ☐</td>
</tr>
<tr>
<td>z. a Math Room?</td>
<td>Yes ☑</td>
<td>No ☐</td>
</tr>
<tr>
<td>aa. a Divisible gymnasium?</td>
<td>Yes ☑</td>
<td>No ☐</td>
</tr>
<tr>
<td>bb. a workout/Exercise room?</td>
<td>Yes ☑</td>
<td>No ☐</td>
</tr>
<tr>
<td>cc. Science prep rooms?</td>
<td>Yes ☑</td>
<td>No ☐</td>
</tr>
<tr>
<td>dd. a patio area?</td>
<td>Yes ☑</td>
<td>No ☐</td>
</tr>
<tr>
<td>ee. Kindergarten rooms with en-suite small toilets?</td>
<td>Yes ☐</td>
<td>No ☑</td>
</tr>
<tr>
<td>ff. a food preparation areas/servery?</td>
<td>Yes ☑</td>
<td>No ☐</td>
</tr>
<tr>
<td>gg. Adjustable space rooms?</td>
<td>Yes ☑</td>
<td>No ☐</td>
</tr>
<tr>
<td>hh. Other: art storage room</td>
<td>Yes ☑</td>
<td>No ☐</td>
</tr>
</tbody>
</table>

**B. Secondary:**

1. Does the school have:
   - a. Chapel? | Yes ☑ | No ☐ |
   - b. Science Labs? | Yes ☑ | No ☐ |
   - c. Technology Facilities? | Yes ☑ | No ☐ |
   - d. Student Success Rooms? | Yes ☑ | No ☐ |
   - e. Student Council Room? | Yes ☑ | No ☐ |
   - f. Business Studies Facilities? | Yes ☑ | No ☐ |

2. **Additional Comments:**
   St. Bernadette school has a wonderful gymnasium with full change rooms and a storage room. There is separate book room and teacher workroom where we can work in small groups. The school is completely wheelchair accessible, with ramps inside and outside, as well as automatic doors. There is sufficient parking for staff and visitors for the school and the daycare.

1.3 **School Grounds for Healthy Physical Activity and Extracurricular Activities**

1. Does the school have:
   - a. hard surfaced outdoor play area(s)? | Yes ☑ | No ☐ |
   - b. a soccer field? | Yes ☑ | No ☐ |
   - c. a football field? | Yes ☑ | No ☐ |
   - d. a baseball field? | Yes ☑ | No ☐ |
   - e. a track? | Yes ☑ | No ☐ |
1.4 Range of Courses or Program Offerings

A. Elementary

1. Does the school provide large uninterrupted blocks of literacy and math instruction? Yes ☒ No ☐

2. Does each class have a Daily Physical Activity (DPA) Plan in place? Yes ☒ No ☐

3. Does each class have access to the gym for the required amounts of time? Yes ☒ No ☐

4. Does the school have a dedicated teacher for:
   a. music? Yes ☒ No ☐
   b. physical education? Yes ☒ No ☐
   c. computers? Yes ☒ No ☐

School Valuation Report - St.Bernadette - Nov 11-09-09
d. library? | Yes ☒ No ☐
---|---
e. French? | Yes ☒ No ☐
f. resource? | Yes ☒ No ☐
g. literacy coach? **Note: Half a day per week** | Yes ☒ No ☐
h. early reading intervention? | Yes ☒ No ☐
i. Native language? | Yes ☒ No ☐
j. Teacher of the blind? | Yes ☒ No ☐
k. Learning strategies? | Yes ☒ No ☐
l. **Other:** Prep time teachers are assigned to do some phys. Ed, English, Religion, Science and Social Studies

5. What is the 'Average Class Size' for the school? | 17

6. Does the school have:
   a. triple grades? | Yes ☒ No ☐

**B. Elementary and Secondary:**

1. Does the school offer:
   a. guidance and career education programs? **(Goals for Growth)** | Yes ☒ No ☐
   b. culturally inclusive programs? | Yes ☒ No ☐
   c. reach ahead programs? | Yes ☒ No ☐
   d. technology programs? | Yes ☒ No ☐
   e. programs and supports for students at risk? | Yes ☒ No ☐
   f. an instrumental music program? | Yes ☒ No ☐
   g. a vocal music program? | Yes ☒ No ☐
   h. Religious Education & Family Life? | Yes ☒ No ☐
   i. Communication class (re: autism) | Yes ☒ No ☐
   j. DH/Multi-sensory room | Yes ☒ No ☐
   k. Special Education | Yes ☒ No ☐
   l. Care and Development | Yes ☒ No ☐
   m. Life Skills | Yes ☒ No ☐
   n. French Immersion | Yes ☒ No ☐
   o. Other:

2. **Where is the nearest access to similar programs?**
   For special education, our students can attend PiusXII, St. Raphael in the English program. They can also attend St. John school in Garson.
   The nearest French Immersion Catholic school is St. John in Garson.
   Co-terminous schools for French Immersion are Westmount Public School (JK-3) and Ernie Checkeris (JK-3) as well as Carl A. Nesbitt (Grade 4 to 8).

3. **Does the school have a Snack, Breakfast or Lunch Program? If so, please describe.**
   Yes, in partnership with Childhood/Enfance, we are able to offer a “forgot my lunch and snack program”.
   We are also offering healthy snack days for all students. (Fruity Friday and Tasty Tuesday)
   Weekly pizza days as well as a future milk program.
### C. Secondary

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>List the compulsory courses in grades 9-12:</td>
</tr>
<tr>
<td>2.</td>
<td>List the optional courses in grades 9-12:</td>
</tr>
<tr>
<td>3.</td>
<td>What optional programs cannot be offered currently that are offered in other SCDSB schools?</td>
</tr>
<tr>
<td>4.</td>
<td>Does the school have a sufficient number of students to run courses in each subject area for all five student pathways (independent living, work, apprenticeship, college, university)?</td>
</tr>
<tr>
<td>5.</td>
<td>Which courses have companion co-op credits?</td>
</tr>
<tr>
<td>6.</td>
<td>Which multi-level courses are offered?</td>
</tr>
<tr>
<td>7.</td>
<td>Which multi-grade courses are offered?</td>
</tr>
<tr>
<td>8.</td>
<td>Which courses were cancelled this year? (List course code and title)</td>
</tr>
<tr>
<td>a.</td>
<td>Why?</td>
</tr>
<tr>
<td>9.</td>
<td>What courses are bundled to offer specialized programs?</td>
</tr>
<tr>
<td>10.</td>
<td>List partnerships which enhance and support student success:</td>
</tr>
<tr>
<td>11.</td>
<td>Which second language programs does the school offer?</td>
</tr>
<tr>
<td>12.</td>
<td>Does the school offer:</td>
</tr>
<tr>
<td>a.</td>
<td>business studies programs?</td>
</tr>
<tr>
<td>b.</td>
<td>a theatre arts program?</td>
</tr>
<tr>
<td>c.</td>
<td>outdoor education?</td>
</tr>
<tr>
<td>d.</td>
<td>Dual credit courses ?</td>
</tr>
<tr>
<td>e.</td>
<td>Correspondence courses ?</td>
</tr>
<tr>
<td>13.</td>
<td>Does the school provide co-operative education opportunities for students?</td>
</tr>
<tr>
<td>14.</td>
<td>Does the school offer after school remedial programs onsite?</td>
</tr>
<tr>
<td>15.</td>
<td>Does the school have access to these programs in nearby facilities?</td>
</tr>
<tr>
<td>16.</td>
<td>Other:</td>
</tr>
<tr>
<td>17.</td>
<td>How many parent/family/community volunteers does the school attract?</td>
</tr>
<tr>
<td>18.</td>
<td>Does the number of parent volunteers involved in school council adequately reflect the school (pupil) enrolment? What is the current percentage or ratio?</td>
</tr>
</tbody>
</table>
19. Where is the nearest access to similar programs?

20. **Additional Comments:**

### 1.5 Range of Extracurricular Activities

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is this school a designated Best Start hub?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Are Child Care services available before school?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3. Are Child Care services available after school?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>4. Are Child Care services available during the school day?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>5. Is this school a site for kindercentre?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>6. Is an Alternate Day Program available at the school? We are looking into providing this service with the support of Cedar Park Daycare.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>7. List boys’ intramural sports:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. List girls’ intramural sports:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. List co-ed intramural sports:</td>
<td>-floor hockey</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-handball</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-volleyball</td>
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<tr>
<td></td>
<td>-soccer</td>
<td></td>
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<tr>
<td></td>
<td>-baseball</td>
<td></td>
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<tr>
<td></td>
<td>-dance</td>
<td></td>
</tr>
<tr>
<td>10. List boys’ interschool sports:</td>
<td>-Volleyball</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-handball</td>
<td></td>
</tr>
<tr>
<td>11. List girls’ interschool sports:</td>
<td>-volleyball</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-handball</td>
<td></td>
</tr>
<tr>
<td>12. List co-ed interschool sports:</td>
<td>-floor hockey</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-soccer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-basketball</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-track and field</td>
<td></td>
</tr>
<tr>
<td>13. List non-athletic school clubs:</td>
<td>-chess club</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-choir</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-math challenge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-destination conservation/environmental</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-battle of the books</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-reading club</td>
<td></td>
</tr>
</tbody>
</table>
14. Additional Comments:
- Jump Rope for Heart
- Ms Read a thon
- Special events days
- Liturgical events
- Student of the month awards
- Although there is no formal team, we also have opportunity to go bowling, curling, swimming and skating

1.6 Student Outcomes at the School

<table>
<thead>
<tr>
<th>Rolling average for: SCORES</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04-05-06</td>
<td>05-06-07</td>
</tr>
</tbody>
</table>
1. EQAO -- Primary Reading   | 44      | 49      | 43    | 43    |
2. EQAO -- Primary Writing   | 45      | 49      | 47    | 36    |
3. EQAO -- Primary Mathematics | 37     | 32      | 40    | 36    |
4. EQAO -- Junior Reading    | 70      | 73      | 84    | 67    |
5. EQAO -- Junior Writing    | 70      | 76      | 81    | 78    |
6. EQAO -- Junior Mathematics | 51    | 54      | 37    | 67    |
7. EQAO -- Grade 9 academic mathematics
8. EQAO -- Grade 9 applied mathematics
9. OSSLT -- Grade 10 eligible
10. OSSLT -- Grade 10 previously eligible

11. Additional Comments:
It is important to note that our school's EQAO data is usually suppressed to the public due to the low number of students. When interpreting this data, it is essential that the small numbers of students be taken into consideration.

For grade 3:
2004-2005: 4 students
2005-2006: 15 students
2006-2007: 14 students
2007-2008: 9 students
2008-2009: 14 students

For grade 6:
2004-2005: 6 students
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2006-2007: 7 students
2007-2008: 4 students
2008-2009: 9 students

Note: The French Immersion students follow a mostly French curriculum that includes one 40 minute period of oral English language in grades 1 and 2. It is only in grade 3 that English Language skills in reading and writing are introduced.

The staff at St Bernadette is dedicated to improving student achievement and we incorporate strategies and goals to that end.
### 1.7 School Accessibility for Individuals with Physical Disabilities

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the school accessible for individuals with disabilities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the school have:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. accessible washrooms?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. elevator(s)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. approved ramps?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. automated doors?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. accessible playgrounds?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. dedicated handicapped parking spaces?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. appropriate signage?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Is the entrance to the school barrier-free?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Comments:**

Our school is completely accessible for anyone with physical disabilities.

### 1.8 Accommodation for Other Disabilities

<table>
<thead>
<tr>
<th>Disability</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 1.9 Security

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the school have a security system e.g., controlled entrances, video surveillance?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the school have magnetic door openers on hallway doors?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the school have a sprinkler system?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the school have gates?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the school have fences?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Comments:**

The school is equipped with a buzzer system for controlled entry. The office area has a monitor that displays the image from four surveillance cameras placed throughout the school. The daycare has its own buzzer and monitoring system. We are in the process of setting up the same in the library for the before and after school program. This allows for excellent security for our students and the children who attend the daycare.

### 1.10 Proximity of the School to Students / Length of Bus Ride to School

<table>
<thead>
<tr>
<th>Question</th>
<th>In boundary</th>
<th>out of boundary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What percentage of students walk to school?</td>
<td>16.36%</td>
<td></td>
</tr>
<tr>
<td>2. What percentage of students attend from outside the school boundary?</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>3. What percentage of students are bused to school?</td>
<td>83.64%</td>
<td></td>
</tr>
<tr>
<td>4. What is the average distance to school for students?</td>
<td>2.4 KM</td>
<td></td>
</tr>
<tr>
<td>5. What is the average bus ride duration for students?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Additional Comments:
We are in a central location that allows students to walk to school or have a shorter bus ride.
There are three co-terminus schools that are within our bus boundaries.

1.11 Supports

1. Does the school have:
   a. a full-time Principal? Yes [ ] No [x]  
   b. a Vice Principal? Yes [ ] No [x]  
   c. a full-time Secretary? Yes [ ] No [x]  
   d. an onsite Teacher Librarian? Yes [ ] No [x]  
   e. a full-time Chaplain? Yes [ ] No [x]  
   f. Hallway Monitors? Yes [ ] No [x]  
   g. a Library Clerk/Technician? Yes [ ] No [x]  
   h. a full-time Special Education Teacher? Yes [ ] No [x]  
   i. full-time custodial staff? Yes [ ] No [x]  
   j. Parent volunteers? Yes [ ] No [x]  
   k. Other: Itinerant resource support teacher

2. How many Educational Assistants does the school have? 0

3. Additional Comments:
The principal is 77% administration and 23% special education.
The secretary is only here on a part-time basis.

1.12 Funds

1. Funds raised over the past 3 years (details)
   2006-2007  Bingo: $23,162.75  
   Other fundraising: $17,911.32  
   Total for the year: $41,074.07  
   2007-2008  Bingo: $19,800.33  
   Other fundraising: $10,236.23  
   Total for the year: $30,036.56  
   2008-2009  Bingo: $13,582.01  
   Other fundraising: $16,559.45  
   Total for the year: $30,141.46

Other fundraising includes: monies from parents for various outings/activities, as well as pizza, hotdog, subs, pepperettes, draws, raffles, book fairs, milk, bake sales, ice cream sales and chocolate bars.

2. Corporate donations over the past 3 years (details)
   - Extendicare donated books to the school
   - Childhood/Enfance funds for healthy food

3. Contributions to the community (details)
   - Jump Rope for Heart (Heart and Stroke foundation)
   - Extendicare gifts for residents
- Adopt a family for Christmas
- Poppies for the Legion
- Toonies for tuition
- Field trips to local businesses

4. Additional Comments:
Our Bingo allows for incredible fundraising and opportunities for the students. These funds, along with the City of Greater Sudbury, helped to purchase the play structure and embellish the schoolyard. Students are also able to attend many fieldtrips and activities. Many resources/materials for students have also been purchased with this funding.

1.13 Parish Connection

1. What does the Parish Connection with the school entail?
St. Andrew The Apostle Church is our parish. Father Al MacMillan is the priest. He attends special events and celebrations at the school. On a monthly basis, the students attend a regular community mass at the parish. The church bulletin and information is displayed on a bulletin board in the entrance.

Yes, our school participates in sacramental preparation for our grade 3 students First Communion and First Reconciliation. The school assists the parish and the parents for sacramental preparation.

3. Additional Comments:

1.14 Summary

1. What is the value of this school to the students?
- The only French Immersion Catholic Centre in the New Sudbury area
- The location is very central in both a residential and business/retail area and close to the four main arteries in New Sudbury
- The school property is 1.6151 hectares
- The yard has a full play structure with grassy area. It has a sitting area with benches and tables as well as hard surfaces for various games. The back of the school is a large space with a wooded area, baseball field with backstop and a sandy section.
- The gymnasium, which is at the back of the school for easy access, is equipped with full storage room as well as two change rooms with bathrooms and showers
- The school yard is a safe zone away from the parking and entrance areas
- Small setting which allows for a close familiar atmosphere which not only fosters excellent interaction between grades but creates and maintains strong school spirit which leads to enhanced educational benefits.
- Close proximity to many amenities and learning opportunities, such as sports activities, grocery stores, senior residents and parks
- The proximity of St Charles College and partnership with their students/teachers and programs (such as Co-op students, tutoring, family studies program, volunteers)
- Close proximity to Cambrian College which allows better partnerships
2. What is unique about this school?
- the only French Immersion Catholic Centre in the New Sudbury area
- the location is very central in both a residential and business/retail area and close to the four main arteries in New Sudbury
- the school property is 1.6151 hectares
- the yard has a full play structure with grassy area. It has a sitting area with benches and tables as well as hard surfaces for various games. The back of the school is a large space with a wooded area, baseball field with backstop and a sandy section.
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- close proximity to many amenities and learning opportunities, such as sports activities, grocery stores, senior residents and parks
- the proximity of St Charles College and partnership with their students/teachers and programs (such as Co-op students, tutoring, family studies program, volunteers)
- close proximity to Cambrian College which allows better partnerships
- partnership with Extendicare and other senior residences

3. Additional Comments:

2. VALUE TO THE SCHOOL BOARD

2.1 Physical Space to Support Student Learning

<table>
<thead>
<tr>
<th>A. Elementary and Secondary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of classrooms in the school: 6</td>
</tr>
<tr>
<td>2. Is there currently sufficient permanent space to accommodate all students? Yes ☒ No</td>
</tr>
<tr>
<td>3. Does the school have:</td>
</tr>
<tr>
<td>a. a Library? Yes ☒ No</td>
</tr>
<tr>
<td>b. a Gymnasium? Yes ☒ No</td>
</tr>
<tr>
<td>c. Change Rooms? Yes ☒ No</td>
</tr>
<tr>
<td>d. Storage and Equipment Room? Yes ☒ No</td>
</tr>
<tr>
<td>e. a Staff Work Room? Yes ☒ No</td>
</tr>
<tr>
<td>f. a Room for French Language Instruction? We are French Immersion Yes ☒ No</td>
</tr>
<tr>
<td>g. an Art Room? Yes ☒ No</td>
</tr>
<tr>
<td>h. an Instrumental Music Room? Yes ☒ No</td>
</tr>
<tr>
<td>i. a Special Education Room? Yes ☒ No</td>
</tr>
<tr>
<td>j. a Quiet Room/Chapel? Yes ☒ No</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>k. Suitable washrooms?</td>
</tr>
<tr>
<td>l. a Cafeteria?</td>
</tr>
<tr>
<td>m. Lockers/Cloak Room area?</td>
</tr>
<tr>
<td>n. a Book Room?</td>
</tr>
<tr>
<td>o. Native Studies Room?</td>
</tr>
<tr>
<td>p. Theatre Arts Facilities/Stage?</td>
</tr>
<tr>
<td>q. a Computer Lab?</td>
</tr>
<tr>
<td>r. a Family Studies Room?</td>
</tr>
<tr>
<td>s. an Auditorium?</td>
</tr>
<tr>
<td>t. a Kitchen?</td>
</tr>
<tr>
<td>u. Staff/Visitor/Student Parking?</td>
</tr>
<tr>
<td>v. Student Drop-off and Pick-up areas?</td>
</tr>
<tr>
<td>w. a Bus Loading Zone?</td>
</tr>
<tr>
<td>x. property to accommodate development or additions?</td>
</tr>
<tr>
<td>y. a Staff Room?</td>
</tr>
<tr>
<td>z. Other:</td>
</tr>
</tbody>
</table>

### B. Secondary:

1. Does the school have:
   
   a. Chapel ? | Yes ☒ No ☐
   
   b. Science Labs? | Yes ☒ No ☐
   
   c. Technology Facilities? | Yes ☒ No ☐
   
   d. Student Success Rooms ? | Yes ☒ No ☐
   
   e. Student Council Room? | Yes ☒ No ☐
   
   f. Business Studies Facilities? | Yes ☒ No ☐
   
   g. Bleachers? | Yes ☒ No ☐

### 3. Additional Comments:

This is a great facility with a gymnasium/storage and change rooms. We have a full book room and teacher work room area.

### C. Elementary and Secondary Child Care:

1. Are there spaces at this school designated for Best Start hub? | Yes ☒ No ☐

2. Are Child Care spaces available before school? | Yes ☒ No ☐

3. Are Child Care spaces available after school? | Yes ☒ No ☐

4. Are Child Care spaces available during the school day? | Yes ☒ No ☐

5. Are there spaces at this school for a Kindercentre? | Yes ☒ No ☐

6. Is an Alternate Day Program available at the school? | Yes ☒ No ☐

### 7. Additional Comments:

We are currently looking into offering an alternate daycare program with the support of Cedar Park Daycare.

### 2.2 Range of Courses or Program Offerings

#### A. Elementary

1. Does the school provide large uninterrupted blocks of literacy and math instruction? | Yes ☒ No ☐

2. Does the school offer daily physical activity? | Yes ☒ No ☐
### 3. Does the school have a dedicated teacher for:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. music?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>b. physical education?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>c. computers?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>d. library?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>e. French? We are a French Immersion school</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>f. resource?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>g. literacy resource?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>h. early reading intervention?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>i. Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4. Does the school have:

<table>
<thead>
<tr>
<th>Grade Type</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. combined grades?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>b. straight grades?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

### B. Elementary and Secondary:

#### 1. Does the school offer:

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. guidance and career education programs?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>b. culturally inclusive programs?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>c. reach ahead programs?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>d. technology programs?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>e. programs and supports for students at risk?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>f. an Instrumental music Program?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>g. a vocal music program?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>h. Special Education?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>i. Care and Development?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>j. Life Skills?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>k. French Immersion?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>l. Dual-credit courses?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>m. Correspondence courses?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>n. Other?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 2. Where is the nearest access to similar programs?

For special education, our students can attend PiusXII, St. Raphael or St. John in the English program.
The nearest French Immersion Catholic school is St. John in Garson.
Co-terminous schools for French Immersion are Westmount Public School (Jk-3) and Ernie Checkeris (JK-3) as well as Carl A. Nesbitt (grade 4-8).

### 3. Does your school offer specialized programming (e.g. Alternate Education, Same Gender Identity)?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

### 4. Identify the specialized programming offered.

### 5. Does the school have a Snack, Breakfast or Lunch Program? If so, please describe.

Yes, in partnership with Childhood/Enfance, we are able to offer a “forgot my lunch and snack program”. We are also offering healthy snack days for all students as well as pizza and milk.
### C. Secondary

1. List the compulsory courses in grades 9-12:

2. List the optional courses in grades 9-12:

3. What optional programs cannot be offered currently that are offered in other SCDSB schools?

4. Does the school have a sufficient number of students to run courses in each subject area for all five student pathways (university, college, apprenticeship, workplace and independent living)?

   - Yes [ ]
   - No [ ]

5. Which courses have companion co-op credits?

6. Which multi-level courses are offered?

7. Which multi-grade courses are offered?

8. Which courses were cancelled this year? (List course code and title)
   
   a. Why?

9. What courses are bundled to offer specialized programs?

10. List partnerships which enhance and support students:

11. Which second language programs does the school offer?

12. Does the school offer:

   a. business studies programs? [ ]

   b. a theatre arts program? [ ]

   c. outdoor education? [ ]

   d. E-Learning Courses? [ ]

   e. Other:

13. Does the school provide co-operative education opportunities for students? [ ]

14. Does the school offer after school remedial programs onsite? [ ]

15. Does the school have access to these programs in nearby facilities? [ ]

16. How many parent/family/community volunteers does the school attract?

17. Where is the nearest access to similar programs?

18. Additional Comments:
2.3 Student Outcomes at the School

<table>
<thead>
<tr>
<th>Rolling average for:</th>
<th>Results</th>
<th>Cohort size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>04-05-06</td>
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</tr>
<tr>
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<td>44</td>
<td>49</td>
</tr>
<tr>
<td>2. EQAO -- Primary Writing</td>
<td>45</td>
<td>49</td>
</tr>
<tr>
<td>3. EQAO -- Primary Mathematics</td>
<td>37</td>
<td>32</td>
</tr>
<tr>
<td>4. EQAO -- Junior Reading</td>
<td>70</td>
<td>73</td>
</tr>
<tr>
<td>5. EQAO -- Junior Writing</td>
<td>70</td>
<td>76</td>
</tr>
<tr>
<td>6. EQAO -- Junior Mathematics</td>
<td>51</td>
<td>54</td>
</tr>
<tr>
<td>7. EQAO -- Grade 9 academic mathematics</td>
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<td></td>
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2.4 Condition of School

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When was the original school built?</td>
<td>1957</td>
</tr>
<tr>
<td>2. How many sections have been added since the original?</td>
<td>3</td>
</tr>
<tr>
<td>3. Year latest section built?</td>
<td>1986</td>
</tr>
<tr>
<td>4. What is the current Facility Condition Index (FCI)? (2008-2009)</td>
<td>66.5%</td>
</tr>
<tr>
<td>5. What will the FCI be in 5 years? (2013-2014)</td>
<td>93.6%</td>
</tr>
<tr>
<td>6. What are the current renewal costs?</td>
<td>$1,737,811.00</td>
</tr>
</tbody>
</table>
7. What will the renewal costs be in 5 years? $2,447,741.00
8. Describe the conditions of school grounds Excellent
9. Additional Comments:

2.5 Location of School

1. What percentage of students are bused to school? 97%
2. What is the average distance to school for students? 2.4 Km
3. What is the average bus ride duration for students?
4. What is the proximity of the school to a Catholic Church? 1.8 Km

5. What is the proximity of a comparable school from a co-terminus Board?
Westmount Public School JK-3 FI which is 1.3 Km from our location
Ernie Checkeris Public School for grade JK to 3 FI is 3.6 Km from our location
Carl A Nesbit Public School for grade 4 to 8 FI is 2.2 Km from our location

6. Additional Comments:
Our grade 7 and 8 students must attend St John school, which is 7.7 Km from our location. In the past, many of our boys have gone to Carl A Nesbitt Public School for grade 7 and 8. Many of our girls have been going to Marymount Academy. However, many students have opted out of the French Immersion program in order to attend a more acceptable location in the English program. This fact can also impact upon the grade 9 French Immersion registrations at St. Charles College.

2.6 Enrolment vs. Available Space

1. Does enrolment at the school exceed the surplus space in adjacent schools? Yes ☐ No ☒
2. What is the current enrolment of the school? 102
3. What is the projected enrolment in 5 years? (2014-2015) 68
4. What is the projected enrolment in 10 years? (2019-2020) 69
5. What is the capacity of the school? (2009-2010 OTG 135) 135
6. What is the current utilization rate of the school? (Nov 2, 2009 data indicates 102 students divided by the OTG of 135) 75.6%
7. What is the projected utilization rate in 5 years? (2014-2015 projected enrolment of 68 divided by OTG of 135) 48.1%
8. What is the projected utilization rate in 10 years? (2019-2020 projected enrolment of 69 divided by OTG of 135) 51.1%

9. Additional Comments:
For question #6, the current utilization rate, we used the current enrolment of 102 students as of Nov 2, 2009. This was done because the projected enrolment sheet for 2009-2010 indicated only 90 students. We thought it would be beneficial to show the current rate in real time. We do understand that enrolment fluctuates.
## 2.7 Cost to Operate the School

1. What are the costs for utilities? (electricity, gas, oil, water) | 20,559.00
2. What are the maintenance costs for the facility? (2008-2009) | 20,068.07
3. What are the maintenance costs for the grounds? | 6,829.43
4. What are the maintenance costs for security? | 433.15

### 5. Additional Comments:

## 2.8 Supports

1. Does the school have:
   - a full-time Principal? | Yes ☑ No ❌
   - a Vice Principal? | Yes ☑ No ❌
   - a full-time Secretary? | Yes ☑ No ❌
   - a full-time Chaplain? | Yes ☑ No ❌
   - Hallway Monitors? | Yes ☑ No ❌
   - Lunchtime Supervisors? | Yes ☑ No ❌
   - a Teacher Librarian? | Yes ☑ No ❌
   - a Library Clerk/Technician? | Yes ☑ No ❌
   - a full-time Special Education Teacher? | Yes ☑ No ❌
   - full-time custodial staff? | Yes ☑ No ❌
   - Other:

2. How many Educational Assistants does the school have? | 0

### 3. Additional Comments:

The principal is 77% administration and 23% special education. The secretary is only here on a part-time basis. We have 2.5 lunchroom supervisors. One for the JK, one for the SK and one for the grades 1 to 6.

## 2.9 Summary

1. **What is the value of the school to the school board?**
   - We have a large property that would accommodate development or additions along with the close proximity of the large property available at St Charles College
   - We are the only French Immersion Catholic Centre in the New Sudbury area
   - The location is very central in both a residential and business/retail area and close to the four main arteries in New Sudbury
   - The proximity of St Charles College’s property allows for better partnership, transition and development or additions to the school
   - The lease to the Cedar Park Daycare offers revenue to the board and allows community connection. This provides an easy transition for both parents and students
   - The daycare provides opportunities for increased enrolment with the SCDSB as the children who attend the daycare are our future students
- our school property is 1.6151 hectares

- the yard has a full play structure with grassy area. It has a sitting area with benches and tables as well as hard surfaces for various games. The back of the school is a large space with a wooded area, baseball field with backstop and a sandy section.

- the gymnasium, which is at the back of the school for easy access, is equipped with full storage room as well as two change rooms with bathrooms and showers

- the school yard is a safe zone away from the parking and entrance areas

- small setting which allows for a close familiar atmosphere which not only fosters excellent interaction between grades but creates and maintains strong school spirit which leads to enhanced educational benefits.

- close proximity to many amenities and learning opportunities, such as sports activities, grocery stores, senior residents and parks

- proximity and partnership with St. Charles College their students/teachers and programs (such as Co-op students, tutoring, family studies program, volunteers)

- close proximity to Cambrian College which allows better partnerships

- partnership with Extendicare and other senior residences

- the French Immersion program at St. Bernadette helps sustain the French Immersion program at St. Charles College

2. **Additional Comments:**

3. **VALUE TO THE COMMUNITY**

3.1 **Community Use**

1. List the community groups which use the school/school grounds and the number of hours used for the school year:

<table>
<thead>
<tr>
<th></th>
<th># of hours:</th>
<th>Fees paid:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Scouts Canada</td>
<td>4 hrs/week</td>
<td>Yes ☑ No ☐</td>
</tr>
<tr>
<td>- Ladies Volleyball</td>
<td>2.5 hrs/week</td>
<td></td>
</tr>
<tr>
<td>b. School grounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- the community at large to use the playground</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- daycare has an enclosed play area for their use which is part of their lease</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Yes ☑ No ☐
2. Does use of the school by community groups cause any conflicts with school programming?
Only if the school has functions or events to use the gym. When there is a conflict, we simply have to call the board and they communicate with the group to cancel the session.

3. What other facilities/playing fields in the vicinity are used by community groups?
- St. Charles College
- Churchill and Westmount Public Schools
- Westmount Community Centre

4. Additional Comments:

### 3.2 Range of Program Offerings at the School that serve both Students and Community Members

<table>
<thead>
<tr>
<th>1. Is this school:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. a designated Best Start hub?</td>
<td>Yes</td>
</tr>
<tr>
<td>b. a site for Kindercenter?</td>
<td>Yes</td>
</tr>
<tr>
<td>c. a site for a Daycare provider?</td>
<td>Yes</td>
</tr>
<tr>
<td>d. a site for a Summer Camp provider?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

2. List programs that serve both students and community members?
The daycare program offered here, both during the day as well as before and after school, is provided not only for our students but also to the community.

3. Additional Comments:

### 3.3 School as Partner in Other Government Initiatives in the Community

<table>
<thead>
<tr>
<th>1. Is the school a partner in other government initiatives within the community? (List)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Science North membership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Nipissing and Laurentian University teacher candidates from Faculty of Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Are there plans for local partnerships for delivering childcare and other community and social services? (List)
- In partnership with Cedar Park Daycare, we are looking into an alternate JK daycare program.

| Yes | No |
3. List any significant upgrades to the school in the past five years completed in partnership with the community:
The school had significant upgrades for the daycare facility in partnership with Cedar Park daycare. There were two classrooms converted to accommodate an infant, toddler and preschool program. They added an office area and a kitchen. The schoolyard was also upgraded for the daycare with a fenced-in grassy area for their use.

The playground area and a green space were upgraded in partnership with the Greater City of Sudbury.

4. List adult learning programs offered at the school:

5. Does the community have programs and supports for students at risk? Yes ☐ No ☒

6. Additional Comments:

3.4 Contributions to the Community (details)

1. What are the school’s contributions to the Community?
- we are the only Catholic French Immersion school in New Sudbury for JK to grade 6
- partnership with Extendicare
- daycare spaces available to children from the community who do not attend here
- we can offer Co-op placements to secondary school students
- fundraising for charities (food-drives, Heart and Stroke, United Way..)
- elections Canada polling station

3.5 Summary

1. What is the value of the school to the community?
- we are the only Catholic French Immersion school in New Sudbury for JK to grade 6
- space available for community groups
- newly upgraded yard with play structure and seating area
- daycare for infants, toddlers and pre-school children
- daycare for before and after school
- centrally located in New Sudbury

2. What would be the impact on the community if this school were to be closed?
Because it is the only French Immersion Catholic School in New Sudbury, the only choice for parents would be a French Immersion Public School. This would certainly have an impact upon our Catholic and non-catholic community.

Some parents, who wish to give their children French instruction, would attend at one of three French schools in the area.

The community would also lose the space for community use both within and outside the school. Considering the newly renovated space for the daycare, which opened July 2009, the closing of St Bernadette would certainly affect Cedar Park Daycare’s business and adversely impact the community’s access to daycare.

The loss of this French Immersion school would certainly have an impact upon the French Immersion program available at St. Charles College.

3. Additional Comments:
### 4. VALUE TO THE LOCAL ECONOMY

#### 4.1 Local Employer

1. **Who are the employers in the community?**
The area of town boasts significant employment opportunities in the area of retail. Other significant employers are restaurants, banks, industrial companies, car dealership, medical offices/clinics, hotels etc..

#### 4.2 Local Development

1. **Is the school an asset to the local housing development?**
   Yes, we are the only French Immersion Catholic School in New Sudbury and close to the main arteries of Lasalle, Barrydowne, Falconbridge and the Kingsway. Housing developments in the surrounding areas are provided with a unique benefit from our central location.

#### 4.3 Availability of Cooperative Education

1. List the Co-operative Education employers available in the community for students:

2. Is there public transportation available to the work site?  Yes [ ]  No [ ]

#### 4.4 Availability of Training Opportunities or Partnerships with Business

1. List the training opportunities or partnerships with business in the community:

2. Is there public transportation available to the training site?  Yes [ ]  No [ ]

#### 4.5 Growth/Reduction

1. **List plans for further commercial/industrial growth/reduction?**
   - More retail is being planned and built at the Rio-Can centre
   - Rainbow concrete is planning to expand their operations in the area.
   - Residential and commercial expansions are active at this time

The New Sudbury area has a diverse economy that boasts a healthy balance of private sector employers, mining industry and supported by governmental agencies.
4.6 Summary

1. What is the value of the school to the local economy?
The central location of our school allows for future families to move into our area. Our position can benefit from the expected growth in the commercial/housing industry in the surrounding areas.

Parents reside and work in the area therefore they generate opportunities for the growth of our local economy.

With the amount of land surrounding our school, there is space for development and expansion of our school. Which would be benefit the local economy and its families.

