

SIMCOE COUNTY DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING - WEDNESDAY, NOVEMBER 23, 2011

A G E N D A

NOTE: PUBLIC SESSION will commence at 6:00 P.M., followed immediately by the COMMITTEE OF THE WHOLE in CLOSED SESSION (GEORGIAN ROOM). PUBLIC SESSION will resume AT 7:30 P.M (ROY EDWARDS ROOM).

PUBLIC SESSION

- A.**
- (1) Roll Call
 - (2) Approval of Agenda
 - (3) Approval of Minutes
 - (a) Minutes of the Special Meeting of the Board held October 24, 2011
 - (b) Minutes of the Regular Meeting of the Board held October 26, 2011
 - (c) Minutes of the Special Meeting of the Board held November 8, 2011
 - (d) Minutes of the Special Meeting of the Board held November 9, 2011
 - (4) Declaration of Conflicts of Interest

CLOSED SESSION

- B.** Committee of the Whole

PUBLIC SESSION

- C.**
- (1) Report from Student Trustees
 - (2) Presentations/Delegations - Nil

D. RECOMMENDATIONS FOR ACTION

- (1) Report from the Closed Session of the Board in Committee of the Whole
- (2) Matters Arising from Previous Meeting:
Motion(s) for which notice was given at previous Board Meeting
 - (a) Notice of Motion from the October 26, 2011 Board Meeting
 - (b) Notice of Motion from the October 26, 2011 Board Meeting
- (3) Notice of Time Sensitive Motions from Statutory Committees - Nil
- (4) Committee Minutes/Reports - Items for Decision
 - (a) Report of the Business and Facilities Standing Committee Meeting held November 2, 2011
 - (b) Report of the Program Standing Committee Meeting held November 9, 2011
- (5) Staff Reports – Items for Decision
 - (a) Special Education Advisory Committee Member Appointment

- (6) Committee Minutes/Reports - Items for Information
 - (a) Report of the Parent Involvement Committee Meeting held September 21, 2011
 - (b) Report of the Special Education Advisory Committee Meeting held October 17, 2011 **(REPORT TO FOLLOW)**
- (7) Staff Reports - Items for Information – Nil

E. OTHER MATTERS

- (1) Reports from Liaison Members
- (2) Notices of Motion for next meeting
- (3) Questions and Proposals from Trustees
- (4) Professional Development Seminars Attendance
- (5) Reports/Update from Staff
- (6) Correspondence - Nil

F. FUTURE BUSINESS OF THE BOARD, STANDING COMMITTEES AND ADVISORY COMMITTEES

Organizational Board Meeting Board December 5, 2011 at 7:30 p.m. – Roy Edwards Room
Business and Facilities Standing Committee Meeting – December 7, 2011 at 6:00 p.m. –
Special Education Advisory Committee Meeting – December 12, 2011 at 7:00 p.m. –
Georgian Room
Special ARC Board Meeting (ARC 2010:03) – December 13, 2011 at 6:00 p.m. –
Roy Edwards Room
Human Resources Standing Committee Meeting – December 14, 2011 at 6:00 p.m. -
Georgian Room
Program Standing Committee Meeting – December 14, 2011 at 7:00 p.m. – Georgian
Room Regular Meeting of the Board – December 21, 2011 at 6:00 p.m., followed
immediately by the Committee of the Whole in Closed Session (Georgian Room),
Public Session will resume at 7:30 P.M (Roy Edwards Room)

G. ADJOURNMENT

SIMCOE COUNTY DISTRICT SCHOOL BOARD

PUBLIC SESSION

RECOMMENDED ACTION – WEDNESDAY, NOVEMBER 23, 2011

REPORT	FYI	Decision Req.	MOTION
			Call Meeting to order. Roll Call
		√	That the agenda be approved as printed.
A-3-a Special Board Minutes October 24, 2011		√	That the Minutes of the Special Board meeting held Monday, October 24, 2011 be approved as printed.
A-3-b Board Minutes October 26, 2011		√	That the Minutes of the Board meeting held Wednesday, October 26, 2011 be approved as printed.
A-3-c Special Board Minutes November 8, 2011		√	That the Minutes of the Board meeting held Tuesday, November 8, 2011 be approved as printed.
A-3-d Special Board Minutes November 9, 2011		√	That the Minutes of the Special Board meeting held Wednesday, November 9, 2011 be approved as printed.
			Declaration of Conflicts of Interest
MOTION		√	That we go into Closed Session of the Committee of the Whole
PUBLIC SESSION			
C-1			Report from Student Trustees
C-2 Presentations/Delegations/ Trustee Tributes			Nil
D-1		√	Report from the Closed Session of the Board in Committee of the Whole
D-2-a Notices of Motions from the October 26, 2011 Board Meeting		√	(1) That the Board rescind Motion #BP-2009-09-23-205: that the Simcoe County District School Board postpone indefinitely the closure of any secondary schools in the ARC B area.
		√	(2) That the Board receive Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District high School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009, and that no action be taken regarding the recommendations contained in this Accommodation Review.

SIMCOE COUNTY DISTRICT SCHOOL BOARD
 RECOMMENDED ACTION - 2
 NOVEMBER 23, 2011

D-2-b Notice of Motion from the October 26, 2011 Board Meeting		√	That the Chair of the SCDSB send a letter to the Prime Minister, the Honourable Rob Nicholson, Minister of Justice and Attorney General, with copies to all MPs and MPPs requesting that the federal government reconsider the "Safe Streets and Communities Act" to consider the implications of this Bill on our youth with mental health and addiction issues.
D-4-a Business and Facilities November 2, 2011		√	(1) That the Board approve the joint use agreement renewal with the Township of Springwater, as set out in APPENDIX A of Report No. BF-D-1, Township of Springwater Joint Use Agreement Renewal, dated November 2, 2011. (2) That the Board approve the revisions to Policy No. 2510, Communications, as set out in APPENDIX C of Report No. BF-D-2, Revision to Policy No. 2510, Communications, dated November 2, 2011.
D-4-b Program Meeting November 9, 2011		√ √ √	(1) That the Board approve that it not pursue the establishment of an EFSL program in the Township of Clearview for September 2012, as set out in Report No. PRO-D-1, Results of the Extended French as a Second Language (EFSL) Feasibility Study Within the Township of Clearview, dated November 9, 2011. (2) That the Board approve that a feasibility study be undertaken in the Fall of 2012 to investigate the establishment of an Extended French as a Second Language (EFSL) program at an elementary school in the Township of Clearview with a target of commencing in September 2013, as set out in Report No. PRO-D-1, Results of the Extended French as a Second Language (EFSL) Feasibility Study Within the Township of Clearview, dated November 9, 2011. (3) That the Board approve that the Grades 5 to 8 EFSL program currently located at Fred C. Cook Public School be relocated to W.H. Day Elementary School for September 2012, as set out in Report No. PRO-D-2, Extended French as a Second Language (EFSL) Program Site Relocation, dated November 9, 2011.
D-5-a SEAC Member Appointment		√	That the Board appoint to the Special Education Advisory Committee, effective immediately, Sarah Elliott as member for Candlelighters Simcoe Parents of Children with Cancer, as set out in Report No. D-5-a, Special Education Advisory Committee (SEAC) Member Appointment, dated November 23, 2011.
D-6-a PIC – September 21, 2011	√		
D-6-b SEAC October 17, 2011			(REPORT TO FOLLOW)

SIMCOE COUNTY DISTRICT SCHOOL BOARD
 RECOMMENDED ACTION - 3
 NOVEMBER 23, 2011

E-1 Reports from Liaison Members			
E-2 Notices of Motion for Next Meeting			
E-3 Questions and Proposals from Trustees			
E-4 Professional Development Seminars Attendance			
E-5 Reports/Update from Staff			
E-6 Correspondence			Nil
Future Business			
Adjournment		√	Motion to Adjourn

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: The Secretary

SUBJECT: **MINUTES OF THE SPECIAL MEETING OF THE
BOARD HELD OCTOBER 24, 2011**

A Special meeting of the Simcoe County District School Board was held on Monday, October 24, 2011 at the Education Centre.

A. (1) Roll Call

PRESENT:

Trustees

Donna Armstrong, Peter Beacock, Suzanne Ley (fulfilling the role of Vice-chairperson), Michele Locke, Krista Mayne, Robert North, Caroline Smith (fulfilling the role of Chairperson), Christine Williams.

ELECTRONIC:

Participation

Jodi Lloyd.

REGRETS:

Trustee

Nicole Black, Debra Edwards.

ABSENT

Trustees

Jeff Monague.

ABSENT:

Student Trustees

Victoria Edwards, Frank Li, Matt Stergiou.

The Chairperson called the meeting to order at 6:00 p.m.

Due to the absence of Chairperson Debra Edwards, Vice-chairperson Caroline Smith fulfilled the role of Chairperson for the evening.

MOTION

Moved by Donna Armstrong
Seconded by Robert North

That Trustee Suzanne Ley fulfill the role of Vice-chairperson for the evening.

Trustee Ley indicated that she would stand.

As there were no further nominations, Trustee Ley was acclaimed to fulfill the role of Vice-chairperson for the evening.

Trustee Ley assumed the Vice-chair at this time.

(2) Approval of Agenda

Moved by Robert North
Seconded by Christine Williams

That the Agenda be approved as printed.

CARRIED

(3) Declaration of Conflicts of Interest – Nil

This Special ARC Board Meeting was held to receive reports regarding Accommodation Review 2010:03. The Accommodation Review Committee (ARC) 2010:03 references Ernest Cumberland Elementary School and Alliston Union Public School.

Chairperson Smith began the meeting with an overview of the ARC process and how the meeting would proceed. She also thanked members of the ARC for their interest and time commitment in participating in the ARC, and for their dedication to the students in Simcoe County.

B. (1) Staff Report

Accommodation Review 2010:03 – Accommodation Review Committee Report (B-1-a)

Paul Sloan, Superintendent of Education recognized ARC 2010:03 members and thanked them for their efforts in compiling the report. He introduced ARC member Michelle Davison who presented on behalf of the ARC.

ARC member Michelle Davidson expressed appreciation to Trustees Robert North and Nicole Black for their involvement in the ARC and thanked the Board for the opportunity to participate in the process. She reviewed the history of ARC 2010:03 and discussed the steps taken and factors considered to develop the recommendations presented in the report. ARC member Davidson responded to trustee questions and expanded on the recommendations contained within the ARC final report.

This report was provided as information.

Accommodation Review 2010:03 – Alliston Union Public School,
Ernest Cumberland Elementary School - Staff Report (B-2-a)

Associate Director Janis Medysky reviewed the SCDSB staff report regarding ARC 2010:03. In her presentation, she discussed the background and process for ARC 2010:03, factors considered when creating the SCDSB staff report and the five staff recommendations regarding ARC 2010:03.

Associate Director Medysky thanked the ARC members for their contributions which assisted staff in developing the recommendations presented in the staff report.

This report was provided as information.

Chairperson Smith thanked everyone for their presentations and reviewed upcoming Special ARC Board meeting dates and timelines relating to ARC 2010:03. A Special Board meeting to hear delegations is scheduled for Tuesday, November 8, 2011 at 6:00 p.m. and a Special Board meeting has been scheduled for Tuesday, December 13, 2011 where a decision regarding this accommodation will be made.

FUTURE BUSINESS OF THE BOARD AND ADJOURNMENT

Regular Meeting of the Board – October 26, 2011 at 6:00 p.m., followed immediately by the Committee of the Whole in Closed Session (Georgian Room), Public Session will resume at 7:30 p.m. (Roy Edwards Room).

MOTION TO ADJOURN

Moved by Robert North
Seconded by Peter Beacock

That the meeting be adjourned at 6:45 p.m.

CARRIED

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: The Secretary

SUBJECT: **MINUTES OF THE REGULAR MEETING OF THE
BOARD HELD OCTOBER 26, 2011**

The regular meeting of the Simcoe County District School Board was held on Wednesday, October 26, 2011 at the Education Centre.

A. (1) Roll Call

PRESENT:
Trustees

Donna Armstrong, Peter Beacock, Nicole Black, Suzanne Ley, Jodi Lloyd, Michele Locke, Krista Mayne, Jeff Monague, Robert North (fulfilling the role of Vice-chairperson), Caroline Smith (fulfilling the role of Chairperson), Christine Williams.

REGRETS:
Trustees

Debra Edwards.

PRESENT:
Student Trustees

Victoria Edwards, Frank Li, Matt Stergiou.

Recording Secretary Lena Robyn.

The Chairperson called the meeting to order at 6:00 p.m.

Due to the absence of Chairperson Debra Edwards, Vice-chairperson Caroline Smith fulfilled the role of Chairperson for the evening.

MOTION

Moved by Donna Armstrong
Seconded by Suzanne Ley

That Trustee Robert North fulfill the role of Vice-chairperson for the evening.

Trustee North indicated that he would stand.

As there were no further nominations, Trustee North was acclaimed to fulfill the role of Vice-chairperson for the evening.

Trustee North assumed the Vice-chair at this time.

(2) Approval of Agenda

Moved by Christine Williams
Seconded by Peter Beacock

That the Agenda be approved as printed.

CARRIED

(3) Approval of Minutes

Minutes of the Regular Meeting of the Board held September 26, 2011 (A-3-b)

Moved by Nicole Black
Seconded by Peter Beacock

That the Minutes of the Regular Meeting of the Board held Wednesday, September 26, 2011 be approved as printed.

CARRIED

(4) Declaration of Conflicts of Interest – Nil

B. Committee of the Whole

Moved by Peter Beacock
Seconded by Nicole Black

That the Board move into Committee of the Whole in Closed Session at this time.

CARRIED

The Public Session of the Board re-convened at 7:30 p.m.

C. (1) Report from the Student Trustees

Student Trustees Victoria Edwards, Frank Li and Matt Stergiou reported on the following:

- The Student Senate held a meeting earlier in the evening and the attendance was excellent, with only two schools not represented.
- The Ontario Student Trustees' Association (OSTA-AECO) held their fall general meeting in Toronto from October 20 to 23, 2011. At the meeting, the student trustees had great discussions and shared many ideas. Of particular note, Student Trustee Stergiou received positive comments from members regarding the SCDSB's switch to paperless committee meetings.
- The Student Senate discussed mental health resources for youth. They shared ideas about how to get these resources to schools to connect with students
- The Ontario Student & Parent Survey was released on October 21, 2011. The Student Trustees reviewed and spoke to the questions and responses, and indicated that the responses from the SCDSB were in the top 10 per cent for survey participation.

(2) Presentation/Delegations – Nil

D. RECOMMENDATIONS FOR ACTION

- (1) Report from the Closed Session of the board in Committee of the Whole

Report from the Closed Session of the Board in Committee of the Whole from October 26, 2011:

That the Board ratify the following recommendations taken in the Closed Session meeting of the Committee of the Whole on Wednesday, October 26, 2011:

(1,2)

Moved by Suzanne Ley

Seconded by Peter Beacock

#BP-2011-10-26- 169

That the Board approve the School/System Administrator Eligibility Lists, as set out in Report No. CL-HR-D-1, School/System Administrator Eligibility Lists – October 2011, dated October 12, 2011.

(2)

#BP-2011-10-26-170

That the Board approve the School Administrator Appointments, as set out in Report No. CL-HR-D-2, School Administrator Appointments, dated October 12, 2011.

CARRIED

- (2) **Matters Arising from Previous Meeting:**

Motion(s) for which notice was given at previous Board meeting

(1,2,3,4,5)

Moved by Krista Mayne

Seconded by Nicole Black

That the Board approve the following revisions to the Board By-laws:

(1)

2011-10-26-171

Include the definition of “prevailing side” under Article I: Definitions, as set out in Report No. D-2-a, Notice of Motion from the September 28, 2011 Board Meeting, dated October 26, 2011.

(2)

2011-10-26-172

Include language regarding Notice of Motions, as set out in Report No. D-2-a, Notice of Motion from the September 28, 2011 Board Meeting, dated October 26, 2011.

(3)

2011-10-26-173

Include “Notices of Motion for Next Meeting” under the Order of Business for Committee Meetings in Closed Session, as set out in Report No. D-2-a, Notice of Motion from the September 28, 2011 Board Meeting, dated October 26, 2011.

(4)

2011-10-26-174

Include "Notices of Motion for Next Meeting" under the Order of Business for Standing Committees of the Board, as set out in Report No. D-2-a, Notice of Motion from the September 28, 2011 Board Meeting, dated October 26, 2011.

(5)

2011-10-26-175

Revise under Item #6 to read "Items brought forward under "other matters"" will be for discussion only, as set out in Report No. D-2-a, Notice of Motion from the September 28, 2011 Board Meeting, dated October 26, 2011.

CARRIED

(3) Notice of Time Sensitive Motions from Statutory Committee - Nil

(4) Committee Minutes/Reports – Items for Decision

Report of the Special Education Advisory Committee Meeting
held September 19, 2011 (D-4-a)

Trustee Krista Mayne indicated that Superintendent Phyllis Hili will provide information regarding special education training opportunities for staff and community members on a monthly basis.

Report of the Public Session of the Human Resources Standing Committee Meeting
held October 12, 2011 (D-4-b)

Moved by Suzanne Ley
Seconded by Christine Williams

#HR-2011-10-12-176

That the Board approve the revisions to Policy No. 3035, Workplace Conflict Resolution, as set out in APPENDIX C of Report No. HR-D-1, Revision to Policy No. 3035, Workplace Conflict Resolution, dated October 12, 2011.

CARRIED

(5) Staff Reports – Items for Decision

Simcoe County Student Transportation Consortium Annual General Meeting (AGM)
Designated Voting Member and Alternate Voting Member (D-5-a)

John Dance, Superintendent of Facility Services provided an overview of the report. The Simcoe County Student Transportation Consortium Board of Directors has scheduled its Fiscal 2011-2012 Annual General Meeting (AGM) on November 24, 2011. A designated voting member and an alternate voting member are requested to be named to vote at the November 24th meeting.

(1)

Moved by Suzanne Ley

Seconded by Krista Mayne

#BP-2011-10-26-177

That the Board appoint Trustee Jodi Lloyd to serve as the designated voting member for the November 24, 2011 SCSTC AGM, as set out in APPENDIX A of Report No. D-5-a, Simcoe County Student Transportation Consortium Annual General Meeting (AGM) Designated Voting Member and Alternate Voting Member, dated October 26, 2011.

Trustee Lloyd indicated that she would stand. As there were no further nominations, Trustee Lloyd was acclaimed as the voting member.

(2)

Moved by Suzanne Ley
Seconded by Krista Mayne

#BP-2011-10-26-178

That the Board appoint Trustee Robert North to serve as the designated alternate voting member for the November 24, 2011, SCSTC AGM, as set out in APPENDIX A of Report No. D-5-a, Simcoe County Student Transportation Consortium Annual General Meeting (AGM) Designated Voting Member and Alternate Voting Member, dated October 26, 2011.

Trustee North indicated that he would stand. As there were no further nominations, Trustee North was acclaimed as the alternate voting member.

**Accommodation Review Committee (ARC) Membership Update:
ARC 2011:02 (D-5-b)**

That Board approved the establishment of two Accommodation Review Committees (ARCs) on November 24, 2010. The ARC memberships were approved at the August 24, 2011 Board meeting. Since approval of the memberships for both ARCs, an additional member has been appointed by the Township of Severn for ARC 2011:02.

Moved by Jodi Lloyd
Seconded by Nicole Black

#BP-2011-10-26-179

That the Board approve the ARC membership for ARC 2011:02 (Coldwater PS, Moonstone ES, and Warminster PS), as set out in APPENDIX A of Report No. D-5-b, Accommodation Review Committee (ARC) Membership Update: ARC 2011:02, dated October 26, 2011.

CARRIED

**Special Education Advisory Committee (SEAC) Member Resignation
and Appointment (D-5-c)**

Superintendent Hili provided a brief overview of the report. In September 2011, Kim Martin, SEAC Member for Simcoe Community Services submitted her resignation from the Special Education Advisory Committee. Simcoe Community Services put forward a nomination to have the SEAC member position filled by Sue Downing.

Moved by Peter Beacock
Seconded by Nicole Black

#BP-2011-10-26-180

That the Board appoint to the Special Education Advisory Committee, effective immediately, Sue Downing as member for Simcoe Community Services, as set out in Report No. D-5-c, Special Education Advisory Committee (SEAC) Member Resignation and Appointment, dated October 26, 2011.

CARRIED

(6) Committee Minutes/Reports – Items for Information

Report of the Business and Facilities Standing Committee Meeting held October 5, 2011 (D-7-a)

This report was provided as information.

Report of the Program Standing Committee Meeting held September 7, 2011 (D-7-b)

This report was provided as information.

(7) Staff Reports – Items for Information

E. OTHER MATTERS

(1) Reports from Liaison Members

Trustee Lloyd provided an update regarding the Simcoe County Student Transportation Consortium (SCSTC). She reported that the SCSTC is making strides in their efficiency and effectiveness review, and that all SCSTC employees are now employees of the Consortium and not the local school boards. Also, the move to the new location at Cedar Point in Barrie has been completed and the SCSTC's new website will be launched in the near future.

Trustee Michele Locke reported that she recently attended the Ontario Public School Boards' Association (OPSBA) regional meeting. Topics discussed included the new food and beverage policy and youth mental health issues. Trustee Locke also brought copies of The Simcoe Path to the meeting.

(2) Notices of Motion for next meeting

*Moved by Peter Beacock
Seconded by Michele Locke*

That the Board rescind Motion #BP-2009-09-23-205: That the Simcoe County District School Board postpone indefinitely the closure of any secondary schools in the ARC B area.

*Moved by Peter Beacock
Seconded by Michele Locke*

That the Board receive report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009, and that no action be taken regarding the recommendations contained in this Accommodation Review.

*Moved by Michele Locke
Seconded by Jeff Monague*

That the Chair of the Board send a letter to the Prime Minister, the Honourable Rob Nicholson, Minister of Justice and Attorney General, with copies to our MPs and MPPs requesting that the Federal Government reconsider the “Safe Streets and Communities Act” to consider the implications of this Bill on our youth with mental health and addiction issues.

(3) Questions and Proposals from Trustees - Nil

(4) Professional Development Seminars Attendance

Trustee Locke declared her intention to attend the People for Education Conference taking place on November 5-6, 2011 and the Circle of Light Conference taking place on November 14-16, 2011.

(5) Reports/Update from Staff

Director Wallace reported that the paperless meetings at the standing committee level have been a success. Trustees agreed to commence paperless meetings for the regular Board meetings effective November 2011.

(6) Correspondence

Letter from the Ministry of Training, Colleges and Universities Re: Awards for 213 Students for the Province’s Queen Elizabeth II Aiming for the Top Scholarship

213 students within the SCDSB won the Province’s Queen Elizabeth II Aiming for the Top Scholarship. This program rewards students who graduate with top marks at their high school.

**F. FUTURE BUSINESS OF THE BOARD, STANDING COMMITTEES
AND ADVISORY COMMITTEES**

Audit Committee Meeting – November 1, 2011 at 6:00 p.m. – Coldwater Room
Business and Facilities Standing Committee Meeting – November 2, 2011 at 6:00 p.m.
Georgian Room
ARC 2010:03 Special Board Meeting – November 8, 2011 at 6:00 p.m. – Roy Edwards
Room
Special Board Meeting – November 9, 2011 at 6:00 p.m. – Georgian Room
Program Standing Committee Meeting – November 9, 2011 at 7:00 p.m. – Georgian
Room
Barrie Central Partnership – November 15, 2011 at 6:00 p.m. – Roy Edwards Room
Special Education Advisory Committee Meeting – November 21, 2011 at 7:00 p.m. –
Georgian Room
Years of Service Celebration – November 22, 2011 at 5:00 p.m. – Roy Edwards Room

Parent Involvement Committee Meeting – November 23, 2011 at 5:00 p.m. –
Couchiching Room
Regular Meeting of the Board – November 23, 2011 at 6:00 p.m., followed immediately
by the Committee of the Whole in Closed Session (Georgian Room), Public Session will
resume at 7:30 P.M (Roy Edwards Room)

MOTION TO ADJOURN

Moved by Peter Beacock
Seconded by Michele Locke

That the meeting be adjourned at 8:20 p.m.

CARRIED

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: The Secretary

SUBJECT: **MINUTES OF THE SPECIAL MEETING OF THE
BOARD HELD NOVEMBER 8, 2011**

A Special meeting of the Simcoe County District School Board was held on Tuesday, November 8, 2011 at the Education Centre.

A. (1) Roll Call

PRESENT:

Trustees

Donna Armstrong, Peter Beacock, Nicole Black, Michele Locke, Krista Mayne (fulfilling the role of Vice-chairperson), Robert North, Caroline Smith (fulfilling the role of Chairperson).

REGRETS:

Trustees

Debra Edwards, Suzanne Ley, Jodi Lloyd, Christine Williams.

ABSENT

Trustees

Jeff Monague.

ABSENT

Student Trustees

Melissa Knowlton, Molly McFarlane, Matt Stergiou.

The Chairperson called the meeting to order at 6:05 p.m.

MOTION

Moved by Nicole Black

Seconded by Michele Locke

That Trustee Krista Mayne fulfill the role of Vice-chairperson for the evening.

Trustee Mayne indicated that she would stand.

As there were no further nominations, Trustee Mayne was acclaimed as Vice-chairperson for the evening.

Trustee Mayne assumed the Vice-chair at this time.

On October 24, 2011, trustees received the ARC Committee and staff reports for Accommodation Review 2010:03.

This Special ARC Board Meeting (November 8, 2011) was held to hear delegations regarding recommendations pertaining to Accommodation Review 2010:03. Accommodation Review Committee (ARC) 2010:03 references Ernest Cumberland Elementary School and Alliston Union Public School.

(2) Approval of Agenda

Moved by Robert North
Seconded by Peter Beacock

That the Agenda be approved as printed.

CARRIED

(3) Declaration of Conflicts of Interest – Nil

B. (4) Delegations

1. Cassandra DeGrace
2. Kim Berek
3. Michelle Davidson and Carole Madsen

Chairperson Smith thanked the delegations for their presentations and noted that the final Special ARC Board Meeting regarding this matter will be held on Tuesday, December 13, 2011 at 6:00 p.m. At the meeting on December 13th, trustees will consider information presented in the ARC and staff reports, as well as comments presented by public delegations, when deciding on the recommendations.

Chairperson Smith also reminded trustees of the Special Board meeting on November 9th at 6:00 p.m. to approve the financial statements, followed by the Program Standing Committee meeting at 7:00 p.m.

C. FUTURE BUSINESS OF THE BOARD, STANDING COMMITTEES AND ADVISORY COMMITTEES

Special Board Meeting – November 9, 2011 at 6:00 p.m. – Georgian Room

Program Standing Committee Meeting – November 9, 2011 at 7:00 p.m.

– Georgian Room

Barrie Central Partnership Evening – November 15, 2011 at 7:00 p.m.

–Roy Edwards Room

Special Education Advisory Committee Meeting – November 21, 2011 at 7:00 p.m.

– Georgian Room

Years of Service Celebration – November 22, 2011 at 5:00 p.m. – Roy Edwards Room

Parent Involvement Committee Meeting – November 23, 2011 at 5:00 p.m.

- Couchiching Room

Regular Meeting of the Board – November 23, 2011 at 6:00 p.m., followed immediately by the Committee of the Whole in Closed Session (Georgian Room), Public Session will resume at 7:30 p.m. (Roy Edwards Room).

MOTION TO ADJOURN

Moved by Peter Beacock
Seconded by Michele Locke

That the meeting be adjourned at 6:45 p.m.

CARRIED

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: The Secretary

SUBJECT: **MINUTES OF THE SPECIAL MEETING OF THE
BOARD HELD NOVEMBER 9, 2011**

A Special meeting of the Simcoe County District School Board was held on Wednesday, November 9, 2011 at the Education Centre at 6:00 p.m.

A. (1) Roll Call

PRESENT:

Trustees

Donna Armstrong, Peter Beacock, Debra Edwards (Chairperson), Michele Locke, Krista Mayne, Robert North, Caroline Smith (Vice-chairperson).

REGRETS:

Trustees

Nicole Black, Suzanne Ley, Christine Williams.

ABSENT:

Trustee

Jodi Lloyd, Jeff Monague.

PRESENT:

Student Trustees

Victoria Edwards.

REGRETS:

Student Trustee

Matt Stergiou.

ABSENT:

Student Trustee

Frank Li.

Recording Secretary

The Chairperson called the meeting to order at 6:00 p.m.

(2) Approval of Agenda

Moved by Michele Locke
Seconded by Krista Mayne

That the Agenda be approved as printed.

CARRIED

(3) Declaration of Conflicts of Interest – Nil

D. RECOMMENDATIONS FOR ACTION

(4) Committee Minutes/Reports

Report of the Audit Committee Meeting held November 1, 2011 (B-1-a)

Chairperson Smith reported that the Audit Committee has met a number of times throughout the year. The Audit Committee is comprised of three trustees and two external members.

Corry VanNispen, reviewed highlights of the financial statements and responded to questions from trustees.

Michael Laycock and Andrea Nauss, Chartered Accountants from BDO Canada LLP, were in attendance at the meeting. Mr. Laycock provided an overview of the 2010-2011 Audited Financial Statements and reported on the results of the audit.

Moved by Caroline Smith
Seconded by Michele Locke

(1)

#SBP-2011-11-09-181

That the Board approve the audited financial statements for the year ended August 31, 2011, as set out in APPENDIX A of Report No. AUD-D-1, Audited 2010-2011 Financial Statements, dated November 1, 2011.

(2)

#SBP-2011-11-09-04-182

That the Board approve the transfer to Unappropriated Accumulated Surplus/(Deficit) in the amount of \$5,273,483, as set out in APPENDIX C of Report No. AUD-D-1, Audited 2010-2011 Financial Statements, dated November 1, 2011.

(3)

#SBP-2011-11-09-04-183

That the Board approve the Annual Audit Committee Report: Year ending August 31, 2011, as set out in Report No. AUD-D-2, Annual Audit Committee Report: Year end August 31, 2011, dated November 1, 2011.

CARRIED

By-law Number D-2011-2 For Ontario Financing Authority Long-Term Financing (B-2-a)

Brian Jeffs, Superintendent of Business Services provided an overview of the report and responded to questions from trustees.

Moved by Robert North
Seconded by Michele Locke

#SBP-2011-11-09-04-184

That the Board ratify By-law Number D-2011-2 to Authorize the Ontario Financing Authority long-term financing agreement in the principal amount of \$2,090,624 pursuant to a loan agreement under Ontario Regulation 41/10, as set out in Report No. B-2-a, By-law Number D-2011-2 For Ontario Financing Authority Long-Term Financing, dated November 9, 2011.

CARRIED

**FUTURE BUSINESS OF THE BOARD, STANDING COMMITTEES
AND ADVISORY COMMITTEES**

Barrie Central Partnership Evening – November 15, 2011 at 7:00 p.m. – Roy Edwards Room
Special Education Advisory Committee Meeting – November 21, 2011

at 7:00 p.m. – Georgian Room

Years of Service Celebration – November 22, 2011 at 5:00 p.m. – Roy Edwards Room

Parent Involvement Committee Meeting – November 23, 2011 at 5:00 p.m.

Couchiching Room

Regular Meeting of the Board – November 23, 2011 at 6:00 p.m., followed immediately by the
Committee of the Whole in Closed Session (Georgian Room), Public Session will resume at
7:30 p.m. (Roy Edwards Room).

MOTION TO ADJOURN

Moved by Michele Locke

Seconded by Krista Mayne

That the meeting be adjourned at 6:30 p.m.

CARRIED

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: Director of Education

SUBJECT: **NOTICES OF MOTIONS FROM THE BOARD MEETING OF OCTOBER 26, 2011**

1. **Background**

In accordance with Article II: Item 8, of the Board By-laws, Trustee Peter Beacock gave two NOTICES OF MOTIONS at the Board meeting of October 26, 2011, to introduce the following motions at the next Board meeting.

*Moved by Peter Beacock
Seconded by Michele Locke*

That the Board rescind Motion #BP-2009-09-23-205: that the Simcoe County District School Board postpone indefinitely the closure of any secondary schools in the ARC B area.

*Moved by Peter Beacock
Seconded by Michele Locke*

That the Board receive Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009, and that no action be taken regarding the recommendations` contained in this Accommodation Review.

2. **Current Status**

The Board approved Report No. CS-D-2, Capital Planning Process – Secondary Panel dated December 12, 2007, as follows:

That the Central Services Standing Committee recommend that the Board approve that an Accommodation Review Committee be established in March, 2008, in the Secondary Planning Review Areas 5, 6 and 3 that includes Barrie North Collegiate Institute, Elmvale District High School, Midland Secondary School and Penetanguishene Secondary School, as set out in Report No. CS-D-2, Capital Planning Process – Secondary Panel, dated December 12, 2007.

At the Board meeting of December 19, 2007, the Board amended the recommendation to include Collingwood Collegiate Institute and Stayner Collegiate Institute, and to exclude Barrie North Collegiate Institute.

That the Board approve that an Accommodation Review Committee be established in March, 2008, in the Secondary Planning Review Areas 5, 6 and 3 that includes Elmvale District High School, Collingwood Collegiate Institute, Midland Secondary School, Penetanguishene Secondary School and Stayner Collegiate Institute as set out in Report No. CS-D-2, Capital Planning Process – Secondary Panel, dated December 12, 2007.

The Accommodation Review Committee (ARC) B commenced its work in April 2008. The Board received the staff report (APPENDIX A) that included the ARC Report (APPENDIX B) in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.

The Board considered staff recommendations and numerous motions at its meeting on September 23, 2009 that are outlined in Report No. D-4-a, Report of the Special Facility Standing Committee Meeting Held Wednesday, April 14, 2009 – ARC B, (APPENDIX C) and approved the following motion:

That the Simcoe County District School Board postpone indefinitely the closure of any secondary schools in the ARC B area.

The following notice of motion from May 26, 2010 was received at the regular board meeting on June 23, 2010.

That the Board postpone indefinitely the closure of any secondary schools in the ARC B area with the exception of Penetanguishene Secondary School.

At the June 23, 2010 regular board meeting, the board heard, debated and defeated the motions below.

That the Board refer the ARC B issue with respect to Penetanguishene Secondary School to the January 2011 Facility Standing Committee meeting.

That the Board table any decisions to close Penetanguishene Secondary School.

That the Board postpone indefinitely the closure of any secondary schools in the ARC B area with the exception of Penetanguishene Secondary School.

Following the defeat of the motions above there have been no further discussions at the Board regarding ARC B.

3. **Report Status**

This report is provided for information.

Respectfully submitted by:

John Dance
Superintendent of Facility Services

Approved for submission by:

Kathryn Wallace
Director of Education

November 23, 2011



**Report D-2-a
November 23, 2011
APPENDIX A – pages A1 – A 24**

ARC 'B' Staff Report

TO: The Chairperson and Members of the
Facility Standing Committee

FROM: Associate Director, Superintendent of Facility Services

SUBJECT: **ACCOMMODATION REVIEW COMMITTEE B –
COLLINGWOOD COLLEGIATE INSTITUTE, ELMVALE DISTRICT HIGH
SCHOOL, MIDLAND SECONDARY SCHOOL, PENETANGUISENE
SECONDARY SCHOOL, STAYNER COLLEGIATE INSTITUTE**

1. **Background**

The Ministry of Education released “Good Places to Learn: Renewing Ontario's Schools” in February 2005. This document initiated numerous endeavors such as Primary Class Reduction, Early Learning initiatives, funding for growth schools, replacement schools and major repairs, all which have impacted both program and facility planning. The document states “a school’s condition reflects the state of commitment of one generation to the advancement of the next,” and further indicates that “new guidelines for school closing procedures by boards” would be issued. These guidelines were to include “school valuations”, directly related to the school, community, school system, and local economy to be developed as a tool by each board.

Pupil Accommodation Review Guidelines were issued by the Ministry of Education in October 2006. The guidelines enabled Boards to engage in constructive dialogue within communities allowing for grass roots recommendations. The guidelines first required Boards to approve new pupil accommodation review policies, and secondly to approve a student valuation template. School valuation required Boards to consider the value of the school(s) under review to students, community, school Board and local economy. Boards were required to approve new policies to reflect the new guidelines prior to initiating any further accommodation studies.

The Board approved Pupil Accommodation Review Policy 2313 in June 2007 which recognized changing demographic patterns, enrolment fluctuations, facility conditions, environmental restrictions, and the Ministry funding model which affects the Board's ability to use its resources efficiently and cost-effectively. The policy provides for an extensive process for communities to develop alternative solutions to student accommodation within a planning area or adjacent planning area. The Board and community are called on to support decision making about student accommodation on an Accommodation Review Committee (ARC) with the assistance of a generic School Valuation Framework (SVF). The policy sets out parameters regarding membership, a minimum of four public meetings, the need for an ARC to prepare an Accommodation Review Report, staff provision of final recommendations to the Board, timelines, and Ministry of Education Administrative Review.

The Board received a report in September 2007 that outlined a process for meetings to consult with the public regarding student accommodation. Staff held six information meetings in October and November 2007, presenting information about pressure points and factors to be considered in pupil accommodation related to planning, facilities, and finance. Staff also provided examples of previous reviews and action undertaken by the Board to address short and long term accommodation requirements.

The SVF was approved by the Board March 20, 2008. Two sub-committees, one for each panel prepared the school valuation framework. Each framework identified values and criteria indicators that related to the assessment of a school's value to students, the community, the Board and the local economy.

The Capital Plan has study areas based upon three distinct criteria: condition of school facilities, program delivery, and accommodation issues. These criteria must be recognized for the delivery of quality learning environments to the current and future students of Simcoe County.

In December 2007 the Board approved a Capital Planning Process that recommended two secondary ARCs, two elementary ARCs, and two school attendance area reviews.

This report relates to ARC B which includes Collingwood Collegiate Institute (CCI), Elmvale District High School (EDHS), Midland Secondary School (MSS), Penetanguishene Secondary School (PSS) and Stayner Collegiate Institute (SCI).

2. Process

The pupil accommodation review for Area B was conducted between April 2008 and March 2009 in compliance with Policy 2313, Pupil Accommodation Review Policy. The accommodation review was a transparent public process led by an ARC comprised of principals, teachers, parents/guardians, and municipal/community representatives. Membership of the ARC was approved by the Board in March 2008.

All members of the ARC were provided with information about each school and community to assist in the completion of the SVF. The data included information on enrolment, building condition, program, communities, and development.

The ARC complied with Board policy and met the intention of the Ministry Guidelines. The ARC held twenty-two public working sessions, in rotation at each of the schools under review. The ARC also hosted six public meetings (two more than required), one at each school under review and one in the Town of Wasaga Beach, to present progress, and to solicit input from the public. These meetings were communicated through the local media, the Board's website and notices were sent home with students. Agendas and minutes from the working sessions and public meetings were published on the Board's Accommodation Review ARC B website.

The ARC learned about each school in the review area by completing the SVF at public working sessions. In addition to knowledge gained from completing the SVF, members toured each school and heard presentations from the board's Planning, Facility and Business department staff in an attempt to better understand and question the information on each school, including funding sources. The ARC also received presentations on secondary program from each of the five secondary school principals.

Approximately 150 valuation indicators were considered as the ARC assessed each of the five schools in the review area. Based on provided information, presentations, tours, and personal experience the members rated each of the schools according to how well the circumstances at each school reflected the description of each valuation indicator. Members from the Town of Wasaga Beach provided comments to the ARC on the SVF.

Members supported and responded to the questions and concerns of their peers and encouraged an open dialogue that provided a consensus on ratings for each school. Municipal representatives provided an objective perspective. After learning about and discussing each of the schools, the ARC compiled a list of the key considerations related to enrolment, facility condition, program, finance, community and others they held about learning environments which addressed equity, opportunity, accessibility, adequate resources and spaces for students and teachers. These key considerations are set out in the ARC report along with their recommendations, the completed framework, and summary charts showing the results of the SVF.

Staff would like to thank the members of ARC “B” for their commitment to the accommodation review process. Their time and dedication to this review has been invaluable.

3. ARC Scenarios

The ARC submitted their report (APPENDIX 1) to administration on March 22, 2009, for consideration by Administrative Council. The report summarized the findings of the SVF and presented three scenarios with related recommendations for pupil accommodation.

The ARC initially considered thirteen different scenarios for pupil accommodation. These thirteen scenarios were further refined into three scenarios and the ARC presented these scenarios at the fifth and sixth public meetings for feedback from the community after which the ARC approved and submitted its final report. Formal decisions by the ARC were made by consensus; however the ARC was unable to reach consensus on a single recommendation for pupil accommodation.

As the ARC was unable to reach consensus on one scenario, it was the direction of the ARC to include all three scenarios and their recommendations to the Board. The three scenarios were:

- (a) 6 School Scenario A: Retain 3 of Collingwood CI, Stayner CI, new school in Wasaga Beach, and retain 2 of Midland SS, Penetanguishene SS, and retain Elmvale DHS
 - (i) Remove excess capacity at MSS and CCI through disposal or leasing and renovate accordingly;
 - (ii) Partnerships at all facilities;
 - (iii) Investigate attendance areas to balance OTG;
 - (iii) New school up to 900 in community of Wasaga Beach;
 - (v) Renovations to support program needs at SCI and EDHS.

- (b) 5 School Scenario A: Status Quo with upgrades
- (i) Elementary Attendance area reviews shall be identified and undertaken to align grade 8 feeder cohorts with secondary school attendance areas as much as possible, to provide greater cohesiveness for communities;
 - (ii) Board staff shall investigate all means of removing capacity from Midland Secondary School including, but not restricted to demolition, leasing and community and/or joint use partnerships;
 - (iii) Renovations be undertaken at Midland Secondary School, as a direct result of removing excess capacity, subject to funding;
 - (iv) Appropriate renovation of, and an appropriate sized addition be undertaken at Elmvale District High School to support program needs, reflecting 10 year enrolment projections, subject to funding;
 - (v) Appropriate renovation of, and an appropriate sized addition be undertaken at Stayner Collegiate Institute to support program needs, reflecting 10 year enrolment projections, subject to funding.
- (c) 4 School Scenario B
- (i) CCI, SCI, EDHS and MSS/PSS Regional; or
 - (ii) CCI, Wasaga Beach, EDHS and MSS/PSS Regional; and
 - (iii) Substantial renovations/replacement of SCI & EDHS.

4. Preferred Option

There was no consensus reached on any of the scenarios considered. Voting green indicated support, white reserved decision in support of the majority, and red indicated no support for the scenario. Voting results on the three scenarios were:

6 School Scenario A;	Green: 3	White: 2	Red: 21
5 School Scenario A;	Green: 22	White: 2	Red: 2
4 School Scenario B;	Green: 3	White: 1	Red: 22

Staff and senior administration have considered the three ARC scenarios and their respective recommendations having regard for building condition, enrolment, program, community and finance. Staff have also assessed a variety of scenarios that included six, five, four, and three school solutions. The ARC recommended scenarios, while addressing accommodation, program and building condition pressures in the short term will not address long term pressures.

This area will continue to experience decline in enrolment which will result in further excess capacity. This will add pressure to the board's ability to operate its schools within the funding provided. Changes to school operations and school renewal Top Up Grants requires that the Board address excess capacity in a timely fashion.

5. Capital Plan

The Capital Plan Process, dated December 19, 2007 and the approved Capital Plan dated December 10, 2008, as posted on the Simcoe County District School Board website, established criteria for the creation of ARCs. Study areas are established based on those set out in the Education Development Charge Background Study. Three distinct criteria are the basis of the Capital Plan: condition of school facilities, accommodation issues and program delivery. These criteria must be recognized for the delivery of quality learning environments to the current and future students of Simcoe County. The following factors highlight each of the criteria.

a) Condition of School Facilities:

Secondary schools in the ARC were all constructed between 1953 and 1966 by local school boards as a result of demand to accommodate baby boomers who were reaching secondary school age at that time. Each school has undergone a number of additions and renovations/renewal due to aging features of the schools and their sites and as a result of changing curriculum and technologies.

	Bldg Built	Additions	Renovations
Collingwood CI	1953	1960, 1963, 1970, 1991	1989, 1991, 1992, 1994, 1997, 2003, 2004, 2005
Elmvale DHS	1958	1956, 1965, 1988, 1989, 2001	1983, 1988, 1989
Midland SS	1955	1960, 1962, 1971	1996, 2000, 2009
Penetanguishene SS	1966		1993, 1994, 2005
Stayner CI	1961	1987, 1995	1987, 1985, 2003

Given the age of the ARC schools, the overall condition and Facility Condition Indices (FCI) for three of the five schools are anticipated to reach Prohibitive to Repair (PTR) thresholds in six to eight years. The estimated combined costs of renewal for Elmvale District High School, Penetanguishene Secondary School and Stayner Collegiate Institute over the next 10 years are anticipated to be \$23,302,677. This estimate is for renewal of main operational components and does not include any upgrades, renovations, asbestos abatement or accessibility requirements. The chart below also includes costs associated with Collingwood Collegiate Institute and Midland Secondary School that are not expected to become PTR until after 2018.

	Overall Condition	2008 FCI	PTR Year	10 Year Est. Costs
Collingwood CI	Good	23%	>2018	\$16,502,448
Elmvale DHS	Fair	21%	2015	\$5,803,034
Midland SS	Good	21%	>2018	\$20,145,117
Penetanguishene SS	Good	26%	2016	\$10,544,489
Stayner CI	Fair	25%	2014	\$6,955,154
Total				\$59,950,242

(b) Accommodation Issues

ARC B is comprised of five secondary schools. The schools are located in distinct communities and provide accommodation to students from other surrounding urban and rural communities. Attendance areas have developed over time that cross municipal boundaries resulting in “regional” oriented schools that encompass large areas, and do not follow municipal boundaries. Schools were initially constructed by local school boards to accommodate students within their community and municipalities. The areas have developed over time by expanding into other communities on a “regional” basis to balance enrolments throughout areas that have met the ability of schools to accommodate enrolment. Continued development, a varying degree of growth, declining pupil yields and greater variety in unit tenure has lead to an imbalance of current accommodation and enrolment.

Collingwood Collegiate Institute and Stayner Collegiate Institute serve the western ARC area, Penetanguishene Secondary School and Midland Secondary School serve the eastern ARC area, and Elmvale District High School serves the central portion. The majority of Elmvale District High School and Stayner Collegiate Institute serve their surrounding rural areas. Midland Secondary School serves a large rural area and settlements in the Township of Tay. The Town of Wasaga Beach is served by Elmvale District High School and Collingwood Collegiate Institute.

(c) Projections

Five year historical enrolment, current enrolment, and projections are shown in APPENDIX 2. Enrolment in this area peaked in 2005. Since that time a slow decline has been experienced. Enrolment will decline at a greater rate until 2013 and will then stabilize with a lower total enrolment. Current enrolment in these schools is 4,069 and is expected to decline to approximately 3,794 by 2018. The total capacity is 4,290, resulting in a current overall excess capacity of 221 pupil places, and a projected overall excess capacity of 496 pupil places in 10 years. This results in an 88% utilization.

The overall excess pupil places are attributed to Midland Secondary School and Penetanguishene Secondary School, where there are currently 636 excess pupil places with a projection of 882 excess pupil places in 2018. The ARC overall excess capacity is balanced by a lack of capacity at Elmvale District High School and Stayner Collegiate Institute by a total of 327 pupil places currently and a projection of 407 pupil places in 2018.

School	OTG Capacity	Enrolment				Utilization			
		Actual 2004	Actual 2008	Projected 2013	Projected 2018	% OTG 2004	% OTG 2008	% OTG 2013	% OTG 2018
Collingwood CI	1281	1342	1371	1268	1260	105%	107%	99%	98%
Elmvale DHS	357	574	570	509	550	161%	160%	143%	154%
Midland SS	1527	1069	1005	930	890	70%	66%	61%	58%
Penetanguishene SS	705	625	591	521	460	89%	84%	74%	65%
Stayner CI	420	563	532	578	634	134%	127%	138%	151%
Total	4290	4173	4069	3806	3794	97%	95%	89%	88%

Secondary school enrolment projections are directly impacted by the elementary panel. The elementary families of school feeders in the area will be the main factor to dictate growth or decline of future secondary students. As secondary students graduate, they are being replaced by fewer elementary students. The elementary feeders in this area have declined rapidly since 2005 and will continue to decline over the next five years before enrolments are projected to stabilize. The following chart shows the elementary grade spectrum that declines 278 students from grade eight to junior kindergarten over the next ten years. The largest decline is 140 students from grades seven to six.

JK	SK	1	2	3	4	5	6	7	8
739	767	810	795	824	851	878	871	1011	1017

6. Development

ARC B encompasses a large geographic area incorporating all or part of the Towns of Collingwood, Midland, Penetanguishene, and Wasaga Beach, and the Townships of Clearview, Essa, Oro-Medonte, Springwater, Tay, and Tiny.

The County of Simcoe has provided a long term growth plan, as mandated through Provincial policies. The Province is requiring new development be more concentrated in existing communities and be more efficient to prevent urban sprawl into rural and natural areas. The Growth Plan meets the objectives of the Provincial Growth Plan that forecasts a stable rate of growth through its term to 2031. The County is projected to increase in total population from 438,700 in 2006 to 667,400 in 2031. The main factor that will inhibit growth is the lack of available water and sewer capacity. Each municipality is allocated growth to reach the projected population base.

The Township of Clearview has addressed servicing constraints for the communities of Creemore and Stayner, and rural severances have been constrained recently. Developments are also proposed in the Nottawa and New Lowell/Brentwood settlement areas. It is estimated that the Township has 8,000 residential units in various stages of subdivision and/or official plan amendment stages. The emphasis of residential development will be in the community of Stayner and is anticipated to be geared towards single families.

The Town of Midland has approximately 3,000 residential units in various stages of subdivision and/or official plan amendment. Development proposals are located in the southern part of the Town and along the waterfront. A large number of units are condominium and oriented to mature and retirement tenures, yielding few pupils. The Town has sufficient water and sewage capacity for future development.

The Township of Severn currently has 1,385 residential units under various stages of approval. Development is concentrated in the eastern portion and will have minimal impact on yielding pupils in the ARC area. The Township of Oro-Medonte currently has approximately 2,000 residential units under various stages of approval that are concentrated south of the ARC area. Development in The Township of Tay is oriented to the communities of Port McNicoll, Victoria Harbour and Waubaushene. Tiny Township's development is predominantly the development of vacant lots as opposed to new development proposals. The majority of development is for seasonal uses with minor development in the settlement of Wyevale.

Development in the Township of Springwater is concentrating development in existing settlement areas as per the County's Growth Plan. A total of 889 residential units are anticipated in the community of Elmvale, 2100 in Midhurst, and 2125 in other settlements such as Snow Valley, Minesing, Anten Mills, Phelpston and Hillsdale. Spring Lakes, an adult lifestyle development is projected to have 700 units.

The Town of Wasaga Beach is projecting an increase of 3,000 residential units over the next 10 years with another 4,500 units projected over the subsequent 15 years. The Town has and will continue to have the highest rate of development in the ARC area, proportionate to its population. Development is concentrated in the southerly areas and adequate water and sewer capacity is available to facilitate construction.

The Town of Collingwood currently has a total of 5,366 units in various stages of the development approval/construction process. There are 1,943 single family and 3,423 multi residential units that are located on the outlying area of the Town, the lakeshore and recreational areas to the west. Water and sewage servicing is available to facilitate development. Single family residential development is concentrated to the south and adult/lifestyle condominiums are located to the north and west.

The Town of Penetanguishene is currently considering several development proposals including a large waterfront development and smaller residential projects totaling 1,300 units. These developments will build out the Town's current settlement area boundary and consist mainly of single family residential units, and to a lesser degree of multi family and apartments.

7. Demographics

Pupil yields have declined on an average county wide basis which is documented in the Board's Education Development Charge Background Studies. The secondary yield has declined from 0.14 secondary students per unit in 1998 (14 students per 100 units) to 0.05 secondary students per unit in 2008 (5 students per 100 units). The elementary yield has declined from 0.32 students per unit in 1998 (32 students per 100 units) to 0.15 students per unit in 2008 (15 students per 100 units). More specific blended pupil yields by area municipalities over a 15 year forecast are as follows.

Municipality	2008 Secondary Yield	2008 Elementary Yield
Town of Collingwood	0.05	0.12
Township of Clearview	0.06	0.26
Town of Midland	0.03	0.05
Town of Penetanguishene	0.03	0.07
Township of Oro-Medonte	0.05	0.20
Township of Springwater	0.08	0.27
Township of Tay	0.04	0.10
Township of Tiny	0.02	0.08
Town of Wasaga Beach	0.03	0.13

Notwithstanding the comparison of current yields, development rates will need to be three times those in 1998 for the secondary panel and twice those in 2008 to sustain enrolment.

8. Program Delivery

Principals of the ARC provided committee members with a valuable presentation on program delivery at their respective schools. Graduation with an Ontario Secondary School Diploma (OSSD) requires 18 compulsory and 12 elective courses plus 40 hours of community involvement and successful completion of the Ontario Secondary School Literacy Requirement.

The goal of all secondary schools is to provide the necessary compulsory courses and sufficient optional courses to meet the needs of all students. The scheduled courses must support the chosen pathways of all students whether that be the workplace, college or university. The goal of the Board is to provide courses that are key to providing maximum career exposure for students.

All schools in the ARC provide the necessary compulsory courses and adequate optional courses. The number and type of optional courses varies from school to school. Two determining factors in the scheduling of optional courses are school size (enrolment) and adequate facilities.

Specialized optional courses require specialized facilities. For instance, technical programs such as Construction, Manufacturing or Hospitality must be offered in spaces appropriate for student mobility, safety and the housing of equipment and storage of supplies. Arts programs such as Media, Photography and Visual Art require specialized spaces to optimize student engagement. Schools without such facilities cannot adequately offer these programs.

It is evident that the construction of a new school and/or renovations and upgrading of existing schools would result in appropriate and modernized program spaces. These spaces would adequately facilitate a variety of courses in the optional subject areas.

School size in terms of enrolment is also a factor in determining what courses can be scheduled in a secondary school timetable. A larger school has greater flexibility in making these individual courses available to a greater number of students. As enrolment drops the range of programming will also be reduced proportionately.

Smaller schools are to be commended for their innovative approaches to maximizing the opportunities for students in optional courses. Strategies such as multi-grading, multi-leveling or scheduling courses on a rotating semester basis are used. While this maintains the program in smaller schools, these strategies reduce learning opportunities and restrict access for students opting for specialized courses. For example, a small school may offer a number of courses as options for students but deliver them with grade 10, 11, and 12 students in the same class once every third semester. This limits a student's flexibility in timetabling and the likelihood of a student being registered in all the single sectioned courses they request, thus increasing timetabling conflicts. Students who may move into the area in their senior year may be shut out of courses they wish to take because they have been offered in a previous semester.

Previous Boards have heard delegations from Elmvale District High School requesting renewal and upgrades to school program space and proposed community partnerships. It was suggested to the Board that students were opting to attend other secondary schools due to the lack of appropriate space for programs such as auto shop, small engine and metal working. The Board approved that a feasibility study be undertaken by an outside consulting firm to address these issues. The report was received by the Board on September 28, 2005 in Report D-4-d and set out seven alternatives that would address inadequate program and accommodation space. The report confirmed the following, in comparison to program space and rooms constructed in new facilities:

- (a) career centre is recommended as part of new school programs;
- (b) undersized meeting and classrooms compared to new schools;
- (c) mezzanine used for special education and difficult to supervise;
- (d) undersized gym (elementary sized), stage, cafeteria, exercise room;
- (e) twelve portables were in use;
- (f) no full sized classrooms dedicated for special education;
- (g) undersized specialized classrooms such as art, science, computer and music;
- (h) drama and theatre arts were in portables;
- (i) one technical space provides program for construction, manufacturing, communication technology;
- (j) undersized custodial, staff, storage, mechanical/electrical and administration rooms;
- (k) previous storage areas now used for program space.

At the time this report was presented, trustees referred this issue to the Capital Planning Process which in turn established the ARC for this area.

9. Community

All schools currently serve as community schools, regardless of size, location or panel. A school community is for all students that attend the school and all persons who utilize the facility, grounds and services. They do not solely serve the community where they are located but provide accommodation for students from adjacent municipalities and other communities from in and outside of their attendance areas.

Community use is evident in all schools. Collingwood Collegiate Institute and its grounds area is most frequently used, through permit to the Town's recreational program throughout the year. All schools host extensive activities such as fairs and fundraisers. Midland Secondary School accommodates a full day child care and young parent program. All schools receive extensive donations of time or money from surrounding groups, service clubs and government agencies.

10. Safe Supportive Environments

A positive, safe learning environment is critical for improved instruction and student learning. The physical design of some buildings inhibits the achievement and success of students and the creativity and expertise of teachers.

Students with special needs require accessibility without restrictions to their modesty, health and safety, as well as their academic needs. The lack of accessible entrances to levels and floors in a school discourages the involvement of students with special needs. All public buildings are to become accessible by 2025. To this end, the Board strives to make buildings accessible when major renovations are being undertaken. However, to date there has been no financial recognition supporting this objective. Limited renewal funding has and will continue to be directed towards failing building infrastructure, and a limited amount of program space. Any scenario and recommendations will include barrier free alterations to buildings where possible.

11. Funding

Capital funding programs include six major allocations that are individually administered. The allocations address:

- (i) operating (heating, electrical, maintenance and cleaning);
- (ii) renewal (program repair and renovation);
- (iii) GPL (renewal, repair and renovation of high and urgent needs);
- (iv) Primary Class Size (supports mandated smaller primary class sizes);
- (v) Priority capital project (construction of new space or significant renovation to existing space by business case);
- (vi) Top up funding (construction of additional spaces for accommodating four and five year olds full time).

School Operations funding is allocated among all SCDSB schools to keep the schools heated, maintained and clean. Capital funding available to the ARC secondary schools is annual school renewal funding and Good Places to Learn (GPL) funding. Annual renewal funding is allocated on a system-wide, board approved priority basis. GPL funding is allocated to renew building infrastructure identified as a high and urgent need in a planning tool used sector-wide. Estimates to renew the five schools over the next 10 years is \$59,950,242.

Top-up grants allocated through the government's annual GSN are to provide full school operation funding for schools that are between 80% and 100% utilized (a maximum of 20%). This grant is decreasing in 2010-1011 to a maximum of 18%, and further to a maximum of 15% in 1011-1012 and on.

12. Staff Analysis

The Board received Report CS-2, Secondary School Accommodation Review Report, dated October 7, 1998. The issue of balancing student accommodation has been a long term endeavor in this area. The report recommended that accommodation pressures be addressed through the transfer of students. The report recommended proposed attendance area changes by transferring students (Township of Springwater) currently accommodated in secondary schools in the City of Barrie north into Elmvale District High School, northern Elmvale District High School (Township of Tiny) into Midland Secondary School, and all of the Town of Wasaga Beach into Collingwood Collegiate Institute. The board determined not to adopt these recommendations that would have addressed accommodation issues for secondary schools in this area.

These ongoing accommodation pressures have now been compounded with building condition and fluctuations in enrolment and require a long term solution. Staff reviewed the accommodation pressures, program and facility conditions of the five ARC schools and undertook an assessment of a six, five, four, and three school scenario.

(a) Six School Scenario

The six school scenario (APPENDIX 3) is based on status quo for the existing five secondary schools in the area, and the construction of an additional secondary school (assumed to be in the Town of Wasaga Beach) for approximately 800 students. Construction of this new secondary school would result in the area having an excess of 1,296 pupil places.

Current Status

School	OTG Capacity	Enrolment				Utilization			
		Actual 2004	Actual 2008	Proj. 2013	Proj. 2018	% OTG 2004	% OTG 2008	% OTG 2013	% OTG 2018
Collingwood CI	1281	1342	1371	1268	1260	105%	107%	99%	98%
Elmvale DHS	357	574	570	509	550	161%	160%	143%	154%
Midland SS	1527	1069	1005	930	890	70%	66%	61%	58%
Penetanguishene SS	705	625	591	521	460	89%	84%	74%	65%
Stayner CI	420	563	532	578	634	134%	127%	138%	151%
Total	4290	4173	4069	3806	3794	97%	95%	89%	88%

6 School Scenario	OTG Capacity	Enrolment				Utilization			
		Actual 2004	Actual 2008	Proj. 2013	Proj. 2018	% OTG 2004	% OTG 2008	% OTG 2013	% OTG 2018
Total	4290	4173	4069	3806	3794	97%	95%	89%	89%
New School (Wasaga)	+800								
Midland SS	-400								
Penetanguishene SS	-200								
Total	4490	4173	4069	3806	3794	93%	91%	85%	85%

(b) Five School Scenario

The five school scenario (APPENDIX 4) is based on the construction of a replacement school for Elmvale District High School. Enrolment in the ARC area is projected to decline 275 students over the next ten years. The construction of a replacement secondary school for a student population of approximately 800 would result in an excess capacity of 1,296 pupil places.

Current Status

School	OTG Capacity	Enrolment				Utilization			
		Actual 2004	Actual 2008	Proj. 2013	Proj. 2018	% OTG 2004	% OTG 2008	% OTG 2013	% OTG 2018
Collingwood CI	1281	1342	1371	1268	1260	105%	107%	99%	98%
Elmvale DHS	357	574	570	509	550	161%	160%	143%	154%
Midland SS	1527	1069	1005	930	890	70%	66%	61%	58%
Penetanguishene SS	705	625	591	521	460	89%	84%	74%	65%
Stayner CI	420	563	532	578	634	134%	127%	138%	151%
Total	4290	4173	4069	3806	3794	97%	95%	89%	88%

5 School Scenario	OTG Capacity	Enrolment				Utilization			
		Actual 2004	Actual 2008	Proj. 2013	Proj. 2018	% OTG 2004	% OTG 2008	% OTG 2013	% OTG 2018
Total	4290	4173	4069	3839	3811	97%	95%	89%	89%
Replacement School	+800								
Midland SS	-400								
Elmvale DHS	-357								
Penetanguishene SS	-200								
Total	4133	4173	4069	3806	3794	101%	98%	92%	92%

(c) Four School Scenario

The four school scenario (APPENDIX 5) is based on the closure and consolidation of Penetanguishene Secondary School with Midland Secondary School. Collingwood Collegiate Institute, Elmvale District High School and Stayner Collegiate Institute would remain status quo.

Enrolment in the ARC area is projected to decline 275 students over the next 10 years. The reduction of capacity by closing Penetanguishene Secondary School would result in over capacity of 209 pupil places. The charts below illustrate current and proposed removal and addition of capacity in the four school scenario and the projected utilization.

Current Status

School	OTG Capacity	Enrolment				Utilization			
		Actual 2004	Actual 2008	Proj. 2013	Proj. 2018	% OTG 2004	% OTG 2008	% OTG 2013	% OTG 2018
Collingwood CI	1281	1342	1371	1268	1260	105%	107%	99%	98%
Elmvale DHS	357	574	570	509	550	161%	160%	143%	154%
Midland SS	1527	1069	1005	930	890	70%	66%	61%	58%
Penetanguishene SS	705	625	591	521	460	89%	84%	74%	65%
Stayner CI	420	563	532	578	634	134%	127%	138%	151%
Total	4290	4173	4069	3806	3794	97%	95%	89%	88%

4 School Scenario	Enrolment					Utilization			
	OTG	Actual	Actual	Proj.	Proj.	% OTG	% OTG	% OTG	% OTG
Total	4290	4173	4069	3806	3794	97%	95%	89%	89%
Penetanguishene SS	-705								
Total	3585	4173	4069	3806	3794	116%	114%	106%	106%

(d) Three School Scenario

The three school scenario (APPENDIX 6) is based on the construction of a new Elmvale/Wasaga Beach secondary school for a student population of approximately 1,000. This scenario would also require the consolidation of Stayner Collegiate Institute into Collingwood Collegiate, and Penetanguishene Secondary School into Midland Secondary School, each having populations of approximately 1,400 students. This will address the current and future accommodation pressures and program in the area by balancing enrolments with accommodation.

Enrolment in the ARC is projected to decline by 275 students over the next 10 years. The three school scenario addresses program and accommodation issues that cannot be solved with a six, five, or four school scenario.

Current Status

School	OTG Capacity	Enrolment				Utilization			
		Actual 2004	Actual 2008	Proj. 2013	Proj. 2018	% OTG 2004	% OTG 2008	% OTG 2013	% OTG 2018
Collingwood CI	1281	1342	1371	1268	1260	105%	107%	99%	98%
Elmvale DHS	357	574	570	509	550	161%	160%	143%	154%
Midland SS	1527	1069	1005	930	890	70%	66%	61%	58%
Penetanguishene SS	705	625	591	521	460	89%	84%	74%	65%
Stayner CI	420	563	532	578	634	134%	127%	138%	151%
Total	4290	4173	4069	3806	3794	97%	95%	89%	88%

3 School Scenario	OTG Capacity	Enrolment				Utilization			
		Actual 2004	Actual 2008	Proj. 2013	Proj. 2018	% OTG 2004	% OTG 2008	% OTG 2013	% OTG 2018
Total	4290	4173	4069	3806	3794	97%	95%	89%	88%
New School	+1000								
Elmvale DHS	-357								
Penetanguishene SS	-705								
Stayner CI	-420								
Midland SS	-200								
Total	3608	4173	4069	3806	3794	116%	113%	106%	105%

13. Staff Recommendation

The ARC's area is expansive and posed difficulties to assess. The above scenarios from the ARC and staff provide distinct trends that divide the study area into three distinct areas for consideration. The areas are, the west (Collingwood Collegiate Institute and Stayner Collegiate Institute), central (Elmvale District High School and the Wasaga Beach area) and east (Midland Secondary School and Penetanguishene Secondary School) (APPENDIX 3). The east and west areas contain pairs of schools that are geographically close and abut each other with large shared areas of boundaries and interest. Each area has different pressure points.

The west is over capacity with enrolment projected to grow. Stayner Collegiate Institute is anticipated to reach PTR status by 2014.

The east has excess capacity with enrolment projected to decline. Penetanguishene Secondary School is anticipated to reach PTR status by 2016.

The central area is over capacity with enrolment projected to remain stable. Elmvale District High School is anticipated to reach PTR by 2015.

Staff recommend a three school solution that will retain Collingwood Collegiate Institute in the west area, Midland Secondary School in the east area and a new Elmvale/Wasaga Beach secondary school in the central area of the ARC.

The enrolment of ARC schools is projected to decline to 3,794 students in 2018 and currently has 4,290 pupil places. In order to achieve equity in accommodation, program, and building condition, the goal will be to accommodate students in a new school of approximately 1,000 students, and two existing schools of approximately 1,400 students each. The construction of the new school in the central area is anticipated to draw students from Collingwood Collegiate Institute, Elmvale District High School and Stayner Collegiate Institute. In turn, it is anticipated that Collingwood Collegiate Institute will draw students from Stayner Collegiate Institute to balance the transfer of students to the new school. To address the excess capacity in the east area, it is anticipated that students from Penetanguishene Secondary School will be accommodated at Midland Secondary School. This consolidated school will reflect the incorporation of the Extended French Second Language program from Penetanguishene Secondary School and a consolidation of the Native Language programs at both sites.

The new school for Elmvale/Wasaga Beach area will require a partnership amongst all communities. Attendance area reviews will be undertaken to finalize boundaries. The site location of the new Elmvale/Wasaga Beach secondary school will be investigated by staff through the required community partnership.

Along with requesting Ministry funding for a new Elmvale/Wasaga Beach secondary school, staff will also be requesting funding to enhance program needs at Midland Secondary School and Collingwood Collegiate Institute. This solution provides all students in this area with the opportunity to access high quality program in up to date and fully accessible buildings.

RECOMMENDATIONS

1. That the Facility Standing Committee recommend that the Board close Elmvale District High School when the new Elmvale/Wasaga Beach secondary school is formed, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.
2. That the Facility Standing Committee recommend that the Board close Penetanguishene Secondary School June 30, 2010, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.
3. That the Facility Standing Committee recommend that the Board close Stayner Collegiate Institute when the new Elmvale/Wasaga Beach secondary school is formed, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.
4. That the Facility Standing Committee recommend that the Board place into the Capital Plan consultation process the construction of a new Elmvale/Wasaga Beach secondary school, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.
5. That the Facility Standing Committee recommend that the Board place into the Capital Plan consultation process improvements to Collingwood Collegiate Institute, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.
6. That the Facility Standing Committee recommend that the Board place into the Capital Plan consultation process improvements to Midland Secondary School, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.
7. That the Facility Standing Committee recommend that the Board undertake attendance area reviews including alignment of feeder elementary schools where possible, upon approval of the Ministry of Education's Priority Capital Projects, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009

8. That the Facility Standing Committee recommend that the Board direct staff to pursue the site acquisition for the new Elmvale/Wasaga Beach secondary school having consultation with community partners as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009
9. That the Facility Standing Committee recommend that the Board direct staff to pursue community partnerships in the development and use of the new Elmvale/Wasaga Beach secondary school as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009

Respectfully submitted by:

Lou Brandes
Associate Director,
Superintendent of Facility Services, Associate Director

Approved for submission by:

Gord Campbell
Director of Education

April 14, 2009

ARC B Projections and Utilizations

School	Year	9	10	11	12	Life Skills	TOTAL	ADE	Capacity	Utilization
Collingwood CI	2004							1342	1281	105%
Collingwood CI	2005							1292	1281	101%
Collingwood CI	2006							1312	1281	102%
Collingwood CI	2007							1301	1281	102%
Collingwood CI	2008	315	285	340	454	19	1413	1371	1281	107%
Collingwood CI	2009	332	316	282	462	19	1411	1369	1281	107%
Collingwood CI	2010	293	333	316	388	18	1347	1307	1281	102%
Collingwood CI	2011	277	295	336	438	18	1364	1323	1281	103%
Collingwood CI	2012	319	279	296	479	18	1390	1349	1281	105%
Collingwood CI	2013	279	320	278	412	18	1307	1268	1281	99%
Collingwood CI	2014	274	280	320	386	18	1278	1240	1281	97%
Collingwood CI	2015	293	276	281	446	18	1312	1273	1281	99%
Collingwood CI	2016	265	294	276	392	18	1246	1208	1281	94%
Collingwood CI	2017	315	266	295	387	18	1281	1242	1281	97%
Collingwood CI	2018	287	317	266	411	18	1299	1260	1281	98%

School	Year	9	10	11	12	Life Skills	TOTAL	ADE	Capacity	Utilization
Elmvale DHS	2004							574	357	161%
Elmvale DHS	2005							603	357	169%
Elmvale DHS	2006							559	357	156%
Elmvale DHS	2007							572	357	160%
Elmvale DHS	2008	130	134	116	204	4	588	570	357	160%
Elmvale DHS	2009	143	133	131	146	4	557	540	357	151%
Elmvale DHS	2010	119	145	131	165	5	565	548	357	153%
Elmvale DHS	2011	125	120	145	163	5	558	542	357	152%
Elmvale DHS	2012	122	127	119	181	5	554	538	357	151%
Elmvale DHS	2013	123	122	125	149	5	525	509	357	143%
Elmvale DHS	2014	114	124	121	157	5	521	506	357	142%
Elmvale DHS	2015	134	116	123	151	5	529	513	357	144%
Elmvale DHS	2016	124	136	115	154	5	534	518	357	145%
Elmvale DHS	2017	127	126	134	144	5	536	520	357	146%
Elmvale DHS	2018	142	128	124	168	5	567	550	357	154%

School	Year	9	10	11	12	Life Skills	TOTAL	ADE	Capacity	Utilization
Midland SS	2004							1069	1527	70%
Midland SS	2005							1023	1527	67%
Midland SS	2006							1000	1527	65%
Midland SS	2007							1030	1527	67%
Midland SS	2008	218	189	221	383	25	1036	1005	1527	66%
Midland SS	2009	262	211	193	320	25	1011	981	1527	64%
Midland SS	2010	224	252	215	292	26	1009	979	1527	64%
Midland SS	2011	197	216	257	329	26	1025	994	1527	65%
Midland SS	2012	203	189	219	393	26	1030	999	1527	65%
Midland SS	2013	216	195	193	329	26	959	930	1527	61%
Midland SS	2014	226	208	199	291	26	949	921	1527	60%
Midland SS	2015	199	217	212	302	26	956	927	1527	61%
Midland SS	2016	196	192	221	322	26	957	928	1527	61%
Midland SS	2017	202	189	195	335	26	947	918	1527	60%
Midland SS	2018	210	194	192	295	26	917	890	1527	58%

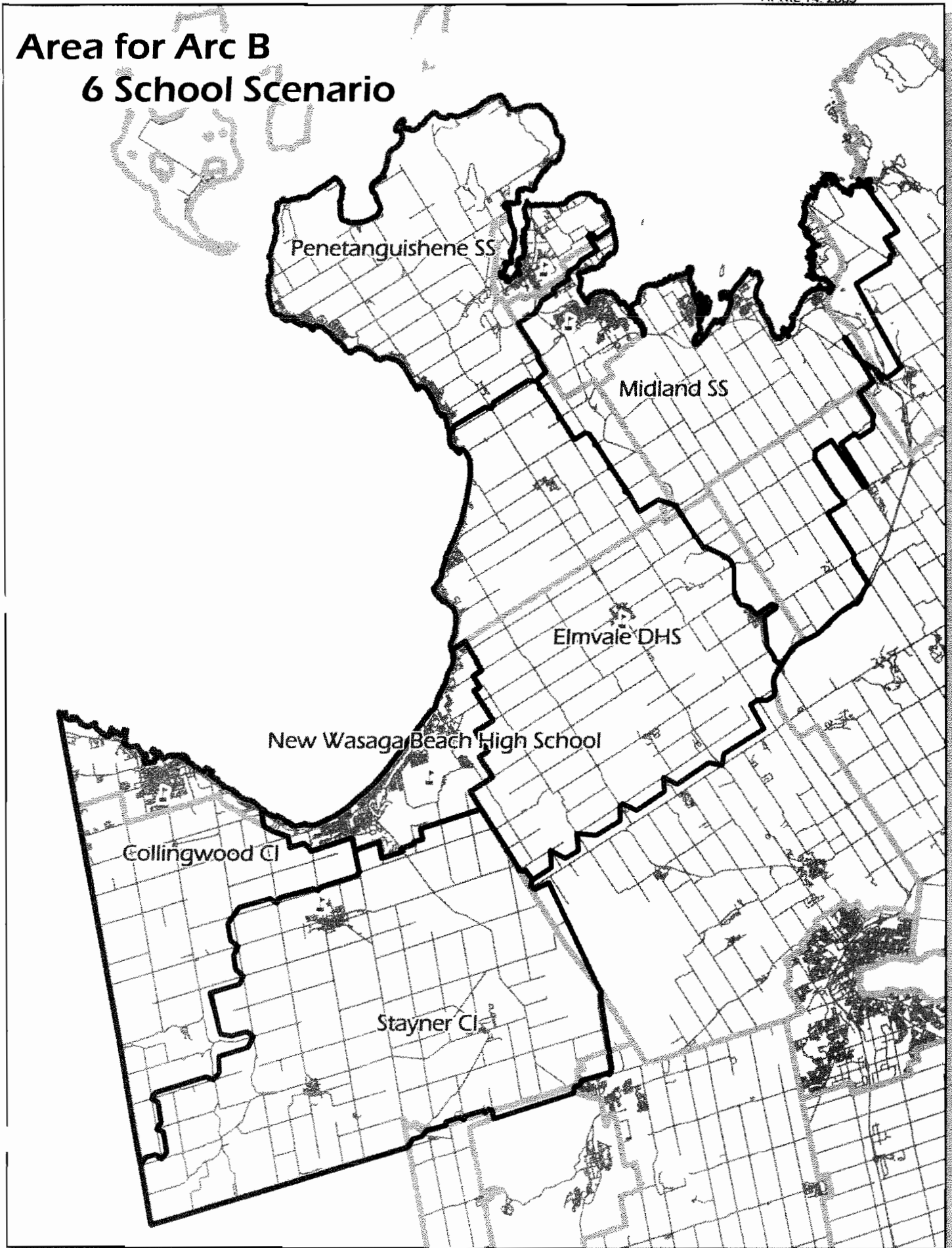
School	Year	9	10	11	12	Life Skills	TOTAL	ADE	Capacity	Utilization
Penetanguishene SS	2004							625	705	89%
Penetanguishene SS	2005							617	705	87%
Penetanguishene SS	2006							630	705	89%
Penetanguishene SS	2007							612	705	87%
Penetanguishene SS	2008	128	138	152	191		609	591	705	84%
Penetanguishene SS	2009	125	130	140	201		596	578	705	82%
Penetanguishene SS	2010	114	126	131	191		563	546	705	77%
Penetanguishene SS	2011	121	116	128	179		545	528	705	75%
Penetanguishene SS	2012	110	121	120	177		528	513	705	73%
Penetanguishene SS	2013	136	111	124	166		537	521	705	74%
Penetanguishene SS	2014	116	137	113	171		538	522	705	74%
Penetanguishene SS	2015	103	117	140	156		516	501	705	71%
Penetanguishene SS	2016	103	104	120	193		519	504	705	71%
Penetanguishene SS	2017	117	103	106	165		492	477	705	68%
Penetanguishene SS	2018	104	118	106	147		474	460	705	65%

School	Year	9	10	11	12	Life Skills	TOTAL	ADE	Capacity	Utilization
Stayner CI	2004							563	420	134%
Stayner CI	2005							569	420	135%
Stayner CI	2006							559	420	133%
Stayner CI	2007							543	420	129%
Stayner CI	2008	131	110	122	172	13	548	532	420	127%
Stayner CI	2009	160	131	105	141	13	550	534	420	127%
Stayner CI	2010	128	160	125	125	11	550	533	420	127%
Stayner CI	2011	145	128	154	150	11	588	570	420	136%
Stayner CI	2012	155	145	124	183	11	617	599	420	143%
Stayner CI	2013	144	155	139	147	11	595	578	420	138%
Stayner CI	2014	153	143	149	165	11	620	602	420	143%
Stayner CI	2015	160	152	137	177	11	637	618	420	147%
Stayner CI	2016	168	159	146	164	11	649	629	420	150%
Stayner CI	2017	140	168	153	174	11	646	627	420	149%
Stayner CI	2018	159	140	161	182	11	653	634	420	151%

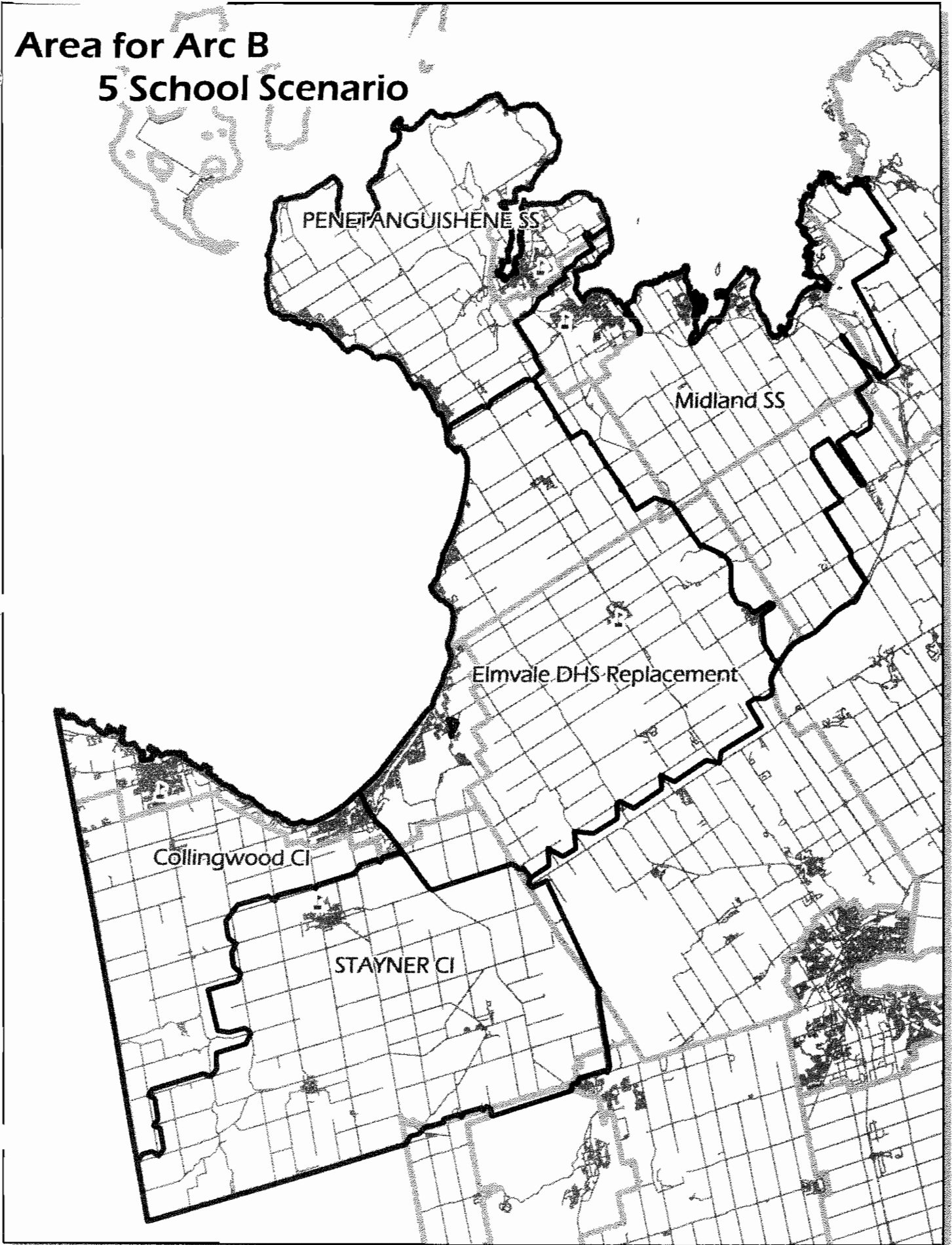
School	Year	9	10	11	12	Life Skills	TOTAL	ADE	Capacity	Utilization
Schools Combined	2004							4173	4290	97%
Schools Combined	2005							4102	4290	96%
Schools Combined	2006							4059	4290	95%
Schools Combined	2007							4057	4290	95%
Schools Combined	2008	922	856	951	1404	61	4194	4068	4290	95%
Schools Combined	2009	1022	921	851	1270	61	4125	4001	4290	93%
Schools Combined	2010	878	1017	918	1161	60	4034	3913	4290	91%
Schools Combined	2011	865	876	1019	1260	60	4080	3957	4290	92%
Schools Combined	2012	909	860	879	1412	60	4120	3996	4290	93%
Schools Combined	2013	897	904	859	1204	60	3923	3805	4290	89%
Schools Combined	2014	883	893	902	1169	60	3907	3790	4290	88%
Schools Combined	2015	888	879	893	1231	60	3951	3833	4290	89%
Schools Combined	2016	856	885	879	1224	60	3904	3787	4290	88%
Schools Combined	2017	900	852	883	1205	60	3901	3784	4290	88%
Schools Combined	2018	902	897	850	1202	60	3911	3793	4290	88%

Note: May not total due to rounding.

