



Haldimand East Elementary Schools Accommodation Review Committee

March 11, 2015 – 7:00 PM
J.L. Mitchener Public School - Gymnasium

MEETING NOTES

Committee Members in Attendance:

Brian Doyle (Chair)--Trustee, **James Richardson**—Trustee, **Brenda Blancher**—Superintendent of Education, **Dave Peters**—ETFO, **Nancy Hondula**—CUPE, **Deborah Warner**—Principal, Anna Melick Memorial School, **Marion Kline**—Principal, Fairview Avenue Public School, **David Gervais**—Principal, Grandview Central Public School, **Julie White**—Principal, J.L. Mitchener Public School, **Alison Cooke**—Principal, Rainham Central School, **Charlotte Morphet**—Principal, Thompson Creek Elementary School, **Madeleine Jobb**—Parent, Anna Melick Memorial School, **Danielle Lipson**—Parent, Fairview Avenue Public School, **Mike Black**—Parent, Grandview Central Public School, **Mandie Cowan**—Parent, J.L. Mitchener Public School, **Melony Cooper**—Parent, Rainham Central School, **Todd Smith**—Parent, Thompson Creek Elementary School, **Bernie Corbett**—Municipal Councillor, Haldimand County

1. Welcome and Introductions

B. Doyle, Chair of the Committee, welcomed those present to the first meeting of the Haldimand East Elementary Accommodation Review Committee (ARC). Committee members introduced themselves around the table.

Other Board members recognized as in attendance were: Carol Ann Sloat—Chair of the Board, Alex Felsky—Trustee, Karen Sandy—Trustee, and Diane Sowers--Trustee.

John Forbeck, Director of Education, and Grand Erie District School Board Administrative staff: Jamie Gunn—Superintendent of Business, Shawn McKillop—Manager of Communications and Community Relations, Michelle O'Reilly—Planning Officer and Elaine Roberts—Recording Secretary, were in attendance to provide resource to the Committee.

Members of the community attending the meeting were asked to complete the sign-in sheets located at the entrance to the gymnasium. Any individual(s) seeking to appeal the review process, is required to have attended, and have signed-in documenting their attendance at the ARC meetings. A review of the Grand Erie 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).

2. Review of the Accommodation Process

J. Forbeck provided details regarding the process and stages of the accommodation review process to the Committee.

The purpose of this review is:

- to establish viable school organization units that support program delivery and student achievement
- to find and develop efficiencies in the use of our school buildings
- to provide appropriate accommodation for our students
- to receive input from the community
- to provide recommendations to Grand Erie regarding school organization and related pupil accommodation matters

The committee will study and make recommendations based on accommodation options for the following schools:

Anna Melick Memorial School
Fairview Avenue Public School
Grandview Central Public School
J.L. Mitchener Public School
Rainham Central School
Thompson Creek Elementary School

Stages of the review will include:

- Preparation – The Board appoints an ARC chaired by a Trustee (non-voting member) and membership from the involved schools and their school communities.
- Community Review – A minimum 90 day period (which shall not include summer vacation, winter and March breaks). A minimum of four ARC meetings will be held. All agendas are published in advance on the Grand Erie website. All meetings will be open to the public. One meeting must be held for the purpose of sharing the ARC's recommendations with the community.
- Board Review – A review of the ARC report by the Senior Administration of the Board; recommendations from Administration to the Board; review and decision by the Board.

The following items will be presented to a Committee of the Whole Board:

- school profile findings
- recommendations from the ARC
- the recommendations from Administration

The recommendation from the Committee of the Whole Board will be taken to a Regular Board meeting no earlier than 60 days from the date of the Committee of the Whole Board meeting.

The Board's Administration must share all data and options regarding the Haldimand East Elementary review area with the ARC. Grand Erie staff will bring additional information during the review, as requested by the ARC, to support their work. All information including agendas, presentations, minutes and reports will be posted on the Grand Erie website and in a central location at each of the involved schools.

Questions regarding the process should be directed to Shawn McKillop, Manager of Communications and Community Relations shawn.mckillop@granderie.ca or 1-888-548-8878 (519-756-6301) ext. 281147.

Questions regarding process were requested from the Committee.

Q - What triggered this review?

A – This will be discussed in an upcoming presentation this evening.

3. School Profile Templates

J. Forbeck explained the purpose and components of the School Profile Templates. The templates were developed by a committee of parents, community members, trustees and principals, and will provide the foundation for discussion and analysis of accommodation options.

The templates obtain and provide a baseline of comparable data for each school assessing the:

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

A profile will be completed for each school and the completed profiles will be presented at the next scheduled ARC meeting. The content of the templates was reviewed by the Committee.

Questions from Committee Regarding the Templates:

Q What is the definition of 'Community'?

A We are asking for a template from each school relating to its individual school community. 'Community' does not related solely to a location, area or County as a whole.

4. Background Information and Data

J. Gunn explained that the Haldimand East Elementary accommodations review process stemmed from a Board review of elementary pupil accommodation for Haldimand East in June, 2011. At the time, the Board requested that the Quality Accommodations Committee of the Board provide an updated report regarding accommodations in Haldimand East within three years. Updated enrolment statistics and utilization data was provided to the Board in August, 2013 and March, 2014. At the March, 2014 Board meeting, the Board passed a motion requiring the establishment of an Accommodation Review of the six identified Haldimand area schools to commence in the spring of 2015.

Haldimand County population data and growth expectations were presented with information compiled from Census data from 2001, 2006, and from the most recent Census conducted in 2011. School capacity figures were shown along with current and projected school enrolment

numbers for each school. Projected data suggests a slight continued decline in enrolment. The total combined school capacity is 1775 students. Overall enrolment is presently at 81% of school utilization. The 5 year projected enrolment is 75% utilization, and the 10 year projected enrolment is 74% utilization. Enrolment increases reflected in the past few years was due to the implementation of Full Day Kindergarten.

Questions from Committee regarding the School Profile Templates:

Q – Is ‘portable capacity’ included in the total combined school capacity figure of 1775?

A – No, this number excludes portables.

Q – Do all schools now have Full Day Kindergarten programs?

A – Yes.

Q – Does the Census data take into account students attending private schools?

A – Yes. The Census figures represent the total number of youth between the ages stated, who reside in Haldimand County.

5. Accommodations Review Committee Operation—B. Doyle, Chair

5.1 Hearing Delegations (How and When)

A meeting date will be established for community input and presentations. Once determined, the date will be posted on the Grand Erie website and at each of the involved schools. There is opportunity for public input prior to the final Board decision, either through delegation at a Committee of the Whole or regular Board meeting or, if necessary, at a Special Board meeting (in accordance with Board Bylaw 11).

5.2 Requesting Information from Grand Erie Staff

Grand Erie staff will bring additional information during the review, as requested by the ARC to support their work. Individual members, and members of the community, will not receive information—it must be requested by the Committee.

5.3 Posting Minutes and Information (Review of Minutes)

Agendas and minutes of ARC meetings and all information shared, developed and discussed relating to the review will be posted on the Grand Erie website and at each of the involved schools.

5.4 Next Meeting Date

The next meeting will be held at Thompson Creek Elementary School on Wednesday, April 29, 2015 at 7:00 pm.

5.5 Other Business

J. White, Principal, and the staff/community of J.L. Mitchener Public School were thanked for hosting the meeting.

The floor was opened to questions and comments from members of the community in attendance.
Questions/Comments from the Community

Q – Is archived data collected for the last Haldimand area Accommodations Review available for review?

A – The previously completed school profiles and public Census data from that time is available.

Chair, B. Doyle asked the ARC members if they wished to receive the archived data. Consensus was expressed by members to receive and review the data. It was noted by Chair Doyle that as this information, and all information reviewed by the Committee is public, it will also be posted on the Grand Erie website.

Q – Will a meeting be held at each of the six schools involved in the review as the minimum number of meeting is only four?

A – Yes. It is anticipated that this review will take a year or more to complete. Although the minimum required number of meetings is four, we will hold at least one meeting at each school. The Committee will determine the total number of meetings based on its needs in order to consider the material collected.

Q – Do students have a choice as to which school they attend?

A – Each school has an identified catchment area. There is a process, however, to allow a child attend a school outside of their catchment area.

Q – What is process for students to change schools?

A – A family notifies the home school and submits an application identifying the reason(s) for the request.

Q – Can catchment areas be changed?

A – Yes, there is a process by which this may occur (Boundary Review Process).

Q What factors are taken into consideration when considering out of area requests?

A – A number of factors are considered focussing on individual student needs. The enrolment at both the home and requested schools is looked at. Transportation is generally not provided to students attending a school other than their home school although students may be considered for courtesy transportation.

Q – Is it possible to have the length of time a student spends being bussed included in the information considered by the Committee?

A – Yes. This information will be captured and collected on the school profile templates.

Q – Why are two additional schools included in this review that were not included in the Haldimand East 'Dunnville area' review?

A – When the Board called for this review, it decided at that time that J.L. Mitchener Public School and Rainham Central School should be included to allow for a fair assessment of accommodation of all schools in the Haldimand East community. The Board also felt inclusion of these two schools may alleviate the need for an additional Haldimand area review being required again in the very near future.

Q – Is the Board considering partnerships with other schools and services to use these buildings?

A – Yes, this is being considered by the Board as a result of the Secondary School Accommodation Review.

Q – Are members of school communities permitted to sign a petition to not have a school closed if they haven't attended the Accommodation Review Committee meetings?

A – An administrative review of the process may be sought, but not specifically of any decision made. An individual or individuals requesting an administrative review must demonstrate support by petition of 30% or more of an affected school's community. Parents/guardians of students, and/or individuals who participated in the ARC process are eligible to sign the petition.



Haldimand East Elementary Schools Accommodation Review Committee

April 29, 2015 – 7:00 PM

Thompson Creek Elementary School - Gymnasium

MEETING NOTES

Committee Members in Attendance:

Brian Doyle (Chair)--Trustee, **James Richardson**—Trustee, **Brenda Blancher**—Superintendent of Education, **Dave Peters**—ETFO, **Nancy Hondula**—CUPE, **Deborah Warner**—Principal, Anna Melick Memorial School, **Marion Kline**—Principal, Fairview Avenue Public School, **David Gervais**—Principal, Grandview Central Public School, **Julie White**—Principal, J.L. Mitchener Public School, **Alison Cooke**—Principal, Rainham Central School, **Charlotte Morphet**—Principal, Thompson Creek Elementary School, **Madeleine Jobb**—Parent, Anna Melick Memorial School, **Danielle Lipson**—Parent, Fairview Avenue Public School, **Mike Black**—Parent, Grandview Central Public School, **Mandie Cowan**—Parent, J.L. Mitchener Public School, **Melony Cooper**—Parent, Rainham Central School, **Todd Smith**—Parent, Thompson Creek Elementary School, **Bernie Corbett**—Municipal Councillor, Haldimand County, **Mark Gibson**—Cayuga and District Chamber of Commerce.

1. Welcome and Introductions

B. Doyle, Chair of the Committee, welcomed those present to the second meeting of the Haldimand East Elementary Accommodation Review Committee meeting.

Meeting notes, from the March 11, 2015, meeting were accepted as circulated.

Other Board members recognized as in attendance were: Carol Ann Sloat—Chair of the Board, Rita Collver—Trustee, David Dean—Vice-Chair of the Board, Alex Felsky—Trustee, and Karen Sandy—Trustee.

John Forbeck, Director of Education, and Grand Erie District School Board Administrative staff: Jamie Gunn—Superintendent of Business, Shawn McKillop—Manager of Communications and Community Relations, and Elaine Roberts—Recording Secretary, were in attendance to provide resource to the Committee.

2. Review of Completed School Profile Templates

J. White, Principal--J.L. Mitchener P.S., provided an overview of commonalities between the six schools under review. The commonalities, under the governance of the Ministry of Education and Grand Erie District School Board, include:

- instruction grades taught: JK – 8 including full-day combined Junior and Senior Kindergarten
- Ontario curriculum content and literacy/numeracy requirements

- all schools teach the arts, science, social studies and physical education/health
- French language instruction in grades 4 to 8
- staffing parameters and formula (staffing allocations determined annually based on total student enrolment)
- technology in the classrooms (implementation through the Grand Erie educational technology initiative--classrooms equipped with netbooks/tablets/projectors and whiteboards)
- daily student physical education expectations
- 'Safe Welcome' and 'Safe Arrival' procedures
- system-wide policies, procedures, protocols and expectations

A review of the components of the School Profile specific to J.L. Mitchener was then provided.

The principals of the remaining five schools commented on their School Profiles highlighting areas of uniqueness to each school.

Questions from Committee Members:

Q What is the difference between a gymnasium and an auditorium?

A An auditorium has a stage and tiered seating, a gymnasium is more of a multi-purpose space.

Q How much of a challenge to school access is the Dunnville bridge?

A No concerns have been identified with the bridge.

Q What is happening with regard to the large hamlet area near Grandview Central school?

A This is a key development area in the community.

Q If an Early Years Centre is located at a school, what does that mean to a school? Does it affect enrolment? Are there other associated effects on the community?

A The Centre provides employment. For example, there are 8 employees at the Fairview Avenue centre. Early Years Centres provide support services to families in the community such as new baby weigh-ins, and mom and tot programs.

Q How are Early Year Centres funded?

A Funding is provided by the Ministry of Education. Facilities are provided by Grand Erie, however, the Board does not provide funding for, nor receive any funds from, these centres.

3. Presentation of School Capacities and Options

J. Gunn, Superintendent of Business, reviewed capacity figures and demographic statistics for each school as well as summary figures for all schools. Note - classrooms used for alternate purposes, e.g., nutrition programs, are not calculated as 'pupil loaded'. The combined available capacity, including existing portable classrooms and non-loaded space, is 1982. Current enrolment is 1433.

Overall Utilization	Surplus Pupil Spaces Excluding Portables	% Excluding Portables	% Including Portables
2015 (Current)	480	74.9%	72.3%
5 Year Projected	536	72.0%	69.5%
10 Year Projected	553	71.1%	68.6%

Five options for surplus space reduction were presented. The accommodation review process requires options be prepared by Board staff. It was noted that the options presented are not an exclusive list of those available or those which may be considered.

Initial Options for Consideration (Effective September 1, 2016):

- Option 1:** Close Anna Melick M.S. and assign students to Thompson Creek E.S.
Resulting surplus capacity - 389
- Option 2:** Close Grandview Central P.S. and assign students to Fairview Avenue P.S.
Resulting surplus capacity - 400
- Option 3:** Close Anna Melick M.S. and assign students to Thompson Creek E.S.
and Close Grandview Central P.S. and assign students to Fairview Avenue P.S.
Resulting surplus capacity - 236
- Option 4:** Close Anna Melick M.S. and assign students to Thompson Creek E.S.
and Close Grandview Central P.S. and assign students to Fairview Avenue P.S. and Rainham Central P.S.
Resulting surplus capacity - 190
- Option 5:** Close Anna Melick M.S. and assign students to Thompson Creek E.S.
and Assign a portion of current Thompson Creek catchment to J.L. Mitchener P.S.
and Close Grandview Central P.S. and assign students to Fairview Avenue and Rainham Central P.S.
Resulting surplus capacity– 144

External programs (e.g., nutrition/Early Years Centres) and portable classroom relocations required for each option were identified. The school boundary change, required in Options 4 and 5, were also reviewed.

Questions from Committee Members:

Q How is capacity determined?

A The Ministry of Education sets the formulas and capital asset utilization software is used to calculate capacity. The formulas calculate capacity by taking the numbers for each type of room (regular classroom, special education, etc.), and multiplying those numbers by an assigned 'pupil loading' figure.

Q Are children in the Haldimand East area, who attend schools other than Grand Erie schools, included in these figures?

A No. Only Grand Erie students are included.

Q Do the new boundaries proposed in Option 5 align with secondary boundaries?

A They do not. Currently Grandview Central P.S. feeds into Dunnville Secondary School. If the boundary were to be split, determination of which secondary school the students would attend would need to occur. The secondary catchment areas could also potentially be amended.

Q What would it take to not close a school?

A It would take a significant amount of Board resources not to close any school. The Ministry of Education funding formula has changed over the last number of years. In previous years, the province provided top-up amounts for unused utilization. This funding has decreased significantly. If no school were closed, the Board would need to find the financial resources elsewhere in the system.

Q Is there a number that is acceptable across Grand Erie for total capacity?

A 80-85% capacity is optimum.

Q Can you explain the cost of portables?

A Portable costs include utilities (heat, hydro), maintenance and caretaker services. Adding a portable costs less than adding a permanent structure. Each elementary student is recognized as requiring a certain amount of square footage. Funding is provided by the number of students/enrolment. Grand Erie prefers to use portables for temporary accommodation rather than longer term.

Q When the secondary accommodations review was being conducted, partnerships in the community were considered. Are partnerships being considered for the elementary schools?

A Partnerships and shared services could be considered. Some partnerships are in place presently, however, they are not paying partners. Partnerships with organizations who both require the space and are willing to pay for overhead would need to be found. The number of types of partnerships suitable for elementary schools is smaller than that for secondary schools.

Q What would the cost be to add permanent space at an existing school?

A The average single classroom cost is about \$450,000. The Ministry of Education provides capital funding where a need has been identified. That is a separate and different process. We are currently looking at a plan to reduce existing surplus capacity.

Q Whose responsibility is it to look for partnerships?

A The Board had identified a budget of \$40,000 and will be initiating an RFP process to seek partnerships. The Ministry of Education has also allocated funding in the amount of \$43,000 towards this.

Q Are assets/property values considered in the costs and savings calculations? Some properties may be worth more than others. Will those figures be factored in?

A No. The Board focuses on gaps between the operating budget and capacity. In considering property values, it would mean looking at major repairs and maintenance costs for those properties in coming years as well. The present value of the properties themselves is not considered.

Q Are subdivisions being developed near schools considered?

A Yes. Communication with town planning departments occurs regularly. If the Committee desires, community development growth and estimates can be brought back. The yield from new developments, unless they are very large is relatively low (e.g., 75 new homes may yield 10-14 elementary students).

Q What options are available for relocation of the Early Years Centres?

A There would be a variety of options available to maintain the existing programs. In a previous review, the Board worked with EYC staff to examine options available to them. This would be done again to determine where these centres could best be relocated.

Q Could an addition be built onto a school to accommodate the external programs enabling them to stay in their current communities?

A – If it were the direction of the Accommodation Review Committee and the Board of Trustees, an application for capital funding could be made to the Ministry of Education. A business case identifying the rationale behind this would need to be prepared. External use may not meet the Ministry's requirements for capital approval to a school board.

4. Other Business

4.1 Requests for Information

A request was received from the Committee for the following information:

- student growth/yield data for development projects in school catchment areas

5. Questions/Comments From the Audience/Community

Q It appears that portable space will be required. What are the differences in cost between portables, multiple unit 'Portapaks' and permanent structures?

A The approximate cost for a permanent classroom is \$450,000. New portables cost about \$80,000. Portapaks are similar in cost to portables.

C It has been indicated that 'value to the student' is Grand Erie's main focus and concern. I don't feel that splitting grades 7 and 8 from the lower grades is good value to students.

C We wouldn't want our children to be in portables long-term. There are health concerns connected with portables.

Q – In terms of real estate, Central School was closed and the school and land sold, did our schools benefit from that closure? Where would the money have gone? Do we know how much Grand Erie sold the property for?

A When schools are sold, the money goes back into the capital fund of the board which is controlled by the Ministry of Education. When a board requests and applies for a new project, those funds are looked at before any new or additional funding is received from the province. The money received from closed schools goes towards future capital projects within the board.

C I don't feel there are many viable options for the Early Years Centre in the Anna Melick M.S. community.

C We went through this process a few years ago and many of us felt there should have been a different outcome. We encourage this committee to make the tough decisions that need to be made at this time.

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- Q Will the number of students currently enrolled in grades 6, 7 and 8 be taken into consideration?
- A Yes. Accommodation and options for students in all grades will be taken into consideration.
- Q Has the board split the school enrolment between two schools as a result of any other school closures?
- A Windham, Joseph Brant and Townsend schools, which were organized as senior public schools, were closed. The students who attended those schools rejoined their feeder schools.
- Q How firm is the 2016 timeline?
- A The timeline is determined by the time needed once an option or options have been selected to allow for planning (transportation, support services, etc.) and notification to the communities to occur.
- C Consideration needs to be given to the overwhelming response from the audience and community. Additional utilization and partnerships should be found for the affected schools. I am aware, from my 19 years as a municipal councillor and as a local businessman, that half the population live in the four townships surrounding urban Dunnville. To close two rural schools in the area would be unconscionable from the human-side of education.

6. Next Meeting Date

The next meeting will be held at Grandview Central Public School on Thursday, June 4, 2015 at 7:00 pm.

7. Adjournment

The meeting adjourned at 9:07 p.m.



Haldimand East Elementary Schools Accommodation Review Committee

June 4, 2015 – 7:00 PM
Grandview Central Public School - Gymnasium

MEETING NOTES

In Attendance:

Brian Doyle (Chair)—Trustee, **James Richardson**—Trustee, **Brenda Blancher**—Superintendent of Education, **Dave Peters**—ETFO, **Nancy Hondula**—CUPE, **Deborah Warner**—Principal, Anna Melick Memorial School, **Marion Kline**—Principal, Fairview Avenue Public School, **David Gervais**—Principal, Grandview Central Public School, **Julie White**—Principal, J.L. Mitchener Public School, **Charlotte Mophet**—Principal, Thompson Creek Elementary School, **Madeleine Jobb**—Parent, Anna Melick Memorial School, **Danielle Lipson**—Parent, Fairview Avenue Public School, **Mike Black**—Parent, Grandview Central Public School, **Mandie Cowan**—Parent, J.L. Mitchener Public School, **Melony Cooper**—Parent, Rainham Central School, **Bernie Corbett**, Municipal Councillor, Haldimand County.

Absent/Regrets:

Alison Cooke—Principal, Rainham Central School, **Mark Gibson**—Cayuga and District Chamber of Commerce, **Todd Smith**—Parent, Thompson Creek Elementary School.

1. Welcome and Introductions

B. Doyle, Chair of the Committee, welcomed those present to the third meeting of the Haldimand East Elementary Accommodation Review Committee (ARC) meeting.

Other Board members recognized as in attendance: Carol Ann Sloat—Chair of the Board, Rita Collver—Trustee, David Dean—Vice-Chair of the Board, John Harris—Trustee.

John Forbeck, Director of Education, and Grand Erie District School Board Administrative staff: Jamie Gunn—Superintendent of Business, Shawn McKillop—Manager of Communications and Community Relations, and Elaine Roberts—Recording Secretary, were in attendance to provide resource to the Committee.

The meeting notes, from April 29, 2015, meeting were accepted as circulated.

Committee members and the audience present were reminded that all information considered and presented to the ARC will be posted on the Grand Erie website at www.granderie.ca. Questions regarding the process should be submitted by email to: info@granderie.ca.

2. Presentation of Data/Information Requested

2.1 Development Project – Student Growth/Yield Data, J. Gunn

J. Gunn presented statistics with respect to the average pupil yield from new Haldimand County residential developments (based on 2011 census data). The school aged population as a percentage of occupied private dwellings is:

- .32 elementary students per dwelling
- .20 secondary students per dwelling

Of the school aged population, Grand Erie District School Board attracts 63% of elementary students and 72% of secondary students.

Yield calculations per dwelling for new residential developments in Haldimand County are: elementary .20 students (.32 x 63%), and secondary .14 students per dwelling (.20 x 72%).

It takes a development of 230 new single family residences to fill two (2) elementary classrooms.

Haldimand County has issued an average of 98 building permits annually for new housing over the last five years.

Grand Erie planning staff regularly consult with all municipal planning departments including Haldimand County. Information on all development applications is received and tracked to understand the potential impact of future accommodation needs.

Questions from Committee Members:

- Q Were Council approved development projects the only projects considered, or were future, anticipated or other projects included as well?
- A Grand Erie receives information on development plans in many various stages of application and approval from the County planner. These were all considered.

3. Getting Started with the Work of the Accommodation Review Committee, J. Forbeck

J. Forbeck gave a recap of the purpose and process of accommodation reviews. Work completed to date includes: confirmation of the school valuation/profile template format at the first meeting on March 11, 2015, and sharing of completed school profiles, demographic information, and initial options for consideration at the second meeting held on April 29, 2015.

The ARC is currently in the Community Review stage. During this stage of the deliberations, the ARC may add additional options and/or eliminate options. The Committee may request information/data from Senior Administration, and request and receive information from potential community partners for consideration. All requests for information must be agreed upon by committee decision. A recommendation for every school in the review area must be

identified. Also during this stage, the ARC will organize a meeting to hear delegations from the community.

The five initial options presented at the April 29, 2015, meeting were displayed and reviewed.

- Option 1:** Close Anna Melick M.S. and assign students to Thompson Creek E.S.
Resulting surplus capacity - 389
- Option 2:** Close Grandview Central P.S. and assign students to Fairview Avenue P.S.
Resulting surplus capacity - 400
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Resulting surplus capacity - 144

Comments/Discussion by Committee Members:

- Alignment of schools should focus around local communities and facilities in those communities such as arenas, libraries and high schools
- Due to the funding changes implemented by the Ministry of Education, and the high surplus student capacity, there simply isn't funding to keep all the Haldimand schools open
- Preferences for keeping schools together vs. splitting schools was raised and discussed. No one school would be able to accommodate another full school without changes being required (i.e., adding portables, staffing changes, etc.)
- Members were asked to consider if they were comfortable moving students to portables
- It was suggested that the County be asked to consider attaching a new library to J.L. Mitchener, and to include this an option for consideration
- Student yield from new developments could be further investigated with respect to:
 - how many of the 98 new homes are on the west side of the river?
 - yield numbers for new homes being built on Cross Street near Thompson Creek and Fairview Avenue schools
- Historically, there has been an effort to keep the Dunnville schools and community together. Therefore, perhaps, J.L. Mitchener and Rainham Central schools should be removed from this process
- The Board included J.L. Mitchener and Rainham Central schools when it called for the ARC following a review of data in a report to the Board's Quality Accommodations Committee. The intent of their inclusion was to ensure a full and fair assessment of accommodation in all schools in Haldimand East was conducted

- A new 10 kilometre funding rule has been implemented since the last accommodation review. Schools are funded based on student enrolment. In the past, the province provided top-up for schools operating at less than full capacity. The top-up now applies only to schools located 10 kilometres or further away by road from any other school (elementary or secondary). A capacity of 85% or higher is required for sufficient funding to be received to operate a school and to cover all expenses including staffing, utilities, etc. Only Rainham Central meets the 10 kilometre funding requirement. There is a school within 10 kilometres of Anna Melick school
- The traditional boundaries for Dunnville Secondary School did not include J.L. Mitchener and Rainham Central. The ARC might look at the capacity figures to determine if the 85% target would be met if only Anna Melick or Grandview Central schools were closed
- For Haldimand County to consider attaching a public library to J.L. Mitchener, the ARC would need to make a recommendation for the Board to make a resolution to the County. Initial discussions at the County however could be started
- The resulting surplus capacities in Options 1 & 2 remain above 300 students. Closing a larger school may be a better option. Dunnville Secondary School could then, potentially, be moved to Thompson Creek
- If Anna Melick school closes, parents might feel it is in their children's best interest to move them to a neighbouring school operated by the Niagara Board
- Niagara schools are an option to parents but not to the Board. The Ministry of Education sets Board boundaries. If students go to Niagara it would reduce Grand Erie's enrolment more. This review is to address and consider options for underutilized space within Grand Erie schools
- The ramifications of losing students to other Boards is a consideration at any time
- The Niagara Board does not have to accept these students as municipal funding from these residences does not go to them. Parents would also be responsible for their children's transportation. Secondary programs and other support programs all need to be considered by parents
- Bussing times and costs should be considered in the options proposed
- In the U.S., they have scorecards for schools. Walking to school could be a category on such a scorecard. Having a scorecard for each school would be helpful in making these decisions

Proposed Additional Options:

The ARC discussed, reviewed and revised a list of additional options during the meeting. It was agreed, by consensus, that the following 5 options be added to the 5 initial options presented at the April 29, 2015 meeting.

