

SCHOOL INFORMATION PROFILE

Elementary School

Date

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Lambton Kent District School Board Schools

Every school under the jurisdiction of the Lambton Kent District School Board will have a clear and focused mission, strong instructional leadership, a safe and orderly environment, a climate of high expectations for success, frequent monitoring of student progress, positive home-school relations, opportunities to learn and time on task. Our schools will offer programs that will enable our graduates to be successful in their life choices and to be happy and productive members of society.

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

- Effective kindergarten programs
- Remedial and enrichment programs
- Large blocks of literacy and math instruction
- Daily physical activity
- Culturally inclusive programs
- Arts programs
- Facilities that support effective programming, including science labs for Grade 7 and 8 students, and facilities that support partial rotary
- Information technology, playground and playfield/gymnasium space
- Universally accessible facilities

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

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

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School Information Profile

School

School Vision Statement _____

Programs: Regular ____ French Immersion ____ Specialized ____ Native Language ____

Grade configuration	
Age of Facility	
Property Size	
Area of Facility	
Area of Green Space	
Area of Indoor Gym	
Ministry Rated Capacity	
Current Enrolment	
Enrolment by Grade	
Utilization Percentage	
Enrolment past five years	
Enrolment projections next five years	
Staffing	
Enrolment by grade	
% of students bused	
Out of boundary students	
Time and distance for bused students	
Demographics for area	
First Nation Partnership	

The School Valuation Guideline is intended to assist schools in an objective process to identify a school's:

- a) Value to the Student
 - What is the impact on the student with the closing of this school?
- b) Value to the School Board
 - What is the impact on student learning across the system if this school closes?
- c) Value to the Community
 - What is this school's value to the communities?
 - Can this value be relocated to a receiving school?
- d) Value to the Local Economy
 - What is this school's value to the local economy?

The data required to respond to many of the questions may require input from the Principal.

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Value to Student

Student Success in Elementary

Identify what the elementary school have the ability to offer:

- Junior Kindergarten
- Senior Kindergarten
- Large blocks of literacy and math instruction
- Arts programs
- Information technology to support the curriculum
- Career education programs
- Culturally inclusive programs
- Lead and/or specialized teachers with specialized skills
- Specialized programs (i.e. second language learning)

What is the nearest access to similar programs?

Student achievement including data, , EQAO (Education Quality and Accountability Office Assessments), EDI (Early Development Instrument), DRA (Developmental Reading Assessment), CAT (Canadian Achievement Test) over the past three years

Additional Comments:

Supports

Identify funding generated for staffing to sustain itself without drawing funding from other budget lines in the following areas:

- Administration
- Special Education/Library Staff
- Library Technicians
- Social Workers
- Secretarial
- Custodial

Does the school have programs that support student success?

Does the school have remedial programs onsite during the day and after-school?

Identify existing space for:

- Computer Lab
- Playground
- Gymnasium
- Library
- A stage
- Staff/Visitor parking

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Student drop-off and pick-up area for parents
Bus Loading Zone
Other
Transportation Proximity of the school to students/length of bus ride.

Describe community support partnerships.
Is the school universally accessible?
Additional Comments:

Safety and Security
What was the result of the Safe School Survey?
Comment on the safety and security within your school environment.
Additional Comments:

Extracurricular
Identify opportunities for a variety of extra and co-curricular activities in:
Athletics
Arts
Clubs
Leadership
Fundraising
Other
What opportunities are available due to the location of the school to existing community facilities?
Other value to students?
Additional Comments:

Value to School Board

Will the system be able to offer programs in the following areas if this school closes?

Program

French Immersion:

Specialized Education:

Effective Intervention programs: Example – Literacy Coaches

Extracurricular activities:

Effective partnerships:

What is the impact on the receiving school with respect to physical space?

What is the impact on the receiving school with respect to transportation?

Facilities

How will closure impact transportation costs?

How will closing the school help the school board avoid incurring significant repair costs that are not covered by targeted renovation programs?

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

Additional Comments:

School Culture

How will the school culture be impacted by the reassignment of students?

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Value of the School to the Community

Identify the Communities:

Describe program and service offerings that serve both school and communities.

Daycare/Best Start

Youth Activities

Cultural Events and Observances

Social and Recreational

Other

Identify any plans for local partnerships for delivering daycare and other community and social services?

Identify other elementary school(s) in the communities?

If the school were to close, what alternate uses could the building and grounds accommodate that would complement the surrounding neighbourhood?

Describe any historical attributes that are significant to the communities?

How many hours per week is this school used for other community activity (e.g., sports, recreation and fitness; non-profit and community groups for youth and adults; community meetings):

Fall

Winter

Spring

Summer

If the school were to close, what is the local capacity to accommodate those currently using the school for community purposes?

If the school were to remain open, how/what programs could the school attract?

Describe significant upgrades to the school in the past five years completed in partnership with the communities?

Value to the community as a single school community.

Other value to the communities?

Does the community have programs and supports for students at risk?

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

Additional Comments:

Value to the Local Economy

Comment on each of the following areas in relation to the local economy.

A. Attracting and retaining families in the communities.

B. Economic spin-offs

C. Real estate values

D. To what extent is the school a significant employer?

E. Co-operative Education opportunities?

F. Training opportunities or partnerships with business?

G. Other value to the local economy?

H. Value to community as a single school community?

I. How do these plans fit in with the long term plan of the Municipality of Chatham-Kent, City of Sarnia and County of Lambton?

General Summary Comments: