

Hello Diane,

Space requirements associated with the athletic admin position.

I occupy a space 23 feet x 20 feet here in room A-3.

Just about every nook and cranny in my part of the room is used up and includes:

- computer/printer desk and drawers (corner unit)
- four metal bookshelves 3 feet wide by 7 feet tall
- four floor-type drawer cabinets 31" x 17"
- two standard size tables
- three wooden bookshelves 3 feet by four feet
- two x two drawer filing cabinets
- two x four drawer filing cabinets
- two very large storage cabinets - each approx 56" wide x 72" tall (track equipment)
- four bookshelves mounted on the wall - each 32" wide
- five sets of under counter cabinets with doors - each 34" wide by 24" deep (banners and medals)
- includes 19' of counter space for fax machine, portable fridge, radios, computer equip, etc.
- space on top of storage cabinets, bookshelves, dedicated to file & storage boxes used in support of various sports events

The ground floor location is a must for equipment distribution, particularly during track season, and as I mentioned last week the central location and proximity to meeting rooms are both major pluses.

Hope I haven't left anything out. Please let me know if any further info is needed.

David A. Makela, B.Comm SPAD
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Sudbury Secondary Renewal – Information Services

Computer Technician workshop – current space is 1900 ft²

Requirements

- workbench for repair of computers and peripherals
- workspace/desk x12
- storage (secure)
- parking (14 for meetings & training sessions)
- loading area (no stairs – otherwise ramp required)
- separate entrance from students as equipment frequently being carried in and out
- central location
 - minimize travel to school work locations
 - access to parts and supplies
 - supervision from board office becomes more difficult with distance

Computers in Education – current space is 1100 ft²

- training room (20 trainee capacity)
- workspace/desk x 2
- storage
- parking (15-20 training participants + 2 trainers)
- central location
 - staff participation – many training sessions are after-school voluntary for teacher attendance, if not central reduced participation would be expected

Sudbury Secondary School Renewal

Educational Media Centre Report

Media Centre:

The Educational Media Centre is a board facility providing support and resources to teachers in two boards, RDSB and CSPGNO, and other community organizations. Resources include audio-visual resources as well as video/DVD and print resources. Library support is provided to all school libraries in both boards in the form of library technology and training, cataloguing and technical services, inventories and loans.

Location:

- Centrally located for easy access for teachers and courier
- Shipping and loading access for courier truck and deliveries
- teachers need location where they can drop in for assistance with resources or to pick up and return A/V and other equipment
- staff travel to schools to provide support so a central location is an advantage

Space:

- at least 4500 square feet for shelving of books, videos, shipping, AV storage
- 10 work stations requiring 120 sq. ft. each of work/storage space
- Office for supervisor
- At least 1000 sq. ft. for storage of kits and novel sets in same area or with easy access
- Kitchen/ washroom/ lunchroom for 11 people
- Approximate **total** of 6700 square feet of work and storage area.
- Air-conditioned area housing 3 servers

Parking Facilities:

- Parking space for 12-15 people with easy access to entry

SUDBURY SECONDARY SCHOOL RENEWAL ADVISORY COMMITTEE

ALUMNI REPORT Items of Historical Significance

On Tuesday, June 26th, 2007 four members of the 100 Years Reunion 2008 committee; Cheryl Hill-Wisniewski, Paul Soucie, Harold Rose, and John Stanyon toured Sudbury Secondary School. We had been asked by the SSS Renewal Advisory Committee to identify any items that were worthy of preservation in a renewed building.

Sudbury Secondary School is organized into 3 buildings; A, B, and C. Building A is the former Sudbury High School and consists of a basement (Davidson Street) presently occupied by The Media Centre, consultant offices and computer training rooms; and three floors. The first floor houses Gymnasium A, the main office, principal and vice-principal offices, four science laboratories, instrumental music classroom and the Sheridan Auditorium and lobby. The second floor contains several drama rooms, costume and set storage, classrooms, conference room and special education room. The third floor houses academic classrooms.

Areas of note in our tour consisted of items in the lobby and adjacent hallways. The bronze plaque in the showcase honouring those fallen in World War 1 is one item.



The list of Sudbury High School World War 2 enlistees and fallen must be preserved. No corresponding memorial to Sudbury Mining and Technical School student veterans could be located.



The photographs of Performing Arts productions in the 100 corridor of A building are worthy of archiving.



The banner "Alumni Hall" announces the many photographs of historical importance hung in the corridor leading to the Resource Centre and Building B (SMTS/Sheridan).



Building B, the oldest section of the school, has several specialized areas including a dance studio, wood shop, guidance offices, staff room, computer rooms and classrooms.

Two benches in the guidance office with plaques stating they were made by a teacher should be saved and placed in a similar area in a renewed site.



Carved stone Mining and Technical School name plates are placed outside. This white stone façade can be seen in the top edge of the school in early photos. These probably should be refurbished and integrated into a courtyard wall or some other suitable location.



Plaques listing the Athletic Award winners since the school was re-named Sudbury Secondary School can be found near the courtyard entrance on the first floor of B building. These are complete from 1975 to 2000. Plaques for the subsequent years should added if records can be found.

C building appears to be in the best state of repair. Specialized vocal music and guitar studios are found here. Gymnasium B is located on the second floor directly above the cafeteria. A well equipped fitness centre is located on the ground floor. There are also shops in this section. The classrooms located in this wing are larger and in better repair than others in the building.

It is apparent that the memories contained within these walls are best remembered in the accomplishments of students as displayed in trophy and display cases. Photographs and plaques round out this history.





Concrete Sudbury High School coat of arms are located outside on each side of the building near the Davidson Street end. If this section is demolished then these should be salvaged and incorporated into a new location, perhaps a courtyard wall.



It is our recommendation that a process be created to retrieve and catalogue archival documents and artifacts that may be discovered as offices, cupboards and storage areas are cleaned out in preparation for renewal. It is our feeling that unless a procedure is implemented significant historical materials will be lost.

Cheryl Hill-Wisnewski
Paul Soucie
Harold Rose (Committee)
John Stanyon (Committee)

| | | |
|---|---|--|
| <p>Arts Education in the Rainbow Board and the City of Greater Sudbury</p> | <p>Sudbury Secondary School staff and Rainbow Board admin, working in conjunction with students and parents, as well as representatives from the City of Greater Sudbury, the local arts community, and the Ministry of Education, could work together to develop a vision for "The Arts in the City of Greater Sudbury" with a particular focus on the renewal of the city's downtown, which would address the needs of the following multiple stakeholders:</p> <ul style="list-style-type: none"> -the elementary and secondary students, parents and staff within the Rainbow District School Board -the elementary and secondary students, parents and staff within our coterminous boards (or at least within the Sudbury Catholic DSB, because of our shared primary language of instruction and French Immersion programs) -the arts community -the business community, especially those with interests in the downtown -real estate developers, especially those with interests in the downtown | <p>The importance of a renewed Sudbury Secondary School in the short-term and long-term future of the Rainbow Board, its coterminous boards, the arts community, and the City of Greater Sudbury, cannot be over-stated.</p> <p>The members of the former Sudbury Board of Education who made the decision to build the new high school and a state-of-the-art auditorium in the post-war years were visionary in their approach. Rather than building a new high school on a different site, they decided to build on the existing site, adjacent to the existing high school-technical school buildings. This kept the high school population of the former City of Sudbury together on one site, allowing them a vast array of core subjects and options, and (starting in 1941) a bilingual high school education program. This block was a secondary education hub, with over 2,300 students in 1953.</p> |
| <p>Sudbury Secondary School is - and will continue to be, with the proper support - a model for:</p> <ul style="list-style-type: none"> -inclusiveness and acceptance of others (not just tolerance, but an embracing and encouragement of differences) -creative and collaboratively-developed educational initiatives that serve the needs of ALL types of students -the co-existence of academically- and arts-enriched and academically-challenged students on one comprehensive site -the Board's flagship demonstration school for PLC. | <p>It is THE geographically-centralized academically-integrated flagship demonstration school and arts education facility within the City of Greater Sudbury, and the home of the Rainbow Board Arts Office.</p> | <p>It is - and should remain - the site of the mid-sized auditorium of choice for community groups and touring performers.</p> <p>The existing site has the potential to return to its former role as the Board's only fully-functioning high school with multiple "state-of-the-art" facilities in <u>all</u> instructional areas addressed by PATHS: Programs in the Arts, Technologies, Humanities, and Sciences.</p> <p>It is the logical site for the establishment of an Arts Education SHSM (Specialist High Skills Major), a program which could not only be renewed to serve the changing needs of our already existing students and programs, but expanded to include new programs in Literary Arts, Culinary Arts, Fashion Arts, and Arts/Business Administration and Entrepreneurship.</p> |

