



# LEARNING ENVIRONMENT

Policy Number LE-14

## Pupil Accommodation Review

The Simcoe Muskoka Catholic District School Board will make every reasonable effort to provide an appropriate, necessary and safe learning environment so as to meet the learning needs of our students.

From time to time, as changes occur in pupil enrolment, academic program, building and property conditions or other factors, the adequacy of particular facilities or groups of facilities, will need to be assessed.

The Board's processes and procedures for assessment and review of accommodation needs will be in compliance with the Ministry of Education's *Pupil Accommodation Review Guidelines*.

*Approved:* Board Meeting #10-2007 (Wednesday, June 13, 2007)  
*Reviewed:* Board Meeting #11-2011 (Wednesday, May 25, 2011)

# **PROCEDURES/GUIDELINES**

## **Supporting**

### **LEARNING ENVIRONMENT**

#### **Policy Number LE-14**

#### **PUPIL ACCOMMODATION REVIEW**

## **CONTEXT**

The Board's elementary schools are generally organized in groups, usually linked to a secondary school. The goal of providing a suitable and equitable range of learning opportunities in a school or group of schools requires monitoring and active curriculum and programming decisions. Decisions that might require consolidation, closure or major program relocation will take into account the needs of all of the students in all of the schools in a particular group. There may, however, be circumstances in which a single school should be studied for closure or relocation. Any decisions under this policy will take into account the Board's most recent Capital Plan Priorities.

The following are not actions to which this Policy applies:

- Where a replacement school is to be rebuilt by the Board on the existing site or located within the existing school attendance boundary as identified through the Board's existing policies; i.e., replacement of a rural school within its existing rural community;
- When a lease is terminated;
- When the Board is considering the relocation of a grade or grades, or a program, where the enrolment in the grade or grades, or program, constitutes less than 50% of the enrolment of the school;
- When the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- Where a facility has been serving as a holding school for a school community whose permanent school is under construction or repair.

## **PROCEDURES**

### **1. THE PRELIMINARY REPORT**

Board Staff will present a preliminary report to the Board identifying a school or group of schools in which challenges may be faced in providing a suitable and equitable range of learning opportunities for students, and in respect of which there may be a need to consider the possible consolidation, closure or major program relocation in respect of one or more schools.

A school or group of schools may be considered for study if one or more of the following conditions apply:

- The school or group of schools is unable to provide a suitable and equitable range of learning opportunities for students;

- The school or group of schools has experienced or will experience an adverse impact on learning opportunities for students due to declining enrolment;
- Reorganization involving the school or group of schools could enhance program and learning opportunities for students;
- Teaching/learning spaces are not suitable to provide the programs needed to serve the community and retrofitting may be cost prohibitive;
- Under normal staffing allocation practices, it would be necessary to assign three grades to one class in one or more of the schools;
- One or more of the schools is experiencing significantly higher building maintenance expenses than the average for the system and/or is in need of major capital improvements;
- In respect of one or more of the schools there are safety and/or environmental concerns attached to the building, the school site or its locality;
- The consolidation of schools is in the best interests of the overall school system;
- Except where extenuating circumstances warrant, (e.g. an unexpected economic or demographic shift, or a change in a school's physical condition) a school should not be reconsidered for study by PAC for five years from the start of a previous study.

## **2. Establishing a Pupil Accommodation Committee**

After reviewing the Preliminary Report, the Board may direct the formation of a Pupil Accommodation Committee (“PAC”) for a group of schools or for a single school. Parents/guardians, staff and school council members of the affected schools will be informed within two weeks, in writing, through their respective schools, of the Board’s decision to form a PAC and the decision will be posted on the Board’s website.

### **2.1 The Mandate of the PAC**

The goal of the Pupil Accommodation Review is to provide a structured consultation process with the full involvement of the local community. The Pupil Accommodation Review Committee (PAC) will operate in accordance with the Ministry guidelines, this policy LE-14 and the Terms of Reference set out in *Appendix 1*.

The PAC will study, report and make recommendations on the accommodation options respecting the group of schools or single school referred to it in the manner set out below. The PAC assumes an advisory role and will provide recommendations that will inform the final decision made by the Board, however, the PAC members will not make the final decision regarding the accommodation options.

