



GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education and Secretary

FROM: Haldimand East Accommodation Review Committee

RE: **Haldimand East Accommodation Review – Committee Report**

DATE: February 14, 2011

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School receive the report of the Haldimand East Accommodation Review Committee as information.

This report is submitted to the administration of the Board in accordance with Policy FT5.

Background

The Haldimand East Accommodation Review Committee was established to ensure viable school organizations are consistent with available funding, efficient use of school buildings and appropriate accommodation for students in the Dunnville area.

A review of all buildings, utilization and capital investments was completed by the Board's Quality Accommodations Committee. The Quality Accommodations Committee determined the current enrolment for the five elementary schools (Anna Melick, Dunnville Central, Fairview Avenue, Grandview Central and Thompson Creek) in Haldimand East which currently has 500 surplus pupil spaces. The number of surplus pupil spaces will increase over the next five years and beyond. Also reviewed was future utilization, renewal and capital costs.

School profiles were completed for each of the five schools that included:

- five year projected enrolment numbers
- percentage bused
- number of portables
- gymnasiums, library, accessibility (stages)
- number of students attending that are not in the school's catchment area (ie., special education),
- grade configurations
- on the ground capital
- facility program over the next five years
- well or septic systems

School templates were completed for each of the five schools that included:

- Value to the Students
- Value to the Community
- Value to the School System
- Value to the Economy

Phases of the review included:

- public review
- public consultation period (90 days)

COMMITTEE MEMBERSHIP:

Arlene Everets (Chairperson) - Trustee, Brian Doyle - Trustee, Greg Anderson - Superintendent of Education (from March to June 2010), Brenda Blancher - Superintendent of Education, Sandi Senneker - Grand Erie Elementary Teacher's Federation, Debbie Johnson - CUPE, Heather Gross - Principal, Anna Melick, Neil Dunning - Principal, Dunnville Central, Cindy Pinnegar - Principal, Fairview Avenue, Richard Pardoe - Principal, Grandview Central, Charlotte Morphet - Principal, Thompson Creek, Cathy Verlint - Parent, Fairview Avenue, Renee Hamilton - Parent, Anna Melick, Kyle MacDonald - Parent, Dunnville Central, Dan Dunnigan - Community Representative, Grandview Central, Karen Allen - Parent, Thompson Creek, Don Ricker - Municipal Councillor, Haldimand County (March to November), Rob Shirton - Municipal Councillor, Haldimand County

OTHER PERSONNEL:

Carol Ann Sloat - Board Chair, Rita Collver - Board Vice-Chair, John Forbeck - Director, Jamie Gunn - Superintendent of Business, Shawn McKillop - Manager of Communications and Community Relations, Robert Fex - Planning Officer, Phil Kuckyt - Manager of Transportation Services, Heather-Jo Causyn - Recording Secretary

DATES AND LOCATIONS OF MEETINGS:

- March 3 Thompson Creek
- March 31 Anna Melick
- May 20 Dunnville Central
- June 16 Grandview
- September 22 Fairview Avenue
- November 18 Thompson Creek
- December 9 Anna Melick
- January 11 Dunnville Central

RECOMMENDATIONS FROM ADMINISTRATION:

- in 2012 close Anna Melick Memorial School and Dunnville Central School

DELEGATIONS:

Ten delegations from the five schools were heard and are attached.

Presented by:

Nicole Reid
 Scott and Joanne Berdan
 Doug Maloney
 Tanya Hopwood
 Dave and Lisa Graham
 Tracy Clements and Calvin Hamilton*
 Barb Mitchell and Wendy Carron, Early Years Centre
 Lesley Powell
 Bethany Ricker (read by Cindy Battle)
 Craig and Lori Wilkens

School Represented:

Anna Melick
 Anna Melick
 Anna Melick
 Anna Melick
 Anna Melick
 Anna Melick
 Dunnville Central
 Grandview Central
 Grandview Central
 Anna Melick

**Slide show too large to attach.*

The following provided submissions for information/consideration:

Don Stewart, Early Years	Dunnville Central
Jim and Karen Silverthorn	Anna Melick
School Council	Fairview Avenue
Steve Busse	Fairview Avenue
Tracey Barnes	Fairview Avenue
Joanne Lingaitis	Fairview Avenue
Darcy Johnson	Fairview Avenue
Susan Butler	Fairview Avenue
Dianne McCallum	Fairview Avenue

RECOMMENDATION FROM THE COMMITTEE:

The recommendation of the Haldimand East Accommodation Review Committee is:

- THAT the Grand Erie District School Board close Fairview Avenue Public School effective September 1, 2012.
- THAT the catchment boundaries for Anna Melick, Thompson Creek and Dunnville Central be adjusted to accommodate students currently attending Fairview Avenue Public School.
- THAT Grandview Central remain status quo.

APPENDICES:

Appendix A – Minutes of meetings - attached
Appendix B – School Valuation templates - attached
Appendix C – Data presented - located on Board’s website
Appendix D – Written submissions from Delegations - attached

Respectfully submitted,

Haldimand East Accommodation Review Committee

Grand Erie District School Board

**Accommodation Review Committee
Haldimand East**

Wednesday, March 3, 2010
Thompson Creek Elementary School

Meeting Notes

Committee Members In Attendance:

Arlene Everets (Chair) - Trustee, **Brian Doyle** - Trustee, **Greg Anderson** - Superintendent of Education, **Sandi Senneker** - Grand Erie Elementary Teacher's Federation, **Debbie Johnson** - CUPE, **Heather Gross** - Principal, Anna Melick, **Lindsay Williams** - Principal, Dunnville Central, **Cindy Pinnegar** - Principal, Fairview Avenue, **Richard Pardoe** - Principal, Grandview Central, **Charlotte Morphet** - Principal, Thompson Creek, **Renee Hamilton** - Parent, Anna Melick, **Kyle MacDonald** - Parent, Dunnville Central, **Dan Dunnigan** - Community Representative, Grandview Central, **Karen Allen** - Parent, Thompson Creek, **Don Ricker** - Municipal Councillor, Haldimand County, **Dave Brooks** - Dunnville Chamber of Commerce

Regrets:

Cathy Verlint - Parent, Fairview Avenue

1. Welcome and Introductions

A. Everts, Chair of the Committee, welcomed those present to the first meeting of the Haldimand East Accommodation Review Committee. Committee members introduced themselves.

Those in attendance were asked to complete the sign in sheet located at the entrance to the gymnasium. In order to appeal the Accommodation Review process individuals are required to attend the Accommodation Review meetings and be signed in.

Other Board personnel in attendance included: Carol Ann Sloat, Trustee - Chair of the Board, Rita Collver, Trustee - Vice-Chair of the Board, Marion Macdonald, Trustee and Jim Wibberley, Director of Education.

Administrative staff in attendance to provide resource included:

Jamie Gunn - Superintendent of Business, Tony Iavarone, Public Relations Officer, Bob Fex, Planning Officer, Heather-Jo Causyn, Recording Secretary.

2. Review of the Accommodation Review Committee Process

J. Wibberley provided details regarding the process and stages of the accommodation review. The committee will study and make recommendations based on accommodation options for the following schools: Anna Melick, Dunnville Central, Fairview Avenue, Grandview Central and Thompson Creek Elementary Schools.

2.1 It is the policy of the Grand Erie District School Board to review student accommodation in order to ensure:

- the most appropriate accommodation for all students
- the most efficient use of school buildings, consistent with available funding
- the establishment of schools that are viable organizational units

2.2 Stages of the review will include:

- preparation
- community review (committee meets a minimum of four times; meetings are open to the public)
- community consultation period (minimum of 90 days)
- Board review

The following items will be presented to a Committee of the Whole Board: school valuation findings, recommendations from the Accommodation Review Committee and recommendations from Administration. The recommendation from the Committee of the Whole Board will be taken to a Board meeting no earlier than 60 days from the date of the Committee of the Whole Board meeting.

An administrative review may be requested if it is believed that the Board's review process was not compliant with Board Policy. A petition signed by at least 30% of the supporters of the school is required. An administrative review is not a review of the Board's decision.

2.3 School Valuation Templates

Once the templates are completed they form a baseline of comparable data for each school that assesses:

- value of the school to the student
- value of the school to the school system
- value of the school to the community
- value of the school to local economy

All information presented will be available on the Grand Erie District School Board website www.granderie.ca and at the schools involved in the study.

Questions should be directed to Tony Iavarone, Manager of Communications and Community Relations at tony.iavarone@granderie.ca or 519-756-6301 extension 281147.

3. Background Information

The Board's Quality Accommodations Committee has completed a review of all buildings, utilization and capital investments. The Haldimand East review process is a result of the Board reviewing schools with a goal of introducing more efficient and effective utilization of Board facilities.

The Quality Accommodations Committee has determined the long term enrolment projections for the five JK to grade 8 elementary schools - Anna Melick, Dunnville Central, Fairview Avenue, Grandview Central and Thompson Creek.

Information was presented showing the enrolment in the Haldimand East Elementary Review Area which is currently at 65% of utilization, as well as, five and ten year enrolment trends.

Profiles for each of the 5 schools were shared and included information regarding boundaries, enrolment (current, 5 and 10 year), renewal costs, grade configurations, percentage of students bused, number of students attending that are not in the school's catchment area (ie., special education), on the ground capital, number of portables, facility program over the next 5 years, gymnasiums, library, accessibility (stages) and well or septic systems.

4. **Presentation of Options**

Accommodation options and recommendations from Administration included:

Option A

Close in June 2012

Anna Melick Memorial School
(100% or approximately 115 students to Fairview Avenue Public School)

OR

Dunnville Central Public School
(100% or approximately 135 students to Fairview Avenue Public School)

Option B

Close in June 2012

Anna Melick Memorial School
(100% or approximately 115 students to Fairview Avenue Public School)

AND

Grandview Central Public School
(65% or approximately 130 students to Thompson Creek Elementary School and 35% or approximately 65 students to Dunnville Central Public School)

Option C

Close in June 2012

Anna Melick Memorial School
(100% or approximately 115 students to Thompson Creek Elementary School)

AND

Dunnville Central Public School
(100% or approximately 135 students to Fairview Avenue Public School)

Administration's selection of Option C would see the following outcome:

- September 2012 Anna Melick students would be redirected to Thompson Creek.
- September 2012 Dunnville Central students would be redirected to Fairview Avenue.
- June 2012 Anna Melick Memorial School would close.
- June 2012 Dunnville Central Public School would close.
- Early Learning Program (full day kindergarten) would be offered at Fairview Avenue.
- No changes at Grandview Central.

Fairview, Grandview and Thompson Creek Public Schools could accommodate the JK to Grade 8 organization within the existing facilities with minimal alterations or additional capital investment.

5. **Questions/Issues from the Committee**

Q What are the time lines for the school closures?

A It would be anticipated that Anna Melick and Dunnville Central would close June 2012 and the new school organizations at Fairview, Grandview and Thompson Creek would be in place for September 2012.

Q With Option C in 2019 Fairview Avenue will be over capacity with the addition of the full day kindergarten program and even with the removal of the special education class. This would place the school in a position where we are unable to implement the full day kindergarten program. Do we want to set up a scenario where we are not able to accommodate a program?

A When the Ministry decides to implement the full day kindergarten program at all schools the decision will include plans to provide capital funding to provide for the construction of additional space where required.

- Q What is the percentage of students bussed and will it change significantly? What is the impact for walkers if the boundary is changed as indicated in Option B?
- A Information regarding transportation will be presented by the Transportation Consortia at the next meeting.
- Q Does the Board have a policy for the amount of time students could potentially travel on the bus?
- A Students could spend 45 to 60 minutes on the bus.
- Q Will the committee be able to ask questions of the delegations?
- A Yes, questions are permitted of delegations.
- C This process is unique. The recommendations made by senior administration last time around made sense. I am not convinced that this is the case here. None of the options are favourable at this time.

6. **Discussion of Accommodation Review Committee Operation**

6.1 **Hearing Delegations - How and When**

A meeting date will be established for community input and presentations. Once selected the date will be posted on the Board's website and information provided at the school. Written submissions from delegations will be requested and distributed to committee members prior to the meeting. Each delegation will be provided with ten minutes in which to present.

6.2 **Posting Minutes and Information - Review of Minutes**

All information presented at meetings will be posted on the Board's website at www.granderie.ca. Draft minutes will be sent to committee members for review. Once complete the minutes will be posted on the Board's website and school bulletin boards.

7. **Generic School Valuation Template**

7.1 **Review and Customize**

School Valuation templates were developed by a committee of parents, community members, trustees and principals. The Accommodation Review Committee will review and customize the templates as required. One generic School Valuation template will be completed for each school. Committee members were asked to review the templates. Changes will be considered at the next meeting.

8. **Questions from the Community**

- Q Has the committee considered the impact of stress on the teachers with such things as a larger playground, accessibility, increased supervision, transportation (busing times for junior kindergarten aged students) and the importance of the school to the community?
- A The school community is very important. The committee will have an opportunity to examine each of these issues. The template Value to the Student clearly provides an opportunity for discussion in regards to students' proximity to the school. The templates also provide accessibility information (ie., is the school accessible to a disabled person) for each school.
- Q As each option indicates closing Anna Melick has it been determined that this will happen?
- A The committee could select any one of the 3 options provided by Administration or they could approve a different option. At this point nothing has been approved.
- Q Define special programs in the school. Are they Board related or community partnerships?
- A Special education programs such as the self contained classes at Thompson Creek and Fairview have smaller class sizes and could be relocated to a school in close proximity. The students that attend these classes are from the local/surrounding area.

- Q Has consideration been given to increasing special programs (ie., French Immersion, special education classes) in the Haldimand East area? With the addition of these programs the enrolment would increase as students could be drawn from other areas.
- A A survey regarding French Immersion was circulated a year ago but there was not enough support to offer the program in the Haldimand area. Special education classes are offered in each area within close proximity to the student's homes.
- Q Should we be concerned about large class sizes when students are transferred to Thompson Creek or Grandview?
- A Class sizes cannot exceed cap sizes indicated by the Ministry of Education (ie., grades 1, 2, and 3 have a cap of 20 students). If more students are placed at Thompson Creek and Grandview then additional teachers will be moved there as well.
- C The reduction in schools will affect future community growth. By closing Anna Melick we have taken an area in this community that now no one would want to live. People move into this area because there is a school there.
- Q How many recommendations of administration have come to existence?
- A The recommendation from the committee and administration have not always been the same as each recommendation is unique to the community. Nothing is pre-determined. Moving forward we can hear other options/suggestions.
- Q What is the walking distance for children?
- A Board policy states that the walking distance for children residing in the area of an urban school is 1.6 km.
- Q Will busing continue to be provided to after school daycare?
- A Arrangements would need to be made through the Transportation Consortia. Consideration would need to be given to where the day care is located.
- Q In September 2010 there will be a full day learning program at Dunnville Central. Will the full day learning program be transferred to another school if Dunnville Central were to close?
- A Yes, the enrolment information provided for Fairview Avenue includes the full day program.
- C Anna Melick is in all three scenarios. In "Milestones" magazine there is an article based on observations of community schools with smaller populations. By closing Anna Melick it could affect community growth and make an area that no one will want to live in. Why put all of the students into one area - Dunnville and end up with 3 or 4 urban schools.
- Q Does Option C change the capital 5 year estimates shown on the chart?
- A No, Option C does not change to the capital forecast for 5 year estimates.
- Q Would Thompson Creek's capital numbers not increase because of the influx of students?
- A The numbers provided are based on the capital needs of the school (ie., boiler, windows, roof).
- Q How many teachers would become redundant?
- A There would likely be no redundancies as teachers would move with the students.
- Q Are there enough classrooms at Fairview to accommodate the additional students and teachers?
- A Yes, there are enough classrooms to accommodate additional students and teachers at Fairview.

- Q Surprised as to how much work has already been done. Why wouldn't the data be given to the committee and let them come up with the options?
- A Guidelines from the Ministry include the fact that Administration must provide options. The data presented is accumulated as a school board and available for every school.
- C Having a school such as Anna Melick is why people choose to live in the country.
- Q If schools are close to capacity will the committee look at how accessible areas such as the gym, library and computer labs will be? Will each class be able to get access these areas?
- A Yes, each class will be able to access the gym, library and computer labs. Rated capacities are provided to assist the Board in determining the number of students each school can accommodate.
- Q Are licensed child care centres taken into consideration?
- A Any agency such as a licensed child care centre will be identified when the profiles are completed.

9. **Next Meeting**

The next meeting will be held at Anna Melick on Wednesday, March 31 at 7:00 pm.

Accommodation Review Committee Haldimand East (Dunnville Area)

Notes

March 31, 2010
Anna Melick Memorial School
7:00 pm

Committee Members In Attendance:

Arlene Everets (Chair) - Trustee, **Brian Doyle** - Trustee, **Greg Anderson** - Superintendent of Education, **Sandi Senneker** - Grand Erie Elementary Teacher's Federation, **Debbie Johnson** - CUPE, **Heather Gross** - Principal, Anna Melick, **Lindsay Williams** - Principal, Dunnville Central, **Cindy Pinnegar** - Principal, Fairview Avenue, **Cathy Verlint** - Parent, Fairview Avenue, **Richard Pardoe** - Principal, Grandview Central, **Charlotte Morphet** - Principal, Thompson Creek, **Renee Hamilton** - Parent, Anna Melick, **Kyle MacDonald** - Parent, Dunnville Central, **Dan Dunnigan** - Community Representative, Grandview Central, **Karen Allen** - Parent, Thompson Creek, **Don Ricker** - Municipal Councillor, Haldimand County, **Dave Brooks** - Dunnville Chamber of Commerce

1.0 **Welcome and Introductions**

A. Everets, Chair of the Committee, welcomed those present to the second meeting of the Haldimand East Accommodation Review Committee. Committee members introduced themselves.

Those in attendance were asked to complete the sign in sheet located at the entrance to the gymnasium. In order to appeal the Accommodation Review process individuals are required to attend the Accommodation Review meetings and be signed in.

Other Board personnel in attendance included: Rita Collver, Trustee - Vice-Chair of the Board; Jim Wibberley, Director of Education; Jamie Gunn, Superintendent of Business; Tony Iavarone, Public Relations Officer; Bob Fex, Planning Officer; Phil Kuckyt, Transportation Consortia Manager and Heather-Jo Causyn, Recording Secretary.

2.0 **Sharing of Information Requested**

R. Fex, J. Gunn and P. Kuckyt provided information regarding the following:

- school boundaries and census dissemination
- enrolment projections with and without full day kindergarten
- summary of operating expenses for the 5 schools
- summary of 5 year capital expenditures/renewal costs
- changes to transportation and travel times

- answers to questions received through the Board's website following the March 3rd meeting were provided

The information provided, questions and answers are available on the Board's website.

3.0 Questions/Comments from the Committee

C Looking at 2019 forward Dunnville Central and Anna Melick will have 288 students and Fairview 230 students. We would be displacing a lot more students by shutting down Anna Melick and Dunnville Central instead of Fairview. Lets look at other options other than closing Dunnville Central and Anna Melick.

C Administration is required to bring a recommendation to the Accommodation Review Committee. The Committee can consider other options.

C A fourth option to close Fairview Avenue should be considered:

- closing Anna Melick and Dunnville Central there could potentially be 452 vacant spaces; by closing Fairview there would be 386 vacant spaces - a difference of 66 spaces
- projected enrolment for Fairview between 2012 and 2016 shows a decrease of 63 students
- operating costs for Fairview are \$20,000 a year more than either Anna Melick or Dunnville Central
- 5 year renewal costs for Fairview are in excess of \$500,000
- close Anna Melick and lose students to the Niagara Board; close Dunnville Central and lose students to the Catholic Board; we can't afford to lose a single student

Q Are the closures for 2012?

A Yes.

Q What is the latest date possible to take a recommendation to the Board?

A There is no outside date only a minimum date. There will be as many meetings as required.

Q Is it possible to receive information that will be presented prior to the meeting.

A Yes, information that will be discussed at meetings will be sent to committee members five days prior to the meeting.

Q Could information regarding projected bus times for students furthest away (ie., Lowbanks to Thompson Creek) be provided?

A Yes, this information will be presented at the next meeting.

4.0 Generic School Profiles

4.1 Overview of the Generic Profiles and Process

J. Wibberley provided background information on the Generic School Valuation templates which were created by a committee of parents, community members, trustees and principals.

J. Wibberley reported on the need for the completion of the four templates by each of the five schools involved in the review:

- Value to the Student
- Value to the School System
- Value to the Local Economy
- Value to the Community

Each School Administrator and School Council will complete the Value to the Student, Value to the Local Economy and Value to the Community templates for their respective school. Administration will complete the Value to the School System template for each school.

4.2 Review and Approve Profiles

The Committee reviewed the templates and customized the forms as required. The forms will be revised and distributed to committee members.

4.3 Set Meeting Date for Review of Completed Profiles by the Accommodation Review Committee

A meeting, to review the completed profiles for each school, will be held at Dunnville Central on Thursday, May 20th beginning at 7:00 pm.

5.0 **Delegations**

5.1 Process and Rules for Delegations

Delegations - Format for Submissions

Written submissions (ie., letter expressing your opinion/view as to what you would like to see done) can be sent to Heather-Jo Causyn at heather-jo.causyn@granderie.ca, dropped off or mailed to the Education Centre at 349 Erie Avenue, Brantford, Ontario N3T 5V3, sent through the Board's website or given to Heather Gross, Principal at Anna Melick, Cindy Pinnegar, Principal at Fairview Avenue, Richard Pardoe, Principal at Grandview Central or Charlotte Morphet, Principal at Thompson Creek three days prior to the meeting scheduled to hear delegations.

For those unable to attend the meeting a written submission can be sent, using one of the above, that will be shared with the committee on May 7th.

Ten minutes will be provided for each presentation.

5.2 Set Meeting to Hear Delegations

A meeting to hear delegations will be held at Grandview Central on Wednesday, June 16th at 6:30 pm.

6.0 **Questions from the Community**

Q Closing Fairview Avenue Public School would make sense as Fairview has one of the highest operating costs in the Board. Could the committee consider another option in light of budgetary reasons?

A Yes, the committee can consider other options.

Q Is there a limit to the number of delegations the committee will hear?

A There is no limit to the number of delegations the committee will hear. The meeting established for delegations will start at 6:30 and a second meeting date, if required, will be established.

Q When was the last time boundaries were changed?

A Boundaries were modified in 1994 when Thompson Creek went from a grade 7 and 8 school to a K to 8 school.

Q We live on Highway 3. With the pending changes will our children need to cross the highway to catch the bus?

A This will be reviewed/considered when bus routes are determined.

- Q How often has the ARC's decision or recommendation been different from Administration?
A The decisions made, in the past by Accommodation Review Committees, have been close to Administration's recommendations. The differences in the Committee's recommendations have included suggestions regarding construction at the schools accommodating additional students.
- Q We would like to see other options. What is the time frame to look at other options?
A The next steps for the committee are to review the completed valuations, hear delegations and then look at all options - Administration's and any new options presented by Committee members.
- C I am a bus driver that takes students into Fairview. My route is 63 minutes on a good day.
- Q There is a discrepancy with the catchment area for Anna Melick. The maps show Anna Melick's catchment area much further North and South than it actually is. Should this not be corrected?
A Administration will clarify this. Maps with road names and Anna Melick's boundary area will be provided at the next meeting.
- Q How do you place a value on a rural school?
A You could provide a delegation in terms of a rural school.
- Q How much weight was given to the 5 year capital costs? (ie., Anna Melick at \$600,000 and Thompson Creek at 2 million)?
A We need to look at capital costs per pupil space and not just capital needs of a building.
- Q Will the students be split up?
A There are no plans for splitting students up. It is our intention to move an entire school to another school. Although, if the decision was made to close Fairview then that would be an area that would require additional discussion as Fairview has a larger student population.
- C If Fairview were to close Anna Melick could accommodate additional students.
- Q If Anna Melick were to close students attending Anna Melick would be sent to Fairview. This could put Fairview over the capacity. What would happen to their education?
A One of the recommendations of the Accommodation Review Committee could be to add on additional classrooms to the school.
- Q If Fairview was to receive additional students it could be over capacity. Consideration is being given to moving the special education students to Thompson Creek. Special Education students are part of the community how could you consider splitting them up?
A If it were decided to keep the special education class at Fairview an addition to the school could be recommended. Special Education students are from the local area and not all students are from the Fairview boundary area. The class would remain together.
- Q The principal indicated that some students would be transported to Winger School? Why would this happen?
A No, we would not transport our students to Winger School.

- Q Are there going to be the same teachers?
A We are not sure, at this point, what teachers will be teaching what classes.
- Q Where would Fairview students go if Fairview were to close?
A Administration could bring a report, to a future meeting on how the organization would look if Fairview were to close.
- C All schools should be looked at for closure.
- C Looking to the future there will be development on the east end in Dunnville. The option of having a rural school needs to be available for all areas. With Administration's recommendation you are taking that option away from Dunnville.
- Q We can't put a value on rural schools. Has there been a survey of rural schools to see if families want to go to a rural or urban school? We don't want our children in town and growing up in that environment.
A That information could be brought forward through a presentation.

7.0 Upcoming Meeting Dates

A meeting to review the completed valuation templates will be held at Dunnville Central on Thursday, May 20th at 7:00 pm.

A meeting to receive delegations will be held at Grandview Central on Wednesday, June 16th at 6:30 pm.

8.0 Adjournment

The meeting was adjourned at 9:00 pm.

Accommodation Review Committee Haldimand East (Dunnville Area)

Notes

May 20, 2010
Dunnville Central Public School
7:00 pm

Committee Members

In Attendance:

Arlene Everets (Chair) - Trustee, **Brian Doyle** - Trustee, **Greg Anderson** - Superintendent of Education, **Sandi Senneker** - Grand Erie Elementary Teacher's Federation, **Debbie Johnson** - CUPE, **Heather Gross** - Principal, Anna Melick, **Lindsay Williams** - Principal, Dunnville Central, **Cindy Pinnegar** - Principal, Fairview Avenue, **Richard Pardoe** - Principal, Grandview Central, **Charlotte Morphet** - Principal, Thompson Creek, **Renee Hamilton** - Parent, Anna Melick, **Kyle MacDonald** - Parent, Dunnville Central, **Dan Dunnigan** - Community Representative, Grandview Central, **Karen Allen** - Parent, Thompson Creek, **Don Ricker** - Municipal Councillor, Haldimand County

Regrets:

Cathy Verlint - Parent, Fairview Avenue, **Dave Brooks** - Dunnville Chamber of Commerce

1.0 Welcome and Introductions

A. Everets, Chair of the Committee, welcomed those present to the third meeting of the Haldimand East Accommodation Review Committee. Committee representatives introduced themselves and provided information as to their affiliation on the committee.

A sign in sheet was located at the entrance to the gymnasium. In order to appeal the Accommodation Review process individuals are required to attend the Accommodation Review meetings and be signed in.

Other Board personnel in attendance included: Carol Ann Sloat, Chairperson of the Board, Tony Iavarone, Public Relations Officer; Bob Fex, Planning Officer; Phil Kuckyt, Transportation Consortia Manager and Heather-Jo Causyn, Recording Secretary.

2.0 Presentation of Data/Information Updates

R. Fex provided clarification in regards to the boundary area in question for Anna Melick which:

- does not include Bird Road North of Hines Road
- does not include Diltz Road
- does not include Concession Street East
- does not include Logan Road

P. Kuckyt reported on a hypothetical Route 401.

Under the assumption:

- Anna Melick closes with the boundary being absorbed by Thompson Creek's current boundary
- Dunnville Central closes with the boundary being absorbed by Fairview Avenue boundary
- students are the same that are registered in the 2009-2010 school year
- there are no major changes to road networks in the area
- school bell times remain the same as the 2009-2010 school year

Schools serviced - Thompson Creek and Fairview Avenue:

- first pickup along Hutchinson Road - 7:41 am
- first pickup on North Shore Drive - 7:55 am
- drop off at Thompson Creek - 8:30 am
- drop off at Fairview Avenue - 8:37 am

Student count - 67:

- Thompson Creek - 29
- Dunnville Secondary - 27 (18 at 1.5 weighted average)
- St. Michael's - 8
- Fairview Avenue - 3

Maximum ride time on route 401:

- Thompson Creek - 47 minutes
- Fairview Avenue - 21 minutes
- St. Michael's - 56 minutes
- Dunnville Secondary - 52 minutes

Minimum ride time on route 401:

- Thompson Creek - 19 minutes
- Fairview Avenue - 3 minutes
- St. Michael's - 29 minutes
- Dunnville Secondary - 15 minutes

3.0 Review of Completed School Profile Templates

Principals commented on their School Profiles highlighting areas of significance.

4.0 Questions/Comments from the Committee Members and Community

Comments from the community included:

- as a supply teacher in the area travelling to each school - each school has a uniqueness in itself. The suggested changes will have an impact on the community
- it takes a considerable amount of time to travel from the Wainfleet line to any Haldimand school
- route 401 should be confirmed by a Transportation representative instead of using the TRAC system. The scheduled time of the first pick up is 50 minutes. This route has two turn arounds and two dirt roads
- appreciate the smaller class sizes that come with smaller schools
- small schools do not necessarily equate to smaller class sizes. Class sizes at Anna Melick have been very high. With small schools you could potentially see more split classes. It is difficult to offer the quality and variety of programming with smaller schools; Dunnville Central, through the allocation, was provided with an additional teacher in September because of the enrolment exceeded by one student. If it wasn't for this additional placement class sizes would have been much larger
- the Board should consider changing catchment areas
- staff and school families have worked together in the past for a common goal - our children. We don't want to see this lost
- changes like those suggested by the Board will no doubt make it harder on our students
- capacity versus enrolment 1 448 student capacity with 943 students. A survey should be distributed requesting information from parents as to what their plans are if the Board implements the suggested changes (ie., send their children to another school board). Then the Board needs to look at this risk factor.
- Board should look at school populations and the type of kids (students that would mould together, integrate and merge into other schools through a consolidation) that are at each school

Q Concerned about students with learning disabilities. Are the students that need extra help going to get the help needed? Each of these five schools offers quality programs and with the pending changes students will fall through the cracks.

A There have been consolidations in the past and everyone, the community and schools, have come together to make it work. Each school offers quality programs and we will see that students do not fall through the cracks.

Q Has the Board considered any economic stimulus in the Dunnville area?

A Yes, information is collected from the County and what has been approved for development.

5.0 Other Business

5.1 Delegations

On the request of committee members delegations have been postponed until the fall of 2010.

5.2 Working Meeting

The June 16th meeting will be a working meeting. Senior Administration will provide a summary as to the findings contained in the Value to the School System for each school (ie., School's Facilities Condition Index).

6.0 Next Meeting

The next meeting will be held on Wednesday, June 16th, 2010 beginning at 6:30 pm. This meeting will be a working meeting. Delegations will not be heard.

7.0 Adjournment

The meeting was adjourned at 9:00 pm.

Accommodation Review Committee Haldimand East (Dunnville Area)

Notes

Wednesday, June 16, 2010
Grandview Central Public School
6:30 pm

Committee Members

In Attendance:

Brian Doyle - Trustee, **Greg Anderson** - Superintendent of Education, **Sandi Senneker** - Grand Erie Elementary Teacher's Federation, **Debbie Johnson** - CUPE, **Heather Gross** - Principal, Anna Melick, **Lindsay Williams** - Principal, Dunnville Central, **Cindy Pinnegar** - Principal, Fairview Avenue, **Richard Pardoe** - Principal, Grandview Central, **Charlotte Morphet** - Principal, Thompson Creek, **Renee Hamilton** - Parent, Anna Melick, **Kyle MacDonald** - Parent, Dunnville Central, **Dan Dunnigan** - Community Representative, Grandview Central, **Karen Allen** - Parent, Thompson Creek, **Don Ricker** - Municipal Councillor, Haldimand County

Regrets:

Arlene Everets, Trustee, **Cathy Verlint** - Parent, Fairview Avenue

1.0 Welcome and Introductions

B. Doyle, Vice-Chair of the Committee, welcomed those present to the fourth meeting of the Haldimand East Accommodation Review Committee. Committee representatives introduced themselves and provided information as to their affiliation on the committee.

A sign in sheet was located at the entrance to the gymnasium. In order to appeal the Accommodation Review process individuals are required to attend the Accommodation Review meetings and be signed in.

Other Board personnel in attendance included: Carol Ann Sloat, Chairperson of the Board, Rita Collver, Vice-Chair of the Board, Jim Wibberley, Director of Education, Jamie Gunn, Superintendent of Education, Robert Fex, Planning Officer; Phil Kuckyt, Transportation Consortia Manager and Heather-Jo Causyn, Recording Secretary.

2.0 Presentation of Data/Information Requested

2.1 Review of Enrolment Information

R. Fex provided information in regards to:

- capacity, adjusted capacity and capacity which included full day JK/SK programs
- capacity versus current, five and ten year projected enrolment
- available space - placement of students with the various scenarios of each school closing
- projected enrolment with full day JK/SK
- accommodation options
- walking distances of 1.6 km

2.2 Additional Options for Consideration

- accommodation options and recommendations from administration
- attendance boundaries and enrolment projections for 2012 based on:
 - Option A - closure of Anna Melick or Dunnville Central
 - Option B - closure of Anna Melick and Grandview Central
 - Option C - closure of Anna Melick and Dunnville Central
 - Option D - closure of Fairview Avenue
 - Option E - closure of Thompson Creek

3.0 Questions from the Committee/Community

Q Who makes the decision as to what is recommended?

A The committee will make a recommendation that will be presented to the Board.

Q Has consideration been given to changing boundaries?

A The main objective is to look at pupil spaces but boundaries could potentially be reviewed as well.

C Boundary areas should be included in the accommodation review.

Q Can the capacity of a school be reduced based on utilization by outside agencies (ie., Early Years, REACH)?

A The capacity of the building is pupil based and does not change with utilization of classrooms by outside agencies. Sharing space does not change the costs involved in running a school. Approval of outside agencies using school space is based on available space. They are there basically rent free.

Q Has consideration been given to value added to help with school capacity?

A Surplus capacity is space that has been available for 5 years or more. Partners that fit into education purposes provide potential value to a school. Unfortunately, value added does not address the small number of students in a school or the fundamental quality of education that Grand Erie offers.

Q Is there a policy in place for the Board to go with one size of school (ie., large school, small schools or some small schools and some large schools)?

A The Board does not have a policy in regards to the size of schools. Each situation within the Board is unique with a review of the context for each community. The Board could not financially afford to build new schools.

Q Is the Board looking at the bottom dollar only? Should the condition of the school structures and grounds not be taken into consideration?

A As this information is provided within the School Profiles the committee will take this into consideration when reviewing the profiles.

C We need to look at other options that would include a rural school. If there was a boundary change we could then have both a rural school and urban schools.

Q Who is ultimately making the decision?

A The committee makes a recommendation. The committee's recommendation along with Administration's recommendation will be provided in a report to the Board. There are eleven trustees that will vote on the decision.

Q Is there a mechanism in place whereas this committee could dismantle and re-establish with an additional school added to the review (ie., Seneca Central)?

A This committee was established as a result of a Board motion. A motion would need to be approved by the Board for dismantling this ARC and re-establishing with a sixth school.

- Q If there are changes will there be split classes? What will the organization look like?
A Class organizations are based on enrolment for each grade level. The Board has restrictions in place (ie., caps, class average) that cannot be exceeded.
- Q Will there be an opportunity to have the Early Years program located within the schools following the changes?
A With the suggested changes there could potentially be available capacity.
- C As a property owner and tax payer it is important to have community and rural schools in our area to assist with keeping property values up.
- Q Will Trustees be at the meeting when delegations are given?
A Trustees will receive a copy of each delegation.
- Q In terms of the ARC should Dunnville Secondary School be part of the review?
A Dunnville Secondary School has not been included in this study as this ARC was structured as an elementary study.
- C Parent, guardians and the community should know that all five schools included in the review could potentially be considered for closing.
- C The committee can make any choice, we do not have to stick with the recommendations made by administration.
- Q Are we going to address the busing issues for Anna Melick?
A Bus drivers have reported that their route times will increase slightly (ie., 5 minutes).

4.0 Other Business

4.1 Delegations

Delegations from parents, students and community members are welcome during the September 22, 2010 meeting. Written submissions from delegations are required. Submissions can be sent to recording secretary Heather-Jo Causyn at heather-jo.causyn@granderie.ca, dropped off or mailed to the Education Centre at 349 Erie Avenue, Brantford, Ontario, N3T 5V3, or handed to one of the principals at the schools participating in the study.

If submissions can not be provided prior to the meeting, we ask presenters to provide a written copy to the recording secretary before the meeting begins. People may also make submissions if they do not plan on speaking during the meeting. For those unable to attend the meeting, their submission will be shared with the committee. To allow committee members an opportunity to review the submissions in advance, the Board requests that submissions be provided by the end of business day **September 17, 2010**. Each delegation will be provided with ten minutes to present.

4.2 Requests for Information

Requests were received for the following information:

- break down of students going to Dunnville Secondary School from the 5 feeder schools. Historical and projected - going back 5 years and 3 years into the future.
- class organization for 2012 using each option
- staff organization for 2012 using each option
- facility upgrades with a 5 year period, capital renewal costs, cost per student using the various options

5.0 Next Meeting

The next meeting will be held at Fairview Avenue Public School on Wednesday, September 22, 2010 from 6:30 to 9:30 pm.

6.0 Adjournment

The meeting was adjourned at 8:00 pm.

Accommodation Review Committee Haldimand East (Dunnville Area)

Minutes

**Wednesday, September 22, 2010
Fairview Avenue Public School
6:30 pm**

Committee Members

In Attendance:

Arlene Everets (Chairperson) - Trustee, **Brian Doyle** - Trustee, **Brenda Blancher** - Superintendent of Education, **Sandi Senneker** - Grand Erie Elementary Teacher's Federation, **Debbie Johnson** - CUPE, **Heather Gross** - Principal, Anna Melick, **Neil Dunning** - Principal, Dunnville Central, **Cindy Pinnegar** - Principal, Fairview Avenue, **Richard Pardoe** - Principal, Grandview Central, **Charlotte Morphet** - Principal, Thompson Creek, **Cathy Verlint** - Parent, Fairview Avenue, **Renee Hamilton** - Parent, Anna Melick, **Kyle MacDonald** - Parent, Dunnville Central, **Dan Dunnigan** - Community Representative, Grandview Central, **Karen Allen** - Parent, Thompson Creek, **Don Ricker** - Municipal Councillor, Haldimand County

1.0 Welcome and Introductions

A. Everets, Chair of the Committee, welcomed those present to the fifth meeting of the Haldimand East Accommodation Review Committee. Committee members introduced themselves and provided information as to their affiliation on the committee.

A sign in sheet was located at the entrance to the gymnasium. In order to appeal the Accommodation Review process individuals are required to attend the Accommodation Review meetings and be signed in.

Other Board personnel in attendance included: Carol Ann Sloat, Chairperson of the Board, Rita Colver, Vice-Chair of the Board, John Forbeck, Director of Education, Jamie Gunn, Superintendent of Business, Shawn McKillop, Communications Officer and Heather-Jo Causyn, Recording Secretary.

2.0 Delegations

The following delegations were heard:

Presented by:

Nicole Reid
Scott and Joanne Berdan
Doug Maloney
Tanya Hopwood
Dave and Lisa Graham
Tracy Clements and Calvin Hamilton (slide show)
Barb Mitchell and Wendy Carron, Early Years Centre
Lesley Powell
Bethany Ricker (read by Cindy Battle)
Craig and Lori Wilkens

School Represented:

Anna Melick
Anna Melick
Anna Melick
Anna Melick
Anna Melick
Anna Melick
Anna Melick
Grandview Central
Grandview Central
Anna Melick

The following provided submissions for information/consideration:

Don Stewart, Early Years
Jim and Karen Silverthorn

Dunnville Central
Anna Melick

3.0 Questions from the Committee/Community

Q How many Board members are in attendance and do Board members have access to the delegations?

A Carol Ann Sloat, Chairperson and Rita Colver, Vice-Chairperson are in attendance. Yes, trustees have access to the delegations.

Q What is the purpose of meeting prior to the election as potentially there could be new trustees on the committee following the elections?

A The Board continues to meet and deal with issues before and after the election. As the process has already started the Board will continue to meet as scheduled/required.

Q What is the purpose of the next meeting?

A The next meeting is a working meeting. Information gathered (ie., delegations, value templates, facilities, transportation) will be reviewed and discussed with the committee putting forth to the Board a recommendation.

Q Once a recommendation is made to the Board is it public knowledge?

A Yes, the complete accommodation review process is open to the public.

Q Who is ultimately making the decision?

A The committee will make a recommendation. Two recommendations will be provided in a report to the Board - The committee's and administration's. There are eleven trustees that will vote on the decision.

Q Should we set a finish time for the next meeting (ie., 2 hours)?

A Yes, the meeting will begin at 6:30 and end at 8:30 pm.

Q Is there a time line for the process?

A There is a minimum time line that we have exceeded.

Q Is the Board going to make available, to the general public, what the plans are for full day kindergarten programs and special education programs?

A The Board has received confirmation that full day kindergarten programs will be offered at Jarvis Public School and J.L. Mitchener Public School during the 2010-2011 school year. The following year, year 3, has not been confirmed. At this time we do not have information as to where special education programs will be located.

Q Are the committee's recommendations discussed at a public meeting?

A Yes, all accommodation review meetings are open to the public.

Q Information was requested (ie., transportation, facility, school organizations) at the meeting in June. Is the Board going to reply to the questions?

A Yes, this particular meeting was scheduled for delegations so the information requested will be provided at the next meeting.

4.0 Next Meeting:

The next meeting will be held at Thompson Creek on Thursday, November 18 at 6:30 pm.

Visit: www.granderie.ca for more information on the Accommodation Review.

Accommodation Review Committee Haldimand East (Dunnville Area)

Minutes

**Thursday, November 18, 2010
Thompson Creek Public School
6:30 pm**

Committee Members

In Attendance: **Arlene Everets (Chairperson)** - Trustee, **Brian Doyle** - Trustee, **Brenda Blancher** - Superintendent of Education, **Sandi Senneker** - Grand Erie Elementary Teacher's Federation, **Debbie Johnson** - CUPE, **Heather Gross** - Principal, Anna Melick, **Neil Dunning** - Principal, Dunnville Central, **Cindy Pinnegar** - Principal, Fairview Avenue, **Richard Pardoe** - Principal, Grandview Central, **Charlotte Morphet** - Principal, Thompson Creek, **Cathy Verlint** - Parent, Fairview Avenue, **Renee Hamilton** - Parent, Anna Melick, **Kyle MacDonald** - Parent, Dunnville Central, **Dan Dunnigan** - Community Representative, Grandview Central, **Karen Allen** - Parent, Thompson Creek

Regrets: **Don Ricker**, Municipal Counsellor, **Kyle MacDonald**, Dunnville Central

Board Personnel: **Rita Collver**, Vice-Chair of the Board, **John Forbeck**, Director of Education, **Jamie Gunn**, Superintendent of Business, **Shawn McKillop**, Communications Officer, **Robert Fex**, Planning Officer; **Phil Kuckyt**, Transportation Consortia Manager and **Heather-Jo Causyn**.

1.0 Welcome and Introductions

A. Everets, Chair of the Committee, welcomed those present to the sixth meeting of the Haldimand East Accommodation Review Committee. Committee members introduced themselves and provided information as to their affiliation on the committee.

A sign in sheet was located at the entrance to the gymnasium. In order to appeal the Accommodation Review process individuals are required to attend the Accommodation Review meetings and be signed in.

2.0 Sharing of Information/Data Requested

P. Kuckyt, Transportation Consortia Manager, provided an overview of busing scenarios (ie., ride times, number of routes, weighted students per route).

Other information discussed included a feeder analysis of Dunnville Secondary School, projected school organizations for 2012-2013, summary of operating expenditures for each of the five schools and projected five year renewal costs.

3.0 Questions from the Committee/Community

Q How much longer will elementary students be on the bus coming from Lowbanks to Fairview?

A The maximum bus ride for elementary students coming from Lowbanks to Fairview is 54 minutes each way.

Q What is the maximum bus ride time for Dunnville Secondary students?

A The maximum bus ride time is 64 minutes for Dunnville Secondary students.

- Q What is the average load count?
A Average load count is the average number of students on several bus routes.
- Q How many students can ride on a school bus and what is the Board's policy?
A School buses are 72 passenger vehicles. Typically, 2 secondary and 3 elementary students are assigned to seats.
- C On several of the transportation scenarios when the number of buses decreases the average load count increases which provides efficiency.
- C Referring to the Feeder School Analysis has the committee considered that if Anna Melick were to close the Board will lose students to Niagara.
- C It would be helpful to know how many St. Michael's students attend Dunnville Secondary School.
- Q How are school organizations projected? The organizations may not end up as projected (ie., number of split classes, number of students in each class).
A School organizations are based on projected enrolment.
- C Option B is missing a school projection for Dunnville Central if Grandview were to close.
- C Programming can improve once the school is at a certain size.
- Q Does the operating cost for the building increase if you add students without changing the structure of the facility?
A There may be some marginal but not significant (ie., water and sewer usage) increases.
- Q Have there been situations in the past where the Board was deciding whether to close an urban or rural school that the decision was made to close the urban school and keep the rural school open?
A Recently consolidations were completed for Delhi, Teeterville and Windham and Bloomsburg, Boston and Townsend which resulted in rural schools remaining open (ie., Teeterville, Bloomsburg and Boston). The 7 and 8 schools closed sending the students back to their former schools.
- C The Board should have a statement that indicates the value of rural schools.
- C In the rural community there are septic and water systems but many people feel a rural school is a benefit to the community.
- C We need to move the process forward. It comes down to dollars and cents to run schools. Potentially we could close one larger school - Fairview or Thompson Creek. There are 500 surplus spaces within all of the schools.

4.0 Committee Discussion

The committee reviewed the options and eliminated the following from future discussion:

- Option A - Anna Melick closes OR Dunnville Central closes
- Anna Melick students to Fairview OR Dunnville Central students to Fairview Avenue
- Option B - Anna Melick AND Grandview Central close
- Anna Melick students to Fairview Avenue and Grandview students to Thompson Creek and Dunnville Central
- Option E - Thompson Creek closes
- Thompson Creek students to Fairview Avenue, Dunnville Central and from Fairview Avenue to Anna Melick

The following two options remain for discussion:

- Option C - Anna Melick closes and Dunnville Central closes
- Anna Melick students to Thompson Creek and Dunnville Central students to Fairview Avenue

- Option D - Fairview Avenue closes
 - Fairview students to Thompson Creek, Dunnville Central and Anna Melick

Information required for Options C and D:

- reconfigured boundaries
- revised bus routes
- school organizations

5.0 Next Meeting:

The next meeting will be held at Anna Melick Memorial School on Thursday, December 9th at 6:30 pm.

Visit: www.granderie.ca for more information on the Accommodation Review.

Accommodation Review Committee Haldimand East (Dunnville Area)

Minutes

Thursday, December 9, 2010
Anna Melick Memorial School
6:30 pm

Committee Members

In Attendance: Arlene Everets (Chairperson) - Trustee, Brian Doyle - Trustee, Brenda Blancher - Superintendent of Education, Sandi Senneker - Grand Erie Elementary Teacher's Federation, Debbie Johnson - CUPE, Heather Gross - Principal, Anna Melick, Neil Dunning - Principal, Dunnville Central, Cindy Pinnegar - Principal, Fairview Avenue, Richard Pardoe - Principal, Grandview Central, Charlotte Morphet - Principal, Thompson Creek, Renee Hamilton - Parent, Anna Melick, Kyle MacDonald - Parent, Dunnville Central, Cathy Verlint - Parent, Fairview Avenue, Dan Dunnigan - Community Representative, Grandview Central, Karen Allen - Parent, Thompson Creek, Dave Brooks - Dunnville Chamber of Commerce

Regrets: Rob Shirton, Municipal Counsellor

Board Personnel: Carol Ann Sloat, Chair of the Board, Rita Collver, Vice-Chair of the Board, Marion MacDonald, Trustee, John Forbeck, Director of Education, Jamie Gunn, Superintendent of Business, Shawn McKillop, Communications Officer, Robert Fex, Planning Officer and Heather-Jo Causyn, Recording Secretary.

1.0 Welcome and Introductions

A. Everets, Chair of the Committee, welcomed those present to the seventh meeting of the Haldimand East Accommodation Review Committee. Committee members introduced themselves and provided information as to their affiliation on the committee.

R. Shirton addressed the Committee with information regarding his placement on the Committee pending Council approval.

A sign in sheet was circulated. In order to appeal the Accommodation Review process individuals are required to attend the Accommodation Review meetings and be signed in.

2.0 Sharing of Information/Data Requested

J. Forbeck provided background information regarding the Accommodation Review process (ie., stages of the review, recommendations, Board review).

Two options being considered are:

Option C

Closing in 2012 Anna Melick Memorial School with 100% or approximately 115 students to Thompson Creek Elementary School and

Closing in 2012 and Dunnville Central Public School with 100% or approximately 135 students to Fairview Avenue Public School.

Option D

Closing in 2012 Fairview Avenue Public School with 45% or approximately 115 students to Thompson Creek, 30% or approximately 78 students to Dunnville Central and 25% or approximately 65 students to Anna Melick.

J. Gunn presented information on current boundaries, proposed boundaries, proposed walking radius of 1.6 kms, enrolment projections, draft organizations, current and proposed transportation information for options C and D.

Letters from the Fairview School Council, Steve Busse, Tracey Barnes, Joanne Lingaitis, Darcy Johnson, Susan Butler, a concerned parent and Dianne McCallum were reviewed by the Committee.

Moved by: N. Dunning

Seconded by: C. Verlint

THAT the Haldimand East Accommodation Review Committee receive the letters as additional information.

3.0 Questions from the Committee/Community

Q It was stated that two reports will be provided to the Board. Does Administration's report have more weight than the Committee's report?

A The Committee's report and Administration's report will be presented to the Trustees. The reports may be different but are considered equal.

Q At the first meeting held in March Administration recommended closing Anna Melick and Dunnville Central. Going through the process could Administration change their recommendation?

A Administration is required to begin the process with a recommendation. Yes, Administration could change their recommendation based on information provided throughout the process.

Q Is information regarding costs (ie., repair costs, utility costs) available to the Accommodation Committee?

A Data on operating costs and potential savings has been provided to the Committee.

Q Are savings one of the key points for Administration's recommendation?

A From the data it appears that the costs per pupil placement is similar for all schools in the review area and not a significant factor in recommending one school over another.

Q Are there other cost savings (ie., Administration, clerical, operating costs)?

A The Ministry provides grants for the cost of Administration and clerical. The Board would save the salary but lose the grant leaving little net savings to the Board. The operating costs comparison with the two options was not significant.

Q If there are 400 students in one building does the funding formula provide for one administrator and one secretary?

A Correct. While the funding formula for 400 students split between two buildings would provide for two administrators and two secretaries.

Q Is it fair to say that Fairview Avenue Public School could close? We were misled when it was stated that the Board would not split students up and that options that would not move an entire school would not be considered.

A It is preferable to move an entire school but not always possible. No school in a review area should feel safe. At the June meeting an option was put forward to close Fairview Avenue Public School.

Q So many local mothers and fathers work in the city and feel comfortable knowing that their children are safe in a small or rural area. We were not aware that Fairview Avenue Public School could potentially close sending our children to another area. Parents were not informed. Would it not be in everyone's best interest to take this process back to the starting point?

A This process started in March 2010. Information regarding meetings was published in local newspapers, school newsletters and shared at Parent Council meetings by the Principals. The process is well underway and will continue as previously outlined.

C Fairview is one of the best schools. I can't believe that it could be closed.

Q If Administration was to change their original recommendation what would the rationale be behind the change?

A Administration was required to start the process with a recommendation. After going through the process, reviewing information and receiving new information Administration could change their recommendation.

- C No school wins in these processes.
- C It is interesting to note that the walking distance between all three town schools is within 1.6 kms.
- Q Reviewing Option C in terms of possible organization Fairview Avenue Public School would not have enough classrooms to cover the increase in students.
- A Consideration could be given to moving the Special Education class to Thompson Creek.
- C Whichever option is selected the Board would like to maximize its use of schools. Would not support option D as it is laid out. We need to look at boundaries and where students are located, discuss common sense boundaries.
- Q In the past have boundaries been reviewed and changed?
- A Yes, boundaries were changed when Walpole South closed and when two schools in Simcoe closed.
- C It appears that if Fairview were to close Anna Melick would have five split classes and Dunnville Central six split classes. If Anna Melick and Dunnville Central were to close both Fairview and Thompson Creek would have three split classes. Split classes are not ideal.
- C It is difficult to predict the school organization as a considerable number of factors could change in a year. The organizations are not complete until all of the students are in the school in September.
- C In the best interest of students is the breakdown of classes. The deciding factor is what school is going to close. Looking at the organizations there is not a lot of difference between the two options.
- Q If there are safety concerns for students walking how is this addressed?
- A Transportation would review any areas of concern and busing could be provided if the walking area is considered a hazard.
- Q Should the vote take place even though the Counsellor is not installed?
- A The policy does not state that all voting members are to be present for the vote to take place. As long as there is a quorum the process will continue.

4.0 Committee Discussion/Decision

The voting members on the Committee include two trustees, principals and school council representatives of each school involved in the review, federation representation, CUPE representative, community representative and County Counsellor. The Superintendent of Education is not a voting member of the Committee.

School Council representatives counted the ballots.

The recommendation of the Committee is Option D - Closing Fairview Avenue Public School in June 2012. Five voted for Option C - closing Anna Melick Memorial School and Dunnville Central Public School in June 2012 and 10 voted for Option D - closing Fairview Avenue Public School in June 2012.

Moved by: B. Doyle
Seconded by: C. Morphet
THAT the ballots be destroyed.

5.0 Next Meeting:

The next meeting will be held at Dunnville Central Public School on Thursday, January 11, 2011 at 6:30 pm.

Visit: www.granderie.ca for more information on the Accommodation Review.

Accommodation Review Committee Haldimand East (Dunnville Area)

Minutes

**Tuesday, January 11, 2011
Dunnville Central Public School
6:30 pm**

Committee Members

In Attendance: **Arlene Everets** (Chairperson) - Trustee, **Brian Doyle** - Trustee, **Brenda Blancher** - Superintendent of Education, **Sandi Senneker** - Grand Erie Elementary Teacher's Federation, **Debbie Johnson** - CUPE, **Heather Gross** - Principal, Anna Melick, **Neil Dunning** - Principal, Dunnville Central, **Cindy Pinnegar** - Principal, Fairview Avenue, **Richard Pardoe** - Principal, Grandview Central, **Charlotte Morphet** - Principal, Thompson Creek, **Renee Hamilton** - Parent, Anna Melick, **Kyle MacDonald** - Parent, Dunnville Central, **Cathy Verlint** - Parent, Fairview Avenue, **Dan Dunnigan** - Community Representative, Grandview Central, **Karen Allen** - Parent, Thompson Creek, **Rob Shirton** - Municipal Counsellor

Regrets: **Dave Brooks** - Dunnville Chamber of Commerce

Board Personnel: **John Forbeck**, Director of Education, **Jamie Gunn**, Superintendent of Business, **Shawn McKillop**, Communications Officer, **Robert Fex**, Planning Officer and **Heather-Jo Causyn**, Recording Secretary.

1.0 Welcome and Introductions

A. Everets, Chair of the Committee, welcomed those present to the eighth and final meeting of the Haldimand East Accommodation Review Committee. Committee members introduced themselves and provided information as to their affiliation on the committee.

A sign in sheet was located at the entrance to the gymnasium. In order to appeal the Accommodation Review process individuals are required to attend the Accommodation Review meetings and be signed in.

2.0 Review of Minutes/Recommendation of December 9, 2010

The recommendations that will form the Accommodation Review Committee's report are:

- THAT the Grand Erie District School Board close Fairview Avenue Public School effective September 1, 2012.
- THAT the catchment boundaries for Anna Melick, Thompson Creek and Dunnville Central be adjusted to accommodate students currently attending Fairview Avenue Public School.
- THAT Grandview Central remain status quo.

It was the consensus of the committee that the above recommendations form part of the report that will go to the Board.

3.0 Review Draft Boundary/Transportation Considerations as a Result of the ARC Decision

J. Gunn provided a breakdown of the areas that could potentially be redistributed to Anna Melick, Thompson Creek and Dunnville Central. It will be the mandate of the Transition Committee to make decisions regarding changes to boundaries.

4.0 Next Steps in the Process

The report of the Accommodation Review Committee will be submitted to the Director in early February. Executive Council will review/finalize their report. The reports from the Accommodation Review Committee and Executive Council will be presented to the Committee of the Whole Board on March 21st. All data, delegations and presentations will be provided to Trustees. Following the presentation of information to the Board there is a 60 day period, when delegations can be received, before the Board can act on the

information. Trustees are responsible for the final decision. Depending on the number of delegations Trustees may decide to hold a special board meeting in the Dunnville area.

Following the Board decision in June a Transition Committee will be struck that will consist of the Superintendent of Education, Trustee, Principals, School Council Chairs/Representatives and staff members. The role of the Transition Committee is to review all aspects of the schools and ensure a smooth transition (ie., boundary changes, disbursement of equipment and resources, closing ceremonies).

A. Everets thanked members of the Accommodation Review Committee, community members and Board personnel for their support throughout the review process.

5.0 Committee/Community Questions/Comments

Q Will the trustees have a chance to visit schools?

A The trustees can make arrangements to visit the schools in the review area.

Q How are the autism and special needs children going to be accommodated with this move? Are the special needs class sizes going to increase? Are these children going to see a reduction in service?

A Once a final decision is made the Transition Committee will take a look at the whole picture (ie., types of classrooms needed and decide where best the students and classrooms fit).

Ministry mandate limits the number of students in a special education class.

The same services are provided across the Board in each of our buildings. Students will be placed in the same sized class as they are currently in and could potentially have the same certified teachers as teachers are reassigned. The only change will be the physical location.

Q Is there an appeal process?

A Yes, appeals can be made if individuals feel the process was not followed. There are Ministry and Board guidelines that the Committee has followed through the process.

Q When will the information for the March 21st Board meeting be available on the Board's website?

A Information that will be provided at the Board meeting is usually available 2-3 days in advance or immediately prior to the meeting.

Q Will there be an opportunity for questions at the March 21st Board meeting?

A No, there will not be an opportunity for the public to ask questions but anyone can apply for delegation status.

Q With the Transition Committee is there a role for parents to be involved?

A School Councils of the affected schools can elect a parent to be a member of the Transition Committee.

Q Why are new boundaries already made up?

A Options for possible boundary changes have been provided based on questions received.

Q When the reports are presented to the Board do individuals that have provided delegations need to provide them again?

A The delegations received to date will be part of the Accommodation Review Committee's report.

Visit: www.granderie.ca for more information on the Accommodation Review.



**The 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)
Anna Melick Memorial School

Value to the Students		
Program Offerings		
Does the School have the capacity to offer:		
Junior Kindergarten?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Senior Kindergarten?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
K – 8 Structure?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is there sufficient enrolment within each grade/division to offer a quality learning environment? Comment: <ul style="list-style-type: none"> • We have split grades throughout our school (as do many larger schools now) • All classrooms are small, offering individualized help/support for learning • Formally identified students are fully and successfully integrated into the regular programs, including students identified as 'Behaviour' 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Large blocks of literacy and math (1 hour) instruction? <ul style="list-style-type: none"> • These blocks of instructional time are uninterrupted (School Improvement Plan – SIP) 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Arts Programs? <ul style="list-style-type: none"> • Visual art, drama, dance and music are delivered through regular classroom programming • Experience in the Arts is also available through the Art Club and Primary and Junior/Intermediate Choirs etc. (in conjunction with bi-annual musical presentations) 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Information Technology to support the curriculum? <ul style="list-style-type: none"> • Our school is now wireless (paid through fund raising by School Council) to support our students with SEA equipment • We have a computer lab with 14 computers + one computer in each classroom • We have a Smart Board (2 teachers have been trained to use the Smart Board) 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Physical Education and DPA (in elementary)? <ul style="list-style-type: none"> • We emphasize daily physical activity with 20 minutes of scheduled DPA + a minimum of 2 full gym periods (40-50 minutes) = 140 to 150 minutes of scheduled physical activity per 5 day cycle in our gym • Students also have fitness (recess) breaks 40 + 20 + 30 = 90 minutes per day 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Library? <ul style="list-style-type: none"> • We made full use of the Library Technicians available through GE • Our library has been culled, reorganized and updated • Students have a minimum of 2 periods per 5 day cycle working in the library (library book exchange, literacy and library skills are taught) 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Lead and/or specialized teachers with specialized skills? AMMS staff includes: <ul style="list-style-type: none"> • Grant McDonnell (Sports, First Aid) • Carolyn Jones (Music & Drama, Sports) • Susan Hall (FSL, Art) • Kara Duliban-Gee (Special Education, First Aid) • All teachers share their expertise & knowledge in order to provide comprehensive learning opportunities for all students within the classroom & through co-instructional activities 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Specialized programs (i.e. second language learning)? <ul style="list-style-type: none"> • FSL is delivered in a FSL Classroom (not from a rolling cart) 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

<ul style="list-style-type: none"> Booster Club (Primary and Junior) 						
What is the nearest access to similar programs? (Be specific by program) <ul style="list-style-type: none"> Similar programs if available would be in the town of Dunnville and would require transportation 						
Are there programs that make this school unique? (Be specific by program) <ul style="list-style-type: none"> Art Club (20 students participate) Mad Science (30 students participate) French Club (20 students participate) Stable Program (all students and staff participate) Student Council (led by 8 students + a teacher, most students participate in SC activities) Sports teams (unique – small pool of potential athletes, increased chance a non-athletic student will make the team; an opportunity that may not be given in a larger school setting) 						
Additional Comments: <ul style="list-style-type: none"> AMMS has a committed staff who offer sports programs and co-instructional programs comparable to larger schools AMMS' unique Stable Program empowers all students (all AMMS Mustangs) to take pride in their school; it involves intramural sports, spirit days, friendly competition & character building events 						
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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
A Vice-Principal State FTE:	Yes	<input type="checkbox"/>	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A full-time Secretary State FTE:	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
A Teacher Librarian State FTE:	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
Guidance State FTE:	Yes	<input type="checkbox"/>	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A Learning Resource Teacher State FTE: .50	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
Custodial	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
Student Achievement (i.e., public speaking contest)						
Comment: <ul style="list-style-type: none"> AMMS students are encouraged to participate in the Remembrance Day literary and poster contests (Royal Canadian Legion – Dunnville) We have a school based public speaking contest for students in Grades 3-8; with one or more of our students going on to compete in the local Legion's public speaking contest A number of our Grade 7 and 8 students choose to participate in the Gauss Math Contest Our EQAO scores reflect the efforts of our staff and students: <ul style="list-style-type: none"> Grade 3 scores have continued to steadily improve over time (since 2005-2006) Most notably our 100% of our Grade 3's scored at Levels 3 and 4 in 2008-2009 All of our Grade 3 scores exceeded the Board scores in 2008-2009 Our Grade 6 scores have had more fluctuations (up and down) over time, however, we are pleased with the improvement seen in our math scores in 2008-2009, they also exceeded the Board's score AMMS staff encourage all students to achieve to their potential (in academics, the arts and in sports), to be proud of their accomplishments Together we celebrate their successes at our monthly Student Star Assemblies and at our Year End Awards Assembly Character development has always been an emphasis at our school 						
Does the school have programs and supports for students at risk?					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
List programs: <ul style="list-style-type: none"> Students at risk are identified and supported by all staff, we are able to accomplish this due to our small school size and community atmosphere (it takes a community to raise a child – we live by this mantra at Anna Melick Memorial School) 						
Does the school have remedial programs onsite during the day and after school?					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

<p>List programs: 2008-2009 Booster Club (Primary only) 2009-2010 Booster Clubs (Primary & Junior)</p> <ul style="list-style-type: none"> • These programs are offered prior to our school day, immediately after buses drop students off • This alleviates the need for parents to transport their children to and/or from school outside of regular school hours to receive additional support 		
<p>Does the school have access to these programs in nearby facilities? Comment:</p> <ul style="list-style-type: none"> • No, AMMS students do not have access to town facilities outside of school hours unless transportation is provided by a parent • Students are not within walking distance of the town of Dunnville 	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>Does the school location easily attract parent/family/community partnerships/volunteers? Comment:</p> <ul style="list-style-type: none"> • rural location does not deter volunteers (we currently have 30+ volunteers with police checks) • AMMS families support school events (e.g., Meet the Teacher, Christmas musical/concert, Science Fair, Art Gallery, spring musical etc.) • Snack Program community partnership with Knox Presbyterian Church (funding and volunteer support) • Snack Program partnership with Breakfast for Learning & Child Nutrition Network (funding) 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Does the school have the capacity and numbers to support Early Childhood Centres?</p> <ul style="list-style-type: none"> • OEY operated at AMMS successfully for a period of two school years, declining attendance following OEY staff changes resulted in closure of the half day per week program • Our school hosted an OEY Eric Carle Play and Learn series in April 2010 • OEY will be offering "Kindergarten Here I Come!" series in May 2010 	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>

Quality of the Learning Environment		
<p>Literacy Resource Centre (e.g. Levelled Book Room) Comment:</p> <ul style="list-style-type: none"> • We have focused on providing levelled books for our students • School budget and funding raising money has been used to support this endeavour • We have an extensive Book Room which is maintained by all staff • We have a good selection of science equipment which is maintained in our 'Book Room' • We do not have a science lab • We do have a Computer Lab (12 computers) within our Library • A Smart Board is available in our Computer Lab • Our school is wireless to support students with SEA equipment 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Student Achievement (i.e., public speaking contest) Comment:</p> <ul style="list-style-type: none"> • Please see previous comments re: student achievement 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Arts Facilities (Music, Drama, Art) Comment:</p> <ul style="list-style-type: none"> • Individual classroom teachers provide instruction in the Arts • Choir (primary & junior/intermediate) is also offered as a co-instructional activity in conjunction with our musical productions • Our musical productions involve students in music, drama and visual art. • Art is offered through our co-instructional Art Club 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Gymnasium	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Library	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>A stage</p> <ul style="list-style-type: none"> • A portable stage has been purchased through fund raising by the School Council 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

<ul style="list-style-type: none"> We have a portable stage which is erected and disassembled as needed by a volunteer 					
Staff/Visitor Parking <ul style="list-style-type: none"> There is ample parking in our front bus/parking loop during normal school operations The bus/parking loop was repaved in 2007-2008 and a new concrete front walkway, north end sidewalk and a sidewalk to the flagpole were completed 	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? <ul style="list-style-type: none"> AMMS parents/guardians, grandparents, extended family members (aunts, uncles etc.) friends & neighbours support our school initiatives (e.g., fund raising events, musicals, Education Week activities etc.) 					
Is the school universally accessible?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Partially? <ul style="list-style-type: none"> Not Applicable 	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Additional Comments: <ul style="list-style-type: none"> Our concert walkway at the front entrance was ramped to ensure that our school is universally accessible There is one washroom (currently used by staff and visitors) that is wheelchair accessible 					
Safety and Security:					
Is the school environment safe and secure for students?				Yes <input type="checkbox"/>	No <input type="checkbox"/>
Comment: <ul style="list-style-type: none"> Our front entrance is monitored by the principal & secretary, staff while in the staff room are also able to maintain good visual contact with the front entrance, parking lot & Hutchinson Road School sign-in/sign-out procedures are followed All staff are aware of Emergency procedures 					
Does the school environment contribute to a feeling of safety and security for students?				Yes <input type="checkbox"/>	No <input type="checkbox"/>
Comment: <ul style="list-style-type: none"> Results of our School Climate Survey 2009-2010 indicate that of the parents who responded: <ul style="list-style-type: none"> 100% agree (51.8%) or strongly agree (48.2%) that their child is safe at school [question #7 part 1] 73.2% agree (44.6%) or strongly agree (28.6%) that their child has never been bullied at Anna Melick [question #7 part 5] 100% agree (55.4%) or strongly agree (44.6%) that teachers and the principal try to stop bullying [question #8 part 1] 100% agree (60.0%) or strongly agree (40.0%) the Anna Melick has an excellent learning environment [question #12 part4] 98.2% agree (45.5%) or strongly agree (52.7%) know who their child's school friends are [question #13 part 3] Results of our School Climate Survey 2009-2010 indicate that of the students who responded: <ul style="list-style-type: none"> 72.4% always feel safe and 10.3% often feel safe (Grades 3-5) [question #16 part 4] 					

<ul style="list-style-type: none"> ➤ 94.5% (male students) and 96.0% (female students) in Grades 6-8 feel safe inside their classrooms [question #5 part 1] ➤ 88.8% (male students) and 96.1% (female students) in Grades 6-8 feel safe outside their classrooms (e.g., hallways, school grounds, washrooms) [question #5 part 2] 			
Do present staffing levels contribute to a feeling of safety and security for students? Comment: <ul style="list-style-type: none"> • See results of our School Climate Survey 2009-2010 above 		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Additional Comments: The results of our School Climate Survey 2009-2010 were very positive and reflect the nature of our small, caring school. Our school is the hub of this rural community. Our children love coming to school. There is a large playground.			
Extracurricular			
Does the school offer opportunities for a variety of extra and co-curricular activities in:			
List Athletic Opportunities	Number of Students	Comments	
Terry Fox Run	Whole School (121 students)	-All students, staff and some parents participate (total # of participants 135)	
Primary Intramural Sports	Primary Division (36 stds.)	-Grade 1 – 3 students involved, teachers take turns providing active sports/games	
Soccer	Team of 15 stds	-Coached by 2 teachers	
Orienteering	Team of 40 stds	-Coached by 1 teacher	
Cross Country	Team of 15 stds	-Coached by 1 teacher	
Volleyball – Intermediate Girls	Team of 10 stds	-Coached by 1 teacher	
Volleyball – Intermediate Boys	Team of 10 stds	-Coached by 1 teacher	
Volleyball – Junior Co-ed	Team of 11 stds	-Coached by 1 teacher	
Basketball – Intermediate Girls	Team of 11 stds	-Coached by 1 teacher + volunteer	
Basketball – Intermediate Boys	Team of 9 stds	-Coached by 1 teacher + volunteer	
Jump Rope & Hoops for Heart	Whole School (121 students)	-All students, staff and volunteers participate (total # of participants 140)	
AMMS Track & Field	All Grade 3-8 (72 students)	-School Council + volunteers run a food booth	
Primary Play Day	JK to Grade 2 (49 students)	-This event is run in conjunction with our AMMS Track & Field	
Co-ed Baseball	Team of 12 stds	-Coached by 2 teachers	
		We also have large blocks of recess time (i.e., 40 minutes before school begins, and two fitness breaks, 20 and 30 minutes). Daily Physical Activity, DPA is done daily and students have at least 2 full gym periods (40-50 minutes each period) over a 5 day cycle. This enables all of our students to be physically active (minimum 110 minutes to a maximum of 140 minutes per day) during the school day.	
List Arts Opportunities	Number of Students	Comments	
Musical	Team of 50 stds	-Students are involved in music, drama, set production,	

Christmas Concert	Whole School (121 students)	lighting etc. -All staff participate in various ways -Parents and grandparents attend; all students have an opportunity to perform on stage
AMMS Talent Show	Between 20-30 students	-Our Talent Show is run every other year, students audition to be in the talent show, it is an opportunity to showcase their accomplishments i.e., piano, dance, drama
Art Club	Currently 20 members	-Students work to develop their artistic abilities through various mediums (e.g., acrylic painting, weaving etc.) -They showcase their work in a 'Gallery Display' and Art Auction (Education Week, AMMS 50 th Celebration)
AMMS Yearbook	Team of 20 stds	-Students work on graphic art and set up of the yearbook -We have an annual 'Cover Competition' -The yearbook is published and sold to students AMMS staff ensure that there is a good balance of opportunities in all curriculum areas through our extra-curricular programs. Each staff member shares their interests, strengths and talents to enrich the lives of AMMS students.