- Option 6 - Close Thompson Creek Elementary School
- Option 7 - Close Fairview Avenue Public School
- Option 8 - Close J.L. Mitchener Public School
- Option 9 - Close both Anna Melick Memorial School and Rainham Central Public School
- Option 10 - Reassign the catchment area which extends to Yaremy & Sutor Roads to Dunnville area schools and remove Rainham Central PS and J.L. Mitchener PS from the review

Resulting surplus capacity figures for the additional options will be determined and these figures will be provided at the next meeting.

Chair, Brian Doyle, thanked the committee for its work this school year. No meetings will be held during the summer break. ARC members were asked to give further consideration to all the proposed options, and to consider additional options they may wish to bring forward in the fall.

4. Questions/Comments from the Audience/Community

- C The options under consideration require much more thought. The Dunnville community is 50% urban and 50% rural. It is important to maintain this area's rural heritage.
- C The statistics given are from 2011. All but one of the class photos in the hallway at Grandview Central show classes larger than the data suggests. Updated data is needed.
- Q Could consideration be given to moving grade 7 and 8 students to secondary schools to enable them to access specialized programs (shop, etc.) which they have had limited access to since the senior public schools closed during the 1990's?
- A Yes, however, this would result in even lower elementary numbers which doesn't help to address the elementary surplus capacity situation.
- C Fairview Avenue PS is the only 'in-town' school and the only school where students can walk to school. It should not be closed.
- C Grandview Central was up for closure was in 1988. It seems the boundaries are always moved to take students away from the school and not to it. We want to know what the County is doing to make Dunnville a more attractive community to families with children and to attract industry. If nothing is done, the school is certain to be closed or involved in another review again in the very near future.
- C The Dunnville area is repeatedly targeted. Why not include all of Haldimand including the schools in the north and west. Enough damage has already been done to the Dunnville community.
- C Some families move to the Anna Melick area specifically because they don't want their children to attend urban schools.
- Q How will continued new development on the west side of Dunnville be addressed? If there is further development, how will it be accommodated?
- A Staff will address this at the next meeting.
- C Bussing students to Rainham Central will not be a welcome option for many families. We need to know how much time students will spend each day on a bus.
- C We went down this road 5 years ago when we closed Central Public School. It was suggested then that further schools should have been closed. If we must close another

school, the newest school Thompson Creek, should be kept open. Let's move forward and not backwards.

Q Can the ARC obtain and review enrolment figures for 2015-2016 before making its recommendations?

A Yes. Once the options are narrowed down, updated enrolment statistics will be reviewed.

C Option 5 not only splits schools, it splits communities.

Q How did we get here again? We understood that there would not be a new review for a least 5 years?

A The trigger came from an update to the Board from the Quality Accommodations Committee. Too few surplus spaces were removed during the previous ARC, and anticipated growth in the community just wasn't realized.

Q If this review had been anticipated, why was an addition built on to Rainham Central just a year ago?

A Additions built at a number of Grand Erie schools recently are related to the opening of Full-Day Kindergarten classrooms. The Full-Day Kindergarten program has increased student enrolment.

5. Other Business

51. Requests for Information

Requests were received from the Committee for the following information:

- transportation times and costs for all options
- enrolment data and capacity calculations for 2015-2016 (when available)

6. Next Meeting Date

The next meeting will be held at Fairview Avenue Public School on Thursday, September 24, 2015 at 7:00 p.m.

7. Adjournment

The meeting adjourned at 8:45 p.m.



Haldimand East Elementary Schools Accommodation Review Committee

September 24, 2015 – 7:00 PM
Fairview Avenue Public School

MEETING NOTES

In Attendance:

Brian Doyle (Chair)—Trustee, **James Richardson**—Trustee, **Linda De Vos**—Superintendent of Education, **Dave Peters**—ETFO, **Nancy Hondula**—CUPE, **Deborah Warner**—Principal, Anna Melick Memorial School, **Marion Kline**—Principal, Fairview Avenue Public School, **David Gervais**—Principal, Grandview Central Public School, **Julie White**—Principal, J.L. Mitchener Public School, **Alison Cooke**—Principal, Rainham Central School, **Charlotte Morphet**—Principal, Thompson Creek Elementary School, **Madeleine Jobb**—Parent Representative, Anna Melick Memorial School, **Danielle Lipson**—Parent Representative, Fairview Avenue Public School, **Mike Black**—Parent Representative, Grandview Central Public School, Jen Smith—Parent Representative, J.L. Mitchener Public School, Cara Dorland—Parent Representative, Thompson Creek Elementary School, **Bernie Corbett**, Municipal Councillor, Haldimand County, **Mark Gibson**—Cayuga and District Chamber of Commerce.

Absent/Regrets:

Melony Cooper—Parent Representative, Rainham Central School.

1. Welcome and Introductions

B. Doyle, Chair of the Committee, welcomed Committee members and those present in the audience to the forth meeting of the Haldimand East Elementary Accommodation Review Committee (first meeting of the 2015-2016 school year).

Other Board members present were: Carol Ann Sloat—Chair of the Board and David Dean—Vice-Chair of the Board.

Brenda Blancher, Director of Education, and Grand Erie District School Board Administrative staff: Jamie Gunn—Superintendent of Business, Shawn McKillop—Manager of Communications and Community Relations, Michelle O'Reilly—Planning Officer, and Elaine Roberts—Recording Secretary were in attendance to provide resource to the Committee.

1.1 Committee Membership Update

A revised Committee membership (recommended for approval by the Grand Erie Board of Trustees on Monday, September 21, 2015) was reviewed. The updates reflect an Administrative change: Linda De Vos, Superintendent of Education—Haldimand Elementary Schools; and parent representative changes at J.L. Mitchener and Thompson Creek Public Schools.

Attendees were reminded that all information presented will be posted on the Grand Erie website at www.granderie.ca. Questions regarding the process may be submitted by email to: info@granderie.ca.

2. Where We Are – Where We Need to Go, B. Blancher

An overview of the purpose, process and status of completion of required stages of the review was provided. A large portion of the review has been completed. The ARC is currently proceeding with the community review stage, in which the Committee meets, considers options and will prepare a report for Board review and decision.

3. Presentation of Data/Information Requested

3.1 West Dunnville and Additional Development, J. Gunn

Data was provided showing the average pupil yield from additional new development in the Dunnville area based on recent information received from the municipality of Haldimand County. The identified development projects are in various stages of completion. Effects on enrolment will be staggered based on the status of the development. The total anticipated yield from these dwellings when completed is 37 pupils.

3.2 Updated Enrolment/Surplus Capacity, J. Gunn

Charts showing updated enrolment summaries and surplus capacity figures for the 10 proposed Options for consideration were reviewed and discussed.

Each summary includes statistics regarding total capacity, portable capacity, non-loaded space, enrolment shifts to other schools based on the option and resulting 5 and 10 year projected enrolment/utilization figures. Maps and 'Observations' listed for each option provide details with respect to necessary boundary changes, transportation requirements (distances and lengths of time) and displaced programs.

3.3 Transportation—Bussing Times/Costs, J. Gunn

This information was included in Item 3.2 above.

4. Discussion of Options

Option 1: Close Anna Melick M.S. (assign students to Thompson Creek E.S.)
Resulting utilization (excluding portables) (5 yrs. – 80.9%, 10 yrs. – 79.9%).
Resulting utilization (including portables) (5 yrs. – 76.7%, 10 yrs. – 75.8%).

Option 2: Close Grandview Central P.S. (assign students to Fairview Avenue P.S.)
Resulting utilization (excluding portables) (5 yrs. – 80.3%, 10 yrs. – 79.4%).
Resulting utilization (including portables) (5 yrs. – 76.2%, 10 yrs. – 75.3%).

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- Option 3: Close Anna Melick M.S. (assign students to Thompson Creek E.S.)
and Close Grandview Central P.S. (assign students to Fairview Avenue P.S.)
Resulting utilization (excluding portables) (5 yrs. – 91.6%, 10 yrs. – 90.4%).
Resulting utilization (including portables) (5 yrs. – 83.9%, 10 yrs. – 82.8%).
- Option 4: Close Anna Melick M.S. (assign students to Thompson Creek E.S.)
and Close Grandview Central P.S. (assign students to Fairview Avenue P.S. and Rainham Central P.S.)
Resulting utilization (excluding portables) (5 yrs. – 91.6%, 10 yrs. – 90.4%).
Resulting utilization (including portables) (5 yrs. – 86.3%, 10 yrs. – 85.2%).
- Option 5: Close Anna Melick M.S.
and Close Grandview Central P.S.
(enrolment split across four schools: Fairview Avenue P.S., J.L. Mitchener P.S., Rainham Central P.S. and Thompson Creek E.S.)
Resulting utilization (excluding portables) (5 yrs. – 91.6%, 10 yrs. – 90.4%).
Resulting utilization (including portables) (5 yrs. – 88.8%, 10 yrs. – 87.7%).
- Option 6: Close Thompson Creek E.S.
(enrolment split across the four schools: Anna Melick M.S., Fairview Avenue P.S., Grandview Central P.S. and J.L. Mitchener P.S.)
Resulting utilization (excluding portables) (5 yrs. – 93.7%, 10 yrs. – 92.6%).
Resulting utilization (including portables) (5 yrs. – 90.9%, 10 yrs. – 89.8%).
- Option 7: Close Fairview Avenue P.S.
(enrolment split across three schools: Anna Melick M.S., Grandview Central P.S. and Thompson Creek E.S.)
Resulting utilization (excluding portables) (5 yrs. – 89.4%, 10 yrs. – 88.3%).
Resulting utilization (including portables) (5 yrs. – 84.3%, 10 yrs. – 83.3%).
- Option 8: Close J.L. Mitchener P.S.
(enrolment split between two schools: Rainham Central P.S. and Thompson Creek E.S.)
Resulting utilization (excluding portables) (5 yrs. – 91.9%, 10 yrs. – 90.7%).
Resulting utilization (including portables) (5 yrs. – 81.8%, 10 yrs. – 80.8%).
- Option 9: Close Anna Melick M.S.
(enrolment split across three schools: Fairview Avenue P.S., Grandview Central P.S. and J.L. Mitchener P.S.)
and Close Rainham Central Public School
(assign students to Thompson Creek E.S.)
Resulting utilization (excluding portables) (5 yrs. – 96.4%, 10 yrs. – 95.2%).
Resulting utilization (including portables) (5 yrs. – 96.4%, 10 yrs. – 95.2%).
- Option 10: Reassign the catchment area which extends to Yaremy & Sutor Roads to Dunnville area schools
and Remove Rainham P.S. and J.L. Mitchener P.S. from the review
Resulting utilization (excluding portables) (5 yrs. – 70.7%, 10 yrs. – 70.9%).
Resulting utilization (including portables) (5 yrs. – 73.4%, 10 yrs. – 73.6%).

- Option 11 *New option presented for consideration of inclusion in the review (capital project request to the Ministry of Education required):*
Close Anna Melick M.S.
and Close Grandview Central P.S.
(assign all students to a new school to be built at the Fairview Avenue P.S. site)
Resulting utilization (excluding portables) (5 yrs. – 91.6%, 10 yrs. – 90.4%).
Resulting utilization (including portables) (5 yrs. – 82.8%, 10 yrs. – 81.7%).

Following review and discussion of the above options, it was agreed by consensus (individually by option) that Options 1, 2, 4, 5, 6, and 8 be removed from the list of those to be considered further.

Option 3, 7, 9, 10 and 11 will be further discussed and delegations will be invited to speak to these options at a Delegation Meeting (date to be selected at the end of the meeting).

Comments/Questions from Committee Members:

(C - Comment, Q - Question, R - Response)

- Q Could clarification be provided regarding the 10 kilometre rule discussed at previous meetings? Is there any other funding or information the Committee needs to be aware of in considering options?
- R Under current criteria for Ministry of Education top-up funding (funding provided to schools operating at less than full capacity) a school must be a minimum of 10 kilometres away by road from any other school--elementary or secondary. This requirement was not discussed initially as the Ministry brought this about in May of last year. Rainham P.S. is the only school in Haldimand meeting this criteria. Therefore, Rainham will continue to be adequately funded regardless of how much surplus capacity exists at the school.
- C The information presented today has not been disseminated to everyone affected by the potential decisions to be made. Is it possible to have an opportunity to share this information with parents first and receive their input before further discussion and/or eliminating options?
- R The function of an ARC is to review and receive input from those who will be affected. We don't wish to remove any options the Committee wants to explore further. It would be good however to reduce options by removing any that it is apparent will not work and to continue with more focused discussions with those which remain.
- C The Committee supports a suggestion from the audience that Option #3, and other options involving moving students to portables be further examined with the portables replaced with consideration of new construction being added to the involved school(s).
- Q In Option 11, would the new building be built on the current site of Fairview Avenue P.S.? Also, would a significant time factor be involved if this option was selected?

- R Yes, construction would be on the current site of Fairview Avenue P.S. Relocation of students would be required for some time. Staff will need to examine and report on the time factor and temporary relocation details.

5. Questions/Comments from the Audience/Community

(C - Comment, Q - Question, R - Response)

- C Audience members expressed concern regarding moving students to portables due to potential health and safety related issues, and requested that the addition/inclusion of programs for students with special needs and disability be evaluated with each option up for consideration.
- C Grandview P.S. is on the opposite side of river from the other Dunnville schools. The analysis needs to include development on that side of the river as well.
- R The development statistics provided in 3.1 are based on information received from Haldimand County and will be updated should further information be received from the County.
- C The Committee should consider selling the most attractive properties in order to receive the best financial result. Students could then be dispersed between a number of other schools avoiding having one large student population at any one school. This would allow the principal/staff a better opportunity to build relationships with students and their families.
- R Thank you for these comments and suggestions. The community will be invited to provide further comments at the Delegation Meeting. Information regarding the Delegation Meeting will be provided to all school communities by the schools and will be further advertised on the Grand Erie website and via social media outlets.
- C A number of families have moved out of Dunnville and other Haldimand communities because services have been reduced. It would be good to take advantage of, and use this opportunity, to build or combine services such as a new recreation centre or other shared facilities within any construction being built.
- Q Would the new 'super school' proposed in Option 11 have capacity to house the early years and nutrition program currently at Thompson Creek E.S? These are important programs to this community.
- R The Fairview Avenue P.S. site is quite large. Those programs and other new facilities as well as a new playground could all be evaluated in Option 11.

6. Next Meeting Date

A meeting to hear delegations will be held at Dunnville Secondary School on Thursday, October 29, 2015 at 7:00 p.m.

7. Adjournment

The meeting adjourned at 8:25 p.m.



Haldimand East Elementary Schools Accommodation Review Committee

October 29, 2015 – 7:00 PM
Dunnville Secondary School - Cafeteria

MEETING NOTES

In Attendance:

Brian Doyle (Chair)—Trustee, **James Richardson**—Trustee, **Linda De Vos**—Superintendent of Education, **Nancy Hondula**—CUPE, **Deborah Warner**—Principal, Anna Melick Memorial School, **Marion Kline**—Principal, Fairview Avenue Public School, **David Gervais**—Principal, Grandview Central Public School, **Julie White**—Principal, J.L. Mitchener Public School, **Alison Cooke**—Principal, Rainham Central School, **Charlotte Morphet**—Principal, Thompson Creek Elementary School, **Madeleine Jobb**—Parent Representative, Anna Melick Memorial School, **Danielle Lipson**—Parent Representative, Fairview Avenue Public School, **Mike Black**—Parent Representative, Grandview Central Public School, **Melony Cooper**—Parent Representative, Rainham Central School, **Jen Smith**—Parent Representative, J.L. Mitchener Public School, **Cara Dorland**—Parent Representative, Thompson Creek Elementary School, **Bernie Corbett**, Municipal Councillor, Haldimand County.

Absent/Regrets:

Dave Peters—ETFO, **Mark Gibson**—Cayuga and District Chamber of Commerce.

1. Welcome and Introductions

B. Doyle, Chair of the Committee, welcomed Committee members and those present in the audience to the fifth meeting of the Haldimand East Elementary Accommodation Review Committee.

Other Board members present were: Carol Ann Sloat—Chair of the Board and Rita Collver, Trustee.

Brenda Blancher, Director of Education, and Grand Erie District School Board Administrative staff: Jamie Gunn—Superintendent of Business, Shawn McKillop—Manager of Communications and Community Relations and Elaine Roberts—Recording Secretary were in attendance to provide resource to the Committee.

1.1 Delegation Meeting Process

ARC and audience members were advised of the following:

- the registered spokesperson for each delegation will speak
- if requested on registration, submissions will be read by the Chair of the ARC
- delegations will speak in order of receipt of submission
- the time allowed for each presentation will not exceed 10 minutes

- delegations are expected to conduct themselves with courtesy and respect for others, and to focus their comments only on the Haldimand East Elementary Accommodation Review
- ARC members will have an opportunity to ask questions of clarification relating to remarks made following each presentation
- delegations are invited to stay for the remainder of the evening

2. Delegations

The following delegations were heard:

1. Dale, Glen & Stephanie *
2. Austin, Susanne
3. Blake, Beth
4. Best Start Community Hub
 - Q - Can you explain the Community Hub's mandate and partnership with the school board (e.g. funding, contribution to maintenance, etc.)?
 - R - The aim of the Hub (*under the Ontario Early Years strategy*) and the 'schools first philosophy' is to provide seamless services, e.g., a seamless day where services are organized so that young children move easily from one service such as child care to another - kindergarten, seamlessly. The services are complementary and contribute to healthy child development/bonding with the school.
The Hub is funded by the Province and provides 'in kind' services to the school.
 - Q - Does the Hub need to be situated at its current location?
 - R - Space needs to be available in a school for the program room and an office. The partnership the program has currently with Fairview Avenue P.S. works very well. The program needs to be accessible to families who walk as transportation is a huge issue for many of the Hub's families.
5. Blake, Allison
6. Boyer, Tim
7. Davidson, Jessica
8. Hamilton, Renee
9. Lipson, Danielle
10. Skotniski, Angela
11. Roesch, Adam
12. Smith, Gary
13. Styles, Sheri
14. Williams, J. *
15. Park, Lianne

* Denotes submission read on behalf of the sender.

All written submissions will be posted on the Grand Erie website at www.granderie.ca.
Questions regarding the process may be submitted by email to: info@granderie.ca.

3. Questions/Comments from the Audience/Community

Q - Regarding the option suggested in presentation 13 (S. Styles), merging the student populations of Fairview Avenue and Thompson Creek schools, would funding be available or do both schools need to close?

R - Capital funding is determined on the basis of the business case proposed. It is possible this option could be funded.

Q - Can you clarify the option of the Ministry funding a new school? Has the Ministry been approached re funding?

R - The Ministry provides separate funding for capital projects. In considering funding, they look at future capital and ongoing operating costs vs the status quo of current capacity and operating costs of the schools. A recommendation would need to go forward to the Board and be approved by the Board for a business case to be prepared and the Ministry approached. The ARC may recommend a 'plan A and plan B' in the event the Ministry declines the business case.

4. Questions/Discussion by ARC Members:

The Committee was asked by Chair Doyle, if it wished to add any additional options.

Q - Would the new option, combining the student populations of Fairview Avenue and Thompson Creek at Thompson Creek E.S., require a boundary change, and would this option address the capacity requirements as the rural schools would still be operating at low capacity?

R - A full analysis of data for this option would need to be prepared.

C - The proposed new option is very similar to Option 7 which the committee removed from consideration at a previous meeting.

C - May new options still be brought forth? At what point is there a final cut-off for options?

R - New options should be added by the next meeting. The focus of that meeting will be to review the options and work towards reducing/selecting options, and preparing a recommendation to go forward to the Board.

Request for Information:

The ARC agreed that it would like to receive a statistical analysis of the option raised in presentation 13 (Option 12) at the next meeting.

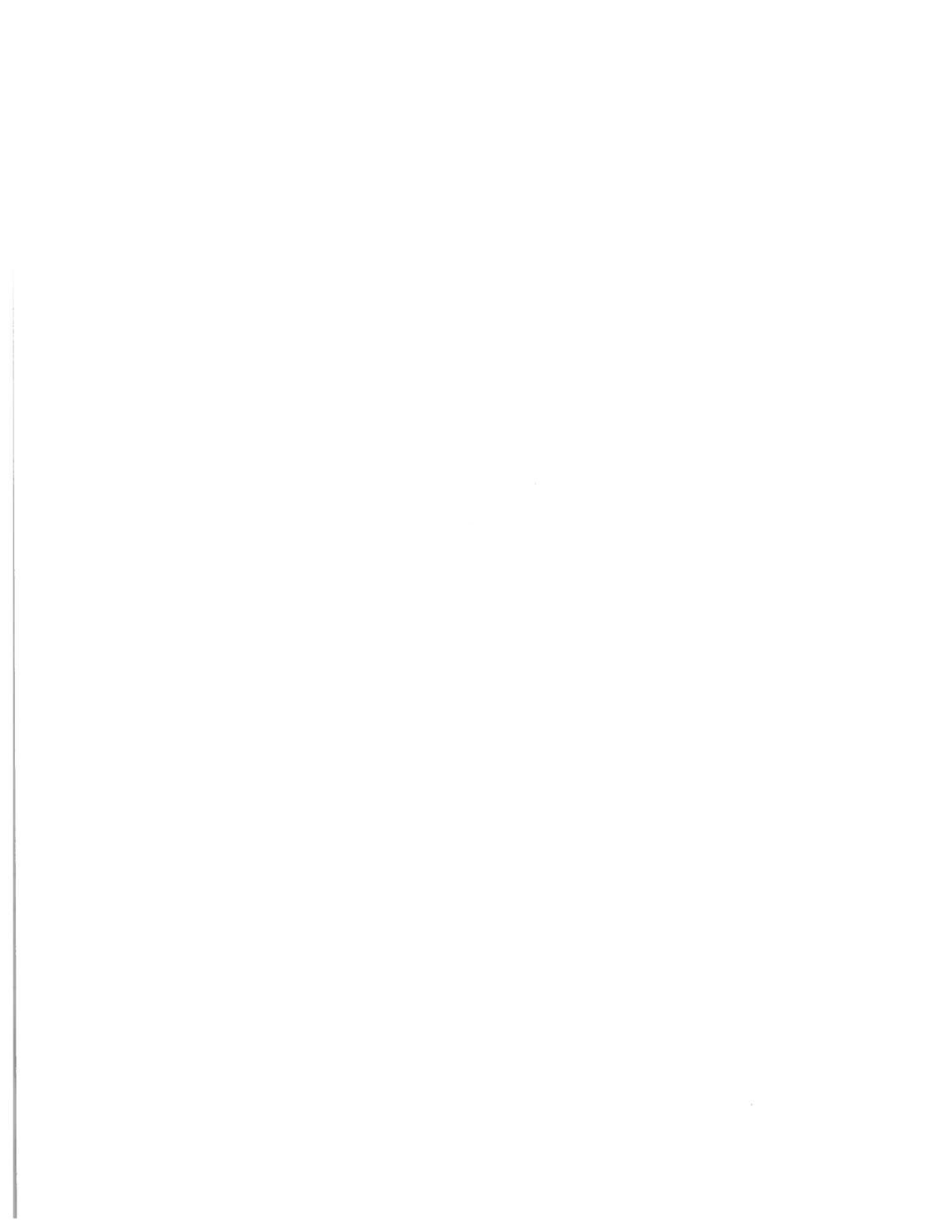
5. Next Meeting Date(s)

The next meeting will be held at Anna Melick Memorial School on Tuesday, November 17, 2015 at 7:00 p.m.

The following meeting will be held at Rainham Central Public School on Tuesday, December 8, 2015 at 7:00 p.m.

6. Adjournment

The meeting adjourned at 8:55 p.m.





Haldimand East Elementary Schools Accommodation Review Committee

November 17, 2015 – 7:00 PM
Anna Melick Memorial School - Gymnasium

MEETING NOTES

In Attendance:

Brian Doyle (Chair)--Trustee, **James Richardson**—Trustee, **Linda De Vos**—Superintendent of Education, **Dave Peters**—ETFO, **Deborah Warner**—Principal, Anna Melick Memorial School, **Marion Kline**—Principal, Fairview Avenue Public School, **David Gervais**—Principal, Grandview Central Public School, **Julie White**—Principal, J.L. Mitchener Public School, **Alison Cooke**—Principal, Rainham Central School, **Charlotte Morphet**—Principal, Thompson Creek Elementary School, **Anthony Van Hell**—Parent Representative, Anna Melick Memorial School, **Danielle Lipson**—Parent Representative, Fairview Avenue Public School, **Mike Black**—Parent Representative, Grandview Central Public School, **Melony Cooper**—Parent Representative, Rainham Central School, **Jen Smith**—Parent Representative, J.L. Mitchener Public School, **Karen Allen**—Parent Representative, Thompson Creek Elementary School, **Bernie Corbett**, Municipal Councillor, Haldimand County.

Absent/Regrets:

Mark Gibson—Cayuga and District Chamber of Commerce, Nancy Hondula—CUPE.