### **2.2 Composition of the PAC**

The PAC will consist of the following persons:

- One or more Trustees, at least one of whom represents the area under study, as observer;
- The appropriate Board staff, as resource;
- Representative from local parish;

- From each affected school:
  - the school principal or designate
  - one teacher
  - one non-teaching staff member
  - three parents, one of whom will be the school council chair or designate (if more than 2 parents apply, then the names will be selected by drawing lots)

Once the PAC is constituted, it will invite a municipal councillor or delegate and a member of the business community to join the PAC. The PAC will be deemed to be properly constituted whether or not all of the listed members are willing and able to participate, as long as a clear and timely invite is provided.

The PAC has the authority to co-opt additional members.

### **2.3 Operation of the PAC**

The Board will appoint the Chair of the PAC. The Chair will convene and chair meetings, and will, in cooperation with the Superintendent, ensure that the PAC successfully carries out its obligations under this Policy.

A Board staff person will function as secretary and resource person.

Other resource personnel can be requested to provide information to the PAC including employees or consultants for third party private and public bodies such as municipalities, post-secondary institutions and coterminous school boards.

### **2.4 Meetings of the PAC**

The PAC will complete its work within the timelines in this Policy.

The PAC Chair will call the first public meeting of the PAC no earlier than thirty (30) days after the date of its appointment, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break.

The PAC will meet as often as required.

Prior to the first public meeting, the PAC will customize the Board's School Information Profile referred to in *Appendix 2* for application to the schools under review. The PAC may add factors to both but may not subtract or alter factors. The PAC will make the customized School Information Profile public prior to its public meetings.

The PAC will hold at least four public meetings in accessible facilities:

- At the first public meeting, the PAC will describe its mandate, outline its study process, give the public a briefing on the data and issues to be addressed. The PAC will also describe how the School Information Profile referred to in Appendix 1 has been customized. The PAC will receive community input.

- At the second public meeting, the PAC will present its draft school-specific Information Profiles applying the School Information Profile listed in Appendix 1 to the schools under consideration to the public and will receive community input.
- At the third public meeting, the PAC will receive community input on the accommodation options to be considered and will receive community input.
- At the fourth public meeting, the PAC will present its draft Accommodation Report including recommendations to the public and will receive community input. The PAC may make changes to the report based on feedback at the meeting.

Public notice of the public meetings will be provided through school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers, and will include date, time, location, purpose, contact name and number.

Notice of the first public meeting will be provided no less than thirty (30) days in advance of the meeting, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break. A minimum of two weeks notice will be provided in respect of the other public meetings.

In addition to the Public meetings, all meetings of the PAC will be open to the public. This will allow members of the public to attend and observe the work of the PAC. Input from the members of the public will be through the prescribed Public Meetings.

Detailed minutes will be kept of the PAC meetings and will be posted on the Board's website.

The PAC will provide information to the affected school communities on an ongoing basis.

## **2.5 The Work of the PAC**

As noted above, the Board is committed to providing the best educational opportunities for its resident pupils. Active curriculum and programming decisions that might require school consolidation, closure or program relocation must take into account the needs of all of the students in all of the schools in a particular group, recognizing that the schools form a community and have a common set of interests. The Board encourages PACs to work actively against any inclination for individual school communities to divide into adversarial groups.

Attention should first be paid to the current educational situation in the school or group of schools and how it is likely to evolve if things are left as they are. Attention should then be paid to the potential for enhancing the learning environment for students. The questions set out in *Appendix 3* are intended to help the PAC to focus on common issues in order to reach a constructive and positive outcome. It is not possible, however, to avoid the assessment of individual schools.

In carrying out its mandate the PAC will weigh the value of the schools to the student above the other factors to be assessed.

## 2.6 The PAC School Information Profile

In respect of the school or group of schools being studied, the PAC will consider the questions set out in *Appendix 3*, and may consider such additional questions as it determines to be relevant.

In answering the questions in *Appendix 3*, the PAC will consider the School Information Profile, both in respect of the existing organization of the schools and any proposed organization, and may add factors to be addressed.

## 2.7 Information and Documentation

The PAC will be provided with a Terms of Reference that describes:

- The PAC's mandate;
- PAC membership and the role of voting and non-voting members;
- Procedures for the PAC, including meetings;
- Educational and accommodation criteria for examining the schools under review, and accommodation options;
- Support material and analysis;
- Materials to be produced by the PAC; and
- Partnership opportunities, or lack thereof, identified in the Board's long-term planning process.

As part of the Terms of Reference an information package, necessary to permit the PAC to carry out its mandate, will be provided no later than at the commencement of the PAC's first public meeting.