List Leadership Opportunities	Number of Students	Comments
Recycle Team	Team of 10 stds	-Students collect and sort recyclable materials
Student Council	Team of 8 stds	-Students work with a teacher for the betterment of our school climate/spirit -They initiate and run spirit days e.g. Team Jersey Day, Twin Day etc.
Year Book Team	Team of 20 stds	-Responsible for collecting submissions from staff and students -Students are also responsible for taking photographs of all school events
ETFO Girls Leadership	Grade 8 girl (1)	-We have been encouraging this leadership opportunity
Classroom Helpers	Varies (6-10)	-Intermediate students assist primary classroom teachers in a variety of ways e.g., material set up, lunch supervision, bus assistance
Library/Computer Helpers	Team of 6 stds	-Trained to assist in cataloguing, shelving and sign in/out procedures
Queens University Leadership/Enrichment	Grade 7 & 8 (1-3 stds)	-Several students are encouraged to consider attending this program when it is offered
Co-coaching AMMS Sports Teams	Grade 7 & 8 (2-5 stds)	-Our intermediates are enlisted to assist with younger teams e.g., Junior Volleyball, Junior Soccer, Primary Intramural Sports Being a small school offers the opportunity for students to be athletic leaders as well as leaders in other areas of school life e.g., in the arts, in the character traits (social leaders), and as school spirit champions. Some of our students shine in all areas!
Does the school have sufficient green space and playing fields?		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

Does the school have adequate playing fields to support the physical education program? Yes No

Comment:

- Our site size is 4.41 acres
- There are adequate playing fields to the north (Junior/Intermediate end) and south (Primary play area) of our site
- We also have an adequate sized hard surface directly behind our school

Does the school have adequate playing fields to support the extra-curricular program? Yes No

Comment:

- Extra curricular activities occur during our fitness breaks and there are adequate playing fields for activities to run simultaneously

Does the school have adequate green space for student use during breaks/recess? Yes No

Comment:

- Yes, see above comments

Student Bussing

Does student bussing reduce opportunities for students to participate in extra-curricular activities? Yes No

Comment:

No, because we offer our extra-curricular activities before school (8:20 – 9:00 a.m.) and during recess breaks (11:20-11:40 a.m. & 12:30- 1:20 p.m.). Our students are also involved in after school extra-curricular activities such as mini sports tournaments with the assistance of volunteer drivers & parents.

Is bus ride time a concern of students and parents? Yes No

Comment:

Bus ride times are presently not a concern of students and parents, however if closure of our school will result in longer bus rides into town this would be a major concern.

Length of Time on Bus (One Way)

TRACS PU & DO 121 students	# Primary JK- Grd 3	#Junior Grd 4-6	#Intermediate Grd 7-8
0-15 minutes	PU 40 DO 24	PU 16 DO 8	PU 14 DO 11
16-20 minutes	PU 8 DO 5	PU 4 DO 4	PU 7 DO 4
21-25 minutes	PU 4 DO 12	PU 3 DO 2	PU 4 DO 10
26-30 minutes	PU 8 DO 5	PU 1 DO 0	PU 5 DO 4
31-35 minutes	PU 2 DO 13	PU 2 DO 2	PU 2 DO 2
36-40 minutes	PU - DO 2	PU - DO 1	PU 1 DO 2
41-45 minutes	PU - DO 0	PU - DO 0	PU - DO 0

more than 46 minutes	PU	DO	PU	DO	PU	DO
	-	-	-	-	-	-

The table above uses the information from the TRACS system.

Actual PU & DO 115 students	# Primary JK- Grd 3		#Junior Grd 4-6		#Intermediate Grd 7-8	
0-15 minutes	PU 29	DO 28	PU 10	DO 9	PU 11	DO 16
16-20 minutes	PU 10	DO 9	PU 5	DO 3	PU 7	DO 5
21-25 minutes	PU 10	DO 10	PU 3	DO 7	PU 4	DO 4
26-30 minutes	PU 7	DO 6	PU 2	DO 3	PU 6	DO 5
31-35 minutes	PU 2	DO 6	PU 3	DO 1	PU 3	DO 1
36-40 minutes	PU 3	DO 3	PU -	DO -	PU -	DO -
41-45 minutes	PU -	DO -	PU -	DO -	PU -	DO -
more than 46 minutes	PU -	DO -	PU -	DO -	PU -	DO -

The table above uses data collected by Bus Drivers on their runs the week of April 25th 2010.

What opportunities are available to access existing town facilities?

Opportunities to access existing town facilities are limited by the availability of transportation due to our rural location. Many AMMS students (& families) rely solely on the opportunities afforded through our school & its staff i.e., library/computer access, to participate in sports, the arts & other extra-curricular activities.

Families with their own transportation are able to access town facilities quite readily when they choose.

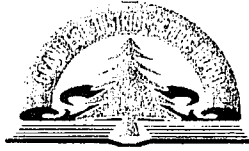
If AMMS students are bussed to a town school, after school activities may not be an option for them (i.e., transportation would be needed home if bus runs are done) and this may conflict with the work schedules of parents. Currently, AMMS students are able to participate in all activities because they are scheduled after bus arrival in the morning (40 minutes) or during fitness breaks (20 + 30 minutes).

Other Value to Students?

Although we access town facilities on a limited basis, as a school we truly appreciate the rural location of our school & the positives derived from its somewhat isolated location e.g., minimal vandalism, a sense of rural or farming community & culture, a sense of school 'family'. Students also benefit from small classes. They gain great friendships. At school they enjoy a sense of belonging, and a feeling of safety. In good weather many students ride their bikes to school. This would not be an option for them if they were bussed to a town school.

Additional Comments

As a school, we access town facilities when financially feasible and beneficial to our students. Historically we go to the Dunnville Arena once or twice a school year for whole school skating. Our students access Byng Park & Pool for year end trips. We also access town facilities east of our geographical area e.g., Brock University Pool for whole school swimming. We do not believe that our students are overly disadvantaged by our rural location as we have learned how to ensure that they receive equally valuable if not comparable experiences.



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

Anna Melick Memorial School

Value to the Local Economy

Define the area the school considers to be its local economy.

Anna Melick Memorial School considers its local economy (in terms of generating money/economic worth) to be the rural community east of Dunnville. Families in the Anna Melick catchment area do business (make purchases) in the town of Dunnville and also in neighbouring cities to the east (Welland, St. Catharines – Niagara area). Regardless as to where they are doing business, a vehicle is necessary; Dunnville is at least a ten minute car ride for most Anna Melick families. Many families commute to work on a daily basis. Living in a rural, agricultural community is a choice.

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?

Yes No

Comment:

Yes, families purchase homes in our area based upon the availability of a rural school education for their children. Living in a rural area is a choice. Attending a rural school is an expectation. Without a rural school option in Dunnville, families will choose to call other rural locations home. This will have an impact on the town of Dunnville, the county of Haldimand and the Grand Erie District School Board. New families choosing to live in other rural areas will over time have a negative impact on our community.

Is an alternate school location available that is considered to be within the community?

Yes No

Comment:

No, if Anna Melick closes there will not be a rural option in the Dunnville area. Anna Melick is the only rural school in the Dunnville Family of Schools. Alternative school locations families will consider are: Winger Public School - Niagara (small rural school setting), St. Michael's Separate School (smaller town school) and/or home schooling. Any of these choices would result in a loss of students from Grand Erie.

Is this the only school in the community?

Yes No

Comment:

Yes, this is the only rural Grand Erie school in the Dunnville Family of Schools. Many Anna Melick families will consider other options. See comments above.

B. Cooperative Education and Partnership Opportunities

Are these experiences available in the community?

Yes No

Comment:

Anna Melick Memorial School has offered high school co-op students a practical real world learning experience. Many high school students have complete all or part of their 40 hours of community service in our school. Also, we offer volunteer opportunities to undergraduate students seeking acceptance to Teachers' College.

Does the school have significant and on-going business partnerships in the community?

Yes No

Comment:

Yes, OEY does offer learning modules at Anna Melick. Our school hosted an OEY Eric Carle Play and Learn series in April 2010 and will be offering an OEY "Kindergarten Here I Come!" series in May 2010. This is a very important service being offered to our rural families. We also have a partnership with the Child and Nutrition Network of Haldimand-Norfolk with our snack program. The snack program generates business through food purchases (local hospital, Norfolk Apple Growers Association) and volunteer opportunities for community members (Knox Presbyterian Church). Our hot lunch program also generates revenue for our local businesses.

C. The School as a Local Employer

<p>Does the school generate employment beyond its staff? Comment: Yes, contractors retained by the GEDSB, grounds keeping crew, snow removal, water delivery and septic pumping.</p> <p>Does the location of the school have a direct impact on local businesses? Comment: It should be noted that Anna Melick does contribute to local businesses in Dunnville e.g., snack program – Food Basics, Track & Field – Trophies Plus, local grower – AMMS fund raising plant sale.</p>	<p>Yes <input checked="" type="checkbox"/></p> <p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>D. Other Value to the Local Economy?</p>		
<p>Comments: As previously stated, families purchase homes in our area with the understanding that a rural education is available to them. Without a rural school option, many new families will choose to purchase 'country homes' elsewhere. This will have a negative impact on the local economy, the real estate value of existing properties, the tax base, etc.</p>		



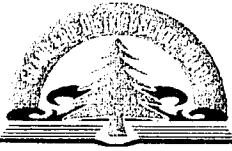
**The Grand Erie District School Board
SCHOOL PROFILE – VALUE TO THE COMMUNITY**

Anna Melick Memorial School

Value to the Community		
What do you consider to be your school community? <ul style="list-style-type: none"> We consider the surrounding rural households along with AMMS students and their families (past and present) to be our school community We serve primarily farming families and rural households Currently our school boundaries run north of Lake Erie to Hines Road, east as far as Dunnville Wainfleet Townline Road and west as far as Inman Road Oswego Park [off of Diltz Road] was at one time within our school catchment area (we would respectfully request that consideration be given to a change in boundaries so as to again include the Oswego Park community in Anna Melick's catchment) 		
Use of Facilities and Green Space for Community Use		
Daycare Explain: <ul style="list-style-type: none"> We look forward to the opportunity to offer full day kindergarten as the program expands to include more schools in the future We have available space to run a successful program and a full size kindergarten classroom with separate washroom facilities Full day kindergarten would provide a much needed service (quality child care) to rural families who require two incomes 	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Are there plans for local partnerships for delivering daycare and other community and social services? Explain: <ul style="list-style-type: none"> Our school hosted an OEY Eric Carle - Play and Learn series in April 2010 OEY will be offering "Kindergarten Here I Come!" series in May 2010 OEY operated at AMMS successfully for a period of two school years, declining attendance following OEY staff changes resulted in closure of the half day per week program Anna Melick may be able to successfully offer daycare in conjunction with all day Kindergarten (as per the GE implementation schedule for all day Kindergarten as mandated by Ministry) 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Youth Activities Explain: <ul style="list-style-type: none"> While our school is not used as a site for organized youth activities e.g., community sports, our playground is used by rural families after hours as a play area During school operational hours, our students are afforded many opportunities to be involved in youth activities in sports, the arts, general interest clubs, and in leadership 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Cultural Events and Observances Explain: <ul style="list-style-type: none"> Meet the Teacher Community Barbeque Terry Fox Marathon of Hope Voting Station (both federal and provincial) Fire Prevention Visits Unicef Remembrance Day Service (school based + wreath at Dunnville cenotaph) Book Fair Promoting Student Literacy and Family Reading Christmas Concert (or Musical) Float in Dunnville Santa Claus Parade Olympic Celebrations & Activities 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

<ul style="list-style-type: none"> • Education Week Activities • Jump Rope and Hoops for Heart • Science Fair (biannual) • Musical (biannual) • Anna Melick Memorial School 50th Anniversary • Dunnville 150th Celebrations 		
Social and Recreational Sports Explain: <ul style="list-style-type: none"> • While not used by local groups (e.g., Town of Haldimand), our school is the social and recreational centre of our rural community (see the events listed above). 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Partnership Initiative with the Government Explain: <ul style="list-style-type: none"> • Anna Melick is used as a polling station for both federal and provincial elections 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Other Uses/Rentals, Etc. Explain:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Other Comments: In the past, our school site has been used by ball teams and soccer teams. While the facilities and green space are not used currently by the community after hours (i.e., for fee based activities after the hours of school operation) it is the hub of our community. The rural school is where neighbours, who live considerable distances apart, come together and get to know one another. A sense of community is built through the children who attend Anna Melick Memorial School. It is here that families come together to celebrate, to connect and to help one another. Shared values and shared school experiences bring this community of rural families together and makes it what it is... a community. Anna Melick could potentially be used as an evacuation site in the event of a town disaster. It is not located in a flood zone, is easily accessible by bus/ambulance (Highway #3 and bus loop), is a fully accessible building (wheelchair accessible), has 8 phones, a gym and has a kitchenette (one stove/oven and 3 refrigerators).		
Single School Community		
Is this the only school in the community? <ul style="list-style-type: none"> • Yes, in terms of the rural community east of the town of Dunnville 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If yes, how does this impact the community? <ul style="list-style-type: none"> • Many of the families that have chosen to live in this rural community have made their decision based on the country atmosphere and small school environment we provide for their children • Many families desire a "country school" and a "small school learning environment" • At AMMS we offer a respectful, safe learning environment, a caring staff and a school which reflects the values and character of our rural community • The length of bus rides to and from school currently pose no concern to parents • Students benefit from long recesses (this is their recreational time with benefits in social/emotional well being and physical fitness) • Property values have generally remained stable over time because having a rural school continues to attract families into our area 		
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): Currently Anna Melick is not used on a regular basis for other community activities. The school is used for elections, both federal and provincial.		
Fall		
Type of Activity	Hours Used	Number of People Served
N/A	N/A	N/A
Winter		
Type of Activity	Hours Used	Number of People Served
N/A	N/A	N/A
Spring		
Type of Activity	Hours Used	Number of People Served
N/A	N/A	N/A
Summer		

Type of Activity	Hours Used	Number of People Served	
N/A	N/A	N/A	
<p>How/what programs could the school attract? The following suggestions were put forward by our parents and School Council Members:</p> <ul style="list-style-type: none"> • Adult Learning Centre (computer lab) • Scrap Booking Club • Country Quilter's Guild • Basketball League • Aerobics/Fitness/Yoga • Dance Club • Floor Hockey League • Volleyball • Bingo (Community Fund Raising) • Tutoring • Girl Guides and Boy Scouts 			
<p>If the school were to close/change, is there local capacity to accommodate those currently using the school for community purposes? Explain: N/A Currently Anna Melick is not used on a regular basis for other community activities.</p>		Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p>Have there been significant upgrades to the school in the past five years completed in partnership with the community?</p> <ul style="list-style-type: none"> • We have been involved in the Niagara Peninsula Conservation Authority ECO School Program – for two years (native wildflower garden) • An application has recently been submitted to the Grand River Conservation Foundation – Community Conservation Grant (grant recipients to be announced at the end of June) 		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>Does your school offer adult learning programs?</p>		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>What other value is your school to the community? (e.g. Heritage Value)</p> <ul style="list-style-type: none"> • Heritage Value - Anna Melick Memorial School is currently in its 50th year of operation (the foundation of the original one room school house is still visible in our south playing field) • Historically the land for Anna Melick Memorial School was donated by the Michener family; they had no heirs and decided to donate this land so that a school could be built for their community • Anna Melick Memorial School is their family legacy to their community (verbal information received, currently attempting to verify this information) • Our school was named in memory of Anna Melick, a extremely dedicated, admired and recognized teacher • Several AMMS grandparents were taught by Anna Melick and remember her fondly 			



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

Anna Melick Memorial School

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

Full range of programs can be offered. The likelihood of split grades decreases when schools are amalgamated.

Student Supports:

(e.g. Learning Resource Teacher)

LRT support will remain the same or increase.

Effective Intervention Programs:

Intervention programs are affected by school population. An increase of school population will result in an increased level of support (ie., CYW, SW, Speech Path, etc.)

Extracurricular Activities:

A wider range of extracurricular activities is likely in a larger school.

Effective Partnerships:

Effective partnerships will not be affected as they are not tied to only one school.

Operational Considerations

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

Explain:

Yes. With the current and forecast enrolment the school will remain under capacity for the foreseeable future.

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

Explain:

Possibly to the District School Board of Niagara.

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

Explain:

Yes.

Additional Comments:

Facilities:		
Is the school's Facilities Condition Index better than the Board average? Board Average 16% - Anna Melick 20%	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Does the presence of the school reduce travel costs that would otherwise be necessary?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Will closing/changing the school help the School Board avoid incurring significant repair costs that are not covered by targeted renovations programs?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is the projected replacement cost less than the cost of major repairs?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
What is the impact of this school's closure/change on facility operating and capital budgets? The five year capital renewal costs per pupil are: \$6,245.00 The annual operating cost per pupil is: \$243.00		
Other value to the school system? Real property value could be recovered through sale or lease to an interested third party.		
Additional Comments:		



**The 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)

Dunnville Central Public School

Value to the Students		
Program Offerings		
Does the School have the capacity to offer:		
Junior Kindergarten?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Senior Kindergarten?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
K – 8 Structure? We are the Early Learning Kindergarten site	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is there sufficient enrolment within each grade/division to offer a quality learning environment? Even with our very small catchment area, our enrolment has been increasing; this trend is expected to continue with the Early Learning Program that will be at DCPS for September 2010. See Demographic information.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Large blocks of literacy and math (1 hour) instruction?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Arts Programs?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Information Technology to support the curriculum? Computer Lab in the +SLIC	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Physical Education and DPA (in elementary)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Library?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Lead and/or specialized teachers with specialized skills?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Specialized programs?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
What is the nearest access to similar programs? St Michael's Catholic School is right across the street. If DCPS was to close we know we will loose students to our coterminous school board.		
Are there programs that make this school unique? YES! Interlink – Partnership with seniors in our community Roots of Empathy Early Learning Program/Everyday Kindergarten Partnership with OEYC Partnership with REACH IBI (REACH) – one on one work with Autistic Students REACH – Resource Center		

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
A Vice-Principal State FTE:	Yes	<input type="checkbox"/>	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A full-time Secretary State FTE:	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
A Teacher Librarian State FTE:	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
Guidance State FTE:	Yes	<input type="checkbox"/>	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A Learning Resource Teacher State FTE:	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
Custodial	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
Student Achievement School Helping Schools Lead School - MOE Public Speaking Award Winners Healthy School Winners Character Ed School						
Does the school have programs and supports for students at risk? CHOICES Program - REACH <i>Daily Nutrition Program</i> <i>Girls Club</i> <i>Booster Programs</i> Choose To Do Better Club After School Athletic Club					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school have remedial programs onsite during the day and after school? <i>LRT – Learning Center</i> <i>Booster Club – Grade 3 and 6</i> <i>SLIC open 3 days per week in the a.m. (next year the SLIC will be open 5 days per week in the AM)</i>					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school have access to these programs in nearby facilities? Comment: <i>YES! We have partnered with the nearby Dunnville Youth Impact Center for Tutoring.</i>					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school location easily attract parent/family/community partnerships/volunteers? YES! Our CENTRAL LOCATION is very helpful for our families and community ties -OEYC -REACH -H-N CNN -Volunteers- St. Paul's Anglican Church -Dunnville Public Library -Welcome to Kgn and "Fair Start"					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Does the school have the capacity and numbers to support Early Childhood Centres? YES! - We have a terrific partnership with the Early Years that has grown for the past 3 years	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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Quality of the Learning Environment		
Literacy Resource Centre 6 Wireless Classrooms <i>Literacy Place</i> for <u>all grades</u> K-8 2 SMART Boards, 3 LCD Players Meet all GE Curriculum Standards Professional Book Room Level books in all our classrooms Excellent resources in (SLIC) Student Learning and Information Center (SLIC)- 24 Computers	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Student Achievement Good School Attendance Public speaking contests (every second year) Talent Show Art Show (every second year) Concerts	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Arts Facilities (Music, Drama, Art)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Gymnasium	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Library	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
A stage portable	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Staff/Visitor Parking	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Student drop-off and pick-up area for parents	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Bus Loading Zone	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school have property to accommodate development or additions?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school have appropriate closed classroom space for:		
Literacy	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Music	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Media	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
What is the school community capacity to support initiatives? We are a very accepting and accommodating school community that is enthusiastic about new initiatives that will support student achievement.		
2 GE Community Partnership Incentives 1. New Kitchen (that meet H and S Standards) and Snack Shack (2009)		

2. Library and Playground Make Over - (2008) PRO – Grant Recipient Family Literacy Evenings					
Is the school universally accessible?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Partially	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Safety and Security		
Is the school environment safe and secure for students? This is a very safe learning environment. Separate area for Primary students at recess. We focus on creating a safe and caring learning environment where Character Education is as a focus is evident.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school environment contribute to a feeling of safety and security for students? Community School-Central Location Staff from the Dunnville Area	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Do present staffing levels contribute to a feeling of safety and security for students? The size of the school and the connections of staff to the Town of Dunnville is a positive asset for our students.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Additional Comments: Dunnville Central is a school committed to providing a caring and respectful leaning environment.		
Extracurricular		
Does the school offer opportunities for a variety of extra and co-curricular activities in:		
List Athletic Opportunities	Number of Students	Comments
All Haldimand Athletic Sports are offered at DCPS	Approx 60	We are able to ensure all kids can participate on our teams in one capacity or another
Intramural Sports Program	Gr 1 – 8 (75-85 kids)	
List Arts Opportunities	Number of Students	Comments
-Talent Shows -Karaoke -Central Singers -Art Shows -Concerts Musical -Girls Club	40 All students 35 All students All tudents 30	Again we will find opportunities for all students who are interested to participate

List Leadership Opportunities	Number of Students	Comments	
-Library Helper -Lunch Monitors -Recycling -Girls Club -Student Council	10 10 8 20 10		
Does the school have sufficient green space and playing fields?			
Does the school have adequate playing fields to support the physical education program?		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Our recent <i>Partnership Incentive Grant</i> enabled us to paint games and activities on our NEW ASPHALT. New fencing to divide Primary students part of playground			
Does the school have adequate playing fields to support the extra-curricular program?		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Soccer Standards, Baseball, Field Events (Pits)			
Does the school have adequate green space for student use during breaks/recess?		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Separate, fenced Primary area Upgraded sand pits in Primary section			

Student Bussing		
Does student bussing reduce opportunities for students to participate in extra-curricular activities?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
4 students bussed		
Is bus ride time a concern of students and parents?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
NA		
Length of Time on Bus (One Way)		
	#Primary #Junior #Intermediate	
0-15 minutes	_____4_____	
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?

Being the "central" school, we are in an excellent location to access community services; we walk to use our local Library, Arena, Parks and downtown businesses to enhance student learning.

We are also have a reciprocal relationship with our local High School DSS; we go there for performances, plays, concerts, and we have DSS and DSS Turning Point students do CO-Ops at our school.

Nursing and Retirement Homes – Our Interlink program has our students visit/write with seniors in our community to celebrate, sing and chat!

Other Value to Students?

Excellent location that serves the downtown core of Dunnville – we are enthusiastic about the idea of increasing our catchments area to include more families in our community
Choice of Public Education for students in the core of Dunnville
We can accommodate more students including bussed students

Additional Comments

Our central location enables students to walk to a variety of community locations at no extra cost to families or the Grand Erie District School Board. We have been able to partner with our neighbouring schools to share the costs of productions and to participate in extra curricular events.



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

Dunnville Central Public School

Value to the Local Economy		
Define the area the school considers to be its local economy. The downtown of Dunnville		
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? Its location is appealing as it is centrally located for many families (walking distance to variety of amenities), thus reducing bussing.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is an alternate school location available that is considered to be within the community? The alternative school would be the Catholic school St. Michaels (right across the street).	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is this the only school in the community? Fairview and Thompson Creek and Grandview Public are in the community.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
B. Cooperative Education and Partnership Opportunities		
Are these experiences available in the community? YES! Dunnville Secondary students and choose their placement here as it is a few minutes away from Dunnville Secondary School.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school have significant and on-going business partnerships in the community? Yes, a significant number of our parents work in retail in down town Dunnville.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
C. The School as a Local Employer		
Does the school generate employment beyond its staff? YES – we have REACH and OEY employees who work out of Dunnville Central	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the location of the school have a direct impact on local businesses? Yes – Students, and Staff from both Grand Erie, REACH and OEY are patrons of the local downtown businesses	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
D. Other Value to the Local Economy?		
Comments:		



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

Dunnville Central Public School

Value to the Community		
What do you consider to be your school community? The entire Dunnville community. HN-REACH, Dunnville Youth Impact Center, Our Local Businesses, Our Neighbours, Our Churches.		
Use of Facilities and Green Space for Community Use		
Daycare Haldimand-Norfolk R.E.A.C.H., <i>Ready, Set, School</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Explain: <i>Ready Set School</i> is a half-day child care program that is licensed for 16 children between the ages of 2.5 to 5 years. The program is modelled after the School's Cool program and has been designed to allow for a smoother transition from home to JK or SK for children. The program follows an Emergent Curriculum format that enables the children to be directly involved with program planning. This program is offered 12 months of the year at Dunnville Central Public School at the Best Start Hub / Ontario Early Years Centre from 1:00 p.m. to 5:00 p.m. Monday to Friday.</p>		
<p>Are there plans for local partnerships for delivering daycare and other community and social services? Haldimand-Norfolk R.E.A.C.H., <i>Ready, Set, School</i> is interested in providing before and after school programming.</p> <p>Explain: Other community and social services</p> <p>Presently there is a Best Start Hub / Ontario Early Years Centre - H&N (OEYC) that operates 3 days a week, one evening a week and once a month on Saturday. Parent education workshops are always changing based on the needs and request of families. Planning is underway for fall planning.</p> <p>The Best Start Hub / OEYC are always looking at ways to continue to develop new programs and partnerships to increase the visibility of space and support the families' needs.</p> <p>The Youth Impact Centre (YIC) runs programs for young people between the ages of 8-18. We offer art, multimedia, fun and fitness martial arts, drop ins, a weekly dinner night, tutoring and more. We encourage youth to be involved in the community and run events like Dunnville Youth Idol and the Go Dutch, Go Green, Go Bike event.</p> <p>Many of the children and youth, who use the Centre the most, attend Central. We have referred students to YIC programs, and we feel that we are all working together to provide healthy experiences for young people.</p> <p>Rob Lamothe, Program Director of the Youth Impact Centre, would like to</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

<p>run programs using the gym facilities at Central School, on weekends and after school hours. The Centre, while a good facility in many ways, has no gym. Rob would like to expand the physical activity/fitness programs that the Centre currently runs. Central School is about an 8 minute walk from the Centre, so it is a perfect location for this type of expansion as most of the children and youth who use the Centre live in the downtown area of Dunnville.</p>		
<p>Youth Activities Explain: Last Spring/Summer/Fall we brought kids from the Centre to the Central School field and grounds on weekends and after school, so that volunteers could lead them in structured sports related activities. The ages the Centre serves are 8-18, and many of the youth that participated in these outdoor programs at Central were 12-18. The Facilities and Green Space at Dunnville Central are perfect for this type of activity, the field is a good size and we're a safe distance from the streets.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Cultural Events and Observances Explain: Best Start Hub / OEYC offered a French Play and Learn Program Best Start Hub / OEYC brought in Monique Lavell from Niwasa for an Aboriginal Family Gathering Play and Learn</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Social and Recreational Sports Explain: Partnership plans with GE</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Partnership Initiative with the Government Explain: The Centre does receive funding and enter into partnerships with the Government and other agencies. We are enthusiastic about partnering with Dunnville Central and the Grand Erie District School Board. The partnership we are seeing with HN-REACH is an excellent model we believe Grand Erie District School Board should continue to expand on order to help us develop healthy children and youth.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Other Uses/Rentals, etc. Best Start Hub / Ontario Early Years Centre Explain: In September 2003, the Ontario Early Years Centre - Haldimand & Norfolk (OEYC), a unit of Haldimand-Norfolk R.E.A.C.H., started offering OEYC services within Dunnville Central Public School. Several years later, a school readiness licensed child care program, <i>Ready, Set, School</i>, was offered to the community by Haldimand-Norfolk R.E.A.C.H. within the OEYC Dunnville Central Public School space. For the past two years, Dunnville Central Public School has housed one of the two Best Start Hubs within the Grand Erie District School Board. Presently, the Hub is using two classrooms, one of which is dedicated to an early learning environment for children aged 0-6 years. Free programs are offered to children and their families during weekdays (morning and evening) and on weekends. Workshops are also held during the morning,</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

evening and on the weekend. The Best Start Hub / OEYC supports a monthly Mom's Night Out group and a variety of other community partners.

As a part of the Hub design, joint community programming is offered to families through partnerships at the Hub. One of these partners is the Haldimand-Norfolk Health Unit whose programs include: Well Baby Drop In / Breast Feeding Clinic, Haldimand-Norfolk Preschool Speech & Language Program and Dental Screening Clinics.

In addition to the programs mentioned above, Developmental Screening Clinics for children 0-6 years of age, Car Seat Clinics and parenting groups / workshops are offered. The Hub has become a community resource for families in the Dunnville and surrounding areas. Many families that attend the school and who will have children entering the school participate in the services offered that support school readiness.

A childcare centre also shares the space for a five day a week, half-day afternoon program.

In the other classroom, there are two Family Early Intervention staff and one Child Nutrition Network staff that have their offices in the Best Start Hub / OEYC space. Other agencies that use the space include; Lansdowne Children Centre (occupational and physiotherapy programs), Haldimand-Norfolk R.E.A.C.H. Autism program (weekly program and Sibling meeting), Ontario Works, Haldimand Norfolk Preschool Speech and Language Program, 123, Look at Me! Development Screening Clinics, Virtual Room (CLASS), Haldimand Norfolk Health Unit and Healthy Babies Healthy Children. A wide variety of meetings are held in the OEYC Hub space as well, these include; Raising the Bar, Best Start Hub / OEYC Parent Advisory committee, Mom's Night Out group, Child Care Unit (HN REACH) meeting, School's Cool facilitator training and weekly planning, Youth Justice Committee, and Contact Haldimand Norfolk.

Other Comments:

Following a thorough review of the community data and in keeping with the Schools First Policy Dunnville Central Public School was chosen as an ideal location for a Best Start Hub.

The Best Start Hub at Dunnville Central Public School is designed to give children the very best start in life so they arrive at school healthy, eager and ready to learn. Services offered through the Hub also benefit the school by receiving/enrolling children who are ready to learn when starting school.

Best Start Hub/OEYC Haldimand & Norfolk

April 1, 2008 to March 31, 2009 1,005 Adult visits and 1,556 children visits

April 1, 2009 to February 29, 2010 688 Adults, and 1,085 children visits



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

Dunnville Central Public School

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
Full range of programs can be offered. The likelihood of split grades decreases when schools are amalgamated.
Student Supports:
(e.g. Learning Resource Teacher)
LRT support will remain the same or increase.
Effective Intervention Programs:
Intervention programs are affected by school population. An increase of school population will result in an increased level of support (ie., CYW, SW, Speech Path, etc.)
Extracurricular Activities:
A wider range of extracurricular activities is likely in a larger school.
Effective Partnerships:
Effective partnerships will not be affected as they are not tied to only one school.

Operational Considerations
Is there adequate and appropriate classroom and specialty classroom space in this school? Explain: Yes. With the current and forecast enrolment the school will remain under capacity for the foreseeable future.
Is there a possible loss of students to other school systems if this school closes/changes? Explain: Possibly to the St. Michaels.
Is there adequate space in nearby schools to accommodate the students at this school? Explain: Yes.

Additional Comments:

Facilities:

Is the school's Facilities Condition Index better than the Board average? Board Average 16% - Dunnville Central 23%	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Does the presence of the school reduce travel costs that would otherwise be necessary?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Will closing/changing the school help the School Board avoid incurring significant repair costs that are not covered by targeted renovations programs?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is the projected replacement cost less than the cost of major repairs?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

What is the impact of this school's closure/change on facility operating and capital budgets?

The five year capital renewal costs per pupil are: \$5,896.00

The annual operating cost per pupil is: \$210.00

Other value to the school system?

Real property value could be recovered through sale or lease to an interested third party.

Additional Comments:



**The 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)

Fairview Avenue Public School

Value to the Students		
Program Offerings		
Does the School have the capacity to offer:		
Junior Kindergarten?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Senior Kindergarten?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
K – 8 Structure?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is there sufficient enrolment within each grade/division to offer a quality learning environment? Comment: All classrooms in the school are used for instruction. There is a classroom that has been converted to a media room for the smart board and group setting lessons. There is also a computer lab as part of the library. There are also very few split classes, however this changes from year to year.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Large blocks of literacy and math (1 hour) instruction? There is a 120 minute literacy block at the beginning of every day and most classes have a daily 60 minute numeracy block.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Arts Programs? All teachers provide instruction in the arts. We have teachers who have a high interest in this area and therefore support the program for other staff members.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Information Technology to support the curriculum? There computer lab is a part of the library. There is a class set of computers for student use. Every class schedules time in the lab on a cyclical basis. There is seldom time when the computer lab is not in use. The lab includes a LCD projector, large white board, speakers, and an independent printer. The library is automated on the most recent program called Destiny.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Physical Education and DPA (in elementary)? All classes have P.E. at least 3 times a cycle and the intermediate students have daily P.E. There is also daily physical activity in all classrooms. The lessons are presented by the home room teacher or through prep coverage.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Library? Our teacher-librarian works 0.5 contract which is about ½ of every day. She is responsible for book exchange with the students and library administration. As well, she provides an opportunity for Partners in Action. We also have a retired teacher-librarian who works 3 full days/cycle supporting the administration of the library.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Lead and/or specialized teachers with specialized skills? Our French teachers, Librarian, LRT teacher, DD classroom teacher and ME classroom teacher all have specialized qualifications.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Specialized programs (i.e. second language learning)? French, Library, DD, ME, and LRT are all specialized programs.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

What is the nearest access to similar programs? (Be specific by program) DD class is available in Hagersville. The ME class is available at Thompson Creek.						
Are there programs that make this school unique? (Be specific by program) At this time, the self contained classes are specific to our school. The DD (Developmentally Delayed class) is unique to the school and the Dunnville area. Their presence in the school fosters a culture of inclusion. Many of the students have attended the class at our school from an early age.						
Additional Comments: The staff provide and enriching program for the students. There has been a musical production and talent shows for the students on a regular basis. There are many clubs for the students to participate in and a homework club at every nutrition break.						
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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
A Vice-Principal State FTE:	Yes	<input type="checkbox"/>	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A full-time Secretary State FTE: 7.0/hours/day	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
A Teacher Librarian State FTE: .50 – prep position	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
Guidance State FTE:	Yes	<input type="checkbox"/>	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A Learning Resource Teacher State FTE: 1.00	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
Custodial: day time shared with 3 schools A full time night custodian and a part time night custodian	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
Student Achievement (i.e., public speaking contest) Comment: Unicef; Jump Rope; Salvation Army donation of food and toys at Christmas; donation of food throughout the year; soup labels; used to purchase gym equipment; pop can tabs used to purchase wheelchairs; Haldimand county sports program with teachers from all divisions coaching; Abitibi Recycling supported, a recycling program in the school that includes paper, bottles and cans; Go Fitness - a student program for grade 8's this year; Power for Bones program in grade 5; Terry Fox run; Remembrance Day posters/poems through the Legion; Public Speaking contest through the Legion; Sunflower Contest - Caledonia Fair, Grade 3 swimming program.						
Does the school have programs and supports for students at risk? List programs: The Learning Resource Teacher provides programs for high risk students. These programs are offered in the classroom and in a resource room. Through the School Resource Team, students can be provided support by a Child and Youth worker, a Behaviour Counsellor and/or Social worker.					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school have remedial programs onsite during the day and after school? List programs: The LRT provides a remedial program to the student throughout the day and at nutrition breaks. As well, we offer the booster club to grade 3 and 6 students to prepare them for EQAO. Many primary teachers provide an at home reading program with levelled books. There are reading buddies set up to support students requiring practice in literacy.					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

<p>Does the school have access to these programs in nearby facilities? Comment: during the summer months the local library provides a literacy program through a summer camp for young children.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Does the school location easily attract parent/family/community partnerships/volunteers? Comment: There are approximately 50% of parents who have completed and up-to-date police checks that are available to volunteer and support the school programs upon request. We have big brothers/big sisters in our school supporting students on a weekly basis. We also have Reach and Women's services that support students on a weekly basis. The school property is used on weekends for the baseball diamonds and large playing fields. The town is presently spending several thousand dollars to upgrade the baseball diamond to a higher standard for tournament and league use.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Does the school have the capacity and numbers to support Early Childhood Centres?</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Quality of the Learning Environment		
<p>Literacy Resource Centre (e.g. Levelled Book Room) Comment: We have a well organized book room with several student resources and levelled books. As well, the teachers each have their own personal library in the classroom of levelled books.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Student Achievement (i.e.: public speaking contest) Comment: Students participate in most of the activities sponsored by the community with a high level of success.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Arts Facilities (Music, Drama, Art) Comment: We are presently rehearsing for a musical production to be performed during education week. We also have some classes that teach musical instruments, i.e. recorder. We are fortunate to have the resources to make these programs available to the students: i.e.: Stage, sound system, large screen, etc.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Gymnasium We have a large gym suitable for gym lessons and competitive sports.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Library The library is located in the centre of the pod (classrooms are located on the outside). It is a very busy centre part of the school.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>A stage</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Staff/Visitor Parking The parking lot has recently been expanded and resurfaced.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Student drop-off and pick-up area for parents There is a large circular drive at the front of the school that is used for drop off when the busses have cleared the driveway. There is also a side street used for drop off.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Bus Loading Zone</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Does the school have property to accommodate development or additions?</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Does the school have appropriate closed classroom space for:</p>		
<p>Literacy</p>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

Music	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Media	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
What is the school community capacity to support initiatives? Fairview School has used Community Partnerships to complete large projects at our school that include: resurfacing the student lockers and painting some larger areas.		

Is the school universally accessible?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Partially?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Additional Comments: we have a wheelchair accessible front door as well as the washroom.					

Safety and Security		
Is the school environment safe and secure for students? Comment: Unfortunately the front door of the school is not located next to the office, therefore, visitors must walk around the side of the school to enter at the doors next to the office. This allows the school to be monitored closely for visitors. The school is a peanut free school and the classrooms in the pod are scent free.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school environment contribute to a feeling of safety and security for students? Comment: Staff is very visible during recess supervisions. There are at least 3 staff members on each section of the property and generally 1 that is first aid qualified.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Do present staffing levels contribute to a feeling of safety and security for students? Comment:	Yes <input checked="" 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
Cross country Orienteering Soccer Volleyball Basketball Track and field Slo-pitch baseball Swim to survive program-gr.3 Ski trips for grade 6-8		The number of participants varies from sport to sport. Since there is a large population of students to draw from, every team consists of the maximum number of participants that we can take to an event.
List Arts Opportunities	Number of Students	Comments
The primary students are involved in a	100 students	

<p>Christmas presentation every year. Each month there is an assembly presented by a teacher or two and there classes. These are focused on the character attributes. The students perform skits demonstrating the topic of the month.</p> <p>Education week activities involve students from throughout the school.</p>	<p>20-40 students</p>	
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List Leadership Opportunities	Number of Students	Comments
<p>There is a wide variety of leadership opportunities for students that include the following:</p> <ul style="list-style-type: none"> Student council Office helpers Kindergarten helpers Nutrition program team Snack shop workers Lunch room helpers Reading buddies Recycling team 		<p>Participation in these activities is open to all junior and intermediate students. The number of participants varies for each activity.</p>

Does the school have sufficient green space and playing fields?		
<p>Does the school have adequate playing fields to support the physical education program?</p> <p>Comment: we have 2 sections to our playground, the east side and west side and have recently planted 30 trees between the 2 sections to create space. The playground has ample room for all students to play their recess activities.</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>Does the school have adequate playing fields to support the extra-curricular program?</p> <p>Comment: The hard top on the jr./inter. side has 2 basketball hoops. There is a soccer field area and a baseball diamond.</p> <p>The east side has a separate basketball court section with 4 hoops at a lower level for the younger children. There is also a baseball diamond and sand pit area.</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>Does the school have adequate green space for student use during breaks/recess?</p> <p>Comment: The children have ample room to play and have their independent activities without being in the areas where team sports are being played.</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>

Student Bussing		
<p>Does student bussing reduce opportunities for students to participate in extra-curricular activities?</p> <p>Comment: All extra-curricular activities are held during the Nutrition breaks with an occasional practice or game after school. Parents willingly transport their children to participate in the activities and many students walk.</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
<p>Is bus ride time a concern of students and parents?</p> <p>Comment:</p> <p>Length of Time on Bus (One Way)</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>

	#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?
 Students access the local arena for 4 skating events. A school bus is used to transport the students on shuttle runs.
 Our Friday luncheons are supported by local restaurants: Subway, Tea room, Chinese food, Godfather's, and Squires. Most will deliver our orders.

Other Value to Students?
 Our staff works diligently to make our school a welcoming environment for students, parents and guests. Parents are welcome on the playground in the morning prior to school to observe their children and visit with other parents. Our assemblies and presentations are open to parents to participate, volunteer or observe. We welcome parents and guests for all activities and we are well supported.

Additional Comments
 Fairview School has always been a high profile school in the community. Parents and students praise the school and staff for the quality education that is provided and the opportunities offered to the students. We have several out of area requests yearly due to the positive profile we hold in the community.



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

Fairview Avenue Public School

Value to the Local Economy		
Define the area the school considers to be its local economy. Town of Dunnville and surrounding area.		
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: Many of the new subdivisions being built are in the area of Fairview School. The majority of the homes and families in the school area are middle to upper class.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is an alternate school location available that is considered to be within the community? Comment: There is another larger school 10 minutes down the road.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is this the only school in the community? Comment: There are 5 public schools, 1 separate school and a private school.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
B. Cooperative Education and Partnership Opportunities		
Are these experiences available in the community? Comment: We do have many co op students attending our school from the local high school. We also host 2-3 student teachers each year.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school have significant and on-going business partnerships in the community? Comment: Our nutrition program uses local businesses to provide our nutritious snacks. This includes Sobey's, Food Basics, Farmer's market and the Dunnville War Memorial Hospital.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
C. The School as a Local Employer		
Does the school generate employment beyond its staff? Comment: We have a local parent who picks up our weekly food for our nutrition program. As well, we have a parent who is our lunch monitor.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the location of the school have a direct impact on local businesses? Comment: Students can walk uptown in about 10 minutes and will go out for lunch on occasion. There is also a corner store located close by to the school.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
D. Other Value to the Local Economy?		
Comments:		

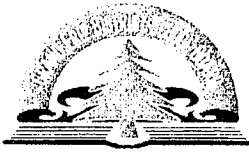


**The Grand Erie District School Board
SCHOOL PROFILE – VALUE TO THE COMMUNITY**

Fairview Avenue Public School

Value to the Community		
What do you consider to be your school community? Town of Dunnville and surrounding area including the rural area to the east of Dunnville to the lake.		
Use of Facilities and Green Space for Community Use		
Daycare Explain:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Are there plans for local partnerships for delivering daycare and other community and social services? Explain: The local Optimist Club supports the yearly speech competition, and Legion supports the Remembrance day posters and essay writing.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Youth Activities Explain: The local residents use the gym after hours for baseball practices and every Saturday in the spring the gym is used for drop in basketball for local students. As well, the gym is used for the four weeks in the summer for drama day care and classes for local youth.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Cultural Events and Observances Explain: We use the gym for our Remembrance day ceremony, the annual Christmas concert and this year the musical production.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Social and Recreational Sports Explain: After school programs are held by the community recreation park for the soccer field and baseball diamonds.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Partnership Initiative with the Government Explain: Daily student nutrition program is funded by the government and local agencies.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Other Uses/Rentals, Etc. Explain: The gym and playground is constantly in use by the community.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Other Comments:		
Single School Community		
Is this the only school in the community?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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
Mixed volleyball league	3 hours/week	15-30
Youth baseball	3 hours/week	15-30
Winter		
Type of Activity	Hours Used	Number of People Served
Fall activities carry on through the year		
Spring		
Type of Activity	Hours Used	Number of People Served
Youth Basketball	3 hours/week for 10 weeks	10-20
Summer		
Type of Activity	Hours Used	Number of People Served
Drama club	6 hours/day for 20 days	10-30
How/what programs could the school attract? Roots of Empathy		
If the school were to close/change, is there local capacity to accommodate those currently using the school for community purposes? Explain:	Yes <input checked="" 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 checked="" type="checkbox"/>	No <input type="checkbox"/>
Does your school offer adult learning programs?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
What other value is your school to the community? (e.g. Heritage Value)		



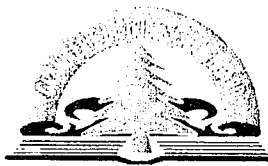
The Grand Erie District School Board
SCHOOL PROFILE – VALUE TO THE SCHOOL SYSTEM

Fairview Avenue Public School

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
Full range of programs can be offered. The likelihood of split grades decreases when schools are amalgamated.
Student Supports: (e.g. Learning Resource Teacher)
LRT support will remain the same or increase.
Effective Intervention Programs:
Intervention programs are affected by school population. An increase of school population will result in an increased level of support (ie., CYW, SW, Speech Path, etc.)
Extracurricular Activities:
A wider range of extracurricular activities is likely in a larger school.
Effective Partnerships:
Effective partnerships will not be affected as they are not tied to only one school.

Operational Considerations
Is there adequate and appropriate classroom and specialty classroom space in this school? Explain: Yes. With the current and forecast enrolment the school will remain under capacity for the foreseeable future.
Is there a possible loss of students to other school systems if this school closes/changes? Explain: Possibly to St. Michaels.
Is there adequate space in nearby schools to accommodate the students at this school? Explain: No
Additional Comments:

Facilities:		
Is the school's Facilities Condition Index better than the Board average? Board Average 16% - Fairview 15%	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the presence of the school reduce travel costs that would otherwise be necessary?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Will closing/changing the school help the School Board avoid incurring significant repair costs that are not covered by targeted renovations programs?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Is the projected replacement cost less than the cost of major repairs?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
What is the impact of this school's closure/change on facility operating and capital budgets? The five year capital renewal costs per pupil are: \$5,484.00 The annual operating cost per pupil is: \$183.00		
Other value to the school system? Real property value could be recovered through sale or lease to an interested third party.		
Additional Comments: 		



**The 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)

Grandview Avenue Public School

Value to the Students		
Program Offerings		
Does the School have the capacity to offer:		
Junior Kindergarten?	Yes ■	
Senior Kindergarten?	Yes ■	
K – 8 Structure?	Yes ■	
Is there sufficient enrolment within each grade/division to offer a quality learning environment? Comment: Grandview's enrolment is sustainable and has been consistent in the past and looking forward for the next 10 years. There are some split grades and this varies from year to year. Grandview can and does offer a full and quality learning environment.	Yes ■	
Large blocks of literacy and math (1 hour) instruction?	Yes ■	
Arts Programs? Gr. 8 knitting club, seasonal crafts offered to primary classes by volunteers each year.	Yes ■	
Information Technology to support the curriculum?	Yes ■	
Physical Education and DPA (in elementary)?	Yes ■	
Library?	Yes ■	
Lead and/or specialized teachers with specialized skills? List your AQ courses and levels (pt 1, 2, specialist) please. 2 teachers with Masters of Science in Education, Spec. Ed. 3 pt.1, 1 pt. 2, 3 specialists, Phys. Ed. 2 pt. 1, 1 pt. 2, 3 specialists, Computer 1 pt. 1, 1 pt. 2, 2 specialists, Primary 1 pt. 2, 2 specialists, Junior 1 pt. 1, Library 2 pt. 1, Reading 1 pt. 2, 1 specialist, Visual Arts 1 pt. 2.	Yes ■	
Specialized programs (i.e. second language learning)?	Yes ■	
What is the nearest access to similar programs? (Be specific by program) French language instruction is available in all Ontario public schools.		
Are there programs that make this school unique? (Be specific by program) Senior Citizens for Rocking Readers program, volunteers for primary craft and wood working projects, animal reading "coaches", lunch time sports programs, weekly hot lunch program that meets nutritional standards, Primary movie nights, Knitting club, Chess club, annual community		

pie making fundraising event (350 pies!), very large community volunteer base.

Additional Comments: Grandview has the gym, library and yard space to offer quality curriculum and extra curricular programs to all students. The staff share a wide variety of professional and extra curricular expertise that augments all programming. Our large volunteer base from the community gives the school an extra dimension of support for student programming and learning development.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
A Vice-Principal State FTE:	Yes	<input type="checkbox"/>	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A full-time Secretary State FTE:	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
A Teacher Librarian State FTE: 0.5	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
Guidance (not applicable in elementary schools) State FTE:	Yes	<input type="checkbox"/>	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A Learning Resource Teacher State FTE: 0.5	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
Custodial	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>

Student Achievement (ie., public speaking contest)

Comment: Grandview students enter Legion sponsored speaking, poetry and poster contests (many finalists each year), Optimist speaking contest, Gauss Math contest, Historica contest (one winner exhibited in Ottawa this year), Leadership Camp and Girls' Power Camp, one student participated in the Ontario Page Program this year. Students continue to successfully participate and/or compete in all of these activities.

Does the school have programs and supports for students at risk?

List programs: Learning Resource Teacher and a proactive and effective In-School Resource Team which meets monthly to support teachers and students with learning difficulties. Parents are an integral part of the process and are kept fully informed. Educational Assistants, Gr. 8-9 High School Transition program, focus on student leadership and student mentorship. Our teachers, EA's, secretary and lunch supervisor have been identified by students and parents as adults who are approachable and trustworthy and who they can trust to listen and to help them solve problems.

Yes

Does the school have remedial programs onsite during the day and after school?

List programs: Booster Club, Rocking Readers (primary students reading to seniors), visiting volunteer music teacher visits primary classes weekly.

Yes

Does the school have access to these programs in nearby facilities?

Comment: Many students attend music lessons throughout the day at the music academy across the street from the school.

Yes

Does the school location easily attract parent/family/community partnerships/volunteers?

Comment: Grandview School's community is a distinct and supportive one.

Yes

We have an involved and active School Council, numerous volunteers for Class, School and team trips and events, fundraising, program support , Fun days and hot dog lunches and parent/teacher/student BBQ's.		
Does the school have the capacity and numbers to support Early Childhood Centres? Although we have families who would access an Early Childhood Centre we don't have the space within the school to run one.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

Quality of the Learning Environment		
Literacy Resource Centre (e.g. Levelled Book Room) Comment: Grandview has a dedicated levelled book room. It is also used for levelled math books and manipulatives.	Yes <input checked="" type="checkbox"/>	
Student Achievement (ie., public speaking contest) Comment: Our students enter the Legion public speaking, Poem and poster contests, the Historica Fair, the Optimist public speaking contest, and numerous other community events. We also have a yearly school wide spelling bee.	Yes <input checked="" type="checkbox"/>	
Arts Facilities (Music, Drama, Art) Comment: large portable stage, full P.A. and music/projection system, Drama and dance club, recorders.	Yes <input checked="" type="checkbox"/>	
Gymnasium	Yes <input checked="" type="checkbox"/>	
Library	Yes <input checked="" type="checkbox"/>	
A stage (Large, portable stage)	Yes <input checked="" type="checkbox"/>	
Staff/Visitor Parking	Yes <input checked="" type="checkbox"/>	
Student drop-off and pick-up area for parents	Yes <input checked="" type="checkbox"/>	
Bus Loading Zone	Yes <input checked="" type="checkbox"/>	
Does the school have property to accommodate development or additions?	Yes <input checked="" type="checkbox"/>	
Does the school have appropriate closed classroom space for:		
Literacy	Yes <input checked="" type="checkbox"/>	
Music	Yes <input checked="" type="checkbox"/>	
Media	Yes <input checked="" type="checkbox"/>	
What is the school community capacity to support initiatives? Our large pool of community volunteers and our active school council support and initiate a great many fundraisers and student events i.e. school play, Christmas pageant, school float, spirit fun day, Meet the Teacher BBQ, hot lunches, many fundraisers, PRO initiatives and community support for family whose home was lost to fire (organized through the school) and for other school families in need. Our community partners, volunteers and parents have demonstrated that they are ready to step up to support our school in any way needed.		

Is the school universally accessible?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Partially?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Additional Comments: Wheelchair lift between floors, handicap washroom, full access to school.					

Safety and Security

Is the school environment safe and secure for students? Comment: Our playground is fenced and our bus zones are clearly marked. Students are supervised at all times. All of our students travel by bus with their older siblings who attend Dunnville Secondary School and who transfer busses at Grandview School. Most parents have expressed a level of comfort having older siblings continue to board, ride and walk younger siblings to their door at the end of the day.	Yes <input checked="" type="checkbox"/>	
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Does the school environment contribute to a feeling of safety and security for students? Comment: Grandview actively uses peer mentoring and student leadership by example to support and model good citizenship and problem solving. The Kelso program is used throughout the school (particularly with primary and junior students). Student Council provides students with a voice and the very real ability to effect change within the school. Younger students regularly interact with older students on the playground, in the hallways, at lunchtime and with Reading Buddies. Parents and teachers see this as a pillar of our school practice.	Yes <input checked="" type="checkbox"/>	
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Do present staffing levels contribute to a feeling of safety and security for students? Comment: a smaller school ensures that all staff are familiar with all students. Full yard coverage at recess. Excellent rapport with our families and information pertinent to a student is rapidly shared with all staff.	Yes <input checked="" type="checkbox"/>	
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Additional Comments: Grandview provides a safe and secure learning and playing environment for its students and staff. Staff, volunteers and community members are vigilant and supportive. Our local volunteer fire department has demonstrated how quickly they are able to respond for any emergency during drills.

Extracurricular

Does the school offer opportunities for a variety of extra and co-curricular activities in:		
List Athletic Opportunities	Number of Students	Comments
Junior Co-ed Soccer	103	Intramural and school teams.
Orienteering	125	Intramural and school team.
Cross Country	25	School teams
Skating at Arena.	175+	All grades 6X per year.
Junior Volleyball	12	School team.
Intermed. Boys' & Girls' Volleyball	20	School team.
Intermed. Boys' & Girls' Basketball	20	School team.
Track and Field	90	All Gr. 4-8 students.
Intermed. Co-ed baseball	12	School team.

Intramural soccer	90	All Gr. 4-8 students participate in our Intramural program. These sports run all year long, four days out of five during nutrition breaks. A very popular activity for all of these students with almost 100% participation.
Intramural Prisonball	90	
Intramural Volleyball	90	
Intramural Basketball	90	
Intramural Captain ball	90	
Intramural Baseball	90	
Intramural Floor hockey	90	
List Arts Opportunities	Number of Students	Comments
Chess Club	6	
Drama Club	25	
Yoga Club	50+	

List Leadership Opportunities	Number of Students	Comments
Student Council	9	Student Council runs all special events (Remembrance Day, Autism awareness, Fair Trade, spirit days, etc) and initiate our charity and social awareness challenges (autism, Fair Trade and food drives).
Leadership Camp	3	
Girls' Leadership	2	
Snack Shack helpers	23	
Lunch monitors	22	
Recycling Club	4	
Tech Team (A-V)	3	
Inter. Student Basketball coaches	4	
Intramural coaches	6	

Does the school have sufficient green space and playing fields?		
Does the school have adequate playing fields to support the physical education program? Comment: Grandview's field space easily accommodates any number of classes participating in Phys. Ed. at any one time. A large green area (town easement) is attached to the playground area and is maintained by the Board for student and community use.	Yes ■	
Does the school have adequate playing fields to support the extra-curricular program? Comment: Grandview has a full baseball diamond, an alternate backstop, a full sized soccer/football field with uprights, a grassed 'beach volleyball' area with dedicated volleyball poles, three functional jumping pits, another full football/soccer sized field in addition to our hardtop area which has a variety of painted areas for games, tether ball poles and a basketball area. There is also an extensive climbing playground and monkey bars.	Yes ■	
Does the school have adequate green space for student use during breaks/recess? Comment: There is a large expanse of grassed area plus a hardtop area that accommodates all students. At any one time a group of students can be playing baseball, 2 soccer games and 2 football games with grass areas to spare. Students also play on the climbing playground equipment and in the sand (long jump) pits at the same time. We experience no crowding at recesses and students at any grade level can play in any area of the playground and be fully supervised.	Yes ■	

We have provided benches in the playground area and picnic tables.		
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Student Bussing														
Does student bussing reduce opportunities for students to participate in extra-curricular activities? Comment: All of our extensive intramural sports and clubs are run when busses arrive in the morning and during the two nutritional breaks.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>												
Is bus ride time a concern of students and parents? Comment: Average bus riding time per division (data from Transportation dept.) Length of Time on Bus (One Way) <table border="0" style="margin-left: 200px;"> <tr> <td></td> <td>#Primary</td> <td>#Junior</td> <td>#Intermediate</td> </tr> <tr> <td>Morning:</td> <td>18 min.</td> <td>19 min.</td> <td>16 min.</td> </tr> <tr> <td>Afternoon:</td> <td>24 min.</td> <td>22 min.</td> <td>22 min.</td> </tr> </table>		#Primary	#Junior	#Intermediate	Morning:	18 min.	19 min.	16 min.	Afternoon:	24 min.	22 min.	22 min.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	#Primary	#Junior	#Intermediate											
Morning:	18 min.	19 min.	16 min.											
Afternoon:	24 min.	22 min.	22 min.											

What opportunities are available to access existing town facilities? Students participate in 6 skating dates at the Dunnville arena, Intermediate students use Dunnville H.S. as an extended campus numerous times per year, Byng Park used for orienteering, swimming and year end school trip.
Other Value to Students? Students are able to walk from Grandview as a class to most parts of Dunnville if necessary for access to town facilities and to participate in community events (i.e. cleaning up litter on the bridge causeway, special presentations)
Additional Comments Grandview School offers a full and rich learning and extra curricular environment for our Kindergarten to Gr. 8 students. The school serves a mostly rural population from our community on the south side of the Grand River and most new families and those who responded to the survey cite attendance at a rural school, and Grandview Central specifically, as a deciding factor for buying and living in this community. The school is supported by a dedicated and involved school council and a large number of volunteers from both the school community and from the community at large and is staffed by an enthusiastic and professional staff who value ongoing professional learning.



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

Grandview Central Public School

Value to the Community		
What do you consider to be your school community? Byng, Port Maitland, South Cayuga, the north shore of Lake Erie to Road #50 plus south of the Grand River also to Road #50.		
Use of Facilities and Green Space for Community Use		
Daycare Explain: Several home daycares operate in the Grandview community and our fields and play equipment are often in use after school hours.	Yes <input checked="" type="checkbox"/>	
Are there plans for local partnerships for delivering daycare and other community and social services? Explain: A survey given to school community last year indicated little demand for after school care at the school.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Youth Activities Explain: Grandview's fields are used for community baseball practice, mini and youth soccer practices and the playground equipment is used frequently by the public after school hours.	Yes <input checked="" type="checkbox"/>	
Cultural Events and Observances Explain:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Social and Recreational Sports Explain: fire fighters use diamond for baseball practice.	Yes <input checked="" type="checkbox"/>	
Partnership Initiative with the Government Explain: Tree planting program with Habitat Haldimand.	Yes <input checked="" type="checkbox"/>	
Other Uses/Rentals, Etc. Explain: municipal, provincial, federal polling station, bus transfer school.	Yes <input checked="" type="checkbox"/>	
Other Comments: Grandview's large, multifunctional school yard acts as an accessible neighbourhood park for our community.		
Single School Community		
Is this the only school in the community?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If yes, how does this impact the community? Grandview school serves a tight knit area bound by L. Erie and the Grand River. The Dunnville bridge is the only one within 20 km to access the northern side of the Grand R. We access the fire hall 1 km away in case of evacuation.		

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
School Council	2 hr. bi-monthly	12 parent reps.
Winter		
Type of Activity	Hours Used	Number of People Served
School Council	2 hr. bi-monthly	12 parent reps.
Spring		
Type of Activity	Hours Used	Number of People Served
School Council	2 hr. bi-monthly	12 parent reps.
Youth Baseball practice	4-6 hr./Wk.	~30 youth
Youth Soccer practice	4 hr. /Wk.	~ 30 youth
Summer		
Type of Activity	Hours Used	Number of People Served
Youth Baseball practice	4-6 hr./Wk.	~30 youth
Youth Soccer practice	4 hr. /Wk.	~ 30 youth
How/what programs could the school attract? Our gym could accommodate local indoor sports leagues for practices and games plus other community programs.		

If the school were to close/change, is there local capacity to accommodate those currently using the school for community purposes? Explain: We do not have a local community centre central to our area.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Have there been significant upgrades to the school in the past five years completed in partnership with the community? Large playground equipment, Monkey bars, perimeter fence around the school yard, tree planting, new kitchen area (including a dish washer and new storage) to support our nutrition program, new gym floor, painting and carpeting of library, furniture for library.	Yes <input checked="" type="checkbox"/>	
Does your school offer adult learning programs?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
What other value is your school to the community? (e.g. Heritage Value) Grandview is a multi generational school where it is not uncommon to have a third generation of students attending. It continues to attract former students, families of students, former staff and community members as volunteers for many of our school programs, special events and fundraising activities. Our community still has a significant farming/fishing base with families that tend to stay in the area for generations and to pass homes and property within the family. Our current population boasts the descendants of some of the original settlers in this area. Our families put their students first and the school is central to the well being of the community. The Grandview community also offers "country living" with a close proximity to the town of Dunnville. Available, new real estate opportunities on the south side of the bridge allow for the building of new homes in the hamlets of Byng, South Cayuga and Port Maitland. Many new families have chosen to move to the Grandview catchment area for the benefits afforded by "country living" and the opportunity for their children to attend Grandview School.		



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

Fairview Avenue Public School

Value to the Community		
What do you consider to be your school community? Town of Dunnville and surrounding area including the rural area to the east of Dunnville to the lake.		
Use of Facilities and Green Space for Community Use		
Daycare Explain:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Are there plans for local partnerships for delivering daycare and other community and social services? Explain: The local Optimist Club supports the yearly speech competition, and Legion supports the Remembrance day posters and essay writing.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Youth Activities Explain: The local residents use the gym after hours for baseball practices and every Saturday in the spring the gym is used for drop in basketball for local students. As well, the gym is used for the four weeks in the summer for drama day care and classes for local youth.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Cultural Events and Observances Explain: We use the gym for our Remembrance day ceremony, the annual Christmas concert and this year the musical production.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Social and Recreational Sports Explain: After school programs are held by the community recreation park for the soccer field and baseball diamonds.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Partnership Initiative with the Government Explain: Daily student nutrition program is funded by the government and local agencies.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Other Uses/Rentals, Etc. Explain: The gym and playground is constantly in use by the community.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Other Comments:		
Single School Community		
Is this the only school in the community?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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
Mixed volleyball league	3 hours/week	15-30
Youth baseball	3 hours/week	15-30
Winter		
Type of Activity	Hours Used	Number of People Served
Fall activities carry on through the year		
Spring		
Type of Activity	Hours Used	Number of People Served
Youth Basketball	3 hours/week for 10 weeks	10-20
Summer		
Type of Activity	Hours Used	Number of People Served
Drama club	6 hours/day for 20 days	10-30
How/what programs could the school attract? Roots of Empathy		
If the school were to close/change, is there local capacity to accommodate those currently using the school for community purposes? Explain:	Yes <input checked="" 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 checked="" type="checkbox"/>	No <input type="checkbox"/>
Does your school offer adult learning programs?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
What other value is your school to the community? (e.g. Heritage Value)		



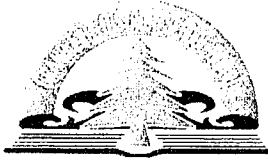
The Grand Erie District School Board
SCHOOL PROFILE – VALUE TO THE SCHOOL SYSTEM

Grandview Central Public School

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
Full range of programs can be offered. The likelihood of split grades decreases when schools are amalgamated.
Student Supports:
(e.g. Learning Resource Teacher)
LRT support will remain the same or increase.
Effective Intervention Programs:
Intervention programs are affected by school population. An increase of school population will result in an increased level of support (ie., CYW, SW, Speech Path, etc.)
Extracurricular Activities:
A wider range of extracurricular activities is likely in a larger school.
Effective Partnerships:
Effective partnerships will not be affected as they are not tied to only one school.

Operational Considerations
Is there adequate and appropriate classroom and specialty classroom space in this school? Explain: Grandview Central will remain at or below capacity for the foreseeable future.
Is there a possible loss of students to other school systems if this school closes/changes? Explain: Not likely.
Is there adequate space in nearby schools to accommodate the students at this school? Explain: No.
Additional Comments:

Facilities:		
Is the school's Facilities Condition Index better than the Board average? Board Average 15% - Grandview 20%	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Does the presence of the school reduce travel costs that would otherwise be necessary?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Will closing/changing the school help the School Board avoid incurring significant repair costs that are not covered by targeted renovations programs?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Is the projected replacement cost less than the cost of major repairs?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
What is the impact of this school's closure/change on facility operating and capital budgets? The five year capital renewal costs per pupil are: \$2,601.00 The annual operating cost per pupil is: \$186.00		
Other value to the school system? Real property value could be recovered through sale or lease to an interested third party.		
Additional Comments:		



**The 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)

Thompson Creek Elementary School

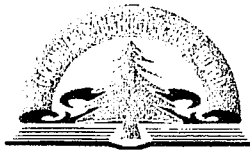
Value to the Students		
Program Offerings		
Does the School have the capacity to offer:		
Junior Kindergarten?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Senior Kindergarten?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
K – 8 Structure?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is there sufficient enrolment within each grade/division to offer a quality learning environment? Comment:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Large blocks of literacy and math (1 hour) instruction?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Arts Programs?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Information Technology to support the curriculum? Full size computer lab SMART boards in a few classrooms	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Physical Education and DPA (in elementary)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Library? Primary Library Junior/Intermediate Library	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Lead and/or specialized teachers with specialized skills? Primary Literacy Junior Literacy Intermediate Literacy/Numeracy Technology Music	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Specialized programs (i.e. second language learning)?	Yes	No <input checked="" type="checkbox"/>
What is the nearest access to similar programs? (Be specific by program) Enrichment at JLM		
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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
A Vice-Principal State FTE:	Yes	<input type="checkbox"/>	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A full-time Secretary State FTE:	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
A Teacher Librarian State FTE: 1.0	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
Guidance State FTE:	Yes	<input type="checkbox"/>	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A Learning Resource Teacher State FTE: 1.0	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
Custodial : 2.0	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
Student Achievement (ie., public speaking contest)						
Comment: Dunnville Fair; EQAO scores higher than GEDSB avg.; Legion – Remembrance Day;						
Does the school have programs and supports for students at risk? List programs: Safe School Team; School Improvement Team; In School Team 1.0 LRT 3.5 Education Assistants Lead E.A. Behaviour Counsellor Social Worker Child and Youth Worker C.D.A.					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school have remedial programs onsite during the day and after school? List programs: Strong Start – For JK – Grade 1 students with letter/sound recognition LRT and EA scheduling Staff					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school have access to these programs in nearby facilities? Comment: Strong Start not offered in nearby schools					Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Does the school location easily attract parent/family/community partnerships/volunteers? Comment: Close to downtown and residences; multiple facilities for meetings; abundant parking spaces					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school have the capacity and numbers to support Early Childhood Centres? Currently, we are able to host an Early Childhood Centre.					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Quality of the Learning Environment					
Literacy Resource Centre (e.g. Levelled Book Room) Comment: Exceptional Book Room with levelled reading and professional resources. LRT room Room for Education Assistance Music/Media Room			Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Student Achievement (ie., public speaking contest) Comment: Many to list; opportunities include sports, drama, academic contests, leadership, character education			Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Arts Facilities (Music, Drama, Art) Comment: Music Room; double gym with large stage; sound equipment/lights			Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Gymnasium	Double Gym		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Library	Primary Library Junior/Intermediate Library		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
A stage			Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Staff/Visitor Parking			Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Student drop-off and pick-up area for parents			Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Bus Loading Zone			Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Does the school have property to accommodate development or additions? School has 14 acres.			Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Does the school have appropriate closed classroom space for:					
Literacy - In classroom			Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Music - Music room and music taught in classrooms.			Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Media – Media room includes SMART board; lab; SMART in other class.			Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
What is the school community capacity to support initiatives? Strong volunteer base, although small in numbers comparative to school size.					
Is the school universally accessible?		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Partially?	
				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Additional Comments: Wheelchair accessible through rear doors as there is a ramp from the back parking lot. No ramp in front of school. Two storey facility – no elevator. Handicap washrooms on bottom floor.					

Safety and Security		
Is the school environment safe and secure for students? Comment:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school environment contribute to a feeling of safety and security for students? Comment:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Do present staffing levels contribute to a feeling of safety and security for students? Comment: ONLY with paid supervision to cover outside and inside duty during nutrition break.	Yes <input checked="" 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
Soccer, Jr. Co-ed Basketball Int Basketball – boys and girls Track and Field Jr. Co-ed Volleyball Int. Volleyball – boys and girls Chess Slow-pitch Cross-country Orienteering	20 30 60 200 30 60 25 12 50 40	We have enough students and coaches for two teams for most sports. Allows for more participation of students.
List Arts Opportunities	Number of Students	Comments
Musical	45	
List Leadership Opportunities	Number of Students	Comments
Be the Change Opportunity Student Council	2 20	
Does the school have sufficient green space and playing fields? Yes <input checked="" type="checkbox"/>		
Does the school have adequate playing fields to support the physical education program? Comment: Large school field (with track) Large playground equipment. Large fields across street. Basketball courts	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school have adequate playing fields to support the extra-curricular program? Comment: Large school field (with track)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Large playground equipment. Large fields across street. Basketball Courts																																		
Does the school have adequate green space for student use during breaks/recess? Comment: Large enough fields for same grade soccer games.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>																																
Student Bussing																																		
Does student bussing reduce opportunities for students to participate in extra-curricular activities? Comment: Staff makes prior arrangements for after school or before school practices.	Yes	No <input checked="" type="checkbox"/>																																
Is bus ride time a concern of students and parents? Comment: ** Rides range from less than 5 minutes to more than 45 minutes. Length of Time on Bus (One Way) <table border="0" style="margin-left: 20px;"> <tr> <td></td> <td>#Primary</td> <td>#Junior</td> <td>#Intermediate</td> </tr> <tr> <td>0-15 minutes</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>16 - 20 minutes</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>20 - 25 minutes</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>25 - 30 minutes</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>35 - 40 minutes</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>40 - 45 minutes</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>more than 45 minutes</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </table>		#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	_____	_____	_____	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	#Primary	#Junior	#Intermediate																															
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25 - 30 minutes	_____	_____	_____																															
35 - 40 minutes	_____	_____	_____																															
40 - 45 minutes	_____	_____	_____																															
more than 45 minutes	_____	_____	_____																															
What opportunities are available to access existing town facilities? Students and staff are able to utilize the local library (walking distance); Lions' Park Pool (walking distance); Dunnville Secondary School (lab/events ~ walking distance); other elementary schools (walking); Grandview Lodge (walking). The arena is a short bus ride.																																		
Other Value to Students? Individual lockers ~ allow for security for older students with valuables Lunch Rooms ~ out of classroom eating facilities allow for closely supervised nutrition breaks and easier sanitation cleaning. The spacious nutrition room (room 2) equipment that allows for an enhanced snack program, hot lunch program and classes to have the opportunity to complete curriculum topics that require food handling.																																		
Additional Comments <p style="text-align: center;">“We are an AWESOME school!!”</p>																																		



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

Thompson Creek Elementary School

Value to the Local Economy		
Define the area the school considers to be its local economy.		
Dunnville and surrounding Area. Agricultural area with small businesses in town.		
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: There is land near the school that is open for development. Currently, there is a new subdivision being built down the street.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is an alternate school location available that is considered to be within the community? Comment:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is this the only school in the community? Comment: There are presently 5 elementary schools in Dunnville. The total capacity for all 5 schools is 1448 and currently the capacity is 944. In five years, the projected capacity rate is 877 with further decrease predicted beyond the five years. Please refer to projection summary data. There are also 2 Christian Schools and 1 Catholic Elementary School in Dunnville.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
B. Cooperative Education and Partnership Opportunities		
Are these experiences available in the community? Comment: Co-op Students from the high school Student Teachers from: Medaille School, Nippissing University, Brock University, Redeemer Christian College, Canisus College; Queens' University Early Learning Years – Family Math Mad Science	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school have significant and on-going business partnerships in the community? Comment: Child Nutrition Network – provides healthy snacks two times a week. "The Farm" – local group to provide more nutrition to students & learning opportunities; REACH ; CAS ; Squires; Chestnut Lane; Canboro Firefighters; Sobeyes; Home Hardware; Food Basics; Buckners' Source for Sports; Sweet Retrospect;	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>



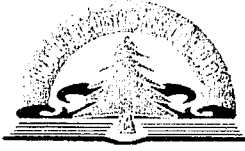
**The Grand Erie District School Board
SCHOOL PROFILE – VALUE TO THE COMMUNITY**

Thompson Creek Elementary School

Value to the Community		
What do you consider to be your school community? Dunnville and surrounding Area		
Use of Facilities and Green Space for Community Use		
Daycare Explain:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Are there plans for local partnerships for delivering daycare and other community and social services? Explain: Presently, we collaborate with the Early Learning Centre to offer Family Math , a learning opportunity for parents/guardians and their children in Grade 1 and younger to learn about environmental math.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Youth Activities Mad Science; Basketball; Explain: Mad Science is a 10 week after school activity to approximately 40 students to explore science. Basketball: Fall, Winter and Spring...basketball is played three times a week for adolescents and weekly for young students.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Cultural Events and Observances Explain: Religious Services for the "Black Stocking" affiliation. Musicals presented here. Remembrance Day Services.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Social and Recreational Sports ~ Basketball, Volleyball, Religious Explain: Basketball is offered to adolescents, young children three seasons Volleyball is played by adults in leagues and tournaments are held here. Supermeet – host of the Haldimand Family of Schools – Track and Field Basketball Tournaments – schools Religious services	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Partnership Initiative with the Government Explain: Elections Canada (as needed)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Other Uses/Rentals, Etc.		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Explain: Soccer in the summer; Track/Field used by D.S.S. for rugby practice, track and field, and other sports. Community uses track for exercise and playground equipment.			
Other Comments:			
Largest Public School in Dunnville. We have a lovely playground, with full size track that is used by community and summer hockey for training. We host many athletic events due to our size and facility which includes a double gym and large field with track. Also TCES has a stage, with many benefits to host productions.			
Single School Community			
Is this the only school in the community?		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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	
Volleyball	Mon & Wed. 7:00 – 8:30 pm	Adolescents/Coaches ~ 25 people	
Basketball	Tues 6:00 – 8:00 pm	45 young students	
Winter			
Type of Activity	Hours Used	Number of People Served	
Volleyball	Mon & Wed 7:00 – 8:30 pm	Adolescents/Coaches ~ 25 people	
Basketball	Tues 6:00 – 8:00 pm	45 young students	
Volleyball	Fri 8:00 – 10:00 pm	Adult 6 - 15	
Spring			
Type of Activity	Hours Used	Number of People Served	
Volleyball	Mon & Wed 7:00 -8:30 pm	Adolescents/Coaches ~ 25 people	
Basketball	Tues 6:00 – 8:00 pm	45 young students	
Volleyball	Fri 8:00 – 10:00 pm	Adult 6 - 15	
Summer			
Type of Activity	Hours Used	Number of People Served	
Summer Camps	Mon – Fri 7:00 am – 6:00 pm	Approx. 100 students	
How/what programs could the school attract?			

<p>If the school were to close/change, is there local capacity to accommodate those currently using the school for community purposes? Explain: There is no other school that would be able to accommodate track events. We are the only elementary school with a double gym and a stage.</p>	Yes	No <input checked="" type="checkbox"/>
<p>Have there been significant upgrades to the school in the past five years completed in partnership with the community? Repavement of playground and back parking lot. New chain link fencing. New Walking Trail painted Benches installed</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Does your school offer adult learning programs? We offer opportunities for families to learn together with community agencies – not necessarily adult education.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>What other value is your school to the community? (e.g. Heritage Value)</p>		



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

Thompson Creek Elementary School

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

Full range of programs can be offered. The likelihood of split grades decreases when schools are amalgamated.

Student Supports:

(e.g. Learning Resource Teacher)

LRT support will remain the same or increase.

Effective Intervention Programs:

Intervention programs are affected by school population. An increase of school population will result in an increased level of support (ie., CYW, SW, Speech Path, etc.)

Extracurricular Activities:

A wider range of extracurricular activities is likely in a larger school.

Effective Partnerships:

Effective partnerships will not be affected as they are not tied to only one school.

Operational Considerations

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

Explain:

Yes. With the current and forecast enrolment the school will remain under capacity for the foreseeable future.

<p>Is there a possible loss of students to other school systems if this school closes/changes? Explain: Not likely.</p>
<p>Is there adequate space in nearby schools to accommodate the students at this school? Explain: No.</p>
<p>Additional Comments:</p>

Facilities:		
<p>Is the school's Facilities Condition Index better than the Board average? Board average 16%/Thompson Creek 12%</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Does the presence of the school reduce travel costs that would otherwise be necessary?</p>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>Will closing/changing the school help the School Board avoid incurring significant repair costs that are not covered by targeted renovations programs?</p>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>Is the projected replacement cost less than the cost of major repairs?</p>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>What is the impact of this school's closure/change on facility operating and capital budgets? The five year capital renewal costs per pupil are: \$7,690.00 The annual operating cost per pupil is: \$202.00</p>		
<p>Other value to the school system? Real property value could be recovered through sale or lease to an interested third party.</p>		
<p>Additional Comments:</p>		



Pupil Accommodation Reviews

Board Received: January 25, 2010

Review Date: February 2013

Policy Statement

It is the policy of the Grand Erie District School Board to review student accommodation when needed, as the Board is responsible for:

1. providing appropriate accommodation for all students
2. the operation and maintenance of school buildings in an effective and efficient manner, consistent with available funding
3. the establishment of schools that are viable organizational units that support program delivery and student achievement
4. the community has the opportunity for input
5. that recommendations are submitted to the Board in accordance with Ministry guidelines

Accountability:

1. Frequency of Reports – As needed
2. Severity Threshold – As needed
3. Criteria for Success – Improving student accommodation
– Community involvement
– Policy is followed

Criteria for the Initiation of an Accommodation Review

A school or group of schools may be designated for an accommodation review if:

1. the school(s) are no longer a viable operating unit from a program or administrative perspective.
2. a school is not organized as a JK-8 school.
3. there is excess capacity in other schools that may accommodate the students.
4. a school is below 75% of its rated capacity.
5. the physical condition of the school building is deteriorating.
6. the student population in a school area is projected to decline or there is no projected growth for a school that is more than 25% under its student capacity.

Procedures

1. The goal of accommodation review process is to provide structured consultation process with the full involvement of the local community. This process will have a quality learning environment for students as its foundation.
2. The accommodation review committee will operate in accordance with Ministry of Education guidelines, this policy and the Terms of Reference set out in Appendix A.

3. **Stages of an Accommodation Review**

- a) **Preparation Stage**

- The Board will appoint an Accommodation Review Committee (ARC) to conduct the community review phase of the process. The ARC will provide recommendations that will inform the final decision made by the Board.
- There will be at least a 30 day period from the date an accommodation review is announced and approved by the Board to the first meeting of the ARC. This shall not include summer vacation, Christmas and March Break and the adjacent weekends to these holidays.
- The ARC will include two Trustees, the Principal of each school involved in the study, one representative appointed by the School Council of each school involved in the study, one Federation representative (two, if both elementary and secondary schools are involved), one C.U.P.E. representative, one community business representatives and one local municipal council member as voting members. The area Superintendent of Education will be a non-voting member of the committee
- A Trustee will chair the committee and the Superintendent may co-chair.
- Director of Education, Superintendent of Business and the Board's Planning Officer will be a resource to the committee. Other Board staff may be involved, as necessary.

- b) **Community Review Stage**

- An ARC must meet a minimum of four times. The community consultation period begins with the first meeting of the ARC. One meeting must be for the purpose of sharing with the community the alternatives generated and the recommendations of the committee.
- The community consultation period must be at least 90 days. This shall not include summer vacation, Christmas and March Break and the adjacent weekends to these holidays.
- All information shared, developed and discussed will be posted on the Board's website and available in printed form upon request.

- The meetings of the ARC will include the sharing and consultation/discussion of the Board's data and at least one student accommodation option developed by Board administration. The accommodation option(s) will address where the students would be accommodated, require changes to facilities, program matters, transportation and any related funding issues. Long-term enrolment data and partnership opportunities, where they exist, will also be presented. Administration will present an information profile for each school in the review area. These profiles will contain information related to each of the schools (see next section). In addition, the Board's administration will bring information during the review, as required to support the work of the Committee.
- The School Profiles (see Appendix B and C1 to C4) will be reviewed by the ARC and customized as necessary for the purpose of the review. The profiles will be shared with the public on the Board's website. These profiles will weigh each of the following considerations:
 - The value of the school to the student
 - The value of the school to the community
 - Its value to the school system
 - Its value to the local economy

The "value of the school to the student" shall be the highest priority consideration.
- There will be an opportunity for public questions and input at each meeting.
- The ARC will seek consensus on preferred options before a formal vote is taken.
- The ARC report may recommend accommodation options and capital investment consistent with the ARC Terms of Reference. ARC recommendations shall address every school in the designated review area.
- The ARC will submit its report to the Director of Education and Secretary of the Board.
- Meetings of the ARC will be held in schools within the designated review area.

c) **The Board Review and Decision Stage**

The Board review stage of the accommodation review process includes:

- The ARC delivers its report to the Director of Education. The report of the ARC will immediately be posted on the Board's website.
- The ARC presents its report to the Board of Trustees as soon as possible after it is delivered to the Director of Education.
- A review of the ARC Report by the Senior Administration of Board and the preparation of a report, including recommendations, for presentation to the Board of Trustees.

- The Board's administration report and recommendations will be presented to a Committee of the Whole Board. The Board of Trustees will vote on the recommendations no earlier than 60 days from the date of the Board meeting following that Committee of the Whole meeting. This shall not include summer vacation, Christmas and March Break and the adjacent weekends to these holidays. The report and recommendations of administration will be made available to the public when it is presented to the Trustees
 - The recommendations of administration will be available on the Grand Erie District School Board website and at all schools involved in the study, 60 days prior to the Board meeting at which a decision will be requested.
 - The opportunity for public input prior to the final Board decision, either through delegation at a regular Board meeting or, if necessary, at a special Board meeting.
 - The Board of Trustees will make their decision(s) having considered the recommendations contained in the ARC report and recommendations of administration.
 - The decisions of the Board of Trustees will be posted on the Board's website and made available in all schools in the review area.
4. All ARC meetings will be open to the public.
 5. All meetings will be publicized on the Board's website, in appropriate local media and through the schools involved in the study. Minutes of the ARC meetings and information relating to the review will be posted on the Board's website.
 6. A review of the Grand Erie District School Board's accommodation review process may be sought through the Ministry of Education's "Administrative Review of Accommodation Review Process".

Reference: Ministry of Education Pupil Accommodation Review Guideline (revised June 2009)



Terms of Reference Accommodation Review Committee

1.0 Statement of Purpose and Responsibility

The Grand Erie District School Board believes that there is connection between quality accommodations and student achievement. The Board is responsible for the efficient and effective use of our school buildings and will ensure that students are learning in a high quality environment that supports excellent program delivery.

An accommodation review committee is constituted to provide advice and recommendations to the Grand Erie District School Board on pupil accommodation matters for a school or group of schools. The context for the committee is the Board's intent to:

- provide appropriate accommodation that supports and enhances student achievement
- ensure the efficient use of its building consistent with available funding
- ensure that schools can provide viable organizational units
- find efficiencies that support sound budget practices
- have community input on accommodation decisions

The Board of Trustees will approve the creation of an accommodation review committee.

2.0 Committee Composition

An Accommodation Review Committee shall be comprised of:

- Two Trustees
- The Superintendent of Education for the area (non-voting)
- The principal of each school in the review area
- A school council representative from each school in the review area
- One Federation representative (two if both panels are involved)
- One C.U.P.E representative
- One community business representative
- One local municipal council member

Board staff will be a resource to the committee as required.

3.0 Committee Operating Procedures and Scope

- 3.1 Minutes will be kept of all meetings.
- 3.2 Where possible all meetings will be held in schools in the review area.
- 3.3 The chair of committee will be a Trustee. The Superintendent of Education may be co-chair.
- 3.4 The committee will operate by consensus and will vote as necessary.
- 3.5 The committee will act in accordance with Board policy FT5 and Ministry guidelines.
- 3.6 There will a minimum of four meetings. One of these meeting will be for the purpose of sharing the committee's recommendations with the community.
- 3.7 There shall be at least 90 days between the first and last meeting of the committee. This shall not include summer vacation, Christmas and march Break and the adjacent weekends to these holidays.

- 3.8 The meetings of the ARC will include the sharing and consultation/discussion of the Board's data and at least one student accommodation option developed by Board administration. The accommodation option(s) will address where the students would be accommodated, require changes to facilities, program matters, transportation and any related funding issues. Long-term enrollment data and partnership opportunities, where they exist, will also be presented. Administration will present an information profile for each school in the review area. In addition, the Board's administration will bring information during the review, as required to support the work of the committee.
- 3.9 The School Profiles will be customized, if necessary, and the completed templates will be reviewed by the committee.
- 3.10 There will be an opportunity for public input and questions at each meeting.
- 3.11 The committee will submit its report, including its advice and recommendation to the Director of Education and Secretary of the Board.
- 3.12 The report will also include committee minutes, profiles for schools and information received by the committee.
- 3.13 The committee may recommend accommodation options and capital investment consistent with the statement of purpose and responsibilities set out in part one of this document.



**Grand Erie District School Board
DEMOGRAPHIC SCHOOL PROFILE**

School	
What is your vision for your school?	

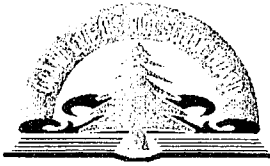
Demographics

Grade Configuration					
Current Enrolment					
Enrolment history past 5 years					
Enrolment projections next 5 years					
Staffing: Enrolment by grade	Current Enrolment	Staff		Current Enrolment	Staff
JK			Grade 5		
SK			Grade 6		
Grade 1			Grade 7		
Grade 2			Grade 8		
Grade 3			Other		
Grade 4					
% of students bussed					
Out of catchment students in attendance					
Catchment students attending other schools					
Special programs at this school					
Other important demographics					

Facility Information

Age of Facility					
Capacity	OTG				
	RCM				
	Total		Current utilization		
Number of portables in use					
Gym size					
Library size					
Accessibility issues					
Facility upgrades identified over next 5 years					
Well water?	Yes <input type="checkbox"/>	No <input type="checkbox"/>			
Septic system?	Yes <input type="checkbox"/>	No <input type="checkbox"/>			
Other important facility issues					

Appendix C-1



**The 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:						
	Yes	B	M	No	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

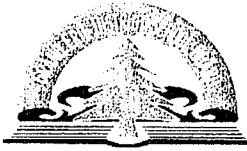


**The Grand Erie District School Board
SCHOOL PROFILE – VALUE TO THE COMMUNITY**

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"/>
Other Comments:		
Single School Community		
Is this the only school in the community?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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?		

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



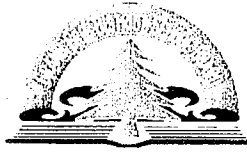
The Grand Erie District School Board
SCHOOL PROFILE – VALUE TO THE SCHOOL SYSTEM

Appendix C–3

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:

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 <input type="checkbox"/>	No <input type="checkbox"/>
Additional Comments:		

Facilities:		
Is the school's Facilities Condition Index better than the Board average?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the presence of the school reduce travel costs that would otherwise be necessary?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Will closing/changing the school help the School Board avoid incurring significant repair costs that are not covered by targeted renovations programs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is the projected replacement cost less than the cost of major repairs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
What is the impact of this school's closure/change on facility operating and capital budgets?		
Other value to the school system?		
Additional Comments:		



The 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:		

**MINISTRY OF EDUCATION
PUPIL ACCOMMODATION REVIEW GUIDELINES**

PURPOSE

The purpose of the *Pupil Accommodation Review Guidelines* (previously referred to as school closure guidelines) is to provide direction to school boards regarding public accommodation reviews undertaken to determine the future of a school or group of schools.

The guidelines ensure that where a decision is taken by a school board regarding the future of a school, that decision is made with the full involvement of an informed local community and it is based on a broad range of criteria regarding the quality of the learning experience for students.

In recognition of the important role schools play in strengthening rural and urban communities and the importance of healthy communities for student success, it is also expected that decisions consider the value of the school to the community, taking into account other government initiatives aimed at strengthening communities.

School boards in Ontario are responsible for providing schools and facilities for their students and for operating and maintaining their schools as effectively and efficiently as possible to support student achievement.

Under paragraph 26, subsection 8 (1) of the *Education Act*, the Minister of Education may issue guidelines with respect to school boards' school closure policies. These guidelines are effective upon release.

SCHOOL BOARD ACCOMMODATION REVIEW POLICIES

School boards are responsible for establishing and following their own accommodation review policies. At a minimum, boards' accommodation review policies are to reflect the requirements of the *Pupil Accommodation Review Guidelines* set out below.

A copy of the school board's accommodation review policy, the government's *Pupil Accommodation Review Guidelines* and the *Administrative Review of Accommodation Review Process* documents are to be available at the school board's office and posted on the school board's website.

The guidelines recognize that, wherever possible, accommodation reviews should focus on a group of schools within a school board's planning area rather than examine a single school. These schools would be reviewed together because they are located close enough to the other schools within a planning area to facilitate the development of viable and practical solutions for student accommodation.

SCHOOL VALUATION

School boards in Ontario are responsible for conducting public accommodation reviews to determine the future of a particular school or schools. School valuation is the focus of the pupil accommodation review process. To support the school valuation process, school boards are required to develop a generic School Valuation Framework that assesses each of the following four considerations about the school(s) being reviewed:

- Value to the student
- Value to the community
- Value to the school board
- Value to the local economy

The assessment is to weigh the value of the school(s) to the student above the other considerations. School boards are to develop their generic School Valuation Framework with the assistance of a public committee. It is recommended that this committee include parents, educators, board officials, and business and municipal leaders.

The public review of a particular school or schools is to be led by an Accommodation Review Committee (ARC) appointed by the board. Each ARC must include membership drawn from the school community and the broader community. It is recommended that the committee include parents, educators, board officials, and business and municipal leaders. The generic School Valuation Framework will be customized for use by the ARC to assess the value of the school(s) being considered. If multiple schools within the same planning area are being reviewed together, each school must undergo a valuation specific to that school using the same framework.

The following are examples of factors that the ARC may assess under each of the four considerations. ARCs are encouraged to introduce other factors that could be used to reflect local circumstances and priorities which may help to further explore the value of the school(s).

Value to the Student

- quality of the learning environment at the school;
- student outcomes at the school;
- range of course or program offerings;
- range of extracurricular activities and extent of student participation;

- adequacy of the school's physical space to support student learning;
- adequacy of the school's grounds for healthy physical activity and extracurricular activities;
- accessibility of the school for students with disabilities;
- safety of the school;
- proximity of the school to students/length of bus ride to school.

Value to the School Board

- student outcomes at the school;
- range of program or course offerings;
- availability of specialized teaching spaces;
- condition and location of school;
- value of the school if it is the only school within the community;
- fiscal and operational factors (e.g., enrolment vs. available space, cost to operate the school, cost of transportation, availability of surplus space in adjacent schools, cost to upgrade the facility so that it can meet student learning objectives).

Value to the Community

- facility for community use;
- range of program offerings at the school that serve both students and community members (e.g., adult ESL);
- school grounds as green space and/or available for recreational use;
- school as a partner in other government initiatives in the community;
- value of the school if it is the only school within the community.

Value to the Local Economy

- school as a local employer;
- availability of cooperative education;
- availability of training opportunities or partnerships with business;
- attracts or retains families in the community;
- value of the school if it is the only school within the community.

ACCOMMODATION REVIEW PROCESS

As indicated above, the public review of each school or group of schools is to be led by a local Accommodation Review Committee (ARC) appointed by the board. Each ARC must include membership drawn from the school community and the broader community.

Once the ARC's review begins, school boards must present alternate accommodation plans for the students of the school(s) as part of the ARC review. The plans are to address where students would be accommodated; what changes to existing facilities may be required; what programs would be available to the students; and transportation.

The Ministry recommends that, wherever possible, schools should only be subject to an accommodation review once in a five-year period.

The Accommodation Review Committee will be responsible for:

School Valuation Framework

ARCs are to customize the board's generic School Valuation Framework to the school(s) under review and make the customized School Valuation Framework public prior to public consultations. The School Valuation Framework must include the four considerations: value to the student, community, school board and the local economy.

Public Information and Access

ARCs are to ensure that all information relevant to the accommodation review is to be made public by posting it in a prominent location on the school board's website or making it available in print upon request. All information that is used to determine the value of a school must be publicly available. Where relevant information is technical in nature, it is to be explained in plain language.

Community Consultation and Public Meetings

Once an accommodation review has been initiated, the ARC must ensure that a wide range of school and community groups are consulted. These groups may include the school(s)' councils, parents, guardians, students, teachers, the local community, and other interested parties.

The consultations must be based on the customized School Valuation Framework in order to elicit input from the various perspectives around the value of the school to the students, community, school board and the local economy. The ARC must also seek input and community feedback on options for accommodating students who would be affected by a school closure.

Public meetings must be well publicized, in advance, through a range of methods and held at the school(s) under review, if possible, or in a nearby facility if physical accessibility cannot be provided at the school(s). Public meetings are to be structured to encourage an open and informed exchange of views. All relevant information developed to support the discussions at the consultation is to be made available in advance.

At a minimum, ARCs are required to hold four public meetings to consult and to present the School Valuation Framework report and recommendations.

Minutes reflecting the full range of opinions expressed at the meetings are to be kept, and made publicly available. ARCs are to ensure that there is a process in place to respond to questions raised at the meetings that cannot be answered at the meetings. For example, responses could be appended to the minutes of the meeting and made available on the board's website.

School Valuation Report and Recommendations

ARCs must complete a School Valuation report for each school reviewed, using the customized School Valuation Framework. The needs of all students within the board's particular planning area are to be considered. To ensure that this is being done, the value of each school should be considered objectively and fairly. The School Valuation report will make recommendations regarding the future of the school(s) being considered.

ARCs must share the School Valuation report, in plain language, with the community at a public meeting. The ARC may make changes to the report based on feedback at the meeting.

The ARC is to submit the School Valuation report to the school board administration. The School Valuation report is to be accessible to trustees and the public. School board staff should review and analyze the School Valuation report. School board staff will present the findings and recommendations of the valuation report along with their proposals and recommendations to the trustees, who will make the final decision regarding the future of the school(s). As part of the board's resolution to close a school, the board must outline clear timelines around when the school(s) will close.

TIMELINES FOR AN ACCOMMODATION REVIEW PROCESS

After the intention to conduct an accommodation review of a school or schools has been announced by the school board, there must be no less than 60 days notice prior to the first of four (minimum) public meetings.

Beginning with the first public meeting, the public consultation period must be no less than 90 days.

After the ARC completes its valuation report it is to make the report and recommendations publicly available and submit the report and recommendations to the school board administration. After the submission of the School Valuation report, there must be no less than 60 days notice prior to the meeting where the trustees will vote on the recommendations.

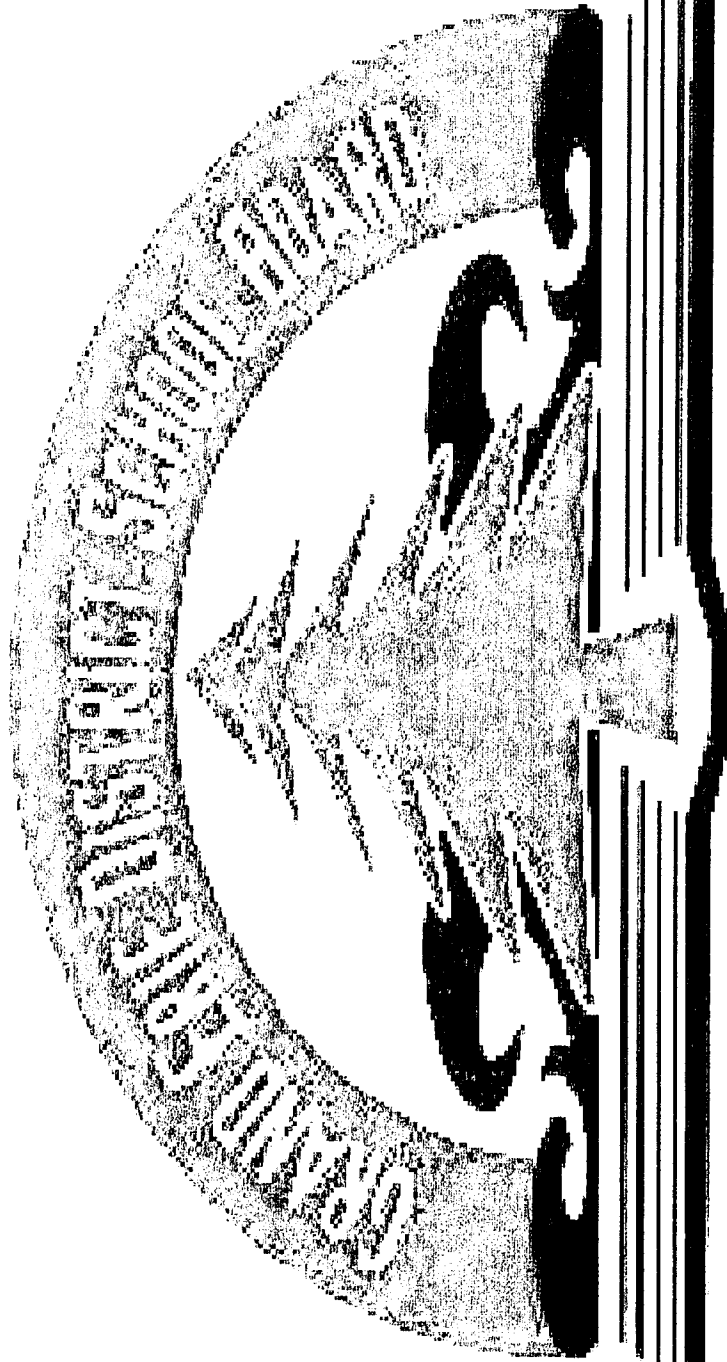
School holidays such as summer vacation, Christmas break and Spring break must not be considered part of the 60 or 90 day periods.

APPLICATION OF ACCOMMODATION REVIEW GUIDELINES

These guidelines apply to schools offering elementary or secondary regular day-school programs. The following outlines circumstances where school boards are not obligated to undertake an accommodation review in accordance with these *Pupil Accommodation Review Guidelines*. In these circumstances, although a board is not obligated to undertake a full accommodation review, the board should provide appropriate notice of decisions that would affect the accommodation situation of students.

- Where a replacement school is to be rebuilt by the board on the existing site or located within the existing school attendance boundary as identified through the board's existing policies; i.e., replacement of a rural school within its existing rural community;
- When a lease is terminated;
- When a board is considering the relocation of a grade or grades, or a program, where the enrolment in the grade or grades, or program, constitutes less than 50% of the enrolment of the school;
- When a board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- Where a facility has been serving as a holding school for a school community whose permanent school is under construction or repair.

Pupil Accommodation Reviews



Purpose of Accommodation Reviews

- To establish viable school organization units.
- To find and develop efficiencies in the use of our school buildings.
- To provide the appropriate accommodation for our students.
- To receive input from the community.
- To provide recommendations to the GEDSB regarding school organization and related pupil accommodation matters.

Stages of the Review

- Preparation Stage – The Board appoints the ARC Committee. Committee is chaired by a Trustee.
- Community Review Stage - An ARC must meet a minimum of four times. One meeting must be for the purpose of sharing the ARC's recommendations with the community.
- The community consultation period must be at least 90 days. This the period during which the committee meets and prepares its report.
- The Board Review Stage includes:
 1. Review of the ARC Report by the Senior Administration of Board
 2. Recommendations from Administration to the Trustees
 3. Review and decision by Trustees
- For each phase of the review there are specific requirements.

Accommodation Review Committee

- The Trustees appoint an Accommodation Review Committee (ARC) with membership from the schools and their communities.
- The Board's Administration must share its data and options regarding the Haldimand East review area with the ARC.
- All meetings are open to the public.



School Profile Templates

The school profiles gives the ARC the opportunity to review:

1. The value of the school to the student
2. The value of the school to the community
3. The value of the school to the school system
4. The value of the school to the local economy



School Profile Templates

- The school profiles were developed by a committee of parents, community members, area councillors, Trustees and Principals.
- The ARC must review these profiles and customize as necessary.
- Administration will present a profile for each school in the review area.
- The completed profiles will be shared with the public.

ARC Recommendations

- The recommendations will address every school in the review area.
- The ARC report is submitted to the Director of Education. Administration will review the recommendations and prepare a report for the Trustees.
- Both the ARC report and the Administrative report will be made public and submitted the Board.

Board Review

- A Committee of the Whole Board will receive the school profiles, the ARC's report and recommendations from administration.
- The Board will make a decision no earlier than 60 days after receiving, at a Board meeting, the report of the ARC and the report from Administration.

Board Review Continued

- There will be an opportunity for input to the Board prior to its final decision.
- The Board will make decisions regarding the recommendations.

Administrative Review of ARC Process

- An administrative review may be requested if the Board's review process was not compliant with Board's Policy.
- Requires a petition signed by at least 30% of the supporters of the school.
- It is not a review of the Board's decision.

Keeping Informed

- All information will be posted on the Grand Erie Website:
www.granderie.ca
- There is a button on the left side of the homepage that says "Arc - Haldimand East"
- Questions should be emailed or phoned in to Tony Iavarone, Manager of Communications and Community Relations at -
tony.iavarone@granderie.ca
- Phone - 519-756-6301 - Ext 281147

Accommodation Review

Anna Melick Memorial S

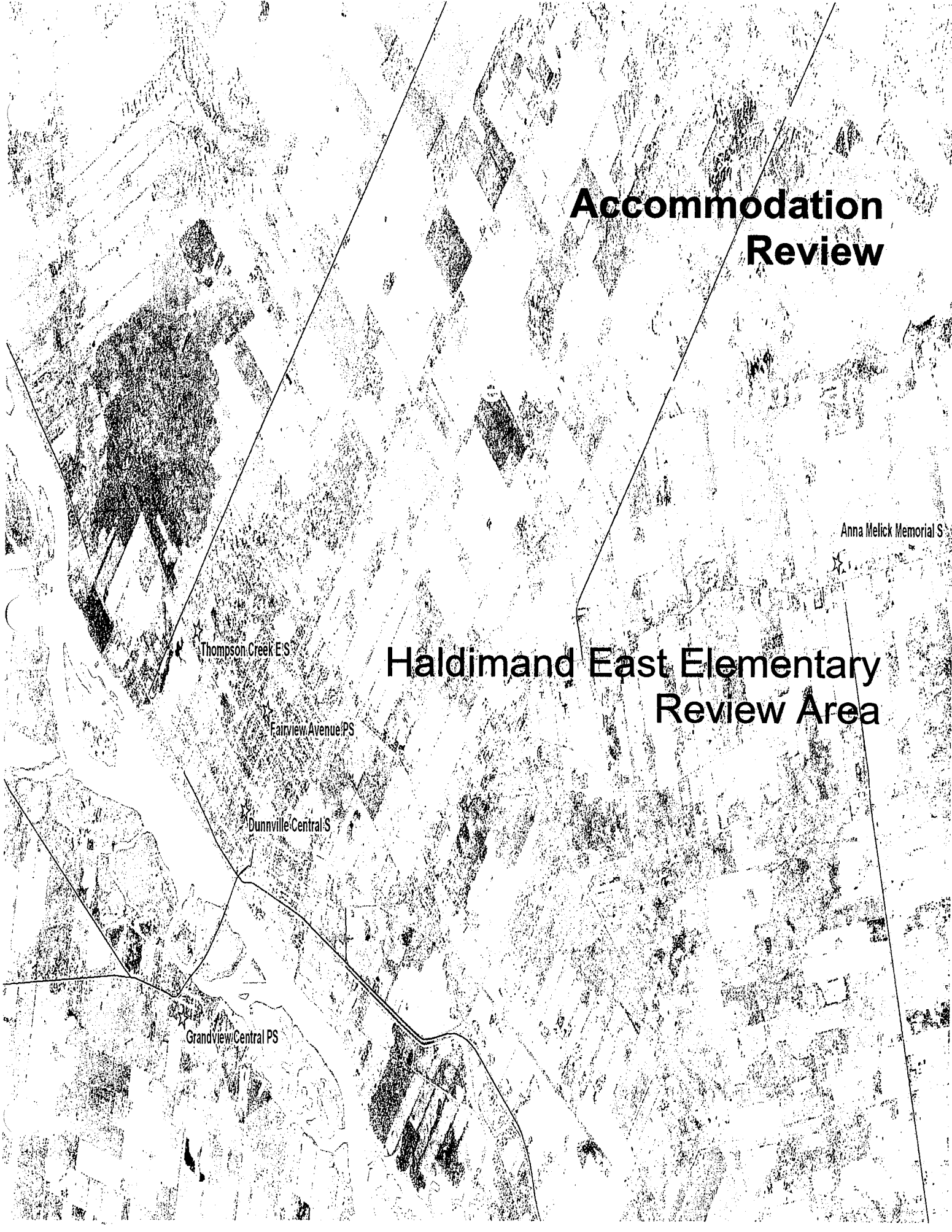
Haldimand East Elementary Review Area

Thompson Creek E/S

Fairview Avenue/PS

Dunville/Central S

Grandview/Central PS





Haldimand East Elementary Review Area

Overview of the Haldimand East Elementary Review Area

The Review Area is located in the south-eastern portion of Haldimand County. The Review Area consists of the five elementary schools listed below.

- Anna Melick Memorial S (JK-8)
- Dunnville Central PS (JK-8)
- Fairview Avenue PS (JK-8, Special Education)
- Grandview Central PS (JK-8)
- Thompson Creek ES (JK-8, Special Education)

Figure 1 shows a map of the Haldimand East Elementary Review Area.

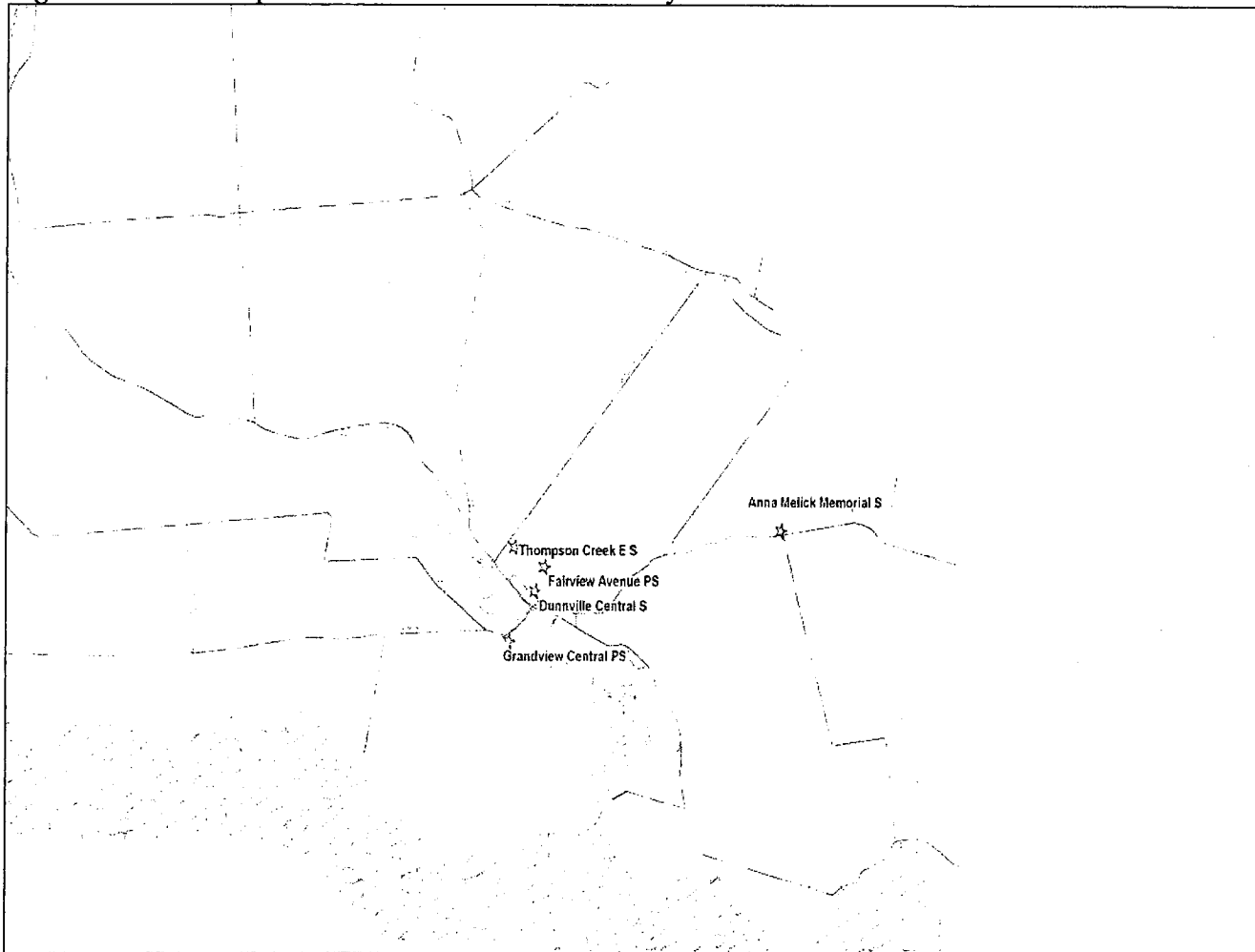


Figure 1. Map of the Haldimand East Elementary Review Area Showing the Location Elementary Schools



Review of Neighbouring Schools in the Brant North Elementary Review Area

Figure .2, below, shows closer view of the Haldimand East Elementary Review Area schools with an overlay showing the co-terminus schools (the Brant Haldimand Norfolk Catholic District School Board [BHNCD SB]) as well as child care centres. As shown in the map below, within the Review Area is one BHNCD SB elementary school and four child care centres. There is a child care centre hosted at Dunnville Central S and one at St Michaels S.

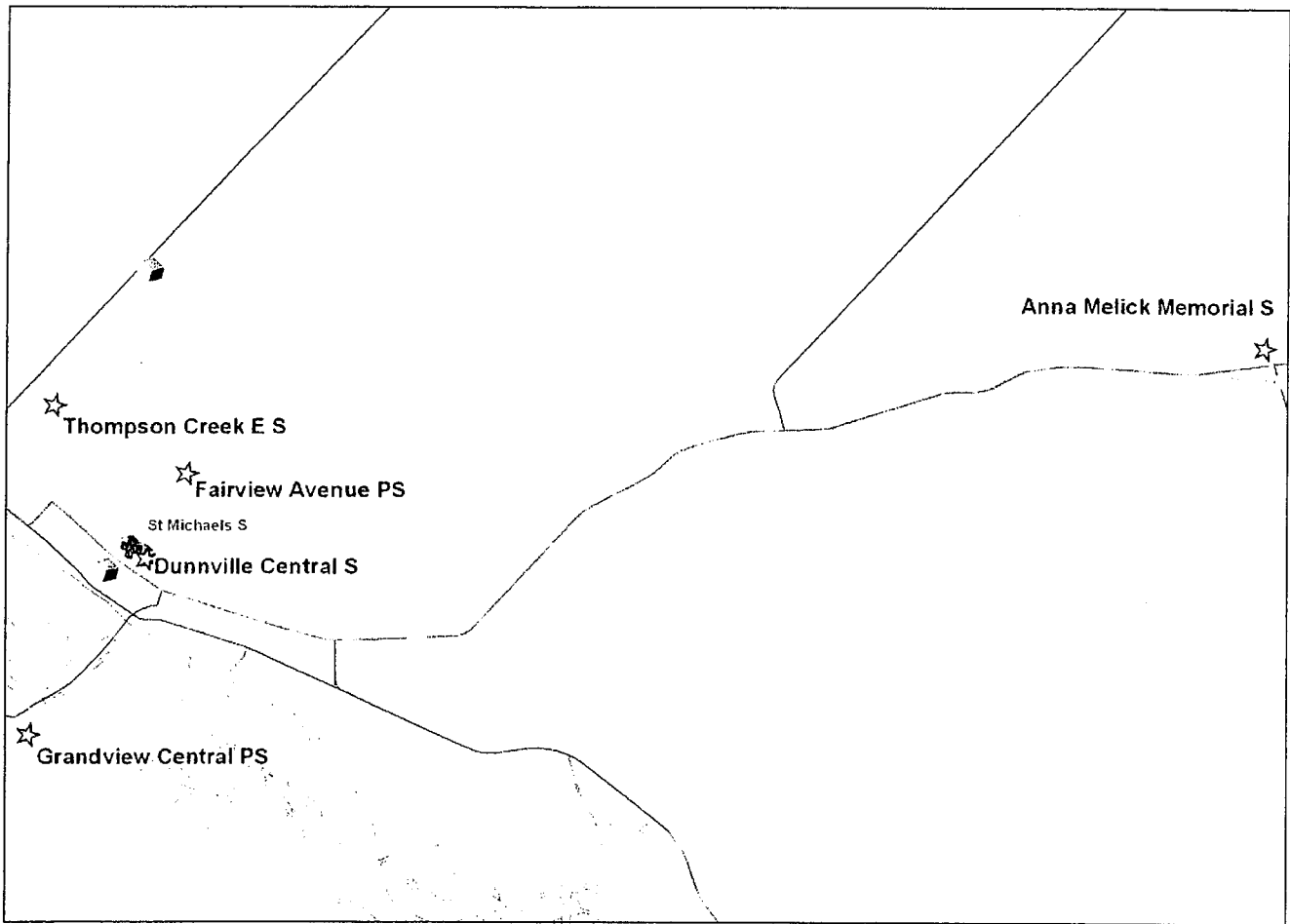


Figure 2. Map of the Haldimand East Elementary Review Area Showing the Location of Grand Erie District School Board Elementary schools, Brant-Haldimand-Norfolk Catholic District Elementary schools and Child Care Centres



Enrolment Situation in the Haldimand East Review Area

The Haldimand East Elementary Review Area is currently experiencing enrolment below capacity which is expected to experience more decline over the next five years and in beyond. The Area's current Utilization for the combined five schools is 65% (enrolment divided by capacity). That is approximately 500 surplus student spaces.

Figure 3, below, illustrates the "Rated Capacity" for the Haldimand East Elementary Review Area, as well as the current, five and ten year enrolment projections and calculated utilization.

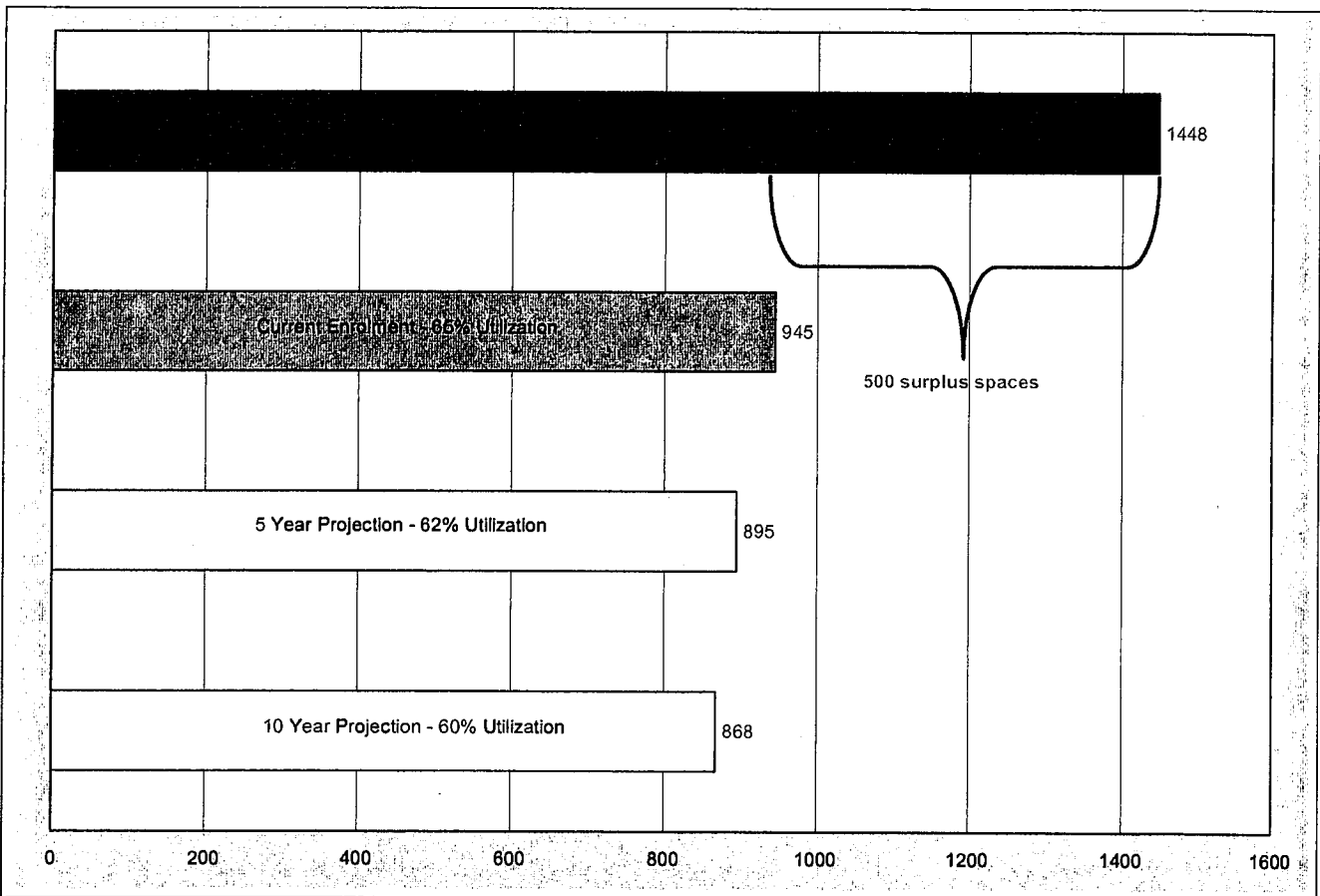


Figure 3. Rated Capacity and Comparison to Current, Five and Ten Year FTE Enrolment Projections for the Haldimand East Elementary Review Area

The current enrolment for this Review Area is below capacity at 65%. Enrolment is not projected increase in the near or distant future – it is forecasted to decrease slightly and level off in the 60% range.



Figure 4 shows the capacity, and current, five and ten year enrolment trends for the individual schools within the Haldimand East Elementary Review Area.

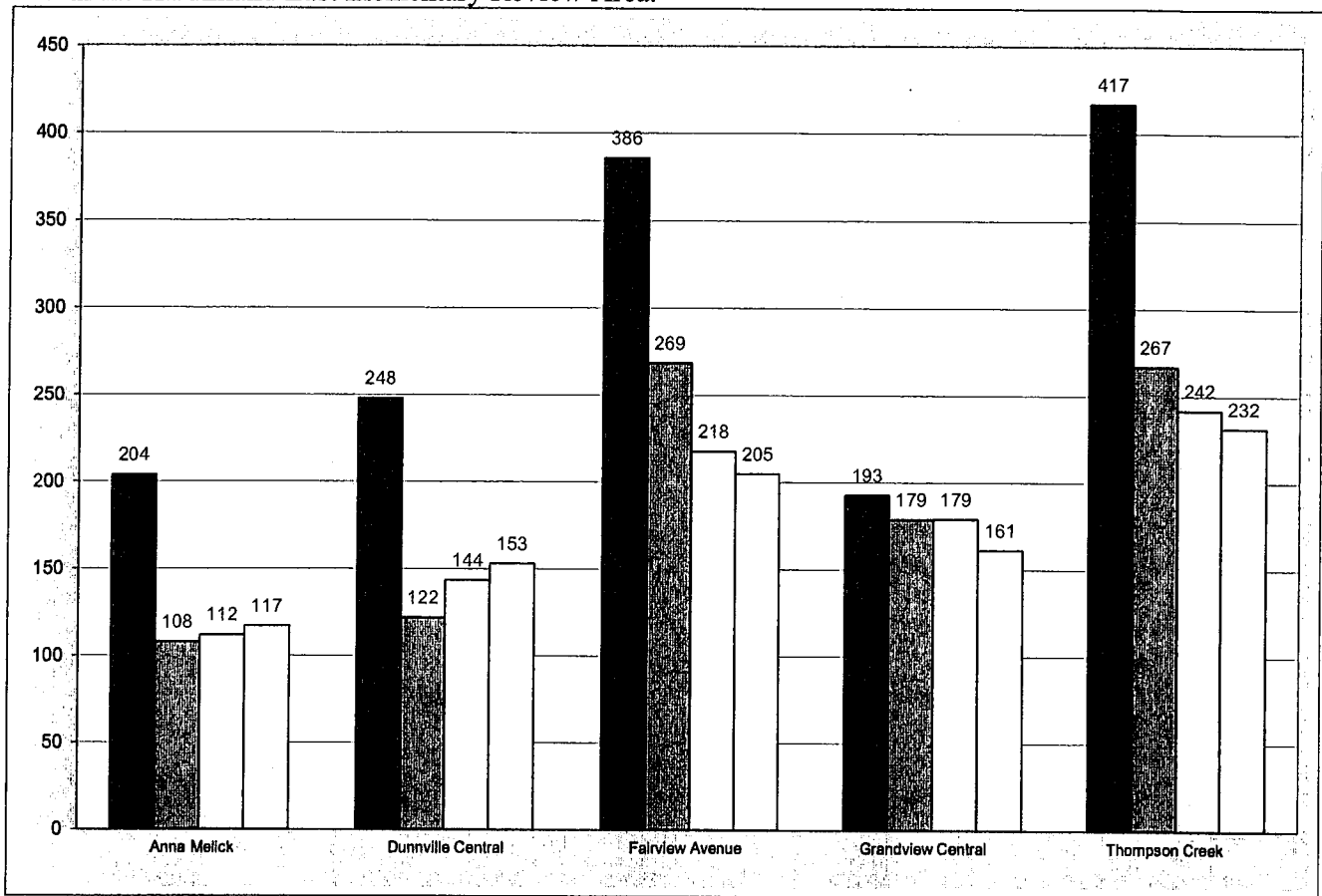


Figure 4. Rated Capacity and Comparison to Current, Five and Ten Year FTE Enrolment

As shown in **Figure 4**, all five schools are operating below capacity. Three out of the five schools are currently experiencing declining enrolment (Fairview Avenue, Grandview Central, and Thompson Creek). The other two schools are projected to grow (Anna Melick and Dunnville Central). However, the growth at these two schools is not substantial, not predicted to reach its built capacity within the next ten years, and enrolment is expected to level off below what these schools were initially built to hold.



Renewal Needs and Facility Condition Indexes (FCI) for the Haldimand East Elementary Review Area

Figure 5 illustrates the amount of money needed to invest in each school (referred to herein as an “unfunded liability”). Current, 5 Year, 5 Year Critical, and 10 Year cost comparisons are provided for each school in this review area. The Critical Component Costs are ‘essential’ components needed in order to sustain an environment suitable for students to learn in. The heating system or a new roof are examples of critical components.

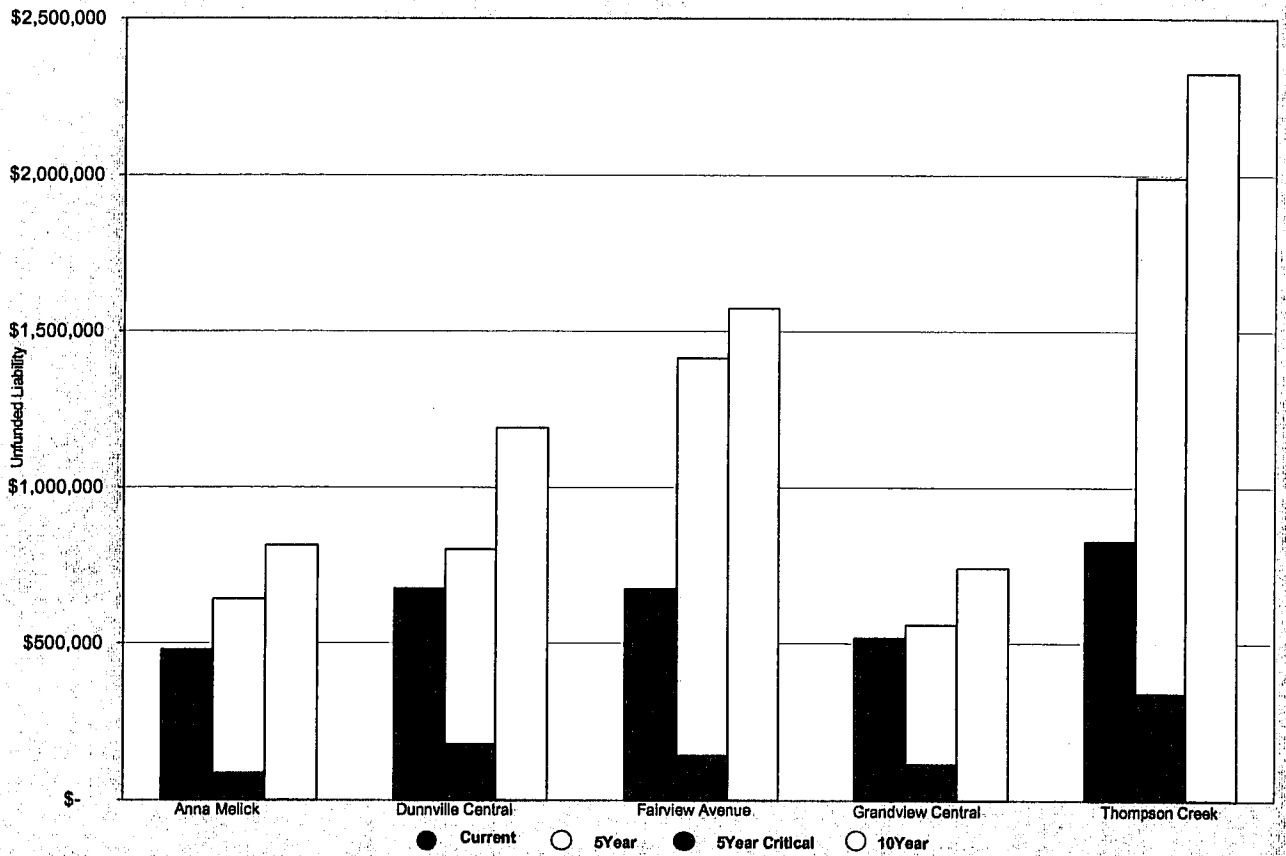










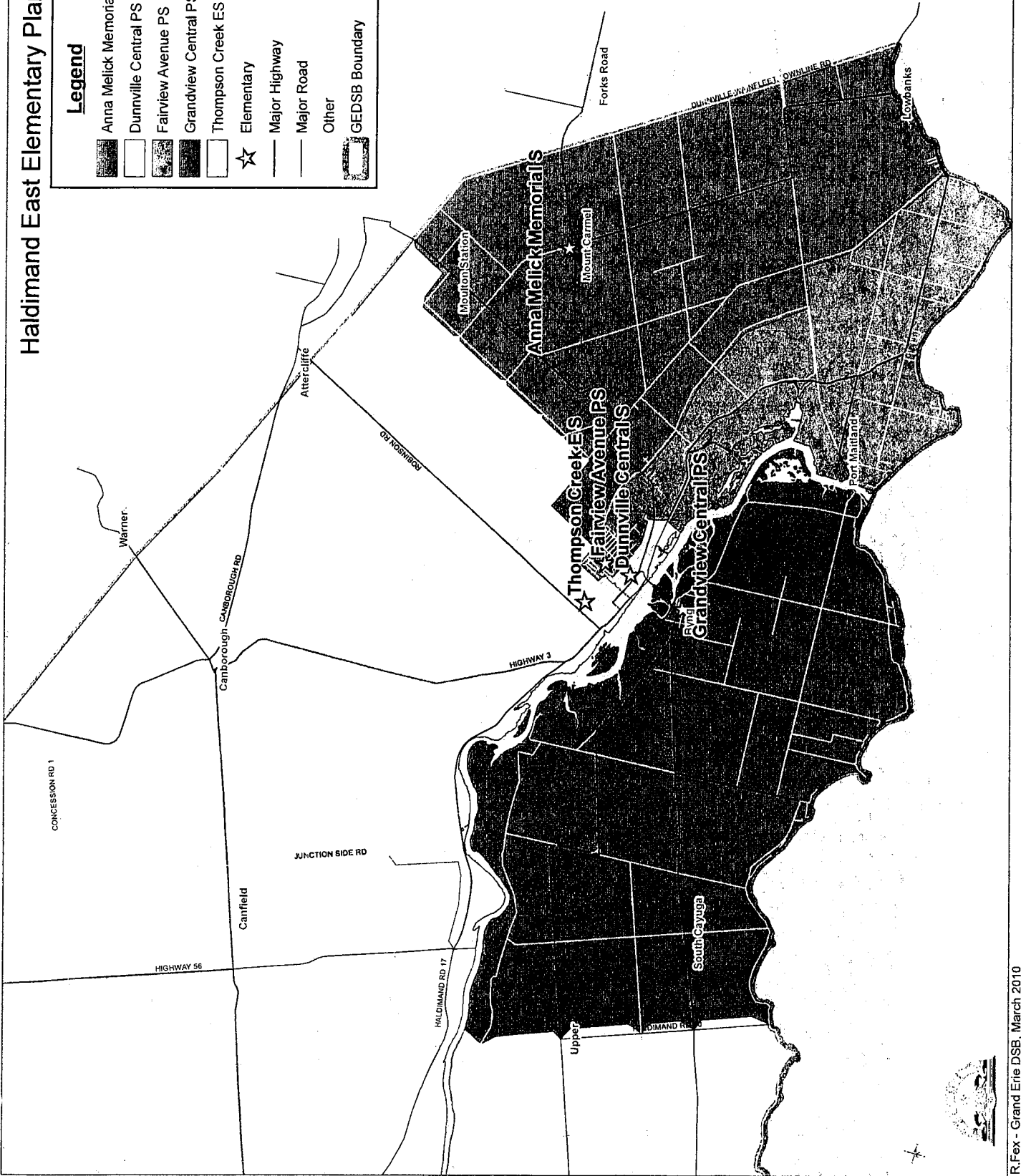


Figure 5. Capital Renewal Unfunded Liability Needs for Schools in the Haldimand East Elementary Review Area

Haldimand East Elementary Planning Area

Legend

-  Anna Mellick Memorial S
-  Dunnville Central PS
-  Fairview Avenue PS
-  Grandview Central PS
-  Thompson Creek ES
-  Elementary
-  Major Highway
-  Major Road
-  Other
-  GEDSB Boundary





Haldimand East
Grand Erie District School Board
DEMOGRAPHIC SCHOOL PROFILE

School	Anna Melick Memorial S
What is your vision for your school?	

Demographics

Grade Configuration	JK - 8				
Current Enrolment (FTE)	109.5 (Feb. 26/10)				
Enrolment history past 5 years (FTE)	<u>2004</u> 163.5	<u>2005</u> 148	<u>2006</u> 132.5	<u>2007</u> 116.5	<u>2008</u> 111.5
Enrolment projections next 5 years (FTE)	<u>2010</u> 103	<u>2011</u> 100	<u>2012</u> 103	<u>2013</u> 108	<u>2014</u> 112
Staffing: Enrolment by grade (FTE)	Current Enrolment	Staff		Current Enrolment	Staff
	JK/SK	12.5	1	Grade 5	.5
	Grade 1	14	1	Grade 6	.5
	Grade 2	11	.5	Grade 7	.5
	Grade 3	12	.5	Grade 8	1
	Grade 4	9	.5	Other	
% of students bussed 100%					
Out of catchment students in attendance 1					
Catchment students attending other schools 20					
Special programs at this school no					
Other important demographics					

Facility Information

Age of Facility	51 years – additions in 1964 & 1972				
Capacity	OTG	204			
	RCM				
	Total	204	Current utilization	54%	
Number of portables in use					
Gym size	2400sq ft, no stage				
Library size	1236 sq ft				
Accessibility issues	n/a				
Facility upgrades identified over next 5 years	\$643,267				
Well water?	Yes <input type="checkbox"/> cistern No <input type="checkbox"/>				
Septic system?	Yes <input type="checkbox"/> X No <input type="checkbox"/>				
Other important facility issues – site size = 4.41 acres					



Haldimand East
Grand Erie District School Board
DEMOGRAPHIC SCHOOL PROFILE

School	Dunnville Central PS
What is your vision for your school?	

Demographics

Grade Configuration	JK - 8				
Current Enrolment (FTE)	121.5 (Feb. 26/10)				
Enrolment history past 5 years (FTE)	<u>2004</u> 161	<u>2005</u> 152	<u>2006</u> 131.5	<u>2007</u> 133	<u>2008</u> 120.5
Enrolment projections next 5 years (FTE)	<u>2010</u> 136	<u>2011</u> 142	<u>2012</u> 136	<u>2013</u> 143	<u>2014</u> 144
Staffing: Enrolment by grade (FTE)	Current Enrolment	Staff		Current Enrolment	Staff
	JK/SK	17.5	1	Grade 5	.5
	Grade 1	15	1	Grade 6	1
	Grade 2	7	.5	Grade 7	.5
	Grade 3	13	.5	Grade 8	.5
	Grade 4	14	.5	Other	
% of students bussed 1% (courtesy)					
Out of catchment students in attendance 18					
Catchment students attending other schools 20					
Special programs at this school no					
Other important demographics					

Facility Information

Age of Facility	67 years - Additional work in 1975				
Capacity	OTG	248			
	RCM				
	Total	248	Current utilization 2010 – full day K	49%	55%
Number of portables in use					
Gym size					
Library size					
Accessibility issues					
Facility upgrades identified over next 5 years					
Well water?					
Septic system?					
Other important facility issues – site size = 2.54 acres					



Haldimand East
Grand Erie District School Board
DEMOGRAPHIC SCHOOL PROFILE

School	Fairview Avenue PS
What is your vision for your school?	

Demographics

Grade Configuration	JK - 8				
Current Enrolment (FTE)	264.5 (Feb. 26/10)				
Enrolment history past 5 years (FTE)	<u>2004</u> 297.5	<u>2005</u> 313.5	<u>2006</u> 320	<u>2007</u> 307	<u>2008</u> 296.5
Enrolment projections next 5 years (FTE)	<u>2010</u> 258	<u>2011</u> 249	<u>2012</u> 238	<u>2013</u> 234	<u>2014</u> 218
Staffing: Enrolment by grade (FTE)	Current Enrolment	Staff		Current Enrolment	Staff
	JK/SK	20.5	1	Grade 5	24
	Grade 1	24	1	Grade 6	31
	Grade 2	29	1.5	Grade 7	29
	Grade 3	28	1.5	Grade 8	30
	Grade 4	37	1.5	Other	12
% of students bussed	35%				
Out of catchment students in attendance	36				
Catchment students attending other schools	17				
Special programs at this school	yes				
Other important demographics					

Facility Information

Age of Facility	52 years – additional work in 1969			
Capacity	OTG	386		
	RCM			
	Total	386	Current utilization	69%
Number of portables in use				
Gym size	2959sq ft, + 400.9sq ft stage			
Library size	3184 sq ft			
Accessibility issues	n/a			
Facility upgrades identified over next 5 years	\$1,414,855			
Well water?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>			
Septic system?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>			
Other important facility issues – site size = 8..55 acres				



Haldimand East
Grand Erie District School Board
DEMOGRAPHIC SCHOOL PROFILE

School	Grandview Central PS
What is your vision for your school?	

Demographics

Grade Configuration	JK - 8					
Current Enrolment (FTE)	181.5 (Feb. 26/10)					
Enrolment history past 5 years (FTE)	<u>2004</u> 171	<u>2005</u> 170	<u>2006</u> 178.5	<u>2007</u> 184	<u>2008</u> 186.5	
Enrolment projections next 5 years (FTE)	<u>2010</u> 176.5	<u>2011</u> 181	<u>2012</u> 178	<u>2013</u> 180	<u>2014</u> 179	
Staffing: Enrolment by grade (FTE)	Current Enrolment	Staff		Current Enrolment	Staff	
	JK/SK	15.5	1	Grade 5	18	1
	Grade 1	16	1	Grade 6	23	1
	Grade 2	31	1.5	Grade 7	15	1
	Grade 3	28	1.5	Grade 8	17	1
	Grade 4	18	1	Other		
% of students bussed 87%						
Out of catchment students in attendance 10						
Catchment students attending other schools 7						
Special programs at this school no						
Other important demographics						

Facility Information

Age of Facility	58 years – 1962, 1975, & 1992 (historical construct 1956, 1958)				
Capacity	OTG	193			
	RCM				
	Total	193	Current utilization	94%	
Number of portables in use: 1					
Gym size	2420sq ft, no stage				
Library size	620 sq ft				
Accessibility issues	n/a				
Facility upgrades identified over next 5 years	\$560,402				
Well water?	Yes <input type="checkbox"/> cistern No <input type="checkbox"/>				
Septic system?	Yes <input type="checkbox"/> X No <input type="checkbox"/>				
Other important facility issues – site size =2.34 acres					



Haldimand East
Grand Erie District School Board
DEMOGRAPHIC SCHOOL PROFILE

School	Thompson Creek ES
What is your vision for your school?	