1. Welcome and Introductions

B. Doyle, Chair of the Committee, welcomed members and those present in the audience to the sixth meeting of the Haldimand East Elementary Accommodation Review Committee.

Other Board members present: Carol Ann Sloat—Chair of the Board.

Brenda Blancher, Director of Education, and Grand Erie District School Board administrative staff: Jamie Gunn—Superintendent of Business, Shawn McKillop—Manager of Communications and Community Relations, Michelle O'Reilly—Planning Officer, and Elaine Roberts—Recording Secretary were in attendance to provide resource to the Committee.

1.1 Committee Membership Update

Committee Chair, Brian Doyle announced and welcomed Anthony Van Hell as the new Parent Representative on the Committee for Anna Melick M.S.

1.2 Purpose and Process of Meeting

Chair Doyle provided a brief review of the steps in the process which have taken place to date and gave an overview of the purpose and process of tonight's meeting. The first meeting was held on March 11, 2015. This is the sixth meeting in the process. Eleven proposed options were presented and considered at the meeting on September 24, 2015 and narrowed down by the committee to include Options 3, 7, 9, 10, 10B and 11. An additional option, Option 12, was proposed at the Delegation meeting on October 29,

2015 and an analysis of capacity and enrolment for this option will be presented this evening.

The Committee will consider and discuss the remaining options which with the goal of narrowing down the options and working towards identifying a recommendation to go forward to the Board of Trustees.

2. Presentation of Data Analysis of Option 12

J. Gunn presented the enrolment and capacity figures for this new option proposed at the Delegation Meeting on October 29, 2015.

Option 12: Close Fairview Avenue P.S.
and Accommodate all Fairview Avenue students at the Thompson Creek site
Resulting utilization (excluding portables) (5 yrs. – 89.4%, 10 yrs. – 88.3%)
Resulting utilization (including portables) (5 yrs. – 76.5%, 10 yrs. – 75.6%)

3. ARC Committee Discussion of Options

The following options were reviewed and discussed:

Option 3: Close Anna Melick M.S. (assign students to Thompson Creek E.S.)
and Close Grandview Central P.S. (assign students to Fairview Avenue P.S.)
Resulting utilization (excluding portables) (5 yrs. – 91.6%, 10 yrs. – 90.4%)
Resulting utilization (including portables) (5 yrs. – 83.9%, 10 yrs. – 82.8%)*

Option 7: Close Fairview Avenue P.S.
(enrolment split across three schools: Anna Melick M.S., Grandview Central P.S.
and Thompson Creek E.S.)
Resulting utilization (excluding portables) (5 yrs. – 89.4%, 10 yrs. – 88.3%)
Resulting utilization (including portables) (5 yrs. – 84.3%, 10 yrs. – 83.3%)*

Option 9: Close Anna Melick M.S.
(enrolment split across three schools: Fairview Avenue P.S., Grandview
Central P.S. and J.L. Mitchener P.S.)
and Close Rainham Central Public School
(assign students to Thompson Creek E.S.)
Resulting utilization (excluding portables) (5 yrs. – 96.4%, 10 yrs. – 95.2%)
Resulting utilization (including portables) (5 yrs. – 96.4%, 10 yrs. – 95.2%)*

- Option 10:** Reassign the catchment area which extends to Yaremy & Sutor Roads to
Dunnville area schools
and Remove Rainham Central P.S. and J.L. Mitchener P.S. from the review
Resulting utilization (excluding portables) (5 yrs. – 70.7%, 10 yrs. – 70.9%)
Resulting utilization (including portables) (5 yrs. – 73.4%, 10 yrs. – 73.6%)*
- Option 10B:** Close Anna Melick M.S.
Reassign Yarmey to Sutor Rd to Dunnville Schools
and Remove Rainham Central P.S. and J.L. Mitchener P.S. from the review
Resulting utilization (excluding portables) (5 yrs. – 88.6%, 10 yrs. – 88.8%)
Resulting utilization (including portables) (5 yrs. – 84.7%, 10 yrs. – 84.9%)*
- Option 11:** Close Anna Melick M.S.
and Close Grandview Central P.S.
Assign all students to a new school to be built at the Fairview Avenue P.S. site
Resulting utilization (excluding portables) (5 yrs. – 91.6%, 10 yrs. – 90.4%)
Resulting utilization (including portables) (5 yrs. – 82.8%, 10 yrs. – 81.7%)*
- Option 12:** Close Fairview Avenue P.S.
and Accommodate all Fairview Avenue students at the Thompson Creek E.S. site
Resulting utilization (excluding portables) (5 yrs. – 89.4%, 10 yrs. – 88.3%)
Resulting utilization (including portables) (5 yrs. – 76.5%, 10 yrs. – 75.6%)*

Comments and Questions from the Committee:

- Q - Does Option 9 require students from Anna Melick to go to high school in Cayuga?
R - Yes, this option was drawn-up aligning secondary schools.

C - We should consider removing all options which split a current school's student population.

* Note of clarification: where analyses show resulting utilization 'including portables *', this represents either portables or additional permanent capacity.

Q - What is the target occupancy?

R - 85% to low 90% would be the ideal rate. 100% is not achievable as there are always student moves/varying enrolment.

Q - What top-up funding is still available?

R - The Ministry of Education no longer provides top-up funding for schools other than those which are a minimum of 10 kilometres away by road from any other elementary school. Rainham Central is the only school in this review area that meets this criteria.

C - Two recommendations should be made if the preferred Option is #11 which involves building a new school, in the event the Ministry turns down that proposal.

-
- Q - Has the Ministry been consulted with respect to the possibility of a new school being approved?
- R - The Ministry cannot say whether or not such a request would be approved until the ARC has completed its work. They have indicated, however, that they would be supportive of a business case for a new school.
- Q - The terms of the process state that all schools involved in the ARC are to be addressed in the resolution. In a number of these options only one school is mentioned.
- R - All six schools must be addressed in the report to the Board. This means that a statement must be made concerning each school. The statement could be a recommendation to change or a recommendation for no change.
- C - At the first meeting, we said we did not wish to leave excess capacity on the table at the end of the process. Doing so could result in another review being required in the near future. Bringing Rainham Central and J. L. Mitchener into this review changed the dynamics of the review. These schools are not included in any of the options and Rainham Central will continue to be fully funded no matter what its utilization is.
- Q - Can we make changes to the options presented?
- C - If changes are made to options, they really are new options and should be considered separate from the original options.
- R - The objective of tonight's meeting is to clarify and consider the options on the table. If new options are added, we also need to remove options we do not wish to consider and work towards a recommendation to go to the Board.
- Q - If a new school was to be built as in Option 11, how long would the process take for funding to be confirmed and ground to be broken?
- R - Capital funding opens up once a year in the spring. The Ministry sets these dates. If this option is selected, a proposal would be prepared and submitted to the Ministry of Education early in the new-year. Funding announcements are generally made in the fall. Construction could commence one year from this spring – in the spring of 2017.
- Q - Until that time, would there be any changes for the involved schools?
- R - It would be status quo at all six schools until the new school opened.

The committee considered and voted on each option by a show of hands. Eight voting members were present. Consensus was determined by the majority of votes.

A proposal to add a boundary change to Option 7 was proposed and defeated.

The Committee narrowed the options to Option 10B and Option 11. A vote by secret ballot was conducted to determine the Committee's preferred option for recommendation to the Board of Trustees.

Two scrutineers were selected. Votes were tallied and announced:

The recommendations of the Haldimand East Elementary Accommodation Review Committee are:

Option 1 - THAT the Grand Erie District School Board close Anna Melick M.S. and close Grandview Central P.S. Assign all students to a new school to be built at the Fairview Avenue P.S. site and

THAT Thompson Creek E.S. remain status quo.

Option 2 - THAT the Grand Erie District School Board close Anna Melick M.S. and assign students to Thompson Creek E.S; Reassign Yarmey to Sutor Rd. to Grandview Central P.S.; Remove Rainham Central P.S. and JL Mitchener P.S. from the review.

4. Summary and Next Steps, Brenda Blancher—Director of Education

In accordance with the process, a meeting at Rainham Central is still required. A draft report of the work completed by the ARC and its recommendation to the Board of Trustees will be prepared and presented at that meeting. The Board will receive the report at a Committee of the Whole meeting on Monday, January 18, 2016. This is a public meeting and details of the meeting will be posted on the Grand Erie website. After receiving the report, there is a minimum of 60 days until a final decision is made. Delegations are permitted to speak to the Board. It is anticipated that the Board will make a final decision on March 28, 2016.

Members were thanked for their time and commitment while participating in the review.

5. Questions/Comments from the Community

C - Some parents may be considering sending their children to Winger P.S. or other Niagara Region schools. Please be aware that Niagara has the same requirements for funding and is also conducting accommodation reviews.

6. Next Meeting Date

The next meeting will be held at Rainham Central Public School on Tuesday, December 8, 2015 at 7:00 p.m.

7. Adjournment

The meeting adjourned at 8:25 p.m.



Haldimand East Elementary Schools Accommodation Review Committee

December 8, 2015 – 7:00 PM
Rainham Central School - Gymnasium

MEETING NOTES

In Attendance:

Brian Doyle (Chair)—Vice-Chair of the Board, **James Richardson**—Trustee, **Linda De Vos**—Superintendent of Education, **Dave Peters**—ETFO, **Marion Kline**—Principal, Fairview Avenue Public School, **David Gervais**—Principal, Grandview Central Public School, **Julie White**—Principal, J.L. Mitchener Public School, **Alison Cooke**—Principal, Rainham Central School, **Anthony Van Hell**—Parent Representative, Anna Melick Memorial School, **Danielle Lipson**—Parent Representative, Fairview Avenue Public School, **Tina McIntee**—Parent Representative, Grandview Central Public School, **Jen Smith**—Parent Representative, J.L. Mitchener Public School, **Melony Cooper**—Parent Representative, Rainham Central School, **Cara Dorland**—Parent Representative, Thompson Creek Elementary School, **Bernie Corbett**, Municipal Councillor, Haldimand County.

Absent/Regrets:

Nancy Hondula—CUPE, **Deborah Warner**—Principal, Anna Melick Memorial School, **Charlotte Morphet**—Principal, Thompson Creek Elementary School, **Mark Gibson**—Cayuga and District Chamber of Commerce.

1. Welcome and Introductions

B. Doyle, Chair of the Committee, welcomed members and those in the audience to the seventh meeting of the Haldimand East Elementary Accommodation Review Committee.

Other Board members present were David Dean, Chair of the Board and Carol Ann Sloat—Former Chair of the Board.

Brenda Blancher, Director of Education, and Grand Erie District School Board administrative staff: Jamie Gunn—Superintendent of Business, Shawn McKillop—Manager of Communications and Community Relations, and Elaine Roberts—Recording Secretary were in attendance to provide resource to the Committee.

The Meeting Notes of November 17, 2015 were reviewed and amended to show Karen Allen, Alternate Parent Representative for Thompson Creek Elementary School attended in place of Cara Dorland. It was noted that, of the 10 voting members on the Committee, 7 voted for a preferred option, 2 were absent and 1 abstained.

All information, including agendas, slides, meeting notes and reports presented during the Accommodation Review process are posted on the Grand Erie website at www.granderie.ca.

2. Sharing of the Accommodations Review Report and Recommendation to the Board of Trustees

B. Blancher, Director of Education, reviewed the components of the Community Review stage of this ARC. Community Review is now complete. An ARC report summarizing the steps of the review and recommendation from the November 17, 2015 was officially received by the Director on December 8, 2015. The report contains: background information, completed school profiles, committee membership, meeting dates and minutes, delegation submissions, and the ARC's recommendation to the Board.

The Board Review stage will now commence and involves:

- a review of the ARC report by the Senior Administration of Board
- recommendations from Administration to the Trustees
- review and decision by Trustees – January 18, 2016

2.1 Questions from the Committee

Chair, Brian Doyle requested questions from the Committee.

Q – What will happen if the Ministry of Education does not approve construction of a new school (*Option 11*)?

R – That determination cannot be made at this time. Once a Board decision with respect to one option or multiple options is made, Administration can look at what actions or processes then need to be taken.

No further questions were asked.

3. Summary Comments Regarding Next Steps in the Review Process

The presentation from the Director of Education will be posted on the Grand Erie website. Administration will review the recommendations and prepare a report for the Trustees on January 18, 2016. Both the ARC report and the Administrative report will be made public when presented to the Board.

Delegations will again be welcome to present at an upcoming Board meeting. Information regarding the delegation process is also available on the Grand Erie website.

Chair Doyle thanked members of the Accommodation Review Committee, the community and Board personnel for their involvement and for their support throughout the review process.

4. Adjournment

The meeting adjourned at 7:15 p.m.



**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: Yes. We have a full computer lab in the library and one classroom is used to house our teaching resources. We have mostly split classes throughout the school. This can fluctuate yearly. We are able to offer individualized help/support within our LRT classroom. Formally identified students are integrated into regular programs, including students identified as “Behaviour”. AMMS offers a full quality learning environment.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Large blocks of literacy and math instruction? The first 110 minutes of every day is uninterrupted literacy block for all grades. Every class also has 60 minutes of daily Math instruction as per System Standards. There is co-planning and integration within each division.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Arts Programs? Visual arts, drama and music are delivered through regular classroom programming, co-planned with shared expertise. We have a Christmas choir and yearly musical performances as well as a semi-annual drama/ musical performance.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Information Technology to support the curriculum? Every classroom has a whiteboard and projector. We have 2 Smart boards and one Bright Link projector. There are 5 tablets/ netbooks in every classroom. Students are encouraged to bring their own devices. We also offer a before school computer club. The use of technology as a tool for learning is seamless beginning in JK.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Physical Education and DPA (in elementary)? We emphasize daily physical activity with 20 minutes of scheduled DPA + a minimum of 2 full gym periods (40-50 mins.)=140-150 minutes of scheduled physical activity per 5 day cycle. Students also have fitness (recess) breaks 40+30+20=90 minutes per day.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Library We make full use of our library technician available through GEDSB. Our library has been reorganized and updated. Students have a minimum of 2 periods per 5 day cycle working in the library, and with the use of volunteers, are encouraged to do a daily book exchange.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Lead and/or specialized teachers with specialized skills? Currently, several staff members have specialized skills in specific curriculum areas. Our French teacher, Librarian, LRT, and Self-Contained teachers have specific qualifications for those positions.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Specialized programs (e.g. second language learning, ESL, Spec. Ed.) Our ELL students receive weekly support from an itinerant teacher, and are supported by LRT and classroom teachers. French program has a dedicated classroom.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
What is the nearest access to similar programs? (Be specific by program) 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) There are unique opportunities for our Sports teams. Because there is a small pool of potential athletes, there are lots of opportunities for students to participate on a team. Our Skipping Team: performs at other schools and at the Sanderson Centre. The opportunities for leadership and student voice are also impacted by the safe risk taking environment. Our Nutrition program is run mostly by Student leaders, as is the Snack Shack. Many students take on leadership roles. Staff also support the Roots of Empathy program in 2 classes.		
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. Our 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 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 Together we celebrate their successes at our monthly Student Star Assemblies and at our Year End Awards Assembly 		
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"/> <input checked="" type="checkbox"/> No <input type="checkbox"/> <input type="checkbox"/>
A Vice-Principal State FTE:	Yes <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> No <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
A full-time Secretary State FTE: 1.0	Yes <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> No <input type="checkbox"/> <input type="checkbox"/>
A Teacher Librarian State FTE:	Yes <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> No <input checked="" type="checkbox"/> <input checked="" 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: 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"/>
Does the school have programs and supports for students at risk? List programs: The LRTs, in collaboration with the classroom teacher and families provide alternate learning solutions to best suit students at risk. We collaborate with community partners such as REACH, CAS, CPRI, the GEDSB Program Support Program personnel including a Social Worker; Behaviour Counsellor; Special Education Consultation; Speech Consultant and a Child and Youth Worker. We also consult with our Safe Schools Team.	Yes	<input checked="" type="checkbox"/>		No	<input type="checkbox"/>	
Does the school have remedial programs onsite during the day and after school? List programs: Our remedial program is a reverse integration in the LRT classroom, EA direct support, 40 minutes available to students for Computer Club and to prepare SEA equipment before classes begin. Part of classroom support includes Strong Start, CLIC, Home Reading Program, and regular daily volunteers to support struggling readers.	Yes	<input checked="" type="checkbox"/>		No	<input type="checkbox"/>	
Does the school have access to these programs in nearby facilities? Comment: 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"/>	
Does the school location easily attract parent/family/community partnerships/volunteers? Comment: Our rural location does not deter our regular and dedicated volunteers.	Yes	<input checked="" type="checkbox"/>		No	<input type="checkbox"/>	
Does the school have the capacity and numbers to support Early Childhood Centres? Ontario Early Years operated in the past at AMMS successfully for two school years.	Yes	<input checked="" type="checkbox"/>		No	<input type="checkbox"/>	
Does the school host a Before and After School Care program? Many of our families do not make use of a daycare centre as their main childcare provider. They tend to have family support, or have made the choice to stay home with their young children.	Yes	<input type="checkbox"/>		No	<input checked="" type="checkbox"/>	
Quality of the Learning Environment						
Literacy Resource Centre (e.g. Levelled Book Room) Comment: Historically, there has been a focus on providing levelled books for all students. In addition to the ample supply of books in classrooms, we have an extensive Book Room which is maintained by all staff. School budget and funding raising money has recently been used to support the purchase of Science resources (last year) and Math resources (this year). These resources are maintained in our 'Book Room'	Yes	<input checked="" type="checkbox"/>		No	<input type="checkbox"/>	

Science and Technology Labs: Comment:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Arts Facilities (Music, Drama, Art e.g. multi-purpose room) Comment: We have a portable stage, new wireless mic system and newer lights.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Gymnasium	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Library We have a Computer Lab (14 computers) within our Library which supplement the classroom tablets and netbooks. There are also 2 well-used document cameras. A white board and projector were installed this year as well as part of the final stages of the GEDSB technology initiative.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Auditorium	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
A stage A portable stage had been purchased through fund raising by the School Council	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Staff/Visitor Parking 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 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? AMMS parents/guardians, grandparents, extended family members, friends & neighbours support our school initiatives (e.g., fund raising events, musicals, Education Week activities). We have purchased resources through the generous funds raised by school council.			
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: Our concrete 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		
<p>Is the school environment safe and secure for students?</p> <p>Comment: All schools have the safe welcome program and safe arrivals procedure. The front entrance is monitored by the principal and secretary. Staff while in the staff room are also able to maintain good visual contact with the front entrance, parking lot and Hutchinson Road.</p> <p>School sign-in/sign-out procedures are followed</p> <p>All staff are aware of Emergency procedures and students are taught and practice fire and lockdown drills.</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>Does the school environment contribute to a feeling of safety and security for students?</p> <p>Comment:</p> <p><u>Results of Tell Them From Me Survey indicate that:</u></p> <ul style="list-style-type: none"> • 91% of Students feel accepted and valued by their peers and by others at our school. • 88% of Students have friends at school they can trust and who encourage them to make positive choices. • 97% of students in this school believe that education will benefit them personally and economically, and will have a strong bearing on their future. • 94% of students had positive behaviour. • 97% of students in this school were interested and motivated in their learning. • 94% of students in this school tried hard to succeed in their learning. • 8.2 out of 10 students feel they have someone at school who consistently provides encouragement and can be turned to for advice. • 8.8 out of 10 students feel teachers are responsive to their needs, and encourage independence with a democratic approach. • 8.6 out of 10 students feel that staff emphasizes academic skills and hold high expectations for all students to succeed 	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>Do present staffing levels contribute to a feeling of safety and security for students?</p> <p>Comment: as indicated in survey results, we feel that we are able to maintain effective supervision and directly reinforce social skills. Supervision schedules are created to ensure the safety of all students.</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>Additional Comments: The results of our School Climate Survey (March 2015) were very positive and reflect the nature of our small, caring school. Our school is the hub of this rural community. There is a large playground, large soccer field, swings, climbing equipment, basketball nets, tetherball. Staff has designed and painted games on the tarmac. Some families make use of this in evenings and weekends.</p>		

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	123	-All students, staff and some parents participate (total # of participants 135)
Soccer	15	
Orienteering	40	-Coached by 2 teachers
Cross Country	15	-Coached by 1 teacher
Volleyball – Intermediate Girls	10	-Coached by 1 teacher
Volleyball – Intermediate Boys	10	-Coached by 1 teacher
Volleyball – Junior Co-ed	11	-Coached by 1 teacher
Basketball – Intermediate Girls	11	-Coached by 1 teacher
Basketball – Intermediate Boys	9	-Coached by 1 teacher + volunteer
Jump Rope & Hoops for Heart	123	-Coached by 1 teacher + volunteer
AMMS Track & Field	85	-All students, staff and volunteers participate (total # of participants 150)
Primary Play Day	38	-School Council + volunteers run a food booth
Co-ed Baseball	12	-This event is run in conjunction with our AMMS Track & Field -Coached by 2 teachers
Skipping Club/ Team	12	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. Coached by 1 teacher

List Arts Opportunities	Number of Students	Comments
Choir	15	They performed in the community, parade and at the Christmas performance,
Musical	50	All staff participate in various ways
Christmas Concert	123	Parents and grandparents attend; all students have an opportunity to perform on stage
AMMS Talent Show	20 - 30	Our Talent Show has recently run every year, students audition to share their talents. it is an opportunity to showcase their accomplishments i.e., piano, dance, drama
Skipping Team and Club	12	Students are taught skills, practice several times per week all year. They perform at other schools as a lead into jump rope for heart, and have been showcased at the Sanderson centre during Education Week. 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
Green Team	8	Students learn to respect their environment and share their ideas with the rest of the students. They take responsibility for promoting recycling and for keeping our school green. They will attend the ECO conference in April.
Student Council	20	-Students work with a teacher for the betterment of our school climate/spirit They initiate and run spirit days and lead some extra-curricular sport events.

School Announcers	2	Responsible for reading announcements over the PA and for beginning our day in a positive way.
Classroom Helpers	6	-Intermediate students assist primary classroom teachers in a variety of ways e.g., material set up, lunch supervision, bus assistance
Library/Computer Helpers	3	Trained to assist in shelving and sign in/out procedures and reading with younger students.
Co-coaching AMMS Sports Teams	5	Our intermediates are enlisted to assist with younger teams e.g., Junior Volleyball, Junior Soccer, Primary Intramural Sports
Snack Shack	Grade 7/8 class	Responsible for the selection, purchasing and sales of nutritious snacks to supplement student lunches
Milk Helpers	5-7 students	Assist with the daily distribution of milk to students, and help with opening it
Nutrition Team	6	Assist with the planning and distribution of morning snacks to classrooms. They have also been involved with the planning, preparing and serving of a whole school pancake day. They will also be creating an assembly line snack making and cookbook for all students. 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?		
Does the school have adequate playing fields to support the physical education program? Comment: our site has 4.41 acres. There are adequate playing fields to the north (junior intermediate end) and south (primary play area) We also have an adequate sized hard surface directly behind our school.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

<p>Does the school have adequate playing fields to support the extra-curricular program? Comment: Extra-curricular activities occur during the fitness breaks and there are adequate playing fields to run them simultaneously.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>										
<p>Does the school have adequate green space for student use during breaks/recess? Comment: Yes. As well as a large grassed area, there are swings, climbers, tetherballs and basketball nets. Additionally, there are games painted on the hard top area.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>										
Student Bussing												
<p>Does student bussing reduce opportunities for students to participate in extra-curricular activities? 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.</p>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>										
<p>Is bus ride time a concern of students and parents? 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.</p> <p>Length of Time on Bus (One Way) – average number of students</p> <table border="0" data-bbox="237 995 589 1304"> <tr> <td>0-15 minutes</td> <td style="text-align: right;">22</td> </tr> <tr> <td>16-30 minutes</td> <td style="text-align: right;">80</td> </tr> <tr> <td>31-45 minutes</td> <td style="text-align: right;">15</td> </tr> <tr> <td>46-60 minutes</td> <td style="text-align: right;">0</td> </tr> <tr> <td>61-75 minutes</td> <td style="text-align: right;">0</td> </tr> </table>	0-15 minutes	22	16-30 minutes	80	31-45 minutes	15	46-60 minutes	0	61-75 minutes	0	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
0-15 minutes	22											
16-30 minutes	80											
31-45 minutes	15											
46-60 minutes	0											
61-75 minutes	0											
<p>What opportunities are available to access existing town facilities? (e.g. arenas, pools, gymnasiums) As a school, we access town facilities when financially feasible and beneficial to our students. Historically we have gone to the Dunnville Arena once or twice a school year for whole school skating. Our students access Byng Park and 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.</p>												
<p>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 and 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.</p>												

Additional Comments:

Many AMMS students (& families) rely solely on the opportunities afforded through our school and its staff i.e., library/computer access, participation in sports, the Arts and other extra-curricular activities.

If AMMS students are bussed to a town school, after school activities may not be an option for them due to transportation limitation). Currently, AMMS students are able to participate in all activities with the support of staff and parents working together to creatively provide transportation as needed.