BACKGROUND INFORMATION

A BRIEF HISTORY:

- 1905: A few students enroll in secondary level subjects at Central Public School
- 1908: High school level courses are held in rented quarters at Jubilee Hall (formerly located near the existing St. Anne des Pins Catholic Church)
- 1909: Sudbury High School opens (an eight-room schoolhouse)
- 1919: Sudbury Mining and Technical School is built behind the High School, on what is now called Baker Street (additions were erected in 1930 and 1939)
- 1950: The new Sudbury High School is built on MacKenzie Street, including a new auditorium. The old High School remains in use as a Technical School annex, and a passageway is built to link the new high school to the technical school
- 1959: The College Street wing is added to the Technical School, which is renamed Sheridan Technical School (after former Superintendent F. W. Sheridan); the old High School is torn down, and the tennis courts and courtyard are added
- 1974: The former main entrance of the Technical School and the passageway connecting the two separate buildings are torn down, and the new library resource centre is erected to fully integrate the two buildings. The school is renamed Sudbury Secondary School, and the auditorium is renamed the F. W. Sheridan Auditorium
- 1985: The Performing Arts Program is launched, the third program of its type in the province and the first in Northern Ontario. The program is a precursor to the new Specialist High Skills Major (SHSM) in Arts and Culture
- 1999: The new Ontario high school curriculum is implemented across the province, and the new PATHS concept is launched (Programs in the Arts, Technologies, Humanities, and Sciences), a precursor to the Ministry of Education's new PATHWAYS concept
- 2008: The 100th anniversary of secondary school education on this site!

It is interesting to note that major construction projects have occurred in 10-15 year cycles:

| | | |
|----------|------|--|
| Year 1 | 1909 | The original High School building opens |
| Year 10 | 1919 | New Technical School opens |
| Year 20 | 1929 | First addition to the Technical School building |
| Year 20 | 1939 | Second addition to the Technical School building |
| Year 40 | 1949 | New High School and auditorium are built |
| Year 50 | 1959 | New wing is added to Technical School; old high school is torn down |
| Year 65 | 1974 | New library built, creating one large inter-connected secondary school |
| Year 75 | 1984 | Decision made to launch new Performing Arts magnet program in 1985 |
| Year 90 | 1999 | Launch of the new Ontario high school curriculum and PATHS |
| Year 100 | 2008 | We are writing the future history of Sudbury Secondary School! |

Sudbury Secondary School is currently organized into three sections: the A, B and C wings.

- The A-wing is the former Sudbury High School, and consists of four levels.
 - The basement level (Davidson Street entrance) is presently occupied by the Educational Media Centre, a board facility providing support and resources to teachers in two boards (Rainbow District and CSPGNO) and other community organizations. This level also houses information services technicians, consultant offices and computer training labs, and the office of the Athletic Administrator, a position jointly-funded by the four coterminous school boards.
 - The first floor (MacKenzie Street entrance) houses Gymnasium A, the main office, principal and vice-principal offices, four science laboratories, an instrumental music room and the Sheridan Auditorium and lobby.
 - The second floor houses several drama rooms, costume and set storage, the Media Arts studios, special education classrooms, and a conference room.
 - The third floor houses Math, Science and French classrooms and the Math Office.
- The B-wing is the former Sudbury Mining and Technical School building, which is the oldest part of the existing school. This section has three floors.
 - The first floor has several specialized areas, including: dance studio, vocal music classroom and individual practice rooms, guitar classroom, wood shop, set storage and construction, custodial offices, and a nursery/day care.
 - The second floor includes office space for several Guidance counselors, a Native counselor, and the Arts Administrator, as well as the staff room. Classroom spaces include specialized facilities for foods, fashion design, visual arts, and computers, as well as special education resource classes.
 - The third floor is occupied by English and Social Studies staff, and the English Office.
- The C-wing is the newest part of the existing building. The classrooms in this wing are larger and appear to be in better repair than those in the rest of the school.
 - The first floor houses the school cafeteria, a weight room/fitness centre, visual art studio, dance studio, auto shop, and the Rainbow Arts Office (a former shop).
 - Gymnasium B is located on the second floor directly above the cafeteria.
 - The former main office for the Technical School is located on the third floor, and is currently used as a vice-principal's office.
 - The second floor and third floors are occupied by Adult Education. The Adult Education office is located in the former Technical School library on the third floor.

Notes:

- The main entrances at MacKenzie Street and College Street both face the street, as these two wings were constructed after the surrounding residential neighbourhood was established in the 1930s and 1940s.
- The former main entrance of the Mining and Technical School (renovated in 1974) used to face what is now the interior courtyard. The portion of the building that fronts Baker Street is actually the back of the school, which lessens its curb appeal.
- The current building is not wheelchair accessible. The school's multiple levels are the result of the staggered construction phases of its various sections, and the slope of MacKenzie and College Streets relative to Baker and Davidson Streets.

SSS Renewal Project Background Information
Arts Education Task Force
School Valuation Framework notes
(Fourth draft: September 7 2007)

Contributors: R. McIntosh, J. Straughan, B. Favretto, A. Witty

Section 1 Value to the Student

1.11 Summary

Why do students choose this school?

- Wide range of courses offered in all subject areas, from workplace and apprenticeship to college and university
- The Arts Education program has been a popular option over its 22-year history because of its wide range of course offerings and extra-curricular activities, its first-rate modern facilities, its highly-qualified and creative teaching faculty, and its support staff (arts administrator and technical director).

What is unique about this school?

- The administration, staff and student-leaders work tirelessly to create a supportive and welcoming atmosphere where every student is encouraged to succeed at his/her own level and provided with the support and assistance to meet their individual academic goals.
- SSS is the PLC "demonstration school" within the Rainbow District School Board, and perhaps in all of Northern Ontario.
- SSS has the most comprehensive Co-op Program in the Rainbow Board.
- The school's timetable is set up so that students with full time employment in the afternoons and evenings are still able to come to school all morning.
- It is rare for a school to offer programs where a student participates in the building of a house. SSS has offered such a program (TRADES – Technologically Relevant Apprenticeship-Driven Education for Students).
- While some of the courses and extra-curricular activities offered in the Arts Education Program are available at other area high schools, many elements of the Program are unique to Sudbury Secondary School, especially in terms of its senior level Arts courses and its facilities; to cite a few examples:
 - a) SSS is the only school with a state-of-the-art theatre on campus
 - b) SSS is the only school with two fully equipped dance studios.
 - c) SSS is the only school that offers a comprehensive range of courses in band, vocal, guitar, drama, dance, and media studies from Grades 9 through 12.
 - d) SSS is one of a very few schools with media arts courses where students not only study traditional and digital media but create their own works

What is the value of the school to students?

- See above: wide range of courses; supportive and welcoming atmosphere; PLC "demonstration school"; unique arts courses, activities and facilities

Section 2 Value to the School Board

2.9 Summary

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

- When one considers the school's centralized location, spaces for approximately 1,500 students (including all the existing day school spaces as well as those currently occupied by Adult Education), and its wide range of specialized facilities (library, gymnasiums, technological education workspaces, arts studios, auditorium, etc.), Sudbury Secondary School is potentially the only high school plant in the City of Greater Sudbury and the Rainbow District School Board that is capable of operating as a fully-functioning "full-service school".
- Due primarily to its two regulation-size gymnasiums and its centralized location, Sudbury Secondary is also the school of choice for various volleyball and basketball tournaments involving Rainbow Board elementary and secondary students, as well as tournaments involving students from other school boards and regions.
- While the range of courses offered at Sudbury Secondary has decreased over the years due to declining enrolments, student services related to applied level courses and senior apprenticeship and workplace programs could be improved by renovating the facilities required to offer these types of courses.
- Ensuring that a sufficient number of college and university-bound students also attend the school by altering the catchment boundaries and renovating the arts education and other specialized facilities (computer and media labs, family studies, etc.) would increase the attractiveness of the site to students working at all instructional levels and with interests in a variety of post-secondary programs, including a direct transition into the world of work.
- Potential partnerships with the City of Greater Sudbury related to the use and governance of the Sheridan Auditorium as the mid-sized "theatre of choice" for Sudbury's amateur theatre and dance troupes, touring musicians and other performing arts companies may lead to a self-sustaining cost-sharing and revenue-sharing governance model that benefits all stakeholders.