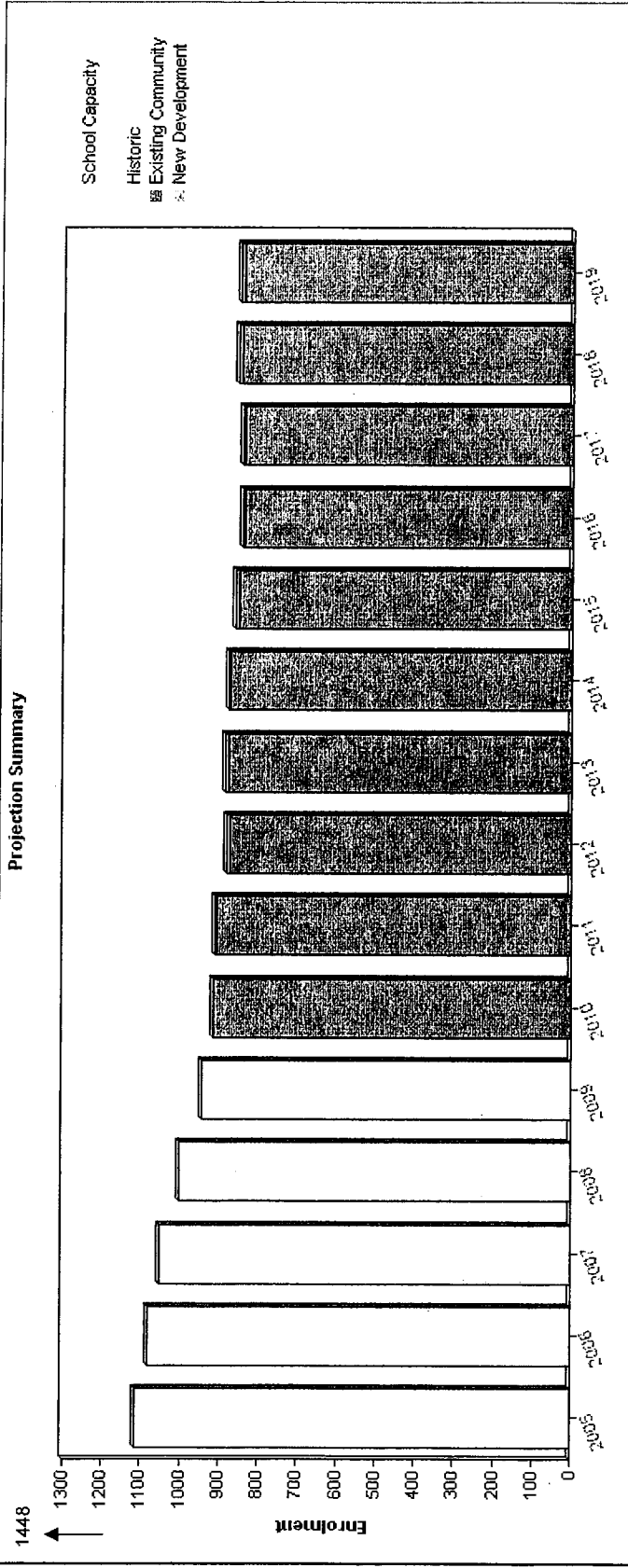
Demographics

Grade Configuration	JK - 8					
Current Enrolment (FTE)	267.5 (Feb. 26/10)					
Enrolment history past 5 years (FTE)	2004 331.5	2005 331.5	2006 317.5	2007 312	2008 288.5	
Enrolment projections next 5 years (FTE)	2010 259	2011 255	2012 242	2013 236	2014 242	
Staffing: Enrolment by grade (FTE)	Current Enrolment	Staff		Current Enrolment	Staff	
	JK/SK	22.5	1.5	Grade 5	32	1.5
	Grade 1	26	1.5	Grade 6	38	1.5
	Grade 2	27	1.5	Grade 7	28	1.5
	Grade 3	34	1.5	Grade 8	30	1.5
	Grade 4	19	1	Other	11	1
% of students bussed 71%						
Out of catchment students in attendance 24						
Catchment students attending other schools 29						
Special programs at this school yes						
Other important demographics						

Facility Information

Age of Facility	41years				
Capacity	OTG	417			
	RCM				
	Total	417	Current utilization	64%	
Number of portables in use:					
Gym size			6214sqft, + 1162sqft stage		
Library size			1750 sq ft		
Accessibility issues			n/a		
Facility upgrades identified over next 5 years			\$1,991,820		
Well water?			Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
Septic system?			Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
Other important facility issues – site size = 13.45 acres					

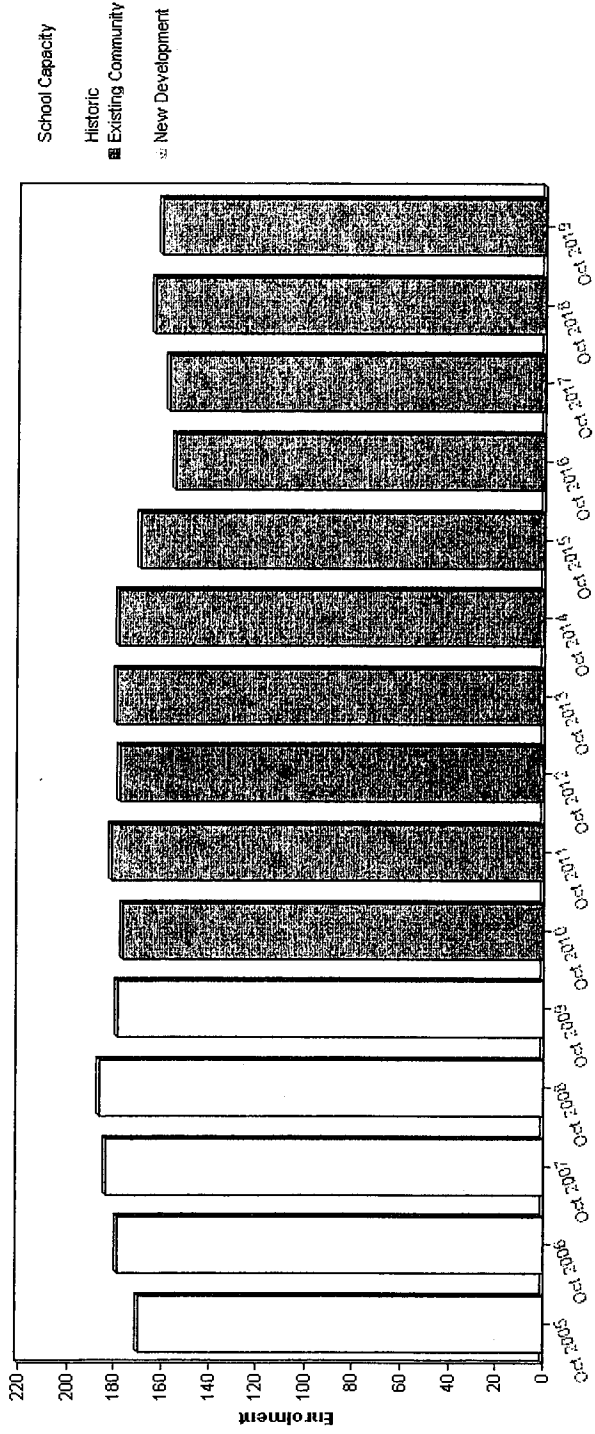
Haldimand East Planning Area FTE Enrolment Projection Summary - Staus Quo



School	Capacity	Portables	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Anna Melick Memorial PS	204	0	148	133	117	112	108	103	100	103	108	112	113	115	115	117	117
Dunville Central PS	248	0	152	132	133	121	122	136	142	136	143	144	148	156	156	156	153
Fairview Avenue PS	386	0	314	320	307	297	268	258	249	238	234	218	213	205	203	203	205
Grandview Central PS	193	1	170	179	184	187	179	177	181	178	180	179	170	155	158	164	161
Thompson Creek ES	417	0	332	318	312	289	267	259	255	242	236	242	233	231	230	233	232
TOTALS:	1448	1	1115	1080	1053	1004	944	933	927	897	901	895	877	861	862	873	868

Grandview Central PS Enrollment Projection

School Projection



FTE

Historic Enrollment		Projected Enrollment										Total
Year	JK	SK	1	2	3	4	5	6	7	8	9	
2004	8.5	7.5	18	16	16	29	17	18	16	25	171	
2005	8.5	9.5	20	18	17	15	28	19	19	16	170	
2006	12.5	11	21	17	20	18	17	28	16	18	179	
2007	7.5	13.5	28	17	16	20	18	16	30	18	184	
2008	5.5	7	30	28	16	16	21	16	17	30	187	
October 31, 2009 Enrollment												
2009	9	5	15	33	27	19	17	22	15	17	179	
Projected Enrollment												
2010	8	9	11	15	33	27	19	17	22	15	177	
2011	8	9	21	11	15	33	27	19	17	22	181	
2012	8	9	19	21	11	15	33	27	19	17	178	
2013	8	9	19	19	21	11	15	33	27	19	180	
2014	8	8	19	19	19	21	11	15	33	27	179	
2015	8	8	18	19	19	19	21	11	15	33	170	
2016	8	8	18	18	19	19	19	21	11	15	155	
2017	8	8	18	18	18	19	19	19	21	11	158	
2018	8	8	18	18	18	18	19	19	19	21	164	
2019	8	8	18	18	18	18	18	19	19	19	161	

Haldimand East Options Breakdown

Option A

Closing in 2012

- Anna Melick
 - 100% or approximately 115 students to Fairview Avenue

OR

- Dunnville Central
 - 100% or approximately 135 students to Fairview Avenue

Option B

Closing in 2012

- Anna Melick
 - 100% or approximately 115 students to Fairview Avenue
- Grandview Central
 - 65% or approximately 130 students to Thompson Creek
 - 35% or approximately 65 students to Dunnville Central

Option C

Closing in 2012

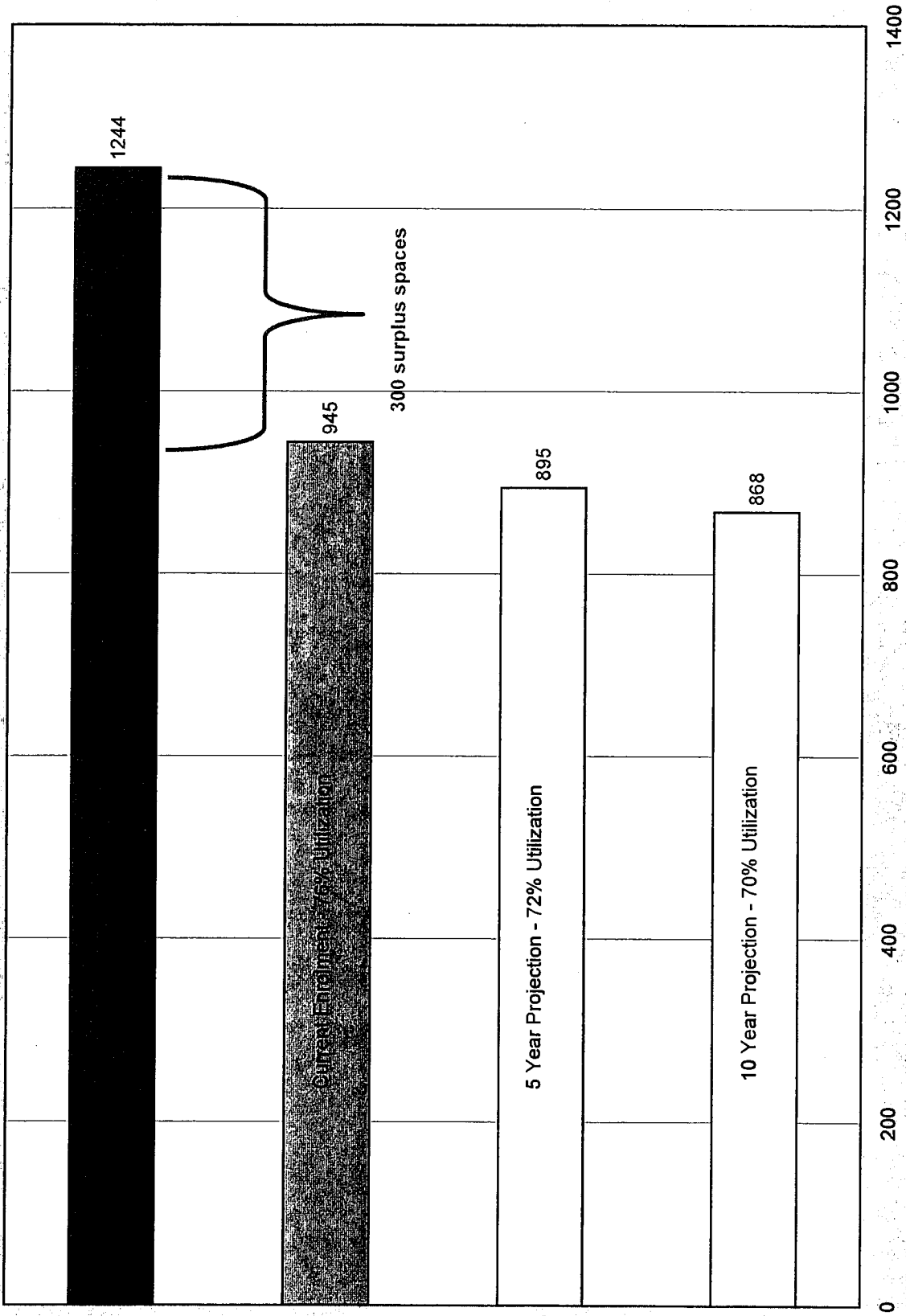
- Anna Melick
 - 100% or approximately 115 students to Thompson Creek
- Dunnville Central
 - 100% or approximately 135 students to Fairview Avenue

Admin Recommendation

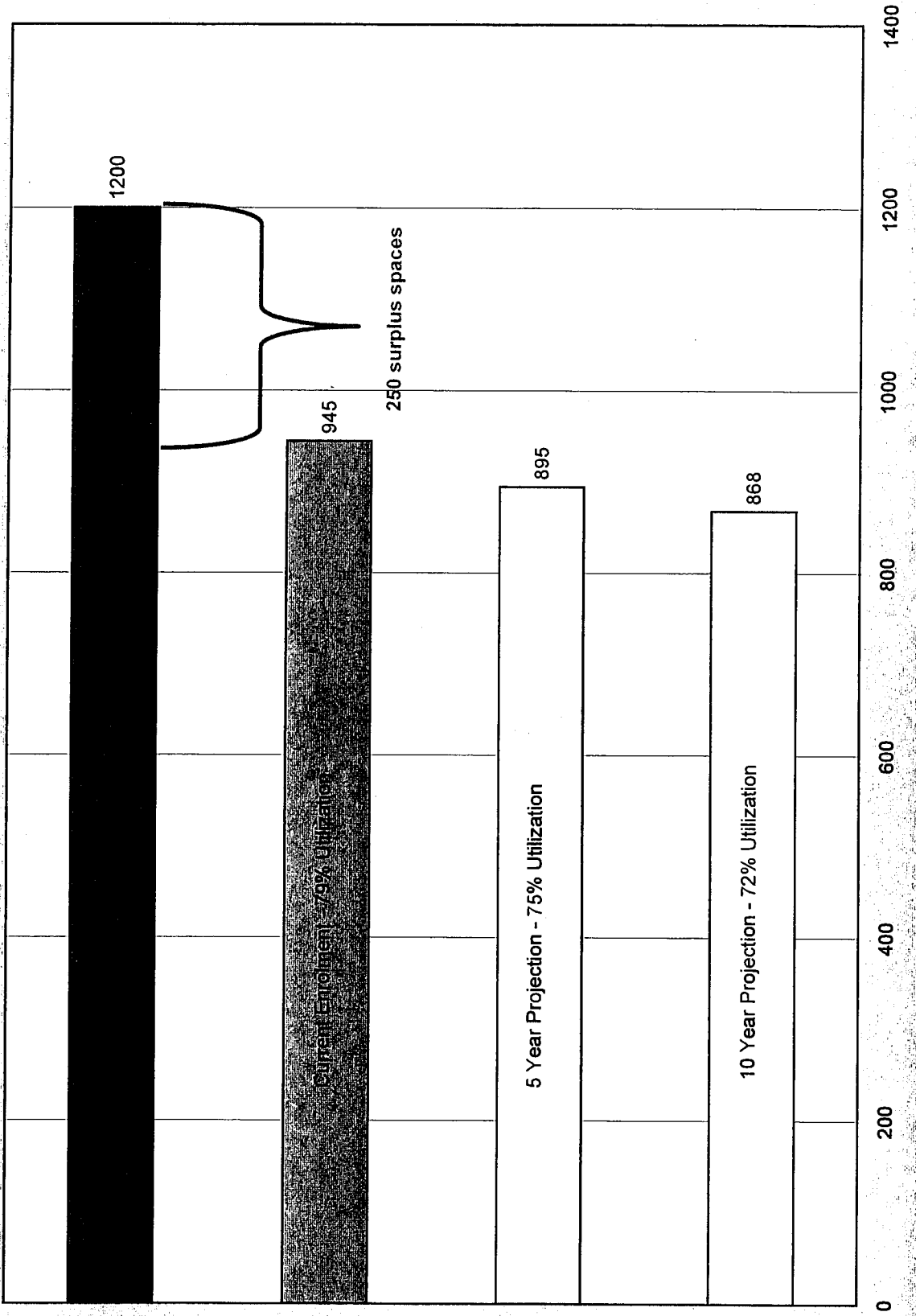
Closing in 2012

- Anna Melick
 - 100% or approximately 115 students to Thompson Creek
- Dunnville Central
 - 100% or approximately 135 students to Fairview Avenue

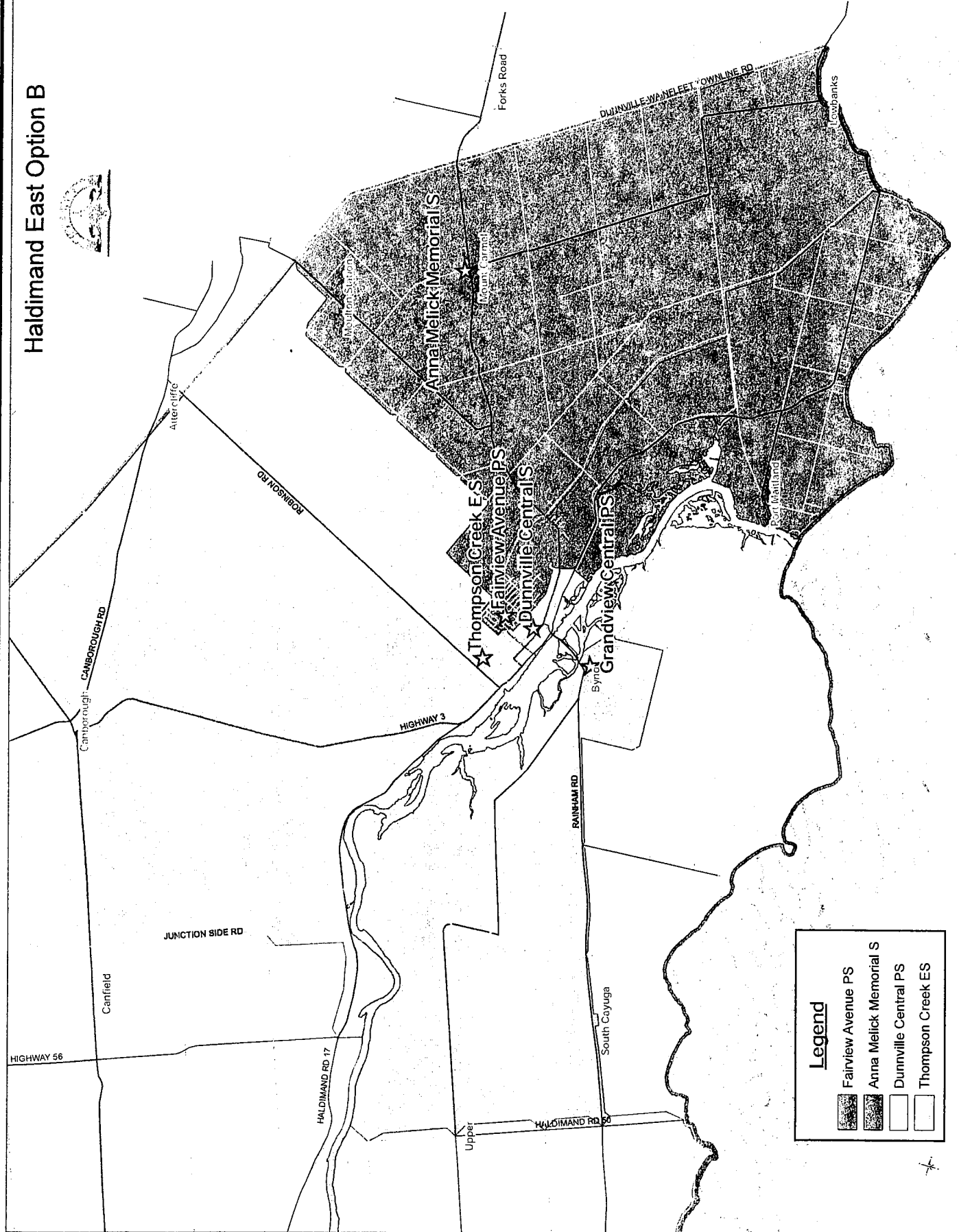
Utilization Chart no AnnaMelick







Utilization Chart no Dunnville



Haldimand East Option B

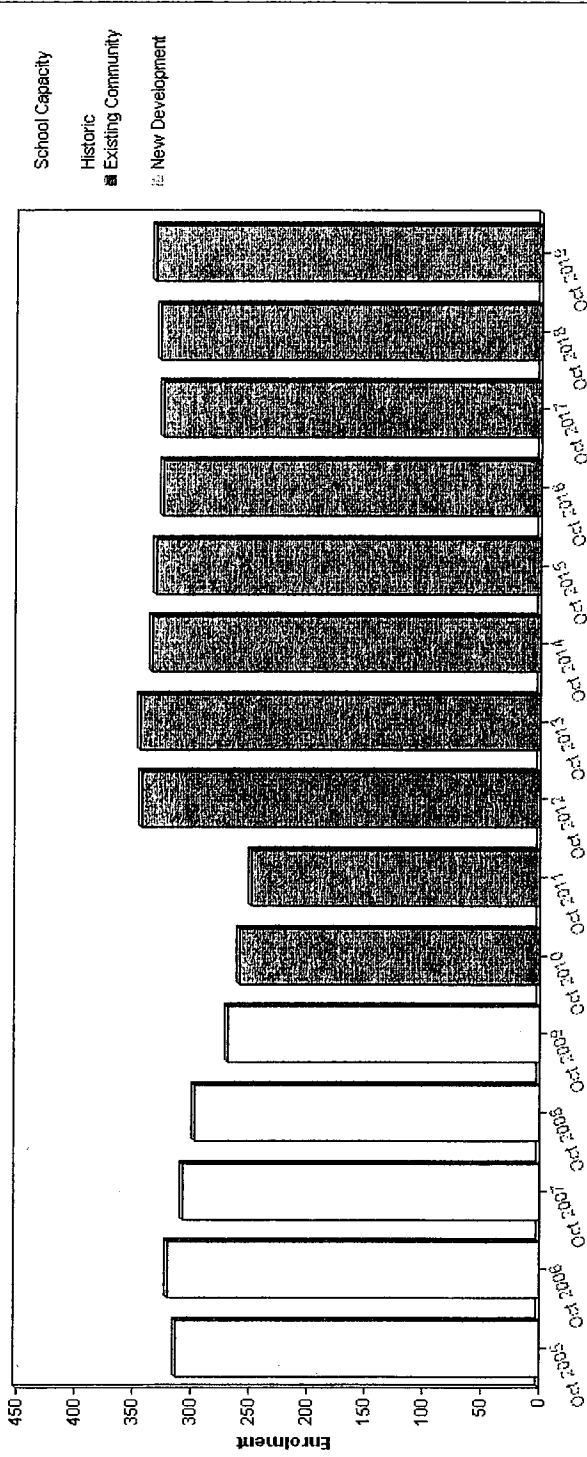


Legend

-  Fairview Avenue PS
-  Anna Mellick Memorial S
-  Dunnville Central PS
-  Thompson Creek ES

Fairview Ave PS Enrolment Projection

School Projection

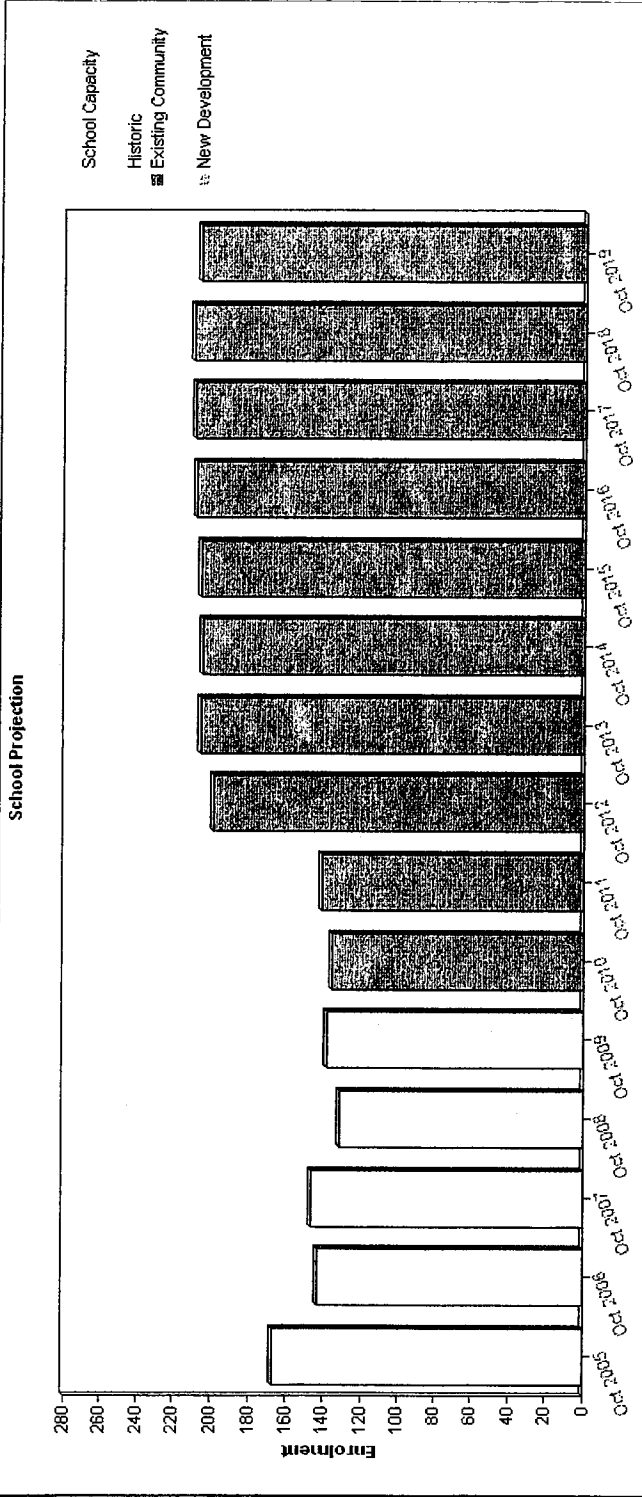


FTE

Historic Enrolment		1	2	3	4	5	6	7	8	Total	
Year	JK	SK	JK	SK	JK	SK	JK	SK	JK	SK	
2004	16.5	13	33	26	32	34	37	28	52	298	
2005	21	14.5	30	35	32	29	43	39	28	314	
2006	12.5	17.5	46	27	37	37	35	36	38	320	
2007	12.5	16.5	33	45	32	34	37	29	30	307	
2008	12	13.5	35	32	45	35	36	33	27	297	
October 31, 2009 Enrolment											
2009	9.5	10.5	25	31	28	39	27	34	31	33	268
Projected Enrolment											
2010	10	10	23	25	31	28	39	27	34	31	258
2011	10	10	21	23	25	31	28	39	27	34	249
2012	17	17	37	34	34	38	42	40	48	35	342
2013	17	17	37	37	34	34	38	42	40	48	344
2014	17	17	37	37	37	34	34	38	42	40	334
2015	17	17	37	37	37	37	34	34	38	42	331
2016	17	17	37	37	37	37	37	34	34	38	326
2017	17	17	37	37	37	37	37	37	34	34	326
2018	17	17	37	37	37	37	37	37	37	34	329
2019	17	17	37	37	37	37	37	37	37	37	332

Haldimand East Option B Projection

Dunnville Central PS Enrolment Projection - Early Learning Program

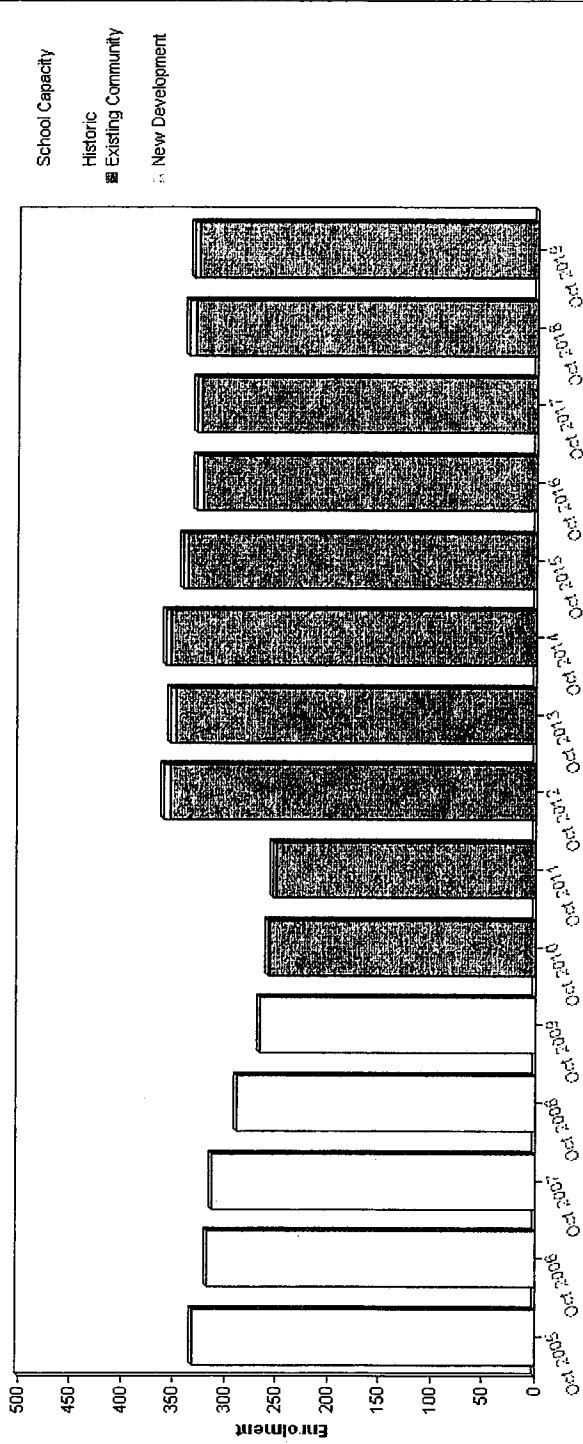


FTE

Historic Enrolment											
Year	JK	SK	1	2	3	4	5	6	7	8	Total
2004	8	5	22	14	17	21	22	16	15	21	161
2005	5.5	9.5	12	21	14	19	21	16	17	17	152
2006	6.5	5	15	10	19	10	14	23	13	16	132
2007	7.5	6.5	11	17	8	20	9	15	23	16	133
2008	5.5	6	7	9	11	9	19	11	15	28	121
October 31, 2009 Enrolment											
2009	9	8	15	7	11	15	8	21	10	18	122
Projected Enrolment											
2010	15	18	16	15	7	11	15	8	21	10	136
2011	15	15	18	16	15	7	11	15	8	21	142
2012	21	21	21	25	20	20	18	20	21	14	199
2013	21	21	21	21	25	20	20	18	20	21	206
2014	21	21	21	21	21	25	20	20	18	20	206
2015	21	21	21	21	21	21	25	20	20	18	206
2016	21	21	21	21	21	21	21	25	20	20	209
2017	21	21	21	21	21	21	21	21	25	20	210
2018	21	21	21	21	21	21	21	21	21	25	211
2019	21	21	21	21	21	21	21	21	21	21	207

Thompson Creek ES Enrolment Projection

School Projection



FTE

Historic Enrolment

Year	JK	SK	1	2	3	4	5	6	7	8	Total
2004	13	16.5	38	28	35	51	39	34	43	34	332
2005	15	13.5	32	35	27	34	52	41	39	43	332
2006	13.5	16	18	34	32	24	37	52	47	43	317
2007	11.5	14.5	30	17	36	34	26	37	55	51	312
2008	9.5	12	27	31	19	33	37	26	36	58	289

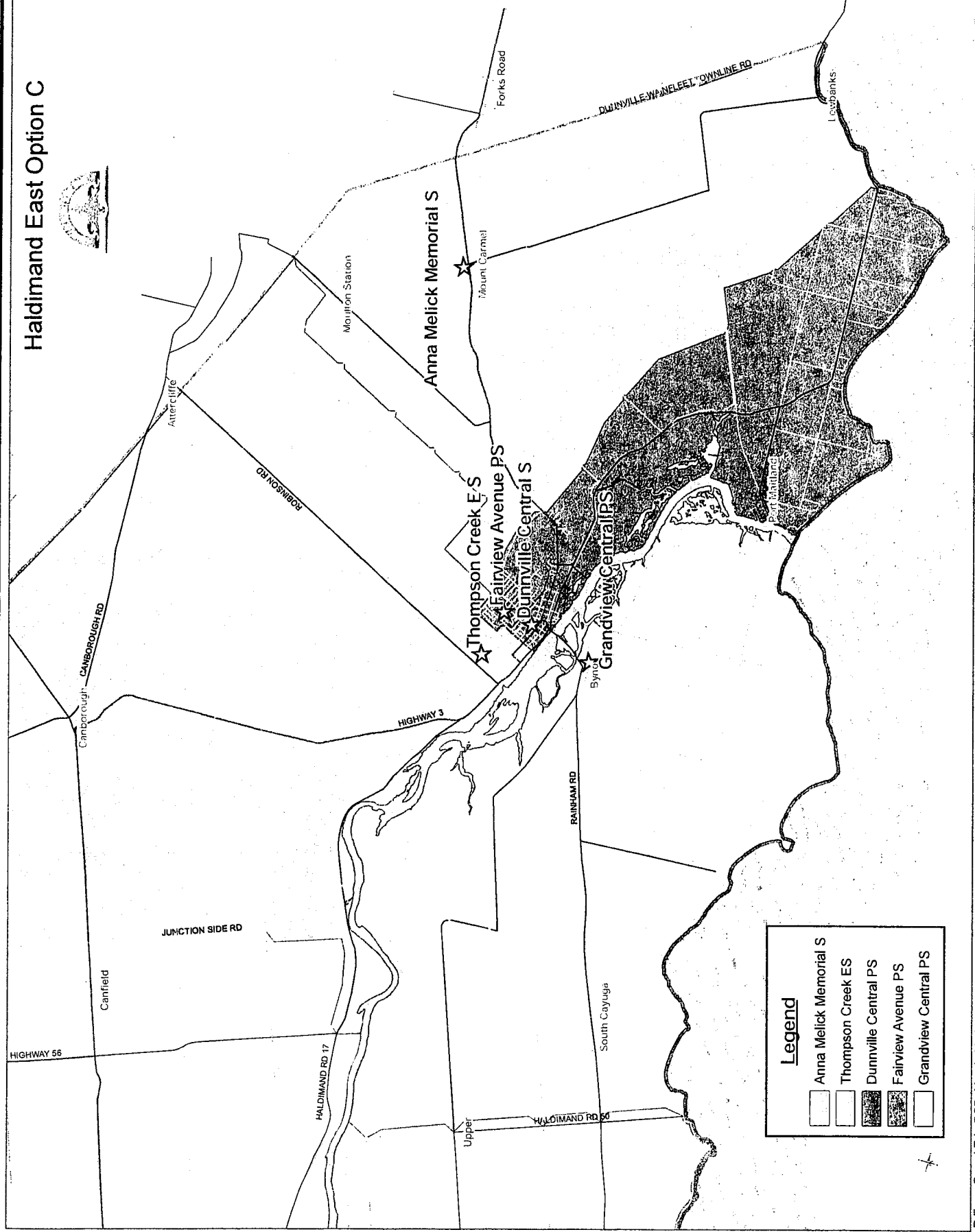
October 31, 2009 Enrolment

2009	12	11	26	28	34	19	31	40	32	34	267
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Projected Enrolment

2010	12	13	22	26	28	34	19	31	40	32	259
2011	12	13	27	22	26	28	34	19	31	40	255
2012	18	19	37	41	30	37	51	53	32	43	360
2013	18	19	37	37	41	30	37	51	53	32	354
2014	18	19	37	37	37	41	30	37	51	53	359
2015	18	19	37	37	37	41	30	37	51	53	344
2016	18	19	37	37	37	41	30	37	51	53	330
2017	18	19	37	37	37	41	30	37	51	53	331
2018	18	19	37	37	37	41	30	37	51	53	338
2019	18	19	37	37	37	41	30	37	51	53	334

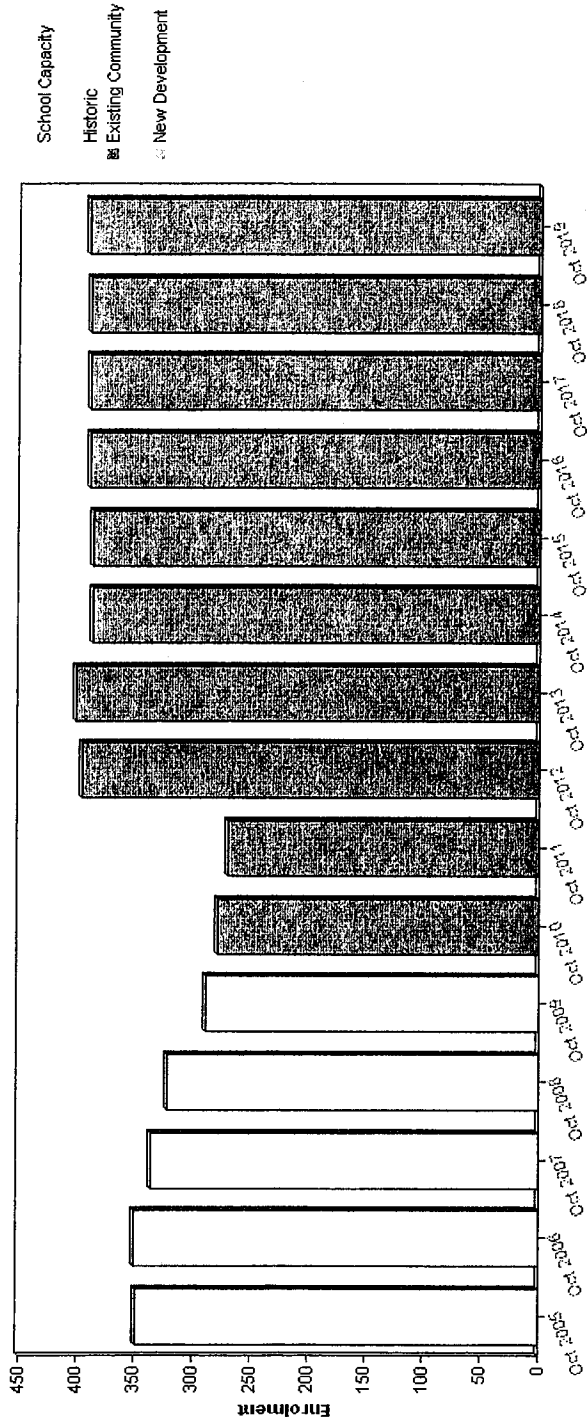
Haldimand East Option C



Legend

- Anna Melick Memorial S
- Thompson Creek ES
- ▨ Dunville Central PS
- ▩ Fairview Avenue PS
- Grandview Central PS

Fairview Ave PS Enrolment Projection - Early Learning Program

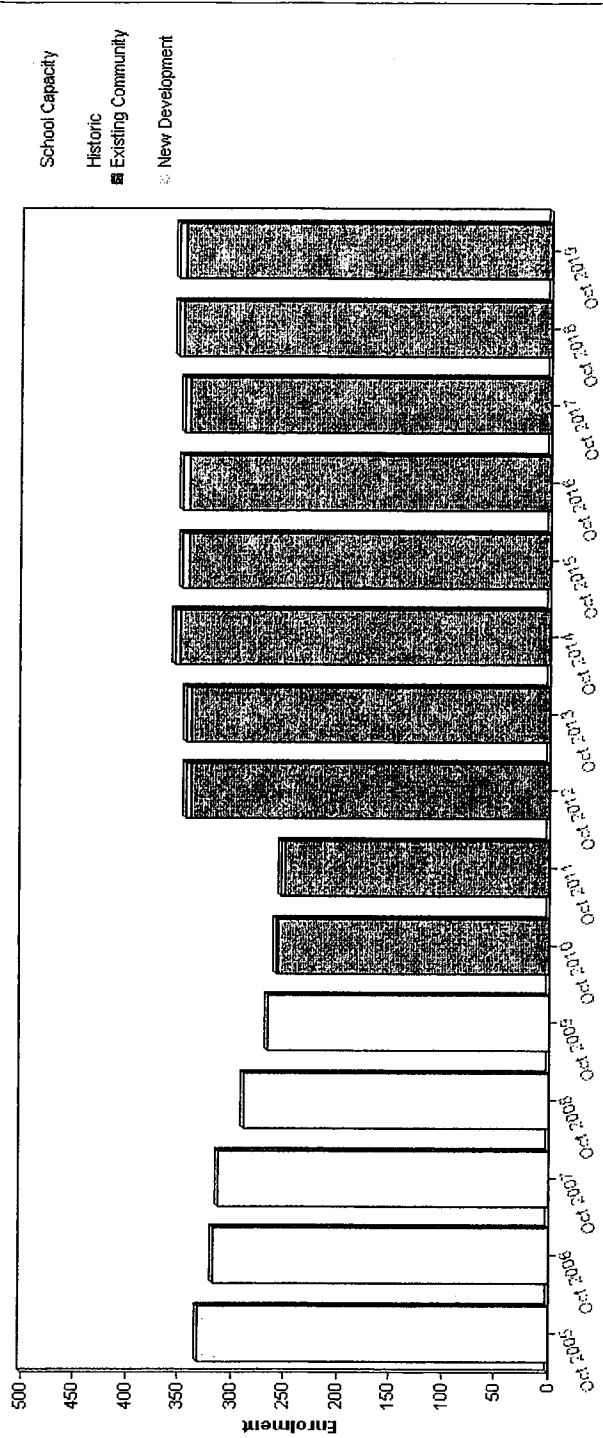


Historic Enrolment		FTE								Total
Year	JK	SK	1	2	3	4	5	6	7	8
2004	16.5	13	33	26	32	26	34	37	28	52
2005	21	14.5	30	35	32	42	29	43	39	28
2006	12.5	17.5	46	27	37	34	37	35	36	38
2007	12.5	16.5	33	45	32	38	34	37	29	30
2008	12	13.5	35	32	45	28	35	36	33	27
October 31, 2009 Enrolment										
2009	9.5	10.5	25	31	28	39	27	34	31	33
Projected Enrolment										
2010	21	19	23	25	31	28	39	27	34	31
2011	21	21	21	23	25	31	28	39	27	34
2012	36	36	40	39	39	40	38	39	54	35
2013	36	36	40	40	39	39	40	38	39	54
2014	36	36	40	40	40	39	39	40	38	39
2015	36	36	40	40	40	40	39	39	40	38
2016	36	36	40	40	40	40	40	39	39	40
2017	36	36	40	40	40	40	40	40	39	39
2018	36	36	40	40	40	40	40	40	40	39
2019	36	36	40	40	40	40	40	40	40	40

Haldimand East Option C

Thompson Creek ES Enrolment Projection

School Projection



FTE

Historic Enrolment		1	2	3	4	5	6	7	8	Total
Year	JK	SK	JK	SK	JK	SK	JK	SK	JK	SK
2004	13	16.5	38	51	39	34	43	34	34	332
2005	15	13.5	32	27	34	52	41	39	43	332
2006	13.5	16	18	34	37	52	47	43	43	317
2007	11.5	14.5	30	17	34	26	37	55	51	312
2008	9.5	12	27	31	33	37	26	36	58	289
October 31, 2009 Enrolment										
2009	12	11	26	28	34	19	31	40	32	267
Projected Enrolment										
2010	12	13	22	26	34	19	31	40	32	259
2011	12	13	27	22	26	34	19	31	40	255
2012	19	20	39	40	34	40	47	29	40	345
2013	19	20	39	39	40	34	40	47	29	345
2014	19	20	39	39	40	34	40	47	47	356
2015	19	20	39	39	39	40	34	40	40	349
2016	19	20	39	39	39	40	34	40	40	349
2017	19	20	39	39	39	39	39	40	34	348
2018	19	20	39	39	39	39	39	39	40	354
2019	19	20	39	39	39	39	39	39	39	354

GRAND ERIE

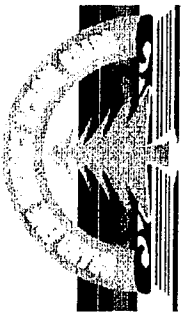
Growing Excellence... Inspiring Success



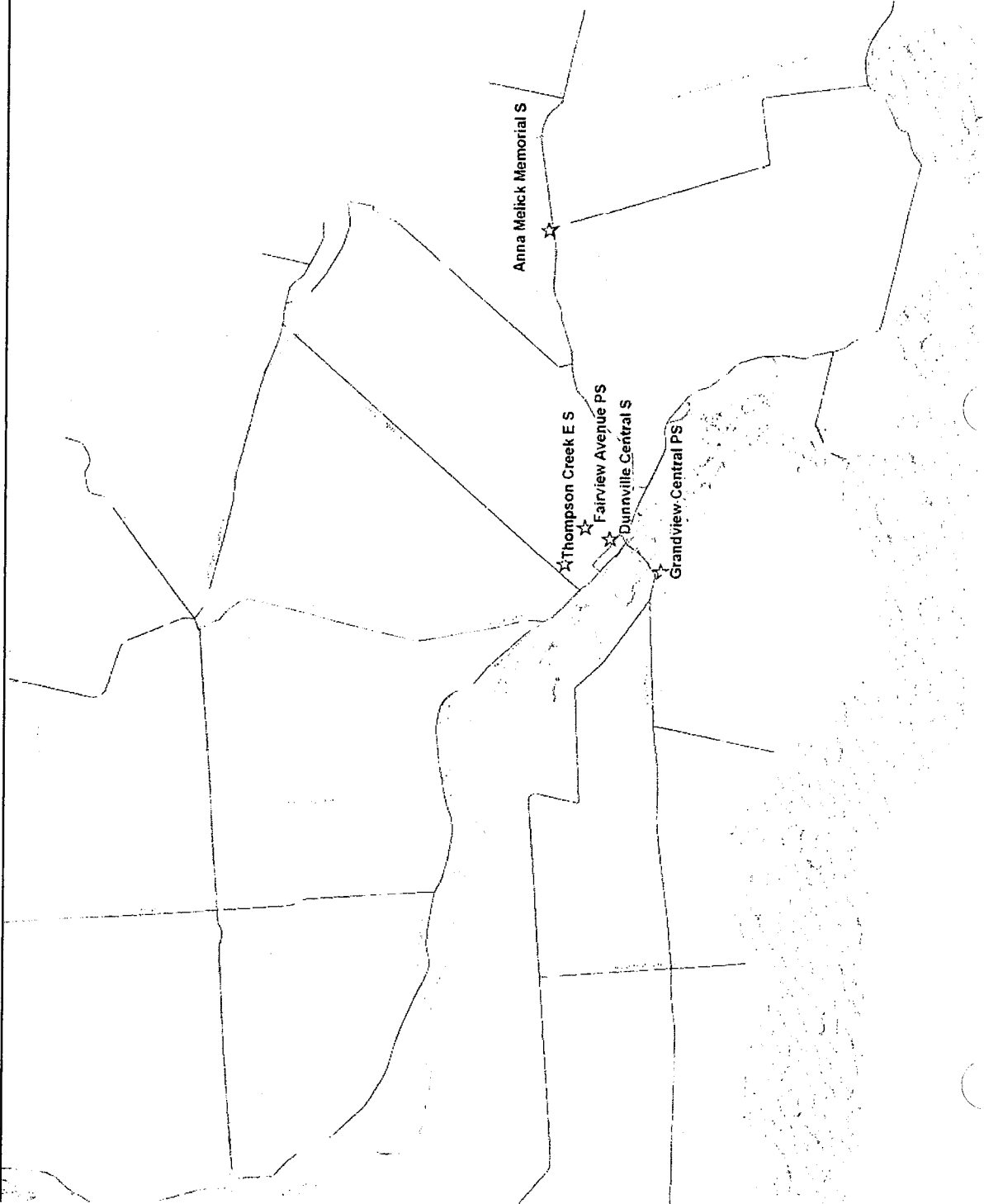
Haldimand East Accommodation Review

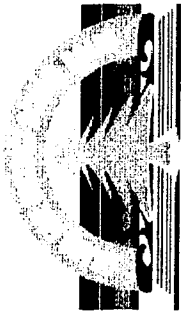
Anna Melick Memorial • Dunnville Central • Fairview Avenue
Grandview Central • Thompson Creek

March 3, 2010

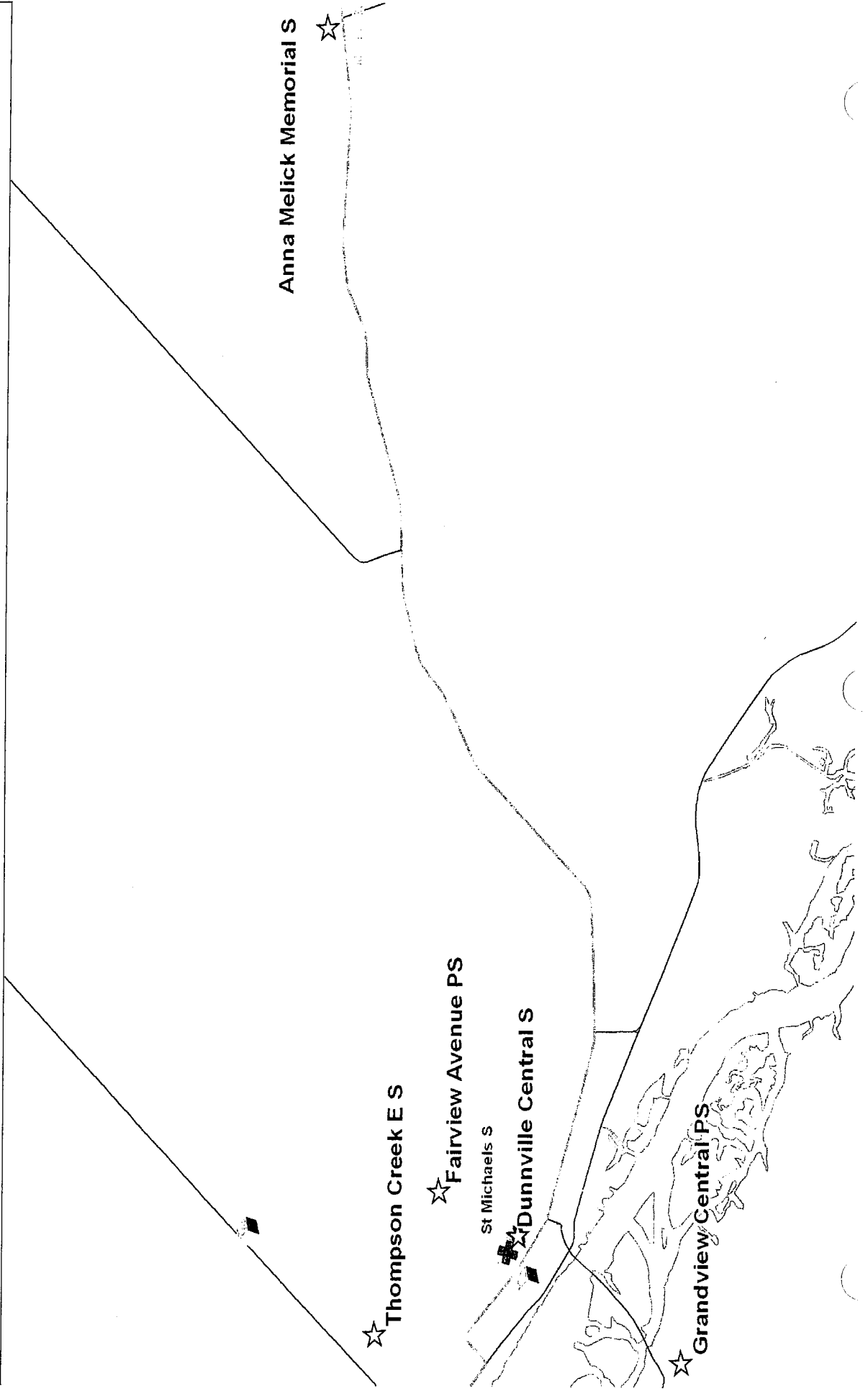


Haldimand East Elementary Planning Area





Vicinity Schools and Childcare Locations



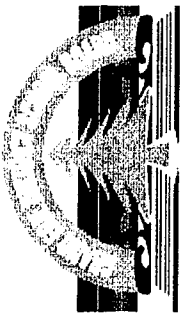
GRAND ERIE

Growing Excellence... Inspiring Success

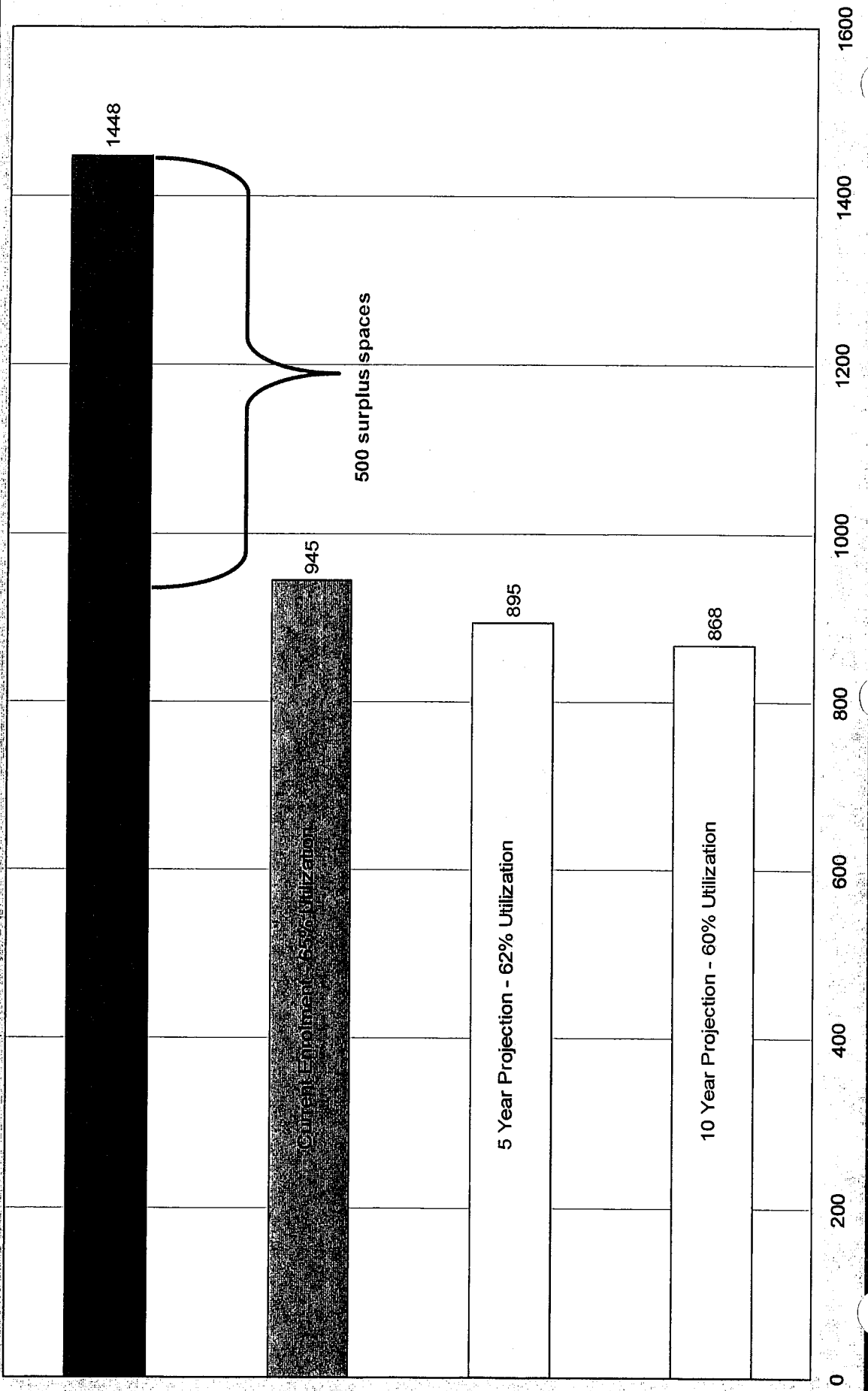


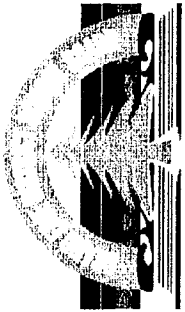
Capacity vs. Current & Projected Enrolment

March 3, 2010

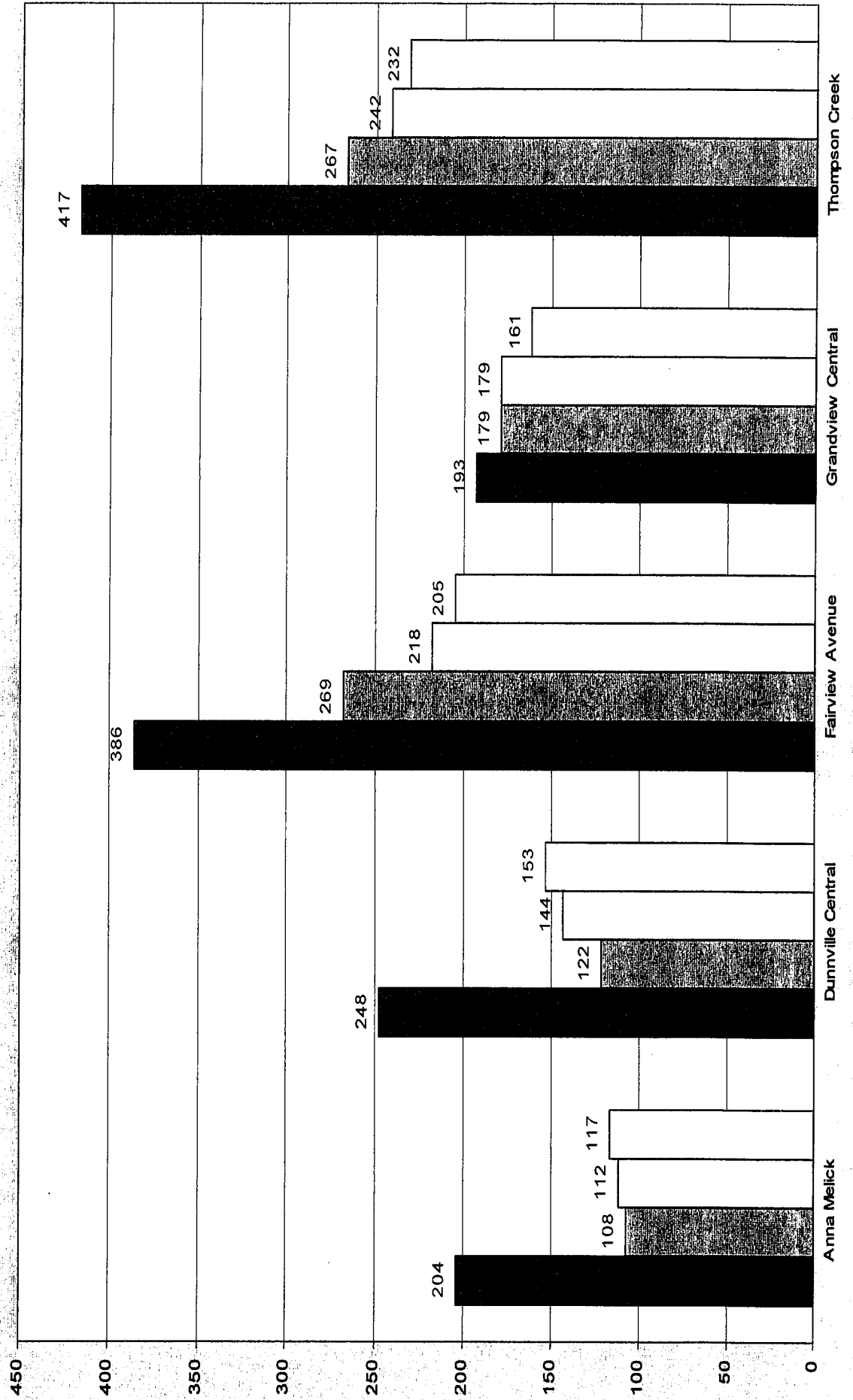


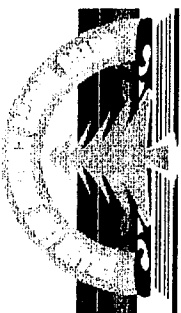
Capacity vs Enrolment Totals – Haldimand East



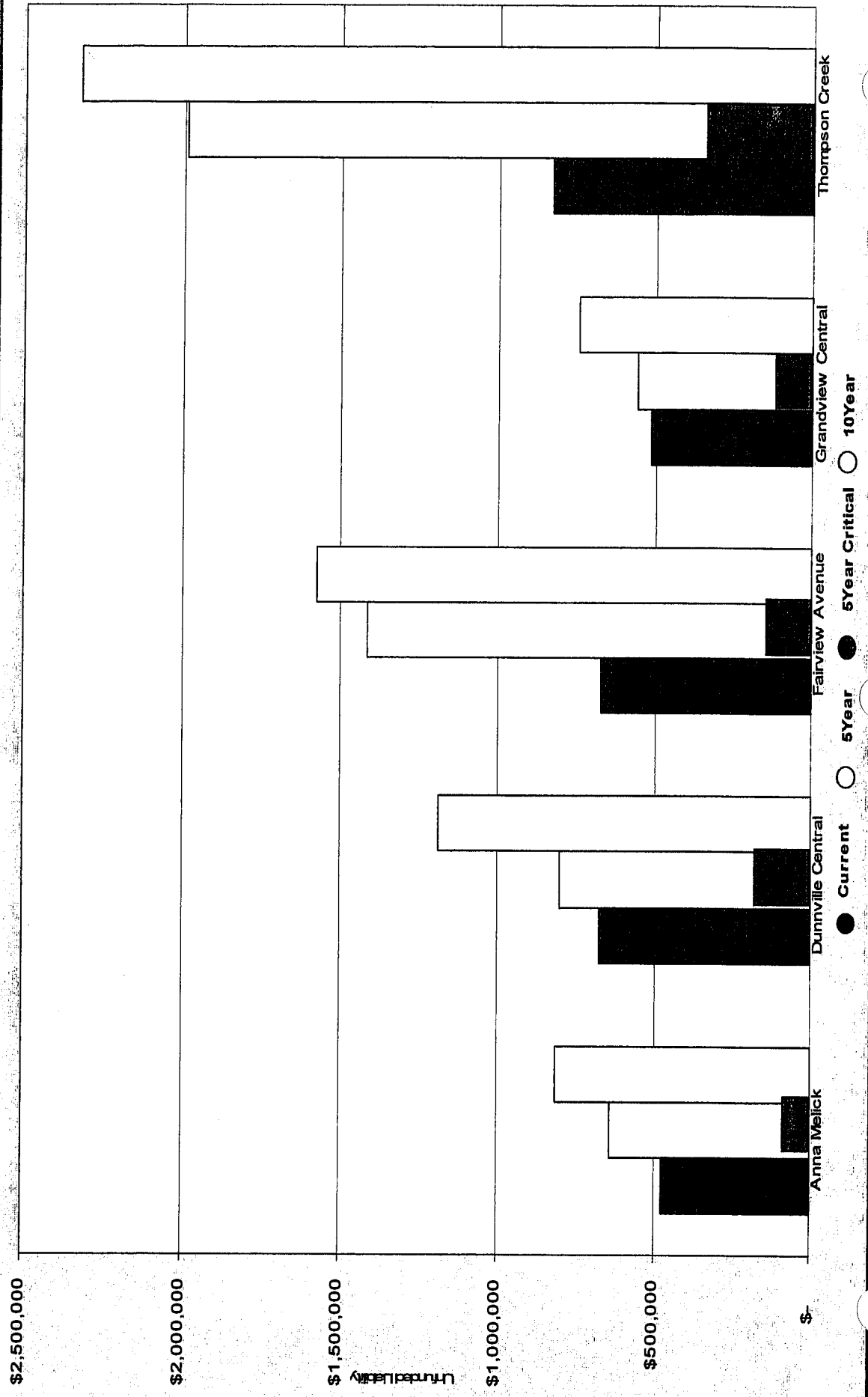


Enrolment by School – Haldimand East





Renewal Costs by School – Haldimand East



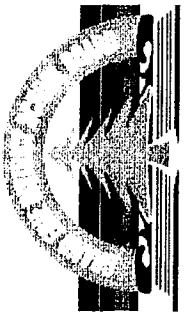
GRAND ERIE

Growing Excellence... Inspiring Success

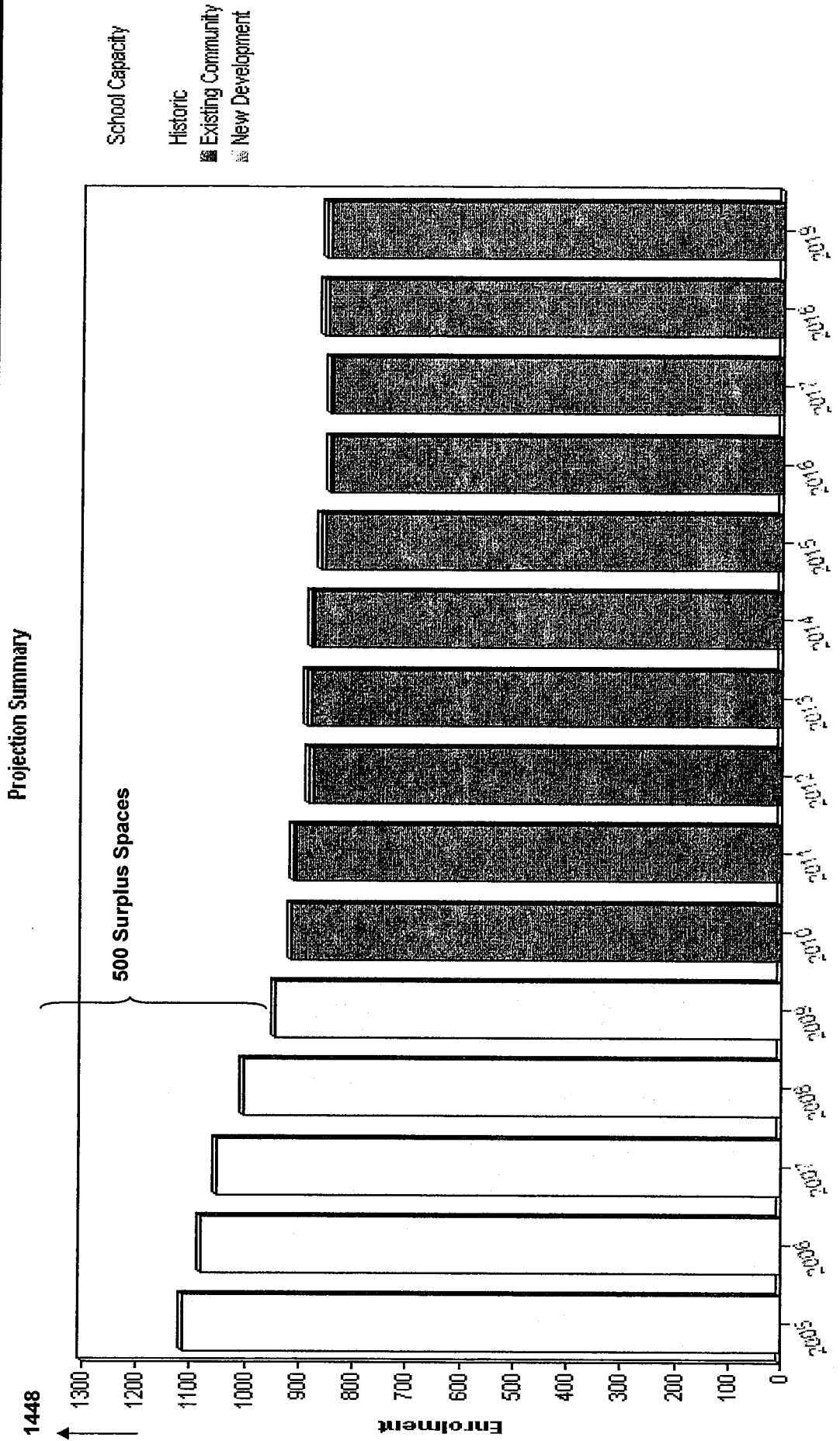


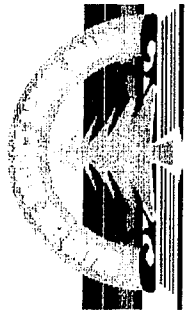
Enrolment Projections

March 3, 2010



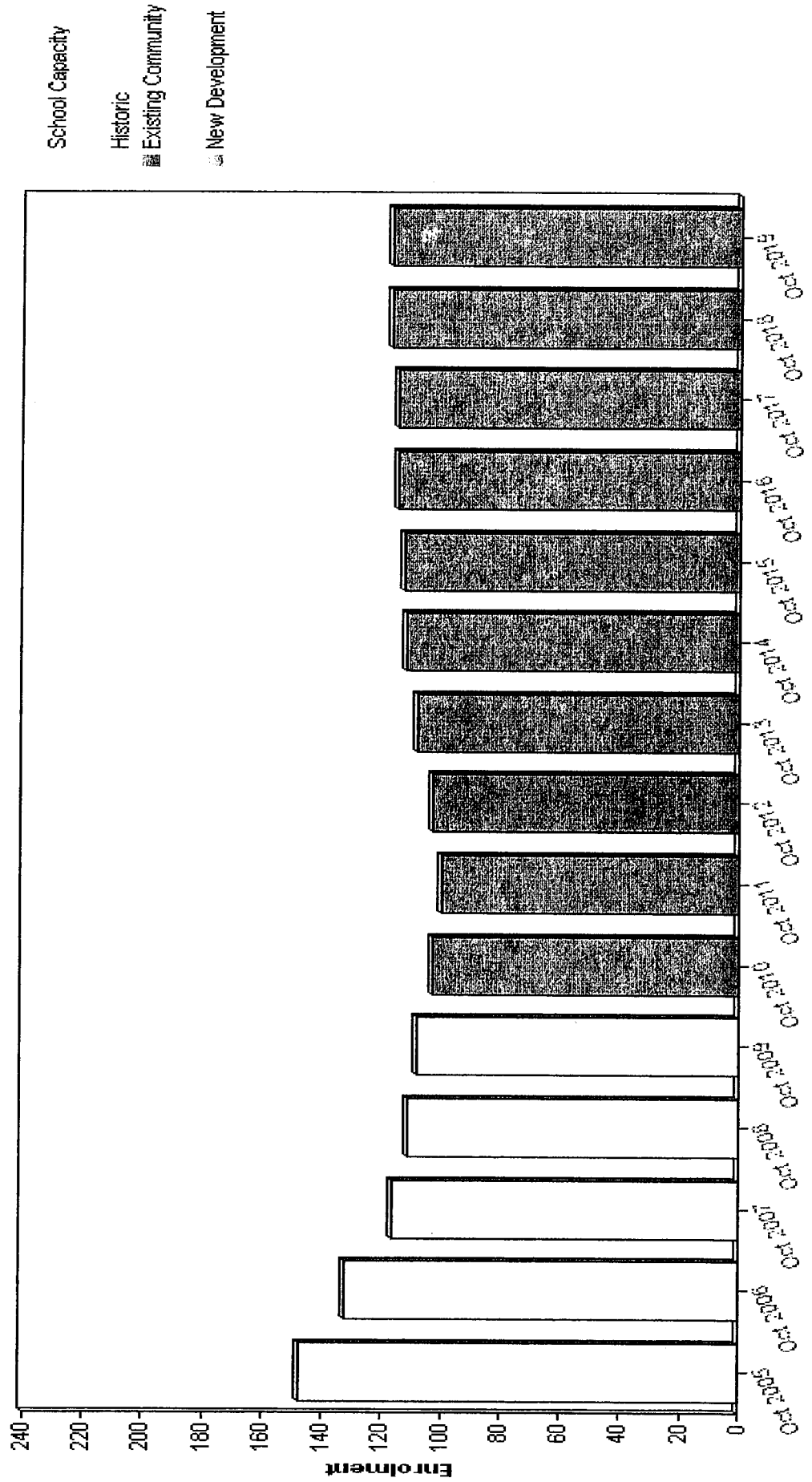
Haldimand East FTE Enrolment Projection Summary

