


Windsor-Essex Catholic District School Board



Section: Administration

**ADMINISTRATIVE PROCEDURE:
PR A: 05 Pupil Accommodation
Review**

NUMBER:	PR A: 05
EFFECTIVE:	June 25, 2007
AMENDED:	March 9, 2010
RELATED POLICIES:	See References
REPEALS:	A: 05 School Closure
REVIEW DATE:	2013 - 2014

1.0 OVERVIEW OF PROCEDURE:

1.1 The Windsor-Essex Catholic District School Board's Pupil Accommodation Review Procedure shall involve the following four stages:

- 1) Stage One – Identification
- 2) Stage Two – Review and Analysis (including the establishment, responsibilities and reporting of an Accommodation Review Committee (ARC))
- 3) Three – Decision by the Board
- 4) Stage Four - Implementation

1.2 Timelines for a Pupil Accommodation Review Process

- 1) After the intention to conduct an accommodation review of a school or schools has been announced by the Board, there must be no less than 30 calendar days notice prior to the first of a minimum of four public meetings.
- 2) Beginning with the first public meeting, the public consultation period must be no less than 90 calendar days.
- 3) After the ARC completes its Accommodation Report it is to make the document publicly available and submit the document to the Director. After submission of the Accommodation Report, there must be no less than 60 calendar days notice prior to the meeting where the Board of Trustees will vote on the recommendations.
- 4) Summer vacation, Christmas break and March break, including adjacent weekends, must not be considered part of the 30, 60 or 90 calendar day periods.

2.0 STAGE ONE – IDENTIFICATION:

The Preliminary Report

- 2.1 The Director of Education 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.
- 2.2 The Director's preliminary report shall set out the reasons for the need to consider the possible consolidation, closure or major program relocation. A school or group of schools may be considered for study if one or more of the following conditions apply:

- a) The school or group of schools is unable to provide a suitable and equitable range of learning opportunities for students;
- b) The school or group of schools has experienced or will experience an adverse impact on learning opportunities for students due to declining enrolment;
- c) Reorganization involving the school or group of schools could enhance program and learning opportunities for students;
- d) Teaching/learning spaces are not suitable to provide the programs needed to serve the community and retrofitting may be cost prohibitive;
- e) Under normal staffing allocation practices, it would be necessary to assign three grades to one class in one or more of the schools;
- f) One or more of the schools is experiencing higher building maintenance expenses than what is typical for the system and/or is in need of major capital improvements;
- g) 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;
- h) The consolidation of schools is in the best interest of the overall school system;
- i) It has been no less than five years since the inception of a study of the school by an Accommodation Review Committee, except where extenuating circumstances warrant, such as an unexpected economic or demographic shift, or a change in a school's physical condition.

3.0 STAGE TWO – REVIEW AND ANALYSIS:

Establishing an Accommodation Review Committee

- 3.1 After reviewing the Director's Preliminary Report, the Board may direct the formation of an Accommodation Review Committee ("ARC") to lead the public review of a group of schools or a single school. Parents/guardians, staff and school council members of the affected schools shall be informed through their respective schools, of the Board's decision to form an ARC, and the decision shall be posted on the Board's website.
- 3.2 The Board will provide the ARC with Terms of Reference (Appendix A) that:
 - a) Describes the ARC's mandate. The mandate will refer to the Board's educational and accommodation objectives in undertaking the accommodation review and reflect the Board's strategies for student achievement.
 - b) Identifies ARC membership and the role of voting and non-voting members, including board and school administration.
 - c) Contains Reference Criteria that frame the parameters of ARC discussion. The Reference Criteria include the educational and accommodation criteria for examining schools under review and accommodation options, including partnership opportunities, or lack thereof, as identified as part of the Board's long-term planning process. Examples may include grade configuration, programming offering, transportation issues, parish partnerships and school utilization.
 - d) Describes the procedures for the ARC, including meetings; material, support and analysis to be provided by board administration; and, the material to be produced by the ARC.

