



RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD
ACCOMMODATION REVIEW COMMITTEE
GLOSSARY OF ACRONYMS

ACRONYM	DESCRIPTION
AED	Automated External Defibrillator
ARC	Accommodation Review Committee
CCAC	Community Care Access Centre
EQAO	Education Quality and Accountability Office
ESL	English as a Second Language
FCI	Facilities Condition Index (to determine replacement value of a building)
FTE	Full time Equivalent
GVC	George Vanier Catholic School
MESSA	Madawaska Elementary School Sports Association
OFIP	Ontario Focused Intervention Program
OSSD	Ontario Secondary School Diploma
OTG	On the Ground Capacity
PTR	Prohibitive to Repair
RCCDSB	Renfrew County Catholic District School
RCJTC	Renfrew County Joint Transportation Consortium
SAK	St. Andrew's Catholic School
SCR	St. Casimir's Catholic School
SIP	School Information Profile
SJB	St. John Bosco Catholic School
SMW	St. Mary's Catholic School, Wilno
TOR	Terms of Reference
<i>TCPS</i> (<i>RECAPP</i>)	<i>Total Capital Planning Solution</i> (formerly Real Estate Capital Asset Priority Planning)



**ELEMENTARY SCHOOL INFORMATION PROFILE
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Category (Facilities)
Effective Date: September 25, 2013
Last Revision Date: October 16, 2013

ST. ANDREW’S CATHOLIC SCHOOL

I. OVERVIEW

As per the objectives and reference criteria set out in the Terms of Reference, ARCs are encouraged to introduce other factors that could be used to reflect the local circumstances and priorities which may help to further educate the community about the schools.

This information is intended to familiarize the ARC Members and the community with the schools. The final School Information Profile (SIP) will provide the foundation for discussion and analysis of accommodation options, as per the objectives and reference criteria set out in the Terms of Reference.

SCHOOL NAME	ADDRESS
St. John Bosco Catholic School	99 Peter Street, Barry’s Bay, ON, K0J 1B0
George Vanier Catholic School	2782 Dafoe Road, Combermere, ON, K0J 1L0
St. Andrew’s Catholic School	131 Queen Street, Killaloe, ON, K0J 2A0
St. Casimir’s Catholic School	2725 Round Lake Road, Round Lake Centre, ON, K0J 2L0
St. Mary’s Catholic School	17399 Highway 60, Wilno, ON, K0J 2N0



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SCHOOL INFORMATION		SOURCE
Year Constructed	1963	Plant
Year of Additions	1967	Plant
Distance to the next closest RCCDSB school, offering a similar program	13.6 km to St. Mary's, Wilno	RCJTC
Size of permanent structure in m ²	1441 m²	Plant
Site size in m ²	21600 m²	Plant
School On the Ground (OTG) capacity	193	SFIS
Number of portables on site	0	Plant
Number of portables in use on site	0	Plant
Availability of parking – number of parking spaces	2 on site (10-12 at curling club)	Plant
Designated student drop-off and pick-up area on site (Y/N)	No (on street)	Plant
Bus loop (Y/N)	No	Plant
Number of classrooms (excl. portables)	7	Plant
List of specialized spaces (e.g. gym, science room, etc.)	Gymnasium, Library, Kindergarten	Principal
Accessibility (provide information indicating areas of accessibility, e.g. ramp, washroom)	<ul style="list-style-type: none"> • Path of travel to main entrance with ramp; • Designated entrance; • Instructional spaces – door is 850 mm wide 	Plant
List available outdoor play areas (e.g., soccer field, track, playground)	<ul style="list-style-type: none"> • Playground with 2 swing sets; • 2 basketball nets • Soccer field • Shaded sand pit 	Plant
Partnerships with community groups	Strong relationship with St. Andrew's Church, Lions Club donates money annually, Firemen come in each year, township visits and a reciprocal agreement is in place with the Municipality for use of the school on Canada Day, Seniors group has a visiting relationship with our younger students.	Principal
Staffing		
2012-2013	15	HR 12/13
Impact over next five yrs.	Status quo	HR



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Number of students bussed (Fall 11/12)	99 (including out of zone)	RCJTC 12/13		
Number of students that walk (Fall 11/12)	27 (including out of zone)	RCJTC 12/13		
Number of out of zone students (Fall 11/12)	14	RCJTC 12/13		
List of course offering available in addition to the core curriculum requirements	JK – Gr. 8	SFIS		
What programs, if any, does the school have to support student success	Light House, OFIP	Principal		
Student achievement data: Provision of EQAO report for current year and other measures Board may have in use	SAK RESULTS	GRADE 3	GRADE 6	EQAO
	Reading	69%	100%	
	Writing	92%	100%	
	Mathematics	77%	93%	
List of extra-curricular activities available (volleyball, basketball, etc.)	Ultimate Frisbee, Soccer, Floor Hockey, Basketball, Volleyball, Track and Field, 3-Pitch (MESSA Sports)	Principal		
List of co-curricular activities available (band, choir, etc.)	Peacemakers Club, Student Council	Principal		
List of before and/or after school programs (e.g. Breakfast Club)	OFIP Program – March – May	Principal		

FINANCIAL ANALYSIS OF SCHOOL				
Current per pupil cost to operate the school (administration, operating and maintenance)	Operations & Maintenance	School Administration	TOTAL COST	Plant Finance 11/12
	\$674	\$7,451	\$8,125	
Five-year projected per pupil cost to operate the school (administration, operating and maintenance)	Operations & Maintenance	School Administration	TOTAL COST	Finance
	\$775	\$7,549	\$8,324	
Current transportation cost	\$156,444 = \$1,580 per pupil transported			RCJTC 12/13
Five year projected transportation cost	\$171,172			
Board average per pupil cost to operate an elementary school (administration, operating and maintenance)	Operations & Maintenance	School Administration	TOTAL COST	Plant Finance 11/12
	\$546	\$7,058	\$7,604	



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Number of students bussed by Board	3,630	RCJTC 12/13
Board transportation cost	\$3,734,023 = \$1,028 per pupil transported	Finance 11/12
Replacement value of the school building	\$6,182,090	RECAPP
Current Facilities Condition Index (FCI)	38.44%	RECAPP
Cost of recommended repairs over the next five years	\$2,376,250	RECAPP

Five year Historic Enrolment by Program, totaled to the school level:

PROGRAM	2007/08 YEAR 1	2008/09 YEAR 2	2009/10 YEAR 3	2010/11 YEAR 4	2011/12 YEAR 5	SOURCE
(OTG = 193)						Finance
Total Enrolment:	105	112	111	113	120	
Utilization:	54.4%	58.0%	57.5%	58.5%	62.1%	

Actual enrolment for current year and projected enrolment (five years) by program, totaled to the school level:

PROGRAM	2012/13 YEAR 1	2013/14 YEAR 2	2014/15 YEAR 3	2015/16 YEAR 4	2016/17 YEAR 5	SOURCE
(OTG = 193)						Finance
Total Enrolment:	128	130	131	128	125	
Utilization:	66.3%	67.3%	67.8%	66.3%	64.7%	
ENROLMENT – SEPT 20, 2013		129				

Using the information provided above, consider the following:

1. Value to the Student

- a. How are programs affected by the enrolment trend at the school? Consider the past five years, the current year, and the projected five years.

Enrolment has been increasing, so increased budget has made it possible to purchase items to improve programming such as smart boards in every room including French room, computer lab upgrades, laptop cart is used daily, new literacy and math resources etc. Enrolment allows for double grade classes rather than triple. Class size and the fact that two grades are in each class allows for more



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than enough students to generate good groups to work together. This enhances collaborative inquiry based learning models.

- b. How are extracurricular and/or co-curricular activities affected by the enrolment trend at the school? Consider the past five years, the current year, and the projected five years.

Since there is a large Gr. 7/8 group, the school is able to put in a good, competitive team each month for the MESSA tournaments. Another benefit is the fact that every member of the class gets to make the team. This makes for good morale amongst the class and within the school. Also, the other classes are involved in some tournaments and the school is able to send good teams with sufficient numbers each time.

- c. What would the impact be to the students if this school were to close from the perspective of such things as transportation, program delivery, extra-curricular and co-curricular activities?

Students would have to be transported to the nearest Catholic school.

- d. What type of classroom/school organization is possible with the eligible staffing allocation?

Double grades are the current trend at St. Andrew's. Six full classes - (JK/SK. 1/2, 2/3. 4/5, 5/6, 7/8). The French teacher has a full day of teaching French in the school.

- e. What safety measures are in place at the school (e.g. security cameras)

- **Motion sensors,**
- **Security panel;**
- **Fire hose, extinguishers;**
- **Fire annunciator panel;**
- **Emergency lighting;**
- **AED (in progress)**
- **Alarm system,**
- **Locked School – Camera at entry for safe entry**
- **Crash bag**
- **Regular lock down drills**



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- f. How does the physical configuration of the building support or not support program offering (e.g. gym, library allocation)?

The physical configuration supports all programs offered. There is a full gym, electronic library and brand new computer lab, large bright classrooms and a double kindergarten room. The staff room is sufficient for the number of staff members.

- g. How does student achievement at the school compare to the Board Average, the Provincial Average?

GRADE 3	SCHOOL	BOARD	PROVINCE
Reading	69%	78%	68%
Writing	92%	88%	77%
Mathematics	77%	82%	67%

GRADE 6	SCHOOL	BOARD	PROVINCE
Reading	100%	88%	77%
Writing	100%	89%	76%
Mathematics	93%	70%	57%

- h. Does the school have before and/or after school programs to address the needs of students?

OFIP program from March to May.

