Identification of Alternatives

St. Gertrude Elementary School

February 2016
Agenda

- Introduction
- Problem Statement
- Guiding Principles
- Evaluation Methodology
- Criteria Development
- Results
- Recommendations
Introduction

- Recognize the PAR process
- Need to reduce excess capacity in East Credit Review Area
- Closure is not just an option but a reality
- Evaluation of Options need to be clear, transparent and repeatable and in alignment with PARG Guiding
- Not everybody will like the final recommendation but intent is to find the most preferred
Problem Statement

- What is the Problem?
- Review of school closures include:

“a school or group of schools to facilitate the development of viable solutions for pupil accommodation that support the guiding principles”.
Guiding Principles

- Pupil Accommodation Review Guidelines (March 2015)
  “framework of minimum standards for school boards to undertake pupil accommodation reviews to determine the future of a school or group of schools”

- Any PAR shall be aligned with Guiding Principles:
  - Focus on student well being
  - Academic Achievement; and
  - School board financial viability/sustainability
Evaluation Methodology

- “Triple-bottom line”
- Repeatable and can be applied objectively with any other options that have or may be presented
- Typical criteria:
  - Environmental
  - Socio-economical
  - Financial
- Incorporate Guiding Principle criteria
Evaluation Methodology (cont.)

- Criteria represents Impact from Options presented
  - “High” – represents a high impact and high degree of concern => Least Preferred
  - “Moderate” – represents a moderate impact or some concerns but not significant => Indifferent or Neutral
  - “Low” – represents a low impact or minor or no negative issues => Most Preferred
Environmental Criteria

- Impacts to the environment
Socio-Economical Criteria

1. Number of students displaced
2. Potential for maintaining or increasing student grade
3. School Utilization
4. Over-capacity
5. Crossing of major intersections / streets
6. Minimizing separation of students from same school
7. Maintaining Catholic Elementary school presence in key districts
Financial

- Savings from deferred major maintenance over next 5 years
- Operating/Maintenance Costs – Electricity and Gas Commodity Pricing
- Additional costs for portables
- Costs to French Immersion parents
## Evaluation Matrix

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>OPTION 1</th>
<th>OPTION 2</th>
<th>OPTION 3</th>
<th>OPTION 4</th>
<th>OPTION 5</th>
<th>OPTION 6</th>
<th>OPTION 7</th>
<th>OPTION 8</th>
<th>OPTION 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CLOSE OLGV, ST. DUNSTAN, ST. GERTRUDE</td>
<td>CLOSE OLGV, ST. DUNSTAN, ST. VALENTINE</td>
<td>CLOSE ST. DUNSTAN, ST. HERBERT, ST. GREGORY</td>
<td>CLOSE OLGV, ST. HERBERT, ST. VALENTINE</td>
<td>CLOSE OLGV, ST. BERNADETTE, ST. DUNSTAN, ST. HERBERT</td>
<td>CLOSE OLGV, ST. DUNS TAN, ST. VALENTINE</td>
<td>CLOSE OLGV, ST. HERBERT, ST. VALENTINE</td>
<td>CLOSE OLGV, ST. HERBERT</td>
<td>CLOSE OLGV AND ST. HERBERT</td>
</tr>
<tr>
<td>Environmental Air Quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social 1 No. of Students Displaced</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social 2 Potential for Academic Achievement (Frazer)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Social 2 Potential for Academic Achievement (EQAO)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Social 3 School Utilization</td>
<td>90%</td>
<td>87%</td>
<td>92%</td>
<td>72%</td>
<td>75%</td>
<td>87%</td>
<td>87%</td>
<td>85%</td>
<td>72%</td>
</tr>
<tr>
<td>Social 4 Over capacity (Safety issue)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Social 5 Increased Road Crossings (Safety issue)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Social 6 Separation of students from the same school</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Social 7 Maintain distributed Catholic presence in area</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Financial 1 Savings in school 5-Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial 2 O&amp;M – Electricity and Gas Consumption (Energy Intensity)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Financial 3 Additional costs for portables</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Financial 4 Additional costs to FI Parents for increased travels</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Recommendations

- Further assess Options 4, 5, 6, 8 and 9 in greater detail with weighting factors to arrive at a preferred solution
- Agreement on priority ranking and weighting factors
- Consider other options that may have been raised or are going to be raised in ARC (i.e. St. Dunstan Option #5)
Option #4
Option #5
Option #6
Option #8 (St. Dunstan #4)

Open Schools:
1. St Bernadette
2. St Dunstan
3. St Gertrude
4. St Raymond
5. St Valentine

Distributed: North, South, East and West.
Option #9 (St. Dunstan #5)

Open Schools:
1. St Bernadette
2. St Dunstan
3. St Gertrude
4. St Raymond
5. St Valentine
6. St. Gregory

Distributed: North to South and East to West.