The package will include the following information, with plain language explanations, which will also be made available to the public via posting on the Board's website and in print format at the head office of the Board:

- The most recent Capital Plan Priorities of the Board to provide a context for the accommodation review;
- Background information regarding the schools located within the area of the accommodation review. This information is to include, but not necessarily be limited to, the following:
  - Organization and programming information for each school under study;
  - Maps of area;
  - Enrolment and capacity information for each school in the review area;
  - Information outlining where students attending each school in the review area reside (while maintaining personal privacy);
  - Demographic projections concerning future enrolments at schools within the review area;
  - Information on facility partnership opportunities within the review area;
  - Information on transportation;
  - Floor plans of schools under study;

- Site plans of schools under study;
  - Data on portables;
  - Expenditures and revenues for each school in the review area with particular emphasis on school operations (ie heating, lighting, cleaning, routine maintenance), school administration;
  - Information regarding renewal needs of each school in the review area;
  - Information regarding the current community use of each school in the review area; and tenant information/agreements and other relevant information.
- Alternate accommodation plans for the students in the schools located within the area of the accommodation review including suggestions as to where the students could be accommodated, what changes to existing facilities might be required, what programs could be available to the students, and associated transportation requirements.

Board Staff will respond to reasonable requests for additional information from the PAC and will append responses to the minutes of the meetings at which the questions prompting the responses were raised, and will post the responses on the Board's website.

## **2.8 The PAC Accommodation Report to Director**

The PAC will prepare an Accommodation Report addressing the questions set out in *Appendix 3* to these procedures and those that it chooses to add, and will provide its advice to Staff and the Board on the matters to be addressed in Staff's report to the Board. This Report will consist of accommodation recommendations to the Board. The PAC will also ensure that the following issues are addressed:

- The implications for the program for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected.
- The effects of consolidation, closure or program relocation on the following:
  - The attendance area defined for the schools
  - Attendance at other schools
  - The need and extent of bussing
- The financial effects of consolidating or not consolidating the school, including any capital implications
- Revenue implications as a result of the consolidation, closure or program relocation
- Savings expected to be achieved as a result of the consolidation, closure or program relocation
  - School operations (heating, lighting, cleaning, routine maintenance)
  - Expenditures to address school renewal issues which will no longer be required
- Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the board
  - School operations (heating, lighting, cleaning, routine maintenance)
  - School administration
  - School renewal
  - Transportation

- Net savings/costs associated with:
  - Teaching staff
  - Paraprofessionals
  - Student transportation

The possible alternative use or disposition of an empty building The PAC will deliver its Accommodation Report to the Director of Education not earlier than ninety (90) days and not later than one hundred, twenty (120) days after the beginning of the PAC’s first public meeting, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break.

### **3. Consideration of the PAC Accommodation Report**

#### **3.1 Staff’s Report to the Board**

Planning Staff will review the recommendations of the PAC and prepare a report to the Board.

Staff’s report will include as appendices the PAC’s Accommodation Report including recommendations, the information package provided to the PAC, minutes of the PAC meetings and any material received by the PAC or the Board from the public.

The recommendation accompanying Staff’s report will be one or more of the following:

- To maintain the schools and to continue to monitor them;
- To reorganize the schools, their programs or their grade structures;
- To change the boundaries of the schools;
- To consolidate and/or close one or more of the schools.
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Staff’s report and recommendations will be presented to the Board in public session at a regularly scheduled meeting not less than thirty (30) days after the PAC Accommodation Report was delivered to the Director of Education.

#### **3.2 Board Meeting for Public Input**

The Board will hold a meeting for public input no sooner than thirty (30) days after Staff’s report and recommendations are presented to the Board in public session, in order to provide an opportunity for the public to make formal presentations to the Board concerning Staff’s report and the matters that are addressed in it and in the PAC Accommodation Report. The public meeting may be scheduled as part of one of the Board’s regularly scheduled meetings. On the date that the Board schedules the Meeting for public input, it will also schedule the Board meeting to consider school accommodation referred to in s. 3.4 of this Policy.

A minimum of two weeks notice of the public Board meeting for input will be provided via school newsletters, letters to the school community, the Board’s website and

advertisements in local community newspapers and will include date, time, location, purpose, contact name and number.

The public may provide written input to the Director of Education at any time.

### **3.3 Staff's Follow-up Report to the Board**

Following the Board meeting for public input, Staff will prepare a report to the Board in which it will report on and respond to the representations made by the public, for the next regularly scheduled Board meeting. Staff may revise its earlier recommendations to the Board.

Staff's follow-up report will include copies of the presentations made by the public during the board meeting for public input and those received directly, and minutes of the Board meeting for public input.

Staff's follow-up report will be released publicly and be posted on the Board's website.

