



## Generic Valuation Framework

SCHOOL PROFILE	
<b>School:</b>	St Paul
<b>Address:</b>	45 Birchcliffe Avenue, Kitchener, Ontario, N2M 4V7
<b>Original Construction Year:</b>	1964
<b>Year of Additions/ Renovations:</b>	1965/1968
<b>On-The-Ground Capacity:</b>	397
<b>Building Size – GFA (sq.ft/m<sup>2</sup>):</b>	3286 m <sup>2</sup>
<b>Site Size (Ha/Acres):</b>	3.4 Ha.

SUMMARY TABLE				
Value to	Score (A)	Total Possible Score (B)	Weight (C)	Weighted Score (A ÷ B × C)
Student	28.6	46	50	31.1
Board	14	22	20	12.7
Community	8.4	14	20	12
Local Economy	3	5	10	6
			<b>Total Score:</b>	<b>61.8 / 100</b>

VALUE TO THE STUDENT

**WEIGHT: 50**

SUPPORTS		1	2	3	4	5	3 5
The capacity and numbers (according to the Board or Ministry formula) supports the following number of staff:							
		Number (FTE)					
Teaching Staff	Full-time Principal	1					
	Vice-Principal	0					
	Classroom Teachers	17					
	Special Education Teachers	1					
	English as a Second Language Teachers	0.4					
	French as a Second Language Teachers	1.5					
	Planning Time Teachers	5					
	Specialized Teachers Type of Specialization: _____	0.5					
Non-Teaching Staff	Secretary to the Principal	1					
	Secretary to the Office	0					
	Library Technician	1					
	Education Assistant	6					
	Lunch Hour Supervisor	2					
	Custodial Staff	2					
	Other (Specify)						
Total Number of Staff		38.4					

<b>RANGE OF COURSE/PROGRAM OFFERINGS</b>	1	2	3	4	5	3 3
Does the school offer English as a Second Language programming?					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Are there programs and supports for students at risk?					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Are there remedial programs on-site during the day or after school?					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Are parent/family/community volunteers easily attracted to the school?					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
List any volunteer dependent programs. Strong Start, Dog Therapy, Hot Lunches, fundraising, class field trips(supervisors)						
List any linkages with programs at secondary schools. Skill Builders						

<b>PROXIMITY TO EXTERNAL TEACHING RESOURCES</b>	1	2	3	4	5	1.2 2
List any cultural resources in close proximity to the school (i.e. libraries, museums, art galleries, archeological sites, theatre)? Forest Heights Library						
List any recreational opportunities in close proximity to the school (i.e. arenas, parks, community centres)? Cloverdale Park (right next door that the students use), Forest Heights Pool, Voisin Greenway.						
List any natural environment areas in close proximity to the school for natural education (i.e. woodlots, wetlands, water bodies)? Concordia Park/Woodlot						

<b>STUDENT ACADEMIC OUTCOMES</b>	1	2	3	4	5	1.8 3	
Are the EQAO assessment results available for this school?						Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
What has been the EQAO assessment results trend over the last 5 years?							
	2003	2004	2005	2006	2007		
Grade 3 Reading	82%	71%	58%	77%	72%		
Grade 3 Writing	70%	62%	69%	74%	67%		
Grade 3 Mathematics	82%	65%	84%	90%	69%		
Grade 6 Reading	57%	55%	65%	79%	56%		
Grade 6 Writing	59%	51%	60%	66%	55%		
Grade 6 Mathematics	50%	58%	73%	79%	42%		

