



SCHOOL VALUATION FRAMEWORK

September, 2007

1. VALUE TO THE STUDENT

1.1 Physical Space to Support Student Learning

<u>Elementary and Secondary:</u>		
Number of classrooms in the school:		
Is there currently sufficient permanent space to accommodate all students?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school have:		
a Library?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
a Gymnasium?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Change Rooms?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Storage and Equipment Room?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
a Staff Work Room?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
a Room for French Language Instruction?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
an Art Room?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
an Instrumental Music Room?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
a Special Education Room?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Suitable washrooms?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
a Cafeteria?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Lockers/Cloak Room area?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
a Book Room?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Theatre Arts Facilities/Stage?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
a Computer Lab?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
a Family Studies Room?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
an Auditorium?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
a Kitchen?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Staff/Visitor/Student Parking?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Student Drop-off and Pick-up areas?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
a Bus Loading Zone?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
property to accommodate development or additions?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
a Staff Room?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<u>Secondary:</u>		
Does the school have:		
Science Labs?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Technology Facilities?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Business Studies Facilities?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Additional Comments: Several areas in the school are older and in need of repair. No change room facilities for the auditorium. There are no handicapped facilities in the entire school – entrances, washrooms, lifts, etc. No student parking. Parking is very limited – only 3 visitor spots. Loading zone – is on a main street.		

1.2 School Grounds for Healthy Physical Activity and Extracurricular Activities

Does the school have:		
hard surfaced outdoor play area(s)?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
a soccer field?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
a football field?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
a baseball field?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
a track?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
a basketball court?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
a play structure?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
a shaded area?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
a green space?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Has the school participated in a re-greening project?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Describe the conditions of school grounds		
Track, courtyards, tennis courts are all in disrepair. Entrance steps are crumbling.		
Additional Comments:		
Due to downtown location, grounds require daily inspection for glass and other garbage.		
No adeasement exists between busy city streets and school grounds.		

1.3 Range of Courses or Program Offerings

<u>Elementary</u>		
Does the school provide large uninterrupted blocks of literacy and math instruction?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does each class have access to the gym for daily physical activity?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have a dedicated teacher for:		
music?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
physical education?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
computers?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
library?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
French?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
resource?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
literacy resource?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
early reading intervention?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have:		
combined grades?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
straight grades?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Why? Insufficient enrollment	
What courses are bundled to offer specialized programs? Dance, Music, Vocal, Instrumental, Band, Drama, Media Arts, Visual Arts, - all Special Education Programs.	
List partnerships which enhance and support student success: Better Beginnings/Better Future – Breakfast Club, Laurentian University, Cambrian College, N'Swakamok Alternative Education Program, Jubilee Day Care, MCTV, John Howard Society	
Which second language programs does the school offer? French Looking into Ojibway	
Does the school offer:	
business studies programs?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
a theatre arts program?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
outdoor education?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Does the school provide co-operative education opportunities for students?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Does the school offer after school remedial programs onsite?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Does the school have access to these programs in nearby facilities?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
How many parent/family/community volunteers does the school attract?	25
Where is the nearest access to similar programs? <div style="display: flex; justify-content: space-between;"> Theatre Arts – 130 kms Other Programs – 3 kms </div>	
Additional Comments: Remedial assistance is available at lunch in Mathematics (Math Help Room) and for OSSLT. Specialist High Skills Major in Business Studies will be available soon. Performing Arts Department offers study hall program at lunch. School has implemented a Learning to 18 Program. N'Swakamok Alternative Education Program is available for First Nation Students. On site – First Nations Counsellor.	

1.4 Range of Extracurricular Activities

Is this school a designated Best Start hub?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Are Child Care services available before school?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Are Child Care services available after school?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Are Child Care services available during the school day?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Is this school a site for kindercentre?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
List boys' intramural sports: Basketball, Soccer, Ultimate, Dodgeball, Badminton, Floor Hockey, Weight Room	
List girls' intramural sports: Basketball, Soccer, Ultimate, Dodgeball, Badminton, Floor Hockey, Weight Room	
List co-ed intramural sports: All intramural sports are co-ed (held at lunch time).	
List boys' interschool sports: Soccer, basketball, volleyball, cross country running, gymnastics, swimming, badminton, wrestling, track & field. We have had Curing in the past depending on interest.	
List girls' interschool sports: Same as boys.	
List co-ed interschool sports: All are offered for both sexes.	
List non-athletic school clubs: SAT – Student Advisory Team, Art Club, Student Parliament, Dance Council, Envirothon, Vocal Jazz Ensemble, Tech Crew, Breakfast Club, Band Council, Athletic Council, Roots and Shoots, Cheater's Club, Theatre Arts, Reach For the Top, Concert Choir, Prom Committee, Ladies Chorus, Robotic Team, Set Painting, Math Team, Newspaper	

Additional Comments:

Sudbury Secondary School has an extremely vibrant environment, which is spearheaded by our Performing Arts Program.