Provision of and Access to Information

- 3.3 Board Administration will provide a customized and completed School Information Profile (Appendix B) for each of the schools under review, in order to ensure the ARC is well-positioned to make accommodation recommendations based on full understanding of the schools and their relationship to the local communities. If multiple schools within the same planning area are being reviewed together, the same Profile must be used for each school. The School Information Profile shall include data for each of the following four considerations about the school(s): Value to the student; Value to the school board; Value to the community; and Value to the local economy.
- 3.4 In addition to the customized School Information Profile for each affected school, the ARC will be provided with an information package necessary to carry out its mandate. The information 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 information will be provided with plain language explanations and is to include, but not necessarily be limited to, the following:
- a) The most recent long-term accommodation planning documents of the Board to provide a context for the accommodation review.
 - b) 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; Grade configuration, staffing;
 - Facility information for each school under study; Age and condition of facility, School size (facility, green space, gymnasium), Floor plans of schools under study, Site plans of schools under study, Data on portables;
 - Enrolment and Ministry rated enrolment capacity information for each school in the review area (current, past and future enrolment projections);
 - Information outlining where students attending each school in the review area reside;
 - Information on transportation (% of students bussed, out of boundary students, time and distance for bussed students);
 - Community partnerships;
 - Information regarding the current community use of each school in the review area (tenant information/agreements and other relevant information);
 - Maps for area; and
 - Expenditures and revenues for each school in the review area.
 - c) At least one alternative accommodation option that addresses the objectives and Reference Criteria outlined in the Terms of Reference. The option(s) will address where students would be accommodated; what changes to existing facilities may be required; what programs would be available to students; and transportation. If the option(s) require new capital investment, board administration will advise on the availability of funding, and where no funding exists, will propose how students would be accommodated if funding does not become available.

- d) The ARC may also create alternative accommodation options as a result of public consultation, which should be consistent with the objectives and Reference Criteria outlined in the Terms of Reference. If the option(s) require new capital investment, board administration will advise on the availability of funding, and where no funding exists, will propose how students would be accommodated if funding does not become available.
- e) Board administration will respond to reasonable and relevant requests for additional information from the ARC and will append responses to the minutes of the meetings at which the questions prompting the responses were raised, and post the responses on the Board's website.

Responsibilities of the ARC

- 3.5 The ARC formed at the direction of the Board assumes an advisory role. The ARC will study, report and make recommendations on the accommodation options respecting the group of schools or single school that will inform the final decision made by the Board of Trustees. An ARC must follow the requirements set out in the Ministry's Pupil Accommodation Review Guidelines, Board Policy/Procedure and in the manner set out in the Terms of Reference (Appendix A).
- 3.6 Beginning with the ARC's first public meeting, the public consultation period must be no less than ninety (90) calendar days. The ARC will deliver its Accommodation Report to the Director of Education not earlier than ninety (90) calendar days after the beginning of the first public meeting, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break.

4.0 STAGE THREE – DECISION BY THE BOARD:

- 4.1 After the ARC has submitted its report to the Director of Education, the Board must provide a minimum of sixty (60) calendar day's notice prior to the Board meeting at which the Trustees will vote on the recommendations of the ARC and the recommendations of administration. Public notice shall 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. Calculation of the notice period shall exclude school holidays such as summer vacation, Christmas break and Spring break.
- 4.2 The ARC will then present its Accommodation Report as information to the Board of Trustees at a public meeting.
- 4.3 The Director and administration will review the recommendations of the ARC and prepare the Director's Report to the Board reporting on the results of the public consultation process and providing an analysis and recommendations to the Board of Trustees. The recommendation(s) contained in the report shall consist of one or more of the following:
 - a) To maintain the schools and to continue to monitor them;
 - b) To reorganize the schools, their programs or their grade structures;
 - c) To change the boundaries of the schools;
 - d) To consolidate and/or close one or more of the schools.

The Director's Report will include as appendices the ARC's final School Information Profile and Accommodation Report, the information package provided to the ARC, minutes of the ARC meetings.