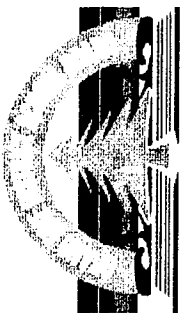




Anna Melick Memorial Enrolment Projection Summary

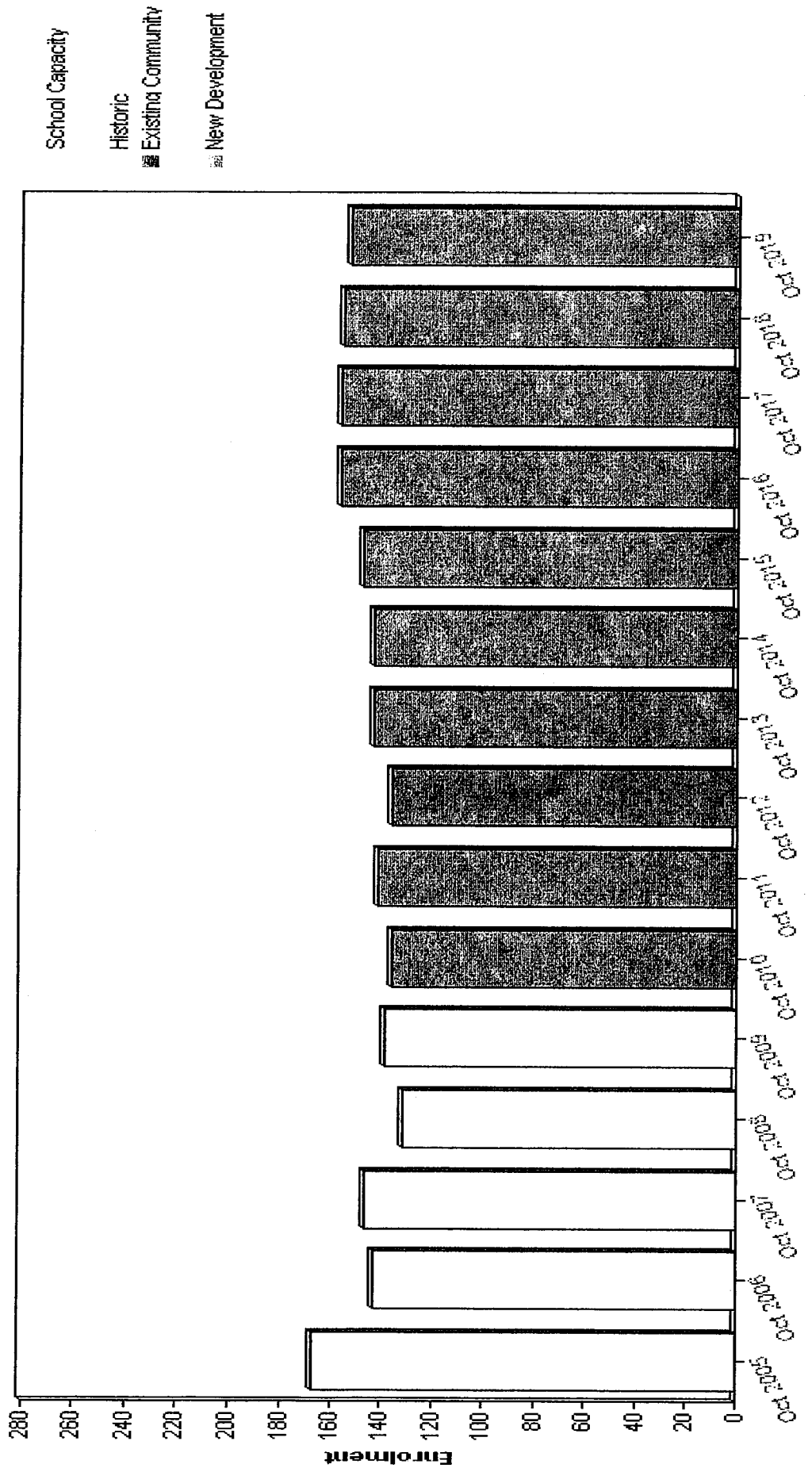
School Projection

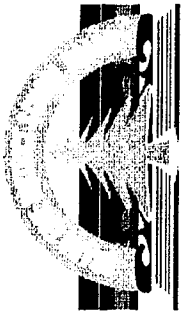




Dunnville Central PS Enrolment Projection Summary

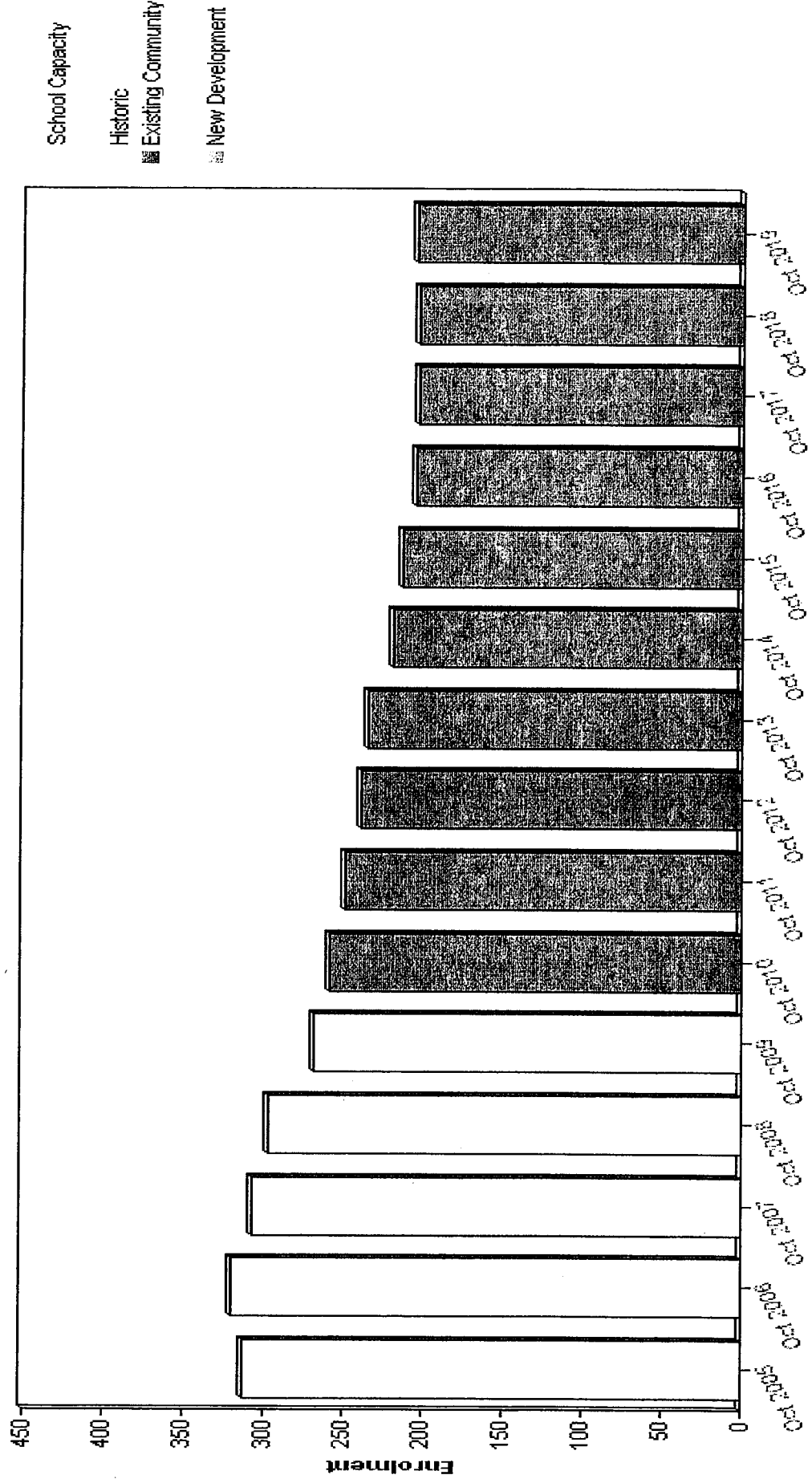
School Projection

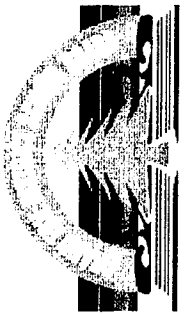




Fairview Avenue PS Enrolment Projection Summary

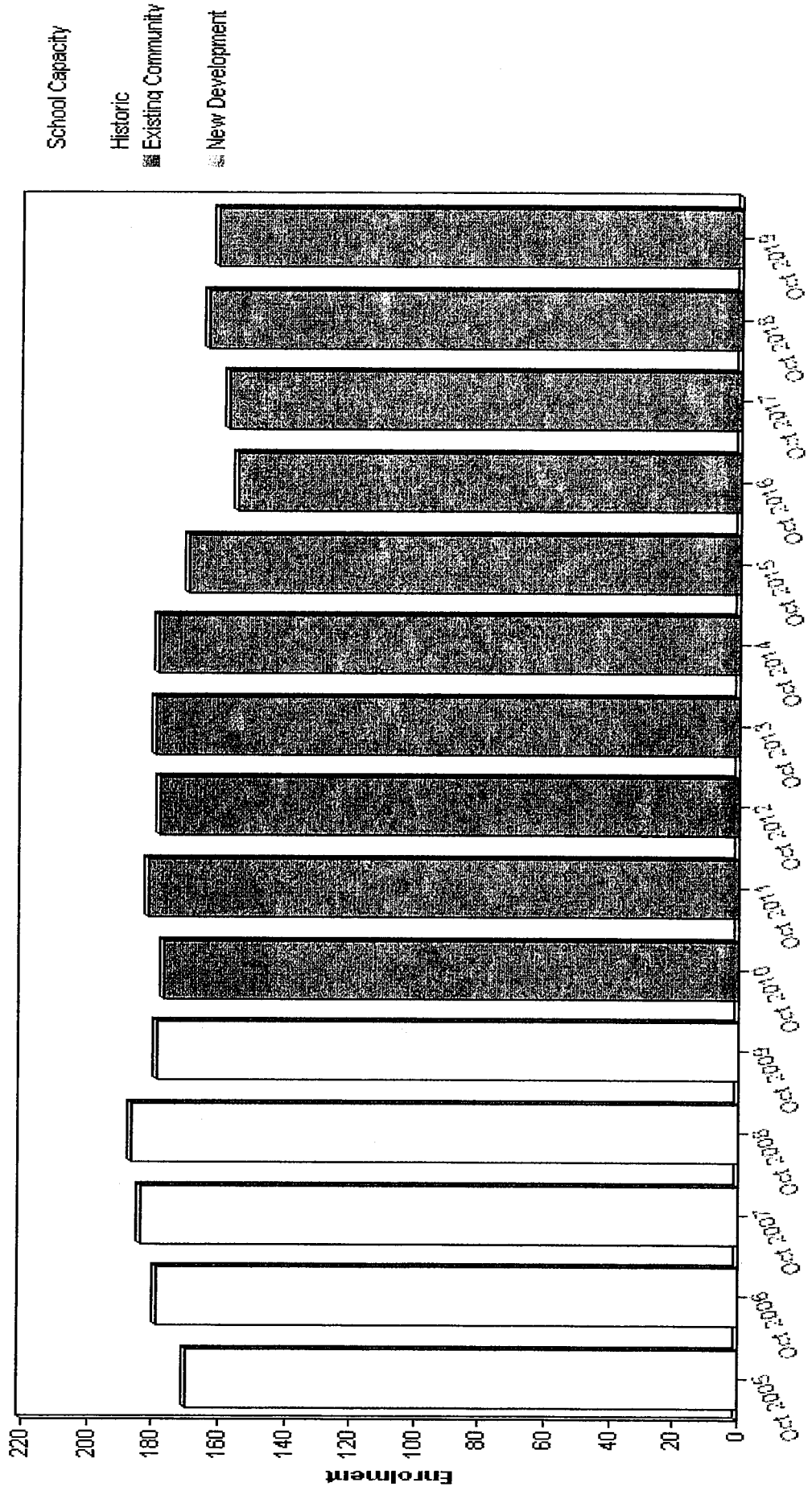
School Projection

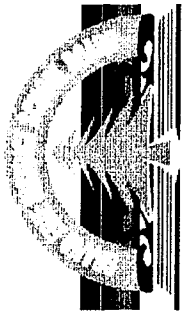




Grandview Central PS Enrolment Projection Summary

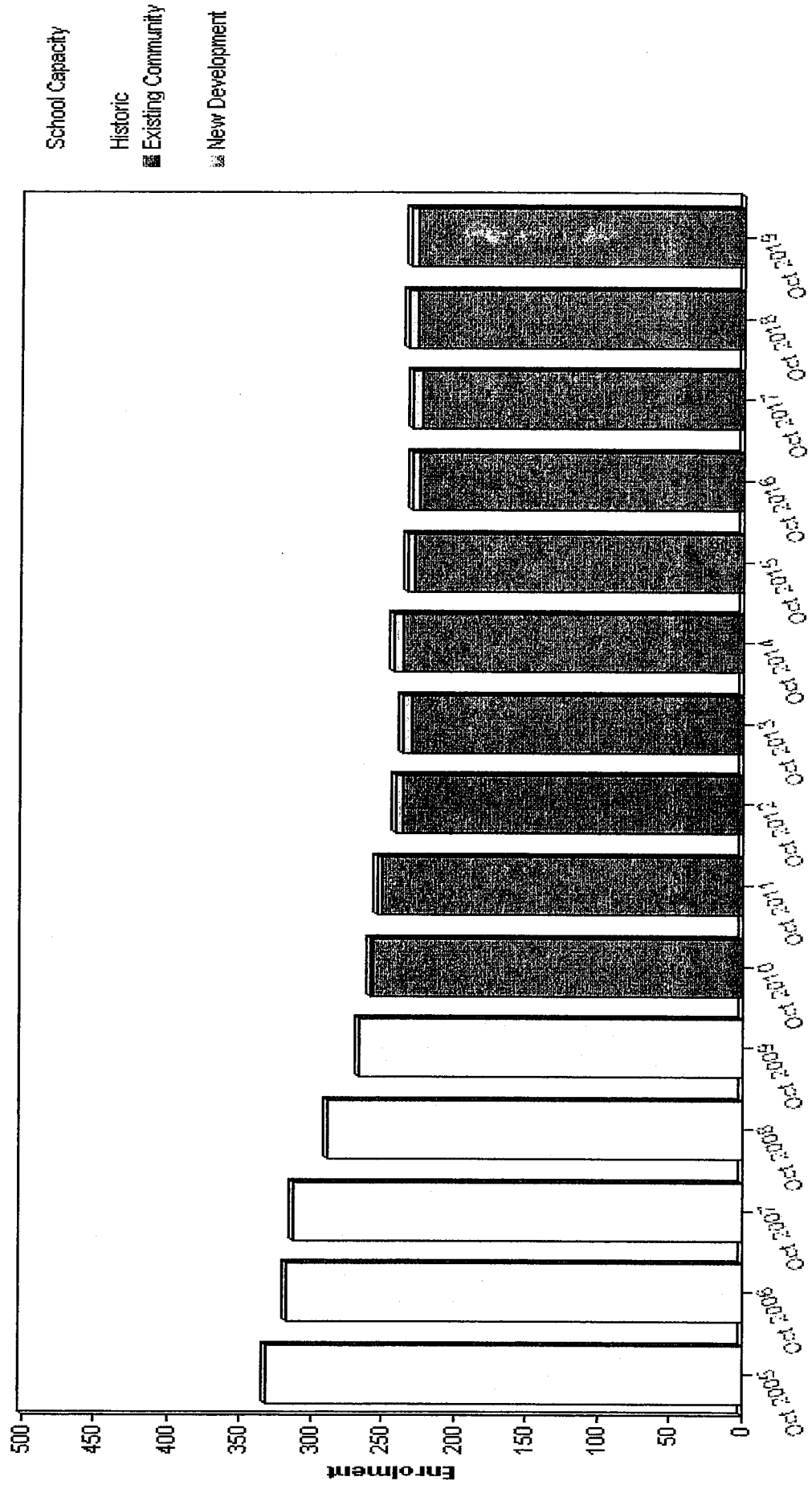
School Projection





Thompson Creek ES Enrolment Projection Summary

School Projection



GRAND ERIE

Creating Excellence... Inspiring Success



School Profiles

March 3, 2010



Haldimand East
Grand Erie District School Board
DEMOGRAPHIC SCHOOL PROFILE

Anna Melick Memorial S

School

What is your vision for your school?

Demographics

Grade Configuration		JK - 8				
Current Enrolment (FTE)		109.5 (Feb. 26/10)				
Enrolment history past 5 years (FTE)		2004 163.5	2005 148	2006 132.5	2007 116.5	2008 111.5
Enrolment projections next 5 years (FTE)		2010 103	2011 100	2012 103	2013 108	2014 112
Staffing: Enrolment by grade (FTE)		Current Enrolment	Staff	Current Enrolment Staff		
	JK/SK	12.5	1	Grade 5	8	.5
	Grade 1	14	1	Grade 6	10	.5
	Grade 2	11	.5	Grade 7	16	.5
	Grade 3	12	.5	Grade 8	17	1
	Grade 4	9	.5	Other		

% of students bussed 100%

Out of catchment students in attendance 1

Catchment students attending other schools 20

Special programs at this school no

Other important demographics

Facility Information

Age of Facility 51 years – additions in 1964 & 1972

Capacity	OTG	204
	RCM	
	Total	204

Number of portables in use

Gym size 2400sq ft, no stage

Library size 1236 sq ft

Accessibility issues n/a

Facility upgrades identified over next 5 years \$643,267

Well water? Yes cistern No

Septic system? Yes X No

Other important facility issues – site size = 4.41 acres



Haldimand East
Grand Erie District School Board
DEMOGRAPHIC SCHOOL PROFILE

School: Dunnville Central PS

What is your vision for your school?

Demographics

Grade Configuration		JK - 8				
Current Enrolment (FTE)		121.5 (Feb. 26/10)				
Enrolment history past 5 years (FTE)		2004 161	2005 152	2006 131.5	2007 133	2008 120.5
Enrolment projections next 5 years (FTE)		2010 136	2011 142	2012 136	2013 143	2014 144
Staffing: Enrolment by grade (FTE)		Current Enrolment	Staff	Current Enrolment Staff		
JK/SK	17.5	1	1	Grade 5	8	.5
Grade 1	15	1	1	Grade 6	20	1
Grade 2	7	.5	.5	Grade 7	11	.5
Grade 3	13	.5	.5	Grade 8	16	.5
Grade 4	14	.5	.5	Other		

% of students bused 1% (courtesy)

Out of catchment students in attendance 18

Catchment students attending other schools 20

Special programs at this school no

Other important demographics

Facility Information

Age of Facility	<u>67 years - Additional work in 1975</u>	
Capacity	OTG	<u>248</u>
	RCM	
	Total	<u>248</u>
Number of portables in use		
Gym size	<u>2400sq ft, no stage</u>	
Library size	<u>1021 sq ft</u>	
Accessibility issues	<u>n/a</u>	
Facility upgrades identified over next 5 years	<u>\$801,965</u>	
Well water?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Septic system?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Other important facility issues - site size = 2.54 acres		
	Current utilization 2010 - full day K	<u>49%</u> <u>55%</u>



Haldimand East
Grand Erie District School Board
DEMOGRAPHIC SCHOOL PROFILE

Fairview Avenue PS

School
What is your vision for your school?

Demographics

Grade Configuration		JK - 8				
Current Enrolment (FTE)		264.5 (Feb. 26/10)				
Enrolment history past 5 years (FTE)		2004 297.5	2005 313.5	2006 320	2007 307	2008 296.5
Enrolment projections next 5 years (FTE)		2010 258	2011 249	2012 238	2013 234	2014 218
Staffing: Enrolment by grade (FTE)		Current Enrolment	Staff		Current Enrolment	Staff
	JK/SK	20.5	1	Grade 5	24	1
	Grade 1	24	1	Grade 6	31	1.5
	Grade 2	29	1.5	Grade 7	29	1.5
	Grade 3	28	1.5	Grade 8	30	1.5
	Grade 4	37	1.5	Other	12	1

% of students bussed 35%
Out of catchment students in attendance 36
Catchment students attending other schools 17
Special programs at this school yes
Other important demographics

Facility Information

Age of Facility	52 years – additional work in 1969	
Capacity	OTG	386
	RCM	
	Total	386
Number of portables in use	Current utilization 69%	
Gym size	2959sq ft, + 400.9sq ft stage	
Library size	3184 sq ft	
Accessibility issues	n/a	
Facility upgrades identified over next 5 years	\$1,414,855	
Well water?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Septic system?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Other important facility issues – site size = 8.55 acres		



Haldimand East
Grand Erie District School Board
DEMOGRAPHIC SCHOOL PROFILE

School	Grandview Central PS
What is your vision for your school?	

Demographics

Grade Configuration		JK - 8			
Current Enrolment (FTE)		181.5 (Feb. 26/10)			
Enrolment history past 5 years (FTE)		2004 171	2005 170	2006 178.5	2007 184
Enrolment projections next 5 years (FTE)		2010 176.5	2011 181	2012 178	2013 180
Staffing: Enrolment by grade (FTE)		Current Enrolment	Staff	Current Enrolment	
	JK/SK	15.5	1	Grade 5	18
	Grade 1	16	1	Grade 6	23
	Grade 2	31	1.5	Grade 7	15
	Grade 3	28	1.5	Grade 8	17
	Grade 4	18	1	Other	1

% of students bussed	87%
Out of catchment students in attendance	10
Catchment students attending other schools	7
Special programs at this school	no
Other important demographics	

Facility Information

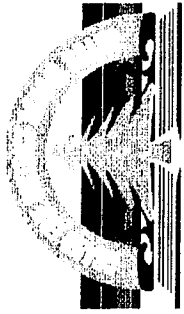
Age of Facility	58 years - 1962, 1975, & 1992 (historical construct 1956, 1958)	
Capacity	OTG	193
	RCM	
	Total	193
Number of portables in use:	1	
Gym size	Current utilization	
	94%	
Library size	2420sq ft, no stage	
Accessibility issues	620 sq ft	
Facility upgrades identified over next 5 years	n/a	
Well water?	\$560,402	
Septic system?	Yes <input type="checkbox"/> cistern	No <input type="checkbox"/>
Other important facility issues - site size =2.34 acres	Yes <input checked="" type="checkbox"/> X	No <input type="checkbox"/>



Haldimand East
Grand Erie District School Board
DEMOGRAPHIC SCHOOL PROFILE

School	Thompson Creek ES				
What is your vision for your school?					
Demographics					
Grade Configuration	JK - 8				
Current Enrolment (FTE)	267.5 (Feb. 26/10)				
Enrolment history past 5 years (FTE)	2004 331.5	2005 331.5	2006 317.5	2007 312	2008 288.5
Enrolment projections next 5 years (FTE)	2010 259	2011 255	2012 242	2013 236	2014 242
Staffing: Enrolment by grade (FTE)	Current Enrolment	Staff			
	JK/SK 22.5	1.5			
	Grade 1 26	1.5	Grade 5 32		
	Grade 2 27	1.5	Grade 6 38		
	Grade 3 34	1.5	Grade 7 28		
	Grade 4 19	1	Grade 8 30		
			Other 11	Current Enrolment	Staff
				32	1.5
				38	1.5
				28	1.5
				30	1.5
				11	1
% of students bussed	71%				
Out of catchment students in attendance	24				
Catchment students attending other schools	29				
Special programs at this school	yes				
Other important demographics					
Facility Information					
Age of Facility	41 years				
Capacity	OTG	417			
	RCM				
	Total	417			
Number of portables in use:					
Gym size	6214sqft, + 1162sqft stage				
Library size	1750 sq ft				
Accessibility issues	n/a				
Facility upgrades identified over next 5 years	\$1,991,820				
Well water?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>				
Septic system?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>				
Other important facility issues	- site size = 13.45 acres				

Haldimand East Accommodation Review



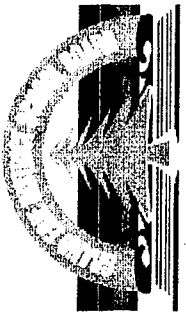
Accommodation Options Considered

Option A

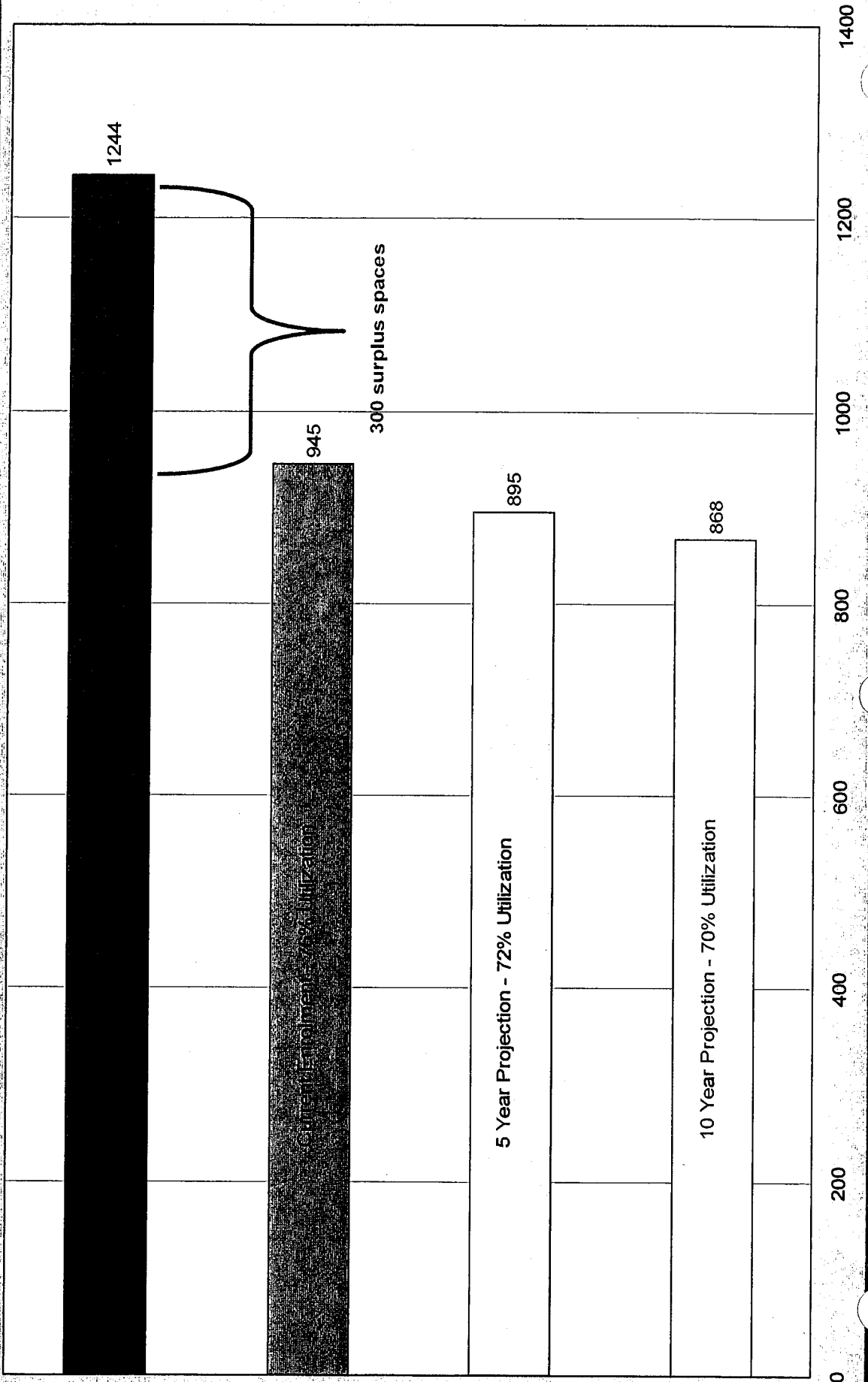
Closing in 2012

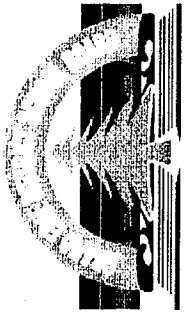
- **Anna Melick Memorial S**
 - 100% or approximately 115 students to Fairview Avenue PS
- **Dunnville Central PS**
 - 100% or approximately 135 students to Fairview Avenue PS

OR

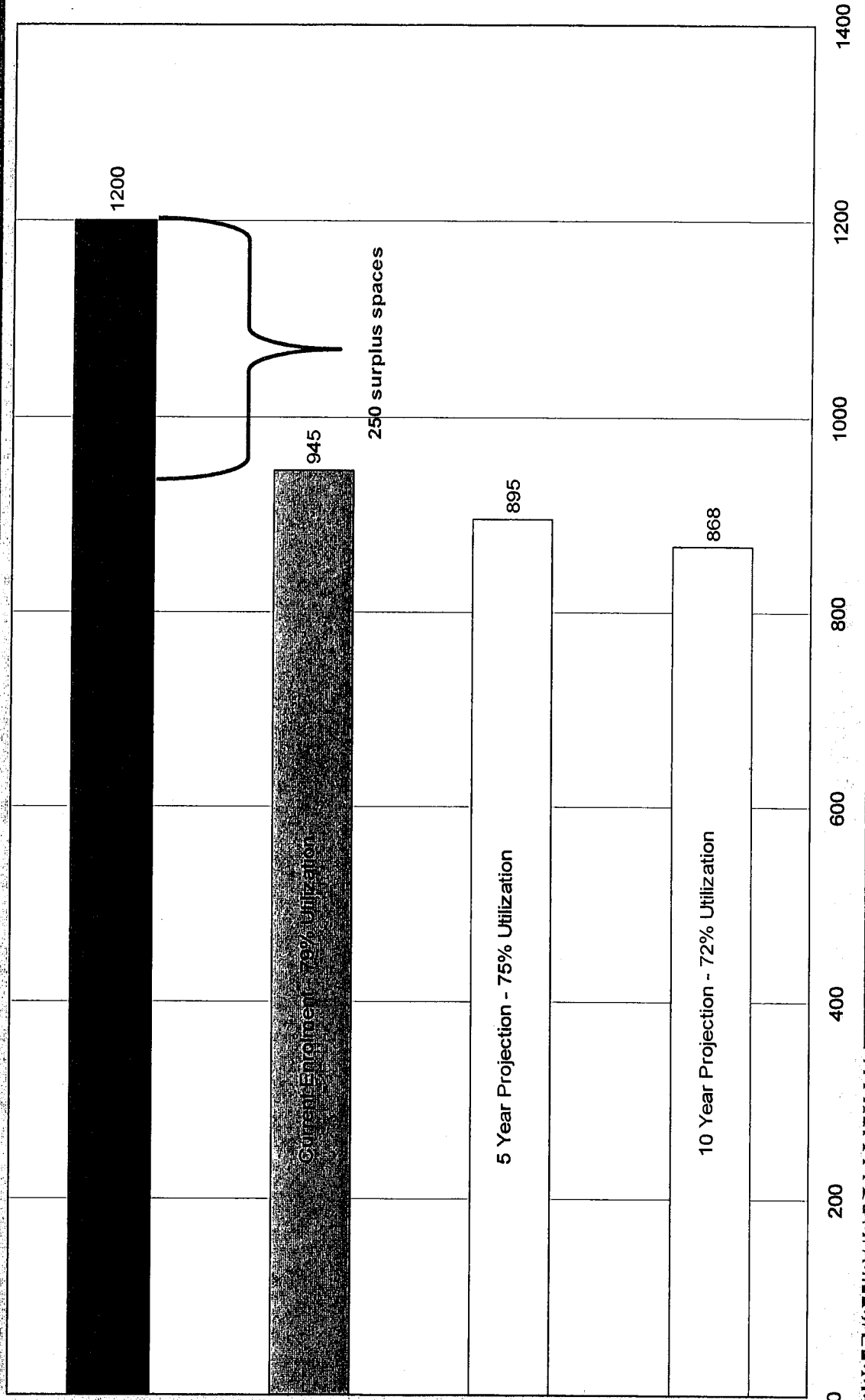


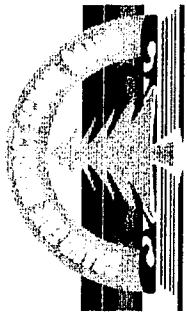
Capacity vs Enrolment Totals – no Anna Melick





Capacity vs Enrolment Totals--no Dunnville Central





Accommodation Options Considered

Option B

Closing in 2012

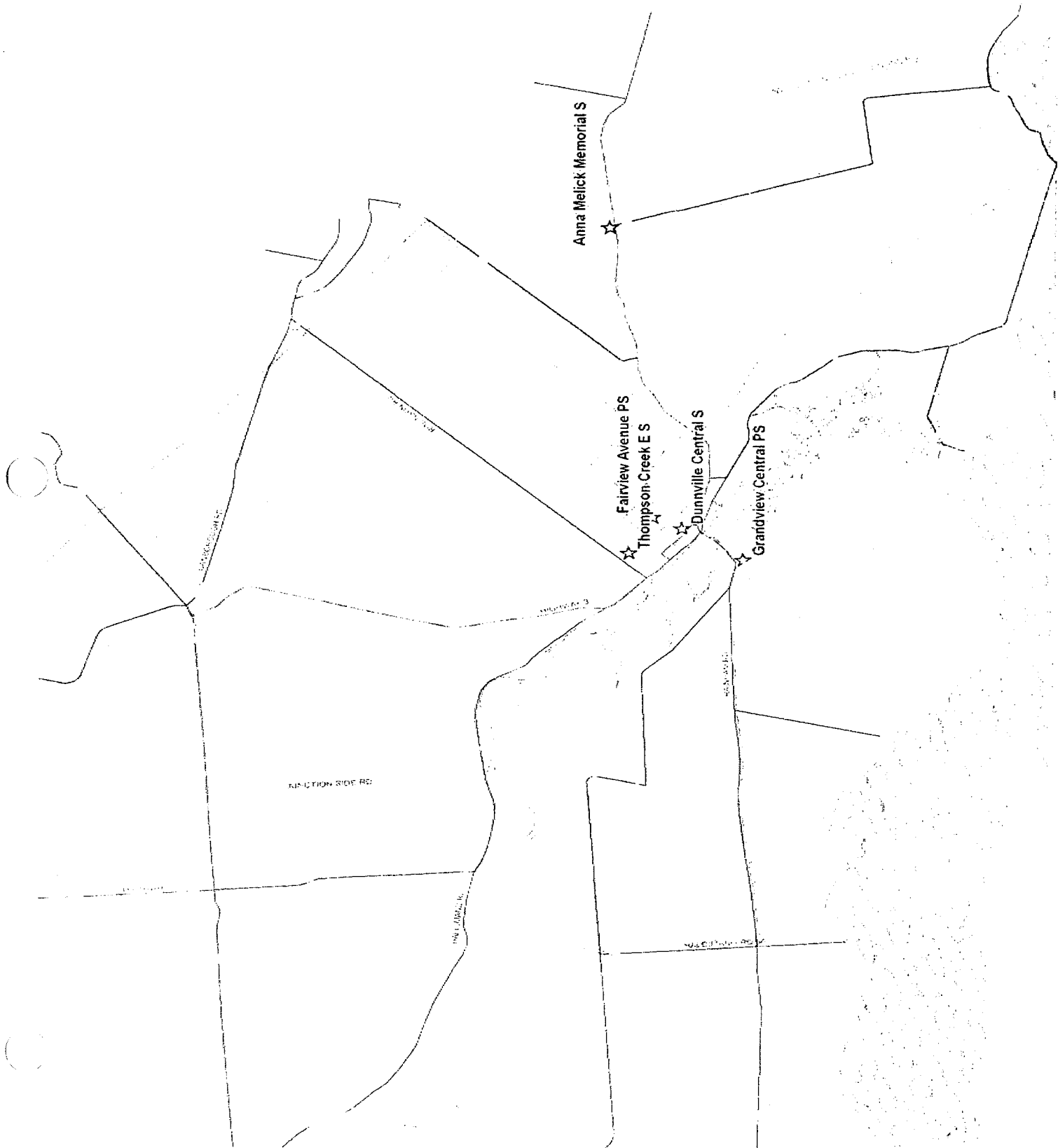
- **Anna Melick Memorial S**

- 100% or approximately 115 students to Fairview Avenue PS

AND

- **Grandview Central PS**

- 65% or approximately 130 students to Thompson Creek ES
 - 35% or approximately 65 students to Dunnville Central PS



Anna Melick Memorial S

Fairview Avenue PS
Thompson Creek E S

Dunville Central S

Grandview Central PS

JUNCTION SIDE RD

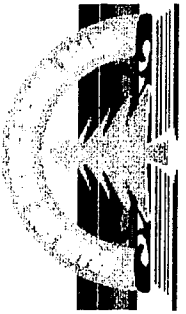
FAIRVIEW AVE

THOMPSON CREEK E S

ANNA MELICK MEMORIAL S

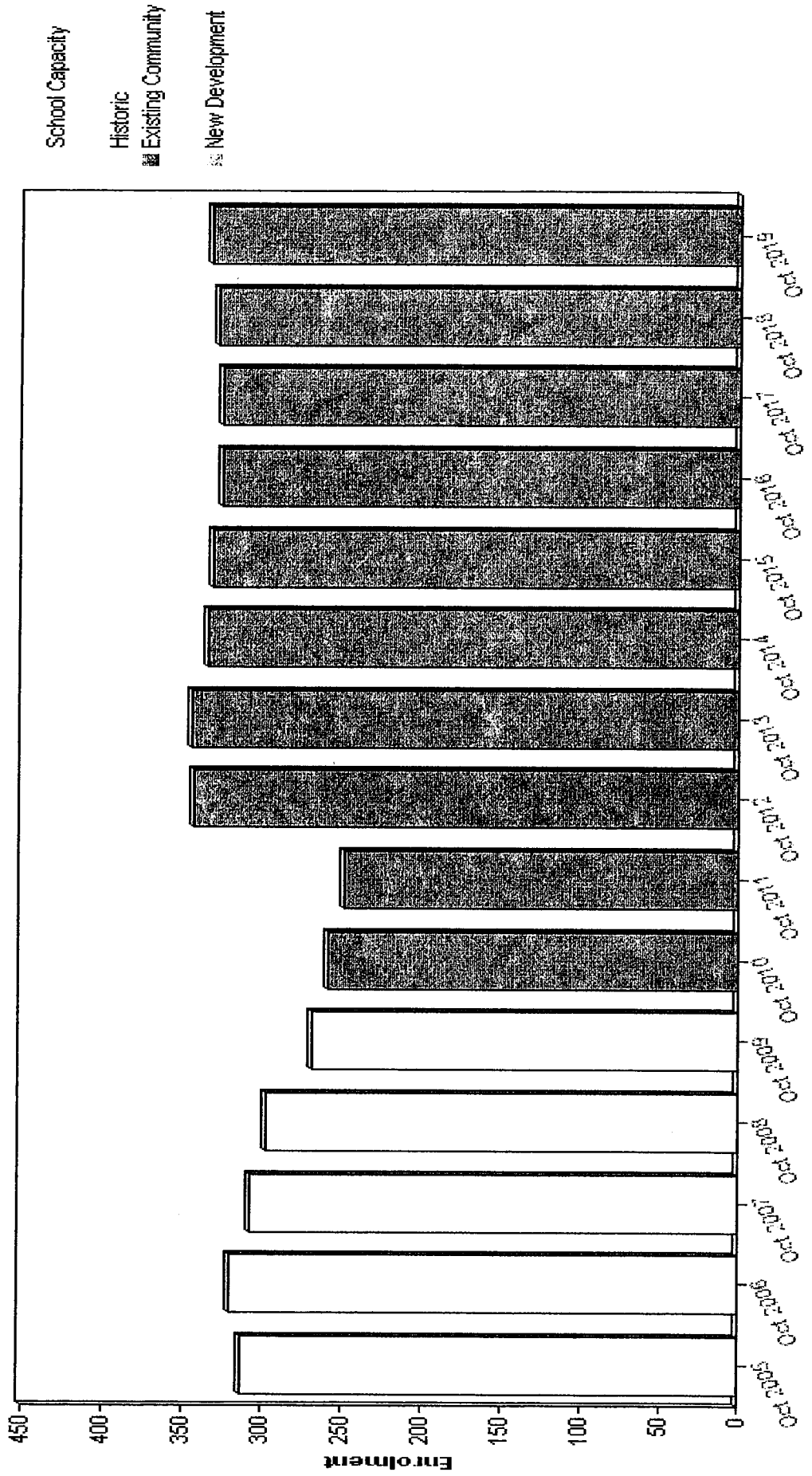
DUNVILLE CENTRAL S

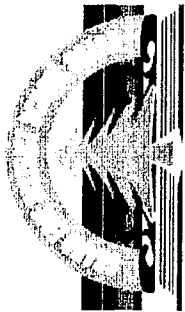
GRANDVIEW CENTRAL PS



Option B - Fairview Avenue PS FTE Enrolment Projection Summary

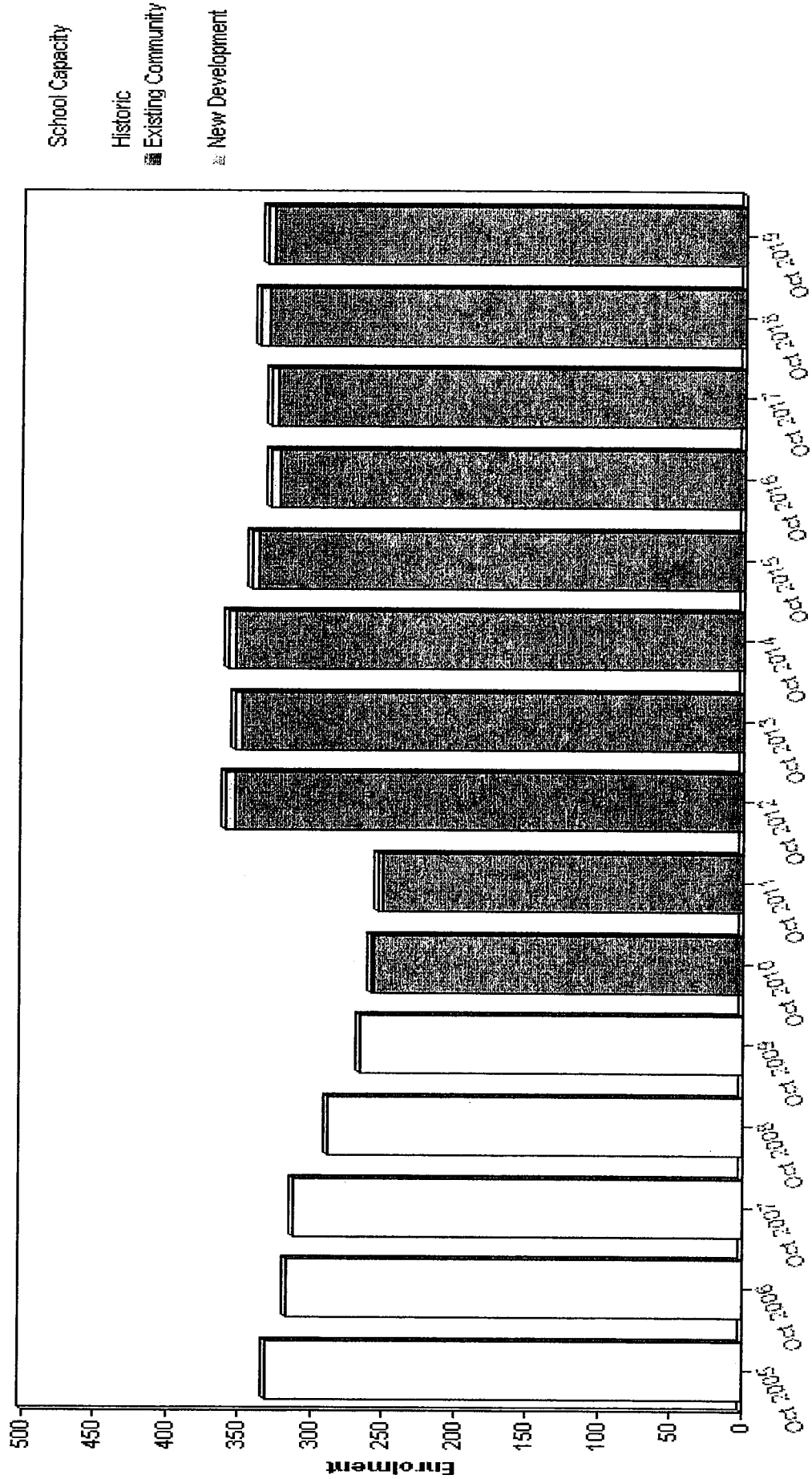
School Projection

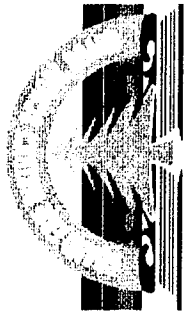




Option B – Thompson Creek ES FTE Enrolment Projection Summary

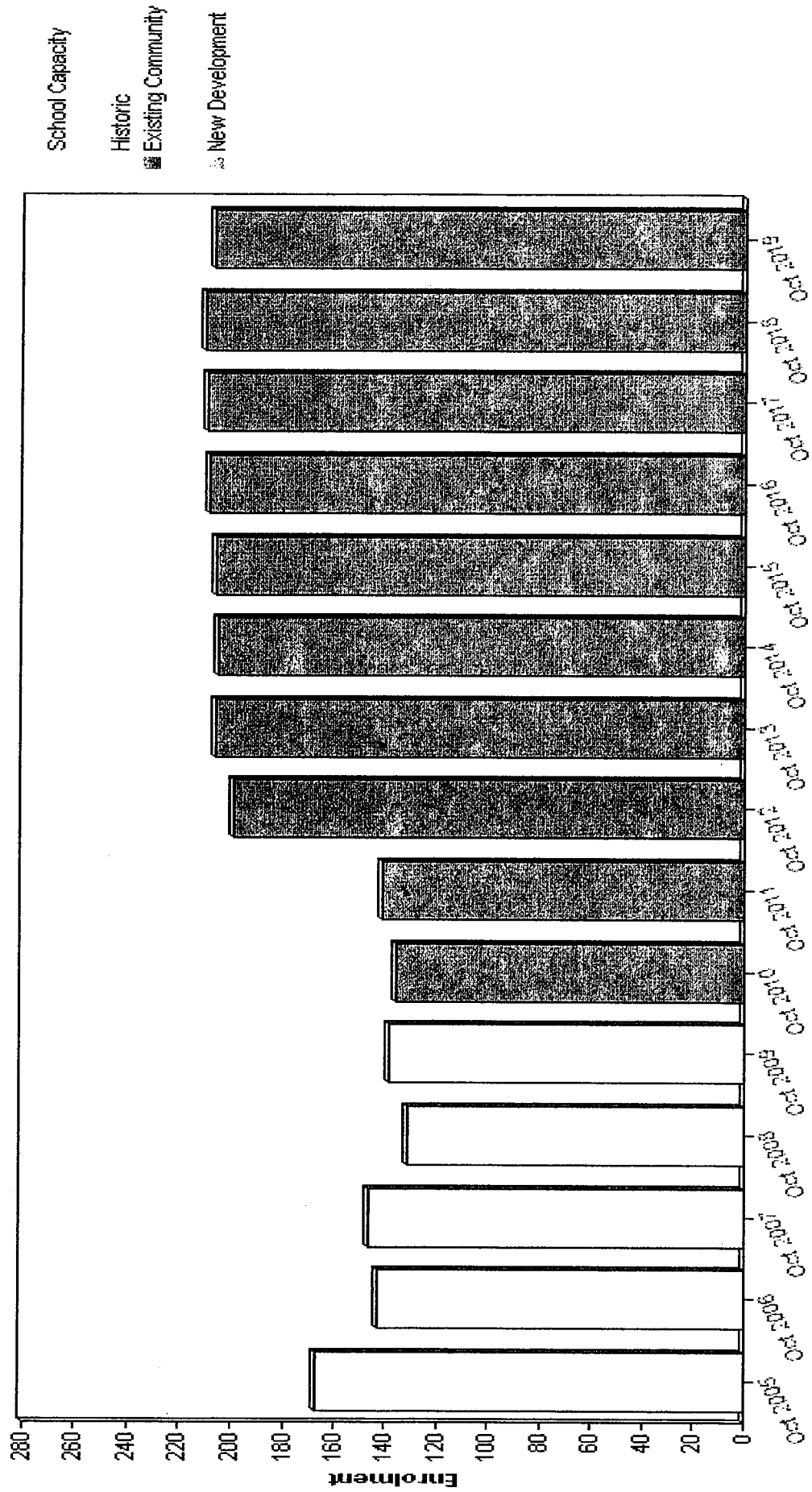
School Projection

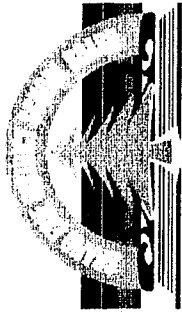




Option B – Dunnville Central PS FTE Enrolment Projection Summary

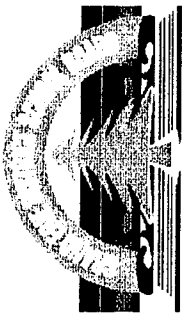
School Projection





Option B Comments

- All Anna Melick Memorial S students can be accommodated at Fairview Avenue PS.
 - All Anna Melick students are currently bussed and could be redirected into Dunnville.
- Students at Grandview Central PS would be divided and sent to two schools – preference would be to move all students to one location.



Accommodation Options Considered

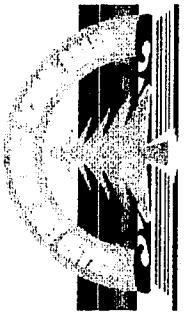
Option C

Closing in 2012

- **Anna Melick Memorial S**
 - 100% or approximately 115 students to Thompson Creek ES
- **Dunnville Central PS**
 - 100% or approximately 135 students to Fairview Avenue PS

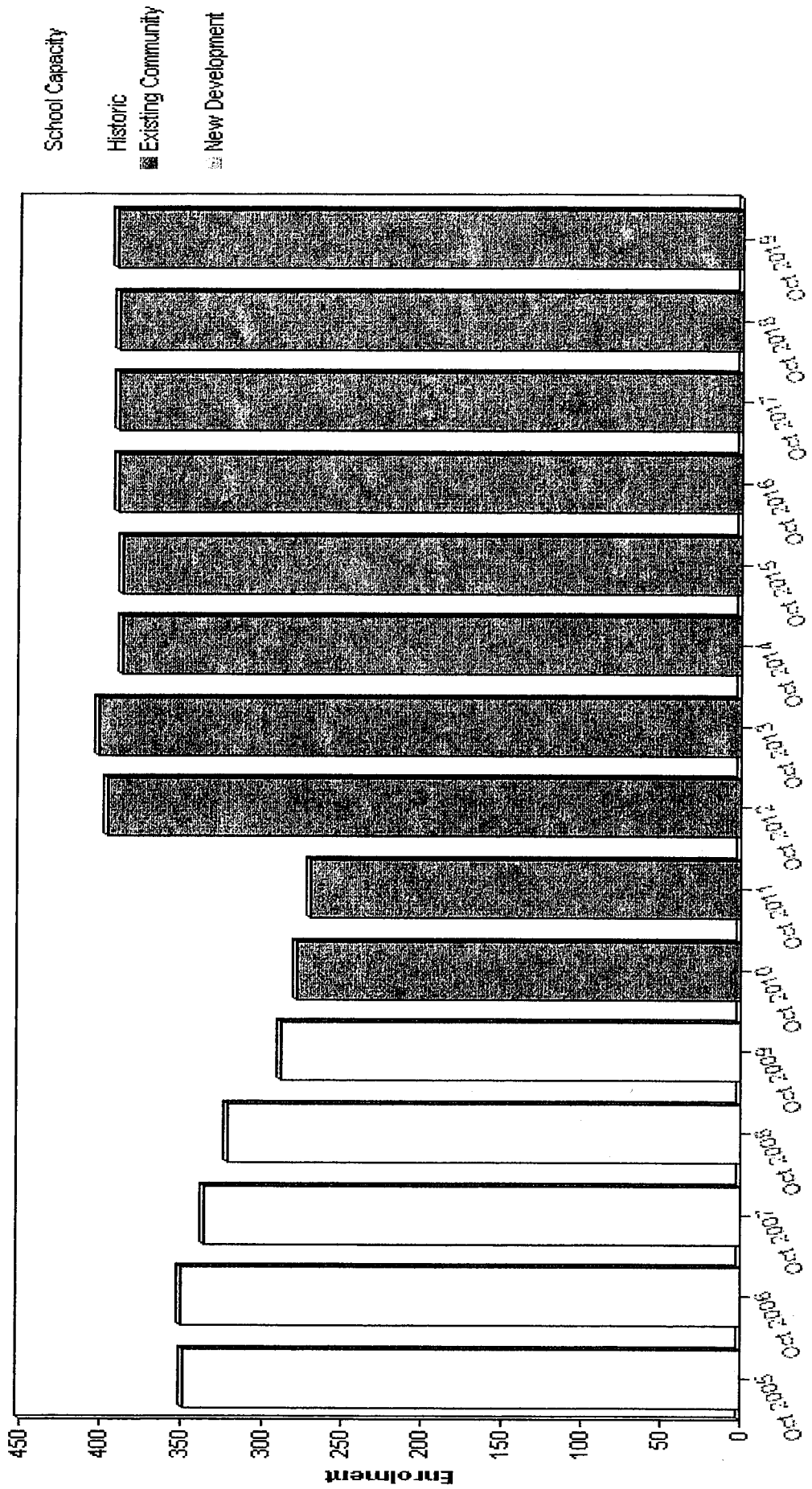
AND

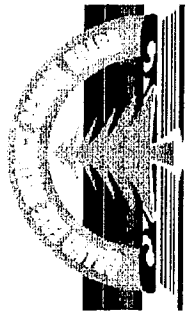




Option C - Fairview Avenue PS FTE Enrolment Projection Summary

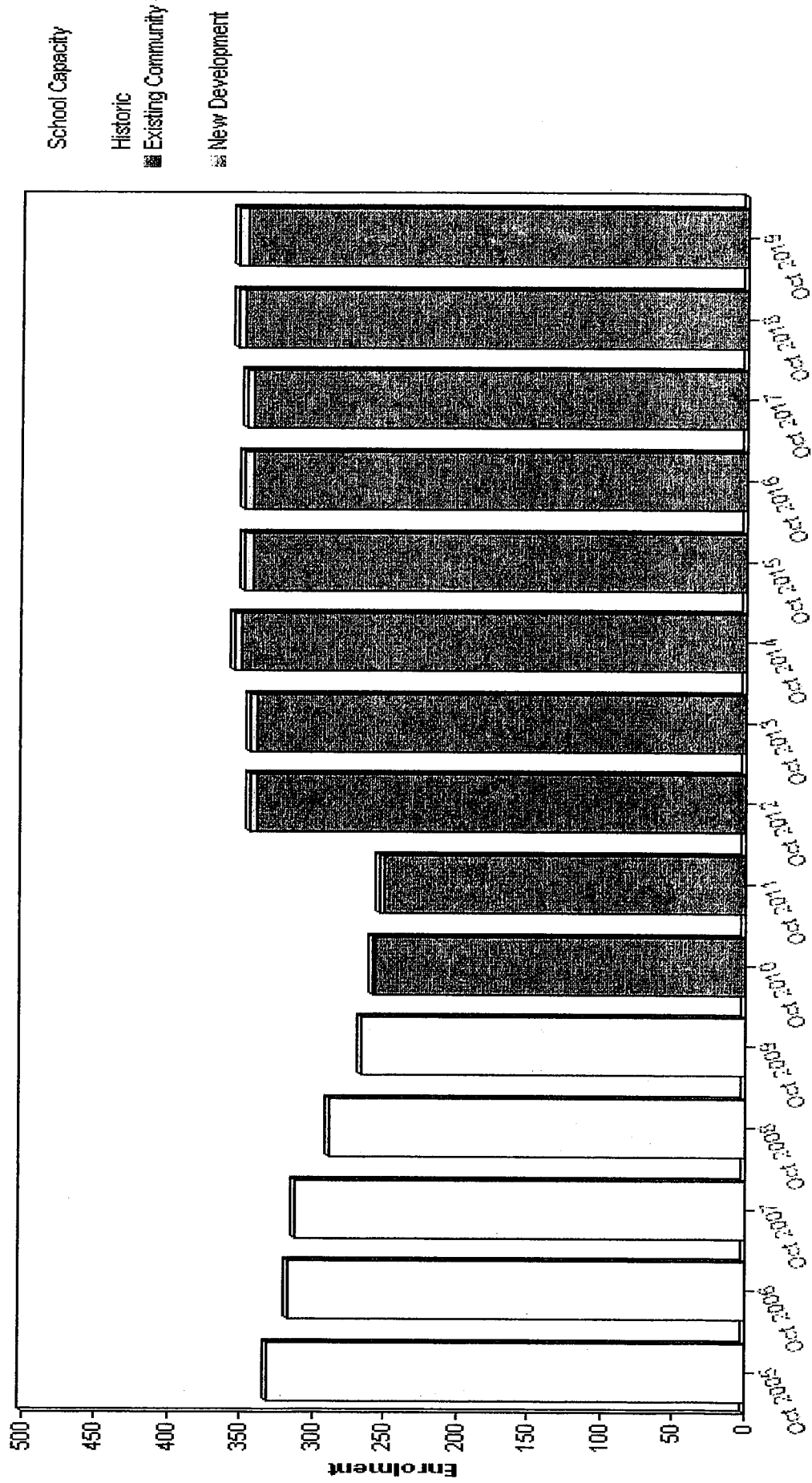
School Projection

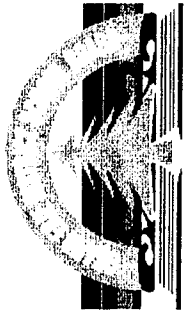




Option C – Thompson Creek ES FTE Enrolment Projection Summary

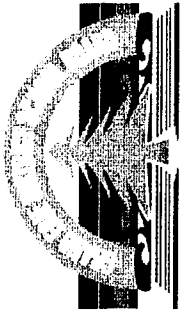
School Projection





Option C Comments

- All Anna Melick Memorial S students can be accommodated at Thompson Creek ES.
 - All Anna Melick students are currently bussed and could be redirected into Dunnville.
- Most Dunnville Central PS students can be accommodated at Fairview Avenue PS.
 - Majority of Dunnville Central students are in walking vicinity to Fairview Avenue PS.
 - May need to consider moving Special Education to Thompson Creek.



Administrative Recommendation For Haldimand East Elementary

OPTION C – effective September 2012:

- Anna Melick Memorial S students assigned to Thompson Creek ES
- Dunnville Central PS students assigned to Fairview Avenue PS
- Close Anna Melick Memorial S June 2012
- Close Dunnville Central PS June 2012.
- Fairview Ave PS offers Early Learning Program (full day kindergarten)
- Grandview PS – no change

GRAND ERIE

Creating Excellence... Inspiring Success



Haldimand East Accommodation Review

Anna Melick Memorial • Dunnville Central • Fairview Avenue
Grandview Central • Thompson Creek

March 3, 2010

GRAND ERIE

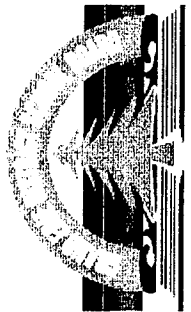
Growing Excellence... Inspiring Success



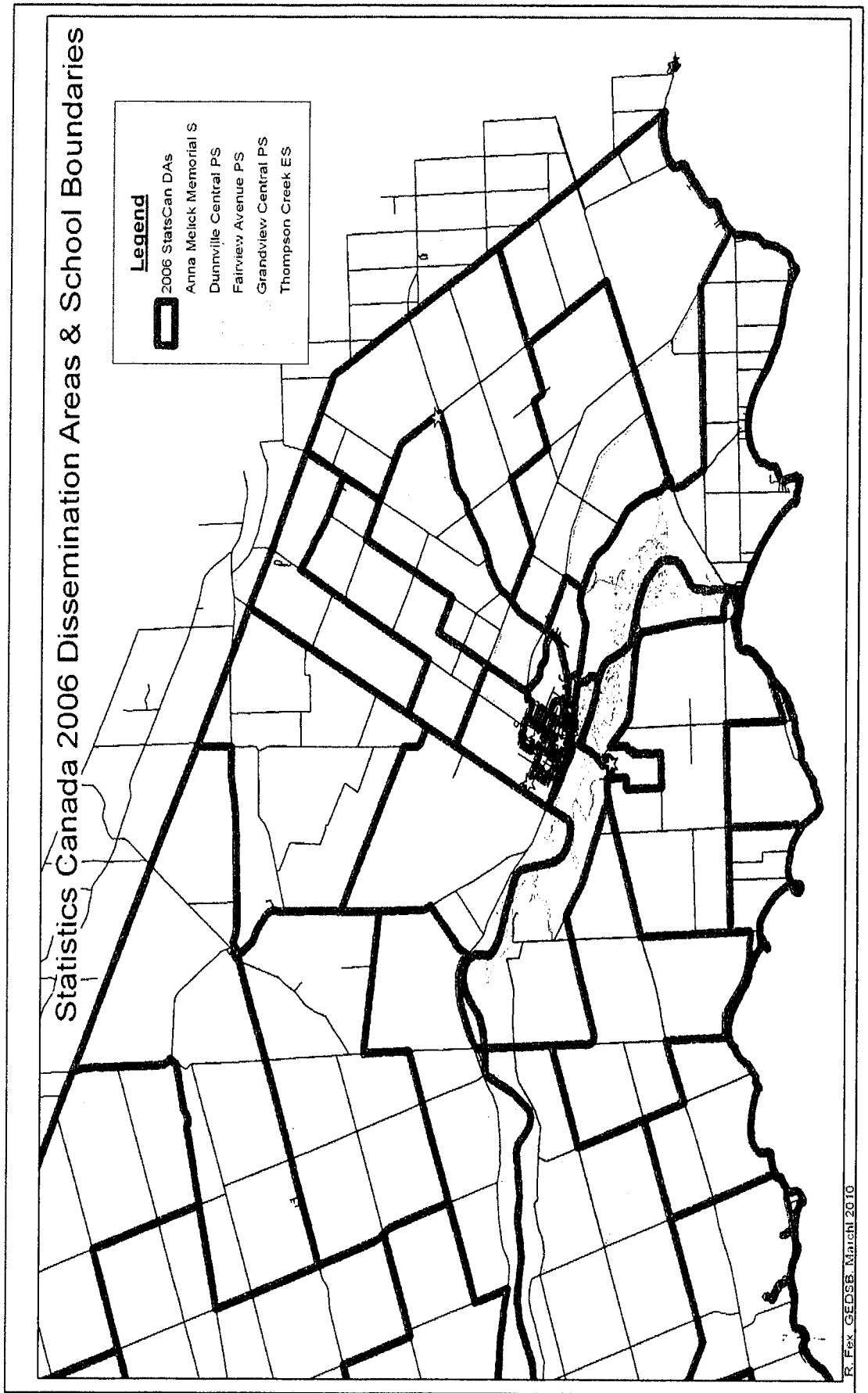
Haldimand East Accommodation Review

Anna Melick Memorial • Dunnville Central • Fairview Avenue
Grandview Central • Thompson Creek

March 31, 2010

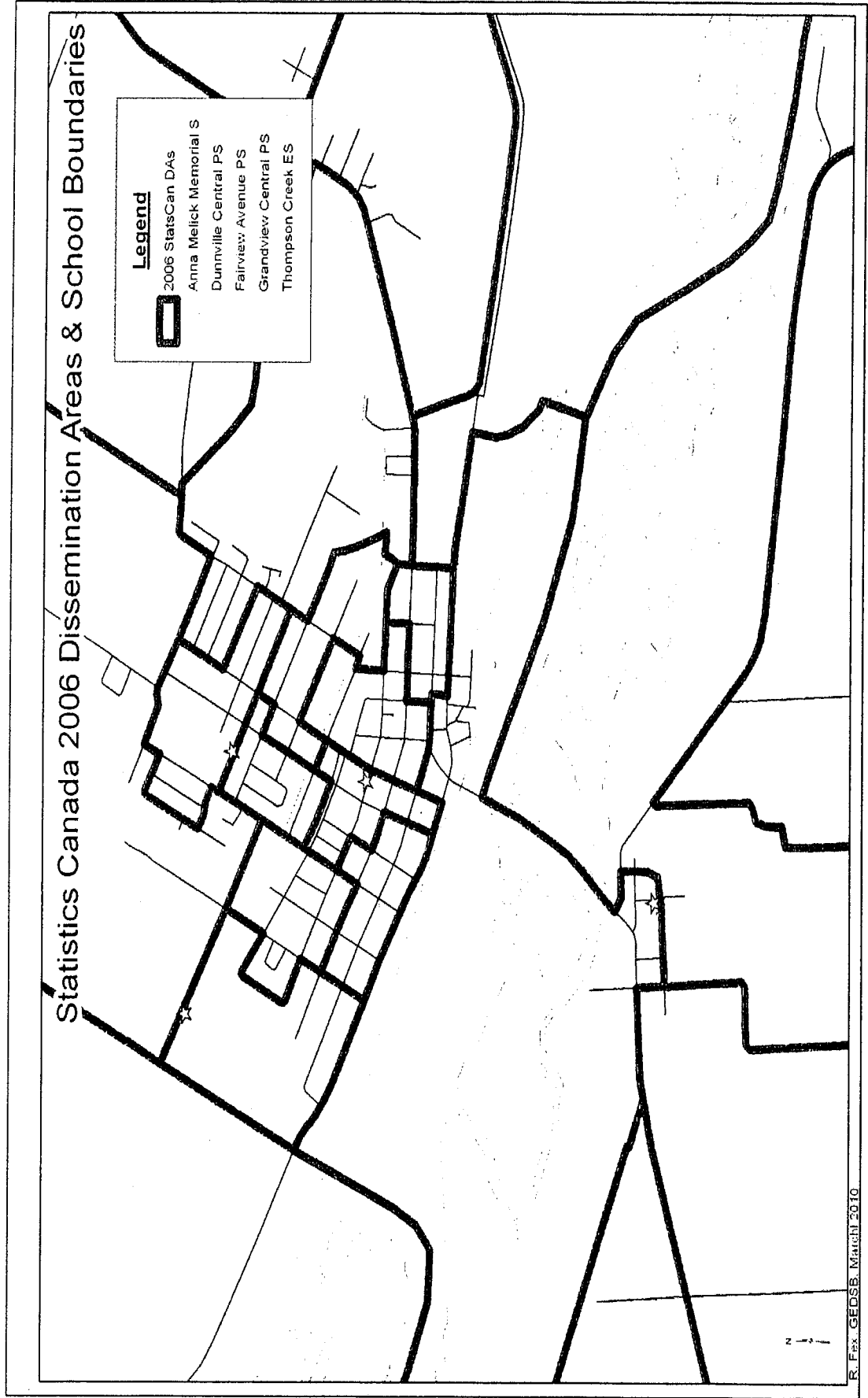


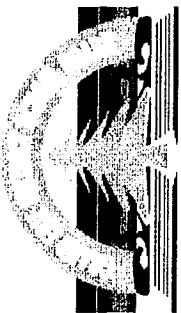
Haldimand East Elementary Boundaries & Statistics Canada Census Dissemination Areas (DA)





Haldimand East Elementary Boundaries & Statistics Canada Census Dissemination Areas (DA)





Percentage of GEDSB Students as per School Age Population

DA	Age												Total Elementary School Age Population	SCHOOL	School Age TOTAL	GEDSB Students in Area	Percent Attending
	4	5	6	7	8	9	10	11	12	13	15						
35280259	0	5	10	5	0	10	10	10	5	5	5	15	65	<u>Anna Melick Memorial</u>			
35280261	5	10	5	10	10	5	5	5	5	10	10	10	75	Anna Melick Memorial			
35280263	5	0	0	0	5	5	10	5	5	5	5	5	40	Anna Melick Memorial			
35280265	10	5	5	5	0	0	5	0	0	0	0	5	35	Anna Melick Memorial	144	67%	
35280256	0	5	5	5	10	0	0	0	5	5	10	10	45	<u>Dunnville Central</u>			
35280257	5	5	5	0	5	10	5	5	5	5	5	5	50	Dunnville Central			
35280271	5	5	5	5	0	10	10	10	10	5	5	5	30	Dunnville Central			
35280272	10	5	5	10	10	5	10	5	10	5	10	5	75	Dunnville Central			
35280268	10	5	0	10	5	0	0	5	5	5	10	10	25	Grandview Central	225	65%	
35280253	5	5	5	0	0	5	5	5	5	5	5	10	45	<u>Fairview Avenue</u>			
35280254	5	0	5	5	0	10	10	5	10	5	5	5	55	Fairview Avenue			
35280255	5	5	5	5	5	5	5	5	5	5	0	10	50	Fairview Avenue			
35280258	5	5	10	10	5	5	5	5	5	10	5	5	65	Fairview Avenue			
35280264	5	5	5	10	5	15	10	10	10	5	10	10	80	Fairview Avenue	295	92%	
35280266	5	5	0	5	5	5	5	5	10	5	5	5	50	Fairview Avenue			
35280267	0	5	5	5	5	5	5	5	5	0	5	5	40	<u>Grandview Central</u>			
35280268	10	5	0	10	5	0	0	0	5	5	5	10	35	Grandview Central			
35280273	5	5	0	10	5	10	5	0	10	10	10	10	60	Grandview Central			
35280274	5	5	5	10	0	10	5	5	5	0	0	0	45	Grandview Central	236	77%	
35280228	5	0	10	0	5	5	5	10	10	10	10	10	16	JL Mitchener			
35280248	5	5	5	10	5	0	10	5	5	5	5	10	30	<u>Thompson Creek</u>	181		
35280249	10	5	5	5	5	5	5	5	15	5	10	10	35	Thompson Creek			
35280250	5	5	5	5	5	10	15	10	15	10	15	10	85	Thompson Creek			
35280251	5	5	5	5	10	5	0	5	5	5	5	5	50	Thompson Creek			
35280252	10	5	5	5	10	10	5	10	5	10	5	10	75	Thompson Creek			
35280260	5	5	5	5	5	5	0	5	0	5	10	5	50	Thompson Creek			
35280262	10	5	5	5	5	5	5	5	10	10	10	10	70	Thompson Creek			
35280269	5	5	5	10	5	5	5	5	5	10	10	5	65	Thompson Creek			
35280270	0	5	0	5	5	5	5	0	5	5	5	5	35	Thompson Creek			
35280271	5	5	5	5	0	10	10	10	10	5	5	5	30	Dunnville Central	555	50%	
35280229	10	5	5	5	5	10	5	5	5	5	5	5	30	JL Mitchener			
Total	175	145	140	180	185	160	185	175	205	185	230	230					

Age counts have been moved forward to account for the Census release date - 2006. Census age counts are rounded as per Statistics Canada data collection methods.