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

Value to the Community		
<p>What do you consider to be your school community? 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.</p> <p>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.</p> <p>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.</p>		
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: Health Unit, Dental Screening	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Youth Activities Explain: While our school is not used as a site for organized youth activities, our playground is used by rural families outside of school hours as a play area	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Cultural Events and Observances Explain: Remembrance Day Service (school based + wreath at Dunnville cenotaph) Christmas Concert (or Musical) Elections as needed	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Social and Recreational Sports Explain:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Partnership Initiative with the Government Explain: Anna Melick has been used in the past as a polling station for both federal and provincial elections	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

<p>Other Uses/Rentals, etc.</p> <p>Explain: AMMS 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.</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
<p>Other Comments:</p> <p>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).</p>		
<p>Single School Community</p>		
<p>Is this the only school in the community? Yes, in terms of the rural community east of the town of Dunnville.</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>If yes, how does this impact the community?</p> <p>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.”</p> <p>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</p> <p>The length of bus rides to and from school currently pose no concern to parents.</p> <p>Property values have generally remained stable over time because having a rural school continues to attract families into our area.</p>		
<p>How/what programs could the school attract?</p> <p>Develop partnerships to promote the Arts, 4 H, and Ontario Egg Farmers.</p>		
<p>If the school were to close/change, is there local capacity to accommodate those currently using the school for community purposes?</p> <p>Explain: Currently Anna Melick is not used on a regular basis for other community activities.</p>	<p>Yes <input checked="" 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 checked="" type="checkbox"/></p>
<p>Does your school offer adult learning programs?</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
<p>What other value is your school to the community? (e.g. Heritage Value)</p> <p>Heritage Value - Anna Melick Memorial School is currently in its 56th year of operation. 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. Our school was named in memory of Anna Melick, who was an extremely dedicated, admired and recognized teacher.</p>		



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

Value to the School System
What will be the impact on the capacity of the system to offer programs in the following areas if this school closes/changes?
Range of Programming
Full range of programming can be offered. The likelihood of split grades decreases when schools are amalgamated.
Student Supports:
(e.g. Guidance – Learning Resource Teacher) LRT support will remain the same or increase.
Effective Intervention Programs:
Intervention programs are affected by school population. An increase in school population will result in an increased level of support (i.e., Child Youth Worker, Social Worker, Speech Pathologist 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

<p>Is there adequate space in nearby schools to accommodate the students at this school? Explain:</p> <p>Yes</p>		
<p>Does the school generate enough funding to sustain itself without drawing funding from other budget lines? Comments:</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
<p>Additional Comments:</p>		
<p>Facilities:</p>		
<p>Is the school's Facilities Condition Index better than the Board average? Board Average 24% - Anna Melick 29.7%</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
<p>Does the presence of the school reduce travel costs that would otherwise be necessary?</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
<p>Will closing/changing the school help the School Board avoid incurring significant repair costs that are not covered by targeted renovations programs?</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>Is the projected replacement cost less than the cost of major repairs?</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>What is the impact of this school's closure/change on facility operating and capital budgets? Ten year capital renewal costs per pupil are: \$21,433 The annual operating cost per pupil is : \$119</p>		
<p>Other value to the school system?</p> <p>Real property value could be recovered through sale or lease to an interested third party.</p> <p>Additional Comments:</p>		



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

Value to the Local Economy		
<p>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.</p>		
<p>Comment on each of the following areas in relation to the local economy.</p>		
<p>A. Attracting and retaining families in the community</p>		
<p>Is the location of this school important in terms of attracting families? 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 may 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.</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>Is an alternate school location available that is considered to be within the community? 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 Catholic School (smaller town school) and/or home schooling. Any of these choices would result in a loss of students from Grand Erie.</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
<p>Is this the only school in the community? Comment: Yes, this is the only rural Grand Erie school in the Dunnville Family of Schools. Many Anna Melick families will consider other options.</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>B. Cooperative Education and Partnership Opportunities</p>		
<p>Are these experiences available in the community? Comment: Anna Melick Memorial School has offered high school co-op students a practical real world learning experience. Many high school students have completed 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. Many of our staff regularly mentor student teachers.</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>

<p>Does the school have significant and on-going business partnerships in the community? Comment: We have a partnership with the Child and Nutrition Network of Haldimand-Norfolk with our snack program. The snack program generates business through food purchases and volunteer opportunities for community members. Our lunch programs also generate revenue for our local businesses.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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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>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<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>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

D. Other Value to the Local Economy?		
<p>Comments: We most often make arrangements to participate in whole school extended learning opportunities. Students are provided with opportunities to access the town of Dunnville and beyond. We have visited Richardson’s Maple Syrup Farm, the Caledonia Fair, and we access town facilities which support student learning. Historically, we accessed the Dunnville arena and Byng Park and Pool as well as the Safety Village. We also access town facilities east of our geographical area e.g., Brock University Pool for whole school swimming. These additional learning opportunities are well supported by the community of engaged volunteers. Families identify as rural and feel very strongly that a small, rural school fits with their values. Students benefit from the feeling of family provided when staff and community members work together to provide quality learning.</p> <p><u>Parent volunteer input:</u> Students are engaged every day in the classroom, in the wide variety of co-curricular activities and at nutrition breaks. Teachers personalize their teaching and can provide a rural context to allow for greater student achievement in all subject areas. What makes AMMS special cannot be quantified. AMMS is a warm, caring place that supports the rural values of our community. Many parents deliberately chose to purchase homes in the community so their children could attend a rural school close to home. AMMS is an asset to our rural community.</p>		



**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: We have sufficient enrolment to offer mainly straight grades with a couple of split classes.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Large blocks of literacy (2 hours) 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?	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? Currently many of our staff have specialized skills or specialist qualifications in specific curriculum areas such as reading or math.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Specialized programs (e.g. second language learning, ESL, Spec. Ed.)? Our French, library, Learning Resource teacher, and Developmentally Delayed (DD) Classroom teacher have specific qualifications for those positions.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
What is the nearest access to similar programs? (Be specific by program) The nearest access to a Developmentally Delayed Special Education Class is Hagersville Elementary School.		
Are there programs that make this school unique? (Be specific by program) Some of the programs that make this school unique are Roots of Empathy, the Early Morning Meal(Breakfast) program, Class Act (speech program), and Strong Start (letters, sounds and word building).		

<p>Additional Comments: Fairview hosts musical productions, talent shows, our DD class does cooking in the life skills section of their program, and we have a vibrant parent volunteer group.</p>						
<p>Does the school have the capacity and numbers (according to Board (B) or Ministry (M) formula) to support:</p>						
		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: 1	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
A Teacher Librarian State FTE: 0.5 shared between prep and library	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: 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"/>
<p>Does the school have programs and supports for students at risk? List programs: Attendance counsellor, ROKS(Reaching Out to Kids in Schools), REACH crisis stabilization workers, Speech and Language programs, social worker, child and youth worker, behaviour counsellor, Big Brothers Big Sisters, Learning Resource Teacher, Resource Team, In-school Team, Safe Schools team, grief counselling and Tragic Events team, Haldimand Norfolk TAPP-C (arson prevention program)</p>					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Does the school have remedial programs onsite during the day and after school? List programs: Strong Start, Class Act, Booster Club, School's Cool Summer Program</p>					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Does the school have access to these programs in nearby facilities? Comment: School's Cool, is only offered at Fairview Avenue School during the summer. This summer program focuses on developing literacy, numeracy and school readiness skills for children beginning school in the Fall.</p>					Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>Does the school location easily attract parent/family/community partnerships/volunteers? Comment: We are within walking distance to a lot of homes, and have a strong, vibrant volunteer base. We send home police checks for volunteers multiple times throughout the year, and offer a list of ways volunteers can help in the school. We have partnerships with Dunnville Secondary for co-op students who walk to Fairview. We have a partnership with the Town regarding shared baseball diamonds and access to the Kinsmen Park. We also partner a local church organization for Operation Christmas Child. Another local church saves Campbell's soup labels for us. We are within walking distance to the arena, a local gym and other local businesses and emergency services. We have a partnership with the hospital to supply our</p>					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

milk because they can get it in 125ml portions, just enough for young children to use on their cereal with no waste. The hospital is just 2 blocks from the school so a parent volunteer picks this up for us.		
Does the school have the capacity and numbers to support Early Childhood Centres? We have an Ontario Early Years Centre at Fairview.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school host a Before and After School Care program? We have a large group of children in a Before and After program and it continues to grow.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Quality of the Learning Environment		
Literacy Resource Centre (e.g. Levelled Book Room) Comment: Organized with an extensive collection of levelled books, including fiction and non-fiction reading materials.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Science and Technology Labs: Comment: We have a technology computer lab in our library consisting of 29 computers and an LCD projector for instruction. We have a science equipment storage room to maximize shared use of the science equipment we have.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Arts Facilities (Music, Drama, Art e.g. multi-purpose room) Comment: The Ontario Early Years has a space in our school called the community space, that we can book and use as a multi-purpose room when needed. Teachers take their classes to this space to practice drama, dance and musical instruments such as recorders, or hand drums.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Gymnasium Last year we purchased 150 new chairs for the gym to be used during concerts, assemblies, graduations, musicals etc. This is a multi-year plan to eventually replace all the old chairs.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Library	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Auditorium	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
A stage We have a stage, as well as a stage extension and risers for full musical productions. We have lighting, musical sound systems, and microphones.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Staff/Visitor Parking We have limited visitor parking, although there is additional parking on Fairview Avenue. We do have a designated handicap parking and parking for staff.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Student drop-off and pick-up area for parents We have a brand new "kiss and drop" loop for safety and so parents have a clear sight line to our front door when dropping off or picking up their children.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Bus Loading Zone Our bus loading zone is separate and away from parent pick up, for safety of the children.	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"/>			
<p>What is the school community capacity to support initiatives? In the last 3 years the school community has been very generous to support initiatives. Local business and families have contributed to events such as our Turkey Lunch, and Pancake days, Falcon's Fit nutrition for all, pumpkin painting, graduation, Terry Fox, Jump Roper For Heart, and other charity events. Families have participated in fundraising events for families in need in our community. Our community contributes with volunteer time, and if possible with their pocketbook. Recently we held a "Hat Day" for a family struggling with medical expenses. As a part of our character education we want students to understand initiatives don't always have to help those far away. We have local families and businesses donate hats, mitts, scarves and sometimes even coats, snow pants or boots during the winter. We always have a tub of newly knitted mittens for children to take and keep, so no child goes without. Last year we submitted a CPIP grant for \$10 000 which was matched by the Board to the total value of \$20 000. This year we submitted a CPIP grant for \$6000 which was matched by the Board to a total value of \$12 000. In addition the school community supports Fairview Avenue School by attending assemblies, concerts, sports events, and arts events.</p>					
Is the school universally accessible?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Partially <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p>Additional Comments: We currently have a student in a wheelchair so we are an accessible school for mobility. This year one of our LTO staff also was in a wheelchair. We recently had magnetic fire doors installed that would stay open so this student and staff could freely move throughout the school. Our school floor plan has a split level with a ramp leading to the higher level with no stairs or steps at all.</p>					
Safety and Security					
Is the school environment safe and secure for students? Comment: All Schools have a safe welcome program and a safe arrivals program. In addition we pass health unit requirements for our Early Morning Meal program, we have an industrial sanitizing dishwasher, and volunteers have completed the "Safe Food Handling" course. We have well established Lock Down, Shelter In Place, and Hold and Secure procedures, and Fire Drills. In addition we have an AED, staff trained in CPR and AED training, and first aid. All staff have also completed anaphylaxis training and are familiar with the cylinder and square style epi-pens. We have emergency plans in place for medically fragile students who attend our school.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>			
Does the school environment contribute to a feeling of safety and security for students?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>			

<p>Comment: We have a family friendly environment. Our playground is not divided so children and siblings of different ages can play together. We are a Peanut /Nut Aware School. In addition we have food safe areas within our school for safety reasons so that even our most medically fragile students can safely be at school.</p>		
<p>Do present staffing levels contribute to a feeling of safety and security for students?</p> <p>Comment: At recess we have 3 teaching staff outside and up to 6 EA staff outside. This allows staff to prevent potential problems and model problem solving skills. Staff wear a bright orange vest to be easily located by students. Some EA staff carry with them at all times emergency medical care items needed for our most fragile students.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Additional Comments: We are very proud of our school safety environment. One student at our school was only able to attend school if strict food safety procedures were put in place. I am proud to say that we have worked collaboratively with his family, school staff, and our school community to create an environment that he can participate in and safely attend school. This child has severe life threatening allergies to many common food products. Making his learning space and common areas of our school safe was a plan that we created, implemented and revise as needed.

Our most recent playground upgrades included pathways so our student in a wheelchair could travel throughout the yard area, near trees, the sandbox and not be restricted to the asphalt area. We are extremely proud that Fairview is a safe and inclusive place to learn.

Extracurricular

Does the school offer opportunities for a variety of extra and co-curricular activities in:

List Athletic Opportunities	Number of Students	Comments
Zumba	20	
Yoga	10	
Cheerleading	30	
Terry Fox Run	300	
Intermediate Soccer	25	
Junior Soccer	25	
Orienteering	40	
Cross Country Run	40	
GEDSB Special Olympic Events	8	
Intermediate Boys' volleyball	10	
Intermediate Girls' volleyball	14	
Junior Co-ed Volleyball	20	
Junior Basketball	15	
Intermediate Girls' Basketball	10	
Intermediate Boys' Basketball	15	
Track and Field	200	
Supermeet	50	
Intermediate Baseball	20	
Skiing	25	
Handball	60	

List Arts Opportunities	Number of Students	Comments
Craft club	100	
Art- Gallery Walk	200	
Legion Poster Contest	10	
Musical Production	50	
Talent Show	30	
Christmas Concert	150	
Remembrance Day video production	20	
Assembly – Character Attribute	280	
Drama and skits	20	
Choir	50	
Card Making and Stamping	100	
Learn to play Recorders	20	
Learn to play Harmonicas	20	
Knitting	10	
Sewing and stitching	80	
Kite Making	80	
Videos project to demonstrate learning	60	
List Leadership Opportunities	Number of Students	Comments
Basketball Buddies organizers	30	
Winter Carnival Outdoor games	30	
Student Council member	20	
Student Council Events	280	
BASF Science Fair participant	6	
Reading Buddies mentor	10	
Kindergarten Helpers	10	
Library Helpers	5	
Eco and Recycling club	10	
Computer and Sound System club	3	
Crosswalk Helpers	5	
Nutrition Helpers	20	
School Council Student reps	20	
Legion Speaking contest	5	
Jump Rope for Heart team leader	25	
Does the school have sufficient green space and playing fields? Yes		
Does the school have adequate playing fields to support the physical education program? Comment: intermediate soccer field, new junior soccer field being installed, baseball diamonds, jumping pits for track and field events.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school have adequate playing fields to support the extra-curricular program? Comment: Intermediate soccer field, new junior soccer field being installed, baseball diamond, jumping pits for track and field events	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school have adequate green space for student use during breaks/recess? Comment: outdoor classroom recently created, new trees and armour stone sitting areas, walking paths, sandbox, wooden bridge, four new	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

<p>basketball poles, backboards and nets, 4 older primary basketball poles and nets, tetherball court, painted four square and other games on pavement area, sidewalk chalk, skipping ropes, balls, and tub of recess equipment to encourage running and playing.</p> <p>Fairview Avenue School is one of a few Grand Erie schools to achieve Gold Status as an Eco School, through growing green initiatives. We achieved Gold Status last year. We have an active Eco club.</p>		
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Student Bussing		
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<p>Does student bussing reduce opportunities for students to participate in extra-curricular activities?</p> <p>Comment: Practice is often held during recess, or sometimes after school, parents carpool to make sure that transportation is not a barrier.</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
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<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>0-15 minutes.....average 15 students</p> <p>16 – 30 minutes average 18 students</p> <p>31 - 45 minutes.....average 24 students</p> <p>46 – 60 minutes.....average 8 students</p> <p>61 – 75 minutes.....average 1 student</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
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<p>What opportunities are available to access existing town facilities? (e.g. arenas, pools, gymnasiums)</p> <p>We are within walking distance to the new arena and walking track, gym, and are a short drive to the Lion’s Pool.</p> <p>In addition we have made Christmas cards for residents at Grandview Lodge, we sing at Light Up Night in front of the hospital, and we lay a wreath at the cenotaph on Remembrance Day with the Legion, and our cheerleaders participated the local Tim Horton’s camp day activities last June. Our special education DD class also have great partnerships with local grocery stores, restaurants, library, farmers and emergency services. These children have visited a local farmer with alpacas for example. Our primary grades also participate in the Sparky program offered by our local Fire Department. We also have students who enter posters, poems and speeches in the local Legion contest, enter items in the Dunnville Fair and the Caledonia Fair.</p>
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<p>Other Value to Students?</p> <p>We have volunteers who come in to work with our children because the school is handy and close to where they live.</p> <p>One of our volunteers taught our children how to stitch and sew panda bears. These panda bears were then donated to Pregnancy and Family Care Centres in the Dominican Republic. We received pictures and a letter of thanks. “...heartfelt thanks and appreciation to you and,</p>
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of course, the students at Fairview Ave. Public School, for making Panda bearsreceived by new Dominican and Haitian mothers and their babies!”.

Fairview recently had phase 1 of our playground upgrades completed. We have a group of parents who bring their children over to play in the sand and on the yard in the evening. This is a value because it creates a community family space. Some of our senior neighbours go for a walk on our path, while the younger neighbours ride their bikes. Our neighbours take pride in this green space, enjoying the flowers our kindergartens plant and the bird feeders other students have made.

Additional Comments

Fairview Avenue staff are a great asset to the school. Many of the Fairview staff live in the Dunnville area. They are a part of this community. They coach, they take courses in the summer, they attend after school workshops, they read professionally to increase their knowledge, they participate in professional development, they volunteer to do musicals, student council events, and they genuinely care about the children. They make attending Fairview Avenue School a great place to be. Fairview Avenue has custodians, cleaners, secretaries, Educational assistants, Early childhood educators, teachers, library techs, computer support staff, behaviour counsellors, child and youth workers, social workers and a principal who all give their best each day.

Our school council is also a huge asset to Fairview Avenue School. The School Council is active, interested and supportive. This dynamic group of parents and community members meet, discuss and work together to ensure Fairview School is the best it can be.



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

Value to the Community		
<p>What do you consider to be your school community? We consider the Town of Dunnville and surrounding rural area to be our school community.</p>		
Use of Facilities and Green Space for Community Use		
<p>Daycare Explain: The Ontario Early Year offers Ready Set School, as a licenced day care provider located at Fairview Avenue School. Other programs support families such as Moms and Tots programs, Well Baby programs and School’s Cool in the summer. The YWCA offers Before and After School Child Care Programs and are a licenced child care provider located at Fairview Avenue School. The YWCA runs child care programs on PD days, March Break, and other holidays to support families who need that service.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Are there plans for local partnerships for delivering daycare and other community and social services? Explain: The Ontario Early Years will continue to grow and offer a wide variety of programs at the Fairview School location. The Schools Cool program will run at Fairview Summer 2015. It has run out of Fairview School for the last 3 summers. In addition the YWCA will offer Before and After School care, PD day child care, and holiday child care at Fairview Avenue again next year We also have a partnership with the Health Unit who comes in to provide immunization services for HPV, and Hep B to our grade 7 and 8 students. We have Dental Screening services done for our students, with resources and referrals available for families who don’t have a dentist or don’t have dental benefits, to ensure their children get care. The partnerships are wonderful. Different groups have access to use our LCD projectors and technology for presentations and training, Before and After Child Care use our gym equipment and share their equipment with us. We share refrigerator space, and snack prep equipment, including an industrial dishwasher. Both Ontario Early Years and the YWCA have contributed many resources to our school to share with us, and we do the same for them. The day is smooth and seamless for the children and the school staff and Child Care staff work together sharing resources and materials as a team all working for the families in our community. Great partnership!</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Youth Activities Explain: Dunnville Minor Sports uses the baseball diamond at Fairview Avenue School in the summer. This is an excellent partnership and benefits the youth in our Town.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

<p>For many years, our choir has sung at Dunnville Light Up Night, outside the hospital where we have parents and community members gather, as well as patients who enjoy hearing the children’s voices caroling.</p>		
<p>Cultural Events and Observances Explain: We use our gym for Remembrance Day assemblies which are open to the community. We also hold an annual Christmas Concert in which the community packs the gym full for 2 performances. We hold PINK Day for inclusiveness for diversity of lifestyle, diversity of families, and to stand up against bullying. We also have volunteers serve a Pancake Day lunch in February, and volunteers serve a Turkey Dinner in December to all children in the school. These celebrations are connected with common observances in our community, and supported by our School Council.</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>Social and Recreational Sports Explain: Dunnville Little Thunder Girls Fastball uses the Fairview gym in the evening to begin practice in February for the summer baseball season. Mom’s Night Out is offered throughout the school year, offering Yoga, Zumba, or other activities to connect moms with other moms.</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>Partnership Initiative with the Government Explain: REACH has office space and a community room in Fairview Avenue School. Family Early Intervention programs and resources are available in this space. In addition, Autism services are available, and Lansdowne Children’s Centre offers services to families and children in the Dunnville area using this space. Preschool Speech and Language also provides services out of this space.</p> <p>We host Community Education for Professionals working with children ages 0-6 in the Community Hub Space.</p> <p>Fairview School is one of a few schools in the Haldimand area to be a registered member of the government program called Canadian Medic Alert Program. Families with a child who has a chronic medical condition, allergies or special needs can get free Medic Alert bracelet for their child through our school.</p> <p>We also run the Roots of Empathy program at Fairview Avenue. A trained facilitator and a new mom with her baby from the Dunnville area come into Fairview to teach children empathy, growth and development of infants. It teaches compassion and kindness as well. The class tracks the baby’s weight, height and development, such as when he can smile, roll, make noises etc.</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>Other Uses/Rentals, Etc. Explain: Our school is used as a voting station for elections. We are wheelchair accessible, convenient for community members, have parking available. This is a win/win situation as members of the school council ensure the Voting staff have tables and chairs as needed. In return a donation is made to School Council which has been used to purchase chairs for our gym to be used for Remembrance Day assemblies, Christmas assemblies and other events open to the community.</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>

Other Comments:

Our school is a great place because it is a hub in our community. We have families here in the evening enjoying the sandbox, walking the new path, reading, playing basketball and enjoying the green space. We have community groups in the building participating in services offered, we have youth on the baseball diamonds. In addition we have many volunteers working in our school during the day preparing snacks, shopping for our nutrition program or reading with children. We participate in the Strong Start program, run totally by volunteers and sponsored by the Trillium Foundation. This program gives our youngest students support with sounds, letters and word building skills. We have parents, community members, volunteers, and new moms coming and going from our school throughout the day. It is a diverse bee hive of positive activity.

Single School Community

Is this the only school in the community? Yes No

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):

Type of Activity	Hours Used	Number of People Served
H-N REACH	4.5 hours	90 people served
Minor Sports	14 hours	140 people served
Elections	16 hours	500 people served

How/what programs could the school attract?

Because Dunnville has such a strong arts community, one of the programs we would like to attract is a music program. We have been thinking about how to get instrumental music into our school. Music and the arts reach and connect to a whole group of students and their families who we may not necessarily currently be reaching. Potential ideas and ways to do this that we have brainstormed so far are:

1. Reach ahead course partnership with Dunnville Secondary School, where grade 7 and 8 students could take one grade 9 music class during their intermediate years. Timetabling, scheduling and cooperation between the two schools would need to be shared and worked out together. This would be a one semester thing, students could walk to the high school if scheduled strategically, or the staff could come to Fairview Ave School.
2. Volunteers from Dunnville or from Haldimand Concert Band would be working with students who provide their own instruments as a 6 week instrumental optional unit for grade 7 & 8 students at Fairview.
3. Rent instruments from a company and have a staff member teach instrumental music to a group of grade 7 & 8 students who take that option instead of the traditional classroom music option. Traditional music class and instrumental music class could run at the same time, and students/parents would commit to one or the other stream for the term.