- 4.4 The Board will hold a Special Meeting to receive the Director's report. Public input will also be received in order to provide an opportunity for the public to make formal presentations to the Board concerning the Director's Report and the matters that are addressed in it and in the ARC's Accommodation Report. The public may provide written input to the Director of Education at any time.
- 4.5 A minimum of two weeks notice of the Special Meeting 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.
- 4.6 Following the Board meeting for public input, administration will prepare a follow-up report to the Board in which it will report on and respond to the representations made by the public. Staff may revise its earlier recommendations to the Board. The report will include copies of the representations and submissions from the previous meeting and the minutes of the previous meeting. The report will be released publicly and be posted on the Board's website.
- 4.7 The Board will make its decision regarding the school accommodation recommendations after consideration of the ARC's Accommodation Report, the Director's Report, the Director's Follow-up Report and community input. The Board may make any accommodation decision that it deems advisable in relation to the schools under review by an ARC despite an ARC recommendation to the contrary.
- 4.8 Parents/Guardians, Staff and School Council members will be informed in writing, through their respective schools, of the Board's decision, which will also be posted on the Board's website.

5.0 STAGE FOUR - IMPLEMENTATION:

- 5.1 The Director will ensure that an Integration Committee is established to plan for and implement the positive integration of students and staff affected by consolidation, closure or program relocation into their new school environment. The Committee will consist of the appropriate School Superintendent, School Principals and School Council Chairs. The Committee may invite additional members, as it deems necessary and beneficial.

6.0 ADMINISTRATIVE REVIEW OF THE ACCOMODATION REVIEW PROCESS:

- 6.1 An administrative review of the Board's accommodation review process may be sought in accordance with the conditions contained in the Ministry of Education's document entitled "Administrative Review of the Accommodation Review Process" posted on the Board website and available at the head office of the Board.

ACCOMMODATION REVIEW COMMITTEE - TERMS OF REFERENCE

MANDATE:

The Accommodation Review Committee (ARC) assumes an advisory role by providing an Accommodation Report including recommendations to the Board. The ARC will study, report and make recommendations on the accommodation options respecting the future of a school or family of schools that will inform the final decision made by the Board of Trustees.

An ARC must follow the requirements set out in the Ministry’s Pupil Accommodation Review Guidelines, Board Policy/Procedure and in the manner set out in the ARC’s Terms of Reference.

The Accommodation Review Committee (ARC) analyzes School Information Profiles, considers alternatives and makes recommendations that meet the educational and accommodation objectives of the Windsor-Essex Catholic District School Board. Throughout the process the ARC consults with community members and provides opportunity for input into the analysis.

MEMBERSHIP AND VOTING:

The Accommodation Review Committee (ARC) membership includes the following:

- The area Trustee, as well as a Trustee from out of area who will serve as Chair of the ARC.
- School Superintendent(s) whose schools are in the area under study. The School Superintendent(s) shall function as secretary and in a resource capacity.
- From each school affected
 - The school Principal or designate.
 - One representative from the teaching staff.
 - One representative from the non-teaching staff.
 - Three parents, one of whom will be the School Council Chair or designate.
 - One community representative from each affected school community
 - Pastor(s) of the parish(es) in which the affected school(s) is located
 - A municipal councillor or delegate and a member of the business community
 - One student representative from each secondary school under review

The ARC may invite individuals, including members of Board administration to act as resources as necessary.

The ARC will be deemed to be properly constituted whether or not all of the listed members are willing and able to participate. The ARC attempts to come to consensus on recommendations. The voting process is used when consensus is not possible. Trustees, Superintendents and any other individual invited as a resource to the ARC will be non-voting members.

PROCEDURES:

- The ARC Chair will convene and chair meetings, and will, in cooperation with the Superintendent(s), ensure that the ARC successfully carries out its obligations under the Pupil Accommodation Review Policy and Procedure.
- Beginning with the first public meeting the consultation period must be no fewer than ninety days. School holidays such as summer vacation, Christmas break and Spring break are not considered part of the thirty or ninety day time periods.
- Notice of Meetings: After the Board announces its intention to conduct an accommodation review of a school or schools, there must be no less than thirty (30) calendar days notice prior to the first of four (minimum) public meetings, with each agenda including an opportunity for input from the public. The ARC shall provide guidelines for public input. A minimum of two weeks notice will be provided in respect of the other public meetings. Advance 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.
- The ARC will meet as often as required. At a minimum, the ARC will hold at least four public meetings in accessible facilities, to consult about the School Information Profile, the accommodation options, and the ARC Accommodation Report.
 - At the first public meeting, the ARC will describe its mandate, outline its study process, and give the public a briefing on the data and issues to be addressed. The ARC will present the School Information Profile prepared by board administration for public input.
 - At the second public meeting, the ARC will present any additions to the School Information Profiles and will present for input any accommodation options presented by board administration or proposed by the ARC. The ARC will then consider the feedback in amending or developing options and will seek further information from the board as necessary.
 - At the third public meeting, the ARC will receive community input and feedback about the accommodation options being considered.
 - At the fourth public meeting, the ARC will present its draft Accommodation Report with its recommendations and will receive community input. The ARC may make changes to the report based on feedback at the meeting.
- ARCs and board administration are to respond to questions from the public, that they consider relevant to the ARC and its analysis, at meetings or in writing appended to the minutes of the meeting and made available on the board's website.
- Minutes are to be made available to the public. All information relevant to the accommodation review, as defined by the ARC, is made public by posting on the Board's website or making it available upon request.
- The ARC prepares an Accommodation Report summarizing its recommendations. It is shared with trustees as information at a public Board Meeting.

REFERENCE CRITERIA:

The ARC and the public will be informed about all schools under review based on their value to the students, the school board, the community and the local economy to ensure that the ARC is positioned to make accommodation recommendations to the board based on a full understanding of the schools and their relationship to their local communities.

School Information Profile:

Administration will complete and provide a customized School Information Profile for each of the schools under review, in order to ensure the ARC is well-positioned to make accommodation recommendations based on full understanding of the schools and their relationship to the local communities. If multiple schools within the same planning area are being reviewed together, the same Profile must be used for each school. The School Information Profile shall include data for each of the following four considerations about the school(s): Value to the student; Value to the school board; Value to the community; and Value to the local economy.

In addition to the customized School Information Profile for each affected school, the ARC will be provided with an information package necessary to carry out its mandate. The information 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 information will be provided with plain language explanations and is to include, but not necessarily be limited to, the following:

- The most recent long-term accommodation planning documents of the Board to provide a context for the accommodation review;
- Organization and programming information for each school under study; Grade configuration, staffing;
- Facility information for each school under study; Age and condition of facility, School size (facility, green space, gymnasium), Floor plans of schools under study, Site plans of schools under study, Data on portables;
- Enrolment and Ministry rated enrolment capacity information for each school in the review area (current, past and future enrolment projections);
- Information outlining where students attending each school in the review area reside;
- Information on transportation (% of students bussed, out of boundary students, time and distance for bussed students);
- Community partnerships;
- Information regarding the current community use of each school in the review area (tenant information/agreements and other relevant information);
- Maps for area; and
- Expenditures and revenues for each school in the review area
- At least one alternative accommodation option that addresses the objectives and Reference Criteria outlined in the Terms of Reference. The option(s) will address where students would be accommodated; what changes to existing facilities may be required; what programs would be available to students; and transportation. If the option(s) require new capital investment, board administration will advise on the availability of funding, and where no funding exists, will propose how students would be accommodated if funding does not become available.
- Board administration will respond to reasonable and relevant requests for additional information from the ARC and will append responses to the minutes of the meetings at which the questions prompting the responses were raised, and post the responses on the Board's website.

ACCOMMODATION REPORT:

The ARC shall prepare an Accommodation Report for each school or group of schools reviewed and make recommendations regarding the future of the school(s) under consideration. As the ARC considers the accommodation options, the needs of all students in schools of the ARC are to be considered objectively and fairly, based on the School Information Profile and the objectives and Reference Criteria outlined in the Terms of Reference.