QUALITY OF THE LEARNING ENVIRONMENT	1	2	3	4	5	2.4 4
What is the potential of triple grades being considered in future years based on enrolment? very likely <input type="checkbox"/> likely <input type="checkbox"/> unclear <input type="checkbox"/> unlikely <input type="checkbox"/> very unlikely <input checked="" type="checkbox"/>						
Is there sufficient permanent space (not portables) to accommodate all students?      Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>						
Does the school have purpose-built space (not necessarily a classroom) for: Science:      Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Art:      Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Music:      Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Spec. Ed:      Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>						
Describe the availability of technology. Number of student computers: 40      Number of staff computers: 7 How are they allocated within the school? Lab <input type="checkbox"/> In classrooms <input type="checkbox"/> some in lab & classrooms <input checked="" type="checkbox"/> other (specify) <input type="checkbox"/> Can they be transferred?      Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>						
Can the building be cost-effectively retrofitted for technology upgrades if needed (i.e. network cabling, etc.)?      Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>						
Does the library have natural light (windows, skylights, etc.)?      Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>						
Do classrooms have natural light (windows)?      Some <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/>						
Describe the building environment air quality (ventilation, temperature control, humidity, particulates):      satisfactory <input checked="" type="checkbox"/> unsatisfactory <input type="checkbox"/> light quality (adequate levels, natural light):      satisfactory <input checked="" type="checkbox"/> unsatisfactory <input type="checkbox"/> external distractions (landfill, trains):      noise <input type="checkbox"/> odors <input type="checkbox"/> other (specify): _____						
According to the school council, what are 3 strengths that the school possesses (i.e. community involvement, fundraising, school spirit, etc.)? 1) Strong volunteer support assisting with not only all of the various parent council activities but extra school arts and educational activities such as strong start, choir, french club... 2) Strong community involvement and consistent financial fundraising support. 3) School spirit – students can see that everyone is on board. Everyone is willing to make a commitment. Together we can make a difference, that is the school motto. Historically everyone has been allowed to make a difference. Staff, Students, Parents. Each contribution equally welcomed and valued. Student spirit is channeled and then converted into student leadership opportunities.						
According to the school council, what are 3 challenges that the school faces (i.e. lack of parent or student involvement, etc.)? 1) Recent high rate of principal turnover which leads to a period of adjustment where there can be 2) Communication hiccups about of the direction of the school.						

ADEQUACY OF INTERNAL PHYSICAL SPACE TO SUPPORT LEARNING & DEVELOPMENT	1	2	3	4	5	0.8 4
Describe the building layout (classrooms):	open concept (pods) <input checked="" type="checkbox"/>		permanent walls <input checked="" type="checkbox"/>			
Is the size of the gym adequate for the capacity of the school?					Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Is the gym in good condition according to ReCAPP? Too small					Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Are the size, shape, and configuration of the library adequate for the capacity of the school?					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Are there any specialized spaces included in the library?					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
computers <input checked="" type="checkbox"/> science <input type="checkbox"/> stage <input type="checkbox"/> other (specify) <input type="checkbox"/> _____						
Is there sacred space for small groups to reflect, pray and share?					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

ACCESSIBILITY	1	2	3	4	5	3 5
Describe the accessibility of the school grounds. Are there:						
steep slopes? <input checked="" type="checkbox"/> stairs (outside)? <input checked="" type="checkbox"/> ramps (where needed)? <input type="checkbox"/>						
drop-off area near accessible entrance? <input checked="" type="checkbox"/> other (specify)? <input type="checkbox"/>						
Is the main entrance accessible?					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Entrance closest to the gymnasium?					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Other entrances?					Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Is the school multi-leveled?					Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Are all levels of the school accessible?			Some <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Is there a barrier free washroom						
For student use?					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
boys only <input type="checkbox"/> girls only <input type="checkbox"/>						
For staff use?					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
For visitor use?					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Located near the spec. ed. room?					Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Located in the change rooms?			N/A <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
boys only <input type="checkbox"/> girls only <input type="checkbox"/>						
If not, located near the gym?					Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Fully accessible washroom in health room.						
There is a H/C washroom in the hall outside the Gym.						
Does the special education room adequately meet the needs of students with disabilities?					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Currently using a multi-leveled room but an empty classroom could be used for special education if necessary.						
Is the gymnasium accessible?					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Is the library accessible?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is the administration area fully accessible?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Number of designated accessible parking spaces: 4		

