

NORTH BARRIE

PUPIL ACCOMMODATION REVIEW

2011/2012

Pupil Accommodation Committee (PAC) Report

With

Recommendations to the Director of Education
Simcoe Muskoka Catholic Separate District School Board



Completed by:

North Barrie Pupil Accommodation Committee

March 14, 2012



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Version History

Version	Date	Revision
1.0	March 6, 2012	Original draft. PAC Writing committee formed.
1.1	March 12, 2012	Revisions following feedback from PAC writing committee.
1.2	March 13, 2012	Draft sent to PAC for review and comment.
2.0	March 14, 2012	Final PAC Report submitted to SMCDSB Director of Education.

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1. EXECUTIVE SUMMARY

1.1 Background

On June 8, 2011, the Simcoe Muskoka Catholic District School Board approved the formation of a Pupil Accommodation Review Committee (PAC) for the following North Barrie (NB) group of schools: St. Monica's (SMO), Monsignor Clair (MCL), Sister Catherine Donnelly (SCD), St. Marguerite d'Youville (MDY), St. Mary's (SMB), The Good Shepherd (GSH).

The committee was responsible for completing a customized School Information Profile Report (SIP), as outlined by the Ministry of Education guidelines for each of the elementary schools under review. Throughout the pupil accommodation review process, the PAC reviewed a variety of information, including reports showing current and future enrolment, financial issues, and impact of potential boundary scenarios. The PAC studied and analyzed the data within these reports with respect to the North Barrie Area group of schools, emphasizing the value to the student.

The PAC had the opportunity to visit each school to enhance their understanding of each of the school communities. Four public meetings were held in four different schools to present information and gather input from the community. This community feedback was taken into consideration when the committee formed the draft recommendations.

1.2 PAC Understandings and Performance

1.2.1 Process

- The Pupil Accommodation Review is a formal consultative process guided by the Ministry of Education that is used to evaluate and review how our schools accommodate students and assists in determining facility needs.
- The PAC committee looked at the six north end Barrie schools with regards to their declining enrollment. The schools have a combined on the ground (OTG) undercapacity of 22% or 546 student bodies. This figure translates into 23 classrooms at current class size.
 - The committee looked at both the current undercapacity, as well as the future predicted further decline resulting in a decrease in Board funding.

- The committee evaluated alternatives to school closure(s) and made appropriate recommendations based on the information available.
- The committee further reviewed the Board staff recommendations with respect to school closures and has responded to the same.

1.2.2 Process Limitations

- Some of the major/important facts and figures that were requested were not brought back to the committee in a timely fashion, in sufficient detail or at all (i.e. how many employees were in each department at the various board offices, a breakdown of actual retrofitting costs for changing a class into office space, the school profile scores). The PAC was operating under tight timelines with one week between some meetings so timely access to information was deemed important by the PAC members.
- There was not enough time for discussion. The meetings were very long and went very late and the bulk of the meetings were taken up with presentation of information or Board information. All committee working pieces were placed at the end of all meetings and often were rushed. More time should be allotted for full group open and honest discussion and questions. There should have been a PAC member on the steering committee or chairing the meetings to provide input into the agenda, control and delivery of meetings.
- Detailed information that was used to support the staff recommendation (such as the cost of the driveway at MDY, school profile scores) was never presented to the PAC committee.
- Even with the information we had the process was constantly being affected by the changing environment such as the Drummond Report, Census data and the provincial budget.
- Some Catholic specific trend information provided by the consultant has not been examined closely enough. For example, the number of our students presently in our schools that are NOT baptized (kindergarten through grade 8). This information would likely give fairly accurate projections 5, 10 and 15 years into the future of how the number of baptized students is changing. These students will be the parents of our future CATHOLIC SCHOOL students.