The ARC shall consider and address, among other matters which may arise, the following matters in its Accommodation Report:

- a) The ARC shall consider all four components of the School Information Profile: Value to the student; Value to the school board; Value to the community; and Value to the local economy. **However, the ARC will weigh the value of the schools to the student above all other components.** The final School Information Profile will be included as an appendix to the Accommodation Report.
- b) The implications of the proposed changes for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected.
- c) 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;
- d) The financial effects of consolidating or not consolidating the school, including any capital implications.
- e) Revenue implications as a result of the consolidation, closure or program relocation.
- f) 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
- g) 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, including:
 - School operations (heating, lighting, cleaning, routine maintenance)
 - School administration
 - School renewal
 - Transportation
- h) Net savings/costs associated with:
 - Teaching staff
 - Paraprofessionals
 - Student transportation
- i) possible alternative use or disposition of an empty building.

SUBMISSION OF THE ACCOMMODATION REPORT AND DECISION OF THE BOARD OF TRUSTEES:

Beginning with the ARC's first public meeting, the public consultation period must be no less than ninety (90) calendar days. The ARC will deliver its Accommodation Report to the Director of Education not earlier than ninety (90) calendar days after the beginning of the first public meeting.

After the ARC submits the document to the Director, the ARC will have an opportunity to present its report to the Board of Trustees at a public Board Meeting.

NOTE: Summer vacation, Christmas break and March break, including adjacent weekends, must not be considered part of the 90 calendar day period.



GENERIC SCHOOL INFORMATION PROFILE

School boards are required to develop a School Information Profile to help the Accommodation Review Committee (ARC) and the community understand how well school(s) meet the objectives and the Reference Criteria outlined in the Terms of Reference. The School Information Profile includes data for each of the following four considerations about the school(s):

1. Value to student
2. Value to the school board
3. Value to the community
4. Value to the local economy

It is recognized that the school's value to the student takes priority over the other considerations about the school.

A School Information Profile will be completed by board administration for each of the schools under review and provided to the ARC to discuss, consult on, modify based on new or improved information, and finalize. If multiple schools within the same planning area are being reviewed together, the same Profile must be used for each school.

FACTORS AND QUESTIONS TO BE ADDRESSED WHEN ASSESSING BOTH VALUE TO STUDENT AND VALUE TO SCHOOL BOARD

Quality of Learning Environment and Range of Programs/Course Offerings:

1. Does the school organization offer students a range of programs, which provide equitable learning opportunities that other students in the Windsor-Essex County area enjoy? (Consider: program offerings for instrumental music, specialty shops/programs (secondary), full physical education program offered, etc.)

Yes/No, List the Programs Offered at the School:

2. Does the space/facility provide specialty rooms for program offerings? (Consider: Is there a gym/multi-purpose room of adequate size, appropriate library space, computer lab, resource room, flexible space for support services/itinerant support staff/school council/student council, instrumental music, up-to-date science lab/room, shops/technology rooms)

Yes/No, List specialty rooms:

Generic School Information Profile

- 3. Would moving to a new school community enhance the range of programs available and increase the learning opportunities for students?
Yes/No

- 4. Are there currently classes in the school where two or more grades are being taught within the same classroom?
Yes/No, Number of such multi-graded classes: _____.

- 5. Would combining this school with another school reduce the number of multi-graded classes?
Yes/No

- 6. Is there a before or after school childcare program in the school?
Yes/No

- 7. What is the average class size?
Grades JK - 3: _____ Students/class
Grades 4 – 8: _____ Students/class
Grades 9 – 12: _____ Students/class

- 8. If specialized programs or opportunities exist at the school, can they be maintained or enhanced in a new school community?
Yes/No, Explain:

- 9. If specialized programs or opportunities exist can they be expanded at the existing location?
Yes/No, Explain:

- 10. If specialized programs or opportunities exist can they be expanded at the existing location?
Yes/No, Explain:

Adequacy of School’s Physical Space to Support Student Learning:

- 1. Does the school provide students with a learning environment, which is comparable to most schools in the Board? E.g. Building vs. portables, range of specialty rooms.
Yes/No, Explain:

Range of Extracurricular Activities and Extent of Student Participation:

- 1. Does the school have a program of intramural sports?
Yes/No List: _____

If ‘Yes’, give percentage of student body participating: _____ percent.

Generic School Information Profile

2. Does the school have a program of interschool sports?

Yes/No List: _____

If 'Yes', give percentage of student body participating: _____ percent.