2. Additional Comments:
SUDBURY CATHOLIC DISTRICT SCHOOL BOARD

2009-2010 ACCOMMODATION REVIEW COMMITTEE

SCHOOL VALUATION FRAMEWORK REPORT

Planning Area: EAST

School: St. Charles College

SCHOOL MEMBERSHIP:

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patty Harder</td>
<td>Mardero</td>
</tr>
<tr>
<td>Claire Monnai</td>
<td>Monnai</td>
</tr>
<tr>
<td>Catherine Ross Giurro</td>
<td>Giurro</td>
</tr>
<tr>
<td>Sandra Gobbo</td>
<td>Gobbo</td>
</tr>
</tbody>
</table>

"SCHOOLS TO BELIEVE IN"
1. VALUE TO THE STUDENT

1.1 Catholic Identity and Faith Dimension

<table>
<thead>
<tr>
<th>1. How is the love of your neighbour as yourself (social justice) promoted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is an integral part of who we are as St. Charles College Cardinals. We do this through:</td>
</tr>
<tr>
<td><strong>Local Community Visits:</strong> Blue Door Café, Elgin St. Mission, Samaritan Center, Salvation Army</td>
</tr>
<tr>
<td><strong>Collection Agencies:</strong> Sudbury Food Bank, St. Vincent de Paul, Red Cross, Canadian Blood Services (Life Bus)</td>
</tr>
<tr>
<td><strong>Local Projects:</strong> Human League Breakfast Program, Canned Food Drive, Christmas for Kids Campaign, Legion Poppy Campaign, Missions Society</td>
</tr>
<tr>
<td><strong>World Projects:</strong> Development and Peace, “Just Youth”, Annual Campaigns, “THINKfast”, Celebrate Life Week (Pro-life focus), CHALICE Child Sponsorship, Trillium Gift of Life (Organ Donation), Third World Experience</td>
</tr>
<tr>
<td><strong>In School Projects:</strong> Justice and Action Board (JAB), Peer Mediation, Safe Communities Coalition, SCC Code of Conduct (in agenda), Breakfast Program, Lunch Sponsorship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. How are the catholic graduate’s expectations and the monthly virtues reflected in your programs and in your school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholic Graduate Expectations are infused into the curriculum of all subject areas. These Expectations form part of the marking scheme for the Grade 12 Religion program. The Monthly Virtues are posted on a bulletin board along with Biblical Reflections and Guides for Practical Living. The Virtues also form the central focus of the twice daily prayer themes for the month.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. What are the opportunities in the school for staff to pray together (not staff and students, but only staff)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff meetings commence with prayer and/or Biblical Reflections. Several staff members make daily use of the Chapel for private prayer and Eucharistic Devotion. The weekly Prayer Meetings with students are followed by staff leadership and discernment prayer. Staff parties and meals begin with Grace Before Meals. Staff members frequently take time to consult and pray with the Chaplain. An annual year end Liturgy of Thanksgiving is celebrated by all staff.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. How is prayer part of the school life?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school day begins and ends with prayer. The Liturgical and Paraliturgical Celebrations are a time of communal prayer (Opening, Thanksgiving, Remembrance, Advent, Ash Wednesday, Easter, Closing, Graduation) and small group prayer (Chapel Services, Advent Services, Stations of the Cross, Chapel Visits). Several Coaches will offer prayers before each game. Students are encouraged to request prayers for special occasions and in times of need or crisis. Prayer composition is a regular part of the religion program. The Lord’s Prayer, Creed, and Devotions are examined and explained to the religion classes.</td>
</tr>
</tbody>
</table>
### 1.2 Physical Space to Support Student Learning

#### A. Elementary and Secondary:

<table>
<thead>
<tr>
<th>1. <strong>Number of classrooms in the school:</strong> 57</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are several rooms that the Ministry has not classified as a classroom, which in fact are being used as classrooms. eg. Music room, art room</td>
</tr>
</tbody>
</table>

| 2. **Is there currently sufficient permanent space to accommodate all students?** | Yes x No |

<table>
<thead>
<tr>
<th>3. <strong>Does the school have:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. a Library?</td>
</tr>
<tr>
<td>b. a Gymnasium?</td>
</tr>
<tr>
<td>c. Change Rooms?</td>
</tr>
<tr>
<td>d. Storage and Equipment Room?</td>
</tr>
<tr>
<td>e. a Staff Work Room?</td>
</tr>
<tr>
<td>f. a Room for French Language Instruction?</td>
</tr>
<tr>
<td>g. an Art Room?</td>
</tr>
<tr>
<td>h. an Instrumental Music Room?</td>
</tr>
<tr>
<td>i. a Special Education Room?</td>
</tr>
<tr>
<td>j. a Quiet Room/Chapel?</td>
</tr>
<tr>
<td>k. Suitable washrooms?</td>
</tr>
<tr>
<td>l. a Cafeteria?</td>
</tr>
<tr>
<td>m. Lockers/Cloak Room area?</td>
</tr>
<tr>
<td>n. a Book Room?</td>
</tr>
<tr>
<td>o. Native Studies Room?</td>
</tr>
<tr>
<td>p. Theatre Arts Facilities/Stage?</td>
</tr>
<tr>
<td>q. a Computer Lab?</td>
</tr>
<tr>
<td>r. a Family Studies Room?</td>
</tr>
<tr>
<td>s. an Auditorium?</td>
</tr>
<tr>
<td>t. a Kitchen?</td>
</tr>
<tr>
<td>u. Staff/Visitor/Student Parking?</td>
</tr>
<tr>
<td>v. Student Drop-off and Pick-up areas?</td>
</tr>
<tr>
<td>w. a Bus Loading Zone?</td>
</tr>
<tr>
<td>x. property to accommodate development or additions?</td>
</tr>
<tr>
<td>y. a Staff Room?</td>
</tr>
<tr>
<td>z. a Math Room?</td>
</tr>
<tr>
<td>aa. a Divisible gymnasium?</td>
</tr>
<tr>
<td>bb. a workout/Exercise room?</td>
</tr>
<tr>
<td>cc. Science prep rooms?</td>
</tr>
<tr>
<td>dd. a patio area?</td>
</tr>
<tr>
<td>ee. Kindergarten rooms with en-suite small toilets?</td>
</tr>
<tr>
<td>ff. a food preparation areas/servery?</td>
</tr>
<tr>
<td>gg. Adjustable space rooms?</td>
</tr>
<tr>
<td>hh. Other:</td>
</tr>
</tbody>
</table>

#### B. Secondary:

<table>
<thead>
<tr>
<th>1. <strong>Does the school have:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Chapel?</td>
</tr>
</tbody>
</table>
### 1.3 School Grounds for Healthy Physical Activity and Extracurricular Activities

1. Does the school have:
   - a. hard surfaced outdoor play area(s)? Yes
   - b. a soccer field? Yes
   - c. a football field? Yes
   - d. a baseball field? No
   - e. a track? Yes
   - f. a basketball court? No
   - g. play equipment? No
   - h. a shaded area? No
   - i. a green space? Yes
   - j. Other

2. Does the school have access to nearby recreational facilities? Yes

**a. Please list:**
Indoor soccer centre, Nickel District Pool, Cambrian College, Carmichael Arena, Garson Arena, Plaza Bowl, Adanac Ski Hill, GoodLife Fitness

3. Has the school participated in an environmental project (nature areas, courtyards, etc.)? No

### 4. Describe the conditions of school grounds

The school grounds are in very good condition. They are well kept and maintained. The fields were upgraded this past summer, with a sprinkler system installation. The tennis courts require resurfacing.

### 5. Additional Comments:

### 1.4 Range of Courses or Program Offerings

#### A. Elementary

1. Does the school provide large uninterrupted blocks of literacy and math instruction? Yes ☐ No ☐

2. Does each class have a Daily Physical Activity (DPA) Plan in place? Yes ☐ No ☐

3. Does each class have access to the gym for the required amounts of time? Yes ☐ No ☐

4. Does the school have a dedicated teacher for:
   - a. music? Yes ☐ No ☐
   - b. physical education? Yes ☐ No ☐
| c. computers? | Yes ☐ No ☐ |
| d. library? | Yes ☐ No ☐ |
| e. French? | Yes ☐ No ☐ |
| f. resource? | Yes ☐ No ☐ |
| g. literacy coach? | Yes ☐ No ☐ |
| h. early reading intervention? | Yes ☐ No ☐ |
| i. Native language? | Yes ☐ No ☐ |
| j. Teacher of the blind? | Yes ☐ No ☐ |
| k. Learning strategies? | Yes ☐ No ☐ |
| l. Other: | |

5. What is the ‘Average Class Size’ for the school?

6. Does the school have:
   a. triple grades? Yes ☐ No ☐

**B. Elementary and Secondary:**

1. Does the school offer:
   a. guidance and career education programs? Yes
   b. culturally inclusive programs? Yes
   c. reach ahead programs? Yes
   d. technology programs? Yes
   e. programs and supports for students at risk? Yes
   f. an instrumental music program? Yes
   g. a vocal music program? Yes
   h. Religious Education & Family Life? Yes
   i. Communication class (re: autism) No
   j. DH/Multi-sensory room No
   k. Special Education Yes
   l. Care and Development No
   m. Life Skills Yes
   n. French Immersion Yes
   o. Other: 2 Comprehensive Classes are offered

2. Where is the nearest access to similar programs?
   St. Benedict CSS and Pius XII

3. Does the school have a Snack, Breakfast or Lunch Program? If so, please describe.
   Yes. Breakfast is delivered to every homeroom every day. Lunch is provided to those students who present themselves as requiring a lunch.

**C. Secondary**

1. List the compulsory courses in grades 9-12:
   We offer all compulsory courses as per Ministry requirements in the Academic/University, Applied/College, and Locally Developed pathways, including Religion at each level.
2. List the optional courses in grades 9-12:
Refer to the St. Charles College Academic Calendar online at
http://scc.sudburycatholicschools.ca

3. What optional programs cannot be offered currently that are offered in other SCDSB schools?
   none

4. Does the school have a sufficient number of students to run courses in each subject area for all five student pathways (independent living, work, apprenticeship, college, university)?  Yes  
   No

5. Which courses have companion co-op credits?
   Virtually all courses can be a companion co-op course.

6. Which multi-level courses are offered?
   None

7. Which multi-grade courses are offered?
   The senior Technology classes are multi-grade, as well as Computer Science and our senior Arts courses.

8. Which courses were cancelled this year?  (List course code and title)
   None

   a. Why?

9. What courses are bundled to offer specialized programs?
   French Immersion
   Specialist High Skills Major in Health, Wellness and Fitness
   Skills for Success

10. List partnerships which enhance and support student success:
    Canadian Red Cross, Cambrian College, Laurentian University, Breakfast Clubs of Canada, Human League, Sudbury Food Bank, MADD Canada, Extendicare Falconbridge, Sudbury Health Unit, Sudbury Blood Services, Relay for Life, Canadian Armed Forces, Holy Redeemer Parish, to name a few.

11. Which second language programs does the school offer?
    Core French, French Immersion, Native Language

12. Does the school offer:
    a. business studies programs?  Yes
    b. a theatre arts program?  Yes
    c. outdoor education?  Yes
    d. Dual credit courses?  Yes
    e. Correspondence courses?  Yes

13. Does the school provide co-operative education opportunities for students?  Yes

14. Does the school offer after school remedial programs onsite?  Yes

15. Does the school have access to these programs in nearby facilities?  Yes

16. Other:
17. How many parent/family/community volunteers does the school attract?
There are anywhere between 40 and 60 volunteers in any given year. Examples of volunteer opportunities include coaching, tutoring, specialized and self-contained programs, and so on.

18. Does the number of parent volunteers involved in school council adequately reflect the school (pupil) enrolment? What is the current percentage or ratio?
There are currently 6 parents involved in Catholic School Council. The student population is 960 students.

19. Where is the nearest access to similar programs?
St. Benedict Catholic Secondary School

20. Additional Comments:

1.5 Range of Extracurricular Activities

| 1. Is this school a designated Best Start hub? | No |
| 2. Are Child Care services available before school? | No |
| 3. Are Child Care services available after school? | No |
| 4. Are Child Care services available during the school day? | No |
| 5. Is this school a site for kindercentre? | No |
| 6. Is an Alternate Day Program available at the school? | No |

7. List boys’ intramural sports:
Dodgeball, soccer, floor hockey, volleyball, basketball

8. List girls’ intramural sports:
Dodgeball, soccer, floor hockey, volleyball, basketball

9. List co-ed intramural sports:
Dodgeball, soccer, volleyball, basketball, badminton

10. List boys’ interschool sports:
Volleyball, golf, soccer, hockey, football, basketball, slo pitch, curling.

11. List girls’ interschool sports:
Volleyball, golf, soccer, hockey, flag football, basketball, slo pitch, curling, gymnastics

12. List co-ed interschool sports:
Tennis, badminton, swimming, skiing, cross-country running, track and field, co-ed volleyball, golf, wrestling, rowing, bowling, tennis, cross-country running

13. List non-athletic school clubs:
Dance, Student Council, Athletic Council, Social Justice and Action Committee, Yearbook Club, Band (Stage & Concert), Rock Band, Choir, Improv Team, Art Club, , World Travel Club, Drama Club, Peer Mediation, Peer Tutors, Guitar Club, Environmental Club, Robotics Club, Web Design Club

14. Additional Comments:
1.6 Student Outcomes at the School

<table>
<thead>
<tr>
<th>Rolling average for: SCORES</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04-05-06 05-06-07 06-07-08</td>
<td>08-09</td>
</tr>
</tbody>
</table>

1. EQAO -- Primary Reading
2. EQAO -- Primary Writing
3. EQAO -- Primary Mathematics
4. EQAO -- Junior Reading
5. EQAO -- Junior Writing
6. EQAO -- Junior Mathematics
7. EQAO -- Grade 9 academic mathematics | 76 75 71 72 |
8. EQAO -- Grade 9 applied mathematics | 30 43 51 41 |
9. OSSLT – Grade 10 eligible | 81 85 85 82 |
10. OSSLT -- Grade 10 previously eligible | 69 66 59 61 |

11. Additional Comments:

1.7 School Accessibility for Individuals with Physical Disabilities

1. Is the school accessible for individuals with disabilities? Yes
2. Does the school have:
   a. accessible washrooms? Yes
   b. elevator(s)? Yes
   c. approved ramps? Yes
   d. automated doors? Yes
   e. accessible playgrounds? Yes
   f. dedicated handicapped parking spaces? Yes
   g. appropriate signage? Yes
3. Is the entrance to the school barrier-free? Yes
4. Additional Comments:

1.8 Accommodation for Other Disabilities

1. Visual Yes
2. Hearing Yes
3. Other Yes □ No □

1.9 Security

1. Does the school have a security system e.g., controlled entrances, video surveillance? No
2. Does the school have magnetic door openers on hallway doors? Yes
3. Does the school have a sprinkler system? Yes
4. Does the school have gates? No
5. Does the school have fences? Yes
6. Additional Comments:
### 1.10 Proximity of the School to Students / Length of Bus Ride to School

<table>
<thead>
<tr>
<th></th>
<th>In boundary</th>
<th>out of boundary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What percentage of students walk to school?</td>
<td>11.11%</td>
<td></td>
</tr>
<tr>
<td>2. What percentage of students attend from outside the school boundary?</td>
<td></td>
<td>1.7%</td>
</tr>
<tr>
<td>3. What percentage of students are bused to school?</td>
<td></td>
<td>88.89%</td>
</tr>
<tr>
<td>4. What is the average distance to school for students?</td>
<td></td>
<td>7.7km</td>
</tr>
<tr>
<td>5. What is the average bus ride duration for students?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 1.11 Supports

1. Does the school have:
   - a full-time Principal? Yes
   - a Vice Principal? Yes
   - a full-time Secretary? Yes
   - an onsite Teacher Librarian? Yes
   - a full-time Chaplain? Yes
   - Hallway Monitors? Yes
   - a Library Clerk/Technician? No
   - a full-time Special Education Teacher? Yes
   - full-time custodial staff? Yes
   - Parent volunteers? Yes
   - Other: |

2. How many Educational Assistants does the school have? 10

### 1.12 Funds

1. **Funds raised over the past 3 years (details)**
   - Student Activity Fee, partnership with various suppliers (Chartwells, Pepsi, McCarthy), Casual Dress Days, Boardwalk Café Bingo, Nevada Tickets.

2. **Corporate donations over the past 3 years (details)**
   - Sudbury & District Health Unit, City of Greater Sudbury, Sudbury Carpetland

3. **Contributions to the community (details)**
   - Sudbury Food Bank, St. Vincent de Paul, Red Cross, Canadian Blood Services (Life Bus) Christmas for Kids Campaign, Legion Poppy Campaign, Missions Society, Development and Peace, “CHALICE “Child Sponsorship (8 children), Trillium Gift of Life (Organ Donation), Human League of Sudbury

4. **Additional Comments:**
1.13 Parish Connection

1. What does the Parish Connection with the school entail?
Support for masses, key liturgical periods of the year, usage of the Diocesan Centre, Sacrament of Reconciliation, Holy Redeemer Youth Bulletin, visits from Clergy to classrooms and Peace Program, Liaison with Diocesan Youth Directorate

Individually, with students who missed Confirmation

3. Additional Comments:

1.14 Summary

1. What is the value of this school to the students?
At St. Charles College students are nurtured in a safe and caring learning environment. The student population is diverse, and all students receive academic excellence, programs and services of the highest quality delivered by a dedicated, professional staff that is involved in both their academic and extra-curricular lives. St. Charles College is modeled on the values of our school motto of “Teach Me Goodness, Discipline and Knowledge”-a motto based on Christ’s teachings and our Catholic Christian tradition.

St. Charles College offers the best in a full range of academic programming, including enriched-level courses, French Immersion, Native Studies, and Special Education. Our programs are enhanced with a complete extracurricular program of athletics, arts, clubs and activities.

The St. Charles Cardinals proudly display athletic banners for city, NOSSA and OFSAA championships in gymnastics, flag football, soccer, hockey, dragonboat and volleyball. All sports are offered at St. Charles College...basketball, volleyball, hockey, badminton, curling, football, golf, skiing, softball, slo pitch, soccer, swimming, tennis, track and field, gymnastics, wrestling, and cross-country running, along with a daily lunchtime intramural program.

Our arts program is second to none. Each year St. Charles College attends local and out of town competitions. Our music students win numerous awards at the Kiwanis Festival. Our vocal class has been fortunate enough to be selected to perform with the Sudbury Symphony Orchestra. Our musical performances are created to mirror the calibre of local professional theatres. We embody not only the artistic, musical, and acting components, but we allow our students to utilize their own life experiences. Past field trips to New York City and Los Angeles, as well as our annual performance at Wonderland are also part of our spectacular arts program at St. Charles College.

We are committed to providing our students with leadership opportunities through our Student Council, Athletic Council and Arts Council. Such clubs as library, yearbook, chess, improv, choir, computer, robotics, photography, mission society, and liturgy allow our students to grow socially and establish long-lasting friendships and memories.
Our student services department, chaplaincy service, student success program, peer-tutoring, homework evenings, peer-mentoring programs and daily breakfast program support our students throughout the year.

We are committed to a Christian environment in which our students develop a sense of self-discipline, social justice and service to the greater community. Our students participate in several projects that support our community, including our annual food drive, Christmas toy drive, cancer awareness program, senior citizen support, blood donor clinics and individual mission causes.

In summary, the value of St. Charles College to its students is teaching them to live the motto of “Goodness, Discipline and Knowledge”.

2. What is unique about this school?

St. Charles College was featured in EQAO’s provincial publication as a school success story, for our innovative initiatives for student success.

St. Charles College offers a Specialist High Skills Major program in Health, Wellness and Fitness. This program offers students interested in pursuing a career in health care or fitness an opportunity for added certifications, experiential learning,bundles credits and reach ahead activities in these fields. The Specialist High Skills Major is also recognized by the Ministry of Education on the high school diploma.

St. Charles College offers hockey focus classes as part of the physical education program for both boys and girls. These classes give students the opportunity to participate in dryland training and on-ice hockey sessions. Officiating training, coaching certification, fitness, nutrition and training principles are included in this program.

Breakfast Clubs of Canada recognized St. Charles College as delivering the largest and most efficient breakfast program in Canada. We serve breakfast to all of our 960 students daily in Homeroom, offering the students a selection of bagels, sandwiches, muffins, yogurt, cheese, eggs, fruit, cereals, and juices. Food is prepared and delivered by a team of staff, students and volunteers each morning. Homerooms have become a unique community of sharing and breaking bread together.

3. Additional Comments:

2. VALUE TO THE SCHOOL BOARD

2.1 Physical Space to Support Student Learning

A. Elementary and Secondary:

1. Number of classrooms in the school: 57

There are several rooms that the Ministry has not classified as a classroom, which in fact are being used as classrooms.. e.g. Music room, art room
2. Is there currently sufficient permanent space to accommodate all students? Yes

3. Does the school have:
   a. a Library? Yes
   b. a Gymnasium? Yes
   c. Change Rooms? Yes
   d. Storage and Equipment Room? Yes
   e. a Staff Work Room? Yes
   f. a Room for French Language Instruction? Yes
   g. an Art Room? Yes
   h. an Instrumental Music Room? Yes
   i. a Special Education Room? Yes
   j. a Quiet Room/Chapel? Yes
   k. Suitable washrooms? Yes
   l. a Cafeteria? Yes
   m. Lockers/Cloak Room area? No
   n. a Book Room? Yes
   o. Native Studies Room? Yes
   p. Theatre Arts Facilities/Stage? No
   q. a Computer Lab? Yes
   r. a Family Studies Room? Yes
   s. an Auditorium? Yes
   t. a Kitchen? Yes
   u. Staff/Visitor/Student Parking? Yes
   v. Student Drop-off and Pick-up areas? Yes
   w. a Bus Loading Zone? Yes
   x. property to accommodate development or additions? Yes
   y. a Staff Room? Yes
   z. Other:

B. Secondary:
1. Does the school have:
   a. Chapel? Yes
   b. Science Labs? Yes
   c. Technology Facilities? Yes
   d. Student Success Rooms? Yes
   e. Student Council Room? Yes
   f. Business Studies Facilities? Yes
   g. Bleachers? Yes

2. Additional Comments:

C. Elementary and Secondary Child Care:
1. Are there spaces at this school designated for Best Start hub? No
2. Are Child Care spaces available before school? No
3. Are Child Care spaces available after school? No
4. Are Child Care spaces available during the school day? No
5. Are there spaces at this school for a Kindercentre? No
6. Is an Alternate Day Program available at the school? No

7. **Additional Comments:**

### 2.2 Range of Courses or Program Offerings

#### A. **Elementary**

1. Does the school provide large uninterrupted blocks of literacy and math instruction? Yes ☐ No ☐

2. Does the school offer daily physical activity? Yes ☐ No ☐

3. Does the school have a dedicated teacher for:
   - a. music? Yes ☐ No ☐
   - b. physical education? Yes ☐ No ☐
   - c. computers? Yes ☐ No ☐
   - d. library? Yes ☐ No ☐
   - e. French? Yes ☐ No ☐
   - f. resource? Yes ☐ No ☐
   - g. literacy resource? Yes ☐ No ☐
   - h. early reading intervention? Yes ☐ No ☐
   - i. Other:

4. Does the school have:
   - a. combined grades? Yes ☐ No ☐
   - b. straight grades? Yes ☐ No ☐

#### B. **Elementary and Secondary:**

1. Does the school offer:
   - a. guidance and career education programs? Yes
   - b. culturally inclusive programs? Yes
   - c. reach ahead programs? Yes
   - d. technology programs? Yes
   - e. programs and supports for students at risk? Yes
   - f. an Instrumental music Program? Yes
   - g. a vocal music program? Yes
   - h. Special Education? Yes
   - i. Care and Development? No
   - j. Life Skills? Yes
   - k. French Immersion? Yes
   - l. Dual-credit courses? Yes
   - m. Correspondence courses? Yes
   - n. Other?

2. **Where is the nearest access to similar programs?**
   St. Benedict Catholic Secondary School

3. Does your school offer specialized programming (e.g. Alternate Education, Same Gender Identity)? Yes
4. Identify the specialized programming offered.
Specialist High Skills Major in Health, Wellness and Fitness. The SCDSB PEACE Program is housed at St. Charles College. St. Charles College is the only school that offers Comprehensive Classes.

5. Does the school have a Snack, Breakfast or Lunch Program? If so, please describe.
Yes. We have a full morning Breakfast Program delivered to all homerooms daily. We also offer lunch to students upon request.

### C. Secondary

1. List the compulsory courses in grades 9-12:
We offer all compulsory courses as per Ministry requirements in the Academic/University, Applied/College, and Locally Developed pathways, including Religion at each level.

2. List the optional courses in grades 9-12:
Refer to the St. Charles College Academic Calendar online at http://scc.sudburycatholicschools.ca

3. What optional programs cannot be offered currently that are offered in other SCDSB schools?
none

4. Does the school have a sufficient number of students to run courses in each subject area for all five student pathways (university, college, apprenticeship, workplace and independent living)?
Yes

5. Which courses have companion co-op credits?
Virtually all courses can be a companion co-op course.

6. Which multi-level courses are offered?
none

7. Which multi-grade courses are offered?
The senior Technology classes are multi-grade, as well as Computer Science and our senior Arts courses.

8. Which courses were cancelled this year? (List course code and title)
none

   a. Why?

9. What courses are bundled to offer specialized programs?
French Immersion
Specialist High Skills Major in Health, Wellness and Fitness
Skills for Success

10. List partnerships which enhance and support students:
Canadian Red Cross, Cambrian College, Laurentian University, Breakfast Clubs of Canada, Human League, Sudbury Food Bank, MADD Canada, Extendicare Falconbridge, Sudbury Health Unit, Sudbury Blood Services, Relay for Life, Canadian Armed Forces, Holy Redeemer Parish, to name a few.
11. Which second language programs does the school offer?
Core French, French Immersion, Native Language

12. Does the school offer:
   a. business studies programs? Yes
   b. a theatre arts program? Yes
   c. outdoor education? Yes
   d. E-Learning Courses? Yes
   e. Other:

13. Does the school provide co-operative education opportunities for students? Yes
14. Does the school offer after school remedial programs onsite? Yes
15. Does the school have access to these programs in nearby facilities? Yes
16. How many parent/family/community volunteers does the school attract? 40 -60
17. Where is the nearest access to similar programs?

18. Additional Comments:

2.3 Student Outcomes at the School

<table>
<thead>
<tr>
<th>Rolling average for:</th>
<th>Results</th>
<th>Cohort size</th>
</tr>
</thead>
<tbody>
<tr>
<td>04-05-06</td>
<td>05-06-07</td>
<td>06-07-08</td>
</tr>
<tr>
<td>1. EQAO -- Primary Reading</td>
<td>76</td>
<td>75</td>
</tr>
<tr>
<td>2. EQAO -- Primary Writing</td>
<td>30</td>
<td>43</td>
</tr>
<tr>
<td>3. EQAO -- Primary Mathematics</td>
<td>81</td>
<td>85</td>
</tr>
<tr>
<td>4. EQAO -- Junior Reading</td>
<td>69</td>
<td>66</td>
</tr>
<tr>
<td>5. EQAO -- Junior Writing</td>
<td>76</td>
<td>75</td>
</tr>
<tr>
<td>6. EQAO -- Junior Mathematics</td>
<td>30</td>
<td>43</td>
</tr>
<tr>
<td>7. EQAO -- Grade 9 academic mathematics</td>
<td>81</td>
<td>85</td>
</tr>
<tr>
<td>8. EQAO -- Grade 9 applied mathematics</td>
<td>69</td>
<td>66</td>
</tr>
<tr>
<td>9. OSSLT -- Grade 10 eligible</td>
<td>76</td>
<td>75</td>
</tr>
<tr>
<td>10. OSSLT -- Grade 10 previously eligible</td>
<td>30</td>
<td>43</td>
</tr>
</tbody>
</table>

11. Additional Comments:

2.4 Condition of School

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When was the original school built?</td>
<td>1971</td>
</tr>
<tr>
<td>2. How many sections have been added since the original?</td>
<td>0</td>
</tr>
<tr>
<td>3. Year latest section built?</td>
<td>n/a</td>
</tr>
<tr>
<td>4. What is the current Facility Condition Index (FCI)?</td>
<td>38.4</td>
</tr>
<tr>
<td>5. What will the FCI be in 5 years?</td>
<td>66.4</td>
</tr>
<tr>
<td>6. What are the current renewal costs?</td>
<td>$8, 431,271</td>
</tr>
<tr>
<td>7. What will the renewal costs be in 5 years?</td>
<td>$14, 584, 341</td>
</tr>
<tr>
<td>8. Describe the conditions of school grounds</td>
<td>good</td>
</tr>
</tbody>
</table>

9. Additional Comments:
2.5 Location of School
1. What percentage of students are bused to school? 88.89%
2. What is the average distance to school for students? 7.7 km
3. What is the average bus ride duration for students?
4. What is the proximity of the school to a Catholic Church? 2 km
5. What is the proximity of a comparable school from a co-terminus Board? 2 km
6. Additional Comments:

2.6 Enrolment vs. Available Space
1. Does enrolment at the school exceed the surplus space in adjacent schools? No
2. What is the current enrolment of the school? 960
3. What is the projected enrolment in 5 years? 647
4. What is the projected enrolment in 10 years? 603
5. What is the capacity of the school? 1 080
6. What is the current utilization rate of the school? 80.8%
7. What is the projected utilization rate in 5 years? 69%
8. What is the projected utilization rate in 10 years? 55%
9. Additional Comments:

2.7 Cost to Operate the School
1. What are the costs for utilities? (electricity, gas, oil, water) $268 388
2. What are the maintenance costs for the facility? $183 317.56
3. What are the maintenance costs for the grounds? $47 497.66
4. What are the maintenance costs for security? $3 840.89
5. Additional Comments:

2.8 Supports
1. Does the school have:
   a. a full-time Principal? Yes
   b. a Vice Principal? Yes
   c. a full-time Secretary? Yes
   d. a full-time Chaplain? Yes
   e. Hallway Monitors? Yes
   f. Lunchtime Supervisors? Yes
   g. a Teacher Librarian? Yes
   h. a Library Clerk/Technician? No
   i. a full-time Special Education Teacher? Yes
   j. full-time custodial staff? Yes
   k. Other:
2. How many Educational Assistants does the school have? 10
3. Additional Comments:
2.9 Summary

1. What is the value of the school to the school board?

St. Charles College is the largest secondary school facility in the city of Greater Sudbury. Our student enrolment is at 960 students, higher than that projected. Every room is currently utilized. The school houses a triple gymnasium which is used extensively by the Board for elementary and secondary tournaments. The Nickel District Swimming Pool is adjoined to the St. Charles College facility, allowing for usage as part of our Physical Education and Special Education Programs. Four computer labs and four science labs allow for an extensive academic program. Technology labs include sewing, foods, automotive, design and construction programs. The chapel is used daily by staff and students, as is the Library. The school amphitheatre allows for both Board and school presentations. Our Special Education classes are supported by specialized equipment, including an elevator, ramps, feeding stations, and a hoya lift and lift-down bars for toileting.

St. Charles College offers the most extensive Special Education programming for secondary students in the Board. It services students from the East-our feeder schools, as well as the students from the North and West. We service all of the Comprehensive students for the entire Board.

The Sudbury Catholic District School Board alternative program, known as the PEACE Program, is housed at St. Charles College.

St. Charles College offers the Specialist High Skills Major Program for Health, Wellness and Fitness for the Board, as well as E-Learning for the Health for Life course.

Because of the proximity to Cambrian College, St. Charles College supports the largest number of students involved in dual-credit programs. This partnership greatly reduces the costs for transportation for the Board.

St. Charles College is a model for Student Success Best Practices in the province, and has been visited by several boards throughout Ontario. This has showcased the Boards' profile for Student Success Initiatives and our other three Catholic secondary schools have adopted and incorporated these strategies into their schools.

2. Additional Comments:
3. VALUE TO THE COMMUNITY

3.1 Community Use

<table>
<thead>
<tr>
<th>1. List the community groups which use the school/school grounds and the number of hours used for the school year:</th>
<th># of hours:</th>
<th>Fees paid:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women’s Volleyball</td>
<td>108</td>
<td>No</td>
</tr>
<tr>
<td>Adult Badminton Club</td>
<td>228</td>
<td>No</td>
</tr>
<tr>
<td>Regional Soccer Team</td>
<td>2</td>
<td>No</td>
</tr>
<tr>
<td>SCC Sudbury Indoor Soccer Club</td>
<td>81</td>
<td>No</td>
</tr>
<tr>
<td>Canadian Institute of Correctology</td>
<td>6</td>
<td>No</td>
</tr>
<tr>
<td>March Madness Indoor 3-D Shoot</td>
<td>14</td>
<td>No</td>
</tr>
<tr>
<td>SCDSB Employee Volleyball League</td>
<td>12.5</td>
<td>No</td>
</tr>
<tr>
<td>Referee Clinic for Sudburnia Soccer Club</td>
<td>14</td>
<td>No</td>
</tr>
<tr>
<td>Summer Soccer Club</td>
<td>210</td>
<td>No</td>
</tr>
<tr>
<td>Sensational Summer</td>
<td>289</td>
<td>No</td>
</tr>
<tr>
<td>Nipissing University</td>
<td>220</td>
<td>Yes</td>
</tr>
<tr>
<td>Extendicare Falconbridge</td>
<td>40</td>
<td>No</td>
</tr>
<tr>
<td>b. School grounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BACCSS Girls Soccer High School Tournament</td>
<td>19</td>
<td>No</td>
</tr>
<tr>
<td>Sudburnia Soccer Club</td>
<td>500</td>
<td>No</td>
</tr>
</tbody>
</table>

2. Does use of the school by community groups cause any conflicts with school programming?
No. The school always gets first priority as per the Use of School Facility agreement.

3. What other facilities/playing fields in the vicinity are used by community groups?
Cambrian College, Nickel District Pool, Twin Forks Park, Terry Fox Complex, Garson Arena, Carmichael Arena, Indoor Soccer Centre

4. Additional Comments:

3.2 Range of Program Offerings at the School that serve both Students and Community Members

<table>
<thead>
<tr>
<th>1. Is this school:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. a designated Best Start hub?</td>
<td>No</td>
</tr>
<tr>
<td>b. a site for Kindercenter?</td>
<td>No</td>
</tr>
<tr>
<td>c. a site for a Daycare provider?</td>
<td>No</td>
</tr>
<tr>
<td>d. a site for a Summer Camp provider?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

2. List programs that serve both students and community members?
SCC Indoor Soccer Club

3. Additional Comments:
3.3 School as Partner in Other Government Initiatives in the Community

1. Is the school a partner in other government initiatives within the community? (List)
   Sudbury Health Unit, City of Greater Sudbury
   Yes

2. Are there plans for local partnerships for delivering childcare and other community and social services? (List)
   Sudbury Region Police, Extendicare Falconbridge, Breakfast Clubs of Canada, The Human League, Big Daddy 103.9 Radio
   Yes

3. List any significant upgrades to the school in the past five years completed in partnership with the community:
   Soccer and Football fields have been upgraded.
   New ramps for special needs accessibility.

4. List adult learning programs offered at the school:
   Computers in the Classroom Parts 1, 2 and 3

5. Does the community have programs and supports for students at risk? Yes

6. Additional Comments:

3.4 Contributions to the Community (details)

1. What are the school’s contributions to the Community?
   Local Community Visit: Blue Door Café, Elgin St. Mission, Samaritan Center, Salvation Army, Graffiti Eradication Program
   Collection Agencies: Sudbury Food Bank, St. Vincent de Paul, Red Cross, Canadian Blood Services (Life Bus)
   Local Projects: Human League Breakfast Program, Canned Food Drive, Christmas for Kids Campaign, Legion Poppy Campaign, Missions Society
   World Projects: Development and Peace, “Just Youth”, Annual Campaigns, “THINKfast”, Celebrate Life Week (Pro-life focus), CHALICE Child Sponsorship, Trillium Gift of Life (Organ Donation), Third World Experience

   Numerous volunteer groups seeking assistance from students (volunteer hours). We have a number of students currently working in the community on cooperative placements.

3.5 Summary

1. What is the value of the school to the community?
   St. Charles College provides the opportunity for Catholic-based education from the downtown core to the east end of the city up to the town of Warren. The Christian values offered by the school are seen as a viable alternative for other faith-based families because of open access education. The diverse clientele within the St. Charles College community benefit from the wide-range of programming offered by the school. The school facility is highly utilized by the greater community. The gymnasium is booked by community groups every evening from
Monday through to Friday, and all day on the weekends. The school grounds are used throughout the spring and summer by the Sudburnia Soccer group. The City of Greater Sudbury uses the St. Charles College facility for children’s summer camps. The school is located on a main public transit route, making it highly accessible. St. Charles College has the highest community use of schools among all of the other schools. Our students are recognized as ambassadors for the SCDSB and the City of Greater Sudbury for their contributions and community mindedness.

2. **What would be the impact on the community if this school were to be closed?**

   There is no other facility in the city that could take in the current number of students attending our Catholic school. If the school were to be closed, transition from elementary Catholic feeder schools to secondary would present an impossible challenge. Given the excellent school facility and the fact that it is used and filled to capacity, the absence of St. Charles College would create an insurmountable void in this community.

