

1. **Introduction**

On October 31, 2006, the Ministry of Education released the *Pupil Accommodation Guidelines* (previously referred to as school closure guidelines). The guidelines direct Ontario school boards on the pupil accommodation review process to be undertaken to determine the future of a particular school or group of schools.

As part of the review process, a generic School Valuation Framework is required to assess each of the following considerations for each school or group of schools being reviewed:

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

The School Valuation Framework is to be developed with input from a public committee comprised of parents, educators, board officials, and community leaders.

The review process will be led by the Accommodation Review Committee (ARC), appointed by the School Board of Trustees. ARC must also include members from the school community and the broader community. ARC will customize the School Valuation Framework to consider additional factors appropriate to the group of schools (the Accommodation Review Area) under review.

2. **Dufferin-Peel Catholic Schools**

The Dufferin-Peel Catholic District School Board's mission, in partnership with the family and church, is to provide, in a responsible manner, a Catholic education which develops spiritual, intellectual, aesthetic, emotional, social and physical capabilities of each individual to live fully today and to meet the challenges of the future, thus enriching the community.

The goal of the Board is to provide quality Catholic education, which teaches students necessary life skills and prepares them for post-secondary education, the workplace, and for their roles as responsible citizens.

To ensure these goals for all students, elementary schools will provide:

- Effective kindergarten programs
- Large blocks of literacy and math instruction
- Specialized programs (i.e. Remedial and enrichment programs; ESL)
- Facilities that support effective programming
- Information technology to support the curriculum
- Playground, play field and gymnasium space



- Daily physical activity
- Universally accessible facilities

To ensure these goals for all students, secondary schools will provide:

- Core programming in every school
- Specialized programs (i.e. Remedial and enrichment programs; ESL)
- Guidance and career education programs
- A full range of technical education programs
- Partnerships with businesses and industry
- Culturally inclusive programs
- Facilities that support effective programming, including physical education facilities, playing fields, science labs, modern technical shops, modern arts facilities, and cafeterias
- Universally accessible facilities

3. Accommodation Review Committee

The Accommodation Review Committee will ensure that a School Profile and the appropriate valuation data is compiled for each school in the Accommodation Review Area. Separate frameworks have been developed for elementary schools and secondary schools.

The data for the School Profile and the School Valuation Framework will have to be compiled by the School Principals and staff, the Superintendents of Schools, and corporate departments such as the Board's Planning, Plant, Operations, Finance and Transportation Departments.

4. School Valuation Framework

The School Valuation Framework is intended to provide the Accommodation Review Committee with an objective tool to assess the schools under review. At the conclusion of the data compilation and analyses of the data collected, it is anticipated that the Accommodation Review Committee will have the necessary information to prepare a School Valuation Report with recommendations regarding the review of the schools. The report should summarize the findings of the data collected with the School Valuation Framework and must address the issues identified below. Furthermore, in determining the final recommendations in the School Valuation Report, it must be noted that the primary consideration must be the value to the students.

a) Value to the Student

- What is the impact on the student of the proposed consolidation/closing of the school?
- What is the quality of the learning environment at the school?
- What are the student outcomes at the school?



- Are there a wide range of courses and programs offered at the school?
- Are there a wide range of extracurricular activities offered at the school?
- Is there adequate interior and exterior space to support a good student learning environment?
- Is there adequate space to support healthy physical activity and extracurricular activities?
- Is the school universally accessible for students with disabilities?
- Is the school plant safe?
- Is the location of the school within close proximity to the majority of students?
- Would the quality of the learning environment improve in a consolidated facility?

b) Value to the System

- What is the impact on student learning across the system if this school closes?
- Is there a wide range of courses and programs offered to students at the school?
- Based on the enrolment projections, is there a sustainable student population at the school during the next five years?
- Is the enrolment under or over the capacity of the school facility?
- Are there other courses, programs, or activities that could exist at the school if there were a larger number of students?
- Would programs be improved at another school?
- Are there specialized teaching spaces at the school?
- Is the school site in good condition?
- Is the school in a suitable location?
- What is the value of the school if it is the only school within the community?
- What are the fiscal and operational implications of closing the school?

c) Value to the Community

- What is the school's value to the community?
- Can this value be relocated to a receiving school?
- Are there a wide range of programs at the school offered to both students and members of the community?
- Are the school/grounds available for use by the community?
- Is the school a partner in other government initiatives in the community?

d) Value to the Local Economy

- How does the school impact the local economy?
- Are there partnerships or training opportunities between the school and the local business community?
- Does the school attract or retain families to the area?