- i. What opportunities are available to the students due to the location of the school and its proximity to existing community facilities?

Students can walk from school to resource centre for after school programs. Also, in-town students can walk or bike to school. The large yard is used after school on a very regular basis.



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- j. Are there components of the building that are in need of repair and if so, how does this hamper program delivery?

Program delivery is not hampered by the condition of the school.

- k. Which parish is affiliated with this school, and how far is it to the parish?
What other parishes do students at this school attend?

St. Andrew's Church is next door. Other parishes that students from this school attend are St. Casimir's, Round Lake and Our Lady of the Angels, Brudenell.

2. Value to the Community

- a. Is the school frequently used as a community resource/support? If yes, please list uses?

- **Three pitch/t-ball;**
- **Annual Fireworks Celebration (Township of Killaloe-Hagarty-Richards)**
- **Music Lessons**

- b. Are any of the supports listed above transferable to another location within the Board's schools to ensure continued community supports are in place?

Yes

- c. Is the school or the school grounds used for community use outside of the regular school day? If yes, please list groups using the school or grounds?

- **Township of Killaloe Hagarty and Richards**

- d. Does the school offer a range of programs that serve not only the students but also the community (e.g. adult ESL)? If yes, list programs.

No

- e. Is the school involved in a long-term community commitment (e.g. child care centre)? If yes, please identify the commitment and indicate if there are alternative sites to support the commitment should the school close.

No



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f. Does the school have a historic designation?
No

g. What current role does home/school/parish play in your community?
All three are partners and spiritual guides. They work together to keep the community alive and vital. One supports the other, by providing facilities for community services and counseling. Everyone leans on everyone – cohesiveness. For Thanksgiving the community is always invited to a beautiful mass celebrated with the children. After mass, parents prepared a delicious turkey dinner to celebrate. All three groups celebrated that day. Many events are held at our school that the whole community is a part of: Spring Fun Day, Canada Day Fireworks, craft fair, etc., and the parish priest is always a part of the events. The children are very familiar with him and he is also a part of their lives.

If the school was to be closed, sadly the triad would also be gone. The children would miss out on the wonderful Catholic education they receive at the school.

3. Value to the Board

a. Considering the condition and location of the school, what upgrades/major repairs to the building are in the five year plan to be addressed? Please list and provide estimated costs and timing of proposed upgrades/major repairs.

YEAR	DESCRIPTION OF PLANNED WORK	ESTIMATED COST
2012-2013	Replace Glass Block panels in gym wall	\$20,000
2013-14	Exterior Canopy Soffits	\$12,500
	Fittings – Washroom Partitions – Original Building	\$26,250
2015-16	Study Underground Civil Mechanical Utilities	\$12,500
2016-17	Replace Plumbing Fixtures	\$75,000
	Fittings – Washroom Partitions – Original Building	\$26,250
	Replace Main Switchboards – Original Building	\$90,000
2016-17	Exterior Doors – Original Building and Addition #1	\$26,250
	Exterior Hardware– Original Building and Addition #1	\$12,500



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TOTAL COST	\$301,250
Other work identified but not funded	\$2,075,000
Cost of recommended repairs over the next 5 years	\$2,376,250

- b. Describe the condition of the school grounds – if repairs are required, please list and provide estimated costs and timing of proposed repairs.

YEAR	DESCRIPTION OF PLANNED WORK	ESTIMATED COST
2014-15	Major Repair – Playing Fields	\$106,250

- c. Is there room on the site for a permanent addition or for portables?

Yes

- d. How does the cost to operate the school today compare to the Board Average?

SCHOOL COST (per pupil)	BOARD COST (per pupil)
\$8,125	\$7,604

The cost to operate the school is above Board average.

- e. How does the current transportation cost compare to the Board Average?

SCHOOL TRANSPORTATION COST (per pupil transported)	BOARD TRANSPORTATION COST (per pupil transported)
\$1,580	\$1,028

The cost of transportation is above Board average.

- f. How are programs impacted by the enrolment trend at the school? Consider the past five years, the current year, and the projected five years.

The impact of declining enrolment may mean that current programs need to be delivered through combined grades.



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- g. What would the impact be to the Board if this school were to close – assess the response based on the location of the school (e.g., only school in the community, rural school, operating and transportation costs, savings, etc.)

St. Andrew's is the only Catholic school in Killaloe. If the school were to close, some families may move to the public system because the public school is closer than the next closest Catholic school.

- h. How does the physical configuration of the building support or not support program offering (e.g., gym, library allocation)?

The physical configuration of the school supports program offering.

- i. How does student achievement at the school compare to the Board Average, the Provincial Average?

See Table 1 (g)

- j. Does the school have before and/or after school programs to address the needs of the students?

After school tutoring is available.

- k. How does the staffing model at the school compare to other schools of the Board?

The staffing model is consistent with other Board schools with similar enrolment.

- l. Is the school in compliance with the *Accessibility for Ontarians with Disabilities Act*?

The Board is in compliance with the Accessibility for Ontarians with Disabilities Act.



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4. Value to the Local Economy

- a. Does the location of the school attract or retain families in the community?

Some families are staying in the area until their children are done elementary school as they report that they are happy at the school and have made good, solid friendships.

- b. Does the school contribute to the community vitality? If yes, please explain?

As with all communities, St. Andrew's is in the center of Killaloe and contributes to community vitality in many ways. The school is involved in the Killaloe Christmas parade, and puts on a big craft sale on that day, invites the community to Christmas concerts and Spring Fun Fairs. Many items are purchased from local grocery and hardware stores. Money is raised and donated to many community charities such as the Killaloe Foodbank, Treasure Chest, Resource Centre. There is a visiting/cookie relationship with the senior's apartment complex. The school gathers at the church for Sundays for Sacraments and such things as Catholic Education Week. Community members are employed through the school from teachers to bus drivers to noon hour supervisors.

- c. Is this the only school in the community? If yes, please explain the impact on the community if the school were to close?

This is the only Catholic School in the Community. If the school were to close, students would need to be bussed to the nearest Catholic School.

- d. Are there training opportunities or partnership opportunities involving the school and local businesses? If yes, please list.

No

- e. How does the school support local employment (e.g., directly employees people living in the community, pizza day, etc.)?

Many community members are employed through the school from teachers to bus drivers to noon hour supervisors. The school contributes to the community by getting involved with groups such as the township, seniors, Lions Club, Hoch Farm etc.



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SIP Conclusion

Board Staff to summarize the School Information Profile based on the responses to the questions above.

Summary should address/provide:

- Impact of the school remaining open – how would it affect the students, the community, the Board and the local economy (particular emphasis on the impact on students).
- Description of the benefits if the planning area situation were improved through consolidation/closure, etc. Place specific emphasis on the benefits to the students and describe the impact on the community, the Board and the local economy.



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ST. JOHN BOSCO CATHOLIC SCHOOL

I. OVERVIEW

As per the objectives and reference criteria set out in the Terms of Reference, ARCs are encouraged to introduce other factors that could be used to reflect the local circumstances and priorities which may help to further educate the community about the schools.

This information is intended to familiarize the ARC Members and the community with the schools. The final School Information Profile (SIP) will provide the foundation for discussion and analysis of accommodation options, as per the objectives and reference criteria set out in the Terms of Reference.

SCHOOL NAME	ADDRESS
St. John Bosco Catholic School	99 Peter Street, Barry's Bay, ON, K0J 1B0
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St. Andrew's Catholic School	131 Queen Street, Killaloe, ON, K0J 2A0
St. Casimir's Catholic School	2725 Round Lake Road, Round Lake Centre, ON, K0J 2L0
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ST. JOHN BOSCO CATHOLIC SCHOOL

SCHOOL INFORMATION		SOURCE
Year Constructed	1964	Plant
Year of Additions	1973	Plant
Distance to the next closest RCCDSB school, offering a similar program	10 km to St. Mary's Wilno	RCJTC
Size of permanent structure in m ²	2323 m²	Plant
Site size in m ²	81000 m²	Plant
School On the Ground (OTG) capacity	213	SFIS
Number of portables on site	0	Plant
Number of portables in use on site	0	Plant
Availability of parking – number of parking spaces	27 regular, 1 accessible	Plant
Designated student drop-off and pick-up area on site (Y/N)	Yes	Plant
Bus loop (Y/N)	Yes	Plant
Number of classrooms (excl. portables)	9	Plant
List of specialized spaces (e.g. gym, science room, etc.)	Gym, music room, library, spec. ed.	Principal
Accessibility (provide information indicating areas of accessibility, e.g. ramp, washroom)	<ul style="list-style-type: none"> • Designated parking; • Path of travel to main entrance with ramp; • Designated entrance; • Instructional spaces door is 850 mm wide; • Communal washroom with grab bars; • Designated washroom with grab bars – lavatory wheelchair accessible. 	Plant
List available outdoor play areas (e.g., soccer field, track, playground)	<ul style="list-style-type: none"> • Playground (composite wood); • 4 basketball nets • Soccer field • Baseball diamond 	Plant
Partnerships with community groups	Family & Children's Services	Plant
Staffing		
2012-2013	23	HR 12/13
Impact over next five years	Reduction of 1.5 teaching FTE	HR