1.2.3 Lessons Learned

- We need to reflect deeply on Catholic education – its value and why we are different. What the province suggests for the general population may not completely apply to a system that has Catholic religion as its underpinnings. We are Catholic education and the PAR process needs to reflect that.
- Board position and school of choice should be information that is presented much earlier in the process or come to the PAR/PAC with the choice so that this could be discussed at length by the committee
- All information pieces for the PAC should be front-end loaded as much as possible in the process to allow for clear and concise decision making
- Rumours can hinder this process by potentially causing some school communities to be complacent and others to be mobilized on behalf of their school. Rumours should be dismissed publicly and in a timely manner to eliminate the possibility of a school becoming complacent throughout the process.
- Email communication needs to be complete and reliable as some individuals did not receive communications of changes to meeting dates, locations or minutes of meetings.
 - Recommendation: publish the location of all PAC communications in a timely manner and encourage participants to locate information at this site.
 - Recommendation: provide full bundle downloads for those interested in receiving all of the supporting materials. It's not necessary to print all of this material.
 - Recommendation: publish contact email lists and request verification that list is complete.
- Committee representatives are typically comprised of parent representatives from the public at large, they may not have a background in decision analysis and may benefit from the use of decision making tools to help with the analysis and selection of multiple alternatives.
 - Recommendation: Provide simple templates and a quick tutorial in the use of weighted factor analysis, pareto, decision tree or Kepner Tregoe decision analysis.
 - Recommendation: Include a discussion on risk, eg. risk of doing nothing, risk of being wrong, risk probabilities and associated financial impacts.
 - Recommendation: Ensure that the full process and the techniques that will be used to reach final consensus is fully reviewed at the beginning of the process. The working material becomes a background appendix to help support the recommendation
- It was suggested that two reports are provided to the Trustees for their consideration. This

doesn't appear to be correct. A report from the Board Staff is provided to the Trustees. A second report from the PAC is provided to the Board Staff via the Director of Education. The final report comes from the Board staff.

- Recommendation: Describe fully the process (both SCMDSCB and provincial requirements) and estimated timelines at the start of the PAR.
- The PAC report writing timelines were rushed as insufficient time was allocated to write the report, circulate for review, update and finalize.
 - Recommendation: Ensure that by working BACKWARDS from the Trustee decision/announcement date, the PAC is given the maximum allowed working days; TRUE drop dead dates, not Board Staff created dates that do not coincide with the provincial PAR/PAC deadline guides as clearly outlined (ie. Max of 120 days {not including Christmas and March Break}, from first Public meeting date to create and submit PAC committee report).
 - If we delay the process for a while we could potentially need to close two schools at once – need appropriate time to reflect on this in the context of who we are.
- Board staff involved in evaluating School Information Profile information should provide the background technique or their analysis when determining that two schools should be eliminated from the close consideration as well as the background to the decision making which determined which school should close.
 - Recommendation: provide the mechanism, the analysis and background measurements to the PAC to support the decision to close a particular school.
- PAC committee was not clear on whether they were allowed/required to name a particular school for closure.
 - Recommendation: make it clear to the PAC members that they can name a school. This is simply done when the options A through E are given and generated. Beside option B explain that a specific school(s) could/can be named. It appears some PAC members have notes indicating the decision to not name a particular school was made by the PAC.
- Parent communication sent out from the Board regarding PAC/PAR needs to be concise, simple and standard for all schools.
 - Recommendation: communications should be jointly drafted and reviewed by each before being sent home or to schools.
- Board led presentations took up the bulk of meetings. The committee should have had input into the agenda for the meetings, not just Board staff.
 - Recommendation: A lot of time could be saved by cutting down on the repetition of written information provided by the Board.
- Two more working meetings should be scheduled after the last public meeting to allow for

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required work to be done, with the understanding that the PAC must be allotted the maximum number of days (120) from the first public meeting. It is a task that requires working backwards from the final Trustee announcement date, (taking into consideration Christmas and March Break) to arrive at tentative MAXIMUM drop deadline dates. PAC/PAR work completed earlier would be preferable and beneficial to timelines.

□ Time should be allocated at the end of the meetings to address issues raised by the PAC. There was insufficient time allocated for unforeseen items and consequently these were rushed.

1.3 Reference Criteria

1. focus on students
2. programme offerings
3. student safety
4. financial responsibility
5. enrolments and trends
6. optimization of transportation and walking areas
7. facility
8. impact to community
9. historical value

1.4 Major Items for Consideration

- Maintaining Catholic relevance in light of a declining generation of children who will not have a baptized parent (further decline in the Catholic system).
- Maintaining the Catholic foundation on which our Catholic education system is built remains a fundamental. We do not wish to de-emphasize the fact that we are providing a unique educational experience while upholding our Catholic beliefs.
 - We are experiencing a decline in children who are baptized in our schools (i.e. informal information gathering at one school indicated that 35% of the JK students and 36% of the SK students were not baptized). Based on current Provincial legislation outlining who can and cannot attend the Catholic separate schools, this trend can influence the

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attendance at not just the north Barrie schools but all schools within the Catholic separate school system.