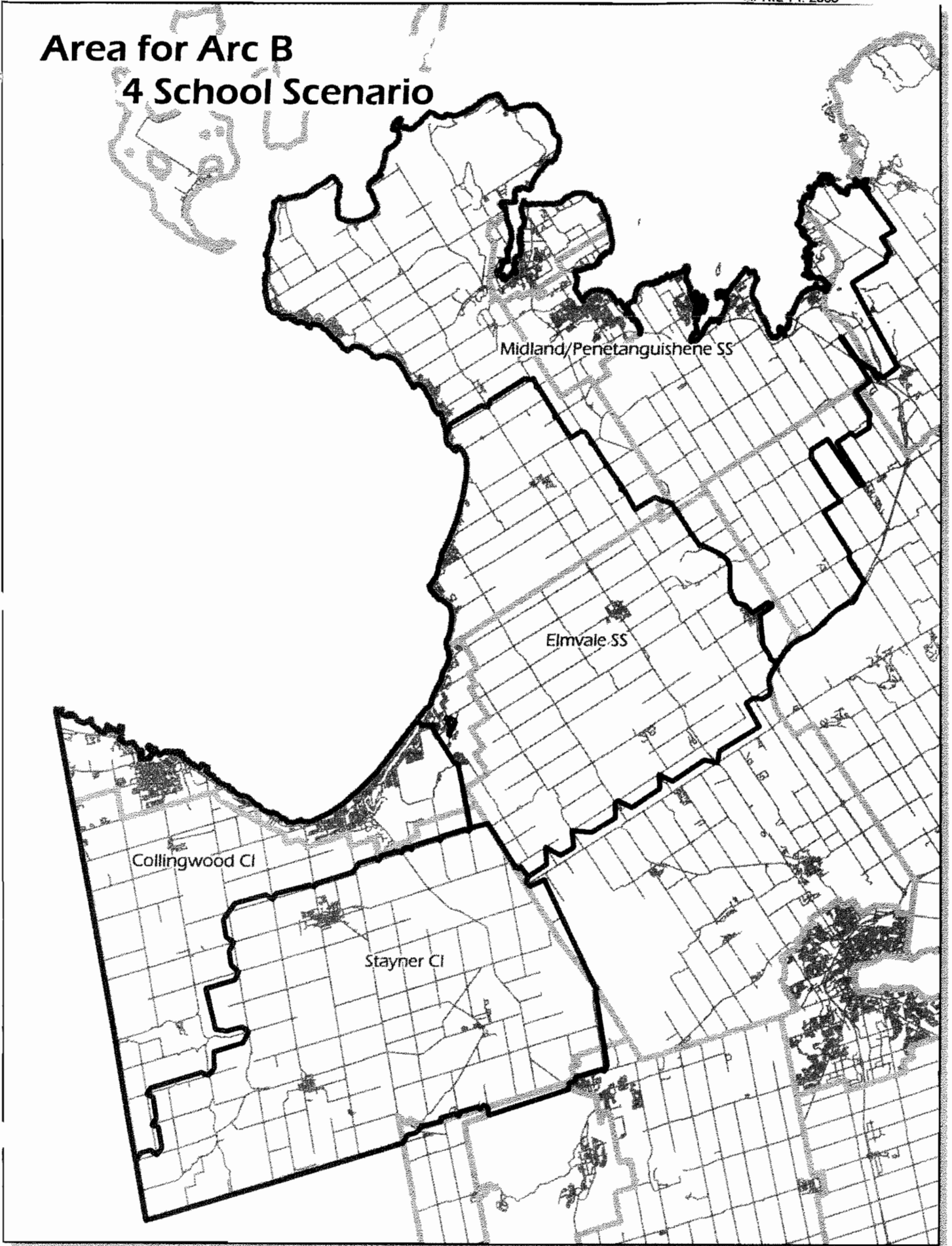
Area for Arc B 6 School Scenario



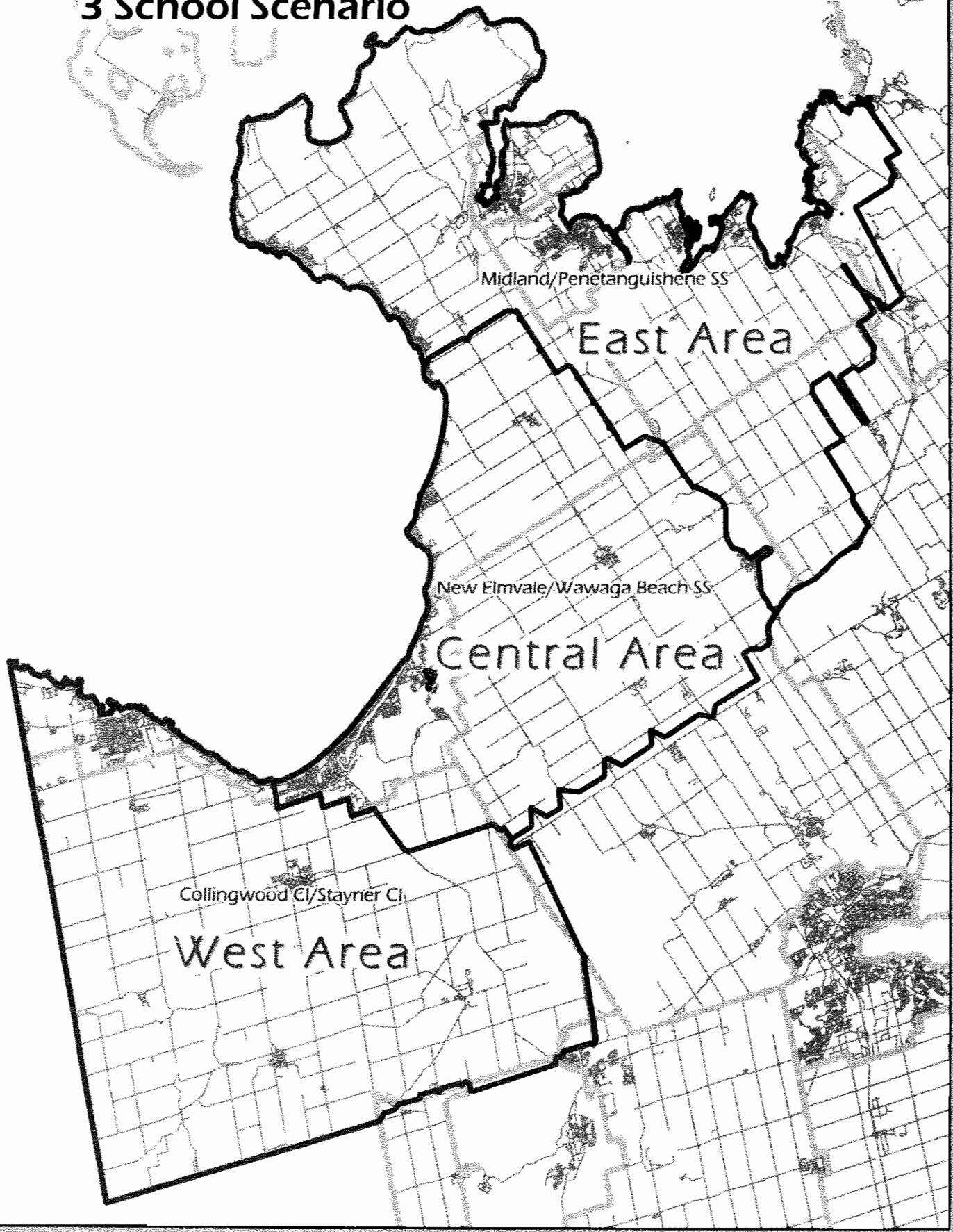
Area for Arc B 5 School Scenario



Area for Arc B 4 School Scenario



Area for Arc B 3 School Scenario





**Report D-2-a
November 23, 2011
APPENDIX B – pages B1-B276**

ARC 'B' Staff Report

**Accommodation Area Review Report
Accommodation Review Committee "B"**

North & West Simcoe Secondary Schools

**Collingwood Collegiate Institute; Elmvale District High School;
Midland Secondary School; Penetanguishene Secondary School;
Stayner Collegiate Institute**

Members of ARC B

Co-Chairs

Janis Medysky,
Superintendent of Education
Rob Brockwell, Business Representative

Previous Co-Chair

George Allen, Business Representative

Collingwood Collegiate

Mike Abram, Principal
Taresa Matchett, Teacher Representative
Laura Lachance, Parent Representative
David Finbow, Parent Representative
Alex Nyikos, Student Representative

Elmvale District High School:

Randy Bauer, Principal
David Knox, Teacher Representative
Lynn Brennan, Parent Representative
Ray Millar, Parent Representative
Sharon Taylor-Hickling, Parent Representative
Steve Millar, Student Representative
Caroline MacKinnon, Student Representative

Midland Secondary School

Craig Hawkins, Principal
Kevin Bell, Teacher Representative
Tony Nicholls, Parent Representative
Christina Doerksen, Student Representative

Penetanguishene Secondary School

Natalia Pyskir, Principal
Chris Burns, Teacher Representative
Michele Locke, Parent Representative
Vivian Sutherland, Parent Representative
Bekki Richardson, Student Representative
Kate Wahl, Student Representative

Stayner Collegiate Institute

Jane Seymour, Principal
David Boyd, Previous Principal
Jared Singleton, Teacher Representative
Bart Chapman, Parent Representative
Sara Hershoff, Parent Representative
Mason Elwood, Student Representative
Jenna Goorts, Student Representative

Municipal Representatives

Mayor Chris Carrier, Town of Collingwood
Mayor Anita Dubeau, Town of Penetanguishene
Councillor Nina Bifulchi, Town of Wasaga Beach
Councillor Shawn Davidson, Township of Clearview

Business Representatives

Colin Travis, Town of Collingwood
Rob Brockwell, Town of Wasaga Beach
Lisa Squire, Township of Clearview
George Allen, Township of Springwater
Deputy Mayor Tony Hope, Township of Springwater

Trustees

Peter Beacock
Jodi Lloyd
Brad Saunders
Caroline Smith



Simcoe County District School Board

TO: Administrative Council

FROM: Janis Medysky, Superintendent of Education, Area 1
Kathy Bailey Superintendent of Education, Area 5
On behalf of the Accommodation Review Committee "B"

SUBJECT: Elmvale District H.S., Collingwood Collegiate, Midland S.S., Penetanguishene S.S., Stayner Collegiate Accommodation Review Committee "B"
Accommodation Review Committee Report

BACKGROUND

The Pupil Accommodation Review process is founded in the Simcoe County District School Board (SCDSB) Pupil Accommodation Review Policy #2313. Within this policy, there is an understanding that the Board recognizes many factors such as changing demographics, enrolment fluctuations, environmental restrictions, facility conditions and Ministry funding sources which impact the way the Board will use its resources effectively and efficiently.

On December 19, 2007, the Board approved that an Accommodation Review Committee be established in March 2008, in Secondary Planning Review Areas 5, 6 and 3 that includes Elmvale District High School (EDHS), Collingwood Collegiate Institute (CCI), Midland Secondary School (MSS), Penetanguishene Secondary School (PSS) and Stayner Collegiate Institute (SCI). The membership of Accommodation Review Committee "B" (ARC B) was approved by the board on March 26, 2008. Principal, teacher, parent/guardian, student, municipal and business representatives for all of the identified secondary schools were approved and a parent representative for the Town of Wasaga Beach was also approved as a special circumstance. Non-voting trustees and several staff members attended all ARC meetings.

Faced with a very daunting task, ARC B met for the first time on Tuesday April 15, 2008. Since that initial meeting, the membership has remained intact with only the replacement of student members. Participation of the committee has been consistent and all members have been committed to and highly engaged in the process.

ARC B has held 22 working session meetings and six public meetings. Working session meetings were held at all of the identified schools and public meetings were held in each of the schools as well as in the Town of Wasaga Beach.

The final public meeting of ARC B was held on Monday March 23, 2009 concluding the work of this committed group of participants.

SCHOOL VALUATION FRAMEWORK (SVF)

The ARC received binders of data related to each school to assist in completing the SVF. The SVF was used as a learning tool for all members about each other's schools. The SVF focused on the values of each school to students, the board, the community and the local economy. ARC members became more fully informed about the facilities, programs and community relationships of each school. The main priority of the ARC placed the value of the schools to the student above the value to the board, community and local economy.

The ARC's findings for the 150 value indicators are attached as scattergrams in APPENDIX A, and a summary is attached in APPENDIX B. Scattergrams have been included to provide a visual presentation of these values as a tool for information. Scattergrams and results from the SVF were not used to rate schools. The SVF provided support to the ARC in preparation for discussions of scenarios to address accommodation issues in the area.

COMMUNICATION

All six public meetings were advertised through local media. Notices were issued to students and posted on the board's website. All public meetings were recorded on video. Written and verbal feedback was submitted by the public. All working sessions were open to the public. SVF binders of information were available at local schools and ARC members provided verbal updates in normal daily contacts within their communities. The process was open and transparent and guided by the ARC to meet the policy and procedure of the board. Public comments and delegations are attached as APPENDIX C.

PROCESS

The working session meetings of ARC B included:

- the completion of and reporting on the School Valuation Framework (SVF) information for each of the identified secondary schools and for the Town of Wasaga Beach
- the receiving of staff information provided to assist members in the understanding of the status of each of the schools
- the receiving of staff information from three board department representatives, Facility Services, Planning and Business Services
- receiving information regarding program from each school principal (APPENDIX D)
- a tour of all identified schools and a newer facility (Bear Creek Secondary School)
- presentation by one delegation
- review of the key considerations for decision-making
- the development of scenarios
- the preparation of the final recommendation(s)

The following presents a chronology of the highlights of the working sessions:

April 15, 2008

The purpose and process of the ARC was explained. A co-chair person was identified. The ARC identified twelve guiding principles for the operation of future working session meetings.

May 15, 2008

The ARC worked through the SVF Process.

September 11, 2008

The ARC requested information from several board departments. The ARC continued to work through the SVF Process.

October 7, 2008

The ARC heard a presentation from the SCDSB Planning Department. The ARC reviewed the remaining SVFs and determined the date and location of the next public meeting.

November 4, 2008

The ARC presented findings of the SVFs. The ARC heard a presentation from the SCDSB Business Services department.

December 2, 2008

The ARC was provided with information regarding the secondary school accreditation process as well as the process that schools use to determine program and to schedule courses. Principals of the identified schools gave presentations regarding the programs at their school. The ARC determined the date and location for the next public meeting.

December 11, 2008

The ARC was provided with information regarding the scheduling of program at a school of approximately 500 students. Principals continued their presentations of program opportunities at the individual schools. The ARC agreed to several additions to the SVF- Value to the Student.

January 8, 2009

The ARC shared and discussed findings of the SVF.

January 20, 2009

The ARC shared and discussed findings of the SVF. The ARC presented their first group of scenarios based on a premise of having "no schools" in the planning areas. The scenarios presented included three school, four school and five school configurations with variations such as boundary changes, including elementary students, magnet schools and the inclusion of "community" facilities. The ARC deliberated on these suggestions.

February 3, 2009

The ARC discussed a "critical path" for future meetings which included requesting of the board an extension to the current timelines to March 23, 2009. The ARC discussed the next public meeting. Further scenarios were brought to the ARC and these were discussed.

February 5, 2009

The ARC agreed to hold a working session at Bear Creek Secondary School on February 23 which would include a tour of the school. The ARC continued to discuss the scenarios. The ARC heard a delegation from Dr. John Brennan.

February 9, 2009

The ARC discussed the next public meeting. The ARC received a presentation by member, Tony Nicholls which suggested the maintenance of the five existing school as well as the building of a new school. The ARC discussed this suggestion at length. The ARC continued to discuss the established scenarios.

February 19, 2009

The ARC selected a new co-chair since co-chair Allen had left for vacation. Information was provided in response to questions raised by the ARC. The ARC received a draft of the report template. The ARC completed and verified the information presented on the SVFs. Each school and community group prepared a brief summary of the SVFs for the public meeting. The ARC received a presentation by member, Lynn Brennan. The ARC discussed the scenarios based on "Decision Making Considerations" which had been compiled.

February 23, 2009

The ARC participated in a tour of Bear Creek Secondary School. Superintendent Carol McAulay provided the ARC with additional information regarding funding and also responded to questions posed by the ARC. The ARC gave consideration to thirteen possible scenarios and eliminated two of them. The group agreed to include additional considerations to their decision making but agreed that the criteria of most importance is included in the SVFs.

March 5, 2009

The ARC received a submission from the Collingwood community which recommended a four school scenario phased in over the next several years. The ARC eliminated all but three scenarios. These included four school, five school and six school scenarios. The ARC discussed the number of recommendations they would prefer to take to the trustees. The ARC discussed the next public meeting.

March 11, 2009

The ARC discussed the remaining three scenarios.

March 12, 2009

The ARC discussed the final three scenarios and voted on these to prioritize. The 5 school status quo scenario was given first priority. Recommendations for all scenarios were discussed.

March 23, 2009

The ARC discussed a proposed suggestion to present only one recommendation. This was not supported. The ARC agreed to remove one sentence in the text of the report. The final report was approved by all members. The ARC was thanked for their many hours of participation and commitment to the process.

PUBLIC MEETINGS

The ARC held six public meetings, two more than required by the board policy. Information regarding the process and scenario development was presented. The ARC heard from 13 delegations in total. Public input was encouraged at each meeting, either as part of the "town hall" portion of the meeting or through written submissions or electronic submissions. Details of this input are included in this report.

MAJOR CONSIDERATIONS FOR EVALUATION OF SCENARIOS

The value of the school to the student was given priority as a major consideration in all discussions. The ARC also considered the value of the school to the community, to the school board and to the local economy.

Several considerations also shaped the thinking of the ARC discussions:

- The facility condition and building are able to meet the current and future needs of students
- The solution takes into account the enrolment projections and the utilization of the school
- The ability of the school to provide program opportunities comparable to other communities in the board/province.

- The solution is fiscally responsible
- The school is the heart of the community
- The school is between 500 and 1000 students
- The Grade 8 cohort of students will be maintained in transitioning into the secondary school
- The school facility may include post-secondary or community organizations
- The school is within reasonable transportation routes
- The solution services rural and urban communities within ARC B as outlined in the SCDSB mission statement
- The solution supports the historical community involvement attached to each school in ARC B
- The solution provides easy access to a wide range of co-op placement opportunities for the student population
- The solution maximizes the opportunity for higher numbers of student/teacher interactions
- The solution maximizes student leadership and participation opportunities in extra-curricular activities
- The solution recognizes the importance of learning environments that are caring, positive and safe
- The solution does not increase transportation distances or the numbers of students being bussed.
- The solution allows optimal utilization of the schools by adhering to funding formula support for school with enrolment of 80%
- The solution reduces overall long-term renewal costs for buildings.
- The solution recognizes the importance of credit accumulation to increase the graduation rate as part of the government's student success strategy
- The solution recognizes the importance of reducing the drop-out rate
- The solution recognizes the importance of literacy and math scores
- The solution's phasing considers cost savings from renewal monies and also expedites enrolment pressures and learning environment issues
- The solution recognizes the ministry's position that there will be no reward for closing existing schools to build a new school down the road in a neighbouring community
- The solution maximizes opportunities for student employment
- The phasing of the solution addresses the PTF issues and condition of buildings to meet the physical space needs of current and future student enrolment and learning environment needs
- The solution recognizes the importance of complete communities and that schools are a necessary part of the infrastructure
- The solution maintains at least one secondary school in each designated planning area and in so doing embraces the concept of complete community
- The solution maximizes opportunities for healthy living

SCENARIO CONSIDERATIONS

The ARC initially considered 13 scenario solutions that were based on Planning Areas that included Collingwood Collegiate Institute, Stayner Collegiate Institute and Wasaga Beach in one area, Penetanguishene Secondary School and Midland Secondary School in one area and Elmvale District High School in one area. These scenarios were:

- 1) 3 School Scenario A
 - Retain 2 of Collingwood CI, Stayner CI, new school in Wasaga Beach
 - Retain 1 of Midland SS, Penetanguishene SS
 - Close Elmvale DHS
- 2) 3 School Scenario B
 - Retain 1 of Collingwood CI, Stayner CI, new school in Wasaga Beach
 - Retain 1 of Midland SS, Penetanguishene SS
 - Retain Elmvale DHS
- 3) 4 School Scenario A
 - Retain 3 of Collingwood CI, Stayner CI, new school in Wasaga Beach
 - Retain 1 of Midland SS, Penetanguishene SS
 - Close Elmvale DHS
- 4) 4 School Scenario B
 - Retain 2 of Collingwood CI, Stayner CI, new school in Wasaga Beach
 - Retain 1 of Midland SS, Penetanguishene SS
 - Retain Elmvale DHS
- 5) 4 School Scenario C
 - Retain 1 of Collingwood CI, Stayner CI, new school in Wasaga Beach
 - Retain 2 of Midland SS, Penetanguishene SS
 - Close Elmvale DHS
- 6) 5 School Scenario A
 - Status Quo with upgrades
- 7) 5 School Scenario B
 - Retain 3 of Collingwood CI, Stayner CI, new school in Wasaga Beach
 - Retain 2 of Midland SS, Penetanguishene SS
 - Close Elmvale DHS
- 8) 5 School Scenario C
 - Retain 3 of Collingwood CI, Stayner CI, new school in Wasaga Beach
 - Retain 1 of Midland SS, Penetanguishene SS
 - Retain Elmvale DHS
- 9) 5 School Scenario D
 - Retain 1 of Collingwood CI, Stayner CI, new school in Wasaga Beach
 - Retain 2 of Midland SS, Penetanguishene SS
 - Retain Elmvale DHS and construct new school

10) 6 School Scenario A

- Retain 3 of Collingwood CI, Stayner CI, new school in Wasaga Beach
- Retain 2 of Midland SS, Penetanguishene SS
- Retain Elmvale DHS

11) 6 School Scenario B

- Retain 2 of Collingwood CI, Stayner CI, new school in Wasaga Beach
- Retain 2 of Midland SS, Penetanguishene SS
- Retain Elmvale DHS and construct new school

12) Additional Scenario A

- Middle schools of Grade 7 – 9 in areas of Collingwood CI, Stayner CI, new school in Wasaga Beach, Midland SS, and Penetanguishene SS
- Combined with Grade 10 – 12 in Elmvale DHS area

13) Additional Scenario B

- Grade 7 – 12 schools in one, two or all 3 areas

Assessment and discussion of the scenarios having regard for the above criteria resulted in 3 preferred scenarios:

4) 4 School Scenario B

- Retain 2 of Collingwood CI, Stayner CI, new school in Wasaga Beach
- Retain 1 of Midland SS, Penetanguishene SS
- Retain Elmvale DHS

6) 5 School Scenario A

- Status Quo with upgrades

10) 6 School Scenario A

- Retain 3 of Collingwood CI, Stayner CI, new school in Wasaga Beach
- Retain 2 of Midland SS, Penetanguishene SS
- Retain Elmvale DHS

FINAL SCENARIOS – DELIBERATIONS

MAJOR CONSIDERATIONS

The ARC considered community schools and program to be main factors while reviewing accommodation in the area. Delegations and public comments strongly centered on the need to retain all schools within their current communities whether rural or urban, large or small. The ARC and public raised concerns about the impact of closing any school in a community and the ability of some communities to be maintained by removing such a large drawing factor for families. Families move to communities because of schools. Some members of the ARC voiced that the Province supports small and rural schools and maintained that they were the heart of strong rural communities. All schools in the ARC are actively involved in a very wide range of community participation such as high co-op placement rates, sports and community use. Communities, to a large extent, have adopted the school as a centre that helps shape their identity and contributes indirectly to the quality of life in the communities.

The ARC recognized that generally the smaller schools of the ARC continue to have the highest test scores, retention and graduation rates, and have greater connection between administration and teachers and students. The ARC generally believes that students receive greater individual attention in smaller schools. Mandated program courses are being offered at all schools and a variety of scenarios depending on demand are available. Smaller schools have adapted to provide optional program in creative ways, such as multi grade courses.

ARC members struggled with how a new school could be facilitated in Wasaga Beach without consolidation. It recognized that capacity currently exceeded the number of students and it would not be possible for any new schools to be constructed unless this capacity was removed. Further reduced capacity would need to be replaced as a result of a new school. Another overriding fact is that pupil yields for the entire area have declined dramatically, which would require a much longer time to gather enough students to justify a new growth school, and retain a minimum of 80% capacity at each of the other five schools. Members understood the need for a new school in Wasaga Beach from a community basis however communities with schools were reluctant, and recognized they would lose their existing schools, the same point made by a minority of membership on the ARC for a community school in Wasaga Beach.

The membership supporting a school in Wasaga Beach also expressed objections that the Ministry would be renewing existing older schools on an ongoing basis and by being fiscally responsible, funding should be directed to a new school where no renewal needs would be required for many years. In addition to renewing older buildings, this membership also indicated that existing facilities did not meet the needs of students on a program basis, such as unsatisfactory core facilities and technical space.

RECOMMENDATIONS

The ARC considered the three scenarios as concepts and took into account group discussions, delegations, public feedback, the SVF, considerations and criteria. The ARC discussed each scenario and the impacts on each school and the Town of Wasaga Beach. Main considerations centred on phasing, transfer of students, capacity utilizations, attendance reviews, reducing excess capacity, small schools and community based schools. The ARC recognized the fact that funding for capital projects would be subject to Ministry approval and would be dependant on reducing excess capacity to meet the needs of 10 year enrolment projections while being fiscally responsible. A solution to reduce empty space would be required prior to justification for

construction of any additional space. Construction of additions and a new school would create more empty seats.

The ARC's main consensus was to address issues where the issues exist, building on the status quo scenario. It was recognized that if enrolment and capacity were balanced, a new growth school for Wasaga Beach would be long term, and dependant on accumulating additional students above capacity to justify growth school funding. Again, members that indicated objection to the status quo scenario cited that they could not justify financial inefficiencies of renewing existing older buildings that do not have adequate program space.

There was no consensus reached on any of the scenarios considered. Voting green indicated support, white reserved decision in support of the majority, and red indicated no support for the scenario. Voting results on the three scenarios were:

4 School Scenario B; Green: 3 White: 1 Red: 22

5 School Scenario A; Green: 22 White: 2 Red: 2

6 School Scenario A; Green: 3 White: 2 Red: 21

Five School Solution Recommendations:

The majority of ARC B recommends 5 School Scenario A. ARC members that voted red were asked if any variation of the scenario could be considered. Members indicated there would be no support for any school scenario, unless a new school was proposed for construction in the Town of Wasaga Beach. At its meeting on March 12, 2009, the overall majority of the ARC membership supported the 5 School Scenario A that would retain all schools status quo, subject to the following recommendations:

Recommendation 1: Elementary Attendance area reviews shall be identified and undertaken to align grade 8 feeder cohorts with secondary school attendance areas as much as possible, to provide greater cohesiveness for communities;

Recommendation 2: Board staff shall investigate all means of removing capacity from Midland Secondary School including, but not restricted to demolition, leasing and community and/or joint use partnerships;

Recommendation 3: Renovations be undertaken at Midland Secondary School, as a direct result of removing excess capacity, subject to funding;

Recommendation 4: Appropriate renovation of, and an appropriate sized addition be undertaken at Elmvale District High School to support program needs, reflecting 10 year enrolment projections, subject to funding;

Recommendation 5: Appropriate renovation of, and an appropriate sized addition be undertaken at Stayner Collegiate Institute to support program needs, reflecting 10 year enrolment projections, subject to funding.

The following recommendations were provided by the ARC for the other two scenarios.

Six School Solution Recommendations:

1. Remove excess capacity at MSS and CCI through disposal or leasing and renovate accordingly;
2. Partnerships at all facilities;
3. Investigate attendance areas to balance OTG;
4. New school up to 900 in community of Wasaga Beach;
5. Renovations to support program needs at SCI and EDHS.

Four School Solution Recommendations:

1. CCI, SCI, EDHS and MSS/PSS Regional;
 2. CCI, Wasaga Beach, EDHS and MSS/PSS Regional;
 3. Substantial renovations/replacement of SCI & EDHS.
- * Note impact of closure of small rural schools.

SUMMARY OF SCHOOL VALUATION FRAMEWORK BY SCHOOL

COLLINGWOOD COLLEGIATE INSTITUTE

Being the only public, secondary school in the community and at the most western edge of Simcoe County, the value of Collingwood Collegiate to the Board, the community and to the students of the area (Collingwood, Clearview Township and Wasaga Beach) is obvious. Collingwood Collegiate has a 150 year history in the community and many generations from many families have and continue to pass through its doors. With a population over 1300 students, C.C.I. is able to offer a wide range of academic opportunities for students of all levels of ability. Our Life Skills program and LINKs (our secondary learning centre) has made it possible for all students to attend a public secondary school in their community.

The school plays an important part in the local economy. Students frequent the many businesses within walking distance of the school. They work part-time and explore career options through co-op placements. Many of the students who attend the school are from families who are long-time residents of the area. Many staff members are former C.C.I. students who had moved away and have now returned to the area to raise families.

Links to the community take on a variety of perspectives. Music and drama presentations, recreational courts (volleyball/basketball) for children and adults, and local groups such as cadets make use of the facilities throughout the year. Situations in the community have also meant that the school has taken on a more central role in recent years linking students and families to community agencies and supports. Our Helping Hands program (breakfast/lunches), connections with medical and dental services through the Health Unit and referrals to agencies such as New Path Youth and Family Services have been in greater demand over the last few years.

For the most part students believe that Collingwood Collegiate provides a safe, respectful and supportive environment, conducive to learning. Our students go on to enjoy success at post secondary destinations (college, university, apprenticeship) and then become active and contributing members of the areas economy.

There are areas that do require some attention if the school is to continue to provide the programs that currently exist. Combined with recent renovations and repairs the following details would help greatly in extending the life expectancy of the school:

- heating and ventilation system upgrades
- cameras, better outdoor lighting (added security)
- updated science labs
- a new foods lab
- upgraded kitchen facilities (for our hospitality program to support a SHSM - Hospitality and Tourism)
- upgraded track and field facilities

ELMVALE DISTRICT HIGH SCHOOL (EDHS)

The summary to the 4 major components of the School Valuation Framework for Elmvale District High School reflects a consistent separation of value between indicators that relate to aspects of limitation of the physical plant versus indicators that relate more to aspects of a human quality.

VALUE TO THE STUDENT

When referencing indicators gathered under student achievement, school climate & safety, community, and student leadership, the top rating of 4 tends to be universal. Specific examples include, but are not limited to: graduation rates, provincial testing, community service, interaction/rapport with teachers, school spirit, intramurals and program enhancements. The elements of safety, respect, comfort, belonging and extracurricular participation all scored at a 4 as did the central location of the school and associated "walkability". On the other end of the spectrum with a 1 rating are indicators concerning physical space for storage, lunchroom, specialized programs, special education, gymnasium and general amenities. Programs dependent on the facility such as social science, business and technology also ranked at 2 or 1.

VALUE TO THE COMMUNITY

Fully twenty indicators in this section scored a top rating of 4. A flavour of these includes the school as a contributing member of the community, impacting on property values, a promoter of the community, a focus for the community in terms of program, involvement and investment. Neighbourhood traffic, transportation safety and co-operative education also received the top rating. The elements within this category that scored lower around 2 included the school as an event venue, community use and usability of the grounds. These scores are generally reflective of the physical limitations of the building.

VALUE TO THE BOARD

Despite the fact that most indicators relating to the facility space, layout or condition ranked at 1 or 2, the indicators reflecting program excellence and delivery for both elective and compulsory courses rank at a 4. Exceptions to this are as a result of limitations to space in the areas of technology and arts. Student participation in extracurricular activities, respect of persons and property and environmental awareness are top ranked. The stable enrolment both current and projected, operational cost, geographic location to catchment area, proximity to community and servicing all rank at the highest level as well. As mentioned, most of the value indicators reflecting any issue of space tend to be low - either a 1 or 2. These include space for: technology, arts, special education, science, guidance, auditorium, workrooms, staffrooms, washrooms and gymnasium.

VALUE TO THE LOCAL ECONOMY

Out of the 18 indicators in this section, 15 score at the top rank of 4. All items relating to services, permits, growth, are in place. The economic value of the school to the community would really rank as a 4+ in reflection of the value in economic spinoffs, viability and contributions to the community. Student employment, local sponsorships, and the involvement of the school in co-operative education are similarly top-ranked. The issues of spending power of visitors to the school and link to agencies are restricted once again by the limitations placed by the inadequacies of the facility to host athletic and cultural events.

MIDLAND SECONDARY SCHOOL (MSS)

VALUE TO THE STUDENT

Our students report that the technology program, arts and physical education programs and facilities are excellent. Library, cafeteria, special education areas were also ranked highly. The students also reported interacting with a number of teachers and positive rapport with teachers as being high.

However, students also reported that they were not known by name by all of the staff. Students also reported that there was only one common area (cafeteria) for them to congregate in. They were also concerned about the need for more school spirit. They also noted the lack of exterior security cameras and problems with exterior lighting in some areas. Some students also noted that bussing distances were too long, especially in winter months.

VALUE TO THE COMMUNITY

MSS serves the needs of six distinct communities in North Simcoe and has done so for over 100 years. Our facility is well utilized by the community for special events, organized recreational activities and informal recreational activities. Our students are well supported by the community as reflected in the number of scholarships and bursaries our graduates receive as well as the number of businesses that accept our co-op students for placement throughout the year. The school also hosts a number of community agencies and provides an opportunity to social service agencies to meet with our students.

The school does have an impact on the traffic flow in and around the building, particularly at the beginning and end of the day when traffic congestion increases dramatically.

VALUE TO THE LOCAL ECONOMY

The school is a significant employer in the community, although not all employees live in the Town of Midland. The proximity of the school to local businesses is good, particularly at the west end of town. Many businesses provide students with part-time, after school and summer employment. The school also serves as a link for other community agencies to provide service to students or to share information with our students and staff. The school continues to be very successful in finding co-operative education placements for our students in the immediate community and, to a lesser extent, in the surrounding communities.

VALUE TO THE BOARD

The current facility at Midland Secondary School was ranked very high in the level of most of its facilities including gymnasiums, technology, special education, outdoor facilities and the Arts. Facility areas that were ranked less than 4 included our social science labs, some of the science labs and our guidance facilities. The program offerings at MSS also were ranked high: we are able to offer a wide range of courses to our students without the need to bi-level or bi-type courses in the core program areas.

Facility concerns include temperature (tends to vary widely), a need for major repairs (as identified by the Board) and the need for cosmetic upgrades (paint, new locker doors etc). Outdoor security lighting needs to be updated as does the external security camera system.

Traffic flow at certain times of the day is also a concern, not only to the school but to residents and commuters in the area

EQAO scores in math for our students are at board average, our OSSLT scores are slightly below the board average for students taking courses at the applied level and at board average for those taking their core program at the academic level. Credit acquisition (students earning 8 credits in grade 9 and 16 credits by the end of Grade 10) is below the board average. However, this figure also includes all students taking courses in our life skills program and our Learning Centre

PENETANGUISHENE SECONDARY SCHOOL (PSS)

VALUE TO THE STUDENT

- Full program offerings, but more limited than in a larger school. As well, some programs alternate years in order to guarantee they will run, and some must be combined courses.
- Safe supportive environment.
- Great student/staff connection, with teachers and students knowing each other's names.
- No security cameras or outdoor bleachers.
- Programming focuses on local needs such as Extended French, Native Studies, Power Sports (Recreational small engines course), and Outdoor Environmental Leadership Program.
- Applications have been handed in for an Environmental SHSM and a Health and Wellness SHSM, both addressing local needs.
- No congregated Life Skills program.

VALUE TO THE COMMUNITY

- Not the only venue for events/activities.
- Contributes to making Penetanguishene a more complete community, only lacking a post-secondary institution.
- Strong partner with the community on community events, e.g. Winterama.
- Source of volunteers for community sports and services, and a source of workers.
- Community provides coaches and support of PSS teams and events.
- Recreational space provided for community, both formally and informally.
- Community is a strong financial supporter of scholarships, with community members forming a Scholarship Foundation.

VALUE TO THE LOCAL ECONOMY

- Population of Penetanguishene is over 10,000 with a stable economy because of the number of institutions that provide employment. Stability in employment numbers results in a steady number of families in the area need a steady need for schools.
- 5 school boards in Penetanguishene.
- As a result of the previous two bullets, the loss of PSS would not cause undue hardship to the local economy directly, but would affect retention of families and attraction of families to the town.
- PSS contributes through purchases, fundraising, providing students as workers and making Penetanguishene a more complete community.

VALUE TO THE BOARD

- Variety of school programs including:
 - a) Complete workplace, college and university pathways;
 - b) Specialized optional courses in the area of technical subjects;
 - c) 3-credit packaged programs such as the OELP and Power Sports;
 - d) Extended French and Native Studies courses; and
 - e) Integration of IEP students in regular stream classes without a congregated Life Skills class.
- High level of co-curricular offerings and over 50% of student involvement
- High level of graduation rate and credit accumulation, although OSSLT and EQAO math results vary widely from year to year.
- Over \$60,000 in scholarships given away each year to graduates.
- Enrolment is in slow decline because of demographics of the area. We continue to draw large numbers from the other 4 school boards.
- Facility is exceptional for the programming that it makes possible with the large specialty rooms, the cleanliness and appearance, the ease of supervision that the layout allows, and low cost of energy consumption and vandalism.

STAYNER COLLEGIATE INSTITUTE (SCI)

VALUE TO THE STUDENT

This is the most important indicator for schools when ARC makes recommendations to the Board since each community secondary school gives value to our students. Thirty-five indicators are mapped as Level Four indicators for SCI. Air quality, lighting, acoustics and communal areas for students are rated high at SCI. The floor plan for classrooms, lobby, library and guidance services, and office areas are rated highly so that value is exceptional for all students. Students cite provincial tests scores with regards to student achievement, graduation and community service possibilities all rank most high at SCI. Program enhancements, interschool sports as well as non-athletic activities are abundant and include drama presentations and Sears' Drama Festivals, Library Live, Robotics Club, Green Team and SAID group where students have additional learning, voices and connections. We host community events and we are the community events as well. Most important factors are students' safety, trust and ongoing rapport with teachers. Students are able to have leadership developed in the classrooms as well as other activities. Students are known by name and there is a high level of belonging at SCI. Student washrooms re: cleanliness and safety are documented as well as the quiet spaces or communal areas to congregate with friends and classmates, and staff. Lastly SCI is rated extremely well for accessibility, school spirit and a hub for students' social interaction.

VALUE TO THE COMMUNITY

With this framework, SCI has 16 factors where we are plotted at Level Four. Reviewing SCI, exceptional levels are documented with regards to community service, the community's access to our school, and usability of community and family of schools. This weekend SCI hosted the elementary family of schools Basketball tournament. In the spring, we also host all track and field meets. We invite our family of schools and community for many SCI events. The school is a hub as an event venue. With our green space and grounds, we are a highly regarded school with value to our community. Not only is SCI a historical building in the community's eyes, SCI also is reflective of the community in that we are open, friendly, and a community hub school. The school has a positive impact on property values. We have community identity as the secondary school as we have two elementary public schools in our town of Stayner. We have four schools which are 100% family of schools for Grade 8 to Grade 9 transitions. We share Duntroon, Worsley and Birchview students with CCI or EDHS yet Byng, Clearview Meadows, New Lowell and Nottawasaga and Creemore feel they are our community family secondary school for parents, students, and community as well. We are inclusive registering students who live in Clearview Township in hamlet, village or town as well as rural communities. We are zoned in the town of Stayner for water and sewer facilities and yet we have environmentally protected areas in our zoning with Clearview Municipality.

VALUE TO THE LOCAL ECONOMY

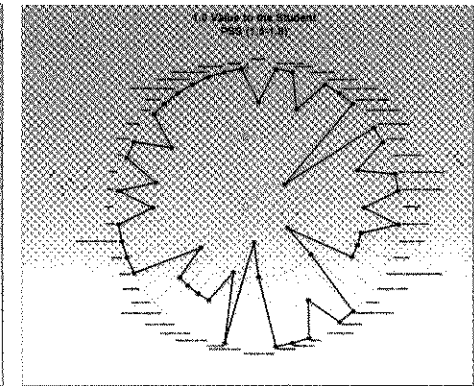
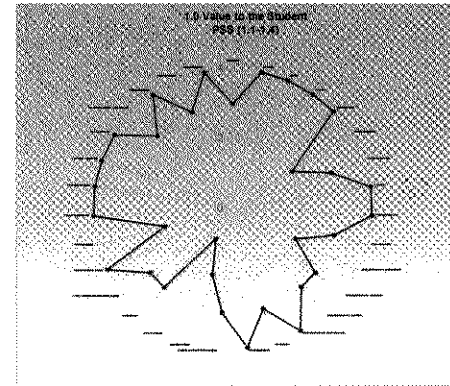
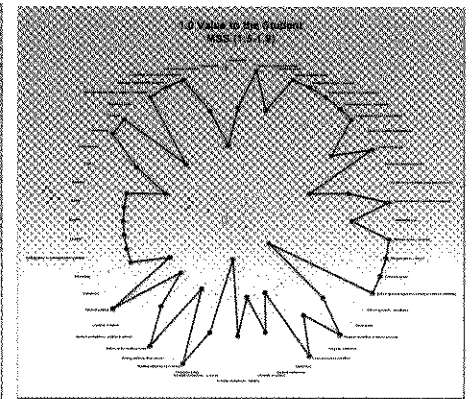
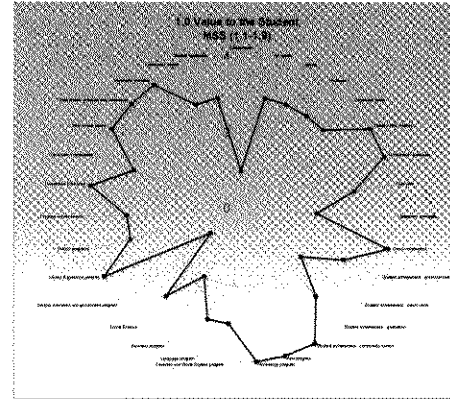
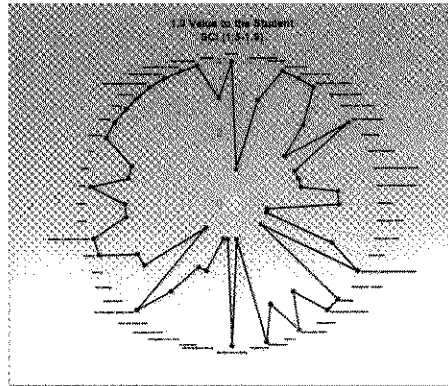
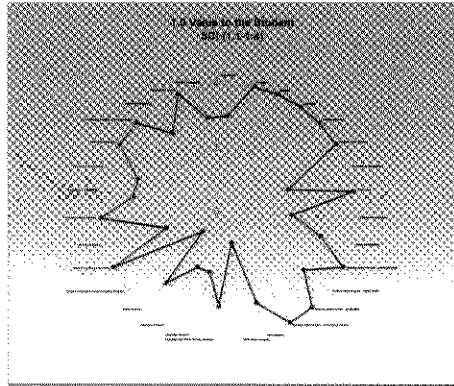
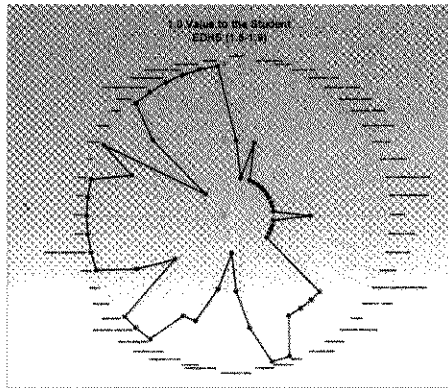
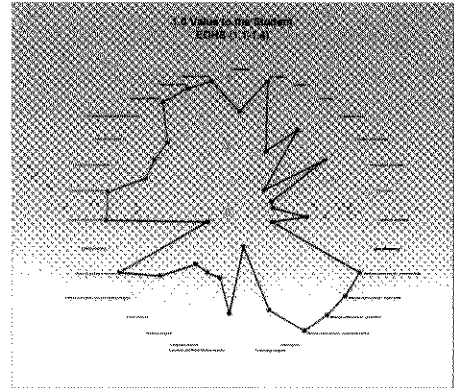
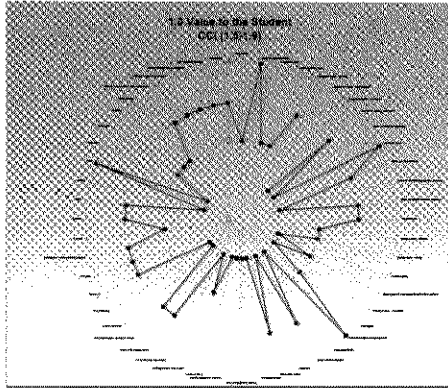
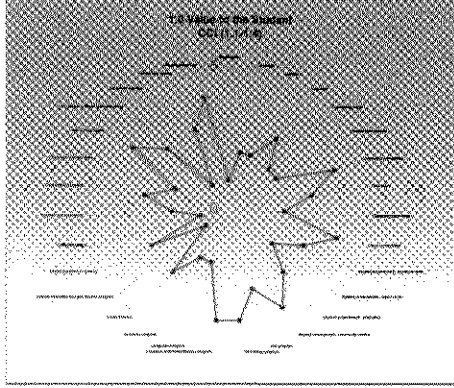
Thirteen items are deemed as highlights of SCI for our local economy. Our students are able to have co-op placements, volunteer community service hours, work placements and also give value to the local economy as shoppers during their lunch or after school and on weekends. The community viability is high as we help the local community of Stayner with economic vitality. Students, staff, parents and guardians are easily able to access and shop in the town of Stayner. Property assessments and family retention are also high. There is projected growth in Stayner, and Creemore communities so by 2017 the student enrolment is projected to be over 700 students. There is growth projected by Clearview municipality as well as by SCDSB facilities and planning departments. There is value to local economy with water service, sewer service and building permits as well.

VALUE TO THE BOARD

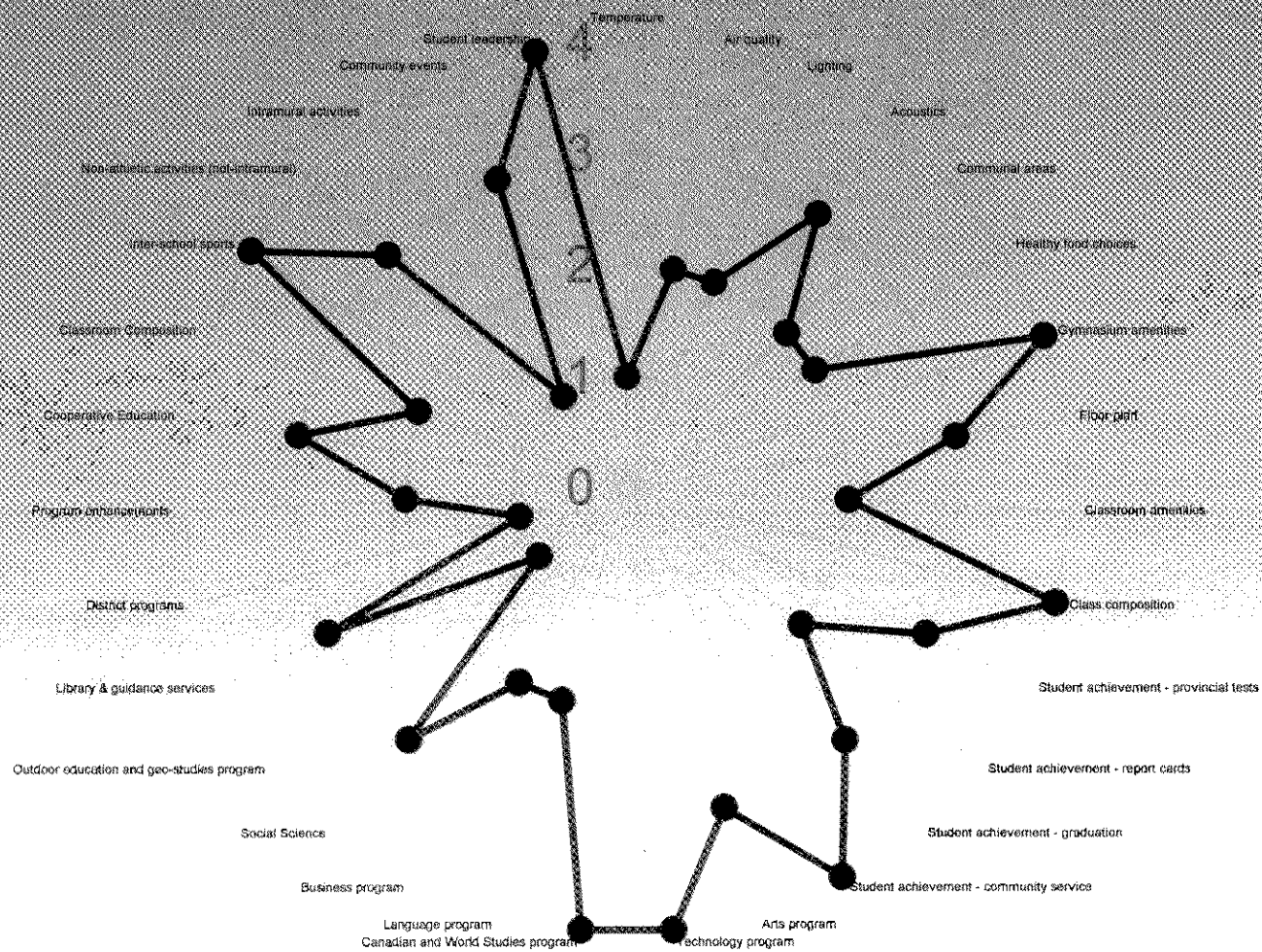
Here SCI scored 20 high indicators/standards with regards to Value to the Board in the level 4 outcomes: graduation within 4 years, student achievement- (we have the highest percentage of students' success on the EQAO OSSLT literacy requirement for graduation), scholarships, student participation in extracurricular activities, student attendance and student respect of persons and property ranked most high. We are able to offer all Grade 9, 10, 11, 12 compulsory courses and have the highest enrolment of Grade 11 & 12 co-op programs as well as Special Education programs and services for our students with highly qualified teachers. We offer all extracurricular activities that all SCDSB schools offer since our teaching staff value these activities for our students and our staffs coach/advise multiple clubs, teams, and/or arts programs. Our library resource centre has large square footage since newly renovated in the 90's for our students- we also have multiple activities and classes who access the library and it is a vibrant centre with students reading and on computers during lunch time. Library Live is an event on Fridays when our staff and students perform various musical and literary performances with outstanding audience decorum. The arts space, social sciences space, computer lab space, guidance space and outdoor space are all level 4 values to the board. We have close to 20 acres of green space with track, newly irrigated football /soccer/rugby field, a community

shared baseball diamond, trees, an outdoor classroom which is unique and environmentally creative as Board space at SCI. The physical environment is absolutely beautiful. We have many custodial work areas on the first and second floors and we have room for expansion. The proximity for students to walk to school and community enables our students and staff to have a community hub school. Our current enrolment of 550 students is above OTG capacity of 470 and by 2017 we are projected to be over 700 students. We envision renovations (technology, classrooms including upgrading drama classes) and keeping outdoor classroom since we hope to add SHSM in environment. There has been discussion at ARC working sessions as well as Clearview Development delegation/Group visiting SCI to view the school site for engineering renovation possibilities which would be needed to have continued sense of community hub and projected planning for SCI similar to Erin SS with Stayner community library on site which would enhance value to the Board, school, and community. We have administrative staff, teaching staff and enrolment projections where SCI is viewed as an asset, a most positive value to the Board.

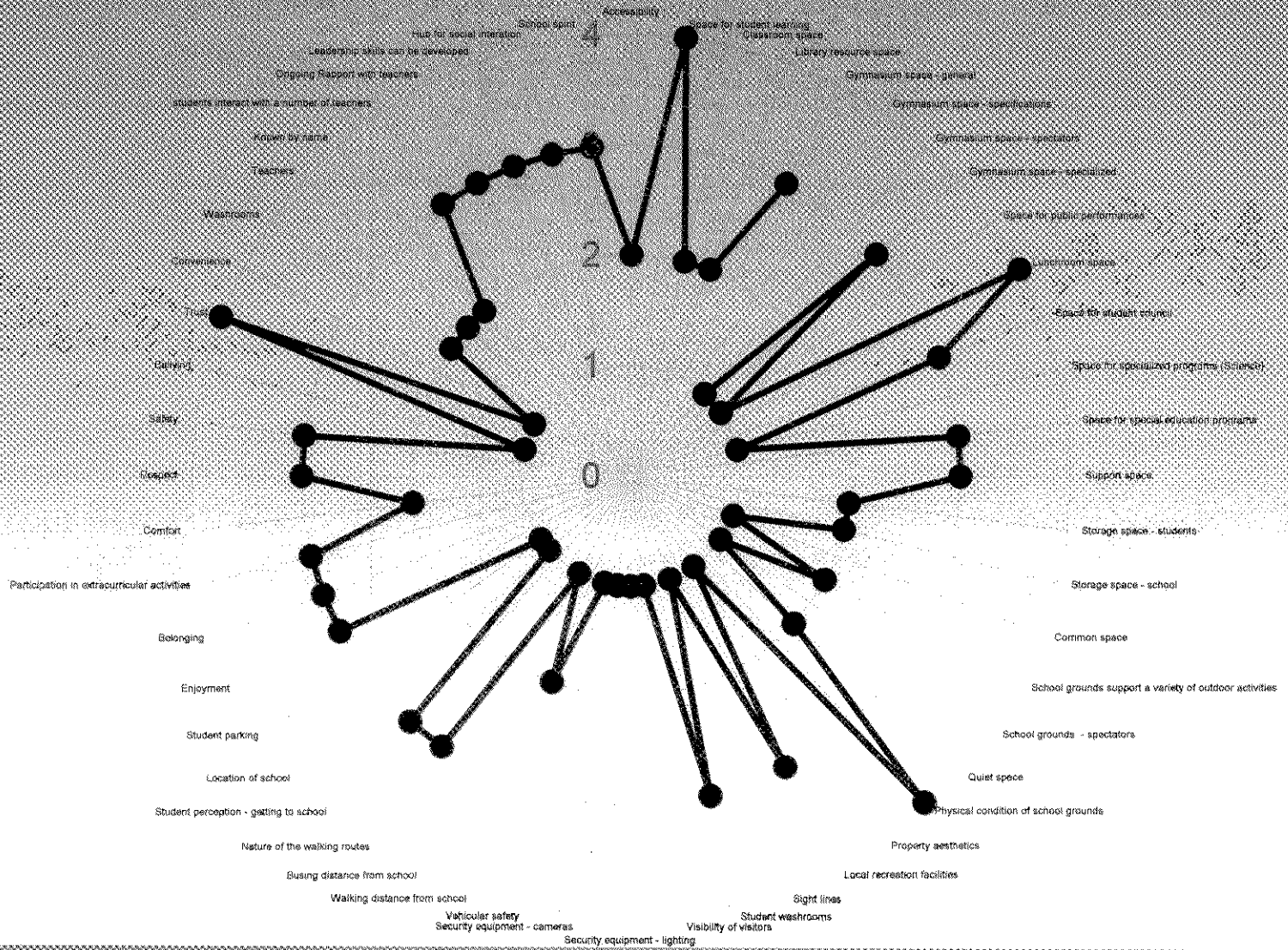
ACCOMMODATION REVIEW COMMITTEE - AREA B
SCHOOL VALUATION FRAMEWORK RESULTS



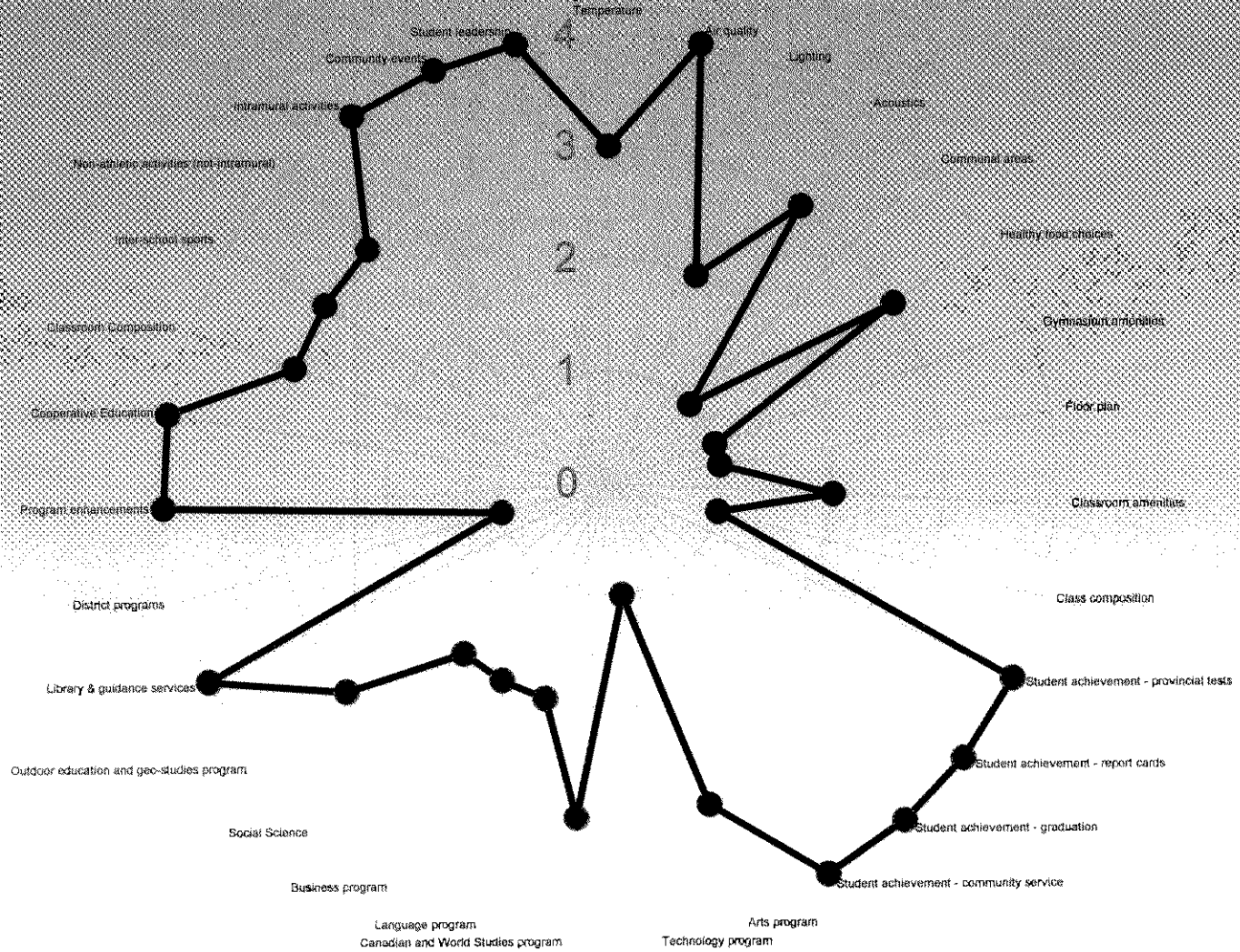
1.0 Value to the Student CCI (1.1-1.4)



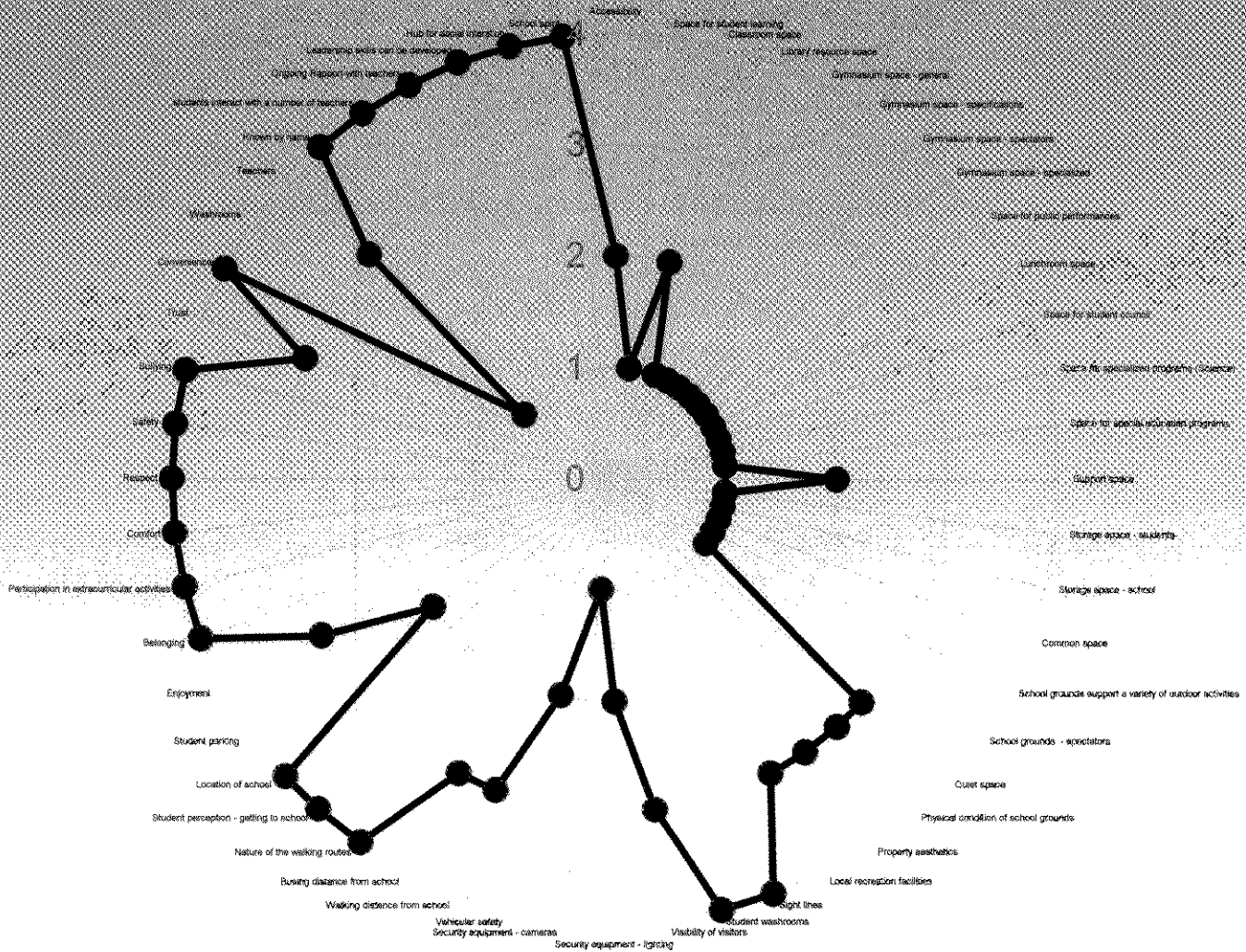
1.0 Value to the Student CCI (1.5-1.9)



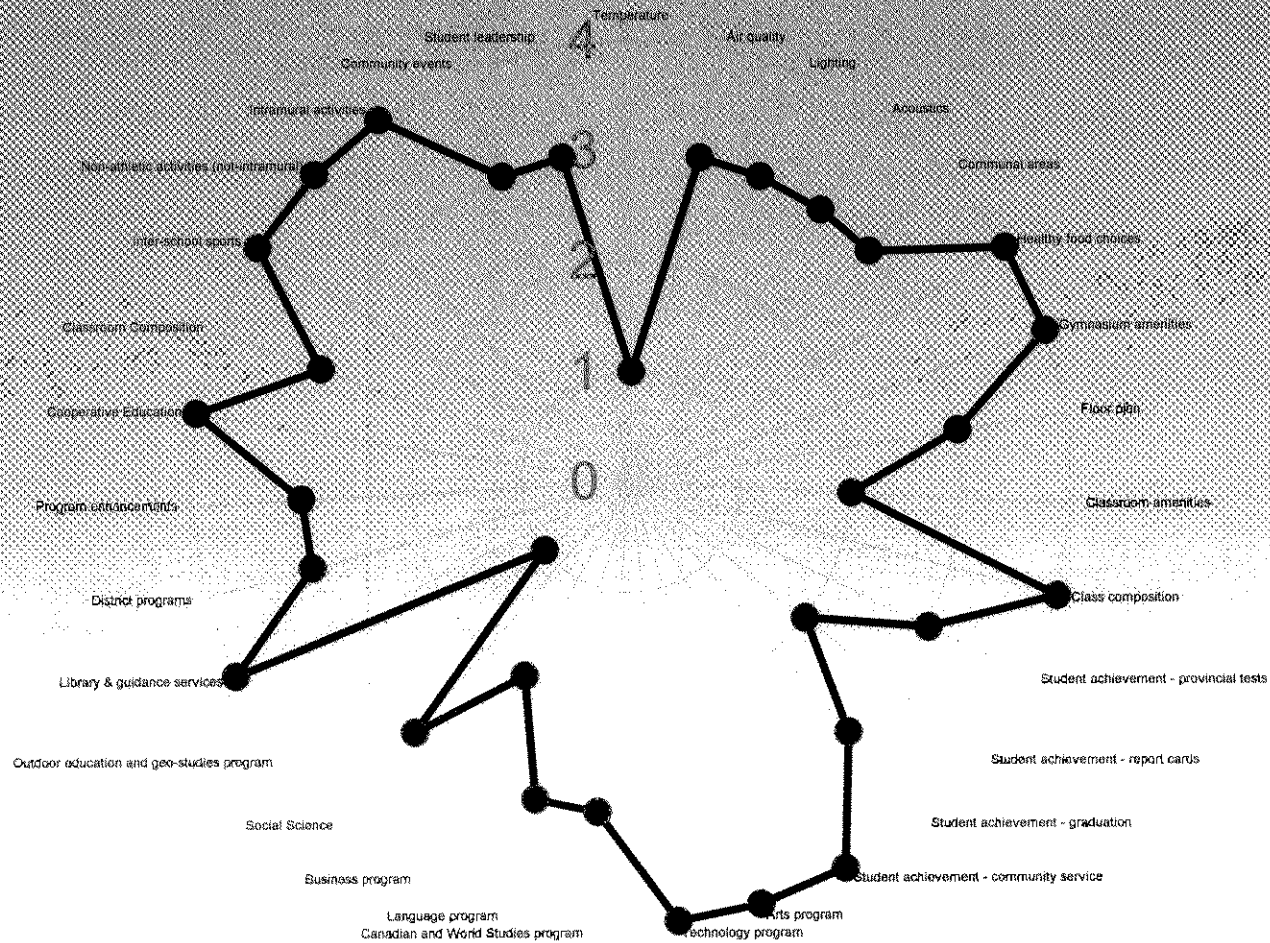
1.0 Value to the Student EDHS (1.1-1.4)



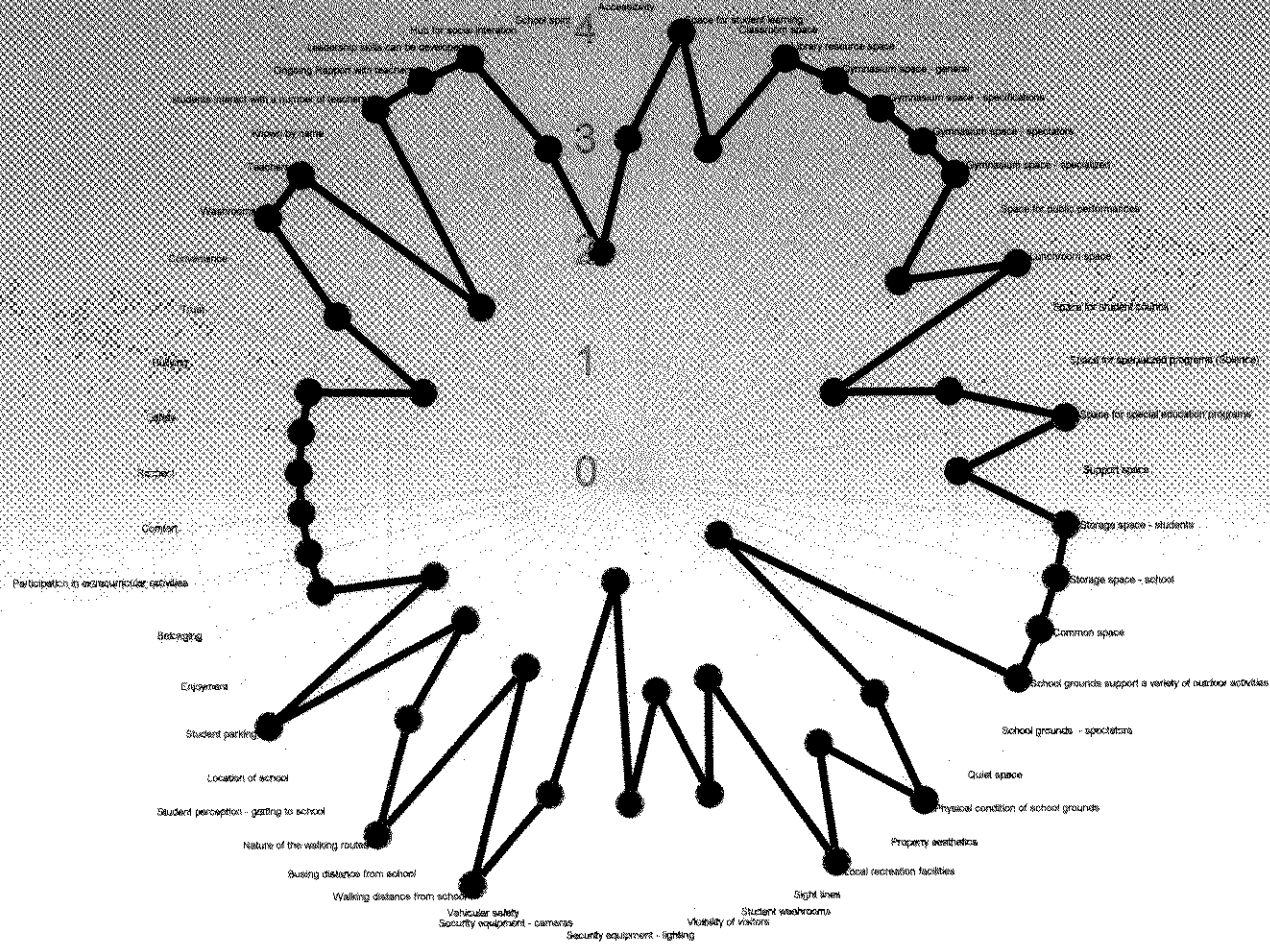
1.0 Value to the Student EDHS (1.5-1.9)



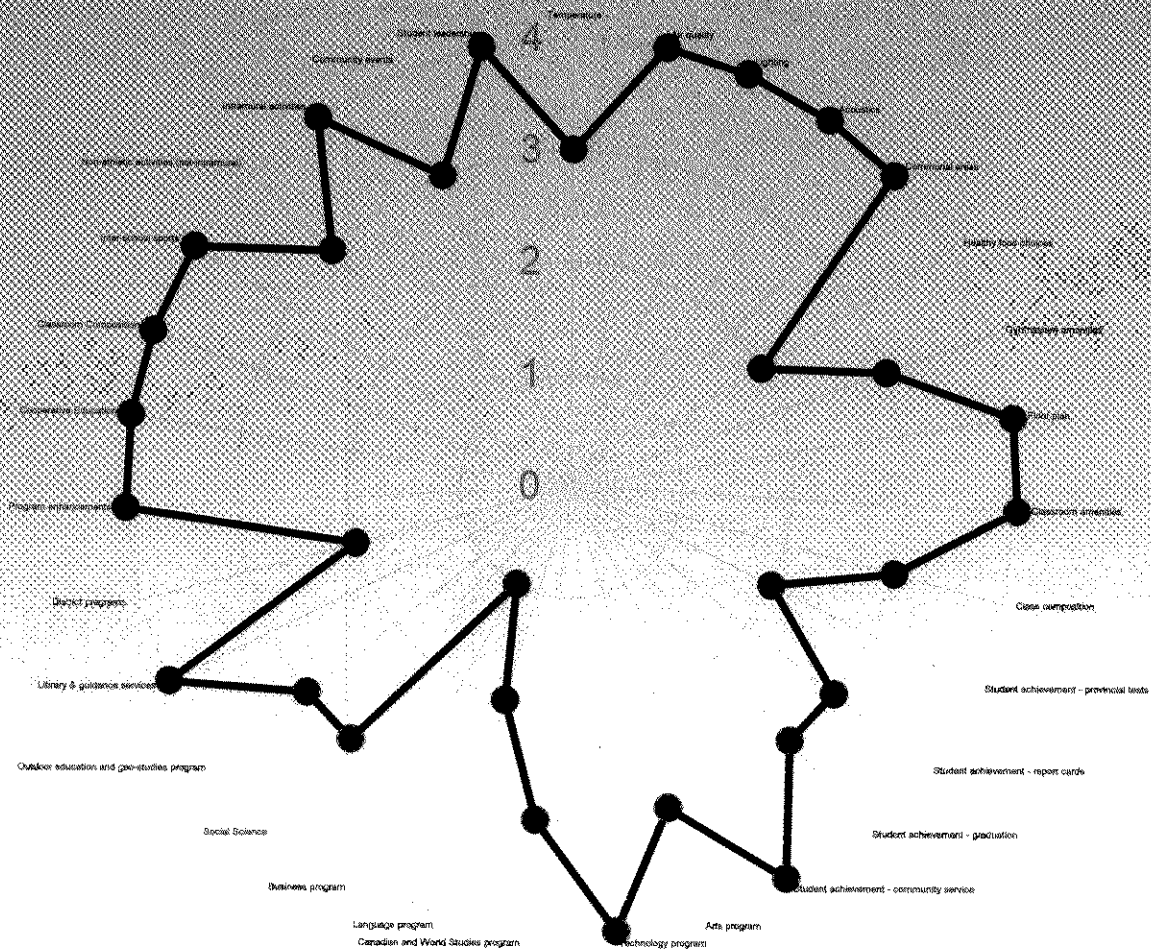
1.0 Value to the Student MSS (1.1-1.9)



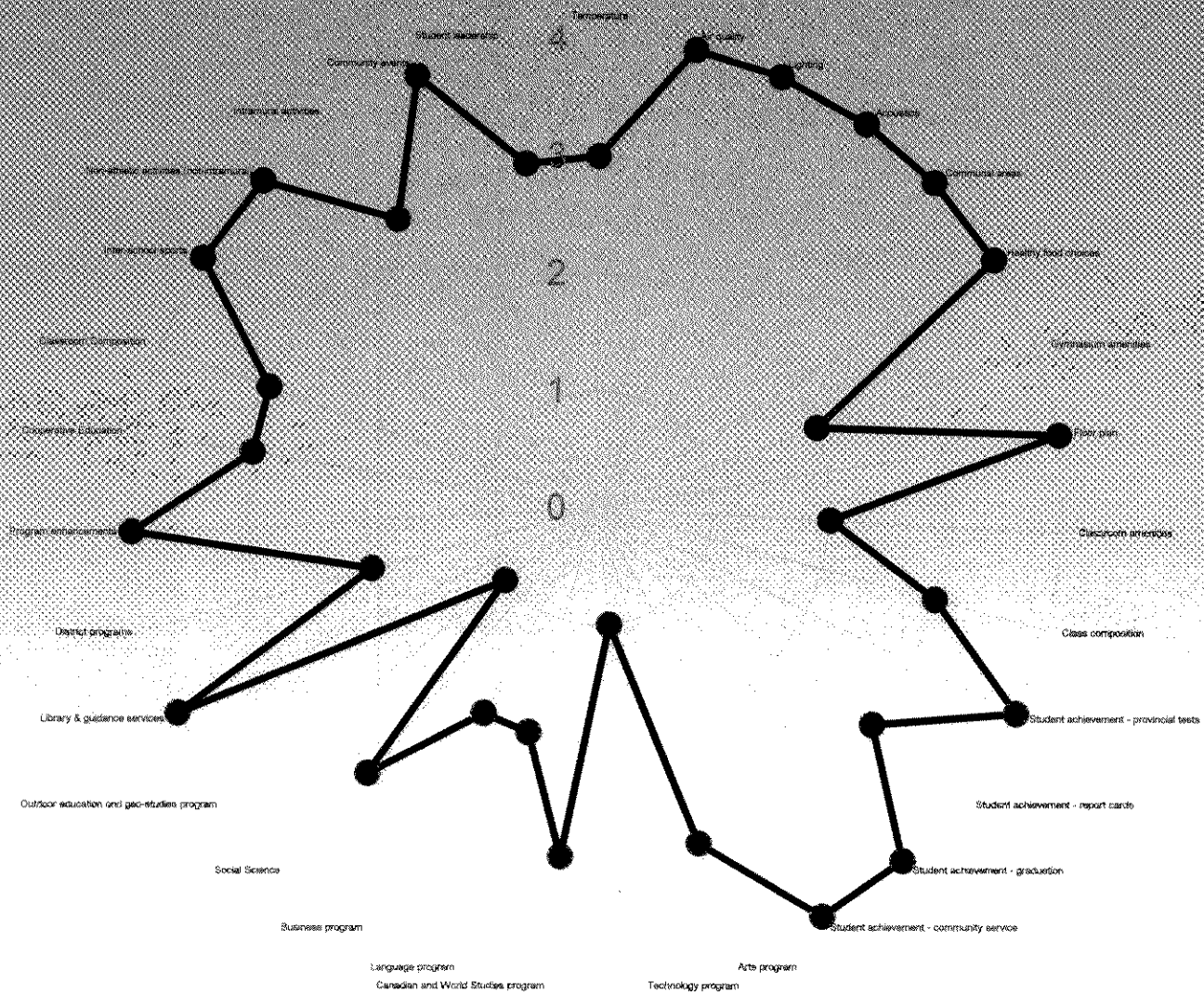
1.0 Value to the Student MSS (1.5-1.9)



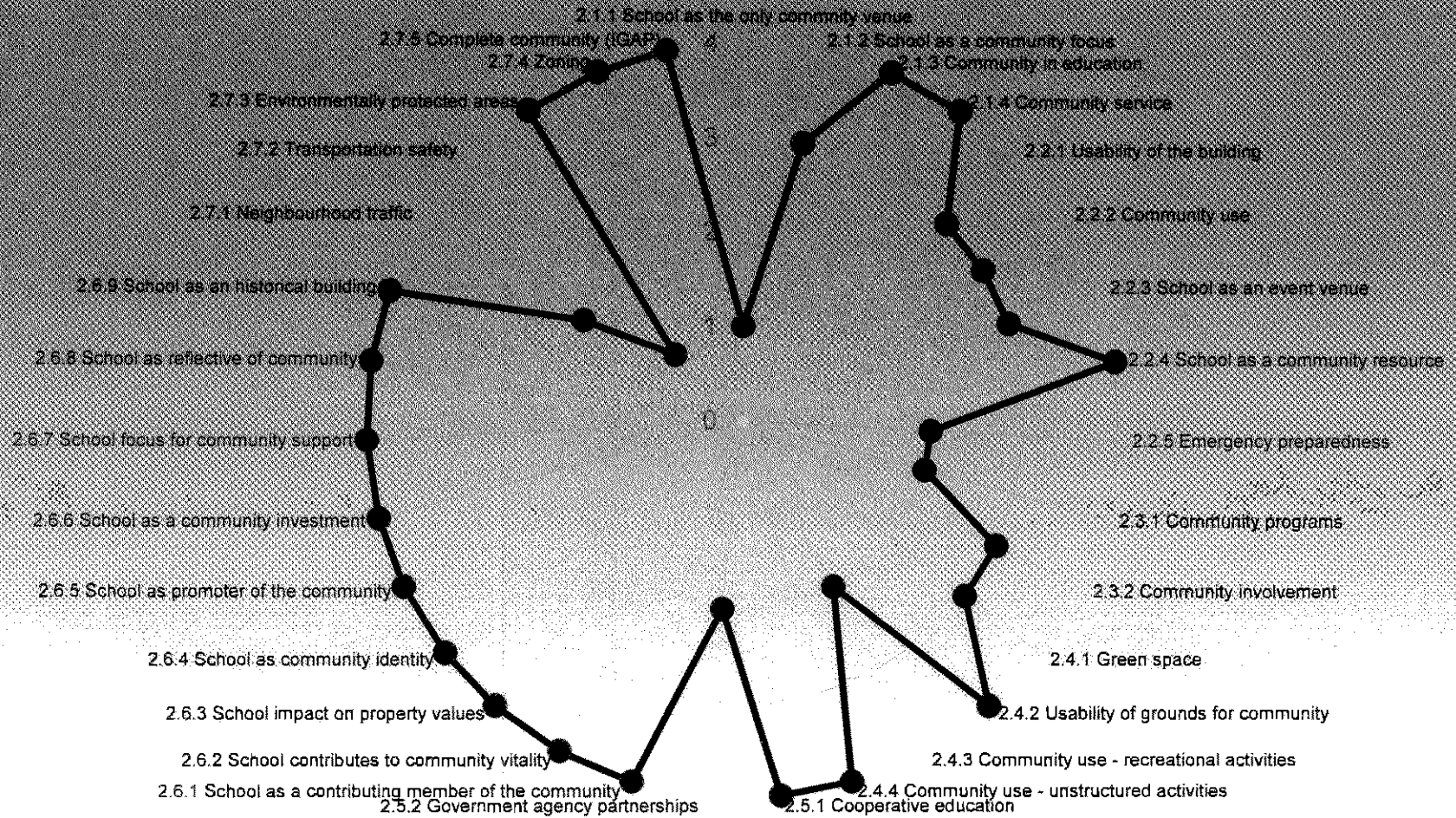
1.0 Value to the Student PSS (1.1-1.4)



