

PROGRAM AND PLANNING COMMITTEE

Tuesday, March 22, 2016
6:00 p.m.
Grimsby Lincoln Room

1. Call to Order
2. Approval of the Agenda
3. Approval of the Minutes of February 23, 2016
4. Business Arising from the Minutes
5. New Business

INFORMATION SESSION

- Educational Research Committee..... P. MacKinnon
- Grade 6 Social Studies Cross-Curricular Unit: Uncovering the Past: A Journey from Residential School Toward Reconciliation.....J. Dickson
- Elementary and Secondary School Boundary Changes.....L. Courtois
- School Size Presentation.....L. Courtois
- Proposed Planning Guiding PrinciplesL. Courtois
- Accommodation Review Policy F-2 Update.....L. Courtois

6. Other Business
7. Next Meeting – Tuesday, April 5, 2016 at 6:00 p.m. – Grimsby Lincoln Room
8. Adjournment

EDUCATIONAL RESEARCH COMMITTEE

PROPOSAL REPORT AND SUMMARIES
PROGRAM AND PLANNING COMMITTEE

Date: Thursday, February 18, 2016
4:00 pm

Location: Education Centre
Fort Erie Room

BACKGROUND:

On Thursday, February 18, 2016 the Educational Research Committee met to review four newly proposed research projects.

PROPOSAL #1 Summary

- a) **Title of Research:** *Maker Literacies: Innovating Learning Futures* - Principal Investigator(s): Jennifer Rowsell, Professor and Canada Research Chair, Brock University, Faculty of Education
- b) **Objectives/Rationale/Purpose:** *The aim of the research is to advance theoretical and pedagogical approaches to literacy by applying a multimodal, maker approach to teaching and learning. The project will connect classroom teachers with media, technology and creative arts professionals who will collaborate to bring studio learning into the classroom. This research builds on a previously successful Community Arts Zone project.*
- c) **Number of Schools:** 10 classes (different schools)
- d) **Age of Student Participants:** Gr 3 – 12
- e) **To Commence/Conclude:** **Sept 2016 – Dec 2017**
- f) **Time Requirements:** 4 – 8 weeks for students and teachers, plus a 30 minute interview for select students per school/class and a 3 day Maker Retreat for Teachers

We, the Educational Research Committee, recommend this research be APPROVED with the following conditions:

- community professional partners working in classrooms must have a current vulnerable sector criminal reference check, complete a volunteer form and abide by DSBN volunteer policy
- co-ordination with DSBN staff (School Support Services) for schools/teachers recruitment for this project
- pending Brock University ethics approval

APPROVED

PROPOSAL #2 Summary

- a) **Title of Research:** *Succeed Clean Evaluation Study* - Principal Investigator(s): Dr. Sandy Hoy, Associate Director of Research, Director of Social Innovation Research Group & Manulife Centre for Community Health Research, Lyle S. Hallman Faculty of Social Work, Wilfrid Laurier University, Dr. Ginette Lafreniere, Director, Social Innovation Group, Lyle S. Hallman Faculty of Social Work, Wilfrid Laurier University
- b) **Objectives/Rationale/Purpose:** *The Succeed Clean program is an Appearance and Performance Enhancing Drugs (APED) Prevention Program delivered in schools by mentor athletes. The research study will evaluate the effectiveness of the program through pre and post surveys of students who participate in the program.*
- c) **Number of Schools:** 600 – 1000 students from both Elementary and Secondary schools that are participating in the Succeed Clean presentations
- d) **Age of Student Participants:** Gr 7- 12
- e) **To Commence/Conclude:** **Approval Date – June 2017**
- f) **Time Requirements:** 5 – 10 minutes for student participants and 5 -10 minutes for teacher to hand out and collect consent forms

We, the Educational Research Committee, recommend this research be APPROVED with the following conditions:

- include contact information options for additional information on the consent forms (parent and student)
- consent forms must be done for all students participating and parent/guardian signature is required for students under age 18

APPROVED

PROPOSAL #3 Summary

- a) **Title of Research:** *An Examination of the Extent of Food and Beverage Marketing in Canadian Schools* - Principal Investigator(s): Dr. Monique Potvin Kent, Replacement Professor, Interdisciplinary School of Health Sciences, Faculty of Health Services, University of Ottawa, Dr. Cayley Velazquez, Food Nutrition and Health, Land and Food Systems, University of British Columbia
- b) **Objectives/Rationale/Purpose:** *To determine the impact of the Canadian Children's Food and Beverage Advertising Initiative and the Consumer Protection Act on the volume and type of food and beverage marketing activities that are present within public elementary and secondary schools.*
- c) **Number of Schools:** All elementary and secondary schools
- d) **Age of Student Participants:** No student participants. A Principal or designate participant per school
- e) **To Commence/Conclude:** **February 2016 – May 2019**
- f) **Time Requirements:** Not specified. Completion of a 23 item online survey emailed at 2 separate time points (Spring 2016 and Spring 2019)

We, the Educational Research Committee, recommend this research be APPROVED with the following conditions:

- pending Ottawa University ethics approval

APPROVED

PROPOSAL #4 Summary

- a) **Title of Research:** *The Healthy Heart Schools' Program: The EARLY Study-Early Assessment of Risk; Lipids in Youth* - Principal Investigator(s): Ms. Karen Stearne, Executive Director/Co-Investigator, Heart Niagara Inc., Niagara Falls, Dr. Brian McCrindle, Principle Investigator, Physician-Cardiology, The Hospital for Sick Children, Toronto, Dr. Michael Khoury, Co-Investigator, Physician-Cardiology, The Hospital for Sick Children, Toronto, Dr. Stafford Dobbin, Co-Investigator, Medical Director, Heart Niagara Inc., Niagara Falls, Mr. Don Gibson, Co-Investigator, Nurse Practitioner, Heart Niagara Inc., Niagara Falls, Ms. Nita Chahal, Co-Investigator, Nurse Practitioner-Cardiology, The Hospital for Sick Children, Toronto, Ms. Sunita O'Shea, Co-Investigator, Research Manager-Cardiology, The Hospital for Sick Children, Toronto.
- b) **Objectives/Rationale/Purpose:** *To evaluate the clinical follow-up that occurs for children who have borderline-abnormal screening lipid results as revealed through their participation in the Healthy Heart Schools' program.*
- c) **Number of Schools:** All secondary schools. Only students who participated in the grade 9 Healthy Heart School's Program will be contacted.
- d) **Age of Student Participants:** Only students who participated in the Healthy Heart School's Program and had borderline-abnormal lipid results will be contacted: about 900 students would be eligible for the follow up study.
- e) **To Commence/Conclude:** **March 1, 2016 – March 1, 2021**
- f) **Time Requirements:** 20 minutes to complete and mail the survey

We, the Educational Research Committee, recommend this research be APPROVED.

APPROVED

Recommendation:

The report of the Educational Research Committee of February 18, 2016 be received.

Submitted by:

Paula MacKinnon
Ann Kennerly, Chair

Next Meeting:
April 14, 2016

DISTRICT SCHOOL BOARD OF NIAGARA
Report to Program and Planning Committee
March 22, 2016

**Grade 6 Social Studies Cross Curricular Unit: Uncovering the Past: A Journey
from Residential School Toward Reconciliation**

Background:

The DSBN has recognized and acknowledged the importance of ensuring that all students will have knowledge and appreciation of contemporary and traditional First Nation, Métis, and Inuit traditions, cultures, and perspectives. We continue to recognize the importance of meaningful collaboration with our FNMI partners and community, to improve student achievement and well-being. Specifically, we have been a leader in creating and promoting resources that support the education our staff and students in an inclusive environment. For example, our staff handbook entitled, *A Scared Journey: A Guide to Supporting Aboriginal Students*, the *Visions and Voices, Grade 1-8 Arts* document, and the *Supporting Secondary Arts through a FNMI Perspective* are being effectively utilize within our board but are also recognized and referenced by the Ministry throughout the province.

