


West Kitchener Valuation Framework Summary Report



Waterloo Catholic
District School Board

Produced by the West Kitchener ARC
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APPENDIX A – VALUATION FRAMEWORKS

I EXECUTIVE SUMMARY

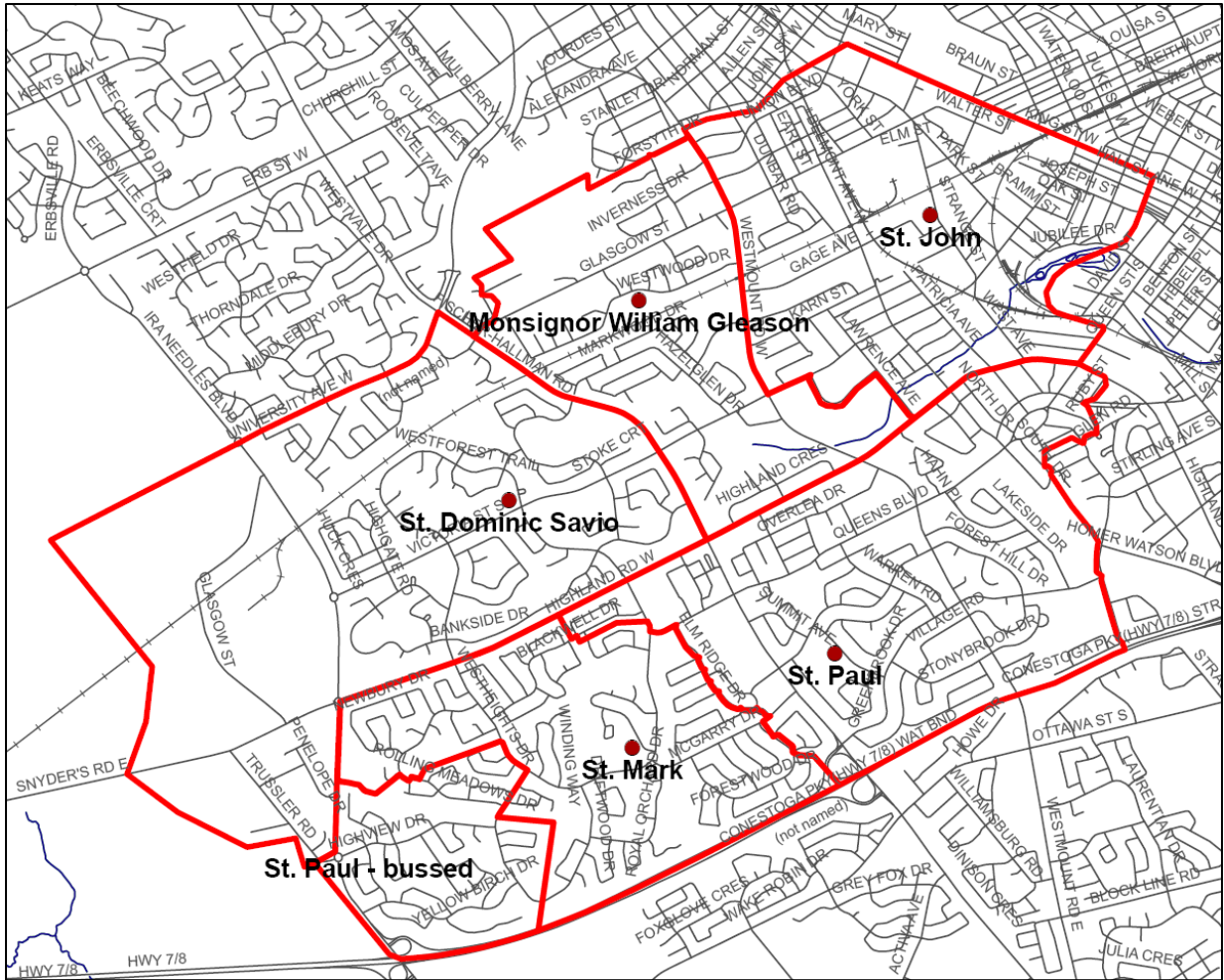
As part of the on-going accommodation review in West Kitchener, the Accommodation Review Committee (ARC) has prepared this report. Under the Ministry Pupil Accommodation Review Guidelines, school boards are required to complete a valuation framework for each school involved in an accommodation review with the potential for consolidation. The valuation framework is a data collection tool used to compare the schools involved in the review using the same set of criteria. The West Kitchener review area is shown in Figure 1 and includes five elementary schools: Monsignor Gleason, St. Dominic Savio, St. John, St. Mark, and St. Paul. The completed frameworks are attached to this report as appendix A.

The valuation framework is broken down into four major categories: Value to the Student, Value to the Board, Value to the Community, and Value to the Local Economy. The four major categories were assigned a weighting by a separate committee. These weightings will be used for all elementary accommodation reviews in the Board. Value to the Student was weighted at 50%, Value to the Board at 20%, Value to the Community at 20% and the Value to the Local Economy was weighted at 10%. Under each of these categories there is a series of sub-categories that examines a variety of information. The schools were compared using the data collected in the valuation framework and each sub-category was assigned a weighting and a score. The weighting of the sub-categories were assigned by the ARC based on their priorities within the four major categories. The ARC assigned a weighing of 5 to the sub-categories they considered to be of high importance. Sub-categories deemed to be of little importance were assigned a weighting of 1. After the committee's priorities were established through the weighting process, the ARC compared all of the data within each sub-category and assigned a score to each school on a scale of 1 to 5. The ARC decided that a score of 3 be representative of the Board average and that the schools be compared to an average WCDSB school. A score of 5 was given for a sub-category where the school exceeds the average WCDSB school and is among the best schools in the system within that particular sub-category. The scores out of 5 were then weighted based on the ARC's priorities and an overall score was calculated for each school. The total score for each school is out of a possible score of 100.

The final scores for each school can be found in the table below. The scores that are generated for each school are for comparison purposes only. The primary function of the valuation framework is to identify issues that need to be addressed through the review process. The scores on their own are not the determining factor in any decision but are indicative of areas of excellence or where improvement is required. Monsignor Gleason and St. John scored relatively equal but low compared to the other schools. St. Mark and St. Paul scored in the middle and St. Dominic Savio scored significantly higher than the rest of the schools. The scores differed significantly under the Value to the Student and Value to the Board sections where the spread was approximately 10-12 points between the bottom and top score for the schools. The scores suggest that there are major issues that need to be addressed at St. John and Monsignor Gleason.

	Value to the Student	Value to the Board	Value to the Community	Value to the Local Economy	Total Score
Monsignor Gleason	26.5	10.2	14.0	6.0	56.7
St. Dominic	35.9	18.4	14.3	6.0	74.5
St. John	28.7	6.2	14.6	6.0	55.4
St. Mark	34.6	12.2	13.1	6.0	65.9
St. Paul	31.1	12.7	12.0	6.0	61.8

Figure 1: Existing Boundaries



VALUE TO STUDENT

The adequacy of the school buildings, sites and locations as they contribute to the quality of the learning environment were examined. St. Dominic currently has one portable on site. The excess enrolment at St. Dominic is not significant and therefore has not had any impact of the students' access to the facilities within the school, such as the gymnasium and library.

The facilities in the school are largely a product of the time period in which the school was built. St. Paul was originally built with a music room. However, this room is currently not being used for that purpose. St. Dominic was built with two small science rooms on the second floor directly abutting the library. These rooms are currently being used for special education. The three remaining schools have no purpose-built space for science, music, art or special education.

St. Dominic is the only school of the five with a double gymnasium. St. Paul has a very small gym that is not in good condition. St. Mark and St. John were built with single gymnasiums. Monsignor Gleason was built with an oversized single gym.

St. Paul's gym is very small and not in good condition.

All of the classrooms at Monsignor Gleason with the exception of the kindergarten room were built in pods of four classrooms with retractable walls on two sides. The corridors to access the classrooms are located on the periphery and open to the classrooms. The classrooms are located in the interior of the building. St. Paul has a few open-concept classrooms as well. Although St. Mark has some open-concept classrooms, they are less disruptive than those at St. Paul and Monsignor Gleason due to their configuration.

All classrooms at Monsignor Gleason are open-concept & located on the interior of the building.

The valuation framework looked at the availability of natural light in both classrooms and the library, the air and light quality at the school and whether there were any external distractions that students were subjected to on a regular basis. The principals at each school identified the following:

- The libraries at Monsignor Gleason and St. Mark have no natural light. Some of the classrooms at St. Paul and Monsignor Gleason also have no natural light. The classrooms that do have natural light at Monsignor Gleason have very small windows, therefore the amount of natural light entering those classrooms is minimal.
- St. John has unsatisfactory air quality on certain levels of the building. Specifically, when it is really hot outside, classes from the top floor will often move to another level of the building due to the heat.
- Monsignor Gleason and St. John have a railway line adjacent to their school sites. The train passing by causes some noise distractions to students.
- In addition to the train noise, St. John being an older building has very noisy floors and stairwells. A class walking down the corridor can be disruptive to neighbouring classrooms.
- The gymnasium at St. John is raised on columns creating a canopy over a portion of the asphalt play area. Volume levels under the canopy can become very high when children are playing outside.

Classrooms in Monsignor Gleason have no natural light.

Classes on the top floor at St. John have to relocate on hot days.

St. John has very noisy floors and stairwells that can be disruptive when classes are moving around the school.

All WCDSB elementary schools were subject to an accessibility inventory during the 2006-2007 school year. Both the site and the building were examined.

St. John is not accessible.

St. Dominic is entirely accessible with some minor limitations on its site. No entrances at St. John are accessible and the school has five separate levels with no elevator. Although a portion of Monsignor Gleason is accessible, a person in a wheelchair must travel through the gymnasium to access the ramp to the second floor. The ramp is also not built to current building code specifications. Both Monsignor Gleason and St. John do not have proper wheelchair accessible washrooms. St. Mark and St. Paul are almost fully accessible but have some limitations either on the site or in the building.

A person in a wheelchair must travel through the gymnasium at Monsignor Gleason to access the ramp to the second floor.

St. John is the only school of the five that cannot be cost-effectively retrofitted for future technology upgrades because the building has many different levels.

A portion of the asphalt playground at St. John is located under the gymnasium canopy. Another portion of asphalt playground doubles as a parent drop off facility before and after school. The canopied area at St. John allows students to play outside in inclement weather when they otherwise would not be able to.