1.5 Student Outcomes at the School

	Rolling average for:			Results	Cohort size
	02-03-04	03-04-05	04-05-06	05-06	05-06
EQAO -- Primary Reading					
EQAO -- Primary Writing					
EQAO -- Primary Mathematics					
EQAO -- Junior Reading					
EQAO -- Junior Writing					
EQAO -- Junior Mathematics					
EQAO -- Grade 9 academic mathematics	50	51	47	62	74
EQAO -- Grade 9 applied mathematics	25	28	24	31	88
OSSLT -- Grade 10 eligible	64	72	76	76	141
OSSLT -- Grade 10 previously eligible	68	68	61	59	69

Additional Comments:**1.6 School Accessibility for Individuals with Disabilities**

Is the school accessible for individuals with disabilities?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Does the school have:	
accessible washrooms?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
elevator(s)?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
approved ramps?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
automated doors?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
accessible playgrounds?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
dedicated handicapped parking spaces?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
appropriate signage?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Is the entrance to the school barrier-free?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Additional Comments:	
It is extremely important that we address the need for handicapped access to our building/facilities.	

1.7 Security

Does the school have a security system e.g., controlled entrances, video surveillance?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Additional Comments: Controlled entrance for Day Care facility is in place. Video surveillance cameras will be installed this school year.	

1.8 Proximity of the School to Students / Length of Bus Ride to School

	In boundary	out of boundary
What percentage of students walk to school?	60%	-
What percentage of students attend from outside the school boundary?	-	30%
What percentage of students are bused to school?	40%	-
What is the average distance to school for students?	1 km	40 km
What is the average bus ride duration for students? One way	-	45 km
Additional Comments: Our performing Arts magnet program provides bussing from some distances over 50 kms in either direction.		

1.9 Supports

Does the school have:	
a full-time Principal?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
a Vice Principal?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
a full-time Secretary?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
a Teacher Librarian?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
a Library Clerk/Technician?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
a full-time Special Education Teacher?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
full-time custodial staff?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
How many Educational Assistants does the school have?	6
Additional Comments: Nurse Practitioner Cafeteria Monitor Auditorium Technician Performing Arts Administrator (.5)	

1.10 Funds

Funds raised over the past 3 years (details)
Corporate donations over the past 3 years (details)
Contributions to the community (details)

1.11 Summary

Why do students choose this school? See Appendix 2.
What is unique about this school? See Appendix 2.
What is the value of the school to students? See Appendix 2.
Additional Comments:

2. VALUE TO THE SCHOOL BOARD

2.1 Physical Space to Support Student Learning

<u>Elementary and Secondary:</u>		
Number of classrooms in the school:		
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Does the school have:		
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Change Rooms?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Storage and Equipment Room?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
a Staff Work Room?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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an Art Room?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
an Instrumental Music Room?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
a Special Education Room?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Suitable washrooms?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
a Cafeteria?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Lockers/Cloak Room area?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
a Book Room?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Theatre Arts Facilities/Stage?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
a Computer Lab?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
a Family Studies Room?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
an Auditorium?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
a Kitchen?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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Student Drop-off and Pick-up areas?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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property to accommodate development or additions?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
a Staff Room?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<u>Secondary:</u>		
Does the school have:		
Science Labs?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Technology Facilities?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Business Studies Facilities?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Additional Comments: Several areas in the school are older and in need of repair. No change room facilities for the auditorium. There are no handicapped facilities in the entire school – entrances, washrooms, lifts, etc. No student parking. Parking is very limited – only 3 visitor spots. Loading zone – is on main street.		