### **3.4 Board Meeting to Consider School Accommodation**

The Board will make its decision regarding the school accommodation recommendations in the PAC Accommodation Report, Staff's Report and Staff's Follow-up Report to the Board at a regularly scheduled meeting, which will not occur sooner than sixty (60) days after the presentation of the Staff's Report.

Public notice of the meeting at which the Board will make its decision regarding the school accommodation recommendations in the PAC Accommodation Report, Staff's Report and Staff's Follow-up Report to the Board will be provided through school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers, and will include date, time, location, purpose, contact name and number at least thirty (30) days prior to the date of the Board meeting, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break.

Parents/Guardians, Staff and School Council members will be informed within one week, in writing, through their respective schools, of the Board's decision, which will also be posted on the Board's website.

The Board may make any accommodation decision that it deems advisable in relation to the schools under review by a PAC despite a PAC recommendation to the contrary.

If the Board decision is consolidation, closure or program relocation, the following school year will be used to plan for and implement the Board's decision, except where the Board and the affected community believe that earlier action is required. The Board decision will set clear timelines.

*Appendix 4* to these Procedures includes a Table of Timelines that summarizes the Accommodation Review Process as detailed above.

### **3.5 Administrative Review of the Accommodation Review Process**

An administrative review of an accommodation review process undertaken by the Board may be available under the Ministry document entitled “**Administrative Review of the Accommodation Review Process**” and is posted on the Board website and available at the head office of the Board.

**TERMS OF REFERENCE**

**PUPIL ACCOMMODATION REVIEW COMMITTEE (PAC)**

The following Terms of Reference (TOR) associated with the Pupil Accommodation Review Process (PAR) is developed in accordance with the Ministry's 2009 revised Pupil Accommodation Review Guidelines. The TOR summarizes and clarifies the parameters and reference criteria that will guide the development and recommendation(s) of accommodation options by the Pupil Accommodation Committee (PAC). These TOR will be distributed to the PAC at the beginning of each process.

**MANDATE OF THE PAC:**

The Pupil Accommodation Review Process (PAR) is the Board's ability to review educational and accommodation objectives while reflecting the Board's strategy for supporting student achievement. The goal of the PAR is to provide a structured consultation process with the full involvement of the local community.

The PAC will study, report and make recommendations on the accommodation options respecting the group of schools or single school referred to in the manner set out below.

The PAC assumes an advisory role and will provide recommendations that will inform the final decision made by the Board, however, the PAC members will not make the final decision regarding the accommodation options.

The PAC will act in accordance with the revised Ministry guidelines, the Board Policy LE-14 and these Terms of Reference (TOR).

**PAC COMPOSITION:**

A Pupil Accommodation Committee shall be comprised of:

- One (1) or more Trustees, at least one of whom represents the area under study (non-voting);
- The appropriate Board Staff, including the area Superintendent of Schools & Planning Staff (non-voting);
- The Principal or designate from each school within the review area (voting);
- One (1) teacher from each school within the review area (voting);
- One (1) non-teacher staff member from each school within the review area (voting);
- Three (3) parents, one of whom will be the school council chair or designate from each school within the review area (voting);
- One (1) representative from the local Parish (voting);

- Once the PAC is constituted, it will invite a municipal councilor or delegate and a member of the business community to join the PAC (voting).

*Additional Board staff will be a resource to the Committee as required.*

*The PAC will be deemed to be properly constituted whether or not all of the listed members are willing and able to participate, as long as a clear and timely invite is provided.*

#### **OPERATION & SCOPE OF THE PAC:**

The Board will approve the creation of a PAC. The Board will also appoint the Chair of the PAC.

The Chair will convene and chair meetings, and will in cooperation with the Superintendent, ensure that the PAC successfully carries out its obligations under Policy LE-14 and these TOR.

PAC meetings will be held as required. The meetings of the PAC will include sharing and consultation of the Board's data and accommodation option(s) developed by Board administration (*refer to Reference Criteria*). Where possible, all meetings will be held in schools within the review area. In addition, there will be a minimum of four (4) public meetings. There will be an opportunity for public input and questions at each meeting. Minutes will be kept of all meetings. There shall be at least 90 days between the first and last meetings of the committee. This shall not include summer vacation, Christmas and March Break and the adjacent weekends to these holidays.

The committee will operate primarily by consensus and will vote only as necessary.

