

Presentations from Public Meeting #1

May 24, 2007

$$\text{Utilization} = \frac{\text{Average Daily Enrolment}}{\text{On the Ground Capacity (OTG)}}$$

Good > 79%

Fair 70 to 79%

Poor 50 to 69%

Critical < 50%

On the Ground Capacity (OTG):

- Reflects only the number of student spaces in a school
- Based on Ministry of Education funding benchmarks

$$\text{FCI} = \frac{\text{Facility Renewal and Repair Costs}}{\text{Replacement Cost of Asset}}$$

(Building Industry Standard to determine the building condition index)

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 >)



School Facilities Inventory System

Ministry of
Education**Capacity Loading Factors - Elementary**

For purposes of determining the capacity of **elementary schools** (Junior Kindergarten to Grade 8), the capacity of the following types of spaces are:

Deemed to be 23 (elementary)	Deemed to be Zero (elementary)
Art Room <ul style="list-style-type: none"> space configured similar to classroom program can be delivered in regular classroom setting 	Auditorium <ul style="list-style-type: none"> typically, pupils vacate classrooms to use the Auditorium; the vacated classrooms are not filled
Classroom <ul style="list-style-type: none"> space configured for general instructional use 	Cafeteria/Cafetorium <ul style="list-style-type: none"> space not used for instructional purposes
Commercial Room <ul style="list-style-type: none"> space configured similar to classroom program can be delivered in regular classroom setting 	Change Rooms <ul style="list-style-type: none"> space not used for instructional purposes
Computer Room <ul style="list-style-type: none"> space configured similar to classroom program can be delivered in regular classroom setting computers are available for students in most classrooms or in Library Resource Centres 	Child Care Centres <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
Family Studies Room <ul style="list-style-type: none"> space configured similar to classroom program has changed so that content is delivered as part of regular classroom programming 	General Purpose Room/Gymnasium/Exercise Room <ul style="list-style-type: none"> typically, pupils vacate classrooms to use the gymnasium. The vacated classrooms are not filled
French Room <ul style="list-style-type: none"> space configured similar to classroom program can be delivered in regular classroom setting 	Guidance <ul style="list-style-type: none"> space not used for instructional purposes
Laboratory/Science Room (Physics, Chemistry and Biology) <ul style="list-style-type: none"> space configured similar to classroom specialized space required for only a portion of the instructional time 	Library Resource Centre <ul style="list-style-type: none"> typically, pupils vacate classrooms to use the Library Resource Centre; the vacated classrooms are not filled

<ul style="list-style-type: none"> typically students who take most of their classes in these rooms move to the classroom vacated by students who are making use of the specialized space 	
Lunch Room <ul style="list-style-type: none"> space configured similar to classroom typically boards will use this space to accommodate enrolment pressures before adding a portable to the school 	Health Unit <ul style="list-style-type: none"> space not used for instructional purposes
Music Room (Vocal) <ul style="list-style-type: none"> space configured similar to classroom program can be delivered in regular classroom setting 	Music Room (Instrumental) <ul style="list-style-type: none"> specialized space often shared by several schools typically, pupils vacate classrooms for programming in this room; the vacated classrooms are not filled
Relocatable Unit - 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. 	Portable/Portapak <ul style="list-style-type: none"> temporary accommodation
	Relocatable Unit - Non-Permanent <ul style="list-style-type: none"> units which do not meet the criteria established for permanent units
	Stages <ul style="list-style-type: none"> typically, pupils vacate classrooms when programming (Theatre Arts, Instrumental Music) is delivered on stages; the vacated classrooms are not filled
Deemed to be 20 (elementary)	Technical/Vocational/Design Technology Room <ul style="list-style-type: none"> significant renovation costs required to convert space for classroom use specialized space often shared by several schools typically, pupils vacate classrooms for programming in this room; the vacated classrooms are not filled
Kindergarten <ul style="list-style-type: none"> deemed capacity reflects the maximum average class size for Kindergarten 	

NOTE:

- Special Education rooms are deemed to have a capacity of 9;
- General Instructional Space having an area ranging from approximately 38 m² to approximately 64 m² (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



School Facilities Inventory System

Ministry of
Education**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 <ul style="list-style-type: none"> space may be scheduled for use for instructional purposes throughout the day in a rotary setting 	Child Care Centres <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 <ul style="list-style-type: none"> space may be scheduled for instructional purposes throughout the day in a rotary setting 	Guidance <ul style="list-style-type: none"> space not used for instructional purposes
Family Studies Room <ul style="list-style-type: none"> space may be scheduled for instructional purposes throughout the day in a rotary setting 	Gymnasium (1st gymnasium space only)/Exercise Room <ul style="list-style-type: none"> provides space for student assemblies or athletic competitions during the school day
Gymnasium (excluding 1st gymnasium space) <ul style="list-style-type: none"> space may be scheduled for instructional purposes throughout the day in a rotary setting 	Health Unit <ul style="list-style-type: none"> space not used for instructional purposes
Laboratory/Science Room (Physics, Chemistry and Biology) <ul style="list-style-type: none"> space may be scheduled for instructional purposes throughout the day in a rotary setting 	Library Resource Centre <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 <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 	Lunch Room <ul style="list-style-type: none"> • space not used for instructional purposes
Music Room (Instrumental and Vocal) <ul style="list-style-type: none"> • space may be scheduled for instructional purposes throughout the day in a rotary setting 	Portable/Portapak <ul style="list-style-type: none"> • temporary accommodation
Relocatable Unit - 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. 	Relocatable Unit - Non-Permanent <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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Last updated : 07/04/2002 12:32:05



School Facilities Inventory System

Data reflects the 2006-2007 Year

Rooms Summary

Facility Detail

Room Detail

Permanent GFA/Age

Non-Permanent GFA/Age

Select School

504 Copper Cliff PS

DSB Number: 3 SFIS ID: 504 Facility Name: Copper Cliff PS

BSID Number: 122920 Language: English

Permanent Space Room Summary For

2006-2007 OTG

R#	Space Type	Current Use	Load
	Cafetorium	Other	0
102	Child Care Centre	Child Care	0
106	Classroom	Classroom	23
108	Classroom	Classroom	23
109	Classroom	Classroom	23
212	Classroom	Classroom	23
214	Classroom	Classroom	23
215	Classroom	Classroom	23
216	Classroom	Classroom	23
218	Classroom	Classroom	23
219	Classroom	Computers	23
217	Classroom	Resource	23
	General Purpose Room	General Purpose Room	0
101	Kindergarten	Junior Kindergarten	20
103	Kindergarten	Senior Kindergarten	20
	Library Resource Centre	Library Resource	0
213	Music Rm (Instrumental)	Music (Instrumental)	0
	Seminar Room	Seminar	0
107	Special Ed.	Special Education	9
211	Special Ed.	Special Education	9
	Staff Work Rm./Lounge	Staff Work/Lounge	0
Capacity for 2006-2007 OTG			288

OTG=On The Ground Capacity

NPP=New Pupil Place Capacity



School Facilities Inventory System

Data reflects the 2006-2007 Year

Rooms Summary

Facility Detail

Room Detail

Permanent GFA/Age

Non-Permanent GFA/Age

Select School

5983 George Vanier P.S.

DSB Number: 3 SFIS ID: 5983 Facility Name: George Vanier P.S.

BSID Number: 314935 Language: English

Permanent Space Room Summary For

2006-2007 OTG

R#	Space Type	Current Use	Load
114	Child Care Centre	Child Care	0
100	Classroom	Classroom	23
101	Classroom	Classroom	23
102	Classroom	Classroom	23
103	Classroom	Classroom	23
105	Classroom	Classroom	23
107	Classroom	Classroom	23
201	Classroom	Classroom	23
204	Classroom	Classroom	23
205	Classroom	Classroom	23
206	Classroom	Classroom	23
207	Classroom	Classroom	23
209	Classroom	Classroom	23
211	Classroom	Classroom	23
212	Classroom	Classroom	23
214	Classroom	Classroom	23
218	Classroom	Classroom	23
203	Classroom	Computers	23
109	Classroom	Senior Kindergarten	23
11	Classroom	Senior Kindergarten	23
111	Classroom	Senior Kindergarten	23
117	General Purpose Room	General Purpose Room	0
01	Gymnasium Multiple	Gymnasium	0
13	Kindergarten	Junior Kindergarten	20
04	Library Resource Centre	Library Resource	0
07	Music Rm (Instrumental)	Music (Instrumental)	0
08	Seminar Room	Seminar	0
213	Seminar Room	Seminar	0
104	Staff Work Rm./Lounge	Staff Work/Lounge	0
Capacity for 2006-2007 OTG			480

OTG=On The Ground Capacity
NPP=New Pupil Place Capacity



School Facilities Inventory System

Data reflects the 2006-2007 Year

Rooms Summary

Facility Detail

Room Detail

Permanent GFA/Age

Non-Permanent GFA/Age

Select School

1196 Jessie Hamilton PS

DSB Number: 3 SFIS ID: 1196 Facility Name: Jessie Hamilton PS

BSID Number: 282820 Language: English

Permanent Space Room Summary For

2006-2007 OTG

R#	Space Type	Current Use	Load
3	Classroom	Classroom	23
4	Classroom	Classroom	23
5	Classroom	Classroom	23
6	Classroom	Classroom	23
7	Classroom	Classroom	23
8	Classroom	Classroom	23
9A	Classroom	Classroom	23
9B	Classroom	Classroom	23
9C	Classroom	Classroom	23
9D	Classroom	Classroom	23
	General Purpose Room	General Purpose Room	0
1	Kindergarten	Classroom	20
10	Kindergarten	Junior / Senior Kinderg.	20
2	Kindergarten	Junior Kindergarten	20
14	Resource Room	Library Resource	12
12	Seminar Room	Classroom	0
16	Staff Work Rm./Lounge	Staff Work/Lounge	0
Capacity for 2006-2007 OTG			302

OTG=On The Ground Capacity

NPP=New Pupil Place Capacity


 Ministry of
Education

School Facilities Inventory System

Data reflects the 2006-2007 Year

Rooms Summary

Facility Detail

Room Detail

Permanent GFA/Age

Non-Permanent GFA/Age

Select School

574 Robert H Murray PS

DSB Number: 3 SFIS ID: 574 Facility Name: Robert H Murray PS

BSID Number: 136964 Language: English

Permanent Space Room Summary For			
2006-2007 OTG			
R#	Space Type	Current Use	Load
1	Child Care Centre	Child Care	0
3	Classroom	Classroom	23
4	Classroom	Classroom	23
5	Classroom	Classroom	23
7	Classroom	Classroom	23
8	Classroom	Classroom	23
6	Classroom	Special Education	23
	General Purpose Room	Computers	0
2	Kindergarten	Senior Kindergarten	20
9	Library Resource Centre	Library Resource	0
9	Library Resource Centre	Library Resource	0
	Staff Work Rm./Lounge	Staff Work/Lounge	0
Capacity for 2006-2007 OTG			158

OTG=On The Ground Capacity

NPP=New Pupil Place Capacity



School Facilities Inventory System

Data reflects the 2006-2007 Year

Rooms Summary

Facility Detail

Room Detail

Permanent GFA/Age

Non-Permanent GFA/Age

Select School

5492 Lively DSS

DSB Number: 3 SFIS ID: 5492 Facility Name: Lively DSS

BSID Number: 923354 Language: English

Permanent Space Room Summary For

2006-2007 OTG

R#	Space Type	Current Use	Load
120	Art Room	Art	21
114	Broad-Based Technology	Broad-Based Technology	21
115	Broad-Based Technology	Broad-Based Technology	21
116	Broad-Based Technology	Broad-Based Technology	21
119	Broad-Based Technology	Broad-Based Technology	21
122	Broad-Based Technology	Broad-Based Technology	21
113	Cafeteria	Cafeteria	0
	Cafetorium	Cafetorium	0
101	Classroom	Classroom	21
103	Classroom	Classroom	21
104	Classroom	Classroom	21
105	Classroom	Classroom	21
124	Classroom	Classroom	21
125	Classroom	Classroom	21
126	Classroom	Classroom	21
127	Classroom	Classroom	21
205	Classroom	Classroom	21
207	Classroom	Classroom	21
211	Classroom	Classroom	21
221	Classroom	Classroom	21
222	Classroom	Classroom	21
223	Classroom	Classroom	21
224	Classroom	Classroom	21
107	Classroom	Computers	21
123	Classroom	Computers	21
129	Classroom	Computers	21
130	Classroom	Computers	21
131	Classroom	Computers	21
217	Classroom	Computers	21
210	Classroom	Other	21
204	Classroom	Science Laboratory	21
206	Classroom	Science Laboratory	21
201	Classroom	Special Education	21
203	Classroom	Special Education	21
209	Classroom	Special Education	21

118	Classroom	Technical/Vocational	21
109	Family Studies	Family Studies	21
	Gymnasium	Gymnasium	0
	Gymnasium Multiple	Gymnasium	21
	Library Resource Centre	Library Resource	0
	Music Rm (Instrumental)	Music (Instrumental)	21
	Resource Room	Remedial	12
212	Science Laboratory	Science Laboratory	21
213	Science Laboratory	Science Laboratory	21
214	Science Laboratory	Science Laboratory	21
121	Seminar Room	Seminar	0
	Staff Work Rm./Lounge	Staff Work/Lounge	0
Capacity for 2006-2007 OTG			852

OTG=On The Ground Capacity

NPP=New Pupil Place Capacity

RAINBOW DISTRICT SCHOOL BOARD						Utilization Rating:			FCI (Facility Condition Index) Rating:							
Accommodation Review Committee						> 79%	Good	> 79%				Good FCI Rating = Less Than 5%				
Sudbury West						70% to 79%	Fair	70% to 79%				Fair FCI Rating: 5% to 10%				
February 28, 2007						50 to 69%	Poor	50 to 69%				Poor FCI Rating: 10% to 30%				
Note: OTG updated						< 50%	Critical	< 50%				Critical FCI Rating: Greater Than 30%				
												Prohibitive to Repair: 55% or Greater				
		Utilization														
		Year of Construction	Size of Facility (Sq. Ft.)	ADE Estimated (Average Daily Enrolment) 2006-2007	OTG (On The Ground Capacity)	% Utilization 2006-2007	ADE 5 year (Average Daily Enrolment) 2010 - 2011	% Utilization 2010 - 2011	ADE 10 year (Average Daily Enrolment) 2014 - 2015	% Utilization 2014 - 2015	Number of Modular Units (not included in OTG)	FCI (Facility Condition Index) 2006 - 2007	5 year FCI (Facility Condition Index) 2010 - 2011	Cumulative Capital Projects 2006 - 2007	5 year Cumulative Capital Projects 2010 - 2011	
Sudbury West																
Copper Cliff	JK-8	1937	35,144	213	288	74%	170	59%	153	53%	No	62%	67%	\$ 3,182,476	\$ 3,456,924	
George Vanier	JK-8 dual track	1950	47,200	346	480	72%	348.5	73%	341	71%	No	59%	76%	\$ 4,401,023	\$ 4,861,579	
Jessie Hamilton	JK-8	1958	28,417	337	302	112%	314	104%	340	113%	No	64%	75%	\$ 3,123,706	\$ 3,725,472	
Robert Murray	JK-8	1956	15,188	105	158	66%	87	55%	83	53%	No	72%	98%	\$ 1,886,772	\$ 2,574,505	
Lively HS	9-12	1956	127,380	399	852	47%	371	44%	312	37%	No	40%	49%	\$ 6,787,251	\$ 8,298,996	
TOTAL SUDBURY WEST				1,400	2,080	67%	1,291	62%	1,229	59%						