A portion of the asphalt playground at St. John is located under the gymnasium canopy

All schools have additional features on their sites beyond the basic playfields. St. John has very little turf play area on site. St. Paul has a large site with many amenities. All of the schools have a municipal park directly abutting the school site except for St. John. There is a park located across the street from St. John that students are able to use.

St. John students are able to access a wide range of recreational, cultural and environmental teaching resources by walking compared to the other schools due to their proximity to downtown Kitchener.

St. John is located close to Downtown Kitchener.

The school buildings are difficult to monitor at St. John and Monsignor Gleason because of their layouts. They are both multi-leveled and the classrooms are dispersed in separate areas of the school. Both schools have also identified potentially hazardous land uses adjacent to the schools although none have posed any problems to date. St. John's site is also difficult to monitor and requires extra staff to supervise. St. Paul has clear sightlines both inside of the building and outside allowing for easy supervision.

Monsignor Gleason and St. John are difficult to monitor.

All WCDSB schools offer similar programs. Differences between schools do occur in the area of volunteer-dependant activities. St. John has difficulty attracting volunteers for things like school council and parent supervisors for field trips. St. Dominic and Monsignor Gleason have some difficulty attracting volunteers initially but are able to get the help they need by asking people directly. St. Mark and St. Paul have no difficulty attracting volunteers and in some cases have more people interested in volunteering than required.

St. John has difficulty attracting volunteers.

All schools are able to offer a range of extracurricular activities. St. John has partnered with the virtual YMCA, which offers programs at the school after hours.

The virtual YMCA offers after school programs at St. John.

The walking areas of each of the five schools extend beyond their current attendance boundaries causing significant overlap. In many cases, students are within walking distance of two schools. The walking webs for St. Dominic, St. John, St. Paul and Our Lady of Lourdes extend into Monsignor Gleason's boundary. Therefore, the majority of students living within Monsignor Gleason's boundary are within walking distance of another school.

All St. John students are within walking distance.

All of the students living within St. John's attendance boundary and the majority of St. Mark students are within walking distance of the school. The railway poses a physical barrier to both St. Dominic and Monsignor Gleason, however, the impact on Monsignor Gleason students is greater. The majority of students are being bussed, which means that the school is not easily accessible to students after school hours. A large portion of St. Paul's student population lives within the bussed boundary.

The majority of Monsignor Gleason students are bussed.

St. Paul has a separate bussed boundary.

The interaction between the schools and their respective parishes is relatively equal with the exception of St. John. Even though St. John does not have regular interaction with the parish itself, the close proximity of the school to the church allows a much higher level of participation of the parish community within the school.

St. John is adjacent to the Parish.

SUMMARY: St. Dominic scored the highest in this category. Monsignor Gleason and St. John scored the lowest, which suggests that there are areas for improvement.

VALUE TO THE BOARD

Enrolment factors directly affect the funding that the WCDSB receives from the Ministry of Education. Efficiencies are determined by comparing capacity and enrolment. Enrolment at the five schools has been declining steadily over the past 5 years and is expected to continue to decline. St. Dominic is the only school that is currently over capacity. It is also the only school with greenfield development remaining within its attendance boundary. Students generated by this development are not expected to offset the decline in other areas of its boundary.

Enrolment has been declining at all 5 schools.

St. John is at 44% capacity but still has more students than Monsignor Gleason in terms of absolute numbers. This is due to the fact that Monsignor Gleason has a very small capacity. Enrolment at Monsignor Gleason is expected to remain steady, although very low, over the next five years.

	OTG capacity:	2008 FTE Enrolment:	Utilization Rate (FTE ÷ OTG):
Monsignor Gleason	190	161	85 %
St. Dominic	391	436.5	112 %
St. John	400	175	44 %
St. Mark	259	241.5	93 %
St. Paul	397	352	87 %

St. John is at 44% capacity but still has more students than Monsignor Gleason in terms of absolute numbers.

Student yield refers to the proportion of students attending Catholic schools in comparison to the total number of elementary students (WCDSB, WRDSB, CDESCRW). The average student yield on the elementary panel for the WCDSB is 0.294, or just under a third of the total student population attends an English Catholic school. Of the five schools, St. Dominic is the only school with a student yield above the Board average at 0.315. Yields at St. Dominic and St. John have been declining over the past three years and the yield at St. Paul has been slowly increasing over the same time period.

St. Dominic's yield is higher than the board average.

All five schools are located on a collector road and are visible within their neighbourhoods with the exception of St. Mark. All of the schools in this area have frontages that exceed the Board standard except for St. Mark which has only slightly less. However, the frontage at St. John is split along the three roads abutting the school site which limits its functionality. St. Dominic is the only school with a bus drop-off area located on the school site itself. St. John has a very small site and would not be able to easily accommodate portables or an addition. St. Mark would have difficulty accommodating many portables and could not easily accept an addition without changing the existing topography. St. Dominic and St. Paul have the best sites in terms of functionality.

St. John's site is very small.

St. Mark's site is limited by its topography.

St. John is the only school out of the five that does not bus students to the school and therefore incurs no transportation costs. St. Paul has the highest transportation costs because of the number of students that are being bussed.

St. John has no transportation costs.

St. Dominic is the only school with a portable. The portable is owned and therefore does not incur any annual costs other than utilities.

St. Paul's transportation costs are the highest of these 5 schools.

	2007 Transportation Cost	2007 Transportation Cost per pupil	3-year average Operating Cost per pupil
Monsignor Gleason	\$ 57,804	\$ 431	\$ 7,292
St. Dominic	\$ 57,804	\$590	\$ 5,508
St. John	\$ 0	\$ 0	\$ 8,357
St. Mark	\$ 38,536	\$1,133	\$ 5,947
St. Paul	\$77,072	\$ 504	\$ 6,071

The three year average operating cost has been calculated on a per pupil basis for comparison purposes for each school. A higher cost per student does not necessarily indicate that the school building is more expensive to operate. The number is based on the enrolment at the school since the WCDSB receives

funding on a per pupil basis. Lower enrolment at a school increases the cost per pupil. The cost to operate includes salaries for teaching and non-teaching staff, utilities, maintenance and operating costs (waste, security, grounds, etc.). The board average is \$6,139 per pupil per year. The average cost at St. Dominic, St. Mark and St. Paul are below the board average. Monsignor Gleason's average cost per pupil is \$1153 above the board average and St. John is \$2218 above.

Monsignor Gleason per pupil operating cost is \$1153 above the Board average. St. John is \$2218 above.

St. Dominic generates the most total revenue through use by community groups largely due to the demand for its double gym. St. John generates the least amount of revenue.

Renewal costs for the next 10 years are listed in the table below. The calculations are based on the average lifespan of various items including boilers, roofing, communication systems, flooring, etc. The actual lifespan of the items listed in ReCAPP may not expire on the dates projected and some of the renewal projects listed may not be completed. Program upgrades are also listed in ReCAPP such as a gymnasium and library expansion for St. Paul. Costs for program upgrades at St. Paul have not been included in the totals below since no costs were provided in ReCAPP. The cost to add a double gymnasium to this school would be in the range of \$1 million. No costs for the library have been provided as the scope of this upgrade is not well understood at this time.

Accessibility projects that would be required to make the schools fully accessible have been identified. Cost estimates have been provided for these projects. The data in ReCAPP can be used to calculate the Facility Condition Index (FCI) which is a building industry standard used to evaluate the facility condition. ReCAPP generated FCI scores for all of the schools based on the cost to construct a school with the same capacity (OTG) or based on the cost to construct a school with the same gross floor area (GFA). The FCI is based on the 5 year renewal costs and is automatically generated by the ReCAPP software.

	Renewal Costs	Program Upgrades / Accessibility	Total	FCI
Monsignor Gleason	\$ 3,038,418	\$ 200,000	\$ 3,238,418	57.85 %
St. Dominic	\$ 512,939	\$ 0	\$ 512,939	2.22 %
St. John	\$ 6,059,248	\$ 300,000	\$ 6,359,248	90.31 %
St. Mark	\$ 2,773,102	\$ 85,000	\$ 2,858,102	7.03 %
St. Paul	\$ 4,639,050	\$ 45,000	\$ 4,684,050	28.06 %

The Ministry of Education considers any school with an FCI of 65% or greater (i.e. the cost to repair the school is equal to or greater than 65% of the cost to replace the school) to be prohibitive-to-repair (PTR). WCDSB has submitted a business case requesting PTR funding for St. John. At the time this report was written, the board had only prepared and submitted a preliminary business case with the intention of submitting more thorough information, including an engineers report, at the beginning of 2009. Therefore, any funding approvals that would result from this business case remain unknown at this time. Renewal costs for St. John may change based on the results of the engineers report.

WCDSB considers St. John to be PTR and has requested funding from the Ministry.

SUMMARY: St. Dominic Savio scored the highest in this category because costs associated with operating and repairs are significantly lower than the other schools. St. John scored the lowest due to the high repair costs.

VALUE TO THE COMMUNITY

Schools, primarily the gymnasiums and libraries, are rented used after school hours by community groups. All five schools are rented primarily by groups within their immediate neighbourhoods. St. Dominic is rented the most because it has a double gym. St. John has an agreement with the virtual YMCA program to use the school after hours. The Polish school utilizes 13 classrooms at St. John and actually has a higher enrolment than St. John's itself. Monsignor Gleason offers workshops for new Canadians.

St. John is used by the virtual YMCA program and the Polish school.

None of the schools has a child care facility. According to information collected by the Region as part of the Best Start program, there is a need for child care within the Monsignor Gleason and St. John areas.

There is a need for child care within Monsignor Gleason and St. John's area.

The school grounds at all five schools are frequently used by the community after school hours. There is a municipal park located adjacent to each school site with the exception of St. John. However, there is a park located directly across the street from St. John. In each case, the school does not provide the only green space in the neighbourhood as there are other municipal parks and schools. The communities at each school have invested financially in the school grounds through greening projects.

The school grounds at each school were considered to be of equal importance to their respective communities.

SUMMARY: All five schools play an important role within their community. Monsignor Gleason, St. Dominic and St. John scored higher than St. Mark and St. Paul due to their diverse use by groups.

VALUE TO THE LOCAL ECONOMY

Monsignor Gleason, St. Dominic and St. Mark currently provide professional development for Teacher Education Candidates from Wilfred Laurier University. St. Dominic and St. Mark also have the Junior Achievement program.