<p>If the school were to close/change, is there local capacity to accommodate those currently using the school for community purposes? Explain: There are other schools in Dunnville.</p>	<p>Yes <input checked="" 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? Our ECO club is one of a handful of Grand Erie Schools to achieve Gold status as a Green Eco School. In keeping green, last year we submitted a Community Partnership proposal for greening our outdoor space, including the creation of an outdoor learning centre, walking paths, 26 trees were planted, armour stone around the yard for gathering spaces. The Community contributed \$10 000 dollars to this project, and the Board matched it with \$10 000. Adding a value of \$20 000 to our green area. This year the Community raised \$6000 which will be matched by the Board to a value of \$12 000 for phase 2 of our active and healthy children outdoors playground project. We are creating berms, pathways, and finding ways to encourage our students to run, play, climb, roll, explore in a natural setting. Our crushed gravel screenings pathway allows easy access by staff and students in wheelchairs to travel around the outdoor yard. During this school year we have had both a staff and a student who use wheelchairs for mobility. In addition last year there were thousands of dollars put into asphalt playground resurfacing, new cement sidewalks and entrance pad, creation of a new drop off loop, 2 new basketball courts (4 poles, nets, backboards), a sandbox area, and a wooden bridge. New soccer goals and nets were purchased but not yet installed due to weather and field conditions. Also a new gym floor was installed 2 summers ago, all old asbestos tiles are being replaced on a 3 year plan finishing this summer. Falling ceiling tiles have been removed and ceilings repainted. We also had a 2nd full kindergarten classroom created and a kindergarten washroom and wheelchair accessible washroom created last summer. To better facilitate our early morning meal, an industrial dishwasher was installed, a new kitchen prep island was build, and a food storage space was created to house refrigerators, and dry goods. The YWCA partnership resulted in the purchase of a refrigerator for Before and After school snacks, an outdoor storage shed, tricycles, scooters, a decorative carpet for the children to sit on, many shared resources for learning and outdoor play. The Ontario Early Years partnership has resulted in an outdoor easel for primary children to use in imaginative and creative ways, to be installed when weather permits, as well as many shared resources.</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>Does your school offer adult learning programs? Yes, Community Education is offered here for Professionals working with children ages 0-6 funded by REACH.</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>What other value is your school to the community? (e.g. Heritage Value)</p>		



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

Value to the School System
What will be the impact on the capacity of the system to offer programs in the following areas if this school closes/changes?
Range of Programming
Full range of programming can be offered. The likelihood of split grades decreases when schools are amalgamated.
Student Supports:
(e.g. Guidance – Learning Resource Teacher) LRT support will remain the same or increase.
Effective Intervention Programs:
Intervention programs are affected by school population. An increase in school population will result in an increased level of support (i.e., Child Youth Worker, Social Worker, Speech Pathologist 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. The Early Years Centre may need to be relocated to make space available in the 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		
Does the school generate enough funding to sustain itself without drawing funding from other budget lines? Comments:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Additional Comments:		
Facilities:		
Is the school's Facilities Condition Index better than the Board average? Board Average 24% - Fairview 26.2%	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? Ten year capital renewal costs per pupil are: \$21,394 The annual operating cost per pupil is : \$78		
Other value to the school system? Real property value could be recovered through sale or lease to an interested third party. Additional Comments:		



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

Value to the Local Economy		
Define the area the school considers to be its local economy. We define the area our school considers to be its local economy as the Town of Dunnville and the 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: Yes, our school is in a residential family friendly area of Dunnville. We have crossing guards at local street corners, and we have a drop off loop, both aspects are important to parents regarding getting their children safely to school. Our property is large so potential home buyers see Fairview School as a great choice for their children to learn and lots of space to play. Having the Early Years, and Before and After School child care is also an attractive feature for young families. We are next to the Kinsmen Park and Kinsmen playground equipment, which is an attractive feature to potential families and an asset to our location. The new Dunnville Memorial Arena and Lifespan Centre is within walking distance from Fairview Avenue School. We are the only school that is within walking distance to the new facility. Social services are provided through REACH, Lansdowne, Preschool Speech and Language, licenced child care and opportunities for moms to network with other moms.	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, Thompson Creek is also in our community.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is this the only school in the community? Comment: There are 4 public elementary schools, one Catholic school, and one private school 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? Comment: We have high school co-op students, most years we have 3 -4 students who are interested in a career working with children. We often have student teachers from Brock, Nipissing or surrounding universities. We also have had college students working on placement co-op studying Early Childhood Education, Social Work and Child and Youth programs. Fairview also has a strong partnership with REACH, the Ontario Early Years and the YWCA. We share space, resources, and materials with these groups in a very mutually positive partnership. Their staff is represented on our School Council and receive our weekly newsletter and work with us on grant applications.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

<p>Does the school have significant and on-going business partnerships in the community?</p> <p>Comment: We have a great partnership with many businesses in Dunnville. Fairview is designated as having a need for an early morning meal so we get funds from the Child Nutrition Network to buy dairy, grain, fruit and vegetables to offer to all students every day. We make purchases in Dunnville at local stores and through the War Memorial Hospital Cafeteria Food Services. We are also a part of the farm to table program getting fresh local foods into our early morning meal menu as often as possible. We spend over \$10 000 dollars on healthy food to offer free to our students each school year.</p> <p>Many other local businesses donate to our early morning meal program or to our Pancake or Turkey lunch. In addition, a gym is within walking distance from our school. Our grade 7 and grade 8 students have used local gym training facility as a part of their physical education program.</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
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<p>C. The School as a Local Employer</p>		
<p>Does the school generate employment beyond its staff?</p> <p>Comment: We generate employment beyond our staff. There are 8 REACH staff who have main work locations at Fairview. There are 2 YWCA employees and 1 YWCA supervisor who also work at Fairview. There are crossing guards on Cedar Street, and on Fairview Street.</p> <p>Our lawn is cut and our snow is removed by a local Dunnville landscape and snow removal company.</p> <p>Does the location of the school have a direct impact on local businesses?</p> <p>Comment: We are within walking distance to fast-food restaurants for our students, we are within walking distance to the Farmer's Market for our Special Needs DD life skills class, and we are within close distance to many homes which makes our Before and After school child care and the Ontario Early Years easily accessible to many families.</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>	

<p>D. Other Value to the Local Economy?</p>		
<p>Comments: Every year we send a group of our students to the Legion ceremony at the cenotaph. Fairview purchases a wreath from a local business for this event.</p> <p>Every year we hold a Canadian Tire money drive. This Canadian Tire money is collected, counted and then spent at Dunnville Canadian Tire on toys which are then donated at Christmas time to charities.</p> <p>Every year we send Christmas boxes for Operation Christmas Child. Again families and staff locally purchase pencils, crayons, colouring books, paper, hygiene items and small toys to send to children in other countries.</p> <p>This year the school purchased sewing supplies and stuffing locally, and the children in our craft clubs made stuffed panda bears to send to a Pregnancy Care Centre in Haiti.</p> <p>Each year our grade eight and kindergarten graduates purchase T-shirts.</p> <p>In June our student council and leadership group run a basketball day to raise money for a local need. Our first year we donated the money to the Dunnville Soccer Park and they used the money to help purchase an AED for the park. The second year we donated our money from the basketball day to the Dunnville Hospital.</p>		



**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 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?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is there sufficient enrolment within each grade/division to offer a quality learning environment? Comment: There has been a steady decline in Grandview Central's enrolment since 2010. However, based on current projections this trend will level off by 2016 and remain constant, or increase into 2024. Current and projected student populations will sustain a K-8 model with some split grades. Grandview Central can and does offer a full and quality learning environment.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Large blocks of literacy (2 hours) and math (1 hour) instruction?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Arts Programs? Students are exposed to the Arts which are sustained by volunteers that run seasonal crafts, drama, and music activities for students in addition to clubs that are run by staff and curricular exposure.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Information Technology to support the curriculum?	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? Currently several staff members have specialized skills in specific curriculum areas. Our French teacher, Librarian, and Learning Resource Teacher, have specific qualifications for these positions. Additionally, a number of teachers have special qualifications in Special Education, French, Physical Education, Writing, Reading, Visual Arts, Drama, and Computers. Some staff also have Masters in Education.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Specialized programs (e.g., second language learning, ESL, Spec. Ed.)?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

What is the nearest access to similar programs? (Be specific by program)						
<p>Are there programs that make this school unique? (Be specific by program)</p> <p>Given its proximity to Byng Provincial Park and the Grand River, students benefit from sports and outdoor education programming partnerships with Byng Conservation Area and Grand River Kayak, both of which are within walking distance from the school. Students also benefit from a uniquely vested and large group of volunteers that provide programs unique to Grandview Central. For example, Senior Citizens run a year-long reading program (Rocking Readers) that has run for more than a decade. Similar traditions see volunteers spearheading seasonal craft and wood working projects, and the school has become known in the community for its annual community pie making fundraising event. Students at Grandview Central also benefit from Roots of Empathy, Strong Start, and as of this year, an Early Morning Meal and Nutrition Food program – again run solely by volunteers. As a school community we focus heavily on student character development and academics, and monthly Amazing Kids of Character Assemblies and school culture are a reflection of this. Additionally, Freedom Runners program, in partnership with HNHU and Parent Council, is a mentorship program that supports students to overcome challenges and learn about healthy living and life style through running. Lastly, the school runs a bi-annual Mighty Machines event that taps into the local community at the Dunnville Airport, and strengthens community commitment with farmers, construction companies, and essential services.</p>						
<p>Additional Comments: Grandview Central has ample green space that provides students abundant room to play during recess times and easily supports curricular and extra-curricular activities. Its outdoor basketball court, baseball diamond, jump pits, playground equipment (\$26,000 project), and 3 soccer fields are also well used by members of the community after school hours. Its location to Byng Park and the Grand River also make it an ideal location to capitalize on outdoor education and sporting opportunities for our learners. Our large volunteer base from the community gives the school an extra dimension of support to student programming and learning development and connection with the local community. We currently have a certified St. John's Ambulance Therapy dog that makes regular visits to the school. Our school has become a significant part of people's lives who live in the area and this is clearly evident in our ongoing volunteerism and demonstration of support - so much so, that this forms a major component of Grandview Central's identity.</p>						
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: 1.0	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
A Teacher Librarian State FTE: Is a combination of LRT/Prep/and Library and varies from year to year	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: 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"/>

<p>Does the school have programs and supports for students at risk? List programs: The LRT, in collaboration with the classroom teacher and families provide alternate learning solutions to best suit students at risk. We collaborate with community partners such as REACH, CAS, CPRI, the GEDSB Program Support Program personnel including a Social Worker; Behaviour Counsellor; Special Education Consultation; Speech Consultant and have a Child and Youth Worker housed in our school. We also consult with our Safe School Team.</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>Does the school have remedial programs onsite during the day and after school? List programs: Mathematics support – Booster Club, Homework Club Reading intervention – LLI, KLLIC, Class Act, Strong Start, Rock’n Readers Character Building and Mentoring – Freedom Runners</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>Does the school have access to these programs in nearby facilities? Comment: Reach Ahead credit bearing courses are offered to GCS students through Dunnville Secondary School. These courses allow Grade 8 students to earn high school credits and are usually offered in the summer months. Similar programs are offered at Dunnville ES schools with the exception of Freedom Runners and Rock’n Readers.</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>Does the school location easily attract parent/family/community partnerships/volunteers? Comment: - School is within walking distance for community. - Only school geographically serving the Hamlets of Port Maitland and Byng. - Location of school is sought out by families moving into the area. - Large volunteer base that run reading, arts, and nutrition programs on a daily bases serves as evidence of attracting volunteers. - The school is used 3.5 hours per month as a library drop in centre for the community. - Families use the playground equipment, baseball field, and soccer fields, after school and on the weekends for recreational use.</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>Does the school have the capacity and numbers to support Early Childhood Centres?</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
<p>Does the school host a Before and After School Care program? However, current start-up plans for YWCA Before and After School Care program in 2015 (based on survey results to parent community).</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>

Quality of the Learning Environment					
Literacy Resource Centre (e.g. Levelled Book Room) Comment:			Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Science and Technology Labs: Comment:			Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Arts Facilities (Music, Drama, Art e.g. multi-purpose room) - State of the art wireless sound system, projector and automated screen in gymnasium.			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"/>	
Auditorium			Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
A stage - The school does have a portable stage			Yes <input type="checkbox"/>	No <input checked="" 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"/>	
<p>What is the school community capacity to support initiatives?</p> <ul style="list-style-type: none"> -CPIP Grants – playground, sound system, projector and screen, new playground equipment -In previous years the school has also partnered with TD Canada Trust Friends of the Environment to plant and maintain a number of trees on the school property. - Access to Byng Park - Mighty Machines Bi-Annual Event - ties in local airport with farmers, construction companies, and essential services with families in the Haldimand area. - Large volunteer base that drives fundraisers and community events. - Strong parental support 					
Is the school universally accessible?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Partially?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<p>Additional Comments: Automated chair lift to transport wheel chair bound students up and down stairs. Special needs washroom. Automated Doors.</p>					

Safety and Security		
Is the school environment safe and secure for students? Comment: Safe Welcome and Safe Arrival Program. Well established emergency procedures and policy around student safety and medical needs. Monthly and annual Health and Safety Inspections ensure environment is safe and secure.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school environment contribute to a feeling of safety and security for students? Comment: Recent <i>Tell Them From Survey on Report of student Outcomes and School Climate</i> results show that 95% of Grade 7 and 8 students have a high sense of belonging when asked if they feel accepted by their peers and others at the school. The staffs' and volunteers' focus on relationship and character development, combined with the school's high expectations and clear outcomes for behaviour, student centered decisions, and providing opportunity for students contribute to a welcoming, inclusive, and caring learning environment in which students feel safe and secure.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Do present staffing levels contribute to a feeling of safety and security for students? Comment: - Staffing levels afford the school the ability to meet or exceed needs of all learners.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Additional Comments: Tell Them From Me Survey Results (Grade 7 and 8) also show that students rated Teacher's Expectations for Academic Success 9.1 out of 10; the Canada norm for these grades is 8.7.		
Extracurricular		
Does the school offer opportunities for a variety of extra and co-curricular activities in:		
List Athletic Opportunities	Number of Students	Comments
Orienteering Team	50	We support a team opportunity for every sport that is offered within the Haldimand Athletic Association portfolio. Additionally, Freedom Runners is a running program supported by parent council and is unique to Dunnville Schools.
Cross Country Team	25	
Jr. Soccer	16	
Int. Soccer	15	
Jr. Volleyball	15	
Int. Girls Volleyball	16	
Int. Boys Volleyball	12	
Jr. Basketball	15	
Int. Girls Basketball	16	
Int. Boys Basketball	10	
Track and Field	90	
Int. Baseball	15	
Freedom Runners	35	
List Arts Opportunities	Number of Students	Comments
Beyond curricular expectations the school also offers students: Talent show	30	

Music	25	
Crafts and Clubs	50	
Drama Club	15	
Chess Club	14	
Yoga Club	16	
List Leadership Opportunities	Number of Students	Comments
Student Council	10	We run a very active student council which offers many leadership opportunities. The students often work to raise money and awareness to causes that affect their schoolmates. Leaders also model the 'kids of character' attributes.
Eco School Team	15	Eco School initiatives – the school is currently part of GESB Eco School Program and has made many changes to support this (Boomerang Lunches, Lights Out Lunches, Eco Club, Terra Cycle Program, paperless newsletters and order forms, Woolly Wednesday, Eco conference participation {11 students}, focus lessons on teaching about environmental friendly behaviour). Older students mentor younger students in this running program.
Freedom Runners	5-10	
Other: Fundraising Initiatives	5-10	Students assist in a volunteer capacity with annual pie making and bi annual “Mighty Machines” events.
Does the school have sufficient green space and playing fields? YES		
Does the school have adequate playing fields to support the physical education program? Comment: Grandview Central 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. Last, the school has a number of mature and young trees, and a picnic table that provide students with shade and an area to rest.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school have adequate playing fields to support the extra-curricular program? 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	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

recesses and students at any grade level can play in any area of the playground and be fully supervised.		
Does the school have adequate green space for student use during breaks/recess? Comment: (as per above)	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: The school accommodates students to offer activities during the day and volunteer drivers support after school transportation.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Is bus ride time a concern of students and parents? Comment: Length of Time on Bus (One Way) 0-15 minutes: 40 average 16 – 30 minutes: 45 average 31 - 45 minutes: 25 average 46 – 60 minutes: 2	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
What opportunities are available to access existing town facilities? (e.g. arenas, pools, gymnasiums) <ul style="list-style-type: none"> - Dunnville Airport and War Museum - Byng Pool and Conservation Area - Lion's Pool - Byng Fire Station - Dunnville arena - Cayuga Arena (curling) - Kinsmen Park (baseball diamonds) - Dunnville Secondary School 		
Other Value to Students? <ul style="list-style-type: none"> - Tight knit community – many parents of current students were former students of Grandview Central. - Unique location and size provides learners with a 'family-feel' oriented environment, opportunity to develop lasting relationships with staff, peers, and volunteers in a country setting. 		
Additional Comments Grandview Central School offers a full and rich learning and extra-curricular environment for our Kindergarten to Gr. 8 students. It is staffed by an enthusiastic, hardworking, and professional staff who value ongoing professional learning and spend an inordinate amount of time being their best, so their students can be theirs. It is important to note that many staff have spent most of their careers at Grandview Central and many of our volunteers are retired teachers who served our school community for most of their teaching careers as well. This coupled with the fact that parents were once students at Grandview Central, makes this school and institution that is supported by generations of people living in this area.		



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

Value to the Community		
<p>What do you consider to be your school community? The school serves a mostly rural population from our community on the south side of the Grand River. Most new families, and those who have responded to past surveys, cite attendance at a rural school, and Grandview Central specifically, as a deciding factor for buying and living in this community.</p>		
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: 2015 survey results indicate parental need is viable for before and after school programming through YWCA. Steps are currently underway to bring this program to fruition. Additionally, the school supports social programs such as Dental Screening, and those run by the Haldimand Norfolk Heath Unit (vaccinations, and the like). The HNHU also partnerships with the school to run its Freedom Runners student impact program. The school actively seeks out and supports community organizations to support students (Roots of Empathy, OPP, Fire Department, YWCA, Scientists in Schools, REACH).	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Youth Activities Explain:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Cultural Events and Observances Explain:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Social and Recreational Sports Explain:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Partnership Initiative with the Government Explain:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

Other Uses/Rentals, Etc. Explain:	Yes <input type="checkbox"/>	No <input checked="" 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): <ul style="list-style-type: none"> - Not available for Community Use 		
How/what programs could the school attract? <ul style="list-style-type: none"> - The location of the school to the Grand River and Byng Provincial Park, provides a unique opportunity to partnership with the Grand River Conservation Association, Byng Provincial Park, and local business (Grand River Kayak). A portion of the school campus could serve as a learning center for elementary students in Haldimand East, and support community outdoor education programming and other outdoor education partnerships - With the school's additional focus on being an Eco School, partnerships with Haldimand Country will be fostered 		
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? Tarmac Resurfacing – (about \$90K) *** still waiting to confirm data Play Area upgrades - soccer posts (\$4800.00) *CPIP Grants - Sound System, Projector, and Screen – gym upgrade - (\$20K) Removal of asbestos flooring and new installation – classroom upgrade - (\$10K) New Curtains (\$5K) Kitchen upgrade (\$4k)	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) - Only school on the development settlement on the North Side of the Dunnville bridge. Only school geographically serving the Hamlets of Port Maitland and Byng.		



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

Value to the School System
What will be the impact on the capacity of the system to offer programs in the following areas if this school closes/changes?
Range of Programming
Full range of programming can be offered. The likelihood of split grades decreases when schools are amalgamated.
Student Supports:
(e.g. Guidance – Learning Resource Teacher) LRT support will remain the same or increase.
Effective Intervention Programs:
Intervention programs are affected by school population. An increase in school population will result in an increased level of support (i.e., Child Youth Worker, Social Worker, Speech Pathologist 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: Not likely

<p>Is there adequate space in nearby schools to accommodate the students at this school? Explain:</p> <p>Yes</p>		
<p>Does the school generate enough funding to sustain itself without drawing funding from other budget lines? Comments:</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>Additional Comments:</p>		
<p>Facilities:</p>		
<p>Is the school's Facilities Condition Index better than the Board average? Board Average 24% - Grandview 29%</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
<p>Does the presence of the school reduce travel costs that would otherwise be necessary?</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
<p>Will closing/changing the school help the School Board avoid incurring significant repair costs that are not covered by targeted renovations programs?</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
<p>Is the projected replacement cost less than the cost of major repairs?</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
<p>What is the impact of this school's closure/change on facility operating and capital budgets? Ten year capital renewal costs per pupil are: \$21,615 The annual operating cost per pupil is : \$140</p>		
<p>Other value to the school system?</p> <p>Real property value could be recovered through sale or lease to an interested third party.</p> <p>Additional Comments:</p>		



**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. GCS serves Hamlets of Byng and Port Maitland the Lakeshore and the rural area on the North Side of the Dunnville Long Bridge.		
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: Only school on the development settlement on the North Side of the Dunnville bridge. Only school geographically serving the Hamlets of Port Maitland and Byng	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is an alternate school location available that is considered to be within the community? Comment: The last ARC closed the nearest public school Dunnville Central and it was approx. 3.5 km from Grandview Central. The closest schools now are under review (Fairview Avenue and Thompson Creek respectively).	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is this the only school in the community? Comment: While many from the area as they age move into the urban area into to downsized housing, a school presence is important to maintain and encourage family location and retention in the area. We also provide access to students walking to school.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
B. Cooperative Education and Partnership Opportunities		
Are these experiences available in the community? Comment: Partnership with 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? Comment: There is a possibility to open up the school gym or specific space or fields for community groups or business ventures ... e.g. exercise classes, structured or non-structured sports, outdoor education programs, etc. Additionally, school is entering into a before-and-after school care program partnership with the YWCA in 2015. These create a physical structure need in the area. Local businesses also benefit from students and families that live in the area because of the school.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
C. The School as a Local Employer		
Does the school generate employment beyond its staff? Comment:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

Does the location of the school have a direct impact on local businesses? Comment:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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D. Other Value to the Local Economy?

Comments:
 Consideration in widening our Community Area from just Byng to Port Maitland, the Lakeshore area and Rainham Rd, and Fisherville cut-off etc., and outlying rural areas. Under the County's official plan they are considered "residential development nodes" and while well-established, still provide ample affordable room for additional family friendly housing in addition to the already well- established housing stock.



**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)

J.L. Mitchener 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"/>
<p>Is there sufficient enrolment within each grade/division to offer a quality learning environment? We currently have at least 1 class at each grade level, with some grades a little larger. Ex. Grade 1= 36, Grade 7= 37. Our learning environment consists of:</p> <ul style="list-style-type: none"> -regular classrooms -3 self-contained classrooms (Autism, LD Tech and Haldimand Enrichment) -French classroom -Learning Resource room -Library/Lab -Gross Motor Room -Snoezelen room -Kitchen for our breakfast program and OEYC outreach program. -Math and Literacy Resource Room 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Large blocks of literacy (2 hours) and math (1 hour) instruction? All classes have 100-120 minute literacy block, and a 60 minute numeracy block daily as outlined in our system standards.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Arts Programs? All classroom teachers are required to teach the arts. We do have a few staff members whom excel in the arts and they support others in this area. We have a visiting artist come annually to provide instruction. We endeavour to offer extra-curriculars in the arts (ex. choir, annual Christmas concert, bracelet and knitting club, zumba)</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Information Technology to support the curriculum? Our library hosts a computer lab with 30 desktop computers, an LCD projector and smart board. All classes have access to this lab as required in their weekly schedule to support programming. Our Enrichment program also has a small lab of 8 desktop computers. All classrooms have 1 desk top computer as well. The Educational Technology Initiative</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

<p>for GEDSB has contributed to all of our regular and special education classrooms being equipped with 5 devices (either netbooks, tablets, or iPads) as well as a device for each classroom teacher. Each classroom has a whiteboard and projector as well, with a few equipped with a smart board instead. We are working through fundraising initiatives to provide classrooms with RedCat sound systems. Currently 3 of our classrooms have these. We also have a sound system for our gymnasium.</p>		
<p>Physical Education and DPA (in elementary)? All students are expected to participate in daily physical activity whether in gym class or in a 20 minute fitness break. Our number of classes allows students to have 3x40 minute gym classes a week. We are within walking distance to arena and access this in the winter for skating/walking track.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Library? Our library houses a variety of up to date books. Students are provided with a library exchange once a cycle through our teacher-librarian/prep schedule. Prep is also provided by our teacher-librarian in this space, with a focus on Connect-Ed curriculum. Her schedule permits for some admin time to keep book returns up to date. She runs a book fair twice a year which yields over \$4000 in profits annually. This not only builds our school library, but classroom libraries as well.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Lead and/or specialized teachers with specialized skills? Currently, several staff members have specialized skills in specific curriculum areas such as literacy or numeracy. Our French teacher, Librarian, LRT, and Self-Contained teachers have specific qualifications for those positions.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Specialized programs (e.g. second language learning, ESL, Spec. Ed.)? Autism, LD Technology, and Enrichment.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>What is the nearest access to similar programs? (Be specific by program) All schools provide French, Library and LRT programs to the degree that scheduling/staffing allows. We are the only Haldimand school with Autism, LD Technology and Enrichment program. These programs are accessed by all Haldimand schools through the resource process and as space allows. There are other special education classes besides these offered at other Haldimand schools (DD, ME, and Strategies).</p>		
<p>Are there programs that make this school unique? (Be specific by program) The self-contained classes described above are unique to our school and lends to our inclusive culture. Other programs unique to our school are: Breakfast Program Daily, Strong Start Reading</p>		
<p>Additional Comments: The staff at J.L. Mitchener are amazing! They work hard to provide meaningful and effective instruction in all areas of the curriculum. One of our strengths is supporting students with individualized programs and accommodations to support learning and ensuring an inclusive environment for all learners. Student success is a priority in our daily and long range improvement planning.</p>		

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: 1.0 and pool hours	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
A Teacher Librarian State FTE: 1.0 (shared library/prep)	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 Day and Evening Custodians currently.	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
Does the school have programs and supports for students at risk? List programs: Students at risk are supported through our collaboration with community agencies (CAS, REACH) as well as through qualified board staff in the area of social work, behaviour, child and youth, speech/language, psych. These area accessed through our board resource process. This year we have 5.5 full time Educational Assistants to support our highest need students.					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school have remedial programs onsite during the day and after school? List programs: Our Learning Resource Teacher helps to provide remedial programming for students. We all have several reading interventions: KLIC, Class Act, Strong Start and LLI. Booster Club has run in our school for the past several years.					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school have access to these programs in nearby facilities? Comment: Intermediate students have been able to access reach ahead credits/summer school at local high school.					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school location easily attract parent/family/community partnerships/volunteers? Comment: Since our school is located in town, the location is easy to attract volunteers. We have parents, grandparents, high school students and community members that volunteer in our breakfast program, reading support program, school council/parent group and cooperative education placements.					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Does the school have the capacity and numbers to support Early Childhood Centres? Ontario Early Years Center runs an outreach program in our school every Wednesday morning.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school host a Before and After School Care program? A before/after school program is provided by CYPRES.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Quality of the Learning Environment		
Literacy Resource Centre (e.g. Levelled Book Room) Comment: We have a book room which houses a wealth of literacy resources which include levelled books, as well as resources for guided group lessons, mentor texts in a variety of curriculum areas and professional development resources for staff. We also have a numeracy resource room which houses literature to support numeracy instruction along with math manipulatives.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Science and Technology Labs: Comment:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Arts Facilities (Music, Drama, Art e.g. multi-purpose room) Comment: Most of the Arts are taught in the regular classroom space. There is access to a stage (curtains/sound/lighting), drama closet, and a gross motor room for arts activities.	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"/>
Auditorium	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
A stage	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Staff/Visitor Parking We have parking, however, recognize limitations in this area as we have a very busy school with visitors, volunteers and a large staff.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Student drop-off and pick-up area for parents Student drop-off and pick-up is an area with limitations for those driving in to drop their kids off/pick them up. While we have drop-off and pick-up gates/areas, this is along the sidewalk as local families are encouraged to walk.	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: All of our classrooms are a closed space and can accommodate for all areas of the elementary curriculum.		

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"/>			
<p>What is the school community capacity to support initiatives? Our school community has the capacity to support initiatives. We have very good participation in our annual events (Meet the Teacher, Christmas concert, Education Week Open House, and Track and Field.) We have a large number of parents with valid police checks who are available to volunteer for special events, trips, athletic event drivers, breakfast program and reading programs. Families are actively involved in fundraising efforts. Our School Advisory Council plays an active role. They have supported a Community Partnership Grant for the past several years. Most recently this has involved turning our Kinder Pen into an outdoor learning environment, planting of trees/sitting area on our yard, and paving of lanes to our track pits. Fundraising efforts have also replenished seating for our gym and folding tables for special event days.</p>					
Is the school universally accessible?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Partially?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Additional Comments: We do have wheelchair accessibility at our front door and accessible washrooms. Our stage is not wheelchair accessible.</p>					
Safety and Security					
<p>Is the school environment safe and secure for students? Comment: As in all GEDSB schools, we operate using the Safe Welcome (buzzer system at front door, cameras, all visitors must sign in, all exterior doors are locked during school hours) and Safe Arrivals procedures (attendance, call backs and sign in/out procedures). We practice lock down and fire drills several times throughout the year in partnership with our local fire department and police services. Our school yard has an added benefit of being fenced with a separate area for Kindergarten if needed as well as for our self- contained autism class.</p>				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Does the school environment contribute to a feeling of safety and security for students? Comment: We use climate surveys (Tell Them From Me) to plan and monitor our school environment. We work hard to ensure that students feel safe and secure at school. Our school is also a peanut/nut safe school. Staff participate in anaphylactic training annually for our students with severe allergies.</p>				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Do present staffing levels contribute to a feeling of safety and security for students? Comment: We have a supervision schedule which allows for 4 adults on duty at all lunch/nutrition breaks as well as student volunteers in our younger classrooms for added assistance. Staff wear bright vests outside so they are easily seen by students.		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Additional Comments: To further support a safe and inclusive learning environment, the GEDSB character attributes are a focus each month in our announcements, embedded into curriculum lessons and recognized at an assembly. Our Safe Schools Team works to review climate surveys and support the implementation of our improvement plan in this area.			
Extracurricular			
Does the school offer opportunities for a variety of extra and co-curricular activities in:			
List Athletic Opportunities	Number of Students	Comments	
Junior/Intermediate Soccer Cross Country Orienteering Junior/Intermediate Volleyball Junior/Intermediate Basketball Track and Field Supermeet Intermediate 3-Pitch	40 25 30 40 50 All students 60 15	Staff support all Haldimand Athletic events by coaching and some have also convened. The number of student participants depends on the sport and event rules.	
List Arts Opportunities	Number of Students	Comments	
Knitting Club Bracelet Club Ron Rundle visiting artist Choir Christmas Concert	25 80 100 20 All classes		
Student Council Recycling Team Spirit Days Lunch Monitors Bus Helpers	12 25 All grade 7/8 20 14	Our student council organizes special events for the school. They look after the food drive as well.	