- Children are being admitted on the basis of a parental baptismal certificate. It should be emphasized that our education system is Catholic and parents who wish their children to attend a Catholic separate school system need to understand and fully support this position. To deviate from this fundamental would essentially make our schools indistinguishable from the public education system.
- A review of the procedure for entry/acceptance of non-Catholics would need to be created under careful guidelines that uphold our fundamental beliefs. This could be, as an example, through joint consultation and direction with the priests of our region, an educational campaign to reach out and welcome the unbaptized children and their families into our religious community wherever they might live or attend school.

□ The option of putting Board staff in the schools is an excellent way for the Board to appear forward, innovative and responsible. Closing a small school may require the movement of board personnel from the board office (i.e. academic and administrative personnel) into empty classrooms to fill the remaining empty classrooms. This is addressed as a primary finding and is the basis of the first PAC recommendation. Should the board office staff utilize surplus space, it would be similar to the daily routines within most of our schools. This means that currently, many of the schools already host hub meetings, in-services, visits from outside personnel etc. i.e. on Wed. Feb 17th at one of the north Barrie schools there was: Math4YL meeting (which includes a group of educators from our Board, universities and Ministry leaders who are involved in math project), a group of reading recovery teachers (approximately 20) and their leader and parents which brought their children from other schools to have their lesson here, speech language assistant and speech pathologist, a school counsellor, hearing resource teacher. A perceived **Fiscal Responsibility** in moving board personnel to empty spaces requires actual detailed information of true cost, full investigation of these numbers (estimates from tenders, and/or recent historical data of these costs). The costs provided were very high level with a 200-300% margin of error.

□ SMCDSB needs to be fiscally responsible. This change is needed for financial reasons, not structural and with that carries a negative emotional sentiment rather than the excitement of a community opening a new school. In addition, generally the condition of the buildings is good to excellent so this is not a major factor.

□ Changing boundaries which will mean that some children have to cross a busy street – those who are not committed will likely go to the public system. In order to decrease the loss of families to the public system, both the demographics (i.e. socio-economic situation of the families) and the geographics (i.e. the location of the nearest public school) need to be considered. In particular, the weighting of schools with a public school nearby needs to be taken into consideration. Unfortunately, for some parents and the detriment of our students, the proximity of the school could take precedence over the importance of a Catholic education.

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- Closing one of the smallest schools on paper seems to effect the fewest schools but the boundary changes actually effects the most schools, and this number at this time is undetermined and will likely change with various scenarios. While a detailed boundary review was not part of the PAC mandate, it quickly became obvious that all students falling within the 6 north Barrie school boundaries could potentially fall within a boundary change and therefore would be impacted. Keep school communities as intact as possible (i.e. dividing students in the fewest ways, dividing them up into large chunks so students do not end up feeling isolated at either end of the 'chunk' ie. those going to a new school and those remaining)
- Children should not be crossing high traffic, busy streets. There doesn't appear to be sufficient emphasis on student safety, e.g. students crossing a major highway such as Bayfield St (Highway 26/27). Slicing school boundaries across Bayfield Street, a main road with 9 lanes at Bayfield St and Hanmer St, means students will be walking home after school activities and some may be considered a walker using the 1.6 km Board policy measure, using a route that is dangerous for adults not just children. (This intersection has the highest number of pedestrian accidents.) Hence, bus route(s) may need to be added at a cost, even though the children live within 'walking distance' boundaries. Normal Board policy does not recognize a barrier such as this major street. Small children in the lower grades could be asked to walk if within the 1.6 km limit. Attempt to keep transportation costs down, ensure site safety of all schools for bussing (i.e. St. Mary's school's entrance for potential future bussing). Also, the bussing and rural boundaries appear to be quite arbitrary. In many instances, busses are passing schools in the north of Barrie to west end schools. Redrawing the rural boundaries by 2 or 3 busses could change the pupil demographic considerably.
- Attempt to minimize student impact. Low student impact does not equal the smallest school. Impact can also be defined as affecting the most schools, involving the most boundary shifts, dividing students into smaller pockets, moving small groups of students in isolation, cuts not deep enough and revisiting this process again.
- Potential future Midhurst development could have a huge impact that may result in us having closed a school only to have to build a new facility to accommodate these children. There are 3 schools allotted for the MSP plan – 2 public and 1 Catholic.
- Impact of the public meetings on the recommendations. We heard during the public meetings the passion in which these schools are highly regarded. Several submissions outlined how the school reached out to them in their time of need, both educationally and personally.
- The results of the Value to Student assessments by the Board based on the School Information Profiles (SIPs) were not disclosed. In the PAC Working Group Minutes #6, the Board determined that "The other 3 categories had all 6 schools with similar assessments", however, later the report indicates the determinations were based on the SIPs. This is confusing. It appears the only real impact category assessed was minimal impact to students. At first look, this appears to be simply an evaluation of school populations, however, the impact extends well across school boundaries, bussing boundaries and other geographic considerations. Due to the strengths of all of the schools, the PAC found it very challenging recommending a school to close.
- The Drummond report, census data, Board and provincial budget were all looming