School Profile		
School:		
Address:		
Grade Configuration		
Age of Facility		
Site Size (Ha/Acres)		
Building Size – GFA (sq. ft / m ²)		
School Capacity		
Current Enrolment		
Utilization (% Accommodation)		
Enrolment past five years	Year:	Enrolment:
	Year:	Enrolment:
	Year:	Enrolment:
	Year:	Enrolment:
	Year:	Enrolment:
Enrolment projection next five years	Year:	Enrolment:
	Year:	Enrolment:
	Year:	Enrolment:
	Year:	Enrolment:
	Year:	Enrolment:
Student Achievement Data: (Include DPCDSB School Profile)		
# of out of boundary students		
# of split grades		



Value to Students		
Students Success in Schools		
Does the school offer:		
Junior Kindergarten – AM?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Junior Kindergarten – PM?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Senior Kindergarten – AM?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Senior Kindergarten – PM?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Large blocks of math (1 hour) instruction?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Large blocks of literacy (2 hours) instruction?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Early literacy resources?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Arts programs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Information technology to support curriculum?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Guidance and career education programs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Daily physical activity?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Total number of minutes per week:		
Culturally inclusive programs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
English-as-a-Second-Language programming?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Special Education classes?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Special Education resources?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Lead and/or specialized teachers with specialized skills?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Other specialized programs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Are parents provided with an opportunity for input to their child's grade placement?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
What is the nearest access to similar programs?		
Additional Comments:		



Supports		
Does the school have the capacity and numbers (according to the Board or Ministry formula) to support:		
A full-time Principal?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
A full-time Vice Principal?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Total Number of full-time Vice Principals:		
A half-time Vice Principal?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Total Number of half-time Vice Principals:		
A full-time Head Secretary?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Assistant Secretary?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Total Number of Assistant Secretaries:		
A Librarian?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
A full-time Special Education Teacher?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
A full-time ESL Teacher?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
A School Social Worker?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Custodial Staff?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Education Resource Workers?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Child and Youth Workers?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Psychological Associate?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Speech and Language Pathologist?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Specialized teachers?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Indicate type of specialization:		
Total number of classroom teachers:		
Total number of non-classroom teachers:		
Total number of employees:		
Is your staffing being supported by other schools?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have programs and supports for students at risk?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have remedial programs onsite during the day and after school?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have access to these programs in nearby facilities?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school location easily attract parent/family/community volunteers?	Yes <input type="checkbox"/>	No <input type="checkbox"/>



What is the school community involvement to support initiatives?

Additional Comments:

Transportation

Does the school currently accommodate adequate:

Staff/Visitor Parking?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Kiss-&-Ride?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Student drop-off area for parents?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Student pick-up area for parents?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Bus Loading Zone?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Number of students bussed to school:

Percentage of students bussed to school: %

Longest bus ride to school (minutes):

Shortest bus ride to school (minutes):

Average bus ride to school (minutes) – from first pick up to last pick up how long are students on the bus?

Aggregate cost to transport students to school: \$

Cost per student bussed to school: \$

Additional Comments:

Safety and Security

Does the school environment contribute to a feeling of safety and security for students?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Do present staffing levels contribute to a feeling of safety and security for students?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Do the student drop-off and pick-up areas for parents and bus drop-off and pick-up areas pose any safety issues for students?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have a Security Access System (including cameras)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have adequate outdoor lighting?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
What is the age and condition of play structures/equipment? Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>	Age: _____	
Safety of the school building is: Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>		
Safety of the school grounds and walkways is: Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>		
Are all interior sight lines in clear view? If not, please indicate location and type of obstruction		
Are all exterior sight lines in clear view? If not, please indicate location and type of obstruction		
Is this school easier to supervise than other schools? Does the school require a larger staff for supervision?		
Additional Comments:		