**RAINBOW DISTRICT SCHOOL BOARD
RENEWAL COST - 5 YEARS (2007-2011)**

COMPONENT	SUDBURY WEST					
	Copper Cliff	George Vanier	Jessie Hamilton	Robert H. Murray	Lively High	TOTAL
ARCHITECTURAL	\$ 1,673,059	\$ 2,172,482	\$ 1,749,400	\$ 645,950	\$ 2,849,380	\$ 9,090,271
Blinds						
Ceilings						
Doors- Int. & Ext.						
Foundation						
Facia/Soffit/Parapet						
Flooring						
Hardware						
Lockers						
Masonry						
Millwork						
Partitions/Walls						
Painting						
Roofing						
Windows						
MECHANICAL	\$ 750,270	\$ 821,584	\$ 553,029	\$ 630,607	\$ 1,515,900	\$ 4,271,390
Air Handling Units						
Boilers						
Drains						
Fixtures Plumbing						
Fans- Exhaust/Ventilation						
Heating/Cooling Pipes						
Plumbing Piping						
Domestic Water Heaters						
Underground Services						
ELECTRICAL	\$ 283,862	\$ 277,719	\$ 116,168	\$ 113,300	\$ 1,148,012	\$ 1,939,061
Lighting - Int. & Ext.						
Fixtures - Lighting						
Fire Alarm System						
Fire Extinguishers						
Clock System						
Switchgear - Exterior Switch						
Terminal Units						
Panels						
Aboveground Services						
Transformer						
LAND/PARKING	\$ 123,711	\$ 483,294	\$ 409,964	\$ 789,782	\$ 1,265,704	\$ 3,072,455
Parking Lots						
Playgrounds						
Roadway						
Site Improvements						
Retaining Walls						
Walkways						
Yards						
Sport Fields						
HANDICAP	\$ 150,000	\$ 553,634	\$ 382,733	\$ 41,000	\$ 325,000	\$ 1,452,367
ENVIRONMENTAL	\$ 476,022	\$ 552,866	\$ 514,178	\$ 353,866	\$ 1,195,000	\$ 3,091,932
GRAND TOTAL	\$ 3,456,924	\$ 4,861,579	\$ 3,725,472	\$ 2,574,505	\$ 8,298,996	\$ 22,917,476

2007/01/29 KJR
2007/02/21 REVISED FORMAT



City of Greater Sudbury

An overview of demographics & development in the western portion of the City of Greater Sudbury

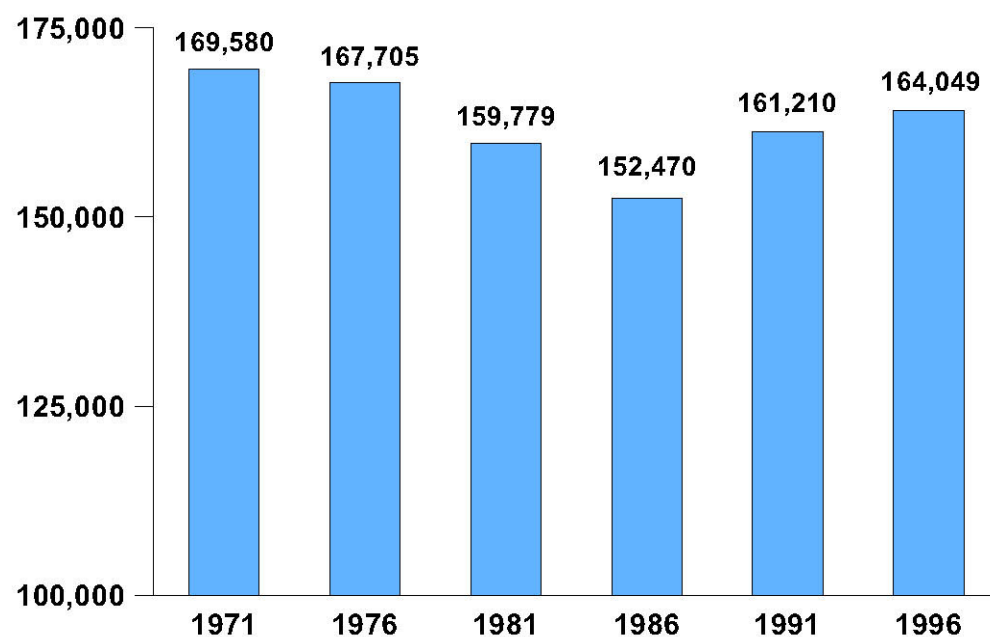
April 26, 2007

Keyfacts Population

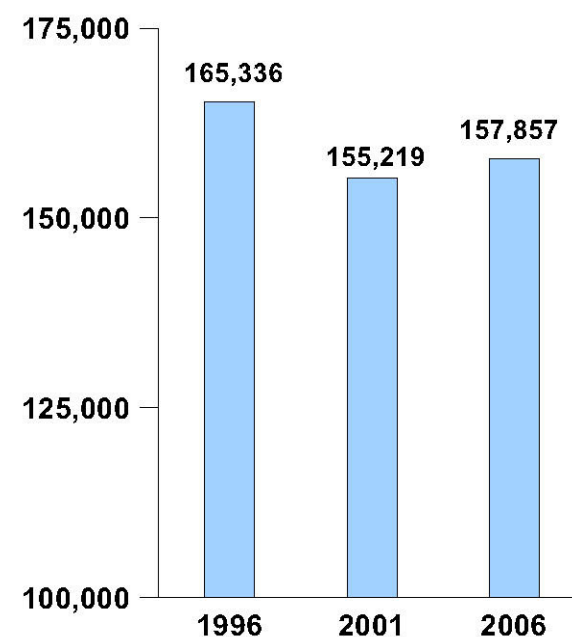
PO Box 5000, STN A
200 Brady Street
Sudbury, ON P3A 5P3
(705) 671-2489



Total Population 1971 - 2006



Regional Municipality of Sudbury



City of Greater Sudbury

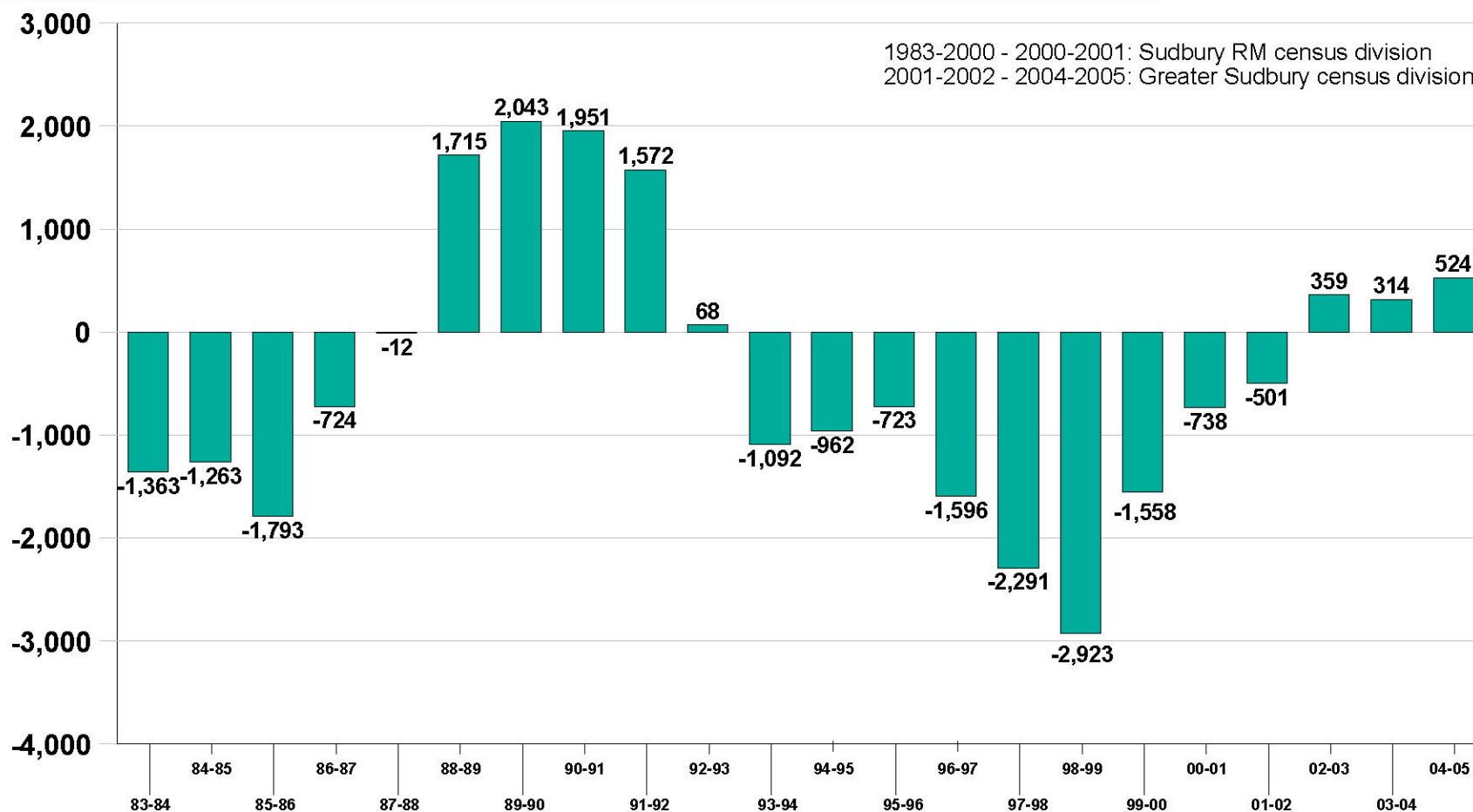
Source: Statistics Canada; 1971, 1976, 1981, 1986, 1991, 1996, 2001, 2006 Census of Canada.

Keyfacts Population

PO Box 5000, STN A
200 Brady Street
Sudbury, ON P3A 5P3
(705) 671-2489



Net Migration 1983 - 2005

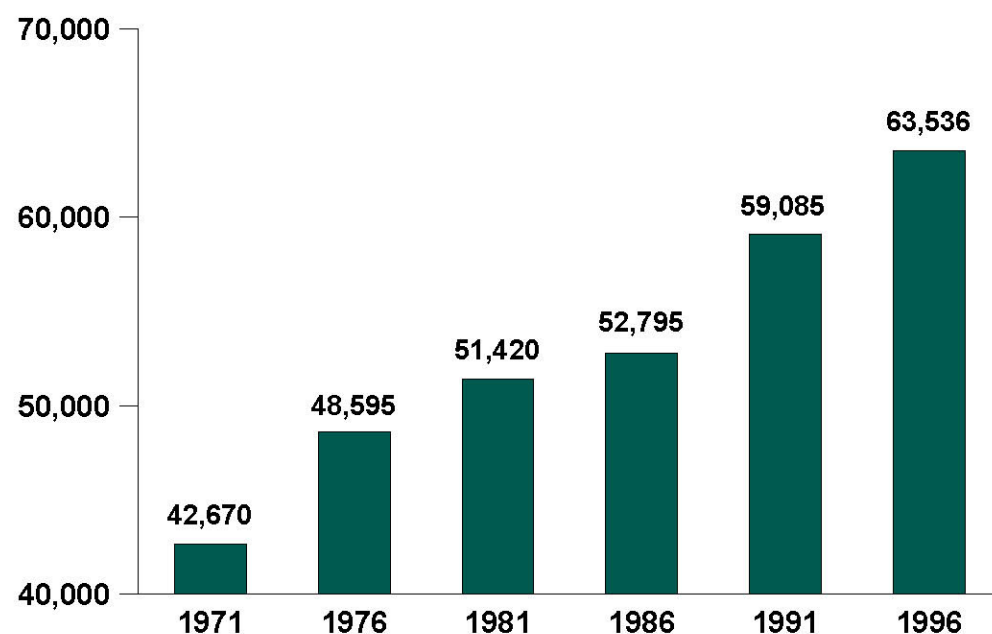


Net Migration = In-Migration - Out-Migration

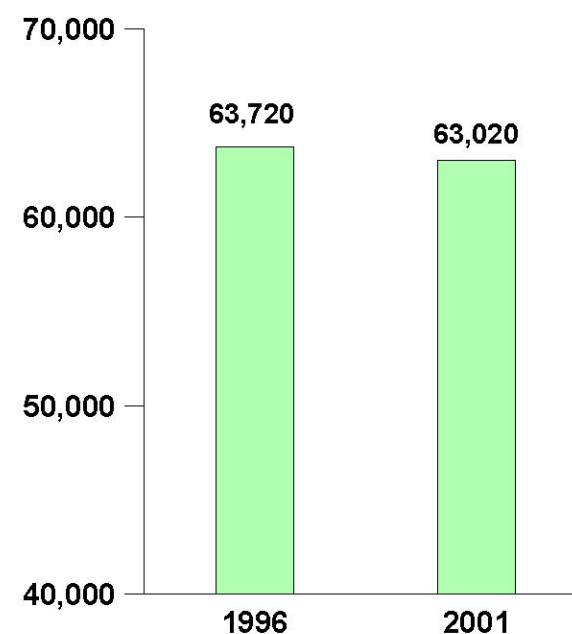
Source: Statistics Canada; *Migration Estimates*, Cat. # 91C0025; migration estimates based on taxation records.
The period of reference extends from April of one year to April of the following year.



Total Households 1971 - 2001



Regional Municipality of Sudbury

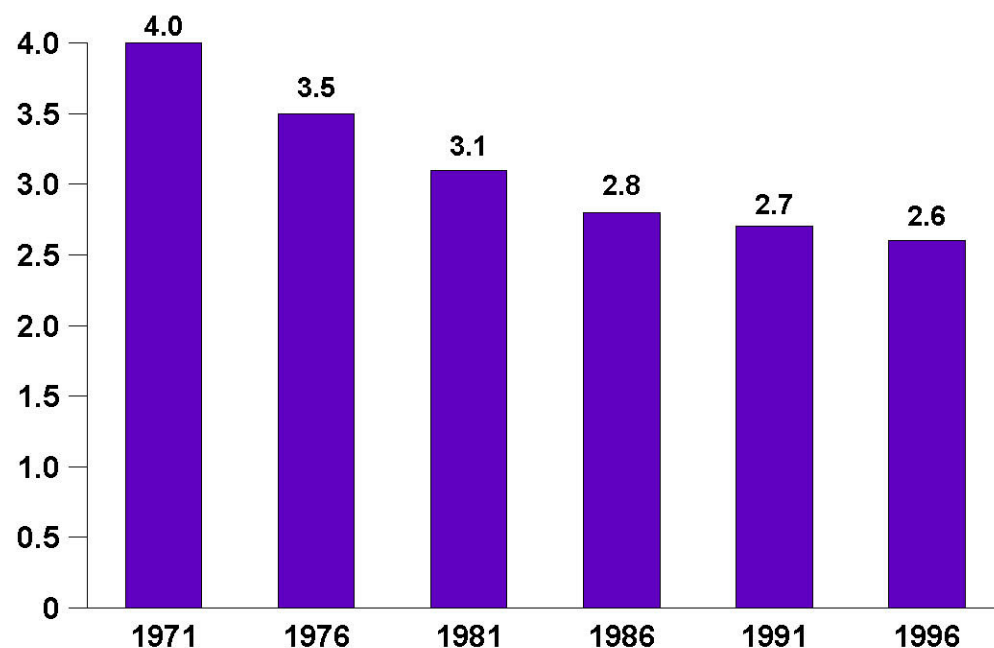


City of Greater Sudbury

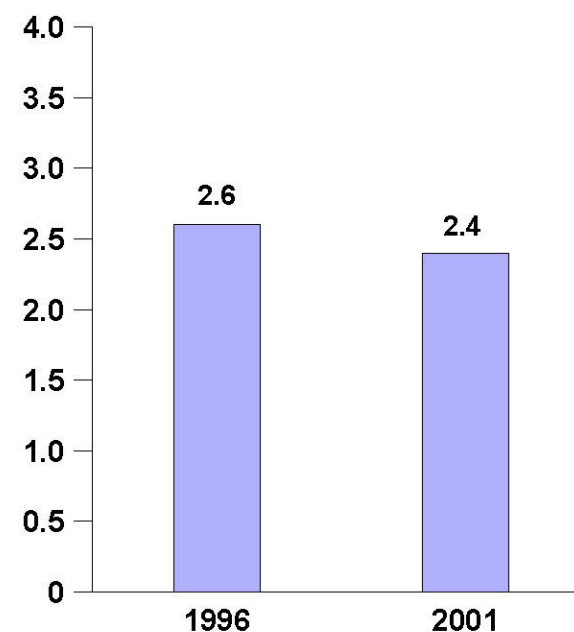
Source: Statistics Canada; 1971, 1976, 1981, 1986, 1991, 1996, 2001 Census of Canada.



Average Household Size 1971 - 2001



Regional Municipality of Sudbury



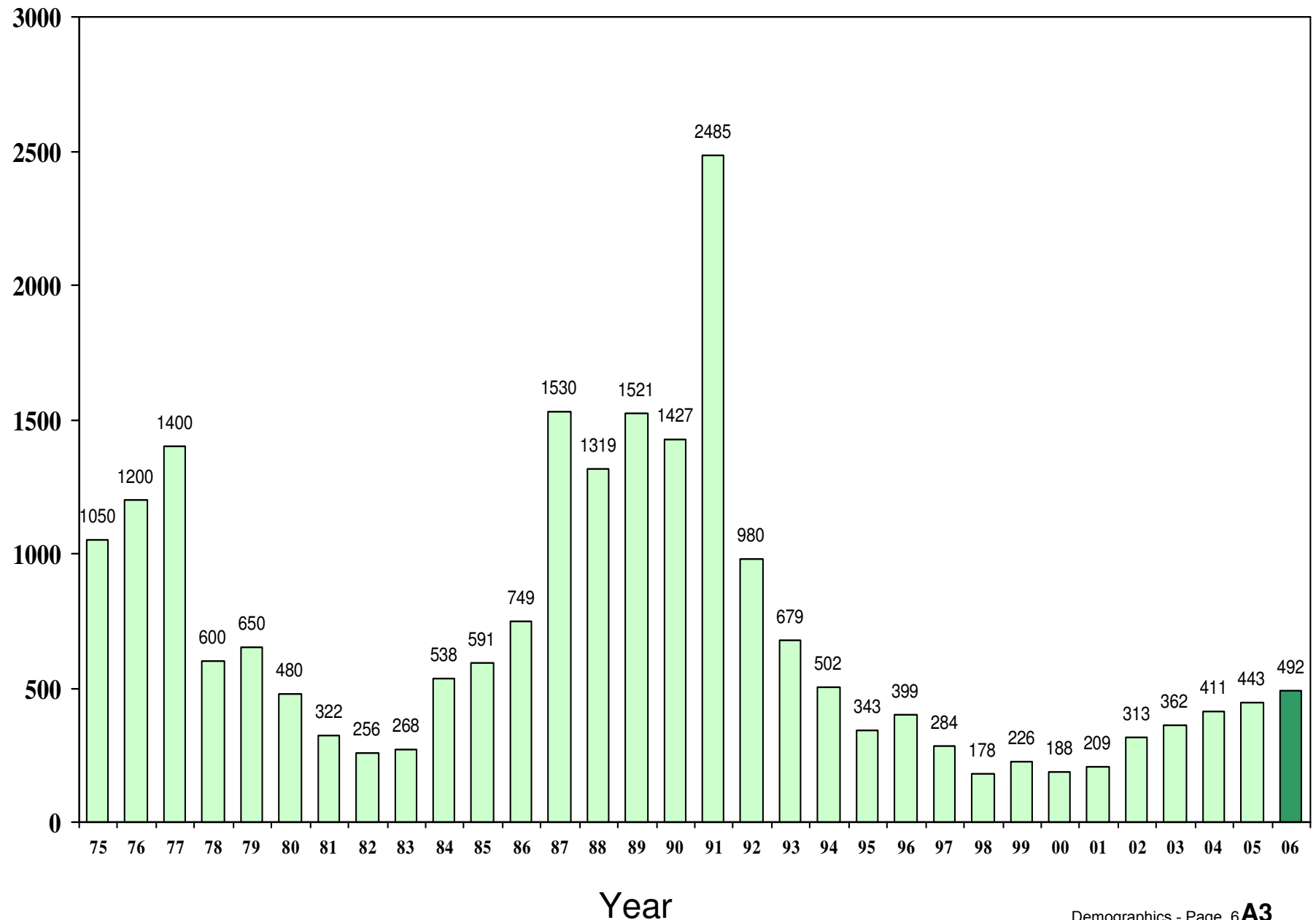
City of Greater Sudbury

Source: Statistics Canada; 1971, 1976, 1981, 1986, 1991, 1996, 2001 Census of Canada.

2006 Building Permit Tracking Report

Total number of
residential units

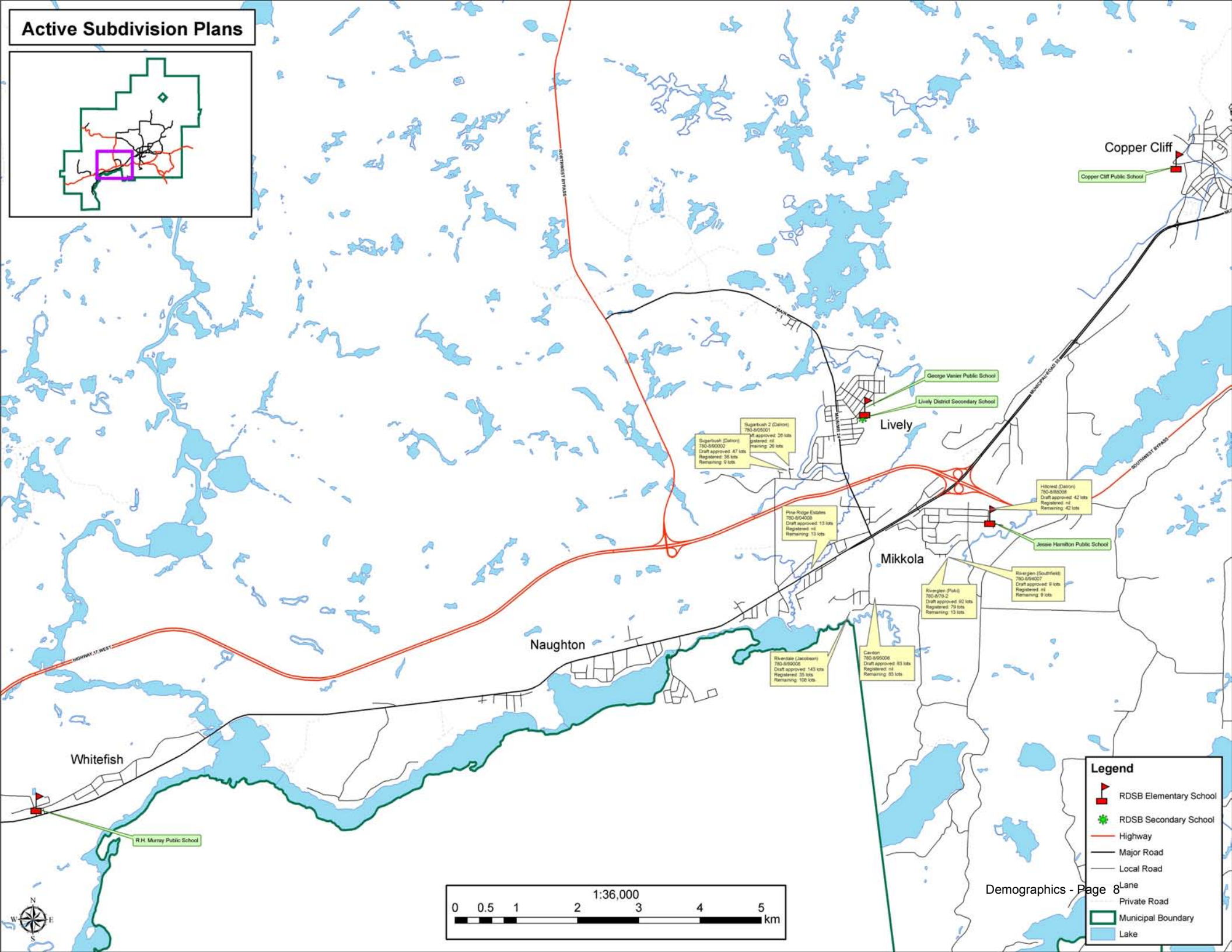
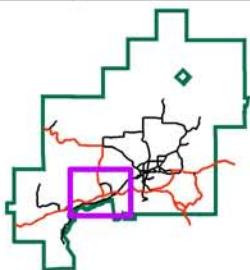
Total Number of Residential Units Created 1975-2006



New Residential Units by Type & Area

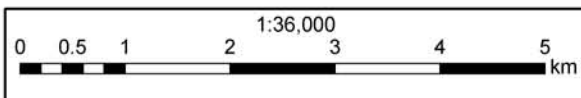
Area		1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	1997 - 2006
Capreol												
	single family	1	2	2	-	1	-	-	-	-	2	6
	two family	-	-	-	-	-	-	-	-	-	-	0
	multi-unit	-	-	-	-	-	-	-	-	-	-	0
Nickel Centre (Garson, Coniston, Skead)												
	single family	38	14	16	16	16	26	34	49	52	43	304
	two family	6	-	-	-	-	-	2	2	-	2	10
	multi-unit	-	-	-	-	-	-	-	-	-	-	0
Onaping Falls (Dowling, Onaping, Levack)												
	single family	6	4	4	3	2	7	5	2	9	10	52
	two family	-	-	-	-	-	-	-	-	-	-	0
	multi-unit	-	-	-	-	-	-	-	-	-	-	0
Rayside-Balfour (Azilda, Chelmsford)												
	single family	26	22	13	14	7	29	23	45	40	45	264
	two family	2	2	-	-	-	2	8	2	-	6	22
	multi-unit	-	-	-	-	-	-	-	-	-	4	0
Sudbury												
	single family	84	54	59	83	104	155	154	165	150	166	1,174
	two family	4	2	2	-	-	-	2	6	12	12	40
	multi-unit	20	-	-	-	-	4	-	4	4	7	39
Valley East (Val Caron, Val Therese, Hanmer)												
	single family	55	42	34	28	32	52	66	76	93	123	601
	two family	-	-	-	2	-	-	-	-	-	-	2
	multi-unit	-	-	-	-	-	-	-	-	-	-	0
Walden (Lively, Naughton, Whitefish)												
	single family	28	22	15	21	23	20	24	33	44	47	277
	two family	-	-	-	-	-	-	-	-	-	-	0
	multi-unit	-	-	72	-	-	-	-	-	-	-	72
New Townships												
	single family	n/a	n/a	n/a	n/a	4	3	3	4	6	7	27
	two family	n/a	n/a	n/a	n/a	-	-	-	-	-	-	0
	multi-unit	n/a	n/a	n/a	n/a	-	-	-	-	-	-	0
	total:	270	164	217	167	189	298	321	388	410	474	2,898

Active Subdivision Plans

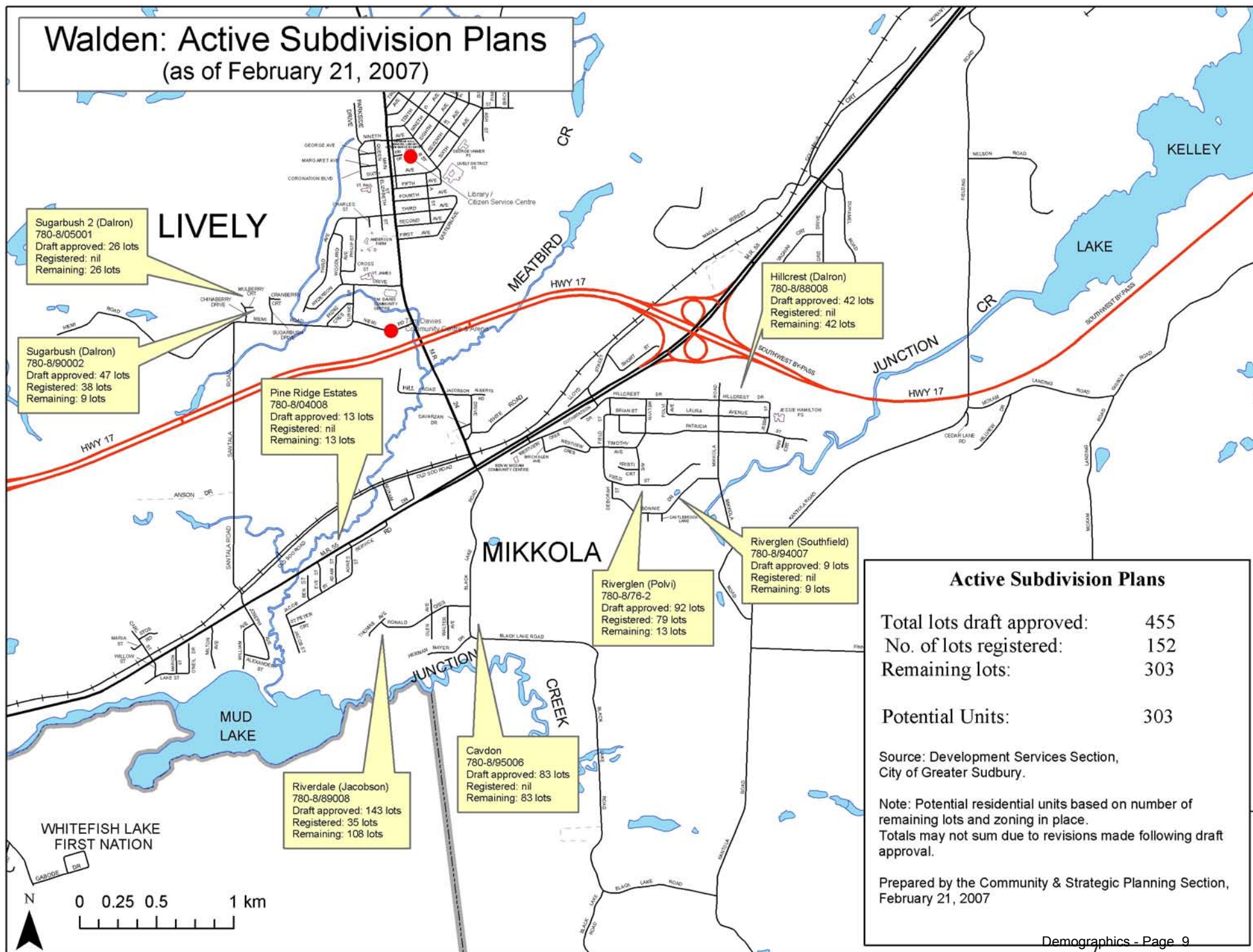


Legend

- RDSB Elementary School
- RDSB Secondary School
- Highway
- Major Road
- Local Road
- Private Road
- Municipal Boundary
- Lake



Walden: Active Subdivision Plans (as of February 21, 2007)



Active Subdivision Plans

Total lots draft approved:	455
No. of lots registered:	152
Remaining lots:	303

Potential Units: 303

Source: Development Services Section,
City of Greater Sudbury.

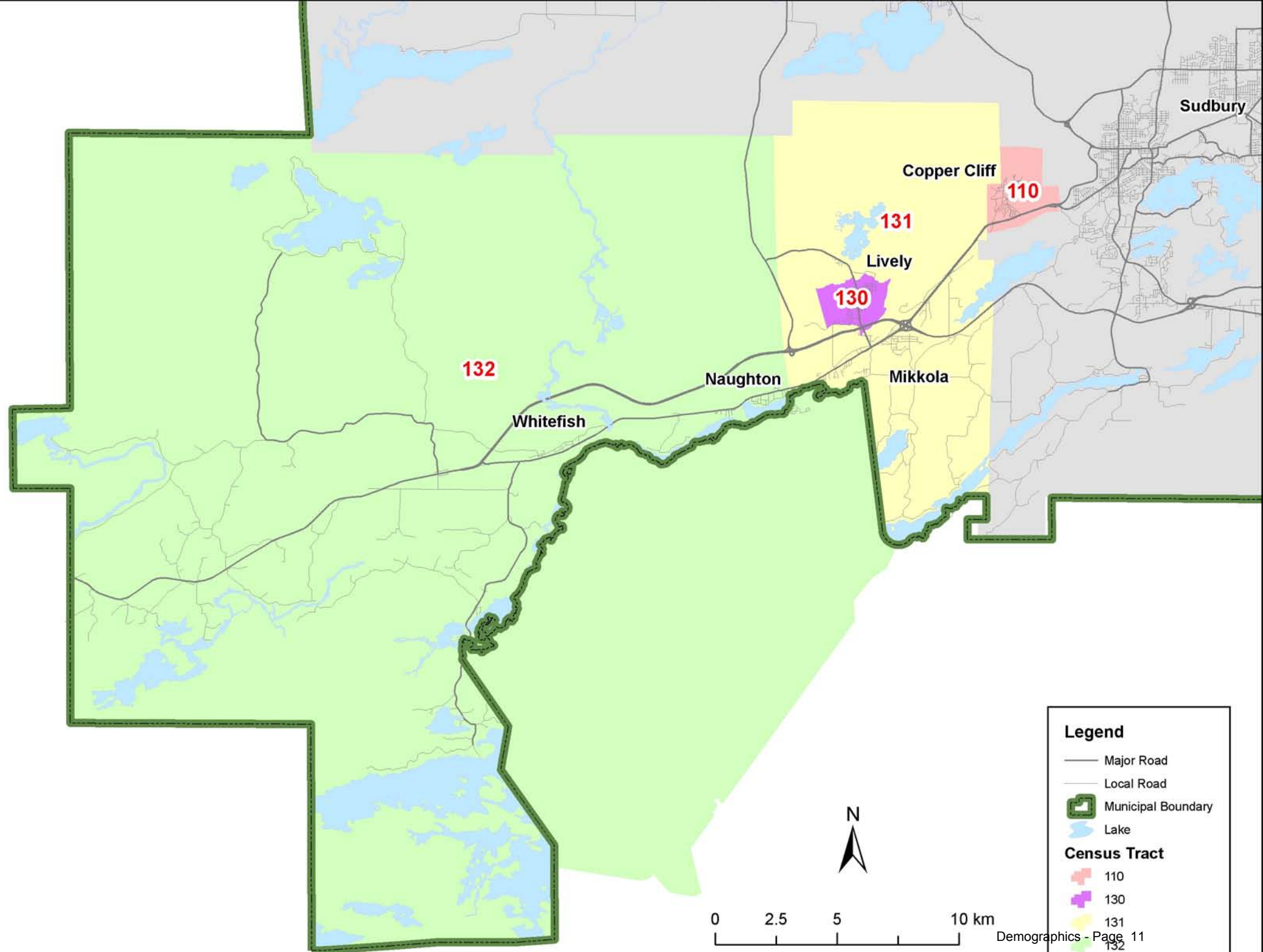
Note: Potential residential units based on number of
remaining lots and zoning in place.
Totals may not sum due to revisions made following draft
approval.

Prepared by the Community & Strategic Planning Section,
February 21, 2007

2001 Census: Population Counts

City of Greater Sudbury

Area	1996	2001	% change
Capreol	3,817	3,486	-8.7%
Nickel Centre	13,017	12,672	-2.7%
Onaping Falls	5,277	4,887	-7.4%
Rayside Balfour	16,050	15,046	-6.3%
Sudbury	92,059	85,354	-7.3%
Valley East	23,537	22,374	-4.9%
Walden	10,292	10,101	-1.9%
former Regional Municipality	164,049	153,920	-6.2%
New Townships	1,287	1,299	0.9%
City of Greater Sudbury	165,336	155,219	-6.1%
Lively	5,754	5,793	0.7%



Population Ages 0-14 (2001 Census)

Copper Cliff (Census Tract 110)	
	2001
Age Group	
0-4	145
5-9	210
10-14	115
Total 0-14	470

Lively (Census Tracts 130, 131)	
	2001
Age Group	
0-4	350
5-9	430
10-14	410
Total 0-14	1190

Whitefish, Naughton, Whitefish I.R. & Rural Areas (Census Tract 132)	
	2001
Age Group	
0-4	180
5-9	255
10-14	250
Total 0-14	685

Presentations from Public Meeting #2

June 20, 2007

Objectives of Sudbury West ARC Working Group

- Provide a unified approach as Chairs and Vice Chairs when dealing with the Accommodation Review in Sudbury West
- Work within the prescribed process but ensuring that the process allows open and thoughtful discussion and is results based
- Make decisions not based on voting but on consensus building always keeping an open mind and the groups priorities as a basis for decision making

Priorities in Option Decision Making

- Value to Student – Over riding priority – our number one consideration in decision making
- Value to Community – recognized that schools are a very important part of the sustainability of our communities
- Value to Board – realize that funding and government direction requires action to be taken.
- Value to Economy – Our schools are connected to the economic stability in our communities.



Walden-Community Action Network Education Task Force

« **BLUEPRINT FOR ACTION** »

ARC – Sudbury West
Rainbow District School Board

Presented by: Richard Bois, Co-Chair, Walden – CAN
Gwen Doyle, Co-Chair
June 20, 2007



The Walden Community Action Network (CAN)

- Formed in 2005 – part of CGS Healthy Communities Initiative
- Executive Committee Members from:
Beaver Lake, Whitefish, Penage Road
Naughton, Lively-Mikela & South-end
communities



Working to Find Solutions

- Identified Community Issues:
 - Safety and Security
 - Re-opening the ski hill
 - Walden Help Center
 - Family Physician Recruitment & Retention
 - Anderson Farm Museum
 - Highways & Roads




Working to Find Solutions (cont'd)

- Hundreds of volunteers working to find solutions in partnership with:
 - Community
 - Greater Sudbury Police Service
 - CGS Staff & Council
 - Provincial Governments & Institutions



Working to Find Solutions (cont'd)

- Provided input to CGS & GSPS re:
 - Constellation City Report
 - Ward 2 Police Forum
 - CGS Budget 2007
 - Priorities Committee in Walden




Constellation City Report & ARC – Sudbury West

We strongly believe that the adoption of the Constellation City Report by CGS Council should have a direct impact on the Rainbow District School Board's current ARC – Sudbury West process.



Walden – CAN Education Task Force

- We strongly believe that access to neighbourhood/community education from pre-school to secondary school is vital to the communities of Walden/Sudbury west.
 - 4 members of Walden-CAN Executive and 2 former educators
 - Followed the 2 Guiding Principles of ARC Mandate
 - Gathered and examined all available data re: 5 schools & future economic & social development
 - Will present the best options for all students & communities in Sudbury West



Recommended Blueprint For Action

We strongly believe that both Copper Cliff & R.H. Murray Public Schools should be maintained and strengthened as vital neighbourhood and community schools.



Copper Cliff PS – a strong neighbourhood & community school

- 70% of students walk to school
- Only 2.5% of students out of boundary
- Structurally sound/well maintained
- Grounds superior
- Strong corporate/community support
- Hub for community activities
- Community partnerships re: upgrades
- Government initiatives: Best Start Hub
- Only accessible school
- Mining growing/developing



R.H. Murray PS – Only Rural community school from Espanola to Lively

- Only option in 400 square km area
- Last standing elementary school
- 97% of students are bused
- Average 11.5 km distance / 53 minute ride
- Focal point for rural community
- Serves Whitefish Lake First Nations
- Top ranking by Fraser Institute
- Government initiatives: Best Start, OEYC
- Totten Mine – 250 jobs/development stage
- Land re-classified to rural



Surplus space

We believe that the solutions for eliminating surplus space in Sudbury West lies with 3 schools:

- George Vanier PS
- Jessie Hamilton PS
- Lively DSS



Lively DSS

We strongly believe that the Rainbow Board should maintain & strengthen Lively DSS as a viable choice for students – now & for future generations

- Only secondary school in Sudbury West
- Huge geographic area to service
- 80.41% students bused / 17% walk
- 32 minute average bus ride now
- Best condition / recent renovations
- Strong academic programs



Lively DSS (cont'd)

- Special Programs: technical / mining
- Partnerships & Government Initiatives
- Community Hub: physical / recreational
- Strong corporate / community support
- Totten Mine Project: 250 jobs initially
- Numerous subdivisions in Walden

Only secondary school close to Whitefish Lake First Nations.
Majority of parents & community want LDSS to remain a viable choice.



Reduction of surplus space at Lively DSS

- To reduce surplus space at Lively DSS, we recommend:
 - A. Move grade 7 & 8 students from George Vanier PS & Jessie PS into Lively DSS
 - Total grade 7 & 8 students at 2 schools 06/07 = 192
 - Grade 7 & 8 students + Lively DSS = enrolment of 591
 - Enhanced access to facilities: gym, track, shops, student services
 - Better liaison for intermediate teachers/programs – grades 7, 8 & 9
 - Enhanced sports programs (coaches from high school)
 - Precedents: CVDC, MacDonald Cartier, Northeastern



Reduction of surplus space at Lively DSS (cont'd)

B. Establish childcare for infants & toddlers with Walden Day Care

Government initiative with Walden Day Care would use 2 classrooms

C. Support & expand special high skills major in mining

- Walden is center of secondary industries / employment growth for mining
- Mining industry is booming – market the opportunities
- Develop other industrial / technical partnerships



Recommended closures

We strongly recommend the closure of both George Vanier & Jessie Hamilton

Closure of both schools is fiscally responsible for taxpayers & school board

- Save \$7.5 million in capital repairs
- Save in busing costs
- Save ½ operating costs - \$95,000
- Gain in sale of land / buildings



New Elementary School

We strongly recommend the construction of a new elementary school (JK – gr. 6)

In the Growth Corridor – on the south side of Highway 55

* Final location to be determined by Rainbow Board



New Elementary School (cont'd)

- A new plant results in savings of \$7.5 million in repairs to old buildings
- One new **Green**, energy efficient school would lower operating costs
- Two less old plants to run; significantly reducing maintenance / administrative costs
- One strategically located school; better access, safe traffic flow
- Increased parking for staff & visitors



New Elementary School (cont'd)

- Would meet need of regular & FI students & have potential for growth
- Improved & expanded programs & partnerships for students & community
- Would include auditorium, gym, library, art & music rooms, special education rooms, childcare space, etc.
- New grounds could have green space, shaded areas, potential for outdoor education, sports areas, playground equipment
- Enrolment – 491 JK – gr. 6 students from George Vanier & Jessie Hamilton



THANK YOU!

R.H. Murray Public School

'At the End of the Rainbow'

What is...
What could be...



Presentation to Rainbow School Board ARC Committee on Accommodation Rev.2

What Is...R.H. Murray?



Small Rural School

We Value:

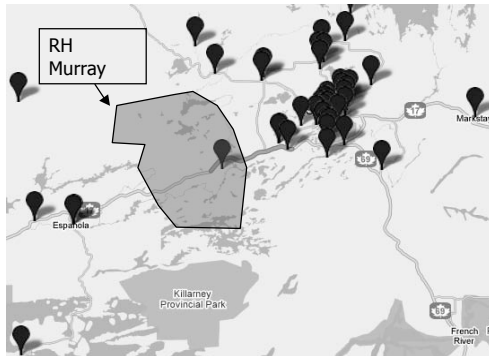
- Student Achievement
- Peer assistance
- Multi grade classrooms
- Mentoring
- Cooperative learning



What Is...R.H. Murray?



400 Square Kilometer Area Served:



Whitefish
Den Lou
Beaver Lake
Chicago Mine Road
Fairbanks
Lake Penage
Grassy Lake Road
Worthington
Whitefish Lake First Nation

What Is...Value to the Students!

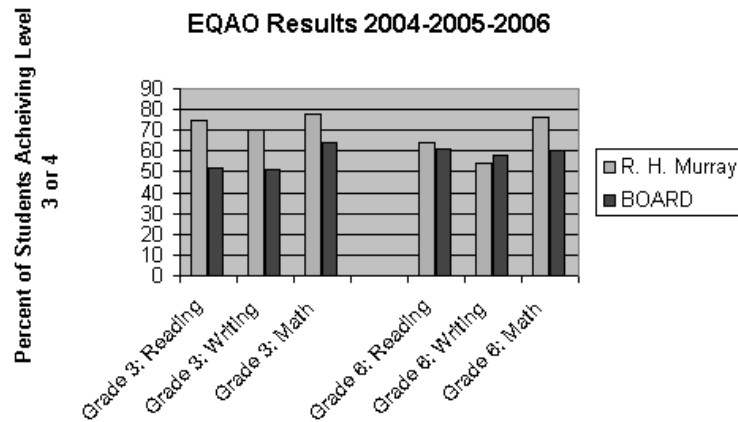
R.H. Murray

- Fewer students results in greater sense of ownership and pride
- Greater opportunity to exercise leadership roles
- Greater opportunity to participate in extracurricular activities
- Improved student self esteem and confidence
- Closer community ties amongst students, teachers, parents and principal



What Is...Value to the Students!

EQAO results consistently better than the Board & the province



What Is...Value to the Community!