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unknowns which caused some members to be swayed that otherwise might have held to a different opinion.

□ The same decision causes all of the students in all of the schools to be financially effected because of the dollars being stretched too far (the cut may not be deep enough)

□ The Board's planning projections were incorrect a decade ago when the last of the new north Barrie schools opened. There is a concern that the current projections could also turn out to be incorrect and therefore a reversal of this decision within the next decade. The risk of being wrong and the impact on our students and families is too great to not consider options other than school closures.

□ The following are St. Marguerite d'Youville specific considerations. Many of these points may apply to other schools. The intent is to bring to the attention of the decision makers considerations that are unique to this school.

- Extra-curricular activities are in abundance at smaller schools where the majority of students are not bussed. These include, but not limited to:
 - Jr. and Sr. Boys and girls basketball
 - Jr. and Sr. Boys and girls volleyball
 - Flag football
 - Cross country running
 - The green team – an environmental group
 - The choir
 - The chess club
 - The breakfast club
 - Forest of Reading
 - The guitar ensemble
 - The social club
 - Both Roots of Empathy and the Kinark program SNAP – stop now and plan have both operated at this school
- First school from the Separate board to partner with Catulpa Community Support services to offer a specialized inclusive recreation program targeted at developing self-esteem.
- At Christmas time the staff at our school worked diligently to prepare a full Christmas Dinner for all of our students. Some parents told us this was the only Christmas dinner they had and were very appreciative of the staff for this. We think of the board's mission statement "a faith-filled catholic learning community dedicated to excellence" when we think of this example.
- St. Marguerite d'Youville is a desirable location as evidenced by a number of transfer requests. It has a large subdivision with 225 new homes being built fully expecting to have a Catholic school within walking distance.
- The Reading Recovery Program in place at St. Marguerite d'Youville school is a successful program built around special classroom accommodations (e.g. Two way mirrors for observation and teaching purposes).

1.5 Strategies for Implementation

- Representatives from the schools should be on the boundary review committee
- Should a decision be made to close one of the six north Barrie schools, then the impact on those students from that chosen school should be put at the forefront, followed by the impact on all other students who will be jointly impacted by a boundary review. Consideration should also be made to ensure that the decision does not simply "band-aid" the problem but ultimately resolves it so the school choice would also be the most financially responsible choice. It is therefore recommended that options be considered to reduce and contain the disruption.
- Limit the pupil transfers to within the six school boundaries, i.e. Unless there is a large scale balancing effort, the students should remain within one of the remaining north Barrie schools.
- Likewise, staff disruption should be contained within the north Barrie schools. Since students are not changing outside of these schools, teachers should not be impacted at locations outside of the north Barrie schools.
- School staff should essentially follow the students with preference given to staff based on seniority. In other words, if the majority of impacted students from a closed school are mapped to two other schools, the staff counts should follow in the same proportion.
- The Board should work with the affected unions as soon as possible to confirm the process, timelines and potential outcomes. It's expected the Board will work within the collective agreements and provide affected staff with options based on their seniority. It's expected that no job loss will occur as a result of this process.
- It is recommended that the Board allocate additional budget to the north Barrie school councils to allow for a community welcoming to occur. Families should receive more than a template form letter informing them of their new school. All families should receive an invite to become part of the newly formed communities at each of the affected schools.
- School sharing initiatives should start soon should a particular school close. This could include overlapping events, fund raising events, fun days, family BBQ's, etc.
- If a school is selected to close, the after-school groups using the affected school should be informed as soon as possible. It is often difficult for these groups to secure space on a particular night and change their advertising brochures to reflect new locations and/or days and times.
- An assessment of after school programs should be undertaken to encourage continuation wherever possible. This was raised as a concern by parents since some schools in north Barrie do not have a range of the sports teams and other clubs that exist presently at other schools.
 - Recommendation: The Board prepare a report highlighting the full range of in-school and after-school programs available at each of the six schools. It may be prudent to revisit the

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highlights of each school in the SIP's to assess the in-school, after-school programs, and ensure that this information is completed and presented to each school as a 'suggestion' yet not mandatory to use or create.

o Recommendation: We recognize the voluntary nature of the after-school programs, however, a lack of programs indicates a rebalancing of teachers may be required. We recommend the full range of extra-curricular activities be taken into consideration when teacher reassignments occur to ensure a fair balance of programs in all affected schools.