Does the school have sufficient green space and playing fields?
 We are fortunate at JLM to have a significant amount of green space and playing fields. We have the space and equipment to accommodate cross country/orienteering practices, soccer, baseball, and all track events with the exception of a track which we can access at Cayuga Secondary. Our field is large enough to allow us to create a track during our annual track and field event. We also have a large paved area that is painted with a variety of games. There are 3 basketball nets and primary play equipment.

Does the school have adequate playing fields to support the physical education program?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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Does the school have adequate playing fields to support the extra-curricular program?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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Does the school have adequate green space for student use during breaks/recess?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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Student Bussing

Does student bussing reduce opportunities for students to participate in extra-curricular activities? Comment: We do have students who are bussed each day. We accommodate for this by running all extracurricular during the school day where possible. We have the help of volunteer drivers when there is an after school event.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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Is bus ride time a concern of students and parents? Comment: Length of Time on Bus (One Way) – number of students on average <table border="0"> <tr> <td>0-15 minutes</td> <td>46</td> </tr> <tr> <td>16-30 minutes</td> <td>75</td> </tr> <tr> <td>31-45 minutes</td> <td>21</td> </tr> <tr> <td>46-60 minutes</td> <td>9</td> </tr> <tr> <td>61-75 minutes</td> <td>2</td> </tr> </table> All students riding longer than 45 minutes are students who are either accessing special education classes here or are out of bounds and are being provided with courtesy transportation. These are not standard bus routes for our school.	0-15 minutes	46	16-30 minutes	75	31-45 minutes	21	46-60 minutes	9	61-75 minutes	2	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
0-15 minutes	46											
16-30 minutes	75											
31-45 minutes	21											
46-60 minutes	9											
61-75 minutes	2											

What opportunities are available to access existing town facilities?
 (e.g. arenas, pools, gymnasiums)

Arena- Skating/Walking track right next door to the school.
 Kinsmen Hall- Grade 8 Graduation
 Ball diamond
 Cayuga Secondary is also available to us for athletic events if more than one gym is needed/as well as running track. CSS has also offered the use of science labs and other curriculum specific classrooms for our use if needed.

Other Value to Students?

J.L. Mitchener students were asked, "What do you value most about our school?"

Students shared the following:

- "The Breakfast program is a great way to start your day!"
- "We have nice teachers who work hard to help us learn."
- "Our teachers care about us."
- "There are lots of fun opportunities to get involved in, like sports and the arts."
- "I like the size of our school. You can easily get to know everyone."
- "I feel safe at our school. There is less bullying than at my last school."
- "We have a big school yard for recess and sports."
- "We have good gym equipment and technology."
- "I like that I can walk to school."
- "I like that we have special classes so everyone can be included."
- "We have great school spirit."

Additional Comments

Everyone at J.L. Mitchener is proud to be a Maverick! Our school is welcoming and staff are friendly and approachable. We provide a well-rounded program both educationally and socially for our students.



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

Value to the Community		
What do you consider to be your school community? The town of Cayuga and surrounding area (Kohler, Canfield, York, Decewsville, and part way to Dunnville along Rg Rd 17).		
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? We have the following partnerships: Ontario Early Years Centre Drop in Program Legion Speech Competition/Remembrance Day poster and poetry writing. Dental Screening Health Unit Vaccinations	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Youth Activities Explain: Some youth activities have been offered through facility rentals in the evening for youth. Mad Science is also offered at the school during lunch/recess breaks, and as well as an after school arts program.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Cultural Events and Observances Explain: Christmas Concert, Remembrance Day Service, Terry Fox Run/Walk	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Social and Recreational Sports Explain: Adult Sport/Social activities are offered through facility rentals in the evening. This has included Zumba, Volleyball, and Soccer.	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"/>
<p>Explain: A community church uses our gym/alternate spaces for their church meeting/services as well as youth choir and fun activities. The Ontario Early Years Centre uses our facility every Wednesday morning to offer a drop in service for parents and their children. Mad Science rents space for a lunch/nutrition break science club. CYPRES accesses space to run their before/after school program.</p>			
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 annually 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):			
Type of Activity	Hours Used	Number of People Served	
Adult Sport	60	960	
Church Meetings	40	750	
Youth Sport	636	9,090	
<p>How/what programs could the school attract? Our gym is the area of our school that is open for facility rentals and programming that could operate within that space.</p>			
<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 access to the same type of facilities at both the local Catholic School and Cayuga Secondary.</p>		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 type="checkbox"/>	No <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)			



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

Value to the School System
What will be the impact on the capacity of the system to offer programs in the following areas if this school closes/changes?
Range of Programming
Full range of programming can be offered. The likelihood of split grades decreases when schools are amalgamated.
Student Supports:
(e.g. Guidance – Learning Resource Teacher) LRT support will remain the same or increase.
Effective Intervention Programs:
Intervention programs are affected by school population. An increase in school population will result in an increased level of support (i.e., Child Youth Worker, Social Worker, Speech Pathologist 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. Stephens

<p>Is there adequate space in nearby schools to accommodate the students at this school? Explain: No</p>		
<p>Does the school generate enough funding to sustain itself without drawing funding from other budget lines? Comments:</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>Additional Comments:</p>		
<p>Facilities:</p>		
<p>Is the school's Facilities Condition Index better than the Board average? Board Average 24% - JL Mitchener 38.6%</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
<p>Does the presence of the school reduce travel costs that would otherwise be necessary?</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
<p>Will closing/changing the school help the School Board avoid incurring significant repair costs that are not covered by targeted renovations programs?</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
<p>Is the projected replacement cost less than the cost of major repairs?</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
<p>What is the impact of this school's closure/change on facility operating and capital budgets? Ten year capital renewal costs per pupil are: \$20,516 The annual operating cost per pupil is : \$84</p>		
<p>Other value to the school system?</p> <p>Real property value could be recovered through sale or lease to an interested third party.</p> <p>Additional Comments:</p>		



**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. Cayuga and surrounding area (Canfield, Decewsville, Fisherville, Selkirk, York.)		
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: JL Mitchener is located in town, close to an already existing and developing subdivision.	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 is 1 Catholic Elementary School also in town.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
B. Cooperative Education and Partnership Opportunities		
Are these experiences available in the community? Comment: Each year, staff at JL Mitchener host numerous cooperative education students from Cayuga Secondary. This is valuable because it is within walking distance for these students. We also have student teachers and cooperative education placements from a variety of post-secondary institutions.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school have significant and on-going business partnerships in the community? Comment: Our largest partnership is with The Child Nutrition Network that helps support our Breakfast program. Many local businesses support this program as well through charitable donations and volunteering. Other partnership include: Fire Department (June BBQ, fire drills, class visits) OPP (OPP Kids) Foodland (Olympic Bear Contest) Many local and home based businesses support our silent auction held at our annual Christmas Vendor Fair.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

C. The School as a Local Employer		
<p>Does the school generate employment beyond its staff? Comment:</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>The before/after program as well as OEYC generate employment for individuals.</p>		
<p>Does the location of the school have a direct impact on local businesses? Comment:</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>The school location makes it easy for students to walk up town for lunch. Our pizza days/sub days support local businesses. When parents are coming into town each day for their children, this often results in business for local store owners.</p>		
D. Other Value to the Local Economy?		
<p>Comments:</p>		



**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)

RAINHAM CENTRAL 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 (2 hours) and math (1 hour) instruction? The school follows the Grand Erie system standards for literacy and numeracy blocks.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Arts Programs? The staff are well qualified in the Arts and provide outstanding programs including school wide productions that are well attended by families.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Information Technology to support the curriculum? We have technology in every classroom and a computer lab. Through donations we also have tablets and additional classroom computers. In our intermediate division we have 10-12 desk top computers in addition to netbooks and tablets. Additional computer banks are set up in most classrooms in groups of 4-6.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Physical Education and DPA (in elementary)? All grades have P.E. 2-3 times per cycle. We also have Zumba for all grades every Friday during the winter. Swim to Survive program.	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? Many of our current staff have additional courses/skills or specialist qualifications in specific curriculum areas such as math, reading, Special Education, Computers, Music, Kindergarten, and Music Specialist.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Specialized programs (e.g. second language learning, ESL, Spec. Ed.)?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

What is the nearest access to similar programs? (Be specific by program)
 If available, similar programs would be in Dunnville or Cayuga and would require additional transportation.

Are there programs that make this school unique? (Be specific by program)
 Students at Rainham participate in Pen Pal programs with students from Six Nations and students from downtown Toronto. We even had a student pen pal from Toronto who had relatives in the classroom he was writing to and they had never met. So they came to Rainham and had a family reunion.

Our teachers invite experts such as Scientist in Schools and Artists in the Classroom to come and share their expertise and provide new learning opportunities for our students. Scientist in the classrooms visit every classroom each term with a very specific curriculum focus for each grade. The experience provides in depth hands on experiences for the students.

Rainham students participated in the Bio diversity Institute of Ontario and University of Guelph research project and had Malaise traps set up and monitored in the field. Students participated in hands on research and inquiry based learning in the meadow at the rear of the field. They were introduced to the life of a biologist and collected insects in traps and learned about DNA barcoding. The goal of the program is to encourage students to explore, question and gain a deeper understanding of the world in which they live.

The site of Rainham is in a unique area, The Carolinian Zone, with many plants and animals that reach their northern limit in Canada. An area was set aside and naturalized with prairie and Carolinian plant species. The naturalized area is a great location for kids to learn about plants and insects. A rare bat, the Eastern Pipistrelle, was found and identified by the students and released into a safer location. Rainham is also in an area of major bird migrating activity in the spring and fall. We have banded birds in conjunction with the Canadian Wildlife Service. This is a marvelous activity which ties beautifully with the Ontario Curriculum as well as conservation of birds in general.

Rainham also participates in Project Feeder Watch which is a project of Bird Studies Canada. The bird feeders are at the front of the school and can be viewed from a few classroom windows and by all students and guests as they come and go from the school. We have also networked with Habitat Haldimand to erect bird boxes for Eastern Bluebirds and Tree Swallows, which have successfully nested with many young birds banded and observed by our students.

The outdoor classroom under the pavilion is another unique opportunity at Rainham and has supported our science and nature studies as well as outdoor learning space of our Kindergarten program.

Additional Comments:
 Staff are committed to continued professional learning and apply this to the current teaching strategies. Many of the staff contribute their personal skills to other clubs and sports for the students. As a school community we believe that both the students and the staff have unique skills and gifts to share with one another and seek out learning opportunities.

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	■	■	No	□	□

		B	M		B	M
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: 1.0	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
A Teacher Librarian State FTE: .5 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: .5 position	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"/>
Does the school have programs and supports for students at risk? List programs: In addition to all classroom teachers, the following team members support our at risk students: The LRT's, in collaboration with the classroom teacher provide alternate learning solutions to best suit students at risk. Our resource team members include the GEDSB Program Support Personnel including a Social Worker, Behaviour Counsellor, Special Education Consultant, Speech Consultant and Child and Youth Worker. We consult with our Safe Schools Team. Also, we work closely with families and collaborate with community partners such as REACH, CAS, CPRI.				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Does the school have remedial programs onsite during the day and after school? List programs: Booster Club Strong Start Homework club Home reading program Class Act and KLLIC (speech & language support)				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Does the school have access to these programs in nearby facilities? Comment:				Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Does the school location easily attract parent/family/community partnerships/volunteers? Comment: We work hard to recruit volunteers through speaking with parents at meet the teacher and other school functions plus our website, newsletters and school sign.				Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Does the school have the capacity and numbers to support Early Childhood Centres?				Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Does the school host a Before and After School Care program?				Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Quality of the Learning Environment						
Literacy Resource Centre (e.g. Levelled Book Room) Comment: Book room with levelled books and professional resources.				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Science and Technology Labs: Comment:				Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	

Arts Facilities (Music, Drama, Art e.g. multi-purpose room) Comment:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>			
Gymnasium	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>			
Library with computer lab and carpet area in the book section.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>			
Auditorium	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>			
A stage with sound system, curtains, lighting, pull down screen	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 Rainham has a semi-circular driveway at the front of the school. Parents pick up students at our pick up location under the carport where students are escorted by staff to meet parents/guardians at the end of the day.	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? The Rainham community supports the school through fundraising initiatives and donations. These include tablets, computers, sporting equipment, Kindergarten resources, class trips and special guest speakers.					
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: Rainham is a one storey school with a wheelchair accessible bathroom.					
Safety and Security					
Is the school environment safe and secure for students? Comment: Yes. We have a Safe Welcome program and we follow Safe Arrivals procedures. All doors to the school are locked and all visitors sign in at the office. We have a first aid instructor on staff and many staff have current first aid which included training with the AED which is located outside the gym doors.				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

<p>Does the school environment contribute to a feeling of safety and security for students? Comment: All students participate in character attribute assemblies and we use that along with Kelso's choices to resolve problems and create an inviting environment for students, staff and the community.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Do present staffing levels contribute to a feeling of safety and security for students? Comment: We have additional supervision provided by lunch and recess paid supervisors. We respect the needs of all of our students and put measures in place including being a Nut Aware school.</p>	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 Junior Basketball Intermediate girls basketball Intermediate boys basketball Track & Field Intermediate girls volleyball Intermediate boys volleyball Co-ed junior Soccer Co-ed Intermediate Soccer Running club Baseball Junior Volleyball	30 25 20 12 12 60 15 15 20 20 35 15 20	
List Arts Opportunities	Number of Students	Comments
Primary/Junior choir Drama/music production School Wide Christmas Musical Three sold-out shows, get tickets now Sound/lighting crew Stage hands Remembrance Day Posters Fair Art Exhibition Artist in the Classroom	20 All students from JK/SK -6 230 Students Gr 7 & 8 30 100 100 Jr/Int Division	

Cayuga Secondary Drama Productions	Jr/Int Division		
List Leadership Opportunities	Number of Students	Comments	
Student Council	24	Gr 4-8 have two student representatives from each class. They organize character attribute assemblies, dance and colour days.	
Basketball Helpers	5		
Student Council Helpers	30		
Reading Buddies	4		
Kindergarten Helpers	8		
Library Helpers	6		
Tech Team	10		
Nutrition Helpers	8		
School Council Student Reps. Door Monitors	20 12		
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? Comment: We have a fabulous field for recess and outdoor physical education with two climbing areas, a swing set, tether ball poles and basketball area.		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school have adequate playing fields to support the extra-curricular program? Comment: The field also has an area for baseball, soccer, a triple jump pit and a long jump pit. The meadow at the rear of the field is a good area for outdoor science.		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school have adequate green space for student use during breaks/recess? Comment: However, there is an issue with drainage and the field is often too wet after it rains and remains wet sometimes for a few days. Therefore we are sometimes restricted to the paved area.		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 have most of the extra-curricular activities during the recess breaks because most of our students take the bus.		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is bus ride time a concern of students and parents? Comment: Length of Time on Bus (One Way) – average number of students		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
0-15 minutes	97		
16-30 minutes	101		

31-45 minutes	37		
46-60 minutes	0		
61-75 minutes	0		
<p>What opportunities are available to access existing town facilities? (e.g. arenas, pools, gymnasiums)</p> <p>The Lions Club Park and new multi-purpose facility is within walking distance for our students. For the Winter of 2015-2016, outdoor skating will be an option for our school to participate in. It will be within walking distance of the school.</p>			
<p>Other Value to Students?</p> <p>The nutrition kitchen is fully equipped to provide daily snack to all students in the school. Parents and grandparents enjoy this space as they prep food and chat with each other. Classroom teachers also use this space to teach students. For example, one class worked on procedural writing and then took their recipes to the kitchen and tested them out.</p>			
<p>Additional Comments</p> <p>Rainham Central School has a dedicated staff who work as a team to support all of our students and their individual learning needs. This is a very close knit community and the atmosphere at the school mirrors the welcoming feeling of the community.</p>			



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

Value to the Community		
<p>What do you consider to be your school community? The area from Haldimand Rd 20 south to the lakeshore including Fisherville, Rainham Center, Selkirk, and Sweets Corners.</p>		
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:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Youth Activities Explain:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Cultural Events and Observances Explain: Volunteers and community members provide a homemade turkey supper for the school. We also have a Remembrance Day assembly with the Veterans and members of the community in attendance. The Christmas musical is a full house sold out production.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Social and Recreational Sports Explain: A CPIP (Community Partnership Incentive Grant) has just been approved to build an outdoor full size basketball court behind the school. This will be available to families who use this space after school.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Partnership Initiative with the Government Explain: We have a daily nutrition program that is government funded. Our nature studies bird banding is a government partnership with Environment Canada.	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: Earth Day Community Clean-Up		
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? This is a rural community and access to a similar program would require a significantly longer bus ride.		
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)		
There are no community activities held at the school. The Lion's Hall is 1 KM from the school and most community events are held there.		
How/what programs could the school attract? We are always open to and welcome the opportunity for community programs.		
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 type="checkbox"/>	No <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) <ul style="list-style-type: none"> • Graduation at Lion's Community Centre • Children who don't have means to participate in elite/community organized sports have the opportunity to be on a school team • Christmas food drive • Toonie Toque Tuesday • Craig Warren Memorial Community Basketball Tournament Founding Participants • Proximity and use of Wilson MacDonald School House • Diary Educator • Right to Give • Participation in Caledonia Fair- Eggstravaganza and Agriculture Program • Richardson's Farm • Taquanyah Grand River Conservation Area • Christmas Food Drive 		



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

Value to the School System
What will be the impact on the capacity of the system to offer programs in the following areas if this school closes/changes?
Range of Programming
Full range of programming can be offered. The likelihood of split grades decreases when schools are amalgamated.
Student Supports:
(e.g. Guidance – Learning Resource Teacher) LRT support will remain the same or increase.
Effective Intervention Programs:
Intervention programs are affected by school population. An increase in school population will result in an increased level of support (i.e., Child Youth Worker, Social Worker, Speech Pathologist 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: Not likely

<p>Is there adequate space in nearby schools to accommodate the students at this school? Explain: No</p>		
<p>Does the school generate enough funding to sustain itself without drawing funding from other budget lines? Comments:</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>Additional Comments:</p>		
<p>Facilities:</p>		
<p>Is the school's Facilities Condition Index better than the Board average? Board Average 24% - Rainham 26.1%</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
<p>Does the presence of the school reduce travel costs that would otherwise be necessary?</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
<p>Will closing/changing the school help the School Board avoid incurring significant repair costs that are not covered by targeted renovations programs?</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
<p>Is the projected replacement cost less than the cost of major repairs?</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
<p>What is the impact of this school's closure/change on facility operating and capital budgets? Ten year capital renewal costs per pupil are: \$13,762 The annual operating cost per pupil is : \$137</p>		
<p>Other value to the school system? Real property value could be recovered through sale or lease to an interested third party. Additional Comments:</p>		



**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: It is important for a rural community to have a school in the community and is a factor for young families when looking to purchase homes in the community.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is an alternate school location available that is considered to be within the community? Comment: The next closest schools are Jarvis Public, J.L. Mitchener and Grandview Central.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Is this the only school in the community? Comment:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
B. Cooperative Education and Partnership Opportunities		
Are these experiences available in the community? Comment: We have co-op students from Cayuga Secondary School, and Fanshawe and Mohawk College. We also have student teachers from Brock University and Nipissing University.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school have significant and on-going business partnerships in the community? Comment: We have support from a local home improvement store in Selkirk. They make donations of sporting equipment. Also, the Lion's Club hosts our graduation for a reduced cost. Our hot lunches are provided by Godfathers, Subways, and Foodland. Sweet Retrospect also provides us popcorn for our fundraisers.	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:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

Does the location of the school have a direct impact on local businesses? Comment: There is small variety store and gas pump approx. 1km from the school	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
D. Other Value to the Local Economy?		
Comments:		



**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: All classrooms are used for instruction, whether for whole group or small groups of students. There is a book room to house both professional and instructional resources for staff. There is an Educational Assistant office/room which houses seven E.A.s and their educational games and furniture, some of which is specifically designed for helping students to deescalate if they are upset. While most of our classes are split grades, there are at least two classes for each grade allowing staff and students multiple opportunities to collaborate and learn.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Large blocks of literacy (2 hours) and math (1 hour) instruction? There are three instructional blocks of time including 120 minutes in the morning used for literacy; 100 minutes and 80 minutes. Within the 100 and 80 minutes blocks, students experience at least a 60 minute numeracy block.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Arts Programs? All teachers provide instruction in the arts.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Information Technology to support the curriculum? There is a computer lab in the library. The lab includes 28 desktop computers, an LCD projector, a full screen, a whiteboard. Every class schedules time. Kindergarten classes are outfitted with a bright link or SMART board which allows for young students to participate in interactive learning. The special education classroom has a class set of tablets. All primary classes have a set of tablets. All junior and intermediate classrooms have class set of netbooks. All classrooms have white boards. All primary, junior and intermediate classrooms have document cameras. All primary, junior and intermediate classrooms have a LCD projector. We have a sound system for the gym.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

<p>Physical Education and DPA (in elementary)? All junior and intermediate classes have P.E. every day for at least 40 minutes. Primary and Kindergarten classes have P.E. at least 3 times a cycles. Kindergarten classes also go outside everyday as part of their learning curriculum. There is also daily physical activity in all the classrooms. The lessons are presented by the home room teacher or through prep coverage</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Library? Our teacher-librarian works 0.5 contract which is about 0.5 of every day. He is responsible for book exchange with the students and library administration. We also have a Library Administrator from the GEDSB come to our school for durations of a couple of days every term. The teacher-librarian has trained many intermediate students that assist with book shelving every morning before the bell rings.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Lead and/or specialized teachers with specialized skills? Currently, several staff members have specialized skills in specific curriculum areas. Our French teacher, Librarian, LRT, and Self-Contained teachers have specific qualifications for those positions.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Specialized programs (e.g. second language learning, ESL, Spec. Ed.)? We have a Special Education Class deemed as Mixed Exceptionalities Classroom (MEC) for junior and intermediate classes. Beginning in September 2015, we will have a Primary Strategies Classroom for primary student.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>What is the nearest access to similar programs? (Be specific by program) The nearest MEC class is at Hagersville. We will be the only school in Haldimand that offers the primary strategies classroom beginning in September 2015.</p>		
<p>Are there programs that make this school unique? (Be specific by program) At this time, the Mixed Exceptionalities Classroom is unique to the school and the Dunnville Area. Their presence in the school fosters a culture of inclusion. The students are in the classroom for grade 4 – 8.</p>		
<p>Additional Comments: The staff is a dynamic team and certainly provides a high quality instruction program. We celebrate our students’ academic and character attributes at bi-monthly Leader of the Pack Assemblies. Our school also hosts many athletic events, including Super Meet and have many staff members who lead in this area. There are many clubs, including intramurals for all students to participate in. We have many student led clubs that are offered during the nutrition breaks. Some of these clubs include: Pokeman, Monster High and Furry Friends Club.</p>		

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: .5	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
A full-time Secretary State FTE: 1.5	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
A Teacher Librarian State FTE: The Teacher Librarian is tied to preparation and varies from year to year.	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
Guidance State FTE: 0	Yes	<input type="checkbox"/>	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A Learning Resource Teacher State FTE: 1.5	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"/>
Does the school have programs and supports for students at risk? List programs: The LRTs, in collaboration with the classroom teacher and families provide alternate learning solutions to best suit students at risk. We collaborate with community partners such as REACH, CAS, CPRI, the GEDSB Support Program personnel including a Social Worker; Behaviour Counsellor; Special Education Consultation; Speech Consultant and have a Child and Youth Worker housed in our school. We also work with our Safe School Team.				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Does the school have remedial programs onsite during the day and after school? List programs: Volunteers run the Strong Start Program under the direction of teachers and community partner. Class ACT is a program used in the primary classes for language instruction. Camp SAIL is offered during August for invited students in Grades 1 – 3 with staff and administration with collaboration with the YWCA. Leveled Language Intervention (LLI) is administered to a small group of students daily by LRT. Booster Club offered in April/ May for students in Grades 3 after school. Family Math Nights offered in the winter to families of ELK students with our partner, REACH and staff. Reading Buddies Math Buddies				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Does the school have access to these programs in nearby facilities? Comment: Depending on the program, the Dunnville Library is open for literacy based activities. Also, Dunnville Secondary School offers programming in the REACH Ahead programs.				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Does the school location easily attract parent/family/community partnerships/volunteers? Comment: Close to downtown and residences; multiple facilities for meetings. We have about 10 volunteers that assist with our nutrition program. There are 5 volunteers for Strong Start. We also have many volunteers for trips and special events.	Yes <input checked="" 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 checked="" type="checkbox"/>
Does the school host a Before and After School Care program?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Quality of the Learning Environment		
Literacy Resource Centre (e.g. Levelled Book Room) Comment: Extensive Book Room with levelled reading and professional resources. This room also doubles as a meeting room. The LRT room allows for students to received LLI instruction, class act instruction, testing for students; quiet space for students who may need it; space for at risk students to receive education. Room for Education Assistants	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Science and Technology Labs: Comment:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Arts Facilities (Music, Drama, Art e.g. multi-purpose room) Comment: We have a double gym with a stage, sound system, screen and lights.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Gymnasium Double gym which hosts many tournaments for schools in the Haldimand Area. This double gym allows for classes to team up and the opportunity for two sport teams for each sport.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Library Library has a lab within it. There is a primary section reading section with primary furniture and a junior/intermediate reading section with appropriate sized furniture.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Auditorium	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
A stage	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Staff/Visitor Parking While there is parking in the front and back for staff and visitors. However, visitors often have to park on Cross St.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Student drop-off and pick-up area for parents There is a drop off loop at the back of the building.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Bus Loading Zone We are a hub for transfers for elementary and secondary students, including students from the Catholic School, St. Michael's in Dunnville.				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Does the school have property to accommodate development or additions? School has 16 acres.				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? The community raised funds and participated in the Community Partnership Incentive Program (CPIP) with the Grand Erie District School to purchase the School Sign located at the front of the school.						
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. Accessible male and female washrooms on bottom floor. There is also an accessible washroom in the new kindergarten classroom.						
Safety and Security						
Is the school environment safe and secure for students? Comment: Yes, all doors are locked at the school. There are well established Safe Welcome and Safe Arrivals protocols in place. Visitors have to use a "buzzer" to gain access to the front door.				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, according to our Tell them from Me, students have a healthy sense of belonging to Thompson Creek Elementary School. Within the Grades 7 and 8, 70% feel like they belong, whereas Grade 4, 5 and 6 students, 73% feel like they belong. Ninety percent Grade 7 and 8 students identified positives relations at the school and 85% of our Grades 4, 5 and 6 students reported that they have positive relations at the school.				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"/>	