- R.H. Murray serves a very large area, due to the low density distribution rural families
- The school is centrally located along the east-west Highway 17 corridor; Penage Road to the south and Fairbanks Road to the north
- Our average student bus ride duration is already 53 minutes
- Some students travel close to 80 minutes
- An additional 20 minutes to Lively is unacceptable



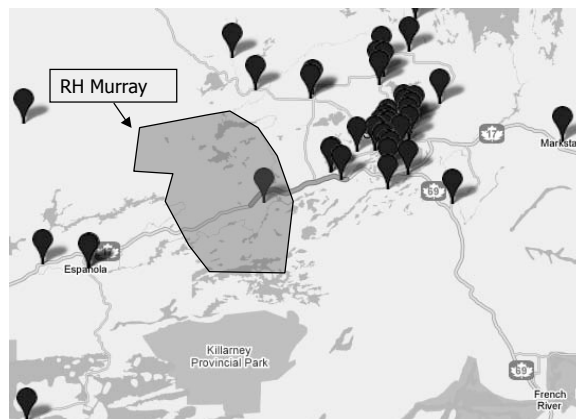
What Is...Value to the Community!

- We may be small but our hearts are BIG - R. H. Murray students raised over \$22,000 locally to benefit the school and \$18,000 to community partners, such as Heart and Stroke, Easter Seals, Lions Club, Walden Food Bank, Unicef (in the last 3 years).
- The school provides an anchor for community sustainability
- Partnerships with Walden Day Care
- Provides space for Ontario Early Years Centre



What Is...Value to the School Board!

- Fraser Institute rated R.H. Murray #1 in the Rainbow Board (2004)
- The school is adjacent to sport fields and facilities maintained by the City of Greater Sudbury
- The only school on the 60 kilometer stretch between Lively and Espanola



What Is...Value to the School Board!

- R.H. Murray P.S. has the lowest 5 Year Cumulative Capital Projects' costs of the Sudbury West schools totaling \$2.57 Million
- Of this amount, a total of \$789,732 dollars has been assessed by the boards consultants for Land/Parking upgrades which is the highest of all the Sudbury West elementary public schools (source Rainbow Board)
- We challenge these figures as we are the smallest of these schools and the adjacent roadways and sports fields owned and maintained by the city
- We believe that this fact was overlooked and that our Facility Condition Index should be significantly improved
- Requests for construction estimate details have been made to the board



What Is...Value to the Local Economy!

CVRD Inco invests \$445 Million in Sudbury Mining Projects

The Northern Life - May 7, 2007

CVRD Inco is investing \$445 million in the future of Greater Sudbury.

The company announced today (Friday, May 4) that it will spend \$400 million (CDN) to re-open Totten Mine in Worthington.

Totten Mine is expected to have a life span of about 20 years.

inco

NORTHERN LIFE.ca
Sudbury's Information Leader

What Is...Value to the Local Economy!

Price of Nickel Keeps On Breaking Records

The Northern Life - Mar. 22, 2007

The cost of nickel has jumped six fold in the past five years ...Some pundits are forecasting a "nickel super-cycle" of elevated prices.

Most geological experts predict another hundred years of production at Sudbury.



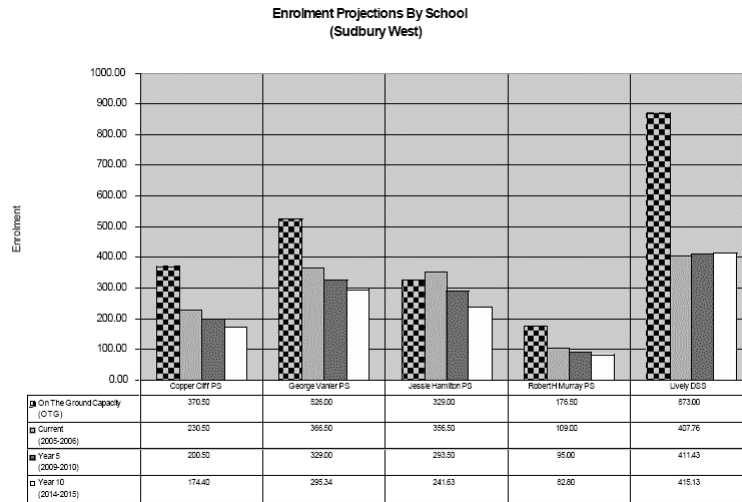
What Is...Value to the Local Economy!

We challenge the Rainbow Board's prediction of 0% growth

- The data on which the predicted enrollment figures were generated was collected prior to the recent nickel boom
- Historically, community growth follows the nickel price trend
- Mining employment opportunities ARE attracting new families to the Sudbury area
- The Totten Mine development will create more jobs in the Whitefish area
- Vacancy rates are lowest in years
- A 15 year ban on building permits was recently lifted in the Whitefish area

What Is...Value to the Local Economy!

Unrealistic Board of Education Enrolment Figures



What Could Be...

What Could be...Rural Results Everywhere

RECENT RESEARCH SHOWS THAT STUDENTS IN SMALLER SCHOOLS ARE MORE SUCCESSFUL THAN LARGE SCHOOLS

- Ontario's Small Schools - People for Education, May 2004
- The Hobbit Effect – Why Small Works in Public Schools – Lorna Jimerson Ed.D
- Towards Sustainable Rural Schools – Robert Laurie, Telegraph Journal, Cape Breton Post May 29, 2007
- School Size, School Climate, and Student Performance – Kathleen Coton, Northwest Regional Educational Laboratory
- Small Schools: Great Strides- Patricia A. Wasley, Michelle Fine, Matt Gladden, Nicole Holland, etc., 2000
- Small Works – The Series Summary – Rural Policy Matters, April 2004
- Rural Education – National Education Association, www.nea.org
- Big School, Small School - Barker & Gump, 1964
- Size Matters – Susan Black, 1996
- The Ultimate Education Reform? Make Schools Smaller – Center for Education Research at University of Wisconsin



What Could be...Rural Results Everywhere

Common Themes of Reports on Small Rural Schools

- Higher Achievement
- Improved attendance
- Lower drop out rates
- Improve School safety
- Lower student suspension rates
- Greater opportunity to exercise leadership roles
- Greater opportunity to participate in extracurricular activities
- Less vandalism



What Could be...Rural Results Everywhere

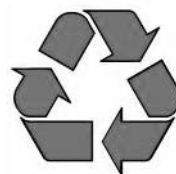
Small Schools Report – People for Education (Canadian). May 2003

- Smaller schools make excellent learning environments
- The loss of the (rural) school has a considerable impact on economic development and can ultimately mean the demise of the community
- The concept of small schools is based on the premise that, in contrast to large, factory model schools, small schools can create a more intimate learning environment that is better able to address the needs of those within the school.
- In urban American schools with fewer than 300 students, 3.9% of the schools reported serious violence incidents compared to 32.9% of schools over 1,000 students.
- As populations decline in Northern Ontario, boards reliant on per pupil funding close more schools. A vicious cycle ensues: fewer people move there, population declines further, more schools close.

What Could be...Re-think Re-Green

Transformation into a Green School

- Reduce. Reuse. Recycle
- Create a rural green school that takes advantage of renewable sources of energy such as wind, solar and geothermal to offset energy requirements
- Model sustainable concepts such as organic food growing and local food cultivation into the facility by creating a small greenhouse
- Incorporate the green energy technology, agricultural concepts and recycling into the curriculum as hands on learning experiences.
- A small school would be the most cost effective construction model.
- A model of innovation for the Rainbow Board
- Teach our children through leading by example



What Could Be... POSSIBLE Solutions!

- Revise SCHOOL BOUNDARIES
- Build a new COMMUNITY School for Walden adjacent to LDSS
- Create a smaller French Immersion School in Mikkola
- OFFER French Immersion at LDSS to keep this stream of students in the area
- PROMOTE the current specialized programs at Lively District Secondary School



What Could Be...Boundary Changes

----- Present Boundaries -----

A.B. Ellis P.S.	R.H. Murray P.S	Jesse Hamilton P.S.
Espanola + Rural + Nairn Center 403 Students High% Utilization	Whitefish + Rural 105 Students 66% Utilization	Oja + Naughton + Mikkola + Black Lake 337 Students 112% Utilization

----- Proposed Boundaries -----

A.B. Ellis P.S.	R.H. Murray P.S.	Jesse Hamilton P.S.
Espanola + Rural 390 Students Good% Utilization	Nairn Center + Whitefish + Rural + Oja 105 Students + 22 Students 80% Utilization	Naughton + Mikkola + Black Lake 315 Students 105% Utilization

What Could be...Fair Funding

Government Action Required



- Almost half of Ontario's elementary schools have fewer than 300 students; the funding formula is geared to schools over 450 students
- Recent Quebec Government strategy on rural schools
 - Additional funding grants
 - Grants for schools with 100 students or less to collaborate with each other
 - Additional funding for maintenance of small schools
 - Reciprocal consultations between municipalities and boards in order to maintain schools in single school communities
- Saskatchewan Government strategy on rural schools
 - Additional funding grants based on enrolment and sparsity factor
- The people at this meeting all need to voice their concerns to their MPP to change the funding formula for our small schools

What Could be...Summary

- The area will experience growth we need to ensure that we have adequate capacity
 - Warehousing of students in schools is not the answer
 - Funding formula is unfair for our small schools
 - Board policy and boundary revisions are the least costly of all changes to implement
- - The Whitefish Parents Group 'End of the Rainbow'

Copper Cliff Public School

"A Great Community To Raise A Child"



CCPS = Value

Value to the Student

Healthy Children
Family Values

Value to the Community

Distinct Community
Connected

Value to the Economy

School is central
Family Town

Value to the Board

Programs
Cost Savings
Excellent Facility



CCPS Value to the Student:

Healthy Children

- Children walk or bike to and from school
- Before and after school sports programs
- Large grassy playground
 - Basketball, soccer, volleyball, swings, climbers
- Newly installed play structure



CCPS Value to the Student:

Family Values

- Children know each other and their families
- Children participate in extra-curricular programs together
- Pre-school programs provide seamless transition to school
- Close proximity of school/home in the event of problems such as illness or forgotten items
- Music programs during and after school



CCPS Value to the Community:

Distinct Community

- Copper Cliff is a true community
- Fundraising for organizations or families in crisis
- Food Bank collections for families in need
- Single parent families



CCPS Value to the Community:

Connected

- Partner with local facilities: Dow Pool; Curling Rink; Legion
- Best Start Hub
- Amazing Volunteers – raise \$40,000 for playground equipment

CCPS Value to the Economy:

INCO Companhia Vale do Rio Doce

Sudbury Credit Union Community Banking Services

CLARKE PHILLIPS SAFETY SUPPLY

Bryston's on the Park

Copper Kettle Guest House

Copper Cliff Manor

PHARMASAVE Live well with
Wilson Pharmacy

Chess Controls YOUR PARTNERS IN AUTOMATION & PROCESS CONTROL

•Pat's Hairstylists LCBO

•Bruno's Grill

•Dentist

•Copper Cliff Dairy

SRK Consulting Engineers and Scientists
Corporate shareholders: Kapsco

•Copper Kettle Restaurant

•Chiropractor

•Optometrist

TD Canada Trust

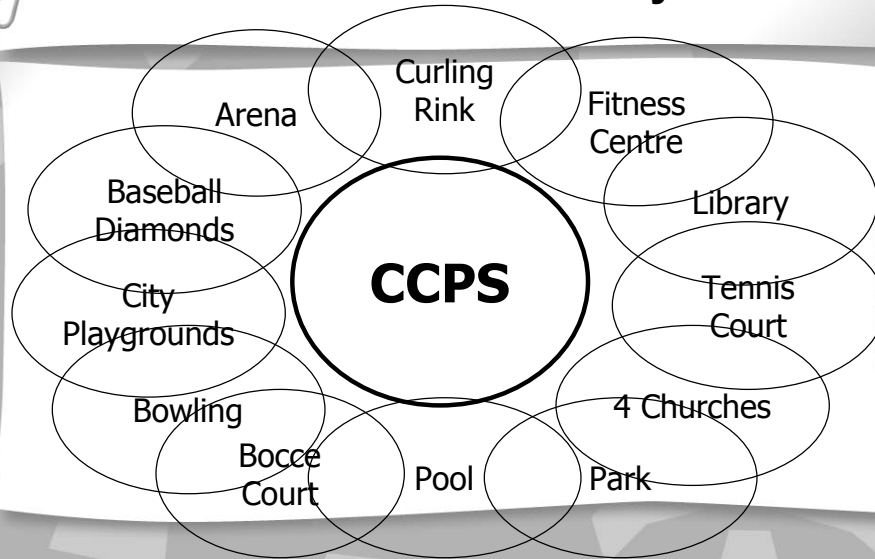
•Copper Cliff Automotive

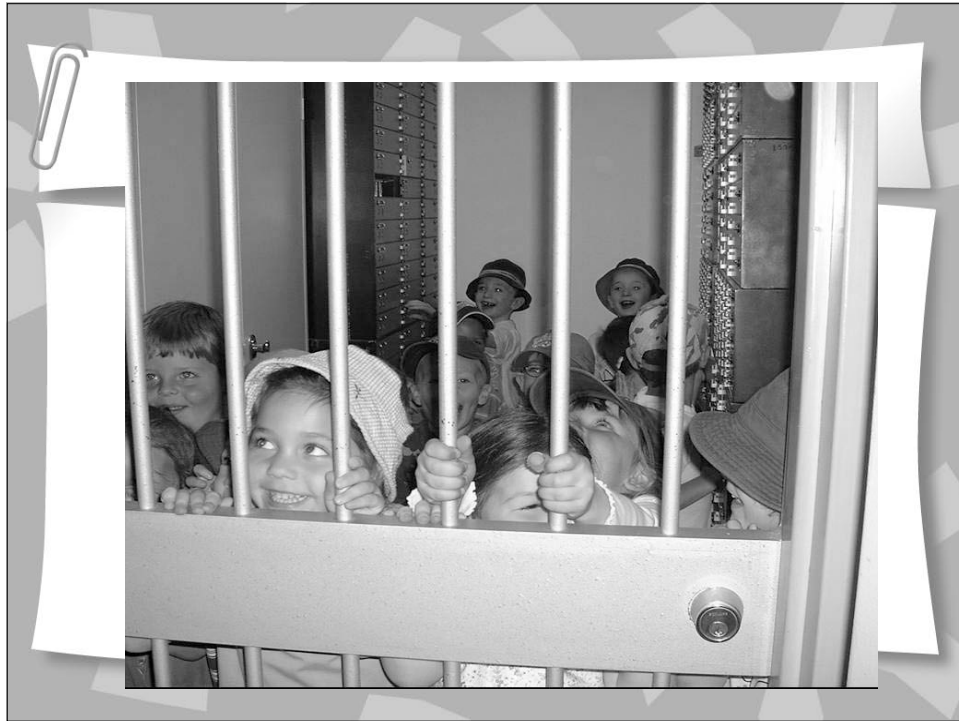
•Perogy Princess

•Gas Station

•Antiques

CCPS Value to the Economy:





CCPS Value to the School Board:

Programs

- School on the move!
 - First Rainbow school to win this recognition
- Best Start Hub
 - Plans well underway
- Home for students in the comprehensive class and the autism program



CCPS Value to the School Board:

Excellent Facility

- High School building
 - Large hallways
 - Full size gym
 - lockers
- Handicap Access throughout school
- Elevator



CCPS Value to the School Board:

Cost Savings

- Minimal transportation costs
 - 70% of students walk
- Could ease pressure of nearby schools over capacity



CCPS Value to the School Board:

- Amazing Volunteers – raise \$40,000+ for playground equipment
- Active Community Action Network
 - Plans to market the school
 - Creative thinking – involve Churches



Copper Cliff Public School

- We are our own unique community
- Saving the Board transportation costs
- Affordable housing-school is key!
 - Many single parent and low income families
- Copper Cliff is a wonderful place to live, work and most importantly, to raise a child.