Closure of any of these schools would have no identifiable impact on the local economy.

There are significant brownfield development opportunities existing within St. John's boundary. St. Dominic is the only school with greenfield development remaining within its attendance boundary. There would be very little impact of any of these schools closing on the developers proceeding with development.

SUMMARY: All five schools contribute very little to the local economy and therefore, all received the same score.

RECOMMENDATIONS:

That the West Kitchener Accommodation Review Committee develop accommodation scenarios to address any issues indicated in this report, where feasible.

1.0 VALUE TO THE STUDENT

1.1 SUPPORTS

Supports are determined by the enrolment at the school using a formula, therefore the level of support at all schools is comparable. Vice Principals may be added where there is a need, but are usually added to the schools with the largest enrolment or where the needs of the school require additional administrative supports. Special Education and English-as-a-Second-Language teachers are added to the schools if there are specific student needs. Monsignor Gleason has 18.4 full-time equivalent (FTE) teachers, St. Dominic has 37.1, St. John has 23.5, St. Mark has 22.75 and St. Paul has 38.4. Since the number of staff is formula-driven the five schools were given the same score.

Weight: 5	Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
Score out of 5:	3	3	3	3	3
Weighted Score:	3	3	3	3	3

1.2 RANGE OF COURSE/PROGRAM OFFERINGS

Programs at WCDSB schools are consistent from school to school. All elementary schools are Junior Kindergarten to Grade 8 and offer no special programming that would attract students from areas other than that of the school's attendance boundary. English-as-a-Second-Language is offered as needed. All West Kitchener schools have similar programming. Differences between the schools do occur in the area of volunteer-dependant activities. St. John has difficulty attracting volunteers for things like school council and parent supervisors for field trips. St. Dominic and Monsignor Gleason have some difficulty attracting volunteers initially but are able to get the help they need by asking people directly. St. Mark and St. Paul have no difficulty attracting volunteers and in some cases have more people interested in volunteering than required.

Weight: 3	Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
Score out of 5:	4	4	3	5	5
Weighted Score:	2.4	2.4	1.8	3	3

1.3 PROXIMITY TO EXTERNAL TEACHING RESOURCES

Many external teaching resources can be accessed by the school via bus, however it is beneficial when schools can access resources without the need of transportation. The resources listed for each of the schools are either within walking distance or a short bus ride away.

Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
<ul style="list-style-type: none"> • Victoria Hills Community Centre • Forest Heights library, pool & community centre • Waterloo Rec Complex • Monarch Woods park 	<ul style="list-style-type: none"> • Forest Heights library, pool & community centre • Summerside woods • Monarch Woods park 	<ul style="list-style-type: none"> • Centre in the Square • Joseph Schnieder Haus • Victoria Park • Cherry park • Victoria Hills Community Centre • Iron Horse Trail 	<ul style="list-style-type: none"> • Forest Heights library, pool & community centre • Westheights park/woodlot • Pond • Trailview park/woodlot • Lorilee park/woodlot 	<ul style="list-style-type: none"> • Forest Heights library, pool & community centre • Cloverdale park • Voisin greenway • Concordia park/woodlot

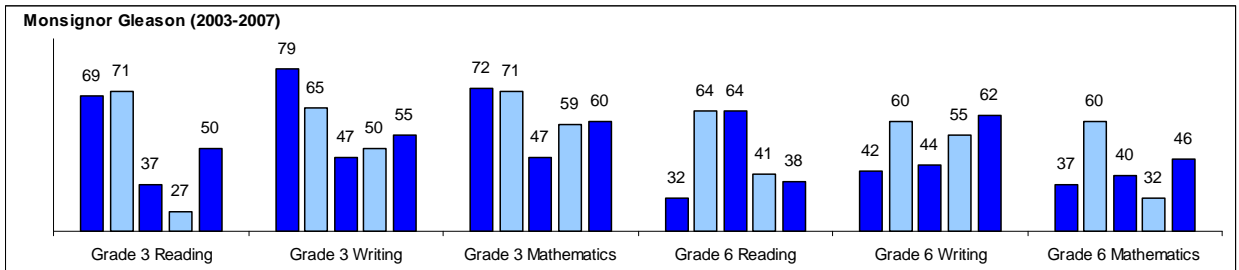
• Victoria Park		• Don McLaren Arena		
		• Henry Sturm Greenway		

St. John students are able to access more resources by walking compared to the other schools due to their proximity to downtown Kitchener and St. John's score reflects this.

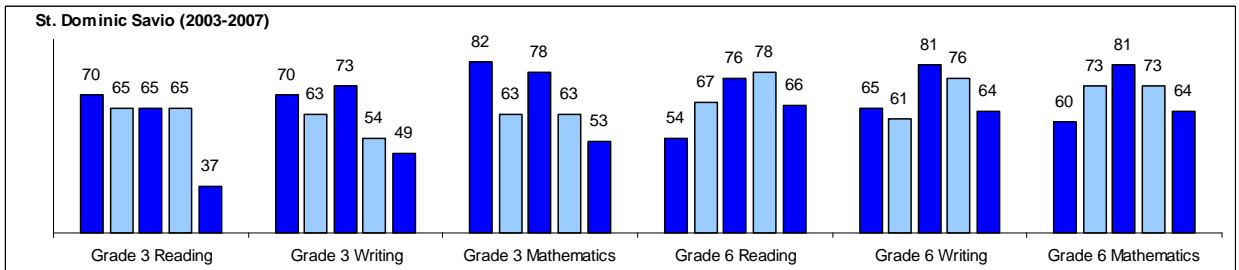
Weight: 2	Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
Score out of 5:	3	3	5	3	3
Weighted Score:	1.2	1.2	2	1.2	1.2

1.4 STUDENT ACADEMIC OUTCOMES

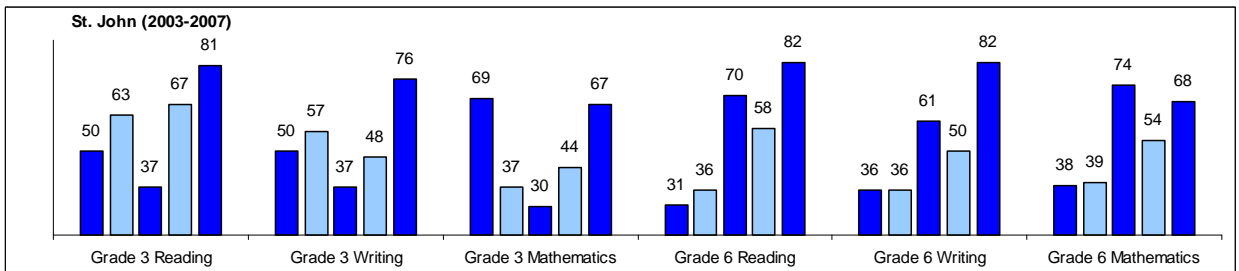
The EQAO scores are available for Grade 3 Reading, Writing and Mathematics as well as for Grade 6 Reading, Writing and Mathematics. Scores from 2003-2007 in all categories were examined. Board-wide, scores in all areas have been steadily increasing over the past four years. Grade 3 scores have been increasing slightly more rapidly when compared to the grade 6 scores.



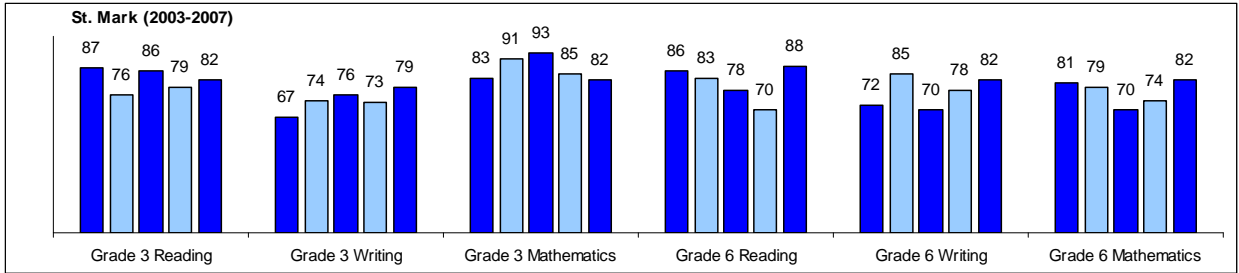
The above graph illustrates the trends for Monsignor Gleason.



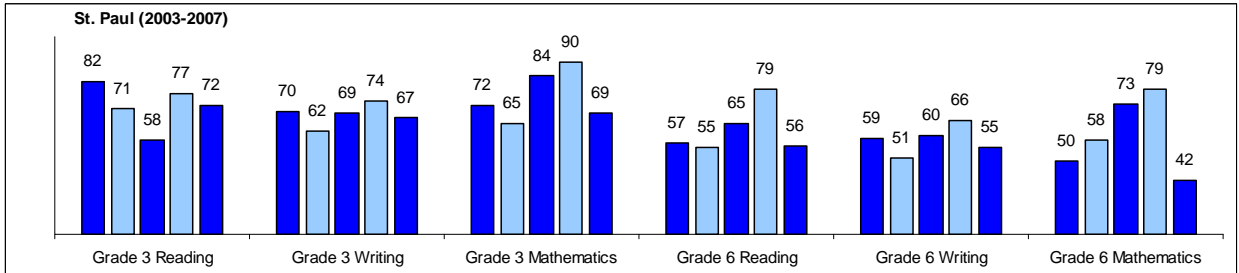
The above graph illustrates the trends for St. Dominic.



The above graph illustrates the trends for St. John.



The above graph illustrates the trends for St. Mark.



The above graph illustrates the trends for St. Paul.

EQAO scores are difficult to compare because they are highly dependant on class size, the cohort each year as well as the demographics within the schools attendance boundary. The five schools in this area were scored equally because there are too many unknown factors that affected the EQAO scores.

Weight: 3	Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
Score out of 5:	3	3	3	3	3
Weighted Score:	1.8	1.8	1.8	1.8	1.8

1.5 QUALITY OF THE LEARNING ENVIRONMENT

It is very unlikely that any of these schools will experience triple grading in the near future as a result of declining enrolment.

There is sufficient space to accommodate all of the students enrolled at Monsignor Gleason, St. John, St. Mark, and St. Paul within those schools. St. Dominic currently has one portable on site. The excess enrolment at St. Dominic is not significant and therefore has not had any impact of the students' access to the facilities within the school, such as the gymnasium and library.