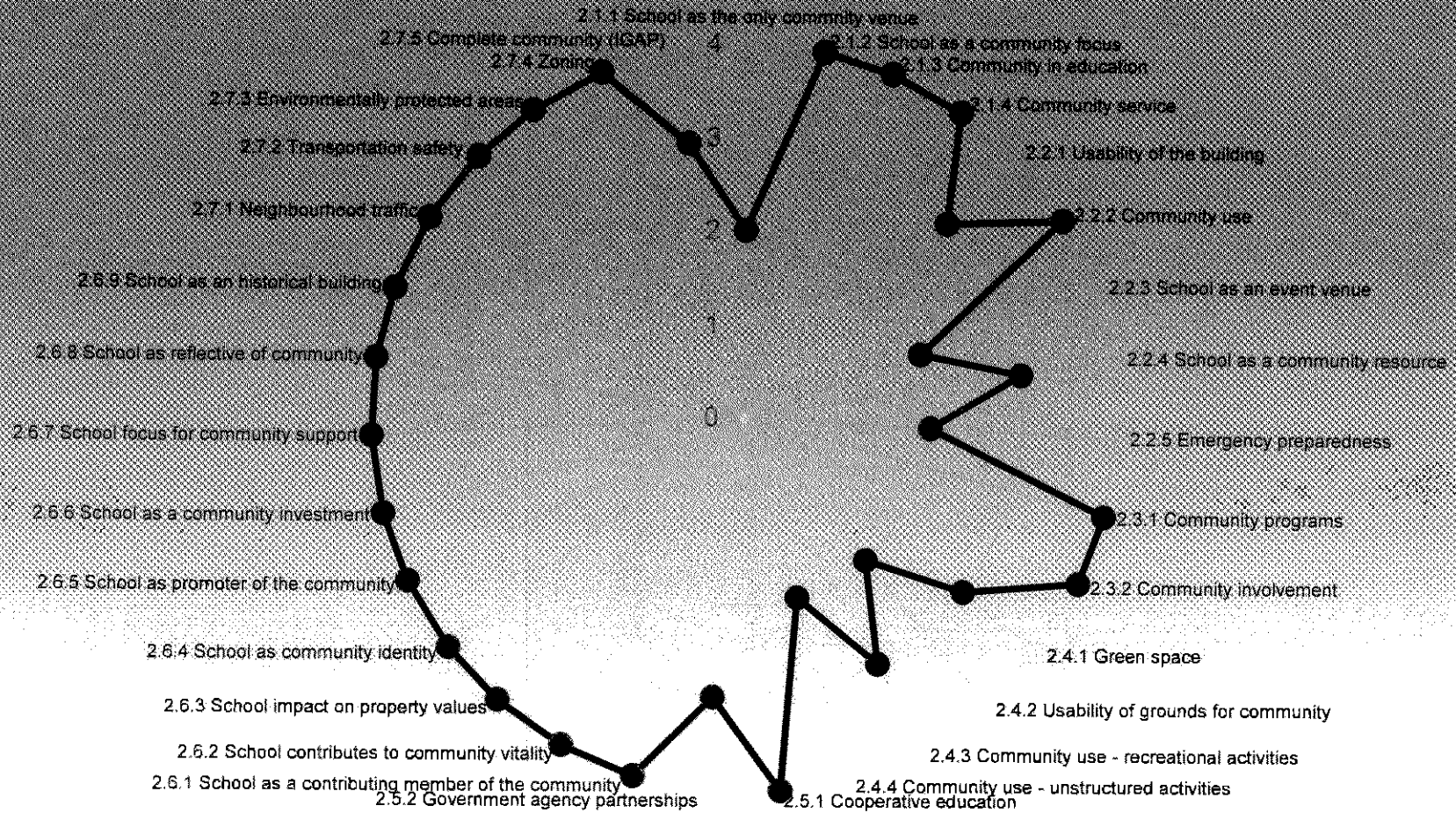
1.0 Value to the Student SCI (1.1-1.4)



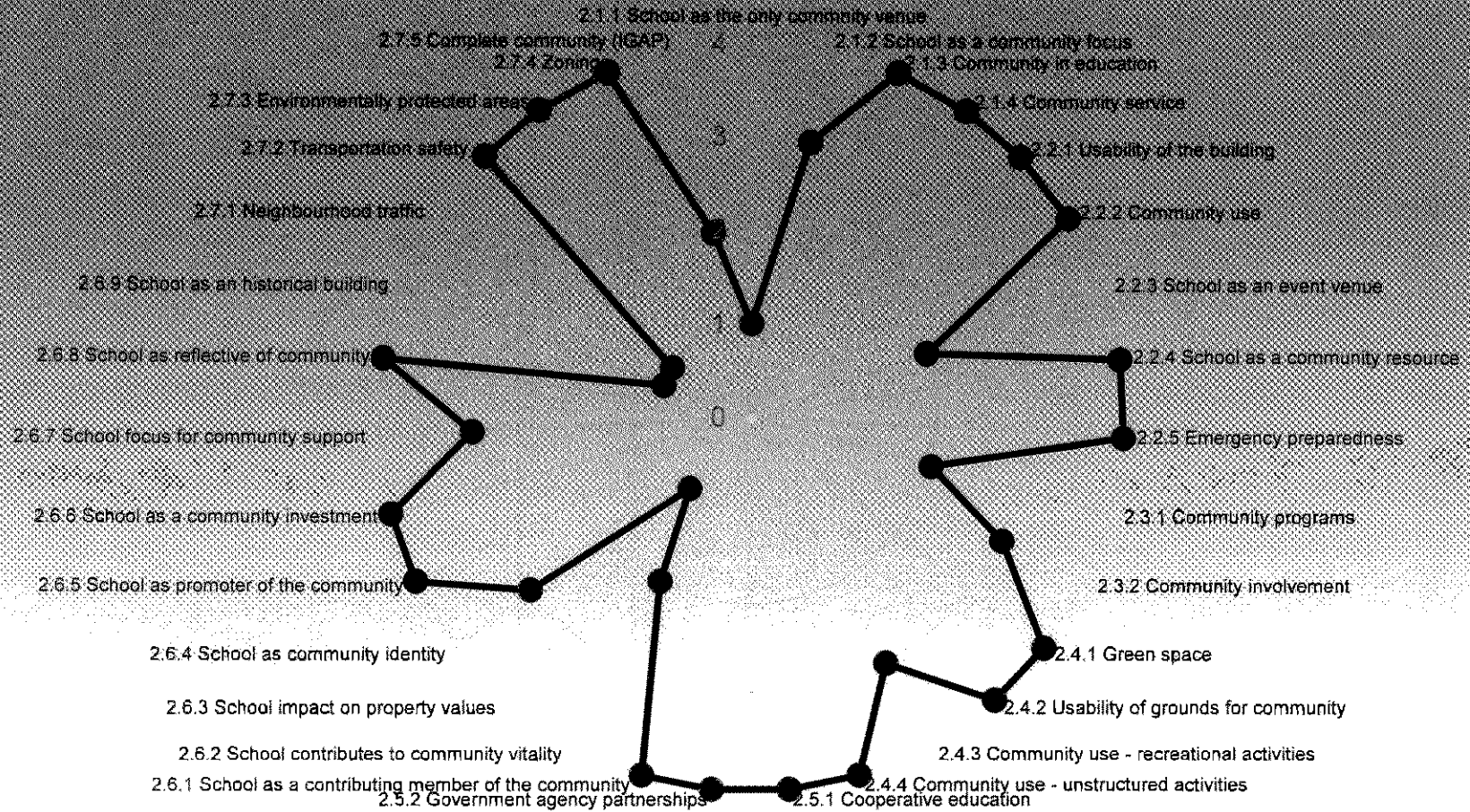
2.0 Value to the Community CCI



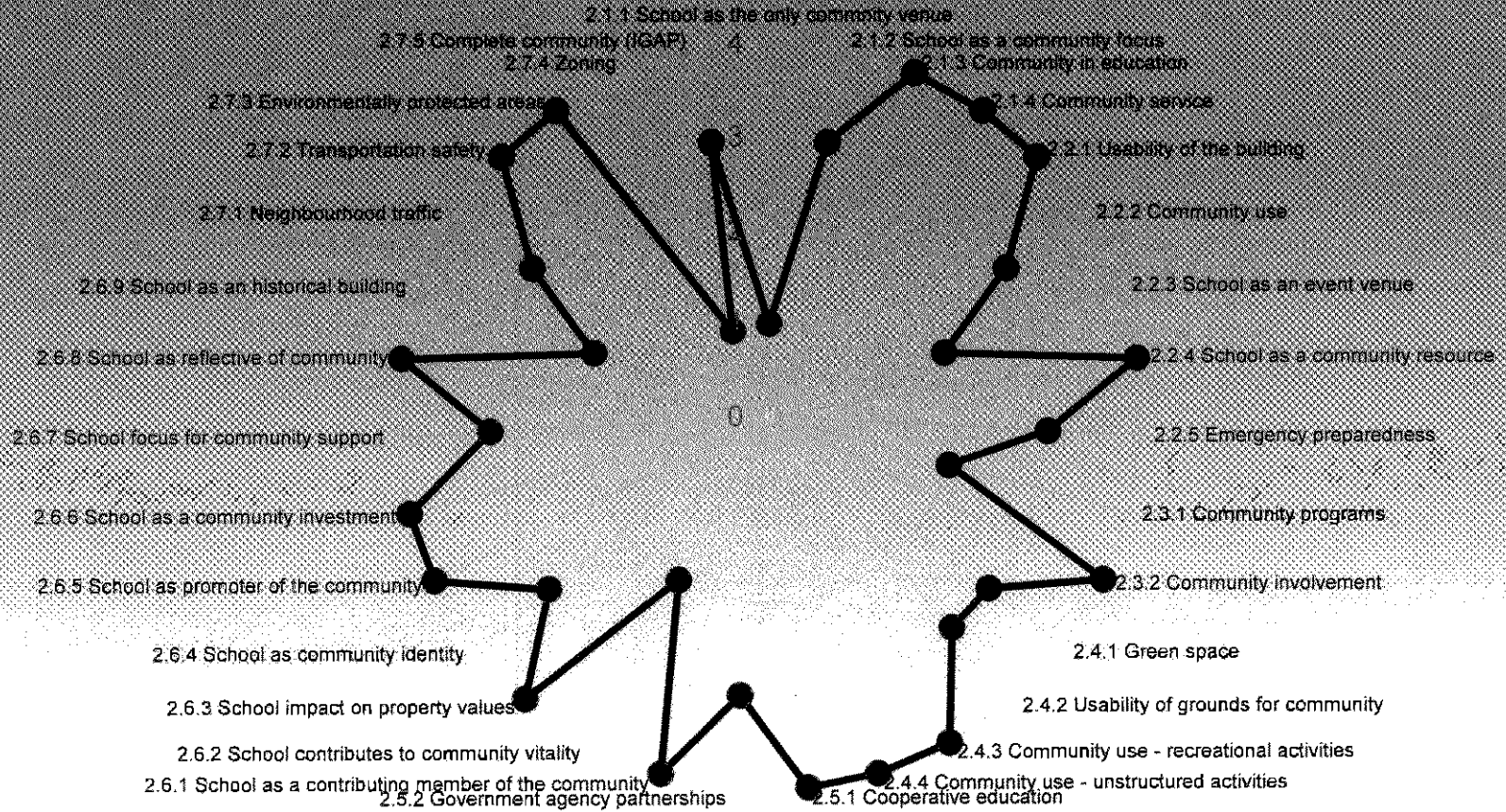
2.0 Value to the Community EDHS



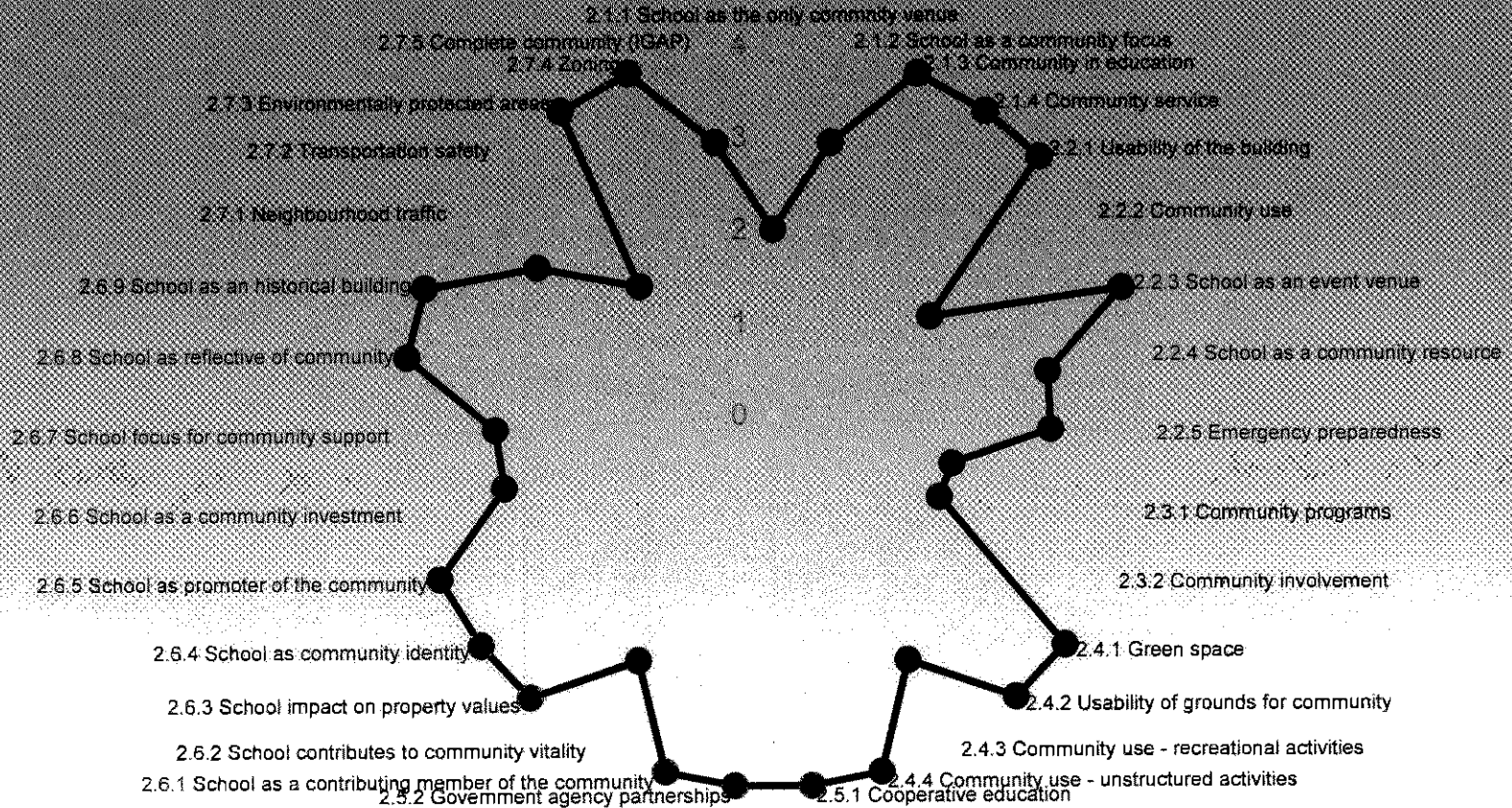
2.0 Value to the Community MSS



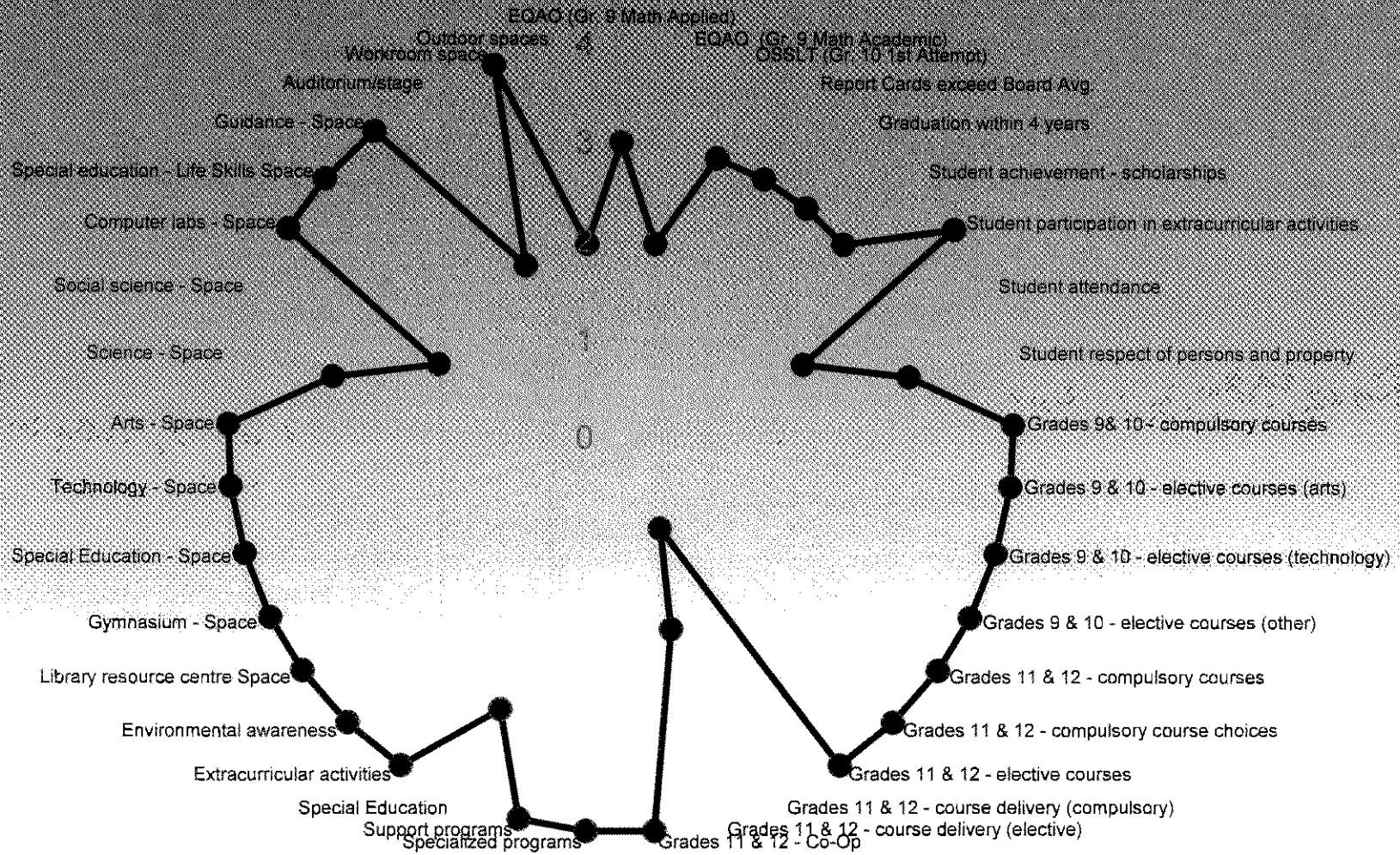
2.0 Value to the Community PSS



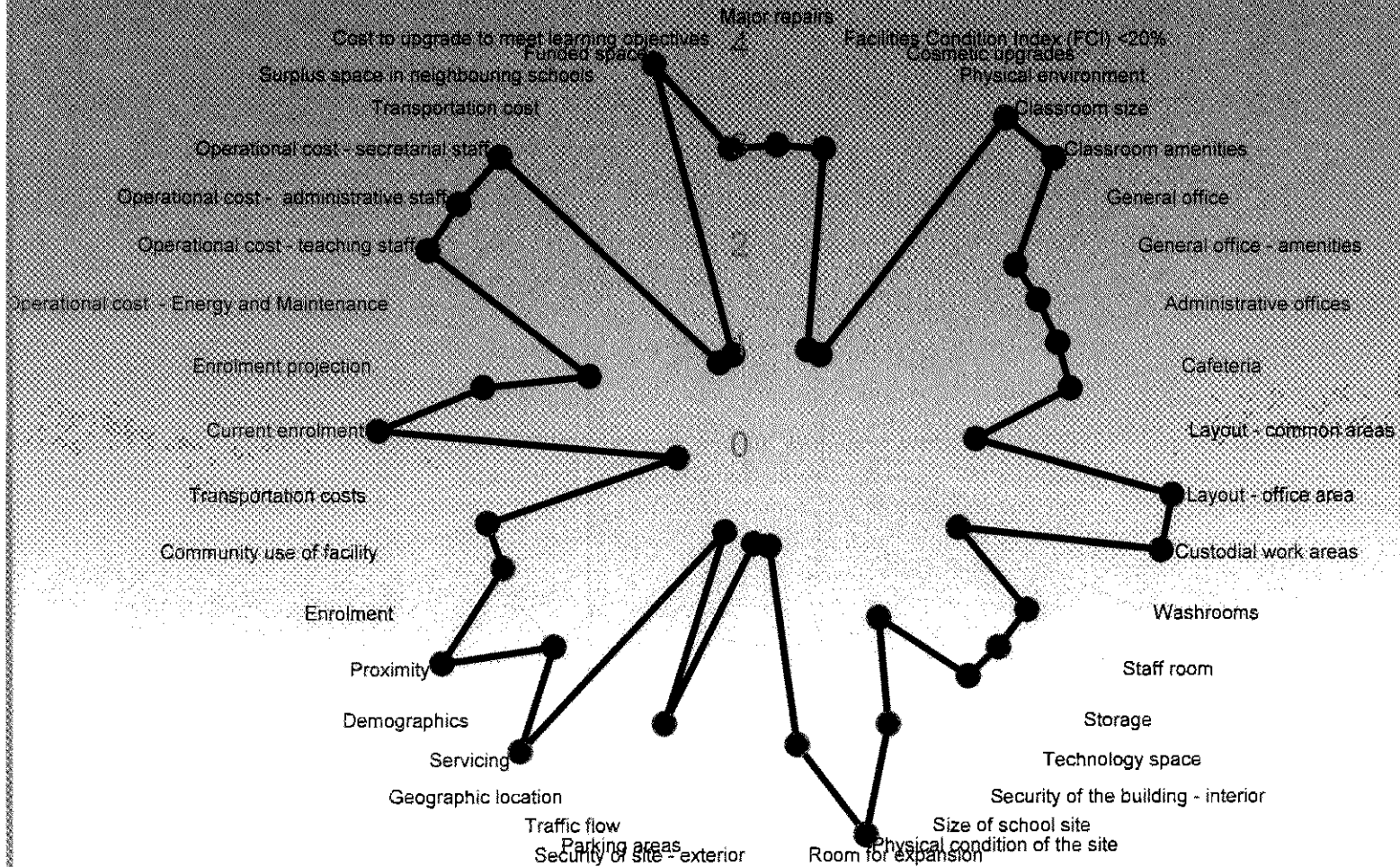
2.0 Value to the Community SCI



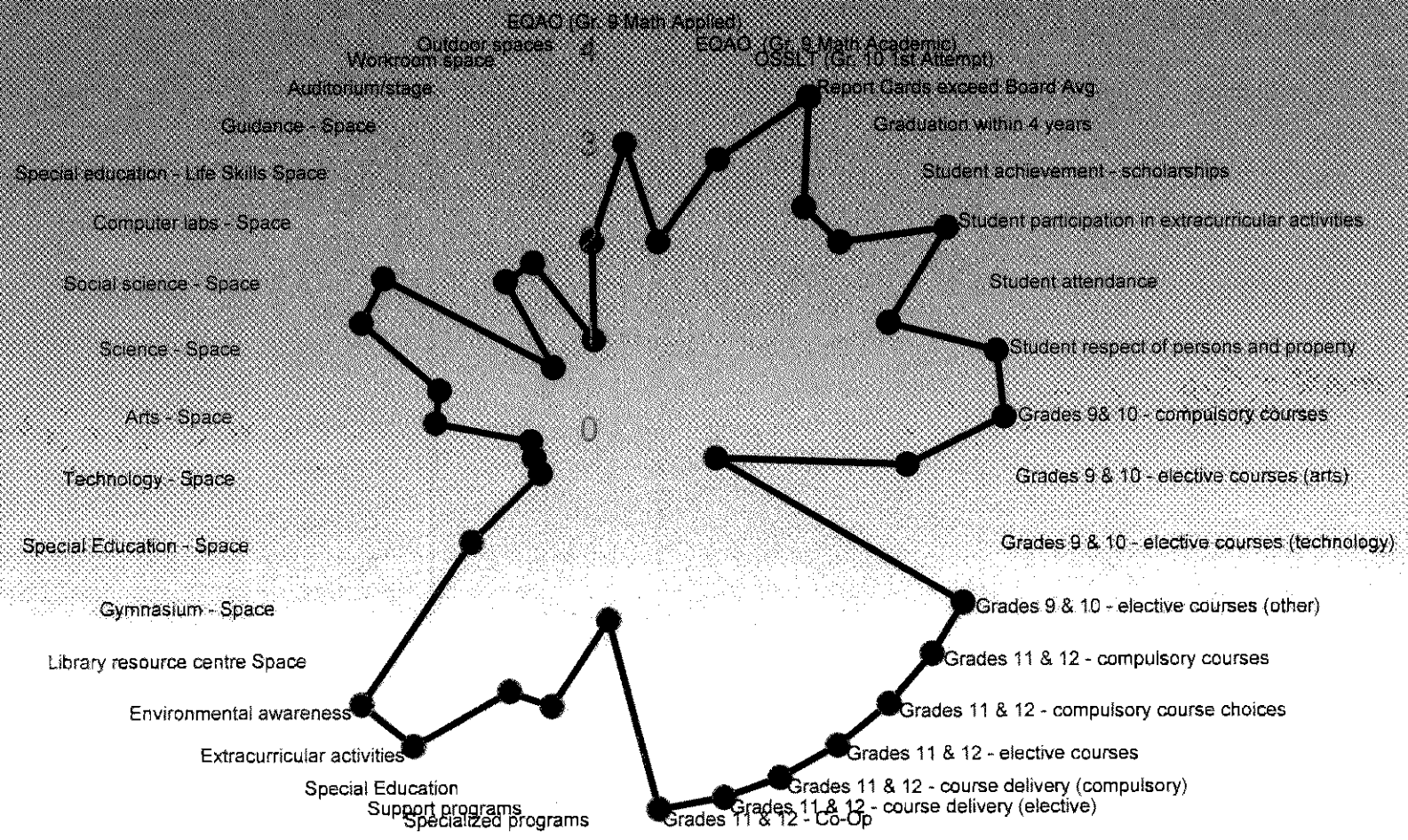
3.0 Value to the Board CCI (3.1-3.3)



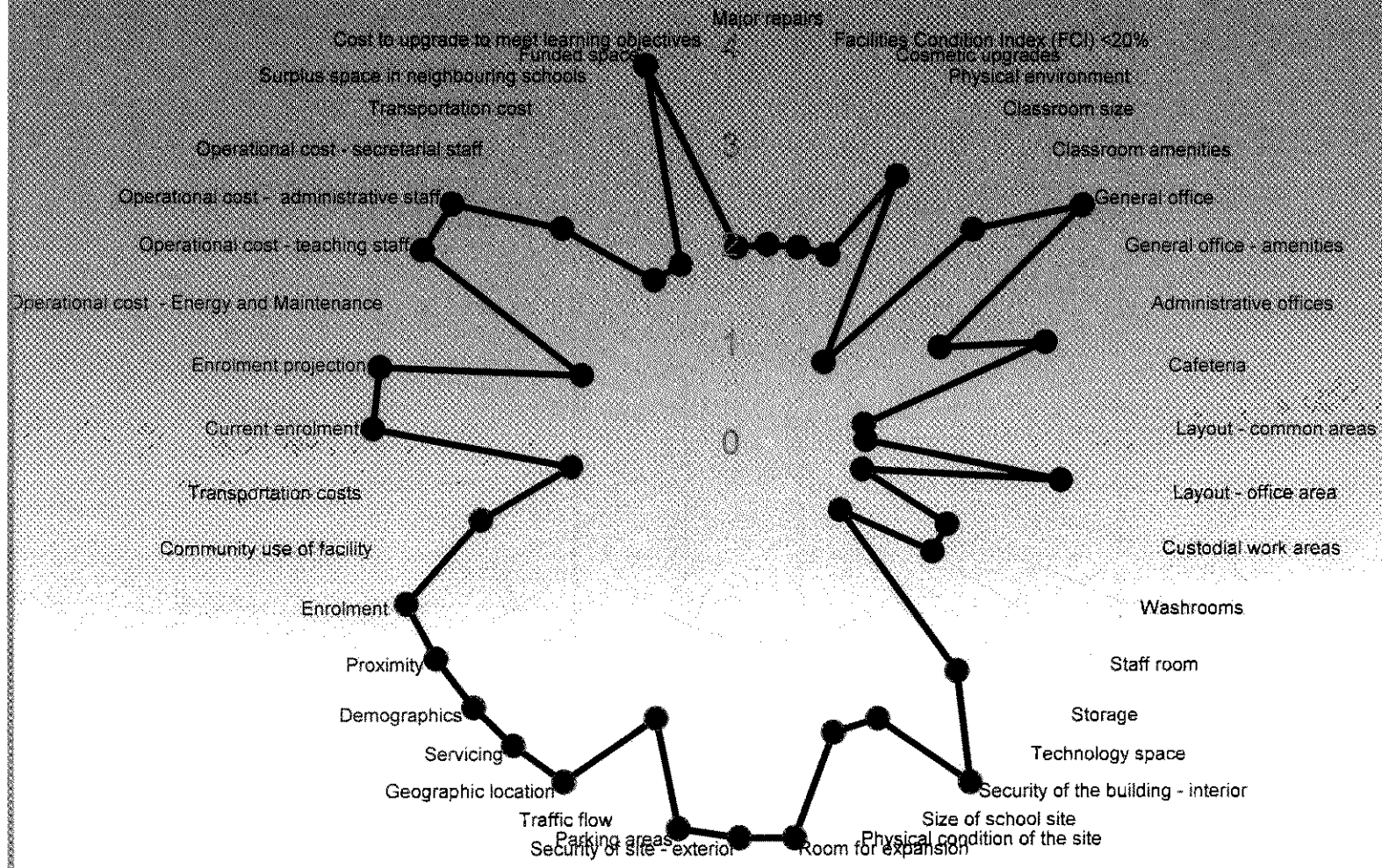
3.0 Value to the Board CCI (3.3-3.8)



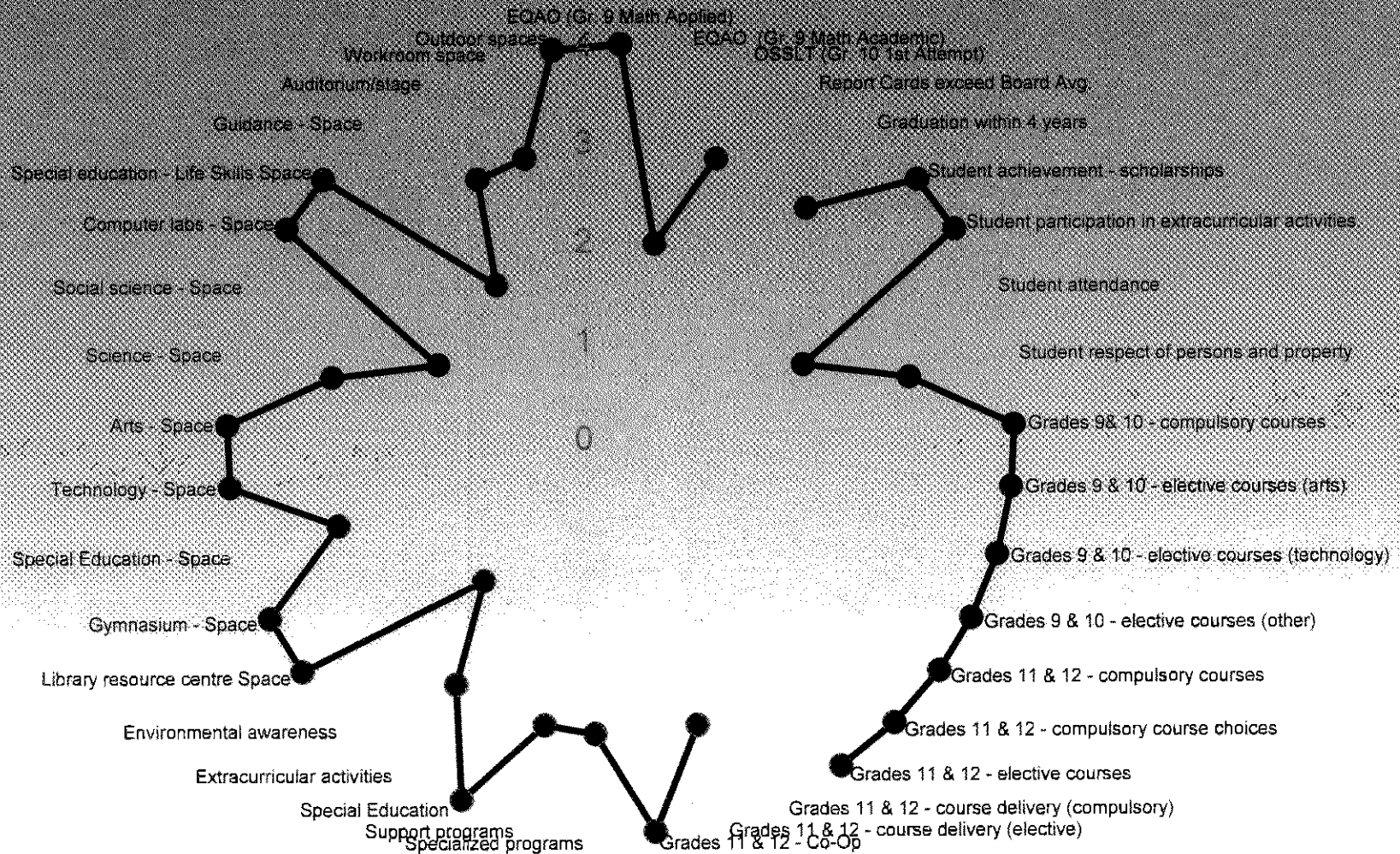
3.0 Value to the Board EDHS (3.1-3.3)



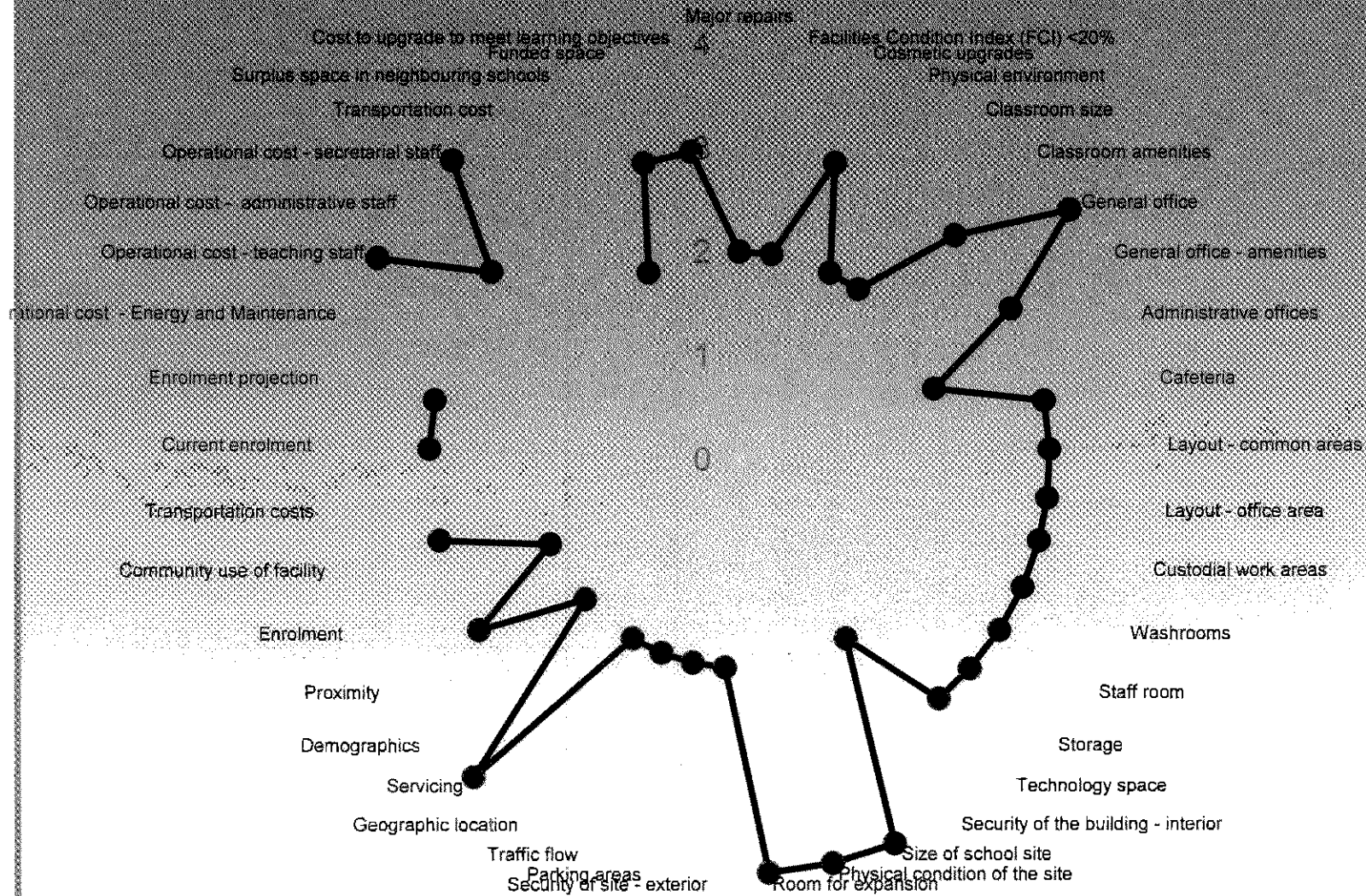
3.0 Value to the Board EDHS (3.3-3.8)



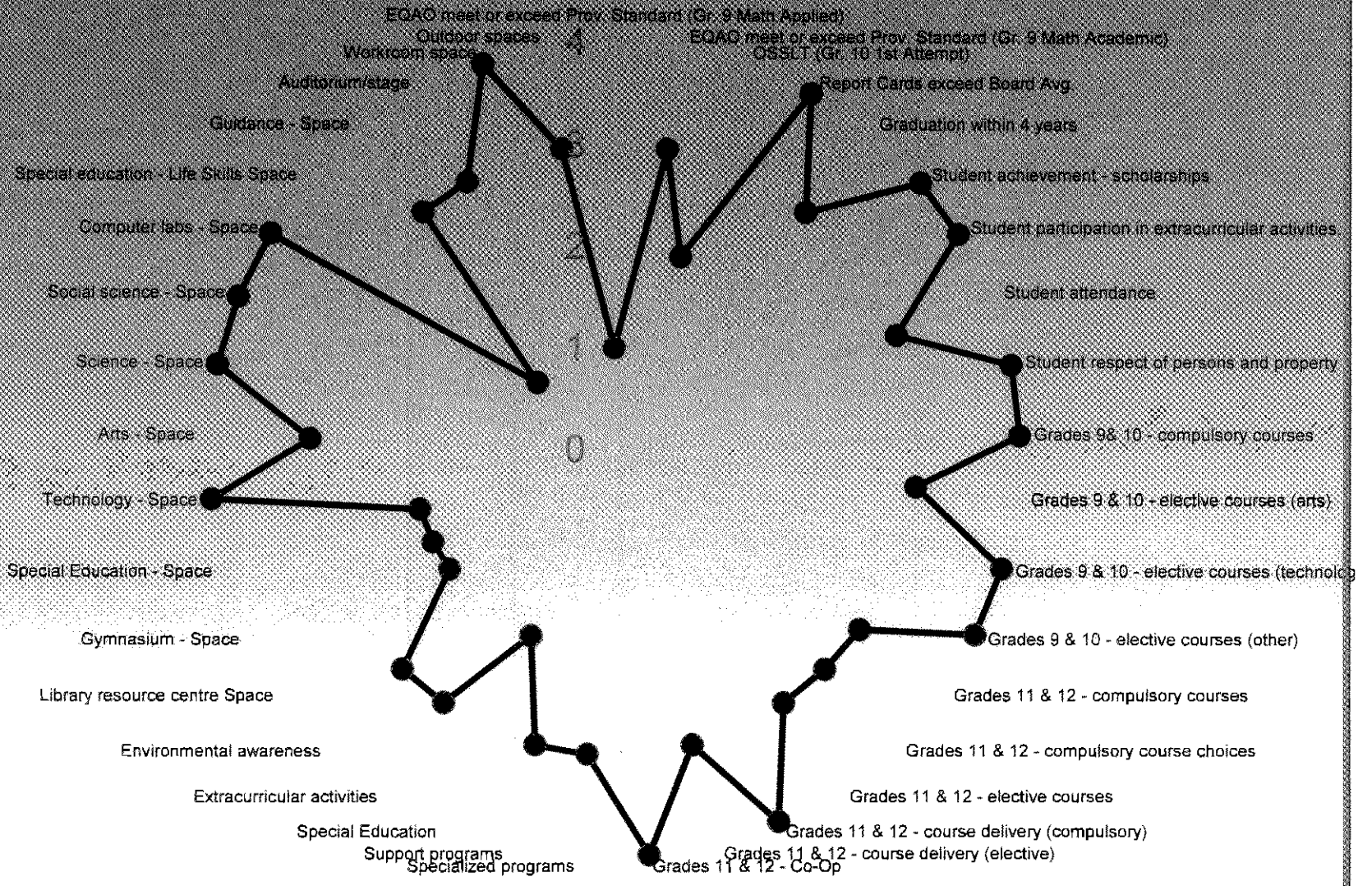
3.0 Value to the Board MSS (3.1-3.3)



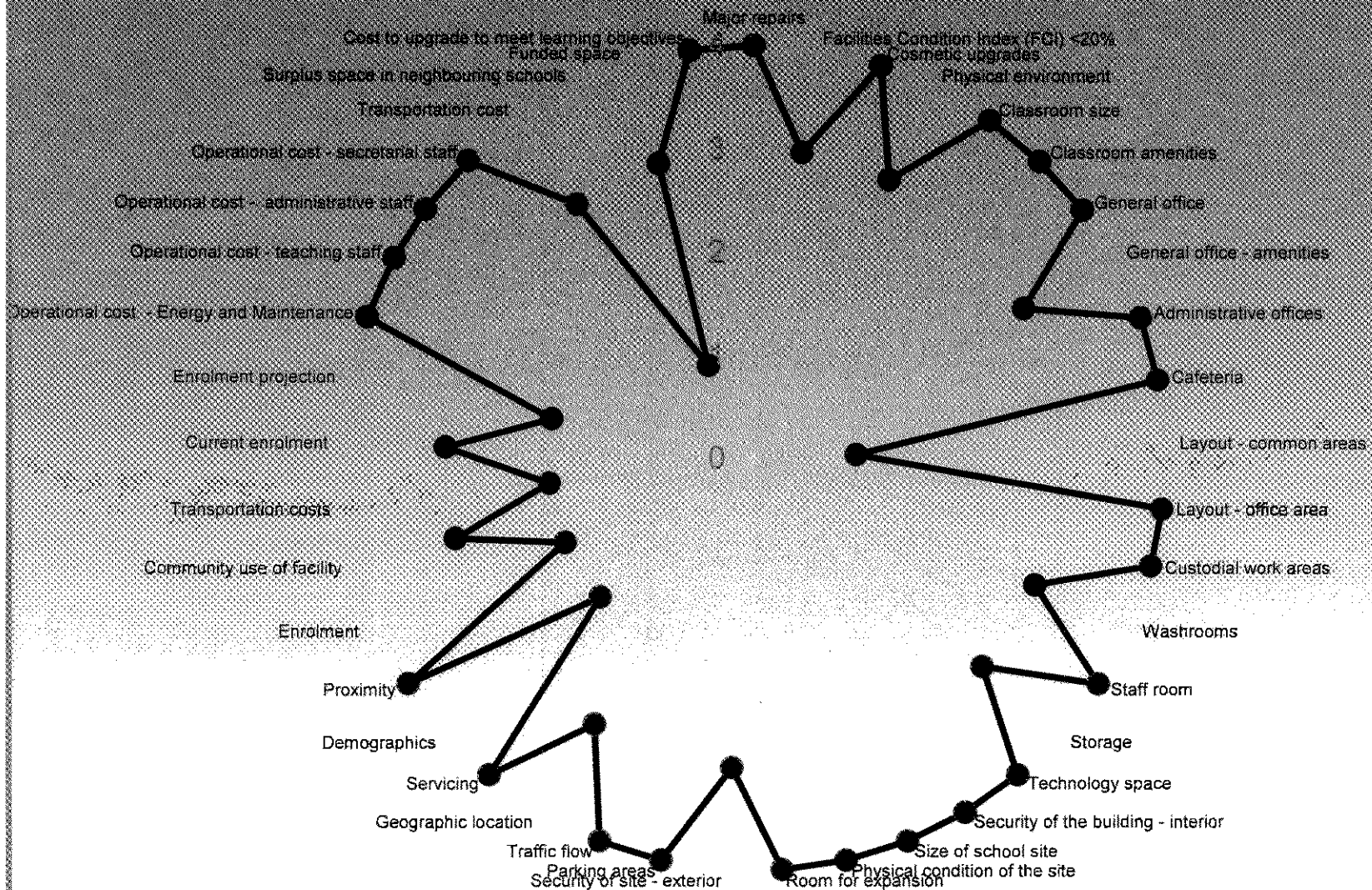
3.0 Value to the Board MSS (3.3-3.8)



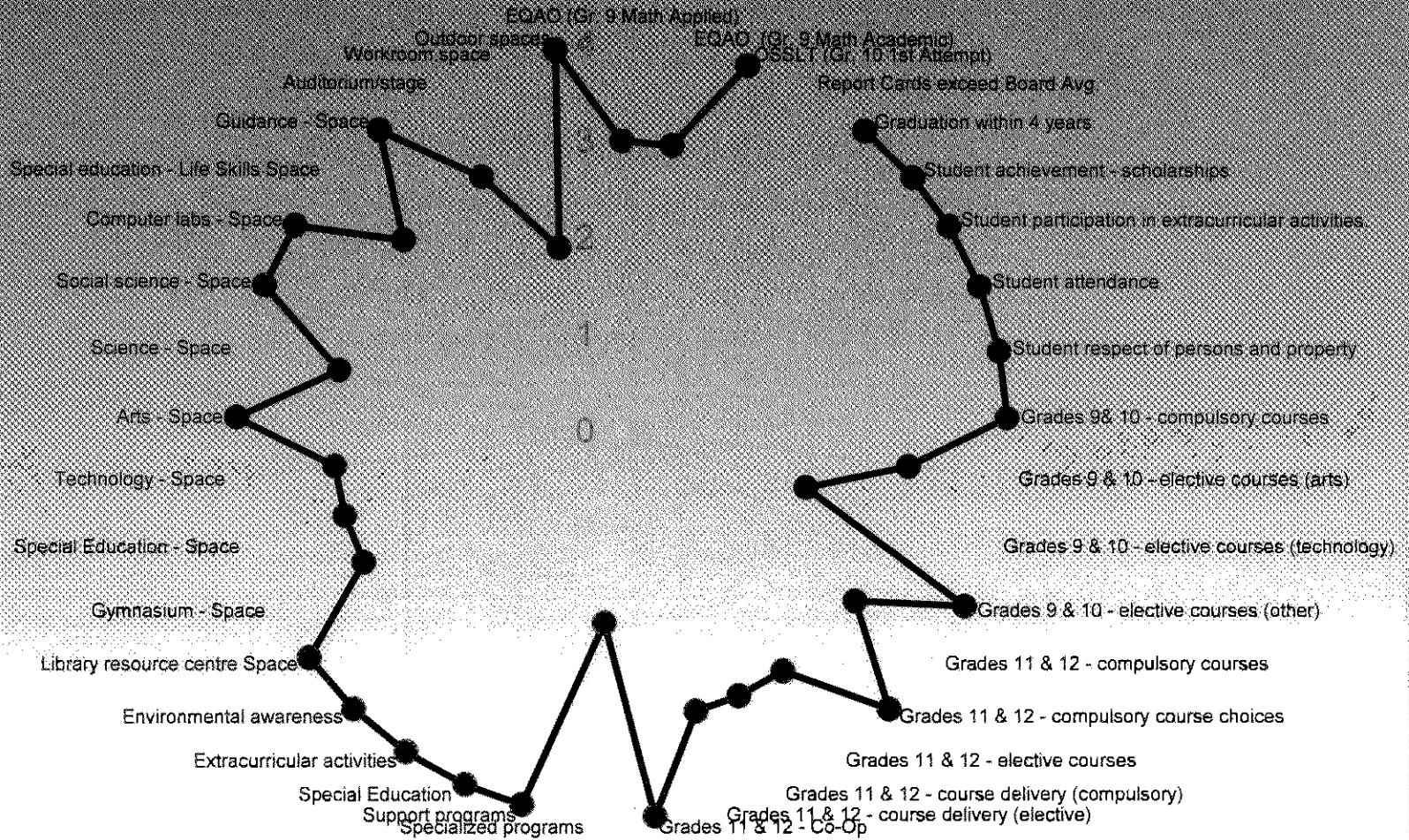
3.0 Value to the Board PSS (3.1-3.3)



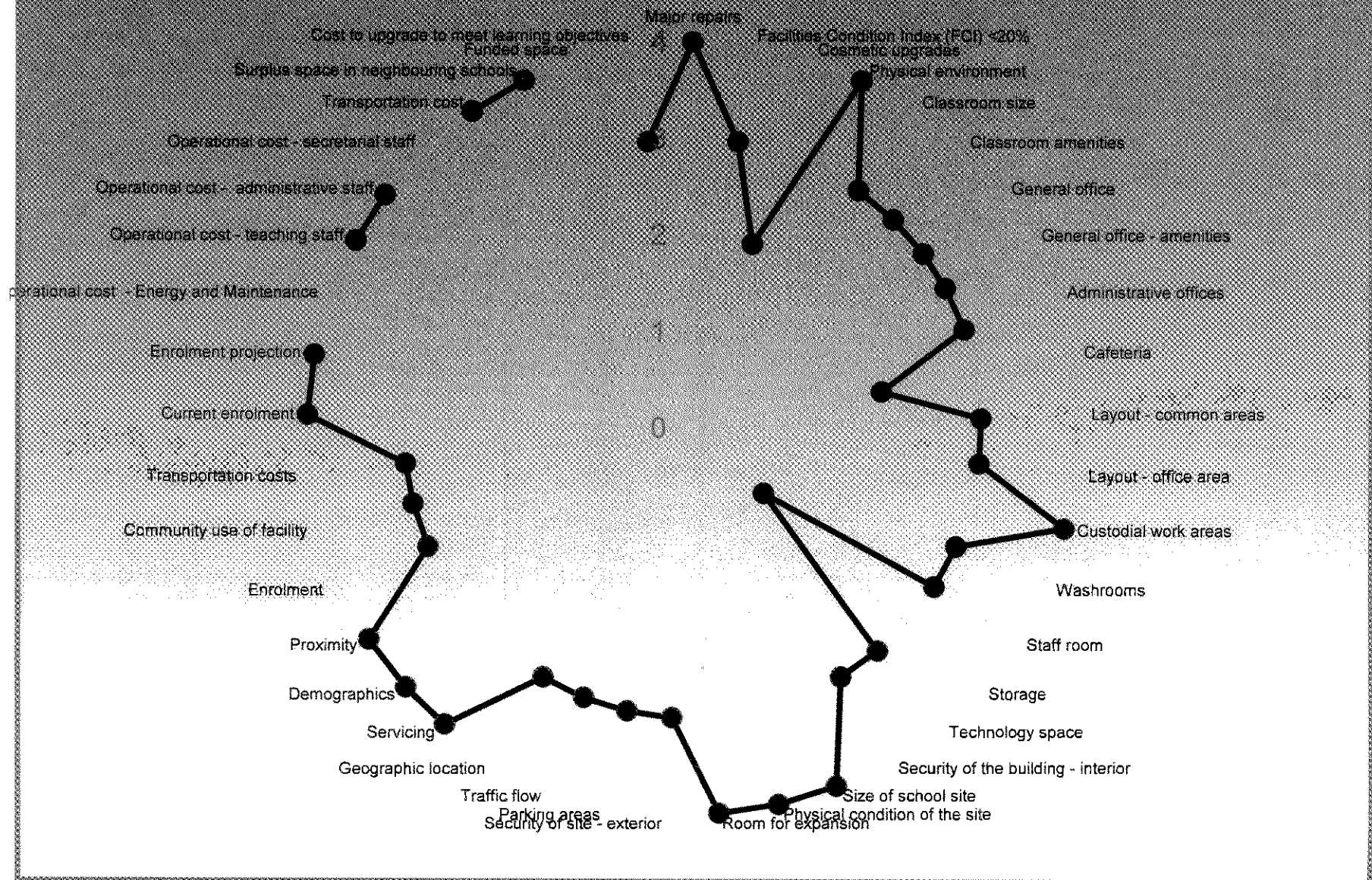
3.0 Value to the Board PSS (3.4-3.8)



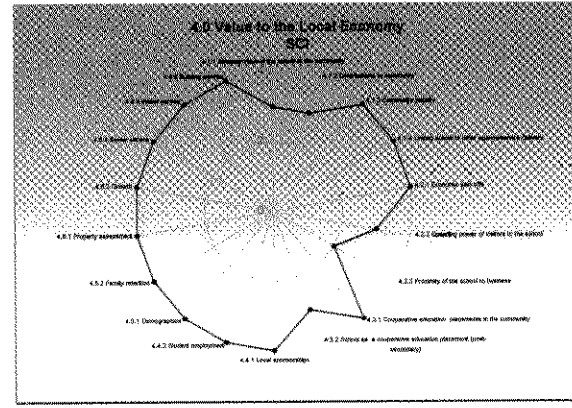
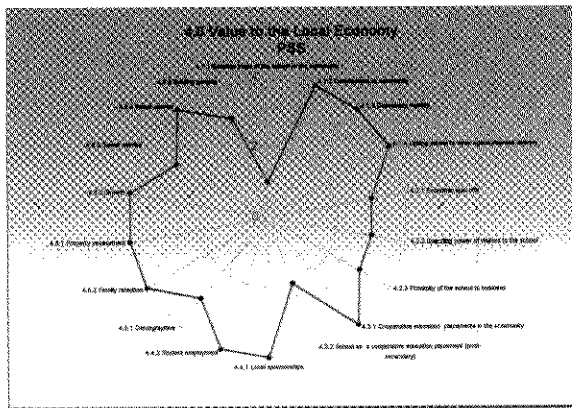
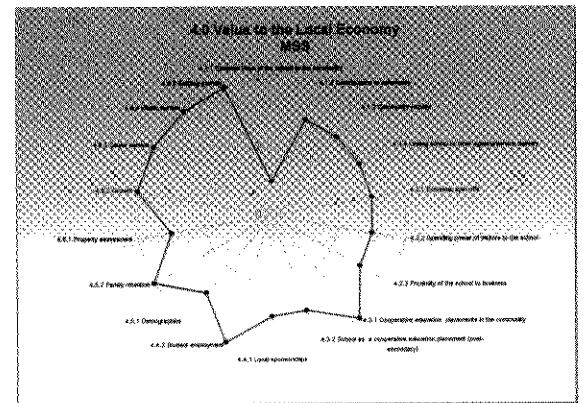
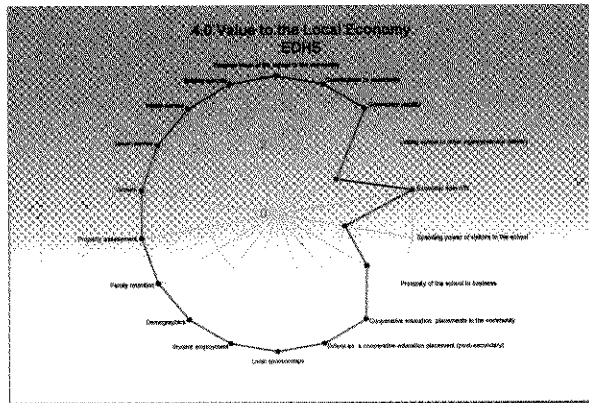
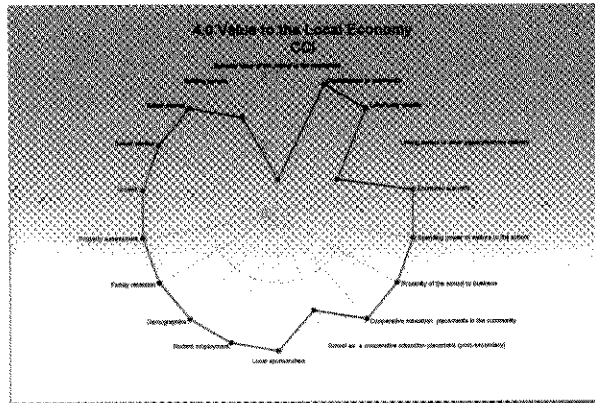
3.0 Value to the Board SCI (3.1-3.3)



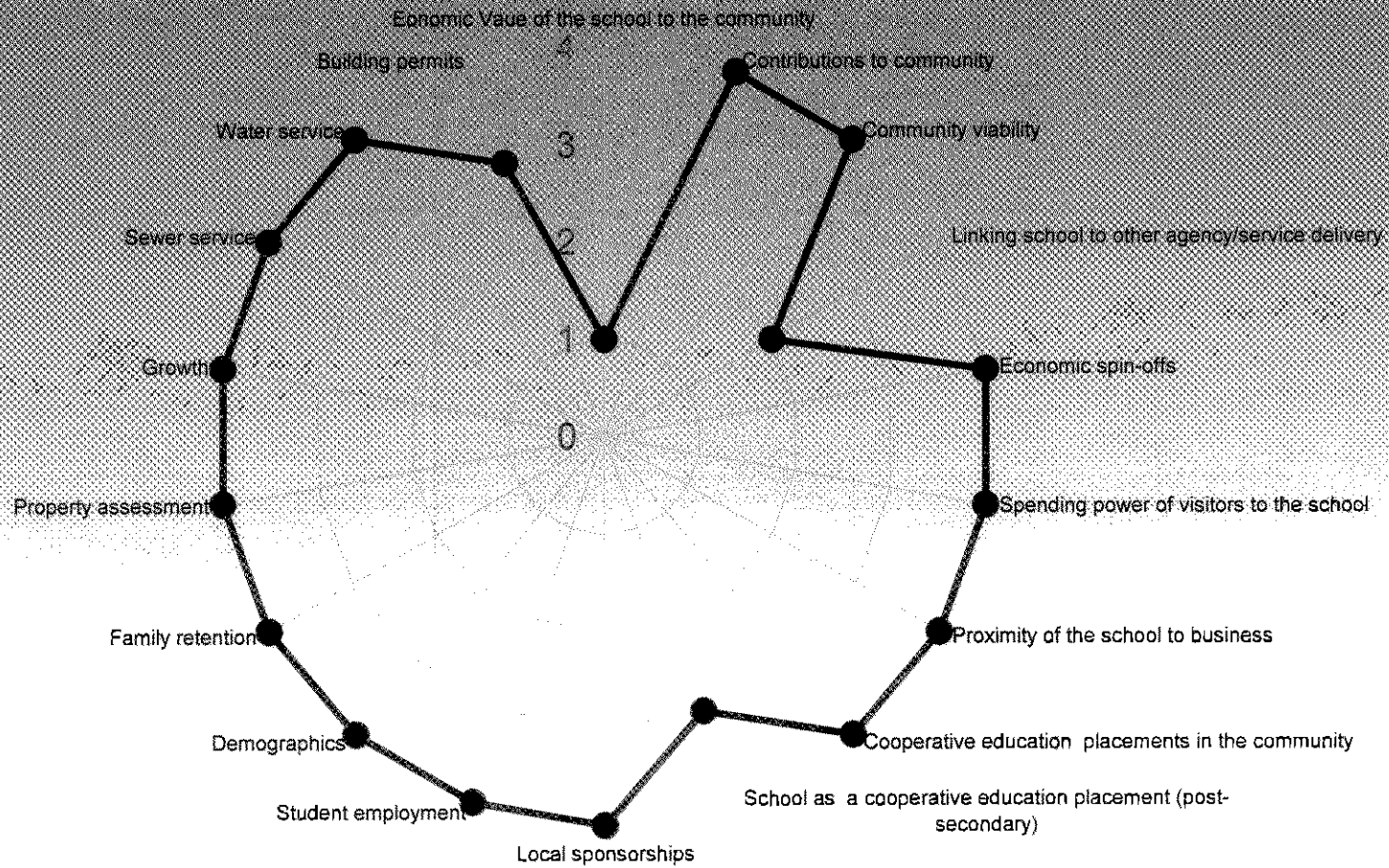
3.0 Value to the Board SCI (3.4-3.8)



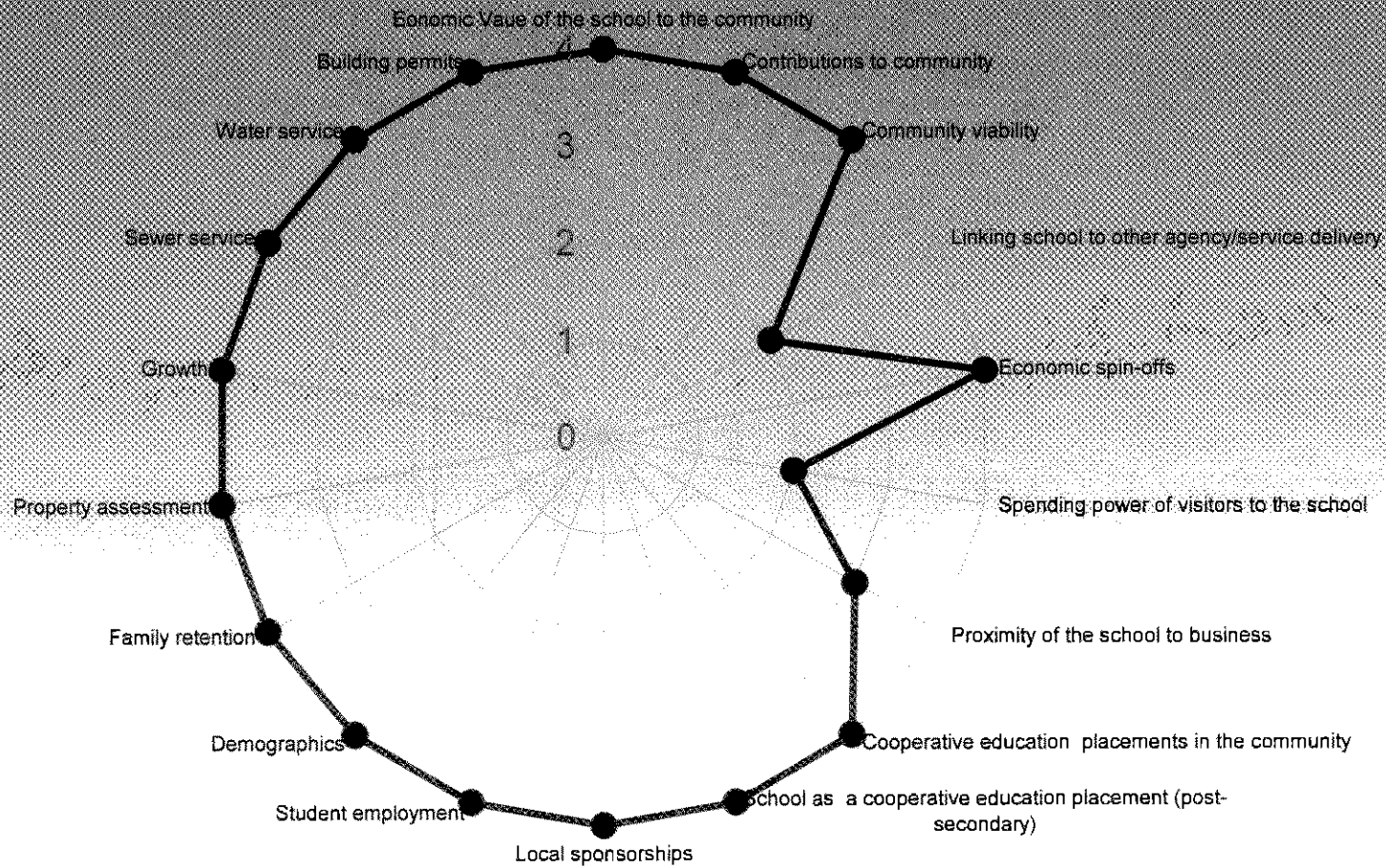
ACCOMMODATION REVIEW COMMITTEE - AREA B SCHOOL VALUATION FRAMEWORK RESULTS



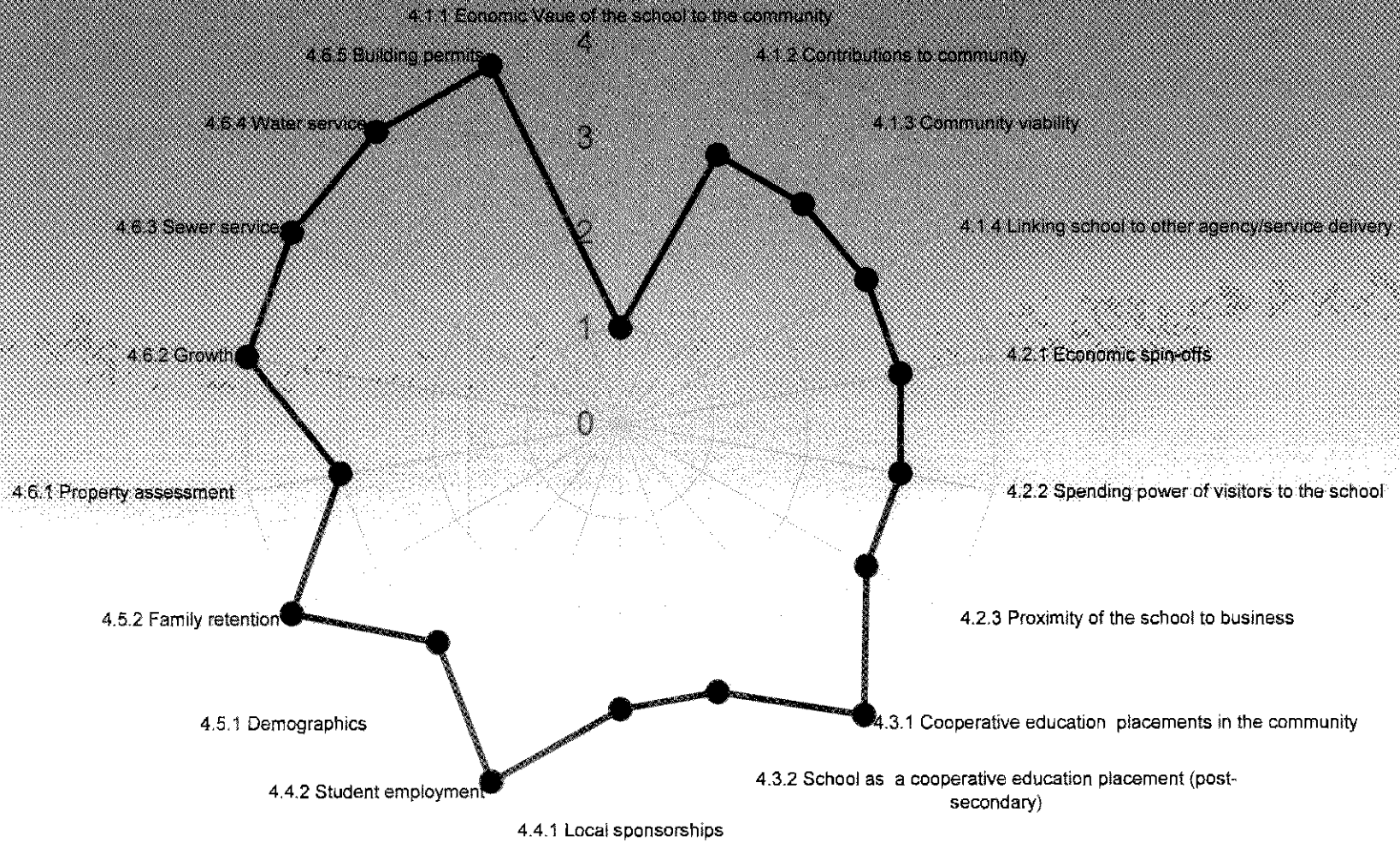
4.0 Value to the Local Economy CCI



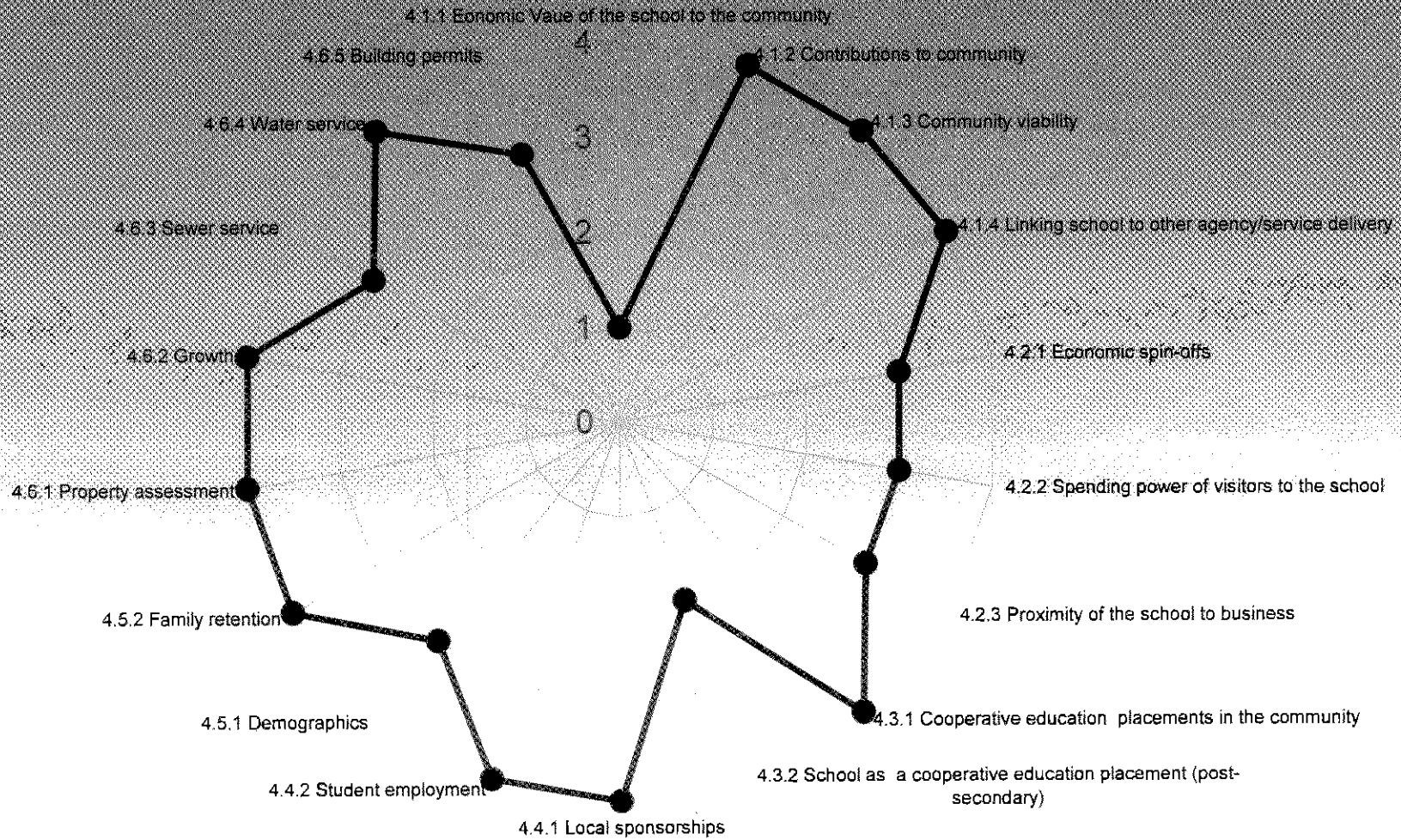
4.0 Value to the Local Economy EDHS



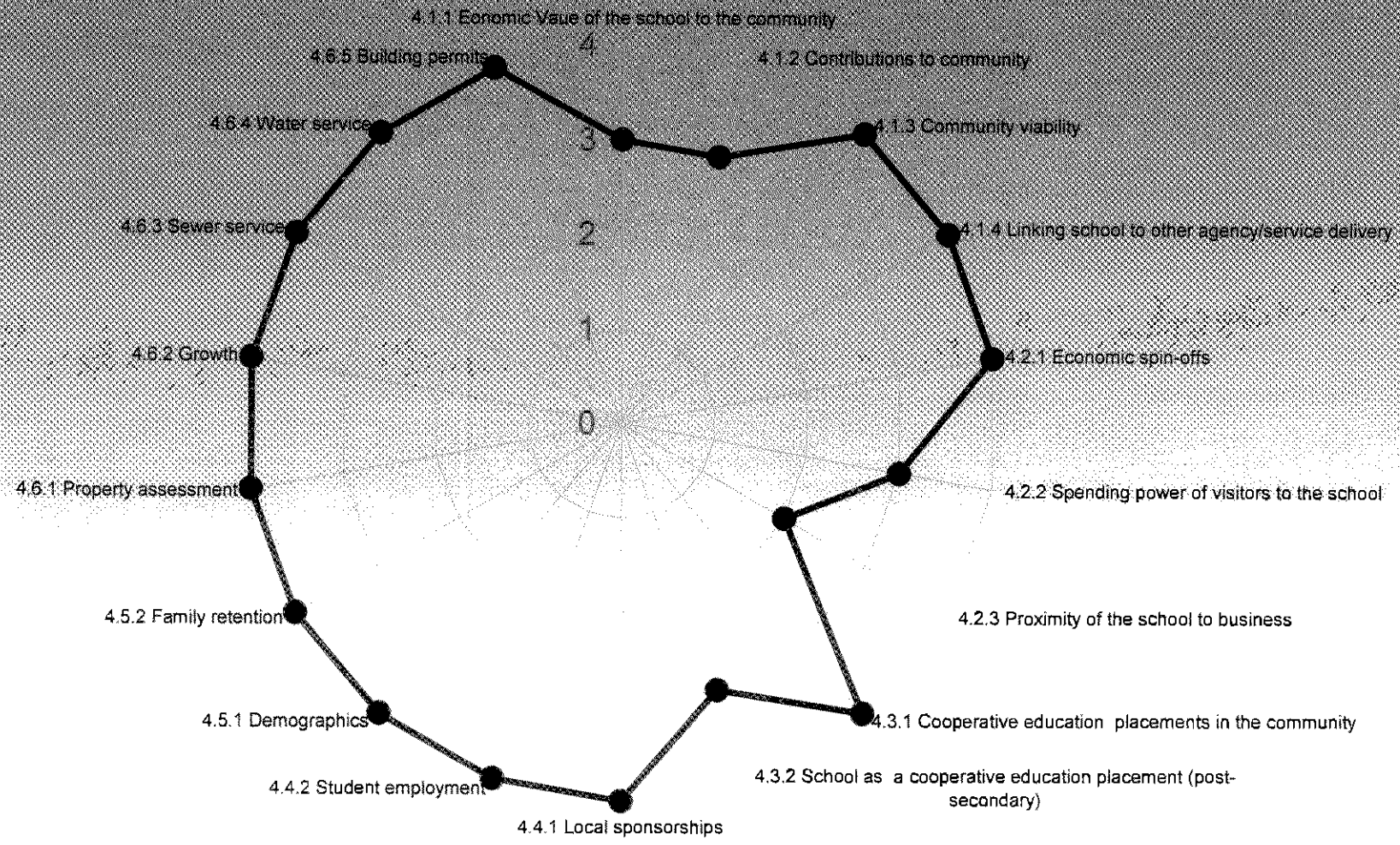
4.0 Value to the Local Economy MSS



4.0 Value to the Local Economy PSS



4.0 Value to the Local Economy SCI



SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
Valuation Factor							
1.1 Quality of the learning environment							
1.1.1	Learning environment - temperature	The temperature is comfortable in the school throughout the year.	●				Certain areas/temperature varies
1.1.2	Learning environment - air quality	There is fresh, clean air in the school throughout the year.	●	●			
1.1.3	Learning environment - lighting	There is ample natural lighting in the school and adequate shades and/or curtains to control the lighting.	●	●			
1.1.4	Learning environment - acoustics	Students are able to clearly hear the teacher and classroom dialogue at all times without disruption from other classes in session.	●	●	●		
1.1.5	Communal areas	The foyer, hallways, stairways, and cafeteria are bright, spacious, and inviting. The hallways are appropriately sized to facilitate movement of staff and students during class changes.	●	●			
1.1.6	Healthy food choices	Healthy food choices are available in the cafeteria and vending machines.	●	●			
1.1.7	Gymnasium amenities	The change rooms and showers are pleasant, suitably sized, and afford privacy to the users.	●	●	●	●	New change rooms
1.1.8	Floor plan	The layout of the school allows for an efficient and functional flow of students between classrooms, specialized teaching areas, washrooms, the general office/guidance area, and common areas.	●	●	●		
1.1.9	Classroom amenities	The classrooms have adequate amenities such as storage, display space, a pull-down screen, bookshelves, adequate electrical outlets, network and internet access, and cable television access.	●	●			No
1.1.10	Class amenities	Students have the majority of their classes in the main building and not housed in portable classrooms outside the building envelope	●	●	●	●	We have no portables
1.2.1	Student academic achievement - provincial tests	Students are achieving the OSSLT graduation requirement at the first attempt in grade 10, when compared with the board average.	●	●	●		84% success rate
1.2.2	Student academic achievement - report cards	Students are achieving 16 credits by the end of their second year, when compared with the board average.	●	●			IEP
1.2.3	Student academic achievement - graduation	Student retention is high as evidenced by the percentage of students who enter the school in grade 9 and go on to graduate with an OSSD within four years.	●	●	●		Higher if you consider those who stay for a 5 th or 6 th year
1.2.4	Student achievement - community service	Students have adequate opportunities within the community to fulfill their 40-hour community service requirement.	●	●	●	●	
Valuation Factor							
1.3 Range of program offerings							
1.3.1	Arts program	Students are enrolled in a broad selection of courses within the arts program (e.g. visual arts, media arts, dramatic arts, vocal music, instrumental music, dance).	●	●	●		

SCHOOL: Collingwood Collegiate Institute

Adopted: March 26, 2008

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

1.3.2	Technology program	Students are enrolled in a broad selection of courses within the technology program (e.g. construction, communications, hospitality, manufacturing, personal services, transportation, technological design).	●	●	●	●	
1.3.3	Canadian and World Studies program	Students are enrolled in a broad selection of courses within the Canadian and World Studies program (e.g. economics, environmental and resource management, geography, history, law, politics).	●	●	●	●	
1.3.4	Language program	Students are enrolled in a broad selection of courses within the language program (e.g. four years of French, three years of another language such as Spanish, German, Ojibwe).	●	●			
1.3.5	Business program	Students are enrolled in a broad selection of courses within the business program (e.g. accounting, business leadership, business technology, entrepreneurial studies, marketing).	●	●			
1.3.6	Social science program	Students are enrolled in a broad selection of courses within the social science program (e.g. anthropology, parenting, philosophy, fashion, food and nutrition).	●	●	●		
1.3.7	Outdoor education and geo-studies program	Students are enrolled in a selection of courses in outdoor education and geo-studies.	●				
1.3.8	Library & guidance services	Library and guidance services are available to students at all times during the school day.	●	●	●		
1.3.9	District programs	All district programs are available to students on site.	●				?
1.3.10	Program enhancements	Program enhancements (e.g. school trips); special event assemblies; and cultural and social events are scheduled for all students in each semester.	●	●			
1.3.11	Cooperative Education	Students have the opportunity to participate in cooperative education in a broad selection of courses, in programs that reflect employment opportunities in the community, and in placements that are within reasonable walking distance of the school.	●	●	●		
1.3.12	Class composition	Classes are single grade or single level	●	●			

Valuation Factor 1.4 Extracurricular activities

1.4.1	Inter-school sports	Students have the opportunity to participate throughout the year in a wide variety of competitive sports.	●	●	●	●	
1.4.2	Non-athletic activities (not intramural)	Students have the opportunity to participate throughout the year in a wide variety of non-athletic activities such as public performances and inter-school competitions.	●	●	●		
1.4.3	Intramural activities	Students of all abilities and grades have the opportunity to participate throughout the year in a wide variety of intramural activities and clubs.	●				
1.4.4	Community events	Students have the opportunity for community outreach through participation in community events and volunteer programs.	●	●	●		
1.4.5	Student leadership	Students report that they have opportunities for leadership, when compared to the board average.	●	●	●	●	? Sports, academics, student Government, student trustee Peer leadership (3 terms), leadership co-op

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

Valuation Factor							
1.5 Adequacy of the school's physical space to support student learning							
1.5.1	Accessibility	Instructional, washroom, and common areas of the school are accessible for persons with disabilities.	●	●			
1.5.2	Space for student learning	There is adequate space within the main building to support student learning without the need for portables.	●	●	●	●	We have no portables
1.5.3	Classroom space	Classrooms are large enough to provide students with a comfortable, non-crowded learning environment with ample room for flexible seating arrangements.	●	●			Science is an issue
1.5.4	Library resource space	The library resource centre is large enough to provide work, reading, and research areas for a whole class and room for other users (including study carrels and seminar rooms) without the space being overcrowded.	●	●			
1.5.5	Gymnasium space – general	There is adequate gymnasium space to be able to schedule the curricular physical education program and intramurals during the school day and all extracurricular team sports after school, without unduly inconveniencing any class, team, or activity.	●	●	●		
1.5.6	Gymnasium space – specifications	The space in the gym(s) allows students to play team sports on a regulation size GBSSA court with enough height and perimeter space to allow for uninterrupted activities.	●	●			Allows Often split
1.5.7	Gymnasium space – spectators	There is adequate space in the gym(s) for spectator bleachers.	●				
1.5.8	Gymnasium space – specialized	There is adequate space for a dedicated weight and exercise room.	●	●	●		Separate room/ facility
1.5.9	Space for public performances	There is a dedicated stage (either in a gymnasium, cafeteria, or auditorium) which is adequate for rehearsals and public performances by music, dance, and drama groups. The audience space is adequate to accommodate the entire student body for assemblies and graduation ceremonies.	●				
1.5.10	Lunchroom space	The cafeteria is large enough to comfortably accommodate student requirements during lunch periods.	●	●	●	●	
1.5.11	Space for student council	There is adequate space for the student council to meet and to store materials and records; there is access to the telephone, computer network, and photocopier.	●	●	●		Not in their office
1.5.12	Space for specialized programs	Classes requiring specialized amenities and equipment (e.g. science, technological, arts, social science) are fully accommodated in specially designed and appropriately sized spaces, with up-to-date facilities.	●				
1.5.13	Space for special education programs	There is adequate space to comfortably support the requirements of special education programs.	●	●	●		Life skills Resource rooms (2) Links (learning ctr) Credit Recovery
1.5.14	Support space	The guidance, general office, and a conference area are located together and are easily accessible from both outside and inside the school.	●	●	●		

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

1.5.15	Storage space - students	There is an individual locker for every student. Additional lockers are available on request to accommodate the needs of students heavily involved in extracurricular activities.	●	●			
1.5.16	Storage space - school	There is adequate storage space for supplies and equipment so that dedicated space for student learning (including specialized areas such as the gymnasium and stage) are not compromised.	●	●			
1.5.17	Common space	There is adequate common space to allow students to gather in small groups during non-classroom time including lunch periods without disturbing classes that are in session.	●				
1.6.1	School grounds support a variety of outdoor activities	The school grounds include a regulation size football/rugby/soccer field with goal posts; a half regulation size practice field; and a 400-metre track with a granular surface, plus amenities for shot put, long jump, and triple jump.	●	●			
1.6.2	School grounds - spectators	The school grounds include adequate and well-maintained bleachers for spectators.	●				
1.6.3	Quiet space	There is a visible shaded area where students may retreat for quiet time and opportunities for passive recreation.	●	●			
1.6.4	Physical condition of school grounds	Playing surfaces are useable during the appropriate season.	●	●	●	●	
1.6.5	Property aesthetics	The property is attractive and welcoming.	●				Garbage, grass, paint
1.6.6	Local recreation facilities	The opportunities for healthy physical activity are enhanced by the availability of off-site recreational facilities within reasonable walking distance (e.g. tennis courts, rink, and swimming pool).	●	●	●		

Valuation Factor

1.7 Safety of the school

1.7.1	Sight lines	There are clear sight lines inside and outside the building (i.e. there are no hiding places).	●				
1.7.2	Student washrooms	Washrooms are located in high traffic areas.	●	●	●		
1.7.3	Visibility of visitors	The parking area and main entrance can be clearly seen from the general office.	●				
1.7.4	Security equipment - lighting	The property is equipped with appropriate security lighting, including lighting in the parking areas.	●				
1.7.5	Security equipment - cameras	There are appropriate security cameras on the premises.	●				Very large
1.7.6	Vehicular safety	Vehicle routes and loading areas are safe and separate from pedestrian walkways.	●				

Valuation Factor

1.8 Proximity of the school to students/length of the bus ride to school

1.8.1	Walking distance from school	Students in the attendance area live within reasonable walking distance of the school.	●	●			
1.8.2	Busing distance from school	Students in the attendance area live within a reasonable length bus ride of the school.	●				
1.8.3	Nature of the walking routes	Students have safe, direct routes to walk to school.	●	●	●		
1.8.4	Student perception - getting to school	Students report feeling safe on their way to and from school, when compared to the board average.	●	●	●		

SCHOOL: Collingwood Collegiate Institute

Adopted: March 26, 2008

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

1.8.5	Location of school	The school is centrally located within the attendance area so that bus rides/walking distances are of a similar length.	●				
1.8.6	Student parking	There is adequate dedicated parking for students in a well-maintained and well-lit parking lot.	●				
Valuation Factor							
1.9 Student perception about the quality of the learning environment							
1.9.1	Enjoyment	Students report that they enjoy coming to the school, when compared to the board average.	●	●	●		
1.9.2	Belonging	Students report a sense of belonging at the school, when compared to the board average.	●	●	●		
1.9.3	Participation in extracurricular activities	Students report that there are many opportunities for them to get involved at the school, when compared to the board average.	●	●	●		
1.9.4	Comfort	Students report that there is a comfortable and friendly feeling in the school, when compared to the board average.	●	●			
1.9.5	Respect	Students report that adults show respect for students at the school, when compared to the board average.	●	●	●		
1.9.6	Safety	Students report that they feel safe at the school, when compared to the board average.	●	●	●		
1.9.7	Bullying	Students report that they have not experienced or witnessed bullying at the school, when compared to the board average.	●				
1.9.8	Trust	Students report that there is an adult in the school that they can go to for help, when compared to board average.	●	●	●	●	
1.9.9	Convenience	Classrooms are conveniently located so students can change classes on time.	●				5 min.
1.9.10	Washrooms	Students have convenient access to suitable washrooms between classes.	●	●			
1.9.11	Teachers	Students report easy access to teachers during non-classroom time periods	●	●			More difficult with double lunch
1.9.12		Students are known by name by the teaching and non-teaching staff	●	●			
1.9.13		Students interact with a number of teachers for various courses, sports or clubs during their 4 year program	●	●	●		
1.9.14		Students report an ongoing rapport with teachers beyond the classroom.	●	●	●		
1.9.15		Students have opportunities to develop leadership skills eg. Through peer leadership programs	●	●	●		
1.9.16		The school has an essential hub for positive social interaction with peers apart from academic context.	●	●	●		
1.9.17		The school atmosphere promoting a sense of school spirit and belonging through such elements as a house system	●	●	●		Split (no house system), drum corp, cheer team, ESC project, student council

SCHOOL: Collingwood Collegiate Institute

Adopted: March 26, 2008

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
Valuation Factor 1.1 Quality of the learning environment							
1.1.1	Learning environment - temperature	The temperature is comfortable in the school throughout the year.	●	●	●	+	The school building has various heating and cooling zones. As we have 9 portables, we have 9 additional zones. There is no air conditioning in the gym or change rooms. The school has 4 additions with 2 boilers and a separate system for the gym
1.1.2	Learning environment - air quality	There is fresh, clean air in the school throughout the year.	●	●	●	●	The classroom windows open to provide fresh air. The air quality is good with the exception of the shop area and ventilation for the cafeteria
1.1.3	Learning environment - lighting	There is ample natural lighting in the school and adequate shades and/or curtains to control the lighting.	●	●	+	+	Natural lighting is good but the shades do not close sufficiently for viewing projector presentations etc.
1.1.4	Learning environment - acoustics	Students are able to clearly hear the teacher and classroom dialogue at all times without disruption from other classes in session.	●	●	●	+	Acoustics-noise permeates through closed classroom doors and it is possible to hear lockers in the hall being opened through the wall vents
1.1.5	Communal areas	The foyer, hallways, stairways, and cafeteria are bright, spacious, and inviting. The hallways are appropriately sized to facilitate movement of staff and students during class changes.	●	+	+	+	Hallways are extremely narrow for flow between classes. There are bottlenecks as the hall sizes and doorways vary. This is extremely evident in the grade 9 hallway when students for the 9 portable enter and exit. Cafeteria was built for 174 students, (30% of current enrolment), with the smallest ARC footage or 1411 sq.ft.