Accommodation Review

CONCEPTS OF WHAT COULD BE....

***“Community solutions
from a Community
perspective.....”***

Input provided by Jessie Hamilton Council
and Parents



***“Change has a considerable
psychological impact on the
human mind. To the fearful it is
threatening because it means that
things may get worse. To the
hopeful it is encouraging because
things may get better. To the
confident it is inspiring because
the challenge exists to make things
better. “***

—King Whitney Junior



PRESENTATION OVERVIEW

1. 'WHAT COULD BE'

- ◆ 3 STEPS TO SUCCESS



2. "MAKING IT FIT"

- ◆ VALUATION SUMMARY

STEP ONE

1) COPPER CLIFF SCHOOL TO REMAIN STATUS QUO

Copper Cliff School :

- Is recognized as a BEST START HUB (**Sept '07**)
 - Best Start is about providing co-ordinated, integrated supports to parents and children
 - Includes high-quality child care
 - A rich, early learning environment
 - Family-centred services
 - Is an inclusive environment
- Provides the Copper Cliff community with not only education but has a focus of caring for the needs of the whole family.

STEP TWO

2) PROVIDING ITS' OWN ENTITY, RE-ESTABLISH GRADE 7 AND 8 STUDENTS TO LIVELY HIGH LOCATION

- a) Is of little to no cost in retrofitting existing structure to accommodate this age group
- b) Is an age appropriate atmosphere for adolescence
- c) Creates an effective transition to the High School environment for grade 8's
- d) Is a successful concept in many regions across the Province including local MacDonald Cartier and Chelmsford Valley District Schools (Grades 7 to 12).
- e) Access to the amenities of the High School facilities; science labs, gymnasiums, age appropriate library and technology resources.
- f) Step Two is a direct contributor to the sustainability of Lively High School


STEP THREE

3) AMALGAMATE R. H. MURRAY, GEORGE VANIER AND JESSIE HAMILTON JK – 6 STUDENTS TO A NEW 'GREEN' SCHOOL

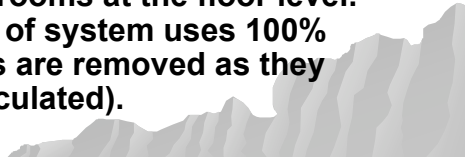
- ◆ Given the ongoing development of our entire community, the facility is designed to ensure there is *“room to grow”*
- ◆ French immersion JK – 8 to be located in a separate wing on site or at another location
- ◆ Designed to include a child care facility for children 0 – 12 years, accommodating a seamless transition into the school system

So What's a "GREEN" School?

The Rainbow District School Board knows about creating a superior learning environment and an efficient, durable facility. They rebuilt the Valley View Public School which is slated to open in September 2007. This new school will incorporate Go Green environmental certification principles, focusing on the awareness of waste management, building materials, the interior environment and the needs of its users. This \$15 million dollar construction project is the first new school the Rainbow Board has built in 40 years and one of the first of its kind to be built in Ontario.



"TRAITS OF GREEN"

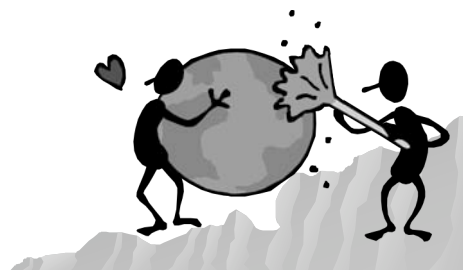
- ◆ It's Barrier Free – Children and Staff with special needs have the opportunity to learn and work in a respectful environment
 - ◆ Windows are strategically designed and placed to obtain solar heat gain in winter and avoid heat gain in summer - accessing optimum natural lighting
 - ◆ When rooms are not in use, sensors integrated with natural light will automatically shut lights off.
 - ◆ Use of geothermal energy systems, draw energy from the ground to heat and cool the school
 - ◆ Radiant floor heating will warm the floors
 - ◆ Use of displacement ventilation concepts will deliver fresh and cool air to classrooms at the floor level. (This means that this type of system uses 100% outdoor air. The pollutants are removed as they come in and are not re-circulated).
- 

“TRAITS OF GREEN”

- ◆ **Waterless urinals and low flush toilets.** The water reuse system saves water and teaches students the value of conservation.
- ◆ **At Valley View School, they used building products with recycled content.** The school used wood beams from the existing school for interior benches. This added greatly to the architectural features. As well, the concrete floors contain recycled glass collected by the students themselves.
- ◆ **The Green School houses a waste management program, diverting waste products to our recycling facilities.**
- ◆ **The incorporation of Smart IT systems make use of state-of-the-art technology.**
- ◆ **Good Acoustics, lighting, thermal comfort and air quality reduces operating expenses, protects the natural environment and improves the health and productivity of students and staff, while reducing energy consumption.**

The most beneficial “TRAIT OF GREEN”...

***Children take pride in knowing that
their school is contributing to
making our world
a better place***



WHY “GREEN” for WALDEN?

- a) All three locations (George Vanier, R .H. Murray and Jessie Hamilton) will be prohibitive to repair – Strategic, forward thinking is the obvious 3rd step.

(When do we stop putting money into an “old vehicle” and look to trade it in for a safer , more efficient one?)

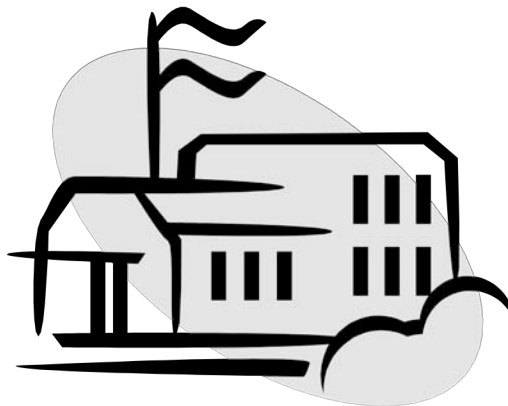
- b) It would **not** be the “super school” parents fear as numbers in the English stream would amount to between 400 and 450 students

******(current numbers: Jessie Hamilton **337** and George Vanier - **346**)

- c) Board of Education would to determine the location of the “New Green School”, either on an existing site or to a new location.

- d) Walden is **deserving** of a **high quality, clean, modern, energy efficient facility** for both our children and our leaders to learn and achieve

FUTURE SITE OF VALLEY VIEW ...EXAMPLE OF ‘GREEN’



“MAKING IT FIT” - VALUATION



OUR STUDENTS VALUE...

- ◆ Appropriate access to physical education
- ◆ Instrumental music
- ◆ Visual Arts
- ◆ Computer Technology
- ◆ Library
- ◆ An age appropriate environment
- ◆ Room to Grow
- ◆ A seamless transition from preschool to school age learning
- ◆ Sustainability – this exercise would not become an issue in several years



OUR COMMUNITY VALUES...

- ◆ A state of the art, barrier free facility for expanded community use.
- ◆ Child care is “one stop shopping” - safe and secure
- ◆ The health and wellness of staff and students
- ◆ The maintenance of our high school
- ◆ The ability to continue to provide home buyers a reason to raise families in our community
- ◆ PRIDE IN OWNERSHIP



OUR SCHOOL BOARD VALUES

- ◆ “Bragging rights” for green school continuance in a sustainable, energy efficient facility
- ◆ Response to issue of surplus space and access to the best programming possible in a quality school facility.
- ◆ Response to enrolment pressures
- ◆ Response to Community Needs (Need for the High School, Need to not create a ‘super school’)
- ◆ Redirect savings to other priorities





OUR LOCAL ECONOMY VALUES

- ◆ Investment – “increases property value”
- ◆ Will accommodate the population growth in the community
- ◆ Demonstrates confidence and commitment in the local community
- ◆ The continuance of high school youth contributing to the workforce
- ◆ Enhances the local community’s attitude as a “place for families”



MANDATE

TWO GUIDING PRINCIPLES:

-  To ensure that all students continue to have access to the best programming possible in quality school facilities.
-  To reduce surplus space.





Rainbow District School Board develops green school

When the new Valley View Public School opens in September, it will mark a historic occasion. Greater Sudbury will be home to one of the first green schools in Ontario.

"This is Rainbow District School Board's first new school in 40 years and, we are proud to say, it will be a model for sustainable development as a high performance green school," said board chair Dena Morrison. "We focused the efforts of the design team on sustainable project ideas. We wanted to create a superior learning environment and an efficient, durable facility."

The new school will incor-

porate national Go Green environmental certification principles, which take into account industry "best practices," including resource consumption, waste management, building materials, interior environment and occupant awareness.

Currently being built on the existing site of Valley View Public School, the new school will house JK to Grade 1 students from Val Caron Public School and Grade 2 to 8 students from Valley View Public School. The school will open in September with a projected enrolment of 500 students in the French immersion program.

The new school will be barrier-free and have space for lower

class sizes in the primary grades, as well as physical education, instrumental music, visual arts, computer technology, a library and special education. There will also be space for a before- and after-school program and a full daycare in response to community needs.

A number of sustainable design features are being included in the New Valley View Public School. Good acoustics, lighting, thermal comfort and air quality in the 65,000 square foot facility will reduce operating expenses, protect the natural environment and improve the health and productivity of students and staff, while reducing energy consumption.

"The school will serve as a teaching tool, demonstrating to students and the community that addressing environmental issues means creating a healthier, more efficient learning environment," said Morrison.

A number of sustainable design features have been included in the building, making it a flagship school for environmental efficiency and stewardship. The architect and sustainable consultant designed the building with a north/south orientation, maximizing windows on the north and south faces of the building. Sun screening devices and glass

see page 17

Rechargeable Batteries
(for solar powered lights)



\$1.97
(2pkg)

Superbright Solar Path Lights

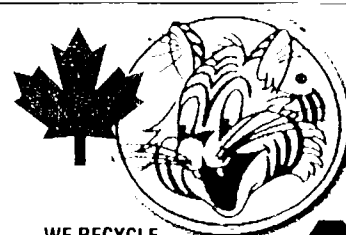


\$19.99
(4pkg)

Solar Zapper Lantern



\$14.97



WE RECYCLE
ALL OUR PLASTICS AND
WAREHOUSE PACKAGING

GIANT TIGER
2208 Lasalle Blvd.



continued from page 16

are used to optimize the amount of natural light in the school, obtain solar heat gain in the winter and avoid undesirable solar heat gain in the summer.

This approach has many benefits. It provides a learning environment lit with natural light, reduces the need for artificial lighting, takes advantage of passive solar heating during the winter months and shades the hot sun of the summer. When rooms are not in use, occupancy sensors integrated with the artificial lighting systems will automatically shut lights off. This type of lighting/daylighting will result in significant energy savings.

The use of geothermal energy systems in the new school provides four units of energy from the ground for every unit of energy purchased from conventional sources. This efficiency is unequalled by other conventional heating and cooling systems. Geothermal systems heat and cool the school by tapping into the relatively constant temperature of the earth below the frost line, at significant energy savings.

Heating will be delivered to classrooms using radiant floor heating systems. Cooled/tempered air will be delivered to classrooms using displacement ventilation concepts. Displacement ventilation will deliver fresh and tempered (cool) air to classrooms at floor level. Displacement

ventilation systems typically use 100 per cent outdoor air. As a result, air pollutants generated within the building are removed at source and are not recirculated. The displacement ventilation system will improve the indoor environment.

A water reuse system will conserve water use and demonstrate sustainability to students. A wetland biofilter will remediate sanitary waste from waterless urinals and low volume flush toilets and divert approximately 70 per cent of the remediated water to recirculate in toilets throughout the school.

Washroom fixtures will use minimal water. The wetland biofilter, a series of filters and planting beds, will illustrate natural process remediating methodologies. And, conventional field beds on the site will be used to dispose of excess greywater. The school will not be connected to the municipal sanitary system. The water reuse system will save water and teach students the value of water conservation.

A number of additional sustainable features are being incorporated into the building, including the use of building products with recycled content. For instance, the school will have retroplated concrete floors with recycled glass chips collected by the students. Wood beams from the existing school will be reused as interior benches / architectural accent features.

The school will also have a waste man-

agement program that documents diversion of waste products from the construction to recycling facilities in the Greater City of Greater Sudbury.

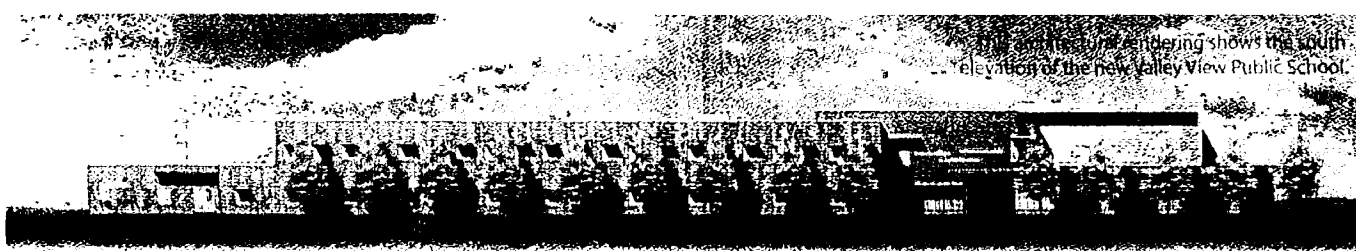
The building will also incorporate Smart IT systems, making use of state-of-the-art technology.

Ameresco Canada is overseeing this \$15 million construction project on behalf of the Board.

The project team includes:

- Architect
Castellan James + Partners Architects Inc.
- Sustainable Advisor
Tom Tamblyn - Dearness Conservation Society
- Mechanical/Electrical Engineer
LKM SNC Lavalin
- Wetland System Engineer
Ecoworks Technologies Inc.
- Civil Engineer
Northland Engineering (1987) Limited
- Structural Engineer
Halsall Associates Limited
- Landscape Consulting
Bill Fryer Landscape Architect
- Contractor
Ameresco Canada Inc.

For more information about the New Valley View Public School and Rainbow District School Board's Go Green initiatives, log on to rainbowschools.ca.



This architectural rendering shows the south elevation of the new Valley View Public School.

Where do we go from here?

- Rate options based on four fundamental objectives:
Value to Students #1, Community, Economy and School Board
- Look at options not just to address today's problems but also look at how it places us in the future (e.g. school renewal)
- Ground truth the recommended Options (e.g. realistic space requirements, costs etc.)
- Adopt current options or look at other options proposed in future public meetings
- **ALWAYS VIEW OPTIONS ON WHAT IS GOOD FOR ALL OF SUDBURY WEST AND NOT AN INDIVIDUAL SCHOOL AREA!
REMEMBER OUR PRIORITY - OUR CHILDREN'S EDUCATION!**



A New Beginning...

Presentations from Public Meeting #3

September 19, 2007

Sudbury West ARC

Public Meeting #3

Wednesday, September 19, 2007

Priorities in Option Decision Making

- Value to Student – Over riding priority – our number one consideration in decision making
- Value to Community – recognized that schools are a very important part of the sustainability of our communities
- Value to Board – realize that funding and government direction requires action to be taken.
- Value to Economy – Our schools are connected to the economic stability in our communities.