St. Paul was originally built with a music room. However, this room is currently not being used for that purpose. St. Dominic was built with two small science rooms on the second floor directly abutting the library. These rooms are currently being used for special education. The three remaining schools have no purpose-built space for science, music, art or special education.

At each elementary school there is approximately one computer for every ten students; this ratio includes staff computers. However, in areas where students are less likely to have a computer available at home, more computers are added to the school. In the case of the five schools in west Kitchener, the ratio ranges from 8-9 students per computer. St. John is the only school of the five that cannot be cost-effectively retrofitted for technology upgrades if this is required in the future.

The valuation framework looked at the availability of natural light in both classrooms and the library, the air and light quality at the school and whether there were any external distractions that students were subjected to on a regular basis. The principals at each school identified the following:

- The libraries at Monsignor Gleason and St. Mark have no natural light. Some of the classrooms at St. Paul and Monsignor Gleason also have no natural light. The classrooms that do have natural light at Monsignor Gleason have very small windows, therefore the amount of natural light entering those classrooms is minimal.
- St. John has unsatisfactory air quality on certain levels of the building. Specifically, when it is really hot outside, classes from the top floor will often move to another level of the building due to the heat.
- Monsignor Gleason and St. John have a railway line adjacent to their school sites. The train passing by causes some noise distractions to students.
- In addition to the train noise, St. John being an older building has very noisy floors and stairwells. A class walking down the corridor can be disruptive to neighbouring classrooms.
- The gymnasium at St. John is raised on columns creating a canopy over a portion of the asphalt play area. Volume levels under the canopy can become very high when children are playing outside.



School councils were asked to submit the three greatest strengths of the school as well as three challenges that the school faces. St. Paul school council identified only two challenges.

Three strengths identified by school council:

	Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
1	School Spirit	Dedicated teaching staff	Quality of education – dedicated teachers/EAs	Fundraising with great success in correlation with enrolment	Strong community involvement and consistent financial fundraising support
2	Community Involvement	Sports teams	School improvements – facility & grounds	Good student involvement, i.e. PAL program, student council, Strong Start (parent volunteers)	Strong volunteer support assisting with parent council activities and extra school arts & educational activities
3	Fundraising	Effective teaching methods, including use of student teachers & pilot programs	Community partnerships & activities and cultural diversification	Great teacher/ parent/ student cooperation	School spirit – students, staff & parents each contribute and are equally welcomed & valued. Student spirit is converted into student leadership activities

Three challenges identified by school council:

	Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
1	Fundraising	Lack of sufficient parent involvement	Difficult to recruit new parent volunteers	Encouraging increased parent involvement	Recent high rate of principal turnover – adjustment periods
2	Lack of teacher involvement	Insufficient school/community building activities that bring students, teachers & families together	Diverse demographics and related supports to address their needs	Enhancing communication between school council and parent body	Communication hiccups about the direction of the school
3	Parent involvement	Lack of parent volunteers for fundraising activities	Raising funds to support learning	Low enrollment	

The ARC assigned a low score to St. John due to the fact that students must relocate within the building on hot days. Monsignor Gleason also received a low score since the majority of the classrooms have limited or no natural light. In addition, both schools have some noise distractions that may interfere with the learning environment.

Weight: 4	Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
Score out of 5:	2	5	1	4	3
Weighted Score:	1.6	4	0.8	3.2	2.4

1.6 ADEQUACY OF INTERNAL PHYSICAL SPACE TO SUPPORT LEARNING & DEVELOPMENT

There are varying types of construction for schools throughout the system. Some schools are built with permanent classroom walls, whereas others were constructed with pods, or moveable walls. All of the classrooms at St. Dominic and St. John were built with permanent walls. All of the classrooms at Monsignor Gleason with the exception of the kindergarten room were built in pods of four classrooms with retractable walls on two sides. The corridors to access the classrooms are located on the periphery and open to the classrooms. The classrooms are located in the interior of the building. This means that in some cases, students and teachers must pass through other classrooms to get to their classroom. The majority of classrooms at St. Paul were built with permanent walls. The school does however, have a pod of four classrooms similar to that of Monsignor Gleason. Some of the classrooms at St. Mark were built with permanent walls but the majority of them are grouped in twos with a retractable wall in between. This is very different than the open concept classrooms at St. Paul and Monsignor Gleason because students do not have to travel through one classroom to get to another.



St. Paul, St. Mark, and St. John have single gyms, Monsignor Gleason has an oversized single gym and St. Dominic has a double gym. The gymnasium at St. Paul is too small for the capacity

of the school and is not in good condition according to ReCAPP, the ministry software used to assess the condition and lifetime of various items (windows, boilers, gymnasium, library, etc.) in the school. The gym at St. John is also not in good condition.

The libraries at all of the five schools contain a computer lab. The library contains a stage at St. Dominic. St. John has a stage in the gymnasium.

There is space in each of the schools designated for small groups to pray, share and reflect.

The library and gymnasium at St. Dominic are exceptional, primarily due to the fact that it is one of the newer schools in the Board. St. Paul received the lowest score in this category because it has a very small gym that is not in good condition as well as a few open-concept classrooms. St. John and Monsignor Gleason were scored equally because all of the classrooms at Monsignor Gleason are open-concept and the gym at St. John is not in good condition. Although St. Mark has some open-concept classrooms, they are less disruptive than those at St. Paul and Monsignor Gleason due to their configuration.

Weight: 4	Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
Score out of 5:	3	5	3	4	1
Weighted Score:	2.4	4	2.4	3.2	0.8

1.7 ACCESSIBILITY

All WCDSB elementary schools were subject to an accessibility inventory during the 2006-2007 school year. Both the site and the building were examined.

Monsignor Gleason's site is multi-leveled and has steep slopes. The parking lot is at the lowest elevation. Both the asphalt playground and the yard are sloped and the playing fields are located on top of a hill. There is a drop-off area near the main entrance, which is fully accessible. The administration area and gymnasium are located immediately inside of the main entrance. All areas are accessible with the exception of the staff room. The staff room is located in a portable, which is attached to the building. There are a couple of steps into the portable area of the staff room. Directly off of the gym are change rooms which include washrooms. The girls' change room has the only wheelchair accessible washroom in the building. The classrooms are located on the second level. In order to access the ramp to the second level, one must travel through the gymnasium to the other side of the school. The existing ramp does not meet building code requirements as it terminates in an entrance vestibule.

St. Dominic's site is tiered. The asphalt playground is located on the lower level adjacent to the school. A grass play area is located up a small hill on the next level and the soccer field is located on the highest level. The building itself is two stories and has an elevator making it fully accessible. There is a ramp at the main entrance of the building adjacent to the drop-off area. The only entrance that is not accessible is the one directly adjacent to the gymnasium. Groups renting the gymnasium after school hours could use the main entrance if needed since it is located in close proximity. The administration area is fully accessible including wheelchair accessible washrooms for staff and a health room, which includes a washroom and shower for students. There are also wheelchair accessible stalls located in the student washrooms on the first and second floors. Overall, St. Dominic is fully accessible with the exception of some minor limitations on the site.

St. John's site is flat and fully accessible. The building, however, is not accessible in any respect. There are no entrances to the building that are accessible, the school has five different levels and there is no elevator, lift or ramp inside or outside of the building. The principal's office and main office are located opposite the main entrance at the top of a flight of stairs. The staff room is

located on the fourth floor and the gymnasium and library are on the 3rd floor. There are no wheelchair accessible washrooms in the school. On the whole, the school building cannot be accessed by a person in a wheelchair.

St. Mark's site has steep slopes and the soccer field is located at the top of a hill. The building itself is one level and fully accessible. The administration, library and gymnasium are accessible and there are wheelchair accessible washrooms for use by staff, students and visitors. However, there is no accessible washroom near the spec. ed. room. Overall, the building is accessible and there are limitations on the site due to steep slopes.

Portions of St. Paul's site are sloped; however, the playground area is mostly flat. There are some areas of the grass playground area that are sloped but the site remains fully accessible. The asphalt play area is flat. The front of the school site slopes upward to the front of the building. There are several sets of stairs leading up to the building from the street. The entrance that is used primarily as the main entrance is located adjacent to the parking lot and there is a drop off area in this location as well. This entrance is fully accessible, however, some of the other entrances have steps. The school building is one level and fully accessible with the exception of the music room which is multi-leveled. This room is currently being used for special education, however, another empty classroom could be used for this purpose if a wheelchair accessible room was required. There are wheelchair accessible washrooms for use by staff, students and visitors however these are not located near the spec. ed. room or near the gymnasium. On the whole, St. Paul is wheelchair accessible.



Stairs to the front of St. Paul

St. Dominic scored the highest since the school building is entirely accessible as well as most of the school site. The school did not receive a perfect score since the soccer field is located on top of a hill. St. John scored the lowest since the building is not accessible. No entrance is accessible and the school is multi-leveled with no elevator. Although a portion of Monsignor Gleason is accessible, a person in a wheelchair must travel through the gymnasium to access the ramp to the second floor. St. Mark and St. Paul received average scores since they are almost fully accessible but have some limitations either on the site or in the building.

Weight: 5	Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
Score out of 5:	2	4	1	3	3
Weighted Score:	2	4	1	3	3

1.8 ADEQUACY OF EXTERNAL PHYSICAL SPACE TO SUPPORT LEARNING & DEVELOPMENT

On rainy days, or in the spring when the snow is melting, students are restricted to the asphalt play area. The amount of asphalt play area varies quite significantly from school to school; however, 4-5 m² per pupil place is a reasonable standard for comparison purposes. Monsignor Gleason has 9.71 sq.m., St. Dominic has 4.27 sq.m., St. Mark has 5.93 sq.m. and St. Paul has 5.82 sq.m. St. John has 4.62 sq.m. and a portion of the asphalt playground are is located under the gymnasium canopy. Another portion of asphalt playground doubles as a parent drop off facility before and after school. The canopied area at St. John allows students to play outside in inclement weather when they otherwise would not be able to.

The amount of turf area also varies from school to school however the standard is approximately 37sq.m per pupil place for a 350 pupil place school. This is approximately 57.96sq.m. per pupil place at Monsignor Gleason, 33.86sq.m. at St. Dominic, 7.22 sq.m. at St. John, 62.24 sq.m. at St. Mark and 41.93 sq.m. per pupil place at St. Paul. All of the schools have a municipal park directly abutting the school site except for St. John. There is a park located across the street from St. John that students are able to use.