SCHOOL: Elmvale District High School

Adopted: March 26, 2008

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
1.1.6	Healthy food choices	Healthy food choices are available in the cafeteria and vending machines.	●	●	●		The food quality is good with healthy choices. Vending machines have limited healthy choices. However, the proximity of local establishments combined with the small space, dictate that many students go off campus for lunch.
1.1.7	Gymnasium amenities	The change rooms and showers are pleasant, suitably sized, and afford privacy to the users.	●	+	+	+	The gym change rooms and showers are separate from the gym. The change rooms are only accessible through common washrooms. This creates a problem with visiting teams as this limits washroom facilities to spectators and students. The washroom facilities are not sufficient in number for the current enrolment (capacity for 564). The showers are limited to 7 showerheads and no privacy cubicles.
1.1.8	Floor plan	The layout of the school allows for an efficient and functional flow of students between classrooms, specialized teaching areas, washrooms, the general office/guidance area, and common areas.	●	+	+	+	Floor plan inefficient and non-functional for current students; especially students entering from portables during a period change through the narrowest hallway. Approximately 63% of student population is in portables with minimal storage. This is no internet in portables.
1.1.9	Classroom amenities	The classrooms have adequate amenities such as storage, display space, a pull-down screen, bookshelves, adequate electrical outlets, network and internet access, and cable television access.	●	●	+	+	There is a lack of specialized areas and poor classroom amenities such as storage

SCHOOL: Elmvale District High School

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

1.1.10	Class amenities	Students have the majority of their classes in the main building and not housed in portable classrooms outside the building envelope	●	+	+	+	Internet access in all classrooms is available via laptop carts. Cable is not accessible in each classroom. The teachers are always moving, shifting and sharing resources to make classroom learning effective.
1.2.1	Student academic achievement - provincial tests	Students are achieving the OSSLT graduation requirement at the first attempt in grade 10, when compared with the board average.	●	●	●	●	Provincial Tests – past results have traditionally been above the SCDSB and provincial average including 2008 OSSLT results. '08 EAO results in Math dipped however
1.2.2	Student academic achievement - report cards	Students are achieving 16 credits by the end of their second year, when compared with the board average.	●	●	●	●	Credit accumulation: 06/07 school year data show 87% or grade 9's with 8 credits, 72% of grade 10's with 16 credits. Both of these results are higher than board and province average and among top 3 in SCDSB
1.2.3	Student academic achievement - graduation	Student retention is high as evidenced by the percentage of students who enter the school in grade 9 and go on to graduate with an OSSD within four years.	●	●	●	●	Graduation – 1.2.3. – Student retention rate is high based on total graduation rates. 4-6 year. The 2005 graduation rate was 80.77% which was above both the SCDSB and province averages and the 2006 graduation rate was 83.1% EDHS has very low attrition rates for full time equivalent students

SCHOOL: Elmvale District High School

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

1.2.4	Student achievement - community service	Students have adequate opportunities within the community to fulfill their 40-hour community service requirement.	●	●	●	+	EDHS and community do an excellent job of serving the needs of most of our students very well. This is demonstrated by our graduation rate, credit accumulation by grade 10, and availability of co-op opportunities. Students have many opportunities to acquire the 40 volunteer hours (as outlined in community and local economy sections)
Valuation Factor 1.3 Range of program offerings							
1.3.1	Arts program	Students are enrolled in a broad selection of courses within the arts program (e.g. visual arts, media arts, dramatic arts, vocal music, instrumental music, dance).	●	●	●	+	All courses except dance
1.3.2	Technology program	Students are enrolled in a broad selection of courses within the technology program (e.g. construction, communications, hospitality, manufacturing, personal services, transportation, technological design).	●	+	+	+	With one dedicated technology area, courses are offered around limitations of 1 woodworking room, 1 computer lab and one small workshop
1.3.3	Canadian and World Studies program	Students are enrolled in a broad selection of courses within the Canadian and World Studies program (e.g. economics, environmental and resource management, geography, history, law, politics).	●	●	●	+	Offer all courses except economics and politics
1.3.4	Language program	Students are enrolled in a broad selection of courses within the language program (e.g. four years of French, three years of another language such as Spanish, German, Ojibwe).	●	●	+	+	Offer French but no other language
1.3.5	Business program	Students are enrolled in a broad selection of courses within the business program (e.g. accounting, business leadership, business technology, entrepreneurial studies, marketing).	●	●	+	+	Marketing is offered through yearbook course, and some coverage through co-op programme. Accounting is offered and grade 9 and 10 business
1.3.6	Social science program	Students are enrolled in a broad selection of courses within the social science program (e.g. anthropology, parenting, philosophy, fashion, food and nutrition).	●	●	+	+	Parenting and food available with limited space restricting other course options such as anthropology, philosophy, fashion. Some are

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

							currently being offered through multi-level; discipline programme (jpod)
1.3.7	Outdoor education and geo-studies program	Students are enrolled in a selection of courses in outdoor education and geo-studies.	●	●	●	+	Through club and jpod, environmental management. Science: Offer biology, chemistry, physics at all grades/levels
1.3.8	Library & guidance services	Library and guidance services are available to students at all times during the school day.	●	●	●	●	Library ranked as a level 4 for servicing of students although it has the smallest sq.ft of ARC (1743 sq.ft.)
1.3.9	District programs	All district programs are available to students on site.	●	+	+	+	?
1.3.10	Program enhancements	Program enhancements (e.g. school trips); special event assemblies; and cultural and social events are scheduled for all students in each semester.	●	●	●	●	House, local cultural ties (as outlined in community and local economy sections) and as outlined in binder section 1.3.10- where it lists the various student exchanges that happen at EDHS such as the Columbian students and themed assemblies such as Monday morning Live, Anti-Bullying and YMCA youth gambling presentation to grade 10's
1.3.11	Cooperative Education	Students have the opportunity to participate in cooperative education in a broad selection of courses, in programs that reflect employment opportunities in the community, and in placements that are within reasonable walking distance of the school.	●	●	●	●	An outstanding variety of possibilities (as further outlined in community and local economy sections)
1.3.12	Class composition	Classes are single grade or single level	●	●	●	+	
Valuation Factor 1.4 Extracurricular activities							
1.4.1	Inter-school sports	Students have the opportunity to participate throughout the year in a wide variety of competitive sports.	●	●	●	+	Outstanding variety of sports offered at junior and senior level. Do not offer football or rugby. Exceptional level of success both in the past and recent GB championships and OFSAA qualifiers

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

1.4.2	Non-athletic activities (not intramural)	Students have the opportunity to participate throughout the year in a wide variety of non-athletic activities such as public performances and inter-school competitions.	●	●	●	+	Music, drama, French play, free the children, creative writing, PASS tutoring, green team
1.4.3	Intramural activities	Students of all abilities and grades have the opportunity to participate throughout the year in a wide variety of intramural activities and clubs.	●	●	●	●	Intramural program changed every 3 weeks and is available to all grades/gender. It runs alternate days around other gym bookings (e.g. team practices) due to lack of additional gym space
1.4.4	Community events	Students have the opportunity for community outreach through participation in community events and volunteer programs.	●	●	●	●	EDHS day, Hicks and Sticks, Fall fair, ample syrup involving all students and community, food/coat drive (as further outlined in community and local economy sections)
1.4.5	Student leadership	Students report that they have opportunities for leadership, when compared to the board average.	●	●	●	●	Peer Leadership courses, IDC, 4U, Link crew, peer mediation, SAA, student council, PASS tutoring, students sent to OELC, fundraising initiative, ambassadors for community

Valuation Factor

1.5 Adequacy of the school's physical space to support student learning

1.5.1	Accessibility	Instructional, washroom, and common areas of the school are accessible for persons with disabilities.	●	●	+	+	No separate washroom or shower available for persons with disability. There is a washroom stall for a person with disability available. No auto door openers The gym stage and library mezzanine are not barrier free accessible. Numerous doorways throughout the facility do not satisfy current OBC clearance requirements
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SCHOOL: Elmvale District High School

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

1.5.2	Space for student learning	There is adequate space within the main building to support student learning without the need for portables.	●		+	+	9 portables – 40% of students have 3 out of 4 classes in a portable, 100% of students have at least 1 class in portable ½ or regular classrooms are portables. Currently cafeteria and computer lab are being used as classrooms with the removal of 3 portables in the last 2 yrs.
1.5.3	Classroom space	Classrooms are large enough to provide students with a comfortable, non-crowded learning environment with ample room for flexible seating arrangements.	●	●	+	+	7 classrooms within the building with an average size of 687 sq.ft. which is below the EDU standard for minimum classroom size (700 sq.ft.) Recent permanent classrooms constructed by SCDSB have been designed with 850 sq.ft.
1.5.4	Library resource space	The library resource centre is large enough to provide work, reading, and research areas for a whole class and room for other users (including study carrels and seminar rooms) without the space being overcrowded.	●	+	+	+	Library hold one class with access to only a few additional students on spares or e-learning, no seminar rooms available. Although EDHS is considered central for meeting such as EAs, the location has been changed as it will not hold enough people
1.5.5	Gymnasium space - general	There is adequate gymnasium space to be able to schedule the curricular physical education program and intramurals during the school day and all extracurricular team sports after school, without unduly inconveniencing any class, team, or activity.	●	+	+	+	A single gym (3789 sq.ft), with a capacity of 465, that is not regulation size and has reduced ceiling clearance for sports such as volleyball.
1.5.6	Gymnasium space - specifications	The space in the gym(s) allows students to play team sports on a regulation size GBSSA court with enough height and perimeter space to allow for uninterrupted activities.	●	+	+	+	Limits the opportunity to host athletic events such as GBs and raise funds as other schools are able to do.
1.5.7	Gymnasium space - spectators	There is adequate space in the gym(s) for spectator bleachers.	●	+	+	+	No bleachers for spectators.

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

1.5.8	Gymnasium space - specialized	There is adequate space for a dedicated weight and exercise room.	●	+	+	+	The weight room is in designated storage room and storage containers are in hallways.
1.5.9	Space for public performances	There is a dedicated stage (either in a gymnasium, cafeteria, or auditorium) which is adequate for rehearsals and public performances by music, dance, and drama groups. The audience space is adequate to accommodate the entire student body for assemblies and graduation ceremonies.	●	+	+	+	Any extra curricular displaces regular classes. Physical education classes are split between gym and outside all year round due to inadequate gym space.
1.5.10	Lunchroom space	The cafeteria is large enough to comfortably accommodate student requirements during lunch periods.	●	+	+	+	
1.5.11	Space for student council	There is adequate space for the student council to meet and to store materials and records; there is access to the telephone, computer network, and photocopier.	●	+	+	+	Student Council meets in the library and has no dedicated space, no dedicated storage
1.5.12	Space for specialized programs	Classes requiring specialized amenities and equipment (e.g. science, technological, arts, social science) are fully accommodated in specially designed and appropriately sized spaces, with up-to-date facilities.	●	+	+	+	There are no specialized program areas available. 2 of our 3 science labs are insufficient in size and layout as they are below the minimum 1000 sq.ft.
1.5.13	Space for special education programs	There is adequate space to comfortably support the requirements of special education programs.	●	+	+	+	There is one dedicated technology room with a locking door. The classroom used for manufacturing technology is undersized. Manufacturing and Communication Tec. Are provided in one space. There is no studio space. Often a separate room is available for this purpose There is 1 visual art classroom and 1 shared instrumental and vocal music classroom. Each of these rooms is also under the minimum 1000 sq.ft. SCDSB standard. Drama is currently being taught in a portable.

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

							There is not a Life skills dedicated space. No consistent room for learning centre, Special education room is a small area up a steep flight of stairs with the Library
1.5.14	Support space	The guidance, general office, and a conference area are located together and are easily accessible from both outside and inside the school.	●	●	+	+	Guidance/Co-op office space is limited to 2 offices. Career centre and waiting area are one in the same which impedes privacy.
1.5.15	Storage space - students	There is an individual locker for every student. Additional lockers are available on request to accommodate the needs of students heavily involved in extracurricular activities.	●	+	+	+	Storage space is very minimal. Lockers are shared by grade 9's
1.5.16	Storage space - school	There is adequate storage space for supplies and equipment so that dedicated space for student learning (including specialized areas such as the gymnasium and stage) are not compromised.	●	+	+	+	General office space lacks separate workroom with sink and countertop. There is no designated conference room or vice principal second office area. Both the principal and vice principal's offices lack windows. Custodial work areas include an office, storage, slop rooms but do not include a staff room, personal lockers, shipping and receiving area or loading dock. School storage is extremely minimal. Storage areas are added on. Computer carts kept in room 110, 128 and Library
1.5.17	Common space	There is adequate common space to allow students to gather in small groups during non-classroom time including lunch periods without disturbing classes that are in session.	●	+	+	+	Common space outside of the cafeteria for students is non-existent which requires constant monitoring
1.6.1	School grounds support a variety of outdoor activities	The school grounds include a regulation size football/rugby/soccer field with goal posts; a half regulation size practice field; and a 400-metre track with a granular surface, plus amenities for shot put, long jump, and triple jump.	●	+	+	+	The soccer field is not regulation size. There is no practice field. The track (community built) is not regulation 400 m.

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

							There is a shot put/discus pad made by the staff, a long jump pit is available
1.6.2	School grounds - spectators	The school grounds include adequate and well-maintained bleachers for spectators.	●	+	+	+	There are no bleachers for spectators
1.6.3	Quiet space	There is a visible shaded area where students may retreat for quiet time and opportunities for passive recreation.	●	●	●	+	There are quiet outdoor spaces with shade at front and behind school and an "outdoor classroom" recently created.
1.6.4	Physical condition of school grounds	Playing surfaces are useable during the appropriate season.	●	●	●	+	
1.6.5	Property aesthetics	The property is attractive and welcoming.	●	●	●	+	
1.6.6	Local recreation facilities	The opportunities for healthy physical activity are enhanced by the availability of off-site recreational facilities within reasonable walking distance (e.g. tennis courts, rink, and swimming pool).	●	●	●	+	There are many available recreation and active living opportunities within walking distance for all seasons: arena, curling club, tennis, bowling, dance studio, walking/running trails, parks. Springwater Twsp. Has a partnership agreement with the SCDSB to share some facilities
Valuation Factor 1.7 Safety of the school							
1.7.1	Sight lines	There are clear sight lines inside and outside the building (i.e. there are no hiding places).	●	●	●	●	Sight lines are very good due to size of the building.
1.7.2	Student washrooms	Washrooms are located in high traffic areas.	●	●	●	●	Student wshrm. Are located in very high traffic areas due to the current student enrolment
1.7.3	Visibility of visitors	The parking area and main entrance can be clearly seen from the general office.	●	●	●	+	The pull in circle and fire route can be clearly seen from the general office.
1.7.4	Security equipment - lighting	The property is equipped with appropriate security lighting, including lighting in the parking areas.	●	●	+	+	Lighting appears sufficient in the front of the school but there are dark areas behind by the portables.
1.7.5	Security equipment - cameras	There are appropriate security cameras on the premises.	●	+	+	+	Cameras – non-existent

SCHOOL: Elmvale District High School

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

1.7.6	Vehicular safety	Vehicle routes and loading areas are safe and separate from pedestrian walkways.	●	●	+	+	You can not get to the school without crossing one of the major vehicular routes
Valuation Factor 1.8 Proximity of the school to students/length of the bus ride to school							
1.8.1	Walking distance from school	Students in the attendance area live within reasonable walking distance of the school.	●	●	●	+	In perspective of being a rural school Approx. 30% of students walk. The 3 km. walking distance extends beyond the village. EDHS has the smallest condensed walking area as it services a rural population
1.8.2	Busing distance from school	Students in the attendance area live within a reasonable length bus ride of the school.	●	●	●	+	18 buses – average ride time of 41 min.
1.8.3	Nature of the walking routes	Students have safe, direct routes to walk to school.	●	●	●	●	The walking routes are safe with cross walks etc.
1.8.4	Student perception - getting to school	Students report feeling safe on their way to and from school, when compared to the board average.	●	●	●	●	The survey demonstrated that 87% of students felt safe walking and being bused to EDHS
1.8.5	Location of school	The school is centrally located within the attendance area so that bus rides/walking distances are of a similar length.	●	●	●	●	EDHS is centrally located in its attendance area to service its rural population
1.8.6	Student parking	There is adequate dedicated parking for students in a well-maintained and well-lit parking lot.	●	●	+	+	Based on space and lighting – Student parking lot is not well lit and spaces are reduced in the winter due to snowplowing
Valuation Factor 1.9 Student perception about the quality of the learning environment							
1.9.1	Enjoyment	Students report that they enjoy coming to the school, when compared to the board average.	●	●	●	+	School climate survey – demonstrated high satisfaction with enjoyment 71%
1.9.2	Belonging	Students report a sense of belonging at the school, when compared to the board average.	●	●	●	●	70%
1.9.3	Participation in extracurricular activities	Students report that there are many opportunities for them to get involved at the school, when compared to the board average.	●	●	●	●	89%

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

1.9.4	Comfort	Students report that there is a comfortable and friendly feeling in the school, when compared to the board average.	●	●	●	●	84% - Low indicators in this section, again, are a result of a crowded facility. When half of the classrooms are portable, crowded wshrm., narrow hallways, it begins to wear thin. Yet class change still occurs in 5 min. Some students travel outside in order to escape the crowded grade 9 hallway
1.9.5	Respect	Students report that adults show respect for students at the school, when compared to the board average.	●	●	●	●	81%
1.9.6	Safety	Students report that they feel safe at the school, when compared to the board average.	●	●	●	●	89%
1.9.7	Bullying	Students report that they have not experienced or witnessed bullying at the school, when compared to the board average.	●	●	●	●	Minimal
1.9.8	Trust	Students report that there is an adult in the school that they can go to for help, when compared to board average.	●	●	●	+	There are adults in the school to go to for help
1.9.9	Convenience	Classrooms are conveniently located so students can change classes on time.	●	●	●	●	4-5 minutes
1.9.10	Washrooms	Students have convenient access to suitable washrooms between classes.	●		+	+	
1.9.11	Teachers	Students report easy access to teachers during non-classroom time periods	●	●	●	+	
1.9.12		Students are known by name by the teaching and non-teaching staff	●	●	●	●	
1.9.13		Students interact with a number of teachers for various courses, sports or clubs during their 4 year program	●	●	●	●	
1.9.14		Students report an ongoing rapport with teachers beyond the classroom.	●	●	●	●	
1.9.15		Students have opportunities to develop leadership skills eg. Through peer leadership programs	●	●	●	●	3-GPP/1-IDC/Pass/Link
1.9.16		The school has an essential hub for positive social interaction with peers apart from academic context.	●	●	●	●	
1.9.17		The school atmosphere promoting a sense of school spirit and belonging through such elements as a house system	●	●	●	●	

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
Valuation Factor							
1.1 Quality of the learning environment							
1.1.1	Learning environment - temperature	The temperature is comfortable in the school throughout the year.	●	+	+	+	Some major areas where temperatures vary. Should be resolved next year
1.1.2	Learning environment - air quality	There is fresh, clean air in the school throughout the year.	●	●	●	+	Almost all rooms have windows for fresh air
1.1.3	Learning environment - lighting	There is ample natural lighting in the school and adequate shades and/or curtains to control the lighting.	●	●	●	+	In almost all classrooms
1.1.4	Learning environment - acoustics	Students are able to clearly hear the teacher and classroom dialogue at all times without disruption from other classes in session.	●	●	●	+	Two rooms underneath music room not well insulated
1.1.5	Communal areas	The foyer, hallways, stairways, and cafeteria are bright, spacious, and inviting. The hallways are appropriately sized to facilitate movement of staff and students during class changes.	●	●	●	+	A few older halls are narrow
1.1.6	Healthy food choices	Healthy food choices are available in the cafeteria and vending machines.	●	●	●	●	
1.1.7	Gymnasium amenities	The change rooms and showers are pleasant, suitably sized, and afford privacy to the users.	●	●	●	●	
1.1.8	Floor plan	The layout of the school allows for an efficient and functional flow of students between classrooms, specialized teaching areas, washrooms, the general office/guidance area, and common areas.	●	●	●	+	
1.1.9	Classroom amenities	The classrooms have adequate amenities such as storage, display space, a pull-down screen, bookshelves, adequate electrical outlets, network and internet access, and cable television access.	●	●	+	+	Some older rooms lack storage. All are cabled now
1.1.10	Class amenities	Students have the majority of their classes in the main building and not housed in portable classrooms outside the building envelope	●	●	●	●	No portables
1.2.1	Student academic achievement - provincial tests	Students are achieving the OSSLT graduation requirement at the first attempt in grade 10, when compared with the board average.	●	●	●	+	About 5% below SCDSB average. Getting better each year
1.2.2	Student academic achievement - report cards	Students are achieving 16 credits by the end of their second year, when compared with the board average.	●	●	+	+	A concern. Slowly closing gap
1.2.3	Student academic achievement - graduation	Student retention is high as evidenced by the percentage of students who enter the school in grade 9 and go on to graduate with an OSSD within four years.	●	●	●	+	
1.2.4	Student achievement - community service	Students have adequate opportunities within the community to fulfill their 40-hour community service requirement.	●	●	●	●	Lots of opportunities. Few don't get it done

SCHOOL: Midland Secondary School

Adopted: March 26, 2008

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

Valuation Factor 1.3 Range of program offerings							
1.3.1	Arts program	Students are enrolled in a broad selection of courses within the arts program (e.g. visual arts, media arts, dramatic arts, vocal music, instrumental music, dance).	●	●	●	●	
1.3.2	Technology program	Students are enrolled in a broad selection of courses within the technology program (e.g. construction, communications, hospitality, manufacturing, personal services, transportation, technological design).	●	●	●	●	Excellent program
1.3.3	Canadian and World Studies program	Students are enrolled in a broad selection of courses within the Canadian and World Studies program (e.g. economics, environmental and resource management, geography, history, law, politics).	●	●	●	+	Would like to introduce a T & T course
1.3.4	Language program	Students are enrolled in a broad selection of courses within the language program (e.g. four years of French, three years of another language such as Spanish, German, Ojibwe).	●	●	●	+	
1.3.5	Business program	Students are enrolled in a broad selection of courses within the business program (e.g. accounting, business leadership, business technology, entrepreneurial studies, marketing).	●	●	+	+	A challenge to maintain broad based program
1.3.6	Social science program	Students are enrolled in a broad selection of courses within the social science program (e.g. anthropology, parenting, philosophy, fashion, food and nutrition).	●	●	●	+	
1.3.7	Outdoor education and geo-studies program	Students are enrolled in a selection of courses in outdoor education and geo-studies.	●	+	+	+	Not offered
1.3.8	Library & guidance services	Library and guidance services are available to students at all times during the school day.	●	●	●	●	
1.3.9	District programs	All district programs are available to students on site.	●	●	●	+	
1.3.10	Program enhancements	Program enhancements (e.g. school trips); special event assemblies; and cultural and social events are scheduled for all students in each semester.	●	●	●	+	Always looking to improve
1.3.11	Cooperative Education	Students have the opportunity to participate in cooperative education in a broad selection of courses, in programs that reflect employment opportunities in the community, and in placements that are within reasonable walking distance of the school.	●	●	●	●	And farther afield
1.3.12	Class composition	Classes are single grade or single level	●	●	●	+	Only a few (except in tech)
Valuation Factor 1.4 Extracurricular activities							
1.4.1	Inter-school sports	Students have the opportunity to participate throughout the year in a wide variety of competitive sports.	●	●	●	●	
1.4.2	Non-athletic activities (not intramural)	Students have the opportunity to participate throughout the year in a wide variety of non-athletic activities such as public performances and inter-school competitions.	●	●	●	●	
1.4.3	Intramural activities	Students of all abilities and grades have the opportunity to participate throughout the year in a wide variety of intramural activities and clubs.	●	●	●	●	Because of our single lunch

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

1.4.4	Community events	Students have the opportunity for community outreach through participation in community events and volunteer programs.	●	●	●	+	Trying to increase opportunities
1.4.5	Student leadership	Students report that they have opportunities for leadership, when compared to the board average.	●	●	●	+	What's the SCDSB average?
Valuation Factor 1.5 Adequacy of the school's physical space to support student learning							
1.5.1	Accessibility	Instructional, washroom, and common areas of the school are accessible for persons with disabilities.	●	●	●	+	All but one area
1.5.2	Space for student learning	There is adequate space within the main building to support student learning without the need for portables.	●	●	●	●	
1.5.3	Classroom space	Classrooms are large enough to provide students with a comfortable, non-crowded learning environment with ample room for flexible seating arrangements.	●	●	●	+	Some older rooms are cramped
1.5.4	Library resource space	The library resource centre is large enough to provide work, reading, and research areas for a whole class and room for other users (including study carrels and seminar rooms) without the space being overcrowded.	●	●	●	●	4 sem. Rooms 1 large open area
1.5.5	Gymnasium space - general	There is adequate gymnasium space to be able to schedule the curricular physical education program and intramurals during the school day and all extracurricular team sports after school, without unduly inconveniencing any class, team, or activity.	●	●	●	●	
1.5.6	Gymnasium space - specifications	The space in the gym(s) allows students to play team sports on a regulation size GBSSA court with enough height and perimeter space to allow for uninterrupted activities.	●	●	●	●	3 volleyball courts
1.5.7	Gymnasium space - spectators	There is adequate space in the gym(s) for spectator bleachers.	●	●	●	●	Two sets; could use more
1.5.8	Gymnasium space - specialized	There is adequate space for a dedicated weight and exercise room.	●	●	●	●	Excellent facility
1.5.9	Space for public performances	There is a dedicated stage (either in a gymnasium, cafeteria, or auditorium) which is adequate for rehearsals and public performances by music, dance, and drama groups. The audience space is adequate to accommodate the entire student body for assemblies and graduation ceremonies.	●	●	●	+	Can't put entire population on chairs
1.5.10	Lunchroom space	The cafeteria is large enough to comfortably accommodate student requirements during lunch periods.	●	●	●	●	
1.5.11	Space for student council	There is adequate space for the student council to meet and to store materials and records; there is access to the telephone, computer network, and photocopier.	●	●	+	+	Small office
1.5.12	Space for specialized programs	Classes requiring specialized amenities and equipment (e.g. science, technological, arts, social science) are fully accommodated in specially designed and appropriately sized spaces, with up-to-date facilities.	●	●	●	+	Some Science labs are dated
1.5.13	Space for special education programs	There is adequate space to comfortably support the requirements of special education programs.	●	●	●	●	

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

1.5.14	Support space	The guidance, general office, and a conference area are located together and are easily accessible from both outside and inside the school.	●	●	●	+	
1.5.15	Storage space - students	There is an individual locker for every student. Additional lockers are available on request to accommodate the needs of students heavily involved in extracurricular activities.	●	●	●	●	Some lockers need repair
1.5.16	Storage space - school	There is adequate storage space for supplies and equipment so that dedicated space for student learning (including specialized areas such as the gymnasium and stage) are not compromised.	●	●	●	●	
1.5.17	Common space	There is adequate common space to allow students to gather in small groups during non-classroom time including lunch periods without disturbing classes that are in session.	●	●	●	●	Common lunch ✓ Double lunch X
1.6.1	School grounds support a variety of outdoor activities	The school grounds include a regulation size football/rugby/soccer field with goal posts; a half regulation size practice field; and a 400-metre track with a granular surface, plus amenities for shot put, long jump, and triple jump.	●	●	●	●	
1.6.2	School grounds - spectators	The school grounds include adequate and well-maintained bleachers for spectators.	●	+	+	+	Not sure we would want them now!
1.6.3	Quiet space	There is a visible shaded area where students may retreat for quiet time and opportunities for passive recreation.	●	●	●	+	Front
1.6.4	Physical condition of school grounds	Playing surfaces are useable during the appropriate season.	●	●	●	●	
1.6.5	Property aesthetics	The property is attractive and welcoming.	●	●	●	+	More gardens
1.6.6	Local recreation facilities	The opportunities for healthy physical activity are enhanced by the availability of off-site recreational facilities within reasonable walking distance (e.g. tennis courts, rink, and swimming pool).	●	●	●	●	
Valuation Factor							
1.7 Safety of the school							
1.7.1	Sight lines	There are clear sight lines inside and outside the building (i.e. there are no hiding places).	●	●	+	+	Lots of nooks and crannies
1.7.2	Student washrooms	Washrooms are located in high traffic areas.	●	●	●	+	
1.7.3	Visibility of visitors	The parking area and main entrance can be clearly seen from the general office.	●	●	+	+	Terrible sight lines
1.7.4	Security equipment - lighting	The property is equipped with appropriate security lighting, including lighting in the parking areas.	●	●	●	+	Some dark spots
1.7.5	Security equipment - cameras	There are appropriate security cameras on the premises.	●	+	+	+	Wish we had them
1.7.6	Vehicular safety	Vehicle routes and loading areas are safe and separate from pedestrian walkways.	●	●	●	+	

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

Valuation Factor							
1.8 Proximity of the school to students/length of the bus ride to school							
1.8.1	Walking distance from school	Students in the attendance area live within reasonable walking distance of the school.	●	●	●	●	
1.8.2	Busing distance from school	Students in the attendance area live within a reasonable length bus ride of the school.	●	●	+	+	Some are 1 hour plus
1.8.3	Nature of the walking routes	Students have safe, direct routes to walk to school.	●	●	●	●	
1.8.4	Student perception - getting to school	Students report feeling safe on their way to and from school, when compared to the board average.	●	●	●	+	What is this average?
1.8.5	Location of school	The school is centrally located within the attendance area so that bus rides/walking distances are of a similar length.	●	●	+	+	Skewed at west end
1.8.6	Student parking	There is adequate dedicated parking for students in a well-maintained and well-lit parking lot.	●	●	●	●	
Valuation Factor							
1.9 Student perception about the quality of the learning environment							
1.9.1	Enjoyment	Students report that they enjoy coming to the school, when compared to the board average.	●	●	+	+	What is the SCDSB average?
1.9.2	Belonging	Students report a sense of belonging at the school, when compared to the board average.	●	●	●	+	What is the SCDSB average?
1.9.3	Participation in extracurricular activities	Students report that there are many opportunities for them to get involved at the school, when compared to the board average.	●	●	●	+	What is the SCDSB average?
1.9.4	Comfort	Students report that there is a comfortable and friendly feeling in the school, when compared to the board average.	●	●	●	+	What is the SCDSB average?
1.9.5	Respect	Students report that adults show respect for students at the school, when compared to the board average.	●	●	●	+	What is the SCDSB average?
1.9.6	Safety	Students report that they feel safe at the school, when compared to the board average.	●	●	●	+	
1.9.7	Bullying	Students report that they have not experienced or witnessed bullying at the school, when compared to the board average.	●	●	●	+	
1.9.8	Trust	Students report that there is an adult in the school that they can go to for help, when compared to board average.	●	●	+	+	
1.9.9	Convenience	Classrooms are conveniently located so students can change classes on time.	●	●	●	+	
1.9.10	Washrooms	Students have convenient access to suitable washrooms between classes.	●	●	●	●	
1.9.11	Teachers	Students report easy access to teachers during non-classroom time periods	●	●	●	●	Common lunch
1.9.12		Students are known by name by the teaching and non-teaching staff	●	●	+	+	Teachers are concerned about this
1.9.13		Students interact with a number of teachers for various courses, sports or clubs during their 4 year program	●	●	●	●	
1.9.14		Students report an ongoing rapport with teachers beyond the classroom.	●	●	●	●	Especially coaches/advisors
1.9.15		Students have opportunities to develop leadership skills eg. Through peer leadership programs	●	●	●	●	

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

1.9.16		The school has an essential hub for positive social interaction with peers apart from academic context.	●	●	●	+	
1.9.17		The school atmosphere promoting a sense of school spirit and belonging through such elements as a house system	●	●	+	+	

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
Valuation Factor							
1.1 Quality of the learning environment							
1.1.1	Learning environment - temperature	The temperature is comfortable in the school throughout the year.	●	●	●	+	South side rooms tend to be warm in summer
1.1.2	Learning environment - air quality	There is fresh, clean air in the school throughout the year.	●	●	●	●	
1.1.3	Learning environment - lighting	There is ample natural lighting in the school and adequate shades and/or curtains to control the lighting.	●	●	●	●	
1.1.4	Learning environment - acoustics	Students are able to clearly hear the teacher and classroom dialogue at all times without disruption from other classes in session.	●	●	●	●	
1.1.5	Communal areas	The foyer, hallways, stairways, and cafeteria are bright, spacious, and inviting. The hallways are appropriately sized to facilitate movement of staff and students during class changes.	●	●	●	●	Great high ceilings
1.1.6	Healthy food choices	Healthy food choices are available in the cafeteria and vending machines.	●	●	+	+	
1.1.7	Gymnasium amenities	The change rooms and showers are pleasant, suitably sized, and afford privacy to the users.	●	●	●	+	Water temperature varies. No stalls in boys showers
1.1.8	Floor plan	The layout of the school allows for an efficient and functional flow of students between classrooms, specialized teaching areas, washrooms, the general office/guidance area, and common areas.	●	●	●	●	
1.1.9	Classroom amenities	The classrooms have adequate amenities such as storage, display space, a pull-down screen, bookshelves, adequate electrical outlets, network and internet access, and cable television access.	●	●	●	●	
1.1.10	Classroom amenities	Students have the majority of their classes in the main building and not housed in portable classrooms outside the building envelope	●	●	●	●	No portables
1.2.1	Student academic achievement - provincial tests	Students are achieving the OSSLT graduation requirement at the first attempt in grade 10, when compared with the board average.	●	●	+	+	Fluctuates greatly between grades. Group scored as 2-1/2
1.2.2	Student academic achievement - report cards	Students are achieving 16 credits by the end of their second year, when compared with the board average.	●	●	●	+	
1.2.3	Student academic achievement - graduation	Student retention is high as evidenced by the percentage of students who enter the school in grade 9 and go on to graduate with an OSSD within four years.	●	●	●	+	Retention good 4 years? – 5 years
1.2.4	Student achievement - community service	Students have adequate opportunities within the community to fulfill their 40-hour community service requirement.	●	●	●	●	Community School
Valuation Factor							
1.3 Range of program offerings							
1.3.1	Arts program	Students are enrolled in a broad selection of courses within the arts program (e.g. visual arts, media arts, dramatic arts, vocal music, instrumental music, dance).	●	●	●	+	

SCHOOL: Penetanguishene Secondary School

Adopted: March 26, 2008

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
1.3.2	Technology program	Students are enrolled in a broad selection of courses within the technology program (e.g. construction, communications, hospitality, manufacturing, personal services, transportation, technological design).	●	●	●	●	
1.3.3	Canadian and World Studies program	Students are enrolled in a broad selection of courses within the Canadian and World Studies program (e.g. economics, environmental and resource management, geography, history, law, politics).	●	●	●	+	
1.3.4	Language program	Students are enrolled in a broad selection of courses within the language program (e.g. four years of French, three years of another language such as Spanish, German, Ojibwe).	●	●	+	+	Extended French
1.3.5	Business program	Students are enrolled in a broad selection of courses within the business program (e.g. accounting, business leadership, business technology, entrepreneurial studies, marketing).	●	+	+	+	
1.3.6	Social science program	Students are enrolled in a broad selection of courses within the social science program (e.g. anthropology, parenting, philosophy, fashion, food and nutrition).	●	●	●	+	
1.3.7	Outdoor education and geo-studies program	Students are enrolled in a selection of courses in outdoor education and geo-studies.	●	●	●	+	Just one – next semester OELP
1.3.8	Library & guidance services	Library and guidance services are available to students at all times during the school day.	●	●	●	●	
1.3.9	District programs	All district programs are available to students on site.	●	●	+	+	?
1.3.10	Program enhancements	Program enhancements (e.g. school trips); special event assemblies; and cultural and social events are scheduled for all students in each semester.	●	●	●	●	Student Council good
1.3.11	Cooperative Education	Students have the opportunity to participate in cooperative education in a broad selection of courses, in programs that reflect employment opportunities in the community, and in placements that are within reasonable walking distance of the school.	●	●	●	●	
1.3.12	Class composition	Classes are single grade or single level	●	●	●		Academic/Applied Few French 10/11 split
Valuation Factor							
1.4 Extracurricular activities							
1.4.1	Inter-school sports	Students have the opportunity to participate throughout the year in a wide variety of competitive sports.	●	●	●	●	Extracurricular activities - good
1.4.2	Non-athletic activities (not intramural)	Students have the opportunity to participate throughout the year in a wide variety of non-athletic activities such as public performances and inter-school competitions.	●	●	●	+	
1.4.3	Intramural activities	Students of all abilities and grades have the opportunity to participate throughout the year in a wide variety of intramural activities and clubs.	●	●	●	●	
1.4.4	Community events	Students have the opportunity for community outreach through participation in community events and volunteer programs.	●	●	●	+	

SCHOOL: Penetanguishene Secondary School

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

1.4.5	Student leadership	Students report that they have opportunities for leadership, when compared to the board average.	●	●	●	●	20 – student council 20 - 30 positive Leadership class shadow council (past yr.) Green team
Valuation Factor 1.5 Adequacy of the school's physical space to support student learning							
1.5.1	Accessibility	Instructional, washroom, and common areas of the school are accessible for persons with disabilities.	●	●	●	+	
1.5.2	Space for student learning	There is adequate space within the main building to support student learning without the need for portables.	●	●	●	●	
1.5.3	Classroom space	Classrooms are large enough to provide students with a comfortable, non-crowded learning environment with ample room for flexible seating arrangements.	●	●	●	●	
1.5.4	Library resource space	The library resource centre is large enough to provide work, reading, and research areas for a whole class and room for other users (including study carrels and seminar rooms) without the space being overcrowded.	●	●	●	+	Quiet room, Office. Not study carrels
1.5.5	Gymnasium space - general	There is adequate gymnasium space to be able to schedule the curricular physical education program and intramurals during the school day and all extracurricular team sports after school, without unduly inconveniencing any class, team, or activity.	●	●	●	●	
1.5.6	Gymnasium space - specifications	The space in the gym(s) allows students to play team sports on a regulation size GBSSA court with enough height and perimeter space to allow for uninterrupted activities.	●	●	●	●	Technically yes
1.5.7	Gymnasium space - spectators	There is adequate space in the gym(s) for spectator bleachers.	●	●	●	●	
1.5.8	Gymnasium space - specialized	There is adequate space for a dedicated weight and exercise room.	●	+	+	+	
1.5.9	Space for public performances	There is a dedicated stage (either in a gymnasium, cafeteria, or auditorium) which is adequate for rehearsals and public performances by music, dance, and drama groups. The audience space is adequate to accommodate the entire student body for assemblies and graduation ceremonies.	●	●	●	●	
1.5.10	Lunchroom space	The cafeteria is large enough to comfortably accommodate student requirements during lunch periods.	●	●	●	●	
1.5.11	Space for student council	There is adequate space for the student council to meet and to store materials and records; there is access to the telephone, computer network, and photocopier.	●	●	●	+	Not a dedicated area, but accommodated
1.5.12	Space for specialized programs	Classes requiring specialized amenities and equipment (e.g. science, technological, arts, social science) are fully accommodated in specially designed and appropriately sized spaces, with up-to-date facilities.	●	●	●	●	
1.5.13	Space for special education programs	There is adequate space to comfortably support the requirements of special education programs.	●	●	●	●	

SCHOOL: Penetanguishene Secondary School

Adopted: March 26, 2008

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

1.5.14	Support space	The guidance, general office, and a conference area are located together and are easily accessible from both outside and inside the school.	●	●	●	+	Office/guidance accessible
1.5.15	Storage space - students	There is an individual locker for every student. Additional lockers are available on request to accommodate the needs of students heavily involved in extracurricular activities.	●	●	●	●	
1.5.16	Storage space - school	There is adequate storage space for supplies and equipment so that dedicated space for student learning (including specialized areas such as the gymnasium and stage) are not compromised.	●	●	●	+	
1.5.17	Common space	There is adequate common space to allow students to gather in small groups during non-classroom time including lunch periods without disturbing classes that are in session.	●	●	●	+	Cafeteria, hallway, library, caput if double lunch
1.6.1	School grounds support a variety of outdoor activities	The school grounds include a regulation size football/rugby/soccer field with goal posts; a half regulation size practice field; and a 400-metre track with a granular surface, plus amenities for shot put, long jump, and triple jump.	●	●	●	+	
1.6.2	School grounds - spectators	The school grounds include adequate and well-maintained bleachers for spectators.	●	+	+	+	
1.6.3	Quiet space	There is a visible shaded area where students may retreat for quiet time and opportunities for passive recreation.	●	●	+	+	
1.6.4	Physical condition of school grounds	Playing surfaces are useable during the appropriate season.	●	●	●	●	
1.6.5	Property aesthetics	The property is attractive and welcoming.	●	●	●	●	
1.6.6	Local recreation facilities	The opportunities for healthy physical activity are enhanced by the availability of off-site recreational facilities within reasonable walking distance (e.g. tennis courts, rink, and swimming pool).	●	●	●	+	

Valuation Factor

1.7 Safety of the school

1.7.1	Sight lines	There are clear sight lines inside and outside the building (i.e. there are no hiding places).	●	●	●	●	Easily monitored
1.7.2	Student washrooms	Washrooms are located in high traffic areas.	●	●	●	●	
1.7.3	Visibility of visitors	The parking area and main entrance can be clearly seen from the general office.	●	●	●	●	
1.7.4	Security equipment - lighting	The property is equipped with appropriate security lighting, including lighting in the parking areas.	●	●	+	+	
1.7.5	Security equipment - cameras	There are appropriate security cameras on the premises.	●	+	+	+	
1.7.6	Vehicular safety	Vehicle routes and loading areas are safe and separate from pedestrian walkways.	●	●	●	●	

SCHOOL: Penetanguishene Secondary School

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

Valuation Factor							
1.8 Proximity of the school to students/length of the bus ride to school							
1.8.1	Walking distance from school	Students in the attendance area live within reasonable walking distance of the school.	●	●	+	+	Under half – 40% Not applicable Rural region
1.8.2	Busing distance from school	Students in the attendance area live within a reasonable length bus ride of the school.	●	●	●	+	40 min. bus ride
1.8.3	Nature of the walking routes	Students have safe, direct routes to walk to school.	●	●	●	+	
1.8.4	Student perception - getting to school	Students report feeling safe on their way to and from school, when compared to the board average.	●	●	●	+	
1.8.5	Location of school	The school is centrally located within the attendance area so that bus rides/walking distances are of a similar length.	●	●	●	+	40 min./40 min.!
1.8.6	Student parking	There is adequate dedicated parking for students in a well-maintained and well-lit parking lot.	●	●	+	+	
Valuation Factor							
1.9 Student perception about the quality of the learning environment							
1.9.1	Enjoyment	Students report that they enjoy coming to the school, when compared to the board average.	●	●	●	●	
1.9.2	Belonging	Students report a sense of belonging at the school, when compared to the board average.	●	●	●	●	
1.9.3	Participation in extracurricular activities	Students report that there are many opportunities for them to get involved at the school, when compared to the board average.	●	●	●	●	
1.9.4	Comfort	Students report that there is a comfortable and friendly feeling in the school, when compared to the board average.	●	●	●	●	
1.9.5	Respect	Students report that adults show respect for students at the school, when compared to the board average.	●	●	●	+	
1.9.6	Safety	Students report that they feel safe at the school, when compared to the board average.	●	●	●	●	
1.9.7	Bullying	Students report that they have not experienced or witnessed bullying at the school, when compared to the board average.	●	●	●	●	
1.9.8	Trust	Students report that there is an adult in the school that they can go to for help, when compared to board average.	●	●	●	●	
1.9.9	Convenience	Classrooms are conveniently located so students can change classes on time.	●	●	●	●	
1.9.10	Washrooms	Students have convenient access to suitable washrooms between classes.	●	●	●	+	
1.9.11	Teachers	Students report easy access to teachers during non-classroom time periods	●	●	●	●	
1.9.12		Students are known by name by the teaching and non-teaching staff	●	●	●	●	
1.9.13		Students interact with a number of teachers for various courses, sports or clubs during their 4 year program	●	●	●	●	
1.9.14		Students report an ongoing rapport with teachers beyond the classroom.	●	●	●	●	
1.9.15		Students have opportunities to develop leadership skills eg. Through peer leadership programs	●	●	●	●	

SCHOOL: Penetanguishene Secondary School

Adopted: March 26, 2008

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

1.9.16		The school has an essential hub for positive social interaction with peers apart from academic context.	●	●	●	●	
1.9.17		The school atmosphere promoting a sense of school spirit and belonging through such elements as a house system	●	●	●	●	

SCHOOL: Penetanguishene Secondary School

Adopted: March 26, 2008

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
Valuation Factor							
1.1 Quality of the learning environment							
1.1.1	Learning environment - temperature	The temperature is comfortable in the school throughout the year.	●	●	●	+	
1.1.2	Learning environment - air quality	There is fresh, clean air in the school throughout the year.	●	●	●	●	
1.1.3	Learning environment - lighting	There is ample natural lighting in the school and adequate shades and/or curtains to control the lighting.	●	●	●	●	
1.1.4	Learning environment - acoustics	Students are able to clearly hear the teacher and classroom dialogue at all times without disruption from other classes in session.	●	●	●	●	
1.1.5	Communal areas	The foyer, hallways, stairways, and cafeteria are bright, spacious, and inviting. The hallways are appropriately sized to facilitate movement of staff and students during class changes.	●	●	●	●	
1.1.6	Healthy food choices	Healthy food choices are available in the cafeteria and vending machines.	●	●	●	●	No pop or chocolate. Only health check
1.1.7	Gymnasium amenities	The change rooms and showers are pleasant, suitably sized, and afford privacy to the users.	●	●	+	+	
1.1.8	Floor plan	The layout of the school allows for an efficient and functional flow of students between classrooms, specialized teaching areas, washrooms, the general office/guidance area, and common areas.	●	●	●	●	
1.1.9	Classroom amenities	The classrooms have adequate amenities such as storage, display space, a pull-down screen, bookshelves, adequate electrical outlets, network and internet access, and cable television access.	●	●	+	+	
1.1.10	Class amenities	Students have the majority of their classes in the main building and not housed in portable classrooms outside the building envelope	●	●	●	+	
1.2.1	Student academic achievement - provincial tests	Students are achieving the OSSLT graduation requirement at the first attempt in grade 10, when compared with the board average.	●	●	●	+	S 88 B 81 P 84
1.2.2	Student academic achievement - report cards	Students are achieving 16 credits by the end of their second year, when compared with the board average.	●	●	●	+	70 Previous years SCI was 15% above SCDSB
1.2.3	Student academic achievement - graduation	Student retention is high as evidenced by the percentage of students who enter the school in grade 9 and go on to graduate with an OSSD within four years.	●	●	●	●	
1.2.4	Student achievement - community service	Students have adequate opportunities within the community to fulfill their 40-hour community service requirement.	●	●	●	●	
Valuation Factor							
1.3 Range of program offerings							
1.3.1	Arts program	Students are enrolled in a broad selection of courses within the arts program (e.g. visual arts, media arts, dramatic arts, vocal music, instrumental music, dance).	●	●	●	+	No dance

SCHOOL: Stayner Collegiate Institute

Adopted: March 26, 2008

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
1.3.2	Technology program	Students are enrolled in a broad selection of courses within the technology program (e.g. construction, communications, hospitality, manufacturing, personal services, transportation, technological design).	●	+	+	+	
1.3.3	Canadian and World Studies program	Students are enrolled in a broad selection of courses within the Canadian and World Studies program (e.g. economics, environmental and resource management, geography, history, law, politics).	●	●	●	+	
1.3.4	Language program	Students are enrolled in a broad selection of courses within the language program (e.g. four years of French, three years of another language such as Spanish, German, Ojibwe).	●	●	+	+	French only
1.3.5	Business program	Students are enrolled in a broad selection of courses within the business program (e.g. accounting, business leadership, business technology, entrepreneurial studies, marketing).	●	●	+	+	
1.3.6	Social science program	Students are enrolled in a broad selection of courses within the social science program (e.g. anthropology, parenting, philosophy, fashion, food and nutrition).	●	●	●	+	
1.3.7	Outdoor education and geo-studies program	Students are enrolled in a selection of courses in outdoor education and geo-studies.	●	+	+	+	None
1.3.8	Library & guidance services	Library and guidance services are available to students at all times during the school day.	●	●	●	●	
1.3.9	District programs	All district programs are available to students on site.	●	●	+	+	No SHSM No alternative
1.3.10	Program enhancements	Program enhancements (e.g. school trips); special event assemblies; and cultural and social events are scheduled for all students in each semester.	●	●	●	●	
1.3.11	Cooperative Education	Students have the opportunity to participate in cooperative education in a broad selection of courses, in programs that reflect employment opportunities in the community, and in placements that are within reasonable walking distance of the school.	●	●	●	+	
1.3.12	Class composition	Classes are single grade or single level	●	●	●	+	
Valuation Factor							
1.4 Extracurricular activities							
1.4.1	Inter-school sports	Students have the opportunity to participate throughout the year in a wide variety of competitive sports.	●	●	●	●	
1.4.2	Non-athletic activities (not intramural)	Students have the opportunity to participate throughout the year in a wide variety of non-athletic activities such as public performances and inter-school competitions.	●	●	●	●	
1.4.3	Intramural activities	Students of all abilities and grades have the opportunity to participate throughout the year in a wide variety of intramural activities and clubs.	●	●	●	+	
1.4.4	Community events	Students have the opportunity for community outreach through participation in community events and volunteer programs.	●	●	●	●	
1.4.5	Student leadership	Students report that they have opportunities for leadership, when compared to the board average.	●	●	●	+	

SCHOOL: Stayner Collegiate Institute

Adopted: March 26, 2008

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

Valuation Factor							
1.5 Adequacy of the school's physical space to support student learning							
1.5.1	Accessibility	Instructional, washroom, and common areas of the school are accessible for persons with disabilities.	●	●	●	●	
1.5.2	Space for student learning	There is adequate space within the main building to support student learning without the need for portables.	●	+	+	+	
1.5.3	Classroom space	Classrooms are large enough to provide students with a comfortable, non-crowded learning environment with ample room for flexible seating arrangements.	●	●	●	+	
1.5.4	Library resource space	The library resource centre is large enough to provide work, reading, and research areas for a whole class and room for other users (including study carrels and seminar rooms) without the space being overcrowded.	●	●	●	●	
1.5.5	Gymnasium space - general	There is adequate gymnasium space to be able to schedule the curricular physical education program and intramurals during the school day and all extracurricular team sports after school, without unduly inconveniencing any class, team, or activity.	●	●	●	●	
1.5.6	Gymnasium space - specifications	The space in the gym(s) allows students to play team sports on a regulation size GBSSA court with enough height and perimeter space to allow for uninterrupted activities.	●	●	●	●	
1.5.7	Gymnasium space - spectators	There is adequate space in the gym(s) for spectator bleachers.	●	●	●	+	
1.5.8	Gymnasium space - specialized	There is adequate space for a dedicated weight and exercise room.	●	●	+	+	
1.5.9	Space for public performances	There is a dedicated stage (either in a gymnasium, cafeteria, or auditorium) which is adequate for rehearsals and public performances by music, dance, and drama groups. The audience space is adequate to accommodate the entire student body for assemblies and graduation ceremonies.	●	●	●	●	
1.5.10	Lunchroom space	The cafeteria is large enough to comfortably accommodate student requirements during lunch periods.	●	●	+	+	
1.5.11	Space for student council	There is adequate space for the student council to meet and to store materials and records; there is access to the telephone, computer network, and photocopier.	●	●	+	+	
1.5.12	Space for specialized programs	Classes requiring specialized amenities and equipment (e.g. science, technological, arts, social science) are fully accommodated in specially designed and appropriately sized spaces, with up-to-date facilities.	●	●	+	+	
1.5.13	Space for special education programs	There is adequate space to comfortably support the requirements of special education programs.	●	●	●	+	
1.5.14	Support space	The guidance, general office, and a conference area are located together and are easily accessible from both outside and inside the school.	●	●	●	+	
1.5.15	Storage space - students	There is an individual locker for every student. Additional lockers are available on request to accommodate the needs of students heavily involved in extracurricular activities.	●	+	+		

SCHOOL: Stayner Collegiate Institute

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

1.5.16	Storage space - school	There is adequate storage space for supplies and equipment so that dedicated space for student learning (including specialized areas such as the gymnasium and stage) are not compromised.	●	+	+	+	
1.5.17	Common space	There is adequate common space to allow students to gather in small groups during non-classroom time including lunch periods without disturbing classes that are in session.	●	●	●	+	
1.6.1	School grounds support a variety of outdoor activities	The school grounds include a regulation size football/rugby/soccer field with goal posts; a half regulation size practice field; and a 400-metre track with a granular surface, plus amenities for shot put, long jump, and triple jump.	●	●	●	●	
1.6.2	School grounds - spectators	The school grounds include adequate and well-maintained bleachers for spectators.	●	+	+	+	
1.6.3	Quiet space	There is a visible shaded area where students may retreat for quiet time and opportunities for passive recreation.	●	●	●	●	
1.6.4	Physical condition of school grounds	Playing surfaces are useable during the appropriate season.	●	●	●	●	
1.6.5	Property aesthetics	The property is attractive and welcoming.	●	●	●	+	
1.6.6	Local recreation facilities	The opportunities for healthy physical activity are enhanced by the availability of off-site recreational facilities within reasonable walking distance (e.g. tennis courts, rink, and swimming pool).	●	●	●	●	

Valuation Factor

1.7 Safety of the school

1.7.1	Sight lines	There are clear sight lines inside and outside the building (i.e. there are no hiding places).	●	●	●	+	
1.7.2	Student washrooms	Washrooms are located in high traffic areas.	●	●	●	●	
1.7.3	Visibility of visitors	The parking area and main entrance can be clearly seen from the general office.	●	+	+	+	
1.7.4	Security equipment - lighting	The property is equipped with appropriate security lighting, including lighting in the parking areas.	●	●	●	●	
1.7.5	Security equipment - cameras	There are appropriate security cameras on the premises.	●	+	+	+	None
1.7.6	Vehicular safety	Vehicle routes and loading areas are safe and separate from pedestrian walkways.	●	+	+	+	

Valuation Factor

1.8 Proximity of the school to students/length of the bus ride to school

1.8.1	Walking distance from school	Students in the attendance area live within reasonable walking distance of the school.	●	●	+	+	
1.8.2	Busing distance from school	Students in the attendance area live within a reasonable length bus ride of the school.	●	●	+	+	
1.8.3	Nature of the walking routes	Students have safe, direct routes to walk to school.	●	●	●		
1.8.4	Student perception - getting to school	Students report feeling safe on their way to and from school, when compared to the board average.	●	●	●	●	

SCHOOL: Stayner Collegiate Institute

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

1.0 VALUE TO THE STUDENT

1.8.5	Location of school	The school is centrally located within the attendance area so that bus rides/walking distances are of a similar length.	●	+	+	+	
1.8.6	Student parking	There is adequate dedicated parking for students in a well-maintained and well-lit parking lot.	●	●	●	+	
Valuation Factor							
1.9 Student perception about the quality of the learning environment							
1.9.1	Enjoyment	Students report that they enjoy coming to the school, when compared to the board average.	●	●	●	+	
1.9.2	Belonging	Students report a sense of belonging at the school, when compared to the board average.	●	●	●	●	
1.9.3	Participation in extracurricular activities	Students report that there are many opportunities for them to get involved at the school, when compared to the board average.	●	●	●	●	
1.9.4	Comfort	Students report that there is a comfortable and friendly feeling in the school, when compared to the board average.	●	●	●	+	
1.9.5	Respect	Students report that adults show respect for students at the school, when compared to the board average.	●	●	●	+	
1.9.6	Safety	Students report that they feel safe at the school, when compared to the board average.	●	●	●	●	
1.9.7	Bullying	Students report that they have not experienced or witnessed bullying at the school, when compared to the board average.	●	●	●	+	
1.9.8	Trust	Students report that there is an adult in the school that they can go to for help, when compared to board average.	●	●	●	+	
1.9.9	Convenience	Classrooms are conveniently located so students can change classes on time.	●	●	●	●	
1.9.10	Washrooms	Students have convenient access to suitable washrooms between classes.	●	●	●	●	
1.9.11	Teachers	Students report easy access to teachers during non-classroom time periods	●	●	●	●	
1.9.12		Students are known by name by the teaching and non-teaching staff	●	●	●	●	
1.9.13		Students interact with a number of teachers for various courses, sports or clubs during their 4 year program	●	●	●	●	
1.9.14		Students report an ongoing rapport with teachers beyond the classroom.	●	●	●	●	
1.9.15		Students have opportunities to develop leadership skills eg. Through peer leadership programs	●	●	●	●	
1.9.16		The school has an essential hub for positive social interaction with peers apart from academic context.	●	●	●	●	
1.9.17		The school atmosphere promoting a sense of school spirit and belonging through such elements as a house system	●	●	●	+	

SCHOOL: Stayner Collegiate Institute

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Section 1.0 – Value to the Student (Wasaga Beach)

Section 1.0 of the SVF, value to the student deals with how well the students benefit from the school. The 5 schools that are included in the Accommodation Review are between 43 and 56 years old. Penetanguishene and Midland are under capacity, Elmvale and Stayner are over capacity and Collingwood is at capacity.

The Town of Wasaga Beach has a lot to offer students. There are 1,844 ha of park land that provides the opportunity for passive recreation, active living, environmental awareness and outdoor education. This land provides educational opportunities that include animals, plants, flowers, approximately 232 identified birds as well as parabolic sand dunes that provide habitat for many more species. There is also an extensive trail system throughout the town that provides the opportunity to walk, bike, cross country ski and snow shoe. These trails along with our public transportation system allows all ages to utilize the many recreational and community assets such as the canoe launch, soccer pitches, driving range, arena, outdoor skating rink, Rec Plex, YMCA, skateboard park and BMX park just to name a few. The Town is also presently in the process of looking at the opportunities a Teen Centre would provide youth in our area. As already mentioned in sections 2 and 4 of the SVF Wasaga Beach has a wide range of business opportunities for co-operative education within the community. The Ministry of Natural Resources Park land could also provide students the opportunity for co-op placement and summer employment.

Building a new secondary school in Wasaga Beach centrally located between Elmvale and Stayner would provide the opportunity to address all issues being looked at in section 1.0 of the SVF when dealing with Wasaga Beach, Stayner and Elmvale students. Students would be given the opportunity to learn in an environment that is not overcrowded or inadequate due to age or the inability to provide programming due to the smaller school setting. Meeting the needs of all students including students with handicaps could be met. The benefit to building a secondary school in Wasaga Beach is that all classrooms, library, communal areas, gymnasiums, security measures, quite simply the entire floor plan would be brought up to date and to the standard that it should be. We need to be looking at the bigger picture and how we can affect “in a positive manner,” as many students as possible.

Wasaga Beach is slated to grow to 35,000 people. Presently there are approximately 750 Wasaga Beach students divided between four schools in surrounding communities. (449 at CCI, 87 at Elmvale, 12 at Stayner and I'm told approximately 200 at Jean Vanier) Some of Wasaga's surrounding communities are not slated to grow at the same rate nor do they have the infrastructure to support this type of growth. Along with the already mentioned benefits to building a Secondary School in Wasaga Beach it should be noted that Wasaga Beach has almost as many students within its community boundary than both of Elmvale and Stayner's secondary school enrollment combined.

Students even at the Secondary School level are picking schools much the same as colleges or universities, that is, based on programs offered that help them arrive at their "destination". Loyalty to a school located in the same community in which they live is secondary to getting the courses necessary to achieve their goals and interest. A new school is needed in our area that offers a "state of the art" facility that will attract students from both public and other school board feeder schools.

There is no doubt that all schools in this review are staffed by wonderful and caring teachers and principals as well as happy students who are proud of their schools. Sentiment and emotions can run high when dealing with older buildings that have personal and community history but there comes a time that changes need to be made. As members of this ARC it is our job to make sure that all children have opportunities and advantages that will give them the best start to their future careers and lives in an extremely competitive world.

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

2.0 VALUE TO THE COMMUNITY

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
Valuation Factor							
2.1 Value of the school if it is the only secondary school in the community							
2.1.1	School as the only community venue	The school is the primary place for residents of the community to meet and enables camaraderie among residents and different generations who attended the school.	●	+	+	+	There are many places for community groups to meet in our community
2.1.2	School as a community focus	The school is an integral part of the community and provides status to the community. The residents of the community feel it "belongs" to them; it is the heart and soul of the community.	●	●	●	+	150 yr. of traction in our community 6000 full time tax payers who haven't grown up in Collingwood so "mostly" rather than "fully"
2.1.3	Continuity in education	The school provides continuity in education in the community.	●	●	●	●	Local feeder schools feed directly to high school
2.1.4	Community service	The community benefits from students completing their 4+-hour community service requirement in local volunteer activities.	●	●	●	●	Students present at every community event and at helping at community business and agencies
Valuation Factor							
2.2 Facility for community use							
2.2.1	Usability of the building	The building (especially the gymnasium, stage, and meeting space) is barrier-free, adequate for use by the community all year, and is within easy access to all areas of the community.	●	●	●	+	Stage is not barrier-free. Due to the size of the catchment area, access not fully within easy reach
2.2.2	Community use of building	The community uses the building on a regular basis (e.g. for athletic activities, club meetings, service clubs, community after school programs, and special cultural events/performances).	●	●	●	+	Not only venue in our community
2.2.3	School as an event venue	The school is a venue for social, educational, athletic, and artistic events from outside the community.	●	●	●	+	Athletic field neither fenced nor gated – available year round
2.2.4	School as a community facility resource	The school is used for community functions providing an enhancement to the existing facilities available for use within the community.	●	●	●	●	Complimentary to existing facilities
2.2.5	Emergency preparedness	The building is designated for use by the community for emergency purposes and is appropriate for use during power outages (i.e. water and heat are still available).	●	●	+	+	Not designated but could be used Would depend on nature and length of incident – is part of Town of Collingwood Emergency Plan

SCHOOL: Collingwood Collegiate Institute

Adopted: March 26, 2008

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

2.0 VALUE TO THE COMMUNITY

Valuation Factor							
2.3 Range of program offerings at the school that serve both students and community members							
2.3.1	Community programs	A range of community programs are offered at the school outside of school hours and are available to students and members of the community (e.g. breakfast program, ESL, babysitting, continuing education, general interest programs).	●	●	+	+	Mostly sports oriented
2.3.2	Community involvement	School/community activities such as fairs and fundraisers are held at the school. These activities provide an opportunity for social contact between students, parents, and members of the community.	●	●	●	+	Christmas food drive, Wigs for kids, MS walk, Terry Fox walk Host for provincial paraplegic games Refer to binder 2.3.2 school use
Valuation Factor							
2.4 School grounds as green space and/or available for recreational use							
2.4.1	Green space	The school grounds provide attractive green space (especially when enhanced by natural areas and trees) which contributes to the image of the local neighbourhood.	●	●	●	+	Bus loop needs enhancement
2.4.2	Usability of school grounds by the community	The school grounds are adequate and in good condition for use by the community.	●	●	●	●	Barrier-free An extra community park
2.4.3	Community use of school grounds for organized recreational activities	The community schedules the school grounds for athletic events and other community activities on a regular basis.	●	●	+	+	Host for area track and field meet Seasonal
2.4.4	Community use of school grounds for unstructured recreational activities	Members of the local neighbourhood regularly take advantage of the opportunities the school grounds provide for unstructured recreational activities (e.g. walking, running, and pick-up soccer) outside of school hours.	●	●	●	●	Barrier-free An extra community park
Valuation Factor							
2.5 School as a partner in other government initiatives in the community							
2.5.1	Cooperative education	The school's cooperative education program places students within the community.	●	●	●	●	Office, production, services etc. Real placement
2.5.2	Government agency partnerships	The school partners with other public agencies (e.g. local municipality, police, fire departments, health department).	●	●	●	●	Relationships exist Not excessively strong. Employment, engagement. Facility partnerships being proactively sought
Valuation Factor							
2.6 Role of the school in the community							
2.6.1	School as a contributing member of the community	Students and staff contribute to the community by volunteering in the community.	●	●	●	●	Extremely evident. 150 yr. of history. The community continues to reflect graduates of CCI

SCHOOL: Collingwood Collegiate Institute

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

2.0 VALUE TO THE COMMUNITY

2.6.2	School as a contributor to community vitality	The school attracts families (secondary school-aged children) from a wide range of occupations; this contributes to community growth and vitality.	●	●	●	●	Divers community, service industry, industrial, professionals. (self-contained community)
2.6.3	School impact on property values	Local property values are enhanced by the presence of the school.	●	●	●	●	Demonstrated by IMPAC mapping
2.6.4	School as community identity	The school provides the community with role models and a sense of identity.	●	●	●	●	150 yr. of history 150 yr. of recognition
2.6.5	School as promoter of the community	The school provides ambassadors for the community when students travel beyond the community on school related activities.	●	●	●	●	Recognized and supported by the municipality
2.6.6	School as a community investment	Alumni, individuals, school council, and service clubs have a long-term interest in the school because of past donations of time and money to improvements, programs, and awards/scholarships at the school.	●	●	●	●	Alumni connection with community evident via bursaries, awards from businesses
2.6.7	School as a focus for community support	Alumni, individuals, service clubs, and school councils are actively involved in supporting the school.	●	●	●	●	Business highest in County long standing tradition
2.6.8	School as reflective of community	The school reflects the nature of the community (e.g. size, culture, diversity).	●	●	●	●	
2.6.9	School as an historical building	The school has historical value to the community.	●	●	●	●	150 yr. not an historical building Bases on "Valuation Description"
Valuation Factor 2.7 Municipal considerations							
2.7.1	Neighbourhood traffic	Traffic at the school has minimal impact on the local neighbourhood.	●	●	+	+	School has frontage on an arterial road. Principle parking area and bus drop-off at arterial road Minor on side streets
2.7.2	Transportation safety	School bus-pick up and walking routes for students who attend the school are not on a highways or arterial roads and therefore fewer municipal supports (such as sidewalks, traffic lights, and crossing guards) are required.	●	+	+	+	On arterial road 2 crossing lights No crossing guards
2.7.3	Environment	Environmental and natural areas in the community are protected from development. These areas provide opportunities for passive recreation, active living, and environmental awareness for students.	●	●	●	●	Extensive areas in community
2.7.4	Zoning	The school site is currently zoned for educational and other institutional uses including places of worship, healthcare, and government offices.	●	●	●	●	

SCHOOL: Collingwood Collegiate Institute

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

2.0 VALUE TO THE COMMUNITY

2.7.5	Complete community as per Inter-Governmental Action Plan (IGAP)	This is a "complete community" where there is a sustainable balance of employment, affordable housing, transportation options (transit, walking, cycling) between work and home, recreation facilities, and protected natural and cultural heritage features. Health, education, employment, and social needs of the residents are met in the community from childhood through adulthood and later life.	●	●	●	●	With affordable housing
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SCHOOL: Collingwood Collegiate Institute

Adopted: March 26, 2008

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

2.0 VALUE TO THE COMMUNITY

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
Valuation Factor 2.1 Value of the school if it is the only secondary school in the community							
2.1.1	School as the only community venue	The school is the primary place for residents of the community to meet and enables camaraderie among residents and different generations who attended the school.	●	●	+	+	Events such as concerts, voting (Municipal) are held in gymnasium, but other venues are used
2.1.2	School as a community focus	The school is an integral part of the community and provides status to the community. The residents of the community feel it "belongs" to them; it is the heart and soul of the community.	●	●	●	●	Fall fair, maple syrup festival, school house system (generations), EDHS day (community service)
2.1.3	Continuity in education	The school provides continuity in education in the community.	●	●	●	●	Continuing education from JK to grad 12. 2 elementary feeder schools in Elmvale (within walking distance of each others).
2.1.4	Community service	The community benefits from students completing their 4+-hour community service requirement in local volunteer activities.	●	●	●	●	Food bank Relay for like (Canadian Cancer Society) EDHS day Peer tutoring Pages at Council mtg. Fall Fair Board Other communities benefit (i.e. Wasaga Bch, Phelpston, Minesing, Anten Mills, Hillsdale, Orr Lake, Wyevale) Wasaga Bch. Students attending EDHS also do community service in their home towns (i.e. adopt a road, power skating, outdoors club, tree/grass planting)
Valuation Factor 2.2 Facility for community use							
2.2.1	Usability of the building	The building (especially the gymnasium, stage, and meeting space) is barrier-free, adequate for use by the community all year, and is within easy access to all areas of the community.	●	●	●	+	Stage is not barrier-free Gym, library are used by community and is barrier-free

SCHOOL: Elmvale District High School

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

2.0 VALUE TO THE COMMUNITY

2.2.2	Community use of building	The community uses the building on a regular basis (e.g. for athletic activities, club meetings, service clubs, community after school programs, and special cultural events/performances).	●	●	●	●	Gym is often booked for sports, plays/productions Is used five days a week What we have is used Could benefit more from larger facilities (gym)
2.2.3	School as an event venue	The school is a venue for social, educational, athletic, and artistic events from outside the community.	●	●	+	+	Would be used more if facilities were enhanced (double gym) Relay for life Summer soccer program
2.2.4	School as a community facility resource	The school is used for community functions providing an enhancement to the existing facilities available for use within the community.	●	●	●	+	Programs run in conjunction with municipality
2.2.5	Emergency preparedness	The building is designated for use by the community for emergency purposes and is appropriate for use during power outages (i.e. water and heat are still available).	●	●	+	+	Not designated but has been used for students to stay in event of bus cancellation as a result of weather, in event of power outage.