#### **REFERENCE CRITERIA:**

As part of the Terms of Reference, an information package, necessary to frame the parameters of all PAC discussions and permit the PAC to carry out its mandate, will be provided no later than at the commencement of the PAC's first public meeting. The Board's administration will bring information during the review, as required to support the work of the PAC.

The package will include the following information, with plain language explanations, which will also be made available to the public via posting on the Board's website and in print format at the head office of the Board:

- The most recent Capital Plan Priorities of the Board to provide a context for the accommodation review;
- Background information regarding the schools located within the area of the accommodation review. This information is to include, but not necessarily be limited to, the following:
  - Organization and programming information for each school under study;
  - Maps of area;
  - Enrolment and capacity information for each school in the review area;
  - Information outlining where students attending each school in the review area reside;
  - Demographic projections concerning future enrolments at schools within the review area;
  - Information on facility partnership opportunities within the review area;
  - Information on transportation;
  - Floor plans of schools under study;



**POLICY NUMBER LE-14: PROCEDURES**

**APPENDIX 1**

- Site plans of schools under study;
- Data on portables;
- Expenditures and revenues for each school in the review area with particular emphasis on school operations (ie heating, lighting, cleaning, routine maintenance), school administration;
- Information regarding renewal needs of each school in the review area;
- Information regarding the current community use of each school in the review area; and
- tenant information/agreements and other relevant information.

**ALTERNATIVE ACCOMMODATION OPTION(S) BY THE BOARD:**

As part of the Reference Criteria, the Board will also provide the PAC with alternate accommodation plans for the students in the schools located within the area of the accommodation review. These plan(s) will include suggestions as to where the students could be accommodated, what changes to existing facilities might be required, what programs could be available to the students, and the associated transportation requirements.

**SCHOOL INFORMATION PROFILE (SIP):**

Through the use of the School Information Profile, the PAC will make school valuation the centre of the Board and community decision-making. School valuation considers the value of a school or schools, based on community consultation.

Value to the student (highest priority)

Value to the school board

Value to the community

Value to the local economy

The PAC will discuss and consult about the SIP prepared by the Board for the school(s) under review and customize the profiles, if necessary. PAC's 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. The completed templates will be reviewed by the PAC.

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



***POLICY NUMBER LE-14: PROCEDURES***

***APPENDIX 1***

**PAC ACCOMMODATION REPORT:**

The PAC Accommodation Report with Recommendations will fit within the educational accommodation policies of the school board and will be consistent with the objectives and reference criteria outlined in the Terms of Reference. The report will also include committee minutes, profiles for schools and information received by the committee. This Report will be delivered to the Board's Director of Education.

If the final Board decision on accommodation results in a school closure or a major boundary/program change, Boards must have appropriate time to plan for student transition, staffing, and any physical alterations necessary. Given the timelines in the Ministry Guidelines, any recommended closure will take at last two school years to implement.

<b>SCHOOL INFORMATION PROFILE (SIP) TOOL - Refined</b>	
<b>VALUE TO THE STUDENT</b>	<b>COMMENT</b>
<b>Student Outcomes at the School</b>	
Are the EQAO Test Results Greater Than, Equal To or Less Than the board average?	
• Grade 3 (Reading)	
• Grade 3 (Writing)	
• Grade 3 (Mathematics)	
• Grade 6 (Reading)	
• Grade 6 (Writing)	
• Grade 6 (Mathematics)	
Has an identified culture &/or uniqueness been established by this school? (ie. Eco schools, rural farming, etc.)	ALSO VALUE TO SCHOOL BOARD
<b>Range of Academic Program Offerings and Staff</b>	
Does the school provide English-as-a-Second Language (ESL) programming?	
Does the school have a fulltime librarian?	
Does the school have a fulltime Principal?	
Does the school have a fulltime Vice Principal?	
Does the school have a fulltime Gym Teacher?	
Does the school have a fulltime Music Teacher?	
Does the school have SERT/LRT staff? (ie. Learning Resource Teacher)	
What specialized programs or opportunities have been created or offered to the students at this school?	
Is this the only school for these grades within the area of schools in this study JK-12?	
How often do the students receive Physical Education?	
How often do the students receive vocal music programming?	
How often do the students receive instrumental programming?	
<b>Range of Extracurricular Activities and Extent of Student Participation</b>	
Does the school have a program of Boy's Intramural Sports? (list)	
Does the school have a program of Girl's Intramural Sports? (list)	
Does the school have a program of Co-ed Intramural Sports? (list)	
Does the school have a program of Boy's Interschool Sports? (list)	
Does the school have a program of Girl's Interschool Sports? (list)	
Does the school have a program of Co-ed Interschool Sports? (list)	
Do students have an opportunity to participate in non-athletic school clubs? (list)	
<b>Adequacy of School's Grounds for Healthy Physical Activity and Extracurricular Activities</b>	