Recently, the Truth and Reconciliation Commission, a component of the Indian Residential Schools Settlement Agreement, mandated that all Canadians be informed about what happened in Indian Residential Schools (IRS). The Commission documented the truth of survivors, families, communities and anyone personally affected by the IRS experience. This includes First Nations, Inuit and Métis former Indian Residential School students, their families, communities, the Churches, former school employees, Government and other Canadians. The Commission had a five-year mandate and presented their final report in December of 2015. The TRC hopes to guide and inspire Aboriginal peoples and Canadians in a process of reconciliation and renewed relationships that are based on mutual understanding and respect.

From this report came 94 recommendations directed to Federal, Provincial, and Municipal agencies. Two of these recommendations focus on education:

Education for reconciliation

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.

ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.

iii. Building student capacity for intercultural understanding, empathy, and mutual respect.

iv. Identifying teacher-training needs relating to the above

Rationale:

In order to address the legacy of Residential Schools and begin our journey towards reconciliation, the DSBN has created a grade 6 Social Studies cross curricular unit. This unit was created in collaboration with a local Mohawk Elder, a Six Nation historian, and the Woodland Cultural Centre staff and the Mohawk Institute (former residential school).

It has been with much research, conversation and reflection that we created this document. The history of Residential Schools is a sad part of history, but an important one to address in our schools. The well-being of our children and youth will benefit from this true history being taught. We are looking to affect change in this younger generation, for them, in their lifetime, to bear witness to reconciliation and to begin to understand and honour those treaties that were agreed to so many years ago.

With the creation of this resource DSBN continues to focus on creating programs and supporting teachers to engage Indigenous youth as well as educating both FNMI and Non-FNMI youth and staff on the history and culture of First Nation, Métis and Inuit peoples.

Timelines:

1. Committee development – September/October 2015
2. Curriculum development – October 2015 – January 2016
3. Piloting with 8 teachers – February/March 2016
4. Revisions and final edit – March 2016
5. Roll Out – ½ day – grade 6 Social Studies Teachers
6. Roll Out – ½ day – grade 6 French Immersion Social Studies Teachers

Recommendations:

John Dickson, Superintendent of School Support Services

Friday, March 11, 2016

For further information, please contact John Dickson or the Director of Education.

Elementary and Secondary School Boundary Changes

Background:

The Planning Department is responsible for regular review and/or maintenance of school boundaries. Generally, boundary changes are recommended as part of an Accommodation Review process or to address (balance) enrolment at schools; however, occasionally boundaries need to be established for new subdivision developments or modified to improve efficiency. This report details three boundary changes, one related to a new subdivision development and two existing situations, and makes recommendations for changes to accommodate the new development as well as improve the existing situations.

Niagara Falls: Oldfield Estates Subdivision and Wilson Crescent

The Oldfield Estates subdivision is a new residential development in the City of Niagara Falls located north of Oldfield Estates Road, west of Drummond Road, east of Dorchester Road, and south of the hydro corridor. The subdivision will consist of approximately 300 single detached and townhouse homes built in two phases. Homes in the first phase were expected to begin closing in January 2016.

The existing elementary and secondary school boundaries roughly run through the “middle” of the subdivision with students attending either Heximer Avenue or James Morden elementary schools and Stamford Collegiate or Westlane secondary schools. The boundaries were created before the subdivision and are conceptual. The subdivision plan is now established and the boundaries run through several residential lots, which is not an ideal situation.

Another small area to the north of the Oldfield Estates subdivision should also be considered for a minor revision. The boundary is currently running between houses creating a situation where adjacent neighbours, on McLeod Road and Wendy Drive, are boundaried to different school districts.

Whenever possible, school boundaries should be established along roads, natural features (i.e. waterways), or other clearly defined geographic features (i.e. hydro corridors, railways). These features often define one neighbourhood from another, maintain logical groupings of residents at one school, and are easier to understand.

It is proposed that the boundaries be revised as follows:

- The elementary and secondary boundaries for the Oldfield Estates subdivision be shifted slightly to the east to align with Pender Street and public walkway within the subdivision. This will clearly define school districts and help parents moving into the area understand which schools their children will attend.
- The elementary and secondary boundary to the north of the Oldfield Estates subdivision be shifted a short distance to the west to include Wilson Crescent and avoid the division of properties on McLeod Road and Wendy Drive into different school districts.

The Oldfield Estates subdivision boundary change creates a relatively balanced student distribution amongst the two elementary and two secondary schools. Over the estimated three-year development timeline for Oldfield Estates Estates, approximately 52 new students (37 elementary, 15 secondary) would be boundaried to Heximer Avenue PS/Stamford Collegiate and approximately 42 students (30 elementary, 12 secondary) would be boundaried to James Morden PS/Westlane SS. In both cases, changing the boundary to align with roadways is preferable and easier to understand for residents.

There are no students currently living in the Oldfield Estates Estates/Wilson Crescent that would be affected by the proposed boundary adjustment. In the future new students moving into the area would be subject to the boundary.

The map attached as Appendix A details the location of the subdivision, the existing boundaries, and the proposed boundary changes.

St. Catharines: Laura Secord SS and Governor Simcoe SS

The boundary between Laura Secord SS and Governor Simcoe SS does not align with the elementary boundaries between Parnall PS and Lincoln Centennial PS. This results in areas within the school community where students would not advance with the rest of their classmates to the same secondary school. The map attached as Appendix B shows the existing boundaries and the affected areas.

The majority of Parnall PS students are currently boundaried to Governor Simcoe SS with the exception of students in Zone A, who are boundaried to Laura Secord SS. The majority of Lincoln Centennial PS students are boundaried to Laura Secord SS with the exception of students living in Zone B and C, who are boundaried to Governor Simcoe SS. The effect of the existing boundary alignment is that grade 8 students are separated as some advance to Laura Secord SS and others advance to Governor Simcoe SS.

The DSBN makes every effort to avoid separating grade 8 classes by aligning secondary boundaries with elementary boundaries wherever possible. It is proposed that the boundaries be revised as follows:

- Zone A be transferred from Laura Secord SS to Governor Simcoe SS.
- Zone B and C be transferred from Governor Simcoe SS to Laura Secord SS.

The proposed boundary change will not have a significant impact on enrolment at either secondary school now or into the future. There are 5 Laura Secord SS students and 4 grade 8 Parnall PS students currently living in Zone A that would be grandfathered from the boundary changes and would have the option to attend either Laura Secord SS or Governor Simcoe SS. There are another 18 students in Zone A that attend Governor Simcoe SS as alternates but these students would not need grandfathering. Future students in Zone A would be subject to the change and boundaried to Governor Simcoe SS.

There are currently 10 Governor Simcoe SS students living in Zone B and C. These 10 students would be grandfathered from the boundary changes and would have the option to attend either Laura Secord SS or Governor Simcoe SS. There are currently no grade 8 Lincoln Centennial PS students in Zone B or C that would be affected by the boundary change. Future students in Zone B and C would be subject to the change and boundaried to Laura Secord SS.

Niagara Student Transportation Services (NSTS) is supportive of the proposed boundary change and advises there would be no transportation cost or savings associated with the change. Only two students in all three zones would be grandfathered with transportation. All other students are within the walking zones of the new boundary school or their “grandfathered” school.

St. Catharines/Lincoln/Grimsby:

St. Catharines Collegiate, Sir Winston Churchill SS, Beamsville District SS, and Grimsby SS

The boundary for the English Regular Track and Specialized School to Work programs between St. Catharines Collegiate/Sir Winston Churchill SS and Beamsville District SS does not align with the Woodland PS boundary. This results in an area within the school community where students would not advance with the rest of their classmates to the same secondary school. In addition, the boundary for the French Immersion program between Sir Winston Churchill SS and Grimsby SS is not defined for this particular area. The map attached as Appendix C shows the existing boundaries and the affected area.