Valuation Factor

2.3 Range of program offerings at the school that serve both students and community members

2.3.1	Community programs	A range of community programs are offered at the school outside of school hours and are available to students and members of the community (e.g. breakfast program, ESL, babysitting, continuing education, general interest programs).	●	●	●	●	To max. of facility with reason
2.3.2	Community involvement	School/community activities such as fairs and fundraisers are held at the school. These activities provide an opportunity for social contact between students, parents, and members of the community.	●	●	●	●	Relay for life. Terry Fox run, Fall Fair, Summer Concerts, Ambassador, Youth Haven, Sierra Leone, Maple syrup festival, EDHS day

Valuation Factor

2.4 School grounds as green space and/or available for recreational use

2.4.1	Green space	The school grounds provide attractive green space (especially when enhanced by natural areas and trees) which contributes to the image of the local neighbourhood.	●	●	●	+	Given the set back location, the grounds are still an attractive space. The naturalized area at end of grounds has great potential
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SCHOOL: Elmvale District High School

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

2.0 VALUE TO THE COMMUNITY

2.4.2	Usability of school grounds by the community	The school grounds are adequate and in good condition for use by the community.	●	●	+	+	Well used. Enhancements would improve value to community. Slightly compromised by short field; short track; lack of storage; no baseball diamond
2.4.3	Community use of school grounds for organized recreational activities	The community schedules the school grounds for athletic events and other community activities on a regular basis.	●	●	●	+	Summer Tim bits soccer. Use of track by feeder schools for field days
2.4.4	Community use of school grounds for unstructured recreational activities	Members of the local neighbourhood regularly take advantage of the opportunities the school grounds provide for unstructured recreational activities (e.g. walking, running, and pick-up soccer) outside of school hours.	●	●	+	+	Locals walk the track; Nordic ski training; outdoor hockey nets. Facilities are used to it's limited capacity

Valuation Factor

2.5 School as a partner in other government initiatives in the community

2.5.1	Cooperative education	The school's cooperative education program places students within the community.	●	●	●	●	Virtually <u>all</u> co-op placements are filled within the school's own community. There are more demands for co-op than we have placements for. We have maximized our use of community
2.5.2	Government agency partnerships	The school partners with other public agencies (e.g. local municipality, police, fire departments, health department).	●	●	●	+	Polling station; immunization; OPP Huronia West liaison; student Pages at Council

Valuation Factor

2.6 Role of the school in the community

2.6.1	School as a contributing member of the community	Students and staff contribute to the community by volunteering in the community.	●	●	●	●	EDHS day; general "40 hr. stuff"; Sara Vista retirement home; Fall Fair Ambassador; Maple Syrup Ambassador; Water Festival; Minor hockey coaches; Camp Kitchi; Springwater recreation/leadership camp
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SCHOOL: Elmvale District High School

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

2.0 VALUE TO THE COMMUNITY

2.6.2	School as a contributor to community vitality	The school attracts families (secondary school-aged children) from a wide range of occupations; this contributes to community growth and vitality.	●	●	●	●	The presence of the school in the community <u>is</u> a positive draw, but there are examples where parents look at shortcomings of facility. On the flip side; loss of school <u>would</u> be a detriment
2.6.3	School impact on property values	Local property values are enhanced by the presence of the school.	●	●	●	●	<u>Very</u> definitely
2.6.4	School as community identity	The school provides the community with role models and a sense of identity.	●	●	●	●	Pride in community Staff with high visibility in community Many staff <u>are</u> alumni
2.6.5	School as promoter of the community	The school provides ambassadors for the community when students travel beyond the community on school related activities.	●	●	●	●	Imagination (Peer Leadership) Student Council; Peer mediation; Peer helping recognition; anecdotal reports from graduates
2.6.6	School as a community investment	Alumni, individuals, school council, and service clubs have a long-term interest in the school because of past donations of time and money to improvements, programs, and awards/scholarships at the school.	●	●	●	●	Huge contributions made by local clubs/businesses to a variety of programs, bursaries etc.
2.6.7	School as a focus for community support	Alumni, individuals, service clubs, and school councils are actively involved in supporting the school.	●	●	●	●	Thousands of dollars of scholarships annually from local businesses. Large scale support for events such as Terry Fox; Relay for Life
2.6.8	School as reflective of community	The school reflects the nature of the community (e.g. size, culture, diversity).	●	●	●	●	Size reflects our rural/agricultural <u>and</u> semi-rural catchment areas
2.6.9	School as an historical building	The school has historical value to the community.	●	●	●	●	The school was <u>envisioned</u> by local business community over 55 yr. ago
Valuation Factor							
2.7 Municipal considerations							
2.7.1	Neighbourhood traffic	Traffic at the school has minimal impact on the local neighbourhood.	●	●	●	●	

SCHOOL: Elmvale District High School

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

2.0 VALUE TO THE COMMUNITY

2.7.2	Transportation safety	School bus-pick up and walking routes for students who attend the school are not on a highways or arterial roads and therefore fewer municipal supports (such as sidewalks, traffic lights, and crossing guards) are required.	●	●	●	●	
2.7.3	Environment	Environmental and natural areas in the community are protected from development. These areas provide opportunities for passive recreation, active living, and environmental awareness for students.	●	●	●	●	Use of environmentally protected areas for education <u>AND</u> recreation. Links with river bed and rail trails
2.7.4	Zoning	The school site is currently zoned for educational and other institutional uses including places of worship, healthcare, and government offices.	●	●	●	●	
2.7.5	Complete community as per Inter-Governmental Action Plan (IGAP)	This is a "complete community" where there is a sustainable balance of employment, affordable housing, transportation options (transit, walking, cycling) between work and home, recreation facilities, and protected natural and cultural heritage features. Health, education, employment, and social needs of the residents are met in the community from childhood through adulthood and later life.	●	●	●	+	No transit Limited health Limited social support

SCHOOL: Elmvale District High School

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

2.0 VALUE TO THE COMMUNITY

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
Valuation Factor							
2.1 Value of the school if it is the only secondary school in the community							
2.1.1	School as the only community venue	The school is the primary place for residents of the community to meet and enables camaraderie among residents and different generations who attended the school.	●	+	+	+	Midland has many venues Schools, churches, Legion etc.
2.1.2	School as a community focus	The school is an integral part of the community and provides status to the community. The residents of the community feel it "belongs" to them; it is the heart and soul of the community.	●	●	●	+	
2.1.3	Continuity in education	The school provides continuity in education in the community.	●	●	●	●	104 years old Teachers were students
2.1.4	Community service	The community benefits from students completing their 4+-hour community service requirement in local volunteer activities.	●	●	●	●	5 communities
Valuation Factor							
2.2 Facility for community use							
2.2.1	Usability of the building	The building (especially the gymnasium, stage, and meeting space) is barrier-free, adequate for use by the community all year, and is within easy access to all areas of the community.	●	●	●	●	7 levels Only 1 level not fully accessible
2.2.2	Community use of building	The community uses the building on a regular basis (e.g. for athletic activities, club meetings, service clubs, community after school programs, and special cultural events/performances).	●	●	●	●	Every week at least one community event Many are school organized
2.2.3	School as an event venue	The school is a venue for social, educational, athletic, and artistic events from outside the community.	●	●	+	+	3 or 4 times per year
2.2.4	School as a community facility resource	The school is used for community functions providing an enhancement to the existing facilities available for use within the community.	●	●	●	●	
2.2.5	Emergency preparedness	The building is designated for use by the community for emergency purposes and is appropriate for use during power outages (i.e. water and heat are still available).	●	●	●	●	Designated emergency site. No resources designated or stored on site
Valuation Factor							
2.3 Range of program offerings at the school that serve both students and community members							
2.3.1	Community programs	A range of community programs are offered at the school outside of school hours and are available to students and members of the community (e.g. breakfast program, ESL, babysitting, continuing education, general interest programs).	●	●	+	+	Program available during day (mainly) to support students
2.3.2	Community involvement	School/community activities such as fairs and fundraisers are held at the school. These activities provide an opportunity for social contact between students, parents, and members of the community.	●	●	●	+	Permits have reduced this year.
Valuation Factor							
2.4 School grounds as green space and/or available for recreational use							
2.4.1	Green space	The school grounds provide attractive green space (especially when enhanced by natural areas and trees) which contributes to the image of the local neighbourhood.	●	●	●	●	Now! Great job upgrading field

SCHOOL: Midland Secondary School

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

2.0 VALUE TO THE COMMUNITY

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
2.4.2	Usability of school grounds by the community	The school grounds are adequate and in good condition for use by the community.	●	●	●	●	
2.4.3	Community use of school grounds for organized recreational activities	The community schedules the school grounds for athletic events and other community activities on a regular basis.	●	●	●	+	Via permit office Mainly league play
2.4.4	Community use of school grounds for unstructured recreational activities	Members of the local neighbourhood regularly take advantage of the opportunities the school grounds provide for unstructured recreational activities (e.g. walking, running, and pick-up soccer) outside of school hours.	●	●	●	●	Including parking! Field/track/tennis court
Valuation Factor							
2.5 School as a partner in other government initiatives in the community							
2.5.1	Cooperative education	The school's cooperative education program places students within the community.	●	●	●	●	Our "community" ranges far outside the boundaries of Midland
2.5.2	Government agency partnerships	The school partners with other public agencies (e.g. local municipality, police, fire departments, health department).	●	●	●	●	Health Unit Rec. Dept. MPS Kinark MFS
Valuation Factor							
2.6 Role of the school in the community							
2.6.1	School as a contributing member of the community	Students and staff contribute to the community by volunteering in the community.	●	●	●	●	Many staff are long term residents
2.6.2	School as a contributor to community vitality	The school attracts families (secondary school-aged children) from a wide range of occupations; this contributes to community growth and vitality.	●	●	+	+	Midland is not attracting a lot of families, it is attracting retirees The fact a community does <u>not</u> have a high school may impact where you choose to move
2.6.3	School impact on property values	Local property values are enhanced by the presence of the school.	●	+	+	+	I'm not sure <u>any</u> high school enhances the value of the property right near the school One block away it is probably great
2.6.4	School as community identity	The school provides the community with role models and a sense of identity.	●	●	●	+	Good role models Identity????
2.6.5	School as promoter of the community	The school provides ambassadors for the community when students travel beyond the community on school related activities.	●	●	●	●	Athletics Graduates Exchange Students Music/arts
2.6.6	School as a community investment	Alumni, individuals, school council, and service clubs have a long-term interest in the school because of past donations of time and money to improvements, programs, and awards/scholarships at the school.	●	●	●	●	Field renovation Scholarships Business/awards
2.6.7	School as a focus for community support	Alumni, individuals, service clubs, and school councils are actively involved in supporting the	●	●	●	+	Recent decline Reduced

SCHOOL: Midland Secondary School

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

2.0 VALUE TO THE COMMUNITY

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
		school.					volunteerism
2.6.8	School as reflective of community	The school reflects the nature of the community (e.g. size, culture, diversity).	●	●	●	●	Comprehensive Fully open
2.6.9	School as an historical building	The school has historical value to the community.	●	+	+	+	Our former building (1920) is being demolished this year
Valuation Factor							
2.7 Municipal considerations							
2.7.1	Neighbourhood traffic	Traffic at the school has minimal impact on the local neighbourhood.	●	+	+	+	Traffic jams at 3:20
2.7.2	Transportation safety	School bus-pick up and walking routes for students who attend the school are not on a highways or arterial roads and therefore fewer municipal supports (such as sidewalks, traffic lights, and crossing guards) are required.	●	●	●	●	infrastructures in place No major injuries
2.7.3	Environment	Environmental and natural areas in the community are protected from development. These areas provide opportunities for passive recreation, active living, and environmental awareness for students.	●	●	●	●	Little Lake Park Waterfront redevelopment Lakefront trail
2.7.4	Zoning	The school site is currently zoned for educational and other institutional uses including places of worship, healthcare, and government offices.	●	●	●	●	
2.7.5	Complete community as per Inter-Governmental Action Plan (IGAP)	This is a "complete community" where there is a sustainable balance of employment, affordable housing, transportation options (transit, walking, cycling) between work and home, recreation facilities, and protected natural and cultural heritage features. Health, education, employment, and social needs of the residents are met in the community from childhood through adulthood and later life.	●	●	+	+	Transit available but limited Within town, easy to ride/bike around Recreation areas/services Cultural attractions Employment in non-service areas is a concern Medical/mental health services are an issue

SCHOOL: Midland Secondary School

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

2.0 VALUE TO THE COMMUNITY

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
Valuation Factor 2.1 Value of the school if it is the only secondary school in the community							
2.1.1	School as the only community venue	The school is the primary place for residents of the community to meet and enables camaraderie among residents and different generations who attended the school.	●	+	+	+	There are many other venues in Penetanguishene where residents meet. There are generational connections as students of students return to PSS Teachers from PSS returning to teach at PSS
2.1.2	School as a community focus	The school is an integral part of the community and provides status to the community. The residents of the community feel it "belongs" to them; it is the heart and soul of the community.	●	●	●	+	PSS is the community high school for 5 different Boards (elementary students) \$50,000.00+ in scholarships and bursaries from community companies to PSS graduates – keeps students coming back to town Not a 4 because of many retirees and older people moving into community
2.1.3	Continuity in education	The school provides continuity in education in the community.	●	●	●	+	All 5 Boards attend PSS – students remain "local" Extended French course offered at PSS (from Mundy;s Bay in Midland)
2.1.4	Community service	The community benefits from students completing their 4+-hour community service requirement in local volunteer activities.	●	●	●	●	Many 200 house + Community coordinator contacted – <u>many</u> businesses value students efforts Many Seniors, families, town, benefit from PSS students
Valuation Factor 2.2 Facility for community use							
2.2.1	Usability of the building	The building (especially the gymnasium, stage, and meeting space) is barrier-free, adequate for use by the community all year, and is within easy access to all areas of the community.	●	●	●	●	Wheelchair ramps Auto doors, elevators "Small" community – easy access for all, large catchment area

SCHOOL: Penetanguishene Secondary School

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

2.0 VALUE TO THE COMMUNITY

2.2.2	Community use of building	The community uses the building on a regular basis (e.g. for athletic activities, club meetings, service clubs, community after school programs, and special cultural events/performances).	●	●	●	++	Tim bit soccer for field Cultural events – twisted pines, Pow Wow, blood donor clinics, voting venue OBA, badminton club, adult touch football
2.2.3	School as an event venue	The school is a venue for social, educational, athletic, and artistic events from outside the community.	●	●	+	+	Somewhat available for events where activity invitation is for <u>all</u> surrounding communities and schools Twisted Pines Rotary fundraising magician Provincial high school athletics
2.2.4	School as a community facility resource	The school is used for community functions providing an enhancement to the existing facilities available for use within the community.	●	●	●	●	Basketball league, soccer league, compliments all town activities Emergency services conducted, staff exercises in gym
2.2.5	Emergency preparedness	The building is designated for use by the community for emergency purposes and is appropriate for use during power outages (i.e. water and heat are still available).	●	●	●	+	Evacuation sight for elementary school, James Keating Emergency generator
Valuation Factor 2.3 Range of program offerings at the school that serve both students and community members							
2.3.1	Community programs	A range of community programs are offered at the school outside of school hours and are available to students and members of the community (e.g. breakfast program, ESL, babysitting, continuing education, general interest programs).	●	●	+	+	Breakfast clubs Sports/rec. – OBA Soccer/football
2.3.2	Community involvement	School/community activities such as fairs and fundraisers are held at the school. These activities provide an opportunity for social contact between students, parents, and members of the community.	●	●	●	●	Very active school council/student council Coffee house Pot luck Relay for Life Carnival Garage sale/car wash Pow Wow Winterama – booth and parade KICX FM penny drive Job fair (Rotary)

SCHOOL: Penetanguishene Secondary School

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

2.0 VALUE TO THE COMMUNITY

Valuation Factor 2.4 School grounds as green space and/or available for recreational use							
2.4.1	Green space	The school grounds provide attractive green space (especially when enhanced by natural areas and trees) which contributes to the image of the local neighbourhood.	●	●	●	+	Pleasant view from road New trees/beds at school front Large green spaces "Internal" courtyard and picnic area (shaded)
2.4.2	Usability of school grounds by the community	The school grounds are adequate and in good condition for use by the community.	●	●	●	+	Large field Unfenced/no bleachers Natural forest
2.4.3	Community use of school grounds for organized recreational activities	The community schedules the school grounds for athletic events and other community activities on a regular basis.	●	●	●	●	Soccer – Tim bits Rugby Adult football league
2.4.4	Community use of school grounds for unstructured recreational activities	Members of the local neighbourhood regularly take advantage of the opportunities the school grounds provide for unstructured recreational activities (e.g. walking, running, and pick-up soccer) outside of school hours.	●	●	●	●	Walkers (WI – dogs) Joggers on track Touch football Model airplane/cars Snowmobilers
Valuation Factor 2.5 School as a partner in other government initiatives in the community							
2.5.1	Cooperative education	The school's cooperative education program places students within the community.	●	●	●	●	Business community very supportive (from funeral parlor to hairdressers to auto-shops, grocery stores)
2.5.2	Government agency partnerships	The school partners with other public agencies (e.g. local municipality, police, fire departments, health department).	●	●	●	+	Public Health Unit Police Dept. very supportive Fire Dept.
Valuation Factor 2.6 Role of the school in the community							
2.6.1	School as a contributing member of the community	Students and staff contribute to the community by volunteering in the community.	●	●	●	●	Blood donor clinic "Out of the Cold" program KICX FM penny drive "Cause" walks Terry Fox run Winterama Tree planning for town Trail Maint. Volunteer hours Food drives – Salvation Army and St. Vincent De Paul Coat drive Individual support to community crisis – fire victims Students volunteer in <u>all</u> community schools as refs/tutors etc.

SCHOOL: Penetanguishene Secondary School

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

2.0 VALUE TO THE COMMUNITY

							Staff members coach a variety of community sports
2.6.2	School as a contributor to community vitality	The school attracts families (secondary school-aged children) from a wide range of occupations; this contributes to community growth and vitality.	●	●	+	+	Difficult to assess Geography/occupations dictate school enrolment
2.6.3	School impact on property values	Local property values are enhanced by the presence of the school.	●	●	●	●	CAO of Twsp. shay MVA of homes higher near school and people for education support this
2.6.4	School as community identity	The school provides the community with role models and a sense of identity.	●	●	●	+	"Penetanguishene" on the face of the building Staff, students & parents take leadership roles in community Community source for various activities & events
2.6.5	School as promoter of the community	The school provides ambassadors for the community when students travel beyond the community on school related activities.	●	●	●	●	Provincial level athletics Music festivals/performance Exchanges Leadership conference Stratford, school trips Symphony/orchestra trip School trips abroad
2.6.6	School as a community investment	Alumni, individuals, school council, and service clubs have a long-term interest in the school because of past donations of time and money to improvements, programs, and awards/scholarships at the school.	●	●	●	●	Penton Estate/Caughy Estate \$202,000.00 alone Rotary Friend of Penetang Local restaurant/outlets Scholarship foundations - \$1000/honor student (\$30-35,000/yr) \$60,000.00 scholarships given out/yr.
2.6.7	School as a focus for community support	Alumni, individuals, service clubs, and school councils are actively involved in supporting the school.	●	●	●	+	School Council, Rotary Club, Alumni support
2.6.8	School as reflective of community	The school reflects the nature of the community (e.g. size, culture, diversity).	●	●	●	●	Sustainable population – composite school, Aboriginal programs, diverse programming
2.6.9	School as an historical building	The school has historical value to the community.	●	●	+	+	Not that old!

SCHOOL: Penetanguishene Secondary School

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

2.0 VALUE TO THE COMMUNITY

Valuation Factor 2.7 Municipal considerations							
2.7.1	Neighbourhood traffic	Traffic at the school has minimal impact on the local neighbourhood.	●	●	●	+	2 main roads leading to the school
2.7.2	Transportation safety	School bus-pick up and walking routes for students who attend the school are not on a highways or arterial roads and therefore fewer municipal supports (such as sidewalks, traffic lights, and crossing guards) are required.	●	●	●	●	
2.7.3	Environment	Environmental and natural areas in the community are protected from development. These areas provide opportunities for passive recreation, active living, and environmental awareness for students.	●	●	●	●	Edwards St. Park, large trail system
2.7.4	Zoning	The school site is currently zoned for educational and other institutional uses including places of worship, healthcare, and government offices.	●	+	+	+	Educational only
2.7.5	Complete community as per Inter-Governmental Action Plan (IGAP)	This is a "complete community" where there is a sustainable balance of employment, affordable housing, transportation options (transit, walking, cycling) between work and home, recreation facilities, and protected natural and cultural heritage features. Health, education, employment, and social needs of the residents are met in the community from childhood through adulthood and later life.	●	●	●	+	No transit system Close to full amenity town (Midland)

SCHOOL: Penetanguishene Secondary School

Adopted: March 26, 2008

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

2.0 VALUE TO THE COMMUNITY

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
Valuation Factor 2.1 Value of the school if it is the only secondary school in the community							
2.1.1	School as the only community venue	The school is the primary place for residents of the community to meet and enables camaraderie among residents and different generations who attended the school.	●	●	+	+	Not primary meeting place. Does not enable camaraderie
2.1.2	School as a community focus	The school is an integral part of the community and provides status to the community. The residents of the community feel it "belongs" to them; it is the heart and soul of the community.	●	●	●	+	Major focal point of community. Place of pride
2.1.3	Continuity in education	The school provides continuity in education in the community.	●	●	●	●	Allows students to remain within Clearview Twsp. for entire public education
2.1.4	Community service	The community benefits from students completing their 4+-hour community service requirement in local volunteer activities.	●	●	●	●	Midsized community. Number of students active makes considerable contribution
Valuation Factor 2.2 Facility for community use							
2.2.1	Usability of the building	The building (especially the gymnasium, stage, and meeting space) is barrier-free, adequate for use by the community all year, and is within easy access to all areas of the community.	●	●	●	●	Excellent indoor and outdoor sports facilities. Barrier free except stage
2.2.2	Community use of building	The community uses the building on a regular basis (e.g. for athletic activities, club meetings, service clubs, community after school programs, and special cultural events/performances).	●	●	+	+	Past cost structure prohibitive. New structure may increase community usage
2.2.3	School as an event venue	The school is a venue for social, educational, athletic, and artistic events from outside the community.	●	●	●	+	Ontario games
2.2.4	School as a community facility resource	The school is used for community functions providing an enhancement to the existing facilities available for use within the community.	●	●	●	+	Only facility with certain sports field
2.2.5	Emergency preparedness	The building is designated for use by the community for emergency purposes and is appropriate for use during power outages (i.e. water and heat are still available).	●	●	●	+	As per Clearview designated as resp. for use in a disaster. Emergency supplies could be improved. Largest building in Stayner
Valuation Factor 2.3 Range of program offerings at the school that serve both students and community members							
2.3.1	Community programs	A range of community programs are offered at the school outside of school hours and are available to students and members of the community (e.g. breakfast program, ESL, babysitting, continuing education, general interest programs).	●	●	+	+	Very few programs offers at this time due to past policy Small community a factor

SCHOOL: Stayner Collegiate Institute

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

2.0 VALUE TO THE COMMUNITY

2.3.2	Community involvement	School/community activities such as fairs and fundraisers are held at the school. These activities provide an opportunity for social contact between students, parents, and members of the community.	●	●	+	+	Internal fundraisers and student committees
Valuation Factor 2.4 School grounds as green space and/or available for recreational use							
2.4.1	Green space	The school grounds provide attractive green space (especially when enhanced by natural areas and trees) which contributes to the image of the local neighbourhood.	●	●	●	●	Outdoor classroom On going enhancements Benches
2.4.2	Usability of school grounds by the community	The school grounds are adequate and in good condition for use by the community.	●	●	●	●	Multi-sport regulations facilities
2.4.3	Community use of school grounds for organized recreational activities	The community schedules the school grounds for athletic events and other community activities on a regular basis.	●	●	●	+	Baseball diamond Used by other schools/groups
2.4.4	Community use of school grounds for unstructured recreational activities	Members of the local neighbourhood regularly take advantage of the opportunities the school grounds provide for unstructured recreational activities (e.g. walking, running, and pick-up soccer) outside of school hours.	●	●	●	●	Runner, baseball Not a night it is not used
Valuation Factor 2.5 School as a partner in other government initiatives in the community							
2.5.1	Cooperative education	The school's cooperative education program places students within the community.	●	●	●	●	Largest number of co-op students per capita
2.5.2	Government agency partnerships	The school partners with other public agencies (e.g. local municipality, police, fire departments, health department).	●	●	●	●	Partnership with Borden MADD and SAID programming Emergency planning
Valuation Factor 2.6 Role of the school in the community							
2.6.1	School as a contributing member of the community	Students and staff contribute to the community by volunteering in the community.	●	●	●	●	High rate of both kids and staff involvement
2.6.2	School as a contributor to community vitality	The school attracts families (secondary school-aged children) from a wide range of occupations; this contributes to community growth and vitality.	●	●	●	+	-1
2.6.3	School impact on property values	Local property values are enhanced by the presence of the school.	●	●	●	●	
2.6.4	School as community identity	The school provides the community with role models and a sense of identity.	●	●	●	●	
2.6.5	School as promoter of the community	The school provides ambassadors for the community when students travel beyond the community on school related activities.	●	●	●	●	

SCHOOL: Stayner Collegiate Institute

Adopted: March 26, 2008

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

2.0 VALUE TO THE COMMUNITY

2.6.6	School as a community investment	Alumni, individuals, school council, and service clubs have a long-term interest in the school because of past donations of time and money to improvements, programs, and awards/scholarships at the school.	●	●	●	+	Strong commencement and scholarship programs
2.6.7	School as a focus for community support	Alumni, individuals, service clubs, and school councils are actively involved in supporting the school.	●	●	●	+	
2.6.8	School as reflective of community	The school reflects the nature of the community (e.g. size, culture, diversity).	●	●	●	●	Mirror image of our Clearview community
2.6.9	School as an historical building	The school has historical value to the community.	●	●	●	●	High % of lifelong community
Valuation Factor 2.7 Municipal considerations							
2.7.1	Neighbourhood traffic	Traffic at the school has minimal impact on the local neighbourhood.	●	●	●	●	(Minimal) Found this hard wording
2.7.2	Transportation safety	School bus-pick up and walking routes for students who attend the school are not on a highways or arterial roads and therefore fewer municipal supports (such as sidewalks, traffic lights, and crossing guards) are required.	●	●	+	+	Concern for those travelling on Hwy.26
2.7.3	Environment	Environmental and natural areas in the community are protected from development. These areas provide opportunities for passive recreation, active living, and environmental awareness for students.	●	●	●	●	NVCA with current proactive zoning
2.7.4	Zoning	The school site is currently zoned for educational and other institutional uses including places of worship, healthcare, and government offices.	●	●	●	●	As of 2++6
2.7.5	Complete community as per Inter-Governmental Action Plan (IGAP)	This is a "complete community" where there is a sustainable balance of employment, affordable housing, transportation options (transit, walking, cycling) between work and home, recreation facilities, and protected natural and cultural heritage features. Health, education, employment, and social needs of the residents are met in the community from childhood through adulthood and later life.	●	●	●	+	

SCHOOL: Stayner Collegiate Institute

2.0 Value to the Community (Wasaga Beach)

The School Valuation Frameworks purpose is to consider the needs of all students within the boards planning area. The SVF looks at existing schools and the community in which they are located. This process does not take into account how the approximate 774 Wasaga Beach students are affected or how this affects the community in which they live or that communities economy. There are more Wasaga Beach students leaving their home community daily than there are students in several of the schools that are being looked at through this process. The needs of Wasaga Beach and its students are not covered in the SVF.

- 2.1.1 A school facility provides a place for residents of the community to meet and provides camaraderie among all ages. If Wasaga Beach had a secondary school we too would look at this facility to bring together our community. Although the communities themselves probably look at their schools as a primary place for residents to meet, all communities within this process do have other facilities that provide for a community meeting place. (ie: Community Centers, Arenas, Municipal offices, Library)
- 2.1.2 If Wasaga Beach had a secondary school it too would be an integral part of the community and give our students the feeling of belonging and community spirit within their own community rather than a neighboring one. Wasaga students presently miss out on this.
- 2.1.3 Unfortunately the community of Wasaga Beach loses out on continuing their education locally. They have the opportunity to attend public school and college (Georgian College has classrooms in Wasaga Beach) but have to leave in between. They lack the continuity in their education.
- 2.1.4 A secondary school in Wasaga Beach would allow for increased opportunities for students to volunteer and contribute to the community in which they live. They need to make a connection with their community.

Section 2.2.1 to 2.2.5

This section of the SVF deals with how the building is used by the community. Wasaga Beach would be no different than any other community and would provide the same opportunities for the community to use the school if one existed.

Section 2.3.1 to 2.3.2

This section of the SVF deals with program and community involvement at the school. Again, if a secondary school existed in Wasaga Beach the opportunity for community programs and school/community activities would occur.

Section 2.4.1 to 2.4.4

The creation of a secondary school in Wasaga Beach would allow for attractive green spaces which would contribute to the image of the local neighborhood. This would make a nice partnership between the municipality and the school board as Wasaga Beach also has a Sports Park and extensive trails and together could be used to expand school or community events.

- 2.5.1 Wasaga Beach has a wide range of business opportunities for co-operative education within the community. Professional offices (doctor, dentist, accountant), lab, construction, tourism, real estate, radio station, marina, daycare, heating/air conditioning, veterinarian, beauty salon/barber shops, day spas, land surveyors, masonry just to name a few of our local businesses.
- 2.5.2 At present our police and fire departments are involved within our elementary schools as much as possible and no doubt that would continue if a secondary school was in Wasaga Beach.
- 2.6.1 A secondary school in Wasaga Beach would increase the opportunities for students to volunteer and contribute to the community in which they live.
- 2.6.2 Wasaga Beach has been identified as a growth centre in the Simcoe County growth plan and is expected to grow to 35,000 people by 2031. A secondary school in Wasaga Beach would contribute to a balanced demographic profile.

- 2.6.3 The Sunnidale Secondary Plan has set aside land for a secondary school. This is in an area of Wasaga Beach that is slated for approximately 2600 units which would definitely enhance property values and attract families.
- 2.6.4 A secondary school in Wasaga Beach would provide the community with role models and a sense of identity no different than the communities in which other schools are located.
- 2.6.5 Wasaga Beach secondary school students lose their “community” identity on a daily basis. When traveling beyond their community on school related activities they are always an ambassador for the community in which their school is located not the community in which they live.

Section 2.6.6 to 2.6.7

Wasaga Beach has an extensive list of community service groups as well as community groups that invest within their community on a regular basis. A secondary school in Wasaga Beach would provide them one more place to invest. Wasaga Beach presently has a number of developments underway with many of the developers contributing to the community’s needs and desires.

- 2.6.8 A secondary school in Wasaga Beach would reflect the nature of the community as evidenced by how our present elementary schools reflect size, culture and diversity.
- 2.6.9 Wasaga Beach holds its history in high regard. The school house from the year 1939 has been incorporated into the existing Town Hall and is used as a meeting room and still called “The Classroom.”
- 2.7.1 The location which has been set aside for a secondary school in Wasaga Beach has already taken into account any traffic issues while going through the planning approval process.
- 2.7.2 Wasaga Beach has been working a great deal through our locally formed Healthy Community Coalition to provide safe and pedestrian friendly ways for residents to move through the community. We have an extensive trail system.

- 2.7.3 Within Wasaga Beach 1,844.3 ha. of park land are owned by the Ministry of Natural Resources providing many environmental and natural areas. These areas are protected from development and do provide opportunities for passive recreation, active living and environmental awareness for students, residents and visitors.
- 2.7.4 The 5.6 ha. (13.8 acres) designated secondary school site within the Sunnidale Secondary Plan has appropriate zoning.
- 2.7.5 The goal of the Places to Grow document is to have complete communities. Wasaga Beach is working towards being a “Complete Community” but a secondary school is needed for that to become a reality.

Ministry of Education Quote: “We see schools as the heart of Ontario communities, hubs of activity, service and future building.” Wasaga Beach best suits the quote.

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

3.0 VALUE TO THE BOARD

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
Valuation Factor							
3.1 Student outcomes at the school							
3.1.1	Student academic achievement - EQAO	Students have met or exceeded the provincial standard on the grade 9 EQAO math test (academic program).	●	●	●	+	
3.1.2	Student academic achievement - EQAO	Students have met or exceeded the provincial standard on the grade 9 EQAO math test (applied program).	●	●	+	+	
3.1.3	Student academic achievement - OSSLT	Students have achieved the grade 10 Ontario Secondary School Literacy Test at their first attempt.	●	●	●	+	
3.1.4	Student academic achievement - report cards	The school has exceeded the board average for report card marks at all levels and in all grades.	●	●	●	+	Board?
3.1.5	Student academic achievement - graduation	Students graduate with an OSSD within 4 years.	●	●	●	+	
3.1.6	Student achievement - scholarships	Students have received scholarships of significant monetary value for post-secondary education.	●	●	●	●	
3.1.7	Student participation in extracurricular activities.	Student participation in extracurricular activities meets or exceeds the board average.	●	●	+	+	
3.1.8	Student attendance	Students are either in attendance or away with an excused absence on every school day.	●	●	●	+	Board?
3.1.9	Student respect of persons and property	Incidents of student vandalism and violence are below the board average.	+	+	+	+	
Valuation Factor							
3.2 Range of program offerings							
3.2.1	Grades 9 & 10 - compulsory courses	All compulsory academic, applied, locally developed, and open courses are offered each year.	●	●	●	●	
3.2.2	Grades 9 & 10 - elective courses (arts)	There is a broad selection of elective courses available to allow students to choose a course(s) in the arts from each of the visual arts, performing arts, and music options.	●	●	●	●	
3.2.3	Grades 9 & 10 - elective courses (technology)	There is a broad selection of elective courses available to allow students to choose a course(s) in technology from the communication, construction, manufacturing, and transportation technical areas.	●	●	●	●	Cosmetology
3.2.4	Grades 9 & 10 - elective courses (other)	There is a course(s) in introduction to computers, in social science, and in grade 10 French and/or another language.	●	●	●	●	
3.2.5	Grades 11 & 12 - compulsory courses	All compulsory university and college preparation courses, workplace courses, and open courses are offered each year.	●	●	●	●	
3.2.6	Grades 11 & 12 - compulsory course choices	A broad selection of course options are offered each year in Canadian and World Studies, English, math, science, and social science.	●	●	●	●	
3.2.7	Grades 11 & 12 - elective courses	Students may choose elective courses from a broad selection of subjects appropriate to their chosen pathway to allow them to complete at least the minimum twelve optional credits required to earn an OSSD.	●	●	●	●	
3.2.8	Grades 11 & 12 - course delivery (compulsory)	Compulsory courses are not combined in split-grade or split-level classes.	●	+	+	+	

SCHOOL: Collingwood Collegiate Institute

Adopted: March 26, 2008

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

3.0 VALUE TO THE BOARD

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
3.2.9	Grades 11 & 12 - course delivery (elective)	Elective courses are not combined in split-grade or split-level classes	●	●	+	+	
3.2.10	Grades 11 & 12 - cooperative education	Students may choose a cooperative education course relative to their chosen pathway with a placement in the local community.	●	●	●	●	
3.2.11	Specialized programs	A variety of specialized programs are available at the school including the high skills major program (and ancillary certificates), the dual high school/college credit program, the Ontario Youth Apprenticeship program, and the Extended French program.	●	●	●	●	
3.2.12	Support programs	A range of special education and student success programs are available to address the learning needs of individual students.	●	●	●	●	
3.2.13	Special Education	Comprehensive special education programs are available at the school.	●	●	●	+	Define comprehensive?
3.2.14	Extracurricular activities	A wide variety of athletic and non-athletic programs and special interest clubs are available for all students.	●	●	●	●	
3.2.15	Environmental awareness	Environmental stewardship is encouraged through environmental education, including participation by students in "green" projects.	●	●	●	●	
Valuation Factor							
3.3. Availability of specialized teaching spaces							
3.3.1	Library resource centre	The dedicated library resource centre space is large enough to comfortably accommodate a bank of computers, shelves for books and periodicals, several individual study carrels, and a check-out/security system. There are, separate from the common area, a classroom for instruction, two seminar rooms, and a librarian office/workroom.	●	●	●	●	
3.3.2	Gymnasium	The space is large enough to concurrently accommodate three separate activities in three discrete gym areas (e.g. full class instruction in physical education or dance, intramural games, and interschool competition on an OFSAA regulation sized court); male and female change rooms with full washroom and shower facilities; an office for each gym area; a weight room; adequate storage space for indoor equipment including a storage space with exterior access for outdoor equipment.	●	●	●	●	
3.3.3	Special Education	There are two classroom-size resource rooms and separate smaller testing and counseling rooms.	●	●	●	●	
3.3.4	Technology	There are at least four rooms large enough to comfortably accommodate instructional and applied areas for each of the following four technologies: communications, hospitality/cosmetology, manufacturing/construction, and transportation. There is adequate storage and office space for each room.	●	●	●	●	
3.3.5	Arts	There are specialized rooms large enough to comfortably accommodate instruction in the performing arts, the visual arts (including one room with a kiln), and instrumental music (with adequate practice rooms). There is adequate storage and office space for each room.	●	●	●	●	Performing arts needs an upgrade

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

3.0 VALUE TO THE BOARD

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
3.3.6	Science	There is adequate specialized instructional and experimental space to accommodate all science classes. Each lab is approximately 1200 square feet and contains sinks, built in storage, and a prep room. Gas connections are also available in labs as required to meet program needs.	●	●	●	+	Gas/water off 143
3.3.7	Social science	There is adequate space to comfortably accommodate a multi-purpose instructional area and four food preparation areas.	●	●	+	+	
3.3.8	Computer labs	There is a sufficient number of classrooms with appropriate wiring to satisfy the need for computer instruction.	●	●	●	●	
3.3.9	Special education	There is an approximately 2000 square foot space with appropriate physical accommodations such as residential amenities, time-away room (approximately 40 square feet), barrier-free washroom, high needs washroom (including shower, change table, and overhead lift), and a storage room.	●	●	●	●	
3.3.10	Guidance	The space is large enough to accommodate separate offices (approximately 150 square feet) for each guidance counselor, and an open space to include a career centre (with sufficient computer terminals), a secretarial work area, and a waiting area. There is lockable OSR storage space (approximately 400 square feet with high density filing) and cabinetry display space.	●	●	●	●	
3.3.11	Auditorium/stage	The space can be used by the whole student body for assemblies, performances, and school dances. The space includes a stage area (with appropriate floor, sound system and lighting gantries). Preferably the space is in a dedicated auditorium or incorporated into a cafeteria, rather than in a gymnasium.	●	●	+	+	Hard pressed to get full population in
3.3.12	Workroom space	There is adequate space for each department to comfortably accommodate teachers in a workroom, with secure storage for personal items.	●	●	●	●	
3.3.13	Outdoor space	The school grounds include a regulation size football/rugby/soccer field with goal posts; a half regulation size practice field; and a 400-metre track with a granular surface plus amenities for shot put, long jump, and triple jump.	●	●	+	+	
Valuation Factor							
3.4 Condition of the school building							
3.4.1	Major repairs	The building requires no major repairs.	●	●	●	+	?
3.4.2	Facilities Condition Index (FCI)	The FCI for the school is less than 20%. Note: an FCI greater than 65% means the building is Prohibitive to Repair (PTR).	●	●	●	+	
3.4.3	Cosmetic upgrades	Cosmetic items (e.g. paint, flooring, trim, and ceiling tiles) are in good condition.	●	+	+	+	
3.4.4	Physical environment	The school is comfortable throughout the year, with efficient heating, cooling, and ventilation systems and good quality lighting (natural or artificial).	●	+	+	+	
3.4.5	Classroom size	All classrooms are approximately 800 square feet in size.	●	●	●	●	

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

3.0 VALUE TO THE BOARD

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
3.4.6	Classroom amenities	All classrooms have the required amenities to provide an effective teaching environment (i.e. storage, a pull-down screen, bookshelves, electrical outlets, network and internet access).	●	●	●	●	
3.4.7	General office	The general office is adjacent to the main entrance to the school and overlooks the entrance/foyer. There are sufficient dedicated work areas for secretarial staff, including a front desk reception area.	●	●	●	+	
3.4.8	General office - amenities	There is a separate work room (visible to the general office) for the photocopier, main PA rack, and safe; an approximately 120 square foot health room; a fridge for ice packs and medication; a sink and cabinets; staff mailboxes; a meeting room; and a barrier-free washroom.	●	●	●	+	
3.4.9	Administrative offices	The principal's office is approximately 200 square feet and the two vice-principal's offices are approximately 150 square feet each. The principal and/or vice-principal's office has an exterior window overlooking the main entrance.	●	●	●	+	
3.4.10	Cafeteria	There is adequate space to comfortably accommodate all students scheduled for a given lunch period, including adequate areas for the preparation and purchase of food and beverages.	●	●	●	+	
3.4.11	Layout - common areas	There is a common area, other than the library, to act as a gathering place for groups of students during non-class hours. This area is located where classes in session will not be disturbed.	●	●	+	+	
3.4.12	Layout - office area	The general office, guidance office, and conference area are arranged in a complex and located near the foyer.	●	●	●	●	
3.4.13	Custodial work areas	The custodial office is approximately 150 square feet. There is a dedicated custodial staff room (with personal lockers) of approximately 500 square feet. There is dedicated custodial storage room and an adequately ventilated slop room on each floor with a floor mounted slop sink and room for at least one custodial cart. There is a dedicated shipping and receiving area with a loading dock.	●	●	●	●	
3.4.14	Washrooms	Two sets of male and female washrooms on each floor that meet the building code (i.e. 26 female students/wc and 30 male students/wc). On each floor there is a barrier free washroom and one washroom per 30 staff.	●	●	+	+	
3.4.15	Staff room	The staff room is a large, pleasant, and comfortable space with natural lighting and a full kitchen. There is a barrier free washroom for every 30 staff in or near the staff room.	●	●	●	+	
3.4.16	Storage	There are adequate book storage rooms of approximately 400 square feet on each floor.	●	●	●	+	
3.4.17	Technology space	There is adequate space to accommodate the computer network (including wiring, servers, etc). The space is secure and has adequate air flow, room temperature, and electrical supply.	●	●	●	+	
3.4.18	Security of the building - interior	The school is safe and secure (i.e. visible entryway, no hiding areas, clear sight lines, locking crash bar exterior doors, locking interior doors, evacuation systems).	●	●	+	+	

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

3.0 VALUE TO THE BOARD

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
Valuation Factor							
3.5 Site Conditions							
3.5.1	Size of school site	The site meets the current Ministry of Education funding formula of 12 acres for up to 1000 students, and then in increments of an additional 1 acre per 100 students.	●	●	●	+	?
3.5.2	Physical condition of the site	The physical condition of the site is favourable (e.g. no natural hazards, not in flood plain, relatively flat terrain, non-contaminated soils with adequate bearing capacity for up to a three-storey building, low water table, no major improvements required).	●	●	●	●	
3.5.3	Room for expansion	The site allows for expansion of the building with minimal grading works or site remediation. The property will accommodate an appropriate septic system (if applicable).	●	●	●	+	? Up only
3.5.4	Security of site - exterior	The site is a safe, secure environment (i.e. there are no areas to hide, and there are clear sight lines to the neighbours, surrounding community, and recreational areas). There is exterior security lighting and cameras.	●	+	+	+	
3.5.5	Parking areas	Parking is provided at a rate of 1 space per 8 students (including the provision of accessible parking) with a separation of staff, student, and visitor parking.	●	+	+	+	
3.5.6	Traffic flow	Vehicle flow design is safe, effective, and one-way, and allows for emergency vehicle access. There is a sufficient dedicated area to accommodate school buses serving the school. Vehicle access to parking and bus areas are separate from pedestrian walkways so students are not required to walk in front of moving vehicles.	●	●	●	+	
Valuation Factor							
3.6 Location of the school							
3.6.1	Geographic location	The school is centrally located within its attendance area.	●	+	+	+	
3.6.2	Servicing	The site is fully serviced by municipal water, sewer and stormwater systems. Natural gas, fibre optics, telephone, and cable services are available to the site.	●	●	●	●	
3.6.3	Demographics	The current attendance area of the school is projected to generate sustainable enrolment for each grade for the next ten years.	●	●	●	+	
3.6.4	Proximity	All students live within the walk zone or within a 75-minute bus ride.	●	●	●	●	
Valuation Factor							
3.7 Value if school is the only one in its community							
3.7.1	Enrolment	Potential students in the community attend the SCDSB school. Student enrolment is not decreased by enrolment at non-SCDSB schools in the community.	●	●	●	+	

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

3.0 VALUE TO THE BOARD

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
3.7.2	Community use of facility	Community groups make frequent use of the facility, enhancing the community's vested interest in the school and the Board.	●	●	●	+	
3.7.3	Transportation costs	The need for busing is reduced because many students live within walking distance of the school.	●	+	+	+	
Valuation Factor							
3.8 Fiscal and operational factors							
3.8.1	Current enrolment	90% of student spaces in the school are being utilized.	●	●	●	●	
3.8.2	Enrolment projection	90% of student spaces in the school are projected to be utilized for the next ten years.	●	●	●	+	
3.8.3	Operational cost - energy and on-going maintenance	Within the group of schools under review, the operational cost per square foot for energy, cleaning, and regular maintenance (e.g. snow plowing, grass cutting) is low.	●	+	+	+	
3.8.4	Operational cost - teaching staff	Within the group of schools under review, the allocation of teaching staff is in accordance with the Ministry of Education funding formula.	●	●	●	●	
3.8.5	Operational cost - administrative staff	Within the group of schools under review, the allocation of administrative staff is in accordance with the Ministry of Education funding formula.	●	●	●	●	
3.8.6	Operational cost - secretarial staff	Within the group of schools under review, the allocation of secretarial staff is in accordance with the Ministry of Education funding formula.	●	●	●	●	
3.8.7	Transportation cost	Within the group of schools under review, the cost of busing at this school is low.	●	+	+	+	
3.8.8	Surplus space in neighbouring schools	The school plays an important role in the accommodation of local students because all available student space in neighbouring schools (i.e. within a 75-minute bus ride) is being used.	●	+	+	+	?
3.8.9	Funded space	There is minimal unfunded space as per the Ministry of Education funding formula (i.e. <400 sq ft non-loaded space).	●	●	●	●	?
3.8.10	Cost to upgrade to meet learning objectives	Minimal upgrades are required to achieve an optimum learning environment as identified elsewhere in this valuation framework (e.g. accessibility, classroom environment, building code, safety).	●	●	●	+	Air

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

3.0 VALUE TO THE BOARD

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
Valuation Factor							
3.1 Student outcomes at the school							
3.1.1	Student academic achievement - EQAO	Students have met or exceeded the provincial standard on the grade 9 EQAO math test (academic program).	●	●	●	+	As per EQAO data
3.1.2	Student academic achievement - EQAO	Students have met or exceeded the provincial standard on the grade 9 EQAO math test (applied program).	●	●	+	+	As per EQAO data
3.1.3	Student academic achievement - OSSLT	Students have achieved the grade 10 Ontario Secondary School Literacy Test at their first attempt.	●	●	●	+	As per OSSLT data
3.1.4	Student academic achievement - report cards	The school has exceeded the board average for report card marks at all levels and in all grades.	●	●	●	●	As per SCDSB indicator data
3.1.5	Student academic achievement - graduation	Students graduate with an OSSD within 4 years.	●	●	●	+	1.2.3 student information tab
3.1.6	Student achievement - scholarships	Students have received scholarships of significant monetary value for post-secondary education.	●	●	●	+	Commencement award data
3.1.7	Student participation in extracurricular activities.	Student participation in extracurricular activities meets or exceeds the board average.	●	●	●	●	School climate data
3.1.8	Student attendance	Students are either in attendance or away with an excused absence on every school day.	●	●	●	+	Cognos data
3.1.9	Student respect of persons and property	Incidents of student vandalism and violence are below the board average.	●	●	●	●	Objective data – very low
Valuation Factor							
3.2 Range of program offerings							
3.2.1	Grades 9& 10 - compulsory courses	All compulsory academic, applied, locally developed, and open courses are offered each year.	●	●	●	●	
3.2.2	Grades 9 & 10 - elective courses (arts)	There is a broad selection of elective courses available to allow students to choose a course(s) in the arts from each of the visual arts, performing arts, and music options.	●	●	●	+	Specialized music courses but no dance. Computer art.
3.2.3	Grades 9 & 10 - elective courses (technology)	There is a broad selection of elective courses available to allow students to choose a course(s) in technology from the communication, construction, manufacturing, and transportation technical areas.	●	+	+	+	Facility limitations to the one tech. room
3.2.4	Grades 9 & 10 - elective courses (other)	There is a course(s) in introduction to computers, in social science, and in grade 10 French and/or another language.	●	●	●	●	
3.2.5	Grades 11 & 12 - compulsory courses	All compulsory university and college preparation courses, workplace courses, and open courses are offered each year.	●	●	●	●	
3.2.6	Grades 11 & 12 - compulsory course choices	A broad selection of course options are offered each year in Canadian and World Studies, English, math, science, and social science.	●	●	●	●	80% of these courses offered
3.2.7	Grades 11 & 12 - elective courses	Students may choose elective courses from a broad selection of subjects appropriate to their chosen pathway to allow them to complete at least the minimum twelve optional credits required to earn an OSSD.	●	●	●	●	

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3.2.8	Grades 11 & 12 - course delivery (compulsory)	Compulsory courses are not combined in split-grade or split-level classes.	●	●	●	●	
3.2.9	Grades 11 & 12 - course delivery (elective)	Elective courses are not combined in split-grade or split-level classes	●	●	●	●	80% are not
3.2.10	Grades 11 & 12 - cooperative education	Students may choose a cooperative education course relative to their chosen pathway with a placement in the local community.	●	●	●	●	
3.2.11	Specialized programs	A variety of specialized programs are available at the school including the high skills major program (and ancillary certificates), the dual high school/college credit program, the Ontario Youth Apprenticeship program, and the Extended French program.	●	●	+	+	
3.2.12	Support programs	A range of special education and student success programs are available to address the learning needs of individual students.	●	●	●	+	
3.2.13	Special Education	Comprehensive special education programs are available at the school.	●	●	●	+	
3.2.14	Extracurricular activities	A wide variety of athletic and non-athletic programs and special interest clubs are available for all students.	●	●	●	●	As per school climate survey
3.2.15	Environmental awareness	Environmental stewardship is encouraged through environmental education, including participation by students in "green" projects.	●	●	●	●	3 rd place among all schools for environmental initiative

Valuation Factor

3.3. Availability of specialized teaching spaces

3.3.1	Library resource centre	The dedicated library resource centre space is large enough to comfortably accommodate a bank of computers, shelves for books and periodicals, several individual study carrels, and a check-out/security system. There are, separate from the common area, a classroom for instruction, two seminar rooms, and a librarian office/workroom.	●	●	+	+	No classroom or separate seminar rooms
3.3.2	Gymnasium	The space is large enough to concurrently accommodate three separate activities in three discrete gym areas (e.g. full class instruction in physical education or dance, intramural games, and interschool competition on an OFSAA regulation sized court); male and female change rooms with full washroom and shower facilities; an office for each gym area; a weight room; adequate storage space for indoor equipment including a storage space with exterior access for outdoor equipment.	●	+	+	+	Not even close
3.3.3	Special Education	There are two classroom-size resource rooms and separate smaller testing and counseling rooms.	●	+	+	+	Closer but not by much
3.3.4	Technology	There are at least four rooms large enough to comfortably accommodate instructional and applied areas for each of the following four technologies: communications, hospitality/cosmetology, manufacturing/construction, and transportation. There is adequate storage and office space for each room.	●	+	+	+	See above

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3.0 VALUE TO THE BOARD

3.3.5	Arts	There are specialized rooms large enough to comfortably accommodate instruction in the performing arts, the visual arts (including one room with a kiln), and instrumental music (with adequate practice rooms). There is adequate storage and office space for each room.	●	●	+	+	Adequate music room/studio One dedicated art room – no kiln
3.3.6	Science	There is adequate specialized instructional and experimental space to accommodate all science classes. Each lab is approximately 1200 square feet and contains sinks, built in storage, and a prep room. Gas connections are also available in labs as required to meet program needs.	●	●	+	+	Not adequate space Floor area less than 1200 sq.ft.
3.3.7	Social science	There is adequate space to comfortably accommodate a multi-purpose instructional area and four food preparation areas.	●	●	●		3 food prep. areas
3.3.8	Computer labs	There is a sufficient number of classrooms with appropriate wiring to satisfy the need for computer instruction.	●	●	●	+	2 labs and 3 laptop carts
3.3.9	Special education	There is an approximately 2000 square foot space with appropriate physical accommodations such as residential amenities, time-away room (approximately 40 square feet), barrier-free washroom, high needs washroom (including shower, change table, and overhead lift), and a storage room.	●	+	+		Not even close
3.3.10	Guidance	The space is large enough to accommodate separate offices (approximately 150 square feet) for each guidance counselor, and an open space to include a career centre (with sufficient computer terminals), a secretarial work area, and a waiting area. There is lockable OSR storage space (approximately 400 square feet with high density filing) and cabinetry display space.	●	●	+	+	Small space
3.3.11	Auditorium/stage	The space can be used by the whole student body for assemblies, performances, and school dances. The space includes a stage area (with appropriate floor, sound system and lighting gantries). Preferably the space is in a dedicated auditorium or incorporated into a cafetorium, rather than in a gymnasium.	●	●	+	+	Very small, attached to gym No change facilities or prop rooms
3.3.12	Workroom space	There is adequate space for each department to comfortably accommodate teachers in a workroom, with secure storage for personal items.	●	+	+	+	There is not
3.3.13	Outdoor space	The school grounds include a regulation size football/rugby/soccer field with goal posts; a half regulation size practice field; and a 400-metre track with a granular surface plus amenities for shot put, long jump, and triple jump.	●	●	+	+	No regulation field, track No practice field
Valuation Factor							
3.4 Condition of the school building							
3.4.1	Major repairs	The building requires no major repairs.	●	●	+	+	Major components
3.4.2	Facilities Condition Index (FCI)	The FCI for the school is less than 20%. Note: an FCI greater than 65% means the building is Prohibitive to Repair (PTR).	●	●	+	+	reported to be in fair "condition" in the

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3.4.3	Cosmetic upgrades	Cosmetic items (e.g. paint, flooring, trim, and ceiling tiles) are in good condition.	●	●	+	+	5yr Condition Assessment Report
3.4.4	Physical environment	The school is comfortable throughout the year, with efficient heating, cooling, and ventilation systems and good quality lighting (natural or artificial).	●	●	●	+	
3.4.5	Classroom size	All classrooms are approximately 800 square feet in size.	●	+	+	+	Most classrooms are less than 800 sq. ft.
3.4.6	Classroom amenities	All classrooms have the required amenities to provide an effective teaching environment (i.e. storage, a pull-down screen, bookshelves, electrical outlets, network and internet access).	●	●	●	+	Wireless computer access
3.4.7	General office	The general office is adjacent to the main entrance to the school and overlooks the entrance/foyer. There are sufficient dedicated work areas for secretarial staff, including a front desk reception area.	●	●	●	●	
3.4.8	General office - amenities	There is a separate work room (visible to the general office) for the photocopier, main PA rack, and safe; an approximately 120 square foot health room; a fridge for ice packs and medication; a sink and cabinets; staff mailboxes; a meeting room; and a barrier-free washroom.	●	●	+	+	No health room, sink, meeting room or wshrm
3.4.9	Administrative offices	The principal's office is approximately 200 square feet and the two vice-principal's offices are approximately 150 square feet each. The principal and/or vice-principal's office has an exterior window overlooking the main entrance.	●	●	●	+	The one VP office has no exterior window
3.4.10	Cafeteria	There is adequate space to comfortably accommodate all students scheduled for a given lunch period, including adequate areas for the preparation and purchase of food and beverages.	●	+	+	+	Cafeteria can only accommodate 174 pupils max.
3.4.11	Layout - common areas	There is a common area, other than the library, to act as a gathering place for groups of students during non-class hours. This area is located where classes in session will not be disturbed.	●	+	+	+	No common area
3.4.12	Layout - office area	The general office, guidance office, and conference area are arranged in a complex and located near the foyer.	●	●	●	+	
3.4.13	Custodial work areas	The custodial office is approximately 150 square feet. There is a dedicated custodial staff room (with personal lockers) of approximately 500 square feet. There is dedicated custodial storage room and an adequately ventilated slop room on each floor with a floor mounted slop sink and room for at least one custodial cart. There is a dedicated shipping and receiving area with a loading dock.	●	+	+	+	82 sq. ft. office, no dedicated room, lockers, shipping/rec. room!
3.4.14	Washrooms	Two sets of male and female washrooms on each floor that meet the building code (i.e. 26 female students/wc and 30 male students/wc). On each floor there is a barrier free washroom and one washroom per 30 staff.	●	●	+	+	Inadequate
3.4.15	Staff room	The staff room is a large, pleasant, and comfortable space with natural lighting and a full kitchen. There is a barrier free washroom for every 30 staff in or near the staff room.	●	●	+	+	Staffroom is 410 sq.ft., no kitchen, no barrier-free wshrm.
3.4.16	Storage	There are adequate book storage rooms of approximately 400 square feet on each floor.	●		+	+	No dedicated book storage rooms

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3.4.17	Technology space	There is adequate space to accommodate the computer network (including wiring, servers, etc). The space is secure and has adequate air flow, room temperature, and electrical supply.	●	●	●	+	Not a secure area
3.4.18	Security of the building - interior	The school is safe and secure (i.e. visible entryway, no hiding areas, clear sight lines, locking crash bar exterior doors, locking interior doors, evacuation systems).	●	●	●	●	
Valuation Factor 3.5 Site Conditions							
3.5.1	Size of school site	The site meets the current Ministry of Education funding formula of 12 acres for up to 1000 students, and then in increments of an additional 1 acre per 100 students.	●	●	●	+	11 acre site
3.5.2	Physical condition of the site	The physical condition of the site is favourable (e.g. no natural hazards, not in flood plain, relatively flat terrain, non-contaminated soils with adequate bearing capacity for up to a three-storey building, low water table, no major improvements required).	●	●	●	+	"Fair" condition Good site for expansion
3.5.3	Room for expansion	The site allows for expansion of the building with minimal grading works or site remediation. The property will accommodate an appropriate septic system (if applicable).	●	●	●	●	
3.5.4	Security of site - exterior	The site is a safe, secure environment (i.e. there are no areas to hide, and there are clear sight lines to the neighbours, surrounding community, and recreational areas). There is exterior security lighting and cameras.	●	●	●	●	Although no cameras
3.5.5	Parking areas	Parking is provided at a rate of 1 space per 8 students (including the provision of accessible parking) with a separation of staff, student, and visitor parking.	●	●	●	●	
3.5.6	Traffic flow	Vehicle flow design is safe, effective, and one-way, and allows for emergency vehicle access. There is a sufficient dedicated area to accommodate school buses serving the school. Vehicle access to parking and bus areas are separate from pedestrian walkways so students are not required to walk in front of moving vehicles.	●	●	●	+	
Valuation Factor 3.6 Location of the school							
3.6.1	Geographic location	The school is centrally located within its attendance area.	●	●	●	●	
3.6.2	Servicing	The site is fully serviced by municipal water, sewer and stormwater systems. Natural gas, fibre optics, telephone, and cable services are available to the site.	●	●	●	●	No cable
3.6.3	Demographics	The current attendance area of the school is projected to generate sustainable enrolment for each grade for the next ten years.	●	●	●	●	As per projection figures
3.6.4	Proximity	All students live within the walk zone or within a 75-minute bus ride.	●	●	●	●	Median bus ride is 45 min.

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3.0 VALUE TO THE BOARD

Valuation Factor 3.7 Value if school is the only one in its community							
3.7.1	Enrolment	Potential students in the community attend the SCDSB school. Student enrolment is not decreased by enrolment at non-SCDSB schools in the community.	●	●	●	●	More than 80% attend EDHS
3.7.2	Community use of facility	Community groups make frequent use of the facility, enhancing the community's vested interest in the school and the Board.	●	●	●	+	Limited by facility
3.7.3	Transportation costs	The need for busing is reduced because many students live within walking distance of the school.	●	●	+	+	Approx. 70% of students are bused
Valuation Factor 3.8 Fiscal and operational factors							
3.8.1	Current enrolment	90% of student spaces in the school are being utilized.	●	●	●	●	Utilization is 160%
3.8.2	Enrolment projection	90% of student spaces in the school are projected to be utilized for the next ten years.	●	●	●	●	
3.8.3	Operational cost - energy and on-going maintenance	Within the group of schools under review, the operational cost per square foot for energy, cleaning, and regular maintenance (e.g. snow plowing, grass cutting) is low.	●	●	+	+	With SCI, highest in the review area
3.8.4	Operational cost - teaching staff	Within the group of schools under review, the allocation of teaching staff is in accordance with the Ministry of Education funding formula.	●	●	●	●	
3.8.5	Operational cost - administrative staff	Within the group of schools under review, the allocation of administrative staff is in accordance with the Ministry of Education funding formula.	●	●	●	●	
3.8.6	Operational cost - secretarial staff	Within the group of schools under review, the allocation of secretarial staff is in accordance with the Ministry of Education funding formula.	●	●	●	+	
3.8.7	Transportation cost	Within the group of schools under review, the cost of busing at this school is low.	●	●	+	+	2 nd highest regular total
3.8.8	Surplus space in neighbouring schools	The school plays an important role in the accommodation of local students because all available student space in neighbouring schools (i.e. within a 75-minute bus ride) is being used.	●	●	+	+	Vacant accommodation at MSS is within 75 min. of the northern half of our catchment
3.8.9	Funded space	There is minimal unfunded space as per the Ministry of Education funding formula (i.e. <400 sq ft non-loaded space).	●	●	●	●	
3.8.10	Cost to upgrade to meet learning objectives	Minimal upgrades are required to achieve an optimum learning environment as identified elsewhere in this valuation framework (e.g. accessibility, classroom environment, building code, safety).	●	●	+	+	Facilities are manageable but not optional

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3.0 VALUE TO THE BOARD

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
Valuation Factor							
3.1 Student outcomes at the school							
3.1.1	Student academic achievement - EQAO	Students have met or exceeded the provincial standard on the grade 9 EQAO math test (academic program).	●	●	●	●	
3.1.2	Student academic achievement - EQAO	Students have met or exceeded the provincial standard on the grade 9 EQAO math test (applied program).	●	●	+	+	Increasing the pass level, but the number of students reaching level 3 still remains around SCDSB average
3.1.3	Student academic achievement – OSSLT	Students have achieved the grade 10 Ontario Secondary School Literacy Test at their first attempt.	●	●	●	+	Slightly below the provincial average overall but improving each year
3.1.4	Student academic achievement – report cards	The school has exceeded the board average for report card marks at all levels and in all grades.	+	+	+	+	What is the SCDSB average??
3.1.5	Student academic achievement – graduation	Students graduate with an OSSD within 4 years.	●	●	●	+	Although many choose to take an extra semester or year to upgrade or take other credits
3.1.6	Student achievement – scholarships	Students have received scholarships of significant monetary value for post-secondary education.	●	●	●	●	
3.1.7	Student participation in extracurricular activities.	Student participation in extracurricular activities meets or exceeds the board average.	●	●	●	●	What is the SCDSB average??
3.1.8	Student attendance	Students are either in attendance or away with an excused absence on every school day.	●	●	+	+	All schools remain concerned about attendance
3.1.9	Student respect of persons and property	Incidents of student vandalism and violence are below the board average.	●	●	●	+	We tend to have more problems with broken glass panels on interior doors than any other problem
Valuation Factor							
3.2 Range of program offerings							
3.2.1	Grades 9 & 10 – compulsory courses	All compulsory academic, applied, locally developed, and open courses are offered each year.	●	●	●	●	
3.2.2	Grades 9 & 10 – elective courses (arts)	There is a broad selection of elective courses available to allow students to choose a course(s) in the arts from each of the visual arts, performing arts, and music options.	●	●	●	●	Courses offered in visual, drama and music (instrumental, guitar, vocal)
3.2.3	Grades 9 & 10 – elective courses (technology)	There is a broad selection of elective courses available to allow students to choose a course(s) in technology from the communication, construction, manufacturing, and transportation technical areas.	●	●	●	●	All of these program areas have a full range of courses from grad 9-12, at open, college and workplace levels.

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3.2.4	Grades 9 & 10 - elective courses (other)	There is a course(s) in introduction to computers, in social science, and in grade 10 French and/or another language.	●	●	●	●	We offer both French and Spanish at the advanced/university level in grades 10-12.
3.2.5	Grades 11 & 12 - compulsory courses	All compulsory university and college preparation courses, workplace courses, and open courses are offered each year.	●	●	●	●	
3.2.6	Grades 11 & 12 - compulsory course choices	A broad selection of course options are offered each year in Canadian and World Studies, English, math, science, and social science.	●	●	●	●	
3.2.7	Grades 11 & 12 - elective courses	Students may choose elective courses from a broad selection of subjects appropriate to their chosen pathway to allow them to complete at least the minimum twelve optional credits required to earn an OSSD.	●	●	●	●	
3.2.8	Grades 11 & 12 - course delivery (compulsory)	Compulsory courses are not combined in split-grade or split-level classes.	+	+	+	+	
3.2.9	Grades 11 & 12 - course delivery (elective)	Elective courses are not combined in split-grade or split-level classes	●	●	●	+	Except in the technical subjects. Occasionally the senior workplace science courses are also combined
3.2.10	Grades 11 & 12 - cooperative education	Students may choose a cooperative education course relative to their chosen pathway with a placement in the local community.	●	●	●	●	Within five local communities. Transportation outside of the town of Midland is provided
3.2.11	Specialized programs	A variety of specialized programs are available at the school including the high skills major program (and ancillary certificates), the dual high school/college credit program, the Ontario Youth Apprenticeship program, and the Extended French program.	●	●	●	+	Currently offer one SHSM and one Dual Credit program. Looking at the possibility of offering another SHSM in the future. OYAP is also available. No extended French
3.2.12	Support programs	A range of special education and student success programs are available to address the learning needs of individual students.	●	●	●	+	Always looking to improve the range of support we provide to individual students
3.2.13	Special Education	Comprehensive special education programs are available at the school.	●	●	●	●	
3.2.14	Extracurricular activities	A wide variety of athletic and non-athletic programs and special interest clubs are available for all students.	●	●	●	+	Always looking for more non-athletic options for students. After hours programs are a challenge due to lack of a funded late bus.
3.2.15	Environmental awareness	Environmental stewardship is encouraged through environmental education, including participation by students in "green" projects.	●	●	+	+	An area we are trying to do better in each year.

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3.0 VALUE TO THE BOARD

Valuation Factor 3.3. Availability of specialized teaching spaces							
3.3.1	Library resource centre	The dedicated library resource centre space is large enough to comfortably accommodate a bank of computers, shelves for books and periodicals, several individual study carrels, and a check-out/security system. There are, separate from the common area, a classroom for instruction, two seminar rooms, and a librarian office/workroom.	●	●	●	●	All of these facilities are available in our library. The dedicated teaching space (the Pit) is not easily accessible for wheelchairs.
3.3.2	Gymnasium	The space is large enough to concurrently accommodate three separate activities in three discrete gym areas (e.g. full class instruction in physical education or dance, intramural games, and interschool competition on an OFSAA regulation sized court); male and female change rooms with full washroom and shower facilities; an office for each gym area; a weight room; adequate storage space for indoor equipment including a storage space with exterior access for outdoor equipment.	●	●	●	●	Great gym facilities
3.3.3	Special Education	There are two classroom-size resource rooms and separate smaller testing and counseling rooms.	●	●	●	+	Two classrooms are a little under the required size. There is only one small office space in one of the rooms for counseling or testing
3.3.4	Technology	There are at least four rooms large enough to comfortably accommodate instructional and applied areas for each of the following four technologies: communications, hospitality/cosmetology, manufacturing/construction, and transportation. There is adequate storage and office space for each room.	●	●	●	●	Excellent facilities. We do not offer hospitality/ Cosmetology never have. There is a separate teaching area in each shop, but there is a common workroom/office for the technical department
3.3.5	Arts	There are specialized rooms large enough to comfortably accommodate instruction in the performing arts, the visual arts (including one room with a kiln), and instrumental music (with adequate practice rooms). There is adequate storage and office space for each room.	●	●	●	●	Good facilities. We would like to improve the storage space in one of our instrumental music rooms
3.3.6	Science	There is adequate specialized instructional and experimental space to accommodate all science classes. Each lab is approximately 1200 square feet and contains sinks, built in storage, and a prep room. Gas connections are also available in labs as required to meet program needs.	●	●	●	+	Some of the older labs need work. Prep rooms in the newer labs tend to be fairly narrow.
3.3.7	Social science	There is adequate space to comfortably accommodate a multi-purpose instructional area and four food preparation areas.	●	●	+	+	Food preparation room is not well laid out. Too narrow for the number of required workstations.

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3.0 VALUE TO THE BOARD

3.3.8	Computer labs	There is a sufficient number of classrooms with appropriate wiring to satisfy the need for computer instruction.	●	●	●	●	
3.3.9	Special education	There is an approximately 2000 square foot space with appropriate physical accommodations such as residential amenities, time-away room (approximately 40 square feet), barrier-free washroom, high needs washroom (including shower, change table, and overhead lift), and a storage room.	●	●	●	●	Life skills area meets all of these needs except the overhead life and change table
3.3.10	Guidance	The space is large enough to accommodate separate offices (approximately 150 square feet) for each guidance counselor, and an open space to include a career centre (with sufficient computer terminals), a secretarial work area, and a waiting area. There is lockable OSR storage space (approximately 400 square feet with high density filing) and cabinetry display space.	●	●	+	+	Offices for counselors are small. The waiting area is relatively small and gets crowded quickly. There is no dedicated career centre with computer terminals. Filing of old OSRs is a problem
3.3.11	Auditorium/stage	The space can be used by the whole student body for assemblies, performances, and school dances. The space includes a stage area (with appropriate floor, sound system and lighting gantries). Preferably the space is in a dedicated auditorium or incorporated into a cafeteria, rather than in a gymnasium.	●	●	●	+	Auditorium is in the cafeteria. In spite of the decline in enrolment, we still cannot have all of our students sitting in chairs for a single assemble. Otherwise, space is quite good.
3.3.12	Workroom space	There is adequate space for each department to comfortably accommodate teachers in a workroom, with secure storage for personal items.	●	●	●	+	One department does not have a workroom. Two largest departments (math & science) share a workroom. Special education has a very small office...not suitable for more than one person to work.
3.3.13	Outdoor space	The school grounds include a regulation size football/rugby/soccer field with goal posts; a half regulation size practice field; and a 400-metre track with a granular surface plus amenities for shot put, long jump, and triple jump.	●	●	●	●	Great new field facility
Valuation Factor							
3.4 Condition of the school building							
3.4.1	Major repairs	The building requires no major repairs.	●	●	+	+	Wish that were the case. Currently undergoing a refit of the heating system which will (hopefully) improve temperature throughout the building

SCHOOL: Midland Secondary School

Adopted: March 26, 2008

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

3.0 VALUE TO THE BOARD

3.4.2	Facilities Condition Index (FCI)	The FCI for the school is less than 20%. Note: an FCI greater than 65% means the building is Prohibitive to Repair (PTR).	●	●	+	+	
3.4.3	Cosmetic upgrades	Cosmetic items (e.g. paint, flooring, trim, and ceiling tiles) are in good condition.	●	●	●	+	Need new locker doors (started many years ago then stopped...too bad!) and paint.
3.4.4	Physical environment	The school is comfortable throughout the year, with efficient heating, cooling, and ventilation systems and good quality lighting (natural or artificial).	●	●	+	+	Air and temperature vary widely in different zones of the school. Fortunately, most rooms have external windows that open
3.4.5	Classroom size	All classrooms are approximately 800 square feet in size.	●	●	+	+	18 classrooms on the main floor are less than 800 sq.ft. We are currently not using the second floor classrooms, all of which are 800+ sq.ft.
3.4.6	Classroom amenities	All classrooms have the required amenities to provide an effective teaching environment (i.e. storage, a pull-down screen, bookshelves, electrical outlets, network and internet access).	●	●	●	+	Some of the older rooms lack adequate storage space, book shelves etc.
3.4.7	General office	The general office is adjacent to the main entrance to the school and overlooks the entrance/foyer. There are sufficient dedicated work areas for secretarial staff, including a front desk reception area.	●	●	●	●	
3.4.8	General office - amenities	There is a separate work room (visible to the general office) for the photocopier, main PA rack, and safe; an approximately 120 square foot health room; a fridge for ice packs and medication; a sink and cabinets; staff mailboxes; a meeting room; and a barrier-free washroom.	●	●	●	+	No health room. Meeting room is not attached to main office but readily available. No barrier free wshrm. In main office.
3.4.9	Administrative offices	The principal's office is approximately 200 square feet and the two vice-principal's offices are approximately 150 square feet each. The principal and/or vice-principal's office has an exterior window overlooking the main entrance.	●	●	+	+	Size of office is excellent. Sight lines among the worst I have ever had (and I've been in six different schools!) Absolutely no useable sight lines from any administrator's office
3.4.10	Cafeteria	There is adequate space to comfortably accommodate all students scheduled for a given lunch period, including adequate areas for the preparation and purchase of food and beverages.	●	●	●	+	Any cafeteria that can accommodate all students in the school at one time would be a waste of space as cafeteria spaces is "unfunded" according to the Ministry

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

3.0 VALUE TO THE BOARD

3.4.11	Layout - common areas	There is a common area, other than the library, to act as a gathering place for groups of students during non-class hours. This area is located where classes in session will not be disturbed.	●	●	●	+	Cafeteria is the only gathering place other than the front foyer. If we ever have to go to a double lunch, the cafeteria will be the only area (other than the stairways) where students can congregate during lunch without disturbing the classes that are in progress
3.4.12	Layout - office area	The general office, guidance office, and conference area are arranged in a complex and located near the foyer.	●	●	●	+	
3.4.13	Custodial work areas	The custodial office is approximately 150 square feet. There is a dedicated custodial staff room (with personal lockers) of approximately 500 square feet. There is dedicated custodial storage room and an adequately ventilated slop room on each floor with a floor mounted slop sink and room for at least one custodial cart. There is a dedicated shipping and receiving area with a loading dock.	●	●	●	+	
3.4.14	Washrooms	Two sets of male and female washrooms on each floor that meet the building code (i.e. 26 female students/wc and 30 male students/wc). On each floor there is a barrier free washroom and one washroom per 30 staff.	●	●	●	+	No wshrm. On the lower (tech) floor that are opened. There was a small set but this was closed due to custodial cut backs. Students need to come up to the main floor for wshrm.
3.4.15	Staff room	The staff room is a large, pleasant, and comfortable space with natural lighting and a full kitchen. There is a barrier free washroom for every 30 staff in or near the staff room.	●	●	●	+	Temperature has been very problematic up to now. There is no full kitchen. Great lighting
3.4.16	Storage	There are adequate book storage rooms of approximately 400 square feet on each floor.	●	●	●	+	Limited storage on the lowest (technology) floor for book storage
3.4.17	Technology space	There is adequate space to accommodate the computer network (including wiring, servers, etc). The space is secure and has adequate air flow, room temperature, and electrical supply.	●	●	●	+	Due to physical size there are two computer network rooms at different parts of the school
3.4.18	Security of the building - interior	The school is safe and secure (i.e. visible entryway, no hiding areas, clear sight lines, locking crash bar exterior doors, locking interior doors, evacuation systems).	●	●	+	+	Too many exits, too many nooks and crannies and areas where students can hide both in the building and around the building itself

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

3.0 VALUE TO THE BOARD

Valuation Factor 3.5 Site Conditions							
3.5.1	Size of school site	The site meets the current Ministry of Education funding formula of 12 acres for up to 1000 students, and then in increments of an additional 1 acre per 100 students.	●	●	●	●	
3.5.2	Physical condition of the site	The physical condition of the site is favourable (e.g. no natural hazards, not in flood plain, relatively flat terrain, non-contaminated soils with adequate bearing capacity for up to a three-storey building, low water table, no major improvements required).	●	●	●	●	
3.5.3	Room for expansion	The site allows for expansion of the building with minimal grading works or site remediation. The property will accommodate an appropriate septic system (if applicable).	●	●	●	●	If expansion was every required. Much easier to simply re-occupy the second floor
3.5.4	Security of site - exterior	The site is a safe, secure environment (i.e. there are no areas to hide, and there are clear sight lines to the neighbours, surrounding community, and recreational areas). There is exterior security lighting and cameras.	●	●	+	+	Too many nooks and crannies outside the main building. Reasonably good lighting, no functional security system
3.5.5	Parking areas	Parking is provided at a rate of 1 space per 8 students (including the provision of accessible parking) with a separation of staff, student, and visitor parking.	●	●	+	+	Staff/student parking lots are not physically separated
3.5.6	Traffic flow	Vehicle flow design is safe, effective, and one-way, and allows for emergency vehicle access. There is a sufficient dedicated area to accommodate school buses serving the school. Vehicle access to parking and bus areas are separate from pedestrian walkways so students are not required to walk in front of moving vehicles.	●	●	+	+	Entrance to student/staff parking lot always crosses man sidewalks. Congestion in parking lots when buses are arriving/departing or a end of the day
Valuation Factor 3.6 Location of the school							
3.6.1	Geographic location	The school is centrally located within its attendance area.	●	●	+	+	Located at the west side of town, far west side of attendance area
3.6.2	Servicing	The site is fully serviced by municipal water, sewer and stormwater systems. Natural gas, fibre optics, telephone, and cable services are available to the site.	●	●	●	●	
3.6.3	Demographics	The current attendance area of the school is projected to generate sustainable enrolment for each grade for the next ten years.	●	●	+	+	Sustainable at around 1100 students. Building is reated at approx. 1500 students. There is room to expand but this will likely have to be done through amalgamation of schools or adjustments in

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3.0 VALUE TO THE BOARD

							attendance areas as the population growth is not projected to yield an increased number of school-aged children
3.6.4	Proximity	All students live within the walk zone or within a 75-minute bus ride.	●	●	●	+	But is 75 minutes on a bus twice a day appropriate?
Valuation Factor 3.7 Value if school is the only one in its community							
3.7.1	Enrolment	Potential students in the community attend the SCDSB school. Student enrolment is not decreased by enrolment at non-SCDSB schools in the community.	●	●	+	+	We are always competing with the separate school for students
3.7.2	Community use of facility	Community groups make frequent use of the facility, enhancing the community's vested interest in the school and the Board.	●	●	●	+	
3.7.3	Transportation costs	The need for busing is reduced because many students live within walking distance of the school.	+	+	+	+	Not sure how to respond to this. We draw students from a huge geographic area
Valuation Factor 3.8 Fiscal and operational factors							
3.8.1	Current enrolment	90% of student spaces in the school are being utilized.	●	●	●	+	True in our present configuration. Not true when we were using our second floor classrooms
3.8.2	Enrolment projection	90% of student spaces in the school are projected to be utilized for the next ten years.	●	●	●	+	As above
3.8.3	Operational cost - energy and on-going maintenance	Within the group of schools under review, the operational cost per square foot for energy, cleaning, and regular maintenance (e.g. snow plowing, grass cutting) is low.	+	+	+	+	Not sure how to respond to this...do we look at the present configuration or the past configuration?
3.8.4	Operational cost - teaching staff	Within the group of schools under review, the allocation of teaching staff is in accordance with the Ministry of Education funding formula.	●	●	●	●	
3.8.5	Operational cost - administrative staff	Within the group of schools under review, the allocation of administrative staff is in accordance with the Ministry of Education funding formula.	●	●	●	+	We may have an additional vice-principal
3.8.6	Operational cost - secretarial staff	Within the group of schools under review, the allocation of secretarial staff is in accordance with the Ministry of Education funding formula.	●	●	●	●	If not, I'm sure the SCDSB would let me know!
3.8.7	Transportation cost	Within the group of schools under review, the cost of busing at this school is low.	+	+	+	+	No idea how to respond to this!
3.8.8	Surplus space in neighbouring schools	The school plays an important role in the accommodation of local students because all available student space in neighbouring schools (i.e. within a 75-minute bus ride) is being used.	●	●	+	+	PSS has lots of space, but EDHS does not. Schools in Orillia would also be within the 75 minutes window
3.8.9	Funded space	There is minimal unfunded space as per the Ministry of Education funding formula (i.e. <400 sq ft non-loaded space).	●	●	●	+	Like cafeterias, library, change rooms...!

