

SD8 Facilities Plan

Evaluation Criteria

Educational (40%)

**Assumptions Guiding the Scoring**

Maximize the range of opportunities	9	Scores are based on in-school and school-based extra-curricular opportunities and have not taken into account potential in-community opportunities outside of school
Best meet the developmental needs of each age group	10	The team considered preferred divisions (K-4 and 5-7) but recognized that research is inconclusive (ie you can find research that promotes middle years divisions). The team considered cohort size and extension of opportunities that could be offered to larger cohorts in intermediate and secondary
Minimize the distance to school for elementary students	7	The team prioritized K-4 in terms of proximity to school, and assumed that existing catchment areas have considered youngest learners.
Provide schools with preferred capacity ranges	4	With cohort size in mind, the team valued flexible, available teaching/learning spaces. 1 – 0 to 50%, or >85% utilization 2 – 50% to 60% or 80% to 85% 3 – 60% to 70%, and 75% to 80% 4 – 70% to 75%
Minimize the number of transitions between schools	5	2 – unknown information about transitions 3 – Three or more transitions and a transition at primary level 4 – Two or fewer transitions 5 – no transition or transition occurs at grad program
Promote a unified community	5	2 – closure of a school 3 – team felt it would be community dependent and/or there is a transition at primary

Nelson

<b>Scenario: N-3</b>	<b>Weight</b>	<b>Comments</b>	<b>Score</b>
Maximize the range of opportunities	9		6
Best meet the developmental needs of each age group	10		6
Minimize the distance to school for elementary students	7		6
Provide schools with preferred capacity ranges	4		2
Minimize the number of transitions between schools	5		4
Promote a unified community	5		3
<b>TOTAL</b>	<b>40</b>		<b>27</b>

<b>Scenario: N-4</b>	<b>Weight</b>	<b>Comments</b>	<b>Score</b>
Maximize the range of opportunities	9		6
Best meet the developmental needs of each age group	10		6
Minimize the distance to school for elementary students	7		1
Provide schools with preferred capacity ranges	4		2
Minimize the number of transitions between schools	5		4
Promote a unified community	5		3
<b>TOTAL</b>	<b>40</b>		<b>22</b>

<b>Scenario: N-10</b>	<b>Weight</b>	<b>Comments</b>	<b>Score</b>
Maximize the range of opportunities	9		4
Best meet the developmental needs of each age group	10		2
Minimize the distance to school for elementary students	7		1
Provide schools with preferred capacity ranges	4		1
Minimize the number of transitions between schools	5		4
Promote a unified community	5		2
<b>TOTAL</b>	<b>40</b>		<b>14</b>

<b>Scenario: N-12</b>	<b>Weight</b>	<b>Comments</b>	<b>Score</b>
Maximize the range of opportunities	9		5
Best meet the developmental needs of each age group	10		8
Minimize the distance to school for elementary students	7		6
Provide schools with preferred capacity ranges	4		1
Minimize the number of transitions between schools	5		4
Promote a unified community	5		4
<b>TOTAL</b>	<b>40</b>		<b>28</b>

<b>Scenario: N-13</b>	<b>Weight</b>	<b>Comments</b>	<b>Score</b>
Maximize the range of opportunities	9		5
Best meet the developmental needs of each age group	10		8
Minimize the distance to school for elementary students	7		6
Provide schools with preferred capacity ranges	4		1
Minimize the number of transitions between schools	5		4
Promote a unified community	5		4
<b>TOTAL</b>	<b>40</b>		<b>28</b>

<b>Scenario: N-18</b>	<b>Weight</b>	<b>Comments</b>	<b>Score</b>
Maximize the range of opportunities	9		7
Best meet the developmental needs of each age group	10		8
Minimize the distance to school for elementary students	7		4
Provide schools with preferred capacity ranges	4		1
Minimize the number of transitions between schools	5		4
Promote a unified community	5		3
<b>TOTAL</b>	<b>40</b>		<b>27</b>

<b>Scenario: N-23</b>	<b>Weight</b>	<b>Comments</b>	<b>Score</b>
Maximize the range of opportunities	9		7
Best meet the developmental needs of each age group	10		8
Minimize the distance to school for elementary students	7		6
Provide schools with preferred capacity ranges	4		1
Minimize the number of transitions between schools	5		4
Promote a unified community	5		4
<b>TOTAL</b>	<b>40</b>		<b>30</b>
<b>Scenario: N-29</b>	<b>Weight</b>	<b>Comments</b>	<b>Score</b>
Maximize the range of opportunities	9		9
Best meet the developmental needs of each age group	10		5
Minimize the distance to school for elementary students	7		6
Provide schools with preferred capacity ranges	4		1.5
Minimize the number of transitions between schools	5		4
Promote a unified community	5		4
<b>TOTAL</b>	<b>40</b>		<b>29.5</b>

<b>Scenario: N-Status Quo</b>	<b>Weight</b>	<b>Comments</b>	<b>Score</b>
Maximize the range of opportunities	9	Assumption that larger cohorts provide more efficiencies and more opportunities – ideal size of elementary schools is normally around 300 and secondary schools 600-900	6
Best meet the developmental needs of each age group	10	Research supporting middle years transition and research not supporting middle years transition exists	7
Minimize the distance to school for elementary students	7	Assuming existing school catchment areas minimize distance for elem. students	7
Provide schools with preferred capacity ranges	4		2
Minimize the number of transitions between schools	5		3
Promote a unified community	5	Students leave their immediate communities at grade 6 – arguably creates more unity in greater Nelson area	3
<b>TOTAL</b>	<b>40</b>		<b>28</b>