VALUE TO THE STUDENT	COMMENT
Does the school have hard surfaced outdoor play area(s)?	
Does the school have a playing field(s), eg. Soccer?	
Does the school have available open green space?	
Does the school have other outdoor / play sports facilities?	
<b>Barrier Free Facility</b>	
Does the school have barrier free washrooms for students?	
Does the school have barrier free washrooms for staff?	
Does the school have a barrier free entrance?	
Does the school have change table/room?	
Does the school have elevator?	
Is there furniture & equipment in the school to accommodate special needs & special education students?	
<b>Safety of School and Site</b>	
Does the school have an alarm/alert system in place to protect the staff & students? (ie. PA System)	
Is there a safe route for pedestrian and vehicular traffic flow on site?	
Is there a safe route for pedestrian and vehicular traffic off site?	
Does the school have an appropriate communication system? (ie. for Emergencies)	
Are there security cameras installed?	
<b>Proximity of the School to Students/ Length of Bus Ride</b>	
What is the percentage of students bused to school?	
What is the longest bus ride to school for any student?	
What is the average bus ride to school?	
<b>Other</b>	
Is there a daycare full day or before/after care facility within the school?	ALSO VALUE TO COMMUNITY
Is there suitability of facilities for students' program needs? (ie. gym, stage, library)	
Does the school have grade splits? Percentage of how many classes/student?	
Why do the splits exist? (ie. Population, capping)	
Is the school Air Conditioned?	ALSO VALUE TO SCHOOL BOARD
Does the school have ventilation?	ALSO VALUE TO SCHOOL BOARD
Does the school have change rooms?	ALSO VALUE TO SCHOOL BOARD
Can the school support new technology (wiring for computers etc.)	ALSO VALUE TO SCHOOL BOARD
How many computers are available to the student on a per pupil basis?	ALSO VALUE TO SCHOOL BOARD

<b>SCHOOL INFORMATION PROFILE (SIP) TOOL - Refined</b>	
<b>VALUE TO THE SCHOOL BOARD</b>	<b>COMMENT</b>
<b>Student Outcomes at the School</b>	
Are the EQAO Test Results Greater Than, Equal To or Less Than the board average?	
• Grade 3 (Reading)	
• Grade 3 (Writing)	
• Grade 3 (Mathematics)	
• Grade 6 (Reading)	
• Grade 6 (Writing)	
• Grade 6 (Mathematics)	
Has an identified culture &/or uniqueness been established by this school? (ie. Eco schools, rural farming, etc.)	ALSO VALUE TO STUDENT
<b>Specific Space</b>	
Does the school have a Library/Resource Centre?	
Does the school have a Gymnasium?	
Does the school have a General Purpose Room/ Stage?	
Does the school have dedicated programming space (ie. Special Education, resource withdrawal)	
<b>Condition and Costs of Operation</b>	
What is the ratio of the current renewal needs for the school, to the school's replacement cost?	current ratio = renewal needs: replacement cos
Over the next 10 years, what will the ratio of the total Renewal needs for the school, to the school's replacement cost?	future 10 year ratio = 10 year renewal needs: replacement cos
What is the Facility Condition Index rating of the school?	Percentage
What is the cost to upgrade the school to meet learning objectives, compared to the replacement cost of the school?	
School Administration - Does imputed grant revenue exceed expenditures?	(ie. Under/Over staffing) DEFINE FURTHER
School Operations - Does imputed grant revenue exceed expenditures?	
Student Transportation - Does imputed grant revenue exceed expenditures?	
Does the school have hard surfaced outdoor play area(s)? If yes, what is the size? (calculate square footage per pupil using school enrolment)	COMMENT
Does the school have playing field(s) (ie. Soccer, etc.)	
Does the school have available open green space? If yes, what is the size? (calculate square footage per pupil using school enrolment)	COMMENT
Does the school have sufficient parking? (provide number of parking spaces)	
What are the capital requirements in terms of renewal, additions, new schools or program enhancements?	
Can the school support new technology (wiring for computers etc.)	ALSO VALUE TO STUDENT