□ If a school is chosen to be closed that the boundary review process is a careful and well thought out process. Additionally, parents and families affected require a simple report outlining how the decisions were made and what the next steps will be.

o Recommendation: Provide a concise report for parents outlining how the decision was arrived to close a particular school and the subsequent impacts expected by affected families and the remaining schools.

□ Catholic Community Morale - Final decision should not be made public to the schools during the last couple of days of the school year. This will be an emotional decision that requires support by the entire school community, and the communities of the six schools involved.

1.6 PAC Conclusion

Consensus was not reached by the PAC and therefore two solutions have been put forward. The first recommendation with 58% of the PAC vote, was to consolidate Board staff within the under-utilized school space. The second recommendation, with 42% of the PAC vote, was to close one school and move students within the remaining 5 schools.

The PAC felt the projections offered were the best information available based on the demographic data available at the time. However, the feeling that these projections could be wrong (as they were apparently one decade ago), had an overwhelming influence on making the right decision. The cost of being wrong in less than ten years would impact well over current 400 families (and those to follow) and a number of school and board staff as boundaries are shifted and new school communities are formed. For this reason, the consideration of leaving the options open, of moving Board staff into under-utilized classroom space, and not disrupting students, teaching staff and families, was deemed to be the option with the majority vote.

This process was very emotional as it involves the potential loss of one of our community schools and the loss of students to the public school system. It was recognized that the closure of a school will be difficult for the entire school and Catholic community, should this be the final decision. It was also difficult due to all schools in the review being sound structurally.

An additional PAC meeting was added to the process plus there was need for additional electronic conversation. This was due to the fact the committee felt there was insufficient time allotted, and this important last step in the process required careful considerations necessary to

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complete a sound final report, reflecting the PAC's summations as a whole.

We thank the Simcoe Muskoka Catholic District School Board for the opportunity to participate in a process of consultation that will provide input into the Board's decisions regarding the students of the North Barrie schools.

2 PAC Letter to SMCDSB Direction of Education

TO: Brian Beal, Director of Education

FROM: Pupil Accommodation Committee (PAC)
North Barrie Pupil Accommodation Review

SUBJECT: **School Accommodation Report with Recommendations**

REVIEW AREA: Northern elementary schools within the City of Barrie
Monsignor Clair Catholic School
St. Marguerite d'Youville Catholic School
St. Mary's Catholic School
St. Monica's Catholic School
Sister Catherine Donnelly Catholic School
The Good Shepherd Catholic School

DATE: March 14, 2012

2.1 INTRODUCTION

Based on the Board's Policy LE-14, as guided by the Ministry of Education's guidelines, a Pupil Accommodation Review has been undertaken for the North Barrie (NB) group of schools: St. Monica's (SMO), Monsignor Clair (MCL), Sister Catherine Donnelly (SCD), St. Marguerite d'Youville (MDY), St. Mary's (SMB), The Good Shepherd (GSH).

The Pupil Accommodation Committee (PAC) is presenting this finalized school accommodation report with recommendations which incorporates all public comments received during our four (4) public meetings. It also incorporates all the information gathered and discussed during the eight (9) PAC Working Group Meetings. All information relating to the process is posted to our Board website at www.smcdsb.on.ca and distributed to the members of the PAC and the attendees of the PAR public meetings.

2.2 PROCESS

On June 8, 2011, the Simcoe Muskoka Catholic District School Board approved the formation of a Pupil Accommodation Review Committee (PAC) for the following North Barrie group of schools: St. Monica's (SMO), Monsignor Clair (MCL), Sister Catherine Donnelly (SCD), St. Marguerite d'Youville (MDY), St. Mary's (SMB), The Good Shepherd (GSH). The role of the PAC is to lead the public review and seek community input through Public consultation on options for accommodating students within this review area, and prepare a report with recommendations to the Director of Education. The PAC is comprised of the representatives noted below.