Section 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.

- Technical Director Bruno Favretto will provide a summary of the various auditorium bookings during the past two years. (see the 2006-07 summary in the Appendix)

3.4 Contributions to the Community (details)

- The Sheridan Auditorium is in excellent shape technically, given its age; Bruno Favretto should be highly commended for keeping it in as good shape as it is, while trying to keep it up-to-date with relatively modern technology within a tight budget
- The Sheridan Auditorium is the mid-sized "theatre of choice" for Sudbury's amateur theatre and dance troupes, politicians and speakers, touring musicians and other performing arts companies. This facility fills an important niche in the arts community.
- The MCTV/Lions Club Telethon telecasts the entertainment portion of their annual telecast live from the Sheridan Auditorium, with the assistance of Sudbury Secondary School staff and students.
- A number of non-arts-oriented community groups also book the auditorium as a lecture hall and/or meeting space.
- Not-for-profit groups make regular use of the school facilities for various functions, classes, rehearsals, etc.
- Due to recent and ongoing expansions in a number of their programs, Laurentian University plans to use the Fraser Auditorium as a lecture hall more often after the Sudbury Symphony and All Nations Church have moved into their new halls (SSO to Glad Tidings, and a new church for All Nations); this may increase the demands on the Sheridan Auditorium in the future.
- Unless the City can afford to build a new Performing Arts facility that houses both a large professional theatre (1,000 – 2,000 seats) *and* a mid-sized community theatre (400-600 seats), a good argument can be made for the City to contribute to maintaining and improving the Sheridan Auditorium as the Region's mid-sized community theatre of choice. The two types of facilities would each meet different needs in the Sudbury arts community, as a large "union" space may be too costly for most community groups to use, and may be too large for most community theatre audiences at any rate.
- Various community groups book time in the gyms and arts studios in the evenings (e.g., the Troubadours choral ensemble, Sampo rhythmic gymnastics, adult recreational basketball teams, etc.)
- Sudbury Secondary offers the only English night school program in the City.

3.5 Summary

What is the value of the school to the community?

- See above: mid-sized "theatre of choice" for community and touring groups; arts and recreation groups booking the gyms, auditorium and specialized facilities; only English night school program in the City of Greater Sudbury.

Section 4 Value to the Local Economy

4.2 Local Development

Is the school an asset to the local housing development?

- While it may be difficult to prove that SSS is currently an asset to the local housing development, one would think that the City of Greater Sudbury would like Sudbury Secondary School to continue to operate as close to maximum capacity as possible, in order to continue to push for the revitalization of existing housing developments in and around the downtown core. In other words, its absence would definitely be detrimental to the local housing scene.

4.6 Summary

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

- There is little doubt that the success of the Performing Arts/Arts Education Programs over the years has contributed significantly to the growth of the arts community throughout the Sudbury Region and the City of Greater Sudbury. Students who have been involved in the Arts programs have gone on to have successful arts-related professional careers here and across the country, as well as the States.
- At the same time, many other students who have been exposed to and immersed in the creative culture that has existed in the school over the years are now involved in community groups, have started their own businesses, engage in arts activities as hobbies, and support the arts community at home and abroad as well-educated arts consumers.

(see the appendix for a brief list of examples)

- All of this, coupled with a vibrant professional theatre centre, the growth of Theatre Cambrian and other community theatre companies and dance schools, and an ever-expanding visual arts scene have resulted in Sudbury taking its place as the creative, artistic and cultural "hub" of Northern Ontario.

**Sudbury Secondary School
Sheridan Auditorium Use
2006 -2007**

Sudbury Secondary School - 80

Rainbow Board - 12

Gatchell PS (3)
Lansdowne PS (3)
Arts Task Force events (6)

Local Musical Groups - 30

Theatre Cambrian (27)
Les Troubadours (1)
In Tune Vocals (2)

Festivals - 17

Kiwanis Music and Dance Festivals (5)
Northern Ontario Music Festival (3)
All-Star Jazz Band (1)
Sears Drama Festival (8)

Community Groups - 13

MCTV/Lions Club Christmas Telethon (8)
India Canada Association (2)
Multicultural Center (1)
Lansing Avenue Baptist Church (1)
Mayoral Candidates Debate (1)

Touring Companies - 11

JEA Promotions (1)
Charlie Little Fingers Music (1)
Human Marvels (1)
Touring Players (4)
Canadian Children's Dance Theatre (4)

Dance Companies* - 39

Sampo Rhythmic Gymnastics (2)
Earth Dancers (5)
Sudbury School of Dance (3)
Diane Boulais Dance (6)
Claire School of Dance (2)
Project Dance (3)
Company G Dance (3)
Baladi National Dance (2)
Extreme Dance (3)
Happiness is Dancing (10)

*Ida Sauve Dance Studio books the auditorium for 5-6 days every second year; they did not book time in 2006-07

2006-07 total: 202 bookings

*times vary from a minimum of one classroom period up to 12 hours

*some of these bookings overlap (multiple bookings in a 24-hour period)

Report to SSS Renewal Committee Space Needs

Organization: Rainbow District School Board Arts Office

Location: Sudbury Secondary School, Room C013 (former auto shop)

Current size: Shop is roughly equivalent to 2 to 2.5 classrooms, with main floor entry at both ends, as well as a roll-up garage door at one end.

Who uses this space?

- The Arts Office is the "home base" for the Arts Coordinator and itinerants.
 - Ralph McIntosh (Arts Education Coordinator)
 - Emily Caruso Parnell (Dance itinerant – 0.5)
 - Bonnie Paquette (Drama itinerant – 0.5)
 - Nicole Rocheleau (Visual Arts itinerant – 0.5)
- We also share some of this space with Pandora Topp and Val MacMenemey, the co-managers for Learning Through The Arts – Ontario Northeast, as part of a partnership agreement we formulated with LTTA in the fall of 2007. (The parameters of a revised 2007-08 agreement are currently under discussion.)

What is the purpose of this space?

The Arts Office is used primarily for three purposes:

- a) office and meeting space for the Arts Coordinator and itinerants,
- b) workshop space for after-school workshops in the various art forms, offered by the Coordinator, itinerants, and Learning Through The Arts personnel
- c) storage space for equipment and learning materials.

What is stored in the Arts Office?

- five desks (coordinator, three itinerants, Learning Through The Arts)
- two computers (coordinator and itinerants); all of us also have laptops
- Arts Office files and records (reports, financial records, special event files, etc.)
- the Arts Office professional library (copies of all the learning materials we have provided to the elementary and secondary schools over the past three years)
- visual art supplies and teaching materials used in the itinerant program
- an acoustic piano, an electronic piano, and rhythm instruments for office use
- two sets of traveling World Drums (34 pieces in each) and learning materials
- three traveling sets Melodychimes (25 pieces in each) and learning materials
- seven sets of traveling World Drums (16 pieces in each) and learning materials for use by Special Education staff and students
- four portable Wenger risers that schools can borrow for various special events
- 40 music stands for the Northern Ontario Music Festival