2.2 Range of Courses or Program Offerings

<u>Elementary</u>		
Does the school provide large uninterrupted blocks of literacy and math instruction?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school offer daily physical activity?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have a dedicated teacher for:		
music?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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literacy resource?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Does the school have:		
combined grades?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
straight grades?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<u>Elementary and Secondary:</u>		
Does the school offer:		
guidance and career education programs?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
culturally inclusive programs?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
reach ahead programs?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
technology programs?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
programs and supports for students at risk?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
an Instrumental music Program?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
a vocal music program?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Where is the nearest access to similar programs? 130 kms		
<u>Secondary</u>		
List the compulsory courses in grades 9-12: Math, English, Science, Geography, French, Arts, Civics/Career Studies, Senior Social Science, Physical Education, Business & Technology		
List the optional courses in grades 9-12: Dance, Music, Visual Arts, Family Studies, Integrated Computer, Accounting, Law, History, Geography, Photography, Technologies, Guitar		
What optional programs cannot be offered currently that are offered in other RDSB schools?		

Does the school have a sufficient number of students to run courses in each subject area for all five student pathways (university, college, apprenticeship, workplace and independent living)?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Which courses have companion co-op credits? All senior level courses. Some intermediate courses.	
Which multi-level courses are offered? Music, Dance, some senior level – Physics, Photography	
Which multi-grade courses are offered? Dance, Music, Visual Arts, Media Arts, Automotive, Carpentry, Technological Design	
Which courses were cancelled this year? (List course code and title) Grade 12 – MTC 4C0 Math Grade 12 – BAC 4C0 Accounting Grade 12 - ELI 4U0 Literature Studies Grade 12 - BTX 4E0 Workplace Business Grade 11 – GAC 300 Geography	
Why? Insufficient enrollment	
What courses are bundled to offer specialized programs? Dance, Music, Vocal, Instrumental, Band, Drama, Media Arts, Visual Arts, - all Special Education Programs.	
List partnerships which enhance and support students: Better Beginnings/Better Future – Breakfast Club, Laurentian University, Cambrian College, N'Swakamok Alternative Education Program, Jubilee Day Care, MCTV, John Howard Society	
Which second language programs does the school offer? French Looking into Ojibway	
Does the school offer:	
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a theatre arts program?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
outdoor education?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Does the school provide co-operative education opportunities for students?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Does the school offer after school remedial programs onsite?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Does the school have access to these programs in nearby facilities?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
How many parent/family/community volunteers does the school attract?	25
Where is the nearest access to similar programs? Theatre Arts – 130 kms Other Programs – 3 kms	
Additional Comments: Remedial assistance is available at lunch in Mathematics (Math Help Room) and for OSSLT. Specialist High Skills Major in Business Studies will be available soon. Performing Arts Department offers study hall program at lunch. School has implemented a Learning to 18 Program. N'Swakamok Alternative Education Program is available for First Nation Students. On site – First Nations Counsellor.	

2.3 Student Outcomes at the School

	Rolling average for:			Results	Cohort size
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OSSLT -- Grade 10 eligible	64	72	76	76	141
OSSLT -- Grade 10 previously eligible	68	68	61	59	68

Additional Comments:

2.4 Condition of School

When was the school built?	
What is the current Facility Condition Index (FCI)?	
What will the FCI be in 5 years?	
What are the current renewal costs?	
What will the renewal costs be in 5 years?	
Describe the conditions of school grounds	

Additional Comments:

See Appendix 1.

2.5 Location of School

What percentage of students are bused to school?	
What is the average distance to school for students?	
What is the average bus ride duration for students?	

Additional Comments:

2.6 Enrolment vs. Available Space

Does enrolment at the school exceed the surplus space in adjacent schools?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
What is the current enrolment of the school?	
What is the projected enrolment in 5 years?	800
What is the projected enrolment in 10 years?	850
What is the capacity of the school?	
What is the current utilization rate of the school?	
What is the projected utilization rate in 5 years?	
What is the projected utilization rate in 10 years?	
Additional Comments:	

2.7 Cost to Operate the School

What are the costs for utilities? (electricity, gas, oil, water)	
What are the maintenance costs for the facility?	
What are the maintenance costs for the grounds?	
What are the maintenance costs for security?	
Additional Comments:	

2.8 Supports

Does the school have:	
a full-time Principal?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
a Vice Principal?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
a full-time Secretary?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
a Teacher Librarian?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
a Library Clerk/Technician?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
a full-time Special Education Teacher?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
full-time custodial staff?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
How many Educational Assistants does the school have?	6
Additional Comments:	

2.9 Summary

What is the value of the school to the school board?

See Appendix 2.