2.3 Ministry of Education Policy Background

- The Ministry's Pupil Accommodation Review Guidelines were released on October 31, 2006 and revised in June 2009.
- Guidelines were developed in consultation with the Ministry's Good Places to Learn.
- School Information Profiles focusing on value to the student; the community; the school board and the local economy; are the centre of the community consultation process and Board decision making.
- Boards are to consider their Capital Plan Priorities in identifying the need to establish a Pupil Accommodation Review (PAR).

2.4 SMCDSB Policy Highlights

- The Board adopted Policy LE-14: Pupil Accommodation Review on June 13, 2007 and updated this policy based on the 2009 Ministry Guidelines in June 2011.
- This Policy is in keeping with the Ministry of Education Pupil Accommodation Review Guidelines issued October 31, 2006 and revised June 2009.
- The pupil accommodation review is transparent and consultative.
- Each school in an accommodation review area will be assessed using the School Information Profile (SIP).
- The PAC makes recommendations to the Director of Education however, the final accommodation decisions will be made by the Board

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3 PAC MEMBERSHIP

3.1 Pupil Accommodation Review Committee

Monsignor Clair Catholic School

Karen Penrose, Principal
Joe Cancilla, Parent
Judy Cox, Teacher
Mirella Latour, Parent
Terri McCallum, Parent
Kim McVeigh, School Office Administrator

St. Marguerite D'Youville Catholic School

Debra Cinelli, Principal
Valerie Cameron, Parent
Mary Day-Maura, Teacher
Karen Klein-Gebbinck, School Office Administrator
Josi MacCarthy, Parent
Wayne Morrison, Parent

St. Mary's Catholic School

Patrick Shannon, Principal
Suzanne Deschene, Parent
Christine Haslam, Education Assistant
Rosetta Hall, Parent
Petra Lex-Berube, Parent
Gerald Skillen, Teacher

Parish

Father Frank McDevitt, Pastor – St. Mary's Parish

Councillors

Doug Shipley, City of Barrie Councillor

Community

Karen Evans, YMCA Childcare

St. Monica's Catholic School

Barry Keogh, Principal
Mark Eriksen, Parent
Elaine Greenwood, Parent
Colleen Magennis, Teacher
Nancy Sutton, Parent

Sister Catherine Donnelly Catholic School

Tina Muldoon, Principal
Jackie Crocker, Parent
Francesca Dougan, Parent
Joanne Jackson, Parent
Colleen Ryan, Teacher

The Good Shepherd Catholic School

Steven Morrow, Principal
Dan Flitton, Vice-Principal
Melissa Martinson, Parent
Ursula McKee, Parent
Paula Musso, Parent (CSCC Co-Chair)
Carrie Smith, Parent (CSCC Co-Chair)
Christine Toth, Teacher

SMCDSB

Maria Hardie, School Trustee
Connie Positano, School Trustee
Steve Charbonneau, Superintendent of Schools
and PAC Chair
Ab Falconi, Superintendent of Schools
Glenn Clarke, Controller of Plant
Jennifer Sharpe, Manager of Planning and
Properties
Kristin Dibble Pechkovsky, Planning Officer
Belinda Marcellus, Coordinator of Trustee Services

3.2 Mandate of the Pupil Accommodation Review Committee (PAC)

The goal of the Pupil Accommodation Review is to provide a structured consultation process with the full involvement of the local community. The Pupil Accommodation Review Committee (PAC) will operate in accordance with the Ministry guidelines, Board Policy LE-14 and the Terms of Reference set out in Appendix 1 of Board Policy LE-14.

The PAC will study, report and make recommendations on the accommodation options respecting the group of schools or single school referred to it in the manner set out in the policy guidelines.

The PAC assumes an advisory role and will provide recommendations that will inform the final decision made by the Board, however, the PAC members will not make the final decision regarding the accommodation options.

To support the school valuation process, school boards are required to develop a generic School Information Profile that assesses each of the following four considerations about the schools being reviewed:

- Value to the student
- Value to the community
- Value to the school board
- Value to the economy

The PAC was responsible for completing a customized School Information Profile Report for each of the elementary schools included in the North Barrie Accommodation Review. The PAC studied and analyzed the data within these reports respecting this group of schools under review. The school specific school information profiles assisted the PAC in developing the recommendations presented to the Director of Education on accommodation options, for Board consideration.

The PAC has attended a total of eight working group meetings and four public meetings. In addition, the PAC met for an additional meeting to prepare the PAC Report.

