

School Information Profile (SIP)

The Ministry of Education’s Pupil Accommodation Review Guideline, June 2009, requires that the Algonquin and Lakeshore Catholic District School Board develop a School Information Profile (SIP) and complete the SIP for each school under an accommodation review.

The ARC will discuss and consult about the SIP prepared by the Board for the schools under review and modify the profiles where appropriate. ARCs are encouraged to introduce other factors that could be used to reflect the local circumstances and priorities which may help to further educate the community about the schools.

This discussion is intended to familiarize the ARC Members and the community with the schools in light of the objectives and reference criteria set out in the TOR. The final SIP and the TOR will provide the foundation for discussion and analysis of accommodation options.

Planning Area: _____

School Name: _____

Address: _____

Program Offering	
Regular Track	
French Immersion	
Specialized (please provide type), i.e., System Centre Program	
Other (please specify)	

School Information	
Year Constructed	
Distance to the next closest ALCDSB school, offering a similar program?	
Size of permanent structure in m2	
Site Size in hectares	
Green Space Size in hectares	
School Ministry Rated Capacity	
# of Portables on Site	
# of Portables in Use on Site	
Availability of Parking – Number of Parking Spaces	
Designated Student drop-off and pick-up area on site (Y/N)	

Bus-loop (Y/N)					
School Information					
Instructional Areas:					
Number of Purpose-Built Kindergarten Rooms					
Number of Regular Classrooms (exclude portables)					
Does the school have purpose-built classrooms for:					
Science:	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Art:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Music:	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Spec. Ed:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Computer Technology:	Yes <input type="checkbox"/>	No <input type="checkbox"/>			
List Other:	_____				
What size is the gymnasium?					
single	<input type="checkbox"/>	over-sized single	<input type="checkbox"/>	double	<input type="checkbox"/>
partition wall?	<input type="checkbox"/>				
Are the following spaces available?					
change rooms	<input type="checkbox"/>	gym storage	<input type="checkbox"/>	stage	<input type="checkbox"/>
servery	<input type="checkbox"/>				
Is the size of the gymnasium appropriate for the capacity of the school?					
Yes	<input type="checkbox"/>				No <input type="checkbox"/>
Is there sacred space for small group or individual prayer and reflection?					
Yes	<input type="checkbox"/>				No <input type="checkbox"/>
Accessibility (provide information indicating areas of accessibility, e.g., ramp, washroom, etc.)					
List available outdoor play areas (e.g., soccer field, track, playground)					
Partnerships with Community Groups					
List Groups using the school or grounds					
List Community Tenants (e.g., Child Care Centre)					
		Current Staffing (#FTE)	#FTE Students	Staffing Benchmark	No. of Staff Provided by Benchmark
Teaching Staff	Full-time Principal				
	Vice-Principal				
	JK/SK Teachers				
Program Support Staff	Primary Teachers				
	Junior/Intermediate Teachers				
	Special Education Teachers				
	Education Assistant				
	French as a Second Language Teachers				
	Planning Time Teachers				
	English as a Second Language Teachers				
	ELP Staff				
	Other (specify)				

		Current Staffing (#FTE)	#FTE Students	Staffing Benchmark	No. of Staff Provided by Benchmark
School Support Staff	Secretary				
	Learning Resource Assistant				
	Lunch Hour Supervisor				
	Custodial Staff				
	Youth Worker				
	Other (Specify)				
Total Number of FTE Staff					
# of students bused					
# of students that walk					
# of out of area students					
List of course offering available in addition to the Core Curriculum requirements					
What programs if any, does the school have to support student success?					
Student achievement data: Provision of EQAO report for current year and other measures Board may have in use					
What pathways/programs (planned route leading to direct entry into e.g., independent living, work, apprenticeship, college, university) does the school offer?					
What specialist high-skills majors does the school offer?					
What is the expectation of expansion on the specialist high-skills major given the enrolment projections for the school?					
School Climate - Provide School Climate Surveys					
List of extra-curricular activities available (volleyball, basketball, etc.)					
List of co-curricular activities available (band, choir, etc.)					
List of before and/or after school programs (e.g., Breakfast Club)					

Which Church is affiliated with this school?

Which other Churches do students at this school attend?