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Number of students bussed (Fall 11/12)	119 (including out of zone)	RCJTC 12/13		
Number of students that walk (Fall 11/12)	63 (including out of zone)	RCJTC 12/13		
Number of out of zone students (Fall 11/12)	23	RCJTC 12/13		
List of course offering available in addition to the core curriculum requirements	JK - 8	SFIS		
What programs, if any, does the school have to support student success	After school tutoring	Principal		
Student achievement data: Provision of EQAO report for current year and other measures Board may have in use	<u>SJB RESULTS</u>	GRADE 3	GRADE 6	EQAO
	Reading	50%	85%	
	Writing	71%	69%	
	Mathematics	43%	54%	
List of extra-curricular activities available (volleyball, basketball, etc.)	All MESSA sports are available to our grade 8 students along with a variety of sports for primary and junior students.	Principal		
List of co-curricular activities available (band, choir, etc.)	Choir is offered on a weekly basis.	Principal		
List of before and/or after school programs (e.g. Breakfast Club)	South of 60 After School Program Music lessons (fee based)	Principal		

FINANCIAL ANALYSIS OF SCHOOL				SOURCE
Current per pupil cost to operate the school (administration, operating and maintenance)	Operations & Maintenance	School Admin.	TOTAL COST	Plant Finance 11/12
	\$645	\$6,931	\$7,576	
Five-year projected per pupil cost to operate the school (administration, operating and maintenance)	Operations & Maintenance	School Admin.	TOTAL COST	Finance
	\$1,185	\$9,827	\$11,012	
Current bus transportation cost	\$150,541 = \$1,265 per pupil transported			RCJTC 12/13
Five year projected transportation cost	\$164,713			RCJTC
Board average per pupil cost to operate an elementary school (administration, operating and maintenance)	Operations & Maintenance	School Admin.	TOTAL COST	Plant Finance 11/12
	\$546	\$7,058	\$7,604	



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Number of students bussed by Board (Fall 11/12)	3,630	RCJTC 12/13
Board transportation cost	\$3,734,023 = \$1,028 per pupil transported	Finance 12/13
Replacement value of the school building	\$6,660,390	RECAPP
Current Facilities Condition Index (FCI)	52.68%	RECAPP
Cost of recommended repairs over the next five years	\$3,508,750	RECAPP

Five year Historic Enrolment by Program, totaled to the school level:

PROGRAM	2007/08	2008/09	2009/10	2010/11	2011/12	SOURCE
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	
(OTG = 213)						Finance
Total Enrolment:	224	214	221	206	203	
Utilization:	105.1%	100.4%	103.7%	96.7%	95.3%	

Actual enrolment for current year and projected enrolment (five years) by program, totaled to the school level:

PROGRAM	2012/13	2013/14	2014/15	2015/16	2016/17	SOURCE
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	
(OTG = 213)						Finance
Total Enrolment:	185	172	153	136	130	
Utilization:	86.8%	80.7%	71.8%	63.8%	61.0%	
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Using the information provided above, consider the following:

1. Value to the Student

- a. How are programs affected by the enrolment trend at the school? Consider the past five years, the current year, and the projected five years.

Single grades have been the “norm” for the past several years. Declining enrolment trends have necessitated the need for greater combined grade classrooms in the primary-junior divisions while maintaining singular grade classes at the intermediate level with significant disparities in cohort size when comparing present intermediate with primary enrolment.



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- b. How are extracurricular and/or co-curricular activities affected by the enrolment trend at the school? Consider the past five years, the current year, and the projected five years.

As teaching staff are re-allocated via the RCCDSB surplus process and the number of classes are reduced in light of declining enrolment figures the ability to offer a wide variety of extra-curricular programs becomes more limited with fewer staff available to “share the workload” of facilitating these programs.

- c. What would the impact be to the students if this school were to close from the perspective of such things as transportation, program delivery, extra-curricular and co-curricular activities?

St. John Bosco Catholic School (SJB) is the largest elementary school community in the Madawaska Valley (including public schools) with Sept. 2012 enrollment of 185 in Kindergarten - Grade 8. The nearest schools of comparable size are Sherwood Public School (Barry’s Bay - approx. 120 students) St. Andrew’s (Killaloe - approx. 110 students), Killaloe District Public School (Killaloe - approx. 120 students). No existing facility exists within 90 km to hold the present school population in the event the school was to be closed. This school is presently able to facilitate full extra-curricular programs in all sports due to the size of the intermediate grade cohorts in contrast to many of the schools in the neighboring community. All dual combined grades have been structured to maintain older student cohorts within the same division (ex. No 6/7 splits spanning junior-intermediate divisions). SJB serves an economically depressed region providing access and training to students to develop proficiencies with modern information technologies that they otherwise may not have access. SJB presently serves as a “gateway” for students bridging the gap between rural and urban life making referrals for students to attain “early interventions” in collaboration with CCAC and the Phoenix Center for a variety of necessary health support services (ex. mental health, physiotherapy, occupational therapy, psychological assessments, speech/language)

- d. What type of classroom/school organization is possible with the eligible staffing allocation?

Classroom staffing allocations for September 2013 allow for 7.0 classroom teachers (K-8), 1.17 core FSL teachers, 1.0 special education teachers, 1.17 music/dance planning time teachers, 5.0 educational assistants, 1.0 early childhood educator.



**ELEMENTARY SCHOOL INFORMATION PROFILE
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Category (Facilities)

Effective Date: September 25, 2013

Last Revision Date: October 16, 2013

ST. JOHN BOSCO CATHOLIC SCHOOL

e. What safety measures are in place at the school (e.g. security cameras)

- **Motion sensors;**
- **Security panel;**
- **Extinguishers;**
- **Fire annunciator panel;**
- **Emergency lighting;**
- **AED (in progress)**

f. How does the physical configuration of the building support or not support program offering (e.g. gym, library allocation)?

The physical configuration of building provides for full services to students including a gymnasium and large library. It also has a full functioning kitchen to facilitate school events (BBQ's, MESSA events, etc.). The school has comprehensive information technology supports/services for students, including access to high speed internet, new computer lab (Feb. 2013), interactive white boards in classrooms, and as of Sept. 2013 a full class set of iPads and Chrome Book computers. The school's natural physical setting aides in the facilitation of supplementary outdoor education programs and experience

g. How does student achievement at the school compare to the Board Average, the Provincial Average?

GRADE 3	SCHOOL	BOARD	PROVINCE
Reading	50%	78%	68%
Writing	71%	88%	77%
Mathematics	43%	82%	67%

GRADE 6	SCHOOL	BOARD	PROVINCE
Reading	85%	88%	77%
Writing	69%	89%	76%
Mathematics	54%	70%	57%



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ST. JOHN BOSCO CATHOLIC SCHOOL

h. Does the school have before and/or after school programs to address the needs of students?

- **After school tutoring in the classroom provided to students in the spring months to facilitate student achievement among primary students**
- **Intermediate teachers frequently facilitate mentorship/tutoring services to students after school by having former students, now attending secondary school, work with their present students**
- **School provides a variety of pathways for former students now attending secondary school to assume responsibilities and volunteer in the school community in attainment of 40 hour community service OSSD requirement**
- **Intermediate students frequently take on leadership roles in the school community via student council and assisting school secretary, teachers, and educational assistants during recesses, lunch, and before/after school**

i. What opportunities are available to the students due to the location of the school and its proximity to existing community facilities?

Due to the school building's proximity to Barry's Bay students have access (within walking distance) to the local arena, library, downtown core, and park. Students are able to walk to both parishes.

j. Are there components of the building that are in need of repair and if so, how does this hamper program delivery?

Program delivery is not hampered by the condition of the school.

k. Which parish is affiliated with this school, and how far is it to the parish?
What other parishes do students at this school attend?

- **St. John Bosco Catholic School is affiliated with two large parish communities (St. Lawrence O'Toole and St. Hedwig's)**
- **Pastors from both parishes are actively involved with the school community**
- **School is an active partner in assisting the parishes with sacramental preparation**
- **Both parishes actively invite the school community to facilitate faith based events and school events using their facilities**
- **Both parishes are within walking distance of the school**
- **Some students attend St. Casimir's Church (Round Lake), St. Mary's Church (Wilno), Holy Canadian Martyrs Church (Combermere)**



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ST. JOHN BOSCO CATHOLIC SCHOOL

2. Value to the Community

a. Is the school frequently used as a community resource/support? If yes, please list uses?

- **Little League Baseball**
- **South of 60 Afterschool program**
- **Knights of Columbus Free Throw**
- **Private Music Lessons**
- **Scouts of Canada**
- **Girl Guides of Canada**

b. Are any of the supports listed above transferable to another location within the Board's schools to ensure continued community supports are in place?

Yes

c. Is the school or the school grounds used for community use outside of the regular school day? If yes, please list groups using the school or grounds?

- **Little League Baseball**
- **South of 60 Afterschool Program**
- **Knights of Columbus Free Throw**
- **Scouts of Canada**
- **Girl Guides of Canada**

d. Does the school offer a range of programs that serve not only the students but also the community (e.g. adult ESL)? If yes, list programs.

No

e. Is the school involved in a long-term community commitment (e.g. child care centre)? If yes, please identify the commitment and indicate if there are alternative sites to support the commitment should the school close.

No

f. Does the school have a historic designation?

No



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ST. JOHN BOSCO CATHOLIC SCHOOL

g. What current role does home/school/parish play in your community?

St. John Bosco has many volunteers, mostly parents of students. They help with healthy snacks in the classroom, which encourages health habits for the community. Volunteers also help out at different sports events as supervisors, canteen helpers, and cheerleaders, and this helps the students “shine”.

St. John Bosco Catholic School seeks to support the parents’ goals for their children. From a Catholic School perspective, the school is a place where a child’s (and family’s) faith life can be supported, fostered, and nurtured. When teachers/staff encounter students and their families at Sunday mass, in the grocery store, or even watching a house league sports game (usually hockey), and taking time to say hello, these are also opportunities where the parents get to see that the school cares for and about their children.

