



Southeast Galt Elementary Schools Pupil Accommodation Review Manchester P.S.

Elementary School Valuation Framework

Date: January/2009

SCHOOL PROFILE		
School: Manchester P.S.		
Address: 455 Dundas St., Cambridge		
Grade Configuration	Junior Elementary School (JK-6)	
Age of Facility	92 years	
Site Size	1.663 ha	4.11 ac
Building Size – GFA	26 415 sq ft	2 453.95 m²
School Capacity (building only, Ministry recognized)	256	
School Capacity (building and porta-pak)	256	
Number of portables	3	
Current enrolment (Total/FTE)	310/267.5	
Utilization (% Accommodation)	104 %	
Historic FTE Enrolment (past 5 years)	Year: 2003-04	Enrolment: 340.5
	Year: 2004-05	Enrolment: 340
	Year: 2005-06	Enrolment: 325
	Year: 2006-07	Enrolment: 294
	Year: 2007-08	Enrolment: 275
Enrolment FTE Projection (next 5 years)	Year: 2009-10	Enrolment: 269.5
	Year: 2010-11	Enrolment: 264
	Year: 2011-12	Enrolment: 258.5
	Year: 2012-13	Enrolment: 257
	Year: 2013-14	Enrolment: 254
Feeder Schools:	Grades:	
N/A		
Number of Out of Boundary Students	0	
Number of Split Grades	4	
Is there a French Immersion Program?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

Attachments: Site and Floor Plans with date of original building and any subsequent additions



Section 1 – VALUE TO THE STUDENT		
<i>1.1 Physical Space to Support Student Learning</i>		
Number of standard sized classrooms in the school:		12
Is there currently sufficient permanent space to accommodate all students?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Is the school fully accessible? (if not, see details in section 1.6)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Does the school have a:		
Library?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Gymnasium?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Change rooms?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Gym storage and equipment room?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Staff work room?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Art room?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Room for French language instruction	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Instrumental music room?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Special education room?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Suitable and sufficient washrooms?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Cafeteria?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Lockers/cloak room area?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Other storage/room?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Theatre arts facilities/stage?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Computer lab?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Family studies room?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Auditorium?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Kitchen and/or tuck shop?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Staff and visitor parking?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Staff room with kitchen facilities?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Student drop-off and pick-up area?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Bus loading zone?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Property to accommodate development or additions?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>



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1.2 School Grounds for Healthy Physical Activity and Extracurricular Activities		
Does the school have a:		
Hard surfaced outdoor play area(s)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Soccer field?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Football field?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Baseball field?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Track?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Basketball court(s)?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Play structure(s)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Shaded area?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Green space?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Bicycle racks?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Pool?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Arena?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Other public recreation facility?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Adjacent to public park or open space?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Describe the condition of school grounds (student use):		
<p style="color: red;">Large</p> <p style="color: red;">Recently improved</p> <p style="color: red;">2 new play structures</p> <p style="color: red;">Kindergarten play area Paved good condition</p>		
Describe the condition of parking, driveways, sidewalks:		
<p style="color: red;">Good condition</p> <p style="color: red;">Good entrance</p> <p style="color: red;">Recently painted</p> <p style="color: red;">"Limited Parking"</p> <p style="color: red;">"Drop off area insufficient"</p>		
Describe additional amenities that may be attached to the school:		
<p style="color: red;">Basketball nets</p> <p style="color: red;">Games painted on pavement</p> <p style="color: red;">HomeDepot Creative</p>		



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1.3 Range of Courses or Program Offerings		
Does each class have access to gym for daily physical activity?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school have a designated teacher for:		
Music?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Physical Education?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Computers?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Library?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
French?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Resource?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Literacy resource?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Early reading intervention?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Visual Arts/Drama?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
English as Second Language (ESL)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Special Education (SpEd)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school have:		
Classes with combined grades?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Classes with single grades?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
French Immersion?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Special Needs area class(es)? If yes, specify:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Does the school offer:		
Guidance and career education programs?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Culturally inclusive programs?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Student success programs?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Technology programs?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Programs and supports for students at risk?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
An instrumental music program?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
A vocal music program?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
A visual arts program?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
A drama program?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
A communications media program?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Character Education program?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Where is the nearest access to similar programs? Lincoln Ave P.S. and Galt Collegiate Institute		