As with the St. Catharines situation mentioned above, the effect of the current boundary alignment is that grade 8 students that live in Zone A are separated from the rest of their classmates as they advance to secondary school. The majority of Woodland PS students would advance to either St. Catharines Collegiate/Sir Winston Churchill SS except students in Zone A who would advance to Beamsville District SS. Similarly, the majority of Jeanne Sauvé PS students would advance to Sir Winston Churchill SS for French Immersion except students in Zone A who would advance to Grimsby SS for French Immersion.

The DSBN makes every effort to avoid separating grade 8 classes by aligning secondary boundaries with elementary boundaries wherever possible. It is proposed that the boundary be revised as follows:

- Zone A be transferred from Beamsville District SS to St. Catharines Collegiate/Sir Winston Churchill SS for the English Regular Track program.
- Zone A be transferred from Beamsville District SS to St. Catharines Collegiate for the SSTW program.
- Zone A be established as part of the Sir Winston Churchill SS boundary for the French Immersion program.

The proposed boundary change will not have a significant impact on enrolment at any of the secondary schools now or into the future. One Beamsville District SS student currently lives in Zone A and would be grandfathered from the boundary changes. The student would have the option to attend Beamsville District SS, Sir Winston Churchill SS, or St. Catharines Collegiate. Two additional students live in Zone A with one attending St. Catharines Collegiate and one attending Sir Winston Churchill SS for French Immersion. Neither student would need grandfathering under the proposed boundary change. There are no grade 8 Woodland PS students currently in Zone A that would be affected by the boundary change. Future students in Zone A would be subject to the changes and boundaried to Sir Winston Churchill SS or St. Catharines Collegiate SS depending on program.

Niagara Student Transportation Services (NSTS) is supportive of the proposed boundary change and advises there would be no transportation cost or savings associated with the change. The one Beamsville District SS student that is grandfathered would receive transportation.

Timeline:

The boundary changes, if approved, can take effect on the day after Board approval.

Recommendation

“That the Program & Planning Committee recommends the Board of Trustees approve the following boundary changes:

- The elementary and secondary boundaries for the Oldfield Estates Estates subdivision be shifted to the east to align with Pender Street and the public walkway within the subdivision as shown on Appendix A.
- The elementary and secondary boundary to the north of the Oldfield Estates Estates subdivision be shifted to the west, as shown on Appendix A, to include Wilson Crescent and avoid the division of properties on McLeod Road and Wendy Drive into different school districts.
- The elementary and secondary boundaries in North St. Catharines be aligned by transferring Zone A from Laura Secord SS to Governor Simcoe SS and Zone B and C from Governor Simcoe SS to Laura Secord SS as shown on Appendix B.
- The elementary and secondary boundaries in West St. Catharines/Lincoln be aligned by transferring Zone A, as shown on Appendix C, from Beamsville District SS to St. Catharines Collegiate/Sir Winston Churchill SS for the English and SSTW programs.
- That the secondary French Immersion program boundary be defined by establishing Zone A, as shown on Appendix C, as boundaried to Sir Winston Churchill SS.

And that the approved boundary changes take effect on February 24, 2016 and apply to all future students except the existing secondary students and grade 8 students living in the Zones, as described in this report, who are grandfathered from the boundary changes.”

Appended Data:

Appendix A: Oldfield Subdivision Area, South Niagara Falls: Elementary & Secondary School Boundary Adjust.

Appendix B: Proposed Alignment of Elementary and Secondary School Boundaries in North St. Catharines

Appendix C: Proposed Alignment of Elementary and Secondary School Boundaries in East Lincoln

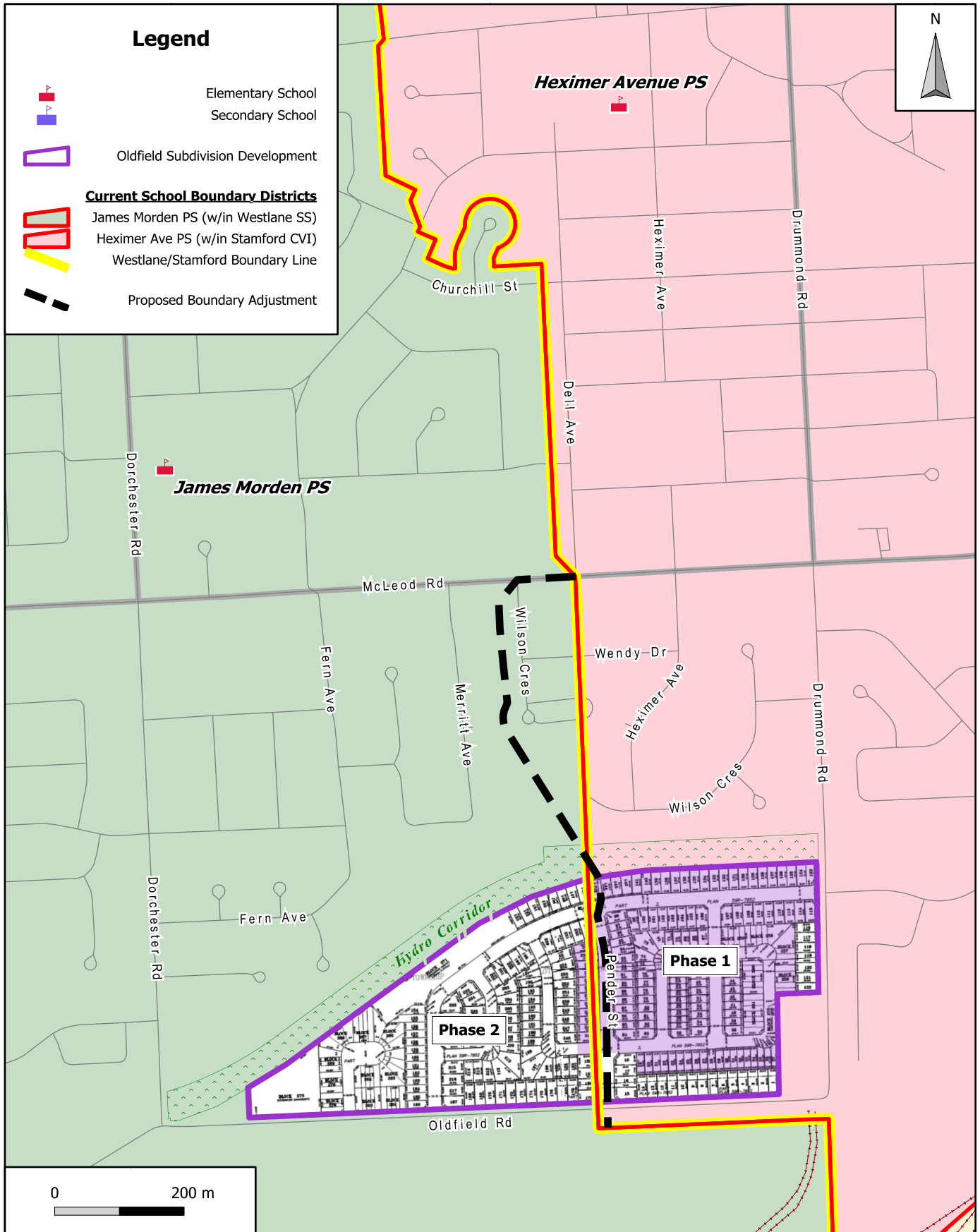
Respectfully Submitted by:

Lora Courtois
Superintendent of Planning

March 22, 2016

APPENDIX A

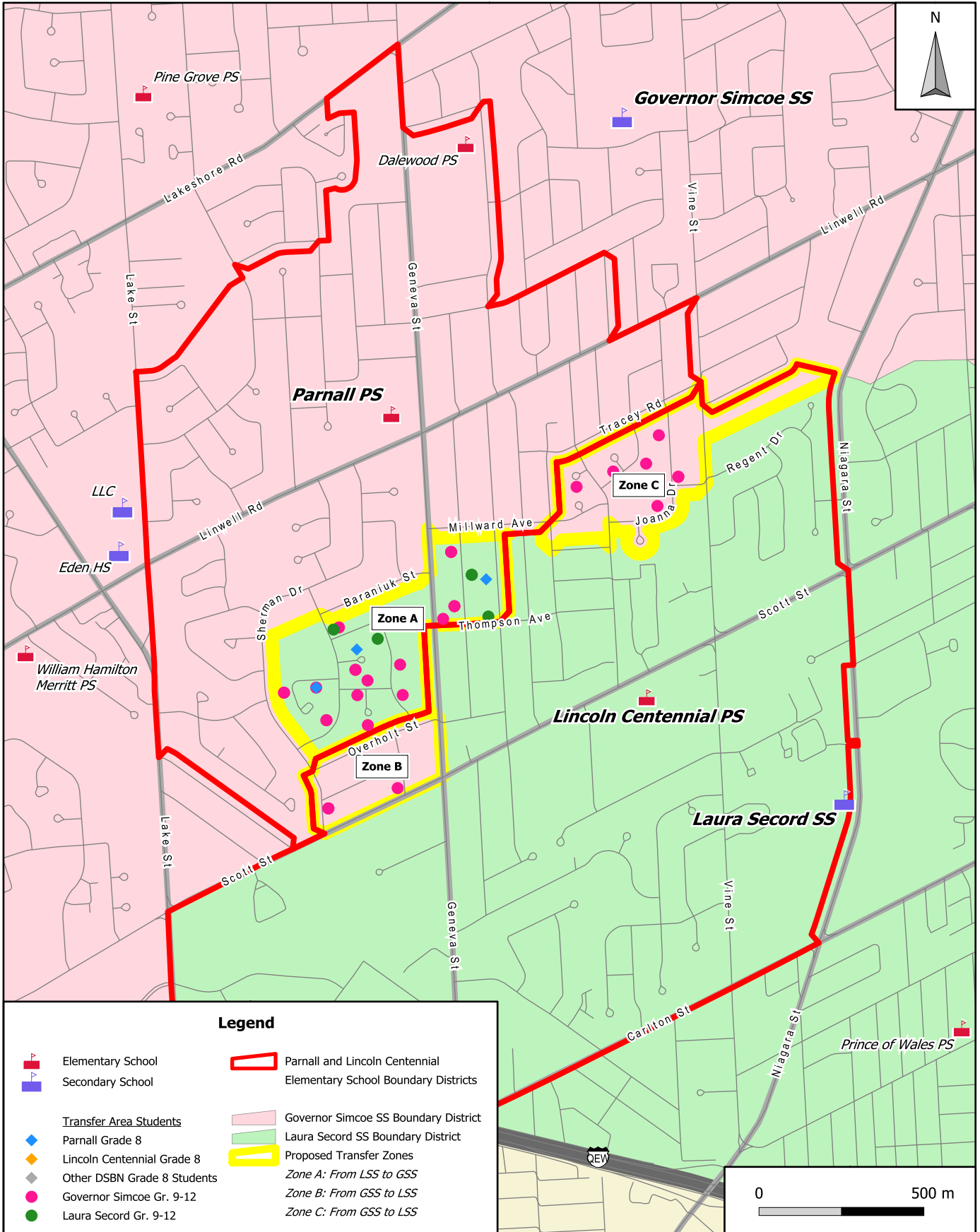
Oldfield Subdivision Area, South Niagara Falls: Elementary & Secondary School Boundary Adjustment



Note: As of January 4, 2016, there were no James Morden, Heximer Avenue, Westlane or Stamford Collegiate students living in the proposed boundary adjustment areas.
Map prepared by: DSBN Planning Services. Jan. 2016. Contains map data courtesy of: © 2015 Reg. Municipality of Niagara and its suppliers, © 2010 Queen's Printer (Ontario Min. of Nat. Resources)

APPENDIX B

Proposed Alignment of Elementary and Secondary School Boundaries in North St. Catharines

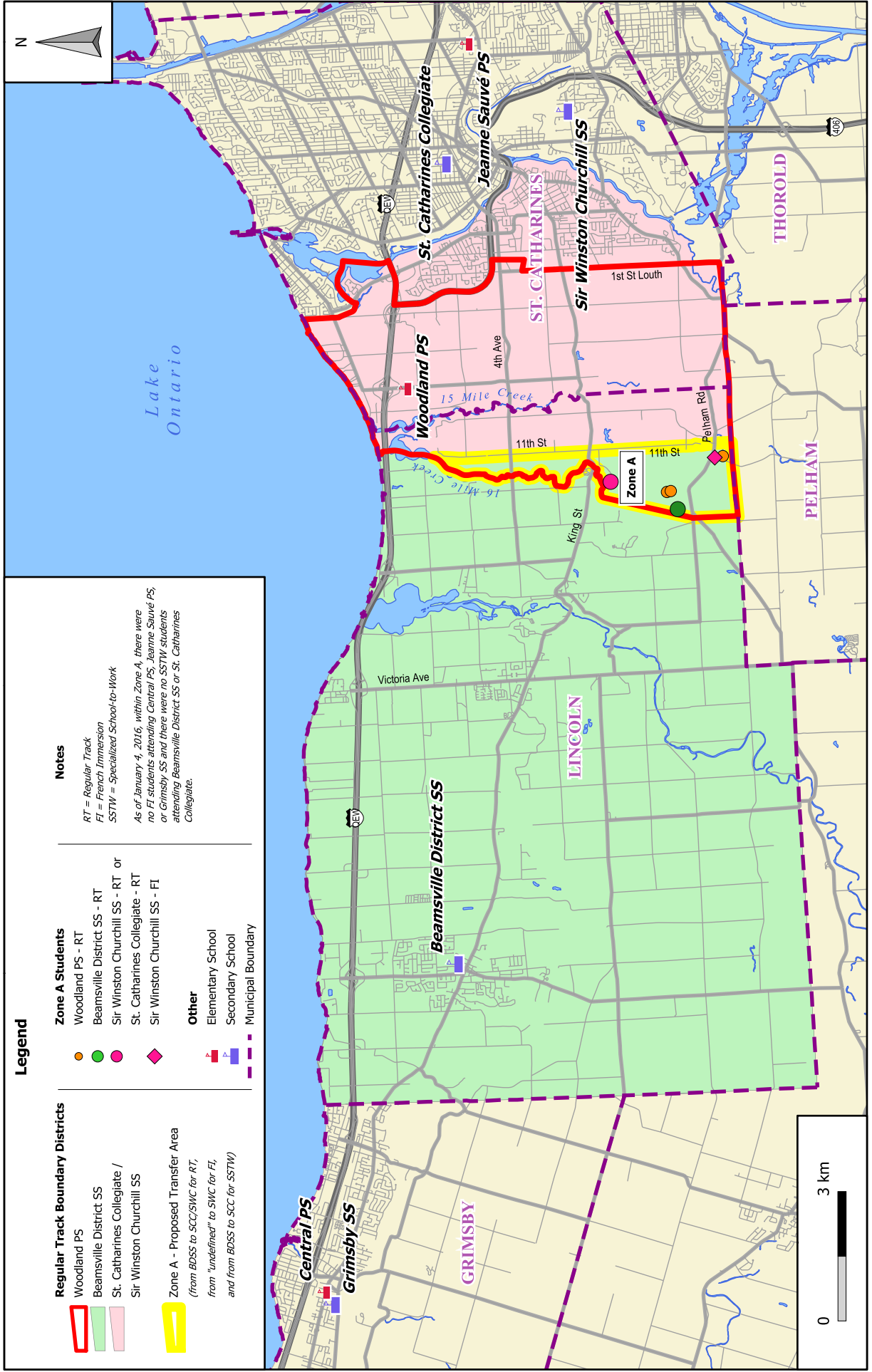


Note: Student locations based on January 4, 2016 Trillium data.

