

West Kitchener Accommodation Review Committee

A working group meeting was held on November 5, 2008 at 6:00 p.m. at the Waterloo Region Catholic Education Centre.

Present:

Committee Members:

Lois Peterson (Principal - Monsignor Gleason), Pat Runstedler (Vice Principal - St. Dominic Savio), Manuel da Silva (Trustee), Dave Bennett (Senior Manager of Capital Planning), Gerry Clifford (Superintendent – Chair), Cynthia Ehrlich (Parent - St. John), Katherine Flitton (Parent – St. Mark), Marilyn Hughes (Parent - St. Paul).

Staff Support:

Lindsay Reinhardt (Planner)
Shuyu Zhou (Planner & recording secretary)

Regrets:

NOTE: Principal of St Dominic Susan Hunt is represented by Pat Runstedler. Marilyn Hughes represented St Paul's School Council.

Next Meeting:

November 12, 2008 – school tours
November 19, 2008 – ARC meeting

1. Welcome, Introductions and Opening Prayer:

The meeting opened at 6:05 p.m. with a prayer led by Gerry Clifford. Committee members then introduced themselves as there were a couple of new representatives.

A working group was established by the West Kitchener Accommodation Review Committee to develop a recommendation for the sub-weighting of the valuation framework. The recommendation will be taken back to the ARC for questions, debate and approval. The working group contains a representative, either Principal or Parent, from each of the five schools in the accommodation review, a trustee, the superintendent, and the senior manager of Capital Planning.

2. Establish Weightings

The weighting of the four major categories of the framework (value to student, value to board, value to community and value to local economy) were established by an ARC in the spring of 2007 and the West Kitchener Accommodation Review Committee cannot change those. Within each of the 4 major categories are sub-categories, under which data will be collected. The purpose of this meeting was to prioritize the sub-categories as they contribute to the overall major category score (i.e. value to student, etc.) and assign a weighting reflective of the priorities. The group decided to weight sub-categories from 1 to 5 with the sub-category weighting of 5 being the most important. More than one sub-category could be weighted a 5. All numbers did not have to be used. The group could not assign a weighting of zero because that would be the same as eliminating a category.

In order to simplify the task, it was suggested that a qualitative description of high, medium and low be used to determine the importance of the sub-categories. The group was then able to assign quantitative scores from 1 to 5 to match the qualitative analysis. The committee agreed on the following and assigned weightings accordingly:

Rank	Weighting
High	5
Medium-High	4
Medium	3
Low Medium	2
Low	1

The categories were examined in reverse order, starting with Value to the Local Economy which has the smallest number of sub-categories and ending with Value to Student which has the largest number of sub-categories.

Value to the Local Economy

Sub-category	Weighting	Rationale
Availability of Training Opportunities or Partnerships with Business	3	Training opportunities in elementary schools are positive for the local economy but the affects are minimal.
Value of the School if it is the Only Catholic School in the Community	N/A	Not Applicable to any of the schools in this review.
Other Potential Impacts of a Closure	2	Should have little relevance at the elementary school level.

Value to the Community

Sub-category	Weighting	Rationale
Facility for Community Use	4	Represents the community's ability to use the school building. If a school was to close, this would have the greatest effect on the community.
School Grounds as a Green Space and/or Available Recreation Use	4	Represents the community's ability to use the school grounds. If a school was to close, this would have the greatest effect on the community.
School as a Partner in other Government Initiatives	3	Medium importance to the community. Day care service could benefit the community.
Range of Program Offerings that Serve both Students and Community Members	3	Medium importance to the community.
Value of the School if it is the Only Catholic School in the Community	N/A	Not Applicable to any of the schools in this review.

Value to the Board

Sub-category	Weighting	Rationale
Enrolment Factors	5	Determines the amount of funding that the Board receives and directly influences the ability to operate each school.
Availability of Specialized Teaching Spaces	3	Lower importance compared to the other sub-categories.
Adequacy of the Site	4	Important because there are safety implications if the site does not function well.
Cost to Operate	5	Very important even though it depends on enrolment.
Long Term Capital/Renewal Costs	5	Very important and costs tend to be larger than operating.
Value of the School if it is the Only Catholic School in the Community	N/A	Not Applicable to any of the schools in this review.

Value to Student

The working group began by individually determining sub-categories through the highest importance to the lowest importance. This gave the group a starting point. When group members disagreed on weighting for some sub-categories, they stated their opinions, discussed the rank of importance, and then made a final decision.

Sub-category	Weighting	Rationale
Supports	5	Based on a formula. No school is at a disadvantage. Everyone ranked this as high since staff has the greatest influence on students.
Range of Course/Program Offerings	3	Everyone ranked this as medium since most programs are standard across elementary schools.
Proximity to External Teaching Resources	2	The majority of the committee ranked this as low since there is the ability to bus students if necessary.
Student Academic Outcomes	3	This was ranked as medium because the category strictly examines EQAO scores.
Quality of the Learning Environment	4	Creating an optimum learning environment is important for students. This was agreed to be medium-high importance.
Adequacy of Internal Physical Space to Support Learning & Development	4	This was given a medium-high rank.
Accessibility	5	Most people ranked this as high because the school can be used by everyone including students and parents with disabilities if it is accessible.
Adequacy of External Physical Space to Support Learning & Development	3	The committee agreed that this would be of medium importance.
Extracurricular Activities	3	Extracurricular activities are dependent on the staff's ability and willingness to run programs.
Safety	5	Everyone ranked this as high.
Proximity to Students	4	The use of the school grounds after hours and participation in extracurricular activities may be limited for students that are dependent on bussing.
Interaction between the School and Parish	5	Everyone ranked this as high.

3. Adjournment

The meeting adjourned at 8:15 p.m.