St. John Bosco has opportunities where students visit local nursing homes, to read to seniors. The seniors love this. St. John Bosco has some seniors who visit the school and do the rosary with the students. These student interactions with community members help enrich their overall education, as well as the lives of community members.

3. Value to the Board

a. Considering the condition and location of the school, what upgrades/major repairs to the building are in the five year plan to be addressed? Please list and provide estimated costs and timing of proposed upgrades/major repairs.

YEAR	DESCRIPTION OF PLANNED WORK	ESTIMATED COST
2013/14	Parging of Original Building & Addition #1	\$12,500
	Replace Exterior Lighting	\$28,750
2015/16	Exterior Windows Addition #1	\$326,250
	Exterior Walls Sealant, Original Building and Addition #1	\$12,500
2016/17	Exterior Doors Original Building and Addition #1	\$78,750
	Replace Overhead Door – Addition #1	\$12,500
TOTAL COST:		\$471,250
Other work identified but not funded		\$3,037,500
Cost of recommended repairs over the next 5 years		\$3,508,750



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ST. JOHN BOSCO CATHOLIC SCHOOL

- b. Describe the condition of the school grounds – if repairs are required, please list and provide estimated costs and timing of proposed repairs.

No major repairs required.

- c. Is there room on the site for a permanent addition or for portables?

Yes

- d. How does the cost to operate the school today compare to the Board Average?

SCHOOL COST (per pupil)	BOARD COST (per pupil)
\$7,576	\$7,604

The cost to operate the school is approximately at Board average.

- e. How does the current transportation cost compare to the Board Average?

SCHOOL TRANSPORTATION COST (per pupil transported)	BOARD TRANSPORTATION COST (per pupil transported)
\$1,265	\$1,028

The current transportation costs are above Board average

- f. How are programs impacted by the enrolment trend at the school? Consider the past five years, the current year, and the projected five years.

The impact of declining enrolment may mean that current programs need to be delivered through combined grades.

- g. What would the impact be to the Board if this school were to close – assess the response based on the location of the school (e.g., only school in the community, rural school, operating and transportation costs, savings, etc.)

St. John Bosco is the only Catholic school in Barry’s Bay, and is the biggest Catholic School in the Madawaska area.



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ST. JOHN BOSCO CATHOLIC SCHOOL

- h. How does the physical configuration of the building support or not support program offering (e.g., gym, library allocation)?

The physical configuration of the school supports program offering.

- i. How does student achievement at the school compare to the Board Average, the Provincial Average?

See table 1.(g)

- j. Does the school have before and/or after school programs to address the needs of the students?

After school tutoring is available.

- k. How does the staffing model at the school compare to other schools of the Board?

The staffing model is consistent with other Board schools with similar enrolment.

- l. Is the school in compliance with the *Accessibility for Ontarians with Disabilities Act*?

The Board is in compliance with the Accessibility for Ontarians with Disabilities Act.

4. Value to the Local Economy

- a. Does the location of the school attract or retain families in the community?

The size is attractive to many who consider moving to a small community for employment reasons. They value the condition of the school and state-of-the-art technology available to the students.



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ST. JOHN BOSCO CATHOLIC SCHOOL

b. Does the school contribute to the community vitality? If yes, please explain?
Christmas concerts are well attended by the community. Classes visit local senior homes, hospitals, etc for reading programs, performing arts, etc. Students assist with local events (anniversary celebrations, Timberfest, etc.).

c. Is this the only school in the community? If yes, please explain the impact on the community if the school were to close?
St. John Bosco is the only Catholic School in the Community of Barry's Bay, and is the largest Catholic school in the Madawaska Valley.

d. Are there training opportunities or partnership opportunities involving the school and local businesses? If yes, please list.
No

e. How does the school support local employment (e.g., directly employees people living in the community, pizza day, etc.)?
Catering is provided for many school functions (Professional Development Days held at school, staff functions, and student events). The Healthy Snack Program runs efficiently and purchases are made locally. Noon hour supervisors are hired from the community. Local artists/musicians provide their services for a fee to many of the students.

SIP Conclusion

Board Staff to summarize the School Information Profile based on the responses to the questions above.

Summary should address/provide:

- Impact of the school remaining open – how would it affect the students, the community, the Board and the local economy (particular emphasis on the impact on students).
- Description of the benefits if the planning area situation were improved through consolidation/closure, etc. Place specific emphasis on the benefits to the students and describe the impact on the community, the Board and the local economy.



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ST. CASIMIR'S CATHOLIC SCHOOL

I. OVERVIEW

As per the objectives and reference criteria set out in the Terms of Reference, ARCs are encouraged to introduce other factors that could be used to reflect the local circumstances and priorities which may help to further educate the community about the schools.

This information is intended to familiarize the ARC Members and the community with the schools. The final School Information Profile (SIP) will provide the foundation for discussion and analysis of accommodation options, as per the objectives and reference criteria set out in the Terms of Reference.

SCHOOL NAME	ADDRESS
St. John Bosco Catholic School	99 Peter Street, Barry's Bay, ON, K0J 1B0
George Vanier Catholic School	2782 Dafoe Road, Combermere, ON, K0J 1L0
St. Andrew's Catholic School	131 Queen Street, Killaloe, ON, K0J 2A0
St. Casimir's Catholic School	2725 Round Lake Road, Round Lake Centre, ON, K0J 2L0
St. Mary's Catholic School	17399 Highway 60, Wilno, ON, K0J 2N0



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ST. CASIMIR'S CATHOLIC SCHOOL

SCHOOL INFORMATION		SOURCE
Year Constructed	1951	Plant
Year of Additions	1984	Plant
Distance to the next closest RCCDSB school, offering a similar program	14.7 km to St. Andrew's Killaloe (16 min drive)	RCJTC
Size of permanent structure in m ²	697 m²	Plant
Site size in m ²	8100 m²	Plant
School On the Ground (OTG) capacity	69	SFIS
Number of portables on site	0	Plant
Number of portables in use on site	0	Plant
Availability of parking – number of parking spaces	8 – 10 spaces	SFIS
Designated student drop-off and pick-up area on site	Yes	Plant
Bus loop (Y/N)	Yes	Plant
Number of classrooms (excl. portables)	4	Plant
List of specialized spaces (e.g. gym, science room, etc.)	Library Resource/Computer Room	Principal
Accessibility (provide information indicating areas of accessibility, e.g. ramp, washroom)	Instructional spaces – door is 850 mm wide	Plant
List available outdoor play areas (e.g., soccer field, track, playground)	Playground	Plant
Partnerships with community groups	No	Principal
Staffing		
2012-2013	6	HR 12/13
Impact over next five years	Reduction of all staff	HR
Number of students bussed (Fall 11/12)	13 (including out of zone)	RCJTC 12/13
Number of students that walk (Fall 11/12)	3 (including out of zone)	
Number of out of zone students (Fall 11/12)	1	
List of course offering available in addition to the core curriculum requirements	GR 1 - 8	SFIS
What programs, if any, does the school have to support student success	Special Education Programming	
Student achievement data: Provision of EQAO report for current year and other measures Board may have in use	Information not available because sampling is too small.	EQAO



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List of extra-curricular activities available (volleyball, basketball, etc.)	Part of MESSA Sports Music lessons are available	Principal
List of co-curricular activities available (band, choir, etc.)	None	Principal
List of before and/or after school programs (e.g. Breakfast Club)	OFIP tutoring	Principal

FINANCIAL ANALYSIS OF SCHOOL				SOURCE
Current per pupil cost to operate the school (administration, operating and maintenance)	Operations and Maintenance	School Administration	TOTAL COST	Plant Finance 11/12
	\$1,531	\$12,901	\$14,432	
Five-year projected per pupil cost to operate the school (administration, operating and maintenance)	Operations and Maintenance	School Administration	TOTAL COST	Finance
	\$5,499	\$37,425	\$42,924	
Current transportation cost	\$44,370 = \$3,413 per pupil transported			RCJTC 12/13
Five year projected transportation cost	\$47,456 *representative of 4 year average as projection indicates no students would be bussed in Year 5*			Finance
Board average per pupil cost to operate an elementary school (administration, operating and maintenance)	Operations and Maintenance	School Administration	TOTAL COST	Plant Finance 11/12
	\$546	\$7,058	\$7604	
Number of students bussed by Board	3,630			RCJTC 12/13
Board transportation cost	\$3,734,023 = \$1,028 per pupil transported			Finance 12/13
Replacement value of the school building	\$2,210,180			RECAPP
Current Facilities Condition Index (FCI)	65.72%			RECAPP
Cost of recommended repairs over the next five years	\$1,452,500			RECAPP



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ST. CASIMIR'S CATHOLIC SCHOOL

Five year Historic Enrolment by Program, totaled to the school level:

PROGRAM	2007/08 YEAR 1	2008/09 YEAR 2	2009/10 YEAR 3	2010/11 YEAR 4	2011/12 YEAR 5	SOURCE
OTG = 69						Finance
Total Enrolment:	50	51	44	32	28	
Utilization:	72.4%	73.9%	63.7%	43.3%	40.5%	

Actual enrolment for current year and projected enrolment (five years) by program, totaled to the school level:

PROGRAM	2012/13 YEAR 1	2013/14 YEAR 2	2014/15 YEAR 3	2015/16 YEAR 4	2016/17 YEAR 5	SOURCE
OTG = 69						Finance
Total Enrolment:	16	12	6	3	0	
Utilization:	23.1%	17.3%	8.6%	4.3%	0%	
ENROLMENT – SEPT 20, 2013	9					

Using the information provided above, consider the following:

1. Value to the Student

- a. How are programs affected by the enrolment trend at the school? Consider the past five years, the current year, and the projected five years.