Accessibility			
Is the school universally accessible?	Partially <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have an operating elevator/lift?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Do students have access to Barrier Free Washrooms?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Are student washrooms accessible on each level of the building?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Are the designated changerooms accessible to the gym?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Additional Comments:			
Special Programs			
Identify all extracurricular programs and activities in:			
Athletics:			
Arts:			
Computers:			
Clubs:			
Leadership/Student Council:			
Fundraising:			
Other:			



Is the population of the school sufficient to support:		
School plays?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Dance/Socials?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Religious retreats?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Graduation celebrations?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Other value to students:		



Value to School System		
Program		
Will closing the school reduce the probability that the students will be in classes with two or more grades?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
What is the capacity of other schools in the same Accommodation Review Area as the school?		
What is the enrolment at other schools in the same Accommodation Review Area as the school?		
What is the impact in the receiving school with respect to physical space?		
What is the impact on the receiving school with respect to transportation?		
Facilities		
Does the school have appropriate existing space for:		
Special Education?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Literacy Resource Centre?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Science and Technology Lab?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Total number of dedicated rooms:		
Computer Lab?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Total number of computers:		
Average number of students per computer:		
Arts facilities?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Total number of dedicated rooms:		
Media room?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Total number of dedicated rooms:		



Playground?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Playing field?	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"/>
General purpose room?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Music room?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Assembly/Auditorium?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
A stage?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Chapel?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Kitchen?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Cafeteria?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Childcare?	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"/>
Please identify all facilities and areas that are accessible to the public:		
Total number of classrooms in the school:		
Total number of portable units on school site:		
Total number of portapak/rcm units on school site:		
Facilities Condition Index (FCI)	%	
Is the school's Facilities Condition Index (FCI) better than the Board average?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Additional Comments:		



Financial		
The current cost to address the current backlog of renewal projects for the school:	\$	
The estimated cost to address additional capital renewal projects needed at the school over the next ten years:	\$	
Estimated cost to upgrade school to current Board standards:	\$	
Estimated cost to demolish and rebuild existing school on same site to Boards standards	\$	
Ratio of upgrading costs to replacement value of the School		
Will closing the school help the Board avoid incurring significant repair costs that are not covered by targeted renovation 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"/>
Expenditures on school staff: Teaching	\$	
Expenditures on school staff: Non-Teaching	\$	
Staff costs – prior to consolidation Total for all schools in the Accommodation Review Area	\$	
Staff costs – post consolidation Total for all schools in the Accommodation Review Area	\$	
Grant revenues for school administration (identify any loss of revenues)	\$	
Grant revenues for school operations (identify any loss of revenues)	\$	
Expenditures for school operations - utilities - all other	\$	
Does the school generate enough funding to sustain itself without drawing funding from other budget lines in the following areas:		
Administration?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Student Service Guidance Staff?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Library Technicians?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Social Workers?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Secretarial Staff?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Custodial Staff?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Teachers?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
How much revenue does this school generate from community use?	\$	



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

What is the impact of this school remaining open on facility operating and capital budgets?

Other value to the school system:



Value to the Community		
Does this school offer programs and services in the following areas:		
Childcare (Plasp, Best Start, etc)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Youth Activities?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Cultural Events and Observances?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Social and Recreational?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Adult Learning?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Other?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is the school located adjacent to a Catholic Church?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Name of Church:		
Are there plans for local partnerships for delivering daycare and other community and social services?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have there been significant upgrades to the school in the past five years completed in partnership with the community?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the community have programs and supports for students at risk?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If the school were closed, is there local capacity to accommodate those currently using the school for community purposes?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
How many hours per week is this school used for other community activity (e.g. sports, recreation and fitness; non-profit and community groups for youths and adults; community meetings):	Fall	
	Winter	
	Spring	
	Summer	
Identify other locations being used for community purposes:		
If the school were to remain open, how/what programs could the school attract?		



Other value to the community?

How does this school reflect and support the values of the community for which it serves?