Additional Comments:

3. VALUE TO THE COMMUNITY

3.1 Community Use

List the community groups which use the school/school grounds and the number of hours used for the school year:		
	# of hours:	Fees paid:
School		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
School grounds		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
What other facilities/playing fields in the vicinity are used by community groups?		
Public Library YMCA – pool Sudbury Theatre Centre		
Additional Comments: School is located in the downtown core of Sudbury. It is a mainly residential area and therefore has limited surrounding facilities.		

3.2 Range of Program Offerings at the School that serve both Students and Community Members

Is this school:	
a designated Best Start hub?	Yes <input type="checkbox"/> No <input type="checkbox"/>
a site for Kindercenter?	Yes <input type="checkbox"/> No <input type="checkbox"/>
List programs that serve both students and community members?	
Jubilee Daycare	
Additional Comments:	

3.3 School as Partner in Other Government Initiatives in the Community

Is the school a partner in other government initiatives within the community? (List)	Yes <input type="checkbox"/> No <input type="checkbox"/>
Are there plans for local partnerships for delivering childcare and other community and social services? (List)	Yes <input type="checkbox"/> No <input type="checkbox"/>
List any significant upgrades to the school in the past five years completed in partnership with the community:	
List adult learning programs offered at the school:	
Does the community have programs and supports for students at risk?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Additional Comments:	

3.4 Contributions to the Community

Contributions to the Community (details)

See Appendix 2.

3.5 Summary

What is the value of the school to the community?

See Appendix 2.

Additional Comments:

4. VALUE TO THE LOCAL ECONOMY

4.1 Local Employer

Who are the employers in the community?

Downtown Merchants

Rainbow Centre Merchants

CBC Radio

Sudbury Star

4.2 Local Development

Is the school an asset to the local housing development?

Yes – our school is an integral part of the downtown core and in particular the Arts culture in Sudbury.

4.3 Availability of Cooperative Education

List the Co-operative Education employers available in the community for students:

Various downtown merchants, Sudbury Star

Rainbow Centre Merchants

CBC Radio

Is there public transportation available to the work site?

Yes ☒ No ☐

4.4 Availability of Training Opportunities or Partnerships with Business

List the training opportunities or partnerships with business in the community:

Co-operative Education Programs

Some apprenticeships in the past.

Is there public transportation available to the training site?

Yes ☒ No ☐

4.5 Growth/Reduction

List plans for further commercial/industrial growth/reduction?

Sudbury Regional Development Plan

- limited development in downtown area
- has gone through downtown renewal plan
- possible building of a new recreation/arts complex in downtown area

4.6 Summary

What is the value of the school to the local economy?

Sudbury Secondary School provides employment in the downtown area, customers for downtown merchants and an educational option through Performing Arts.

Our auditorium rentals contribute to the overall economy of Sudbury through rentals and tourism. The Northern Ontario Sears Drama Festival is a prime example.

Additional Comments:



Sudbury Secondary Renewal

Diane Cayen-Arnold

Superintendent of Business

June 19, 2007



Sudbury Secondary School

At the January 29, 2007 Board Accommodation Review meeting, trustees approved the following:

That a community consultation occur for the renewal of Sudbury Secondary School.

Ministry Benchmarks

Average Daily Enrolment (ADE):

Total # of students at October 31st x 50%

plus

Total # of students at March 31st x 50%

Ministry Benchmarks

On The Ground Capacity (OTG):

Elementary school – one classroom is deemed to be loaded at
23 students

Secondary school – one classroom is deemed to be loaded at
21 students

Certain rooms in both panels are deemed to be zero

Capacity Loading Factors - Secondary

For purposes of determining the capacity of secondary schools (Grade 9 to OAC), the capacity of the following types of spaces are:

Deemed to be 21 (secondary)	Deemed to be Zero (secondary)
Art Room <ul style="list-style-type: none"> space may be scheduled for use for instructional purposes throughout the day in a rotary setting 	Auditorium <ul style="list-style-type: none"> provides space for student assemblies during the school day
Broad-based Technology/Technological Education Room <ul style="list-style-type: none"> space may be scheduled for instructional purposes throughout the day in a rotary setting 	Cafeteria/Cafetorium <ul style="list-style-type: none"> space not used for instructional purposes
Classroom <ul style="list-style-type: none"> space configured for general instructional purposes 	Change Rooms <ul style="list-style-type: none"> space not used for instructional purposes