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1.4 Range of Extracurricular Activities(recent years)

List boys' intramural sports:

Cricket, soccer, 'Run and Read'
Track and Field, Cross Country running

List girls' intramural sports:

Same as above

List boys' interschool sports:

Track and Field, Cross Country running
Soccer

List girls' interschool sports:

Same as above

List co-ed interschool sports:

Track and Field
Soccer

List school clubs and activities/student involvement:

Knitting
Choir, Kodaly Choir
Nutrition Club
Kilometre Club

Additional comments:



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1.5 Student Outcomes at the School – Clarification Needed with Curriculum

Education Quality and Accountability Office (EQAO) Definition:
Percentage of students at or above the provincial standard (levels 3 and 4)

		Reading		Writing		Mathematics	
		Grade 3	Grade 6	Grade 3	Grade 6	Grade 3	Grade 6
2003-2004	School	25	38	20	18	32	33
	Board	52	57	56	53	62	60
2004-2005	School	38	43	48	57	44	37
	Board	55	64	53	60	60	61
2005-2006	School	42	50	49	39	49	39
	Board	60	64	60	57	65	60
2006-2007	School	40	51	38	41	62	36
	Board	59	63	60	57	64	58
2007-2008	School	28	35	35	42	32	15
	Board	58	63	62	64	64	59

Total number of Grade 3 students

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
School	44	45	43	45	40
Board	4092	4067	4050	4046	3996

Total number of Grade 6 students

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
School	39	46	44	39	48
Board	4195	4018	4260	4264	4179

Additional Comments:



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1.6 School Accessibility for Individuals with Disabilities		
Is the school accessible for individuals with disabilities? Defined as compliant with the Ontario Disabilities Act (ODA)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
If not 100% accessible, provide details: 0% accessible. No h/c washrooms. No elevators, No Automatic Doors, No ramps.		
Does the school have:		
Accessible washrooms on every floor?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Elevator(s)?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Accessible change rooms?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Appropriate ramps (ODA compliant)?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Automated doors?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Accessible playgrounds?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Dedicated handicapped parking spaces?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Appropriate signage?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Appropriate hardware?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Can special needs vehicles off load in a barrier free location?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is an entrance to the school barrier-free?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Additional comments:		

1.7 Security		
Is the main entry door of the school visible from the main office?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Are there portable classrooms on-site that would prevent any secondary doors from being locked?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Are there areas of the school that can't be seen or are hidden?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Are emergency response/fire access/drills/policies and regulations practiced regularly?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Additional Comments: Backs onto railway		



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1.8 Proximity of the School to Students/Length of Bus Ride to School	
What percentage of students walk to school?	78.3 %
What percentage of students attend from outside the school boundary?	0.3 %
What percentage of students is bused to school?	21.4 %
What is the average distance to school for students?	0.8516 km
What is the average bus ride duration for students?	11.5 mins
Additional Comments:	
Majority of students bused is hazard related.	

1.9 Supports		
Does the school have:		
A full-time principal(s)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
A vice-principal(s)?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
A full-time secretary(s)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
A teacher librarian?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
A library clerk/technician?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
A full-time special education teacher?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Full-time custodial staff?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
How many educational assistants does the school have?	1.7	
Additional comments:		



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1.10 School Councils and Funds		
Does the school have a school council that meets regularly? (4 times per year is mandated)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Does the school council fundraise?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Corporate/bursaries or other donations over the past 3 years (details): Variety of small amount contributions from local businesses Optimist Club \$500.00 Kinsmen and Kinettes \$1000.00 Tim Hortons Starbucks Price Chopper		
Contributions by the school to the community (details): Littler pick ups Good neighbour learning		