VALUE TO THE SCHOOL BOARD	COMMENT
Is the school Air Conditioned?	ALSO VALUE TO STUDENT
Does the school have ventilation?	ALSO VALUE TO STUDENT
<b>Location of School</b>	
What is the percentage of students bused to school?	
What is the longest bus ride to school for any student?	
What is the average bus ride to school?	
Is the school the only school within the Community?	
What municipal services are provided to the school?	
<b>Enrolment vs. Available Space</b>	
What is the current school enrolment?	
What is the total number of current staff at the school?	
What is the pupil capacity of the school?	
What is the utilization rate for the school?	Comparison between enrolment and capacity
Does the utilization rate for the school exceed the capacity of the building?	
Maximum number of portables?	
Is there potential for an addition?	
Is there an ability to expand the Parking?	
Does enrolment at the school exceed the surplus space in adjacent schools?	
<b>Uniqueness of the School</b>	
Have these specific students been relocated by past accommodation/boundary changes?	
Are there alternate schools that students/parents could select to attend (ie. private or other)?	
Is turnover in staff an issue at the school?	COMMENT
To what extent do volunteers support the school programs? (ie. Highschool volunteer hours)	ALSO VALUE TO STUDENT AND COMMUNITY
To what extent do parents/committees support the school programs? (ie. Parent Council)	ALSO VALUE TO STUDENT AND COMMUNITY
Does the facility have historic value in the broader community?	ALSO VALUE TO COMMUNITY
Does the school have a Chapel?	ALSO VALUE TO COMMUNITY
<b>Safety</b>	
Are there safety issues related to the facility or site?	COMMENT
Are there security cameras installed?	ALSO VALUE TO STUDENT
Does the school have a record of incidence (ie. violence/vandalism, etc.)?	ALSO VALUE TO COMMUNITY

<b>SCHOOL INFORMATION PROFILE (SIP) TOOL - Refined</b>	
<b>VALUE TO THE COMMUNITY</b>	<b>COMMENT</b>
<b>Indoor Activities</b>	
What is the average indoor community use of the school in terms of hours per week?	EVENING &/or WEEKEND COMMUNITY USE
What is the average indoor school extra-curricular use in terms of hours per week?	EVENING &/or WEEKEND COMMUNITY USE
Is this the only facility in the vicinity that could be used by community groups for indoor activities?	
<b>Outdoor Activities</b>	
Are the school's grounds formally used on a regular basis by community groups for outdoor activities?	
Are the school's grounds informally used on a regular basis by community groups for outdoor activities?	
Is this the only playing field in the vicinity that could be used by community groups?	
<b>Partnership Opportunities</b>	
Is the school a partner in other government initiatives within the community? (ie. Best Starts, Early Years, Community Library, Community Use Room, etc.)	ALSO VALUE TO STUDENT AND SCHOOL BOARD
Does the school encourage partnerships with the local community? (ie. Nursing homes)	
To what extent do volunteers support the school programs? (ie. Highschool volunteer hours)	ANYTHING INVOLVED IN SCHOOL PROGRAMMING; ALSO VALUE TO STUDENT AND SCHOOL BOARD
To what extent do parents/committees support the school programs? (ie. Parent Council)	ALSO VALUE TO STUDENT AND SCHOOL BOARD
Does the school put on productions for the community?	
Is the school used to provide programs for both students and community members? (ie. International languages) (list)	
Does the school site provide the only available parking for local parks and community use?	
Is there a daycare full day or before/after care facility within the school?	ALSO VALUE TO STUDENT



**Pupil Accommodation Review**  
**Simcoe Muskoka Catholic District School Board**

VALUE TO THE COMMUNITY	COMMENT
<b>Other</b>	
Is the school the only school within the community?	
Is the school in proximity to a Catholic Church?	DEFINE PROXIMITY
Does the school have a Chapel?	
Does the facility have historic value in the broader community?	ALSO VALUE TO SCHOOL BOARD
Does the school have a record of incidence (ie. violence/vandalism, etc.)?	ALSO VALUE TO SCHOOL BOARD
Does the school play an important role in attracting &/or keeping families in the community?	

<b>SCHOOL INFORMATION PROFILE (SIP) TOOL - Refined</b>	
<b>VALUE TO THE LOCAL ECONOMY</b>	<b>COMMENT</b>
What percentage of staff at the school reside in the area?	
Is the school involved in other partnership arrangements with local businesses (ie. fundraising)? (list)	
To what extent does local business support the school? (ie. Thru donations 'Eat Well to Excel')	
Is the school the only school within the Community?	