Commercial Practice Lab/Room	Child Care Centres
<ul style="list-style-type: none"> space may be scheduled for use for instructional purposes throughout the day in a rotary setting 	<ul style="list-style-type: none"> reflects government policy decision not to include space used as child care centers prior to January 1, 1998 in the calculation of a school's capacity
Computer Studies Room	Guidance
<ul style="list-style-type: none"> space may be scheduled for instructional purposes throughout the day in a rotary setting 	<ul style="list-style-type: none"> space not used for instructional purposes
Family Studies Room	Gymnasium (1st gymnasium space only)/Exercise Room
<ul style="list-style-type: none"> space may be scheduled for instructional purposes throughout the day in a rotary setting 	<ul style="list-style-type: none"> provides space for student assemblies or athletic competitions during the school day
Gymnasium (excluding 1st gymnasium space)	Health Unit
<ul style="list-style-type: none"> space may be scheduled for instructional purposes throughout the day in a rotary setting 	<ul style="list-style-type: none"> space not used for instructional purposes
Laboratory/Science Room (Physics, Chemistry and Biology)	Library Resource Centre
<ul style="list-style-type: none"> space may be scheduled for instructional purposes throughout the day in a rotary setting 	<ul style="list-style-type: none"> typically used for research or study purposes by students working independently or in groups and not directly supervised by a teacher

Lecture Room	Lunch Room
<ul style="list-style-type: none"> space may be scheduled for instructional purposes throughout the day in a rotary setting for standard sized classes even though Lecture Rooms typically have more than 22 seats, it is impractical to schedule large groups on a consistent basis 	<ul style="list-style-type: none"> space not used for instructional purposes
Music Room (Instrumental and Vocal)	Portable/Portapak
<ul style="list-style-type: none"> space may be scheduled for instructional purposes throughout the day in a rotary setting 	<ul style="list-style-type: none"> temporary accommodation
Relocatable Unit - Permanent	Relocatable Unit - Non-Permanent
<ul style="list-style-type: none"> space configured for general instructional use units which are connected and integrated with the main school building: constructed of non-combustible materials such as steel frame of pre-cast concrete; and are either on full perimeter foundations or built on engineered concrete piers. 	<ul style="list-style-type: none"> units which do not meet the criteria established for permanent units
Theatre Arts	
<ul style="list-style-type: none"> space may be scheduled for instructional purposes throughout the day in a rotary setting 	

NOTE:

- Special Education rooms are deemed to have a capacity of 9;
- General Instructional Space having an area ranging from approximately 38m² to 64m² (400 to approximately 700 square feet) are deemed to have a capacity of 12;
- Special Purpose Rooms of less than 38 m² (400 square feet) are deemed to have a capacity of 0.
- The room type "Enrolment Pressures" carries no standard capacity. For details of how the Enrolment Pressures capacity is calculated, see "[Inventory Updates](#)".

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Utilization Rating

Good	> 79%
Fair	70 to 79%
Poor	50 to 69%
Critical	< 50%

- Enrolment divided by the On The Ground Capacity (OTG)
- Reflects only the number of students spaces in a school
- Based on Ministry of Education funding benchmarks

Cumulative Capital Projects

In December 2003 the Ministry of Education announced an integrated review of all facilities in the province.

An overall inspection of all school properties was finalized in the fall of 2004.

All capital projects and repairs identified through the inspections were entered into a central database.



Rainbow
District School Board

Cumulative Capital Projects

Architectural	Mechanical
Blinds	Air Handling Unit
Ceilings	Boilers
Doors	Drains
Foundation	Plumbing Fixtures/Pipes
Facia/Soffit/Parapet	Exhaust Fans
Flooring	Heating/Cooling Pipes
Hardware	Water Heaters
Lockers	Underground Services
Masonry	
Millwork	
Partitions/Walls	
Painting	
Roofing	
Windows	



Rainbow
District School Board

Cumulative Capital Projects

Electrical	Land/Parking
Interior/Exterior Lighting	Parking Lots
Lighting Fixtures	Playgrounds
Fire Alarm System	Roadway
Fire Extinguishers	Site Improvements
Clock System	Retaining Walls
Switchgear – Exterior Switch	Walkways
Terminal Units	Yards
Panels	Fields
Aboveground services	
Transformer	
Handicap Accessibility	Environmental

Facility Condition Index (FCI) *Definition*

$$\text{FCI} = \frac{\text{Cumulative Capital Replacement Cost of School}}{\text{Replacement Cost of School}}$$