GRAND ERIE

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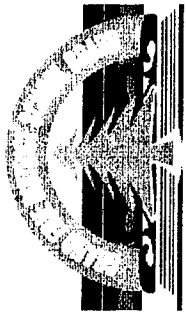


Enrolment Projections

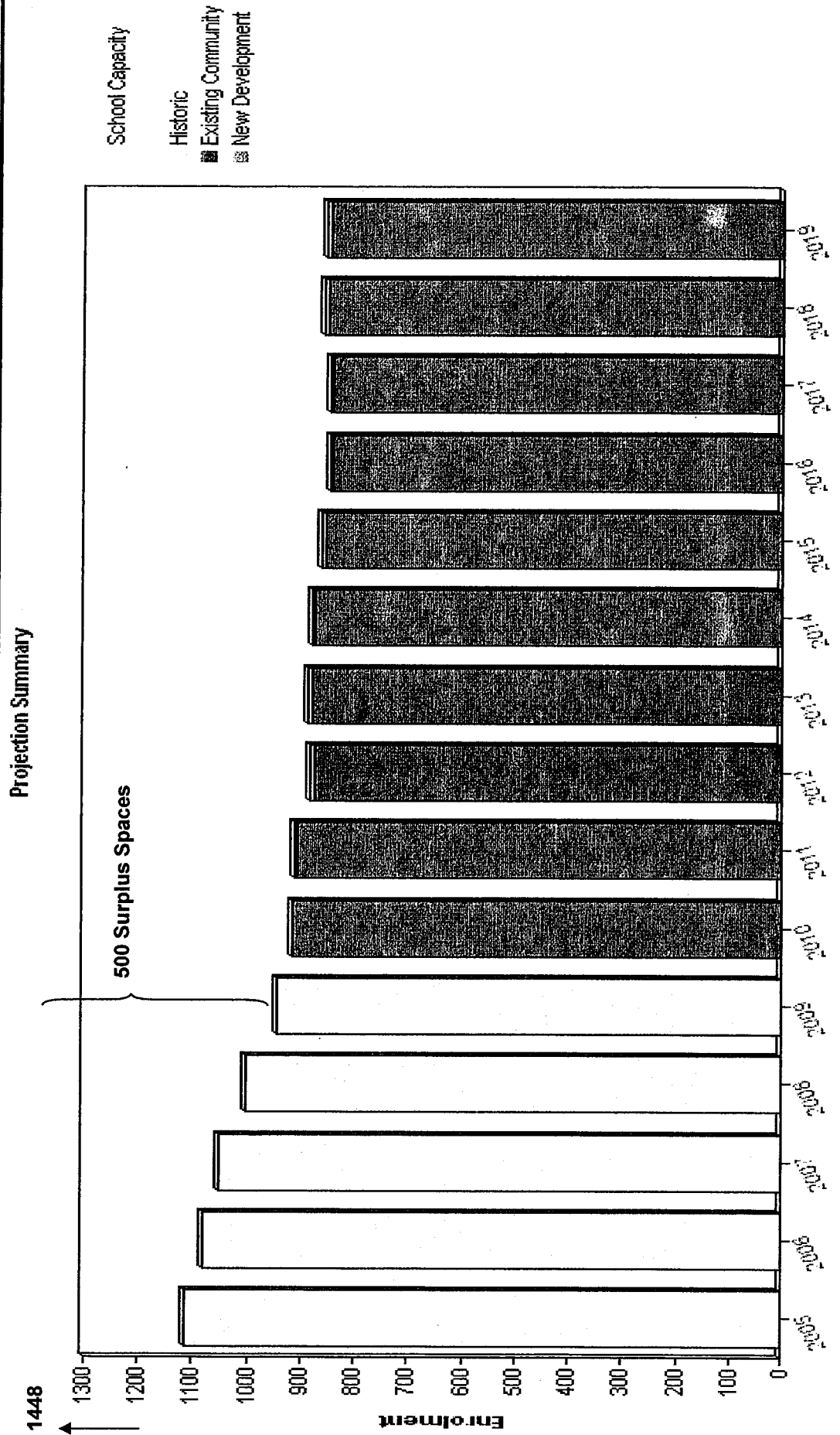
With vs. Without

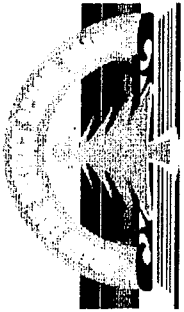
Full Day Kindergarten

March 31, 2010



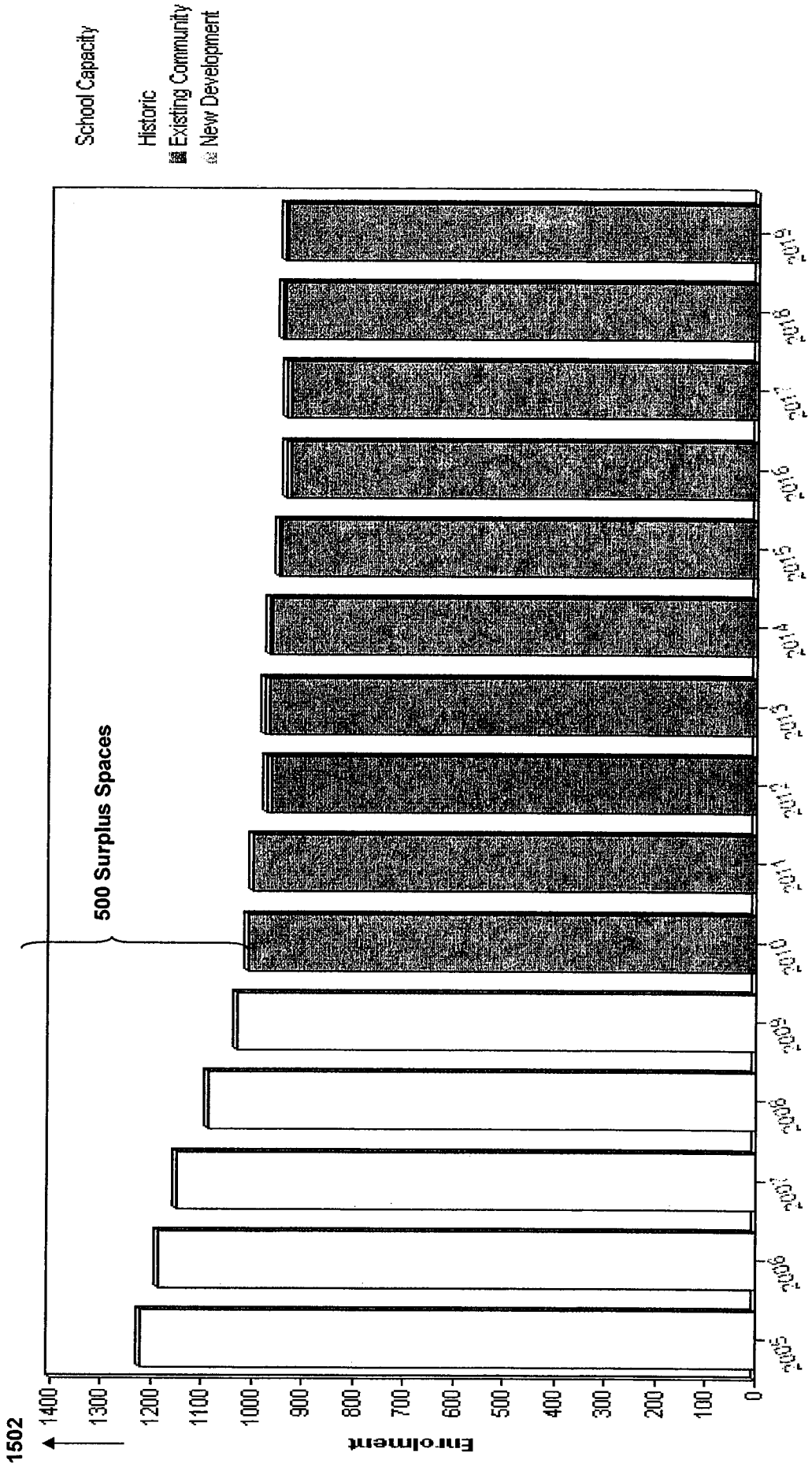
Haldimand East – Status Quo FTE Enrolment Projection Summary

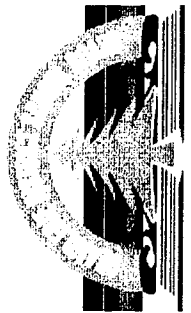




Haldimand East – Status Quo FTE Enrolment Projection Summary with Full Day Kindergarten

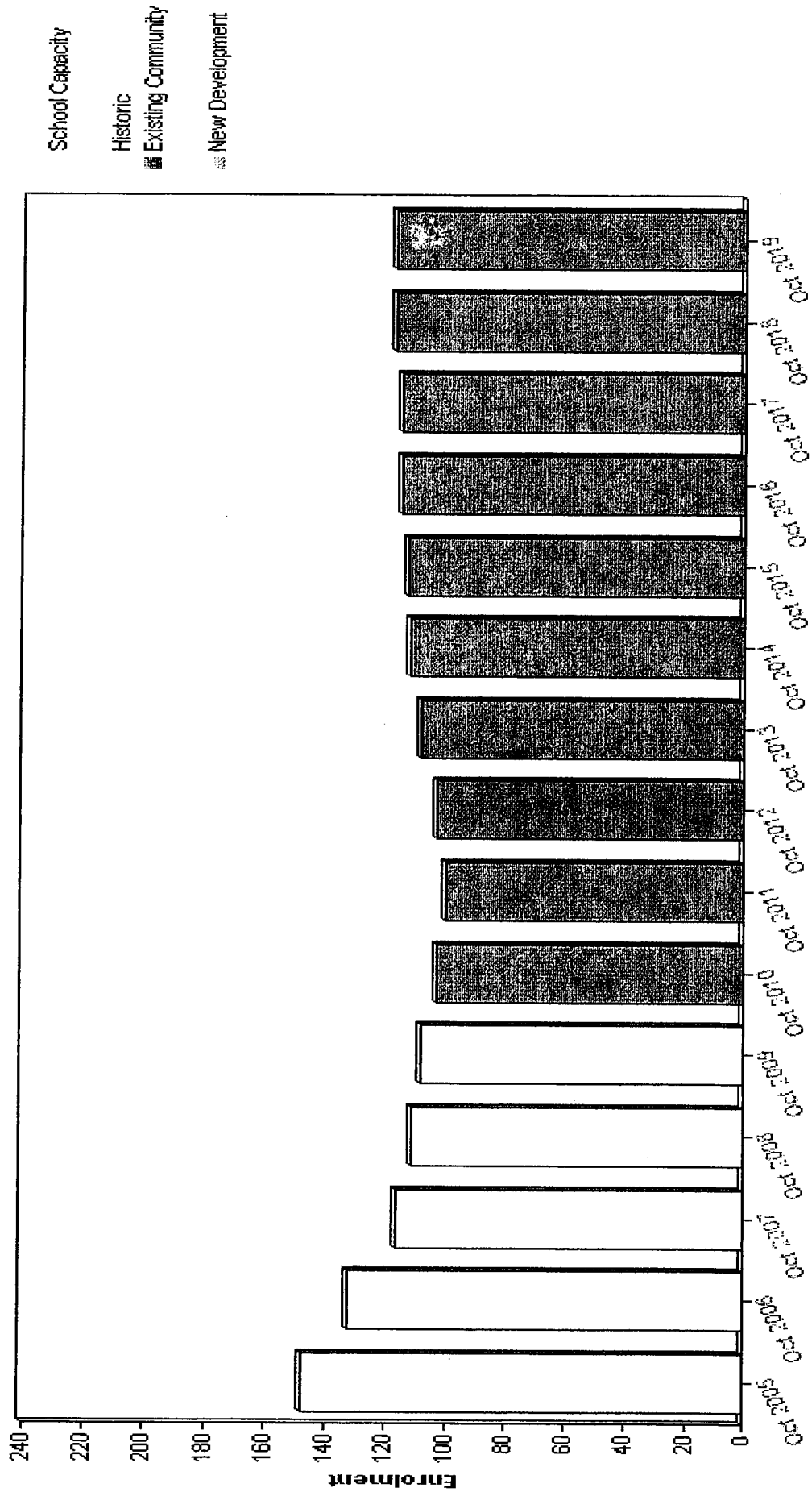
Projection Summary

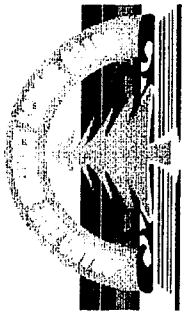




Anna Melick Memorial – Status Quo Enrolment Projection Summary

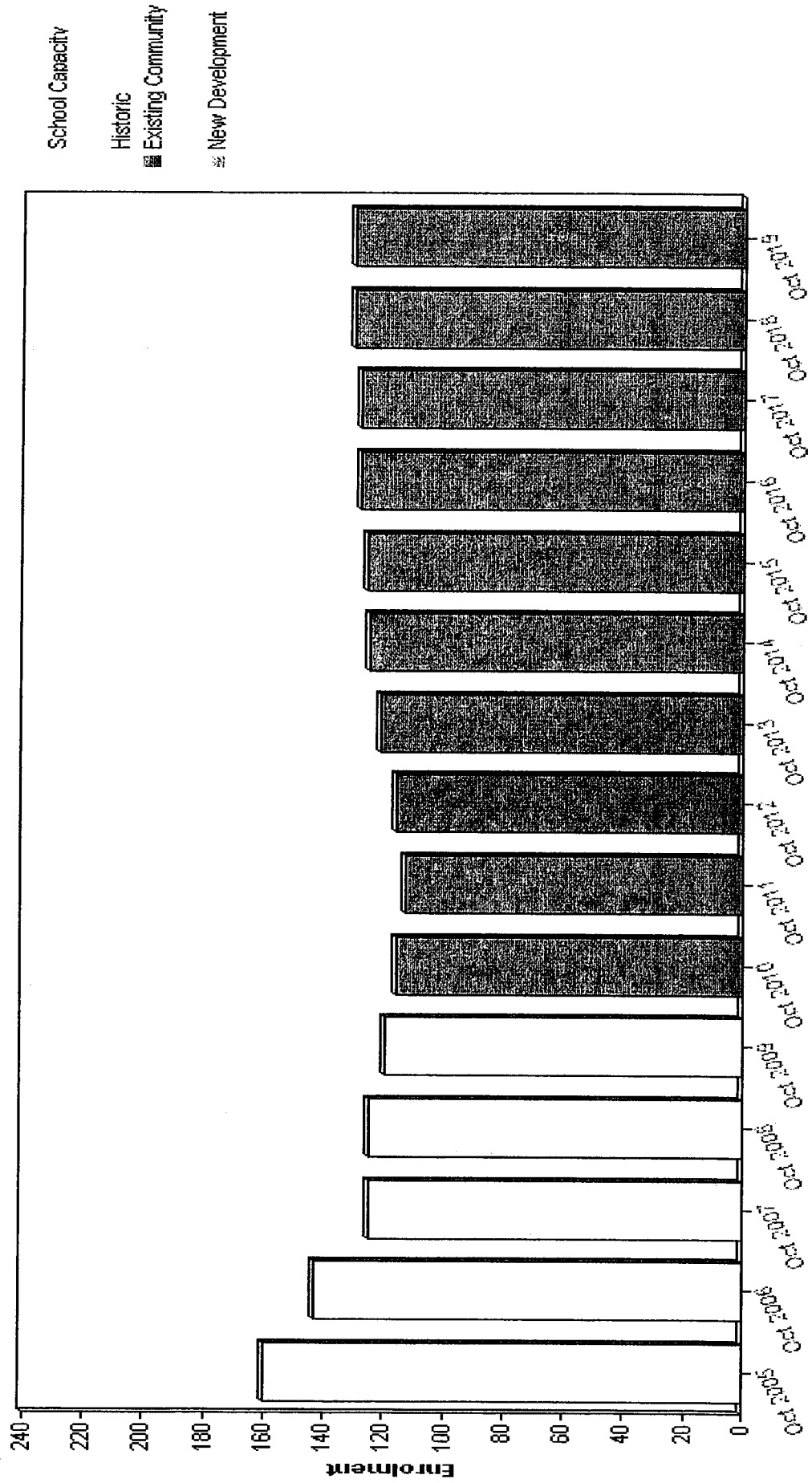
School Projection

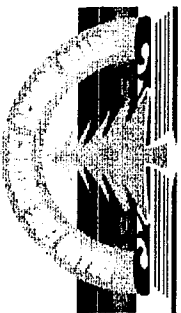




Anna Melick Memorial – Status Quo Enrolment Projection Summary with Full Day Kindergarten

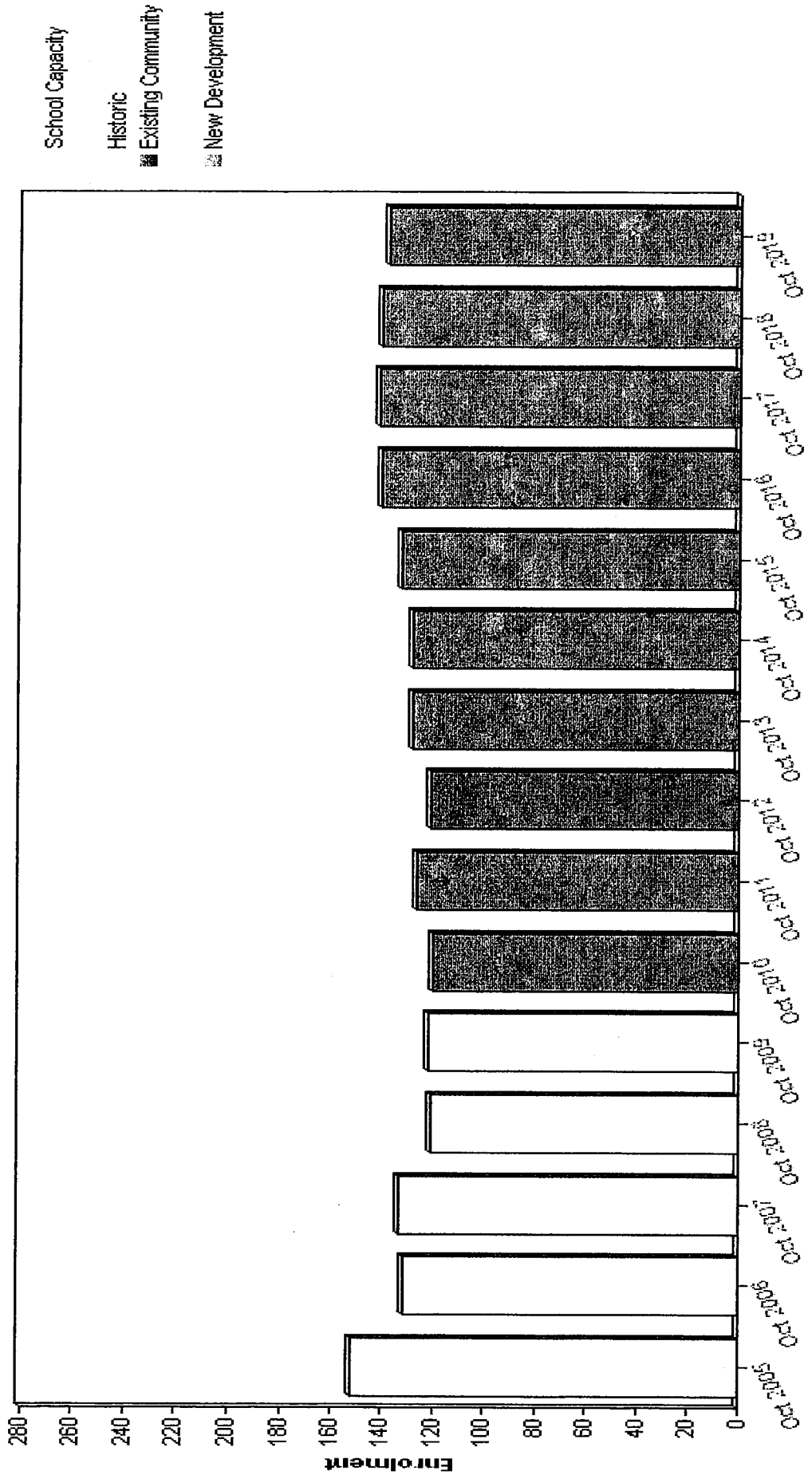
School Projection





Dunnville Central PS – Status Quo Enrolment Projection Summary

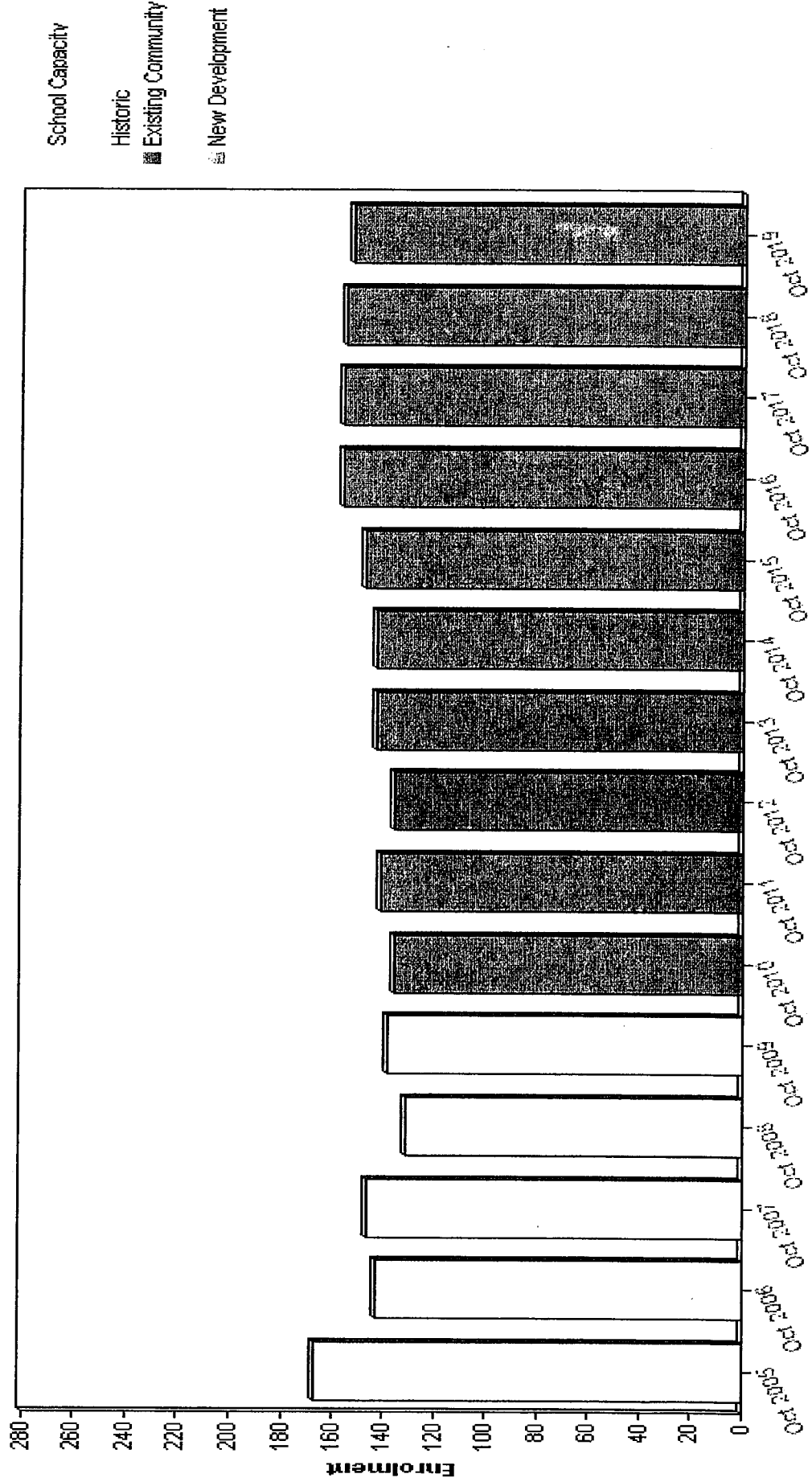
School Projection

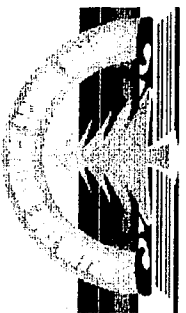




Dunnville Central PS – Status Quo Enrolment Projection Summary with Full Day Kindergarten

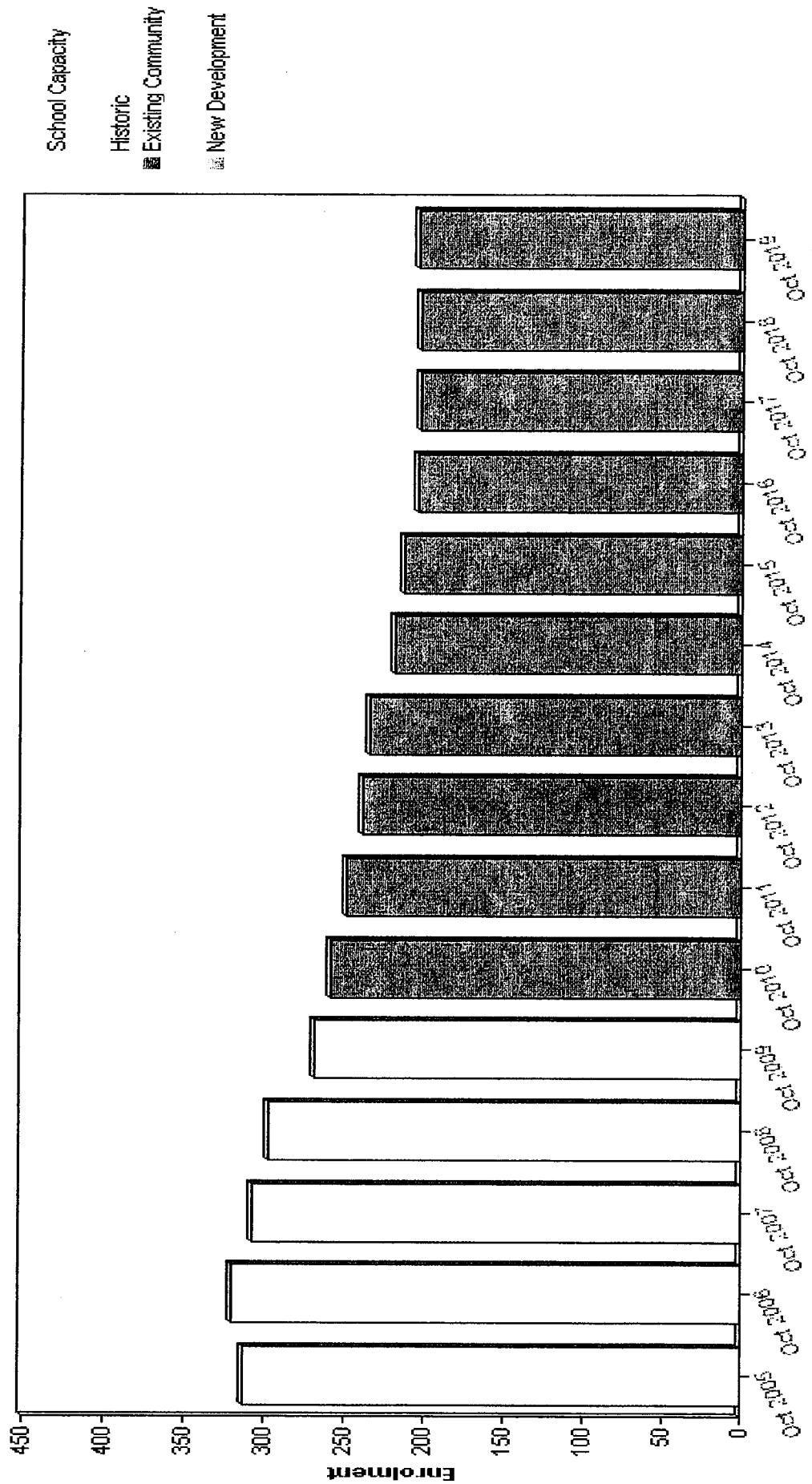
School Projection

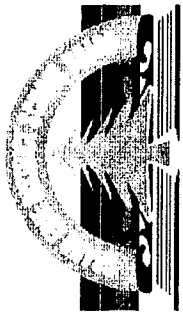




Fairview Avenue PS – Status Quo Enrolment Projection Summary

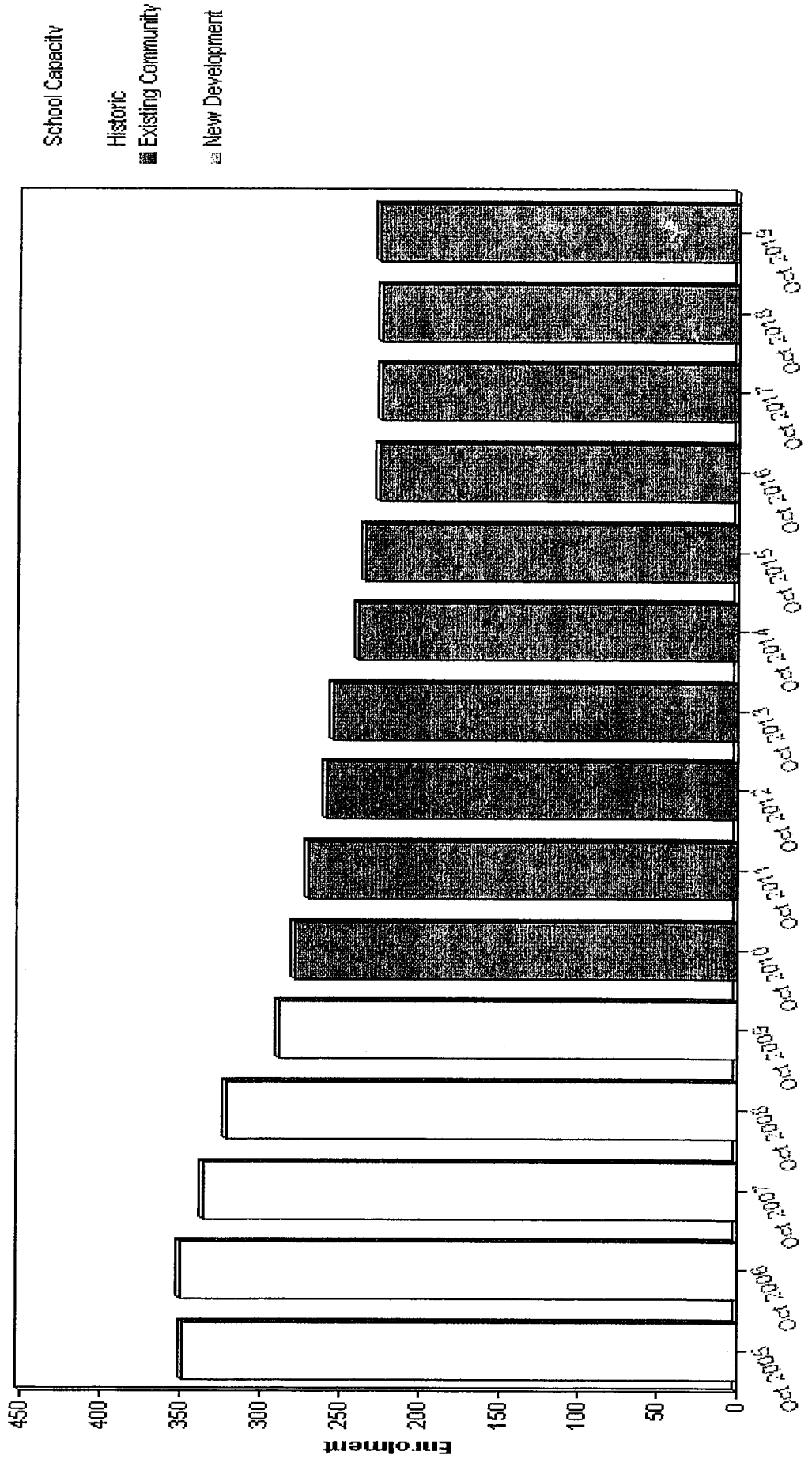
School Projection

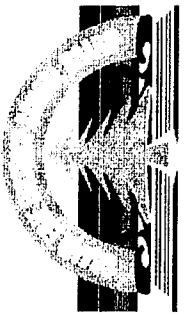




Fairview Avenue PS – Status Quo Enrolment Projection Summary with Full Day Kindergarten

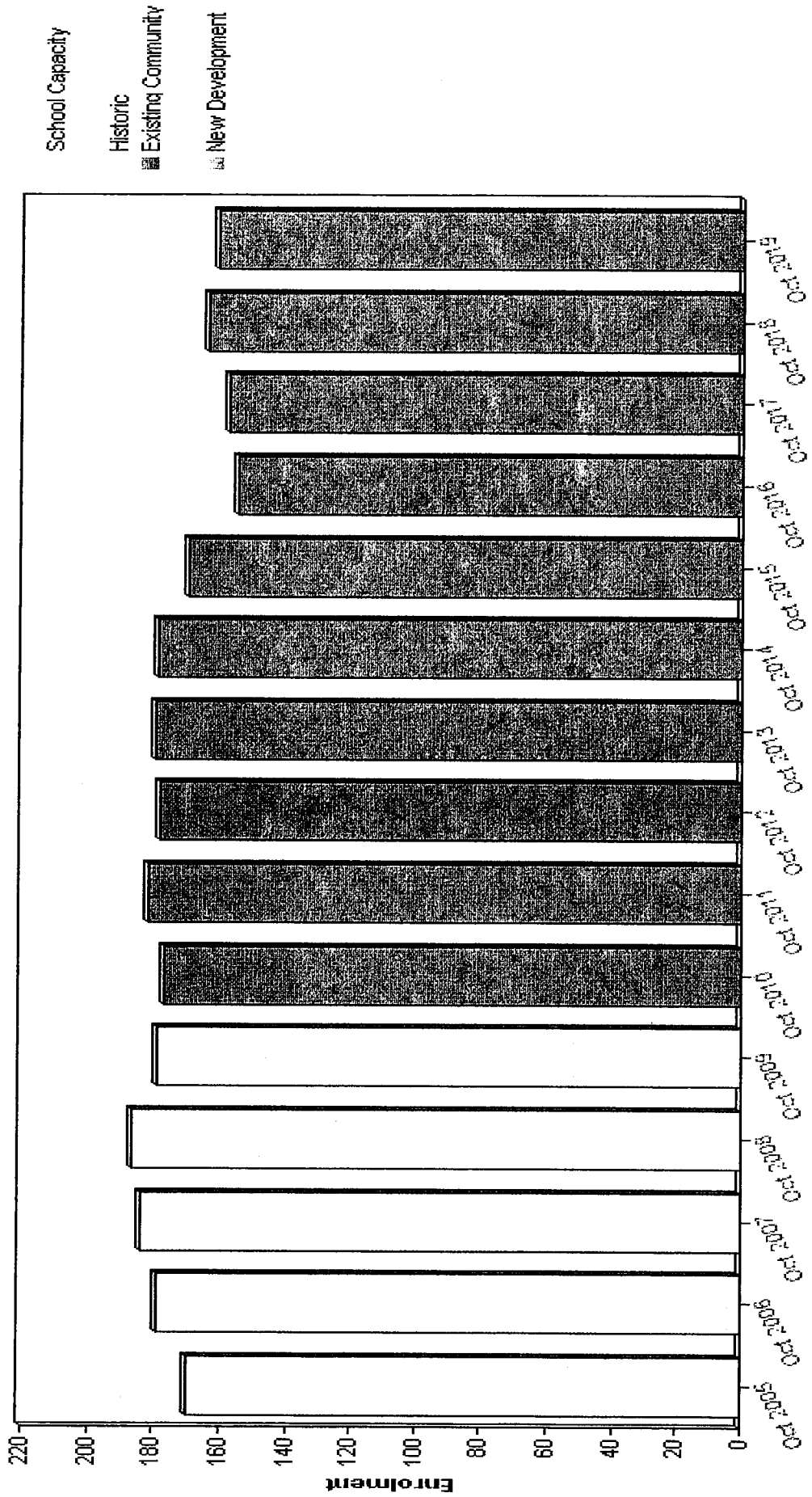
School Projection

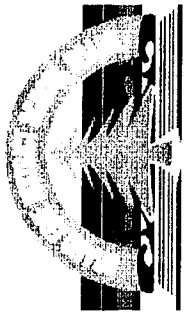




Grandview Central PS – Status Quo Enrolment Projection Summary

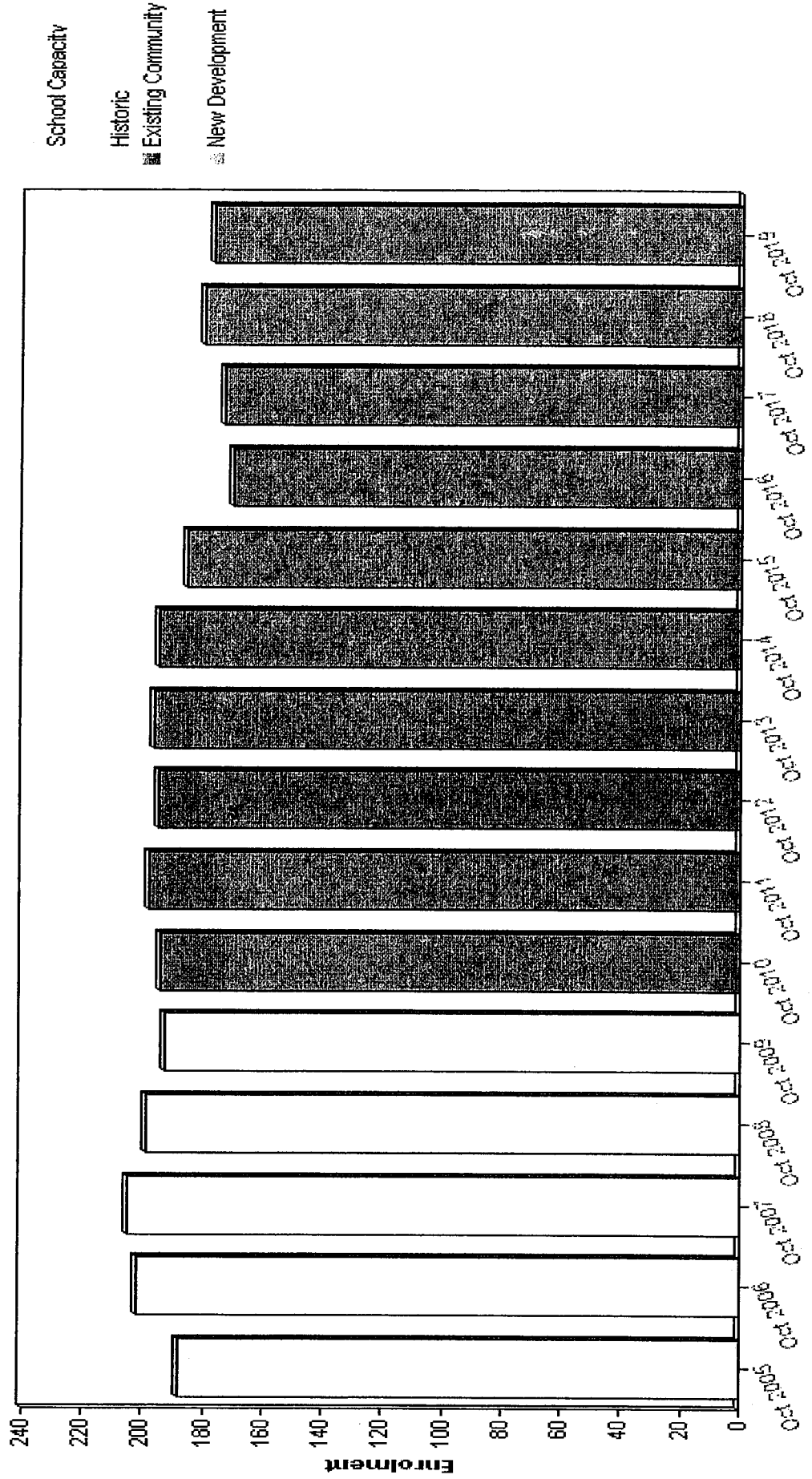
School Projection

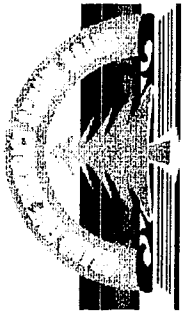




Grandview Central PS – Status Quo Enrolment Projection Summary with Full Day Kindergarten

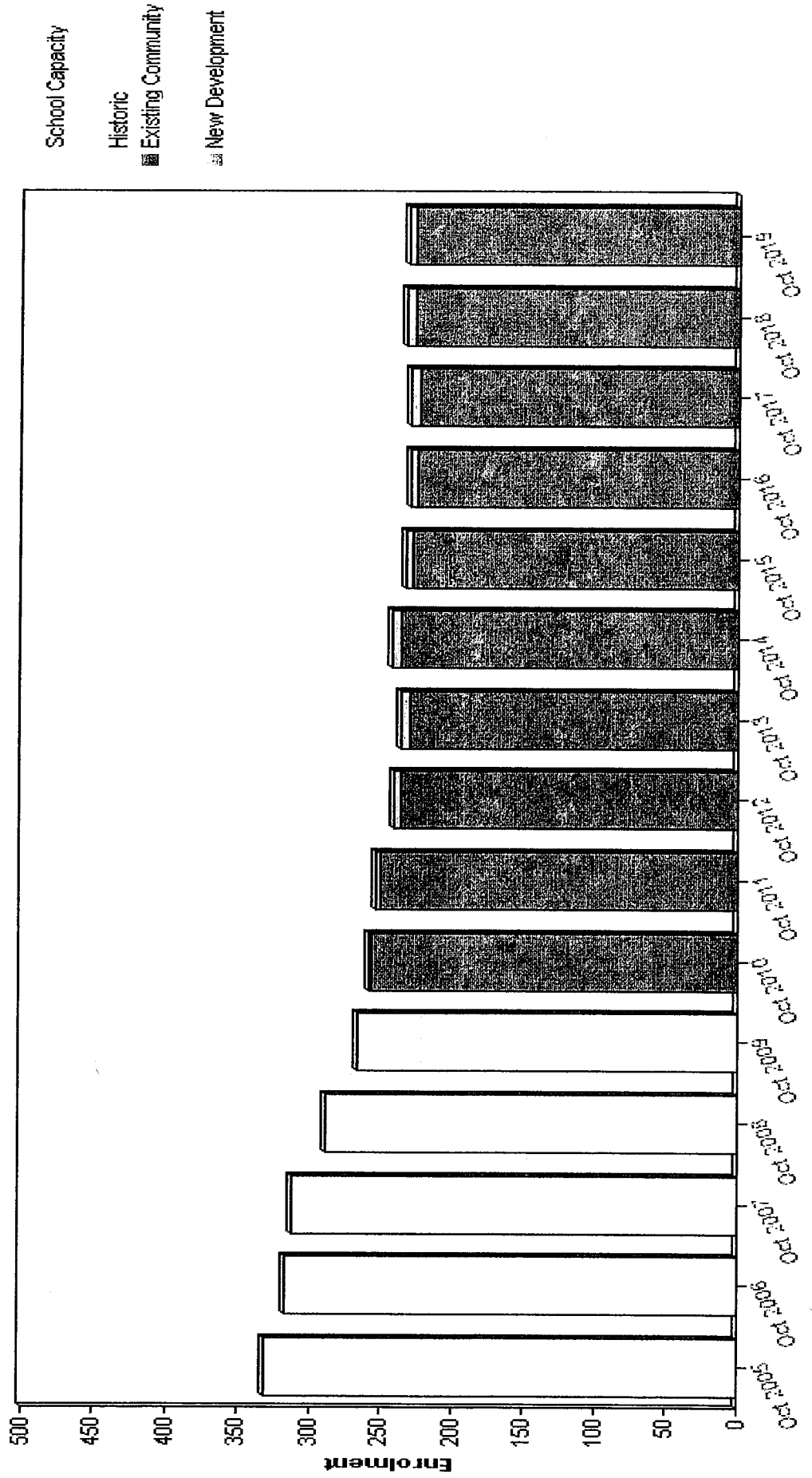
School Projection

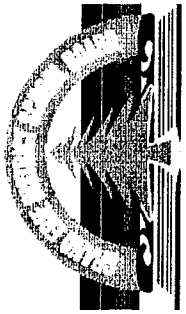




Thompson Creek ES – Status Quo Enrolment Projection Summary

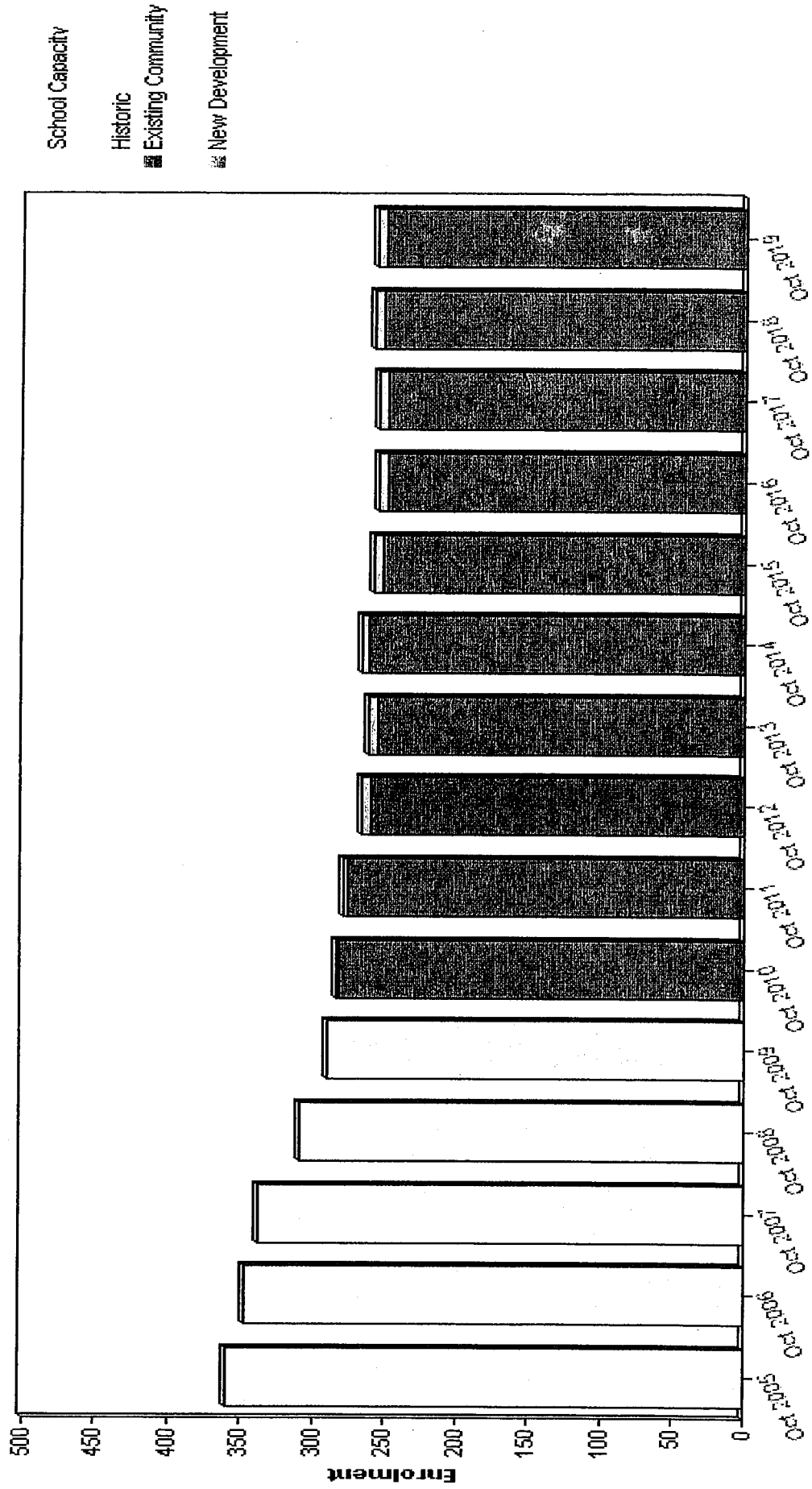
School Projection



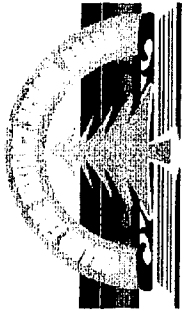


Thompson Creek ES – Status Quo Enrolment Projection Summary with Full Day Kindergarten

School Projection



Haldimand East Accommodation Review

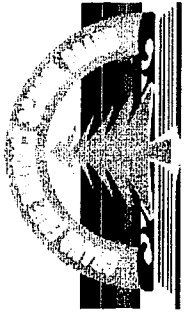


Administration Recommendation (Opt C)

In 2012

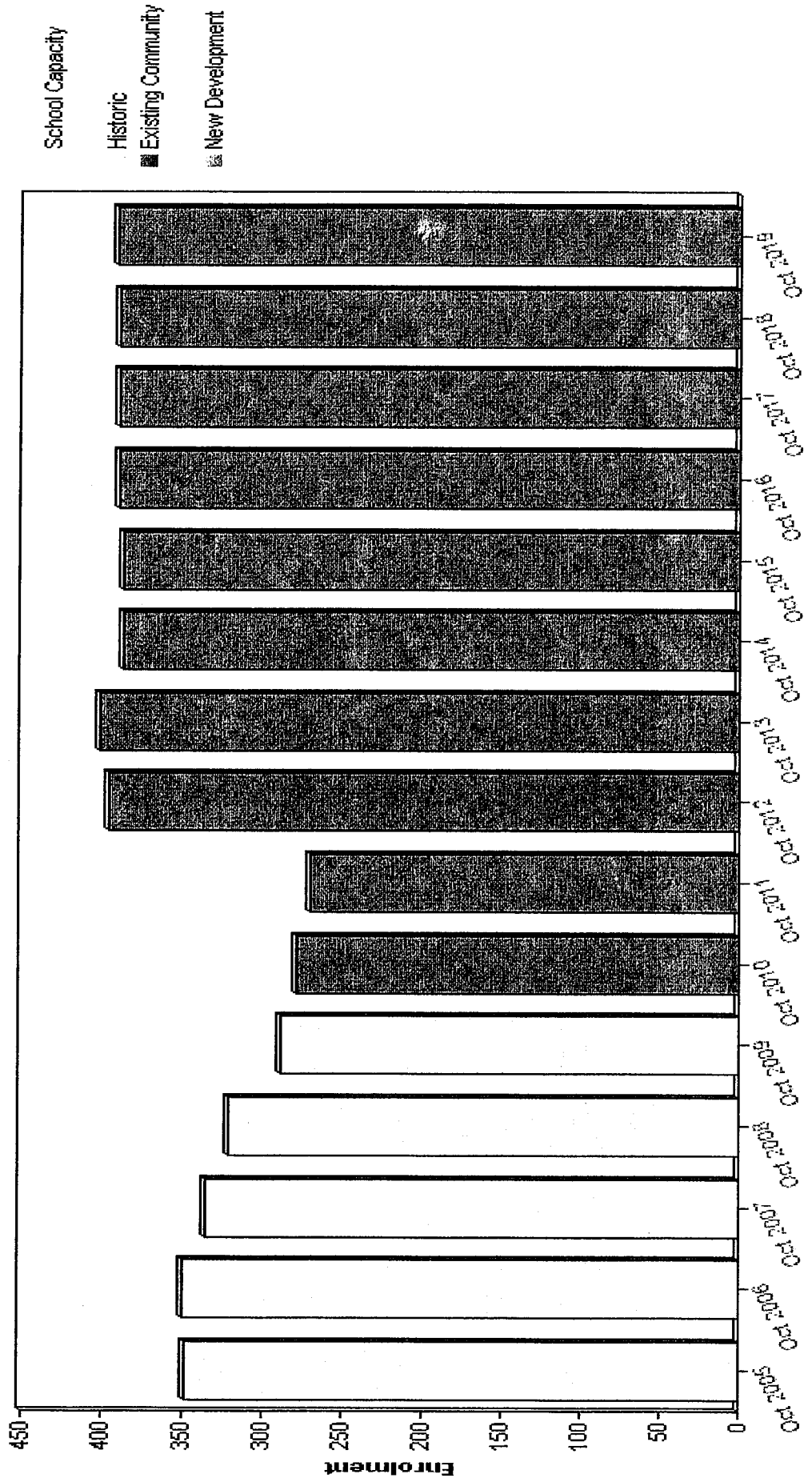
- **Anna Melick Memorial S**
 - 100% of students to Thompson Creek ES
- **Dunnville Central PS**
 - 100% of students to Fairview Avenue PS
 - Fairview inherits Full-Day Kindergarten

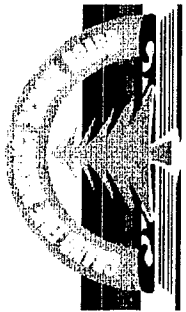
AND



Admin. Recommendation (Opt C) - Fairview Avenue PS FTE Enrolment Projection Summary

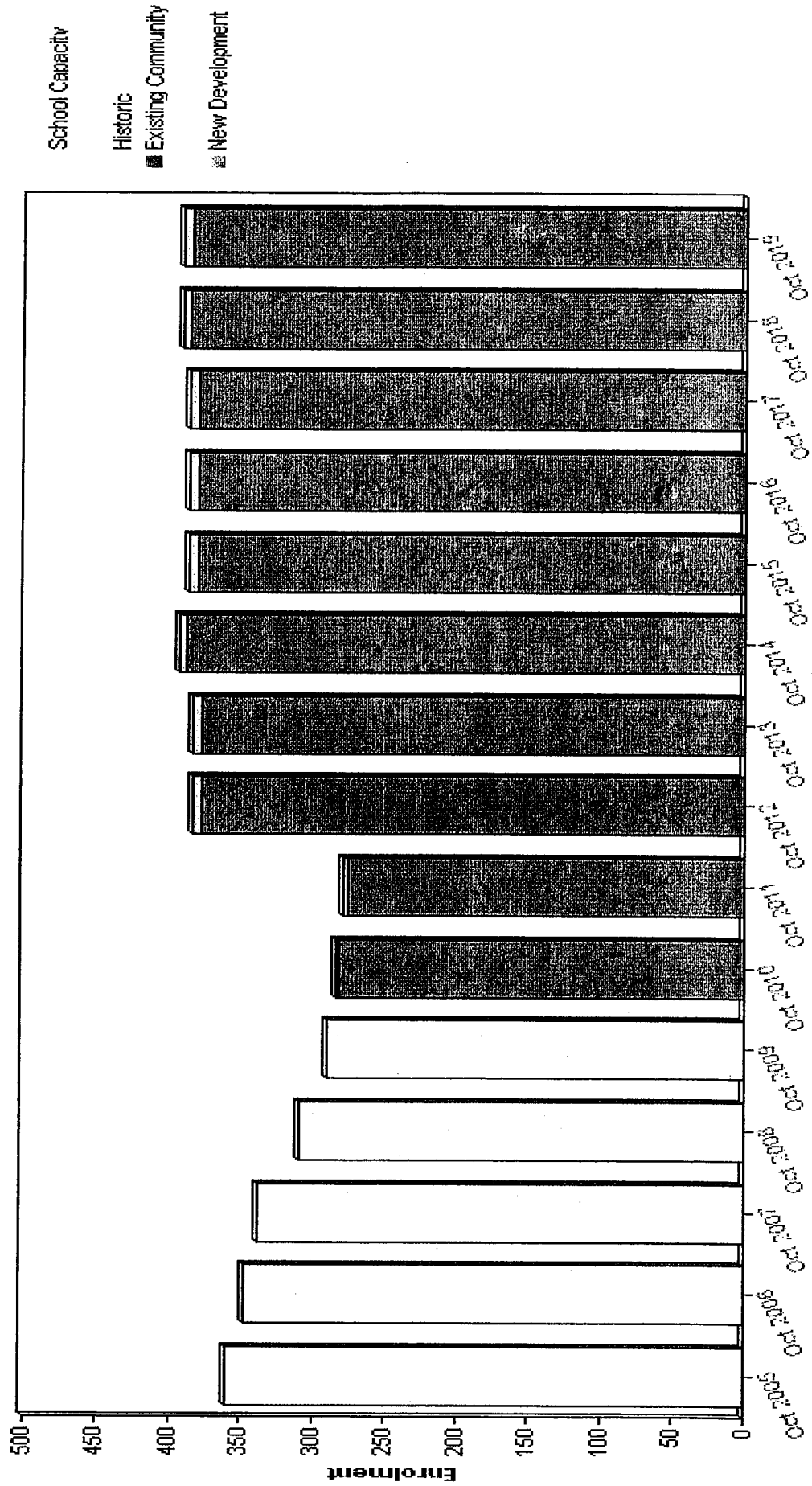
School Projection

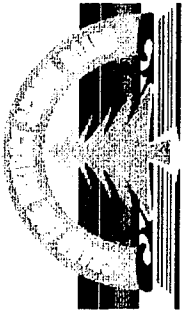




Admin. Recommendation (Opt C) – Thompson Creek ES FTE Enrolment Projection Summary with Full Day JK & SK

School Projection

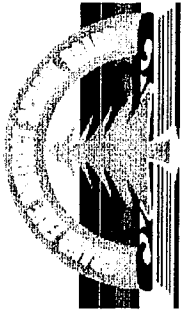




Information Requested

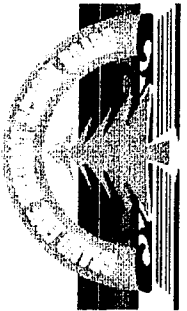
Following the meeting held on March 3, 2010, these information requests were received.

- 1. Based on both current and future use of the schools, what is the cost/student for upgrades and the cost per student in a given catchment?**
 - Capital cost data has been provided for the next five years based on our Facilities Capital Planning inventory.
- 2. Why can the catchment areas associated with each school be altered?**
 - Catchment areas are set by boards using enrolment projections to best use the school capacity available. The board considers boundary changes to help balance enrolment between schools when we experience shifts in school aged population.
- 3. Why does Dunnville Central have such a small catchment area?**
 - The catchment area was established based on school capacity and student population. Because the population density is higher for Dunnville Central than Anna Mellick or Grandview, the catchment area originally established for the school was smaller by comparison. Typically, similar sized urban schools have a smaller catchment area than schools in sub-urban or rural areas.



Information Requested

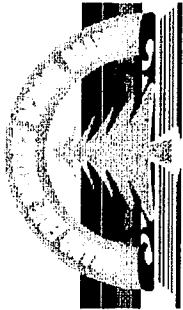
- 4. What is the age of the septic beds at the rural schools?**
 - The septic bed at Anna Melick was installed in 1984
 - Grandview uses a holding tank.
- 5. What is the cost of bussing for each student at each school?**
 - Since bussing is integrated with the separate board and the secondary students busing costs per student, per school is difficult to dissect. Busing issues will be addressed by the Transportation Consortia Manager
- 6. What are the costs to run each of the schools, broken down into all applicable items?**
- 7. What are the items in the facility upgrade costs for the next five years?**
 - Please see the following tables.



Information Requested

Grand Erie District School Board - Haldimand East Schools Summary of Operating Expenditures

Component	School	Anna Melick Memorial	Dunville Central	Fairview Avenue	Grandview Central	Thompson Creek	Total
Hydro		8,380	9,591	15,945	11,117	23,265	68,318
Natural Gas		13,679	13,608	25,605	11,004	20,517	84,813
Water Charges			2,712	2,866		4,290	9,868
Sewer Charges			2,736	2,894		4,445	10,079
Water - Bulk Delivery		2,620			4,801		7,621
Sewer Charges-Haul Away					6,092		6,092
Bottled Water		-	-	-	-	-	-
Total		26,079	28,647	47,310	33,004	52,535	186,675

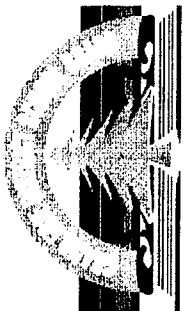


Information Requested

Grand Erie District School Board - Haldimand East Schools

Summary of Five Year Capital Expenditures

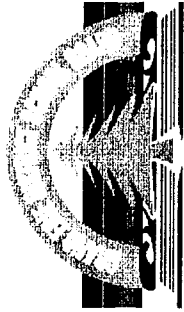
Component	School	Anna Melick Memorial	Dunnville Central	Fairview Avenue	Grandview Central	Thompson Creek	Total
Boiler		-	155,247	160,971	-	166,126	472,223
Building Automation Controls		75,859	38,029	115,128	22,053	21,650	211,519
Doors and Windows		215,179	-	9,187	-	7,438	214,602
Electrical (Service, Lighting etc)		32,203	-	49,987	4,851	-	87,041
Fire Alarm Systems		-	-	10,980	24,511	-	35,491
Heating & Ventilation		17,222	-	17,122	-	123,686	234,063
Masonry / Restoration		6,479	-	-	-	9,800	16,279
Pumbing (piping and fixtures)		11,260	12,943	20,225	10,951	23,612	50,032
Roofing		115,639	6,739	230,067	244,712	-	600,187
Fencing		-	-	-	-	4,331	4,331
Paving		54,100	35,945	55,910	-	179,188	325,021
Total		532,811	250,493	752,387	337,088	582,070	2,454,850



Information Requested

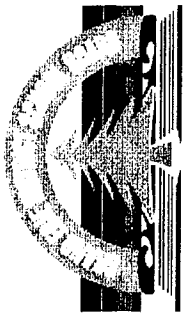
Grand Erie District School Board - Haldimand East Schools
Summary of Projected Five Year Renewal Costs

Component	School	Anna Melick Memorial	Dunnville Central	Fairview Avenue	Grandview Central	Thompson Creek	Total
Boiler		33,033					33,033
Building Automation Controls					36,640	237,935	277,478
Ceiling Replacement			66,092	48,246	36,086	342,923	554,233
Communications Equipment		13,510	33,032	38,674		52,863	141,379
Doors and Windows		13,820	69,096	162,533	104,402	277,477	663,331
Electrical (Service, Lighting etc)		214,907	107,355	928,611	136,670	711,940	1,963,482
Emergency Lighting		17,448	19,021	26,426		56,063	117,958
Fire Alarm Systems		15,856	19,820	7,046	6,284	11,075	63,093
Gas Service and Piping			12,346	13,213		13,213	39,776
Exterior Door Hardware						7,925	7,928
Heating & Ventilation		63,064	69,092	78,279	46,484		257,903
Masonry / Restoration		63,066	66,092		62,085		191,198
Plumbing (piping and fixtures)		164,153	234,811	221,226	72,556	244,443	670,657
Roofing			79,276				79,279
Structura					12,213	32,427	44,650
Total		643,267	801,965	1,414,855	560,402	1,991,820	5,412,309



Information Requested

8. **What is the student draw based on the size of the catchment area? I.e. Utilization/area/population**
 - 2006 Statistics Canada Census data breakdown has been provided
9. **What specifically were the outcomes of the other ARC's, i.e. Decisions and recommendations relative to the board decisions instituted.**
 - The board has adopted the recommendations of the ARCs with respect to the proposed school organizations in all ARCs completed since the Ministry Guidelines were released.
10. **What is the educational tax /catchment?**
 - This is not information that the school board would have. The county may be able to provide the answer.



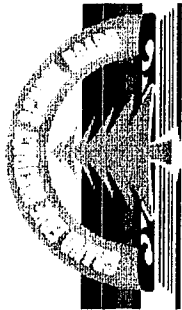
Information Requested

11. What percentage of students that currently walk would have to be bussed?

- In the accommodation option recommended by board administration, there would be no additional bused students for current Anna Mellick, Grandview, Fairview or Thompson Creek students but 15 students who currently walk to Dunnville Central would be bused to Fairview.

12. What is the exact qualitative/quantitative criteria that the board uses to arrive at the "Value to Student" index?

- The valuation template was created by a committee of school staff, parent and community members. This committee will be customizing the template before it is completed.
- No exact criteria have been set out in the Ministry Guideline or Board Policy for the establishment of an index of value.