Ralph McIntosh, October 30 2007

**SSS Renewal Committee
Presentation Review Report**

Heather Downey, Arts Program Leader and Ralph McIntosh, Arts Education Coordinator

| Area | Recommendation | Rationale |
|------------------------|---|---|
| Parking Facilities | <p>It is imperative that there is an increase in parking facilities, for our staff, students, educators and staff who utilize the Media Center, Physical Education Center, Information Services, Adult Education, Day Care, etc., as well as the public who attend concerts and functions in the Sheridan Auditorium.</p> <p>I once taught at a century old school in the TDSB (Western Technical) that was strikingly similar to SSS in its age, size, architecture, and inner-city location. In an effort to update their parking facilities, and not lose their athletic area, they dug under the campus and school and created an underground parking facility. Since joining this committee I have been in contact with TDSB Facility Services to attain more information and copies of the TDSB blueprints are included at the conclusion of this report.</p> | <p>The typically cost effective way to add parking is to pave over a field area, however this is certainly an eye sore to an already urbanized area. This would not be a very environmentally conscious or esthetically sound.</p> <p>With an underground parking area, vehicles are safe, warm and hidden from the street areas. At the afore-mentioned school only staff park in the underground area, and there are tidy lots on the school premises for students, visitors and patrons.</p> |
| Handicap Accessibility | <p>Wheelchair accessibility must be added to the entire school area, including the auditorium.</p> <p>It may be most logical to have this situated where it can meet the B wing 2nd floor, since the B and C floors are either flush or easily accessible via ramps.</p> | <p>In this modern era it is crucial that we are accessible for peoples with disabilities. Particularly since SSS offers many programs that answer to the needs of students with special programming needs (i.e. ASD, etc.)</p> |

| | | |
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| Central Office Area | <p>SSS currently has two main entrances, and guidance, co-op and the main office areas are situated far from one another. The guidance office is two flights of stairs and a short city block away from the main office. One of the existing entrances or a new centralized main entrance should have the guidance and co-op offices within close proximity..</p> | <p>Currently many folks enter SSS from College street and have difficulty finding the main office. Furthermore, new registrants and visitors are losing themselves while wandering between the main office and guidance office. I have heard many testimonials from parents that feel this is confusing and un-welcoming.</p> |
| Media Center / Athletic Administrator Office / Information Services | <p>Since these areas serve RDSB the central locale is key to maximizing utilization.</p> <p>These areas should have their own entrance, sufficient storage area, street access and ample parking.</p> <p>Ground or concourse level access near to parking and shipping areas. Alternative: house these services at another centralized site or sites.</p> | <p>These areas are used for the entire board (or beyond in the case of the Athletic Administrator), and accessibility to all educators and RDSB staff is vital. Further to this many of these areas store and transfer frequent and large items and delivery accessibility is pertinent</p> |

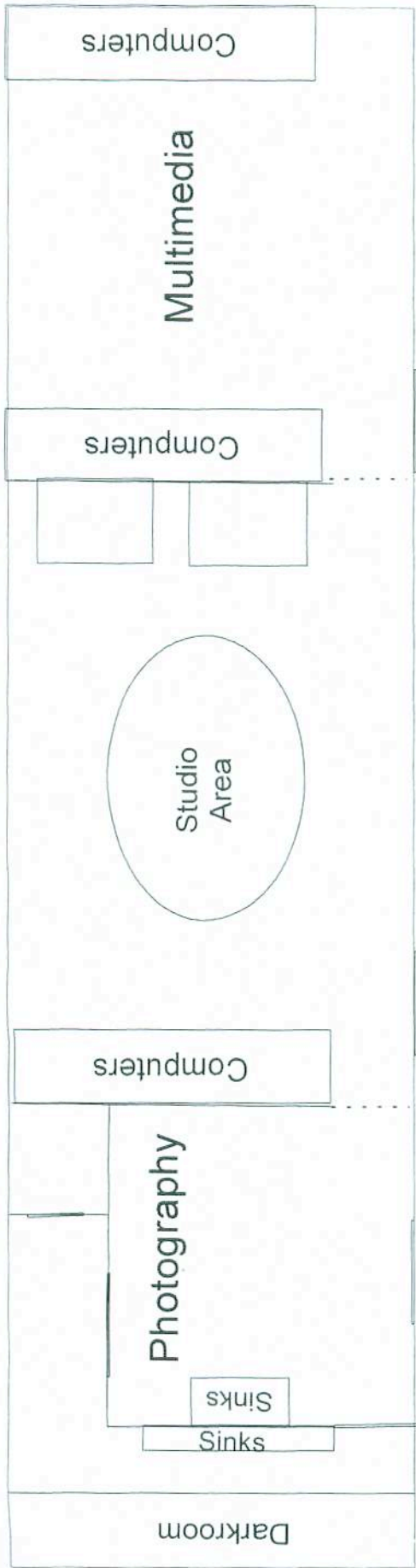
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| <p>Auditorium</p> | <p>All of the following items need to be addressed: Front of House (Lobby)</p> <ul style="list-style-type: none"> • Re-configuration and enlargement of the auditorium lobby area; • Large reception area for intermissions, exhibits, and socials; • The addition of a double door entry "sound lock;" • Handicap public washrooms; • wheelchair accessibility. <p>House (Seating Area)</p> <ul style="list-style-type: none"> • Appropriate raked, staggered seating which maintains the existing double aisle configuration; • Construction of a recessed orchestra pit (the floor of which could ideally be raised to be flush with the stage); • FM hearing assistance system. <p>Stage</p> <ul style="list-style-type: none"> • Expansion of both offstage wing areas; • Deeper and wider stage area (increasing the square footage in both directions); • Fly gallery that accommodates full stage fly units. <p>Back Stage</p> <ul style="list-style-type: none"> • Stage level storage area for Grand & Upright pianos; • Expand dressing rooms, in number and size; • Add bathroom & shower facilities; • Backstage crossover area; • Clear-com communication system connecting backstage to lobby and balcony areas; • Green room area with video and sound links to stage; <p>Off Stage</p> <ul style="list-style-type: none"> • Rehearsal halls adjacent the auditorium; • Set building and storage area adjacent to the auditorium. • Stage level load-in (involving ramps from street level) | <p>The renewal talks began about five years ago with the need for new seating in the auditorium. The Board then budgeted \$25,000 towards this project to do a partial replacement of the auditorium seating.</p> <p>When this proposal was tendered it was discovered that a partial replacement of seats would not be possible due to a variety of factors. The replacement of the entire seating area was given as the most feasible approach.</p> <p>In 2005 at the 20th anniversary of the Performing Arts Education Department a fund raising campaign for new seating was launched. This fund has received donations from individual donors and from the 20th reunion committee.</p> <p>Arts Coordinator Ralph McIntosh, former Arts Program Leaders Judi Straughan and Alison Witty, and auditorium director Bruno Favretto met with an auditorium consultant in the summer of 2007 to discuss the possibilities of how the auditorium, lobby and stage areas might be reconfigured so that this aging facility could continue to serve not only as a fully-functioning high school auditorium, but also as the mid-sized auditorium of choice for community groups and touring performers who would find a new 1,000 - 1,500 seat Performing Arts Center both too large for their needs and too expensive to rent.</p> <p>Superintendent Diane Cayen-Arnold, Ralph McIntosh, Alison Witty, and Bruno Favretto met with current and past members of the Kiwanis Community Theatre Centre management board in Sault Ste. Marie in the summer of 2007. This 900+ seat auditorium is the largest community theatre in the Sault, and was funded through multiple partnership arrangements, including the school board and various community groups. A similar shared funding and governance model could be part of the Sheridan Auditorium's future.</p> |
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| <p>Arts Education</p> | <p>Challenges</p> <p>Many of our current studios are converted classrooms, which do not permit proper separation of vocalists, instrumental music students, art genres, etc.</p> <p>It is highly recommended that the drama, dance and music rooms be located away from the academic classrooms because of noise levels, and within close proximity to the Auditorium to improve easy access.</p> <p>New studios that are conducive to art rooms are necessary. For example, art rooms should have an abundance of Natural light, which is not present in many of our rooms.</p> <p>Possible solution</p> <p><i>A new arts facility built to replace the current "A" wing</i></p> <p>It is our hopes that all of the Arts Education departments might be grouped together in a new wing or annex. Some preliminary discussions have raised the idea of constructing an Arts Education wing or annex with at least the same number of arts studios as we have at present. This could improve communications and team-teaching possibilities within the department, and would also free up some of the existing studios to be converted back to their original layout and purpose (e.g., classrooms, shops, a mid-sized gym, etc.)</p> <p>Further, the existing science labs are extremely out of date, and the science department could be moved to the "C" wing where adult education is currently housed, since those science facilities are much more current.</p> <p>The list of ways to improve the delivery of Arts Education at Sudbury Secondary School is as endless as the list of associated benefits of doing so. We are hoping to have the opportunity to share the Arts department's broader vision during subsequent stages of the renewal process.</p> | <p>Close proximity to the office for audition purposes, and close proximity to the new auditorium for programing efficiency. As the Arts magnet program for the board, our current scattered locations are disruptive both to the Arts Education Students as well as other staff and students. For example the Dance studios music is disruptive to the adjoining classrooms. And the instrumental music is disruptive to the main office.</p> <p>Typically drama, dance and music rooms are substantially louder than most classrooms and could be disruptive to other teachers in the building.</p> <p>Lighting needs to be carefully addressed in new construction and modernization projects because controlled daylight and appropriate artificial illumination are critical to the quality of student performance. There is a distinct and proven link between illumination and student achievement, as indicated in the National Clearinghouse for Education (NCEF) study, "Do School Facilities Affect Academic Outcomes?" NCEF's report states that, in terms of lighting, there are seven independent studies indicating that classroom lighting affects student performance. These reports also document that there are optimal lighting levels for learning, that appropriate lighting improves test scores and reduces poor behavior, and that daylight fosters higher student achievement. Clearly, correct illumination is a critical component of teaching and learning.</p> <p>"Controlled illumination" is another critical component of the learning environment. Inadequate lighting controls can produce negative results, including glare, eye strain, fatigue, decreased attention span, increased body temperature and, consequently, poor student/teacher performance.</p> |
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| Dance Arts Education | <p>Dance studio necessities:</p> <ul style="list-style-type: none"> • sprung floors; • ample natural light; • built in digital stereo components; • av compatibility; • high ceilings; • washrooms and plumbing in changerooms; • telephones for emergency and rehearsal use. | <p>Replacement of the coloured glass windows in the Dance Studio C011 with frosted glass in order to allow some natural light into the room. Natural light has been proven to enhance learning and creativity.</p> <p>The C011 dance studio is not equipped with a telephone. This studio is used every day at lunch and after school for rehearsals. Students need to have the availability of a telephone to call their parents for rides, or in case of an emergency.</p> <p>The C011 dance studio changerooms are not equipped with washroom facilities. This is a hygiene issue. This is a concern for many reasons..</p> <p>There are also concerns regarding the lack of window curtains and/or window screens in many classrooms. This is a safety issue because of overheated, curtainless rooms on sunny days and potential injury to students as a result of bee-stings as insects fly in and around the building.</p> |
| Dramatic Arts Education | <p>Drama space needs:</p> <ul style="list-style-type: none"> • ample stage space; • a working sound and light board (audio-visual); • the drama studios should be clustered together; in close proximity to large costume, prop, and set rooms; • creation of a second large drama instructional space. | <p>When more than one drama class is time tabled in the same period there is a need for two large instructional spaces and the increased need for small break out space for two classes.</p> <p>Drama rooms are often louder than a typical classroom and should be located in areas away from academic classrooms.</p> |