QUESTIONS FOR ACCOMMODATION COMMITTEE FOR SCHOOL INFORMATION PROFILE

1. Does the school or group of schools currently provide the range of mandatory programs required to meet the Ministry of Education policies and ensure program quality for all the students of the Board who reside in the catchment area?
2. Does the school or group of schools currently provide the range of optional programs required to ensure an appropriate education and program quality for all the students? What optional programs cannot be offered currently that are available in other schools of the Board?
3. Is the operation of the schools or size of schools supported by the funding guidelines of the funding model or are there other sustainable sources of revenue to support the operation?
4. Do enrolment projections and development plans indicate that the enrolments will be high enough for the next five years to keep the current organization educationally and financially viable?
5. Is there a proposed organization of all or some of the existing schools that could result in each remaining school being able to provide the range of mandatory programs required to meet the Ministry of Education policies and ensure program quality for the Board's students who reside in the existing or proposed catchment area, and that could result in each remaining school being able to provide the range of optional programs required to ensure an appropriate education and equity for all the students? What optional programs could be offered in the proposed organization that are available in other schools of the Board?
6. Can the proposed school organization result in an equivalent or improved environment for the students from a health and safety perspective?
7. What bussing would be required under the proposed organization? If there are increased bussing costs, can these be offset by reduced operating and administrative resource costs?
8. What are the financial benefits of the proposed school organization that would enable the Board to maintain or improve the student learning environment? Would the operation of the proposed school organization be supported by the funding guidelines of the funding model or are there other sustainable sources of revenue to support the operation of this organization?
9. What are the capital requirements of the proposed school organization be in terms of renewal, additions, new schools or program enhancements? Would they be supported by the funding guidelines of the funding model or are there other sustainable sources of revenue to support the capital requirements, such as the shared use of a building or site?

SIMCOE MUSKOKA CATHOLIC DISTRICT SCHOOL BOARD  
PUPIL ACCOMMODATION REVIEW  
POLICY NUMBER LE – 14: PROCEDURES  
***APPENDIX 3***

10. Do alternative organizations of all or some of the schools offer better long term opportunities to provide quality educational services and accommodation for students within current fiscal realities?
11. What effects would the proposed organization have on community activities of social, educational, cultural or recreational nature?
12. What are the possible alternative uses for any building recommended for consolidation or closure?

TABLE OF TIMELINES

<i>Action</i>	<i>By Whom</i>	<i>When</i>	<i>Provision</i>
Presentation of the Preliminary Report to the Board	Director	Discretion	1
Board decision to establish a PAC	Board	Discretion	2
Notice of Board decision to establish a PAC	Principals	Within one week of decision	2
Notice of first PAC Public Meeting	PAC	No earlier than 30 days after the date of the PAC's appointment.*	2.4
Delivery of Terms of Reference and Information Package to PAC	Staff	No later than PAC's first public meeting	2.7
Make available draft customized School Information Profile	PAC	Prior to the first PAC public mtg	2.4
First PAC Public Meeting	PAC	As scheduled by PAC.	2.4
Notice of second PAC Public Meeting	PAC	At least two weeks prior to the meeting	2.4
Second PAC Public Meeting	PAC	As scheduled by PAC	2.4
Notice of third PAC Public Meeting	PAC	At least two weeks prior to the meeting	2.4
Third PAC Public Meeting	PAC	As scheduled by PAC	2.4
Notice of the fourth PAC Public Meeting	PAC	At least two weeks prior to the meeting	2.4
Fourth PAC Public Meeting	PAC	As scheduled by PAC	2.4
Delivery of PAC Accommodation Report to the Director	PAC	Not earlier than 90 days after the beginning and not later than 120 days after the beginning of PAC's first public meeting.*	2.8
Staff's Report and Recommendations to the Board	Staff	Not less than 30 days after the PAC Accommodation Report was delivered to the Director of Education	3.1

Notice of Board Meeting for Public Input	Board	A minimum of two weeks notice of the Public Meeting.	3.2
Board Meeting for Public Input (Opportunity for public to make formal presentations to the Board as outlined in section 3.2 of the procedures)	Board	As scheduled by the Board but not sooner than 30 days after Staff's Report and Recommendations are presented to the Board in public session.	3.2
Staff's follow-up report on accommodation	Staff	Next regularly scheduled Board meeting	3.3
Notice of Board Meeting to decide accommodation	Board	60 days prior to the Board meeting.*	3.4
Board Meeting to decide accommodation	Board	At a regularly scheduled meeting which will not occur sooner than 60 days after the presentation of Staff's Report, 30 days after the Board Meeting for public input and 15 days after Staff's follow-up report as released publicly	3.4
Notice of decision on accommodation	Principals	Within one week of decision	3.4

*\*Excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break.*