GOOD Range :	FCI (0% to 5%)
FAIR Range :	FCI (5% to 10%)
POOR Range :	FCI (> 10% to 30%)
CRITICAL Range: FCI (> 30%)	
Prohibitive To Repair: FCI (65% or >)	



Rainbow
District School Board

Sudbury Secondary School

- Initial phase built in 1920
- 233,060 square feet
- French Immersion Grades 9 to 12
- Magnet school for the performing arts program
- On The Ground Capacity (OTG) 1,557
 - excludes Media Centre, Information Services, Co-op office, Athletic Admin office
 - includes Continuing Education classrooms (OTG of 105)

Sudbury Secondary School

- The cost to renew S.S.S. to 'good' condition is up to \$22.5M in the next 5 years
- Utilization is predicted to remain just over 50% in the next 5 years
- Auditorium in dire need of repair; budget requests from school to upgrade the auditorium back to 2004 - 2005
- Entrance to the auditorium and to the school need reconfiguration to address traffic flow
- Configuration of the school presents supervision challenges
- Not enough parking

SCHOOL VALUATION REPORT
SUDBURY SECONDARY SCHOOL
SUMMARY – STAFF COMMENTS

1. What makes Sudbury Secondary School so original?
 - Performing Arts Program – model for others
 - History of education in Sudbury
 - Caring/accepting school population and staff
 - Larger population of at risk students
 - A culture of caring and acceptance our need to preserve
 - Downtown location – central
 - Athletics – coaches

2. Why is our school of value to the RDSB?
 - Performing Arts Program – expands student choice, model for other school boards
 - Meeting – facility for RDSB activities
 - Heritage site – 100 years and still going strong
 - Summer school location
 - Important to have a community school in the downtown area that can meet the needs of the diverse student population

3. What is Sudbury Secondary School's value to the community?
 - Performing Arts – model program
 - N'Swakamok – First Nations Alternative Education and Partnership with the Friendship Centre
 - Day Care facilities – Jubilee Day Care
 - Breakfast Program – Better Beginnings/Better Futures
 - Performing Arts auditorium – hosts several events
 - Outside school usage is extensive
 - Provide Adult and Continuing Education Program
 - Hosts MCTV – Lion's Club Christmas Telethon
 - Partnerships with local businesses
 - Neighbourhood clean up
 - Student Advisory Team – Community builders



SUDBURY SECONDARY SCHOOL

SCHOOL RENEWAL

STAFF INPUT

SUGGESTION FOR RENEWAL	RATIONALE
N'Swakamok Native Friendship Centre would like to ensure that the space for Native students and Native Counsellor is kept intact. We would like to ensure that this space has internet and phone access with adequate ventilation. This should be close to the Guidance Office.	
Complete redesign of MacKenzie St A-wing. Maintain A-Gym and its entrance. Remove all A-Wing classes and upgrade office and add Guidance Dept. Re-do lobby with area for historical memorabilia. High impact street entrance for the Auditorium. Add more parking to front if A-Wing classes are removed.	Since the Auditorium is a community facility, modernizing it will add more street appeal and more interest in the building.
A pod or concentrated area with the following workspaces <ul style="list-style-type: none"> - a classroom with 28-30 desks and a whiteboard - art room workspace tables, pallettes, etc. - a video workspace, green screen, stop motion tables, video editing stations - a darkroom which covers both digital and 	Concentrating the work areas would reduce the overall need for space. Sharing studio space and even computer workstations which could be booked like computer labs. This would share resources, reducing both costs and supervision requirements.