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| Photography/ Media Arts Education | <p>A pod or concentrated area with the following workspaces</p> <ul style="list-style-type: none"> • a classroom with 28-30 desks and a whiteboard • art room workspace tables, pallets etc • a video workspace, green screen, stop motion tables, video editing stations <p>-a darkroom which covers both digital and film, requiring a small blackroom, a darkroom vented and lightproof with 12 foot sinks and drainage, carrels for enlargers, and a light area with 4-6 computers, 6 ft of 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 and multimedia.</p> | <p>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> <p>Opportunities for team teaching, shared supervision, etc.</p> <p>* Please see the attached floor plan</p> |
| Music Arts Education | <p>Similar to the above layout for Photography/Media Arts, with a vocal room, a guitar room, a band room, a classroom with shared practice rooms, and an electronic music studio.</p> <p>Efforts have been made by Music staff to set up assigned teaching areas so that they can best meet the needs of the students, but we are still somewhat limited by the types of space available. None of the three music rooms were built as music rooms (the former high school library and two shops).</p> <p>The facilities of the Instrumental Music room are still unsuitable for band classes and rehearsals, due to limited classroom size and poor - if not harmful - acoustics.</p> <p>There is very limited appropriate storage for instruments and equipment and access to the existing storage is difficult, especially for large groups and classes.</p> | <p>Consideration must be given to building a more appropriate space for instrumental music activities. The All music room is one of the few high school music rooms in the Rainbow Board that was not designed specifically for music (in spite of its role in housing one of the subjects of the Board's Arts Magnet Program.) The room is too small, with an inappropriate shape, its ceiling are too low and it lacks small rehearsal areas. Its proximity to the auditorium is its only benefit, but its proximity to the main office and science classrooms creates significant challenges for students and staff in that area. If we are to offer a full-service Arts Education, attention must be given to offering students up-to-date facilities in all Arts disciplines.</p> <p>The school must investigate the purchase of additional portable seating which could be used wherever additional seating is needed in the building.</p> <p>* Please see the attached floor plan</p> |

MAIN FLOOR



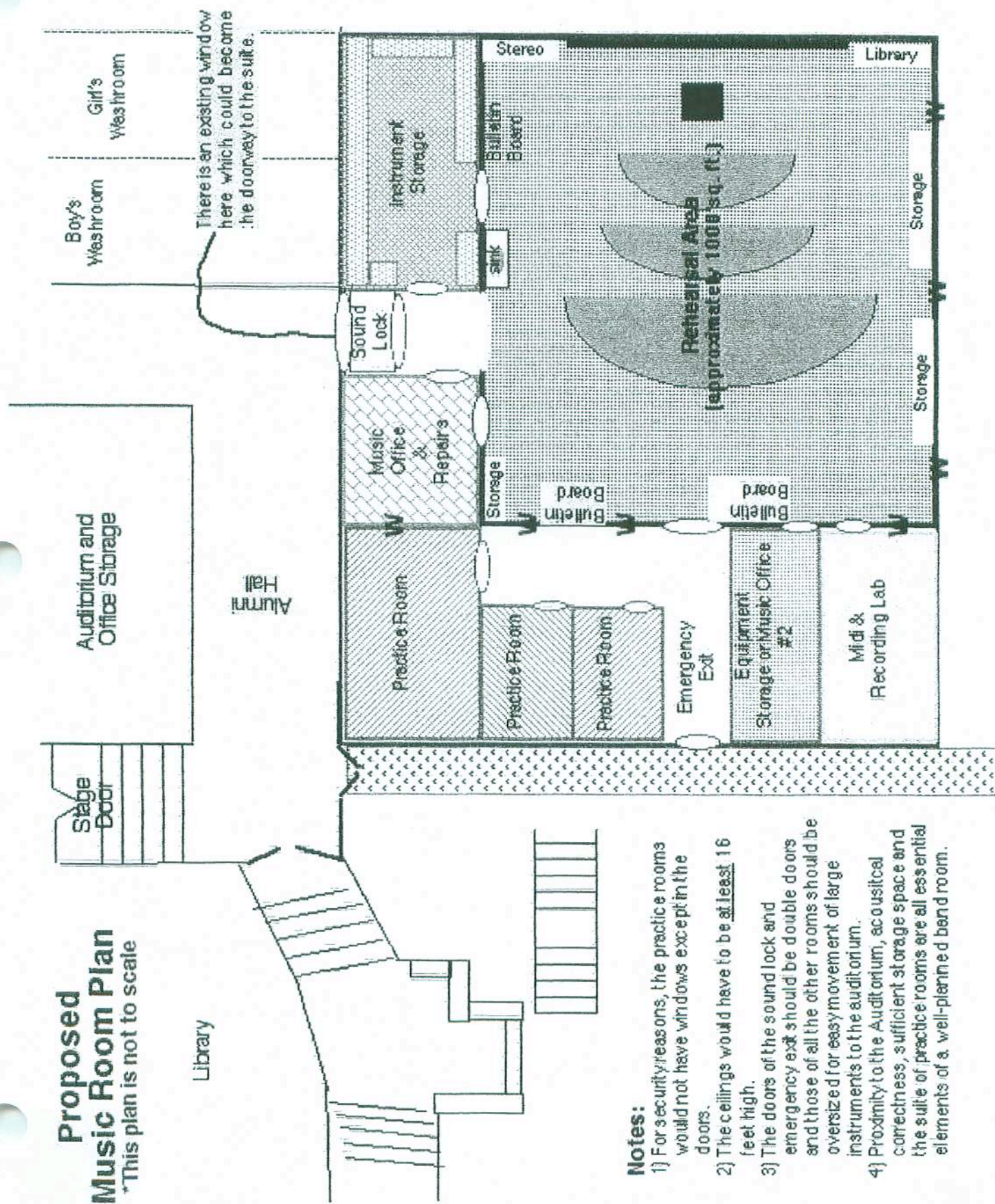
Hallway - could be eliminated



- Features:
1. Open concept including flexible walls with or without hallway separations
 2. Shared studio, classroom, and production areas.
 3. Classroom - with desks/worktables
 4. Other work areas with tables

Proposed Music Room Plan

*This plan is not to scale



Notes:

- 1) For security reasons, the practice rooms would not have windows except in the doors.
- 2) The ceilings would have to be at least 16 feet high.
- 3) The doors of the sound lock and emergency exit should be double doors and those of all the other rooms should be oversized for easy movement of large instruments to the auditorium.
- 4) Proximity to the Auditorium, acoustical correctness, sufficient storage space and the suite of practice rooms are all essential elements of a well-planned band room.