ADEQUACY OF EXTERNAL PHYSICAL SPACE TO SUPPORT LEARNING & DEVELOPMENT	1	2	3	4	5	3 3
Amount of hard surface area per pupil place: 5.82 sq.m						
Amount of turf area per pupil place: 41.93 sq.m						
Does the school site have the following:						
Baseball diamond?				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Soccer field? Mini-field				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Do the baseball and soccer fields overlap?				Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Outdoor basketball court?				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Volleyball court?				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Tennis court?				Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Shaded areas?				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Sitting areas (rocks, benches, etc.)?				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Outdoor classroom?				Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
If no, is there the ability to create one?				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
Creative play structure?				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
If yes, describe its condition:						
very good <input checked="" type="checkbox"/>	good <input type="checkbox"/>	fair <input type="checkbox"/>	poor <input type="checkbox"/>	very poor <input type="checkbox"/>		
Other amenities (specify)? Courtyard						
Is there parkland adjacent to the school site?				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
If yes, is there an option for extending the school's playing fields onto the parkland?				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
If yes, does it have sports fields?				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
If yes, is there a play structure?				Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

EXTRACURRICULAR ACTIVITIES	1	2	3	4	5	1.8 3
Which extracurricular activities are currently offered?						
Athletics:						
Basketball?	girls <input checked="" type="checkbox"/>	boys <input checked="" type="checkbox"/>	Soccer? junior <input checked="" type="checkbox"/>	intermediate <input checked="" type="checkbox"/>		
Volleyball?	girls <input checked="" type="checkbox"/>	boys <input checked="" type="checkbox"/>	Cross Country? <input checked="" type="checkbox"/>	Track & Field? <input checked="" type="checkbox"/>		
Softball / 3 pitch?	girls <input checked="" type="checkbox"/>	boys <input checked="" type="checkbox"/>	Other (List): PALS			
Arts:	Choir? <input checked="" type="checkbox"/>	Dance? <input type="checkbox"/>	Other (List):			
	Drama? <input type="checkbox"/>	Art/Crafts? <input type="checkbox"/>				

Clubs:		Chess/checkers? <input checked="" type="checkbox"/>	Computers? <input checked="" type="checkbox"/>
		Other (List): French Club,	
Fundraising (List): Read-a-thon, Christmas Cards	<u>School Purpose</u> Student learning and activities	<u>Charity</u> Jump rope for heart, United Way, Angel Tree, Cupcake Tuesday, Foster Children	
Other:			
How many students participate in: Activities are very well attended by a variety of students. 0 activities? _____ 2-4 activities? _____ 5-8 activities? _____ >8 activities? _____			
Are there linkages to community extra curricular programs?		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If yes, what are they? Skill builder program, sacramental programs, food drives			

SAFETY	1	2	3	4	5	4 5
Do all regular classrooms have windows?					Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Do all regular classroom doors have windows?			N/A <input type="checkbox"/>		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Can the main entrance be easily monitored from the main office?					Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Are there clear sight lines <i>inside the school</i> that allow corridors to be easily monitored? Describe any deficiencies.					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Are there clear sight lines that allow the <i>site</i> to be easily monitored? Does the site require extra staff to supervise? Describe any deficiencies.					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Are any adjacent land uses potentially hazardous to students? If yes, what are they?					Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Are there hiding places near the school that cannot be removed?					Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Is there a history of vandalism, break & enter, drug use or other criminal activities at the school after regular school hours? What is the frequency of after hour incidents? N/A					Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Has a Crime Prevention Through Environmental Design (CPTED) audit been completed for this school? If yes, what upgrades are needed?					Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

PROXIMITY TO STUDENTS	1	2	3	4	5	1.6 4
Is the school located centrally within its attendance area so as to maximize the walking potential? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>						
Total number of students bussed to the school: 149			Percentage: 40%			
Number of students walking to school: 157			Percentage: 41%			
Number of students that are bussed due to a hazard: 37			Percentage: 10%			
Number of Out of Bounds students: 35			Percentage: 9%			
Is there a designated bussed area from outside the home attendance area? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>						
Number of students living in the bussed area: 117 (100 attend)						
Length of a one-way bus trip (minutes):						N/A <input type="checkbox"/>
Shortest: 13		Average: 17				
Longest: 20						

INTERACTION BETWEEN THE SCHOOL AND PARISH	1	2	3	4	5	3 5
What parish boundary does the school lie within? St. Francis						
Does the entire school attendance area lie within the same parish boundary? St Mark, St Francis Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>						
Is the church accessible to the school for the celebration of liturgies? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>						
Distance from the school to the parish (km): 1.2 km						
Is there regular interaction between the school and the church? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>						
Number of visits by the priest per year: Varies with the number of times he is invited in by classes/celebrations.						
Describe the programs that the parish provides to the school. First Communion, Reconciliation, Confirmation and they help with graduation as well.						