What we heard at Public Meeting #2:

- Maintain Lively DHS in the community
- Move Grade 7 and 8 students from George Vanier and Jessie Hamilton to the high school
- Maintain a school in each community (Lively, Whitefish, Copper Cliff)
- Create a “green school” in Sudbury West
- RH Murray and CCPS are essential to their communities
- A boundary review would be beneficial for RH Murray

The ARC mandate

The Accommodation Review Committee will develop options for student accommodation which will maximize student learning within the resources available to the Board and will present their findings and recommendations to the Board’s Administrative Council.

Two Guiding Principles

- To ensure that all students continue to have access to the best programming possible in quality school facilities.
- To reduce surplus space.

Note: 80% capacity is acceptable

Sudbury West ARC OPTIONS to date

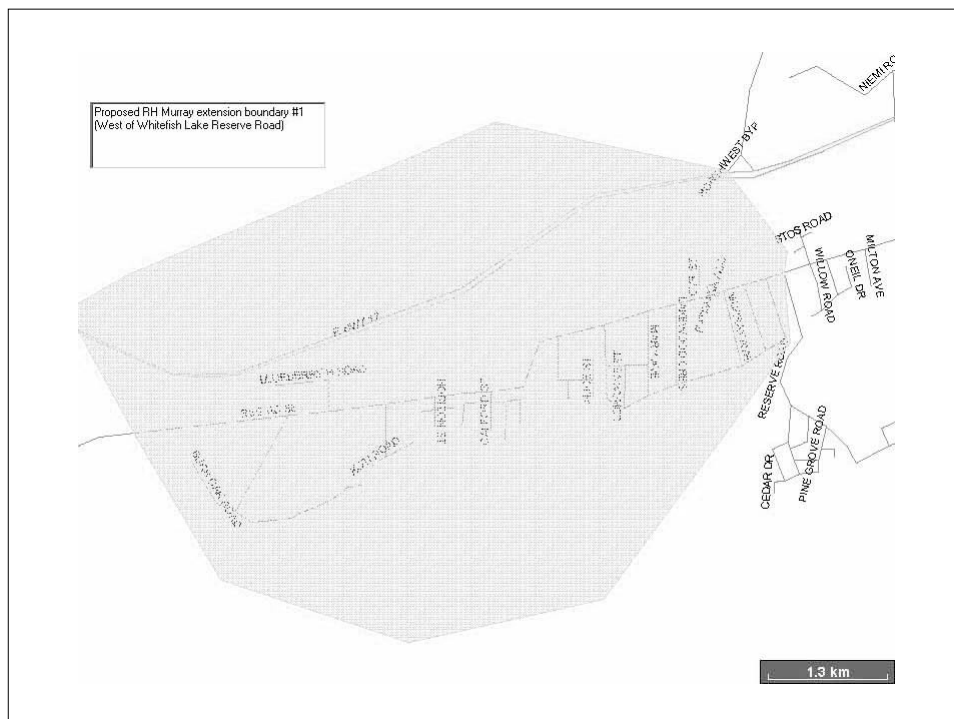
Change of School Boundaries to Optimize Use of Existing schools

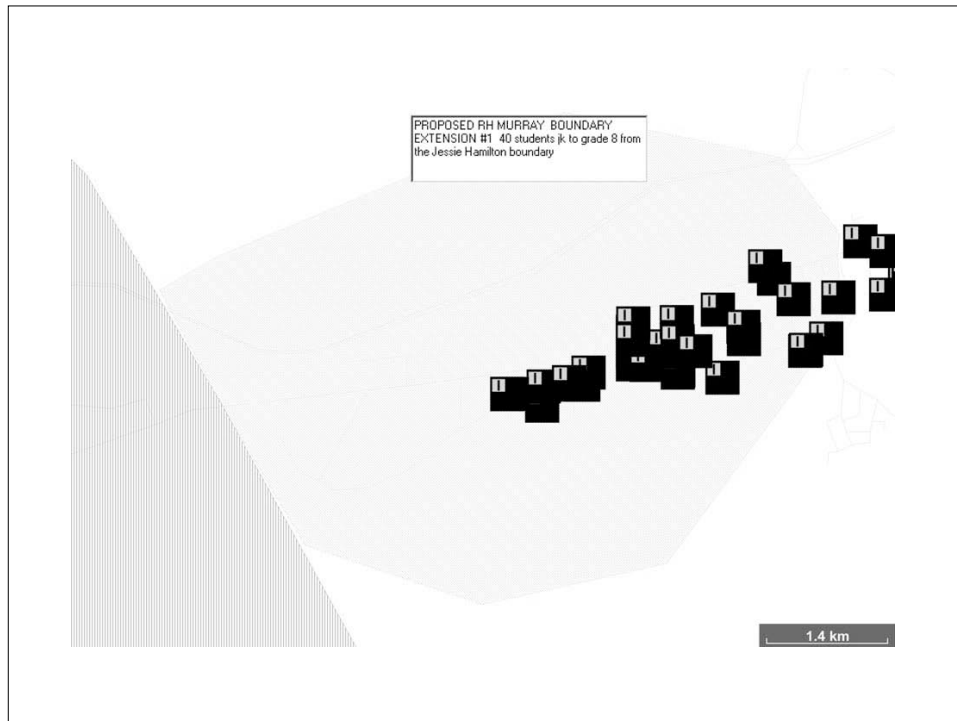
STRENGTHS

- Increased attendance at RH Murray and Vanier – ex. possible 74 students from Jessie to RH (Naughton area)
- Possible reduction of students attending Jessie – relieve high student numbers

WEAKNESSES

- Does not address renewal of schools in area – still old schools needing repairs
- LDSS concerns not addressed
- Few cost savings (Bussing)
- Future assessment required





*Combine G. Vanier, J. Hamilton & RH Murray
on one school site (JK-8)*

STRENGTHS

- Solves elementary space concerns
- Possible new school for Sudbury West area
- Reduction of two buildings – cost savings
- 85% utilization rate for school servicing area

WEAKNESSES

- Does not solve LDSS space concerns & help stabilize future use of LDSS
- Too far for RH Murray bussing – not realistic for those in already large catchment area
- Loss of schools in communities
- Cost of new school or renovation and additional bussing distance
- Does not compensate for population growth in other areas of Sudbury West

For Consideration:

Based on predicted JK-8 enrolment in 5 years:

French = 241 students

English = 552 students

The school population would be 793 students.

New School (K-6) by closing Jesse/RH Murray/Vanier Move 7-8 from these three schools to LDSS

STRENGTHS

- New school for Sudbury West
- 7 & 8 students benefit from high school facility (gym, shops, computers)
- High school enrollment may increase
- Easier transition for grade 8's to grade 9 because they are in the high school

WEAKNESSES

- Loss of schools in the communities
- Distance for students from large catchment area – increased bussing time (eg. RH Murray).
- Rural students loss of connection to school/extra curricular activities
- Cost of new school/renovation to LDSS

For Consideration:

Based on predicted enrolment in 5 years:

New school would have 628 students:

- Vanier K to 6 = 286 students
- Jesse K to 6 = 274 students
- RH Murray = 68 students

For Consideration:

Based on predicted enrolment in 5 years:

- Elementary Grade 7 & 8 = 165 students
- Secondary School = 371 students

There would be 536 students at LDSS.

This is 62% capacity (LDSS)

Provide a French Immersion School

STRENGTHS

- Could increase student population in French Immersion – attract students from other schools
- Maintains schools in each community
- Single track French program is preferred over dual track

WEAKNESSES

- Does not solve space issues at other schools e.g. LDSS
- No cost savings – still old schools needing major repairs
- May not draw in additional students

For Consideration:

Based on predicted enrolment in 5 years:

French Immersion population = 241 students.

Combine Vanier and LDSS.

Renovate Jessie to accommodate current population and possible future growth.

Copper Cliff/RH Murray no change pending future student enrolment.

STRENGTHS

- LDSS space used fully –better utilization of schools
- Reduction of Vanier site – cost savings – more opportunities for students attending LDSS (e.g. shops, elevator, gym)
- Jessie space issue addressed – strategic for future possible growth
- School maintained in each community

WEAKNESSES

- Cost of renovations at LDSS and Jessie
- Space concerns still present at Copper Cliff/RH Murray
- Consideration for needs of elementary and secondary students--to be addressed
- Renovations

For Consideration:

Based on predicted enrolment in 5 years:

- Elementary School = 368 students
- Secondary School = 371 students

Total of 739 students at LDSS in one building.
This is 86% capacity.

*Closure of Vanier site and move K-8 to LDSS
Move Jessie Hamilton's 7-8 to LDSS
Copper Cliff/RH Murray left pending future student
enrolment*

STRENGTHS

- Full use of LDSS
- Vanier site removed – cost savings to Board
- Vanier/Jessie students benefit from LDSS assets
- Communities retain schools – small community school value
- Average % utilization is 86% amongst schools

WEAKNESSES

- Jessie 7/8 students required to leave school – possible disruption
- Need to ensure separation of elementary/secondary students at LDSS site
- Copper Cliff/RH Murray space concerns not fully addressed at this time
- French Immersion program does not continue past grade 8 at this time

For Consideration:

Based on predicted enrolment in 5 years:

- Elementary English = 185 students
- Elementary French = 241 students
- Secondary English = 371 students

There would be 797 students at LDSS.
This is 93% capacity.

Incorporating Public Input:

- ***RH Murray and Copper Cliff remain open.***
- ***Move Grade 7 & 8's from George Vanier and Jessie Hamilton to LDHS.***
- ***Move French Immersion from George to a wing of Lively High.***
- ***Combine Jessie and the English program from George into a new green school K-6.***

Incorporating Public Input:

STRENGTHS

- A boundary review addresses the capacity issue of RH Murray
- Schools are maintained in the communities
- Renewing schools in Sudbury West
- Options to grow
- Day care (before and after) option in a new school

WEAKNESSES

- Renovation required at RH Murray, Copper Cliff and LDSS
- Space concerns still exist at Copper Cliff
- \$\$\$?

For consideration:

Based on predicted enrolment in 5 years:

- RH Murray to 80% capacity with 40 new students
- At LDSS there would be 690 students and 82% capacity (Elementary English 7-8 = 78, Elementary French = 241, Secondary English = 371.
- The new school has 332 K-6 students.
- Upgrades at Copper Cliff

Total costs: 15M for new school plus upgrades at RH Murray, Copper Cliff and LDSS (13M)



Presentations from Public Meeting #4

October 17, 2007

Sudbury West ARC

Public Meeting #4
Wednesday, October 17, 2007

The ARC mandate

The Accommodation Review Committee will develop options for student accommodation which will maximize student learning within the resources available to the Board and will present their findings and recommendations to the Board's Administrative Council.

Two Guiding Principles

- To ensure that all students continue to have access to the best programming possible in quality school facilities.
- To reduce surplus space.

Note: 80% capacity is acceptable

Priorities in Option Decision Making

- Value to Student – Over riding priority – our number one consideration in decision making
- Value to Community – recognized that schools are a very important part of the sustainability of our communities
- Value to Board – realize that funding and government direction requires action to be taken.
- Value to Economy – Our schools are connected to the economic stability in our communities.

What we heard at Public Meeting #2:

- Maintain Lively DHS in the community
- Move Grade 7 and 8 students from George Vanier and Jessie Hamilton to the high school
- Maintain a school in each community (Lively, Whitefish, Copper Cliff)
- Create a “green school” in Sudbury West
- RH Murray and CCPS are essential to their communities
- A boundary review would be beneficial for RH Murray

Accommodation Review

Meeting #1

- What we were told....
 - reduce surplus space (i.e. eliminate one school)
 - minimal/reasonable cost
 - ensure all students continue to have access to the best programming possible in quality school facilities
- **Our Question:**
What about providing a safe, nurturing environment that will contribute to positive learning outcomes?

Meeting #2 – Public Input (What is...what could be)

- Keep Lively DHS in the community
- R.H. Murray and Copper Cliff need to stay
- A boundary review needs to be done
- Move G7-8 from George Vanier and Jessie Hamilton to the high school

Meeting #3 – Our Options

The ARC presented options highlighting that >80% usage would mean full funding to that school.

Only one option was presented that had >80% usage at LDHS and would be at a reasonable cost.

What was it?

- Move George Vanier JK-G8 children in with the high school students at Lively District High School. (total # students approx 800)
- Move G7-8 from Jessie Hamilton into the High School
- Copper Cliff and R.H Murray stay as is

Has this been done before?

- Yes, however in a much smaller scale. The precedent has been set.
- They have done it before, they will do it again.
- Do you want this to happen?
- We need to know the real facts!!!!

Smooth Rock Falls Public School

- Smooth Rock Falls Public School has been a combined school for over 20 years.
- However, enrollment is only 70 students TOTAL from JK to Grade 12.
- The only other school option is also a combined French Catholic School.
- The principal was hesitant to speculate on how well a combined school would translate with 800 children.

Diamond Jubilee Public School

- Diamond Jubilee Public School has a combined school with 311 children total. They are segregated completely with different entrances, buses, gym and separate playground. The elementary children have a complete wing of the building with a physical lock.

Diamond Jubilee continued.....

- Usage is low
- There are other school options for parents to enroll their children.
- No comment from the principal

- Meeting #3 we were told our buses would be integrated (JK-G12)
- Is the high school building and grounds in Lively capable of being renovated to provide our children with a sense of security and safety?
- What about our daycare in George Vanier that services preschool children and provides an option for before and after school care?

What do the experts say?

Cook P, et al.: Should 6th grade be in elementary school or middle school? An analysis of grade configuration and student behaviour. Research Brief for ASCD 2007

- 6th graders placed in a middle school setting had triple the office referrals compared to 6th graders in an elementary setting
- In addition, they were 1-3% more likely not to graduate, twice as likely to have a violent infraction, and 4.8 times more likely to have a drug related infraction

Leatherdale S, et al. The influence of friends, family, and older peers on smoking among elementary school students: Low-risk - students in high-risk schools. Division of Preventative Oncology, Cancer Care Ontario, Canada; Preventative Medicine. 42(3): 218-222, 2006

- The influence of older students on younger students on the initiation of smoking is very significant. Low risk Grade 6 & 7 students (no family or friends who smoke) were found to be 3 times more likely to try smoking if they attended a school with a relatively high prevalence of senior students who smoke.

Eccles J, et al. Schools, Families, and Early Adolescents: What are we doing wrong and what can we do instead? *Developmental and Behavioural Pediatrics*. 17(4); 267-275, 1996

- Individuals are not likely to do very well, or be very motivated, if they are in social environments that do not meet their psychological needs.
- A smaller class size that has more personal and friendly student-teacher relationships, more student decision making/control, increased small group/individual instruction, are all necessary for an optimal social environment.
- Finally, it seems likely that teachers will resort to more controlling strategies when they have to supervise such a large number of students.”

Other Issues....

- Bullying – associated with lower achievement scores, unsafe/sad feelings, and the sense that they don't belong

(Glew, G et al. Bullying, Psychosocial Adjustment, and Academic Performance in Elementary School. *Arch Pediatr Adolesc Med*: 159, 1026-1031, 2005)

Will the frequency increase with the larger variation in age groups, increased number of students, the possible negative influence of older peers and more impersonal student-teacher relationship?

- Overall School Spirit and Community Involvement

Is that possible in a combined high school environment where segregation of students is necessary?

- Growth to our community

Will there be growth to our community when many people buying new homes consider the “value of nearby schools” as one of their deciding factors?

So, what are we to do?