3. **Additional Comments:**

4. **VALUE TO THE LOCAL ECONOMY**

4.1 **Local Employer**

   1. **Who are the employers in the community?**
      
      The East end of the city offers a wide range of employers in the community, too many to list individually. The diverse economy within this economic region provides commercial, industrial, retail, mining, construction, health care, geriatric, leisure, educational, and many other employment opportunities. Our students enjoy a strong partnership with these employers through the Cooperative Education/Experiential Learning program.

4.2 **Local Development**

   1. **Is the school an asset to the local housing development?**
      
      St. Charles College is positioned in a growing part of the city. There is new housing starts in New Sudbury, Garson, and the Minnow Lake area.

4.3 **Availability of Cooperative Education**

   1. **List the Co-operative Education employers available in the community for students:**
      St. Charles College has utilized the expertise of community employers through Co-operative Education partnerships in all sectors. We have approximately 500 local employers who readily accept our students. The placements range from Winners –retail, Home Depot-construction, Rainbow Concrete-industrial, Xstrata-mining, Falconbridge Extendicare-health care, St. Bernadette School- education, and many, many more.

   2. **Is there public transportation available to the work site?**
      
      Yes
### 4.4 Availability of Training Opportunities or Partnerships with Business

1. **List the training opportunities or partnerships with business in the community:**
   Cooperative/Experiential Learning education, dual-credit programs, and OYAP opportunities are offered at Cambrian College, College Boreal and Laurentian University. Every community employer that accepts our students are providing training opportunities.

2. **Is there public transportation available to the training site?** Yes

### 4.5 Growth/Reduction

1. **List plans for further commercial/industrial growth/reduction?**
   The east end of the City of Greater Sudbury has seen a steady growth in the commercial industry. This growth trend is expected to continue in the years to come. Lowes, Rona Cashway, and Marriott Fairfield Inn are some examples.

### 4.6 Summary

1. **What is the value of the school to the local economy?**
   St. Charles College is one of the, if not, largest Catholic secondary school north of Barrie. As such, our contributions to the local economy are substantial. We employ 65 teachers, 10 educational assistants, and 25 support staff. Many of these have achieved their educational qualifications through Sudbury post-secondary institutions. Furthermore, all of the St. Charles College students, close 1000, purchase their uniforms at a community retail outlet, McCarthy's. Our school's athletic teams purchase equipment, uniforms and rent facilities from local businesses. Our Special Education classes, Foods classes and school functions purchase all of their food locally. Our construction classes purchase all of their wood and construction supplies from local businesses. This is the largest bus school in the area, and thus, provides ample business to transportation companies, not only through school attendance, but through the numerous field trips taken throughout the school year. St. Charles College prepares its graduates for the workplace, college and university destinations. Over 80% of St. Charles College students remain in Sudbury for post-secondary education and employment. Their expertise, education and training benefit the economy of the City of Greater Sudbury.

2. **Additional Comments:**
SUDBURY CATHOLIC DISTRICT SCHOOL BOARD

2009-2010 ACCOMMODATION

REVIEW COMMITTEE

SCHOOL VALUATION FRAMEWORK REPORT

Planning Area: EAST

School: St. John School

SCHOOL MEMBERSHIP:

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tricia Dowdall-Cirelli</td>
<td>T. Dowdall-Cirelli</td>
</tr>
<tr>
<td>Tara Large</td>
<td></td>
</tr>
<tr>
<td>Amanda Gagne</td>
<td>aLgagne</td>
</tr>
<tr>
<td>Tina Madore</td>
<td></td>
</tr>
</tbody>
</table>

"SCHOOLS TO BELIEVE IN"
1. VALUE TO THE STUDENT

1.1 Catholic Identity and Faith Dimension

1. How is the love of your neighbour as yourself (social justice) promoted?
Social justice is promoted daily at St. John Catholic School. Our students are taught to think critically about issues such as citizenship, economics, globalization, health care, immigration, the environment etc...through the lens of our Catholic Graduate School Expectations, our Religious Education Curriculum, and our Catholic Virtues Program. We strive to live and act in accordance with Gospel Values, paying special attention to the poor and vulnerable. St. John School believes we must humanize the world we live in - with justice and respect for all!

2. How are the Catholic graduate’s expectations and the monthly virtues reflected in your programs and in your school?
Catholic Graduate Expectations permeate all levels of planning. Our virtues program is evident in our daily morning announcements, and prayer services. The virtues program is aligned with our monthly student award assembly. Students are prompted and challenged to consider all aspects of the curriculum via a grade specific - “essential question”. (refer to BIP & SIP)

3. What are the opportunities in the school for staff to pray together (not staff and students, but only staff)?
Staff has the opportunity to pray together during staff meetings and during teacher training sessions. Teachers also pray together at our annual SCSDB Faith Day. Further, staff comes together to pray spontaneously in times of thanksgiving, need or grief.

4. How is prayer part of the school life?
A relationship with God is developed with a regular and varied prayer life throughout the day. Prayer plays a vital role in our school life. We pray collectively over the announcements, at prayer services, during mass, and in our classrooms. We listen and reflect daily on the gospel. We thank God on a daily basis through prayer. Students become familiar with the recitation of the rosary as well as specific prayers used during mass.

1.1 Physical Space to Support Student Learning

A. Elementary and Secondary:

| 1. Number of classrooms in the school: | 17 |
| 2. Is there currently sufficient permanent space to accommodate all students? | Yes |
| 3. Does the school have: | |
| a. a Library? | Yes |
| b. a Gymnasium? | Yes |
| c. Change Rooms? | Yes |
| d. Storage and Equipment Room? | Yes |
| e. a Staff Work Room? | Yes |
| f. a Room for French Language Instruction? | No |
| g. an Art Room? | No |
h. an Instrumental Music Room?  
   Yes

i. a Special Education Room?  
   No

j. a Quiet Room/Chapel?  
   No

k. Suitable washrooms?  
   Yes

l. a Cafeteria?  
   No

m. Lockers/Cloak Room area?  
   Yes

n. a Book Room?  
   Yes

o. Native Studies Room?  
   No

p. Theatre Arts Facilities/Stage?  
   No

q. a Computer Lab?  
   Yes

r. a Family Studies Room?  
   No

s. an Auditorium?  
   No

t. a Kitchen?  
   Yes

u. Staff/Visitor/Student Parking?  
   Yes

v. Student Drop-off and Pick-up areas?  
   Yes

w. a Bus Loading Zone?  
   Yes

x. property to accommodate development or additions?  
   Yes

y. a Staff Room?  
   Yes

z. a Math Room?  
   No

aa. a Divisible gymnasium?  
   No

bb. a workout/Exercise room?  
   No

cc. Science prep rooms?  
   No

dd. a patio area?  
   Yes ☐ No ☐

ee. Kindergarten rooms with en-suite small toilets?  
   Yes

ff. a food preparation areas/servery?  
   Yes

gg. Adjustable space rooms?  
   No

hh. Other:  
   No

B. Secondary:

1. Does the school have:

   a. Chapel ?  
      Yes ☐ No ☐

   b. Science Labs?  
      Yes ☐ No ☐

   c. Technology Facilities?  
      Yes ☐ No ☐

   d. Student Success Rooms ?  
      Yes ☐ No ☐

   e. Student Council Room?  
      Yes ☐ No ☐

   f. Business Studies Facilities?  
      Yes ☐ No ☐

2. Additional Comments:
### 1.2 School Grounds for Healthy Physical Activity and Extracurricular Activities

1. Does the school have:
   - a hard surfaced outdoor play area(s)? Yes ✓ No □
   - a soccer field? Yes ✓ No □
   - a football field? Yes ✓ No □
   - a baseball field? Yes ✓ No □
   - a track? Yes □ No ✓
   - a basketball court? Yes ✓ No □
   - play equipment? Yes ✓ No □
   - a shaded area? Yes ✓ No □
   - a green space? Yes ✓ No □
   - Other (Track & Field pits) Yes ✓ No □

2. Does the school have access to nearby recreational facilities? Yes ✓ No □
   a. Please list:
      - Garson Arena, Falconbridge Community Centre, St. Charles College, Garson Community Outdoor Rink

3. Has the school participated in an environmental project (nature areas, courtyards, etc.)? Yes ✓ No □
   - Dearness Conservation, Adopt a creek program

4. Describe the conditions of school grounds
   - Large area with plenty of room for growth or expansion, Spacious for the students, green space, and central access to walking trails, library, community outdoor rink and church.

5. Additional Comments:

### 1.4 Range of Courses or Program Offerings

#### A. Elementary

1. Does the school provide large uninterrupted blocks of literacy and math instruction? Yes ✓ No □
2. Does each class have a Daily Physical Activity (DPA) Plan in place? Yes ✓ No □
3. Does each class have access to the gym for the required amounts of time? Yes ✓ No □
4. Does the school have a dedicated teacher for:
   - music? Yes □ No ✓
   - physical education? Yes □ No ✓
   - computers? Yes □ No ✓
   - library? Yes □ No ✓
   - French? Yes □ No ✓
   - resource? Yes ✓ No □
g. literacy coach? Yes ✔ No ☐

h. early reading intervention? Yes ✔ No ☐

i. Native language? Yes ☐ No ✔

j. Teacher of the blind? Yes ☐ No ✔

k. Learning strategies? Yes ✔ No ☐

l. Other:

5. What is the ‘Average Class Size’ for the school? 21

6. Does the school have:

a. triple grades? Yes ☐ No ✔

B. Elementary and Secondary:

1. Does the school offer:

a. guidance and career education programs? Yes ✔ No ☐

b. culturally inclusive programs? Yes ☐ No ✔

c. reach ahead programs? Yes ☐ No ✔

d. technology programs? Yes ☐ No ✔

e. programs and supports for students at risk? Yes ☐ No ✔

f. an instrumental music program? Yes ☐ No ✔

g. a vocal music program? Yes ☐ No ✔

h. Religious Education & Family Life? Yes ✔ No ☐

i. Communication class (re: autism) Yes ☐ No ✔

j. DH/Multi-sensory room Yes ☐ No ✔

k. Special Education Yes ☐ No ✔

l. Care and Development Yes ☐ No ✔

m. Life Skills Yes ☐ No ✔

n. French Immersion Yes ✔ No ☐

o. Other:

2. Where is the nearest access to similar programs?
   Northeastern Elementary (PUBLIC) - Garson
   St. Raphael - Sudbury
   St. Paul – Coniston
   Pius X - Sudbury

3. Does the school have a Snack, Breakfast or Lunch Program? If so, please describe.
   Child Enfance program – Lunch & snack program for those students who forget their lunch or can not afford one.

C. Secondary

1. List the compulsory courses in grades 9-12:

2. List the optional courses in grades 9-12:
3. What optional programs cannot be offered currently that are offered in other SCDSB schools?

4. Does the school have a sufficient number of students to run courses in each subject area for all five student pathways (independent living, work, apprenticeship, college, university)?

<table>
<thead>
<tr>
<th></th>
<th>Yes □</th>
<th>No □</th>
</tr>
</thead>
</table>

5. Which courses have companion co-op credits?

6. Which multi-level courses are offered?

7. Which multi-grade courses are offered?

8. Which courses were cancelled this year? (List course code and title)

<p>| | |</p>
<table>
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</table>

9. Which courses were cancelled this year? Why?

<p>| | |</p>
<table>
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</table>

10. List partnerships which enhance and support student success:

11. Which second language programs does the school offer?

12. Does the school offer:

<p>| | |</p>
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</thead>
</table>

a. business studies programs? Yes □ No □

b. a theatre arts program? Yes □ No □

c. outdoor education? Yes □ No □

d. Dual credit courses? Yes □ No □

e. Correspondence courses? Yes □ No □

13. Does the school provide co-operative education opportunities for students? Yes □ No □

14. Does the school offer after school remedial programs onsite? Yes □ No □

15. Does the school have access to these programs in nearby facilities? Yes □ No □

16. Other:

17. How many parent/family/community volunteers does the school attract?

18. Does the number of parent volunteers involved in school council adequately reflect the school (pupil) enrolment? What is the current percentage or ratio?

19. Where is the nearest access to similar programs?

20. **Additional Comments:**
### 1.5 Range of Extracurricular Activities

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is this school a designated Best Start hub?</td>
<td>Yes ☐ No ✓</td>
<td></td>
</tr>
<tr>
<td>2. Are Child Care services available before school?</td>
<td>Yes ✓ No ☐</td>
<td></td>
</tr>
<tr>
<td>3. Are Child Care services available after school?</td>
<td>Yes ✓ No ☐</td>
<td></td>
</tr>
<tr>
<td>4. Are Child Care services available during the school day?</td>
<td>Yes ✓ No ☐</td>
<td></td>
</tr>
<tr>
<td>5. Is this school a site for kindercentre?</td>
<td>Yes ☐ No ✓</td>
<td></td>
</tr>
<tr>
<td>6. Is an Alternate Day Program available at the school?</td>
<td>Yes ✓ No ☐</td>
<td></td>
</tr>
</tbody>
</table>

#### 7. List boys' intramural sports:
- Raise The Bar Intramural Program
- Floorhockey
- Basketball
- Volleyball

#### 8. List girls' intramural sports:
- Raise The Bar Intramural Program
- Floorhockey
- Basketball
- Volleyball

#### 9. List co-ed intramural sports:
- Raise The Bar Intramural Program
- Basketball
- Floorhockey
- Handball
- Volleyball

#### 10. List boys' interschool sports:
- Raise The Bar Intramural Program
- Basketball
- Volleyball
- Floorhockey
- HandBall

#### 11. List girls' interschool sports:
- Basketball
- Volleyball
- Floorhockey
- HandBall

#### 12. List co-ed interschool sports:
- Basketball
- Volleyball
- Track & Field
- Soccer

#### 13. List non-athletic school clubs:
- Jags Radio
- Dance Club
- Homework Club
- Math Club
- Choir
- Book Club
- Recycling Club
- Games Club
- Reading Club
- Guardian Angels
- Math Magicians
- Destination Conservation
- Battle of the Books
- Piano Lessons.
14. **Additional Comments:**
We participate in Adopt-a-Troop, Adopt-a-Family, TD Toy Drive, Collection of money for malaria nets, World Vision, Kiwanis Club of Sudbury, Terrific Kids, BUG Program, Roots of Empathy, VIP Program, Bully Prevention Program, Library Reading Program, Swimming Program.

1.6 **Student Outcomes at the School**

<table>
<thead>
<tr>
<th>Rolling average for: SCORES</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04-05-06</td>
<td>05-06-07</td>
</tr>
<tr>
<td>1. EQAO -- Primary Reading</td>
<td>50</td>
</tr>
<tr>
<td>2. EQAO -- Primary Writing</td>
<td>47</td>
</tr>
<tr>
<td>3. EQAO -- Primary Mathematics</td>
<td>48</td>
</tr>
<tr>
<td>4. EQAO -- Junior Reading</td>
<td>50</td>
</tr>
<tr>
<td>5. EQAO -- Junior Writing</td>
<td>49</td>
</tr>
<tr>
<td>6. EQAO -- Junior Mathematics</td>
<td>47</td>
</tr>
</tbody>
</table>

7. EQAO -- Grade 9 academic mathematics
8. EQAO -- Grade 9 applied mathematics
9. OSSLT -- Grade 10 eligible
10. OSSLT -- Grade 10 previously eligible

11. **Additional Comments:**

1.7 **School Accessibility for Individuals with Physical Disabilities**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes □ No ✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is the school accessible for individuals with disabilities?</td>
<td></td>
</tr>
<tr>
<td>2. Does the school have:</td>
<td></td>
</tr>
<tr>
<td>a. accessible washrooms?</td>
<td>Yes ✓ No □</td>
</tr>
<tr>
<td>b. elevator(s)?</td>
<td>Yes □ No ✓</td>
</tr>
<tr>
<td>c. approved ramps?</td>
<td>Yes □ No ✓</td>
</tr>
<tr>
<td>d. automated doors?</td>
<td>Yes □ No ✓</td>
</tr>
<tr>
<td>e. accessible playgrounds?</td>
<td>Yes □ No ✓</td>
</tr>
<tr>
<td>f. dedicated handicapped parking spaces?</td>
<td>Yes □ No ✓</td>
</tr>
<tr>
<td>g. appropriate signage?</td>
<td>Yes □ No ✓</td>
</tr>
<tr>
<td>3. Is the entrance to the school barrier-free?</td>
<td>Yes ✓ No □</td>
</tr>
<tr>
<td>4. <strong>Additional Comments:</strong></td>
<td></td>
</tr>
</tbody>
</table>

1.8 **Accommodation for Other Disabilities**

<table>
<thead>
<tr>
<th>Disability</th>
<th>Yes □ No ✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Visual</td>
<td></td>
</tr>
<tr>
<td>2. Hearing</td>
<td></td>
</tr>
<tr>
<td>3. Other</td>
<td></td>
</tr>
</tbody>
</table>
1.9 Security

1. Does the school have a security system e.g., controlled entrances, video surveillance? Yes ✓ No □
2. Does the school have magnetic door openers on hallway doors? Yes ✓ No □
3. Does the school have a sprinkler system? Yes □ No ✓
4. Does the school have gates? Yes □ No ✓
5. Does the school have fences? Yes □ No ✓
6. Additional Comments:

1.10 Proximity of the School to Students / Length of Bus Ride to School

<table>
<thead>
<tr>
<th>In boundary</th>
<th>out of boundary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What percentage of students walk to school?</td>
<td>26.65%</td>
</tr>
<tr>
<td>2. What percentage of students attend from outside the school boundary?</td>
<td>6</td>
</tr>
<tr>
<td>3. What percentage of students are bused to school?</td>
<td>73.35%</td>
</tr>
<tr>
<td>4. What is the average distance to school for students?</td>
<td>2.5</td>
</tr>
<tr>
<td>5. What is the average bus ride duration for students?</td>
<td></td>
</tr>
</tbody>
</table>

6. Additional Comments:

1.11 Supports

1. Does the school have:
   a. a full-time Principal? Yes ✓ No □
   b. a Vice Principal? Yes ✓ No □
   c. a full-time Secretary? Yes ✓ No □
   d. an onsite Teacher Librarian? Yes □ No ✓
   e. a full-time Chaplain? Yes □ No ✓
   f. Hallway Monitors? Yes □ No ✓
   g. a Library Clerk/Technician? Yes □ No ✓
   h. a full-time Special Education Teacher? Yes □ No ✓
   i. full-time custodial staff? Yes ✓ No □
   j. Parent volunteers? Yes ✓ No □
   k. Other:
2. How many Educational Assistants does the school have? 0
3. Additional Comments:
1.12 Funds

1. Funds raised over the past 3 years (details)
   Pizza, Subway, Panzerotti/Salad, Lamontagne, Third Wave, Milk, Fun Fair, Scholastic book Fair, Swiss Chalet, Sun sweet, Spirit Wear, Holiday baskets, Sampan Pasta and various of donations from families.

2. Corporate donations over the past 3 years (details)
   Lion's Club (Gr. 8 Graduation Award)
   Vale INCO (Gr. 8 Graduation Award)
   Sunriser Rotary Fund
   Walmart Adopt a School
   Kiwanis Club of Sudbury, Terrific Kids, BUG Program
   Xstrata – Sudbury Wolves Tickets

3. Contributions to the community (details)
   Canned Food Drive, sponsored Families at Christmas, Toonies for Tuition, Poppies for the Legion, MS-Read-a-thon, Jump Rope for Heart, Toonies for Terry, Relay for Life, Church Partnership (Malaria Nets, World Vision)

4. Additional Comments:

1.13 Parish Connection

1. What does the Parish Connection with the school entail?
   St. John School has an active relationship with St. John the Evangelist Parish. We participate in mass as well as sacramental preparation. Father visits our school and leads prayer services for example during the Lenten season as well as our Grade 8 Graduation. Further, our school and parish team up to collectively support social justice issues e.g. raise funds to purchase malaria nets for third world countries, collectively support our Relay For Life whereby members of the CWL play an integral role in its success

   Yes, we support the parish in delivering preparation material i.e. First Reconciliation and First Communion Booklets are prepared and distributed by the SCDSB to be delivered in classrooms. The school sends parent information home regarding sacramental prep from the parish's perspective. The school announces in its newsletter and calendar the dates selected by the parish for parents/students/sponsors to attend.

3. Additional Comments:

1.14 Summary

1. What is the value of this school to the students?
   Primary
   - Safe place to learn
   - Learn about Jesus and God
   - Everyone wants to come to school
   - Getting a good education
   - We have a big playground
• We are little and it is close to our house
• Our school has lots of books
• We learn French at our School
• Our friends and families are at our School
• We can talk to God
• We get to go on lots of field trips
• We raise money for the poor
• The Teachers help us learn and they care about us

Junior
• All my friends are here
• Teachers are fair
• Different activities are available intramural sports, competitive sports teams, JAGZ Radio, dance club…etc.
• Close to my home so I can walk to and from school
• All of the effort we put into fundraising to help out others who may be in need
• Afterschool program, I do not have to walk to take a bus to another location
• All the memories it holds
• If French Immersion students change programs they do not have to change schools
• Monthly student awards assembly
• This school is like my home
• Very clean
• Calendar full of events
• New classroom renovations and smart boards
• I am happy here
• I have been coming here all my life
• We can talk to the principal, vice principal and secretary.
• We do a lot for the environment
• This school has everything you ever wanted
• It is not too big
• This place makes be a better person.

Intermediate
• I value St. John’s because it is good to me
• Free to worship God
• I value St. John because of the kindness of the people and I value the experiences I have had.
• The virtues we honour
• Technology
• I value sports and activities
• I value the teachers and staff at St. John School
• I feel safe and valued
• It has prepared me well for high school.
• It is local
• It has a long history and tradition in the community
• I value that my school trusts me with the laptop
• I value this school because it has taught me right from wrong
• It close to my house, so I can walk
2. **What is unique about this school?**
- Catholic Faith in Community
- Laptop Program
- Smart Board
- Only English Catholic School in the Garson community
- Buzzer system makes me feel safe and secure
- Monthly award assembly
- Monthly spirit day themes
- Variety of food programs offered
- Mascot is the Jaguar
- Newly painted gym in school colours
- New gym mural
- Gr. 7 & 8’s 2:35 dismissal
- Every year when I come back from summer vacation, there is something new done in the school.
- Open hearted
- We have a long history
- We offer both French Immersion & English
- The School is Catholic

3. **Additional Comments:**

2. **VALUE TO THE SCHOOL BOARD**

2.1 **Physical Space to Support Student Learning**

A. **Elementary and Secondary:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of classrooms in the school: 17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Is there currently sufficient permanent space to accommodate all students?</td>
<td>Yes ✅</td>
<td>No ☐</td>
</tr>
<tr>
<td>3. Does the school have:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. a Library?</td>
<td>Yes ✅</td>
<td>No ☐</td>
</tr>
<tr>
<td>b. a Gymnasium?</td>
<td>Yes ✅</td>
<td>No ☐</td>
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<td>c. Change Rooms?</td>
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<td>d. Storage and Equipment Room?</td>
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<td>e. a Staff Work Room?</td>
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<td>f. a Room for French Language Instruction?</td>
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<td>h. an Instrumental Music Room?</td>
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<td>No ✅</td>
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<td>---</td>
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</tr>
<tr>
<td>i.</td>
<td>a Special Education Room?</td>
<td>Yes ☐ No ✓</td>
</tr>
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<td>j.</td>
<td>a Quiet Room/Chapel?</td>
<td>Yes ☐ No ✓</td>
</tr>
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<td>k.</td>
<td>Suitable washrooms?</td>
<td>Yes ✓ No ☐</td>
</tr>
<tr>
<td>l.</td>
<td>a Cafeteria?</td>
<td>Yes ☐ No ✓</td>
</tr>
<tr>
<td>m.</td>
<td>Lockers/Cloak Room area?</td>
<td>Yes ✓ No ☐</td>
</tr>
<tr>
<td>n.</td>
<td>a Book Room?</td>
<td>Yes ☐ No ✓</td>
</tr>
<tr>
<td>o.</td>
<td>Native Studies Room?</td>
<td>Yes ☐ No ✓</td>
</tr>
<tr>
<td>p.</td>
<td>Theatre Arts Facilities/Stage?</td>
<td>Yes ✓ No ☐</td>
</tr>
<tr>
<td>q.</td>
<td>a Computer Lab?</td>
<td>Yes ✓ No ☐</td>
</tr>
<tr>
<td>r.</td>
<td>a Family Studies Room?</td>
<td>Yes ☐ No ✓</td>
</tr>
<tr>
<td>s.</td>
<td>an Auditorium?</td>
<td>Yes ☐ No ✓</td>
</tr>
<tr>
<td>t.</td>
<td>a Kitchen?</td>
<td>Yes ☐ No ✓</td>
</tr>
<tr>
<td>u.</td>
<td>Staff/Visitor/Student Parking?</td>
<td>Yes ✓ No ☐</td>
</tr>
<tr>
<td>v.</td>
<td>Student Drop-off and Pick-up areas?</td>
<td>Yes ✓ No ☐</td>
</tr>
<tr>
<td>w.</td>
<td>a Bus Loading Zone?</td>
<td>Yes ✓ No ☐</td>
</tr>
<tr>
<td>x.</td>
<td>property to accommodate development or additions?</td>
<td>Yes ✓ No ☐</td>
</tr>
<tr>
<td>y.</td>
<td>a Staff Room?</td>
<td>Yes ✓ No ☐</td>
</tr>
<tr>
<td>z.</td>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

B. Secondary:

1. Does the school have:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
a. | Chapel ? | Yes ☐ No ☐ |
b. | Science Labs? | Yes ☐ No ☐ |
c. | Technology Facilities? | Yes ☐ No ☐ |
d. | Student Success Rooms ? | Yes ☐ No ☐ |
e. | Student Council Room? | Yes ☐ No ☐ |
f. | Business Studies Facilities? | Yes ☐ No ☐ |
g. | Bleachers? | Yes ☐ No ☐ |

2. Additional Comments:

C. Elementary and Secondary Child Care:

1. Are there spaces at this school designated for Best Start hub? | Yes ☐ No ✓ |
2. Are Child Care spaces available before school? | Yes ✓ No ☐ |
3. Are Child Care spaces available after school? | Yes ✓ No ☐ |
4. Are Child Care spaces available during the school day? | Yes ✓ No ☐ |
5. Are there spaces at this school for a Kindercentre? | Yes ☐ No ✓ |
6. Is an Alternate Day Program available at the school? | Yes ✓ No ☐ |

7. Additional Comments:
### 2.2 Range of Courses or Program Offerings

#### A. Elementary

1. Does the school provide large uninterrupted blocks of literacy and math instruction?  
   - Yes ✓  
   - No □

2. Does the school offer daily physical activity?  
   - Yes ✓  
   - No □

3. Does the school have a dedicated teacher for:
   - a. music?  
     - Yes □  
     - No ✓
   - b. physical education?  
     - Yes □  
     - No ✓
   - c. computers?  
     - Yes □  
     - No ✓
   - d. library?  
     - Yes □  
     - No ✓
   - e. French?  
     - Yes □  
     - No ✓
   - f. resource?  
     - Yes ✓  
     - No □
   - g. literacy resource?  
     - Yes ✓  
     - No □
   - h. early reading intervention?  
     - Yes ✓  
     - No □
   - i. Other:

4. Does the school have:
   - a. combined grades?  
     - Yes ✓  
     - No □
   - b. straight grades?  
     - Yes ✓  
     - No □

#### B. Elementary and Secondary:

1. Does the school offer:
   - a. guidance and career education programs?  
     - Yes ✓  
     - No □
   - b. culturally inclusive programs?  
     - Yes □  
     - No ✓
   - c. reach ahead programs?  
     - Yes □  
     - No ✓
   - d. technology programs?  
     - Yes □  
     - No ✓
   - e. programs and supports for students at risk?  
     - Yes ✓  
     - No □
   - f. an Instrumental music Program?  
     - Yes □  
     - No ✓
   - g. a vocal music program?  
     - Yes □  
     - No ✓
   - h. Special Education?  
     - Yes □  
     - No ✓
   - i. Care and Development?  
     - Yes □  
     - No ✓
   - j. Life Skills?  
     - Yes □  
     - No ✓
   - k. French Immersion?  
     - Yes ✓  
     - No □
   - l. Dual-credit courses?  
     - Yes □  
     - No ✓
   - m. Correspondence courses?  
     - Yes □  
     - No ✓
   - n. Other?

2. Where is the nearest access to similar programs?
   - Northeastern Elementary (PUBLIC) - Garson
   - St. Raphael - Sudbury
   - St. Paul – Coniston
   - Pius X – Sudbury
   - St. Bernadette French Immersion
3. Does your school offer specialized programming (e.g. Alternate Education, Same Gender Identity)?  
   Yes [□]  No [✓]

4. Identify the specialized programming offered.

5. Does the school have a Snack, Breakfast or Lunch Program? If so, please describe.  
Child Enfance program – Lunch & snack program for those students who forget their lunch or can not afford one.

C. Secondary

1. List the compulsory courses in grades 9-12:

2. List the optional courses in grades 9-12:

3. What optional programs cannot be offered currently that are offered in other SCDSB schools?

4. Does the school have a sufficient number of students to run courses in each subject area for all five student pathways (university, college, apprenticeship, workplace and independent living)?  
   Yes [□]  No [✓]

5. Which courses have companion co-op credits?

6. Which multi-level courses are offered?

7. Which multi-grade courses are offered?

8. Which courses were cancelled this year? (List course code and title)
   a. Why?

9. What courses are bundled to offer specialized programs?

10. List partnerships which enhance and support students:

11. Which second language programs does the school offer?

12. Does the school offer:
   a. business studies programs?  
      Yes [□]  No [✓]
   b. a theatre arts program?  
      Yes [□]  No [✓]
   c. outdoor education?  
      Yes [□]  No [✓]
   d. E-Learning Courses?  
      Yes [□]  No [✓]
   e. Other:

13. Does the school provide co-operative education opportunities for students?  
    Yes [□]  No [✓]

14. Does the school offer after school remedial programs onsite?  
    Yes [□]  No [✓]
15. Does the school have access to these programs in nearby facilities?  Yes ☐  No ☐

16. How many parent/family/community volunteers does the school attract?

17. Where is the nearest access to similar programs?

18. Additional Comments:

2.3 Student Outcomes at the School

<table>
<thead>
<tr>
<th>Rolling average for:</th>
<th>Result</th>
<th>Cohort size</th>
</tr>
</thead>
<tbody>
<tr>
<td>04-05-06 05-06-07 06-07-08 08-09 05-06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EQAO -- Primary Reading</td>
<td>50</td>
<td>45</td>
</tr>
<tr>
<td>EQAO -- Primary Writing</td>
<td>47</td>
<td>42</td>
</tr>
<tr>
<td>EQAO -- Primary Mathematics</td>
<td>48</td>
<td>39</td>
</tr>
<tr>
<td>EQAO -- Junior Reading</td>
<td>50</td>
<td>59</td>
</tr>
<tr>
<td>EQAO -- Junior Writing</td>
<td>49</td>
<td>51</td>
</tr>
<tr>
<td>EQAO -- Junior Mathematics</td>
<td>47</td>
<td>50</td>
</tr>
</tbody>
</table>

5. EQAO -- Grade 9 academic mathematics
6. EQAO -- Grade 9 applied mathematics
7. OSSLT – Grade 10 eligible
8. OSSLT -- Grade 10 previously eligible

11. Additional Comments:

2.4 Condition of School

1. When was the original school built?  1946
2. How many sections have been added since the original?  4
3. Year latest section built?  1968
4. What is the current Facility Condition Index (FCI)?  39.9%
5. What will the FCI be in 5 years?  49.7%
6. What are the current renewal costs?  $2,269,579.00
7. What will the renewal costs be in 5 years?  $2,832,381.00
8. Describe the conditions of school grounds  Good

9. Additional Comments:

2.5 Location of School

1. What percentage of students are bused to school?  73.35%
2. What is the average distance to school for students?  2.5 Km
3. What is the average bus ride duration for students?
4. What is the proximity of the school to a Catholic Church?  1 K M
5. What is the proximity of a comparable school from a co-terminus Board?  2.5 KM
6. **Additional Comments:**

### 2.6 Enrolment vs. Available Space

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does enrolment at the school exceed the surplus space in adjacent schools?</td>
<td>Yes □ No □</td>
</tr>
<tr>
<td>2. What is the current enrolment of the school?</td>
<td>322</td>
</tr>
<tr>
<td>3. What is the projected enrolment in 5 years?</td>
<td>287</td>
</tr>
<tr>
<td>4. What is the projected enrolment in 10 years?</td>
<td>290</td>
</tr>
<tr>
<td>5. What is the capacity of the school?</td>
<td>368</td>
</tr>
<tr>
<td>6. What is the current utilization rate of the school?</td>
<td>87.4%</td>
</tr>
<tr>
<td>7. What is the projected utilization rate in 5 years?</td>
<td>75.8%</td>
</tr>
<tr>
<td>8. What is the projected utilization rate in 10 years?</td>
<td>79.3%</td>
</tr>
</tbody>
</table>

### 2.7 Cost to Operate the School

<table>
<thead>
<tr>
<th>Question</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the costs for utilities? (electricity, gas, oil, water)</td>
<td>$54,093.00</td>
</tr>
<tr>
<td>2. What are the maintenance costs for the facility?</td>
<td>$43,294.10</td>
</tr>
<tr>
<td>3. What are the maintenance costs for the grounds?</td>
<td>$17,009.90</td>
</tr>
<tr>
<td>4. What are the maintenance costs for security?</td>
<td>$943.51</td>
</tr>
</tbody>
</table>

### 2.8 Supports

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes □ No □</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the school have:</td>
<td></td>
</tr>
<tr>
<td>a full-time Principal?</td>
<td>Yes ✓ No □</td>
</tr>
<tr>
<td>a Vice Principal?</td>
<td>Yes ✓ No □</td>
</tr>
<tr>
<td>a full-time Secretary?</td>
<td>Yes ✓ No □</td>
</tr>
<tr>
<td>a full-time Chaplain?</td>
<td>Yes □ No ✓</td>
</tr>
<tr>
<td>Hallway Monitors?</td>
<td>Yes □ No ✓</td>
</tr>
<tr>
<td>Lunchtime Supervisors?</td>
<td>Yes □ No ✓</td>
</tr>
<tr>
<td>a Teacher Librarian?</td>
<td>Yes □ No ✓</td>
</tr>
<tr>
<td>a Library Clerk/Technician?</td>
<td>Yes □ No ✓</td>
</tr>
<tr>
<td>a full-time Special Education Teacher?</td>
<td>Yes □ No ✓</td>
</tr>
<tr>
<td>full-time custodial staff?</td>
<td>Yes ✓ No □</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>2. How many Educational Assistants does the school have?</td>
<td>0</td>
</tr>
</tbody>
</table>

### 3. Additional Comments:
2.9 Summary

1. What is the value of the school to the school board?
Only Catholic school in the Garson Area

2. Additional Comments:

3. VALUE TO THE COMMUNITY

3.1 Community Use

1. List the community groups which use the school/school grounds and the number of hours used for the school year:

<table>
<thead>
<tr>
<th>Community Group</th>
<th># of hours</th>
<th>Fees paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>24</td>
<td>Yes ☐ No ✓</td>
</tr>
<tr>
<td>Ladies Fun Volleyball</td>
<td>45</td>
<td>Yes ☐ No ☑</td>
</tr>
<tr>
<td>Sudbury Junior Vees Basketball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School grounds</td>
<td></td>
<td>Yes ☐ No ☑</td>
</tr>
</tbody>
</table>

2. Does use of the school by community groups cause any conflicts with school programming?
No

3. What other facilities/playing fields in the vicinity are used by community groups?

4. Additional Comments:

3.2 Range of Program Offerings at the School that serve both Students and Community Members

1. Is this school:
   a. a designated Best Start hub? Yes ☐ No ✓
   b. a site for Kindercenter? Yes ☐ No ✓
   c. a site for a Daycare provider? Yes ✓ No ☐
   d. a site for a Summer Camp provider? Yes ☐ No ✓

2. List programs that serve both students and community members?
3. Additional Comments:
Daycare is offered 12 month a year at our location. Summer school age program with access to varies Community services and programs. e.g. Bell park, airport visit, “Let's Get into Action” program.

3.3 School as Partner in Other Government Initiatives in the Community

1. Is the school a partner in other government initiatives within the community? (List)  
   Yes ☐  No ✓

2. Are there plans for local partnerships for delivering childcare and other community and social services? (List)  
   Yes ☐  No ✓
Teddy Bear Daycare has been operating in our building for over 10 years. They offer a before & after school program, all day & alternating day program and a summer program.

