CATHOLIC DISTRICT SCHOOL BOARD OF EASTERN ONTARIO

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Appendix B – School Information Profile (SIP)

The following school-specific factors are to be provided for each individual school in the group of schools being reviewed in order to provide information on a consistent basis. The minimum data requirements and factors that are to be included in the School Information Profile (if available and relevant) are as follows:

Facility Profile

- School name and address
- Name of the parish that is associated with the school
- Site plan and floor plan(s) of the school with the date of school construction and any subsequent additions
- School attendance boundary map
- Context map (or air photo) of the school indicating the existing land uses surrounding the school
- Planning map of the school with zoning. Official plan or secondary plan land use designations
- Size of school site (acres and hectares)
- Building area (square feet and square meters)
- Number of portable classrooms
- Number and type of instructional rooms as well as specialized classroom teaching spaces (i.e. science lab, tech shop, gymnasium, etc.)
- Areas of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (i.e. tracks, courts for basketball, tennis, etc.)
- Ten-year history of major facility improvements (item and cost)
- Projected five-year facility renewal needs of the school (item and cost)
- Current facility condition index (FCI) with a definition of what the index represents
- A measure of the proximity of the students to their existing school, and the average distance to the school for students
- Percentage of students that are and are not eligible for transportation under the school board policy, and the length of bus ride time to the school (longest, shortest, and average distance to the school for students)
- School utility costs (total, per square foot, and per student)
- Number of parking spaces on site at the school, and an assessment of the adequacy of parking, and bus/car access and egress
- Measures that the school board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e. barrier-free)
- On-the-ground (OTG) capacity, and surplus/shortage of pupil places

Instructional Profile

- Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school
- Describe the course and program offerings at the school
- Describe the specialized service offering at the school (i.e. cooperative placements, guidance counselling, etc.)
- Current grade configuration of the school (i.e. JK to Grade 6 or 8, etc.)
- Current grade organization of the school (i.e. number of combined grades, etc.)
- Number of out-of-area students
- Utilization factor/classroom usage
- Summary of five previous years' enrolment and 10-year enrolment projection by grade and by program
- Current extracurricular activities

Other School Use Profile

- Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery
- Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery
- Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery
- Availability of before and after school programs or services (i.e. childcare) as well as any revenue from the before and after school programs and whether or not it is a full cost recovery
- Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery
- Description of the school's suitability for facility partnerships

Additional items may be introduced to reflect local circumstances and priorities to further understand the school(s) under review.

Each school under review will have a School Information Profile (SIP) completed at the same point-in-time for comparison purposes. SIPs are to be prepared prior to the commencement of a pupil accommodation review.

While the ARC may request clarification about information in the SIP, it is not the role of the ARC to approve the SIP.