Transportation Information Requested

Avg AM	Avg PM
14	22
20.4	31.5
27.5	37
19	13.5
18.5	23.5

GRAND ERIE

Growing Excellence... Inspiring Success



Haldimand East Accommodation Review

Anna Melick Memorial • Dunnville Central • Fairview Avenue
Grandview Central • Thompson Creek

March 31, 2010

GRAND ERIE

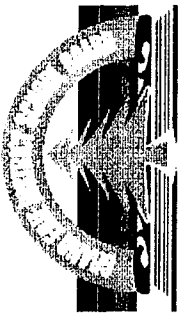
Growing Excellence... Inspiring Success



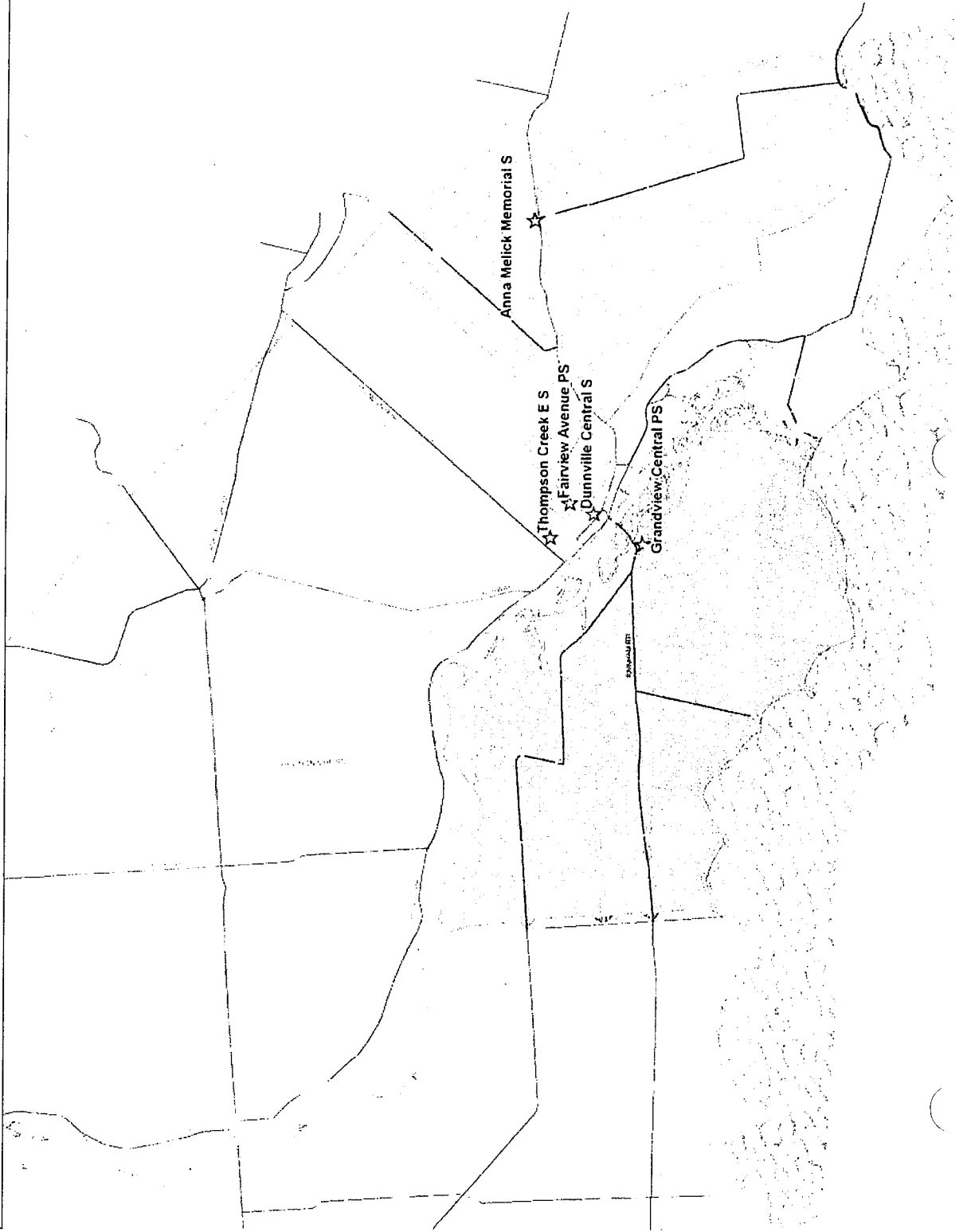
Haldimand East Accommodation Review

Anna Melick Memorial • Dunnville Central • Fairview Avenue
Grandview Central • Thompson Creek

June 16, 2010



Haldimand East Elementary Boundaries



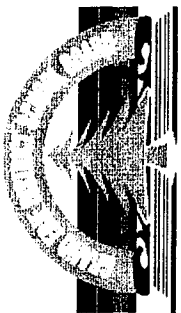
GRAND ERIE

Growing Excellence... Inspiring Success

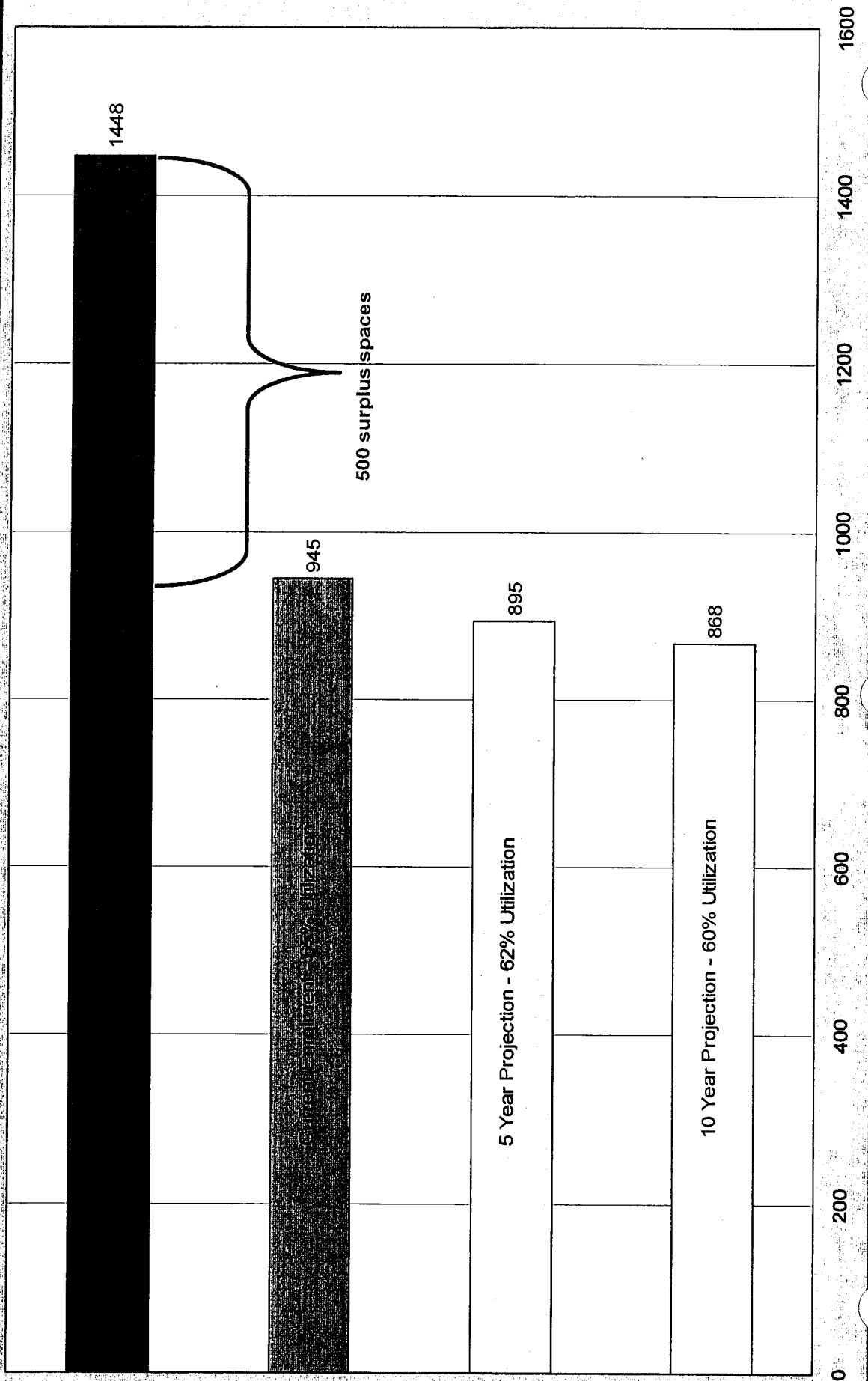


Capacity vs. Current & Projected Enrolment

June 16, 2010



Capacity vs Enrolment Totals – Haldimand East (presented March 3, 2010)

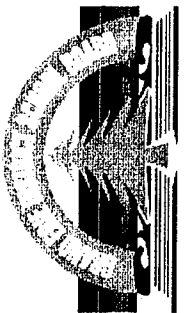


GRAND ERIE

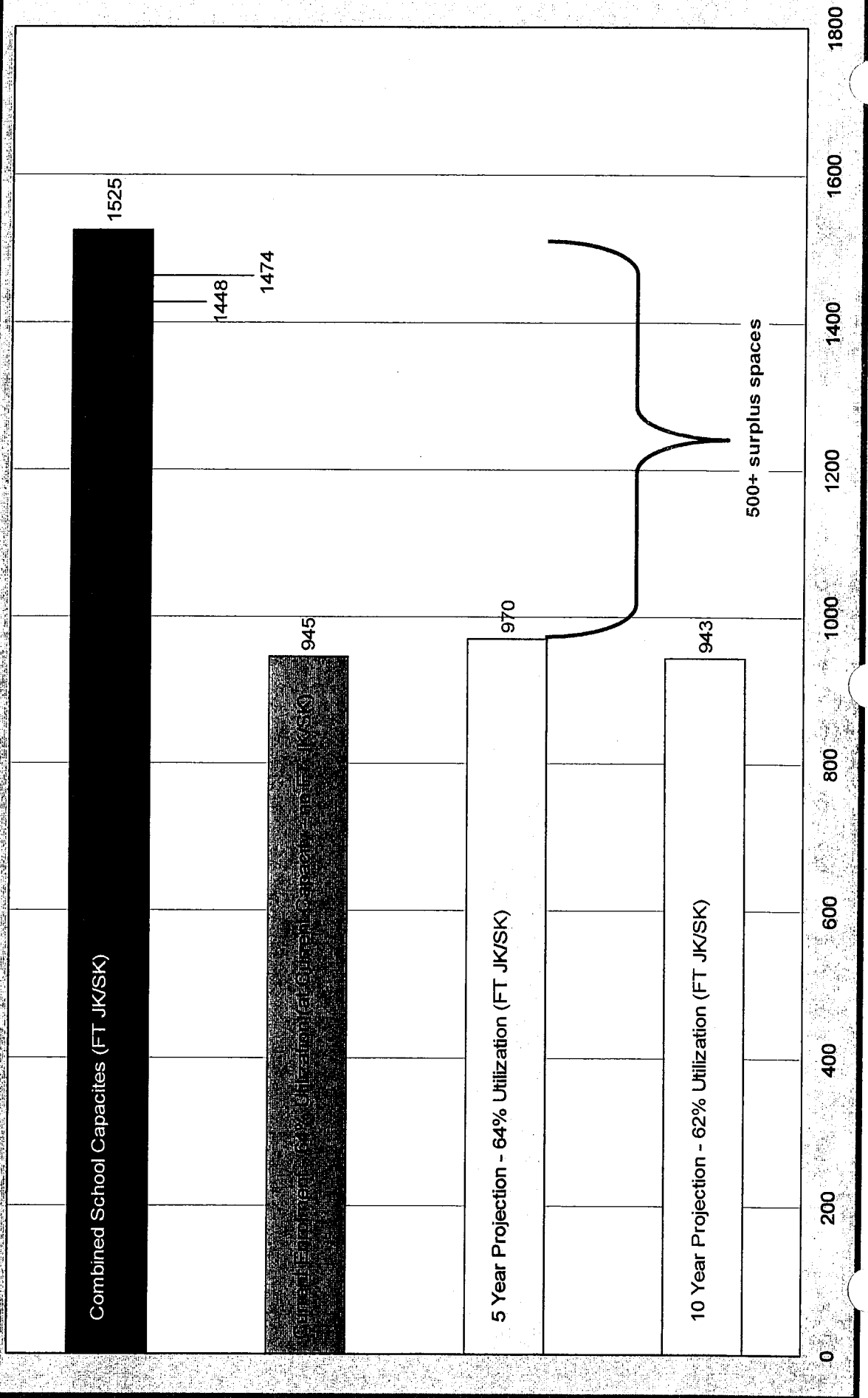
Growing Excellence... Inspiring Success

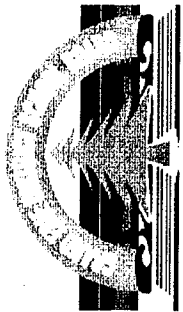


Capacities Re-visited

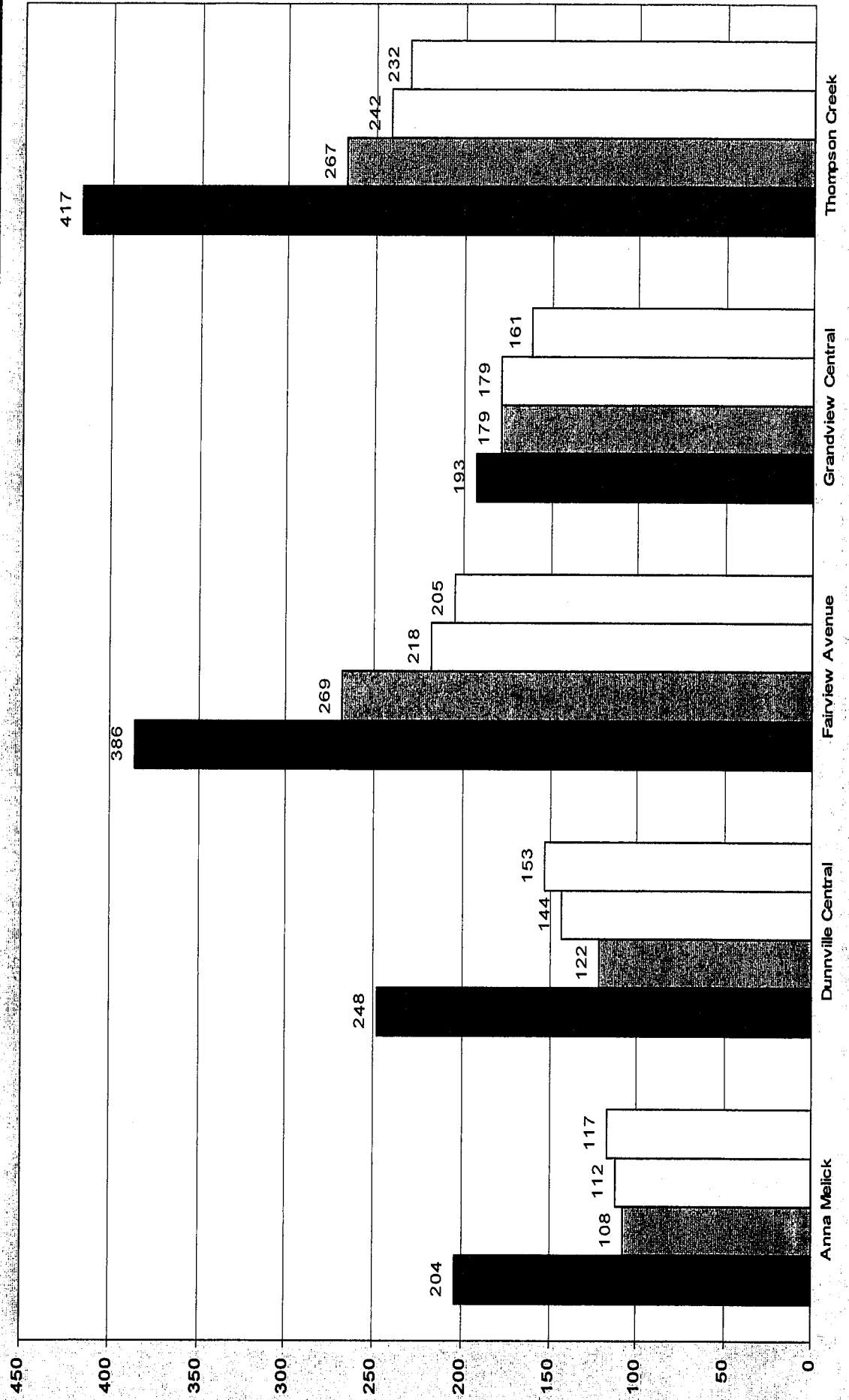


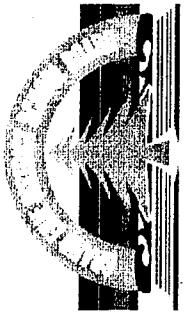
Capacity vs Enrolment Totals – Haldimand East (revised capacities & full day JK/SK)





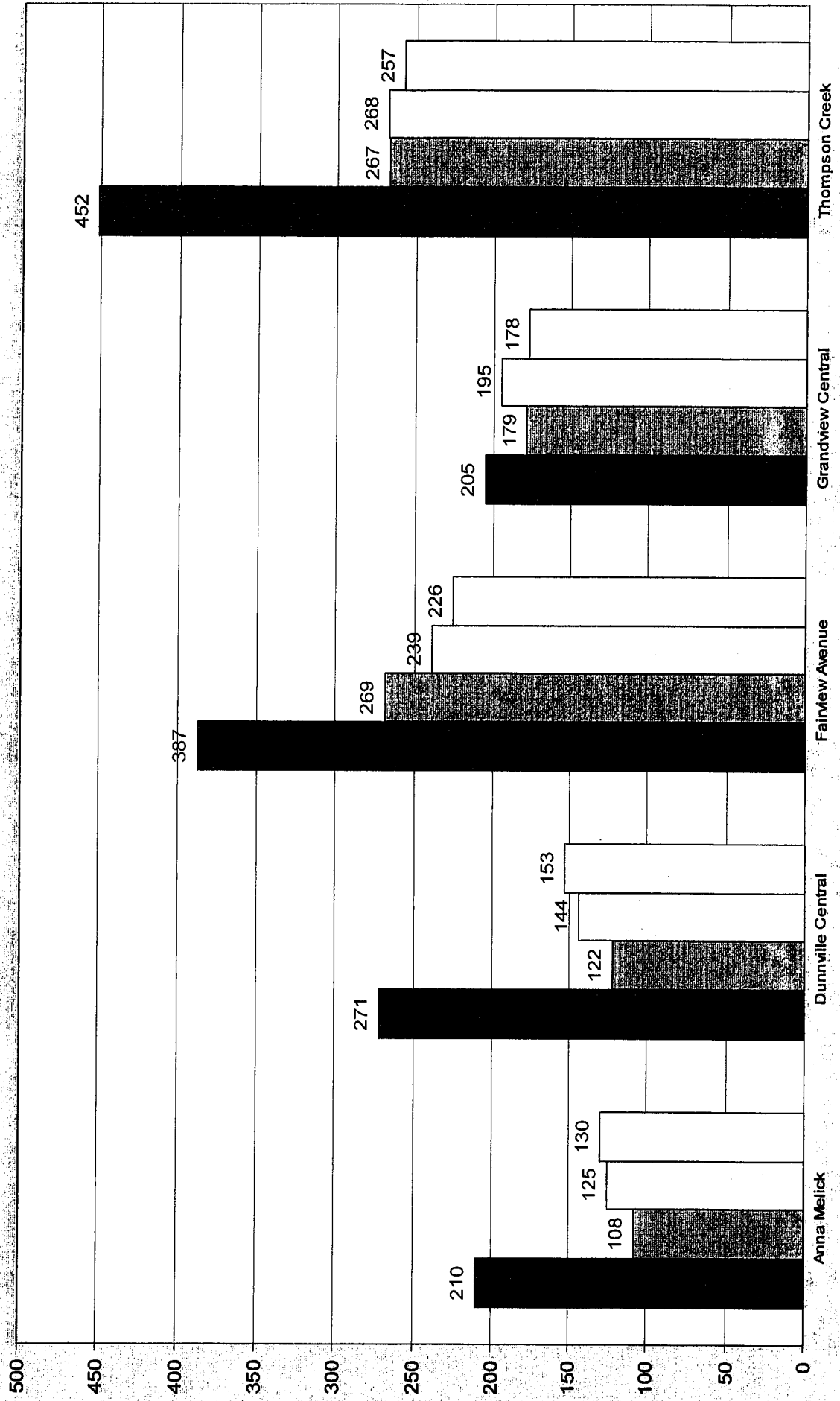
Enrolment by School – Haldimand East (presented March 3, 2010)





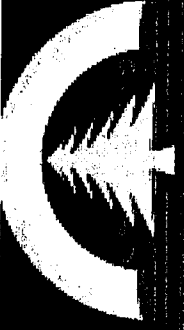
Enrolment by School – Haldimand East

(revised capacities & full day JK/SK)



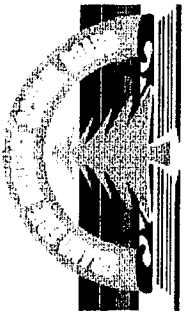
GRAND ERIE

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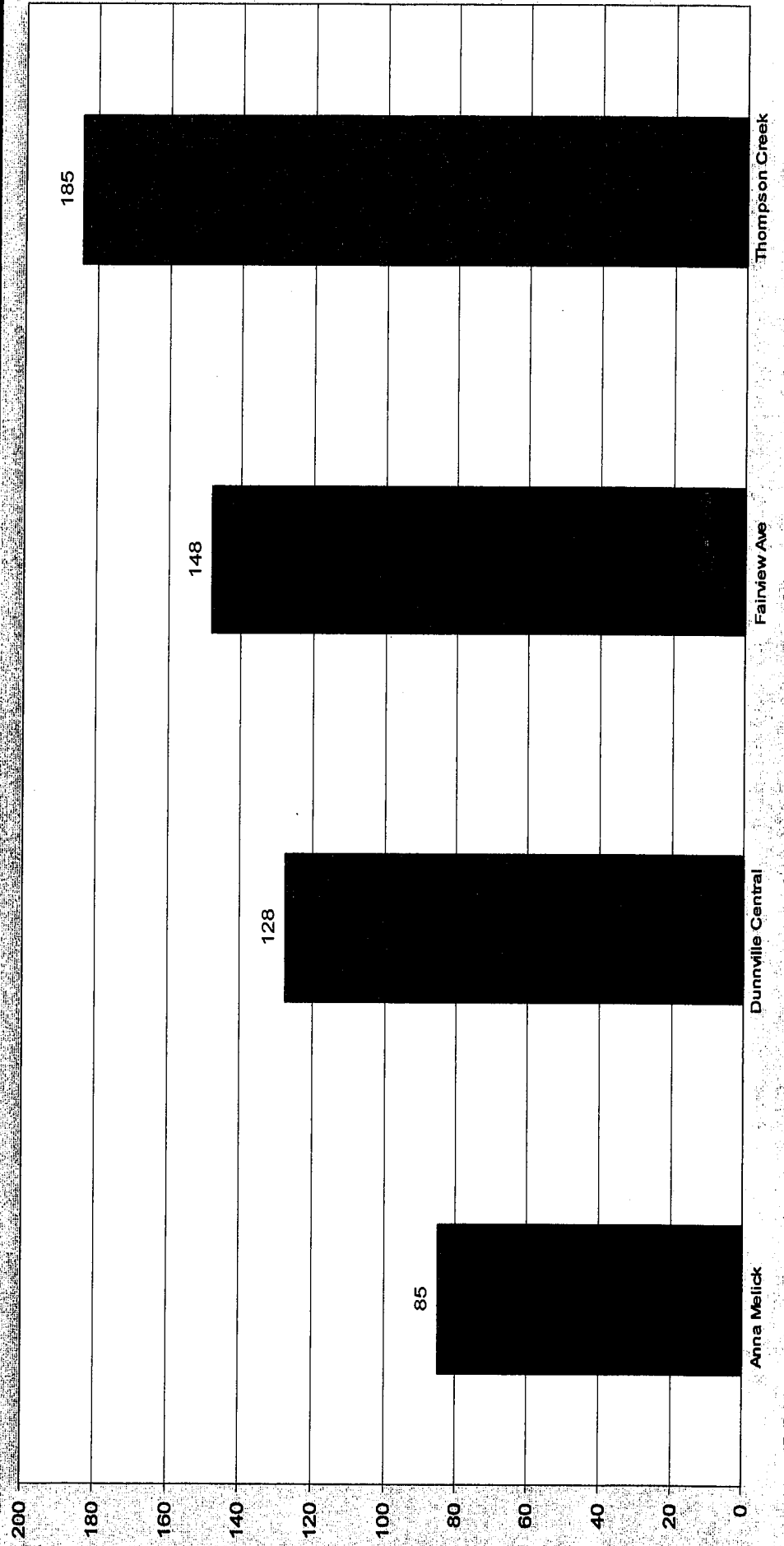


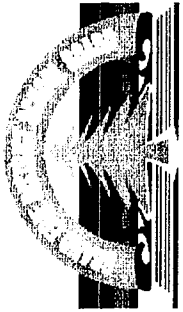
Available Space

June 16, 2010

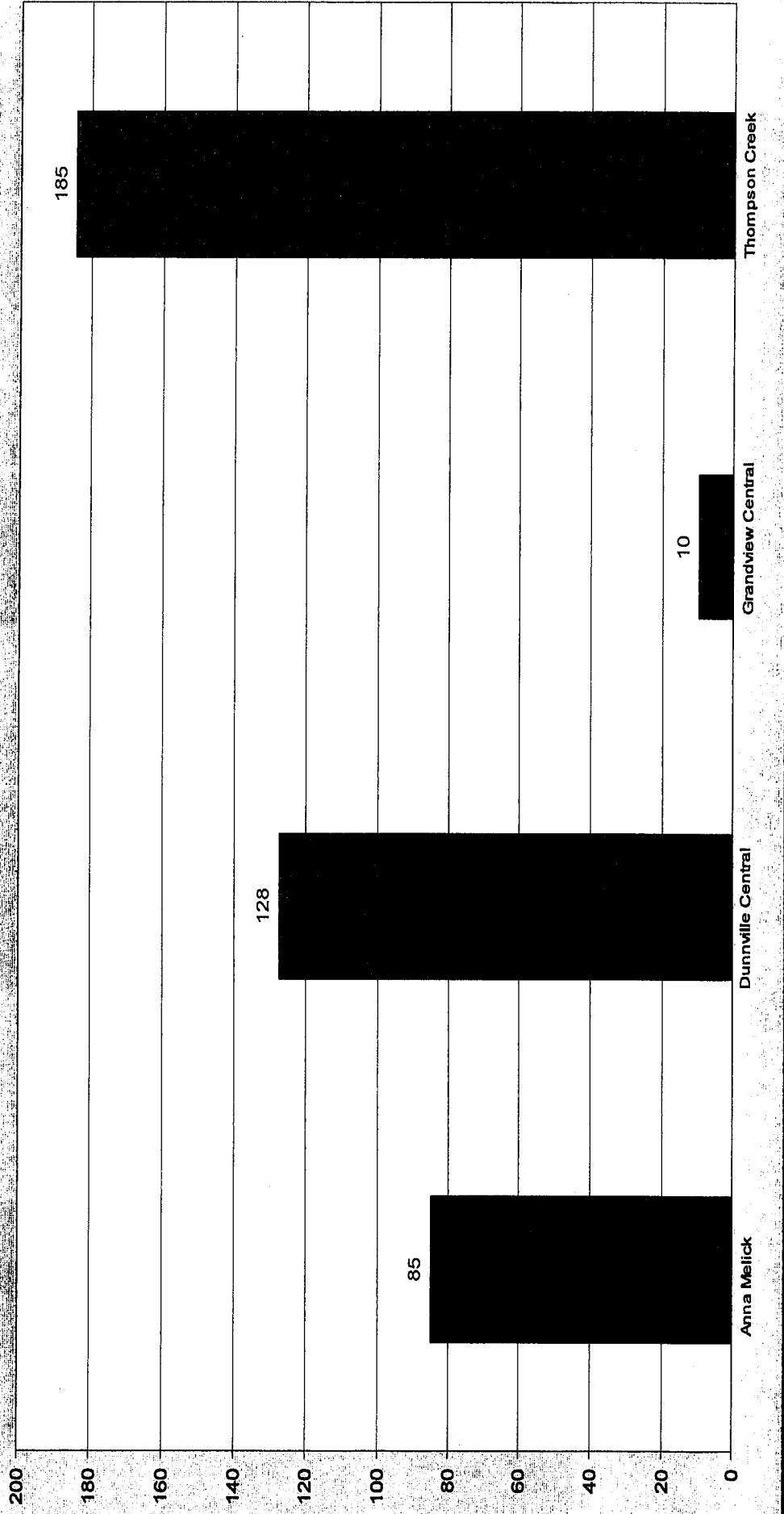


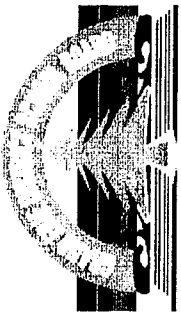
Where Space would be Available if Grandview Central closed



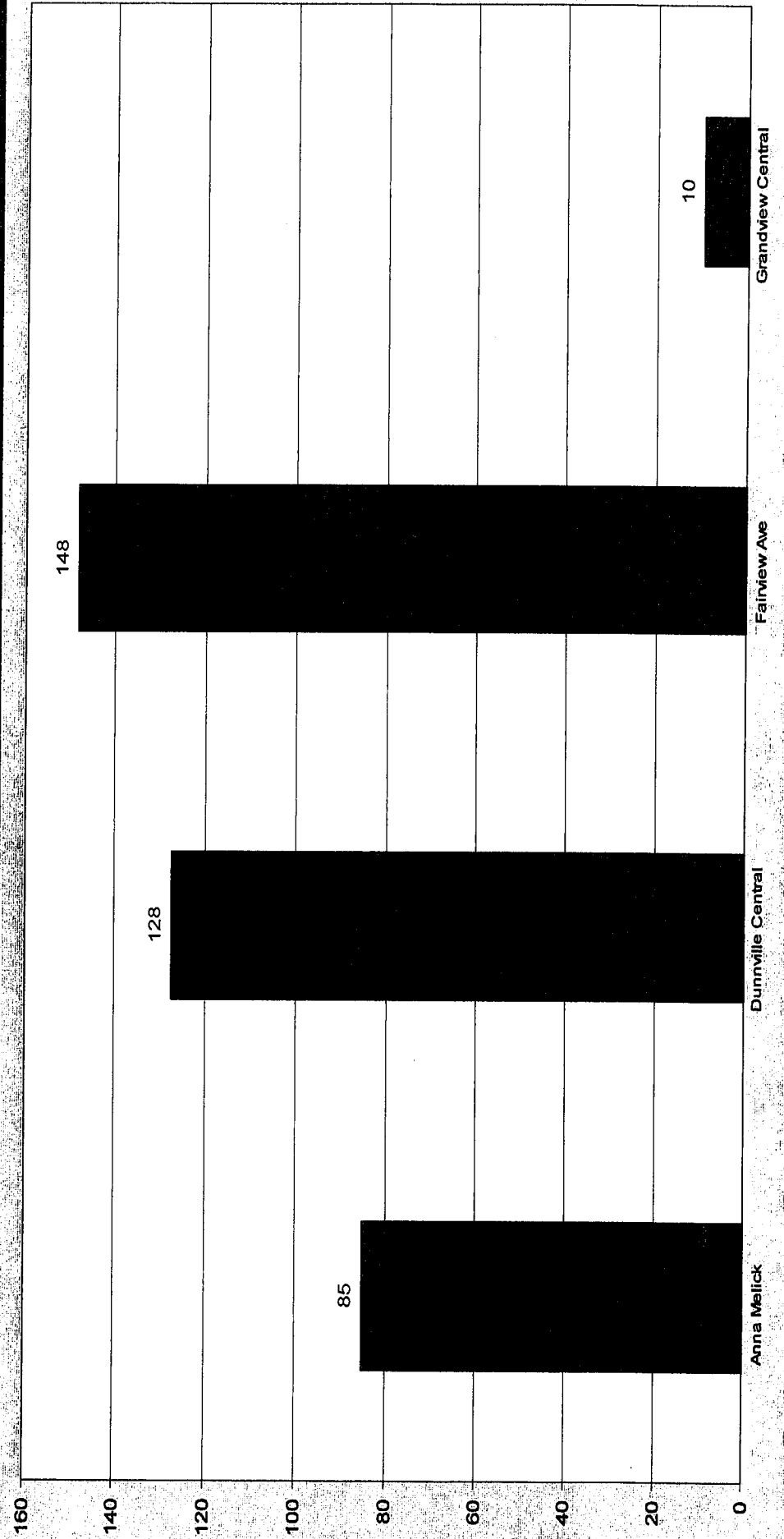


Where Space would be Available if Fairview Avenue closed



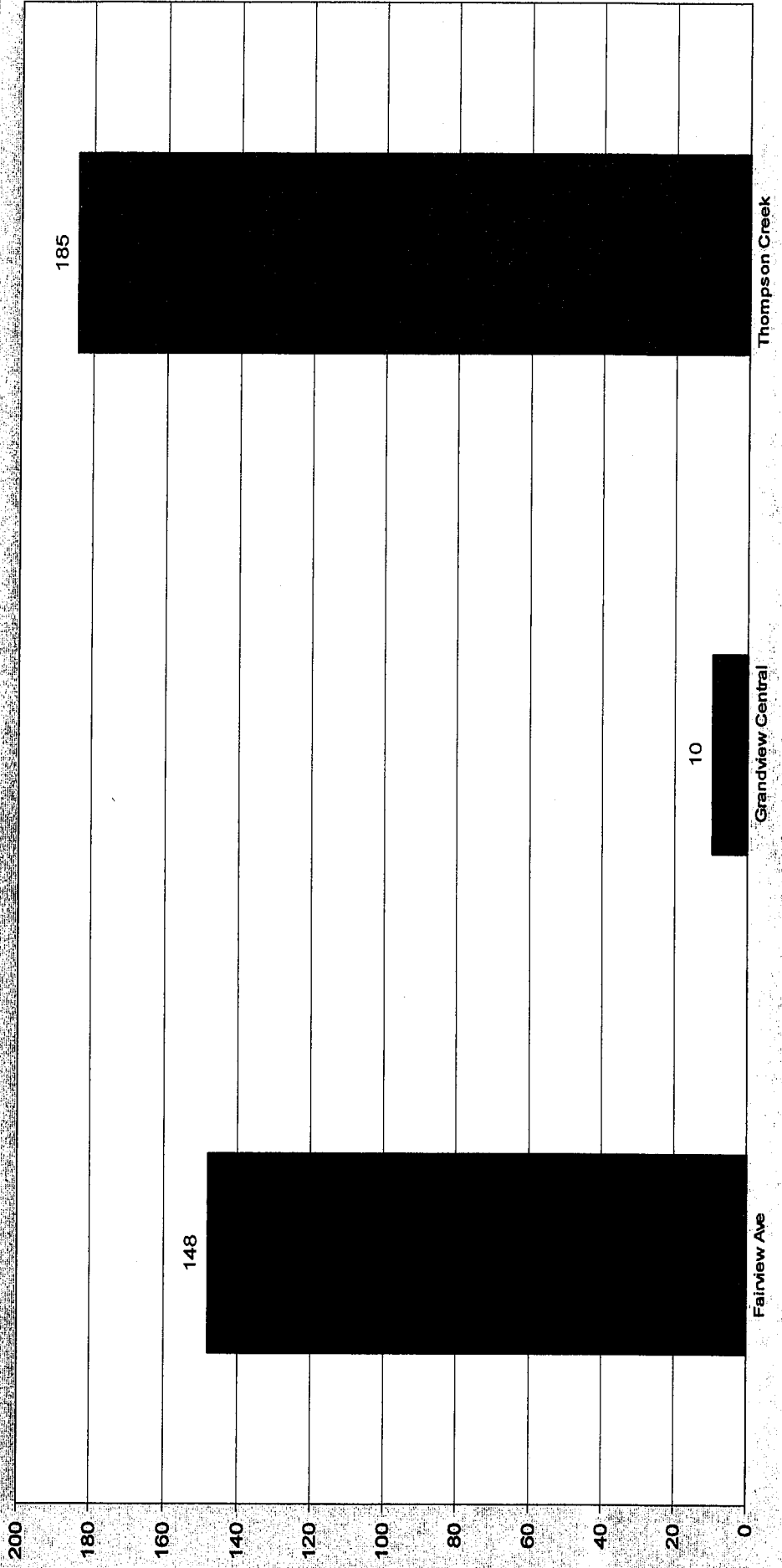


Where Space would be Available if Thompson Creek closed





Where Space would be Available if Anna Melick & Dunville Central closed



GRAND ERIE

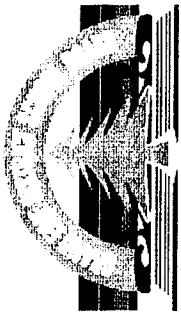
Growing Excellence... Inspiring Success



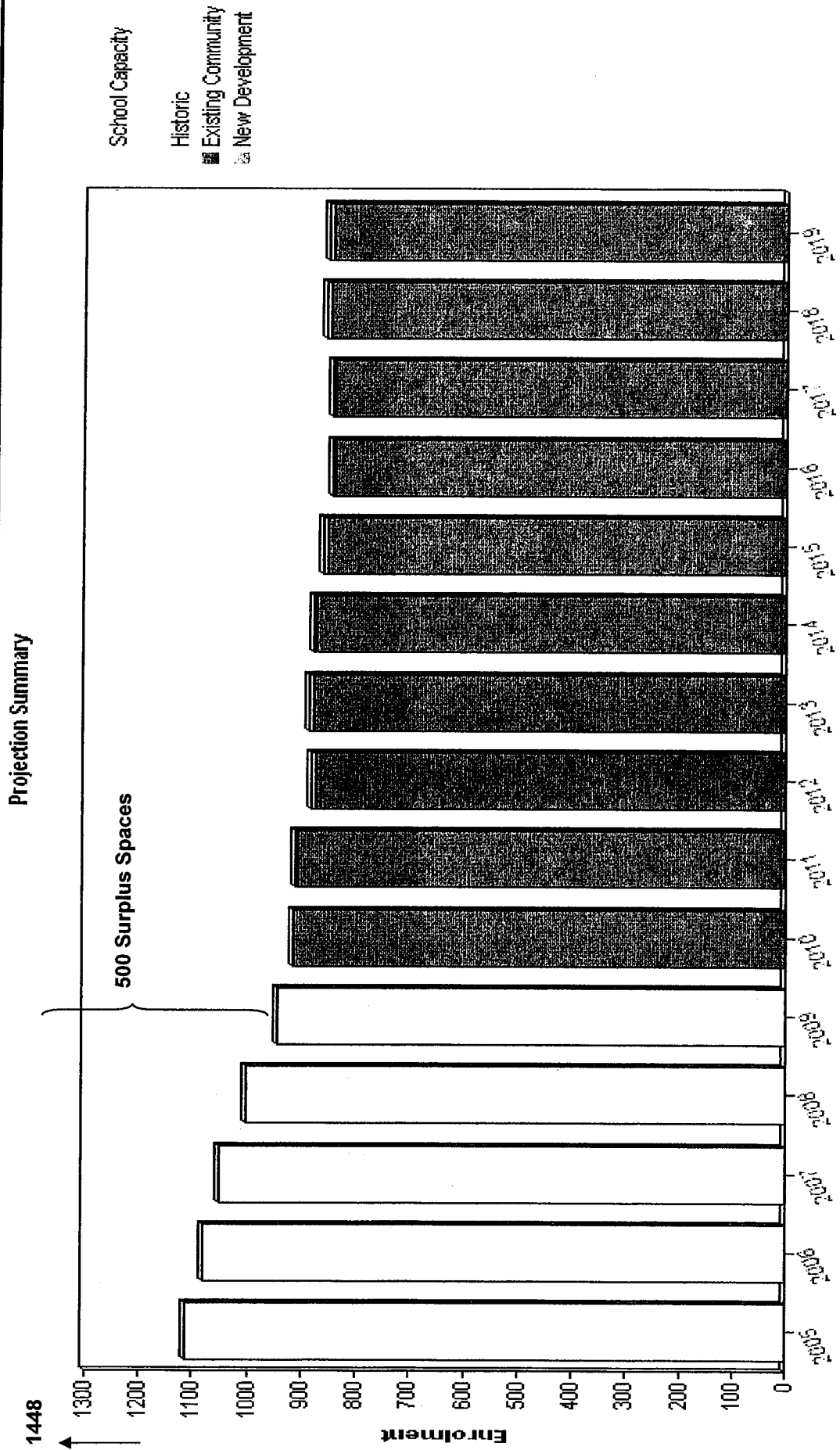
Enrolment Projections

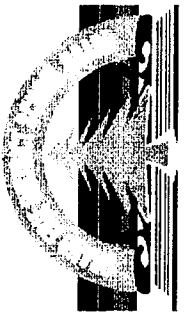
June 16, 2010

Grand Erie District School Board

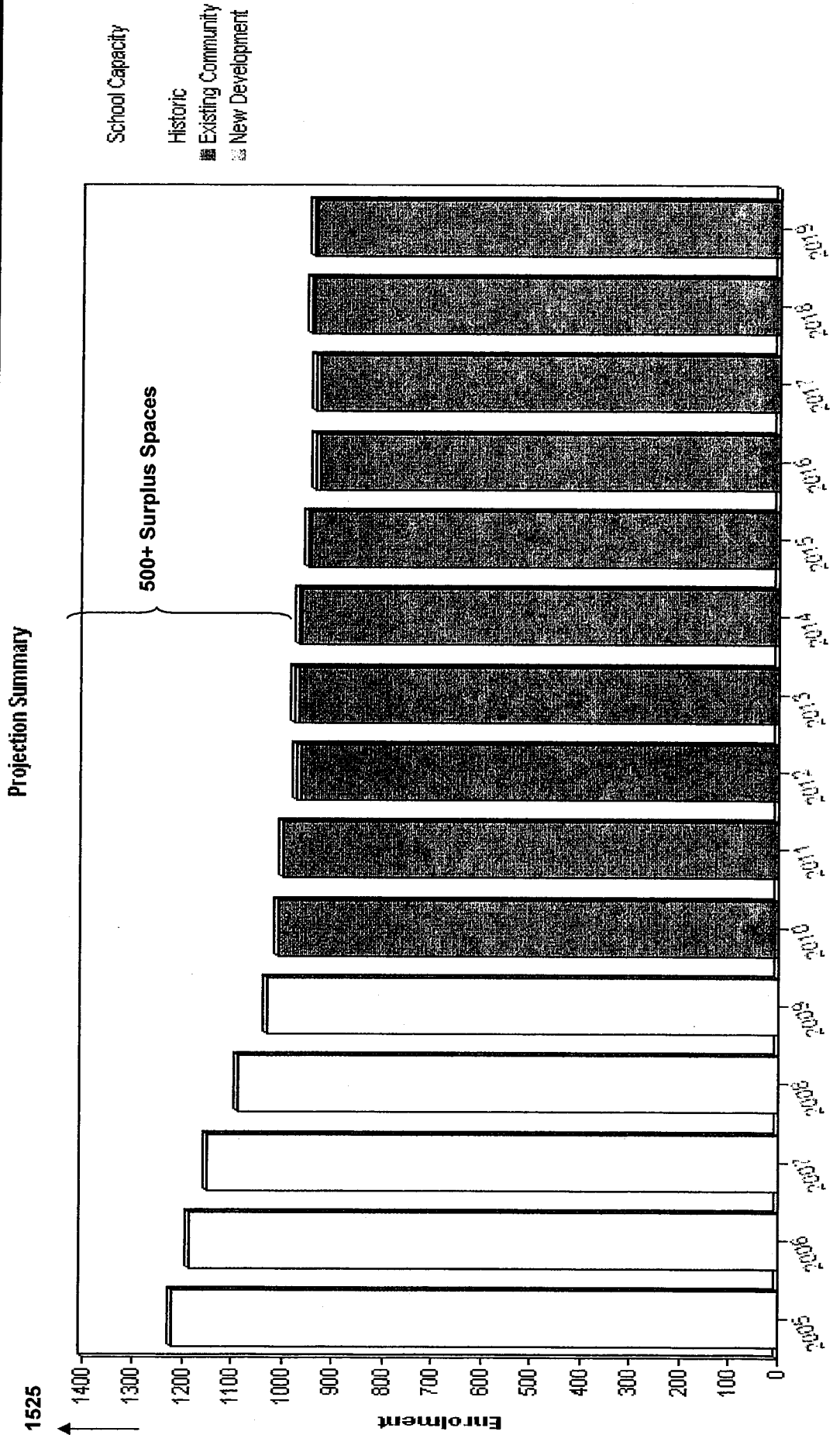


Haldimand East FTE Enrolment Projection Summary

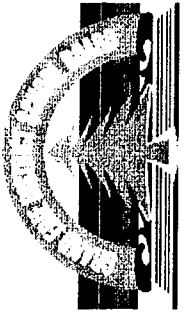




Haldimand East Full Day JK/SK Enrolment Projection Summary



Haldimand East Accommodation Review



Accommodation Options Considered

Option A

Closing one of either Anna Melick or Dunnville Central

- Considerable surplus space left

Option B

Closing in 2012

- **Anna Melick Memorial S**

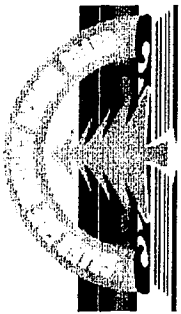
– 100% or approximately 115 students to Fairview Avenue PS

AND

- **Grandview Central PS**

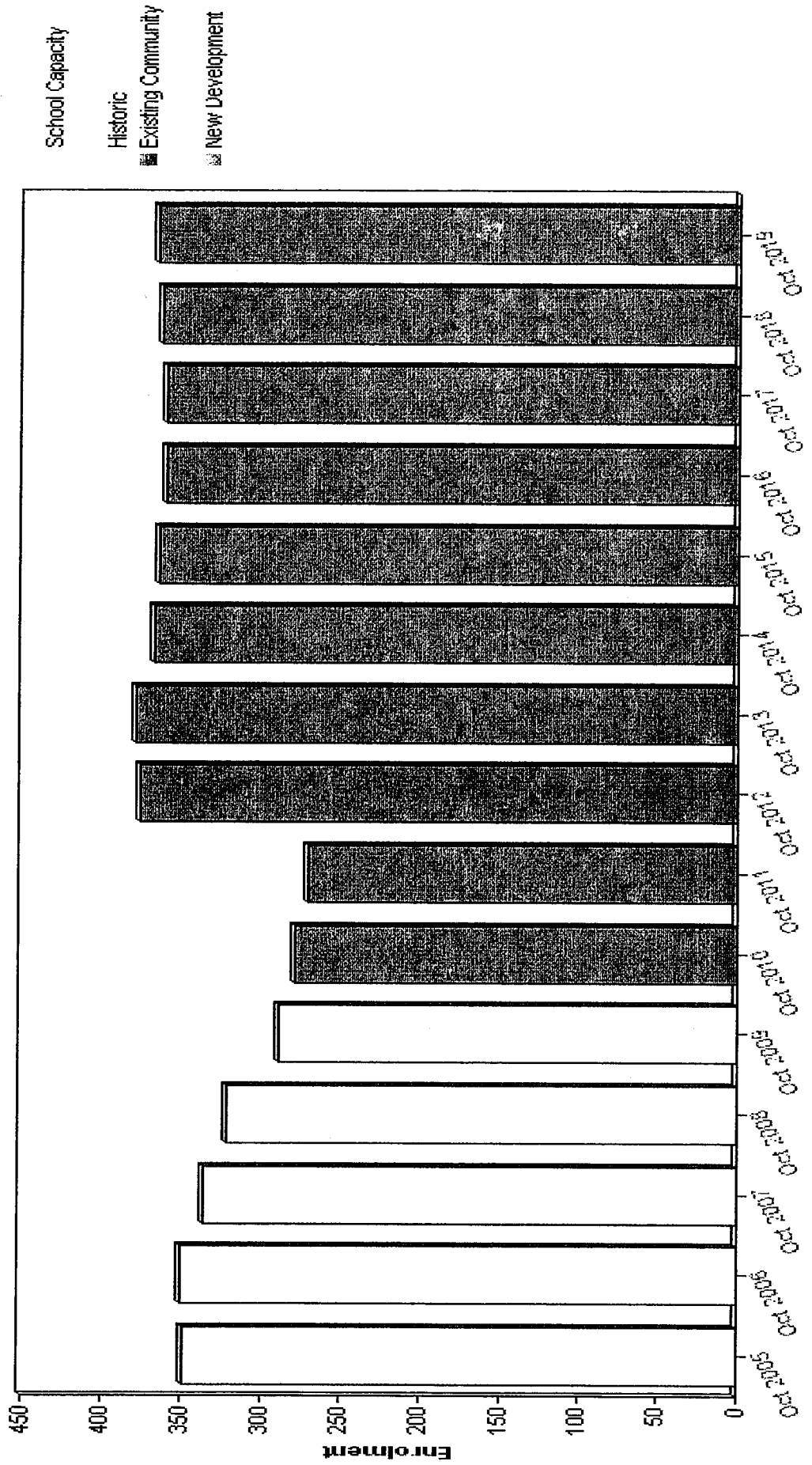
– 65% or approximately 130 students to Thompson Creek ES

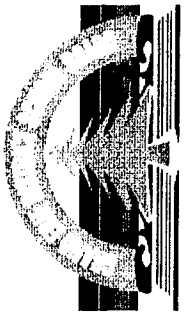
– 35% or approximately 65 students to Dunnville Central PS



Option B - Fairview Avenue PS FTE Enrolment Projection Summary (FD JK/SK)

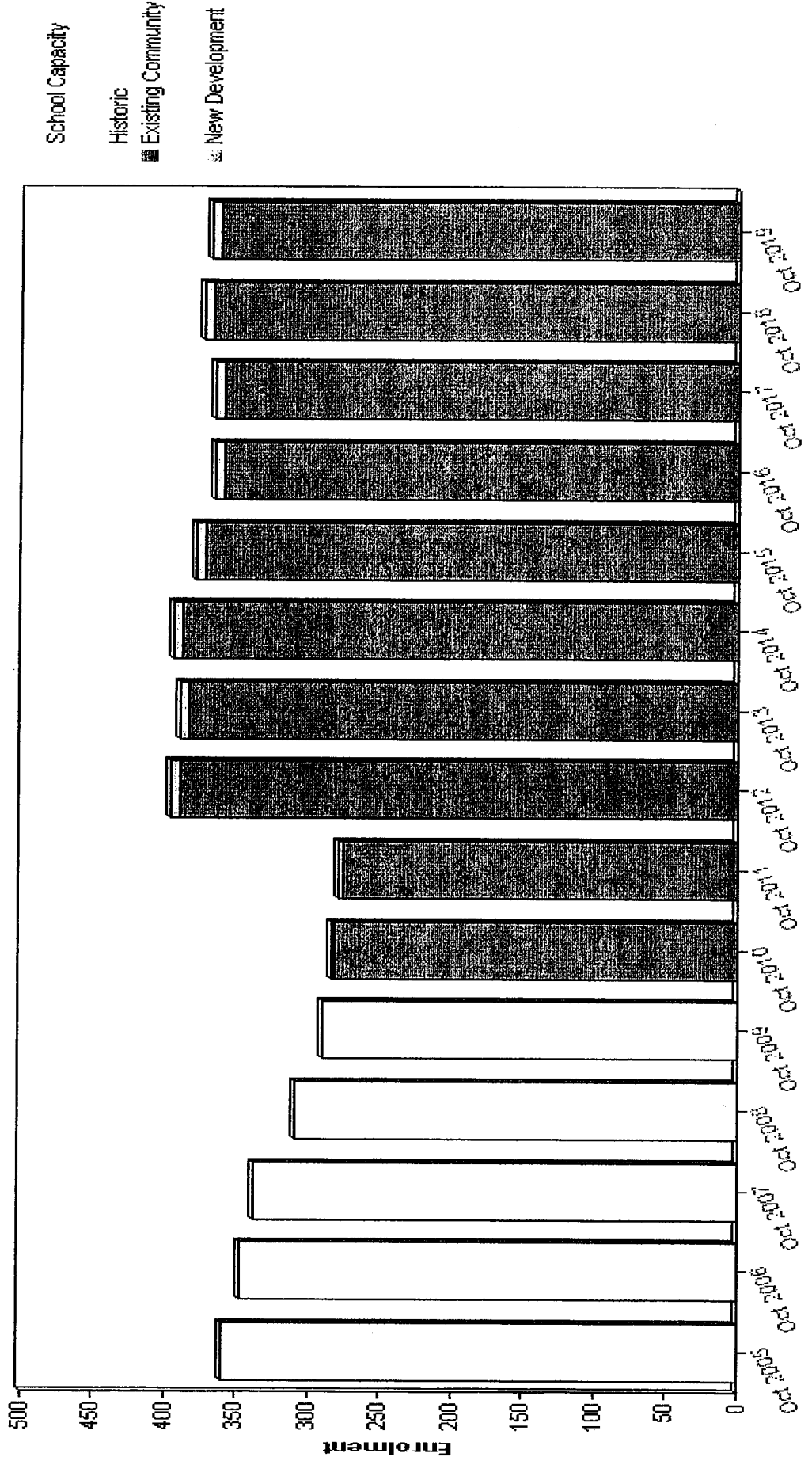
School Projection

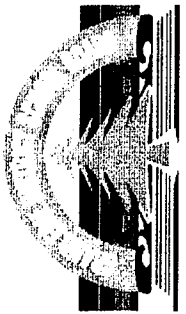




Option B – Thompson Creek ES FTE Enrolment Projection Summary (FD JK/SK)

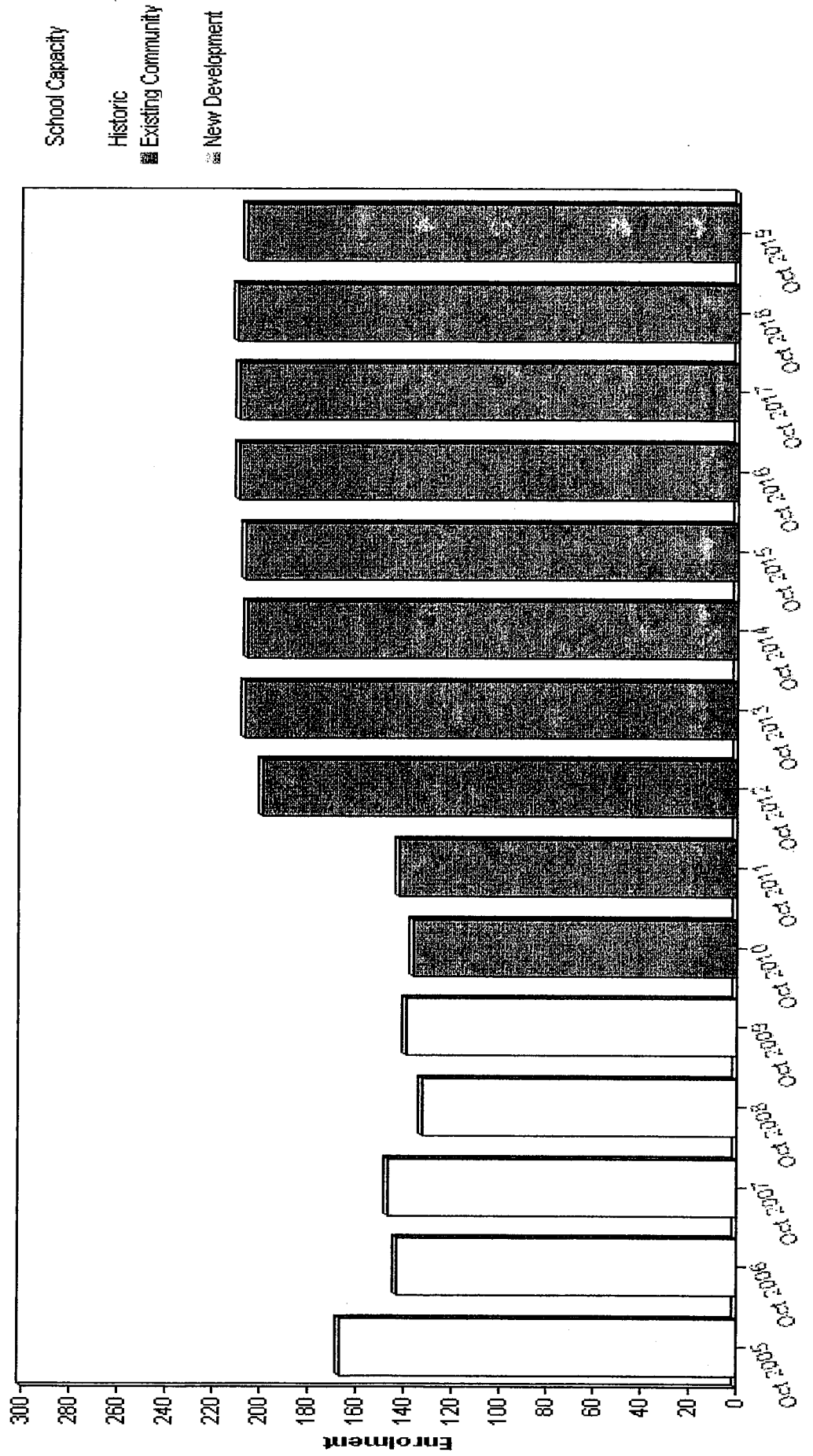
School Projection

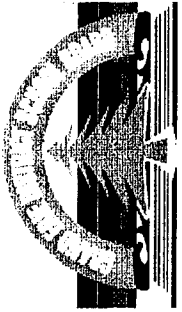




Option B – Dunnville Central PS FTE Enrolment Projection Summary (FD JK/SK)

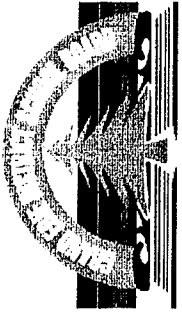
School Projection





Option B Comments

- All Anna Melick Memorial S students can be accommodated at Fairview Avenue PS.
 - All Anna Melick students are currently bussed and could be redirected into Dunnville.
- Students at Grandview Central PS would be divided and sent to two schools – preference would be to move all students to one location.



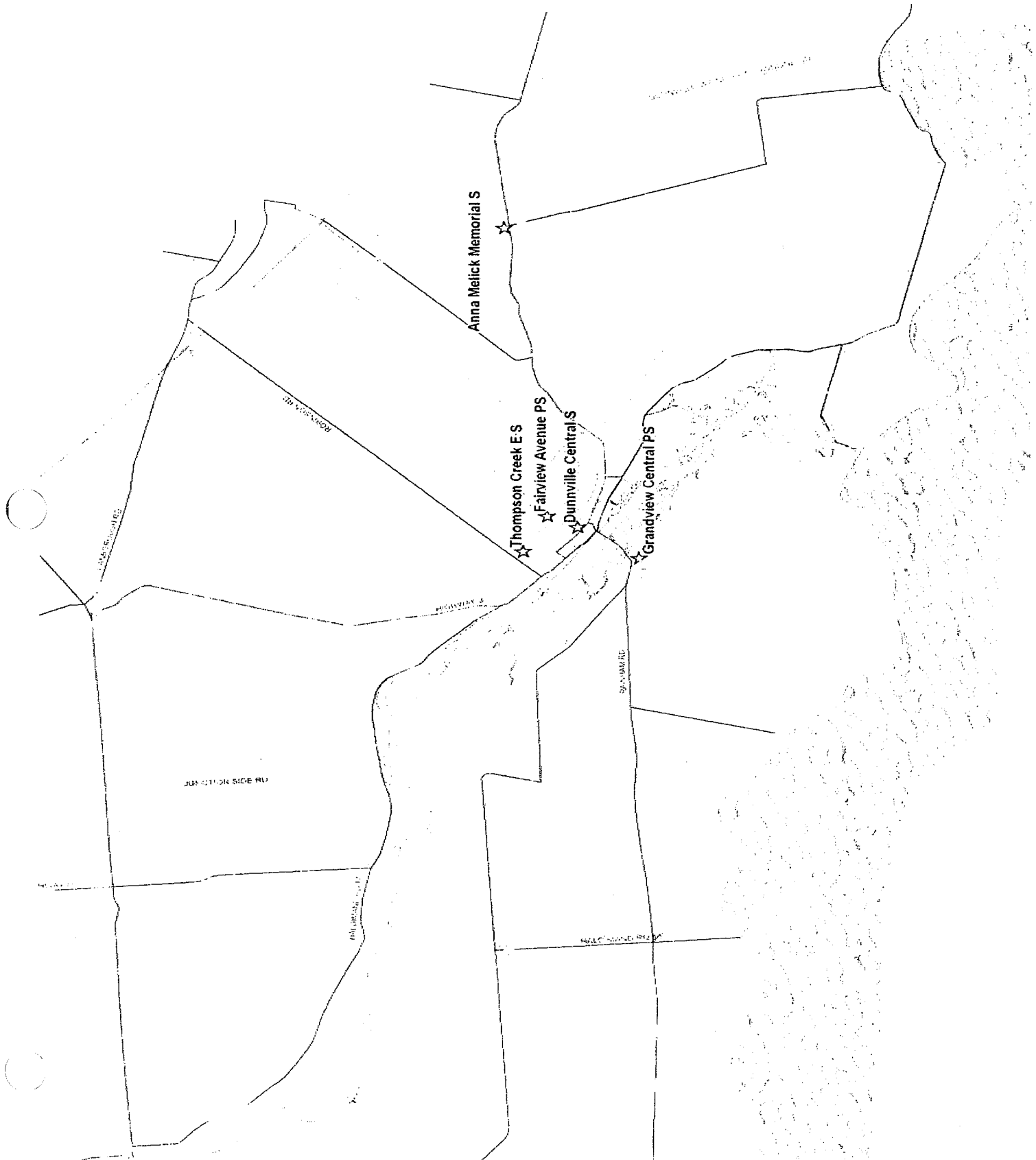
Accommodation Options Considered

Option C

Closing in 2012

- **Anna Melick Memorial S**
 - 100% or approximately 115 students to Thompson Creek ES
- **Dunnville Central PS**
 - 100% or approximately 135 students to Fairview Avenue PS

AND



Anna Melick Memorial S

Thompson Creek E S

Fairview Avenue PS

Dunville Central S

Grandview Central PS

JUN 211 5th SIDE RD

10th Street

11th Street

12th Street

13th Street

14th Street

15th Street

16th Street

17th Street

18th Street

19th Street

20th Street

21st Street

22nd Street

23rd Street

24th Street

25th Street

26th Street

27th Street

28th Street

29th Street

30th Street

31st Street

32nd Street

33rd Street

34th Street

35th Street

36th Street

37th Street

38th Street

39th Street

40th Street

41st Street

42nd Street

43rd Street

44th Street

45th Street

46th Street

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82nd Street

83rd Street

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89th Street

90th Street

91st Street

92nd Street

93rd Street

94th Street

95th Street

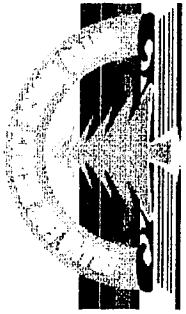
96th Street

97th Street

98th Street

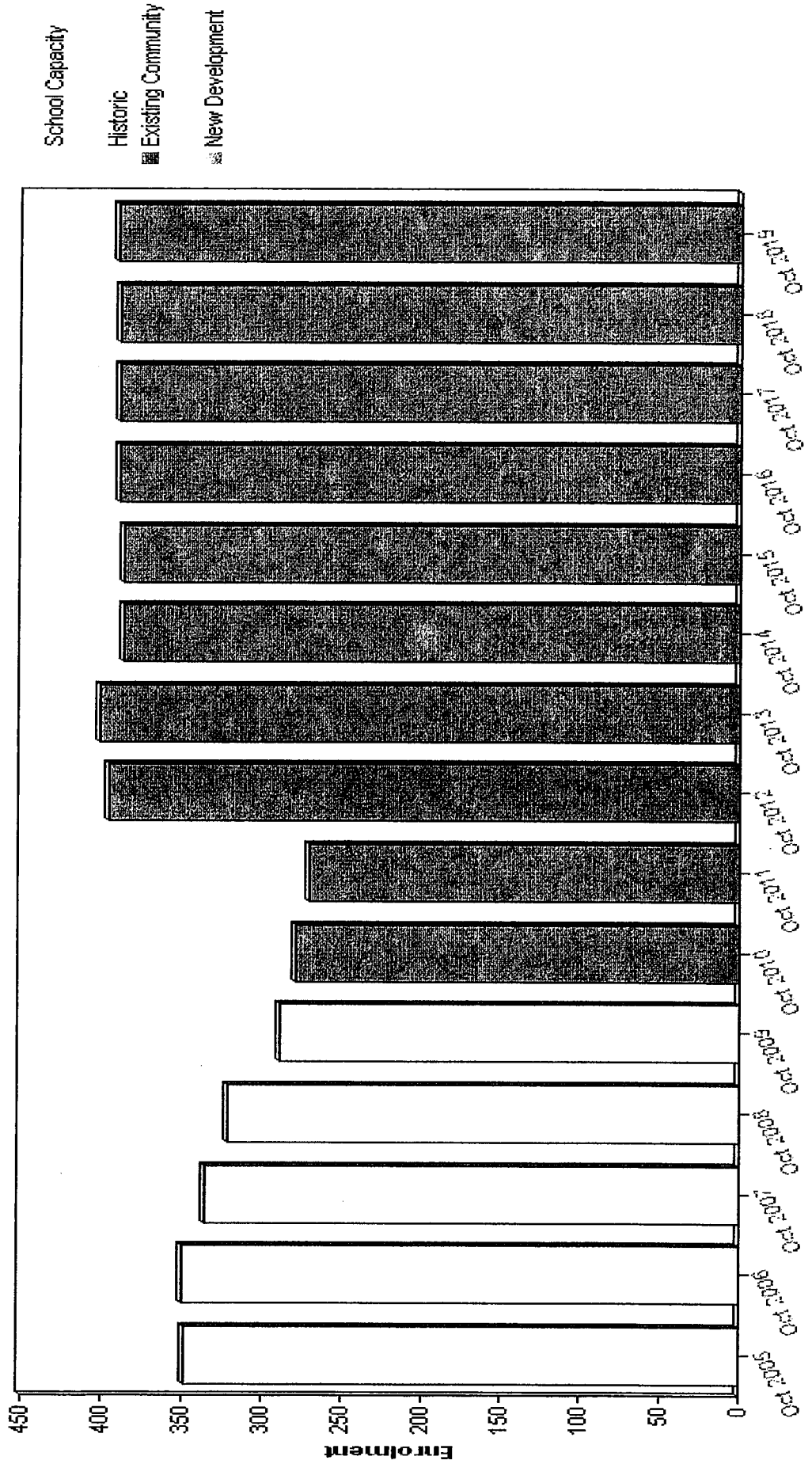
99th Street

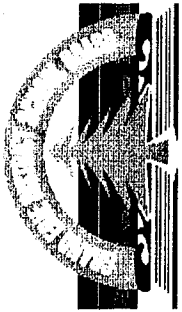
100th Street



Option C - Fairview Avenue PS FTE Enrolment Projection Summary (FD JK/SK)

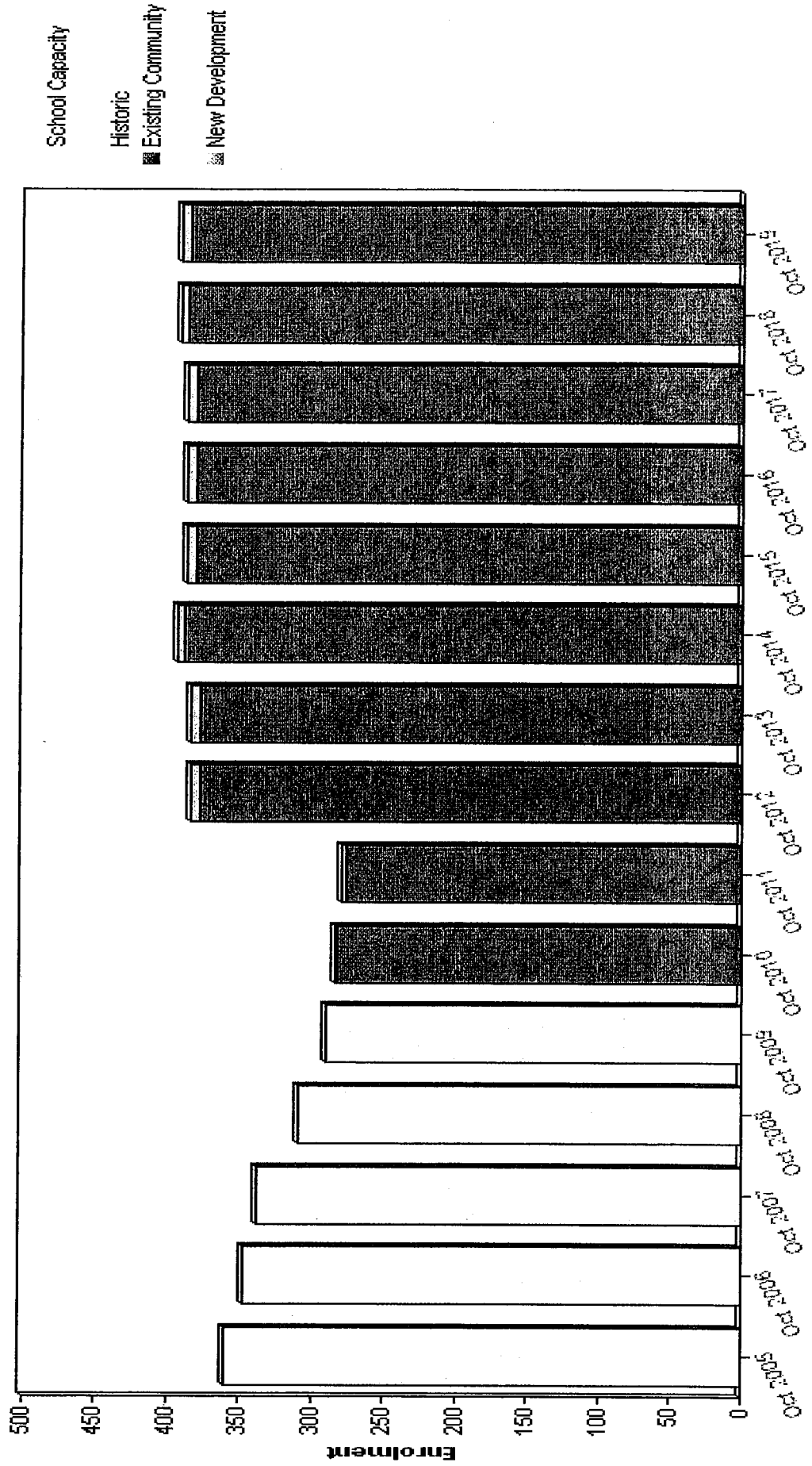
School Projection

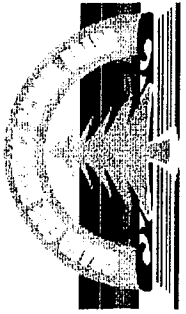




Option C – Thompson Creek ES FTE Enrolment Projection Summary (FD JK/SK)

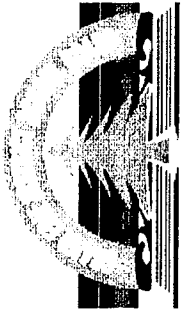
School Projection





Option C Comments

- All Anna Melick Memorial S students can be accommodated at Thompson Creek ES.
 - All Anna Melick students are currently bussed and could be redirected into Dunnville.
- Most Dunnville Central PS students can be accommodated at Fairview Avenue PS.
 - Majority of Dunnville Central students are in walking vicinity to Fairview Avenue PS.
 - May need to consider moving Special Education to Thompson Creek.

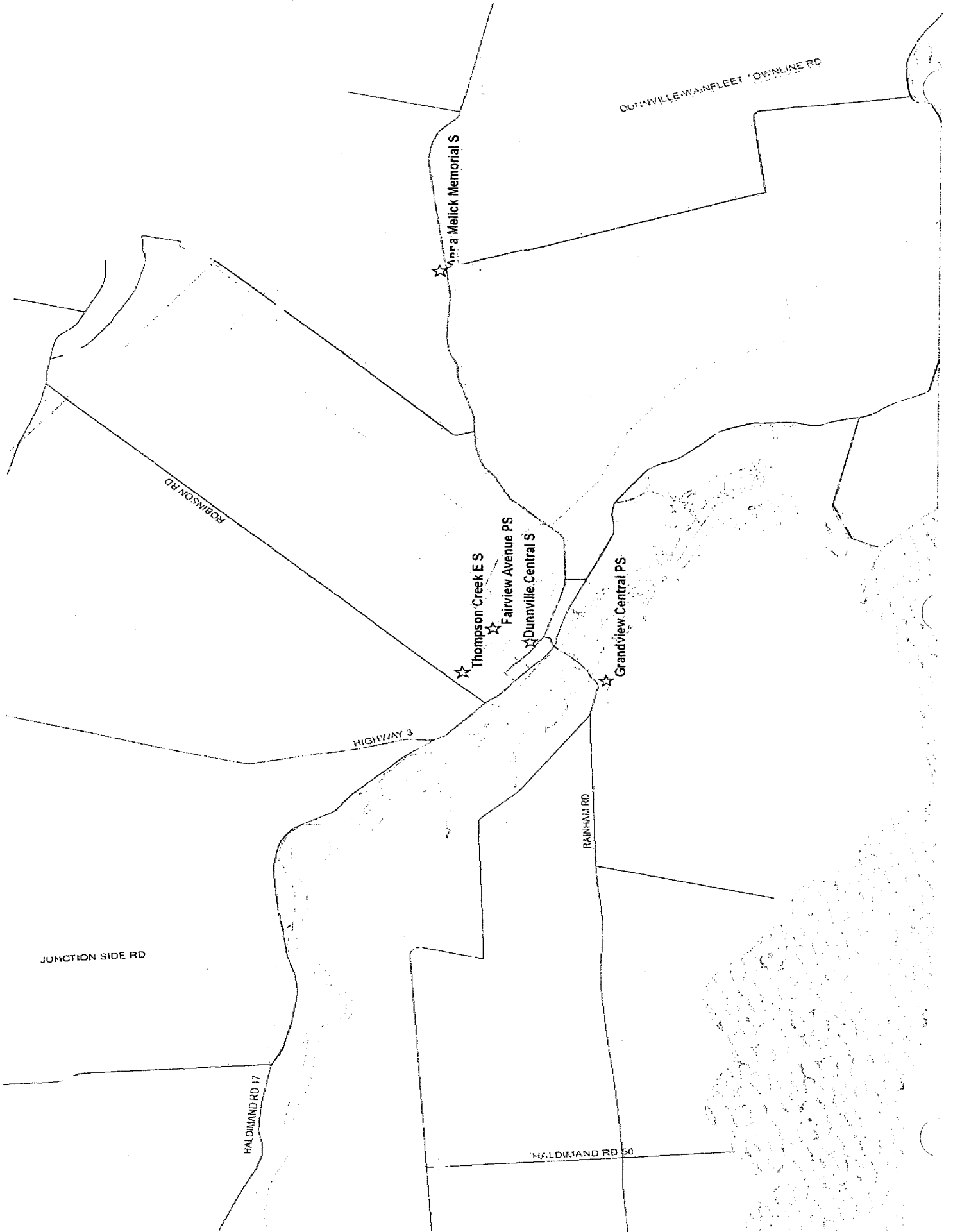


Accommodation Options Considered

Option D

Closing in 2012

- **Fairview Avenue PS**
 - 45% or approximately 115 students to Thompson Creek ES
 - 30% or approximately 78 students to Dunnville Central
 - 25% or approximately 65 students to Anna Melick



MERRICK MEMORIAL S

ROBINSON RD

Thompson Creek ES
Fairview Avenue PS
Dunville Central S

Grandview Central PS

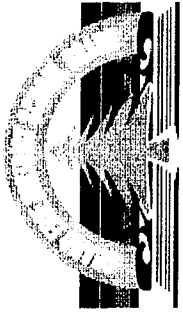
HIGHWAY 3

RAINHAM RD

JUNCTION SIDE RD

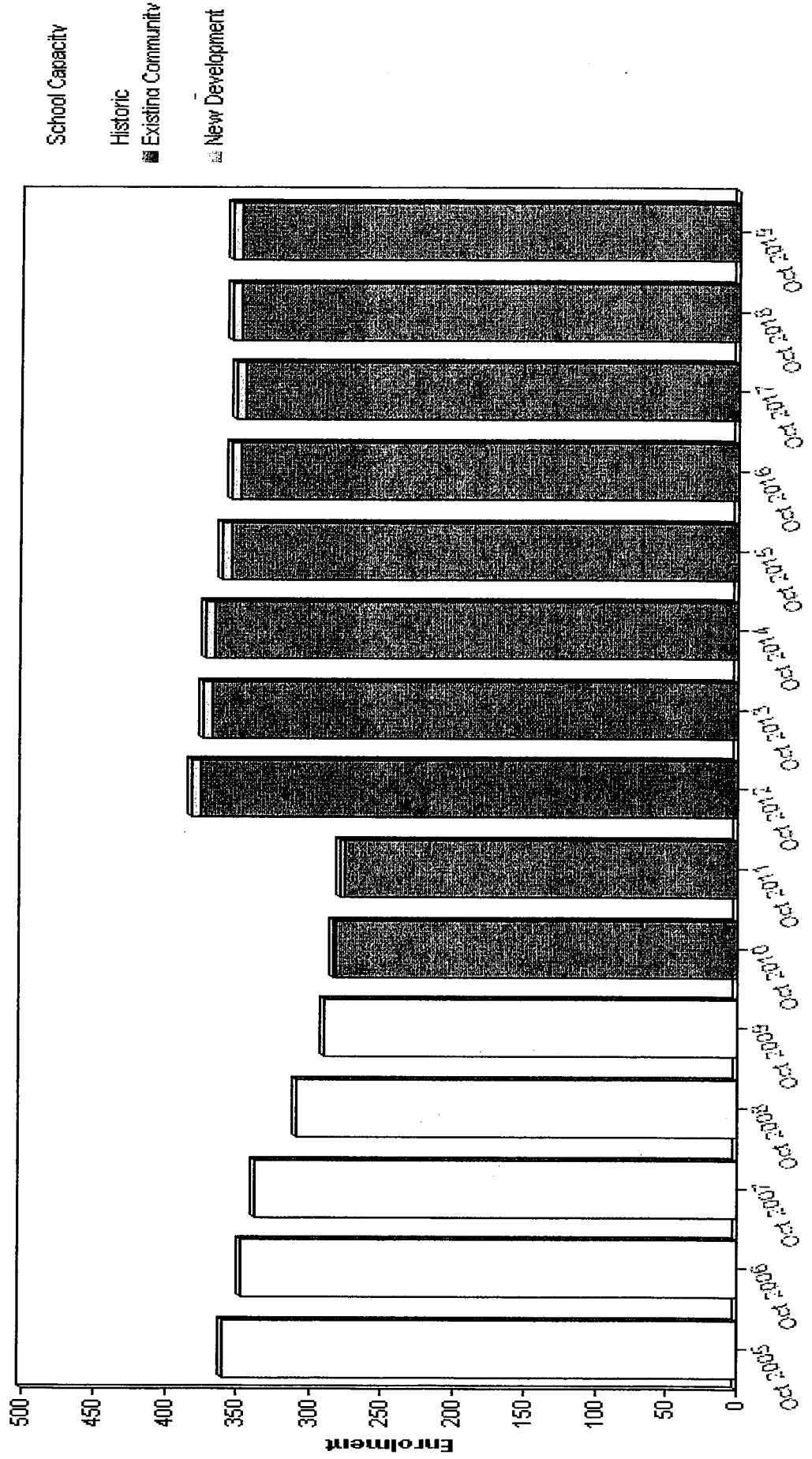
HALDIMAND RD 17

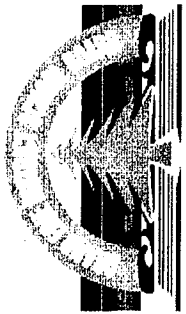
HALDIMAND RD 50



Option D – Thompson Creek PS FTE Enrolment Projection Summary (FD JK/SK)

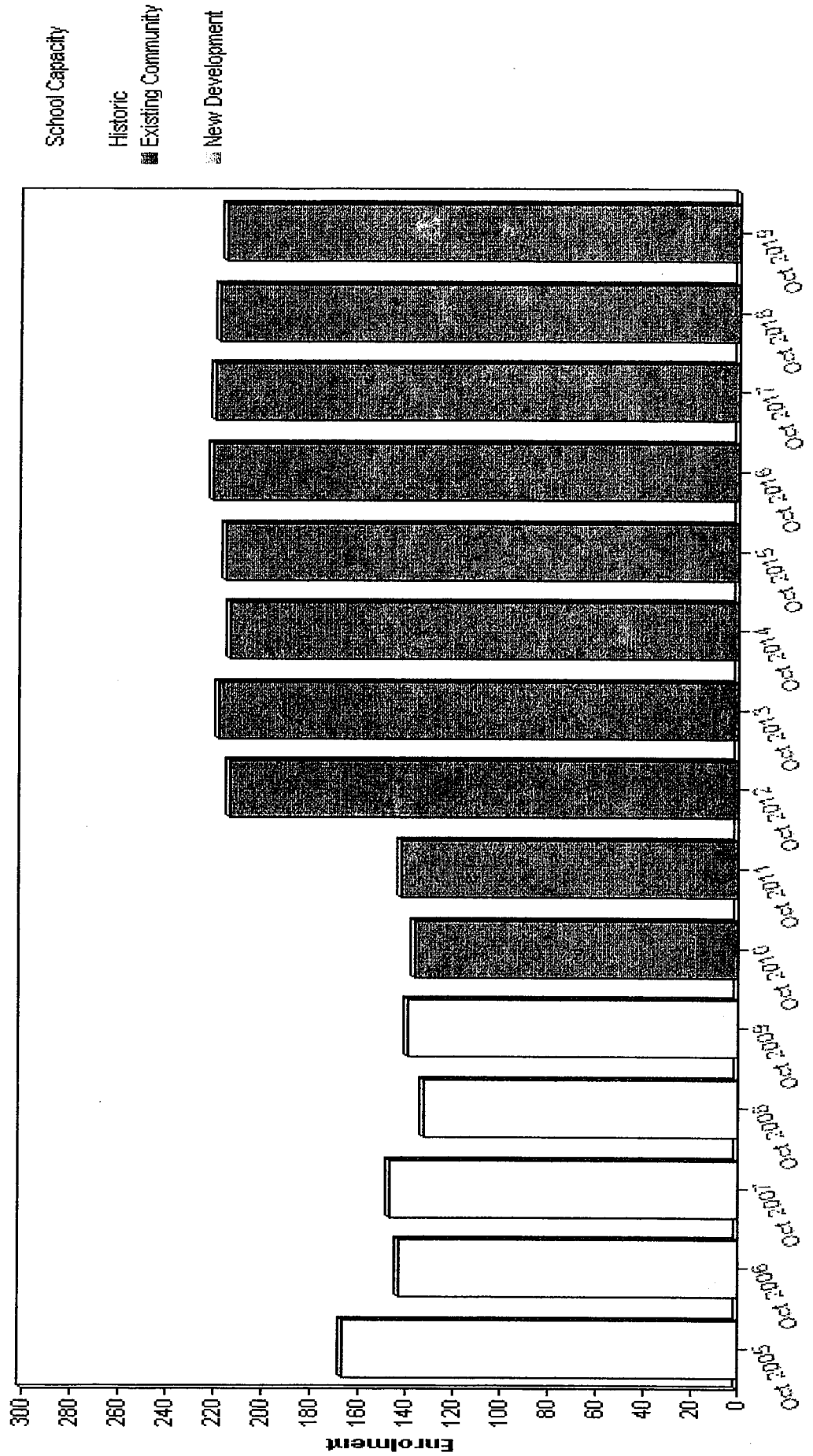
School Projection

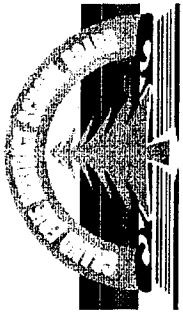




Option D – Dunnville Central PS FTE Enrolment Projection Summary (FD JK/SK)

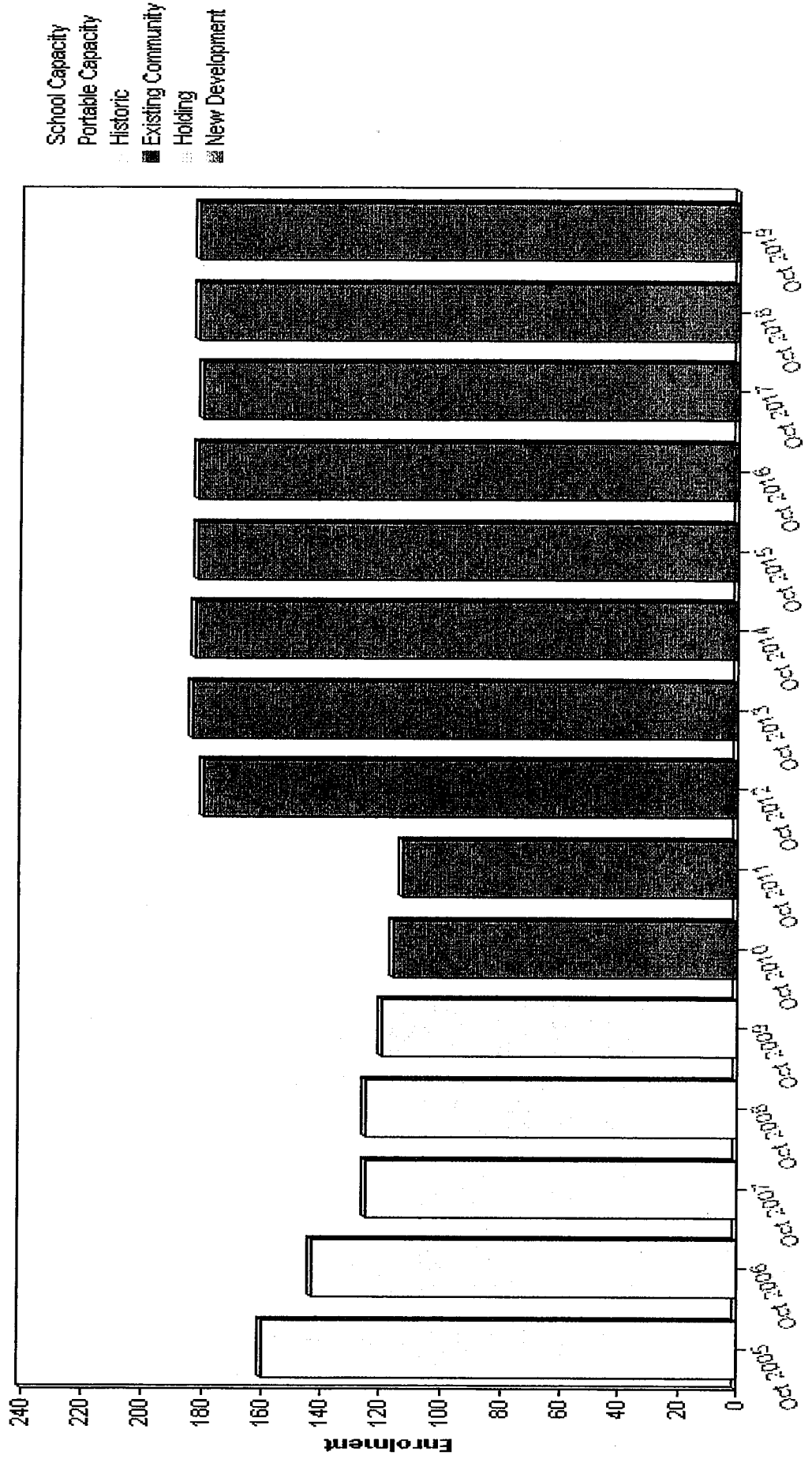
School Projection

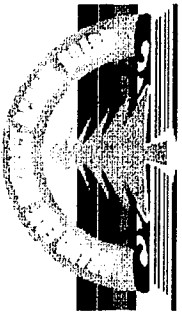




Option D – Anna Melick FTE Enrolment Projection Summary (FD JK/SK)

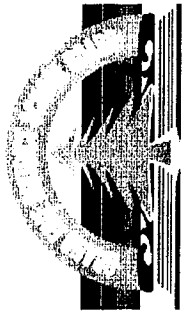
School Projection





Option D Comments

- Students at Fairview Avenue PS would be divided and sent to three schools – preference would be to move all students to one location.