3. List any significant upgrades to the school in the past five years completed in partnership with the community:  
   Toddler and Pre-school spaces were added to the school approx. four years ago. The main office, staff room, work rooms were upgraded during the summer of 2008. Security system was also added June 2009. Five classrooms were upgraded over the summer of 2009. Spring 2010 addition of Extra Park Spaces & Fencing.

4. List adult learning programs offered at the school:

5. Does the community have programs and supports for students at risk?  
   Yes ☐  No ✓

6. Additional Comments:

3.4 Contributions to the Community (details)

1. What are the school's contributions to the Community?
3.5 Summary

1. What is the value of the school to the community?
   - Safe learning environment for kids
   - Provides social, culture and spiritual network for children & families
   - Teaches our children catholic values
   - School has a positive image in community
   - School provides access to dual language program
   - Daycare in building provides the community with accessible Before/After school care.

2. What would be the impact on the community if this school were to be closed?
   - Only Catholic school in the community
   - Children would have to travel long distances to receive a catholic education
   - SCDSB would lose students to the co-terminus Public school
   - Students in outlining areas (Skead, Falconbridge) would be further isolated.
   - Students would lose access to after school programs/sports clubs due to transportation, level of income.
   - Longer waits for students to be picked up
   - The loss of a English Catholic School in the area could hurt the housing development

3. Additional Comments:

4. VALUE TO THE LOCAL ECONOMY

4.1 Local Employer

1. Who are the employers in the community?
   There are variety of local businesses in the Garson/Falconbridge area including the following; Garson Bowl, Garson Foodland, New Orleans Pizza, Dixie Lee Chicken, Falcon, Mike's Sports, Subway, Tim Hortons, Esso Gas Bar, Garson Chiropractic Centre, Garson Home Hardware, Garson Mini-Mart, Garson Pet Food Express, Nickel Centre Pharmacy, Sweet Cheeks, Topper's Pizza, Gongas's Grill.

4.2 Local Development

1. Is the school an asset to the local housing development?
   Yes

4.3 Availability of Cooperative Education

1. List the Co-operative Education employers available in the community for students:
   Not applicable

   St. John does host Co-operative Students from our feeder High School, St. Charles College.

2. Is there public transportation available to the work site?  Yes ✓ No □

4.4 Availability of Training Opportunities or Partnerships with Business
1. List the training opportunities or partnerships with business in the community:
   - Credit Union in Garson offers a program that enables a Credit Union worker to come into the classroom to discuss money and math.
   - Junior Achievers
   - “Let’s Do Science” Offered by Cambrian College

2. Is there public transportation available to the training site?  Yes ☐  No ☐

4.5 Growth/Reduction

1. List plans for further commercial/industrial growth/reduction?

4.6 Summary

1. What is the value of the school to the local economy?
   - Community Partnership
   - The loss of an English Catholic School in the area could hurt the housing development, families may chose not to move to this area because there would not be a English Catholic school.
   - Keeping child local helps local business, parents shop in the community.
   - School also supports local business.
   - We talk about Jesus and God.
   - We have prayer services.
   - We have traditions and Catholic values

2. Additional Comments
2009-2010 ACCOMMODATION REVIEW COMMITTEE

SCHOOL VALUATION FRAMEWORK REPORT

Planning Area: EAST

School: St. Mark

SCHOOL MEMBERSHIP:

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharon Oliver</td>
<td></td>
</tr>
<tr>
<td>Carole Remillard</td>
<td></td>
</tr>
<tr>
<td>Donna Kotanko</td>
<td></td>
</tr>
<tr>
<td>Stacey Kennedy</td>
<td></td>
</tr>
</tbody>
</table>

"SCHOOLS TO BELIEVE IN"
1. VALUE TO THE STUDENT

1.1 Catholic Identity and Faith Dimension

<table>
<thead>
<tr>
<th>1. How is the love of your neighbour as yourself (social justice) promoted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Mark’s promotes the love of our neighbour through their participation in food drives and other charitable activities such as Toonies for Tuition, Holy Childhood activities, letters to troops in Afghanistan and in being good friends to each other. Students demonstrate love of neighbour when they participate in the community’s spring clean-up. St. Mark’s is not only a school, but a loving community full of inspiration, which is apparent in the students’ spiritual development and their full devotion to their school. St. Mark’s School is a place where all are welcomed, where everyone is family and where each student looks out for the other.</td>
</tr>
</tbody>
</table>

When asked a question about bullying, one of the St. Mark’s students looked puzzled, and asked the teacher, “What’s that?” Doesn’t that say it all. They don’t know what bullying is because they haven’t encountered bullying in their school community.

2. How are the catholic graduate’s expectations and the monthly virtues reflected in your programs and in your school?

The Catholic Graduate Expectations and monthly virtues are at the heart of our existence as a Catholic School, and are the root of all daily planning. CGE posters, courtesy of the NOCCC are in the room to assist the teacher in integrating the expectations into all areas of the curriculum. Monthly virtues are celebrated during daily prayer and are the “Big Ideas” in our Teaching Learning Critical Pathways. Students have the opportunity to reflect on the monthly virtues throughout each day.

3. What are the opportunities in the school for staff to pray together (not staff and students, but only staff)?

Staff has opportunities to pray together at staff meetings, workshops, TLCP sessions. St. Mark staff regularly joins St. Paul School for PD sessions, and staff prayer occurs there also. We pray when someone is sick or has passed away, when something joyous occurs or when someone is leaving.

4. How is prayer part of the school life?

St. Mark students pray in the morning, at lunch to give thanks to God and before school dismissal. Prayer also happens during Religion classes and during our weekly celebrations of the Eucharist at St. Mark’s Parish, which is right next door. We also pray at other times when it seems appropriate, like when someone is sad, sick or troubled.

Prayer became very real for us this year when one of our students, Conrad Paradis passed away. Prayer supported us, brought us together, helped all of us, students, parents, staff and parish community, as well as, of course, Conrad’s family.

1.2 Physical Space to Support Student Learning

<table>
<thead>
<tr>
<th>A. Elementary and Secondary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of classrooms in the school: 3, but only using 1 as the others are being used by ECP until their classrooms are ready.</td>
</tr>
<tr>
<td>2. Is there currently sufficient permanent space to accommodate all students? Yes</td>
</tr>
<tr>
<td>3. Does the school have:</td>
</tr>
</tbody>
</table>
a. a Library? No  
b. a Gymnasium? Yes  
c. Change Rooms? Yes  
d. Storage and Equipment Room? Yes  
e. a Staff Work Room? Yes  
f. a Room for French Language Instruction? Yes  
g. an Art Room? No  
h. an Instrumental Music Room? No  
i. a Special Education Room? No  
j. a Quiet Room/Chapel? No  
k. Suitable washrooms? Yes  
l. a Cafeteria? No  
m. Lockers/Cloak Room area? Yes  
n. a Book Room? Yes  
o. Native Studies Room? No  
p. Theatre Arts Facilities/Stage? No  
q. a Computer Lab? No  
r. a Family Studies Room? No  
s. an Auditorium? No  
t. a Kitchen? Yes  
u. Staff/Visitor/Student Parking? Yes  
v. Student Drop-off and Pick-up areas? Yes  
w. a Bus Loading Zone? Yes  
x. property to accommodate development or additions? Yes  
y. a Staff Room? Yes  
z. a Math Room? No  
aa. a Divisible gymnasium? No  
bb. a workout/Exercise room? No  
cc. Science prep rooms? No  
dd. a patio area? No  
ee. Kindergarten rooms with en-suite small toilets? No  
ff. a food preparation areas/servery? Yes  
gg. Adjustable space rooms? Yes  

**hh. Other:** At St. Mark’s, every student has access to their own laptop at all times.

### B. Secondary:

1. Does the school have:

   a. Chapel? [ ] Yes  [ ] No  
   b. Science Labs? [ ] Yes  [ ] No  
   c. Technology Facilities? [ ] Yes  [ ] No  
   d. Student Success Rooms? [ ] Yes  [ ] No  
   e. Student Council Room? [ ] Yes  [ ] No  
   f. Business Studies Facilities? [ ] Yes  [ ] No
2. Additional Comments:
Right now, Ecole Camille Perron is under construction, therefore the space we usually have is not available to us. We were using a separate classroom for French instruction, and one as a library, however, at the present time, we are using 1 room as a classroom, and we have a staff room which we share with ECP, and an office area.

1.3 School Grounds for Healthy Physical Activity and Extracurricular Activities

1. Does the school have:
   a. hard surfaced outdoor play area(s)? Yes
   b. a soccer field? No
   c. a football field? No
   d. a baseball field? No
   e. a track? No
   f. a basketball court? No
   g. play equipment? No
   h. a shaded area? Yes
   i. a green space? Yes
   j. Other

2. Does the school have access to nearby recreational facilities? Yes
   a. Please list:
      Baseball field, play structures, tennis courts

3. Has the school participated in an environmental project (nature areas, courtyards, etc.)? Yes

4. Describe the conditions of school grounds
   The school grounds are presently under construction. The students have been going across the street to the park for recesses and will continue to do so until construction is complete.

5. Additional Comments:
   St. Mark’s is located directly in front of a municipal baseball field, tennis court, two play structures with multiple slides; one of them being very big. The park area also includes swings and other smaller play structures. Every year, St. Mark participates in the municipality’s spring clean-up.

   What we lack in student numbers for team sports, we make up for in cooperative play among our children as they gather in the municipal play areas across the street at recesses to play on the structures, use the baseball field or the tennis courts.

1.4 Range of Courses or Program Offerings

A. Elementary
1. Does the school provide large uninterrupted blocks of literacy and math instruction? Yes
2. Does each class have a Daily Physical Activity (DPA) Plan in place? Yes
3. Does each class have access to the gym for the required amounts of time? | Yes
---|---
4. Does the school have a dedicated teacher for:
   a. music? | No
   b. physical education? | No
   c. computers? | No
   d. library? | No
   e. French? | No
   f. resource? | No
   g. literacy coach? | No
   h. early reading intervention? | No
   i. Native language? | No
   j. Teacher of the blind? | No
   k. Learning strategies? | No
   l. Other: The classroom teacher is qualified to teach her own Core French, and does so.
5. What is the ‘Average Class Size’ for the school? | 9
6. Does the school have:
   a. triple grades? It is a JK to grade 6 classroom. | No

### B. Elementary and Secondary:

1. Does the school offer:
   a. guidance and career education programs? Premier agendas; Goals for Growth | Yes
   b. culturally inclusive programs? Aboriginal Awareness Programs, resources that celebrate cultures | Yes
   c. reach ahead programs? | No
   d. technology programs? Every child has a laptop, an I-book. | Yes
   e. programs and supports for students at risk? Students at risk are discussed with the Principal and/or VP, and if necessary, the Itinerant Resource teacher and Special Ed. Consultant. | Yes
   f. an instrumental music program? | No
   g. a vocal music program? | Yes
   h. Religious Education & Family Life? | Yes
   i. Communication class (re: autism) | No
   j. DH/Multi-sensory room | No
   k. Special Education | No
   l. Care and Development | No
   m. Life Skills | No
   n. French Immersion | No
   o. Other: **Speech pathologist once a week**

2. **Where is the nearest access to similar programs?**
   St. Paul school or other school in the board (depending on the need)

3. **Does the school have a Snack, Breakfast or Lunch Program? If so, please describe.**
   St. Mark does have a snack program which offers food from at least three different food groups on a daily basis.

   Hot meals are cooked and served every week by parent volunteers.
### C. Secondary

1. List the compulsory courses in grades 9-12:

2. List the optional courses in grades 9-12:

3. What optional programs cannot be offered currently that are offered in other SCDSB schools?

4. Does the school have a sufficient number of students to run courses in each subject area for all five student pathways (independent living, work, apprenticeship, college, university)?

   | Yes ☐ | No ☐ |

5. Which courses have companion co-op credits?

6. Which multi-level courses are offered?

7. Which multi-grade courses are offered?

8. Which courses were cancelled this year? (List course code and title)
   
   a. Why?

9. What courses are bundled to offer specialized programs?

10. List partnerships which enhance and support student success:

11. Which second language programs does the school offer?

12. Does the school offer:

   a. business studies programs?  Yes ☐ No ☐
   b. a theatre arts program? Yes ☐ No ☐
   c. outdoor education? Yes ☐ No ☐
   d. Dual credit courses? Yes ☐ No ☐
   e. Correspondence courses? Yes ☐ No ☐

13. Does the school provide co-operative education opportunities for students? Yes ☐ No ☐

14. Does the school offer after school remedial programs onsite? Yes ☐ No ☐

15. Does the school have access to these programs in nearby facilities? Yes ☐ No ☐

16. Other:

**17. How many parent/family/community volunteers does the school attract?**

Our parents volunteer as needed. They drive students to field trips, help with hot meals every 2 weeks, help in the classroom as needed, serve on school council and on this ARC committee.

**18. Does the number of parent volunteers involved in school council adequately reflect the school (pupil) enrolment? What is the current percentage or ratio?**

Every one of our parents volunteers at different times.
19. Where is the nearest access to similar programs?

20. Additional Comments:

### 1.5 Range of Extracurricular Activities

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this school a designated Best Start hub?</td>
<td>No</td>
</tr>
<tr>
<td>Are Child Care services available before school?</td>
<td>No</td>
</tr>
<tr>
<td>Are Child Care services available after school?</td>
<td>No</td>
</tr>
<tr>
<td>Are Child Care services available during the school day?</td>
<td>No</td>
</tr>
<tr>
<td>Is this school a site for kindercentre?</td>
<td>No</td>
</tr>
<tr>
<td>Is an Alternate Day Program available at the school?</td>
<td>No</td>
</tr>
<tr>
<td>List boys’ intramural sports:</td>
<td></td>
</tr>
<tr>
<td>List girls’ intramural sports:</td>
<td></td>
</tr>
<tr>
<td>List co-ed intramural sports:</td>
<td></td>
</tr>
<tr>
<td>List boys’ interschool sports:</td>
<td></td>
</tr>
<tr>
<td>List girls’ interschool sports:</td>
<td></td>
</tr>
<tr>
<td>List co-ed interschool sports:</td>
<td></td>
</tr>
<tr>
<td>List non-athletic school clubs:</td>
<td></td>
</tr>
<tr>
<td>There is a student council at St. Mark School, a Book Club and a Computer Club. A Chess Club is intended for the near future.</td>
<td></td>
</tr>
</tbody>
</table>

### 1.6 Student Outcomes at the School

<table>
<thead>
<tr>
<th></th>
<th>Rolling average for: SCORES</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>04-05-06</td>
<td>05-06-07</td>
</tr>
<tr>
<td>EQAO -- Primary Reading</td>
<td>28</td>
<td>61</td>
</tr>
<tr>
<td>EQAO -- Primary Writing</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>EQAO -- Primary Mathematics</td>
<td>81</td>
<td>81</td>
</tr>
<tr>
<td>EQAO -- Junior Reading</td>
<td>56</td>
<td>61</td>
</tr>
<tr>
<td>EQAO -- Junior Writing</td>
<td>61</td>
<td>55</td>
</tr>
<tr>
<td>EQAO -- Junior Mathematics</td>
<td>33</td>
<td>17</td>
</tr>
</tbody>
</table>
7. EQAO -- Grade 9 academic mathematics
8. EQAO -- Grade 9 applied mathematics
9. OSSLT – Grade 10 eligible
10. OSSLT -- Grade 10 previously eligible

11. **Additional Comments:**
When there are only 1 or 2 students writing EQAO, the data is very skewed. Our teachers work hard to cover all of the curriculum requirements for each grade level, and do their best to ensure that any students in grades 3 or 6 are ready for the primary and junior assessments which take place in June. EQAO data drives instruction, and our school improvement plan goals come from the information that the data provides to us.

<table>
<thead>
<tr>
<th>1.7 School Accessibility for Individuals with Physical Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is the school accessible for individuals with disabilities?</td>
</tr>
<tr>
<td>2. Does the school have:</td>
</tr>
<tr>
<td>a. accessible washrooms?</td>
</tr>
<tr>
<td>b. elevator(s)?</td>
</tr>
<tr>
<td>c. approved ramps?</td>
</tr>
<tr>
<td>d. automated doors?</td>
</tr>
<tr>
<td>e. accessible playgrounds?</td>
</tr>
<tr>
<td>f. dedicated handicapped parking spaces?</td>
</tr>
<tr>
<td>g. appropriate signage?</td>
</tr>
<tr>
<td>3. Is the entrance to the school barrier-free?</td>
</tr>
</tbody>
</table>

4. **Additional Comments:**
SCDSB no longer owns the building, as it was sold to the French public board last year. We now lease space. The new building is nearing completion, and when it is finished, it will be a very attractive and accommodating building.

<table>
<thead>
<tr>
<th>1.8 Accommodation for Other Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Visual</td>
</tr>
<tr>
<td>2. Hearing</td>
</tr>
<tr>
<td>3. Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.9 Security</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the school have a security system e.g., controlled entrances, video surveillance?</td>
</tr>
<tr>
<td>2. Does the school have magnetic door openers on hallway doors?</td>
</tr>
<tr>
<td>3. Does the school have a sprinkler system?</td>
</tr>
<tr>
<td>4. Does the school have gates?</td>
</tr>
<tr>
<td>5. Does the school have fences?</td>
</tr>
</tbody>
</table>

6. **Additional Comments:**
1.10 Proximity of the School to Students / Length of Bus Ride to School

<table>
<thead>
<tr>
<th></th>
<th>In boundary</th>
<th>out of boundary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What percentage of students walk to school?</td>
<td>66.7</td>
<td>0</td>
</tr>
<tr>
<td>2. What percentage of students attend from outside the school boundary?</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. What percentage of students are bused to school?</td>
<td>33.3</td>
<td>0</td>
</tr>
<tr>
<td>4. What is the average distance to school for students?</td>
<td>6.8</td>
<td>0</td>
</tr>
<tr>
<td>5. What is the average bus ride duration for students?</td>
<td>45 min</td>
<td>0</td>
</tr>
</tbody>
</table>

6. Additional Comments:
At St. Mark, 3 students are bussed, 1 student attends the YMCA daycare at Markstay Public School for before and after school program, and 5 students walk.

1.11 Supports

1. Does the school have:
   a. a full-time Principal? Goes to site occasionally, but always on call. | Yes
   b. a Vice Principal? Goes to site once every 2 weeks for a day, or a half day every week. | Yes
   c. a full-time Secretary? 15 hours per week | No
   d. an onsite Teacher Librarian? | No
   e. a full-time Chaplain? | No
   f. Hallway Monitors? | No
   g. a Library Clerk/Technician? | No
   h. a full-time Special Education Teacher? | No
   i. full-time custodial staff? | Yes
   j. Parent volunteers? | Yes
   k. Other: Speech and Language path., CDA, Itinerant Resource Teacher

2. How many Educational Assistants does the school have? | 0

3. Additional Comments:
During Core French, the 3 primary students have one-on-one time with a teacher for additional literacy instruction.

1.12 Funds

1. Funds raised over the past 3 years (details) Usually, about $1000 per year is raised through the following activities:
   - Walk-a-thon
   - MacMillan
   - Christmas baskets
   - Bake sale
   - Fun day
   - Pizza days

2. Corporate donations over the past 3 years (details)
   - Science North membership from Felix Lopes
   - Bussing for skating
3. Contributions to the community (details)
   - Spring clean-up
   - Food drive
   - Nickels for the North
   - Holy Childhood Association; poppy sales

4. Additional Comments:

1.13 Parish Connection

1. What does the Parish Connection with the school entail?
At St. Mark School, students are very fortunate to be able to celebrate Eucharist at the parish once a week. Father Robert Giroux also visits the students in class to speak to them as a group. Usually a couple of times a year, Father Robert and a few parishioners cook a spaghetti lunch for the students, and invite them to the Parish hall to eat together.

Sacramental preparation notifications are provided to parents through the school. Although the parish delivers the actual formal preparation, at school, we teach about the sacraments of Reconciliation and Eucharist in our religion program.

3. Additional Comments:
This year one of our students, Conrad Paradis, passed away. If it were not for the wonderful relationship we have with Father Giroux, this could have been nothing more than a very sad and tragic experience for our children. However, because we are a Catholic community, grounded in our faith and the traditions of our church, the children at St. Mark School were able to cope with the loss of their friend with the knowledge of the hope of the Resurrection. They participated in Conrad’s funeral, were able to talk about him, pray for him and his family and still talk about him nearly every day. They miss him, of course, but their faith and the support of Father Giroux and the parish have helped them to deal with his death, grieve appropriately and rejoice in God’s gift of everlasting life.

1.14 Summary

1. What is the value of this school to the students?
The school is valuable to the students because it is a caring and respectful environment. Being small in numbers creates a sense of community in as well as out of school. The students have the opportunity to walk to their local library, post office and Church every week. They also have the opportunity to visit their local fire/police departments and do so at least twice a year. In fact, it is our students who painted the murals on the doors of the fire station. Being located in a small community, students are known by the members of that community, which creates a sense of belonging and also a feeling of responsibility towards the municipality. St. Mark’s Catholic School is a close, safe family school, where students are like siblings and parents are assured that their children are being taught in a safe and secure environment.
St. Mark School is the only English Catholic School in the area, serving students from Kukagami to Warren. Students there have exceptional learning opportunities because of the low pupil-teacher ratio, and the fact that each student has his/her own laptop for use anytime throughout the day. Students who have gone on to secondary school either directly from St. Mark’s, (when we still kept our grade 7/8s) or from St. Paul’s, have shown that they are just as successful, and sometimes even more successful that students from large schools.

The majority of the students attending right now are able to walk to school, as opposed to spending possibly up to an hour on a bus, driving down Highway 17, in all kinds of weather. Not many parents would choose that option over being able to have their children walk to school!

2. What is unique about this school?
Students enjoy the benefits of having more one-on-one time with their teachers, frequent field trips and outings, individual laptops and access to many municipal recreational facilities. How unique it is to be a part of such a close knit school, where all of the children know each other, each other’s families and community members. Many people pay large amounts of money to send their children to private schools where the pupil teacher ratio is less that 10:1. Here at St. Mark School, our ratio is 9:1, and we are free! The classroom is like a home, where students treat each other as siblings and take care of each other in a way that could never be found in a large class setting.

St. Mark School is an extension of the home, and is a true model of home/school/parish triad.

Our field trips are frequent and not costly, as parents drive the students, therefore the only cost might be entrance fees for things such as bowling, or the cost of a play/concert. Because of this, our students go on more field-trips than most.

3. Additional Comments:
Due to the small number of students, students feel a sense of responsibility in the classroom because the older students help the younger students (e.g. tie their shoes, help them wash their hands in the washroom and tutor them with their work when needed). It is a pleasure to be able to be a part of such a respectful and caring community.

2. VALUE TO THE SCHOOL BOARD

2.1 Physical Space to Support Student Learning

<table>
<thead>
<tr>
<th>A. Elementary and Secondary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of classrooms in the school: We have 3 assigned to us but are only using 1 because of construction</td>
</tr>
<tr>
<td>2. Is there currently sufficient permanent space to accommodate all students?</td>
</tr>
<tr>
<td>3. Does the school have:</td>
</tr>
<tr>
<td>a. a Library?</td>
</tr>
<tr>
<td>b. a Gymnasium?</td>
</tr>
<tr>
<td>c. Change Rooms?</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>d. Storage and Equipment Room?</td>
</tr>
<tr>
<td>e. a Staff Work Room?</td>
</tr>
<tr>
<td>f. a Room for French Language Instruction? (not presently, but will once construction is complete)</td>
</tr>
<tr>
<td>g. an Art Room?</td>
</tr>
<tr>
<td>h. an Instrumental Music Room?</td>
</tr>
<tr>
<td>i. a Special Education Room?</td>
</tr>
<tr>
<td>j. a Quiet Room/Chapel?</td>
</tr>
<tr>
<td>k. Suitable washrooms?</td>
</tr>
<tr>
<td>l. a Cafeteria?</td>
</tr>
<tr>
<td>m. Lockers/Cloak Room area?</td>
</tr>
<tr>
<td>n. a Book Room?</td>
</tr>
<tr>
<td>o. Native Studies Room?</td>
</tr>
<tr>
<td>p. Theatre Arts Facilities/Stage?</td>
</tr>
<tr>
<td>q. a Computer Lab?</td>
</tr>
<tr>
<td>r. a Family Studies Room?</td>
</tr>
<tr>
<td>s. an Auditorium?</td>
</tr>
<tr>
<td>t. a Kitchen?</td>
</tr>
<tr>
<td>u. Staff/Visitor/Student Parking?</td>
</tr>
<tr>
<td>v. Student Drop-off and Pick-up areas?</td>
</tr>
<tr>
<td>w. a Bus Loading Zone?</td>
</tr>
<tr>
<td>x. property to accommodate development or additions?</td>
</tr>
<tr>
<td>y. a Staff Room?</td>
</tr>
<tr>
<td>z. Other:</td>
</tr>
</tbody>
</table>

**B. Secondary:**

1. Does the school have:
   a. Chapel ?
   - Yes [ ] No [ ]
   b. Science Labs?
   - Yes [ ] No [ ]
   c. Technology Facilities?
   - Yes [ ] No [ ]
   d. Student Success Rooms ?
   - Yes [ ] No [ ]
   e. Student Council Room?
   - Yes [ ] No [ ]
   f. Business Studies Facilities?
   - Yes [ ] No [ ]
   g. Bleachers?
   - Yes [ ] No [ ]

2. **Additional Comments:**

**C. Elementary and Secondary Child Care:**

1. Are there spaces at this school designated for Best Start hub? [ ] No [ ]
2. Are Child Care spaces available before school? [ ] No [ ]
3. Are Child Care spaces available after school? [ ] No [ ]
4. Are Child Care spaces available during the school day? [ ] No [ ]
5. Are there spaces at this school for a Kindercentre? [ ] No [ ]
6. Is an Alternate Day Program available at the school? [ ] No [ ]

7. **Additional Comments:**
### 2.2 Range of Courses or Program Offerings

#### A. Elementary

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the school provide large uninterrupted blocks of literacy and math instruction?</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>2. Does the school offer daily physical activity?</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>3. Does the school have a dedicated teacher for:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. music?</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>b. physical education?</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>c. computers?</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>d. library?</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>e. French?</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>f. resource?</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>g. literacy resource?</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>h. early reading intervention?</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>i. Other:</td>
<td></td>
</tr>
<tr>
<td>4. Does the school have:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. combined grades?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>b. straight grades?</td>
<td>No</td>
</tr>
</tbody>
</table>

#### B. Elementary and Secondary:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the school offer:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. guidance and career education programs?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>b. culturally inclusive programs?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>c. reach ahead programs?</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>d. technology programs?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>e. programs and supports for students at risk?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>f. an Instrumental music Program?</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>g. a vocal music program?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>h. Special Education?</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>i. Care and Development?</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>j. Life Skills?</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>k. French Immersion?</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>l. Dual-credit courses?</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>m. Correspondence courses?</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>n. Other?</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Where is the nearest access to similar programs?</td>
<td>St. Paul or other schools in the board (depending on the program)</td>
</tr>
<tr>
<td>3. Does your school offer specialized programming (e.g. Alternate Education, Same Gender Identity)?</td>
<td>No</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Identify the specialized programming offered.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Does the school have a Snack, Breakfast or Lunch Program? If so, please describe.</td>
<td>St. Mark has a snack program which provides a meal of at least 3 food groups daily.</td>
</tr>
</tbody>
</table>
### C. Secondary

1. List the compulsory courses in grades 9-12:

2. List the optional courses in grades 9-12:

3. What optional programs cannot be offered currently that are offered in other SCDSB schools?

4. Does the school have a sufficient number of students to run courses in each subject area for all five student pathways (university, college, apprenticeship, workplace and independent living)?
   - Yes [ ] No [ ]

5. Which courses have companion co-op credits?

6. Which multi-level courses are offered?

7. Which multi-grade courses are offered?

8. Which courses were cancelled this year? (List course code and title)
   - a. Why?

9. What courses are bundled to offer specialized programs?

10. List partnerships which enhance and support students:

11. Which second language programs does the school offer?

12. Does the school offer:
   - a. business studies programs? Yes [ ] No [ ]
   - b. a theatre arts program? Yes [ ] No [ ]
   - c. outdoor education? Yes [ ] No [ ]
   - d. E-Learning Courses? Yes [ ] No [ ]
   - e. Other:

13. Does the school provide co-operative education opportunities for students? Yes [ ] No [ ]

14. Does the school offer after school remedial programs onsite? Yes [ ] No [ ]

15. Does the school have access to these programs in nearby facilities? Yes [ ] No [ ]

16. How many parent/family/community volunteers does the school attract?

17. Where is the nearest access to similar programs?

18. **Additional Comments:**
### 2.3 Student Outcomes at the School

<table>
<thead>
<tr>
<th></th>
<th>Rolling average for:</th>
<th>Results</th>
<th>Cohort size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>04-05-06</td>
<td>05-06-07</td>
<td>06-07-08</td>
</tr>
<tr>
<td>1. EQAO -- Primary Reading</td>
<td>28</td>
<td>61</td>
<td>58</td>
</tr>
<tr>
<td>2. EQAO -- Primary Writing</td>
<td>44</td>
<td>44</td>
<td>42</td>
</tr>
<tr>
<td>3. EQAO -- Primary Mathematics</td>
<td>81</td>
<td>81</td>
<td>75</td>
</tr>
<tr>
<td>4. EQAO -- Junior Reading</td>
<td>56</td>
<td>61</td>
<td>78</td>
</tr>
<tr>
<td>5. EQAO -- Junior Writing</td>
<td>61</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>6. EQAO -- Junior Mathematics</td>
<td>33</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>7. EQAO -- Grade 9 academic mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. EQAO -- Grade 9 applied mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. OSSLT -- Grade 10 eligible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. OSSLT -- Grade 10 previously eligible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Additional Comments:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Low numbers of students writing the EQAO assessment skew the scores.

### 2.4 Condition of School

1. When was the original school built? 1960
2. How many sections have been added since the original? 3
3. Year latest section built? 2009
4. What is the current Facility Condition Index (FCI)? 0
5. What will the FCI be in 5 years? 0
6. What are the current renewal costs? 0
7. What will the renewal costs be in 5 years? 0
8. Describe the conditions of school grounds **

**Additional Comments:**

**The school grounds are under construction.

### 2.5 Location of School

1. What percentage of students are bused to school? 33.3
2. What is the average distance to school for students? 6.8
3. What is the average bus ride duration for students? 45 min
4. What is the proximity of the school to a Catholic Church? 30 meters
5. What is the proximity of a comparable school from a co-terminus Board? 0.5 km

### 2.6 Enrolment vs. Available Space

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does enrolment at the school exceed the surplus space in adjacent schools?</td>
<td>No</td>
</tr>
<tr>
<td>2. What is the current enrolment of the school?</td>
<td>9</td>
</tr>
<tr>
<td>3. What is the projected enrolment in 5 years?</td>
<td>9</td>
</tr>
</tbody>
</table>
4. What is the projected enrolment in 10 years? 12
5. What is the capacity of the school? 69
6. What is the current utilization rate of the school? 11.6
7. What is the projected utilization rate in 5 years? 11.6
8. What is the projected utilization rate in 10 years? 17.4
9. Additional Comments:

2.7 Cost to Operate the School

1. What are the costs for utilities? (electricity, gas, oil, water) 0
2. What are the maintenance costs for the facility? 0
3. What are the maintenance costs for the grounds? 0
4. What are the maintenance costs for security? 0
5. Additional Comments:
The cost to operate is included in the lease payments. The board also receives a rural school grant to cover operating costs for St. Mark School.

2.8 Supports

1. Does the school have:
   a. a full-time Principal? Yes
   b. a Vice Principal? Yes
   c. a full-time Secretary? 15 hours per week No
   d. a full-time Chaplain? No
   e. Hallway Monitors? No
   f. Lunchtime Supervisors? Yes
   g. a Teacher Librarian? No
   h. a Library Clerk/Technician? No
   i. a full-time Special Education Teacher? No
   j. full-time custodial staff? Yes
   k. Other:

2. How many Educational Assistants does the school have? 0

3. Additional Comments:
The principal visits the school occasionally. The VP goes out either once a week for a half day, or once in two weeks for a full day. He also goes whenever the teacher has to leave for PD. Workshops.

2.9 Summary

1. What is the value of the school to the school board?
St. Mark School is valuable to the school board because it says to the world that we value our children and our faith and that we are ready to put our resources into a school that provides children in outlying areas with the opportunity to learn in a school that honours their faith, their traditions and their safety. Having an available school which offers English Catholic instructions at a reasonable distance provides students and families in these municipalities a sense of security and happiness, knowing their children can receive not only an academic education, but a holistic one, that combines body, mind and spirit, in their own community.
Looking at school operations revenues and expenditures, in 2008-09, the revenues for St. Mark school were $8,177 and the expenditures were $73,742. Now projecting ahead to 2022-23, the revenues for St. Mark jump to $48,062 while the expenditures remain almost the same with an amount of $77,634. Therefore, the difference of operations between last year and the projected year of 2022-23 drops dramatically. In addition, there is a rural grant for the school.

2. **Additional Comments:**
If St. Mark School were to close, in most likelihood, students would go to Markstay Public School, just down the road, in order to avoid the lengthy bus ride to St. Paul School. They would therefore be prevented from having reasonable access to a Catholic education. If we are a board that values Catholic education, and I truly believe that we are, then how can we possibly even consider closing that school, and taking away the reasonable access to learning in a Catholic environment for those children?

3. **VALUE TO THE COMMUNITY**

3.1 **Community Use**

1. List the community groups which use the school/school grounds and the number of hours used for the school year:

<table>
<thead>
<tr>
<th># of hours:</th>
<th>Fees paid:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes ☐ No ☐</td>
</tr>
</tbody>
</table>

a. School

b. School grounds

2. Does use of the school by community groups cause any conflicts with school programming?

3. **What other facilities/playing fields in the vicinity are used by community groups?**
   - Baseball field
   - Tennis court
   - Park
   - Senior Centre
   - Church hall
   - School gymnasiums
   - Community Centre

4. **Additional Comments:**
Since the school does not belong to our board, we do not arrange for community use.
Range of Program Offerings at the School that serve both Students and Community Members

1. Is this school:
   a. a designated Best Start hub? No
   b. a site for Kindercenter? No
   c. a site for a Daycare provider? No
   d. a site for a Summer Camp provider? No

2. List programs that serve both students and community members?
   - Library, ie: Reading Days
   - Spring clean-up program

3. Additional Comments:

3.2 School as Partner in Other Government Initiatives in the Community

1. Is the school a partner in other government initiatives within the community? (List) No
   St. Mark is supported by Better Beginnings Better Futures and Childhood Enfance for its food program. They also are supported by the OPP, the local health unit for Markstay Warren, who deliver various programs in the classroom, and placement students from Cambrian, (ECE,DSW programs), Nipissing and Laurentian's Faculty of Ed programs.

2. Are there plans for local partnerships for delivering childcare and other community and social services? (List) Yes
   - Daycare in the school (planned by CSGNO)

3. List any significant upgrades to the school in the past five years completed in partnership with the community:

4. List adult learning programs offered at the school:

5. Does the community have programs and supports for students at risk? Yes

6. Additional Comments:
   Through fundraising, the community has been participating in raising funds for a play structure in the school grounds. This play structure is intended to be built in the near future. Community supports include CCAC, CFC, CAS


3.4 Contributions to the Community (details)

1. What are the school’s contributions to the Community?
   Every year, St. Mark participates in the Remembrance Day ceremony held for the community by the municipality. The students also participate in the Food drives, the Spring clean-up programs, Nickels for the North, Christmas caroling, Jump rope for hearts and more.

3.5 Summary

1. What is the value of the school to the community?
   The school is valuable to the community because the students are enthusiastic about participating in the activities held by the municipality. The students also visit their local library and post office on a weekly basis. The church also welcomes us on a weekly basis for Mass. The members of the community have had many opportunities to get to know the students at St. Mark due to their participation and respectful natures.
   
   The school also participates in Nickels for the North, Jump rope for heart, Christmas carolling and more.
   
   The school is also valuable to the community because St. Mark’s is the only school in the community that offers English Catholic instruction. Students have the opportunity to express their faith, practice their Catholic traditions and learn about God.
   
   St. Mark is also the only Catholic School in the municipality.
   