3. Do students have an opportunity to participate in non-athletic school clubs?

Yes/No List: _____

If 'Yes', give percentage of student body participating: _____ percent.

4. Are there public facilities located within walking distance that provide a venue for activities (e.g. Community swimming pool)?

Yes/No List: _____

Adequacy of School's Grounds for Healthy Physical Activity and Extracurricular Activities:

1. Does the schoolyard provide for adequate outdoor space to accommodate activities for all students with all types of needs?

Yes/No

2. Are there issues within the schools outdoor space, which may limit use of the space by students or staff?

Yes/No, Explain:

3. Does the school have age appropriate facilities available (e.g. Fenced or separate areas for kindergarten and junior grades)?

Yes/No, Explain:

Accessibility of the School For Students With Disabilities:

1. Does the school have barrier free washrooms for students?

Yes/No

2. Does the school have barrier free washrooms for staff?

Yes/No

3. Does the school have a barrier free entrance?

Yes/No

4. Does the school have a change table/room?

Yes/No

5. Does the school have an elevator?

Yes/No

Generic School Information Profile

6. Is there wheelchair accessibility to all program areas?
Yes/No
7. Does the school have worn or other unsafe surfaces in its hallways and on its stair treads that may be prohibitive to repair?
Yes/No

Safety of School and Site:

1. Does the school have an alarm/alert system in place to warn and/or protect the students, staff, and the building?
Yes/No
2. Is there a safe route for pedestrian and vehicular traffic flow?
Yes/No
3. Does the school layout/floor plan allow for staff to readily identify intruders (e.g. Blind corners and hallways)?
Yes/No
4. Are all school entrances observable by staff or can they be adequately monitored?
Yes/No
5. Are the play areas barrier free and open for view?
Yes/No
6. Is the school located near heavily wooded areas or other geographically problematic areas (e.g. a cliff, ravine, or expressway)?
Yes/No
7. Does the school site/location lend itself to poor safety practices by students (e.g. taking unsafe walking routes such as crossing train tracks or other dangerous short cuts)?
Yes/No
8. Is there an adequate pool of crossing guards?
Yes/No
9. In the event of an emergency, is the school located near a site that can house the entire school population (e.g., evacuation procedures)?
Yes/No, Explain:

10. What is the proximity to: hospital? _____ km; medical clinic? _____ km;
fire department: _____ km

Proximity of the School to Students/Length of Bus Ride:

1. What percentage of the school's population walks to school? _____ % (Percent).
2. What percentage of the school's population rides a bus to access the school? _____ % (Percent).

Generic School Information Profile

- 3. What is the longest bus ride to school for any student? _____ minutes.
- 4. What is the length of the average bus ride to school? _____ minutes.
- 5. What percentage of students in the new school setting would be required to access the school by bus? _____ % (Percent).
- 6. What would be the length of the average bus ride to the new school setting? _____minutes.
- 7. Do the majority of the students remain at the school during the lunch period?
Yes/No
- 8. If you answered 'yes' to the previous question, are there adequate facilities available to accommodate this?
Yes/No
- 9. What is the distance from the school to the main transportation route for public transportation?
_____ Km

Proximity to Catholic Church:

- 1. What is the distance from the school to the nearest Roman Catholic Church? _____kilometres.
- 2. Are there any reciprocal relationships that benefit the Church/School and Community? (e.g., Knights of Columbus, St. Vincent de Paul Society, etc.)?
Yes/No, Explain:

- 3. a) Is there accessibility to additional space (e.g., Church hall for school performances, hot lunches and family nights)?
Yes/No, Explain:

- b) Does the Church make use of school space?
Yes/No, Explain:

- 4. Sacramental Preparation - Is it done at the school or Church?
Explain: _____

ADDITIONAL FACTORS AND QUESTIONS TO BE ADDRESSED WHEN ASSESSING VALUE TO STUDENT

Culture of the School:

- 1. What is the average number of years staff has been at the school? ____ years.