There is a supervision schedule which includes, teachers, educational assistants, early childhood educators, and a paid supervisor.			
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		20	We have enough students and coaches for two teams for most sports. This allows for more participation of students.
Jr. Co-ed Basketball		30	
Int. Basketball –boys and girls		60	
Track and Field		200	
Jr. Co-ed Volleyball		30	
Int. Volleyball – boys and girls		60	
Chess		25	
Slow-pitch		12	
Cross-country		50	
Orienteering		40	
List Arts Opportunities		Number of Students	Comments
Recorders		25	This is an area we wish to further develop, perhaps in collaboration with the Dunnville Theatre Group.
Christmas Concert		370	
List Leadership Opportunities		Number of Students	Comments
Leader of the Pack Assemblies		370	
Kindergarten Helpers			
Office Helpers			
Reading Buddies			
Math Buddies			
Does the school have sufficient green space and playing fields?			
Does the school have adequate playing fields to support the physical education program? Comment: Large school field (with track) Soccer field with nets in the middle of running track Large playground equipment. Large fields across street. Basketball courts Baseball Backstop Games painted on the tarmac for all levels		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school have adequate playing fields to support the extra-curricular program? Comment: Yes. We host the Super Meet event in June. This is a track and field event open to the 13 schools in Haldimand, plus one school in Six Nations.		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

<p>Does the school have adequate green space for student use during breaks/recess? Comment: Yes. The students are separated through a divided recess. The kindergarten students have one area of the playground and are out during recess with the Grades 1 – 4 students. Grade 5 – 8 students have the whole field during their time outside at recess.</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>										
<p>Student Bussing</p>												
<p>Does student bussing reduce opportunities for students to participate in extra-curricular activities? Comment: Intramural sports occur during nutrition breaks. Teams practice after school. Students and staff make prior arrangements to be picked up</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>										
<p>Is bus ride time a concern of students and parents? Comment: Bus times need to be considered as relevant information if looking at boundary changes or school closures which creates new bus routes. Length of Time on Bus (One Way)</p> <p>Length of Time on Bus (One Way) – average number of students</p> <table border="0" data-bbox="212 894 753 1199"> <tr> <td>0-15 minutes</td> <td style="text-align: right;">155</td> </tr> <tr> <td>16-30 minutes</td> <td style="text-align: right;">43</td> </tr> <tr> <td>31-45 minutes</td> <td style="text-align: right;">43</td> </tr> <tr> <td>46-60 minutes</td> <td style="text-align: right;">8</td> </tr> <tr> <td>61-75 minutes</td> <td style="text-align: right;">1</td> </tr> </table>	0-15 minutes	155	16-30 minutes	43	31-45 minutes	43	46-60 minutes	8	61-75 minutes	1	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
0-15 minutes	155											
16-30 minutes	43											
31-45 minutes	43											
46-60 minutes	8											
61-75 minutes	1											
<p>What opportunities are available to access existing town facilities? (e.g. arenas, pools, gymnasiums)</p> <p>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). Students in Grade 7 and 8 visit local eateries and stores during second nutrition break.</p> <p>The arena is a short bus ride away.</p>												
<p>Other Value to Students?</p> <p>Our staff works diligently to make our school a warm and welcoming place for all who enters the doors to feel welcomed and valued. Volunteers are welcomed and appreciated for our Early Morning Meal (3 food groups) for all students. Also, families are encouraged to join us for our Leader of the Pack Assemblies.</p>												

Individual lockers ~ allow for security for older students with valuables
Lunch Rooms. We have two supervised spaces that provides out of classroom eating facilities allow for easier sanitation cleaning. The spacious nutrition room (room 2) equipment that allows for our Early Morning Meal nutrition program. This room has 4 refrigerators, two deep freezers, 2 stoves and 1 dishwasher.

There is also a washing machine and dryer in room 2 that allows for team jerseys and student clothing to be cleaned, as well as other items in the school

Students really enjoy playing on our large playground structure.

Additional Comments



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

Value to the Community		
<p>What do you consider to be your school community? Dunnville and surrounding Area. Agricultural area with small businesses in town. The boundary lines include, generally, :</p> <p>North – Haldibrook Road West – Johnston Road South – Diltz Road/Robinson Road East – Hines Road</p>		
Use of Facilities and Green Space for Community Use		
Daycare Explain:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>Are there plans for local partnerships for delivering daycare and other community and social services? Explain: The GEDSB conducted a parent survey about before and after day care. There was not enough interest generated at Thompson Creek School to proceed Note: Camp SAIL is a recreational program offered in partnership with the YWCA and provides learning in a camp setting atmosphere for 12 days in late August.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Youth Activities Explain:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>Cultural Events and Observances Explain: Christmas Celebration Community Members book the school every Christmas for religious celebration.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Social and Recreational Sports: Basketball; Super Meet Explain: Leagues run in the evening for children in the town to participate in Basketball. Super Meet is a track and field event that attracts 800 visitors. We offer food (purchased locally).</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Partnership Initiative with the Government Explain:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

Other Uses/Rentals, Etc.		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Explain: There are sports for adults here. There are leagues for volleyball and basketball.			
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 annually 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):			
Type of Activity	Hours Used	Number of People Served	
Youth Sport	50	600	
Youth Sport	112	1700	
Church Meeting	16	600	
How/what programs could the school attract? Thompson Creek Elementary School would like to offer students the opportunity to express their creativity through the many facets of theatre. We would like to partner up with the Dunville Theatre Group. While our school offers many sporting events, we would like to increase the number of opportunities for theatre, music, set design and acting.			
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 type="checkbox"/>	No <input checked="" type="checkbox"/>
Does your school offer adult learning programs?		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
What other value is your school to the community? (e.g. Heritage Value) There are new smaller subdivisions that are being constructed within the catchment area of Thompson Creek Elementary School.			



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

Value to the School System
What will be the impact on the capacity of the system to offer programs in the following areas if this school closes/changes?
Range of Programming
Full range of programming can be offered. The likelihood of split grades decreases when schools are amalgamated.
Student Supports:
(e.g. Guidance – Learning Resource Teacher) LRT support will remain the same or increase.
Effective Intervention Programs:
Intervention programs are affected by school population. An increase in school population will result in an increased level of support (i.e., Child Youth Worker, Social Worker, Speech Pathologist 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. The nutrition program may have to be moved to another space to free up the classroom currently used for this program if needed in the 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		
Does the school generate enough funding to sustain itself without drawing funding from other budget lines? Comments:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Additional Comments:		
Facilities:		
Is the school's Facilities Condition Index better than the Board average? Board Average 24% - Thompson Creek 21.5%	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? Ten year capital renewal costs per pupil are: \$14,142 The annual operating cost per pupil is : \$137		
Other value to the school system? Real property value could be recovered through sale or lease to an interested third party. Additional Comments:		



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

Value to the Local Economy		
Define the area the school considers to be its local economy.		
Comment on each of the following areas in relation to the local economy.		
A. Attracting and retaining families in the community		
Is the location of this school important in terms of attracting families? Comment: This school is located on 16 acres nestled near the Grand River. There is land available for housing to be built.	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 four public schools, 1 Catholic school and 1 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 provides “An Early Morning Meal” every day to all students. This meal includes three food groups and involves partnerships with the Children’s Nutrition Network and local businesses.	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 Our school generates employment for Haldimand County (Camp SAIL, REACH, CAS).	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the location of the school have a direct impact on local businesses?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
D. Other Value to the Local Economy?		
Comments:		

October 20, 2015

Submission from Glen and Stephane Dale, Lowbanks

To Whom It May Concern:

Regarding the possible closing of Anna Melick Memorial School.

I would love to come to the meetings in support of Anna Melick Memorial School, but have 4 little children and can't seem to get away.

But I do support Anna Melick, and wish for it to continue to stay open. I drive my children every day to school and prefer that over sending them into town to a school. I prefer the fresh air in the country for the children/students and a small friendly school setting. If Anna Melick should close, my other options are to Home School, or send them to Winger, another small country school. I am sad to see the small country schools disappearing, and hope more people would continue to support them. With Bus Routes accommodating them as well. This would be much more helpful in attendance for the smaller schools.

I am not in support of a SUPER SCHOOL at all, in fact I very much Dislike the very thought of it, and will not support anything about it at all. Ever.

It will be a VERY SAD day when Anna Melick is forced to close its doors for the last time.

Thank-You for listening to my thoughts and concerns,

Sincerely,

Glen and Stephanie Dale

in Lowbanks

My name is Susanne Austin and I am the Community Rep for Grandview School. I have lived in the Grandview School Community for 50 years and have been associated with Grandview School since 1969. I was a Primary Teacher from 1969-2000 and am now a Volunteer. I have been on the Parent Council since its inception in the mid 90's. This is the 4th ARC Committee trying to close Grandview School. The 1st being in 1988. Grandview is a Community School with 2 types of families. We have the core families of farmers, and families who have chosen to live in this Community because of Grandview School. These new families are here because they have already experienced the large school atmosphere and were not happy. There is presently a 4th generation student attending Grandview school. I taught her Grandmother and her Father. The Community supported us in 2000 when one of our teachers died at the age of 35 from Breast Cancer. We raised the money together to build a playground and memorial garden and also a reserve for their maintenance. We have a Partnership with Byng Park for our outdoor activities and annual clean-ups which promotes responsibility for our environment with the students. It's a 15 min walk from the school. We are

within walking distance of Dunnville for "Knowing Your Community Activities". Our students have visited Grandview Lodge and presented various programs to the residents. Until his death in the spring we had a Therapy Dog named Duncan. He could be found in the Library laying on the Chesterfield, wagging his tail and listening to children read. Our local Fire Hall supported us with Fire Prevention projects, visits and fund raising activities. In emergencies it use to be our gathering point. Our Volunteers are family and Community members. The Volunteers are always met with a smile and a friendly Hello. They don't need nametags because the students and teachers know who they are and why they're at the school. The Volunteers present the 10 wk Strong Start Program designed to help primary students with sounds, letters and words. The Rocking Reading program is a 1 hr / week program where Volunteers listen to children read. As part of our Remembrance Day program the students send Christmas cards to Canadian Soldiers overseas and to local vets. This is the 20th year for this program. Special food days on Fri are run by Volunteers. There is a rotation of food lunches with hot dogs once a month requiring volunteers to

cook them. We have a wide variety of fundraising activities ranging from pie making requiring approx 30 volunteers to selling plants requiring 2-3 volunteers. Many volunteers help with more than 1 activity and have been there for the students for numerous years. The money raised from these fundraisers is used directly to support programs for the students. The students are given the opportunity to suggest what they would like so they have an input in the process. Grandview is a family oriented Community School. The emphasis is family and community providing a solid, safe and friendly educational base for the students to build their future. There has been talk of a Super School with no real opportunity for discussion. You can't build a super school, you build a super building. It's the students, families and Community that make it a Super School. Dunnville already has super schools they just don't have super buildings. What's more important keeping students in their community school or a super building? This committee doesn't want to re-visit school closures but will have to as long as there are no jobs paying reasonable wages to attract young families with children to this area. The Grand Erie District

School Board and Haldimand County need to work together to promote this area. The house building in Dunnville will run out of properties and the logical location is the Grandview School area. The tax payers are paying for these schools and they are concerned about school closures and the affects on this community, not the amount of ed. tax on their property taxes. The Board is dealing with the lives of students, their families and community. They are not inanimate objects to be put in places so the results look good on paper. If schools close the students will be removed from their chosen school and Community, not the best solution for the students who are the most valuable part of the process. You have clearly stated that you want what's best for the students. You need to find a way to keep these schools open and prove to the Board / Ministry that this is the best solution for the students. Anything less than keeping our schools open is a failure of the ARC committee. If the Board / Ministry does not accept your recommendation to keep our schools open they are the ones who do not have the best interest

of the students as their priority. They're more concerned with having their paperwork look good. They need to put as much thought, time and effort to justify keeping our schools open and also make it look good on paper. Everything looks good on paper it's the real world that changes the plan. I had a principal who told me you always do what's right for the student and if this is in conflict you need to beg for mercy and prove your decision was right for the student. I'm asking you to make the right decision and keep our schools open so that our students can attend their community schools. Do what's best for the students and beg for mercy later.

This is an appendix to my original presentation because this information was given to me on the weekend. A local farmer has been told they can no longer farm the property across from Grandview School. They have been told by the quarry owner that Grandview School is closing and the quarry is expanding with an entrance to the expansion across from the school. This farmer has also had a conversation with another resident stating that a Board Member has told them that Grandview School is closing. This information being correct, this AHC committee has not been honest with this community and has given them the illusion that their input really matters. When in reality the decision has already been made and this is an exercise in futility for the concerned Dunnville Community and Grandview School.

Susanne Austin



Amalgamation of Fairview, Anna Melick and Grandview into One School

Hello, my name is Beth Blake and I was born and raised in Dunnville and am now a Grandview parent of two boys.

The 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 this area. In essence, we are here to try to cut costs. How is building a new school consistent with saving money? In order to understand how a new school fulfills cost cutting one needs to understand the concepts of capital costs and operation costs. Capital costs are mostly one time costs, similar to when you purchase a house. You only have to get the money together once. In contrast, operational costs are costs incurred on a regular basis. If you can't carry a house and pay the electricity and cable and taxes each month, you lose the house. So with a new school, Mr. Doyle has told us that the government now has an "appetite" for building new schools. Why would they do this? Because they can make up for the capital costs by the savings they have in operational costs. We all get how closing 2 properties and schools and only having one property can save a pile of money. But let's look at the staffing issues involved in combining three schools. Three principals will likely become one principal and one vice principal. Having more students can maximize class sizes to capacity, cutting back further on teachers. Diamond Trail Public School in Welland, a new school opened in 2013 combined three school communities and now only has one French teacher and one teacher librarian. Again you can see the cuts that can potentially happen when you combine learning resource teachers, educational assistants, special education teachers, school secretaries, custodians, lunch helpers and recess supervisors. You simply can cut the total number of staff at one school than what you had at three schools. These potential cost cutting measures on wages and salaries can add up to huge savings on operational costs. We have to ask ourselves: "what is the cost of these savings on our children?" How well will a principal know your child if they are 1/550 versus 1/142 which is the case now at Grandview, or 1/279 at Fairview? As well, having 550 students on a property that currently houses 279 children will be a huge change to recesses. Will they have to stagger recesses? What are the safety issues to watching that many children? An additional 250 extra children will have to be bused which will mean 6 extra buses converging on the property in the morning and afternoon. How with the neighbors feel about this significant increase in traffic? Where will the extra parking for staff be? Will that encroach on the already compromised playground space? Someone mentioned at the last meeting how great and strong our sports teams will be. However, less kids will be able to be part of the teams as three separate school teams will now become one. And we will only have one other school in Dunnville to play against. How will the teacher's operate under these circumstances and how will their extra stress affect our students?

As parents, we choose where we live and therefore what school our children will attend. I disagree with Mr. Doyle's opening comments that our children will be fine wherever they are, just like his children were. I want my kids to be more than just fine in a school that I chose for them to attend. In our school my two boys know kids from JK to grade 8 and speak to them by name. The big kids look out for the little kids and they are part of a community that is just the right size for them. Dunnville is a rural community and doesn't need city-sized schools.

A big concern with an amalgamated school is that if we choose this option there is no guarantee that it will happen. Even if the government agrees to fund this option the town might say that the

infrastructure like roads, sewage and the property itself does not support a school of this size. And honestly, when we are here to cut costs, what do you think the chances are of funding a pool or recreational centre or any extras. WE ARE HERE AT THE ARC BECAUSE WE NEED TO CUT COSTS, and a pool and recreation centre will only add to the operational costs.

Also, with this option of building a new school, if it is rejected, there must be a plan b option. Currently, by default, Grandview and Anna Melick would close and they would still have to add on to the existing schools to accommodate for us not having portables.

Amalgamating Grandview, Anna Melick and Fairview schools into a new school called the "Superschool" was announced at the last ARC meeting. I say it is a big new building. If you think that bricks and mortar are more important than adequate staff to educate our children then you should stick with this option. But keep in mind...we currently have super schools – the schools that our children are in now. Let's preserve as many of these as we can. I urge you to vote for Option 10b, our most viable option from a funding perspective that also preserves our already super schools – Grandview, Fairview and Thompson Creek.

Thank-you.



Best Start Community Hub at Fairview Avenue

*A community hub that supports the four
foundations for learning: belonging, well-
being, engagement and expression*

How Does Learning Happen?

Presentation by

Tamara Pedley, Haldimand-Norfolk R.E.A.C.H.

Jennifer Huxley, Lansdowne Children's Centre

The Best Start for the Best Future



Best Start Community Hub

2003

- Haldimand Norfolk REACH
 - Dunnville Central location chosen for Ontario Early Years Centre (OEYC)

2004

- Haldimand-Norfolk REACH
 - Ready, Set, School, half-day licensed early learning program located at Dunnville Central School

June 2011

- East Haldimand ARC concludes with decision to close Dunnville Central

July 2012

- Best Start Community Hub moves to Fairview Avenue School





Best Start Community Hub

Three areas that we will highlight are:

- Value to the School System
- Value to Families
- Value to Community



Best Start Community Hub Value to School System

The Best Start Community Hub has provided families with services needed for the transition to school. Many of the children who attended programs have started Kindergarten with a great foundation.

Kindergarten and ECE Teacher





Best Start Community Hub Value to the School System

- Variety of programming delivered in the school from prenatal to school age
- Wonderful enriched start to support all children
- Great success in school for all children
- Located in Elementary School engages families early
- Enquiry based learning from infancy to transition to school
- Aids in successful transition to kindergarten
- School seen as a community partner



Best Start Community Hub Value to the School System

Ready, Set, School

- Licensed early learning program
- Positive & responsive educators
- Play-based learning environment that promotes curiosity
- Physical wellness is promoted daily through variety of activities
- Supports transition to full-day kindergarten





Best Start Community Hub Value to the School System

Ready, Set, School

- Social skills are practiced with peers
- Individual strengths are valued
- Children's creativity and curiosity is encouraged
- Caring relationships are fostered



Best Start Community Hub Value to Families

- *Our family enjoys the centre in Dunnville. We especially like that it is located at a public school.*
- *We enjoy the interaction with other children and going to school.*





Best Start Community Hub Value to Families

- Birth to school age services offered in one centralized location
- Safe play-based learning environment
- Variety of programs and services offered in one location
- Child care offered in school setting
- Hub for access to information and resources
- Opportunity to become comfortable with school team and routines before child(ren) enter school
- Build relationships with other families



Best Start Community Hub Value to the Families

Prenatal and Infant Programs

- Parents participate in programs at an early start that include:
 - Prenatal Classes
 - Infant Massage
 - Song & Story Time
 - Well Baby Clinics
 - Car Seat Information
 - Receive resources and services in the community





Best Start Community Hub Value to the Families

Well Baby / Breastfeeding Drop In

- Partnership with HN Health Unit (Healthy Babies, Healthy Children)
- Talk with a Nurse and/or Early Years Facilitator about breastfeeding, life with baby, and child development
- Entry point for most families to enter the school system



Best Start Community Hub Value to Families

Play & Learn Drop-In Program

- For parent/caregiver and children
- Promotes play based learning and community resource sharing
- Last year served 185 children, 138 parents, and 614 visits

Weekly Programs

- Tuesday and Wednesdays
8:30 am to 11:30 am
- Varied evenings for programs

Monthly

- 2nd Saturday - 9:00 am to noon





Best Start Community Hub Value to Families

Play & Learn Drop-In Program

- Promote play-based learning
- Builds positive relationships with program team, school team & school environment
- Focus on developing relationships, cognitive, physical and social skills
- Increases parent's knowledge on child development, parenting
- Become familiar with school routines, personnel and environment



Best Start Community Hub Value to Families

Parent Learning Opportunities

- Child Development Topics
 - Ages and Stages
 - Toilet Learning
 - Nutrition
- Importance of Play
- Physical Literacy
- Early Literacy
- Numeracy





Best Start Community Hub Value to Families

Parent & Child Workshops

- Baby Picasso
- Infant Massage
- Mother Goose Story Telling
- Gym Time
- Cooking with Kids
- The Value of Play
- Daddy & Me
- Family Math Fun Nights
- Family Literacy Program



Best Start Community Hub Value to Families

- *My child is now very comfortable in school and doing well due to the community supports we received from having the center in our community*
- *This program has helped my child prepare for school*
- *I have seen a big difference in my daughter since coming and my parents mentioned the change too. Don't know what I would have done without this resource located in our Dunnville community*





Best Start Community Hub Value to the Community

- Shared responsibility; responsive to the needs and priorities of families in Dunnville
- Easy accessibility
- Within current provincial mandates, presence of community hubs are a priority
- The Best Start Community Hub provides space for many community agencies for program delivery, meetings, family discussions, and office space



Best Start Community Hub Value to the Community

- Lansdowne Children's Centre
 - dedicated space for Occupational Therapy and Physiotherapy programs
 - Increased service hours for clients
 - More children are seen in their own community eliminating the need for lengthy travel

The Best Start Community Hub at Fairview Avenue School offers Lansdowne Children's Centre therapists the opportunity to provide services in a location easily accessible to our families and within their own community.



Best Start Community Hub Value to the Community

As we implement the Special Needs Strategy in Ontario, we are aware that access to services in a child's own community is vital.

Presence within the Best Start Community Hub family friendly environment allows Lansdowne and other community partners the opportunity to provide services to our families in the Dunnville area. The location permits families easy access within an area that has limited transportation options.



Best Start Community Hub Value to the Community

- School
 - School / Parent Council Meetings
 - Teacher Training
 - Extra learning space
- Ontario Works
- Please Be Seated Clinics
- Preschool Speech & Language Program
- Haldimand Norfolk Health Unit
 - Breastfeeding
 - Nutrition
 - Dental Screening





Best Start Community Hub Value to the Community

- Haldimand-Norfolk R.E.A.C.H.
 - Ontario Early Years Centre
 - Play and Learn Drop-In Program
 - Parent-Child Learning Opportunities
 - Parent Learning Opportunities
 - Professional Learning Opportunities
 - Toy & Resource Lending Library
 - Referrals and resources
 - Family Early Intervention Program
 - 123 Look At Me! Developmental Screening Clinics
 - Infant & Child Development Services
 - Autism Services
 - Child Nutrition Network
 - Ready, Set, School
 - Licensed Child Care Program



Best Start Community Hub Value to the Community

"I love the centre and the feeling of belonging to the community that it gives to my son and I!"





Best Start Community Hub

- **Value to School System**
Variety of programming delivered in the school from prenatal to school age
- **Value to Families**
Build relationships with school, services & families
- **Value to Community**
Hub of information, resources & services



Community vs. Corporation

Since moving to Dunnville, my children have attended both a large school and a small school in the area, spending the same amount of time at each. I would like to take this opportunity to provide you with my personal comparison of the two.

Grandview operates more like a community rather than a corporation. The relationships built between parents, teachers, administrators and students are intense and enduring, making it possible for teachers to make an impact beyond their classroom doors. People can't connect in the same ways in a large school because intimacy is impossible and students are anonymous. At Grandview, everyone is familiar with one another, making it a more intimate, personalized environment. Education is more productive when parents, students, administrators and teachers are bonded in their educational roles. Parental involvement tends to be greater at smaller schools, which comes from everyone knowing each other personally. As a result, there is a greater sense of unity. All of the members of the Grandview community have a clear sense of a communal mission and are able to band together when necessary.

Large size and fragmented human contact complicate the management of large schools, which increases the importance of formal rules to regulate behaviour. At smaller schools, administrators and teachers are more able to identify problems, respond innovatively and effectively and adapt to change. My son has just recently been diagnosed as having autism and obsessive compulsive disorder. He doesn't know how to function as a number in your system. At the larger school, his behaviour was handled the same way as any other number in your system. At Grandview, he has never been disciplined for his inability to function like everyone else. It was quickly recognized that my son is unable to communicate his needs effectively and that his behaviour is really just his form of communication. As a result, administrators and teachers were immediately able to address his needs, thereby, decreasing his behavioural problems. And, not once have they ever expected my son to be just like everyone else.

Also, athletic teams are limited to a certain number of players and excess players are cut from the team. My daughter isn't the best athlete. In a larger school, she would always be reduced to a spectator role. At Grandview, she has had the opportunity to play on every team that she wanted to, giving her a heightened sense of belonging.

My children were cogs in a large, impersonal bureaucratic system and now that they are part of a community they are able to use their unique gifts and talents to truly shine as individuals.

In making this decision, I encourage you to truly consider the impact that this is going to have on our children. It's not about you, it's about our children because our children are our future!

Submitted by:
Allison Blake

Ladies and gentleman of the ARC committee,

I'm going to keep this short and sweet. I believe if you take away the emotion and look at the hard facts using the numbers given by the board you will agree with me that the best solution here for everyone from the students to the board is the idea of a new school built on Fairview property.

There is more than enough room to accommodate a larger school and still have a good deal of green space for the students. The combined 5 year projected "facilities upgrades" of the three schools that would be combined (Anna Melick, Grandview, and Fairview) is equal to about 80% of the cost of building a new school. The projected upgrade cost for the three schools is approx. 8.75 million dollars and the projected cost of a new school is approx. 11 million.

All the students that enroll at the new school would benefit from the latest and newest technology and design that can be offered.

The school is in the most central location to service a large number of walking students and in the boards presentation it was projected that the bussing needs would not change very much (so it is not a real inconvenience for the new students). It would also give this town something new, exciting and beautiful. Something to be proud of.

I also feel this would be the best way to keep people who are threatening to leave the Granderie school board and could also help bring some "lost" students back. Who wouldn't want their children in the best available facility?

Please do not be drawn in by emotion and do what is best for everyone and recommend the option of a new school in Dunnville.