   Students often, while out doing DPA, will help seniors with yard work, clean snow from the ends of driveways, help carry out trash, rake a few leaves…..whatever they see as helpful. The neighbours really appreciate their helpfulness.

2. What would be the impact on the community if this school were to be closed?
   If the school were to close, parents would be forced to send their small children on buses to the nearest Catholic school or send their children to a public school in the neighborhood. In the latter instance, students would no longer be able to attend Mass with their classmates on a weekly basis, nor learn about their faith at school. Daily prayer and reflection would be gone from their school day. Most students at St. Mark School walk to school and live a few minutes away. Therefore, sending students to a school where they would be bussed roughly an hour away might make families ponder on the possibility of transferring to a public school.

3. Additional Comments:
   If St. Mark were to close, St. Mark’s Parish would also suffer a loss. Markstay is a small municipality and most of our students attend this same Church. Mass would probably no longer be available during weekdays because our students make up the majority of the assembly on the one week-day Mass.
### 4. VALUE TO THE LOCAL ECONOMY

#### 4.1 Local Employer

1. **Who are the employers in the community?**
   Golf course, Corner stores, Libraries, Post offices, Rainbow Board, Conseil scolaire du Grand-Nord de l’Ontario, Conseil Catholic du Nouvel-Ontario, Caisse Populaire, Bowling, Arenas, Gas stations, Restaurants, Mechanic shops/ Towing/ Painting, Hotels, Lodges, Camp grounds, Beauty Salons/ Estheticians, Natural Gas Station, Markets/ Farmers, Horse Ranch, Truck Stop and more

#### 4.2 Local Development

1. **Is the school an asset to the local housing development?**
   Families purchase homes in the community because there’s an English Catholic school in the area.

#### 4.3 Availability of Cooperative Education

1. **List the Co-operative Education employers available in the community for students:**
   Co-op is not offered at the elementary level.

2. **Is there public transportation available to the work site?**
   Yes ☐ No ☐

#### 4.4 Availability of Training Opportunities or Partnerships with Business

1. **List the training opportunities or partnerships with business in the community:**

2. **Is there public transportation available to the training site?**
   Yes ☐ No ☐

#### 4.5 Growth/Reduction

1. **List plans for further commercial/industrial growth/reduction?**

#### 4.6 Summary

1. **What is the value of the school to the local economy?**
   The school is valuable to the local economy because the option of having an English Catholic school in the community encourages new-comers to locate in the area.

2. **Additional Comments:**
2009-2010 ACCOMMODATION REVIEW COMMITTEE

SCHOOL VALUATION FRAMEWORK REPORT

Planning Area: EAST

School: St. Paul the Apostle

SCHOOL MEMBERSHIP:

Sharon Oliver
NAME
SIGNATURE

Anne-Marie Savage
NAME
SIGNATURE

Jennifer Rocca
NAME
SIGNATURE

Natasha Folino
NAME
SIGNATURE

"SCHOOLS TO BELIEVE IN"
1. VALUE TO THE STUDENT

1.1 Catholic Identity and Faith Dimension

<table>
<thead>
<tr>
<th>1. How is the love of your neighbour as yourself (social justice) promoted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The love of neighbour as yourself, or social justice is rooted in Gospel values, and at St. Paul the Apostle Catholic School, Gospel values are modeled, valued and promoted every day and are the foundation upon which all of our actions, programs and activities are based. From administration, to staff and students, everyone does his or her part to be a living sign of God’s presence among us. We are often told by visitors, parents, supply teachers and community partners that St. Paul School is a very warm place, that there is something special, a feeling of peace and serenity when one walks into our school. That peace does not happen by accident, but is the result of our conviction that indeed, we are God’s children, each and every one of us, and that as God’s children, we treat each other and every person who walks through our doors with reverence and respect. We welcome visitors as we would like to be welcomed. We do whatever we can to help those in need, working with friends, parish and community partners to provide assistance to those less fortunate than we. As Principal, I try to model “servant leadership”, by doing whatever I can to support the work of our teachers, our parents and our parish.</td>
</tr>
</tbody>
</table>

Students are encouraged to participate in activities which reach out to those in need, such as our Peace Walk, food drives, Christmas baskets and this year, shoe boxes, Terry Fox run, Jump Rope for Heart, Holy Childhood Association and other individual classroom efforts. Students are supported in their efforts to be “stewards of creation”, by being encouraged to join our “Green Teams”, by recycling, reusing and reducing, by conserving energy and by doing regular yard clean-ups.

Love of neighbour is encouraged especially in our “Bully Buster” program, and our “Yard Angels”. The Bully Buster Program teaches about bullying, teaches how to recognize it, what to do about it and how to help both the bullied and the bullies. Our yard angels are students who patrol the yards at recess, looking for students who might need help in any way, and then giving that help. They are trained and coached by one of our very dedicated teachers. Our Roots of Empathy program, which is running due to the selfless dedication of one of our very busy parent volunteers, teaches our children many values by exposing them to direct teaching about empathy, by watching first hand the growth and development of a baby from 2 months of age to a year. This is the third year we have the ROE program, and we keep praying for more babies so we can keep offering the program!

At St. Paul the Apostle Catholic School, we live “love of neighbour”. In our morning prayers, hardly a day goes by without one of our students asking us to pray for a sick relative or friend. And yes, we even pray for sick pets. When someone dies, we pray again, asking God to bring peace and comfort to their families. And yes, we even pray when pets die, because what family isn’t sad when they lose a pet? One of the things that brought me most comfort when my mother passed away a few years ago was the book of prayers and words of condolence which all of the children in the school wrote and signed and drew pictures in, and the hugs I received when I returned after my bereavement days, carried me through many months of sorrow.
Parents and staff members often arrive at our door with bags of clothing, skates, books or other necessities for us to give to those in need. Parents and community partners often ask if they can buy pizza and milk for those children whose parents cannot afford to buy it. We celebrate good deeds in our monthly awards ceremonies by giving certificates and prizes to those students who display kindness, forgiveness, thoughtfulness, respectfulness, friendliness and caring, and when someone does something extra special, like cutting their hair for cancer patients or asking their friends to donate to the food bank instead of bring birthday gifts to their birthday party, we celebrate that too!

Every day we pray for peace, we pray for our Canadian soldiers and for those children living in war-torn countries. We send letters to veterans and soldiers, and we have even shared a Remembrance Day ceremony with our Canadian troops in Afghanistan, live, via web camera, and then later on that same year, sang Christmas carols for our troops via web-camera again. We have raised over $50000 over the last four years for the Heart and Stroke Foundation, through Jump Rope for Heart, and over $12000 for cancer through a Terry Fox Run.

At St. Paul School, we are all about promoting love of neighbour.

2. How are the catholic graduate’s expectations and the monthly virtues reflected in your programs and in your school?

The Catholic Graduate Expectations are reflected in many ways throughout our programs and in the daily life of our school.

As discerning believers, we participate in the sacramental life of the church by attending Mass regularly at St. Paul the Apostle Church, and by supporting the parish in the sacramental preparation of our children for First Reconciliation, First Communion and Confirmation. We also celebrate the liturgical seasons of Advent, Christmas, Lent and Easter, by having prayer services as a school community, inviting parents to celebrate with us. We celebrate our Catholic traditions by observing special days such as All Saints’, All Souls’, feasts of Mary, and we teach and encourage our children to pray the Rosary by conducting “Living Rosary” prayers in October and May. Our classrooms have prayer corners, and the teachers follow the religion program and the Fully Alive program which have been recommended by and approved by our Ontario Bishops. Forgiveness is not only talked about, but is modeled and encouraged.

As effective communicators, our students and teachers listen to each other respectfully, actively and critically, in light of Gospel values. Our Tribes program, in which all of our teachers are trained, is an effective vehicle for promoting respectful listening.

Our teachers strive for excellence in teaching, and believe that all children can learn, given the teaching and support that they need. Students are learning to become effective communicators who can read, understand and use written materials effectively, who can present information and ideas clearly and honestly and with sensitivity to others. We encourage our students to participate in public speaking contests both at the board level and with the Royal Canadian Legion. Our students are learning to write effectively in both English and French, and are experiencing the arts, media, technology and information systems in their daily activities. Our students enjoy many opportunities to explore the arts through musical, dramatic and artistic experiences, (a large scale school play which involves a cast of many), technology through the laptop program and our 5 Smart-boards, and the media through the use of the many digital and movie cameras we have here.
We are helping our students to become creative, reflective and holistic thinkers, who can evaluate situations and solve problems, and who can make decisions in light of Gospel values with informed moral consciences.

We encourage our students to be self-directed, responsible, lifelong learners by modeling the values of respect, leadership, and goal setting. Our guidance programs, and the Goals for Growth lessons teach our children all about setting goals and making commitments. We encourage leadership development with our Student Parliament, where students from all grade levels come together to help make our school a better place for learning. We encourage all of our students to strive to be their best and we offer them support to reach their goals, such as classroom tutors and homework clubs.

Our students and staff are collaborative contributors, working together in their classrooms and throughout the school in order to reach their goals and to promote school improvement. Our Tribes program is one way that students learn to work cooperatively, showing respect for others and contributing to the common good.

Through the Fully Alive Program, our students learn all about what it means to be caring family members, valuing the roles of families in society and helping others through service. This is reflected in the charitable activities students support, such as the food drives, and the other charitable activities previously mentioned. Through frequent church visits, our students are learning about the importance of participating in parish life.

At St. Paul School, we are working hard to create responsible citizens, and we are doing a good job! Our students are constantly learning and practicing the art of behaving in morally acceptable ways. Yes, they sometimes make mistakes, and there are consequences for those choices, but they are dealt with in a way that teaches them to be accountable, that enables them to keep their dignity and in a way that teaches them about seeking, granting and receiving forgiveness. We promote Catholic social teaching by encouraging all of our students to think of others first, to be compassionate and caring in a world where not everyone shows those virtues, We teach our students to respect the earth, using resources wisely and caring for all God’s creation.

To support the development of the Catholic Graduate Expectations, at St. Paul School we celebrate monthly virtues and values. Each month, we highlight one of the Theological virtues of faith, hope and charity, the Cardinal Virtues of temperance, justice, fortitude and prudence, and a few solid values, such as respect, responsibility, patience and forgiveness. Starting with the morning announcements, we remind students of the particular virtue or value, we include prayers which are based on that virtue, we listen to quotes about that virtue and teachers are given a package of materials which connect the virtue to several areas of the curriculum, particularly literacy. Virtue bulletin boards, virtue posters and virtue books all support the teaching and learning around each virtue. The parish is sent a bulletin announcement and the school newsletter contains information about the particular virtue being learned about each month. Teachers’ daily plans reflect the virtues and the graduate expectations, and they are both part of our School Improvement Plan. Virtues form the basis of our TLLPs, (Teaching Learning Critical Pathways), giving high moral meaning to the learning of various skills in literacy and numeracy. The virtues are also part of our school Masses and prayer services, and often the readings will be selected based on the particular virtue we are studying that month.
The NOCCC, (Northern Ontario catholic Curriculum Cooperative) and the other 2 Catholic cooperatives in the province have many wonderful resources to support the CGEs and the virtues, especially the Frameworks posters and manuals. At St. Paul School we regularly use these resources, and as Chairperson of the Board of Directors of NOCCC, I usually receive the resources first and enthusiastically promote their use.

Each month at our awards ceremony, an award is given to a student in each grade who most exemplified the particular virtue for that month.

3. What are the opportunities in the school for staff to pray together (not staff and students, but only staff)?

Staff, as opposed to staff and students, pray together before every staff meeting, at the beginning and end of every PD day, workshop or other gathering, and we pray together in times of sorrow, such as when someone is very sick or has passed away, in times of joy, such as at luncheons, gatherings for celebrations such as when a staff member has had a new baby, or when we have something to celebrate and be thankful for, such as when one of our members is retiring or moving on to something new. Prayer is something that we do naturally and often, both with our students and as a staff.

4. How is prayer part of the school life?

At St. Paul the Apostle Catholic School, prayer is an integral part of every school day. From our morning prayers during announcements, when we pray for the intentions of our students, for peace in the world, in our school and in our homes, and reflect on the church’s teachings on the virtues, to prayers during class, before lunch and at the end of the day, our students have become accustomed to prayer being a central part of their day. We gather in the gym as a school community often, to pray for various reasons, such as beginning and end of year prayers, Advent prayer services, thanksgiving prayer services, Remembrance Day prayer services, Ash Wednesday prayers, Lenten prayer services, Living Rosary prayer services, Stations of the Cross, special feast days such as All Saints and All Souls’ Days and during Catholic Education Week, as we reflect upon the importance of Catholic education, and the treasure that is ours. Prayer happens in the classrooms during religion lessons as students pray and reflect on the Scriptures, and at the prayer centers that are set up in each classroom. We pray together when we celebrate the Eucharist at St. Paul’s Parish, or when they come to us when inclement weather makes it impossible to walk. There is nothing as sweet as listening to a 4 or 5 year old leading the entire school in a Hail Mary, an Our Father, or a Morning Offering on the morning announcements. Sometimes a parent might drop in to hear their child lead prayers when it’s their turn. The children love leading the prayers, from the youngest JK students to the grade 8s. It’s amazing how many lost things have been found because the entire school has prayed to St. Anthony, and how many sick people have gotten better, because of the prayers of our children. When children come to us on a daily basis, asking us to pray for something, you can be sure that they are asking because they have faith that God listens to our prayers. It is not difficult to figure out why Jesus said, “Let the little children come to me; do not stop them; for it is to such as these that the Kingdom of God belongs.” Mark 10:14

1.2 Physical Space to Support Student Learning

<table>
<thead>
<tr>
<th>A. Elementary and Secondary:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of classrooms in the school:</td>
<td>16</td>
</tr>
<tr>
<td>2. Is there currently sufficient permanent space to accommodate all students?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>3. Does the school have:</td>
<td></td>
</tr>
<tr>
<td>a. a Library?</td>
<td>Yes X No</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>b. a Gymnasium?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>c. Change Rooms?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>d. Storage and Equipment Room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>e. a Staff Work Room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>f. a Room for French Language Instruction?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>g. an Art Room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>h. an Instrumental Music Room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>i. a Special Education Room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>j. a Quiet Room/Chapel?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>k. Suitable washrooms?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>l. a Cafeteria?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>m. Lockers/Cloak Room area?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>n. a Book Room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>o. Native Studies Room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>p. Theatre Arts Facilities/Stage?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>q. a Computer Lab?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>r. a Family Studies Room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>s. an Auditorium?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>t. a Kitchen?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>u. Staff/Visitor/Student Parking?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>v. Student Drop-off and Pick-up areas?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>w. a Bus Loading Zone?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>x. property to accommodate development or additions?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>y. a Staff Room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>z. a Math Room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>aa. a Divisible gymnasium?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>bb. a workout/Exercise room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>cc. Science prep rooms?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>dd. a patio area?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>ee. Kindergarten rooms with en-suite small toilets?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>ff. a food preparation areas/servery?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>gg. Adjustable space rooms?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>hh. Other: Daycare</td>
<td>Yes X No</td>
</tr>
</tbody>
</table>

**B. Secondary:**

1. Does the school have:

   a. Chapel ? | Yes X No |
   b. Science Labs? | Yes X No |
   c. Technology Facilities? | Yes X No |
   d. Student Success Rooms ? | Yes X No |
   e. Student Council Room? | Yes X No |
   f. Business Studies Facilities? | Yes X No |

2. **Additional Comments:**

   At St. Paul School we are working in our library to create a multi-media centre for our students and teachers. Since we dismantled our PC computer lab in order to have a set of PCs in each classroom for students with special need for assistive technology, we ended up with a few extra PCs which we have set up in our library, along with several sets of extra books related to various curriculum areas, as well as the
regular library books, both in French and English. We have internet access in the library, and classes are taking advantage of the materials in the library and are coming down to use it not just as a place to exchange books, but as a place to do research, work on projects and find resources to support their learning.

We are fortunate that at this time, we have an extra room for French instruction. It is a much more efficient educational practice for the French teacher to have a room where he or she can teach, rather than be pushing a cart from class to class. Students have the opportunity to learn from solid teaching strategies such as using anchor charts, mentor texts, displaying their work and having a room dedicated to the language of instruction during Core French class.

Our gym is a good size for our students, and we are really blessed to have a stage, upon which our students present plays, concerts and talent shows.

The patio area outside the primary doors is a place where our students like to skip or play with toys. We have a bench for sitting, and adjacent to the patio, there are a few very nice shade trees. Some of our space is used by Teddy Bear Daycare, and although they do not have a direct role in the education of our students during their day programs, I do believe that our students benefit from the experience of having babies, toddlers and pre-schoolers down the hall from them.

### 1.3 School Grounds for Healthy Physical Activity and Extracurricular Activities

<table>
<thead>
<tr>
<th>1. Does the school have:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. hard surfaced outdoor play area(s)?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>b. a soccer field?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>c. a football field?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>d. a baseball field?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>e. a track?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>f. a basketball court?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>g. play equipment?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>h. a shaded area?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>i. a green space?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>j. Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Does the school have access to nearby recreational facilities?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Please list:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arena, baseball fields, outdoor rink, soccer field, tennis courts, curling club, bocce court, golf course and town park and playground</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Has the school participated in an environmental project (nature areas, courtyards, etc.)?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>
4. Describe the conditions of school grounds
There is some grass, several trees which were planted a few years ago and are now beginning to mature, a lock-stone patio, beautiful gardens and trees in the front yard, a raised garden and a cruciform garden in the back, a checkerboard square stone area surrounded by grass in the back. We have had continuing problems with drainage in our yard, which prevented us from moving forward with yard improvement plans, but this problem is currently being addressed by installing French drains underground to divert some of the ground water from surfacing, thus giving us a drier yard. Plans for a soccer field and a track should be able to come to fruition in the spring. The gravel in the rest of the yard could use an additional layer and some grading to level it.

5. Additional Comments:
Over the past few years we have purchased benches and placed them in various areas of the yard. We have also purchased triple hoop nets for the primary yard. Our paved areas are in need of repair as they are uneven, however, students still use them to play hopscotch, skipping, basketball, 4 square and other games. We would love to have our pavement resurfaced! Part of our intermediate yard had to be given up for the use of the daycare, so now we have even less pavement for our intermediate basketball area. The outside stairs in two of our entrance areas are being repaired this fall.

1.4 Range of Courses or Program Offerings

A. Elementary
1. Does the school provide large uninterrupted blocks of literacy and math instruction? Yes X No
2. Does each class have a Daily Physical Activity (DPA) Plan in place? Yes X No
3. Does each class have access to the gym for the required amounts of time? Yes X No
4. Does the school have a dedicated teacher for:
   a. music? Yes No X
   b. physical education? Yes No X
   c. computers? Yes No X
   d. library? Yes No X
   e. French? Yes No X
   f. resource? Yes No X
   g. literacy coach? Yes No X
   h. early reading intervention? Yes No X
   i. Native language? Yes No X
   j. Teacher of the blind? Yes No X
   k. Learning strategies? Yes No X
   l. Other:
5. What is the 'Average Class Size' for the school? 22
6. Does the school have:
   a. triple grades? Yes No X

B. Elementary and Secondary:
1. Does the school offer:
   a. guidance and career education programs? Yes X No
   b. culturally inclusive programs? Yes No X
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>c. reach ahead programs?</td>
<td>Yes ☑ No X</td>
</tr>
<tr>
<td>d. technology programs?</td>
<td>Yes X No ☑</td>
</tr>
<tr>
<td>e. programs and supports for students at risk?</td>
<td>Yes X No ☑</td>
</tr>
<tr>
<td>f. an instrumental music program?</td>
<td>Yes ☑ No X</td>
</tr>
<tr>
<td>g. a vocal music program?</td>
<td>Yes X No ☑</td>
</tr>
<tr>
<td>h. Religious Education &amp; Family Life?</td>
<td>Yes X No ☑</td>
</tr>
<tr>
<td>i. Communication class (re: autism)</td>
<td>Yes ☑ No X</td>
</tr>
<tr>
<td>j. DH/Multi-sensory room</td>
<td>Yes ☑ No X</td>
</tr>
<tr>
<td>k. Special Education</td>
<td>Yes ☑ No X</td>
</tr>
<tr>
<td>l. Care and Development</td>
<td>Yes ☑ No X</td>
</tr>
<tr>
<td>m. Life Skills</td>
<td>Yes ☑ No X</td>
</tr>
<tr>
<td>n. French Immersion</td>
<td>Yes X No ☑</td>
</tr>
<tr>
<td>o. Other:</td>
<td></td>
</tr>
</tbody>
</table>

2. **Where is the nearest access to similar programs?**
   St. John’s, Northeastern Elementary School

3. **Does the school have a Snack, Breakfast or Lunch Program? If so, please describe.**
   We have a snack program for children who don’t have snacks, however, we provide breakfast and lunch for students who come to us because they haven’t had breakfast or have no lunch. Our snack program is funded by Better Beginnings Better Futures and Childhood Enfance. Our cupboard is stocked with healthy snacks such as nutri-grain granola bars, fruit cups, apple sauces and other types of fruit. We keep yogurt tubes, cheese strings, juice and fruit in the fridge. Every Tuesday is “Tasty Tuesday”, and every Friday is “Fruity Friday”. On these days, a staff member picks up fruit or veggies from the local Valu Mart in Coniston, parent volunteers come in, wash and cut up the food and distribute it to every classroom for a mid morning snack. When a child doesn’t have a lunch, we usually let them make, (or we make if the student is too young) a sandwich, (usually cheese or jam), and give them a drink and a few snacks. Our secretary or sometimes a parent volunteer usually picks up the food for our lunch and snack program.

C. **Secondary**

1. List the compulsory courses in grades 9-12:

2. List the optional courses in grades 9-12:

3. What optional programs cannot be offered currently that are offered in other SCDSB schools?

4. Does the school have a sufficient number of students to run courses in each subject area for all five student pathways (independent living, work, apprenticeship, college, university)?
   Yes ☑ No ☐

5. Which courses have companion co-op credits?

6. Which multi-level courses are offered?

7. Which multi-grade courses are offered?

8. Which courses were cancelled this year? (List course code and title)
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Why?</td>
<td></td>
</tr>
<tr>
<td>9. What courses are bundled to offer specialized programs?</td>
<td></td>
</tr>
<tr>
<td>10. List partnerships which enhance and support student success:</td>
<td></td>
</tr>
<tr>
<td>11. Which second language programs does the school offer?</td>
<td></td>
</tr>
<tr>
<td>12. Does the school offer:</td>
<td></td>
</tr>
<tr>
<td>a. business studies programs?</td>
<td>Yes □ No □</td>
</tr>
<tr>
<td>b. a theatre arts program?</td>
<td>Yes □ No □</td>
</tr>
<tr>
<td>c. outdoor education?</td>
<td>Yes □ No □</td>
</tr>
<tr>
<td>d. Dual credit courses?</td>
<td>Yes □ No □</td>
</tr>
<tr>
<td>e. Correspondence courses?</td>
<td>Yes □ No □</td>
</tr>
<tr>
<td>13. Does the school provide co-operative education opportunities for students?</td>
<td>Yes □ No □</td>
</tr>
<tr>
<td>14. Does the school offer after school remedial programs onsite?</td>
<td>Yes □ No □</td>
</tr>
<tr>
<td>15. Does the school have access to these programs in nearby facilities?</td>
<td>Yes □ No □</td>
</tr>
<tr>
<td>16. Other:</td>
<td></td>
</tr>
<tr>
<td>17. How many parent/family/community volunteers does the school attract? We are truly blessed with the numbers and the level of commitment of our volunteers.</td>
<td></td>
</tr>
<tr>
<td>At the beginning of the year, we usually send out a volunteer interest form, with several areas of need outlined, and parents sign up for whichever volunteer opportunities they can. Our volunteers offer their precious time for school council meetings, book fair coordinating, drama initiatives, (helping with costumes), serving and preparing for our annual Advent Tea, pancake day, class meals, planning and helping with playdays, open house, field trip supervisors, yard improvement teams, gardeners, coaching, roots of Empathy, office help, preparing fruit and veggies every week, cooking hot dogs for our monthly hot dog day, and sitting on this ARC committee, and I'm sure there are some that I have missed. If we counted every parent who volunteered, including field trip chaperones, then we would have about 140 volunteers. With 283 students, that is nearly 50%, which considering today's demands on parents' time, I think is absolutely amazing!</td>
<td></td>
</tr>
<tr>
<td>18. Does the number of parent volunteers involved in school council adequately reflect the school (pupil) enrolment? What is the current percentage or ratio? 1:35</td>
<td></td>
</tr>
<tr>
<td>19. Where is the nearest access to similar programs</td>
<td></td>
</tr>
<tr>
<td>20. Additional Comments:</td>
<td></td>
</tr>
</tbody>
</table>
### Range of Extracurricular Activities

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Is this school a designated Best Start hub?</td>
<td>Yes □ No X</td>
</tr>
<tr>
<td>2.</td>
<td>Are Child Care services available before school?</td>
<td>Yes X No □</td>
</tr>
<tr>
<td>3.</td>
<td>Are Child Care services available after school?</td>
<td>Yes X No □</td>
</tr>
<tr>
<td>4.</td>
<td>Are Child Care services available during the school day?</td>
<td>Yes X No □</td>
</tr>
<tr>
<td>5.</td>
<td>Is this school a site for kindercentre?</td>
<td>Yes □ No X</td>
</tr>
<tr>
<td>6.</td>
<td>Is an Alternate Day Program available at the school?</td>
<td>Yes X No □</td>
</tr>
<tr>
<td>7.</td>
<td>List boys’ intramural sports:</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>List girls’ intramural sports:</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>List co-ed intramural sports:</td>
<td>Handball, Soccer, Basketball, Curling</td>
</tr>
<tr>
<td>10.</td>
<td>List boys’ interschool sports:</td>
<td>Volleyball, Basketball, Soccer</td>
</tr>
<tr>
<td>11.</td>
<td>List girls’ interschool sports:</td>
<td>Volleyball, Basketball, Soccer</td>
</tr>
<tr>
<td>12.</td>
<td>List co-ed interschool sports:</td>
<td>Volleyball, Basketball, Curling, Softball, Track</td>
</tr>
<tr>
<td>14.</td>
<td>Additional Comments:</td>
<td>We are fortunate that our students have the opportunity to skate free of charge at the Coniston Arena, and that it is within walking distance of our school. The Coniston Curling Club, also within walking distance, also gives us free ice time once a week so that we can support a few curling teams at our school. These activities, as well as a number of other sports opportunities, such as basketball, volleyball, handball, baseball, soccer are possible because of the dedication and generosity of our wonderful staff, and supported by some equally wonderful parents.</td>
</tr>
</tbody>
</table>
We hold various special events here, such as Literacy Day, Retreat Days, Valentines’ Day and Hallowe’en events, Fun Days (such as spring and winter play days), Earth Day celebrations, Bully Buster Day, Student Parliament elections and campaign days. We have had various dignitaries come to St. Paul to read to our children on days such as “Munsch Day”, “Seuss Day” or other literacy themed days…our Supervisory officers, our Mayor, Police chief and fire chief, local radio personalities, our pastor and deacon, Sudbury Wolves players. We participate in the Healthy Schools Healthy Kids program with the SDHU.

### 1.6 Student Outcomes at the School

<table>
<thead>
<tr>
<th>Rolling average for: SCORES</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04-05-06</td>
<td>05-06-07</td>
</tr>
<tr>
<td>1. EQAO -- Primary Reading</td>
<td>42</td>
</tr>
<tr>
<td>2. EQAO -- Primary Writing</td>
<td>43</td>
</tr>
<tr>
<td>3. EQAO -- Primary Mathematics</td>
<td>42</td>
</tr>
<tr>
<td>4. EQAO -- Junior Reading</td>
<td>73</td>
</tr>
<tr>
<td>5. EQAO -- Junior Writing</td>
<td>62</td>
</tr>
<tr>
<td>6. EQAO -- Junior Mathematics</td>
<td>71</td>
</tr>
<tr>
<td>7. EQAO -- Grade 9 academic mathematics</td>
<td></td>
</tr>
<tr>
<td>8. EQAO -- Grade 9 applied mathematics</td>
<td></td>
</tr>
<tr>
<td>9. OSSLT -- Grade 10 eligible</td>
<td></td>
</tr>
<tr>
<td>10. OSSLT -- Grade 10 previously eligible</td>
<td></td>
</tr>
</tbody>
</table>

### 11. Additional Comments:

EQAO scores have been steadily improving each year, especially in the areas we have been targeting. This year, primary math and reading are our target areas. Staff has been working hard to put best practices into place which will help all students to succeed. One thing that may have affected our primary scores is the constant change in primary staff over the past few years, due to retirements, other job opportunities, transfers and long term occasional postings in the grade 3 classrooms. Sometimes these factors are out of our control, however, we still try to do the best we can for all of our students, no matter what the circumstances. We firmly believe that all children can achieve success, given support and the opportunity. EQAO scores are shared with all stakeholders, and staff, parents and support personnel from Academic Services work together to fine tune our School Improvement Plan in ways which will support student achievement. We use data to inform our decision making for setting goals and for deciding which effective teaching strategies need to be a focus for learning. Our staff take the time to attend workshops, read professional material and learn all they can to ensure that they are using the most effective teaching strategies for their students. Our Teaching Learning Critical Pathways guide us as we strive to pinpoint the curriculum expectations upon which we need to focus in order to facilitate student learning in literacy and numeracy. Some of our teachers are on curriculum committees, and share their expertise with other teachers in the board. A few of our former teachers are now consultants at the board office, and as much as we miss them, it is a tribute to our school community that we are able to produce such wonderful leaders for our system.
### 1.7 School Accessibility for Individuals with Physical Disabilities

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is the school accessible for individuals with disabilities?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2. Does the school have:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. accessible washrooms?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>b. elevator(s)?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>c. approved ramps?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>d. automated doors?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>e. accessible playgrounds?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>f. dedicated handicapped parking spaces?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>g. appropriate signage?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3. Is the entrance to the school barrier-free?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>4. Additional Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 1.8 Accommodation for Other Disabilities

<table>
<thead>
<tr>
<th>Disability</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Visual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Hearing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 1.9 Security

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the school have a security system e.g., controlled entrances, video surveillance?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2. Does the school have magnetic door openers on hallway doors?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3. Does the school have a sprinkler system?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>4. Does the school have gates?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>5. Does the school have fences?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>6. Additional Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 1.10 Proximity of the School to Students / Length of Bus Ride to School

<table>
<thead>
<tr>
<th>Question</th>
<th>In boundary</th>
<th>Out of boundary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What percentage of students walk to school?</td>
<td>20.86%</td>
<td></td>
</tr>
<tr>
<td>2. What percentage of students attend from outside the school boundary?</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>3. What percentage of students are bused to school?</td>
<td>79.14%</td>
<td></td>
</tr>
<tr>
<td>4. What is the average distance to school for students?</td>
<td>5.2 km</td>
<td></td>
</tr>
<tr>
<td>5. What is the average bus ride duration for students?</td>
<td>25 min</td>
<td></td>
</tr>
<tr>
<td>6. Additional Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.11 Supports

1. Does the school have:
   a. a full-time Principal? Yes X No ☐
   b. a Vice Principal? Yes X No ☐
   c. a full-time Secretary? Yes X No ☐
   d. an onsite Teacher Librarian? Yes ☐ No X
   e. a full-time Chaplain? Yes ☐ No X
   f. Hallway Monitors? Yes ☐ No X
   g. a Library Clerk/Technician? Yes ☐ No X
   h. a full-time Special Education Teacher? Yes X No ☐
   i. full-time custodial staff? Yes X No ☐
   j. Parent volunteers? Yes X No ☐
   k. Other:

2. How many Educational Assistants does the school have? 1

3. Additional Comments:
All of our staff work together as a team to support each other and student achievement. Our resource teacher works with administration and with the staff to help support the students with special needs, sharing her expertise and her passion for student achievement. She and the LST teacher offer invaluable support to our former multi-grade students and to all struggling students, whether identified through an IPRC process or not. Our resource teacher takes the time to talk to parents on a regular basis, keeping them informed about their child’s progress and has a wonderful relationship with the intermediate students in our school, helping them with their problems, supporting them in their academic endeavours and celebrating their successes with them. Our LST teacher is an expert in assistive technology, working with students to provide them with whatever technological assistance they might need in order to be successful. We try to make full use of placement students from Cambrian College and from St. Charles College Co-op program, as well as tutor in the classroom programs from Laurentian University. These students always enrich our lives and add an extra dimension of support to our students. They are most appreciated!

We have a part-time EA at our school, and I am hoping to increase that to full time, so that he can support a few students in a few different classrooms on a regular basis.

We have additional support for our students from St. Charles Co-op students, Laurentian University and Cambrian students, many volunteers, Tutors in the Classroom and after school homework clubs. Social services help support our students as well, ie: CFC, CAS, CCAC, SDHU, Sud. Reg. Police (VIP program, bullying prevention programs).
1.12 Funds

1. Funds raised over the past 3 years (details)
Weekly Pizza sales, Scholastic Book Fairs, Christmas Basket Draw, Hot Dog Days, Sub Days, Walk-a-thon for Peace, Canadian Tire Money Challenge

2. Corporate donations over the past 3 years (details)
Toppers Pizza- Wolves Tickets
Husky Gas Rebate Program
Lopes – Science North Membership
Garson Pipe Fitters
Staples – School Supplies
Northern Credit Union - $ for agendas
Caisse Populaire (Coniston) - $ for Open House
TD Bank- Books for primary students
Coniston Lions – re-greening money and graduation awards
Vale Inco – graduation award
Catholic Women’s League – graduation award

3. Contributions to the community (details)
Food Drive, Toonies for Tuition, Knights of Columbus, Jump Rope for Heart, Lions Club, Letters and cards for troops in Afghanistan, cards for veterans, poppy sales.

4. Additional Comments:
School funds have been used to pay for yard improvements, to purchase the smart board, several literacy kits, teachers’ guides, library books, cd players, fans for classrooms, prizes for awards. We also host school celebrations such as pancake day, advent tea, sacramental celebrations. Funds are also used to pay tournament entry fees and to purchase special art supplies.

1.13 Parish Connection

1. What does the Parish Connection with the school entail?
St. Paul the Apostle Parish is an extension of our school. We go there regularly for school Masses, and Msgr. Dave and Deacon Brian come here for Masses as well. They also join us for other activities such as our Advent tea and pancake day. We are within walking distance of the church, however, during the coldest winter months, Msgr. comes to us for Mass, which we celebrate in the gym. Many of our children receive their sacraments of First Reconciliation, Eucharist and Confirmation at St. Paul’s Parish, and although the parish delivers the formal sacramental preparation program, we support that program by teaching about the sacraments and by getting letters and other information to the parents on a regular basis.
We send school news to the parish on a regular basis and we also insert parish information items in our newsletters. A few of our students are altar servers at St. Paul's Parish, and are usually on the altar when we celebrate Eucharist together.
We send notes home from the parish for sacrament preparation. We offer space to do sacrament preparation if needed. We have a reception with a cake and gifts for students after they have received their sacraments.

We also support the parish in their sacramental preparation programs by using the sacramental preparation booklets supplied by the board, for First Eucharist, First Reconciliation and Confirmation, at the same time that sacramental preparation at the parish level is happening.