Options for Concerned, tax paying Parents

- Send present George Vanier Students to Jesse Hamilton (more overcrowding for JH)
- Switch to Separate School Board –St.James has both English and French Immersion programs (a further decline in enrollment for the public school board)
- Lively high school continues to have a low enrollment rate!!!!
- Will we end up losing our high school down the road?

Lets make a plan that will positively influence our children's/communities future.

- Only move G7-8 from Jessie and George Vanier to the high school
- Renovate Jessie to accommodate George Vanier children JK-G6
- Change catchment area to increase the usage at R.H Murray

- Lively District will have increased enrolment, and more capital dollars will be obtained
- Usage/full funding at Lively District still won't be maximized but it will allow for the potential growth for our high school.
- Capital dollars can be invested into increasing programming at LDHS, to bring back our students that have left, and retain the students already in Sudbury West.

Thank-you

Walden-Community Action Network Education Task Force

Response to 6 Options ...Developed by ARC-Sudbury West

**Presented by: Gwen Doyle, Co-Chair, Walden-CAN
Wednesday, October 17, 2007**

Walden-CAN Education Task Force
...Response to 6 Options developed by ARC-Sudbury West

Background:

On June 20, 2007, Richard Bois- Co-Chair, Walden-CAN & Chair of the Walden-CAN Education Task Force presented our “ **Blueprint For Action**”- in Power Point & detailed written form to the ARC-Sudbury.

Having followed the 2 guiding principles of the ARC mandate “...to ensure that all students continue to have access to the best programming possible, in quality school facilities and to reduce surplus space.” – we presented the following recommendations to ARC:

1. That both Copper Cliff & R. H. Murray PS should be maintained and strengthened as vital Neighbourhood and Community Schools
2. That Lively DSS- the only secondary school in Sudbury West- should be maintained and strengthened, as a viable choice for students – now and for the future
3. That all Grade 7 & 8 students – including French Immersion- from George Vanier PS and Jessie Hamilton PS be moved to Lively DSS
4. That Childcare for infants & toddlers in Partnership with Walden Day Care should be established at LDSS- using 2 classrooms
5. That both George Vanier & Jessie Hamilton PS be closed and sold
6. That a new ‘green’ JK – Grade 6 Elementary School be built in the Growth Corridor- on the south-side of HWY 55

The 6 Options developed by ARC-Sudbury West:

After listening to the other detailed Presentations, from parents & community groups and examining them more fully on the Rainbow Board website, we looked forward to hearing the Options developed by ARC –Sudbury West.

We have listened to the Update re: the demographics and development for Sudbury West, the 6 ‘non-weighted’ Options developed by the committee and the questions/concerns raised by the parents at the Sept. 19th ARC Public Meeting No.3. We have carefully examined all the information posted on the Rainbow Board’s website and discussed the 6 Options.

We strongly endorse and support Option #6 with the following adjustments:

A. We strongly support Recommendation # 1 & 2 - as described in Option 6:

1. RH Murray & Copper Cliff will remain open

- a. Vital neighbourhood/community schools would be maintained & strengthened
- b. Changing the school boundaries could help increase enrollment at R. H. Murray ie 80% capacity with 40 new students

2. Move Grade 7 & 8's from George Vanier & Jessie Hamilton to LDSS

- a. This has proven to be effective & beneficial to grade 7 & 8 students* in other district secondary schools: CVDCS, E. S. Macdonald Cartier, Northeastern S.S, and Marymount Academy.
- b. Include the Grade 7 & 8 F.I students at LDSS...as indicated in our June 20th Proposal"

*See Appendix A – Grade 7 & 8 Students in a Secondary School Setting
Art Neufeld, Former Principal, CVDCS, Member of Education Task Force

B. We cannot endorse Recommendation # 3 – as described in Option 6:

3. Move French Immersion K- Grade 6 to a wing of LDSS

- a. This was a major concern expressed by parents at the Sept.19 Public Meeting

"...I would absolutely not send my children (aged 5 & 8 years) to a high school. It's not good for children that age to be exposed to the same things that older children are exposed to."
Christine Liscum, Lively

- b. We are concerned that this recommendation would segregate the K – Grade 6 F.I. students from their English Program peers and deprive them of the benefits of an elementary school culture
- c. We believe that the separation of the F.I. students K – Grade 6 could cause concerns with a belief of elitism, or their lack of interaction with peers of various abilities and programs could cause anxiety, or even feelings of isolation.

- d. **We strongly believe that F.I. students should be included in the new Green school- rather than be isolated at LDSS**

C. We strongly support Recommendation # 4 ...with inclusion of F.I. K-6 students

4. Combine Jessie & the English program from George Vanier into a new green K- 6 school

- a. We agree that it is fiscally responsible to close & sell George Vanier & Jessie Hamilton...saving \$7.5 million in capital repairs & ½ total operating costs for 2 schools

“...From a taxpayer’s point of view, the most prudent, financial alternative is to close and sell George Vanier & Jessie Hamilton in order to maximize financial resources- from a capital and operating perspective- while meeting the two guiding principles of the ARC Mandate.” Richard Bois, Co- Chair, Walden-CAN

- b. We believe that the new green school should be built in the growth corridor – south of HWY 55
- c. **We strongly believe, however, that the F.I. students from George Vanier should be included in the new green school**

Final Comments

The ARC-Sudbury West should be commended for the work they have accomplished over the past months. Knowing the diverse populations they represent, we realize that there will never be a “one size fits all solution”.

The Walden-CAN Education Task Force endorses Option #6, with the revisions we have outlined. We feel that it would be the best solution – using the two Guiding Principles in the ARC Mandate – for the greatest number of students in Sudbury West.

A new ‘green’ school will also attract students currently attending alternative schools and our co-terminus board. Such growth will compound itself in terms of the quality of education received by our children and the community pride felt by their parents.

Based on the current trends, our committee is optimistic in the rate of growth in Sudbury West. Choosing Option #6 will maintain, strengthen and expand access to quality education from pre-school to secondary school- which is vital to developing and sustaining healthy communities in The City of Greater Sudbury.

Appendix A

Grade 7 & 8 Students in a Secondary School Setting

1. Precedence has been set in the Rainbow School Board for Grade 7 & 8 students to attend classes within a secondary school building both at the former Northeastern Secondary School and currently in Chelmsford Valley District Composite School. The model is also currently operating successfully at Marymount Academy in the Sudbury District Catholic School Board.
2. The Grade 7 & 8 students are part of a larger school in certain aspects, yet separate as a group. They maintain their regular elementary teachers and curriculum. Their classes, lunch hour, and free time activities are usually segregated from the older secondary school students. This segregation occurs in a physical sense in that their classes are in a separate wing or part of the school. Their lunch hours are staggered so that they can eat alone, possibly even in a separate location if possible (as done in CVDCS)
3. The students are part of the school when it comes to assemblies e.g. Christmas, Remembrance Day etc. They are able to use a larger and better gym facility, family studies rooms, computer labs, library and shops. This enriches their curriculum in an amazing manner. These activities are scheduled around secondary usage, so that no groups are mixed.
4. Busing concerns are also a non-issue as the elementary teachers supervise the bus loading areas – before and after school- as per their contracts.

Art Neufeld, retired Principal, CVDCS
Member, Walden-CAN Education Task Force

Problems facing Lively High

It seemed odd that there were no proposals put forth to address keeping the high school simply a high school without public school integration.

Bringing public school children in doesn't solve the problem of diminishing numbers within the high school, it just adds numbers in the building.

The pathways and programs Lively High has now will also suffer without higher numbers of high school students.

Problems facing Lively High

If the numbers do continue to drop as projected, what happens then? At what point in enrollment does the high school become just a school only able to provide the core classes with no pathways?

Without pathways and options that will expose kids to new things and new ideas that they may not experience without these courses, many kids may not find out what they really want to do until they are in college or university, wasting time and money.

Solutions

It seemed obvious to me that enrollment numbers have to increase in order to maintain courses and to add more courses.

Lockerby is overcrowded, and Lo-Ellen is nearing capacity.

Move courses from Lockerby such as French Immersion, robotics, or another course that brings students to Lockerby specifically, and offer them at Lively.

Solutions

This will raise enrollment at Lively, reduce overcrowding in Lockerby, and raise the appeal of Lively due to greater diversity within the courses.

The other option that could be considered is re-zoning into possibly the Gatchell area to raise enrollment.

Lively High and the Public School situations must be dealt with as two different solutions. I think Lively High must stay a high school, or I believe it will truly suffer, possibly to the point of closure, or uselessness.

Addition Info

Jessie Hamilton capacity is 302. Current is 337. It has been above capacity since 1994. Opened 1960

George Vanier capacity is 480. Current is 346. Opened in 1951. **Combined enrollment has been approx. 700 since 1990.**

Jessie Hamilton cost of renewal is 3.2 million.
George Vanier cost of renewal is 4.4 million.

Lively and Mikkola are growing with new subdivisions and condominiums in both areas. Even with steady numbers, and old buildings there has yet been any improvements done.

Addition Info

Copper Cliff capacity is 311. Current is 233. Enrollment is expected to drop over the next 10 years.

RH Murray capacity is 158. Current is 105. Enrollment is expected to drop over the next 10 years, unless the community expands.

My name is Kim Peura. I live in Lively; I work in Lively; and my children attend our excellent community schools. I have a son in grade 10 attending Lively District Secondary School. I have a daughter in grade eight attending Jessie Hamilton Public School who is eager to become a Hawk. She is ready for the next stage of her academic life. She began school at age 3 attending Walden Nursery along with many of her current school friends. So, she has been in school for ten years. Two years earlier than I did, so she is more than ready and mature enough to handle the transition into high school. She is ready and wants to be treated as a young person.

I moved to this community of Lively 19 years ago because of one thing -- it's sense of community and room to grow. There are many elements in maintaining a strong community. One of the important elements for me is schools along with businesses, churches and community groups. A big reason my son chooses Lively High because it is a community high school. He feels safe and comfortable at Lively high. He never considered any other high school. He did not want to spend over 90 minutes on the bus in a school day. He spends only 20 minutes a day on the school bus going to Lively High. As parents we did not want him traveling the highway to school. He is proud of where he lives and he is proud of his high school. He is comfortable with the teachers. They treat him with respect and as a young adult. His experience at Lively High is a well-rounded school that creates a safe and healthy learning environment with a lot of fun mixed in. Some of the students at Lively high are accomplished musicians who have released CD's. These musicians have been in a rock band, concert band and jazz band. They have won gold and silver awards not only in the Rainbow district school brd but also nationally for their beautiful musical abilities. They have performed for audiences who thought they attended a school of music. There are students who attend this school who have won awards for their films within the Rainbow District school brd as well as cinefest in Sudbury. There are students who attend this high school who are published authors. There are students who attend this school and will attend this school who have performed on the world stage in their sport; who compete in NOSSA and OFSSA. There are graduates of this school who have began their singing careers at Lively high school. There are students who attend and will attend Lively High who are continuously on the honour roll from elementary school to secondary school. These same students watch out for each other. They help each other out when one is need of help. They volunteer to raise money and awareness for relief funds and charities. They volunteer at George Vanier's day care centre after school. They volunteer to clean up at the ski hill. They volunteer at the winter carnival organizing a very, scary haunted house. The students who attend Lively High and the students will attend Lively High are well-rounded, well-behaved, motivated, intelligent, young people who wish to live and learn in our community of Lively.

The principle and staff at Lively District Secondary School are trying very hard to attract the students from our feeder schools to Lively High. They need our support and input to achieve this goal. They have brought many new programs that are needed for our students to achieve success at school. The parents and school has brought back the football team. There are 2 new aboriginal courses, Native studies and Ojibwe classes. The school offers a new mining program, specialist high skills major. The school has a

new teacher on staff that is excited about bringing a new and improved outlook to the home economics course. The staff and students have achieved success in the EQAO testing placing in the top three schools in academic math in the Rainbow District school board. In the applied math seventy-two percent of the students met the provincial standard of 75% or above vs the 30 % across Rainbow District school brd and 35% across the province. In the Ontario Secondary School Literacy Test 83% of students at Lively met the provincial standard of 75% with a 19% gain for the applied level students. Check out the Hawks Herald to read all the great things happening at Lively High.

The staff at Lively High are caring, helpful and attentive to the needs of the individuals that attend Lively District Secondary School. As a result of such wonderful teachers and school community our children are wonderful roll models for the community. A suggestion to all parents, try googling Lively District Secondary School to see the many success stories from our own community high school

As I mentioned previously I moved to Lively 19 years ago. I grew up in Copper Cliff and I am one of the last students who attended Copper Cliff High. We are here for the same reason Copper Cliff High closed -- low student capacity. The reason for the low capacity was the bussing of students into Sudbury schools because the enrollment in Sudbury was beginning to decline. The students were being bussed out of Copper Cliff, but there was no bussing of students into Copper Cliff. Now some 23 years later a school in Copper Cliff is again on the list to be reviewed for closure. I do not wish this to happen to our community. It has taken over 2 decades to reduce the student enrollment at Lively High School. Closing a school changes the dynamics of the community for the worst. The reason people are buying or building and staying in Lively is because of the strong community. It definitely isn't because of our high taxes and expensive homes. Our community needs this high school and our community needs to support this high school.

I have two observations to share; one being Lively District High School is the only high school that does not offer French Immersion. There are six other high schools that offer French Immersion for only 762 students. So, there is an average of 127 students per high school. I am sure there can be some savings in reducing the number of schools that offer French Immersion and bringing the students together in one school that is presently under the 80% student capacity.

I would like to remind everyone on a comment made by Jean Hanson at the last public meeting for Sudbury West that was "Anything is possible!"

So, after all this I have 2 suggestions: the first being changing of the school boundaries. Since Copper Cliff Elementary School is part of Sudbury West, they should be a feeder school for Lively District Secondary School. This was brought to the stand by Terry Shields last meeting on September the 19th and has been brought to the table at the ARC meeting on October the 10th.

The second suggestion is to stop the busing and funding of students to other schools outside of the high school boundaries where there is a school in the community or in a

near by community. If the parents decide to send their children to another high school other than the one in their community, the parents should be the ones finding and paying for their transportation. Not me!! This will not only help Lively District Secondary school, but it will also help Confederation, Chelmsford, Espanola and Manitoulin Island. There are children being bussed from Levack to Sudbury schools; there are children being bussed from Manitoulin Island to Sudbury schools. This should be stopped. This will reduce the twenty million dollars spent by the school boards each year on busing to the consortium, freeing dollars to be spent in the classrooms and on the schools. It would reduce gas consumption, insurance rates, and emissions into our environment. I suggest stop busing for grade 9 students as of September 2008.

A final word to reiterate that closing a high school changes the dynamics of a community for the worst. Our community needs this high school. Our community needs to support this high school.

Thank you

OPTION 1 (Preferred)

- ***RH Murray and Copper Cliff remain open.***
- ***Move Grade 7 & 8's from George Vanier and Jessie Hamilton to LDSS Site.***
- ***Move French Immersion students from George Vanier to a wing of LDSS Site.***
- ***Combine Jessie Hamilton and the English program from George Vanier into a new green school K-6.***

OPTION 2

- ***RH Murray and Copper Cliff remain open.***
- ***K-6 from Jessie Hamilton remain at Jessie Hamilton***
- ***Move George Vanier's English program (K-6) to a wing of LDSS Site.***
- ***Move George Vanier's French Immersion program to LDSS Site.***
- ***Move Grade 7 & 8's from George Vanier and Jessie Hamilton to LDSS Site.***