3.3 LIST OF ALL MEETINGS AND DATES

DATE	TIME	MEETING TYPE	TENTATIVE LOCATION
October 3, 2011	6:30 PM	PAC Working Group Meeting #1	Monsignor Clair
October 27, 2011	6:30 PM	PAC Working Group Meeting #2	Monsignor Clair
November 10, 2011	6:30 PM	PAC Working Group Meeting #3	Monsignor Clair
November 17, 2011	7:00 PM	First PAR Public Meeting	Monsignor Clair
November 28, 2011	6:30 PM	PAC Working Group Meeting #4	Monsignor Clair
December 5, 2011	7:00 PM	Second PAR Public Mtg.	Sister Catherine Donnelly
January 12, 2012	6:30 PM	PAC Working Group Meeting #5	Monsignor Clair
January 19, 2012	6:30 AM	PAC Working Group Meeting #6	St. Monica's
January 30, 2012	7:00 PM	Third PAR Public Meeting	St. Monica's
February 6, 2012	6:30 PM	PAC Working Group Meeting #7	St. Mary's
February 16, 2012	7:00 PM	Fourth PAR Public Meeting	St. Marguerite d'Youville
February 27, 2012	6:30 PM	PAC Working Sub-Group Meeting #8 (if required)	The Good Shepherd
March 7, 2012	REPORT	PAC School Valuation Report Delivered to Director	Board Office (<i>reg. scheduled B.M.</i>)
April 11, 2012	REPORT	Staff's Report to Board	Board Office (<i>reg. scheduled B.M.</i>)
May 14, 2012	TBD	Board meeting to receive Public Input	<i>Special Board Meeting</i>
May 23, 2012	REPORT	Staff's Follow-up Report to Board	<i>Report based on Public Input received</i>
June 4, 2012	TBD	PAC Follow-up Meeting (if required)	
June 20, 2012	TBD	Board to consider School Accommodation	<i>Accommodation decision to be made by Board</i>
June 21, 2012	INFO	Notice of Decision	<i>within 7 days of Board Decision</i>

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4 SCHOOL INFORMATION PROFILE (SIP)

The Simcoe Muskoka Catholic District School Board's School Information Profile (SIP) is the focus of the Pupil Accommodation Review process and was developed with input from stakeholders including parents, educators, Board officials and school council representatives. The School Information Profile was further customized by the PAC for the North Barrie area schools under review.

The School Information Profile created a picture of each school by asking a series of questions in four categories:

- Value to the student
- Value to the community
- Value to the school board
- Value to the local economy

School Valuation, and in particular the value to the student, is the centre of the community consultation process and Board decision making.

The intent of the Value to the Student is to determine whether or not the schools are providing and will continue to provide sustainable educational opportunities in a way that supports student achievement through; Program offering, Extra-curricular activities, Boundary changes / closures / consolidation / program relocation.

Value to the Student considers factors such as:

- The quality of the learning environment at the school;
- The student outcomes at the school;
- The range of course or program offerings;

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- The range of extracurricular activities and extent of student participation;
- The adequacy of the school's physical space to support student learning;
- The adequacy of the school's grounds for healthy physical activity and extracurricular activities;
- The accessibility of the school for students with disabilities;
- The safety of the school;
- The proximity of the school to students/length of bus ride to school.

The intent of the Value to the School Board is to determine whether the Board can continue to offer the breadth of quality educational programs when enrolment and funding are declining, since the Province's funding model provides funding based on a Board's enrolment.

Value to the School Board considers factors such as:

- Condition of schools;
- Cost to operate;
- School Utilization;
- Options for reducing/managing increasing costs;
- Enrolment projections;
- Student outcomes at the school;
- The range of program or course offerings;
- The availability of specialized teaching spaces;
- The condition and location of school(s);
- The value of the school if it is the only school within the community;
- The fiscal and operational factors.

The intent of the Value to the Community is to determine what community supports are provided by these schools.

Value to the Community considers factors such as:

- Before/after school community use;
- Day care;
- Alternatives to providing these services in the area;
- The range of program offerings at the school that serve both students and community members (e.g., adult ESL);
- The school grounds as green space and/or available for recreational use;
- The school as a partner in other government initiatives in the community;
- The value of the school if it is the only school within the community.

The intent of the Value to the Local Economy is to determine the impact to the local economy if one or more of these schools were closed.