Generic School Information Profile

2. Have the students been relocated by past accommodation changes?
Yes/No, (If 'Yes', what were the circumstances?)

3. Are there memorials or commemorative gardens on the school property?
Yes/No, Explain:

4. Has the school won or achieved awards (peacekeeper school)?
Yes/No, Explain:

ADDITIONAL FACTORS AND QUESTIONS TO BE ADDRESSED WHEN ASSESSING VALUE TO THE SCHOOL BOARD

Condition and Costs of Operation:

1. Do the current renewal needs for the school represent less than 20 per cent of the school replacement cost?
Yes/No
2. Over the next 10 years will the total renewal needs for the school represent less than 20 percent of the school replacement cost?
Yes/No
3. What is the Facility Condition Index rating of the school? _____
4. Has the Ministry of Education identified the school as being prohibitive to repair?
Yes/No
5. Does the school/property require long-term maintenance in order to be kept at an appropriate standard?
Yes/No
6. School Administration – does imputed grant revenue exceed expenditures?
Yes/No, Amount _____ \$ (Dollars).
7. School Operations – Does imputed grant revenue exceed expenditures?
Yes/No, Amount _____ \$ (Dollars).
8. Student Transportation - Does imputed grant revenue exceed expenditures?
Yes/No, Amount _____ \$ (Dollars).

Generic School Information Profile

Location of School:

1. What are the alternate schools students/parents could select to attend? (List schools, whether from the Windsor-Essex Catholic District School Board or other, that are within five (5) km of the school and the estimated distance to each of those schools.)

2. Is the school located in a viable, safe residential neighbourhood?
Yes/No, Explain:

3. Is the school within walking distance of natural areas, which could be used for teaching?
Yes/No, Explain:

Enrolment vs. Available Space:

1. What is the utilization rate for the school? _____ % (Percent).
2. Does the utilization rate for the school currently exceed or is it expected to exceed the capacity of the building?
Yes/No
3. Are portables required? Port-a packs?
Yes/No Number of portables _____ Duration? _____ Yrs.
4. Is there potential for addition?
Yes/No
5. Is there potential for parking expansion?
Yes/No
6. Does enrolment at the school exceed the surplus space in adjacent WECDSD schools?
Yes/No, List adjacent WECDSD schools with surplus space:

7. Do enrolment trends from the past and future projections warrant significant enrolment changes?
Yes/No, Explain:

8. Is the school involved in any formalized Facility Partnership Agreements?
Yes/No, Explain:

FACTORS AND QUESTIONS TO BE ADDRESSED WHEN ASSESSING VALUE TO THE COMMUNITY

1. Does the school have program offerings that serve both students and community members?
(e.g., adult ESL)

Yes/No, Explain:

2. Do community groups use the school building regularly?

Yes/No

3. Is this the only facility in the vicinity that could be used by community groups for indoor activities?

Yes/No

4. Are the school's grounds used formally or informally on a regular basis by community groups for outdoor activities?

Yes/No

5. Is this the only playing field in the vicinity that could be used by community groups?

Yes/No

6. Is this the only green space in the vicinity that could be used by community groups?

Yes/No

7. Is the school a partner in other government initiatives within the community?

Yes/No

8. To what extent do parents/committees/volunteers support the school programs?

9. Does the facility have historic value in the broader community?

Yes/No

10. What is the school's record of incidence of violence/vandalism?

11. Does the school and students contribute significantly to the community through works of charity?

Yes/No, Explain:

FACTORS AND QUESTIONS TO BE ADDRESSED WHEN ASSESSING VALUE TO THE LOCAL ECONOMY

1. Is this the only school within the community?

Yes/No, Explain:

Generic School Information Profile

2. Does the school provide co-operative education opportunities for students?

Yes/No

3. How many students are participating in co-operative education? _____

4. Are there training opportunities for students with local employers?

Yes/No

5. Is the school involved in other partnership arrangements with local employers?

Yes/No

6. To what extent does local business support the school?

7. To what extent does the school support local business?

8. Does the school play an important role in attracting and/or keeping investment in the community?

Yes/No, if 'yes', please explain:

9. Does the school play an important role as a local employer in the community?

Yes/No, if 'yes', please explain:

10. Does the school play an important role in attracting and/or retaining families in the community?

Yes/No, if 'yes', please explain:

Generic School Information Profile: _____, 2010