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

3.0 VALUE TO THE BOARD

3.8.10	Cost to upgrade to meet learning objectives	Minimal upgrades are required to achieve an optimum learning environment as identified elsewhere in this valuation framework (e.g. accessibility, classroom environment, building code, safety).	●	●	●	+	Depends on what you include in the "must have, should have and nice-to-have" lists. We know that there will be significant cost to transitions this building to wireless service
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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

3.0 VALUE TO THE BOARD

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
Valuation Factor							
3.1 Student outcomes at the school							
3.1.1	Student academic achievement - EQAO	Students have met or exceeded the provincial standard on the grade 9 EQAO math test (academic program).	●	+	+	+	Poor results compared to Province/SCDSB
3.1.2	Student academic achievement - EQAO	Students have met or exceeded the provincial standard on the grade 9 EQAO math test (applied program).	●	●	●	+	Met Provincial standard
3.1.3	Student academic achievement - OSSLT	Students have achieved the grade 10 Ontario Secondary School Literacy Test at their first attempt.	●	●	+	+	Below SCDSB
3.1.4	Student academic achievement - report cards	The school has exceeded the board average for report card marks at all levels and in all grades.	●	●	●	●	Pass rates
3.1.5	Student academic achievement - graduation	Students graduate with an OSSD within 4 years.	●	●	●	+	Good
3.1.6	Student achievement - scholarships	Students have received scholarships of significant monetary value for post-secondary education.	●	●	●	●	\$66,000.00 2007-08
3.1.7	Student participation in extracurricular activities.	Student participation in extracurricular activities meets or exceeds the board average.	●	●	●	●	50%
3.1.8	Student attendance	Students are either in attendance or away with an excused absence on every school day.	●	●	●	+	Comparatively
3.1.9	Student respect of persons and property	Incidents of student vandalism and violence are below the board average.	●	●	●	●	Less money spent on this
Valuation Factor							
3.2 Range of program offerings							
3.2.1	Grades 9 & 10 - compulsory courses	All compulsory academic, applied, locally developed, and open courses are offered each year.	●	●	●	●	
3.2.2	Grades 9 & 10 - elective courses (arts)	There is a broad selection of elective courses available to allow students to choose a course(s) in the arts from each of the visual arts, performing arts, and music options.	●	●	●	+	No dance or vocal
3.2.3	Grades 9 & 10 - elective courses (technology)	There is a broad selection of elective courses available to allow students to choose a course(s) in technology from the communication, construction, manufacturing, and transportation technical areas.	●	●	●	●	
3.2.4	Grades 9 & 10 - elective courses (other)	There is a course(s) in introduction to computers, in social science, and in grade 10 French and/or another language.	●	●	●	●	
3.2.5	Grades 11 & 12 - compulsory courses	All compulsory university and college preparation courses, workplace courses, and open courses are offered each year.	●	●	●	+	Grade 12 Physics alternates
3.2.6	Grades 11 & 12 - compulsory course choices	A broad selection of course options are offered each year in Canadian and World Studies, English, math, science, and social science.	●	●	●	+	Fewer choices in Humanities
3.2.7	Grades 11 & 12 - elective courses	Students may choose elective courses from a broad selection of subjects appropriate to their chosen pathway to allow them to complete at least the minimum twelve optional credits required to earn an OSSD.	●	●	●	+	Fewer choices in Humanities

SCHOOL: Penetanguishene Secondary School

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

3.0 VALUE TO THE BOARD

3.2.8	Grades 11 & 12 - course delivery (compulsory)	Compulsory courses are not combined in split-grade or split-level classes.	●	●	●	●	
3.2.9	Grades 11 & 12 - course delivery (elective)	Elective courses are not combined in split-grade or split-level classes	●	●	●	+	French and Music are
3.2.10	Grades 11 & 12 - cooperative education	Students may choose a cooperative education course relative to their chosen pathway with a placement in the local community.	●	●	●	●	
3.2.11	Specialized programs	A variety of specialized programs are available at the school including the high skills major program (and ancillary certificates), the dual high school/college credit program, the Ontario Youth Apprenticeship program, and the Extended French program.	●	●	●	+	Co-op yes Extended French yes Dual yes
3.2.12	Support programs	A range of special education and student success programs are available to address the learning needs of individual students.	●	●	●	+	
3.2.13	Special Education	Comprehensive special education programs are available at the school.	●	●	+	+	Little withdrawal or K courses
3.2.14	Extracurricular activities	A wide variety of athletic and non-athletic programs and special interest clubs are available for all students.	●	●	●	+	
3.2.15	Environmental awareness	Environmental stewardship is encouraged through environmental education, including participation by students in "green" projects.	●	●	●	+	

Valuation Factor

3.3. Availability of specialized teaching spaces

3.3.1	Library resource centre	The dedicated library resource centre space is large enough to comfortably accommodate a bank of computers, shelves for books and periodicals, several individual study carrels, and a check-out/security system. There are, separate from the common area, a classroom for instruction, two seminar rooms, and a librarian office/workroom.	●	●	+	+	1 seminar room No carrels
3.3.2	Gymnasium	The space is large enough to concurrently accommodate three separate activities in three discrete gym areas (e.g. full class instruction in physical education or dance, intramural games, and interschool competition on an OFSAA regulation sized court); male and female change rooms with full washroom and shower facilities; an office for each gym area; a weight room; adequate storage space for indoor equipment including a storage space with exterior access for outdoor equipment.	●	●	+	+	2 gyms No outdoor access to interior storage space
3.3.3	Special Education	There are two classroom-size resource rooms and separate smaller testing and counseling rooms.	●	●	+	+	1 classroom and office
3.3.4	Technology	There are at least four rooms large enough to comfortably accommodate instructional and applied areas for each of the following four technologies: communications, hospitality/cosmetology, manufacturing/construction, and transportation. There is adequate storage and office space for each room.	●	●	●	●	No cosmetology

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

3.0 VALUE TO THE BOARD

3.3.5	Arts	There are specialized rooms large enough to comfortably accommodate instruction in the performing arts, the visual arts (including one room with a kiln), and instrumental music (with adequate practice rooms). There is adequate storage and office space for each room.	●	●	●	+	Drama needs space
3.3.6	Science	There is adequate specialized instructional and experimental space to accommodate all science classes. Each lab is approximately 1200 square feet and contains sinks, built in storage, and a prep room. Gas connections are also available in labs as required to meet program needs.	●	●	●	●	
3.3.7	Social science	There is adequate space to comfortably accommodate a multi-purpose instructional area and four food preparation areas.	●	●	●	●	
3.3.8	Computer labs	There is a sufficient number of classrooms with appropriate wiring to satisfy the need for computer instruction.	●	●	●	●	
3.3.9	Special education	There is an approximately 2000 square foot space with appropriate physical accommodations such as residential amenities, time-away room (approximately 40 square feet), barrier-free washroom, high needs washroom (including shower, change table, and overhead lift), and a storage room.	●	+	+	+	No life skills
3.3.10	Guidance	The space is large enough to accommodate separate offices (approximately 150 square feet) for each guidance counselor, and an open space to include a career centre (with sufficient computer terminals), a secretarial work area, and a waiting area. There is lockable OSR storage space (approximately 400 square feet with high density filing) and cabinetry display space.	●	●	●	+	Little career centre space
3.3.11	Auditorium/stage	The space can be used by the whole student body for assemblies, performances, and school dances. The space includes a stage area (with appropriate floor, sound system and lighting gantries). Preferably the space is in a dedicated auditorium or incorporated into a cafeteria, rather than in a gymnasium.	●	●	●	+	In gym
3.3.12	Workroom space	There is adequate space for each department to comfortably accommodate teachers in a workroom, with secure storage for personal items.	●	●	●	●	
3.3.13	Outdoor space	The school grounds include a regulation size football/rugby/soccer field with goal posts; a half regulation size practice field; and a 400-metre track with a granular surface plus amenities for shot put, long jump, and triple jump.	●	●	●	+	
Valuation Factor							
3.4 Condition of the school building							
3.4.1	Major repairs	The building requires no major repairs.	●	●	●	●	
3.4.2	Facilities Condition Index (FCI)	The FCI for the school is less than 20%. Note: an FCI greater than 65% means the building is Prohibitive to Repair (PTR).	●	●	●	+	25.8%
3.4.3	Cosmetic upgrades	Cosmetic items (e.g. paint, flooring, trim, and ceiling tiles) are in good condition.	●	●	●	●	

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

3.0 VALUE TO THE BOARD

3.4.4	Physical environment	The school is comfortable throughout the year, with efficient heating, cooling, and ventilation systems and good quality lighting (natural or artificial).	●	●	●	+	Hot in summer and spring Windows do not open
3.4.5	Classroom size	All classrooms are approximately 800 square feet in size.	●	●	●	●	
3.4.6	Classroom amenities	All classrooms have the required amenities to provide an effective teaching environment (i.e. storage, a pull-down screen, bookshelves, electrical outlets, network and internet access).	●	●	●	●	
3.4.7	General office	The general office is adjacent to the main entrance to the school and overlooks the entrance/foyer. There are sufficient dedicated work areas for secretarial staff, including a front desk reception area.	●	●	●	●	
3.4.8	General office - amenities	There is a separate work room (visible to the general office) for the photocopier, main PA rack, and safe; an approximately 120 square foot health room; a fridge for ice packs and medication; a sink and cabinets; staff mailboxes; a meeting room; and a barrier-free washroom.	●	●	●	+	No meeting room in office but one down the hall
3.4.9	Administrative offices	The principal's office is approximately 200 square feet and the two vice-principal's offices are approximately 150 square feet each. The principal and/or vice-principal's office has an exterior window overlooking the main entrance.	●	●	●	●	1 Vice Principal
3.4.10	Cafeteria	There is adequate space to comfortably accommodate all students scheduled for a given lunch period, including adequate areas for the preparation and purchase of food and beverages.	●	●	●	●	Small if all go in
3.4.11	Layout - common areas	There is a common area, other than the library, to act as a gathering place for groups of students during non-class hours. This area is located where classes in session will not be disturbed.	●	+	+	+	
3.4.12	Layout - office area	The general office, guidance office, and conference area are arranged in a complex and located near the foyer.	●	●	●	●	
3.4.13	Custodial work areas	The custodial office is approximately 150 square feet. There is a dedicated custodial staff room (with personal lockers) of approximately 500 square feet. There is dedicated custodial storage room and an adequately ventilated slop room on each floor with a floor mounted slop sink and room for at least one custodial cart. There is a dedicated shipping and receiving area with a loading dock.	●	●	●	●	
3.4.14	Washrooms	Two sets of male and female washrooms on each floor that meet the building code (i.e. 26 female students/wc and 30 male students/wc). On each floor there is a barrier free washroom and one washroom per 30 staff.	●	●	●	+	1 set on second floor
3.4.15	Staff room	The staff room is a large, pleasant, and comfortable space with natural lighting and a full kitchen. There is a barrier free washroom for every 30 staff in or near the staff room.	●	●	●	●	
3.4.16	Storage	There are adequate book storage rooms of approximately 400 square feet on each floor.	●	●	●	+	Within department rooms
3.4.17	Technology space	There is adequate space to accommodate the computer network (including wiring, servers, etc). The space is secure and has adequate air flow, room temperature, and electrical supply.	●	●	●	●	

SCHOOL: Penetanguishene Secondary School

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3.0 VALUE TO THE BOARD

3.4.18	Security of the building - interior	The school is safe and secure (i.e. visible entryway, no hiding areas, clear sight lines, locking crash bar exterior doors, locking interior doors, evacuation systems).	●	●	●	●	
Valuation Factor							
3.5 Site Conditions							
3.5.1	Size of school site	The site meets the current Ministry of Education funding formula of 12 acres for up to 1000 students, and then in increments of an additional 1 acre per 100 students.	●	●	●	●	14 acres
3.5.2	Physical condition of the site	The physical condition of the site is favourable (e.g. no natural hazards, not in flood plain, relatively flat terrain, non-contaminated soils with adequate bearing capacity for up to a three-storey building, low water table, no major improvements required).	●	●	●	●	
3.5.3	Room for expansion	The site allows for expansion of the building with minimal grading works or site remediation. The property will accommodate an appropriate septic system (if applicable).	●	●	●	●	
3.5.4	Security of site - exterior	The site is a safe, secure environment (i.e. there are no areas to hide, and there are clear sight lines to the neighbours, surrounding community, and recreational areas). There is exterior security lighting and cameras.	●	●	●	+	No cameras Little lighting at back
3.5.5	Parking areas	Parking is provided at a rate of 1 space per 8 students (including the provision of accessible parking) with a separation of staff, student, and visitor parking.	●	●	●	●	
3.5.6	Traffic flow	Vehicle flow design is safe, effective, and one-way, and allows for emergency vehicle access. There is a sufficient dedicated area to accommodate school buses serving the school. Vehicle access to parking and bus areas are separate from pedestrian walkways so students are not required to walk in front of moving vehicles.	●	●	●	●	
Valuation Factor							
3.6 Location of the school							
3.6.1	Geographic location	The school is centrally located within its attendance area.	●	●	●	+	East of centre
3.6.2	Servicing	The site is fully serviced by municipal water, sewer and stormwater systems. Natural gas, fibre optics, telephone, and cable services are available to the site.	●	●	●	●	
3.6.3	Demographics	The current attendance area of the school is projected to generate sustainable enrolment for each grade for the next ten years.	●	●	+	+	
3.6.4	Proximity	All students live within the walk zone or within a 75-minute bus ride.	●	●	●	●	
Valuation Factor							
3.7 Value if school is the only one in its community							
3.7.1	Enrolment	Potential students in the community attend the SCDSB school. Student enrolment is not decreased by enrolment at non-SCDSB schools in the community.	●	●	+	+	St. Theresa's and LeCaron

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

3.0 VALUE TO THE BOARD

3.7.2	Community use of facility	Community groups make frequent use of the facility, enhancing the community's vested interest in the school and the Board.	●	●	●	+	
3.7.3	Transportation costs	The need for busing is reduced because many students live within walking distance of the school.	●	●	+	+	45% bused
Valuation Factor							
3.8 Fiscal and operational factors							
3.8.1	Current enrolment	90% of student spaces in the school are being utilized.	●	●	●	+	85%
3.8.2	Enrolment projection	90% of student spaces in the school are projected to be utilized for the next ten years.	●	●	+	+	
3.8.3	Operational cost - energy and on-going maintenance	Within the group of schools under review, the operational cost per square foot for energy, cleaning, and regular maintenance (e.g. snow plowing, grass cutting) is low.	●	●	●	+	Actually rated it 3 1/2
3.8.4	Operational cost - teaching staff	Within the group of schools under review, the allocation of teaching staff is in accordance with the Ministry of Education funding formula.	●	●	●	●	
3.8.5	Operational cost - administrative staff	Within the group of schools under review, the allocation of administrative staff is in accordance with the Ministry of Education funding formula.	●	●	●	●	
3.8.6	Operational cost - secretarial staff	Within the group of schools under review, the allocation of secretarial staff is in accordance with the Ministry of Education funding formula.	●	●	●	●	
3.8.7	Transportation cost	Within the group of schools under review, the cost of busing at this school is low.	●	●	●		
3.8.8	Surplus space in neighbouring schools	The school plays an important role in the accommodation of local students because all available student space in neighbouring schools (i.e. within a 75-minute bus ride) is being used.	●	+	+	+	Close to MSS
3.8.9	Funded space	There is minimal unfunded space as per the Ministry of Education funding formula (i.e. <400 sq ft non-loaded space).	●	●	●	+	Small library
3.8.10	Cost to upgrade to meet learning objectives	Minimal upgrades are required to achieve an optimum learning environment as identified elsewhere in this valuation framework (e.g. accessibility, classroom environment, building code, safety).	●	●	●	●	

SCHOOL: Penetanguishene Secondary School

Adopted: March 26, 2008

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

3.0 VALUE TO THE BOARD

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
Valuation Factor 3.1 Student outcomes at the school							
3.1.1	Student academic achievement - EQAO	Students have met or exceeded the provincial standard on the grade 9 EQAO math test (academic program).	●	●	●	+	Over five years SCI averaging 62% (SCDSB average 65%)
3.1.2	Student academic achievement - EQAO	Students have met or exceeded the provincial standard on the grade 9 EQAO math test (applied program).	●	●	●	+	Over five years SCI averaging 43% (SCDSB average 31%) Last two years, SCI far surpassed Board average
3.1.3	Student academic achievement - OSSLT	Students have achieved the grade 10 Ontario Secondary School Literacy Test at their first attempt.	●	●	●	●	SCI 0 88%, SCDSB – 81% - 84%
3.1.4	Student academic achievement - report cards	The school has exceeded the board average for report card marks at all levels and in all grades.	+	+	+	+	?? Board info
3.1.5	Student academic achievement - graduation	Students graduate with an OSSD within 4 years.	●	●	●	●	75-80% of graduates are four years or less
3.1.6	Student achievement - scholarships	Students have received scholarships of significant monetary value for post-secondary education.	●	●	●	●	Many award, scholarships and entry awards
3.1.7	Student participation in extracurricular activities.	Student participation in extracurricular activities meets or exceeds the board average.	●	●	●	●	Board average?? Lot's of opportunity and high level of participation at SCI
3.1.8	Student attendance	Students are either in attendance or away with an excused absence on every school day.	●	●	●	●	Most days present of schools in ARC
3.1.9	Student respect of persons and property	Incidents of student vandalism and violence are below the board average.	●	●	●	●	Board average?? Not much vandalism
Valuation Factor 3.2 Range of program offerings							
3.2.1	Grades 9 & 10 - compulsory courses	All compulsory academic, applied, locally developed, and open courses are offered each year.	●	●	●	●	Consistent offerings
3.2.2	Grades 9 & 10 - elective courses (arts)	There is a broad selection of elective courses available to allow students to choose a course(s) in the arts from each of the visual arts, performing arts, and music options.	●	●	●	+	No dance offered, Drama is offered in a portable
3.2.3	Grades 9 & 10 - elective courses (technology)	There is a broad selection of elective courses available to allow students to choose a course(s) in technology from the communication, construction, manufacturing, and transportation technical areas.	●	●	+	+	Transportation and Design only due to facilities limitations
3.2.4	Grades 9 & 10 - elective courses (other)	There is a course(s) in introduction to computers, in social science, and in grade 10 French and/or another language.	●	●	●	●	These are offered consistently
3.2.5	Grades 11 & 12 - compulsory courses	All compulsory university and college preparation courses, workplace courses, and	●	●	●	+	Ontario Literacy Course (OLC40)

SCHOOL: Stayner Collegiate Institute

Adopted: March 26, 2008

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

3.0 VALUE TO THE BOARD

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
		open courses are offered each year.					is usually offered every other year. All other compulsory courses offered annually
3.2.6	Grades 11 & 12 - compulsory course choices	A broad selection of course options are offered each year in Canadian and World Studies, English, math, science, and social science.	●	●	●	●	
3.2.7	Grades 11 & 12 - elective courses	Students may choose elective courses from a broad selection of subjects appropriate to their chosen pathway to allow them to complete at least the minimum twelve optional credits required to earn an OSSD.	●	●	●	+	More workplace courses needed
3.2.8	Grades 11 & 12 - course delivery (compulsory)	Compulsory courses are not combined in split-grade or split-level classes.	●	●	●	+	Some splits due to enrolment
3.2.9	Grades 11 & 12 - course delivery (elective)	Elective courses are not combined in split-grade or split-level classes	●	●	●	+	Some splits due to enrolment and to allow optional courses to run
3.2.10	Grades 11 & 12 - cooperative education	Students may choose a cooperative education course relative to their chosen pathway with a placement in the local community.	●	●	●	●	Rated 4+ Large number of employers (over 500 in SCI database), large student involvement
3.2.11	Specialized programs	A variety of specialized programs are available at the school including the high skills major program (and ancillary certificates), the dual high school/college credit program, the Ontario Youth Apprenticeship program, and the Extended French program.	●	●	+	+	High success in OYAP about no other specialized program listed
3.2.12	Support programs	A range of special education and student success programs are available to address the learning needs of individual students.	●	●	●	●	Life skills, Learning Ctr, resource withdrawal, classroom SERT support, credit recover, after school programs, Guidance open at all times
3.2.13	Special Education	Comprehensive special education programs are available at the school.	●	●	●	●	Life skill, Learning Ctr, Resources withdrawal, classroom SERT support
3.2.14	Extracurricular activities	A wide variety of athletic and non-athletic programs and special interest clubs are available for all students.	●	●	●	●	Lot's of opportunity and high level of participation at SCI

SCHOOL: Stayner Collegiate Institute

Adopted: March 26, 2008

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

3.0 VALUE TO THE BOARD

3.2.15	Environmental awareness	Environmental stewardship is encouraged through environmental education, including participation by students in "green" projects.	●	●	●	●	Award winning, active and large Green Team and Environmental club, only high school with returnable dishes
Valuation Factor 3.3 Availability of specialized teaching spaces							
3.3.1	Library resource centre	The dedicated library resource centre space is large enough to comfortably accommodate a bank of computers, shelves for books and periodicals, several individual study carrels, and a check-out/security system. There are, separate from the common area, a classroom for instruction, two seminar rooms, and a librarian office/workroom.	●	●	●	●	No classroom and only one seminar room but very adequate for size of population
3.3.2	Gymnasium	The space is large enough to concurrently accommodate three separate activities in three discrete gym areas (e.g. full class instruction in physical education or dance, intramural games, and interschool competition on an OFSAA regulation sized court); male and female change rooms with full washroom and shower facilities; an office for each gym area; a weight room; adequate storage space for indoor equipment including a storage space with exterior access for outdoor equipment.	●	●	+	+	Double gym but with OFSAA regulation court, small weight room, cramped storage space although there is exterior access for outdoor equipment, change rooms are in need of renovations, offices in both gym areas
3.3.3	Special Education	There are two classroom-size resource rooms and separate smaller testing and counseling rooms.	+	●	+	+	Small facility only
3.3.4	Technology	There are at least four rooms large enough to comfortably accommodate instructional and applied areas for each of the following four technologies: communications, hospitality/cosmetology, manufacturing/construction, and transportation. There is adequate storage and office space for each room.	●	●	+	+	One small wood shop, one small drafting room, one computer lab
3.3.5	Arts	There are specialized rooms large enough to comfortably accommodate instruction in the performing arts, the visual arts (including one room with a kiln), and instrumental music (with adequate practice rooms). There is adequate storage and office space for each room.	●	●	●	+	Drama is delivered in a portable, no dance facility
3.3.6	Science	There is adequate specialized instructional and experimental space to accommodate all science classes. Each lab is approximately 1200 square feet and contains sinks, built in storage, and a prep room. Gas connections are also available in labs as required to meet program needs.	●	●	+	+	Two dedicated labs, one other classroom
3.3.7	Social science	There is adequate space to comfortably accommodate a multi-purpose instructional area and four food preparation areas.	●	●	●	●	Renovated 7 years ago

SCHOOL: Stayner Collegiate Institute

Adopted: March 26, 2006

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

3.0 VALUE TO THE BOARD

3.3.8	Computer labs	There is a sufficient number of classrooms with appropriate wiring to satisfy the need for computer instruction.	●	●	●	●	Re-wired two classrooms in the last three years, two portable computer labs available for class room sign out
3.3.9	Special education	There is an approximately 2000 square foot space with appropriate physical accommodations such as residential amenities, time-away room (approximately 40 square feet), barrier-free washroom, high needs washroom (including shower, change table, and overhead lift), and a storage room.	●	●	●	●	Life skills room is only 1100 sq.ft. and does not have an overhead lift but does have a lift table
3.3.10	Guidance	The space is large enough to accommodate separate offices (approximately 150 square feet) for each guidance counselor, and an open space to include a career centre (with sufficient computer terminals), a secretarial work area, and a waiting area. There is lockable OSR storage space (approximately 400 square feet with high density filing) and cabinetry display space.	●	●	●	●	
3.3.11	Auditorium/stage	The space can be used by the whole student body for assemblies, performances, and school dances. The space includes a stage area (with appropriate floor, sound system and lighting gantries). Preferably the space is in a dedicated auditorium or incorporated into a cafetorium, rather than in a gymnasium.	●	●	●	+	Gymnasium location of stage, lighting and sound system
3.3.12	Workroom space	There is adequate space for each department to comfortably accommodate teachers in a workroom, with secure storage for personal items.	●	●	+	+	Two workrooms for staff to share
3.3.13	Outdoor space	The school grounds include a regulation size football/rugby/soccer field with goal posts; a half regulation size practice field; and a 400-metre track with a granular surface plus amenities for shot put, long jump, and triple jump.	●	●	●	●	New track and field in 2006
Valuation Factor							
3.4 Condition of the school building							
3.4.1	Major repairs	The building requires no major repairs.	●	●	●	●	None that we are aware of
3.4.2	Facilities Condition Index (FCI)	The FCI for the school is less than 20%. Note: an FCI greater than 65% means the building is Prohibitive to Repair (PTR).	●	●	●	+	Number of years before PTR
3.4.3	Cosmetic upgrades	Cosmetic items (e.g. paint, flooring, trim, and ceiling tiles) are in good condition.	●	●	+	+	Sixplex requires new flooring, wall coverings, paint needed throughout building, exterior needs paint (or sandblasting)
3.4.4	Physical environment	The school is comfortable throughout the year, with efficient heating, cooling, and ventilation systems and good quality lighting (natural or artificial).	●	●	●	●	Upgrade HVAC systems
3.4.5	Classroom size	All classrooms are approximately 800 square feet in size.	●	●	●	+	Most are adequate for class sizes

SCHOOL: Stayner Collegiate Institute

Adopted: March 26, 2008

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

3.0 VALUE TO THE BOARD

3.4.6	Classroom amenities	All classrooms have the required amenities to provide an effective teaching environment (i.e. storage, a pull-down screen, bookshelves, electrical outlets, network and internet access).	●	●	●	+	Most could use more electrical outlets, more storage
3.4.7	General office	The general office is adjacent to the main entrance to the school and overlooks the entrance/foyer. There are sufficient dedicated work areas for secretarial staff, including a front desk reception area.	●	●	●	+	Not overlooking major entrance
3.4.8	General office - amenities	There is a separate work room (visible to the general office) for the photocopier, main PA rack, and safe; an approximately 120 square foot health room; a fridge for ice packs and medication; a sink and cabinets; staff mailboxes; a meeting room; and a barrier-free washroom.	●	●	●	+	No health room, no meeting room
3.4.9	Administrative offices	The principal's office is approximately 200 square feet and the two vice-principal's offices are approximately 150 square feet each. The principal and/or vice-principal's office has an exterior window overlooking the main entrance.	●	●	●	+	Principal and VP offices are approx. 130 sq.ft. each
3.4.10	Cafeteria	There is adequate space to comfortably accommodate all students scheduled for a given lunch period, including adequate areas for the preparation and purchase of food and beverages.	●	●	+	+	Servery renovated 2008, seating only for 200
3.4.11	Layout – common areas	There is a common area, other than the library, to act as a gathering place for groups of students during non-class hours. This area is located where classes in session will not be disturbed.	●	●	●	+	
3.4.12	Layout – office area	The general office, guidance office, and conference area are arranged in a complex and located near the foyer.	●	●	●	+	Close to each other
3.4.13	Custodial work areas	The custodial office is approximately 150 square feet. There is a dedicated custodial staff room (with personal lockers) of approximately 500 square feet. There is dedicated custodial storage room and an adequately ventilated slop room on each floor with a floor mounted slop sink and room for at least one custodial cart. There is a dedicated shipping and receiving area with a loading dock.	●	●	●	●	
3.4.14	Washrooms	Two sets of male and female washrooms on each floor that meet the building code (i.e. 26 female students/wc and 30 male students/wc). On each floor there is a barrier free washroom and one washroom per 30 staff.	●	●	●	+	Only one barrier free wshrm. (ground floor) and only one set of wshrm. On second floor.
3.4.15	Staff room	The staff room is a large, pleasant, and comfortable space with natural lighting and a full kitchen. There is a barrier free washroom for every 30 staff in or near the staff room.	●	●	●	+	
3.4.16	Storage	There are adequate book storage rooms of approximately 400 square feet on each floor.	●	+	+	+	
3.4.17	Technology space	There is adequate space to accommodate the computer network (including wiring, servers, etc). The space is secure and has adequate air flow, room temperature, and electrical supply.	●	●	●	+	Small server room
3.4.18	Security of the building – interior	The school is safe and secure (i.e. visible entryway, no hiding areas, clear sight lines, locking crash bar exterior doors, locking interior doors, evacuation systems).	●	●	●	+	Entry from parking lot not visible from office

SCHOOL: Stayner Collegiate Institute

Adopted: March 26, 2008

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SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

3.0 VALUE TO THE BOARD

Valuation Factor 3.5 Site Conditions							
3.5.1	Size of school site	The site meets the current Ministry of Education funding formula of 12 acres for up to 1000 students, and then in increments of an additional 1 acre per 100 students.	●	●	●	●	Large site
3.5.2	Physical condition of the site	The physical condition of the site is favourable (e.g. no natural hazards, not in flood plain, relatively flat terrain, non-contaminated soils with adequate bearing capacity for up to a three-storey building, low water table, no major improvements required).	●	●	●	●	Good site
3.5.3	Room for expansion	The site allows for expansion of the building with minimal grading works or site remediation. The property will accommodate an appropriate septic system (if applicable).	●	●	●	●	Lot's of room for expansion
3.5.4	Security of site - exterior	The site is a safe, secure environment (i.e. there are no areas to hide, and there are clear sight lines to the neighbours, surrounding community, and recreational areas). There is exterior security lighting and cameras.	●	●	●	+	Exterior lighting but no cameras. Some areas out of sight from surrounding community
3.5.5	Parking areas	Parking is provided at a rate of 1 space per 8 students (including the provision of accessible parking) with a separation of staff, student, and visitor parking.	●	●	●	+	No separation of parking (first come, first served) and need additional spaces
3.5.6	Traffic flow	Vehicle flow design is safe, effective, and one-way, and allows for emergency vehicle access. There is a sufficient dedicated area to accommodate school buses serving the school. Vehicle access to parking and bus areas are separate from pedestrian walkways so students are not required to walk in front of moving vehicles.	●	●	●	+	Bus loop travels through parking lot and adjacent to sidewalk, fair emergency vehicle access.
Valuation Factor 3.6 Location of the school							
3.6.1	Geographic location	The school is centrally located within its attendance area.	●	●	●	+	School is in north end of area
3.6.2	Servicing	The site is fully serviced by municipal water, sewer and stormwater systems. Natural gas, fibre optics, telephone, and cable services are available to the site.	●	●	●	●	
3.6.3	Demographics	The current attendance area of the school is projected to generate sustainable enrolment for each grade for the next ten years.	●	●	●	●	Strong projections from planning
3.6.4	Proximity	All students live within the walk zone or within a 75-minute bus ride.	●	●	●	●	Some bus routes longer than others (some routes to Vanier are shorter duration than to SCI due to routing)

SCHOOL: Stayner Collegiate Institute

Adopted: March 26, 2008

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

3.0 VALUE TO THE BOARD

Valuation Factor 3.7 Value if school is the only one in its community							
3.7.1	Enrolment	Potential students in the community attend the SCDSB school. Student enrolment is not decreased by enrolment at non-SCDSB schools in the community.	●	●	●	+	Some students attend Vanier and (out of area) CCI
3.7.2	Community use of facility	Community groups make frequent use of the facility, enhancing the community's vested interest in the school and the Board.	●	●	●	+	Changes to board/community agreement are enhancing outside use of facility
3.7.3	Transportation costs	The need for busing is reduced because many students live within walking distance of the school.	●	●	●	+	66% of students are on bus routes
Valuation Factor 3.8 Fiscal and operational factors							
3.8.1	Current enrolment	90% of student spaces in the school are being utilized.	●	●	●	●	Over capacity as per SCDSB numbers
3.8.2	Enrolment projection	90% of student spaces in the school are projected to be utilized for the next ten years.	●	●	●	●	Planning dept. numbers
3.8.3	Operational cost - energy and on-going maintenance	Within the group of schools under review, the operational cost per square foot for energy, cleaning, and regular maintenance (e.g. snow plowing, grass cutting) is low.	+	+	+	+	??No information
3.8.4	Operational cost - teaching staff	Within the group of schools under review, the allocation of teaching staff is in accordance with the Ministry of Education funding formula.	●	●	●	●	Extra support for library (for all schools under 1100 FTE)
3.8.5	Operational cost - administrative staff	Within the group of schools under review, the allocation of administrative staff is in accordance with the Ministry of Education funding formula.	●	●	●	●	
3.8.6	Operational cost - secretarial staff	Within the group of schools under review, the allocation of secretarial staff is in accordance with the Ministry of Education funding formula.	●	●	●	●	
3.8.7	Transportation cost	Within the group of schools under review, the cost of busing at this school is low.	+	+	+	+	?? No information
3.8.8	Surplus space in neighbouring schools	The school plays an important role in the accommodation of local students because all available student space in neighbouring schools (i.e. within a 75-minute bus ride) is being used.	●	●	●	●	Elmvale and CCI
3.8.9	Funded space	There is minimal unfunded space as per the Ministry of Education funding formula (i.e. <400 sq ft non-loaded space).	+	+	+	+	?? No information
3.8.10	Cost to upgrade to meet learning objectives	Minimal upgrades are required to achieve an optimum learning environment as identified elsewhere in this valuation framework (e.g. accessibility, classroom environment, building code, safety).	●	●	●	+	

SCHOOL: Stayner Collegiate Institute

Adopted: March 26, 2008

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SVF Section 3.0 – Value to the Board (Wasaga Beach)

Section 3.0 of the SVF deals with the schools Value to the Board.

As mentioned before, Wasaga Beach has 1,844 ha of park land that if a secondary school was built would benefit the students and provide the school board an outdoor classroom in close proximity to the school. Wasaga Beach Town Council is presently working on our “green plan” for the Town and doing our best to be leaders in environmental awareness. A secondary school in Wasaga Beach would allow students to expand their environmental stewardship and education and participate in the Town’s green plan initiatives.

A secondary school in Wasaga Beach would allow the school board the opportunity to construct a building that is environmentally friendly and include energy efficient measures during construction. Cost efficiencies in starting from a vacant piece of land possibly using a template of a recently built school in lieu of the high cost of demolishing, renovating and re-engineering existing buildings could be beneficial. Section 20 Financial Information in our binder shows each schools yearly operational and maintenance expenses. While Elmvale and Stayner secondary schools have lower student populations the cost per student to operate these schools is higher than the larger schools which are meeting the needs of more students. Time and money spent on capital problems such as the poor condition of some of our schools could be better spent on program needs for students.

Other issues such as floor plans that provide security to our students and staff by appropriately locating the general office by the main entrance would be beneficial to all. A new school would give the school board the opportunity to provide an adequate learning space and environment for our students and staff. Overcrowding, lack of storage area and sharing personal space such as lockers could be eliminated.

When looking at the On The Ground numbers for our feeder elementary schools it is recognized that the majority of these schools are over capacity. As a point of interest the Wasaga Beach junior and senior kindergarten enrollment numbers for 2007 as listed in our binders exceeded Stayner and Elmvale’s feeder schools for those same grades. Moving grades 7 and 8 into the secondary schools could ease the pressures that the elementary schools are facing now. A new secondary school in Wasaga Beach and moving these

grades would allow space for our Kindergarten program to become full time. Changes to the feeder elementary school boundaries would allow the opportunity for students in each community included in this review to stay together during secondary school rather than be divided. If these changes were implemented and a secondary school built in Wasaga Beach this would not change CCI's present student enrollment and would allow this school to continue with the same amount of students it presently has and at its capacity. These changes would also allow Midland to operate at capacity as opposed to presently under capacity.

CCI already offers strong Music, Math, Tech, Communication and Cosmetology programs. A new school in Wasaga Beach could offer programs in other areas such as tourism, business, law, ecology and fitness. We would ask that the School Board consider setting up programs to make schools "destination specific" and perhaps this would enable the Board to fund specific programs to a higher degree instead of trying to offer all courses in all schools. The Towns of Wasaga Beach, Collingwood and Midland are also fortunate to have Georgian College located in their communities and perhaps a partnership could be formed in a manner that would benefit our students.

A secondary school in Wasaga Beach would help to balance the demographic profile of the expected 35,000 population. The Sunnidale Secondary Plan located on Sunnidale Road in Wasaga Beach would provide a central location to accommodate Elmvale, Stayner and Wasaga Beach students. With these communities partnering and our students being under one roof it should provide a savings to the School Board as well as programming and learning environment advantages to our students.

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

4.0 VALUE TO THE LOCAL ECONOMY

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
Valuation Factor							
4.1 Value of the school if it is the only school within the community							
4.1.1	Economic value of school to the community	The school is the only institution in the community which provides economic spin-offs and employment opportunities. There are no other institutions in the community such as financial or government offices.	●	+	+	+	
4.1.2	Contributions to community	Employees make considerable contributions of time and money to local charitable and service organizations.	●	●	●	●	
4.1.3	Community viability	The community is socially and economically vibrant. This vibrancy is enhanced by the presence of the school as an anchor within the community.	●	●	●	●	
4.1.4	Linking school to other agency/service delivery	The school provides the primary contact point for other agencies supporting youth (e.g. health, childcare, family services).	●	●	+	+	
Valuation Factor							
4.2 School as a local employer							
4.2.1	Economic spin-offs	There is an economic spin-off for local businesses such as grocery stores, gas stations, and restaurants located near the school.	●	●	●	●	
4.2.2	Spending power of visitors to the school	Local businesses benefit from an increased customer base when visitors come to the school for special events (e.g. tournaments, festivals, performances).	●	●	●	●	
4.2.3	Proximity of the school to business	Businesses considered the school as an important factor when selecting their location.	●	●	●	●	
Valuation Factor							
4.3 Availability of cooperative education							
4.3.1	Cooperative education placements in the community	Local businesses regularly accommodate students from the school in cooperative education placements.	●	●	●	●	
4.3.2	School as a cooperative education placement (post-secondary)	Post-secondary students are regularly accommodated in cooperative education placements at the school.	●	●	●	+	Just got e-mail from Georgian College (DSW, CYW) Could include student teacher placements
Valuation Factor							
4.4 Availability of training opportunities or partnerships with business							
4.4.1	Local sponsorships	Local businesses sponsor events, teams, programs, and awards at the school.	●	●	●	●	
4.4.2	Student employment	Students provide an available part-time workforce in the community.	●	●	●	●	
Valuation Factor							
4.5 Attracts or retains families in the community							
4.5.1	Demographics	The local community has a stable population of families with school aged children and is not experiencing decline.	●	●	●	●	
4.5.2	Family retention	Families are attracted to settle or remain in the community because the presence of the school enhances the desirability of the community.	●	●	●	●	

SCHOOL: Collingwood Collegiate Institute

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

4.0 VALUE TO THE LOCAL ECONOMY

4.6.1	Property Assessment	The presence of the school in the local neighbourhood contributes to higher assessment values.	●	●	●	●	
4.6.2	Growth	There is a sufficient supply of land designated for future development in the community for the next 25 years which will impact student enrolment.	●	●	●	●	
4.6.3	Sewer service	There is capacity in the municipal sewage treatment plant to service the school and additional development in the community.	●	●	●	●	
4.6.4	Water service	There is adequate municipal water supply for the school and additional development in the community.	●	●	●	●	
4.6.5	Building permits	Home construction in the community is focused on affordable family dwellings.	●	●	●	+	Moving that way

SCHOOL: Collingwood Collegiate Institute

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

4.0 VALUE TO THE LOCAL ECONOMY

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
Valuation Factor							
4.1 Value of the school if it is the only school within the community							
4.1.1	Economic value of school to the community	The school is the only institution in the community which provides economic spin-offs and employment opportunities. There are no other institutions in the community such as financial or government offices.	●	●	●	●	In Elmvale, no other single institution creates more economic spin off
4.1.2	Contributions to community	Employees make considerable contributions of time and money to local charitable and service organizations.	●	●	●	●	Large proportion of staff live in and contribute to the Elmvale community
4.1.3	Community viability	The community is socially and economically vibrant. This vibrancy is enhanced by the presence of the school as an anchor within the community.	●	●	●	●	Unquestionably. EDHS is the primary reason for many business to exist. Provides the workforce
4.1.4	Linking school to other agency/service delivery	The school provides the primary contact point for other agencies supporting youth (e.g. health, childcare, family services).	●	●	+	+	Limited by sized of facility
Valuation Factor							
4.2 School as a local employer							
4.2.1	Economic spin-offs	There is an economic spin-off for local businesses such as grocery stores, gas stations, and restaurants located near the school.	●	●	●	●	Those businesses in proximity of EDHS depend heavily on the school population
4.2.2	Spending power of visitors to the school	Local businesses benefit from an increased customer base when visitors come to the school for special events (e.g. tournaments, festivals, performances).	●	●	+	+	Limited by the size of the facility
4.2.3	Proximity of the school to business	Businesses considered the school as an important factor when selecting their location.	●	●	●	+	Absolutely applies, but largely for those close to the school
Valuation Factor							
4.3 Availability of cooperative education							
4.3.1	Cooperative education placements in the community	Local businesses regularly accommodate students from the school in cooperative education placements.	●	●	●	●	45-50 students per year in Co-op. Approx. 90 placements locally with 100% turnover
4.3.2	School as a cooperative education placement (post-secondary)	Post-secondary students are regularly accommodated in cooperative education placements at the school.	●	●	●	●	4-6 annual placements within the school for practice teachers
Valuation Factor							
4.4 Availability of training opportunities or partnerships with business							
4.4.1	Local sponsorships	Local businesses sponsor events, teams, programs, and awards at the school.	●	●	●	●	Many small businesses Sports/music/drama

SCHOOL: Elmvale District High School

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

4.0 VALUE TO THE LOCAL ECONOMY

4.4.2	Student employment	Students provide an available part-time workforce in the community.	●	●	●	●	81 employers and 135 students Not withstanding the projected decline and not withstanding our limited programming that results in.
Valuation Factor 4.5 Attracts or retains families in the community							
4.5.1	Demographics	The local community has a stable population of families with school aged children and is not experiencing decline.	●	●	●	●	As evidenced by demographic data, past, present, and low decline in the future
4.5.2	Family retention	Families are attracted to settle or remain in the community because the presence of the school enhances the desirability of the community.	●	●	●	●	Families recognize the value of the smaller community school – creates a “generational” cascade effect.
4.6.1	Property Assessment	The presence of the school in the local neighbourhood contributes to higher assessment values.	●	●	●	●	Stability in the housing market supports assessment values
4.6.2	Growth	There is a sufficient supply of land designated for future development in the community for the next 25 years which will impact student enrolment.	●	●	●	●	Designated 600 building lots in the Elmvale community
4.6.3	Sewer service	There is capacity in the municipal sewage treatment plant to service the school and additional development in the community.	●	●	●	●	Adequate capacity now with flexibility to increase as need be.
4.6.4	Water service	There is adequate municipal water supply for the school and additional development in the community.	●	●	●	●	Ample water even considering growth
4.6.5	Building permits	Home construction in the community is focused on affordable family dwellings.	●	●	●	●	Based on last 10 years of construction

SCHOOL: Elmvale District High School

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

4.0 VALUE TO THE LOCAL ECONOMY

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
Valuation Factor							
4.1 Value of the school if it is the only school within the community							
4.1.1	Economic value of school to the community	The school is the only institution in the community which provides economic spin-offs and employment opportunities. There are no other institutions in the community such as financial or government offices.	●	+	+	+	
4.1.2	Contributions to community	Employees make considerable contributions of time and money to local charitable and service organizations.	●	●	●		About half live in area, half out of area. Time is big
4.1.3	Community viability	The community is socially and economically vibrant. This vibrancy is enhanced by the presence of the school as an anchor within the community.	●	●	●	+	Yes, but there are reasonable concerns about manufacturing jobs
4.1.4	Linking school to other agency/service delivery	The school provides the primary contact point for other agencies supporting youth (e.g. health, childcare, family services).	●	●	●	+	Not for all, but some that work with adolescent youth do make contact with students in the school
Valuation Factor							
4.2 School as a local employer							
4.2.1	Economic spin-offs	There is an economic spin-off for local businesses such as grocery stores, gas stations, and restaurants located near the school.	●	●	●	+	Youth spending, staff spending, institution spending
4.2.2	Spending power of visitors to the school	Local businesses benefit from an increased customer base when visitors come to the school for special events (e.g. tournaments, festivals, performances).	●	●	●	+	Service industries, restaurants, hotels, etc.
4.2.3	Proximity of the school to business	Businesses considered the school as an important factor when selecting their location.	●	●	●	+	Mall/Restaurant/Fast food The school is the largest employer and would cause financial hardship if not here
Valuation Factor							
4.3 Availability of cooperative education							
4.3.1	Cooperative education placements in the community	Local businesses regularly accommodate students from the school in cooperative education placements.	●	●	●	●	
4.3.2	School as a cooperative education placement (post-secondary)	Post-secondary students are regularly accommodated in cooperative education placements at the school.	●	●	●	+	Georgian College (DSW/ECE) Colleges of education
Valuation Factor							
4.4 Availability of training opportunities or partnerships with business							
4.4.1	Local sponsorships	Local businesses sponsor events, teams, programs, and awards at the school.	●	●	●	+	No teams, but events, awards and programs (co-op)
4.4.2	Student employment	Students provide an available part-time workforce in the community.	●	●	●	●	In four + communities

SCHOOL: Midland Secondary School

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

4.0 VALUE TO THE LOCAL ECONOMY

Valuation Factor 4.5 Attracts or retains families in the community							
4.5.1	Demographics	The local community has a stable population of families with school aged children and is not experiencing decline.	●	●	●	+	Stable school population
4.5.2	Family retention	Families are attracted to settle or remain in the community because the presence of the school enhances the desirability of the community.	●	●	●	●	As part of a complete community
4.6.1	Property Assessment	The presence of the school in the local neighbourhood contributes to higher assessment values.	●	●	●	+	We are in a well established mature area
4.6.2	Growth	There is a sufficient supply of land designated for future development in the community for the next 25 years which will impact student enrolment.	●	●	●	●	Population growth 15% 01-06
4.6.3	Sewer service	There is capacity in the municipal sewage treatment plant to service the school and additional development in the community.	●	●	●	●	7 residential -3 of which are "affordable", 4 commercial project applications 463 units
4.6.4	Water service	There is adequate municipal water supply for the school and additional development in the community.	●	●	●	●	So says the town
4.6.5	Building permits	Home construction in the community is focused on affordable family dwellings.	●	●	●	●	Over 2255 units proposed

SCHOOL: Midland Secondary School

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

4.0 VALUE TO THE LOCAL ECONOMY

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
Valuation Factor							
4.1 Value of the school if it is the only school within the community							
4.1.1	Economic value of school to the community	The school is the only institution in the community which provides economic spin-offs and employment opportunities. There are no other institutions in the community such as financial or government offices.	●	+	+	+	Many institutions
4.1.2	Contributions to community	Employees make considerable contributions of time and money to local charitable and service organizations.	●	●	●	●	Out of the cold Salvation Army Churches St. Vincent DePaul Many sports leagues
4.1.3	Community viability	The community is socially and economically vibrant. This vibrancy is enhanced by the presence of the school as an anchor within the community.	●	●	●	●	Couldn't attract other industries if no High School
4.1.4	Linking school to other agency/service delivery	The school provides the primary contact point for other agencies supporting youth (e.g. health, childcare, family services).	●	●	●	●	PHU Reading council CAS Kinark
Valuation Factor							
4.2 School as a local employer							
4.2.1	Economic spin-offs	There is an economic spin-off for local businesses such as grocery stores, gas stations, and restaurants located near the school.	●	●	●	+	Fast food/variety store Foodland/support local industry
4.2.2	Spending power of visitors to the school	Local businesses benefit from an increased customer base when visitors come to the school for special events (e.g. tournaments, festivals, performances).	●	●	●	+	Tournament/Music
4.2.3	Proximity of the school to business	Businesses considered the school as an important factor when selecting their location.	●	●	●	+	Presence here is important for families
Valuation Factor							
4.3 Availability of cooperative education							
4.3.1	Cooperative education placements in the community	Local businesses regularly accommodate students from the school in cooperative education placements.	●	●	●	●	1/5 of school population involved in co-op
4.3.2	School as a cooperative education placement (post-secondary)	Post-secondary students are regularly accommodated in cooperative education placements at the school.	●	●	+	+	Act as student teacher host
Valuation Factor							
4.4 Availability of training opportunities or partnerships with business							
4.4.1	Local sponsorships	Local businesses sponsor events, teams, programs, and awards at the school.	●	●	●	●	Scholarships, events such as Coffee House, Exchanges, Teams
4.4.2	Student employment	Students provide an available part-time workforce in the community.	●	●	●	●	10% empty nesters. 90% development 1-4 bedroom homes Growth strategy +500 students by 2030

SCHOOL: Penetanguishene Secondary School

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

4.0 VALUE TO THE LOCAL ECONOMY

Valuation Factor 4.5 Attracts or retains families in the community							
4.5.1	Demographics	The local community has a stable population of families with school aged children and is not experiencing decline.	●	●	●	+	Stable, but school aged dictating now, but will pick up after that
4.5.2	Family retention	Families are attracted to settle or remain in the community because the presence of the school enhances the desirability of the community.	●	●	●	●	
4.6.1	Property Assessment	The presence of the school in the local neighbourhood contributes to higher assessment values.	●	●	●	●	Driven by market pricing More paid for house by school
4.6.2	Growth	There is a sufficient supply of land designated for future development in the community for the next 25 years which will impact student enrolment.	●	●	●	●	Enough for 50 yr. worth. Space for growth. Will outperform other communities 1800 new job to 2031 Variety of industry Institutions therefore stable
4.6.3	Sewer service	There is capacity in the municipal sewage treatment plant to service the school and additional development in the community.	●	●	●	+	More needed for development expected \$19 million upgrade plans in place
4.6.4	Water service	There is adequate municipal water supply for the school and additional development in the community.	●	●	●	●	Back up is offline \$7 million to bring online
4.6.5	Building permits	Home construction in the community is focused on affordable family dwellings.	●	●	●	+	Partially 40 permits/yr. an average Senior based as well

SCHOOL: Penetanguishene Secondary School

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

4.0 VALUE TO THE LOCAL ECONOMY

Valuation Indicator		Valuation Descriptor	Rating				Rationale for Rating
Valuation Factor 4.1 Value of the school if it is the only school within the community							
4.1.1	Economic value of school to the community	The school is the only institution in the community which provides economic spin-offs and employment opportunities. There are no other institutions in the community such as financial or government offices.	●	●	●	+	Only Secondary School
4.1.2	Contributions to community	Employees make considerable contributions of time and money to local charitable and service organizations.	●	●	●	+	Staff and student involvement
4.1.3	Community viability	The community is socially and economically vibrant. This vibrancy is enhanced by the presence of the school as an anchor within the community.	●	●	●	●	
4.1.4	Linking school to other agency/service delivery	The school provides the primary contact point for other agencies supporting youth (e.g. health, childcare, family services).	●	●	●	●	
Valuation Factor 4.2 School as a local employer							
4.2.1	Economic spin-offs	There is an economic spin-off for local businesses such as grocery stores, gas stations, and restaurants located near the school.	●	●	●	●	
4.2.2	Spending power of visitors to the school	Local businesses benefit from an increased customer base when visitors come to the school for special events (e.g. tournaments, festivals, performances).	●	●	●	+	Need more events
4.2.3	Proximity of the school to business	Businesses considered the school as an important factor when selecting their location.	●	●	+	+	Important that school is there! Only some business affected School largest single employer and the loss of it would impact local business
Valuation Factor 4.3 Availability of cooperative education							
4.3.1	Cooperative education placements in the community	Local businesses regularly accommodate students from the school in cooperative education placements.	●	●	●	●	High level. High rates of placement
4.3.2	School as a cooperative education placement (post-secondary)	Post-secondary students are regularly accommodated in cooperative education placements at the school.	●	●	●	+	Sometimes asked regularly
Valuation Factor 4.4 Availability of training opportunities or partnerships with business							
4.4.1	Local sponsorships	Local businesses sponsor events, teams, programs, and awards at the school.	●	●	●	●	Scholarships/ Yearbook/sports
4.4.2	Student employment	Students provide an available part-time workforce in the community.	●	●	●	●	

SCHOOL: Stayner Collegiate Institute

SCDSB SCHOOL VALUATION FRAMEWORK (SECONDARY VERSION)

4.0 VALUE TO THE LOCAL ECONOMY

Valuation Factor							
4.5 Attracts or retains families in the community							
4.5.1	Demographics	The local community has a stable population of families with school aged children and is not experiencing decline.	●	●	●	●	
4.5.2	Family retention	Families are attracted to settle or remain in the community because the presence of the school enhances the desirability of the community.	●	●	●	●	
4.6.1	Property Assessment	The presence of the school in the local neighbourhood contributes to higher assessment values.	●	●	●	●	
4.6.2	Growth	There is a sufficient supply of land designated for future development in the community for the next 25 years which will impact student enrolment.	●	●	●	●	
4.6.3	Sewer service	There is capacity in the municipal sewage treatment plant to service the school and additional development in the community.	●	●	●	●	
4.6.4	Water service	There is adequate municipal water supply for the school and additional development in the community.	●	●	●	●	
4.6.5	Building permits	Home construction in the community is focused on affordable family dwellings.	●	●	●	●	

SCHOOL: Stayner Collegiate Institute

4.0 Value to the Local Economy (Wasaga Beach)

The School Valuation Frameworks purpose is to consider the needs of all students within the boards planning area. The SVF looks at existing schools and the community in which they are located. This process does not take into account how the approximate 774 Wasaga Beach students are affected or how this affects the community in which they live or that communities economy. There are more Wasaga Beach students leaving their home community daily than there are students in several of the schools that are being looked at through this process. The needs of Wasaga Beach and its students are not covered in the SVF.

Section 4.1.1 to 4.1.4

The ARC “B” is looking at schools located in Collingwood, Stayner, Elmvale, Midland and Penetanguishene. All of these communities have at least one Elementary School as well as financial (bank) or government offices (offices, public works yard) providing other opportunities for economic spin-offs and employment other than their existing secondary school. If a school was to be built in Wasaga Beach it would definitely act as an anchor in the community contributing to it being a complete community.

Section 4.2.1 to 4.2.3

Any community that is fortunate enough to have a secondary school within its boundaries will benefit from its economic spin off. Wasaga Beach would benefit as does all existing school communities now. Wasaga Beach’s local businesses presently experience local money being taken out of the community because of the lack of a secondary school.

Section 4.3.1 to 4.3.2

Wasaga Beach has a wide range of business opportunities for co-operative education within the community. Professional offices (doctor, dentist, accountant), lab, construction, tourism, real estate, radio station, marina, daycare, heating/air conditioning, veterinarian, beauty salon/barber shops, day spas, land surveyors, masonry just to name of a few of our local businesses that would benefit from our students being part of.

Section 4.4.1 to 4.4.2

Wasaga Beach has many generous business owners who sponsor teams through hockey, soccer, baseball and awards. Our service clubs and community groups put on events and join Town sponsored events throughout the year that benefit all age groups.

Section 4.5.1 to 4.5.2

Wasaga Beach is no longer a retirement community. Our demographics are changing and the presence of a secondary school will attract families to the community as well as keep existing families. A secondary school would contribute to a balanced demographic profile.

Section 4.6.1 to 4.6.5

Wasaga Beach has a sufficient supply of land designated for future development and has been slated to grow to a population of 35,000 people by 2031. The municipality's water and sewer infrastructure are in place and ready for this growth. Wasaga Beach offers a wide range of housing types and pricing that would accommodate different income ranges and families at all stages of life.

As of September 2008:

-130 new single family dwellings were constructed at an estimated value of \$35 million. (excludes modular, park model or leisure lifestyle homes)

-Registered vacant subdivision lots available – 1,160 lots/units

-Draft plan approved vacant subdivision lots available – 672 lots/units

-Proposed subdivision lots – 2,230

A total of all three categories is 4,062 lots/units

-Proposed condo units would add an additional 2,160 units for a total of 6,222 units.

PUBLIC COMMENTS

June 12, 2008 – Birchview Dunes

How is the value to community determined for each school? Surveys will be used if directed by the ARC (created by the research department of the board); students (including Wasaga Beach) are currently being interviewed to assist in the completion of Value to the Student section of the SVF.

The public would like to know the number of students and where they attend school. This information is in the ARC binder. Will be discussed in Value to the Student section of the SVF.

Concern that there isn't equal representation on the ARC for Wasaga Beach. The committee was established following the Board's policy.

Concerns around travel distance for students were expressed.

Comments were made in support of Wasaga Beach having a high school that offers the same programming as other high schools. A new school would provide a greater opportunity for friends to stay together, would allow Wasaga Beach to show community spirit, allow for greater opportunity to be involved in extra curricular activities at school. Concerns around Wasaga Beach students having long bus rides, students don't return to Wasaga Beach until approximately 4:30.

ARC reminded the public that there will be five more public meetings, a decision will be made to the Board in May and a final decision by the Board will be made in June of 2009. If Trustees feel that this is a viable solution it will be presented to the Ministry of Education who will then make a decision on the recommendation and determine if there is funding to support the recommendation.

There will be an opportunity to hear more delegations prior to the final decision. The ARC can also ask for an extension to deliberate.

The public was also encouraged to visit the board website to find out where and when ARC meetings are being held, to view agenda and minutes of each of the meetings. There is also an email address that inquiries, concerns or suggestions can be made to.

A comment was made that the three smallest high schools have the highest graduation rates.

Has any consideration been made regarding the implementation of full day kindergarten and its impact on school? Janis advised that it would be considered if finalized by the Ministry prior to the ARC process being completed.

January 20, 2009 – Collingwood Collegiate Institute

Mr. Davidson, a teacher at EDHS thanked the delegations for their comments and asked the ARC to request that the school board re-work the Facility Condition Indices for EDHS as he felt the information wasn't accurate.

February 5, 2009 – Midland Secondary School

Are the completed SVFs on the website? Superintendent Medysky responded not at this time but in the future they will be. The SVF template is on the website.

There were many comments by parents, teachers and students that the high school and communities are very entwined.

Parents and students did not want to see a “Super Size” school. Students want to be known by name and not by a number. Parents spend more time in high schools now watching their children participate in activities which may not be the case if they are in a “super size” school.

To lose any of these schools would be a tragedy.

What happens to students wanting to be in a band or on an athletic team at a large school when there are only a certain number of spots?

“Healthy Rivalry” is always good between schools.

The ARC needs to take into consideration the feeder schools when revisiting boundaries and including Grades 7 and 8 students to high schools.

Closing a secondary school will impact the local economy.

A parent reminded the public that the ARC will not be able to please everyone but to remember to put the value to the student first and then prioritize from there.

A question was presented regarding Wasaga Beach receiving a high school when numbers warrant a “growth school”. Superintendent Medysky responded that when Wasaga Beach is considered a growth area, a new school can be considered. It is not considered a growth school at this time.

Greg Davidson, teacher at EDHS provided some student achievement statistics comparing EDHS with board averages.

A concern was brought forward regarding the future of PSS and the EFSL program which currently exists there.

The suggestion was made for the Ministry to change the funding formula.

A question was raised if the ARC had given any thought about prioritizing the existing scenarios? Superintendent Medysky responded that the ARC has not prioritized these scenarios at this time.

Has the ARC considered that if PSS closes, the Catholic Board could purchase the school? Superintendent Medysky responded that the ARC has considered this possibility.

A comment that small schools produce better academic students was made.

Some suggestions presented for using the vacant space at the schools were to use it for daycare, turn the space into tech shops, turn one of the schools into an ESL school and use green energy to save costs.

February 19, 2009 – Elmvale District High School

EDHS students and staff have a feeling of inclusiveness,

At EDHS you are known by name

EDHS students are a family

One student mentioned that he doesn't want to graduate, he enjoys attending EDHS

There is a sense of belonging at EDHS

Teachers have a closer relationship with students at EDHS

There are fewer fights at EDHS

One parent noted that her children had an opportunity to attend either Barrie North or EDHS, they have been pleased with their decision to attend EDHS

A parent asked what the next steps are and when a decision will be made. Superintendent Medysky commented that the ARC will take a recommendation to Administrative Council on March 24th. Administrative Council has 30-60 days to report to the Board. Delegations before the Board will be held at a special Board meeting on May 14th (tentatively). The Trustees will then be in a position to make a decision prior to the end of June.

There is huge school spirit at EDHS

EDHS is involved in fall fairs and a house system

EDHS enjoys strong connection to community

Students enjoy the programs offered at EDHS; they don't feel like they are missing out

One parent commented that she felt sad that her elementary children may not have an opportunity to experience life at EDHS

Graduates of EDHS provide a great contribution to society

Generations of families have attended and graduated from EDHS; many remain in the community and some have even returned to teach at EDHS

A student has convinced her Uncle to move to Elmvale because EDHS is so great and her cousins would love it

A student commented that he would like to see his younger siblings attend.

A parent noted a safety concern with travelling Hwy. 92 and would send their children to St. Theresa's

March 11, 2009 – Penetanguishene Secondary School

What weight does the ARC have on the ultimate decision? Superintendent Medysky responded that the ARC makes a recommendation to the board and the final decision is made by the Board of Trustees.

A parent asked what would happen if PSS closed? He also commented that he would be the first to register at the new school proposed by Mr. Mason.

Jade's father, Mr. Hugenin commented how proud he was of Jade and her presentation in support of PSS.

Are the ARC's recommendation(s) for the 5 schools identified in the north? Yes.

A parent noted that it easy for a student to fall through the cracks at a large school.

A student asked what would happen to the extended French program at PSS if it closed. Superintendent Medysky responded that the program would be moved to another secondary school.

Janice Evans at teacher at PSS for over 25 years commented that small schools work; Penetanguishene is a great place to live, work and educate children.

A parent commented that both daughters have graduated from PSS and both attended post-secondary. To lose PSS would be a travesty.

What would be the closing date if PSS closed? Does the Board have a school closure policy? Superintendent Medysky replied that the ARC is not at the point in determining its recommendation(s). The Board does have a school closure policy.

A member of the community thanked the presenters and commented that the six school solution proposed is achievable and responsible for all communities.

At the last meeting scattergrams were presented. Will there be commentary to explain them? Superintendent Medysky responded that yes, in the final report the scattergrams will have commentary explaining them.

When EDHS gets to PTR what would the On The Ground (OTG) capacity be to rebuild? David Few, Manager of Planning commented that PTR refers to prohibitive to repair. Funding is for the number of students for OTG. If a board would like a larger school then the board would need to request additional funds to support any PTR funding.

John Brennan commented that he made a presentation to the board on February 5 regarding cost efficiency and effectiveness. This information was provided to Facilities Services and presented at a recent Board meeting. Will the Board consider the costing and phasing approach submitted? Superintendent Medysky responded that the Board's costing is directed by the Ministry. Dr. Brennan asked if the ARC has been told whether the information is correct or not. Superintendent Medysky shared that the ARC has not been told either way.

A parent commented that she has children that attend both EDHS and Huronia Centennial. EDHS is overcrowded and they considered alternatives for her children. Her children have decided to attend PSS. She would like the ARC to make a decision and to move ahead with the process.

Has ARC considered renovations to EDHS? Yes it has.

The ARC is using the data provided by the Ministry, the Board and the comments made by the public in their considerations.

Bussing students around the community is not a "green" solution.

PSS allows students the ability to walk to and from school.

Bussed students have missed out on some opportunities.

Moving students to other schools is not beneficial to students or their families.

Parents choose a community because it has everything to offer.

How are local businesses going to entice future business if there is no high school in the community?

PSS offers a strong and stable environment.

Students are accepted by staff and other students at PSS.

PSS stands for Pride

Keep PSS!

March 23, 2009 – Stayner Collegiate Institute

Jeremy Osburn thanked the ARC for their efforts. He expressed his concern of inequity that Wasaga Beach wasn't receiving a high school and deserves one.

All the communities should have a high school including Wasaga Beach.

The focus shouldn't be what could be taken away from a community but what could be given to a community.

John Fisher introduced himself as the Park Superintendent of Wasaga Beach Provincial Park. He shared some of his thoughts and provided a handout to the ARC.

A teacher at EDHS commented that EDHS needs some immediate upgrades.

A number of parents noted that they graduated from Stayner and would like their children to do so. They don't want SCI to close.

In a small community school like SCI, teachers and students know each other. It is a safe place. Students go on to become doctors and lawyers. There is a high graduation rate.

SCI Student Council Executive Tori Iceton (President) and Lydia Noordegraaf (Vice President) noted that it was a privilege and honour to attend SCI. They spoke on behalf of the student body of SCI. They commented that being a small school is exceptional. Students are involved. School staff and students achieve better relationships. There is a sense of belonging. They don't want students relocated. Community, identity and heart do not have a monetary value.

Tim Weatherall, Wasaga Beach resident noted that at SCI there is a sense of community. He wants Wasaga Beach to have the same sense.

Kendra Holt noted that SCI is able to fill itself. Why take a school from one community to add a school to another of the same size.

The Stayner community facilitates co-op opportunities and community hours for students.

The number of teachers who attended SCI and have returned speaks volumes.

SCI has land that they can expand on.

A lot of money has already been put into SCI to create a beautiful track

A resident of Wasaga Beach plans on having a family and wants her children to go to a school where they won't fall through the cracks, where teachers know their name and staff get involved with students.

A member of the public asked where the money is going to come from to build a school in Wasaga Beach.

Why is it an option to close SCI?

22 members of the ARC are in support of status quo which includes SCI.

A comment as to the start time of the public meeting was noted.

The advantages of a smaller school far outweigh the new technology and facility.

It is ridiculous to look at closing SCI when projected growth is expected.

SCI students can walk to school. There would be increased bussing costs if SCI closes.

SCI offers as much programming as other schools do.

SCI offers a number of school teams.

SCI has developed community partnerships.

The public asked the ARC to make the right decision and keep SCI open.

It would be a shame to lose the community spirit and heritage.

All communities should have a school but not at the expense of another school.

Why is the committee providing scenarios to the Board that the group doesn't agree with?

Why do the scenarios proposed not include closing EDHS?

Students have also returned to EDHS to teach.

A teacher commented that EDHS is a family experience, there is no better place to work. She has worked there for 17 years and has learned to become a master of "making do". Other schools have double or triple gyms, large cafeterias; EDHS does not. The staff share spaces, overcome obstacles, but they deserve the freedom to enjoy more space and something new.

We need to value the cost of keeping students in school. One parent commented that he did not graduate from high school because he did not want the long bus ride everyday.

It was noted that Wasaga Beach is a retirement community.

Closing EDHS would be terrible.

The first priority choice – what would the upgrades be for EDHS?

Businesses in Stayner depend on students for their livelihood.

The ARC was asked to think of the individual students when making their final decision.

A comment was made that high school busses pass her home at 7:30 am. If SCI closed, what time would students need to catch a bus to travel to Wasaga Beach or CCI? In order for students to be successful, they need a good start in the morning. They need a school in their community.

It would be a disservice and an injustice to students if SCI closed.

A parent commented that they moved to Stayner because there was a high school.

SCI has the highest graduation rate in Simcoe County.

The goal for every parent, student and teacher is for children to graduate.

A foster parent shared how successful her foster children have been who have attended SCI. SCI values their students.

Emotion needs to be removed when making these decisions.

Think of the student as the customer.

Alisha Savage noted that the ARC is to review existing facilities, look at the future enrolment and physical requirements and make a decision.

**Mayor Patterson's Address
To Accommodation Review Committee Meeting
June 12, 2008 at Birchview Dunes School
Wasaga Beach**

Thank you very much for the opportunity to address the Accommodation Review Committee this evening. Before I begin my remarks I'd like to thank the Committee for holding this meeting in Wasaga Beach and I like to formally welcome you to our community.

Wasaga Beach is growing dynamic community. We have come a long way in the 34 years since we were incorporated as a municipality. We have, according to Stats Canada grown to 16,000 residents, and are projected to grow to a population of 35,000 by 2031. One of Council's goals is to see Wasaga Beach become a thriving full service community that provides its residents with a full range of services. Over the years we have been working on that goal on several fronts:

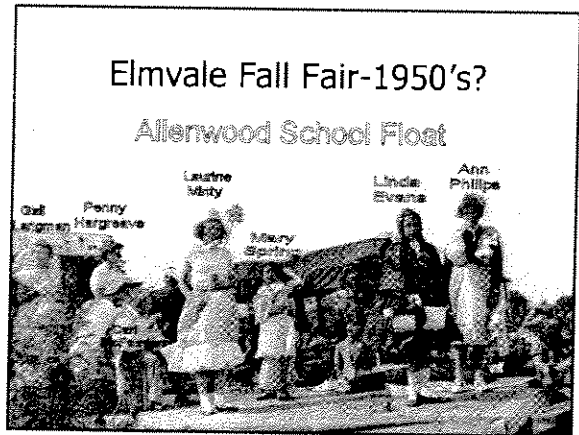
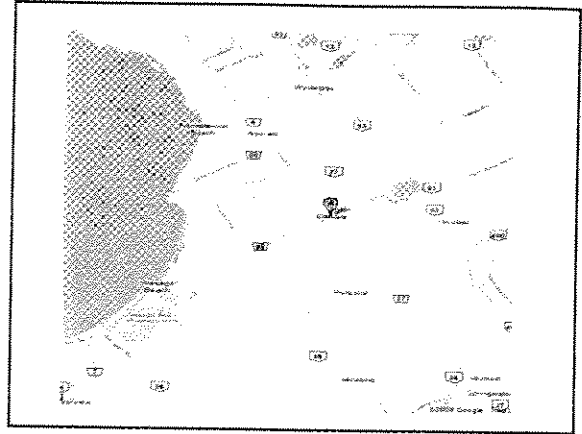
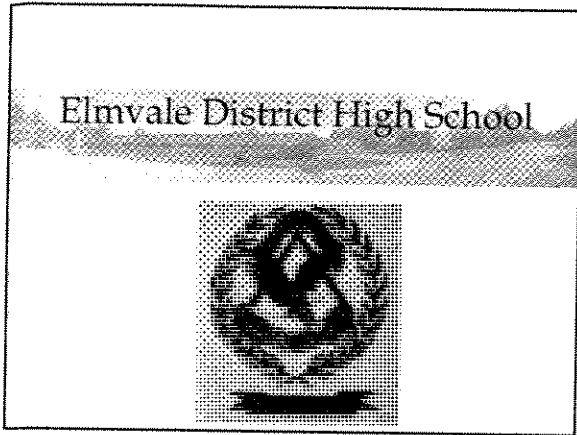
- Opening a new RecPlex in partnership with the YMCA offering excellent recreational opportunities for our residents
- Expanding our Commercial sector to provide a variety of shopping and dining experiences in Wasaga Beach. Residents no longer need to travel to Collingwood or Barrie to do their shopping or go out for diner
- Attracting new family doctors and a medical lab so that residents can see a Doctor in Town and have their medical tests done here
- Developing a new community health centre in partnership with the Simcoe Muskoka LHIN and Ministry of Health to serve our residents
- Starting a new municipal transit service this summer
- Officially opening a new 47 acre business park as well this summer
- Designing new residential subdivisions in harmony with the environment and in support of an active and healthy lifestyles

What we don't have is a secondary school to house the nearly 775 students that leave Wasaga Beach every morning to head to Collingwood, Stayner and Elmvale. This has been a concern of this Council for many years. We have been to the Ministry of Education, the Board of Education and have worked hard over the years to make our case. We were delighted to hear that the Board approved the establishment of this Accommodation Review Committee. I want to commend Trustee Saunders for championing the creation of the Committee; it is to all our benefit to have accommodation issues fully explored.

With the growth that is occurring in Wasaga Beach, Council continues to plan for the future. We are currently working on the final modifications to the Sunnidale Trails Secondary Planning area in the south end of Town. This planning area includes 2,500 new homes, a secondary school site, land for two elementary schools and a comprehensive trail system linking all the elements of the plan. I am pleased to state that the block of land for the high school is located in the first phase of new subdivision should be ready for development within the next 12 to 18 months.

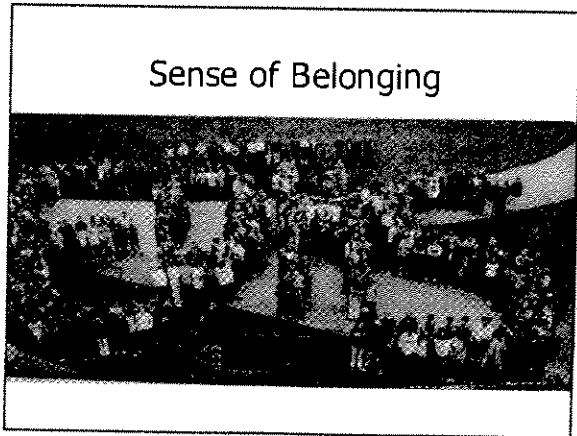
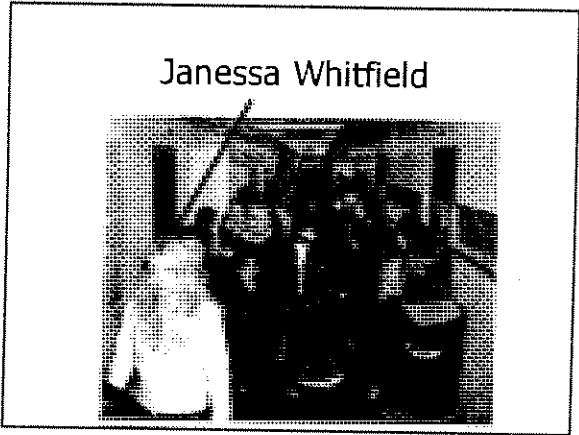
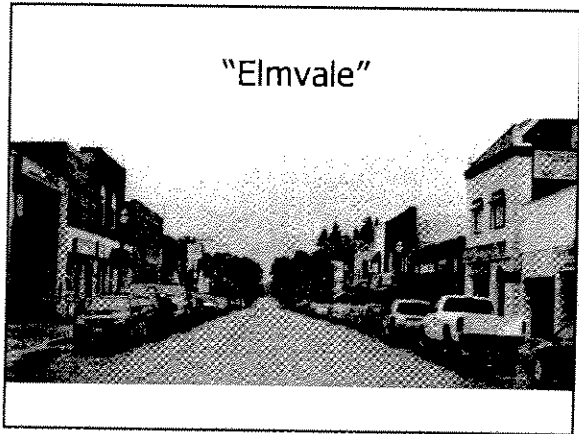
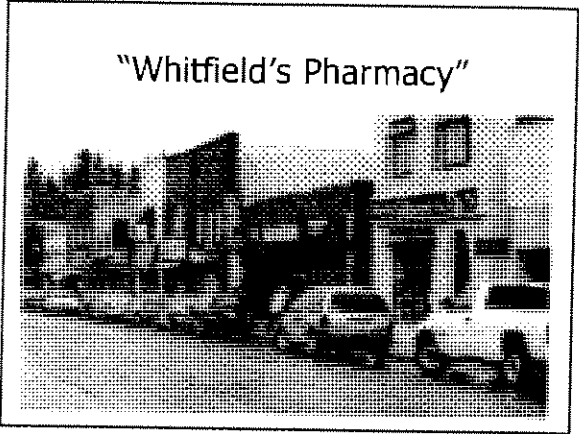
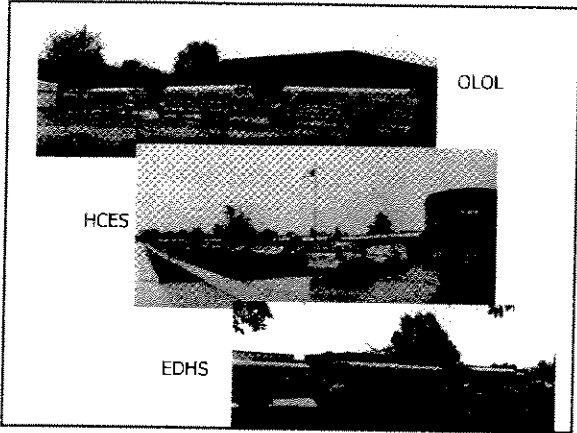
In closing, I have said many times, Wasaga Beach is not advocating taking a school from another community, but is promoting building complete communities. We are of the view that for the reasons I have given, Wasaga Beach is deserving of a Secondary School, not just for now but for the future.

I want to thank you for your attention and wish you all the best in your deliberations. I know Councillor Bifulchi and Rob Brockwell will do an excellent representing the residents of Wasaga Beach on your Committee.



Shared Busing "Family of Schools"

- Our Lady of Lourdes (LOL)
- Huronia Centennial Elementary School (HCES)
- Elmvale District High School (EDHS)



"Above Average Grads"

■ EDHS 2006 graduation rate was **83.1%**

■ SCDSB average was 71.8%

■ Provincial Goal is 85%



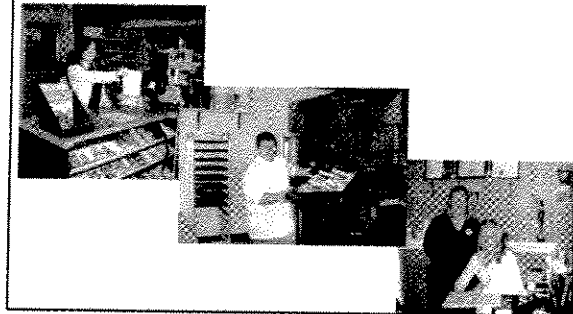
More than 80 Bursary's given Annually

- AWARDS AND SCHOLARSHIPS PRESENTED AT THE ANNUAL AWARDS CEREMONY
1. Golden Hammer Award
 2. The D.S.S.T.F. Scholarship
 3. The Sara Vista Award
 4. The Ontario Principals' Council Student Leadership Award
 5. The Elmvale Horticultural Society Award
 6. Wycliffe Anglican Award for Community Service
 7. Tom McKenzie Canadian Essay Award
 8. The Andy Hollands Memorial Award
 9. The Hon. Helena Guergis Traditional Family Business Award
 10. Eagle Enthusiast Award
 11. North Simcoe Community Futures Development Corporation
 12. The Canadian Legion Scholarship
 13. Students' Council Bursary
 14. Huronia West O.P.P. Community Service Award
 15. Michele Couroux Memorial
 16. The Elmvale I.G.A. Scholarship
 17. The Elmvale I.G.A. Scholarship
 18. Chris Minty Memorial Scholarship
 19. Caroline Martin Scholarship
 20. Independent Order of Odd Fellows
 21. North Simcoe Hospital Alliance Bursary

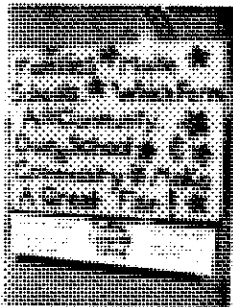
Co-op Placements



Co-op Placements



Sense of Community

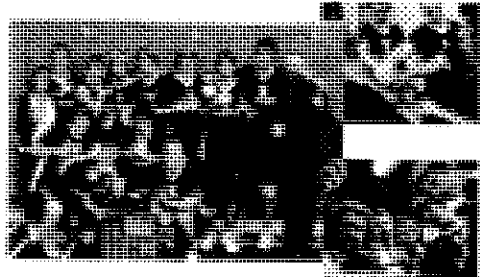


"Champions"



2007-2008 GBSA
A/AA HOCKEY CHAMPIONS

Sense of Team work



EDHS Day



EDHS Day

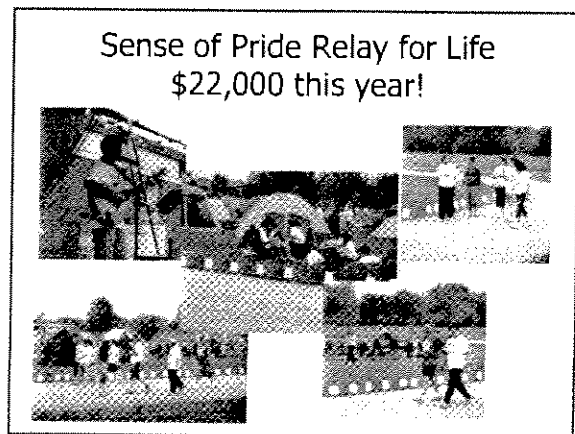
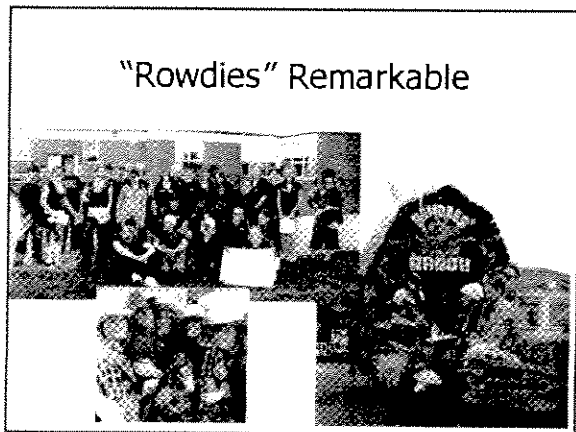
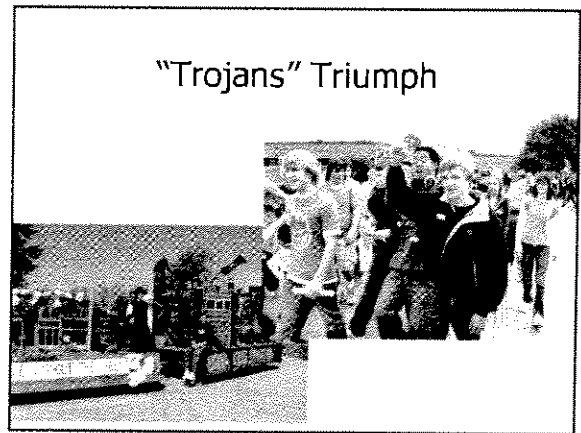
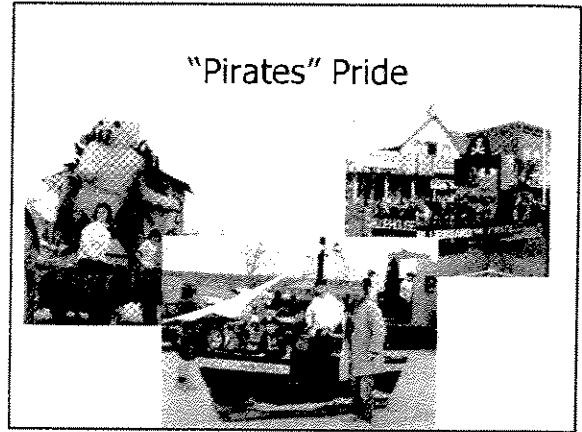
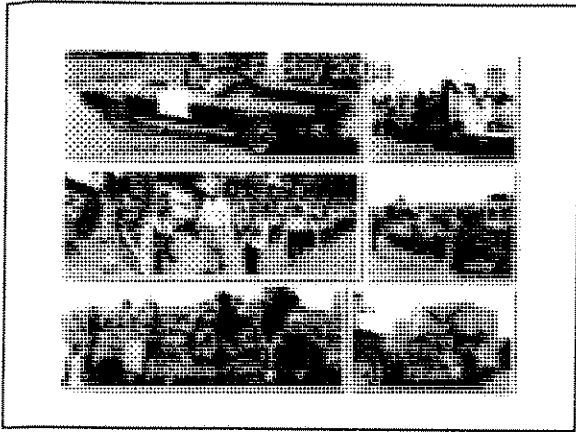


EDHS Day

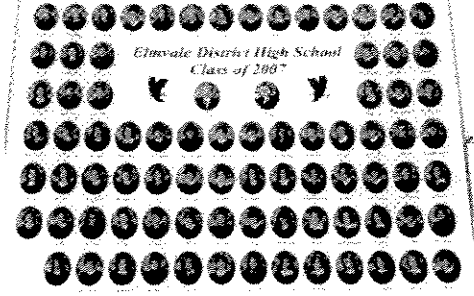


Sense of Commitment





Sense of Accomplishment



Thank you

SERVE Committee

ACCOMMODATION REVIEW COMMITTEE (ARC)

PUBLIC MEETING

Thursday, June 12, 2008

BIRCHVIEW DUNES E.S.
1315 RIVER ROAD WEST, WASAGA BEACH

ACCOMMODATION REVIEW AREA "B"
ELMVALE DISTRICT H.S., COLLINGWOOD COLLEGIATE, MIDLAND S.S.,
PENETANGUISENE S.S., STAYNER COLLEGIATE

COMMENT FORM

Please complete this form if you have comments you wish to submit to the ARC.

Name:

[REDACTED]

Address:

[REDACTED]

Comments:

THIS PRESENTATION WAS EXCELLENT

THANK YOU

QUESTION - WASAGA DOES NOT HAVE THE SAME REPRESENTATION AS THE OTHER SCHOOL COMMUNITIES. WHY?



ACCOMMODATION REVIEW COMMITTEE (ARC)

PUBLIC MEETING

Thursday, June 12, 2008

**BIRCHVIEW DUNES E.S.
1315 RIVER ROAD WEST, WASAGA BEACH**

**ACCOMMODATION REVIEW AREA "B"
ELMVALE DISTRICT H.S., COLLINGWOOD COLLEGIATE, MIDLAND S.S.,
PENETANGUISHENE S.S., STAYNER COLLEGIATE**

COMMENT FORM

Please complete this form if you have comments you wish to submit to the ARC.

Name: _____

Address: _____

Comments: I have 2 children in Grade 7 & one in Grade 6. Our children will likely go to C.C.T. so in 2 yrs from now we will no longer have a school connection in W.B. At that point, we will likely consider moving to Collingwood so our children can participate in afterschool activities & sports teams. This would be a shame but our children are what counts and their future is what's important.
A high school in W.B. will probably not happen in time for my children but hopefully it will happen.

After completing this form please hand it to an SCDSB staff person or member of the ARC.



ACCOMMODATION REVIEW COMMITTEE (ARC)

PUBLIC MEETING

Thursday, June 12, 2008

**BIRCHVIEW DUNES E.S.
1315 RIVER ROAD WEST, WASAGA BEACH**

**ACCOMMODATION REVIEW AREA "B"
ELMVALE DISTRICT H.S., COLLINGWOOD COLLEGIATE, MIDLAND S.S.,
PENETANGUISHENE S.S., STAYNER COLLEGIATE**

COMMENT FORM

Please complete this form if you have comments you wish to submit to the ARC.

Name: _____

Address: _____

Comments: *Wasaga Beach needs a High school*

After completing this form please hand it to an SCDSB staff person or member of the ARC.



ACCOMMODATION REVIEW COMMITTEE (ARC)

PUBLIC MEETING

Thursday, June 12, 2008

BIRCHVIEW DUNES E.S.
1315 RIVER ROAD WEST, WASAGA BEACH

ACCOMMODATION REVIEW AREA "B"
ELMVALE DISTRICT H.S., COLLINGWOOD COLLEGIATE, MIDLAND S.S.,
PENETANGUISENE S.S., STAYNER COLLEGIATE

COMMENT FORM

Please complete this form if you have comments you wish to submit to the ARC.

Name:

[REDACTED]

Address:

[REDACTED]

Comments: WASAGA NEEDS A SECONDARY SCHOOL.

After completing this form please hand it to an SCDSB staff person or member of the ARC.



ACCOMMODATION REVIEW COMMITTEE (ARC)

PUBLIC MEETING

Thursday, June 12, 2008

**BIRCHVIEW DUNES E.S.
1315 RIVER ROAD WEST, WASAGA BEACH**

**ACCOMMODATION REVIEW AREA "B"
ELMVALE DISTRICT H.S., COLLINGWOOD COLLEGIATE, MIDLAND S.S.,
PENETANGUISHENE S.S., STAYNER COLLEGIATE**

COMMENT FORM

Please complete this form if you have comments you wish to submit to the ARC.

Name: _____

Address: _____

Comments:


I attended the above meeting in Wasaga Beach. Many times throughout the meeting I heard people representing the other districts (e.g. Elmvalley, Collingwood, Stayner, Penetanguishene & Midland) talking about how important their high schools were; - they were centers of activity, the "hub" of the students lives, gave the kids a feeling of pride & belonging. Unfortunately, the almost 200 kids from Wasaga have just had to live to feel these things; as a result of losing it their after school activities are curtailed, the kids are split up after grade 7th - in other words the students of Wasaga have missed a lot - I think its time to rectify this problem, give the town kids over high school!!!

After completing this form please hand it to an SCDSB staff person or member of the ARC.



Attachments can contain viruses that may harm your computer. Attachments may not display correctly.

Accommodation Review B

From: [REDACTED] **Sent:** Fri 6/27/2008 12:30 PM
To: Accommodation Review B
Cc:
Subject: Wasaga Beach
Attachments:  Dear Editor.doc(29KB)

Please find attached a letter sent to The Wasaga Sun Newspaper regarding Wasaga Beach and our need for a Secondary School.

