

Generic School Information Profile - Secondary

The following Generic School Valuation Profile has been developed for the Kawartha Pine Ridge District School Board (KPR) with input of key stakeholders including parents, school council members, students and staff. This framework has been designed in keeping with the Revised Pupil Accommodation Review Guideline provided by the Ministry of Education, June 2009

The generic framework will be used by each Accommodation Review Committee which is established to review a suggested school closure and/or consolidation. Each Accommodation Review Committee may customize the following profile to better reflect the community school(s) being reviewed. The same customized profile must be applied to each school being considered in the review.

Committee members will use the following categories and guiding questions to focus their discussions and deliberations on the accommodation review. During the public consultations, the committee will keep notes on the information and insights provided by stakeholders using the profile. Community members presenting to the committee may wish to use the following profile to guide their presentations.

Once the committee has duly weighed and considered the input against the established criteria of the profile, they will submit a summary report to the Director of Education and then to trustees. The trustees will then consider all information in order to make the final decision on any school closure and/or consolidation.

Information Key:

VS = Value to the Student

VC = Value to the Community and Impact to the Local Economy

VB = Value to Kawartha Pine Ridge District School Board

Ratings:

5 -

4 -

3 -

2 -

1 -

Focus	Key Components and Focused Questions	Adam Scott CVI	Kenner CVI	Peterborough CVS	Thomas A. Stewart SS
<p>VS VB</p>	<p>1. Quality of the learning environment and range of programs/course offerings:</p> <p>a) Does the school organization offer students a range of programs which provide equitable learning opportunities that other students in KPR enjoy? Consider: Program offerings for instrumental music, speciality shops/high skills major programs (secondary), full gym program offered at the school, etc.</p> <p>b) Does the space/facility provide speciality rooms for program offerings? Consider: Is there a gym/multi-purpose room of adequate size, appropriate library space, computer lab, resource room, flexible space for support services/itinerant support staff/school council/student council, instrumental music space, up-to-date science lab/room, shops/technology rooms?</p> <p>c) Would moving to a new school community enhance the range of programs available and increase the learning opportunities for students?</p> <p>d) What are the number of students in multi-grade/level/subject classes?</p> <p>e) List the types of programs available at other schools in the area being considered as part of this review.</p> <p>f) How do students describe their school culture in relation to the Character Attributes? (identify two character attributes and give examples)</p>				

Focus	Key Components and Focused Questions	Adam Scott CVI	Kenner CVI	Peterborough CVS	Thomas A. Stewart SS
VS VB	2. Adequacy of the school's physical space to support student learning: a) Does the school provide students with a learning environment which is equivalent to most schools in the Board (eg. building versus portables, range of speciality rooms)?				
VS VB	3. Adequacy of the grounds supports healthy physical activity and co-curricular activities: a) Does the field area provide for adequate outdoor space for physical education, outdoor education activities for all students with all types of needs? b) Are there issues with the grounds which may limit the student use of the space?				
VS VB	4. Accessibility of the school for student and school community members with physical disabilities: a) Is the entire school barrier free for all students and school community members with physical disabilities (eg. wheelchair accessible to all program areas including washrooms)? NOTE: Barrier free is defined for this purpose as being independent access.				

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VS VB	5. Proximity of the school to students/length of bus ride to school: a) Are most students able to access the school as walkers? b) Do most students ride a bus to access the school? c) Would students be required to be bussed to a new school setting? d) Is that bus ride within the standards set by Board Policy for the length of time most students spend on a bus?				
VS VB	6. Student outcomes at the school: a) Has the Board added additional resources to support student achievement at the school? Extent and cost? b) Are there ways the Board could enhance learning opportunities for students within a different school community (eg. provision of wider range of support services: educational assistants, child and youth workers, special education, literacy coach, speciality teachers)? c) Are the staff suitable in numbers to provide adequate department size?				
VB	7. Condition of the school: a) Does the Board need to subsidize maintenance in the school(s) in order to ensure basic operational and maintenance functions?				

Focus	Key Components and Focused Questions	Adam Scott CVI	Kenner CVI	Peterborough CVS	Thomas A. Stewart SS
VS VB	8. Location of the school: a) Is the school located close to another public secondary school in the community/area? b) Is the proposed school community located in an area which is connected to students and families (eg. where families go to swim, play hockey/soccer/sports, work, shop)?				
VB	9. Enrolment versus available space: a) Does the school meet Board standards for utilization (ie. utilization consideration: partially empty, over capacity and needing portables)? b) Is there adequate space available at another school “nearby”? c) Would portables need to be added? If so, for how long? d) Do enrolment trends from the past and future projections identify significant enrolment changes?				
VB	10. Cost to operate the school: a) Does the Board need to subsidize funding in order to provide services to the school which are comparable to other secondary schools? (eg. principal/school administrator, full-time secretary, custodial services)? b) List the long-term maintenance the school/property requires in order to be kept at an appropriate standard.				

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VC	11. Facility for community use: a) Does the community use the school? If so, what clientele and to what extent? b) Does the school/school property serve as a community centre? c) Are there comparable, alternative spaces available for community use? d) Does the school provide the only green space in the area? e) Are there other play fields, soccer pitches, baseball diamonds in the area?				
VS VC	12. Value if it is the only school in the community: a) Is this the only public secondary school in the community? b) Is there another secondary school in the community? c) Does the urban/local municipal plan predict growth? d) Have local businesses identified the cost to their business if the school was to close?				
VC	13. School as a local employer: a) How many members of the community are employed at the school?				

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VS VC	14. Availability of Co-Operative Education: a) Can the community support a range of placements for co-op students attending the school? b) Are these placements readily accessible to students (eg. local bussing, within walking distance of the school)?				
VC	15. Availability of training opportunities or partnerships with business: a) Are there training opportunities or partnerships with business that currently support student achievement and the local community?				

Focus	Key Components and Focused Questions	Adam Scott CVI	Kenner CVI	Peterborough CVS	Thomas A. Stewart SS
VS VC	16. Community Contributions a) What contributions do students make in the community? b) What contributions/supports does the community make to their school? (E.g. coaching, club/leadership) c) Is there evidence indicating that the community supports and takes pride in the local school? d) Are there currently links between the secondary school and local colleges/universities? e) Is there an active alumni associated with the school? f) What support does the alumni provide? g) What is the potential impact of a school closure/consolidation on the alumni?				
	17. Perspectives heard from the community: a) This will include common themes heard/noted that the committee wants trustees to be aware of/recognize, that have been reported by parents, community and staff.				