<p>film, requiring a small blackroom, a darkroom vented and lightproof with 12 foot sinks and drainage, carels for enlargers, and a light area with 4-6 computers, 6 ft sink and tables and light tables.</p> <p>- a shared studio space with high ceiling, natural light and lighting stations. This space could be shared by art, photography</p>	
<p>Similar to above for Music and a vocal room, a guitar room, a band room, a classroom with shared practice rooms, with shared electronics.</p>	<p>Opportunities for team teaching, shared supervision</p>
<p>SMART board and hard-wired projector in every math classroom</p>	<ul style="list-style-type: none"> - Better visual aid for applied and college level student when using the graphing calculators. - Visual tools greatly support student learning in grade 9 and 10 locally developed and grade 9 and 10 Academic/Applied
<p>Better storage space and shelving for manipulatives.</p>	<p>Storage has taken up most of the space in our office so we can no longer have a meeting/prep space for staff.</p>
<p>Keep a computer lab dedicated for Math.</p>	<p>To incorporate GSP, Fathom, Spreadsheets, Research/Stats easily. Hardwire projector.</p>
<p>Better electrical plug positions and numbers in classrooms.</p>	<p>Most classrooms have only 2 plug ins so when we use projectors, SMART boards etc. there are extension cords and power bars on floor.</p>
<p>Every classroom needs a very large locking cabinet to store binders, school resources, etc. away during summer school.</p>	<p>Current cabinets are too shallow to store binders. These valuable resources are then stored unsecured.</p>
<p>Proper curtains.</p>	<p>Curtains do not cover entire length of window.</p>
<p>Projection screen needed in every classroom.</p>	
<p>Ventilation in each classroom and proper heating/cooling/air exchange system.</p>	<p>Classrooms are ;either excessively hot (summer) or frigid (winter). Heaters get so hot one student burned a hole in her pants.</p>
<p>Better locker storage for students.</p>	<p>Many lockers are not big enough for students to store binders, backpacks, etc.</p>

New windows - upgrade energy efficient.	During storms some of my students get splashed with water, and water pools on floor.
Cleaner water in fountains.	Students constantly complain about the taste of water.
Classroom upgrades - desks - curtains	
A-Gym floor resurfaced in hardwood	This bigger gym should host Athletic games and events.
Weight room upgraded.	Outdated equipment - decor not conducive to working out.
Courtyard upgrade	Resurface courtyard, maintain tennis courts, upgrade track and the field.
Parking	Increase parking (purchase land across street)
Cracks in walls/peeling paint	asbestos in walls & ceiling
Elevator/handicapped access	
New desks	for teachers and students
Air quality	people often have headaches
Kitchen Food Lab 1 additional food/hospitality lab required.	<p>The existing facilities are old and in need of repair (doors on cupboards missing, counter tops need replacing). There are concerns regarding safety (existing layout makes it difficult to supervise large numbers of students; ventilation need to be improved.</p> <p>Food & nutrition classes are popular at SSS. Improving the eating habits of teens (and the Canadian population in general) is an important social issue. With the increase in childhood obesity, it is important that we have up-to-date facilities in which teens can learn and practice how to prepare healthy foods.</p> <p>Facilities that could be used to offer "Hospitality" would allow students to learn skills that would provide future careers.</p>

Special Education classrooms that contain kitchens and close proximity to bathrooms. Look at designing a roomier ASD classroom with more storage space.	<ul style="list-style-type: none"> -We have 5 self-contained classrooms in our school. -We need to equip them with stuff to make it possible to teach life skills (kitchens, laundry, sink, etc.) -A close bathroom (or one attached to the classroom) would make toileting issues easier. -We do not have a special education office where equipment can be stored. Classrooms are getting over-crowded so we can't use space productively.
Outside doors all different colours. Football field should be turned into parking lot.	More colour in the school. Outside of the school - more appearance.
Larger Construction Tech Design Room - overhead door - finishing room with proper ventilation	<ul style="list-style-type: none"> -Allow students to complete more curriculum oriented construction projects. -Improved assembly/construction areas. -Area to finish projects. -Improved Health & Safety -Support Trades programs/careers.
Take out toxins and install an air filtering system.	If we are to merely renew the external face of the building and not remove the moldy and dusty parts (drywall, plaster, files) then we will just continue to be a sick school.
-Construction of a new music room with higher ceilings, practice suites, etc.	<ul style="list-style-type: none"> -Facility is too small and ceiling too low. Potential hearing loss is a real possibility for instructors. -Overflow of noise into main office. -Depending on the scope of the renovations, a common area for the arts should be considered. Art classes are too spread out throughout the building. Music, dance, drama, visual art and media could be located in one wing of the building (within close proximity to the Auditorium).
-Turn A-111 into Guidance Co-op Office	-Would be centrally located along with main office. More convenient to students/parents, secretaries and teachers.
School Library -replace old furniture -update book collection -re-paint in more pleasing colour scheme -audio visual complete set-up - DVD, VCR, LCD, speakers attached to cart	<ul style="list-style-type: none"> -Students will take pride and enjoy being in the library. They will begin to use the facilities - research has shown that upgrades to the physical area and the book collection results in increased use, therefore, the students are reading more. -People behave differently in pleasant surroundings: students will be encouraged to go to the library to read, rest, reflect. -Makes AV discussion very easy Teaches students that technology is an aid - not the end product.