Schools are provided with basic playfields by the Board however, enhanced playground facilities are largely dependant on the school council and the investments that they make with fundraising money. All five schools have shaded sitting areas. St. John and St. Mark have outdoor classrooms, St. Dominic has a peace garden and St. Paul has a courtyard. Each school has a soccer field except for St. John. St. John and St. Dominic do not have a baseball diamond unlike Monsignor Gleason, St. Mark and St. Paul. St. Mark is the only school of the five that does not have an outdoor basketball court. Monsignor Gleason, St. John, and St. Paul have creative playgrounds for the students to use.



All schools have additional features on their sites beyond the basic playfields. St. John scored the lowest in this category because the site is very small and has very little turf play area. St. Paul was given the highest score because of the large site with many amenities. There is also a municipal park directly abutting the site which adds to the playground area.

Weight: 3	Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
Score out of 5:	4	4	2	4	5
Weighted Score:	2.4	2.4	1.2	2.4	3

1.9 EXTRACURRICULAR ACTIVITIES

Extracurricular activities contribute to the students' experience at the school; however they are dependent on the availability of staff and parent volunteers. The type of programs offered may also depend on the interests of the volunteers. The following extracurricular activities are offered at all five schools: boys and girls volleyball, basketball and either 3-pitch or softball; junior and intermediate soccer; track and field; and choir. All of the schools have cross country running except St. John. Each school has PALS intramurals with the exception of St. Mark. Monsignor Gleason and St. John offer drama and dance. St. Dominic and St. Mark also offer dance. Monsignor Gleason, St. Dominic and St. John have an arts and crafts club. Monsignor Gleason also has folk dancing, school plays every second year, primary craft days, Faith Leading Youth, and athletic and student council. St. Dominic also has the travel club and green team. St. John has the Hope Fly Urban Gardeners and St. Paul has a French club. All of the schools hold many fundraising events which allows them to raise money for various charities as well as their school.

There are links to community extra curricular programs at each of the five schools such as the skill builder program, food drives and sacramental programs. St. John has the virtual YMCA at their school after hours. All schools are able to offer a range of extracurricular activities. St. John scored slightly higher than the other schools because of the virtual YMCA program.

Weight: 3	Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
Score out of 5:	3	3	4	3	3
Weighted Score:	1.8	1.8	2.4	1.8	1.8

1.10 SAFETY

Windows in classroom doors contribute to the safety in the classroom because they permit supervision of activities in the classroom even if the door is closed. All regular classrooms and classroom doors have windows at St. Dominic and St. John. The classrooms at Monsignor Gleason are located on the interior with the corridors running along the outside of the building. The classrooms are open to the corridors and contain no doors. Only some of the exterior walls of the classrooms have small windows to the outside. The same is true in the open-concept classrooms at St. Paul. The classroom doors at St. Mark do not have windows.

The main entrance at St. Paul is difficult to monitor from the main office because the main office is located in the centre of the building. Other than that, there are clear sight lines inside of the building and on the school site which allows for easy supervision.

The main entrance at St. Mark can be easily monitored from the main office. There are clear sightlines along the corridors. The site is clear of obstruction and does not require any additional staff for supervision.

The main office at St. John is located opposite the main entrance, therefore there is no difficulty observing people coming into the school through that door. The interior of the building is difficult to monitor since the school is spread across five levels. The many stairwells and the basement are also difficult to supervise. The site requires extra staff to supervise because there are three very distinct areas to monitor. There are industrial sites that are located in close proximity to the school such as the old Goodrich factory. The railway tracks are also located adjacent to the school. These land uses could be potentially hazardous to students however they have not yet posed any problems.

The main entrance at St. Dominic is located directly adjacent to the main office and can be easily monitored. There are clear sightlines both inside of the school and outside therefore no additional staff is needed for supervision. There is a community walkway and natural area between the school and houses that is covered with bushes and grass, making it difficult to see if anyone is hiding in there.

The main entrance at Monsignor Gleason can be easily monitored from the main office because they are located directly adjacent to one another. The interior of the building is divided on two separate levels and half of the classrooms are located on one side of the building and the other half are located on the other side. This makes supervision difficult. The site has multiple levels and is 'L' shaped. It does not require additional supervising staff as there are clear sight lines. The adjacent railway has been identified as a land use that is potentially hazardous to students however there have been no problems related to the tracks to date.

There have been minimal, if any, after hour incidents related to drug use and vandalism at any of the five schools.

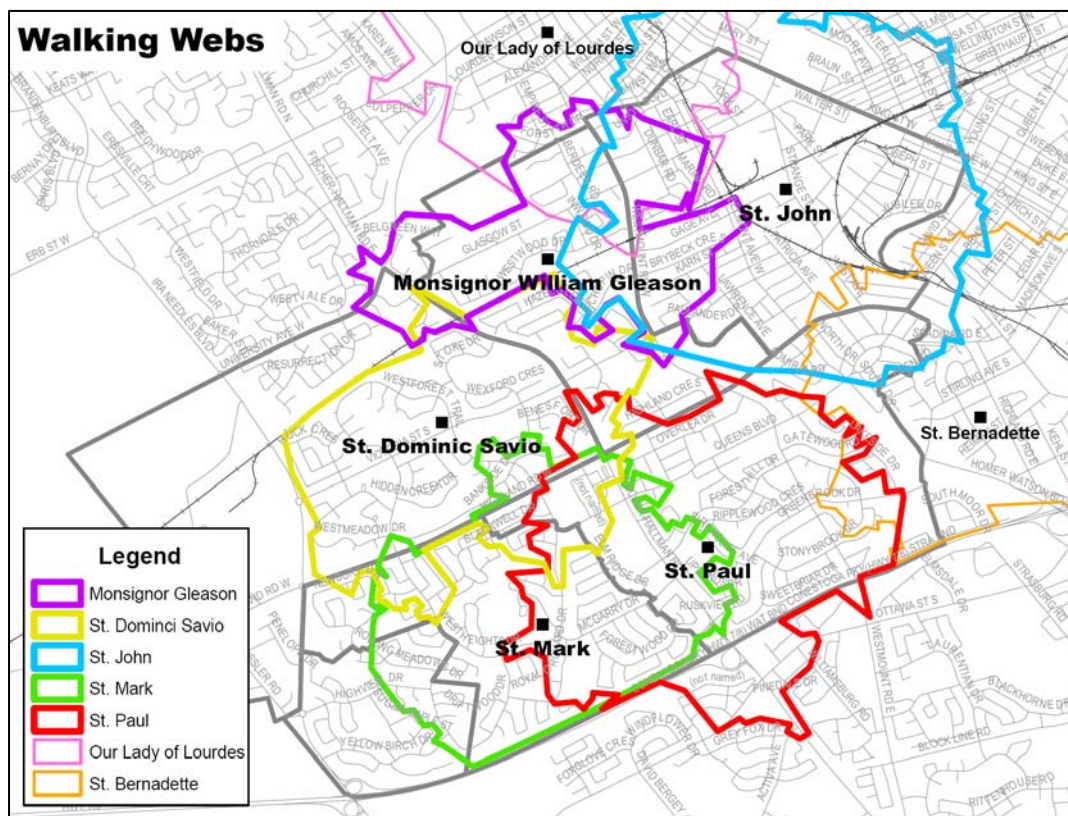
The school buildings are difficult to monitor at St. John and Monsignor Gleason and both have identified potentially hazardous land uses adjacent to the schools. St. John's site is also difficult to monitor and requires extra staff to supervise. St. Paul has clear sightlines both inside of the building and outside allowing for easy supervision.

Weight: 5	Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
Score out of 5:	2	3	2	3	4
Weighted Score:	2	3	2	3	4

1.11 PROXIMITY TO STUDENTS

The walking distance for Waterloo Catholic elementary school students is 1.6 km. This includes students in JK through to grade 8. St. Dominic, St. John and St. Mark are located centrally within their attendance boundary so the number of students that can to walk to school within those boundaries are maximized. St. Paul is located on the west side of its home boundary and it also has a separate bussed boundary. Monsignor Gleason is not central to its community as the majority of the students live south of the railway tracks and are not able to walk to school. The walking areas of each of the five schools extend beyond their current attendance boundaries causing significant overlap. In many cases, students are within walking distance of two schools. The walking webs for St. Dominic, St. John, St. Paul and Our Lady of Lourdes extend into Monsignor Gleason’s boundary. Therefore, the majority of students living within Monsignor Gleason’s boundary are within walking distance of another school. The walking webs are shown in Figure 2. The walking webs for Our Lady of Lourdes and St. Bernadette are also shown since those schools could be part of the overall boundary solution for this review area.