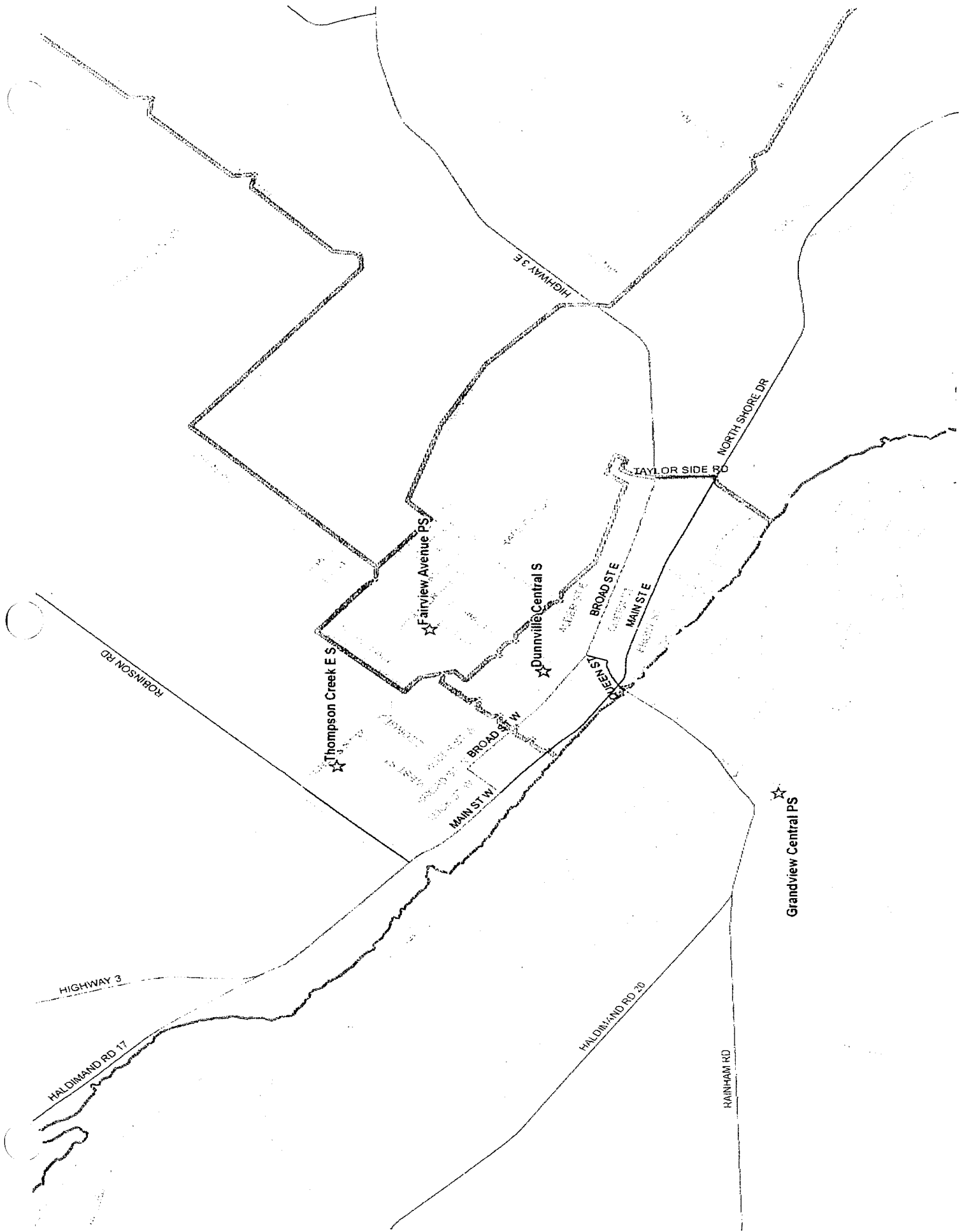
Accommodation Options Considered

Option E

Closing in 2012

- **Thompson Creek PS**

- 60% or approximately 165 students to Fairview Avenue PS
- 40% or approximately 100 students to Dunnville Central
- 25% or approximately 65 students to Anna Melick from Fairview Avenue



ROBINSON RD

HIGHWAY 3E

HIGHWAY 3

HALDIMAND RD 17

HALDIMAND RD 20

RAINHAM RD

NORTH SHORE DR

TAYLOR SIDE RD

★ Thompson Creek E S

★ Fairview Avenue PS

★ Dunville Central S

★ Grandview Central PS

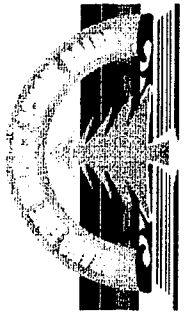
MAIN ST W

BROAD ST W

GREEN ST

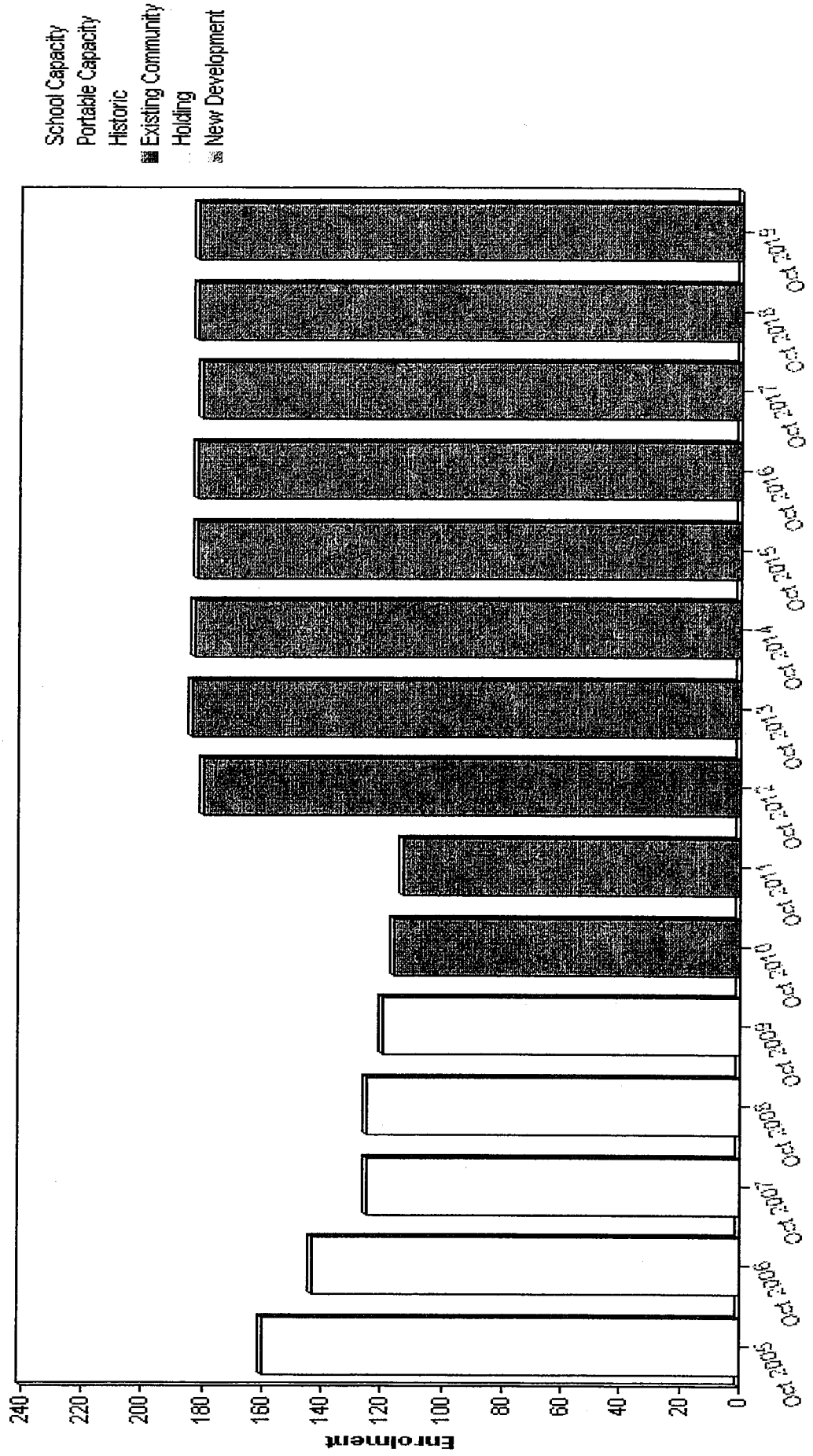
BROAD ST E

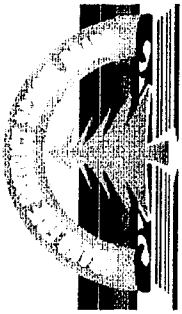
MAIN ST E



Option E – Anna Melick FTE Enrolment Projection Summary (FD JK/SK)

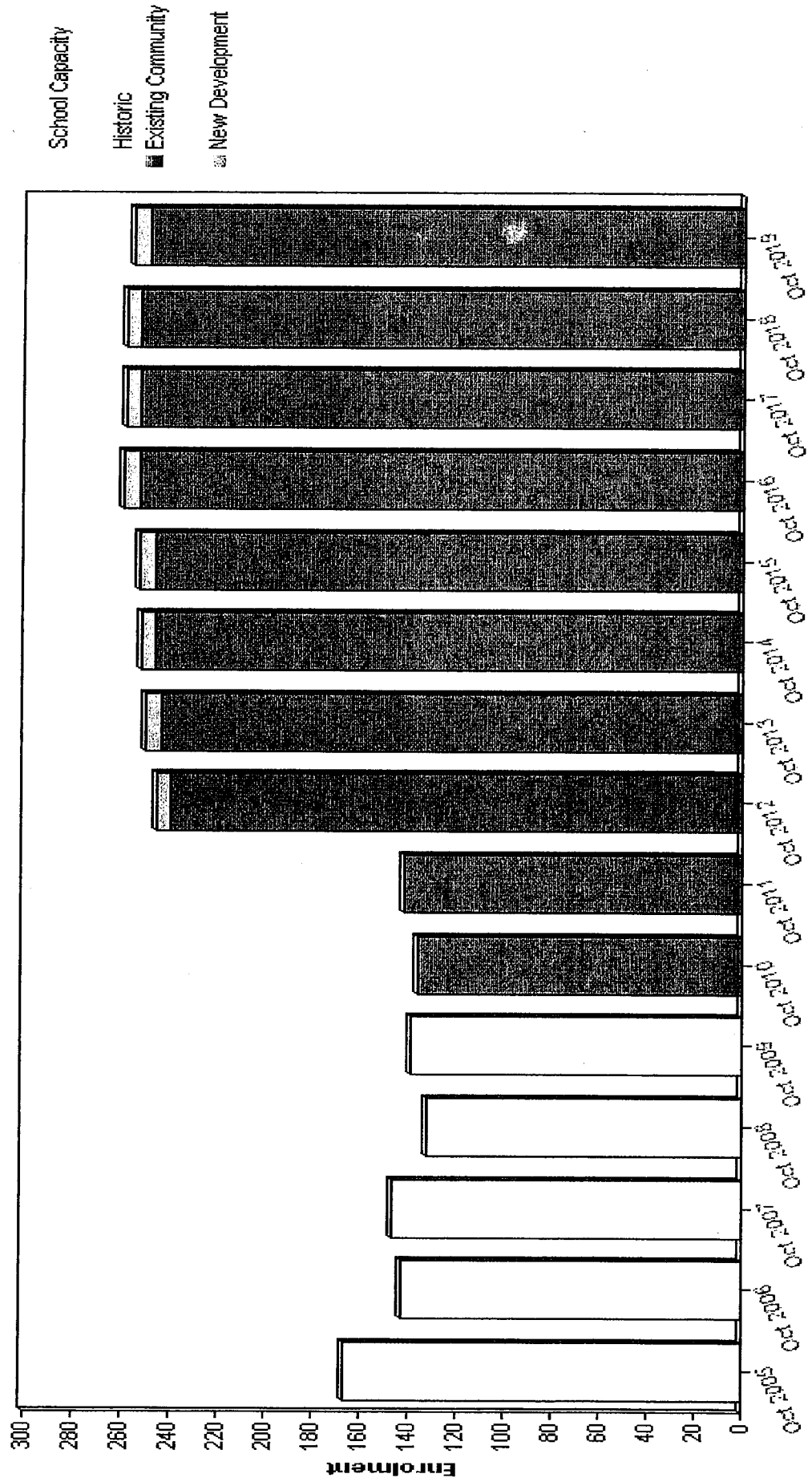
School Projection

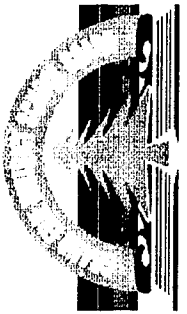




Option E – Dunnville Central PS FTE Enrolment Projection Summary (FD JK/SK)

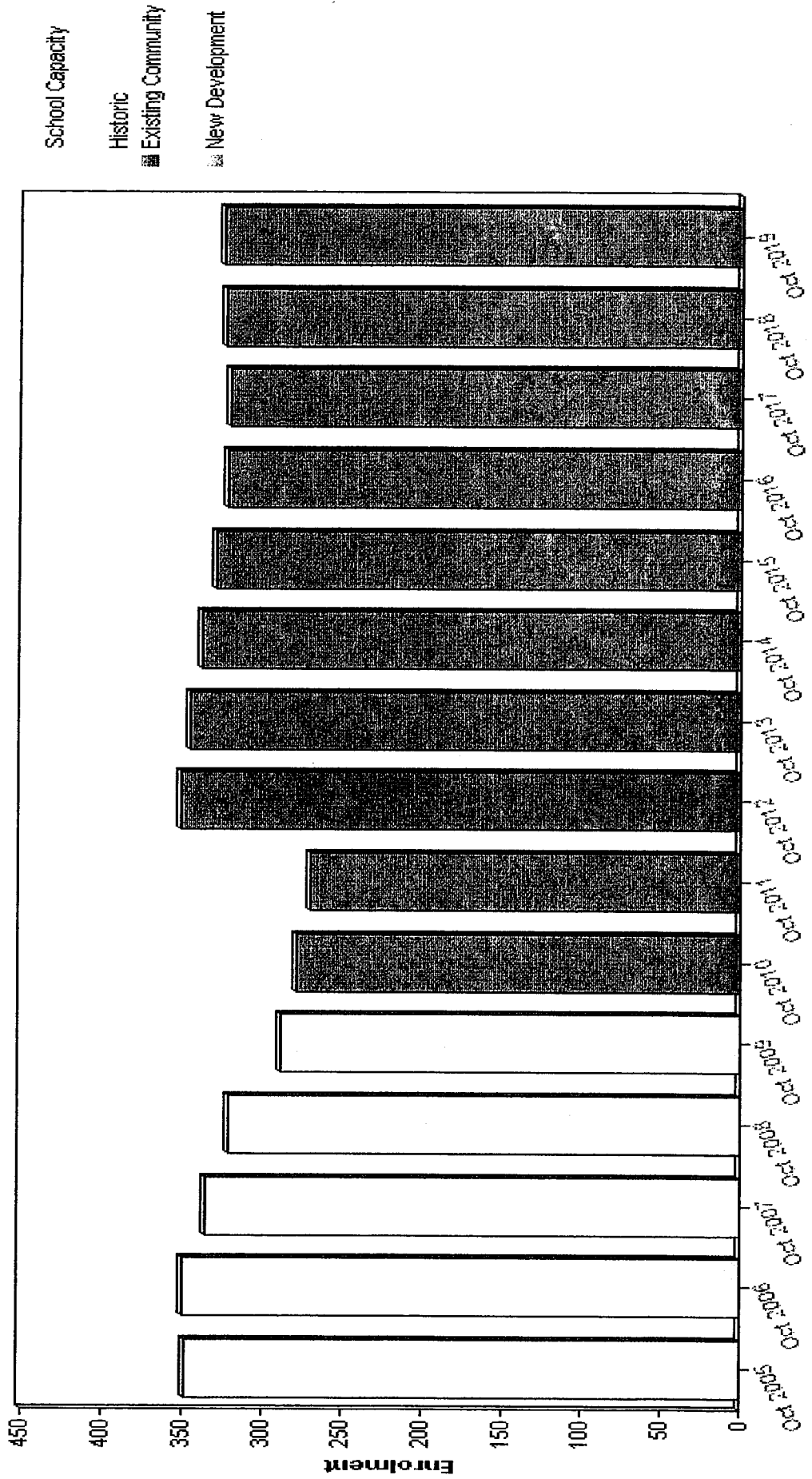
School Projection

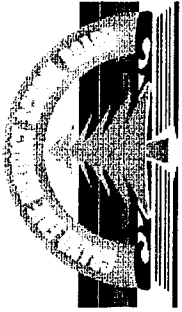




Option E – Fairview Avenue PS FTE Enrolment Projection Summary (FD JK/SK)

School Projection





Option E Comments

- Students at Thompson Creek ES would be divided and sent to two schools and there would be a displacement of students from Fairview Avenue PS – preference would be to move all students to one location.

GRAND ERIE

Growing Excellence... Inspiring Success



1.6 Kms Walking Distances

June 16, 2010

GHWAY 3

HALDIMAND RD 17

MICHENER

BARNSBORO

Thompson Creek E S



Fairview Avenue PS



MAIN ST W

CLARKE ST

IRONALE ST W

Dunville Central S



RIVROAD ST E

MAIN ST E

CURTIS ST

TAYLOR SIDE RD

NORTH SHORE DR

Grandview Central PS



HALDIMAND RD 20

RAINHAM RD

ST. ANTHONY

HWY 3

WALDMOND RD 17

Highway 3

WALDMOND RD 20

BARKHAM RD

ROBINSON RD

ROBINSON RD

NORTH SHORE DR

TAYLOR SIDE RD

Thompson Creek F S

Fairview Avenue PS

Dunville Central S

Grandview Central PS

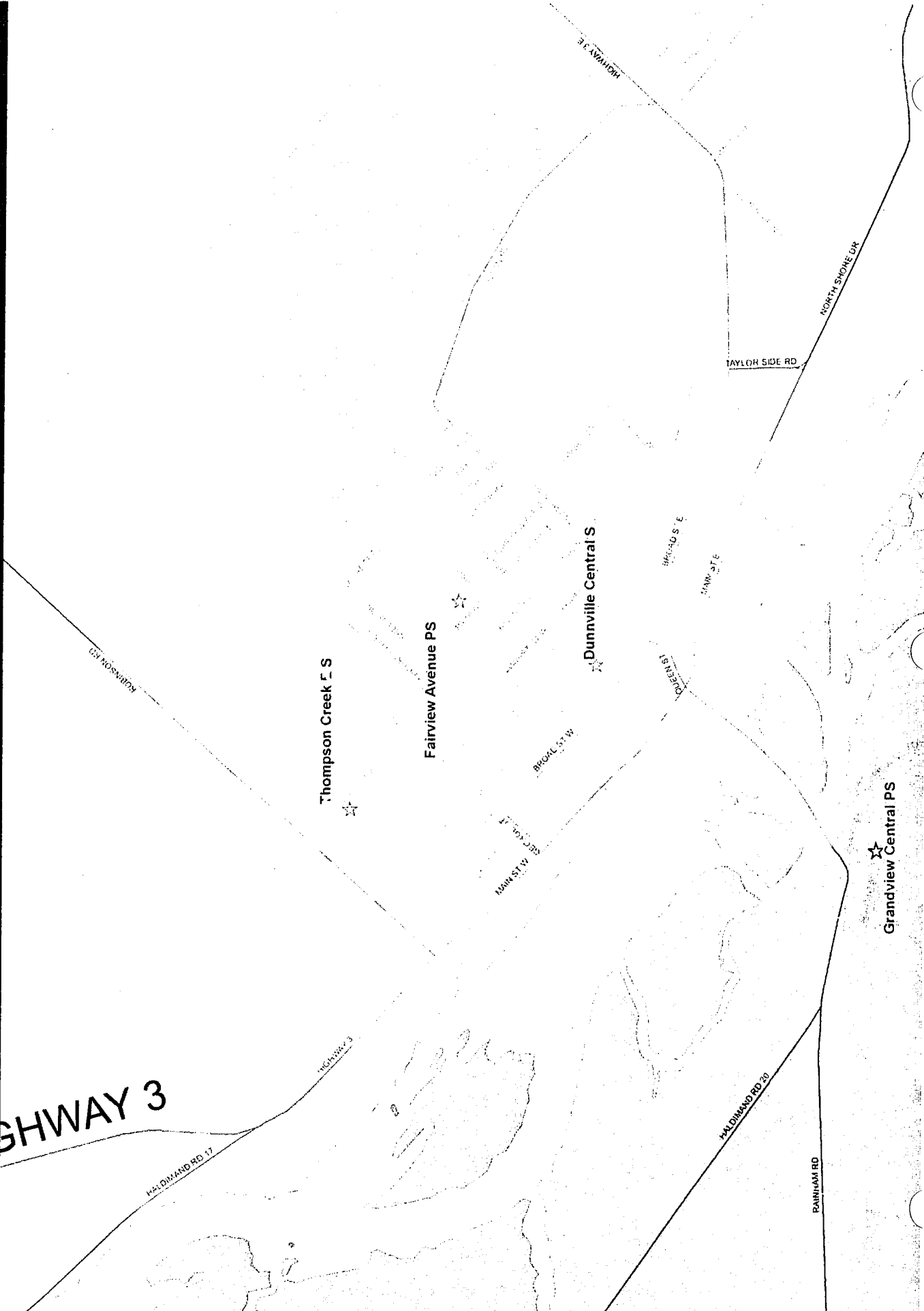
ROCK ST W

MANH ST W

WALDO STE

MANH STE

ROBERT ST



HWY 3

HALDIMAND RD 17

ENGLISHTOWN RD

HALDIMAND RD 20

RAINHAM RD

ROBINSON RD

HOWARD ST

NORTH SHORE DR

TAYLOR SIDE RD

RIVINGTON ST E

MAIN ST E

Dunroville Central S

Fairview Avenue PS

Thompson Creek PS

GLACE ST

BROAD ST W

Grandview Central PS

GRAND ERIE

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Haldimand East Accommodation Review

Anna Melick Memorial • Dunnville Central • Fairview Avenue
Grandview Central • Thompson Creek

June 16, 2010

School Organizations Projected for 2012-13

As per:

Option A:

Anna Melick closes – students to Fairview Avenue

OR

Dunnville Central closes – students to Fairview Avenue

NOTE: Figures are approximate and subject to rounding.

Option A Fairview FTE ELP Sped

Fairview Ave PS 2012-13 Projected FTE ELP Enrollment Organization													Class Size	Room Count
J	K	1	2	3	4	5	6	7	8	SE				
14	14											28	1	
20												20	2	
	20											20	3	
		20										20	4	
		17										17	5	
			20									20	6	
			14	6								20	7	
				20								20	8	
				8	12							20	9	
					24							24	10	
						24						24	11	
						15	10					25	12	
							26					26	13	
								23				23	14	
								24				24	15	
									33			33	16	
										12		12	17	

Totals 34 34 37 34 34 34 36 39 36 47 33 12 376

376 FTE Total

16 classrooms needed + 1 Sped
17 potential classrooms available

School Organizations Projected for 2012-13

As per:

Option B:

Anna Melick closes – students to Fairview Avenue

AND

Grandview Central closes – students to Thompson Creek and Dunnville
Central

NOTE: Figures are approximate and subject to rounding.

Option B Fairview FTE ELP Sped

Fairview Ave PS 2012-13 Projected FTE ELP Enrollment Organization													Class Size	Room Count								
J	K	1	2	3	4	5	6	7	8	SE												
14	14											28	1									
20												20	2									
	20											20	3									
		20										20	4									
		17										17	5									
			20									20	6									
			14	6								20	7									
				20								20	8									
				8	12							20	9									
					24							24	10									
						24						24	11									
						15	10					25	12									
							26					26	13									
								23				23	14									
								24				24	15									
									33			33	16									
										12		12	17									
Totals											34	34	37	34	34	36	39	36	47	33	12	376
													376	FTE Total								

16 classrooms needed + 1 Sped
 17 potential classrooms available

Option B Thomp Creek FTE ELP Sp

Thompson Creek PS 2012-13 Projected FTE ELP Enrolment Organization													Class Size	Room Count
J	K	1	2	3	4	5	6	7	8	SE				
9	11										20	1		
26											26	2		
	26										26	3		
		20									20	4		
		17									17	5		
			20								20	6		
			21								21	7		
				20							20	8		
				10	10						20	9		
					22						22	10		
					5	19					24	11		
						24					24	12		
						8	16				24	13		
							24				24	14		
							11	13			24	15		
								14	10		24	16		
									29		29	17		
										11	11	18		

Totals 35 37 37 41 30 37 51 51 27 39 11 396

396 FTE Total

17 classrooms + 1 Spec Ed class needed
19 classrooms available

School Organizations Projected for 2012-13

As per:

Option C:

Anna Melick closes – students to Thompson Creek

AND

Dunnville Central closes – students to Fairview Avenue

NOTE: Figures are approximate and subject to rounding.

Option C TCreek FTE ELP w FA Sped (Admin Rec)

Thompson Creek PS 2012-13 Projected FTE ELP Enrolment Organization																	
J	K	1	2	3	4	5	6	7	8	SE	Class Size	Room Count					
12	14										26	1					
26											26	2					
	26										26	3					
		19									19	4					
		20									20	5					
			20								20	6					
				20							20	7					
					20						20	8					
						14					14	9					
					24						24	10					
					14	10					24	11					
						27					27	12					
							24				24	13					
							17	7			24	14					
								16	8		24	15					
									26		26	16					
										11	11	17					
										12	12	18					

Totals 38 40 39 40 34 38 37 41 23 34 23 387

387 FTE Total

18 classrooms
19 classrooms available

Option C Fairview FTE ELP Sped (Admin Rec)

Fairview Ave PS 2012-13 Projected FTE ELP Enrollment Organization													Class Size	Room Count	
J	K	1	2	3	4	5	6	7	8	SE					
26												26	1		
10	16											26	2		
	20											20	3		
		20										20	4		
			20									20	5		
				19								19	6		
					20							20	7		
						19						19	8		
							20					20	9		
								24				24	10		
									14	10		24	11		
										25		25	12		
											24	24	13		
												24	14		
											11	13	15		
												24	16		
											16	9	17		
												24	18		
												12	19		
												0	20		
Totals	36	36	40	39	39	38	35	35	53	53	33	33	12	396	
														396	<u>FTE Total</u>

18 classrooms needed
17 potential classrooms available

School Organizations Projected for 2012-13

As per:

Option D:

Fairview Ave closes – students to Thompson Creek, Dunnville Central,
and Anna Melick

NOTE: Figures are approximate and subject to rounding.

Option D Thompson Creek FTE ELP

Thompson Creek PS 2012-13 Projected FTE ELP Enrolment Organization													Class Size	Room Count
J	K	1	2	3	4	5	6	7	8	SE				
8	10											18	1	
26												26	2	
	26											26	3	
		20										20	4	
		15	5									20	5	
			20									20	6	
			11	9								20	7	
				24								24	8	
					21							21	9	
					15	9						24	10	
						21						21	11	
						10	14					24	12	
							27					27	13	
								31				31	14	
									19			19	15	
									19			19	16	
										11		11	17	
											12	12	18	
Totals	34	36	35	36	33	36	40	41	31	38	23	383		
												383	FTE Total	

16 classrooms + 2 Spec Ed class needed
19 classrooms available

Option D Dunnville FTE ELP

Dunnville Central PS 2012-13 Projected FTE ELP Enrolment Organization													Class Size	Room Count
J	K	1	2	3	4	5	6	7	8	SE				
22													22	1
	22												22	2
		15											15	3
		7	13										20	4
			11	9									20	5
				14	9								23	6
					14								14	7
						16							16	8
							19						19	9
								20					20	10
									7	16			23	11

Totals 22 22 22 24 24 23 23 16 19 27 16 **214**
214 FTE Total

11 classrooms needed
 11 available

Option D Anna Melick FTE ELP

Anna Melick PS 2012-13 Projected FTE ELP Enrollment Organization													Class Size	Room Count
J	K	1	2	3	4	5	6	7	8	SE				
18											18	1		
	18										18	2		
		18									18	3		
			18								18	4		
				17	7						24	5		
					12	12					24	6		
						7	8				15	7		
							11	12			23	8		
								7	15		22	9		
											0			
Totals											180	180		

9 classrooms needed
9 available

School Organizations Projected for 2012-13

As per:

Option E:

Thompson Creek closes – students to Fairview Avenue, Dunnville
Central, and from Fairview Avenue to Anna Melick

NOTE: Figures are approximate and subject to rounding.

Option E Fairview FTE ELP

Fairview Ave PS 2012-13 Projected FTE ELP Enrolment Organization													Class Size	Room Count
J	K	1	2	3	4	5	6	7	8	SE				
10	10											20	1	
20												20	2	
	20											20	3	
		20										20	4	
		14										14	5	
			20									20	6	
			12	8								20	7	
				23								23	8	
					24							24	9	
					10	14						24	10	
						26						26	11	
							21					21	12	
								20				20	13	
									21			21	14	
										20		20	15	
											24	24	16	
												15	17	

Totals 30 30 34 32 31 31 34 40 41 41 39 0 352 352 FTE Total

17 classrooms needed
17 classrooms available

Option E Dunnvville FTE ELP

Dunnvville Central PS 2012-13 Projected FTE ELP Enrolment Organization											Class Size	Room Count
J	K	1	2	3	4	5	6	7	8	SE		
26											26	1
	26										26	2
		20									20	3
		6	14								20	4
			15	5							20	5
				20							20	6
					26						26	7
						19					19	8
							25				25	9
								23			23	10
									21		21	11
Totals											246	246

11 classrooms needed
11 available

Option E Anna Melick FTE ELP

Anna Melick PS 2012-13 Projected FTE ELP Enrollment Organization													Class Size	Room Count
J	K	1	2	3	4	5	6	7	8	SE				
18													18	1
	18												18	2
		18											18	3
			18										18	4
				17	7								24	5
					12	12							24	6
						7	8						15	7
							11	12					23	8
								7	15				22	9
													0	

Totals 18 18 18 18 17 19 19 19 19 15 15 180

180 FTE Total

9 classrooms needed
9 available

Grand Erie District School Board - Haldimand East Schools
Projected Five Year Renewal Costs

Option	2012 Estimated Nominal Enrollment >		Anna Melick Memorial		Dunnville Central		Fairview Avenue		Grandview Central		Thompson Creek		Total					
	Enrollment after suggested option	5 Year Renewal Cost	Renewal cost per pupil	Enrollment after suggested option	5 Year Renewal Cost	Renewal cost per pupil	Enrollment after suggested option	5 Year Renewal Cost	Renewal cost per pupil	Enrollment after suggested option	5 Year Renewal Cost	Renewal cost per pupil	Enrollment after suggested option	5 Year Renewal Cost	Renewal cost per pupil			
Status Quo	115	643,267	5,594	135	801,865	5,940	258	1,414,855	5,484	195	560,402	2,874	265	1,991,820	7,516	968	5,412,309	5,591
Option A	115	643,267	5,594	135	801,865	5,940	373	1,414,855	3,793	195	560,402	2,874	265	1,991,820	7,516	968	4,768,042	4,927
Option B	115	643,267	5,594	200	801,865	4,010	393	1,414,855	3,600	195	560,402	2,874	265	1,991,820	7,516	968	4,510,344	4,763
Option C	180	643,267	3,574	213	801,865	3,765	393	1,414,855	3,600	195	560,402	2,874	380	1,991,820	5,242	968	3,987,077	4,088
Option D	180	643,267	3,574	235	801,865	3,413	368	1,414,855	3,862	185	560,402	2,874	380	1,991,820	5,242	968	3,987,454	4,130
Option E	180	643,267	3,574	235	801,865	3,413	368	1,414,855	3,862	185	560,402	2,874	380	1,991,820	5,242	968	3,420,489	3,534

Grand Erie District School Board - Haldimand East Schools
Annual Operating Costs

Option	2012 Nominal Enrollment	Anna Melick Memorial			Dunville Central			Fairview Avenue			Grandview Central			Thompson Creek			Total		
		Enrollment after suggested option	Annual Operating Cost	Operating cost per pupil	Enrollment after suggested option	Annual Operating Cost	Operating cost per pupil	Enrollment after suggested option	Annual Operating Cost	Operating cost per pupil	Enrollment after suggested option	Annual Operating Cost	Operating cost per pupil	Enrollment after suggested option	Annual Operating Cost	Operating cost per pupil	Enrollment after suggested option	Annual Operating Cost	Operating cost per pupil
Status Quo		115	25,079	218	135	28,647	212	258	47,310	183	195	33,004	169	265	52,535	198	968	186,575	183
Option A	No schools close Anna Melick closes, 115 students to Fairview Avenue Dunville Central closes, 135 students to Fairview Avenue	115	25,079	218	135	28,647	212	258	47,310	183	195	33,004	169	265	52,535	198	968	186,575	183
Option B	Anna Melick closes, all students to Fairview Avenue, Grandview Central Closes, 130 students to Thompson Creek, 65 students to Dunville Central	115	25,079	218	200	28,647	143	373	47,310	127	195	33,004	169	265	52,535	198	968	161,498	167
Option C	Anna Melick closes, 115 students to Thompson Creek, Dunville Central closes, 135 students to Fairview Avenue	115	25,079	218	200	28,647	143	373	47,310	127	195	33,004	169	265	52,535	198	968	157,928	163
Option D	Fairview Avenue closes, 115 students to Thompson Creek, 78 students to Dunville Central and 65 students to Anna Melick	180	25,079	139	213	28,647	134	393	47,310	120	195	33,004	169	380	52,535	138	968	132,849	137
Option E	Thompson Creek closes, 165 students to Fairview Avenue, 100 students to Dunville Central and 65 students from Fairview to Anna Melick	180	25,079	139	235	28,647	122	358	47,310	132	195	33,004	169	380	52,535	138	968	135,265	144
																		135,040	138

Dunnville Secondary School Feeder Analysis

	MARCH		
	<u>2007</u>	<u>2008</u>	<u>2009</u>
	Grade 8s	Grade 8s	Grade 8s
Anna Melick	15	19	17
Dunnville Central	18	17	27
Fairview Ave	42	32	25
Grandview Central	18	19	29
Thompson Creek	38	49	57
went to Dunnville SS in:			
	OCTOBER		
	<u>2007</u>	<u>2008</u>	<u>2009</u>
	Grade 9s	Grade 9s	Grade 9s
Anna Melick	11	14	14
Dunnville Central	11	14	22
Fairview Ave	29	26	22
Grandview Central	16	13	18
Thompson Creek	33	35	50



Grand Erie District School Board - Haldimand East Schools

Summary of Operating Expenditures

Component	School	Anna Melick Memorial	Dunnville Central	Fairview Avenue	Grandview Central	Thompson Creek	Total
Hydro		8,380	9,591	15,945	11,117	23,285	68,318
Natural Gas		13,879	13,608	25,605	11,004	20,517	84,613
Water Charges			2,712	2,866		4,290	9,868
Sewer Charges			2,736	2,894		4,443	10,073
Water - Bulk Delivery		2,820			4,801		7,621
Sewer Charges-Haul Away					6,082		6,082
Bottled Water		-	-	-	-	-	-
Total		25,079	28,647	47,310	33,004	52,535	186,575

Hello, my wife and I have lived here in Dunnville for almost 11 years. Our daughter spent 9 years at Anna Melick just recently graduating from grade 8. Our son John is currently in grade 2 at Anna Melick.

When purchasing our home, having a local rural school was high on our priority list. Without that rural school we would not have purchased our home. The loss of Anna Melick will not only decrease surrounding property values, but it may drive out young families and discourage new young families from relocating here.

Closing any of the other 4 schools would not have this detrimental effect, due to the close proximity of each other, closing Anna Melick would directly affect these values, over a large geographic area.

However, our topic is student safety which is arguably the most important issue we could discuss. We would hope that safety standards regarding things such as drinking water, sewage, first aid response, visitors and general security of students, staff and building would be equal throughout the 5 schools being considered. Board policy should be the same throughout.

There are some important advantages attributed to keeping a smaller rural school like Anna Melick open. Due to the smaller size of the school many of the security and safety issues are easier to obtain.

- Policing of students is much easier and more effective the smaller the group i.e. monitoring a playground with 200 hundred students would be more effective than monitoring a playground with 500 hundred students.
- A classroom with 22 students is much easier and more effective than a class of 32 students i.e. many aspects of safety benefit from this situation from monitoring behaviour such as bullying to monitoring lunches for allergy safety.
- In the case of any devastating emergency such as fire a smaller student population is easier to control, account for and protect.
- In the case of life threatening allergic reactions a smaller population again benefits the ability to control this.
- In the case of health issues such as flu outbreaks, headlice, and bed bugs a smaller population again greatly benefits in the control and elimination of these problems.
- External security required for problems such as predators is much easier in a rural setting i.e. any of the 4 town schools are surrounded by private residence and are located where public foot traffic is common. This makes these schools much harder to police than a school set in a rural setting like Anna Melick.

Even if Anna Melick Memorial School, during restructuring is filled to capacity it will still represent a small population, rural school and the above benefits will apply.

I believe the greatest threat to the safety of our children is the bussing to and from school and the transportation time involved. This issue is life threatening and by far involves the greatest amount of risk.

Until a complete study is done and we can compare the present average bus times per student at each school to the projected average bus time per student we cannot determine the effect any of the closures will have. A study to obtain these projected average bus times for each individual closure scenario would be very overwhelming and costly. The likelihood of this information becoming available is not very good. It appears the Board is willing to take a "wait and see what happens" position on this issue which could possibly be the most important issue affecting our children's safety.

Thank you.

Craig and Lori Wilkins

- Anna Melick
- Centre
- Fairview
- Grandview
- Thompson Creek

Dear ARC Committee members;

We are writing as concerned parents from Anna Melick Memorial School (AMMS). The value of AMMS to our child and family is beyond measure.

AMMS has been a perfect fit for our child and the thought of having to switch schools so early in our son's education (he is currently in grade 1) is very stressful to our family and will adversely affect the success of our child in the proposed larger school.

We have concerns with busing times; fewer sports/club joining opportunities and the safety of our child at school should the Board choose to close AMMS.

We currently enjoy valuable family and important homework time due to the close proximity of our rural school. Our son typically has between a five and fifteen minute bus ride to and from school. If the proposed changes occur, we as a family are not prepared to lose this valuable time from our child riding the bus up to an hour each way.

We are also concerned for our son's safety at a new school since he has anaphylaxis. We are grateful to the staff and families attending AMMS who are vigilant in not sending peanuts or nuts to school. Just last week my son forgot to bring his epi-pen to school; but his words to us were "I didn't worry because none of my friends bring peanuts for lunch". This will be a constant worry for us and my son should he have to attend Thompson Creek, where they do not have a peanut/nut free school policy.

Fairview and Thompson Creek schools will also have a larger amount of students - 100 at AMMS to approximately 400 at Thompson Creek. Dunnville is **NOT** a large metropolis and we feel that this will be a drastic adjustment for our child and others to have to change from a small close knit rural school to one that has three times the amount of students. Dunnville is a small rural community and AMMS is the only remaining rural school for our children to have this experience. Our child will lose the opportunity to grow and develop with other children who having similar rural lifestyles, values and interests. We are concerned that our child will have less opportunity to become part of teams and groups due to the large numbers and various abilities of children at a school with 400 children.

We have attended all of the ARC meetings and feel that closing AMMS will be too much of a negative change for our family, but most importantly our 2 children. Busing times will be longer and the proposed schools will have much larger student populations in comparison to the elementary schools that we and our children have ever attended.

We have not chosen to change schools. The Board is forcing our family to consider other options for our son's education. Should AMMS close we will be considering other schools for our children's education besides Thompson Creek in which it is our understanding that many other parents are also exploring. The committee should be concerned with a possible loss of students from the public board, and take every effort to stop the loss of students to the Catholic, Private and out of board schools that will ultimately undermine future student population in the Haldimand Public Board.

Regards;

Dave and Lisa Graham
214 Gore A Road
Dunnville

RESULTS FROM A SURVEY OF THE FRIENDS OF ANNA MELICK MEMORIAL SCHOOL

TO: ALL PARENTS AND GUARDIANS OF ANNA MELICK MEMORIAL SCHOOL STUDENTS.

FROM: DOUG MALONEY
VOLUNTEER DELEGATION LEADER,
ANNA MELICK MEMORIAL SCHOOL

DEAR FRIENDS OF ANNA MELICK MEMORIAL SCHOOL,

WE ARE SEEKING YOUR OPINION ABOUT THE CLOSING OF ANNA MELICK MEMORIAL SCHOOL (AMMS). PARTICIPATION BY ALL OF THE FAMILIES CURRENTLY ENROLLED IN ANNA MELICK MEMORIAL SCHOOL IS VITAL TO OUR SUCCESS IN KEEPING A.M.M.S. OPEN FOR OUR CHILDREN AND OUR RURAL COMMUNITY. WE ASK FOR THE SUPPORT OF OUR 'GRADUATING FAMILIES', PLEASE COMPLETE AND RETURN A SURVEY TOO!

FIRST, PLEASE CAREFULLY READ AND COMPLETE THIS SURVEY BY PUTTING AN "X" IN THE BOX UNDER THE DESCRIPTOR THAT BEST REPRESENTS YOUR OPINION.

ONE SURVEY PER FAMILY PLEASE. YOUR NAME (OPTIONAL): 56 FAMILIES RESPONDED	Strongly Disagree	Disagree	Agree	Strongly Agree
A RURAL SCHOOL IS PART OF A RURAL LIFE. RURAL SCHOOL = RURAL LIFE 56 RESPONSES = 100%	0	0	8.93% (5/56)	91.07% (51/56)
AMMS IS THE ONLY GRAND ERIE SCHOOL IN OUR RURAL AREA. 54 RESPONSES = 96.43%	0	—	—	100% (54/54)
AMMS SHOULD BE EXEMPT FROM THIS PUPIL ACCOMMODATION REVIEW ACCORDING TO THE RULES OF THE GRAND ERIE DISTRICT SCHOOL BOARD BECAUSE IT IS THE GE ELEMENTARY SCHOOL IN OUR RURAL AREA (G.E.D.S.B. POLICY FT5 PUPIL ACCOMMODATION REVIEWS) 51 RESPONSES = 91.07%	1.96% (1/51)	—	—	98.04% (50/51)
YOU ARE SATISFIED WITH CURRENT BUSSING ARRANGEMENTS 56 RESPONSES = 100%	0	0	14.29% (8/56)	85.71% (48/56)
YOU ARE CONCERNED WITH FUTURE BUSSING ARRANGEMENTS 56 RESPONSES = 100%	5.36% (3/56)	3.57% (2/56)	17.86% (10/56)	73.21% (41/56)
IF A.M.M.S. CLOSES, YOU WILL CONSIDER SENDING YOUR CHILD(REN) TO A SCHOOL OUTSIDE THE GRANDERIE DISTRICT SCHOOL BOARD. (I.E., WINGER PUBLIC SCHOOL, ST. MICHAEL'S CATHOLIC SCHOOL, A PRIVATE SCHOOL OR HOME SCHOOL). 56 RESPONSES = 100%	5.36% (3/56)	16.07% (9/56)	19.64% (11/56)	57.14% (32/56)

SECOND, PLEASE RETURN YOUR COMPLETED SURVEY TO A.M.M.S AS SOON AS POSSIBLE.

YOUR TIME AND ATTENTION TO THIS MATTER IS GREATLY APPRECIATED. ANY QUESTIONS OR COMMENTS PLEASE FEEL FREE TO CONTACT ME: 7maloneys@gmail.com AND OR MRS. GROSS: heather.gross@granderie.ca

SINCERELY,

DOUG MALONEY

To Whom It May Concern:

June 11, 2010

We, as concerned parents, teachers, students, school staff and neighbors, request that you VOTE NO to any proposed closing of Anna Melick Memorial School.

We are convinced that the potential cost savings of moving forward with this plan clearly outweigh the potential harm to our children and to the school system.

Before proposing or considering the closure of any school I would hope that the board has considered the following:

1. What are the expected financial and academic benefits of closing a school? A detailed accounting of cost savings, not generalizations, should be provided.
2. What will be the expected class size? Will there be enough teachers and or staff to run a successful school.
3. What attendance zone boundary changes are being proposed, and has the required analysis of demographic data and impact on the school system been conducted?
4. Is the committee assigned to answer these and many more questions that have a right to be answered?

Has the Board of Education considered the time, effort and extra staffing needed to re-implement IEP and 504 plans if these students are shuffled to new schools?

As tax payers we are privy to any and all information of any school closing.

We do not believe that closing Anna Melick Memorial will be beneficial to the students.

Yours Truly,

Jim & Karen Silverthorne.



Nicole Reid, AMMS parent

Anna Melick Memorial School Delegation: Keep a Rural School Option for Dunnville

- Anna Melick Memorial School is the only rural public school in the Dunnville region
- a rural school is an integral part of the rural lifestyle
- small country schools are different from town schools in ways that are difficult to explain
- children coming from farms are different in nature from town children, they have different life experiences, different priorities, and different dreams
- by having a country school for the country children, they are receiving the best education available in the best setting for their unique differences
- the loss of the only rural school would be devastating to the rural community
- people prefer to live in areas where there is a local school
- closing this school would threaten the quality of life for the rural children
- longer bus rides lead to longer days
- town schools are inherently different in character than small rural schools
- this would be detrimental to the quality of the educational experience for the rural children
- closing this school would threaten the quality of life for the community as well
- people would choose to leave for more accessible education
- property values would decrease
- there is space at Anna Melick Memorial School for all of the rural children living more or less to the east of Dunnville, including the Rock Point and Ohswego Park neighbourhoods
- one day, one of my children left their lunch bag at home. Many children who saw me ride my horse to the school to deliver this lunch thought that was just perfect!
- this could only be possible at a rural school.
- Anna Melick Memorial School is a one-of-a-kind school that needs to remain open.

ARC – Haldimand East
Delegation presentation for Wednesday September 23, 2010

Delegation representing Anna Melick Memorial School (AMMS)
Parents Scott and Joanne Berdan

The 3 R's – Rural / Risks / Responsible Decision Making

Preamble:

There is no question for any of the parents present at these ARC meetings that there is value to their child(ren)'s school. The decision to close one or 2 schools is a tough decision. There are good parents, good teachers and great students at all the schools in Dunnville. Parents, trustees and teachers must acknowledge that all the children within Haldimand East will face change in 2012. For our Dunnville children it may be their school closing OR a school boundary change which may mean a new school OR an influx of new kids to their current school.

This is not a discussion about which school is better. It is important that the trustees that vote on this school closing decision look at the facts, statistics, dollars and the future as this decision is made.

It also must be recognized that a difficult yet a strategic decision must be made for the next 20 years.

To the trustees who have responded to our e-mail over the summer acknowledging their attendance at the ARC meetings, thank-you. Tonight I hope that we have all the trustees present that will be voting on this decision.

1st R – RURAL

- GEDSB has 5 schools in the Dunnville Haldimand East area.
- AMMS is the only 100% rural school in Haldimand East where 100% of the students are bussed to school. Families who have purchased in the East end of our county made choices based on a rural school opportunity. The closure of AMMS eliminates the choice for any student in Dunnville to attend a rural school.
- I personally attended a small rural school in the former Lincoln County board (now District School Board of Niagara – DSBN). I cherish the memories that I have of going to Woodland Public School. My parents made the decision to raise their family in a rural lifestyle. Now that we are parents we have made that same decision. Without stating the obvious geographical and physical differences, a rural school affords students a unique atmosphere and environment. This is an atmosphere and environment that many of the AMMS parents have made a conscious decision to invest in their children's education and future by choosing to send their children to AMMS.
- We are disappointed that after a thorough review of the GEDSB website there is no position statement regarding the value that the rural schools provide to our students. For a board that encompasses a large rural component I am frustrated that this has not been considered. The website does state the following Belief “*We believe our students should be considered first as the basis of decision making*”. Please believe that the country/rural school environment is important to your students.

- We are concerned that unintentionally we are moving to create 1 or 2 super schools in Dunnville instead of 3-4 smaller schools. It is hard not to make that assumption when we historically see that Dunnville's other rural school, Canboro Public School, was closed several years ago and those students were moved to Thompson Creek Elementary School (TCES). Now the board is recommending that AMMS be closed and students be moved to TCES. Again without a board position statement on the value of its rural schools, it is hard not to arrive at this conclusion.

2nd R - RISKS

- AMMS is the school at the furthest east boundary of the GEDSB. There is a great risk that many parents will choose to move their children to a school in the DSBN. It is closer to drive to the Winger Public School in DSBN than it is to TCES. The risk will be that Dunnville schools will have a further declining enrollment. This also puts at risk the future of the number of students that will attend Dunnville Secondary School (DSS). What will these reduced numbers ultimately mean for the future of DSS?
- You must take into account the bussing of the primary age students (especially JK students who may be as young as 3 years old) over a greater distance PLUS consider the factor of severe winter weather. Weather is an important factor when looking at bussing our children. The farther the bussing route, the more inclement the weather, the longer our young children are on the bus. This puts our children at a greater risk, not only to their physical wellbeing but also their emotional wellness (to be more succinct - maturity and bladder control – again we have children who are 3 and 4 years old). I challenge the trustees to do the drive from the eastern boundary of Lowbanks – factor in the number of bus stops – factor in the risk inclement weather and factor in the age of the children.
- We recognize that the ARC decision to be made is ultimately being voted on by the elected trustees of the GEDSB. For those trustees from the Western boundary of GEDSB (i.e. Delhi and Burford) please recognize the unique geographical position that we have with the lake bordering our Haldimand East district. Weather can be extremely different in this eastern area of Haldimand County where many of the AMMS students live. Winter storms coming off of Lake Erie can paralyze this area, while the town of Dunnville will be seeing sunshine. Will there be consideration for the longer distances and the inclement weather resulting in longer bus times? How will it affect not only an individuals academics but an entire class when a portion of those students fail to attend or leave early because they have a long bus ride in bad weather? We are also concerned about situations arising where the schools may be open but the buses not running.

3rd R - RESPONSIBLE DECISION MAKING

- AMMS is the school with the lowest capital cost. The GEDSB must look at the lower operating costs. It would be fiscally irresponsible to not weigh this accordingly.
- Any decision that the GEDSB makes to close a school, has follow-up decisions. If AMMS is closed, what will GEDSB be able to do with the lands? It is a memorial school with lands donated for use in 1857 forever for use as a common school. There are legal land use implications for closing this school. The value of the land and what the school

board can do with it after needs to be considered. This is the fiscal responsibility of the GEDSB. The opportunities for land use of closure of a town school are far greater than the alternative uses for the AMMS lands.

- Decisions made 10-20 years ago are now resulting in a negative impact on the current enrollment figures of AMMS. Boundary changes occurred that split the Lowbanks area which resulted in half of the students going to AMMS or Fairview. Oswego Park area children were sent to TCES. These short sighted decisions from the past have impacted AMMS current enrollment.
- You must also consider the population growth numbers show an increase in the rural students in the current AMMS catchments area vs. the town schools.

Now to add a 4th “R” – REALITY

- It has been reported that “declining enrollment has impacted most Ontario schools with 25% of classroom spaces in the province surplus to student population needs, and this figure is growing”. GEDSB declining enrollment is not unique.
- Acknowledge that this is a difficult decision as *all* of the students in our Dunnville catchments are important to us.
- We are disappointed that the ARC recommendations put an emphasis on “numbers”. It was a presentation of capacity numbers, enrolment numbers and operating costs. The schools were asked to prepare and present their value/school profile presentations. Again all of our schools offer wonderful programs. What is missing in the whole ARC process is an assessment on how it impacts our community now but also in the future. It does not look at what keeps our community (both rural and town) balanced.
- Strategically, GEDSB needs to look at Dunnville as a whole – Consider making decisions on boundary changes and then look at appropriate closings.
- Need to make some tough yet mindful decisions that will have impact on not just the next 5 years for the education of our Dunnville students but also for the next 20 years.
- This decision requires strategic thinking. This includes looking at the past, the present and considers the future.

We truly believe the patchwork approach of just looking at the smallest school is not the answer.

We cannot support the board’s recommendation to the trustees that Option C, the closing of AMMS and Dunnville Central School is the right decision for the future of Dunnville students and the Dunnville community.

At the first meeting in March, we had expressed our concerns about the ARC process. Historically the ARC process in school board decisions throughout this province is rarely overturned. We hope to believe that in this case the ARC process is just not another formality and the outcome a predetermined conclusion.

Haldimand and Norfolk Best Start Network

c/o Haldimand-Norfolk R.E.A.C.H.

101 Nanticoke Creek Parkway, Box 5054, Townsend, ON N0A 1S0

519-587-2441 or 1-800-265-8087

March 23, 2010

Dear Arlene Everets

Chair of the Accommodation Review Committee for Haldimand East

RE: Haldimand East Accommodation Review

On behalf of the Haldimand Norfolk Best Start Network, I am writing to share our concerns related to the possible closure of Dunnville Central Public School.

In September 2003, the Ontario Early Years Centre – Haldimand & Norfolk (OEYC), a unit of HN REACH, started offering OEYC services within the Dunnville Central Public School. Several years later, a school readiness child care program, Ready Set School, was offered to the community by HN REACH within the OEYC Dunnville school space.

For the past two years, Dunnville Central Public School has housed one of the two Best Start Hubs within the Grand Erie District School Board.

Following a thorough review of community data and in keeping with the Schools First Policy, Dunnville Central Public School was chosen as an ideal location for a Best Start Hub. To implement the plan, structural changes were made to the hub spaces, using funds made available by our local Best Start Network. These modifications represented a substantial commitment of community funds and resources to support the Dunnville Hub.

Presently, the Hub is using two classrooms at Dunnville Public School, one of which is dedicated to an early learning environment for children aged 0-6 years. Free programs are offered to children and their families during weekdays (morning and evening) and on weekends. A childcare centre also shares the space for a five day a week, half-day program. The other classroom is used for resource lending, meeting and workshop space, work office space for the Family Early Intervention Program, Child Nutrition Network, drop in work space or program space for Lansdowne Children's Centre (occupational therapist and physiotherapist), Infant and Child Development Program staff, Autism Program staff, other HN REACH staff and other community agencies.

The Best Start for the Best Future

As a part of the Hub design joint community programming is offered to families through partnerships at the Hub. One of these partners is the HN Health Unit whose programs include; Well Baby Drop In / Breast Feeding Clinic, H-N Preschool Speech & Language Program and Dental Screening Clinic. In addition to the programs mentioned above, Developmental Screening Clinics to children 0-6 years of age, Car Seat Clinics are offered and parenting groups. The Hub has become a community resource to the families in the Dunnville and surrounding areas. Many families that attend the school and who will be entering the school participate in the services offered which support school readiness.

The Best Start Hub at Dunnville Central PS is designed to give children the very best start in life so they arrive at school healthy, eager, and ready to learn. Services offered through the Hub also benefit the school by receiving/enrolling children who are ready to learn when starting school.

As stated in the Pascal Report, 'With Our Best Future in Mind Implementing Early Learning in Ontario', one of the recommended strategies is to support children and families during the earliest years of a child's development through Best Start Family Centres that are located in or partnered with a school (School First Policy). Other recommendations include; providing one stop opportunities for pre-and postnatal supports; parenting resources and programs; playgroups; linkages to community resources; help with early identification and intervention for children with special needs and other early learning services. Presently, all these recommendations are being met and delivered effectively in the Best Start Hub, located at Dunnville Central Public School.

The Grand Erie District School Board (GEDSB) should be commended for partnering with the Haldimand Norfolk Best Start Network and being a leader in supporting our children to be ready to learn at school.

We would like to continue to partner with the GEDSB and demonstrate our commitment to the community by offering our support to assist the board in the completion of the Community Information for the Valuation Profile for Dunnville Central.

Thank you for your time and continuation in the strong partnership that already exists.

Sincerely,

Don Stewart
Chair of Best Start Network

The Best Start for the Best Future

My name is Bethany Ricker and I was a student at Grandview Central Public School for nine years from kindergarten to grade 8. I loved being a student at Grandview.

Because it is quite a small school, everyone knows each other. I had most of the same kids in my class from kindergarten all the way to grade 8. Staff and students know everyone by name and that gives the school a very friendly, welcoming and helpful feeling. I think it also means that most of the kids get along well with each other, and if there are problems it is easier to figure out what happened and help to solve the problems. Because it has a friendly and accepting atmosphere, teachers and students support and help each other in class and on the playground. Older kids and younger kids have the chance to do activities like reading buddies together and get to know each other, and that helps to create a positive atmosphere in the school. The school is very accepting of differences because everyone has the chance to get to know each other personally, so instead of just seeing differences we have the chance to know who each person really is.

Another advantage of a small school is that it is easy to be involved in lots of activities. Grandview has a lot of sports that everyone can participate in. Everyone is encouraged to be involved in intramural sports and almost anyone who wants to be on a competitive team has a chance to be on the team. There are clubs like the yoga and drama clubs that also have room for everyone who wants to be involved. I was on the students' council in grade 8 and was able to do things that made a difference in our school and in our community.

Grandview School is part of the community in Byng and the kids that attend are friends in school as well as outside of school. It is a place where kids can get together to ride their bikes or play on the equipment after school.

Although I have now moved on to high school, I have five younger siblings and I hope that they will have the chance to be involved in all the good things that happen at Grandview and that they will be able to graduate from grade 8 there too.

Sincerely, Bethany Ricker

Good evening ladies and gentleman my name is Lesley Powell I am the mother of four boys who attend Grandview Central School. I am also a member of the parent council at Grandview school for the last nine years. I will be speaking on behalf of the children, their families and the community which supports Grandview.

My mission tonight is to share with you the reasons why Grandview is so important to our community. Grandview is a unique school in so many ways. The physical location of Grandview is unlike any other in the area. Grandview stands alone on the other side of the bridge surrounded by the waters of Lake Erie and the Grand River. A third of the students attending Grandview are able to walk to school. Grandview is used as a transfer school which allows the Catholic and Public board to share in transportation costs. The three hamlet areas of Byng, Port Maitland and South Cayuga have a potential for growth, which will mean young families will attend Grandview in the years to come. The remainder of the community surrounding Grandview is full of commercial fisherman and farmers, all of which tend to pass their family homes down.

The central location of Grandview allows the grounds to be used by many. The baseball diamond, soccer field, hard top, play ground equipment are used daily by the neighbourhood families.

It is easy to stand up here and state the facts and numbers. As we speak we are the fullest school, at ninety four percent capacity with a list of over a dozen children from out of the area who want to attend Grandview. We are in the best physical shape of all five schools, needing the least amount of repairs. The projected numbers for the next five years continue to have Grandview maintaining their student population. The numbers speak for themselves. What is very difficult to communicate is why.

Let me start at the beginning. My father left the small school house in Port Maitland at the age of eight and started grade three at Grandview the year it opened. He shares with my children stories about his primary education with Mrs Lymberner and Mrs. Hana running the school. He and his nine brothers and sisters all attended Grandview along with many other cousins. My Grandfather Steve Powell was a member of the school board at the time Grandview opened and for many years following. The Powell's are now third generation Grandview Gators. There are many, many families like the Powell's who now are sending their grandchildren to Grandview. Swayzes, Hine's, Smith's, Hauser's, Berry's, Richardson's just to name a few. So to us Grandview school is not just a school it is part of our heritage. My boys like so many other kids share the hallways and classrooms with several of their cousin, which helps foster the family like caring atmosphere that lingers in the hallways at Grandview. And like a family takes care of a family home the many families and Grandview community have taken care of their school

Over the past ten years the community has stepped up to help the Grandview Gators raise over 80 000 dollars. All this money has been invested in our school and children. The purchase of the amazing play ground equipment, the new gym floor, the fence around the playground. picnic tables, the end of year trip, the class room supplies, school team jerseys, portable stage, gym equipment and the list goes on. Grandview has new flooring in library and offices we have a brand new literacy program just purchased last year. New fire alarms system, new cistern, new trees planted on the play ground, new energy

conserving lights installed, new popcorn machine, new roof, new tent to shade us in team events. The community has always stepped up to help our children raise money.

We have no shortage of volunteers for our many in school programs and events. Our upcoming annual pie making will see the gym full of parents, grandparents, aunts, uncles and great aunts who come out to spend two days making over 600 apples pies. It is in these events that you see the importance of our school. All these people, some who have been friends for over 50 years, many who are related stand together dedicating their time and energy to help our children.

The dedication does not stop there, even the local fire hall, Byng station 10 has always jumped up to the plate and helped with big projects; like fundraising for the back stop and new fence around the playground. But if you ask the children they will tell you how awesome the firemen are when they come out with the fire trucks on the hot June days and cool us off after a day in the sun.

The caring family like atmosphere at Grandview is one which separates our children from the others. We see this every day. The new parents to our community are amazed with how we all take care of each other. Programs like the reading buddies where senior grades are buddies with junior grades to read to each other. The lunch room monitors and kindergarten helpers see the senior students empowered to step up and help the younger students. These relationships that start here roll into the play ground and can be carried on in their lives. All the children share the playgrounds together at recess; this is where you see the older students looking out for the younger ones. We are lucky enough to have a very large play ground which could see a soccer game, football game, volleyball game and hard top activities all happening at once. New parents share how amazed they are at how their young children know names of older students and are comfortable with approaching them on the streets to say hi. This is not happening in the bigger schools or city schools, this is unique to Grandview. The Rocking Reader program sees several seniors volunteer their time to visit Grandview each week to let the children read to them. The children can feel the sense of commitment from our community with the weekly visits of the Rocking Readers.

What I personally think shows the true dedication of our community is just a few weeks ago two local families were seen with their gloves and garbage bags tidying up the play ground before the school year started. They did not want their school mates returning to school to find a messy playground. Now that is dedication and pride in your school.

It is not just the students and the community it is also the teachers who are committed. What I will never forget is one evening several years ago when my eldest son was in grade one. My husband and I took our four boys to the school yard to shoot some hoops. We did notice that Ms. Bienker's car was still in the parking lot and wondered why she would still be there it was after 6pm but figured she must be busy. Well she was not too busy to come outside and shoot some hoops with us. On her own time and initiative she dropped everything and spent time kicking my husband and sons butt in a game of twenty-one. It never stopped there, over the years many of the teacher and EA's can be seen at hockey games, soccer games, dance recitals, baseball games. They continue to come out on their own time to support our children. Thanks to the perseverance and hard work of teachers like Dave Bowden

Grandview still runs an intramural program which is well liked by all the students. Yearly the students at Grandview all work together in a talent show, musical or play. These productions take a great deal of time and energy. The teachers work with the volunteers and students to pull off an outstanding performance. Its event like these that our children will never forget, it's what memories are made of.

The students have a true sense of pride in their school. This is seen in so many ways, for a small school Grandview is mighty. Often placing well in track in field events, cross country, the soccer tournament, and several other team events. We even took first place in the float competition in the Mudcat festival. Thanks to the help of our hard working volunteers and a lot of good looking children our float looked awesome and impressed the judges and brought us home the red ribbon. I cannot forget to mention the absolutely over the top dedication hard work and energy the Austins bring to our school. Suzanne Austin is a former teacher of Grandview and a neighbour to our school. She and her husband Cleveland can be seen volunteering in the school at least once a week often twice. They donate countless dollars in gifts for seasonal draws and craft supplies. Always treasured, are the wood crafts that they do with the primary classes. It is an absolute work of science to see them help all those little hands finish off the projects. To this day I unpack every Christmas and Easter and display them proudly. The rumour is Suzanne has been hanging around Grandview for forty-one years. What is interesting is people keep coming back, whether it retired teacher like Mrs. Austin or Mrs. Lockhart or former students come back volunteering or do co-op. We even have teachers doing their placements through teacher's college then fighting to get back in and on staff once they are done.

The reason they come back, the reason we have great volunteers, the reason the community supports our school is we have a good thing going on at Grandview. The children care about each other, the families help each other and the community sticks together. The children are happy, the children are learning, the children see every day how important it is to volunteer and to give back to their community like so many people are doing at our school. The dedication of the staff, the families, students and community make Grandview unique.

So next time you cross the bridge, take a look to your left, look over at Grandview school sitting over in the corner, don't let looks fool you. You are not just looking at a school you are looking at the community center, you are looking at our heritage, you are looking at the home of a large group of community members that are very proud to say that they are the Grandview gators.

On behalf of the Grandview School Community thank you for allowing me to share our thoughts.

Lesley Powell