Map prepared by: DSBN Planning Services, Jan. 2016. Contains map data courtesy of: © 2015 Reg. Municipality of Niagara and its suppliers, © 2010 Queen's Printer (Ontario Min. of Nat. Resources)

APPENDIX C

Proposed Alignment of Elementary and Secondary School Boundaries in East Lincoln



Legend

Regular Track Boundary Districts	Zone A Students	Notes
<ul style="list-style-type: none"> Woodland PS Beamsville District SS St. Catharines Collegiate / Sir Winston Churchill SS 	<ul style="list-style-type: none"> Woodland PS - RT Beamsville District SS - RT Sir Winston Churchill SS - RT or St. Catharines Collegiate - RT Sir Winston Churchill SS - FI 	<ul style="list-style-type: none"> RT = Regular Track FI = French Immersion SSTW = Specialized School-to-Work <p>As of January 4, 2016, within Zone A, there were no FI students attending Central PS, Jeanne Sauvé PS, or Grimsby SS and there were no SSTW students attending Beamsville District SS or St. Catharines Collegiate.</p>
<ul style="list-style-type: none"> Zone A - Proposed Transfer Area (from BDSS to SCC/SWC for RT, from "undefined" to SMC for FI, and from BDSS to SCC for SSTW) 	<ul style="list-style-type: none"> Elementary School Secondary School Municipal Boundary 	



**DISTRICT SCHOOL BOARD OF NIAGARA
REPORT TO PROGRAM AND PLANNING COMMITTEE
MEETING OF MARCH 22, 2016**

PROPOSED PLANNING GUIDING PRINCIPLES

PURPOSE

The purpose of this report is to provide Trustees with proposed Planning Guiding Principles that reflect the ideal attributes of elementary and secondary schools, and to seek Trustees' input on the Guiding Principles.

The DSBN serves a large geographical area that includes rural and urban areas, a number of schools with varying sizes, ages, and site configurations, and communities with unique characteristics. The Planning Guiding Principles document is not intended to be a "one size fits all" nor is it intended to be a checklist for approval. Rather, the document is intended to provide a consistent and clear framework to guide planning, decision making, and facility construction.

BACKGROUND

There are a number of key attributes of an ideal elementary or secondary school that are considered when planning for a new school or addition, during the accommodation review process, or in the preparation of reports or policies. Examples include optimal school grade organization, enrolment, and facility utilization, as well as property size and location, transportation availability, and facility accessibility.

DSBN staff utilizes these attributes to guide planning, programming, and facility construction in the development of elementary and secondary schools. Accommodation Review Committees will consider many of the same guiding principles as part of their analysis of the accommodation review. Municipalities have incorporated a number of these principles into their planning documents as policies for new school sites.

Currently, the DSBN does not have a document that sets out the guiding principles. The benefit of a formal document would be consistency and clarity in the use of the principles. Stakeholders, municipal and community partners, and the public would also benefit from an understanding of the DSBN's vision for an ideal school.

DSBN staff has considered best practices, drawn from their areas of expertise, and reviewed documents from other School Boards in Ontario to develop guiding principles that reflect an ideal elementary and secondary school. These have been incorporated into a document attached as Appendix A.

RECOMMENDATION

That the Board endorse the (amended) Planning Guiding Principles attached as Appendix A.

Appended Data:

APPENDIX A: Planning Guiding Principles

Respectfully submitted on March 22, 2016,

Lora Courtois
Superintendent of Planning

Warren Hoshizaki
Director of Education

Planning Guiding Principles

The following Planning Guiding Principles reflect attributes that highlight optimal qualities in schools and school sites. These may be used when analysing options or to guide planning, programming, and facility construction.

The DSBN recognizes that there are often unique circumstances associated with school planning and decision making. These guiding principles are not intended to be a “one size fits all” solution nor a checklist for approval that is applied to every circumstance. Rather, the document is intended to provide a consistent and clear framework to guide optimal planning, decision making, and facility construction.

ATTRIBUTE	GUIDING PRINCIPLE	ELEMENTARY	SECONDARY
School Structure	To reduce school transitions and to keep students and communities together throughout their elementary or secondary education.	The DSBN supports the JK-8 school model and Grade 1 to 8 French Immersion school model.	The DSBN supports the Grade 9 to 12 school model.
Facility Utilization	To optimize utilization of a school to ensure efficient use of resources.	85% - 100%	85% - 100%
School size	To ensure an optimal school population that supports a diverse learning environment with a range of opportunities in programming, extracurricular activities, and services.	Optimal school enrolment: 500 or above	Optimal school enrolment: 1000 or above
Site Size	An adequately sized school site will ensure appropriate space for buildings, parking, pick up/drop off space, bus loading and green space for daily physical activity and team sports. The school site size should be measured in terms of useable land meaning a site with an appropriate configuration, topography, soil and drainage conditions, and that is not within hazard or natural heritage areas.	Area of approximately 2.5 – 3.3 hectares (6 – 8 acres).	Area of approximately 5.3 – 6.9 hectares (15 – 20 acres).
Site Frontage	School site should have adequate frontage along a road to provide adequate pick up/drop off and bus loading zones, and wherever possible be connected by sidewalks to encourage walking.	140-180 metres	200 – 250 metres
Portables	Portables are a viable short term accommodation (i.e. 10 years). In instances where longer term accommodation solutions to an over capacity school are needed, the preferred solution is permanent building alterations or additions.		
Accessibility	Identify accessible features and limitations each facility has to ensure equal access for all students and community members		

ATTRIBUTE	GUIDING PRINCIPLE	ELEMENTARY	SECONDARY
Transportation	As per the DSBN transportation policy, whenever possible and practical the scheduled length of time on a vehicle provided by NSTS is not expected to exceed 60 minutes (one way).		
Average Student Distance to School	A measure of proximity of students to their school. A lower average distance to school indicates a more centralized location.		
Co-location Opportunities	Where ever possible, co-locating with other municipal or community facilities, such as parks, libraries, civic centers, YMCAs, or arenas, provides students with easy access to additional learning or recreation activities and for the potential for partnerships between the local municipality and the DSBN. Parks provide additional greenspace for student activity as well as linkages between school and adjacent neighbourhood for safe travel.		
Road Type	Indicates which type of road the school is located on (residential or arterial). Schools on residential roads have more access to on street parking. Walking to these schools may be considered safer due to less volume of traffic than an arterial road.		
Access to Arterial Road	Indicates the distance to closest arterial road if not already located on arterial road. Proximity to major city routes allows for access to public transit and access for efficient transportation (bus or car).		
Site Limitations	Any additional factors that may be unique to each school site.		



**DISTRICT SCHOOL BOARD OF NIAGARA
REPORT TO PROGRAM AND PLANNING COMMITTEE
MEETING OF MARCH 22, 2016**

Accommodation Review Policy F-2 Update

PURPOSE

The purpose of this report is to present an updated Accommodation Review Policy F-2 to the Board of Trustees for approval.

BACKGROUND

The DSBN's Accommodation Review Policy F-2 was updated in accordance with the Ministry's new Pupil Accommodation Review Guidelines (2015), and approved by Trustees on October 13, 2015. As with most policies, administrative updates are needed from time to time to ensure the policy is clear and its intent is maintained.

RECOMMENDED CHANGES

After completing two accommodation reviews using updated Policy F-2, areas where the policy can be improved have been identified (Appendix A). The following is a summary of the proposed revisions:

Section 2, Definitions:

Under Section 2, the existing definition of "community partner" is a community organization under the DSBN's Community Use of School Program. This definition limits the community partner to short term partners such as community groups that rent school space for a single evening. The intent of community partners under the policy is to reflect the long term partner that has an ongoing commitment and relationship with the DSBN to provide programs and services that serve and support the students in the community. The definition is proposed to be revised to reflect this intent accordingly.

A definition of "school community" has been added for clarity.

Section 5, Notice of Initiation of an Accommodation Review:

Section 5.1 sets out the persons that a Notice of Initiation is to be provided to within 5 days of Trustees' decision to initiate an accommodation review. Policy Section 5.1 (v) is proposed to be clarified by adding language that the coterminous boards include the Catholic, French Public, and French Catholic Boards. Section 5.2 sets out how the notice is to be given. Existing Policy Section 5.2 (ii) requires notice be published within the newspaper. However, it is very difficult to meet the requirement of notice being given within 5 days based on deadlines in Niagara's local newspapers, which means notice would circulate one week later. Policy Section 5.2 (ii) is proposed to be revised to state that notice shall be provided to the local newspaper for publishing.