Figure 2: Walking Webs

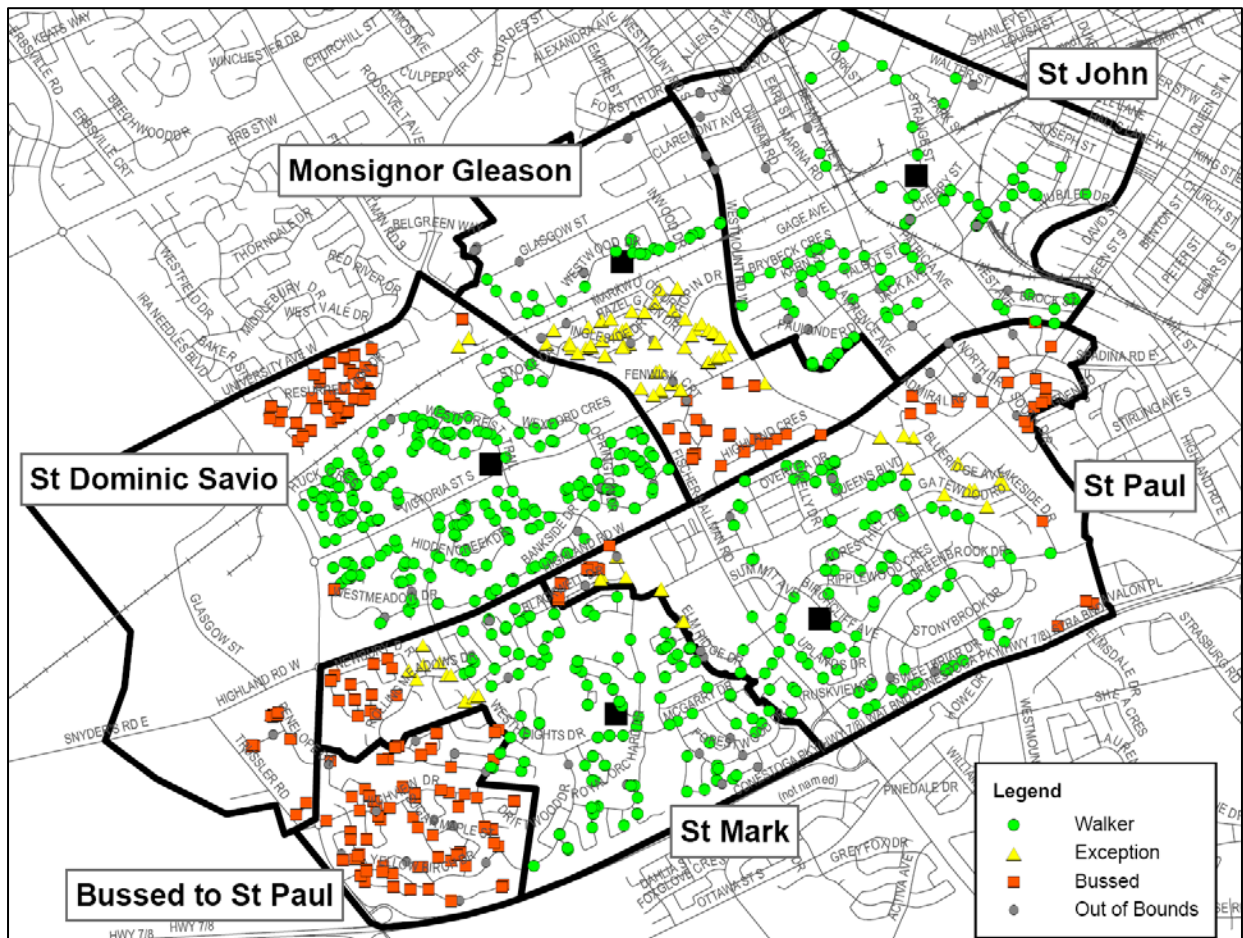


Monsignor Gleason’s boundary is bisected by the railway tracks. All of the 45 (24%) students living north of the tracts are able to walk to school. The majority (68%) of the student population live south of the railway and are being bussed because they live outside of the walking distance or because crossing the railway is a safety issue. Unlike other safety issues such as a lack of sidewalk or traffic signals, this hazard will not be removed.

	Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
# Students walking to school:	45 (24%)	357 (74%)	176 (91%)	187 (71%)	157 (41%)
# Students bussed to school:	31 (17%)	27 (5%)	0 (0%)	21 (8%)	149 (40%)
# Students bussed due to a hazard:	94 (51%)	81 (17%)	0 (0%)	12 (4%)	37 (10%)
# Out of Boundary Students:	14 (8%)	20 (4%)	18 (9%)	44 (17%)	35 (9%)
# Students living in the designated bussed boundary	N/A	N/A	N/A	N/A	117 (100 attend St. Paul)

St. Dominic is also affected by the railway tracks, however not to the same extent as Monsignor Gleason. Students living north of the railway tracks must be bussed. This accounts for 81 students or 17% of their student population. An additional 27 (5%) students living in the southwest portion of the boundary are bussed since they fall outside of the walking area. The majority of St. Dominic students (357 or 74%) are within walking distance of the school.

Figure 3: Transportation Type



St. John is the only school of the five where all of the students living within its attendance boundary are able to walk to school. The walking web for St. John extends into the Monsignor Gleason and St. Paul boundaries.

St. Mark has the fewest number of students being bussed: 33 students (12%). St. Mark's walking web extends into St. Paul's bussed area. That effectively means that there are students being bussed past St. Mark to St. Paul when they could be walking to St. Mark. Within the portion of St. Paul's boundary that is west of Fischer-Hallman Road, there are 18 students choosing to attend St. Mark.

There is a high percentage of students being bussed to St. Paul, largely due to the fact that it has two separate boundaries – a bussed area as well as the area immediately surrounding the school. There are 117 Catholic elementary students living in the bussed area but only 100 of those students actually attend St. Paul. St. Paul also has a large number of out of boundary students that choose to attend the school.

The length of the bus rides for students living within this area range from 12 minutes to 20 minutes, which is typical of an urban or city school. The only exception to this is St. John, which does not have any students bussed to its school.

All of the students living within St. John's attendance boundary and the majority of St. Mark students are within walking distance of the school. The railway poses a physical barrier to both St. Dominic and Monsignor Gleason, however, the impact on Monsignor Gleason students is greater. The majority of students are being bussed, which means that the school is not easily accessible to students after school hours. A large portion of St. Paul's student population lives within the bussed boundary.

Weight: 4	Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
Score out of 5:	1	3	5	4	2
Weighted Score:	0.8	2.4	4	3.2	1.6

1.12 INTERACTION BETWEEN THE SCHOOL AND PARISH

Monsignor Gleason school and all of its students fall within the St John Parish boundary. The parish is located two kilometers from the school. The church is accessible to the school for liturgies and the priest or parish liaison visits the school approximately 12 times per year. The parish provides sacramental preparation for the students at Monsignor Gleason.

St. John school also falls within St. John's Parish boundary and all of the students living within the school's attendance boundary attend that parish. The Parish is located adjacent to the school, but students have limited access to the church. The parish provides sacramental preparation to the students of St. John as well as CWL support. The parish community is very active within the school community. Many parishioners volunteer at the school and interact with the students on a regular basis.

St. Paul school lies within the parish boundary of St. Francis, however, students living within St. Paul's boundary fall within both the St. Mark and St. Francis' parish boundaries. St. Francis Parish is located 1.2 km from the school and is accessible to the school for celebration of liturgies. The number of visits by the priest within a school year depends on the number of times he is invited by individual classes or for celebrations. The Parish prepares students for First Communion, Reconciliation, Confirmation and help with graduation ceremonies.

St. Mark school falls within St. Mark's Parish boundary and all of the students living in the school's boundary fall within the same parish boundary. The church is located ½ km away from

the school and accessible to the school for celebration of liturgies. The priest visits the school about once a month and prepares the students for sacraments and provides classroom support when requested.

St. Dominic school and all of its students also fall within St. Mark's Parish boundary. The Parish is located 2.2 km from the school and is accessible for celebration of liturgies. The priest visits St. Dominic at least once a month and always comes to the school whenever he is invited. The parish provides sacramental preparation, liturgies, retreats, Stations of the Cross, participates in celebrations and graduations and visits the classrooms.

The interaction between the schools and their respective parishes is relatively equal with the exception of St. John. Even though St. John does not have regular interaction with the parish itself, the close proximity of the school to the church allows a much higher level of participation of the parish community within the school.

Weight: 5	Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
Score out of 5:	3	3	4	3	3
Weighted Score:	3	3	4	3	3

2.0 VALUE TO THE BOARD

2.1 ENROLLMENT FACTORS

Enrolment factors directly affect the funding that the WCDSB receives from the Ministry of Education. Efficiencies are determined by comparing capacity and enrolment. The On-The-Ground (OTG) capacity is determined by the Ministry by assigning a capacity of 23 students per classroom. Resource rooms and special education rooms are also assigned a capacity. The Board and the Ministry use the Full-Time Equivalent (FTE) enrolment, not the total number of students enrolled, for analysis. FTE counts JK and SK students as 0.5 because they are only occupying space in the school for half of the day.

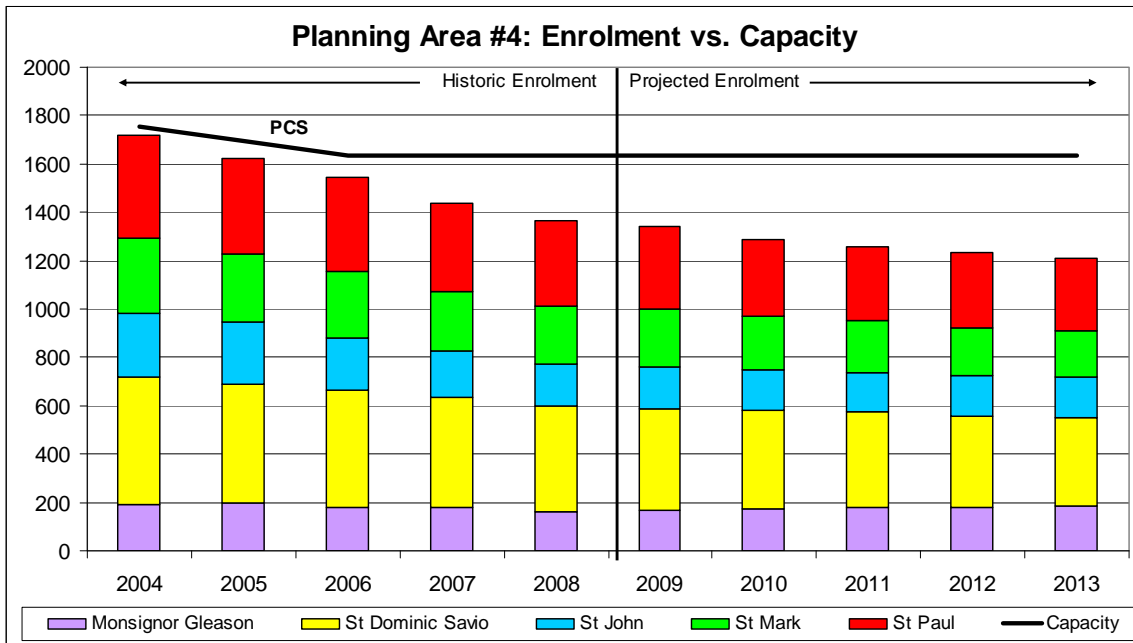
	OTG capacity:	2008 FTE Enrolment:	Utilization Rate (FTE ÷ OTG):
Monsignor Gleason	190	161	85 %
St. Dominic	391	436.5	112 %
St. John	400	175	44 %
St. Mark	259	241.5	93 %
St. Paul	397	352	87 %

Enrolment at the five schools has been declining steadily over the past 5 years and is expected to continue to decline. St. Dominic is the only school of the five that is currently over capacity. St. Dominic is the only school that has some greenfield development/residential growth remaining within its attendance boundary. Students generated by this development are not expected to offset the decline in other areas of its boundary. Therefore enrolment is still projected to decline.