N/A

Distance from the school to the Church

Financial Analysis of School	Cost
Current Per pupil cost to operate the school (administration, operating and maintenance)	

5-year projected per pupil cost to operate the school (administration, operating and maintenance)	
Current transportation cost	
5-year projected transportation cost	
Board average per pupil cost to operate a school (administration, operating and maintenance)	
Board average transportation cost	
Replacement Value of the School Building	
Current Cost of needed Repairs (ReCAPP data)	
Current Facilities Condition Index (FCI)	
Cost of needed Repairs over the next 5 years	
Projected FCI at end of 5-year period	

5-Year Historic Enrolment by Program, totaled to the school level

Program	Insert Yr. 1	Insert Yr. 2	Insert Yr. 3	Insert Yr. 4	Insert Yr. 5
Total Enrolment:					
Utilization:					

Actual enrolment for current year and projected enrolment (5 years) by program, totaled to the school level

Program	Current Year	Insert Yr. 1	Insert Yr. 2	Insert Yr. 3	Insert Yr. 4	Insert Yr. 5
Total:						
Utilization:						

Using the information provided above, consider the following:

1. Value to the Student

- 1.1 How are programs affected by the enrolment trend at the school? – consider the past five years, the current year, and the projected 5 years.

- 1.2 How are extracurricular and/or co-curricular activities affected by the enrolment trend at the school? -- consider the past five years, the current year, and the projected 5 years.
- 1.3 What would the impact be to the students if this school were to be consolidated from the perspective of such things as transportation, program delivery, extra-curricular and co-curricular activities?
- 1.4 What type of classroom/school organization is possible with the eligible staffing allocation?
- 1.5 What safety measures are in place at the school (e.g., security cameras)?
- 1.6 How does the physical configuration of the building support or not support program offering (e.g., gym, library allocation)?

- 1.7 How does student achievement at the school compare to the Board Average, the Provincial Average?
- 1.8 Does the school have before and/or after school programs to address the needs of students?
- 1.9 What opportunities are available to the students due to the location of the school and its proximity to existing community facilities?
- 1.10 What Parish opportunities are available to the students due to the proximity of the Church or the Parish's involvement at the school?

- 1.11 Are there building amenities that are lacking or are in need of repair and if so, how does this hamper program delivery?

2. Value to the Community

- 2.1 Is the school frequently used as a community resource/support or as a Parish resource/support? If yes, please list uses.

- 2.2 Are any of the supports listed above transferable to another location within the Board's schools to ensure continued community/Parish supports are in place?

- 2.3 Is the school the only school in the community?

- 2.4 Is the school or the school grounds used for community use outside of the regular school day? If yes, please list groups using the school or grounds.
- 2.5 Does the school offer a range of programs that serve not only the students but also the community (e.g., adult ESL)? If yes, please list programs.
- 2.6 Is the school involved in a long term community commitment (e.g., child care centre)? If yes, please identify the commitment and indicate if there are alternative sites to support the commitment should the school close.
- 2.7 Is the school building of historical significance to the community?

3. Value to the Board

- 3.1 Considering the condition and location of the school, what upgrades/major repairs to the building need to be addressed? Please list and provide estimated costs and timing of proposed upgrades/major repairs.
- 3.2 Describe the condition of the school grounds – if repairs are required, please list and provide estimated costs and timing of proposed repairs.
- 3.3 Is there room on the site for a permanent addition or for portables?
- 3.4 What is the proximity of the school to other Catholic Schools?

- 3.5 How does the cost to operate the school today compare to the Board average?
- 3.6 How does the current transportation cost compare to the Board average?
- 3.7 How are programs impacted by the enrolment trend at the school? – consider the past five years, the current year, and the projected 5 years.
- 3.8 What would the impact be to the Board if this school were to close – assess the response based on the location of the school (e.g., only school in the community, rural school, location of Parish/Church, operating and transportation costs, savings etc.)

3.9 How does the physical configuration of the building support or not support program offering (e.g., gym, library allocation)?

3.10 How does student achievement at the school compare to the Board Average, the Provincial Average?

3.11 Does the school have before and/or after school programs to address the needs of students?

3.12 How does the staffing model at the school compare to other schools of the Board?

3.13 Is the school in compliance with the *Accessibility for Ontarians with Disabilities Act*?

4. Value to the Local Economy

4.1 Does the location of the school attract or retain families in the community?

4.2 Does the school contribute to the community vitality? If yes, please explain?

4.3 Is this the only school in the community? If yes, please explain the impact on the community if the school were to close.

4.4 Are there training opportunities or partnership opportunities involving the school and local businesses? If yes, please list.

- 4.5 How does the school support local employment (e.g., directly employs people living in the community, pizza day, etc.)?

SIP Conclusion

Board Staff to summarize the School Information Profile based on the responses to the questions above.

Summary should address/provide:

Impact of the school remaining open -- how would it affect the students, the community, the Board and the local economy (particular emphasis on the impact on students).

Description of the benefits if the planning area situation were improved through consolidation/closure, etc. Place specific emphasis on the benefits to the students and describe the impact on the community, the Board and the local economy.