Facility Services
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fax

DATE: September 18, 2007

TO: Heather

FROM: Margaret Kent
PH : 394-3934
Fax: 394-3431

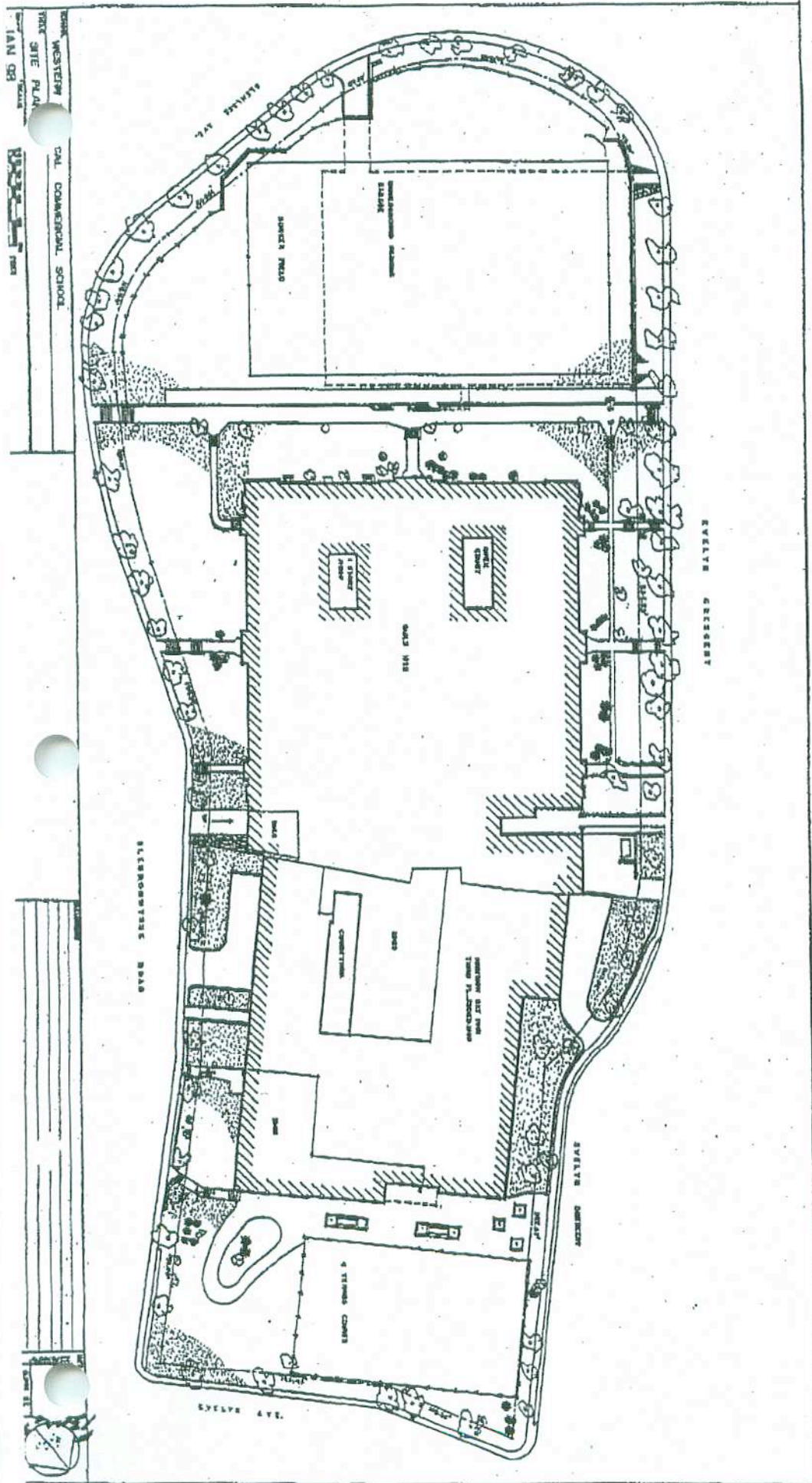
SUBJECT: Floor plans Western Tech and commerce

No. of Pages: 7 (including the cover)

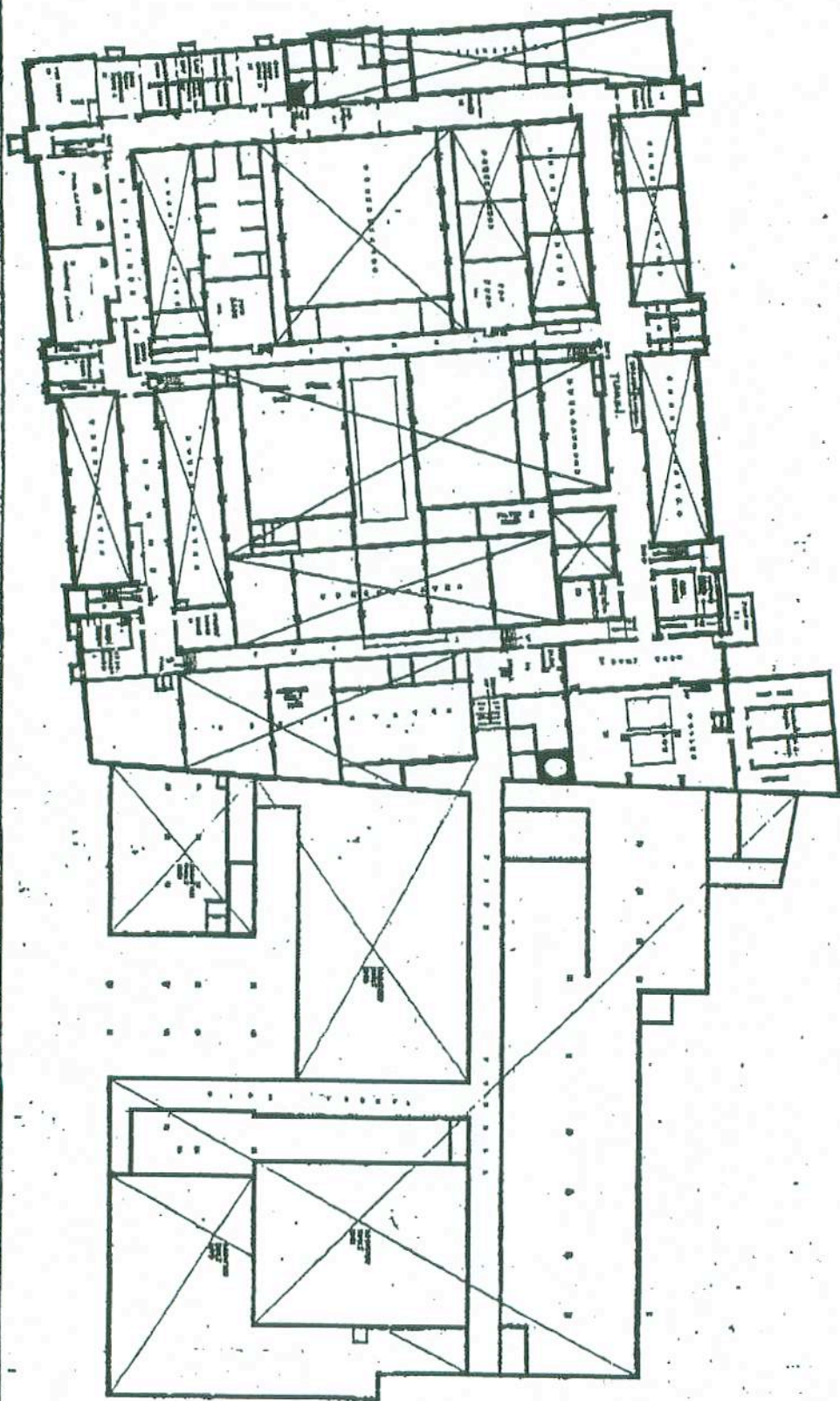
Sorry that e-mail did not work. I was also unable to save and forward. So hope the fax is clear enough for your purposes.

Margaret

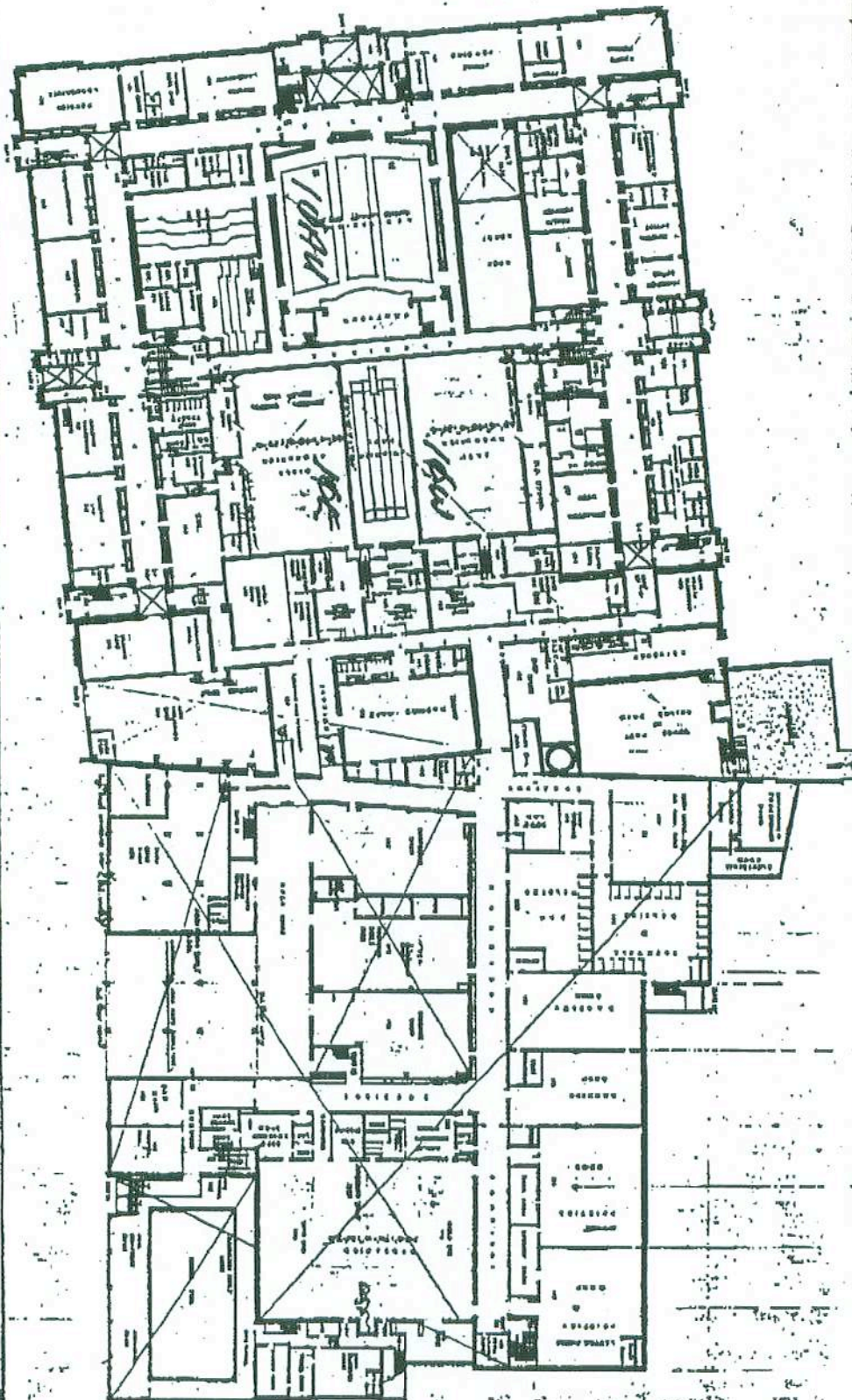
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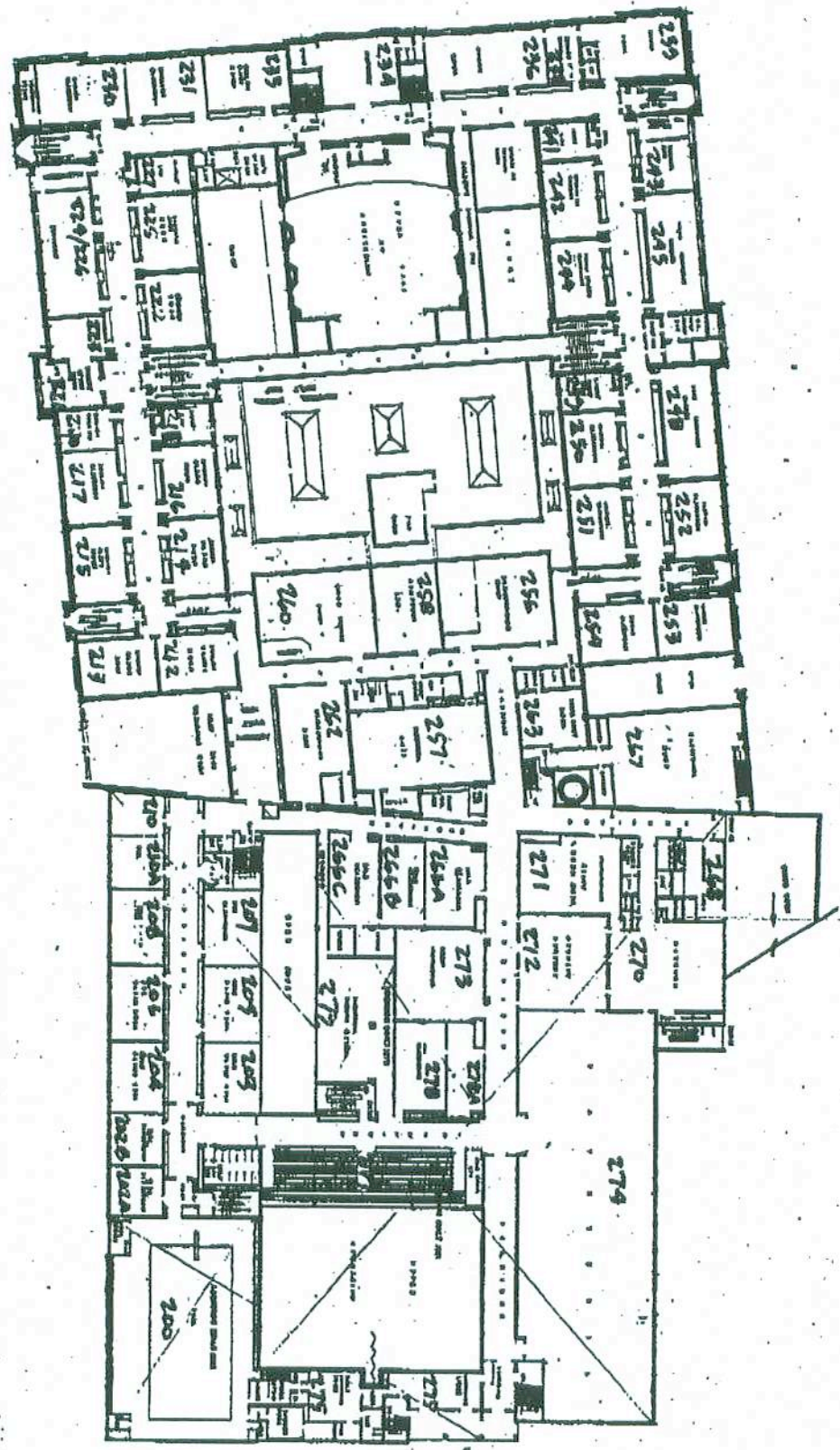
WESTERN TECHNICAL COMMERCIAL SCHOOL
BASEMENT FLOOR PLAN
JAN 98