The utilization rate at St. John is very low and there are 8 empty classrooms. Despite this, St. John still has more students in terms of absolute number than Monsignor Gleason, which is at 85% capacity with only 2 empty classrooms. This is due to the fact that Monsignor Gleason is a very small school in terms of its capacity compared to St. John. St. Paul has a slightly higher utilization rate than Monsignor Gleason at 87% but a significantly larger student population. St. Paul also has two empty classrooms. Although St. Mark is slightly under capacity at 93%, all of the classrooms are being used.

		Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
Historical FTE Enrolment: past 5 years	2004	194	528	258	315.5	427
	2005	196	495.2	253	286	391
	2006	183	481.5	216	274	389
	2007	177	455.5	191	248	368
	2008	161	436.5	175	241.5	352
Enrolment FTE Projection: next 5 years	2009	170	417	174	239	341
	2010	176	406	169	218	320
	2011	179	395	166	211	305
	2012	180	378	166	200	306
	2013	183	366	171	191	296

Figure 4: Enrolment vs. Capacity



Student yield refers to the proportion of students attending Catholic schools in comparison to the total number of elementary students (WCDSB, WRDSB, CDESCRW). The average student yield on the elementary panel for the WCDSB is 0.295, or just under a third of the total student population attends an English Catholic school. The student yield calculated for an individual school boundary varies significantly across the region from 0.129 on the low end to 0.645 at the high end.

Of the five schools, St. Dominic is the only school with a student yield above the Board average at 0.315. The yields within the boundaries of Monsignor Gleason and St. Mark are similar at 0.241 and 0.248 respectively. St. Paul's yield is around the same with 0.244 in the home area and 0.256 in the bussed area. St. John's yield is lower at 0.206. Yields at St. Dominic and St. John have been declining over the past three years and the yield at St. Paul has been slowly increasing over the same time period.

St. Dominic was scored the highest in this category because it is slightly over capacity and therefore the facilities in the school are being used most efficiently. It also has the highest student yield of the five schools. St. John was scored the lowest because of the low utilization rate and low student yield. Monsignor Gleason was scored higher than St. Mark and St. Paul because enrolment, although very low, is expected to remain relatively stable over the next five years

Weight: 5	Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
Score out of 5:	4	5	1	3	3
Weighted Score:	4	5	1	3	3

2.2 AVAILABILITY OF SPECIALIZED TEACHING SPACES

Specialized teaching space refers to the availability of physical space resources to assist teachers in their daily work. These spaces may include administration areas, work rooms, meeting space or resource rooms. St. Dominic is the only school out of the five that has a designated resource room; however all of the schools have a separate work room for staff. St.

John is the only school where the administration area is considered inadequate. The scores reflect these differences.

Weight: 3	Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
Score out of 5:	3	5	2	3	3
Weighted Score:	1.8	3	1.2	1.8	1.8

2.3 ADEQUACY OF THE SITE

The adequacy of the sites was examined in terms of functionality and location. All five schools are located on a collector road and are visible within their neighbourhoods with the exception of St. Mark. St. John and St. Paul are the only schools that are not located along a public transit route however, they are within close walking distance to a bus route.

	Frontage	Bus Drop-off	Parent Drop-off On-site
Monsignor Gleason	130 m	On-Street	No
St. Dominic	330 m	On-Site	Yes
St. John	220 m	No	Yes
St. Mark	116 m	On-Street	No
St. Paul	182 m	On-Street	Yes

The Board requests 120m of frontage when purchasing a new school site. This amount of frontage permits adequate exposure from the street plus it allows for proper vehicular access and bus drop-off facilities. All of the schools in this area have frontages that exceed the Board standard except for St. Mark which has only slightly less. However, the frontage at St. John is split along the three roads abutting the school site which limits its functionality. St. Dominic is the only school with a bus drop-off area located on the school site itself.

The typical parking standard for WCDSB schools would be approximately 3 parking spaces for each classroom. This is a guideline only and the zoning of the school site may imply a different number. Each of the schools have adequate parking with the exception of St. Mark. However, St. Mark is scheduled for a parking expansion in the near future. The asphalt playground at St. John is opened up and used for church parking on weekends. It is also used as a drop-off area for parents before and after school. There is parking on residential streets surrounding each of the schools except St. John.

	Parking Standard	Actual No. of Spaces
Monsignor Gleason	27	36
St. Dominic	51	50
St. John	51	56+ asphalt playground
St. Mark	33	20
St. Paul	51	46

The ability of each of the sites to accommodate additions and portables was also examined. St. John's site is 1.2 hectares and is flat. The site is very small and would not be able to easily accommodate any portables. The school itself has had many additions and would not easily accommodate any further expansion. Monsignor Gleason's site is 2 hectares and could accommodate 6 or more portables if necessary. The school has had no additions and could have one if required. St. Dominic's site is 2.6 hectares and could hold 6 portables easily. The school is also able to easily accept an addition. St. Paul could have an addition if necessary. The site is 3.6 hectares and could easily accommodate 12 portables. St. Mark's 2.5 hectare site is limited by

steep slopes and could only accommodate approximately 4 portables. An addition to St. Mark would be very difficult without changing the existing site topography.

St. Dominic and St. Paul have the best sites in terms of functionality. Both have ample parking and drop-off facilities. They are also easily able to accommodate a number of portables as well as an addition. St. Mark and St. John are limited in their ability to accommodate drop-off facilities, portables and additions: St. Mark due to the topography of the site and St. John due to the small site size.

Weight: 4	Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
Score out of 5:	3	4	2	2	4
Weighted Score:	2.4	3.2	1.6	1.6	3.2

2.4 COST TO OPERATE

St. John is the only school out of the five that does not bus students to the school and therefore incurs no transportation costs. St. Paul has the highest transportation costs because of the number of students that are being bussed. When transportation costs are examined on a per pupil basis, St. Mark has the highest cost. This is due to the fact that there are a small number of students and the bus is not full. The cost per student is also higher as a result of a decision not to share the bus with another school. This decision could be changed at anytime. Transportation costs for 2007 can be found in the table below.



St. Dominic is the only school with a portable. The portable is owned and therefore does not incur any annual costs other than utilities.

The three year average operating cost has been calculated on a per pupil basis for comparison purposes for each school. A higher cost per student does not necessarily indicate that the school building is more expensive to operate. The number is based on the enrolment at the school since the WCDSB receives funding on a per pupil basis. Lower enrolment at a school increases the cost per pupil. The cost to operate includes salaries for teaching and non-teaching staff, utilities, maintenance and operating costs (waste, security, grounds, etc.). The board average is \$6,139 per pupil per year. The average cost at St. Dominic per pupil per year is approximately \$631 below the board average. The average cost at St. Mark is almost \$192 below the board average. The average cost at St. Paul is approximately \$68 below the board average. St. John and Monsignor Gleason are the only two schools that are operating above the board average. The average cost per pupil at Monsignor Gleason is \$1153 above the board average and St. John is \$2218 above.

	2007 Transportation Cost	2007 Transportation Cost per pupil	3-year average Operating Cost per pupil
Monsignor Gleason	\$ 57,804	\$ 431	\$ 7,292
St. Dominic	\$ 57,804	\$590	\$ 5,508
St. John	\$ 0	\$ 0	\$ 8,357
St. Mark	\$ 38,536	\$1,133	\$ 5,947
St. Paul	\$77,072	\$ 504	\$ 6,071

The schools are available for rental by community groups and therefore generate revenue for the Board. The gymnasiums, libraries and some classrooms are available for rental but external

groups. Youth groups and community groups are exempt from paying rental fees at all schools. For these groups, the board receives grant money from the Ministry to recover the costs of custodial services. The table below shows the amount of revenue generated by each school in 2007. St. Dominic generates the most total revenue through use by community groups largely due to the demand for its double gym. St. John generates the least amount of revenue. St. Paul's revenue may be potentially lower than normal due to construction that was taking place during the summer months. This limited groups' ability to rent portions of the school.

	Grant Revenue for 2007	Additional Revenue generated in 2007
Monsignor Gleason	\$ 9,193	\$ 327
St. Dominic	\$ 2,583	\$ 1,330
St. John	\$ 168	\$ 260
St. Mark	\$ 3,875	\$ 116
St. Paul	\$ 1,476	\$ 10

The fiscal impacts of any of the five schools closing on the operating budget cannot be determined without knowing where students will be re-directed. Students would move to other WCDSB schools. This could trigger the need for additional administrative staff (VP, secretarial, custodial). However, it could also eliminate the need for additional staff if students can be absorbed by the school without increasing staff. The number of teachers is determined by pupil/teacher ratios established by the Ministry. The number of teachers in the system may change depending on which schools the students attend in the event of a closure and greater efficiencies may be realized by optimizing the pupil to teacher ratio. Educational Assistants would move with student need; no reduction is anticipated. Busing costs would change, but the specific change cannot be quantified at this time. There would be potential savings in the areas of utilities, waste removal, security, grounds care and snow clearing.

The scoring was based primarily on the cost to operate (staffing, maintenance, etc.) per student. Monsignor Gleason and St. John exceed the Board average. Monsignor Gleason was given a lower score because it also has transportation costs. St. Mark, St. Dominic and St. Paul are operating below the board's average, however St. Paul was scored lower because it has the highest transportation cost of the five schools.

Weight: 5	Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
Score out of 5:	1	4	2	4	3
Weighted Score:	1	4	2	4	3

2.5 LONG TERM CAPITAL/RENEWAL COSTS

The WCDSB currently has two sources of funding for major school repairs: the Annual Grant for School Renewal and the Good Places to Learn Allocation. The annual renewal grant is an amount calculated on the basis of the number of students but also has factors relating to the capacity and age of the schools. Funds from this grant are allocated by the Board to school projects on a priority basis. The Good Places to Learn (GPTL) allocation is currently in the final stage of a four stage implementation. Funds from this grant may only be used to address urgent and high needs within the schools, as identified by the Ministry in the ReCAPP database. In addition, the Ministry does not allow the use of GPTL funds where there is the potential for that school to close in the next 10 years. Allocation of funding under the GPTL initiative is based on inspections of each school by building professionals completed in December 2003. The findings of the inspections were entered into ReCAPP and this data was used by the Ministry to calculate the renewal needs for each facility. The data can be used to calculate the Facility Condition Index (FCI) which is a building industry standard used to evaluate the facility condition. ReCAPP generated FCI scores for all of the schools based on the cost to construct a school with the same capacity (OTG) or based on the cost to construct a school with the same gross floor area (GFA).