1.11 Summary
What is unique about this school? Historically recognized Mixed landuse area (residential, industrial)
Are there school specific scholarships, bursaries, awards or funds? <ul style="list-style-type: none"> School funds
Additional comments: "Fundraising continues to improve at Manchester P.S." "School is active, vibrant and very diverse" "School that serves a very needy population"



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Section 2 – VALUE TO THE BOARD

2.1 Condition of School

When was the school built?	1916
What is the current Facility Condition Index (FCI)*?	38
What will the FCI be in 5 years?	66
What are the current renewal costs?	\$1,494,525
What will the renewal costs be in 5 years?	\$2,644,541
<p>Describe the conditions of the school grounds (student use):</p> <ul style="list-style-type: none"> • The playing fields were not fully inspected due to snow cover. It was indicated that the fields are 60% grassed with the balance being mud or hard barren ground. The basketball equipment and baseball backstops were observed to be rusting and corroded. • The pressure treated wood playscape is no longer used. • Cracked, jointed, potholed and settling asphalt was observed in the paved playground. 	
<p>Describe the conditions of the other site facilities (parking, etc.), discuss:</p> <ul style="list-style-type: none"> • Overall the site was not fully inspected due to snow cover. Visible sections were observed to be in fair condition. • Cracked, chipped, and spalling entrance staircases were observed on the property. The stairs appear to be reaching the end of their useful life. • The soft landscaping was not fully inspected due to snow cover. Visible vegetation appears healthy. It was indicated that exposed roots are causing trip hazards. • Corroded, and damaged perimeter fencing was observed on the property. • The storm water management system was not fully inspected due to snow cover. It was indicated the playgrounds suffer from ponding lasting more than 48 hours. • Cracked and jointed concrete and settled areas were observed when inspecting the walkways. 	
<p>List capital improvements (if any) completed in the last 5 years:</p> <ul style="list-style-type: none"> • Replacement of deteriorated chain link fencing • Partial repaving of playground (2007) 	



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- Replacement of playscapes (2003)

Accessibility Issues – other site facilities (parking, etc.), discuss:

* Facility Condition Index established by Ministry of Education



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2.2 Enrolment vs. Available Space (Background Documentation Attached)		
Does the school's current enrolment exceed the available surplus space in adjacent schools?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
What is the current enrolment of the school?	310	
What is the projected enrolment in 5 years?	254	
What is the projected enrolment in 10 years?	239.5	
What is the capacity of the school?	256	
What is the school capacity (building and porta-pak)?	256	
How many portables?	3	
What is the current utilization rate of the school?	104 %	
What is the projected utilization in 5 years?	100%	
What is the projected utilization in 10 years?	93.5%	
Additional Comments:		

2.3 Cost to Operate the School (Annual)	
What are the costs for utilities? (electrical, gas, oil, water, etc.)	\$ 36,466
What are the maintenance costs for the facility and grounds?	\$ 36,192.67
Additional Comments:	



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2.4 Summary

What is unique or noteworthy about this school?

Industrial area
Near CPR main line
Two storey building
Architecture of school

Additional Comments:

"Many students walk to school"
"Diverse student population"



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Section 3 – VALUE TO THE COMMUNITY

3.1 Community Use

List the organized community groups which use the school/school grounds and the number of hours used for the school year:

Group Name	School Facilities (e.g. gym, library, etc.)	# of hours
Greenway_Chaplin Community Centre	Gym	52.25
Adult Mixed Softball	Field	2

School grounds booked with Board's Rental Department?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Do members of the community/neighbourhood use the school site on an informal basis?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

What other facilities/playing fields in the vicinity are used by community groups?