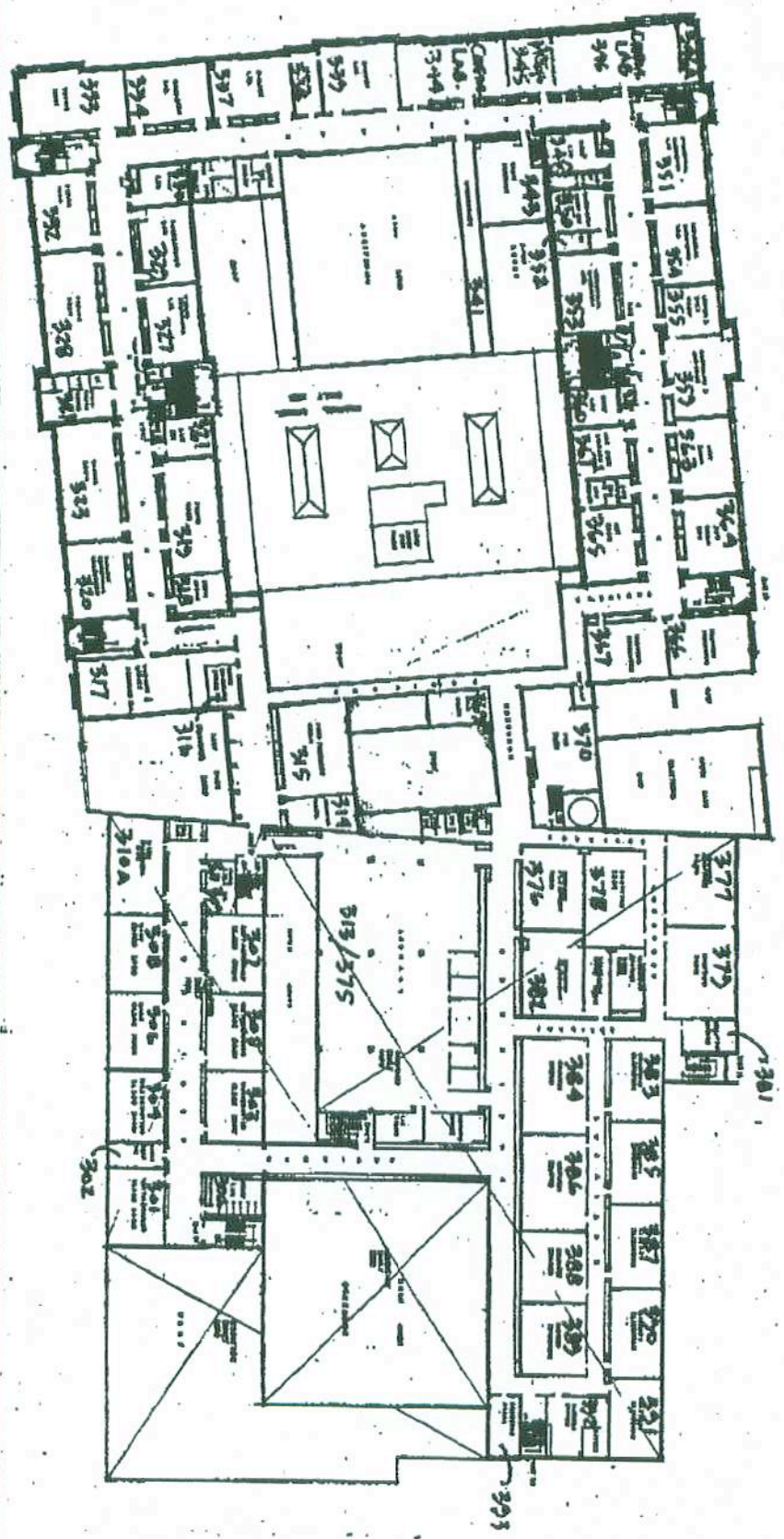
WESTERN TECHNICAL COMMERCIAL SCHOOL
FIRST FLOOR PLAN



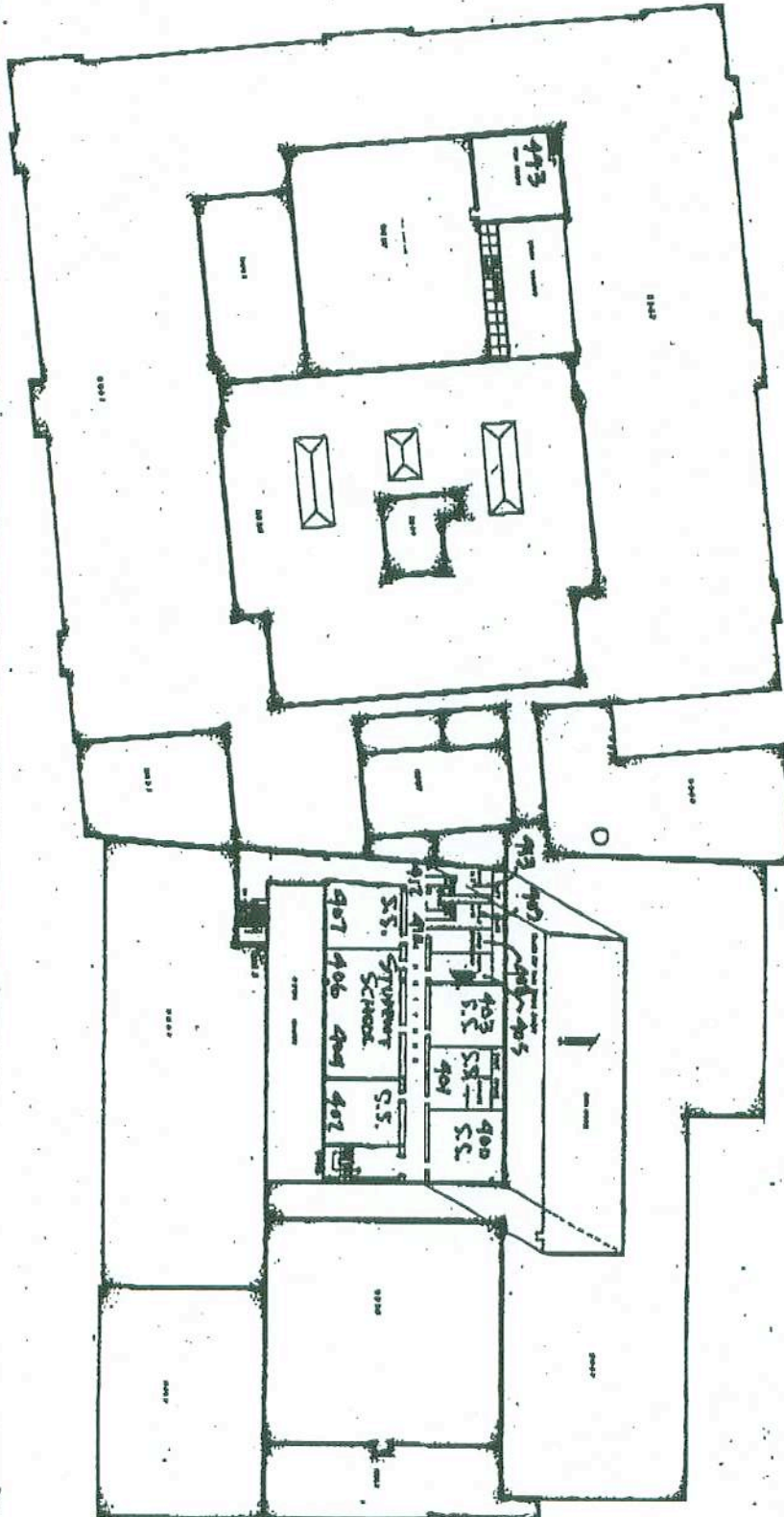
WESTERN TECHNICAL - COMMERCIAL SCHOOL
SECOND FLOOR PLAN
JAN 58



WESTERN TECHNICAL - COMMERCIAL BUILDING
THIRD FLOOR PLAN
JAN 58



WESTERN TECHNICAL - COMMERCIAL SCHOOL
 FOURTH FLOOR PLAN
 JAN 68



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Summary of Continuing Education Program School Valuation Framework Report

Strengths noted include: daycare on site, a separate entrance, a central city location, and a separate wing of the building. Drawbacks noted include: no gym available for continuing education students, no resources available for co-op, share smoking area with SSS day school, lack of security after regular school hours, and lack of parking for adult students. The value of the school to students: continuing education gives students a second chance to earn a secondary school diploma and plan a better future. The value of the school to the school board: the continuing education program meets the provincial goal that all Ontario school boards offer full educational programming for adults, in a separate but linked school environment appropriate for adult learners. The value of the school to the community: The adult education program serves students who might otherwise remain unsuccessful in their academic pursuits. The value of the school to the local economy: The continuing education program provides a prepared work force.