



**Grand Erie District School Board
SCHOOL PROFILE – VALUE TO THE STUDENTS**

(Note: The Value to the Student is to be the paramount consideration in the valuation process)

Value to the Students		
Program Offerings		
Does the School have the capacity to offer:		
Junior Kindergarten?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Senior Kindergarten?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
K – 8 Structure?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Grade 9 to 12 Structure?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is there sufficient enrolment within each grade/division to offer a quality learning environment? Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Large blocks of literacy (2 hours) and math (1 hour) instruction?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Arts Programs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Technical Education (secondary)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Information Technology to support the curriculum?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Physical Education and DPA (in elementary)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Pathways Program?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Library?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Lead and/or specialized teachers with specialized skills?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Specialized programs (i.e. second language learning)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
What is the nearest access to similar programs? (Be specific by program)		
Are there programs that make this school unique? (Be specific by program)		
Additional Comments:		

Does the school have the capacity and numbers (according to Board (B) or Ministry (M) formula) to support:						
		B	M		B	M
A full-time Principal	Yes	<input type="checkbox"/>	<input type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
A Vice-Principal State FTE:	Yes	<input type="checkbox"/>	<input type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
A full-time Secretary State FTE:	Yes	<input type="checkbox"/>	<input type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
A Teacher Librarian State FTE:	Yes	<input type="checkbox"/>	<input type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
Guidance State FTE:	Yes	<input type="checkbox"/>	<input type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
A Learning Resource Teacher State FTE:	Yes	<input type="checkbox"/>	<input type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
Custodial	Yes	<input type="checkbox"/>	<input type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
Does the school have programs and supports for students at risk? List programs:					Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have remedial programs onsite during the day and after school? List programs:					Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have access to these programs in nearby facilities? Comment:					Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school location easily attract parent/family/community partnerships/volunteers? Comment:					Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have the capacity and numbers to support Early Childhood Centres?					Yes <input type="checkbox"/>	No <input type="checkbox"/>

Quality of the Learning Environment		
Literacy Resource Centre (e.g. Levelled Book Room) Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Science and Technology Labs: Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Arts Facilities (Music, Drama, Art) Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Gymnasium	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Library	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Auditorium/Cafeteria	Yes <input type="checkbox"/>	No <input type="checkbox"/>
A stage	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Staff/Visitor Parking	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Student drop-off and pick-up area for parents	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Bus Loading Zone	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have property to accommodate development or additions?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have appropriate closed classroom space for:		
Literacy	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Music	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Media	Yes <input type="checkbox"/>	No <input type="checkbox"/>
What is the school community capacity to support initiatives?		

Is the school universally accessible?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Partially?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Additional Comments:					

Safety and Security		
Is the school environment safe and secure for students? Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school environment contribute to a feeling of safety and security for students? Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Do present staffing levels contribute to a feeling of safety and security for students? Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Additional Comments:		

Extracurricular		
Does the school offer opportunities for a variety of extra and co-curricular activities in:		
List Athletic Opportunities	Number of Students	Comments
List Arts Opportunities	Number of Students	Comments

List Leadership Opportunities	Number of Students	Comments	
Does the school have sufficient green space and playing fields?			
Does the school have adequate playing fields to support the physical education program? Comment:		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have adequate playing fields to support the extra-curricular program? Comment:		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have adequate green space for student use during breaks/recess? Comment:		Yes <input type="checkbox"/>	No <input type="checkbox"/>

Student Bussing		
Does student bussing reduce opportunities for students to participate in extra-curricular activities? Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is bus ride time a concern of students and parents? Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Length of Time on Bus (One Way)		
	#Primary #Junior #Intermediate	
0-15 minutes		
16 – 20 minutes	_____	
20 - 25 minutes	_____	
25 – 30 minutes	_____	
35 – 40 minutes	_____	
40 – 45 minutes	_____	
more than 45 minutes	_____	

What opportunities are available to access existing town facilities?

Other Value to Students?

Additional Comments



**Grand Erie District School Board
SCHOOL PROFILE – VALUE TO THE COMMUNITY**

Value to the Community		
What do you consider to be your school community?		
Use of Facilities and Green Space for Community Use		
Daycare Explain:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Are there plans for local partnerships for delivering daycare and other community and social services? Explain:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Youth Activities Explain:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Cultural Events and Observances Explain:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Social and Recreational Sports Explain:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Partnership Initiative with the Government Explain:	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Other Uses/Rentals, Etc. Explain:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Other Comments:

Single School Community

Is this the only school in the community?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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If yes, how does this impact the community?

Range of Community Program and Recreation

How many hours per week is this school used for other community activities (e.g., sports, recreation and fitness; non-profit and community groups for youth and adults; community meetings):

Fall

Type of Activity	Hours Used	Number of People Served

Winter

Type of Activity	Hours Used	Number of People Served

Spring

Type of Activity	Hours Used	Number of People Served

Summer

Type of Activity	Hours Used	Number of People Served

How/what programs could the school attract?

If the school were to close/change, is there local capacity to accommodate those currently using the school for community purposes? Explain:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have there been significant upgrades to the school in the past five years completed in partnership with the community?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does your school offer adult learning programs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
What other value is your school to the community? (e.g. Heritage Value)		



**Grand Erie District School Board
SCHOOL PROFILE – VALUE TO THE SCHOOL SYSTEM**

Value to the School System
What will be the impact on the capacity of the system to offer programs in the following areas if this school closes/changes?
Range of Programming
(e.g. range of core programming in secondary or opportunities for enhanced programming)
Student Supports:
(e.g. Guidance – Learning Resource Teacher)
Effective Intervention Programs:
(e.g. Student Success)
Extracurricular Activities:
Effective Partnerships:

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Operational Considerations

Is there adequate and appropriate classroom and specialty classroom space in this school?

Explain:

Is there a possible loss of students to other school systems if this school closes/changes?

Explain:

Is there adequate space in nearby schools to accommodate the students at this school?

Explain:

Does the school generate enough funding to sustain itself without drawing funding from other budget lines?

Comments:

Yes

No

Additional Comments:



**Grand Erie District School Board
SCHOOL PROFILE –VALUE TO THE LOCAL ECONOMY**

Value to the Local Economy		
Define the area the school considers to be its local economy.		
Comment on each of the following areas in relation to the local economy.		
A. Attracting and retaining families in the community		
Is the location of this school important in terms of attracting families? Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is an alternate school location available that is considered to be within the community? Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is this the only school in the community? Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
B. Cooperative Education and Partnership Opportunities		
Are these experiences available in the community? Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have significant and on-going business partnerships in the community? Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
C. The School as a Local Employer		
Does the school generate employment beyond its staff? Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the location of the school have a direct impact on local businesses? Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
D. Other Value to the Local Economy?		
Comments:		