

## School-specific Valuation Factors

These School-specific Valuation Factors are to be applied to each individual school in the group of schools being studied. The ARC will weigh the value of the schools to the student above the other factors to be assessed.

### 1. Value to the Students

#### *[Value to the Student (Examples in Ministry Guidelines)*

- *quality of the learning environment at the school;*
  - *student outcomes at the school;*
  - *range of course or program offerings;*
  - *range of extracurricular activities and extent of student participation;*
  - *adequacy of the school's physical space to support student learning;*
  - *adequacy of the school's grounds for healthy physical activity and extracurricular activities;*
  - *accessibility of the school for students with disabilities;*
  - *safety of the school;*
  - *proximity of the school to students/length of bus ride to school.]*
- JK-12 remains in each family of schools
  - The range of program availability
    - Continuity of education; Accommodation of vulnerable students, special education services
    - Programs for at-risk youth
    - Programs offered – French Immersion, special education, primary literacy, social skills, university, college and Workplace Pathway programs
  - Do specialized teaching spaces exist within the school such as design and technology spaces, arts programs, congregated programs and/or family studies classrooms?
  - Learning resources available in the school – specialized rooms for program delivery
  - Students' performance in reading, writing and math
    - EQAO – school, board and provincial averages
    - Retention, graduation, and drop-out rates at the secondary level
  - Suitability of facilities to age of students, program needs
  - Playground – size and condition
  - Health and safety – well water, air quality, compliance with fire, electrical codes, proximity to hazards, yard and bus supervision
    - The perceptions of students, staff and parents about their school
  - Is the school accessible for students with disabilities?
    - What are the alternative arrangements?
  - What is the level of student and staff involvement in extra-curricular activities offered by the school?
  - Will participation in extra-curricular activities be affected if the school closes and students are moved elsewhere?

## 2. Value to the School System *[Value to the School Board (Examples in Ministry Guidelines)]*

- *student outcomes at the school;*
  - *range of program or course offerings;*
  - *availability of specialized teaching spaces;*
  - *condition and location of school;*
  - *value of the school if it is the only school within the community;*
  - *fiscal and operational factors (e.g., enrolment vs. available space, cost to operate the school, cost of transportation, availability of surplus space in adjacent schools, cost to upgrade the facility so that it can meet student learning objectives). ]*
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- JK-12 remains in each family of schools
  - Would consolidation, closure or program relocation provide students with access to varied and/or better programs?
  - Would consolidation, closure or program relocation reduce the probability that the students will be in classes with two or more grades?
  - Is the school experiencing declining enrolment? (consider demographic projections)
  - If it is an elementary school:
    - Is it the main feeder school to the local secondary school?
    - What is the relationship of the school to the family of schools?
  - Does the school offer summer school programs that cannot be easily relocated?
  - Is the school an exemplar to other schools both academically, administratively and through its offering of extra-curricular activities?
  - Would consolidation, closure or program relocation involving the school realize operating efficiencies for the school board?
    - school administration (principals, secretaries);
    - teachers; and
    - school operations (heating; lighting; cleaning)
    - school renewal
    - transportation costs
  - What are the revenue implications of consolidation, closure or program relocation involving the school?
  - What are the additional expenditures, if any, at schools which will accommodate students displaced as a result of consolidation, closure or program relocation involving the school?:
    - School operations (heating, lighting cleaning and routine maintenance)
    - School administration
    - School renewal

## 3. Value to the Community *[Value to the Community (Examples in Ministry Guidelines)]*

- *facility for community use;*
- *range of program offerings at the school that serve both students and community members (e.g., adult ESL);*
- *school grounds as green space and/or available for recreational use;*
- *school as a partner in other government initiatives in the community;*
- *value of the school if it is the only school within the community. ]*

- Is the school the only school in the area under study?
- Do community members believe that the school contributes to the identity of the community?
- What is the community's perception of the school?
- What is the role of parents in keeping the school open?
  - What is the school council's view of the school and its role/commitment to keeping the school open?
  - What type of activities have parents/parent council been involved in to support the school in the past (e.g., fundraising)?
- Is the school facility used for other purposes:
  - Sports, recreation and fitness
  - Non-profit and community groups for youth and adults
  - Community meetings/events; If yes, how many Community Use Agreements have been signed?
  - Community and social service provision (e.g., daycare - if yes, how many child care spaces available and operating in the facility?)
  - How many community and not-for-profit groups currently use the facility?
  - Intensity and diversity of use by community groups
- Is there another community centre or space in the area that could be used for similar purposes?
- User satisfaction – as reported on facility condition survey
- To gauge community perception of value of tax dollars at work, what is the community's perception of the value of any upgrades that may have been made to the school in the last few years (e.g., retrofits, additions, repairs)?
- Does the school contribute to sustaining a minority language culture and community?
- How would a school closure impact the social fabric of the community in the long term (e.g., would it result in divisive or negative relationships among the community)?

#### 4. Value to the Local Economy

##### ***[Value to the Local Economy (Examples in Ministry Guidelines)***

- *school as a local employer;*
  - *availability of cooperative education;*
  - *availability of training opportunities or partnerships with business;*
  - *attracts or retains families in the community;*
  - *value of the school if it is the only school within the community.]*
- Does the school play an important role in attracting and/or keeping investment in the community (thereby increasing/retaining commercial, industrial, residential municipal tax base)?
  - What would be the effect of consolidation, closure or program relocation on the local economy – diversification, sustainability of employment opportunities, effect on local businesses?
  - Are there spin-off economic benefits of having the school (e.g. opening and sustaining of small business and services)? What would happen to these spin-offs if there was consolidation, closure or program relocation?
  - Does the school play a key role in attracting families to the community?
  - Does the presence of the school affect real estate values?
  - What impact may consolidation, closure or program relocation have on municipal revenues/assessment?
  - Is there realistic potential for growth in the immediate area?
    - Municipal development plans

- What would be the impact of consolidation, closure or program relocation be on the employment situation of school staff (e.g., teachers, support staff, custodians, and cafeteria staff). This is particularly relevant in areas where the school is the main employer within the community.
- Does the school offer co-operative education programs, ESL for adults and/or other adult learning programs?
- Does the school offer training opportunities/partnerships with businesses?

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