Over the past five years, the school went from having three classrooms, to two classrooms, to one classroom. This year, it was a single classroom spanning from Grades 4 – 8 all in the same classroom.

- b. How are extracurricular and/or co-curricular activities affected by the enrolment trend at the school? Consider the past five years, the current year, and the projected five years.

Students have always had to join teams in younger grades (sometimes as young as Grade 4 in order to make teams). For some sports teams this year, St. Casimir's had to combine with St. Mary's, Wilno in order to have enough players to make a team. This trend will continue next year.



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ST. CASIMIR'S CATHOLIC SCHOOL

- c. What would the impact be to the students if this school were to close from the perspective of such things as transportation, program delivery, extra-curricular and co-curricular activities?

There are less than 12 students in the school for the fall of 2013 (projected enrolment). The following year, there would only be six students left in the school. There is one other Catholic school within a ten minute drive and another within a fifteen minute drive. The bus routes would need minimal readjustment.

- d. What type of classroom/school organization is possible with the eligible staffing allocation?

The school has only one classroom.

- e. What safety measures are in place at the school (e.g. security cameras)

- **Motion sensors;**
- **Security panel;**
- **Fire hose, extinguishers;**
- **Fire annunciator panel;**
- **Emergency lighting.**

- f. How does the physical configuration of the building support or not support program offering (e.g. gym, library allocation)?

There is a library in the school and a space that is designated a "playroom". The school does not have a functional gymnasium so the majority of physical education classes take place outside.

- g. How does student achievement at the school compare to the Board Average, the Provincial Average?

The student achievement data is embargoed because of the small student population. EQAO scores, as trends, would not be as high as the Board average.

- h. Does the school have before and/or after school programs to address the needs of students?

OFIP tutoring is available



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ST. CASIMIR'S CATHOLIC SCHOOL

- i. What opportunities are available to the students due to the location of the school and its proximity to existing community facilities?

There is an outdoor community rink several kilometers from the school. The majority of other community facilities (e.g. Library, curling rink, indoor gymnasium, larger outdoor rink) are all located in Killaloe approximately fifteen kilometers away. The pool that the students use for swimming lessons is located in Pembroke, approximately 50 km from the school.

- j. Are there components of the building that are in need of repair and if so, how does this hamper program delivery?

The school building is in good physical condition. It has had recent upgrades to the kitchen as well as to at least one classroom. There are no areas of the school building that hampers program delivery.

- k. Which parish is affiliated with this school, and how far is it to the parish?
What other parishes do students at this school attend?

The school is affiliated with St. Casimir's parish. The church is located a few hundred meters down the road from the school. This would be the main parish with which the students would have an affiliation.

2. Value to the Community

- a. Is the school frequently used as a community resource/support? If yes, please list uses?

There are no community uses for the school, however, the playground is used by the community during the evenings and on weekends.

- b. Are any of the supports listed above transferable to another location within the Board's schools to ensure continued community supports are in place?

No



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ST. CASIMIR'S CATHOLIC SCHOOL

- c. Is the school or the school grounds used for community use outside of the regular school day? If yes, please list groups using the school or grounds?

The playground is used regularly by the community during the evening and on weekends.

- d. Does the school offer a range of programs that serve not only the students but also the community (e.g. adult ESL)? If yes, list programs.

No

- e. Is the school involved in a long-term community commitment (e.g. child care centre)? If yes, please identify the commitment and indicate if there are alternative sites to support the commitment should the school close.

No

- f. Does the school have a historic designation

No

- g. What current role does home/school/parish play in your community

- **St. Casimir's School and Parish have a strong sense of viability with safety, comfort, peace and unity in our community.**
- **There is trust in the community to allow for change and build on the support in the homes and parish.**
- **The parish and parishioners have a strong loyal faith. Our parish and families are a pillar of strength in the community.**



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ST. CASIMIR’S CATHOLIC SCHOOL

3. Value to the Board

- a. Considering the condition and location of the school, what upgrades/major repairs to the building are in the five year plan to be addressed? Please list and provide estimated costs and timing of proposed upgrades/major repairs.

YEAR	DESCRIPTION OF PLANNED WORK	ESTIMATED COST
2013-14	Replace Plumbing Fixtures	\$26,250
	Fittings – Washroom Partitions – Original Building	\$50,000
2015-16	Replace Interior Lighting	\$50,000
TOTAL COST		\$126,250
Other work identified but not funded		\$1,326,250
Cost of recommended repairs over the next 5 years		\$1,452,500

- b. Describe the condition of the school grounds – if repairs are required, please list and provide estimated costs and timing of proposed repairs.

YEAR	DESCRIPTION OF PLANNED WORK	ESTIMATED COST
2014-15	Replacement of playground structure	\$30,000

- c. Is there room on the site for a permanent addition or for portables?

Yes

- d. How does the cost to operate the school today compare to the Board Average?

The cost to operate the school is above the Board average.

SCHOOL COST (per pupil)	BOARD COST (per pupil)
\$14,432	\$7,604



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ST. CASIMIR’S CATHOLIC SCHOOL

e. How does the current transportation cost compare to the Board Average?

The current transportation cost is above the Board average.

SCHOOL TRANSPORTATION COST (per pupil transported)	BOARD TRANSPORTATION COST (per pupil transported)
\$3,413	\$1,028

f. How are programs impacted by the enrolment trend at the school? Consider the past five years, the current year, and the projected five years.

The impact of declining enrolment may mean that current programs need to be delivered through combined grades.

g. What would the impact be to the Board if this school were to close – assess the response based on the location of the school (e.g., only school in the community, rural school, operating and transportation costs, savings, etc.)

St. Casimir’s School is the only school in the community. All students would have to be bussed to the closest Catholic School.

h. How does the physical configuration of the building support or not support program offering (e.g., gym, library allocation)?

The physical configuration of the building supports program offering.

i. How does student achievement at the school compare to the Board Average, the Provincial Average?

See item 1 (g)

j. Does the school have before and/or after school programs to address the needs of the students?

There is an after school tutoring program offered once per week from January to May.



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ST. CASIMIR'S CATHOLIC SCHOOL

- k. How does the staffing model at the school compare to other schools of the Board?

There is currently one teacher who works 0.84, and one teacher who works 0.48 at the school in order to cover the needs of the school. With so few children, though, the teacher:student ratio will be much lower.

- l. Is the school in compliance with the *Accessibility for Ontarians with Disabilities Act*?

The Board is in compliance with the current requirements of Accessibility for Ontarians with Disabilities Act.

4. Value to the Local Economy

a. Does the location of the school attract or retain families in the community?
No, there are very few families with school aged children in the community. Those that attend Catholic school must send their students to St. Andrew's in Killaloe for Kindergarten, so the majority of students stay there for the rest of their elementary education.

b. Does the school contribute to the community vitality? If yes, please explain?
The school is a geographic hub for Round Lake Centre. The main vitality would be with the utilization of the school yard and playground equipment.

c. Is this the only school in the community? If yes, please explain the impact on the community if the school were to close?
It is the only school in Round Lake Centre, but there are two other Catholic schools in fairly close proximity.

d. Are there training opportunities or partnership opportunities involving the school and local businesses? If yes, please list.

None



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- e. How does the school support local employment (e.g., directly employees people living in the community, pizza day, etc.)?

There are several school employees who live in the community (caretaker, secretary, principal, French teacher). The school would have a few pizza days over the course of the year.

SIP Conclusion

Board Staff to summarize the School Information Profile based on the responses to the questions above.

Summary should address/provide:

- Impact of the school remaining open – how would it affect the students, the community, the Board and the local economy (particular emphasis on the impact on students).
- Description of the benefits if the planning area situation were improved through consolidation/closure, etc. Place specific emphasis on the benefits to the students and describe the impact on the community, the Board and the local economy.



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Effective Date: September 25, 2013

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GEORGE VANIER CATHOLIC SCHOOL

I. OVERVIEW

As per the objectives and reference criteria set out in the Terms of Reference, ARCs are encouraged to introduce other factors that could be used to reflect the local circumstances and priorities which may help to further educate the community about the schools.

This information is intended to familiarize the ARC Members and the community with the schools. The final School Information Profile (SIP) will provide the foundation for discussion and analysis of accommodation options, as per the objectives and reference criteria set out in the Terms of Reference.

SCHOOL NAME	ADDRESS
St. John Bosco Catholic School	99 Peter Street, Barry's Bay, ON, K0J 1B0
George Vanier Catholic School	2782 Dafoe Road, Combermere, ON, K0J 1L0
St. Andrew's Catholic School	131 Queen Street, Killaloe, ON, K0J 2A0
St. Casimir's Catholic School	2725 Round Lake Road, Round Lake Centre, ON, K0J 2L0
St. Mary's Catholic School	17399 Highway 60, Wilno, ON, K0J 2N0



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GEORGE VANIER CATHOLIC SCHOOL

SCHOOL INFORMATION		SOURCE
Year Constructed	1969	Plant
Year of Additions	0	Plant
Distance to the next closest RCCDSB school, offering a similar program	17.5 km to Barry's Bay	RCJTC
Size of permanent structure in m ²	1456 m²	Plant
Site size in m ²	8100 m²	Plant
School On the Ground (OTG) capacity	121	SFIS
Number of portables on site	0	Plant
Number of portables in use on site	0	Plant
Availability of parking – number of parking spaces	15 plus 1 accessible space	Plant
Designated student drop-off and pick-up area on site (Y/N)	Yes	Plant
Bus loop (Y/N)	Yes	Plant
Number of classrooms (excl. portables)	5	Plant
List of specialized spaces (e.g. gym, science room, etc.)	Kindergarten, Library, Computer Room, Kitchen for Healthy Snack prep., gym, Special Education room	Principal
Accessibility (provide information indicating areas of accessibility, e.g. ramp, washroom)	<ul style="list-style-type: none"> • Designated parking; • Path of travel to side entrance with ramp; • Designated entrance; • Instructional spaces door is 850 mm wide. 	Plant
List available outdoor play areas (e.g., soccer field, track, playground)	<ul style="list-style-type: none"> • Playground; • Soccer field • Rink (seasonally) • Baseball diamond 	Plant
Partnerships with community groups	No	Principal
Staffing – 2012-2013	11	HR 12/13
Impact over next five years	Reduction of 0.69 teaching FTE	HR
Number of students bussed (Fall 11/12)	47 (including out of zone)	RCJTC 12/13
Number of students that walk (Fall 11/12)	3 (including out of zone)	RCJTC 12/13
Number of out of zone students (Fall 11/12)	8	RCJTC 12/13
List of course offering available in addition to the core curriculum requirements	JK - 8	SFIS



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What programs, if any, does the school have to support student success	Special Education programming	Principal
Student achievement data: Provision of EQAO report for current year and other measures Board may have in use	Information not available because sampling is too small	EQAO
List of extra-curricular activities available (volleyball, basketball, etc.)	N/A	
List of co-curricular activities available (band, choir, etc.)	Volleyball, basketball, soccer, broomball, rugby, ultimate Frisbee, softball, track and field, chess, spelling bee, grey matter, art club (run by students), floor hockey, cross country running (MESSA sports)	Principal
List of before and/or after school programs (e.g. Breakfast Club)	OFIP tutoring	Principal

FINANCIAL ANALYSIS OF SCHOOL				SOURCE
Current per pupil cost to operate the school (administration, operating and maintenance)	Operations and Maintenance	School Administration	TOTAL COST	Plant Finance 11/12
	\$1,684	\$8,650	\$10,334	
Five-year projected per pupil cost to operate the school (administration, operating and maintenance)	Operations and Maintenance	School Administration	TOTAL COST	Finance
	\$2,844	\$14,633	\$17,477	
Current transportation cost	\$100,543 = \$2,139 per pupil transported			RCJTC 13/14
Five year projected transportation cost	\$110,008			Finance
Board average per pupil cost to operate an elementary school (administration, operating and maintenance)	Operations and Maintenance	School Administration	TOTAL COST	Plant Finance 11/12
	\$546	\$7,058	\$7,604	
Number of students bussed by Board	3,630			RCJTC 12/13
Board transportation cost	\$3,734,023 = \$1,028 per transported pupil			Finance 12/13
Replacement value of the school building	\$3,875,820			RECAPP
Current Facilities Condition Index (FCI)	77.60%			RECAPP



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Cost of recommended repairs over the next five years	\$3,007,500	RECAP
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Five year Historic Enrolment by Program, totaled to the school level:

PROGRAM	2007/08 YEAR 1	2008/09 YEAR 2	2009/10 YEAR 3	2010/11 YEAR 4	2011/12 YEAR 5	SOURCE
(OTG 121)						Finance
Total Enrolment:	60	54	49	46	54	
Utilization:	49.5%	44.6%	40.9%	38.0%	44.6%	

Actual enrolment for current year and projected enrolment (five years) by program, totaled to the school level:

PROGRAM	2012/13 YEAR 1	2013/14 YEAR 2	2014/15 YEAR 3	2015/16 YEAR 4	2016/17 YEAR 5	SOURCE
(OTG – 121)						Finance
Total Enrolment:	45	40	34	30	24	
Utilization:	37.1%	33.0%	28.0%	24.7%	19.8%	
ENROLMENT – SEPT 20, 2013		45				

Using the information provided above, consider the following:

1. Value to the Student

- a. How are programs affected by the enrolment trend at the school? Consider the past five years, the current year, and the projected five years.
 - **More combined classes**
 - **Fewer staff to carry out programs**
 - **Differentiated instruction in order to teach to multiple grades at once.**
 - **Sometimes there aren't many students in each grade**



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b. How are extracurricular and/or co-curricular activities affected by the enrolment trend at the school? Consider the past five years, the current year, and the projected five years.

- **Drawing from lower grades to fill sports teams**
- **Students may eventually be unable to compete in all of the activities in which they currently participate**
- **All students who want to participate make the school teams without the worry of being cut**
- **Transportation costs for events is extremely high**
- **Sometimes it is difficult to field a team with enough members**

c. What would the impact be to the students if this school were to close from the perspective of such things as transportation, program delivery, extra-curricular and co-curricular activities?

- **Some students would have to spend close to an hour each way on the bus to go to a Catholic school**
 - **Students may have difficulty adjusting to a larger school setting after becoming used to the size of George Vanier**

d. What type of classroom/school organization is possible with the eligible staffing allocation?

There is a half time K/1 and a 1/2/3/4 (19 students) and a 5/6/7/8 (21 students) with 2.5 teachers plus an FSL allotment (no EA).

e. What safety measures are in place at the school (e.g. security cameras)

- **Motion sensors;**
- **Security panel;**
- **Extinguishers;**
- **Fire annunciator panel;**
- **Emergency lighting;**
- **AED (in progress)**
- **New PA and phone system**
- **Locked doors with visibility from office**
- **Water cooler for use during power outages**



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- f. How does the physical configuration of the building support or not support program offering (e.g. gym, library allocation)?
- **The school has a highly functional gym and stage area with an up to date sound system**
 - **The library is well used with a dedicated group of volunteers who are in weekly to facilitate book borrowing and keep the library organized.**
 - **A fully functional kitchen for the preparation of healthy snack each week**

- g. How does student achievement at the school compare to the Board Average, the Provincial Average?

Student achievement data is embargoed because of the small student population. EQAO scores are above the Board and Provincial average in 3 out of 6 indicators.

- h. Does the school have before and/or after school programs to address the needs of students?

After school tutoring in the classroom provided to students to facilitate student achievement among primary students.

- i. What opportunities are available to the students due to the location of the school and its proximity to existing community facilities?
- **The school yard has the main playground for the community and has a ball diamond that is used by the Combermere ball league.**
 - **In the winter there is a rink that is set up by members of the School Council and maintained by the local fire department.**
 - **The school is across the road from Holy Canadian Martyr's Parish and this proximity allows for frequent visits and celebration of mass.**
 - **The school is close to Madonna House and St. Joseph's House. Members of St. Joseph's are willing to volunteer in the school and they also bring many donations of school supplies and other materials to the school from their store.**

- j. Are there components of the building that are in need of repair and if so, how does this hamper program delivery?

None



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- k. Which parish is affiliated with this school, and how far is it to the parish?
What other parishes do students at this school attend?
- **The school is affiliated with Holy Canadian Martyr's Parish. Current students also attend Our Lady of the Angels in Brudenell, St. Francis de Sales in Latchford Bridge and St. Hedwig's in Barry's Bay.**

2. Value to the Community

- a. Is the school frequently used as a community resource/support? If yes, please list uses?
- **Tim Baklinski Private Music Lessons**
 - **The gym is used by the community and parish as a gathering place (eg. Mayflower celebration, trivia nights)**
- b. Are any of the supports listed above transferable to another location within the Board's schools to ensure continued community supports are in place?
- Yes**
- c. Is the school or the school grounds used for community use outside of the regular school day? If yes, please list groups using the school or grounds?
- **Sacramental Preparation for students and homeschoolers by staff outside of school hours**
 - **A Seniors exercise group uses the gym weekly**
 - **Zumba classes are held in the gym two nights per week.**
 - **The playground is the main playground for the community**
 - **Groups often use the outdoor basketball courts in the evenings and on weekends**
 - **Organized baseball league plays on the field during the week**
- d. Does the school offer a range of programs that serve not only the students but also the community (e.g. adult ESL)? If yes, list programs.
- Sacramental preparation for students and home schooled families is done at the school.**



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- e. Is the school involved in a long-term community commitment (e.g. child care centre)? If yes, please identify the commitment and indicate if there are alternative sites to support the commitment should the school close.

No

- f. Does the school have a historic designation?

No

- g. What current roles does home/school/parish play in your community?

- **George Vanier Catholic School demonstrates a solid example of home/school/parish triad. Everyone does their part to stay involved and engaged with the students.**
- **Parent Council has always played a major role and works with and supports school and student achievements.**
- **Parent Council helps provide many of the extras for students (i.e. art workshops, learning presentations, new technology, hot lunches, books for library, funding for bussing for sports and field trips, gifts for sacraments, etc.)**
- **Parents and volunteers organize, shop for, and prepare health snack each week and provide a whole healthy breakfast every other month.**
- **Students get extra activity after school by playing in two baseball leagues and three broomball leagues, which are coached and organized by George Vanier Catholic School parents and volunteers.**
- **The school is the central community event place for: movie nights, trivia nights, exercise or Zumba each night of the week, Christmas craft sale, Christmas concert, musical afternoons, B-B-Q's and ball games. It is also the central playground, soccer field and full basketball court and outside rink.**
- **The school gym is used for bigger events in the community, and is the only wheel chair accessible building in Combermere of its size.**
- **The community and local businesses donate very generously to support the school.**
- **Canadian Martyr's Church offers monthly school masses and the parish priest makes regular visits to talk to students.**
- **Sacraments are taught after school by priest and teachers.**
- **A team of volunteers run the library program and read books and assist students every Wednesday.**



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- Students are in walking distance of two Combermere museums, local sugar bush and are surrounded by Catholic lay Community of Madonna House Apostolate, which offers many learning opportunities.
- The school supports local food bank, Angel tree (hospital fundraiser), participates in relay for life, local Santa Claus parade and support local businesses, etc.