Thank you,

[REDACTED]

Dear Editor:

To our Grade 8 Graduates from Birchview Dunes Elementary School, Worsley Elementary School, St. Noel Elementary School and Silvercrest Christian School,

Just last evening, I had the privilege of attending my son's grade 8 graduation. I was thrilled to see each and every one of our sons or daughters. Many of you have been together as friends for 10 years now and have become such a close group who genuinely and compassionately care for each other. I know that all of us as parents are so very proud of the young adults they have become as they move on to their next big step in life, "High School."

It didn't hit home for me until I saw all the tears and goodbyes, as I never remembered crying during this time in my teenage life. We just took the next big step to High School with our friends together at the same school. Unfortunately, our students here in Wasaga do not have that normalcy as we once did. Our students are all separated now after spending 10 years together being sent to other communities and not in their home community, as they should.

I know many people who may read this letter will just assume that a High School will come – but sadly, still not yet. We are told that the Accommodation Review Process will be another school year, then summer break and then into 2010 school year before any decisions are made.

My children were only in JK and Grade 2 when our family moved to Wasaga and we were told that a Secondary School should be ready by 2004. I knew that 2004 was early for my family's needs but we were relieved then that full educational needs were in the works for the future. Here we are in 2008 and still no further ahead.

We all know that Wasaga is long overdue for our own Secondary School and this link will ensure our growing Community to truly become a "full service community." Please continue to be heard and please, if you haven't, take the time to write to our School Board or our Minister of Education to help our students be heard and keep our children together in their most important and influential time of their lives...."High School."

Congratulations Grade 8 Grads, please know how very proud we are of each and every one of you and we hope you won't be separated for too long and can come back and graduate together again at Wasaga Secondary School!

~~XXXXXXXXXX~~
Wasaga Beach

Accommodation Review B

From: C. BURNETT GIBSON [mailto:cgibson@scdsb.on.ca]
To: Accommodation Review B
Cc:
Subject: Secondary School in Wasaga Beach
Attachments:

Sent: Thu 8/28/2008 7:38 PM

Whom it may concern.

It is clearly noted that the residents of Wasaga Beach are in desperate need of a high school for our teens. Living far from a school makes it difficult for students who wish to participate in after school activities. I feel it is very unfair to ask them to spend an hour or more to be transported for an education that we know is very important for their future. Local schools allow for bikes and feet as healthy transportation.

How is a student suppose to ask for help after school with a subject that is giving them trouble when you are rushing them home on the bus? How are they suppose to supplement lack of physical activity when they can not stay after school to participate in a sport or even a drama event that will improve their self esteem or even better keep them off the street when they get home.

Wasaga Beach needs a high school and we deserve one for our teens. No point in putting it off any longer it just makes us look bad. We ask city folks to come here because it's a great place to live but we can not even offer them a simple but yet critical importance as a school. Get on with it and who ever is in charge..... GET YOUR HEAD OUT OF OUR SAND AND LOOK UP. WE NEED A HIGH SCHOOL

Thanks have a great day

~~Cindy Gibson~~

TONE ZONE

Accommodation Review B

From: [REDACTED]
To: Accommodation Review B
Cc:
Subject: Letter of Support for a High School in Wasaga Beach
Attachments:


Sent: Mon 9/1/2008 5:13 PM

Dear Sir

I'd like to send a letter of support to the Accommodation Review Committee for the establishment of a high school in Wasaga Beach, on behalf of The Healthy Community Network of Wasaga Beach. Could you please let me know the address to which I should send the letter and to whom I should address it. Thankyou. [REDACTED]
[REDACTED] Chair, Healthy Community Network.

Attachments can contain viruses that may harm your computer. Attachments may not display correctly.

Accommodation Review B

From: [REDACTED] **Sent:** Wed 9/3/2008 5:08 PM
To: Accommodation Review B
Cc: [REDACTED]
Subject: Letter in support of a High School in Wasaga Beach
Attachments:  Dear Sir.doc(34KB)

Dear Sir,

Please accept the attached letter from the Healthy Community Network in Wasaga Beach in support of the establishment of a high school in the town.

Yours Truly

[REDACTED]
Chair
The Healthy Community Network.

The Chairman
The Accommodation Review Committee
Simcoe County District School Board

Dear Sir

Re: A High School for Wasaga Beach

I am writing to you on behalf of The Healthy Community Network of Wasaga Beach (HCN) to urge you to recommend, as part of your school valuation process, the establishment of a high school in Wasaga Beach.

The HCN is an organization of local residents of Wasaga Beach whose mission is to act as a link between Town Council and citizens on matters related to healthy living, the natural environment and ecological systems; make recommendations to Council and increase community awareness and involvement in these areas. We are committed to ensuring that Wasaga Beach is a community where everyone has the opportunity to contribute not only to making the town the healthiest community possible for current and future generations but also to ensure that as the community grows, those who will benefit in the years to come, our youth, will have every opportunity to be key participants in that evolution. How confident can we be that this will happen if those formative years are spent largely in other communities? How confident can we be that our youth can take advantage of the amenities being offered in the community to promote and protect their health if they are spending much of their time outside of the community?

The HCN, in collaboration with The Town, is currently promoting a number of initiatives designed to lay the groundwork for ensuring that the residents of Wasaga Beach, especially our youth, will have the opportunity to attain optimal health and minimize the impacts from such major public health conditions as obesity and other lifestyle diseases. These include incorporating healthy community policies within the local Official Plan which recognize the link between public health and community design and the creation of an Active Transportation Plan for the community which will connect, integrate, enhance and expand existing on/off road facilities for a variety of self propelled modes of transportation for lifestyle, leisure, tourism and commuting purposes. Our goal is to make Wasaga Beach a walkable community where everyone can enjoy opportunities for physical activity in a variety of forms. We'd like to see all of the children who live in Wasaga Beach given the opportunity to walk or cycle to school.

One of the major challenges to achieving this goal particularly for the youth of our community is an education system which significantly reduces the chances that the youth of Wasaga Beach will take advantage of the amenities the town provides and the opportunity both for increased physical activity and developing a sense of community, to

say nothing of the opportunity cost and contribution to global warming caused by unnecessarily transporting our youth to neighboring communities.

On a more personal note, in my formative years I attended a school outside of my community for 5 years. I certainly identified more with that community, spent more time there, had a part time job in that community and spent a large part of my outside side school activity there because that's where my friends were. Is that what we want for the youth of Wasaga Beach? I think not!!

We realize that making a decision to establish a high school in Wasaga Beach is not a simple task and that there are many factors to consider. We would respectfully ask that you consider the benefits to the community, in the long term, from such a decision and the impact that decision will have on the quality of life of the students and their sense of community.

Respectfully submitted

~~Peter Winnett, Ph.D.~~
Chairman
Healthy Community Coalition.

c.c: Mayor Cal Patterson
Councillor Nina Bifulchi

Accommodation Review B

From: Susan Kanaiec [s_kanaiec@hotmail.com]
To: Accommodation Review B; ninabifolchi@sympatico.ca
Cc:
Subject: Support of Highschool in Wasaga Beach
Attachments:

Sent: Tue 9/30/2008 3:29 PM

To Whom it may concern,

My name is [REDACTED]. I am the President of Wasaga Beach Minor Hockey. I would like to take this opportunity to express my opinion on why a highschool in Wasaga Beach is needed.

As you are aware childhood obesity and a lack of an active lifestyle is on the rise. With parents working full time and the cost of organized sports rising it is imperative that a highschool be built in Wasaga Beach to help our children be more active. My reasons for this are , first off being involved in a sports program keeps the children busy , healthy and off the streets. Secondly the life skills they learn from a team sport are invaluable. Although some of the children in Wasaga Beach receive subsidy to play local sports not everyone has the opportunity to join. This is where having sports through a high school would help.

The children in Wasaga Beach miss out on so many sports programs with their classmates as most of the children have no way to get home after practices or games . Do most of you on the board not have fond memories from playing on sports teams with your friends , hopping on the bus for an all day basketball tournament or even meeting new people that you may have never had the chance to meet except for the fact that you both had basketball in common ?

It saddens me that there is not a highschool in Wasaga Beach. Within Wasaga Beach Minor Hockey we teach our children that they are to play fair , learn how to play on a team, support all the members of their team and that when they are out playing other centres that they are representing not only themselves but that they are representing their town. We teach them that it is important to participate in their communities and have pride in that community. What message are we sending them when they have to go to school in another town. Just have pride for your town on weekends? Wouldn't be nice to spend the four most important years of your teens going to school with your friends, developing our own children within our community.

Please take my letter in to consideration when deciding whether you will build a highschool for the children of Wasaga Beach. Thank you for your time

Sincerely,

[REDACTED]
Susan Kanaiec

President - WBMHA

Upgrade to Hotmail Plus and share more photos with bigger attachments. [Click here to find out how](#) [Click here to find out how](#)

PRESENTATION
TO: ACCOMMODATION REVIEW COMMITTEE
MEETING

January 20, 2009

Members of the Committee & Those Gathered Tonight:

My name is Ray Kelso and I am the Manager of Planning and Development for the Town of Wasaga Beach. I have been asked to provide some background information and a brief overview of growth and development trends experienced by the Town in the past and anticipated in the future.

Growth in the Town of Wasaga Beach has by any measurement been remarkable and sustained. Established in 1974, the Town through a consistent and sustained water and sewer infrastructure investment program has serviced almost the entire municipality which has provided a platform and basis for sustained residential and commercial growth. For the thirty year period from 1976 to 2006 the average population growth rate of the Town of Wasaga Beach has averaged 4.08 % annually.

The fastest growth of the municipality occurred between the years 1996 – 2001 when the Town experienced a population growth of 42.7 % or 8.5 % per annum. This rate of growth made the Town of Wasaga Beach the fastest growing municipality in Ontario at the time. During the most recent Census period 2001 – 2006 the Town experienced a 22.6 % population increase of 4.5 % annually or an increase more in line with our long term historical average. The population according to the latest Census Canada figures is 15,234 persons.

Population growth is continuing and is causing changes to the structure and perception of the Town. The drivers of population

growth have to a great extent been the demographic changes associated with the aging of Ontario. The Town of Wasaga Beach has acted as a destination for retirees and attracted large numbers of seniors to the various new developments throughout the Town. Tourism is the leading economic driver of the economy with the accompanying sales and service occupations promoting the year round recreational amenities the Town has to offer.

Growth of the Commercial sector has also provided significant local employment growth. Two significant major commercial growth nodes have developed in the Town which have changed the dynamics of regional commercial markets propelling the Town from a secondary commercial centre to a primary commercial centre. Commercial taxable assessment increases attributable to growth in 2008 alone were in the order of 2.32 %.

In terms of the potential of the Town for future growth the following general statistics are relevant. The total number of active development projects in the Town at present is 79. The number of lots/units in these projects which are now under construction in the Town is 1,100 not including vacant lots of record. The number of lots/units in draft plan approved development is 650. Proposed subdivision and condominium proposals together include another 4,300 lots/units for a total of approximately 5,400 lots units.

In terms of future growth projects, the County of Simcoe projections for the construction of housing units/lots predicts an additional 5,668 units to be built in the Town of Wasaga Beach during the 2008 – 2022 period. During that year the population of the Town is anticipated to be 28,169 persons. From the numbers previously quoted it is evident that the supply of residential units is basically sufficient to satisfy anticipated demand as projected by the County. The anticipated Build-Out of the Town is 2030.

The Town of Wasaga Beach has a number of rare and unique combinations of factors which have allowed the sustained long term population growth of the past and will allow it to reach the ultimate projected numbers.

These factors include;

1)A Strong Brand Recognition and Market Presence; Many alternative locations exist for development, and the Town of Wasaga Beach has a very high profile in the Province.

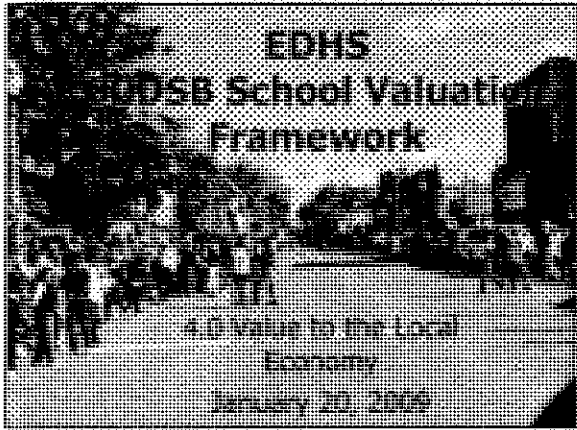
2)Existing and Available Water and Sewer Capacity; This is rare in many municipalities and results from long term investment by the Town in this infrastructure and natural locational attributes.

3)A sufficient supply of housing product under construction, approved, and on the approval track by a number of longer term development companies.

In planning for facilities development I believe that a long term approach is required. Sustained growth levels of approximately 4 percent can be expected over the next twenty years. While the number of retirees in the population will continue to increase by the end of twenty years this percentage will start a dramatic decline as the retirees pass on and the housing stock initially built for them is transferred to new owners. Typically retirees buy new and it is anticipated that this transfer to new owners will be to second hand buyers which will mostly likely be younger families.

The Town of Wasaga Beach can be expected to continue to be a major centre of growth and planning for a High School facility is definitely needed for a Town projected to be approximately 35,000 in approximately 20 years.

Thank-you for the opportunity to present this brief overview.



Value of the school within the community

- Only Secondary School in Springwater Township
- Approximately 60% of students come to Elmvale from smaller residential and rural areas
- Centrally located in Springwater Township

Elmvale District High School

Vibrancy of a community...

- Fundraising ability
 - In 2007, Elmvale students raised in excess of **\$40,000**
 - For nonprofit organizations (Relay for Life, Terry Fox, Developing World, United Way, Youth Haven, Free the Children)

Elmvale District High School

"Economic Spin-off"

- During a school year students spend in excess of:
 - \$500,000 on lunches and snacks
 - \$32,000 on gas
 - Spends money locally on banquets, graduation, supplies for programs/events (priceless)

Elmvale District High School

Economic Impact Survey (2005) EDHS student involvement in the local economy

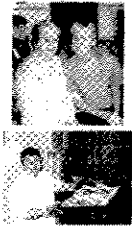
Student part time work force

- Approx 1/4 of the students walk to work in Elmvale directly after school
- Hired by Springwater Recreation Services

Elmvale District High School

2008 Coop Placement Numbers

- 40-50 students per semester
- 24+ locations
- Majority walk to placement location
- Leads to post secondary education and local careers



Elmvale District High School

Coop placements in the community

Auto Mechanics	Baker	Hair Design/Styling
Construction	Aesthetics	Air Conditioning/Heating
Pharmacy	Plumbing	Dental
Electrical	Veterinarian	Office Administration
Retail	Accountant	Parks & Recreation
Agriculture & Supply	Law Clerk	Horticulture/Flowers
Computer Technician	Jewellery Design	Physio Therapy
Auto Body	Education	Furniture Manufacturing
Long Term Care	Carpet/Flooring	Chef/Cook
Funeral Director	Artisan	Warehouse

Elmvale District High School

Elmvale District High School Bursaries - Open Annually

4. The Ontario Principals' Council Student Leadership Award	49. Cooperative Education Award - Home Insurance Services
5. The Elmvale Health Team S.O.C.S. Award	50. English - College Longman's Auto Services
6. Wynne's Agricultural Award for Community Service	51. English - University of Waterloo
7. Tom McKenzie Canadian Essay Award	52. English - Wood/Chapman's - Through the Looking Glass
8. The Andy Hollands Memorial Award	53. Environment & Resource Management - University/College - Elmvale Petro Canada
9. The Hon. Helena Guergis Traditional Family Business Award	54. Drama - College/University - Elmvale and District Maple Syrup Festival Association
10. Eagle Enthusiast Award	55. French - University - Pieces of Oide
11. North Simcoe Community Futures Development Corporation	56. Financial Accounting Principles - University/College donated by - Alan G. Martin Associates
12. The Canadian Legion Scholarship	57. Geometry and Discrete Mathematics - University donated by - Alan G. Martin Associates
13. Students' Council Bursary	58. Literacy Course - Open - Alan G. Martin Associates
14. Huronia West O.P.P. Community Service Award	59. Mathematics for College Technology - College - TD Canada Trust
15. Michela Couroux Memorial	60. Mathematics for Everyday Life - Workplace - TD Canada Trust
16. The Elmvalle I.G.A. Scholarship	61. Mathematics and Data Management - University donated by - Elmvalle and District Maple Syrup Festival Association
17. The Elmvalle I.G.A. Scholarship	62. Music Instrumental - University/College
18. Chris Minty Memorial Scholarship	63. Music Vocal - University/College
19. Caroline Martin Scholarship	64. Georgian Bay Realty
20. Independent Order of Odd Fellows	65. Peer Tutoring - D.L.G. Farm Drainage
21. North Simcoe Hospital Alliance Bursary	
22. Commencement Committee Award	
23. The Elmvalle Healthcare Centre Scholarship	
24. Coronation Lodge Masonic Association	
25. The Wasaga Beach Lions Club Award	
26. Quota International of Huronia Bursary	
27. John Lynch Memorial Scholarship Award	
28. The Wasaga Beach Lions Club Award	
29. The Elmvalle and District Lions Club Award	
30. Murray MacInnes Memorial Bursary	

Elmvale District High School

Sustainable Demographics

Area Youth	% of Population
Barrie	21.3%
Springwater	19.9%
Clearview	19.5%
Innisfil	19.4%
Oro-Medonte	18.0%
Collingwood	15.6%
Midland	15.5%
Penetang	15.4%
Tiny Township	14.4%
Wasaga Beach	14.2%

Elmvale District High School

Sustainable Demographics

- About 1/2 of Springwater's 53,000 hectares are utilized for agricultural purposes
- Youth educated in rural communities are more likely to "home"

Elmvale District High School

"Getting Schooled in Simcoe County" Heather M O'Connor

"We build our lives around our home, our neighborhood and our community. House hunting involves more than just finding the right home; it also means finding the right schools. The ideal location will have both an elementary and a secondary school within a fifteen minute walk"

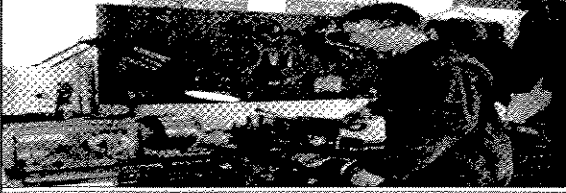
Elmvale District High School

Thank you

Springwater Elmvalle Rural Voices for Education (SERVE) Committee

Elmvale District High School

CLEARVIEW: A Learning Community



Presented By:
The Clearview Township Economic
Development Committee



Definitions

- **School:**
 - "An establishment where boys and girls or both receive instruction"
- **Education:**
 - "The systematic instruction, schooling or training given to the young in preparation for the work of life"



Definitions

- **What does the Clearview EDC do?**
 - Promote Economic and Social Development in Clearview to enhance:
 - Quality of Life
 - Society and its Environment
- **What does ARC do?**
 - Economically configure schools to optimize student capacity to meet Community and Economic needs.



The Local Example

- SCI has over 25% of its students enrolled in Co-op and Apprenticeship programs



Specialist High Skill Major

- Health and Wellness
- Business
- Hospitality & Tourism
- Arts & Culture
- Horticulture & Landscaping
- Forestry
- Agriculture
- Construction
- Environment
- Transportation
- Mining
- Manufacturing

SCI Experience suggests a huge need for these High Skill programs right here

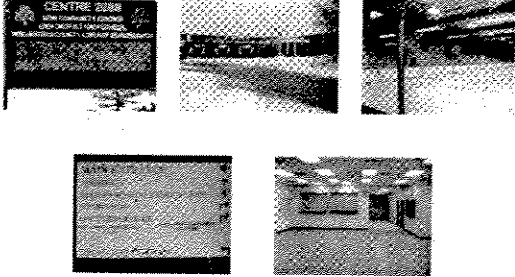


Schools are Public Buildings

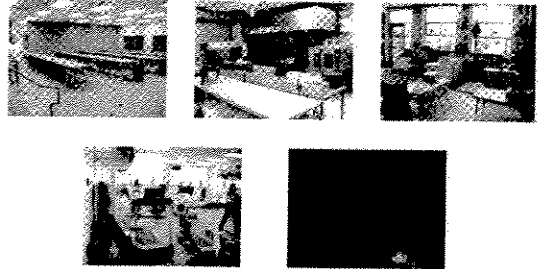
- Schools, like libraries, medical centers, arenas etc. are public buildings paid for by us.
- Communities need:
 - Adult & Continuing Education
 - Culture and Recreation
 - Emergency Response Center
 - Social programs
 - Day Care
 - Seniors Programs



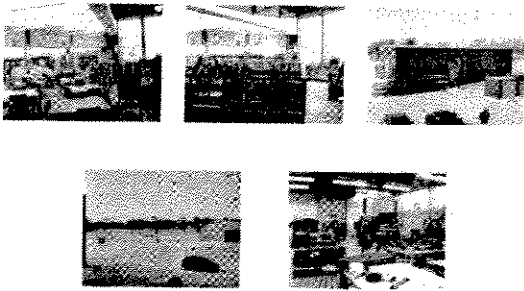
Erin District High School



Erin District High School



Erin District High School



Summary

- What kind of programs are being provided to meet new economy demands?
- How will buildings meet needs of both students and community?
- Can we afford not to re-tool for the new economy?



ACCOMMODATION REVIEW COMMITTEE (ARC)

PUBLIC MEETING

Tuesday, January 20, 2009

COLLINGWOOD COLLEGIATE INSTITUTE
6 CAMERON STREET, COLLINGWOOD

ACCOMMODATION REVIEW AREA "B"
ELMVALE DISTRICT H.S., COLLINGWOOD COLLEGIATE, MIDLAND S.S.,
PENETANGUISENE S.S., STAYNER COLLEGIATE

COMMENT FORM

Please complete this form if you have comments you wish to submit to the ARC.

Name: [REDACTED]

Address: [REDACTED]

Comments: Re: ARC Meeting Area "B". Jan. 20, 2009

1. Presentations: Planning, Facilities, Finance, well organized, informative, handouts, power points helpful
2. Delegations: informative, pictures, power points, local communities, very good. Mr. Patterson, Mr. Hunt, Mr. Mills appreciated their time taken to do this. Ec. Development - Clearview Township. Mr. Mills concept - one central location - school, library, Day Care, meeting rooms (Edin Ontario) thought provoking. I spent 5 years teaching in Alberta. The new secondary schools ^{being built} were part of this concept.

Thank you for the opportunity to respond.

* N.S. It was disappointing not to see more of the public present.

After completing this form please hand it to an SCOSB staff person or member of the ARC.

[REDACTED] must be a larger part of the process.



Accommodation Review B

From: [REDACTED]
To: Accommodation Review B
Cc:
Subject: FW: ACCOMMODATION REVIEW COMMITTEE
Attachments:

Sent: Mon 1/26/2009 11:54 AM

(Forwarded for a resident.)

January 23, 2009

Simcoe County District School Board

Accommodation Review Committee

Reference: Secondary school valuation process

It is not customary for me to become involved in these matters; however as a relatively recent resident of Wasaga Beach , I am astounded over the fact that there is no secondary school in Wasaga Beach , but immensely pleased those community representatives such as Couns. [REDACTED] and others have taken up the banner and with a keen interest are taking the concerns of many in this rapidly growing community to press for a secondary school.

Typically, it would appear that at least on the surface some of the reasons for not moving forward on this are financial and population ratios as well as lack of political will. Let me assure you however, that Wasaga Beach is one of the fastest growing municipalities in this region. This fact is indisputable, as is the interest of the community's citizens' support for this endeavour. As for any lack of political will, that is something you will have to bear if no school is built in Wasaga.

Before leaving the 'big city', I researched many other communities and frankly found many of them lacking before settling here. Some of my reasons for doing so were because of how well this community is organized and administered and seems to have everything in place – except for a secondary school for our students.

So, come on folks, what will it take? Its time for the Town of Wasaga Beach to be treated as what it

is, a dynamic community with a deep interest of the welfare of its citizens and especially our secondary school students. Now, more so than ever before, is the time for you to do the right thing by making this most important and right decision before everything spirals out of control.

Wasaga Beach is prepared to stand on its own and join many other similar communities with their own secondary schools.

Thank you for your consideration.

~~Maria Bonifacio~~

Accommodation Review B

From: [REDACTED]@com]
To: Accommodation Review B
Cc:
Subject: ARC letter
Attachments:

Sent: Mon 1/26/2009 11:52 AM

Forwarded from a resident.

24 January, 2009

Dear ARC Members,

We are a family of four that moved to Wasaga Beach in 1999 for employment purposes. Our children [REDACTED] and [REDACTED] are [REDACTED] years and [REDACTED] years old respectively and both attend nearby Birchview Dunes elementary school. We have seen many changes in Wasaga Beach during the past ten years and remain enthusiastic about the positive developments we have seen in this community.

However, when we moved here our children were both pre-school age and the rumour of the day was that Wasaga Beach would soon get a high school considering that it was one of the fastest growing communities in Canada. Wasaga Beach is already significantly larger than some surrounding communities that have a high school so we fully expected that construction of a local secondary school would soon come to fruition.

As you know Wasaga Beach students end up commuting to one of four surrounding schools. There is no question or lack of respect for the quality of education offered by these schools but it clearly places Wasaga Beach students at a disadvantage when they attend school in a different community. Our children are already talking with friends about which high school they will attend and divisions are already evident. Why should grade five students be conspiring at this age to convince their parents to enrol them at a particular school? It is simply not fair to tear these students apart from established relationships when it is both unreasonable and unnecessary.

Both our children are actively involved in sports in Wasaga Beach and the bus schedule alone makes commuting to school problematic for continued participation especially when both parents work full time. As for school sports, they are much more relevant when the students are not only representing their school, but their community when facing other schools in competitions. Part time student employment such as an after school job is also restricted by bus schedules and commuting timelines.

We are confident you are hearing many supporting arguments for the construction of a school in Wasaga Beach and many themes will be repetitive but we feel it is important to personalize our situation. Below are some comments from our children:

[REDACTED] – I am [REDACTED] years old and in grade [REDACTED] at Birchview in Wasaga Beach. I have gone to this school since kindergarten and have good friends there. I play hockey and soccer in Wasaga Beach with these friends and our parents are friends too. I do not want us all to have to go to different high schools. I wish there was a high school in Wasaga Beach!

[REDACTED] – I am in grade [REDACTED] at Birchview Dunes. I am [REDACTED] years old and like living in Wasaga Beach. I have gone the same school since kindergarten and I have many friends at Birchview. It is great that I can walk to school and come straight home after without taking a bus because I have started babysitting. I am worried that my friends will go to different high schools. Wasaga Beach should have a high school.

Our children have formed strong bonds with their peers and as parents we feel extremely fortunate to have our children be part of such a wonderful group of friends. The families of these children have also become friends and know we can count on each other when needed. As parents we believe that the School Board is responsible to provide the best opportunity available for our children and the population demographics alone show that Wasaga Beach not only wants a high school but that a secondary school in this community is essential. Cost alone cannot be the determining factor in these studies. Let's allow our children to move forward in a positive direction.

Thank you for your consideration.

Sincerely,


~~The Dwyer Family~~

~~Dorian, Tammy, Nicole, and Kyle~~

~~Portage Trail~~

Attachments can contain viruses that may harm your computer. Attachments may not display correctly.

Accommodation Review B

From: Christine Jannotta [c.jannotta@parkbridge.ca]
To: Accommodation Review B
Cc:
Subject: letter
Attachments:  Dear ARC Members.docx(15KB)

Sent: Wed 1/28/2009 12:15 PM

Dear ARC Members,

Please read the following attachment.

Thanks



Dear ARC Members,

I would like for you to know some of the frustrations that my son [REDACTED] is facing now that he is graduating from Elementary School. He now has a big decision to make as to where he is going to go for High School. The dilemma is that the friends he has had since Junior Kindergarten are now going in several different directions and most of his very close buddies are going to CCI. That is not an option for him because he is not within the CCI boundaries. His choices are Elmvale or Jean Vanier. He would love to stay with his friends because, as you must know, it's already difficult enough starting High School, but starting it alone is even more difficult. My son is a quiet boy and struggles with his academics. That alone is a tremendous challenge for him and having the support of his friends around him is what he needs. As of right now, it looks like he will have to separate from his friends, his support system, and venture into High School on his own. I am very proud of [REDACTED] and how he has handled this situation. It is unfortunate that we do not have a High School in Wasaga Beach and that my son has to go through this. I have three sons, and my oldest decided 2 years ago when he graduated that he would go to Jean Vanier so he could continue with his friends. He has enjoyed his school very much! I know my youngest boy has already said that he would like to do the same so he can continue school with his friends as well. My son [REDACTED] is thinking the same thing, but because his older brother is already going to Jean Vanier at least he will have him there for support. The Catholic School has of course different boundaries allowing them ALL to stay together. This alone is showing how many children the public school board is losing to the Catholic Board. The children are coming up with their own solutions to the problem and they are making a huge statement of how important it is to have a support system in place when entering High School. It would be much better if the solution was taken care of for them instead.... "A High School in their own Town"!

Please consider this situation and, I'm sure many more, when making your decision as to what is needed for the children.

Thank you,
A very concerned Parent,
[REDACTED]

Accommodation Review B

From: Wes Crown [wecrown@townofmidland.on.ca]
To: Accommodation Review B
Cc:
Subject: Website issues
Attachments:

Sent: Fri 1/30/2009 6:40 AM

Hi,

I tried to access the ARC webpage and get copies of the AR policy, MoEd AR guidelines, and the admin review of accommodation process also from MoEd. Could you please check your website and let me know if when the links are works or send me copies of these documents please.

Thanks

[REDACTED]

Wesley R. Crown, MCIP, RPP

Director of Planning and Development

Town of Midland

[REDACTED]

Midland, Ontario

[REDACTED]

[REDACTED]

[REDACTED]

Ontario. O a Oa .io O a Oi Oa .o .o a .taO n,a

This message is intended for the individual to whom it is addressed and may contain information that is confidential and exempt from disclosure under the Municipal Freedom of Information and Protection of Privacy Act. If you are not the intended recipient, please do not forward, copy or disclose this message to anyone and delete all copies and attachments received. If you have received this communication in error, please notify the sender immediately.

You forwarded this message on 2/9/2009 9:09 AM.

Accommodation Review B

From: [REDACTED]
To: Accommodation Review B
Cc:
Subject: re reccomendation
Attachments:

Sent: Thu 2/5/2009 10:16 AM

Good morning

I was just catching up on the accommodation review process

Is there a preliminary recommendation coming forward soon

Or any form of recommendation

?

thnx

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Presentation to ARC B

February 5, 2009

By

John Brennan

Prior Involvement in Education Issues

- When my children attended Minesing Central a boundary review was undertaken due to apparent septic capacity issues.
- MaryAnn Wilson was our trustee at that time and the boundary review was having a similarly divisive effect on the Minesing community
- I researched the basic technical formulas and assumptions that triggered the review and found some erroneous assumptions that were reflecting a decreased capacity at our school that did not exist.

Prior Involvement cont'd

- I confirmed my findings with the Ministry of the Environment and presented them to the Board
- The result was that 400 additional spaces were created at multiple schools in the County **at no cost to the Board** and it also eliminated the need for boundary review at Minesing and multiple other schools.
- Minesing went on to add more than 100 students (instead of lose more than 100), including a gifted program, where previously they were heading towards closure.

Key Messages for this ARC

- The Facility Condition Index data that you have been presented by the Ministry appears significantly flawed
- There is no proof that bigger is either more cost efficient or cost effective on the Boards' own data
- A critical cost efficiency and cost effectiveness problem exists in Midland that must be solved first or it will compromise the outcomes for all other schools
- A six school solution with a school in all six communities of 700 to 800 population is very likely the most cost efficient and cost effective solution if phased properly

Facility Condition Index Definition

- The definition of the FCI according to the Ministry:

$$\frac{\text{=Baseline Renewal Requirement}}{\text{Baseline Replacement Value of School}} \times 100$$

Baseline Replacement Value of School

Why is it Flawed?

- It is fundamentally flawed because they assume that enrolment is at a steady state for the facility and that the same facility size that currently exists would need to be built to service that student body. In other words they are assuming that you would build exactly the same size school when it became an economic imperative to do so.

The Real Facility Condition Index

- The Real FCI should divide the Baseline renewal requirement by the cost that would be required to build a school for the projected enrolment.
- This is a concept that I am introducing to try and be ethical and fair about how and where monies should be spent in this ARC

Ministry FCI benchmarks

- Good = less than 5%
- Fair = 5 to 10%
- Poor = 10 to 30%
- Critical = 30 to 65%
- PTR = greater than 65%

Cost Efficiency vs. Cost Effectiveness

- **Cost Efficiency** is concerned with the cheapest way to accomplish a defined objective (usually no ethical component)
- **Cost Effectiveness** is concerned with the quantity of output achieved, but also with the quality of that output (almost always an ethical component)

FCI: Facility Condition Indices

School		2008	2013	2018	Year PTR
CCI	Costs	\$6,068,288	\$11,433,254	\$16,502,448	2018
	RV=\$26161,626	23.19%	43.70%	63.08%	
	Design: 1281				
EDHS	Costs	\$1,548,800	\$2,150,245	\$5,803,034	2015
	RV=\$7440,187	20.82%	28.90%	78.00%	
	Design: 357				
MSS	Costs	\$9,893,059	\$17,465,503	\$23,143,937	2015
	RV=\$33,541,828	29.49%	52.07%	69.00%	
	Design: 1527				
PSS	Costs	\$3,523,905	\$5,119,074	\$10,544,489	2016
	RV=\$13,660,672	25.80%	37.47%	77.19%	
	Design: 705				
SCI	Costs	\$2,261,847	\$5,407,174	\$6,955,154	2014
	RV=\$8,964,816	25.23%	60.32%	77.58%	
	Design: 420				

Facility Effectiveness

Enrolment Rate	2008	2013	2018	
CCI	1300	6	1231	11.5
Design: 1281	27	22%	25	48%
EDHS	605	1.5	468	2.1
Design: 357	13	11.5%	9.0	23%
MSS	1005	9.9	1133	17.5
Design: 1527	20	49.5%	23	76%
PSS	605	3.5	527	5.1
Design: 705	12	79%	10.5	48%
SCI	550	2.3	658	5.4
Design: 420	9.0	25%	13	41%

Facility costs for 10 years

Actual Enrolment	Costs Projected Millions	Over the next 10 years in MSS & PSS there will be 20 Million spent to maintain 1800 students
Replacement School Based on enrolment (Millions \$)	REAL FCI	Over the next 10 years in CCI/EDHS/SCI there will be 20 Million spent to maintain 2500 students

Cost per Student per year (10 year average)

- | | |
|-----------|--------|
| 1. CCI | \$823 |
| • 2. EDHS | \$851 |
| • 3. SCI | \$906 |
| • 4. MSS | \$1192 |
| • 5. PSS | \$1346 |
- This data was calculated by dividing the 10 year cost of that facility by the average enrolment over that time period (facilities report pg 16)

Replacement Construction Costs

- 1. CCI is 26.1 M for 1281 students
(\$20,400/student)
- 2. EDHS is 7.4 M for 357 students
(20,800/student)
- 3. MSS is 33.5 M for 1527 students
(21,960/student)
- 4. PSS is 13.7 M for 705 students
(19,400/student)
- 5. SCI is 9 M for 420 students
(\$21,300 students)

Graduation Rates (Average 2004/5)

- | | |
|-----------|-------|
| • 1. EDHS | 81.9% |
| • 2. SCI | 81.1% |
| • 3. PSS | 73.3% |
| • 4. CCI | 66.3% |
| • 5. MSS | 58.9% |
- Board Average 69.2%

Cost per Graduate

- | | |
|-----------|--------|
| • 1. EDHS | \$1039 |
| • 2. SCI | \$1116 |
| • 3. CCI | \$1239 |
| • 4. PSS | \$1826 |
| • 5. MSS | \$2025 |

Solutions?

- Both from a cost efficiency and cost effectiveness standpoint the Board should be studying and modeling the excellence in education achieved at EDHS and SCI and protecting that excellence. That is the responsible and ethical thing to do for the Board, the students, the taxpayers, and society as a whole
- The Board should take that Education model which includes embracing smaller secondary schools, and transferring it to all future projects. The extensive research on smaller schools and the experience in this ARC area support that completely

Solutions cont'd

- Ultimately a 6 school solution phased in as per need would represent high quality cost efficient, community based education. There is not any cost advantage to building 1 school of 1200 over building 2 schools of 600 according to the Board's own data.
- If the design were a common design this would decrease costs to the point that 6 schools could be both built and maintained at the same cost as 5 schools (or at least a very significant savings). The cost decrease is achieved because somewhere between 10 & 20% of the building costs are due to designs and contingencies that could now be saved if a standard, appropriately sized community school platform were developed.
- This would decrease transportation costs, increase graduation rates, increase community engagement, and provide for the needs of both students and the communities.

Conclusion

- It saddens me both as a taxpayer and as a father whose children have had the privilege of attending EDHS, that anyone could consider any scenario where this **centre of excellence** would be dismantled. Similarly this applies to Stayner in my view.
- Small schools represent our hope for the future and we must do our very best to have every single student in this ARC, and likely in this Country, educated in a small school in their own community.
- There are States now that have passed legislation limiting secondary school size to 700 students based on all of the evidence and I think that we should strive for the same basic objective for the same reasons.

ACCOMMODATION REVIEW COMMITTEE (ARC)

PUBLIC MEETING

Thursday, February 5, 2009

MIDLAND SECONDARY SCHOOL
865 HUGEL AVENUE, MIDLAND
ACCOMMODATION REVIEW AREA "B"
ELMVALE DISTRICT H.S., COLLINGWOOD COLLEGIATE, MIDLAND S.S.,
PENETANGUISENE S.S., STAYNER COLLEGIATE

COMMENT FORM

Please complete this form if you have comments you wish to submit to the ARC.

Name:

[REDACTED]

Address:

[REDACTED]

Comments:

Have you looked at the BG model
of Elementary Gr 1-7, Junior High of 8-10
High School 11, 12?



You replied on 2/12/2009 9:41 AM.

Accommodation Review B

From: [Redacted] **Sent:** Mon 2/9/2009 11:32 AM
To: Accommodation Review B
Cc:
Subject: Suggestions & Idea's for ARC Review Area " B "
Attachments:

Hello, I was at your Public Metting in Midland Thursday February 5th/2009, and I did not speak at the mike, so I thought I would like to e-mail some idea's to you.

- (1) Rent Space for storage to the public and include the liabilty insurance in the rental fee.
- (2) Possible Arts School Wing, Dance, Fine Arts Etc.
- (3) Saturday Farmers Market Open to the Public...
 Held in the Gym All Year Round ! Spilling into the Parking lot in the summer months.
- (4) Join Part of the Out of The Cold Program in Town!

This revenu would help pay for any loss of money's due to low inrollment, And would bring more people into the School setting to show case Responsible Tax Dollars!

This would also give each School the money to reno the exsisting Buildings at all times to make them safe and State of the Art to enhance the students' learning environment, also the schools could have a slush fund for different student activities I E Trips of speacial interest.

I hope I have made some suggestions that you can use for this worthy cause...

[Redacted]
20 Elizabeth Street, Midland, Ontario L4R 1Y6
e-mail: [Redacted]
Phone: 705-826-1007

Mayor Tony Guergis – Speaking Notes
ARC Area B – February 19, 2009

- Role as Chair of the overall area wide growth plan committee
 - understand the responsibility in coming up with numbers that would be used by the various entities, including the school board, when deciding where growth goes and does not go
 - realize that the growth plan is flawed in that it bases the future decisions only on the last five years of growth, multi million dollar long term decisions are being made on too short of a window of experience
 - municipalities who have no historic growth pattern but for whom the stars have aligned to see their best growth in the last 5 years are being cited as growth areas
 - municipalities with historic, sustainable growth patterns are disadvantaged
- As per the Municipal Act, I am the designated voice of the municipality
 - Given that formal mandate I am here tonight to tell you that **the closure or potential closure of Elmvale District High School, a critical part of our community will not be supported.**
 - The Township of Springwater acknowledges that decisions about pupil accommodation is the School Board's business
 - The Township of Springwater however requests the ARC process to acknowledge that decisions about public infrastructure and the level of services offered to the community are the Township's business
- Land use planning in Ontario today:
 - Land use planners

Those that work for the Township, for private enterprise and of course for the school board are all exactly the same in terms of their education, qualifications and professional affiliations, land use planning is land use planning – they all speak the same language

- IGAP

Was the precursor to Places to Grow

IGAP educated us on Complete Communities

The Complete Community criteria were set on every community in Simcoe County to rank them on complete community philosophies

- Places To Grow

All land use planning is currently based on this new legislation

It is an award winning piece of legislation that is endorsed by the Premier and whose philosophies are applied by the various ministries

PTG says that “residents will have easy access to shelter, food, education and health-care facilities”

PTG states that “complete communities meet people’s needs for daily living throughout an entire lifetime by providing convenient access to an appropriate mix of jobs, local services, a full range of housing, and community infrastructure including affordable housing, schools, recreation and open space for their residents”

PTG defines community infrastructure as “lands, buildings, and structures that support the quality of life for people and communities by providing public services for health, education, recreation, socio-cultural activities, security and safety, and affordable housing”

PTG directs to "Optimize the use of existing and new infrastructure to support growth in a compact, efficient form"

This isn't a discussion of which high school in Springwater you want to close – this is about stripping a community

- Planning for a high growth area
 - Can you tell me that it is responsible to try and cut from our own residents, to take away our public infrastructure and facilities, when I work every day in a high growth environment to talk about necessary funding and opportunity to deliver services to this high growth area?

I never considered that the planning numbers that the County of Simcoe is undertaking could be used in such a negative way

The true number for Simcoe County, if growth was to go unchecked would be 1.2 million people – we are currently planning for 667,000 people

- Growing Communities Health Care Alliance – presentation to County Human Services, Feb. 10, '09

Equitable, population based needs funding for communities

Fairness in Ontario

Population growth in North Simcoe Muskoka LHIN 134% by 2031 versus 72% in the rest of Ontario

Funding gap continues to widen – is that the case for the School Board funding in Simcoe County, do you know if we are appropriately funded – maybe we should be talking collectively to see if the fastest growing communities in Ontario are being funded appropriately

this health care scenario begs the question – do you know if SC is an adequately funded in the area of education

- Fiscal Health of the School Board versus Complete Community
 - You can't just say the numbers don't work anymore and strip our community
 - Lots of places with negative growth trying to keep schools open – can't believe we are even talking about it in Simcoe county

- I would like to pose 3 final questions for you to consider:
 1. Why is the Ministry of Education pursuing a process for Simcoe County that completely contradicts the legislated mandates of the Ministry of Municipal Affairs and Housing, the Ministry of Energy and Infrastructure, the Ministry of Health etc
 2. Every land use planning decision the municipality undertakes must comply with the complete communities philosophy – why then is the Ministry of Education requiring a process that strips Springwater of one of its complete communities?
 3. Why is the fiscal health of the education system taking precedence over the complete communities philosophy? Do you know that if you make a decision to save the ministry money that the savings will be allocated back to SD?

- Norman Rockwell painting scenario

ACCOMMODATION REVIEW COMMITTEE (ARC)

PUBLIC MEETING

Thursday, February 19, 2009

ELMVALE DISTRICT HIGH SCHOOL
25 LAWSON AVENUE, ELMVALE
ACCOMMODATION REVIEW AREA "B"
ELMVALE DISTRICT H.S., COLLINGWOOD COLLEGIATE, MIDLAND S.S.,
PENETANGUIHENE S.S., STAYNER COLLEGIATE

COMMENT FORM

Please complete this form if you have comments you wish to submit to the ARC.

Name: _____

Address: _____

Comments:

Wasaqa Beach needs a high school
to become a complete community -

population 16000

Publicly Funded Elementary Schools 3 - Birchview / Worsley / St. Noel

High Schools "0" WHY? What other community of our
size does not have a high school?
Why would ours be any different -

It is a shame that all communities must
be put against each other to try and have
their kids needs met.

I know you'll remember that WASAGA BEACH
could have a school that could be a WASAGA DISTRICT
HIGH SCHOOL including surrounding areas -

Sincerely,

After completing this form please hand it to an SCDSB staff person or member of the ARC.

ACCOMMODATION REVIEW COMMITTEE (ARC)

PUBLIC MEETING

Thursday, February 19, 2009

ELMVALE DISTRICT HIGH SCHOOL
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PENETANGUIHENE S.S., STAYNER COLLEGIATE

COMMENT FORM

Please complete this form if you have comments you wish to submit to the ARC.

Name:

Address:

Comments:

I Graduated From Elmvale High School myself and I have 5 children of my own. I have no ambition of sending them anywhere else

It is true Elmvale doesn't have everything but you learn more about growing up being a "Have Not" than some one that has everything.



ACCOMMODATION REVIEW COMMITTEE (ARC)

PUBLIC MEETING

Thursday, February 19, 2009

ELMVALE DISTRICT HIGH SCHOOL
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ACCOMMODATION REVIEW AREA "B"
ELMVALE DISTRICT H.S., COLLINGWOOD COLLEGIATE, MIDLAND S.S.,
PENETANGUISHENE S.S., STAYNER COLLEGIATE

COMMENT FORM

Please complete this form if you have comments you wish to submit to the ARC.

Name: _____

Address: _____

Comments:

~~It is important~~ Removing a ^{secondary} school would have a huge impact on the ability of Elmvale to be a complete community according to the "Place to Grow Act" for a complete community, to live, grow, work, and play. The Elmvale High School ~~currently~~ serves very well for the provincial testing. Imagine what the students of Elmvale could achieve if they were given a new community school ~~high~~ secondary school. I hope thought is given to the carbon footprint that transportation of distant schools will create by adjusting the ~~current~~ attendance boundaries.

Accommodation Review B

From: candylla@scdsb.on.ca [mailto:candylla@scdsb.on.ca]**Sent:** Wed 3/4/2009 8:57 AM**To:** Accommodation Review B**Cc:****Subject:** high school Wasaga Beach**Attachments:**

Dear ARC Members,

Below are comments from a few members of a group of boys that have been friends since kindergarten. These boys play on the same hockey team, are exceptional students and show respect and support for each other like we have never seen before. They have formed a strong bond and as parents we feel extremely fortunate to have our children be part of such a wonderful group of friends. The families of these children have also become friends and know we can count on each other when needed which is important when you work and have more than one child and find yourself running in a few different directions.

The boys came home not long ago with a plan for secondary school. They presently attend Birchview Dunes Elementary School in Wasaga Beach and are in grade 8. They decided that they should start convincing their parents now to allow them to attend Jean Vanier in grade nine so they can continue through school together.

As parents we know that secondary school will bring another set of challenges for our children. These boys deserve the opportunity of staying together rather than being split into possibly four different schools. As parents we want to see them continue on the positive supportive path that they have created with each other. As parents we have to do what we feel will keep our children moving forward in a positive manner and that includes choices about their schooling.

It is important to me that I continue through school with my friends. It doesn't matter where the school is but one in Wasaga Beach would be great!..... [REDACTED]

I've known my friends since kindergarten. We have a very strong bond together. It would be nice to have a high school that we can attend together so we can keep that special bond going and share part of our future together. We want to continue to grow up together..... [REDACTED]

I have known my friends for over half of my life. It is nice to make new friends but it is something special to have a group standing behind you that you can trust and rely on as we grow up..... [REDACTED]

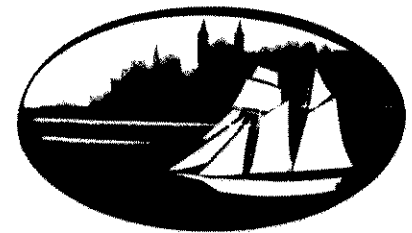
I belong to a group of around 12 boys and we are all best friends. We can always count on each other in school, in sports and when we are out at dances and other places. It is important to me that we stay together when we go to high school..... [REDACTED]

Town of Penetanguishene

**Presentation to Simcoe County
District School Board**

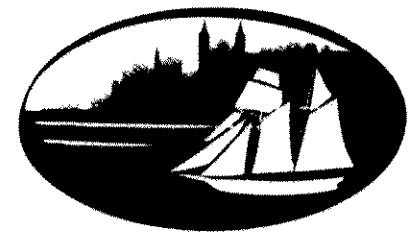
**North Simcoe Accommodation
Review Committee**

March 11, 2009



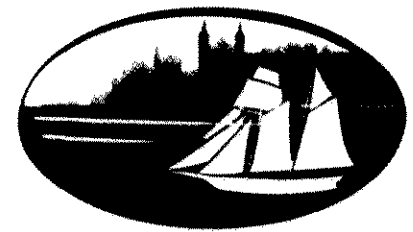
Tri-Cultural Heritage

- ***Penetanguishene is proud of its three founding cultures – Aboriginal, French and British as well as our Métis community.***
- ***The curriculum at Penetanguishene Secondary School reflects our First Nation heritage including courses in Ojibway.***
- ***Students from Christian Island travel to PSS for high school.***



Unique Bilingual Character

- *The Town of Penetanguishene and the northern portion of Tiny Township is a unique Francophone enclave.*
- *Penetanguishene Secondary School is the ideal location for the Board's Extended French program, offering students the opportunity to participate in a bilingual community not found elsewhere in Simcoe County.*



Quick Stats & Facts

Current Town Population: 9,662 (2008)

Anticipated Population : 12,300 (2031)

Projected Residential Growth: 27%

Projected Employment Growth: 1800 jobs

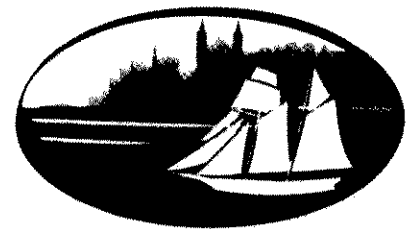
***Five secondary plan areas including
residential growth adjacent to PSS***

Household size: 2.72












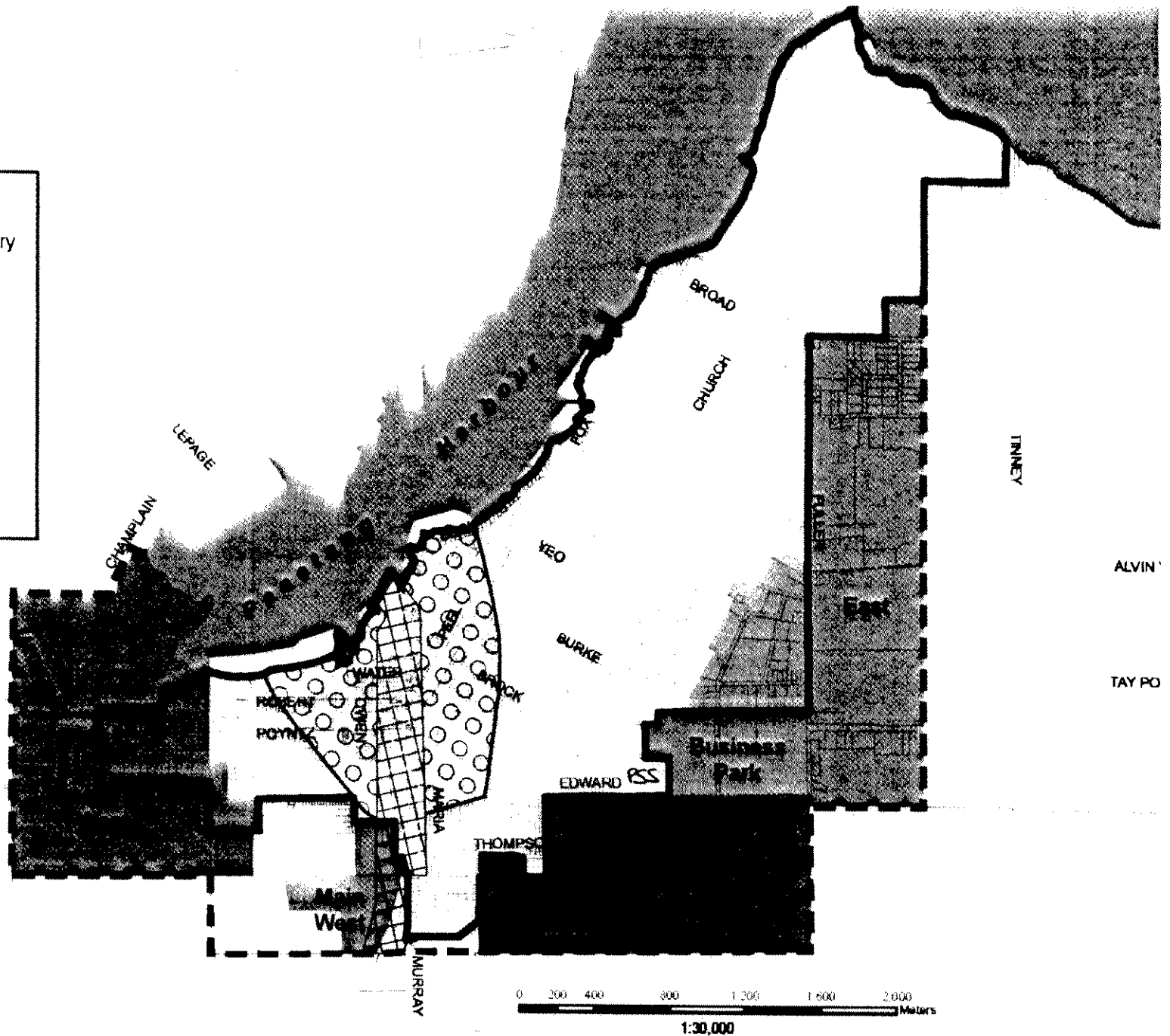
Growing & Complete Community

- ***Penetanguishene is identified as an urban area in the Places to Grow Act and is a “complete community”.***
- ***Both the County Growth Plan and Town GMS call for a significant increase in population and employment in Penetanguishene.***
- ***Penetanguishene is a family oriented community with a higher than average household size.***
- ***Penetanguishene economy includes stable public sector.***



Legend

-  Settlement Area Boundary
-  Built Boundary
- Proposed Secondary Plan Area
-  Business Park
-  East
-  Main West
-  South
-  West
-  Intensification Area
-  Intensification Corridor



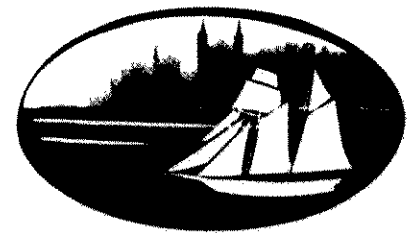
Map, either in whole or in part, may not be reproduced without the written authority from the County of Simcoe and the County of Seneca Land Information Network Cooperative. © LINC 2007. Produced (in part) under license from the Cities of Etobicoke & Oakville, the Ontario Ministry of Natural Resources (© Queen's Printer, 2007). © Terrametric Corporation Inc. and its suppliers all rights reserved, and Members of the Ontario Geospatial Data Exchange.

Town of Penetanguishene Growth Management Study 2008



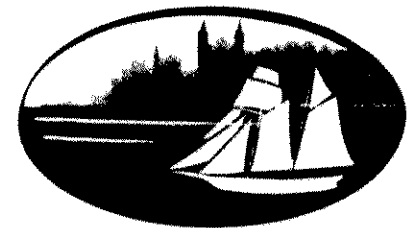
Ideal Location

- ***Penetanguishene's size, growth and unique attributes support a secondary school.***
- ***PSS is the ideal location for a secondary school within Penetanguishene.***
- ***PSS is in close proximity to several feeder schools***



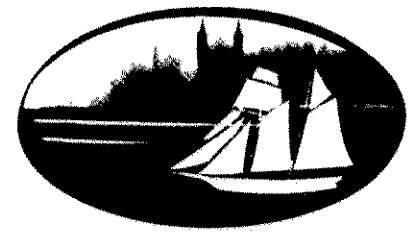
Advantages of PSS

- ***Large percentage of PSS students (60%) are within walking distance***
- ***PSS supports families by keeping siblings together within the community.***
- ***School Board has already invested several million dollars in recent upgrades at PSS.***



Unique Opportunities

- ***Wide range of co-operative education opportunities for approx. 150 PSS students including government, health care, tourism, small business and industry. 60% of coop placements are in Penetanguishene.***
- ***PSS is situated across from the new Georgian Village complex with potential for partnership in health care related education programming and/or experience.***



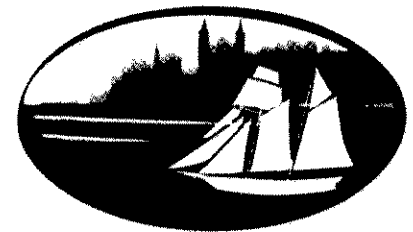
Community Partnerships

- *PSS is the ideal size for a “community based” school.*
- *Penetanguishene is home to many community groups and organizations who may be interested in programming space (i.e. arts, language, recreation, youth activity or employment centre).*
- *History of partnering in Penetanguishene to provide community facilities.*



Penetanguishene Secondary School

- ✓ Serves a unique linguistic and cultural community in north Simcoe
- ✓ Essential part of a complete community
- ✓ Right location for a secondary school to serve a growing Town
- ✓ Prime location for programming and co-op placements
- ✓ Plenty of opportunities for community partnerships



Thank you

The Town of Penetanguishene would like to thank the Simcoe County District School Board and the North Simcoe Accommodation Review Committee for the opportunity to speak at tonight's meeting.

ACCOMMODATION REVIEW COMMITTEE (ARC)

PUBLIC MEETING

Wednesday, March 11, 2009

PENETANGUISHENE SECONDARY SCHOOL
51 DUNLOP STREET, PENETANGUISHENE
ACCOMMODATION REVIEW AREA "B"
ELMVALE DISTRICT H.S., COLLINGWOOD COLLEGIATE, MIDLAND S.S.,
PENETANGUISHENE S.S., STAYNER COLLEGIATE

COMMENT FORM

Please complete this form if you have comments you wish to submit to the ARC.

Name: _____

Address: _____

Comments:

P.S.S. is an amazing school. I have two daughters that attend P.S.S. They love the school. The teachers are great. My daughters come home with stories about learning & having fun with the teachers and other students. My girls are happy they enjoy going to P.S.S. The sports program that I get for students, small schools are different better all around. The student learn more & have more opportunity to join sports. None of the students at P.S.S. are trouble students. Small schools are the best. P.S.S. in a different need to the community. Please do not take that away from our children a comment.

Thank You

After completing this form please hand it to an SCDSB staff person or member of the ARC.



ACCOMMODATION REVIEW COMMITTEE (ARC)

PUBLIC MEETING

Wednesday, March 11, 2009

PENETANGUISHENE SECONDARY SCHOOL
51 DUNLOP STREET, PENETANGUISHENE
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ELMVALE DISTRICT H.S., COLLINGWOOD COLLEGIATE, MIDLAND S.S.,
PENETANGUISHENE S.S., STAYNER COLLEGIATE

COMMENT FORM

Please complete this form if you have comments you wish to submit to the ARC.

Name: _____

Address: _____

Comments: I am in ^{the extended} French program at Mundy's
bay public school. I have gone through grade eight
orientation and am firmly making forward to attending
P.S.S. next year. P.S.S. has a marvelous Extended French
Program, sports and clubs. Student body and staff to
boast this school would be unthinkable, as a person
living in midland I know that many people are going
to attend P.S.S. from Midland/Eggs if they are
not in French. P.S.S. is such a part of not just the
penetance community, but also midland, christie island
and surrounding area. It cannot be lost.



ACCOMMODATION REVIEW COMMITTEE (ARC)

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Wednesday, March 11, 2009

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ELMVALE DISTRICT H.S., COLLINGWOOD COLLEGIATE, MIDLAND S.S.,
PENETANGUISHENE S.S., STAYNER COLLEGIATE

COMMENT FORM

Please complete this form if you have comments you wish to submit to the ARC.

Name:

Address:

Comments:

As a student at P.S.S. involved
in many extra-curricular activities,
I have gotten to know many different
WONDERFUL, AMAZING staff members. If P.S.S.
was to join another school say M.S.S. would
teachers at P.S.S. (and M.S.S.) need to reapply
for their jobs and potentially lose their employment?
Would this "New School" have a 'new name'?



Croft, Charleen

From: Medysky, Janis
Sent: Thursday, March 12, 2009 9:17 AM
To: Croft, Charleen
Subject: FW: ARC Meeting March 11th - 09

pls print for ARC

From: [redacted]
Sent: Thursday, March 12, 2009 12:12 AM
To: Lynn, Kandy, Bader, Kandy
Subject: ARC Meeting March 11th - 09

[redacted] Lynn, Kandy and the Elmvale ARC committee,

I want to send my apologies for not making it to the meeting this afternoon and evening up in Penetanguishene.

You as a committee have represented us (the Elmvale School family) with integrity, dedication, passion and perseverance. We could not have had a better team to lead and represent us. No doubt we have let you down at times but I pray that you will be encouraged, and bolstered over these next few weeks.

Thank you for standing in the gap for our school and the families and communities that it represents.

With deep heart felt thanks,

[redacted]

Hillsdale Elementary School Council Chair (and Mum of 2 at Elmvale, and 2 hopefuls for Elmvale)

[redacted]

ACCOMMODATION REVIEW COMMITTEE (ARC)

PUBLIC MEETING

Monday, March 23, 2009

STAYNER COLLEGIATE INSTITUTE
7578 HIGHWAY 26, STAYNER
ACCOMMODATION REVIEW AREA "B"
ELMVALE DISTRICT H.S., COLLINGWOOD COLLEGIATE, MIDLAND S.S.,
PENETANGUISHENE S.S., STAYNER COLLEGIATE

COMMENT FORM

Please complete this form if you have comments you wish to submit to the ARC.

Name: _____

Address: _____

Comments: My apologies for not being here in person to speak. SCI is one of the most unique and beautiful schools to have in our county. How many teachers can proudly say that they know and can greet two thirds of the student population by name and make them feel like they matter. In a "larger school" more programs may be offered but quantity does not mean quality. Our record of graduations cannot be dismissed, we have a top notch staff completely dedicated to our community. Our city needs to keep its High School, we definitely may be small but we are mighty in our community and school spirit. Students are not nameless at SCI they are not faces in the crowd here they are not left to slip through the cracks and disappear. Stayner is a second home to our students and definitely should not be closed.

Thank you

After completing this form please hand it to an SCDSB staff person or member of the ARC or

Please fax to 734-6320 or mail to:

Charleen Croft, Area Assistant
Simcoe County District School Board
1170 Hwy. 26
Midhurst, ON L0L 1X0



ACCOMMODATION REVIEW COMMITTEE (ARC)

PUBLIC MEETING

Monday, March 23, 2009

STAYNER COLLEGIATE INSTITUTE
7578 HIGHWAY 26, STAYNER
ACCOMMODATION REVIEW AREA "B"
ELMVALE DISTRICT H.S., COLLINGWOOD COLLEGIATE, MIDLAND S.S.,
PENETANGUISENE S.S., STAYNER COLLEGIATE

COMMENT FORM

Please complete this form if you have comments you wish to submit to the ARC.

Name:

[REDACTED]

Address:

[REDACTED]

Comments:

HAVE THE ARC CONSIDERED THE NUMBER OF
WASAGA BEACH STUDENTS WHO HAVE SWITCHED TO
SEPARATE SCHOOL IN COLLINGWOOD RATHER THAN ATTEND
ELMVALE OR STAYNER DUE TO THE BOUNDARIES?

After completing this form please hand it to an SCDSB staff person or member of the ARC or

Please fax to 734-6320 or mail to:

Charleen Croft, Area Assistant

Simcoe County District School Board

1170 Hwy. 26

Midhurst, ON L0L 1X0



ACCOMMODATION REVIEW COMMITTEE (ARC)

PUBLIC MEETING

Monday, March 23, 2009

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ACCOMMODATION REVIEW AREA "B"
ELMVALE DISTRICT H.S., COLLINGWOOD COLLEGIATE, MIDLAND S.S.,
PENETANGUISHENE S.S., STAYNER COLLEGIATE

COMMENT FORM

Please complete this form if you have comments you wish to submit to the ARC.

Name: _____

Address: _____

Comments: There are numerous reasons to keep SCT open. One being that smaller schools can support & guide students through the years that they are maturing & shaping into who they are going to become as adults. High school students may look like grown-ups but they still need a watchful eye & a guiding hand. Social aspects in their life may sometimes seem more important than the academic. Students often get "lost" in larger schools. Skipping classes becomes much too easy. I believe that a smaller school can lead to higher success rates. We need to strive for ~~more students~~ a higher # of students ~~to~~ graduating! 60% is not acceptable. That should be the focus!

- Six school plan gets my vote.

After completing this form please hand it to an SCDSB staff person or member of the ARC or

Please fax to 734-6320 or mail to:

Charleen Croft, Area Assistant

Simcoe County District School Board

1170 Hwy. 26

Midhurst, ON L0L 1X0



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PENETANGUISENE S.S., STAYNER COLLEGIATE

COMMENT FORM

Please complete this form if you have comments you wish to submit to the ARC.

Name:

[REDACTED]

Address:

[REDACTED]

Comments:

I have coached & taught in WB for 8 years and I'm always disappointed for the students when they have to separate in the fall and also can't participate on a team because of transportation. Wasaga needs a high school.

~~I'm also~~
I also feel that there has been unfair representation on this committee.

After completing this form please hand it to an SCDSB staff person or member of the ARC or

Please fax to 734-6320 or mail to:

Charleen Croft, Area Assistant
Simcoe County District School Board
1170 Hwy. 26
Midhurst, ON L0L 1X0



Priority #3 - 4 School Solution
 (2 of SCI, CCI or WB, 1 of MSS/PSS
 EDHS)

Green - 3 Red - 22 White - 1

FIVE SCHOOL Scenario Recommendations

- Examine attendance areas with the goal of keeping cohorts of grade 8 students together
- Remove excess capacity at MSS through disposal or leasing and renovate accordingly
- Investigate the reduction of capacity through leasing and joint use partnerships
- Consider renovations at SCI & EDHS to support program needs and raise OTG capacity to reflect the school population projections.

Would be good because
 they would not be increased
 pollution at Wasaga Beach
 with many ^{more} school buses
 per day travelling Monday
 ST!



SIX SCHOOL Scenario Recommendations

- Remove excess capacity at MSS and CCI through disposal or leasing and renovate accordingly
- Partnerships at all facilities
- Investigate attendance areas to balancer OTG
- New school to be built for 900 students in Wasaga Beach area
- Renovations to support program needs at SCI and EDHS

This scenario makes
~~some~~ sense!
 BUT NOT AT THE
 EXPENSE OF SCI!

Priority #3 - 4 School Solution
(2 of SCI, CCI or WB, 1 of MSS/PSS
EDHS)

Green - 3 Red - 22 White - 1

FIVE SCHOOL Scenario Recommendations

- Examine attendance areas with the goal of keeping cohorts of grade 8 students together
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SIX SCHOOL Scenario Recommendations

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- Partnerships at all facilities
- Investigate attendance areas to balance OTG
- New school to be built for 900 students in Wasaga Beach area
- Renovations to support program needs at SCI and EDHS

*THIS Six School
Would BE MY CHOICE
LESS Bussing
No change for students
School needed at Wasaga*

SON

Priority #3 - 4 School Solution
 (2 of SCI, CCI or WB, 1 of MSS/PSS
 EDHS)

Green - 3 Red - 22 White - 1

**FIVE SCHOOL Scenario
 Recommendations**

- Examine attendance areas with the goal of keeping cohorts of grade 8 students together
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**SIX SCHOOL Scenario
 Recommendations**

- Remove excess capacity at MSS and CCI through disposal or leasing and renovate accordingly
- Partnerships at all facilities
- Investigate attendance areas to balancer OTG
- New school to be built for 900 students in Wasaga Beach area
- Renovations to support program needs at SCI and EDHS

This is not the easiest, but certainly the best solution!

Thank you for the many recommendations!

[Redacted signature]

Attention:
Accommodations Review Committee "B"

My name is [REDACTED]. I am the mother of three boys, two of whom have already graduated EDHS and are pursuing careers in policing and architecture, and the youngest is in grade 11. Our boys graduated Minesing Central, a rural public elementary school and have had the privilege to attend a rural high school. Our boys have experienced the small community atmosphere for several years, which has benefited their education and character. Our boys have experienced that they are not just numbers; they are individuals that are known by all teachers, staff and students.

My husband and I have received many comments on the well-rounded character of our sons, and that we have done our job well. My reply to them is that we are a part of a big pie. I must acknowledge that their faith in God, their parents, extended family, teachers, coaches, staff members, and other adult mentors are also factors in who our sons are today.

As you all know, teachers, staff and coaches have our children more hours in a day than we parents do. It has been our experience at EDHS that the teachers, staff and coaches have been attentive, caring, concerned and involved in our son's education, talents and personal wellbeing. There has been great communication and camaraderie between us all. This has demonstrated teamwork and has helped to establish in our children, that they are valued and have worth. Our sons and us have been truly blessed with our years at EDHS and it our hope that future generations will too.

Two of our sons whom have graduated have benefited from the many scholarship and bursaries that are provided by our community businesses, organizations and from school functions.

I feel that it would be a big mistake to close EDHS. The rural school, community rapport, the school housing system (Trojans, Blizzards, Pirates, and Rowdies). Maple Syrup Festival, Fall Fair and Winter Carnival are all highlights of being a student at EDHS. These events teach our students to give back to the community and school and not to always take from it (EDHS Day). The Maple Syrup Festival, Fall Fair and Winter Carnival teach students to work together, enhance camaraderie, and raise the school and community spirit that is so evident here in Elmvale. They learn to appreciate, work and respect one another and the community.

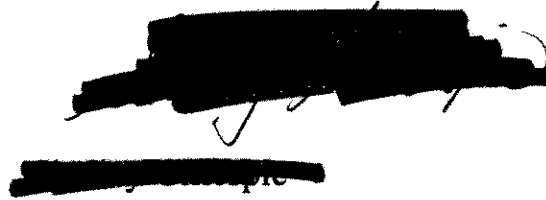
I would like to take the time to commend the School Council, Student Council, the Staff of EDHS, Serve Committee and the ARC "B" team for

their many hours of commitment to serving and saving EDHS. The conduct and character is to be commended. You all have been great role models for our students, parents, and community. You have demonstrated great patience and perseverance in a very worthy cause and have never given up. This has been a great encouragement and example to us all.

THANK YOU!!

In closing I have to ask you all, why would you want to close EDHS when it stands for and demonstrates the points of character that are being taught to our students in the Simcoe County School Board District?

Respectfully Submitted,

A large black rectangular redaction covers the signature and name of the sender. Below the main redaction, there is a smaller, horizontal black redaction bar.

Cc/
R.Baurer

[REDACTED]

Thank you for the opportunity of making my views known.

I speak as a taxpayer for many years in Clearview, and as a mother and grandmother, whose children and now grandchildren are in the system.

I'm an area where many elected trustees and council members are from more urban centres, it is difficult for them to know and feel our small town and rural values. There is a loss, a death of community spirit when churches, arenas or schools close their doors for the last time. As school areas and schools increase in size, parents and community lose control and input. In smaller schools, the teachers and parents can have greater contact more easily.

In the past, one room schools laid the framework for future successful business people, farming enterprises, lawyers, doctors and others. A drive to succeed must be initiated by caring teachers and by self motivated ^{students} ~~now~~ as in the past. It matters very little to build a ^{huge} new school and have children bussed for half of the day, if the "child is not put first" in the scheme of things. (This was the theme song sung over & over by the minister of education 40 years ago - "put the child first")

I shudder to think of further bussing in blizzards & icy roads if a huge, ~~so-called~~ school is

built a distance away ^{Beach} ^{you are not} ^{having} ^{their} ^{own} ^{high} ^{school}
Why would Seaside County Board of Education
even consider closing Stayner Collegiate when
both Coos Bay and Stayner are contemplating
large subdivisions and young families
moving here. Do up-grading here. ~~in~~ 2013
years ago thousands of dollars were spent
on improving the school track - isn't
the inside of this building of at least
equal importance?

Where does our mayor, deputy-mayor,
council and local trustees stand on
the topic of preserving our local Stayner
Collegiate for the local youth of to-morrow?

Thank you.

To be acknowledged at to-day's meeting contact Janis Medysky through
Sharon Chait at (705) 724-6362

[REDACTED]

I am a parent of a student at EDHS as well as the Student Success Teacher there. I have a few questions regarding the information and recommendations being submitted to the board that I would like the ARC to provide answers for.

1. What does "renewal of EDHS" look like?
2. Does this mean addressing the "insufficiencies"?
3. If so, what are the inefficiencies?
4. Please list these and order them in a prioritized way and outline the order they will be fixed.
5. The Elmvale community has been put on hold for a very long time waiting for the "insufficiencies" to be addressed.
What makes this time different?
6. The students at EDHS deserve to have "equity" in the school facility as well as the program/courses that are offered. What would the start of this look like and what will be the end?
7. How much money would be used for the "renewal"?
8. Some of these inadequacies should be obvious to the ARC but I will list some of them.

Gymnasium, tech/art facilities, science labs, cafeteria, staff work rooms, library, outdoor facilities (our track isn't 400m long), etc...

When does it make more sense to build a new facility?

Thanks for your time

[REDACTED]

Accommodation Review B

From: [REDACTED]
To: Accommodation Review B
Cc:
Subject: Creemore Concerns
Attachments:

Sent: Mon 3/23/2009 1:35 PM

Hello

I am not able to make the public meeting tonight at SCI. ***I do have a question and concern regarding the future of Stayner Collegiate.***

I have a child who currently attends the Creemore Public school and will be attending SCI.

I am being told there is a potential option of SCI being closed. If that happens then the Creemore students could potentially be shipped to the new Angus High School or alternatively the new Wasaga Beach/Stayner high school.

As a parent who has a child in the community of Creemore (plays hockey, participates in community events here) I would not like to see these kids being shipped to Angus.

Is the Angus option the only alternative? I would prefer students staying in our family of schools and going to the new WB/Stayner school if SCI is closed.

Thank you

[REDACTED]

The sender of this message has requested a read receipt. Click here to send a receipt.

Accommodation Review B

From: [REDACTED]

Sent: Mon 3/23/2009 3:15 PM

To: Accommodation Review B

Cc:

Subject: Stayner Collegiate Institute

Attachments:

I am emailing with my concerns regarding Stayner Collegiate Institute.

It is my opinion, as a parent of a future SCI student (Sept. 2009) that the board NOT close this high school. Stayner is a good school, this is evident in their continued success with the Ontario Secondary School Literacy Test results, with SCI students consistently scoring well.

My questions to ARC and the board are these:

If you closed SCI what high school would you send the students from Creemore, New Lowell and Stayner?

If you closed SCI what is the 'grand plan' for the future of the SCI students? Are they to go to a 'Super School' and become lost in the shuffle of hundreds and hundreds of students?

Why does the ARC consider closing this school to be a good plan? How will this help the education of my child?

Is the ARC recommending building a new 'Super School'? If so where? If so, why build an new school, rather than take that money and improve the schools you already have?

I thank you for your time, please accept this email as one in support of keeping Stayner Collegiate Institute open and going strong.

Regards,

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



Town of Wasaga Beach

Presentation to the
Accommodation Review
Committee "B"
March 23, 2009



Town of Wasaga Beach

- Introduction

- In conversations with officials from the School Board and the Ministry of Education, including the Minister of Education and several Parliamentary Assistants over the years, we were told that decisions with respect to funding of new pupil places would be based on the preparation of a business case taking all factors into consideration.
- As a result, Council felt it was important to look at the provision of a new Secondary School from a business perspective.



Town of Wasaga Beach

- The Town asked Hemson Consulting Ltd. to prepare a business case for a new Secondary School based on the information available to the ARC and the School Board. Hemson is a management consulting firm that has extensive experience in preparing development charge studies, growth management studies, business plans and strategic plans. Hemson is the main consultant advising the County of Simcoe on growth management. They also provided the growth projections for the County. In addition, Hemson represented a number of North Simcoe Municipalities in the challenge of Education Development Charges a number of years ago. They are very familiar with Simcoe County growth projections and school board funding rules.



Town of Wasaga Beach

- Hemson was asked to review the current secondary school situation in the area covered by ARC "B" and develop a business case for a solution that would be in the best interests of the students of this area.
- Council was interested in taking the emotion out of the discussion.
- We asked them to review the available facts to determine what would be the best long term option for the students in our area.



Town of Wasaga Beach

- Business Case Highlights

- The report focuses primarily on the North West area of Simcoe County.
- Midland and Penetanguishene Secondary School are experiencing declining enrollment and this trend is expected to continue resulting in a utilization rate of 60% and 67% respectively.
- Conversely the Collingwood, Elmvale and Stayner area have stable enrolment with significant over-utilization. Stayner is projecting a 20% increase in enrollment to 2018.
- 550 public secondary school students and approximately 200 catholic secondary school students currently leave Wasaga Beach every morning to attend schools in other communities



Town of Wasaga Beach

- The Board has identified that four of the five schools in our area will be classified as prohibitive to repair by 2016. The decision the Board must make is whether to refurbish or rebuild the existing schools or construct new schools.
- Coupled with this, is the fact that Wasaga Beach is expected to grow by approximately 125% over the next 10 years, making it the largest community within the North West Simcoe area.

Town of Wasaga Beach



- This residential growth will attract commercial and light industrial growth, similar to what we have seen over the last couple of years. This growth will provide jobs that may attract young families with school age children.
- The projected growth for Wasaga Beach has been recognized by the Simcoe County District School Board.
- The Board has identified the need for one new secondary school within the North Simcoe Area in their development charge study and has identified Wasaga Beach as the location. The Town has designated a 15 acre site within the Sunnidale Trails subdivision for a new secondary school. This site is proposed to be acquired in 2013.

Town of Wasaga Beach



- The proposed site is located on a major road and is central to Collingwood, Stayner and Springwater, making student access fairly easy.
- Both Elmvale District High School and Stayner Collegiate Institute are small schools that are unable to offer full programming choices to their students.
- Both schools are quickly reaching their prohibitive to repair dates and the Board will be required to take action on these schools.

Town of Wasaga Beach



- A new larger school with a student population in the range of 1,000 students would be able offer a full range of programming, including shops and apprenticeships not available in smaller schools.
- These facts coupled with the fact that the Town of Wasaga Beach continues to experience rapid growth, and is the only community of its size in Simcoe County that does not have a secondary school, have led the consultants to conclude that it makes sense to construct a new secondary school in Wasaga Beach that would offer a full range of programs.
- In addition, Council is prepared to partner with the School Board on the construction of the new school, making it a community use school.

Town of Wasaga Beach



• Conclusion

- The ARC has had a difficult challenge over the last few months and we commend each of you for taking the time to participate and express your views over countless meetings.
- We can also appreciate the difficulty in coming to a consensus on recommendations to bring forward to the Board given the passion that people have for their current schools.

Town of Wasaga Beach



- The facts that the Board is facing, and will continue to face are clear:
 - a secondary school pupil accommodation shortfall exists in our area,
 - it needs to take action on the two small aging schools while expanding the number of student places.
- In Hemson's view, the most fiscally prudent approach would be the construction of a centrally located high school to service the communities of Wasaga Beach, north Clearview and north-west Springwater.

Town of Wasaga Beach



- Given the projected growth that is expected to occur in Wasaga Beach over the next 25 years, it makes sense that the new school be located in Wasaga Beach.
- We hope that the Business Plan that we have presented will generate some discussion when you deliberate the three options you have going forward to the Board and you will consider what is in the best interest of the students that will be attending secondary school in our area.
- Thank you for your consideration.



Wasaga Beach Provincial Park

Presentation to Simcoe District School
Board Accommodation Review
Committee – March 23, 2009

Introduction

- Good evening and thank you for this opportunity.
- John Fisher, Park Superintendent
- Responsible for managing a cluster of 7 provincial parks in the region including Wasaga Beach and Craigleith
- I am here to identify Wasaga Beach Provincial Park as an important resource to consider in your review of school accommodations.
- It is important to recognize that Wasaga Beach Provincial Park is a public resource that is available regardless of what your final recommendations are; however there is no question about its obvious relevance to the Town of Wasaga Beach.