Appendix A, School Information Profile Report:

The School Information Profile Report (SIP) provides information to Trustees, the Accommodation Review Committee, stakeholders, and the public on the following matters for each school under

review. Policy F-2 sets out that the SIP is to include the value of the school to the student, the value of the school to the School Board, and facility, instructional, and other school use profile information.

The value of the school to the student and to the Board was carried forward from the Ministry's previous guidelines and the DSBN's previous Accommodation Review policy. The facility, instructional, and other school use profile information is new criteria set out by the Ministry's 2015 guidelines which was incorporated into the updated Policy F-2. Appendix A sets out the specific criteria for the SIPs.

Having prepared four SIPs for the recent accommodation reviews, staff noticed that the Ministry's new facility, instructional, and other school use profile information reflects the value of the school to the student and the Board. Appendix A is proposed to be updated to reduce redundancy and improve clarity by removing section 1, value of the school to the student, and section 2, value of the school to the Board.

RECOMMENDATION

Accommodation Review Policy F-2 was recently updated in accordance with the Ministry's new guidelines (2015). Having used the policy for two recent accommodation reviews, a few additional updates are recommended to improve the clarity and intent of the policy. It is recommended that:

The Board receives the Report to Program and Planning regarding the updates to Accommodation Review Policy F-2; and,

That the Board approve the updates to Policy F-2 as described in this report and attached as Appendix A.

Respectfully Submitted by:

Lora Courtois
Superintendent of Planning

Warren Hoshizaski
Director of Education

March 22, 2016

DISTRICT SCHOOL BOARD OF NIAGARA

SECTION:	FACILITY SERVICES	POLICY:	F-2
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1.0 PREAMBLE:

- 1.1 The District School Board of Niagara (DSBN) is committed to providing the best educational facilities and learning environments to support student success.
- 1.2 The DSBN will strive to maintain and operate its schools as effectively and efficiently as possible to support student success and to ensure educational programs and facilities are commensurate with Ministry of Education funding and Board policies.
- 1.3 Where possible the preferred model of school configuration is JK to 8 for elementary or grade 1 to 8 for elementary French Immersion schools; and grade 9 to 12 for secondary schools.
- 1.4 The DSBN recognizes that changes in enrolment patterns, demographics of the population, funding and operational realities, educational policies and curriculum, provincial legislation, and aging facilities and infrastructure may result in the need to consolidate, close, or relocate a school or school programs in order to achieve the goals set out in 1.1 and 1.2 above.
- 1.5 The consolidation, closure, or relocation of a school or school programs will be subject to an accommodation review in accordance with the Ministry of Education’s Pupil Accommodation Review Guidelines and this policy.
- 1.6 The purpose of the accommodation review process is to develop viable accommodation options and solutions that support student success.

2.0 DEFINITIONS

Business day refers to a calendar day that is not a weekend or statutory holiday. It also does not include calendar days that fall within the DSBN’s Christmas, spring, or summer holidays.

Community partner refers to a community organization that ~~is associated with a school, or group of schools, under the DSBN’s Community Use of Schools Program.~~ **has an established and ongoing relationship with the DSBN and offers programs or services that support students in the community.**

Enrolment refers to the number of students attending a school as of October 31st of a given school year. Enrolment is expressed as a head count.

Group of schools means two or more schools that are grouped for review under the accommodation review process.

Facility refers to the physical components of a school.

Facility condition index is a building condition determined by the Ministry of Education by calculating the ratio between the five year renewal needs and the replacement value for each facility.

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Nearest available elementary or secondary school means a school that has a sufficient number of empty pupil spaces available to receive the redistributed school population immediately and over the next 5 years without creating an overcapacity situation.

Notice of Initiation refers to the notice of the Board of Trustees approval to commence an accommodation review.

On the ground capacity refers to the capacity of the school, as determined by the Ministry of Education, by loading all of the instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

School Community refers to the school administrators, teachers, and staff members that work in the school under review, and the parents or guardians of the students that attend the school under review.

Stakeholder(s) refers to a person, group, organization, or government body that has a direct interest in the school under an accommodation review or subject to closure.

Utilization is the comparison of the school's enrolment to the on the ground capacity of the facility. It is calculated by dividing the school's enrolment by its capacity rating and expressed as a percentage. A utilization rate of less than 100% means a school is underutilized while a rate of over 100% would mean the school is overcapacity.

3.0 ACCOMMODATION REVIEW

3.1 A school or group of schools may be considered for an accommodation review if one or more of the following conditions apply:

- i. There is an excess number of pupil spaces in a school.
- ii. Declining enrolment has created a negative impact on learning opportunities for students at the school or group of schools.
- iii. The school or group of schools is unable to provide a suitable and equitable selection of learning opportunities for students.
- iv. Program and learning opportunities could be enhanced by reorganization of the school or group of schools.
- v. Facility conditions are not suitable to provide the programs needed to serve the students and the community and retrofitting would involve major capital investment or be cost prohibitive.
- vi. Other accommodation related reasons upon the recommendation of the Director of Education and subject to the approval of the Board of Trustees. Examples include, but are not limited to: health, safety or environmental conditions affecting the school or surrounding area; unforeseen changes in funding, policy, or legislation; a request from the community; etc.

3.2 Where possible, accommodation reviews should include a group of schools within a specific planning area.

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- 3.3 Schools should only be subject to an accommodation review once in a five year period unless any of the conditions under 3.1 exist, as determined by the DSBN, which would warrant another accommodation review within 5 years. This section (3.3) does not apply if the school is to be closed due to unusual circumstances or unsafe conditions.
- 3.4 The DSBN recognizes the importance of a collaborative accommodation review process that provides for meaningful community dialogue and input. To this end the public, affected school communities and other stakeholders will be provided with opportunities to participate and share relevant information during the accommodation review process.

4.0 PLANNING PRIOR TO AN ACCOMMODATION REVIEW

- 4.1 Before the Board of Trustees can decide to initiate an accommodation review, the Director of Education, or designate, must undertake long term capital and accommodation planning, informed by any relevant information obtained by local municipal governments and other community partners, which takes into consideration long term enrolment projections and opportunities for the effective use of excess space in all schools under the DSBN's jurisdiction.
- 4.2 Where the initiation of an accommodation review of a school or group of schools is being considered, an Initial Staff Report with one or more options that address the accommodation issue(s) must be prepared and presented to the Board of Trustees.
- 4.3 The Initial Staff Report must include the following:
- i. Information on actions taken by DSBN staff prior to the commencement of the accommodation review process, including a supporting rationale as to any actions taken or not taken;
 - ii. Supporting rationale for the accommodation option(s);
 - iii. A recommended option if more than one option is presented;
 - iv. A timeline for implementation for each accommodation option;
 - v. A summary of accommodation issue(s) for the school(s) under review;
 - vi. Where students would be accommodated;
 - vii. If proposed changes to the existing facility or facilities, or new facilities, are required;
 - viii. Any program changes as a result of the proposed option;
 - ix. Impact on student transportation;
 - x. If new capital investment is required and how the DSBN intends to fund it or a proposal on how students would be accommodated if funding does not become available; and,
 - xi. Any relevant information obtained from municipalities and other community partners prior to the commencement of the accommodation review including any confirmed interest in using underutilized space.
- 4.4 Efforts to obtain information from local municipal governments as well as other community partners that expressed an interest prior to the accommodation review must be documented and included as part of the Initial Staff Report.