If the school were to close, so would a lot of the spirit that it brings to the community. A lot of the family and community engagement would disappear.

3. Value to the Board

- Considering the condition and location of the school, what upgrades/major repairs to the building are in the five year plan to be addressed? Please list and provide estimated costs and timing of proposed upgrades/major repairs.

YEAR	DESCRIPTION OF PLANNED WORK	ESTIMATED COST
2013/14	Replace Roof Covering	\$401,250
2015/16	Exterior Walls Sealant – Original Building	\$12,500
	Exterior Windows – Original Building	\$258,750
2016/17	Exterior Doors Original Building and Addition #1	\$33,750
2016/17	Fitting – Washrooms Partitions – Original Building	\$26,250
TOTAL COST		\$732,500
Other work identified but not funded		\$2,275,000
Cost of recommended repairs over the next five years		\$3,007,500

- Describe the condition of the school grounds – if repairs are required, please list and provide estimated costs and timing of proposed repairs.

No repairs required.



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c. Is there room on the site for a permanent addition or for portables?

Yes

d. How does the cost to operate the school today compare to the Board Average?

The cost to operate the school is above the Board average.

SCHOOL COST (per pupil)	BOARD COST (per pupil)
\$10,334	\$7,604

e. How does the current transportation cost compare to the Board Average?

The cost of transportation is above the Board Average.

SCHOOL TRANSPORTATION COST (per pupil transported)	BOARD TRANSPORTATION COST (per pupil transported)
\$2,139	\$1,028

f. How are programs impacted by the enrolment trend at the school? Consider the past five years, the current year, and the projected five years.

The impact of declining enrolment may mean that current programs need to be delivered through combined grades.

g. What would the impact be to the Board if this school were to close – assess the response based on the location of the school (e.g., only school in the community, rural school, operating and transportation costs, savings, etc.)

- **This school is the only Catholic school in the community**
- **If the school were to close, some families may move to the public system because the public school is closer than the next closest Catholic school.**

h. How does the physical configuration of the building support or not support program offering (e.g., gym, library allocation)?

The physical configuration of the building supports program offering.



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- i. How does student achievement at the school compare to the Board Average, the Provincial Average?

See item 1(g)

- j. Does the school have before and/or after school programs to address the needs of the students?

After school tutoring is available.

- k. How does the staffing model at the school compare to other schools of the Board?

The staffing model is consistent with other Board schools with similar enrolment.

- l. Is the school in compliance with the *Accessibility for Ontarians with Disabilities Act*?

The Board is in compliance with the Accessibility for Ontarians with Disabilities Act.

4. Value to the Local Economy

- a. Does the location of the school attract or retain families in the community?

Yes

- b. Does the school contribute to the community vitality? If yes, please explain?

Yes, because of the many activities that take place within the school or on the school grounds this is a meeting place and is central to many of the activities of the community.

- c. Is this the only school in the community? If yes, please explain the impact on the community if the school were to close?

George Vanier is the only Catholic school in the community. If the school were to close, there would be a loss of jobs for many local staff members and our volunteers would lose the opportunity to share their talents with the students. The local bus lines would also feel the loss of the school.



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- d. Are there training opportunities or partnership opportunities involving the school and local businesses? If yes, please list.

No

- e. How does the school support local employment (e.g., directly employees people living in the community, pizza day, etc.)?

- **Directly employs 5 people from the immediate community (most part time).**
- **The school supports local businesses in the area.**
- **The school board is among the top 4 largest full time employers in Combermere.**

SIP Conclusion

Board Staff to summarize the School Information Profile based on the responses to the questions above.

Summary should address/provide:

- Impact of the school remaining open – how would it affect the students, the community, the Board and the local economy (particular emphasis on the impact on students).
- Description of the benefits if the planning area situation were improved through consolidation/closure, etc. Place specific emphasis on the benefits to the students and describe the impact on the community, the Board and the local economy.



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ST. MARY'S (WILNO) CATHOLIC SCHOOL

I. OVERVIEW

As per the objectives and reference criteria set out in the Terms of Reference, ARCs are encouraged to introduce other factors that could be used to reflect the local circumstances and priorities which may help to further educate the community about the schools.

This information is intended to familiarize the ARC Members and the community with the schools. The final School Information Profile (SIP) will provide the foundation for discussion and analysis of accommodation options, as per the objectives and reference criteria set out in the Terms of Reference.

SCHOOL NAME	ADDRESS
St. John Bosco Catholic School	99 Peter Street, Barry's Bay, ON, K0J 1B0
George Vanier Catholic School	2782 Dafoe Road, Combermere, ON, K0J 1L0
St. Andrew's Catholic School	131 Queen Street, Killaloe, ON, K0J 2A0
St. Casimir's Catholic School	2725 Round Lake Road, Round Lake Centre, ON, K0J 2L0
St. Mary's Catholic School	17399 Highway 60, Wilno, ON, K0J 2N0



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SCHOOL INFORMATION		SOURCE
Year Constructed	1960	Plant
Year of Additions	1976 (re-built) 2000	Plant
Distance to the next closest RCCDSB school, offering a similar program	10 to St. John Bosco, Barry's Bay (15 min. drive)	RCJTC
Size of permanent structure in m ²	528 m²	Plant
Site size in m ²	13800 m²	Plant
School On the Ground (OTG) capacity	115	SFIS
Number of portables on site	0	Plant
Number of portables in use on site	0	Plant
Availability of parking – number of parking spaces	15	Plant
Designated student drop-off and pick-up area on site (Y/N)	Yes	Plant
Bus loop (Y/N)	Yes	Plant
Number of classrooms (excl. portables)	6	Plant
List of specialized spaces (e.g. gym, science room, etc.)	Computer Lab, Kindergarten	Principal
Accessibility (provide information indicating areas of accessibility, e.g. ramp, washroom)	<ul style="list-style-type: none"> • Path of travel to main entrance door with ramp; • Designated entrance • Instructional spaces – door is 850 mm. wide; • Designated washroom with grab bars, would accommodate wheelchair 	Plant
List available outdoor play areas (e.g., soccer field, track, playground)	<ul style="list-style-type: none"> • Playground with swings/climber • 2 basketball nets; • Soccer field • Shaded sitting area 	Plant
Partnerships with community groups	No	Principal
Staffing 2012-2013	7	HR 12/13
Impact over next five years	Reduction of 1.0 teaching FTE	HR
Number of students bussed (Fall 11/12)	24 (including out of zone)	RCJTC 12/13
Number of students that walk (Fall 11/12)	1 (including out of zone)	RCJTC 12/13
Number of out of zone students (Fall 11/12)	1	RCJTC 12/13



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List of course offering available in addition to the core curriculum requirements	JK - 8	SFIS
What programs, if any, does the school have to support student success	Students have participated in “Speak Up” ministry program where the Gr. 7 and 8’s have had experience cooking, gardening and healthy living activities, i.e. student organized games and sports.	Principal
Student achievement data: Provision of EQAO report for current year and other measures Board may have in use	Information not available because sampling is too small.	EQAO
List of extra-curricular activities available (volleyball, basketball, etc.)	Students participate in the Madawaska Family extra-curricular events: cross country, track and field, Frisbee, softball, soccer, etc. (MESSA Sports)	Principal
List of co-curricular activities available (band, choir, etc.)	n/a	Principal
List of before and/or after school programs (e.g. Breakfast Club)	Snack program every day at recess OFIP tutoring	Principal

FINANCIAL ANALYSIS OF SCHOOL				SOURCE
Current per pupil cost to operate the school (administration, operating and maintenance)	Operations & Maintenance	School Administration	TOTAL COST	Plant Finance 11/12
	\$984	\$14,210	\$15,194	
Five-year projected per pupil cost to operate the school (administration, operating and maintenance)	Operations & Maintenance	School Administration	TOTAL COST	Finance
	\$2,668	\$27,413	\$30,081	
Current transportation cost	\$56,358 = \$2,348 per pupil transported			RCJTC 12/13
Five year projected transportation cost	\$61,664			RCJTC 12/13
Board average per pupil cost to operate an elementary school (administration, operating and maintenance)	Operations & Maintenance	School Administration	TOTAL COST	Plant Finance 11/12
	\$546	\$7,058	\$7,604	
Number of students bussed by Board	3,630			RCJTC 12/13



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Board transportation cost	\$3,734,023 = \$1,028 per pupil transported	Finance 12/13
Replacement value of the school building	\$3,683,630	RECAPP
Current Facilities Condition Index (FCI)	38.99%	RECAPP
Cost of recommended repairs over the next five years	\$1,436,250	RECAPP

Five year Historic Enrolment by Program, totaled to the school level:

PROGRAM	2007/08 YEAR 1	2008/09 YEAR 2	2009/10 YEAR 3	2010/11 YEAR 4	2011/12 YEAR 5	SOURCE
OTG = 115						Finance
Total Enrolment:	59	56	49	50	42	
(OTG = 115) Utilization:	51.3%	48.6%	42.6%	43.7%	36.5%	

Actual enrolment for current year and projected enrolment (five years) by program, totaled to the school level:

PROGRAM	2012/2013 YEAR 1	2013/2014 YEAR 2	2014-2015 YEAR 3	2015-2016 YEAR 4	2016/2017 YEAR 5	SOURCE
OTG = 115						Finance
Total Enrolment:	29	26	24	21	18	
Utilization:	25.1%	22.6%	20.8%	18.2%	15.6%	
ENROLMENT – SEPT 20, 2013	23					

Using the information provided above, consider the following:

1. Value to the Student

- a. How are programs affected by the enrolment trend at the school? Consider the past five years, the current year, and the projected five years.