VALUE TO STUDENT SCORE

28.6 / 46



AVAILABILITY OF SPECIALIZED TEACHING SPACES	1	2	3	4	5	1.8 3
Are there designated meeting or resource rooms in the school?					Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Is there a dedicated staff work room?					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is the administration area adequate to meet the needs of the staff?					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Are there specialized spaces/resources that are used by other schools?					Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

ADEQUACY OF THE SITE	1	2	3	4	5	3.2 4
Number of off-street parking stalls at the school: 46						
Number of stalls dedicated to visitor parking: 4 parking spots including 2 wheelchair accessible						
Is there on-street parking available on nearby streets?					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is there a designated bus drop-off area? on the site <input type="checkbox"/> on the street <input checked="" type="checkbox"/>					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is there a designated parent drop-off area on the site?					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is the school visible within the neighbourhood (collector road vs. cul-de-sac) amount of frontage (metres): 182m on Birchcliff Ave.					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is the school located on a transit route?					Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Can the site be fully utilized? If not, why? steep slope <input type="checkbox"/> other <input type="checkbox"/> _____					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Number of portables easily accommodated on the site: 12						
Is there space on the site to accommodate an addition, if needed?					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

COST TO OPERATE	1	2	3	4	5	3 5
Annual transportation cost: \$ 77,072.00						
Are there portables currently at the school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>						
If yes, how many: leased _____ owned _____						
Cost of portables: \$ N/A						
3 Year average expenditures per pupil:						
Board average Cost to Operate per pupil <u>\$ 6,138.74</u>						
Teaching staff		\$ 4,397.71				
Non-teaching staff		\$ 1,482.60				
subtotal		\$ 5,893.84				
Utilities (Hydro, Natural Gas, Water, etc.)		\$ 140.48				
Maintenance		\$ 15.62				
Operating (waste management, security, preventative maintenance, grounds, etc.)		\$ 21.38				
subtotal		\$ 177.48				
Cost to Operate per pupil <u>\$ 6,071.32</u>						
Is enough funding generated by the school to sustain itself without drawing from other budget lines? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>						
Community Use:						
Annual Revenue: \$ 10.00			Annual Grant Revenue: \$ 1476.00			
What would the fiscal impacts be of this school closing on the operating budget?						
The student population would move to other WCDSB schools. This may trigger additional staff such as a VP, secretarial staffing and custodial staffing. It may eliminate the need for additional staff if students can be absorbed by the school and use existing staff. The number of teachers is determined by PTR ratios. The number of teachers in the system may change depending on which schools the students attend in the event of a closure. Educational Assistants would move with students need; no reduction is anticipated. Busing costing would change, but the specific change cannot be quantified at this time.						

LONG TERM CAPITAL/RENEWAL COSTS	1	2	3	4	5	3 5
What projects need to be completed in order to make the school wheelchair accessible? Entrance <input checked="" type="checkbox"/> washroom <input checked="" type="checkbox"/> elevator <input type="checkbox"/> lift <input type="checkbox"/> other (specify) <input checked="" type="checkbox"/> Parking not to code, no staff w/r provided						
Estimated cost of accessibility projects: \$45,000						
Estimated cost of upgrades identified through the CPTED survey: \$					N/A <input checked="" type="checkbox"/>	
Facility Condition Index (FCI): 28.06 %						
List any program upgrades identified in ReCapp (including costs): General Purpose room in center of building does not meet Ministry requirements. No cost provided. The Library Resource room in the west side of building does not meet Ministry Requirements. No cost provided.						
Estimated cost of renewal projects identified for the next 10 years: \$ 4,639,050 List projects: exterior doors, exterior door hardware, windows, millwork, interior doors, interior door hardware, painting wall coverings, carpeting, vinyl floor tile, suspended acoustic panel ceiling, window coverage, washroom accessories, roof top AHU, heat pumps, heating and cooling piping, ventilation fans, control system, plumbing fixtures, domestic water heaters, plumbing piping system, primary transformer, cable, raceway switchgear, exterior lighting, fire alarm, communication system, information technology system signage, site improvements, unpaved parking lots, unpaved roadway, unpaved playgrounds, unpaved sports and recreation spaces, unpaved walkways.						
Is there a planned addition/renovation identified within the next 10 years? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If yes, please specify:						
What would the fiscal impacts be of this school closing on the capital budget? The school closure would have no impact on the new pupil place grant but could potentially generate capital dollars if the properties were sold or leased.						