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- 4.5 A School Information Profile Report must be prepared to inform the Accommodation Review Committee and the community of the context surrounding the decision to include specific school(s) in an accommodation review.
- 4.6 The School Information Profile Report must include the following for the school(s) under review:
- i. Value to the student;
 - ii. Value to the School Board; and,
 - iii. The minimum requirements as set out in Appendix A.
- 4.7 The School Information Profile Report may include additional items that reflect local circumstances and priorities.
- 4.8 The decision to commence an accommodation review rests with the Board of Trustees.
- 4.9 The Initial Staff Report and School Information Profile Report must be made available to the public and posted on the DSNB's website following the Board of Trustees' decision to undertake an accommodation review.

5.0 NOTICE OF INITIATION OF AN ACCOMMODATION REVIEW

- 5.1 Upon the Board of Trustees' approval to initiate an accommodation review the DSNB shall give Notice of Initiation within 5 business days to the following:
- i. Affected school Principal, school council(s), and school community;
 - ii. Affected local and upper tier municipalities;
 - iii. Community partners that expressed interest prior to the pupil accommodation review;
 - iv. The general public;
 - v. The Directors of Education of coterminous boards (**Catholic, French, French Catholic**); and
 - vi. The Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.
- 5.2 Notice of Initiation shall be given in the following manner:
- i. Posting on the DSNB website;
 - ii. ~~Publishing in the local newspaper;~~ **Providing it to the local newspaper for publishing;**
 - iii. Mailing or emailing to the Principals of affected schools, the school councils of affected schools, the Clerks of single and upper tier municipalities, and community partners that expressed interest prior to the pupil accommodation review.
- 5.3 Notice of Initiation must include an invitation to municipalities and such community partners for a meeting to discuss and comment on the recommended option(s) in the Initial Staff Report.

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5.4 Affected single and upper tier municipalities and other community partners must provide their response on the recommended options in the Initial Staff Report before the final public meeting.

6.0 ACCOMMODATION REVIEW COMMITTEE (ARC)

6.1 Upon the Board of Trustees' approval to initiate an accommodation review an Accommodation Review Committee (ARC) shall be established by the Board. This policy (6.1) does not apply to the optional modified accommodation review process set out in section 8.0.

6.2 The ARC must be established prior to the first public meeting.

6.3 The Superintendent of Planning or designate shall:

- i. Coordinate appointments to the ARC;
- ii. Ensure that DSBN staff resources are available to the ARC to compile feedback and provide support;
- iii. Interpret and ensure compliance with this Accommodation Review Policy;
- iv. Ensure meeting records are kept;
- v. Ensure attendance registers are filed for all meetings; and,
- vi. Organize and chair all ARC and public meetings

6.4 Membership of the ARC shall include the Superintendent of Planning or designate and:

- i. One parent/guardian representative from each of the schools under review chosen by their respective school communities to represent the views of the parent community;
- ii. One student representative from each school where secondary schools are part of the review process to represent the views of the student body; and,
- iii. A Trustee from each review area and one additional Trustee to act as a resource.
- iv. Principals from each of the schools under review to:
 - a. act as a resource;
 - b. to coordinate the appointment of a parent/guardian representative and student representative in the case of a secondary school accommodation review;
 - c. to ensure notices are posted in school communications and on the school website;
 - d. to arrange space for ARC meetings;
 - e. to arrange and coordinate school staff input; and
 - f. to respond to day to day inquiries about the accommodation review.

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7.0 TERMS OF REFERENCE FOR THE ACCOMMODATION REVIEW COMMITTEE

- 7.1 The Board shall provide terms of reference to the ARC that include the following matters:
- i. The mandate of the ARC which will refer to the DSBN education and accommodation objectives in undertaking the accommodation review and reflect the DSBN’s strategy for supporting student achievement and well being;
 - ii. The procedures to be followed by the ARC;
 - iii. The role and responsibility of the ARC is to represent the schools under review and to act as the official conduit for information sharing between the School Board and school communities. The ARC:
 - a. Will review the Initial Staff Report and other information presented by staff;
 - b. May provide feedback on the Initial Staff Report options;
 - c. May seek clarification of the Initial Staff Report;
 - d. May provide other accommodation options with supporting rationale;
 - e. Does not need to achieve a consensus regarding information provided to Trustees;
 - f. May request clarification about information provided in a School Information Profile Report, but has no role in approving the Report.
 - iv. The ARC shall hold a minimum of two public consultation meetings in the review area to receive input or comments from the public on the accommodation review and the Initial Staff Report.
 - v. The ARC shall hold a minimum of two working meetings, and may hold as many working meetings as it deems necessary within the timelines established in Section 11, below.
- 7.2 In carrying out its duties the ARC shall have regard for the following matters:
- i. Attention should be paid to the value of the school(s) to the student and to the School Board;
 - ii. There is a full range of actions that can be recommended to the Board of Trustees, including school closure, boundary changes, changes in the grade organization of schools, construction of replacement facilities, facility upgrades and renovations, program changes, etc.;
 - iii. ARC members shall refrain from any discussions about specific personnel, property or legal matters;
 - iv. The ARC working meetings and public consultation meetings should be held at a school(s) in the review area or, if necessary, at another community facility if physical accessibility cannot be provided at a school(s); and
 - v. The ARC will be informed at the beginning of the process about partnership opportunities or lack thereof as identified as part of the Board’s long term planning process.
- 7.3 Feedback from the ARC, as well as the broader public consultation, will be compiled into a Community Consultation section of the Final Staff Report that will be prepared by DSBN staff.

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8.0 OPTIONAL MODIFIED ACCOMMODATION REVIEW PROCESS

8.1 The Board may find it appropriate to conduct a modified accommodation review process in circumstances where potential accommodation options are less complex. The optional modified accommodation review process may only be undertaken where two or more of the following criteria apply to one or more school(s) within a group of schools:

- i. Enrolment:
 - a. An elementary school with an enrolment of less than 150 students for the current year and which is projected to remain below 150 for the next two years.
 - b. A secondary school with an enrolment of less than 350 students for the current year and which is projected to remain below 350 for the next two years.
- ii. A school with a utilization rate of 65% or lower. Utilization will be determined by dividing the school’s enrolment by the on-the-ground capacity of the school building.
- iii. A school facility that is physically not suitable to serve the school community and:
 - a. Where retrofitting may involve major capital investment; or
 - b. Where the Facility Condition Index deems the school prohibitive to repair.
- iv. Distance to nearest available accommodation:
 - a. In the case of elementary school review where the nearest available accommodation option is 10 kms or less from the school(s) under review; and
 - b. In the case of a secondary school review where the nearest available accommodation option is 20 kms or less from the school(s) under review.
- v. The relocation of a program or grades where the enrolment constitutes 50% or more of the school’s enrolment. The enrolment will be based on the enrolment at the time of the relocation or the first phase of relocation carried over a number of years.

8.2 The modified accommodation review process is implemented in accordance with the remainder of this policy document except for the following:

- i. The Initial Staff Report must provide rationale for exempting the school(s) from the standard accommodation review process;
- ii. No ARC is required to be established; and,
- iii. A minimum of one public meeting must be held no fewer than 30 business days following the decision to conduct a modified accommodation review.

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9.0 COMPLETING THE ACCOMMODATION REVIEW

- 9.1 At the conclusion of the accommodation review process (after the final public meeting) DSBN staff will submit a Final Staff Report to the Board of Trustees.
- 9.2 The Final Staff Report should build on the information provided in the Initial Staff Report and through the accommodation review process, and must include the following:
 - i. The recommended option(s) which may be amended from the Initial Staff Report;
 - ii. A proposed accommodation plan which contains a timeline for implementation; and,
 - iii. A Community Consultation section that contains feedback from the ARC, any public consultations, and any relevant information obtained from municipalities and other community partners prior to and during the accommodation review process.
- 9.3 The Final Staff Report must be available to the public and posted on the DSBN’s website.
- 9.4 After the Final Staff Report is submitted to the Board of Trustees, members of the public must be provided with an opportunity to provide feedback on the Final Staff Report through public delegations to the Board of Trustees.
- 9.5 After any public delegations, DSBN staff will compile feedback which will be presented to the Board of Trustees as an addendum to the Final Staff Report. Any changes to the Final Staff Report as a result of public delegations will be detailed in the addendum.
- 9.6 The final decision regarding the future of a school or group of schools under accommodation review rests solely with the Board of Trustees.
- 9.7 In making its decision the Board of Trustees will consider the Final Staff Report along with the addendum from public delegations.
- 9.8 The Board of Trustees has the discretion to approve the recommendation(s) of the Final Staff Report as presented, modify the recommendation(s), or approve a different outcome.
- 9.9 Should the Board of Trustees vote to close a school or schools the Board must provide clear timelines regarding the closure(s) and ensure that a transition plan is provided to all affected school communities.
- 9.10 Board of Trustee decisions on an accommodation review should not be made during the school summer holiday period.