It is harder to keep all programs running when enrolment declines. Selective program delivery in multi grade classes is necessary when it comes to certain subject. Because of declining enrollment more differentiated instruction is required, which develops the student at his or her own level.

Students are thriving in the multi grade situation with smaller class numbers, where many become independent thinkers, problem solvers and peer support helpers.



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- b. How are extracurricular and/or co-curricular activities affected by the enrolment trend at the school? Consider the past five years, the current year, and the projected five years.

Many age groups are combined to make one team in extra-curricular activities. Students in all grades are participating in all events because of our low numbers so they never have to “make the team” but enjoy a varied extra curricular experience because out of necessity, they all participate. Great for students who are not as skilled and may not make teams in other bigger classrooms.

- c. What would the impact be to the students if this school were to close from the perspective of such things as transportation, program delivery, extra-curricular and co-curricular activities?

- **St. Mary's is the only school in Wilno. It is seen as the hub of the hamlet. Most students arrive at the school on the bus in under 30 minutes (about 70% have a 10 minute or under drive).**
- **If the school closes, students will have an “earlier rise” in the morning to catch a longer bus ride that many involve a transfer.**
- **Students would not have the same one on one instruction that they receive now with the smaller class sizes. There are very few behavior issues because of the small class size.**
- **Students have much opportunity to show leadership in helping lead the Spirit Group or organize extra -curricular activities for the other children. All students must be a part of our math and language art contests, because of our small numbers in the school.**
- **Students would not have the same experience participating in extra-curricular activities where they have to complete against many other students for a “spot on the team”. All students at St. Mary's are on some team or involved in an extra-curricular activities; many have multiple involvements and a chance to show leadership in the small school setting.**
- **The school is closely associated with the church and students do help out with alter serving for funerals and school masses, decorating the church at Christmas and helping set up the annual St. Francis Memorial Hospital bingo in October.**
- **The 26th Annual Great Partridge Run was hosted at St. Mary's.**

- d. What type of classroom/school organization is possible with the eligible staffing allocation?

Currently a Grade 1- 3 classroom is planned, and then a Grade 4 to 8 class, depending on how many students are in the school in September 2013.



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e. What safety measures are in place at the school (e.g. security cameras)

- **Motion sensors;**
- **Security panel;**
- **Fire hose;**
- **Extinguishers;**
- **Fire annunciator panel;**
- **Emergency lighting;**
- **AED (in progress)**

f. How does the physical configuration of the building support or not support program offering (e.g. gym, library allocation)?

The school does not have a gymnasium but staff consider this to be a special environment where students are outside every day (weather permitting) and participate in many “carry over” sporting activities: cross country running or skiing, snow shoeing, hiking as well as participating in the regular activities: volleyball, basketball, soccer, Frisbee, track and field etc. Students become very “hardy” and do not complain about the outside “elements”. Each student at St. Mary’s has been provided with his or her own set of skis and snowshoes.

g. How does student achievement at the school compare to the Board Average, the Provincial Average?

Student achievement data is embargoed because of the small student population. EQAO scores for Grade 3 are above Board average. EQAO scores for Grade 6 are at Board average.

h. Does the school have before and/or after school programs to address the needs of students?

20% of the student population is involved in the board sponsored after school tutoring program in the spring.



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- i. What opportunities are available to the students due to the location of the school and its proximity to existing community facilities?
- **Students are encouraged to participate in the Kashubian (Polish) culture because of our proximity to the Kashubian park and the involvement of our local mayor. The Kashubian embroidery program is encouraged every second year and does incorporate a history lesson on the local Kashubian culture.**
 - **The outdoor play area is big and looks out onto one of the best scenic views in any country school.**
 - **The local Wilno rink is used in the winter and have beautiful cross country running, skiing and hiking trails in our back yard on church property.**
 - **The school does use the church basement for extra-curricular activities; community bar-b-que (if an indoor venue is needed); Christmas concert; Aboriginal workshops; and high school band have used the basement.**

- j. Are there components of the building that are in need of repair and if so, how does this hamper program delivery?

There are no major repairs needed to the building.

- k. Which parish is affiliated with this school, and how far is it to the parish?
What other parishes do students at this school attend?

St. Mary's Catholic Church is located next to the school. Students attend mass every month and have sacramental preparation.

Some students attend St. Hedwig's Catholic Church in Barry's Bay.

2. Value to the Community

- a. Is the school frequently used as a community resource/support? If yes, please list uses?

The school was used as voting poll station in the last provincial election. The Knights of Columbus request to use the school for meetings every few years.



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- b. Are any of the supports listed above transferable to another location within the Board's schools to ensure continued community supports are in place?

Knights of Columbus meetings could be held elsewhere.

- c. Is the school or the school grounds used for community use outside of the regular school day? If yes, please list groups using the school or grounds?

No formal group makes use of the grounds, but many children in the community use our play structure, swings and playground.

- d. Does the school offer a range of programs that serve not only the students but also the community (e.g. adult ESL)? If yes, list programs.

No

- e. Is the school involved in a long-term community commitment (e.g. child care centre)? If yes, please identify the commitment and indicate if there are alternative sites to support the commitment should the school close.

No

- f. Does the school have a historic designation?

No, but St. Mary's School is situated in the First Polish Settlement in Canada.

- g. What current role does home/school/parish play in your community.

St. Mary's has great support from the community. Everyone from parents, grandparents and local businesses volunteer their time and donate to fundraising Bingo, golf tournament, pancake breakfast, Christmas concert and Family Fun Day. If St. Mary's were to close or be consolidated there would certainly see a drastic decline in the number of volunteers. Some of our volunteers are within walking distance of the school and would therefore not be able to lend their support because of new distance to travel. Others see supporting our school as supporting our Hamlet. It would give fewer reasons to gather as a community. Events such as the Partridge Run, broomball tournament, Family Fun Day, year-end BBQ and Christmas Concert are important for many community members to gather as social outings. Closing the school would see a drop in community spirit, and be a further step towards Wilno becoming more of a ghost town.



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3. Value to the Board

- a. Considering the condition and location of the school, what upgrades/major repairs to the building in the five year plan to be addressed? Please list and provide estimated costs and timing of proposed upgrades/major repairs.

YEAR	DESCRIPTION OF PLANNED WORK	ESTIMATED COST
2012-13	Boiler Replacement	\$50,000
2013-14	Replace Plumbing Fixtures	\$75,000
	Fittings – Washroom Partitions – Original Building	\$26,250
2014-15	Exterior Walls Sealant – Original Building	\$18,750
2015-16	Replace Interior Lighting	\$65,000
2016-17	Asphalt Parking Lot	\$60,000
TOTAL COST		\$295,000
Other work identified but not funded		\$1,141,250
Cost of recommended repairs over the next 5 years		\$1,436,250

- b. Describe the condition of the school grounds – if repairs are required, please list and provide estimated costs and timing of proposed repairs.

None

- c. Is there room on the site for a permanent addition or for portables?

Yes



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d. How does the cost to operate the school today compare to the Board Average?

SCHOOL COST (per pupil)	BOARD COST (per pupil)
\$15,194	\$7,604

The cost to operate the school is above the Board average.

e. How does the current transportation cost compare to the Board Average?

SCHOOL TRANSPORTATION COST (per pupil transported)	BOARD TRANSPORTATION COST (per pupil transported)
\$2,348	\$1,028

Current transportation costs are above the Board average.

f. How are programs impacted by the enrolment trend at the school? Consider the past five years, the current year, and the projected five years.

The impact of declining enrolment may mean that current programs need to be delivered through more combined grades.

g. What would the impact be to the Board if this school were to close – assess the response based on the location of the school (e.g., only school in the community, rural school, operating and transportation costs, savings, etc.)

St. Mary’s, Wilno is the only school in the community

h. How does the physical configuration of the building support or not support program offering (e.g., gym, library allocation)?

The physical configuration of the building supports program offering.

i. How does student achievement at the school compare to the Board Average, the Provincial Average?

See item 1(g)



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- j. Does the school have before and/or after school programs to address the needs of the students?

After school tutoring is available.

- k. How does the staffing model at the school compare to other schools of the Board?

The staffing model is consistent other Board schools with similar enrolment.

- l. Is the school in compliance with the *Accessibility for Ontarians with Disabilities Act*?

The Board is in compliance with the Accessibility for Ontarians with Disabilities Act.

4. Value to the Local Economy

- a. Does the location of the school attract or retain families in the community?

The school keeps families in the community. Many like the small comforting environment that a small school offers and the short drive to the school is great for the children.

- b. Does the school contribute to the community vitality? If yes, please explain?

The school is involved in the Kashubian and Polish culture in the community.

The school serves the church in many ways.

- c. Is this the only school in the community? If yes, please explain the impact on the community if the school were to close?

This is the only school in the community.

- d. Are there training opportunities or partnership opportunities involving the school and local businesses? If yes, please list.

None



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- e. How does the school support local employment (e.g., directly employees people living in the community, pizza day, etc.)?

The school supports the local economy and businesses through the following employment: electrical, plumbing and snow plowing contracts; pizza days; milk orders, and groceries from local businesses.

The schools employs bus drivers, a lunch hour supervisor, a custodian and teachers.

SIP Conclusion

Board Staff to summarize the School Information Profile based on the responses to the questions above.

Summary should address/provide:

- Impact of the school remaining open – how would it affect the students, the community, the Board and the local economy (particular emphasis on the impact on students).
- Description of the benefits if the planning area situation were improved through consolidation/closure, etc. Place specific emphasis on the benefits to the students and describe the impact on the community, the Board and the local economy.