Value of the Local Economy considers factors such as:

- Considering the future use of the building by board/community.
- The school as a local employer;
- The availability of cooperative education;
- The availability of training opportunities or partnerships with business;
- How the school attracts or retains families in the community;
- The value of the school if it is the only school within the community.

5 DRAFT ALTERNATE ACCOMMODATION OPTIONS

i) Options Considered by the Staff, October 27, 2011:

Option A: Status Quo

Option B: Close 1 school and re-distribute amongst other schools

Option C: Pursue partnerships to utilize the surplus space and mitigate operating costs

Option D: Other

ii) Options Considered by the PAC and Staff, December 5, 2011:

Option A: Status Quo

Option B: Close 1 school and re-distribute amongst other schools

Option C: Pursue partnerships to utilize the surplus space and mitigate operating costs

Option D: Utilize surplus space for Board Office Staff Services
either within individual surplus classrooms or within an amalgamated
school

Option E: Revisit the NB PAR once the complete 2011 Census Data is available to
us in the fall of 2012

iii) Options Presented at Public Meeting #3, January 30, 2012

Option A: Status Quo

Option B: Close 1 school and re-distribute
amongst other 5 schools

Option C: Pursue partnerships to utilize the
surplus space & mitigate operating costs

Option D: Utilize surplus space for Board Office Staff Services
either within individual surplus classrooms or within an amalgamated
school

Option E: Revisit the NB PAR once the complete 2011 Census Data is available to
us in the fall of 2012

5.1 Benefits & Limitations

The following is a summary of the Benefits and Limitations of the two PAC recommended Options.

5.1.1 Option B: 42% - CLOSE ONE (1) SCHOOL AND RE-DISTRIBUTE AMONGST OTHER FIVE (5) SCHOOLS

Benefits

- Reduce operating costs
- Potential impact to bussing/transportation (i.e. route length and costs)
- Maximizes use of facilities
- Maximizes use of properties
- Sell property
- Other Board uses
- Larger population school communities have potential for enhancements to program and extra-curricular activities

Limitations

- Impact on school families and communities
- Potential impact to bussing/transportation (i.e. route length and costs)
- Impacts related to staffing
- Potential impact to child care facilities (i.e. relocation)

5.1.2 Option D: 58% UTILIZE SURPLUS SPACE FOR ACADEMIC SERVICES (i.e. Board Consultant space)

Benefits

- Better use of Board facilities
- Save on existing Academic Services leased space located at 80 Bell Farm Road
- Save on Operating Costs associated with the Academic Services leased facility
- Consultants and support personnel within the school would facilitate effective interactions with the school from a programme perspective

7 PAC RECOMMENDATIONS

The PAC Recommendations were split between Option B at 42% of the vote and Option D at 58%.

7.1 Option B

42% Close 1 school and re-distribute amongst other 5 schools

PAC Considerations:

- Financially responsible;
- Assume that the board would maintain or increase programs;
- Safe schools;
- Efficient use of space.

The big unknown would be how many Catholic students would be lost to other area schools and would those students go on to Catholic secondary school. There may be a cumulative negative financial effect to close a school. The impact of boundary changes would be felt by all students within the six area schools.

7.2 Option D

58% Utilize surplus space for Board Office Staff Services; either within individual surplus classrooms or within an amalgamated school

PAC Considerations:

Provides an excellent opportunity for school board and school staff to work together;

\$200,000 cost savings to close the Bell Farm building versus \$486,000 cost savings to close a school shows that we value our school communities;

More information required to determine which departments would be best suited to functioning in the school space;

Provides for future space re-purposing when the converted classroom space is required.

Suggested keyed entry and an additional employee to manage the entry door for student safety and traffic flow;

No closure means less impact on students;

Responsible use of space.

9. APPENDICES

Appendix	Topic
A	Ministry Guidelines
B	SMCDSB Policy LE-14
C	PAC Membership
D	Timelines
E	School Information Profile (SIP) Refined
F	School Information Profile (SIP) Customized
G	School Profile Data Sheets
H	Draft School Specific Information Profile (SIP)
I	Capital Funding Information
J	Impact Information
K	Enrolment Information
L	Financial Information
M	Transportation Information
N	Facility Condition Index Reports
O	PAC Classroom Projection Capacities
P	Agendas
Q	Minutes with Appendices (including <i>PowerPoint</i> presentations)
R	Glossary of Terms
S	Public Comments/Questions and Committee Responses
T	Accommodation Options
U	Recommendations