Additional Comments:

Value to the Local Economy

Are there any impacts on the local economy (e.g. on local businesses or Real Estate values)



General Comments Summary

School Profile		
School:		
Address:		
Grade Configuration		
Age of Facility		
Site Size (Ha/Acres)		
Building Size – GFA (sq. ft / m ²)		
School Capacity		
Current Enrolment		
Utilization (% Accommodation)		
Enrolment past five years	Year:	Enrolment:
	Year:	Enrolment:
	Year:	Enrolment:
	Year:	Enrolment:
	Year:	Enrolment:
Enrolment projection next five years	Year:	Enrolment:
	Year:	Enrolment:
	Year:	Enrolment:
	Year:	Enrolment:
	Year:	Enrolment:
Student Achievement Data: (Include DPCDSB School Profile)		
# of out boundary students		
# of open access students		



Value to Students		
Students Success in Schools		
Does the school have a full composite program in Grades 9-12?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
How many students are there attending Year 5?		
Does the school have sufficient numbers of students to run courses necessary in each subject area for all three student pathways (university, college, and workplace)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
How many courses were cancelled this year? Why?		
What types of courses were cancelled:		
Essential Courses?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Applied/College Courses?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Academic/University Courses?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
What different classes are being offered?		
How many courses have companion co-op credits?		
What is the nearest access to similar programs?		
How many multi-level courses does the school offer?		
Does the school offer:		
Clusters of special programs that enhance curriculum?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Commercial programming?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Broad-based Technology programming?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Guidance and career education programs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Culturally inclusive programs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
English-as-a-Second-Language programming?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Special Education classes?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Special Education resources?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
IB Programs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Other specialized programs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>



Information technology to support curriculum?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Lead and/or specialized teachers with specialized skills?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Co-operative Education opportunities?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Partnerships to enhance and support students?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
The ability to offer language and other programs that mirror the culture of the community?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Additional Comments:

Supports

Does the school have the capacity and numbers (according to Board or Ministry formula) to support:

A full-time Principal?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
A full-time Vice Principal?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Total number of full-time Vice Principals:		
A half-time Vice Principal?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Total number of half-time Vice Principals:		
A full-time Head Secretary?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Assistant Secretary?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Total number of Assistant Secretaries:		
Student Service Guidance Staff?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
A full-time Special Education Teacher?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
A Librarian?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
A full-time ESL Teacher?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
School Social Workers?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Custodial Staff?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Education Resource Workers?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Child and Youth Workers?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Psychological Associate?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Initial: _____



Speech and Language Pathologist?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
E-learning or Distance Education Staff?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Specialized teachers?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Indicate type of specialization:		
Total number of classroom teachers:		
Total number of non-classroom teachers:		
Total number of employees:		
Is your staffing being supported by other schools?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have programs and supports for students at risk?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have remedial programs onsite during the day and after school?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have access to these programs in nearby facilities?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school location easily attract parent/family/community volunteers?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
What is the school community involvement to support initiatives?		
Additional Comments:		
Transportation		
Does the school currently accommodate adequate:		
Staff/Visitor Parking?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Student 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"/>
Number of students bussed to school:		
Percentage of students bussed to school:	%	
Longest bus ride to school (minutes):		
Shortest bus ride to school (minutes):		



Average bus ride to school (minutes) – from first pick up to last pick up, how long are students on the bus?	
Aggregate cost to transport students to school:	\$
Cost per student bussed to school:	\$
Additional Comments:	
Safety and Security	
Does the school environment contribute to a feeling of safety and security for students?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Do present staffing levels contribute to a feeling of safety and security for students?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Do the student drop-off and pick-up areas for parents and bus drop-off and pick-up areas pose any safety issues for students?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Does the school have a Security Access System (including cameras)?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Does the school have adequate outdoor lighting?	Yes <input type="checkbox"/> No <input type="checkbox"/>
What is the age and condition of play structures/equipment? Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Age: _____ Unsatisfactory <input type="checkbox"/>	
Safety of the school building is: Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>	
Safety of the school grounds and walkways is: Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>	
Are all interior sight lines in clear view? If not, please indicate location and type of obstruction	
Are all exterior sight lines in clear view? If not, please indicate location and type of obstruction	



Is this school easier to supervise than other schools? Does the school require a larger staff for supervision?