Is the school site the only neighbourhood open space?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Has the municipality identified a shortage of open space or built facilities in the vicinity, which could be exacerbated by a school closing?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

Additional Comments:



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3.2 Range of Program Offerings at the School that serve both Students and Community Members		
Does the school have:		
A licensed child care?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
A child care program before the start of the school day?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
A child care program after the school day?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
A play/activity program after school?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
A breakfast program in the school? Or nearby?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If the school were not available, what programs would have to relocate? Local association after-school program Breakfast program		
Does the community have the facilities and/or capacity to accommodate these programs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Additional Comments: <ul style="list-style-type: none"> The school continues to develop and strengthen community partnerships 		



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3.3 School as a Partner in Other Initiatives in the Community		
Is the school a partner in other government or community initiatives within the community?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If yes, list: Greenway chaplin, Lutherwood/Kids-Link, Wilfrid Laurier University		
Are there plans for local partnerships for delivering child care and other community social services?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If yes, list: Currently therapy provided on Tuesday mornings for children and families by Lutherwood Partnership for Counseling		
List any significant upgrades to the school in the past five years, completed in partnership with the community: Playground Kindergarten play area Garden area		
List other programs offered at the school: (e.g. adult learning, summer school, non-curriculum instruction – such as Saturday German Language instruction, etc.) After school partnership with Greenway Chaplin Community Centre Partnership with Muslim community		
Does the community have programs and supports for students at risk?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
List any non-traditional day school operation (e.g. night school, summer school, adult and continuing education program, etc.):		
Additional Comments: Partnerships have grown significantly over the past 4-5 years		



3.4 Contributions to the Community (details)

List any other community initiatives and/or partnerships that the school is involved with:

- Partnership with Lutherwood/Kids Link
- Partnership with Greenway Chaplin
- Partnership with Wilfrid Laurier University
- Partnership with Starbucks

3.5 Summary

What is the value of the school to the community?

“Positive influence in the children”

“There is an intrinsic value in having a close and accessible school within residential neighbourhoods and as part of a complete community. Schools also provide an important community resource function for many other purposes including recreation, community meeting space and other social interaction.”

Additional Comments:

“It keeps kids disciplined & active during summer holidays.”

“The school serves a diverse community. It is a ‘safe’, vibrant learning environment for a very needy community”

“It plays a supportive role to the children and their families”



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Section 4 – VALUE TO THE LOCAL ECONOMY

4.1 Value to the Local Economy

What are the measurable impacts on the local economy (e.g. on local businesses or property values), from a local/regional perspective?

All schools have a positive impact on the local micro economy in the immediate area of the school where retail convenience and service uses benefit from the business generated from students and staff. Neighbourhood schools are also considered to have a positive impact on property values in the immediate area as close convenient schools are viewed as a desirable by many individuals and families.

Is the school's location and continued/future operation consistent with municipal and/or regional planning objectives?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Is there an expressed community interest to acquire the school at fair market value?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Has there been an interest expressed for this school during the last 5 years?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

4.2 Summary

What is the value of the school to the local economy?

The City of Cambridge does not have any data to provide a qualified estimate of economic impact

Additional Comments:

“Having school nearby is cost efficient in long term run because of transportation for families & staff members and possible growth in population.”

“Traffic to/from school impacts local business (Tim Hortons, KFC, Price Chopper)”

“School location supports need for the catwalk from Norfolk Ave. If school were not there the City may not see the need to maintain this path that is used heavily by pedestrians”



Section 5 – VALUATION SUMMARY

5.1 Please summarize the strengths, weaknesses, opportunities and issues of concern identified in this school valuation

Strengths:

“Most students walk to school”
“Location is good for students”
“School Grounds are well enclosed & secure, surrounding industry encloses back area”

Weaknesses:

“Parking”
“Age (facility)”
“Accessibility”
“Size”

Opportunities:

“Early literacy program”
“Upgrades to accessibility”

Issues of Concern:

“Portables are not a favourite studying environment for students; this has been reported by student’s families.”
“Traffic for student pickup/dropoff too much”
“Does size of school accommodate future needs?”