3. Additional Comments:

1.14 Summary

1. What is the value of this school to the students?
St. Paul the Apostle Catholic School is a place where children from many different places come together as one, where the communities of Wahnapitae, Coniston and Minnow Lake converge and become one community. It is the only English, Catholic, Dual-track Elementary school in the area, serving children and parents with dedication, care and commitment. This school is of course, a place of learning for the students who come here. But more than that, it is a place filled with the Spirit of God, where students feel safe, cherished, at home and comfortable. We have a strong focus on student achievement, along with a firm commitment to provide a balance of opportunities for our students to excel in the areas of the arts, music and drama, athletics, technology, student government, the environment and of course, grow spiritually as children of God. Students with special needs and their parents know that their needs will be met in the most efficacious manner possible, whether it's from their classroom teacher, the Resource Teacher, The Learning Strategies Teacher, an E.A., the Principal or the Vice-Principal or any one of a number of volunteers or placement students we have here at St. Paul Catholic School. Our in-school and out of school support teams work well together, to ensure that our children's needs are being met and that not one student falls through the cracks. Having a daycare on-site makes a seamless day possible for many of our students, who start off in Teddy Bear Daycare's before -school program, move into the school day, and end their day at Teddy Bear again until they are picked up by their parents. Another great thing about having the daycare is that our half time daycare students are able to come to school on the alternative days, by attending the daycare pre-school program for 3 and 4 year olds. The relationship between the school and the daycare is a good one, and students and teachers alike benefit from that interaction.
When asked what they liked about St. Paul the Apostle Catholic School, students gave hundreds of reasons, some of which are quoted here:
“I like the praying we do together every day on the announcements.” (Lisa)
“I like when we have our parents at open house. It’s fun to show them around.” (Michaela)
“I like all the activities we do together.” (Jessa)
“St. Paul School is special because of the wonderful teachers who work here.”(Brianna)
“I like St. Paul School because of all the fundraising for charity.”(Gavin)
“I think that St. Paul is a special school because of all the nice students. We all care about each other.(Kendra)
“I like spirit days.”(Haley)
“St. Paul School is special because you get to worship and respect God.”(Joshua)
“St. Paul School is special because of so many reasons. One is cause of all the exciting stuff we get to do and cause you can find a lot of nice people and we have a great principal and vice principal and great teachers. And if you think that St. Paul is not special, you are so wrong!” (Mia)
"We learn English and French and all the peace that is in our school and all the love. I love our St. Paul School and I love to worship God in church." (James)

"St. Paul School is number one and it will never be number two!" (Brittany)

"It's a place where you can be safe." (Scotty)

"I like skating at the arena." (Kendra and Lily)

"We don't litter." (Trinity)

"We get awards every month." (Tessa)

"Our school is safe. We practice fire drills and lock-down drills."(Stephanie)

"When we hurt someone, we say sorry and we forgive." (Mackenzie)

"The kids get to say announcements."(Brynn)

"We say prayers for our soldiers and our country."(Riley)

"We celebrate birthdays." (Caress)

"Teachers help you, our spirit, laptops are so awesome, others feel welcome, we work together to help each other."(Grade 7/8 Eng.)

"The school community is welcoming."(a teacher)

"Every child is a shining star and every child has a voice." (A teacher)

"It's peaceful." (Jonathan)

"our cool assemblies"(Keenan)

"There are a lot of amazing people who are caring, thoughtful and friendly."(Gr. 7/8 FI)

"We have our very own student parliament." (Gr. 7/8 FI)

"We have a green day and a bully buster day." (Gr. 7/8 FI)

"We learn and have fun at the same time." (Gr. 7/8 FI)

"We have a wonderful, kind, hard working, trustworthy principal." (Gr. 7/8 FI)

"We have a great, fun-loving vice-principal." (Gr. 7/8 FI)

"We have teachers who love their jobs." (Gr. 7/8 FI)

"And best of all, we are a Catholic School, we learn about God and go to church." (Gr. 7/8 FI)

"Aidan likes Tammy, the secretary and thinks that she is very helpful." (Gr. ½ supply teacher)

"Nolan loves learning math at St. Paul's."(Gr. ½ supply teacher)

"Mr. Snofl(supply teacher) likes coming to St. Paul's because everyone makes him feel at home."(Gr. ½ supply teacher)

"As a parent, I have never seen a school that has so many people work together as a school family. My child attends here and loves the atmosphere. I have total respect for the staff and I know that the children at the school have that as well."(Mrs. C. Smith, a parent)

"I always feel such a special warmth whenever I come into St. Paul's School." (Sister Noreen Muldoon)

2. What is unique about this school?

I think that everything mentioned thus far clearly indicates what is unique about St. Paul the Apostle Catholic School, but just to be clear, the most unique thing about our school is the spirit, the way that God’s presence is felt the moment you enter under our roof. The feeling of welcome, the belonging, the warmth of many smiles and the generosity of helping hands and gentle hearts….that’s what is unique about St. Paul School. All of the other “uniqueness” flows from that spirit. All of our teachers are Tribes trained, so we live the agreements of attentive listening, mutual respect, no put-downs and right to pass. Every child knows that he/she is cherished and is an important part of our community. We can walk to church, to the arena and to the curling club. We have a close relationship with our day care and also with our local Catholic Secondary School, St. Charles College. By the time our grade eights get there, they already feel at home, because they have visited so many times and have been welcomed there on many occasions. Our retention rate for grade 8s going on to our Catholic Secondary School for grade 9 is over 90%. We have a sense of history here….many of the parents and even some grandparents of our students came to St. Paul School.

Yes, we have food drives, a Terry Fox run, peace walks, Thanksgiving meals, Advent teas, pancake days,
student parliament, bully busters, green teams, yard angels, school plays, concerts and talent shows, awards days, spirit days and yard improvement initiatives....and these are all wonderful things....but it is the spirit from which all these activities flow that is what makes us unique. Just ask anyone who comes into our school...they’ll tell you!

3. **Additional Comments:**
St. Paul school is a vibrant, warm, thriving community school. It has served the community for many years and has the potential to continue to do so.

---

### 2. VALUE TO THE SCHOOL BOARD

#### 2.1 Physical Space to Support Student Learning

<table>
<thead>
<tr>
<th><strong>A. Elementary and Secondary:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of classrooms in the school:</td>
<td>16</td>
</tr>
<tr>
<td>2. Is there currently sufficient permanent space to accommodate all students?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>3. Does the school have:</td>
<td></td>
</tr>
<tr>
<td>a. a Library?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>b. a Gymnasium?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>c. Change Rooms?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>d. Storage and Equipment Room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>e. a Staff Work Room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>f. a Room for French Language Instruction?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>g. an Art Room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>h. an Instrumental Music Room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>i. a Special Education Room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>j. a Quiet Room/Chapel?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>k. Suitable washrooms?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>l. a Cafeteria?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>m. Lockers/Cloak Room area?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>n. a Book Room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>o. Native Studies Room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>p. Theatre Arts Facilities/Stage?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>q. a Computer Lab?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>r. a Family Studies Room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>s. an Auditorium?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>t. a Kitchen?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>u. Staff/Visitor/Student Parking?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>v. Student Drop-off and Pick-up areas?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>w. a Bus Loading Zone?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>x. property to accommodate development or additions?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>y. a Staff Room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>z. Other:</td>
<td></td>
</tr>
</tbody>
</table>

**B. Secondary:**

1. Does the school have:
| a. Chapel? | Yes □ No □ |
| b. Science Labs? | Yes □ No □ |
| c. Technology Facilities? | Yes □ No □ |
| d. Student Success Rooms? | Yes □ No □ |
| e. Student Council Room? | Yes □ No □ |
| f. Business Studies Facilities? | Yes □ No □ |
| g. Bleachers? | Yes □ No □ |

**2. Additional Comments:**

**C. Elementary and Secondary Child Care:**

1. Are there spaces at this school designated for Best Start hub?  Yes □ No X
2. Are Child Care spaces available before school?  Yes X No □
3. Are Child Care spaces available after school?  Yes X No □
4. Are Child Care spaces available during the school day?  Yes X No □
5. Are there spaces at this school for a Kindercentre?  Yes □ No X
6. Is an Alternate Day Program available at the school?  Yes X No □

**7. Additional Comments:**

Teddy Bear Daycare is a most welcomed partner in education at St. Paul School. They provide before and after school programs, daycare for infants to pre-schoolers, with an alternate day program for JK aged students. They participate in many of our activities, such as open house, concerts and celebrations. Our students are taught to respect the fact that there are wee ones in that end of the school, (the intermediate wing), and to try to maintain quieter voices, refrain from banging lockers or making too much noise, so that sleeping children won’t be disturbed. One of the values of having Teddy Bear Daycare is that once parents bring their children for daycare, and see what a great place St. Paul’s is, they usually leave them here.

**2.2 Range of Courses or Program Offerings**

**A. Elementary**

1. Does the school provide large uninterrupted blocks of literacy and math instruction?  Yes X No □
2. Does the school offer daily physical activity?  Yes X No □
3. Does the school have a dedicated teacher for:
   a. music?  Yes □ No X
   b. physical education?  Yes □ No X
   c. computers?  Yes □ No X
   d. library?  Yes □ No X
   e. French?  Yes X No □
   f. resource?  Yes X No □
   g. literacy resource?  Yes X No □
   h. early reading intervention?  Yes X No □
   i. Other:  
4. Does the school have:
   a. combined grades?  Yes X No □
   b. straight grades?  Yes X No □
B. Elementary and Secondary:

1. Does the school offer:
   
   a. guidance and career education programs? Yes X No
   b. culturally inclusive programs? Yes X No
   c. reach ahead programs? Yes No X
   d. technology programs? Yes X No X
   e. programs and supports for students at risk? Yes X No
   f. an Instrumental music Program? Yes X No X
   g. a vocal music program? Yes X No X
   h. Special Education? Yes X No X
   i. Care and Development? Yes X No X
   j. Life Skills? Yes X No X
   k. French Immersion? Yes X No X
   l. Dual-credit courses? Yes X No X
   m. Correspondence courses? Yes X No X
   n. Other?

   We have 5 Smart-boards in our school, and students enjoy working with them. Staff enthusiastically embrace technology, looking for opportunities for training and further learning about these wonderful learning tools. Three of our Smart Boards are in the intermediate classrooms, and the other 2 are upstairs so that the junior students can use them as well. One of our Smart Boards is a portable, so it can be used for gym or library presentations when necessary.

2. Where is the nearest access to similar programs?
   St. John’s, Northeastern Elementary School

3. Does your school offer specialized programming (e.g. Alternate Education, Same Gender Identity)? Yes No X

4. Identify the specialized programming offered.

5. Does the school have a Snack, Breakfast or Lunch Program? If so, please describe.
   Yes, we offer a Breakfast, Snack and Lunch program as needed. See section 1.4B #3

C. Secondary

1. List the compulsory courses in grades 9-12:

2. List the optional courses in grades 9-12:

3. What optional programs cannot be offered currently that are offered in other SCDSB schools?
4. Does the school have a sufficient number of students to run courses in each subject area for all five student pathways (university, college, apprenticeship, workplace and independent living)?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

5. Which courses have companion co-op credits?

6. Which multi-level courses are offered?

7. Which multi-grade courses are offered?

8. Which courses were cancelled this year? (List course code and title)

   a. Why?

9. What courses are bundled to offer specialized programs?

10. List partnerships which enhance and support students:

11. Which second language programs does the school offer?

12. Does the school offer:

   a. business studies programs? Yes  No
   b. a theatre arts program? Yes  No
   c. outdoor education? Yes  No
   d. E-Learning Courses? Yes  No
   e. Other:

13. Does the school provide co-operative education opportunities for students? Yes  No

14. Does the school offer after school remedial programs onsite? Yes  No

15. Does the school have access to these programs in nearby facilities? Yes  No

16. How many parent/family/community volunteers does the school attract?

17. Where is the nearest access to similar programs?

18. **Additional Comments:**
### 2.3 Student Outcomes at the School

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Rolling average for:</th>
<th>Results</th>
<th>Cohort size</th>
</tr>
</thead>
<tbody>
<tr>
<td>04-05-06</td>
<td>05-06-07</td>
<td>06-07-08</td>
<td>08-09</td>
</tr>
<tr>
<td>1. EQAO -- Primary Reading</td>
<td>42</td>
<td>43</td>
<td>45</td>
</tr>
<tr>
<td>2. EQAO -- Primary Writing</td>
<td>43</td>
<td>48</td>
<td>54</td>
</tr>
<tr>
<td>3. EQAO -- Primary Mathematics</td>
<td>42</td>
<td>41</td>
<td>37</td>
</tr>
<tr>
<td>4. EQAO -- Junior Reading</td>
<td>73</td>
<td>78</td>
<td>75</td>
</tr>
<tr>
<td>5. EQAO -- Junior Writing</td>
<td>62</td>
<td>66</td>
<td>62</td>
</tr>
<tr>
<td>6. EQAO -- Junior Mathematics</td>
<td>71</td>
<td>67</td>
<td>59</td>
</tr>
<tr>
<td>7. EQAO -- Grade 9 academic mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. EQAO -- Grade 9 applied mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. OSSLT -- Grade 10 eligible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. OSSLT -- Grade 10 previously eligible</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Additional Comments:
See section 1.6 #11

### 2.4 Condition of School

1. When was the original school built? 1968
2. How many sections have been added since the original? none
3. Year latest section built? n/a
4. What is the current Facility Condition Index (FCI)? 52.3%
5. What will the FCI be in 5 years? 88.5%
6. What are the current renewal costs? $3,154,891
7. What will the renewal costs be in 5 years? $5,338,750
8. Describe the conditions of school grounds average
9. Additional Comments:
School grounds renewal is underway. Surveillance system recently installed. Renovations over the last three years include office areas, front entrance, library, windows, boiler, daycare, yard work including a new drainage system, new stairways and sodding.

### 2.5 Location of School

1. What percentage of students are bused to school? 79.14%
2. What is the average distance to school for students? 5.2 km
3. What is the average bus ride duration for students? 25 min
4. What is the proximity of the school to a Catholic Church? walking
5. What is the proximity of a comparable school from a co-terminus Board? 6 km

6. Additional Comments:
### 2.6 Enrolment vs. Available Space

1. Does enrolment at the school exceed the surplus space in adjacent schools? | Yes X | No □
---|---|---
2. What is the current enrolment of the school? | 285 |
3. What is the projected enrolment in 5 years? | 324 |
4. What is the projected enrolment in 10 years? | 334 |
5. What is the capacity of the school? | 386 |
6. What is the current utilization rate of the school? | 69.4% |
7. What is the projected utilization rate in 5 years? | 83.9% |
8. What is the projected utilization rate in 10 years? | 86.5% |
9. Additional Comments:

### 2.7 Cost to Operate the School

1. What are the costs for utilities? (electricity, gas, oil, water) | $53,735 |
2. What are the maintenance costs for the facility? | $45,826.26 |
3. What are the maintenance costs for the grounds? | $19,206.65 |
4. What are the maintenance costs for security? | $999.15 |
5. Additional Comments:

### 2.8 Supports

1. What are the school have:
   a. a full-time Principal? | Yes X | No □
   b. a Vice Principal? | Yes X | No □
   c. a full-time Secretary? | Yes X | No □
   d. a full-time Chaplain? | Yes □ | No X
   e. Hallway Monitors? | Yes □ | No X
   f. Lunchtime Supervisors? | Yes □ | No X
   g. a Teacher Librarian? | Yes □ | No X
   h. a Library Clerk/Technician? | Yes □ | No X
   i. a full-time Special Education Teacher? | Yes X | No □
   j. full-time custodial staff? | Yes X | No □
   k. Other:

2. How many Educational Assistants does the school have? | .5 |
3. Additional Comments:
   Parent volunteers help with coaching, community events; co-op students’ from Cambrian, SCC, LU and Nipissing support classroom teachers and students.
2.9 Summary

1. What is the value of the school to the school board?

St. Paul the Apostle School is the only English Catholic School serving children from the Wahnapitae/Coniston area, and the only dual track Catholic school for Wahnapitae/Coniston and Minnow Lake, as well as for children from as far away as Markstay/Warren and St. Charles. If we were not here, students would most likely go to Wanup Public or Northeastern Public, both schools from the Rainbow Board, and at a time of declining enrollment the last thing we need is for students to transfer to another board because of proximity. Furthermore, if we lost these students to the Rainbow board at the elementary level, they would probably be gone for good, deleteriously affecting the enrollment of our Catholic Secondary School in the area.

Our school is a model of what Catholic education should be and is. We strive to be the voice of God in a world which has a difficult time hearing that voice. If we lose our Catholic identity, we stand to lose a lot more. At a time when we need to be heard, St. Paul the Apostle School is a voice that not only cries out in the wilderness, but is heard by many. Our value to the school board is that we model Catholic education at its best. We are living proof that Catholic Schools are not only places of education, but places where the Spirit of God dwells in a most special way. And when we live with that faith, with that belief that God walks with us during our daily activities, that each one of us, from staff members to students and parents is made in God’s image and likeness, then we must acknowledge that what we are doing is indeed sacred, that where we walk and where we stand is indeed holy ground. And that is true value!

2. Additional Comments:

a) Through our participation in the Royal Canadian Legion poster, prose and poetry contests, and their public speaking contests, we bring honour to our board, as many of our students are awarded first and second place prizes. The same is true of the Knights of Columbus Drug Abuse Poster contest and their Free Throw competitions. We always participate and always do well.

b) St. Paul School would be well able to support one of our board’s full day JK programs. We have space in our primary wing, and it would provide one more reason for parents to keep their children in our system. Notre Dame de la Merci, right across the street is a full French school and already has full day JK. Many Coniston parents who would normally choose French Immersion for their children, go to N.D. because of the full day JK. If we offered it here, we would be able to attract more students from Coniston who are walkers, thus even eliminating the need to provide transportation for them.

3. VALUE TO THE COMMUNITY

3.1 Community Use

1. List the community groups which use the school/school grounds and the number of hours used for the school year:

<table>
<thead>
<tr>
<th>Community Group</th>
<th># of hours:</th>
<th>Fees paid:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indoor Soccer</td>
<td>9 hrs/week</td>
<td>Yes</td>
</tr>
<tr>
<td>Girls Basketball</td>
<td>1 hr/week</td>
<td>No X</td>
</tr>
<tr>
<td>Ladies Exercise</td>
<td>2 hrs/week</td>
<td></td>
</tr>
<tr>
<td>Dance-er-size</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coniston Community Access Group</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Does use of the school by community groups cause any conflicts with school programming? No, we approve community use agreements first. If we do need to use the school their events are usually cancelled.

3. What other facilities/playing fields in the vicinity are used by community groups? Arena, Churches, tennis courts, Colonial Inn, Soccer Field, Baseball field and park.

4. Additional Comments:

3.2 Range of Program Offerings at the School that serve both Students and Community Members

1. Is this school:
   a. a designated Best Start hub? Yes ☐ No √
   b. a site for Kindercenter? Yes ☐ No X
   c. a site for a Daycare provider? Yes X No ☐
   d. a site for a Summer Camp provider? Yes ☐ No √

2. List programs that serve both students and community members?
   Daycare, Before and After School Program, LU and Nip. U student teachers, Cambrian placement students’, risk watch program, SCC co-op students

3. Additional Comments:

3.3 School as Partner in Other Government Initiatives in the Community

1. Is the school a partner in other government initiatives within the community? (List) Yes √ No ☐
   - Coniston Community Access Network (CAN)
   - Voting Site – Elections Canada
   - Better Beginnings Better Futures
   - Childhood enfance
   - Science North Membership
   - Healthy Schools/Healthy Kids
   - Partnerships with faculties of education

2. Are there plans for local partnerships for delivering childcare and other community and social services? (List) Yes ☐ No X

3. List any significant upgrades to the school in the past five years completed in partnership with the community:
   A few years ago we were the first “winners” of the “Ugliest Schoolyard Contest”. We were supported by various community partners in upgrading our school grounds, and as a result of that contest, we saw several improvements in our outdoor play areas. Several shade areas were created with the planting of
trees. Students were delighted with the new play areas, which included a number of giant painted tires sunk into the ground, several benches set in strategic places around the yard, a beautiful raised garden area, a garden in the shape of a cross, (cruciform garden), a checkerboard patio area, surrounded by grass and a beautiful garden at the front entrance of the school. We are continuing to improve our yard, with the addition of some new sodded areas, a few basketball triple hoop games, and the digging of several “French drains” to eliminate the pooling of water in our yard, and facilitate proper drainage. Our next step is to build a track and soccer field. Hopefully that will happen in the spring.

4. List adult learning programs offered at the school:

5. Does the community have programs and supports for students at risk? Yes X No

6. Additional Comments:
CAS, CCAC, CFC, Sudbury Regional Police, SDHU

3.4 Contributions to the Community (details)

1. What are the school’s contributions to the Community?
We have contributed to the community in many ways by our charitable initiatives, like food drives, our street clean-up days a few times a year, our sponsorship of families at Christmas, Toonies for Tuition, our Share Lent collections, the Holy Childhood Association, and our Jump Rope for Heart initiative. We have collected over $50,000 for the Heart and Stroke Foundation over the past 4 years.

We do our banking with Northern Credit Union in Coniston, and have a school membership with Science North. Our school is available to members of the community for various activities throughout the year, both on a regular basis, (weekly) and for special events like elections. The community is always welcome to participate in our school Masses, prayer services, or other special celebrations such as our Remembrance Day service. Our school supports local businesses such as Topper’s Pizza and the Coniston Valu-Mart. Our school is available to the community for various activities. We hold various evening events ie. Star parties, literacy and numeracy evenings, tribe evenings for parents. Our students participate in recycling, tree planting, and re-greening initiatives.

3.5 Summary

1. What is the value of the school to the community?
Catholic families in the community value the school as a place where their children can be immersed in not only academic learning, but also in the teachings of our Catholic Church. They appreciate the support that they receive in preparing their children for the sacraments, and the fact that their children are in a milieu which honours their faith, their traditions and instills in them a reverence for God, for each other and for the earth. I believe that the school/parish partnership is one which is life-giving, not only for the school, but also for the parishioners. There are a few parishioners who knit hats, mittens and scarves for us, and others who generously offer to pay for milk and pizza for children who cannot afford to have those treats.

There are a few community groups who use our building for meetings and/or other activities, groups like the seniors exercise group, sports groups, concerned citizens and dancercize groups. These groups would miss us if we were not here.

We support community businesses when we shop for food for our snack programs, and we have established a relationship with both Northern Credit Union and the Caisse Populaire in Coniston.
Without our presence in the community, Catholic parents would have no Catholic school for their children, the community would lose a valuable meeting place, the parish would miss a life-giving partnership and we would all miss out on a wonderful experience of Catholic education at its best.

We provide an excellent learning environment for student teachers from many faculties of education, such as Laurentian University, Nipissing University, Lakehead University, and others such as D’Youville in Michigan, as well as providing placement opportunities for students from the ECE, nursing or DSW programs at Cambrian College and College Boreal. Coop students from St. Charles are also placed here regularly, and always enjoy their experiences.

2. What would be the impact on the community if this school were to be closed?

If St. Paul the Apostle School ever closed, parents might possibly send their children to a school which was closest in proximity, such as Northeastern or Wanup Public, and we would lose a considerable number of students. Many children would lose the luxury of being able to walk to school, to Church and to community recreation facilities. Families who purchased properties here because their children could walk to school would feel disappointed and betrayed if that school were no longer there. Catholic education would be jeopardized, as fewer students would be attending Catholic schools. The partnership triad of school, Parish and home would be destroyed with no chance of recovery. The community use of the building would end, including the daycare, which is such a bonus to all of us.

3. Additional Comments:

4. VALUE TO THE LOCAL ECONOMY

4.1 Local Employer

1. Who are the employers in the community?
Lopes, Teddy Bear Daycare, Northern Credit Union, Caisse Populaire, LCBO, Beer Store, Post Office, Library, Arena, Gas Station, Golf Course, Northern Heat Treat, Retail Stores, Beauty Salons, Restaurants, Grocery Store, Dentist

4.2 Local Development

1. Is the school an asset to the local housing development?
Yes, a school encourages people to move into a community.

4.3 Availability of Cooperative Education

1. List the Co-operative Education employers available in the community for students:
Elementary students do not participate in co-op education but we do welcome co-op students from secondary schools and post secondary institutions.

2. Is there public transportation available to the work site?  
Yes □  No □

4.4 Availability of Training Opportunities or Partnerships with Business

1. List the training opportunities or partnerships with business in the community:  n/a

2. Is there public transportation available to the training site?  
Yes □  No □
### 4.5 Growth/Reduction

1. List plans for further commercial/industrial growth/reduction?
   
   There are no known plans for commercial growth or reduction.

### 4.6 Summary

1. What is the value of the school to the local economy?
   
   The local grocery store benefits from our weekly shopping for our snack program, for our hot dog days and from the staff members who do their regular shopping there and at the local drug store, even though they don’t reside in the community. We do our banking with the local Credit Union, and we visit the public library on a regular basis. We use the local post office for our mailing needs, order subs for sub day from the nearest Subway shop, purchase gas from the Husky on Highway 17 or in Wahnapitae, regularly purchase coffee and treats from the Tim Horton’s on Levesque St. The local economy would miss us if we were not here!

2. Additional Comments:
SCHOOL VALUATION FRAMEWORK REPORT

Planning Area: EAST

School: St. Raphael School

SCHOOL MEMBERSHIP:

Vicki McGuire
NAME
SIGNATURE

Ted Keehn
NAME
SIGNATURE

Jennifer Bailey
NAME
SIGNATURE

Philip Farmer
NAME
SIGNATURE

"SCHOOLS TO BELIEVE IN"
1. VALUE TO THE STUDENT

1.1 Catholic Identity and Faith Dimension

1. How is the love of your neighbour as yourself (social justice) promoted?
   - School theme is “respect and dignity for all at all times”, this is modeled and repeated constantly
   - Anti-bullying slogan also reflects this them “be bully-free, show respect and dignity”
   - Participation in charity drives
   - Help and assistance (clothing and food) for all those in need
   - Everyday modeling of Christian values by all staff
   - Students are encouraged to mediate peaceful solutions to everyday conflicts
   - The Essential Question is posted in each and every classroom
   - Roots of Empathy Program
   - Fully Tribes-trained staff

2. How are the catholic graduate’s expectations and the monthly virtues reflected in your programs and in your school?
   - CGE posters posted around school (5)
   - CGE’s must be integrated into all long range planning
   - Catholic Curriculum Frameworks have been given to each classroom teacher, with the poster of the frameworks for long range planning posted in each classroom

3. What are the opportunities in the school for staff to pray together (not staff and students, but only staff)?
   - Beginning of each and every gathering of staff
   - Additional opportunities during times of crisis, or difficult times

4. How is prayer part of the school life?
   - Morning prayers – all students are expected to stop, stand, listen and participate
   - Prayer services
   - Advent and Lenten services, Lenten activities done school wide, posted in gym
   - Ash Wednesday service
   - Prayer centres in classrooms, before lunch prayers, special observances in classrooms
   - Mass at St. Andrew’s or in gym
   - Yearly Faith Day – whole school participation

1.2 Physical Space to Support Student Learning

A. Elementary and Secondary:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of classrooms in the school:</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>2. Is there currently sufficient permanent space to accommodate all students?</td>
<td>Yes X No</td>
<td></td>
</tr>
<tr>
<td>3. Does the school have:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. a Library?</td>
<td>Yes</td>
<td>No X</td>
</tr>
<tr>
<td>b. a Gymnasium?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>c. Change Rooms?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>d. Storage and Equipment Room?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>e. a Staff Work Room?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>a Room for French Language Instruction?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>g.</td>
<td>an Art Room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>h.</td>
<td>an Instrumental Music Room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>i.</td>
<td>a Special Education Room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>j.</td>
<td>a Quiet Room/Chapel?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>k.</td>
<td>Suitable washrooms?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>l.</td>
<td>a Cafeteria?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>m.</td>
<td>Lockers/Cloak Room area?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>n.</td>
<td>a Book Room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>o.</td>
<td>Native Studies Room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>p.</td>
<td>Theatre Arts Facilities/Stage?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>q.</td>
<td>a Computer Lab?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>r.</td>
<td>a Family Studies Room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>s.</td>
<td>an Auditorium?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>t.</td>
<td>a Kitchen?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>u.</td>
<td>Staff/Visitor/Student Parking?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>v.</td>
<td>Student Drop-off and Pick-up areas?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>w.</td>
<td>a Bus Loading Zone?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>x.</td>
<td>property to accommodate development or additions?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>y.</td>
<td>a Staff Room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>z.</td>
<td>a Math Room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>aa.</td>
<td>a Divisible gymnasium?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>bb.</td>
<td>a workout/Exercise room?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>cc.</td>
<td>Science prep rooms?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>dd.</td>
<td>a patio area?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>ee.</td>
<td>Kindergarten rooms with en-suite small toilets?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>ff.</td>
<td>a food preparation areas/servery?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>gg.</td>
<td>Adjustable space rooms?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>hh.</td>
<td>Other: Life Skills Kitchen, Meeting Room</td>
<td>Yes X No</td>
</tr>
</tbody>
</table>

**B. Secondary:**

1. Does the school have:
   - a. Chapel ? | Yes X No |
   - b. Science Labs? | Yes X No |
   - c. Technology Facilities? | Yes X No |
   - d. Student Success Rooms ? | Yes X No |
   - e. Student Council Room? | Yes X No |
   - f. Business Studies Facilities? | Yes X No |

2. Additional Comments:

**1.3 School Grounds for Healthy Physical Activity and Extracurricular Activities**

1. Does the school have:
   - a. hard surfaced outdoor play area(s)? | Yes X No |
   - b. a soccer field? | Yes X No |
c. a football field? Yes X No

d. a baseball field? Yes X No

e. a track? Yes X No

f. a basketball court? Yes X No

g. play equipment? Yes X No

h. a shaded area? Yes X No

i. a green space? Yes X No

j. Other bleachers, tables and benches, courtyard

2. Does the school have access to nearby recreational facilities? Yes X No

a. Please list:
Adanac Ski Hill, Downe Playground, Lynwood Park, Gym Zone(Martial Arts Club), Nickel District Pool, Cedar Park, Plaza Bowl, Track at SCC

3. Has the school participated in an environmental project (nature areas, courtyards, etc.)? Yes X No

Junction Creek revitalization, green area in primary yard, courtyard regreening, Dearness Conservation program

4. Describe the conditions of school grounds
mostly gravel surface, with a paved area in both schoolyards, track and field pits in junior/int. yard,
-ample gross motor space
-painted areas on pavement for games etc.

5. Additional Comments:
-although play structure in primary yard and green space, much of this yard is pavement which is broken in places and uneven
-mostly gravel in jr./int. yard except for basketball court
basketball nets are located on building throughout this yard

1.4 Range of Courses or Program Offerings

A. Elementary

1. Does the school provide large uninterrupted blocks of literacy and math instruction? Yes X No

2. Does each class have a Daily Physical Activity (DPA) Plan in place? Yes X No

3. Does each class have access to the gym for the required amounts of time? Yes X No

4. Does the school have a dedicated teacher for:
   a. music? Instrumental
   b. physical education? Yes X No
   c. computers? Yes X No
   d. library? Yes X No
   e. French? 2
   f. resource? Yes X No
   g. literacy coach? Yes X No
   h. early reading intervention? Yes X No
   i. Native language? Yes X No
j. Teacher of the blind? Yes ☐ No X
k. Learning strategies? Yes X No ☐

l. Other: Life Skills teachers X3 Behavior teacher

5. What is the ‘Average Class Size’ for the school? Primary = 20 Junior = 25 Intermediate = 27

6. Does the school have:
   a. triple grades? Yes ☐ No X

B. Elementary and Secondary:

1. Does the school offer:
   a. guidance and career education programs? Yes X No ☐
   b. culturally inclusive programs? Yes X No ☐
   c. reach ahead programs? Yes X No ☐
   d. technology programs? MacBooks – Gr. 7 & 8 Yes X No ☐
   e. programs and supports for students at risk? Yes X No ☐
   f. an instrumental music program? Yes X No ☐
   g. a vocal music program? Yes ☐ No X
c. Religious Education & Family Life? Yes X No ☐
   h. Communication class (re: autism) Yes ☐ No X
   j. DH/Multi-sensory room Yes ☐ No X
   k. Special Education Yes X No ☐
l. Care and Development Yes ☐ No X
   m. Life Skills Life skills Pre-Primary, Primary and Junior Yes X No ☐
n. French Immersion Yes ☒
   o. Other: S-23 Behavior Class tutoring program – after school or in-class
       We offer a tiered approach to interventions with students i.e. core, supplemental and intensive levels of intervention
       We also have smartboards in 4 classrooms.
       We have the S-23 Care and Treatment program for our Board (students aged 5 – 8 who are behaviorally and/or socially maladjusted)
       We continue to be designated French Immersion school for Grade 7 & 8 students.

2. Where is the nearest access to similar programs?
   Life Skills – no nearest access
   Behavior – Cyril Varney
   K – 8 English regular programme – Churchill
   Catholic Education - none

3. Does the school have a Snack, Breakfast or Lunch Program? If so, please describe.
   Snack/lunch provided in conjunction with Childhood L’Enfance for all students who require

C. Secondary

1. List the compulsory courses in grades 9-12:
2. List the optional courses in grades 9-12:

3. What optional programs cannot be offered currently that are offered in other SCDSB schools?

4. Does the school have a sufficient number of students to run courses in each subject area for all five student pathways (independent living, work, apprenticeship, college, university)?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

5. Which courses have companion co-op credits?

6. Which multi-level courses are offered?

7. Which multi-grade courses are offered?

8. Which courses were cancelled this year? (List course code and title)

   a. Why?

9. What courses are bundled to offer specialized programs?

10. List partnerships which enhance and support student success:

11. Which second language programs does the school offer?

12. Does the school offer:

   a. business studies programs?  
      Yes □ No □

   b. a theatre arts program?  
      Yes □ No □

   c. outdoor education?  
      Yes □ No □

   d. Dual credit courses?  
      Yes □ No □

   e. Correspondence courses?  
      Yes □ No □

13. Does the school provide co-operative education opportunities for students?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

14. Does the school offer after school remedial programs onsite?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

15. Does the school have access to these programs in nearby facilities?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

16. Other:

17. How many parent/family/community volunteers does the school attract?

18. Does the number of parent volunteers involved in school council adequately reflect the school (pupil) enrolment?  What is the current percentage or ratio?

19. Where is the nearest access to similar programs?
20. **Additional Comments:**

### 1.5 Range of Extracurricular Activities

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this school a designated Best Start hub?</td>
<td>Yes</td>
<td>No X</td>
</tr>
<tr>
<td>Are Child Care services available before school?</td>
<td>Yes X</td>
<td>No</td>
</tr>
<tr>
<td>Are Child Care services available after school?</td>
<td>Yes X</td>
<td>No</td>
</tr>
<tr>
<td>Are Child Care services available during the school day?</td>
<td>Yes</td>
<td>No X</td>
</tr>
<tr>
<td>Is this school a site for kindercentre?</td>
<td>Yes</td>
<td>No X</td>
</tr>
<tr>
<td>Is an Alternate Day Program available at the school?</td>
<td>Yes</td>
<td>No X</td>
</tr>
<tr>
<td>List boys’ intramural sports:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>List girls’ intramural sports:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>List co-ed intramural sports:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All intramural sports are co-ed at St. Raphael’s: volleyball, basketball, handball, floor hockey, capture the flag, Four Square</td>
<td></td>
<td></td>
</tr>
<tr>
<td>List boys’ interschool sports:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-volleyball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-basketball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-handball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-track and field</td>
<td></td>
<td></td>
</tr>
<tr>
<td>List girls’ interschool sports:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-volleyball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-basketball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-handball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-track and field</td>
<td></td>
<td></td>
</tr>
<tr>
<td>List co-ed interschool sports:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-volleyball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-basketball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-handball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-track and field</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-soccer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-softball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>List non-athletic school clubs:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-drama club</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-fine arts club</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-student council</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-recycling club</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-community builders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-intermediate band</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-primary choir</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-SWAT team (students who assist with technology)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
14. Additional Comments:
Intramural sports are offered for all students from Gr. 3 – 8, including our Life Skills students. We also offer a Winter Fun Day for all students, spelling bee, spirit days, literacy night, public speaking competitions, Special Olympics (last year for our Life skills students, but regular students assisted with the day), and a tutoring program in and out of the classroom.

Gr. 8 trip to Quebec every second year, with a Gr. 7 & 8 ski trip on alternate years.
“So You Think You Can Dance?” competition

There is a seamless blend to parents and children because of the presence of Cedar Park Day Care, daily continued care, safety feature, familiarity for students, and a working partnership.

1.6 Student Outcomes at the School

<table>
<thead>
<tr>
<th>Rolling average for: SCORES</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04-05-06</td>
<td>05-06-07</td>
</tr>
<tr>
<td>1. EQAO -- Primary Reading</td>
<td>64</td>
</tr>
<tr>
<td>2. EQAO -- Primary Writing</td>
<td>59</td>
</tr>
<tr>
<td>3. EQAO -- Primary Mathematics</td>
<td>64</td>
</tr>
<tr>
<td>4. EQAO -- Junior Reading</td>
<td>60</td>
</tr>
<tr>
<td>5. EQAO -- Junior Writing</td>
<td>60</td>
</tr>
<tr>
<td>6. EQAO -- Junior Mathematics</td>
<td>70</td>
</tr>
<tr>
<td>7. EQAO -- Grade 9 academic mathematics</td>
<td></td>
</tr>
<tr>
<td>8. EQAO -- Grade 9 applied mathematics</td>
<td></td>
</tr>
<tr>
<td>9. OSSLT -- Grade 10 eligible</td>
<td></td>
</tr>
<tr>
<td>10. OSSLT -- Grade 10 previously eligible</td>
<td></td>
</tr>
</tbody>
</table>

11. Additional Comments:
All scores reflect the Gr. 3 & Gr. 6 results excluding exempted students. Due to the demographics of St. Raphael School, we house 3 Life Skills classes with students that are included in the EQAO assessment for Gr. 3 & 6. These students are unable to complete these assessments, and therefore are exempted from participation in these assessments. For each student that is exempted, we score a “0”, therefore the scores that are reported by the Ministry represent the scores including all of the exemptions. The actual results for our students are reported under “Results not including exempted students” which is further in the report provided by EQAO, and represents our actual results for the students who actually write the assessment. The scores in the above chart represent the actual scores of the actual students who wrote the assessment in those years listed above.

1.7 School Accessibility for Individuals with Physical Disabilities

| 1. Is the school accessible for individuals with disabilities? | Yes X No |
| 2. Does the school have: | |
| a. accessible washrooms? | Yes X No |
| b. elevator(s)? | Yes X No |
| c. approved ramps? | Yes X No |
| d. automated doors? | Yes X No |
| e. accessible playgrounds? | Yes X No |
| f. dedicated handicapped parking spaces? | Yes X No |
| g. appropriate signage? | Yes X No |
3. Is the entrance to the school barrier-free?  
Yes X  No □

4. **Additional Comments:**
We are the Board designated school for students with physical handicaps. All primary and junior life skills students from the entire Board catchment area attend this St. Raphael.

| 1.8 Accommodation for Other Disabilities |  
|-----------------------------------------|--------------------------------------------------|
| 1. Visual                               | Yes □ No X                                       |
| 2. Hearing                              | FM systems in 2 primary classrooms, and 1 junior classroom Yes X No □ |
| 3. Other                                | Quiet Room in Section 23 – Behavior Class Yes X No □ |

| 1.9 Security |  
|---------------|------------------------------------------|
| 1. Does the school have a security system e.g., controlled entrances, video surveillance? | Yes □ No X |
| 2. Does the school have magnetic door openers on hallway doors? | Yes X No □ |
| 3. Does the school have a sprinkler system? | Yes □ No X |
| 4. Does the school have gates? | Yes X No □ |
| 5. Does the school have fences? | Yes X No □ |

6. **Additional Comments:**
- security lighting around entire school
- locked fence for upper school yard
- alarm system in place

<table>
<thead>
<tr>
<th>1.10 Proximity of the School to Students / Length of Bus Ride to School</th>
<th>In boundary</th>
<th>out of boundary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What percentage of students walk to school?</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>2. What percentage of students attend from outside the school boundary?</td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>3. What percentage of students are bused to school?</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>4. What is the average distance to school for students?</td>
<td>3.1kms*</td>
<td></td>
</tr>
<tr>
<td>5. What is the average bus ride duration for students?</td>
<td>20 mins.</td>
<td></td>
</tr>
</tbody>
</table>

6. **Additional Comments:**
We are the designated school for physically handicapped, Life Skills preprimary, primary and junior and Behavior, therefore students feed in from across the Board’s jurisdiction. The average distance excludes these Special Needs students and out of area students.
### 1.11 Supports

1. Does the school have:
   - a. a full-time Principal? | Yes X No
   - b. a Vice Principal?  | Yes X No
   - c. a full-time Secretary? | Yes X No
   - d. an onsite Teacher Librarian? | Yes No X
   - e. a full-time Chaplain?  | Yes No X
   - f. Hallway Monitors?  | Yes No X
   - g. a Library Clerk/Technician?  | Yes No X
   - h. a full-time Special Education Teacher?  | Yes X No
   - i. full-time custodial staff? | Yes X No
   - j. Parent volunteers? | Yes X No
   - k. Other: Literacy Coach .10, lunch supervisors 7, full-time Learning Strategies Teacher, Child and Youth Worker, part-time secretary, parent volunteers that work in the office area, parent volunteers that assist with field trips, and other tasks when necessary i.e. Book Fair

2. How many Educational Assistants does the school have? 8

3. Additional Comments:
   - Special Education Resource Teacher – targets K – 4
   - Learning Strategies Teacher – targets 5 – 8
   - Literacy Coach – K – 8
   - Child and Youth Worker – targets 5 - 8

### 1.12 Funds

1. Funds raised over the past 3 years (details)

<table>
<thead>
<tr>
<th>School fundraising:</th>
<th>School Council fundraising:</th>
<th>Fundraising for Charitable Donations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ski Trip - $3940.</td>
<td></td>
<td>Special Olympics - $500.</td>
</tr>
<tr>
<td>SK Raffle - $900.</td>
<td></td>
<td>NOFCC - $1500.</td>
</tr>
<tr>
<td>Pizza - $48000. (profits $12000.)</td>
<td></td>
<td>Royal Canadian Legion - $300.</td>
</tr>
<tr>
<td>Pop &amp; Chips - $6500.</td>
<td></td>
<td>Terry Fox - $6000.</td>
</tr>
<tr>
<td>General fund raising - $9000.</td>
<td></td>
<td>Laurentian Hospital Peadiatric Unit – $500.</td>
</tr>
</tbody>
</table>

- Food Bank – 15000 cans
### 2. Corporate donations over the past 3 years (details)
- Great Canadian Superstore - $500
- Don Cherry's - $500
- Royal Tire – season tickets for Sudbury Wolves (3 yrs.)
- Costco - $200
- Weston Bakery - $300
- Food Basics - $200

### 3. Contributions to the community (details)
- United Way, Heart & Stroke, Food Bank, Cancer Society (Terry Fox), Laurentian Hospital, Special Olympics, S.P.C.A., Holy Childhood Association, supporting Catholic education in Newfoundland, partnering with L.U. School of Education to support school in Ecuador, St. Andrew C.W.L. with milk bag collection, collection of pop cans and tabs for Boy Scouts

### 4. Additional Comments:
Many retail businesses in the Sudbury area give us donations for our silent auction, part of fundraising for the Gr. 8 trip.

### 1.13 Parish Connection

#### 1. What does the Parish Connection with the school entail?
- Masses at St. Andrew the Apostle Church 2X/year – bussed or walk
- Fr. Al will visit when asked by teachers
- Provides ashes and lectionary when necessary
- Fr. Al celebrates mass with us here at school
- We utilize the bulletin to promote virtues, or school activities, or Catholic Education Week
- We announce and put on our calendar not only the parish website but the sacramental preparation meetings
- Teachers are encouraged to attend the sacramental preparation meetings at the Church

Yes we prepare students for Reconciliation, Eucharist and Confirmation. Teachers are encouraged to attend the sacramental preparation meetings at the church.

#### 3. Additional Comments:
Bishops Plouffe, Harris and Simard have all celebrated mass with us in our gym. Fr. Tom from Holy Redeemer has also celebrated mass with us.
Chaplain Steve Callaghan (SCC) has led prayer services for us.
1.14 Summary

1. **What is the value of this school to the students?**
   
   **Student Testimonials:**
   
   1. This school is very important to me because this is where I started JK. This school is pretty old and has a lot of character. Even my mom went here! Everyone here has great Royals spirit and the teachers here are great too! Our school has awesome after school activities and we have lots of fun with sports. We are also one of the few schools that still has an instrumental music program. I think it would be sad to see our school close because it’s a great school and it has been a part of Sudbury for a very long time.  
      Sarah
   
   2. St. Raphael's school is the most amazing school. I love it sooooo much! It also runs in the family. I want my kids to go here. That's important to me because I know it's a good school. Also we have instrumental music. So that's a big advantage. We also have good extracurricular activity’s. They are soo fun, the coaches are great. That's why I love this school.  
      Maria
   
   3. This school has a lot of value to me because I have been here since JK. We have an instrumental music program (not every school has that program) We have a macbook program as well as everyone else but we might have to go to a public school that does not have a macbook program. Our school goes up to Grade 8. Other schools don’t. Good location. And we have a variety of sports: volleyball, basketball, handball, floor hockey, ice hockey, baseball, soccer, track and field. We have great staff and teachers and have a great school community.  
      Melissa
   
   4. St. Raphael's school is one of the few schools that has existed for many generations. It has a macbook program, and a unique instrumental program. The teachers are second to none, and are really devoted to help the students of St. Raphael's school.  
      This school has a central location, and has over 400 students. Where would we go if St. Raphael’s closed? There are not enough Catholic schools in New Sudbury, so many students would be forced to attend public schools instead. Our sports program is amazing. We have a variety of teams for anyone. Like volleyball, basketball, floor hockey, and soccer. Our school also goes up to grade 8.  
      Justin
   
   5. I think that this school has alot of value. I have been in this school since JK, and I have learned a lot of things since then and I think that all of the other younger kids should have that opportunity. Also because there is a lot after school activities for kids to participate in. there is also a lot of teachers that are willing to supervise us. Another thing is that we have a lot of different programs that other schools don’t.  
      Kelsey
   
   6. The value of this school is that there are many kids who grew up in this school. All kids have formed a relationship with the students and staff. Leaving the school will have sad faces on some kids. Teachers would have no places to go, and would have a hard time. Teachers volunteer a lot of time into this school and that’s a big commitment. I’ve been at this school for not even a year, and I already love this school. The after school programs and the things our staff do to make this a enjoying and education is awesome. The staff are very nice and respect everyone. Thanks for welcoming me in and giving me a wonderful school to enjoy.  
      Tyanna
   
   7. To me this school means a lot! Like how many caring teachers there are. And not every school has an instrumental music class and program. We have a great gym and school. And if someone was to shut this school down where would we, over 400 kids go? No other school in this area has enough room for that many kids. This is a great school and if sure would be a BIG shame. P.S. We also have so many extra curricular activities that our awesome, teachers supervise and teach us. ROYALS RULE!!!!  
      Jake
8. This school is really special to me. I have been here since SK and I have grown up with all my friends here, and have made new friends. The teachers are great, they volunteer and coach our sports teams. The teachers are always willing to help us after school if we need it. We have a great music and French programs and those teachers are great too. This is the best school in Sudbury. We are second to none. Kristin

Teacher Testimonials

1. St. Raphael School is my workplace but it is also my community. Here students and staff are taught to respect one another, to provide support to those who are struggling, to accept people who are different, to comfort those who are hurting and to share what we have. We celebrate each other’s successes and acknowledge our weaknesses so we can set goals for the future and continue to strive for excellence. St. Raphael has a history of providing specialized services to exceptional students and this continues to be part of our tradition. We are proud of this fact just as we are proud of our students who excel academically. Our aboriginal students are an integral part of the community and the whole school celebrates this part of our unique identity. In addition to providing quality education, the staff at this school go above and beyond to provide extracurricular activities because they realize that education involves facilitating the development of the whole child, including physical health and spiritual growth. I value St. Raphael School because it provides me with meaningful employment and a chance to feel as though I am making a difference through my work. I am part of a team of dedicated people who have shared goals and values. Most of all, I have a daily opportunity to watch students learn and grow in a safe and supportive environment. St. Raphael is an excellent school and I am grateful to teach here. Ms. B.

2. When you enter St. Raphael School you can feel the hospitality, good will and a positive energy. Staff, students, parents and volunteers are working together to create a positive environment to develop the whole child. Together we are striving to create academic excellence as we move forward embracing new ways of learning/teaching. We continue to instill faith, virtue and discipline. At St. Raphael we continue to work hard to provide a safe, spiritual and friendly environment. This is an environment I want to come to every morning. Ms. M.

3. I love this school, the teachers, staff and everything. I send my children here because the teaching staff really cares about students, and I know my children are safe. I could not be happier with my child’s education. Parent

4. I don’t know what I would do if this school closed. My kids are so happy here! The education that is provided is top notch. The teachers care and are always ready to help or answer my questions about their learning. The things they do during, before and after school are amazing. This school is extremely valuable to me and my children. We can’t lose St. Raphael School. Are you kidding me? Parent

2. What is unique about this school?
St. Raphael School is the only K-8 Catholic school in the New Sudbury area. That alone makes us very unique. But beyond that St. Raphael is unique in its diversity. We have an extremely diverse population whose children represent a variety of ethnic and cultural backgrounds, a variety of socio-economic backgrounds and nationalities, and a diverse range of abilities. Having said this, our students are extremely accepting of each other, each other’s differences, strengths and weaknesses. In a nutshell St. Raphael School is unique in its DIVERSITY and its ACCEPTANCE of others. Its CATHOLICITY goes without saying.
3. Additional Comments:
We are a diverse and accepting community of learners in a Catholic environment.

2. VALUE TO THE SCHOOL BOARD

2.1 Physical Space to Support Student Learning

<table>
<thead>
<tr>
<th>A. Elementary and Secondary:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of classrooms in the school: 26</td>
<td></td>
</tr>
<tr>
<td>2. Is there currently sufficient permanent space to accommodate all students? Yes X No</td>
<td></td>
</tr>
<tr>
<td>3. Does the school have:</td>
<td></td>
</tr>
<tr>
<td>a. a Library? Yes □ No X</td>
<td></td>
</tr>
<tr>
<td>b. a Gymnasium? Yes □ No □</td>
<td></td>
</tr>
<tr>
<td>c. Change Rooms? Yes X No □</td>
<td></td>
</tr>
<tr>
<td>d. Storage and Equipment Room? Yes X No</td>
<td></td>
</tr>
<tr>
<td>e. a Staff Work Room? Yes X No</td>
<td></td>
</tr>
<tr>
<td>f. a Room for French Language Instruction? Yes X No □</td>
<td></td>
</tr>
<tr>
<td>g. an Art Room? Yes □ No X</td>
<td></td>
</tr>
<tr>
<td>h. an Instrumental Music Room? Yes X No</td>
<td></td>
</tr>
<tr>
<td>i. a Special Education Room? Yes X No</td>
<td></td>
</tr>
<tr>
<td>j. a Quiet Room/Chapel? Yes X No</td>
<td></td>
</tr>
<tr>
<td>k. Suitable washrooms? Yes □ No X</td>
<td></td>
</tr>
<tr>
<td>l. a Cafeteria? Yes □ No X</td>
<td></td>
</tr>
<tr>
<td>m. Lockers/Cloak Room area? Yes X No</td>
<td></td>
</tr>
<tr>
<td>n. a Book Room? Yes □ No □</td>
<td></td>
</tr>
<tr>
<td>o. Native Studies Room? Yes □ No</td>
<td></td>
</tr>
<tr>
<td>p. Theatre Arts Facilities/Stage? Yes X No □</td>
<td></td>
</tr>
<tr>
<td>q. a Computer Lab? Yes □ No X</td>
<td></td>
</tr>
<tr>
<td>r. a Family Studies Room? Yes □ No X</td>
<td></td>
</tr>
<tr>
<td>s. an Auditorium? Yes □ No X</td>
<td></td>
</tr>
<tr>
<td>t. a Kitchen? Yes □ No</td>
<td></td>
</tr>
<tr>
<td>u. Staff/Visitor/Student Parking? Yes X No</td>
<td></td>
</tr>
<tr>
<td>v. Student Drop-off and Pick-up areas? Yes X No □</td>
<td></td>
</tr>
<tr>
<td>w. a Bus Loading Zone? Yes □ No X</td>
<td></td>
</tr>
<tr>
<td>x. property to accommodate development or additions? Yes X No □</td>
<td></td>
</tr>
<tr>
<td>y. a Staff Room? Yes X No □</td>
<td></td>
</tr>
</tbody>
</table>

B. Secondary:

1. Does the school have:
   a. Chapel ? Yes □ No □ | |
   b. Science Labs? Yes □ No □ | |
   c. Technology Facilities? Yes □ No □ | |
2. Additional Comments:

C. Elementary and Secondary Child Care:

1. Are there spaces at this school designated for Best Start hub? [Yes □ No □ X]
2. Are Child Care spaces available before school? [Yes X □ No □]
3. Are Child Care spaces available after school? [Yes X □ No □]
4. Are Child Care spaces available during the school day? [Yes □ No X □]
5. Are there spaces at this school for a Kindercentre? [Yes □ No X □]
6. Is an Alternate Day Program available at the school? [Yes □ No X □]

7. Additional Comments:
   - there is a seamless blend to parents and children because of the presence of the day care
   - it provides daily continued care
   - this is an added safety feature for parents
   - this also provides familiarity for students because they are in their own school setting
   - it provides a working partnership with the Board and other agencies

2.2 Range of Courses or Program Offerings

A. Elementary

1. Does the school provide large uninterrupted blocks of literacy and math instruction? [Yes X □ No □]
2. Does the school offer daily physical activity? [Yes X □ No □]
3. Does the school have a dedicated teacher for:
   a. music? Instrumental [Yes X □ No □]
   b. physical education? [Yes □ No X □]
   c. computers? [Yes □ No X □]
   d. library? [Yes □ No X □]
   e. French? Two core French teachers [Yes X □ No □]
   f. resource? [Yes X □ No □]
   g. literacy resource? [Yes X □ No □]
   h. early reading intervention? [Yes X □ No □]
   i. Other: Learning Strategies Teacher, literacy coach Section 23 – Behavior class

4. Does the school have:
   a. combined grades? [Yes X □ No □]
   b. straight grades? [Yes X □ No □]

B. Elementary and Secondary:

1. Does the school offer:
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. guidance and career education programs?</td>
<td>Yes X No □</td>
</tr>
<tr>
<td>b. culturally inclusive programs?</td>
<td>Yes X No □</td>
</tr>
<tr>
<td>c. reach ahead programs?</td>
<td>Yes □ No X</td>
</tr>
<tr>
<td>d. technology programs?</td>
<td>Yes X No □</td>
</tr>
<tr>
<td>e. programs and supports for students at risk?</td>
<td>Yes X No □</td>
</tr>
<tr>
<td>f. an Instrumental music Program?</td>
<td>Yes X No □</td>
</tr>
<tr>
<td>g. a vocal music program? In classrooms and a primary choir</td>
<td>Yes X No □</td>
</tr>
<tr>
<td>h. Special Education?</td>
<td>Yes X No □</td>
</tr>
<tr>
<td>i. Care and Development?</td>
<td>Yes □ No X</td>
</tr>
<tr>
<td>j. Life Skills? Three of these classes – PP, P and J</td>
<td>Yes X No □</td>
</tr>
<tr>
<td>k. French Immersion?</td>
<td>Yes □ No X</td>
</tr>
<tr>
<td>l. Dual-credit courses?</td>
<td>Yes □ No X</td>
</tr>
<tr>
<td>m. Correspondence courses?</td>
<td>Yes □ No X</td>
</tr>
<tr>
<td>n. Other? Tutoring in class and after school</td>
<td></td>
</tr>
</tbody>
</table>

2. Where is the nearest access to similar programs?

3. Does your school offer specialized programming (e.g. Alternate Education, Same Gender Identity)? Yes □ No X

4. Identify the specialized programming offered.
Life Skills pre-primary ages 4 – 6, Life Skills primary ages 7 – 9, Life Skills junior ages 10 – 13, Section 23 – Behavior ages 5 – 8.

5. Does the school have a Snack, Breakfast or Lunch Program? If so, please describe.
Snack/lunch program is offered in conjunction with Childhood L’Enfance for any student in need of food for either a snack or a lunch.

C. Secondary
1. List the compulsory courses in grades 9-12:

2. List the optional courses in grades 9-12:

3. What optional programs cannot be offered currently that are offered in other SCDSB schools?

4. Does the school have a sufficient number of students to run courses in each subject area for all five student pathways (university, college, apprenticeship, workplace and independent living)? Yes □ No □

5. Which courses have companion co-op credits?

6. Which multi-level courses are offered?

7. Which multi-grade courses are offered?
8. Which courses were cancelled this year? (List course code and title)

   a. Why?

9. What courses are bundled to offer specialized programs?

10. List partnerships which enhance and support students:

11. Which second language programs does the school offer?

12. Does the school offer:
   
   a. business studies programs? Yes □ No □
   b. a theatre arts program? Yes □ No □
   c. outdoor education? Yes □ No □
   d. E-Learning Courses? Yes □ No □
   e. Other:

13. Does the school provide co-operative education opportunities for students? Yes □ No □

14. Does the school offer after school remedial programs onsite? Yes □ No □

15. Does the school have access to these programs in nearby facilities? Yes □ No □

16. How many parent/family/community volunteers does the school attract?

17. Where is the nearest access to similar programs?

18. Additional Comments:

2.3 Student Outcomes at the School

<table>
<thead>
<tr>
<th></th>
<th>Rolling average for:</th>
<th>Results</th>
<th>Cohort size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>04-05-06</td>
<td>05-06-07</td>
<td>06-07-08</td>
</tr>
<tr>
<td>1. EQAO -- Primary Reading</td>
<td>64</td>
<td>73</td>
<td>78</td>
</tr>
<tr>
<td>2. EQAO -- Primary Writing</td>
<td>59</td>
<td>72</td>
<td>80</td>
</tr>
<tr>
<td>3. EQAO -- Primary Mathematics</td>
<td>64</td>
<td>78</td>
<td>81</td>
</tr>
<tr>
<td>4. EQAO -- Junior Reading</td>
<td>60</td>
<td>64</td>
<td>73</td>
</tr>
<tr>
<td>5. EQAO -- Junior Writing</td>
<td>60</td>
<td>72</td>
<td>75</td>
</tr>
<tr>
<td>6. EQAO -- Junior Mathematics</td>
<td>70</td>
<td>68</td>
<td>66</td>
</tr>
<tr>
<td>7. EQAO -- Grade 9 academic mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. EQAO -- Grade 9 applied mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. OSSLT -- Grade 10 eligible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. OSSLT -- Grade 10 previously eligible</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Additional Comments:
All scores reflect the Gr. 3 & Gr. 6 results excluding exempted students. Due to the demographics of St. Raphael School, we house 3 Life Skills classes with students that are included in the EQAO assessment for Gr. 3 & 6. These students are unable to complete these assessments, and therefore are exempted from participation in these assessments. For each
student that is exempted, we score a “0”, therefore the scores that are reported by the Ministry represent the scores including all of the exemptions. The actual results for our students are reported under “Results not including exempted students” which is further in the report provided by EQAO, and represents our actual results for the students who actually write the assessment. The scores in the above chart represent the actual scores of the actual students who wrote the assessment in those years listed above.

### 2.4 Condition of School

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When was the original school built?</td>
<td>1961</td>
</tr>
<tr>
<td>2. How many sections have been added since the original?</td>
<td>1</td>
</tr>
<tr>
<td>3. Year latest section built?</td>
<td>1963</td>
</tr>
<tr>
<td>4. What is the current Facility Condition Index (FCI)?</td>
<td>69.3%</td>
</tr>
<tr>
<td>5. What will the FCI be in 5 years?</td>
<td>105.4%</td>
</tr>
<tr>
<td>6. What are the current renewal costs?</td>
<td>$5160976.00</td>
</tr>
<tr>
<td>7. What will the renewal costs be in 5 years?</td>
<td>$7851532.00</td>
</tr>
<tr>
<td>8. Describe the conditions of school grounds</td>
<td>satisfactory</td>
</tr>
<tr>
<td>9. <strong>Additional Comments:</strong></td>
<td></td>
</tr>
<tr>
<td>The school's day to day upkeep has kept the school in relatively good condition.</td>
<td></td>
</tr>
</tbody>
</table>

### 2.5 Location of School

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What percentage of students are bused to school?</td>
<td>78.60</td>
</tr>
<tr>
<td>2. What is the average distance to school for students?</td>
<td>3.1 kms.*</td>
</tr>
<tr>
<td>3. What is the average bus ride duration for students?</td>
<td><strong>20 mins.</strong></td>
</tr>
<tr>
<td>4. What is the proximity of the school to a Catholic Church?</td>
<td>1 km</td>
</tr>
<tr>
<td>5. What is the proximity of a comparable school from a co-terminus Board?</td>
<td><strong>2.1 km</strong></td>
</tr>
<tr>
<td>6. <strong>Additional Comments:</strong></td>
<td></td>
</tr>
<tr>
<td>-ideally located in New Sudbury area</td>
<td></td>
</tr>
<tr>
<td>-off of main artery in a quiet subdivision</td>
<td></td>
</tr>
<tr>
<td>-centrally located</td>
<td></td>
</tr>
</tbody>
</table>

### 2.6 Enrolment vs. Available Space

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does enrolment at the school exceed the surplus space in adjacent schools?</td>
<td>Yes X No</td>
</tr>
<tr>
<td>2. What is the current enrolment of the school?</td>
<td>418</td>
</tr>
<tr>
<td>3. What is the projected enrolment in 5 years?</td>
<td>401</td>
</tr>
<tr>
<td>4. What is the projected enrolment in 10 years?</td>
<td>409</td>
</tr>
<tr>
<td>5. What is the capacity of the school?</td>
<td>539</td>
</tr>
<tr>
<td>6. What is the current utilization rate of the school?</td>
<td>78.2%</td>
</tr>
<tr>
<td>7. What is the projected utilization rate in 5 years?</td>
<td>81.8%</td>
</tr>
<tr>
<td>8. What is the projected utilization rate in 10 years?</td>
<td>75.7%</td>
</tr>
<tr>
<td>9. <strong>Additional Comments:</strong></td>
<td></td>
</tr>
<tr>
<td>-projected enrolment figures are indicating that there will be consistency in the enrolment at</td>
<td></td>
</tr>
</tbody>
</table>
St. Raphael's over time rather than dropping
we will continue to have available space

2.7 Cost to Operate the School

1. What are the costs for utilities? (electricity, gas, oil, water) $ 74,926
2. What are the maintenance costs for the facility? $ 56,553
3. What are the maintenance costs for the grounds? $ 11,529
4. What are the maintenance costs for security? $ 1,234
5. Additional Comments:

2.8 Supports

1. Does the school have:
   a. a full-time Principal? Yes X No
   b. a Vice Principal? Yes X No
   c. a full-time Secretary? Yes X No
   d. a full-time Chaplain? Yes No X
   e. Hallway Monitors? Yes No X
   f. Lunchtime Supervisors? 7 Yes X No
   g. a Teacher Librarian? Yes No X
   h. a Library Clerk/Technician? Yes No X
   i. a full-time Special Education Teacher? Yes X No
   j. full-time custodial staff? Yes X No
   k. Other: Literacy coach, Learning Strategies Teacher, part time secretary, parent volunteers

2. How many Educational Assistants does the school have? 8
3. Additional Comments:

2.9 Summary

1. What is the value of the school to the school board?
   - ideally located, central New Sudbury
   - close to all amenities
   - walking distance – Library, parks and playgrounds, shopping centre, theatres, pool, gym zone
   - size of the school allows us to be able to accommodate many pupils
   - we have a nice size yard with room to expand
   - the building is in good condition

2. Additional Comments:

WE ARE THE ONLY JK – 8 CATHOLIC SCHOOL IN THIS AREA.
   1. Raphael’s consistently operates in the positive. Our operating revenue to expenditures is consistently in the positive rather than the negative. Therefore we operate and function very well for such a large school.
   2. Our student outcomes indicate consistent growth in EQAO.
   3. We have demonstrated that we can maintain our enrolment over the long term.
4. We maintain healthy class sizes despite declining enrolment.
5. We are keeping over 400 students with this Board. If we ceased to exist there is the strong possibility that this Board would lose many of these students to the co-terminus Board.

3. VALUE TO THE COMMUNITY

3.1 Community Use

1. List the community groups which use the school/school grounds and the number of hours used for the school year:

<table>
<thead>
<tr>
<th>Community Group</th>
<th>Hours per Year</th>
<th>Fees Paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scouts Canada</td>
<td>120 hours</td>
<td>Yes</td>
</tr>
<tr>
<td>Parent’s Volleyball</td>
<td>72 hours</td>
<td>No</td>
</tr>
<tr>
<td>Thursday Nite Volleyballers</td>
<td>72 hours</td>
<td>No</td>
</tr>
<tr>
<td>Sudbury Transit Social Club</td>
<td>5 hours</td>
<td>No</td>
</tr>
<tr>
<td>Child and Family Centre</td>
<td>100 hours</td>
<td>No</td>
</tr>
<tr>
<td>Panhellenic Boys Soccer</td>
<td>10 hours</td>
<td>No</td>
</tr>
<tr>
<td>Sudbury Youth Basketball League</td>
<td>24 hours</td>
<td>No</td>
</tr>
</tbody>
</table>

2. Does use of the school by community groups cause any conflicts with school programming? No

3. What other facilities/playing fields in the vicinity are used by community groups? -Cedar Park and Downe Playgrounds

4. Additional Comments:
   -families now use the play structure for picnicking and play
   -Raphael’s has had the same community groups utilizing its building over many years, therefore it becomes a community asset

3.2 Range of Program Offerings at the School that serve both Students and Community Members

1. Is this school:
   a. a designated Best Start hub? Yes X No
   b. a site for Kindercenter? Yes X No
   c. a site for a Daycare provider? Yes X No
   d. a site for a Summer Camp provider? Yes X No
2. List programs that serve both students and community members?
   Cedar Park Daycare

3. Additional Comments:

3.3 School as Partner in Other Government Initiatives in the Community

1. Is the school a partner in other government initiatives within the community? (List)
   Elections Canada
   Municipal Elections
   Gardasil and Hep B Vaccinations

2. Are there plans for local partnerships for delivering childcare and other community and social services? (List)
   Full day JK and SK programming fall 2010 will increase many partnerships with the City of Greater Sudbury and agencies.

3. List any significant upgrades to the school in the past five years completed in partnership with the community:

4. List adult learning programs offered at the school:
   The Incredible Years – Parenting – Child and Family Centre

5. Does the community have programs and supports for students at risk? Yes X No

6. Additional Comments:
   - fully integrated Child Care Centre who work in conjunction with CFC, CCR, CGS and Community and Social Services
   - Childhood L’Enfance – lunch and snack program
   - Child and Family Centre – CCN, CCR, CCAC

3.4 Contributions to the Community (details)

1. What are the school’s contributions to the Community?
   - employs 45 full-time and part-time staff
   - provide revenue for businesses in and around school that we do business with
   - facilities available for elections, meeting place etc.

3.5 Summary

1. What is the value of the school to the community?
   - 45 full and part – time staff
   - revenue to businesses
   - placements for students from all colleges and universities – local, out of city, out of province, out of country – constantly
-co-op placements for highschool students from SCC
-students we produce – we build community foundation

2. **What would be the impact on the community if this school were to be closed?**
- students would definitely have a longer bus ride to another Catholic school, and that would probably result in those students relocating to a public school, which would also cause 45 staff to be displaced to another location, or job loss, and the businesses in the area would feel the end result of that, and our city might lose all of those placement students who might choose to go somewhere else for their placements rather than here, or in Sudbury. This is one opportunity to keep our young people here, because they love coming to Raphael’s to work, volunteer and learn.

3. **Additional Comments:**
I constantly receive requests for students from all types of programs to complete student placements at our school. This speaks to the type of environment that St. Raphael offers students, staff etc. Most of these calls are from former students who want to come back to complete a placement of one kind or another. This speaks to the fact that this school has offered a wonderful learning environment, so much so that they want to come back again. Many of our teachers on staff are former students of St. Raphael school themselves. That says it all. This school has, over time, built its own community, and continues to do so every day.

4. **VALUE TO THE LOCAL ECONOMY**

4.1 **Local Employer**

1. **Who are the employers in the community?**
Xstrata, Vale INCO, Hospitals, Retail Merchants, Restaurants, Transportation, City of Greater Sudbury, Government offices, Boards of Education (4), University and Colleges (2)

4.2 **Local Development**

1. **Is the school an asset to the local housing development?**
-yes, building projects are occurring all around LaSalle Blvd., new, beginning, and planning stages exist all around us.

4.3 **Availability of Cooperative Education**

1. List the Co-operative Education employers available in the community for students:

2. **Is there public transportation available to the work site?**
   - Yes □ □ No □
**4.4 Availability of Training Opportunities or Partnerships with Business**

1. List the training opportunities or partnerships with business in the community:
   - our Gr. 7 & 8 students utilize the entire community for job shadowing opportunities on a yearly basis

2. Is there public transportation available to the training site?  Yes [ ]  No [ ]

**4.5 Growth/Reduction**

1. List plans for further commercial/industrial growth/reduction?
   Rio-Can Centre continues with aggressive expansion
   Maley extension.

**4.6 Summary**

1. What is the value of the school to the local economy?
   - strategically located to service the growth in retail and housing in City of Greater Sudbury
   - we purchase from local businesses
   - we participate in fund raising for local charities

   WE ARE THE ONLY CATHOLIC JK – 8 SCHOOL IN THE NEW SUDBURY AREA

2. Additional Comments:
Tab 4

Public Submissions
## Accommodation Review Committee (ARC)
### East Planning Area

2nd Public Meeting  
Wednesday, November 25, 2009  
7:00 to 9:00 p.m.  
St. Charles College

<table>
<thead>
<tr>
<th>NAME (Print) and SCHOOL AFFILIATION</th>
<th>QUESTION / COMMENT</th>
</tr>
</thead>
</table>
| Sarah Charland  
St. Andrew | - St. Andrew school runs a very successful Welcome to Kindergarten program with strong support from community partners  
- St. Andrew school is uniquely located within a block of the New Sudbury Public Library. This provides students the opportunity to have visits to the library where they can receive their own library cards and take out books. |

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East ARC – Website: www.sudburycatholicschools.ca - Phone 673-5620 (ext.325) Fax 673-8918
Accommodation Review Committee (ARC)
East Planning Area

2nd Public Meeting
Wednesday, November 25, 2009
7:00 to 9:00 p.m.
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<th>QUESTION / COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shauna Sawyer</td>
<td>I just have to say that my children go to a loving and wonderful school, full of open opportunities. My husband attended St. Andrews, and now we send both of our children there. We bought our house in the area of St. Andrew's, because we wanted our children to go there. It may be a small school, but it's our school. Our teachers know our children and vice versa. It's a great learning place for our kids, it's not a crowded school, our kids learn so much. It's perfect!</td>
</tr>
</tbody>
</table>

|                                |                    |

East ARC – Website: www.sudburycatholicschools.ca - Phone 673-5620 (ext.325) Fax 673-8918
I am a parent from St. Andrew's School. It is with a heavy heart that I face the possibility that our school may be faced with closure. It is a smaller school but this quality allows my children to thrive in an environment that supports true Catholic values such as community, caring and quality relationships.

When my daughter moved to this school in SK, she was a very shy individual with many fears related to separation anxiety. I feel that because the school size was so intimate it allowed my daughter to integrate and learn more effectively.

Not all children do well in a larger environment, in fact it can be quite daunting. With the help of her school community, she has grown into a beautiful young woman who now nurtures and supports her peers in the junior grades.

St. Andrew's school has not been determined to be prohibitive. And since my daughter has been attending the school, the attendance has steadily increased. I continue to praise the virtues of our school to other parents and have invited them to come and see and join our family. My husband, who does not come from a Roman Catholic background, is quite impressed with the virtues that are taught and the loving, caring atmosphere of our school.

I meet kids from other schools who do not demonstrate these behaviours.

A smaller school also allows for field trips and alternate methods of learning. Not all children learn in a classroom type setting. Off site field trips, experiences would assist with gender specific learning challenges.

St. Andrew's school council is an extremely active and passionate group of individuals who financially support the opportunities for our students.

As a Catholic school, we understand the virtues of compassion and sharing. We have families who have financial issues and who rely on the charity and support of our council who provide them with opportunities to attend these outings and to provide nourishment when needed.

Our school is very family oriented, sharing in celebrations, awards and picnics. Studies have shown that students who have parents that are active in their school achieve better results.

I feel our school enhances this participation.

Our school supports an awareness for our First Nation Students. In fact we support awareness of
all of our cultures.

There are so many reasons to consider keeping our school open, we are leaders in our community and a reason to be proud of our catholic faith and education!

Emily Sheppard
Amanda

We recently worked through with the school board what the new school in the South end will look like. Through our ARC process the recommendation in May was to close four schools with some to St Francis and others to a new JK-8 school at St Benedict sites. When Sept arrived the school board was strongly pushing a connected JK-12 school, not quite the ARC recommendation. In the very end, only 4 days before the Dec 15 board meeting, did the proposal for a JK-6 school become available. Our school council chairs were asked to be a "mini-ARC" but without all the information sharing or ARC committe support to steer the board away from a JK-12 school.