Additional Comments:

Accessibility

Is the school universally accessible?	Partially <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have an operating elevator/lift?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Do students have access to Barrier Free Washrooms?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Are student washrooms accessible on each level of the building?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Are the designated changerooms accessible to the gym?		Yes <input type="checkbox"/>	No <input type="checkbox"/>

Additional Comments:

Special Programs

Identify all extracurricular programs and activities in:

Athletics:

Arts:

Computers:



Clubs:		
Leadership/Student Council:		
Fundraising:		
Other:		
Is the population of the school sufficient to support:		
School plays?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Dance/Socials?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Religious retreats?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Graduation celebrations?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Why do students choose this school?		
What is unique about this school?		
Other value to students:		



Value to School System		
Program		
Will closing the school reduce the probability that the students will be in classes with two or more grades?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
How many students does the Board estimate it will lose as a result of the closure of this school?		
What is the capacity of other schools in the same Accommodation Review Area as the school?		
What is the enrolment at other schools in the same Accommodation Review Area as the school?		
What is the impact in the receiving school with respect to physical space?		
What is the impact on the receiving school with respect to transportation?		
Facilities		
Does the school have appropriate existing space for:		
Special Education?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Literacy Resource Centre?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Science Lab?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Total number of dedicated rooms:		
Computer Lab?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Total number of computers:		
Average number of students per computer:		
Information Technology Lab?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Total number of dedicated rooms:		



Media Room?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Total number of dedicated rooms:		
Arts facilities?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Total number of dedicated rooms:		
Family Studies Room?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Total number of dedicated rooms:		
Playing field?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Football field?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Soccer field?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Track?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Gymnasium?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Swimming pool?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Library?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
General purpose room?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Music room?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Assembly/Auditorium?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
A stage?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Chapel?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Kitchen?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Cafeteria?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Childcare?	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"/>
Please identify all facilities and areas that are accessible to the public:		
Total number of classrooms in the school:		
Total number of portable units on school site:		
Total number of portapak/rcm units on school site:		
Facilities Condition Index (FCI)	%	
Is the school's Facilities Condition Index (FCI) better than the Board average?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Initial: _____



Additional Comments:		
Financial		
The current cost to address the current backlog of renewal projects for the school:	\$	
The estimated cost to address additional capital renewal projects needed at the school over the next ten years:	\$	
Estimated cost to upgrade school to current Board standards:	\$	
Estimated cost to demolish and rebuild existing school on same site to Boards standards	\$	
Ratio of upgrading costs to replacement value of the School		
Will closing the school help the Board avoid incurring significant repair costs that are not covered by targeted renovation 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"/>
Expenditures on school staff: Teaching	\$	
Expenditures on school staff: Non-Teaching	\$	
Staff costs – prior to consolidation Total for all schools in the Accommodation Review Area	\$	
Staff costs – post consolidation Total for all schools in the Accommodation Review Area	\$	
Grant revenues for school administration (identify any loss of revenues)	\$	
Grant revenues for school operations (identify any loss of revenues)	\$	
Expenditures for school operations - utilities - all other	\$	
Does the school generate enough funding to sustain itself without drawing funding from other budget lines in the following areas:		
Administration?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Student Service Guidance Staff?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Library Technicians?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Social Workers?	Yes <input type="checkbox"/>	No <input type="checkbox"/>



Secretarial Staff?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Custodial Staff?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Teachers?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
How much revenue does this school generate from community use?	\$	
What is the impact of this school's closure on facility operating and capital budgets?		
What is the impact of this school remaining open on facility operating and capital budgets?		
Other value to the school system:		



Value to the Community		
Does this school offer programs and services in the following areas:		
Childcare (Plasp, Best Start, etc)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Youth Activities?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Cultural Events and Observances?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Social and Recreational?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Adult Learning?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Other?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is the school located adjacent to a Catholic Church?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Name of Church:		
Are there plans for local partnerships for delivering daycare and other community and social services?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have there been significant upgrades to the school in the past five years completed in partnership with the community?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Are there training opportunities for students with local employers?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the community have programs and supports for students at risk?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If the school were closed, is there local capacity to accommodate those currently using the school for community purposes?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
How many hours per week is this school used for other community activity (e.g. sports, recreation and fitness; non-profit and community groups for youths and adults; community meetings):	Fall	
	Winter	
	Spring	
	Summer	
Identify other locations being used for community purposes:		
If the school were to remain open, how/what programs could the school attract?		



Other value to the community?

How does this school reflect and support the values of the community for which it serves?

Additional Comments:

Value to the Local Economy

Are there any impacts on the local economy (e.g. on local businesses or Real Estate values)

General Comments Summary