Guidance/Main Office close proximity.	Required for more efficient operation of school.
<ul style="list-style-type: none"> -Supervised Student Lounge -Working/synchronized clocks -More modern reading materials (graphic novels, comic books, magazines, books on tape) -New and more fountains -New lockers -New seats for the auditorium -Larger Auditorium/Theater (up-t-date with new technology) to accommodate all staff and students -Elevator for accessibility -New window coverings -Air conditioning -Fix track/outdoor equipment -Update washrooms -More shops (welding) -Odor problem in A-Gym and improve air quality -Beautify outside of building with stucco (like Rainbow Centre) -Fix the roof/ceilings 	
Shops - need to refurbish existing shops and add a manufacturing shop.	<ul style="list-style-type: none"> - Student Success - hands on education better suited for several of our students. - Need to introduce/emphasize this pathway.

Modern updated labs for biology, chemistry, or physics with the following characteristics:

1. Perimeter Laboratory Area with the following considerations:

- stations laid out to support the grouping of students in twos or fours
- each two or four-student area should provide the following:
 - cold water
 - heat (gas and provision for hot plate)
 - work space (3 linear feet of lab top per student minimum)
 - power for movable equipment
 - computer with dedicated power and network capability

2. The Lecture Area with the following considerations:

- **The lecture area should be combined with the lab area**
- the layout of the lecture area should allow for flexibility in grouping, for teams, pairs, and group discussion in addition to frontal teaching
 - A demonstration area, where one lab station is set up to support planned demonstrations. This station must be located in relation to the student seating area to provide good viewing.
 - a large screen and a fixed projector
 - opaque curtains for viewing movies and computer presentations
 - for student seating, two-student tables are recommended, because they support a greater variety of activities and better integrate accessibility for persons with disabilities into the class

Science teaching should nurture excitement and enjoyment in problem-solving situations that foster continuing discovery and knowledge. At the secondary school level, most science education takes place in a dedicated laboratory classroom. Because both lab and lecture activities usually take place during every class period, it is advisable to accommodate both activities in a single space. At the high school level, a higher capability of function is achieved by providing both fixed lab stations and an adjacent seating area for lecture-type activities. Support space is needed for storage and preparation of materials, teacher planning, and specialized activities.

3. The Preparation Area with the following considerations:

- centralized preparation room with visual link for teachers
- computer stations, one for each lab served
- wardrobe cabinet, one per instructor or aide
- refrigerator
- ample shelving
- lockable storage for equipment and supplies
- counter-height work space, 4 linear feet per lab
- a large, deep sink, with hot and cold water
- one gas cock per lab served
- clear floor space for audio-visual or computer carts and other shared and/or movable equipment
- a telephone line
- bins for recycling
- safety equipment (fume hood, fire extinguisher, eye wash station, shower and first aid kit)

4. Storage Room with the following considerations:

Clear floor space is needed for equipment on carts. Specialized shelving is necessary to store chemicals. Consider the following features in designing or specifying chemical storage systems:

- appropriate storage systems for chemicals
- separation for incompatible materials
- shelving that inhibits the spread of spills and resists corrosion
- provision for clear labeling
- isolation of flammable materials
- dedicated exhaust where needed
- good lighting is needed to read labels and otherwise manage chemicals and other materials

- | | |
|--|--|
| <ul style="list-style-type: none">- adequate ventilation is necessary to prevent the build-up of fumes- temperature control is important in maintaining chemicals and other materials | |
|--|--|

Sudbury Secondary School - Renewal Project October 2007
Current Usage Room Requirements for 800-1000 students

Specific Room Description	Number / Quantity
academic classrooms	24
extended classrooms - special programs ASD, Lifeskills, Transitions, Section 23, Learning to 18, ADAPT, Resource	7
science labs	4
computer labs	5
gymnasiums	2
foods lab	1
sewing room	1
woodshop	2
automotive shop	1
manufacturing shop	1
art room	2
dance studio	2
instrumental music room	1
vocal music room	1
guitar room	1
media studies room	1
drama room	1
studio theatre	1
props / costume room	2
photography studies with dark room	1
practise room (instrumental, piano)	1
library	1
weight room	1
wrestling room	1
main office area - 3 secretaries	1
administrative offices (P & 2VP)	3

