



**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 Grades3-8; 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>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<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 	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<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>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<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>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>										
<p>Does the school have adequate green space for student use during breaks/recess? 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>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>										
Student Bussing												
<p>Does student bussing reduce opportunities for students to participate in extra-curricular activities? 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>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>										
<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="228 997 589 1302"> <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	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
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. 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>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>Other Comments: 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>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>If yes, how does this impact the community? Many of the families that have chosen to live in this rural community have made their decision based on the country atmosphere and small school environment we provide for their children. Many families desire a “country school” and a “small school learning environment.” At AMMS we offer a respectful, safe learning environment, a caring staff and a school which reflects the values and character of our rural community The length of bus rides to and from school currently pose no concern to parents. 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? 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? Explain: Currently Anna Melick is not used on a regular basis for other community activities.</p>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>Have there been significant upgrades to the school in the past five years completed in partnership with the community?</p>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>Does your school offer adult learning programs?</p>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>What other value is your school to the community? (e.g. Heritage Value) 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>		