I realise this leaves the Cayuga area as status quo and I feel the only way that can change is if the boundary for JL is moved in a way that will bring some of Rainhams students (who are bussed anyways) into the town school.

I also want to add that Fairview should never be looked at as an option for closure. It is a desperate attempt to keep smaller underutilized schools a float, but removes the one school that the majority of the students in town can walk to, and busses them to outlying/rural schools. That sure doesn't make much sense to me!

I hope we learned from the lesson last time we went through this process and make the hard decision, the right decision, the best decision, a new school for everyone!

Thank you for your time.

Sincerely,

Tim Boyer

Delegation_Haldimand East Elementary Arc Review

Spokesperson: Jessica Davidson

[REDACTED]

My name is Jessica Davidson, and I am hopeful that my kids will attend Grandview Central Public School. I want to start out by thanking everyone that's here, because we are all trying to do the same thing, which is to preserve the quality of our kids education. And even though some of us might have different perspectives about how to do that, I respect each and every one of you for taking an interest in this very important matter.

The communities of Byng and Port Maitland want and need our school. I have a petition with 668 signatures of people who agree with me. When you drive around our catchment area you can see the numerous Save Grandview signs on many people's front lawns showing their support. Our facebook page, titled "Save Grandview School 2015" has 331 members. The showing of support from our community at the rally in June was evident to everyone. Since the time of the last meeting I have talked to many parents and posed the question on our facebook page of whether the Grandview Central community would prefer a new state of the art facility, or if they would choose to keep Grandview open. The overwhelming majority of those who have responded said that they would prefer Grandview stay open as opposed to a new "super school". Why? Because Grandview is a GREAT school, and we need a school on the South side of the river.

With the Grand River and Byng Provincial Park located a walking distance from the school, Grandview has a superior outdoor education program that allows children to get exposure to the nature of Byng park and experience fieldtrips with Grand River Kayak. Our kids have the privilege of seeing the direct natural environment surrounding them, meeting their neighbours, and taking part in adventures and outings that won't be available to them elsewhere. Partnerships see students learning how to kayak, use a map and compass, participate in park wide clean-ups, cross country trail running, and much more.

Students benefit from a large group of volunteers that provide many programs unique to Grandview Central, further connecting the school to the community. There's the Freedom Runners program, that runs in partnership with HNHU. The Mightly Machines event, which drew in over 350 people last year. Volunteers run seasonal craft and wood working projects, reading programs, a food and nutrition program, and the annual community pie making event which the school has become known for.

Built in 1950, Grandview has a long history in our community. Several families in Byng and Port Maitland have generations of people attending this school, it's a beautiful thing. Some of the many volunteers participating in programs like rockin readers once attended Grandview themselves. There's a special legacy here and it needs to be protected.

I moved to Port Maitland 9 years ago. My husband attended Grandview as a child and still lives here. I always thought it was so cool that he still knew the people he went to public school with. I never had this experience myself because I moved around a lot growing up and actually attended 6 elementary schools by the time I was in grade 8. I can tell you from this experience that bigger isn't always better. When my husband and I had our kids, we became excited about them attending Grandview: a small country school with the other kids on this side of the river. Getting to know their neighbours. I love how close the school is and how easy it will be for me to get involved in school activities and meet other like minded parents and community members. I can volunteer my time there, and my kids can even come home for lunch if they want to. Grandview was a huge attraction for me to this community, and it is for other families as well. In fact most new families in our catchment who have responded to surveys cite attendance at a rural school, and Grandview specifically, as a deciding factor for buying and living in our community.

Based on current projections, the decline in enrollment that Grandview has been experiencing is expected to level off by next year and remain constant, or increase into 2024. Current and projected student populations will sustain a K-8 model. I think that our enrollment WILL increase. Young people are moving to Byng and Port Maitland, and new is development happening. It's very difficult to predict future enrollment. This is possibly best demonstrated by the fact that in 2011 the ARC review predicted Grandview Central would have 95% enrollment in 2015. That's a big gap from what we're at now and it demonstrates a significant margin of error. I see a lot of new families moving to Byng and new homes being built in my area. We are a growing community and we have more capacity to continue this growth into the future. But we will need our school.

A school presence is needed on the south side of the Grand River, not only because it encourages new families to move here, and plays a vital role in our community, but also because students could be affected by having to cross the bridge to attend school. There have been many instances of construction and closures on the Grand River bridge in the past. This could mean a major inconvenience for students who have to travel across it to attend school. If the bridge were to close, students would have to drive all the way to Cayuga just to cross the river to get to school. Also, our community has already been impacted recently by the decision to close our fire hall. We can't afford to lose our school too.

At a previous ARC meeting everyone agreed that you don't like closing schools. Option 10 (B) is a viable option that makes a lot of sense and results in the closure of only one school. I hope the committee will make the choice to keep more schools open. JL Mitchener and Rainham Central should never have been included as part of this review process. They weren't part of the previous ARC reviews for Dunnville. Neither school is going to be closed, nor do I think anyone is willing to send our kids to a public school so far away from home with kids that will attend a different high school. The only result of including JL Mitchener and Rainham Central in this review is that our overall enrollment numbers look worse. And Dunnville pays the price.

I get that the super school might sound enticing, but there are major downfalls associated with this option. 550 students is a lot to manage in one building. The playground will be an intimidating environment for the younger kids. The individual responsibilities for the staff in a school this size could

be very difficult, and I'm concerned that there would be less support per child and overall less staff working for our kids in our community.

At the end of the day I want the ARC committee to ask yourselves if a super school is really what our communities need right now. And are you willing take a beloved school away from a community that needs it in order to build this new facility? You would be choosing to tear down a building with a rich history. An excellent school that is beloved by the students that attend there and supported by a caring volunteer base. Please. Don't tear down 3 schools to build one. Close less schools, not more.

Thank you very much for your time.

2015 ARC Delegation – Renee Hamilton



Accommodation review or better known as ARC.

A for adjustments, ability to adapt.

R for resolutions, restructuring

C for compromise, common sense

All of these should be taken into consideration when making new decisions, forming new options, and ultimately coming to a final agreement through the work of the committee.

A for adjustments and ability to adapt takes us directly to how the options are compiled in the beginning of the process. Some of the options are put forth by the board and some take shape as the committee goes over information and decides if new options should be considered. In every option the adjustments proposed are in direct coordination with the ability to adapt. All of the options will be forcing everyone to adapt through the direct closure of facilities. The closure of facilities is a necessary option however more thought should be put into the decision besides just a number or lack of numbers. Some other vital statistics that should be included are how this will impact the future generations and the ultimate numbers we will end up with. Without taking the accommodation review into consideration our board loses students to separate school boards each year. Our goal should be to keep as many as possible so that our numbers are not in a state of decline. The closure of schools makes families reevaluate the area they live in or choose to move to, rural or urban. This brings me directly back to ability to adapt or the willingness to. We all make decisions in life that fit our needs.

R for resolutions and restructuring is the reason we do this process at all. The resolutions are the options that the board and the committee form through the review of information and data. Some of the information seems to be redundant and not really of any importance. The reviews of what each school offers or how it is structured should have no relevance on the goal of learning and the environment in which to do so. In all options there will be a degree of restructuring of the boundaries in which to accommodate the ultimate decision. In option seven the closure of Fairview Avenue offers the least amount of restructuring in boundary changes and offers resolution to moving the school community within the urban catchments.

C for compromise and common sense or the lack of. In each and every option there will be a definite need to compromise. Each person or family involved in this process feels the impact of the willingness to compromise. It is always difficult to change something you have been used to for years sometimes decades. The closure of Anna Melick and Grandview has a lot to do with compromise but nothing to do with common sense. These are the only two remaining rural school environments left in this area. We have heard with very strong convictions that people radiate to the country for the rural environment. They also choose this for their children by being able to attend the rural schools. The distance between Anna Melick and Grandview provides the ability to cover the areas on either side of the urban boundaries. I truly believe that you should never put all your eggs in one basket which brings me to my reasoning on the common sense aspect of the closure of both. If Fairview Avenue closes this would now allow rural students to resume and would also allow urban students to resume as usual. The space at Thompson Creek to accommodate buses also seems to make more sense, it's location is less confined by neighbouring homes. Having two schools within walking distance of one another peaks my common sense in not making much sense at all. My only other issue in respect to common sense with the new option of the super school is if numbers fluctuate and increase a little or decrease a lot what in 10 years time to we do with a super school not functioning to meet the capacity numbers that the board strives for? Would it not make more sense to keep rural and urban options open and available at least?

Thankyou to all, trustees, members of the ARC and all here in attendance this evening.

Good evening,

I'm not here tonight speaking to you as an ARC member but as the Fairview Avenue parent council chair and voice of our parent council community. Since this isn't the first time I've been through this process I know that it is an emotional time for all involved. I am emotional about the whole process myself. I went to Fairview, my mom went to Fairview, and so do my children, but we can't base this decision on emotions. This decision needs to be based on what is best for the children, the community and the board.

From a review of the boards initial options I feel that is quite clear what is best for everyone involved. The only option that I think would be more beneficial to everyone would be the new option to close Anna Melick, Grandview and Fairview and build a new school on the Fairview property. I feel that if this option was originally available it would have been one of the board's options as well. To explain my reasoning as to why I think Fairview school should remain open or have a new school built on his property are the following:

1. You cannot close the only true in town school and expect the community to thrive or to attract new families.
2. Why would you close a school where 75% of the population walks and then add the added expense of now bussing all of the students?
3. Fairview offers 8.55 acres of land, which is more than enough room for all of the kids to play.
4. Fairview school is within walking distance of the arena, lion's pool and the town in general.
5. Fairview is adjacent to Kinsman Park which has a playground and baseball fields which are frequently used by the school.
6. They are the only school to have a designated drop off loop for added safety for the students and the community members.

I would just like to say that I am sure everyone loves their school and no one wants to see their school close but something needs to be done and I would preferred to see the least impact on the students. For example I don't want to see schools split up. JL Mitchener and Thompson Creek were taken off as options for the same reasons. If Fairview closes (and the new school wasn't built) the kids would have to be split up 3 ways in order to accommodate them. It is also my understanding that if this happened, portables may be necessary to fit the children into the remaining schools and it has been made very clear that NO ONE wants their children in portables.

If a new school was built all of the students would stay together and all attend a new school. Yes there would be an impact on every school and every student including Fairview students, but the impact would be minimal. Everyone would have to learn that layout of a new school and where their classrooms are and the bathrooms are. Yes, bussing times would increase, but only slightly for the majority of students involved but they would have the benefit of a new state-of-the-art facility to learn in. It could have specialized rooms to accommodate children with special needs, air conditioning for those hot summer days and would be much more energy efficient than the 3 schools in question.

In close, I think that that is what should be most important to students, parents, trustees and the board. How can we make the best funding decisions for these children with the least impact and stress? To me that is leaving Fairview school open and hopefully building a new "super school" on the property to house Fairview, Grandview and Anna Melick students and our community partners, the Ontario Early Years Centre as well as our licensed child care program.

Thank you for your time.

Danielle Lipson

In this world there are city folk and country folk. People live in these regions for a reason. City people like being close to things - close to neighbours, close to shops, close to schools - they enjoy the bustle of life in the city. Country people choose to live in the country. They like land around their homes, they don't mind having to make trips "into town" to go shopping and most importantly they want their children to go to a country school. Country schools are usually smaller than city ones, the class sizes are smaller and all of the teachers are sure to know all of the students in the school by name. Anna Melick is our small country school with a huge heart. Families live in the area and send their children to Anna Melick because they want them to attend a rural school.

We sent a survey out to our parents providing two main options. A - If Anna Melick were to close, would you send your children to Thompson Creek? or other options including 1) sending them to Winger or another country school 2) sending them to a Catholic or Christian School or 3) home schooling. Also, Option B If Anna Melick were to close and a new super school was built - would you send your children to the new school? with the same options.

We were very surprised by the response. We received 83% of the surveys back. We took into account the number of grade 8 families who would not be effected by the closure of Anna Melick.

Here are the results.

Option A - Only 8 families would send their children to Thompson Creek, 17 would send their children to Winger or another country school, 6 would sent their children to a catholic or Christian school, 6 would home school their children and 6 were undecided.

There are 68 families with 120 students so we calculated an average of 2 children per family. Then we bumped it up a bit to compensate for the undecided and concluded that only 20 students from Anna Melick would transfer to Thompson Creek. In all of the options presented to ARC the projected enrolments are based on 120 students. This figure is more likely to be 20 students.

Option B - 13 families would choose to send their children to a new "super" school. This would result in about 30 students transferring with the projections now being short by 90 students.

Now let us look at how these more accurate figures effect the options.

Option 3 - Close Anna Melick and Grandview. Instead of the 120 enrolment shift there would only be 20. The 5 year projection would now by 84.9% utilization down from 91.6% excluding portables and 77.7% including portables. With surplus pupil spaces of 365.

Option 7 - Close Fairview and keep Anna Melick and Grandview open. The projections would remain the same with 89.4% utilization excluding portables and 84.3% utilization including portables.

Option 9 - Close Anna Melick and Rainham 5 year projected utilization would now be 89.36% with 152 surplus spaces. There are no portables involved. But this option involves closing our only two truly rural schools.

Option 10 - Reassign Yarmey to Sutor Rd to Dunnville Schools and Remove Rainham and JL Mitchener from the review. The projections would remain the same as Anna Melick remains open

Option 10 B - which is Options 10 BUT with closing Anna Melick. There would only be a 20 student enrolment shift instead of the 120 in the option. This would result in utilization excluding portables at 78.2% and with portables at 75.3% with 162 surplus pupil spaces.

Option 11 - Close Anna Melick and Grandview and build a new super school at the Fairview Site. The enrolment shift from Anna Melick would be closer to 30 than 120 resulting in utilization excluding portables at 84.9% and including portables at 76.74 with surplus pupil spaces of 387.

These lower enrolments will also filter over to Dunnville Secondary. Losing a grade 8 student intake of approximately 15-20 from Anna Melick now going to other school districts will result in a significant decrease in enrolment over 4 years.

Parents send their children to country schools for a reason. They DO NOT want to send their children to a city school. The overwhelming response to our survey shows this. Anna Melick has a strong tie to Dunnville, it would be a shame to lose it to other school districts.

Grand Erie Haldimand East Accommodation Review

Delegation Submission October 29, 2015

Adam Roesch

Closing existing schools and replacing that space with portable classrooms is a step in the wrong direction. Any option that involves the implementation of portable classrooms is unacceptable for the following reasons:

1. School security: Grand Erie District School board (GEDSB) policy S013 states: *“Entry to schools will comply with the Safe Welcome program. Specifically, elementary schools will be locked at all times during the school day; secondary schools will be locked as necessary”*.

Locking and monitoring a main school building is doable; however, locking and monitoring access to a portable will be difficult at best. Children needing to use bathroom facilities, children being sent to the Principal’s office etc. and teachers needing assistance or supplies present procedural security obstacles (e.g. how will a child be supervised going to and from the portable to the main school building?). These extra challenges are not present with a permanent stand-alone school structure.

Deciding to use portables would unnecessarily create a potentially unsafe environment and therefore contradict the GEDSB’s policy on school security.

2. Healthy Classrooms – GEDSB Policy FT10 Green School Construction and Renovation states: *“The Grand Erie District School Board is committed to the development of green and healthy education facilities that contribute to a sustainable future.”*

The problem is that portables are notorious for not being healthy environments.

- a) There are recent examples in the Toronto school Board of health problems associated with portable classrooms to the point that some parents have removed their children from school. (See news item on Global News Oct 20, 2014 - Secord Elementary School) Part of this feature included the commentary from a frustrated school board trustee stating that there was no money available to repair these portables. We should keep this in mind as we make decisions that will affect the future well-being of our teachers and children. Will we also be lacking money to fix leaky portables in the future?

An internet search will quickly reveal there are many more examples of portable classrooms with mould/air quality issues – too numerous to catalog here.

- b) The Region of Peel Public Health issued an environmental health statement regarding school portables stating: *“School portables tend to be sources of mould because they are susceptible to water leaks and they often have poor ventilation or humidity control.”*

- c) The Ontario Secondary School Teachers Federation (OSSTF) Health and Safety Handbook states in Section 5: *"Members who work in portable classroom settings are particularly at risk for indoor air quality problems as portable classrooms often have inadequate ventilation and high relative humidity that encourages mould and mildew growth. This growth may not be outwardly visible and may hide behind walls or ceiling tiles."*
- d) Ontario 36:3 Bill 4, Education Amendment Act (Mould Contamination in Portable Classrooms), 1999 is a law that deals with monitoring portable classrooms for the mould *Stachybotrys atra* and the procedures for cleaning portable classrooms affected with this mould. Evidently, this is enough of a problem that the Legislative Assembly of Ontario is compelled to deal with it by statute.

Deciding to use portables would create a potentially unhealthy environment and therefore contradict GEDSB's own policy on green and healthy facilities.

3. Viability: Have the following questions been considered?

- 1) Have the schools been assessed as to their capacity to have portables i.e. Are there enough bathroom facilities/fixtures to accommodate extra classrooms?
- 2) Has the Haldimand County Building Department been consulted on these tentative options regarding issues such as the above mentioned bathroom facilities as well as storm sewer and sanitary sewer considerations?
- 3) Have you considered that children changing classrooms during inclement weather are subject to the elements in a way they would not be if they remain in a stand-alone building?
- 4) How are accessibility issues regarding handicapped people being addressed?

Deciding to use portables could potentially create other viability problems not yet considered.

We acknowledge that there are situations that require the use of portables – many municipalities in the greater Toronto area are growing at a rate faster than the current schools can accommodate and therefore portables are a viable short term option. This is not the situation in the GEDSB. We have good, safe, healthy buildings that will accommodate all of our children and teachers without having to utilize temporary portables. An additional consideration is that portables here are not being viewed as a short-term solution – many of the options in the Haldimand East Accommodation Review plan use portables for the foreseeable future.

In conclusion, moving students and teachers from safe, dry, comfortable, accessible facilities to portable temporary structures that have a documented history of problems, to the extent that professional associations have policies regarding the dangers of them, is not an acceptable option. This is not progress. We are asking the Accommodation Review Committee to reject any option that includes the use of portables in order that the convenience, security and safety that our children and their teachers are entitled to are safeguarded.

ARC DELEGATION LETTER

- Good evening, my name is Gary Smith and I am a parent in the Grandview School community.
- It was stated early on in this process that we all agree we do not want to close schools. This is a funding issue; it's not about how *many* schools we have, this is about right sizing our schools to maximize the effectiveness of our budget.
- We also all agreed that portables are not an acceptable alternative when choosing to close schools.
- We had several options presented by the board that did not address capacity at Rainham Central or J.L. Mitchener. The Board's Accommodation Review Policy clearly states that "ARC recommendations shall address every school in the designated review area".
- We have heard that Rainham Central is protected by the "10 kilometer rule", which tops up its funding regardless of enrolment and effectively removes it from this process. Rainham currently has 89% enrolment, not including portables.
- We have not been able to come up with a recommendation that addresses J.L. Mitchener's capacity issues without splitting catchment areas between elementary and secondary schools in Cayuga and Dunnville. So essentially we have not come up with a solution that involves J.L. Mitchener that would be acceptable to either community. We believe it is too far removed geographically to be considered part of the Dunnville school boundary.
- The *Ministry* ARC Guidelines state that heightened consideration must be given to a school "if it is the only school within their community". Grandview is the only school in the Hamlet of Byng, and the only school on the south side of the Grand River in the Dunnville area.
- We have also heard a proposal for a new "Superschool" to be built on the current Fairview site, but this begs the question; is this a wise use of our taxpayer money? This is, after all, about being fiscally responsible, and it seems like a wasteful expenditure when we can accommodate our students in schools that we already have and are happy with.
- Therefore we propose that the only viable option is the last one presented at the previous meeting, which is to close Anna Melick, reassign the Yaremy to Sutor Road area to Dunnville and remove Rainham Central and J.L Mitchener from this Accommodation Review. This would leave us with greater than 88% utilization in 5 years' time with room to accommodate future growth if necessary. It addresses

the capacity concerns as well as maintaining most of our current facilities and most importantly, does not split communities. Thank you for your time,

Sincerely,

Gary Smith

Good Evening ,

My name is Sheri Styles; I moved to Canada to escape the life that I never felt comfortable in. I grew up in the big city of London, England and always knew that I wanted to move to a rural location, but I never realised how much I would love living in a place like Lowbanks.

Living in Lowbanks is a huge deal to me and my family. We have an amazing community that we are a big part of. With my husband being a firefighter for station 7 and us having 3 kids we feel like we have got to know a lot of people and made some valuable relationships over the last 10 years that we have lived here.

My boys have started school and love to get on the bus each day and meet their friends and teachers every day. They often come home and talk about all the children in their whole school, not just the few friends in their class. Each teacher knows every single child in the whole school as does the principle. Anna Melick not just a place to learn or a place where 2 of my children get babysat. They get an amazing amount of attention that they need and deserve to help them grow and develop.

I love the rural school idea; with having small classes and connections and bonds to each other that you wouldn't find in a big, over populated and busy school.

We live in the country because we like the calmness and the quietness.

Having grown up in a big city and a crazy busy rat race of a life I now appreciate the much simpler things in life, as do my children.

Moving my children into a school that is in town completely defeats my purpose of moving to the county and I am now having to think about making big decisions to change either where we live or changing our routine so my children can go to a rural school in another school district.

I know that I am definitely not the only parent who feels very strongly about our little rural school with a big heart, and I am not the only parent who is willing to make a few sacrifices and changes to keep our children in the rural setting. Winger school have told me that they would be delighted to accept my 3 children into their cozy school, and I am very happy that I can stay in Lowbanks and have this option.

I know that Grand Erie school board have counted the empty seats and that they have accounted that if they merge the schools that they assume all the students from Anna Mellick will just move together. But having seen the results from a survey that was conducted, I know that the numbers that have been predicted are now incorrect, so many of the rural families feel the same as me and will want to send their children to either another school that is out of the district and even home school to avoid sending their children into town.

I do understand that changes have to be made to accommodate the decreasing numbers of students that we have in this area, but I feel that losing a rural school is not the answer. The bus ride into town would be a longer ride than it already is for my young children. I feel that will be hard on the kids as they would be too tired when they get home to do their homework and the longer they are out of the house than it would also take away from our valuable family time and play time.

I do really feel that there are other options to be thought about when closing schools, not just the amount of seats that will need to be filled. It is of course an emotional process for all involved, but I too

feel very strongly about living in the country and keeping my children's education in the rural setting that we have chosen for our lifestyle. Taking this option away is unfair and unreasonable. There are 2 schools in town and merging the both of them together keeps all the children that live and attend school in town together and also keeps the children that attend rural schools in the rural setting that they desire. Instead of causing uproar in 4 schools you are just moving one school to another. I know that this option hasn't even been suggested yet.

I am extremely disappointed and devastated that our wonderful plans of our lives and for our children may be taken away

Please vote to keep Anna Melick Memorial School open for rural students.

Thank you.

To Whom It May Concern,

I am not able to attend the ARC meetings due to my work schedule but I would like to share my views with the committee.

I am a mother of a 3 year old child and have started reviewing potential schools in the Dunnville area of Haldimand County. I am very disappointed with the lack of educational programs, services and extra-curricular activities offered at Haldimand County schools. Driving around looking at the older exteriors, many schools are in need of repair. I have compared curriculum, programs and services to Hamilton and they surpass those in Haldimand. I believe the high ratio of elementary schools vs low student enrollment has great impact on funding for educational services and support, and much needed renovations.

I have reviewed the ARC's proposals and I am in favor of closing elementary schools so that a new school will be constructed.

A new state of the art school can provide a modern facility, educationally innovative features and technological amenities. The money retained from going from three schools to one, may provide additional funding for specialized educational programs and services. Dunnville could provide children an opportunity at having the best educational experience in a new state of the art school.

I believe we need to put the educational future of our children first and not save schools because of convenience and proximity.

Thank you.

Hello, good evening Accommodation Review Committee ,

My Name is Lianne Park

Thank you for this opportunity to come & speak on such a matter that is close to all of our hearts. When I first heard of the opportunity to come and speak I had many ideas in my head on how to sell you on the importance of my hometown school of Rainham Central. Please don't misunderstand Rainham is an amazing school in a supportive rural community. I attended Rainham Central, my children attend there now and who knows maybe one day I will have grandchildren attend this school. But when I reviewed the flyer on what the ARC wanted to hear from delegates it was not about how wonderful my school was, it was they wished to hear feedback from parents, staff and community members on the best way to accommodate elementary students in the Haldimand East area.

There is a few key points I want to make very clear. All 6 schools in this review process are amazing! They are filled with spectacular and caring staff. Teachers, EA's, ECE's, secretaries, custodial staff, volunteers and principals. It takes a true labour of dedication to provide our children with education, life lessons and many childhood memories. We are all unique. We all have our own ways in which we celebrate success, educate and stand out. We all feel our school is the best possible place for our children to be and to remain. In a perfect world our schools would all be left alone and no one would be put through this process. Unfortunately we are living in a time where this is not possible. Financial responsibility, demographics and empty student seats are the issues on the table. I do not want to see your school close down anymore than I want my school to close down. My empathy is pouring out. At this time I do not know what the final outcome of this review will be. I am certain it will not be the impossible vision of everything remaining the same.

- As I look back on what the ARC has asked me here for tonight, they wish to hear feedback from parents, staff and community members on the best way to accommodate elementary students in the Haldimand East area I am reminded who this is all about. The students. What is the best way to accommodate the elementary students in Haldimand East. I have read through the meeting minutes and see how many ideas have been put forward to this

committee. I look for a solution that has the best interest of all students involved, not only my children but your children. I hope that we are all thinking of everyone's children now and for future generations to come. When I reviewed all of the options I am drawn to one.

• **Option 11: Close Anna Melick, Close Grandview and assign all students to a new school to be built at the Fairview site**

- Although this options would see 2 schools closing their doors I am able to see new doors and opportunities opening
- I am able to recognize that this option would benefit ½ of the schools involved in the review

When is the last time we have seen a new school built within our area ?

The opportunity of having a new school would see a new start for all students attending. Existing buildings and properties can be sold and may potentially attract new business in the area. People looking to move into the area would be pleased to see the continually new growth Dunnville has to offer. Arena, lifespan centre, hospital upgrades and a new school

The features a new school can offer are endless

Take a moment and consider the positives to this option

Do the positives out weigh the other options put before you?

At the end of this review we know that we will see school closures. That is beyond our control. Lets all put our own personal agendas aside and look for the option that has positive benefits to the children in the Haldimand East area.

Thank you & good night