System of Provincial Parks

- Wasaga Beach is a single provincial park in a provincial system that comprise an area of over 7 million hectares
- There are over 330 provincial parks that attract over 10 million visitors each year
- Those 330 provincial parks are classified into 6 different types of parks including wilderness, nature reserve, natural environment, historical, waterway, and recreation class
- Ontario Parks spends over \$31 million in operating annually
- We manage over 18, 000 campsites
- The entire System generates over \$1 billion in economic activity for the Province of Ontario



○ As a Recreation Class Park, the Goal of Wasaga Beach Park is:

- To provide a wide variety of year-round recreational, interpretive, educational and scientific opportunities
- To protect provincially significant elements of the natural and cultural landscape of Ontario; and
- To provide a range of guided and self-use opportunities to explore, interpret and appreciate natural features and cultural resources of the park

Operations and Staffing

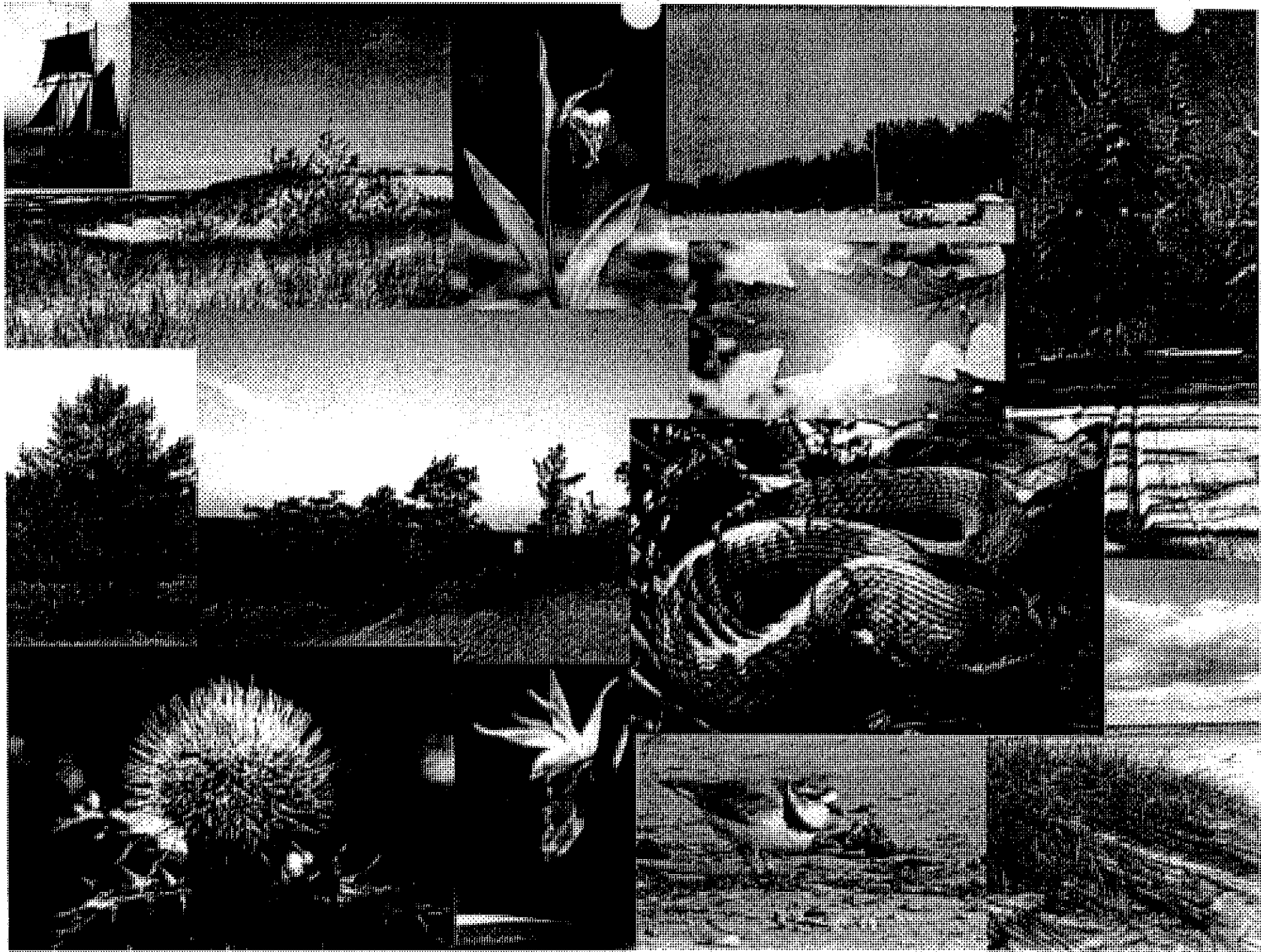
- Wasaga Beach Provincial Park has an area of 1844 ha. With an annual visitation of approximately 1.7 million visitors
- The main focus of its summer operations is on the 14 kms of beachfront deemed to be the world's longest freshwater beach.
- The beach itself has been designated as a Blue Flag Beach since 2007.
- We also have a Nordic Ski Centre at Blueberry Trails which provides 30 kms. of ski trails that attracts many cross-country ski enthusiasts as well as local school children.
- We are in the process of developing a nature centre to utilize this same facility during the summer.
- Park Facilities include
 - Boardwalks, bike and hiking trails, washrooms, playgrounds, parking lots, boat launch, Nancy Island Historic Site, cross-country ski trails, and the Treasure Chest Gift Store operated by the Friends of Nancy Island
- My Staff at the Park number approximately 90 during peak season including 3 permanent staff
- As with any provincial park, students make up a majority of our peak season staff compliment including Summer Experience Program, Internships, Park Rangers, and High School Co-op Opportunities.


Natural and Cultural Protection

- Protection of species-at-risk and their habitats is an important function at Wasaga Beach Provincial Park
- Species-at-risk include the endangered Piping Plover, and other special concern or threatened species such as Eastern Hog-nosed Snake, Hill's Thistle, and Spotted Wintergreen.
- There is long-term research and monitoring associated with these species in partnership with Ontario universities and other non-governmental organizations. This presents some unique educational opportunities for local schools.
- Nancy Island Historic Site provides a facility that includes a museum, theatre, lighthouse, and small visitors centre. The hull of the HMS Nancy is located on site in the museum and provides an important educational experience about the War of 1812 between the United States and Britain fought right here in our backyard. The major event "Wasaga Under Siege" War of 1812 re-enactment is held annually at this location.
- Wasaga Beach PP, the Town of Wasaga Beach and the Friends of Nancy Island support approximately 12 Natural Heritage Education staff who deliver programs both in the Park as well as within local schools. These programs present information on the natural and cultural resources at Wasaga Beach.

In conclusion

- There is no question about the important economic and ecological impact Wasaga Beach Provincial Park has on the local community.
- Wasaga Beach Provincial Park represents approximately 30% of the land area associated with the Town of Wasaga Beach. This means 30% of this area is under permanent protection through provincial legislation.
- This protection ensures the long-term economic and ecological health and sustainability of the resource base that is so vital to the future of the Wasaga Beach community.
- Under these circumstances, a healthy working partnership between Ontario Parks and the Town of Wasaga Beach is important. Towards that end we have developed a number of strategic alliances on tourism planning, active transportation, school liaison, Blue Flag designation, special events, community services, emergency planning, park management planning, and many other initiatives.
- These factors and relationships have placed the community of Wasaga Beach on a path towards sustainable living. It is important to achieve this vision and recognize it as a model for other communities across Ontario.
- Again, thank you for this opportunity.





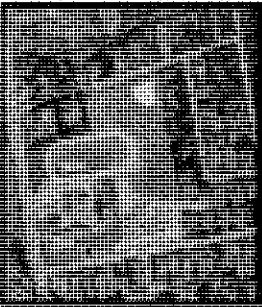
TOWNSHIP OF CLEARVIEW

March 23, 2009 Presentation to North Simcoe Accommodation Review Committee

Township of Clearview - North Simcoe Accommodation Review

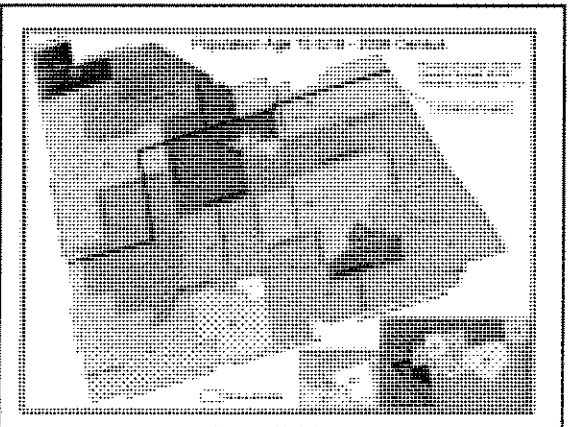
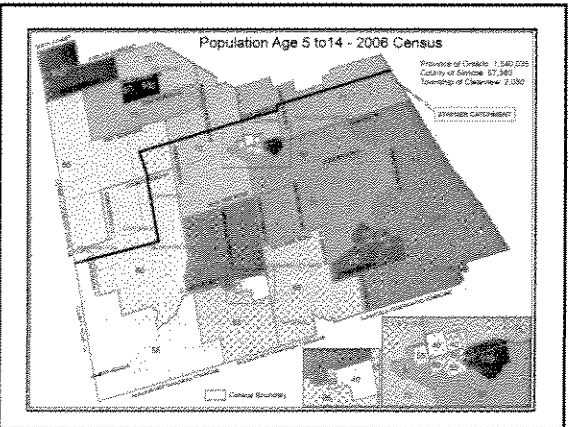
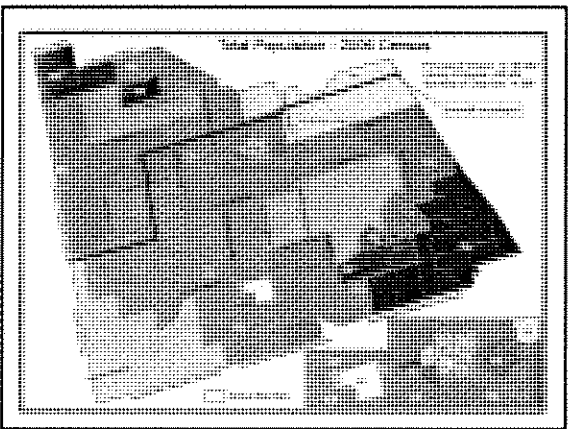
- ❑ **Welcome to Clearview and our SCI**
 - 3 Presenters; Mayor, Planning Staff, and Councillor Davidson (ARC Rep)
- ❑ **Community**
 - Building Complete and Strong Communities
 - Strong Sense of Community
 - SCI is the Hub of the Stayner Community
- ❑ **Economy**
 - 25% Successful Enrollment in Co-operative Education Program
- ❑ **Students**
 - Rich educational opportunities in local community
 - Relocation could result in disconnection with community
 - Encouragement of local involvement

Township of Clearview - North Simcoe Accommodation Review



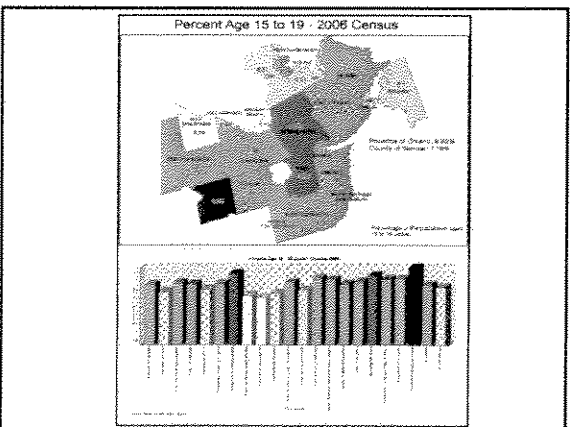
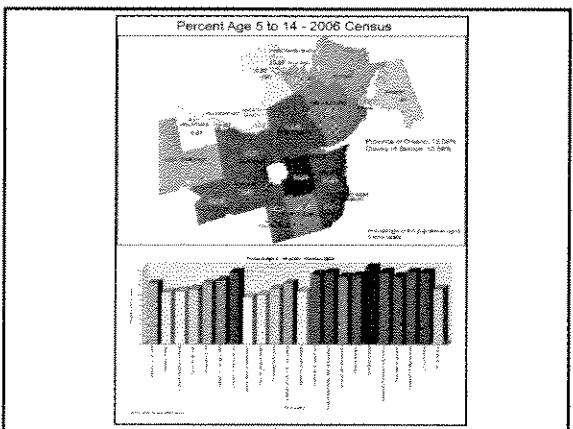
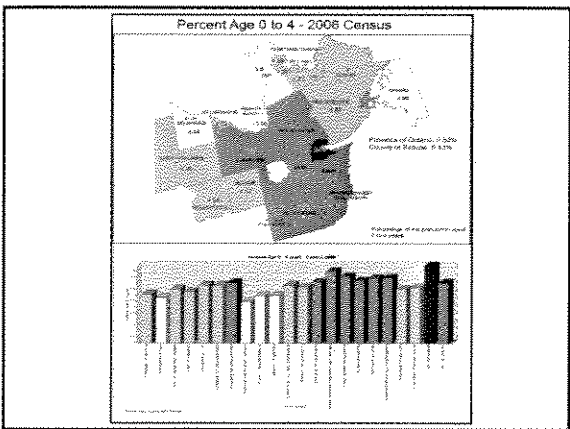
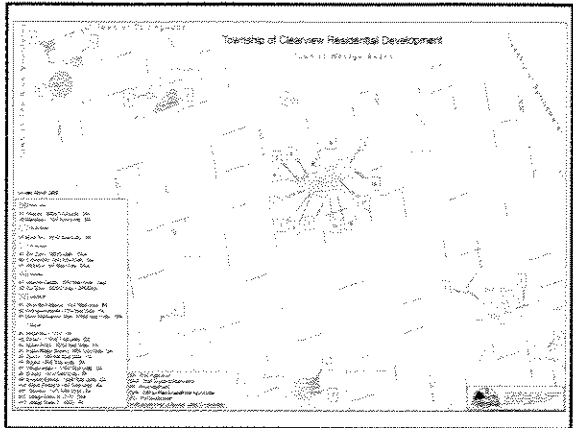
- ❑ **Total Population**
 - 14,600 (2006)
- ❑ **SCI Catchment Population**
 - 10,500
- ❑ **High School Age (15-19 Yrs)**
 - 755 (7%)
- ❑ **Elementary School Age (5-14 Yrs)**
 - 1,590 (15%)
- ❑ **Permanent Household Size**
 - 2.8 Persons Per Unit

Source: Statistics Canada 2006



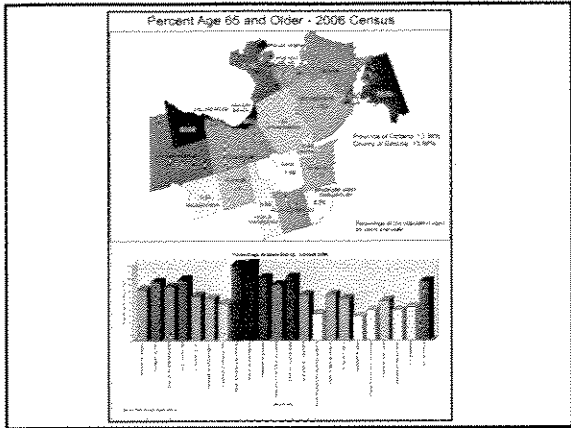
Township of Clearview - North Simcoe Accommodation Review

- **Current Approved Development Proposals**
 - 2,200 residential units
- **Development Population Equivalent @ 2.8 per unit residential**
 - 6,000 Persons
- **% New Secondary School Students Equivalent – 7%**
 - 420 Students
- **% New Primary School Students Equivalent – 15%**
 - 900 Students
- **Additional 2,000 residential units in process in applications within approved growth expectations – Potential to double above numbers**



Township of Clearview - North Simcoe Accommodation Review

- **Value to the Student**
 - Walkability
 - Community Library
 - Local Recreation and Sports
- **Value to the Board**
 - Reduction of Bussing Costs
 - Site Partnering
- **Value to the Community**
 - Cultural and Recreation Opportunities
- **Value to the Local Economy**
 - Significant Value to Local Business Community



Township of Clearview - North Simcoe Accommodation Review

- Appreciation of the opportunity to present
- Stress the importance to account for not only current trends but also the growth potential for Stoyner and SCI catchment area
- Recognition of other communities subject to the review
- Indication of the important role of SCI and SCI catchment in a regional context

Township of Clearview - North Simcoe Accommodation Review

SUMMARY/CONCLUSION

- SCI only facility within the ARC area projected to have an immediate increase in student population
- Clear indication of future population growth, particularly of pupil yield families
- Large campus environment suitable to expansion, varied programming options and community partnering
- Highest graduation rates and lowest attrition rates in Simcoe County
- Quality facility that is the hub of the community and will be needed for many years

Croft, Charleen

From: Few, David
Sent: Tuesday, March 24, 2009 10:06 AM
To: Croft, Charleen
Subject: FW:

Hi Charleen

For your comment file

thanks

David Few, BAA, MCIP, RPP
Manager of Property and Planning

(705) 734-6363 Ext. 11218
dfew@scdsb.on.ca

Notice of Confidentiality:

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From: [REDACTED] [mailto:[REDACTED]]
Sent: Monday, March 23, 2009 5:40 PM
To: Few, David
Subject:

We need a High School in Wasaga Beach. After watching my family cope with three children in the school system for the last few years, I am convinced of it.

Wasaga's children deserve a high school of their own - one in which they can experience a feeling of belonging and pride. - one in which they can freely take part in after-school programs and really be part of the community. This is my wish for them.

Higher density is coming. We cannot avoid it. So let something good come out of this and give the children of Wasaga their own High School.

A concerned grandmother.

Yours sincerely

[REDACTED]

Principal Presentation to ARC
Collingwood Collegiate
The "Speak to" Template

Process – very proud of my school. Lots of great things going on. When I do something like this it confirms a great place to be.

Topic	Suggestions	Your Notes
Special Education	<ul style="list-style-type: none"> -"life skills" programs -"county classes" -gifted activities 	Life Skills LINKS (am) numeracy/literacy focus (pm) integration into other class in school (coop etc.)
SHSM	<ul style="list-style-type: none"> -describe package of courses 	Health & Wellness 30 Students enrolled Phys.Ed/Cosmo Certification, field trips, reach ahead activities
Dual Credit or Triple Credit Programs		
SUBJECT AREAS (below)	<ul style="list-style-type: none"> -describe only what programs may be considered to be "unique" to your school in the subject/department areas 	
Arts	<ul style="list-style-type: none"> -dance -stringed instruments -vocal music 	Major drama production every 2 years (Little House of Horrors, Grease) Dance/Rhythm – part of SHSM, currently working on choreography show for feeder schools Host Musicfest each year, 1000s of performers, guests, adjudicators, 160+ students in a variety of bands, ensembles – usually involves a visit from the Canadian Forces Band which is quite amazing Huge music program (Community partnership – Optimist Club Marching Band – recent 5 Santa Claus parades London, Toronto, Barrie, Collingwood) Music programs - instrumental (beginner, advanced), vocal, arranging and recording Displays of student works of art in local library
Business/ Computers	<ul style="list-style-type: none"> -coop opportunities -award winning 6 banner -course student producer 	Leadership courses International business/investing Stock market/portfolio management – competition winners Yearbook (IDC) is an award-winning student production

English	-Media -12U courses ie Writer's Craft	Publishing opportunities – world beyond literature study (writing exploration) Media – blogging (studies of relevant topics, impact of media, unique way to target character ed.)
Science	-unique environmental courses -how 11U/12U courses are offered	Revised curriculum 3E/3M to become environmental Biology (big part of SHSM) Trailer project (SNC 4M, senior Auto + Collingwood PUC) Construction of a demo trailer – solar panels, wind turbine, etc. to provide awareness/advertising
CAWS/Geog.	-unique courses -environmental courses	CGR – informal partnership with Wasaga Beach Provincial Park Field study + student volunteer opportunities
Phys Ed/ Family Studies	-leadership courses -parenting programs	Leadership program (fitness/coop) assist feeder schools with DPA Full spectrum of family studies, food nutrition/fashion/parenting-spend time with elementary feed schools (kindergarten classes) Social Science classes as well – Anthro/Psych/Sociology
Technology	-courses specifically for girls -coop placements -yearbook course -food tech programs -culinary arts -cosmetology	New Cosmetology/new communication lab – radio, TV Hospitality – student-run restaurant Old school – beautiful large shops – equipment old (expensive to replace) Trailer manufacturing (part of auto) welding design, production sales – helps to regenerate program Growth in - 3 yrs. 48 classes - 60
Math	-how 11U and 12 U courses are offered	Math Clinic at lunch (staffed by teachers) Promote prep./participation in math contests (organize Gauss contest for elementary) Technology – SMART Boards (2) used extensively
Languages	-EFSL -Spanish -German -Extended French	Extended French Program
Final Wrap Up (5 minutes) - Departments vary - Library new - Library website -research	-any unique co-curricular programs or activities that you are specifically proud of at your school -LINK crew -peer tutors -Robotics	Alternative School – (west end of town) Peer tutors (Cranberry Literacy Initiative – Cranberry \$ - License to learn training, CCI tutors, feeder schools (Gr.7/8) peer buddies, Collingwood Library space, The Door space, ceremony in Jan. (at end) Student Council – very active

<ul style="list-style-type: none"> -photos -links for teachers books recommended + tie to local library -author speakers -art display 	<ul style="list-style-type: none"> -exchanges -activities with elementary -activities in the community ie with seniors etc. -house system -YMCA day care 	<p>ESC (partnership with Vanier + OPP) Empower Students in Collingwood – spirit, community</p> <p>3 terms – student senator (Board)</p> <p>Tech it Out (At Risk Gr.8s in to experience tech programs)</p> <p>School Council (grown from 4-20 members) – focus on communication/student success – e-bulletin – Chamber of Commerce member – Rotary Luncheon – website (school + dept)</p> <p>Weekly visit: SOS – Alcohol/Drug addiction</p> <p>Biweekly: Health nurse (Georgian Bay Family Health Team)</p> <p>Educational Outreach 16/18 yr. olds – Skills Tracks – re-engage – Library – Wasaga YMCA</p> <p>10-15 exchange students</p> <p>40 enrolled in e-Learning</p> <p>Helping Hands (Eat Well to Excel) – nutrition buckets, lunch (soup, sandwich program)</p> <p>\$75000 presented each year at Commencement - \$1.2 million Harry Hunt Scholarship – 5 students - \$2000 for each of 4 years – just acquired his father's + his medals, Walter British War medal, Victory medal, WW1) Memorial Cross – Harry (shot down in 1940)</p> <p>Community Police liaison – OPP</p> <p>School Improvement Plan – programs in place to reach those targets</p> <p style="padding-left: 40px;">- goals around OSSLT + EQAO</p> <p>Connection with Collingwood Blues (Prov. Jr. A), National Ski Academy</p>
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Principal Presentation to ARC
The "Speak to" Template
 Elmvale District High School

Topic	Suggestions	Your Notes
Special Education	<ul style="list-style-type: none"> - "life skills" programs - "county classes" - gifted activities 	<ul style="list-style-type: none"> - "Alternative" program – pilot to LC model in S.S's - Culinary focus / P.E. Activity + Numeracy/Literacy
SHSM	<ul style="list-style-type: none"> - describe package of courses 	
Dual Credit or Triple Credit Programs		
SUBJECT AREAS (below)	<ul style="list-style-type: none"> - describe only what programs may be considered to be "unique" to your school in the subject/department areas 	Theme of "Interconnectedness" Community – Students - Staff
Arts	<ul style="list-style-type: none"> - dance - stringed instruments - vocal music 	<ul style="list-style-type: none"> - 2 credit Yearbook - Senior Drawing – Interior design - 2 sections Vocal - Keyboards - Recording/music production
Business/Computers	<ul style="list-style-type: none"> - coop opportunities 	<ul style="list-style-type: none"> - close-knit Co-operative Education Community reflective of agricultural /horticultural community – semester ending "Thank you" breakfast for Co-op Partners
English	<ul style="list-style-type: none"> - Media - 12U courses ie Writer's Craft 	<ul style="list-style-type: none"> - Media studies - Writers' Craft - IDC 4U Independent Discipline - Peer Leadership
Science	<ul style="list-style-type: none"> - unique environmental courses - how 11U/12U courses are offered 	<ul style="list-style-type: none"> - 3 credit Outdoor Ed. Model - Full 11U and 12U courses offered every year
CAWS/Geog.	<ul style="list-style-type: none"> - unique courses - environmental courses 	<ul style="list-style-type: none"> - 30+ students in e-learning - Eat well to excel program
Phys Ed/ Family Studies	<ul style="list-style-type: none"> - leadership courses - parenting programs 	

Technology	<ul style="list-style-type: none"> -courses specifically for girls -coop placements -yearbook course -food tech programs -culinary arts -cosmetology 	
Math	<ul style="list-style-type: none"> -how 11U and 12 U courses are offered 	- 11U and 12U courses offered every year
Languages	<ul style="list-style-type: none"> -EFSL -Spanish -German 	
Final Wrap Up (5 minutes)	<ul style="list-style-type: none"> -any unique co-curricular programs or activities that you are specifically proud of at your school -LINK crew -peer tutors -Robotics -exchanges -activities with elementary -activities in the community ie with seniors etc. -house system -YMCA day care 	<ul style="list-style-type: none"> - host for International Students 22 Columbia students last spring - LINK Crew - Peer Mediation Team - PASS Tutors - ZAP - Green Initiative - Kinark visits weekly - Close Knit Community reflected in close interaction between staff-students- community e.g. - 1990 Community built track <ul style="list-style-type: none"> - House system – “generational” - breeds belonging, spirit of competition (Terry Fox, Fall Fair Maple Syrup Festival, Student Ambassadors) - EDHS day – link to Co-op - <u>External Fundraising</u> > \$60K - Relay for Life/Terry Fox/Free the Children - French Play - Sister School - Sierra Leone

Principal Presentation to ARC
The “Speak to” Template
 Midland Secondary School

Topic	Suggestions	Your Notes
Special Education	-"life skills" programs -"county classes" -gifted activities	<ul style="list-style-type: none"> • Three life skills classes addressing a wide range of strengths and needs • MID/Learning Center Program currently for students in Grade 9-11, expanding to Grade 12: offers students with significant learning needs the opportunity to earn credits in core program areas such as English, math, civics/careers, science • SMART Start: A program for Grade 9 students working at the applied level. Offered in the first semester. Delivers English / Geography in a cross-curricular focus. One teacher, two consecutive periods
SHSM	-describe package of courses	<ul style="list-style-type: none"> • Transportation Focus. • Second year of the program. Approximately 25 students registered in the first year, 20 in the second year. • Core transportation courses delivered through a double-credit course (a.m. or p.m.) • Large number of industry-recognized certifications and trainings delivered as part of the program.
Dual Credit or Triple Credit Programs		<ul style="list-style-type: none"> • Offered in conjunction with Georgian College Marine Mechanics program • Students earn a credit in Marine Small Engines • 18 students successfully completed program last year. All were part of the SHSM program. • Considered a “reach ahead” activity of the SHSM program.
SUBJECT AREAS (below)	-describe only what programs may be considered to be “unique” to your school in the subject/department areas	
Arts	-dance -stringed instruments -vocal music	<ul style="list-style-type: none"> • Integrated Arts in Grade 9 for identified students. Allows them the opportunity to sample all of the arts electives. • Robust guitar program starting in Grade 10. currently have five sections. Senior program offered at the open and c/u level • Vocal music program offered in all grades • Crafts (Grade 10, 11 Open) Applied Design (Grade 11 and 12 c/u) • Drama at all grades (open and c/u)

Business/ Computers	-coop opportunities	<ul style="list-style-type: none"> • DECA is a co-curricular club that is very popular with our business students (not compulsory) • Inter-disciplinary Studies: Building Financial Security (12U) offered
English	-Media -12U courses ie Writer's Craft	<ul style="list-style-type: none"> • Offer the English Writers Craft course at both the college and university level • English Media offered at the Grade 11 open level
Science	-unique environmental courses -how 11U/12U courses are offered	<ul style="list-style-type: none"> • We offer Earth and Space Science at the 4U level
CAWS/Geog.	-unique courses -environmental courses	<ul style="list-style-type: none"> • One of the few schools I've worked in that offers a Canadian Economics Course
Phys Ed/ Family Studies	-leadership courses -parenting programs	<ul style="list-style-type: none"> • In addition to the Healthy Active Living, we offer Live Fit (Grade 11 Open) for girls, Personal Fitness Training (Grade 12 Open) and Recreation and Fitness Leadership (Grade 12 C) and Exercise Science (Grade 12 U) • Physical Education Homeroom is a group of student leaders who provide leadership in a wide range of activities throughout the school (lunch, during the day, special events, after school etc). • Social Sciences: Parenting Course works closely with the Small Set Nursery School (right down the hall) and the YMCA Young Parents Program (also in the school)
Technology	-courses specifically for girls -coop placements -yearbook course -food tech programs -culinary arts -cosmetology	<ul style="list-style-type: none"> • Offer a Grade 10 Manufacturing Course for Girls, taught by our female tech teacher • Outstanding technical facilities allows us to offer a wide range of courses including Manufacture, Design and Technology, Automotive/AutoBody, Construction and Communications
Math	-how 11U and 12 U courses are offered	<ul style="list-style-type: none"> • All core programs are offered. There are no stacked courses (at least so far)
Languages	-EFSL -Spanish -German	<ul style="list-style-type: none"> • French program offered at all grades. Beyond Grade 9, the program is offered at the academic / university level • Spanish offered at three levels, usually starting in Grade 10.

<p>Final Wrap Up (5 minutes)</p>	<p>-any unique co-curricular programs or activities that you are specifically proud of at your school</p> <ul style="list-style-type: none"> -LINK crew -peer tutors -Robotics -exchanges -activities with elementary -activities in the community ie with seniors etc. -house system -YMCA day care 	<ul style="list-style-type: none"> • Great co-curricular program including leadership, sports, character-education • LINK Crew going into its third year working with incoming grade 9 students to smooth their transition to high school • Physical Education Homeroom continues to provide outstanding student leadership • Robotics Club is new and growing rapidly • DECA now in its second year. We've already sent competitors to the international competitions! • Small Set Nursery School / LEAP/YMCA Parent Program all co-located in the building • Running a late bus twice a week now to help students who have not always had the opportunity to get extra help, or to participate in after school activities. A pilot project, but we hope to see it continue.
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PSS

Principal Presentation to ARC
The "Speak to" Template

"Every kid counts."
"Individual flexibility."

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Topic	Suggestions	Your Notes
Special Education	-life skills programs -county classes -gifted activities	None - Integration - very few are assigned a Resource Room. 12/2L courses.
SHSM	-describe package of courses	2 areas being investigated - Environmental Health Care both with Aboriginal Focus. 3 other Package Programs - see below.
Dual Credit or Triple Credit Programs		Pigggybacked with MSS for - Transportation Tech at Georgian - See Packaged Programs at end.
SUBJECT AREAS (below)	describe only what programs may be considered to be "unique" to your school in the subject/department areas	
Arts	-dance -stringed instruments -vocal music -coop opportunities	Band, Drama, Arts and Expressing Aboriginal Culture to be offered.
Business/Computers		Coop focus for Packaged Programs Computer Engineering offered next year.
English	-Media -12U courses ie Writer's Craft	Media with partnership with Free Press Writer's Craft to be offered alternate years.
Science	unique environmental courses -how 11U/12U courses are offered	Physics Courses offered alternate years for gr. 12 including college Cr. 12 Physics.
CAWS/Geog.	-unique courses -environmental courses	CCCI PM - all 11/2L course selections offered. Environmental Program - OGLP see below.
Phys Ed/ Family Studies	leadership courses parenting programs	Leadership class - school wide approach Exercise Science Food & Nutrition Parenting Fashion 11 & 12

Technology	-courses specifically for girls -coop placements -yearbook course -food tech programs -culinary arts -cosmetology	Full Tech programs in Transportation (Small Engines), Manufacturing, Woodworking, Design Tech & Hospitality. Computer Engineering - new offering
Math	-how 11U and 12 U courses are offered	- All offered.
Languages	EFL Spanish German	EFL Ojibwe
Final Wrap Up (5 minutes)	-any unique co-curricular programs or activities that you are specifically proud of at your school: -LINK crew -peer tutors -Robotics -exchanges -activities with elementary -activities in the community re with seniors etc. -house system -YMCA day care	- YMCA Exchange - Positive Students - Student Council - Year book - Leadership class - Full Athletic Program - Green Teen - Co. 8 Art Classes After hours. - Judge Science Fairs - Transition Programs - Multi-talented - Very involved School Council - Intramurals - Drama Productions - Arts Club - Computer lab at lunch - Math/Science help at lunch - Gym open at lunch - Partners hip with Salvation Army, St Vincent Kick FA, Out of the Cold, Friends of D.A. Reintegration Youth, Town Parade & events... Rotary Club, OPP, Stella's YMCA Music Festival

- Scholarship Foundation
- Panton Scholarship

Package Programs

- Power Sports - Coop: Small Engines Recreational Vehicles.
- OELP - Outdoor Environmental Leadership Program
 Partnered with Wyethloch
 Brook Univ.
 Laurentian
 - English
 - Environmental
 Money
 - Coop
- CIPK - Christian Island Place Learning - 4 credits winter program
- 3 Aboriginal Focus Courses.
- At-Risk Coop -> Something for every kid.

**Principal Presentation to ARC – Stayner Collegiate Institute
The “Speak to” Template**

Topic	Suggestions	Your Notes
Special Education	<ul style="list-style-type: none"> -“life skills” programs -“county classes” -gifted activities 	<ul style="list-style-type: none"> • Life Skills class meeting needs of ten students with Mild Intellectually Disabilities, Down Syndrome, Autism Spectrum Disorder. Learning Centre teaching basic literacy and numeracy skills to students not working toward Secondary School Diploma.
SHSM	<ul style="list-style-type: none"> -describe package of courses 	<ul style="list-style-type: none"> • No Specialist High Skills Major but we were a Lighthouse Project for Small Schools with specific focus on Agriculture and associated businesses, added technology and co-operative education partnerships with farms, agribusinesses, Base Borden.
Dual Credit or Triple Credit Programs		<ul style="list-style-type: none"> • OYAP – 13 students in 2006-2007, 6 students in 2007 -2008 • Co-operative Education has established a database of 550-600 employers and has the largest per capita student enrolment in Co-op and experiential learning in SCDSB.
SUBJECT AREAS (below)	<p>-describe only what programs may be considered to be “unique” to your school in the subject/department areas</p>	
Arts	<ul style="list-style-type: none"> -dance -stringed instruments -vocal music 	<ul style="list-style-type: none"> • Visual Arts – developed digital Art History program now in use in four other schools and SCI; extensive use of SMART Board and other technologies; students participate in five juried art exhibitions; partnerships with numerous Arts organizations • Music – Family of Schools performances and Music Monday • Drama – Sears Fest regional competitions
Business/Computers	<ul style="list-style-type: none"> -coop opportunities 	<ul style="list-style-type: none"> • Three computer labs and two portable computer labs for assigned courses or for sign-out by classes to integrate technology into all facets of the curriculum
English	<ul style="list-style-type: none"> -Media -12U courses ie Writer's Craft 	<ul style="list-style-type: none"> • Media Studies, Writers Craft and we have run the Literature course in the past.
Science	<ul style="list-style-type: none"> -unique environmental courses -how 11U/12U courses are offered 	<ul style="list-style-type: none"> • Alternating year for 4U Physics; run all Chemistry, Biology and General Science courses; use of SMART Board within the program and a room available for sign-out by other teachers
CAWS/Geog.	<ul style="list-style-type: none"> -unique courses -environmental courses 	<ul style="list-style-type: none"> • Physical Geography, Travel and Tourism, open level History courses as well as standard offerings
Phys Ed/ Family Studies	<ul style="list-style-type: none"> -leadership courses -parenting programs 	<ul style="list-style-type: none"> • Leadership, Physiology, Women’s Fitness • Parenting (Baby Think it Over); Living Spaces and Shelter
Technology	<ul style="list-style-type: none"> -courses specifically for girls -coop placements -yearbook course -food tech programs -culinary arts -cosmetology 	<ul style="list-style-type: none"> • Gr. 11 &12 Design courses partnership with Habitat for Humanity and the Restore building items for sale using recycled materials only • IDC4U – Yearbook and Communications

Math	-how 11U and 12 U courses are offered	<ul style="list-style-type: none"> • Full spectrum of courses (Math help offer every lunchtime); Math Contests; use of SMART Boards within the program and a portable board available for other teachers to sign-out
Languages	-EFSL -Spanish -German	<ul style="list-style-type: none"> • French only
Library		<ul style="list-style-type: none"> • Library Unplugged (monthly), Library Student Advisory Committee, White Pine Young Adult Reading Program (for enjoyment), Interactive Websites for class/student/teacher presentations and involvement.
Final Wrap Up (5 minutes)	<p>-any unique co-curricular programs or activities that you are specifically proud of at your school</p> <ul style="list-style-type: none"> -LINK crew -peer tutors -Robotics -exchanges -activities with elementary -activities in the community ie with seniors etc. -house system -YMCA day care 	<ul style="list-style-type: none"> • Sound of Music musical, offer more sports than larger schools • Because of the small size of the school: <ul style="list-style-type: none"> ○ Staff to get to know all students and their families ○ All students who wish to play on a team are able to do so • Many of the parents went to SCI and have a personal connection with the school • Teachers offer a wide variety of opportunities for students – range of technology programs, extra-curricular opportunities (98% of staff are involved in some extra-curricular activity) • Consistent bank of supply teachers – treated as part of the school team and when contract teachers are absent there is a consistent level of programming offered for students • Welcoming environment for students new to the school • Lunch time support is available for students – largely offered voluntarily by staff • Students raise thousands of dollars annually for charities (Terry Fox, Cancer Society, Simcoe CAS, Angel Hair for Kids, Raise the Roof (for the Homeless)) • Stellula Songwriting partnership, Guitar club (70 members) • FIRST Robotics team (international competitions – 4 awards in the last two years) <ul style="list-style-type: none"> ○ Elementary School LEGO League Program • Grade 9 Spirit Day (Orientation), Spartan Start Camp (August) with staff co-ordinators and student leaders • Rich history of international field trips supporting various curricular programs • Award Winning Green Team (Three regional awards in the last five years) • Guidance Partnership with community agencies: New Path Youth and Family Services; Simcoe Outreach Services – Addictions Counselling; John Howard Society; Elizabeth Fry Society; Tracks Employment Agency; Community Action Program – Young Parenting Program; Learning, Earning And Parenting (LEAP); Georgian Bay Family Health Services (Nurse Practitioner); Simcoe County District Health Unit (Public Health Nurse); Youth Justice Services (Probation Officer); Ontario Provincial Police (School Liaison Officer); County of Simcoe, Social Services (Ontario Works)



**Report D-2-a
November 23, 2011
APPENDIX C– pages C1- C11**

ARC 'B' Staff Report

YEAS

Nancy Halbert
Caroline Smith
Mary Anne Wilson

NAYS

Donna Armstrong
Peter Beacock
Debra Edwards
Diane Firman
Jodi Lloyd
Brad Saunders

ABSTENTIONS

Nil

AMENDMENT DEFEATED

Moved by Diane Firman

That the agenda be approved as printed.

CARRIED

2. **Declaration of Conflicts of Interest** – Nil

Chairperson Lloyd presented the following opening remarks.

The recommendations that are before the Standing Committee tonight are preliminary recommendations only, that will be voted on in order that the recommendations can be sent to the Board by this Committee and to the public for their consideration. The Board's procedural rules require that we do this. No final decision will be made tonight regarding these recommendations. All committees of the Board forward recommendations to the Board and the Board makes decisions on those recommendations. The Board may then choose to adopt, amend or defeat a recommendation that comes to them from committee.

Decisions regarding these recommendations will be made at the regular Board Meeting of June 17th.

Prior to that trustees will also be listening to delegations at the Special Board Meeting of May 14th. Up to 15 delegations can be heard at this meeting. Should more than 15 delegations be requested additional meetings will be added.

Following those delegations trustees will consider everything they have heard as well as the ARC report and the Staff report prior to making any decisions on the recommendations at the regular Board meeting of June 17th.

Items for Committee Decision

1. **Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School (FAC-D-1)**

Lou Brandes, Associate Director and Superintendent of Facility Services, provided a detailed summary of the report and spoke on the Area Review Committee (ARC) process recently completed for ARC B.

Associate Director Brandes reported on the extensive background process involved and the consideration of various options and staff recommendations related to the ARC. Further information provided to the Committee included information on the capital plan process, the large geographic area covered by the ARC, accessibility of schools and pupil yields, detailed ARC scenarios, growth trends and declining enrolment, future potential development sites, capital funding programs, community schools, programming options and program delivery, safe supportive working and learning environments and transportation issues pertaining to the ARC schools.

Associate Director Brandes thanked ARC members and staff for their time and valuable contributions to the process.

MOTION

Moved by Brad Saunders

#FAC-2009-04-14-46D

That the Facility Standing Committee recommend that the Board approve the appropriate renovation of, and an appropriate sized addition be undertaken at Stayner Collegiate Institute to support program needs, reflecting ten year enrolment projections, subject to funding.

Extensive discussion ensued surrounding the importance of rural schools. Carol McAulay, Superintendent of Business and Information Services, Gord Campbell, Director of Education and Associate Director Brandes responded to questions from trustees regarding the capital plan, the Ministry funding formula, and capital priorities.

Trustee Mary Anne Wilson indicated that she would not be voting on this motion.

Trustee Julia Gasewicz entered the meeting at this time.

Trustee Caroline Smith requested a recorded vote at this time.

YEAS

Brad Saunders
Caroline Smith

NAYS

Donna Armstrong
Peter Beacock
Debra Edwards
Diane Firman
Jodi Lloyd

ABSTENTIONS

Julia Gasewicz
Nancy Halbert
Mary Anne Wilson

DEFEATED

The Committee recessed at this time.

MOTION

Moved by Nancy Halbert

#FAC-2009-04-14-47

That the Facility Standing Committee recommend that all recommendations resulting from the April 14, 2009 Facility Standing Committee be directed to the June 17, 2009 Board meeting.

CARRIED

(1), (2), (3), (4), (5), (6), (7), (8), (9)
Moved Donna Armstrong

Trustee Smith requested that each recommendation be dealt with separately.

Moved by Donna Armstrong

(1)

#FAC-2009-04-14-48

That the Facility Standing Committee recommend that the Board close Elmvale District High School when the new Elmvale/Wasaga Beach secondary school is formed, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.

MOTION

Moved by Caroline Smith

#FAC-2009-04-14-48TD

That the above motion be tabled.

DEFEATED

AMENDMENT

Moved by Debra Edwards

#FAC-2009-04-14-48A#1

That the Facility Standing Committee recommend that the Board close Elmvale District High School when the new Elmvale/Wasaga Beach secondary school is built, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.

AMENDMENT CARRIED
AMENDED MOTION CARRIED

AMENDMENT

Moved by Trustee Halbert

#FAC-2009-04-14-48A#2D

That the Facility Standing Committee recommend that the Board close Elmvale District High School, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.

AMENDMENT DEFEATED
AMENDED MOTION DEFEATED

MOTION

Moved by Caroline Smith

#FAC-2009-04-14-48ATD

That the amended motion be tabled.

DEFEATED

MOTION

Moved by Donna Armstrong

(4)

#FAC-2009-04-14-48A#3W

That the Facility Standing Committee recommend that the Board place into the Capital Plan consultation process the construction of a new Elmvale/Wasaga Beach secondary school, and that the Board close Elmvale District High School when the new Elmvale/Wasaga Board secondary school is built, as set out in Report No. FAC-D-1, Accommodation Review Committee B - Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.

MOTION WITHDRAWN

MOTION

Moved by Donna Armstong

#FAC-2009-04-14-49

That the motion to deal with all recommendations as a package be withdrawn, permitting recommendation number four to be tabled.

CARRIED

MOTION

Moved by Mary Anne Wilson

#FAC-2009-04-14-50

That recommendation number one (closing of Elmvale District High School when the new Elmvale/Wasaga Beach secondary school is formed) be postponed for an indefinite period of time.

CARRIED

Moved by Donna Armstrong

(4)

#FAC-2009-04-14-51

That the Facility Standing Committee recommend that the Board place into the Capital Plan consultation process the construction of a new Elmvale/Wasaga Beach secondary school, as set out in Report No. FAC-D-1, Accommodation Review Committee B - Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.

AMENDMENT

Moved by Caroline Smith

#FAC-2009-04-14-51AD

That the Facility Standing Committee recommend that the Board place into the Capital Plan consultation process the construction of a new Elmvale secondary school, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.

AMENDMENT DEFEATED
AMENDED MOTION DEFEATED

#FAC-2009-04-14-51

That the Facility Standing Committee recommend that the Board place into the Capital Plan consultation process the construction of a new Elmvale/Wasaga Beach secondary school, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.

CARRIED

Moved by Trustee Armstrong

(1)

#FAC-2009-04-14-52

That the Facility Standing Committee recommend that the Board close Elmvale High School when the new Elmvale/Wasaga Beach secondary school is formed, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.

AMENDMENT

Moved by Debra Edwards

#FAC-2009-04-14-52A

That the Facility Standing Committee recommend that the Board close Elmvale High School when the new Elmvale/Wasaga Beach secondary school is built, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.

AMENDMENT CARRIED
AMENDED MOTION CARRIED

Moved by Donna Armstrong

(2)

#FAC-2009-04-14-53D

That the Facility Standing Committee recommend that the Board close Penetanguishene Secondary School June 30, 2010, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.

DEFEATED

Moved by Donna Armstrong

(3)

#FAC-2009-04-14-54

That the Facility Standing Committee recommend that the Board close Stayner Collegiate Institute when the new Elmvale/Wasaga Beach secondary school is formed, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.

AMENDMENT

Moved by Mary Anne Wilson

#FAC-2009-04-14-54AD

That the Facility Standing Committee recommend that the Board close Stayner Collegiate Institute when the new Elmvale/Wasaga Beach secondary school is built, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.

AMENDMENT CARRIED
AMENDED MOTION DEFEATED

Moved by Donna Armstrong

(5)

#FAC-2009-04-14-55D

That the Facility Standing Committee recommend that the Board place into the Capital Plan consultation process improvements to Collingwood Collegiate Institute, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.

DEFEATED

Moved by Donna Armstrong

(6)

#FAC-2009-04-14-56W

That the Facility Standing Committee recommend that the Board place into the Capital Plan consultation process improvements to Midland Secondary School, as set out in Report No. FAC-D-1, Accommodation Review Committee B, - Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.

MOTION WITHDRAWN

MOTION

Moved by Brad Saunders

#FAC-2009-04-14-57

That recommendation number six (that the Board place into the Capital Plan consultation process improvements to Midland Secondary School) be withdrawn from the table.

CARRIED

MOTION

Moved by Brad Saunders

#FAC-2009-04-14-58

That the Facility Standing Committee recommend that the Board staff shall investigate all means of removing capacity from Midland Secondary School including, but not restricted to demolition, leasing, and community and/or joint use partnerships.

CARRIED

MOTION

Moved by Brad Saunders

#FAC-2009-04-14-59

That the Facility Standing Committee recommend that the Board undertake renovations at Midland Secondary School, as a direct result of removing excess capacity, subject to funding.

CARRIED

Moved by Donna Armstrong

(7)

#FAC-2009-04-14-60

That the Facility Standing Committee recommend that the Board undertake attendance area reviews including alignment of feeder elementary schools where possible, upon approval of the Ministry of Education's Priority Capital Projects, as set out in Report No. FAC-D-1, Accommodation Review Committee B - Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.

CARRIED

MOTION

Moved by Donna Armstrong

That the Special Facility Standing Committee continue past 10:00 p.m.

CARRIED

Moved by Donna Armstrong

(8)

#FAC-2009-04-14-61

That the Facility Standing Committee recommend that the Board direct staff to pursue the site acquisition for the new Elmvale/Wasaga Beach secondary school having consultation with community partners, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.

AMENDMENT

Moved by Debra Edwards

#FAC-2009-04-14-61AD

That the Facility Standing Committee recommend that the Board direct staff to pursue the site acquisition for the new Elmvale/Wasaga Beach secondary school, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.

AMENDMENT DEFEATED
AMENDED MOTION DEFEATED

Moved by Donna Armstrong

#FAC-2009-04-14-61

That the Facility Standing Committee recommend that the Board direct staff to pursue the site acquisition for the new Elmvale/Wasaga Beach secondary school having consultation with community partners, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate institute, dated April 14, 2009.

CARRIED

Moved by Donna Armstrong

(9)

#FAC-2009-04-14-62

That the Facility Standing Committee recommend that the Board direct staff to pursue community partnerships in the development and use of the new Elmvale/Wasaga Beach secondary school as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.

AMENDMENT

Moved by Nancy Halbert

#FAC-2009-04-14-62A#1D

That the Facility Standing Committee recommend that the Board direct staff to communicate to our school communities that we will be pursuing community partnerships in the development and use of Collingwood Collegiate Institute, Stayner Collegiate Institute, Midland Secondary School and Penetanguishene Secondary School, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.

AMENDMENT DEFEATED
AMENDED MOTION DEFEATED

AMENDMENT

Moved by Mary Anne Wilson

#FAC-2009-04-14-62A#2

That the Facility Standing Committee recommend that the Board direct staff to communicate to our school communities that we will be pursuing community partnerships in the development and use of the new Elmvale/Wasaga Beach secondary school, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.

AMENDMENT CARRIED
AMENDED MOTION CARRIED

AMENDMENT

Moved by Carrie Smith

#FAC-2009-04-14-62A#3

That the Facility Standing Committee recommend that the Board staff be directed to communicate to our school communities that we will be pursuing community partnerships, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.

AMENDMENT CARRIED
AMENDED MOTION CARRIED

Items for Information - Nil

Correspondence – Nil

Other Matters - Nil

Moved by Brad Saunders

That the Facility Standing Committee meeting be adjourned at 10:15 p.m.

CARRIED

RECOMMENDATIONS

1. That the Board place into the Capital Plan consultation process the construction of a new Elmvale/Wasaga Beach secondary school, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.
2. That the Board close Elmvale District High School when the new Elmvale/Wasaga Beach secondary school is built, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.
3. That Board staff shall investigate all means of removing capacity from Midland Secondary School including, but not restricted to demolition, leasing, and community and/or joint use partnerships.
4. That the Board undertake renovations at Midland Secondary School, as a direct result of removing excess capacity, subject to funding.
5. That the Board undertake attendance area reviews including alignment of feeder elementary schools where possible, upon approval of the Ministry of Education's Priority Capital Projects, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.
6. That Board direct staff to pursue the site acquisition for the new Elmvale/Wasaga Beach secondary school having consultation with community partners, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009

REPORT NO. D-4-a
SEPTEMBER 23, 2009 - 12

7. That the Board staff be directed to communicate to our school communities that we will be pursuing community partnerships, as set out in Report No. FAC-D-1, Accommodation Review Committee B – Collingwood Collegiate Institute, Elmvale District High School, Midland Secondary School, Penetanguishene Secondary School, Stayner Collegiate Institute, dated April 14, 2009.

Approved for submission by:

Kathryn Wallace
Director of Education

September 23, 2009

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: Director of Education

SUBJECT: **NOTICE OF MOTION FROM THE OCTOBER 26, 2011 BOARD MEETING**

1. Background

In accordance with Article II: Notices of Motion of the Board By-laws, Trustee Michele Locke gave NOTICE OF MOTION at the Board meeting of October 26, 2011, to introduce the following motion at the next Board meeting.

*Moved by Michele Locke
Seconded by Jeff Monague*

That the Chair of the SCDSB send a letter to the Prime Minister, the Honourable Rob Nicholson, Minister of Justice and Attorney General, with copies to all MPs and MPPs requesting that the federal government reconsider the "*Safe Streets and Communities Act*" to consider the implications of this Bill on our youth with mental health and addiction issues.

The *Safe Streets and Communities Act* re-introduces the following reforms which were debated by Parliament during the previous session but never became law:

- The *Protecting Children from Sexual Predators Act* (former Bill C-54)
- The *Penalties for Organized Drug Crime Act* (former Bill S-10)
- *Sébastien's Law (Protecting the Public from Violent Young Offenders)* (former Bill C-4)
- The *Ending House Arrest for Property and Other Serious Crimes by Serious and Violent Offenders Act* (former Bill C-16)
- The *Increasing Offender Accountability Act* (former Bill C-39)
- The *Eliminating Pardons for Serious Crimes Act* (former Bill C-23B)
- The *Keeping Canadians Safe (International Transfer of Offenders) Act* (former Bill C-5)
- The *Justice for Victims of Terrorism Act* and related amendments to the *State Immunity Act* (former Bill S-7)
- The *Preventing the Trafficking, Abuse and Exploitation of Vulnerable Immigrants Act* (former Bill C-56)

Attached as APPENDIX A is a copy of the news release issued by the Department of Justice Canada on September 20, 2011 entitled "*Government of Canada Introduces the Safe Streets and Communities Act.*"

2. Report Status

This report is provided for information.

Approved for submission by:

Kathryn Wallace
Director of Education

November 23, 2011



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GOVERNMENT OF CANADA INTRODUCES THE *SAFE STREETS AND COMMUNITIES ACT*

Toronto, September 20, 2011 – Today, the Honourable Rob Nicholson, P.C., Q.C., M.P. for Niagara Falls, Minister of Justice and Attorney General of Canada introduced the *Safe Streets and Communities Act*, comprehensive legislation that will target crime and terrorism and provide support and protection to victims of crime.

"I am proud today to announce that our Government has fulfilled its commitment to Canadians to bring forward legislation to make our streets, families and communities safer," said Minister Nicholson. "We campaigned on a promise to get tough on child sexual offenders, crack down on illegal drug trafficking, and improve the overall efficiency of our judicial system. Canadians gave us a strong mandate to bring forward these reforms."

"Canadians want an immigration system that treats people fairly. We will not allow our immigration system to be misused by those who prey on the vulnerable," added the Honourable Jason Kenney, M.P. for Calgary Southeast and Minister of Citizenship, Immigration and Multiculturalism. "With this bill, officers will be able to stop situations of abuse and exploitation before they happen."

The *Safe Streets and Communities Act* re-introduces the following reforms which were debated by Parliament during the previous session but never became law:

- The *Protecting Children from Sexual Predators Act* (former Bill C-54), which proposes increased penalties for sexual offences against children, as well as creates two new offences aimed at conduct that could facilitate or enable the commission of a sexual offence against a child;
- The *Penalties for Organized Drug Crime Act* (former Bill S-10), which would target organized crime by imposing tougher sentences for the production and possession of illicit drugs for the purposes of trafficking;
- *Sébastien's Law (Protecting the Public from Violent Young Offenders)* (former Bill C-4), which would ensure that violent and repeat young offenders are held accountable for their actions and the protection of society is a paramount consideration in the treatment of young offenders by the justice system;
- The *Ending House Arrest for Property and Other Serious Crimes by Serious and Violent Offenders Act* (former Bill C-16), which would eliminate the use of conditional sentences, or house arrest, for serious and violent crimes;
- The *Increasing Offender Accountability Act* (former Bill C-39), which would enshrine a victim's right to participate in parole hearings and address inmate accountability, responsibility, and management under the *Corrections and Conditional Release Act*;
- The *Eliminating Pardons for Serious Crimes Act* (former Bill C-23B), which would extend the ineligibility periods for applications for a record suspension (currently called a "pardon") to five years for summary conviction offences and to ten years for indictable offences;
- The *Keeping Canadians Safe (International Transfer of Offenders) Act* (former Bill C-5), which would add additional criteria that the Minister of Public Safety could consider when deciding whether or not to allow the transfer of a Canadian offender back to Canada to serve their sentence;

- The *Justice for Victims of Terrorism Act* and related amendments to the State Immunity Act (former Bill S-7), which would allow victims of terrorism to sue perpetrators and supporters of terrorism, including listed foreign states, for loss or damage that occurred as a result of an act of terrorism committed anywhere in the world; and
- The *Preventing the Trafficking, Abuse and Exploitation of Vulnerable Immigrants Act* (former Bill C-56), which would authorize immigration officers to refuse work permits to vulnerable foreign nationals when it is determined that they are at risk of humiliating or degrading treatment, including sexual exploitation or human trafficking.

By bringing forward this legislation, the Government is demonstrating its commitment to ensuring criminals are held fully accountable for their actions and that the safety and security of law-abiding Canadians and victims comes first in Canada's justice system.

An online version of the legislation can be found at www.parl.gc.ca.

-30-

Ref.:

Pamela Stephens
Press Secretary
Office of the Minister of Justice
613-992-4621

Media Relations
Department of Justice
613-957-4207

Julie Carmichael
Press Secretary
Office of the Minister of Public Safety
(613) 991-0657

Media Relations
Public Safety Canada
(613) 991-0657

Candice Malcolm
Press Secretary
Office of the Minister of Citizenship and Immigration Canada
(613) 954-1064

Media Relations
Citizenship and Immigration Canada
(613) 952-1650

Date Modified: **2011-09-28**

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: Business and Facilities Standing Committee

SUBJECT: **REPORT OF THE PUBLIC SESSION OF THE BUSINESS AND
FACILITIES STANDING COMMITTEE MEETING HELD
WEDNESDAY, NOVEMBER 2, 2011**

The Business and Facilities Standing Committee met in Public Session on Wednesday, November 2, 2011, at the Education Centre.

PRESENT:

Committee Members

Donna Armstrong (Chairperson), Peter Beacock, Nicole Black (Vice Chairperson), Suzanne Ley, Jodi Lloyd, Michele Locke, Krista Mayne, Robert North, Caroline Smith, Christine Williams.

Administration

Kathy Bailey, Steve Blake, John Dance, Phyllis Hili, Brian Jeffs, Janis Medysky, Anita Simpson, Paul Sloan, Kathryn Wallace.

Student Trustees

Matt Stergiou.

Staff

Debbie Clarke, David Few, Mark Twardowski.

REGRETS:

Committee Members

Debra Edwards.

Student Trustees

Victoria Edwards.

ABSENT:

Committee Members

Jeff Monague.

Administration

Paula Murphy.

Student Trustees

Frank Li.

Recording Secretary

Tina Bazuk.

Chairperson Armstrong called the meeting to order at 6:00 p.m.

Approval of the Agenda

The Chairperson received no objection to add a letter from the Ministry of Education under Correspondence.

MOTION

Moved by Peter Beacock
Seconded by Robert North

That the agenda be approved as revised.

CARRIED

Declaration of Conflicts of Interest – Nil

MOTION

Moved by Caroline Smith
Seconded by Krista Mayne

That the Business and Facilities Standing Committee move into Closed Session.

CARRIED

The Business and Facilities Standing Committee reconvened in Public Session at 6:25 p.m.

Chairperson Armstrong requested that Report No. BF-I-3, Bradford Replacement School be discussed following the presentation by the architect.

Presentations

Brad Parkes, Assistant Manager, Design and Construction Services, introduced Bob Ferkul, Partner, Moffet and Duncan Architects Inc. Mr. Ferkul presented the final design for the Bradford Replacement School.

Mr. Ferkul responded to questions from trustees at this time.

Item for Information

1. Bradford Replacement School (BF-I-3)

John Dance, Superintendent of Facility Services and Assistant Manager Parkes provided an overview of the report. On July 5, 2011 the Board received approval for the consolidation and replacement of Fred C. Cook Elementary School and Bradford Public School into a single facility to be constructed on the Fred C. Cook site. Moffet and Duncan Architects Inc. were selected to provide professional services to design and oversee the construction of the new facility.

Superintendent Dance thanked the members of the design committee for all their hard work during this process.

Superintendent Dance and Assistant Manager Parkes responded to questions from trustees at this time.

This report was provided for information.

Items for Committee Decision

1. Township of Springwater Joint Use Agreement Renewal (BF-D-1)

Superintendent Dance provided an overview of the current joint use agreement with the Township of Springwater which expires on January 23, 2012. It is proposed to informally extend this agreement until the end of the fiscal year to allow time to receive the funding announcement from the Ministry. This agreement will continue to provide Simcoe County District School Board students in Springwater Township with reduced rates for township facilities and will allow the Township to take advantage of the Community Use of Schools Program reduced rental rates.

Superintendent Dance responded to questions from trustees at this time.

(1)

Move by Peter Beacock
Seconded by Krista Mayne

#BF-2011-11-02-10

That the Business and Facilities Standing Committee recommend that the Board approve the joint use agreement renewal with the Township of Springwater, as set out in APPENDIX A of Report No. BF-D-1, Township of Springwater Joint Use Agreement Renewal, dated November 2, 2011.

CARRIED

2. Revision to Policy No. 2510 Communications (BF-D-2)

Kathryn Wallace, Director of Education introduced Debbie Clarke, Manager of Communications who provided an overview of the revised policy. Revisions to Policy No. 2510 reflect current Board practices and priorities in the areas of communications. An APM will be developed for this policy.

Manager Clarke responded to questions from trustees at this time.

(2)

Move by Suzanne Ley
Seconded by Christine Williams

#BF-2011-11-02-11

That the Business and Facilities Standing Committee recommend that the Board approve the revisions to Policy No. 2510 – Communications, as set out in Report No. BF-D-2, Revision to Policy No. 2510 – Communications, APPENDIX C, dated November 2, 2011.

CARRIED

Items for information

1. Contract Awards Within Approved Budget (BF-I-1)

Brian Jeffs, Superintendent of Business Services, provided an overview of the report which summarized the awarded contracts within approved budget.

Superintendent Jeffs and Mark Twardowski, Manager of Building and Environmental Services responded to questions from trustees at this time.

This report was provided for information.

2. Update on Pursuit of Barrie Central Partnerships (BF-I-2)

Paul Sloan, Superintendent of Education, provided an update on the pursuit of Barrie Central partnership. As a result of the recommendations made at the Special Board meeting on May 31, 2011 for staff to pursue viable financial partnerships, staff will be moving forward with a two step plan. First step is to host a public meeting scheduled for Tuesday, November 15, 2011 at 7:00 p.m. to discuss the possibilities of viable financial partnership at the Barrie Central site. Following the meeting, invitations for detailed proposals will be solicited from interested parties.

Superintendent Sloan, Superintendent Jeffs and Superintendent Dance responded to questions from trustees at this time.

This report was provided for information.

3. Capital Plan – 2011: Elementary Panel (BF-I-4)

Superintendent Dance and David Few, Manager of Planning and Enrolment, provided an overview of the report. The 2011 Capital Plan document will contain updated information to be used as the basis for a number of functions related to accommodation. The plan will begin to incorporate a facility and program renewal section and will also identify the need to study the board's current supply and use of land to identify areas that may not be essential for efficient operation.

Superintendent Dance and Manager Few responded to questions from trustees at this time.

This report was provided for information.

Student Trustee Matt Stergiou left the meeting at this time.

Correspondence

Superintendent Dance provided a copy of the Ministry of Education's letter of response to Mr. Thom Paterson, the Councillor of Clearview Township's request for an Administrative Review of the Pupil Accommodation Review process undertaken by the Simcoe County District School Board for Clearview Accommodation Review 2010:01 that included Duntroon Central Public School.

The Ministry of Education has decided not to appoint a facilitator in this case.

Other Matters – Nil

Notices of Motion for Next Meeting

Trustee North presented the following notices of motion on behalf of the student trustees.

Moved by Robert North
Seconded by Krista Mayne

That the Business and Facilities Standing Committee recommend that the Board approve that staff develop a strategy to reduce and eventually eliminate (with exceptions for health and safety) the purchase and sale of bottled water in administration buildings, elementary and secondary schools and that steps be taken to educate students and staff as to the benefits of refillable containers

Moved by Robert North
Seconded by Krista Mayne

That the Business and Facilities Standing Committee recommend that the Board approve that staff conduct research to identify clothing vendors which uphold the beliefs of corporate social responsibility and report back to the board with a list of vendors who meet both the criteria outlined in the general purchasing policy 2320 and who practice corporate social responsibility.

The Committee recessed at 7:50 p.m.

MOTION

Moved by Krista Mayne
Seconded by Caroline Smith

That the Business and Facilities Standing Committee move into Closed Session at 8:00 p.m.

CARRIED

The Business and Facilities Standing Committee reconvened in Public Session at 9:15 p.m.

MOTION

Moved by Nicole Black
Seconded by Michelle Locke

That the meeting be adjourned at 9:15 p.m.

CARRIED

RECOMMENDATIONS

1. That the Board approve the joint use agreement renewal with the Township of Springwater, as set out in APPENDIX A of Report No. BF-D-1, Township of Springwater Joint Use Agreement Renewal, dated November 2, 2011.
2. That the Board approve the revisions to Policy No. 2510 – Communications, as set out in Report No. BF-D-2, Revision to Policy No. 2510 – Communications, APPENDIX C, dated November 2, 2011.

Respectfully submitted by:

Brian Jeffs
Superintendent of Business Services

John Dance
Superintendent of Facility Services

Approved for submission by:

Kathryn Wallace
Director of Education

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: Program Standing Committee

SUBJECT: **REPORT OF THE PROGRAM STANDING COMMITTEE
MEETING HELD WEDNESDAY, NOVEMBER 9, 2011**

The Program Standing Committee met in Public Session at the Education Centre on Wednesday, November 9, 2011.

PRESENT:

Committee Members

Donna Armstrong, Peter Beacock (Chairperson), Debra Edwards, Jodi Lloyd, Michele Locke (Vice-Chair), Krista Mayne, Robert North, Caroline Smith.

REGRETS:

Committee Members

Nicole Black, Suzanne Ley, Christine Williams.

ABSENT:

Committee Members

Jeff Monague.

PRESENT:

Student Trustees

Victoria Edwards.

ABSENT:

Student Trustees

Frank Li, Matt Stergiou.

Administration

Kathy Bailey, Stephen Blake, John Dance, Phyllis Hili, Brian Jeffs, Janis Medysky, Anita Simpson, Paul Sloan, Kathryn Wallace.

Staff

Lisa Ewanchuk, Peter Gumbrell, Jean Hargreaves, Amanda Hickling, Jane Hofmann, Hanne Nielsen, Sandra Sangster.

Recording Secretary Mary Cannell.

Chairperson Beacock called the meeting to order at 7:00 p.m.

1. Approval of Agenda

Chairperson Beacock asked trustees for any additions or changes to the agenda.

Moved by Caroline Smith
Seconded by Krista Mayne

That the agenda be approved as printed.

CARRIED

2. Declaration of Conflicts of Interest – Nil.

3. **Presentations/Delegations** – Nil.

Items for Committee Decision

1. **Results of the Extended French as a Second Language (EFSL) Program Feasibility Study Within the Township of Clearview (PRO-D-1)**

This report speaks to the motion that was passed at the Accommodation Review Committee Special Board Meeting of June 16, 2011 requesting that a feasibility study be undertaken to investigate the establishment of an Extended French as a Second Language (EFSL) program at an elementary school in the Township of Clearview with a target of commencing in September 2012.

Superintendent of Education Kathy Bailey outlined the process used in the feasibility study and indicated that an EFSL Information evening and questionnaire responses provided the basis for the recommendations. The results of the study indicated that there would not be sufficient enrolment to establish a Grade 5 EFSL class at an elementary school within the Township of Clearview in September 2011. There were, however, a number of families with younger children who expressed an interest in the EFSL program in Clearview Township at a future time.

Moved by Debra Edwards
Seconded by Donna Armstrong

#PRO-2011-11-09-27

That the Program Standing Committee recommend that the Board not pursue the establishment of an EFSL program in the Township of Clearview for September 2012, as set out in Report No. PRO-D-1, Results of the Extended French as a Second Language (EFSL) Feasibility Study Within the Township of Clearview, dated November 9, 2011.

CARRIED

Moved by Caroline Smith
Seconded by Robert North

#PRO-2011-11-09-28

That the Program Standing Committee recommend that the Board approve that a feasibility study be undertaken in the Fall of 2012 to investigate the establishment of an Extended French as a Second Language (EFSL) program at an elementary school in the Township of Clearview with a target of commencing in September 2013.

CARRIED

2. **Extended French as a Second Language (EFSL) Program Site Relocation (PRO-D-2)**

On behalf of Superintendent of Education Paula Murphy, Superintendent Bailey presented this report. Construction of a new elementary school on the site of the existing Fred C. Cook Public School has necessitated a review of the site relocation of the EFSL program in the community of Bradford.

W.H. Day Elementary School is being recommended to host the EFSL program as the school has the necessary capacity and five empty classrooms to accommodate the EFSL program.

Questions were raised related to the level of awareness of the EFSL parents in relation to the proposed move. Superintendent of Facility Services John Dance responded to trustee questions related to communication of the EFSL program relocation to the community of Bradford and advised that the design committee understood the need to fill pupil spaces in schools in the area. Superintendent Dance indicated that he would follow-up with Superintendent Murphy related to communication of the plan.

Moved by Donna Armstrong
Seconded by Debra Edwards

#PRO-2011-11-09-29

That the Program Standing Committee recommend to the Board that the Grades 5 to 8 EFSL program currently located at Fred C. Cook Public School be relocated to W.H. Day Elementary School for September 2012, as set out in Report No. PRO-D-2, Extended French as a Second Language (EFSL) Program Site Relocation, dated November 9, 2011.

CARRIED

Items for Information

1. International Student Program (PRO-I-1)

Superintendent of Education Paul Sloan and Principal of Adult and Continuing Education Hanne Nielsen provided an overview of the international experiential programs available to the students of this board. Among the opportunities available to students are programs that bring students from other countries and cultures to the SCDSB as well as various global education opportunities for SCDSB pupils such as the International Student Exchanges program and Kenya study and Leadership Program.

In addition to the International Experiential Program, Adult and Continuing Education also offers a number of supports to students and parents new to Canada such as the Newcomer Welcome Centre and Adult English as a Second Language courses.

Principal Nielsen and Superintendent Sloan responded to trustee questions and comments related to funding, financial assistance for students, and the various destinations available to students.

This report was provided for information.

2. Continuing Education Summer School (PRO-I-2)

Superintendent Sloan and Principal Nielsen outlined the summer school programs offered during the summer of 2011 by the Continuing Education department. Over 2000 students participated in remedial programs, full credit courses, numeracy preparation programs and various specialized summer cooperative education programs.

Superintendent Sloan responded to trustee questions related to funding variances year over year and spoke to the motivation of students attending summer programs.

This report was provided for information.

3. Modified School Year (MSY) Program Guidelines (PRO-I-3)

This report speaks to the motion that was passed at the Board meeting of January 19, 2011 requesting that the Director provide a report on guidelines that influence elementary schools changing to modified school calendars prior to school year calendar consultation in 2011-2012 for the 2012-2012 school year. Superintendent of Education Stephen Blake provided an overview of the timelines regarding implementation of a modified school year calendar, the community consultation and decision-making processes, the parameters for final approval and options available to families who do not support the MSY.

Superintendent Blake responded to trustee questions and responded to comments related to the re-evaluation of the MSY program, the timing of implementation of the MSY, transportation and out of area requests.

This report was provided for information.

4. First Nation, Metis and Inuit Education: Leading Learning Multi-Year Plan 2010 – 2013 Update (PRO-I-4)

Superintendent of Education Anita Simpson and Principal of First Nation, Metis and Inuit Education (FNMI), Lisa Ewanchuk outlined the updated FNMI Multi-year plan which is organized using a holistic First Nation framework of Vision, Relationships, Knowledge and Actions.

Superintendent Simpson responded to trustee queries and comments related to the graduation rates of FNMI students, availability of achievement related data, the social impact of students living away from home to attend secondary school, and the effectiveness of restorative practices circles.

This report was provided for information.

5. My Christian Island Video Clips (PRO-I-5)

Superintendent Simpson and Principal Ewanchuk shared clips from a video entitled “My Christian Island” depicting the day to day reality some SCDSB students face in attending secondary school and lodging away from their homes on Christian Island.

This report was provided for information.

Other Matters - Nil

Notices of Motion for Next Meeting - Nil

Moved by Krista Mayne
Seconded by Caroline Smith

That the meeting be adjourned.

Meeting adjourned at 8:20 p.m.

RECOMMENDATIONS

1. That the Board not pursue the establishment of an EFSL program in the Township of Clearview for September 2012, as set out in Report No. PRO-D-1, Results of the Extended French as a Second Language (EFSL) Feasibility Study Within the Township of Clearview, dated November 9, 2011.
2. That the Board approve that a feasibility study be undertaken in the Fall of 2012 to investigate the establishment of an Extended French as a Second Language (EFSL) program at an elementary school in the Township of Clearview with a target of commencing in September 2013, as set out in Report No. PRO-D-1, Results of the Extended French as a Second Language (EFSL) Feasibility Study Within the Township of Clearview, dated November 9, 2011.
3. That the Board approve that the Grades 5 to 8 EFSL program currently located at Fred C. Cook Public School be relocated to W.H. Day Elementary School for September 2012, as set out in Report No. PRO-D-2, Extended French as a Second Language (EFSL) Program Site Relocation, dated November 9, 2011.

Respectfully submitted by:

Kathy Bailey
Superintendent of Education

Approved for submission by:

Kathryn Wallace
Director of Education

November 23, 2011

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: Superintendent of Education

SUBJECT: **SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) MEMBER APPOINTMENT**

1. **Background**

Regulation 464/97 sets out the requirement that each Board establish a Special Education Advisory Committee (SEAC). If a seat or position on a Special Education Advisory Committee becomes vacant, the Board that appointed the person whose seat or position has become vacant shall appoint a qualified person to fill the vacancy for the remainder of the term of the person whose seat or position has become vacant as laid out in Regulation 464/97, Section 8. Subsection 3 states that where a seat of a member is vacant and has not yet been filled, the alternate for the member, if there is an alternate, shall act in the member's place for all purposes of this regulation.

2. **Current Status**

Candlelighters Simcoe Parents of Children with Cancer currently does not have SEAC member representation on the Simcoe County District School Board SEAC. In May 2010, Carolyn Lilly, SEAC Member for Candlelighters Simcoe Parents of Children with Cancer submitted her resignation from the Simcoe County District School Board SEAC.

Candlelighters Simcoe Parents of Children with Cancer has put forward a SEAC Member nomination for Sarah Elliott.

Ms. Elliott meets the criteria for selection as member for Candlelighters Simcoe Parents of Children with Cancer.

RECOMMENDATION

That the Board appoint to the Special Education Advisory Committee, effective immediately, Sarah Elliott as member for Candlelighters Simcoe Parents of Children with Cancer, as set out in Report No. D-5-a, Special Education Advisory Committee (SEAC) Member Appointment, dated November 23, 2011.

Respectfully submitted by:

Phyllis Hili
Superintendent of Education

Approved for submission by:

Kathryn Wallace
Director of Education

November 23, 2011

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: Parent Involvement Committee

SUBJECT: **REPORT OF THE PARENT INVOLVEMENT COMMITTEE
MEETING HELD SEPTEMBER 21, 2011**

A meeting of the Parent Involvement Committee was held on Wednesday, September 21, 2011 at the Education Centre.

PRESENT:

Committee Members: (Voting)
Marjorie Dowdell (Vice-chairperson), Sylvia Fiorito, Kim Gadsby,
Michelle Hunter, Jill Hynes, Jennifer Johnson, Donna-Mae Matheson,
Jane McCreadie (Chairperson), Tanya Nabuurs, Susan Pesdirz.

Trustee

Representatives: (Non-voting)
Michele Locke, Caroline Smith.

Administration & Staff

Representatives: (Non-voting)
Debbie Clarke, Rita England (Recorder), Jane Seymour, Paul Sloan.

REGRETS: Elizabeth Bettencourt, Angela Pino.

1. Welcome

Paul Sloan, Superintendent of Education welcomed everyone to the meeting and introduced new members Sylvia Fiorito and Michelle Hunter.

2. Approval of Agenda

Superintendent Sloan asked the committee for approval of the agenda.

The committee approved the agenda as printed.

CARRIED

3. Election of Chairperson and Vice-chairperson

Superintendent Sloan called for nominations for the position of Chairperson of the Parent Involvement Committee (PIC).

Moved by Marjorie Dowdell

That Jane McCreadie be nominated for election as Chairperson of the Parent Involvement Committee.

Jane McCreadie indicated she would stand for the nomination.

Superintendent Sloan called for further nominations for the Chairperson position.

There being no further nominations, Jane McCreadie was acclaimed as Chairperson of the Parent Involvement Committee.

CARRIED

Jane McCreadie assumed the position of Chairperson at this time.

Chairperson Jane McCreadie called for nominations for the position of Vice-chairperson of the Parent Involvement Committee.

Moved by Jane McCreadie

That Marjorie Dowdell be nominated for election as Vice-chairperson of the Parent Involvement Committee.

Marjorie Dowdell indicated she would stand for the nomination.

Chairperson McCreadie called for further nominations for the office of Vice-chairperson of the Parent Involvement Committee.

There being no further nominations, Marjorie Dowdell was acclaimed as the Vice-chairperson of the Parent Involvement Committee.

CARRIED

4. Presentation of Policy 4260 – Healthy Food and Beverage

Chairperson McCreadie welcomed Anita Simpson, Superintendent of Education, Area 1.

Superintendent Sloan spoke to the Ministry's provincial initiatives, the Healthy Food and Beverage policy as an example of a ministry initiative which was introduced a year ago across Ontario.

Superintendent Simpson presented a PowerPoint presentation on the Simcoe County District School Board's Healthy Food and Beverage policy 4260, and explained the importance of the policy to promote and model a healthy lifestyle for our children.

Superintendent Simpson explained that Policy 4260 applies to all food and beverages sold on school property but does not apply to children's lunches that are brought from home. The board must ensure that 80 per cent of food and beverages offered to students must be low in sugar, low fat, and low in calories. Every food item must go through a strict review process.

Superintendent Simpson, spoke on the Nutrition Standard, examples of types of food that may be offered for sale, and not permitted for sale, nutrition standards for beverages, and the anaphylactic policy which has been embedded in the Food and Beverage Policy. Committee members were encouraged to check the Ministry's website www.edu.gov.on.ca for further information and resources.

Superintendent Simpson reported on the Board's Healthy Schools Committee, the training process for principals and all staff at the board (via Adobe Connect), and the ongoing process of the School Food and Beverage Approved Vendor List. All approved vendors are listed on the board's staff website for principals to review after extensive review by a Public Health Unit Nutritionist from the Simcoe Muskoka District Health Unit.

The Ministry of Education has permitted 10 Special Event days whereby food and beverages are exempt from the policy and may be sold. Principals are requested to consult with school council regarding these days.

It was noted that Debbie Clarke, Manager of Communications, will be providing an e-bulletin to be distributed to Simcoe County District School Board (SCDSB) families outlining the Healthy Food and Beverage initiative.

Chairperson McCreadie and the committee thanked Superintendent Simpson for her informative presentation.

5. Review Policy 4310 – School Councils

Members of the committee were provided with copies of the School Council policy 4310 and the Parent Involvement Committee policy 4311. Superintendent Sloan explained that the School Council policy (2003) is up for review and as the PIC's mandate is to support School Councils, changes in the policy should reflect this.

Chairperson McCreadie encouraged members to review the PIC policy, School Council policy, and the draft PIC Handbook and provide feedback directly to the Chairperson before the next meeting, or at the next PIC meeting in October. The process for policy review also includes feedback from the community after which the PIC committee is able to review the policy before going to the Board.

6. All School Councils Meeting – October 25, 2011

Chairperson McCreadie requested committee members brainstorm topics for the October All School Councils meeting, shaping the agenda, and deciding what type of supports school councils require.

The following ideas were discussed as potential agenda items:

- Food and Beverage policy
- School Council Policy – stages of a policy and how to participate
- Board Improvement Plan
- Overview of governance of the board in relation to the Board Improvement Plan
- School council member priorities, objectives of school council
- Life-cycle of a policy
- Working with school principals and school councils to promote a Curriculum Night
- Calendar template for School Councils
- Web tour of Board website, similar to Debbie Clark's demonstration.

At this point in the discussion, PIC members requested future information from Debbie Clark regarding Board direction/strategy for use of social media such as Facebook, Twitter.

There was extensive discussion on the multitude of ideas possible for the October meeting. The committee was in agreement that topics be condensed and that only overviews of each topic be provided at the meeting, also that at least the last half hour should be dedicated to networking and communication. The committee members could collect ideas and bring these back to share for future meetings.

Superintendent Sloan explained the process of contacting names for School Council chairs in order to send information to the principal and school council. Such a process would involve the message being generated by the PIC and sent to Paul and Rita. The message would then be forwarded to the intended recipients (school principals and school council chairs) through the Board email network from Superintendent Sloan's office.

Call for Volunteers

A sub-committee consisting of Trustee Michele Locke, Sylvia Fiorito, Marjorie Dowell, Tanya Nabuurs and Jane McCreadie was formed to prepare the agenda and review the presentation in advance, for the October 25, 2011 School Council Members meeting.

The sub-committee will develop an agenda and report back to Superintendent Sloan in order to contact the necessary board staff and determine their availability to provide information at the meeting.

A committee member suggested the possibility of School Councils using a social media avenue to communicate and interact. Communications Manager Clarke explained that the board recently launched Facebook and Twitter accounts to help relay news releases but that they are not organized as facilitated, two-way communications vehicles at this time. It was suggested that a person from IT could possibly be invited to one of the PIC meetings to answer the committee's questions.

7. Additional PIC Funds (\$3,900)

PIC Annual Budget

Paul Sloan reported that PIC is funded by the Ministry with an allotment of \$5,000, with an additional .17 cents per student to support the activity of the group, totaling approximately \$13,000.

In order to access the board Parent Involvement Committee reserves, the committee is required to develop a spending plan and pass a motion. The use of these reserve funds must be approved by a board motion at a meeting of the trustees.

Funding for Parent Engagement – Supplementary Grant

For the 2010 – 2011 school year a spending plan was put together to purchase video conferencing equipment using a one time supplementary grant.

Superintendent Sloan explained that with the remaining funds plus a \$1,200 contribution from the Parent Involvement Committee funds of 2011-2012 an additional video conferencing equipment set could be purchased.

Video conferencing equipment is required to facilitate communications between school councils, PIC, board staff and remote areas, such as Christian Island. Christian Island also requires additional training in the use of the video conferencing equipment.

A committee member recommended the possibility of using Adobe Connect instead of video conferencing. It was suggested by the committee that a person from IT be invited to a future PIC meeting to provide concrete answers regarding IT scenarios.

Discussion ensued regarding the location of video conferencing equipment.

MOTION

Moved by Jane McCreadie

Seconded by Sylvia Fiorito

That the Parent Involvement Committee (PIC) authorize use of the funds remaining from the special one time Parent Involvement Grant from 2010-11, and combine the needed amount of funds from this year's PIC budget Parent Involvement Committee allotment, and that it be designated to fund the purchase of an addition video conferencing equipment set.

CARRIED

Funds for School Council

Superintendent Sloan reported that each school council receives \$500 from the Ministry. A new requirement this year was explained that School Council minutes must reflect a motion on how School Council intends to use the money. The committee discussed the need to educate school council members and principals to monitor and target their spending – subledger 15 Parent Engagement, in the school's basic budget.

A committee member suggested that the board determine if school council is able to be reimbursed for funds that have been miscoded in previous years. Superintendent Sloan will work the Budget Coordinator and report back at the October meeting.

The committee discussed the use of School Council funding, i.e. books, Literacy and Math Nights, Family Fun Night, TV monitor, paper and photocopying costs at the school.

8. Long-term Goals and Multi-year Planning

Chairperson McCreadie provided a draft document entitled Parent Involvement Committee (PIC) of Simcoe County District School Board.

Chairperson McCreadie commented that the proposed long-term goals from the PIC are to increase parent involvement, to develop school councils, and to develop the PIC's advisory role to the board. The committee was encouraged to review the draft PIC Handbook and to think/prepare to participate in a future workshop to develop long-term goals, decide in what directions PIC should lead and to prepare a presentation to go to the Board for approval.

9. **Additional Items** - Nil

10. **Adjournment**

Moved by Sylvia Fiorito
Seconded by Michelle Hunter

That the meeting be adjourned at 7:35 p.m.

The next regular meeting will be held on Wednesday, October 19, 2011 at 5:00 p.m. at the Education Centre.

11. **Report Status**

This report is provided as information.

Respectfully submitted by:

Paul Sloan
Superintendent of Education

Approved for submission by:

Kathryn Wallace
Director of Education