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10.0 TRANSITION PLANNING

- 10.1 In situations where the Board approves a recommendation to close a school, a Transition Team shall be established to facilitate the closing process.
- 10.2 The Transition Team should include the Principals, parents, and staff representatives of the affected schools, student representatives in the case of a secondary school closure, the Superintendent of Schools for the review area, and other appropriate Board staff. The Superintendent of Schools for the review area shall act as Chair of the Transition Team.
- 10.3 The Transition Team will identify the issues, needs, and responsibilities related to the implementation of the school closure. It will monitor progress on transition activities and the well being of students affected by school closure, and communicate this information to stakeholders on a regular basis.
- 10.4 Normally, resource materials will move with students to their new school location(s).

11.0 PUBLIC MEETINGS AND TIMELINES

- 11.1 A minimum of two public meetings must be held for a (standard) accommodation review process and a minimum of one public meeting must be held for a modified accommodation review process to receive broader community input and comment on the Initial Staff Report. Staff are expected to facilitate the public meetings to solicit broader community feedback on the recommended options contained in the Initial Staff Report.
- 11.2 The Notice of Public Meetings shall be given in the same manner as outlined in section 5.2 of this policy.
- 11.3 There must be a minimum of 30 business days between the date of the Board of Trustees approval to initiate the accommodation review and the first public meeting.
- 11.4 The first public meeting, at a minimum, shall include the following:
 - i. An overview of the ARC orientation session;
 - ii. The Initial Staff Report with recommended option(s); and
 - iii. A presentation of the School Information Profile Report.
- 11.5 There must be a minimum of 40 business days between the first and final public meeting.
- 11.6 Affected single and upper tier municipalities and other community partners must provide their response on the Initial Staff Report before the final public meeting. The DSBN shall provide advance notice of when the final public meeting is scheduled to take place.
- 11.7 The Final Staff Report must be publicly posted a minimum of 10 business days after the final public meeting.

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- 11.8 From the public posting of the Final Staff Report there must be a minimum of 10 business days before public delegations.
- 11.9 There must be a minimum of 10 business days between public delegations and the final decision of the Board of Trustees.

12.0 EXEMPTIONS

- 12.1 The Ministry of Education's Pupil Accommodation Review Guidelines provide a number of exceptions where School Boards are not required to undertake an accommodation review process. These include:
- i. Where a replacement school is to be built by the Board on the existing site or located within the existing attendance boundary as identified through the Board's policies;
 - ii. Where a replacement school is to be built by the Board on the existing site or located within the existing attendance boundary, and the school community must be temporarily relocated to ensure the safety of students and staff during reconstruction as identified through the Board's policies;
 - iii. When the Board is considering the relocation of grades or programs where the enrolment constitutes less than 50% of the enrolment of the school. The enrolment will be based on the enrolment at the time of the relocation or the first phase of relocation carried over a number of years.
 - iv. 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;
 - v. Where a facility has been serving as a holding school for a school community whose permanent school is under construction or repair;
 - vi. When a lease is terminated;
 - vii. Where an accommodation proposal does not involve a school offering elementary or secondary regular day school programs.
 - viii. Where there are no students enrolled at the school at any time throughout the school year.
- 12.2 Although an accommodation review is not required in these situations, the Board should provide appropriate notice of decisions where the accommodation circumstances of students will be affected.

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APPENDIX A: School Information Profile Report

A School Information Profile Report (SIP) will be completed by DSNB staff for each of the schools under review. Sections 1 and 2 are intended as guidelines for the consideration of the value of the school to the student and to the School Board. The valuation criteria in sections 1 and 2 may be adapted to better reflect local circumstances. Sections 3 to 5 represent other minimum requirements and factors that are to be included in the SIP.

1. Value to the Student:

Program

- What course and program offerings are provided by the school?
- Do students living in the school's catchment area have to travel to a school outside the review area to obtain specific programs? If so, what are these programs and where are they located?
- How does the school currently provide the range of compulsory programs required to meet the Ministry of Education policies?
- Does the school currently provide the range of elective and co-curricular programs required to ensure an appropriate education and program quality for all students? What programs are offered and how many students participate?
- Which elective programs cannot be offered currently that are available in other DSNB schools?
- Is the compulsory and elective programming affected negatively in any way by the enrolment size of the school? If so, in what ways?
- If the enrolment of the school is expected to decline over the next five years, will program viability be affected? If so, in what ways?
- Have students applied for alternate school placements or left the Board due to a lack of program offerings at the school?
- How is the school organized in terms of grade structure, staffing complement, class size, number of multi-grade and multi-level classes (splits), etc.?
- Are child care and/or after school care programs offered in the school?
- How are parents or other community members involved in volunteer work at the school?
- Is a student able to obtain his/her complete elementary or secondary education in this school? If not, what are the implications to the student?

Facilities

- Does the school have a range of playground and building facilities to provide a quality learning environment for students? If there are deficiencies, what are they and do the deficiencies impact significantly on the student learning environment?
- Does the condition of the facilities impinge upon the delivery of student programs?
- Are all areas of the school accessible for students with physical disabilities? If there are areas of the school that are not accessible, where are they and how does the lack of accessibility impact upon the operation of the school?

Demographics

- What proportion of the student body walk to school or are transported to school? For those who are bussed, what is the general length of ride time to school?

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2. Value of School to the School Board:

Program

- Is this the only school in the review area providing specific programs?

Facilities

- What are the general characteristics of the school in regard to location, site acreage, building size, age, additions, portables, and range of facilities?
- How are the individual spaces in the school currently used?
- What is the overall condition of the building and what, if any, are the current deficiencies in the facility? What are the costs of remedying specific deficiencies?
- How much does it cost to operate the school on an annual basis (e.g., caretaking, maintenance and utilities, etc.)?
- What is the Ministry of Education pupil capacity rating for the school?

Demographics

- How well is the school's MOE capacity utilized by the current enrolment? What is the level of facility utilization in schools surrounding the review area?
- How has the enrolment in the school changed over time? What is the projected enrolment over the next 5-10 year period? How has the demographic profile of the local municipality changed over the past 5-10 years?
- What is the cost of transporting students to the school?
- What actions has the Board taken in recent years that may have affected the enrolment at the school?
- What is the residential development potential within the school boundary area? How many houses have been built in the area in recent years?
- How are students distributed within the school's boundary area? How many students attending the school live outside the school's boundary area? Why are out of area students attending the school?
- What is the general trend in births within the local municipality and the demographic profile of the review area?

Facility Profile:

- School name and address.
- Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions.
- School attendance area (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 the school site (acres or hectares).
- Building area (square feet or square metres).
- Number of portable classrooms.

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- Number and type of instructional rooms as well as specialized classroom teaching spaces (i.e. science lab, tech shop, gymnasium, etc.).
- Area 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 school (item and cost).
- Current Facility Condition Index (FCI) with a definition of what the index represents.
- A measure of 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 to the school (longest, shortest, and average length of bus ride times).
- School utility costs (totals, per square foot, and per student).
- Number of parking spaces on site at the school, 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 offerings at the school (i.e. cooperative placements, guidance counseling, etc.).
- Current grade configuration of the school (i.e. Junior Kindergarten to Grade 6, Junior Kindergarten to Grade 12, 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 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.

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- Availability of before and after school programs or services (i.e. child care) as well as any revenue from the before and after school programs and whether or not it is at 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.