I am sending this e-mail so that questions can be asked through your ARC process regarding the school Board's ability to alter the final ARC recommendations. It was a difficult process this fall to stand up for the ARC recommendations that were proposed for the South end schools. The board can, and does, change its mind even after the final ARC recommendations are accepted.

Please ask for some guarantee from the Board that the final ARC recommendations are carried through as proposed without alteration.

Judy St-Jean
concerned parent

----- Original Message -----
Judy,

Thank you so much for taking the time to supply me with this wealth of information! I know you teachers are busy enough, so I really appreciate it!

Take Care!
Amanda Gagne
(Chair of St. John's School)
My name is Sarah Charland, and I have two children who are attending St. Andrew School. Public speaking is not my strong suit but I do want my voice to be heard. I am deeply disappointed to see that St. Andrew’s is, according to all five options presented at the public meeting, slated to be closed. Making the initial decision to send our son to a Catholic School was not an easy one for me as I come from the public school system. However, upon the recommendation of a family friend who is an educator, we came to St. Andrew’s and immediately knew that we had found the right school for our son. It is a smaller school which is something that was very important to us as parents. We wanted an environment that would be nurturing as well as providing an excellent academic program. We wanted what every parent wants... peace of mind when sending our children into an environment away from the home.

St. Andrew’s is situated in a unique area which has the parish church, a public library, RCMP station and fire and paramedic stations all within 3 blocks. The academic reputation of the school was and continues to be excellent. The most impressive and important thing about St. Andrew’s is that it is so much more than just a school. Every student, from JK to grade 6, feels visible, connected and significant. The teachers know the students by name and the students themselves can experience a family atmosphere which helps them to develop their sense of self and belonging to a community. These factors don’t show up on a balance sheet or in projections but they have a value that cannot be disregarded. The Ministry of Education has recognized the value of smaller class sizes to student success in the classroom. It should follow that our smaller, community schools are also vital in helping our children become well-rounded individuals with a strong sense of self-worth and a greater capacity to contribute to our communities. So many children are “plugged-in” today that social interactions are becoming limited and awkward. St. Andrew’s has created an environment where our children are visible and valued and should be used as an example, not discarded and closed.

St. Andrew’s is not prohibitive to repair and though the numbers show that it is at 72% utilization, every room is in use. I urge the committee to find a way to keep our school open. Whether we bring the students from St. Bernadette to St. Andrew and expand our current site, or keep St. Raphael on the south-side of Lasalle and St. Andrew for the north-side of Lasalle and adjust the boundaries. St. Andrew’s deserves to be kept open so that it can continue to inspire its students to succeed. Our city has invested in the two area parks, purchasing new playground equipment and updating many features. They must see a future with children in the community, so I challenge the committee to do the same. In closing, I would remind the committee that bigger is not always better and our schools are here for the children who are so much more than numbers on a spreadsheet.

Parents chose this school and will continue to choose this school, as our increasing JK numbers indicate, because it is here in our area, it envelops our children in a family atmosphere and because of its commitment to academic success. St. Andrew’s is the school that I believe in.
Amanda

Hope you are surviving the ARC process. I've read the minutes from the last public meeting and wanted to share some experiences from the South end ARC of last year. With some of the East options the summary from the board states the opportunity of a JK-12 campus which opens the possibility by the board to propose a JK-12 school as they did in the South after the ARC process was decided.

It may be worth posing some questions to the board if a JK-12 "possibility" is being considered but not discussed through the current East ARC process.

Our South end multimedia centre was changed to a cafetorium following a board organized field trip to Wiarton Jk-12 school. It was decided by the board in Dec 2009 that technology would be integrated in the classroom and having a auditorium was a better option (decided after the final ARC decision). South end parents favoured a cafetorium.

I may not be fully aware of all the discussions but the recent public meeting minutes have the same suggestions of a board focus for a JK-12 school without ARC discussions.

Judy
South end parent

http://www.peopleforeducation.com/newsletter/nov09

This link was forwarded to me in another email from the same people, I copy and pasted it to minimize on emails! It's information from a newsletter on the Jk-8 and the 7-12 debate.

Thank you
Amanda Gagne
To Whom It May Concern:

As a parent of two boys in the JK program at Pius XII School, I wish to express the concerns I have with my children potentially attending St. Charles College in grades 7 and 8. I feel that children of this age are very impressionable and it would not be in their best interest to attend St. Charles until they reach high school. I worry that they may pick up bad habits or language while on the bus or in the hallways of a high school. The adolescence is an extremely stressful time as well as a time of great changes and curiosity.

I truly believe that it is in the best interest of not only the students who will go through the 7 and 8 classes but even those students at St. Charles College that high school remain grades 9 through 12 and separate from younger students. It is the responsibility of the trustees of the board, the Director of Education and those at all levels of the education of our children to put the needs of the student first and the bottom line second. Budgets are tight in all areas of life in these stressful economic times, but our children are our future and we must always put their needs first.

Please, I am begging you that you keep the grades 7 and 8 students at Pius XII School or at least in an elementary school setting and not in a high school.

Sincerely,

Paula Butcher
Not using Hotmail on your phone? Why not? Get it now.
Hello, Roland - Nice talking to you yesterday. I have spoken to Joanne McEwan, Chair of our Catholic School Parents' Association. She is more than happy to speak to parents from your Board about our Gr. 7-12 structure. She is a strong advocate for our system, and I'm sure will speak honestly and positively about our model. Her e-mail address is jmacewan@sympatico.ca

Also, as I mentioned, we have developed a resource entitled "Peer Assistance Programs, Hands Helping Hands". It outlines our various programs like Peer Helpers, Peer Mentors, Peer Tutors. The manual discusses program descriptions, recruitment, training, best practices, etc... Samples of best practices include Adopt-A-Homeroom, Welcome BBQ, Feeder School Visits, etc.. This is just one example of the positive influence that our Senior students can have with students in Grades 7 and 8. Let us know if there is anything further we can do to support you during or after your consultations. We are very pleased with the Grade 7 to 12 structure, and find that it works very effectively to support our student success initiatives.

Hope all went well with your mid-year BIP review!

Denise

Denise Andre
Superintendent of Student Success,
St. Patrick's and Holy Trinity Families of Schools
Ottawa Catholic School Board
570 West Hunt Club Road
Nepean, Ontario
K2G 3R4
Tel: (613) 224-4455 ext. 2371
email. Thank you.
Hello,

I have recently heard that you are thinking about possibly closing St. Andrew Catholic School. I am the parent of a Junior Kindergarten student at that school. I think it would be a terrible mistake to close down that school. My child was recently diagnosed with 2 different types of ADHD and he's borderline on a third. All the staff at that school have been more then helpful with trying to get my child on track and have been more then willing to do what it takes to help him. My concern is that if you choose to close this school, my son will NOT get the help they are giving and he will not get the proper attention that he needs to help him get through and succeed. I'm concerned as well that he will get pushed back and forgotten. I have seen it happen to many children and I happen to be one of those children. My parents had to fight to get me the help and I don't think that's right. I don't have to fight for help right now because they are so willing to help and I hope it stays that way. Keeping this school open is so important to all the students who attend. They all get the proper attention that they need. I don't think that all schools need to be big. You get to many students in one class room and then it becomes too much for the teacher and some children will end up falling behind. St. Andrew is also able to take all their students to church every month as the church is on the next street over and it's a great way for all the students to get out and get some fresh air and exercise as well as to learn about their religion. I have attended many events at this school and I have seen how all the students act and how they are with my child. All the students have so much respect for each other and those who are there to visit or attend those events. I believe that every child has the right to get the help they need to help them succeed. And I also believe that we need a few smaller schools in our city so that all those students that need help with their learning disabilities can get the help they need and will have a much better chance at succeeding. St. Andrew has the ability to offer one on one attention to their students and they are doing an exceptional job. So please, PLEASE do not close out school. We are all proud to be there. Thank you for taking the time to read this email.

Yours truly

Meaghan McGibbon
(concerned parent)
Hello

I am a parent of two children that attend St. Andrew School. I love this school. More importantly, my kids love this school.

For three years, my daughter attended a large school and floundered. She did not like school. We moved her to St. Andrew, and she flourished. I have seen with my own eyes the huge differences between large schools and small schools, and the small school wins. St. Andrew is special, please, do not shut it down. I want my daughter to continue to love school and I'm very afraid of what the future holds for her. And the future of my son, the JK'er who struts confidently down the halls of St. Andrew, loving the fact that every teacher in that school knows his name.

Leanne Romaniuk
Please accept the attached comments as per the ARC public meeting #4, held on Feb.17th.

Sincerely,

Sarah Charland
My name is Sarah Charland and my children attend St. Andrew Elementary School. I fully understand the amount of work that has gone into preparing the current three recommendations for the board; however, I believe that I have a new scenario that would address many of the concerns of both the board and parents. My scenario is the following…

1. St. Bernadette becomes 7-8 (7-8 students move from St. Raphael)
2. St. Andrew remains JK-6 RT (represents the board on the North side of Lasalle)
3. St. Raphael becomes JK-6 DT and retains the Special Education classes (represents the board for the South side of Lasalle)*

*St. Raphael would be downsized by demolishing the PTR portion of the school.

Keeping all three sites open is beneficial for many reasons. Parents will continue to have choice when deciding which school and board to enroll their children with, the community will continue to have these schools as a draw for young families and fewer children will be affected by the move.

Having a separate 7-8 school will relieve the parent concerns about 7-12 programming yet will allow these students the opportunity to adapt to a high-school routine because classes could be set up in a rotating fashion. St. Bernadette is also located near the high school so links could more easily be established between the two schools.

St. Andrew’s can continue its legacy of strong academic success and maintain the family atmosphere that makes this school so special. The board can continue to use our school to develop and test new methods of teaching which has been, and continues to be, successful. The changes to the boundaries will allow our school to maintain a higher enrollment thereby eliminating any “empty” spaces.

The demolition of the PTR section of St. Raphael is not only cost-saving but can also increase the parking area and reduce the bussing issues currently experienced. By downsizing the school the OTG will decrease leaving a higher percentage of use with the 7-8’s removed. Making the school JK-6 DT again gives options for parents and there will most likely be room to expand the special education classes as needed.

This scenario is much less expensive than others currently on the table and gives the board time to access the process of closing multiple schools and building a new school which is currently underway in the South End. This option also allows for unexpected growth in enrollment. If all the smaller schools are closed, there will be nowhere to go if enrollment numbers increase. Also, St. Charles College will need extensive and expensive repairs in the next few years by which time there will be more defined data as to enrollment and decisions on closures could be made then.

Thank-you for taking the time to read this letter. It is my hope that there is a solution that can keep all of our community schools open and maintain a strong presence for the Catholic School Board in this area.
-----Original Message-----
From: josiedo23@gmail.com [mailto:josiedo23@gmail.com]
Sent: February 3, 2010 12:46 PM
To: dogslife@unitz.ca
Subject: Grade 7 and 8

Hello.

I am a concerned parent. I think that the teachers and staff at plus xll school are excellent in their care and teaching for these wonderful children at this school. I strongly disagree that grade 7 and 8 should be integrated in a high school setting. The peer pressure and exposure at this young age is potentially harmful. They are still young children not teenagers.

My children will go to a public school before they go to a highschool.

Sincerely a concerned parent
Sent wirelessly from my BlackBerry device on the Bell network.
Envoyé sans fil par mon terminal mobile BlackBerry sur le réseau de Bell.
To Whom It May Concern:

As a parent of two boys in the JK program at Pius XII School, I wish to express the concerns I have with my children potentially attending St. Charles College in grades 7 and 8. I feel that children of this age are very impressionable and it would not be in their best interest to attend St. Charles until they reach high school. I worry that they may pick up bad habits or language while on the bus or in the hallways of a high school. The adolescence is an extremely stressful time as well as a time of great changes and curiosity.

I truly believe that it is in the best interest of not only the students who will go through the 7 and 8 classes but even those students at St. Charles College that high school remain grades 9 through 12 and separate from younger students. It is the responsibility of the trustees of the board, the Director of Education and those at all levels of the education of our children to put the needs of the student first and the bottom line second. Budgets are tight in all areas of life in these stressful economic times, but our children are our future and we must always put their needs first.

Please, I am begging you that you keep the grades 7 and 8 students at Pius XII School or at least in an elementary school setting and not in a high school.

Sincerely,

Paula Butcher
Not using Hotmail on your phone? Why not? Get it now.
Dear Pius XII parents:

As you are aware Pius XII School is under review for the East planning area in Sudbury. Since September, I have been part of the Accommodation Review committee (ARC) along with Ms. Bianchin (Principal), Mr. Foucault (teacher) and Cathy Manuel (Best Start Hub).

During this time there have been many meetings, discussions and debates as to the best options to present to the director of education. Last week the 5 options were presented to the public which you also received, all of which had all grade 7 & 8 students going to St. Charles College and Pius becoming a JK to grade 6 school. We, as part of the ARC committee did not feel that this was the best option available and we now have a new option being put on the table that keeps our school JK-8. I think this a very positive outcome from the last working meeting, but what we need now is the support of parents. I am urging you as a parent myself with two boys who will also be affected by any changes, to voice your concerns, comments or recommendations to the ARC committee. That will require your presence at the next public meeting on February 17th at 7pm at St. Charles College and/or e-mails submitted to the committee. We have the support from the teachers and many parents but the more parents that support the JK-8 programming the better the chances of that happening. Any comments made at the public meetings, or e-mails that are sent to the ARC committee are recorded and are submitted to the director of education and to the trustees for consideration when they vote on what option they think is best. There are still two options that have the 7 & 8’s being moved to St. Charles so please help us keep our students, you have a voice, you have a say, but only if you make it heard. Thank you in advance for your support, if you have any questions, please feel free to contact me via e-mail, if you wish to send me an e-mail with your thoughts I will gladly forward them to the ARC committee so they can be recorded. My address is dogsllife@unitz.ca

Sincerely,

Shelley Sloan
Parent Council Chair
Parent Representative of Accommodation Review Committee
Please return to your child's teacher.

☑ Yes, I have received and read a copy of the letter from Shelley Sloan/Louisa Bianchin regarding the (ARC) Accommodation Review Committee.

☐ Comments/Concerns/Recommendations:

My true belief is to keep grade 7 & 8 in the elementary school.  A thing to note and keep an eye out for is the high school level that they are not mature enough to handle all the activities that are expected of things.

Feb 3 2010  

[Signature]

Date  

Parent/Guardian Signature

[Signature]
Please return to your child's teacher.

☐ Yes, I have received and read a copy of the letter from Shelley Sloan/Louisa Bianchin regarding the (ARC) Accommodation Review Committee.

Comments/Concerns/Recommendations:

We don't think that it is fair to change their schools just to have them go then to high school when we are trying to have stability and control for our child. Most things are new and they are not paying attention to the things they should be. Their minds are wandering on other things and new surroundings.

Date: Jan 28, 2010

Parent/Guardian Signature: Angela Taylor
Please return to your child's teacher.

Yes, I have received and read a copy of the letter from Shelley Sloan/Louisa Bianchin regarding the (ARC) Accommodation Review Committee.

Comments/Concerns/Recommendations:

I don't think any parents would want their grade 7+8 in high school. They are just not ready for it at that age. I will be sending an email to show support and hope things will go our way! Thanks.

Jan 28/2010

Kim McLeod
Parent/Guardian Signature
Please return to your child’s teacher.

☑️ Yes, I have received and read a copy of the letter from Shelley Sloan/Louisa Bianchin regarding the (ARC) Accommodation Review Committee.

☑️ Comments/Concerns/Recommendations:

I would rather keep them to JK to Grade 8, this was my reason for putting my child in this school process it went up to Grade 6, I lost the fact if pupils stays from JK to Grade 8, I will be very happy.

Date: Jan 28, 10

Parent/Guardian Signature: Angela Jeanisse
Please return to your child's teacher.

Yes, I have received and read a copy of the letter from Shelley Sloan/Louisa Bianchin regarding the (ARC) Accommodation Review Committee.

Comments/Concerns/Recommendations:

I would like to request a P.E. X 11

Date: Feb 14, 2010

Parent/Guardian Signature: [Signature]

P.E. X 11
Please return to your child’s teacher.

Yes, I have received and read a copy of the letter from Shelley Sloan/Louisa Bianchin regarding the (ARC) Accommodation Review Committee.

Comments/Concerns/Recommendations:

I would like to keep the K-8 programming. I will try to attend the next scheduled meeting.

January 31, 2018

Parent/Guardian Signature
Please return to your child's teacher.

☑ Yes, I have received and read a copy of the letter from Shelley Sloan/Louisa Bianchin regarding the (ARC) Accommodation Review Committee.

☑ Comments/Concerns/Recommendations:

Please keep quiet as children should be children for as long as they can.

Feb 3, 2000

Date

[Signature] Parent/Guardian Signature
Please return to your child’s teacher.

Yes, I have received and read a copy of the letter from Shelley Sloan/Louisa Bianchin regarding the (ARC) Accommodation Review Committee.

Comments/Concerns/Recommendations:

I also prefer the school stays JK-8.

Date: Feb 11 2010

Parent/Guardian Signature: [Signature]
Please return to your child's teacher.

☑ Yes, I have received and read a copy of the letter from Shelley Sloan/Louisa Bianchin regarding the (ARC) Accommodation Review Committee.

☐ Comments/Concerns/Recommendations:

Shelley, I write to you & Louisa previously and do not support the 7-12 options. If the 7-12 options go through, my two boys will be pulled out of the Catholic school board. I like Pius I would like to keep it as a Jr. High school. I will be submitting an email to you and hope to attend March 17th.

Date: January 31, 2010

Jennifer & Scott Hamilton
Parent/Guardian Signature
Please return to your child’s teacher.

☑ Yes, I have received and read a copy of the letter from Shelley Sloan/Louisa Bianchin regarding the (ARC) Accommodation Review Committee.

☑ Comments/Concerns/Recommendations:

As a parent of 2 kids, I do not believe they will be ready for the “high school” behavioral expectations when they have to prepare for college. I feel they need more academic decisions (coursework, etc.) 

Date: Jan 28, 2001

Helen Robert
Parent/Guardian Signature
Please return to your child's teacher.

Yes, I have received and read a copy of the letter from Shelley Sloan/Louisa Bianchin regarding the (ARC) Accommodation Review Committee.

Comments/Concerns/Recommendations:

I hope they do in fact keep Pius XII as it is now from 7th to Grade 8. I feel it would serve our community well.

Date: Jan 31/10

Parent/Guardian Signature
Please return to your child's teacher.

☐ Yes, I have received and read a copy of the letter from Shelley Sloan/Louisa Bianchin regarding the (ARC) Accommodation Review Committee.

☐ Comments/Concerns/Recommendations:

It takes many years for children to establish relationships with teachers, as well as lasting friendships. My concerns are the effect this change would have on them. St. Charles College is a big school w/ many older children. I would not feel comfortable sending my child to a large high school before she is ready.

Date: Jan 28/10

Parent/Guardian Signature: Cara Le Richard

If I would send an e-mail w/my concerns as it will not be able to make the
Please return to your child's teacher.

☑ Yes, I have received and read a copy of the letter from Shelley Sloan/Louisa Bianchin regarding the (ARC) Accommodation Review Committee.

☐ Comments/Concerns/Recommendations:

You have our full support for JK-8.
We would like to attend the meeting to show our support.

Feb. 2, 2010

Date

Mrs. O'Dell

Parent/Guardian Signature
Please return to your child’s teacher.

☐ Yes, I have received and read a copy of the letter from Shelley Sloan/Louisa Bianchin regarding the (ARC) Accommodation Review Committee.

☑ Comments/Concerns/Recommendations:

We do not want our son attending grades 7 and 8 at a high school. We want to keep these grades at Pius Xll.

We will be looking at other alternatives should the board decide on moving these classes out of Pius.

Feb. 1, 2010

Date

Parent/Guardian Signature
Please return to your child’s teacher.

Yes, I have received and read a copy of the letter from Shelley Sloan/Louisa Bianchin regarding the (ARC) Accommodation Review Committee.

Comments/Concerns/Recommendations:

I don't feel comfortable sending my son to high school when he still kids himself in grade 7 & 8, no matter how separated the 9-12 student are when they should be still in elementary school.

Jan 28 2010

Date

Parent/Guardian Signature
Please return to your child's teacher.

☐ Yes, I have received and read a copy of the letter from Shelley Sloan/Louisa Bianchin regarding the (ARC) Accommodation Review Committee.

☐ Comments/Concerns/Recommendations:

You have our full support for TK-8.
We would like to attend the meeting to show our support.

Feb 2 2010

Date

[Signature]
Parent/Guardian Signature
Please return to your child's teacher.

Yes, I have received and read a copy of the letter from Shelley Sloan/Louisa Bianchin regarding the (ARC) Accommodation Review Committee.

Comments/Concerns/Recommendations:

It's a shame this is happening. If Pius goes K-6 we will transfer our kids to public school. We will be at the meeting. Thank-you!

Date: Feb 1, 2010

Signature: [Signature]
Please return to your child's teacher.

Yes, I have received and read a copy of the letter from Shelley Sloan/Louisa Bianchin regarding the (ARC) Accommodation Review Committee.

Comments/Concerns/Recommendations:

I would like it if Pius stayed the way it is now. I think it is fine and doing it this way would help me make it to Grade 6. When I first moved here to Coquitlam I looked at all the school options and was happy I chose Pius as my kids school and the reason for choosing Pius was because it went right to Grade 6. I would've chose the other school but Pius going from JK to Grade 6.

Date: Jan 28 2010

Parent/Guardian Signature: August Jeannine Burns

Please keep Pius going from JK to Grade 6.
Please return to your child's teacher.

☐ Yes, I have received and read a copy of the letter from Shelley Sloan/Louisa Bianchin regarding the (ARC) Accommodation Review Committee.

☐ Comments/Concerns/Recommendations:

I feel Pius XIX should remain a grade 6-8 school because Pius has an excellent program, quality service, and maintaining our students in grade 8 will help the school maintain their strong extracurricular programs. Also, keeping grade 8 is better for the environment.

January 28, 2010

Allyson Ward
Parent/Guardian Signature
Please return to your child's teacher.

☑ Yes, I have received and read a copy of the letter from Shelley Sloan/Louisa Bianchin regarding the (ARC) Accommodation Review Committee.

Comments/Concerns/Recommendations:

I hope they do indeed keep Piers till go it is now from J1C to Grade 8. I feel it would serve our community well.

Jan 31/10

Date

Parent/Guardian Signature
Please return to your child's teacher.

Yes, I have received and read a copy of the letter from Shelley Sloan/Louisa Bianchin regarding the (ARC) Accommodation Review Committee.

I strongly support JK-8 programming for Plus X1I School.

Date: Jan 30/10

Parent/Guardian Signature: Zolkowski
Please return to your child's teacher.

Yes, I have received and read a copy of the letter from Shelley Sloan/Louisa Bianchin regarding the (ARC) Accommodation Review Committee.

Comments/Concerns/Recommendations:

[Handwritten text]

I do not agree with Pius progressing to grade 6. What I don't understand is why aren't the parents from Pius not writing on this issue. Why push kids to grow up fast under pressure at an early age. I'm not impressed.

Jan 28/10

Date

Parent/Guardian Signature
Yes, I have received and read a copy of the letter from Shelley Sloan/Louisa Bianchin regarding the (ARC) Accommodation Review Committee.

Comments/Concerns/Recommendations:

If Pius is changed to grade six and the zigs at St. Charles, my child will be going to public school. He will not be attending St. Charles in 7-8. I will move him to Churchill.

FEB 2010
Date

Parent/Guardian Signature
Please return to your child's teacher.

☑ Yes, I have received and read a copy of the letter from Shelley Sloan/Louisa Bianchin regarding the (ARC) Accommodation Review Committee.

☑ Comments/Concerns/Recommendations:

We feel that the 7+8 students should not be in a high school when they are on a school bus. They are going to be bug and pushed around by the older students. I also think we are going to have more trouble then we do now.

Jan 28, 2010

Date

[Signature]

Parent/Guardian Signature
Please return to your child's teacher.

☐ Yes, I have received and read a copy of the letter from Shelley Sloan/Louisa Bianchin regarding the (ARC) Accommodation Review Committee.

☐ Comments/Concerns/Recommendations:

Both my husband and I would like our Plus XII School to stay as is. We hope it does not change.

Date: Feb 2/10

Parent/Guardian Signature: [Signature]
Please return to your child’s teacher.

Yes, I have received and read a copy of the letter from Shelley Sloan/Louisa Bianchin regarding the (ARC) Accommodation Review Committee.

Comments/Concerns/Recommendations:

Some children do better when they attend a public school setting. I feel that they have been pushed into a high school setting (7-8, 9,10,11,12). Many such children end educations. There are concerns if the child is ready for Jr. High.

Date: [Signature]

Parent/Guardian Signature
Please return to your child’s teacher.

Yes, I have received and read a copy of the letter from Shelley Sloan/Louisa Bianchin regarding the (ARC) Accommodation Review Committee.

Comments/Concerns/Recommendations:

I will be at the next meeting please keep PIUS XII JK-8

Feb 3/10

Date

Parent/Guardian Signature
Good afternoon.

I received a copy of your January 25th letter regarding the Accommodation Review Committee and the hope to keep Pius XII as a JK to Grade 8 school. I have been thinking about this for the last few days, trying to find the proper words to express my thoughts on this matter and though I wish I could keep this brief, it seems I could not.

We currently have two children attending Pius XII. They are new to Pius this school year. Our daughter is in the Communications program and our son is in Grade 1. They were initially attending St. Michael School, which I’m sure you know will be closing in the next couple of years. Our daughter, having outgrown the Communications program at St. Michael’s, was being transferred to Pius. We understood that this was a natural and necessary progression for her. After having investigated Pius as a school and determining that it would be a good fit both academically and socially for our son, we decided to transfer him at the same time with the thought that perhaps the transition to a new school in Grade 1 would be far easier on him than the transition to a new school two years from now into Grade 3, on the closure of St. Michael. We wanted to keep him with his sister as she has special needs and he is an important part
of her daily coping, but we also wanted him in a good school with a good school community. We are no different than any other parent. We were concerned about the transition, how the children would adjust to a new school, new friends, a new grade. To be quite honest, it was an extremely difficult transition for both of them but we knew that if we persevered and supported them in this, they would find themselves at home in this school for years to come. We were comforted in the knowledge that there would be few changes in the years ahead and that when it was time to move on to secondary school, they would have the maturity to handle the change. Then we see that once again, a school they are attending is up for an accommodation review and once again, we find ourselves in the position of uncertainty. Our children become part of a school community, a place where they not only learn but develop confidence, structure, relationships. All of these things are so important to their development and it is here they gain the tools they need to navigate the extremely difficult years of secondary school and onward.

To ask them to move on to St. Charles in Grade 7 is asking them to grow up a little sooner than they should be required to. Of course, I sound like a parent but my husband and I have considered the pros and cons. We do not want our children to grow up faster than necessary. We are not interested in exposing them to the behaviours of older students any sooner than they actually have to be. Why would we? They do not necessarily have the maturity at that age to be able to balance the adjustment of a new school, larger classes and crowds, the behaviours of new, more experienced students and at the same time use what limited tools they have acquired thus far to stay on track with the very important subjects that they learn in Grades 7 and 8, the subjects that are the springboards to what they will be learning in their secondary school lives. Grades 7 and 8 are crucial years and should not be considered so lightly by our school board.

Though Pius is not up for closure (thank goodness) as St. Michael's was, we do see that once again, the school board is looking at making changes at the expense of our children and their education. I fully understand that the bottom line is important when making these decisions (I know that the Province's guidelines have to be met), however, the school board is in the business of educating and it seems that rather than placing emphasis on improving our educational system, we are concentrating efforts on saving a dollar and just cramming our students together in one school. Should we not be looking at the impact these changes are going to have on our children in the long run? I understand that all options have to be considered. The Province's education plan dictates change. I do understand this. However, it seems to me that the impact that these changes are going to have on our students needs to be addressed the psychology must be addressed. As far as I know, parents have not received any information from any kind of experts outlining the impact these changes could have on our young children. As a parent, this concerns me. Though I know change can be a positive experience, I do not see how moving a child in Grade 7 to a secondary school will not have any kind of negative impact. I can't be the only one bothered by this. Why should children of this age have to deal with high school students and their issues?

Well, those are our thoughts regarding keeping Pius XII as a JK to Grade 8 school. We believe it should stay as is. But, we in the end aren't the decision makers and have no control over these accommodation reviews. Unfortunately, the end result of many of these reviews: our children are being bounced around. This is in fact the trend in this city. School after school is being reviewed with many changes resulting. This cannot be healthy for our children. Though we are not educators ourselves, we are from a family of educators who have worked for both English school boards in elementary and secondary schools. We are very interested and involved in our children's education and we have concerns about the impact these changes will have on our children and their friends.

Regards,

Nicole Sime
I am writing this letter on behalf of the education of my child currently in grade 3 at St. Andrew's school. She has been attending this school since junior kindergarten.

Her class has 17 children in it, and they all work at different levels. She is receiving remedial help at the time.

MY FEAR IS, THAT IF SHE IS ADDED INTO A BIGGER CLASS, SHE WILL NOT CONTINUE TO RECEI\nTHE PROPER ATTENTION NEEDED TO HELP HER CONTINUE HER EDUCATION.

Bigger classes mean it will be harder for the teacher to help individuals, as it is being done now at her school.

PLEASE DO NOT CLOSE OUR SCHOOL. GIVE OUR CHILDREN A CHANCE!

Thanking you in advance for listening.

MaryLynne MacDonald

All your Hotmail contacts on your phone. Try it now.
Hi Steve;

It may be beneficial to get some feedback from parents and students from Marymount. I am the chair at MMA and can tell you first hand that 7 - 12 works. My first daughter thrives there and my second one can hardly wait to get to MMA in the fall.

Just a thought;

Clara
Hi Shelley!

You will probably not remember me, however I met with you and Louisa in her office quite awhile ago and we had a brief discussion regarding the ARC proposed options. I was telling you both of my plans to take my boys out of the Catholic School Board if they went ahead with the grades 7 and 8 going to St. Charles. You encouraged me at that time, and then again through your recent letter to parents to write letters/emails if we couldn't attend the meeting on the 17th.

I've written the attached letter. I have never written this type of letter before, so please let me know if it's not appropriate/relevant/helpful.

Thanks,
I realize that declining enrollment numbers is a challenge all schools will be facing in the future. I also realize that change is needed and that change can create wonderful opportunities. At the same time, we need to be smart about the changes we make, and putting impressionable 12 year olds in a school with 18 and 19 year olds is just not smart.

I will start out by telling you I will be taking my children out of the SCDSB if the board decides to go ahead and put grade 7 and 8 students at St. Charles (or any other high school). I realize that to you that represents only two children among hundreds, but to me those two are everything.

One main point I’ve heard supporting the decision to put grade 7 and 8 at St. Charles is that the ‘older students will mentor the younger students’. This may be true for some high school students, but realistically, the majority will be mentoring my children in things I don’t want them to be mentored by 18 year olds in. Children at 12 are so impressionable and so easily led astray that they don’t need a group of 19 year olds intimidating them and telling them what to do.

The second point I keep reading about is that there is a continuation of learning. There’s no interruption, no new school and that will help to reduce the drop-out rates. Students are going to go to school or not go to school regardless of whether it’s a new school for grade 9 or not. That is their and their parents decision. Just because they don’t have a new school to go to in grade 9 doesn’t mean students are going to stay in school for the next four years, “sorry mom, I’m going to quit school because I have to go to another building. If I could have started in a new school in grade 7 instead I would have stayed and graduated”.

In going through the ARC documents online, I saw where it was suggested that the grades 7 and 8 students would be in a separate side of the school with their own entrance. That’s what the parents of the North ARC were told and that’s not what they are getting. Secondly, who is going to be ‘policing’ that students stay on their own side of the school – this isn’t going to happen. Just look at the elementary schools where certain grades are supposed to be on separate sides of the school and it doesn’t happen.

Three years ago my husband and I chose to send our children to Pius instead of the local Public School and I have not had a moment when I have regretted that decision. All you need to do is walk down the hallways of the school, there is a real sense of family, community, inclusion and tradition. Staff know all the students and vice-versa. Most importantly I feel my children are being educated and cared for in a safe learning environment. The teaching staff at Pius go above and beyond for their students. There is wonderful support and resource staff for children like my son who require extra support with reading and writing. This is where I want my boys finishing their grade 7 and 8 education.
Perhaps this type of a 'continued learning' concept has been trialed in larger areas like Toronto, but this concept will not work in Sudbury. Parents here take an active role in our children’s schooling and lives and I know I am not the only parent who will be switching to the Public School Board if the decision is made to put grade 7 & 8 students at St. Charles. This decision will not increase enrollment it will only make it decline faster.

Here’s hoping the Catholic School Board chooses to make a smart decision for our grade 7 and 8 students.

Jennifer Hamilton
As a concerned parent, I felt the need to speak up and make sure my number counts.

I enrolled my son in St.Andrew’s JK program after visiting the school. My son & I were going through a few changes of life when it was time for him to start school and the teacher & Principle were very comforting. This surety and the environment of a smaller school setting made St. Andrew’s the choice for us. I vote NO for school closure. Sincerely Yours,

Kathy Kramer

Parent of 5 Year Old child in SK at St. Andrew’s

(705)566-9153

Email: kathyk@pbnet.ca
Hello,

My name is Brigitte Hollohan and I am the parent of a child who attends St.Andrew school, and a second child who is suppose to begin in September. I'm disappointed to hear that the school is nearing the end of it's days and I don't believe it should. Here are some of the reasons why the school should remain as it is:

- it's friendly atmosphere is like no other
- it's a real community of friends and learners
- the classes are straight grades
- children learn to respect each other in a smaller school
- the teachers are wonderful

Please reconsider your decision to close the school, it's a fantastic school and has a long history of success in academics and sports.

Regards,
Brigitte Hollohan
524-8346
This was a message left on the ARC voicemail box:

My name is Mr. Arnold Zell and I live on Atlee Street. I have been a tax payer on the Separate School Board for about thirty (30) years, I put 5 children through St. Raphael’s in the last 30 years and I am calling about the closure, or the comments on closure of the school that is going to happen. I know the people in New Sudbury, I have lived here for 35 years and a lot of people are very upset with children in grades from Junior Kindergarten right up to grade 8. We’re the majority of this population should have the vote on. Most people in this area think that St. Raphael should remain open, should be remodeled, and the existing school should be used, not a new school. See I know the people in New Sudbury. I hear the Board is not listening to the majority out here, and the back lash I know for a fact will be, you will loose a lot of separate school tax payers to the public system if the first 2 options go through on this. Thank you for listening to my comments. I hope I read more or hear more about it and I am sure there will be more input from the people in New Sudbury. Thank you very much.
The following comments were brought forth by student representatives who were representing most of the St. Charles College Student Body:

As students at St. Charles College we have come together as a group to protest the decision of bringing Grade 7 and 8 students and additional high school students into our school. Being catholic students we have faith in our board and respect your decisions, however we disagree strongly with the idea of bringing younger grades into St. Charles College.

We believe that bringing younger students into our secondary school would not benefit them, current students or teachers. The high school environment is difficult enough without being thrown into it at such a young age. Having to deal with peer pressure and stress is very difficult and we don’t believe that they should experience that just yet.

Also, our school is already quite full, bringing in more students would cause problems for teachers, space and funding. There wouldn’t be enough one on one time thus making teachers stressed and students unprepared. The numbers you propose don’t make sense because our classrooms are already in use during most, if not all periods, including the amphitheatre and chapel. Even our French Immersion religion class was so big we had to move to the amphitheatre.

Many students, including some of our peers and friends are considering leaving St. Charles College because of this idea. We have most of our school behind us, we have a petition with close to 200 signatures some from even teachers, we also have a Facebook group dedicated to this subject.

If you choose to disregard our agreement we have no choice but to oblige but we encourage you to think this through as it is making many people unhappy.

In this situation, as students we know our school and can guess the outcome already. Even though your numbers say differently you do not know how difficult it is to walk through the hallways between classes, share the attention of our teachers and find a decent spot in the cafeteria. These simple tasks have already become a challenge and by bringing more students into the school, the stress will be multiplied.

Yes, there may be positive outcomes but to what cost? What we are trying to bring to your attention is are they worth the negative outcomes? What’s going to be done to ensure that current students are notified and have a say in this argument? Thank you.
Stop grade 7 and 8's from coming to St. Charles College.

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Stop Grade 7 and 8's from coming to SCC

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