The FCI is based on the 5 year renewal costs and is automatically generated by the ReCAPP software.

	FCI
Monsignor Gleason	57.85 %
St. Dominic	2.22 %
St. John	90.31 %
St. Mark	7.03 %
St. Paul	28.06 %

The Ministry considers any school with an FCI of 65% or greater (i.e. the cost to repair the school is equal to or greater than 65% of the cost to replace the school) to be prohibitive-to-repair (PTR). In these situations, the Board may be eligible to receive special funding to replace the school. Replacement could mean conducting a 'deep retrofit' of the existing building, constructing a new school on the existing site or constructing a new school on another site. In order to qualify for PTR funding, school boards must submit a business case to the Ministry demonstrating the high repair costs that the school requires. WCDSB has submitted a business case requesting PTR funding for St. John. At the time this report was written, the board had only prepared and submitted a preliminary business case with the intention of submitting more thorough information, including an engineers report, at the beginning of 2009. Therefore, any funding approvals that would result from this business case remain unknown at this time. Renewal costs for St. John may change based on the results of the engineers report.

The size of the gymnasium and the library at St. Paul do not meet the Ministry standard. This conclusion is based on the capacity of the school. Potential program upgrades identified for this school are an enlarged gymnasium and a library expansion. The cost to add a double gymnasium to this school would be in the range of \$1 million. No costs for the library have been provided as the scope of this upgrade is not well understood at this time.

The calculations are based on the average lifespan of various items including boilers, roofing, communication systems, flooring, etc. The actual lifespan of the items listed in ReCAPP may not expire on the dates projected and some of the renewal projects listed may not be completed. St. John is the oldest school of the five, built in 1929 with additions in 1946, 1954, 1962 and 1967. St. Paul is over 40 years old, built in 1964 with additions in 1965 and 1968. Monsignor Gleason is approximately 40 years only, built in 1969. The school has had no additions. St. Mark also has not had any additions and was built approximately 10 years after Monsignor Gleason in 1978. St. Dominic is the newest of the five schools built in 1999. The estimated costs of the renewal projects over the next 10 years can be found in the table below. These costs are subject to change as more detailed information becomes available.

	Renewal Costs	Program Upgrades / Accessibility	Total
Monsignor Gleason	\$ 3,038,418	\$ 200,000	\$ 3,238,418
St. Dominic	\$ 512,939	\$ 0	\$ 512,939
St. John	\$ 6,059,248	\$ 300,000	\$ 6,359,248
St. Mark	\$ 2,773,102	\$ 85,000	\$ 2,858,102
St. Paul	\$ 4,639,050	\$ 45,000	\$ 4,684,050

The WCDSB has many schools that are not fully accessible. There is no requirement to bring existing schools up to current building standards in terms of accessibility. When a child with a specific need enrolls at a school that does not meet their requirements, the board will do everything possible to remove physical barriers. For the purposes of the valuation framework, accessibility projects have been identified, which would make the schools fully accessible. St. Dominic is the only school where there have been no accessibility projects identified. Minimal alterations to St. Paul and St. Mark including the addition of a wheelchair accessible washroom and modification of the entrances have been identified. Improvements to the entrance, installation of a lift, upgrades to the parking lot and washrooms have been identified for Monsignor Gleason.

Major renovations at St. John are needed to make the schools fully accessible. Accessibility projects include creating a wheelchair accessible washroom for staff, students and visitors as well as installing one or two elevators. Only one elevator has been included in the cost estimate in the above table.

The potential fiscal impacts on the new pupil place and school renewal grants resulting from the closure of any of the schools would be minimal. A closure would have no impact on the new pupil places grant but could potentially generate capital dollars if the properties were sold or leased. There are other potential impacts but these cannot be determined without knowing how students would be dispersed to other schools.

St. John scored the lowest due to its high repair costs, accessibility upgrade costs, and high FCI. Although the cost of renewal projects at Monsignor Gleason and St. Mark are similar, there is a more urgent need for the projects at Monsignor Gleason. This is evident by the FCI, which is based on the 5 year renewal need. The gymnasium and library at St. Paul are too small for the size of the school. The renewal costs for St. Paul are fairly typical of a school its age. St. Dominic scored the highest since it is a relatively new school with very little need for repair over the next 10 years.

Weight: 5	Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
Score out of 5:	2	5	1	3	3
Weighted Score:	2	5	1	3	3

2.6 VALUE OF THE SCHOOL IF IT'S THE ONLY CATHOLIC SCHOOL IN THE COMMUNITY

This section does not apply as there are other schools within 8 kilometres of each of the five schools.

3.0 VALUE TO THE COMMUNITY

3.1 FACILITY FOR COMMUNITY USE

All WCDSB elementary schools are available for community use of the library, as well as the gymnasium when it is not rented out by the City.

	Hours rented by Youth Groups	Hours rented by Adult Groups	Hours rented by Other Groups	Total Hours
Monsignor Gleason	217	0	2.5	219.5
St. Dominic	359.75	54	15	428.75
St. John	0	123	15	138
St. Mark	121.5	80	15	216.5
St. Paul	39	91	15	145

The above table indicates the hours rented in 2007 by youth groups, adult groups and other groups. Other groups would include the use of the school by the Parish, commercial groups or other groups. St. Paul's numbers are potentially lower than normal due to construction that was taking place during the summer months. This limited groups' ability to rent portions of the school. However, the size of the gym may also be a factor. All five schools are rented primarily by groups within their immediate neighbourhoods. There are also other facilities available in the area that community groups are able to rent.

St. Dominic scored the highest in this category because the number of hours that the school is rented by grounds is at least double compared to the other four schools. St. Dominic is well used after hours because it has a double gymnasium. Monsignor Gleason and St. Mark are used equally by their communities but slightly more than St. John and St. Paul.

Weight: 4	Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
Score out of 5:	4	5	3	4	3
Weighted Score:	3.2	4	2.4	3.2	2.4

3.2 SCHOOL GROUNDS AS GREEN SPACE AND/OR AVAILABLE RECREATION USE

The school grounds at all five schools are frequently used by the community after school hours. There is a municipal park located adjacent to all of the schools except St. John, however, Cherry park is across the road from the school. There are municipal parks in the neighbourhoods surrounding all of the schools. The community has invested in the grounds at each of the schools through greening projects. A closure of any of the five schools would have very little effect on the availability of green space within their communities. The school grounds at each school were considered to be of equal importance to their respective communities.

Weight: 4	Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
Score out of 5:	3	3	3	3	3
Weighted Score:	2.4	2.4	2.4	2.4	2.4

3.3 SCHOOL AS A PARTNER IN OTHER GOVERNMENT INITIATIVES

None of the five schools has a child care facility. According to information collected by the Region as part of the Best Start program, there is a need for child care within the Monsignor Gleason and St. John areas. The only school that currently has an agreement in place with

another organization is St. John. St. John has an agreement with the virtual YMCA program who uses the school after hours. For this reason, St. John scored slightly higher than the other schools in this category.

Weight: 3	Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
Score out of 5:	3	3	4	3	3
Weighted Score:	1.8	1.8	2.4	1.8	1.8

3.4 RANGE OF PROGRAM OFFERINGS THAT SERVE BOTH STUDENTS AND COMMUNITY MEMBERS

Monsignor Gleason offers workshops for new Canadians. St. Mark holds Parent Information Sessions twice per year on various topics and are open to the community. On weekends, St. John's school is used by the Polish School. The Polish school utilizes 13 classrooms at St. John and actually has a higher enrolment than St. John's itself.

The attributes of the all five sites lend themselves to an alternate use of either the entire school or a portion of the school. Adding an alternate use may be an option for filling vacant space within a school. All of the schools are located on a collector road with the exception of St. Mark. All are directly on or adjacent to a transit route with the exception of St. John. The schools are zoned similarly and located within residential areas, which may be potentially compatible to an alternate use of any of the schools. However, St. John has some industrial land uses adjacent. The layouts of each school, with the exception of St. John, lend themselves to closing a portion of the school and separating uses. Accessibility issues at St. John may be a hindrance in the conversion of the building to another use.

The ARC thought that the programs the schools offered to the community should be given greater importance than the ability of the building to attract alternate uses. For this reason, St. John scored the highest because of the use of the building by the Polish School. Monsignor Gleason scored slightly lower because of the workshops they offer to new Canadians. The other three schools' scores are reflective of a typical elementary school.

Weight: 3	Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
Score out of 5:	4	3	5	3	3
Weighted Score:	2.4	1.8	3	1.8	1.8

3.5 VALUE OF THE SCHOOL IF IT'S THE ONLY CATHOLIC SCHOOL IN THE COMMUNITY

This section does not apply as there are other schools within 8 kilometres of each of the five schools.

4.0 VALUE TO THE LOCAL ECONOMY

4.1 AVAILABILITY OF TRAINING OPPORTUNITIES OR PARTNERSHIPS WITH BUSINESS

St. Dominic and St. Mark are currently providing professional development for Teacher Education Candidates from Wilfred Laurier University. St. Dominic also has the EIEI program through KidsLink. Monsignor Gleason conducts workshops such as DPA.

St. Dominic and St. Mark have the Junior Achievement program. Monsignor Gleason has partnered with Costco in order to provide backpacks for students. The schools were scored the same in this category since their partnerships are typical of an elementary school.

Weight: 3	Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
Score out of 5:	3	3	3	3	3
Weighted Score:	1.8	1.8	1.8	1.8	1.8

4.2 VALUE OF THE SCHOOL IF IT'S THE ONLY CATHOLIC SCHOOL IN THE COMMUNITY

This section does not apply as there are other schools within 8 kilometres of each of the five schools.

4.3 OTHER POTENTIAL IMPACTS OF A CLOSURE

The City has identified brownfield development opportunities within St. John's attendance boundary and also within St. Paul's boundary. The only school with greenfield development remaining within its boundary is St. Dominic. There would be very little impact of any of these schools closing on the developers proceeding with development.

No other potential impacts of any of the five schools closing on the local economy were identified by the ARC.

Weight: 2	Monsignor Gleason	St. Dominic	St. John	St. Mark	St. Paul
Score out of 5:	3	3	3	3	3
Weighted Score:	1.2	1.2	1.2	1.2	1.2