VALUE TO THE BOARD SCORE

14 / 22

**VALUE TO THE COMMUNITY**

<b>WEIGHT: 20</b>
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<b>FACILITY FOR COMMUNITY USE</b>	1	2	3	4	5	2.4 / 4
Is the school available for rentals? <span style="float:right">Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></span>						
Is the school rented? <span style="float:right">Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> by the City <input type="checkbox"/></span>						
What parts of the school are rented? <span style="float:right">gymnasium <input checked="" type="checkbox"/> library <input checked="" type="checkbox"/> other <input type="checkbox"/></span>						
Number of hours (annual) available for community use: 555 plus weekends (due to construction)						
Number of hours (annual) of use: 145						
Types of groups & number of hours (annual): youth <input checked="" type="checkbox"/> hours: 39      adult <input checked="" type="checkbox"/> hours: 91      other <input checked="" type="checkbox"/> hours: 15						
Does the school facility primarily serve the immediate neighbourhood? <span style="float:right">Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></span>						
Are there other facilities available to accommodate the groups currently using the school? <span style="float:right">Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></span>						

<b>SCHOOL GROUNDS AS GREEN SPACE AND/OR AVAILABLE RECREATION USE</b>	1	2	3	4	5	2.4 / 4
Are the school grounds frequently used by the neighbourhood? <span style="float:right">Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></span>						
Is there a park adjacent to the school site? If not, is there a park nearby? <span style="float:right">Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/></span>						
Does the school provide the only green space available for recreation use within the community? <span style="float:right">Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></span>						
Has the community invested financially in the school grounds? <span style="float:right">Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></span>						
Are there agreements in place governing the joint use of green space? <span style="float:right">Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></span>						
How would a closure affect the availability of green space to the community? Very little. Cloverdale Park adjacent to School. Public school is nearby.						

<b>SCHOOL AS A PARTNER IN OTHER GOVERNMENT INITIATIVES</b>	1	2	3	4	5	1.8 / 3
Does the school have a child care facility? If yes, how many child care spaces? <span style="float:right">Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></span>						
Is there sufficient child care available in the area? <span style="float:right">Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></span>						
Are there existing agreements in place with local municipalities, neighbourhood associations, parish, etc. for the use of space in the school? <span style="float:right">Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></span>						

RANGE OF PROGRAM OFFERINGS THAT SERVE BOTH STUDENTS AND COMMUNITY MEMBERS	1	2	3	4	5	1.8 3
Are there Board sponsored programs offered at the school that benefit community members? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If yes, what are they?						
What are the attributes of the site that lend itself to an alternate use? proximity to transit <input type="checkbox"/> located on a collector road <input type="checkbox"/> accessibility <input checked="" type="checkbox"/> building layout <input checked="" type="checkbox"/> surrounding land uses <input checked="" type="checkbox"/> Number of parking spaces: 46 Zoning: I-1Neighbourhood Institutional, (93R) - A day care facility shall only be permitted on the same lot.						

VALUE TO COMMUNITY SCORE 8.4 / 14

**VALUE TO THE LOCAL ECONOMY**

<b>WEIGHT: 10</b>
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<b>AVAILABILITY OF TRAINING OPPORTUNITIES OR PARTNERSHIPS WITH BUSINESS</b>	1	2	3	4	5	1.8 3
Does the school play a role in providing training opportunities? List.						Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Does the school have any partnerships with businesses? List.						Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

<b>OTHER POTENTIAL IMPACTS OF A CLOSURE</b>	1	2	3	4	5	1.2 2
Are there brown field development opportunities within the school's attendance area?						Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Are there green field development opportunities within the school's attendance area?						Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
What is the impact of the school closing on future development?	Very little. Students in any future development would attend a different school.					
Identify any other potential impacts on the local economy:	No other potential impacts identified.					

**VALUE TO LOCAL ECONOMY SCORE**

<b>3 / 5</b>
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